



# Ohio

## East Cleveland City School District

REVIEW CONDUCTED APRIL 25-29, 2016

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

# East Cleveland City School District

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# East Cleveland City School District Review Executive Summary

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

## STRENGTHS

- The superintendent creates a culture of accessibility and collaboration to address district goals.
- Students have access to both internal and external educational supports from the district.
- The district analyzes student achievement data to inform decisions about students' instructional needs.
- The district ensures collaboration in decision making between administration and the teachers union regarding human resources and professional development initiatives.
- The district offers nontraditional pathways to graduation and programs to prepare all students for college and careers.
- The district has established a process to collaboratively address the budget with building principals and department heads.

## CHALLENGES

- The goal statement for student achievement and adult behavior change in the district and school continuous improvement plans are not measureable or monitored.
- The district does not consistently implement differentiated instructional strategies in all grade levels.
- The district has not made available a Web-based system for parents and students in grades K-6 to view grades, assignments, attendance and teacher comments.
- The Human Resources department does not have a structured system of operations.
- There is no documentation of the implementation of a districtwide referral and multi-tiered intervention system for academically at-risk students that includes written intervention plans, goals, timelines and progress monitoring aligned to individual student needs.
- Although the district budget is developed through a participatory process, it is not transparent, clear, comprehensive, nor understandable for all stakeholders.

## RECOMMENDATIONS

- Develop and monitor clear measurements of goals, strategies and action steps for student achievement and adult behavior change for Goal #1 in the 2016-2021 district and school continuous improvement plans.
- Expand the membership of the Curriculum Council to include teachers across all grade levels.
- Provide parents and students with online access to Progress Book at the elementary level so that they are able view student grades, assignments, attendance records and teacher comments.
- Develop and implement a system of operations for the Human Resources department.
- Develop a documented and systematically monitored referral and multi-tiered intervention process for individual students needing intensive interventions to be successful in the regular classroom.
- Communicate comprehensive appropriation and budget information in a transparent, clear and understandable manner.

# East Cleveland City School District Review Overview

## PURPOSE

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

## METHODOLOGY

Reviewers collect evidence for each of the six district standards above. A district review team consisting of independent consultants with expertise in each of the standards reviews 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 East Cleveland City School District was conducted from April 25-29, 2016. The site visit included 48.4 hours of interviews and focus groups with approximately 215 stakeholders, including board members, district administrators, school staff members and teachers' association representatives. The review team conducted four focus groups with elementary, middle and high school teachers; elementary, middle and high school students representing grades Kindergarten through 12; and approximately 41 parents, community members and partners.

A list of review team members, information about review activities and the site visit schedule are in Appendix A. Appendices B and C provide information about enrollment, expenditures and student performance. The team also conducted building observations and observed classroom instructional practices in 21 classrooms in six schools. Appendix D contains the instructional inventory tools used to record observed characteristics of standards-based teaching and the building observation form to take note of the climate and culture of the district's buildings. Appendix E lists the district documents that were reviewed prior to and during the site visit.

## DISTRICT PROFILE

East Cleveland City School District is located in Cuyahoga County. According to the United States Census Bureau, the estimated population of East Cleveland City, as of July 1, 2015 was 17,344<sup>2</sup>, which represents a 2.8 percent decrease in population since the 2010 Census. Approximately 78.2 percent of the population graduated from high school<sup>3</sup>. The median household income in East Cleveland City is \$20,660 with 42.1 percent of the population living below the poverty line. In comparison, the median household income in Ohio is \$48,849 with 15.9 percent living below the poverty line. According to the Bureau of Labor and Statistics, the April 2016 unemployment rate (not seasonally adjusted) for Cuyahoga County (not seasonally adjusted) was 5 percent, compared to 5.2 percent for Ohio (seasonally adjusted).

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

<sup>2</sup> 2015 Population Estimate (as of July 1, 2015). United States Census Bureau, American Fact Finder

<sup>3</sup> 2010-2014 American Community Survey 5-Year Estimate, United States Census Bureau, American Fact Finder

The average teacher salary in East Cleveland City School District had increased from 2011-2012 to 2013-2014 but declined over the most recent academic year. At the same time, the percentage of courses taught by highly qualified teachers has declined. Teacher attendance has declined in the most recent year as has the percentage of teachers with advanced degrees. (see Table 1, Appendix B.)

The racial makeup of the city of East Cleveland is 5.5 percent Caucasian, 90.6 percent African American, 2.4 percent Hispanic, 0.2 percent Asian, 0.2 percent American Indian or Alaska Native, 1.0 percent multiracial and 0.2 percent other race<sup>4</sup>. Approximately 96 percent of students are African American, which represents a decrease from the 2009-2010 school year when African American students made up about 99 percent of students. During that same period, the percentage of students identified as multiracial increased from about 0.6 percent to approximately 3.2 percent. During the same time period, no other racial subgroups made up more than 0.5 percent of the student population. (See Figure 1, Appendix B.)

According to data submitted by the district, the number of students attending a school operated by the East Cleveland City School District is on the decline. Over the last six years, the district's enrollment decreased by approximately 28.6 percent. (See Figure 2, Appendix B.)

The district currently is reporting 100 percent of its students as being economically disadvantaged. This is because the district is participating in the Community Eligibility Option program, which requires this reporting in order to provide free lunches to all students regardless of income. Because of the coding for this special program, we do not know how many students really meet the definition to be economically disadvantaged.

In terms of other student groups, students identified as having individualized education programs (IEP) increased 5.2 percentage points between 2009-2010 and 2014-2015. The percentage of students identified as gifted increased by 0.9 percentage points. (See Figure 3, Appendix B.)

Almost four out of every 10 children who live in the East Cleveland City School District are choosing to attend a school outside of the district. Approximately 6 percent are choosing to travel to a neighboring district for their education. Almost one in four is going to a community school and about 7 percent are taking advantage of one of the state's scholarship opportunities and are attending a private school. (See figure 4, Appendix B.)

## STUDENT PERFORMANCE

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

### 1. The district report card summary.

- A. The district received on its 2014-2015 report card "A's" in three out of four measures of progress: "Overall," "Lowest 20 Percent in Achievement" and "Students with Disabilities"; a "C" in progress for gifted students; "D's" in the Performance Index and K-3 Literacy Improvement; and "F's" in Indicators Met, Annual Measureable Objectives (AMO) and the four- and five-year graduation rates.

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

- A. East Cleveland faces significant achievement gaps and those gaps are not narrowing fast enough. Every one of the district's student groups is performing below the state's expectations in reading, and the district

<sup>4</sup> 2014 American Community Survey, Demographic and Housing Estimates, United States Census Bureau, American Fact Finder

<sup>5</sup> Differentiated accountability defines the roles and expectations of the school district and ODE based upon the performance of the local school district.

received an “F” for its 2015 Gap Closing measure. Only about one in five students with disabilities passed their 2015 reading tests, while the other student groups have failure rates of more than 50 percent<sup>6</sup>. (See Figure 5, Appendix B.)

- B. No subgroup met the state’s expectations for math proficiency and even fewer students were proficient in math than in reading. More than eight out of every 10 students who have disabilities failed their math assessments in 2015. More than 70 percent of the other student groups did not achieve proficiency on the math assessment. (See Figure 6, Appendix B.)

### **3. The district’s English language arts performance.**

- A. When reviewing reading data across time, East Cleveland’s subgroups performed well below the state’s expectations in reading for the last four years. Although some small gains were seen from the 2011-2012 through the 2013-2014 school years, 2014-2015 saw significant declines. Even prior to 2014-2015, the reading deficits were not closing fast enough. (See Figure 7, Appendix B.)
- B. In 2014-2015 East Cleveland City School District performed lower than similar districts in most grades and the district only met one of the state indicators for grade 11. At all grade levels, a significant number of students failed the state’s reading assessment. Results are particularly alarming in grades 3, 5, 7 and 8 and for students who took the English Language Arts I end-of-course exam. More than 50 percent of those students did not pass their tests. (See Figure 8, Appendix B.)
- C. For most grades, the 2014-2015 reading passing rates were lower than the previous two or more years. (See Figure 9, Appendix B.)

### **4. The district’s mathematics performance.**

- A. East Cleveland City School District’s math data for its subgroups is even more concerning. These scores place the district well below the state as a whole with consistent declines between 2011-2012 and 2014-2015 for each subgroup. (See Figure 10, Appendix B.)
- B. East Cleveland City School District trailed similar districts in math at every grade level and fell far short of the state’s expectations for math in 2014-2015. At all grade levels, far too many students are failing their math tests. The district met no state indicators in math. (See Figure 11, Appendix B.)
- C. Between 2011-2012 and 2014-2015, math scores trended downward for most grade levels. In 2014-2015, the percentage of students scoring proficient or higher were the lowest in four years for grades 3, 4, 5, 6, 8 and 11. (See Figure 12, Appendix B.)

### **5. The district’s Performance Index<sup>7</sup> scores.**

- A. East Cleveland City School District’s Performance Index score for 2014-2015 was 66.8. The district lags the state as a whole by a large margin. Moreover, far too many students fall into the Limited range, which indicates that they have significant gaps in what they know and are able to do. (See Figure 13, Appendix B.)

### **6. The district’s value-added performance<sup>8</sup>**

- A. Table 2 shows East Cleveland City School District’s 2015 value-added data. The district received an “A” for its overall value-added grade in 2015. This indicates that students are making progress despite the fact that many are not yet proficient on their tests.

<sup>6</sup> The red line in Figure 5 represents the state’s expectations for each subgroup in reading.

<sup>7</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>8</sup> Student growth, or growth standard, represents the minimum amount of progress students in the district should be expected to make in a grade.

## 7. Graduation<sup>9</sup> and dropout rates<sup>10</sup>.

- A. The Ohio Department of Education released new graduation rate data in January 2016. East Cleveland City Schools received a grade of “F” on the 2015 report card for both its four-year and five-year graduation cohort rates. Almost 30 percent of the district’s students fail to graduate on time and the district’s five-year rates do not show much improvement. Moreover, the district’s graduation rates for both measures significantly trail the state and similar district average. (See Figure 14, Appendix B.)
- B. Many students are failing to graduate. While the graduation rate has increased for the district, the district still lags far behind in graduating its students. (See Figure 15, Appendix B.)
- C. Figure 16 in Appendix B shows the number of East Cleveland students who dropped out from a secondary school grade (grade 9 and higher) in each of the last three years.

## 8. Disciplinary Actions Per 100 Students.

- A. Although the “All Discipline Types” ratio for the district’s disciplinary actions per 100 students has trended downward between 2011-2012 and 2014-2015, the ratio far exceeds the state average. (See Figure 17, Appendix B).

## 9. Prepared for Success<sup>11</sup>

- A. The elements reported in Figure 18 in Appendix B come from East Cleveland City School District’s class of 2014 and show that very few exited high school with an element that deems them to be prepared for success.
- B. While nearly half of the students in the class of 2014 took the ACT, the percentage scoring remediation free was just 1.5 percent.
- C. Approximately 10.5 percent of students in the class of 2014 earned an industry recognized credential. Only 0.8 percent of students earned dual enrollment credit and the same percentage scored 3 or better on an Advanced Placement exam.

## 10. Attendance Rates

- A. During fiscal years 2012, 2013, 2014 and 2015, East Cleveland City School District’s attendance rate was lower than the state average. (See Figure 19, Appendix B.)
- B. A student is deemed to be chronically absent when he or she misses at least 10 percent of the days when school is in session – usually about 17 to 18 days in the normal school year. Far too many East Cleveland students fit that description. In each of the last three years, the percentage of students missing 10 percent of the school year or more has been about 30 percent. (See Figure 20, Appendix B.)
- C. Only about 43 percent of East Cleveland’s students miss fewer than 5 percent of their school days. Another 25 percent miss more than 5 percent of the days, but less than 10 percent, so they are at-risk of falling behind in their studies. Twenty-two percent – more than 475 students – miss between 10 percent and 19.9 percent of their school days, while another 191 students (9 percent of East Cleveland’s enrollment) miss at least one day of school per week, placing them in the Severely Chronically Absent category (See Figure 21, Appendix B.)
- D. Table 3 in Appendix B shows the percentage of East Cleveland students in each grade who have missed at least 10 percent of the school year. For the 2014-2015 school year, the highest percentages were at the high school grades.

<sup>9</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>10</sup>As defined by the U.S. Department of Education, dropout rate represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate.)

<sup>11</sup> Beginning in 2014, the Ohio Department of Education released additional data about each district’s graduates in a component called Prepared for Success. These elements show the extent to which a district’s students are prepared for college or a career.

## 11. K-3 Literacy<sup>12</sup>

About 31 percent of the 216 East Cleveland students identified as being not on track later improved to being on track. (See Table 4, Appendix B.)

## 12. Financial Data

- A. East Cleveland City School District spends less on classroom instruction than its peer comparison group average and the state average. Among the 276 districts in the district's comparison group, East Cleveland ranks 261<sup>st</sup> LOWEST in the percentage spent in the classroom. (See Figure 22, Appendix B.)
- B. During the 2014-2015 school year, East Cleveland spent significantly more than the state average, i.e., about 1.7 times as much on its students. (See Figure 23, Appendix B.)
- C. East Cleveland City School District had a total budget of \$52.4 million for the 2014-2015 school year. Two-thirds of its revenue came from the state with federal money making up the second highest percentage. (See Figure 24, Appendix B.)

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

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

# East Cleveland City School District Review Findings

## STRENGTHS

### Leadership, Governance and Communication

#### 1. The superintendent creates a culture of accessibility and collaboration to address district goals.

- A. According to agendas and interviews, the superintendent meets regularly with district personnel, students, parents and community groups for input on academic and non-academic decisions.
- The superintendent holds regularly scheduled meeting with administrators.
    - Daily small cabinet meetings, weekly large cabinet meetings and monthly all administrator meetings held to discuss operational and instructional issues, according to interviews with building principals and central administrative staff.
    - According to the building principals, the superintendent has an “open door policy,” is “hands-on” and “we can call her at any time.”
  - The superintendent utilizes both a district discipline committee and curriculum advisory committee of teachers and administrators to inform decision making on district goals.
    - The teacher union leadership representatives shared, “The superintendent takes time to listen.”
  - The superintendent participates as a member of the district leadership team to develop and monitor the District Continuous Improvement Plan goals and strategies.
    - Based on the district leadership team agenda and meeting notes, a plan is developed to communicate to district staff, parents and students the actions and expectations related to the continuous improvement plan.
  - The superintendent attends district parent involvement committee meetings and multiple community partnership meetings such as East Cleveland Public Library, Case Western Reserve Dental School Project that provides free oral health services to students, and We the People collaborative with John Carroll University designed to reinforce learning about the Constitution and its role in society.
    - One parent focus group member commented, “It’s a family.”
    - According to the superintendent, “Attending individual community partnership meetings gives me the opportunity to network on behalf of the district.”
  - The superintendent fosters student input into decision making through monthly meetings with the superintendent advisory council that includes student representatives from each school.
    - According to a student advisory council member, “We give suggestions to Ms. Corley.”
  - The district staff, including the superintendent and board of education members shared that they participated in a “door knock” campaign in April 2016.
    - District staff and board of education members walked house to house to talk with residents, distribute the East Cleveland City School District Quality Profile 2015-2016, and hear concerns, according to parent focus group and district administrators.
- B. The superintendent and the board of education establish processes to discuss and review district vision, goals, progress and initiatives.
- The superintendent met one-on-one with individual board members to review progress on district school improvement plan goals.
    - The superintendent shared with board of education members the district improvement plan 2016-2021 and multiple student achievement data sources including information on 2014-2015 district

report card, attendance data and discipline data, as reported by the superintendent, board members and reviewed documents.

- According to a PowerPoint from the 2013 board of education retreat, the superintendent shared information with the board of education on academic initiatives, strategic planning, district statistics, grants and cost saving reductions.
  - According to board of education interviews, the superintendent attends board committee meetings on the Friday prior to the board of education regular Monday meetings.
    - A board of education member commented that “the superintendent shares vision for the district at the board committee meetings.”
  - The superintendent provides background information to the board of education for proposed policies and resolutions.
    - Superintendent’s Digest, volume 2015, issue 44 details rationale for resolutions and proposed policies in light of district goals.
- C. The superintendent meets with city and community stakeholders to share a common agenda for school improvement.
- According to the superintendent and mayor interviews, the district connects monthly with MyCom, a network of people who believe that youth development is a direct path to healthy, safe communities and who provide educational and affordable opportunities such as quality out-of-school time activities for youth in the greater Cleveland area.
  - The superintendent and mayor meet to discuss school and community needs and resources, according to mayor interview.

**IMPACT:** When the superintendent collaborates with stakeholders and shares in problem solving, decision making and accountability, efforts to meet the district mission, vision and goals may be achieved

## **2. School and department improvement plans align with the district’s continuous improvement plan.**

- A. The district, departments and schools share common five-year improvement plan goals.
- Document reviews showed district and school common goals address increased student achievement in English language arts, mathematics, science and social studies, as well as attendance, graduation and behavior.
  - The District Continuous Improvement Plan drives the development of school and department plans, according to the superintendent and district staff.
    - The introduction to the East Cleveland City Schools Continuous Improvement Plan states, “The District Continuous Improvement Plan serves as a guide for schools and departments in the development of their Continuous Improvement Plans.”
  - District and school continuous improvement processing teams oversee the development of district and school plans, according to team membership roster and document review.
  - Plans for obtaining stakeholder input into the District Continuous Improvement Plan are defined.
    - The 2016-2021 District Continuous Improvement Plan introduction declares “A public forum will be held to both share the District Continuous Improvement Plan and to gain additional feedback from our community.”
    - “The District Continuous Improvement Plan will be shared with the public through newsletters, newspapers, district web page, and other media sources,” according to documents.
- B. A districtwide process of data analysis is in place to inform the development of continuous improvement plans.

- The Five-step Ohio Improvement Process forms the framework for determining goals, strategies and action steps.
  - Collaborative structures such as district leadership team, building leadership teams and teacher-based teams are established, as reported by interviews with teacher focus groups, building principals and central office administrators.
  - Teams participate in professional development on the Ohio Improvement Process and collaborate with state support team members who facilitate selected meetings, according to district leadership team minutes and agendas, the professional development calendar, and interviews with building principals, district administrators and participants in the teacher focus group.
- District goals are used by the building level teams to create school action steps.
  - Based on a review of school continuous improvement plans, action steps reflect each individual school's strengths and challenges in meeting the districtwide goals.

**IMPACT:** Aligned school and district plans may clarify and communicate a singular focus and direction for achieving the district's goals.

## Curriculum and Instruction

### 1. The district curriculum maps are aligned to Ohio's Learning Standards.

- A. A review of district documents, interviews and focus group participants revealed that the district staff uses curriculum maps in all classrooms for grades K-12.
  - All teacher lesson plans reviewed included the state standards addressed in the lessons.
  - All curriculum maps reviewed included a set of essential questions for the unit, "I Can" statements that outline what the student should be learning within the unit and instructional strategies and resources that the teacher can use for the class instruction.
  - Six curriculum specialists work with staff to continually update and revise the curriculum maps.
    - Three of the six curriculum specialists are assigned to the secondary schools and three specialists work with the elementary teachers.
    - The curriculum and instruction department provided teachers with model lessons within the curriculum maps.
  - A review of documents revealed that the district offers professional development opportunities to building staff related to standards instruction as outlined in the curriculum maps.
- B. The district provides ongoing professional development from district administrators and contracted vendors that address assessment and standards instruction.
  - According to interviews, district curriculum and instruction administrators and the Cuyahoga County Educational Service Center representatives have worked with teachers for the past three years on the implementation of standards in the classroom.
    - The educational service center representative stated that she is working with grades K-12 teachers on "unpacking" or breaking down the components within the standards in English language arts and social studies.
    - Assessment report data from contract vendors such as Scholastic, Read180 and Renaissance Learning is used to assist in determining which reading and math standards students will require intervention.

**IMPACT:** When the district provides guidance and support for instruction using curriculum maps based upon state standards, it may create a common language and standardize instructional practices for teachers and school administrators for grades K-12.

## **2. Students have access to both internal and external educational supports from the district.**

- A. A review of district documents, interviews and responses from focus group participants confirm that the district employs school nurses, school psychologists, social workers, linkage coordinators, applicable social service agencies, occupational therapists, physical therapists, speech therapists, parent coordinators and guidance counselors to assist students with non-academic issues.
- B. Through programs such as College Now, students receive assistance and support in preparing for the ACT and SAT college entrance examinations.
- C. Students in grades K-12 participate in intervention programs in the areas of reading and math based on the STARS assessments results. The programs allow students who have not mastered a specific standard or skill time to work at their own pace and on their own skill levels.
- D. Students have been provided the opportunity to participate in initiatives which include:
  - Travel to China as part of a Cleveland State University Chinese Cultural Committee's Confucius Institute program in summer 2015.
  - Students participate in the Cleveland City Club Youth Forum, which connects them with business and community leaders in Cleveland.
  - The Case Western Reserve University Mentoring Program provides students with university student mentors that support them and encourage them to consider college after high school.
  - Students have opportunities to participate in small school programs in law and medicine, as well as 13 career and technical programs offered at the high school.
  - A Shaw High School student was recently awarded the Bill Gates Millennium Scholarship for students which promotes academic excellence and encourages students to pursue and complete undergraduate, masters and doctorate degrees in a selected discipline area.

**IMPACT:** When the district provides educational programs and internal and external supports for all students, the variety of opportunities may improve their academic and non-academic skills.

## **Assessment and Effective Use of Data**

### **1. Technology is supporting the goal of improved achievement by providing the tools necessary to collect and disseminate data, as described in the District Continuous Improvement Plan.**

- A. A review of the district technology plan, dated August 2012, detailed the following district commitments:
  - “Provide state-of-the-art technology tools and resources in an ongoing effort to satisfy the educational requirements of all students.”
  - “At all grade levels, teachers are able to make data-informed decisions about their student’s learning abilities.”
  - “Teachers receive regular professional opportunities that include incentives for technology integration.”
- B. Classrooms visited showed that technology hardware and the necessary infrastructure are in place to support student learning. The following technology hardware were observed to be readily available:
  - Five computers and a television in every K-8 classroom visited;
  - Two computer labs in each elementary building visited along with a science, technology engineering and/or math lab;
  - Three computer labs in the middle school and seven in the high school; and

- Forty-four computers available for the career and technical education programs.
- C. Interviews with teachers and administrators indicated that the technology department staff members have been responsive to the technology needs of the district.
- According to a technology staff member, work requests and department response time data is collected and analyzed each quarter. Long response times for hardware repair are identified and conferences are held to determine the reason.
  - Comments from stakeholders regarding access to technology include:
    - “I’ve worked in lots of places and this is the most technology I have ever had.”
    - “We have all been trained to use Progress Book for grading and attendance, and Study Island, Star Dashboard and Star 360 to analyze student data and make tests.”
    - Middle school students and parents in the focus groups indicated that they use Progress Book to obtain grades and homework assignments and the district’s website for information on events and lunch menus.”

**IMPACT:** As a result of having accessible technology, the district can meet the instructional and testing needs of students and provide parents with access to student information.

## **2. The district analyzes student achievement data to inform decisions about students’ instructional needs.**

- A. According to teachers, administrators and document reviews, student assessment results are analyzed during district leadership, building leadership and teacher-based team meetings to make informed instructional decisions. The data reviewed includes results from the following assessments:
- STAR Early Literacy, a computer-based diagnostic assessment of early literacy for students in grades K-1;
  - STAR Reading and STAR Math, assessments for reading comprehension and math skills for independent readers for students in grades 2-12;
  - Terra Nova, a standardized achievement designed to assess achievement in reading, language arts, mathematics, science, social studies, vocabulary, spelling for students in grades K-8;
  - Scholastic Phonics Inventory, tests basic letter recognition, sight word knowledge and decoding skills for students in grades 3-8;
  - Scholastic Reading and Math Inventory, assessments designed to measure how well students read literature, expository texts and perform numerical operations for students in grades 3-8;
  - ACT Quality Core, assessments measuring the learning outcomes students must attain in order to succeed in college and careers for students in grades 9-12;
  - ACT and SAT assessments designed to prepare students in grade 10 for college;
  - Career Certification Exams, assessments measuring vocational skills and career readiness for students in grades 9-12;
  - State of Ohio assessments such as the Ohio Achievement Assessment and the Ohio Graduation Tests;
  - Study Island, assessments designed to help students in grades 3-8 to practice, review and master the content outlined in Ohio’s Learning Standards; and
  - Advanced Placement Tests, exams administered each year in May and indicate the culmination of college-level work in a given discipline for students in grades 9-12.

- B. A districtwide process of “data conferencing,” which involves a teacher reviewing assessment data individually with each student is in place.
- Staff and student comments included:
    - “I’ll meet with every student in my class and we’ll go over his or her STAR results. I’ll talk with them about what they are doing well and what they need to work on.”
    - “My teacher calls us and tells us how we did on STARS, then I work on the questions I need to do over.”

**IMPACT:** When student assessment data is used to inform instructional strategies and students are given opportunities to review assessment results with their teachers, student interventions are better aligned to student needs, which may lead to academic growth.

## Human Resources and Professional Development

### 1. The district promotes ongoing growth opportunities for all educators through professional development.

- A. On Aug. 8, 2015, the district produced a professional development plan for the 2015-2016 school year that encompasses the vision, goals and professional development calendar of activities offered to educators throughout the year.
- According to the document, “the plan details the methodology of East Cleveland City School District’s high-quality professional development as communicated in the Ohio Standards for Professional Development.”
  - The vision is to have “sustained, aligned, intensive professional development that is connected to practice, which is essential for improving teaching. Teachers are provided with time and resources to develop reflective and relevant practices that can lead to mastery of content and pedagogy.”
  - The district established four goals and a corresponding rationale for each, as it relates to professional development.
    - “Offer extensive professional development and training on the new academic content standards. Revise district curriculum to align with the new state standards and assessments.”
    - “Utilize annual value-added and growth reports consistent with Battelle for Kids to provide ongoing, high-quality professional development specific to reading, mathematics and science at the school sites for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.
    - “Implement a comprehensive annual evaluation system and definitions of effective and highly effective teachers and principals which encompass multiple measures including student growth as one of the multiple significant factors, and which are aligned with criteria established by the state...”
    - “Provide training for innovative programs designed to increase academic achievement and parent involvement.”
- B. Interviews, focus groups, along with a review of the calendar of activities and program agendas revealed that the district offers a plethora of professional development opportunities and options throughout the year for all educators.
- Staff development day is held at the beginning of each school year and is mandatory for all educators to attend.
    - This year’s staff development day was held on Tuesday, Aug. 25, 2015, at Shaw High School. According to sign-in sheets, more than 95 percent of teachers were in attendance.
    - The day included a general session in the morning and multiple break-out sessions for grade-level and content-specific topics.

- Session presenters included East Cleveland district administrators, Educational Service Center of Cuyahoga County, Scholastic Achievement Partners, Rape Crisis Center, Roots of American Music and WVIZ Ideastream.
  - Two mandatory professional development days are offered to educators each year. These are full days of districtwide professional development where the students are not to report to school, as noted on the district's calendar.
  - Professional development optional days are made available to educators as an opportunity to receive professional development on days that educators are not required to report to work.
    - The district selected Nov. 3, 2015, this year's Election Day, to hold an optional professional day at Shaw High School. According to sign-in sheets, more than 95 percent of educators were in attendance.
    - The day included a general session in the morning and multiple breakout sessions for grade-level and content-specific topics in the afternoon.
    - Session presenters included East Cleveland district administrators, Educational Service Center of Cuyahoga County, Scholastic Achievement Partners, Rape Crisis Center, WVIZ Ideastream, Edmentum Incorporated, and Roots of American music.
  - Professional Development Academies are offered to educators twice a year.
    - Educators are scheduled to attend for three hours after school from 4-7 p.m.
    - Professional development academies this year were held on Feb. 29, 2016, and March 16, 2016, at Heritage Middle School.
- C. According to district staff and a review of the professional meeting information forms, educators have the opportunity to attend professional development programs and initiatives that are offered outside of the district.
- An educator can request to attend a professional growth activity by completing a professional meeting request located in the Human Resources department.
  - Professional growth activities are funded from non-general fund dollars.
  - Educators must be able to correlate such leave with standardized testing and/or the District Continuous Improvement Plan.
  - The form must be approved by the educator's supervisor and the superintendent at least one month before it is submitted to the board of education for final approval.
    - Administrators stated "The teacher must return to the school and present what was learned, usually in a staff meeting."
    - A teacher said "I have gone a few times, and I presented each time."
- D. Meeting agendas and minutes, interviews and focus groups confirmed that professional learning communities are established throughout the district. For example;
- Teacher-based teams meet daily at the high school level;
  - Teacher-based teams meet weekly at the preK-8 levels;
  - Building leadership teams meet monthly;
  - Principal round table meetings are monthly; and
  - The local professional development committee meets the second Thursday of each month.

- The district offers online professional development modules such as: Universal Design for Learning; Reading Across the Content Areas; Curriculum Mapping I and II; Web Tools for Common Core Instruction; Differentiated Instruction; Teaching and Learning in a Blended Environment; Student Learning Outcomes; and Evaluation and Assessment.

**IMPACT:** When the district promotes ongoing professional development, it can provide opportunities for educators to strengthen their practice and apply what is learned in an effort to increase student achievement.

**2. The district promotes a culture of growth-oriented supervision and evaluation through a combination of formal reviews and ongoing informal instructional feedback.**

- A. Based on interviews, focus groups and a review of personnel files, the district uses the Ohio Teacher Evaluation System to monitor and improve all educators' practice.
- Twenty-four out of the 30 randomly selected personnel files included completed and updated Ohio Teacher Evaluation System forms.
- B. Interviews, focus groups and review of job descriptions confirmed that the district has a curriculum and instruction team that provides ongoing support to the educators, while monitoring and evaluating their performance. This team includes:
- Two district-level administrators of curriculum and instruction, who are responsible for directing, coordinating and supervising the regular curricular and instructional programs, program evaluation and assisting in the supervision and evaluation of building principals.
    - Interviews revealed that they are in the schools at least three to four times a month.
    - One staff member stated "I feel like I see my curriculum director almost every day in my building, even the kids know who he is his."
  - Six curriculum specialists, who are considered building-level administrators, assist and coordinate the development of curriculum. They also assist classroom teachers in acquiring and improving instructional strategies and techniques; assist in the evaluation of teachers; review programs, curriculum, curriculum materials and methods with teachers and principals and collaborate in devising instructional improvements for meeting the needs of the students.
    - In a focus group, it was revealed that curriculum specialists also assist with coaching, discipline, testing and other duties. "We are considered vice principals in the schools because we report to the building administrator."
    - Another focus group participant said "Although our curriculum specialists have many responsibilities, we still feel like they give us a lot of help and support."
- C. According to interviews, focus groups and walkthrough data, daily walkthroughs are conducted in each building by the curriculum specialist or building administrator.
- Two hundred seventy-five district walkthroughs were conducted in the 2015-2016 school year at the time of the review.
    - A teacher stated "It seems like they are conducting a walkthrough every time I look up."
  - District walkthrough results are analyzed at district leadership team meetings in an effort to develop and refine improvement goals. Evidence on how progress will be monitored also is discussed.
  - District walkthrough feedback is relayed to the educators through verbal conversations, and copies of the documents are given to them for record and monitoring.

**IMPACT:** When the district promotes a culture of growth-oriented supervision and evaluation through a combination of formal reviews and ongoing informal instructional feedback, it can create a system of accountability and can provide the educator with opportunities to improve their practices, and ultimately the academic performance of students.

**3. The district ensures collaboration in decision making between administration and the teachers union regarding human resources and professional development initiatives.**

- A. According to interviews, focus groups, the East Cleveland Education Association (ECEA) contract, meeting agendas and minutes, the district has formed a curriculum council comprised of eight administrators and eight teacher union representatives.
- Article XIII-Curriculum and Instruction section of the ECEA contract states “A curriculum council shall be established which shall (1) provide for a continuous program of curriculum study and development; (2) review textbooks and other instructional materials; and (3) review exceptional student programs and procedures. All proposals and recommendations for change of significant importance in the areas described above shall be presented to the curriculum council for consideration and recommendation to the superintendent.”
  - The director of curriculum and instruction serves as the chair of the council. However, this person, along with the ECEA president, serve as non-voting members.
  - Union members are paid to serve on the curriculum council because meetings are conducted beyond the regular work day and work year.
  - The curriculum council meets on a monthly basis at 4 p.m. in the board conference room to discuss current issues and provide relevant updates.
- B. Interviews and focus groups revealed that an ECEA representative assists with recruiting, hiring and selecting teacher candidates for the district.
- An ECEA representative sits on each interview committee with members of the Human Resources department and district administrators.
    - An ECEA representative stated “One of us is always included in the hiring and selection process for a teacher.”
    - A district administrator said “We’ve sent teachers to recruitment events in the past.”
    - In the new hire focus group, teachers confirmed that there were district administrators, as well as an ECEA representative, in their interviews.
- C. Interviews and focus groups revealed that the ECEA president and vice president meet with the human resources director and superintendent on a monthly basis to discuss current events, issues and provide updates.

**IMPACT:** When the district ensures collaboration in decision-making between administration and the teachers union, it can create a culture of trust and increased buy-in among both parties, ultimately allowing the two entities to work in a cohesive manner toward the district’s goals.

## Student Supports

**1. The district has established policies, practices and procedures to create a safe and positive school environment for district students to achieve success.**

- A. According to the District Continuous Improvement Plan goal two, strategy one, all schools will “utilize the positive behavior interventions support model to provide and sustain a safe school environment, which will positively impact student achievement.” Evidence indicates the strategy is being implemented.

- During interviews and focus groups, the deans of students, building administrators and teacher and student focus group participants shared how the positive behavior and intervention model is being implemented in their schools.
  - A district administrator stated that a train the trainer model is being used to implement and sustain the positive behavior interventions and supports model.
  - According to district administrators, East Cleveland began implementing positive behavior and intervention supports in the 2011-2012 school year.
  - Each school has a positive incentive program to recognize and reward positive behavior (cardinal bucks and star bucks to earn money to purchase items from school store, student of the month luncheon, student ambassadors provide orientation for new students, school assemblies, pep rallies, celebrations, teacher of the month).
  - Five of six schools in the district have a dean of students who oversees positive behavior intervention supports. The school that does not have a dean of students is supported by a linkage coordinator.
  - According to building leadership team meeting minutes, school assemblies are held to recognize students and staff and present programs about virtues.
  - “Stay Safe, Take Responsibility, Act Respectfully, Ready to Learn” posters are visible in schools along with behavior expectations posted in school hallways and classrooms.
  - Support staff and deans of students shared that they assist teachers to write behavior plans and behavior contracts when needed.
- B. The district and building leadership teams and deans of students monitor student attendance and discipline data.
  - According to district leadership team monthly meeting agendas and minutes, attendance and discipline data were reviewed and school action steps were created for principals to share with the building leadership team.
  - School attendance and discipline data and reports are documented in school positive behavior binders maintained by the dean of students.
  - The positive behavior and intervention supports is evaluated annually to determine the impact on student attendance and discipline.
- C. In partnership with Neon Health Services, the district has a wellness center located on the Shaw High School campus that provides health care for students.
- D. District security provided email documentation dated April 15 and 22, 2016, to show that emergency management plans have been approved by the Ohio Department of Education.
- E. Focus group participants, including students, teachers and parents, shared that they feel safe at school.
  - The district contracts with an independent agency to provide 16 officers who are assigned to schools.
  - Shaw High School students shared that there is an officer on each floor of the high school.
  - The high school and middle school require students to walk through a metal detector and bag check X-ray upon entering the school.

**IMPACT:** Providing a safe and positive environment in district schools may support student engagement and achievement.

## 2. The district offers nontraditional pathways to graduation and programs to prepare all students for college and careers.

- A. According to the East Cleveland City Schools Career and Technical Education program guide, 15 programs leading to licensure or certification are offered for students at the Shaw Career Technical Center in Shaw High School.
- The programs that are offered are as follows: cosmetology, automotive technology, fire technician, criminal justice, private security, career based intervention (cooperative education program), culinary arts, media and performing arts, administrative office technology and business management, early childhood education, entrepreneurship, construction technology, health science technology, patient care technician and nurse assisting.
  - According to administrator interviews and a review of the Shaw High School course of study, two additional academies, or small schools, are offered as pathways to graduation.
    - The leadership academy focuses on leadership, law, public safety and human relations.
    - The school of medicine, science and technology specializes in preparing students for the fields of medicine, science and technology.
- B. The district created an alternative school providing blended learning for students who have not experienced success in more traditional settings.
- Interviews with district administrators and school observations confirmed an enrollment of 86 students participating in classroom lessons and PLATO online at the Shaw Academy.
  - During classroom observations students were engaged in creative, hands-on activities to demonstrate learning (for example, painting an illustration for a poem, creating a 3-D design of the pentagon).

**IMPACT:** When districts offer access to various non-traditional pathways to graduation, students may have the opportunity to participate in a pathway more aligned with their interests and learning styles and might enable them to be better prepared for post-secondary education and career opportunities upon graduation.

## Fiscal Management

### 1. The district has established partnerships with local residents, local and state organizations and local and international businesses to address the needs of its students.

- A. A review of board minutes and interviews with community members, the treasurer, director of federal programs and building principals confirmed that the district partners with various organizations, such as charities, churches, foundations, universities, service providers, other government agencies and local and international businesses and individuals to receive resources to provide and supplement educational opportunities for the district's students.
- B. The district believes in the need to educate the "the whole child." The district's network of organizations and individuals that help achieve such education by providing goods and services includes:
- Coats for Kids and Judge Dawson, an alumni and local resident, provides coats and hats for students.
  - Silverman Department Stores provide school uniform vouchers for students.
  - Neon Mobile Dental Van and Case Western Reserve provide dental assistance and care.
  - The Child Sight Program, through Helen Keller International, provides vision assistance and care.
  - The Cleveland Clinic provides professional personnel for training in wellness, strokes, exercise and nutrition.
  - Shaw High School Wellness Center provides physical examinations, medical treatments for minor illnesses and injuries, assistance with chronic illnesses and referrals for further treatment.

- The Kids in Need organization provides classroom supplies for students.
- The Federal Government provides the Fresh Fruits and Vegetables program, which includes fresh fruits and vegetables for students and nutritional instruction.
- The Police Athletic League provides coaches for sports, homework help, mentors and drug awareness.
- John Carroll University collaborates with the district to provide "We the People," a program that uses student teachers to lead students in grades 4 and 8 in activities and exercises that reinforce learning about the Constitution and its role in our society.
- The National Rites of Passage Institute provides youth development and community building programs and works with young men of color, focusing on personal values education, goal setting and identity.
- The Cleveland Museum of Natural History provides preschool learning opportunities and middle school instruction on Plate Tectonics and Planetarium.
- The Cleveland Chamber Music Society provides concerts for students.
- The Cleveland Bar Association conducts the 3 R's (Rights, Responsibilities and Realities) Program, which sends attorneys to visit social studies classes for students in grade 10 to discuss fundamental issues facing the students and uses a "real-world" perspective for instruction on the Constitution. Students who participate in the 3 R's Program are eligible to participate in the summer legal academy.
- Case Western Reserve University provides mentors, leadership building, career exploration, cultural field trips and academic tutoring for students in grades 8 and 9.
- College Now provides academic advising, college planning, financial aid advising, scholarships, internships and mentoring for students.
- The University of Toledo provides a scholarship savings account program whereby students can earn \$2,000 per year for the successful completion of each of grades 8 through 12, for a maximum of \$10,000 to be used over four years of attendance at the university.

**IMPACT:** Through the creation of partnerships with local organizations, the district can augment the level and type of services and learning opportunities that are provided to its students while strategically using its resources.

**2. *The district has established a process to collaboratively address the budget with building principals and department heads.***

- A. Interviews with building principals and the business director confirmed that the district supports principals to strategically and effectively use available resources.
- The treasurer meets with district administrators and building principals monthly to discuss departmental and building budgets, expenses, encumbrances and amounts available to spend.
- B. Interviews with the treasurer, treasurer's staff and elementary principals revealed the meetings are held monthly and individually. Discussion items covered in the meetings include:
- Budget line balances;
  - Three-year historical trends in spending for each budget line;
  - The need to move budgeted funds from one budget line to another;
  - Reserved funds for budget line obligations; and
  - Timing of purchases and payments to assure a balanced budget.

**IMPACT:** When the district establishes processes to collaboratively address building and department budgets, it may improve the efficiency and effectiveness of budget resources.

## CHALLENGES AND AREAS FOR GROWTH

### Leadership, Governance and Communication

#### 1. The goal statement for student achievement and adult behavior change in the district and school continuous improvement plans are not measureable or monitored.

- A. Goal #1, in both the 2010-2015 and the 2016-2021 District Continuous Improvement Plan has no specific and measureable achievement targets for students or adults.
- According to the 2010-2015 district and school improvement plan documents, Goal #1 states, “All students in the East Cleveland City School District will show improved achievement outcomes through the delivery of relevant, rigorous, appropriate, instruction that utilizes differentiation strategies daily in English Language Arts (ELA), Mathematics and Science.”
  - According to the 2016-2021 district improvement plan document, Goal #1 states, “All students in the East Cleveland City School District will show improved achievement outcomes through the delivery of relevant, rigorous, appropriate, instruction that utilizes differentiation strategies daily in English Language Arts (ELA), Mathematics, Science, and Social Studies.”
- B. The district and school continuous improvement plans do not identify measurement milestones and timelines for student achievement and adult behavior change, per document review.
- C. Measures of the strategies and action steps in the district’s continuous improvement plan do not include gauges of adult behavior change.
- All strategies and action steps are measured by the same student indicator, which states, “At least one year of student growth is also expected as measured by value added,” based on document review.
- D. Based on a document review, a single grade card component, value-added, is the only student indicator used to evaluate all strategies and action steps in the plan.
- E. The student achievement goal does not differentiate learning targets for grades levels, content areas or subgroups, based on document review. According to the district’s report card data for 2014-2015, examples of the need for differentiation are as follows:
- Student performance in mathematics in grade 8 is at 20 percent, as compared to 51.2 percent at 10<sup>th</sup> grade.
  - Students with disabilities performed at a lower rate of proficiency than nondisabled peers in reading and math.
  - Composite scores on Algebra I end-of-course exams were the lowest of all tested subject areas.
  - Students in grade 3 are not meeting the Third Grade Reading Guarantee priority.
- F. Adjustments to District Continuous Improvement Plan goals, strategies and action steps, based on data review, have not occurred. The addition of “social studies” was the only change made in the 2016-2021 document as compared to the 2010-2015 continuous improvement plan.

**IMPACT:** Without clear and specific measurements and timelines to gauge student achievement and adult behavior changes, leaders and staff may be unable to determine and correctly address problems and solutions.

#### 2. The board of education does not use the District Continuous Improvement Plan as a tool to evaluate the progress of the district and determine priorities for policy and decision making.

- A. A board of education resolution was last passed on May 22, 2000, to adopt the East Cleveland City School District’s Continuous Improvement Plan, according to board of education regular minutes.

- B. According to a review of all regular board of education minutes for 2010, no public meeting scheduled, nor included as part of the regularly scheduled board meetings<sup>02</sup>, to review and approve the 2010-2015 plan; to communicate, as a governing body, clear district-wide goals, measures of effectiveness, and accountability for results.
- C. Board of education members interviewed indicated no shared awareness of the goals, strategies and action steps outlined in the plan, purpose of the plan or related roles and responsibilities.
  - According to the superintendent interview and documents provided, the superintendent reviewed the 2016-2021 District Continuous Improvement Plan with each board member individually in one-on-one meetings in April 2016.
  - Based on a copy of the PowerPoint from the board of education retreat in June 2013, there is reference to a "plan" in one of 97 slides presented, which is as follows:
    - "It is imperative that the "plan" be adhered to with fidelity."
  - There were no follow-up slides to provide details about the "plan," specific goals, strategies, and action steps for the "plan", or evidence of an intended board of education discussion, review, and evaluation of the "plan".
- D. Based on a review of documents, there is no board of education general meeting schedule for periodic updates on the District Continuous Improvement Plan progress.
- E. Based on a review of board minutes and board of education retreat documents for 2013 and 2016, the district lacked a professional development process to support board of education members' roles and responsibilities related to the Ohio Improvement Process and the district continuous improvement plan, per Ohio Revised Code.
  - According to board of education interviews, there is an interest in more professional development.
    - In board of education interviews, board members stated, "Board training would be helpful."

**IMPACT:** When the board of education does not publically adopt goals for student achievement and consistently review for effectiveness, there may not be a clear direction or message of priorities for the district.

**3. The board of education has not collaborated with the superintendent to develop evaluation goals that focus on student achievement.**

- A. Based on board of education interviews, the superintendent evaluation form was selected by the board members from samples provided by the board of education's legal counsel rather than being developed in collaboration with the superintendent.
- B. Board of education members shared that they do not jointly agree on success indicators for the superintendent's evaluation.
  - Comments from board of education members included:
    - "Evaluations [are] not based on actual observed performance or conduct;"
    - "May drop evaluations;"
    - "The buck stops here;"
    - "I refuse to put the weight of the bad things on her;" and
    - "Won't hold her accountable for those."
- C. In reference to her evaluation, the superintendent stated, "Does not take place annually."
- D. The superintendent evaluation form does not link to the District Continuous Improvement Plan goals. According to a document review:

- The superintendent’s evaluation includes 37 objectives focused on processes but no specific outcomes related to student performance, attendance, graduation or discipline results.
- E. Based on document review and interviews, there are no timelines identified for superintendent evaluation form completion.

**IMPACT:** When the board of education does not set collaborative evaluation goals and measurements with the superintendent that are aligned to the District Continuous Improvement Plan, there may be no districtwide focus on priorities for student achievement or shared accountability.

## Curriculum and Instruction

### 1. The district does not consistently implement differentiated instructional strategies in all grade levels.

- A. According to the district slide presentation entitled, “Differentiated Instruction: The Basic Steps Towards Differentiating,” the district defines differentiated instruction as “creating multiple paths so that students of different abilities, interests or learning needs experience equally appropriate ways to learn.”
- B. According to classroom lesson plans and district leadership team minutes from Dec.14, 2015, the district’s walkthrough surveys of teachers showed fragmented implementation of differentiated instructional strategies.
- An April 28, 2016, summary report of informal observations of teachers’ walkthrough data for grades K-12 showed 22.8 percent differentiate by subject content, 23.1 percent differentiate by process delivery and 22.7 percent differentiate by student-produced work or product.
- C. Based on classroom observations conducted during the district review, various practices are being used in the classroom that do not fit the district’s definition of differentiated instruction such as changing students’ seats or giving common group assignments.
- The middle and high school teachers’ group participants stated that professional development related to differentiated instruction has been informal and lacks focus.
    - Teachers shared that they felt there was a need for more communication from the district on methods and strategies they could use for differentiated instruction.

**IMPACT:** When the district does not consistently implement differentiated instructional strategies at all grade levels, all students may not be provided with opportunities to learn and master grade level standards.

### 2. Although the district uses vendor assessment results to assign interventions within the program to address students’ academic needs, it has not interpreted the data to determine how to modify teachers’ classroom intervention and instructional practices.

- A. Vendor assessments are created by educational firms to assist districts in monitoring student academic progress by identifying and analyzing the students’ strengths and challenges in targeted academic areas.
- B. Vendor assessments used by the district include:
- STAR reading and math assessments, which determine reading comprehension and math skills for independent readers in grades 2-12.
  - Terra Nova, a standardized achievement test designed to assess achievement in reading, language arts, math, science, social studies, vocabulary and spelling for students in grades K-8.
- C. A review of vendor assessment reports from Houghton Mifflin Harcourt, Renaissance Learning and Read 180 shows that the district has been provided with results of assessment data to track student progress. However, at the time of the review, there was lack of evidence that the district has used the data to develop, implement, evaluate and/or refine specific evidence-based or research-based instructional strategies within the classrooms.

- A review of the East Cleveland City Schools Continuous Improvement Plan 2010-2015 and the East Cleveland City Schools Continuous Improvement Plan 2016-2021 revealed that the district does not address measurable goals for curriculum and instruction.
- Based upon the district’s walkthrough data obtained by building and district administrators of 166 lessons observed, only 13.4 percent of the lessons showed multiple methods of assessment of student learning were utilized to guide instruction.

**IMPACT:** When the district does not use data-driven instructional practices connected to learning targets, improvement in instructional practices and student academic performance may not be realized.

## Assessment and Effective Use of Data

### 1. The implementation and use of the Ohio Improvement Five-Step Process is inconsistent across teacher-based team meetings.

- A. Interviews and document reviews indicated that while some teacher-based teams work together on the development of common lessons, common assessments and interventions, other team minutes show no evidence of this type of collaboration.
- Several administrators stated that the performance of teacher-based teams varies by building and even subjects and grades within a building. Their comments included:
    - “We have teacher teams that are shining stars and others that are in need of support.”
    - “In my building, you can find significant disparities across teacher-based teams and their use of the Ohio Improvement Process.”

**IMPACT:** Inconsistent use of the Ohio Improvement Process may negatively impact the district’s ability to effectively use student performance data to make decisions about instruction, intervention and enrichment strategies.

### 2. The district has not made available a Web-based system for parents and students in grades K-6 to view grades, assignments, attendance and teacher comments.

- A. While Progress Book is used at all grade levels for recording attendance and grades, the modules for parents and students to access information at home has not been activated at the elementary levels.
- An administrator indicated that elementary teachers were not trained in the implementation of parent and student access to Progress Book.
- B. No written plan or schedule for implementing elementary student and parent access to Progress Book was observed at the time of the review.

**IMPACT:** When the district does not provide all parents and students with equitable access to student information, opportunities for students and parents to engage in strategies to help students achieve may be missed.

### 3. Differentiated instruction is not used consistently across the district.

- A. Administrators expressed concern that not all teachers were differentiating their instruction based on student assessment results despite being identified as a priority goal in the 2010-2015 and 2016-2021 continuous improvement plans. Staff comments, as well as review of teacher-based team minutes, indicated that teachers do not consistently modify instruction based on student assessment data.
- B. An analysis of approximately 200 administrative walkthrough records from April 2016 revealed that varied instructional tools and strategies reflecting student needs and learning objectives were observed in only 31 percent of the reviews. In addition, differentiated academic content was observed in only 23 percent of walkthroughs.

**IMPACT:** Without a consistent use of differentiated instructional strategies for all students, student progress may be negatively affected.

## Human Resources and Professional Development

### 1. While the district has collected evaluations on professional development trainings and workshops, there is no evidence on the impact of neither adult indicators nor student achievement gains.

- A. Based on reviews of feedback surveys, session summaries and program evaluations, the feedback received does not include measureable methods to track professional development effectiveness or impact.
- B. Interviews, focus groups and review of meeting agendas and minutes confirmed that discussions around professional development survey data and results are taking place. However, there is no record that indicates how the data is being interpreted, analyzed or used to inform decision-making related to professional development offerings.
  - A district administrator said, “We use vendor assessments that are district approved, to monitor our programs.”
- C. Interview participants relayed that the curriculum and instruction team, the curriculum council and the building leadership team all discuss program surveys in their meetings at separate times.
  - One staff member stated “I don’t really know who makes the decisions, but professional development is a topic in almost every meeting.”

**IMPACT:** When there is no evidence to show the impact of adult indicators or student achievement gains from professional development, it can make it difficult to monitor the progress toward accomplishing a goal or objective.

### 2. The Human Resources department does not have a structured system of operations.

- A. Interviews, focus groups and the lack of evidence presented at the time of review confirmed that the district does not have formalized procedures for interviewing, screening or selecting candidates. Comments included:
  - “We do not have formalized procedures, I actually never even thought about that.”
  - “We have all been here for so long, we just know what to do.”
  - “I learned how to do this from the previous district administrator.”
- B. There is no standardized process to inform the Human Resources department that a position is vacant or needed.
  - Job vacancies are posted on the district’s website after a written request via email is sent to the Human Resources department by the department supervisor or building administrator.
    - A district administrator stated, “They just send an email to the human resources director along with a written job description of the position.”
- C. Interviews and focus group participants mentioned that there have been inconsistencies on how candidates are interviewed.
  - In the past, various methods have been used to interview candidates: personal one-on-one interviews, interview panels, etc.
  - Some candidates have only one round, and some have had up to three rounds of interviews.
    - One staff member stated, “I was called in by an administrator to take the job. She knew my work from a previous district.”

**IMPACT:** When the Human Resources department does not have a structured system of operations, daily functions may not be managed and measured for accuracy and effectiveness.

### 3. The district does not have a recruitment plan to attract and recruit new employees.

- A. Responses from interviews, focus groups and the lack of evidence presented at the time of the review confirmed that there is no district recruitment plan to attract candidates to the district.
- Comments from district administrators and staff included:
    - “We have done things in the past to recruit, but people don’t give us a chance because of what they hear about the city and district.”
    - “People would be surprised to know what East Cleveland has to offer.”
- B. Although it was mentioned in interviews that recruitment initiatives had taken place, no evidence was presented at the time of the review.
- C. Although it was mentioned in interviews that partnerships were developed with area colleges and universities, no evidence was presented at the time of the review.
- Comment from district administrators and staff included:
    - “We have partnerships with several universities and colleges in Ohio.”
    - “I can just pick up the phone and contact them [the university] and ask for assistance with filling a position”.

**IMPACT:** When the Human Resources department does not have a recruitment plan to attract and recruit new employees, opportunities may be missed to identify teachers who have the ability to help the district attain its goals.

## Student Supports

### 1. The district does not provide students with disabilities adequate access to the general education classroom.

- A. The percent of time students with disabilities are being served/participating in the general education classroom state indicator was not met according to the 2013-2014 Ohio Special Education Profile.
- The state indicator target rate for students with disabilities being served/participating 80 percent of the day in a general education classroom was 62.5 percent or greater compared to the district result of 21.24 percent of students with disabilities being served 80 percent of the day in the general education classroom.
  - Students with disabilities being served/participating in the general education classroom 40 percent of the day indicator target was 11.4 percent or less compared to the district result of 24.82 percent.
- B. The 2014-2015 District Special Education Units of Continuum of Services Report revealed that the district has limited inclusionary practices (students with disabilities being included in the general education classroom with support according to individualized education plan).
- Fifty percent of the 30 special education units throughout the district serve students in self-contained classrooms (students with disabilities learn in separate resource rooms).
  - Approximately 34 percent of the 30 special education units provide partial inclusion with core subjects taught in resource rooms.
  - There are three full inclusion units offered in the district (one elementary, one middle and one high school).
- C. According to the 2013-2014 Ohio Special Education Profile, the district students with disabilities subgroup did not meet the state reading and math indicators for student achievement.

- The reading proficiency state indicator target for students with disabilities scoring proficient or higher was 55.9 percent compared to the district result of 36.67 percent of students with disabilities scoring proficient or higher.
  - The math proficiency rate indicator target was 45.6 percent compared to the district result of 24.59 percent of students with disabilities scoring proficient.
- D. Interviews, focus group participants and the professional development plan indicated that teachers have not been trained in co-teaching in an inclusion classroom.

**IMPACT:** When the district does not ensure that students with disabilities have access to the general education curriculum in the general education classroom, to the maximum extent possible, this may hinder the students' abilities to meet developmental goals and the academic standards/expectations that have been established for the various subjects and grade levels.

**2. There is no documentation of the implementation of a districtwide referral and multi-tiered intervention system for academically at-risk students that includes written intervention plans, goals, timelines and progress monitoring aligned to individual student needs.**

- A. Interviews with district administrators and teachers indicated no shared understanding of a process to refer an academic at-risk student who has not been identified with a learning disability for intensive interventions.
- When a district administrator was asked to provide a copy of the district adopted forms for the student intervention process, including an individual plan including goals, progress monitoring and timelines, a School Age Request for Assistance referral form was presented. This is only a referral for assistance. No additional evidence was presented indicating a district procedure/process for intervention support is in place at the time of review.
  - When participants in teacher focus groups were asked to share the district process to refer a student for interventions, responses included:
    - “Do you mean IAT [intervention assistance team]? We used to have a team.”
    - “Teachers still think it’s a referral for special ed., we need a paradigm shift.”
    - “Referrals go straight to the psych for special [education evaluation]. We fill out a form and give it to the psych.”
- B. Teacher-based team meeting minutes include a review of student performance data and instructional grouping strategies, but no documents reviewed referred to a districtwide process for the development and systematic monitoring of individual student intervention plans, goals, timelines and multi-tiered supports currently in place.
- C. There is an absence of administrative oversight at the building level for individually written intervention plans for at-risk students and the aligned delivery and monitoring of tiered services.

**IMPACT:** When the district does not have a clearly defined student intervention process, does not implement timely interventions with fidelity, nor document and systematically monitor progress and academic intervention plans of individual students, over-identification of students with disabilities may occur and student achievement gaps may not be closed.

**Fiscal Management**

**1. Although the district budget is developed through a participatory process, it is not transparent, clear, comprehensive, nor understandable for all stakeholders.**

- A. A review of the district's 2015-2016 appropriation (budget) documents, board minutes, interviews with board members and the treasurer revealed that the budget presented to the general public does not provide detailed budgets per building and departments, nor does it provide a summary of budget trends over three years.

- B. The documents and presentation provided to the public does not explain district priorities and goals and how they align with the budget, nor does it explain changes in programs and operations from the previous school year to the current school year.
- C. New board members were not provided formalized training in school and district finance in order to fully support the district in budgetary decisions.

**IMPACT:** When the district does not present a budget and goals that are transparent, clear, comprehensive and understandable for all stakeholders, full support for district improvement may not be realized.

## **2. The district does not have the capacity to manage its resources and allocation decisions.**

- A. Interviews with the treasurer and the treasurer's staff revealed that the treasurer's staff was reduced from eight full-time equivalent employees in 2008 to 3.4 full-time equivalent employees in 2015. This represents a 57.5 percent reduction in the office's workforce.
- B. A review of the district's 2013 and 2014 annual audit reports, management letters produced by the Auditor of the State of Ohio, district financial records and interviews with board members, the superintendent and treasurer's staff revealed errors have been made in the district's financial records.
  - According to the state auditor's 2013 report, errors were cited in federal grant reports.
    - For example, \$37,575 received for the summer food service program for children was incorrectly posted in the district's financial records as an expense reduction instead of revenue.
    - The 2013 report also cited that the district incorrectly posted \$73,003 as an expense reduction for the Fresh Fruits and Vegetables Program for children instead of revenue.
  - The 2014 state auditor's report showed the following errors were made regarding:
    - The district's general fund expenditures and outstanding obligations exceeded the approved operating budget.
    - The final expenditure report for the Career and Technical Education Federal Grant – Perkins IV Grant showed a figure that was \$5,223 less than was actually expended for the grant period.
    - Contrary to federal food service grant requirements, food service interest earnings were posted to the district's general fund instead of to the food service fund.
- C. It is important to note that in both auditor's reports, there was no evidence of missing funds or lost revenue to the district.

**IMPACT:** Financial record keeping errors can create unreliable financial statements and may result in the loss of state and/or federal funding.

## **3. The district does not have comprehensive capital or technology plans.**

- A. A review of the district's capital plan, financial reports, the maintenance business plan prepared by Lawhorn & Associates and an interview of the business director revealed that the district's capital plan is not comprehensive.
  - The capital plan is a detailed document that outlines the maintenance and replacement of district equipment and building components. The capital plan is required in order for districts to participate in projects funded by the Ohio School Facilities Commission.
  - The plan, as adopted by the board of education, is required to be updated every five years.
- B. The district's current capital plan reflects actual and anticipated spending rather than serving as a maintenance and capital replacement plan, which looks at life expectancies and replacement costs of equipment and building facility components.
  - The district's maintenance business plan, as prepared by Lawhorn & Associates, revealed that the district's annual average capital replacement costs for buildings and grounds would be \$983,000, while

the district's capital plan showed actual and planned expenditures from 2012 to 2017 at an annual average of \$385,000.

- C. A review of the district's technology plan and interviews with the technology coordinator showed that the technology plan does not include required annual replacement costs for equipment such as computers, projectors or interactive whiteboards.

**IMPACT:** Not having comprehensive capital and technology plans may result in unplanned financial challenges in the future.

# East Cleveland City School District Review Recommendations

## Leadership, Governance and Communication

1. Develop and monitor clear measurements of goals, strategies and action steps for student achievement and adult behavior change for Goal #1 in the 2016-2021 district and school continuous improvement plans.
  - Use baseline data collected from multiple sources to create timelines and milestone measurements.
  - Identify short-term and long-range progress measures.
  - Determine the specific increments of change in student and adult performance required to close the gap for each grade level, for each content area, subgroup and report card component measure.
  - Define for district and school levels the evidence to be collected, the process for how data will be collected, timelines and persons responsible.
  - Identify a continuous monitoring and reporting process and provide plan updates accordingly.
  - Share measurement targets, timelines and milestones with board of education, students, staff, parents and the community.

**BENEFIT:** Clear measurements and timelines can inform the continuous improvement planning process and provide a means to determine if the goal in student achievement has been met, if adult behavior change has occurred and what specific and immediate actions should follow.

2. Use the District Continuous Improvement Plan as a tool to continually evaluate the progress of the district and to determine priorities for policy and decision making.
  - Determine a date for public review and comment on the 2016-2021 District Continuous Improvement Plan draft, address any changes and propose a board of education resolution to adopt the document in accordance with Section 3302.4 of the Ohio Revised Code.
  - Schedule periodic updates on the continuous improvement plan for the regular board of education meetings.
  - Provide professional development training to board of education members of the Ohio Improvement Process, the District Continuous Improvement Plan and related roles and responsibilities related to Ohio Revised Code.

**BENEFIT:** Boards of education who publically adopt goals for achievement and instruction, consistently review for effectiveness and support these goals, both internally and externally, have a higher likelihood of positively influencing student achievement (Waters & Marzano, 2006).

3. Through a collaborative process between the board of education and the superintendent, develop goals, timelines and measures for the superintendent's evaluation that align to the District Continuous Improvement Plan and include student achievement results.

**BENEFIT:** When the board of education and superintendent collaboratively set evaluation goals, the process can serve as an important leadership tool to focus and align all district efforts and model shared accountability for student achievement.

## Curriculum and Instruction

1. Expand the membership of the Curriculum Council to include teachers across all grade levels.
  - Seek opportunities for professional development on effective differentiated instruction from the local educational service centers. Encourage the council to create a document on differentiated instruction best practices that can be utilized in the district.

- Develop a template that complements the research on differentiated instructional practices and include as part of the curriculum maps used by classroom teachers.

**BENEFIT:** By including teachers in the learning and development of tools related to differentiated instructional practices, teachers may gain knowledge and perspective that can enable them to effectively teach all children.

2. Seek assistance from the State Support Team 3 to implement the Ohio Improvement Process with fidelity.
  - Develop strategies and adult implementation indicators determined by student performance data.
  - Document strategies and implementation indicators during the teacher-based team meetings.
  - Create baseline and progress measures to assess movement toward implementing strategies.
  - Evaluate the effectiveness of implementation and refine instructional practices based on data collected.

**BENEFIT:** By using the Ohio Improvement Process, the district can develop, document and monitor set common expectations for instructional strategies, which may aid in identifying beneficial practices that can lead to improved student academic achievement.

### Assessment and the Use of Data

1. Improve the consistency and fidelity in the implementation of the Ohio Improvement Process by building leadership teams and teacher-based teams.
  - Identify the needs of building leadership teams and teacher-based teams and evaluate the effectiveness of current district personnel and procedures in meeting the goal of effective districtwide Ohio Improvement Process implementation.

**BENEFIT:** Effective implementation of the Ohio Improvement Process may promote a shared leadership philosophy and team process in all buildings. A district-provided model of the process and product, regular monitoring and focused feedback can ensure aligned acts of improvement across the school district.

2. Provide parents and students with online access to Progress Book at the elementary level so that they are able view student grades, assignments, attendance records and teacher comments.
  - Monitor the use of Progress Book by all teachers, parents and students to determine how and when it is being used in order to implement strategies to increase traffic to the site.

**BENEFIT:** When the district engages students and parents in monitoring academic performance and behavior and provides access to supports and intervention, improvements in academics, attendance and parental involvement may increase.

3. Provide continued support to staff as they develop their data literacy skills and translate data into differentiated instruction.
  - Create a district data literacy team to coordinate the development of data-driven decision making at the building- and teacher-level teams.
  - Construct a plan to develop a single teacher-based team protocol that will follow a lesson from the pre-assessment phase to the post test and intervention phase.
  - Work with the building leadership teams to develop a framework for assisting teacher teams to create, administer and review common assessments and differentiated lessons within their respective departments.

**BENEFIT:** When lessons are informed by the outcome of student data and aligned to student learning styles and skill levels, academic performance and teaching skills will improve.

## Human Resources and Professional Development

1. Create ways to show the direct impact of adult indicators and student achievement gains from professional development.
  - Establish goals and objectives for staff development initiatives and projects for administrators, instructional personnel and support staff.
  - Look beyond how the professional development was informative and intriguing and create ways to monitor its implementation and impact on established goals.
  - Ensure all professional development and trainings are aligned to, consistent with and supportive of district goals and priorities.
  - Collaborate with other departments to create a system to monitor professional development initiatives that incorporate desired standards and data.

**BENEFIT:** When a district can show direct impact of adult indicators and student achievement gains, it can help continue to implement a focused professional development that strategically streamlines offerings, with an effort to ensure decisions are driven by staff needs, student achievement data and assessment of instructional practices.

2. Develop and implement a system of operations for the Human Resources department.
  - Conduct a SWOT Analysis (strengths, weaknesses, opportunities and threats) of current operations of the department in an effort to determine a foundational basis for creating processes, protocols and procedures.
  - Standardize processes for hiring, selecting and assigning new employees that continues to include the involvement of relevant staff members and stakeholders in the decision-making process, creating forms and procedures including timelines, deadlines and timeframes.

**BENEFIT:** An effective operating system can provide opportunities to reach and support established department and district goals. Effective policies, procedures and protocols can promote efficiency, effectiveness and consistency in the Human Resources department while upholding the district's mission and vision.

3. Develop a formal recruitment plan for the district.
  - Collaborate with the district's Communications department do develop and implement a marketing campaign that will appeal to educators.
  - Develop a recruitment calendar that includes dates of recruitment activities and initiatives throughout the year.
  - Develop outreach strategies, including cultivating new networks to create and maintain partnerships with various universities, colleges and other related institutions.

**BENEFIT:** When a district has a formal recruitment plan, it can serve as a strategy to attract and secure candidates who are qualified to meet student and district needs and who can provide quality instruction in their content areas in an effort to increase student achievement.

## Student Supports

1. Review the current district policies and practices related to special education delivery of services to ensure students with disabilities are being served in the least restricted environment with access to the general education curriculum and classroom.
  - Form a collaboration between the Special Education staff, Curriculum department and Professional Development Committee to develop a plan to add inclusionary best practices to the professional development schedule for instructional staff.
  - Continue to consult with State Support Team 3 and the educational service center for resources and support.

- Assign coaches to support co-teaching models in the general education classrooms.

**BENEFIT:** A full continuum of special education services with inclusionary practices may ensure that students have the opportunity to be served in the least restrictive environment with access to the regular education curriculum and classroom.

2. Develop a documented and systematically monitored referral and multi-tiered intervention process for individual students needing intensive interventions to be successful in the regular classroom.
  - Communicate intervention processes to all instructional staff. Include referral procedures, individualized student intervention plan development with timelines for implementation of multi-tiered interventions, progress monitoring to determine effectiveness of interventions, parent involvement, and resources available to support process.
  - Collaborate with the Professional Development Committee and Special Education staff to provide necessary staff training and support. Include professional development to address the difference between a referral for intervention to enable a student to be successful in the regular classroom and a referral for a suspected disability.
  - Provide district and building-level oversight of the process, documentation and progress monitoring of individual student intervention plans.
  - Align existing community partners' and agencies' services and support with internal support systems.

**BENEFIT:** When all instructional staff understand and use the district adopted intervention process before students are referred for evaluation for a suspected disability, individualized intervention plans can be developed and interventions implemented in a timely manner to close the achievement gap with at-risk students.

## Fiscal Management

1. Communicate comprehensive appropriation and budget information in a transparent, clear and understandable manner.
  - Provide "easy to read and understand" financial information through various formats such as a PowerPoint presentation, graphs, charts or narrative summaries.
  - Increase transparency by including district goals, objectives, budgeting decision criteria (e.g., student performance data and cost efficiency studies), and building- and department-level details in the district's annual appropriation and budget documents and presentation.
  - Provide appropriate financial training for board members. Training for board members would include understanding:
    - The purpose and required timing of annual appropriations resolutions to authorize spending for the district;
    - Annual tax budgets required to collect property taxes;
    - Certificates of estimated resources required to approve appropriation;
    - The five-year financial forecasts;
    - The district's capital plan;
    - District sources of revenue and types of expenditures; and
    - Fund accounting.

**BENEFIT:** Providing a comprehensive appropriation or budget document and presentation that is transparent, clear and understandable would provide all stakeholders with knowledge of how and why budget decisions are made. Training board of education members in the basics of Ohio school finance can ensure that the members know their responsibilities for the district's budget and finances.

2. Conduct a review of the treasurer's office operations to assess workload, workflow and staffing needs.
  - Look for any efficiencies that can be created through operational procedures and systems.

- Include in the workload review the number of purchase orders and checks processed; the number of employees paid and complexity of benefits provided; and the number of staff members needed to complete the required workload.
- Make appropriate changes in operations and staffing as a result of the review.
- Provide appropriate training for all treasurer's office staff.

**BENEFIT:** Making improvements in operation procedures and systems, staffing the treasurer's office as appropriate and training staff accordingly may improve the efficiency and effectiveness of treasury operations and may result in improved financial reporting accuracy and use of resources.

3. Create a comprehensive capital plan that includes technology replacements. Include in the plan the following:
- The life span of building systems and components and their replacement costs at the end of their expected life cycles.
  - Maintenance cost requirements associated with systems and components.
  - A summary schedule of estimated annual costs for technology replacements, building systems and components replacements and maintenance needs.
  - Update the plan annually to reflect new equipment and components and their replacement and maintenance needs, as well as anticipated sources of funding to cover the financial requirements of the plan.

**BENEFIT:** When the district has a comprehensive capital plan that includes technology replacements, long-term financial planning of resources and programs may be improved.

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

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

1. Clairie Huff-Franklin, Director, Academic Distress Commissions and Education Reform
2. Dr. Delores Morgan, Leadership Governance and Communication
3. Bernadine Burchett, Curriculum and Instruction
4. Mike White, Assessment and Effective Use of Data
5. Autumn Russell, Human Resources and Professional Development
6. Karen Hopper, Student Supports
7. Jonathan Boyd, Fiscal Management

### District Review Activities

The following activities were conducted during the review:

#### Interviews

- District Superintendent
- Board of Education Members
- Business Manager
- Communications Administrator
- Community Partner Focus Group
- Curriculum & Instruction Administrators
- Curriculum and Instruction Administrators
- Curriculum Specialists
- Deans of Students
- Director of Career Technology
- Director of Federal Programs
- Director of Human Resources
- Director of Pupil Services
- Director of Pupil Services
- Director of Special Education
- Director of Technology
- Educational Service Center Representative
- Elementary Principals
- EMIS Coordinator and Curriculum & Instruction Administrators
- Gifted Education/Preschool Administrators
- Guidance Counselor
- Human Resources Support Staff
- Interim Assistant Treasurer
- Local Leaders: Local Court Judge, Mayor Chief of Police, Detective
- New Hires
- OAPSE Union Leadership
- Parent Coordinator
- Parent Liaison
- Parent Mentor
- Payroll Clerk
- Payroll Supervisor
- Registration
- School Psychologist
- Secondary Principals (7-12)

- Security Administrator
- Shaw High School Building Leadership Team
- Shaw High School Principal
- Social Worker
- Special Education Administrators
- Special Education Supervisor
- Speech Pathologist
- State Support Team 3
- Superintendent Cabinet Members
- Teacher Union Leadership Representatives
- Teacher-Based Teams
- Technology Administrators
- Treasurer

### **Focus Groups**

- Students, grades K-12
- Elementary, middle and high school teachers
- Building principals and assistant principals
- Parents

### **Onsite Visits**

- Building Observations
- 21 classrooms observations at all school levels

# East Cleveland City School District Site Visit Schedule

## Day 1—April 25, 2016

Location 1:	Treasurer's Office	Location 2:	Board Conference Room A	Location 3:	Board Conference Room B
Time	Activity	Time	Activity	Time	Activity
7:30-8:30	<b>ODE DRT Team Meeting/Tour-</b> Lunchroom/ workroom				
8:30-9:15	<b>Orientation with District Leaders and Principals – Board Conference Room</b>				
9:30-11:00	<b>Assessment &amp; Data Interview</b>  Elementary Teacher-Based Team Secondary Teacher-Based Team  <b>A&amp;D, SS</b>	9:30-11:00	<b>Leadership &amp; Governance/</b>  Superintendent Treasurer  <b>LG&amp;C, FM</b>	9:30-11:00	<b>HR/PD-Interview (focusing on OTES/OPES)</b>  Director, Human Resources Director, Federal Programs Curriculum and Instruction and Assessment Administrators  <b>HR/PD, C&amp;I</b>
11:00-12:15	<b>DRT Working Lunch- ALL DRT MEMBERS</b>				
12:15-1:45	<b>Leadership &amp; Governance Interview</b>  Elementary Principals  <b>LG&amp;C, FM</b>	12:15-1:45	<b>Curriculum &amp; Instruction Interview</b>  Secondary Principals  <b>C&amp;I, HR/PD</b>	12:15-1:45	<b>Assessment &amp; Data Interview</b>  Director, Federal Programs Curriculum, Instruction and Assessment Administrators  <b>A&amp;D, SS</b>
1:45-2:15	<b>Doc Review-Team Workroom ALL DRT Members</b>				
2:15-3:30	<b>Leadership &amp; Governance Interview</b>  Assistant Treasurer Accounts Payable and Payroll staff  <b>LG, FM</b>	2:15-3:30	<b>Student Support Interview</b>  Director, Pupil Services Administrator, Special Education Special Education Supervisor Parent Mentor  <b>SS, C&amp;I</b>	2:15-3:30	<b>Leadership &amp; Governance Interview</b> Cabinet Members  <b>LG, A&amp;D</b>
2:15-3:30	<b>Review of Documents</b> (Randomly selected personnel files) <b>HR/PD</b>				
3:30-4:30	<b>Review Team Meeting-Team Workroom ALL DRT MEMBERS</b>				

**East Cleveland Site Visit Schedule  
Day 2—April 26, 2016**

Location 1: <i>Time</i>	Treasurer's Office <i>Activity</i>	Location 2: <i>Time</i>	Board Conference Room A <i>Activity</i>	Location 3: <i>Time</i>	Board Conference Room B <i>Activity</i>
8:00-8:30 <b>DRT Meeting –Team Workroom ALL DRT MEMBERS</b>					
8:30-10:00	<b>Student Support Interview</b>  Gifted Education staff Administrator of Special Education  <b>SS, A&amp;D</b>	8:30-9:45	<b>Curriculum &amp; Instruction-Interview:</b>  State Support Team 3  <b>C&amp;I, HR/PD</b>	8:30-10:00	<b>Leadership &amp; Governance Interview</b>  Federal Programs  <b>LG&amp;C, FM</b>
Travel Time					
10:30-11:30	<b>Student Focus Group K – 6</b>  <b>SS, C&amp;I</b>	10:00-11:15	<b>School Student Focus Group 7 - 8</b>  <b>HR/PD, A&amp;D</b>	10:00-11:15	<b>Student Focus Group 9 – 12</b>  <b>LG&amp;C, FM</b>
11:30-12:30 <b>DRT Working Lunch ALL DRT MEMBERS</b>					
Travel Time					
1:00-2:15	<b>Curriculum and Instruction Interview</b>  Curriculum Specialists  <b>C&amp;I, HR/PD</b>	1:00-2:15	<b>Student Support Interview</b>  <b>Community Partners Focus Group</b>  National Rites of Passage Program CWRU Provost Scholars Chapters 4.0 Mentoring Bridges of Hope Cleveland Clinic CWRU Dental School  <b>A&amp;D, SS, LG&amp;C</b>	1:00-2:15	<b>Leadership &amp; Governance</b>  <b>Local Leaders</b>  Mayor Chief of Police Detective  <b>LG&amp;C, FM</b>
2:30-3:30 (flex time to meet district needs)	<b>Student Support Interview</b>  Security Nurse Social Worker School Psychologist Speech Pathologist Guidance Counselor  <b>SS, FM</b>	2:30-3:30 (flex time to meet district needs)	<b>Teacher Focus MS/HS</b>  Shaw High School Heritage Middle School  <b>C&amp;I, A&amp;D</b>	2:30-3:30 (flex time to meet district needs)	<b>Teacher Focus Group Elem</b>  Caledonia Elementary School Chambers Elementary School Mayfair Elementary School Superior Elementary School  <b>HR/PD, LG&amp;C</b>

Location 1: <i>Time</i>	Treasurer's Office <i>Activity</i>	Location 2: <i>Time</i>	Board Conference Room A <i>Activity</i>	Location 3: <i>Time</i>	Board Conference Room B <i>Activity</i>
3:30-4:30 (flex time to meet district needs) Support C&I	<b>Parent Focus Group</b>  <b>ALL DRT Members</b>	4:30 – 5:30	<b>Leadership &amp; Governance Interview</b>  East Cleveland Union Leadership Representatives  <b>LG&amp;C, FM, HR/PD</b>	4:30-5:30	<b>Assessment &amp; Data Interview</b> Director, Federal Programs Curriculum, Instruction and Assessment Administrators  <b>A&amp;D, C&amp;I, FM</b>
5:30-6:00	<b>DRT Meeting -Team Workroom ALL DRT MEMBERS</b>				
5:45-6:45	<b>Board of Education Interview</b>  <b>LG&amp;C, FM</b>				

**East Cleveland Site Visit Schedule  
Day 3—April 27, 2016**

Location 1: <i>Time</i>	Treasurer Office <i>Activity</i>	Location 2: <i>Time</i>	Board Conference Room A <i>Activity</i>	Location 3: <i>Time</i>	Board Conference Room B <i>Activity</i>
8:00-8:45	<b>DRT Meeting-Team Workroom ALL DRT MEMBERS</b>				
8:45-10:15	<b>Classroom Visits</b> Shaw High School	8:45-10:15	<b>Classroom Visits</b> Superior Elementary School	8:45-10:15	<b>Classroom visits</b> Caledonia Elementary School
10:15-10:30	<b>Travel time, if needed</b>				
10:30-12:00	<b>Assessment Interview</b>  EMIS Coordinator Curriculum, Instruction and Assessment Administrators Director, Federal Programs  <b>A&amp;D, C&amp;I</b>	10:30-12:00	<b>Classroom Visits</b> Heritage Middle School	10:30-12:00	<b>Classroom visits</b> Chambers Elementary School
12:00-1:00	<b>DRT Working Lunch-ALL DRT MEMBERS</b>				
1:15 – 2:15	<b>Student Support Interview</b> School Counselor Parent Coordinator Parent Mentor Parent Liaison Social Worker	1:15 – 2:15	<b>HR/PD Interview</b> <b>Focus on Prof Development</b>  Director, Human Resources Director, Federal Programs Curriculum, Instruction and	1:15 – 2:15	<b>Leadership and Governance Interview</b>  Business Manager Administrator, Communications

Location 1:	Treasurer Office	Location 2:	Board Conference Room A	Location 3:	Board Conference Room B
Time	Activity	Time	Activity	Time	Activity
	<b>SS, C&amp;I</b>		Assessment Administrators <b>HR/PD, A&amp;D</b>		<b>FM, LG&amp;C</b>
2:15 – 3:30	<b>Assessment &amp; Data Interview</b> Technology staff EMIS staff <b>A&amp;D, LG&amp;C</b>	2:30 – 3:30	<b>Deans of Students Focus Group</b> Deans of Students staff <b>SS, FM</b>		<b>Curriculum and Instruction Interview</b> Director of Career and Tech Director of Special Education <b>C&amp;I, LG&amp;C</b>
2:15-3:30	<b>HR/PD Interview – HR office</b> HR Support Staff <b>HR/PD</b>				
3:30 – 4:30	<b>DRT Meeting</b>				
4:30 -5:30	<b>Board of Education Interview</b> <b>LG&amp;C, FM, A&amp;D</b>	4:30 -5:30	<b>Board of Education Interview</b> <b>C&amp;I, SS, HR/PD</b>	4:30 -5:30	

**East Cleveland Site Visit Schedule  
Day 4 April 28, 2016**

Location 1:	Treasurer's Office	Location 2:	Selected classrooms	Location 3:	Meeting room at central office/selected classrooms
<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
8:30-9:30	HR/PD Interview  New Hires Focus Group  <b>HR/PD, A&amp;D</b>	8:30-10:00	Mayfair Elementary School	10:00-11:00	Shaw Academy
9:30-10:30	Review of Personnel Files	<b>HR/PD</b>			
11:00-12:30	<b>DRT Working Lunch ALL DRT MEMBERS</b>				
1:00-5:00	<b>Emerging Themes Meeting ALL DRT MEMBERS</b> Cuyahoga County ESC - Essex Place 6393 Oak Tree Blvd. Independence, Oh 44131				
6:00 – 8:00	<b>Parent Involvement Committee Meeting – Shaw High Auditoria (Dinner will be served) All team members</b>				

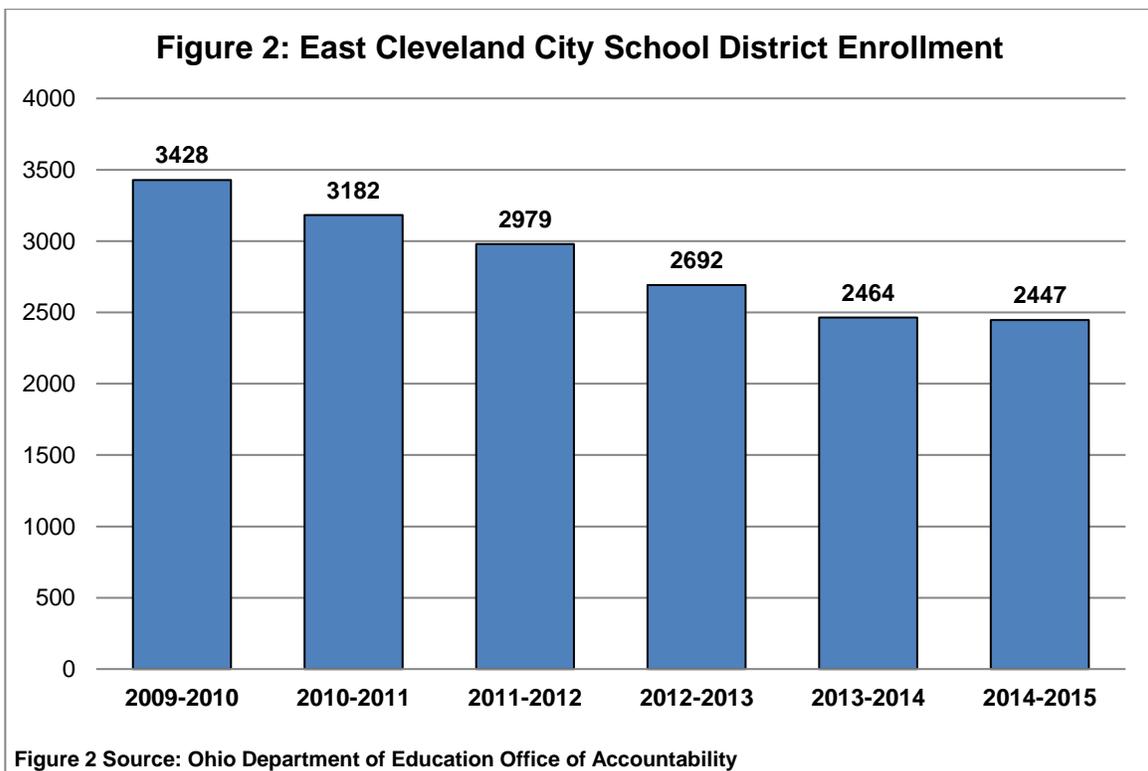
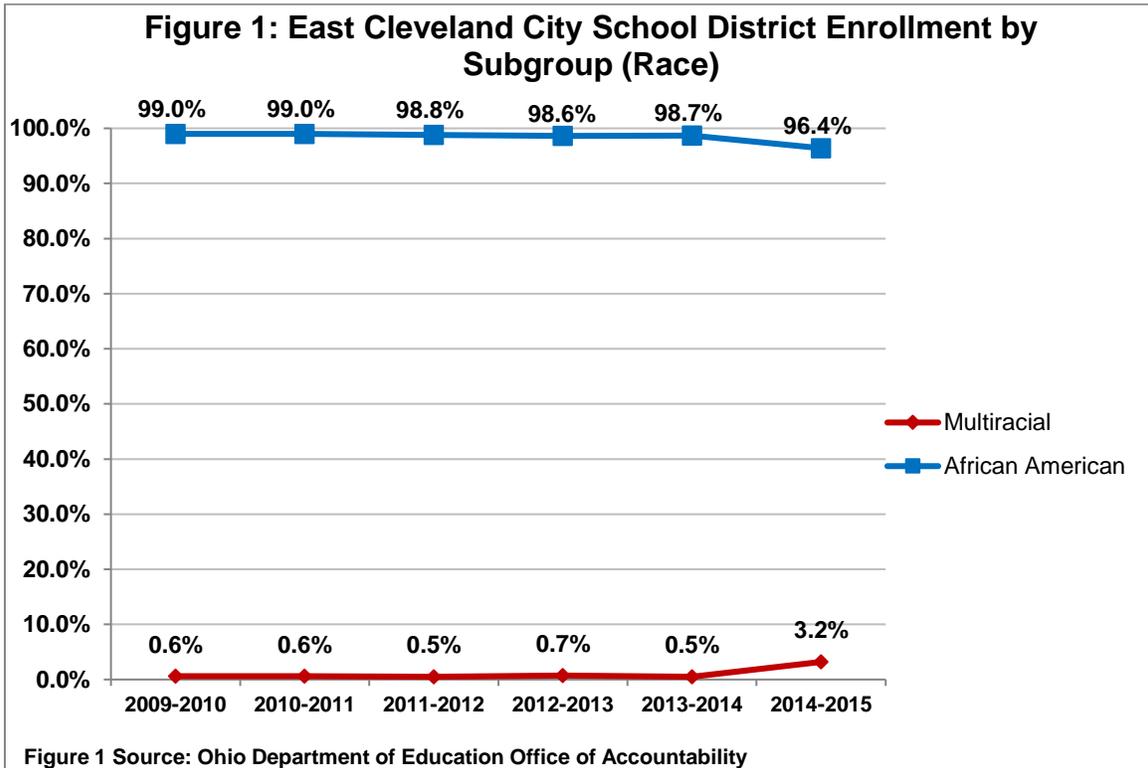
**East Cleveland Site Visit Schedule  
Day 5—April 29, 2016**

Location 1:	Team workroom/ selected classrooms/ location for focus group	Location 2:	Selected classrooms	Location 3:	Meeting room at central office/selected classrooms
<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
9:00-10:00	<b>DRT Final Meeting-Team Workroom ALL DRT MEMBERS</b>				
10:00-10:45	Meeting with Superintendent re Emerging themes Board Conference Room				
11:00-11:45	Meeting with leadership team re Emerging themes- Board Conference Room				
11:45-2:00	DRT Meeting (Work Room)				

**Standards Key**

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

## Appendix B: Figures and Tables Related to Accountability



**Figure 3: East Cleveland City School District Enrollment by Subgroup (Special Populations)**

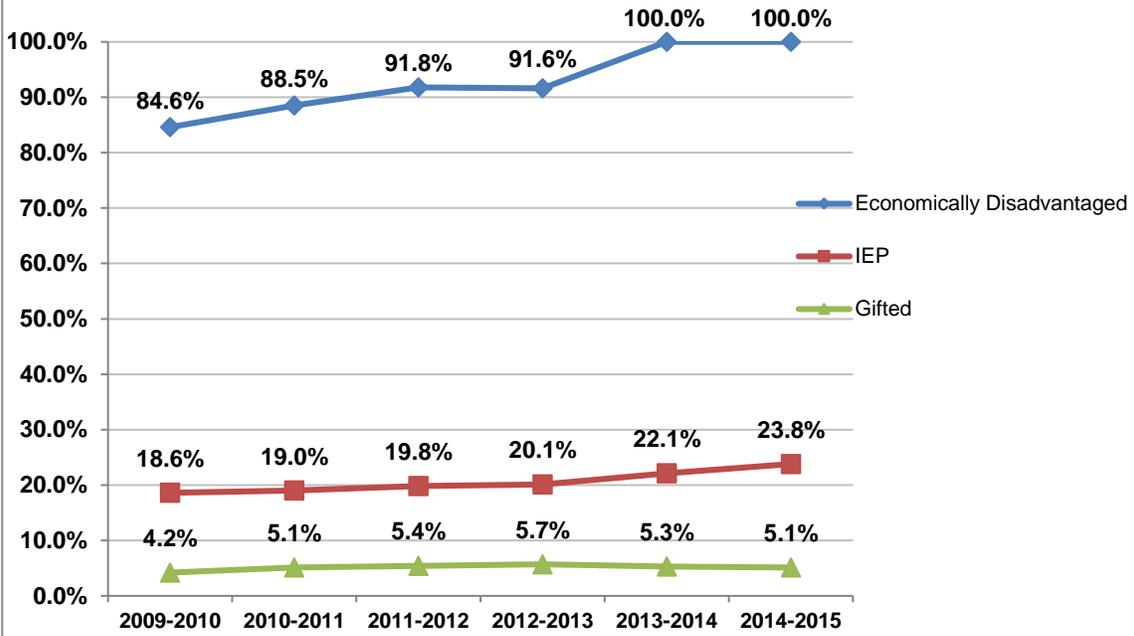


Figure 3 Source: Ohio Department of Education Office of Accountability

**Figure 4: 2014-2015 Enrollment Location for Students Who Live in the East Cleveland City School District Attendance Area**

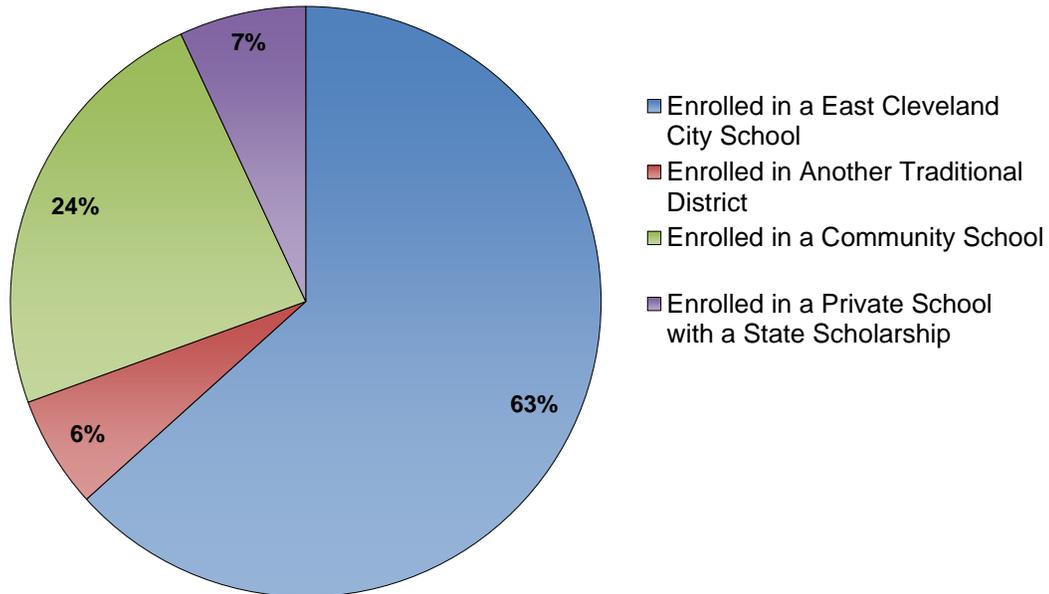


Figure 4 Source: Ohio Department of Education Office of Accountability

**Figure 5: 2014-2015 East Cleveland City School District Reading Passing Rates by Subgroup (Gap Closing)**

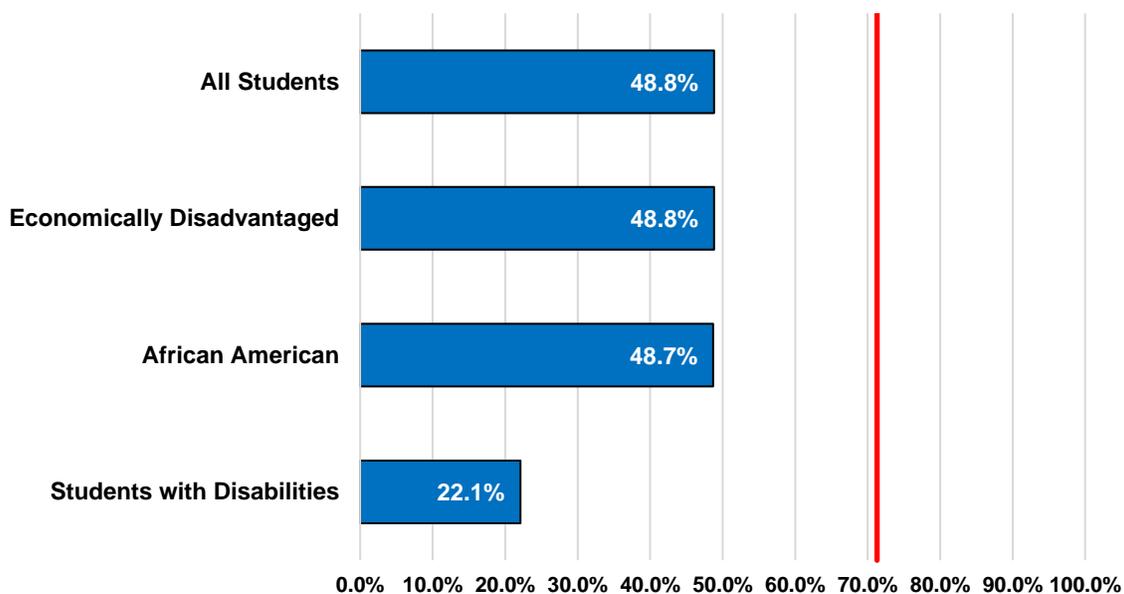


Figure 5 Source: Ohio Department of Education Office of Accountability

**Figure 6: 2014-2015 East Cleveland City School District Math Passing Rates by Subgroup (Gap Closing)**

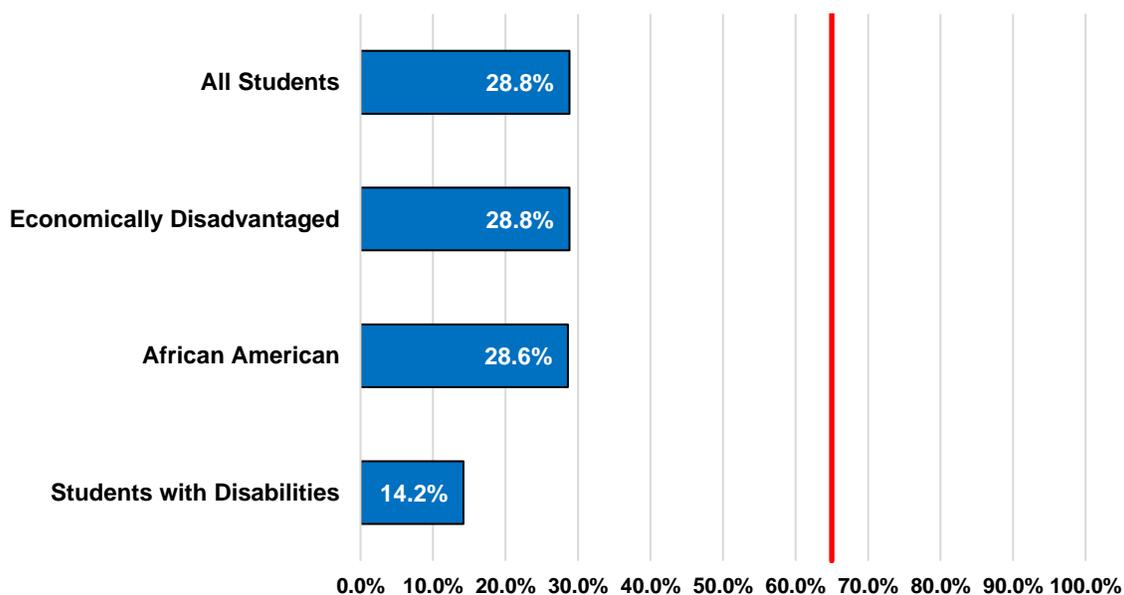


Figure 6 Source: Ohio Department of Education Office of Accountability

**Figure 7: East Cleveland City School District Reading Passing Rates by Subgroup**

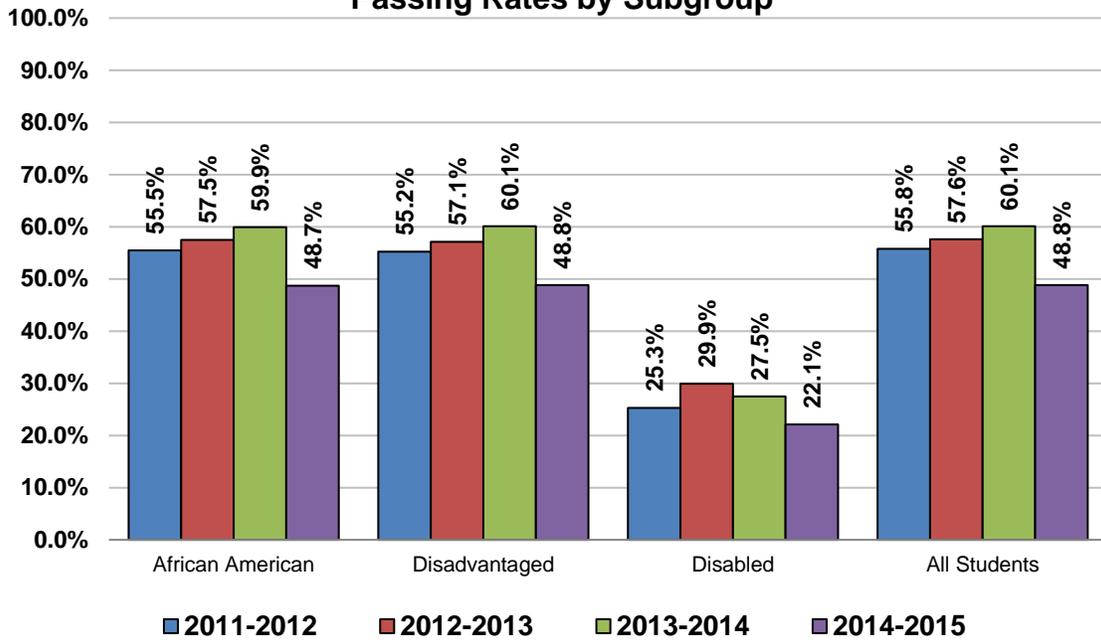


Figure 7 Source: Ohio Department of Education Office of Accountability

**Figure 8: East Cleveland City School District Reading Performance Comparison by Grade Level (2014-2015)**

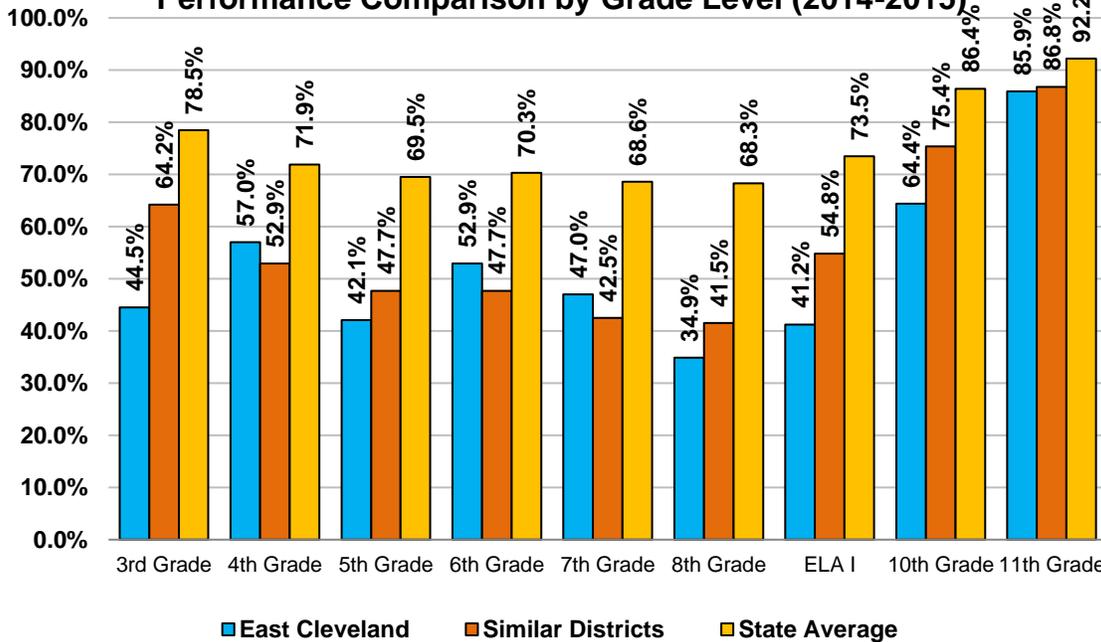


Figure 8 Source: Ohio Department of Education Office of Accountability

**Figure 9: East Cleveland City School District Reading Passing Rates by Grade Level**

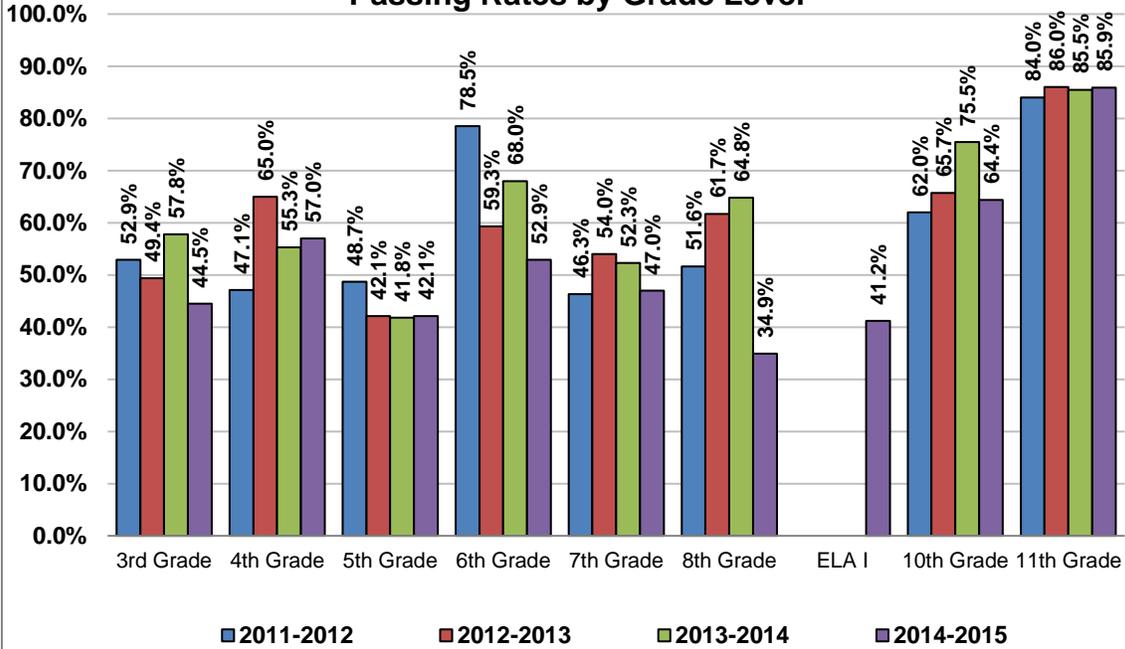


Figure 9 Source: Ohio Department of Education Office of Accountability

**Figure 10: East Cleveland City School District Math Passing Rates by Subgroup**

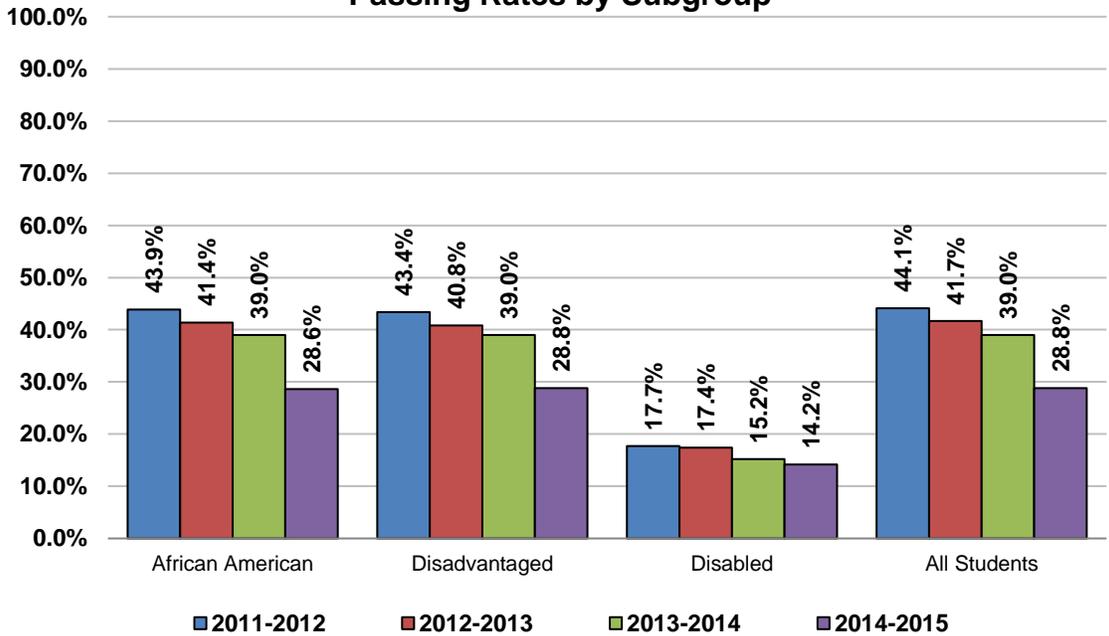


Figure 10 Source: Ohio Department of Education Office of Accountability

**Figure 11: East Cleveland City School District Math Performance Comparisons by Grade Level (2014-2015)**

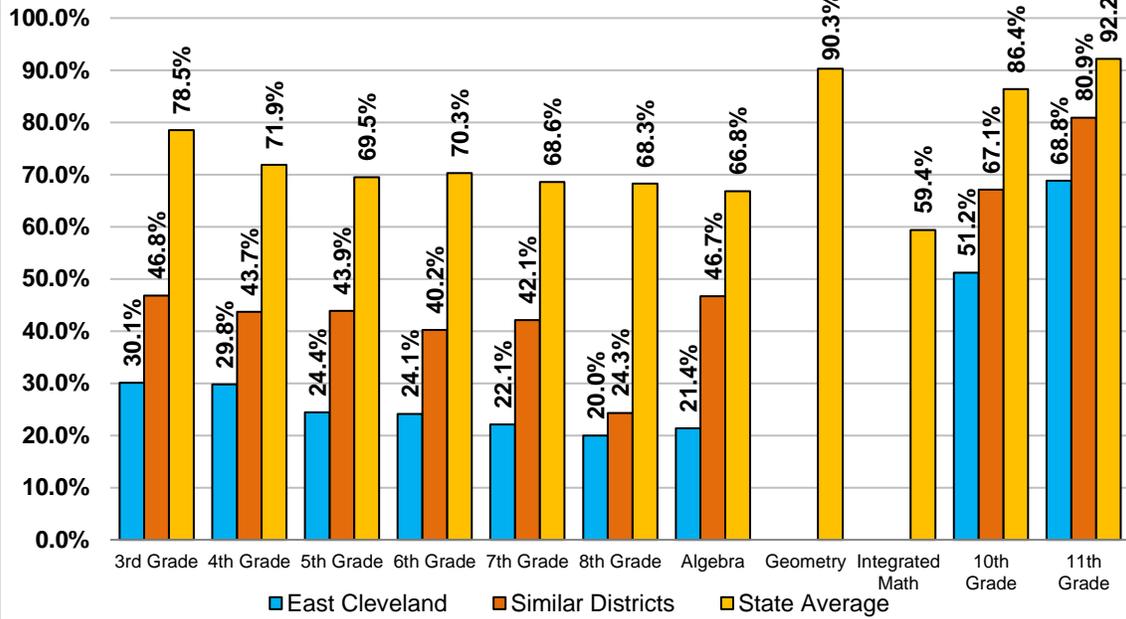


Figure 11 Source: Ohio Department of Education Office of Accountability

**Figure 12: East Cleveland City School District Math Passing Rates by Grade Level**

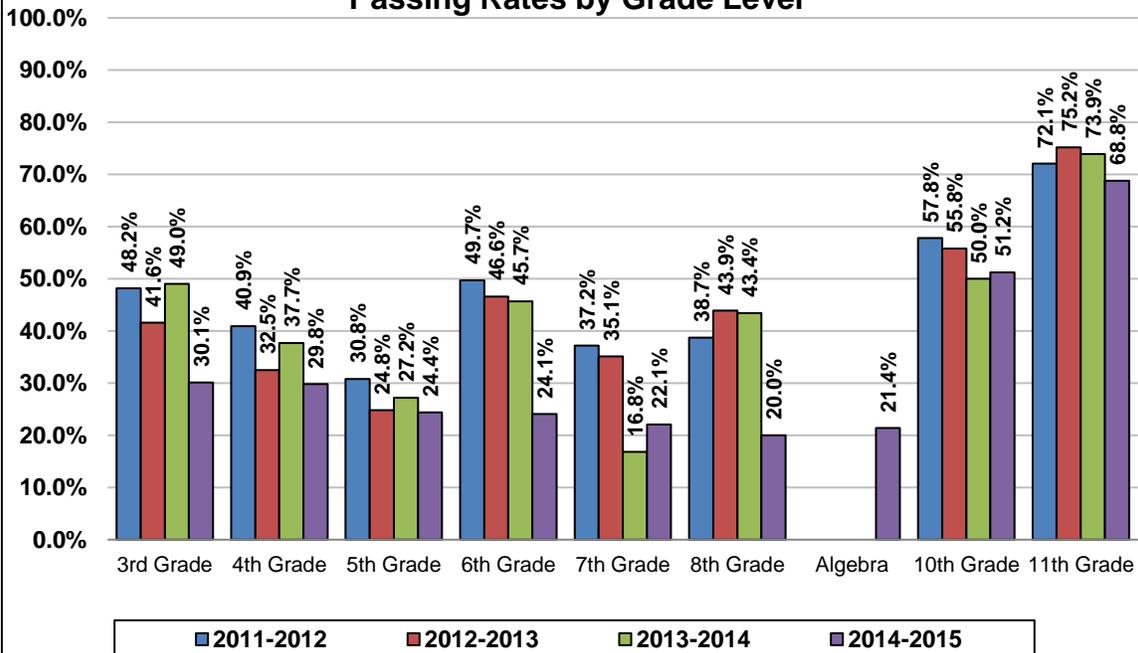


Figure 12 Source: Ohio Department of Education Office of Accountability

**Figure 13: East Cleveland City School District Performance Index Trend**

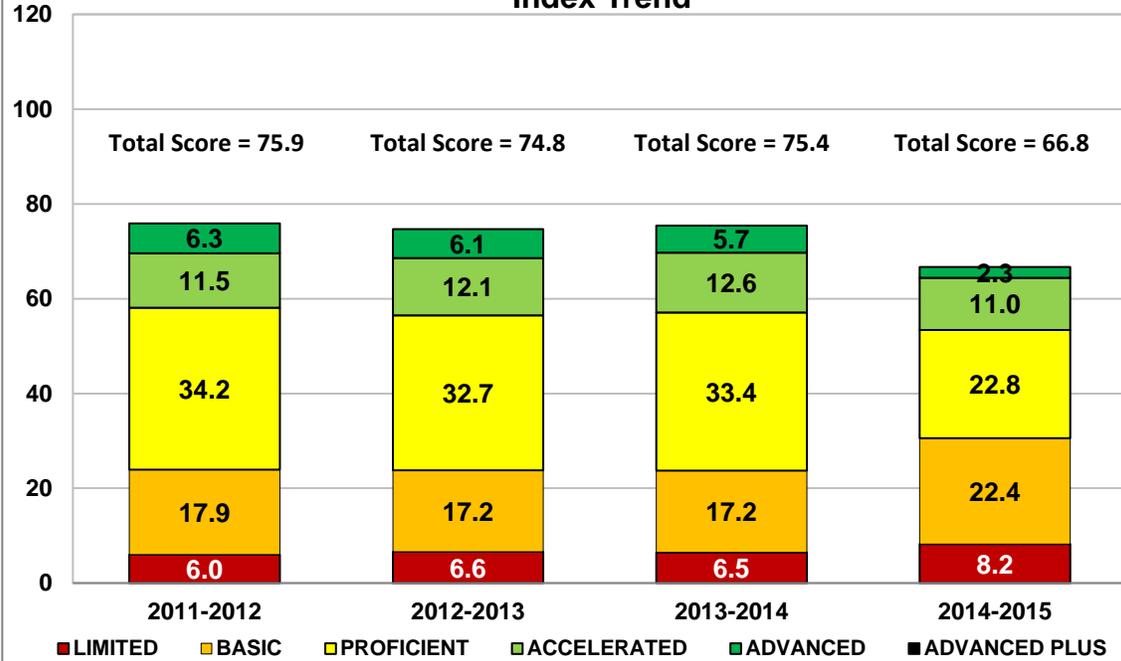


Figure 13 Source: Ohio Department of Education Office of Accountability

**Figure 14: East Cleveland City School District Graduation Rate Comparison**

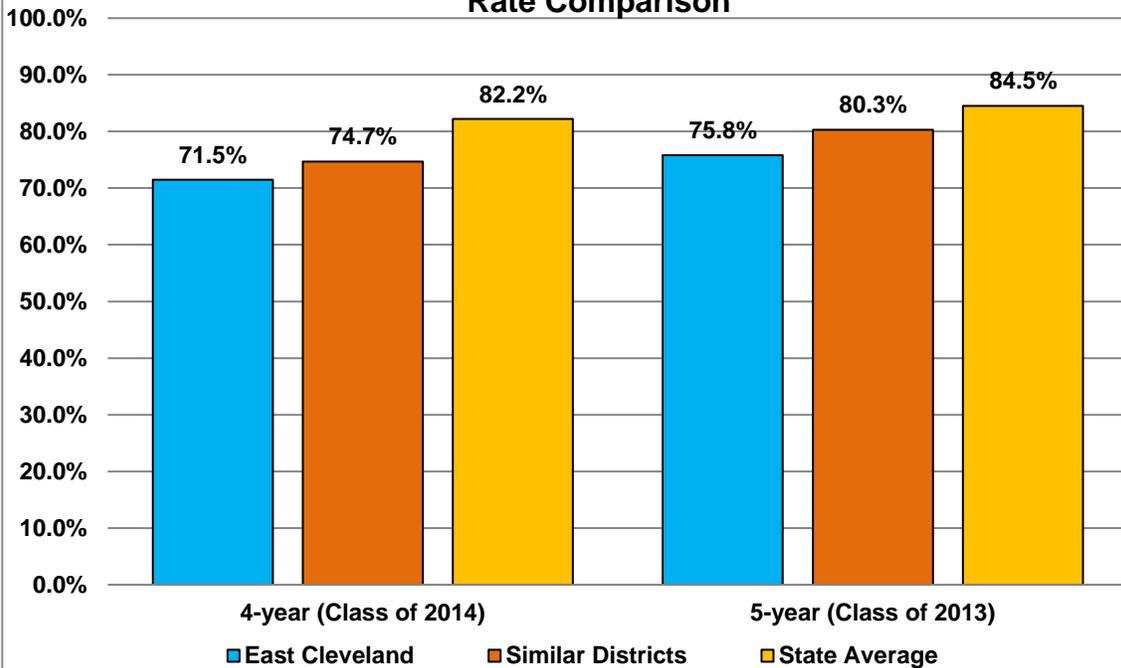


Figure 14 Source: Ohio Department of Education Office of Accountability

**Figure 15: East Cleveland City School District Graduation Cohort Rates**

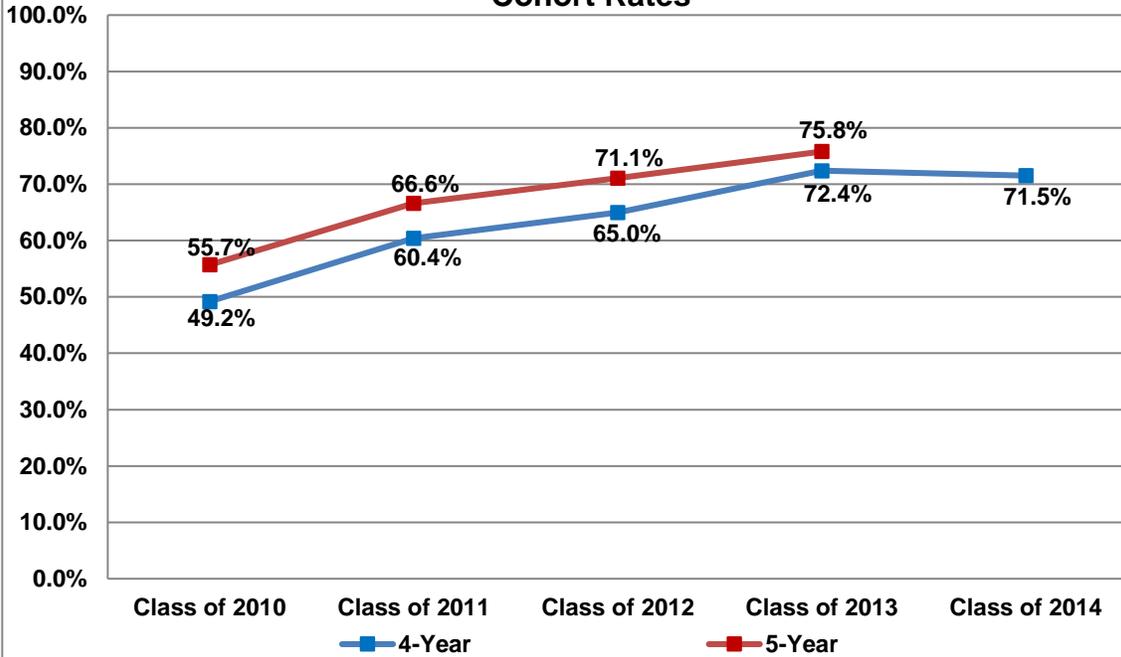


Figure 15 Source: Ohio Department of Education Office of Accountability

**Figure 16: East Cleveland City School District Dropouts (Grades 9-12)**

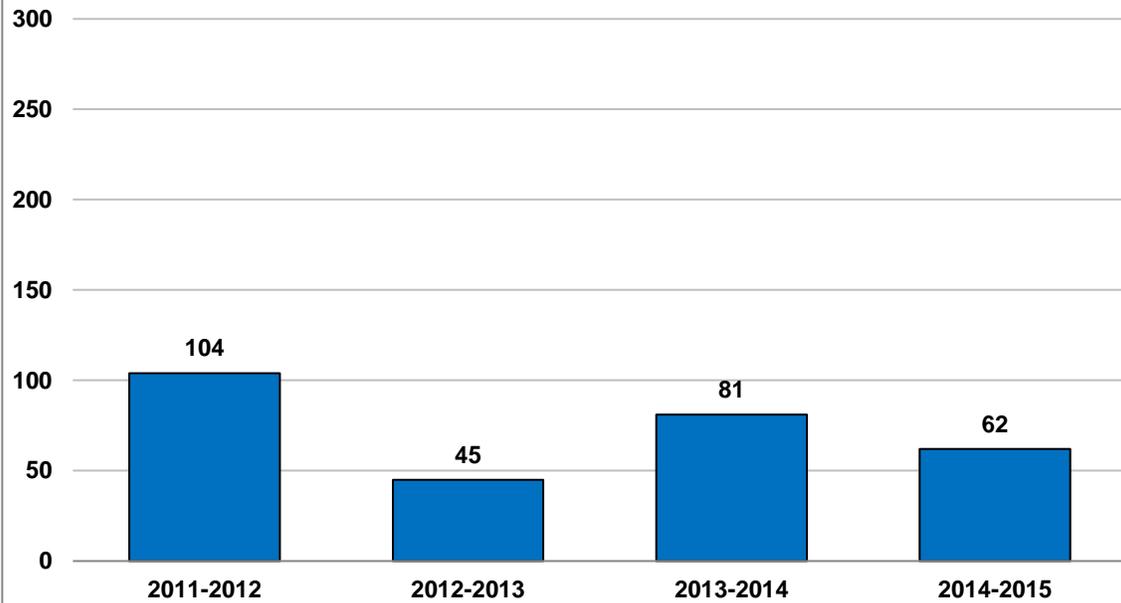
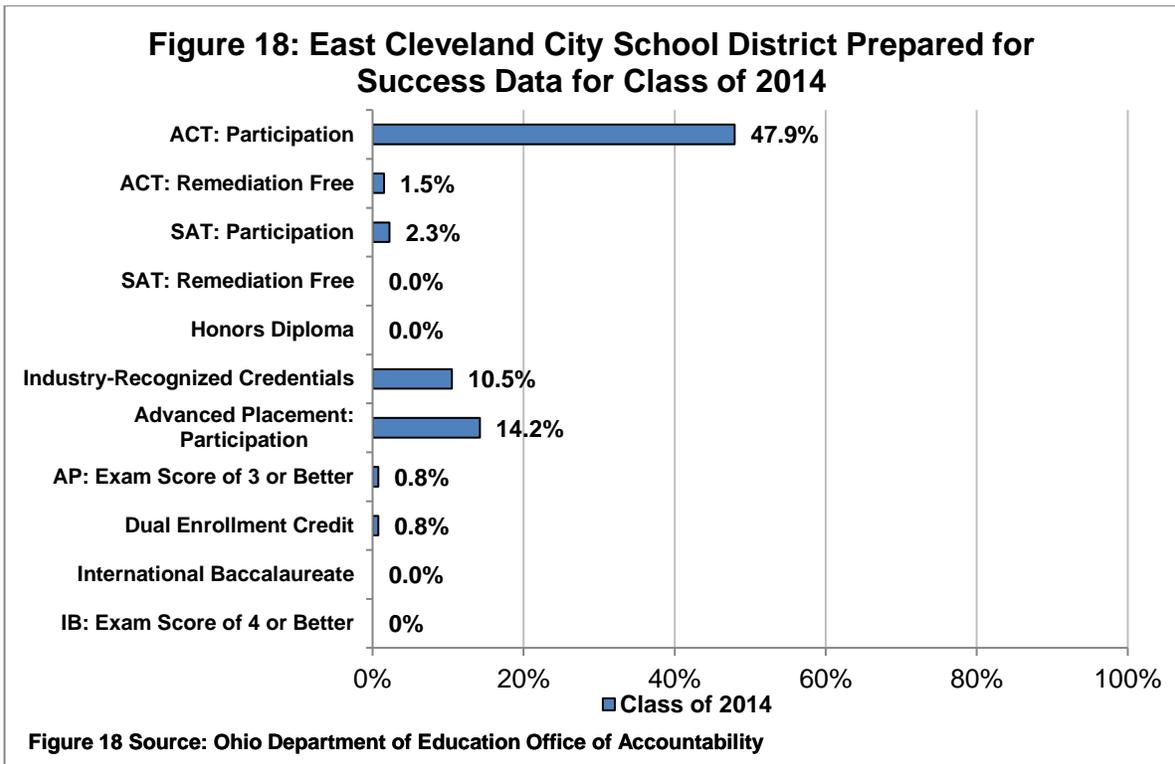
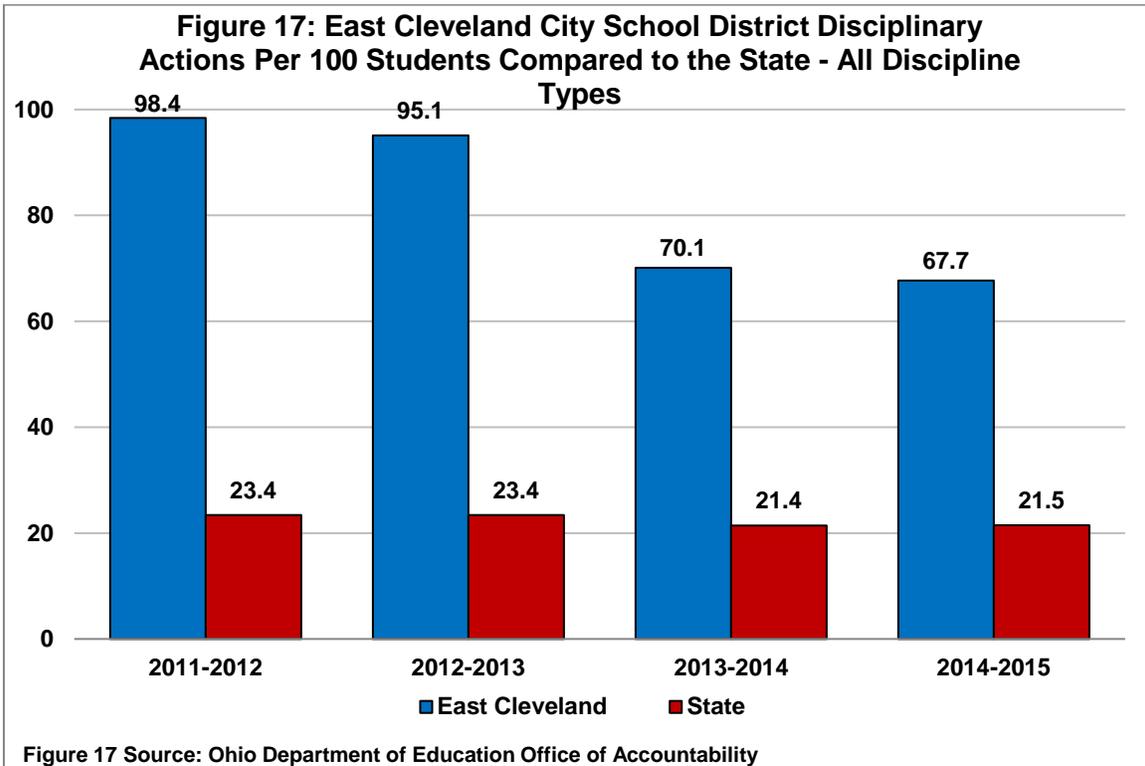
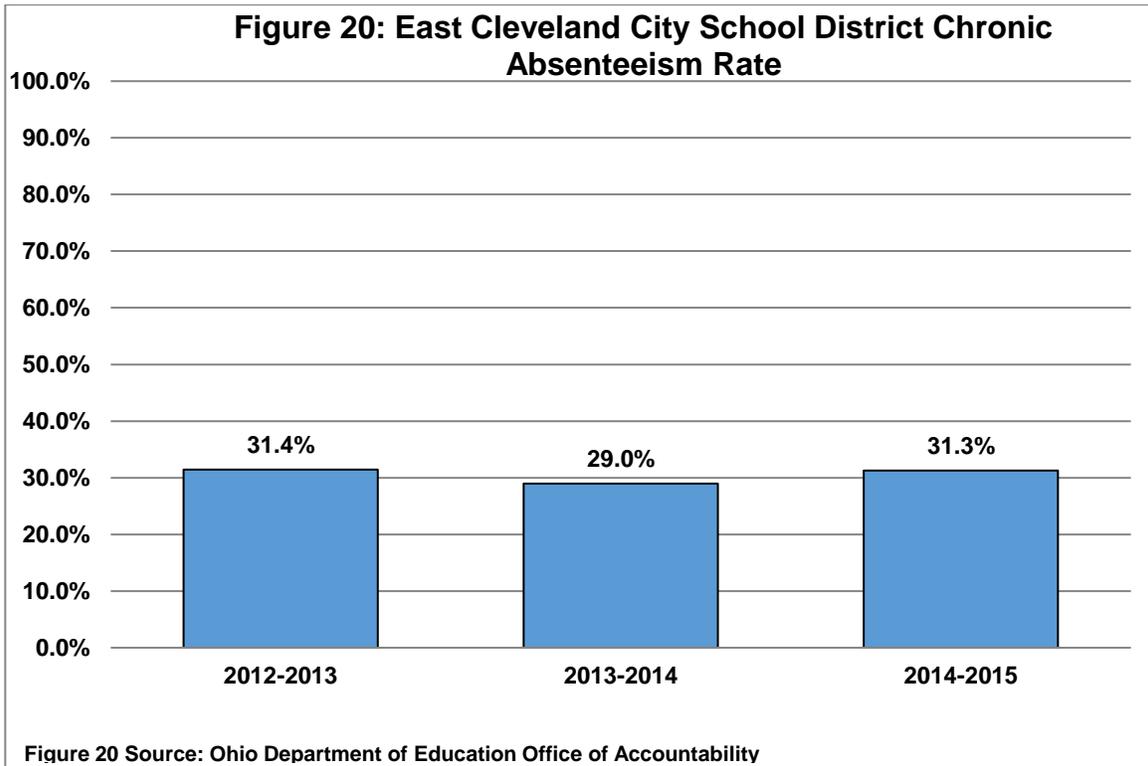
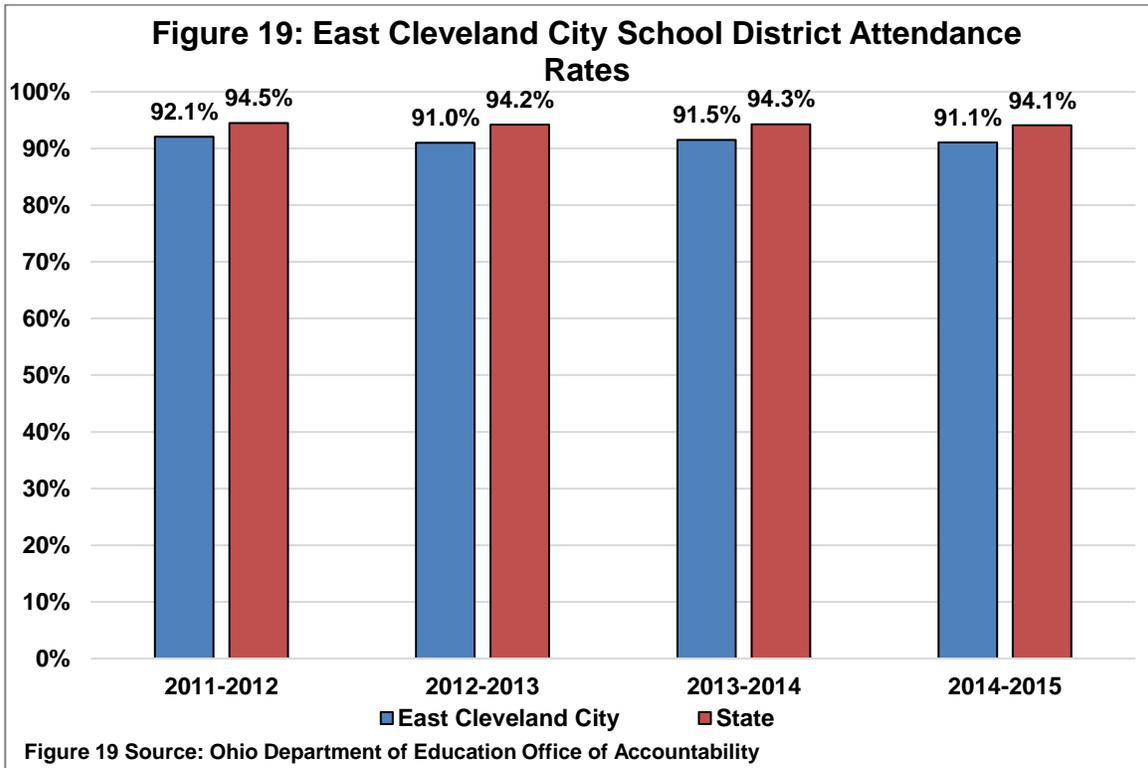


Figure 16 Source: Ohio Department of Education Office of Accountability





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

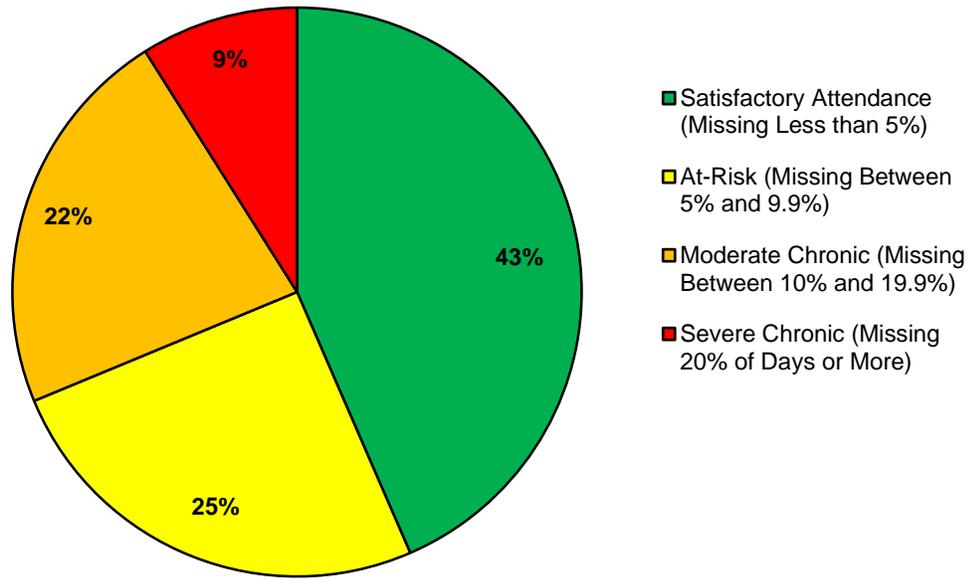


Figure 21 Source: Ohio Department of Education Office of Accountability

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

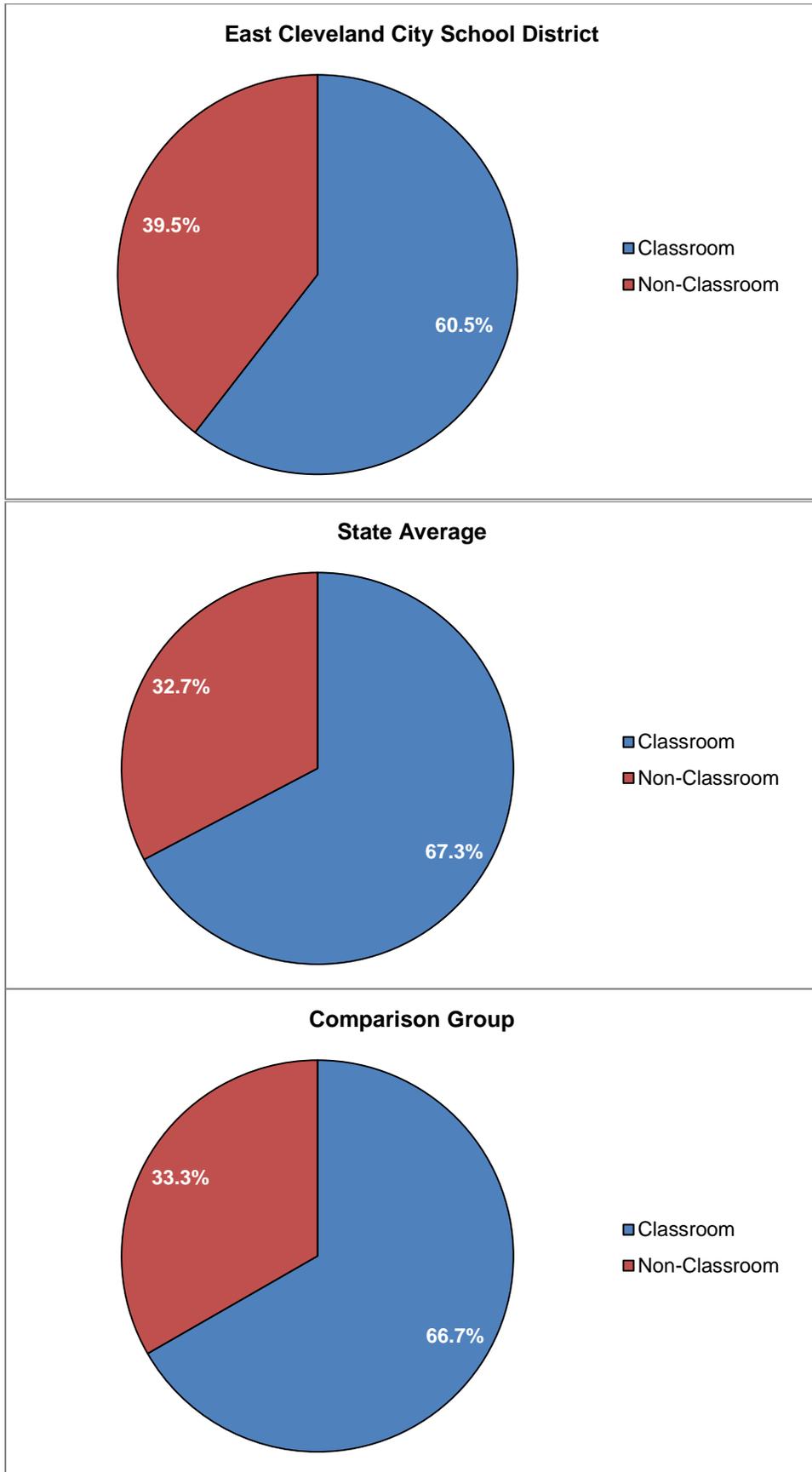


Figure 22 Source: Ohio Department of Education Office of Accountability

**Figure 23: East Cleveland City School District 2014-2015 Operating Spending per Pupil Compared to the State**

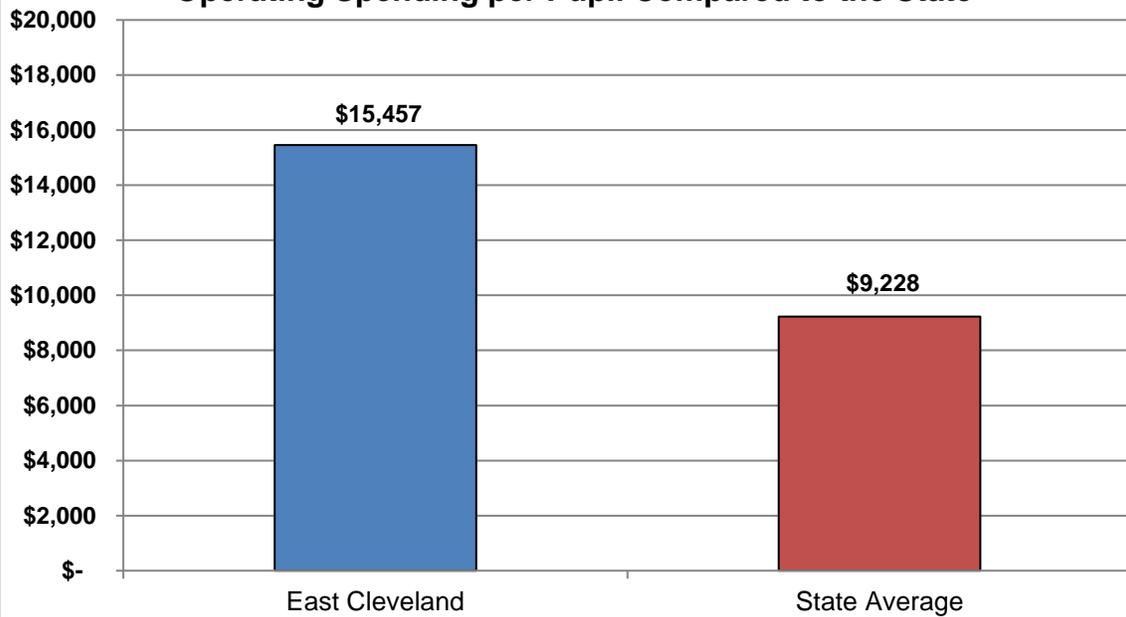


Figure 23 Source: Ohio Department of Education Office of Accountability

**Figure 24: East Cleveland City School District 2014-2015 Source of Revenue**

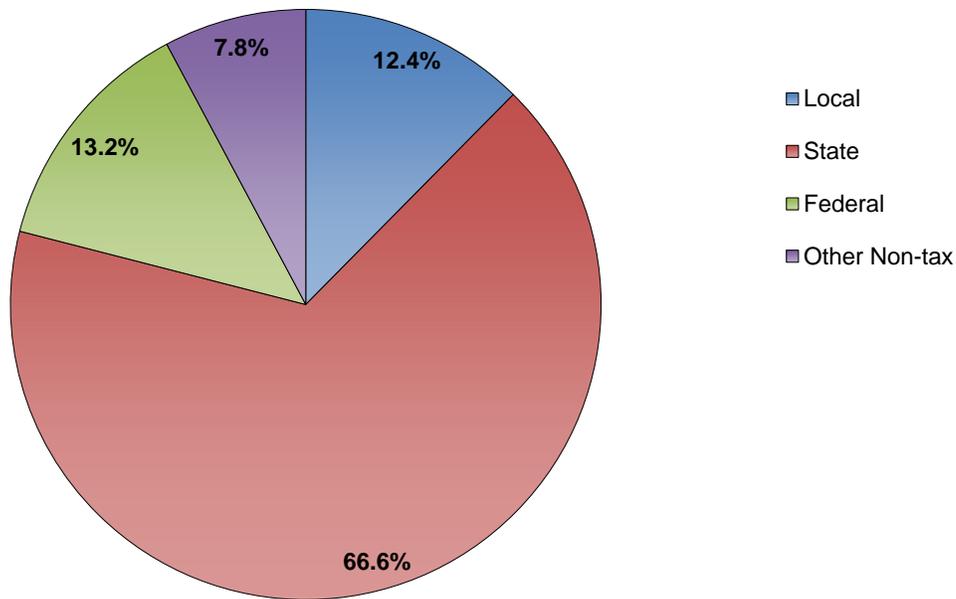


Figure 24 Source: Ohio Department of Education Office of Accountability

**Table 1: East Cleveland City School District Teacher Demographic Data**

Year	Teacher Salary Average	Teacher Attendance	% of Core Courses Taught by Highly Qualified Teachers	% of Teachers with Masters or Doctorate Degrees
2011-2012	\$61,796	92.7%	99.0%	56.7%
2012-2013	\$64,920	90.5%	99.0%	72.4%
2013-2014	\$66,496	91.0%	100.0%	72.5%
2014-2015	\$65,677	89.7%	91.1%	69.1%

Table 1 Source: Ohio Department of Education Office of Accountability

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

<b>Value-Added</b>			
Overall.....			<b>A</b>
Gifted.....			<b>C</b>
Students with Disabilities.....			<b>A</b>
Lowest 20% in Achievement.....			<b>A</b>

Test Grade	Progress Score		
	English Language Arts	Mathematics	All Tests
All Grades	9.50	1.15	7.34
4th Grade	1.46	-1.24	0.22
5th Grade	5.44	2.82	5.47
6th Grade	8.48	0.20	6.08
7th Grade	1.42	-2.92	-0.78
8th Grade	3.79	3.53	4.90
High School	1.65	-4.96	-2.40

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:	A = 2.00 and up B = 1.00 to 1.99 C = -1.00 to 0.99 D = -2.00 to -1.01 F = below -2.00
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Table 2 Source: Ohio Department of Education Office of Accountability

**Table 3: East Cleveland City School District  
Chronic Absenteeism Data by Grade**

Grade Level	2013-2014	2014-2015
KG	35%	31%
01	30%	30%
02	24%	27%
03	27%	27%
04	27%	25%
05	21%	21%
06	17%	21%
07	17%	23%
08	21%	27%
09	34%	37%
10	42%	42%
11	34%	46%
12	37%	40%

Table 3 Source: Ohio Department of Education Office of Accountability

**Table 4: East Cleveland City School District K-3 Literacy Improvement**

Not On-Track at Point A		Improving to On-Track at Point B	
Kindergarten Reading Diagnostic School Year 2013-2014	49	1st Grade Reading Diagnostic School Year 2014 - 2015	<10
1st Grade Reading Diagnostic School Year 2013-2014	47	2nd Grade Reading Diagnostic School Year 2014 - 2015	<10
2nd Grade Reading Diagnostic School Year 2013-2014	53	3rd Grade Reading Diagnostic School Year 2014 - 2015	<10
3rd Grade Reading Diagnostic School Year 2014-2015	66	3rd Grade Reading OAA School Year 2014 - 2015	<10
		Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan	NC
Totals	216		66
<b>2015 K-3 Literacy Improvement Measure</b>		<b>30.7%</b>	<b>D</b>

Table 4 Source: Ohio Department of Education Office of Accountability

## Appendix C: Additional Figures and Tables

**Table 5: Similar District Comparison Data**

<b>Similar School District</b>	<b>Percent of total enrollment identified as Students with Disabilities 2010-2011</b>	<b>Percent of total enrollment Identified as Students with Disabilities 2014-2015</b>	<b>Percent Change</b>
<b>East Cleveland</b>	<b>19.0</b>	<b>23.8</b>	<b>+4.8</b>
Lima City	20.5	20.3	-0.2
Lorain City	18.6	19.8	+1.2
Warren City	19.3	15.1	-4.2
Youngstown City	21.8	18.7	- 3.1
State	14.8	14.3	-0.5

Table 5 Source: Ohio Department of Education iLRC



# Standards I, II & V: Instructional Inventory

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

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

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

Class: Gen ED ELL Special ED Self Contained Title I

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

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

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

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

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

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

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

Class: Gen ED ELL Special ED Self Contained Title I

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

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

# Standard IV: Human Resources & Professional Development Inventory

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

Please record any professional development the district has offered during the past school year that you will look for in the classroom.


Inventory Item	0	1	2	3	4	5	NDC	Evidence
<b>LEARNING ENVIRONMENT</b>								
1. Examples of the district’s instructional framework is displayed in the classroom.								
2. The district’s behavioral model(s) and standards are visible in classroom and clearly communicated (e.g. PBIS or CHAMPS, etc.). If disruptions are present, teacher manages effectively and equitably.								
3. Cultural diversity is displayed through visuals, programs, and/or initiatives.								

## Standard VI: Fiscal Management Inventory

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

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

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

Class: Gen ED ELL Special ED Self Contained Title I

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

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

# Building Observation Report

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

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

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

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

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

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

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

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

## Appendix E: List of Documents Reviewed

2015-16 District Professional Development Plan  
2015-16 Expense reports  
2015-16 District School Calendar  
Additional Grade Level Matrix OAA  
Advanced Placement (AP) student class count  
Advanced Placement Class list from EMIS  
Appropriation documents for 2015-2016 fiscal year, including narrative  
Assessment Matrix and Star Report  
Auditor of State-Annual Audit-2013  
Auditor of State-Annual Audit-2013 Management Letter  
Auditor of State-Annual Audit-2014  
Auditor of State-Annual Audit-2014 Management Letter  
Board financial reports  
Board of Education Regular Meeting Agendas  
Board of Education Regular Minutes 2015  
Board of Education Resolution 199-14  
Boy Scout Program Evaluation at Caledonia 2012-13  
Budget documents 2015-2016 fiscal year  
Budget proposal 2015-2016 fiscal year  
Budget-operational unit report  
Building Leadership Team agendas and meeting notes  
Building organizational charts  
Business Managers Plan 2015-2016  
Cabinet Agendas  
Caledonia 2nd grade math TEACHER-BASED TEAM 9/21/15  
Caledonia Elementary Continuous Improvement Plan 2016-2017  
Capital Improvement Levy Plan  
Capital Improvement Plan  
Career and Technical Program Listings  
Career and Technical class list report from EMIS, 2015-16  
Chambers Elementary Continuous Improvement Plan 2016-2017  
Classroom Instructional Model form  
Classroom observation tools  
Coaching prompts  
Copies of Data Analyses/Reports, formative assessments, teacher-made assessments  
Cupp Report 2014  
Cupp Report 2015  
Curriculum Council Agendas  
Curriculum Council and East Cleveland Education Association Contract  
Curriculum Council sign-in sheet  
Curriculum Map Feedback Form  
Data Analysis/Reports used in schools  
Data spreadsheet for district Program Evaluations  
District Administrative Organization Chart  
District Curriculum Calendar  
District Curriculum Maps  
District Initiatives and Partnerships 2015-16  
District Leadership Team meeting agendas and notes  
District Leadership Team to Building Leadership Team Feedback Protocol  
District Professional Development Calendar of Activities 2015-2016

District Profile Data  
 District Programs and Initiatives FINAL  
 East Cleveland City Career and Technical Planning District Report Card 2014/2015  
 East Cleveland City School District Board of Education Retreat PowerPoint 6/22/2013  
 East Cleveland City School District Calendar  
 East Cleveland City School District Comprehensive Continuous Improvement Plan  
 East Cleveland City School District Report Card 2014/2015  
 East Cleveland City School District website  
 East Cleveland City School News Releases 2016  
 East Cleveland City School Special Education Units 2015-16  
 East Cleveland City Schools 2013/2014 Premium Gains Analysis  
 East Cleveland City Schools Continuous Improvement Plan 2010 - 2015  
 East Cleveland City Schools Continuous Improvement Plan 2016 - 2021  
 East Cleveland City Schools Elementary Schools Teacher Handbook 2015-2016  
 East Cleveland City Schools Implementation Plan 2015-2016  
 ECEA agreement  
 Evaluation Tools  
 Five Foundational Principles of Differentiated Instruction  
 Five- Year Financial Forecast-May 2015  
 Five- Year Financial Forecast-October 2015  
 Folder from Pupil Services  
 Heritage English Language Arts Teacher-Based Team minutes  
 Heritage Middle School bell schedule and staff list  
 Heritage Middle School CCIP for 2016/2017  
 Heritage Middle School Honors Class Lists from EMIS, 2015-16  
 Houghton Mifflin Harcourt Implementation Status Update 11/24/2015  
 Houghton Mifflin Harcourt in partnership with East Cleveland City Schools Mathematics Coaching Schedule 2015-2016  
 Individual Data Conference Protocol  
 "Job Description and Evaluation Tool for Central Office, School Administrators, and Instructional staff"  
 Job Descriptions for district administrators  
 K-2 comprehensive literacy block  
 Lessons plans  
 Literacy Solutions Implementation Support Summary 11/17/2015  
 Maintenance Business Plan - all buildings  
 Mayfair Elementary Continuous Improvement Plan 2016/2017  
 New Articles-Newspaper and other  
 Ohio Department of Education - email confirmation of school safety plan compliance  
 Ohio Department of Education Office of Exceptional Children onsite review summary report, 2010-11  
 Operation Turbocharge and Read 180 Implementation Review Summary Report 6/13/2013  
 Personnel files (30 randomly selected)  
 Positive Behavior Intervention and Supports Incentives  
 PowerPoint of Differentiated Instruction (The Best Steps Towards Differentiating)  
 Pre-K - K transition parent workshop flier  
 Professional Development day schedules  
 Professional Development Plan and Current Program/Schedule/Courses if Available  
 Professional meeting request form and information document  
 Program evaluations 2013-14, 2014-15, 2015-16  
 Program summaries, evaluations, and surveys  
 Renaissance Learning STAR Assessment data  
 Sample Interview Question  
 Sample lessons and Star Assessments

Scholastic Achievement Partners Implementation Status Update 12/2014  
School Age Request for Assistance form  
School Continuous Improvement Plans for 2010/2015  
School newsletters  
Shaw High School Call Log  
Shaw High School CCIP for 2016/2017  
Shaw High School Course Syllabus  
Shaw High School Honors class list report from EMIS, 2015-16  
Shaw High School Program of Studies  
Shaw High School Protocol  
Shaw High School Welcome Brochure  
Shaw High School Welcome Folder  
Shaw Teacher-Based Team schedule  
SMI Quartile & OAA Math Scaled Score Correlations Grades 6-8  
Special education monthly meetings agendas  
Staffing data  
STAR Testing Dates for 2015/2016  
Student of the Month Certificate  
Student Support Programs Directory  
Student/Parent handbooks  
Superintendent Evaluation Form  
Superintendent's Digest dated 12/11/2015, Volume 2015, Issue 44  
Superintendent's Welcome Letter to Parents for 2015/2016 sent in August 2015  
Superior Elementary School Continuous Improvement Plan for 2016/2017  
Superior Building Leadership Team Minutes  
Superior Elementary School Principal Welcome Letter to Parents for 2015/2016  
Superior Elementary School Reading Improvement & Monitoring Plans for Grades 1-5  
Superior Elementary School Reading Improvement & Monitoring Plans for K  
Teacher-Based Team agendas and minutes  
Technology Report and Plan  
"The Cardinal's Call" Vol. 1, Issues 1 & 3  
Visual arts pre-test  
Walkthrough summary report  
We Fly High Shaw Cardinals