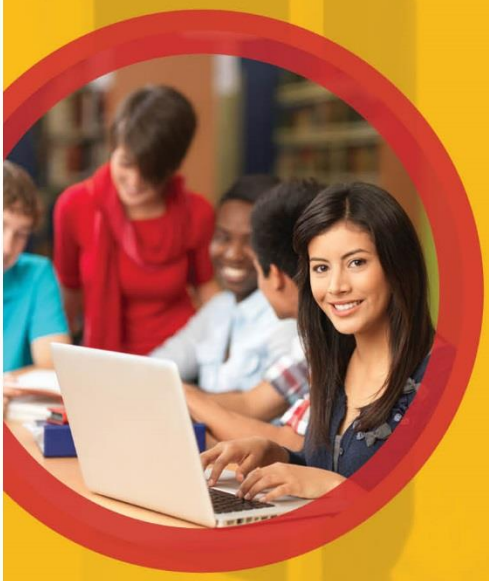

Ohio

Mount Healthy City School District

REVIEW CONDUCTED FEB. 6-10, 2017

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

Ohio | Department of Education

Mount Healthy City School District

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Mount Healthy 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 Mount Healthy City School District was conducted from Feb. 6-10, 2017. The following summary highlights some of the strengths, challenges and recommendations, which are further explained in the report.

STRENGTHS

Leadership, Governance and Communication

- The district collaborated with internal and external stakeholders to develop a five- year strategic plan.
- The district and board of education provides supports for its lowest performing schools.

Curriculum and Instruction

- The district is in the process of reviewing and purchasing new curriculum resources aligned to Ohio's Learning Standards.
- The district has leadership and staff in place to support instruction and student achievement.

Assessment and Effective Use of Data

- The district has established structures for the implementation of the Ohio Improvement Process.
- The district has a balanced system of formative, common, benchmark and state assessments for grades K-12.
- The district has implemented the Formative Instructional Practices (FIP) Framework.

Human Resources and Professional Development

- The district promotes teacher leadership and growth by creating instructional leadership and mentoring opportunities for teachers.
- The district provides professional development on Formative Instructional Practices for staff.

Student Supports

- The district graduation rate for students with disabilities increased by more than 14 percent since the class of 2013.
- The district provides NAVIANCE, an online tool, to assist students in college and career exploration and planning.
- The district collaborates with community groups to provide support for basic needs to homeless families and families referred by school staff.

Fiscal Management

- The district provides budgets to building principals.

CHALLENGES

Leadership, Governance and Communication

- The board of education does not model a culture of collaboration or provide purposeful direction to improve student achievement.
- The Education Destination Plan goals do not meet the SMART goal criteria needed to guide instructional planning.
- The district did not ensure the development, implementation or monitoring of individual school improvement plans for the 2016-2017 school year.

Curriculum and Instruction

- The district does not have a comprehensive curriculum framework document to guide classroom instruction and instructional strategies.
- The district lacks a literacy framework for the delivery of reading instruction that includes the elements and components of a balanced literacy program.
- Based on classroom observations, there was no reading philosophy being followed in the classroom that guides instruction or instructional strategies.
- The district lacks tiered (differentiated) systems of instruction within the classroom.

Assessment and Effective Use of Data

- The district lacks a written technology vision that includes a plan for the purchase, implementation and evaluation of instructional technology.
- The district does not utilize the Formative Instructional Practices Framework with fidelity to improve teacher instructional practices and student learning.
- The district does not consistently use the Ohio Improvement Process with fidelity.

Human Resources and Professional Development

- The district's professional learning experiences, exclusive of Formative Instructional Practices, are not ongoing or aligned to teacher needs as they relate to the district plan or followed up with coaching and support.
- The district does not have a formalized plan in place to retain a highly-qualified staff.
- There are limited opportunities for professional development for school board members, district and building administrators and school support staff.

Student Supports

- The district does not have effective school and classroom practices to minimize problem behavior for all students.
- Although, objective #2 of the district's Education Destination five-year plan states that there will be an emphasis on using a comprehensive multi-tiered system of supports framework to address student needs, implementation goals are not well-defined or clearly communicated to building staff and parents.
- The district does not have consistent systems and practices to maintain a safe learning environment for students and staff.

Fiscal Management

- The district does not have a comprehensive budgeting process for Fiscal Year 2017 that includes goals for the district, changes from FY16 or collaboration with building principals and district administrators.
- The district does not have a written capital plan.
- The district does not explain its finances to the public with clarity, transparency and in detail through its five-year forecast and assumptions document.

RECOMMENDATIONS

Leadership, Governance and Communication

- Set clear expectations and structures for board of education members to collaborate, participate in joint decision-making and share accountability for achieving the mission, vision and student performance goals defined for the district.
- Identify clear and measurable SMART goals for student achievement and adult behavior change to measure the effectiveness of the Education Destination plan and aligned school improvement plans.

- Establish a system for monitoring and supporting the development, implementation and modification of each school's improvement plan and processes.

Curriculum and Instruction

- Develop a comprehensive curriculum framework document to guide classroom instruction and instructional strategies.
- Adopt a balanced literacy framework that includes the necessary elements and components in reading instruction to cater to students' diverse learning styles and levels of readiness.
- Provide ongoing trainings and job embedded professional development for all teachers to provide them with the opportunities to improve their skills in differentiated instruction.

Assessment and the Use of Data

- Develop a technology plan that details a vision for the purchase and use of instructional technology in the district.
- Develop a rigorous evaluation tool with corresponding rubrics to determine the impact of Formative Instructional Practices at the classroom level. Utilize rubrics that examine depth of practice to determine if Formative Instructional Practices are improving teachers' instructional methods and student learning. Once that evaluation is complete, develop an ongoing professional development plan that ensures visible learning shifts for both teachers and students.
- Develop building improvement plans with measurable student achievement goals that will drive the Ohio Improvement Process in each school. Use the data from the Ohio School Report Cards as a major data point for developing the plan. Revise the learning walks tool to include rubrics by which to assess the quality of instruction in the classroom. Along with core instruction, examine the effectiveness of instructional strategies, differentiation, seatwork and stations work that are the basis for Steps 2 and 3 of the Ohio Five-Step Process. Develop a professional development plan than supports teachers in their understanding of a wide variety of instructional practices and applications, which may strengthen all steps of the Ohio Improvement Process.

Human Resources and Professional Development

- Design a qualitative professional learning tool for educators to assess their needs and goals. Research and institute a professional development plan that will provide high-quality professional learning that is ongoing and aligned with the results of the survey. A periodic review and evaluation of the plan would ensure that it is meeting the needs of all district staff.
- Develop and implement a systemic retention plan based on soliciting teacher and administrator ideas for retention.
- In collaboration with district personnel, plan develop and implement high-quality and job-specific professional development, as defined by the Ohio Standards for Professional Development, for all district employees and school board members that meets their needs. District and building administrators should take advantage of the opportunities that are provided.

Student Supports

- Update the Education Destination five-year plan with SMART goals and timelines and consider incorporating the noted recommendations.
- Convene a committee consisting of representatives of all stakeholders to review district discipline data and out-of-school suspension rates.
- Encourage the committee to report findings and make recommendations to the superintendent cabinet.
- Use report findings to make informed decisions related to the Education Destination five-year plan.
- Consider using the Ohio Improvement Process (OIP) and Positive Interventions and Supports (PBIS) Crosswalk tool available on the Ohio Department of Education website to assist with implementation district-wide. Develop a plan with specific measurable goals and timelines for training and implementation of the Positive Behavioral Intervention and Supports (PBIS) and Response to Intervention (RTI) components of a multi-tiered systems of support framework.

- Convene a district committee to review district policies, procedures and practices related to school safety and crisis management.

Fiscal Management

- Develop and implement a budgeting process that includes input from building principals and district administrators.
- Establish a written capital plan. Involve district administration and building administrators in writing the capital plan to include the needs of the district. Review and update the plan annually.
- Develop the district's five-year forecast and assumptions with input from appropriate stakeholders. Assure that the forecast and assumptions are clear, concise and understandable to the public, and formally share the information with all appropriate stakeholders.

Mount Healthy City School District Review Overview

PURPOSE

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

METHODOLOGY

Reviewers collect evidence for each of the six district standards above. A district review team consisting of independent consultants with expertise in each of the standards reviews documentation, data and reports for two days before conducting a five-day district visit that includes visits to individual schools. The team conducts interviews and focus group sessions with stakeholders such 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 Mount Healthy City School District was conducted from Feb. 6-10, 2017. The site visit included 52.3 hours of interviews and focus groups with approximately 246 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted seven focus groups with elementary, middle and high school teachers; middle and high school students representing grades kindergarten through 12; and approximately 15 parents, community members and partners.

A list of review team members, information about review activities and the site visit schedule are in Appendix A. Appendices B and C provide information about enrollment, expenditures and student performance. The team also conducted building observations and observed classroom instructional practices in 50 classrooms in four school buildings. Appendix D contains the instructional inventory tools used to record observed characteristics of standards-based teaching and the building observation form to take note of the climate and culture of the district's buildings. Appendix E lists the district documents that were reviewed prior to and during the site visit.

[1] Ohio Revised Code 3302.10

DISTRICT PROFILE

Mount Healthy City School District is located in Hamilton County. According to the United States Census Bureau, the estimated population of Mount Healthy City, as of July 1, 2015, was 6,039, which represents less than a 1 percent decrease in population since the 2010 Census.[2] Approximately 90.4 percent of the population graduated from high school. The median household income in Mount Healthy City is $33,321 with 24 percent of the population living below the poverty line. In comparison, the median household income in Ohio is $49,429 with 14.8 percent living below the poverty line.

The average teacher salary in Mount Healthy City School District for 2015-2016 was $56,233 (see table B-1, Appendix B). The average teacher salary in the district has increased since the 2013- 2014 school year by an average of $2,211. During the same time period, the percentage of courses taught by highly qualified teachers has decreased by 3.6 percent and the percentage of teachers with masters or doctorate degrees has remained approximately the same. Teacher attendance has also decreased by 2.3 percent over this four-year period, with the lowest attendance rate in 2015-2016 at 92.0 percent. According to the Bureau of Labor and Statistics, the December 2016 unemployment rate for Cincinnati-Middletown area was 4 percent, which is less than the preliminary December 2016 estimate for the state of Ohio at 4.9 percent.

As of 2010, the racial makeup of the city of Mount Healthy city is 62.4 percent Caucasian, 33 percent African American, 1.9 percent Hispanic, 0.7 percent Asian, 0.2 percent American Indian or Alaska Native, and 2.6 percent multiracial. The racial makeup of the school district (2015-2016) is 15.1 percent Caucasian, 72.9 percent African American, 3.5 percent Hispanic, and 7.5 percent multiracial (see figure B-1, Appendix B).

The district's enrollment has fluctuated by 100 – 130 students (gains and losses), with the highest enrollment at 3,351 in 2015-2016(see figure B-2 in Appendix B). The racial makeup between 2011-2012 and 2015-2016 has experienced a steady increase for Hispanic students (+7 percentage points) and has remained relatively the same, with the largest the African American subgroup remaining the largest at over 70 percent of the student population.

During this same time span, there has been a decrease in the percent of gifted students (-3.1percentage points). The percent of students identified as limited English proficient (LEP) and disabled have remained stable (see figures B-1 and B-3 in Appendix B).

In the 2015-2016 school year, about 7 percent of students chose to travel to neighboring districts for their education. About 9 percent enrolled in community or dropout recovery schools and almost four percent took advantage of one of the state's scholarship opportunities to attend private schools (see figure B-4, Appendix B). The 2015-2016 enrollment numbers by school, race and special population are included in table C-1, Appendix C.

Mount Healthy is composed of the following four schools:

- Mount. Healthy High School
- Mount. Healthy Junior High School
- North Elementary School
- South Elementary School

STUDENT PERFORMANCE

Information about student performance includes: (1) The differentiated accountability status[3] of the district; (2) The progress the district is making toward narrowing proficiency gaps as measured by the gap closure component; (3) English language arts performance and student growth; (4) Mathematics performance and student growth; (5)

[2] United States Census Bureau, 2015
[3]Survey 5-Year Estimates
Accountability defines the roles and expectations of the school district and ODE based upon the performance of the local school district.

Performance Index; (6) Annual dropout rates and 4- and 5-year cohort graduation rates; (7) Suspension/expulsion rates; (8) Prepared for success after high school; (9) Attendance information and (10) K-3 literacy. Data is reported for the district, its schools and student subgroups that have at least three years of assessment data, except for the end-of-course exams that were first administered in the 2014-2015 school year.

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 this section, as well as Appendices B and C, the data reported is the most recent available. Please note that Ohio transitioned to new assessments in 2015 including a series of high school end-of-course tests. The state transitioned again in 2016 when it changed its test vendor.

1. The district Report Card Summary.

A. On its 2015-2016 report card, the district received "C's" in Value-Added for gifted students, graduation rate and five-year graduation rate; "D's" in Performance Index, four-year graduation rate, overall progress, and students with disabilities Value-Added; "F's" in Achievement, Indicators Met, overall Value-Added, students in the lowest 20 percent of achievement Value-Added, Annual Measurable Objectives (AMO), Prepared for Success, and K-3 Literacy.

2. Annual Measurable Objectives - proficiency gaps.

A. None of the district's subgroups met the Annual Measurable Objectives for reading (74.2 percent) or mathematics (68.5 percent) in 2015-2016. The African-American students, disabled students and the all students group met the graduation Annual Measurable Objectives (82.8 percent), while the economically disadvantaged and White subgroups did not (See Figure B-5A, Appendix B[4]). The student groups have failure rates of 60.6 percent or more in reading and 54.3 percent or more in math. All subgroups showed higher passing rates for mathematics than reading in 2015-2016.

B. Students with disabilities showed the greatest gap in proficiency, with 8.9 percent and 9.4 percent passing the reading and math assessments, respectively. The White subgroup had the lowest graduation rate (78.9 percent) among subgroups (see figures B-5A, B-6 and B-7, Appendix B).

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

A. The district did not meet indicators for performance on the reading Ohio Achievement Assessment in 2015-2016. Approximately 70 percent or more of students did not pass their reading tests in grades 3 through 8. Further, more than 94 percent of students who took English language arts I and more than 70 percent who took English language arts II did not pass the exam(s) (see figure B-8 appendix B).

B. Mount Healthy City School District had lower proficiency rates than similar districts and the state average in English for all grade levels (see figure B-8, Appendix B). The greatest proficiency gaps between the state and the district are seen in high school English language arts I (- 47.8 percentage points), grade 3 (-35.8 percentage points) and grade 6 (-34.8 percentage points; see figure B-8, Appendix B).

C. There was significant evidence to show that grades 5 and 8 made more than expected progress and evidence to demonstrate that the growth made in grades 6 and 7 was similar to the expected growth. However, grade 4 and high school English language arts I and II had significant evidence supporting less than expected progress. (see figure B-10, Appendix B).

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

A. Mount Healthy City School District had lower proficiency rates in math at all grade levels when compared to similar districts and the state average (see figure B-11). The greatest proficiency gaps between the state

[4] The blue dotted line in figure B-5 represents the reading AMO target. The orange dotted line in figure B-5 represents the mathematics target. The gold dotted line in figure B-5 represents the graduation target.
[5] Student growth, or growth standard, represents the minimum amount of progress students in the district should be expected to make in a grade.

and Mount Healthy are seen in geometry (-36.7 percentage points), grade 6 (-35.2 percentage points) and algebra I (-26.9 percentage points).

B. The district did not meet any mathematics indicators for performance on the mathematics Ohio achievement assessments in 2015-2016. More than six in 10 students in all grades are not scoring proficient or higher on the math assessments. (see figure B-12, Appendix B).

C. There was moderate - significant evidence that all grades showed less than expected growth in mathematics in 2015-2016 (see figure B-13, Appendix B).

5. The district's Performance Index[6] scores.

A. Mount Healthy City School District's Performance Index score for 2015-2016 was 60.6. The district has had a decline in Performance Index during the past three years (see figure B-14, Appendix B).

6. Graduation[7] and dropout rates[8].

A. Four- and five-year graduation rates for the classes of 2015 and 2014 respectively are higher than similar districts and the state average (see figure B-15, Appendix B). Approximately 17 percent of the district's students did not graduate within four years, which is comparable to the state average. The four-year graduation rate has experienced a slight decline since the class of 2011 (-1.8 percent) (see figure B-16, Appendix B).

B. The dropout rates decreased by more than one-half from 2014-2015 to 2015-2016 (33 to 11, respectively). (see figure B-17, Appendix B).

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

A. Between 2012-2016, disciplinary actions per 100 students for all discipline types have been higher for Mount Healthy City School District than the average of six of the 10 comparison districts, averaging 46 more occurrences per 100 students than the state average over the years (See figure B-18, Appendix B and figure C-1, Appendix C).

B. The out-of-school suspension rates for Mount Healthy City School District have increased by approximately 17 occurrences per 100 students since 2012. The yearly rates exceed those of the state, with an average of 52.8 more occurrences per 100 students over the years (see figure C-2, Appendix C). The most occurrences for out-of-school suspensions for the district between 2012 and 2016 are due to disobedient/disruptive behavior and fighting/violence (see table C-2, Appendix C). Out-of-school suspensions per 100 students for South Elementary School and Mount Healthy High School have increased over the past five years, with an increase of 35.2 occurrences per 100 students from 2012 to 2016 at South Elementary School. Further, Mount Healthy Junior High School had an increase of 28.7 occurrences per 100 students from 2015 to 2016. North Elementary School had a slight decline of 5.5 occurrences per 10 students from 2015 to 2016 (see table C-3, Appendix C).

8. Prepared for Success[9]

A. ACT participation for the 2015 graduating class was 46.6 percent, with 5.2% receiving remediation-free scores (see figure B-19, Appendix B). ACT participation for the 2014 graduating class was 39.5 percent, which results in a 7.1 percentage increase in participation in 2015-2016. There was a slight increase in the percentage of students who received remediation free scores from 2015 to 2016 (4.5 percent in 2015 and

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

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

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

[9] Beginning in 2014, the Ohio Department of Education released additional data about each district's graduates in a component called Prepared for Success. These elements show the extent to which a district's students are prepared for college or a career.

5.2 percent in 2016). Further, there was a slight increase in Advanced Placement participation from 5 percent in 2015 to 7 percent in 2016.

B. Dual Enrollment credit participation decreased in 2015-2016 from 5 percent in 2014-2015 to 2.3 percent (-2.7 percent). There also was a decrease in industry-recognized credential participation from 12.5 percent in 2015 to 7.5 percent in 2016. In addition, 4.4 percent of students earned an honors diploma in 2016, a slight decrease from 2015 (5.0 percent).

9. Attendance Rates

A. Mount Healthy City School District attendance rates were slightly higher than the state average in 2015-2016 at 94.8 percent compared to 94.1 percent (see figure B-20, Appendix B).

B. The district's chronic absenteeism rate[10] decreased by 5.2 percent in 2015-2016 (see figure B-21, Appendix B). For the 2015-2016 school year, 67 percent of the district's students showed satisfactory attendance. Another 22 percent of the district's students fell in the at-risk category (see figure B-22, Appendix B).

C. The highest absentee rates for Mount Healthy City school district occurred at the high school level in 2015 - 2016. Figure B-23 in Appendix B shows the percentage of district students in each grade who have missed at least 10 percent of the school year.

10. K-3 Literacy[11]

A. Approximately 24 percent of kindergarten through third grade students who were identified as not on track improved to on-track status in 2015-2016 (see figure B-24, Appendix B). When comparing 2014-2015 and 2015-2016 on-track percentages, the 2016 rate is lower by approximately 8 percentage points. The percentage of students in K-2 that improved to on track in 2015-2016 increased as compared to 2014 - 2015; however, the percentage of third graders who reached proficiency on the third grade OAA decreased by approximately 50 percent in 2015-2016.

11. Financial Data

A. In 2015-2016, Mount Healthy City School District spent more on classroom instruction than both the average of similar districts and the state average. Among the 109 districts in the district's comparison group, Mount Healthy City School District ranks 38th in the amount spent in the classroom (see figure B-25, Appendix B).

B. The district had a total budget of approximately $45 million for the 2015-2016 school year. More than 60 percent of its revenue came from the state with local funds making up the second highest percent (see figure B-26, Appendix B).

C. During the 2015-2016 school year, Mount Healthy City School District spent $911 less than the state average (.07 percent less than the state) per pupil (see figure B-27, Appendix B).

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[10] Source: Ohio Department of Education; Students who miss less than 5 percent of school days are identified as having satisfactory attendance. Students who miss between 5 percent and 9.9 percent of school days are identified as at risk. Students who miss between 10 percent and 19.9 percent of school days are identified as moderately chronic. Students who miss 20 percent or more of school days are identified as severely chronic.

[11] An analysis of Ohio student data found that a student who does not read proficiently by the end of third grade is 3.5 times more likely not to graduate on time than their "on-track" peers. When looking at data from the 2003-2004 third grade cohort tied to the graduating class of 2013, the study found that only 57 percent of the students who scored in the limited range on their 2004 third grade reading test graduated on time, and only two-thirds of those scoring basic graduated on time. Conversely, more than four-fifths of the students scoring proficient or higher graduated on time.
In order to address reading deficits early, the K-3 Literacy Improvement Measure is used to determine if more students are learning to read in kindergarten through third grade.

Mount Healthy City School District Review Findings

STRENGTHS

Leadership, Governance and Communication

1. The district collaborated with internal and external stakeholders to develop a five-year strategic plan.

A. Based on document review and interviews with community members and partners, 90 people from the school and community were engaged in the creation of the 5-Year Strategic Plan Mount Healthy-An Education Destination.

- According to the superintendent, there was a need to hear from the community, parents, students and staff about what goals were most important for the district and how to best reach the targets. The superintendent stated, it was “rolled out here because we needed more clarity with stakeholders."
- Community members and partners stated:
  - "This brought people together."
  - "Our police chief attended the meetings and is on one of the committees."
  - "[There was] a sharing of ideas and collaboration between groups."
  - "It is the community outreach piece."

B. According to document reviews and interviews with district administrators, stakeholders examined data and determined district priority goals.

- As evidenced in the My Goal is Our Student Success PowerPoint document, student academic and behavior data were collected by administration and shared with planning teams.
  - Thirty-four third graders “were at risk of being retained for next school year.”
  - Junior high school “suspension increased 97 percent from (268) in 2014 to (527) in 2015."
  - A handout called Why Did Mt. Healthy (AND the State of Ohio) Test Results Plummet? was provided to planning teams and detailed Mount Healthy report card data compared to other districts.
- According to interviews with district administrators and document reviews, teams analyzed data and determined three priority objectives. The objectives are as follows:
  - Objective #1: Ensure all students are engaged in high-quality and effective instruction within the framework of Formative Instructional Practices.
  - Objective #2: Meet the needs of our student population with an emphasis on Multi-Tiered System of Support and a Pledge to PK-2 Success.
  - Objective #3: Identify and meet the evolving and complex needs of our population, reduce barriers to education, and increase community and parent involvement and support.
- Per document review and interviews with district administrators and community partners, school and community teams were formed to create and monitor strategies.

- The Education Destination Implementation Team (EDIT) 2016-2017 document lists names and meeting dates for all Objectives #1, #2 and #3 teams.
- The Education Destination Strategies Summary and Next Steps for 2016-2017 document includes strategies for each objective:

  "(1.1) Create and communicate learning targets."

  "(2.3) District-wide framework for a Multi-Tiered System of Supports (MTSS)."

  "(3.1) Conduct parent, student, teacher, & community survey to [identify] needs, reduce barriers, & increase involvement."

- From document reviews and interviews with administration, leadership provided updates to the board of education, staff and community on the Education Destination plan through a variety of sources. These documents included:
  - 2nd Quarter Updates 3-2-1 document lists three successes for each planning team, two milestones in progress, and one next step.
  - Mount Healthy 2016-2017 School Calendar that included an introduction from the superintendent describes the Education Destination process and progress (p. 3) and details the Education Destination plan goals (p. 7).
  - Education Destination Update (08/01/2016) document provides background information on the creation of the planning teams, expectations for the teams, links to meeting dates and membership, the five-year timeline and action plan template.
  - Mount Healthy City Schools website links to a copy of the Education Destination Plan and "[Third] Quarter Updates" that outline three successes, two items in progress or completed, and one next step for Objectives #1, #2 and #3.
  - Based on meeting agendas for 2016-2017, executive cabinet, cabinet and the district leadership team received continuous information on planning process.
  - Based on interviews with district administrators, each Education Destination team leader provided "updates and check-ins immediately following the district leadership team meetings."
  - Superintendent emails dated Dec. 2, 2016, Dec. 14, 2016 and May 1, 2016, informed board of education of Education Destination planning progress.
  - Board of education meeting agenda for May 16, 2016, and December 2016 documented presentations on the Education Destination plan.
  - Superintendent and district administrators' joint email memo to all staff (n.d.) included information and links to the following documents: Education Destination plan, Education Destination Implementation Teams, Summary, Implementation Structure, Next Steps, 5-year Timeline and Action Plan Template and Annual Evaluation Form.

C. Based on interviews with the superintendent, district administrators, teacher and community focus groups, the Education Destination plan priorities guide the work of the district.

- An Objective #3 priority in the Education Destination plan states, "create a communications/community outreach position."
    - According to district administrator interviews and an email to the board of education from the superintendent dated Dec. 2, 2016, “We are going to hire a part-time [public relations] person for our district” to address communications and community outreach.”

- An Objective #1 priority in the Education Destination plan states, "The District Leadership Team, Building Leadership Teams, Teacher-Based Teams, and Professional Learning Communities will use the five-step process to analyze data and make instructional changes to impact student growth.”
    - Based on document reviews of district leadership team, building leadership team, teacher-based team, and professional learning communities meeting agendas and minutes from April 2016 to January 2017, the Ohio 5-Step Process was used to analyze data.
    - Facts, Hunches and Next Steps with Data and District Leadership Team 5-Step Focus Group Process forms were used by the district leadership team.
    - Comments from the Aug. 25, 2016, district leadership team agenda and minutes stated, “[Building leadership teams] analyze [teacher based team] [5-step process].”

IMPACT: A collaborative district planning process can provide a voice for external and internal stakeholders and may ensure commitment to the change effort aimed at improving student achievement.

2. The district and board of education provides supports for its lowest-performing schools.

A. According to Mount Healthy City Schools Bylaws and Policy #2280, "The Board of Education recognizes a need to provide a preschool program to eligible children residing in its District and has obtained a license to operate a preschool program."

- Based on cabinet minutes, preschool programs supported by the Individuals with Disabilities Education Improvement Act Part B and general education funds were expanded in the 2016-2017 school year to provide two classrooms at South Elementary and one at North Elementary.
    - According to a district administrator, "Looking at data, many of our students come to kindergarten two years behind."

- Per interviews with district administrators and document reviews, a part-time preschool director was hired for the 2016-2017 school year through the Educational Service Center of Hamilton County.

B. Although space is an issue for expanding preschool programs within the district, district administrators collaborate with outside agencies to provide early intervention services in the community.

- Based on district administrators and board of education interviews, the district collaborates with Head Start to provide early intervention services in the community to at-risk preschoolers.
- District administrators stated that they are working with private providers and agencies to expand early learning opportunities through mobile technology models such as Footsteps2Brillance.

C. According to the Education Destination plan Objective #2, there is a leadership and community "Pledge to PK-2 Success (preschool through 2nd grade)" that ensures third graders will be successful.

- The Pledge to PK-2 Success document states:
    - "Achieve at or above grade level expectations in reading, writing, and math.”

- "Demonstrate strong social-emotional, problem-solving, and coping skills."

D. According to board of education minutes dated June 27, 2016, July 25, 2016, Aug. 15, 2016, and Sept. 19, 2016, the board of education hired approximately 25 new intervention specialists to support low achieving students.

E. Based on Mount Healthy City Schools Bylaws and Policy #2623, "The Board shall provide academic intervention services in pertinent subject areas to students who score below the proficient level in reading, writing, mathematics, social studies, or science achievement test, or who do not demonstrate academic performance at their grade level based on the results of a diagnostic assessment."

- Per classroom and building observations and interviews with teacher focus groups and district administrators, there is evidence of intervention services for low-achieving students.
- According to building observations and interviews with district administrators, English learner programs are in place in Mount Healthy Junior/Senior High.
- Based on a review of the ELL Support at [Junior/Senior High] 2015-2016 document, "[The school] offers a variety of services to [English learners] including pull out literacy and English language development groups, push in, individual tutoring, support classes and after school homework class."
- According to a review of documents, classroom observations and district administrator interviews, the district provides services to approximately 120 English learners.

IMPACT: When the district leadership and board of education establish policies and programs to support the lowest-achieving schools and students, the potential to close the gap between student groups is increased.

Curriculum and Instruction

1. The district is in the process of reviewing and purchasing new curriculum resources aligned to Ohio's Learning Standards.

A. The district purchased a new elementary reading series: JOURNEYS for grades 2-5 and Reading Street for grades K-1.

B. The district is presently piloting the MY MATH program in grades 2-5.

C. The district has adopted the GO MATH series for grades 6-8

D. The district is beginning the vetting process for science and social studies materials aligned to Ohio's Learning Standards.
- Vetting is a tool and process for initiating, modifying and discontinuing programs and services.

E. The district also is reviewing new assessments that align to the new curriculum resources and Ohio's Learning Standards, as described in the goals of the Education Destination plan.

- According to the district's Education Destination Plan, Objective #1, strategy #1 is "to implement a system of assessments and assessment evaluation."
- Members of the Office of Teaching and Learning shared that by purchasing and utilizing new curriculum resources and aligned assessments, the students may have a greater opportunity for academic achievement.

IMPACT: By aligning curricular resources and assessments to Ohio's Learning Standards, the district may provide students with an increased opportunity to learn and achieve academic success.

1. **The district has leadership and staff in place to support instruction and student achievement.**

   A. District and building administrators use a district-created Learning Walks form to monitor instructional alignment, students' on-task/off task behaviors, formative assessment/Formative Instructional Practices and student learning experiences to provide teachers with classroom feedback on an ongoing cycle.

      - A review of the Learning Walks Feedback form data shows that student task alignment to classroom learning targets has increased in three out of four buildings during the cycle #2 review from 2 percent to 8 percent, depending on the building.

   B. According to the district organizational chart and interviews, the district provides buildings with intervention specialists, speech therapists, tutors, academic coaches and deans to support the students and classroom teachers. These support staff members stated they work in the elementary buildings and at the junior and senior high school. Below are examples of the work they do:

      - One life skills coach works with students with disabilities in grades 7 and 8 in all subject areas to practice life skills to assist them to functions in daily life using an online program.
      - Two speech therapists work with students in elementary and middle school in small groups and class pull-out to assist students with language difficulties.
      - District intervention specialists work with classroom teachers assisting students on individualized education programs. The intervention specialists collaborate with teachers on the teacher-based teams.
      - The district also has three deans in the two elementary schools that aid with managing student discipline and observing teachers' instructional practices.

   C. The district also has lead teachers in the high school that serve as department heads in each of the subject areas and as coaches to new and ineffective teachers.

   D. The district employs deans in all buildings to assist building principals with discipline and the daily operation of the buildings.

   E. The district utilizes the services of State Support Team 13 and the Hamilton County Educational Service Center to train teachers in implementing co-teaching practices, Positive Behavioral Intervention Supports and Formative Instructional Practices.

IMPACT: By having the appropriate leadership in place at the district and school building levels, classroom teachers have access to direct classroom support as well as periodic feedback on instructional practices that may lead to increased student achievement.

Assessment and Effective Use of Data

1. **The district has established structures for the implementation of the Ohio Improvement Process.**

   A. The Ohio Improvement Process is a shared leadership model sponsored by the Ohio Department of Education and the Ohio Leadership Advisory Council. It was designed to align the vision, mission and actions in the school district for the purpose of improving student achievement and growth.

   B. According to interviews with district administrators, review of documents and focus groups discussions, the district uses the Ohio Improvement Process as a leadership structure to review student assessment results and monitor student achievement.

   C. The district-level steering committee directs the work of the Ohio Improvement Process. This committee is comprised of an external facilitator from State Support Team 13 and district administrators.

- The district-level steering committee oversees the work of the district leadership team, building leadership teams, teacher-based teams and professional learning communities.
- According to meeting minutes, the teams at all levels are expected to use the Ohio 5-Step process as a tool to analyze assessment data and develop instructional plans.
- The steering committee also discusses strategies for improving the district's process such as using the Ohio Implementation Rubric in the spring of 2017 to evaluate the work of teams at each level.

D. The district leadership team is comprised of the external facilitator, district and building administrators and teacher leaders from each building. Meeting minutes show that the team meets monthly.

- According to meeting minutes from the district leadership team, building leadership teams, professional learning communities and teacher-based teams, data is used to prioritize building and teacher activities.
- Examples of data used include exit ticket comments from new teacher training, student behavior data and learning walks data.
- According to district administrator interviews and documents reviewed, the district has developed a vetting tool and process for initiating, modifying and discontinuing programs and services.
- According to interviews with the teaching and learning department, the vetting process was used to review "every single program in the district last year." An interviewee also stated, "We used data and teacher feedback along the way."
- The vetting process was used to discontinue use of Aimsweb and move to Renaissance STAR 360 benchmark assessments.

E. The district leadership team engages in professional development to model expectations for the implementation of the Ohio 5-Step Process. The expectation is that these activities also will be used at the building-level team meetings. Examples of these learning opportunities include:

- A PowerPoint presentation on the Ohio Improvement Process.
- A data activity called "Facts, Hunches and Next steps," which district leadership team members use to examine climate and student behavior data. This activity was then expected to occur at each building-level team meeting.

F. Building leadership teams are in place in all buildings. The following work is reflected in their minutes:

- All building leaders attend the monthly district leadership meetings.
- The data and the resources from the district leadership team are used to guide their work.
- Student discipline and assessment data are analyzed at building leadership team meetings.
- Minutes from teacher-based teams and professional learning communities are reviewed at the building-level meetings.

G. Minutes indicate that teacher-based teams and professional learning communities meet one time each week during the teachers' planning time.

- According to minutes provided by the district, the Ohio 5-Step process is being used in teacher-based teams across the district.
- During an observation of one teacher-based team meeting, the lead teacher was providing job-embedded professional development to a group of teachers on interpreting the reports of the new benchmark assessment.

- As part of the Ohio Improvement Process, both elementary buildings have lead teachers whose role is to support teachers with effective instructional practices. At the secondary level, department chairs have two periods per day dedicated to supporting teachers with effective instructional practices.
- One building lead teacher explained how she supports teachers. She stated, “After I conduct a learning walk, I use a “Wow and a Wonder” protocol. I will leave a note on the teacher’s desk about a Wow, an effective strategy that I witnessed. Included in the note will be a Wonder, a question about what could be improved. I then invite the teacher to come see me if she wants assistance around her Wonder statement.”

IMPACT: As a result of implementing structures of the Ohio Improvement Process, the district has developed a culture of shared ownership of examining student data with the intention of improving classroom instruction and student achievement and growth.

2. The district has a balanced system of formative, common, benchmark and state assessments for grades K-12.

A. The district has a comprehensive calendar in place for the 2016-2017 school year that outlines assessments given, timelines and grade levels. This calendar is posted on the district website for parents, teachers and community members to access.

B. The district has a leadership structure in place for disseminating and discussing the results of district and state assessments.

- The district has established district-, building- and teacher-level teams to review data, so it can be used for school, educator and student improvement.
- The Ohio 5-Step Improvement Process is the tool that teams are charged with using to analyze state and local assessment data and detail intervention and enrichment strategies.
- Professional development documents indicate that there has been training on the analysis of student data.

C. According to document reviews, administrative interviews and teacher focus groups, the district has had formative assessment practices as a professional development focus for the past three years. Teachers reported learning about exit slips, thumbs up and thumbs down checks and rubrics for understanding.

- According to The Scope of Work Review conducted by Ohio’s Race to the Top grant personnel, the district has been engaged in formative assessments since 2012.

D. The district uses online vendor resources to develop common assessments. EdInsight and Pro-Core are educational tools that the teachers use to create common assessments for their courses and grade levels.

- Teachers use EdInsight to create English language arts and math common assessments at the high school level.
- For science and social studies, teachers use Pro-Core to develop common assessments for students in kindergarten through grade 6and EdInsight for junior high and high school students.

E. The district uses Renaissance STAR 360 benchmark tests in English language arts and math for students in grades kindergarten through eight.

F. According to staff interviews, the district moved away from Aimsweb assessments to Renaissance STAR 360 benchmark assessments in the winter of 2017.

- One teacher stated, “Aimsweb is a paper-pencil assessment and is not preparing students for on-line testing.”
- Renaissance STAR 360 assessments are computer-based with immediate results available for teacher use.
- The district plans to use Renaissance STAR 360 for reading and math benchmark assessments three to four times per year.
- During one observed teacher-based team meeting, the lead teacher facilitated a training on using Renaissance STAR 360 reports via a phone conference with the Renaissance Learning’s training representative. This training was to be duplicated throughout the day at each teacher-based team meeting.

G. According to high school administrators and students interviewed, the district has a protocol in place for helping high school students understand the number of Ohio end-of-course points required for graduation beginning in 2018. Student intervention and preparation for test retakes are developed using this protocol.

- Administrators at the high school reported that they have a method for tracking graduation points for each student.
- Students reported that high school staff conducted sessions with them to ensure that they were aware of their graduation points and deficits.
- High school administrators readily knew the number of current juniors who are in jeopardy of not graduating due to a deficit in their end-of-course exam points.

IMPACT: By having a balanced system of common, formative and benchmark assessments, the district may be able to monitor student growth and provide needed academic supports for all learners.

3. The district has implemented the Formative Instructional Practices (FIP) Framework.

A. Formative Instructional Practices are formal and informal ways that teachers and students gather and respond to evidence of learning. These practices allow students to become true partners in the teaching and learning process. There are four components of the Formative Instructional Practices Framework: clear learning targets; collecting and documenting evidence; student ownership; and effective feedback. Integrating these practices can increase student learning and teacher effectiveness. The Formative Instructional Practices Framework in Ohio is supported by Battelle for Kids, a nonprofit organization dedicated to improving education by supporting educators.

B. Objective #1 of the district’s Education Destination plan is to “ensure all students are engaged in high-quality and effective instruction within the framework of Formative Instructional Practices.”

- The district’s plan outlines visible instructional shifts for educators. Some examples include: communicating instructional goals; providing collaborative and cooperative learning experiences; and monitoring student learning.
- The district’s plan outlines visible learning shifts for students. For example, students will be able to explain the learning targets and monitor their progress toward meeting their learning goals.

C. A district-wide Formative Instructional Practices leadership team meets monthly and is primarily teacher-driven. The following responses were collected from both administrators and teachers:

- “[This initiative] has been so powerful and so teacher driven.”
- “Teachers plan and drive the professional development. By teachers, for teachers.”
- “[There are] more teachers on the Formative Instructional Practice team than administrators.”

- Each building has a team of Formative Instructional Practices Pioneers, comprised predominately of teachers, that provide professional development and support to fellow teachers.
- "It has been a long time since we [administrators] have stood up in front of a room of 200 people telling them about Formative Instructional Practices."
- When asked if Formative Instructional Practices would be observed in classrooms, respondents from multiple teacher focus groups were convinced that it would be observed by the state review team.

D. A review of documents and administrative interviews indicate that the district leadership team uses part of its monthly meetings to focus on Formative Instructional Practices occurring in the buildings.

- Minutes indicate that this year, the Formative Instructional Practices will focus on student ownership.
- The district leadership team developed a learning walk protocol to find evidence of Formative Instructional Practices in the classroom.

E. An analysis of the learning walks documents indicates that teacher leaders and administrators conducted two rounds of data collection in the fall of 2016. Each classroom learning walk was completed in less than 10 minutes. The Formative Instructional Practices that were the focus of the observations were: 1) Content standards and learning targets posted and aligned; 2) Student tasks aligned to the learning targets; and 3) Identification of all Formative Instructional Practices observed.

- Depending on the school, between 66.7-94.3 percent of classrooms had content standards and learning targets posted.
- Student tasks aligned to the learning targets was observed in 79.5-100 percent of lessons.
- The data analysis also revealed that checking for understanding is the Formative Instructional Practice that is used predominately in most buildings.

F. As evidenced by professional development documents, meeting minutes and teacher focus group interviews, training around Formative Instructional Practices has been a multi-year focus in the district.

- A Formative Instructional Practices overview is occurring at the start of the school year and is ongoing for new teachers.

IMPACT: According to Battelle for Kids, the Formative Instructional Practices Framework has the potential to accelerate student learning with the focused intentional use of assessments in the teaching and learning process. When the district fully implements the Formative Instructional Practices Framework, it increases the likelihood of student growth and teacher effectiveness.

Human Resources and Professional Development

1. The district promotes teacher leadership and growth by creating instructional leadership and mentoring opportunities for teachers

A. According to focus groups with teachers and district administrators, teachers have leadership opportunities through the district leadership team, building leadership teams, teacher-based teams, lead and mentor teachers and academic coaches.

B. Teachers with three or more years of training on Formative Instructional Practices, provide professional development on Formative Instructional Practices to other teachers during the professional development days and at the building level.

C. In focus groups with teachers, it was shared that teachers participate in teacher-based teams that review classroom data to design and implement lesson plans based on student needs.

D. Professional development on Conversation, Help, Activity, Movement, Participation, and Success. (CHAMPS) and instructional strategies are delivered monthly by lead teachers. “CHAMPS” is an acronym that highlights the key components of the management system students are to follow.

- According to the Safe and Civil Schools website, “CHAMPS” is a classroom management system used to develop an instructional structure in which students are responsible, motivated and highly engaged in the specific task at hand. Lead teachers assist classroom teachers with the implementation of the management system.

E. In focus groups with academic coaches and review of the Mentoring Program Handbook, it was stated that experienced teachers serve as mentors for teachers in the resident educator program. The mentor teachers receive three days training prior to meeting with the resident educators. The mentors meet with the resident educators on a weekly basis to review and assist with components of the resident educator program.

- As stated in the Mentoring Program Handbook, the mentors assist the resident educators with organizing and preparing the classroom and curriculum for the opening of the school year. Throughout the school year, the mentors share information and expectations of the profession while encouraging collegiality and collaboration. They assist in goal setting, helping the resident educators with the tasks related to the resident educator program and help to meet their professional needs.

F. Each elementary building has a lead teacher who assists teachers with effective instructional practices, facilitates professional development and provides guidance in reviewing and using data.

IMPACT: When the district promotes teacher leadership and growth, teachers who serve in leadership positions may improve their effectiveness and positively impact student achievement.

2. The district provides professional development on Formative Instructional Practices(FIP) for staff.

A. The Formative Instructional Practices Framework in Ohio is supported by Battelle for Kids, a nonprofit organization dedicated to moving education by supporting educators. According to Battelle for Kids, the Formative Instructional Practice model focuses on the deconstruction of Ohio’s Learning Standards, the establishment of clear learning targets for each lesson and the use and analysis of student performance data to modify instruction**.**

B. The district’s Formative Instructional Practices team, meets monthly to discuss and plan Formative Instructional Practices implementation and professional development.

C. According to the district’s professional development calendar, instruction on Formative Instructional Practices takes place on each professional development day.

D. In an interview with the deans and members of the Office of Teaching and Learning, it was stated that teachers are using Formative Instructional Practices to gather data for use in their teacher-based teams.

E. In reviewing the district leadership team meeting minutes and teacher focus group interviews, training on Formative Instructional Practices has been a part of the district’s professional development for more than three years.

F. Building administrators shared in focus groups that they monitor progress of Formative Instructional Practices in the classrooms through learning walks, formal evaluations and teacher-based team meetings.

IMPACT: As a result of providing professional development on the implementation of Formative Instructional Practices across the district, teachers learn how to utilize the instructional practices and access data that may help accelerate student growth.

Student Supports

1. **The district graduation rate for students with disabilities increased by more than 14 percent since the class of 2013.**

   A. According to the 2015-2016 state report card and the Ohio Department of Education's Office of Accountability, the district's graduation rate for students with disabilities improved to 83.3 percent compared to 69 percent as indicated in the 2013-2014 school year.

   B. The district graduation rate for students with disabilities in the district is higher than five similar districts as identified by the Ohio Department of Education.

   C. According to district administrators and documents reviewed, intervention specialists are using student performance data to support and monitor progress toward student individualized education program goals.

   D. Agendas, minutes, interviews and documents reviewed indicate that district special education coordinators communicate and/or meet monthly with intervention specialists. Communication includes timely updates, special education deadlines, resources and professional development opportunities.

2. **The Achieve alternative school staff collaborate with the high school counselor to monitor students with disabilities' progress toward graduation.**

IMPACT: When school districts have systems to ensure that all students are able to perform to the best of their abilities, students may graduate and be prepared for postsecondary education and career opportunities.

3. **The district provides NAVIANCE, an online tool, to assist students in college and career exploration and planning.**

   A. According to interviews, a career advising district policy that aligns with the Ohio Department of Education model policy has been drafted for the board of education to consider for adoption.

   B. According to documents reviewed, NAVIANCE is "a comprehensive K-12 college and career readiness solution that helps districts and schools align student strengths and interests to post-secondary goals, improving student outcomes and connecting learning to life."

      - According to interviews with high school counselors and documents reviewed, seniors have been trained and have personal logins to access the online tool to complete college searches, career inventories, develop resumes and other college and career activities.
      - Per the high school counselors' calendars, the counselors facilitated eight classroom activities using NAVIANCE in the 2016-2017 school year.
      - Based on the school counselors' career advising framework for grades 7-12 planning document and in accordance with the district's career advising policy draft, the counselors will expand the use of NAVIANCE and present classroom guidance lessons to students in grades 7 through 12.

IMPACT: When the district has career advising policies and practices in place and provides students with career and college planning support and tools, students may be more aware and engaged in choosing a pathway to graduation and postsecondary options.

4. **The district collaborates with community groups to provide support for basic needs to homeless families and families referred by school staff.**

A. **According to the objective #3 basic needs sub-committee report dated Feb. 2, 2017, and interviews** with a district administrator and school support staff, the following assistance has been provided:

- Local churches sponsored the 2016 Sharing Tree project and provided gifts and food to 110 district families.
- The Assistance League of Greater Cincinnati partnered with the district to provide uniform vouchers for students at a cost of $6,437 through the Operation School Bell Program.
- Local churches offer packets of food to be sent home on Fridays for families in need and provide school supplies to social workers to distribute as needed.
- The Crayons-to-Computers nonprofit organization provided $64,000 worth of school supplies through its Teacher Free Store for teachers to distribute to students.
- The homeless liaison collaborates with community agencies, school and district staff to provide special transportation as needed for students identified as homeless.

IMPACT: When the district engages with community organizations to address the basic needs of economically disadvantaged and homeless students, students may be better able to perform to the best of their abilities.

Fiscal Management

1. The district provides budgets to building principals.

A. According to interviews with building principals, the treasurer and treasurer's staff, the district's building principals received their individual budget amounts by account codes from the fiscal office for FY17.

B. According to the building principals and the treasurer's staff, the building principals are permitted to move funds from one account to another as needed to address teaching and learning needs.

- For example, when a principal needs additional funds in the educational supply account, then he/she can request the funds be moved from the office supply account to cover that expenditure.

IMPACT: When the district provides building principals with annual building budgets, they may align building priorities with allotted funds.

CHALLENGES AND AREAS FOR GROWTH

Leadership, Governance and Communication

1. The board of education does not model a culture of collaboration or provide purposeful direction to improve student achievement.

A. Based on district administrator and board member interviews and document reviews, the board of education did not agree on procedures to evaluate the superintendent and treasurer as required by Ohio Revised Code 3319.01 and 3313.22(d).

- The board of education has taken no action on performance goals submitted by superintendent on Feb. 17, 2016, entitled, Goals for Reva Cosby, Superintendent of Mount Healthy City.
    - Comments from board of education members regarding the lack of superintendent and treasurer evaluations included:

      "We could not agree on how to assess the goals for the superintendent, so we haven't acted."
      "We have not evaluated the treasurer or the superintendent in a long time."

      "There is a lot of friction on the board."

    - The superintendent confirmed, "I have not received an evaluation."

- A review of personnel files and 2015 and 2016 board of education regular minutes indicated the board of education did not evaluate the treasurer or the superintendent.

B. The board of education did not engage in the development nor the monitoring of the Education Destination plan, per reviews of 2015-2017 board of education meeting videos and minutes and interviews with district administrators and board members.

- The Education Destination plan was presented at only two regular board of education meetings; May 16, 2016, and an update in December 2016.

- Based on board member and district administrator interviews, there is no shared understanding and continuous monitoring of the Education Destination plan, per Ohio Revised Code 3301-35.02.

    - Board members reported:

      "We have not done a good job of setting goals for student achievement."

      "[I] don't know about Education Destination goals."

- Although one board of education member participates as an Education Destination team member, there is no communication structure or process in place for sharing information with other members.

    - Per board of education and superintendent interviews, one board of education member is an Education Destination team member, and "there is no communication structure to provide information and updates to other members."

    - Board members reported:

      "Rest of board is not as hands-on."

      "We get very little data."

    - Although board of education retreats were planned in the past as a way of sharing information and updates, "We haven't had a board of education retreat for five years."

C. Based on district administrator and board member interviews, parent and teacher focus groups, and 2015-2017 board meeting videos and minutes, the board does not consistently discuss and review student achievement data and other information or use it to guide policy and decision-making.

- According to board member interviews, there is no shared view of how district progress should be measured nor what data is important to collect for decision-making. Comments from board of education members included:

    - "[I'm] not a fan of judging on students' scores."

    - "I trust the superintendent to do her job."

    - When asked about student performance data, one board of education member stated, "Attendance and student discipline is the issue."

- There is no evidence of shared conversations between board of education members and superintendent about district performance data, based on reviews of board of education meeting

videos and minutes that included the Sept. 19, 2016, presentation of the report card and Quality Profile reports that were not followed by board of education discussion, questions or comments.

- Textbook, curriculum and program adoptions identified in the 2016 board of education meeting agendas were approved by the board of education as part of the consent agenda, without discussion or evidence of reviews of student performance data and other information.
    - A consent agenda is a meeting practice that packages routine committee reports, board meeting minutes and other non-controversial items not requiring discussion or independent action as one agenda item.
    - The adoption of a new English language arts program for K-6 was placed on the consent agenda and approved by the board of education at the April 18, 2016, meeting with no review or discussion of student achievement data or other information. Comments included:

      "No information [on the program] was provided [to the board]."

      "We let administration handle it."

      "We had a presentation on FIP last year, is that the same?"

      "They [the administration] asked the teachers what they preferred."

      “The community sees us as just a rubber stamp.”

D. According to the superintendent, district administrator and board of education interviews, no official standing or ad hoc board committees have been established by the board to assist in data and information collection and sharing. Comments included:

"The board members didn't follow-up on setting up committees."

"[There] used to be [board] committees 3 or 4 years ago, maybe it was 8 years."

"Board president talked about getting them back together."

E. Per review of district communications and interviews with district administrators and board of education members, district bylaws and policies are not unanimously followed by all board of education members.

- Mount Healthy City School District Bylaws & Policies 3112 – Board-Staff Communications (D) states that “board members shall inform the superintendent and make arrangements for visitation through the principal of the particular school.” Comments included:
    - A board member stated, “The policy says to follow the chain of command, but I don’t.”
    - Interviews with board members indicated that “there is a pattern of negativity” regarding the need to follow policies, and “we don’t present a united front.”

F. A review of board of education meeting agendas from 2015-2017 revealed a lack of dedicated time set aside during the regular meetings for the board members to jointly review data and information, discuss issues, ask questions or build a consensus for action.

- Email is the primary means of communication between board of education members, as a group, and the superintendent.
    - Based on a review of emails dated Dec. 2, 2016, Dec.12, 2016, May 1, 2016, May 31, 2016, updates on district issues and initiative were sent by email to board of education members by the superintendent.

- Reponses from superintendent to questions from individual board member on issues such as competitive bidding were sent to the board in emails dated Dec. 6, 2016, April 28, 2016, May 31, 2016, and Aug. 5, 2016. No discussion of the issues occurred at general board of education meetings, per document review.

- Based on document review and board of education interviews, there is no evidence that the board of education has gathered in work sessions, study groups or retreats, as permitted by Ohio's Sunshine Law (Ohio Revised Code Section Revised Code 121.22), to review data and information, discuss issues, ask questions or build a consensus for action.

  - Based on document reviews and interviews with board of education members, no board of education retreats were scheduled during the past five years.

IMPACT: When the board of education does not collaborate to address issues, problem solve or provide clear direction for school improvement, efforts to meet the district mission, vision and goals may not be achieved.

2. The Education Destination plan goals do not meet the SMART goal criteria needed to guide instructional planning.

A. According to the 2012 Ohio Improvement Guide, SMART goals are defined as specific, measurable, attainable, realistic and relevant, and timely.

B. Goals for student progress and success in the Education Destination plan are not SMART because they are not specific to the needs of all student groups.

- The progress and performance of only one disaggregated subgroup, students with disabilities, is identified and measured.

  - Education Destination plan states, "Close the gap between [students with disabilities] and the [Annual Measurable Objectives] goal by a half yearly."
  - There are no progress or success measures identified in the Education Destination plan for the lowest 20 percent achievement subgroup, although the subgroup received a letter grade of "F" on the 2015-2016 progress measure of the district report card.
  - There are no progress or success measures identified in the Education Destination plan for the African-American subgroup, although this student group was significantly below the state goal in reading and math as compared to all subgroups other than students with disabilities in the 2014-2015 and 2015-2016 district report cards.

C. Goals for student and adult progress and success in the Education Destination plan are not SMART-based, they are not measurable.

- Performance measures for "Objective #3" of the Education Destination plan are not stated.

  - "We need a goal here that involves: Stakeholder perception data [and] Stakeholder engagement data."

- Based on a review of the Education Destination plan, adult indicators of progress and performance are not in measurable terms.

  - "Staff will implement more collaborative and cooperative learning experiences."
  - "Educators will use relevant data to impact student learning. Formative assessment will be used to monitor learning rather than to assign grades."

    - "Educators will utilize a proactive approach to provide explicit instruction of social emotional skills using a common language to promote self-awareness and express of emotions."

D. Goals for student progress and success in the Education Destination plan are not SMART because they are not attainable or realistic.

- According to the Education Destination plan, the district will “increase 3 points each year on the Performance Index [to obtain a] Performance Index greater than or equal to 98.3 points.”
    - Based on the 2015-2016 district report card, the district Performance Index was 60.6/120 (50.5 percent) or a D.
    - Increasing by only “3 points per year” would result in a Performance Index score of 69.6/120 (58 percent) equal to the same letter grade of D on the 2018-2019 report card as on the 2015-2016 report card.
- Per the Education Destination plan, the district will "Increase by at least 10 percent each year those students who are proficient at each grade level."
    - According to the 2015-2016 report card, 19.1 percent of all third graders were proficient on the state reading test.
    - Based on a 10 percent yearly increase identified in the Education Destination plan, less than half of the third graders would be expected to pass the state reading test by 2018-2019.

E. Goals for student progress and success in the Education Destination plan are not SMART because they lack relevance.

- Education Destination plan identifies “[Ohio Graduation Test]" goal and not current requirements of end-of-course exams and Ohio graduation pathways measures.

F. Goals for student progress and success in the Education Destination plan are not SMART because they do not include realistic timelines.

- Although the 2015-2016 Value-Added district report card component is an F, the Education Destination plan states that within two years and by the 2018-2019 school year, the district will “meet or exceed math and literacy state accountability standards for ALL students, as measured by [overall Value-Added] of at least a B."

G. Per document review, student progress and performance measures for the district school improvement plans have remained the same since the 2014-2015 school year.

- According to district administrator interviews, “We are in a year of transitioning."

H. The student and adult progress measures in the Education Destination plan do not drive the district or school level improvement efforts, based on a review of documents and interviews with principal and teacher focus groups and district administrators.

- Although district administrators and educational service center support personnel reported that "the school and district plans are aligned," teacher and principal focus groups indicated that the Education Destination plan performance measures do not inform or align to the work of the building level teams or the teacher-based teams.

- Principal and teacher focus groups shared:

"The OIP plan from two years ago is our plan."

"I'm not sure what student performance goals we are using."

"We are just all held accountable for student achievement."

"[Adult indicators] I don't know about that."

- Based on reviews of elementary teacher-based team meeting minutes for Sept. 22, 2016, Oct. 25, 2016, and Nov. 8 2016, there were no connections made to student or adult progress or performance measures In Education Destination plan.

- Based on the November 2016 [District Leadership Team] Next Steps Progress Tracker data collection tool, student and adult “look fors” did not match the Education Destination student and adult progress and performance measures.

I. According to document reviews and interviews, there is no district administrator assigned specific responsibility and accountability for assuring structures and practices are in place in the district and at the schools to identify, collect, analyze and use data from multiple sources to inform decision-making to meet school improvement goals identified In the Education Destination plan.

- Job responsibilities for various district administrators include portions of data and accountability tasks such as: “[Ohio Improvement Process-Building Level Teams, Teacher-Based Teams, District Level Team]”; “District Testing Program”; and “[Education Management Information System] Review & Checks.”

- According to superintendent and district administrator interviews, no one administrator has oversight for all data and accountability goals, monitoring and evaluation.

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

3. The district did not ensure the development, implementation or monitoring of individual school improvement plans for the 2016-2017 school year.

A. At the time of the review, there were no school improvement plans provided for the 2016-2017 school year to guide the work of the building leadership teams and teacher-based teams.

- According to document reviews, the Mount Healthy Junior/Senior High School Ohio Improvement Plan was last updated Nov. 10, 2015.

- Based on a review of Sept. 7, 2016, Oct.10, 2016, and Dec. 7, 2016, Mount Healthy Junior/Senior High School building leadership team minutes, there was no reference to the school improvement plan, revisions or updates.

- According to document reviews, Mount Healthy North Elementary Building Focused Plan was last revised April 2015 with additions for Title I added December 2015.

- Based on North Elementary building leadership team minutes dated Sept. 16, 2015, "the [Ohio Improvement Plan] was looked at in the spring [and] Ohio Improvement Plan rubric was emailed to all [Building Level Team] members."

- South Elementary - Mount Healthy City Schools Ohio Improvement Plan shows a date of Jan. 25, 2017, at the top of the 2015-2016 plan; however, these is no recorded evidence of updates to the goals, strategies and action steps for the 2016-2017 school year.

- Based on building leadership team minutes dated Aug. 20, 2016, the South Elementary Ohio Improvement Plan was not discussed or updated as part of the leadership team minutes.

J. Based on a review of documents, the last formal school improvement plans developed by the schools were in the 2015-2016 school year.

- Both North Elementary and Mount Healthy High School are "Watch" schools and according to Ohio Department of Education guidance, "These schools must implement an improvement plan to close gaps among low-achieving subgroups by targeting resources and interventions beginning in the 2015-2016 school year."

- At the time of the review, both North Elementary and Mount Healthy High School had no 2016-2017 school improvement plan developed.

- Both Mount Healthy Junior High and South Elementary School are "Focus" schools and according to Ohio Department of Education guidance, "A Focus School receives support and monitoring from its regional state support team to implement a school improvement plan using the Ohio Improvement Process.

- At the time of the review, both Mount Healthy Junior High School and South Elementary had no 2016-2017 school improvement plan developed.

K. Based on interviews with school principals and teacher focus groups, there was no shared awareness of the contents of their school's improvement plan or an expectation to develop and monitor it. Comments included:

"We set weekly grade level goals."

"Is the OIP the same as a SIP?"

"We had an OIP in 2015, and I think we use that."

"Our school uses the district plan."

IMPACT: When schools do not have improvement plans developed and aligned to the district's goals and priorities, there may be no strategic framework to address student achievement.

Curriculum and Instruction

1. The district does not have a comprehensive curriculum framework document to guide classroom instruction and instructional strategies.

A. According to classroom observation inventory, textbook materials are used as the curriculum in the district.

- A review of classroom observations revealed that instruction is textbook driven. Teachers are using textbook manuals and student worksheets to guide instruction.

- When some teacher-based team members were asked about strategies they used in the classroom, the response was "Go Math and Journeys give them to us."

- On the classroom observation inventory, review teams members rated the indicator “teachers apply Webb's Depth of Knowledge to design and implement curricular activities, instruction and assessment” as 1.79 on a 6 point scale.

B. Secondary teachers stated that lesson plans were developed from following curriculum maps and pacing guides.

- A review of district subject curriculum maps found there was no common format for development being used and no common strategies listed in the curriculum maps.

C. The district still uses outdated curriculum resources that are not aligned to Ohio’s Learning Standards.

- According to documents reviewed, social studies texts are more than 14 years old and science materials have not been replaced for a number of years.

IMPACT: When the district does not develop and implement a comprehensive curriculum framework that ensures consistency, alignment and effective delivery of instruction, it may affect the manner in which teachers deliver instruction and this may negatively impact student learning and achievement.

2. The district lacks a literacy framework for the delivery of reading instruction that includes the elements and components of a balanced literacy program.

A. Based on information shared during teacher focus groups and teacher interviews, the district lacks a consistent plan or framework that guides literacy practices and assessments.

- In focus groups, teachers stated that there are varied levels of the implementation of Formative Instructional Practices in the district. They also mentioned that the training received on the new reading materials varied by grade levels and teachers’ years of experience.

B. The district’s K-3 Literacy score on the 2015-2016 state report card, which measures how successful the district is in getting struggling readers on track for proficiency in third grade and beyond, shows a failing grade (24.1 percent) for the district. Furthermore, only 19.1 percent of third grade students in the district scored proficient or higher on the state reading test.

3. Based on classroom observations, there was no reading philosophy being followed in the classroom that guides instruction or instructional strategies.

IMPACT: Without a written balanced literacy framework for reading, the district may be unable to communicate a consistent delivery of reading instruction by teachers, and this may reduce opportunities for maximized student learning.

4. The district lacks tiered (differentiated) systems of instruction within the classroom.

A. Learning Walks Feedback Trend Data form shows that district staff does not consistently use different learning styles and activities during instruction in classroom.

- A review of the trend data for two cycles shows that “re-teaching in a different way” was scored low in most schools. During the second cycle, “re-teaching in a different way” scored between 3-28 percent of the time.

B. An item on the classroom observation inventory conducted by the district review team asked whether teachers “implement appropriate and varied strategies to all students' diverse learning needs.” That indicator item received a score of 1.91 on a 6 point scale.

- When asked about enrichment strategies for different learning needs, one teacher stated that they focus more on interventions and not enrichment.

IMPACT: Without instructional strategies that address differentiated learning styles and needs, the district may be unable to assist all students to achieve academically.

Assessment and Effective Use of Data

1. The district lacks a written technology vision that includes a plan for the purchase, implementation and evaluation of instructional technology.

A. In reviewing the district’s Education Destination plan and supporting documents, there is limited reference to the use of instructional technology.

- Objective # 2 of the plan states that students will demonstrate 21st century skills of collaboration, communication, creativity and critical thinking but does not mention the use of technology as a tool for learning those skills.
- The district does not have a budget for technology.

B. Although the document, “Mt. Healthy Resources for Technology Planning,” dated January 2017, lists questions and steps needed to offer a one device to one student computing model (one-to-one model) for student learning, there are no details or clear plans for implementation.

- In interviews with the technology staff and a focus group with instructional coaches, the one-to-one model was mentioned, but specific details were not highlighted.
- In interviews with the technology staff, they are hoping to have a comprehensive technology plan in place by the start of the 2017-2018 school year.
- The technology staff noted a hope to move to the one-to-one computing model within three years, but there is no specific budget to accomplish this.

C. According to interviews with district administrators and teacher focus groups, the infrastructure for technology is not in place in the buildings. Several interviewees mentioned that even though the buildings were constructed in 2005, they are not set up for wireless technology. Comments included:

- “Infrastructure is not there.”
- “Wireless internet is just not there.”
- “Several years ago I requested a router for my room so I would have access.”
- “We make kids turn off their phones so we can have enough Wi-Fi.”
- “We had to pass up on some curriculum [such as] A-Z reading because we did not have technology in place to support and use the program.”
- One staff member stated, “We are way behind the eight ball in technology.”
- Another staff member stated, “Technology is lacking in buildings.”

D. Although mounted projectors and interactive whiteboards and white board tools were observed in classrooms, there is little evidence that current classroom technology is being used to “re-shape and enhance the way students learn and engage with the world,” as stated in the technology planning tool.

- In 66 percent of classroom observations, teachers were using the interactive whiteboards similarly to traditional blackboards and overhead projectors. Posted on the whiteboard were classroom behavior rules, the schedule of the day, the learning objective for the lesson and the current assignment.
- Only 18 percent of classrooms observed showed teachers using the interactive whiteboard to access online textbook activities and resources.
- During observations in both elementary and high school social studies classrooms, the teachers missed opportunities for using the interactive whiteboard to access the internet to enhance student understanding.

E. Classroom observations were conducted by the district review team to assess the use of technology by teachers and students. The following practices were rated:

- “The teacher uses available technology to support instruction and enhance learning." Thirty-six classrooms were observed and received an average rating of 1.75 out of 5, which indicated evidence of preliminary stages of implementation in a few settings.
- “Students use technology as a tool for learning and/or understanding.” Thirty-three classrooms were observed and received an average rating of 1.21 out of 5, which indicated rare or insufficient evidence of student use.

F. Members of the district leadership team conducted two rounds of classroom learning walks during the fall of 2016.

- Learning walks data indicated that computer lab or laptop use only occurred between 2.6 to 14.7 percent of the time during observed lessons.
- Learning walks data also indicated that there is minimal student use of technology for research and inquiry occurring in classrooms.

G. According to a review of documents, interviews and focus group discussions, the district purchased additional laptops in order to comply with state testing requirements. However, at the time of the review, there was no evidence of discussions to use the additional technology to enhance instruction and learning.

- According to teacher and administrator interviews, 360 laptops with classroom carts were recently purchased for buildings primarily to support testing.
- Multiple staff from different focus groups believe that the reason the district performs poorly on state tests is that their students do not know how to use the technology effectively in testing settings.
- The district leadership team minutes revealed that the purchase of technology and infrastructure was for the purpose of complying with the administration of computer-based state testing.
- A teaching and learning planning document only refers to technology to “continue increasing online assessments in ELA and Math” beyond the 2016-2017 school year. According to a district administrator, the lack of a multi-year budget impacts long-range planning.

H. A review of professional development documents reveals little evidence of district-wide training in the area of instructional technology.

- The 2016-2017 professional development calendar shows little evidence of defined training in instructional technology. The calendar states, “Technology in the Classroom [training is held]

concurrently with other topics before and after school or [on] district professional development days."

- The district hired one instructional technology coach from the Hamilton County Educational Service Center in November 2016 to assist in training. However, the staff member only works with a limited number of teachers at the secondary schools.

I. In staff interviews, it was relayed that there is no comprehensive data tool for staff to access all student information in one place. District administrators stated:

- "Historically, the district used ThinkGate to store data. They shut down so we moved quickly to Edinsight. It's not pretty right now."
- "We need to find a data dashboard."
- "Our goal is to have all data in one spot. Data is accessible to teachers but not all in one spot."

J. The district does not have an online system in place for students and parents to manage daily assignments and long-range projects.

- A district administrator stated that students in elementary and junior high school still have hard copy assignment books.
- A review of the district's webpage shows a link on each building's webpage for classes/homework. However, none of the sites were active at the time of the district review.
- There are some teachers in one elementary school that have individual webpages. However, of those teachers who do have webpages, there is inconsistency in the material presented. Some teachers have information that does not change throughout the year and other teachers have many resources and blogs as part of their pages.

IMPACT: Without a comprehensive technology plan that includes long- and short-term goals for the purchase and implementation of instructional technology, students of the district may lose out on developing 21st century skills that will carry them into the world of work.

2. Though the district implements Formative Instructional Practices, it does not utilize the Formative Instructional Practices Framework with fidelity to improve teacher instructional practices and student learning.

A. Classroom observations were conducted by the state review team to examine the use of Formative Instructional Practices. The average rating for each area observed reflects insufficient evidence of teacher use of Formative Instructional Practices. The following practices were rated:

- "The teacher conducts frequent formative assessments to check for understanding and inform instruction." Forty-six classrooms were observed and received an average rating of 2.17 out of 5.0.
- "The teacher uses Formative Instructional Practices to enhance student learning." Twenty-two classrooms were observed and received an average rating of 1.77 out of 5.
- "The teacher communicates clear learning objectives aligned to Ohio's Learning Standards." Forty-three classrooms were observed and received an average rating of 2.12 out of 5.

B. District leaders conducted two classroom learning walks in the fall of 2016 to verify the use of Formative Instructional Practices. During the first cycle, 162 learning walks were conducted and in the second cycle, 184 were completed.

- Even though a significant number of respondents stated that instructional practices were occurring in the classrooms, the learning walks tool only required a yes or no response.

- The learning walks data from the first and second cycles indicated that district-wide 82.65 percent and 83.15 percent of classrooms had Formative Instructional Practices in place respectively. However, a rubric or calibration tool was not used to measure the fidelity of implementation.

C. The district leadership minutes indicate a focus on student ownership for the 2016-2017 school year. However, there is limited evidence of it occurring in classrooms.

- According to the learning walks protocol, the district defines student ownership as use of rubrics, self-assessment and peer feedback. However, in reviewing the district's learning walks analysis from both data collection cycles, there is a low incidence of students demonstrating these practices.
- The use of rubrics was observed less than 16 percent of the time across the district.
- The use of peer feedback was observed less than 15 percent of the time in all but one building.
- Student self-assessment was observed less than 27 percent of the time.

D. An analysis of classroom observations conducted by the state review team indicated little evidence of student ownership. The following practices were rated:

- "Students articulate their thinking or reasoning verbally or in writing either individually, in pairs or in groups." Forty-two classrooms were observed and received an average rating of 1.79 out of 5.
- "Students assume responsibility for their own learning whether individually, in pairs or in groups." Thirty-eight classrooms were observed and received an average rating of 1.63 out of 5.

IMPACT: Implementation of Formative Instructional Practices without fidelity may not change teacher instructional practices in the classroom and thus not improve student performance and growth.

3. The district does not consistently use the Ohio Improvement Process with fidelity.

A. In reviewing building-level goals and interviews with district administrators, none of the buildings have goals for the 2016-2017 school year with measurable student outcomes, which drives the Ohio Improvement Process in each building.

- Building goals are dated from the 2015-2016 school year.
- Building principals stated that this is a "year of transition" because of the Destination Education plan.
- Another building administrator stated that, "We haven't looked at them this year."

B. In reviewing the building leadership team minutes, not all buildings are using the Ohio Improvement Five-Step Process to guide their monthly meetings.

C. Analysis of the building leadership team minutes revealed no evidence that the Ohio Department of Education building report card was reviewed to determine areas of focus for the school year.

D. There does not appear to be a district-wide process for the building leadership teams to help teacher-based teams that are not using the Ohio 5-Step Process with fidelity.

- Although a building leadership 5-Step Process feedback form is available to give teacher-based teams feedback on the quality of their work, no completed forms were found in the documents reviewed.

- When building principals were asked how they work with teams, no one referenced using this form.

E. According to interviews, there is much confusion throughout the district about the difference between a teacher-based team and a professional learning community. District administrators and teacher responses included:

- "They are the same thing; they just have a different name at the high school."
- Some respondents thought that there were teacher-based teams at the high school and professional learning communities at the junior high school. Others responded that it was the other way around. One said that "Elementary schools had teacher-based teams and the junior high and high school did professional learning communities."
- One teacher said that, "If it was a grade-level team at the high school then it was called professional learning community and if it was a team structured around content then it was called a teacher-based team."
- In a teacher focus group discussion around the difference in terminology, a teacher stated that when the state support team facilitator comes to their professional learning community meetings, she calls it a teacher-based team meeting.
- In review of the teacher-level minutes, there are different reporting forms used for the teacher-based teams and the professional learning communities.

F. A review of minutes from teacher-based team meetings and professional learning communities across all buildings revealed an inconsistent use of the Ohio Five-Step process.

- Even though teacher-based teams are using the Ohio 5-Step process in their meetings, the high school and junior high teams use a different template for their reporting than the elementary buildings.

- Step 1 of the Ohio 5-Step Process is to collect and chart data on performance of students. Evidence indicates that teachers are able to analyze the data for all students and students with disabilities. However, not all teams review data for students in other sub-groups.

- Step 2 of the Ohio 5-Step Process is to analyze student work specific to the data. The team is then to identify strengths and weaknesses of specific measurable skills. Of 23 teacher-based team minutes reviewed, only 56 percent of teams were able to analyze data to determine the specific measurable skills for intervention or enrichment. In some instances, teams skipped this step.

- Step 3 of the Ohio 5-Step Process is for the team to define specific instructional strategies as they relate to the specific skill deficits. Only 30 percent of teams reviewed were able to define instructional strategies aligned to the tested skill. Most practices listed were generic in nature and did not address the specific skill being taught.

- Some professional learning communities at the high school and junior high do not use the Ohio 5-Step Process. Student performance data is not detailed on the report.

IMPACT: As a result of inconsistent understanding and use of the Ohio Improvement Process, teachers may be unable to use student data effectively to make decisions concerning core instruction, remediation and enrichment that impact the academic and behavior growth for all students.

Human Resources and Professional Development

1. **The district's professional learning experiences exclusive of Formative Instructional Practices, are not ongoing or aligned to teacher needs as they relate to the district plan or followed up with coaching and support.**

   A. The professional development plan for the 2016-2017 school year lists the workshops for the year without any reference of a speaker returning or a topic revisited for the remainder of the year.
   B. According to interviews with teachers, Strategies for Student Success with Poverty in Mind, a book study, was "interesting, but no additional activities or strategies from the book were revisited on an ongoing basis."
      - A teacher stated, "We had the one workshop and was asked to read the book, but only one additional workshop was scheduled and it was supposed to be at the building level."
      - It was shared in an interview that, "The book study on Engaging Students of Poverty was good but there was little follow-up and that the follow up that occurred may have been handled at the building level."
   C. In a focus group of building administrators, it was stated that the district provided guest speakers who conducted workshops; however, the district did not engage the presenters to return to the district to do any follow-up presentations, work with teachers or extend the learning beyond the original presentation.
      - It was stated, "We had a dynamic speaker at the beginning of the year but there has not been any follow-up."
      - A building administrator stated, "We received a half-day training on curriculum."
      - Another administrator stated, "Trainings have been one and done – nothing systemic."

IMPACT: Without the development and implementation of a high-quality professional development program that contains elements that are ongoing, aligned to teacher needs and goals, and followed up with coaching or support, teacher growth and student achievement may be hindered.

2. **The district does not have a formalized plan in place to retain a highly qualified staff.**

   A. In a focus group with district administrators, it was expressed that there are no other incentives other than salary to retain high-quality teachers.
      - "It's not a difficult to get teachers to come {to the district} but to get teachers to stay in the district."
      - "Other people {districts} take our teachers and administrators"
      - According to interview and focus group of teachers, it is difficult to maintain the teaching staff.
        - "Staff morale is low due to the administrative changes"
        - "It's not easy to teach here."
        - "There is too much staff turnover – have to change every year."
   B. According to the published exit interviews of staff members:
      - Fifty percent stated their reason for leaving the district was the lack of support;
      - Another 28.6 percent stated they were recruited by another district;
      - Seventy-five percent indicated they would teach in another district in the 2016-2017 school year;
      - Comments from staff member included:
        - "I was becoming frustrated of having a new principal every year for the last several years"; and

- "I felt that even though the administration at South was very strong and supportive, I did not get the same feeling from the new administration in the board office. I also was nervous about how the administration changes among all of the buildings would affect the district."

IMPACT: Without a comprehensive retention plan, the district may continue to have staff exiting the district, which may lead to a shortage of educators in the district.

3. There are limited opportunities for professional development for school board members, district and building administrators and school support staff.

A. According to interviews with school board members, they do not receive any professional development for their positions and they do not attend the annual Ohio School Boards Association conference, which provides training for school board members. Comments from board members included:

- "We had a board retreat five years ago."
- "We are never invited to attend the professional development activities provided by the district."

B. According to the professional development plan, the administrators' retreat agenda and interviews, building administrators do not receive professional development that enhances their roles as instructional leaders except for the training they receive at the district leadership team meetings. They report that they have not received consistent and ongoing professional development as instructional coaches.

C. According to the professional development calendar and focus group, building administrators have not received any training on giving reflective feedback to teachers after conducting learning walks and formal evaluations.

D. According to interviewees, there are limited professional development opportunities for school support staff to improve skills in their current positions.

IMPACT: When the district does not provide professional development for district and school administrators, school board members and school support staff, opportunities to learn strategies necessary to provide support to the district teaching staff and students may be limited.

Student Supports

1. The district does not have effective school and classroom practices to minimize problem behavior for all students.

A. The district discipline data indicates a higher rate of behavior incidents than similar districts and the state average.

- According to a 2016 Ohio Department of Education Office of Accountability report, district disciplinary actions per 100 students is higher in the district than the state average and similar districts.
  - During the 2015-2016 school year, the district reported 88.5 disciplinary actions per 100 students. Similar districts reported 61.5 disciplinary actions per 100 students, while the state's average was 23.6 disciplinary actions per 100 students.
  - While similar districts' data and the state discipline data has remained constant since 2012, the district's disciplinary actions has increased by 21.7 incidents per 100 students during the same period.
- According to a 2016 Ohio Department of Education Office of Accountability report, district out-of-school suspensions per 100 students is higher than the state average and similar districts.

- The district's out-of-school suspensions reported during the 2015-2016 school year were 81.6 actions per 100 students compared to the state average of 12.1 out-of-school suspensions.
- Out-of-school suspensions reported by seven similar districts ranged from zero to 49 actions per 100 students.

B. A district Public School Works Discipline Report dated August to Nov. 1, 2016, reviewed listed incidents by conduct code by school levels. Data indicated a high incidence of insubordination and disruptive behavior at the high and middle schools and a high incidence of fighting at South Elementary.

- High school incidents included:
  - 165 incidents of insubordination;
  - 75 incidents of disruptive behavior;
  - 25 incidents of fighting; and
  - 14 incidents of aggressive behavior.
- Junior high incidents included:
  - 103 incidents of insubordination;
  - 95 incidents of disruptive behavior;
  - 31 incidents of fighting; and
  - 42 incidents of aggressive behavior.
- South elementary incidents included:
  - 27 incidents of insubordination;
  - 48 incidents of disruptive behavior;
  - 89 incidents of fighting; and
  - 30 incidents of aggressive behavior.
- North elementary incidents included:
  - 4 incidents of insubordination;
  - 1 incident of disruptive behavior;
  - 5 incidents of fighting; and
  - 2 incidents of aggressive behavior.

IMPACT: When the district does not implement Positive Behavioral Intervention and Supports for student behavior, this may reduce the opportunity for creating a safe learning environment for all students.

2. Although, objective #2 of the district's Education Destination five-year plan states that there will be an emphasis on using a comprehensive multi-tiered system of supports framework to address student

needs, implementation goals are not well-defined or clearly communicated to building staff and parents.

A. At the time of the review, there was no shared awareness of the Education Destination plan or the multi-tiered system of supports framework among teachers, support staff interviewees, and parent, community focus group participants.

B. The Education Destination plan does not contain SMART (specific, measurable, attainable, realistic/relevant and time-bound) goals for the implementation of the multi-tiered systems of support framework.

C. Parents, community members, teachers and support staff used inconsistent language in interviews when discussing district practices and initiatives. Some examples of the inconsistency displayed include:

- In interview and focus groups, participants used various terms to explain the district's systems of support but were not able to explain which terms were current or accurate (e.g., Safe and Civil Schools, CHAMPS, IAT, SEL, RTI, conscious discipline).
- Few interviewees were aware of the Education Destination plan or objective #2.
- The 2016-2017 parent handbook does not include information on multi-tiered systems of support.

D. Although, the board of education adopted policy 5630.01 in 2013 to include the Positive Behavioral Intervention and Support framework as a component of the district multi-tiered system of supports, there is no evidence of a plan with specific goals and timelines for implementation.

- According to district interviews, policy 5630.01 included the adoption of Positive Behavioral Intervention and Support, a school-wide systemic approach to embed evidence-based practice and data-driven decision-making to improve school climate and culture in order to achieve improved academic and social outcomes and increase learning for all students. Positive Behavioral Intervention and Support encompasses a range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors and teach appropriate behaviors to students. The policy states that the "superintendent shall develop a plan to provide training to school personnel, as defined in this Policy so that PBIS are implemented on a district-wide basis."
    - Based on classroom and building observations, there is no evidence of the fidelity of school-wide implementation of positive behavior and intervention supports.
    - According to interviews with teachers, support staff and administrators, only elementary school teams are participating in a four-part Positive Behavioral Intervention and Support training series provided by the Hamilton County Educational Service Center during the 2016-2017 school year. There is no middle or high school representation for current training.
    - Teachers and support staff use the CHAMPS classroom management program language and post behavior expectations in classrooms, but most shared limited or no awareness of any school-wide implementation of the positive behavior intervention supports framework.
    - Student and parent handbooks reviewed do not include information related to the implementation of the Positive Behavioral Intervention and Support framework.
    - There is no evidence of a professional development plan to train staff or a timeline for implementation of the Positive Behavioral Intervention and Support framework.

E. At the request of the district, the Hamilton County Educational Service Center conducted a review of the implementation of a multi-tiered system of support in the spring of 2016. The Multi-Tiered System of Support Review report dated April 2016 consists of an analysis of data compiled from surveys completed by 88 district staff and interviews with administrators and support staff.

- Although office referrals data analysis was mentioned in the review, implementation of the Positive Behavioral Intervention and Support framework was not included in the review report.
- AIMSweb universal screener data indicated that the district's core reading and math programs are not sufficient in meeting 80 percent of the district students' learning needs.
- Recommendations from the Hamilton County Educational Service Center included:
  - A need to further analyze office referral data by priority locations, times during the day and main offenses to identify target concerns;
  - The junior and senior high schools' need to develop a system for identifying at-risk students;
  - Use of audit tools to review current core curriculum components;
  - Addition of supplemental programs; and
  - Increase of core instructional time.

IMPACT: When well-defined multi-tiered systems of support are not in place to address students' academic, social and emotional needs, student engagement and achievement may decline.

3. The district does not have consistent systems and practices to maintain a safe learning environment for students and staff.

A. According to interviews, there was no collaboration with community and district stakeholders in developing the district's comprehensive emergency management plan.

B. A district administrator stated he wrote the district emergency management plan with no collaboration with stakeholders and had appropriate individuals sign off on the completed plan.

C. Although the district provides anti-bullying and harassment and safety and violence prevention training to new staff, there is no plan to track the Ohio Department of Education-mandated follow-up five-year training for appropriate staff.

D. According to a district administrator and principal interviews, an emergency management PowerPoint entitled Alert, Lockdown, Inform, Counter, Evacuate (ALICE) was presented to school resource officers with plans to train additional staff. No training schedule was available at the time of the review.

E. Teachers and support staff reported no awareness of a crisis team or protocol to provide counseling support for students and staff in the event of a school or district crisis situation (e.g., death of student or staff, community crisis, shooting, etc.)

F. There is no evidence of communication of an emergency management plan for parents.

IMPACT: When districts do not provide communication and ongoing training of the comprehensive safety plan and/or do not have district and school protocols in place to respond to crises and emergencies, a safe learning environment may not be maintained.

Fiscal Management

1. **The district does not have a comprehensive budgeting process for FY17 that includes goals for the district, changes from FY16 or collaboration with building principals and district administrators.**

   A. A review of accounting reports showed that the budget appropriation for FY17 was not changed from the actual expenditure amounts of FY16 until requested by district administration.

   B. The treasurer, superintendent and treasurer's staff agreed that the treasurer prepared the budget. Comments from interviews included:

      - "The treasurer did the budget."
      - "Budgeting used to be done by with the superintendent, business manager and treasurer but not anymore."

   C. Building principals revealed that, although they were provided with building budgets, they were not given the opportunity to provide input in the budgeting process to address the needs of the students within the buildings.

   D. Building principals and district administrators were not aware if building or district goals were considered in the budgeting process.

   E. District administrators stated that they were not made aware of their department budgets for the fiscal year. Comments from district administrators included:

      - "…if a large project is needed, [we] would take the request to the treasurer and wait to see if the project would be funded or not."
      - "…there is no strategic way to obtain dollars for any problems."
      - [I am] "trying to elicit a specific technology budget from the treasurer's budget."
      - "I plan as if I have all the money in the world and then I ask [fiscal personnel], knowing that we have not passed a levy in awhile, so I try to be a good steward of the district funds. Plus I want to move slowly."

   F. District administrators revealed that they are not asked for input regarding the use of federal funds for special education and teaching and learning departments.

IMPACT: When the district lacks a comprehensive budgeting process that aligns with its goals and does not encourage input from building principals and district administrators, it may impede the ability to utilize the available funds to promote student achievement.

2. **The district does not have a written capital plan.**

   A. A capital plan describes the needs for repairs within the district including, but not limited to, security systems, heating ventilating and air conditioning, roofing and asphalt repairs. It also includes district equipment replacement for the next five years including, but not limited to, equipment used in the classroom, technology equipment, equipment used for maintaining the buildings and grounds, and vehicles.

   B. The treasurer stated the district does not have planning process for capital improvements or preventive maintenance of current equipment.

   C. District administrators confirmed there is no capital plan and no schedule for building repairs or equipment replacement.

D. In a letter from the Ohio Auditor of State to the district's board of education, it was noted that the district's audit for FY15 showed a lack of district control over capital assets.

IMPACT: When the district does not have a written capital plan in place, the ability to fiscally address unanticipated repairs and events may be compromised.

3. The district does not explain its finances to the public with clarity, transparency and in detail through its five-year forecast and assumptions document.

A. The treasurer stated, "I prepare the forecast independently."

B. The October 2016 five-year forecast shows the district has spent more than the revenues for the last four years of the forecast; however, the assumptions do not provide any remedies to avoid over spending.

C. District administration discussed the hiring of additional intervention specialists for FY17, and the forecast shows an increase in the salary line for the positions; however, the salary assumptions do not indicate that the intervention specialists were hired.

D. The district does not clarify the costs of open enrollment, community schools and the Jon Peterson and Autism scholarships. According to the Ohio Department of Education Foundation Settlement Report, the district pays more than $5.5 million to other districts, which is 14 percent of the budget.

E. The district does not include explanations of revenue and expenditures in the forecast assumptions that shows transparency to stakeholders.

IMPACT: When the district's forecast and assumptions are not clear, concise and transparent, stakeholders may not understand the allocation of resources to support district goals and student achievement.

Mount Healthy City School District Review Recommendations

Leadership, Governance and Communication

1. **Set clear expectations and structures for board of education members to collaborate, participate in joint decision-making and share accountability for achieving the mission, vision and student performance goals defined for the district.**

- As a board, seek assistance from external professional organizations to develop, implement and provide continued board of education trainings and support focused on roles, responsibilities and collaborative problem-solving skills.
- Through a collaborative and transparent process between the board of education and the superintendent and treasurer, develop goals, timelines and measures for the superintendent's and treasurer's evaluations that align to the Education Destination plan and include student achievement results.
- Use the Ohio Improvement Process as a tool to assist the board of education in continually evaluating the progress of the district and to determine priorities for policy and decision-making.
- As a governing body, openly hold all board of education members accountable for following district policies and guidelines and serving as a model for students and staff who are required to do the same.
- Establish agreed upon board of education meeting structures that allow board members opportunities to become more informed and work together on issues and problem solving related to district goals, initiatives and policies.

BENEFIT: A board of education that collaborates and charts a clear course for improvement based on data has a higher likelihood of positively influencing student achievement (Center for Public Education, 2011).

- Identify clear and measurable SMART goals for student achievement and adult behavior change to measure the effectiveness of the Education Destination plan and aligned school improvement plans.
- Designate specific responsibility and accountability to a district administrator for assuring structures and practices are in place in the district and at the schools to identify and develop SMART goals and collect, analyze and use data from multiple sources to inform decision-making and to effectively monitor the Education Destination plan and aligned school improvement plans.
- Use baseline data collected from multiple sources to create realistic timelines and milestone measurements for student and adult performance measures.
- Identify short-term and long-range student and adult performance and progress measures based on a review and analysis of current district grade card components and trend data available in the Decision Framework document from Ohio Department of Education.
- Determine the specific increments of change in student and adult performance required to close the gap for each grade level, for each content area, subgroup and report card component measure.
- Define for district and school levels the evidence to be collected, the process for how data will be collected, timelines and persons responsible.
- Identify a continuous monitoring and reporting process for SMART goals and provide Education Destination plan updates accordingly.
- Develop the capacity of district and school leaders to use data effectively and communicate measurement targets, timelines and milestones to the board of education, students, staff, parents and the community.

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

2. **Establish a system for monitoring and supporting the development, implementation and modification of each school's improvement plan and processes.**

BENEFIT: A results-driven school improvement planning process aligned to the district's goals and measures of success may strengthen the capacity of the school for increasing student achievement.

Curriculum and Instruction

1. **Develop a comprehensive curriculum framework document to guide classroom instruction and instructional strategies.**

    - Develop a model by which educators implement a rigorous and effective curriculum that generates student achievement.
    - Encourage district and school personnel to collaborate on the development of the curriculum framework and a common language on effective teaching and learning.

BENEFIT: A comprehensive curriculum framework may allow the district to match updated curriculum resources and assessments to Ohio's Learning Standards. It also may foster collegiality among district and school staff during the development of instructional strategies.

2. **Adopt a balanced literacy framework that includes the necessary elements and components in reading instruction to cater to students' diverse learning styles and levels of readiness.**

BENEFIT: A balanced literacy framework may be able to help the district address the reading gaps that hinder students' ability to achieve academic success.

3. **Provide ongoing trainings and job-embedded professional development for all teachers to provide them with the opportunities to improve their skills in differentiated instruction.**

    - Utilize academic coaches to model differentiated instruction, monitor the implementation of differentiation during lessons and provide feedback to the teachers to aid them in improving their instructional practices.

BENEFIT: When the district offers teachers professional development on modes of differentiated instruction and monitors the implementation, they may see improvements in student learning and achievement.

Assessment and the Use of Data

1. **Develop a technology plan that details a vision for the purchase and use of instructional technology in the district.**

    - Clearly outline the instructional shifts needed for the changing role of the teacher in the proposed one student to one device (one-to-one) computing model. Along with detailing the instructional changes by teachers, emphasize the visible learning shifts that will occur for all students. Ensure that the plan includes the 21st century skills referenced in the Educational Destination plan.
    - Use the experience of area districts to learn about the intense training needed before implementing one student to one device model. Outline a detailed path for professional development that is supported and ongoing.

- Define and monitor a comprehensive student information system that provides accurate, up-to-date records of student performance for administrator, teacher, parent and student use. The student information system also should function as an instructional tool in which parents and students are able to access classroom assignments and projects.
- Include a technology budget with short- and long-term purchasing needs and an evaluation tool to determine the effectiveness of the implementation.

BENEFIT: The benefit for developing a comprehensive technology plan may ensure that all students have the opportunity to be self-directed learners preparing them for the world beyond high school and the district may have an effective use of its technology resources.

2. **Develop a rigorous evaluation tool with corresponding rubrics to determine the impact of Formative Instructional Practices at the classroom level. Utilize rubrics that examine depth of practice to determine if Formative Instructional Practices are improving teachers' instructional methods and student learning. Once that evaluation is complete, develop an ongoing professional development plan that ensures visible learning shifts for both teachers and students.**

BENEFIT: By fully implementing the Formative Instructional Practices Framework with rigor and depth, student ownership, learning and growth may increase.

3. **Develop building improvement plans with measurable student achievement goals that will drive the Ohio Improvement Process in each school. Use the data from the Ohio School Report Cards as a major data point for developing the plan. Revise the learning walks tool to include rubrics by which to assess the quality of instruction in the classroom. Along with core instruction, examine the effectiveness of instructional strategies, differentiation, seatwork and stations work that are the basis for Steps 2 and 3 of the Ohio 5-Step Process. Develop a professional development plan than supports teachers in their understanding of a wide variety of instructional practices and applications, which may strengthen all steps of the Ohio Improvement Process.**

BENEFIT: With a clear understanding of the Ohio Improvement Process and a wide range of instructional practices, there is a greater likelihood of students performing at higher achievement levels with less need for intervention.

Human Resources and Professional Development

1. **Design a qualitative professional learning tool for educators to assess their needs and goals. Research and institute a professional development plan that will provide high-quality professional learning that is ongoing and aligned with the results of the survey. A periodic review and evaluation of the plan would ensure that it is meeting the needs of all district staff.**

BENEFIT: High-quality professional development for all staff members has the greatest potential for strengthening and refining the effectiveness of staff and improving student learning.

2. **Develop and implement a systemic retention plan based on soliciting teacher and administrator ideas for retention.**

BENEFIT: Retaining quality educators in the district and developing their leadership skills could strengthen instructional programs and keep staff members engaged and invested in the district initiatives.

3. **In collaboration with all district personnel, plan, develop and implement high-quality and job-specific professional development, as defined by the Ohio Standards for Professional Development, for all district employees and school board members.**

BENEFIT: Focusing on building capacity of all district employees impacts student achievement as well as increases staff effectiveness to work with and support student success.

Student Supports

1. **Update the Education Destination five-year plan with SMART goals and timelines and consider incorporating the following recommendations.**
    - Convene a committee consisting of representatives of all stakeholders to review district discipline data and out-of-school suspension rates.
    - Encourage the committee to report findings and make recommendations to the superintendent cabinet.
    - Use report findings to make informed decisions related to the Education Destination five-year plan.

BENEFIT: By involving all stakeholders to assess district needs related to reducing discipline incidents, the district may develop a collaborative climate and engage students, parents, community and staff in creating a positive learning environment for students.

2. **Consider using the Ohio Improvement Process and Positive Behavioral Intervention and Support crosswalk tool available on the Ohio Department of Education's website to assist with implementation district-wide. Develop a plan with specific measurable goals and timelines for training and implementation of the Positive Behavioral Intervention and Support and response to intervention components of a multi-tiered systems of support framework.**
    - Refer to the Ohio Department of Education website and the state support team for resources to assess district needs, staff training and implementation of the framework.
    - Communicate with staff how CHAMPS and Positive Behavioral Intervention and Support are aligned components of a multi-tiered system of support framework and the Ohio Improvement Process.
    - Ensure all school levels have appropriate teams identified and attending professional development for implementation of the district multi-tiered systems of support and Positive Behavioral Intervention and Supports.

BENEFIT: When districts use SMART goals and available resources to develop and monitor implementation of an effective multi-tiered system of support to address all student academic, social, emotional and behavioral needs, students may be more engaged and successful.

3. **Convene a district committee to review district policies, procedures and practices related to school safety and crisis management.**

    - Develop a communication plan to inform parents of the district emergency management plan and supports. Include the website, parent handbooks and specific communication dedicated to emergency management to emphasize the safety and security measures the district has in place.
    - Develop a tool or mode for feedback from all stakeholders.
    - Complete a needs assessment to determine any gaps in mandatory safety training programs available for staff and students. Ensure there is an effective method to monitor and communicate all staff training for safety and compliance purposes.
    - Designate a district administrator to oversee a district crisis team. Create and communicate protocols for the team and staff to follow when crisis support for students and/or staff is needed at individual schools. Include community providers/partners and contact information in protocols.

BENEFIT: When districts have policies, procedures and practices in place for safety and crisis management and communicate those to all stakeholders, a safe environment may be maintained.

Fiscal Management

1. **Develop and implement a budgeting process that includes input from building principals and district administrators.**

BENEFIT: The district administration and building principals are accountable for their department/building funds and the financial information within the district's report card, which will be more accurate for each building.

2. **Establish a written capital plan. Involve district and building administrators in writing the capital plan to include the needs of the district. Review and update the plan annually.**

BENEFIT: Developing a written capital plan with the collaboration of district and building administrators may ensure the district knows the amount of funding needed each year that can be included in the five-year forecast and may allow for better fiscal management of those funds.

3. **Develop the district's five-year forecast and assumptions with input from appropriate stakeholders. Assure that the forecast and assumptions are clear, concise and understandable to the public, and formally share the information with all appropriate stakeholders.**

BENEFIT: Developing five-year forecast assumptions that the general public can understand may lend to confidence in the district's financial information in the future as levies are needed.

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

The review was conducted from Feb. 6-10, 2017 by the following team of Ohio Department of Education staff members and independent consultants.

1. Clairie Huff-Franklin, Director, Academic Distress Commissions and Education Reform
2. Dr. Delores Morgan, Leadership Governance and Communication
3. Bernadine Burchett, Curriculum and Instruction
4. Dr. Ann Roberts, Assessment and Effective Use of Data
5. Judy L. Wright, Human Resources and Professional Development
6. Karen Hopper, Student Supports
7. Cindy Ritter, Fiscal Management

District Review Activities

The following activities were conducted during the review:

Interviews

- District Superintendent
- Director of special education
- Technology coordinator
- Testing supervisor
- Director of State and Federal Programs
- Executive assistant of personnel
- Facilities maintenance supervisor
- Interim treasurer
- Executive assistant to the treasurer
- Accounting clerks
- Payroll clerks
- President of the board of education
- Representatives of the teacher's association and non-certified association: both presidents and four other representatives
- District leadership team
- Building leadership teams
- Teacher based teams
- English language arts instructional coaches
- State Support Team 5
- District assessment team
- Educator support program coordinator
- Newly hired teachers

Focus Groups

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

Onsite Visits

- Building Observations
- 50 classrooms observations at all school levels

Mount Healthy City School District

2017 District Review Schedule (Revised 4/10/2017)

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

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 or interviews with those under their supervision.

Day 1—February 6, 2017

	Team Workroom **Board Room**				
Time	***Activity***	***Time***	***Activity***	***Time***	***Activity***
7:30-8:00	**ODE DRT Team Meeting – Location (Board Room)** **ALL DRT Members**				
8:00-8:15	**Orientation with District Leaders – Location – (Board Room/DRT Workroom)** **ALL DRT MEMBERS**				
8:30-9:30	**Data & Assessment Interview** Location: Conference Room	8:30-9:30	**Leadership Interview** Location: Superintendent Office	8:30-9:30	**Student Support Interview** Location: Office
	Instructional Technology Coach Business Manager Building Tech Coordinator **A&D, HR/PD**		Superintendent Treasurer **LG&C, FM**		Coordinator of Student Services **SS, C&I**
9:30-11:00	**Student Support Interview** Location: Conference Room	10:30-11:15	**Leadership /Fiscal Interview** Location: Interview Room 1	10:00-11:00	**HR & PD Interview (focusing on OTES/OPES)** Location: Office
	Special Education Supervisors **SS, A&D**		Mayor of Mt. Healthy City Business Manager **LG&C (until 10:30), FM**		Human Resources Director Teachers Union President **HR/PD, C&I, LG&C (at 10:30)**
11:00-12:15	**DRT Meeting/Working Lunch ALL DRT MEMBERS** **Room Needed**				
12:15-1:45	**Student Support Interview** Location: Office	12:15-1:45	**Assessment & Data Interview** Location: Office	12:15-1:45	**Leadership/ HR-PD** Location: Conference Room

	Team Workroom **Board Room**				
Time	***Activity***	***Time***	***Activity***	***Time***	***Activity***
	Exec. Director of Student Services **SS**		EMIS Coordinator **A&D, FM**		Executive Director Coordinators of Teaching/Learning **LG&C, HR/PD, C&I**
1:45-2:15	**Board of Education Interview - Location-Conference Room** Board of Education Member **LG&C, FM, HR/PD**				
1:45-2:15	**Document Review-Team Workroom SS, A&D, C&I**				
2:15-3:30	**Curriculum & Instruction Interview** Location: Conference Room	2:15-3:30	**Student Support Interview** Location: Office	2:15-3:30	**Leadership Interview** Location: Office
	Dean Achieve Dean 7-12 Dean (Elem) **C&I, HR/PD, SS (until 3:00)**		Assistant Superintendent **FM, LG&C**		State/Federal/Homeless **SS (at 3:00), A&D**
3:30-4:30	**Student Support Interview** Location: Interview Room 1	3:30-4:30	**Assessment & Data Interview** Location- Office	3:30-4:30	**HR/PD Interview** Location-Conference Room
	Dean HS Dean Elementary **SS**		Executive Director Teaching/Learning Coordinators **A&D**		Teacher Union Leadership/Building Reps **HR/PD**
3:30-4:30	**Board of Education Interview** Location: Interview Room 1 Board of Education President **LG&C, FM, C&I**	4:30 -5:30	**Board of Education Interview** Location: Interview Room 1 Board of Education Vice President **LG&C, FM, A&D, HR/PD**	5:30-6:00	**Board of Education Interview** Location: Interview Room 1 Board of Education Member **LG&C, FM, SS**
6:00-6:45	Review Team Debrief **Team Workroom: Board Room** **ALL DRT MEMBERS**				

District Review Schedule
Day 2—February 7, 2017

Location 1:	**Team workroom/ selected classrooms**	**Location 2:**	**Meeting room at central office (for 6-8)**	**Location 3:**	**Another meeting room at central office**
Time	***Activity***	***Time***	***Activity***	***Time***	***Activity***
8:00-8:30	**DRT Meeting ALL DRT MEMBERS** Workroom-Board Room				
8:30-9:30	**Fiscal Interview** Location- Interview Room 1	8:30-9:30	**Leadership & Governance Interview** Location-Conference Room	8:30-9:30	**Student Supports Interview** Location - Office
	Payroll Assistant Treasurer Accounts Payable Accounts Receivable **FM**		Mt. Healthy Police Sergeant **LG&C, SS**		Coordinator Student Services **C&I, A&D**
8:30-10:30	**HR Personnel Files:** Location (HR Office) **HR/PD**	9:30-10:30	**Leadership Interview** Location - Office Business Manager Business Office Support **LG&C, FM**	9:30-10:30	**Student Support Interview** Location-Conference Room Intervention Specialists Speech Therapists Tutors **SS, C&I, A&D**
10:30-11:30	**Data & Assessment Interview** Location-Conference Room School Improvement Lead Technology Support Staff **A&D, FM**	10:30-11:15	**Elementary Student Focus Group** **Location:** North Elementary Conference Room **LG&C, HR/PD**	10:30-11:15	**High School Student Focus Group** Location-Mt. Healthy Jr./Sr. High School Conference Room **SS, C&I**
11:30-12:30	**State Support Team** Location-Conference Room **ALL DRT MEMBERS**				

Location 1:	**Team workroom/ selected classrooms**	**Location 2:**	**Meeting room at central office (for 6-8)**	**Location 3:**	**Another meeting room at central office**
Time	***Activity***	***Time***	***Activity***	***Time***	***Activity***
12:30-1:30	**DRT Meeting/Working Lunch** **ALL DRT MEMBERS** Team Workroom (Board Room)				
1:30-2:00	**HR/PD Interview** Location- Interview Room 1			1:30-2:30	**Student Support Interview** Location-HCC Conference Room
	HR Support Staff **HR/PD**				Community Partners **LG&C, FM, SS, A&D, C&I** **(HR/PD at 2:00)**
2:30-3:00	**Document Review**: Team Workroom (Board Room) **HR/PD, SS, A&D, C&I**				
2:30-3:00	**Board of Education Interview:** Location-Interview Room 1 Board Member **LG&C, FM**				
3:00-4:00	**Teacher Focus Group Middle and High School** Location- HCC Conference Room **ALL DRT MEMBERS**			4:00-5:00	**Teacher Focus Group Elementary School** Location-HCC Conference Room **ALL DRT MEMBERS**
5:00-6:00	**Parent Focus Group** Location-HCC Conference Room **ALL DRT MEMBERS**				
6:00-6:45	Review Team Debrief: **ALL DRT MEMBERS** Location-Team Workroom (Board Room)				

Site Visit Schedule
Day 3—February 8, 2017

Location 1:	**Team workroom/ selected classrooms/ location for focus group**	**Location 2:**	**Meeting room at central office (for 6-8)/selected classrooms**	**Location 3:**	**Another meeting room at central office/ location for focus group**
Time	***Activity***	***Time***	***Activity***	***Time***	***Activity***
8:00-8:45	**DRT Meeting ALL DRT MEMBERS** Location: Team Workroom				
8:45-10:15	**Classroom Visits** North Elementary **SS**	8:45-10:15	**Classroom Visits** South Elementary **A&D, L& G, FM**	8:45-10:15	**Classroom Visits** Middle/High School **HR/PD, C&I**
10:15-10:30	**Travel time, if needed**				
10:30-12:00	**Classroom Visits** North Elementary **LG&C, A&D (Shadow)**	10:30-12:00	**Classroom Visits** South Elementary **HR/PD, SS**	10:30-12:00	**Classroom Visits** Jr./ Sr. High School **A&D, C&I**
12:00-1:00	**DRT Meeting/Working Lunch HR/PD, A&D, C&I, FM (until 12:30)**				
12:00-12:30	**Leadership Interview** Location: Superintendent Office Superintendent **LG&C**				
12:00-1:00	**Classroom Visits** Location: Alternative School **SS**				
1:00-1:15	Travel time				
1:15 – 2:30	**Classroom Visits** North Elementary A&D (Shadow)	1:15 – 2:45	**Classroom Visits** South Elementary **C&I**	1:15 – 2:45	**Classroom Visits** Jr./High School **SS, A&D, LG&C**
2:45-3:00	**Travel time, if needed**				
3:00-4:00	**Middle School/High School Principals Focus Group** Location-Conference Room **ALL DRT MEMBERS**		4:00-5:00	**Elementary Principals Focus Group** Location-Conference Room **ALL DRT MEMBERS**	
5:00 – 6:30	**Review Team Debrief** Location – Team Workroom (Board Room) **ALL DRT MEMBERS**				

Site Visit Schedule
Day 4—February 9, 2017

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***
8:00-8:30	**DRT Meeting ALL DRT MEMBERS** Location :Team Workroom Room (Board Room)				
8:30-10:00	**Student Support Interview** Location-HCC Conference Room Psychologists Counselors Social Workers Nurses **SS**	8:30-10:00	**Leadership Interview** Location- Office Executive Director Special Ed. Director **LG&C, FM**	8:30-10:00	**Curriculum & Instruction Interview** Location-Conference Room Academic Coaches **C&I, A&D**
9:00-10:00	**New Hires (classified, certified, administration)** Location-Interview Room 1 **HR/PD**				
10:00-11:00	**Fiscal Interview** Location- Office State/Fed/Homeless Coordinator Student Services **FM**	10:00-11:00	**Curriculum & Instruction Interview** Location - Office Spec Ed Director Gifted Coordinator **C&I, SS**	10:00-11:00	**Data & Assessment Interview** Location-Conference Room District Test Coordinators OIP Facilitators **A&D, LG&C**
11:00-12:00	**Fiscal Interview** Location - Office Treasurer **FM**	11:00-12:00	**Student Support Interview** Location-Conference Room Business Manager/Operations Safety Coordinator Transportation Food Services **SS, LG&C (FM 12:00-12:30)**	11:00-12:00	**Middle School Student Focus Group** Location-Mt. Healthy Jr./Sr. High **HR/PD, C&I**
12:00-1:30	**Working Lunch/Document Review: ALL DRT MEMBERS** Location: Team Workroom (Board Room)				

2:00- 6:00	**Emerging Themes Meeting** Location: Off-Site **ALL TEAM MEMBERS, EDITING TEAM**

Site Visit Schedule
Day 5—February 10, 2017

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***
8:00-8:30	**Administrative Assistant** Location-Interview Room I **FM, LG&C**				
8:00-10:00	**DRT Final Morning Meeting Location Team Workroom (Board Room)** **HR/PD, A&D, C&I, SS (FM and LG&C 8:30-10:00)**				
10:00-10:45	**Meeting with Superintendent re Emerging themes Location – (Supt. Office)** **Clairie Huff-Franklin, Dee Morgan**				
11:00-11:45	**Meeting with leadership team re Emerging themes Location- HCC Conference Room (Downstairs)** **ALL DRT MEMBERS**				
11:45-3:00	**Working Lunch/ Q & A/ Compliance Monitoring Tool-Team Workroom (Board Room)** **ALL DRT MEMBERS**				

Standards Key

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

Appendix B: Figures and Tables Related to Accountability

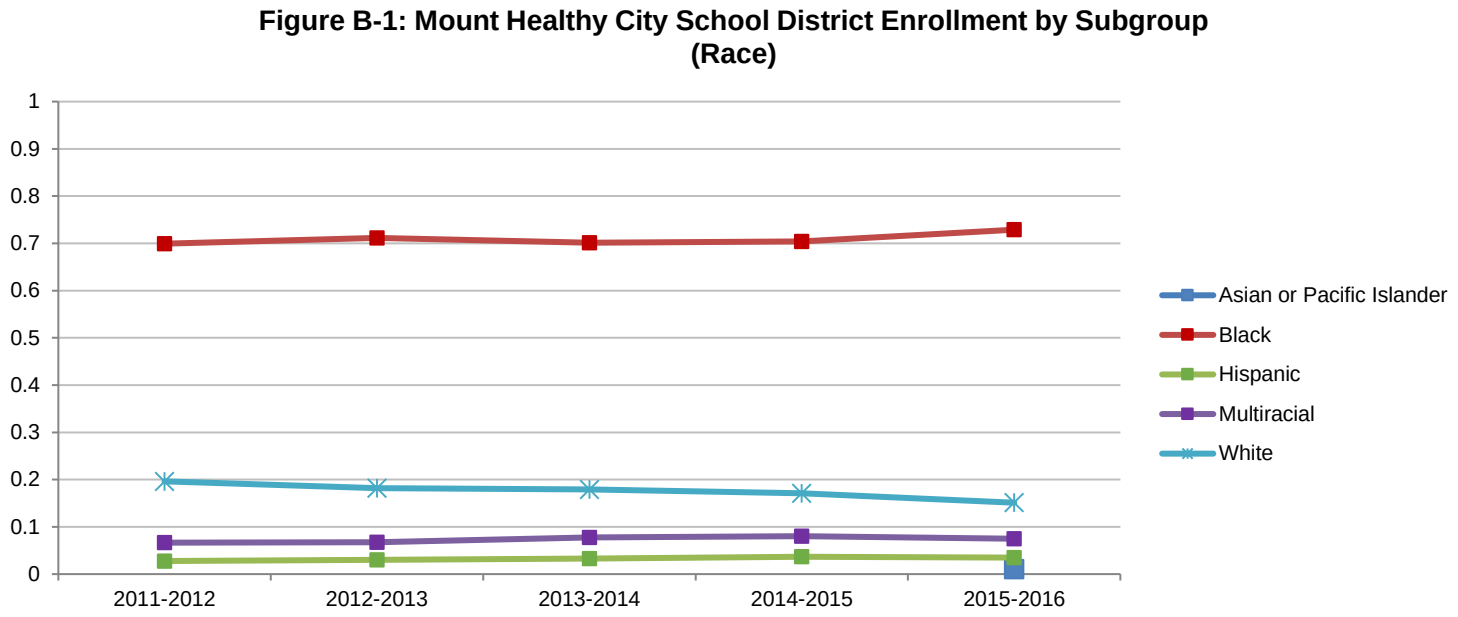


Figure B-1 Source: Ohio Department of Education Office of Accountability

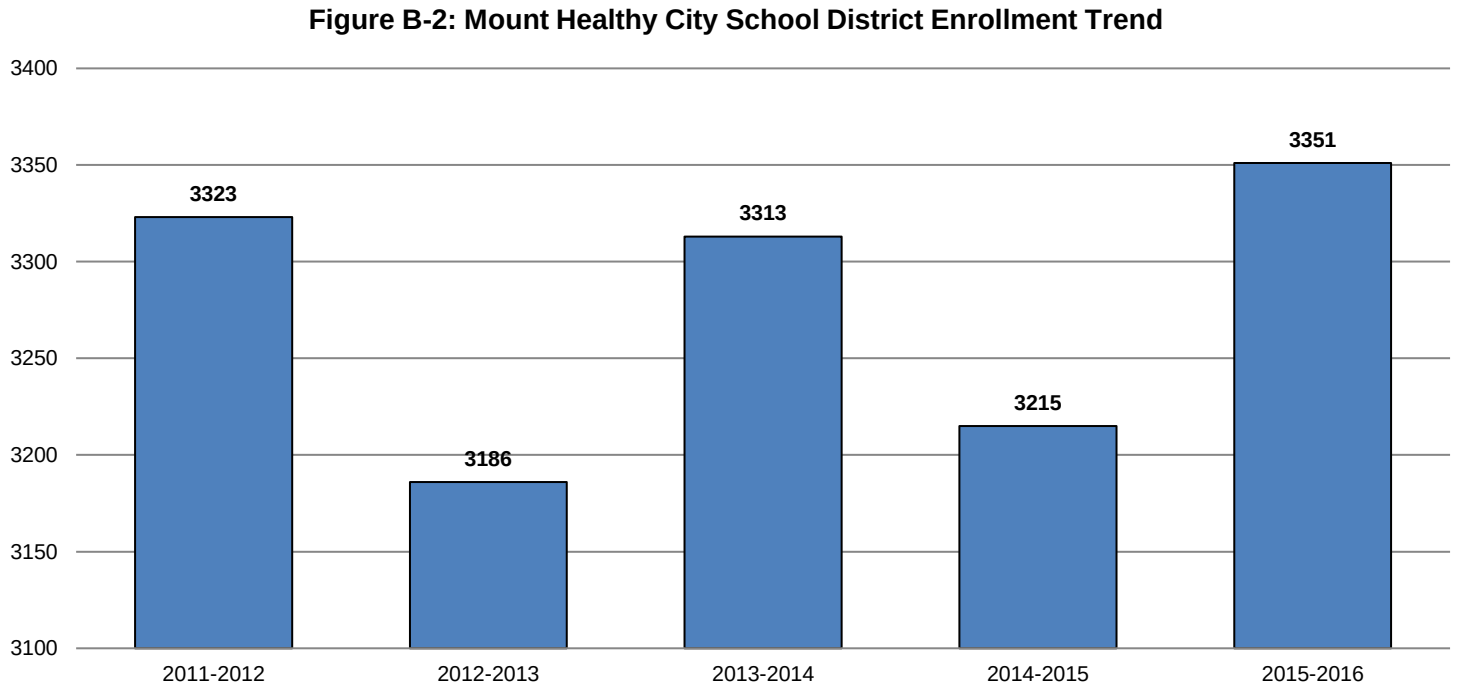


Figure B-2 Source: Ohio Department of Education Office of Accountability

Figure B-3: Mount Healthy City School District Enrollment by Subgroup (Special Populations)

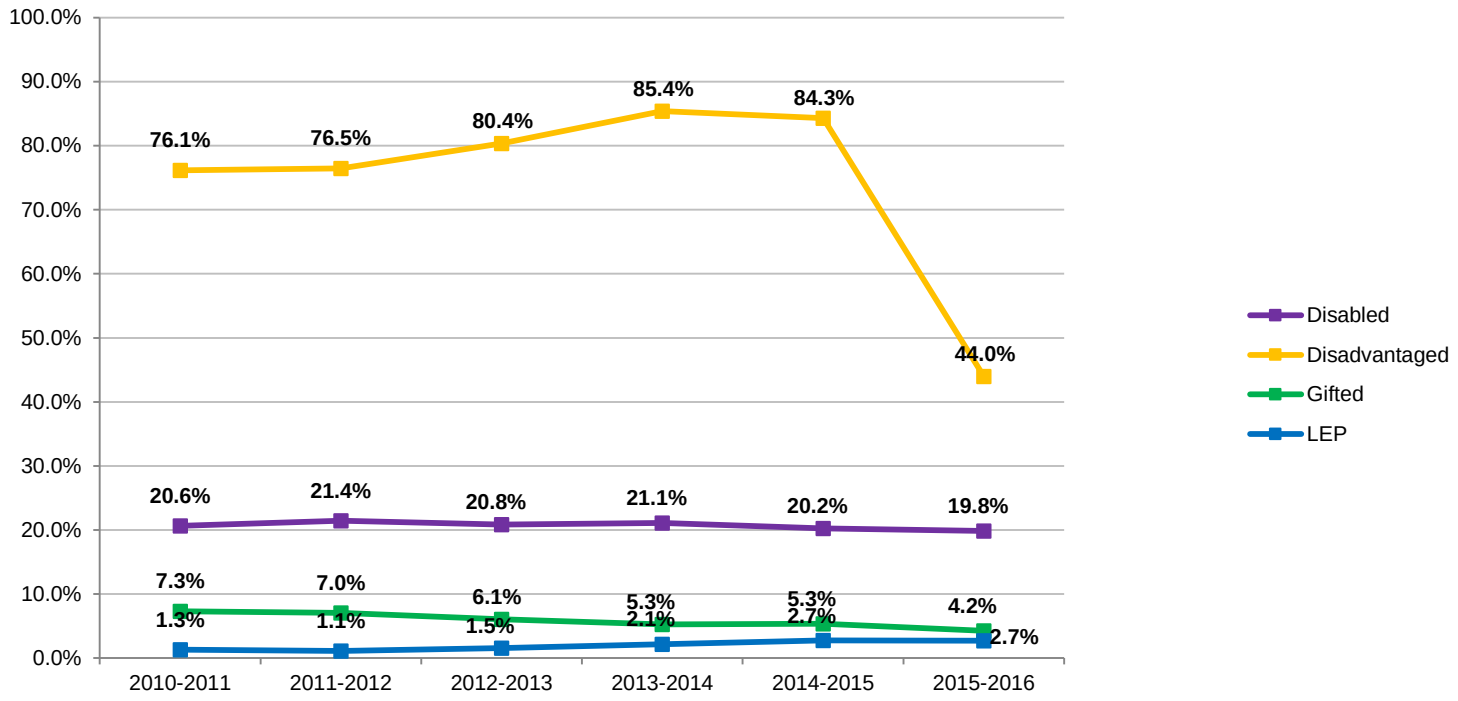
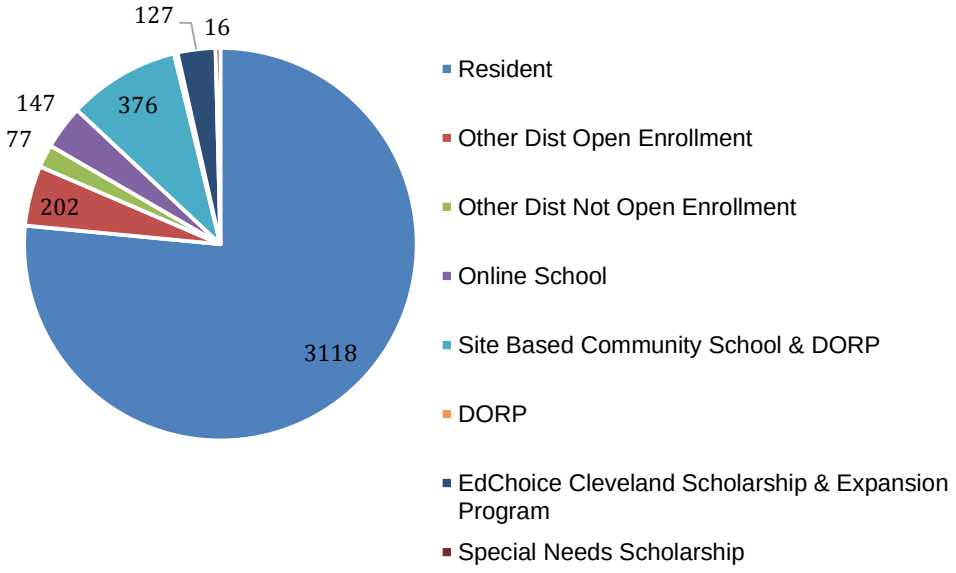


Figure B-3 Source: Ohio Department of Education Office of Accountability

Figure B-4: 2015 - 2016 Enrollment Location for Students Who Live in the Mt Healthy School District Attendance Area



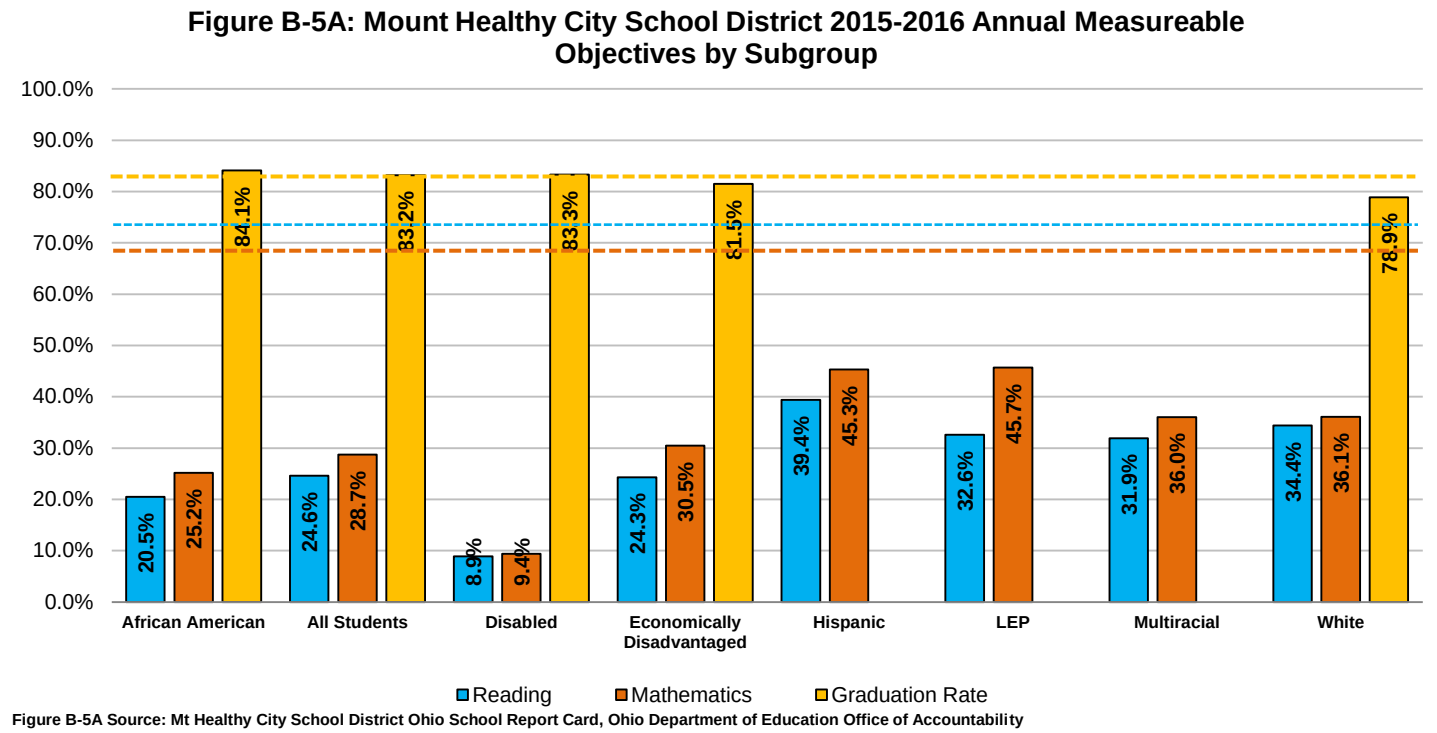
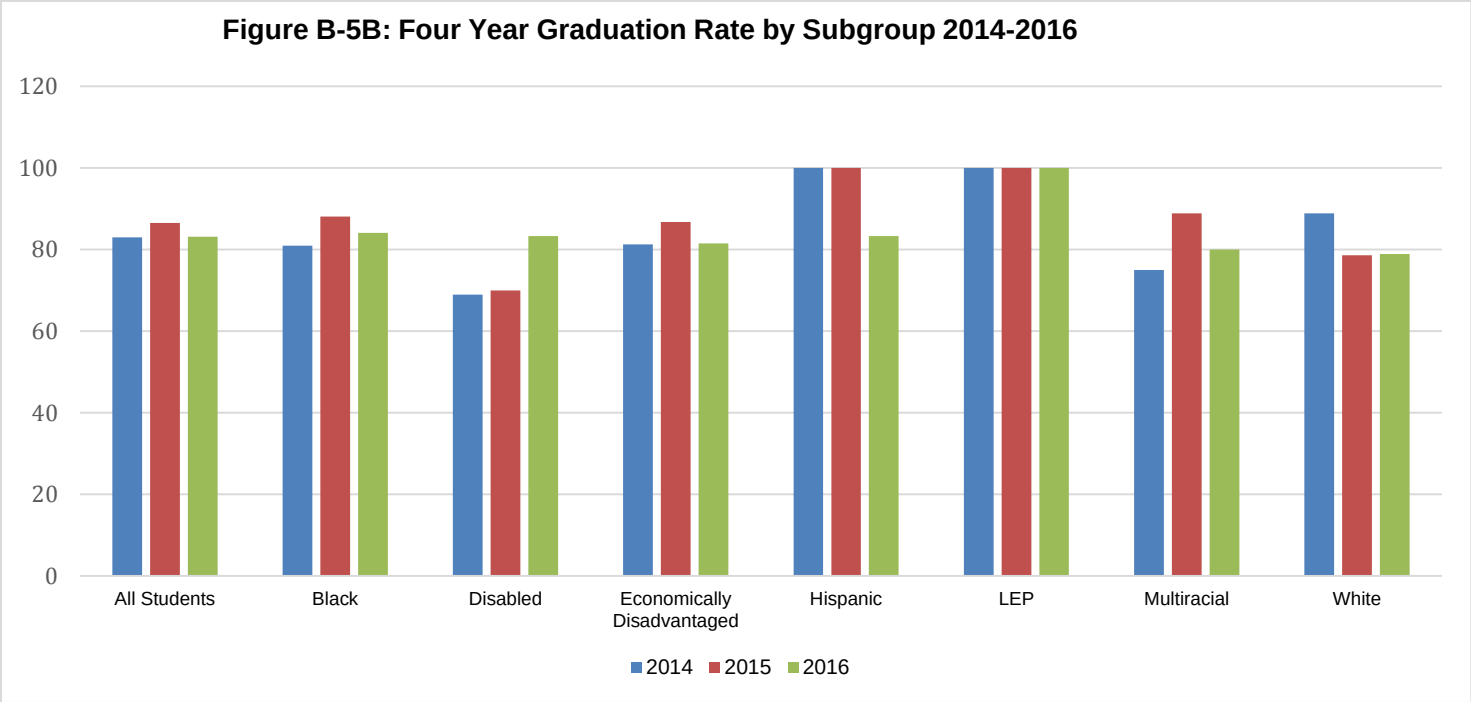


Figure B-5A Source: Mt Healthy City School District Ohio School Report Card, Ohio Department of Education Office of Accountability



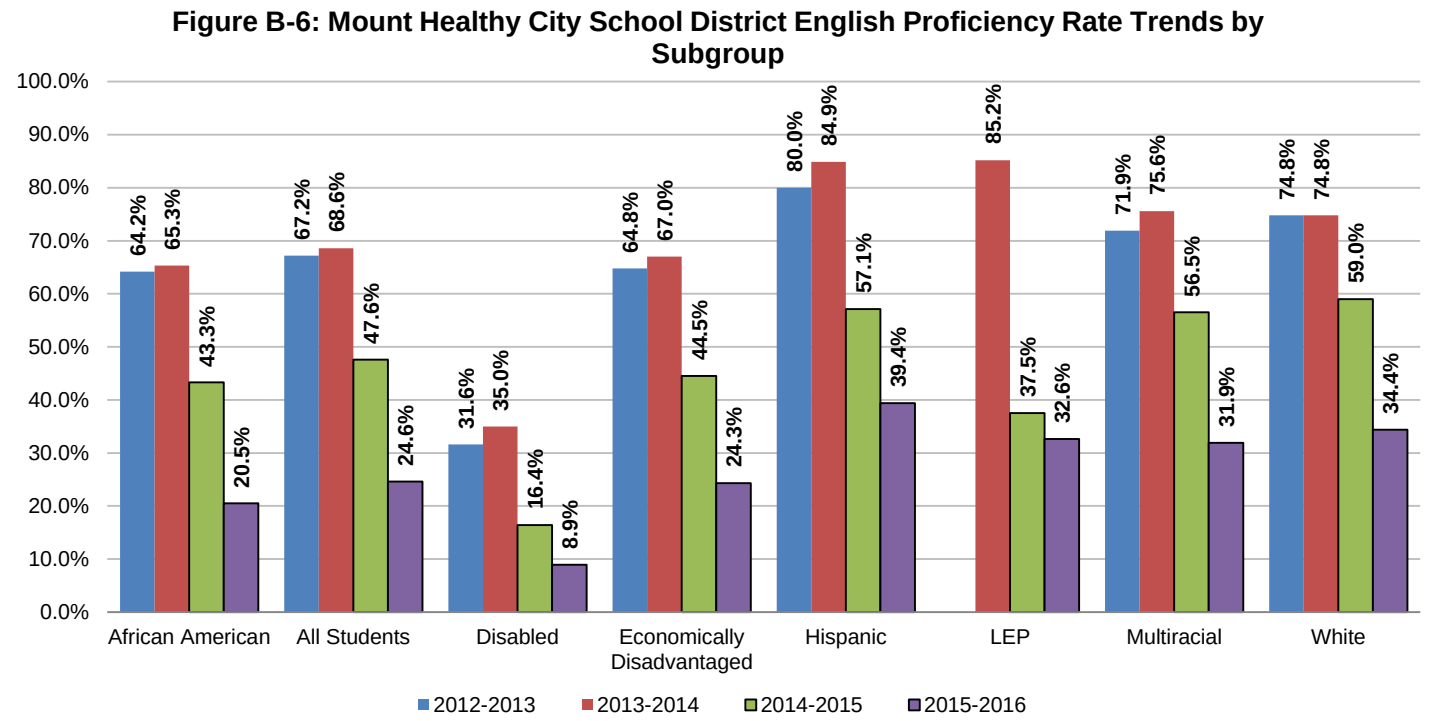


Figure B-6 Source: Mt Healthy City School District Ohio School Report Card; Archived Report Cards

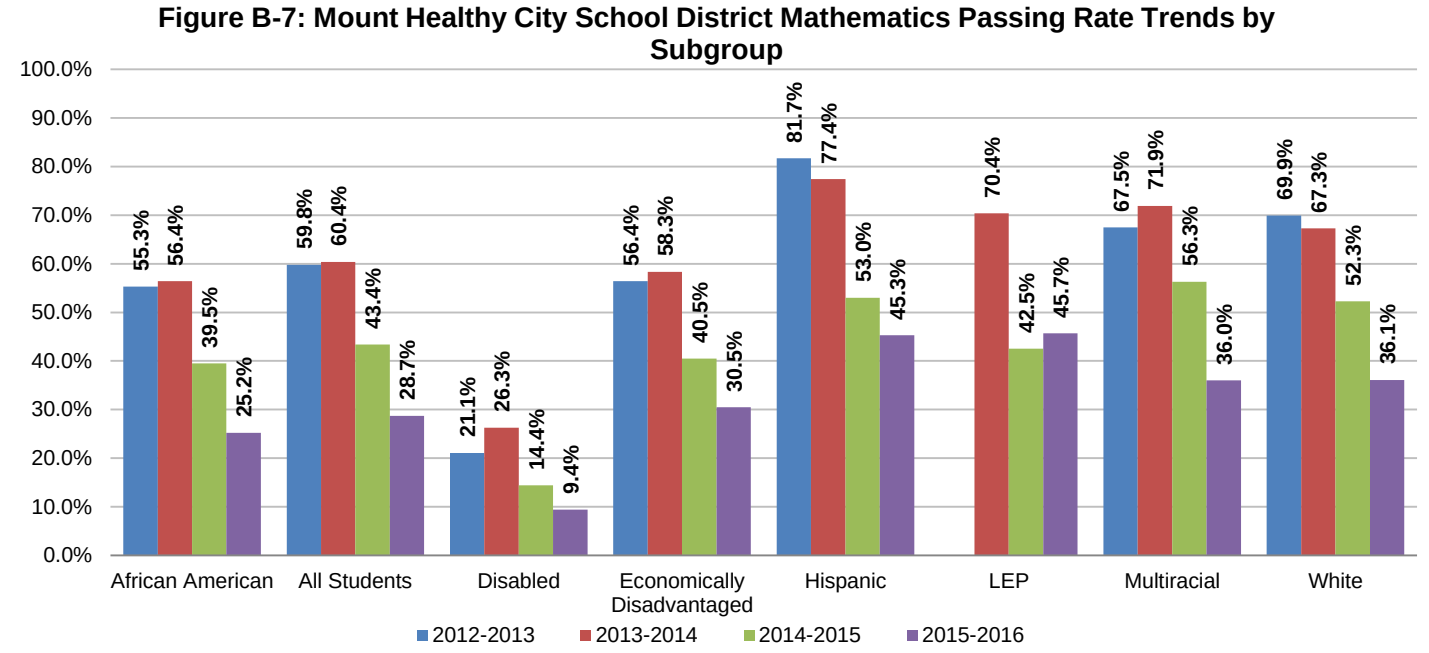


Figure B-7 Source: Mt Healthy City School District 2013-2014 Ohio School Report Card; Archived Report Cards

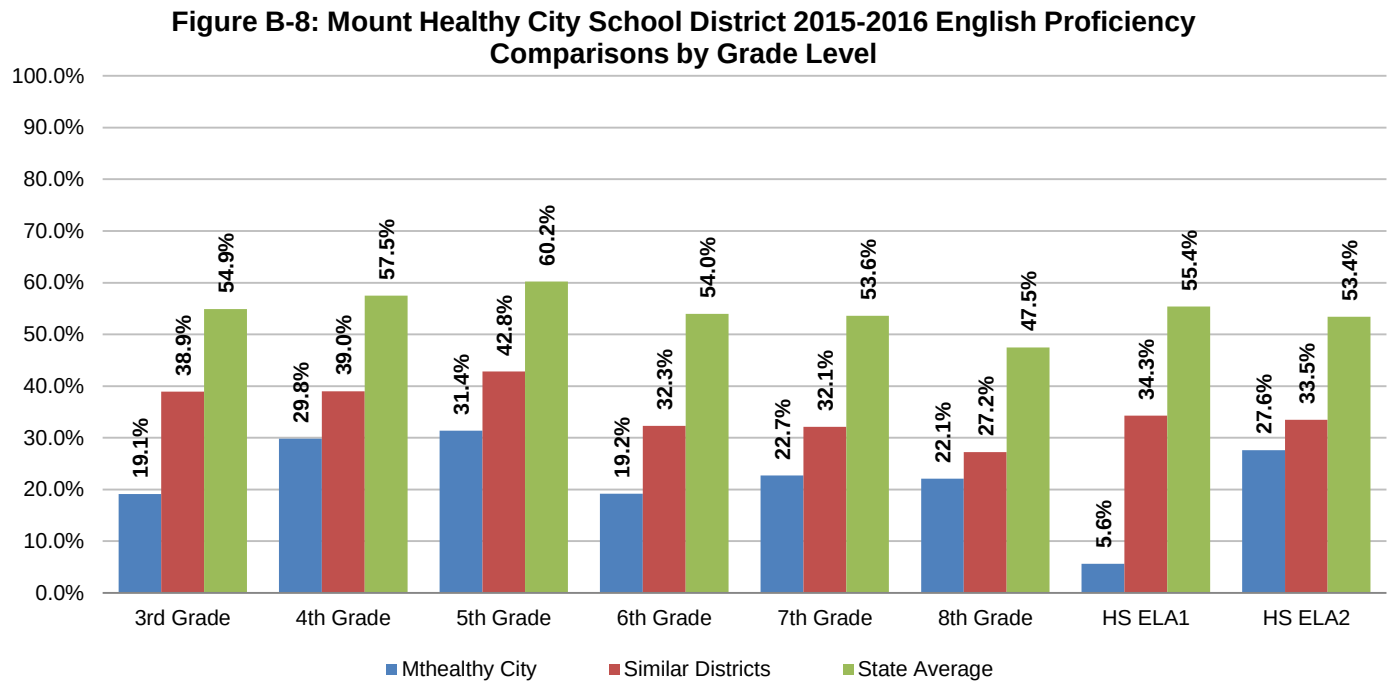


Figure B-8 Source: Mt Healthy City School District Ohio School Report Card

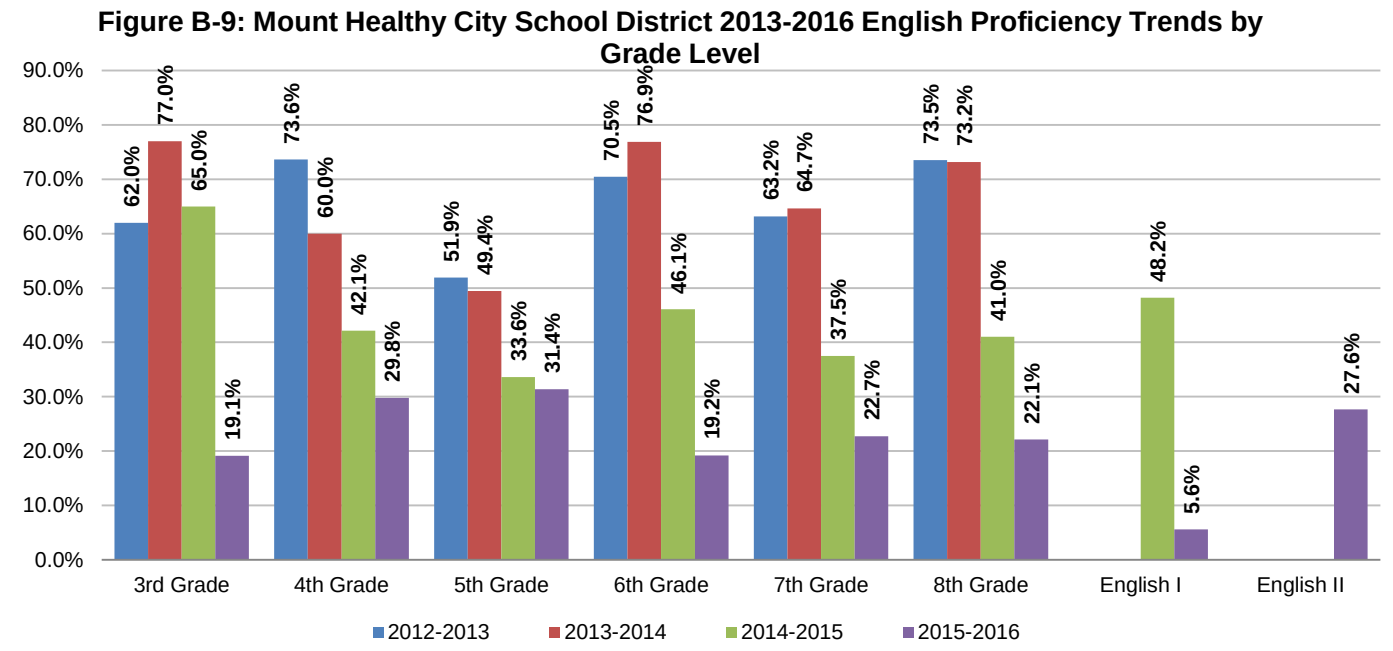


Figure B-9 Source: Mt Healthy City School District Ohio School Report Card

Figure B-10: Mt Healthy City School District Fall 2015-2016 English Value-Added Report

Estimated District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2014 Growth Measure							
Standard Error							
2015 Growth Measure							
Standard Error							
2016 Growth Measure		-4.6 R	2.9 DG	0.8 Y	0.5 Y	2.4 DG	0.3
Standard Error		0.9	0.9	0.8	0.9	0.9	0.4
3-Year-Average Growth Measure							
Standard Error							

Estimated District Average Achievement						
Grade	3	4	5	6	7	8
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0
2013 Average Achievement						
2014 Average Achievement						
2015 Average Achievement	41.7	36.6	34.0	36.9	34.6	38.2
2016 Average Achievement	33.9	37.9	39.2	34.9	36.6	38.5

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts I	2016	98	674.4	16	678.7	20	-3.5 R	1.3
Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts II	2016	228	683.1	24	687.0	28	-3.7 R	1.0

DG	Significant evidence that the district's students made more progress than the Growth Standard
LG	Moderate evidence that the district's students made more progress than the Growth Standard
Y	Evidence that the district's students made progress similar to the Growth Standard
O	Moderate evidence that the district's students made less progress than the Growth Standard
R	Significant evidence that the district's students made less progress than the Growth Standard

Figure B-10 Source: SAS® EVAAS web application, SAS Institute Inc.

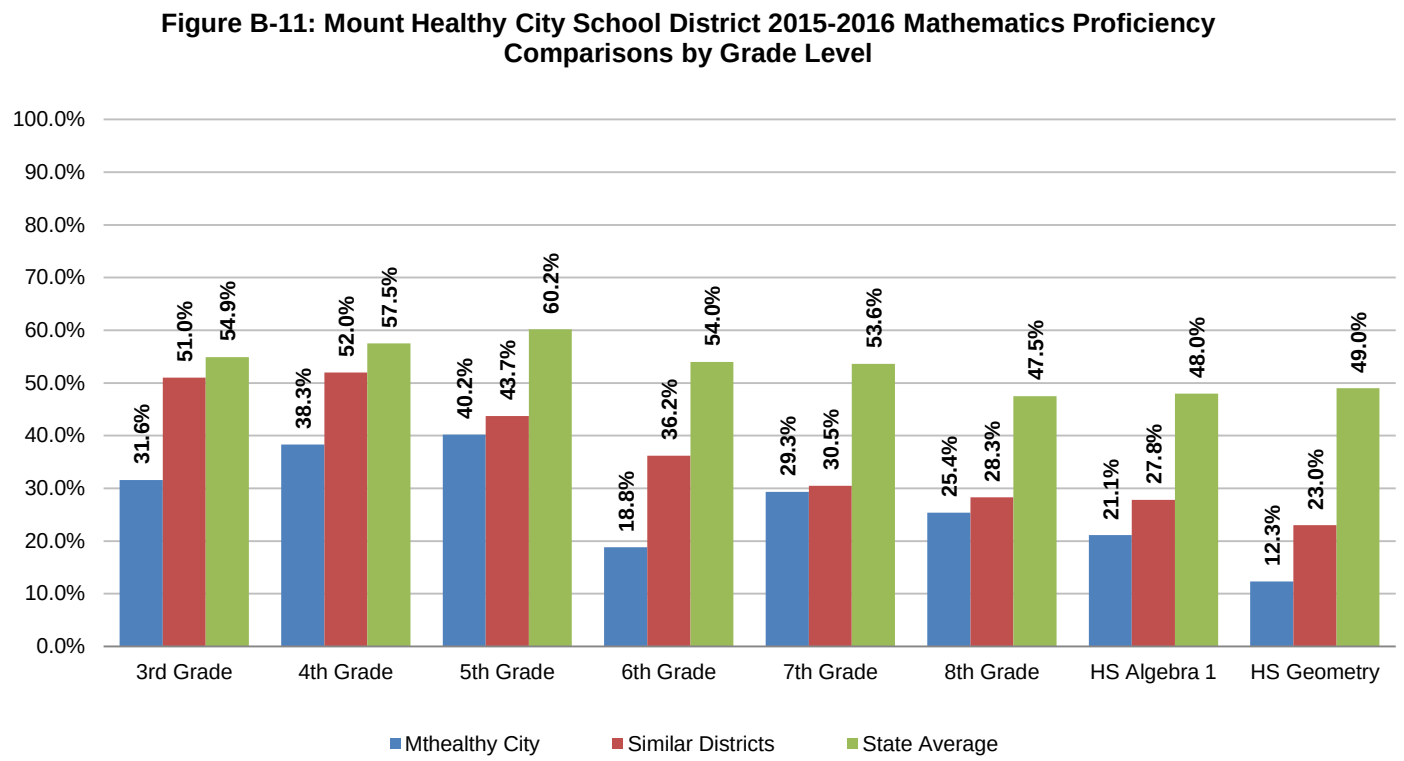


Figure B-11 Source: Ohio Department of Education Office of Accountability

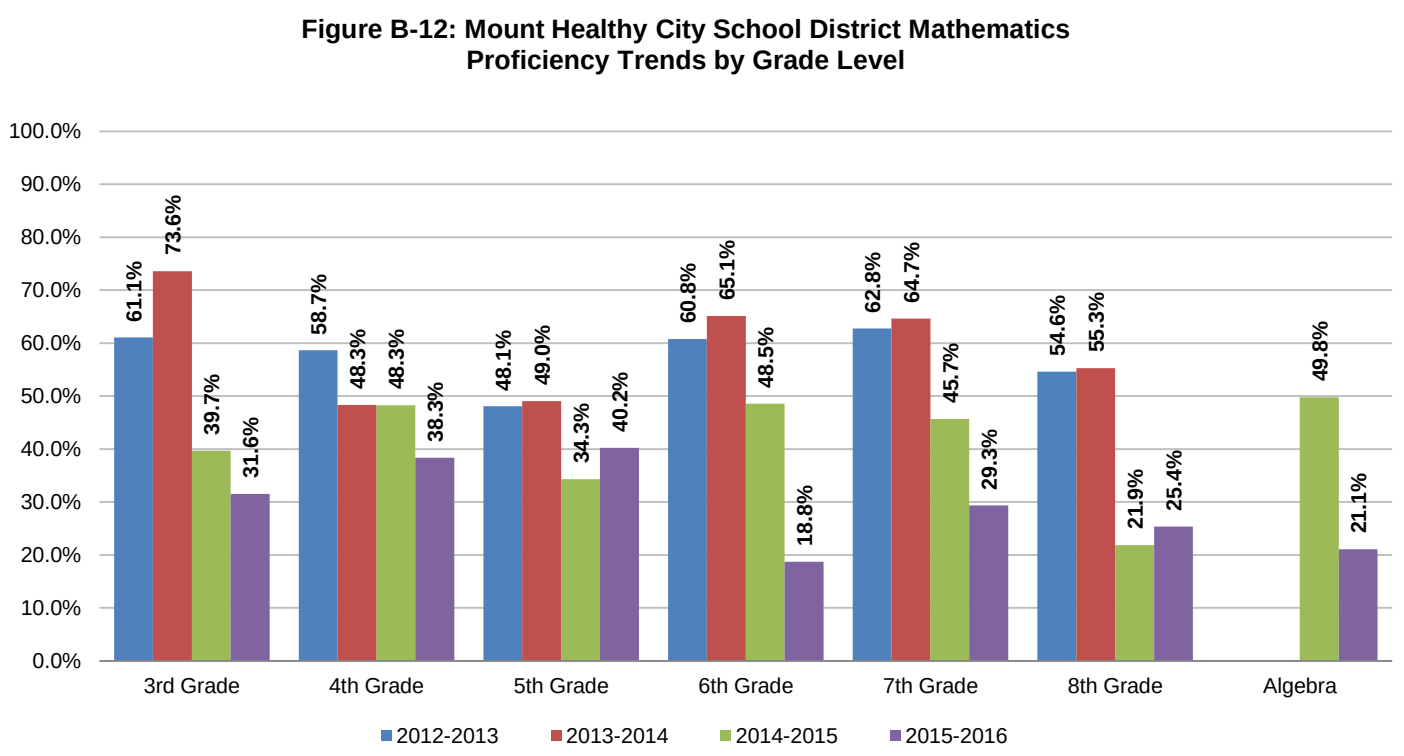


Figure B-12 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

Figure B-13: Mt Healthy City School District Fall 2015-2016 Math Value-Added Report

Estimated District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2014 Growth Measure							
Standard Error							
2015 Growth Measure							
Standard Error							
2016 Growth Measure		-2.1 R	-1.1 O	-1.0 O	-3.7 R	-7.8 R	-2.8
Standard Error		0.8	0.7	0.7	0.8	0.8	0.3
3-Year-Average Growth Measure							
Standard Error							

Estimated District Average Achievement						
Grade	3	4	5	6	7	8
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0
2013 Average Achievement						
2014 Average Achievement						
2015 Average Achievement	37.7	41.9	34.8	40.6	39.1	35.2
2016 Average Achievement	34.2	36.0	39.9	34.1	35.5	32.3

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Algebra I	2016	105	683.0	32	688.3	37	-4.5 R	1.5

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Geometry	2016	185	674.8	20	678.3	23	-3.3 R	1.1

DG	Significant evidence that the district's students made more progress than the Growth Standard
LG	Moderate evidence that the district's students made more progress than the Growth Standard
Y	Evidence that the district's students made progress similar to the Growth Standard
O	Moderate evidence that the district's students made less progress than the Growth Standard
R	Significant evidence that the district's students made less progress than the Growth Standard

Figure B-13 Source: SAS® EVAAS web application, SAS Institute Inc.

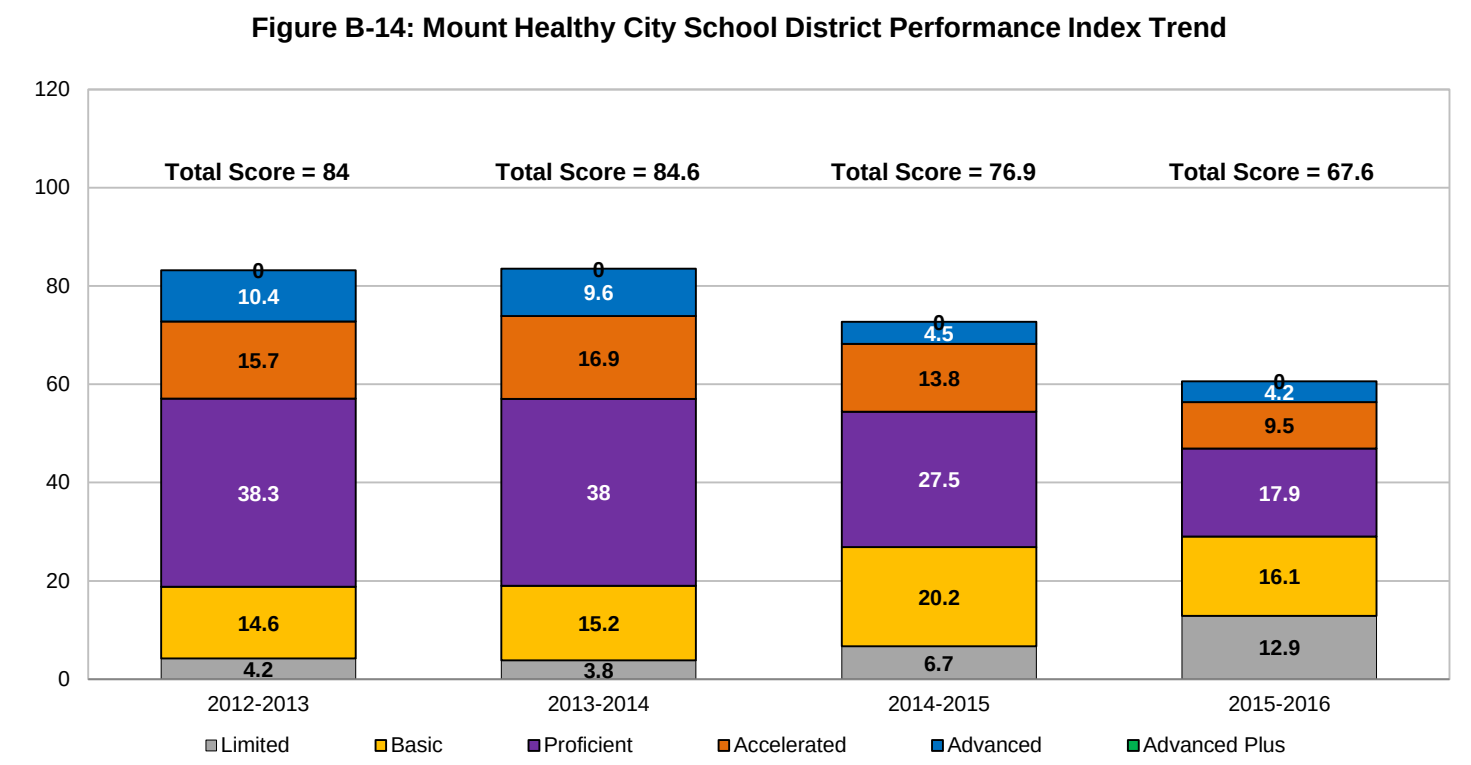


Figure B-14 Source: Ohio Department of Education Office of Accountability

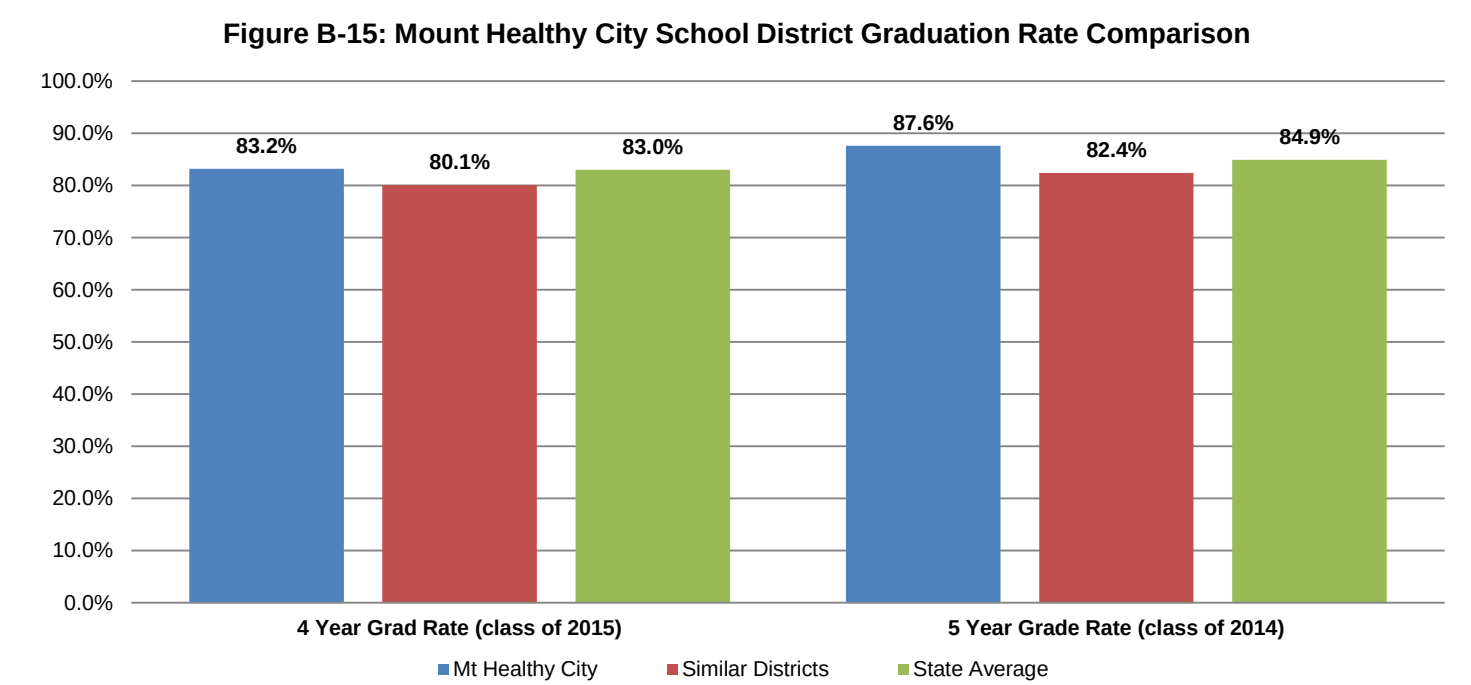


Figure B-15 Source: Mt Healthy City School District Ohio School Report Card

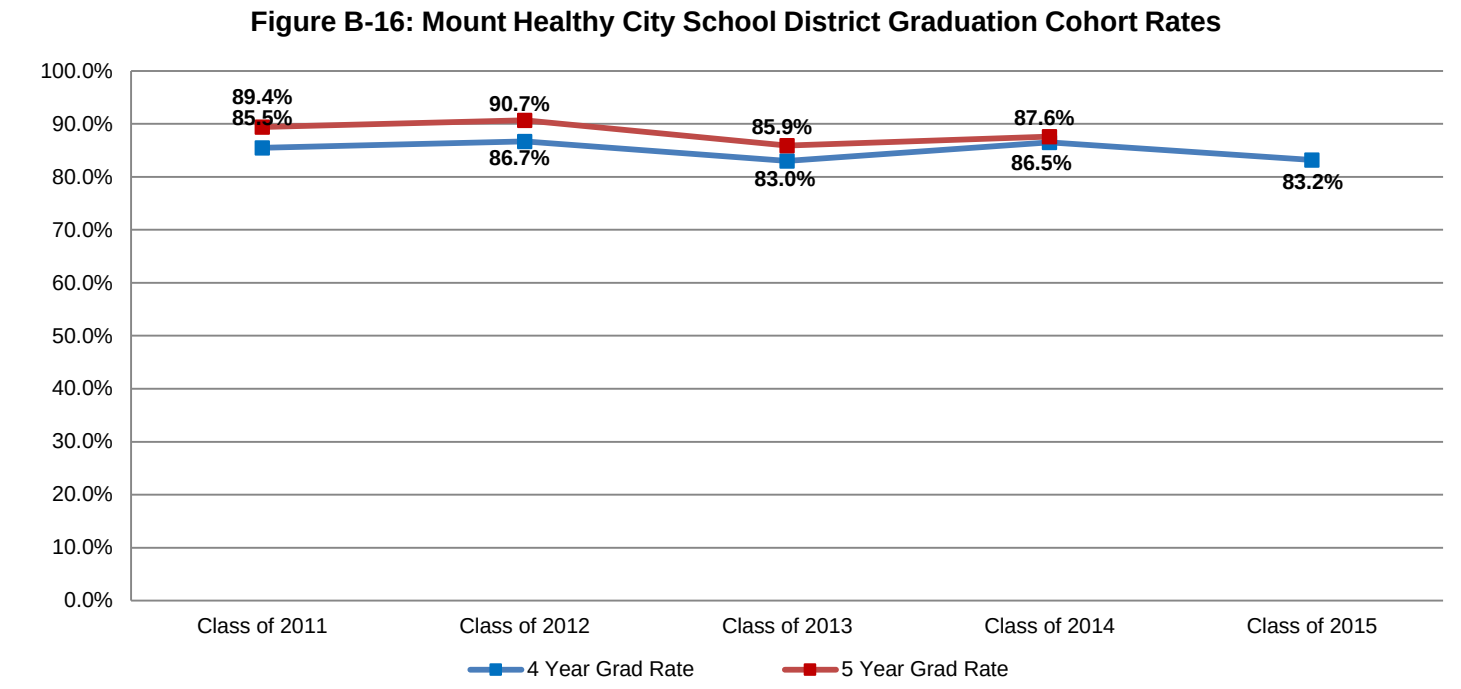


Figure B-16 Source: Mt Healthy City School District Ohio School Report Card

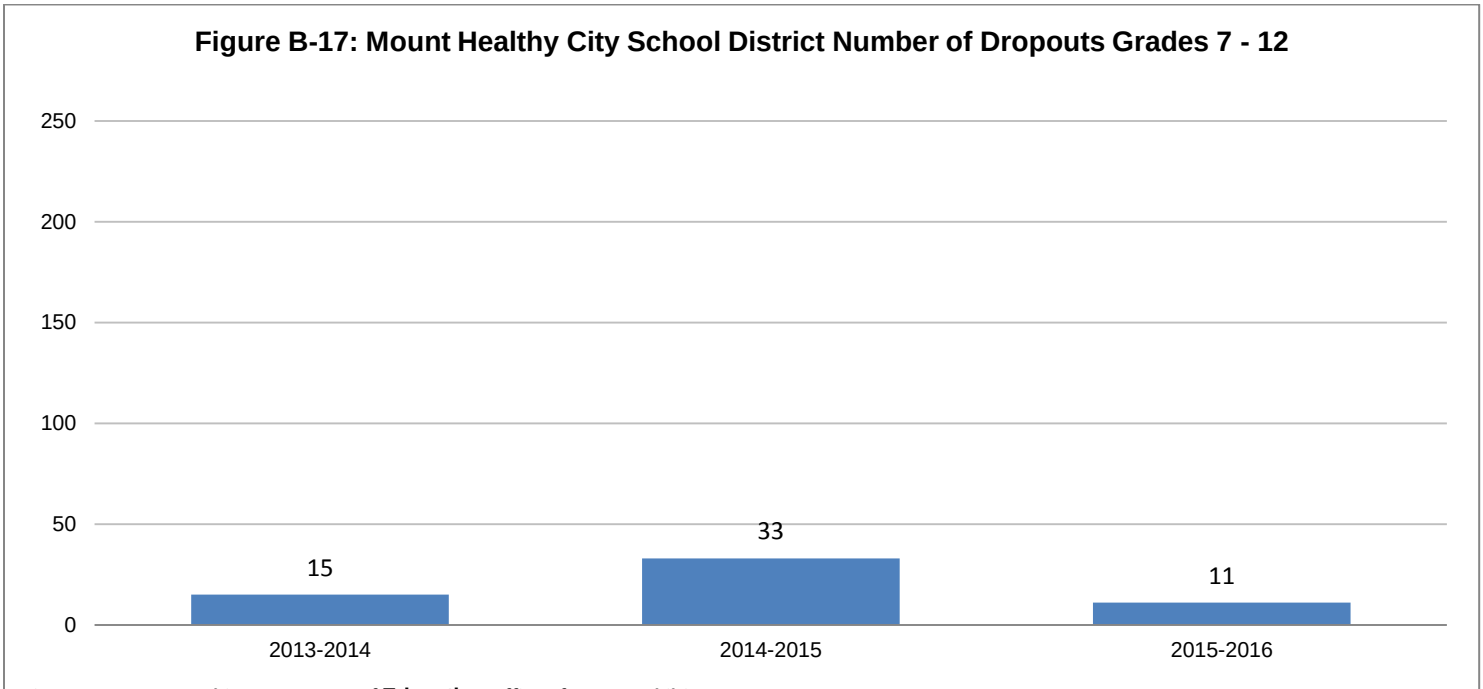


Figure B-17 Source: Ohio Department of Education Office of Accountabiltiy

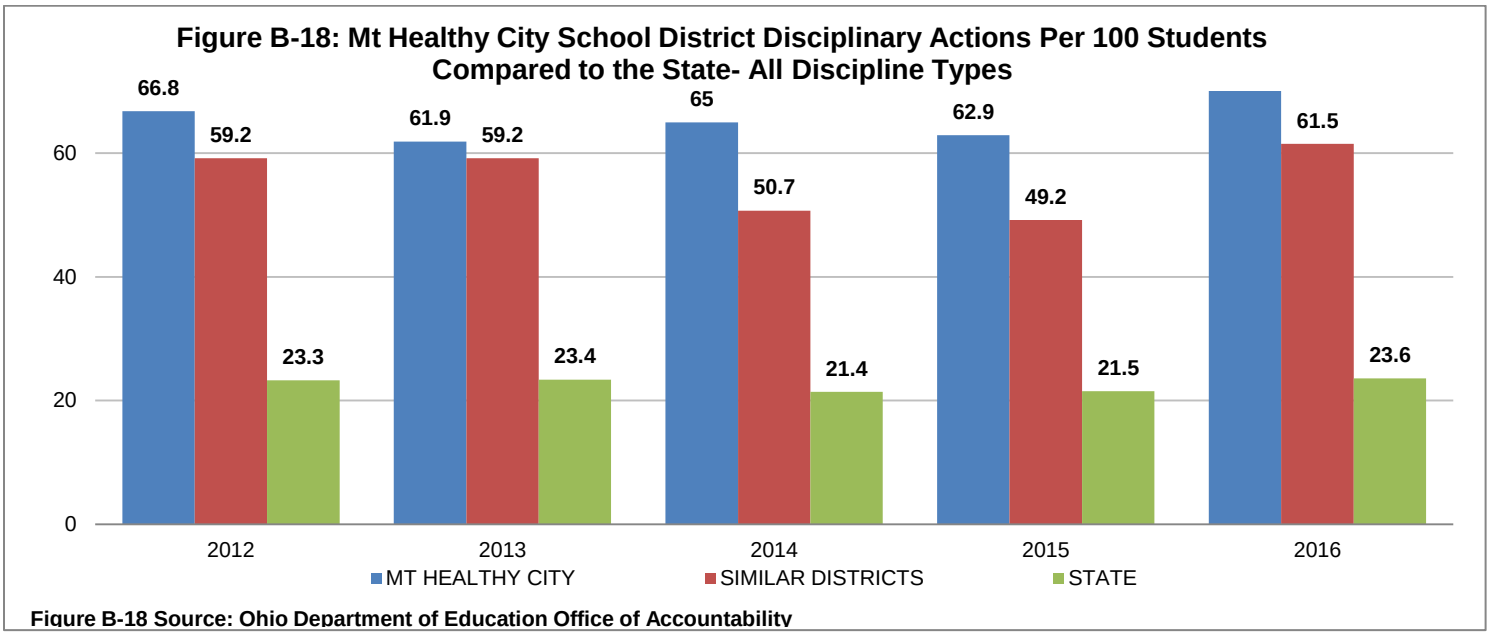


Figure B-18 Source: Ohio Department of Education Office of Accountability

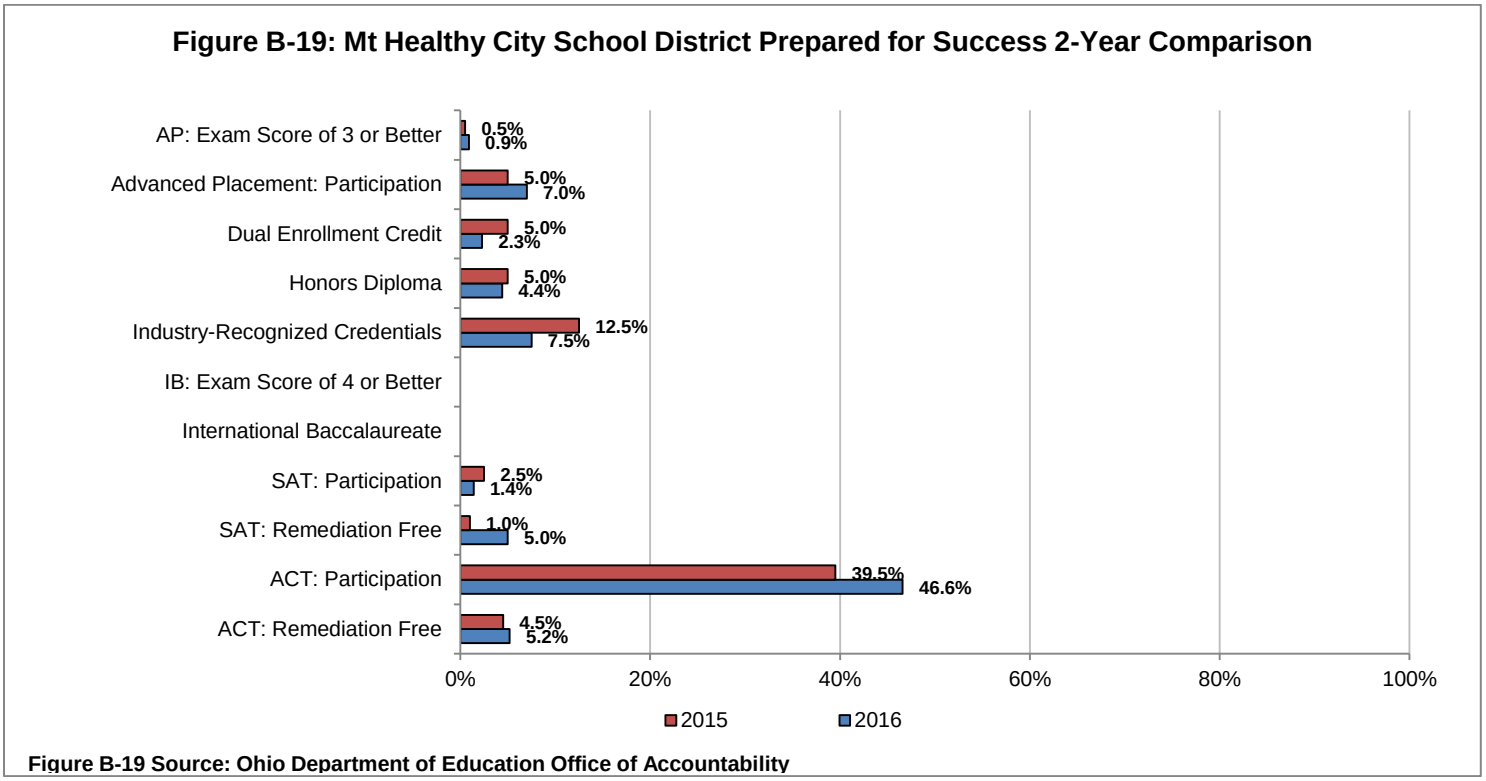


Figure B-19 Source: Ohio Department of Education Office of Accountability

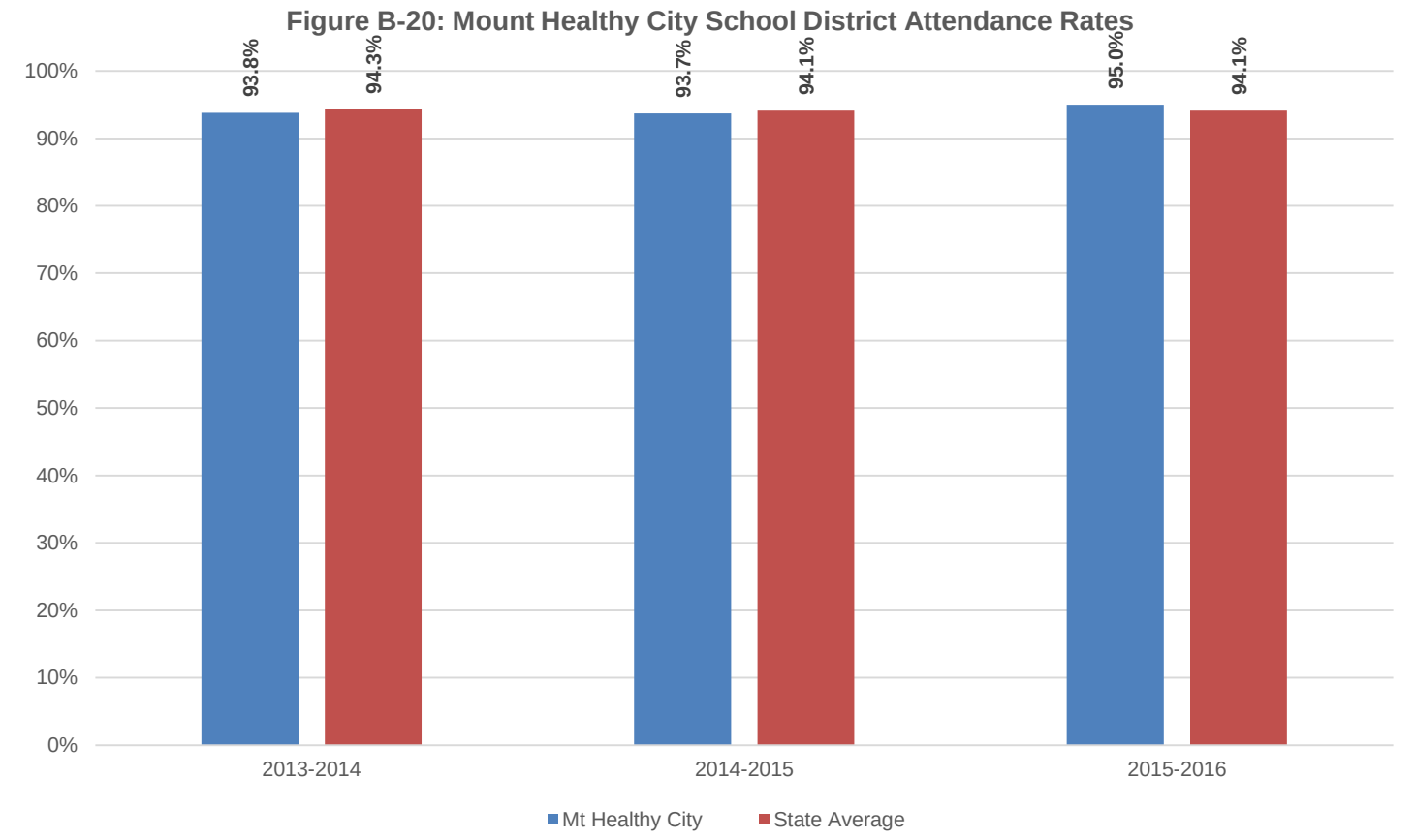


Figure B-20 Source: Ohio Department of Education Office of Accountability

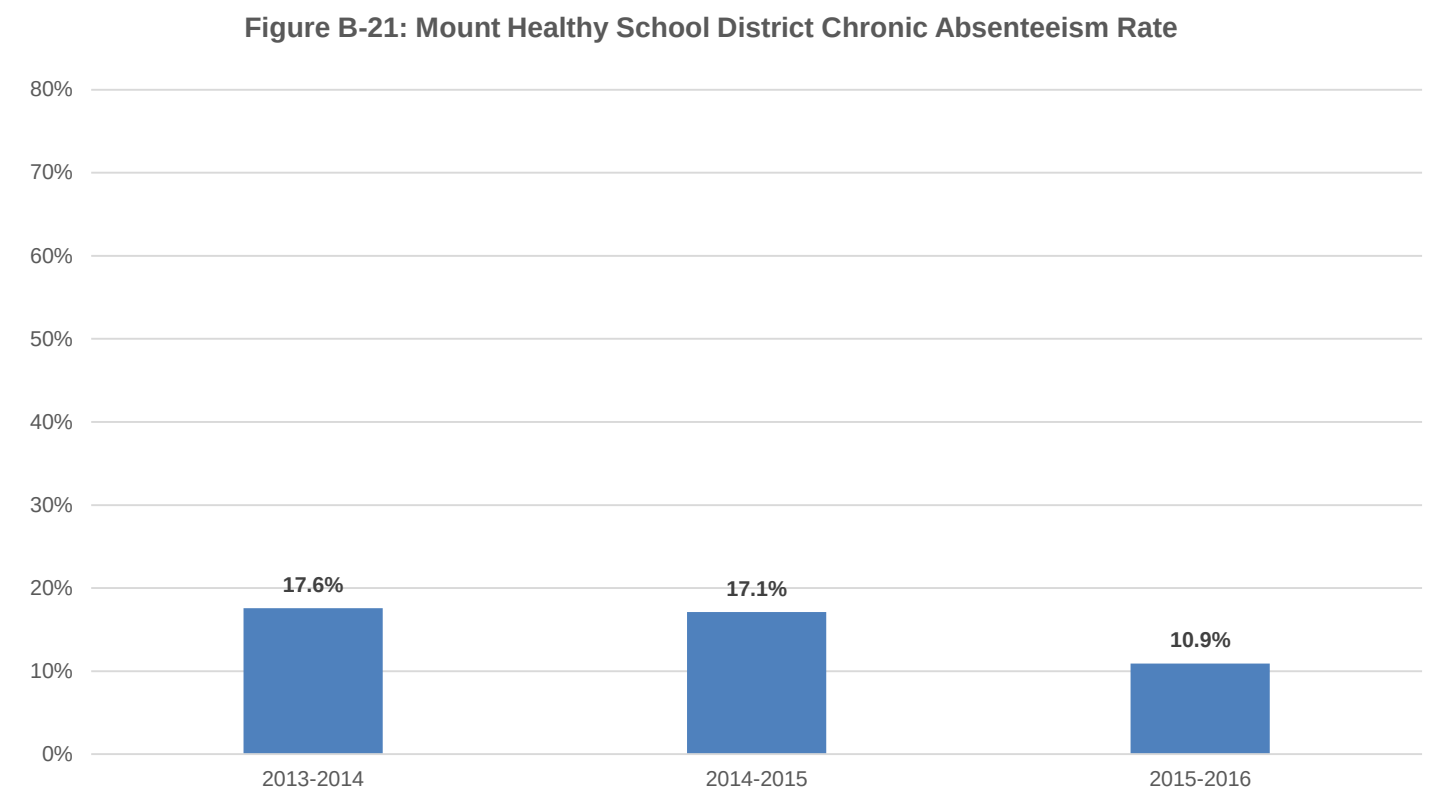


Figure B-21 Source: Ohio Department of Education Office of Accountability

Figure 22: Mount Healthy City School Distirct Absenteeism Data 2015-2016

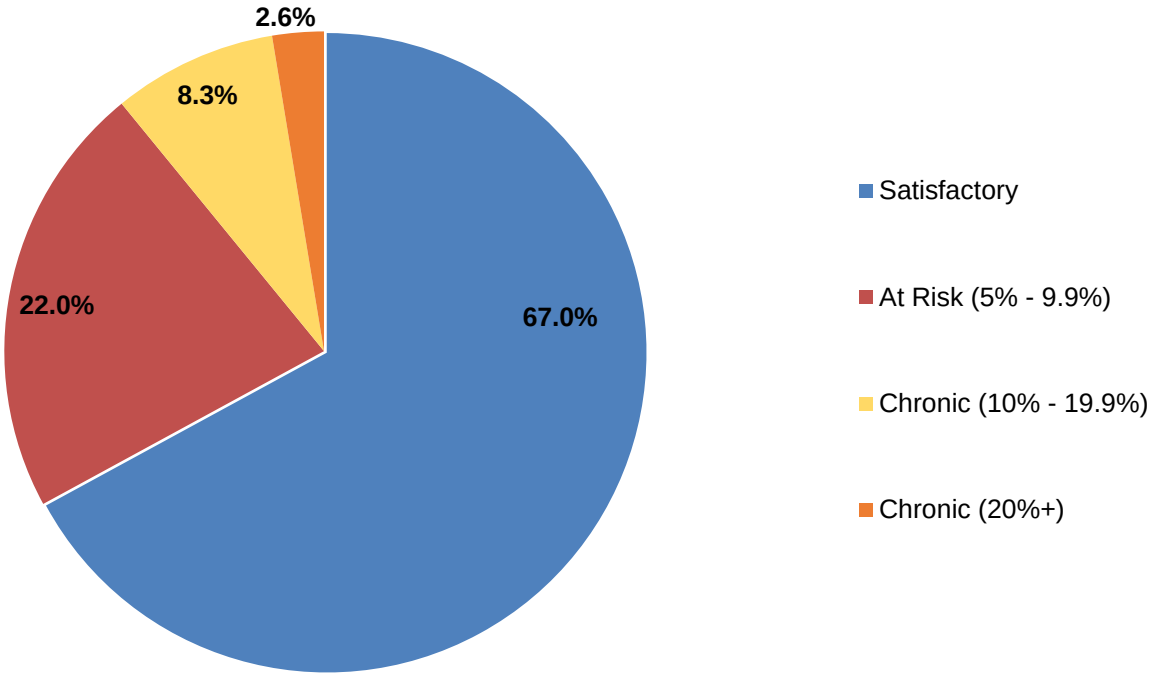


Figure 22 Source: Ohio Department of Education Office of Accountability

Figure B-23: Mount Healthy City School District Absenteeism Rate By Grade Level

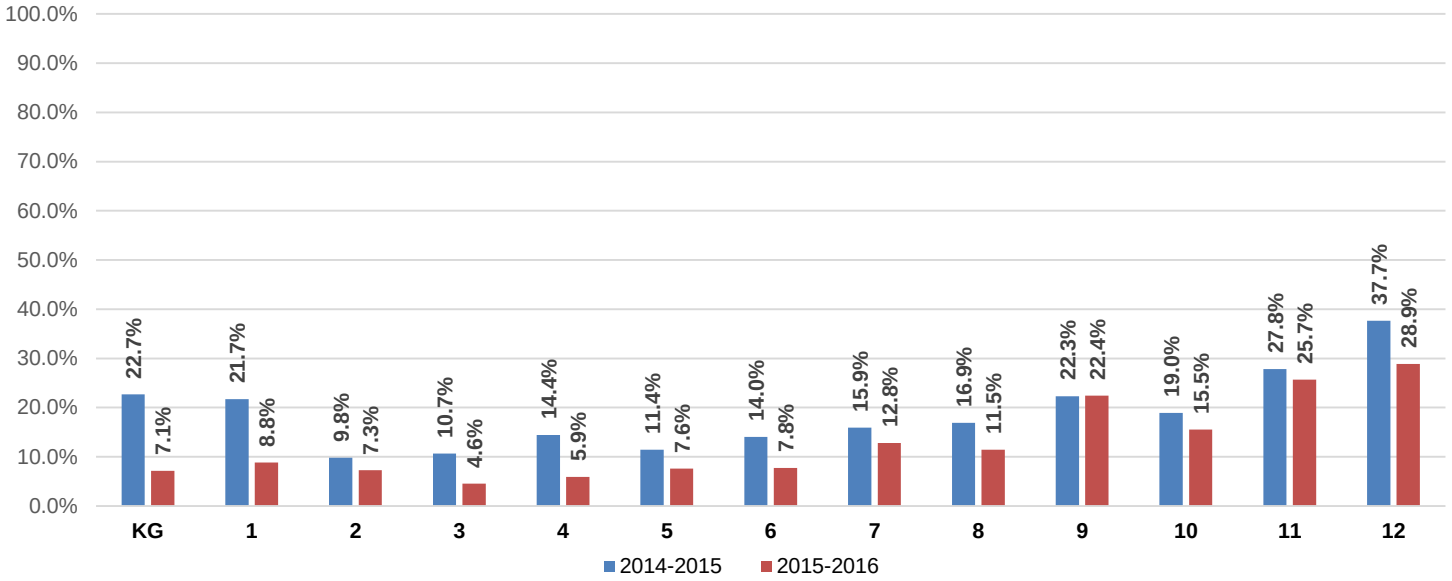


Figure B-23 Source: Ohio Department of Education Office of Accountability

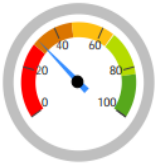
Figure B-24: Mt Healthy City School District Percent of On-Track Students – Kindergarten through Third Grade 2-Year Comparison

2014 – 2015

GRADE

D

K-3 Literacy Improvement



31.9%

151 out of 474

A = 82.6 - 100.0%
B = 64.9 - 82.5%
C = 47.2 - 64.8%
D = 29.5 - 47.1%
F = 0.0 - 29.4%

In Your District...

111 kindergarten students were not on-track last year.

47.7% of those students improved to on-track in 1st grade.

100 first grade students were not on-track last year.

7.0% of those students improved to on-track in 2nd grade.

102 second grade students were not on-track last year.

5.9% of those students improved to on-track in 3rd grade.

161 third grade students were not on-track this year.

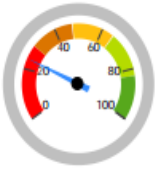
53.4% of those students reached proficiency on the 3rd grade OAA.

2015 – 2016

GRADE

F

K-3 Literacy Improvement



24.1%

112 out of 465

A = 81.4 - 100.0%
B = 62.6 - 81.3%
C = 43.8 - 62.5%
D = 25.0 - 43.7%
F = 0.0 - 24.9%

In Your District...

101 kindergarten students were not on-track last year.

64.4% of those students improved to on-track in 1st grade.

92 first grade students were not on-track last year.

21.7% of those students improved to on-track in 2nd grade.

130 second grade students were not on-track last year.

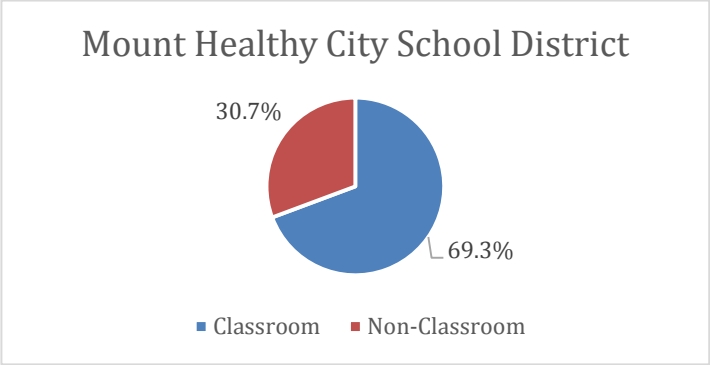
23.1% of those students improved to on-track in 3rd grade.

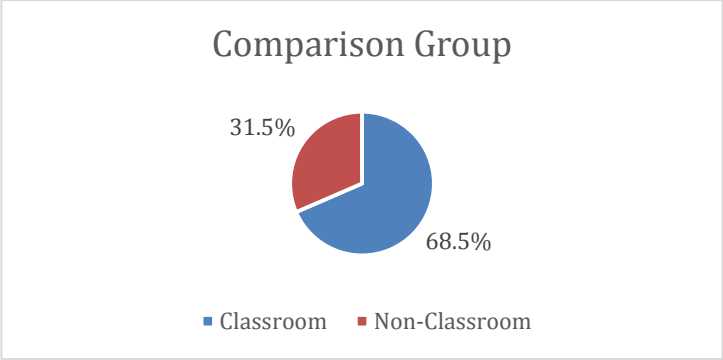
142 third grade students were not on-track this year.

3.5% of those students reached proficiency on the 3rd grade OAA.

Figure B-24: Source: Mt Healthy City School District 2014-2015 and 2015-2016 Ohio School Report Card

Figure B-25: Mt Healthy City School District 2015-2016 Percent of Funds Spent on Classroom Instruction Compared to Similar Districts and the State





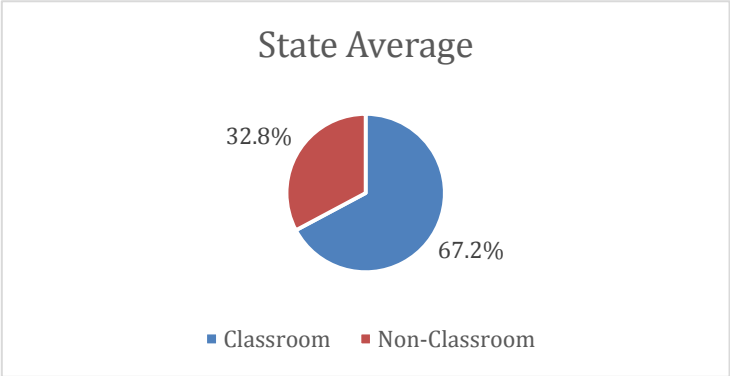


Figure B-25 Source: Ohio Department of Education Office of Accountability

Figure B-26: Mount Healthy City School District 2015-2016 Source of Revenue

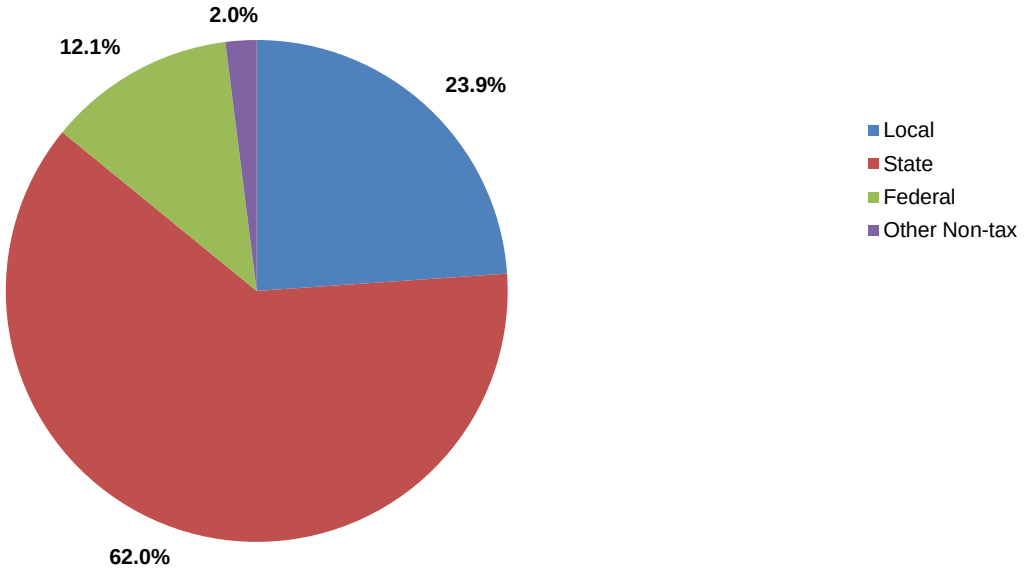


Figure B-26 Source: Ohio Department of Education Office of Accountability

Figure B-27: Mount Healthy City School District 2015-2016 Operating Spending Per Equivalent Pupil Compared to the State

Figure B-27 Source: Ohio Department of Education Office of Accountability

Table B-1: Mt Healthy City School District Teacher Demographic Data

Year	Teacher Salary Average	Percent of Core Courses Taught by Highly Qualified Teachers	Teacher Attendance	Percent of Teachers with Masters or Doctorate Degrees
2012-2013	$54,022.0	100.0%	94.3%	53.0%
2013-2014	$53,800.0	100.0%	94.8%	51.1%
2014-2015	$55,434.0	98.2%	93.7%	51.6%
2015-2016	$56,233.0	96.4%	92.0%	53.1%

Table B-1 Source: Ohio Department of Education Office of Accountability

Appendix C: Additional Figures and Tables

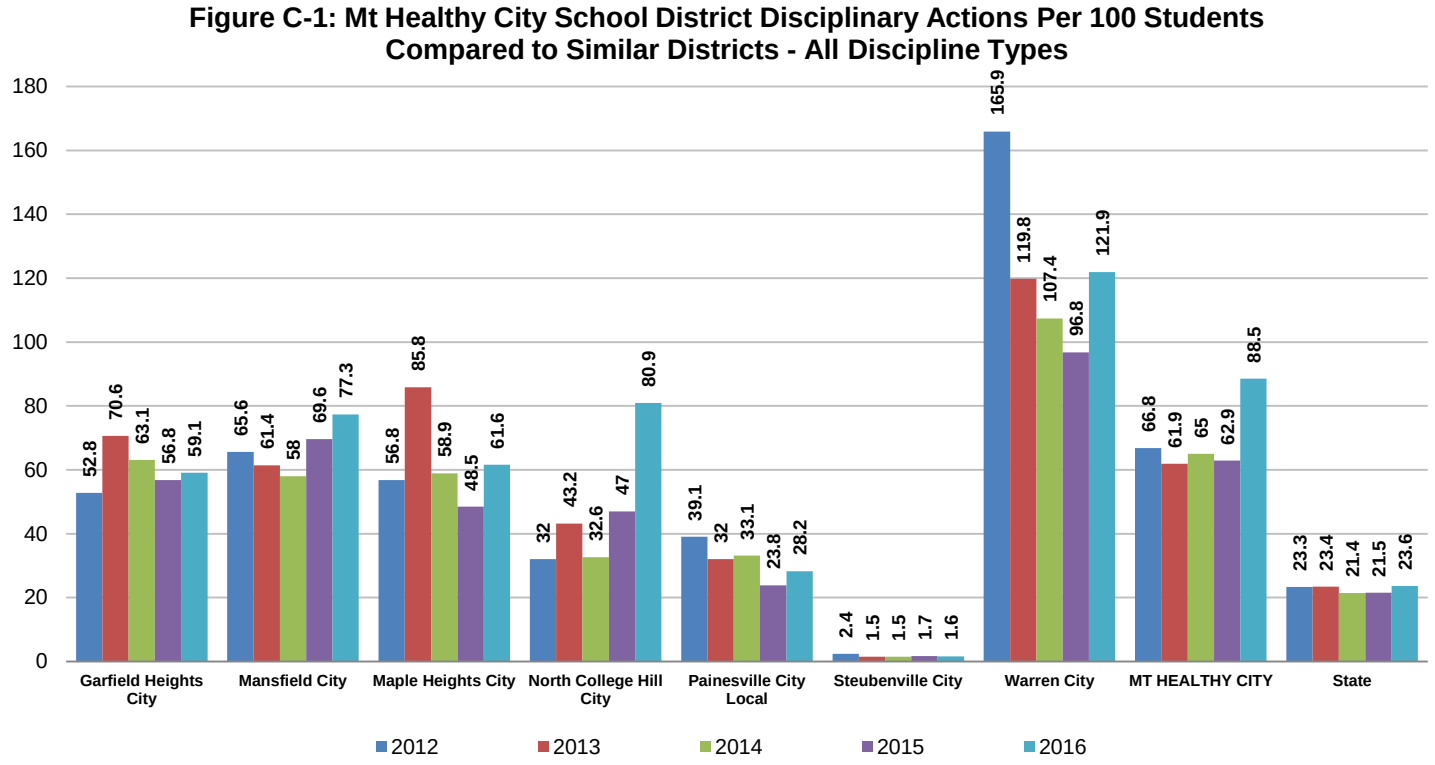


Figure C-1 Source: Ohio Department of Education Similar District Methodology; Ohio Department of Education Office of Accountability

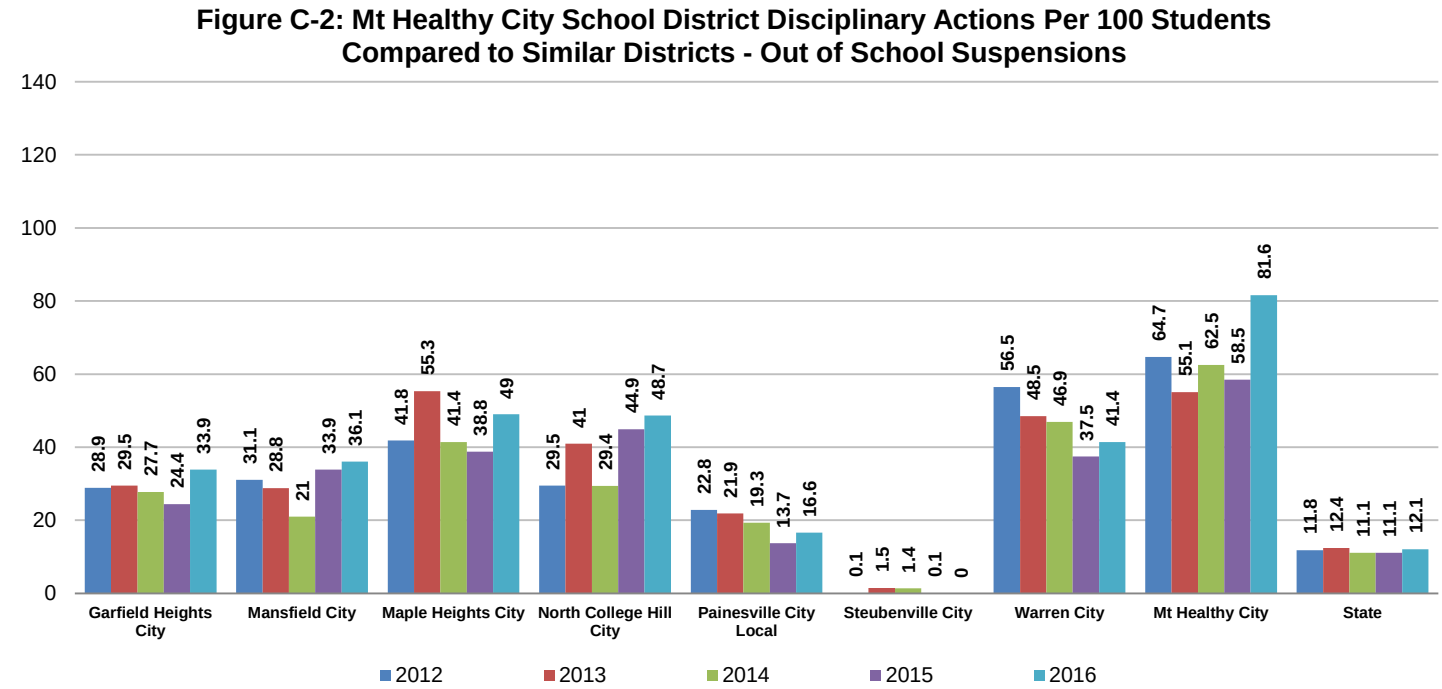


Figure C-2 Source: Ohio Department of Education Similar District Methodology

Table C-1: 2015-2016 Mount Healthy City School District Enrollment by Race and Special Populations

Total Number of Students by Race					Total Number of Students by Special Populations		
Name of Building	**African American**	**Hispanic**	**White**	**Multi-Race**	**Economically Disadvantaged**	**English Language Learners**	**Special Education**
South Elementary School	787	.	133	88	523		184
Mt Healthy High School	628	24	116	50	257		210
North Elementary School	651	65	177	77	502	71	162
Mt Healthy Junior High School	375	20	81	35	192		108

Table C-1 Source: Ohio Department of Education, Office of Accountability

Table C-2: Mount Healthy City School District Discipline Occurrences (District Level)

Discipline Reason	2013-2014		2014-2015			2015-2016		
	Out of School Suspension	**Emergency removal by district personnel**	**Out of School Suspension**	**In-School Suspension**	**Emergency removal by district personnel**	**Out of School Suspension**	**In-School Suspension**	**Emergency removal by district personnel**
Disobedient/Disruptive Behavior	504	12	390	0	32	480	0	43
Fighting	371	11	416	1	32	371	0	11
Harassment/Intimidation	51	1	52	0	1	72	0	1
Use/ Possession of other drugs	4	0	7	0	0	5	0	0
Theft	35	0	39	0	0	31	0	0
Tobacco	3	0	7	0	1	4	0	0
Truancy	2	0	4	0	1	64	0	1
Unwelcome Sexual Conduct	12	0	12	0	0	0	0	0
Vandalism	13	0	9	0	0	18	0	1
Weapon	1	0	1	0	0	0	0	0

Table C-3: Mount Healthy City School District Out of School Suspensions per 100 Students (Building Level)

Building	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
South Elementary School	50.3	57.9	63.9	67.2	85.5
Mt Healthy High School	67.7	45.4	75	43.1	102.6
North Elementary School	35.9	44.6	43	56.9	51.4
Mt Healthy Junior High School	133.3	83.3	74.3	68.6	97.3

Table C-3 Source: Ohio Department of Education, Office of Accountability

Table C-4: Mount Healthy City School District-FY 2015 Profile Report/Cupp Report Expenditure per Student Comparison

Expenditure	Mt Healthy City SD Expenditure per Student	Comparable District Average	State Average
Administration	$1,167.20	$1,600.97	$1,441.92
Building Operations	$2,233.34	$2,143.47	$2,094.80
Instruction	$5,656.34	$6,294.35	$6,394.03
Pupil Support	$895.41	$673.54	$640.36
Staff Support	$539.38	$450.22	$413.73

Table C-4 Source: FY 2015 CUPP Report

Expenditure Data (Adapted from ODE District Profile explanation)

Administration Expenditure per Pupil covers all expenditures associated with the day to day operation of the school buildings and the central offices as far as the administrative personnel and functions are concerned. Items of expenditure in this category include salaries and benefits provided to all administrative staff as well as other associated administrative costs. Data Source: Report Card 2015.

Building Operation Expenditure per Pupil covers all items of expenditure relating to the operation of the school buildings and the central offices. These include the costs of utilities and the maintenance and the upkeep of physical buildings. Data Source: Report Card 2015.

Instructional Expenditure per Pupil includes all the costs associated with the actual service of instructional delivery to the students. These items strictly apply to the school buildings and do not include costs associated with the central office. They include the salaries and benefits of the teaching personnel and the other instructional expenses. Data Source: Report Card 2015.

Pupil Support Expenditure per Pupil includes the expenses associated with the provision of services other than instructional that tend to enhance the developmental processes of the students. These cover a range of activities such as student counseling, psychological services, health services, social work services etc. Data Source: Report Card 2015.

Staff Support Expenditure per Pupil includes all the costs associated with the provision of support services to school districts' staff. These include in-service programs, instructional improvement services, meetings, payments for additional trainings and courses to improve staff effectiveness and productivity. Data Source: Report Card 2015.

Table C-5: Mount Healthy City School District-FY 2015 Profile Report/Cupp Report District Financial Status from Five-Year Forecast Data

Expenditure	Mt Healthy City SD	Comparable District Average	State Average
Salaries	42.1%	49.4%	53.5%
Fringe Benefits	15.9%	20.0%	21.3%
Purchased Services	38.0%	26.3%	20.2%
Supplies and Materials	3.1%	2.9%	3.2%
Other Expenditures	0.9%	1.4%	1.8%

Table C-5 Source: FY 2015 CUPP Report

District Financial Status from Five Year Forecast Data (Adapted from ODE District Profile explanation)

Salaries as Percent of Operating Expenditures indicates the percent of the total operating expenditure of the districts that goes to personnel salaries. Source: Fiscal year 2015 Five Year Forecast file.

Fringe Benefits as Percent of Operating Expenditures shows the percent of the total operating expenditure of the districts that goes to provision of fringe benefits such as health insurance and retirement benefits. Source: Fiscal year 2015 Five Year Forecast file.

Purchased Services as Percent of Operating Expenditures shows the percent of the total operating expenditure devoted to the purchase of various services such as food services. Source: Fiscal year 2015 Five Year Forecast file.

Supplies and Materials as Percent of Operating Expenditures shows the percent of the operating expenditures devoted to the purchase of supplies and materials. Source: Fiscal year 2015 Five Year Forecast file.

Other Expenses as Percent of Operating Expenditures shows the percent of the total operating expenditures devoted to other expenses not categorized above. Source: Fiscal year 2015 Five Year Forecast file.

Note: The district's October 2015 forecast was used to calculate the information above. Further, debt payments to repay the state for advances to cover the district's 2014 deficit, other debt payments and capital expenditures were not included in the calculation, as they are not part of 2015 fiscal year operations, per state calculations.

Appendix D: Inventory Forms and Building Observation Form

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

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

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

Standards I II and V: Instructional Inventory

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

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

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

Standard III: Assessment and Effective Use of Data Inventory

Date:_____Time in: _____Total time: _____Subject:_____Grade Level:___
District IRN:_____School:_____Building: ES MS HS
 # Students:_____ #Teachers:_____#Assistants:_____
Class: Gen ED ELL Special ED Self Contained Title I
Part of Lesson Observed: Beginning Middle End Observer: _____

Inventory Item	0	1	2	3	4	5	NDC	Evidence
FORMATIVE ASSESSMENTS								
The teacher conducts frequent formative assessments to check for understanding and to inform instruction.								
The teacher uses Formative Instructional Practices (FIP) to enhance student learning.								
Student performance data, including formative assessment results, is displayed in classrooms, hallways, etc.								
SOUND INSTRUCTIONAL PRACTICES								
Differentiated instruction in the classroom is demonstrated through remediation, enrichment, or grouping strategies.								
Standards-based instruction is demonstrated through the use of clear learning targets.								
ACCESS TO TECHNOLOGY								
Working technology (e.g. smart boards, laptops, desktops, tablets, etc.) are available for student use.								
USE OF TECHNOLOGY								
Students are using technology as part of their classroom instruction.								
The teacher integrates the use of technology in instruction.								

Standard VI: Fiscal Inventory

Date:_____Time in: _____Total time: _____Subject:_____Grade Level:___
District IRN:_____School:_____Building: ES MS HS
 # Students:_____ #Teachers:_____#Assistants:_____
Class: Gen ED ELL Special ED Self Contained Title I
Part of Lesson Observed: Beginning Middle End Observer: _____

Inventory Item	0	1	2	3	4	5	NDC	Evidence
CLASSROOM RESOURCES								
1. Safety items – i.e. clutter, MSDS sheets in science rooms, mold in rooms, water stains, and chemical storage issues								
2. Technology (e.g. computers, laptops, tablets, calculators, whiteboards, etc.) are available for use in classroom instruction.								
3. There is seating available for all students (e.g. desks and chairs).								
4. Classroom are free of water leaks, exposed wires, broken glass, lightbulbs or equipment).								
5. Classrooms are illuminated to provide lighting in all areas of the room for learning.								

Fiscal Inventory – General Building and Facilities Review

Warm, Dry, Safe =

- Warm - modern, functioning heating, well-insulated roofs, windows in good condition with secure locks,
- Dry - roofs, windows and building fabric in good condition, free from water penetration and damp
- Safe - modern electrics including rewiring where necessary, secure front doors with properly functioning panic bar mechanism

Inventory Item	0	1	2	3	4	5	NDC	Evidence
1. Hallways, Common areas								
2. Kitchen –								
3. Transportation – buses, maintenance area –								
4. Maintenance shop and/or warehouse								
5. Athletic areas – football field, baseball field, track, locker rooms, soccer fields, weight rooms, training facilities								
6. Custodial work areas – (maintenance closet or custodial closets)								
7. Work areas/boiler rooms or areas								

Building Observation Report

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

District: _____ **Time Out:** _____

Building: _____

Reviewer: _____

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

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

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

Appendix E: List of Documents Reviewed

2016-2017 CSD Gifted Service Plan
2016-2017 Testing Calendar
Administrative Code of Ethics
Administrative Meeting Dates 2016-2017
Administrator Evaluations 1
Administrator Evaluations 2
Administrator Evaluations 3
Appropriations
APPSUM FY16
Building Level Team Minutes for Elementary Buildings
Building Maps
Building Schedules
Cabinet Meeting Minutes for Oct. 14, 2016
Central Office Roles and Responsibilities Aug. 2016
Collaboration for Education and Employment Synergy (CEES)
Comprehensive Continuous Improvement Plan Budgets
Crayons for Computers
Curriculum Revision (Appendix F)
Data on Progress Book Usage
District Assessment Calendar
District Discipline Data Reports Aug.-Nov 1, 2016
District Leadership Team Agenda for August 25, 2016, October and November 2016
District Leadership Team Minutes for August 25, 2016
District Leadership Team Presentation 11-3-2016
District Profile
District Team Meetings Minutes
Education Destination Implementation Teams (EDIT) 2016-2017
Education Destination Plan 2015-2016
Education Destination Strategies Summary and Next Steps for 2016-2017
Education Destination Update 08-01-2016
EMIS Data Collection Calendar
Examples of Communication from Superintendent (Update to BOD members, letters to parents)
Facts, Hunches, and Next Steps with Data Form
Faculty Handbooks 1 and 2
Federal Grant Program Description
Federal Programs End of Year Review 2015-2016
FINSUMM FY16 & FY17
Five Year Forecast
Formative Instructional Practices List of Look Fors
Fund Activity
Gifted Identification Fall Referral Form
Give em' five staff and student reflection sheet and PowerPoint
Guidelines for Success
Hamilton County Education Service Center Employees and Budget
Job Description Student Support
Joint Committee Meeting Agenda 10-29-2016
Learning Walks Data Cycle #1 & #2
Learning Walks Tool
Learning Walks Trend Data
Listing of Community Based Resources Preschool and Readiness Program

Management letter from auditor
Memo on 21st Century Community Learning Center
Mental Health Services, North Elementary and South Elementary
Monthly Financial Reports to Mt. Health Board of Education
Mount Healthy Teachers Association Memorandums of Understanding
Mt. Healthy Achieve Program
Mt. Healthy Board of Education Regular Meeting Videos 2015-2016
Mt. Healthy City School 2016-2017 Organizational Chart
Mt. Healthy City School Board of Education Regular Minutes 2015-2016, 2016-January 2017
Mt. Healthy City School Quality Profile
Mt. Healthy City School Website
Mt. Healthy City Schools Administrative Evaluation Process and Procedures
Mt. Healthy City Schools Multi-Tiered Systems (MTSS) of Support North Elementary
Mt. Healthy City Schools Negotiated Agreement between Mt. Health Classified Employees & the Mt. Healthy City Schools Board of Education dated July 1, 2013 - June 30, 2015
Mt. Healthy City Schools Parent Handbook
Mt. Healthy City Schools Student Handbook
Mt. Healthy City Schools Teacher Handbook
Mt. Healthy City Schools Technology Plan 2016
Mt. Healthy City Schools, The Educational Destination, Implementation Pathway
Mt. Healthy District Report Cards 2015-2016, 2014-2015, 2013-2014, 2012-2013
Mt. Healthy High School Building Level Team Notes
Mt. Healthy High Schools That Work Drop Out Prevention Goals 2016
Mt. Healthy RTI Steering Committee Agenda
Mt. Healthy Value Added Scores for 2015-2016
MTSS Review April 2015
Negotiated Contract between Mt. Healthy Teacher Association and the Mt. Healthy Board of Education - July 1, 2013 - June 30, 2018
North Elementary Examples of Parent Involvement Activities
North Elementary MTSS
North Elementary School Building Focused Plan (Revised April, 2015) (Title Additions - Dec. 2015)
North Proposal for Academic & Behavior Needs 2015-2016
Office of Student Services 2015-2016 Planning Form for North, South and 7-12
Ohio Special Education Profile 5-year 2016-2017
Opening Day Agenda 08-10-2016
Operational Meeting Agenda for Aug. 4, 2016
Options Program for Mt. Healthy Junior High
OTES, OPES, OSES Results
PBIS Professional Development 2016-2017 File
Professional Development Calendar 2016-2017
Professional Development Documents at District Level
Progress Book Usage Reports
Ready School Collaborative
Report Card Data for Mt. Healthy High School 2015-2016
Report Card Data for Mt. Healthy Junior High 2015-2016
Report Card Data for North Elementary 2015-2016
Report Card Data for South Elementary 2015-2016
REVSUM FY16
REVSUM FY17 & FY16
Safe and Civil - Multi -Tiered System of Support Plan
Secondary Curriculum Maps
South Elementary - Mt. Healthy OIP Plan (updated Wednesday, January 25, 2017)

South Elementary Examples of Parent Involvement Activities
South PTO Meeting Minutes, Feb. & March 2016
Special Revenue FY16
Speech Language Enrollment Report
Staff, Parent, and Student Progress Book Summary Data
Standing for the Education of Our Children Meeting Agenda, August 31, 2015
Student and Parent Handbook 2016-2017
Students with Disabilities Enrollment by Disability 2015-2016 State Comparison
Summary of Parent Teacher Conferences Form
Teacher Based Team Meeting Notes
Teacher Equity Planning Final Report
Teacher Ethnicity Chart
Teacher Union Grievances 2015-2016
Textbook Preview Forms
The Sharing Tree Pamphlet
Unstoppable Momentum
Upward Bound Criteria