

Ohio

Trotwood-Madison City School District District Review Report

REVIEW CONDUCTED FEBRUARY 23-27, 2015

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

Trotwood-Madison City Schools

Organization of this Report

Trotwood-Madison City School District Review Executive Summary.....	3
Trotwood-Madison City School District Review Overview.....	6
Trotwood-Madison City School District Review Findings.....	10
Trotwood-Madison School District Review Recommendations.....	25
Appendix A: Review Team, Activities, Schedule, Site Visit.....	31
Appendix B: Enrollment, Expenditures, Performance.....	37
Appendix C: Instructional Inventory and Sample Informal Survey.....	50
Appendix D: List of Documents Reviewed.....	54

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Trotwood-Madison 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 and effective use of data; human resources and professional development; student supports; and fiscal management. The site visit to the Trotwood-Madison City School District was conducted from Feb. 23-27, 2015. The following summary highlights some of the strengths, challenges and recommendations, which are further explained in the report.

STRENGTHS:

- Open communication exists between the superintendent and the Board of Education, creating a culture of collaboration focused on district goals to improve student success.
- The district is in the process of purchasing new text resources that are aligned to Ohio's New Learning Standards and will be used to support the development of a focused instructional framework.
- Building administrators and curriculum coaches work with the state support team and educational service center to strengthen teacher knowledge of Ohio's New Learning Standards and instructional strategies.
- Teacher-based teams and building leadership teams that were established to use student achievement data may ensure that all teachers in their respective buildings are working to improve overall instruction.
- The district has begun using data to drive instruction.
- The district has established teacher-based teams and building leadership teams that use student achievement data to improve overall instruction.
- The district provides training on the implementation of the Ohio Teacher Evaluation System and student learning objectives for a majority of the staff in the district.
- Building administrators collaborate with one another along with other district administrators on professional development planning.
- The district has experienced a reduction in non-academic barriers to learning and sees improvement in student achievement.
- The district's October 2014 five-year financial forecast demonstrates the availability of resources for future years to address student needs and for financial stability.
- Sharing and discussing information about the budget across the district and with external stakeholders can provide transparency of the district's fiscal plans to meet the needs of its students.

CHALLENGES:

- The district does not consistently implement or follow the district and school improvement plans to monitor student progress, according to interviews and reviewed documents.
- It was revealed that some state and federal grants and important certification deadlines were not met.

- Agendas are not prioritized and there are no expected outcomes listed during the monthly administrator team meetings.
- The district lacks a focused instructional framework that will provide all district staff with a guide for understanding the directions and expectations of the office of curriculum and instruction.
- The district has not provided a clear concise direction for curriculum and instructional practices.
- There is a lack of professional development training in the area of data analysis.
- The data indicates that there is a lack of effectiveness with the Renaissance Learning STAR Reading and Math Assessments given three times a year at Trotwood-Madison High School.
- Teachers have not been trained to develop reliable common quarterly assessments at the district and building levels.
- There is no systematic approach, monitoring nor follow through to providing professional learning needs of the district.
- There is no consistent method of sharing previous training, knowledge and district expectations with new staff.
- The district has a comprehensive, integrated multi-tiered system of behavioral and academic interventions and support for struggling students; however, it is not systematic nor consistently utilized.
- There is no evidence of a district-wide, comprehensive family engagement program, according to documents reviewed and interviews.
- The district does not provide a budget document that is comprehensive to include district goals, changes in programs and/or department operations, nor costs associated with those changes.
- Based on position codes reported by the district, administrative costs are higher than comparable districts and state averages, while the instructional costs are lower than comparable districts and state averages per the district profile report.

RECOMMENDATIONS:

- Focus on the existing district and school improvement plans to monitor student progress.
- Use the district's existing evaluation process with fidelity for central office administrators and follow specific deadlines. Thoroughly review recommendations for contract renewals and assure that board agenda items accurately reflect contract renewals or non-renewals prior to board meetings.
- Utilize research-based recommendations provided by an external consultant, as well as Montgomery County Educational Service Center staff.
- Develop written protocols and procedures for implementing state standards and district curriculum and meet regularly with school-level administrators, coaches and staff, so the district can provide the guidance that building staffs need to impact student achievement.
- Align all district curriculum resources to Ohio's New Learning Standards, which would allow the Trotwood-Madison teachers to have the tools to teach the standards.
- Consider using professional development in data analysis to provide the district with knowledge on how to extract, disseminate and properly use data to inform instruction.

- Create a professional learning committee of central office administrators, building administrators, teachers and support staff to better inform the district of professional learning needs.
- Develop a succession plan for central office leadership. Review the roles and responsibilities of each of the positions and determine the areas where teacher leaders could share the work.
- Develop a collaborative relationship with families and appropriate community partners and providers to provide a network of academic, social and emotional support for students, better communicate with families, which may ultimately improve student achievement.
- Include the district's goals, objectives and criteria of how budget decisions are made and budget details by building and department in the district's annual budget and budget presentation.

Trotwood-Madison 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 and governance; curriculum and instruction; assessment; human resources and professional development; student support; and fiscal management. Reviews identify systems and practices that may be impeding improvement as well as those most likely to be contributing to positive results.

METHODOLOGY

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

SITE VISIT

The site visit to the Trotwood-Madison City School District was conducted from Feb. 23-27, 2015. The site visit included 31.5 hours of interviews and focus groups with approximately 75 stakeholders, including board members, district administrators, school staff members and teachers' association representatives. The review team conducted seven focus groups with 41 elementary, middle and high school teachers and support staff members; 10 middle and high school students representing grades 7 through 12; and 18 parents and community members. A sample informal survey that was used to guide focus groups is provided in Appendix C.

A list of review team members, information about review activities and the site visit schedule are in Appendix A. Appendix B provides information about enrollment, expenditures and student performance. The team also observed classroom instructional practices in 19 classrooms in five schools. Appendix C contains the instructional inventory tool used to record observed characteristics of standards-based teaching. Appendix D lists the documents that were reviewed prior to and during the site visit.

DISTRICT PROFILE

Trotwood-Madison City School District is located in Montgomery County, Ohio. According to the United States Census Bureau, the estimated population as of July 1, 2013, was 24,246, representing a 0.8 percent decrease since the 2010 Census². At least 83.5 percent of the city's population graduated from high school. The median household income is \$36,277, with 21.2 percent of the population living below the poverty line. In comparison, the median Trotwood-Madison City School District teacher salary has

¹ Ohio Revised Code 3302.10

² 2009-2013 American Community Survey 5 year Estimates.

increased from \$55,290 in 2013 to \$56,395 in 2014³ (see Table 1, Appendix B). According to the Bureau of Labor and Statistics, the January 2015 unemployment rate in Trotwood was 5.4 percent compared to 5.1 percent (seasonally adjusted) for Ohio.

The district's 2013-2014 enrollment increased slightly from 2012-2013. During the 2013-2014 school year, 2,493 students were enrolled in Trotwood-Madison: 11 more students than were enrolled during the 2012-2013 school year. However, since the 2009-2010 school year, the district has seen an enrollment decrease of 247 students (see Figure 1, Appendix B). The enrollment percentages by race appear to remain constant from 2011-2012 to 2013-2014. In 2013-2014, the percentage of black students was at 89.4 percent as compared to 88.8 during the previous school year. The percentage of white students was at 6.5 percent during the 2013-2014 school year as compared to 6.7 percent during the previous year. The percentage of Hispanic students comprised 1.2 percent of the school population during the 2013-2014 school year as compared to 1.4 percent during the previous year. The multiracial population remained the same at 2.8 percent over the past two years (see Figure 2, Appendix B).

Trotwood-Madison is comprised of the following five schools:

1. The Early Learning Center, Grades PS-1
2. Madison Park Elementary School, Grades 2-3
3. Westbrooke Village Elementary School, Grades 4-5
4. Trotwood-Madison Middle School, Grades 6-8
5. Trotwood-Madison High School, Grades 9-12

STUDENT PERFORMANCE

Information about student performance: (1) the differentiated accountability⁴ status of the district, including the ranking; (2) the progress the district and its schools are making toward narrowing the proficiency gaps as measured by the gap closing component; (3) English language arts performance and student growth; (4) mathematics performance and student growth; (5) Performance Index performance; (6) annual dropout rates and four- and five-year cohort graduation rates; (7) suspension/expulsion rates. Data is reported for both district and all schools and student subgroups that have at least three years of sufficient data.

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

The district is in High Support Status⁵.

- A. Trotwood-Madison City Schools is receiving high state support in Fiscal Year 2014.
- B. The district fell from Continuous Improvement in 2010-2011 to Academic Watch in 2011-2012. On the Local Report Card in 2012-2013, the district received an F in indicators met, overall, gifted, students with disabilities, and lowest 20 percent in achievement value-added, gap closing, and four-year graduation rate. In 2013-2014, the district received an F in indicators met, overall, gifted, and lowest 20 percent in achievement value-added, gap closing, and four-year graduation rate.

³Source: Ohio Department of Education, iLRC

⁴Differentiated Accountability defines the roles and expectations of the school district and the Ohio Department of Education based upon the performance of the local school district.

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

The district is not narrowing the proficiency gaps.

- A. No Trotwood-Madison subgroups met the 2014 Annual Measurable Objectives for reading, math, or graduation, which resulted in a grade of F (see Figure 4, Appendix B).

The district's English language arts performance and student growth⁶.

- A. Trotwood-Madison met one state indicator in reading in 2013-2014, that being in Grade 11 OGT. Among subgroups, only the percentage of students with IEPs, economically disadvantaged students and white students showed increases in the reading passing rate from 2012-2013 to 2013-2014 (see Figure 5, Appendix B). With the exception of grades 3 and 11, the district's reading passing rates for all grade levels were lower than similar districts and the state average (see Figure 7, Appendix B). In addition, the 2013-2014 reading passing rates for grades 3 and 8 exceeded 2012-2013 values (see Figure 8, Appendix B).
- B. The three-year student growth average in reading has fallen below the growth standard in grades 4, 5, 7 and 8 (see Figure 9, Appendix B).

The district's mathematics performance and student growth.

- A. The district did not meet any state indicators in math in 2013-2014. Among subgroups, only white students showed an increase in the math passing rates from 2012-2013 to 2013-2014. The 2013-2014 passing rate for white students was the highest in four years (see Figure 6, Appendix B). Only the math passing rate in grade 3 exceeded those of similar districts. In addition, passing rates for all grade levels were lower than the state average (see Figure 10, Appendix B). However, math passing rates in grades 3, 4, 7 and 8 were higher than the previous year (see Figure 11, Appendix B).
- B. With the exception of grade 7, the three-year growth average fell below the growth standard for all grades (see Figure 12, Appendix B).

The district's Performance Index⁷ scores.

- A. The Trotwood-Madison Performance Index score for 2013-2014 was 76.6 of a possible 120 points, or 63.8 percent. The Performance Index score has steadily declined over the past three years (see Figure 13, Appendix B).
- B. The number of points received for advanced, accelerated and proficient test scores has declined or stayed the same over the past three years.

Graduation rates⁸ and dropout rates⁹.

- A. Trotwood-Madison received a grade of F for the four-year graduation rate and a D for the five-year graduation rate. Graduation rates also fell below similar districts and the state (see Figure

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

⁷ The Performance Index score measures the achievement of every student, regardless of their levels of proficiency. Schools receive points for every level of achievement, with more points being awarded for higher passing scores. Untested students also are included in the calculation and schools and districts receive zero points for them. For the purpose of assigning the letter grades, a Performance Index score of 120 is considered to be a perfect score. Districts and schools will receive one of five letter grades, from "A" through "F," based on the percentage of total possible points earned.

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

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

14, Appendix B). However, the five-year graduation rate has risen between 2009-2010 and 2011-2012 (see Figure 15, Appendix B).

- B. The number of dropouts in Grade 12 dropped from 17 during the 2012-2013 school year to 13 during the 2013-2014 school year (see Figure 16, Appendix B).

The district's rates of out of school suspensions and expulsions by district and school.

- A. The number of disciplinary actions per 100 students for all discipline types, expulsions and out-of-school suspensions for Trotwood-Madison has exceeded the rates for most of the comparable districts and the state (see Figures 17 A, B and C, Appendix B) between 2010-2011 and 2013-2014. However, the number of expulsions and out-of-school suspensions per 100 students for Trotwood-Madison has declined in each of the last three years. The number of other discipline types per 100 students has fallen within the range of comparable districts between 2010-2011 and 2013-2014 (see Figure 17D, Appendix B).

The primary reasons for out-of-school suspensions at the district level are for disobedient/disruptive behavior and fighting/violence (see Table 3, Appendix).

Trotwood-Madison City School District Review Findings

STRENGTHS

Leadership, Governance and Communication

1. **The superintendent and board of education have established protocols to facilitate communication about the progress and needs of the school system, according to interviews and reviewed documents.**
 - A. The superintendent and the treasurer hold a retreat with the board of education twice a year. During the board retreat, discussions include building a vision for the district, district priorities, mid-year and final financial reviews, district organizational structure and academic performance with corresponding initiatives to increase achievement.
 - B. Interviews with board members indicated that communication with the superintendent has improved due to the board retreat process and the reports provided by the superintendent's office.
 - C. According to the superintendent's 2014 evaluation, the superintendent provides updates twice a month to the members of the board of education on issues concerning student achievement, comparative student discipline from quarter to quarter and attendance, as well as program updates. These include third grade mid-year promotion data and participation rates of summer reading program for pre-kindergarten through sixth grade.
 - D. One board member's comment in the superintendent's evaluation is "[The superintendent] is on top of this," and, "He is very personable and open to input." He received "exceeds or met" in all areas of leadership on his Aug. 31, 2014, evaluation. His major strengths include:
 - Demonstrating enthusiasm in carrying out job responsibilities;
 - Seeking to learn and improve;
 - Keeping the focus on student learning; and
 - Demonstrating awareness and implementing current research and best practices.

IMPACT: The open communication that exists between the superintendent and the board of education has created a culture of collaboration so that, together, they can focus on the attainment of district goals to improve student success.

2. **Open communication for school improvement exists between the superintendent and city officials.**
 - A. The superintendent served as a member of the city's five-year strategic plan team. Strategies within the city's five-year plan that directly affect the schools include:
 - Establishing prioritized projected services: the goal is "to influence participation in education-schools."
 - Improving community image: the goal is "to build educational programs [in] K-12 public schools."
 - Growing community image: the goal entails expanding the partnerships to include the regional public schools and increasing open relationships with citizens through collaboration on school events. An example of this partnership is that high school student government members are sworn in to their respective offices by the mayor.
 - B. City council meetings are held in the district board office building.
 - C. According to interviews with the mayor and the superintendent, quarterly meetings were held in 2013-2014 between the board of education and city council concerning the schools with an emphasis on forming community school partnerships, including after school and summer

reading programs. As the mayor stated, “We are moving forward as a council and bringing the school with us.”

- D. The superintendent presented a program challenge to the city council and mayor asking them to volunteer to read to students. The mayor revealed that she has “been trained on reading structures and works with four children twice a week during the school year.” The mayor also has encouraged the police chief and city council members to participate in the reading initiative.

IMPACT: As a result of focused planning and open communication, the superintendent’s vision of improvement for the district can be embraced and endorsed by community stakeholders to foster academic improvement.

3. The superintendent, director of curriculum and instruction/special education and principals utilize the results of an administrative session survey in their monthly meetings to discuss and plan for identified district needs.

- A. The district and school personnel meet once a month for four hours on a Saturday during the academic year to discuss the identified needs of the schools in the district. According to the recent survey results, it was determined that the principals needed a consistent instructional tool that could be used by all administrators during the walkthroughs for the Ohio Teacher Evaluation System.
- B. During the Saturday sessions, the team developed an OTES/Walkthrough Matrix for teacher evaluations. The components in this instrument included the implementation of district and state expectations for teacher evaluations. The matrix would provide a tool for all principals and assistant principals as they observe teachers during walkthroughs. All evaluators will use the same tool for consistent observation during walkthroughs.
- C. Another agenda item included a discussion on an article entitled “Schools that Work.” Questions posed by participants regarding the article included, “How can the district replicate ideas that impact achievement?”

IMPACT: When there is frequent and meaningful collaboration among district and school personnel to address differentiated needs within the district, there can be evidence of improvement in teaching and learning, instructional practices and student achievement.

Curriculum and Instruction

1. According to the director of curriculum and instruction, the district is in the process of purchasing new text resources that are aligned to Ohio’s New Learning Standards and can be used to support the development of a focused instructional framework.

- A. The “Journeys” textbook series for grades K-5 and “Collections” series for grades 6-12 have been purchased for English language arts instruction.
- B. The district has purchased new mathematics textbooks based on the new standards.
- C. Teachers shared that the district has a formal textbook adoption process that they follow related to the new adoptions. This includes attending textbook review meetings and completing feedback forms evaluating the text.
- D. New social studies textbooks were purchased this school year.
- E. New science textbooks will be adopted during the 2015-2016 school year.

IMPACT: By purchasing new text resources that are aligned to Ohio’s New Learning Standards, the district can begin the process of creating a focused instructional framework for district teachers and administrators to use to inform instructional practices, deliver content and create authentic assessments.

- 2. According to interviews and focus groups, building administrators and curriculum coaches indicated that they work collaboratively to address the professional development needs of the teaching staffs to effectively serve students.**
- A. Staff surveys, content and grade-level meetings, building leadership team meetings and teacher-based team meetings indicated that principals and curriculum coaches determine staff professional development needs based on teachers' input.
 - B. Building administrators and curriculum coaches work together to determine the professional development that will be provided to meet staff members' learning needs.
 - C. At the high school level, the building administrators and curriculum coach reviewed teacher-created short-cycle assessments to assess the depth of knowledge used in the assessments and provide teacher feedback. The building administrator, curriculum coach and the teachers agree that this evaluation process aids in strengthening the depth of knowledge tested in quarterly assessments.
 - D. Secondary school students indicated that building administrators shared quarterly grade level PowerPoint presentations that showed their progress in various academic areas. These presentations also were shared with parent groups throughout the year.

IMPACT: The building administrators and curriculum coaches are providing direct leadership and support to teachers to assist them in the process of acquiring the skills needed to develop and analyze their own assessment items. As teachers refine these skills and assessments, they will be able to effectively monitor the students' needs and provide interventions when necessary.

- 3. Building administrators and curriculum coaches work with external organizations to strengthen teacher knowledge of Ohio's New Learning Standards and instructional strategies, according to interviews with state support team staff members and the Montgomery County Educational Service Center representatives.**
- A. Trotwood-Madison curriculum coaches participate in meetings and training sessions sponsored by State Support Team 10 and the Montgomery County Educational Service Center. Coaches have received training on the Ohio Improvement Process, positive behavior intervention supports, depth of knowledge assessments and differentiated instruction.
 - B. State Support Team 10 staff members have worked on-site to assist buildings in implementing the Ohio improvement process five-step format.
 - Elementary teachers shared that representatives from the state support team have aided them in implementing the five-step process of the Ohio Improvement Process and analyzing data from Renaissance Learning STAR test, a reading and math assessment.
 - C. Building administrators have utilized staff from Wright State University to assist teachers in creating Student Learning Objectives and developing strategies for effective differentiation of instruction for students.
 - The director of curriculum and instruction revealed that the district teachers will collaborate with the Fairborn schools teachers this summer on incorporating strategies for instructing students with disabilities in the traditional classroom settings, under the leadership of Wright State University staff.
 - D. The Montgomery County Educational Service Center has assisted the district financially to implement several projects for grades K-12. The K-8 summer reading and math programs, the Building Educated Leaders for Life (BELL) program, a Free Application for Federal Student Aid (FAFSA) assistance project and an academic signing day event for seniors were products of the support from the Montgomery County Educational Service Center.

IMPACT: The combined efforts of the building administrators and the curriculum coaches can provide teachers with feedback and examples of work as they become familiar with the components and

expectations of Ohio's New Learning Standards, the Ohio Improvement Process and the Ohio Teacher Evaluation System.

Assessment and Effective Use of Data

1. Interviews indicated that the district has started to use data to drive instruction.

- A. This initiative began under the guidance of the current superintendent.
- B. The EMIS coordinator stated that the superintendent has requested that a variety of data be compiled to help facilitate school improvement.
 - The building administrators and the director of curriculum/special education stated during principal interview sessions that the Data Analysis for Student Learning program is an effective data tool.
- C. Teacher-based teams and building leadership teams have been established in all buildings. These teams will receive, review and analyze data provided by curriculum coaches and administrators.
 - Statements made by the administration and teachers during the interview process explained how these teams would operate and their responsibilities.

IMPACT: The establishment of teacher-based teams and building leadership teams to use student achievement data may ensure that all teachers in their respective buildings are working to improve overall instruction.

2. The Trotwood-Madison High School administration shares and explains progress data with students, parents and the community, according to high school and middle school student focus group participants.

- A. On a quarterly basis, the high school administration meets with students by grade level to present and review progress data taken from the quarterly assessments. A PowerPoint presentation is used to present information to the students.
 - Data shared with the students includes grade point averages by grade level, attendance, target goals for grade point averages and ACT target goals.
 - High school students shared, in the interview session, that this practice helps students "stay on track."
- B. The district website shows that various academic departments within the high school monitor and submit data designed to measure student progress.

IMPACT: By sharing data, students and parents are able to determine students' current statuses and expectations for future achievement.

Human Resources and Professional Development

1. The district has provided training on the implementation of the Ohio Teacher Evaluation System and student learning objectives for most of the teaching staff, according to interviews and reviewed documents.

- A. According to teachers and building administrators in focus groups and interviews, as well as training documents, the district's human resources director provided training for building administrators on the Ohio Teacher Evaluation System. They also indicated that there were several teachers and coaches that attended a training given by the Montgomery County Educational Service Center on student learning objectives.

- B. In an interview, building administrators revealed that they received training on the Ohio Teacher Evaluation System in a "train-the-trainer" model and then provided the training to their school staffs.
- C. Building administrators and teachers shared that the building administrators continue to provide student learning objectives training and support on a one-to-one basis with their staff members.

IMPACT: By effectively using the Ohio Teacher Evaluation System to provide teachers feedback on their performances and using high-quality student learning objectives to measure teachers' impact on student academic growth, the district can help to improve the teaching and learning of the students that it serves.

2. The building administrators collaborate with one another and with other district administrators on professional development.

- A. According to interviews with the building administrators and a review of documents, during monthly Saturday meetings, building administrators collaboratively discuss, develop and implement ideas that will improve the learning of teachers and students in the district.
- B. Building administrators worked collaboratively to develop a walkthrough process based on and for use with the Ohio Teacher Evaluation System to enable them to determine some of the needs for professional development in their buildings.
- C. Building administrators meet with their respective curriculum coaches to determine the professional learning needs of their building staffs.

IMPACT: By working together and gathering reliable data from classroom observations to determine the staffs' professional learning needs, the building administrators are able to craft professional development opportunities that could encourage the sharing of strategies, techniques and information with one another.

Student Supports

1. According to interviews, focus groups, documents reviewed and comments from parents and community representatives, the district has developed partnerships with external community agencies to support students, staff and families.

- A. In a focus group, community representatives indicated that over the past two years, district administrators collaborated with them. Some examples of these partnerships include:
 - **Eastway Outreach Services.** This group provides school-based mental health services for students and families on a referral basis. According to the 2013-2014 district end-of-year report, 140 students were referred for services.
 - **Building Educated Leaders for Life Summer School program.** The district outcome data report indicated that 259 students in grades kindergarten through 8 participated in the 2014 summer school. On average, summer school participants showed 3.4 months growth in reading and 2.3 months growth. This was measured through a pre- and post-test administered to students in the program.
 - **The Kids Reads Now program.** This program, sponsored by PNC bank, provided new books to second and third grade students and will expand to also serve students in kindergarten and first grades this year. A district director reported that 92 percent of second and third grade students participated during the summer of 2014.
 - **The Montgomery County College Promise program.** This program provides mentoring for identified students in grades 8 through 12. According to the website, the ultimate goal is

to identify, select and support poverty-impacted eighth grade students that show academic promise and are interested in attending college.

- **The Trotwood-Madison Readiness Coalition (Passport to Kindergarten).** This program consists of five community agencies and is funded by the ReadySetSoar grant. It provides opportunities for families to participate in activities to learn about kindergarten expectations and support the transition the Early Learning Center.
- **The YMCA Achieve Afterschool program.** This program provides tutoring, homework help and enrichment activities. It is funded by a 21st Century grant. It is offered to students in grades kindergarten through 4.
- **Combating Hunger through Afterschool and Summer Meals program.** This program supplies meals for students in afterschool and summer school programs, as well as to the families in area housing developments.
- **Sinclair Community College** provides online dual enrollment opportunities for students. Forty high school students are enrolled for the 2014-2015 school year.

IMPACT: By effectively collaborating with external partners to provide programs and resources for students, families and staff, the district can experience a reduction in non-academic barriers to learning and see improvement in student achievement.

2. According to interviews, documents reviewed and focus groups, the Positive Behavior Intervention Supports framework and an evidence-based behavior program developed by the PAXIS Institute are being implemented throughout the district to standardize common behavioral expectations, a more positive school climate and teach students self-regulation strategies.

- A. Classroom observations revealed that, in varying degrees, behavior expectations are posted in classrooms and common areas, and positive incentives are offered to reward students for following the established building expectations.
- B. A coach trained in the PAXIS Institute framework provides implementation support and training for teachers and students three days each week.
- C. Although the implementation in grades 6 to 12 is less prevalent, it is developing.
- D. In preK-5 schools, the teachers use “I can” statements to break down objectives into learning targets that students can read and understand, and they display student work samples on the walls.

IMPACT: A positive and safe learning environment is vital for students to succeed academically and to support healthy social and emotional growth. By providing professional development for staff and fully implementing the Positive Behavior Intervention Supports and PAXIS Institute frameworks, expectations can be clearly stated and reinforced and the school could function as a caring community of learners.

Fiscal Management

1. The district’s October 2014 five-year financial forecast demonstrates the availability of resources for future years to address student needs and for financial stability.

- A. Under current forecast assumptions through June 30, 2019, the district’s General Fund carryover balance will continue to grow throughout the forecasted period and will continue to exceed the recommended minimal carryover balance of 60 days of operations.

IMPACT: Based upon the projected available funds, the district could move more quickly to address recommendations that will be presented in this report, since funds are currently available. This could

prevent time being lost in evaluating operations in order to free up funds to provide for additional staff, programs and/or supplies and equipment that may be recommended.

2. A review of financial documents, communications and PowerPoints by the treasurer demonstrate that financial communication exists with the school board and other stakeholders multiple times each year.

- A. Five-year financial forecast notes provide meaningful financial information to assist the reader in better understanding the details behind each assumption. Forecasts and PowerPoint presentations are provided in the fall and spring of each year.
- B. Board retreat PowerPoint presentations were provided twice per year in 2013 and 2014.
- C. An end-of-fiscal-year PowerPoint presentation was provided for 2014.
- D. State of the district PowerPoint presentations were provided in September of 2013 and 2014.
- E. Board financial reports are provided monthly to board members.
- F. The board's finance committee receives additional financial information, beyond the regular monthly reports, on a quarterly basis and sometimes more often.

IMPACT: The fiscal information provided to the board and stakeholders is clear and understandable, which can inform readers of the budget in detail and can contribute to better decision making.

3. Budget discussions and information are communicated internally and externally.

- A. A review of district goals, staffing and program changes, and costs related to changes have been discussed at board retreats and the State of the District presentations as documented in PowerPoint presentations.
- B. Discussions are taking place in cabinet meetings, principal meetings and individual meetings with the treasurer and superintendent as evidenced in interviews, in meeting agendas containing handwritten notes and a detailed budget process as provided by the treasurer.
- C. Interviews with principals and department directors indicate that budget conversations are taking place with the superintendent and treasurer during the budgeting process. Additionally, mid-year adjustment conversations and budget changes are taking place to better meet the needs of students.

IMPACT: Sharing and discussing information about the budget across the district and with external stakeholders can provide transparency of the district's fiscal plans to meet the needs of its students.

CHALLENGES AND AREAS FOR GROWTH

Leadership, Governance and Communication

1. The district does not consistently implement or follow the district and school improvement plans to monitor student progress, according to interviews and reviewed documents.

- A. Members of the Montgomery County Educational Service Center staff and the State Support Team 10 revealed that, although consultants that served as coaches made recommendations to the district to support their school improvement plans, the implementation of the recommendations is inconsistent.
 - In an interview with Montgomery County Education Service Center staff and the state support team, it was further stated, "The District needs to agree on what data to collect."
 - During an interview with the superintendent concerning the district's school improvement process, he mentioned that there was disconnect between the current practices and the desired goals for student success. It was further explained that teachers need a basic

understanding of the Ohio Improvement Plan and how to use the data in the process to improve teaching and learning.

- B. Through numerous documents reviewed from the State Support Team 10, including a detailed building leadership team five-step implementation rubric, the district is still in the beginning stages of implementation of the Ohio Improvement Process.

IMPACT: When the district does not execute school improvement plans with fidelity, the district could be unable to properly gauge progress in student achievement.

2. According to documents reviewed and interviews with district administrators, it was revealed that some state and federal grants and important certification deadlines were not met.

- A. In the 2013-2014 and 2014-2015 personnel evaluations conducted by the superintendent, issues of missed deadlines for the Comprehensive Continuous Improvement Plan were addressed. Because the superintendent must sign off on these documents, he/she must make sure that all deadlines are met.
- B. In an interview with the superintendent, it was shared that, “There have been two years of mistakes, including monitoring of highly qualified and non-highly qualified teachers.” And also he shared that he needed to be more involved in the process.
- The superintendent provided a list of seven teachers who lack required teaching certification for their specific classroom teaching assignments at the beginning of the 2014-2015 school year. According to the *No Child Left Behind*¹⁰ federal mandate, these teachers do not meet the highly qualified teacher criteria, which is a shared responsibility of the superintendent.
 - The federal deadline to inform parents of instruction by non-highly qualified teachers must occur after children have received “four or more consecutive weeks of instruction¹¹.” The federally mandated letter informing parents of non-highly qualified teachers in Title I buildings was sent on Dec. 30, 2014.

IMPACT: Missed deadlines may result in federal funds being delayed or lost for the district.

3. Although the administrative team meets monthly to plan for district needs, agendas are not prioritized and there are no expected outcomes listed.

- A. In an interview with the superintendent, it was discovered that the director of Curriculum and Instruction and Special Education, who is responsible for the Saturday sessions, provides an agenda, but no meeting minutes are taken. The OTES/Walkthrough Matrix for teacher evaluation was a document provided by the director of Curriculum and Instruction and Special Education as a result of the four-hour monthly Saturday sessions.
- B. Agendas from the Saturday administrative sessions show a list of random topics without a common focus. For example, the Sept. 28, 2013, session included the following topics: “Lesson Plans-criteria, evaluation, feedback”; “Calibration of expectations”; “Teaching Channel Video/Discussion”; “What are you seeing in Walkthroughs?”; “Article—Read and Share”; “Data Collection Forms/Profession Growth Plans”; “Building Status Update/Identified Needs”; and “Common Data Collection Forms Per Building/District?” All of these unrelated topics were covered from 8:30 a.m., until noon.

¹⁰ According to Section 9101 of the *No Child Left Behind Act*, core academic subjects are defined as English, language arts, reading, science, mathematics, arts, foreign language, government and civics, history economics, and geography.”

¹¹ According to the Ohio Department of Education, the Notice of Teacher and/or substitute highly qualified status must be reported in a letter on District Letterhead, that “Your child has been taught for four or more consecutive weeks, by a teacher/substitute who is not highly qualified.” As part of the No Child Left Behind Act.

- C. According to the Feb. 22, 2014, agenda, an article was discussed on Schools that Work, a calendar was provided for professional development through June, and a discussion of students with disabilities took place.

IMPACT: The lack of prioritized and focused agenda items with expected outcomes during a meeting may impede the constructive use of time to address the improvement of instruction and student achievement across the district.

Curriculum and Instruction

1. **The district lacks a focused instructional framework that will provide all district staff with a guide for understanding the directions and expectations of the office of curriculum and instruction. This lack of systems inhibits the implementation of necessary changes in the delivery of curriculum and instruction.**

- A. State Support Team 10 representatives stated that they have conducted two Instructional Implementation Reviews in the district in 2008 and 2013, but they have seen little or no follow-through on the recommendations made in the areas of implementing Ohio's New Learning Standards, properly using the Ohio Improvement Process to inform instruction and the use of the tiered system to differentiate instruction.
- B. The District School Improvement Plan, Ohio Improvement Process and recommendations from 2008 and 2013 are not being implemented with fidelity in the district. This was evidenced by a review of the District School Improvement Plan, building Ohio Improvement Plan Five-Step Process notes, the 2008 and 2013 State Support Team district reports, and interviews with representatives from the Montgomery Education Service Center and State Support Team 10.
- C. In interviews and focus groups, staff shared their desire for district guidance on the creation of pacing guides and curriculum maps.
 - Building administrators, curriculum coaches and teachers agreed that they often operate as "independent entrepreneurs."
 - A teacher noted, "There is no district process, we work on the 'assumption process'." Other teachers agreed and affirmed that they made curriculum decisions based on what they assumed that they were supposed to do as it related to curriculum and instruction.

IMPACT: The lack of an instructional framework in the district can result in an inconsistent alignment between the curriculum materials, the instructional programs and assessments. Without a focused instructional framework, teachers are left to decipher what they should be teaching, how it is to be taught and when it should be taught. This confusion can impede the students' learning and achievement.

2. **According to K-12 building administrators and teaching staffs, the district has not provided a clear, concise direction for curriculum and instructional practices.**

- A. A review of district documents, including curriculum guides, professional development plans, the Ohio Improvement Process Five-Step agenda, School Improvement Plans and assessments showed a lack of district consistency in the development, formatting and implementation of curriculum objectives and instructional practices for grades K-12.
- B. In teacher and administrator focus groups, the participants noted that there was "no district thrust" with goals or direction coming from the curriculum department as to how to improve classroom instruction and student achievement and that they have "no confidence in C&I" office's ability to articulate a direction.
- C. Teachers and administrators stated that staff from Curriculum and Instruction seldom share information on district expectations. An administrator noted that among many staff and administrators there is "too much autonomy in the district."

IMPACT: The lack of an instructional framework that outlines district goals and direction regarding the curriculum content, delivery of instruction and assessment measures has created a system that places building administrators and teachers in the position of addressing curriculum and instruction issues in an inconsistent manner. The inconsistent practices can negatively impact student achievement in the district.

3. Although the district is purchasing new text materials, it has not provided building administrators and teaching staffs with the professional development and support needed to implement Ohio's New Learning Standards, according to interviews.

- A. When asked about the district's professional development plan and the professional development calendar, administrators commented that they had never seen a professional development plan and did not have a professional development calendar.
- B. Several staff members were unclear on the depth of Ohio's New Learning Standards and their impact on instruction. In focus groups, staff often referred to Ohio's New Learning Standards as the Common Core and talked about the textbook materials driving their curriculum and instructional strategies, instead of following the new standards.
- C. Staff, building administrators and State Support Team 10 reiterated the need for ongoing, focused, district-sponsored professional development related to such topics as new curriculum materials, classroom management strategies and instructional methods.
 - A newly hired teacher revealed that he had not had any orientation or training on the expectations of the Trotwood-Madison school district curriculum.
 - Two newly hired teachers stated they had no new teacher orientation training or professional development on the expectations of the Trotwood-Madison School District or its curriculum.
 - In several classrooms observations, teachers did not exhibit the skills outlined in an observation rubric, which would verify their abilities to address varying student ability levels and learning needs.

IMPACT: The lack of understanding of the depth and rigor of Ohio's New Learning Standards and the inconsistencies in instructional practices could hinder teachers' abilities to adequately prepare students to be college- and career-ready.

Assessment and Effective Use of Data

1. Interviews with teachers and administrators revealed that there is a lack of professional development training in the area of data analysis.

- A. Building administration and teachers stated during the interview process that teachers trained in data analysis have left the district, and teachers that are new to the district have not been trained.
- B. Teachers and administrators shared that many teachers do not have the skills necessary to analyze data from State Report Cards, value-added reports and Renaissance Learning STAR Reading and Math Assessments.
 - Building administration shared that the inability to interpret data impacts the teachers' abilities to use the Ohio Improvement Process in the building leadership and teacher-based team meetings.

IMPACT: The lack of training in data analysis hinders the teachers' abilities to interpret and implement data to improve student achievement.

2. **A review of the data indicates that there is a lack of effectiveness with the Renaissance Learning STAR Reading and Math Assessments given three times a year at Trotwood-Madison High School.**
 - A. During the interview process with high school students, several stated that many high school students do not take the STAR Assessments seriously and may not put forth their best efforts.
 - B. Data taken from the district's 2013-2014 Quarter 1 Academic Progress Report and 2013-2014 End of the Year Report indicate that students in grades K-4 have a higher one-year growth rate than those students in grades 5-12.
 - C. It was shared by both principals and teachers during the interview process that there is an inconsistency in the analysis and use of the STAR data.

IMPACT: When the importance of reading and math assessments is not shared with students, they may not put forth their best efforts, and it could impact an accurate picture of actual student growth. Inaccurate analyses of the data also could negatively impact assessment results.

3. **According to interviewees at the district and building levels, teachers have not been trained to develop reliable common quarterly assessments.**
 - A. Common quarterly assessments are used to evaluate students' learning from the previous quarter.
 - B. Interviews revealed that the assessments are created and evaluated by teachers, many of whom have not been trained in the construction of effective and reliable assessments.

IMPACT: Without adequate training, reliable common quarterly assessments may not be developed and administered to receive accurate data of student growth.

Human Resources and Professional Development

1. **There is no systematic approach, monitoring nor follow through to providing professional learning needs of the district.**
 - A. The review of the current professional development plan and the calendar showed that they were unfocused, inconsistent and fragmented,
 1. In interviews with groups of teachers, building administrators, curriculum coaches and central office administrators, many were unaware of a published professional development plan or calendar. One participant asked, "There's a calendar? Can we get a copy of it?"
 2. Teachers and support staff expressed concerns about not having the appropriate professional learning that meets their needs, especially in training of using new curriculum material and effective instructional strategies. Teachers articulated that they were discouraged from attending professional learning opportunities if no substitute teachers were available.
 - B. It was discovered in interviews with building administrators and teachers that district and city-wide professional learning opportunities are inconsistently disseminated to staff. It was stated that professional learning opportunities are posted on a staff bulletin board or distributed via the mailboxes.

IMPACT: The lack of consistency in the development, planning, delivery and implementation of appropriate professional learning can prevent teachers from increasing their depth of knowledge in teaching and learning and improving their skill bases.

2. **There is no consistent method of sharing previous training, knowledge and district expectations with new staff.**

- A. In interviews with district personnel, Trotwood-Madison Education Association members and teacher focus groups, it was discovered that new teachers do not receive guidance in using strategies and resources.
- B. New teachers' orientation is limited to a presentation, receipt of an employee handbook and a meeting with the administrative secretary in the human resources department for employee information.
- C. In interviews with high school and middle school teachers and the Trotwood-Madison Education Association representatives, it was shared that new teachers have not received formalized training in past initiatives such as formative instructional practices.
- D. In interviews with curriculum coaches and directors, the participants indicated the need for training and guidance for their positions.
- E. In interviews with building administrators, it was stated that building administrators new to the district learned of district processes and procedures through other building administrators and staff rather than through district communication.
- F. Intervention specialists, the school nurse, counselors and the speech pathologist stated that they are not kept up-to-date on district initiatives and trainings.
- G. In interviews, classified staff members affirmed that their training was limited to one session on customer service; however, they also want training that supports each of their positions.

IMPACT: The lack of consistency in providing training, guidance and consistent communication to employees that are new to the district or new to their positions can inhibit the ability of the staff to meet district expectations.

3. Interviews with central office administrators revealed that no succession plan exists to replace experienced administrators in the event of vacancies.

- A. The roles and responsibilities of the central office administrators continue to expand without additional support or training in their areas of responsibilities.
- B. In interviews with directors, the participants indicated the need for training and support for their positions. No consistent method of sharing previous training and knowledge and district expectations with new staff was evident during the site visit.

IMPACT: Without a succession plan in place, the district could be challenged to fill vacancies in central office administration.

Student Supports

1. The district has a comprehensive, integrated multi-tiered system of behavioral and academic interventions and support for struggling students; however, it is not systematic nor consistently utilized.

- A. There is no evidence of alignment of the various internal and external programs, services and resources, nor prescribed measures to evaluate the effectiveness of the programs.
- B. Although the district has numerous community partnerships providing support programs and services for students and families, it has not collected sufficient data to evaluate the impact of the programs on student achievement.
- C. During interviews with staff and administrators, there were many inconsistencies in responses to the awareness of programs and available support and services for students and families. There was no evidence of a district-wide multi-tiered system of support for students and families.
- D. Teachers and support staff revealed that the mental health specialists assigned to the schools only work with the "red" (most needy and lowest performing) level students. It was stated that

there is “not enough support” provided for students identified through quarterly assessments data and teacher referrals in the “yellow” (mid-level) or “green” (higher performing) levels that also need intervention, counseling or support.

- E. Goal 3 of the district’s school improvement plan states, “By 2017, Trotwood-Madison City Schools will cultivate an educational setting that promotes healthy and safe interactions between staff, students, and the community as measured by yearly climate surveys and a reduction of at least 20% in the number of level 2-4 disciplinary infractions.”
- Yearly climate surveys were administered to students, staff and parents. However, since the parent and staff survey data was not disaggregated by school, the building leadership teams could not use the data to make decisions to improve school climate.
 - No documented evidence was provided to show the use of results of the building-level student surveys.
- F. Support staff shared concerns about the staffing and prioritization obstacles encountered while trying to support students.
- Concerns were expressed about the district’s nurse serving medically fragile students according to their health plans given the district’s limited staffing.
 - School counselors shared that they were unable to serve students in crises due to spending the majority of their time in non-counseling duties, such as testing and coordination of programs. Counselors expressed concern for the “yellow” level students who often seek social and emotional support and interventions when they are not available due to performing other assigned non-counseling duties.
 - According to interviews, intervention specialists and other support staff are not always informed of the latest changes in the district and their schools regarding curriculum, teacher-based teams, building leadership team initiatives and professional development. One teacher shared that they are “on their own.”

IMPACT: When there is no alignment nor evaluation of internal and external intervention programs, services and resources to address the district’s improvement plan, and when staff are required to work outside of their scope of work to address the needs of struggling students, their learning and achievement can be impeded.

2. There is no evidence of a district-wide comprehensive family engagement program, according to documents reviewed and interviews.

- A. Parent and community focus group members indicated there are no active parent teacher associations in the schools.
- B. District-wide parent survey data is available, but there is no evidence of a plan to use the data to improve parents’ perceptions of the school climate or encourage engagement between the schools and families.
- C. Several parents who participated in the focus group expressed negative perceptions of the school district. Some of the parents’ concerns included:
- The disruption caused by the reorganization of schools;
 - Teachers being moved from school to school too often;
 - Teachers slow the pace of a lesson to allow students lagging behind to “catch up,” while more advanced students are “held back” with no differentiation of instruction provided;
 - There is only one advanced placement course offered for students; and
 - A lack of communication between the schools and parents regarding testing schedules and upcoming events or deadlines, as well as changes in policies for visitation to schools.
- D. It was stated in an interview that approximately 50 percent of the students eligible for gifted services have left the district primarily due to students not being challenged academically.

IMPACT: Family engagement is vital to the success of a school district. The lack of communication and misinformation by the district may alienate parents and other stakeholders and cause them to develop a lack of trust and confidence in the district's ability to successfully educate the students.

Fiscal Management

1. The district does not provide a budget document that is comprehensive to include district goals, changes in program and/or department operations, nor costs associated with those changes.

- A. A review of the district's budget documents and presentation revealed the following:
- Neither district goals nor objectives to be achieved by the budget were communicated;
 - Information was only reported at a fund level and thus lacked building- and department-level specificity; and
 - Changes in operations and budget impacts were not detailed, which if provided, would allow for stakeholders to follow resources to changes in district priorities.
- B. The district has evidenced that they recognize the need to improve the budget process and documentation. The district is currently working to develop a comprehensive district budget document.

IMPACT: Without building-level and department budgeting details, the budget may not be as precise as possible to achieve the district's goals and objectives nor adequately inform all stakeholders of budgetary actions taken and the purposes of these actions. This is particularly true when changes begin to be made in expenditure patterns as a result of additional dollars and/or reprioritizing current budget levels for staff, programs and purchases.

2. The district's 2013 administrative costs are higher than comparable districts and state averages, while the instructional costs are lower than comparable districts and state averages per the district profile report or Cupp Report. The "other costs" category of the district also is higher than comparable districts and state averages.

- A. It is duly noted that the district's percentage of students living in poverty is 84.33 percent, which is 12.3 percent higher than comparable districts and 38.9 percent higher than the state average. It is further noted that students in poverty require additional support and services to close achievement gaps.
- B. Part of the Cupp Report provides the expenditure categories for Ohio's public schools and allows for district-to-district comparisons of expenditures. Appendix B, Table 5 captures expenditure percentages.
- C. A review of the administrative cost comparisons revealed the following:
- The district's administrative costs are 26.6 percent higher than comparable districts and 27 percent higher than the state average.
 - The district has more students per administrator (279.48) compared to comparable districts (144.54) and the state average (164.43).
 - The district's average administrative salary (\$93,760.83) is higher than comparable districts (\$73,256.92) and state administrative average salary (\$76,831.61).
- D. A review of the instructional cost comparisons showed the following:
- Tuition costs are reported in the Contract Services category rather than the Salary and Benefits categories, which normally represents the majority of instructional costs.

- The district spends 7.6 percent more of its annual expenditures in contract services than comparable districts and 11 percent more than the state average, which is shown in Appendix B, Table 6.
 - The district's 2013 financial forecast notes detailed that tuition costs for 2013 represented 20 percent of the district's total General Fund expenditures.
- E. A review of the "other costs" category demonstrated the following:
- Table 6 demonstrates that the district spent 5.9 percent more of its budget in the category than comparable districts, and 15.7 percent more than state average.
 - The district's May 2013 financial forecast showed that payments to the educational service center represented approximately 55 percent of the total "other" category, as shown in Table 6.

It is important to note that, in order to acquire a complete depiction of operations when comparing districts, it is often necessary to look at the detailed postings of expenditures since it is common for districts to post similar expenditures in different accounting codes.

IMPACT: Comparable data provides the board, management and other stakeholders another important tool to use in analyzing district operations. When comparable school districts vary significantly and when significantly different schools compare similarly on a data set, it could prompt research to find an answer as to why such variances exist.

3. A review of the district's capital plan revealed that it had not been updated in the past seven years.

- A. The capital plan is a detailed document that outlines the maintenance and replacement of district equipment and building components. The capital plan is required in order for districts to participate in projects funded by the Ohio School Facilities Commission.
- B. The plan, as adopted by the board of education, is required to be updated every five years.
- C. The director of operations is currently reviewing the capital plan to make the required update.

IMPACT: An updated capital plan allows district needs to be adequately anticipated and funding can be planned and available to meet the needs.

4. Fund 34 anticipated costs are greater than revenues over the life of the capital plan.

- A. According to a review of the Fund 34 Classroom Facility Maintenance Fund, preventive maintenance and replacement costs are being expensed from this fund.
- B. The required one-half mill annual property tax collection and state subsidy are also posted to the fund.

IMPACT: Given the limited amount of funding in Fund 34 from the district and the state and the rate at which the preventive maintenance is depleting the fund, the preventive maintenance costs may deplete the district's Classroom Facility Maintenance Fund resulting in insufficient funds to replace equipment and building components when they reach the ends of their expected life cycles.

Trotwood-Madison City Schools District Review Recommendations

Leadership, Governance and Communication

- 1. Focus on the existing district and school improvement plans to monitor student progress.**
 - A. Use the Montgomery County Educational Service Center and members of State Support Team 10 as consultants to identify clearly defined goals for student improvement, follow through with the implementation of these goals and monitor their progress.
 - B. Meet with the Montgomery County Educational Service Center and State Support Team 10 consultants to determine the data-driven expectations for the academic year using the district and school improvement plans.
 - C. Follow through with monthly meetings with the educational service center and State Support Team 10 on these clearly defined student-centered goals for improvement using the district and school improvement plans.

BENEFIT: When the district collaborates with the identified external consultants to conduct continuous monitoring of student improvement, tracking the effectiveness of the initiatives in the existing district and school improvement plans can occur.

- 2. Use the district's existing evaluation process with fidelity for central office administrators and follow specific deadlines. Thoroughly review recommendations for contract renewals and assure that board agenda items accurately reflect contract renewals or non-renewals prior to board meetings.**
 - A. Create a written action/improvement plan with clearly defined goals for improvement for central office personnel who do not meet specific deadlines. For example, completion of a federal programs deadlines, including highly qualified teacher and deadlines required by the CCIP.
 - B. Monitor the action/improvement plans established for the central office administrators with fidelity. Document successes and failures and assure that the superintendent discusses these areas with the administrators on a monthly basis.
 - C. Make recommendations to the board of education based on the action/improvement plans for employment.

BENEFIT: The creation and monitoring of a clearly defined action plan for improvement can encourage dialog between district administrators and the superintendent and could ultimately result in higher expectations and improved performances by administrators.

- 3. Actively address the goals of the school and district improvement plans during the Saturday administrative sessions.**
 - A. Set aside time during on the Saturday administrative meeting agenda to address strategies for meeting the goals of the district and school improvement plans.
 - B. Include the principals, assistant principals and all district central office administrators in the monthly Saturday administrative meetings.
 - C. Create a monthly agenda of ongoing specific school and district improvement plans and take minutes at each Saturday session for dissemination to all team members.

BENEFIT: Through the use of the administrative meetings, with focused and prioritized agendas and minutes, the district can clearly define and achieve goals for school and district improvement.

Curriculum and Instruction

1. Seek an external consultant from outside the district and separate from the Montgomery County Educational Service Center to guide the board of education and the district in the process of connecting curriculum and instruction work with the goals of the Trotwood-Madison School District Improvement Plan.
2. Create a team of curriculum staff, building administrators and teachers to develop an instructional framework that has a focused, aligned and systemic approach to curriculum and instruction. Prioritize the opportunity to address Ohio's New Learning Standards relationship to district instructional resources and teacher-developed assessments.

BENEFIT: By utilizing research-based recommendations provided by an external consultant as well as Montgomery County Educational Service Center staff, the district will have access to the expertise they need to close the gaps that exist now in curriculum and instruction.

3. Create district protocols and procedures, in a notebook or electronically, so that administrators and teachers can refer to these guides and use them to drive the work of school personnel around standards, instruction and assessment.
4. Create a monthly meeting calendar for the curriculum and instruction personnel to meet with building administrators and field coaches to update them on any changes in the curriculum department or pertinent news from the Ohio Department of Education. In addition, use the meeting as an opportunity to review student achievement progress toward the goals outlined in school improvement plans.

BENEFIT: By developing written protocols and procedures for implementing state standards and district curriculum and meeting regularly with school-level administrators, coaches and staff, the district can provide the guidance that building staffs need to impact student achievement.

5. Align all curricular resources, including curriculum guides or pacing guides, instructional materials and assessments to Ohio's New Learning Standards.
6. Develop the assessments and determine the data source that will be used to monitor the effectiveness of instructional practices and the impact on student achievement.
7. Seek continual support from the State Support Team 10, Montgomery County Educational Service Center and Wright State University to assist in the training of staff in the areas of the Ohio Improvement Process, Differentiated Instruction and Depth of Knowledge for Assessment and Classroom Management.

BENEFIT: By aligning all district curriculum resources to Ohio's New Learning Standards, the Trotwood-Madison teachers will have the tools to teach the standards. The professional development training provided by the external consultants will aid teachers in providing effective instruction that addresses varying student abilities and needs.

Assessment and Effective use of Data

1. Provide training for all teachers in the interpretation of data.
2. Assure that data is distributed and understood through effective training practices and used with fidelity in the classroom.
3. Train all teacher-based team and building leadership team members in the Ohio Improvement Process to assure they can capably interpret and distribute data.

BENEFIT: Professional Development in data analysis can provide the district with knowledge on how to extract, disseminate and properly use data to inform instruction.

4. Provide professional development on the administration, analysis and implementation of Renaissance Learning STAR Reading and Math Assessments to all teachers, administrators and staff who are involved with this program.

BENEFIT: Professional Development can prepare educators on the administration, analysis and implementation of STAR data to improve student achievement.

5. Decide whether the common quarterly assessments will be administered by teachers in the district or if a vendor will be selected. If teachers are to create and administer the common quarterly assessments, provide the necessary training to effectively create, administer and evaluate reliable assessments.
6. If the district selects a vendor-developed assessment, collaborate with State Support Team 10 and the Montgomery County Educational Service Center to review, evaluate and select vendor-developed common assessments and design a district protocol for the implementation of the selected common assessments. Provide ongoing professional development and support for administrators and teachers.
7. Create an environment that supports opportunities that inform students and parents of the importance of assessments given throughout the year. Recognize and reward students who show growth on their assessments.

BENEFIT: Teachers properly trained in the development of common quarterly assessments would increase the reliability of the assessment results and more accurately depict student growth. Vendor-developed common assessments can provide a reliable measure of student growth. The creation of a reward process for those students who show growth can serve as a valuable motivational tool.

Human Resources and Professional Development

1. Create a professional learning committee of central office administrators, building administrators, teachers and support staff to better inform the district of professional learning needs. Ensure there is an equal representation of district stakeholders. This committee would differ from the district leadership team.
 - A. Convene the committee that would develop and oversee the implementation of the multi-year professional learning plan and calendar for the district.
 - B. Seek partnerships with external organizations such as the educational service center, state support teams and universities that can provide high-quality, job-embedded professional development that is aligned with the district's improvement plans.
 - C. Develop an equitable plan for all staff to attend both in- and out-of-district professional development.

BENEFIT: The creation of a professional learning committee would ensure a systematic approach and a cohesive and comprehensive plan for professional learning that aligns to the district's plan and encompasses all of the curriculum and instructional needs of the staff. With the varied representation of the committee members, all stakeholders will have the opportunity for professional growth on a consistent and ongoing basis.

2. Develop a comprehensive strategic plan for human resources that includes hiring and termination practices, transfers, interviews, exit interviews, highly qualified teacher certification, master teacher and national board certification and licensure.
 - A. Create a committee of district administrators, teachers, support and classified staff to review the current plan.
 - B. Revise the plan annually, based on the needs of the district.

BENEFIT: Analysis and revision of human resources processes would provide needed information that would help the district attract and retain highly qualified teachers and staff. It also would clearly establish policies and procedures necessary to maintain the department and provide guidance to make changes as necessary.

3. Develop a succession plan for central office leadership. Review the roles and responsibilities of each of the positions and determine the areas where teacher leaders could share the work.
 - A. Develop teacher leaders to oversee the day-to-day implementation of work to ensure that all work is completed in a timely manner.
 - B. Delegate the supervisory responsibilities to the respective central office administrators.

BENEFIT: The creation of the succession plan can provide a means to hire experienced leaders in central office administrative positions, as well as allow teachers opportunities for gaining leadership experience in areas other than that of building administrator. The plan also could provide additional support for the day-to-day implementation of the central office work.

Student Supports

1. Collaborate with the Montgomery County Educational Service Center and state support team staff to implement a systematic, multi-tiered system of support, including the positive behavior intervention supports framework, evidence-based interventions for struggling learners and progress monitoring tools.
 - C. Communicate clear expectations for all staff including available resources to support the implementation and use of the new multi-tiered system.
 - D. Encourage building-level teams and teacher-based teams, in collaboration with support staff, to facilitate implementation and monitoring of the district-developed tiered system of support at individual schools.
 - E. Provide ongoing professional learning opportunities on the district-developed system for all staff using a train-the-trainer model.

BENEFIT: The implementation of a multi-tiered system of support could reduce the inconsistent implementation of positive behavior intervention supports and provide a well-defined intervention process for staff to follow. When teachers have the training and resources available to intervene with struggling students in a timely and effective manner, academic performance and behavior can improve.

2. Conduct resource mapping of all internal and external supports, including school human resources such as counselors, nurses and other student support staff.
 - F. Develop a measure to evaluate the effectiveness and impact on student achievement of each resource identified on the resource map.
 - G. Align resources according to need based on student achievement, discipline, attendance, poverty and other data that may impact student success.

BENEFIT: By mapping, aligning and evaluating all available resources, the district and building staff members will be aware of and know how to access the available programs, services and resources in a more effective manner to support students and families.

3. Develop a district-wide community and parent engagement program.
 - A. Assign a community and family engagement district coordinator to organize a committee including representatives of the district, schools, parents and community to develop a district-wide parent engagement program.
 - B. Review current research and best practices in community and family engagement such as those found on the following websites:
 - <http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved>;
 - www.partnershipschoools.org;
 - <http://www.pta.org/1216.htm>.

BENEFIT: Developing a collaborative relationship with families and appropriate community partners and providers can provide a network of academic, social and emotional support for students, better communication for families and may ultimately improve student achievement.

4. Survey parents to determine their reasons for leaving the district.
 - A. Investigate what other school districts are offering that Trotwood-Madison does not currently provide.
 - B. Conduct an internal survey of staff and students and use the information to make recommendations for the district to consider as strategies to recruit students back to the district. Include items on the survey that identify the strengths of the district for retention of students.
 - C. Create a committee of district and school personnel, parents and community representatives to develop a plan of action, based on survey results and data, to address the exodus of students from the district.

BENEFIT: When the district gathers data and information from families on the exodus of students and develops a concrete plan to address it, more parents may decide to return to or remain in the district.

Fiscal Management

1. Include the district's goals, objectives, criteria of how budget decisions are made and budget details by building and department in the district's annual budget and budget presentation. Also, include a plan of how building staff and administrators are included in the process.

BENEFIT: The inclusion of building staff and administration in the budgeting process can increase the likelihood that building budgets achieve the stated outcomes in the form of improved student learning and the delivery of student services. The inclusion of the district's goals and objectives, budget decision criteria (i.e. analytical data for students and comparable data to drive decisions) and building-level budget data could allow all stakeholders to look at how the budget can meet the needs of students and how effective prior year adjustments in budgets have improved student learning and the delivery of student services.

2. Analyze why district spending variances are higher in administration, building operations, pupil support and staff support, and lower in instruction than comparable districts.
 - A. Completely review all administrative costs to see if some costs currently coded under administrative budgets would be more appropriately coded in another expenditure category. For example, copier operational and purchase costs may be listed in the administrative costs; however, most copies may be for instructional purposes and therefore would qualify for instructional costs; tuition and education service center costs may be posted to administrative budgets because they were assigned to an administrator for oversight, rather than being posted to the budget that most appropriately represents the services provided.
 - B. Conduct an analysis to determine what, if any, instructional costs are posted in other budgets.

BENEFIT: Appropriate coding of expenditures is critical to ensure that dollars are being spent in areas that improve student learning and to provide a more accurate comparability of district operations, which could lead to better analysis and decision making.

3. Regularly review and update the district's capital and maintenance plans every five years, as required. Make interim updates as changes are made but no later than every five years.

BENEFIT: Up-to-date capital and maintenance plans are critical for efficient operations, proper asset allocation and long-term planning, which all impact teaching and learning.

4. Prepare an analysis for Fund 34 on an annual basis and determine when required resources will be insufficient to fund the district's capital plan. Prepare a plan of options to address future unfunded capital needs to present to the board. The Ohio School Facilities Commission recognizes that many districts are unable to fully fund their capital plans with only one half of a mill of taxation on an annual basis. This would be especially true of districts that have a very low assessed tax value per pupil, which is the case for Trotwood-Madison schools.

BENEFIT: The Fund 34 analysis provides the details to allow the board and administration to address the district's unfunded capital needs, while continuing to provide a desired level of performance with strategic planning. An analysis could ultimately support improved operations and more resources for student learning.

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

Review Team Members

The review was conducted February 23-27, 2015 by the following team of ODE staff members and independent consultants:

1. Lucille Esposito, Review Team Member, Leadership , Governance, and Communication
2. Bernadine Burchett, Review Team Member-Curriculum and Instruction
3. Judith Wright, Review Team Member Human Resources/Professional Development
4. Timothy Jenkins, Review Team Member-Assessment
5. Karen Hopper, Team Member-Student Support
6. Jonathon Boyd, Team Member-Financial Management
7. Claire Huff-Franklin, Director, Distress Commissions and Education Reform

District Review Activities

The following activities were conducted during the review:

- The team conducted interviews with the following financial personnel: the district treasurer, one account-clerk, payroll specialist and financial analyst.
- The team conducted interviews with the following members of the Board of Education: president, and two additional members.
- The team conducted an interview with the mayor.
- The team conducted an interview with the EMIS Coordinator.
- The review team conducted interviews with the following representatives of the teachers' association: president, vice president-certified, vice president non-certified, secretary and treasurer.
- The team conducted interviews/focus groups with the following central office administrators: superintendent Director of Curriculum/Special Education, Director of Ops/Community Relations, Director of Staff/Student Service.
- The team conducted interviews with the district's support staff.
- The team conducted interviews with the Montgomery County Educational Service Center consultants, the State Support Team 10, and the Director of the Montgomery County Educational Service Center.
- The team conducted a focus group with 18 parents.
- The team visited the following schools: Early Learning Center, Madison Park Elementary, Westbrooke Village Elementary, Trotwood Middle School, and Trotwood High School.
- During school visits, the team conducted interviews with principals, and focus groups with elementary school teachers, middle school teachers, and high school teachers.
- The team observed 19 classes during its three-day visit in the schools.
- The review team analyzed multiple data sets and reviewed numerous documents before and during the site visit, including:
 - Student and school performance data, including achievement and growth, enrollment, gifted data, graduation, dropout, retention, suspension, and attendance rates;
 - Data on the district's staffing and finances;

- Published educational reports on the district by the Montgomery County Educational Service Center and the State Support Team 10;
- City' Strategic Five Year Plan (2012-2017);
- District documents such as school improvement plans, board policies, summaries of student assessments, collective bargaining agreements, evaluation tools for staff, handbooks, school schedules, and the district's end-of-year financial reports, Administrators' Retreat power points, Agendas for Saturday Administrators' Meetings, Survey for Administrators' Meetings, Highly Qualified Teacher data, teacher assignments rubrics, Teacher Walkthrough Template, Enrollment history fiscal years 1978-2014, finance Committee Agendas, Curriculum Guides K-12, Trotwood Professional Development Plan and Calendar, Student Growth Measures, Lesson Plans Quarterly Assessments, High School parent Newsletter, Parent Meeting Handout, Norms for Teacher Based Teams, Building Leadership Minutes, Ram Report Newsletter to Community, Cabinet Responsibility, District Website; and
- All completed program and administrator evaluations, and a random selection of completed teacher evaluations.

Site Visit Schedule

(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 with those under their supervision.

Day 1—February 23, 2015

Location 1:	Team workroom	Location 2:	Meeting room at central office (for 6-8) <i>Board Conference Room</i>	Location 3:	Another meeting room at central office <i>Operations Training Room</i>
<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
7:30-8:30	ODE DRT Team Meeting				
8:30-9:15	Orientation with District Leaders and Principals				
9:30-11:00		9:30-11:00	Leadership & Governance Interview 1	9:30-11:00	HR & PD Interview 1 (focusing on OTES/OPES)
11:00-12:15	DRT Meeting/Working Lunch				
12:15-1:45		12:15-1:45	Assessment & Data Interview 1	12:15-1:45	Curriculum & Instruction Interview 1
1:45-2:15	Doc Review				
2:15-3:30		2:15-3:30	Student Support Interview 1	2:15-3:30	Fiscal Interview w/ district Admin staff 1
3:30-4:30	Review Team Meeting				
4:30-5:30	Review of Documents (Randomly selected personnel files)				

**Site Visit Schedule
Day 2—February 24, 2015**

Location 1:	Team workroom/ selected classrooms	Location 2:	Meeting room at central office (for 6-8) <i>Board Conference Room</i>	Location 3:	Another meeting room at central office <i>Operations Training Room</i>
<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
7:30-8:30	DRT Meeting				
8:30-10:00		8:30-9:45	Leadership & Governance 2	8:30-10:00	Curriculum and Instruction Interview 2
10:00-11:15		10:00-11:15	High School Student Focus Group	10:00-11:15	Fiscal Interview 2 (staff) if needed/Classroom visits
11:30-1:00	DRT Meeting/Working Lunch				
1:00-2:15		1:00-2:15	Student Support Interview 2	1:00-2:15	Fiscal Interview w/Local Officials 3
2:30-3:30 (flex time to meet district needs)		2:30-3:30 (flex time to meet district needs)	Teacher Focus MS/HS	3:15-4:15 (flex time to meet district needs)	Teacher Focus Group Elem
3:30-4:30 (flex time to meet district needs) Support C&I	School Parent Members Focus Group	4:00 – 5:00	Teachers' Union 1		

Site Visit Schedule
Day 3— February 25, 2015

Location 1:	Team workroom/ selected classrooms/ location for focus group	Location 2:	Meeting room at central office (for 6-8)/selected classrooms <i>Board Conference Room</i>	Location 3:	Another meeting room at central office/ location for focus group <i>Operations Training Room</i>
Time	Activity	Time	Activity	Time	Activity
7:30-8:45 Review Team	DRT Meeting				
8:45-10:15		8:45-10:15	Classroom Visits	8:45-10:15	Classroom visits
10:15-10:30	Travel time, if needed				
10:30-12:00		10:30-12:00	Classroom visits	10:30-12:00	Classroom visits
12:00-1:00	DRT Meeting/Working Lunch				
1:15 – 2:15		1:15 – 2:15	HR/PD Interview 2 Focus on Prof Dev	1:15 – 2:15	Assessment Interview 2
2:15 – 3:30	Doc Review	2:30 – 3:30	Leadership Interview 3		
3:30 – 4:30	DRT Meeting				
4:30 -5:30 (flex time to meet district needs)	Board of Education Interview	4:30 -5:30 (flex time to meet district needs)	Board of Education Interview	4:30 -5:30 (flex time to meet district needs)	

**Site Visit Schedule
Day 4— February 26, 2015**

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

**Site Visit Schedule
Day 5— February 27, 2015**

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

Appendix B: Enrollment, Expenditures, Performance

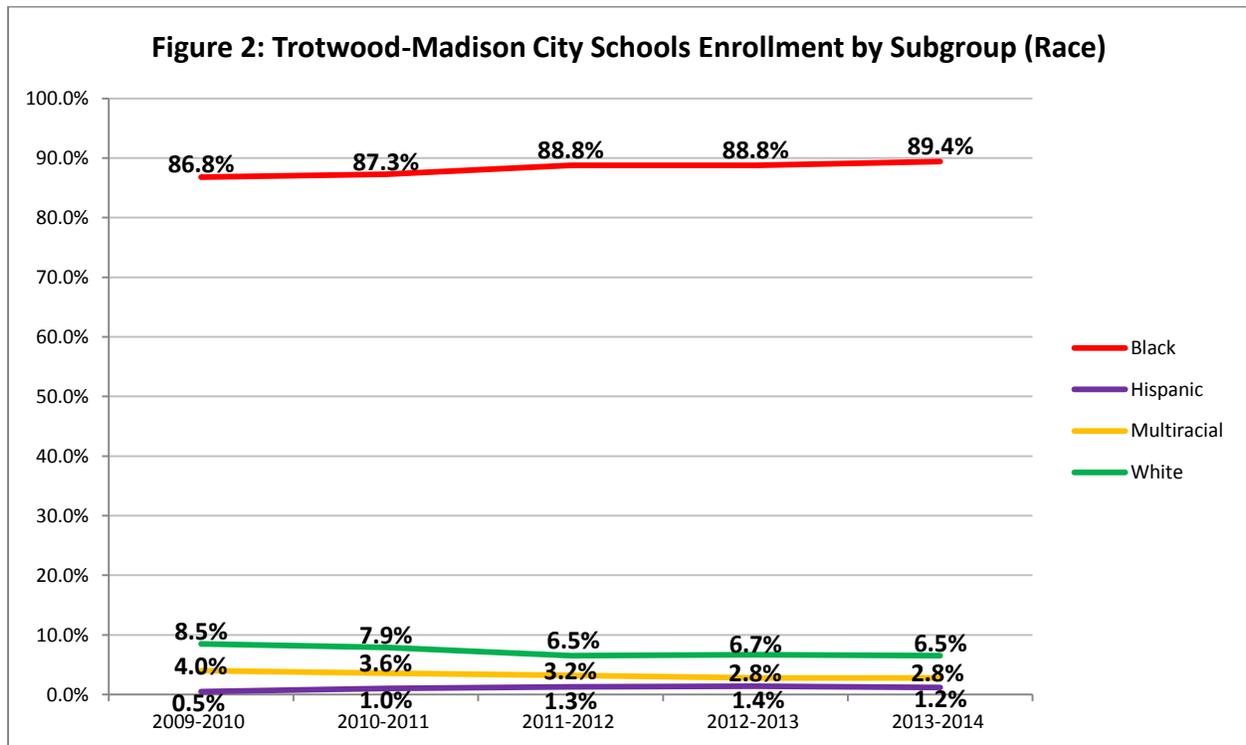
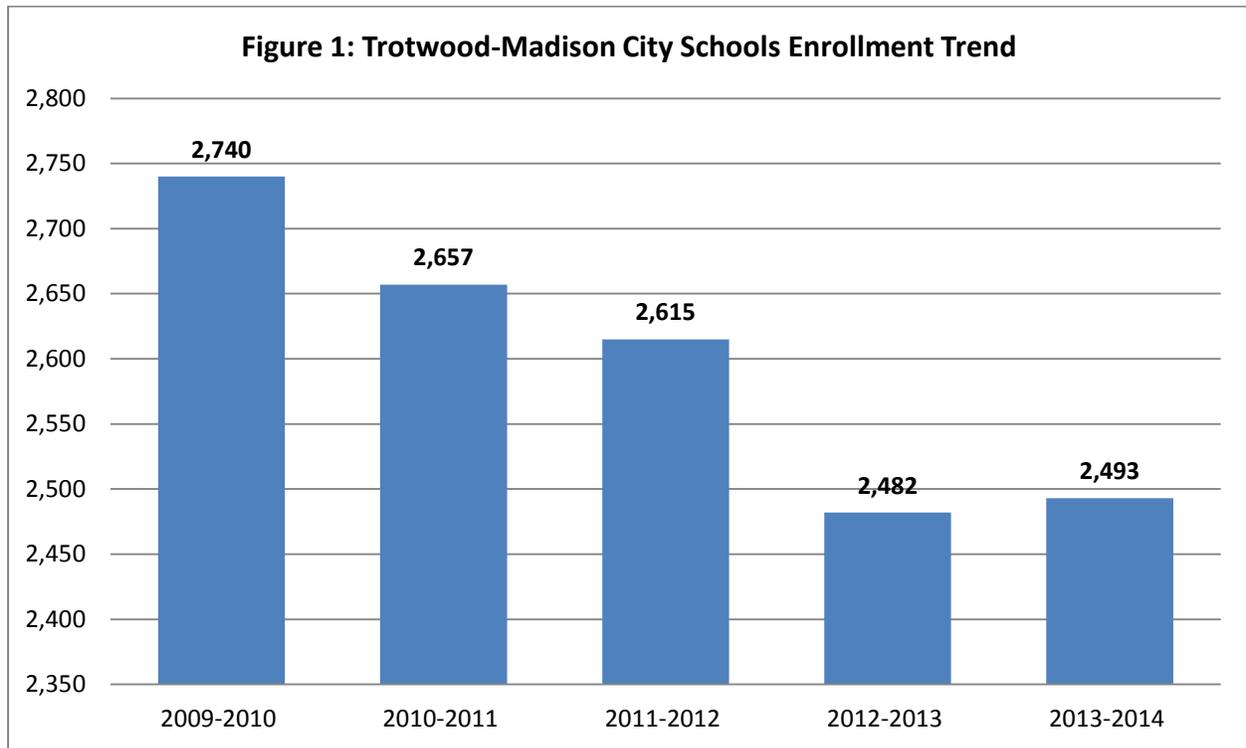


Figure 3: Trotwood-Madison City Schools Enrollment by Subgroup (Special Populations)

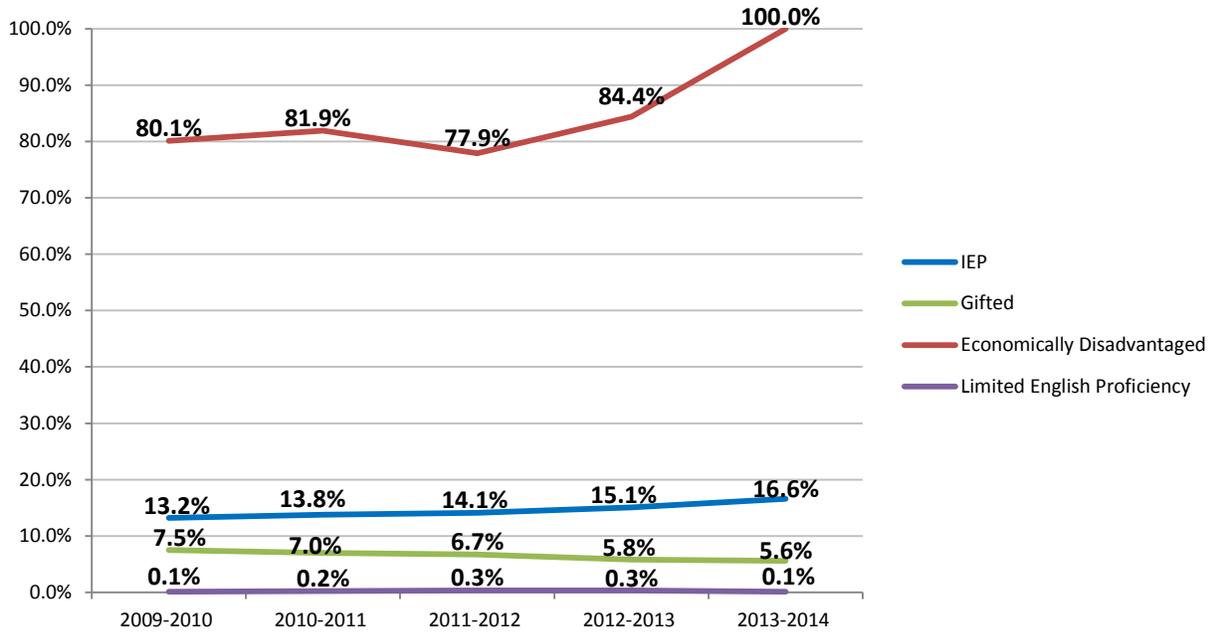
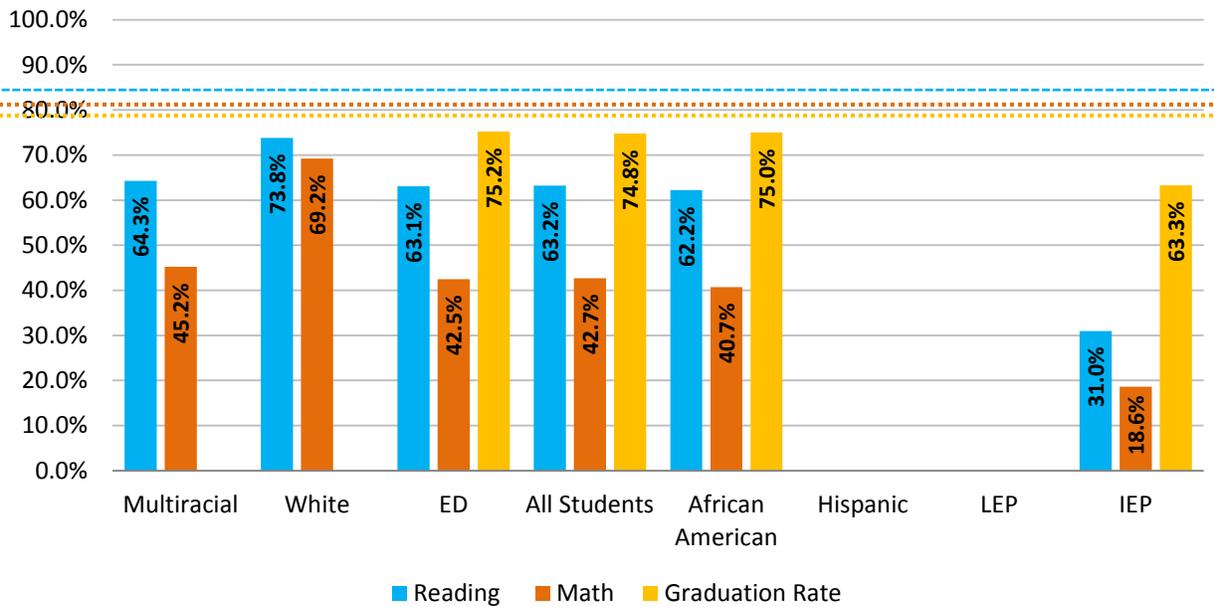


Figure 4: Trotwood-Madison City Schools 2013-2014 Annual Measureable Objectives by Subgroup



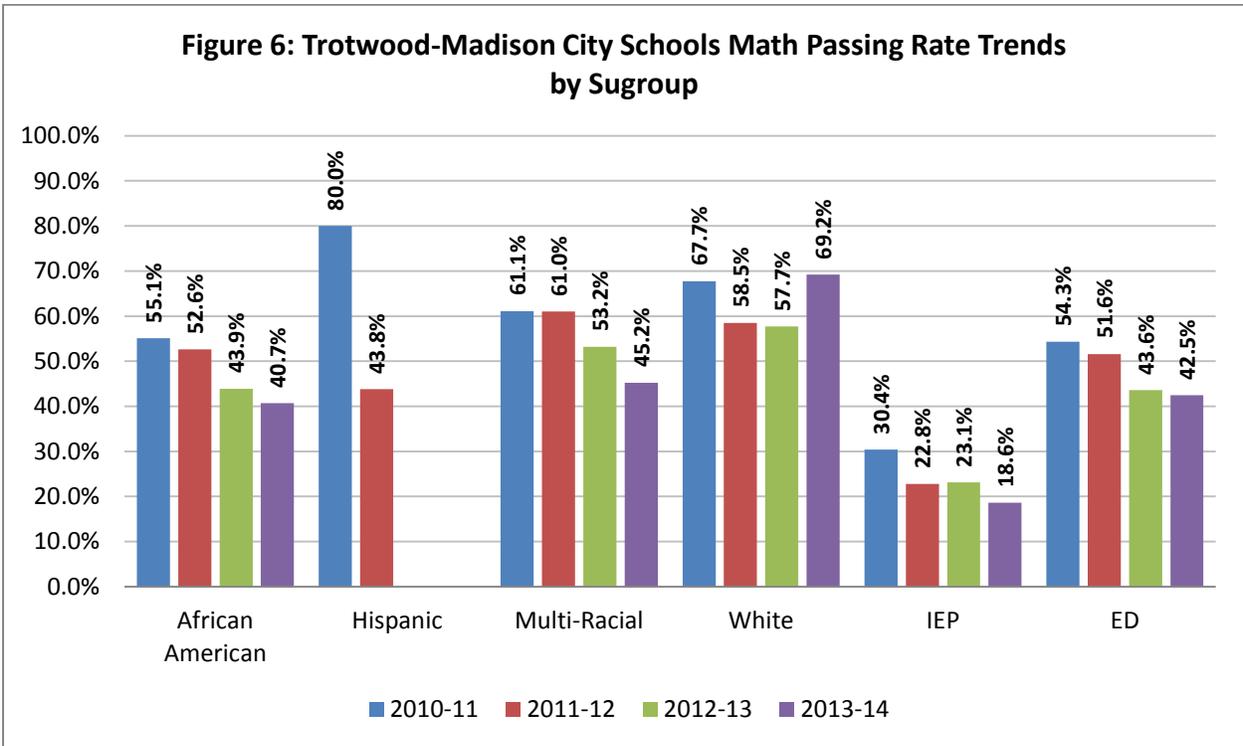
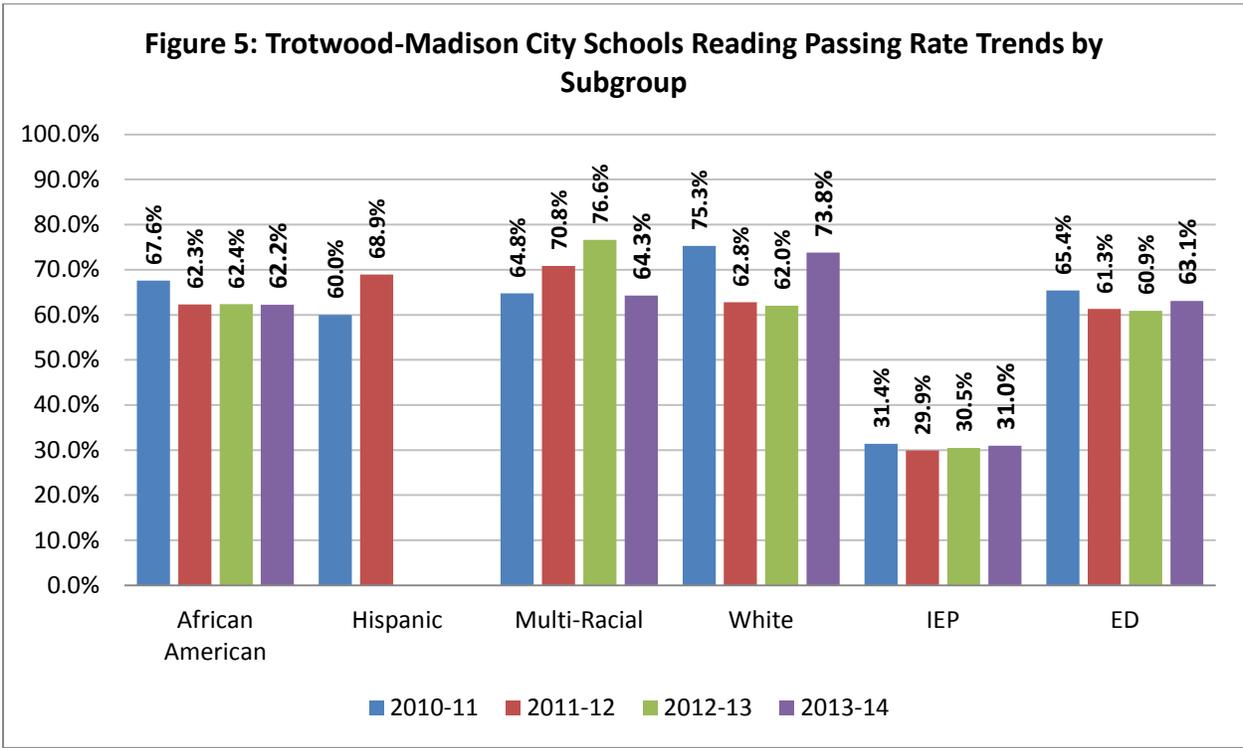


Figure 7: Trotwood-Madison City Schools 2013-2014 Reading Performance Comparisons by Grade Level

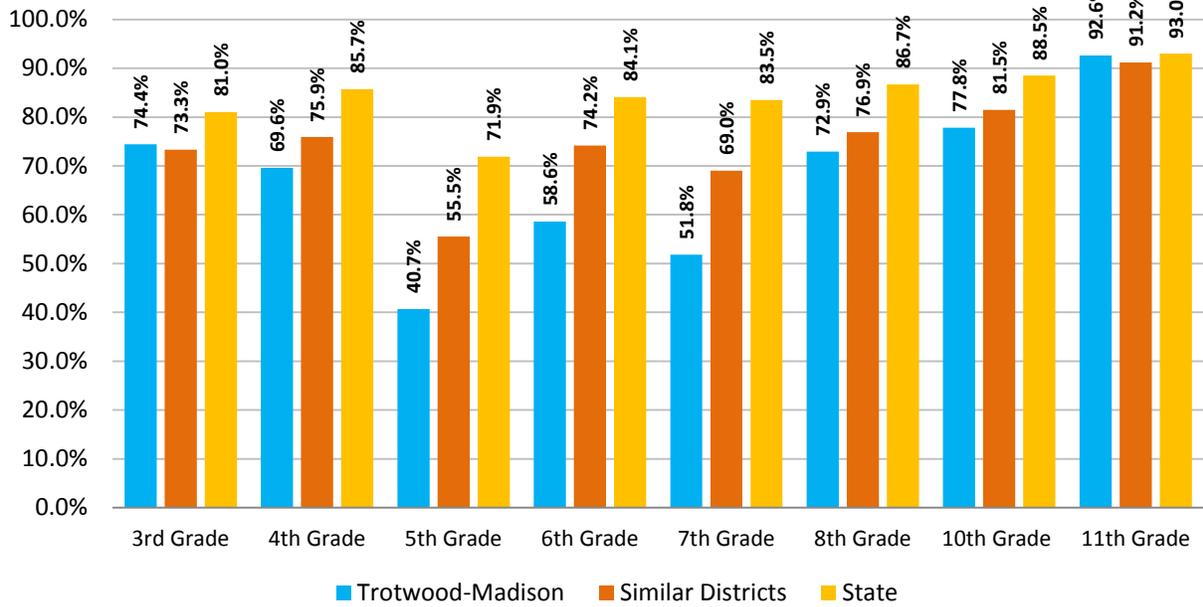


Figure 8: Trotwood-Madison City Schools Reading OAA and OGT Passing Rates by Grade Level

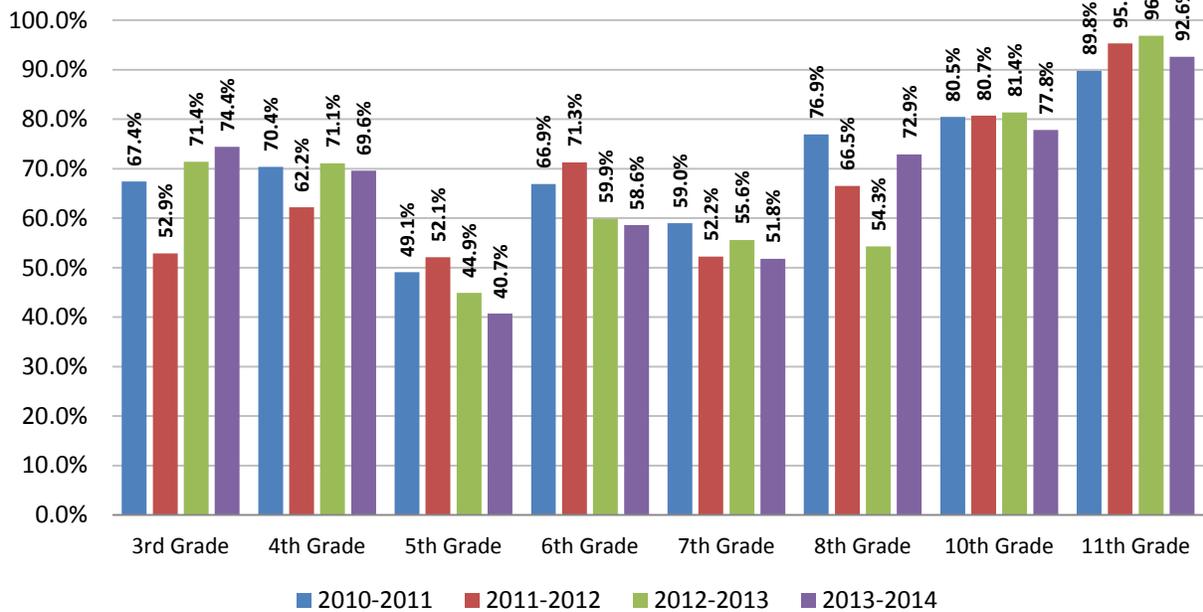


Figure 9: Trotwood-Madison City Schools Fall 2014 Reading OAA Value-Added Report

Estimated District Mean NCE Gain						
Grade	3	4	5	6	7	8
Growth Standard		0.0	0.0	0.0	0.0	0.0
State 3-Yr-Avg		0.7	0.1	-0.0	-0.4	0.8
2012 Mean NCE Gain		-2.9 R	-5.2 R	2.2 DG	0.5 Y	-1.4 O
Std Error		1.1	1.1	1.1	1.0	1.0
2013 Mean NCE Gain		0.5 Y	-0.3 Y	-2.7 R	-5.6 R	-4.0 R
Std Error		1.2	1.1	1.1	1.0	1.0
2014 Mean NCE Gain		-0.3 Y	-3.8 R	-1.2 O	-1.9 O	0.4 Y
Std Error		1.3	1.1	1.0	1.1	1.1
3-Yr-Avg NCE Gain		-0.9 O	-3.1 R	-0.6 Y	-2.3 R	-1.6 R
Std Error		0.7	0.6	0.6	0.6	0.6

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

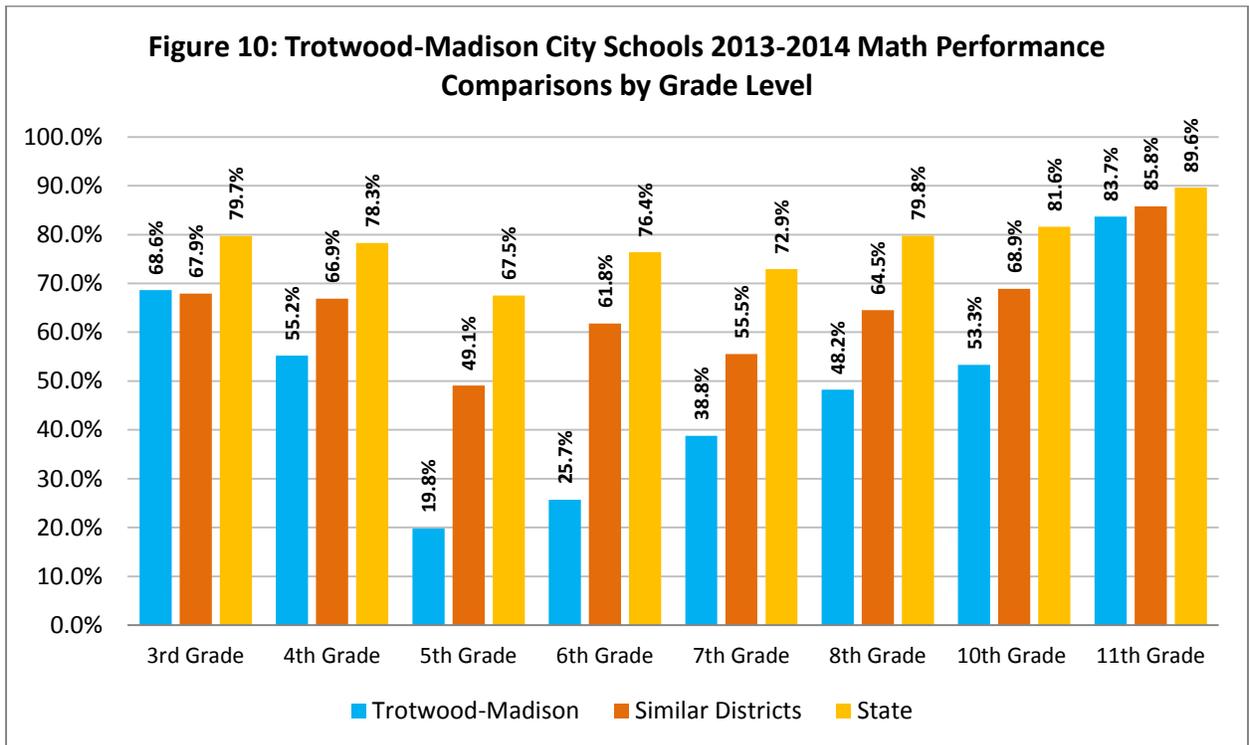


Figure 11: Trotwood-Madison City Schools Math OAA and OGT Passing Rates by Grade Level

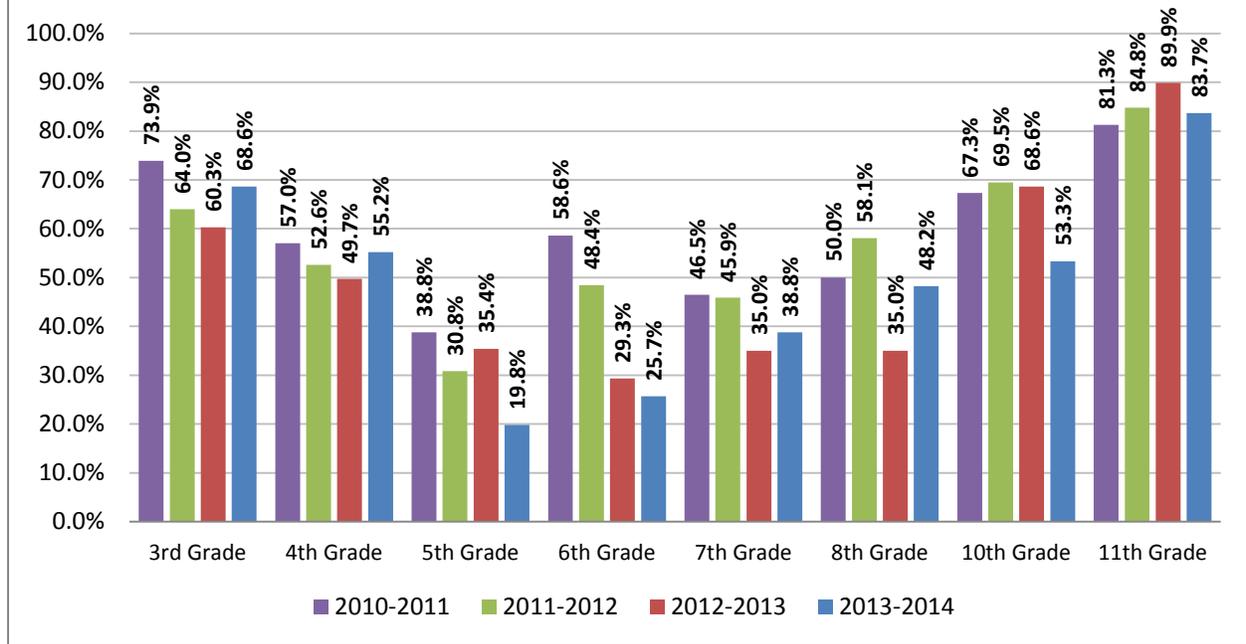


Figure 12: Trotwood-Madison City Schools Fall 2014 Math OAA Value-Added Report

Estimated District Mean NCE Gain						
Grade	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Growth Standard		0.0	0.0	0.0	0.0	0.0
State 3-Yr-Avg		0.2	-0.1	-0.3	0.8	0.8
2012 Mean NCE Gain		-6.5 R	-7.1 R	-5.5 R	-0.0 Y	-0.0 Y
Std Error		1.0	0.9	0.9	0.9	0.9
2013 Mean NCE Gain		-3.3 R	-2.4 R	-3.6 R	-1.6 O	-2.7 R
Std Error		1.1	0.9	0.9	0.9	0.8
2014 Mean NCE Gain		-1.6 O	-7.3 R	-7.5 R	3.9 DG	0.2 Y
Std Error		1.2	1.0	0.9	0.9	0.9
3-Yr-Avg NCE Gain		-3.8 R	-5.6 R	-5.5 R	0.8 LG	-0.9 O
Std Error		0.6	0.5	0.5	0.5	0.5

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

Figure 13: Trotwood-Madison City Schools Performance Index Trend



Figure 14: Trotwood-Madison City Schools Graduation Rate Comparison

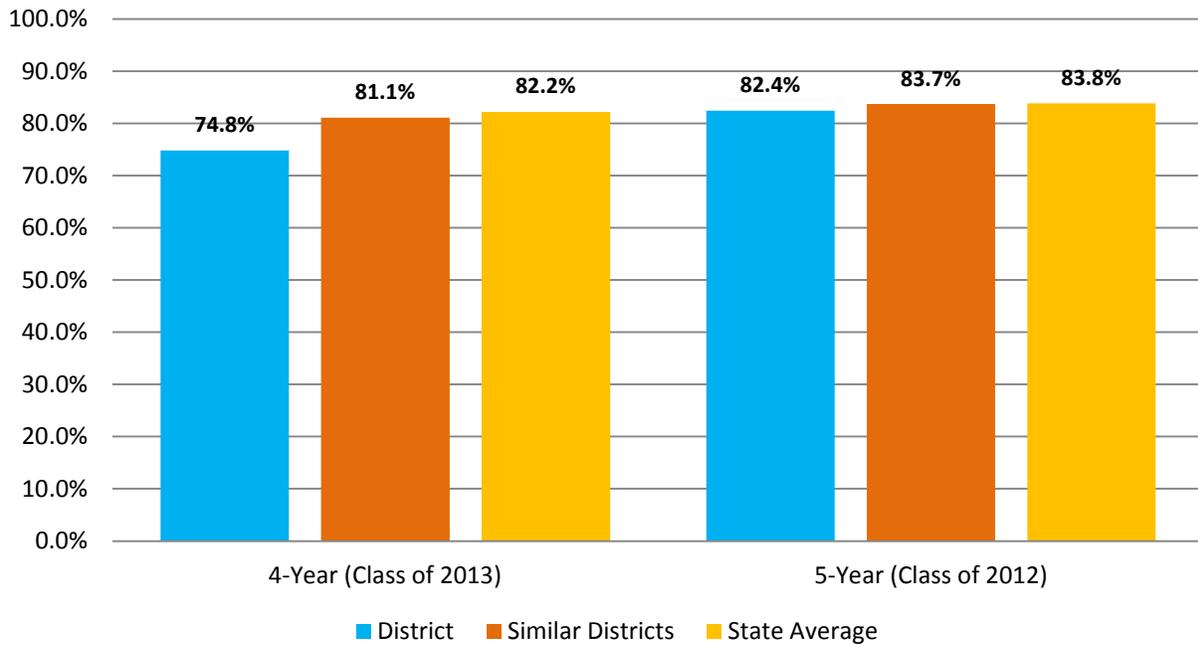


Figure 15: Trotwood-Madison City Schools Graduation Cohort Rates

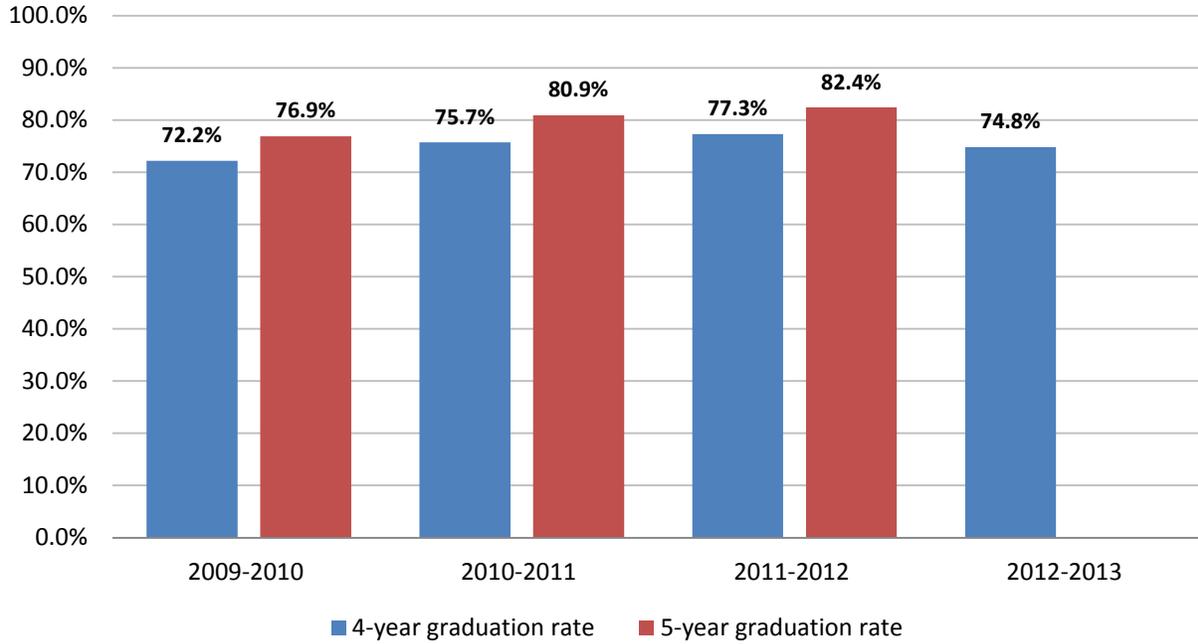


Figure 16: Trotwood-Madison City Schools Number of Dropouts by Grade and Year

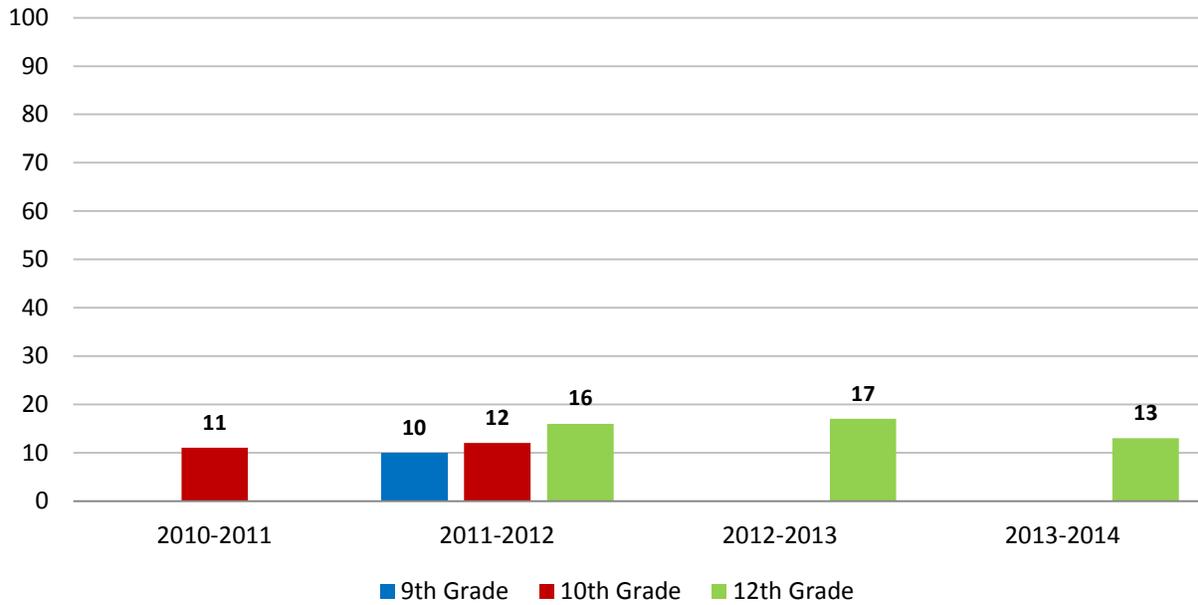


Figure 17A: Trotwood Madison City Schools Disciplinary Actions Per 100 Students Compared to Similar Districts - All Discipline Types

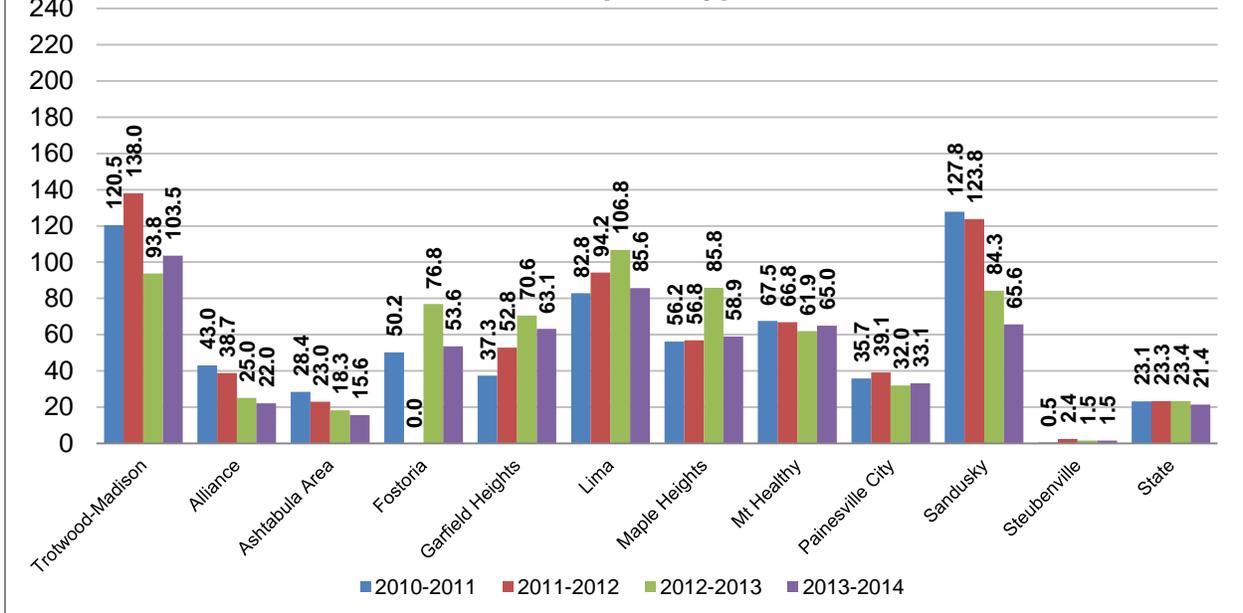


Figure 17B: Trotwood-Madison City Schools Disciplinary Actions Per 100 Students Compared to Similar Districts - Expulsions

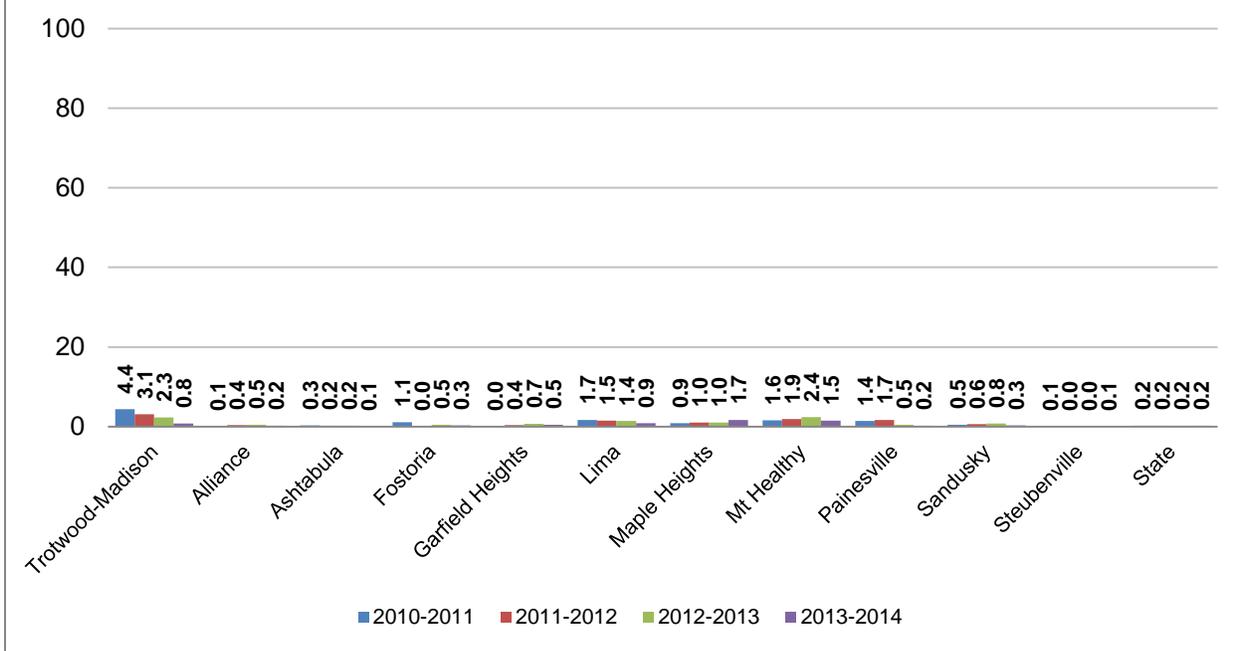


Figure 17C: Trotwood-Madison City Schools Disciplinary Actions Per 100 Students Compared to Similar Districts - Out of School Suspensions

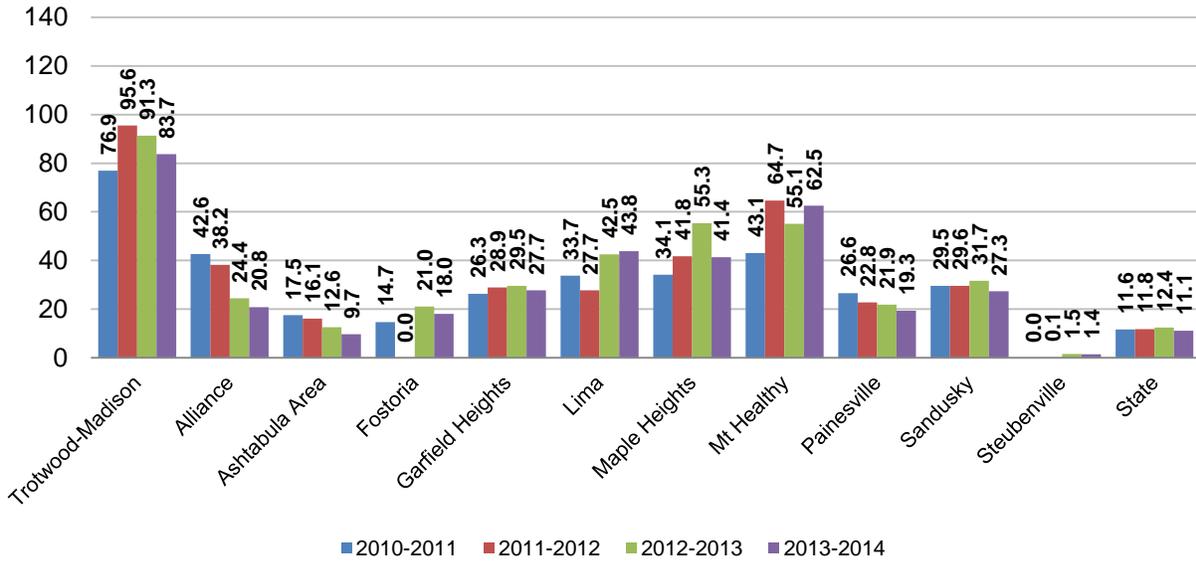


Figure 17D: Trotwood-Madison City Schools Disciplinary Actions Per 100 Students Compared to Similar Districts - Other Discipline Types

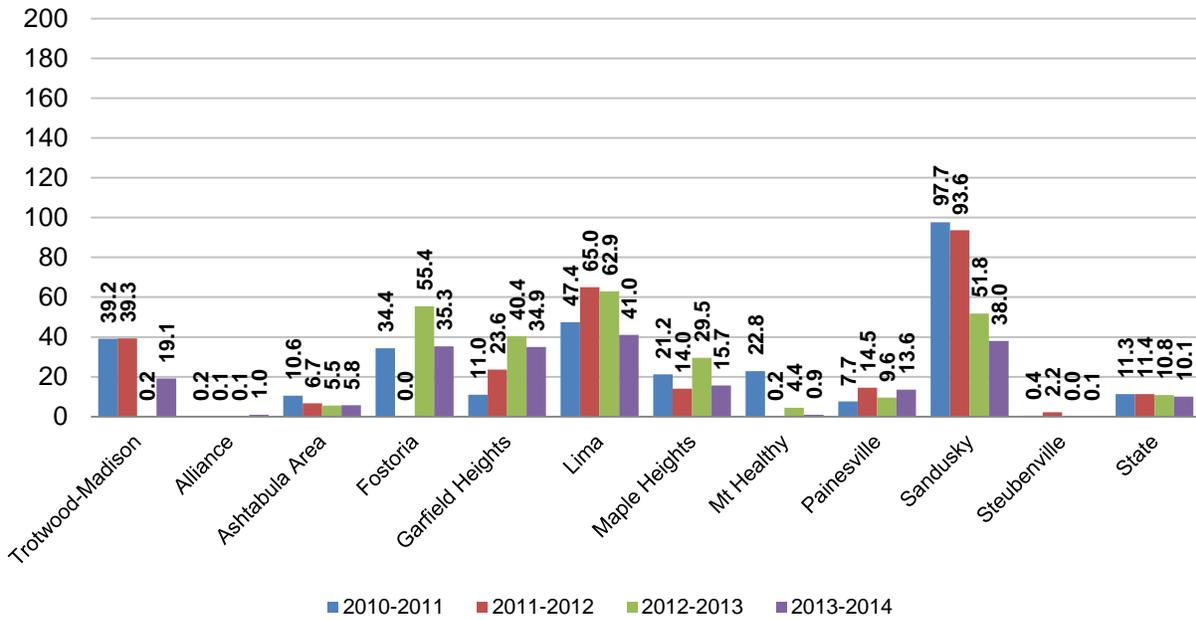


Table 1: Trotwood-Madison City Schools Teacher Demographic Data

Year	Teacher Average Salary	Teacher Median Salary	% Core Courses Taught by Highly Qualified Teachers	Teacher Attendance	% of Teachers with Masters or Doctorate Degrees
2009-2010	\$52,328	\$50,613	97.6%	95.7%	55.8%
2010-2011	\$56,118	\$55,290	100.0%	95.6%	62.8%
2011-2012	\$55,889	\$55,290	100.0%	95.9%	64.6%
2012-2013	\$54,147	\$55,290	99.8%	95.7%	66.7%
2013-2014	\$55,004	\$56,395	99.7%	95.1%	62.2%

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

Total Number of Students by Race					Total Number of Students by Special Populations		
Name of Building	African American	Hispanic/Latino	White	Multi-Racial	Economically Disadvantaged	English Language Learners	Special Education
Madison Park Elementary	344		36	17	401		75
Trotwood-Madison Early Learning Center	469		40		523		63
Trotwood-Madison High School	729	10	44	15	798		144
Trotwood-Madison Middle School	679		41	30	759		120
Westbrooke Village					11		11

Table 3: Trotwood-Madison Discipline Occurrences (District Level)

Discipline Reason	2011-2012			2012-2013			2013-2014		
	Expulsion	Out of School Suspension	In-School Suspension	Expulsion	Out of School Suspension	In-School Suspension	Expulsion	Out of School Suspension	In-School Suspension
Truancy		18	39		116			172	33
Fighting/Violence	31	275		16	205			391	40
Vandalism					24			17	
Theft		24			17			15	
Use/Possession of weapon other than gun/explosive					13				
Use/Possession of other drugs	11			17					
Disobedient/Disruptive Behavior	23	2133	982	13	1853			1503	400
Harassment/Intimidation		15			27			22	
Unwelcome Sexual Conduct		10							

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

School	2011-2012	2012-2013	2013-2014
Madison Park Elementary	112.5	75.2	47.4
Trotwood-Madison Early Learning	39.3	19.7	8.4
Trotwood-Madison High School	109.4	134.3	109.3
Trotwood-Madison Middle School			135.4
Westbrooke Village			

Table 5: Trotwood-Madison City School District FY 2014 Expenditure per Student Comparison

Expenditure	TMCSD Expenditure Per Student	Comparable District Average	State Average
Administration	\$2,718.14	\$1,615.25	\$1,426.39
Building Operations	\$2,298.71	\$2,080.01	\$2,098.51
Instruction	\$5,998.21	\$6,312.12	\$6,362.35
Pupil Support	\$546.80	\$673.72	\$624.91
Staff Support	\$290.59	\$503.29	\$400.48

Table 6: Trotwood-Madison City School District FY 2014 Percentage of Operating Expenditure Comparison

Expenditure	Trotwood-Madison	Comparable District Average	State Average
Salaries	43.21%	51.07%	54.09%
Fringe Benefits	15.60%	19.85%	21.50%
Purchased Services	31.10%	24.95%	19.29%
Supplies and	3.57%	2.61%	3.15%
Other Expenditures	6.52%	1.51%	1.97%

Appendix C: Instructional Inventory and Sample Informal Survey

Instructional Inventory

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

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

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

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

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

Building _____ Grade _____

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

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

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

Appendix D: List of Documents Reviewed

The review team analyzed multiple data sets and reviewed numerous documents before, during and after the site visit, including:

1. Administrative Staff Survey
2. Trotwood-Madison Student Growth Measures
3. Trotwood-Madison Middle School Improvement Plan
4. Quarterly and End of year Data Reports
5. Ohio Improvement Process
6. Data on Discipline,
7. Data on attendance,
8. Data on graduation rates
9. District and School Report Cards
10. Collective Bargaining Agreement
11. Appendix D—Curriculum Revisions
12. Curriculum Guides, K-12 (Biology 9 & 10; Grade 3)
13. Trotwood-Madison End of Year Report 2013-14
14. Academic Progress Report Quarter 1, 2014-15
15. Trotwood-Madison Professional Development Plan, 2014-15
16. Trotwood-Madison Professional Development Calendar
17. Trotwood-Madison High School English Language Arts Grade 9. Lesson Plans
18. Teacher Performance Walk Through Document
19. Quarterly Assessments 9th grade Literature (questions and answers)
20. Parent Meeting Handouts
21. Norms for Teacher Based Teams, Trotwood-Madison High School
22. Trotwood-Madison walk through Data
23. Trotwood High School Building Leadership Team Minutes
24. Trotwood-Madison High School Improvement Plan
25. Elementary Teacher-based Team 5-Step Process Checklist
26. Ram Report Newsletter, October 2014
27. Trotwood –Madison Enrollment History
28. Trotwood-Madison District Website
29. Trotwood-Madison Assessment Matrix
30. Agendas for Saturday Administrators’ Meetings
31. Survey for Saturday Administrators’ Meetings
32. Survey Results for Saturday Administrators’ Meetings
33. All administrators’ evaluations, including superintendent and treasurer
34. Trotwood-Madison Board Retreat Power Points, 1/16/13; 7/13/13; 2/8/14; 7/26/14; 2/28/15
35. Trotwood-Madison District Improvement Plan
36. Trotwood-Madison Board of Education Minutes, 2013-14; 2014-15
37. City of Trotwood Strategic- Five Year Plan (2012-17)
38. State Support Team 10, Instructional Implementation Plan Review
39. Cabinet Meeting Notes 1/28/15

40. List of Non-highly Qualified teachers for 2014-15
41. List of Teacher teaching assignments—2012, 2013, 2014
42. Expense Operational Unit Guide
43. Summary of \$35M Bonded Debt Fiscal Years 2015-20131
44. Bond Retirement Analysis
45. Budget Process Letter
46. 2015FY, Expense Budget Report by fund, operational unit, 3 level object
47. 2015FY Expense Budget Report by fund, function, 3 level object, operational unit
48. Enrollment History Fiscal Years 1978-2014
49. Springfield City School District FY15 Budget Document'
50. Worthington City School District FY14 Budget Document
51. Trotwood-Madison Finance Committee Agenda, 2/19/15
52. FY14 End of Year Power Point Presentation
53. District 2014 Consolidated Comprehensive Improvement Plan
54. 10/16/14 5-year Financial Forecast Power point presentation
55. Oct. 2015 5-year Financial Forecast, including notes
56. Annual Single Audit Reports FY14 and FY13
57. FY14 Audit report Management Letter
58. State of District Power Point(complete) 9/15/14
59. State of the District Power point (complete) 9/12/13
60. Trotwood-Madison, State of District power point (financial section only9/15/14
61. Cupp Report FY13
62. School Safety Plans
63. Staff Handbooks
64. Student Handbooks
65. Student Surveys
66. Staff Surveys
67. Parent Surveys
68. Job Descriptions
69. Trotwood-Madison Organizational Chart
70. Trotwood-Madison Staff Personnel Files
71. Published educational reports on the district by the Ohio Department of Education and the Office of Accountability
72. Evaluation Tool for central office administrators
73. Teacher capacity data