

# Ohio

## Dayton Public Schools

REVIEW CONDUCTED JANUARY 26-30, 2015

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

# Dayton Public Schools

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## Dayton Public 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 Dayton Public School District was conducted from Jan. 26-30, 2015. The following summary highlights some of the strengths, challenges and recommendations, which are further explained in the report.

### STRENGTHS

- The district and community are committed to the improvement of the educational program.
- The superintendent has focused on promoting a culture of high expectations and improving the climate and culture in the schools and district.
- Curriculum is aligned to Ohio's New Learning Standards.
- The district has a student information system that provides all necessary data tools for making instructional and intervention decisions housed together for easy access for administrators, teachers and support staff.
- Policies and practices are in place to ensure regular collection and distribution of data.
- A team structure for analyzing and using data at district, building and teacher levels is organized and implemented across the district.
- The Ohio Teacher Evaluation System/Ohio Principal Evaluation System for state educators is implemented and monitored.
- There are established practices, including revised safety plans and procedures and personnel dedicated to the area of school safety.
- The district has made an effort to ensure that there are working relationships with families and appropriate community partners in order to support the students' academic progress and social and emotional well-being, as shared in interviews and documents.
- The forecast assumptions document was supportive of the five-year forecast and demonstrated direct alignment of each line item associated with the forecast.

### CHALLENGES

- Although the district has employed new personnel in key leadership positions at the district and school levels, there is a lack of adequate training, development and consistent support structures for these leaders to effectively fulfill their responsibilities.
- The district lacks a successful system that ensures continuity in key leadership positions in order to support and sustain turnaround work over time.

- The district vision and mission have been articulated; however, they have not been fully implemented to ensure that all stakeholders align their work around those guiding principles.
- Some principals do not have autonomy in selecting teachers and staff for their school buildings.
- While the district has multiple tools in place to increase student achievement, such as curriculum instructional maps, new curriculums, literacy teachers, Title I teachers and the utilization of the Academic One Plan, staff attendance is low at professional development offered by the district.
- There is a lack of consistency with the implementation of programs and initiatives.
- Data teams across the district do not consistently use the Five-Step Process of the Ohio Improvement Process for making instructional decisions.
- Instructional and leadership programs change frequently.
- The district lacks consistency and accountability in the execution of its instructional initiatives and ensuing professional development directives. The communication necessary to implement, modify or complete those initiatives has not been effective.
- A disparity in the distribution of services, opportunities and resources is evident in the school district from building to building.
- While the district has employed various measures to engage parents, some parents are disengaged from communication with the schools and the board.
- Student behavior management systems are not fully implemented in all school settings within the district.
- There are concerns with the attendance trends of the custodial/grounds and transportation departments.
- Students are leaving for other districts, scholarships, and community and electronic schools via open enrollment.
- A comprehensive communication process for budgetary development does not exist in the district.

## RECOMMENDATIONS

- Design professional training that is aligned with district goals for all new leaders in the district.
- Develop a progress monitoring tool to constantly evaluate whether the staff's activities fulfill the tenets of the mission and vision.
- Revise the district's vision and mission statements to clearly communicate the specific goals to all stakeholders. Once revised, assure that the mission and vision statements are prominently displayed in all buildings.
- Develop a district-wide common set of protocols for in-service/professional development training.
- Establish protocols (data, length of time to demonstrate success) for adding new initiatives by collaborating with the superintendent, transformation leadership team or board for approval.
- Provide documentation that all staff attended training on data access and usage.
- Provide training for all staff throughout the district on the Five-Step Process of the Ohio Improvement Process.

- Develop a balanced assessment system that uses formative assessment consistently across the district to improve the academic progress of all students.
- Create and develop a systematic training and support system for new district leaders.
- Provide all parents and students information that highlights the advanced and accelerated courses in the high schools.
- Develop a process to collect and evaluate outcome data to assess the impact of all student support programs provided by community and external agency partnership services.
- Distribute a survey to the parents of the students who left the district to attend other districts, community schools and electronic schools to determine what changes the district could make to encourage them to re-enroll their children back in the district.

# Dayton Public School District Review Overview

## PURPOSE

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

## METHODOLOGY

Reviews collect evidence for each of the six district standards above. A district review team consisting of independent consultants with expertise in each of the standards 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 Dayton Public School District was conducted from Jan. 26-30, 2015. The site visit included 33 hours of interviews and focus groups with approximately 143 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted five focus groups with elementary, middle and high school teachers; high school students representing grades 9 through 12; parents; and community members. A sample informal survey that was used to guide focus groups is provided in Appendix C.

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 observed classroom instructional practices in 41 classrooms in 16 schools. Appendix C contains the instructional inventory tool used to record observed characteristics of standards-based teaching. Appendix D lists the documents that were reviewed prior to and during the site visit.

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

## DISTRICT PROFILE

Dayton Public Schools are located in Montgomery County. According to the United States Census Bureau, the estimated population, as of July 1, 2013, was 143,355 which represents a 1.1 percent increase in population since the 2010 Census.<sup>2</sup> Between 2009 and 2013, 80.8 percent of the population graduated from high school. The median household income in Dayton is \$28,456, with 34.7 percent of the population living below the poverty line. In comparison, the median household income in Ohio is \$48,308, with 15.8 percent living below the poverty line. The beginning teacher salary in the district is \$35,136, with the average teacher salary of \$49,724 (see Table 1, Appendix B).<sup>3</sup> According to the Bureau of Labor and Statistics, the November 2014 unemployment rate (not seasonally adjusted) was 5.0 percent, compared to 5.2 percent for Ohio.

The racial makeup of the city of Dayton is 57 percent Caucasian, 42.9 percent African American, 3 percent Hispanic and 2 percent multiracial. The racial makeup of the school district is 25.9 percent Caucasian, 64.7 percent African American, 3.8 percent Hispanic, 5.0 percent multiracial, 0.1 percent American Indian and 0.3 percent Asian (see Figure 2 and 3, Appendix B).

Between 2010 and 2014, Dayton's enrollment has been on a decline. The district dropped from 14,174 in 2010 to 13,536 in the 2013-2014 school year (See Figure 1, Appendix B).

Dayton is comprised of the following 30 schools, which include two special centers that are alternative academies and two community schools that focus on business technology and 7-12 early college academy (indicated with an asterisk). Stivers School for the Arts is a 7-12 building in which admission is audition based. The district also has two elementary buildings of single gender educational programming and a preschool-only building. Enrollment by school is shown in Table 2, Appendix B.

1. Bell Haven School, PreK-8
2. Charity Adams Earley Girls Academy, K-8
3. Cleveland School, PreK-6
4. Dayton Boys Preparatory Academy, K-8
5. Eastmont School, PreK-8
6. Edison School, PreK-8
7. Edwin Joel Brown School, PreK-8
8. Fairview School, PreK-8
9. Horace Mann School, PreK-8
10. Kemp School, PreK-6
11. Kiser School, PreK-8
12. Louise Troy School, PreK-4
13. Meadowdale School, PreK-8
14. River's Edge Montessori School, PreK-6
15. Rosa Parks Early Learning Center

<sup>2</sup> 2008 – 2012 American Community Survey 5-Year Estimates

<sup>3</sup> Bureau of Labor Statistics

16. Ruskin School, PreK-8
17. Valerie School, PreK-6
18. Westwood School, PreK-8
19. Wogaman School, Grades 5-8
20. World of Wonder School at Residence Park, PreK-8
21. Wright Brothers School, PreK-8
22. Belmont High School
23. David H. Ponitz Career Technology Center
24. Dunbar Early College High School
25. Meadowdale High School
26. Stivers School for the Arts
27. Thurgood Marshall High School
28. Longfellow Academy I and Longfellow Academy II\*
29. Dayton Business Technology High School\*
30. Dayton Early College Academy\*

## Student Performance

Information about student performance includes: (1) the differentiated accountability status<sup>4</sup> of the district, including the ranking; (2) the progress the district and its schools are making toward narrowing proficiency gaps as measured by the gap closure component; (3) English language arts performance and student growth; (4) mathematics performance and student growth; (5) Performance Index; (6) annual dropout rates and 4- and 5-year cohort graduation rates; and (7) suspension/expulsion rates. Data is reported for both district and all schools and student subgroups that have at least three years of sufficient data.

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

### 1.<sup>B</sup> The district is High Support Status<sup>5</sup> as of fall of 2014.

- c. Dayton Public School District is receiving high state support for Fiscal Year 2015, based on its 2013-2014 Ohio School Report Card<sup>5</sup>.

The district was able to move from Academic Watch in 2009-2010 up to Continuous Improvement in 2010-2011. However, the district dropped back to Academic Watch in 2011-2012.

During both 2012-2013 and 2013-2014, the district received scores of F in the following categories: Indicators Met, Overall Progress, Students with Disabilities, Gap Closing, and Graduation for both 4-year and 5-year graduates.

<sup>4</sup> Differentiated accountability defines the roles and expectations of the school district and ODE based upon the performance of the local school district.

<sup>5</sup> High Support Status represents the districts performing in the lowest 5% in the state.

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

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

With the exception of the Caucasian, Hispanic and students with Individualized Education Programs, subgroup reading passing rates for 2013-2014 exceeded 2012-2013 scores (see Figure 5, Appendix B). Over the past three years, all subgroups have shown higher passing rates in reading than math. In 2013-2014, the subgroups of Hispanic, Limited English Proficiency and Caucasian have shown the highest math passing rates within the last three years (see Figure 6, Appendix B).

## 3. The district's English language arts performance and student growth<sup>6</sup>.

Dayton met the state indicator for grade 11 reading in 2013-2014. In addition, the district's reading passing rates at each grade level are lower than similar districts and the state average (see Figure 7, Appendix B). However, reading passing rates for grades 3, 8 and 10 are the highest in three years (see Figure 8, Appendix B).

Student growth in reading has fallen below the growth standard in grades 4 and 7 for the past three years. However, student growth in grade 6 has been above the growth standard for two of the past three years, and the three-year average growth for grade 6 was green<sup>7</sup> (see Figure 9, Appendix B). Overall, the 2013-2014 three-year average for value-added reading in all grades is red<sup>8</sup>.

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

The district did not meet any state indicators in math in 2013-2014. In addition, the district's math passing rates at each grade level are lower than similar districts and the state average (see Figure 10, Appendix B). There is no grade level that has shown increases in math passing rates over the past three years (See Figure 11, Appendix B).

Grades 6, 7 and 8 continue to meet or exceed the growth standard for three consecutive years. The three-year average growth for 2013-2014 was green in those grade levels. However, grades 4 and 5 continue to show below expected growth for three consecutive years. The three-year average for growth for those grades was red (see Figure 12, Appendix B). Overall, the 2013-2014 three-year average for value-added math in all grades is red.

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<sup>6</sup> Student growth, or growth standard, represents the minimum amount of progress students in the district should be expected to make in a grade.

<sup>7</sup> Green indicates that students make more than a year's progress in a single year.

<sup>8</sup> Red indicates that the estimated mean score is below the growth standard by more than two standard errors.

## 5. The district's Performance Index<sup>9</sup> scores.

Dayton's Performance Index score for 2013-2014 was 75.2 points out of a possible 120 points, or 62.7 percent. This equates to a D on the Ohio School Report Card. As seen in Figure 13 in Appendix B, the Performance Index has stayed relatively steady for the past three years.

The number of points received for basic and limited test scores has decreased in 2013-2014 from 2012-2013.

## A. 6. Graduation<sup>10</sup> and dropout rates<sup>11</sup>.

B. Dayton received a grade of F for the four-year and five-year graduation cohort rates. Graduation rates are below the state average, but were slightly higher than similar districts for the 5-year cohort (Class of 2012) (see Figure 14, Appendix B). The graduation trend has steadily risen over the past three years for both four- and five-year rates (see Figure 15, Appendix B).

A. The number of dropouts for 2013-2014 decreased to 183, approximately 36 less students than the previous year. Students in grades 9-12 were included in the dropout count for both years (see Figure 16, Appendix B).

B.

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

A. Expulsions and other discipline types per 100 students are below those of the state (see figure 17A, Appendix B) for 2013-2014. In comparing Dayton to seven similar districts and the state, there are three districts with higher 2013-2014 out-of-school suspension rates and four districts and the state with lower out-of-school suspensions. The most frequent discipline occurrence for the past three years is "Disobedient, Disruptive, and Behavior" (See Table 3, Appendix B)

B. Review of the out-of-school suspension rates from 2012-2013 to 2013-2014 school years shows that 16 of the 22 elementary schools and five of the six traditional high school buildings reduced their rates of out-of-school suspensions for 2013-2014 (see Table 4, Appendix B).

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<sup>9</sup> The Performance Index score measures the achievement of every student regardless of their levels of proficiency. Schools receive points for every level of achievement, with more points being awarded for higher passing scores. Untested students also are included in the calculation and schools and districts receive zero points for them. For purposes of assigning the letter grades, a Performance Index score of 120 is considered to be a "perfect" score. Districts and schools will receive one of five letter grades from "A" through "F" based on the percentage of total possible points earned.

<sup>10</sup> Graduation rate is the percentage of students that received a regular or honors diploma during or before the end of the school year.

<sup>11</sup>As defined by the U.S. Department of Education, dropout rate represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate.)

# Dayton Public School District Review Findings

## STRENGTHS

### Leadership, Governance and Communication

**1. Based on the review of the documents, interviews and focus groups, the district and community are committed to the improvement of the educational program in Dayton Public Schools, as measured by student achievement.**

The Dayton Public Schools Strategic Plan is for the 2011-2015 school years. The report describes five strategic goals that the district will concentrate on: 1) high-quality education; 2) high-quality faculty and staff; 3) engaged parents; 4) community collaboration and partnership; and 5) fiscal responsibility and accountability.

- A. The district created the Academic Plan in 2013. The goal of the Academic Plan, listed on page 2 of the *14,000 Reasons to Succeed* booklet, is to “create a learning environment that empowers teachers and principals to hold [the] students to the highest expectations and provide meaningful and relevant schoolwork.” The plan identifies four “non-negotiable” goals:
- B.
- Sixty percent of kindergarten students will enter ready to learn;
  - Eighty percent of third grade students will read on grade level;
  - Ninety-five percent of twelfth grade students will graduate ready for college and careers; and
  - Eighty percent of all students will be proficient or better in reading and math to close the achievement gap.
- C. In 2014, the mayor of the city of Dayton formed a City of Learners Committee that was made up of more than 70 community and school district leaders. The committee members communicated and collaborated with citizens to hear their ideas and concerns regarding the barriers to children’s success in school.
- In a press conference to unveil the City of Learners Action Plan in January 2015, the mayor pronounced, “There is no issue more important to Dayton’s success than the quality of our schools.”
  - The City of Learners Action Plan report outlined community feedback and identified five challenge areas for improving the institutions, programs and resources in Dayton. These included:
    - Ensuring all children attend a high-quality school;
    - Ensuring high-quality preschool is offered to all children;
    - Increasing business partnerships with schools;
    - Providing mentors to more children; and
    - Expanding sites for afterschool and summer learning.
- D.

The committee proposed recommendations and action steps to address the challenge areas and created a Turn-Around Schools Task Force. The goal of the task force was to research schools and districts that had success with school turnaround and then initiate those best practice

elements in the lowest-performing Dayton schools. On page 19 of the 14,000 *Reasons to Succeed* booklet, these elements, to which schools would commit, included “improving school leaders and teacher talent, identifying non-academic barriers to a [student’s] success and engaging and supporting families.”

**IMPACT:** By developing systematic plans and steps to address the barriers to student learning, the district can realize its goals of improving the educational program. When the district collaborates with community organizations to support the work being done in schools, the goals may be realized in the set timeline.

## 2. The superintendent has focused on promoting a culture of high expectations and improving the climate and culture in the schools and district.

- A. In December 2011, the superintendent outlined the elements of the REACH (Raising Education Achievement in each Child Higher) model, which focuses on increasing the opportunity for Dayton’s students to be college and career ready upon high school graduation by partnering with community organizations.
- B. In interviews, the district leaders reported that in September 2014, the superintendent was beginning to develop accountability systems to monitor school performances. The superintendent and board identified the 10 lowest performing schools, based on factors such as student data, attendance by staff and students, building cleanliness, discipline referrals and leadership turnover. District leaders indicated that resources were being allocated to support these schools.
- C. The superintendent developed the district’s credit recovery program for high school students to help ensure on-time graduation. According to the state report card, the district’s graduation rate increased from 59.6 percent in FY10 to 72 percent in FY13.
- D. The superintendent increased the likelihood of meaningful parent engagement in Dayton Public Schools through the creation of an Office of Family and Community Engagement.

**IMPACT:** When the district leader sets clear expectations about student learning, focuses on instruction, leadership and continuous data monitoring, as well as fosters positive working relationships with stakeholders, the district may experience improvement in student achievement outcomes.

### A. Curriculum and Instruction

#### 1. Based on the review of documents and interviews, the Dayton Public Schools curriculum is aligned to Ohio’s New Learning Standards.

- C. There are aligned instructional maps and a newly adopted curriculum for writing. Vendors for the new reading curriculum have been evaluated and the district will adopt a 2015 reading curriculum. There are instructional staff members at the district level to support teachers, specifically Title I reading teachers and primary literacy specialists, in 20 buildings. Building and classroom observations show that teachers have at least three computers for classroom use and a document camera available to support teachers in delivering instruction. During classroom visits, “I can” statements were observed and 30 minutes of scheduled homogeneous small group interventions were provided for the students.

The Office of Teaching and Learning planned and implemented trainings on leveled literacy intervention and balanced literacy for 88 out of 96 teachers. In addition, they completed formative instructional practices, promoted the Academic One Plan and created various documents to define balanced literacy, eight elements of the language/literacy framework and a guided reading continuum.

**IMPACT:** By continuing the review of the district's instructional maps to Ohio's New Learning Standards, Dayton teachers have tools to increase their instructional expertise. By continuing the building-level support, teachers are able to collaborate, enhance their base of understanding, foster a culture of excellence and maximize the potential in the district.

**2. Based on the review of documents, interviews and focus groups, Dayton Public Schools has an Academic One plan in place. The data indicates that teacher-based teams, building leadership teams and transformation leadership teams are in compliance with implementing the Ohio Improvement Process. Additionally, teachers and support personnel have access to various forms of data.**

- A. Building leadership teams and teacher-based teams have access to the district's STARS, ACT Quality Core<sup>®</sup> and Data Dashboard as various data forms available to inform instruction and make decisions about academic performance. Furthermore, the district has state-distributed Ohio Graduation Tests data and the Ohio Achievement Assessment, as well as other state diagnostics to make decisions about student learning and instructional professional development needs.

**IMPACT:** Aligning the district's instructional maps to Ohio's New Learning Standards and utilizing assessment data, Dayton teachers have the necessary tools to implement with fidelity the Five-Step Process in the Ohio Improvement Process. By continuing the review and alignment of the district's instructional maps to Ohio's New Learning Standards, Dayton teachers have tools to increase their instructional expertise. Teachers are able to collaborate, enhance their bases of understanding, foster a culture of excellence and maximize the potential in the district when granted support at the building levels.

**3<sup>A</sup>. Based on the review of documents, interviews and focus groups, the district has an Academic One Plan tool for tracking the Ohio Improvement Process Five-Step Process at the district and building level.**

The data indicates that teacher-based teams, building leadership teams and transformation leadership teams are in compliance with implementing the Ohio Improvement Process Five-Step Process.

Teachers and support personnel have access to various forms of data. District leadership teams and teacher-based teams have access to the district's Renaissance Learning STAR data, ACT QualityCore<sup>®</sup>, Terra Nova and Naglieri Nonverbal Ability assessment data to inform instruction and make decisions based upon academic performances. Furthermore, the district has state-distributed Ohio Graduation Tests data and the Ohio Achievement Assessment, as well as other state diagnostics to make decisions about student learning and instructional needs.

**IMPACT:** Aligning the district’s instructional maps to Ohio's New Learning Standards and utilizing various forms of assessment data to make instructional decisions, Dayton teachers have the necessary tools to implement with fidelity the Ohio Improvement Process Five-Step Process.

### Assessment and Effective Use of Data

**1. In reviewing the district’s website link, Dayton Public Schools has a student information system that provides all necessary data tools for making instructional and intervention decisions housed together for easy access for administrators, teachers and support staff.**

InfoNet is the district's online access point that provides tools for monitoring student attendance, behavior and academic achievement. A review of InfoNet identified the following tools:

- A.
  - E-school Plus, the student information system that includes attendance;
  - IEP Plus for accessing Individual Educational Programs for students with disabilities;
  - Academic One Plan for tracking the Ohio Improvement Process work at the district, building and teacher levels;
  - Mizuni/Data Dashboard for identifying at-risk students and monitoring performance indicators in support of targeted intervention; and
  - A discipline referral system.

- B. An informal survey (see Appendix D) was administered to district personnel during the site visit to gauge responses to general questions. Twenty-one Dayton schools’ staff members, including teachers and district-level staff, were asked about the effectiveness of the district’s student information system, and 47.6 percent rated the district as “almost there.” An additional 42.8 percent of staff rated the district as accomplished in this area.

- C. On the same survey, 52 percent of responders stated that they had the necessary tools to make decisions about effective instruction and intervention.

**IMPACT:** Having a student management system that is easily accessible to all staff members is the initial step in building a data-driven culture. It is the foundation for monitoring behavioral and academic growth for all students.

## 2. The district has assessment policies and practices in place to ensure regular collection and distribution of data.

A review of the 2014-2015 District Student Assessment Calendar indicates that the district has procedures and timelines in place to verify that summative, benchmark and progress monitoring assessments occur on a regular basis.

The district uses the state-mandated assessments and vendor-provided measures, ACT QualityCore®, Terra Nova and Naglieri Nonverbal Ability, to gather summative student data.

- A. C. Early learning, reading and math assessments are provided by Renaissance Learning's STAR system and are administered three times a year to provide benchmarking data on all students.
- B.
- D. On page 19 of the district's academic plan, the tiers of academic and nonacademic supports outlined a protocol for monitoring student achievement. It states, "all students/buildings are progress monitored quarterly (six-nine weeks) using benchmark assessments and data collection. Students in targeted intervention are monitored every four weeks with Probes and Easy CBMs (classroom-based measures). The district team monitors students requiring intensive supports at least weekly."

**IMPACT:** A clearly defined assessment plan provides teachers with needed data to make educational decisions and allows the tracking of student achievement and growth. A system that is built on a variety of measures gives a broad view of student performance.

## 3. A team structure for analyzing and using data at district, building and teacher levels is organized and implemented across the district.

- A. A review of the Academic One Plan and Mizuni/Data Dashboard tools indicated that teacher-based teams, building leadership teams and the district transformation leadership team use these tools to identify student strengths and challenges.
  - The Ohio Improvement Process Five-Step Process is the structure used to drive the work of all three tiers of teams and is built into the Academic One Plan. The Ohio Improvement Process provides guiding questions for defining each team's work for improving student achievement.
- B.
  - In reviewing the usage reports of the building leadership team in the Academic One Plan, 100 percent of the buildings are using the Five-Step Process.

According to the minutes of the transformation leadership team, the team is divided into five data decision subgroups, and each group monitors between five and six schools' work with data. This is done by reviewing the building and teacher minutes in the Academic One Plan.

- The minutes from the Nov. 14, 2014, transformation leadership team meeting stated that the data decision subgroups used the Academic One Plan for monitoring feedback to the building leadership teams. It was quoted in the minutes "the team also reviewed and analyzed data for third grade reading, ninth grade and twelfth grade credits to determine which buildings were on track and what evidence the BLT [building leadership team] notes show."

- The minutes also stated that the team members looked at reading data to determine how “buildings addressed students currently reading below grade level and what high-performing teachers were doing to get students to reading proficiency.”
- Sept. 23, 2014 meeting minutes from the transformation leadership team confirmed its monitoring of teacher and principal effectiveness. Specifically, data from teacher and principal summative evaluation ratings, the teacher performance observation rating and the teacher student growth measure rating were included with the minutes.

A review of the minutes from four randomly selected building leadership teams and interviews with teachers confirmed that “the Academic One Plan is a great tool to review all of the steps and align to what we are doing in the classrooms.”

The informal survey of 21 Dayton schools staff members yielded some representative comments about the use of the team structure and processes that included:

- C.
  - “Over 98 percent of teachers participate at our weekly TBTs [teacher-based teams], as evidenced by sign-in sheets and completed processes.”
- D.
  - “Teams are deciding on urgent needs and strategies to address them.”
  - “Intervention periods are built into the master schedule.”
  - “We have weekly TBT meetings to share and discuss data.”
  - “Grade level data is used to determine weak and strong skills ... [to] reteach areas. Building data is used to look at strengths and gaps vertically.”

**IMPACT:** The combined use of a balanced assessment plan, data tools accessible to appropriate stakeholders and decision-making protocols as used in the Academic One Plan, along with monitoring for fidelity, will move this district in their efforts to becoming a fully engaged data driven culture.

## Human Resources and Professional Development

### 1. The district implemented and monitors the Ohio Teacher Evaluation System/Ohio Principal Evaluation System for state educators.

- A. Observation and documents confirm that the district-level monitoring of the Ohio Teacher Evaluation System is up to date.
- B. Ohio Principal Evaluation System and Ohio Teacher Evaluation System training, walkthroughs and observations were conducted in buildings as evidenced by documents and statements made by teacher and principal focus group members.
- C. In interviews with Dayton Public Schools' human resources and professional development administrators, it was stated that approximately 90 to 95 percent of their time is spent in schools assisting, training and observing the Ohio Teacher Evaluation System process.
- D. According to the agendas and interviews, bi-monthly conference calls between district and building administrators include Ohio Teacher Evaluation System/Ohio Principal Evaluation System evaluation deadlines, concerns and progress checks.

**IMPACT:** The district is in the early stages of implementing the Ohio Teacher Evaluation System and Ohio Principal Evaluation System. Further training and consistency in these evaluation measures will strengthen the growth and development of its professional staff.

### 2. The district provides multiple professional development opportunities to meet the diverse needs of its staff.

- A. The district human resources and professional development administrators indicated that the Edviation, also known as PD 360, an online professional development tool, is assigned to teachers struggling with various parts of the Ohio Teacher Evaluation System standards.
- B. The district's human resources department produced the Talent Management 2013-2015 manual that outlines designs for high-quality professional development.
- C. Documents from the district's summer Principals Institute for 2013 and 2014 indicated extensive professional development for principals, such as Formative Instructional Practices, Principles for Principals, teacher-based teams, information technology and educational technology.
- D. Teacher focus group participants indicated that they received professional development on Ohio's New Learning Standards, blood-borne pathogens, Race to the Top and SpringBoard® training.
- E. According to the principal focus groups and Principals Institute surveys, the administrators indicated that they had some input into the professional development conducted at their school sites and that the principals' summer institute was rated "very beneficial."
- F. A calendar of system-wide professional development opportunities is distributed throughout the district for the 2014-2015 school year.
- G. Mentors for the Resident Educator program provide ongoing training to new teachers in the district.

**IMPACT:** When professional development opportunities are mutually developed at the building and district levels, based upon guidelines outlined in Talent Management 2013-2015 manual, the district may realize growth in the capacity of the staff's ability to impact student achievement.

### **3. The district management is making a concerted effort to recruit and retain administrators and teachers.**

- A. The district's human resources department conducted recruitment activities in anticipation of staff resignations, retirements and terminations. The district also is scheduled to participate in the following recruitment events:
- Ohio 8 Job Fair: March 7, 2015
  - University of Dayton: March 9, 2015
  - West Virginia State University: March 11, 2015
  - North East Ohio Teacher Education Consortium: March 17, 2015
  - Southwest Ohio/Northern Kentucky Career Fair: March 31, 2015
  - Other possible recruitment opportunities include: Buckeye Bonanza, Wayne State University, Michigan State University Employment Expo, Miami University Teacher Job Fair, Kentucky State University, Lincoln University and Lane College.
- B. In order to maintain staff, funds were set aside for the 2014-2016 school years to give teachers and administrators an increase, as evidenced by the latest DEA contract (2014-2017), the district treasurer's minimum implementation plan and interviews with the human resources and treasurer's office staffs.

**IMPACT:** The district's anticipated increase in recruitment efforts and raises for current teachers and administrators should help with hiring new staff and sustaining current staff.

## **Student Supports**

### **1. The district has established practices, including revised safety plans and procedures and personnel dedicated to the area of school safety.**

- A. In Dayton Public Schools, there is a three-tiered system of universal, secondary and tertiary interventions referred to as Positive School Climate, where staff and students are engaged and respect the rights of others. One new component of this system is the Restorative Justice process.
- According to the district's Student Code of Conduct and research on zero tolerance in school, the Restorative Justice process and policies can offer an alternative to other more punitive responses used by schools. This program reinforces positive behavior and conflict resolution by teaching children respect and appropriate behavior in school and in their community. "Handling conflict and misbehavior in a restorative way allows students and staff to actively make amends and repair harm."<sup>12</sup>
  - Documents and interviews confirmed that a new safety and security director has been employed. The director revises the safety plans annually and is focused on ensuring that every incident that occurs in schools is documented.
  - The district tracks discipline data in the student support system to monitor incidences of level 1, 2 and 3 offenses in the school buildings, according to documents and charts

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<sup>12</sup> Ashley J. and Burke, K, "Implementing Restorative Justice: A Guide for Schools," Pg. 10. Retrieved by <http://www.icjia.state.il.us/public/pdf/BARJ/SCHOOL%20BARJ%20GUIDEBOOOK.pdf>.

shared by the district. The department is able to separate the data into parts in order to interpret trends in school buildings, classrooms, across grade levels, sub-groups, etc.

- B. In the Dayton Public School District, there is an alternative academic and behavioral program designed to support students who are at-risk of dropping out, as evidenced by the Student Code of Conduct.
- According to the Student Code of Conduct and the Longfellow Academy website, a student who is expelled from Dayton Public Schools may be referred to the program at Longfellow Academy for academic support and counseling in lieu of expulsion. Longfellow Academy also offers three additional programs. The School Transition program is devised to aid students in returning to the district and making a successful transition to their home school in Dayton Public Schools. The Blended Learning and Credit Acceleration programs are designed to assist students to recover minimal or extensive credits to earn their high school diplomas.
- C. According to interviews with safety personnel and data documents, a result of the Restorative Justice component of positive school climate, as well as the alternative academic program, the high incidences of student suspensions and expulsions have decreased about 12 percent in the 2014-2015 school year. Additionally, when comparing the out-of-school suspension rates from 2013 to the 2014 school year, 16 of 22 elementary schools and five of six traditional high schools reduced their out-of-school suspensions.

**IMPACT:** Reduced discipline incidents may minimize disruptions in classrooms during instructional time. This, in turn, may aid in creating a positive climate and safe environment for students and staff in the school buildings.

**2. The district has made an effort to ensure there are working relationships with families and appropriate community partners in order to support the students' academic progress and social and emotional well-being, as shared in interviews and documents.**

- A. The district hired a new director of family and community engagement who works with the administration to address students' non-academic barriers to school success and to implement effective strategies that enhance school and family programs. The director also established and oversees a family and community advisory panel.
- B. There are available resources in the buildings to facilitate communication between the schools and home. These include parent liaisons, Parent Advisory Council, Global Link (translation services), School Messenger (automated phone calls), NEXILE (bus route information), paraprofessionals who serve as translators, and Home Access Center (HAC-online Gradebooks) to inform parents of student attendance and academic progress.
- C. The district has partnered with several external agencies to provide programs and services to students during and beyond the school day to support learning and socio-emotional development. The programs include Upward Bound programs, YMCA, Dayton Philharmonics Orchestra, Ohio State University Young Scholars Program, faith-based partnerships and the University of Dayton

Urban Leader Program. The district also partnered with Wright State University and Sinclair Community College.

**IMPACT:** When the district employs multiple strategies to disseminate pertinent information to parents, the likelihood of family engagement increases. New partnerships and support may result in improved academic performance and potentially build trust and buy-in from stakeholders.

## Fiscal Management

**1. An examination of the Dayton Public School District's Five-Year Forecast and Assumptions was performed. The forecast assumptions document was supportive of the Five-Year Forecast and demonstrated direct alignment of each line item associated with the forecast.**

- A. The Oct. 14, 2014, minutes of the Dayton Board of Education reveal that the forecast documents were approved. The Five-Year Forecast and Assumptions document was submitted to the Ohio Department of Education by the Oct. 31, 2014, filing deadline.
- The treasurer provided the Tentative Levy Calendar, which may be followed in the event that additional revenue is necessary during the life of the forecast.
  - In December 2014, the treasurer presented to the board a financial comparison of December 2013 to December 2014 and explanations of significant variances in actual revenues and expenditures.
- B. The state of Ohio's recent budget proposal, released February 2014, indicates that the district will receive approximately \$28 million in additional funding over the next two fiscal years.

**IMPACT:** The Five-Year Forecast and Assumptions document provides an indication that the district has adequate funds for their budgetary needs. The state of Ohio's recent budget proposal indicates that the district will receive additional state funding which could positively impact the forecast bottom line. The district also illustrates the potential for a levy should the need arise due to funding decreases or expenditure increases.

**2. On Jan. 1, 2015, the district transitioned from a medical benefit program with six plans, to one high-deductible plan. Employee contributions, the amount that employees pay toward their monthly insurance premium, range from 15 to 67 percent per month, depending on the number of hours worked per week. A full-time employee contributes 15 percent.**

- A. The payroll deduction rate chart and cost breakdown documents outline the employer/employee contributions and total premium amounts for single and family plans.
- B. The treasurer substantiated by email that the total cost savings is approximately \$2 million per year.

**IMPACT:** Decreasing the expenditures in health care spending helps the district meet their objective to maintain fiscal strength, as depicted in the Five-Year Forecast.

**3. Interviews with the superintendent and treasurer revealed that the district took action to retain the current administrative and department support staff.**

- A. A review of the District Profile Report for fiscal year 2013 was conducted. The District Profile Report, also known as the CUPP Report, which provides districts with various demographic, personnel, revenue and expenditure data, revealed that the average salary of district administrators and department support staff was approximately 10.5 percent and 16.6 percent below the statewide and similar district averages, respectively.
- B. In an interview with the treasurer, it was indicated that the district hired an outside consultant in the spring of 2014 to perform a compensation study for the administrative and department support staff.
- According to information obtained from the treasurer, the compensation study conducted by the consultant resulted in the district utilizing a “move to minimum implementation” plan. Principals and assistant principals received the full move to the minimum amount in 2014-2015. The plan consists of a “phased-in approach for central office administrators in order to remain within the Five-Year Forecast.” For example, if an employee’s increase was less than \$3,000, the employee received the entire amount. If the employee’s increase was between \$3,000 and \$6,000, the employee received \$3,000 in FY15 and will receive the remaining \$3,000 in FY16. If the employee’s increase was more than \$6,000, the employee will receive 50 percent of his or her increase in FY15 and the remaining 50 percent in FY16.
  - New salary schedules were approved by the board on June 28, 2014, for administrators and on August 19, 2014, for department support staff. Administrators and department support staff who were already within the new salary range did not get an increase in FY15.

**IMPACT:** Increased salaries of administrators and department support staff could result in the retention of employees, which may lead to a more stable environment for the district and successful recruitment efforts.

## **CHALLENGES AND AREAS FOR GROWTH**

### **Leadership, Governance and Communication**

- 1. Although the district has employed new personnel in key leadership positions at the district and school levels, there is a lack of adequate training, development and consistent support structures for these leaders to effectively fulfill their responsibilities, according to documents and interviews.**
- A. According to the school-wide plan evaluation conducted by external consultants, it was difficult to gather information about district coaches due to the lack of clarity on the role and function of a coach. Principals and teachers stated they were confused about the role of the curriculum instructional associates who were assigned to their buildings.
- B. In interviews, some principals mentioned that curriculum instructional associates are “stretched so thin and float a lot due to their caseloads.” Principals expressed concern about the lack of

consistency of the support of the curriculum instructional associates and their inability to collaborate, build relationships and establish procedures with these associates in order to see trends in improvement of student achievement.

- C. The four resident educator mentors are each responsible for at least 30 new teachers with a resident educator license, according to interviews. Although the district retains the discretion to make mentor assignment decisions, according to interviews, these high caseloads make it difficult for the mentors to work effectively with their mentees without additional support.
- D. In multiple interviews with various district and school leaders, when asked to expound on specific progress on an assignment within their positions, leaders would quickly respond, "I'm not sure because I am new to this role." They would then refer to work that was done in the past, but alluded to the fact that they would do something different in their roles, when given the opportunity.

**IMPACT:** When the district does not clarify roles of new leadership, nor provide proper training, there is a higher incidence of leaders who are not equipped with the critical capabilities and skills to excel in their assigned roles. These leaders cannot quickly maneuver through the district's plans and they don't fully know the clientele that they serve. As the leaders learn their roles while providing oversight and managing other teams, it may cause a delay in the execution of the district's plan.

**2. The district lacks a successful system that ensures continuity in key leadership positions in order to support and sustain turnaround work over time.**

- A. Based on interviews and viewed documents, newly appointed positions include: associate superintendent, human resources director, family and community engagement director, safety and security director, curriculum instructional associates, instructional support specialists and 15 new principals.
- B. Although there is a district talent management plan that outlines the goals and action steps to create a successor plan, the human resources department indicated that there are still many vacant positions within the district.
- C. Omitted in district interviews were discussions of the progress or success of the Emerging Principals Institute in addressing open positions caused by retirees, resignations, shifting of personnel to other leadership positions or health related absences.

**IMPACT:** Leadership stability is a crucial element in reform work and sustainability of school turnaround. When the district fails to effectively plan for the unexpected personnel changes that may occur, it causes reactive versus proactive actions. This may affect the selection of quality leaders and increase the likelihood of the district making hasty decisions to fill vacant positions.

**3. While the district has articulated its vision and mission, it has not fully implemented them to ensure that all stakeholders align their work around those guiding principles.**

- A. The district has posted its vision and mission statement in documents and on the website. However, in interviews, no leader discussed the principles that guided the activities in their department.

- B. In teacher and principal focus groups, discussion centered around the daily school activities, absence of resources, lack of personnel and the frequent adoption and spotty implementation of numerous initiatives at the school and district levels. However, there was no discussion of the manner in which their work was influenced by or aligned with the vision and mission.
- C. Few parents, students and community partners in focus groups were able to articulate the vision and mission of the district in a manner to confirm that they fully understood it and adhered to the outlined principles as a focus for their work.

**IMPACT:** Developing a school’s mission and vision are two important steps toward creating a successful program. When the district fails to implement these principles, it can lead to schools that have difficulty identifying priorities and stakeholders that lack clarity on the direction of the district.

**4. The district does not grant all the principals autonomy in selecting teachers and staff for their school buildings, according to interviews and documents.**

- A. In interviews and focus groups, principals mentioned that “schools are not site-based managed in terms of human capital.” They confirmed that they did not have as much authority to select their teachers.
- B. In the principal focus groups, the principals expressed a desire to play integral roles in their staff selection processes. Some principals wanted to make staffing decisions based on the student needs in the building. For example, one principal wanted to hire a reading specialist instead of being assigned an assistant principal because the principal believed that the reading specialist would be more beneficial to the students.
- C. In interviews, some building leaders expressed concern that only a select few leaders had the opportunity of having input in the selection of their teachers and staff.
- D. A principal survey on the school-wide plan was conducted by an external consultant group. Principals were asked to rate the degree of success of the different components of the plan. Regarding teacher recruitment, many principals gave it a rating of 1 on a scale of 1-5 where 5 was the highest. Some of their comments included:
  - “Our hands are tied.”
  - “[We] try to recruit from student teachers but red tape does not always allow us to get who we want.”
  - “Human resources is responsible for teacher recruitment.”
  - “Definitely an area of weakness for our district in general and special [education] specifically.”
  - “District handles this.”

**IMPACT:** An important component of school reform is having the right talent to lead and deliver instruction. When principals are able to select and hire teachers who can meet the needs of their students, this increases the likelihood that student achievement will improve.

## Curriculum and Instruction

- 1. While the district has multiple measures in place to increase student achievement, such as curriculum instructional maps, new curricula, literacy teachers, Title I teachers and the utilization of the Academic One Plan, it was discovered from interviews, documents and focus groups that staff attendance is low at professional development offered by the district.**
  - A. The collection of attendance sheets and data retrieved from the Data Dashboard enlarges the evidence that there is minimal participation in various professional development opportunities offered to teachers and leaders.
  - B. There is a lack of knowledge of or invitation to participate in various professional development offerings. During teacher and principal focus groups and district interviews, participants indicated that they were not aware of many of the offerings mentioned by their colleagues.
  
- 2. Based on district interviews, there is a lack of consistency with the implementation of programs and initiatives.**
  - A. School improvement leadership and academic programs such as Schlechty, Baldrige, John Collins, Ascend and ThinkGate are among those implemented and discontinued by the district. Comments made by interviewees regarding these and other programs and initiatives included:
    - “[There is a] lack of sustainability.”
    - “We start a process and quit it and then a new thing is put in place.”
    - “We are reactive and we don’t work far enough in advance.”
    - “We want to be unified again, like with Schlechty.”
    - “Mandated changes can be frustrating.”
    - “The professional development is more informational versus something to learn.”
  - B. Teachers noted that due to the inconsistencies and lack of accountability, there is a lack of commitment to try new initiatives or participate in current ones.
  - C. School site observations showed, in some buildings, there was full implementation of various curriculum initiatives and, in others, that there were no new programs.
  - D. Based on interviews and focus groups, teachers highlighted high schools as a “forgotten entity.” A district employee shared that since she was new to the high school level and was fully aware that services were lacking, she was “intentional” in providing support to the high school curriculum and teachers.
  
- IMPACT:** Low attendance, lack of accountability for participation, the sub-standard quality of the presentation of information and the lack of timely and district-wide communication of the professional development opportunities hampers the standardization and institution of the goals from the Academic One Plan. This may reduce the relationship building that enables children and adults to grow holistically in an education program.
  
- 3. Although interviews and focus group responses supported that the building leadership teams and teacher-based teams meet, there also is evidence that all the available data is not being analyzed properly to inform decisions about instructional practices to maximize student achievement.**

- A. Staff members indicated in interviews that while attendance in the teacher-based team and building leadership team meetings is mandatory, teachers were not proficient enough to use all the data to sufficiently determine what data is important; how to examine the trends or disparities among groups of children (sex, grade levels, rooms, disabilities, social economic status, English language learners, etc.); or examine instructional practices to make decisions regarding teaching and learning.

**IMPACT:** The lack of utilizing the Ohio Improvement Process Five-Step Process with fidelity causes the district to lag behind in closing the achievement gap. It further lessens the teachers' exploration in identifying trends and strategies to support all groups of children in the classroom setting and building a rich dialogue with colleagues.

**4. There are various forms of data and reports on programs and instructional initiatives for the district to use; however, based on interviews with district and external support personnel, the district has not fully incorporated or appropriately employed the action steps in its goals for school turnaround.**

- A. In 2011, Montgomery County Educational Service Center provided an Instructional Implementation Review report that outlined the criteria for successful implementation of research-based effective instructional practices. Articulated in this report were the different stages and categories necessary for academic excellence and improving the focus on teaching and learning. The report included the four keys to success for all students: curriculum, assessment, instruction and environment. The report stated the level of implementation needed for each building.
- Based on interviews with external partners, the information supplied in the comprehensive audit of the instructional programs in several schools has not been used.
  - In interviews with district and teacher personnel, the report, as a guide to inform decisions regarding instructional practices for each school, was not mentioned.
- B. B & F Consultants provided an evaluation for various thematic programs (Catapult Learning, Summer Bridge, summer school surveys, school-wide plan, Title 1 Early Childhood Education Preschool, Race to the Top four block and parent involvement).
- C. While several district leaders spoke on Race to the Top and various programs, they did not speak of the effectiveness of an implementation or summarize the findings of the audit to further guide their departments or system practices in continuing or discontinuing a program, adding to it or increasing the availability of it.

**IMPACT:** The lack of application of the various reports causes the district to be divided in its course of direction, therefore, leaving personnel to their own discretion when deciding what is important. When changes occur, the district remains in a “start over” mode and will potentially lag behind.

### Assessment and Effective Use of Data

- 1. A review of district documents revealed that a fully balanced assessment system that includes formative and summative assessments, benchmarks and progress monitoring has not been implemented.**

- A. The district’s assessment plan includes summative assessments, benchmarks and progress monitoring; however, there is evidence to suggest that there is inconsistent district-wide use of formative assessments and learning targets. This inconsistency also is evidenced in the district’s academic plan and in the transformation leadership team minutes.
- The agenda from the transformation leadership team meeting on Sept. 23, 2014, indicates that the district “considers the use of both formative and summative assessments,” but the minutes did not elaborate on that topic.
  - In the tiers of academic and non-academic supports on page 19 of the district’s academic plan, in Tier 1, there is a reference to summative and benchmark and/or end-of-course exams; however, there is no reference to formative assessments being used for monitoring the academic growth of all students in the district.
  - In the Dayton Public Schools academic plan on page 23, under the heading of “Progress Monitoring Quarterly,” it states that 80 percent of staff administers formative assessments. However, the Nov. 14, 2014, minutes of the transformation leadership team meeting revealed the “lack of pre- and post-test data and evidence of formative assessments to identify on-track students across all subgroups” as a district trend.
- B. During principal focus groups and individual principal interviews, building principals were asked how formative assessments were used in the district. Three principals explained that formative assessments occur at the teacher level as part of their teacher-based team work. However, two principals also stated that the quality of implementation is based on the skill level of each teacher-based team.
- C. Minutes from 20 teacher-based teams indicated that 50 percent of the teams have designed short cycle and formative assessments for their grade levels to use. The other 50 percent of the teacher-based teams relied only on summative data.
- D. In teacher focus groups and individual teacher interviews, there was evidence that some teachers do not understand the difference between formative and summative assessments. Some comments included:
- “I am not sure if we have formative assessments or not.”
  - “We have PARCC [Partnership for Assessment of Readiness for College and Careers] coming. Isn’t that formative assessment?”
  - “We have Probe [progress monitoring tool] and progress monitoring for formative assessments.”

**IMPACT:** An imbalanced assessment system inhibits the instructional, accountability and learning needs of a school district. The inconsistent use of formative assessments to inform instruction prevents students from understanding targeted learning goals.

**2. Data teams across the district do not consistently use the Ohio Improvement Process Five-Step Process for making instructional decisions.**

- A. Even though the building leadership team and teacher-based team protocols are in place and used across the district, the depth of knowledge for implementation of the Five-Step Process to improve student achievement varies.

- In reviewing weekly minutes from 20 teacher-based teams, inconsistency in how the use of data to impact instruction is evident. Some minutes are completed with details including targeted standards for intervention groups, short-cycle assessments used and teacher behavior needed to change based on data collected. Minutes from other teams showed minimal information on how to use the data to drive their instructional practices.
- Monthly minutes from building leadership teams show that some teams have attempted to use the Five-Step Process to impact the learning of all students. Other building leadership teams focus on summative, benchmark and progress monitoring for measuring growth of struggling students with little discussion of middle- and high-performing students.
- An interview revealed that “the district is now moving toward owning the process [school improvement] and narrowing their focus. However, it can be hit or miss. It depends on the principal. One school principal has eyes on the data and the process and the school sees gains. The second school, where the principal is not invested and wants the State Support Team member to do it, not so much. Those schools see some gains where the teacher teams are taking it [the lead].” The minutes from the Sept. 23, 2014 transformation leadership team meeting stated that “all higher-performing schools appear to have central leadership teams and shared vision in the building.”

**IMPACT:** The inconsistent use of the Five Step Process for making instructional decisions leads to gaps in providing high-quality instruction for all students in the district. When teachers do not share a common process to examine data to improve instruction, improved learning opportunities for all students are diminished.

### **3. Data tools are not effectively or efficiently used to support communication with students and parents to report academic progress.**

- A. According to the usage reports, the Home Access Center is inconsistently used throughout the district. The Home Access Center is a technology tool designed to provide students, parents and teachers immediate access to monitor ongoing progress in all subject areas.
- Of the 28 buildings in the Dayton Public Schools, only students and parents in 19 buildings accessed the system according to the Home Access Center year-to-date usage report.
  - District-wide, only 27 percent of the students and 26.9 percent of parents are using the Home Access Center.
  - In one high school where the principal monitored the usage of the Home Access Center, 66 percent of the students and 46 percent of the parents used the system. During school visits, six randomly selected students commented on the system:
    - “I use it weekly to check my grades.”
    - “I never got a password. I ask my teacher what my grades are.”
    - “I check it because of sports.”
    - “What’s that?”
    - “I don’t know what that is.”

➤ “I don’t check mine. My mom does, she has the password.”

- B. Comments from teachers and principals indicated that there is no district-wide expectation to use the Teacher Access Center, the teacher component of the Home Access Center.
- When a high school teacher was asked how often she enters grades in the Teacher Access Center, she responded, “I am not very good at it, maybe every four weeks or so. The kids come talk to me during my planning time and I don’t get my own work done.”
  - When a high school principal was asked to elaborate on monitoring the Teacher Access Center, the principal stated, “When I go in and see that a teacher has only entered two grades for the quarter, I have a problem with that and I have a sit down with that teacher. Two grades for a quarter is not fair to kids, especially athletes.”

**IMPACT:** With a lack of district-wide expectations and teacher implementation in the use of the Home Access Center, the district misses valuable opportunities to connect with parents and students regarding academic progress and to partner with parents for student success.

**4. Interviews with focus groups, individual conversations and the use of an informal survey of 21 Dayton school staff members indicated that instructional and leadership programs change frequently in the district.**

- A. In five different focus groups and two individual principal conversations, it was brought up that the following initiatives have been in place in the district in the recent past but are now gone: Schlechty, Ascend, John Collins, Baldrige, Scholastic’s Rigor and Relevance and ThinkGate.
- “Programs come and go.”
  - “It’s always the next great thing. Nothing is kept long enough.”
  - “Initiatives are not given a chance. If there is a change in leadership, then there is a new initiative.”
  - “Drop Everything and Write was good the first semester, but it is dropping off now. Teachers are waiting to see if it will go away. That happens a lot in the district.”
  - “Don’t see any sustainability on the horizon. There is no sustainability. We start a process and quit.”
  - “We need to find a program, do good PD [professional development] and stick with it.”
- B. Using the informal survey referenced above, when asked if the district initiates, modifies or discontinues resources/programs following the review of data, 65 percent responded, “just getting started.” None of those surveyed stated that the district is accomplished in this indicator.

**IMPACT:** Successive changes in instructional and leadership programming prohibit staff members from learning and implementing any program with integrity and minimize the realization of the positive outcomes of any change initiative.

## Human Resources and Professional Development

### 1. The district is experiencing difficulty in recruiting and retaining teaching staff.

- A. In interviews, administrators, union and local officials indicated that the teacher's pay scale in Dayton Public Schools is on the low end of the state average. According to the most recent District Profile Report (also known as the CUPP Report), the average teacher in a similar district is paid 17.3 percent more than Dayton Public Schools teachers.
- B. A review of the most current negotiated agreement, dated Dec. 21, 2014, through June 30, 2017, noted minimal salary increases.
- C. Based on data received from the human resources department, 35 Dayton Public School teachers that were contracted for the 2014-2015 school year resigned after the cut-off date of July 10, 2014. Additionally, in the 2014-2015 school year, there were vacancies in multiple buildings throughout the district.
- D. Benefit changes to Ohio school districts imposed by the State Teachers Retirement System will cause a large number of teachers to retire no later than the end of the 2014-2015 school year. According to the human resources department, more than 50 Dayton Public School teachers will retire as of June 30, 2015.
- E. The Dayton Education Association contract language prohibits Dayton Public Schools from recruiting new teachers to the district in a timely manner necessary to compete with surrounding districts in the region.
  - Section 25.02.1 of the contract states, "No new Professional Staff Member will be placed in a specific position assignment until all transfer requests have been received and considered by the Human Resources Department."
  - Section 25.02.2 of the contract states, "Professional Staff members may make a request to their principal of grade level change in accordance with their certification, up until April 1 [of 2015 in this case]."

**IMPACT:** The district's lack of effective practices and external challenges impede its ability to recruit and retain teachers. This creates a burden for current building personnel to develop and maintain a quality instructional culture.

### 2. The district lacks consistency and accountability in the execution of its instructional initiatives and ensuing professional development directives. The communication necessary to implement, modify or complete those initiatives has not been effective.

- A. Participants in teacher and principal focus groups, union representatives, as well as human resources administrators, all state that district initiatives and directives are rarely implemented with fidelity. Examples given included Schlechty, Ascend and the Scholastic Rigor and Relevance Program.
- B. Teacher focus group members noted there were initiatives introduced frequently by the district. Teachers admitted that they were not employing all initiatives with fidelity in their classrooms due to the constant change. One teacher mentioned, while others agreed, they were just "waiting for the next big thing."

- C. District supervisors admitted that electronically monitored, mandatory online professional development assignments were not completed by building administrators.
- D. When teacher professional development sign-in sheets were reviewed, participation was minimal.
- E. Members of the teacher focus group stated that they participate in their respective teacher-based team and building leadership team meetings and are able to extract information from the Data Dashboard. However, 50 percent indicated that they are not sure how to use the data to guide instruction or plan staff development.
- F. In 2013, a detailed evaluation survey was given following the district’s principal summer retreat that collected extensive feedback on the effectiveness of the conference and the district’s support programs to principals and their buildings. No such survey was repeated after the 2014 retreat to determine progress on critical concerns brought up in 2013 or to determine new areas of concern.
- G. Statements drawn from the 2013 principals’ summer retreat survey indicating a lack of communication between building administration and central office administrators included:
  - “I have not had any experience with [the human resources staff] actually supporting curriculum efforts or professional development in the building. At any time I ask for specific support, I am told that [the human resources department] [are responsible for] too many buildings or it’s not their area. I have been told that it’s not their role and that I can do it myself. This has been told to me when I asked multiple times for support in delivering professional development.”
  - “Solicit input and feedback from the building educational teams before purchasing various programs/consultants.”

**IMPACT:** When district initiatives are frequently changed or there is a lack of accountability for teacher and administrator participation and limited feedback is provided on initiative progress, the district goals may not be achieved for their degree of success.

**3. The district’s human resources department is experiencing challenges which impede the district from having necessary professional development.**

- A. The human resources department and key district leaders are newly formed and are still learning district plans.
- B. Four resident educator mentors indicated they oversee more than 100 new teachers, have received minimal guidance and need help with training the new teachers.
- C. The district’s human resources department stated that they will need to hire more than 100 teachers for the 2015-2016 school year.

**IMPACT:** Having new leadership in human resources and at other levels in the district, who are not equipped with the understanding of the district’s professional development needs, causes a delay in the acquisition, refinement and enhancement of staff members’ skills.

## Student Supports

### 1. A disparity in the distribution of services, opportunities and resources is evident in the school district from building to building.

- A. Although there are advanced coursework opportunities at every high school, interviews with district personnel, teachers and students reveal that the accelerated and advanced courses offered are not the same in each high school building. Students lack access to some courses (International Baccalaureate, Advanced Placement, Dual Credit, Post-Secondary Enrollment Options program, etc.) due to the application processes for entrance to certain high schools.
- B. There are few after school opportunities for high school students. There is a lack of extracurricular activities for grades 7-12 students not involved in sports, as evidenced by student, teacher and district personnel interviews.

**IMPACT:** When engaged with other students in different high schools, students recognize that the availability of academic and extracurricular programs is not offered consistently across the district. It may further intensify the perception of inequality between quadrants in the school district.

### 2. While the district has employed various tools to engage parents, some parents confirmed that they are disengaged from communication with the schools and the board.

- According to interviews with parents and district personnel, despite the rapidly growing population of English language learner students, the district has missed opportunities to communicate with parents of this subgroup, connect them to resources or to have them participate in the Parent Advisory Council.
- A. In parent focus groups, some parents expressed concerns regarding access to technology as a main source of receiving school information. Some comments from parents included:
    - “The district needs to evolve to meet the needs of parents and explore resources of human capital not just technology.”
    - “With a highly concentrated poverty rate in this district and some parents living in abject poverty, [even if parents could] find a computer, they may not know how to use it.”
  - B. According to the Dayton mayor’s City of Learners Action report, “almost three-quarters of Dayton’s 30,000 children live in families that earn under 200 percent of the federal poverty level.”<sup>13</sup> Access to technology is not common in most homes.
  - C. In the parent focus group, it was noted that although there were designated parent resource centers in school buildings with free access to computers, many stated that they were not technologically savvy or could not come at the times when the resource centers were available due to work schedules.

Some parents mentioned negative experiences with teachers who were “mean and nasty” when they spoke with them. These interactions made the parents feel uncomfortable and unwelcomed; therefore, they were less likely to be involved in school-sponsored activities.

**IMPACT:** Low parental involvement in the district may decrease their investment and awareness of the child’s performance. The quality of teacher-parent interaction contributes greatly to student achievement.

<sup>13</sup> City of Learners Action Report. (January 2015) Pg. 4. Retrieved from [www.cityofdayton.org/cco/Documents/CityofLearnersActionReport.pdf](http://www.cityofdayton.org/cco/Documents/CityofLearnersActionReport.pdf).

"By forming effective partnerships with parents, teachers can get a boost in helping their students to succeed. Improved channels of communication foster understanding, caring and collaboration between the classroom and home."<sup>14</sup>

**3. Although numerous professional development opportunities are offered in the district, teacher attendance at these in-services is low or non-existent.**

- A. The minimal participation of teachers at professional development offered in the Dayton Public School District is evidenced by the attendance sheets, teacher and district personnel interviews.
- B. In teacher focus groups, some teachers declared that the offered professional development was not useful to their subject areas or grade levels. They stated that they had limited input in the professional development offered and that most of it did not cater to their student needs. Several teachers said that some of the professional development sessions they attended were poorly delivered or there was no follow up monitoring by building leaders, nor was feedback given. Other teachers mentioned that they had not received the information on trainings or it was only provided to "certain people in certain buildings."
- C. Most teachers revealed that due to the multiple inconsistent initiatives adopted by the district, such as Schlecty, Four Block and SpringBoard®, the topics for the professional development changed frequently and were not cohesive. Teachers indicated that the professional development was not useful and that soon "it would be replaced by the next new thing."
- D. District personnel expressed concern that, due to a lack of accountability for teachers by many building leaders and no set mandate enforced by the district, teachers are allowed to forego professional development with no consequences.

**IMPACT:** If teachers do not attend professional development that is aligned to their students' needs, they forego new learning to improve their teaching, which can negatively affect student learning.

**4. Restorative Justice, a program that reinforces positive behavior and conflict resolution by teaching children respect and appropriate behavior in school and in their community, has been in place for the past five months, yet there is evidence based on interviews and observations that disruptive behavior inhibits learning in the classroom.**

- A. Based on classroom observations and teacher focus group responses, students are still disruptive in classrooms. Teachers made comments such as:
  - "Suspensions were low due to not reporting disruptive behavior or that when you sent students to the office nothing was done."
  - "There is an unspoken rule to not recommend students for suspension or send them to the office for disrupting the classroom."
- B. Interviews, focus groups and classroom observations show that the Restorative Justice program is not completely implemented with fidelity. Even though the data reflects a decrease in suspensions as a result of the board's new policy when compared to the high number of suspensions in the past years, teachers have stated they are not allowed to recommend students for suspension.

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<sup>14</sup> Education Up Close. (September 2006). Retrieved from <http://www.glencoe.com/sec/teachingtoday/educationupclose.phtml/5#sources>.

**IMPACT:** The inconsistent implementation of an effective program like Restorative Justice results in a lack of fidelity, as well as students not being fully engaged in the academic program. Additionally, it may increase the teachers' reluctance to fully invest in the educational program.

**5. Student behavior management systems are not fully implemented in all school settings within the district.**

- A. According to the Dayton Public School Code of Conduct, one component of the Positive School Climate support system is the Restorative Justice process. It was piloted in the 2013-2014 school year in one school building, and the plan is to adopt this district-wide by 2017, dependent on funding.
- B. There are Restorative Justice staff in eight out of the 22 elementary schools and two high schools. This initial placement was based on data of high occurrences of in-school and out-of-school suspensions and expulsions in certain school buildings.
- C. In teacher focus groups, some teachers revealed they were never fully trained on the Restorative Justice process, and they were worried that it was another initiative haphazardly put together by the district.
- D. In various interviews, teachers stated that they “feel discouraged from reporting students’ discipline infractions in order to maintain a low level of the suspensions and expulsion rates.” In the event that an infraction was reported, they noted that the student did not necessarily receive the consequences mandated by the code of conduct and were soon returned to the classroom. This caused teachers “anxiety and concern for their safety, as well as the safety of other students.”

**IMPACT:** Discipline incidents disrupt teaching and learning and affect school climate and safety for students and staff. Inconsistent and fragmented implementation of school wide behavior supports may result in increased behavior problems and decreased time spent in academic instruction resulting in worsened academic performances.

## Fiscal Management

### 1. Interviews with administration, board members, union representatives, local officials, parents and community members revealed concerns with the attendance trends of the custodial/grounds and transportation departments.

- A. A review of attendance records and expenditure reports indicated that the absence rate for custodians/grounds is costly by the way of expenditures in salaries for leave days and substitute pay. According to a report provided by the treasurer, custodial/grounds employee absences cost the district approximately \$941,443 in FY14.
- B. A FY14 report provided by the treasurer revealed that custodians/grounds employees missed 4,559 days of work. In a meeting with cabinet members, it was indicated that approximately 17 to 18 custodians may be absent on a daily basis.
- C. Attendance and financial data on bus driver absences cost the district approximately \$1,992,656 in FY14. Drivers missed 8,842 days in FY14. However, in interviews with board members, it was stated that the district has as many as 30 bus drivers absent on a daily basis.

**IMPACT:** Low employee attendance of custodians and transportation staff can result in an adverse financial impact on the district's budget.

### 2. A significant financial concern is the increasing cost of students leaving for other districts, scholarships, and community and electronic schools via open enrollment.

- A. Based on data obtained from the School Choice Report dated January 2014, "from 1999 to 2013, K-12 enrollment in the City of Dayton hovered between 20,000 to 25,000 students. During this same time, the district's enrollment decreased from 24,779 to 12,772 students, a loss of 11,007 students or 44 percent." The decrease in enrollment is primarily due to the number of community schools within the city limits. There are currently 56 community schools within the city.
- B. A review of the School Funding Payment Report from Feb. 13, 2015, depicts that the district is currently losing 672 students by open enrollment to neighboring districts, which is a loss of \$3,789,460 in state funding. Additionally, the number of district students that have enrolled in community and e-schools is 6,352 students, causing the district to lose \$48,566,169 in state funding.
- C. According to the treasurer, there has been a 2.16 percent average annual decrease in enrollment due to students enrolling out of the district over the last five fiscal years. For the next five fiscal years, the treasurer uses a conservative projection of an additional average annual change of 4.3 percent.

**IMPACT:** The loss of students to other educational options can reduce the district's revenue and impedes opportunities to improve student achievement in the district.

### 3. Based on interviews with the superintendent, treasurer and cabinet members, a comprehensive communication process for budgetary development does not exist in the district.

- A. It was indicated in interviews that department and building leaders are uncertain about their budgets due to the lack of communication regarding the budget.
- B. Detailed budgets for buildings, individual departments and input from building-level staff and department leadership were not made available at the time of the site visit.
- C. The district’s fiscal staff stated, “there is much room for improvement...[and there needs to be] more written documentation because department heads do not always know what funds they are receiving.”
- D. It was shared by cabinet members that “principals are only involved in the [budget] process by relaying [their budgetary needs] through the chiefs of school innovation and school improvement.”
- E. Personnel from the district’s state and federal programs office expressed that there is a need for more communication about state and federal funding. A site visit by the Ohio Department of Education’s Office of Federal Programs in the 2013-2014 school year revealed that the district used Title II-A funds to support a state mandate for the Resident Educator program. Specifically, resident educator mentors were paid with the funds to work with teachers.

**IMPACT:** Without a comprehensive communication process, nor involvement from the building-level, department leadership or the director of state and federal programs, the resources of the district may not be appropriately allocated.

# Dayton Public School District Review Recommendations

## Leadership, Governance and Communication

1. Gather data on and analyze the skills that the employees are lacking in relation to the desired goals of the district.
2. Design professional training that is aligned with district goals for all new leaders in the district. (This can cover topics such as the alignment of their roles with the vision and mission, responsibilities, accountability measures, evaluation metrics and collaboration/engagement with stakeholders.)
3. Develop a progress monitoring tool to constantly evaluate whether the staff's activities fulfill the tenets of the mission and vision.
4. Adjust the training as needed to help increase the skills of staff.

**BENEFIT:** Quality district training increases the efficiency and productivity of employees and increases the likelihood of employee retention. When district staff members are effectively trained, they are better able to do their jobs, serve the people and advance the vision of the district.

5. Provide a survey to district personnel inviting them to make known their desires to be in key leadership positions at all levels. Analyze the information and build a talent pool to develop personnel and enlist them in a leadership development program. Consider providing incentives or stipends to encourage the investment of staff who make a commitment to the district.
6. Challenge the leaders to seek talented teachers and principals within the district. Develop individualized leadership growth plans with candidates that will inform their work on the needed skills for the position.
7. Encourage current leaders to train, support and cultivate a specified percentage of new leaders to take over positions that become vacant.

**BENEFIT:** When the district has a pool of effective talent, it can enlarge the options and opportunities from which to draw. It can build morale, create a collaborative climate and environment where employees are willing to share their talents and increases the likelihood of employee retention in the district.

8. Revise the district's vision and mission statements to clearly communicate the specific goals to all stakeholders. Once revised, assure that the mission and vision statements are prominently displayed in all buildings.
9. Include the statements as essential components of strategic planning that will propel the district toward achieving its goals.

**BENEFIT:** Keeping the district's vision and mission as a focus enables all stakeholders to constantly evaluate if they are or are not progressing toward fulfilling its goals. It could prompt the district to align resources, reflect on the progress or setbacks that occurred in the school year and make the necessary adjustments to be on target with the vision.

10. Empower all the principals as instructional leaders by giving them the opportunities to select, hire and build a teaching team that would best meet the needs of students at their schools. Reduce the number of “forced placements” in the buildings, especially for specialized programs.

**BENEFIT:** When the district allows the principals to participate in the hiring process for their buildings, the building leaders may take greater ownership and invest in their schools’ success. A cohesive and effective teaching team would help promote a collaborative, high-performing school culture and boost student achievement in the district.

## Curriculum and Instruction

1. Develop a district-wide common set of protocols for in-service/professional development training. Implement a monitoring system for teachers, supervisors and coaches to ensure consistency in the delivery of services and instructional/leadership strategies to students and staff.
2. Develop a policy for attendance at professional development sessions and an accountability measure or system to enforce the attendance or policy regarding professional development. In addition, develop a procedure for differentiation in order to meet the diverse skills and expertise of the staff.

**BENEFIT:** When a district offers professional development catered to the staff’s learning needs, it can increase the likelihood that the staff will attend in order to refine their skills for the classroom. Furthermore, developing a monitoring system to ensure that the most effective professional development is delivered to the right people at the right time is critical to academic success.

3. Establish protocols (data, length of time to demonstrate success) for adding new initiatives by collaborating with the superintendent, transformation leadership team or board for approval in order to reduce the inconsistent use of products, trends and initiatives in the school district.
4. Develop a process to allow teachers the opportunities to participate in various activities or initiatives that will allow them to be in leadership positions in the district. Communicate in a collaborative manner that encompasses a larger spectrum of the district’s expertise and skills. Implement a system for accountability that results in improved instruction for all students and maximizes teachers’ skills.

**BENEFIT:** Protocols, collaboration, accountability and a focus on what is essential can allow the vision of the academic plan to be implemented to the depth of its intent.

5. Offer systematic and varied professional development on the access and use of data to inform instructional practices to define more discrete academic gaps.
6. Consistently access and evaluate assessment data to determine the needs of the students, schools and the district. Identify classroom and building goals that are needed. Utilize that data to guide imbedded professional development and to complete the Five-Step Process of the Ohio Improvement Process.

7. Provide a comprehensive user-friendly data system for high school teachers to access information and inform teaching.
8. Provide documentation that all staff attended training on data access and usage.

**BENEFIT:** Understanding and analyzing data will help define the areas of growth and academic gaps for students. Additionally, it will lead to increased student achievement.

9. Continue to provide the building leadership teams and teacher-based teams meeting times during the school day to regularly use the Ohio Improvement Process Five-Step Process; specifically the collection of data and how to use it to guide instruction or make decisions about student learning.
10. Provide training for all staff throughout the district on the Five-Step Process of the Ohio Improvement Process. Use the Ohio Leadership Advisory Council's video series to help increase the proficiency in the full implementation of the process and contact the state support team or the Montgomery County Educational Service Center to provide the training at no cost to the district.

**BENEFIT:** Collaborating with external supports can help the district create protocols, monitoring tools, evaluations and timelines from an objective position and aid in fully implementing the Ohio Improvement Process Five-Step Process to ensure the use of data to inform instruction for all students.

### Assessment and the Use of Data

1. **Develop a balanced assessment system which uses formative assessments consistently across the district to improve the academic progress of all students.**
  - A. Create teams to design and collect rigorous formative assessments to be used in the 2015-2016 school year. The composition of the teams may include teachers from each building, represented by all grade levels and content areas, with teacher union representation included.
  - B. Use student work to provide high quality examples and then develop formative assessments to monitor student progress. Use the district's current initiative, Drop Everything and Write, to provide a starting point for developing formative assessments.
  - C. Provide district-wide professional development on formative assessments that is mandated for district administrators, building leadership and teacher-based teams.

**BENEFIT:** By developing a balanced assessment system that includes formative assessments at all levels, teachers and students will have a deeper understanding of what is taught and assessed. Teachers will be able to design lessons and quickly change instructional practices based on the formative assessment data they collect in their own classrooms. A full understanding of how formative assessment results are used will improve instruction at all levels.

**2. Provide systemic professional development on the use of data tools, assessment literacy and the Ohio Improvement Process for consistency across the district.**

- A. Ensure that professional development on data tools, assessment literacy and the Five-Step Process of the Ohio Improvement Process is delivered to all staff members in a systematic manner. Consider using the state support team to provide the training.
- B. Provide extensive leadership professional development to all building principals who lead their buildings in the school improvement process.
- C. Schedule professional development to be held during the teacher work day, so that the option of attending is not a variable. Follow through with the district's plan of building eight professional development days into the 2015-2016 school calendar. Start planning early for these days to ensure that many stakeholders have input and that the days are focused on meeting the learning needs of all staff members.
- D. Use the comments from the building leadership team and teacher-based team minutes to determine additional professional development needs highlighted in those minutes.
- E. Ensure that professional development is ongoing, that follow-up occurs and new staff members, including new principals, receive the same level of training when hired. Avoid a "one and done" concept of professional development.

**BENEFIT:** Greater gains in student achievement will be realized when all staff members are fully trained on how to use data to improve instructional and intervention strategies and then monitor their effectiveness on student performance. Using the state support team assures alignment to the Ohio Improvement Process, consistency in delivery and outcomes and no cost to the district.

**3. Develop a systematic process for expanding the use of the Home Access Center and Teacher Access Center.**

- A. Establish non-negotiable timelines for teachers to be trained and begin using the Teacher Access Center to enter students' grades into the system.
- B. Provide students and their parents with passwords to access their information and provide instructions on how to access and use the Home Access Center.
- C. Eliminate the barriers to technology access for families in the district. Build partnerships with local libraries, the YMCA, local colleges, faith-based organizations and community agencies that provide computer access to families. Train staff members in those agencies on how to support parents and students in using the Home Access Center.
- D. Allow time during the school day for students to access the Home Access Center, with the support and guidance of teachers, to check their most current grades.

**BENEFIT:** Setting expectations for staff training and daily use of the teacher and home access systems may encourage more deliberate communication with students and parents regarding academic performance. Creating and cultivating community partnerships to establish and sustain access to technology extends support for student success.

## Human Resources and Professional Development

1. Assess current and projected personnel needs and begin signing teachers to contracts instead of letters of intent, adhering to the revised timeline of the recruiting schedule in the Dayton Public Schools Talent Management 2013-2015 Plan. Seek an agreement with the Dayton Education Association to modify contract language in order to expedite internal personnel shifts and facilitate the hiring of the new staff to fill vacant school positions.
2. Create and enforce accountability measures to eliminate the reoccurrence of teaching staff resigning after the July 10, 2014, deadline. Develop a process and incentives to hire current high-quality student teachers who are being trained in the district's schools. Collaborate with educational stakeholders to identify other candidates who have the potential to be effective teachers in the district.

**BENEFIT:** The district's human resources department can maximize the potential of Dayton Public Schools students by recruiting quality individuals to work for the district. Meeting the personnel goals early in the year may be the first step toward school improvement for Dayton Public Schools. By providing new teachers binding contracts instead of letters of intents, in a timely manner, the district may be able to reduce the difficulty of recruitment.

3. Provide consistent professional development, aligned to state and national standards, that focuses on effective instructional practices, improved student outcomes, supportive leadership and increased content knowledge. Solicit feedback from participants and measure student learning outcomes resulting from all trainings. Solicit participants' input on the training agenda and in gathering the assessment data used to develop training initiatives.

**BENEFIT:** The inclusion of the building staff and administration in the professional development process can increase the likelihood that the human resources department achieves its goals in the form of increased participation and effective training of all district personnel.

4. Create and develop a systematic training and support system for new district leaders. Provide continuous coaching and support for leaders so they can rapidly build their capabilities within their new roles.

**BENEFIT:** When the leaders are adequately trained, continuously coached and are aligned to the district's vision in order to execute the mission, the district's desired goals may be achieved.

## Student Supports

1. Provide all parents and students information that highlights the advanced and accelerated courses in the high schools. Allow students the opportunity to take advantage of these courses, if desired, even if they are enrolled in other schools that do not offer those courses.
2. Develop a process to collect and evaluate outcome data to assess the impact of all student support programs provided by community and external agency partnership services.

**BENEFIT:** When the district allows and encourages equitable participation for all students in accelerated and advances courses, it can promote the expectation of high achievement for all and this may aid in narrowing proficiency gaps among student cohorts.

3. Communicate actively in the community by employing traditional and nontraditional communication tools and events. This includes mailings, home visits, newsletters, blogs, emails, social media, open houses, available translators, workshops, picnics, etc.
4. Incorporate the feedback of parents and community members into the school turnaround work and highlight the progress made as a result of the changes.
5. Provide professional development to teachers and building leaders on the effective strategies of family and community engagement.
6. Ensure that the school parent committees are reflective of the entire school community.

**BENEFIT:** Relationship building is critical to increasing parent participation in programs and activities that promote student achievement. By implementing research-based strategies to engage parents in the school turnaround work, parents can be made aware of their children's academic and behavioral performance. As a result, students may therefore display fewer behavioral problems and perform better academically.

7. Establish accountability measures and protocols to ensure that teachers and building leaders participate in intensive, high-quality professional development that results in better teaching and learning, improved school leadership and higher student performance.
8. Provide ongoing high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successful school reform strategies.
9. Ensure that the transformation leadership team of teachers, building leaders, curriculum instruction personnel and district administrators standardize the continuous use of student data to inform and differentiate instruction in order to meet the behavioral, developmental and educational needs of individual students.
10. Analyze annual reports or evaluations of the district's professional development plan to ascertain the impact of the district's investment. Assess the effectiveness of all professional development related to student achievement through surveys, observations, interviews, etc.

**BENEFIT:** Engaging school and district leaders and teachers in continuous professional learning to expand their knowledge and skills, and applying that learning can lead to increased student achievement.

11. Create a system-wide committee to monitor behavior in the district. Revisit the Positive School Climate system and survey the schools to collect data on the effectiveness of the Restorative Justice component. Utilize the data to prioritize needs in order to strengthen the teachers' skills in classroom management.

**BENEFIT:** Utilizing survey data can provide a basis to know the strengths and weaknesses of the program in order to make adjustments to fully implement a comprehensive district-wide behavior management system for students to transition from classroom to classroom and school to school. Moreover, it can reduce teacher anxiety and apprehension in fully employing the program and give them explicit tools on how to respond to students who refuse to follow the rules and expectations.

12. Provide all teachers with training on the behavior management techniques and system that the district has adopted.

**BENEFIT:** When teachers are able to instruct students with minimal behavior disruptions, students may focus on their academic work and, in turn, attain faster academic gains. Furthermore, teachers and students may experience a positive climate and feel safe within the school.

### **Fiscal Management**

1. Seek consultation from an external law firm to analyze the attendance policies of the custodial and transportation departments and help negotiate the district's current labor agreements in an attempt to develop a comprehensive disciplinary process.

**BENEFIT:** Improving the attendance of the custodial and transportation staff can create a positive financial impact on the district budget. Having the opinion of an external law firm that is not affiliated with the district would provide an unbiased solution, as well as objective opinion, on the current absence issues with these departments.

2. Distribute a survey to the parents of the students who left the district to attend other districts, community schools and electronic schools to determine what changes the district could make to encourage them to re-enroll their children back in the district.

**BENEFIT:** Gathering information on how to successfully persuade parents to re-enroll their children in the district could reverse the negative flow of state funding, aiding the district in allocating additional resources into the educational setting.

3. Implement a comprehensive communication process for budget development and include department leaders, building principals and the director of state and federal grants. Assure that the budget preparation begins in the prior year to allow adequate time for input from all necessary stakeholders.

**BENEFIT:** Including the department leaders, building principals and the grants manager in the preparation of the budget could assist the district in achieving their budgetary objectives. It could prevent unnecessary spending of district funds.

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

The review was conducted from January 25 to January 30 by the following team of Ohio Department of Education staff members and independent consultants.

1. Claire Huff-Franklin, Director, Academic Distress Commissions and Education Reform
2. Dr. David R. Tobergte, Leadership Governance and Communication
3. Rhonda Baldwin, Fiscal Management
4. Dennis Dorsey, Human Resources and Professional Development
5. Dr. Ann Roberts, Assessment and Effective Use of Data
6. Dr. Linda Gibson, Curriculum and Instruction
7. Ugochi Akoi, Student Supports

### District Review Activities

The following activities were conducted during the review:

- Orientation session with the Central Office Administrators and five representative principals
- Interviews with the following:
  - District Treasurer, Compliance Manager, Assistant Treasurer, Budget Director
  - Board of Education: President, Vice President, and four additional members
  - Teachers' Association: President, Vice President, Secretary and Treasurer
  - Central Office Administrators: Superintendent, District Review Coordinator, Associate Superintendent, and all Cabinet Members
- The team visited the following schools: Edison, Westwood, Dunbar, Ponitz, Longfellow, Stivers, Charity Adams, Meadowdale, Rivers Edge, Rivers Edge, Valerie, Wright Brothers, World of Wonder, Thurgood Marshall, Dayton Boys, Louise Troy
- Focus groups with the following:
  - Principals
  - Elementary school teachers
  - Middle school teachers
  - High school teachers
  - Parents
  - Students
- Classroom Observations
- The review team analyzed multiple data sets and reviewed numerous documents before and during the site visit, including:
  - Student and school performance data, including achievement and growth, enrollment, graduation, dropout, retention, suspension and attendance rates.
  - Data on the district's staffing and finances.
  - Published educational reports on the district by the Ohio Department of Education and the Office of Accountability

- District documents such as school improvement plans, board policies, summaries of student assessments, collective bargaining agreements, evaluation tools for staff, handbooks, school schedules, and the district’s end-of-year financial reports.
- All completed program and administrator evaluations, and a random selection of completed teacher evaluations.

• **Day 1—MONDAY, JANUARY 26**

8:30-9:15	<b>MEETING LOCATION: 4<sup>TH</sup> STREET COMMUNITY ROOM</b> <b>ORIENTATION WITH DISTRICT LEADERS AND PRINCIPALS:</b> <b>Attendees: Cabinet Members, Senior Principals, Principal Representatives</b>	
<b>MEETING TIME:</b>	<b>MEETING LOCATION:</b> 6S-150	<b>MEETING LOCATION:</b> 6S-116
9:30-11:00	<b>LEADERSHIP, GOVERNANCE, AND COMMUNICATION</b> <b>INTERVIEW 1</b> <b>Attendees:</b> All Cabinet Members District Review Coordinator	<b>HUMAN RESOURCES AND PROFESSIONAL DEVELOPMENT</b> <b>INTERVIEW 1</b> <b>(FOCUSING ON OTES/OPES)</b> <b>Attendees:</b> Executive Director, Human Resources Chief, School Improvement Chief, School Innovation
12:15-1:45	<b>ASSESSMENT AND EFFECTIVE USE OF DATA</b> <b>INTERVIEW 1</b> <b>Attendees:</b> Associate Superintendent Other Attendees to be Assigned	<b>CURRICULUM AND INSTRUCTION</b> <b>INTERVIEW 1</b> <b>Attendees:</b> Director, Curriculum and Instruction Director, Early Childhood Education Director, Educational Technology
12:15-1:00	<b>Location: Superintendent’s Office</b> Superintendent Treasurer/CFO	
2:15-3:30	<b>STUDENT SUPPORT:</b> <b>ACADEMIC AND NON-ACADEMIC SUPPORT</b> <b>INTERVIEW 1</b> <b>Attendees:</b> Director, Health Services Director, Off. for Exceptional Children Director, Psychological Services Director, Truancy & Expulsion Hearing Officer	<b>FISCAL MANAGEMENT</b> <b>INTERVIEW 1</b> <b>Attendees:</b> Assistant Treasurer Director, Budget Treasurer/CFO
4:00 – 5:15		<b>PRINCIPALS MEETING</b> <b>Attendees:</b> Kiser PK – 8 Eastmont PK – 8 Meadowdale High School World of Wonder PK – 8 Westwood PK – 8 Belmont High School

• **Day 2—TUESDAY, JANUARY 27**

8:30-9:45	<b>MEETING LOCATION: 4<sup>TH</sup> STREET MEETING ROOM</b> <b>STUDENT SUPPORT: FAMILY, COMMUNITY, AND PARTNER ENGAGEMENT</b> <b>Attendees:</b> All PAC Parents Dayton Education Council member
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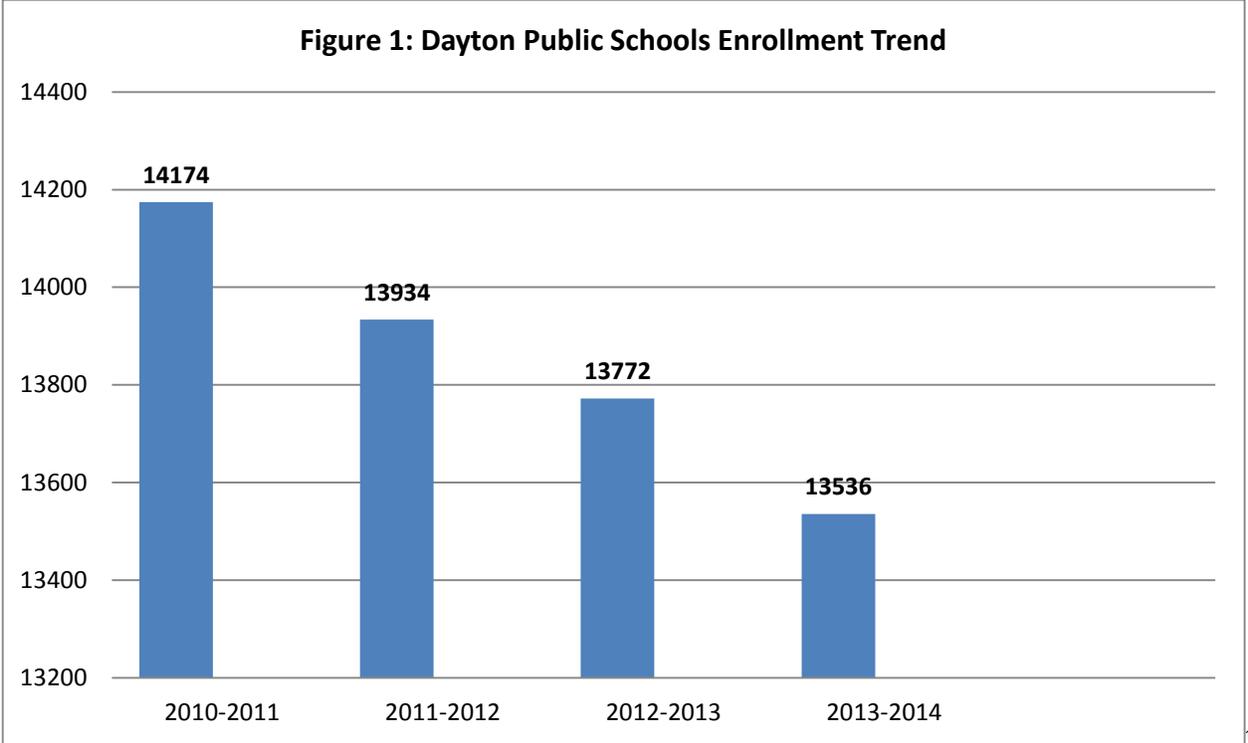
TIME:	MEETING LOCATION: 6S-150	MEETING LOCATION: 6S-116
8:30-10:00		<b>CURRICULUM AND INSTRUCTION INTERVIEW 2</b> <u>Attendees:</u> Associate Director, Gifted Services CIAS: (Language Arts) CIAS (Math K-8) CIAS (Secondary English Language Arts) CIAS (Secondary Math Teacher) ESL Coordinating Teacher
10:00-11:15	LOCATION: 4 <sup>TH</sup> STREET MEETING ROOM <b>STUDENT SUPPORT: EDUCATIONAL CONTINUITY AND STUDENT PARTICIPATION</b> <u>Attendees:</u> Student Senate Representative (alternates)	<u>Attendees:</u> Treasurer/CFO Compliance Manager Director Risk Management
10:00-11:15		
1:00 - 2:15		
TIME:	MEETING LOCATION: 6S-150	MEETING LOCATION: 6S-116
<b>Day 2</b> (cont'd) 1:00-2:15	<b>STUDENT SUPPORT: NON-ACADEMIC SUPPORT AND SAFETY INTERVIEW 2</b> <u>Attendees:</u> Director, Instructional Technology Director, Restorative Justice Director, Safety and Security	<b>FISCAL INTERVIEW 3 (WITH LOCAL OFFICIALS)</b> <u>Attendees:</u> Mayor, City of Dayton Commissioner, City of Dayton Executive Director, Learn to Earn Dayton Business Committee President Emeritus, Sinclair Community College
2:30-3:45	<b>LEADERSHIP, GOVERNANCE, AND COMMUNICATION INTERVIEW 2</b> <u>Attendees:</u> Executive Director, Human Resources Chief, School Improvement Chief, School Innovation Director of Family and Community Engagement	<b>CURRICULUM AND INSTRUCTION: STRONG INSTRUCTIONAL LEADERSHIP &amp; EFFECTIVE INSTRUCTION TEACHERS' UNION 1</b> <u>Attendees:</u> President, Dayton Education Assn. (DEA) Vice-President, DEA Secretary, DEA Treasurer, DEA
4:00 – 5:00	<b>CURRICULUM AND INSTRUCTION: STRONG INSTRUCTIONAL LEADERSHIP &amp; EFFECTIVE INSTRUCTION TEACHER FOCUS GROUP: MS/HS</b> <u>Attendees:</u> Dunbar Early College HS Dunbar Early College HS Meadowdale HS Ponitz CTC Stivers (7-12) Wright Brothers (PK-8)	<b>CURRICULUM AND INSTRUCTION: STRONG INSTRUCTIONAL LEADERSHIP AND EFFECTIVE INSTRUCTION</b> <u>Attendees:</u> Cleveland, PK-8 Kemp PK-6 Louise Troy PK-4 Louise Troy PK-4 Westwood PK-8

• **Day 3—WEDNESDAY, JANUARY 28**

<b>CLASSROOM VISITS</b>	7:30 - 9:30 Dunbar 9:45 - 12:00 Stivers 7:30 - 9:30 Longfellow 10:00 - 12:00 Ponitz 8:00 – 10:15 Charity Adams 10:30 - 12:00 Meadowdale HS 8:00 – 12:00 Valerie
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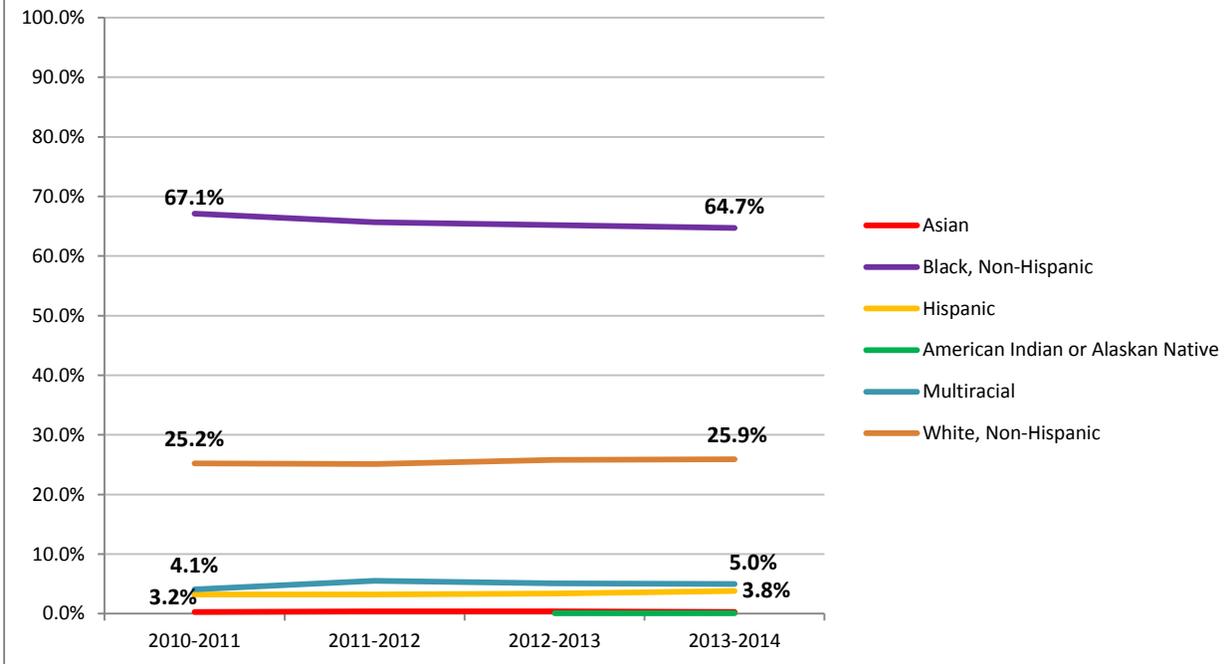
TIME:	MEETING LOCATION: 6S-150	MEETING LOCATION: 6S-116	
1:15 – 2:15	<b>HUMAN RESOURCES AND PROFESSIONAL DEVELOPMENT: PROFESSIONAL GROWTH &amp; LEARNING INTERVIEW 2</b> Focus on Professional Development <u>Attendees:</u> Instructional Support Specialist Instructional Support Specialist Instructional Support Specialist Resident Educator Mentor Resident Educator Mentor Resident Educator Mentor	<b>ASSESSMENT INTERVIEW 2</b> <u>Attendees:</u> Director, Assessment EMIS Coordinator Manager, Student Information Systems Director, Educational Technology	
2:30 – 3:30	<b>LEADERSHIP , GOVERNANCE, AND COMMUNICATION INTERVIEW 3</b> <u>Attendees:</u> Associate Director, Employee Development Associate Director, HR Operations Associate Director HR Operations Director, Athletics Director, Nutrition Services Executive Director, Facilities Executive Director, State and Federal	<b>HR INTERVIEW 3</b> <b>3:30-4:30</b> <u>Attendees:</u> Executive Director, Human Resources, Legal Counsel	<b>NON-ACADEMIC SUPPORT AND SAFETY INTERVIEW 3</b> <b>2:15 – 3:15</b> <u>Attendees:</u> Director, Information Technology
4:30 -5:30	<b>LEADERSHIP, GOVERNANCE, AND COMMUNICATION BOARD OF EDUCATION INTERVIEW</b> <u>Attendees:</u> President Member Member	<b>LEADERSHIP, GOVERNANCE, AND COMMUNICATION BOARD OF EDUCATION INTERVIEW</b> <u>Attendees:</u> Vice-President Member Member	
<b>Day 4—THURSDAY, JANUARY 29</b> 8:00 - 11:00 World of Wonder 10:00 - 12:00 Dayton Boys 8:00 - 11:00 Thurgood Marshall /Wright Brothers 10:00 - 2:00 River's Edge			
11:30-12:30	<b>REGION 10 STATE SUPPORT TEAM:</b> <i>Director of School Improvement</i>	<b>REGION 10 STATE SUPPORT TEAM:</b> <i>Consultant</i>	
<b>Day 5—FRIDAY, JANUARY 30</b>		<b>MEETING LOCATION: 6S-116</b>	
8:30- 9:00	Room 6S-150: RACIAL JUSTICE NOW! Attendees		
10:00-10:45	Meeting with Superintendent re: Emerging themes		
11:00-11:45	Meeting with Leadership Team re: Emerging themes (Cabinet)		
1:45-12:00	Thank you; Q & A		

# Appendix B: Enrollment, Expenditures and Performance

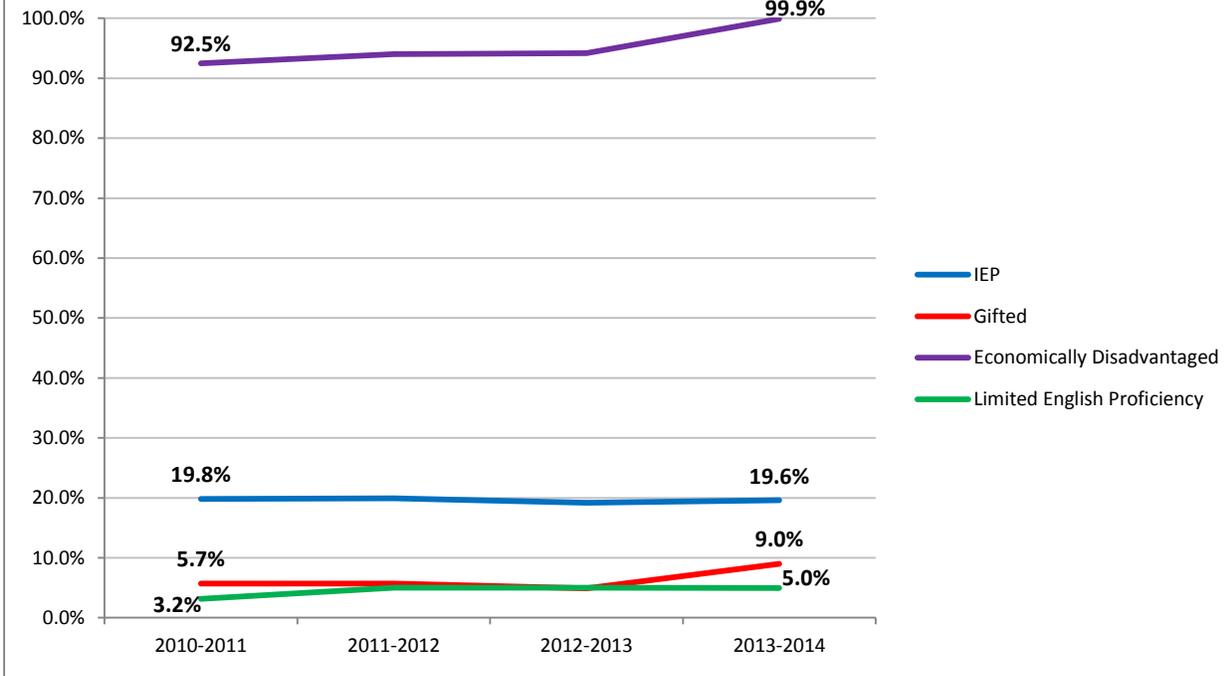


<sup>15</sup> The enrollment figures include grades K-12, disabled students who have completed requirements but not yet graduated, and pre-school ages 3-5.

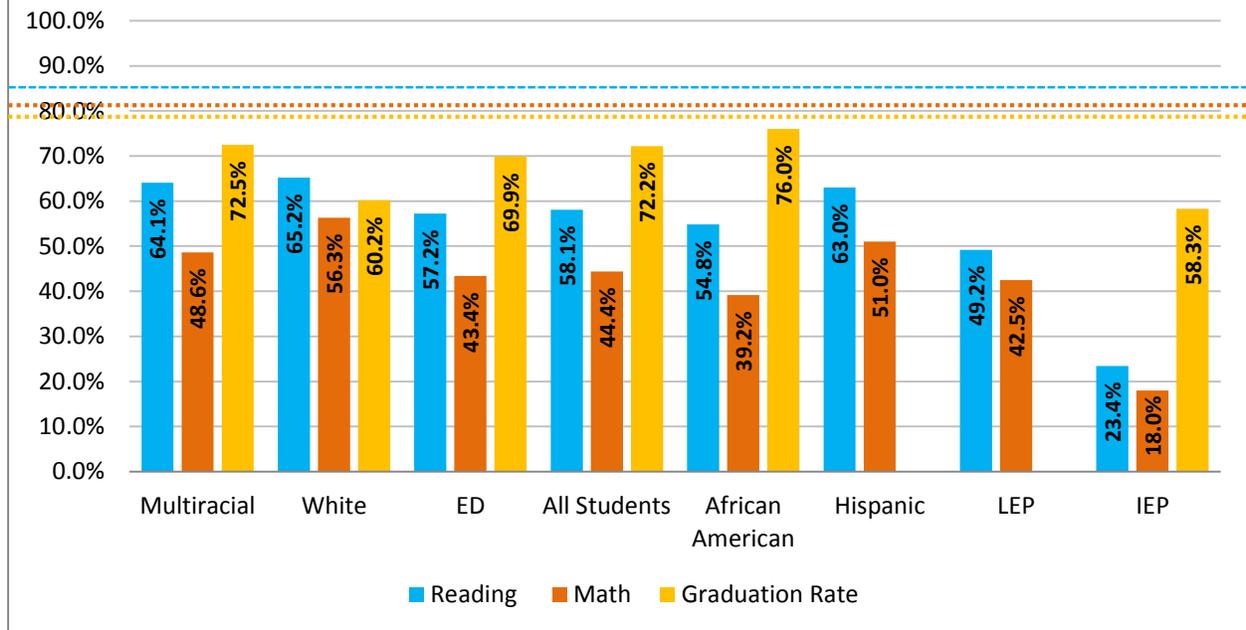
**Figure 2: Dayton Enrollment by Subgroup (Race)**



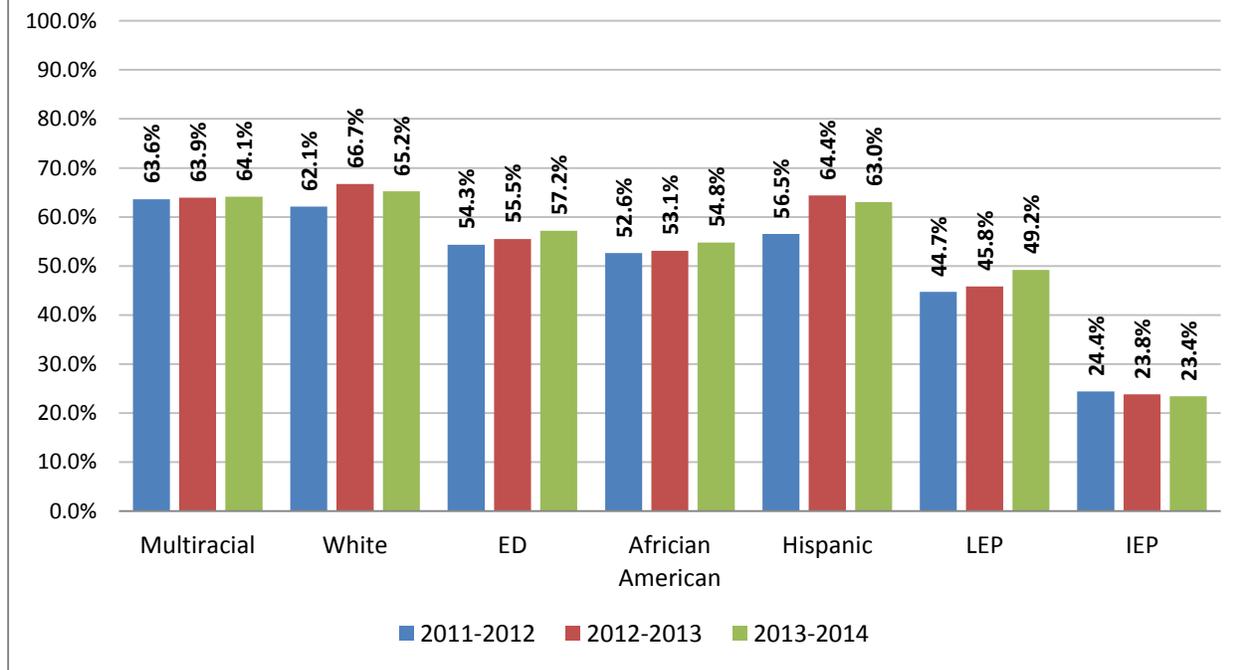
**Figure 3: Dayton Public Schools Enrollment by Subgroup (Special Populations)**



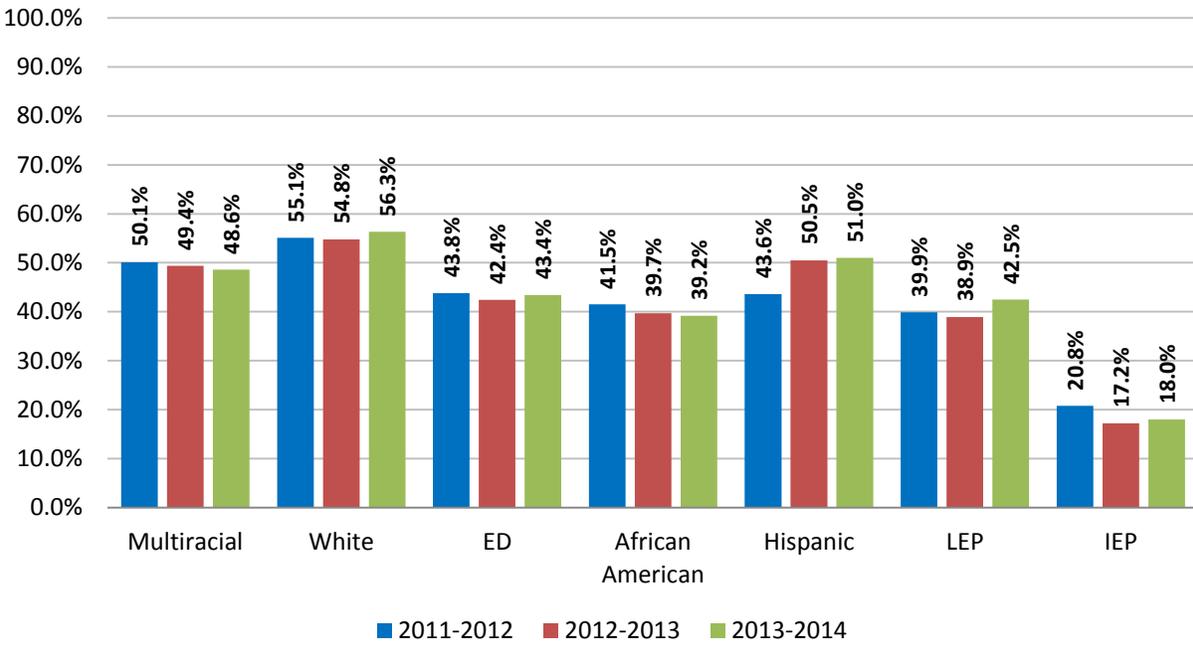
**Figure 4: Dayton Public Schools 2013-2014 Annual Measurable Objectives by Subgroup**



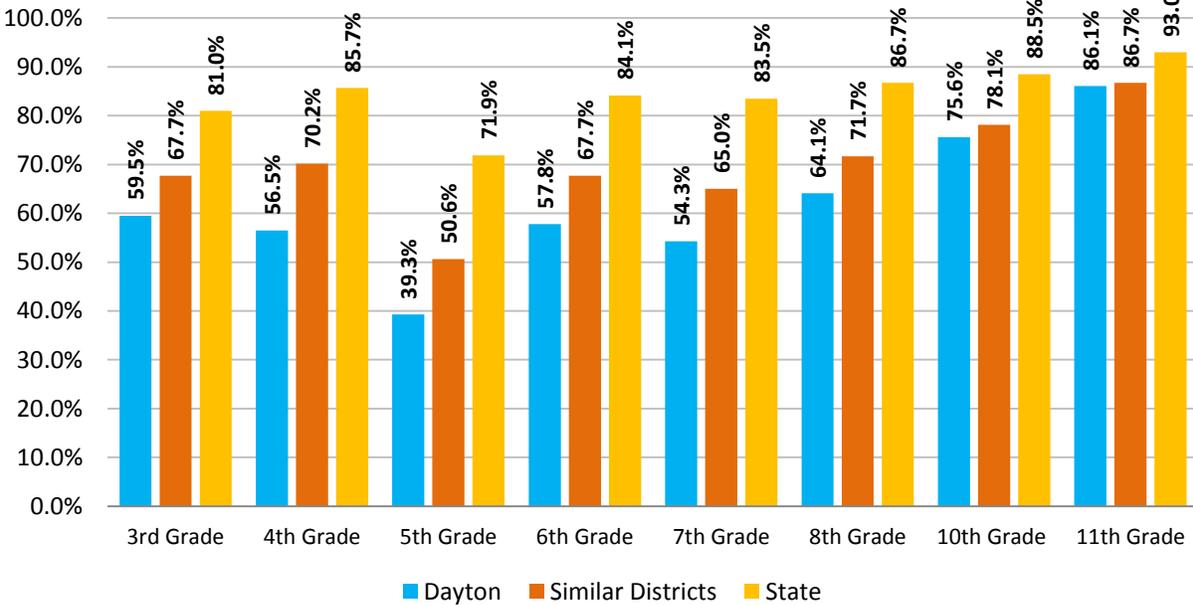
**Figure 5: Dayton Public Schools Reading Passing Rate Trends by Subgroup**



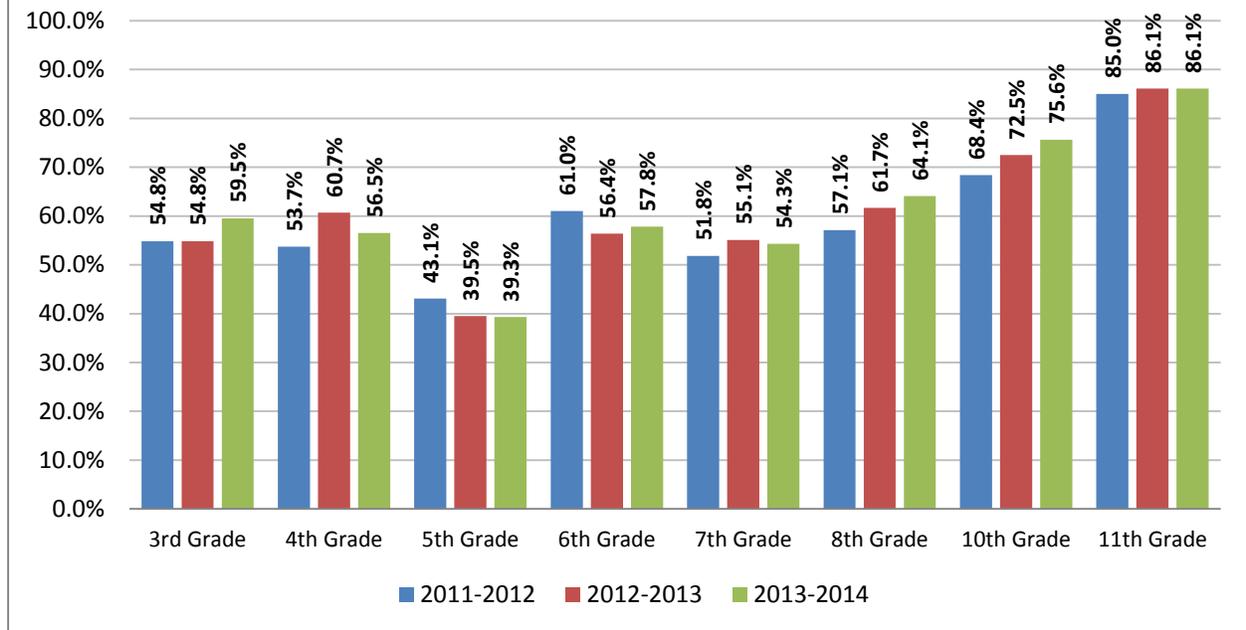
**Figure 6: Dayton Public Schools Math Passing Rate Trends by Subgroup**



**Figure 7: Dayton Public Schools 2013-2014 Reading Performance Comparisons by Grade Level**



**Figure 8: Dayton Public Schools Reading OAA and OGT Passing Rates by Grade Level**

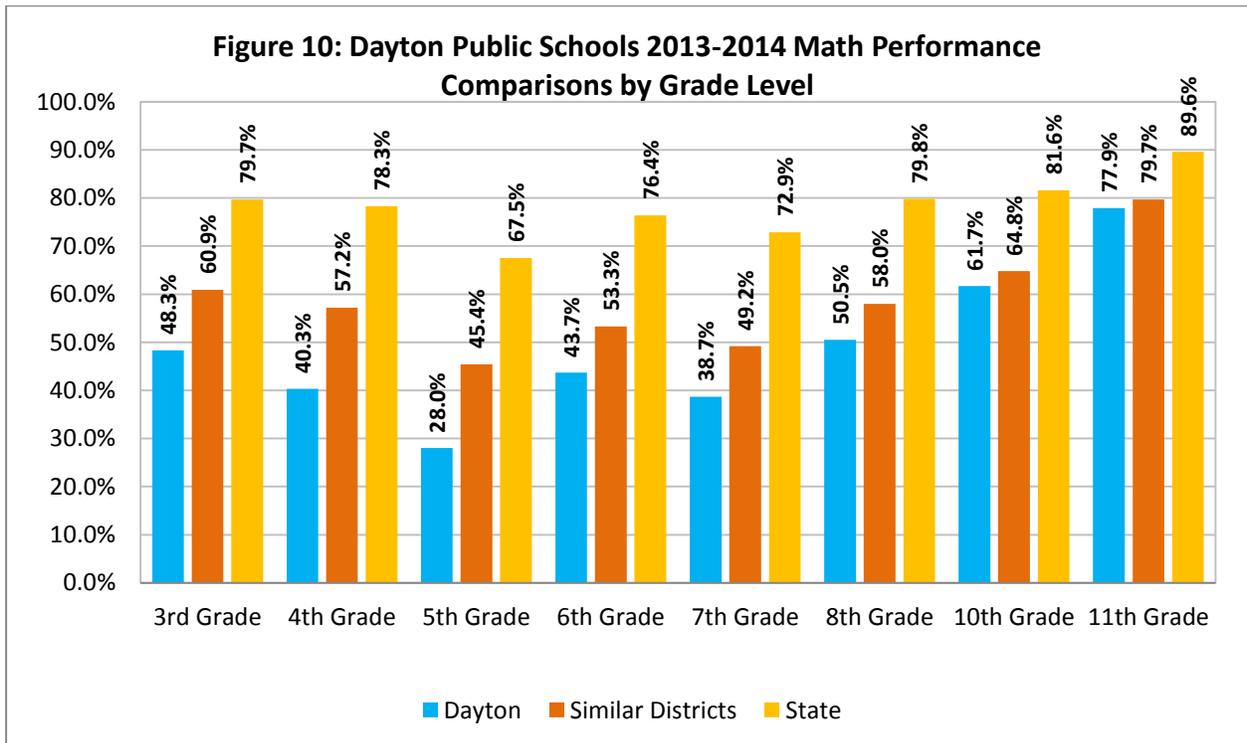


**Figure 9: Dayton Public Schools Fall 2014 Reading OAA Value-Added Report**

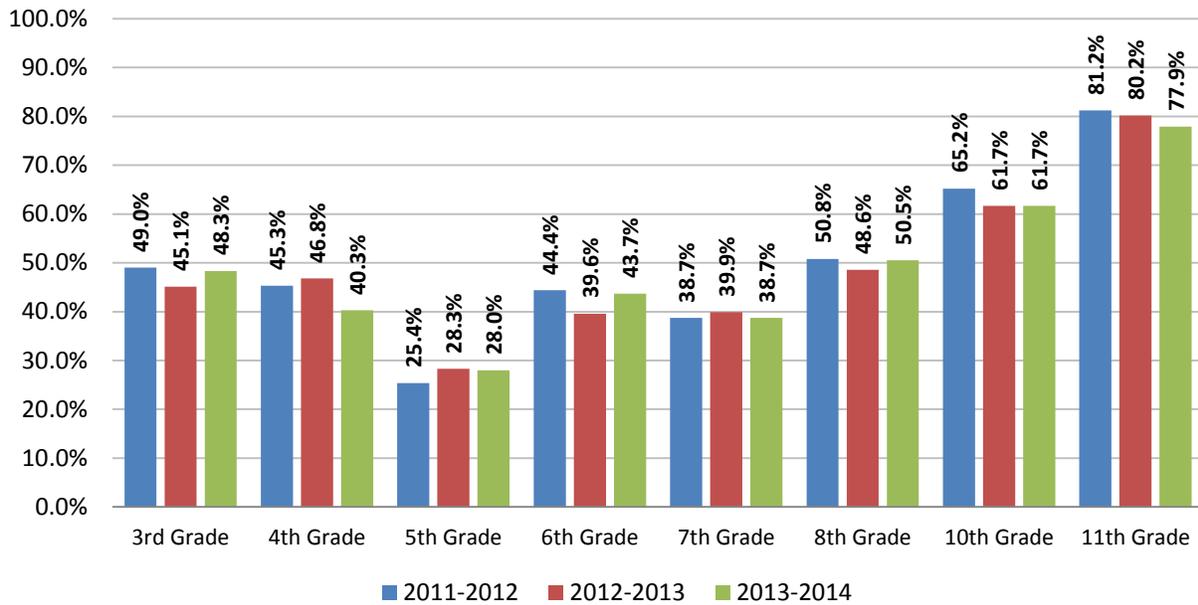
Estimated District Mean NCE Gain						
Grade	3	4	5	6	7	8
Growth Standard		0.0	0.0	0.0	0.0	0.0
State 3-Yr-Avg		0.7	0.1	-0.0	-0.4	0.8
2012 Mean NCE Gain		-2.7 R	-0.5 O	-0.9 O	-1.5 R	-0.4 O
Std Error		0.5	0.5	0.4	0.4	0.4
2013 Mean NCE Gain		-2.7 R	-0.9 O	1.3 DG	-0.7 O	0.1 Y
Std Error		0.5	0.5	0.4	0.4	0.4
2014 Mean NCE Gain		-2.3 R	-0.1 Y	2.6 DG	-2.5 R	0.0 Y
Std Error		0.5	0.5	0.4	0.4	0.4
3-Yr-Avg NCE Gain		-2.5 R	-0.5 O	1.0 DG	-1.6 R	-0.1 Y
Std Error		0.3	0.3	0.3	0.2	0.2

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

**Figure 10: Dayton Public Schools 2013-2014 Math Performance Comparisons by Grade Level**



**Figure 11: Dayton Public Schools Math OAA and OGT Passing Rates by Grade Level**



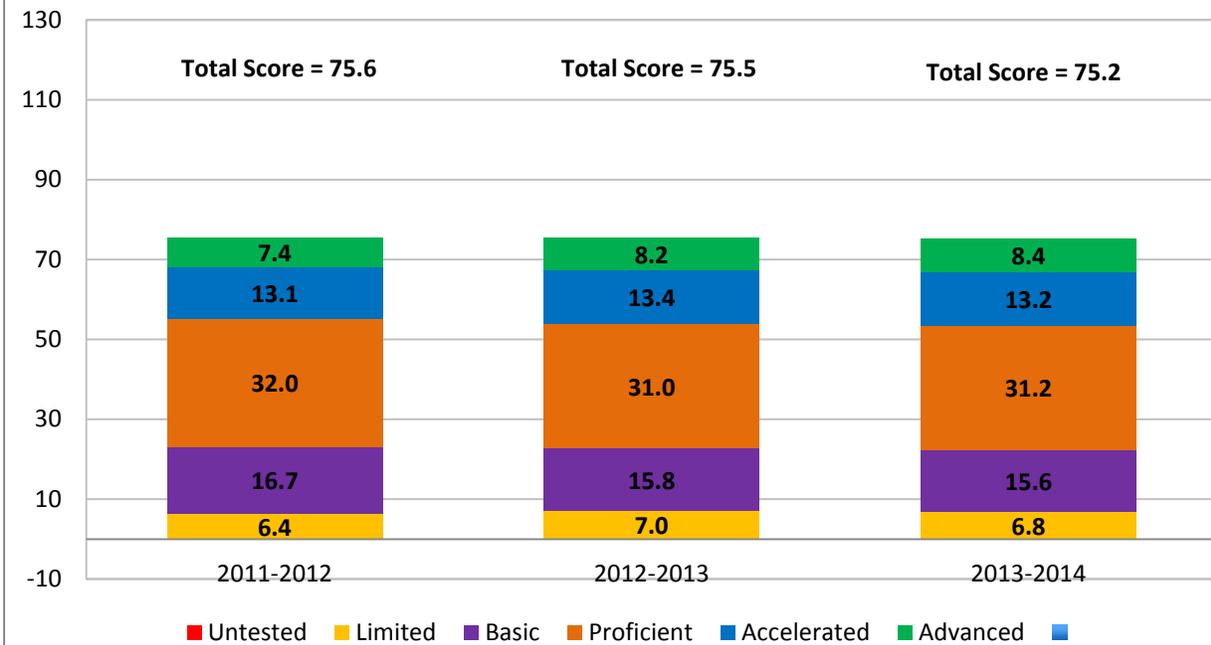
**Figure 12: Dayton Public Schools Fall 2014 Math OAA Value-Added Report**

Estimated District Mean NCE Gain						
Grade	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Growth Standard		0.0	0.0	0.0	0.0	0.0
State 3-Yr-Avg		0.2	-0.1	-0.3	0.8	0.8
2012 Mean NCE Gain		-2.9 R	-2.7 R	0.6 LG	0.5 LG	-0.2 Y
Std Error		0.4	0.4	0.4	0.4	0.3
2013 Mean NCE Gain		-0.6 O	-2.3 R	0.8 DG	0.4 Y	2.6 DG
Std Error		0.4	0.4	0.4	0.4	0.4
2014 Mean NCE Gain		-1.6 R	-3.6 R	1.2 DG	0.4 LG	0.7 DG
Std Error		0.4	0.4	0.4	0.4	0.4
3-Yr-Avg NCE Gain		-1.7 R	-2.8 R	0.8 DG	0.4 DG	1.0 DG
Std Error		0.3	0.2	0.2	0.2	0.2

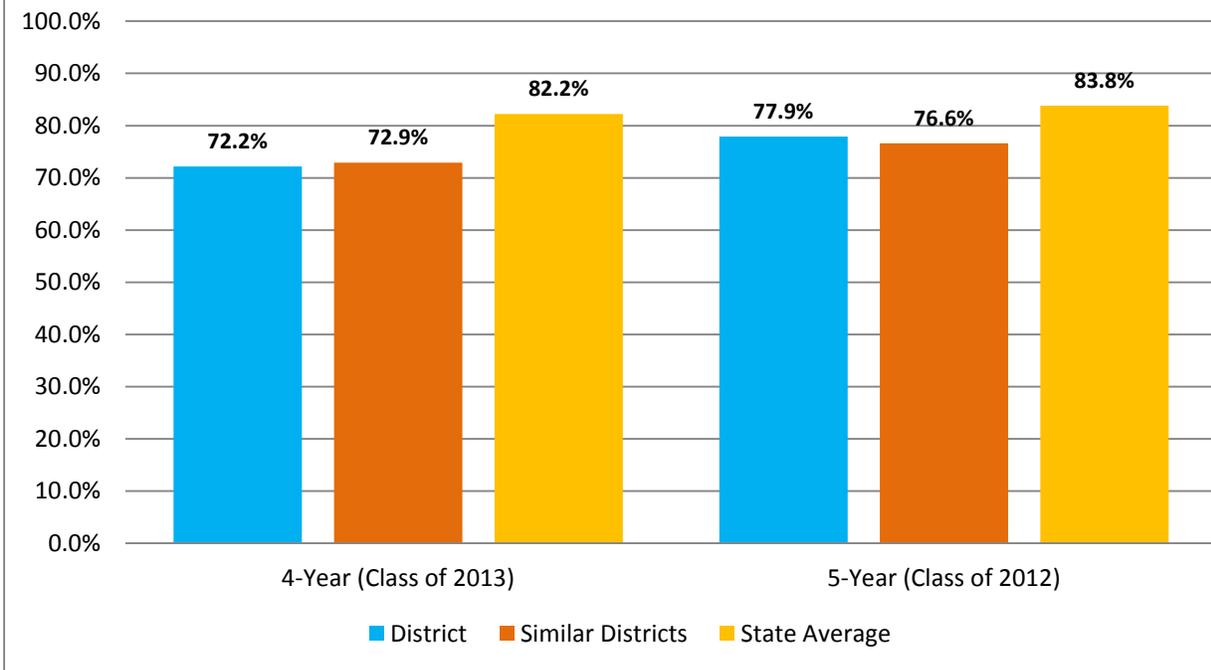
  

<b>DG</b>	Estimated mean NCE gain is greater than the growth standard by at least 2 standard errors.
<b>LG</b>	Estimated mean NCE gain is above the growth standard by at least 1 standard error but less than 2 standard errors above it.
<b>Y</b>	Estimated mean NCE gain is at most 1 standard error below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

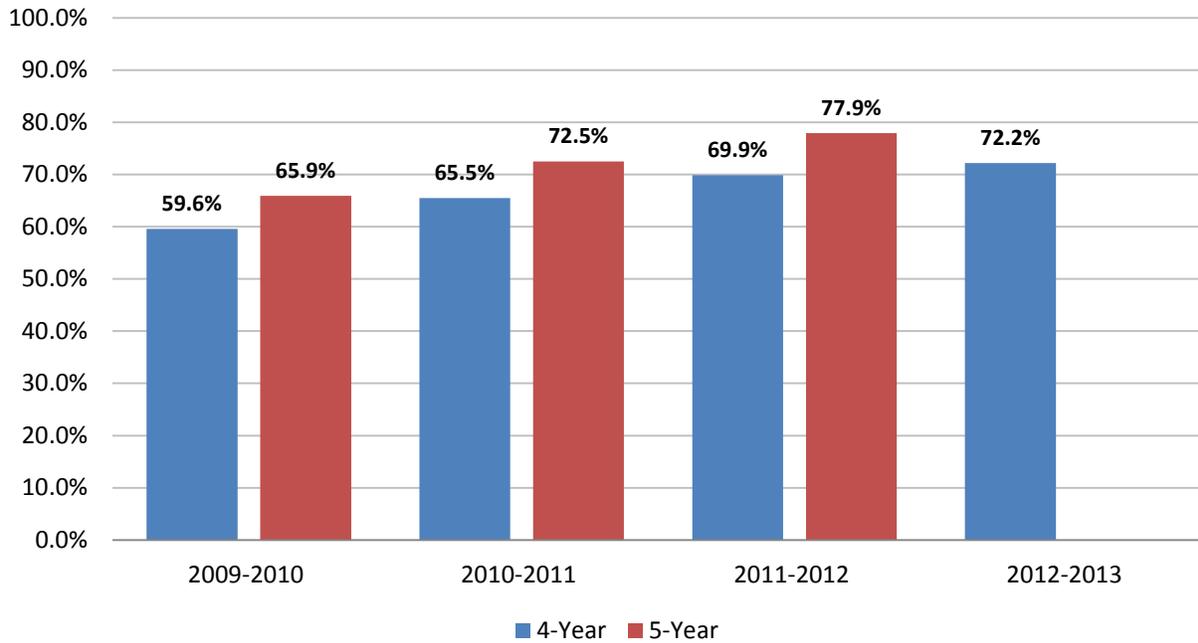
**Figure 13: Dayton Public Schools Performance Index Trend**



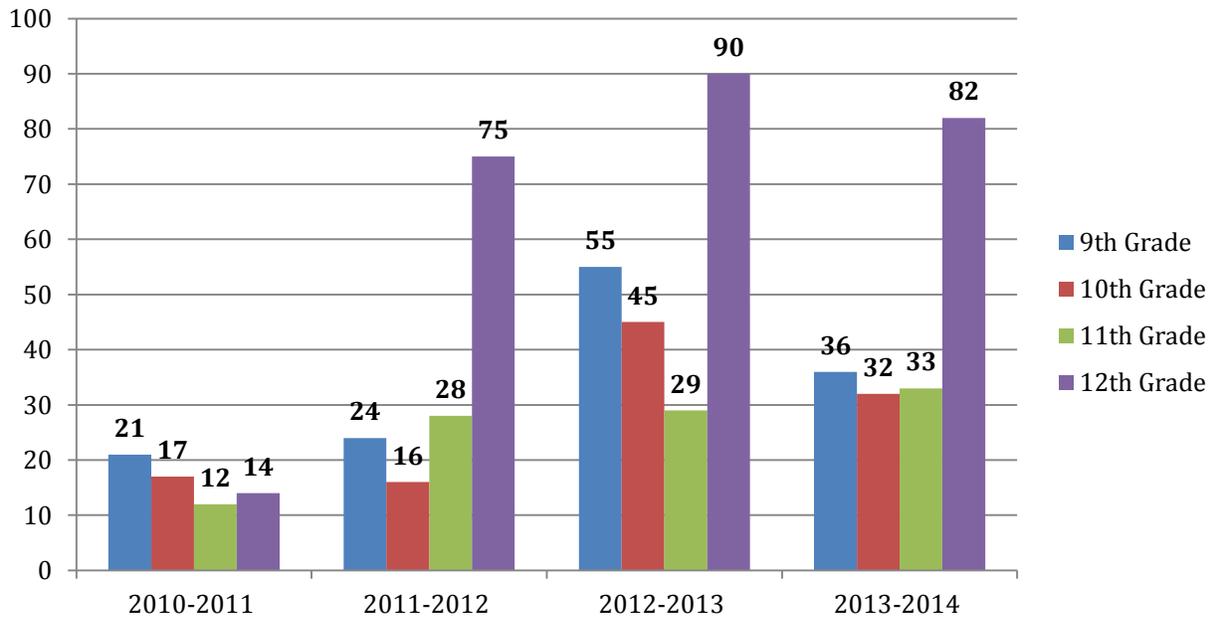
**Figure 14: Dayton Public Schools Graduation Rate Comparison**



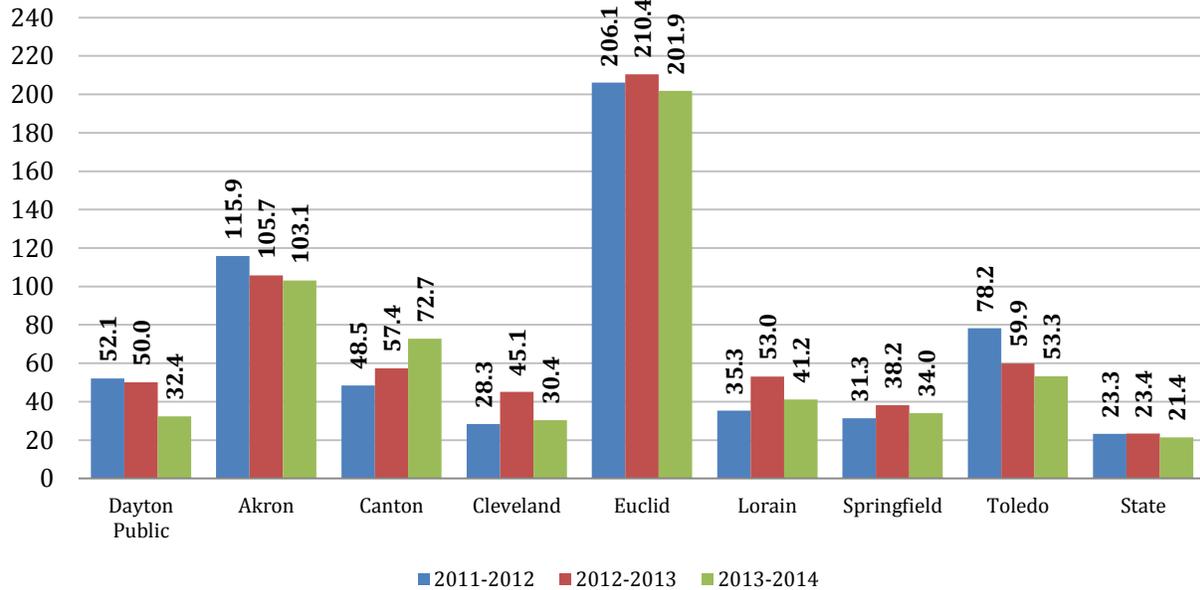
**Figure 15: Graduation Cohort Rates**



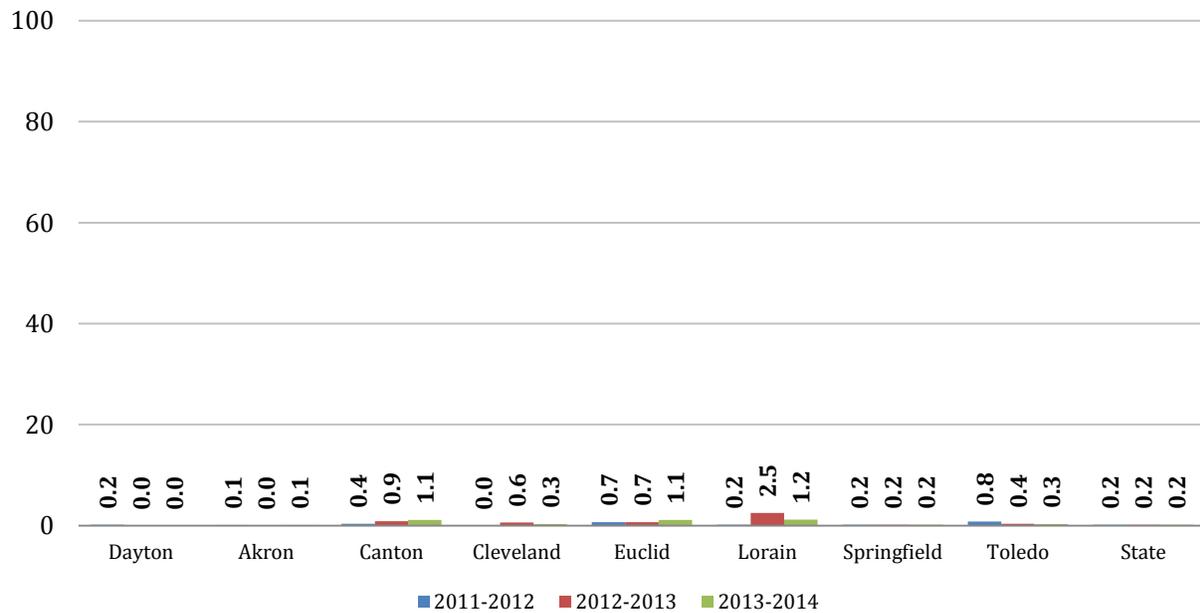
**Figure 16: Dayton Public Schools Number of Dropouts by Grade and Year**



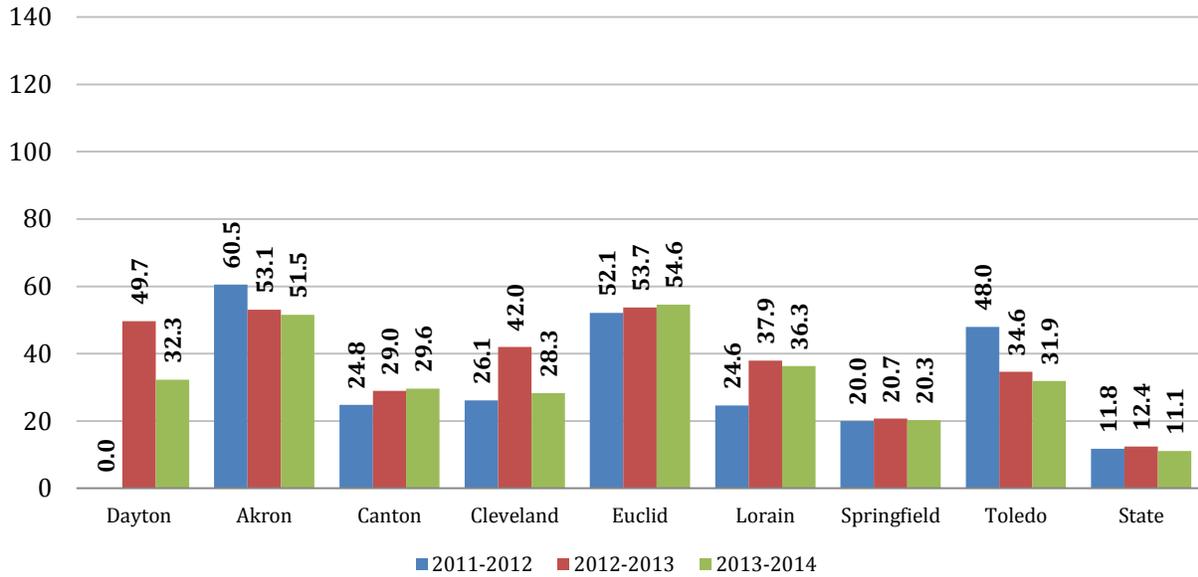
**Figure 17A: Dayton Public Schools Disciplinary Actions Per 100 Students Compared to Similar Districts - All Discipline Types**



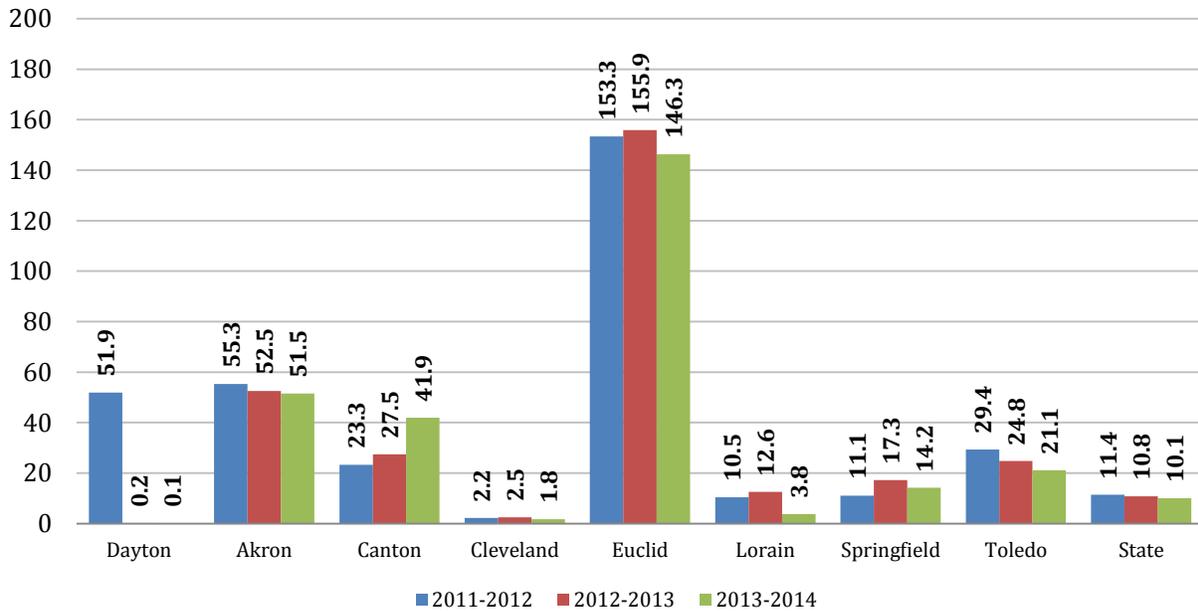
**Figure 17B: Dayton Public Schools Disciplinary Actions Per 100 Students Compared to Similar Districts - Expulsions**



**Figure 17C: Dayton Public Schools Disciplinary Actions Per 100 Students Compared to Similar Districts - Out of School Suspensions**



**Figure 17D: Dayton Public Schools Disciplinary Actions Per 100 Students Compared to Similar Districts - Other Discipline Types**



**Table 1: Dayton Public Schools SD Teacher Demographic Data**

<b>Year</b>	<b>Teacher Average Salary</b>	<b>Teacher Median Salary</b>	<b>% Core Courses Taught by Highly Qualified Teachers</b>	<b>Teacher Attendance</b>	<b>% of Teachers with Masters or Doctorate Degrees</b>
2010-2011	\$52,324	\$55,456	99.1%	94.0%	60.0%
2011-2012	\$53,171	\$55,456	99.7%	93.8%	60.3%
2012-2013	\$52,715	\$55,456	96.7%	94.4%	58.4%
2013-2014	\$49,724	\$55,456	98.3%	92.1%	57.6%

**Table 2: Dayton Public Schools 2013-2014 Enrollment by Race and Special Populations**

Total Number of Students by Race					Total Number of Students by Special Populations		
Name of Building	African American	Hispanic/Latino	White	Multi-Racial	Economically Disadvantaged	English Limited Learners	Special Education
Bell Haven School	374	0	23	22	426	0	86
Charity Adams Earley	360	0	35	21	418	0	32
Cleveland School	86	26	274	31	421	21	71
Dayton Boys Preparatory	294	0	19	23	342	0	48
Eastmont School	65	42	338	30	476	16	109
Edison School	440	0	13	12	467	0	89
Edwin Joel Brown	307	0	43	24	384	0	83
Fairview School	375	13	26	35	449	44	70
Horace Mann School	102	14	299	29	445	0	69
Kemp School	82	32	225	27	370	38	58
Kiser School	168	52	265	20	508	144	80
Louise Troy School	347	0	12	20	382	0	66
Meadowdale School	441	0	38	29	517	0	113
River's Edge Montessori School	234	35	215	28	521	90	82
Rosa Parks Early Learning Center	312	0	0	15	341	0	90
Ruskin School	78	102	265	33	486	130	81
Valerie School	374	0	19	14	412	0	35
Westwood School	374	0	20	13	408	0	71
Wogaman School	268	0	0	0	281	0	81
World of Wonder School	436	0	17	16	473	0	74
Wright Brothers School	64	28	344	31	471	20	80
Belmont High School	326	63	495	53	947	124	244
David H. Ponitz Career Technology Center	620	25	101	33	782	0	121
Dunbar Early College High School	450	0	18	0	481	0	137
Meadowdale High School	516	0	62	34	614	0	189
Stivers School for the Arts	533	30	266	47	881	0	76102
Longfellow Academy	15		11		25		22
Thurgood Marshall High School	610	0	20	17	653	0	130

**Table 3: Discipline Occurrences (District Level)**

Discipline Reason	2011-2012			2012-2013			2013-2014		
	Out of School Suspensions	In-School Suspension	Emergency Removal by District Personnel	Out of School Suspensions	In-School Suspension	Emergency Removal by District Personnel	Out of School Suspensions	In-School Suspension	Emergency Removal by District Personnel
Fighting/Violence		1392		1293			899		
Vandalism		94		93			44		
Theft		107		121			64		
Use/Possession of weapon other than gun/explosives				24			11		
Use/Possession of tobacco		32		39			21		
Use/Possession of other drugs		47		100			73		
Disobedient/Disruptive Behavior		4822		4738	11	10	2988		
Harassment/Intimidation		399		370			229		
Unwelcome Sexual Conduct				16					
Firearm Look-alikes				16					
Use/Possession of Explosive/incendiary/poison gas		12		11					

**Table 4: Dayton Public Schools Out of School Suspensions per 100 Students (Building Level)**

School	2011-2012	2012-2013	2013-2014
Belle Haven PreK-8 School	0.2	50.9	19.9
Belmont High School	0.1	89.1	63.6
Charity Adams Earley Girls Academy	0.0	19.5	16.5
Cleveland PreK-6 School	0.0	37.5	17.6
David H. Ponitz Career Technology Center	0.0	14.4	17.6
Dayton Boys Preparatory Academy	0.0	14.4	17.0
Dunbar High School	0.2	78.6	66.9
Eastmont Park PreK-8 School	0.0	13.5	9.9
Edison PreK-8 School	0.0	78.8	55.9
Edwin Joel Brown PreK-8 School	0.0	42.2	45.0
Fairview PreK-8 School	0.0	48.9	9.1
Gardendale Academy	0.0	202.3	173.4
Gorman School @ Jackson Center	0.0	0.0	0.0
Horace Mann PreK-8 School	0.0	18.5	9.0
Kemp PreK-6 School	0.0	25.7	12.2
Kiser PreK-8 School	0.0	33.0	16.7
Longfellow Alternative School	0.0	232.7	38.3
Louise Troy PreK-4 School	0.0	11.3	14.1
Meadowdale High School	0.0	98.7	69.9
Meadowdale PreK-8 School	0.0	66.7	38.9
River's Edge Montessori PreK-6 School	0.0	15.9	7.3
Rosa Parks PreK-8 School	0.0	75.7	40.5
Ruskin PreK-8 School	0.0	26.0	9.7
Stivers School For The Arts	0.0	10.6	7.4
Thurgood Marshall High School	0.0	80.0	49.5
Valerie PreK-6 School	0.0	36.5	22.1
Westwood PreK-8 School	0.0	88.0	66.0
Wogaman 5-8 School	0.0	70.6	62.6
World of Wonder PreK-8 School	0.0	47.3	52.6
Wright Brothers PreK-8 School	0.0	23.8	18.0

# Appendix C: Instructional Inventory and Sample Informal Survey

## Instructional Inventory

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

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

O	1	2	N/A	Inventory Item	Evidence
<b>LEARNING ENVIRONMENT</b>					
				1. The tone of interactions between teacher and students and among students is positive and respectful.	
				2. Behavioral standards are clearly communicated and disruptions, if present, are managed effectively and equitably.	
				3. The physical arrangement of the classroom ensures a positive learning environment and provides all students with access to learning activities.	
				4. Classroom procedures are established and maintained to create a safe physical environment and promote smooth transitions among all classroom activities.	
				5. Multiple resources are available to meet all students' diverse learning needs.	
<b>TEACHING</b>					
				6. The teacher demonstrates knowledge of subject and content.	
				7. The teacher plans and implements a lesson that reflects rigor and high expectations.	

O	1	2	N/A	Inventory Item	Evidence
				8. The teacher communicates clear learning objective(s) aligned to Ohio's New Learning Standards.	
				9. The teacher implements appropriate and varied strategies that meet all students' diverse learning needs.	
				10. The teacher uses appropriate modifications for ELL and SPED students such as explicit language objective(s); direct instruction in vocabulary; presentation of content at multiple levels of complexity; and, differentiation of content, process, and/or products.	
				11. The teacher uses questioning techniques and provides multiple opportunities for students to engage in higher order thinking such as use of inquiry, exploration, application, analysis, synthesis, and/or evaluation of concepts. [Circle all that apply.]	
				12. The teacher implements teaching strategies that promote a learning environment where students can take risks such as make predictions, judgments and investigate.	
				13. The teacher paces the lesson to match content and meet students' learning needs.	
				14. The teacher conducts frequent formative assessments to check for understanding and inform instruction.	
				15. The teacher makes use of available technology to support instruction and enhance learning.	
				<b>LEARNING</b>	
				16. Students are engaged in challenging academic tasks.	
				17. Students articulate their thinking or reasoning verbally or in writing either individually, in pairs or in groups.	
				18. Students remember, understand, apply, analyze, evaluate and/or create concepts (Bloom's Taxonomy). [Please circle all that apply and provide examples.]	

O	1	2	N/A	Inventory Item	Evidence
				19. Students make connections to prior knowledge, real world experiences, or can apply knowledge and understanding to other subjects.	
				20. Students use technology as a tool for learning and/or understanding.	
				21. Students assume responsibility for their own learning whether individually, in pairs, or in groups. [Please provide examples.]	
				22. Student work demonstrates high quality and can serve as examples.	
				23. Students are engaged in productive learning outcomes.	

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

**Building** \_\_\_\_\_ **Grade** \_\_\_\_\_

**"Where We Are"**

<b>Indicator 1</b>	<b>Just Getting Started</b>	<b>Almost There</b>	<b>Accomplished! (Evidence)</b>
<b>Technology</b>			
1 .The district has an effective Student Information System.			
2. I have the data I need to make decisions about effective instruction and intervention.			
<b>Data Collecting and Sharing</b>			
1. The district has in place an accurate, balanced (formative and summative) set of assessments that can be easily used.			

2A. The district and schools have policies and practices in place to ensure regular collection and distribution of data?			
2B. I know who is responsible for data analysis and distribution at the school level? At the district level? <i>Please Circle.</i>	No No	Yes Yes	School Level District Level
	<b>Just Getting Started</b>	<b>Almost There</b>	<b>Accomplished! (Evidence)</b>
3. Organized, user-friendly and timely student achievement data and reports are readily available to all staff, especially to teachers, to measure progress.			
4. There is regular and ongoing discussion among staff and other stakeholders of reports concerning student achievement and other topics.			
<b>Indicator II A</b>			
<b>Data Teams/PLCs</b>			
1. Individual teachers and data teams use data to inform decision-making in their classrooms.			
2. Data teams are organized at our school. Give an example/evidence of how their work has changed instructional practice.			

<p>3. Our district uses data to identify and provide intervention for at-risk students and low performing schools. Describe one of these interventions.</p>			
	<b>Just Getting Started</b>	<b>Almost There</b>	<b>Accomplished! (Evidence)</b>
<p>4. Our teacher and building based teams are well organized.</p>			
<b>Indicator II B</b>			
<p>1. The district has established a culture and system for using student assessment results for school and educator improvement and to improve student achievement.</p>			
<p>2. The district initiates, modifies, or discontinues resources/programs following the review of data.</p>			
<p>3. Goals are established or adjusted to address challenges revealed by data monitoring and/or analysis.</p>			
<p>4. Give an example of effective staff training and support regarding the use of student achievement data to improve performance.</p>			

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

## Appendix D: List of Documents Reviewed

14,000 Reasons to Succeed Report 2014  
2013 District Profile Report  
2013 District Profile Report (CUPP)  
2013-14 Report of Instructional Staff Attendance  
2013-2014 ACT/SAT Data  
2013-2014 Reports from ODE sampling of School Improvement Grant Schools and Non-School Improvement Grant Schools  
2014 Appropriations Timeline  
2014 Community Report  
2014 CUPP Report  
2014-2015 Report of Instructional Staff Attendance  
2014-2015 Discipline data  
2014-2015 Student Assessment Calendar  
Academic One building level usage report  
Administrative and Department Support Staff salary schedules  
Alternative School  
Amended Certificate of Estimated Resources, fiscal year 2015  
Appropriations Document, fiscal year 2015  
Appropriations Timeline  
Approved Budget  
Assessment Matrix  
Board Agendas and Minutes 2013-15  
Board Members Professional Development Summary of Activities 2011-2015  
Budget Appropriations  
CCIP  
Central Office Administrators Evaluation Tool  
City of Learners Action Report  
Cleveland PreK-6 Faculty Handbook  
Comprehensive Annual Financial Report (CAFR), FYE 2014  
Comprehensive Continuous Improvement Plan (CCIP)  
Cultural and Linguistic Professional Development Flyer  
Curriculum Guides  
Curriculum Revisions  
Data Analysis and Report  
Dayton Bell Schedules  
Dayton Board Policy  
Dayton Education Association Master Contract, December 21, 2013 – June 30, 2017  
Dayton Fast Facts 2014  
Dayton Public Schools Board Member Handbook  
Dayton Public Schools Classroom Observation Tools Not Used In OTES

Dayton Public Schools District Data Profile  
Dayton Public Schools District Data Profile  
Dayton Public Schools District Discipline Report  
Dayton Public Schools High School Program of Studies  
Dayton Public Schools Professional Development Plan  
Dayton Public Schools Professional Development-Second Semester Opportunities 2014-15 (Online Classes-Deviation 360)  
Dayton Public Schools Talent Management 2013-2015  
Dayton Staff Personnel Files  
Dayton Treasurer's office organizational chart  
Dayton Board of Education Manual  
District and Building Report Cards 2013-14  
District Improvement Plan  
District Map  
District Organizational Chart  
Elementary Schools After School Programs  
Email from Educational Technology Director, January 30, 2015  
Emails from Treasurer, January 28, and January 29, 2015  
Expenditure Report for Maintenance Budget, Fiscal Year 2014  
Expenditures Amount by Category for Fiscal Year 2014  
Expenditures for 2014  
Expenditures Report for Transportation Budget, Fiscal Year 2014  
Family and Community Engagement Summary Report 2014  
Five Year Forecast  
Five Year Forecast and Assumptions, October 2014  
Handbook for the Neighborhood School Centers 2014  
Health Insurance Payroll Deductions Chart  
High School Program of Studies  
High Schools after School Programs  
Historical Assessed Valuations, 2000-present  
Home Access Center parent and student login usage report for December and Year to Date  
Instructional Implementation Review Report FY 2011-prepared by Montgomery County Educational Service Center  
Job Descriptions  
Learn to Earn Annual Report, 2013  
Levy Calendar  
Levy Calendar should be 2016 Tentative Levy Calendar  
Minutes from the Transformation Leadership Team, Building Leadership Team and Teacher-Based Teams  
Monthly Financial Reports, December 2014  
Office of the Treasurer Organizational Chart  
Ohio Department of Education Interactive Local Report Cards 2010-11 through 2013-14

OTES Documents  
Parent Involvement  
Positive School Climate  
Professional Development Dates  
Professional Development Documents  
Professional Development Plan  
Program Evaluations  
School Choice Report, a 15 Year Analysis of the Dayton Public Schools 2014  
School District Fiscal Caution, Watch, and Emergency summary  
School Funding Payment Report (SFPR), January #1, 2015 payment)  
School Websites  
School Wide Plan  
School Wide Evaluation  
Stivers 7-12 Faculty Handbook  
Strategic Plan 2011-15  
Student and Family Handbooks  
Student Code of Conduct  
Student Enrollment data by building and grade level  
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