

Ohio

Warren City School District

REVIEW CONDUCTED APRIL 4-8, 2016

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

Warren City School District

Organization of this Report

Warren City School District Review Executive Summary	1
Warren City School District Review Overview	2
Warren City School District Review Findings	7
Warren City School District Review Recommendations	32
Appendix A: Review Team, Activities, Site Visit Schedule	38
Appendix B: Figures and Tables Related to Accountability	46
Appendix C: Inventory Forms and Building Observation Form	61
Appendix D: List of Documents Reviewed	69

Ohio Department of Education

25 South Front Street
Columbus, OH 43215
Phone: 614-466-5795
education.ohio.gov

Warren City School District Review Executive Summary

This review carefully considered the effectiveness of system-wide functions using the Ohio Department of Education's six district standards: leadership, governance and communication; curriculum and instruction; assessment; human resources and professional development; student support; and fiscal management. The site visit to the Warren City School District was conducted from Apr. 4-8, 2016. The following summary highlights some of the strengths, challenges and recommendations, which are further explained in the report.

STRENGTHS

- The district has formed external partnerships to meet improvement goals.
- The district is implementing the Ohio Improvement Process to address instructional needs that are identified through ongoing reviews of student data.
- The district is providing professional development on Formative Instructional Practices (FIP) and has begun implementation of these FIP training modules in all buildings.
- The district provides opportunities for professional development for all staff.
- The district has integrated services in all buildings to support the students' learning, socio-emotional development and health and well-being.
- The district has established an annual budgeting process for departments and buildings.

CHALLENGES

- There are no metrics or clear evidence to confirm the effectiveness or impact of the district's external partners on student outcomes.
- The district has not developed a cohesive set of curriculum materials aligned to Ohio's Learning Standards.
- A balanced system of formative and benchmark assessments is not currently in place to guide instruction.
- The district is not following the Ohio Teacher Evaluation System with fidelity.
- The district has not fully implemented tiered systems of support to address the academic, social and behavioral needs of students.
- The district does not effectively use funds to provide learning resources to meet the academic needs of its students.

RECOMMENDATIONS

- Develop a process to measure the effectiveness and impact of the services provided by external partners.
- Create a committee of teachers and administrators representing grade bands to select curriculum materials that are aligned to Ohio's Learning Standards.
- Develop and implement a balanced system of formative and benchmark assessments for all grade levels.
- Develop and implement a systematic process for annual evaluations.
- Adopt and implement a districtwide multi-tiered system of supports that addresses both the academic and social/emotional/behavior needs of students, monitors students' progress and responds quickly to students' needs in order to increase academic achievement and student growth.
- Establish a procedure to purchase textbooks annually.

Warren City School District Review Overview

PURPOSE

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

METHODOLOGY

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

SITE VISIT

The site visit to the Warren City School District was conducted from April 4-8, 2016. The site visit included 46 hours of interviews and focus groups with approximately 115 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted six focus groups with newly hired teachers, elementary teachers, middle school teachers, and high school teachers; students representing grades four through 12; and approximately 20 parents and community members.

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 conducted building observations and observed classroom instructional practices in 69 classrooms in five schools. Appendix C contains the instructional inventory tools used to record observed characteristics of standards-based teaching and the building observation form to take note of the climate and culture of the district's buildings. Appendix D lists the district documents that were reviewed prior to and during the site visit.

DISTRICT PROFILE

Warren City School District is located in Trumbull County. According to the United States Census Bureau, the estimated population of Warren City, as of July 1, 2015, was 40,245², which represents a 3.2 percent decrease in population since the 2010 Census. Approximately 83.7 percent of the population graduated from high school³. The median household income in Warren City is \$29,249, with 37.4 percent of the population living below the poverty line. In comparison, the median household income in Ohio is \$48,849, with 15.9 percent living below the poverty line. According to the Bureau of Labor and Statistics, the March 2016 unemployment rate (not seasonally adjusted) for Trumbull County was 6.7 percent, compared to 5.2 percent for Ohio (seasonally adjusted).

The average teacher salary in Warren City School District had decreased between Fiscal Years 2012 and 2014 but slightly increased in FY15. During the same time period, the percentage of courses taught by highly qualified

¹ Ohio Revised Code 3302.10

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

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

teachers and the percentage of teachers with masters or doctorate degrees has declined. Teacher attendance has remained stable during this period. (See Table 1, Appendix B.)

The racial makeup of the City of Warren is 63.5 percent Caucasian, 30.0 percent African American, 2.6 percent Hispanic, 0.2 percent Asian, 0.2 percent American Indian or Alaska Native, 3.4 percent multiracial and 0.1 percent other race⁴. Approximately 44 percent of the students in the Warren City School District are white, and that student group has seen a decrease of approximately 2.4 percent since 2009-2010. The percentage of black students decreased by an even greater margin of 2.7 percent since 2009-2010. During the same time period, the percentage of students identifying as multiracial increased by 2.7 percent and the percentage of Hispanic students increased by 2.5 percent. (See Figure 1, Appendix B.)

According to data submitted by the district, the number of students attending a school operated by the Warren City School District is on the decline. Since the 2009-2010 school year, the district's enrollment decreased by approximately 9.3 percent. (See Figure 2, Appendix B.)

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

In terms of other student groups, the percentage of students with disabilities decreased by approximately 4.4 percent. The percentage of students identified as gifted declined by 3.2 percent, while the percentage of students identified as having limited English proficiency remained fairly constant at about 0.5 percent. (See Figure 3, Appendix B.)

More than 25 percent of students who live in the Warren City School District attended a school outside of the district in 2014-2015. Approximately 9.5 percent traveled to a neighboring district for their education. Almost 14 percent attended a community school and approximately 2.9 percent received a state scholarship to attend a private school. (See Figure 4, Appendix B.)

STUDENT PERFORMANCE

Information about student performance includes: (1) the differentiated accountability status⁵ of the district; (2) the progress the district is making toward narrowing proficiency gaps as measured by the gap closure component; (3) English language arts performance; (4) mathematics performance; (5) Performance Index; (6) value-added performance; (7) four- and five-year cohort graduation rates and annual dropout rates; (8) disciplinary rates; (9) prepared for success after high school; (10) attendance rates; (11) and K-3 literacy. Information on the district's financial data (12) is also included.

1. The district report card summary.

- A. The district received on its 2014-2015 report card an "A" grade in all four measures of progress (value-added); a "D" grade in the Performance Index, K-3 Literacy Improvement, and five-year graduation rate; and an "F" grade in Indicators Met, Annual Measureable Objectives (AMO), and the four-year graduation rate.

2. The district is not narrowing the proficiency gaps.

- A. Warren City School District faces significant achievement gaps and those gaps are not narrowing fast enough. Every one of the district's student groups is performing below the state's expectations in reading, and the district received an "F" letter grade for its 2015 Gap Closing measure. Only about one in five students with disabilities passed their 2015 reading test and the other student groups have failure rates between 35.8 and 53 percent. (See Figure 5, Appendix B.)⁶

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

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

⁶ The red line in Figures 5 and 6 represent the state's expectations for each subgroup in reading.

B. Similarly, no subgroup met the state’s expectations for math proficiency and less students in each subgroup were proficient in math than in reading. Almost nine out of every 10 students who have disabilities failed their math assessments in 2014-2015. More than 70 percent of the African American students failed their math test and the remaining subgroups have failure rates between 48.5 and 64.3 percent. (See Figure 6, Appendix B.)

3. The district’s English language arts performance.

- A. When reviewing reading data between 2011-2012 and 2014-2015, Warren City School District performed well below the state’s expectations with declining passing rates for all subgroups. (See Figure 7, Appendix B.)
- B. Although Warren City School District’s performance is consistent with similar districts at several grade levels, the district only met one reading indicator in 2014-2015 and fell way below the state’s expectations at all other grade levels. A significant number of students also failed the state’s reading assessment at each grade level. Results are particularly alarming in grades 3, 6 and 7, where approximately 50 percent of the students did not pass their tests. (See Figure 8, Appendix B.)
- C. The district only showed slight increases in grades 8 and 10 between 2011-2012 and 2013-2014, but the gaps for all grades are still large. The passing rates for 2014-2015 were the lowest in four years for grades 3, 6, 7 and 8. (See Figure 9, Appendix B.)

4. The district’s mathematics performance.

- A. Warren City School District’s math data is even more concerning. These math scores place the district well below the state’s rates as a whole and, again, declining passing rates are consistently seen between 2011-2012 and 2014-2015. (See Figure 10, Appendix B.)
- B. Similar to the reading performance, Warren City School District’s math performance is consistent with similar districts at several grades, but the district fell far short of the state’s expectations for math in 2014-2015. For most grade levels, more than 50 percent of the students are failing their math tests. Results are particularly concerning in grades 3, 6 and 8 as almost seven in 10 students are failing. (See Figure 11, Appendix B.)
- C. At grades 6 and 8, students passing math has declined every year between 2011-2012 and 2014-2015. (See Figure 12, Appendix B.)

5. The district’s Performance Index⁷ scores.

- A. Warren City School District’s Performance Index score for 2014-2015 was 73.5. The district has experienced small decreases in each of the last four years and the district still lags the state as a whole by a large margin. Moreover, far too many students fall into the Limited range which indicates that they have significant gaps in what they know and are able to do. (See Figure 13, Appendix B.)

6. The district’s value-added performance⁸.

- A. Warren City School District’s 2015 value-added data. The district received an “A” for its overall value-added grade in 2015 and all but grade 6 math showed evidence of positive gains. (See Table 2.)

7. Graduation⁹ and dropout rates¹⁰.

- A. The Ohio Department of Education released new graduation rate data in January 2016. Warren City School District received a grade of “F” on the 2015 report card for its four-year graduation cohort rate and a

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 purposes of assigning the letter grades, a Performance Index score of 120 is considered to be a “perfect” score. Districts and schools will receive one of five letter grades from “A” through “F” based on the percentage of total possible points earned.

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

⁹ Graduation rate is the percentage of students that received a regular or honors diploma during or before the end of the school year.

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

grade of “D” for its five-year graduation cohort rate. More than 25 percent of the district’s students fail to graduate on time. Moreover, the district’s four-year and five-year graduation rates trail the state average and the four-year rate trails the similar district average. (See Figure 14, Appendix B.)

- B. Many students are failing to graduate and that percentage increased in recent years. Gains made by the classes of 2011, 2012 and 2013 were erased by results from the class of 2014 when the district graduated its lowest percentage of students since 2009-2010. (See Figure 15, Appendix B.)
- C. Figure 16 in Appendix B shows the number of Warren City School District students who dropped out from a secondary school grade (grade 9 and higher) between 2011-2012 and 2014-2015. The number of dropouts decreased by almost 50 percent from 2011-2012 to 2013-2014, but then increased in 2014-2015.

8. Disciplinary actions per 100 students.

- A. Although the disciplinary actions per 100 students for all discipline types has steadily decreased since 2011-2012, the ratio far exceeds the state average. (See Figure 17, Appendix B.)

9. Prepared for Success¹¹

The elements reported in Figure 18 in Appendix B come from Warren’s class of 2014 and show that very few students exited high school with an element that deems them to be Prepared for Success.

- A. Approximately 47.1 percent of students in the class of 2014 took the ACT, but only 9.4 percent received remediation-free scores. The percentage of students participating in the SAT was even lower and less than 1 percent earned scores that labeled them to be remediation free.
- B. Approximately one in 20 students in the class of 2014 earned an industry recognized credential and only 5.4 percent graduated with honors diplomas. Fewer than 2 percent of the class of 2014 earned dual enrollment credit.

10. Attendance rates

- A. During FY12-FY15, Warren City School District’s attendance rate was lower than the state average. (See Figure 19, Appendix B.)
- B. A student is deemed to be chronically absent when he or she misses at least 10 percent of the days when school is in session – usually about 17 to 18 days in the normal school year. In each of the last four years, the percentage of students missing 10 percent of the school year or more has ranged from 22 percent to 25.9 percent. (See Figure 20, Appendix B.)
- C. For the 2014-2015 school year, approximately half of Warren City School District’s students missed fewer than 5 percent of their school days. Another 26 percent of students missed more than 5 percent of school days, but less than 10 percent, so they are at-risk of falling behind in their studies. Eighteen percent, i.e. more than 835 students, missed between 10 percent and 19.9 percent of their school days. The remaining 7 percent of students, i.e. 336 students, missed at least one day of school per week, placing them in the Severely Chronically Absent category. (See Figure 21, Appendix B.)
- D. Table 3 in Appendix B shows the percentage of Warren City School District students in each grade who have missed at least 10 percent of the school year. With the exception of grade 4, more than 20 percent of students in each grade level fell in this category in 2014-2015. High school grades experienced the highest percentages in 2013-2014 and 2014-2015, with grades 9 and 12 reaching 40 percent and higher.

11. K-3 Literacy¹²

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

¹² An analysis of Ohio student data found that a student who does not read proficiently by the end of third grade is 3.5 times more likely not to graduate on time than their “on-track” peers. When looking at data from the 2003 – 2004 3rd grade cohort tied to the graduating class of 2013, the study found that only 57 percent of the students who scored in the limited range on their 2004 3rd grade reading test graduated on time, and only two-thirds of those scoring basic graduated on time. Conversely, more than four-fifths of the students scoring proficient or higher graduated on time.

Approximately one-third of the 343 students identified as being not on track later improved to being on track (See Table 4, Appendix B.)

12. Financial Data

- A. Warren spends less on classroom instruction than its peer comparison group average and the state average. Among the 108 districts in the district's comparison group, Warren ranks 107th lowest in the percentage spent in the classroom. (See Figure 22, Appendix B.)
- B. During the 2014-2015 school year, Warren City School District spent 13 percent more than the state average on its students. (See Figure 23, Appendix B.)
- C. Warren had a total budget of \$78.9 million for the 2014-2015 school year. Nearly 70 percent of its revenue came from the state, with local money making up the second highest percentage. (See Figure 24, Appendix B.)

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

Warren City School District Review Findings

STRENGTHS

Leadership, Governance and Communication

1. The district has formed external partnerships to meet improvement goals.

- A. School board members confirmed that the superintendent has made community engagement and developing partnerships a priority.
- The superintendent received a 2.7 (out of 3) on community relations on his 2014-2015 annual evaluation. The evaluation indicated “[the superintendent] has grown tremendously in the area of community relations and maintains a proactive attitude.”
 - In interviews, board members identified community engagement as one of the main strengths of the school district.
- B. Agreements with Mahoning County Educational Service Center and Trumbull County Educational Service Center detail the district’s engagement with relevant partners to enhance teacher and administrator practices.
- Interviews with Mahoning County Educational Service Center representatives and the district’s curriculum personnel detailed the various services the district purchases or professional development attended at no cost to supplement the district’s professional development opportunities. Activities include:
 - Attending trainings that provide teachers additional instructional strategies.
 - Providing information and presentations on modifications to the Ohio Teacher Evaluation System (OTES).
 - Discussing the Literacy Collaborative, which involves districts across the county as they share and learn literacy strategies.
 - Hosting bi-weekly meetings involving the Big School Council. This group, made up of the larger districts in Mahoning County, collaborates and shares effective improvement strategies to address the needs of similar districts and student demographics.
 - Interviews with Trumbull County Educational Service Center representatives and various documents detailed the partnership between the district and the Trumbull County Educational Service Center. Specific professional development activities and dates included:
 - Aug. 24, 2015: Student Learning Objectives (SLO) Review and Assessment Literacy (grades 3-12). This session for teachers focused on two areas: 1) creating clear learning objectives based on academic standards that would be used as part of teachers’ annual evaluation process (Ohio Teacher Evaluation System, OTES); and 2) enhancing strategies to utilize assessment data to inform classroom practices.
 - Sept. 17, 2015: Student Learning Objectives (SLO) Support. This was a follow-up session focusing on creating clear learning objectives based on academic standards that would be used as part of teachers’ annual evaluation process (OTES).
 - Oct. 21-23, 2015: Student Learning Objectives (SLO) Development for K-8 Buildings. This training, specific to K-8 teachers, was a final follow-up on developing clear learning objectives, based on academic standards that would be used as part of teachers’ annual evaluation process (OTES).

- Nov. 3, 2015: Social Studies Grades 6-8 (Aligning Rigor of Curriculum, Instruction, and Assessment). This training was designed to enhance teachers' ability to determine if their instructional practices were at the appropriate level to ensure student mastery of academic standards.
 - Jan. 13, 2016: Student Engagement Strategies. The intended outcome of this training was to provide teachers with additional classroom strategies to actively engage students.
 - Warren principals regularly attend monthly principals' meetings and professional development activities at the educational service center.
 - Interviews with Trumbull County Educational Service Center and representatives of the district's Student Services department confirmed a partnership in which two preschool units, physical therapists and other specialized services for students with disabilities are provided through the center.
- C. Interviews with community stakeholders, observations and documents demonstrate the district's partnerships. Initiatives through the external partnerships include:
- "We are Warren" Initiative – This is a partnership between the school district, city and local organizations. *We Are Warren* was developed from the recommendations of more than 600 Warren parents, students and community members to create, coordinate and support all efforts regarding youth development and family engagement in the Warren community.
 - Police Department Agreement – This arrangement provides two full-time school resource officers to Warren Harding High School.
 - New Behavioral Alternatives (N.B.A.) Program – This external program gives district students an alternative to being expelled from school. Students receive academic support from a retired teacher. Students receive transportation and lunch through the district. Valley Counseling Services offers sessions on behavior skills and conflict resolution.
 - Raymond John Wean Foundation – This local foundation provides financial support for activities and various organizations that partner with the school district to support students' academic, social and emotional needs. Examples include:
 - Valley Counseling: Each school in the district has a Skills and Support Center. This center, similar to an in-school suspension area, is supported by a Valley Counseling employee. This person coordinates with school personnel to provide de-escalation strategies, conduct mediation and other social/emotional support services so that students referred to the Skills and Support Center can return to their classroom settings as quickly as possible.
 - Inspiring Minds: A 501(c)(3) non-profit organization provides youth with programs and experiences to support their overall development. Programs include an after-school and summer program that focuses on academic intervention, college awareness and field trips to help students see the possibilities in front of them. The organization provides a specialized six-week summer program for incoming ninth-graders at Harding High School to promote a strong transition into their high school years. Along with academic support and college awareness, this program focuses on social skill development, conflict resolution and study skills.
 - Development of a community Web portal to provide access to local educational and social services. The portal is designed to provide parents and school officials a "one-stop" location to access supports for students and families.

IMPACT: The district's external partnerships provide additional resources to support the academic, social and emotional needs that the district's staff, students and families might not receive otherwise. These partnerships fill gaps, allowing the district to focus on other aspects of improvement planning and district goals.

Curriculum and Instruction

1. **The district is implementing the Ohio Improvement Process to address instructional needs that are identified through ongoing reviews of student data.**
 - A. The Ohio Improvement Process is designed to examine student performance data in order to make decisions on instructional strategies for academic improvement. A part of the process is to establish three types of teams: the district leadership team, building leadership team and teacher-based teams.
 - B. According to a review of documents, interviews with district staff members and focus group participants, the district has provided training for all staff on the Ohio Improvement Process structure and how it facilitates the use of data to drive districtwide decision making. Staff development was provided and led by the State Support Team 5 staff.
 - The district leadership team is charged with identifying and addressing district and community needs that most impact student performance.
 - The district leadership team consists of 44 individuals representing the board of education, district staff, building-level administration, general education classroom teachers, intervention specialists, academic coaches, supervisors of school improvement and state support team staff.
 - Meeting agendas and minutes reflect that the district leadership team meets monthly for two hours following the school day.
 - A review of building leadership team minutes, interviews with district staff and focus team participants confirms each school in the district has a building leadership team that uses the Ohio Improvement Process to analyze building-level student data and shares the outcomes of their reviews with their teacher-based teams.
 - The building leadership teams meet monthly in their respective buildings for two hours following the school day.
 - C. Building leadership team meetings are co-facilitated by each building's administrative team and supervisor of school improvement. Teacher-based teams collect and record student data for the purpose of selecting research-based instructional strategies that could increase student performance. The teams meet by grade levels in the preK-8 buildings and by subject levels at the high school.
 - A review of documents, interviews with district staff members and focus group participants indicates the district has allocated time for weekly, 40-minute teacher-based team meetings within the teacher work day.
 - State Support Team 5 and supervisors of school improvement rotate visits to teacher-based team meetings to assist them in using the Ohio Improvement Process 5-Step Process to analyze student data and make instructional decisions based on that data. Teachers reported that through this process they were able to see patterns in abilities to answer extended response questions and determine which instructional strategies would best increase students' probabilities of mastering skills.

IMPACT: When the district implements the Ohio Improvement Process and uses the 5-Step Process to review student performance data at all grade levels and across buildings, decisions on research-based instructional strategies may result in enhanced instruction and increased student academic achievement.

2. The district provides professional development for all instructional staff, as outlined in the district's 2015-2016 professional development plan directed toward improving student achievement.

- A. A review of the 2015-2016 professional development plan, attendance records, interviews with district staff members and focus group participants revealed all instructional staff are participating in the scheduled professional development.
- B. The district has designed a three-pronged approach for the delivery of the professional development plan that consists of a Wavier Day, or professional development day, in November 2015; three, two-hour sessions of professional development conducted outside of the contracted work day; and 40-minute sessions of professional development held daily within the contracted work day.
- C. Topics included during the three professional development times were:
- Kent State University Math Grant – The district has partnered with Kent State University to provide professional development in the area of math instruction. Teachers are presented with research-based strategies for teaching difficult-to-learn standards.
 - Literacy Collaborative – A comprehensive, research-based literacy program that includes individual, small group and large group reading and writing through guided reading and reading/writing workshops, as well as word study instruction. School-based literacy coaches are trained in research-based methods and then provide on-site training for teachers in their schools. Each preK-8 building has one fully trained literacy coach for grades K-2 and one literacy coach in-training for grades 3-5.
 - Student Learning Objectives – Student learning objectives are measurable, long-term academic growth targets that teachers set at the beginning of the school year for all students. Student learning objectives demonstrate a teacher's impact on student learning. This training provided teachers with information on how to write and assess student learning objectives.
 - Social studies and science common assessments for grades 9-12 – Harding High School science and social studies teachers worked on common assessments. These assessments are designed by the high school teachers and based on Ohio's Learning Standards. These assessments provide teachers with feedback data on concepts taught and allow for re-teaching of missed information. Teachers determine when standards are taught and tested at Harding High School.
 - Social Emotional Learning - Social skills development training – This initiative provides training for the staff in methods for communicating social skills. These skills are taught to district students to assist them in calming themselves when angry, making friends, resolving conflicts, and making ethical and safe choices. Use of these skills result in less class disruptions and more time on academic tasks. A decrease in suspensions and expulsions also has been noted resulting in more time on academic tasks. Staff members also were presented information on classroom environment, classroom engagement and knowing your students.
 - Harding High School building leadership team reports on building-level student data – Harding High School staff analyzed student data. This time was used to understand state test data and SAT and ACT data.
 - Formative Instructional Practices (FIP) – The model focuses on the informal and formal ways teachers gather and respond to evidence of student learning. It provides direction in deconstructing Ohio's Learning Standards and establishing clear learning targets.

IMPACT: When the district provides professional development focused on increasing teachers' content knowledge, effective instructional skills, and enhanced student engagement this may increase the likelihood of students achieving at higher levels.

Assessment and Effective Use of Data

1. The district has implemented the Ohio Improvement Process.

- A. The Ohio Improvement Process is a shared leadership process, sponsored by the Ohio Department of Education and the Ohio Leadership Advisory Council, which is designed to align the mission, vision and actions of the school district in order to improve student achievement and growth.
- B. According to interviews, focus group meetings and a review of documents, the district leadership team meets monthly for two hours after the school day, with discussions focusing primarily on district instructional issues and student performance.
 - Teachers who serve on the district leadership team are paid stipends for their participation.
 - The district leadership team has a balanced representation of central office administrators, building administrators, supervisors of school improvement and instructional personnel across the district, with classroom teachers and instructional coaches from each building serving on the team.
 - Standard items for discussion at district leadership team meetings include:
 - District updates and a review of meeting norms.
 - Reports from each building on their respective building actionable steps and highlights.
 - A review of the district-focused plan.
 - A review of district data and instructional priorities.
 - Work sessions by grade cluster (preK to grade 2, grades 3-5, grades 6-8 and high school) on instructional priorities.
 - A board of education member serves on the district leadership team.
 - Comments from board of education members included “school improvement has been the common message,” “district leadership team meetings have substance,” and “people in the meetings feel empowered to address the issues.”
 - The district leadership team has begun the process of providing comments and feedback on the reports and summaries each building shares at district leadership team meetings.
 - District personnel indicated that an updated Decision Framework has been developed through the Ohio Department of Education based on current local report card data.
- C. According to interviews, focus group meetings and a review of documents, building leadership teams are meeting monthly for two hours after the school day, with discussions focusing primarily on student performance.
 - Teachers who serve on the building leadership team are paid stipends for their participation.
 - Building leadership team minutes indicate that teams across the district are using a standard meeting protocol, and the Ohio Five-Step Process is being used with fidelity.
 - Standard items for discussion at building leadership team meetings include:
 - A review and analysis of building data related to student performance indicators and adult performance indicators.
 - Identification of data and discussion items for upcoming teacher-based team meetings.
 - A review and refinement of building-focused action steps relative to the data and needs of the teacher-based teams.

- The establishment of building-wide implementation steps and how data will be collected to monitor the action steps.
 - The types of adult implementation and student performance data to review at the next meeting.
 - Supervisors of school improvement have been hired for each building. These supervisors have administrative contracts, and their primary responsibilities are to facilitate the Ohio Improvement Process and to support the building leadership team and teacher-based teams in their respective buildings.
 - The supervisors co-facilitate the building leadership team with the principal and rotate their attendance at the teacher-based team meetings in their respective buildings.
 - The supervisors also have facilitated professional development on the creation of mid-year review assessments by content area for the student learning objectives process with their respective teachers. The focus of this professional development has been building teacher collaboration, strengthening the item analysis process and the development of instructional strategies based on mid-year data.
 - Several building administrators have begun participation in the Ohio Leadership for Inclusion, Implementation and Instructional Improvement (OLI⁴). OLI⁴ has been developed in collaboration with Ohio school districts to provide professional development and coaching “to foster shared leadership for the full implementation of inclusive instructional practices that improve results for all children, including those who have disabilities and other learning difficulties.”
- D. According to interviews, focus group meetings and a review of documents, teacher-based teams meet weekly, with discussions focusing primarily on student performance.
- Teacher-based teams meet in their respective buildings at the beginning of their work days, before the arrival of students, for 45 minutes.
 - This schedule is broken into daily dedicated meeting blocks – one day for teacher-based team meetings, two days for building-level professional development, and two days for instructional meetings directed by the administration.
 - Teacher-based team minutes indicate that teams across the district are using a standard meeting protocol, and the Ohio Five-Step Process is being used with fidelity.
 - Standard items for discussion at teacher-based team meetings include:
 - A discussion of the data source for the meeting – standards, description of the pre-assessment, and learning targets (“I Can” statements);
 - A review of the pre-assessment data, including disaggregation of the performance of students with disabilities;
 - An analysis of assessment questions and student responses, including strengths, weaknesses and common errors.
 - A determination of shared instructional strategies that will be used, including what teachers will do, what students will do, resources and materials, and duration of instruction;
 - Discussion of how the instruction will be implemented consistently and what improvement would look like;
 - An analysis of post-assessment data, including a sharing of best practices from teachers that had high results on post-assessments; and

- Evaluation of the meeting and a report to the building leadership team describing the strengths/successes and obstacles/challenges of the meeting, along with the types of support needed by the team.
- District personnel indicated that teacher-based teams began providing reports at building leadership team meetings regarding instructional concerns at their respective teacher-based team meetings.
- Principals indicated that teacher-based team conversations are helping teachers to isolate instructional strategies that work and to understand the importance and value of data. Comments from principals about the success of these meetings included “teacher-based team meetings are improving the instructional process,” “the meetings are moving from procedural compliance to teacher-owned,” and “teachers are holding each other accountable.”
- High school staff members participated in professional development sessions on strengthening their teacher-based teams and the use of the Ohio 5-Step Process in February 2016.
 - High school personnel stated that focus of these professional development sessions included “the power of teacher collaboration, the study of Dr. Rick DuFour’s work on professional learning communities, and the importance of adhering to the Ohio 5-Step Process.”
- Instructional coaches and teachers stated that there is more focused discussion on Step 3 of the Ohio 5-Step Process. Discussion items include strengthening instructional strategies being used in the classroom and helping teachers to identify differences between strategies (what adults are doing) and activities (what students are doing).
 - According to teacher-based team minutes, specific instructional strategies include creating leveled groups and flexible grouping, scaffolding instruction, involving instructional coaches to model effective strategies, creating enrichment choices for high-performing students and identifying differentiated instructional strategies to assist students with disabilities.
- Comments from instructional coaches and teachers included “TBTs [teacher-based teams] are starting to work,” “work is being monitored,” “we are now zeroing in on data – it’s better,” and “teachers are seeing growth in students.”

IMPACT: As a result of implementing the Ohio Improvement Process, a culture of shared leadership and data-based decision making has been established that may result in improved instructional strategies, academic achievement and student growth.

2. The district is providing up-to-date technology, technical support and student assessment data to instructional personnel to support student learning.

- A. According to a review of the district technology replacement plan, interviews, a review of documents and classroom observations, technology is provided for instructional purposes.
 - The district technology replacement plan identifies specific actions, purchases and replacement schedules for classroom computers, computer labs, servers and networking. Specific networking details include specifications for Wi-Fi, switches and internet access for all buildings. All buildings in the district, instructional and non-instructional, have been upgraded to 200 megabits per second of bandwidth within the last year.
 - All schools in the district are new within the last seven to eight years. The Ohio School Facilities Commission provided projection units and sound systems for each classroom at the time of construction. Desktop computers, document projectors and computer labs were purchased with local funds by the district.
 - According to district personnel, computers in the labs are upgraded every three years. These computers are then filtered into classrooms as student work stations. Teachers receive computer work station upgrades every four years, and laptop computers in the district are upgraded every five years.

- Classrooms observed had the following instructional technology – teacher work station computer, data projector, projection screen, document camera, surround sound, microphone, DVD player, television tuner, and three or more desktop student stations.
 - District personnel indicated that additional technology available includes seven laptop computers located in an audio-visual closet in grades 5-8 classrooms, along with five iPads in grades preK-2.
 - Each preK-8 school has at least three dedicated computer labs, along with at least three mobile laptop computer carts. The high school also has 15 mobile laptop carts, with a total of 225 laptop computers available for student use.
 - Technology personnel stated there is a priority for ensuring that technology classes at the high school and computer labs across the district receive the most up-to-date computers.
 - At the time of the review, building computer labs were observed being used for the completion of state assessments, and teachers and students in technology-based courses were observed using instructional technology.
 - Principals and the district test coordinator indicated that there have been no reported issues with technology infrastructure or equipment for online state assessments. Technology staff indicated that all computers used for these state assessments are directly wired into the network to ensure stable connectivity.
 - Specialist instruction in the area of technology is provided to all students in grades K-2 by technology-licensed teachers. Students in grades K-2 receive one 45-minute technology class per week all year, and students in grades 3-8 receive one nine-week technology session each year, five days per week.
 - ProgressBook, a Web-based student information system that provides parents 24-hour access to check their child's grades, monitor their progress and communicate with teachers, is being used for student grade reporting in grades 6-12.
 - The district has implemented a credit recovery program designed to give high school students who have failed classes the opportunities to retake courses through an online format or other alternate means at the high school and the Monroe Center. The Monroe Center is an extension of the high school at an alternate site.
 - Students at Monroe work in a blended environment, with 45 minutes of direct instruction and 45 minutes of online learning each day, and have the opportunity to make up their ninth grade year during the first semester and complete their tenth grade requirements during the second semester.
- B. According to a review of the district technology replacement plan, interviews, a review of documents and technology leadership, support is being provided at the district and building level.
- The technology staff is led by the director of State and Federal Programs, who oversees the technology budget and the help desk process and plans for upgrades of technology equipment. District technology efforts also are led by the supervisor of technology, who supervises the instructional applications of technology across the district, supervises the computer technicians, supervises technology teachers and coordinates technology professional development.
 - The district employs a full-time computer technician for each of the five schools, one server administrator for the district and one network administrator.
 - A supplemental contract is issued to a teacher in each building to serve as an instructional technology liaison. These teachers assist the supervisor of technology in providing technology-

related professional development and assistance with instructional technology in their respective buildings.

- An online “Web Help Desk” technology work order system is in place across the district.

C. According to interviews and a review of documents, student assessment data is being provided to instructional personnel for instructional decision making.

- The district data specialist has created and implemented the Web-based “WCS Dashboard,” a preK-8 data framework for collecting, disaggregating and disseminating current student assessment data to stakeholders across the district.
 - Examples of data entered and made available to staff include state diagnostics, state assessments, writing assessments, reading standards assessments, mathematics standards assessments, leveled literacy information and walkthrough data.
- The Education Management Information System (EMIS) supervisor, data coordinator and the district test coordinator work together to ensure student performance data is uploaded into the Education Management Information System and distributed to building administrators and instructional staff.
- A shared staff drive has been created on the district technology server to allow instructional personnel from all buildings to centrally post teacher-created assessments, lesson plans, student learning objectives information and other instructional documents.

IMPACT: As a result of providing updated technology, technical support and current student performance data, technology services may meet the instructional needs of students and staff.

3. The district is providing professional development on Formative Instructional Practices (FIP) and has begun implementation of these FIP training modules in all buildings.

A. FIP, sponsored by Battelle for Kids and the Ohio Department of Education, “are the formal and informal ways that teachers and students gather and respond to evidence of student learning.” The model also focuses on the deconstruction of Ohio’s Learning Standards, the establishment of clear learning targets for each lesson and the use and analysis of student performance data to modify instruction.

B. According to interviews, focus group discussions and a review of documents, professional development on two FIP modules have been completed by all instructional staff. At the time of the review, some buildings had completed the third FIP training module.

- As a result of this professional development, a districtwide focus and expectation has been initiated on the posting of “I Can” statements and learning targets by each instructor, along with the use of “Do Now” and “Closing” strategies. “Do Nows” are common, research-based learning strategies to engage student learning at the beginning of a lesson, and “Closings” focus on the use of formative assessment “exit ticket” strategies at the end of a lesson to quickly measure student learning.

C. According to interviews, focus groups and a review of documents, FIP teams have been established in each school.

- FIP teams are teacher-led and include general education teachers and intervention specialists. Instructional personnel stated that the FIP teams are starting to assist teachers with the creation of pre-assessments, and these collaborative efforts are helping teachers learn about the concept of student growth. FIP teams also focus on helping teachers identify how to deliver instruction within the FIP framework.
- The FIP team at the high school assisted teachers in modifying their pre-assessments for the student learning objectives process by including open-ended and extended-response questions.

IMPACT: As a result of providing professional development on the implementation of Formative Instructional Practices across the district, teachers may have a formalized range of methods to assess and communicate student growth.

Human Resources and Professional Development

1. The district provides opportunities for professional development for all staff.

- A. According to training documents, presentation reviews, sign-in sheets, walk-through documentation, interviews and focus groups, the district provides opportunities for daily professional development for staff.
- The current Warren City School Teacher Contract stipulates “on two weekdays per week, as determined by the Superintendent, teachers shall have a block of twenty-five minutes per day to be used for planning/preparation” and “on three weekdays, as determined by the Superintendent, teachers shall have a block of twenty-five minutes per day for meeting/teaming time outside of the instructional day.”
 - A review of published building schedules indicates time is provided each day for all staff to participate in professional growth activities.
 - The daily building schedules provide this 25-minute block of time at the beginning of the instructional day, allowing teachers to meet with various groups depending on teacher and building needs.
 - The building schedule rotates, allowing the instructional support staff to meet with different grade levels and target specific grade level needs. This rotating schedule provides different opportunities for individual, team and grade-level professional development.
 - According to the district’s professional development plan, topics include:
 - Literacy collaborative, a program to improve reading, writing and language skills of students by providing many opportunities for reading and writing across the curriculum.
 - Social emotional learning, a process to help children learn and use knowledge and skills needed to manage emotions, set and achieve goals, show empathy for others, maintain positive relationships and make responsible decisions.
 - Formative instructional practice, which encourages using clear learning targets and assessment processes for students and teachers to gather and use evidence about student learning.
 - Crisis intervention and training, which provides teachers, administrators and others with the skills and knowledge to effectively deal with crisis situations, de-escalating anxious, hostile and/or challenging behavior.
 - Student learning objective training that provides teachers with skills to measure long-term academic growth that a teacher sets at the beginning of the course for students.
- B. The district employs full-time instructional coaches in all buildings to provide daily support and professional development to building staff based upon district and building improvement plans.
- Each building has a full-time math coach, literacy coach, special education supervisor and supervisor of school improvement.

IMPACT: When the district offers professional development opportunities designed to increase the knowledge and skills for teachers, improved student achievement may be realized.

2. The district uses the Ohio Improvement Process to encourage staff collaboration.

- A. Based on a review of district and building Ohio Improvement Process plan documents, agendas and minutes, the Ohio Improvement Process is being implemented with fidelity specifically with teacher-based teams.

- Interviews with teachers, building administrators and minutes from teacher-based team building leadership team meetings revealed that the Ohio Improvement Process Five-step Process serves as the guide for team discussions.
 - Interviews with teachers and administrators confirmed that teachers attend meetings of other teacher-based teams to enhance communication and teacher learning.
- B. Building principals reported that they participated in the Ohio Leadership for Inclusion, Implementation, and Instructional Improvement (OLI4) training in the 2014-2015 and 2015-2016 school years.
- The OLI4 framework includes Ohio Leadership Advisory Council training on developing collaborative practices through the development of teacher-based teams, building leadership teams and the district-based team incorporating the Ohio Improvement Process's Five-step Process.
 - As a result of the OLI4 training received during 2014-2015 and 2015-2016, principals state that they are able to model the Ohio Improvement Process Five-Step Process with their respective staffs.

IMPACT: As a result of implementing the Ohio Improvement Process, a culture of shared leadership and data-based decision making has been established that may result in improved instructional strategies, academic achievement and student growth.

Student Supports

1. The district has established practices to ensure safety within school buildings.

- A. According to interviews with focus group participants, district administrators, document reviews and school visitations, the district has established practices to create and sustain safe environments, procedures and plans.
- B. The district provides each principal with a crisis procedure manual that describes specific procedures and strategies for addressing crisis intervention within schools. Some of the procedures contained in the manual include:
- Warren City School District School Safety Mission Statement;
 - Communication Procedures/Media Procedures/Media Phone Numbers;
 - Weapons on School Property/Intruder Procedures;
 - Substance Abuse Procedures; and
 - Lockdown Drills.
 - Sample Parent Letters for Crisis Event and Bus Accident.
- C. School resource officers and security guards are in all schools to ensure safety within school buildings.
- There is one security guard and two Warren city police officers who serve as school resource officers to monitor the hallways, the cafeteria and parking lots of the high school.
 - Two Warren city police officers monitor the preK-8 school buildings. One police officer monitors Lincoln PreK-8 School and Willard PreK-8 School located on the east side of the district and one policer officer monitors Jefferson PreK-8 School and McGuffey PreK-8 School located on the west side of the district.
 - According to parent and student focus groups, the school buildings are safe learning environments.
- D. School visitation procedures are listed in the 2015-2016 district calendar and in each of the schools' parent and student handbooks.
- E. All district schools have procedures for visitors who enter the building.

- The high school has a security office that is staffed by a Warren city police officer in which visitors must enter and sign in before entering the building.
 - All preK-8 buildings have a security system in which visitors must be buzzed in to enter the building.
- F. According to the director of safety, the district spent \$500,000 to equip buildings and buses with video cameras for the safety of students and staff.
- G. Annually, the district provides staff training to practice dealing with crises and emergencies. The director of safety reported that safety training is conducted by the executive director of business operations, School Resource Officers (SRO) Officers, Frank Bosak Technology and principals.
- The director of safety indicated that the district received a bomb threat on the second day of school for the 2015-2016 school year. He states, “Students and staff evacuated the building in less than ten minutes.”
- H. A review of documents showed the district has developed a comprehensive district safety plan that incorporates each schools’ safety plan. The director of safety shared that the safety plan is reviewed annually by the police and fire departments.
- I. According to interviews with the director of safety, building principals and parents, the district communicates school closures and other pertinent information through the Raiders Radar/DRUND application. Raiders Radar/DRUND is the district’s app that provides students, parents and district staff the opportunity to communicate in a safe, secured environment. Students and parents receive push notifications and are able to stay up-to-date on district happenings. Parents and students can go to the website and sign up to have access to the app.
- J. From interviews with building principals, all schools provide parents and students with a student/parent handbook that outlines school expectations, policies and procedures that address attendance, academics, discipline, transportation and safety procedures.
- K. The Warren City Schools 2015-2016 Student’s Guide to Positive Behavior Code of Conduct is given to all students and is reviewed by building principals with students during the first week of school. The code of conduct details districtwide beliefs about behavior and consequences for violating rules. The publication also is found on the district’s website.
- L. The district has a safe school helpline located on the district’s website for students, parents and staff members. The purpose of the safe school helpline is to promote school safety by reporting wrongdoings or illegal activity.

IMPACT: Establishing district-wide practices to ensure safety within school buildings may promote a positive school climate that minimizes interference with student learning and thereby encourages academic achievement.

2. The district has partnered with external agencies to provide wraparound support services for the learning and behavioral health of students.

- A. According to community focus groups and interviews with the community outreach supervisor and the 21st Century Grant supervisor, external agencies provide behavioral, social, recreational and educational services to students in all of the schools to support students’ academic progress and social and emotional well-being. Some partners include:
- The Raymond J. Wean Foundation sponsored the Freshman Academy Boot Camp for the 2015-2016 school year. All entering ninth grade students attended a two-day orientation program. The administrators and guidance counselors informed students of academic, social and procedural aspects of high school life. At the end of the academy, parents were advised to attend a parent orientation. At the end of each session, the administration gave a survey to parents, students and staff. Data from the survey included:
 - Ninety percent of the families indicated that the academy was organized and answered their questions about Warren G. Harding High School.

- Eighty-four percent of the families indicated they “felt confident” about their ninth grade student attending Warren G. Harding High School.
- Seventy-two percent of the families indicated their child spoke in a positive manner about the program.
- A ninth grade teacher made the following comment on the staff survey: “Many parents have been at greater ease with sending their child to Harding because their child was more comfortable coming to Harding. I cannot emphasize how much smoother this group has transitioned into high school. This needs to become a new tradition”.
- Valley Counseling Services provides the Skills and Support Center and the New Behavioral Alternatives Program.
 - The Skills and Support Center in each school in the district. The Skills and Support Center is staffed with an instructional aide, an intervention specialist and an employee from Valley Counseling. The Skills and Support Center provides behavioral support and counseling services to students. Staff are able to conduct mediations, work on replacement skills, write behavior plans and goal-setting plans with students, and run support and social groups based on identified behavioral and academic needs. Valley Counseling Services also provides counselors who go into the schools daily to transport students to Valley Counseling Services for counseling.
 - New Behavioral Alternatives is an alternative to expulsion program offered by the Valley Counseling Services. Students are transported to Valley Counseling Services to receive group and individual counseling and have dedicated time to work on their academics with a teacher who provides instructional assistance. Transportation is provided by the district.
- Psycare Behavioral Health and Counseling Services has a counselor and a case worker that are housed in two preK-8 schools. They work with students to minimize inappropriate behaviors that are identified by school staff and parents. Students are referred to Psycare by staff for more intensive therapy. Psycare case managers also do home visits to work with families.
- Inspiring Minds After-School Enrichment Program is a nonprofit organization that provides academic tutoring to students in grades 5-8 at Lincoln PreK-8 and McGuffey PreK-8 Schools, Monday through Thursday weekly from 3:30-6 p.m. It also provides academic tutoring at Warren G. Harding High School for students in grades 9-12.

Team Sanders Inc., provides after school supports, three days per week from 4-6 p.m. Students in grades 4-5 receive academic tutoring, peer mentoring and supervised recreation and enrichment opportunities. The Team Sanders Inc., after-school program is located at the Warren Young Men’s Christian Association.
- 21st Century Community Learning Centers are located in Jefferson PreK-8 and Willard PreK-8 Schools for grades 6-8 students. Funded through a federal grant, Warren City School District provides after-school programs for students to receive academic assistance in language arts and mathematics under the direction of a certified teacher. These centers run four days of week from October-May.
 - Services, provided by local community partners, are provided daily and focus on drug and violence prevention programs, social emotional learning, art and music classes and recreational programs.
 - Warren City Schools’ community partners are: Warren Police Athletic League, The Ohio State University Extension, Chess is Life, Junior Achievement, Marcus Garvey Tennis Association, Warren Soccer, Akron Children’s Hospital and the Warren Philharmonic.
- John F. Kennedy Center for the Performing Arts chose Warren, Ohio as the 20th site and the first school district in Ohio to implement the *Ensuring the Arts for Any Given Child* program. The

program provides art education for students in grades K-8. The district has designed a five-year plan to incorporate the program into district schools.

- The district has several faith-based partners with which they collaborate to support student learning. These partners worked with students in several preK-8 schools. Churches provide after-school intervention programs to support students who have academic needs and families who need assistance with items such as clothes, food, utilities, etc. Faith-based partners are active in the following schools:
 - Friendship Baptist Church – Students in grades 6-8;
 - North Mar Church – Willard PreK-8 School; and
 - Believer’s Christian Church – Jefferson PreK-8 School.
- Warren City Schools Educational Foundation supports the annual fund drive in which organizations and alumni can make donations toward a scholarship fund. According to the director of the foundation, the Warren G. Harding High School Distinguished Hall of Fame is an annual event that is attended by alumni and donors.
- The district, in collaboration with the city officials of Warren, has an annual Back-to-School Celebration on the grounds of the Courthouse Square. According to documents and interviews with district and school personnel, this is an opportunity for parents and students to meet the principal and teachers, meet community partners and learn about opportunities provided to the children.

IMPACT: As a result of the district partnering with external agencies, the social, emotional, academic and physical needs of students may be addressed.

3. The district has integrated services in all buildings to support the students’ learning, socio-emotional development and health and well-being.

A. Based on document reviews, interviews with district and building personnel and parent focus groups, the following integrated services, which support students’ learning, social-emotional development and health and well-being, include:

- Title I services are implemented in all preK-8 buildings. Title I is a federally funded program that is provided to schools that have high percentages of low-income children enrolled in the school district. Funds are used to provide reading and math instruction. All buildings in the district are identified under Title I as schoolwide programs. The district is using its funds to provide the following services:
 - Leveled Literacy Intervention tutors to support reading instruction in elementary grades;
 - Reading recovery teachers to support small group instruction;
 - Read 180 teachers to support at-risk ninth grade students who need small group reading instruction;
 - Literacy and math coaches to support classroom instruction in preK-8 schools;
 - Reading support teachers to support instruction in grade 3;
 - After-school literacy intervention to support students in elementary grades; and
 - Family events that focus on home activities to support instruction in literacy and mathematics.
- Counseling services, provided by certified school counselors, are provided in every school in the district. There are two guidance counselors in all preK-8 schools and four guidance counselors at the high school.
- School psychological services are available to all students in each building. School psychologists work to support students’ socio-emotional learning. District school psychologists work closely with

the Valley Counseling Services and Psycare Behavioral Health and Counseling Services case managers to support students who are experiencing academic and behavior difficulties.

- Skills and Support Centers are located in all buildings and are designed to help students problem solve, develop appropriate school and classroom behaviors and reduce classroom removal.
- Students with disabilities are served using three special education instructional models. The instructional models include:
 - Inclusion-based model where students with disabilities are taught by the general education teacher and also provided academic and behavior supports by an intervention specialist.
 - Co-teaching model where the general education teacher and the intervention specialist provide instruction in the general education classroom to students with and without disabilities.
 - Cross-categorical model where students with significant intellectual disabilities are taught by the intervention specialist in a resource room.
- A special education supervisor is located in each preK-8 building and also at the high school. The special education supervisors coordinate special education services in each of the schools and ensure that students are receiving the appropriate services outlined in the student's individualized education program.
- Two school liaisons, partially funded by The Ohio Alternative Education Challenge Grant, are located in all school buildings. They conduct home visits and connect with community resources to support the students and their families. According to document reviews, they support the social and emotional needs of students by helping to reduce academic barriers that prevent students from learning.
- The preschool services have been offered for the past three years in all preK-8 schools, at no cost to parents. The district offers preschool services to expose children to early intervention and enrichment services that enhance student learning and child development.
- Transition Services are provided in the district in order to help families and students make a seamless transition from one program to the next.
 - The Jump Start into Kindergarten program is a four-week program, held in all preK-8 schools, for children who are entering kindergarten.
 - The Freshman Academy boot camp is a transition program for all entering ninth grade students. Incoming freshmen attend a two-day orientation program at Warren G. High School.
 - The transition coordinator works with high school students with disabilities to provide transition activities and services that will prepare them for postsecondary options.
 - A transition class is required for all high school seniors and provides them with skills to prepare them for post-secondary education and career opportunities upon graduation.
- The district has developed alternative education programs to serve students who need to receive their education in an alternative setting.

IMPACT: When the district provides integrated services to support students' learning, socio-emotional development and health and well-being, all students may be able to perform to the best of their abilities.

Fiscal Management

1. **The district's financial forecast for Fiscal Year 2016 through Fiscal Year 2020, as submitted in October 2016, has improved from the forecast that was submitted in May 2015.**

- A. A review of the May 2015 Five-Year Forecast compared to the October 2015 Five-Year Forecast, as submitted to Ohio Department of Education, showed the increase in ending cash balance for all years that were included in the May 2015 Five-Year Forecast. The ending cash is the amount of money that the district has to spend for the following fiscal year.
- B. A discussion with the treasurer indicated that the changes in the state funding for 2016-2017 has increased the amount that the district will receive for the district's State Foundation payments. By the increase of this funding, the district will have a positive cash balance through the end of fiscal year 2020.
- C. The current financial forecast will allow the district to have a positive cash balance for the next five years. The comparison review of the forecast for the district showed an increase of the cash balance from \$8,489,649 to \$12,400,145 by FY19, which is an increase of \$3,910,496.

IMPACT: The fiscal status of the district allows the administration and board of education to plan for the future of the district. By having stable finances, the district, with the board of education, could use the five-year forecast as a planning tool to determine the staffing levels and projects in an effort to positively impact student achievement.

2. The district has established an annual budgeting process for departments and buildings.

- A. The district's annual budgeting process includes:
 - Discussion with building principals and district administrators for their needs in the next academic year.
 - A review of needs requested by the building principals and district administrators to the superintendent and treasurer.
 - Finalized budgets given to the building principals and district administrators that are included in the annual appropriations and five-year forecast for the district.
- B. According to executive office administrators, they meet annually with department and building administrators on the needs for the following year. District office administrators and building principals confirmed this fact in an interview and acknowledged that the executive office administrators provide meetings to discuss the needs of their departments and buildings annually.
- C. A review of building budget calculation reports, budget planning reports and the annual appropriation measure confirmed that there is an established budgeting process.

IMPACT: The district may be able to better plan for the future when a consistent process of budgeting is in place. With the proper budgeting procedures, the needs of the district can be vetted during the meetings, allowing the administration to meet the needs for success of the students.

Challenges and Areas for Growth

Leadership, Governance and Communication

1. There are no metrics or clear evidence to confirm the effectiveness or impact of the district's external partners on student outcomes.

- A. During interviews and focus groups, leaders of external organizations and district leaders confirmed that they presently do not have any metrics that document the impact of external partners on student outcomes.
- According to district curriculum and instruction leaders, evaluations of internal and external professional development activities take place. However, the leaders noted those evaluations are not designed to measure the impact of the professional development.
 - During an interview, one external provider provided a copy of the evaluation that is used. The provider confirmed it is not aware of any other attempt to measure the actual effectiveness of its service to the district. Examples of evaluation questions include:
 - "Was the day well planned and interactive?"
 - "Was the atmosphere enthusiastic, interesting, and conducive to collegial professional exchange?"
- B. The district does not have a research and evaluation department or someone responsible for analyzing the impact of external partners.
- A member of the district administrative staff stated that the district does not have a process to measure the effectiveness of internal or external practices.
 - Comments from principals and curriculum department leaders regarding the "A" grade for value-added on the district's Ohio School Report Card included:
 - "We are not sure how we got our "A" in value-added."
 - "We need some process to determine what made the difference."
 - "I am sure some things we did had an impact, but I am pretty sure we probably did some things that we should not keep doing."
 - A representative of one of the district's partners noted that with limited resources, moving forward the organization will need to see evidence of how its resources are actually impacting outcomes before more grants can be given.

IMPACT: Without metrics to document the impact of external partnerships and programs on student outcomes, it may reduce the district's ability to make informed decisions about which partnerships and activities are actually effective resources toward reaching district improvement goals.

2. The district's process to promote collaboration and shared decision making with teachers is limited.

- A. The present (6/30/14 – 6/29/17) Collective Bargaining Agreement (CBA) between the board of education and the Warren Education Association (teachers' union) contains language that does not specifically identify the Ohio Improvement Process (OIP) regarding shared decision making.
- The contract language does not articulate how a school will decide to implement a Shared Decision Making Committee, nor does the language detail how representatives will be formally chosen. Examples of the language include:

- Section 6.213 (Development and Implementation) of the Collective Bargaining Agreement (teacher’s contract) states, “The district and association will strive to encourage and facilitate shared decision making in the Warren City School District. The process of facilitation may entail the implementation and revision of guidelines and procedures for use in the buildings or a procedure for compiling data to support decisions.”
 - Section 6.214 (Building Level Shared Decision Making Committee) of the Collective Bargaining Agreement states, “The ultimate objective shall be to have a viable Shared Decision Making Committee (SDMC) in every building, but the decision to move forward with implementation rests with the affected staff and administration of each building. Once a staff and administration decide to create a SDMC, representation shall reflect the needs and interests in the building. After the building jointly determines the number of teacher representatives, teachers and other stakeholders in the building shall select their representatives to the SDMC.”
- B. Although schools are in various phases of implementing the Ohio Improvement Process, teachers shared they have limited opportunities for input in decisions made at their respective schools.
- During interviews with principals, teachers, and support staff, no individual could confirm that a Shared Decision Making Committee (SDMC) was active at their school.
 - According to teachers who participated in teacher focus groups, teachers have uneven opportunities to share in decision making of school and district initiatives. Comments included:
 - “Either central office or the principal just hands down directives that we must follow.”
 - “Since we are not asked, most teachers just close their door and do whatever they want.”
 - “We really want to work together, but they [the administration] don’t seem to want to hear our perspectives – despite us having to be the implementers of their stuff.”
 - The superintendent agreed, “It is pretty correct that teachers and administrators do not generally participate in teacher interviewing.”
- C. The district’s process to promote collaboration and shared decision making is not effective.
- According to interviews with the teachers’ association representatives, the teachers who are on the district leadership team were not selected through the association.
 - According to the district leadership team’s roster, that was provided at the time of the review, of the 44 team members, 11, or 25 percent, are classroom teachers.
 - Based on interviews with teachers, community stakeholders and parents, the district has not actively solicited their feedback on improvement efforts of the district. No respondent could cite any sort of survey or other mechanism for stakeholders to give their feedback in a structured and formal manner.

IMPACT: When teachers, who have the most direct contact with students, are not provided opportunities to participate in decision making, their expertise and perspective is not included in district improvement planning.

Curriculum and Instruction

1. The district has not developed a cohesive set of curriculum materials aligned to Ohio's Learning Standards.

- A. A review of documents revealed that the district has not developed a cohesive set of curriculum materials.

- B. Interviews with district staff and focus group participants indicate that core curriculum materials are not fully aligned to Ohio’s Learning Standards.
 - Teachers reported that they are charged with researching and developing instructional materials daily.
- C. At the time of the review, district-level committees had not been formed to select aligned instructional materials to ensure consistent use, alignment and effective delivery of the district’s curricula.

IMPACT: When the district does not ensure that teaching materials are aligned to Ohio’s Learning Standards, teachers are unable to effectively craft and present lessons that may result in student achievement.

2. The district has not implemented a tiered system of supports for all students across all subjects and grade levels.

- A. A tiered system of supports provides each child with the academic or behavioral interventions needed to promote academic growth.
- B. A review of documents indicated there is not a consistent, clear process of identifying students who are below grade levels, struggling with academic content or exhibiting behavioral issues.
- C. Interviews with district staff and focus group participants revealed that the prerequisites needed for a tiered system of supports were not in place.
 - Intervention assistance teams are not functioning in all buildings.
 - A standardized system of progress monitoring is not present.
 - The district does not have a universal screener to determine student skill levels.
 - Knowledge of research-based interventions is limited.

IMPACT: When the district does not have a tiered system of supports for students, their academic or behavioral needs may go unmet and directly impact their academic achievement.

Assessment and Effective Use of Data

1. There was limited evidence of teachers and students using available classroom instructional technology across the district.

- A. According to classroom observations, the use of computer stations and interactive instructional technology by general education teachers and students was limited.
 - Although district personnel indicated that interactive group response systems were purchased to allow students to immediately respond to teacher instruction, these systems were not observed in use in classrooms at the time of the review.
 - District personnel indicated that teachers had been trained on the use of Mobi-View tablets, a touch screen, mobile interactive whiteboard that allows presenters to deliver content from anywhere in the classroom. At the time of the review, however, this technology was not observed in use in classrooms.
- B. Comments from district administrators, technology staff, board members and parents included:
 - “We are a little behind on using technology in the classroom, but we are on the right path.”
 - “We’re not using technology the best we can.”
 - During a focus group, parents stated that they find ProgressBook useful in monitoring the progress of their children, but teachers are not consistently keeping their ProgressBook sites up-to-date.

IMPACT: As a result of the inconsistent use of classroom instructional technology, students may not be able to show competency in using technology to conduct research, display their work and take assessments; teachers

may not be able to integrate the use of technology in classroom instruction; and district resources and expenditures may not be fully maximized.

2. A balanced system of formative and benchmark assessments is not currently in place to guide instruction.

- A. A review of the District Assessment Matrix, interviews and focus group discussions indicated the following:
- There is a lack of evidence of formative and benchmark assessments at the high school level.
 - Instructional personnel stated that there is not a formal benchmark assessment process in place in the area of mathematics; however, instructional coaches have developed assessments for each unit of study in mathematics for grades K-8.
 - A review of district assessment reports and interviews with district personnel indicated that assessments being used in literacy and writing in grades K-8 are primarily benchmark assessments. Some formative assessments, such as Running Records, are used in the Literacy Framework for grades K-5, however, at the time of the review, district personnel stated that "formative assessments are a work in progress."
- B. District personnel indicated that there is not a benchmarking assessment system in place for grades K-11 that uses a computerized system of adaptable tests that are given three-four times per year to measure student achievement, progress and growth.
- C. District personnel reported that a traditional paper report card is being used to report student progress in grades K-5, and that there is currently not an elementary standards-based report card in place at these grade levels.

IMPACT: Without a balanced and consistent system of formative and benchmark assessments to guide instruction, teachers may be unable to monitor student progress and provide differentiated instruction, intervention and enrichment strategies to improve student growth.

3. Teachers and building administrators are not accessing and utilizing value-added data from the Ohio Educational Value-Added Assessment System (EVAAS) for instructional decision making.

- A. According to interviews, focus group discussions, a review of documents and professional development records, teachers have not logged into the EVAAS system and reviewed value-added student growth data during the 2015-2016 school year.
- At the time of the review, district personnel indicated that principals have been provided with data on annual measurable objectives (gap closing) and value-added measures, however, according to a review of the district's professional development sessions, teachers have not had formal, value added training since August 2014.
 - Teachers have not accessed the various online reporting features of the EVAAS system that help inform student growth, such as diagnostic reports with subgroup performance, decision dashboards and projection summaries.
 - Comments by teachers, building administrators and district personnel were varied and not consistent in identifying the key action steps that were implemented across the district that resulted in earning a letter grade of "A" for Progress (value-added) on the 2014-2015 local report card.
- B. District personnel reported that building administrators inconsistently use the Secure Data Center to analyze state assessment results, annual measurable objectives (gap closing) and other student performance data.

IMPACT: As a result of not accessing and utilizing current student growth data and reports from the Ohio Educational Value-Added Assessment System, teachers, principals and school data teams may be unable to

make decisions about instruction, intervention for at-risk students and the growth of students in all disaggregated groups.

Human Resources and Professional Development

1. The district is not following the Ohio Teacher Evaluation System with fidelity.

- A. The Ohio Teacher Evaluation System consist of two parts. First, teacher performance includes student understanding, knowledge of the content they are teaching, understanding of assessment design, creating a positive learning environment, collaborating with others and professional growth. Second, student growth or what students learn over time with a teacher, makes up the second portion of a teacher's evaluation.
- The results of both components are used to create a final or summative evaluation rating for the teacher. The Ohio Teacher Evaluation System ratings are accomplished, skilled, developing and ineffective.
 - Based upon a review of 50 randomly selected teacher personnel files:
 - Seventeen or 34 percent of files did not contain information to explain how a final evaluation rating was determined.
 - The files reviewed did not include information regarding the results of student growth, which constitutes 50 percent of each teacher's evaluation.
 - The evaluation forms only contained the summative page, which provides the final rating of the teacher's performance and signatures of the teacher and evaluator. Details regarding the strengths and challenges of the individual's performance, however, are not provided to give guidance for the teacher's professional growth.
 - A document provided by the Human Resources Office listed teacher performance ratings and their student growth ratings, which showed a final summative rating. Of the 367 teachers listed:
 - Forty-four or 12 percent were given the highest rating of accomplished; 233 or 64 percent received a skilled rating; 89 or 24 percent received a developing rating; and fewer than two percent of teachers received an ineffective rating, the lowest rating.
 - At the time of the review, the district has not conducted additional training for evaluators to establish common criteria or recalibration for the four ratings to provide consistency in evaluating teachers.
 - The 2014 district report card indicates that the district earned an F for achievement (percentage of students passing the state tests) and student progress score (student growth). The student growth information accounts for 50 percent of teachers' evaluations during 2013-2014, which may be inconsistent with the percentage of teachers at the accomplished and skilled rating levels.
- B. According to interviews, building principals were given district protocols for instructional rounds by senior staff along with training on their use. Instructional rounds, or walk-throughs, are opportunities for evaluators to spend approximately 10 minutes observing a teacher in a classroom setting to provide feedback on an identified instructional practice that all teachers must exhibit in their practice.
- Instructional rounds are one part of the evaluation process that also includes pre- and post-conference meetings and extended classroom observations of 30 minutes or more. The brief observations provide additional information in determining the teacher performance rating of the evaluation process.

- Walk-through data collected over a three-month period, according to the assistant superintendent's office, indicated variances across grade levels both in the number and frequency of walk-throughs.
 - Teacher focus group participants indicated that they received final ratings without any walk-through data. The walk-through data provides feedback to better inform the evaluator about a teacher's performance.
 - State Support Team 5 confirmed in a written audit report of building leadership teams, "There is a lack of consistency in what was to be the focus [identified instructional practice for all teachers] in walkthroughs."
- C. Leadership from the teachers' unions indicated some members reported to them that evaluators often didn't follow procedures including observations, walk-throughs and pre-conferences, which are all part of the Ohio Teacher Evaluation Process in determining a teacher's final summative rating for the year.
- D. At the time of the review, there was no evidence presented of a process or procedure to address teachers that receive multiple "ineffective" ratings as their final summative rating in the evaluation process.

IMPACT: When the district does not have a teacher evaluation system that is followed with fidelity, teachers may not receive the appropriate professional development and support to allow them to improve instruction and better meet the needs of students.

2. The district does not provide opportunities for collaboration and participation in the selection and assignment of staff.

- A. In interviews with principals and assistant principals, they indicated that they are not consistently provided with opportunities to participate in interviews of candidates assigned to fill openings in their respective buildings.
- B. Interviews with district staff and teachers revealed that the superintendent has usually conducted interviews to hire new teachers.
- Senior leadership indicated that teachers were "hired for Warren City Schools, not for a specific building opening." Once teachers are hired, they are assigned by the superintendent prior to the beginning of the school year.
 - During interviews with building principals, they indicated that new hires were assigned to buildings just prior to the beginning of school year, making it challenging for them to provide opportunities for the new hires to be properly inducted into the school, staff and community.
 - In an interview with leadership from teachers' unions, they indicated that the hiring process occurs at the central office without involvement of the teaching or building administrative staff.
- C. At the time of the review, there was no evidence provided that suggests that the district has a plan to specifically involve building-level staff in the recruitment, selection or assignment of teaching staff in the future.

IMPACT: When the district does not use a collaborative process to select professional staff, the district may miss opportunities to place appropriate candidates in assignments based on teacher strengths, teacher experience, content knowledge and pedagogical skills matched to student and building needs.

Student Supports

1. The district has not complied with the Ohio Department of Education's regulation regarding the submission of its comprehensive safety plan for the 2015-2016 school year.

- A. At the time of the interview with the district’s director of safety and from document reviews, the district had not submitted its comprehensive safety plan to the Ohio Department of Education.
- B. Based on document reviews, the district’s comprehensive safety plan had not been submitted to the Ohio Department of Education because the plan had not been reviewed by the local police and fire departments.

IMPACT: When the district is not in compliance with the Ohio Department of Education’s safety regulations, a safe and supportive learning environment for students and staff may not be maintained, which may affect academic achievement, student growth and have a negative effect on the school’s climate.

2. The district has not fully implemented tiered systems of support to address the academic, social and behavioral needs of students.

- A. According to interviews with the state support team and district staff, the district has not established a tiered system of supports to address the academic, social and behavioral needs of students.
 - Review of district and buildings school improvement plans for the 2016-2017 school year address goals, strategies, adult implementations and action steps to address the academic, behavioral, social emotional needs of all students but no formal plan is in place for the 2015-2016 school year.
- B. The lack of a tiered system of supports may be contributing to the number of students who are retained each year due to not earning enough high school credits to move to the next grade or students needing an alternative setting to meet their academic, behavioral and social emotional needs.
 - Document review and interviews with district staff reveal that the district has created six alternative programs: Raiders Online Learning; New Behavioral Alternatives; Willard Alternative; Monroe Center; Special Education Credit Recovery; and Warren G. Harding Credit Recovery.
- C. Document review and interviews with district staff indicate that there is not a districtwide progress monitoring tool to measure student progress to determine the level of support that is needed to meet students’ academic and behavioral needs within the tiered system of supports.

IMPACT: When the district does not have tiered systems of support that are based on instructional and behavioral tiers where staff engage in problem analysis and progress monitoring of student growth as the basis for identification and planning for academic, behavioral and social interventions and supports, then students’ academic, behavior and social emotional needs may not be met.

3. There is not a districtwide Intervention Assistance Team process that is implemented consistently in all schools.

- A. According to interviews with district staff, the Intervention Assistance Team Referral Forms and protocol are not being used consistently across the district.
 - Although the district has a brochure titled, “Understanding the IAT Process, A Teacher’s Guide for the IAT Process” which provides the purpose of an Intervention Assistance Team and addresses questions and answers about the process, the interviewees shared different processes on how they implemented the Intervention Assistance Team model.
 - According to interviews with district staff, professional development and training on the Intervention Assistance Team process and use of forms and protocol have not occurred consistently in district schools. Staff shared the following:
 - “There is a misunderstanding of the Intervention Assistance Team process in that teachers believe that the Intervention Assistance Team meeting is for special education.”
 - Staff has limited knowledge of interventions.
 - “I don’t have enough data to support that interventions have been tried, nor the effectiveness of those interventions.”

- “Interventions that are brought to the meeting are not researched-based.”
- B. According to interviews in district staff focus groups, there is not a consistent timeline from identification of a student’s need to the provisions of intervention and support.
 - Document reviews indicate that the district has no decision framework to collaboratively problem-solve to identify interventions, determine solutions in measurable terms and move on to the next tier of support so that interventions can be developed, monitored and data collected.
- C. According to interviews with special education staff from different schools, there is inconsistency in the types of data that are collected and brought to the intervention assistance team meetings, which makes it difficult to know where a student is currently performing.
- D. School psychologists reveal that data that are brought to the Intervention Assistance Team meetings have not been implemented by staff long enough to determine the effectiveness of the interventions.

IMPACT: When there is not a districtwide Intervention Assistance Team process in place that is designed to identify interventions that can be implemented successfully in the general education classroom, students’ academic, behavioral and social needs may not be met with success. Students could be referred for special education testing faster because interventions are not in place. This could result in an over-identification of students with disabilities.

4. The district’s four-year graduation rate has declined as reported on the state school report card and is below the state average and similar districts.

- A. After reviewing the 2014-2015 district’s school report card, the four-year graduation rate for the class of 2014 was 74.3 percent, which is a grade of an “F,” and the five-year graduation rate for the class of 2013 is 82.6 percent, which is a grade of a “D.” The four-year graduation rate for the 2013-2014 school year was slightly higher with a percentage rate of 76.2.
 - According to high school teachers and counseling staff, at least 38 students are retained in the ninth grade each year because they do not make the credits to move to the next grade level.
 - District staff reports that when students do not make the credit to move from ninth grade to tenth grade, students are moved from the high school to the alternative schools to recoup credits.
 - According to the high school’s discipline total summary reports for the 2013-2014 school year and 2014-2015 school year, there are high numbers of incidents for truancy/tardiness and out-of-school suspensions.
 - There were 787 truancy/tardiness incidents during the 2013-2014 school year. The highest truancy/tardiness incidents (504) occurred with ninth grade students. There were 906 incidents of out-of-school suspensions, with the highest incidents of out-of-school suspensions (582) occurring with ninth grade students.
 - As of March 31, 2016, there were 850 truancy/tardiness incidents during the 2015-2016 school year. The highest truancy/tardiness incidents (384) occurred with ninth grade students. There were 600 incidents of out-of-school suspensions, with the highest incidents of out-of-school suspensions (338) occurring with ninth grade students.
 - Document reviews of students with disabilities who dropped out of school during the 2013-2014 school year reveal that 33 students were withdrawn for nonattendance and never enrolled in another school. Based on the data reported, these students were identified as dropouts.
 - Based on minutes from the high school student services teacher-based teams, staff reports that it is difficult to share failure data with each student’s parents because parents do not access ProgressBook, the district’s electronic grade reporting module, nor do parents access the DRUND, which is the district’s communication vehicle for communicating with parents.

IMPACT: When the district does not graduate its students in four years, there may be a chance of students not remaining in school to graduate, which adds to society's ills because students who drop out of school are less likely to be employed, receive fewer job opportunities and have chronic unemployment — ultimately this has a negative effect on society as a whole.

Fiscal Management

1. The district does not effectively use funds to provide learning resources to meet the academic needs of its students.

- A. Classroom observations were conducted to view available resources such as textbooks, technology, supplemental curriculum materials, etc. A six-point scale with a rating system of 0-5 was used to record the observations. (see Appendix C.)
- Classroom visits were made to 16 rooms in two different buildings.
 - When observing the availability of textbooks and supplemental curriculum materials in the classrooms visited, the average rating was 0.67 to indicate that those items were not visible.
- B. Interviews with district administrators, building principals, middle school teachers' focus groups and teachers within visited buildings confirmed that they do not have textbooks to use in the classrooms.
- C. A review of the Ohio Department of Education FY14 District Profile Report showed that the district annual spending for instruction expenditures were less than other districts. Expenditures are as follows:
- Warren City expenditures per pupil were \$6,024.94.
 - Similar districts average expenditures per pupil were \$6,618.
 - Statewide average of local, exempted village and city district expenditures per pupil were \$6,362.

IMPACT: The lack of textbooks or other classroom aides available in the classrooms may require teachers to supplement the instruction with items that may not be aligned to Ohio's Learning Standards.

2. The district does not have a capital plan for replacement of equipment or repair of buildings.

- A. A capital plan describes the needs for equipment replacement in the district for the next five years, which includes, but is not limited to, equipment used in the classrooms, equipment used for maintaining the buildings and grounds, vehicles and buses. The capital plan also includes areas that will need to be repaired over the next five years which include, but are not limited to, roof replacements, asphalt replacement and flooring replacement.
- In interviews with the operations and fiscal departments, all agreed that there is not a written plan for capital outlay throughout the district. They state that they all know approximately what needs to be completed; however, there is nothing in writing.
 - The operations department shared that planning for any equipment purchases and repairs only considers the 2015-2016 fiscal year, but does not include any long-range spending projections.
 - The technology department stated that there is a plan for equipment replacement; however, actual costs for replacements are not included in the plan.
- B. Since there is no written capital plan, according to staff interviews, when an emergency replacement or repair of building equipment is needed, the operations and fiscal staff have to determine the funding source, which could decrease other funding areas.
- A discussion of special projects and capital improvements with the operations department revealed that there is no plan on how to fund special projects.
- C. The district does have a Permanent Improvement Fund that can be used as a Capital Plan fund for equipment repairs or replacements.

D.

IMPACT: When the district does not have a written Capital Plan that is long-term and aligns with the needs of the district, urgent repairs and equipment needs may alter the district's five-year forecast and appropriations and decrease opportunities to meet the academic and safety needs of students.

Warren City School District Review Recommendations

Leadership, Governance and Communication

1. Develop a process to measure the effectiveness and impact of the services provided by external partners.
 - Identify an individual at each school to champion the evaluation of the services provided by external partners to measure the effectiveness of their services.
 - Identify students served by each external partner and document the academic progress of these students. Conduct focus groups and interviews with these students to possibly uncover strengths and weaknesses of activities and programs.
 - Examine the students' academic performances, specifically value-added or formative assessment data, of students that are regularly attending activities sponsored by external partners.

BENEFIT: By having a process in place to measure program and service effectiveness, the district can make informed decisions regarding the strategies or activities provided by external partners. If metrics or evidence suggest a positive impact of external services, the district may replicate or increase those services. However, if metrics suggest services are not having a positive impact, the district may collaborate with partners to improve services or the district may determine that an ongoing partnership is not aligned with the needs and goals of the district.

2. Create opportunities for district personnel and community stakeholders to provide formal feedback to the district regarding improvement initiatives and perceptions of progress toward district goals.
 - Review present collective bargaining agreement language regarding shared decision-making. Open dialogue with the teachers' association to determine potential enhancements to collective bargaining agreement language that may promote a stronger partnership between administration and teachers. Specifically, provide language that precisely identifies how teachers play a role in school-level and district decision making.
 - Ensure that an effective Shared Decision Making Committee is fully operational and effective at each school.
 - Consider implementing district-sponsored surveys to all school personnel at least once per school year to assess staff culture, solicit priority improvement needs and to identify barriers that may be impacting school personnel's ability to do their jobs. Investigate an anonymous online survey as a low-cost opportunity to solicit community-wide feedback on district improvement efforts and on how community stakeholders could support district efforts.
 - Assess the value of having 44 individuals on the district leadership team. Such a large team may not be conducive to effective collaboration and decision making. A smaller team of maybe 15-20 individuals, with 50 percent teacher representation, may allow the voices and perspectives of the entire team to be heard.
 - Determine meaningful opportunities for teachers to participate in the selection process of incoming teachers to their schools.

BENEFIT: When teachers feel empowered and they have an important voice in decision making, teachers may become more invested in school and district improvement efforts. Teacher commitment, especially in a setting where significant improvement is needed, may be a pivotal aspect of reaching district goals.

Curriculum and Instruction

1. Create a committee of teachers and administrators representing grade bands to select curriculum materials that are aligned to Ohio's Learning Standards.

- Provide professional development for the use of all materials selected to align with Ohio’s Learning Standards.
- Create a process for ensuring consistent use of adopted materials.
- Monitor the delivery of the curriculum by all instructional staff.
- Annually evaluate and update selected materials.

BENEFIT: Having curriculum materials and resources that are fully aligned to Ohio’s Learning Standards will provide teachers in the district with the necessary tools to craft lessons and deliver instruction aligned to the standards and may result in increased academic achievement.

2. Implement a tiered system of supports for all students.
 - Identify and provide the training needed to allow Intervention Assistance Teams to fully function to provide students the necessary supports that can result in increased learning.
 - Provide professional development on research-based interventions.
 - Develop a compendium of research-based interventions that will provide teachers resources on skill development for individual student’s needs.
 - Provide professional development in data collection and progress monitoring which, may enable teachers to determine if students are making progress.

BENEFIT: By fully developing and implementing a tiered system of supports driven by student performance data, all students can be provided with an approach to prevention and remediation of learning or behavioral challenges.

Assessment and the Use of Data

1. Ensure that teachers are provided with professional development on the integration of classroom technology into daily instruction.
 - Create a data monitoring and classroom walk-through process to measure the use of classroom technology by students and its impact on student growth.

BENEFIT: By having access to instructional technology as part of their daily classroom instruction, students may be engaged in rigorous learning opportunities to build 21st century skills such as critical thinking and digital literacy in order to thrive in today’s world, and the district’s allocation of resources for classroom technology will be fully utilized and justified.

2. Develop and implement a balanced system of formative and benchmark assessments for all grade levels.
 - Provide consistent and ongoing professional development throughout the district on the Formative Instructional Practices (FIP) model and the use of these assessments in designing high-quality instruction. Develop data analysis and classroom observation tools to ensure the fidelity of implementation of the FIP model and the impact of this assessment model on student growth.
 - Create a district assessment advisory committee to coordinate the development, implementation and analysis of all local and state assessments that includes representation from administrators, school improvement personnel, instructional coaches and grades preK-12 teachers.
 - Provide professional development and implement a benchmarking assessment system for grades K-11 that uses a computerized system of adaptable tests, given three-four times per year, to ensure a consistent measurement of student growth and progress toward Ohio’s Learning Standards.

BENEFIT: By using a balanced system of formative and benchmark assessments and by making decisions based on common assessment data, teachers may be able to provide differentiated instructional practices and intervention strategies to ensure the growth of all students.

3. Ensure that teachers are provided online access, yearly professional development and multiple follow-up sessions during the school year to examine value-added data, student growth measures data and results from Ohio's new American Institutes for Research (AIR) state assessments.

BENEFIT: By giving teachers full access to online data tools, value-added data, state assessment reports and student growth measures data, a culture and foundation of data literacy may be established in the school district. With the implementation of the new AIR testing and the expansion of value-added measures into the high school, teachers may be able to use technology to access and review student performance data on a monthly basis to inform their instruction.

Human Resources and Professional Development

1. Develop and implement a systematic process for annual evaluations.
 - Schedule a recalibration process annually that brings all of the district's evaluators together to review, and agree upon, the criterion for each of the four rating levels and develop inter-rater reliability. It may be of benefit to the district to use an Ohio Department of Education certified trainer.
 - Identify and select a district-level administrator that would be responsible for oversight of the Ohio Teacher Evaluation System (OTES) and the Ohio Principal Evaluation System (OPES) in the district.
 - Deliver professional development on the creation of student learning objectives.
 - Provide the district student learning objectives committee with continuous training to ensure growth measures reflect rigor and follow Ohio's Learning Standards. The student learning objectives committee reviews and approves the teacher-developed assessments given to students at the beginning of instruction and at the conclusion of instruction in the course, over time, to identify how much students have learned.
 - Include student growth measure information in teachers' personnel files, along with their teacher performance ratings. This could provide a common repository for a teacher's growth over his or her tenure in the district.

BENEFIT: Utilizing the evaluation process uniformly across the district may provide a better understanding of the strengths and challenges of the professional staff and may allow for better alignment of resources to identify best practices to better serve the needs of the students.

2. Create a culture of collaboration in the selection and assignment of new staff.
 - Design and implement a detailed plan for human resources that includes the collaborative role of building leadership across the district in the hiring process. Include in the plan a recruitment process that attracts a diverse group of applicants and objective screening and selection processes.
 - Refine the induction process of new hires to provide more support from current staff once selections and assignment have been made.

BENEFIT: Having a written, defined hiring process for the district may allow for more appropriate selection and assignment of new staff that could better meet the needs of all learners.

Student Supports

1. Monitor and promote school safety.
 - Establish practices to create and sustain safe environments, procedures and plans.
 - Annually review the comprehensive safety plan in conjunction with the police and fire departments to ensure safety for students and staff within school buildings, and submit the safety plan to comply with the Ohio Department of Education's safety regulations.

- Ensure that every school has a high-quality building safety plan in place and that students and staff are prepared to follow it.

BENEFIT: When the district creates safe learning environments for all students and staff, then students and staff may feel a sense of security and be able to learn and teach in a positive environment conducive to learning.

2. Adopt and implement a districtwide multi-tiered system of supports that addresses both the academic and social/emotional/behavior needs of students, monitors students' progress and responds quickly to students' needs in order to increase academic achievement and student growth. Encourage collaborative action between the building leadership teams and teacher-based teams to accomplish the following:
 - Require all staff to participate in the initial tiered system of supports framework training and ongoing professional development to ensure that implementation is based on best practices and is executed properly and consistently across the district. Conduct training at the beginning of the 2016-2017 school year.
 - Establish school-based problem-solving teams in all buildings that will have access to schoolwide academic and behavior data to enable the team to make data-based decisions and to evaluate the effectiveness of interventions and fidelity of implementation.
 - Develop data-based decision rules at each tier so that school-based problem-solving teams have a systematic process that is consistently followed in determining actions to be taken on a case-by-case basis, i.e., whether the intervention should be continued; student response to the intervention; modify or develop new interventions; or move to the next tier.
 - Provide opportunities for school teams to collaborate and develop positive behavior incentives for students at all schools and in all grade levels. Document and evaluate positive behavior incentives given to students. Recognize and reward students for demonstrating positive behavior and academic performance.
 - Identify and begin using a universal screener and progress monitoring tool at each school to drive instruction and to determine when to start, continue, intensify or discontinue academic or behavioral interventions at each tier.

BENEFIT: Having a tiered system of supports based on a problem-solving model that looks at academic and behavioral data may ensure proper support for each student because schools are able to match more intensive instruction and resources to students with more intensive needs. Based on progress monitoring data, the district could acknowledge that instruction and/or social emotional issues, rather than student inability to learn, could be the reason why students are not learning and can put in place the right supports and practices to help students succeed in school.

3. Establish and implement teacher-based teams in all schools to address academics and behavior and follow the process with fidelity.
 - Provide training and ongoing professional development to all staff to increase knowledge and understanding of the Intervention Assistance Team process. Begin training at the start of the 2016-2017 school year. Use the existing intervention assistance team forms and brochure in the training and cover research-based materials and interventions and the importance of fidelity.
 - Create in each school a database of researched-based academic and behavioral interventions available within the school, district and community to identify gaps and additional resources needed to support all learners.
 - Develop an intervention tool kit in all schools that contains research-based interventions that address subject-area interventions that have proven to increase academic achievement and decrease negative behavior. This may be used as a resource tool for teachers when implementing interventions for their students.

- Establish an Intervention Assistance Team in each building. The composition of the team may be fixed or as flexible as necessary to complete the task; however, assure that the team always comprises the following:
 - The person requesting the assistance – an individual who works with the student or a parent.
 - Building principal or general education designee, a representative from the general education staff who has decision-making power.
 - General education teacher – individual to represent the general education instructional program.
 - Student support staff – representative from the support team area: guidance counselor; school social worker; English language learner teacher; school psychologist.

BENEFIT: When the district ensures that the Intervention Assistance Team process is implemented with fidelity in all schools and data collection and assessment activities for interventions are focused on the context in which the problem is occurring, then students at risk may receive interventions designed to accommodate their individual learning and behavior needs in the general education setting, without referral to special programs and services.

4. Develop and implement strategies to increase the graduation rate for the 2016-2017 school year.

- Continue to implement the credit recovery programs to help students who have credit deficiencies by making up courses on the computer-based software as soon as they do not pass a course.
- As indicated in documents that were reviewed, utilize the graduation task force to analyze current historical graduation data, identify probable root causes and create a plan to improve graduation rates.
- Monitor students who are not on track to graduate or who are at risk of not having enough credits to graduate. Review report data on students and develop a plan to communicate failures to parents. Communicate the plan to the teacher-based teams, building leadership teams and district leadership team.
- Continue to use the advisory periods, freshman boot camp and the after-school tutoring to support ninth grade students in helping them to get off to a good start and to keep them on track for graduation.
- Continue to offer Ohio Graduation Tests Intervention classes after school and during the summer for students who have not passed all or parts of the state test.
- Develop and implement strategies to improve student behavior to decrease the number of suspensions and expulsions of students.
 - Require all staff to participate in professional development on the tiered system of supports to improve student behavior beginning with the 2016-2017 school year.
 - Develop schoolwide expectations for student behavior and communicate the expectations to staff, students and parents.
 - Ensure that schoolwide expectations are consistently implemented by all staff.
- Continue the process of monitoring attendance on a quarterly basis and ensure that attendance expectations are communicated to all staff, students and parents.
 - Identify barriers to attendance and utilize the parent liaisons to connect families to school and community resources when appropriate.
 - Provide schoolwide incentives to improve student attendance.
 - Recognize students who have excellent attendance.
 - Review the district and school's attendance policy to make sure that they are being followed with fidelity.

- Collaborate with the Trumbull County juvenile court system to improve student attendance. Target students who are not regularly attending school with court intervention.

BENEFIT: When the district provides academic and behavior supports and intervention programs to address the needs of students who are at risk of not graduating from high school on time, the district's four-year graduation rate is more likely to increase and students may be more likely to continue to postsecondary education and training.

Fiscal Management

1. Establish a procedure to purchase textbooks annually.

- Create an annual schedule to purchase textbooks and curriculum materials by subject and grade levels that are aligned to Ohio's Learning Standards.
- Conduct an annual meeting of district curriculum administrators and building principals to review the established schedule and to decide on purchasing needs.

BENEFIT: By allocating funding for textbooks and other classroom aides the teachers may have additional time to allocate to students instead of using that time on finding materials that will align to the state standards.

2. Establish a capital plan committee that includes district staff from all administrative areas.

- Charge the committee with developing a written capital plan to outline the needs of the district for equipment, building repairs and preventive maintenance with priorities for the next five years.
- Review and update the plan annually.

BENEFIT: Having a capital plan may help the district determine funding needed each year that can be included in the five-year forecast and may prevent future, unforeseeable shortfalls of funds for needs of the district's students.

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

The review was conducted from April 4-8, 2016, by the following team of Ohio Department of Education staff members and independent consultants.

1. Claire Huff-Franklin, Director, Academic Distress Commissions and Education Reform
2. G. Eric Thomas, Leadership Governance and Communication
3. Joyce Smith, Curriculum and Instruction
4. Dr. Craig Phillips, Assessment and Effective Use of Data
5. Greg Sampson, Human Resources and Professional Development
6. Dr. Mari Phillips, Student Supports
7. Cindy Ritter, Fiscal Management

District Review Activities

The following activities were conducted during the review:

Interviews

- District superintendent
- Director of special education
- Technology coordinator
- School counselors
- Testing supervisor
- Data manager
- Director of state and federal programs
- EMIS data technician
- Facilities maintenance supervisor
- Accounting clerks
- Human resource department support personnel
- Payroll clerks
- Board of Education members
- Representatives of the teacher's association and non-certified association: both presidents and four other representatives
- District leadership team
- Director of Business Operations
- Treasurer
- Instructional coaches
- State Support Team 5
- Supervisor of community outreach
- School psychologists
- Executive director of Curriculum and Instruction
- Associate superintendent

Focus Groups

- Elementary, middle and high school teachers
- Building principals and assistant principals
- Newly hired teachers
- Students

- Parents
- External partners of the district that included behavior and mental health partners, county foundation, local community college dean, local business partners and government officials

Onsite Visits

- Building observations
- 69 classrooms observations at all school levels

Warren City Site Visit Schedule
Day 1—Monday, April 4, 2016

Location 1:	Team workroom	Location 2:	Meeting room at central office (for 6-8)	Location 3:	Another meeting room at central office
<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
7:30-7:45	ODE DRT Team Meeting (Tech Lab)				
7:45-8:00	Orientation with District Leaders				
15-9:30	Student Support Interview Location: Community Room Special Ed. Supervisors SS and C&I	8:15-9:30	Leadership/FM Interview Location: Executive Library Superintendent Treasurer Executive Director, Business Operations FM, LG&C	8:15-9:30	Assessment & Data Interview Location: Green Room Associate Superintendent EMIS Coordinator Executive Director of Curriculum, Instruction and Testing Data Coordinator Supervisor of Technology HR/PD, A&D
9:30-11:00	Assessment & Data Interview Location: Green Room Executive Director Technology Computer Technicians A&D, SS	9:30-11:00	Leadership & Governance Interview Location: Exec. Library <u>Local Officials</u> Mayor of Warren City Safety Service Director Chief of Police LG&C, FM	9:30-11:00	HR & PD Interview Location: Community Room Superintendent Executive Director, Curriculum and Instruction HR/PD, C&I
11:00-12:15	DRT Working Lunch				

Location 1:	Team workroom	Location 2:	Meeting room at central office (for 6-8)	Location 3:	Another meeting room at central office
Time	Activity	Time	Activity	Time	Activity
12:15-1:45	Student Support Interview Location: Exec. Library State Support Team 5 SS, HR/PD	12:15-1:45	FM Interview Location: Community Room Executive Director, State and Federal Programs, Exec. Dir. of State & Federal Programs/Technology Superintendent of Community Outreach and Grant Development, Technology staff member FM, LG&C	12:15-1:45	Curriculum & Instruction Interview Location: Reading Recovery Academic Coordinators C&I, A&D
1:45-2:15	Doc Review (Team Work Room) ALL DRT MEMBERS				
2:15-3:30	Leadership & Governance Interview Location: Exec. Library Supervisors of School Improvement Associate Superintendent Executive Director LG&C, A&D	2:15-3:30	Student Support Interview 1 Location: Community Room Supervisors of Community Outreach SS, FM, C&I	2:15-3:30	HR/Professional Development Interview - Focus on PD Location: Green Room Union President HR/PD
3:30-4:00	Team Debrief (Team Work Room) ALL DRT MEMBERS				
4:00-5:00	Principal Focus Group Location: Community Room Grades K-5 Administrators C&I, A&D	Principal Focus Group Location: Green Room Grades 6-8 Administrators HR/PD, FM		Principal Focus Group Location: Exec. Library High School Administrators LG&C, SS	
5:30-7:00	Parent and Community Member Focus Group Location: (Tech Lab) Same as DRT work space. ALL DRT MEMBERS				

Site Visit Schedule
Day 2—Tuesday, April 5, 2016

Location 1:	Team workroom/ selected classrooms	Location 2:	Meeting room at central office (for 6-8)	Location 3:	Another meeting room at central office
Time	Activity	Time	Activity	Time	Activity
8:00-8:30	DRT Meeting (Work Room) ALL DRT MEMBERS				
<u>8:30-9:15</u>	FM Interview Location: Community Room Finance Staff Fiscal Accountant Report Clerk Disbursement Clerk Payroll Clerk Payroll Clerk FM	8:30-10:00	Leadership & Governance Interview Location: Exec. Library Director of Communications Transportation Coordinator Safety Coordinator LG&C, SS	8:30-10:00	Assessment & Data Interview Location Green Room Data Manager EMIS Data Technicians C&I, FM (9:15-10:00)
8:30-10:00	Document Review: Personnel Files HR/PD				
10:15-11:30	Leadership & Governance Interview Location: Exec. Library Supervisor, Plant, Maintenance and Warehouse Maintenance staff member Transportation staff member Food Service staff member LG&C, FM	10:15-11:30	Student Support Interview Location: Tech Lab Psychologists SS, A&D	10:15-11:30	HR/PD Interview Location: Community Room HR Support Staff Classified Secretary Certificated/Licensure Secretary Employee Benefits Representative HR/PD, C&I
11:30-12:00	DRT Document Review				
12:00-1:00	DRT Meeting/Working Lunch (Team Work Room) ALL DRT MEMBERS				
1:15-2:15	Student Focus Group K-5 (max 10 students) Location: Community Room C&I, FM	1:15-2:15	Student Focus Group Grades 6-8 (max 10 students) Location: Tech Lab HR/PD, A&D	1:15-2:15	Student Focus Group High School (max 10 students) Location: WGH; Room TBD LG&C, SS
3:00-4:00 HR/PD Interview	FM Interview Location: Green Room Exec. Dir., Special Ed	3:00-4:00	<ul style="list-style-type: none"> • Leadership & Governance 	3:00-4:00	<ul style="list-style-type: none"> • Curriculum & Instruction

Location 1:	Team workroom/ selected classrooms	Location 2:	Meeting room at central office (for 6-8)	Location 3:	Another meeting room at central office
<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
Location: Community Room New Hires HR/PD	Exec. Dir., C&I FM 3-3:40		<ul style="list-style-type: none"> • Interview • Location: Exec. Library • • Union President • Union Representative • • LG&C, SS • FM 3:40-4:00 		<ul style="list-style-type: none"> • Interview • Location: Tech Lab • Instructional Coaches • Site Coordinator, Reading Recovery • • C&I, A&D
5:00-6:00	Community Partners Focus Group Location: Tech Lab-Needs to be different than DRT work room. All DRT MEMBERS				
6:00-7:30	Proposal for DRT Dinner Location TBD				

Site Visit Schedule
Day 3—Wednesday, April 6, 2016

Location 1:	Team workroom/ selected classrooms/ location for focus group	Location 2:	Meeting room at central office (for 6-8)/selected classrooms	Location 3:	Another meeting room at central office/ location for focus group
<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
8:30-8:45	DRT Meeting (Team Work Room) ALL DRT MEMBERS				
8:45-10:15	Student Support Interview Location: Tech Lab Counselors (max 10 participants) SS, A&D	8:45-10:15	Leadership & Governance Interview Location: Exec. Library Educational Service Center Representatives LG&C, FM	8:45-10:15	Curriculum & Instruction Interview Location: Community Room Educational Assistants (max 10 participants) C&I, HR/PD
10:30-11:30	Classroom Visits	10:30-11:30	Classroom Visits	10:30-11:30	Classroom Visits

Location 1:	Team workroom/ selected classrooms/ location for focus group	Location 2:	Meeting room at central office (for 6-8)/selected classrooms	Location 3:	Another meeting room at central office/ location for focus group
Time	Activity	Time	Activity	Time	Activity
11:30-12:45	DRT Meeting/Working Lunch				
1:15 – 2:15	Classroom Visits	1:15 – 2:15	Classroom Visits	1:15 – 2:15	Classroom Visits
2:45 – 3:45	Teacher Focus Group High School LG&C, SS (max 10 participants) Location: WGH Room TBD	2:45 – 3:45	Teacher Focus Group Middle School HR/PD, FM (max 10 participants) Location: Tech Lab	2:45 – 3:45	Teacher Focus Group Elementary C&I, A&D (max 10 participants) Location: Community Room
4:00 – 4:30	DRT Meeting (Team Work Room) ALL DRT MEMBERS				
4:30 -5:30 (flex time to meet district needs)	Board of Education Interview Location: Community Room President Vice President LG&C, C&I	4:30 -5:30 (flex time to meet district needs)	Board of Education Interview Location: Green Room Board Member Board Member FM/A&D	4:30 -5:30 (flex time to meet district needs)	Board of Education Interview Location: Exec. Library Board Member HR/PD, SS

Site Visit Schedule
Day 4—Thursday, April 7, 2016

Location 1:	Team workroom/ selected classrooms/ location for focus group	Location 2:	Selected classrooms	Location 3:	Meeting room at central office/selected classrooms
Time	Activity	Time	Activity	Time	Activity
8:00-12:30	Classroom visits	8:00-12:30	Classroom visits	8:00-9:00	Assessment & Data Interview Location: Green Room A&D, C&I, FM (9:15-10:00)
12:30-2:00	DRT/ Working Lunch ALL DRT MEMBERS				
2:00-6:00	Emerging Themes Meeting (Team Work Room) ALL DRT MEMBERS				
6:00-7:30	Proposal for DRT Dinner Location TBD				

Site Visit Schedule

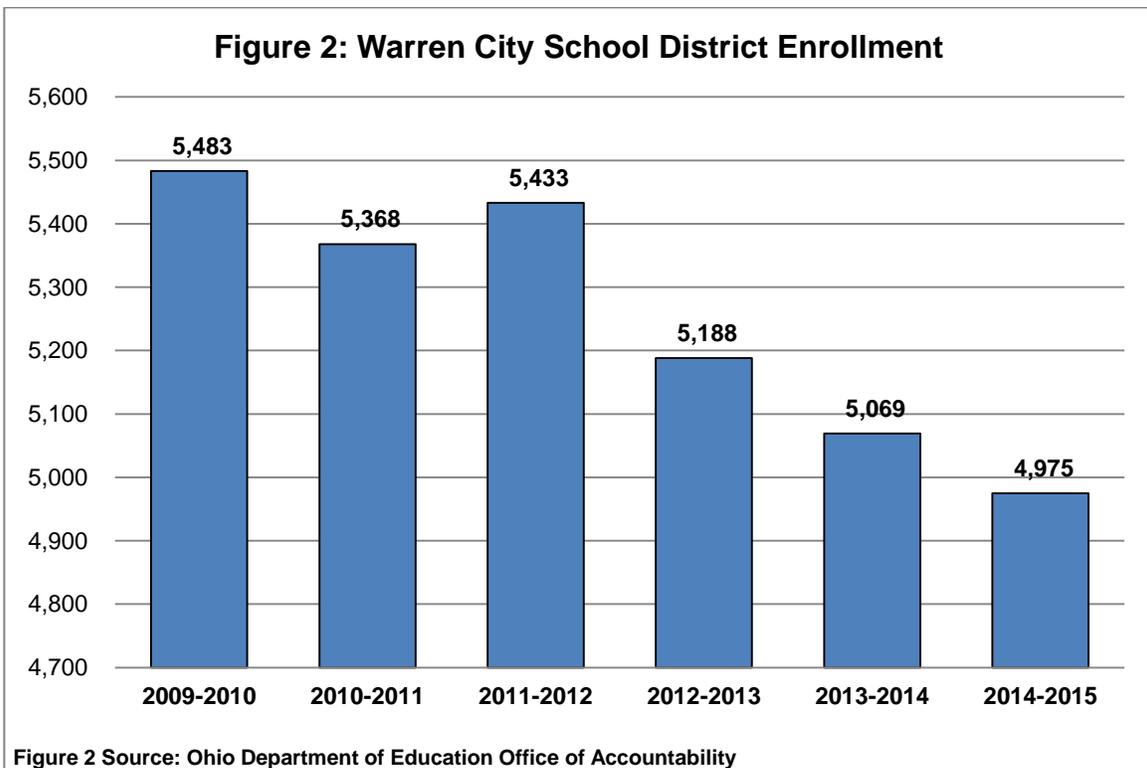
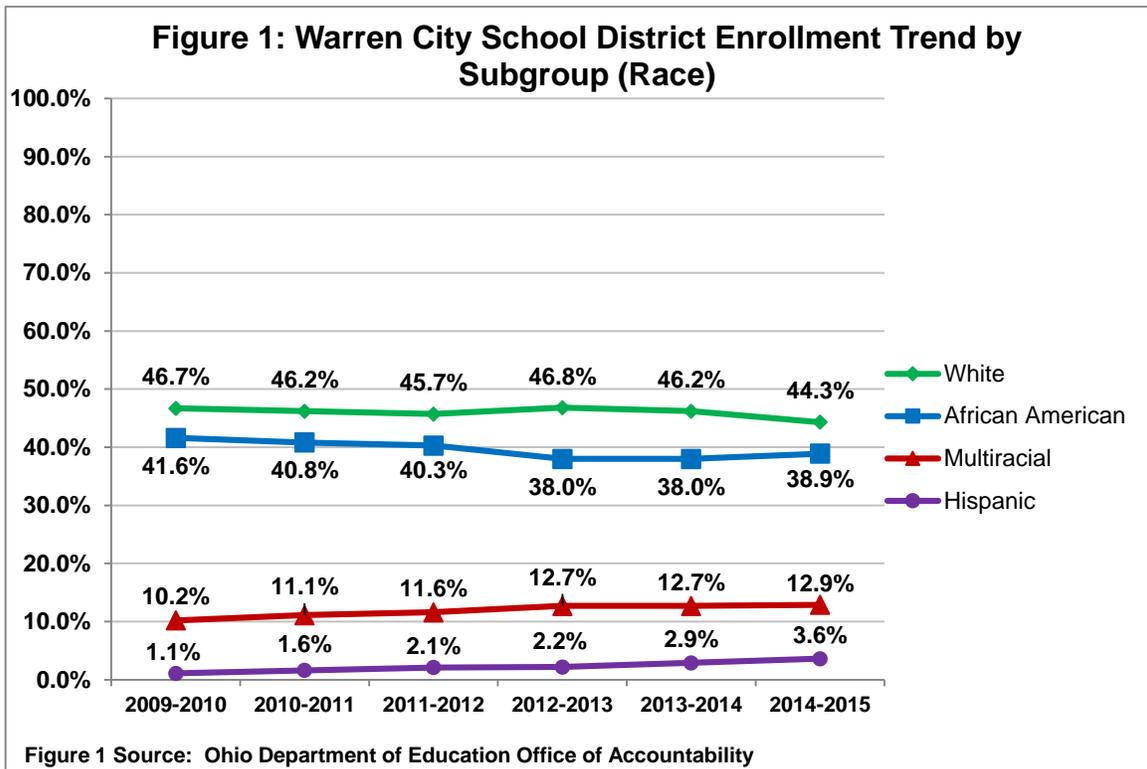
Day 5—Friday, April 8, 2016

Location 1:	Team workroom/ selected classrooms/ location for focus group	Location 2:	Selected classrooms	Location 3:	Meeting room at central office/selected classrooms
<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
9:30-10:30	DRT Final Meeting (Team Work Room) ALL DRT MEMBERS				
10:30-11:15	Meeting with Superintendent re Emerging Themes Location: Tech Lab ODE Representative and DRT MEMBERS				
11:30-12:15	Meeting with leadership team re Emerging Themes Location: Tech Lab ALL DRT MEMBERS				
12:15-2:00	Debrief/Next Steps Meeting (Team Work Room) ALL DRT MEMBERS				

Standards Key

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

Appendix B: Figures and Tables Related to Accountability



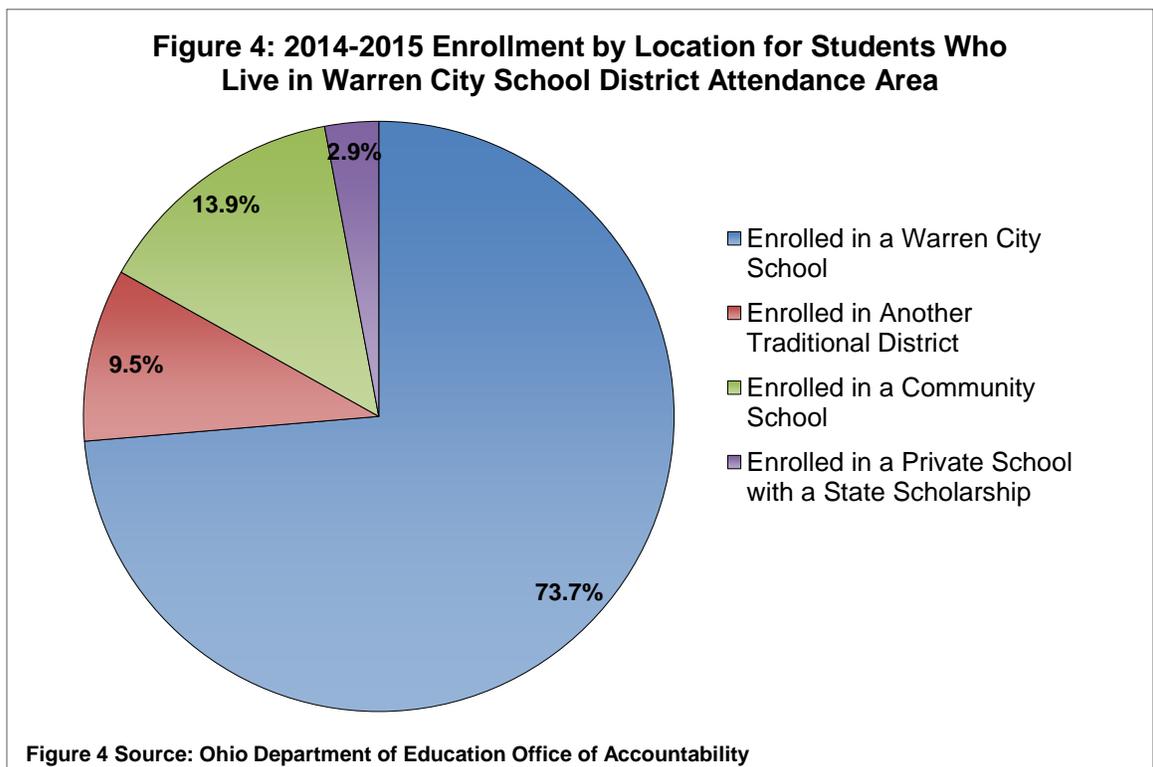
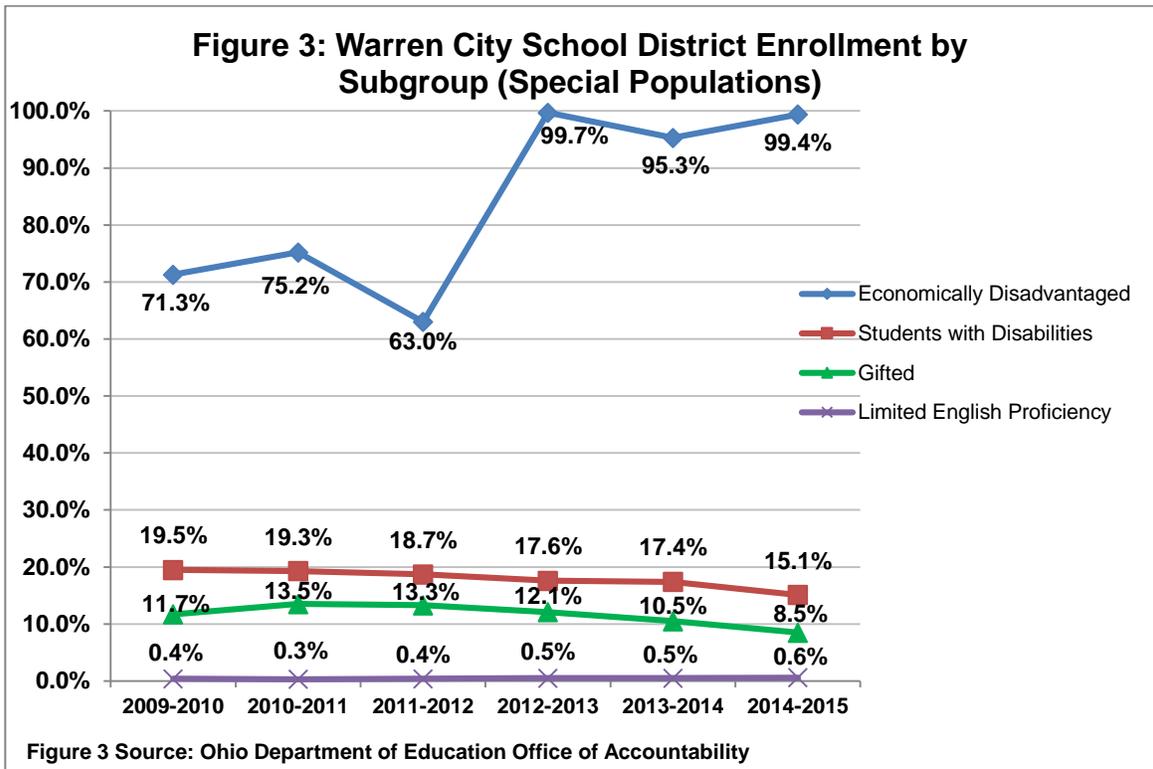


Figure 5: 2014-2015 Warren City School District Reading Passing Rates by Subgroup (Gap Closing)

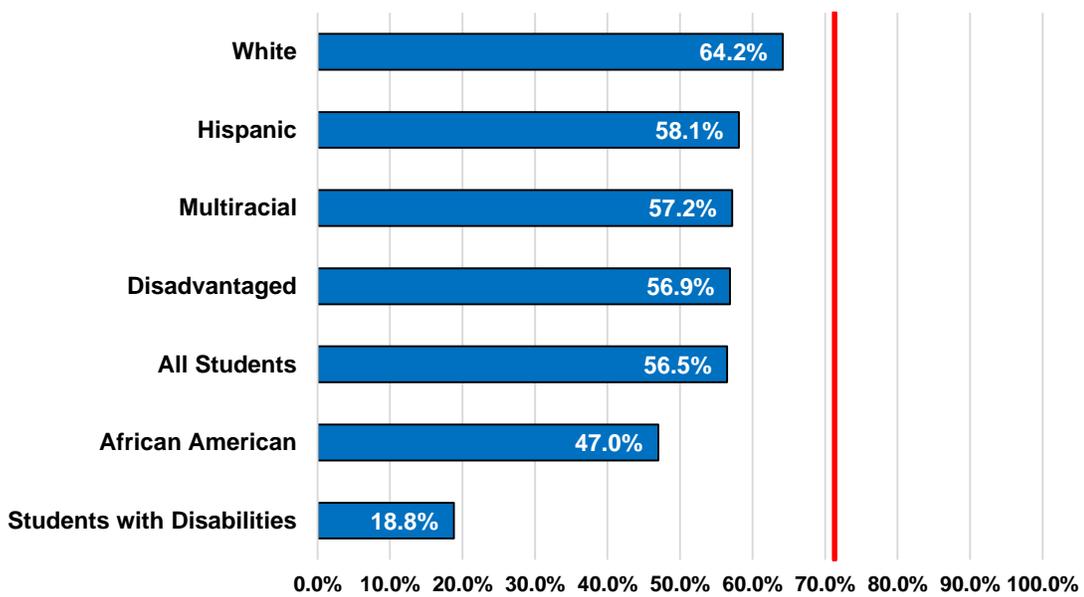


Figure 5 Source: Ohio Department of Education Office of Accountability

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

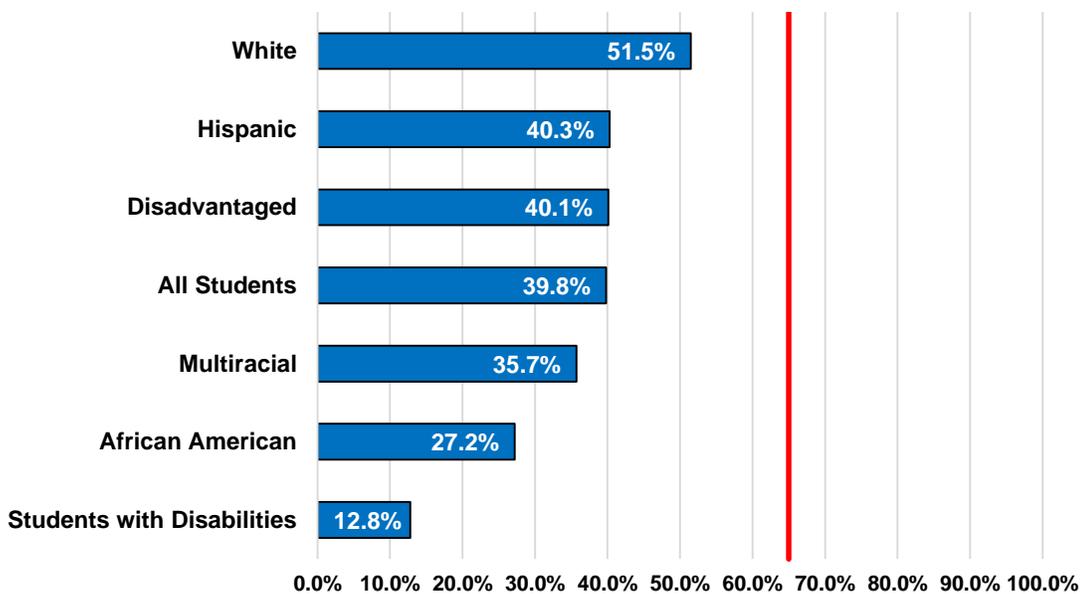


Figure 6 Source: Ohio Department of Education Office of Accountability

Figure 7: Warren Cty School District Reading Passing Rates by Subgroup

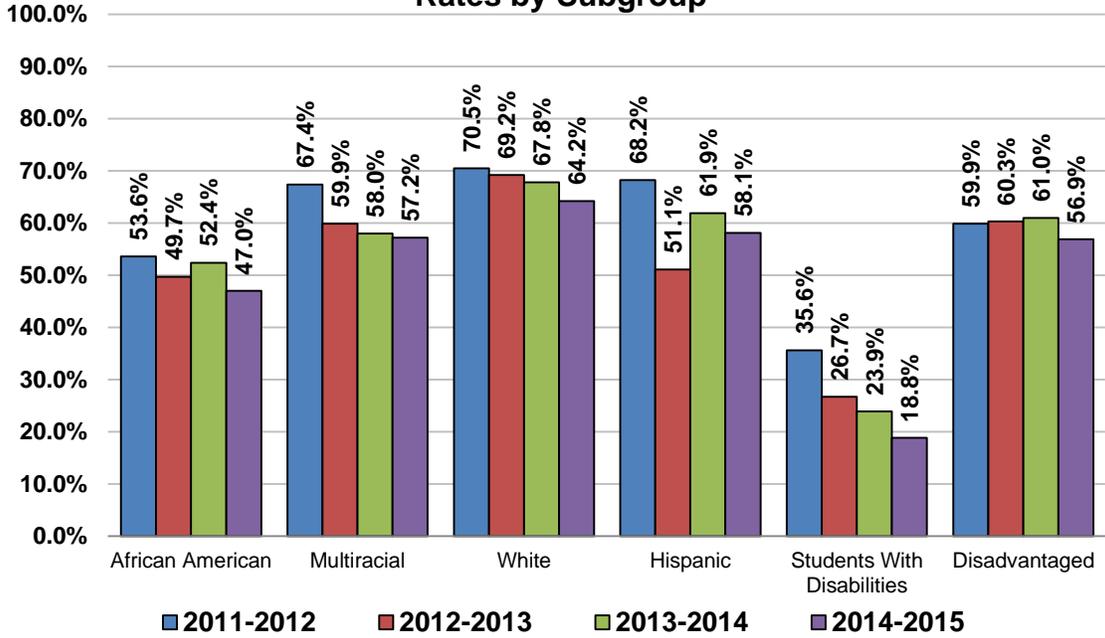


Figure 7 Source: Ohio Department of Education Office of Accountability

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

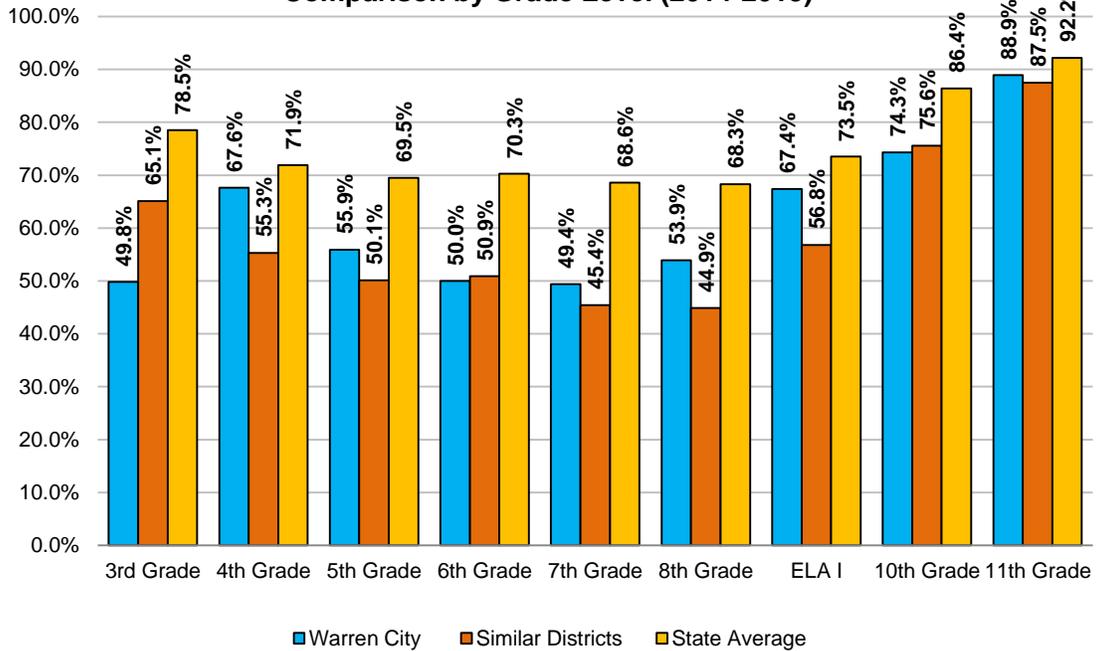
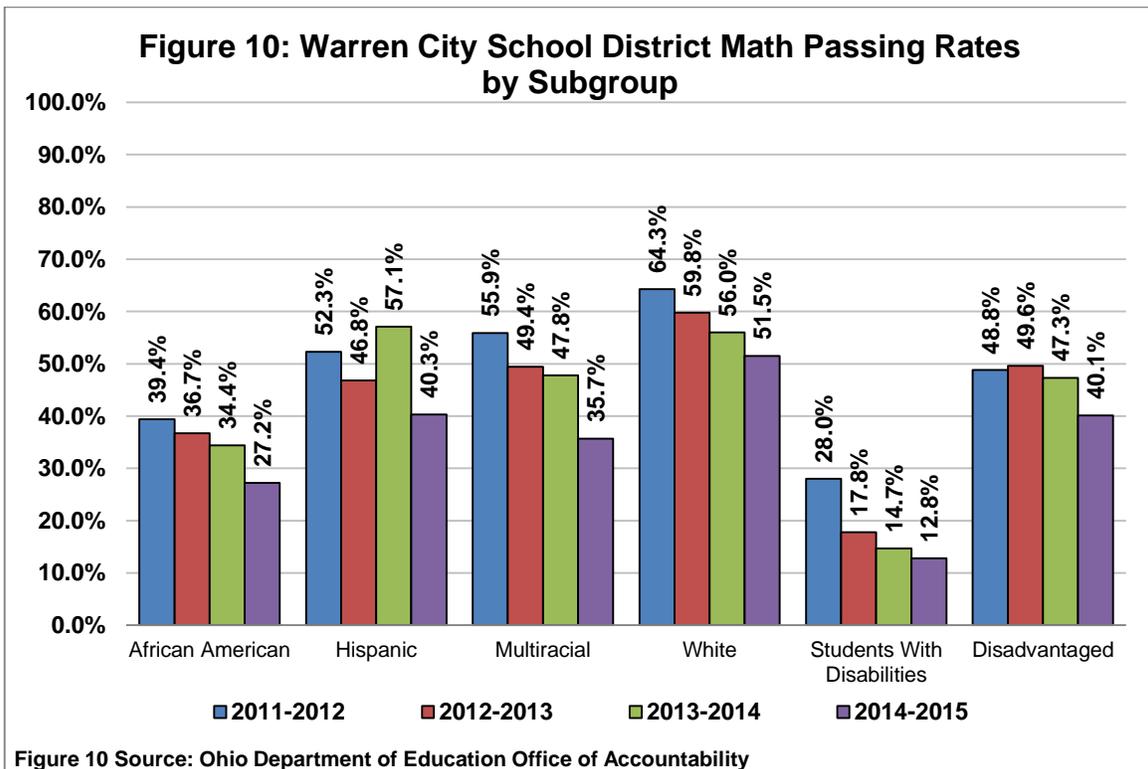
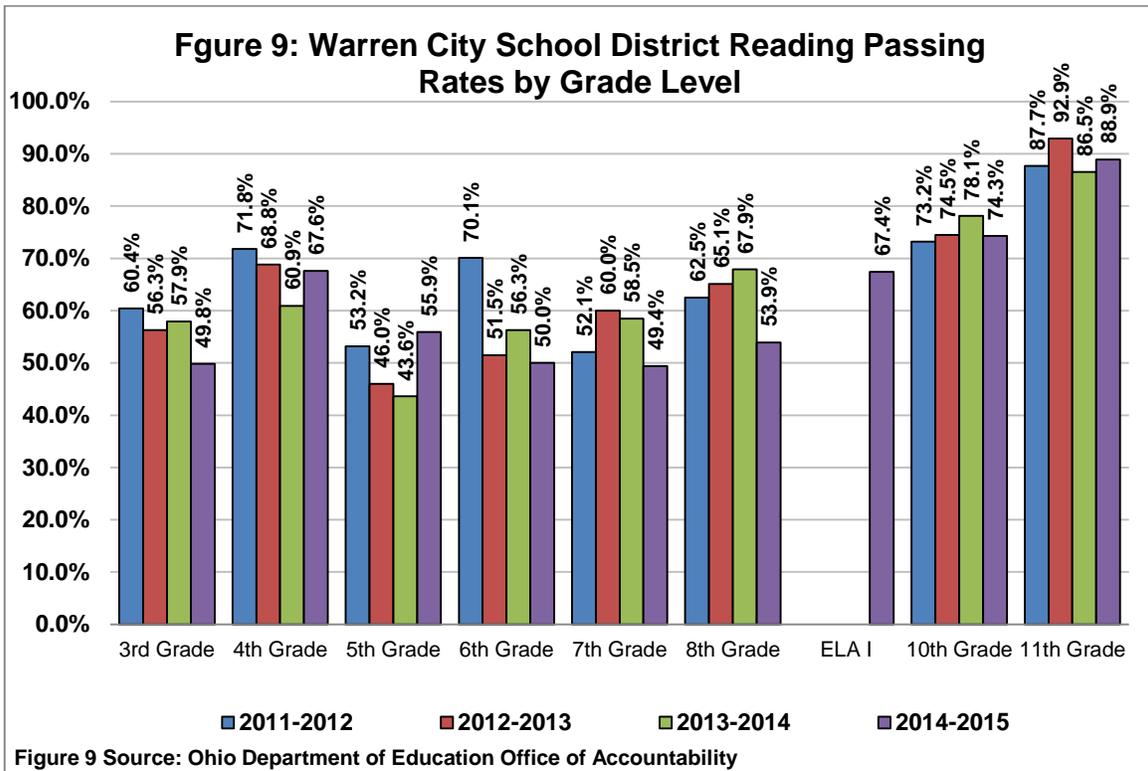


Figure 8 Source: Ohio Department of Education Office of Accountability



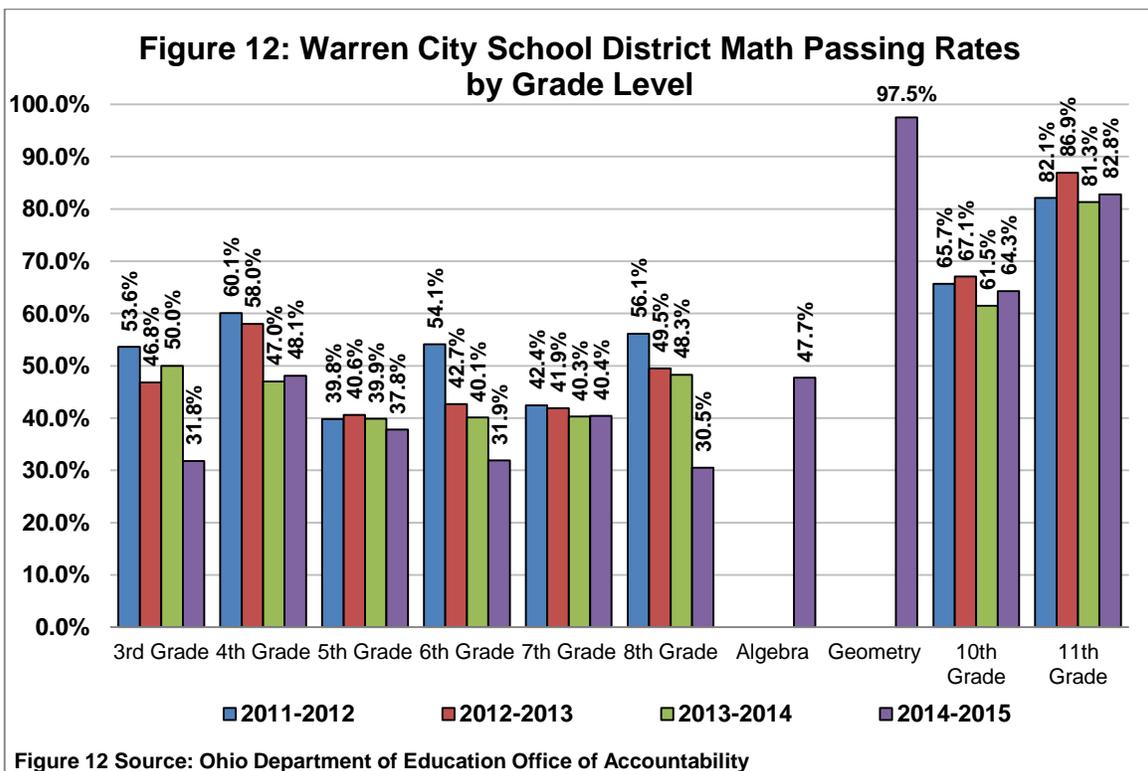
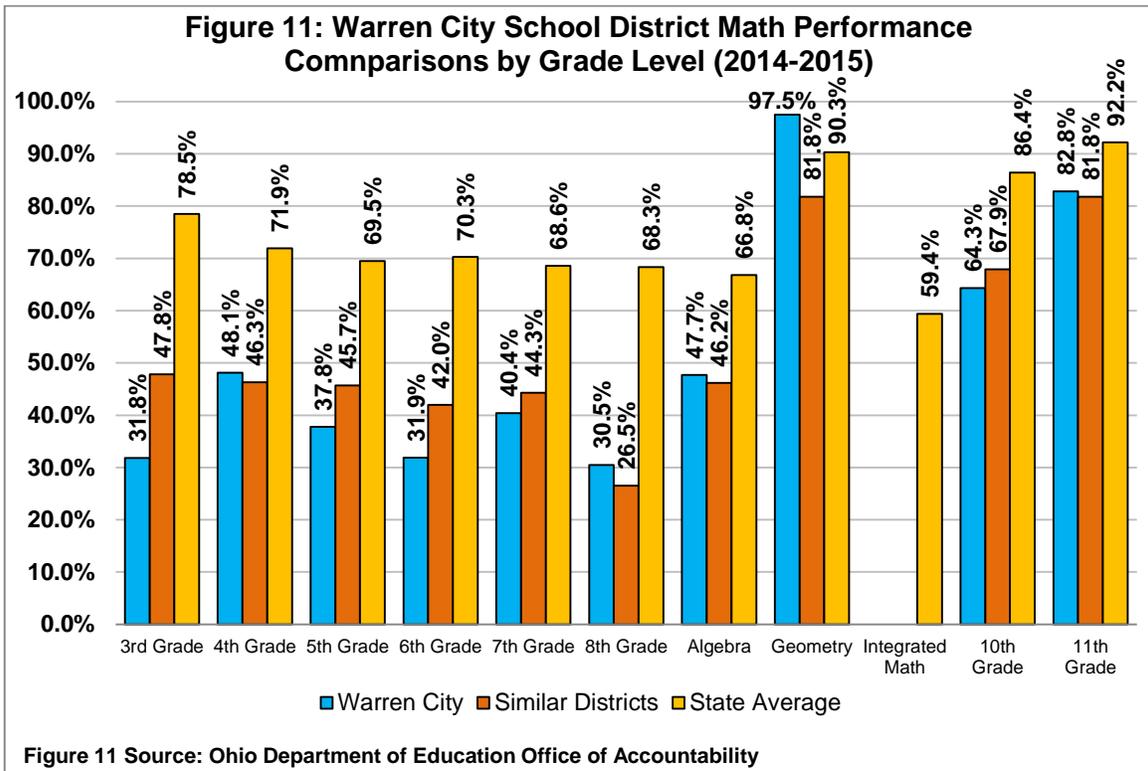


Figure 13: Warren City School District Performance Index Trend

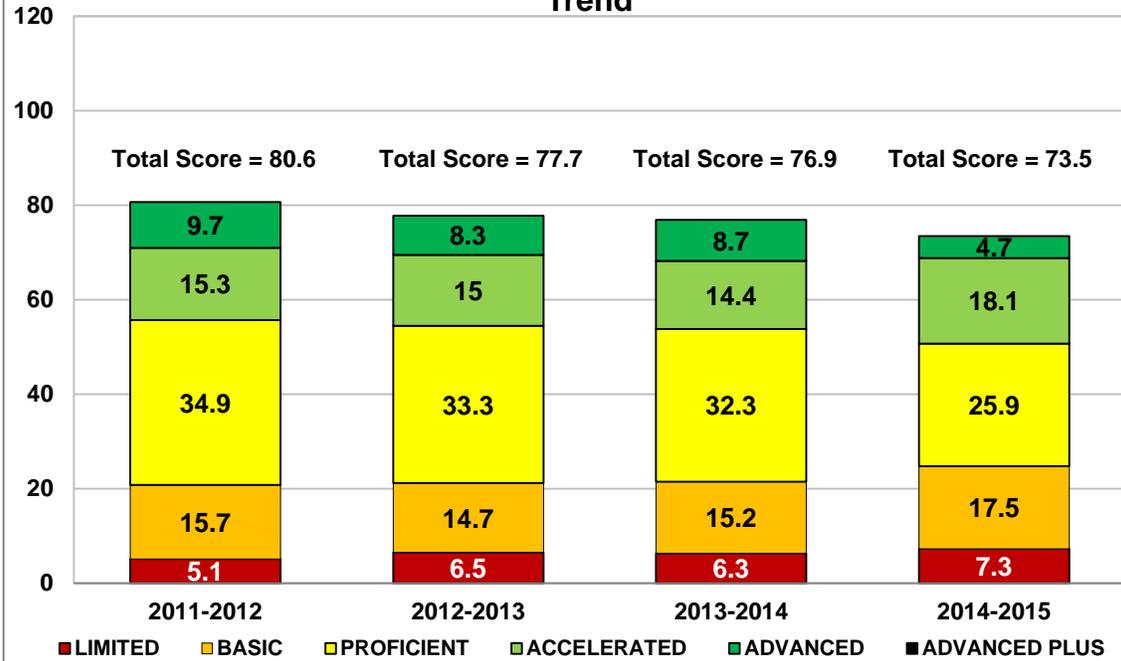


Figure 13 Source: Ohio Department of Education Office of Accountability

Figure 14: Warren City School District Graduation Rate Comparison

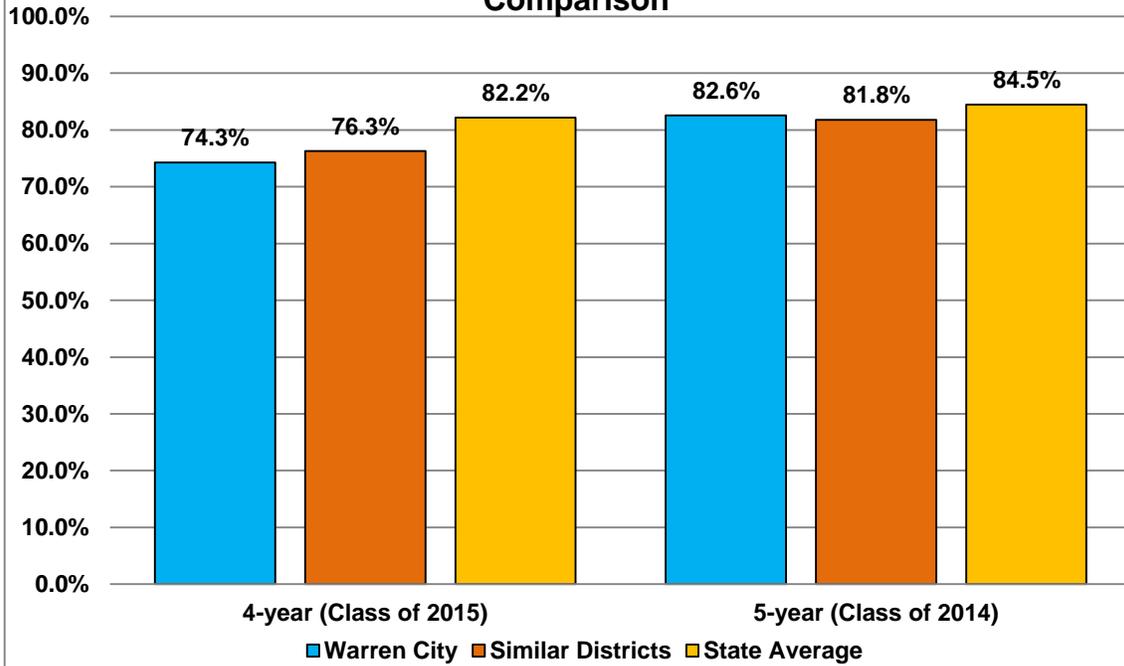


Figure 14 Source: Ohio Department of Education Office of Accountability

Figure 15: Warren City School District Graduation Cohort Rates

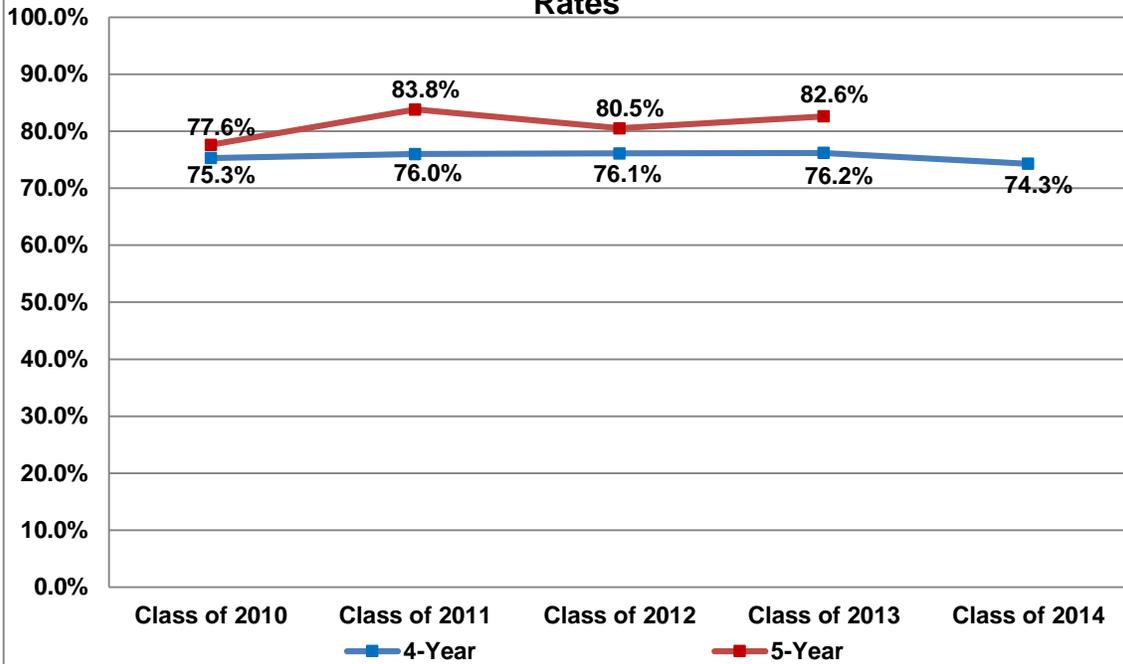


Figure 15 Source: Ohio Department of Education Office of Accountability

Figure 16: Warren City School District Dropouts (Grades 9-12)

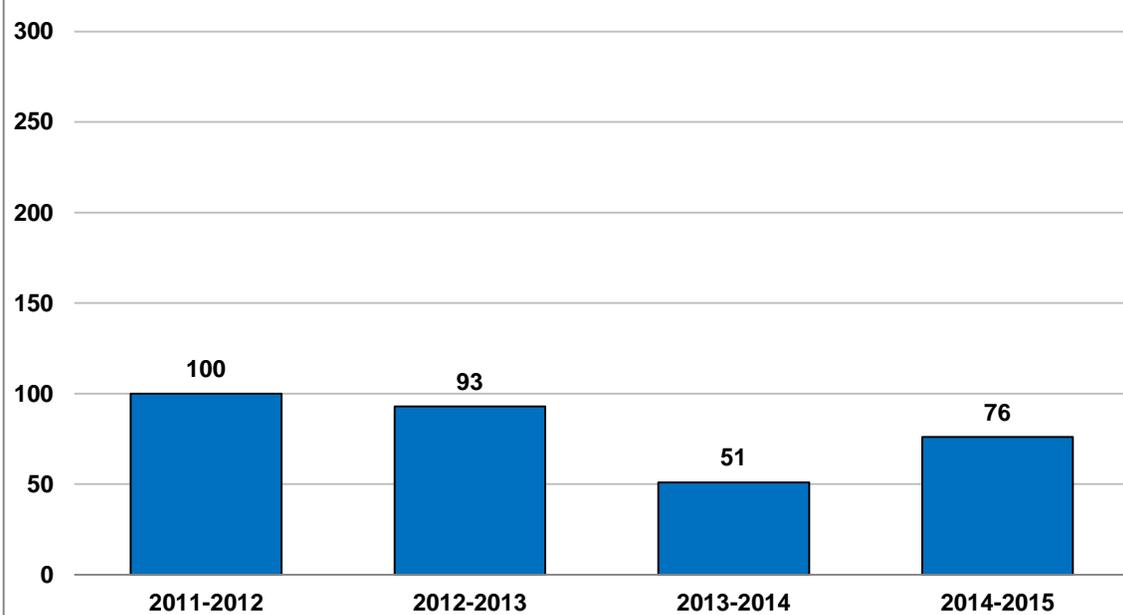
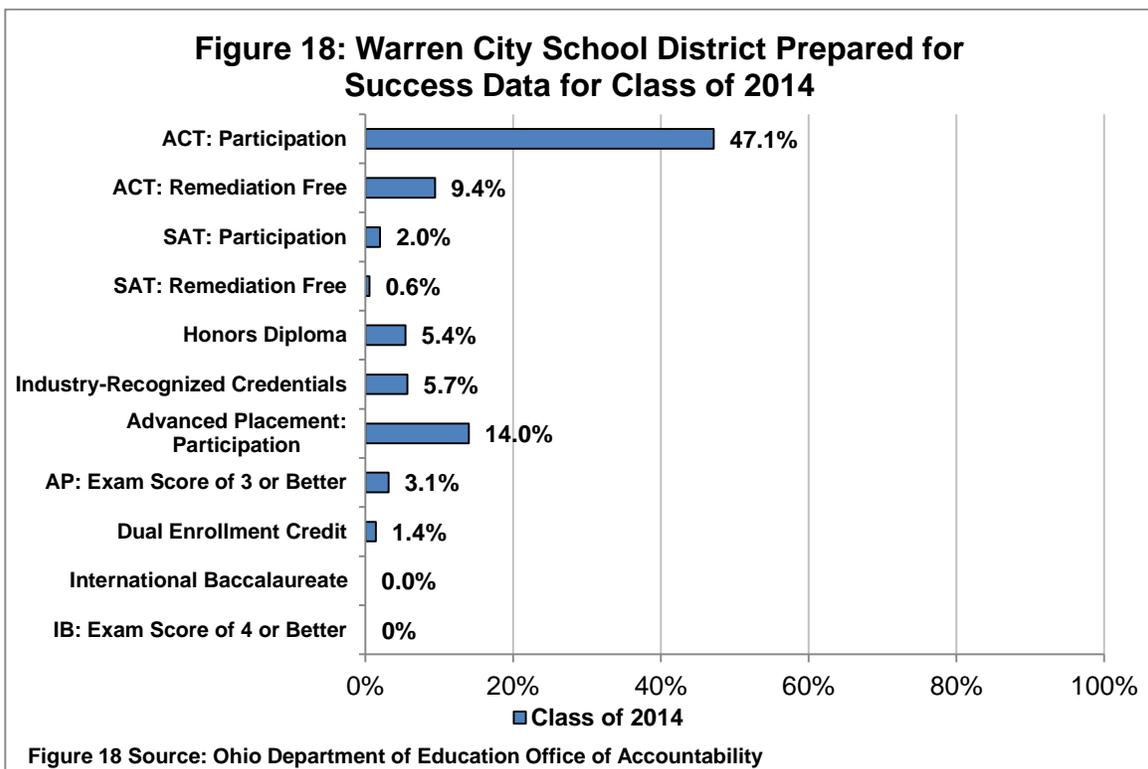
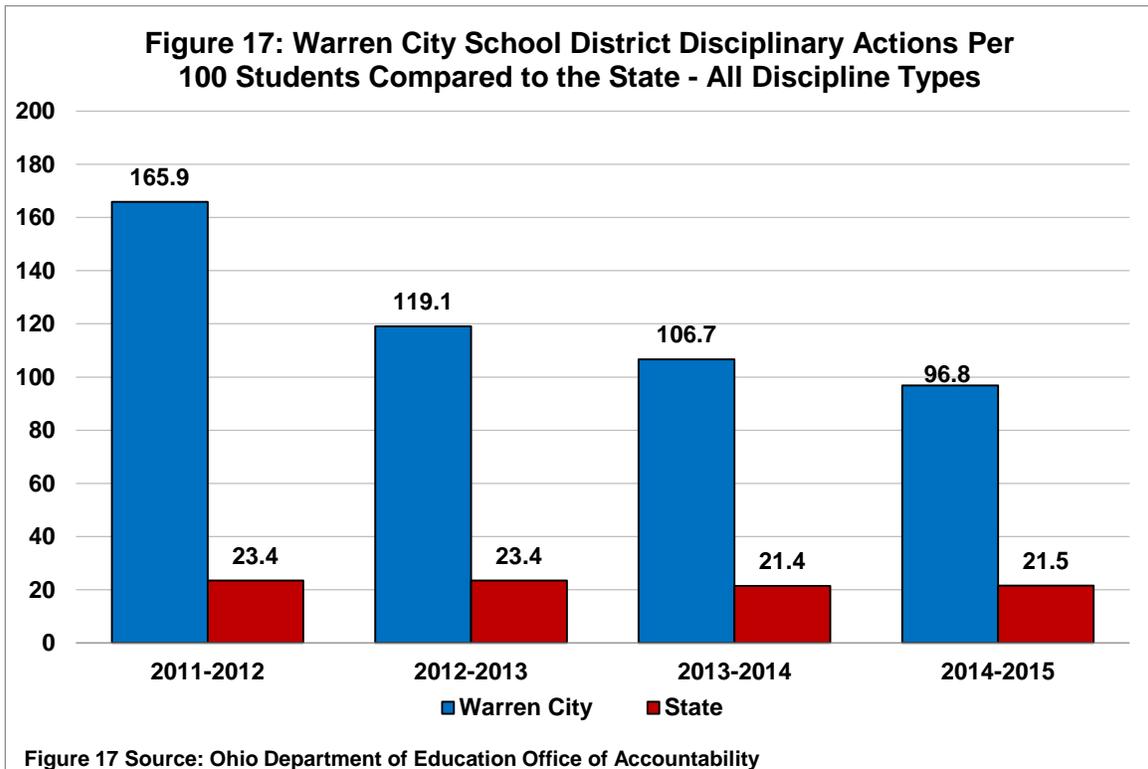
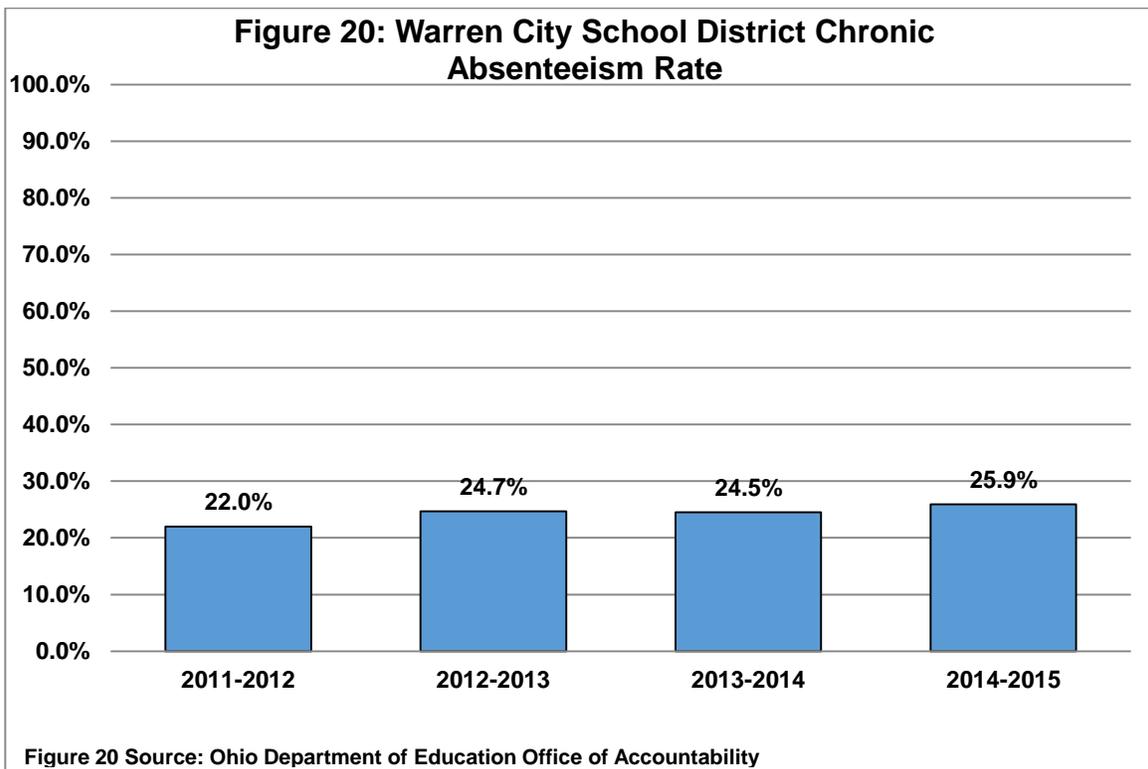
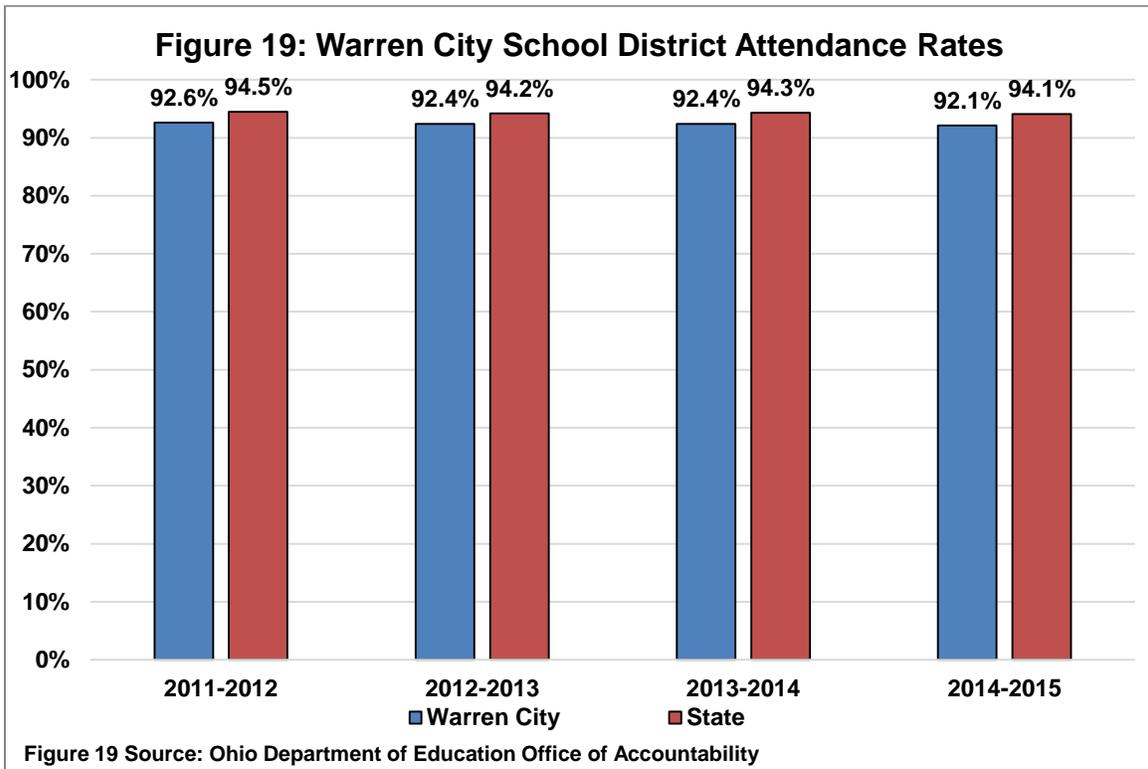


Figure 16 Source: Ohio Department of Education Office of Accountability





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

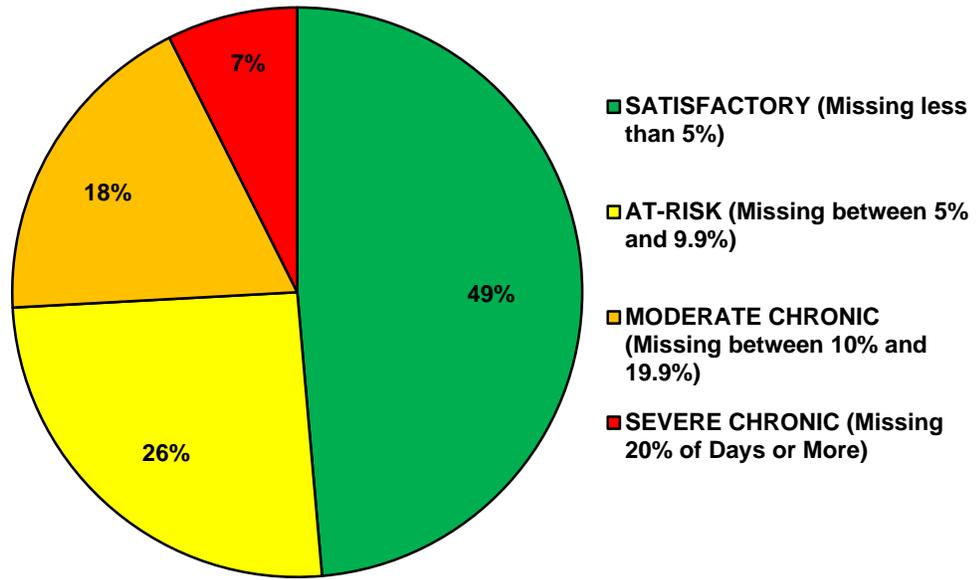
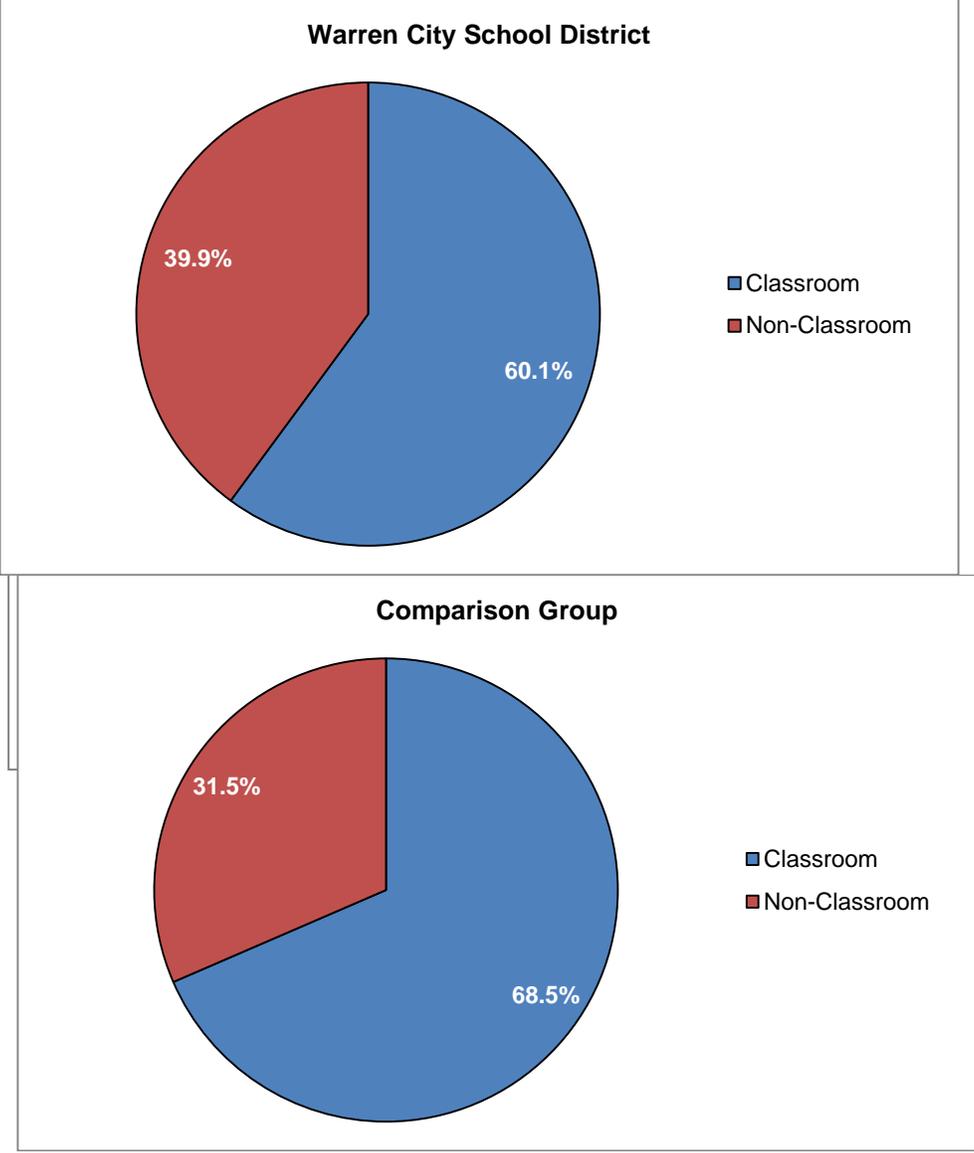


Figure 21 Source: Ohio Department of Education Office of Accountability

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



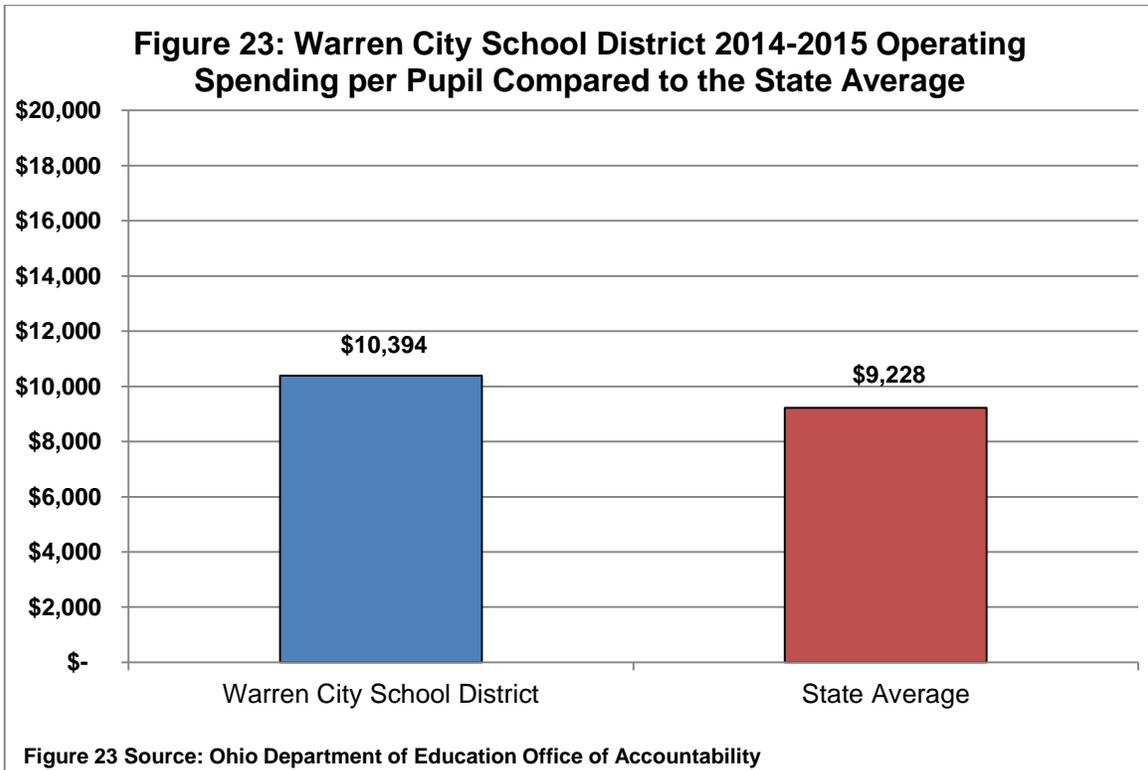
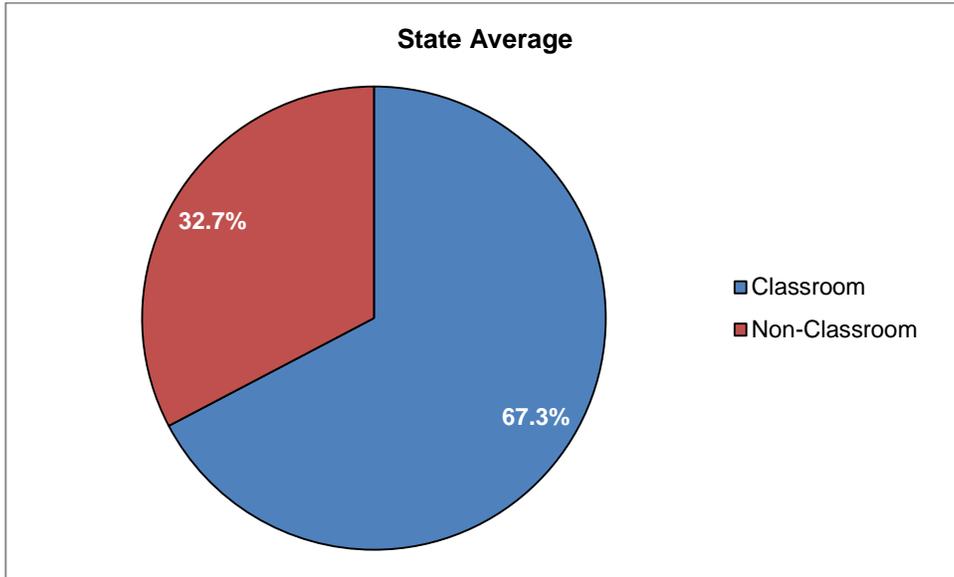


Figure 24: Warren City School District 2014-2015 Source of Revenue

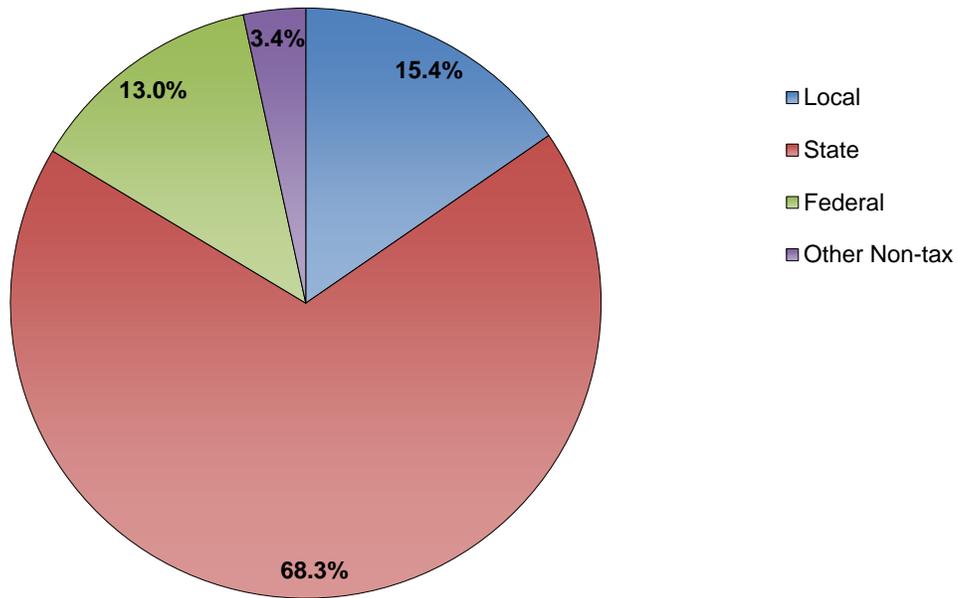


Figure 24 Source: Ohio Department of Education Office of Accountability

Table 1: Warren City School District Teacher Demographic Data

Year	Teacher Salary Average	% of Core Courses Taught by Highly Qualified Teachers	Teacher Attendance	% of Teachers with Masters or Doctorate Degrees
2011-2012	\$52,661	98.5%	94.5%	60.4%
2012-2013	\$50,686	98.3%	94.0%	54.4%
2013-2014	\$48,900	97.3%	94.4%	52.2%
2014-2015	\$49,848	96.8%	94.2%	50.8%

Table 1 Source: Ohio Department of Education Office of Accountability

Table 2: Warren City School District 2015 Value-Added Report

Test Grade	Progress Score		
	English Language Arts	Mathematics	All Tests
All Grades	19.82	9.88	19.84
4th Grade	8.96	7.18	10.48
5th Grade	8.52	4.39	8.54
6th Grade	7.44	-3.64	3.00
7th Grade	9.21	7.97	11.37
8th Grade	10.21	6.07	11.12
High School	9.55	6.25	11.11

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

A = 2.00 and up
 B = 1.00 to 1.99
 C = -1.00 to 0.99
 D = -2.00 to -1.01
 F = below -2.00

Table 2 Source: Ohio Department of Education Office of Accountability

Table 3: Warren City School District Chronic Absenteeism Data by Grade

Grade Level	2013-2014	2014-2015
KG	23%	23%
01	19%	23%
02	21%	21%
03	15%	21%
04	20%	13%
05	19%	21%
06	17%	24%
07	20%	22%
08	24%	24%
09	40%	40%
10	32%	35%
11	26%	29%
12	42%	43%

Table 3 Source: Ohio Department of Education Office of Accountability

Table 4: Warren City School District K-3 Literacy Improvement

Not On-Track at Point A		Improving to On-Track at Point B	
Kindergarten Reading Diagnostic School Year 2013-2014	93	1st Grade Reading Diagnostic School Year 2014 - 2015	<10
1st Grade Reading Diagnostic School Year 2013-2014	39	2nd Grade Reading Diagnostic School Year 2014 - 2015	<10
2nd Grade Reading Diagnostic School Year 2013-2014	109	3rd Grade Reading Diagnostic School Year 2014 - 2015	<10
3rd Grade Reading Diagnostic School Year 2014-2015	102	3rd Grade Reading OAA School Year 2014 - 2015	<10
		Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan	NC
Totals	343		121
2015 K-3 Literacy Improvement Measure		35.3%	D

Table 4 Source: Ohio Department of Education Office of Accountability

Standards I, II & V: Instructional Inventory

Date: _____ Time in: _____ Total time: _____ Subject: _____ Grade Level: _____

District IRN: _____ School: _____ Building: ES MS HS

Students: _____ #Teachers: _____ #Assistants: _____

Class: Gen ED ELL Special ED Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: _____

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

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

Standard III: Assessment and Effective Use of Data Inventory

Date: _____ Time in: _____ Total time: _____ Subject: _____ Grade Level: _____

District IRN: _____ School: _____ Building: ES MS HS

Students: _____ #Teachers: _____ #Assistants: _____

Class: Gen ED ELL Special ED Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: _____

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

Standard IV: Human Resources & Professional Development Inventory

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

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

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

Standard VI: Fiscal Management Inventory

Date: _____ Time in: _____ Total time: _____ Subject: _____ Grade Level: _____

District IRN: _____ School: _____ Building: ES MS HS

Students: _____ #Teachers: _____ #Assistants: _____

Class: Gen ED ELL Special ED Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: _____

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

Building Observation Report

Date(s): _____

Time In: _____

District: _____

Time Out: _____

Building: _____

Reviewer: _____

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

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

Appendix D: List of Documents Reviewed

- ACT College Readiness Letter for the Principal of Warren Harding High School – August, 2015
- ACT Data
- Accountability Workbooks from ODE Secure Data Center (For each building and district)
- After School Programs Brochure
- Attendance Referral Process
- Benchmark Assessment Data (District & Schools)
- Board of Education Minutes
- Board of Education Sub-Committee Minutes
- Building budget reports
 - BUDWRK – all funds: sorted by FUN/FUNC/OBJ – subtotaled by BUND/OBJ
 - REVWRK – all funds
 - Building Budget reports – what is given to building and department administration
- Building Leadership Team agendas and minutes for 2015-2016 – all buildings
- Building Leadership Team and Teacher-Based Team time schedules by building
- Capital replacement plan and financial budget for the replacement of equipment and repair of buildings etc.
- CCIP Report
- Central Office Evaluations (sample)
- Central Office Job Descriptions
- Classroom Observation Tools
- Collective Bargaining Agreement for Carpenters
- Collective Bargaining Agreement for Teachers
- Courses of Study for English Language Arts and Math
- Curriculum Maps
- District and Building Safety & Security Plans
- District Assessment Matrix – local formative and benchmark assessments, state tests, etc.
- District Leadership Team (DLT) Agenda and Minutes – October 2015 through February 2016
- District Leadership Team Roster
- District Report Card
- District Organization Chart
- District Website
- District-wide discipline reports for 2014-2015 & 2015-2016
- District-wide attendance reports for 2014-2015 & 2015-2016
- Evaluation Policy/Procedures for Professional Staff
- Evaluation Tools for Central Office/Principals
- Faculty Handbooks
- Federal Grant Budgets
- FINSUM report – shows all of special cost center for each fund
- Fiscal Year 2015 Similar District Groupings (ODE Website)
- Five Year Forecast – May and October 2015
- FY14 District Profiles Report
- Harding High School English Department Mid-Year SLO Assessments
- High School Program of Studies
- Individual School Report Cards (2014-15)
- Inspiring Minds Organization Overview
- Instructional Staff Evaluations (sample)
- Instructional Pacing Guides
- Kennedy Arts Center Survey
- Lesson Plan Templates
- List of Formative Assessments (Grades K-8)

- Trumbull County Educational Services Center Outline of Warren Services
- Master Schedules
- Ohio Improvement Plan (District Focused Plan) for 2015-16
- Policy/Procedure for Selection and Assignment for Administrators
- Principal Evaluations (sample)
- Principal Summer of Growth Meeting Notes – August 6, 2015
- Professional Development Schedules – September through March
- Professional Development Survey
- Reading Program (Reading Recovery) Details
- Secretarial Union Agreement
- SFPR Forms
- Staff Attendance Reports
- Student and Family Handbooks
- Student Learning Objectives (SLO) Template Packet
- Student Learning Objectives (SLO) Training Agenda & Resources
- Summary District Fiscal Inventory Report
- Superintendent Evaluations
- Talking Points WGH – Talking Points
- Teacher-Based Team Schedule by Building
- Teacher Planning Time Schedules
- Technology Replacement Plan
- Warren City Schools – SLO Questions & Response – August 24, 2015
- Warren SRO Review & Assessment Literacy PK-8 Information – August 24, 2015
- 2014-15 Teacher Evaluation Summative Ratings
- 2014-15 District Value-Added Reports