

Ohio

Lima City School District

REVIEW CONDUCTED MARCH 9-13, 2015

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

Lima City School District

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Lima 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 Lima City School District was conducted from March 9-13, 2015. The following summary highlights some of the strengths, challenges and recommendations, which are further explained in the report.

STRENGTHS

- The superintendent has shown commitment to providing academic supports and services to the district's low-performing and at-risk students.
- As a result of the partnerships in the community, all students in the district can access academic and non-academic resources for college and career readiness.
- The district provides students at all levels with adequate support systems to receive and understand the district curriculum, according to interviews and documents reviewed.
- The district has policies and procedures in place to ensure the regular collection and distribution of data, and the staff is provided with the information it needs to make decisions about effective instruction.
- The Ohio Improvement Process is being used in the school district. An infrastructure is in place for professional learning communities at the district, building and teacher levels.
- The district has established a system for assessing student performance.
- The schools have full-time instructional coaches to support and enhance the instructional capacity of teachers.
- Intervention programs are available to support at-risk and special education students in the classrooms.
- Strong working relationships between the community and school district can support the academic progress and social and emotional well-being of students.

CHALLENGES

- The district lacks sufficient senior administrative personnel in the areas of curriculum and instruction and human resources.
- The district does not consistently use an accountability system to inform decision making and ensure that improvement goals will be met.
- The district lacks consistency, cohesiveness and alignment in the implementation of adopted programs and strategies to meet students' learning needs and improve instructional methods.
- Due to the lack of an accountability system, the district cannot ensure the curriculum is being implemented consistently and with fidelity in the classrooms.
- The district has been unable to ensure effective delivery of instruction in the classroom as evidenced by the low student growth measures.
- Although the district completed professional development training, there is no cohesive or comprehensive professional development plan aligned to the district's needs.
- Teachers have not had recent training to access online data tools.

- Accountability for the Ohio Improvement Process is inconsistent.
- There is a greater emphasis on summative assessments than on formative assessments.
- The district's current central office structure does not include a designated administrator whose role is to lead effective human resource practices.
- When the teachers in the district do not consistently differentiate instruction to meet the varying levels of learning abilities and needs across all subjects and in all classrooms, this can inhibit student academic growth.
- There is limited parent involvement in their students' academic progress.
- No formal meetings, discussions nor details of expectations for spending within the budget cycle were held for building and district administrators regarding budget planning for the 2014-2015 school year.

RECOMMENDATIONS

- Increase the district leadership staff by creating senior administrative positions to work with the superintendent to provide additional leadership and accountability in the areas of human resources and curriculum and instruction.
- Establish an accountability system that ensures staff performance evaluations are conducted and the effectiveness of instructional programs used in school buildings are measured.
- Use and modify, as needed, the current district template for the pacing guides for all grades and courses. Form a team of grade-level teachers, administrators and curriculum leaders to redesign the guides.
- Create a district-wide professional development calendar and a system to evaluate the impact of the professional development on raising student achievement.
- Provide consistent and ongoing professional development throughout the district on the implementation of successful formative assessment practices and the use of these assessments in designing high-quality instruction.
- Create a new position or reorganize the present senior administrative structure to ensure a qualified human resources professional will effectively lead the district's talent management needs.
- Develop a district plan to expand professional development for teachers in differentiated instruction and monitor progress in implementation.
- Encourage each school to identify strategies to develop working relationships with parent and community partners in order to support students' academic progress.
- Establish a finance committee that reviews the five-year forecast and other financial documentation. Try to include the superintendent, treasurer, at least two board members and members of the community with some financial background on the committee.

Lima City School District Review Overview

PURPOSE

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

METHODOLOGY

Reviews collect evidence for each of the six district standards above. A district review team consisting of independent consultants with expertise in each of the standards review documentation, data and reports for two days before conducting a five-day district visit that includes visits to individual schools. The team conducts interviews and focus group sessions with such stakeholders as board of education members, teachers' association representatives, administrators, teachers, parents and students. Team members also observe classroom instructional practices. Subsequent to the on-site review, the team meets for two days to develop findings and recommendations before submitting a draft report to the Ohio Department of Education. District review reports focus primarily on the system's most significant strengths and challenges, with an emphasis on identifying areas for improvement.

SITE VISIT

The site visit to the Lima City School District was conducted from March 9-13, 2015. The site visit included 48 hours of interviews and focus groups with approximately 109 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted four focus groups with elementary, middle and high school teachers; high school students representing grades 9 through 12; parents; and community members. A sample informal survey that was used to guide focus groups is provided in Appendix C.

A list of review team members, information about review activities and the site visit schedule are in Appendix A. Appendix B provides information about enrollment, expenditures and student performance. The team also observed classroom instructional practices in 25 classrooms in 7 schools. Appendix C contains the instructional inventory tool used to record observed characteristics of standards-based teaching. Appendix D lists the documents that were reviewed prior to and during the site visit.

¹ Ohio Revised Code 3302.10

DISTRICT PROFILE

The Lima City School District is located in Allen County, Ohio. According to the United States Census Bureau, the estimated population of the city of Lima as of July 1, 2013 was 38,355, representing a 1.1 percent decrease since the 2010 Census². In Lima, 82.5 percent of the city's population has graduated from high school. The median household income in the community is \$28,050, with 33.9 percent of the population living below the poverty line. The Lima City School District median teacher salary for Fiscal Year 2013-2014 was \$47,559 (see Table 1). According to the Bureau of Labor and Statistics, the December 2014 unemployment rate (seasonally-adjusted) for the Lima metropolitan area was 4.8 percent compared to 5.1 percent for Ohio.

According to the Ohio Department of Education's Interactive Local Report Card, the district's enrollment is on the decline. The district has experienced a 14.9 percent decrease in overall enrollment between FY 2009-2010 and FY 2013-2014 (see Figure 1). There also have been shifts in enrollment demographics. The percentage of black students remained approximately the same, and the percentage of white students dropped from 43.1 percent to 39.1 percent over the same time period (see Figure 2). However, the percentage of students that are disabled, economically disadvantaged, gifted, Hispanic, and multi-racial have all increased over the same time period (see Figures 2 and 3).

From 2009-2010 to 2013-2014, the teaching staff has seen fluctuations in the average and median salaries from \$46,563 to \$47,356 and \$45,379 to \$48,046, respectively. The percentage of core courses taught by highly qualified teachers and the percentage of teachers with masters or doctorate degrees has also fluctuated between 96.5 to 100 percent and 59.7 to 64.1 percent respectively (see Table 1).

Lima is composed of the following nine schools, two of which are magnet programs that have admission requirements. Schools with magnet programs are noted with an asterisk. Enrollment by school is shown in Table 2).

1. Freedom Elementary School (grades K-4)
2. Heritage Elementary School (grades K-4)
3. Independence Elementary School (grades K-4)
4. Unity Elementary School (grades K-4)
5. *Liberty Arts Magnet School (grades K-8)
6. *South Science Technology Magnet School (grades K-8)
7. Lima North Middle School (grades 5-6)
8. Lima West Middle School (grades 7-8)
9. Lima Senior High School (grades 9-12)

The district also offers an Alternative Education Program for students in grades 5-12 that is housed in the South Science Technology School. This program has its own administrator. The district also operates a comprehensive Career and Technical Education Program with a wide variety of programs that are housed within the school district.

STUDENT PERFORMANCE

Information about student performance includes: (1) the differentiated accountability status of the district, including the ranking³; (2) the progress the district and its schools are making toward narrowing proficiency gaps as measured by the gap closure component; (3) English language arts (ELA) performance and student growth; (4) mathematics performance and student growth; (5) Performance Index performance; (6) annual dropout rates and 4- and 5-year cohort graduation rates; and (7) suspension/expulsion rates. Data is reported for both district and all schools and student subgroups that have at least three years of sufficient data.

²Annual Estimates of the Resident Population: April 1, 2010 to July 1, 2013, U.S. Census Bureau, Population Division

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

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

1. The district is High Support Status⁴ as of fall 2014

- A. The Lima City School District is considered a “High Support” district by the Ohio Department of Education for the 2014-2015 school year, based on its 2013-2014 report card. The district works closely with the Region 6 State Support Team, and receives ongoing services, support and resources from this organization.
- B. The district dropped from a rating of Continuous Improvement in 2010-2011 to Academic Watch in 2011-2012. The district received grades of F in “Indicators Met,” “Overall Value-Added,” “Gap Closing” and “4-Year Graduation Rate” in 2012-2013 and 2013-2014. In the area of “5-Year Graduation Rate,” the district received a grade of F in 2012-2013, and a grade of D in 2013-2014.

2. The district is not narrowing proficiency gaps.

- A. Lima did not meet Ohio’s 2013-2014 Annual Measurable Objectives targets for Reading (84.9 percent), Math (80.5 percent) or Graduation (78.2 percent), which resulted in a grade of F in “Gap Closing” (see Figure 4).
- B. Subgroup reading passage rates in 2013-2014 showed a slight increase in all subgroups compared to 2012-2013, with the exception of decreases for Hispanic students and students with disabilities (see Figure 5). In math, subgroups showing slight increases for the same time period were economically disadvantaged, including African American, Hispanic and students with disabilities. Subgroups showing decreases were all students, multi-racial students and white students (see Figure 6).

3. The district’s English language arts performance and student growth⁵.

- A. Lima did not meet any state report card indicators for reading in 2013-2014. In addition, the district’s reading passage rates at each grade level are lower than similar districts and the state average (see Figure 7). However, reading passage rates for grades 3 and 10 were the highest in three years (see Figure 8).
- B. Student growth in reading has fallen below the growth standard by more than two standard errors for the past three years in grade 5 and for two of the past three years in grade 7, resulting in a three-year average growth indicator of red for both grade levels. However, student growth in reading has been above the growth standard by at least two standard errors for the past three years in grade 6 and for one of the past three years in grade 8, resulting in a three-year average growth indicator of green for both grade levels (see Figure 9).

4. The district’s mathematics performance and student growth⁶.

- A. Lima did not meet any state report card indicators for math in 2013-2014. In addition, the district’s math passage rates at each grade level are lower than similar districts and the state average (see Figure 10). Math passage rates have fallen steadily over the past three years in grades 7 and 11, and fell significantly (i.e. by 20.1 percentage points) over the past year in grade 5 (see Figure 11).
- B. Student growth in math has fallen below the growth standard by more than two standard errors in grades 4, 5 and 7 for two of the past three years, resulting in three-year average growth indicator of red for each of these grade levels. However, student growth in math has been above the growth standard by at least two standard errors for one of the past three years in grade 6, resulting in a three-year average growth indicator of green (see Figure 12).

5. The district’s Performance Index⁷ scores.

- A. Lima’s Performance Index score for 2013-2014 was 77.9. As seen in Figure 13, the Performance Index has dropped over the past three years.

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

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

⁶Green indicates that students make more than a year’s progress in a single year.

⁷The Performance Index score measures the achievement of every student regardless of their levels of proficiency. Schools receive points for every level of achievement, with more points being awarded for higher passing scores. Untested students also are included in the calculation and schools and districts receive zero points for them. For the purpose 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.

- B. The number of points received for passing test scores (i.e. proficient, accelerated and advanced) have steadily declined over the past three years (see Figure 13).
- 6. Graduation rates⁸ and dropout rates⁹.**
- A. Lima received a grade of “F” for the four-year graduation cohort rate and a grade of “D” for the five-year graduation cohort rate on the 2013-2014 report card. The four-year and five-year graduation rates fell below similar districts and the state average (see Figure 14). However the five-year graduation rate has steadily risen over the past three years (see Figure 15).¹⁰
- B. The number of dropouts for 2013-2014 was 66 students in grades 10, 11 and 12, compared to 64 students for 2012-2013 in grades 10 through 12. Freshmen students were included in the dropout count for 2011-2012 for a total of 76 students for grades 9 through 12 (see Figure 16).
- 7. The district’s rates of in-school suspensions, out-of-school suspensions, expulsions by district and school.**
- A. Lima’s disciplinary actions per 100 students exceed those of the state in all discipline types from 2011-2012 through 2013-2014 (see Figure 17A). With the exception of expulsions per 100 students, the district’s disciplinary actions per 100 students also exceeded those of similar districts in all categories (see Figures 17B, 17C and 17D). Disobedient/disruptive behavior and fighting/violence have been the top two reasons for out-of-school suspensions respectively, as can be seen in the number and types of disciplinary occurrences per year (see Table 3).
- B. **School disciplinary data.** Out-of-school suspensions per 100 students dropped at all schools from the 2012-2013 to the 2013-2014 school years, with the exception of Lima North Middle School, which rose slightly (see Table 4). Freedom Elementary School experienced a three-year reduction in out-of-school suspensions between 2011-2012 and 2013-2014. The largest reduction of out-of-school suspensions from 2012-2013 to 2013-2014 were experienced by Heritage Elementary School (33.1 percent), Independence Elementary School (27.5 percent) and Lima Senior High School (21.2 percent).

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

⁹As defined by the U.S. Department of Education, dropout rate represents the percentage of 16-24 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 General Educational Development [GED] certificate).

¹⁰The 4-year graduation rate applies to the Class of 2013 who graduated within four years, i.e. students who entered grade 9 in 2010 and graduated by 2013. The 5-year graduation rate applies to the Class of 2012 who graduated within five years, i.e. students who entered grade 9 in 2009 and graduated by 2013.

Lima City School District Review Findings

STRENGTHS

Leadership, Governance and Communication

1. **The superintendent has shown commitment to providing academic supports and services to the district's low-performing and at-risk students.**
 - A. The superintendent has provided resources to ensure the safety of all students.
 - Local officials shared that the superintendent is currently working with the police department to place resource officers in every building. The role of the resource officer, according to the Ohio School Resource Officer Association, is to maintain a safe and secure environment in the school buildings; provide counseling to students on law-related issues; and serve as a liaison between schools and the community.
 - B. The superintendent has collaborated with district staff to provide supports to students.
 - According to food service personnel, the superintendent worked with principals and food service staff to successfully apply for and receive the United States Department of Agriculture Community Eligibility Provision to provide all enrolled students in the district with daily breakfast and lunch free of charge.
 - According to interviews, the superintendent collaborated with the director of alternative education to provide credit recovery options for at-risk students, including expelled students.
 - Amid budgetary constraints, the superintendent has maintained social workers and counselors in all buildings to support students.
 - C. In interviews and focus groups with board members, local officials, teachers' union representatives, curriculum team leaders and student support staff members, it was reported that opportunities are provided for all students in the district. Statements included the following:
 - "The superintendent is committed to making progress with every child."
 - "The superintendent wants our district to be an environment where every child can learn."
 - "We are blessed with a superintendent who wants the best for all our kids and is a creative advocate for change."
 - "The superintendent is committed to providing opportunities for all students. She refuses to write off any student."

IMPACT: As a result of the superintendent's collaborations, the provision of supports and services for students' behavioral, socio-economic, academic and health needs can be met.

2. **According to documents and interviews, the district has cultivated partnerships with local government, businesses and organizations, as well as state organizations.**
 - A. The superintendent worked with city officials and the police department to develop an initiative called "Red to Blue." The program provides high school students the chance to learn about careers in law enforcement while establishing relationships with local law enforcement personnel.
 - B. The superintendent has worked with local government to generate summer jobs and internships for current Lima students, as well as high school graduates in the areas of maintenance, parks and recreation and engineering.
 - C. The superintendent has worked with community groups, such as the Black Ministerial Association, to provide mentors and tutors for Lima students.
 - D. The curriculum team leaders and local officials credited the superintendent with advocating for and obtaining several partnerships in the arts with local businesses and organizations, including the recent Martha Holden Jennings Grant, "Redesigning and Engineering Effective Change in the Urban Environment."
 - E. The district has collaborated with local companies such as General Dynamics, Husky Energy, The Wilds and ArtSpace to provide learning opportunities for students in the areas of math, science and engineering, history and geography, art and music, and English.

- F. The superintendent worked with Allen County Health Partners to place a health clinic for all students, families and staff in the district.

IMPACT: As a result of the partnerships with community, all students in the district can access academic and non-academic resources for college and career readiness.

Curriculum and Instruction

1. **The review of documents, interviews and focus groups revealed the Lima City Schools has written a consistent plan for student instruction aligned to Ohio’s New Learning Standards. There are opportunities at the district level and in the schools for teachers to be part of the planning and implementation.**
 - A. Curriculum team leaders for English language arts, math, science and social studies aligned the pacing guides with textbooks and Ohio’s New Learning Standards.
 - The leaders continue to “deconstruct” the standards to break them down into student-friendly language, add model lessons and revise the pacing guides.
 - Teachers access the pacing guides electronically.
 - B. The district provides opportunities for teachers to assume leadership roles in curriculum.
 - The district curriculum council is a team representing district and building leaders as well as teacher leaders. This group decides curricular issues, such as professional development and support services, that include intervention and special education.
 - Each building has a teacher serving as an instructional coach. The coaches’ responsibilities include monitoring the implementation of the curriculum, supporting teachers and providing professional development.

IMPACT: As a result of the pacing guides developed by the curriculum team leaders and supported by the building instructional coaches, Lima City Schools has a curriculum aligned to Ohio’s New Learning Standards that can be delivered in the classrooms by teachers to prepare students to be college and career ready upon graduation.

2. **The district provides students, at all levels, with adequate support systems to receive and understand the district curriculum, according to interviews and documents reviewed.**
 - A. The district has a tiered system of instruction that provides additional instructional time and appropriate interventions for all students based on data.
 - Tiers are assigned based on data from an average of 21 benchmark and short cycle assessments and monitored on a weekly or bi-weekly basis, according to the superintendent.
 - The student support team and title I coordinator described the tiered system as “Tier 1 is the classroom instruction; Tier 2 is additional support from the team either in the classroom or pulled-out to a resource room; and Tier 3 is the most intensive intervention [level].”
 - Math Solutions is a Tier I initiative that provides professional learning to teachers in the areas of understanding student learning, developing effective instructional strategies and deepening content knowledge.
 - Intervention is available for Tiers 2 and 3 students through Title I reading and math and special education services and after school programming. The superintendent shared that classroom teachers also embed Tier 2 and 3 interventions into the daily lessons.
 - B. The tiered system is monitored by the building leadership teams and the teacher-based teams.
 - The district improvement plan states the role and responsibilities of the teams to monitor the student assessment data and instructional strategies implemented.
 - Building leadership teams meet twice per month to analyze student data collected during teacher-based teams. This data is used to make instructional and intervention decisions.
 - Teacher-based teams meet weekly to analyze the effects of specific instructional strategies for all students. Instructional strategies may be revised at this time to meet the needs of the students.

- The Ohio Improvement Plan five-step process is used to record and analyze the data, instructional strategies and observations.

IMPACT: By using a tiered system of instruction, students who are performing below grade level can be identified early and be provided with additional support and appropriate interventions.

Assessment and Effective Use of Data

1. The district is working toward being data driven.

- A. According to interviews, the district has employed a district data coach to organize data for curriculum team leaders, building coaches and principals.
 - The district data coach coordinates the analysis of district performance data with the district Title I Coordinator, curriculum team leaders and building coaches. This coordinated system has allowed the curriculum team leaders and coaches to focus on instructional conversations and improvement at the building level.
 - A framework for instructional and data support is in place in each school. K-8 schools have one building coach, and the high school has two coaches. Curriculum team leaders are also in place in each core instructional area along with fine arts and career-technical education. Core curriculum team leaders teach half-time each day in their subject area at the high school and travel to the other buildings to support teachers in the instructional process.
- B. The district's technology staff is committed to supporting classroom instruction.
 - Interviews with district technology staff indicated pride in assisting the teachers' role in using technology as a tool for educating their students. District technology staff supports 4,000 computers throughout the district. District technology staff members also work closely with the district data coach and the EMIS coordinator to ensure that an effective data collection infrastructure is in place.
 - Focus group interviews with parents indicated that they are able to easily log into ProgressBook, the district's online report card system. Parents indicated that they find that information on ProgressBook is "completely accessible, and the online student progress reports are helpful and easy to read." Parents receive helpful information and comments, and they know if their child's progress is changing.
 - A new instructional content management program, entitled *Schoology*, is being piloted throughout the district in grades 5 through 12 to enhance classroom instruction. *Schoology* is similar to university online course platforms, such as *Blackboard Learn*, and is an interactive, two-way instructional design system for teachers and students to use together. The goal is to have teachers use the platform for lessons three times during the 2014-2015 school year, with implementation and regular use next year.
 - The district has an online technology work order system that allows individual staff members to request assistance and repairs. Each building has a dedicated teacher who has a supplemental contract to assist with routine building technology needs.
- C. The district is committed to providing data on state assessments and local benchmark assessments to staff.
 - All teachers have their own data binder. Spreadsheets are provided to teachers each year that contain results from state testing. Results from benchmark and quarterly assessments are provided to teachers to add to these data binders and are reviewed on a regular basis.
 - Focus group interviews with principals and teachers indicate that organized, user-friendly and timely student achievement data and reports are readily available to staff.

IMPACT: The district has policies and procedures in place to ensure the regular collection and distribution of data. Information is provided to staff to make decisions about effective instruction.

2. The district's leadership is committed to using the Ohio Improvement Process.

- A. The district implemented an improvement plan based on the Ohio Improvement Process.
 - The improvement plan has goals, strategies, adult implementation indicators, student implementation indicators, and action steps. The goals of the district are reading improvement, mathematics improvement and climate.

- The district was part of Cohort 2 of the State Personnel Development Grant (SPDG). District and building leaders worked with Ohio Department of Education personnel and the Region 6 State Support Team to develop Lima’s Ohio Improvement Process framework. Representatives from the Region 6 State Support Team commented that the district is focused and committed to school improvement, and the message is “loud, clear and consistent.” State Support Team members attend district leadership team, building leadership team and teacher-based team meetings on a regular basis throughout the district.
- B. Schedules for the district leadership team and teacher-based team meetings are in place throughout the district.
- The district leadership team meets monthly, and building leadership team meetings are held twice per month in each building.
 - A building leadership team Ohio Improvement Process implementation timeline has been developed and posted on the district leadership team WordPress website. This calendar includes monthly instructional discussion topics, monthly data to be reviewed and monthly tasks for each building team.
- C. Teacher-based teams meet weekly and are built into the teacher workday.
- Teacher-based team meetings are held during early release time every Wednesday afternoon at Lima Senior High School and the Liberty Arts Magnet School. All other buildings have regularly scheduled times by grade level or department for teacher-based teams to meet during the school day.
 - Curriculum team leaders and building coaches regularly attend teacher-based team meetings to offer instructional support. Consultants from the Region 6 State Support Team also frequently attend teacher-based team meetings to offer suggestions and instructional support. The State Support Team and curriculum team leaders have worked with the district leadership team and the respective buildings to update and expand upon protocols and rubrics for the teacher-based team five-step process.
- D. District leadership team and building leadership team minutes are posted on the WordPress website.
- A review and analysis of the district’s internal WordPress district leadership team website indicates that the district is transparent about sharing meeting minutes, resources and examples for the district leadership team and building leadership team process. The district also posts and shares a variety of protocols and resources to support the teacher-based team process.
 - Documents posted on the district leadership team WordPress website include meeting agendas and minutes from district leadership team and building leadership team meetings; school-wide information system behavioral data; minutes from curriculum council meetings; building leadership team resources and sample meeting protocols and rubrics; the building leadership team Ohio Improvement Process implementation timeline; and sample meeting protocols and rubrics for the teacher-based team process. Staff from all buildings have access to this password-protected website, and are able to access minutes and resources from across the district.

IMPACT: The Ohio Improvement Process is being used in the school district. An infrastructure is in place for professional learning communities at the district, building and teacher levels.

3. Benchmark and quarterly assessments are in place.

- A. The district implemented instructional initiatives to address student learning needs.
- The Scholastic Reading Inventory and the Scholastic Math Inventory are administered three times per year to measure the effectiveness of English language arts and mathematics instruction. Connect ED, the online textbook resource for ELA and Math, is used to support the new reading and math textbook adoptions.
 - Benchmark and quarterly assessment data is reviewed by the district leadership team, building leadership teams, and teacher-based teams.
- B. The district developed and implemented a comprehensive assessment matrix.
- Benchmark and quarterly assessments are administered throughout the district from grades K-12. Curriculum team leaders and building coaches regularly review the results and implications of these assessments with staff at the building level.

- The district developed business rules and comprehensive procedures for the Student Learning Objectives process. Teacher-developed items were reviewed by the curriculum team leaders for submission to a district-created online test bank.

IMPACT: The district has established a system for assessing student performance.

Human Resources and Professional Development

1. The district has implemented the Ohio Teacher and Principal Evaluation Systems.

- During interviews and focus groups, teachers and administrators spoke about the new evaluation systems and shared positive reflections regarding the increased dialogue about instructional practices embedded in the evaluation process. The pre- and post-conference and the regular classroom walkthrough feedback were seen as positives.
 - Multiple teachers articulated that the Ohio Teacher Evaluation System has increased the amount of communication between teachers and their administrators around instructional practices.
 - Comments from principals included:
 - “Although it takes a lot of time, I actually think the pre- and post-conferences help build better relationships between me and teachers.”
 - “Last year, it was a little difficult, but this year all of my teachers seem comfortable with me visiting classes and then having a follow-up conversation”; and
 - “This was the first time as an administrator that I actually feel as if I am being an instructional leader.”
- A review of personnel files and the 2013-14 electronic Teacher and Principal Evaluation System (eTPES) completion report identified teachers and administrators who were evaluated by the Ohio Teacher Evaluation System and the Ohio Principal Evaluation System.
 - A review of randomly selected personnel files revealed that some teachers and administrators were placed on improvement plans for the 2014-15 school year as a result of their summative evaluation ratings from 2013-14.
- A district committee was formed to guide Ohio Teacher Evaluation System implementation and to determine modifications to any aspects of the evaluation process as needed.
 - Principals and teachers stated that the committee is comprised of five teacher and five administrative representatives.
 - The committee developed a set of student learning objective business rules to guide how the objectives would be embedded into the teacher evaluation process.
 - The OTES committee chair provided a binder with minutes from quarterly meetings. Minutes also detailed that smaller sub-groups were formed to focus on particular areas (i.e. student learning objectives development, observation “look fors,” etc.)

IMPACT: The observation, coaching, and feedback provided to teachers through the use of Ohio’s Teacher Evaluation System may improve classroom instructional practices. As the district continues to implement the evaluation system, all teachers can benefit from the evaluation of their practices, and those teachers who do not show improvement can be identified and assisted.

2. The schools have full-time instructional coaches to support and enhance the instructional capacity of teachers.

- Based on multiple interviews and focus groups, school based instructional coaches are the primary professional development resource for teachers.
 - Principals and district personnel noted that a “train the trainer” model is used to provide training to the building level through the instructional coaches.
 - Instructional coaches receive monthly training. Math Solutions, the district’s new math program, and other district academic priorities are largely taught to coaches in a train-the-trainer approach.

- B. The superintendent recently developed a position description to outline the role and responsibilities of instructional coaches.
- A written copy of the revised job description details the specific coaching responsibilities for instructional coaches.
 - The creation of a district-wide data coach position for the 2014-15 school year has allowed instructional coaches to focus more on supporting teachers' instructional delivery. Previously, instructional coaches were spending a great deal of time analyzing and preparing data. The data coach is now charged with addressing such data activities. A board member and the superintendent verbally confirmed the purpose of the new data coach position.

IMPACT: The effective use of school-based instructional coaches has the potential to provide the level of support teachers need to positively impact student outcomes. Without such support, teachers may not receive the instructional coaching necessary to enhance their lesson planning, pedagogy, formative assessment activities and intervention practices.

Student Supports

1. Intervention programs are available to support at-risk and special education students in the classrooms.

- A. According to multiple interviews and reviewed documents, the district has provided programmatic training to administrative staff, principals and coaches on the programs and initiatives to support learning for at-risk students.
- B. Principals, teachers, psychologists and special education supervisors indicated that they gather data from several sources to identify students who need intervention as well as to develop intervention plans.
- Principals stated that teachers turn in assessment data binders on a yearly basis. The binders are a collection of all assessment results required by the district and state during a school year.
 - The psychologists and special education director stated that principals work closely with the building coaches to review achievement data, which is used to identify students in need of intervention.
 - Data sources include formative and summative assessments, student learning objectives, classroom assessments, as well as teacher-based team data and minutes.
 - The psychologists stated that the intervention assistance team process identifies intervention strategies and the team collects progress monitoring data in order to continue and/or expand the interventions.
 - The teachers revealed that the following programs and strategies are available to be used for intervention:
 - *Math 180* is a self-paced intervention program designed to address the needs of struggling students.
 - *Do the Math* is an intervention program that provides direct instruction to strengthen computation, number sense and problem solving.
 - *Fast Math* is an online math program to strengthen math facts.
 - *Read 180* is an online reading program designed to improve reading skills for grades 3 and up.
 - *System 44* is an online foundational reading program that provides intensive intervention for struggling readers in grades 3-12.
 - *iRead* is a foundational online reading program for all K-2 students.
- C. According to the district's professional development records and sign-in sheets in the past two years, 10 different professional development opportunities were offered each year to staff.
- In the 2013-2014 school year, the following professional development courses were offered: student learning objectives training, Math Solutions, Math 180, System 44 Next Gen, Aimsweb, Read 180 Next Gen, Do The Math for elementary and middle schools, Fast Math, Fraction Nation, and Sylvan tutoring training. The district also worked the Brian McNulty and the staff from the Leadership and Learning Center to implement Rigorous Curriculum Design which included the development of the pacing guides to align with new standards.
 - In the 2014-2015 school year, the following professional development courses were offered: Orton-Gillingham, Math Solutions, Wonder Works, ALEKS math, iRead, Connect ED, System 44, Sylvan

tutoring, Schoology and Read 180. The district also provided assessment training to staff during district in-service day.

IMPACT: Identifying students for intervention and providing intervention programs and opportunities can result in improved student achievement. Providing professional development for teachers in order to support its most challenged learners through programs and initiatives can promote the expectation that all students will learn.

2. Various stakeholders in the Lima community support the school district.

- A. In interviews and focus groups, parents, students, board members and principals stated that stakeholders support the district's career education and vocational technology programs.
- B. The superintendent and board of education members cited the passage of the last levy as evidence of community support. Board of education members expressed support for the superintendent.
- C. The parent focus group participants cited building monthly newsletters and homework and grade information on Progress Book as communication tools. They stated that the fall open house and Liberty Arts Magnet School events are "well attended" by parents.
- D. Some parents identified faith-based organizations as providers of elementary volunteer mentors.
- E. Some principals commented that parents attend performances, athletic events and conferences.
- F. The high school focus group students stated that the partnership with Rhodes College benefitted them academically by providing the opportunity to take courses and earn college credits.

IMPACT: Strong working relationships between the community and school district can support the academic progress and social and emotional well-being of students.

Fiscal Management

1. The district prepares and submits a five-year forecast to the Ohio Department of Education every October and May of each fiscal year.

- A. The district's five-year forecast provides information to the board of education, administration and public on the financial status of the district, and serves as a roadmap of revenue and expenditures for use in planning for student achievement.
- B. The review of the October 2014 submission of the five-year forecast shows that it matches the permanent appropriations that were approved in September 2014.
- C. The review of the October 2014 forecast showed that the forecast was updated since the May 2014 forecast.
- D. The review of the assumptions for each forecast were understandable and explained the many lines within the forecast. With each submission of the forecast, the assumptions included changes happening at that period in time.

IMPACT: When the five-year forecast is submitted and approved, it can enable the district to understand its financial status.

2. The district provides annual budgets to building administrators and department supervisors.

- A. The review of a building budget showed that buildings and departments are provided their individual budgets in May, prior to the end of the school year, so that they are able to plan spending for the upcoming year.
- B. Interviews with the treasurer, superintendent and district administrators showed the budgets are based on enrollment within each building and adjusted at the beginning of the school year when student population for the building is known.

IMPACT: By knowing the amount of the budget in May of the school year for the following year can allow the building principals to work with their staff to plan the education needs of students.

3. The district has a building capital plan and a technology plan.

- A. Interviews with the superintendent, treasurer and the maintenance supervisor indicated that the district has a building capital plan to determine replacement and repair costs for equipment in the buildings.
- B. The district uses the maintenance manual that was provided by the Ohio School Facilities Commission from the construction and renovation of the buildings on how to maintain the buildings, the length of equipment life and the difference in maintaining compared to using the buildings until failures occur.
- C. The technology department has presented a technology replacement plan to the board of education, superintendent and treasurer to determine when equipment will need to be replaced, as explained by the treasurer, superintendent, technology director and a board member.
- D. The district has a timeline of when the school buses will be replaced, as stated by the superintendent.

IMPACT: Providing building capital and technology plans can assist the board of education, superintendent, treasurer and administrators in knowing the needs of the district to plan accordingly.

CHALLENGES AND AREAS FOR GROWTH

Leadership, Governance and Communication

1. The district lacks sufficient senior administrative personnel in the areas of curriculum and instruction, and human resources.

- A. The superintendent is the sole senior leader in all areas of district administration including human resources, curriculum and instruction, community relations, student support, technology and assessment.
 - According to the district’s organizational chart, all district directors, principals and assistant principals, curriculum team leaders, the communication coordinator and the supervisor of plant operations, grounds and transportation report directly to the superintendent. The superintendent is also responsible for evaluating their performances.
 - According to the superintendent, although staff diversity is a district goal, due to limits on her time, she has been unable to recruit and retain minority teaching and administrative staff.
 - Interviews with board members, local officials, district administrators, curriculum team leaders and state support team members confirmed that the superintendent manages all areas across the district. Statements included:
 - “[The superintendent] is our contact on any project that we do with the school district.”
 - “We are well aware that [the superintendent] is pulled in many ways.”
 - “The superintendent has cut down appearances outside the district so she can attend all the district meetings and functions.”
 - “The superintendent attends every district leadership team meeting and chairs the curriculum council.”
 - “We are concerned that the superintendent is ‘it’ for our district. If she would leave, we would lose a lot of great leadership and knowledge. That’s why the board has directed her to develop a plan of succession.”

IMPACT: When the district leadership does not employ the necessary personnel, nor delegate responsibilities, it can decrease the efficiency in operations; and can limit the superintendent’s expertise to non-pertinent issues of the district.

2. The district does not consistently use an accountability system to inform decision making and ensure that improvement goals will be met.

- A. A review of personnel records and interviews of staff confirmed that, besides principals and assistant principals, who have been evaluated through the Ohio Teacher Evaluation System and Ohio Principal Evaluation System processes within the last two years, most staff who report to the superintendent have not been formally evaluated in the last three years.
- B. Interviews with district administrators, teachers, curriculum team leaders and state support team members revealed concerns with accountability. Statements from interviewees included:
 - “One of our concerns is that there is limited follow through of district initiatives by some principals.”

- “One of my concerns is lack of accountability at different levels. Principals had not been evaluated before me and instructional coaches are not evaluated.”
- “Some building leadership teams function better than others and not much is done about that right now.”
- “The superintendent is adamant that principals be held accountable but there are still varying levels of follow through at the building level.”
- “The buildings have operated as silos for so long...”
- “Every building has been allowed to determine its own ‘research-based instructional framework’ with little connection or oversight.”

IMPACT: When the district does not consistently use an accountability system to evaluate personnel performance, it can decrease the likelihood of monitoring staff effectiveness to improve student achievement.

3. The district lacks consistency, cohesiveness and alignment in the implementation of adopted programs and strategies to meet students’ learning needs and improve instructional methods.

A. According to a review of district documents and interviews with district staff, these programs and strategies include, but are not limited to, the following:

- **Math Solutions:** According to its website, the mission of *Math Solutions* is “to improve students’ learning of mathematics by providing educators with the highest-quality professional development services and resources.”
- **Do the Math:** According to its website, *Do The Math* “offers comprehensive teacher support and high-quality instruction to help students develop the skills they need to compute with accuracy and efficiency, the number sense they need to reason, and the ability to apply their skills and reasoning to solve problems.”
- **FASTT Math:** According to its website, “*FASTT Math* establishes a baseline of math fact fluency, identifying exactly which facts need to be targeted for intervention. *FASTT Math* provides scaffolded, daily instructional sessions, individualized for each student. Instruction focuses on targeted facts students need to learn, based on the assessment.”
- **Math 180:** According to its website, “*MATH 180* is designed to address the needs of struggling students in grades 5 and up, and their teachers, equally—building students’ confidence with mathematics and accelerating their progress to algebra.”
- **Read 180/System 44:** According to its website, “*READ 180* is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4-12+.” *System 44* is designed for “beginning readers who still need to master the foundations of reading and who are not yet ready to enter *READ 180*; [it is] a proven foundation reading program that will place the most challenged readers on the path to college and career.”
- **Orton-Gillingham Phonics Program (K-3):** According to its website, “*Orton-Gillingham* is an instructional approach intended primarily for use with persons who have difficulty with reading, spelling and writing.”
- **Reading Wonders Series (K-8):** According to its website, “*Reading Wonders* is the first and only reading program designed specifically for the Common Core State Standards for reading/language arts. Combining research-based instruction with new tools to meet today’s challenges, every component and every lesson is designed for effective and efficient CCSS instruction.”
- **PAX (Discipline That Restores):** According to its website, “*PAX* is a set of strategies to help students learn important self-management skills while collaborating to make their classroom a peaceful and productive learning environment. Centered on the Good Behavior Game, *PAX* is not a classroom management program, but it makes managing classrooms much easier.”
- **Early Warning Indicator System (EWIS):** According to its website, “The purpose of *EWIS* is to provide information to districts on the likelihood their students will reach key academic goals. *EWIS* use “real time” or “near real time” data to identify students who are off track, so that educators can appropriately support them in advancing from grade to grade, and eventually in graduating from high school with their

class. Data could be used to identify trends among students, enabling educators to intervene with those who are likely to leave the education system unless they are effectively supported.”

- **Debbie Diller and Associates Trainings:** According to its website, Debbie Diller is an educational consultant who provides workshops and coaching on differentiated small group instruction, classroom environment makeovers, literacy instruction in grades preK- 6, as well as adding rigor and relevance to math and literacy work stations.
- B. The lack of consistency and alignment is evident through statements made by district and school staff in interviews. The statements included:
- “The district has flip-flopped on programs before, though the superintendent is trying to change that.”
 - “We have a lot of teacher turnover and new teachers have trouble learning all the new programs. They often don’t get the same training we did.”
 - “We have too many initiatives. We grab a program and jump on it, but don’t keep up the training.”
 - “We have had a problem obtaining sufficient buy-in on initiatives from some teachers and principals.”
 - “I think one reason we have had too little impact on raising achievement is because teachers have not implemented programs with fidelity.”

IMPACT: When the district adopts curricular programs and instructional strategies that will be employed in the school buildings without consistency, cohesiveness and alignment, the district’s ability to determine what works for instruction in order to increase student achievement, as defined in the improvement plans, could be minimized.

Curriculum and Instruction

1. There is a lack of accountability in the district to ensure the alignment, effective delivery and consistent use of the district’s curricula.

- A. According to interviews, there is no director of teaching and learning whose sole responsibility is the development, implementation and monitoring of the curriculum. The current superintendent directly oversees the curriculum and instruction, and human resources departments. The superintendent stated she “wants to train administrators to be instructional leaders.”
- Building instructional coaches have the responsibility to support teachers with delivery of the curriculum, teaching strategies, assessments and professional development.
 - According to the superintendent and principals, the building instructional coaches have never been evaluated for performance and effectiveness.
 - During classroom observations, members of the district review team reported that learning objectives and/or standards were inconsistently made available to students, whether in written or verbal form.
 - High school students displayed limited knowledge of the standards, given that the standards are not regularly discussed in class or posted in classrooms.
- B. The district plan is based on the Ohio Improvement Process of leadership, assessment, instruction and monitoring the five-step process. According to district leadership team minutes, there is no evidence that the Ohio Improvement Process five-step process is being utilized to inform the district plan.
- Building leadership teams are not consistently posting meeting agendas and minutes twice per month on the WordPress site.
 - The superintendent confirmed that teacher-based teams have not received formal training on analyzing data or evaluating instructional practices.

IMPACT: Due to the lack of an accountability system, the district cannot ensure the curriculum is being implemented consistently and with fidelity in the classrooms.

2. The district’s system for ensuring the curriculum is within reach to all students and easily communicated by all teachers has been ineffective.

- A. A review of the local report card shows the district’s overall grade is an F for 2013-2014.
- The annual measurable objectives, or gap closing reports, for district reading and math showed that no group met their goals.

- The district value-added composite showed only one grade meeting value-added in both reading and math.
- B. Teachers expressed difficulty planning instruction and monitoring progress for all students due to the different formats of the pacing guides and calendars.
- The English language arts pacing guides for grades K-6 are aligned with the *Wonders* textbook (unit by unit; lesson by lesson). Each week lists the units and the standards covered in the lessons. Pacing guides for grades 7-12 state the units with the numbered priority and supportive standards by number only.
 - The math pacing guide templates vary across grade levels. Grades K-2 guides are in a PowerPoint format, while grades 3-12 are in Word documents. The guides follow the textbook chapters. The guides list priority and supportive standards, standards for mathematical practice and resources, including rigorous tasks and links to the Ohio model curriculum.
 - The social studies pacing guides follow the Ohio model curriculum and state that textbooks are resources. The format of the pacing guide varies across grade levels.
 - The science pacing guides follow the Ohio model curriculum. The guides for each unit provide vertical alignment by listing the content standard and the prior and future concepts for that standard.
 - Building leadership team minutes revealed teachers' comments regarding a "mismatch between assessments and the pacing guide." The teachers voiced concerns that the "pacing guides moved too quickly and there isn't enough time to reteach."

IMPACT: When there is not a consistent format to the pacing guides, teachers are not supported with planning and implementing them effectively. The use of two different methods of design, mapping a textbook and designing curriculum around the standards, can lead to confusion regarding the goals of instruction.

3. The district has been unable to ensure effective delivery of instruction in the classroom as evidenced by the low student growth measures.

- A. The district does not have a professional development plan to train instructional staff.
- A review of documents and interviews indicate that the district does not have a calendar that outlines the direction of its professional development. Training occurs as the result of suggestions made to the superintendent by the following:
 - Teacher recommended Orton-Gillingham training;
 - State Support Team recommendations; and
 - Teachers' requests for behavior management training.
 - Instructional coaches serve as the professional development trainers for the district and employ a "train the trainer" model. This model of professional development training has been used inconsistently across the district.
 - During interviews it was stated that principals do not always follow through with the professional development in the buildings.
 - Instructional coaches that provide professional development for classroom teachers have not been evaluated to assess the effectiveness of their delivery of training.
 - The district has been unable to ensure effective delivery of instruction in the classroom as evidenced by the low student growth measures.
- B. According to the assessment calendar, students in grades K-8 are assessed on average of 21 times per year.
- Teachers and parents stated concerns about the amount of instructional time lost as a result of assessments and the usefulness of the data.
 - Although the pacing guides provide an additional week at the end of each lesson unit specifically for opportunities to re-teach as needed, teachers stated the pacing guides do not allow adequate time for re-teaching the skills or content following the assessments, even when the data indicates the need, as reviewed between assessments.

- The curriculum team leaders stated that, in the future, the assessments need to be aligned with the standards to provide useful data.
- C. Despite stated expectations, the superintendent, district leaders, principals and teachers have not seen rigorous tasks and higher order thinking skills during instruction as a result of professional development and coaching.
- State Support Team Region 6 members and the curriculum team leaders stated principals and teachers have low expectations for students.
 - Direct instruction was the predominant instructional strategy observed in the classrooms; that is, the teacher talked to the students as students listened from their desks.
 - The lessons observed in the classrooms, both whole and small group, were not differentiated to meet the needs of the students. The instruction and assignments were the same for all students.

IMPACT: Instructional expectations to raise student achievement outcomes are likely impacted by the lack of a clearly defined professional development plan, the frequent administration of assessments that reduce instructional time and lack of time to re-teach students according to assessment data outcomes and the frequency with which the data is reviewed.

Assessment and Effective Use of Data

1. Teachers have not had recent training to access online data tools.

- A. Interviewees indicated the primary method of sharing data with teachers is through data binders and paper reports.
- The responsibility of sharing data with teachers lies primarily with building coaches and curriculum team leaders. Focus group interviews indicated that the role of the principal is inconsistent in this process, based on their comfort level with the data or their commitment to school improvement.
 - A review of the district improvement plan, building leadership team data calendar and district assessment matrix indicated that a large amount of benchmark, quarterly assessment, and student learning objective data is collected throughout the district. However, focus group interviews indicate that many teachers believe the amount of data is overwhelming and they do not have a clear understanding of how to use this data to inform their instruction.
- B. Teachers have not had recent training on accessing state testing reports such as the Ohio Achievement Assessment, Ohio Graduation Test and the Educational Value-Added Assessment System.
- Teachers shared that they are provided data binders that contain hard copies of Ohio Achievement Assessment, Ohio Graduation Test and value-added data, depending on their respective grade level or subject. Focus group interviews provided little evidence of teachers taking responsibility for the management, research or analysis of this high-stakes data to inform their instruction.
 - Curriculum team leaders report that it has been several years since professional development was provided to teachers on the online access of Ohio Achievement Assessment and Ohio Graduation Test data. Focus group interviews also indicated that teachers typically do not log into the Educational Value-Added Assessment System when building and teacher-level value-added reports are received each year.

IMPACT: The lack of ongoing training may prevent teachers and school data teams from understanding student data in order to make decisions about instruction, intervention and student growth.

2. Accountability for the Ohio Improvement Process is inconsistent.

- A. District leadership team membership is comprised primarily of administrative team members.
- District leadership team members include three central office administrators, nine building administrators, two curriculum team leaders, three instructional coaches and one State Support Team consultant. Five of the buildings are represented only by the principal. There are not any regular classroom teachers on the team.
 - Several teachers commented about the large number of administrators on the district leadership team. Building coaches who are on the team are described by other administrators as “strong and

passionate,” but there is a need for additional instructional voices on the team. The teachers expressed a perceived disconnect regarding communication and follow-through with the district leadership team process.

- B. Implementation and communication of the district improvement plan is inconsistent at the building level.
- A review of the district improvement plan indicates a plan with multiple goals, strategies and action steps. Focus group interviews indicated that the implementation, communication and monitoring of this plan is inconsistent throughout the district.
 - Focus group interviews and a review of building leadership team minutes indicate that the district is not consistently meeting the expectations of the Positive Behavior Intervention and Supports initiative. A review of meeting minutes and School-Wide Information System data posted on the district leadership team WordPress website indicate inconsistencies in the posting and regular review of this data at building leadership team meetings.
 - Focus group interviews indicated that the teacher-based team/data team process is working well in some buildings, but in other buildings these teams are still getting organized and are in the formative stage, particularly in their ability to use data to inform and modify instruction.

IMPACT: The Ohio Improvement Process, especially the teacher-based team process, is not consistently monitored and implemented across district. This may prevent the district from providing all schools with clear, well-defined systems of support.

3. There is a greater emphasis on summative assessments than on formative assessments.

- A. Interviews and document reviews showed there is a greater emphasis on summative assessment data during teacher-based team meetings.
- Teacher-based teams are not regularly using formative assessment data to design and implement instructional strategies, which is step 3 of the Ohio five-step process. A focus group participant stated, “I feel there is too much summative assessment and not enough formative assessment data [due to time].”
 - Focus group participants indicated that assessment data is not consistently used as part of the teacher-based team process to identify and provide intervention for at-risk students. Building leadership team minutes also reflect inconsistent monitoring and follow-up of teacher-based team discussion and challenges.
 - Focus group participants admitted a great deal of data is collected, and also agreed the process of linking this data to specific instructional strategies needs to be improved. It was also stated that one of the challenges of the teacher-based team process is the inconsistency of teaching the instructional strategies that are agreed upon during these meetings. Representatives from State Support Team Region 6 indicated that some teacher-based teams are struggling with deciding what strategies the teacher should be using versus what activities the students should be doing as a result of the data.
- B. There is an inconsistent use and implementation of remedial and enrichment initiatives to address the results of assessment data.
- Focus group participants indicated that the implementation, use and monitoring of co-teaching strategies and inclusive practices is inconsistent across the district.
 - Several instructional coaches commented that teachers don’t understand differentiation. There is a high turnover of staff and there is limited time for coaches to work with new teachers to bring them up-to-date on new instructional initiatives. Representatives from the State Support Team Region 6 also indicated that differentiation is often used as an intervention rather than “building these scaffolds into first instruction.”
 - Several teachers commented that there are so many initiatives in place that they never are able to fully embrace the initiative and effectively implement the program in their classrooms.
 - Focus group members indicated there is inconsistent monitoring of the effectiveness of instructional programs in the district. Programs are added but not adjusted or discontinued as necessary. It was expressed in a focus group, “we need to stick with things that work!”

IMPACT: Without a balanced system of formative and summative assessments to guide instruction, the flexibility to address emerging needs of students with appropriate intervention or enrichment strategies may be hindered.

Human Resources and Professional Development

1. **The district's current central office structure does not include a designated administrator whose role is to lead effective human resource practices.**

- A. The superintendent confirmed that she is the only administrator providing guidance on human resource practices to the human resources department staff.
 - The superintendent confirmed that senior district leaders had not been evaluated in “many years,” and instructional coaches have never been evaluated during their time in the district.
 - Based on the reviews of 40 teacher personnel files, prior to the 2013-14 school year, few teachers received annual evaluations.
- B. Compliance aspects, such as ensuring licensure renewal or teacher assignment notifications, of human resources are in place, but innovative practices to promote recruitment, selection and retention of staff is not evident.
 - According to interviews and focus groups, a classified (non-administrative) staff member is assigned to ensure the compliance aspects of the human resources department are met.
 - Memos in personnel files reveal that a classified staff member provides teachers with human resources information. Additional memos show that any human resources concerns are relayed to the superintendent.
 - As evidenced by the demographic breakdown of district personnel, the district has not successfully recruited and retained teachers and administrators from a diverse pool of high-quality candidates.
 - There was no evidence provided that demonstrates the district has a vision or a strategic plan to enhance the recruitment, selection, development and retention of highly effective teachers.

IMPACT: By not employing a certified individual in the human resources department, the district decreases the likelihood of strategically identifying, recruiting and retaining qualified teachers and staff whose instructional practices can lead to improvements in student achievement.

2. **Although the district completed professional development training, there is no cohesive or comprehensive professional development plan aligned to the district's needs.**

- A. The superintendent confirmed that a professional development plan does not exist.
 - Several teachers verified that there have been many professional development offerings this year, however, school staff do not understand how the offerings relate to each other.
 - Curriculum council members revealed that professional development is identified throughout the year based on recommendations from principals, district leaders, the state support team and teachers.
 - In the principal focus group, principals noted that there is no district-wide professional development plan, however individual schools may have a plan. No evidence of individual school plans was available at the time of the site review.
- B. Although there is no designated person responsible for leading the identification, implementation or evaluation of the effectiveness of professional development, according to the superintendent, there is a team of that is responsible for this, which includes a representative from the State Support Team Region 6.
 - Based on interviews and focus group participants, a lead teacher is responsible for implementing and overseeing much of the district's professional development efforts. This individual also has other responsibilities in the district.
 - Instructional coaches, who are responsible for school-embedded teacher professional development and support, confirmed they receive training only one day per month.
 - The superintendent confirmed that instructional coaches, those responsible for school-embedded teaching support, have never been evaluated in the district.

IMPACT: Without a cohesive, proactive and long-term approach to ensure that instructional staff are properly trained, these investments will likely not result in improved student outcomes.

Student Supports

1. In multiple interviews, it was discovered that there is an inconsistency in the use of differentiated instruction in traditional and special education classrooms.

- A. State Support Team Region 6 members revealed that they do not see differentiated instruction in all classrooms.
- B. Not all teachers were trained by Debbie Diller and Associates Educational Consultants on using differentiation in instruction, which was provided for the School Improvement Grant schools.

IMPACT: When the teachers in the district do not consistently differentiate instruction to meet the varying levels of learning abilities and needs across all subjects and in all classrooms, this can inhibit student academic growth.

2. There is a lack of consistency in the implementation of initiatives and programs throughout the district.

- A. District staff explained professional development trainings for staff on initiatives and programs have been offered, but are not being implemented in all buildings.
- B. The district has buildings that receive Title I School Improvement Sub A funds that, according to the Ohio Department of Education, support high quality, sustainable school improvement activities that increase student achievement. According to State Support Team 6 members, district staff and the superintendent, only buildings that receive Title I School Improvement Sub A funds are allowed to plan professional development that is aligned to the district plan. The other buildings adhere to district developed professional development plans.
- C. Teachers expressed concern about the number of initiatives they are expected to implement.

IMPACT: The lack of consistency in implementing initiatives and programs throughout the district hampers student success.

3. There is limited parent involvement in their students' academic progress.

- A. Teachers stated that conferences are not well attended, especially in the upper grades.
- B. High school students stated that athletic events are well attended but that parents don't often attend.
- C. It was stated during the parent and community focus groups there is a small group of "very supportive, dedicated" volunteers supporting the schools.
- D. Board members commented that often there are no representatives from the community at board meetings.

IMPACT: When the district fails to engage parents and community partners, there is a lack of working relationships between parents and schools, and partnerships between community members and schools. This can negatively impact student success.

Fiscal Management

1. No formal meetings, discussions nor details of expectations for spending within the budget cycle were held for building and district administrators regarding budget planning for the 2014-2015 school year.

- A. Currently the district does not have a formal policies and procedures manual for how building and district administrators are to develop and prepare budget needs.
- B. Based upon a review of budget documents and interviews with administrators, the budget documents presented to school administrators did not provide any information on what considerations informed the preparation of the individual budgets; if the goals of the district for educating students were included in the budgets; nor any explanation of spending requirements.

- C. District goals are not stated within the budget documents that are provided to the buildings. Each administrator is given a budgetary worksheet report that shows the amount of appropriations for their building or department for meeting expenses, supplies and equipment.
- D. A review of one building's budget showed that five percent of the budget had been expended through March 2015, with approximately two months left in the current school year.
- E. Fiscal staff stated that building administrators do not understand that they are to make purchases for the current year. However, administrators send in orders and spend all of the dollars at the end of the year, just before the deadline for making purchases occurs.
- F. The superintendent asserted that although one-on-one budget meetings are not held with administrators, the budget is discussed and reviewed during the principal meetings and if individual meetings are needed, the principals are able to schedule with the treasurer.

IMPACT: By not having a policies and procedures manual, nor formal one-on-one meetings with building and district administrators to provide details and directions for spending the yearly budget within the school year, the expenditures may not conform to the district goals for the education of the students in order to best utilize the resources of the district.

2. The replacement of educational equipment and preventative maintenance needs are not included in the Building Capital Plan and Technology Plan.

- A. A review of financial documents and an interview with facilities, communication and food service directors revealed that preventative maintenance within the Building Capital Plan is within the 034 Classroom Facilities Maintenance Fund as prescribed by the Ohio School Facilities Commission. The 034 Fund is used to account for the proceeds of a levy for the maintenance of school facilities. Currently there is approximately \$450,000 in this fund that would be expected to cover replacements and maintenance for all school buildings in the district.
- B. A review of the most recent financial summary report indicated that the expenditures for building maintenance are exceeding revenue. This report shows the district's beginning balance, revenues and expenditures during the year and the ending balance. The 034 Fund balance is decreasing each year.
- C. The technology director stated each year the technology budget is comprised of \$150,000 from the district's General Fund (general operating expenditures) and \$125,000 from the district's Permanent Improvement Fund (equipment or renovations that have a five-year or more life expectancy), and this budget pays for all technology within the district.
- D. Teachers stated that the new instructional materials, such as Math Solutions, are technology-based, but they do not have the technology to support the students. Teachers also shared that one building has a set of twelve laptops on a cart; however, only five work.
- E. Interviews with the technology staff confirmed that many of the district's computers are well beyond a five-year replacement schedule.

IMPACT: As a result of the continuous depletion of the 034 Fund balance, there could be a lack of available funding for repairs needed for the safety and security of the students and staff. The exclusion of the replacement of educational equipment needs in the Technology Plan could prevent the ability of the staff to meet the educational needs of the students.

3. The treasurer is solely involved in the preparation of the district's five-year forecast.

- A. A review of the five-year forecast revealed the assumptions that provide details of the forecast's revenues and expenditures did not show any significant financial changes in educational programs, district staffing or enrollment figures from one year to the next.
- B. A discussion with board members indicated the board has no "say" on the forecast. According to board members, there is not a board of education finance committee that reviews the forecast or a community committee to give insight on economic strategies that could be included in the forecast.
- C. In an interview, the superintendent stated that she receives the forecast along with the board meeting information, indicating that no discussion regarding the forecast occurs with the treasurer prior to the forecast being shared with the board.

D. Fiscal staff stated, "I feel that not enough people take the finances seriously."

IMPACT: Because the treasurer is the sole person responsible for the preparation of the district's five-year forecast and compilation of the assumptions that identify details of spending in the district, critical expenses and information may not be reported to the superintendent and the board of education in order to make informed decisions that directly impact student achievement.

Lima City School District Review Recommendations

Leadership, Governance and Communication

- 1. Increase the district leadership staff by creating senior administrative positions to work with the superintendent to provide additional leadership and accountability in the areas of human resources and curriculum and instruction. Determine primary areas of responsibilities for the new positions based upon the needs of the district and the skill set of each individual.**

BENEFIT: An increase in district administrative leadership can enable greater oversight and management of district programs and increase accountability at the district level. It also can enable the district to dedicate more leadership time and resources to critical district needs, such as managing the district curriculum, improving the coordination of district professional development and recruiting more diverse staff at the teaching and administrative levels.

- 2. Establish an accountability system that ensures staff performance evaluations are conducted and the effectiveness of instructional programs used in school buildings are measured. Conduct a review of processes twice each year to ensure alignment with the district's improvement plans in order to meet the goals. Communicate the processes of the accountability system to all involved stakeholders.**

BENEFIT: When the district is transparent regarding its expectations of staff performance and communicates its commitment to student improvement, there is a shared understanding among all stakeholders to fulfill the vision and mission. As staff members are held accountable to a clearly defined set of expectations, district initiatives and programs can be implemented with greater fidelity.

- 3. Conduct research on and evaluate the effectiveness of the programs and initiatives currently employed in the district. Identify the priority initiatives and curricular programs based on the district's needs and improvement goals. Develop and communicate the plan for implementation of the selected programs and strategies with the staff, board of education and community. Continue to monitor the implementation on a quarterly basis to ensure fidelity and provide feedback to all stakeholders involved.**
 - A. Involve teachers, principals and district office staff in the review and analysis of district and building curricular programs and initiatives, while considering the potential impact on student achievement. Research similar districts that use the same programs and initiatives with success to determine if their implementation plans could help the district meet the needs of its students.
 - B. Develop a plan for implementation of approved priority curricular programs and initiatives, establishing a transparent process for accountability and share these expectations with all stakeholders.
 - C. Establish a process for evaluating the effectiveness of the selected initiatives and utilize this process for determining success of the initiatives and making recommendations for changes, if needed.

BENEFIT: The identification of priority initiatives can eliminate confusion and ambiguity by the staff and lead to the implementation of the targeted strategies with fidelity. Teachers and principals could utilize these identified initiatives to achieve a greater impact on increasing student achievement. By consistently evaluating the impact, the district is able to assess if and how the initiatives result in progress toward its goals.

Curriculum and Instruction

- 1. Create a system of accountability that will foster consistent delivery of the curriculum throughout the district. Establish an administrative position of director of teaching and learning to oversee the process.**
- 2. Continue to use the Ohio Teacher Evaluation System tool to evaluate instruction and student learning.**

BENEFIT: The appointment of an administrator for the office of teaching and learning would provide the district with an accountable person who could communicate clear goals and expectations for administrators and teachers, as well as monitor the consistent use and effective delivery of curriculum.

- 3. Use and modify as needed the current district template for the pacing guides for all grades and courses. Form a team of grade level teachers, administrators and curriculum leaders to redesign the guides. Provide professional development to the team to develop the pacing guides. Plan the pacing of the instruction for the students in the district using the standards as the primary source rather than textbooks.**

BENEFIT: The creation of a district template for the pacing guides with specific guidelines would provide teachers with a consistent resource across content areas that link standards and instruction.

- 4. Create a district-wide professional development calendar and a system to evaluate the impact of the professional development on raising student achievement. Seek external consultants who can help teachers understand their students; increase teachers' knowledge of the content; and enhance their use of effective instructional strategies. Provide opportunities for teachers to take advantage of webinars, workshops at educational service centers, other school districts and universities, as well as state and national conferences.**

BENEFIT: The creation of a district-wide professional development plan and assessment calendar would provide a long range plan to all stakeholders. As a result of the knowledge gained through professional development, teachers would be more likely to effectively implement the curriculum and to address the diverse learning needs of the students.

- 5. Maximize instructional time by evaluating the assessments that are administered in order to determine which assessments are necessary and can provide accurate data on the academic progress of students.**

BENEFIT: Reducing the number and frequency of assessments would likely allow for more instructional time and student learning. By choosing specific assessments that can properly assess the mastery of standards taught, teachers could have useful data to guide their instruction.

Assessment and the Use of Data

- 1. Ensure that teachers are provided online access, yearly professional development and multiple follow-up sessions during the school year to review and examine state testing results and value-added data.**

BENEFIT: By giving teachers full access to online data tools, state reports, value-added data and benchmark assessment data, a culture and foundation of data literacy can be established in the school district. With the implementation of PARCC and Next Generation Assessments, and with the expansion of value-added data and reports into the high school level, teachers can use technology to access and study testing data and reports to inform their instruction. In essence, teachers can become “students of data.”

- 2. Add regular and special education classroom teachers to the district leadership team to promote a stronger flow of two-way communication. Also, create a consistent two-way reporting, monitoring and feedback process for the district leadership team to the building leadership team and for the building leadership team to the teacher-based teams.**

BENEFIT: The “teacher voice” is crucial in a successful shared leadership philosophy that is promoted by the Ohio Improvement Process. A clear vision, consistent message, regular communication and focused feedback can ensure aligned acts of instructional improvement throughout the school district.

3. Provide consistent and ongoing professional development throughout the district on the implementation of successful formative assessment practices and the use of these assessments in designing high-quality instruction.

- A. Place greater focus on formative assessments that occur within the instructional process as opposed to benchmark and quarterly assessments that are administered after a unit of instruction has been completed.
- B. Use teacher-developed formative assessments as the primary focus of data discussions during the teacher-based team process to analyze student strengths and learning weaknesses across all student groups and to design differentiated instruction and intervention strategies.

BENEFIT: By using teacher-created formative assessments as the foundation of the teacher-based team process, specific, realistic and measureable targets can be established for each academic level and subgroup; instructional practices and intervention can be based upon timely common assessment data; and the differentiation of instructional practices to meet academic levels and subgroup needs will be evident.

Human Resources and Professional Development

1. Create a new position or reorganize the present senior administrative structure to ensure a qualified human resources professional will effectively lead the district's talent management needs.

- A. Leverage the present support personnel to manage compliance components (i.e. ensuring licensure renewal and notifying teachers of their assignments), and ensure a qualified human resources leader provides overall leadership to the human resources department.
- B. Develop a strategic human resources plan to guide the district's efforts to recruit, select, develop and retain excellent teachers and leaders. Consider the following actions:
 - Analyze longitudinal data to determine likely annual teacher needs and engage in early recruiting based on that data;
 - Develop partnerships with local and non-local universities to identify candidates annually. Confirm the district's perspective on promoting a diverse workforce and align recruitment needs accordingly;
 - Create a systematic process to ensure that all district personnel receive annual evaluations;
 - Collaborate with the individuals responsible for curriculum, instruction and assessment to determine essential content for orientation and onboarding; and
 - Solicit feedback from teachers leaving the district to determine potential opportunities to retain highly effective teachers.

BENEFIT: Growing research argues that teacher effectiveness is the greatest school-based factor on student achievement.¹¹ Lima City School District could benefit from a more strategic approach to identifying, selecting, developing and retaining highly effective teachers. Such a teaching force could positively impact student outcomes and build a stronger culture of high expectations and excellence.

2. Create a multi-year professional development plan that identifies a limited number of priorities based on longitudinal data and research-based best practices.

¹¹ Heck, R. H. (2009) "Teacher effectiveness and student achievement: Investigating a multilevel cross-classified model", *Journal of Educational Administration*, 47, (2), pp.227 – 249.

Kane, T.J., Taylor, E.S., Tyler, J.H., & Wooten, A.L. (2010). Identifying effective classroom practices using student achievement data. *Journal of Human Resources*, 46 (3), 587-613.

Milanowski, A. (2004). The relationship between teacher performance evaluation scores and student achievement: Evidence from Cincinnati. *Peabody Journal of Education*. 79 (4), 33-53. DOI: 10.1207/s15327930pje7904_3

Sanders, W. L. & Rivers, J. C. (1996). "Cumulative and Residual Effects of Teachers on Future Student Academic Achievement" Research Progress Report University of Tennessee Value-Added Research and Assessment Center.

- A. Ensure that there is a systematic and transparent process to engage the membership of the curriculum council, which would include elementary, middle and high school classroom teachers, a special education teacher and administrative representatives of all levels.
- B. Consider utilizing the curriculum council to develop and oversee the implementation of the plan. This council would be responsible for making annual adjustments as needed, based on new data. Identify a single central office leader to be responsible for leading this work within the council.
- C. Provide all district personnel multiple opportunities to provide feedback on the development of the professional development plan. Clarify how the plan is aligned to the needs of the district.
- D. Engage the expertise of the State Support Team 6 as appropriate.

BENEFIT: A coherent multi-year professional development plan can provide all district personnel insight into how the district intends to build capacity for all involved in teaching and learning. The plan can ensure that identified student learning gaps, based on data, are being addressed through teachers' professional learning. The plan also can provide the district with flexibility to respond to emerging needs.

Student Supports

1. Develop a district plan to expand professional development for teachers in differentiated instruction and monitor progress in implementation.

- A. Survey teachers to determine their understanding of differentiated instruction. Based upon the survey results, enlist State Support Team 6 to provide professional development training on differentiated instruction.
- B. Involve the following district staff to deliver aspects of differentiated instruction training:
 - Building coaches and special education teachers could monitor and model differentiated instruction in the classroom;
 - Curriculum team leaders could gather data from non-evaluative walkthroughs conducted by principals and coaches; and
 - The building leadership teams could interpret data from walkthroughs and share with teacher-based teams.
- C. Collaborate with State Support Team 6 to provide in-service for teachers on the Universal Design for Learning system.

BENEFIT: A comprehensive plan, utilizing State Support Team 6 and district staff to continue the district focus on differentiated instruction can make effective instruction available to all students.

2. Ensure that the various initiatives are aligned to meet the goals of the district's comprehensive improvement plan.

- A. Survey the building staff members to identify areas of inconsistency with respect to the district initiatives currently in place.
- B. Use the district leadership team to develop a plan to address inconsistencies in implementation of initiatives.
- C. Conduct a yearly follow-up survey of teachers regarding implementation practices and share data with principals and building level teams to develop their yearly professional development plans for building/district initiatives.

BENEFIT: Developing a process to address the inconsistent implementation of district initiatives can improve student achievement.

3. Encourage each school to identify strategies to develop working relationships with parent and community partners in order to support students' academic progress.

- A. Communicate frequently with parents and community partners to ensure that they are aware of all activities, events and meetings within the district. Use traditional and non-traditional communication tools. This can involve newsletters, social media, open houses, home visits, mailings, translators, etc.

- B. Survey parents to find out the barriers that exist that would impede their participation in conferences. Utilize their feedback to create a plan that would address these barriers.

BENEFIT: Developing a plan in each building to improve parent involvement preserves the individuality of the buildings while encouraging parents to participate in their children’s school lives. Increasing parent involvement in the schools can benefit student learning.

Fiscal Management

1. Include district goals and objectives with annual building and department budgets.

- A. Provide opportunities for administrators to communicate with the superintendent and treasurer about the needs of individual buildings or departments.
- B. Align the finances with the educational goals of the district.
- C. Provide training on proper accounting and budgeting procedures for district and building administrators that will align with the district’s educational goals.

BENEFIT: Including the district goals, objectives and accounting procedures within the budget documentation given to the administrators can allow for planning. When the budget contains past expenditures and future needs, it provides stakeholders a clear understanding of the comparative financial data and the impact on student achievement and services.

2. Review the Building Capital Plan that was presented by the Ohio School Facilities Commission with the board of education and administration so that everyone has an understanding of the needs of repairs and equipment with the buildings as they age.

- A. Survey the staff for technology needs that will affect the education of students with the changes in curriculum and adoptions of new textbooks and technology.
- B. Review the Capital Plan annually so that it is updated and financial needs are known by district and building administrators, board of education members and the community.

BENEFIT: The annual review of the Building Capital Plan and survey for technology needs can facilitate better financial forecasting to support student learning.

3. Establish a finance committee that reviews the five-year forecast and other financial documentation. Try to include the superintendent, treasurer, at least two board members and members of the community with some financial background on the committee.

BENEFIT: Incorporating a finance committee into the planning and preparation of district financial documents can ensure that the superintendent and board members make informed decisions that impact student achievement and provide transparency for district planning and spending.

Appendix A: Review Team, Activities, Site Visit Schedule

The review was conducted Mar. 9 – 13, 2015 by the following team of Ohio Department of Education staff members and independent consultants.

1. Claire Huff-Franklin, Director, Academic Distress Commissions and Education Reform
2. Dr. O. Randolph Overbeck, Leadership, Governance and Communication
3. Bonnie Sickinger, Curriculum and Instruction
4. Craig Phillips, Assessment and Effective Use of Data
5. Eric Thomas, Human Resources and Professional Development
6. Judy Roby, Student Supports
7. Cindy Ritter, Fiscal Management

District Review Activities

The following activities were conducted during the review:

- The team conducted interviews with the following financial personnel: the treasurer, assistant treasurer, payroll supervisor, accounting supervisor, administrative assistant to the treasurer.
- The team conducted interviews with the following members of the board of education: president, vice-president, and two additional members.
- The review team conducted interviews with the following representatives of the teachers' association: co-presidents and four other representatives.
- The team conducted interviews/focus groups with the following central office staff: superintendent and director of special education, special education supervisor, director of technology, director of food service, supervisor of plant operations, and the director of alternative education.
- The team conducted interviews/focus groups with Curriculum Team Leaders (CTL) in six content areas (reading/language arts, math, science, social studies, arts, and career education).
- The team visited all district schools including two K -8 magnets (South and Liberty), four elementary (Freedom, Heritage, Independence and Unity), two middle schools (North and West) and Lima Senior High School.
- During school visits, the team conducted interviews with principals (6).
- The team also conducted focus groups with 6 elementary school teachers, 9 middle school and high school teachers.
- The team observed 25 classes during its three-day visit in the schools: 4 at the high school, 8 at the middle schools, and 13 at the elementary schools.
- The review team analyzed multiple data sets and reviewed numerous documents before and during the site visit, including:
 - Student and school performance data, including achievement and growth, enrollment, graduation, dropout, retention, suspension, and attendance rates.
 - Data on the district's staffing and finances, including the district's end-of-year financial reports.
 - Published educational reports on the district by ODE and the Office of Accountability.
 - District documents such as district improvement plans, board policies, summaries of student assessments, collective bargaining agreements, OTES and OPES data, handbooks, school schedules and lists of course offerings.
 - District reports on district and building team meetings, curriculum council agendas, details on local professional development conducted and reports on local program grants.
 - Information on the federal programs (funding, needs assessment and planning) in the district CCIP for FY14 and FY15.

- All completed administrator evaluations, and a random selection of completed teacher evaluations.

(Please be sure that interviewees selected for each interview block can answer questions about each level: elementary, middle, and high school.)

Location 1:	School Library	Location 2:	Meeting room/Work room Room 233	Location 3:	Board Conference Room
Time	Activity	Time	Activity	Time	Activity
7:30-8:30	ODE DRT Team Meeting				
8:30-9:15	<p style="text-align: center;">Orientation with District Leaders and Principals</p> <p style="text-align: center;"><u>Superintendents Cabinet</u> Superintendent Treasurer Director of Arts and Magnet Programs Director of Plant Operations and Transportation Director of Special Education Director of Title I and Language Arts Curriculum Team Leader Director of Food Services Director of Technology Communications Coordinator</p> <p style="text-align: center;"><u>Principals</u> Lima Senior High School Principal of Alternative Programs Lima West Middle School Lima North Middle School Independence Elementary School Heritage Elementary School Freedom Elementary School Unity Elementary School and South Science and Technology Magnet Liberty Arts Magnet</p>				
9:30-11:00		9:30-11:00	Leadership & Governance Interview 1 <u>Superintendents Cabinet</u> <ul style="list-style-type: none"> • Superintendent • Treasurer 	9:30-11:00	HR & PD Interview 1 (focusing on OTES/OPES) HR Team- Directors <ul style="list-style-type: none"> • Superintendent • Treasurer PD Team - Director <ul style="list-style-type: none"> • Superintendent

11:00-12:15	DRT Meeting/Working Lunch				
12:15-1:45		12:15-1:45	Assessment & Data Interview 1 Title I Coordinator and Reading/LA Curriculum Team Leader Data Coach	12:15-1:45	Curriculum & Instruction Interview 1 Title I Coordinator and Reading/LA Curriculum Team Leader (CTL) Science Curriculum Team Leader (CTL) Social Studies Team Leader (CTL) Math Curriculum Team Leader (CTL) Data Coach (CTL) Career Tech Curriculum Team Leader (CTL) Arts and Magnet Programs

Notes: Team members may use laptops to take notes during interviews, focus groups, etc. With the exception of meetings with leadership teams, supervising staff should not be scheduled in focus groups with those under their supervision.

Day 1- Monday, March 9

1:45-2:15	Doc Review				
2:15-3:30	Principal Focus Group PreK-4 PreK-4 Middle School (5-6) High School (9-12) Magnet School (K-8)	2:15-3:30	Student Support Interview 1 Director of Special Education Special Education Supervisor Special Education Supervisor Pre-School Supervisor Psychologist Psychologist Psychologist	2:15-3:30	Fiscal Interview w/ district Admin staff 1 Treasurer Assistant Treasurer Administrative Assistant to the Treasurer Payroll Supervisor Accounting Supervisor Payroll/Insurance
3:30-4:30	Review Team Meeting				
4:30-5:30	Review of Documents (Randomly selected personnel files)				

**Site Visit Schedule
Day 2- Tuesday, March 10**

Location 1:	School Library	Location 2:	Meeting room/Work room Room 233	Location 3:	Board conference Room
<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
7:30-8:30	DRT Meeting				
8:30-10:00		8:30-9:45	Leadership & Governance 2 Communications Coordinator Director of Food Services- Supervisor of Plant Operations Grounds and Transportation	8:30-10:00	Fiscal Interview 2 (staff) if needed/Classroom visits Treasurer
10:00-11:15		10:00-11:15	High School Student Focus Group <u>**Will need to be held at Lima Senior High School**</u>	10:00-11:15	Fiscal Interview w/Local Officials 3 County Auditor County Treasurer
11:30-1:00	DRT Meeting/Working Lunch				
1:00-2:15		1:00-2:15	Student Support Interview 2 Principal of Alternative Education, including OSIP, & ABLE Programs - ABLE/GED Coordinator - Transitional Living Coordinator-	1:00-2:15	Curriculum and Instruction Interview 2 Title I Coordinator and Reading/LA Curriculum Team Leader (CTL) Science Curriculum Team Leader (CTL) Social Studies Curriculum Team Leader (CTL) Math Curriculum Team Leader (CTL) Data Coach (CTL) Career Tech Curriculum Team Leader (CTL) Arts and Magnet Programs
2:30-3:30 (flex time to meet district needs)		2:30-3:30 (flex time to meet district needs)		3:15-4:15 (flex time to meet district needs)	Teacher Focus Group Elem

Location 1:	School Library	Location 2:	Meeting room/Work room Room 233	Location 3:	Board conference Room
Time	Activity	Time	Activity	Time	Activity
3:30-4:30 (flex time to meet district needs) Support C&I	Teacher Focus MS/HS <u>High School</u> <ul style="list-style-type: none"> • Building Coach • Social Studies • PE • Career Tech • CTAG 	4:00 – 5:00	Teachers' Union 1 Teacher Union Leadership Representatives	4:15-5:15	School Parent/Community Members Focus Group

Site Visit Schedule
Day 3—Wednesday, March 11

Location 1:	Team workroom/ selected classrooms/ location for focus group	Location 2:	Meeting room at central office (for 6-8)/selected classrooms	Location 3:	Another meeting room at central office/ location for focus group
Time	Activity	Time	Activity	Time	Activity
7:30-8:45	DRT Meeting				
8:45-10:15		8:45-10:15	Classroom Visits	8:45-10:15	Classroom visits
10:15-10:30	Travel time, if needed				
10:30-12:00		10:30-12:00	Classroom visits	10:30-12:00	Assessment Interview 2 Director of Technology Network Specialist - EMIS Coordinator -
12:00-1:00	DRT Meeting/Working Lunch				
1:15 – 2:15		1:15 – 2:15	HR/PD Interview 2 Focus on Prof Dev PD Team <ul style="list-style-type: none"> • Superintendent • Treasurer 	1:15 – 2:15	Classroom visits
2:15 – 3:30	Doc Review	2:30 – 3:30	Leadership Interview 3		
3:30 – 4:30	SST 6 Interview				

Location 1:	Team workroom/ selected classrooms/ location for focus group	Location 2:	Meeting room at central office (for 6-8)/selected classrooms	Location 3:	Another meeting room at central office/ location for focus group
Time	Activity	Time	Activity	Time	Activity
4:30-5:30	DTR Meeting				
5:30-6:30 (flex time to meet district needs)	Board of Education Interview Board Member Board Member	5:30-6:30 (flex time to meet district needs)	Board of Education Interview Board Vice President Board Member	4:30 -5:30 (flex time to meet district needs)	

**Site Visit Schedule
Day 4 – Thursday, March 12**

Location 1:	Team workroom/ selected classrooms/ location for focus group	Location 2:	Selected classrooms	Location 3:	Meeting room at central office/selected classrooms
Time	Activity	Time	Activity	Time	Activity
8:00-11:00	Classroom visits	8:00-11:00	Classroom visits	8:00-11:00	Classroom visits or follow up Interviews
11:00-2:00	DRT/ Working Lunch				
2:00-2:45	Final Review of Documents				
2:45-4:00	DRT Meeting				

**Site Visit Schedule
Day 5—Friday, March 13**

Location 1:	Team workroom/ selected classrooms/ location for focus group	Location 2:	Selected classrooms	Location 3:	Meeting room at central office/selected classrooms
Time	Activity	Time	Activity	Time	Activity
8:00-10:00	DRT Final Meeting				
10:00-10:45	Meeting with Superintendent re Emerging themes				
11:00-11:45	Meeting with leadership team re Emerging themes				
11:45-12:00	Thank you; Q & A				

Appendix B: Enrollment, Expenditures and Performance

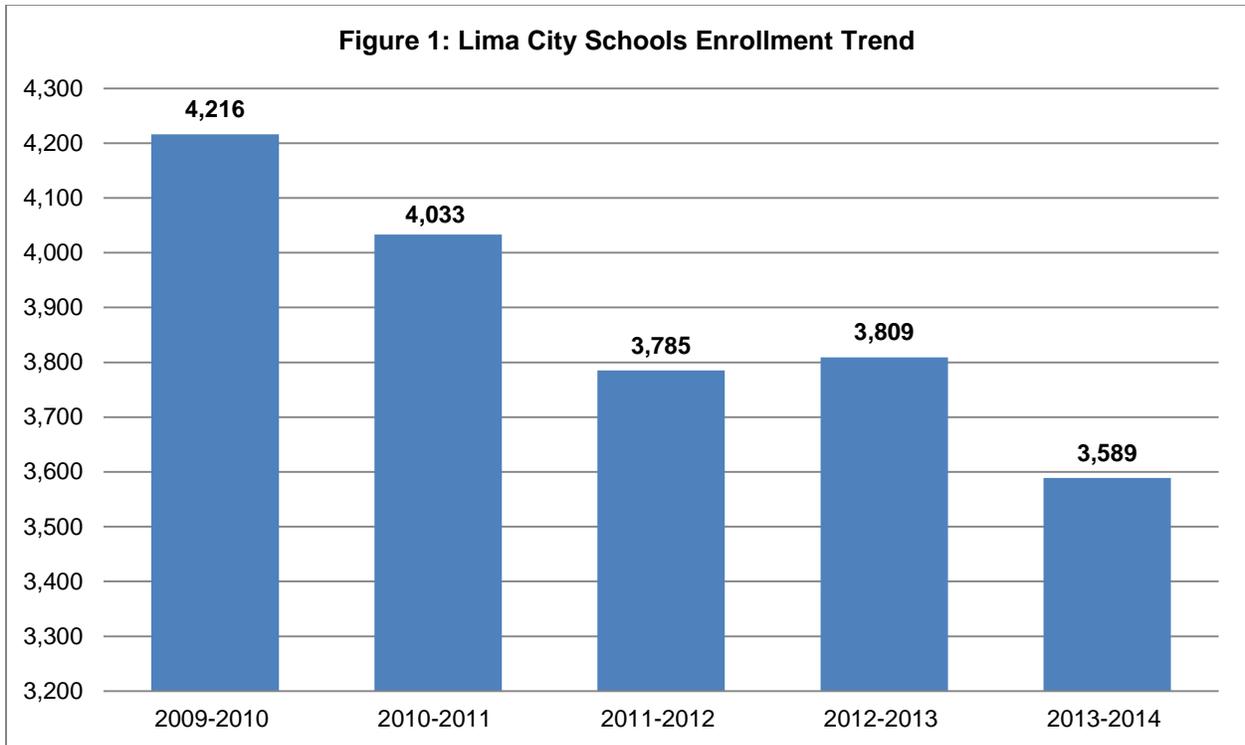


Figure 1 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

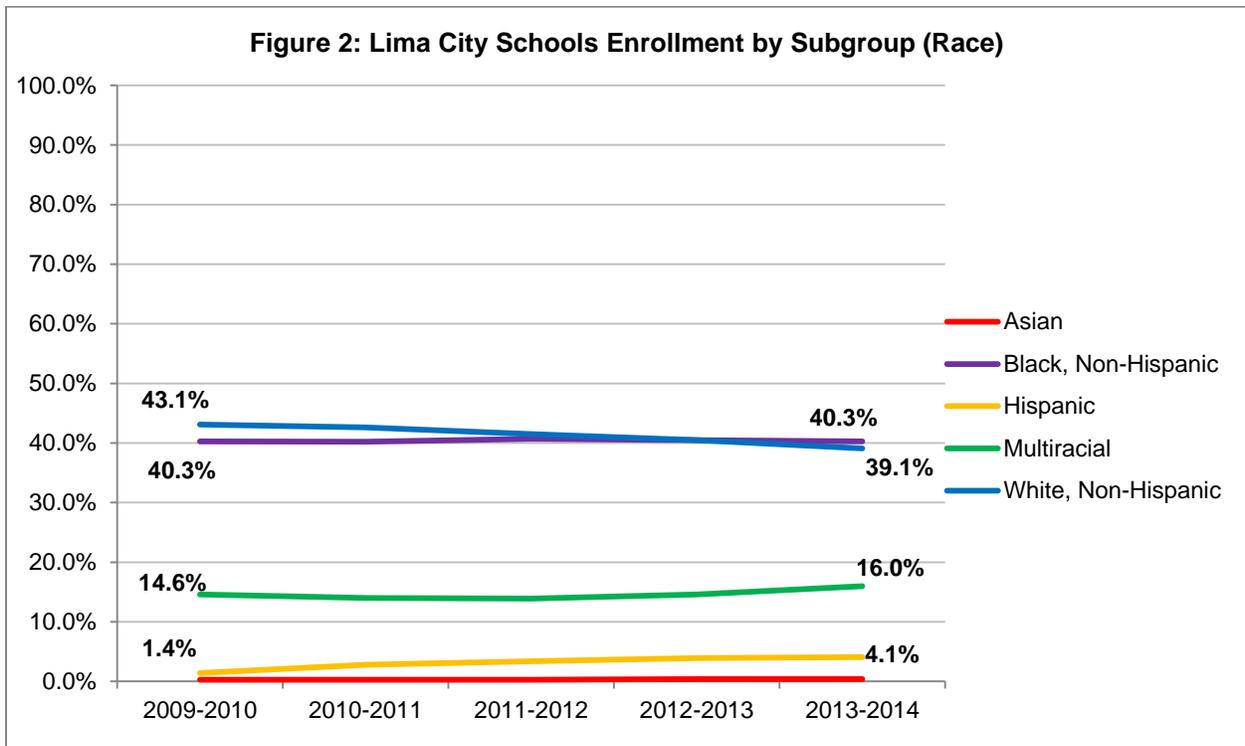


Figure 2 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

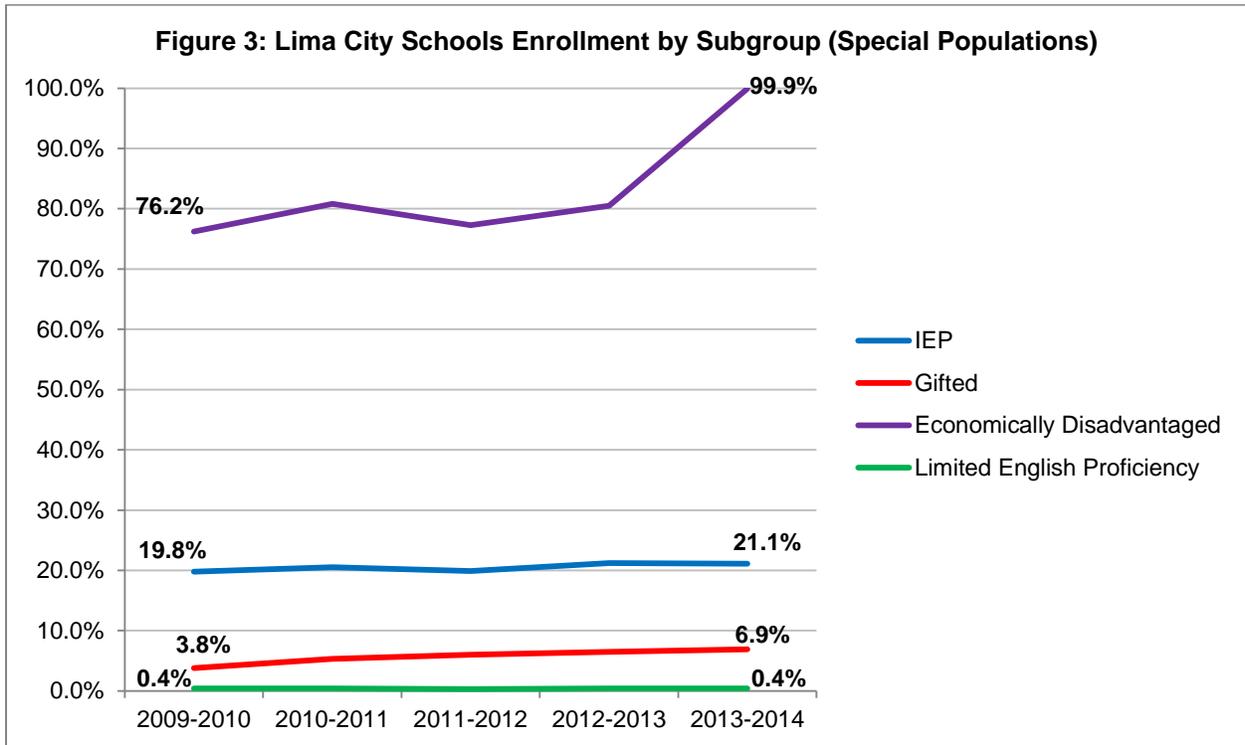


Figure 3 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

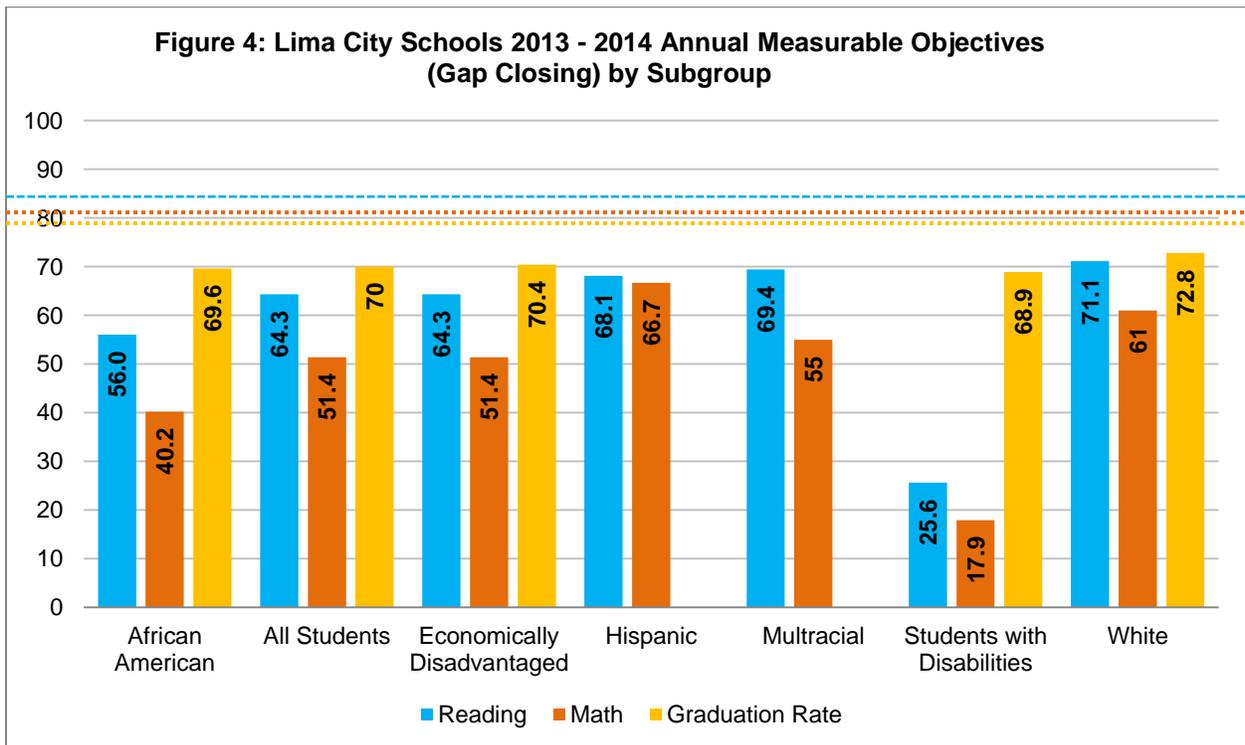


Figure 4 Source: Lima City Schools Ohio School Report Card

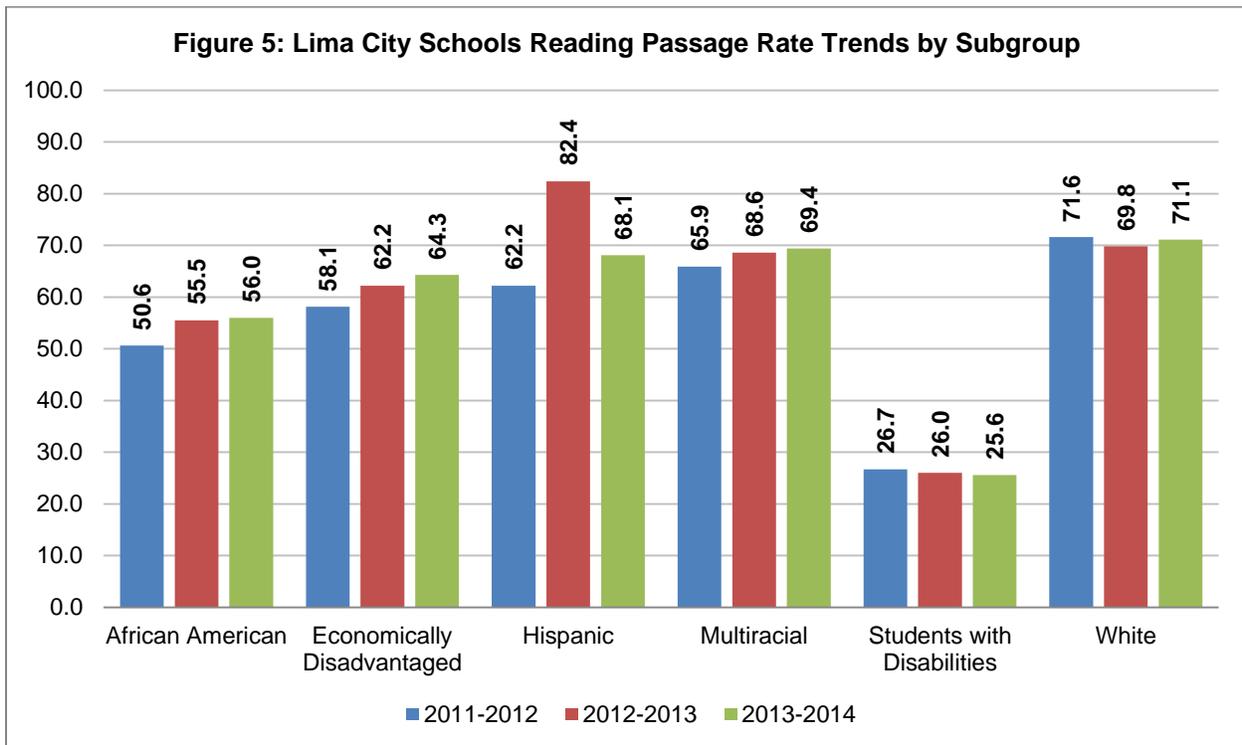


Figure 5 Source: Lima City Schools Ohio School Report Card; Archived Report Cards

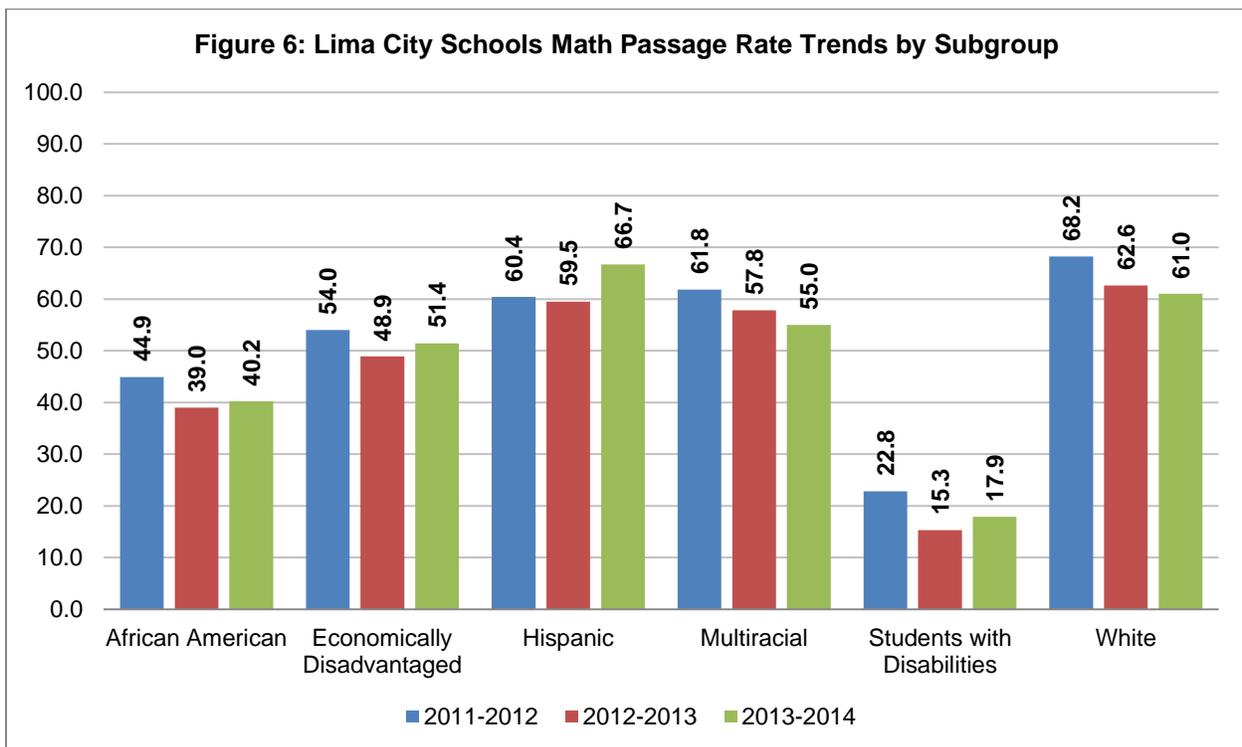


Figure 6 Source: Lima City Schools Ohio School Report Card; Archived Report Cards

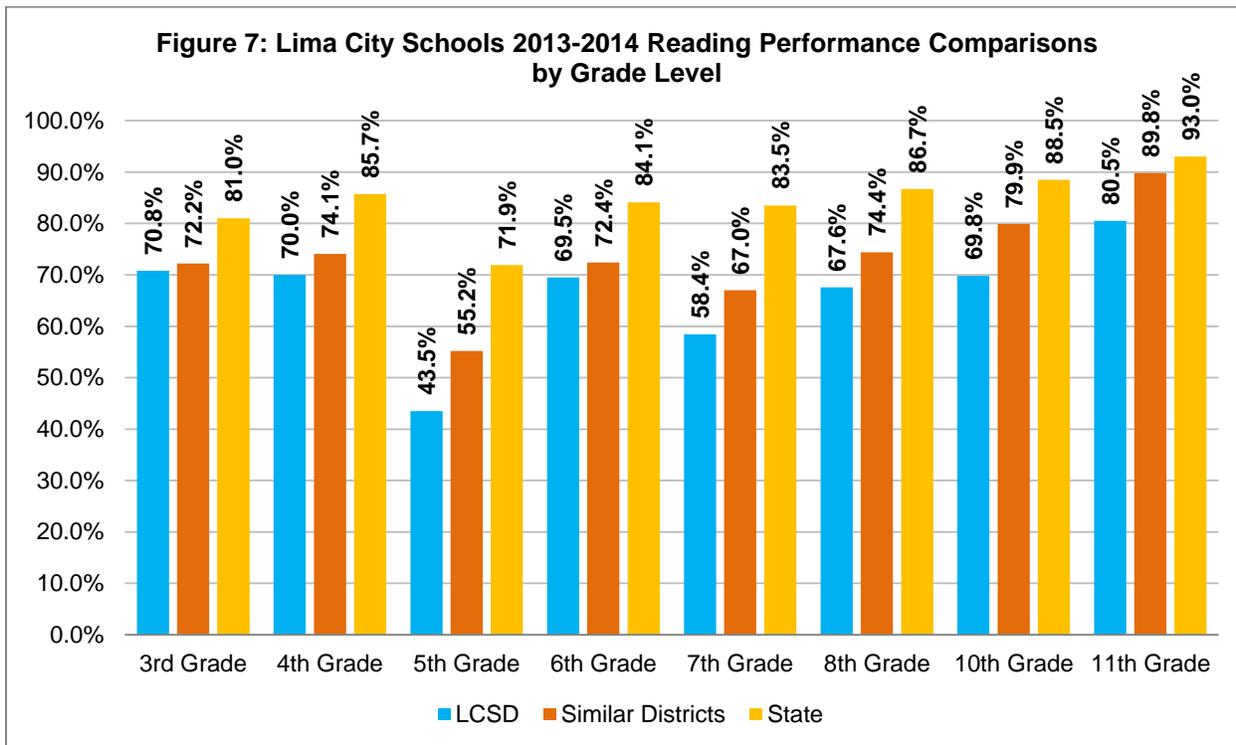


Figure 7 Source: Lima City Schools Ohio School Report Card

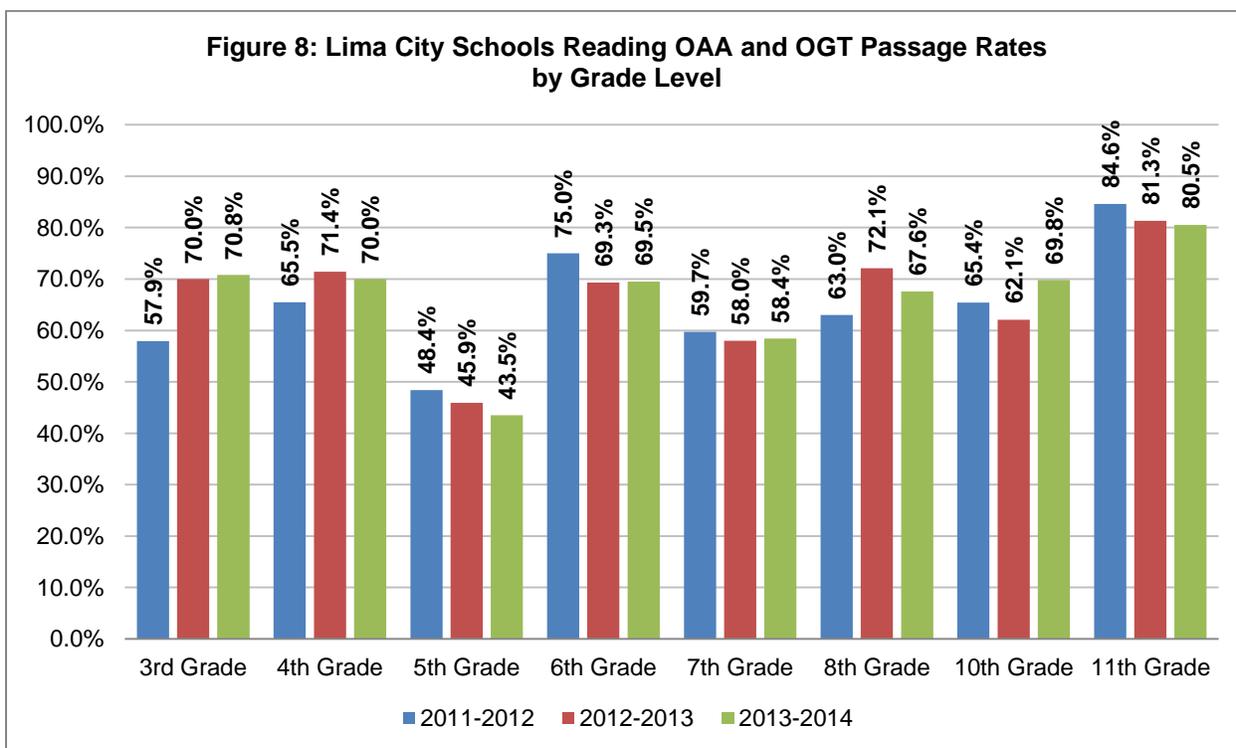


Figure 8 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

Figure 9: Lima City Schools Fall 2014 Reading OAA Value-Added Report

Estimated District Mean NCE Gain						
Grade	3	4	5	6	7	8
Growth Standard		0.0	0.0	0.0	0.0	0.0
State 3-Yr-Avg		0.7	0.1	-0.0	-0.4	0.8
2012 Mean NCE Gain		1.3 LG	-4.8 R	3.8 DG	-4.4 R	-1.3 O
Std Error		0.8	0.9	0.8	0.9	0.9
2013 Mean NCE Gain		0.4 Y	-3.2 R	3.6 DG	-1.4 O	3.8 DG
Std Error		0.9	0.9	0.9	0.8	0.8
2014 Mean NCE Gain		-1.4 O	-4.5 R	4.0 DG	-4.7 R	0.8 Y
Std Error		0.9	0.9	0.9	0.8	0.8
3-Yr-Avg NCE Gain		0.1 Y	-4.2 R	3.8 DG	-3.5 R	1.1 DG
Std Error		0.5	0.5	0.5	0.5	0.5

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

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

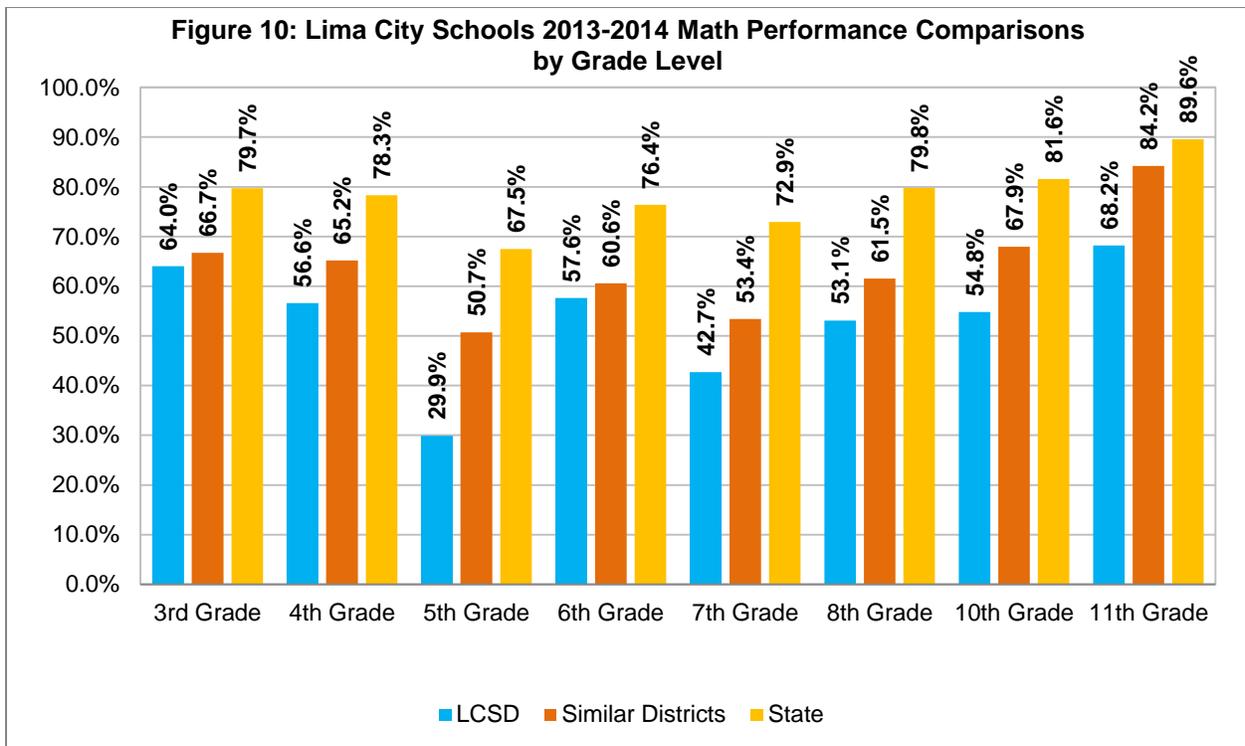


Figure 10 Source: Lima City Schools Ohio School Report Card

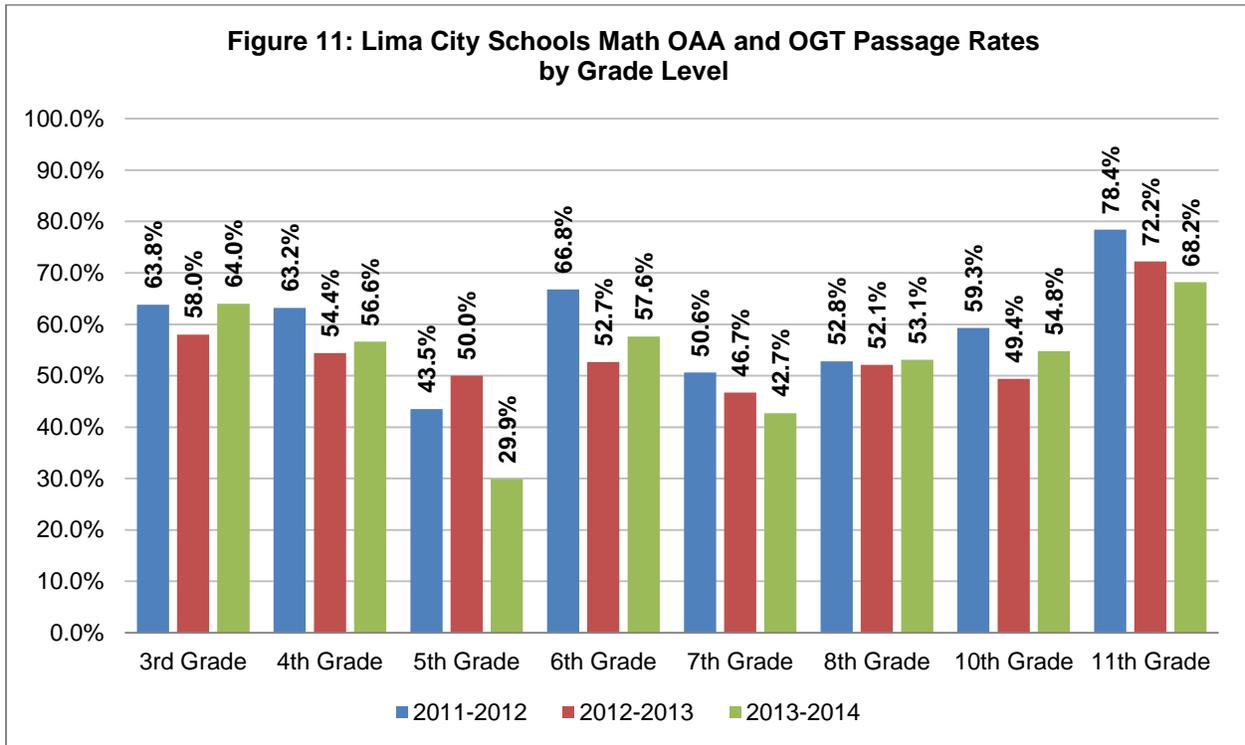


Figure 11 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

Figure 12: Lima City Schools Fall 2014 Math OAA Value-Added Report

Estimated District Mean NCE Gain						
Grade	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Growth Standard		0.0	0.0	0.0	0.0	0.0
State 3-Yr-Avg		0.2	-0.1	-0.3	0.8	0.8
2012 Mean NCE Gain		-2.9 R	-4.4 R	5.6 DG	-1.6 R	-1.9 R
Std Error		0.8	0.7	0.7	0.7	0.8
2013 Mean NCE Gain		-3.3 R	0.8 LG	-0.3 Y	-5.3 R	-0.0 Y
Std Error		0.8	0.8	0.7	0.7	0.7
2014 Mean NCE Gain		-1.0 O	-4.4 R	-2.2 R	-0.1 Y	0.6 Y
Std Error		0.8	0.8	0.8	0.7	0.7
3-Yr-Avg NCE Gain		-2.4 R	-2.7 R	1.0 DG	-2.3 R	-0.4 O
Std Error		0.5	0.4	0.4	0.4	0.4

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

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

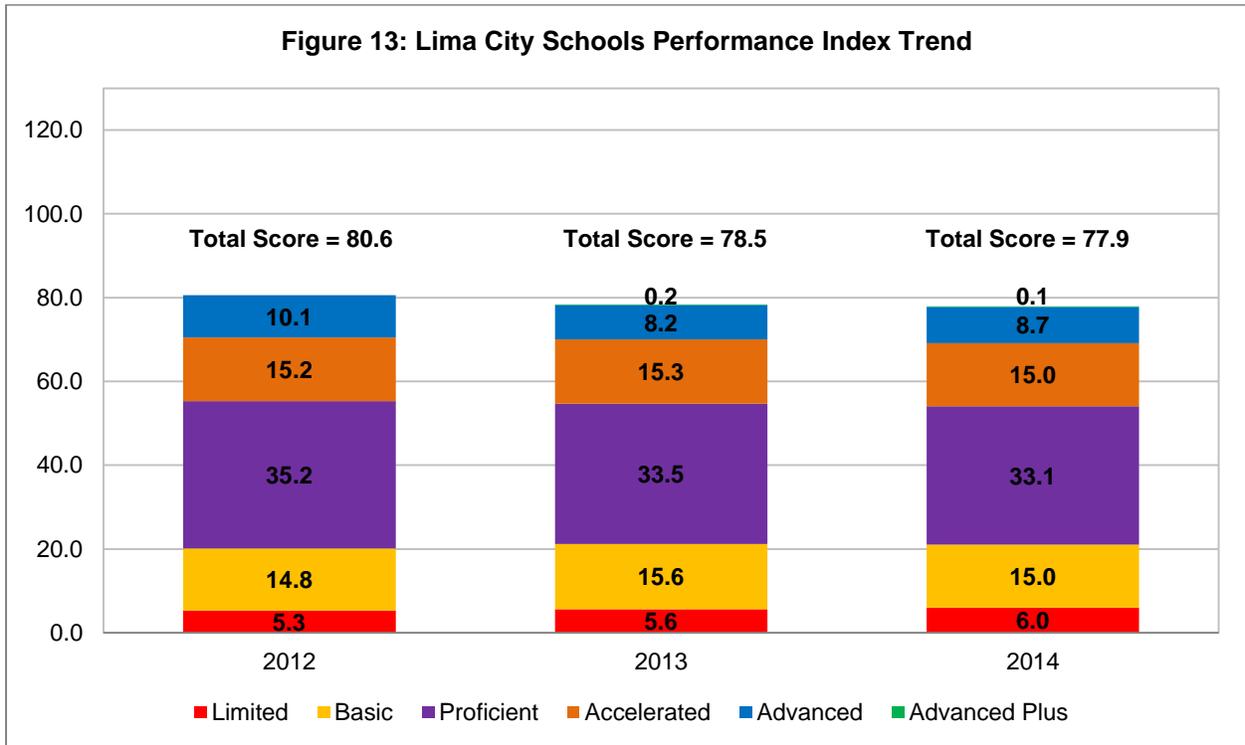


Figure 13 Source: Lima City Schools Ohio School Report Card

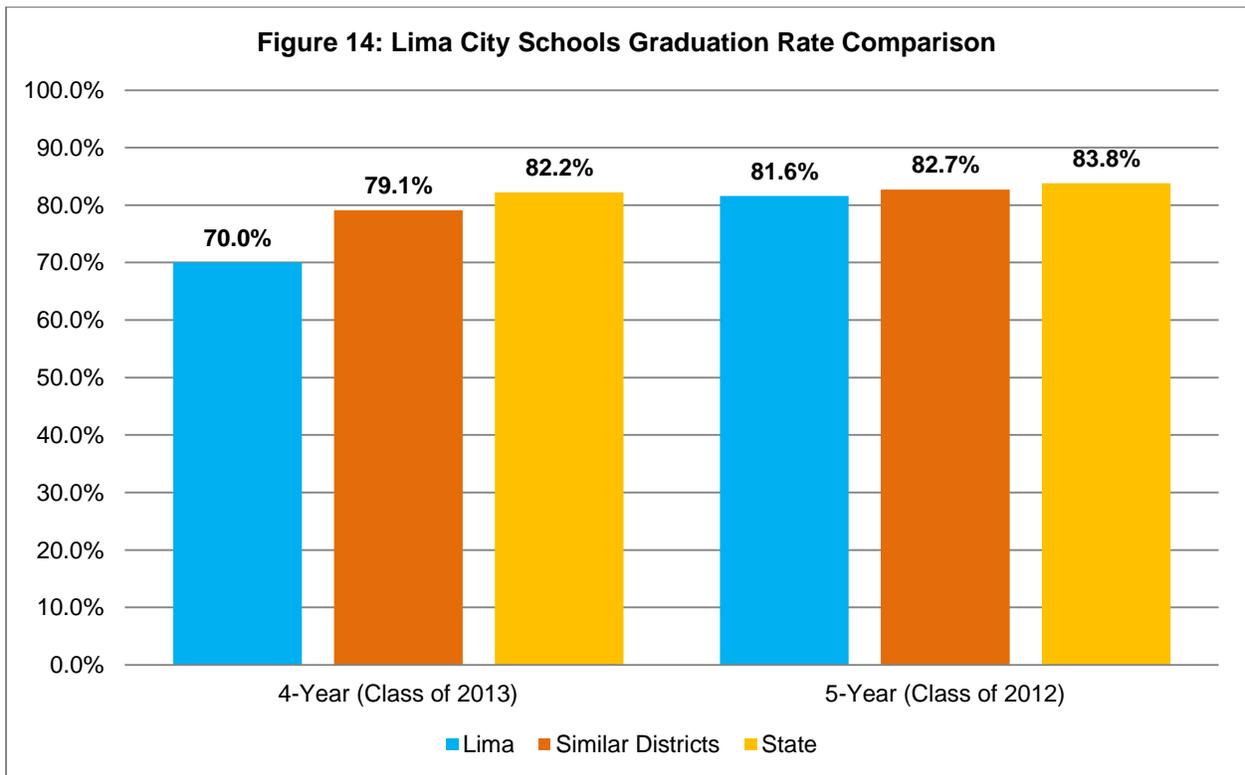


Figure 14 Source: Lima City Schools Ohio School Report Card

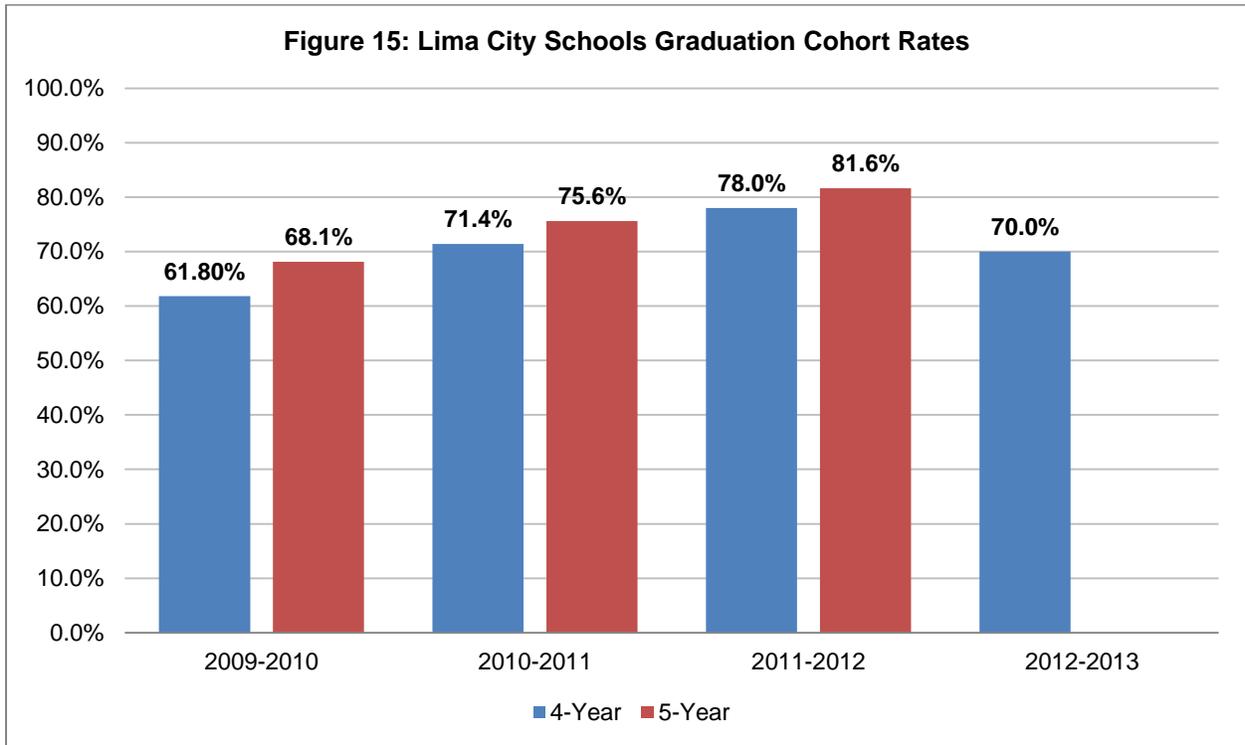


Figure 15 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

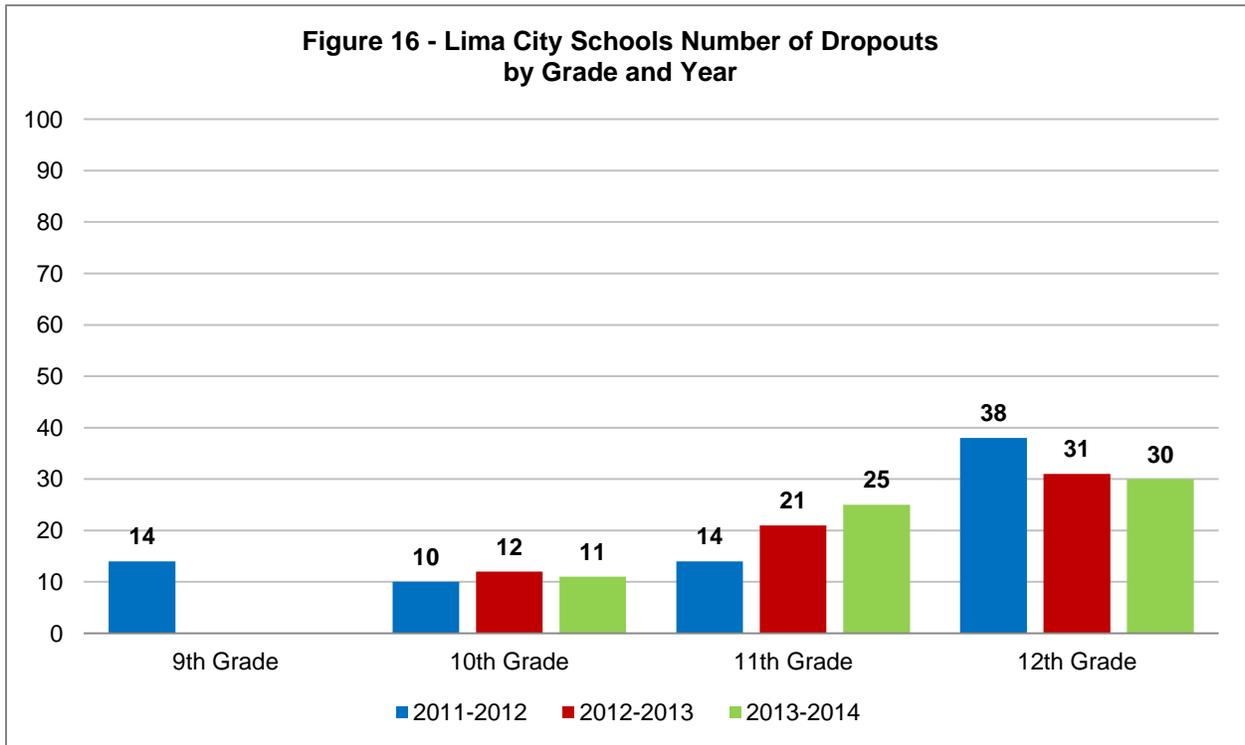


Figure 16 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

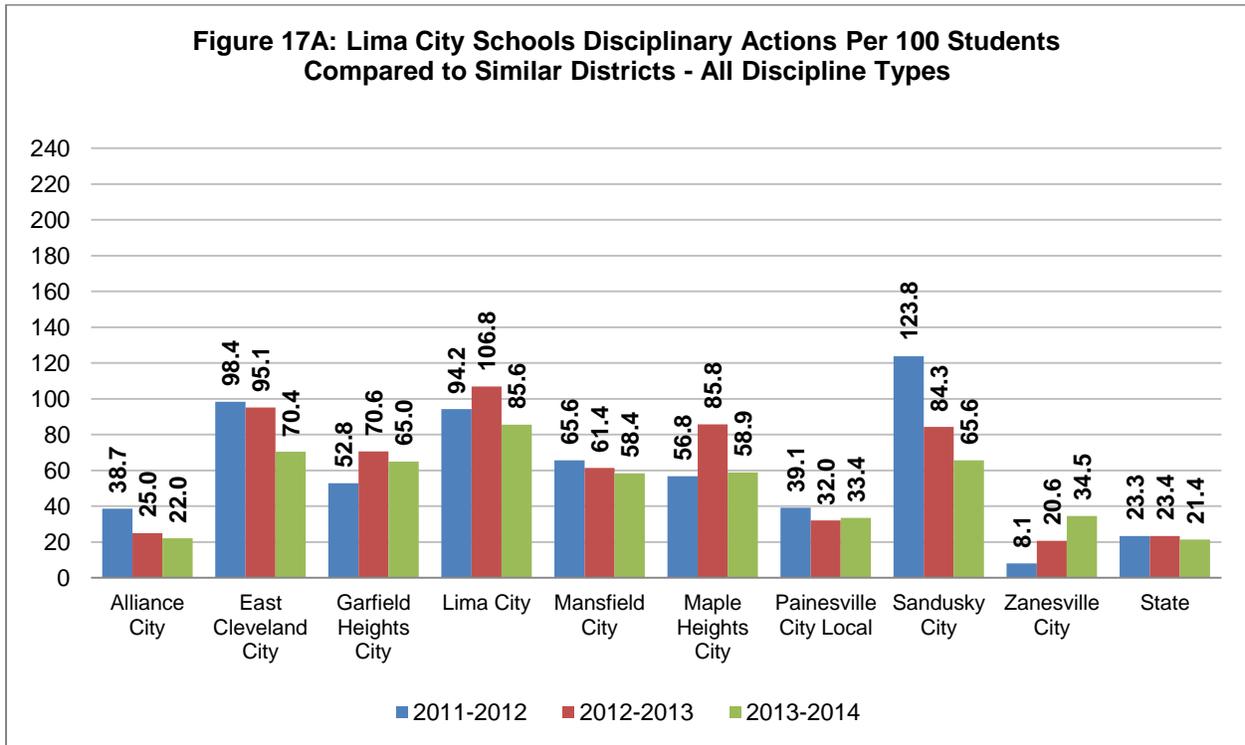


Figure 17A Source: Ohio Department of Education Interactive Local Report Card (iLRC); Ohio Department of Education Similar District Methodology

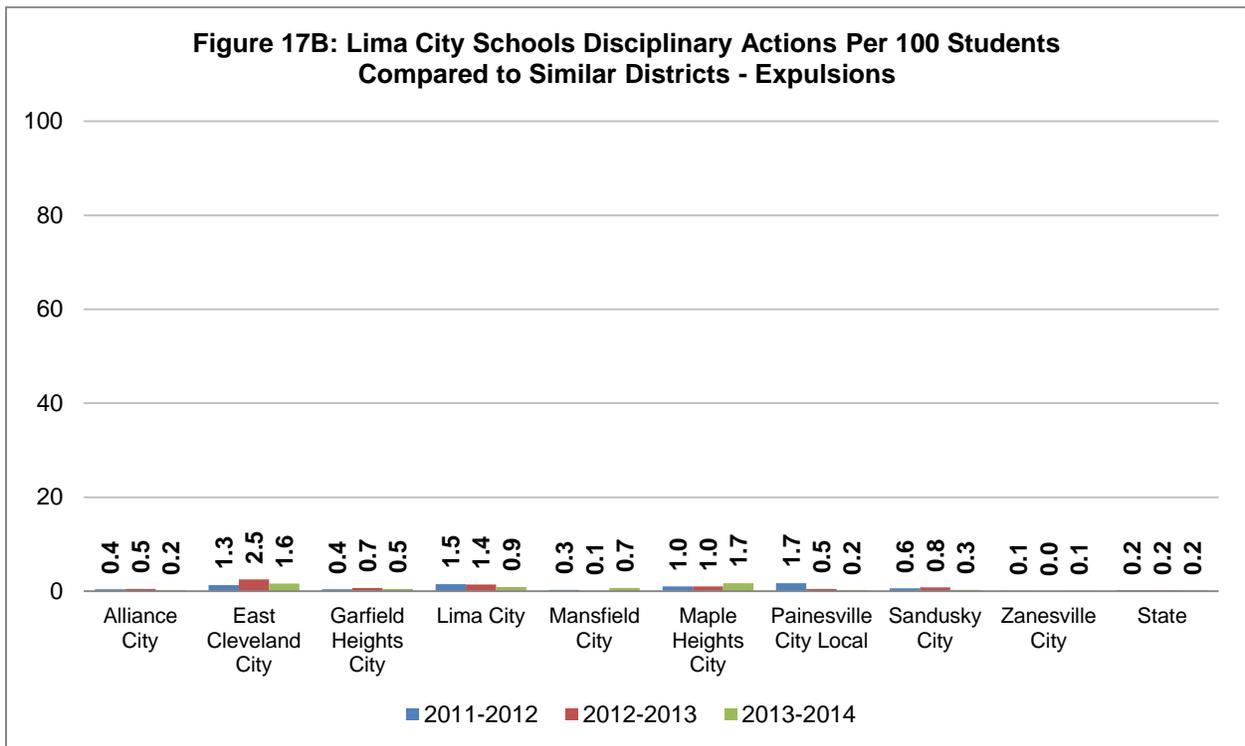


Figure 17B Source: Ohio Department of Education Interactive Local Report Card (iLRC); Ohio Department of Education Similar District Methodology

Figure 17C: Lima City Schools Disciplinary Actions Per 100 Students Compared to Similar Districts - Out of School Suspensions

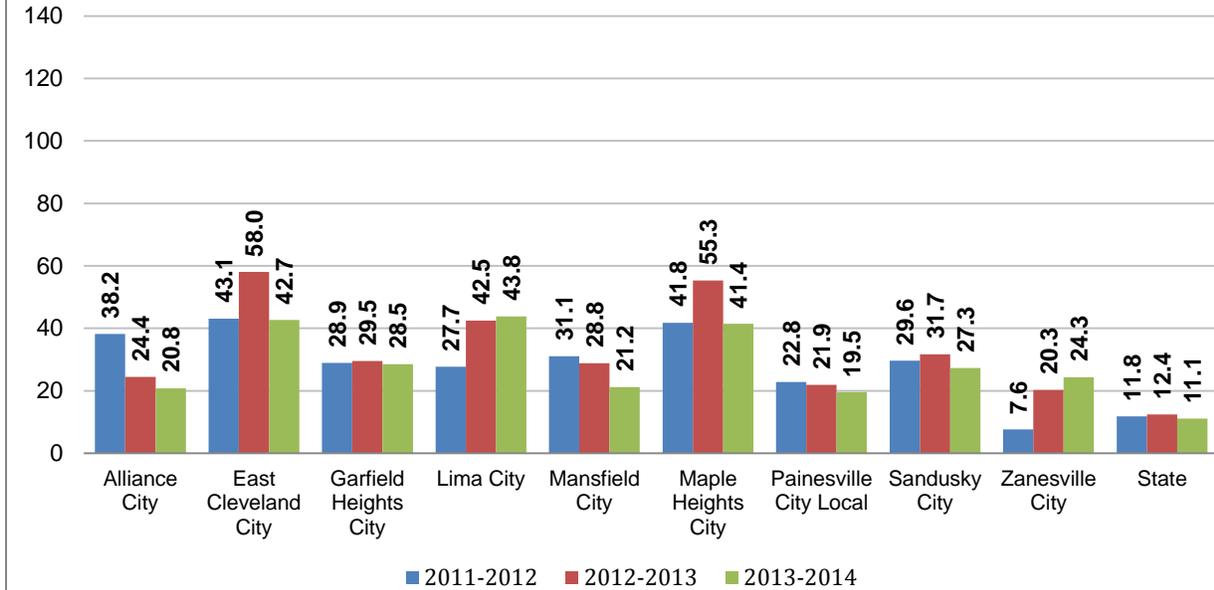


Figure 17C Source: Ohio Department of Education Interactive Local Report Card (iLRC); Ohio Department of Education Similar District Methodology

Figure 17D: Lima City Schools Disciplinary Actions Per 100 Students Compared to Similar Districts - Other Discipline Types

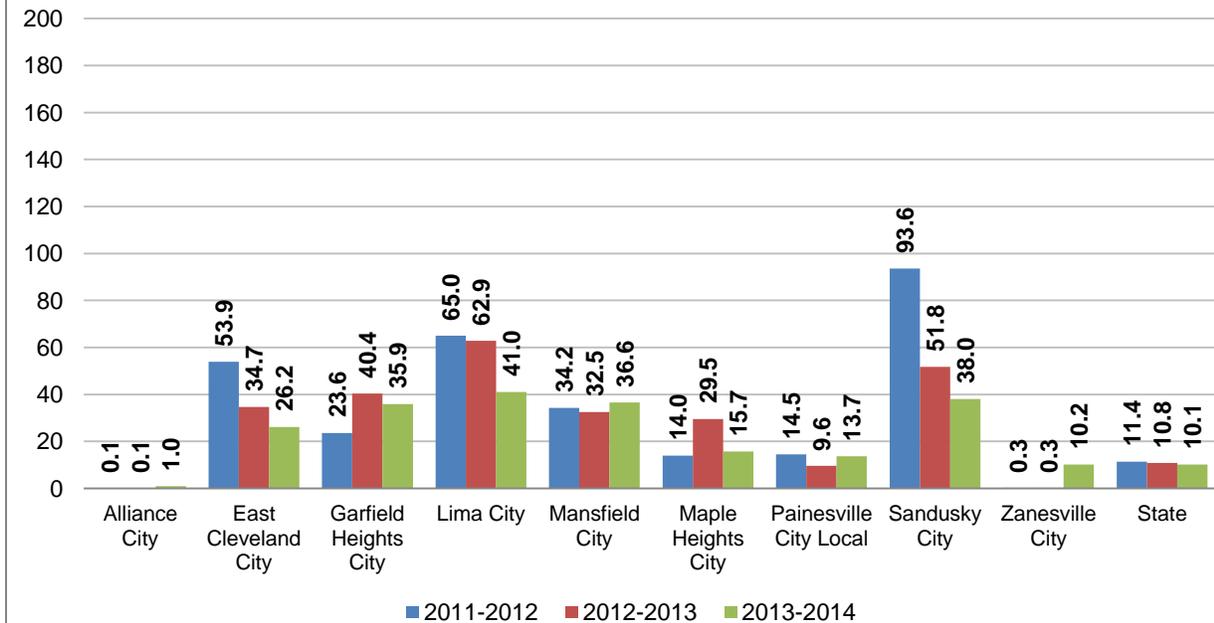


Figure 17D Source: Ohio Department of Education Interactive Local Report Card (iLRC); Ohio Department of Education Similar District Methodology

Table 1: Lima City Schools Teacher Demographic Data

Year	Teacher Salary Avg.	Teacher Salary Median	% Core Courses Taught by Highly Qualified Teachers	Teacher Attendance	% of Teachers with Masters or Doctorate Degrees
2009-2010	\$46,563	\$45,379	96.5%	94.9%	59.7%
2010-2011	\$47,356	\$47,245	99.3%	93.4%	63.7%
2011-2012	\$47,112	\$47,573	100.0%	95.0%	64.1%
2012-2013	\$46,652	\$48,046	99.8%	94.3%	61.9%
2013-2014	\$47,125	\$47,559	99.2%	95.2%	63.2%

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

Table 2: Lima City Schools 2013-2014 Enrollment by Race and Special Populations

Name of Building	Total Number of Students By Race				Total Number of Students by Special Population		
	African American	Hispanic /Latino	White	Multi-Racial	Economically Disadvantaged	English Language Learners	Special Education
Freedom Elementary School	115	15	134	52	316	5	97
Heritage Elementary School	147	24	165	95	437	3	90
Independence Elementary School	78	23	172	59	334	1	73
Liberty Arts Magnet K-8	87	23	196	80	389	3	16
Lima North Middle School	179	15	146	56	398	1	78
LIMA SENIOR HIGH SCHOOL	445	21	341	109	919	1	219
Lima South Science-Technology Magnet K-8	79		73	30	194	3	29
Lima West Middle School	216		131	60	415	0	80
Unity Elementary School	100		45	35	185	0	75

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

Table 3: Lima City Schools Discipline Occurrences (District Level)

Discipline Reason	2011-2012			2012-2013			2013-2014		
	Expulsion	Out of School Suspension	In-School Suspension	Expulsion	Out of School Suspension	In-School Suspension	Expulsion	Out of School Suspension	In-School Suspension
Truancy	28	43		19	32			131	
Fighting/Violence		262	119	13	466	160	10	475	119
Vandalism		17			20			21	14
Theft		20	15		25	16		23	24
Use/Possession of weapon other than gun/explosive		19			15			18	
Use/Possession of other drugs		13			23			15	
Disobedient/Disruptive Behavior	13	642	1571	16	972	1827		858	1189
Harassment/Intimidation		16	29		36	46		20	25
Unwelcome Sexual Conduct					18				

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

Table 4: Lima City Schools Out of School Suspensions per 100 Students (Building Level)

Building	2011-2012	2012-2013	2013-2014
Freedom Elementary School	23.8	20	17.1
Heritage Elementary School	6.9	15.1	10.1
Independence Elementary School	6.8	18.2	13.2
Liberty Arts Magnet K-8	4.3	7.3	6.7
Lima Alternative	18.4	17.8	
Lima North Middle School	24.2	70.9	74.2
Lima Senior High School	59.8	86.8	68.4
Lima South Science-Technology Magnet K-8	15.1	36	33.5
Lima West Middle School	81.8	87	80.8
Unity Elementary School	39.8	48.8	42.2

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

Table 5: Lima City Schools Fiscal Year 2014 Expenditures per Student Comparison

Expenditure	Expenditures per Student	Similar District Average	Statewide Average
Administration	\$1,410.95	\$1,709.45	\$1,426.39
Building Operations	\$2,397.06	\$2,344.52	\$2,098.51
Instruction	\$6,249.79	\$6,532.55	\$6,362.35
Pupil Support	\$818.55	\$701.01	\$624.91
Staff Support	\$951.01	\$515.34	\$400.48

Table 5 Source: Ohio Department of Education District Profile Report (Cupp Report)

Appendix C: Instructional Inventory and Sample Informal Survey

Instructional Inventory

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

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

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

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

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

"Where We Are"

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

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

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

Appendix D: List of Documents Reviewed

- “Math Solutions” Data Reports—2013 and 2014
- “My Math” textbook
- “Wonders” Reading Series
 - Building Leadership Team agenda and minutes
 - Curriculum Council meeting minutes
- 2014-15 Ohio Improvement Plan
- 5 Step Teacher-Based Team Process of Inquiry
- Administrator Evaluations (10)
- Assessment Calendar
- Board Meeting Minutes
- Building Leadership Team resources
- Bureau of Labor Statistics information – unemployment statistics
- Census Report
- Coaching Role Description
- Comprehensive Continuous Improvement Plan (CCIP) FY14 and FY15
- Curriculum Pacing Guides
- Curriculum Revision Progress Chart
- Disciplinary Actions per 100 students by disability – 3 years
- Discipline Actions report - 1st & 2nd quarters
- District and Schools Report Cards for 2011-12, 2012-13, and 2013-14
- District Job Descriptions
- District Leadership Page/Wordpress Page
- District Organizational chart
- District Salary Schedule
- English Language Arts Pacing Guides
- Enrollment Data Report, 2014
- eTPES Participation & Completion Report
- EVAAS – Ohio’s Value-Added Reporting System – 2013-2014 Value-Added Reports –
- Expectations for Heavy and Light Coaching
- February, 2015 DLT Suspension Report
- Gap Closing reports
- Human Resources Hiring Protocols
- LEA Negotiated contract
- Lesson Plans
- Lima City Schools District Plan
- Lima City Schools Organizational Chart
- Lima City Schools website
- Lima Congress of School Administrative Personnel Negotiated Agreement
- LSHS “Planning My Future” Course Booklet
- Math Pacing Guides
- Ohio 5-Step Process Prompts
- Pending Calendar for PD Activities for Summer 2015
- Principal Evaluation Template
- Read 180 and System 44 End of year Gains Analysis 2013-2014
- Redesigning and Engineering Effective Change in the Urban Environment/ Pilot Project: “Sculptural Bike Racks”
- Revised Teacher-Based Team 5-Step Cycle with Step 3 Revised
- School Improvement Diagnostic Summary Report for Freedom Elementary
- School Improvement Diagnostic Summary Report for Heritage Elementary

- Science Pacing Guides
- SLO Business Rules
- SLO Process
- Social Studies Pacing Guides
- Student report cards (all grade levels)
- Student/Parent Handbook
- Teacher Evaluation Template
- Teacher Evaluations (40)
- Teacher-Based Team Coaching Prompts
- Teacher-Based Team Templates – 5 Step Process – several documents
- Teaching Staff Demographics by Building
- Updated Teacher-Based Team with Strategy-Activity Material