

Ohio

Warrensville Heights City School District

REVIEW CONDUCTED MARCH 20-24, 2017

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

Warrensville Heights City School District

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Warrensville Heights 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 Warrensville Heights City School District was conducted from March 20-24, 2017. The following summary highlights some of the strengths, challenges and recommendations, which are further explained in the report.

STRENGTHS

Leadership, Governance and Communication

- The superintendent and district leadership have developed a strategic plan that outline expectations and support to provide high-quality instruction.
- The district has made effective communications a priority in its strategic plan for improvement.

Curriculum and Instruction

- The district uses curriculum maps and pacing guides aligned to Ohio's Learning Standards.

Assessment and Effective Use of Data

- The district uses a balanced system of formative and benchmark assessments to inform and guide instructional practices.
- The district has a system that provides accurate and current student performance data that is accessible to administrators, students, and parents.

Human Resources and Professional Development

- The district is implementing staff retention practices that include competitive compensation, incentives and other strategies.
- The district has implemented a comprehensive evaluation system for all employees.

Student Supports

- The district offers multiple options including a variety of electives and pathway programs to prepare students for postsecondary and career opportunities upon graduation.
- The district productively engages with external partners to support students' academic progress and physical and behavioral needs.

Fiscal Management

- The current Five Year Forecast and Assumptions adopted in October 2016 reveals a positive cash balance through 2021.
- The district uses accounting technology to facilitate tracking, forecasting and control procedures. Procurement, tracking and monitoring systems and external audits are accurate, current and timely.
- The district has established local business partnerships to meet the needs of its students.

CHALLENGES AND AREAS FOR GROWTH

Leadership, Governance and Communication

- The board of education does not consistently collaborate or use student achievement data to guide its policymaking and decision-making.

- The structure and practices of the leadership at the district level is not conducive to respond to the differentiated needs of schools.

Curriculum and Instruction

- The district does not consistently differentiate instruction to address students' diverse learning needs.
- The district does not consistently use evidence-based instructional strategies that promote academic rigor and high expectations for student achievement.

Assessment and Effective Use of Data

- The district lacks sufficient remedial support to address the student learning needs identified by preK-3 performance measures.
- The district lacks sufficient teacher support for the new computer-based instructional and assessment initiatives.
- The district lacks high expectations for student growth outcomes that are used in teacher evaluations.

Human Resources and Professional Development

- Although the district uses the Ohio Teacher Evaluation System, it is not being used to promote teachers' professional growth.
- The district does not have a focused professional development plan that addresses the needs of the district.

Student Supports

- The district does not use consistent school-wide discipline practices or classroom management strategies to reduce problem behaviors that disrupt teaching and learning.
- Although, the district offers various academic programs and opportunities for students, it does not have a plan to identify and serve gifted students.
- The district does not have an effective tiered system of academic support for students who are not performing at grade level in reading and math.

Fiscal Management

- The district does not have a long-term capital plan for financial needs.
- The district does not have a participatory budget development process to include all appropriate stakeholders.
- The district's financial documents reveal a revenue loss of approximately \$4 million annually.

RECOMMENDATIONS

Leadership, Governance and Communication

- Provide training for the board of education to set measurable goals in the areas of team building, communication techniques, strategic planning and roles and responsibilities.
- Employ the district-level personnel in the areas of data and assessment, instructional technology and gifted education.

Curriculum and Instruction

- Develop a systemic plan for the implementation of differentiated instruction.
- Provide professional training on “unpacking the standards” and assist teachers in understanding the instructional shifts, which require teachers to ask higher order questions.

Assessment and the Use of Data

- Improve the performance level of students in grades preK-3.
- Improve access to and use of district online instructional and assessment applications.
- Consider setting academic growth goals for students that are greater than national expected growth rates.

Human Resources and Professional Development

- Solicit assistance from the state support team to develop focused professional development that includes the identification, implementation and monitoring of instructional strategies that are identified through the teacher-based team data analysis.
- Provide professional development for all building administrators in the effective use of the Ohio Teacher Evaluation System.
- Develop and implement a comprehensive district-wide professional development plan that is directly aligned to district goals.

Student Supports

- Incorporate a district Positive Behavior Interventions Support (PBIS) plan with the Ohio Improvement Process (OIP) Plan.
- Convene a district committee to revise the district policy on gifted identification and service delivery.
- Recruit a team consisting of representatives of general education, special education and support staff from elementary, middle and high schools.

Fiscal Management

- Create a district-wide budgeting plan for both short-term and long-term spending that includes the district's financial and educational goals and objectives. The process of developing the plan should include the involvement of each administrative department, including staff input. The needs and changes of programs should be presented to the superintendent and treasurer for review and appropriating funds.
- Develop and conduct a survey for the parents of Warrensville Heights School District students enrolled in other district programs to determine what changes need to be made or what opportunities are lacking within the district. Based on the results, plan accordingly to use the budget of outgoing students to bring those programs to the student's home district.
- Establish a capital plan team including team members from all buildings and departments. Develop a systematic five-year plan addressing the financial needs of the district for educational programs, building, equipment and transportation repairs and replacement.

Warrensville Heights City School District Review Overview

PURPOSE

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

METHODOLOGY

Reviewers collect evidence for each of the six district standards above. A district review team consisting of independent consultants with expertise in each of the standards 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 Warrensville Heights City School District was conducted from March 20-24, 2017. The site visit included 26.5 hours of interviews and focus groups with approximately 150 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted eight focus groups with elementary, middle and high school teachers and principals; elementary, middle and high school students representing grades 5-12; 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. Appendices B and C provide information about enrollment, expenditures and student performance. The team also conducted building observations and observed classroom instructional practices in 31 classrooms in five school buildings. Appendix D contains the instructional inventory tools used to record observed characteristics of standards-based teaching and the building observation form to take note of the climate and culture of the district's buildings. Appendix E lists the district documents that were reviewed prior to and during the site visit.

DISTRICT PROFILE

Warrensville Heights City Schools are located in Cuyahoga County. According to the United States Census Bureau, the estimated population of Warrensville Heights City, as of July 1, 2015 was 13,542 which represents a 2.2 percent decrease in population since the 2010 Census.² Approximately 89 percent of the population graduated from high school. The median household income in Warrensville Heights City is \$35,181 with 19.8 percent of the population living below the poverty line. In comparison, the median household income in Ohio is \$49,429 with 14.8 percent living below the poverty line.

The average teacher salary in Warrensville Heights City School District for 2015-2016 was \$60,762.0 (see table B-1, Appendix B). The average teacher salary in the district has decreased since the 2013-2014 school year by an average of \$2,216. During the same time period, the percentage of courses taught by highly qualified teachers has increased by 57.1 percent and the percentage of teachers with master's or doctorate degrees has decreased by

¹ Ohio Revised Code 3302.10

² United States Census Bureau, 2015

approximately 8.9 percent. Teacher attendance also has decreased by 2.1 percent over this four-year period, with the lowest attendance rate in 2015-2016 at 91 percent. According to the Bureau of Labor and Statistics, the December 2016 unemployment rate for Cleveland area was 7.1 percent, which is less than the preliminary December 2016 estimate for the state of Ohio at 5.2 percent.

As of 2010, the racial makeup of the city of Warrensville Heights city is 3.6 percent Caucasian, 93.5 percent African-American, 1.4 percent Hispanic, 0.3 percent Asian, and 2 percent multiracial. The racial makeup of the school district (2015-2016) is 97.1 percent African-American (see figure B-1, Appendix B) and has stayed about the same from 2012-2016.

The district's enrollment has fluctuated by 50 – 220 students (gains and losses), with the highest enrollment at 1,663 in 2011-2012 (see figure B-2 in Appendix B).

During this same time span, there has been a slow decrease in the percent of gifted students (-4.4 percentage points). The percent of students identified as disabled has slightly increased (3.1 percent), while those identified as limited English proficient (LEP) has remained stable (see figures B-1 and B-3 in Appendix B).

In the 2015-2016 school year, about 3.1 percent of students chose to travel to neighboring districts for their education. About 22 percent enrolled in community or dropout recovery schools and 6.4 percent took advantage of one of the state's scholarship opportunities to attend private schools (see figure B-4, Appendix B). The 2015-2016 enrollment numbers by school, race and special population are included in table C-1, Appendix C.

Warrensville Heights City School District is composed of the following five schools

- Eastwood Elementary School;
- John Dewey Elementary School;
- John Dewey Preschool;
- Warrensville Heights Middle School;
- Warrensville Heights High School.

STUDENT PERFORMANCE

Information about student performance includes: (1) the differentiated accountability status³ of the district; (2) the progress the district is making toward narrowing proficiency gaps as measured by the gap closure component; (3) English language arts performance and student growth; (4) mathematics performance and student growth; (5) Performance Index; (6) annual dropout rates and four- and five-year cohort graduation rates; (7) suspension/expulsion rates; (8) prepared for success after high school; (9) attendance information; and (10) K-3 literacy. Data is reported for the district, its schools and student subgroups that have at least three years of assessment data, except for the end-of-course exams that were first administered in the 2014-2015 school year.

Three-year trend data (or more) are provided when possible, in addition to areas in the district and/or its schools demonstrating potentially meaningful gains or declines over these periods. In this section, as well as Appendices B and C, the data reported is the most recent available. Please note that Ohio transitioned to new assessments in 2015 including a series of high school end-of-course tests. The state transitioned again in 2016 when it changed its test vendor.

1. The district's report card summary.

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

2. Annual Measurable Objectives - proficiency gaps.

- A. None of the district's subgroups met the Annual Measurable Objectives (AMO) for reading (74.2 percent), or mathematics (68.5 percent), or graduation (82.8 percent) in 2015-2016. All subgroups showed higher passing rates for English Language Arts than mathematics in 2015-2016.
- B. Students with disabilities showed the greatest gap in proficiency, with 9.5 percent and 8.3 percent passing the reading and math assessments, respectively. The White subgroup had the lowest graduation rate (78.9 percent) among subgroups (see figures B-5A, B-6 and B-7, Appendix B).

3. The district's English language arts performance and student growth⁴.

- A. The district did not meet indicators for performance on the English language arts state tests in 2015-2016. Approximately 78 percent or more of students did not score proficient or higher on their English language arts tests in grades 3 through 8. Further, more than 65 percent of students who took English language arts I and more than 65 percent who took English language arts II did not pass the exam(s) (see figure B-8 appendix B).
- B. Warrensville Heights City School District had lower proficiency rates than similar districts and the state average in English for all grade levels (see figure B-8, Appendix B). The greatest proficiency gaps between the state and the district are seen in third grade (-34.3 percentage points), fourth grade (-37.3 percentage points) and fifth grade (-35.8 percentage points; see figure B-8, Appendix B).
- C. There was significant evidence to show that seventh grade students and English language arts II test-takers made more than expected progress, and evidence to demonstrate that the growth made in sixth grade and for English language arts I test-takers was similar to the expected growth. However, grades 4, 5, and 8 made less than expected growth (see figure B-10, Appendix B).

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

- A. Warrensville Heights City School District had lower proficiency rates in math at all grade levels when compared to similar districts and the state average (see figure B-11). The greatest proficiency gaps between the state and Warrensville Heights is seen in fifth grade (-52.4 percent percentage points), eighth grade (-44 percentage points) and Algebra I (-39.4 percentage points).
- B. The district did not meet any mathematics indicators for performance on the mathematics Ohio achievement assessments in 2015-2016. Approximately 80 percent of students in all grades are failing the math assessments (see figure B-12, Appendix B).
- C. There was significant evidence that seventh grade students showed more than expected growth. Sixth grade students as well as algebra I and geometry test-takers showed expected growth. There was significant evidence that fourth, fifth, and eighth grade students showed less than expected growth (see figure B-13, Appendix B).

5. The district's Performance Index⁵ scores.

- A. Warrensville Heights City School District's Performance Index score for 2015-2016 was 52.8. The district has had a decline in Performance Index over the past year (see figure B-14, Appendix B), even more than was expected for the change in state tests (-18 points, whereas the state average decline for districts was 6 points). This was primarily driven by fewer students reaching proficiency, after they dropped down to basic or limited performance.

⁴ Student growth, or growth standard, represents the minimum amount of progress students in the district should be expected to make in a grade.

⁵ 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.

6. Graduation⁶ and dropout rates⁷.

- A. Four- and five-year graduation rates for the classes of 2015 and 2014 are lower than those of similar districts and the state average (see figure B-15, Appendix B). Approximately 34.8 percent of the district's students did not graduate within four years. The four-year graduation rate has experienced a slight increase over the last four years (by approximately 15 percent; see figure B-16, Appendix B).
- B. The dropout rates dropped from 2013-2014 to 2015-2016 (from 33 to 10; see figure B-17, Appendix B).

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

- A. Between 2012-2016, disciplinary actions per 100 students for all discipline types have been higher for Warrensville Heights City School District than similar districts and the state average, with approximately 40 more occurrences per 100 students than the state average in 2015-2016. The school year 2013-2014 also is notable as it was reported there were approximately 135 disciplinary actions per 100 students, which is a very high rate of disciplinary action (see figure B-17). The primary reasons for discipline include fighting and disobedience.
- B. The out-of-school suspension rates for Warrensville Heights City School District has decreased from approximately 135 to 70 per 100 students from 2013-2014 to 2015-2016. The yearly rates exceed those of the state, with an average of approximately 40 more occurrences per 100 students over the years (see figure C-2, Appendix C). A majority of the suspensions occur in the middle and high school levels, but in some years, they have been high in Warrensville Heights' elementary schools as well.

8. Prepared for Success⁸

- A. ACT participation has increased over the last year, from 34.2 percent to 41.4 percent of students participating, with about 1 percent of students receiving remediation-free scores (see figure B-19, Appendix B). Further, there was a slight increase in students' SAT participation at Warrensville Heights.
- B. Dual Enrollment credit participation decreased in 2015-2016 from 3.6 percent in 2014-2015 to 2.5 percent (-1.1 percent). There also was an increase in industry-recognized credentials from 0 percent to 1 percent in the last year, while dual-enrollment credit decreased from 3.6 percent to 2.5 percent.

9. Attendance Rates

- A. Warrensville Heights City School District attendance rate was significantly lower than the state average in 2015-2016, at approximately 91 percent as compared to the state's 94.1 percent (see figure B-20, Appendix B).
- B. The district's chronic absenteeism rate⁹ has remained fairly stable over the last three years at nearly 30 percent (see figure B-21, Appendix B). For the 2015-2016 school year, 44 percent of the district's students showed satisfactory attendance. Another 18.7 percent of the district's students fell in the at-risk category (see figure B-22, Appendix B).
- C. The highest absentee rates for Warrensville Heights City School District occurred at the high school level in 2015-2016. Figure B-23 in Appendix B shows the percentage of district students in each grade who have missed at least 10 percent of the school year.

10. K-3 Literacy¹⁰

⁶ Graduation rate is the percentage of students that received a regular or honors diploma during or before the end of the school year.

⁷As 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.)

⁸ 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.

⁹ Source: Ohio Department of Education; Students who miss fewer than 5 percent of school days are identified as having satisfactory attendance. Students who miss between 5 percent and 9.9 percent of school days are identified as at risk. Students who miss between 10 percent and 19.9 percent of school days are identified as moderately chronic. Students who miss 20 percent or more of school days are identified as severely chronic.

¹⁰ An analysis of Ohio student data found that a student who does not read proficiently by the end of third grade is 3.5 times more likely not to graduate on time than their "on-track" peers. When looking at data from the 2003-2004 third grade cohort tied to the graduating class of 2013, the study found that only 57 percent of the students who scored in the limited range on their 2004 third grade reading test graduated on time and only two-thirds of those scoring basic graduated on time. Conversely, more than four-fifths of the students scoring proficient or higher graduated on time.

- A. Of 130 kindergarten through third grade students who were identified as not on track on the 2014-2015 report card, 16 improved to on-track status in 2015-2016 (see figure B-24, Appendix B).

11. Financial Data

- A. In 2015-2016 Warrensville Heights City School District spent approximately 10 percent less of its total budget on classroom instruction than the average of similar districts and the state average (see figure B-25, Appendix B).
- B. The district had a total budget of approximately \$35 million for the 2015-2016 school year. More than 44 percent of its revenue came from the local sources, with about 39 percent coming from the state as the second highest source (see figure B-26, Appendix B).
- C. During the 2015-2016 school year, Warrensville Heights City School District spent \$4,532 more per pupil than the state average (see figure B-27, Appendix B).

Warrensville Heights City School District Review Findings

STRENGTHS

Leadership, Governance and Communication

1. **The superintendent and district leadership have developed a strategic plan that outline expectations and support to provide high-quality instruction.**
- A. In January 2016, the board of education approved the district's strategic plan: "Warrensville 2020: Reaching New Heights."
- The superintendent stated in an interview that the district's former "Return to Excellence Goals" were used as a basis for the new strategic plan. It included nine areas of focus: culture, parents, students, finance, staff, curriculum, administration, community involvement and facilities.
 - The district strategic plan has five goals:
 - Academic achievement – providing a rigorous and comprehensive academic experience;
 - Talent management – recruiting, developing, supporting and retaining the highest quality educator and support staff;
 - Communication – building support for public education, promoting staff allegiance and enhancing trust and transparency;
 - Culture and learning environment – providing safe surroundings and a positive learning environment; and
 - Facilities – providing a 21st century learning environment.
- B. The superintendent and strategic plan steering committee developed a district improvement plan that was approved by the board of education in September 2016.
- The district improvement plan includes one district goal:
 - Math and reading level proficiency will improve by 7 percent each year through 2021, as measured by state and district adopted assessments.
 - The district improvement plan contains two strategies:
 - All teachers will create and utilize common assessments aligned to the district scope and sequence to inform daily instruction.

In order to address reading deficits early, the K-3 Literacy Improvement Measure is used to determine if more students are learning to read in kindergarten through third grade.

- Implement universal design for learning (UDL) practices throughout the district to increase student achievement.
- C. Committee reports to the board of education indicate that since February 2017, the strategic plan steering committee meets quarterly and reports directly to the board regarding the progress of each team and its objectives.
- Each of the five strategic plan goals has an accompanying set of objectives.
 - An action plan for each goal outlines target dates, responsible parties, resources and status updates.
 - Six action teams of two or three members meet monthly and keep detailed reports on their progress and challenges, which are shared with the steering committee.
 - Each action team uses a plan prioritization, which codes the objectives as follows:
 - Red indicates: “Should we go?”
 - Yellow indicates: “Can we do?”
 - Green indicates: “We can do with high impact.”
- D. Each school building has an individual improvement plan, which has been approved by the superintendent.
- Minutes of meetings indicate that individual school plans are reviewed by the principal and staff during building leadership team meetings.
 - The superintendent monitors the progress of SMART (Specific, Measurable, Attainable, Realistic, and Time-bound) goals.
 - According to meeting minutes, the individual school improvement plans are reviewed at district leadership meetings.
- E. The superintendent uses the vision statement “One Team, One Vision, One Goal” to create consistency and focus among and between all district initiatives and personnel.

IMPACT: When the district collaborates with its stakeholders to develop strategic and improvement plans that outline district goals and expectations, it may increase the likelihood that stakeholders will be committed to the improvement efforts.

2. The district has made effective communications a priority in its strategic plan for improvement.

- A. The district mission statement includes the phrase: “Creating an educational environment that promotes curiosity, critical thinking, communication, and collaboration...”
- B. Goal #3 in the district strategic plan states: “Our communication strategy at WHCSD builds support for public education, promotes staff allegiance, and enhances trust and transparency for our scholars, parents, community members, and partners.”
- The communications goal lists six objectives, outlining how the district plans to attain its goal:
 - Provide schools and parents with streamlined information;
 - Design an effective communications program;
 - Establish an effective community relations program;
 - Provide for an effective media relations program;
 - Establish a clear brand for the school district; and
 - Create unity among all public relations vehicles.
 - Documents that were reviewed showed the communications goal lists three progress procedures:
 - Media and online resource engagement metrics;
 - Survey and stakeholder feedback; and
 - Community outreach and engagement.

- The first action step is: “To Create periodic communications that promote district and school success and also provide staff with bragging points to share.”
- C. According to interviews, to better address its communications goals, a district communications coordinator was hired in July 2016.
- The communications coordinator is listed on the organizational chart as reporting directly to the superintendent.
 - The communication coordinator supervises two contracted personnel: a graphic designer and a technology support specialist.
 - The job description of the communications coordinator includes all district communications with parents, staff, students, community and news media.
 - The communications coordinator also is responsible for the electronic marquees, district webpage and all social media supported by the district.
- D. According to interviews, the district has developed drafts of a community relations plan, a public information program and a distribution of materials plan, which it plans to have approved by the board of education by the end of the 2016-2017 school year.
- The district also has draft plans for social media guidelines for scholars, employees and associated persons.
 - The district used data from a February 2017 family-school partnership survey prepared by The Ohio State University staff members to identify possible channels for information sharing with parents and community.
 - The district survey response rate was 37 percent, and this was an improvement from previous district surveys.
 - Survey results indicated 50 percent of homes had daily internet computer access.
 - Many families indicated they used cell phones to access the internet.
- E. The district publishes four glossy seasonal editions of “The Roar” district newsletter and mails it out to residents.
- The publication contains a message from the superintendent, information from board of education meetings, updates from the treasurer and human resources department, curriculum information and news items from the schools.
- F. According to documents reviewed, a strategic plan action planning document for the communications goal outlines implementation, evidence of success and evaluation of process status for each of the six objectives.
- Since 2016, the superintendent and central office staff have conducted quarterly “Coffee and Conversation” meetings with business and community partners and residents.
 - The superintendent meets monthly with a student advisory council for input regarding issues directly impacting students like dress code and code of conduct.
 - The communications department publishes newsletter updates to staff with information from the superintendent, curriculum department and human resources department.
- G. According to interviews, each Sunday morning, the superintendent emails a weekly update to board of education members, summarizing the events from the previous week and providing a schedule for the week ahead. The update on weeks of board meetings includes a draft agenda.
- H. The public can watch board of education meetings via live streaming or view archived videos on the district’s YouTube channel.

IMPACT: By hiring a district communications coordinator and continuing established communications procedures, the district may effectively communicate the key improvement goals and priorities. The addition of new communications channels through social media outlets may lead to an increased audience of stakeholders.

Curriculum and Instruction

1. The district uses curriculum maps and pacing guides aligned to Ohio's Learning Standards.

- A. District leadership states that the curriculum guides and pacing maps were developed by a committee comprised of teachers, district academic staff and State Support Team 3.
- A document review of the curriculum guides and pacing guide maps indicate that each standard and learning objective is clearly defined with consistent language across content areas.
 - According to district leadership and reviewed documents, the district has adopted a lesson plan template that is used in grades K-12. Teachers submit lesson plans to principals each week. Principals review the lesson plans to ensure that standards are the focus of the lesson.
 - District leadership shared that the district began the full implementation of curriculum guide and pacing maps in the fall of 2016.
- B. Focus group participants shared that the district employs two academic coordinators, three academic instructional specialists and three intervention specialists to assist administrators and teachers in the articulation and implementation of Ohio's Learning Standards.
- In interviews with district leadership and academic staff, they reported that monthly meetings are held to address issues associated with implementing the standards and the pacing of instruction.
 - In focus groups, teachers stated that curriculum maps and pacing guides define expectations of what and when content should be taught.
 - District leadership, academic coordinators, academic instructional specialists and intervention specialists stated that revision of standards and pacing guides is an ongoing process. According to district leadership, three days in June 2017 have been set aside for an academic curriculum committee to meet to revise the curriculum guides and pacing maps to align with Ohio's Learning Standards.

IMPACT: When the district uses aligned curriculum maps and pacing guides, the district may be able to provide instruction that will lead to improved student achievement.

Assessment and Effective Use of Data

1. The district uses a balanced system of formative and benchmark assessments to inform and guide instructional practices.

- A. According to teachers, school leaders, the district's assessment schedule and team meeting minutes, the district uses at grades K-8, Measures of Academic Progress (MAP) for benchmarking and for teacher professional growth measures. MAP is a web-based adaptive interim assessment created by the Northwest Education Association (NWEA).
- B. According to teachers and school leaders, I-Ready is used for its formative short-cycle assessments. I-Ready is an adaptive assessment and instructional program created by Curriculum Associates. I-Ready assessments are embedded in the I-Ready instructional program in which all students in grades K-8 participate weekly. The program advances students' instruction based on their test performance. Teachers, however, can and do override the default advancement when appropriate.
- C. According to teachers, school leaders, the district's assessment schedule and team meeting minutes, the district uses at grades 9-12, STAR 360 Reading and STAR 360 Math for benchmarking and teacher growth measures. STAR 360 Reading and STAR 360 Math are online assessments published by Renaissance Learning.
- D. According to teachers, school leaders, the district's assessment schedule and team meeting minutes, the district uses Pro-Core and CAP online assessments for science and social studies benchmarking at grades 9-12 and 7-8, respectively. Pro-Core are assessments developed by Computers in Education. CAP assessments are developed by the Collaborative Assessment Project Foundation with support from Strategic Measurement and Evaluation, Inc.

- E. According to the district’s assessment schedule and conversations with teachers and school leaders, district-developed formative short cycle assessments are used in grades 9-12. Data from these assessments are reviewed in teacher-based team and building leadership team meetings.
- F. According to teachers and school leaders, special “blitz” instructional sessions at the high school are used to address students’ weakest standards on state tests. These sessions were observed at the high school by a review team member. An ACT preparation program also is provided to students before, during and after school.
- G. According to several school leaders, the high school maintains a data room where recent performance on state assessments is tracked. The accumulation of testing points for graduation also is tracked through Excel spreadsheets. This practice was observed by a district review team member during a school visit.

IMPACT: When the district tracks student performance, teachers and school leaders are able to use the data to modify instruction and address student learning deficits.

2. The district has a system that provides accurate and current student performance data that is accessible to administrators, students and parents.

- A. During interviews, teachers and school leaders stated that the district uses Infinite Campus as its primary student information system. Test scores from state, vendor and district assessments are uploaded into the student information system and stored for easy access and tracking. Teacher grade books with student assignments and grades are available for both students and parents to access. A demonstration of Infinite Campus and its gradebook for teachers occurred during the state review team visit.
- B. Interviews with teacher groups and school leaders confirmed that teacher grade books with student assignments and grades are accessible to both students and parents. A demonstration of Infinite Campus with its teacher grade book module was provided to state review team members. Students also were observed accessing their grades online through computers and mobile devices by members of the review team.
- C. According to interviews with school leaders, the district has begun implementing a new Infinite Campus component specifically for parents to access grades and other student information such as behavior referrals. Currently, parents access grades through the student portal.
- D. According to school leaders and teachers, the district has begun the implementation of Illuminate Education. Illuminate Education is an online service the school will use to collect and report evidence of student performance through teacher developed assessments aligned to Ohio’s Learning Standards. It is being added to enhance the current student information system and the district’s assessment plan. One administrator expressed extreme excitement over this new initiative having had experience with Illuminate Education in a previous school district.

IMPACT: When the district provides students, parents and teachers access to real-time student performance, they may be able to monitor academic progress and make mid-course adjustments if necessary.

Human Resources and Professional Development

1. The district is implementing staff retention practices that include competitive compensation, incentives and other strategies.

- A. A review of the district strategic planning efforts, “Return to Excellence” and “Warrensville 2020,” interviews of district staff, parents and community partners indicate that developing a positive district culture for staff, students, parents and community is a priority.
 - According to Goal 1 of the “Return to Excellence” plan, the district is “to establish a positive mindset in parents, teachers, students and community for Warrensville Heights City Schools’ future.”
- B. Based on a comparative review of similar districts as identified using the Ohio Department of Education similar district typology and the Ohio Education Association listings of district salary levels, the district’s

teacher salaries are “competitive.” An analysis of these similar districts showed that the district ranked slightly less than the middle with respect to salaries.

- The district strategic plan section on talent management provides for strategies to create incentive packages, update job descriptions and salaries to attract and keep quality staff.
- C. Interviews with human resources staff, district staff and leaders as well as a review of training agendas and publications indicate that the Human Resources department is providing customer advocacy and workplace professionalism training in the district, facilitated and designed by Business Advocates Pro, Inc.
- D. Interviews with Human Resources staff, teachers and district leaders as well as a review of informational flyers indicate that the Human Resources department is implementing a system of employee discount partnerships with local businesses and services.
- A list of 42 business partners includes: restaurants, retail, accounting, taxes, cell phone, automotive, insurance, auto dealers, wellness, car rental, entertainment.

IMPACT: When the district implements practices focused on retaining high-quality staff, it may be possible to minimize staff turnover, which could lead to increased stability of staffing and increased student achievement.

2. The district has implemented a comprehensive evaluation system for all employees.

- A. A review of teacher evaluation records indicates that the district is implementing the Ohio Teacher Evaluation System for all teachers.
- One hundred percent of randomly selected teacher evaluation files reviewed showed that the evaluation process is being implemented according to state law and the negotiated agreement with timelines and requirements being met.
- B. A review of principal evaluation records and personnel files indicates that the district is implementing the Ohio Principal Evaluation System for all principals as a consistent process.
- A review of all principal evaluations revealed that the process is being followed and implemented with fidelity and with the professional growth of administrators being supported.
 - Two administrators who did not have evaluation documents in place to review were found to have been recently placed in their positions by the district.
- C. A review of personnel files indicates that the board of education is using the Ohio Superintendent Evaluation model to evaluate the superintendent.
- D. A review of classified personnel files indicates that the district is using a locally developed growth based evaluation tool for classified administrators and personnel.
- E. A review of evaluations indicate that processes are being followed, timelines are being met and an aligned system is in place. Alignment occurs as the district has selected the Ohio systems for evaluation for teachers, principals and the superintendent. The district uses a locally developed growth-based evaluation for all district administrators, certified and classified.

IMPACT: The implementation of a comprehensive system to evaluate district personnel may provide an opportunity to identify district expectations and support professional growth for district employees.

Student Supports

1. The district offers multiple options including a variety of electives and pathway programs to prepare students for postsecondary and career opportunities upon graduation.

- A. The high school *Tiger Tracks* pathways to graduation listed in the high school course catalog include:
- Science, Technology, Engineering, Arts, Math (S.T.E.A.M.).
 - Health Science and Public Safety.

- Early College.
- Business and Law.
- Career-Technical Education (CTE).

B. According to reviewed documents, the district participates in a Tri-Heights Career Prep Consortium with Cleveland Heights and Shaker Heights providing student training in a designated field at one of the high schools. Students may apply for the program in 10th grade and attend in grades 11 and 12. Many of the career prep courses provide students the opportunity to earn college credits and/or certification. According to the course catalog, the courses include:

- Marketing Management - A two-year program that includes extensive study in marketing, sales, advertising and promotion, visual merchandising, human relations and employability skills with a direct pathway toward working in a marketing-related position in the community. Students have the opportunity to earn as they learn, as well as receive college credit.
- Pharmacy Technician - Students explore a wide range of pharmaceutical principles, career concepts and skills needed to become a pharmacy technician. Upon successful completion and passage of the appropriate examination, the student can be eligible to become a nationally certified pharmacy technician through the pharmacy technician certification board.
- Family and Consumer Sciences - Provides students with opportunities to learn valuable life skills in nutrition and wellness in a lab-based environment.
- Exercise Science and Sports Medicine – Students study the science of human movement while exploring a wide range of sports medicine and fitness careers through practical lab experiences and high-level academic coursework. Students develop the skills necessary to become an athletic trainer or a physical/occupational therapist and have opportunities that can lead to careers working with professional athletes.
- Digital Video Production - Students are exposed to the vast areas of video production from researching a project, developing a story angle, interviewing techniques and editing on cutting-edge software.
- Criminal Justice - Students learn advanced self-defense tactics and fitness training while researching and analyzing current trends and issues in civil and criminal law. Successful program graduates earn state recognized credentials (OPOTA) and find immediate opportunities upon graduation for employment or higher education.
- Audio Engineering - Students learn the skills necessary to be successful in an entry-level position in the audio industry. Those skills include music theory, piano skills, composition, digital audio theory, digital signal processing, acoustics, electronic music, recording technology, mixing, and microphone design and application. These skills will prepare them for certification, a college degree or entry-level position in the audio, broadcasting, music education, media or video gaming industries.
- Automotive Technology - Students use the same state-of-the-art tools, equipment and cutting-edge technology as professional mechanics to identify mechanical or electrical problems, maintain and repair all automotive systems in an on-site, ASE-certified auto repair business. They have an opportunity to earn both college credit and industry credentials.
- Business Management Technology - Students use advanced software applications and techniques to complete innovative business projects related to accounting and finance and perform a wide range of business management procedures that involve document and spreadsheet preparation. They graduate prepared for immediate employment, advanced certifications and further education toward a degree in accounting and finance, business management, human resources or marketing.
- Clinical Health Careers - Students learn the core curriculum required of doctors, nurses and other health care professionals including: anatomy, physiology, infection control, therapeutic communication, medical law and ethics while mastering hands-on skills needed to assist with

exams and procedures and care for patients. They gain real-world experience in health care, working side-by-side with doctors and nurses as they complete clinical rotations at HealthSpan's Cleveland Heights Medical Center. (Rotations include internal medicine, pediatrics, oncology, pharmacy, physical therapy, the gastroenterology procedure lab and emergency room.)

- Computer Networking Technology - Students design, install, maintain and troubleshoot complex computer network systems in a challenging, project-based environment, using realistic simulations to develop decision-making and teamwork skills in a Cisco Networking Academy environment. Students are eligible to take the Cisco Certified Networking Associate Exam to receive recognized, industry-leading CCNA certification.
- Cosmetology at Cleveland Heights High School – This course provides students with a wide-range of hair, nail and skin care services in a full-service salon setting. The program prepares to complete the Ohio State Board Exam and become licensed cosmetologists.
- Graphic Imaging at Warrensville Heights High School - Provides students with the opportunity to design and produce advertising and marketing projects from concept to completion. This includes estimating, ordering materials, following job specifications and delivering client projects on schedule using the same computer hardware/software as professional graphic designers

C. Through the College Credit Plus program, the district has partnered with various colleges and universities to provide students with opportunities to earn college credit while in high school. Some partnerships include:

- Ohio University Aspiring Doctors Pre-College Program in affiliation with Cleveland Clinic South Pointe Hospital and John F. Kennedy PACT High School. This program targets students who are historically under-represented in the sciences who are interested in careers in the health professions. The program is designed to introduce students to the osteopathic medical profession and other health care careers through academic enrichment and interactive learning activities.
- Tri-C Cuyahoga Community College and Warrensville Heights Early College Program. This program offers high school students the opportunity to earn college credits that are guaranteed to transfer to any public higher education institution in Ohio, according to the Ohio Transfer Module.
- Cuyahoga Community College and Warrensville Heights Health Careers Academy - Cuyahoga Community College (Tri-C). The college faculty teach courses for high school students in grade 9 participating in the Health Careers Academy at Warrensville High School. Students attend classes on the college campus during their last three years of high school and may earn an associate degree upon graduation.
- Cuyahoga Community College, in partnership with Highland Hills, North Randall and Warrensville Heights Fire Departments, offers a Fire/EMS Program at Warrensville High School. This is a two-year program leading to an Associate of Applied Sciences degree in Fire Technology and certification in hazardous materials.
- The Kenyon Academic Partnership (KAP) is open to students in grades 11-12 to earn college credit through Kenyon University by completing KAP courses.
- Cleveland State University offers college credit upon completion of coursework for eligible students.
- John Carroll University offers college credit upon completion of coursework for eligible students.

D. Beachwood Medical Academy, established in summer 2016, is an academic program that blends traditional Honors and Advanced Placement course work at Beachwood High School with internships, credit flex studies, augmented summer course work and structured experiences at multiple sites with the University Hospital system.

IMPACT: When the district provides opportunities for students to select academic programming that best meets their interests and needs, students may increase ownership in their learning and be better prepared for college and a career upon graduation.

2. The district productively engages with external partners to support students' academic progress and physical and behavioral needs.

A. The following is a sample of the various community partnerships the district has developed:

- A.R.R.O.W.S. (Academic Readiness Requires Outstanding Work and Support) Mentoring Program staff, in partnership with Ursuline College, work with female students to develop leadership potential.
- ACE Mentoring program, sponsored by the Alpha Kappa Alpha Sorority, Inc., Team and Whiting-Turner Construction, provides mentoring opportunities for students who are interested in careers in the architecture, construction and engineering fields. Students completing the program are eligible to compete for more than \$100,000 in scholarships.
- South Pointe Hospital staff volunteer an hour each week to read with students at Eastwood Elementary.
- OMNOVA Solutions Foundation provides scholarships, technology (iPads, Chromebooks) and donates other various items for district students.
- God's Tabernacle Church, as part of the Greater Cleveland Faith Based Initiative Group, provides before and after-school programs and summer day camps with transportation and meals provided.
- Impact the 216! is a free after-school program designed to provide high school students with ACT test preparation. A computer-based program administered by College Now Greater Cleveland in partnership with the Cleveland Public Library and Esperanza, Inc., is funded by the Ohio Department of Education 21st Century Community Learning Centers grant.
- Cleveland Clinic Mobile Clinic offers health care to district students and families.
- District staff provides before-school ACT preparation for high school students.
- Project Lead the Way Gateway is designed for middle and high school students to engage them in hands-on activities, projects and problems that are reflective of real-world challenges. The program's courses engage students in compelling, real-world challenges that help them become better collaborators and thinkers. Students acquire knowledge and skills they will use in high school and beyond.
- Students of Promise provides a linkage coordinator who serves as a mentor, role model, monitor and advocate for targeted high school students. The program also provides parent support and workshops.
- The 1-2-3 READ after-school program, in conjunction with the Warrensville Heights Branch Library, is geared toward third grade students who need additional supports for reading and comprehension. According to the district website, 1-2-3 Read "helps scholars develop critical reading skills through experiences that lay the foundation for reading and writing success.

IMPACT: When the district develops and maintains working relationships with appropriate external partners to support student learning and health, student achievement may increase.

Fiscal Management

1. The current Five-Year Forecast and Assumptions adopted in October 2016 reveals a positive cash balance through 2021.

- A. The review of the district's forecast and assumptions adopted by the board of education in October 2016 and filed with the Ohio Department of Education shows a decrease in revenue from FY15 to FY16. Although it shows a decrease in revenue in FY17 over what was received in FY16, the district is still able to sustain a positive cash balance through FY21.
- B. The treasurer indicated there are revenue sources that will provide a positive cash balance throughout the next five years. For example:

- The Ohio Department of Education distributes funding to the district twice a month. Based upon the five-year forecast, the district's general operating allocation is anticipated to increase on average by approximately \$500,000 per fiscal year.
- The district anticipates scholars returning to the district or enrolling in kindergarten over the next five years.
- Per the district's forecast's assumptions, it projects a 4.35 percent increase in general property tax values in new construction in 2019 based on current information of a new company building in the district.
- The treasurer indicated the district has enrolled in the Star Ohio investment program, administered by the office of the Treasurer of Ohio, and currently has substantial increases in interest income on investments.
- The forecast will be updated in May 2017 for any changes to these assumptions that may have occurred since the last filing of the forecast.

IMPACT: When the district shows a positive cash balance, it may allow the administration to continue the strategic and district plans developed by the administration and board of education. The district can use the five-year forecast to determine a time line for the financial implementation of projects and goals to meet the needs of having a positive impact on student growth and achievement.

2. The district uses accounting technology to facilitate tracking, forecasting and control procedures. Procurement, tracking and monitoring systems and external audits are accurate, current and timely.

- A. The district's 2016 annual audit performed by the Auditor of State with a release date of March 2017 reflected no internal control concerns, findings or citations.
- B. A review of fiscal documents and procedures showed that the district uses the state software system for its accounting needs to ensure sufficient and accurate tracking of budgetary balances.
- C. The administration and fiscal support staff noted all purchase orders are reviewed by the superintendent and treasurer for appropriate purchases and accounts credited.

IMPACT: Using accounting systems and procedures recommended by the Auditor of State and the Ohio Department of Education may ensure accurate financial reports for forecasting and control procedures.

3. The district has established local business partnerships to meet the needs of its students.

- A. According to the State of the District Report, district documents and interviews with district leadership and local partners, the district collaborates with its partners in providing and supplementing educational opportunities for students.
- B. The district promotes the vision statement, "One Team, One Vision, One Goal." As part of this mission, the district has partnerships with a network of local organizations and individuals including:
 - OMNOVA Solutions, Inc., which offers contributions, \$20,000 scholarships that are renewable based on grades and donations such as Chromebooks for students in the classroom.
 - Tri-C community college partnership for College Credit Plus Program, which offers/provides early college for students.
 - Ohio University Heritage College offers a pipeline program for students in grades 9-12 that focuses on areas of wellness and has literacy and tutoring components.
 - Warrensville Heights Branch Library staff provides services for the 1-2-3 READ after-school program targeting third grade literacy.
 - Progressive Arts Alliance, Dancing Classrooms and The Cleveland Ballet provide enrichment opportunities in fine and performing arts.

- God's Tabernacle of Faith Church, a Greater Cleveland Faith-based Initiative Group, hires students for summer programs and provides before- and after-school programs, which include meals and transportation.
- Cleveland Clinic employees at South Pointe Hospital volunteer once a week for an hour to read with Eastwood Elementary students. The Cleveland Clinic provides a mobile clinic for vaccines, physicals and eye screenings.
- The district participates in the Federal Lunch Program, which offers free breakfast and lunch for all students.
- Cuyahoga Community College staff offer Health Careers Academy and Fire/EMS program at Warrensville Heights High School.

IMPACT: The district's partnerships with local organizations may assist in the enhancement of learning opportunities provided to students, while limiting the use of its own financial resources that can be utilized in other areas of the educational process.

CHALLENGES AND AREAS FOR GROWTH

Leadership, Governance and Communication

1. **The board of education does not consistently collaborate or use student achievement data to guide its policy making and decision-making.**
 - A. The YouTube videos of board of education meetings posted on the district's website demonstrate that board members' comments and arguments often obstruct progress on important academic improvement issues.
 - B. According to published board meeting minutes, in some instances, board members have failed to act in a productive manner.
 - Board minutes of Nov. 21, 2016, cite a need to hold an "in-depth" training session on parliamentary procedure, due to some board members' actions at public meetings.
 - The minutes also cite a need to focus on "promoting courtesy, justice, impartiality, and equity during board meetings," in a response to board interactions.
 - The minutes of Oct. 13, 2016, include a statement by a board member that, "The operation and administration of the district requires trust and the board is not as effective by accusations and threats of what is wrong."
 - The board of education has not established policies or initiatives that have resulted in higher student achievement.
 - C. The district has lacked consistent leadership, with district records indicating the board of education has hired seven superintendents and seven treasurers since 2003.
 - Board of education minutes indicate little discussion of student performance data to guide decision-making.
 - D. Focus group interviews indicated a perceived lack of trust and respect among the board members.
 - Interviews with parents, staff members and city officials indicated a perception that the board does not always collaborate effectively and act collectively in ways beneficial to the district.
 - Some parents expressed a "lack of trust" in some board members' motives they believed were not in the best interests of the students.
 - When interviewed by review team members, board members demonstrated a lack of collegiality in their verbal and non-verbal communication to each other.

IMPACT: When the board of education members do not collaborate or develop policies to address district needs, it may reduce the likelihood of meeting the district’s improvement goals.

2. The structure and practices of the leadership at the district level is not conducive to respond to the differentiated needs of schools.

A. The organizational chart indicates vacancies in some key leadership roles.

- There is no data and assessment specialist named on the organizational chart.
 - No one has a leadership position dedicated to helping staff members analyze data and use it to improve teaching and learning.
 - No one in a leadership position is monitoring and evaluating teachers’ classroom assessments to develop buildingwide or districtwide consistency.

B. There is no district employee responsible for instructional technology.

- No district leader develops, articulates, manages or evaluates educational technology equipment or programs.
- The district professional development calendar indicates that no district representative attends state or national instructional technology conferences. According to document reviews, there is no organized district professional development program for staff using instructional technology.
- Classroom observations indicate that use of instructional technology for teaching and assessments is inconsistent among the schools and teaching staff.
- There is no mention of instructional technology in the district strategic plan or improvement plan.

C. Focus group interviews with teachers and state support team members and classroom observations indicate that the implementation of a co-teaching model for supporting special education students is not effectively and consistently implemented, especially at elementary levels.

- The superintendent disclosed in an interview that one primary reason for a drop in the district’s Performance Index was the very low proficiency percentage on state tests of students with specific learning disabilities.
- State reports of disaggregated data indicate the proficient percentage of students with specific learning disabilities in grades 3-8 on grade level tests in reading, mathematics, science and social studies was 0 percent in 12 of 16 categories.
- The district grade on the state report card for Value-Added for students with disabilities was an F.

D. State reports indicate that the percentage of identified gifted students has steadily declined from 4.6 percent to 0.2 percent in the past five years.

- In a focus group interview, a principal stated that the district has no service plans for gifted students and an inadequate gifted identification process.
- The district grade on state report card for Value-Added for gifted students was “not rated” due to not having enough students to measure.
- In focus group interviews, parents, business partners and local government officials reported enrolling their children and grandchildren in schools outside the district “to challenge them” and “to better prepare them for college.”

IMPACT: When the district does not have key personnel in place or establish responsive systems to support school need and improvement, it may hinder improvement efforts.

Curriculum and Instruction

1. The district does not consistently differentiate instruction to address students’ diverse learning needs.

- A. Differentiated instruction means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.
- B. District leadership analyzed teacher performance data collected from the 2015-2016 Ohio Teacher Evaluation System that indicated the lowest performance scores were in the areas of differentiated instruction and formative assessment.
- In an interview with academic coordinators and district leadership, they stated that they conduct teacher evaluations and informal classroom observations across all grade levels.
 - A document review of informal classroom observations contained the following comments, “Even though students were working in small groups, they were all doing the same thing.” “Students were working in centers doing the same activities with no expected outcomes posted.”
 - In an interview with instructional specialists, they stated that they attend teacher-based team meetings in district schools across all grade levels. They stated that teachers are able to complete certain components of the Five-Step Ohio Improvement Process. They can complete:
 - Step 1 - Collect and Chart Data;
 - Step 2 - Analyze Data;
 - Step 3 - Establish Shared Expectations for Implementing Specific Changes.
- C. However, according to the interviews, teachers are unable to complete step 4 - Implement Changes Consistently and Step 5 - Collect, Chart and Analyze Post Data.
- A document review of teacher-based team minutes indicates that teams are not consistently or adequately planning beyond step 3 in the Five Step Ohio Improvement Process.
 - Classroom observations indicate a lack of implementation of evidenced-based differentiated instructional strategies.
 - Review team members conducted classroom observations using the Instructional Inventory indicators. The indicators describe effective practices that are critical to improving student achievement for all students. The scores range from zero (lowest) to five (highest) and the sixth indicator is no data collected.
 - Review team members visited 28 classrooms within all four school buildings in the district.
- D. The inventory items and ratings are as follows:
- Classroom lessons, instructional delivery and assessments are aligned to Ohio’s Learning Standards. Score 2.5.
 - The teacher implements appropriate and varied strategies that meet all students’ (EL, SPED, and gifted) diverse learning needs that would address differentiation of content, process and/or products. Score 1.30.
 - Teacher implements strategies that promote a learning environment where students can take risks such as making predictions, judgements and conducting investigations. Score: 1.75.
 - Teacher conducts regular formative assessments to check for understanding and inform instruction. Score: 2.24.
 - Students engage in challenging academic tasks. Score: 1.96.
 - Student work demonstrates high-quality and serves as examples. Score :1.67.
 - The teacher uses available technology to support instruction and enhance learning. Score: 2.33.

IMPACT: When the district does not utilize differentiated instruction to meet the individual needs of diverse learners, it may reduce the likelihood of closing the academic achievement gap.

2. The district does not consistently use evidence-based instructional strategies that promote academic rigor and high expectations for student achievement.

A. Academic rigor refers to challenging students with high expectations for achievement.

- According to district leadership and a mid-year review of teacher observations, informal observations and student assessment data, students are not being challenged academically in the classroom.
 - On the teacher lesson plan template, teachers are required to ask four to six questions that are at the higher levels of Bloom's Taxonomy. Students should be asked to analyze, synthesize and evaluate. According to interviews, students are being asked to recall and explain which are at the lower levels of Bloom's Taxonomy.
 - The district's academic coordinators shared that they have observed that instruction is not aligned to the Ohio's Learning Standards instructional shifts in English language arts and mathematics, which require greater depth in understanding. The instructional shifts require students to read more non-fiction, informational text and solve cognitive math, which will be required if the high school transitions to a science, technology, engineering and math (STEM) curriculum.
- In a document review of 37 informal classroom observations, there is an area of the document that is checked if the observer sees higher order questioning during the lesson. Out of the 37 informal observations, none had a check mark indicating that the observer saw evidence of higher order questioning in use during instruction.
- Some of the comments from informal observations include:
 - Eighth grade class observation - Students are working on a worksheet that is aligned to second and third grade work.
 - Third grade - Students are working in small groups on a worksheet with little or no rigor and below grade level.
- A student focus group participant stated, "We received A's but we haven't been challenged in our classes." The students stated that they realized that they had not been challenged when they enrolled in their College Now classes at area universities. They said there was a "huge difference" in expectations, and they believed they should have been "better prepared."
- Many students stated that college writing and composition was a challenge. Students stated that they were not adequately prepared for the ACT test and most took the test multiple times to gain better scores.
- In a parent focus group meeting, five parents expressed concern that the courses offered were not rigorous or challenging for their children to be prepared for college. One parent stated that several students have graduated from the district and dropped out of college because they were not prepared for challenging academics. According to several parents, the lack of academic challenge is the primary reason parents enroll their children outside of the district.
- In a school board focus meeting, a member stated that "the bar is not high enough in our classrooms." Another member stated, "Our kids are not getting the type of instruction they need in order to attend and complete college."

B. Review team members conducted classroom observations on the rigor of coursework using the Instructional Inventory. The scale ranges from zero (lowest) to five (highest) and the sixth indicator is no data collected.

- The instructional inventory items and ratings are as follows:

- The teacher applies Webb’s Depth of Knowledge (higher order thinking) 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. Score: 1.89.
- The students engage in challenging academic tasks. Score: 1.96.
- Students recall, reproduce knowledge or skills, apply multiple concepts and/or think creatively or critically to solve problems. Score: 1.87.
- Students make connections to prior knowledge, real-world experiences or can apply knowledge and understanding to other subjects. Score: 2.0.
- Students assume responsibility for their own learning, whether individually, in pairs or in groups. Score: 2.64.

IMPACT: Without the consistent use of evidence-based instructional strategies or rigor in academic work, the district may not realize the goal of improved academic achievement.

Assessment and Effective Use of Data

1. The district lacks sufficient remedial support to address the student learning needs identified by preK-3 performance measures.

- A. According to teacher focus group participants and a review of documents, the reading intervention services required for students identified as not on track on the September 2016 reading diagnostics describe English language arts strategies used for all students in grades K-3. Teachers acknowledged that these describe typical instruction and not unique instruction for struggling students. The Third Grade Reading Guarantee Guidance Manual (August 2016) states that not on-track students are students who are “not reading at the beginning of each grade at the level set by Ohio’s Learning Standards for the previous grade.”
- B. The district’s state report card shows that the percentage of students in grades K-2 moving from not on track to on track is low. The percentage of students in grades K-2 who moved from not on track to on track status ranged from 13.9 percent to 36.8 percent. This was fewer than 10 students per grade level. Of the 44 third grade students who were identified as not on track on the fall 2015 assessment, none reached proficiency on the spring 2016 third grade Ohio’s State Test.
- C. Classroom observations and comments from teachers confirmed that kindergarten class sizes are approximately 28 students per class. Teachers voiced their concern in multiple focus groups that kindergarten class sizes restrict their ability to provide needed interventions and support. Ohio Revised Code 3301-35-05 states that the K-4 schoolwide ratio should be 1 teacher per 25 students. Regardless of meeting the K-4 ratio, a high ratio at each grade level should be avoided in classes where student performance is low.
- D. Slightly more than 50 percent of kindergarten students scored not on track on the Kindergarten Readiness Assessment (KRA) in September 2015 as reported in the state KRA file. Additionally, less than 20 percent were at the Demonstrating Readiness level. The Demonstrating Readiness level indicates that the student demonstrates foundational skills and behaviors that prepare him/her for instruction based on kindergarten standards. These data indicate a high need for intervention and support for kindergarten students.
- E. According to teachers, school leaders and financial documents, teachers funded by Title I primarily serve students in grades 2 and 3. Title I staff do not provide services to kindergarten students and only a few students in grade 1. Title I is the federal government’s grant program that provides funds to school districts to service disadvantaged students in need of remedial education.
- F. According to school leaders, there is a large waiting list for preschool enrollment. One administrator stated that students who do not attend the district’s preschool program usually require reading intervention and monitoring plans. This correlates with the district’s high percentage of 51.6 percent of kindergarten students starting school not on track. According to a ranking of districts on the state’s 2015-2016 KRA file, this places the district in the bottom tenth of all Ohio public school districts.

IMPACT: When the district does not provide early interventions for students performing below grade-level expectations, the student achievement gap may widen.

2. The district lacks sufficient teacher support for the new computer-based instructional and assessment initiatives.

- A. Teacher focus group participants shared that the district provided insufficient training for new instruction and assessment computer-based initiatives. In addition, teachers mentioned that the district lacks sufficient technology support to keep many of these newly implemented computer-based initiatives operating efficiently on a daily basis.
- B. According to interviews with teachers, the district is close to a 1-to-1 student computer use design, but it lacks sufficient support for the day-to-day technology needs of students and teachers. A teacher at each building is assigned the responsibility of solving daily issues and one district tech person is available, but more assistance is needed.
- C. While iPads are in classrooms for grades K-1 and computers are in classrooms for grade 2, there are not enough devices for online whole-group instruction.
 - Only one computer lab and one cart of 30 computers are available for whole-group instruction and assessments. The computer lab and cart is shared among grades K-3 classrooms.
 - Teacher and principal focus group participants agreed that additional computers or computer carts are needed to support online assessments and instruction. This also was observed by review team members during classroom visits.
- D. Teachers shared that the district lacks a structured keyboarding learning strategy for students in grades K-2.

IMPACT: When the district lacks sufficient teacher support for computer-based instructional and assessment initiatives, the initiatives may not be fully implemented and consequently may inhibit the intended impact on student achievement.

3. The district lacks high expectations for student growth outcomes that are used in teacher evaluations.

- A. The Ohio Teacher Evaluation System (OTES) is required to be used by Ohio school districts to evaluate teacher performance. As part of the Ohio Teacher Evaluation System, teachers are rated on the amount of academic growth students make each year. Academic growth is a measure of the difference between student performance levels at two points in time. Teachers and district leadership collaborate to determine the expected academic growth of students.
 - According to teachers and school leaders, K-8 teachers use the NWEA Measures of Academic Progress (MAP) and 9-12 teachers use STAR 360 assessments to obtain student growth in reading and mathematics.
 - According to teachers, school leaders and a review of documents, the district's growth expectation for students who take the NWEA MAP assessments is the national growth norm. The district's growth expectation for students who are administered the Renaissance STAR 360 assessments is below the national growth norm. However, to attain proficient levels in reading and mathematics, students who are performing below grade level must make greater gains than students who are currently growing at or above the national norm.

IMPACT: When a district sets student growth targets that are not higher than the national growth norms, students performing below grade level may not reach higher levels of achievement and the achievement gap may not decrease.

Human Resources and Professional Development

1. Although the district uses the Ohio Teacher Evaluation System, it is not being used to promote teachers' professional growth.

- A. During interviews, teachers and administrators revealed that the evaluation system is currently being approached from the standpoint of compliance rather than a tool to improve practice.
- One district teacher said, “Much of the paperwork required such as a long detailed survey that I had to complete did not help with my professional growth.”
 - Another teacher referred to it as “Busy work, not productive.”
 - One administrator said, “Time constraints made it difficult to implement effectively.”
- B. A review of the Ohio Teacher Evaluation System’s final summative ratings as well as an internal district study identifies a misalignment between educator final ratings and student performance. The current Ohio Teacher Evaluation System rates teachers in one of four categories with accomplished being the highest designation and ineffective being the lowest. These final rankings are based on observations, walkthroughs and student growth measures as determined by the district. The misalignment is indicated when student achievement scores are so low in the district and yet 63.6 percent of teachers are rated as skilled or accomplished. With 122 teachers, the specific breakdown of results is as follows:
- 6.6 percent or 8 teachers rated Accomplished.
 - 57 percent or 69 teachers rated Skilled.
 - 34.7 percent or 42 teachers rated Developing.
 - 1.7 percent or 2 teachers rated Ineffective.
- C. Based on interviews with district staff, reviews of evaluation documents and leadership meeting agendas, the district is not providing effective professional development in order to calibrate performance expectations and feedback to educators through the Ohio Teacher Evaluation Process.

IMPACT: When the teacher evaluation system is not implemented with consistency, the district may miss opportunities to improve teacher instructional practices and increase student achievement.

1. The district does not have a focused professional development plan that addresses the needs of the district.

- A. According to interviews with district staff and documents reviewed, there is no evidence on how or what information is used to plan for professional development in the district.
- B. A review of district and building level improvement plans identify professional development topics but do not describe in detail how the topics are prioritized or delivered. Examples of the professional development topics include:
- **Universal Design for Learning:** A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.
 - **Response to Intervention:** A multitiered approach to the early identification and support of students with learning and behavior needs.
 - **Depth of Knowledge:** A tool that can help teachers meet the challenge of rigorous standards and assessments. It categorizes tasks according to the complexity of thinking required to successfully complete them.
 - **Researched Best Practices:** Instructional practices that have been verified through research to be effective in particular situations of student learning needs.
 - **Infinite Campus:** A student information system used by the district that includes student information, teacher, grade book, schedule wizard, multi-year academic planner as well as a mobile app.
 - **Positive Behavior Intervention System:** An approach to student discipline that focuses on interventions that promote positive behaviors among students in the system rather than focusing on negative consequences.

- C. A review of district and building level improvement plans and professional development documents indicate that the district does not have a means to monitor or evaluate the effectiveness of any provided professional development.
- D. Based on the review of improvement plans, agendas, meeting minutes, student performance data, interviews with district staff and state support team consultants, the district has been unsuccessful with implementing evidence-based instructional strategies. This implies that the district is not completing steps three through five of the Ohio Improvement Process.

IMPACT: When the district does not have a professional development plan that is aligned to district goals, the opportunity to improve instructional practices and student achievement may be missed. When teachers do not have the training needed to identify and implement research-based instructional strategies in the classroom, it could prevent the ability to address deficiencies in student learning.

Student Supports

1. The district does not use consistent schoolwide discipline practices or classroom management strategies to reduce problem behaviors that disrupt teaching and learning.

- A. At the time of the review, there was no districtwide Positive Behavioral Interventions and Supports framework implementation plan presented. Positive Behavioral Interventions and Supports is a broad range of systemic and individualized strategies for achieving social and learning outcomes in school communities while preventing problem behavior. The key attributes include preventive activities, data-based decision-making and a problem-solving orientation.
- B. Principal, teacher and student focus group participants stated most schools offer positive incentives for good behavior and attendance, but there is no specific plan to address disruptive behavior in the classroom or schoolwide.
- C. Documents reviewed and interviews with teachers and support staff revealed that the district and school staff do not consistently use discipline data to inform decisions to reduce disruptive behaviors in the school and classroom.
- D. According to the Ohio Department of Education, Office of Accountability data, district discipline actions are higher than similar districts and the state. According to the discipline data, disobedience and fighting are the major infractions selected for disciplinary actions.
- E. The 2016-2017 Ohio Special Education District Profile indicates that the district did not meet indicator four due to having a significant discrepancy in the rate of suspensions of students with disabilities for more than 10 days in a school year.
 - Documents reviewed and interviews with district administrators indicated that the district special education department is working on a compliance review with the Ohio Department of Education’s Office for Exceptional Children to address the discrepancy.

IMPACT: When the district does not use consistent schoolwide discipline practices and classroom management techniques, a positive school climate for teaching and learning may not be established.

2. Although, the district offers various academic programs and opportunities for students, it does not have a plan to identify and serve gifted students.

- A. District leaders stated the following in interviews:
 - “The teacher for gifted students left the district last year and has not been replaced.”
 - “There are no middle or high school students identified as gifted.”
 - “Elementary students identified as gifted are coded in EMIS as gifted, but not served.”
 - “NWEA data is used to identify gifted students, but no services are provided.”

IMPACT: When the district promotes high achievement for students at all grade levels and provides accelerated and advanced programs for students identified as gifted, they are more likely to perform at the best of their ability and develop their full potential.

3. The district does not have an effective tiered system of academic support for students who are not performing at grade level in reading and math.

- According to the district’s state report card, district subgroups performance on the English, language arts assessments was below the 2015-2016 target proficiency rate of 74.2 percent required to meet the annual measurable objective indicator.
 - The economically disadvantaged student subgroup scored 27.9 percent proficient.
 - The students with disabilities subgroup scored 9.5 percent proficient.
 - The African-American student subgroup scored 25.5 percent proficient.
- According to the district’s state report card, district subgroups performance on the state math assessments was below the 2015-2016 target proficiency rate of 68.5 percent required to meet the annual measurable objective indicator.
 - The economically disadvantaged student subgroup scored 19.6 percent proficient.
 - The students with disabilities subgroup scored 8.3 percent proficient.
 - The African-American student subgroup scored 17.8 percent proficient.
- According to interviews with teachers and support staff, there is inconsistent use of the Warrensville Intervention Support Team (WIST) process to identify and provide interventions for students who are not performing at grade level.
 - “Interventions are not always implemented with fidelity.”
 - “[There is a] lack of resources...teachers come up with own interventions.”
 - “[The process] Need[s] better checks and balances.”
 - “No follow through.”
 - “[Teachers expressed they] need more training and support [for the WIST process].”
- According to documents reviewed, the Leveled Literacy Intervention (LLI) Program is a supplementary literacy intervention for students who have difficulties with reading and writing.
 - Based on teacher interviews, the program is not being used in kindergarten and Title I teachers do not work with kindergarten students who are identified as “not on track” in reading and writing.
 - Teachers interviewed stated that kindergarten classes are large and students need more intervention support.
- According to documents reviewed, the teachers do not consistently use the available tiered intervention strategies/programs with students performing below grade level.
 - Teachers and support staff stated there is a need for more professional development on the WIST process, the implementation of interventions with fidelity and alignment of intervention programs.

IMPACT: When the district does not have an effective system of tiered academic supports and interventions for students performing below grade level or provide training and support for all staff to implement the interventions, student achievement may decline.

Fiscal Management

1. The district does not have a long-term capital plan for financial needs.

- A. The capital plan is developed and used to describe the district's financial needs for technology, maintenance, classroom equipment and capital improvements including bus and vehicle purchases and building maintenance and replacement needs.
- B. At the time of the review, the district self-reported that it did not have a long-term financial capital plan that clearly and accurately reflects anticipated future capital development and improvement needs that align to the district plan.
 - When reviewing the district plan and strategic plan, there was no evidence of the financial impact in fulfilling these goals and objectives.
 - Interviews with district leadership and staff revealed there is no method to determine the funding source for emergency repairs or replacements of building equipment or vehicles that could cause a decrease in funding in other areas.

IMPACT: Without a written long-term capital plan to address future and possible unforeseen expenditures, the financial impact on the five-year forecast and annual appropriations can be misleading.

2. The district does not have a participatory budget development process to include all appropriate stakeholders.

- A. A budget document provides accurate information on all fund sources. The budget development process is to allocate sources in a cost-effective manner to support district operational and educational goals.
- B. A review of board minutes, the forecast and the appropriation document revealed that funds are appropriated only at the district level but not at the buildings and/or department levels.
 - Interviews with the district leadership and a review of district documents revealed there is no transparent and comprehensive budgetary process.
 - The district and building leadership shared the current process in place is only to provide the departments with a computer generated three-year history report of supply and purchase service expenditures. This document did not include an explanation of goals and objectives to be accomplished through the budget at the building and department levels.
 - At the time of the review, there was no evidence to show what methods were used to make budget decisions at the building and department levels.
 - At the time of the review, the treasurer and superintendent did not provide information on how allocating funds for buildings and departments was determined.

IMPACT: When the district does not include the administrative team and staff in a clear and transparent budgeting process, it may be difficult to evaluate the costs associated with programs and operations.

3. The district's financial documents reveal a revenue loss of approximately \$4 million annually.

- A. According to the district's FY16 foundation settlement, the district pays approximately \$3.7 million in tuition to community schools and another \$200,000 in open enrollment to other districts. These tuition payments to other schools represent more than 10 percent of the district's revenue.
- B. Average Daily Membership, the total number of school days within a given school term that a student's name is on the roll regardless of being present or absent, is the "number of days in membership" for that student. It is the district's responsibility for paying for students who attend elsewhere — tuition and some transportation costs.

IMPACT: When a resident student chooses to leave the district to attend another school outside of the district, the funding for that student follows the student to the district he or she is attending. This loss of revenue may result in a shortfall of funding for the district to finance district programs.

Warrensville Heights City School District Review Recommendations

Leadership, Governance and Communication

1. Provide training for the board of education to set measurable goals in the areas of team building, communication techniques, strategic planning and roles and responsibilities.
 - Utilize the Ohio School Boards Association to conduct workshops that can facilitate an understanding of the roles and responsibilities of board members.

BENEFIT: A collaborative board of education, focused on its governance responsibilities, may demonstrate improved leadership and effective district oversight, while providing stronger support for the district's improvement goals.

2. Employ the district-level personnel in the areas of data and assessment, instructional technology and gifted education.
3. Apply the district's academic goal of "providing a rigorous and comprehensive academic experience" to all students, including students with disabilities and gifted students.

BENEFIT: As new administrators and program directors learn to effectively exercise educational and operational leadership, improvement plans may progress and goals of improved performance for all students may be attained.

Curriculum and Instruction

1. Develop a systemic plan for the implementation of differentiated instruction that will:
 - Identify evidenced-based instructional strategies that meet the needs of diverse learners.
 - Align instructional strategies to data that meet the needs of diverse learners.
 - Provide teachers with professional training instructional strategies that address differentiated instruction.

BENEFIT: The implementation of differentiated instructional practices may improve academic achievement.

Provide professional training on "unpacking the standards" and the connection of learning targets to rigorous assessments and engaging instructional practices to assist teachers in understanding the instructional shifts, which require teachers to engage students in greater levels of higher order thinking.

- Provide professional training in assessment literacy, which provides evidence-based instructional practices that are aligned to a framework for rigor, such as: Webb's Depth of Knowledge, Bloom's Taxonomy, Rigor/Relevance or Hess' Cognitive Matrix.

BENEFIT: The consistent implementation of instructional practices that establish high expectations for student achievement may result in closing the achievement gap.

Assessment and the Use of Data

1. Improve the performance level of students in grades preK-3 by considering the following strategies:
 - Provide customized reading intervention strategies for not on track students. Include additional I-Ready instructional time during the school day and potential access to I-Ready instruction at home and/or the practices contained within I-Ready that are not dependent on internet access.
 - Reduce the size of kindergarten classes to fewer than 25 students.
 - Expand Title I support to K-1 classrooms.
 - Expand preschool availability to reduce the number of children on the wait list.
 - Add an item about reading practices teachers should be implementing.

BENEFIT: By implementing these strategies, the count of students needing intervention may decrease. Students also may be better prepared for stronger academic performance in middle and high school.

2. Improve access to and use of district online instructional and assessment applications by considering the following strategies:

- Provide an instructional technology specialist who fully understands the district's instruction and assessment applications. The major responsibilities for the specialist would include ongoing staff training, staff support and classroom modeling.
- Provide additional technology support at each school building.
- Increase the availability of computers, laptops or tablets in K-2 classrooms.
- Develop a plan for students to learn keyboarding at grade 2 or earlier.

BENEFIT: Providing the necessary training and technical support when implementing new computer-based instructional and assessment tools should result in more effective teacher use and stronger student performance. In addition, the availability of keyboarding instruction by grade 2 may assist students when they enter third grade, since they will be expected to type a multi-paragraph response on the state English language arts assessment each year.

3. Set academic growth goals for students that are greater than national expected growth rates.

BENEFIT: Setting annual growth goals for low achievers that are higher than what occurs nationally may result in a higher achievement status for these students and may reduce the achievement gap.

Human Resources and Professional Development

1. Provide professional development for all building administrators in the effective use of the Ohio Teacher Evaluation System.

- Develop a strategic action plan that will assist district leadership in monitoring the use of the teacher evaluation system in an effort to ensure that evaluators are using the system as a tool of support for the professional growth of teachers.
- Schedule time to calibrate among administrators with respect to their use of the system.
- Increase the use of growth and improvement plans for district staff based on student achievement results.
- Actively engage staff in a collaborative process with focus on the regular and formative aspects of the system.
- Spend the necessary time to provide regular support to teachers to help them meet expectations and goals aligned to their evaluations.

BENEFIT: Focusing on the effective implementation of the Ohio Teacher Evaluation System by district administrators may result in effective supervision practices that identify strengths and needs of assigned staff, the ability to plan the effective implementation of district and school initiatives, and the capacity to assess the application of skills and practices learned from professional development.

2. Solicit assistance from the state support team to develop focused professional development that includes the identification, implementation and monitoring of instructional strategies that are identified through the teacher-based team data analysis.

- Use teacher-based team data to conduct a needs assessment to identify a prioritized list of research-based instructional strategies needed in the district. Categorize by grade level and content area.
- Develop and implement a comprehensive professional development plan to increase knowledge and skill in the implementation of the identified strategies.

- Ensure that the plan incorporates and uses the Ohio Improvement Process to make the professional development job embedded and ongoing.
- Monitor instructional strategies for building-level walkthroughs and the evaluation process.
- Design a walkthrough data collection tool that aligns with the desired professional development plan outcomes.
- Provide professional development to all district administrators charged with the evaluation of teachers on the use of the walkthrough tool and schedule time for calibration work with respect to its use.
- Implement walkthroughs by leadership to monitor implementation.
- Share summarized walkthrough data with all staff as soon as possible and consistently.
- Incorporate the instructional strategy expectations into all evaluation processes.

BENEFIT: Focusing high-quality, job-embedded professional development efforts on instructional strategies, coupled with intentionally focused monitoring, may have a positive impact on increasing student achievement.

3. Develop and implement a comprehensive districtwide professional development plan that is directly aligned to district goals.
 - Conduct a needs assessment analyzing staff needs, student achievement data and the assessment of instructional practices in the district to identify a professional development focus for the district.
 - Identify available times for providing professional development, building a calendar into the plan, including efforts to provide ongoing support and follow up.
 - Consider using waiver days, early release or late starts to create more time as needed.
 - Include a monitoring component in the plan in which the district leadership team or sub-committee monitors the data on a regular basis. This data may include staff assessments, classroom walkthroughs, teacher evaluations and principal evaluations to assess the effectiveness of the plan and make course adjustments as needed.
 - Ensure that the plan is in alignment with the district goals and provides the needed professional development to support identified improvement efforts.
 - Ensure that each building leadership team develops a plan in alignment with the district plan that addresses the specific needs of staff and provides the same monitoring components.

BENEFIT: A comprehensive professional development plan aligned to district and building goals may provide a means to improve the instructional practices in the district, leading to increased student achievement results.

Student Supports

1. Incorporate a district Positive Behavioral Interventions and Supports (PBIS) plan with the Ohio Improvement Process (OIP) Plan.
 - Consider using the Ohio Department of Education PBIS/OIP crosswalk tool and any other resources to facilitate alignment and identify the role of the building leadership team and teacher-based teams in implementation.
 - Refer to the Ohio Department of Education website and contact the state support team for resources to assess district needs, staff training and implementation of the framework.
 - Create specific measurable goals and time lines for training and implementation of the PBIS framework.
 - During district leadership and building leadership team meetings, continue to analyze discipline data and include the number of in-school and out-of-school suspensions, expulsions, type of

incidents and location of incidents. Use the data to create and monitor action steps to address identified areas as part of the PBIS implementation plan referenced in the prior bullet.

- Address the significant discrepancy in the rate of suspensions of students with disabilities in the rate of suspensions for more than 10 days.
 - Provide staff training on the use of functional behavior assessments and behavior intervention plans.

BENEFIT: When the district develops and makes effective use of a schoolwide system to prevent and intervene with disruptive behavior, a positive learning environment may be established and student achievement improve.

2. Convene a district committee to revise the district policy on gifted identification and service delivery.

- Develop a plan for professional development and implementation of the revised board approved policy.
- Consult with the state support team for resources and support for the implementation of best practices for gifted education.
- Incorporate advanced placement and honors coursework, dual enrollment opportunities and community partnership programs as part of gifted services for high school students identified as gifted.

BENEFIT: By providing quality education programs and services, including advanced and accelerated opportunities for students identified as gifted, the district may enable students to achieve to the best of their abilities.

3. The district leadership team, which consists of representatives of general education, special education and support staff from elementary, middle and high school, should review the following items to assess district status and needs for professional development, alignment with district and school goals, fidelity of implementation and impact on student achievement aligned to the Universal Design for Learning strategy in the District Improvement Plan:

- District policies, procedures and policies related to addressing the needs of students who are not performing at grade level and all subgroups.
- The Warrensville Heights Support Team (WIST) process, staff training, resources available at each tier and student intervention data.
- District and community provider interventions and strategies available at each tier of the district multi-tiered system of support.
- Alignment of academic and non-academic interventions and supports in a multi-tiered system of support.
- Implement and monitor a multi-tiered system of support implementation plan (Response to Intervention in the District Improvement Plan) with specific action steps, time lines and professional development calendar.
- Use common language and clearly communicate to all stakeholders the most current plan to implement Universal Design for Learning to eliminate inconsistent and outdated information.

BENEFIT: When the district creates and consistently uses a multi-tiered system of support to address the academic and non-academic needs of all students, barriers to learning may be reduced and student achievement may increase.

Fiscal Management

1. Create a districtwide budgeting plan for both short-term and long-term spending that includes the district's financial and educational goals and objectives. The process of developing the plan should include the

involvement of each administrative department including staff input. The needs and changes of programs should be presented to the superintendent and treasurer for review and appropriating funds.

BENEFIT: Creating a budgetary process may provide transparency with alignment of funds to the goals and objectives. Stakeholders may be made aware of the district's financial position as they make decisions and the district may track budgets and appropriations to ensure the goals and objectives of the district are met.

2. Develop and conduct a survey for the parents of Warrensville Heights School District students enrolled in other district programs to determine what changes need to be made or what opportunities are lacking within the district. Based on the results, plan accordingly to use the budget of outgoing students to bring those programs to the student's home district.

BENEFIT: Discovery as to why students are leaving the district will provide a tool to establish programs to bring students back to the district. Student recovery from other schools will bring dollars back through re-enrollment to the district as well as the opportunity to introduce programs that will enhance student learning and achievement.

3. Establish a capital plan team including team members from all buildings and departments. Develop a systematic five-year plan addressing the financial needs of the district for educational programs, building, equipment and transportation repairs and replacement.

BENEFIT: The capital plan can be used as a tool in helping the district determine the allocation of funds for each fiscal year of the forecast and used as a prediction of unforeseen expenditures and fund shortfalls.

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

The review was conducted from March 20 to March 24, 2017, by the following team of Ohio Department of Education staff members and independent consultants.

1. Dr. Claire Huff-Franklin, Director, Academic Distress Commissions and Education Reform
2. Ed Bernetich, Leadership Governance and Communication
3. Barbara Murphy, Curriculum and Instruction
4. Jerry Moore, Assessment and Effective Use of Data
5. Jeff Royalty, Human Resources and Professional Development
6. Karen Hopper, Student Supports
7. Rhonda Zimmerly, Fiscal Management

District Review Activities

The following activities were conducted during the review:

Interviews

- Academic Coordinators
- Assistant Superintendent of Curriculum and Instruction
- Athletic Coordinator
- Athletic Support
- Board of Education
- Bookkeepers
- Building and Grounds staff
- City Council Member, Warrensville Heights
- Communications Coordinator
- Community Partners
- Coordinator for Accountability and Federal Programs
- Curriculum and Instruction Specialists
- Custodians
- Director, Accountability
- Director, Business Affairs
- Director, Human Resources
- Director, Pupil Services
- Director, Special Education and Gifted Program
- District Ohio Improvement Process Facilitator
- District Testing Coordinators
- Eastwood Parent Liaison
- EMIS Coordinator
- Food Services staff
- High School Parent Liaison
- Highland Heights Council
- Human Resources Generalist
- Instructional Technology staff
- Intervention Specialists
- Mayor, Village of Highland Hills
- Mayor, Village of North Randall

- Mayor, Warrensville Heights
- Middle School Parent Liaison
- Newly Hired Staff and Teachers
- Occupational Therapists
- Office of the Superintendent Executive Assistants
- Parental Involvement Specialist
- Physical Therapists
- President, Teachers Union
- Psychologists
- Registration staff
- School Counselors
- School Nurses
- Secretary
- Security Chief
- Special Education Specialist
- Speech Therapists
- Superintendent
- Technical Support/Accountability Coordinator
- Transportation staff
- Treasurer
- Truancy Officer
- Tutors
- Warrensville Heights Police Chief

Focus Groups

- Elementary, Middle and High School Teachers
- Elementary, Middle and High School Principals
- Elementary, Middle and High School Students
- Parents

Onsite Visits

- 4 Building Observations
- 31 classrooms observations at all school levels

Warrensville Heights City School District

Westwood Elementary, 19000 Garden Blvd, Warrensville Heights, Ohio 44128

Official District Review Schedule – March 20-24, 2017 (Revised 5/5/2017)

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

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

Day 1—March 20, 2017

<i>Time</i>	<i>Activity</i> <i>Room Location – Room 101</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – Room 104</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – Room 107</i>
7:30-8:00	ODE DRT Team Meeting – Room K2 ALL DRT Members				
8:00-8:15	Orientation with District Leaders – Administration Building Board Room – 4500 Warrensville Center Road ALL DRT MEMBERS				
8:30-11:00	Classroom Observations will be conducted by the Team Classroom Observer				
8:30-9:30	Assessment & Data Interview	8:30-9:30	Leadership Interview	8:30-9:30	Student Supports Interview
	Instructional Technology Tech Support Accountability Coordinator A&D, HR/PD		Superintendent Treasurer LG&C, FM		Director, Pupil Services Registration Truancy Officer SS, C&I
9:30-11:00	Student Supports Interview	<u>9:30-11:00</u>	Leadership /Fiscal Interview	9:30-11:00	HR & PD Interview (focusing on OTES/OPES)
	Spec Ed Specialist Dir. Spec Ed and Gifted Program SS, A&D		Mayor of Warrensville Heights Mayor of HH Mayor of NR WH City Council HH Council LG&C, FM		Director, Human Resources Teachers Union President Asst. Supt. of C&I HR/PD, C&I, (LG&C 10:30)
11:00-12:15	DRT Meeting/Working Lunch ALL DRT MEMBERS Team Work Room				

Time	Activity <i>Room Location – Room 101</i>	Time	Activity <i>Room Location – Room 104</i>	Time	Activity <i>Room Location – Room 107</i>
12:15-1:45	Student Supports Interview	12:15-1:45	Assessment & Data Interview	12:15-1:45	HR-PD Interview (Focus on PD)
	Psychologists Speech Therapists Physical Therapists (contracted) Occupational Therapists (contracted) SS, A&D (1:15)		EMIS Coordinator (ESC) Dir. of Pupil Pers. Dir. of Account. A&D, FM, SS (1:15)		Academic Coordinators LG&C, HR/PD, C&I
		<u>1:15-2:00</u>	Fiscal Interview		
			Book Keepers Secretary FM		
1:45-2:15	Document Review-Team Workroom ALL DRT Members				
2:15-3:30	Student Supports Interview	2:15-3:30	Leadership Interview	2:15-3:30	Assessment & Data Interview
	Spec Ed Specialist Dir. Spec. Ed and Gifted Program C&I, SS		Director, Business Affairs FM, LG&C		District OIP Facilitators A&D, HR/PD
3:30-4:30	Leadership Interview	3:30-4:30	Assessment & Data Interview	3:30-4:30	HR/PD Interview
	Communications Coordinator Tech Support LG&C, FM		Academic Coordinators A&D, SS		New Hires (certified & classified) Open invitation HR/PD, C&I

Time	Activity <i>Room Location – Room 101</i>	Time	Activity <i>Room Location – Room 104</i>	Time	Activity <i>Room Location – Room 107</i>
4:30-5:30	Student Supports Interview	<u>4:30-5:00</u>	HR/PD Interview	4:30-5:30	
	JD Parental Involvement Specialist HS Parent Lias. MS Parent Lias. EW Parent Liaison. SS, HR/PD (5:00)		Human Resources Generalist HR/PD		OPEN / Evidence Review & Triangulation Location – Team Workroom K2 A&D, C&I
4:30-5:30	Board of Education Interview Board President LG&C, FM	5:30-6:30	Board of Education Interview Vice President Board Member LG&C, FM, C&I	5:30-6:30	Board of Education Interview Board Members A&D, SS, HR/PD
6:30	Review Team Debrief Team Workroom - K2 ALL DRT MEMBERS				

Draft Site Visit Schedule
Day 2—March 21, 2017

<i>Time</i>	<i>Activity</i> <i>Room Location – 101</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – 104</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – 107</i>
8:00-8:30	DRT Meeting ALL DRT MEMBERS Team Workroom - K2				
8:30-9:30	Leadership, Governance & Communication Interview	8:30-9:30	Curriculum & Instruction Interview	8:30-10:30	HR Review of Personnel Files: Location (HR Office)
	Warrensville Heights Police Chief Security Chief LG&C, FM		School Counselors C&I, A&D, SS		HR/PD
8:30-12:30	Classroom Observations will be conducted by the Team Classroom Observer Building Observations will be conducted by the Building Observers				
9:30-10:30	Leadership Interview Room 101		9:30-10:30	Student Supports Interview Room 104	
	Coordinator, Accountability & Federal Programs LG&C, FM			Intervention Specialists Tutors SS, C&I, A&D	
10:30-11:30 (see maps & directions)	Middle School Student Focus Group Location - MS Library 4285 Warrensville Center Road FM, SS	10:30-11:30	Elementary Student Focus Group Location -Eastwood Library 4050 Eastwood Lane LG&C, HR/PD	10:30-11:30	High School Student Focus Group Location – HS Room 154 4270 Northfield Road A&D, C&I
11:45-12:45	State Support Team SST #3 Location – Room 101 ALL DRT MEMBERS				
12:45-2:00	DRT Meeting/Working Lunch ALL DRT MEMBERS Team Workroom – K2				
2:00-3:00	Student Supports Interview Location – Room 101				
	Community Partners: OMNOVA; Tri-C; Ohio Univ. Heritage College; God’s Tabernacle of Faith Church; South Pointe Hospital				

<i>Time</i>	<i>Activity</i> <i>Room Location – 101</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – 104</i>	<i>Time</i>	<i>Activity</i> <i>Room Location – 107</i>
ALL DRT MEMBERS					
<u>2:00-4:00</u>	Classroom Observations will be conducted by the Team Classroom Observer Building Observations will be conducted by the Building Observers				
3:00-4:00	Teacher Focus Group High and Middle School			4:00-5:00	Teacher Focus Group Elementary
	ALL DRT MEMBERS				ALL DRT MEMBERS
5:00-6:00	Parent Focus Group Location – Room 104 ALL DRT MEMBERS				
6:00	Review Team Debrief: ALL DRT MEMBERS Location -Team Workroom				

Site Visit Schedule
Day 3—March 22, 2017

<i>Time</i>	<i>Activity</i> <i>Room Location 101</i>	<i>Time</i>	<i>Activity</i> <i>Room Location 104</i>	<i>Time</i>	<i>Activity</i> <i>Room Location 107</i>
8:00-8:30	DRT Meeting ALL DRT MEMBERS Location: Team Work Room K2				
<u>8:30-9:15</u>	Student Supports Interview School Nurses SS	8:30-10:00 <u>9:15-10:00</u>	Leadership Interview Follow-up with Superintendent LG&C, FM Custodians Building and Grounds Staff Location – Room 105 FM	8:30-10:00	Curriculum & Instruction Interview Curriculum & Instruction Specialists C&I, A&D, HR/PD, SS (9:15)
10:00-11:00	Leadership Interview Athletic Coordinator Athletic Support FM, LG&C, SS	10:00-11:00	OPEN / Evidence Review & Triangulation C&I, A&D	10:00-11:00	HR/PD Interview Human Resources Director HR/PD
11:00-12:00	Fiscal Interview Treasurer FM	11:00-12:00	Student Supports Interview Food Services Transportation SS	11:00-12:00	Leadership Interview Superintendent’s Office Staff Exec Assistants LG&C
11:00-12:00 Technology Staff Demonstration – Student Information System, iReady, etc. Location – Room 101 A&D, C&I, HR/PD					
12:00-2:00	Working Lunch/Document Review: ALL DRT MEMBERS Location: Team Workroom				

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i> <i>Room Location 107</i>
2:00-3:00	OPEN / Evidence Review & Triangulation Location – Team Workroom K2 FM, HR/PD, LG&C, SS	2:00-3:00	Assessment & Data Interview District Testing Coordinators JD EW MS HS A&D, C&I
3:00-4:00	Middle and High Schools Principals Focus Group Location – Room 101 ALL DRT MEMBERS	4:00-5:00	Elementary Principals Focus Group ALL DRT MEMBERS
5:00			

Site Visit Schedule
Day 4—March 23, 2017

<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>	<i>Time</i>	<i>Activity</i>
8:00-9:00	DRT Meeting ALL DRT MEMBERS Location: Team Workroom			8:00-9:00	Student Supports Interview Location – Room 101 Curriculum & Instruction, Academic Superintendent SS
8:45-10:15	Classroom Visits TBD	8:45-10:15	Classroom Visits TBD	8:45-10:15	Classroom Visits TBD
10:15-10:30	Travel time, if needed				
10:30-12:30	Classroom Visits TBD	10:30-12:30	Classroom Visits TBD	10:30-12:30	Classroom Visits TBD
12:30-1:30	DRT Lunch ALL DRT MEMBERS				
1:30-1:45	Travel time				
2:15-6:00	Emerging Themes Meeting Location – K2 ALL DRT MEMBERS, EDITING TEAM				

Site Visit Schedule
Day 5—March 24, 2017

Time	Activity
9:00-10:00	DRT Final Morning Meeting Location - Team Workroom ALL DRT MEMBERS
10:00-10:45	Meeting with Superintendent re Emerging Themes Location – Room 101 Dr. Claire Huff-Franklin DRT Member
11:00-11:45	District Debriefing Meeting with leadership team re Emerging Themes Location - Room 101 ALL DRT MEMBERS
11:45-2:00	Working Lunch/ Q & A/ Compliance Tracking System Location - Team Workroom ALL DRT MEMBERS

Standards Key

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

Appendix B: Figures and Tables Related to Accountability

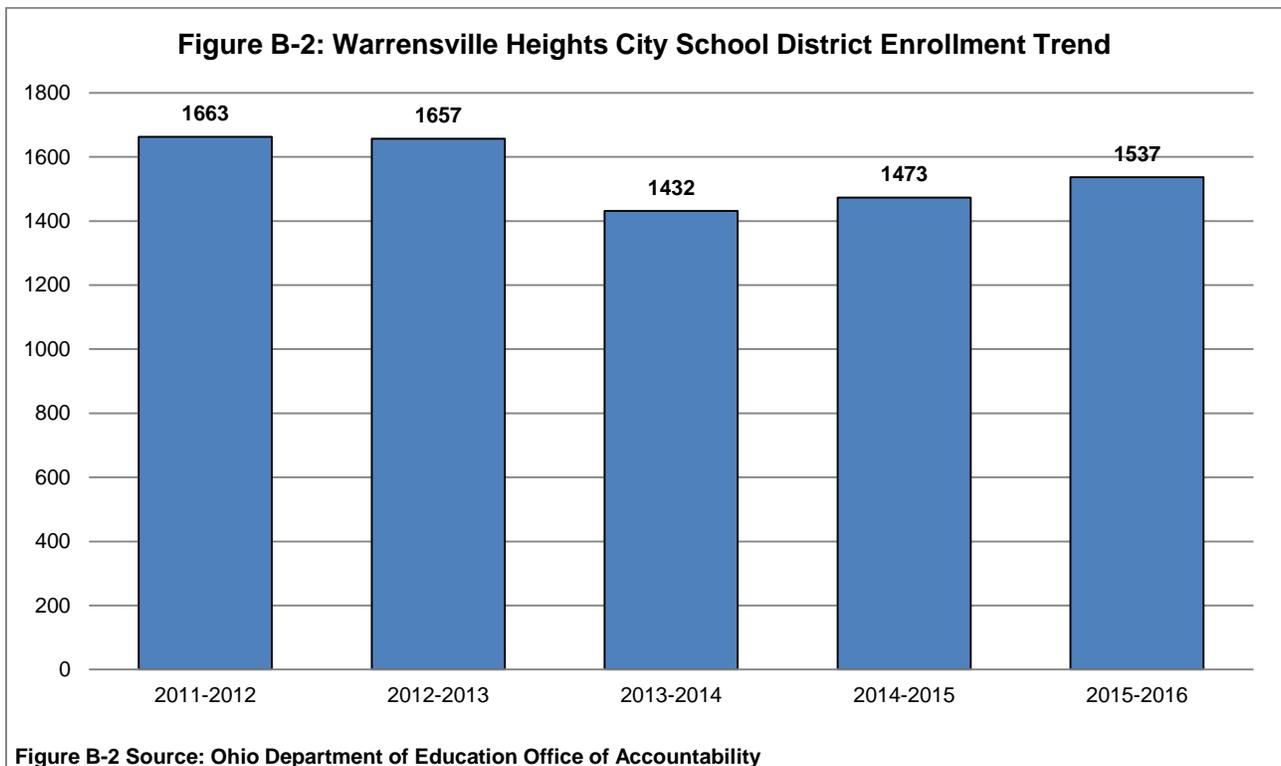
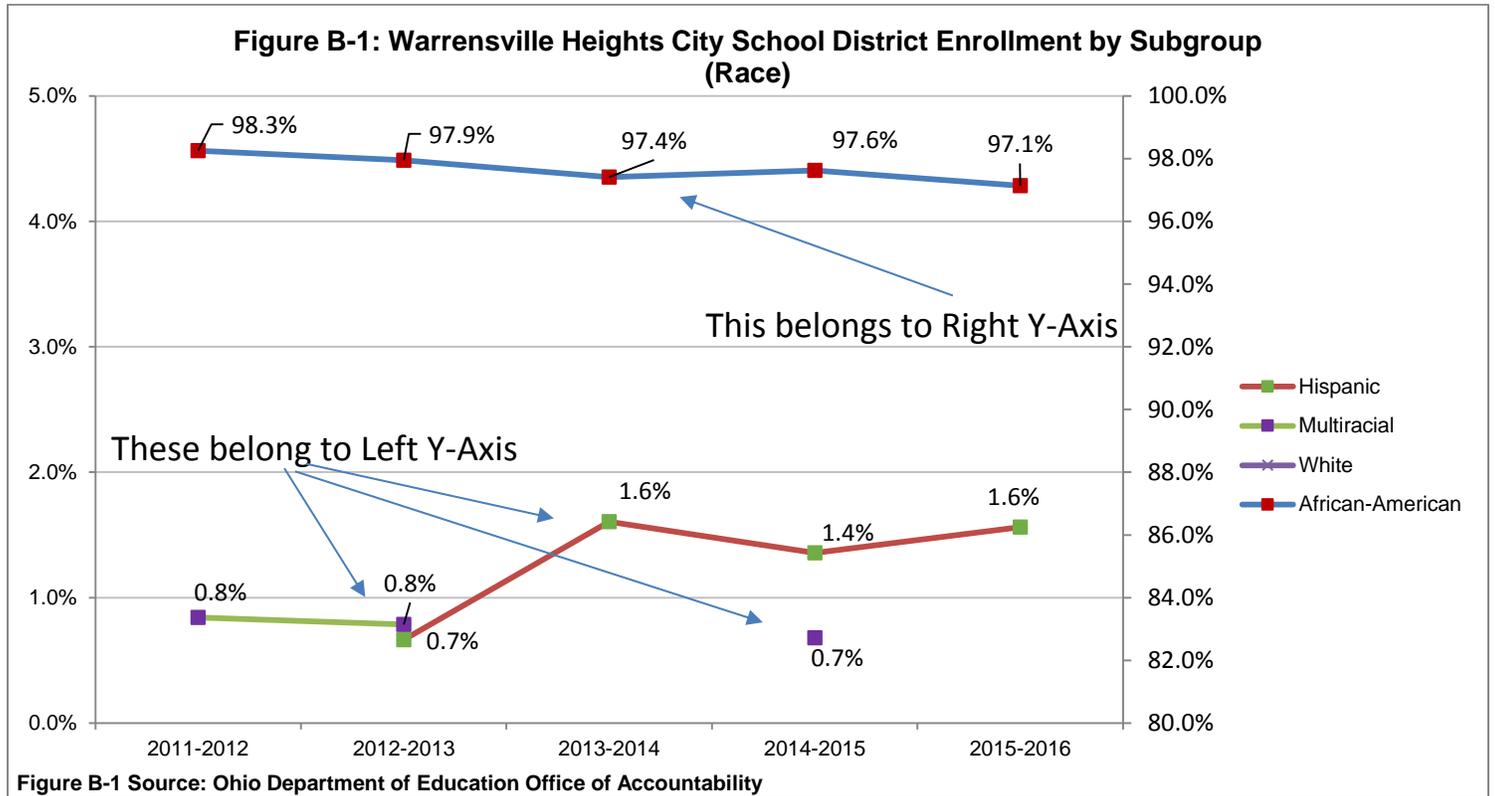


Figure B-3: Warrensville Heights City School District Enrollment by Subgroup (Special Populations)

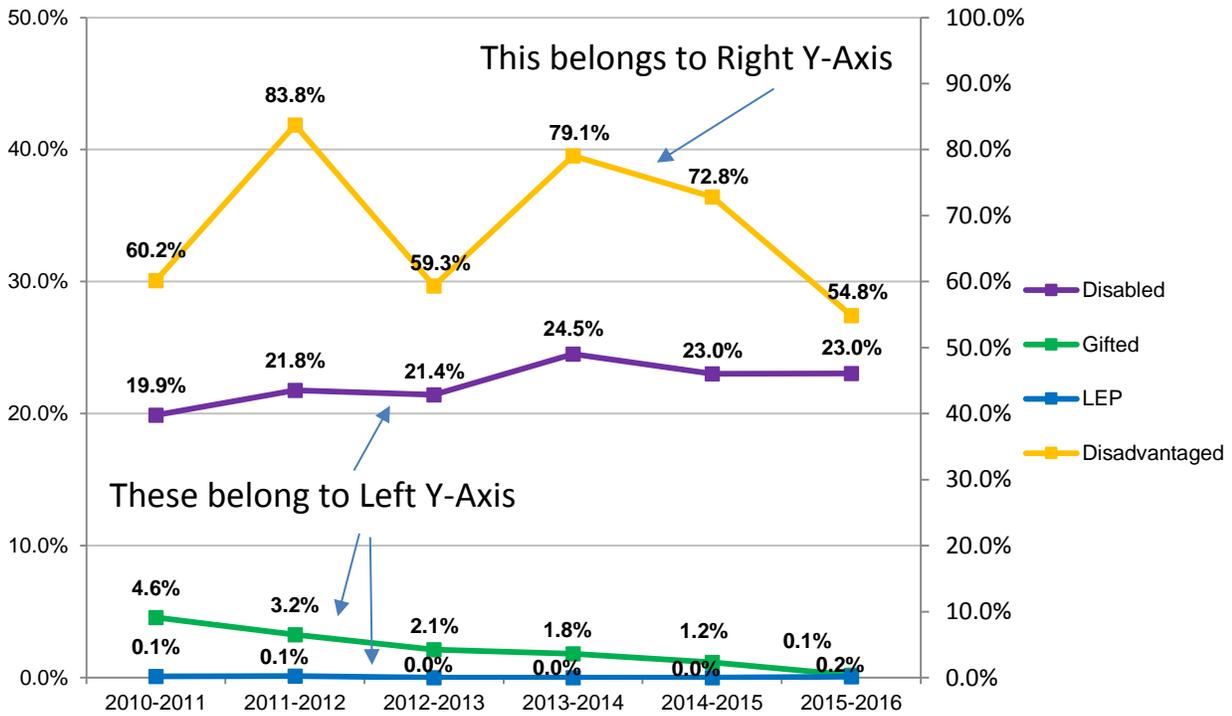


Figure B-3 Source: Ohio Department of Education Office of Accountability

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

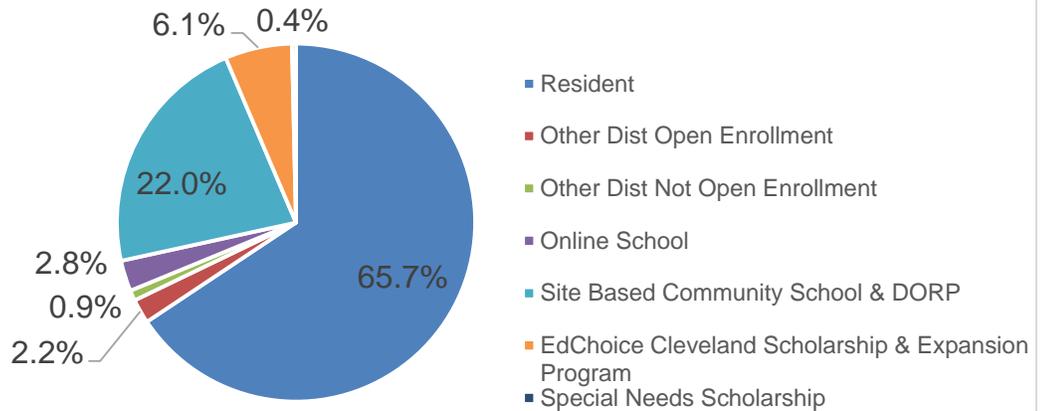


Figure B-5A: Warrensville Heights City School District 2015-2016 Annual Measureable Obejctives by Subgroup

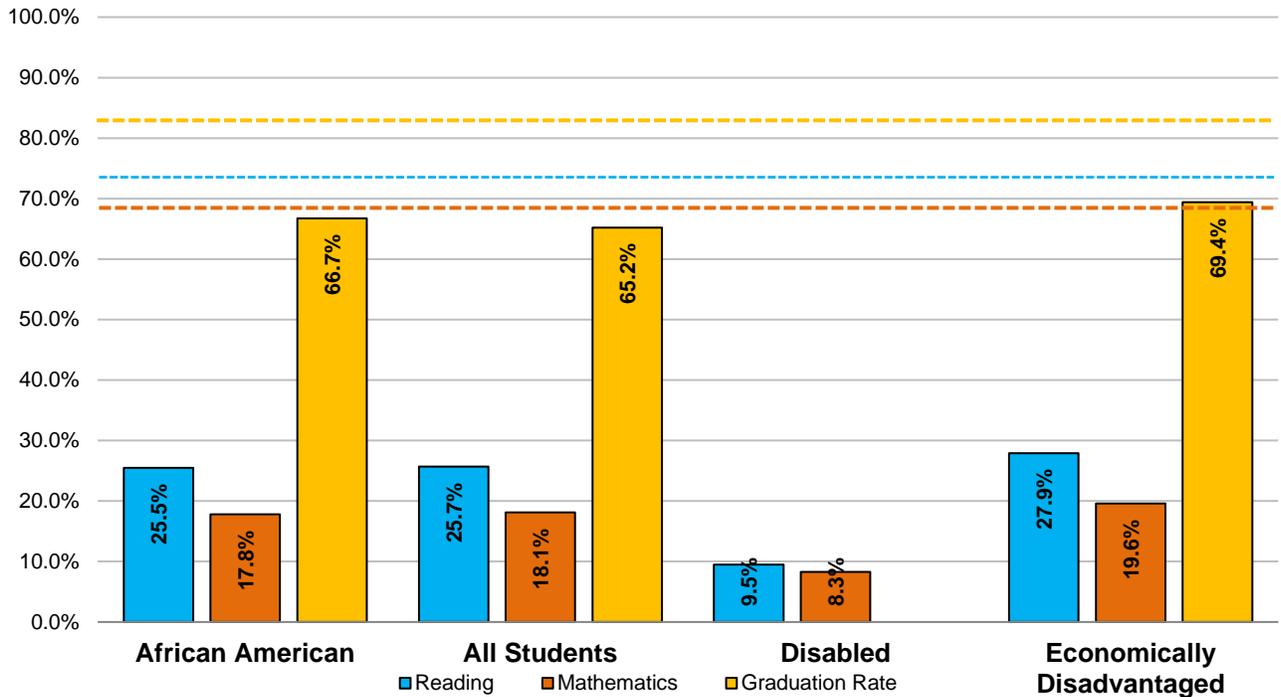


Figure B-5A Source: Warrensville Heights City School District Ohio School Report Card, Ohio Department of Education Office of Accountability

Figure B-5B: Four Year Graduation Rate by Subgroup 2014-2016

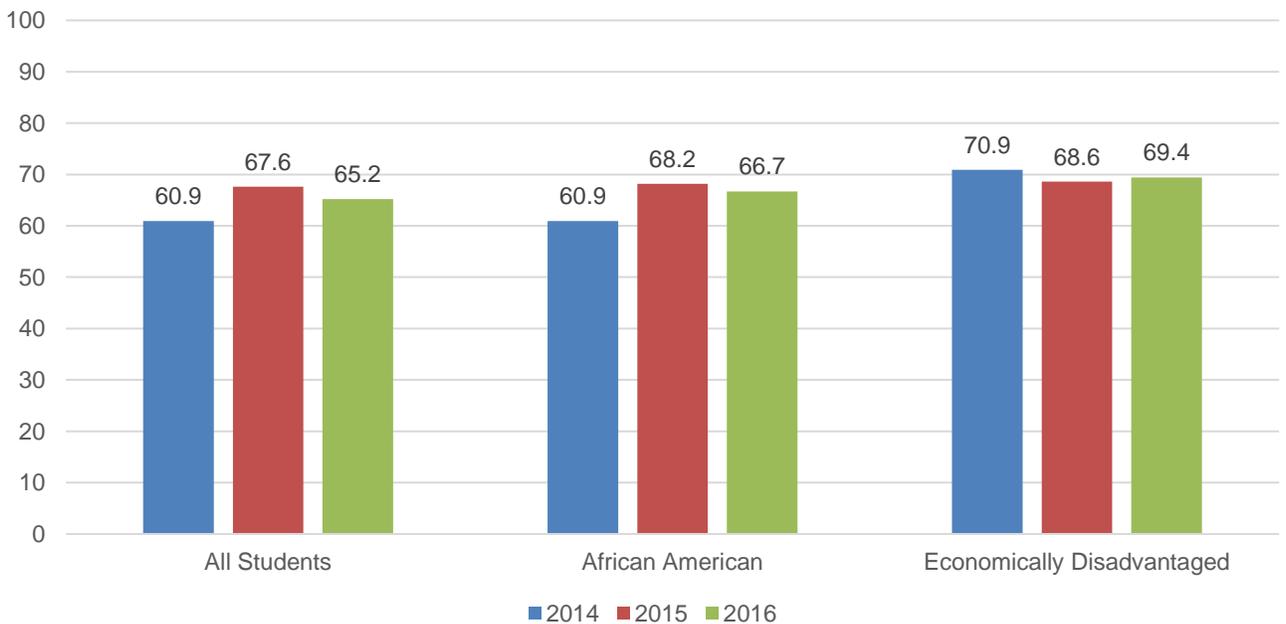


Figure B-6: Warrensville Heights City School District Reading OAA and OGT Passing Rate Trends by Subgroup

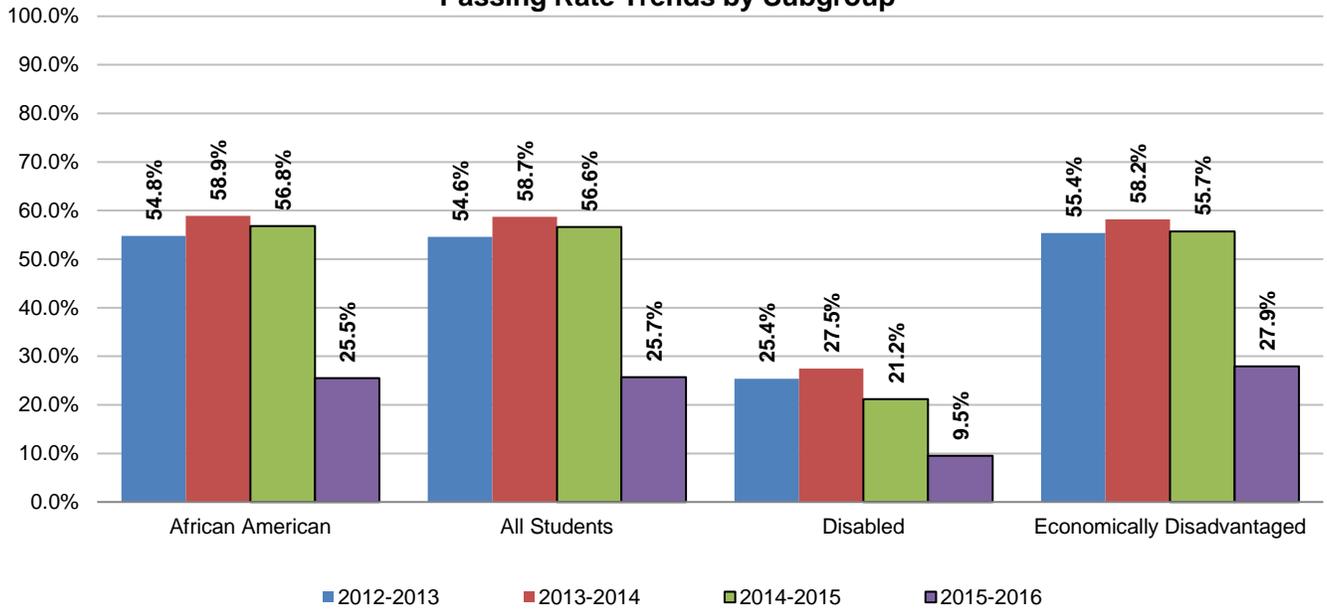


Figure B-7: Warrensville Heights City School District Mathematics Passing Rate Trends by Subgroup

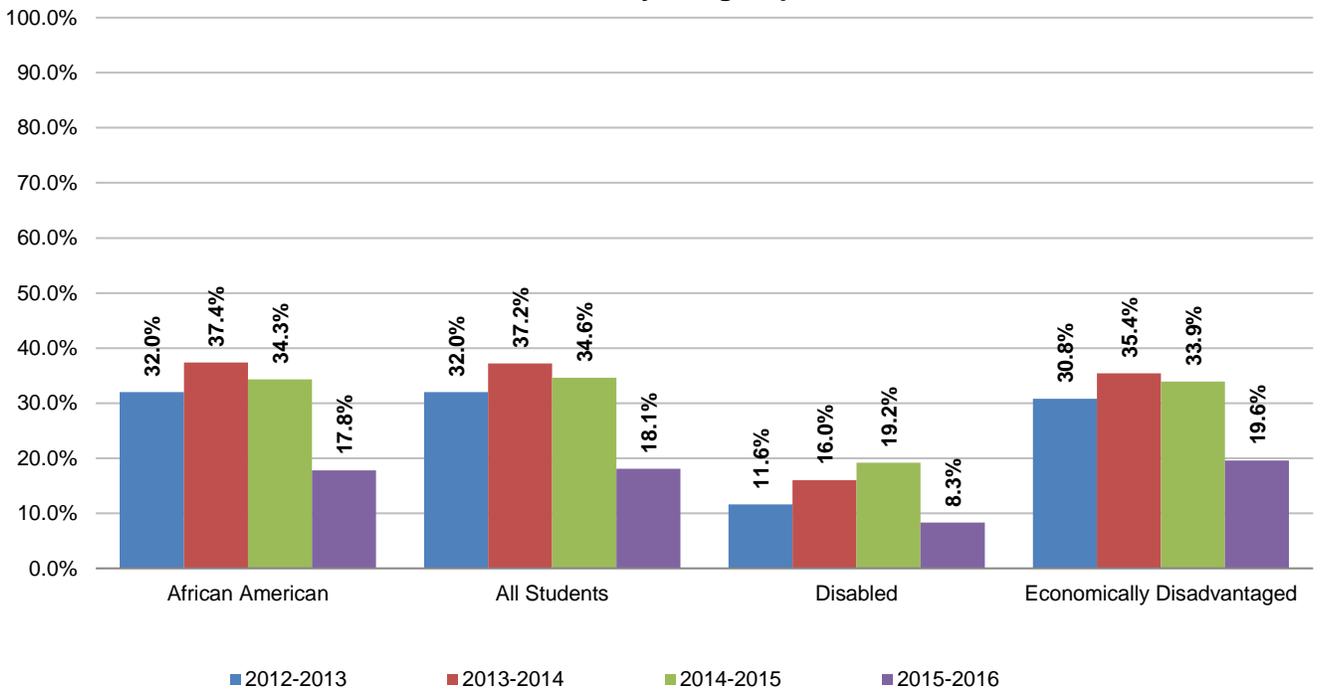


Figure B-8: Warrensville Heights City School District 2015-2016 Reading Performance Comparisons by Grade Level

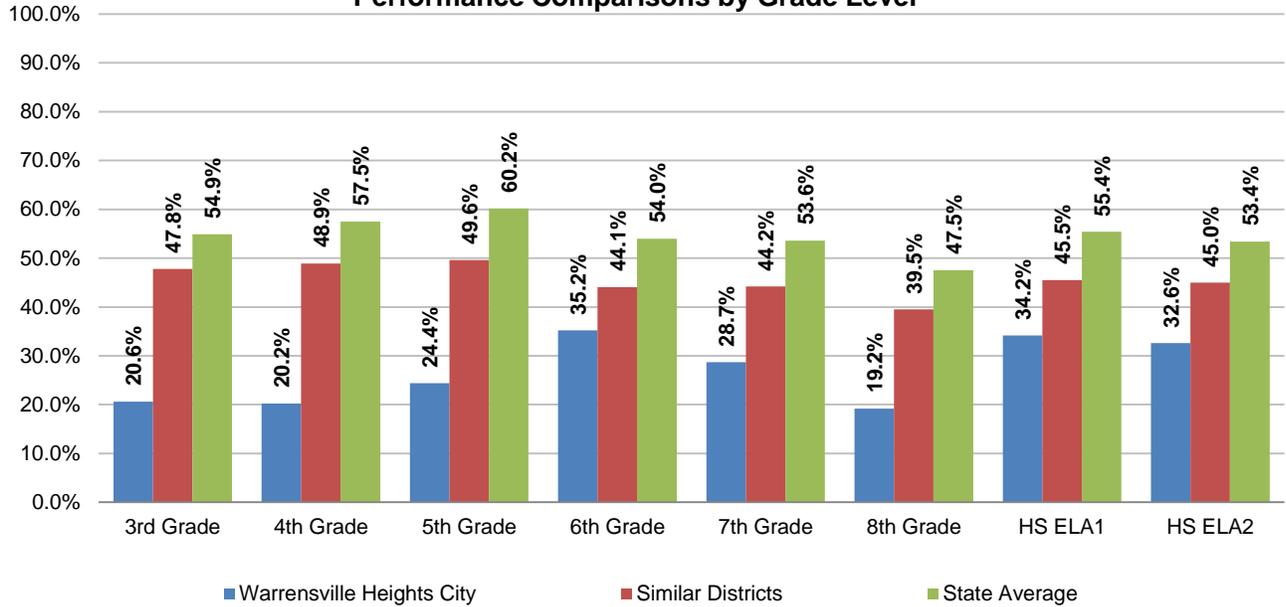


Figure B-9: Warrensville Heights City School District 2013-2014 Reading Performance Comparisons by Grade Level

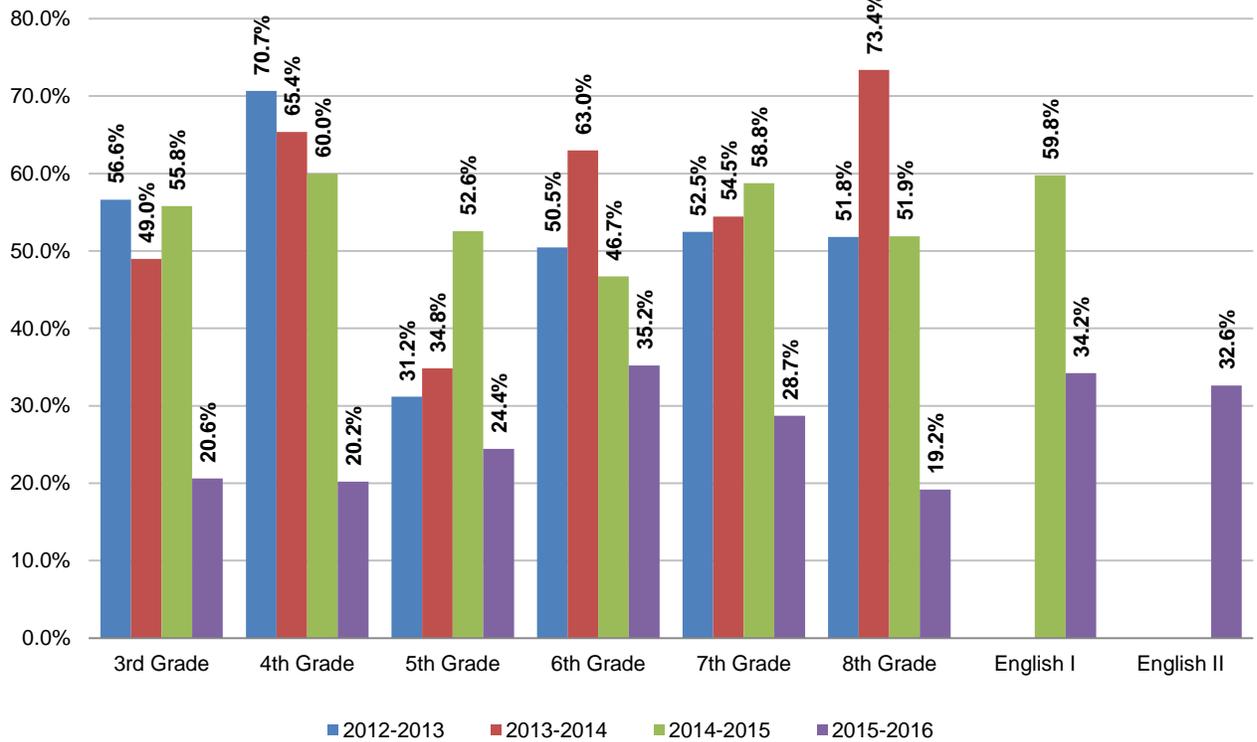


Figure B-10: Warrensville Heights City School District Fall 2015-2016 English Value-Added Report

Figure B-10: Warrensville Heights City School District Fall 2015-2016 English Value-Added Report

Estimated District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2014 Growth Measure							
Standard Error							
2015 Growth Measure							
Standard Error							
2016 Growth Measure		-2.7 O	-7.4 R	-0.9 Y	1.6 LG	-2.4 O	-2.3
Standard Error		1.5	1.5	1.4	1.3	1.3	0.6
3-Year-Average Growth Measure							
Standard Error							

Estimated District Average Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2013 Average Achievement							
2014 Average Achievement							
2015 Average Achievement	37.5	40.9	42.6	37.2	40.4	39.5	
2016 Average Achievement	32.4	34.9	32.2	41.4	38.8	34.5	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts I	2016	113	688.0	29	686.9	28	0.9 Y	1.3
Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts II	2016	92	688.8	30	685.0	25	3.2 DG	1.5

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

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

Figure B-11: Warrensville Heights City School District 2015-2016 Mathematics Performance Comparisons by Grade Level

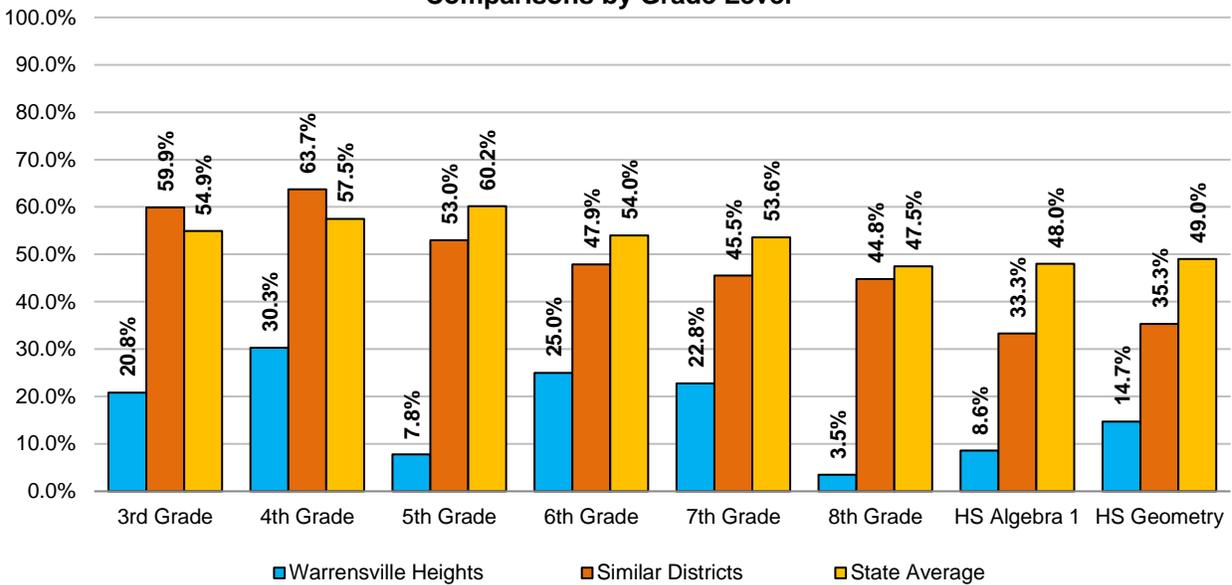


Figure B-12: Warrensville Heights City School District Mathematics Passing Rates by Grade Level

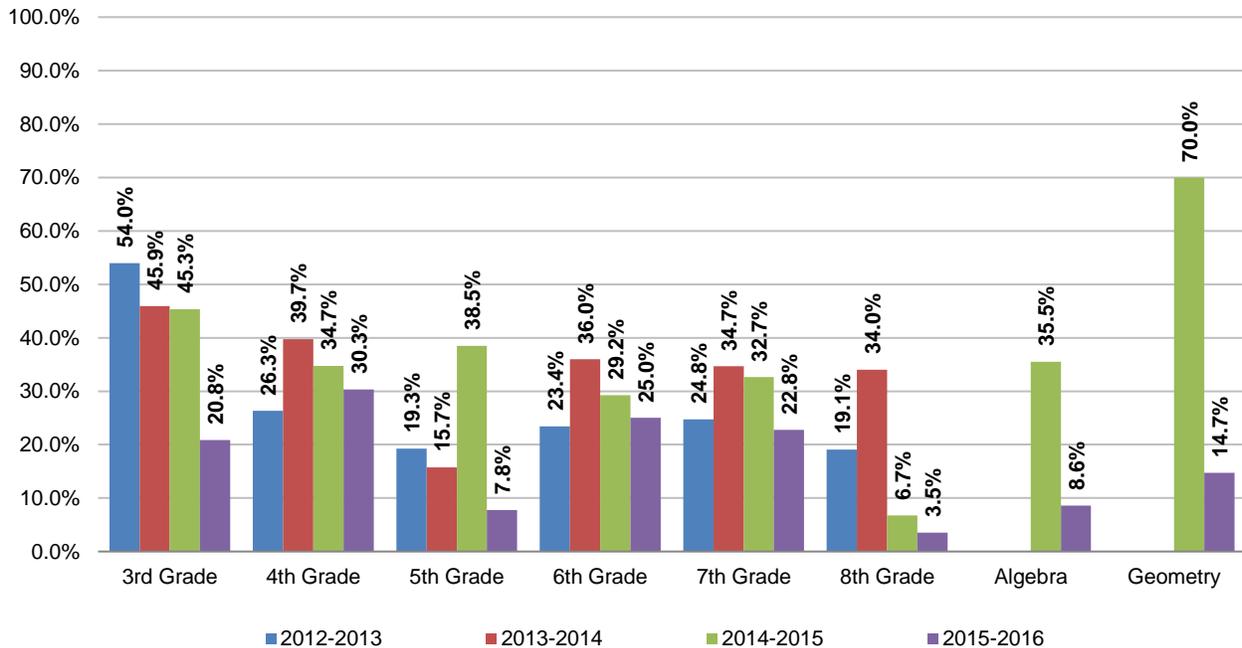


Figure B-13: Warrensville Heights City School District Fall 2015-2016 Math Value-Added Report

Figure B-13: Warrensville Heights City School District Fall 2015-2016 Math Value-Added Report

Estimated District Growth Measure							
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2014 Growth Measure							
Standard Error							
2015 Growth Measure							
Standard Error							
2016 Growth Measure		-8.5 R	-11.5 R	0.7 Y	3.1 DG	-12.1 R	-5.4
Standard Error		1.3	1.3	1.2	1.1	1.2	0.6
3-Year-Average Growth Measure							
Standard Error							

Estimated District Average Achievement							
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2013 Average Achievement							
2014 Average Achievement							
2015 Average Achievement	38.9	33.3	36.7	32.1	33.7	27.0	
2016 Average Achievement	30.3	30.3	22.3	37.2	36.1	20.6	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Algebra I	2016	170	672.3	20	672.7	20	-0.2 Y	1.2
Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Geometry	2016	93	677.0	22	675.8	21	1.3 Y	1.5

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

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

Figure B-14: Warrensville Heights City School District Performance Index Trend

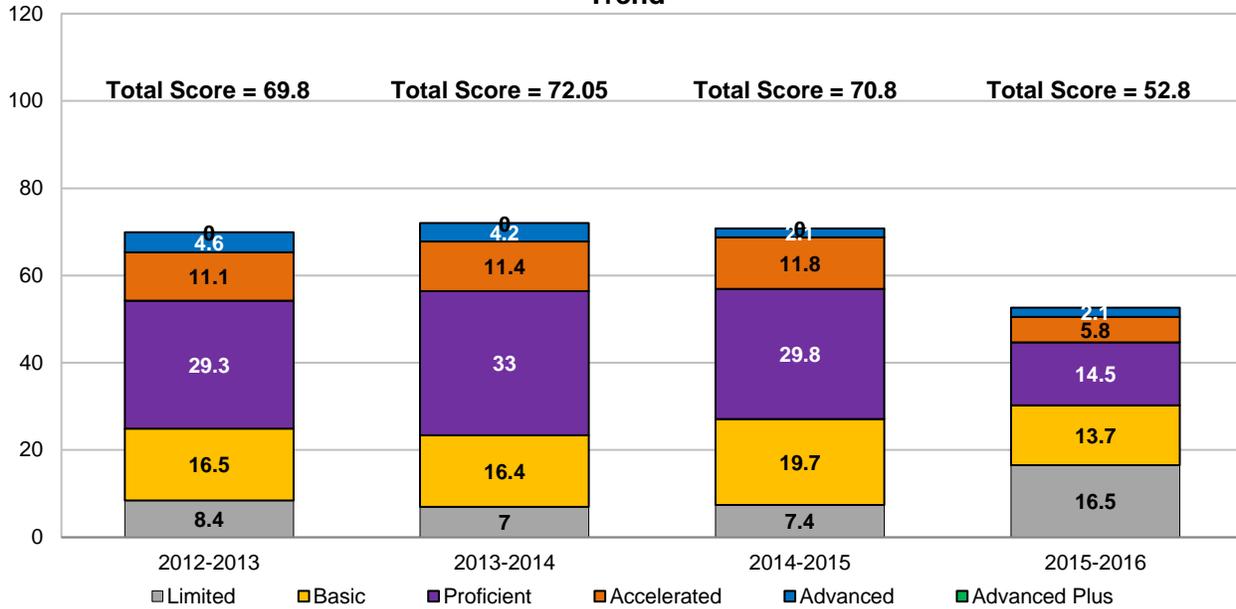


Figure B-14 Source: Ohio Department of Education Office of Accountability

Figure B-15: Warrensville Heights City School District Graduation Rate Comparison

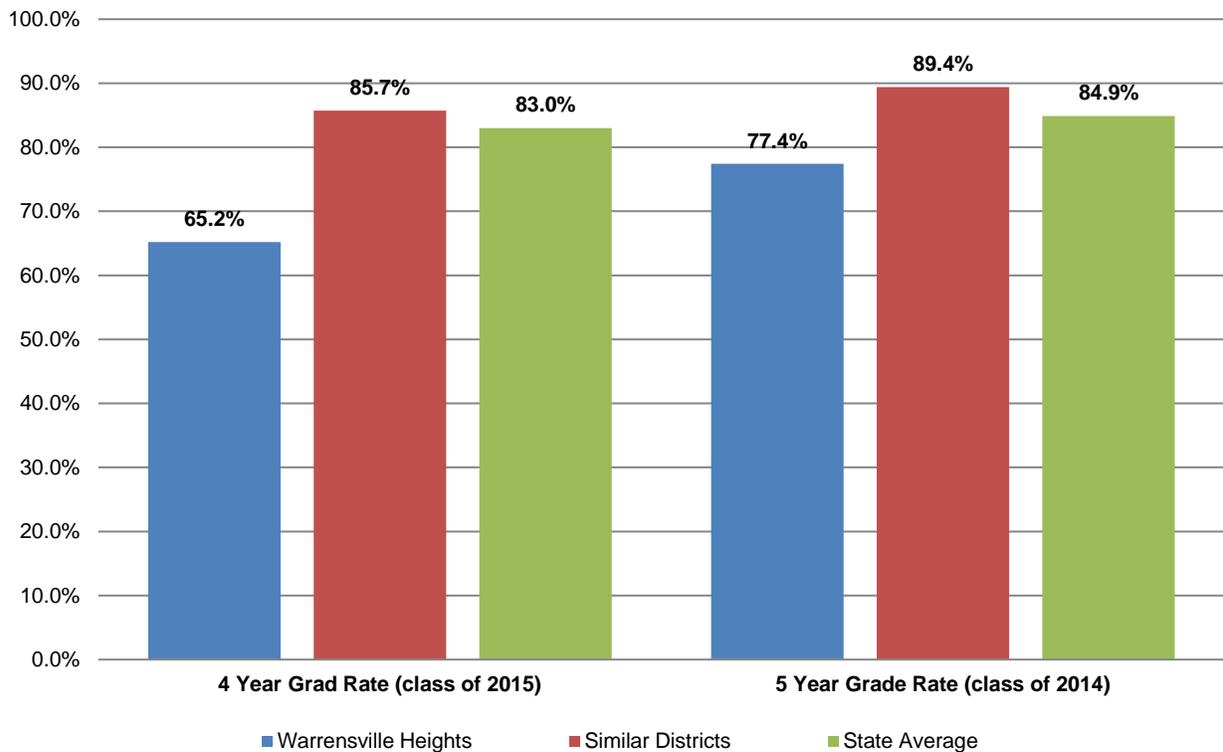


Figure B-16: Warrensville Heights City School District Graduation Cohort Rates

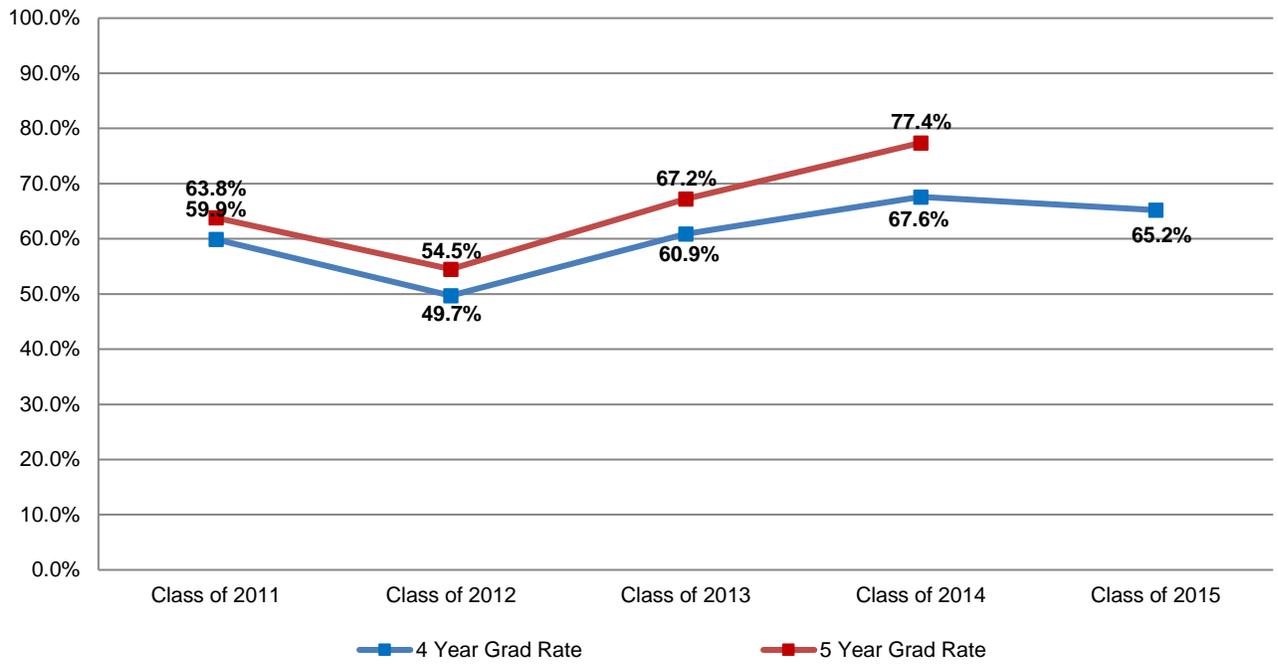


Figure B-16 Source: Warrensville Heights City School District Ohio School Report

Figure B-17: Warrensville Heights City School District Number of Dropouts Grades 7 - 12

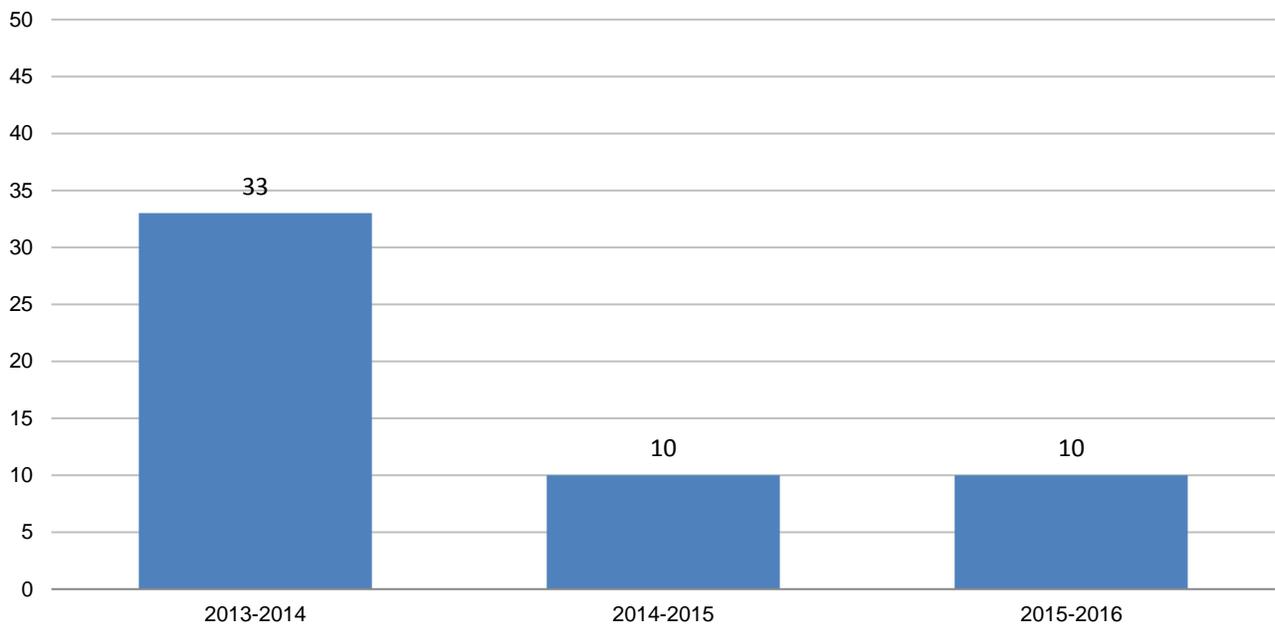


Figure B-17 Source: Ohio Department of Education Office of Accountability

Figure B-17: Warrensville Heights City School District Disciplinary Actions Per 100 Students Compared to the State- All Discipline Types

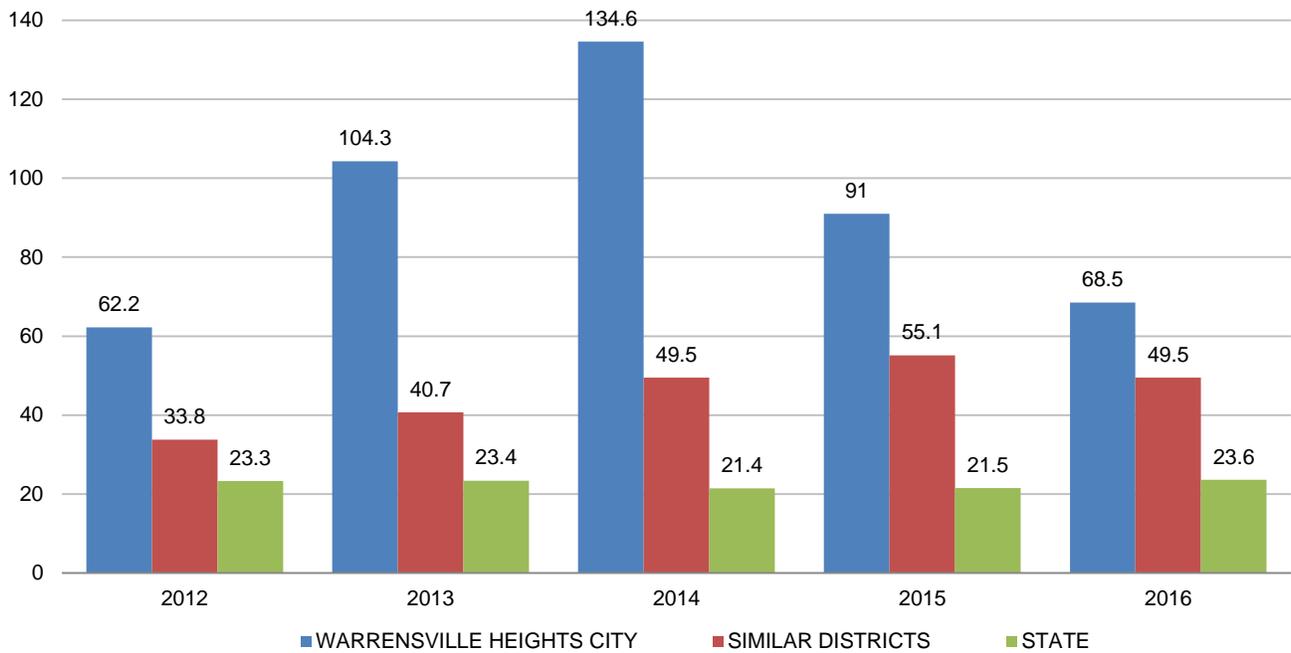


Figure B-17 Source: Ohio Department of Education Office of Accountability

Figure B-19: Warrensville Heights City School District Prepared for Success 2-Year Comparison

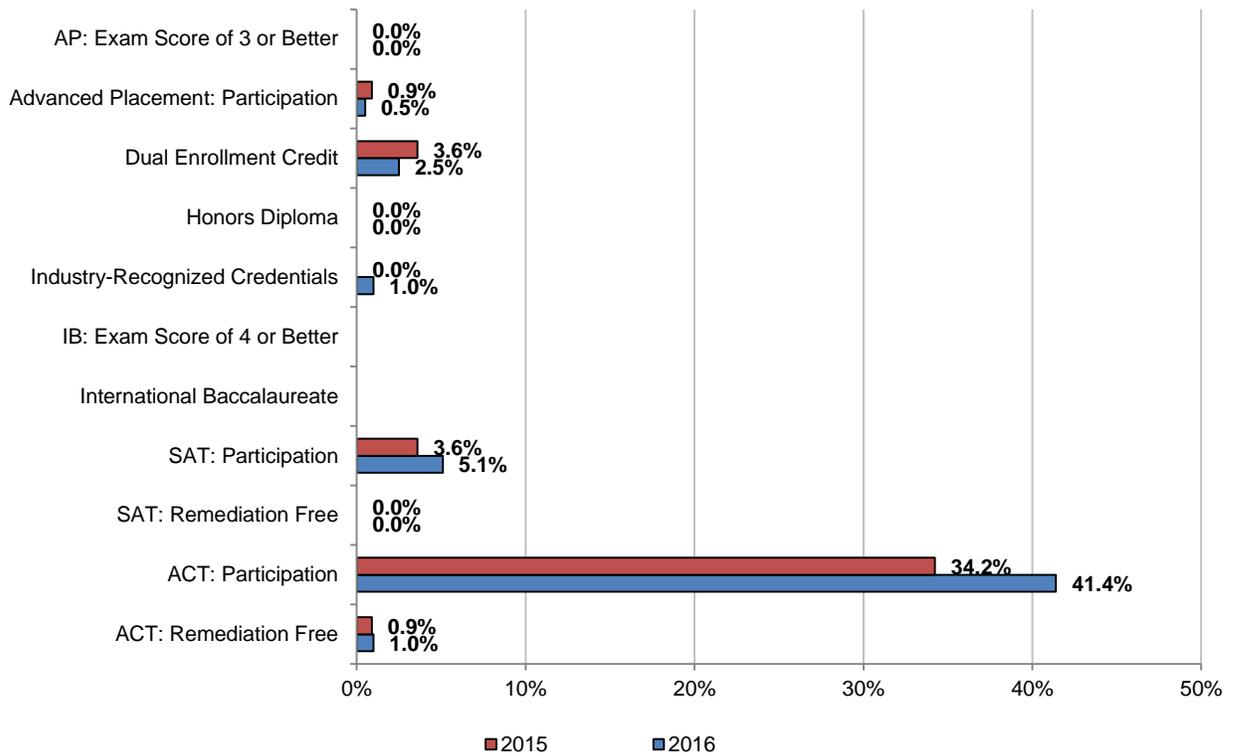


Figure B-20: Warrensville Heights City School District Attendance Rates

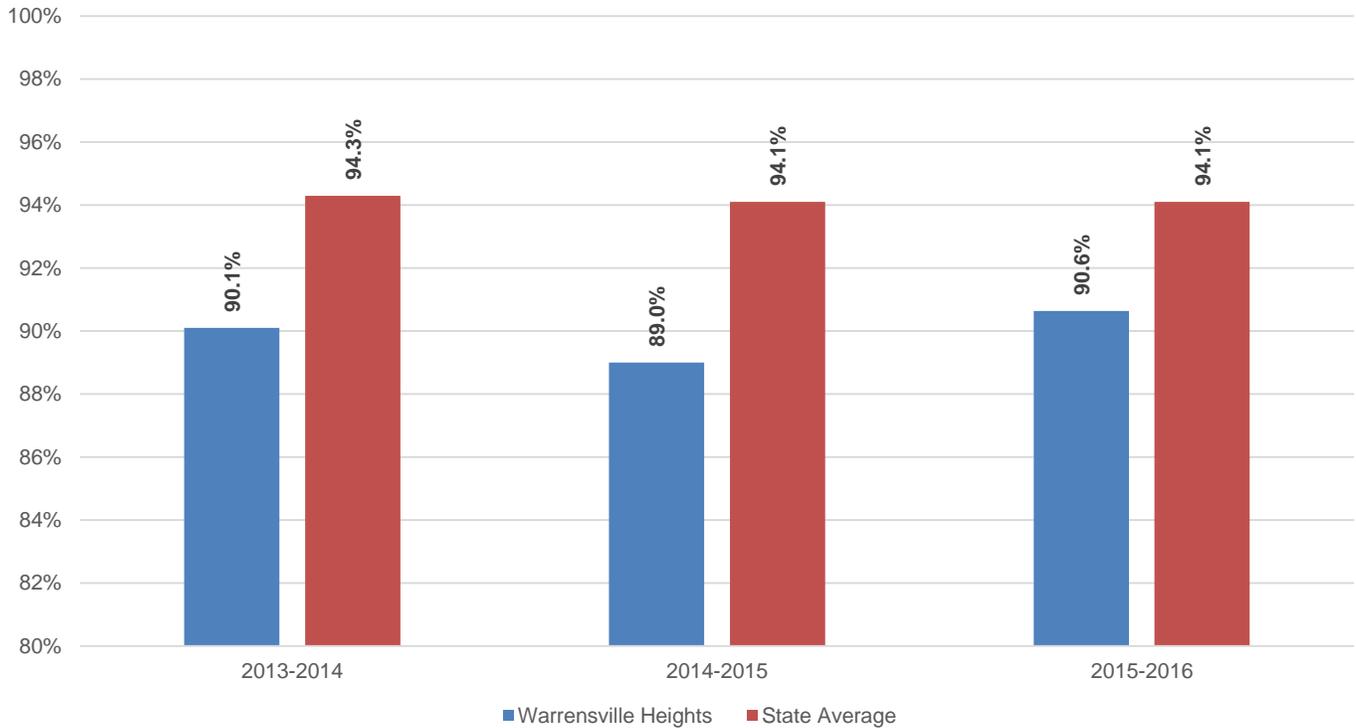


Figure B-20 Source: Ohio Department of Education Office of Accountability

Figure B-21: Warrensville Heights City School District Chronic Absenteeism Rate

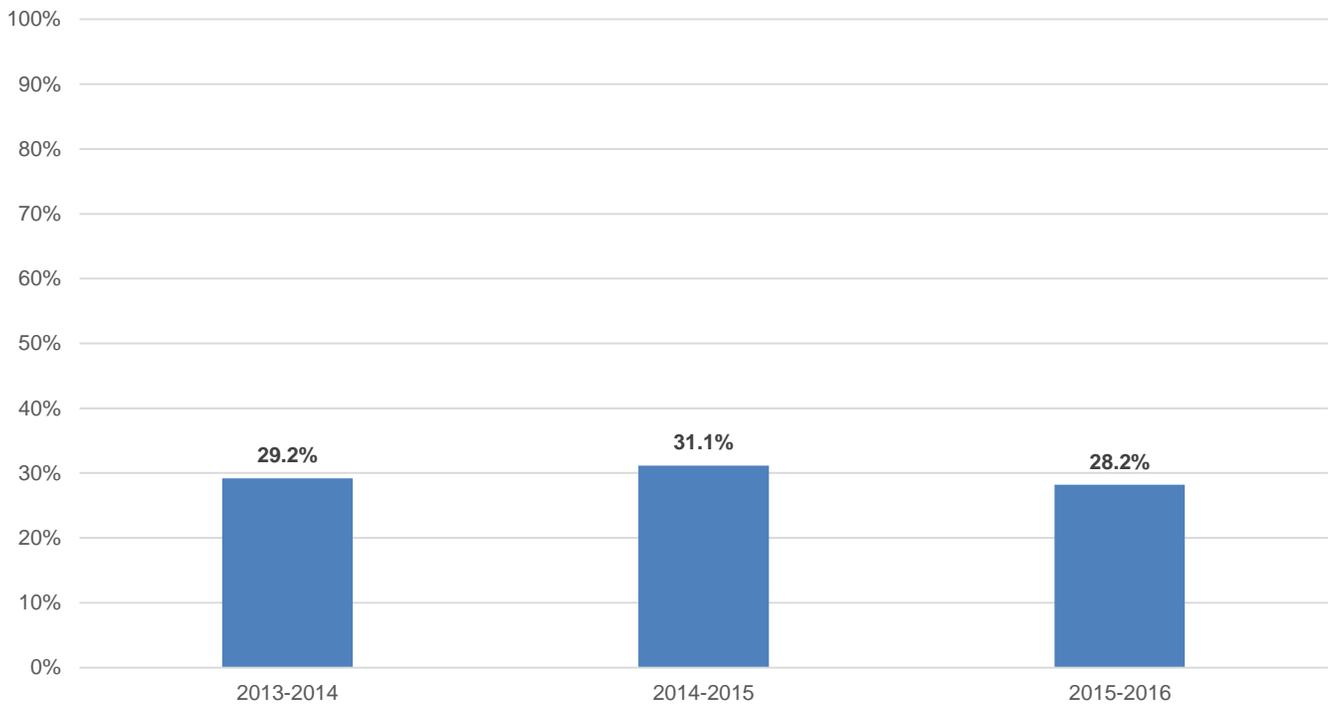


Figure B-21 Source: Ohio Department of Education Office of Accountability

Figure 22: Warrensville Heights City School District Absenteeism Data 2015-2016

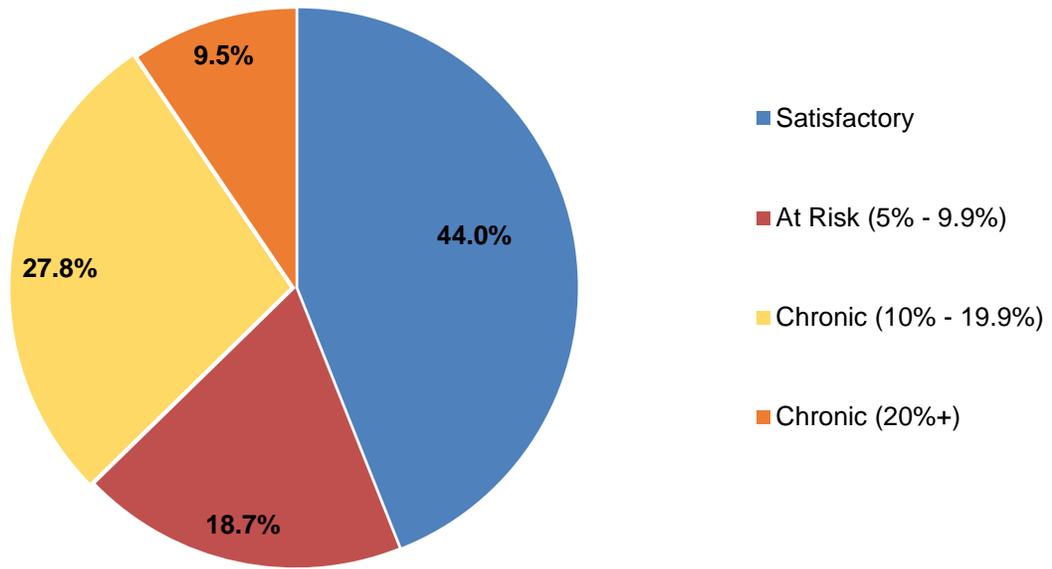


Figure 22 Source: Ohio Department of Education Office of Accountability

Figure B-23: Warrensville Heights City School District Absenteeism Rate By Grade Level

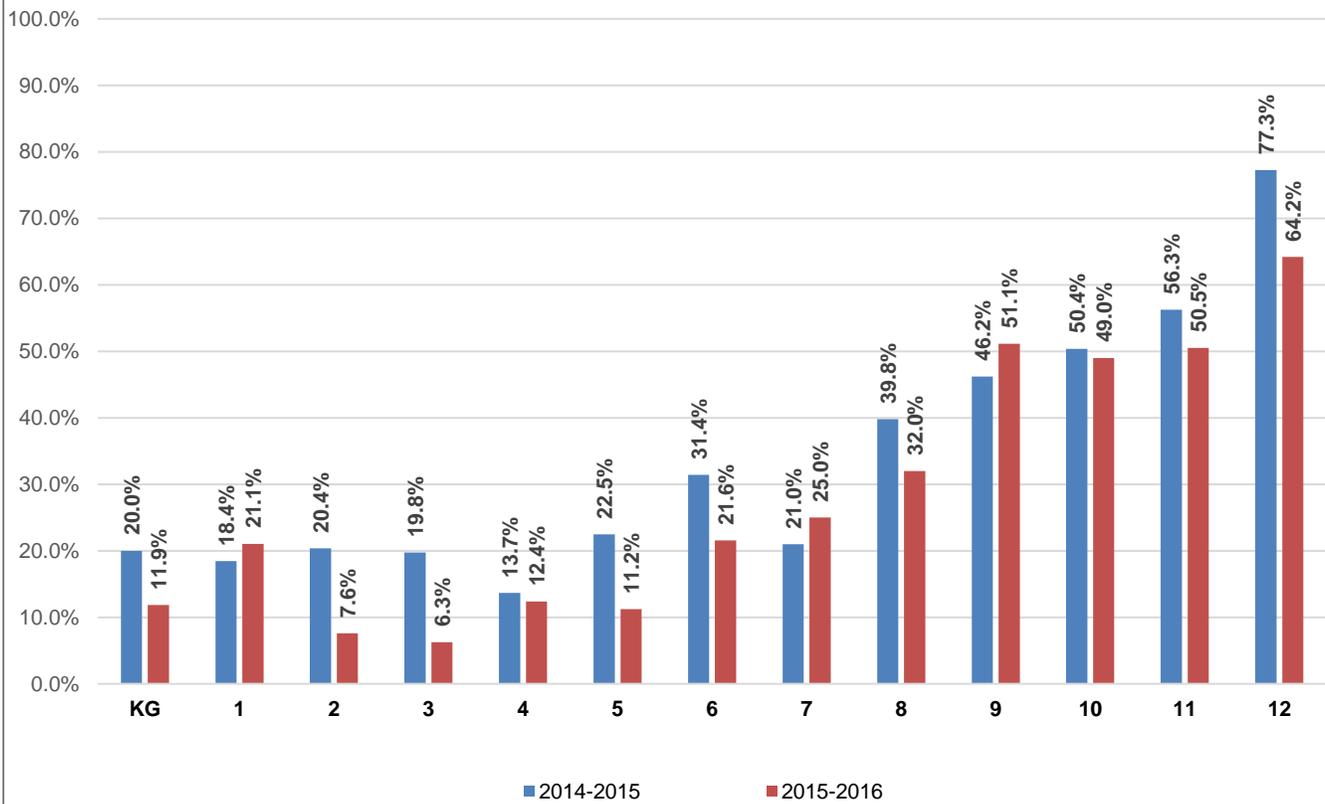


Figure B-24: Warrensville Heights City School District Percent of On-Track Students – Kindergarten through Third Grade 2-Year Comparison

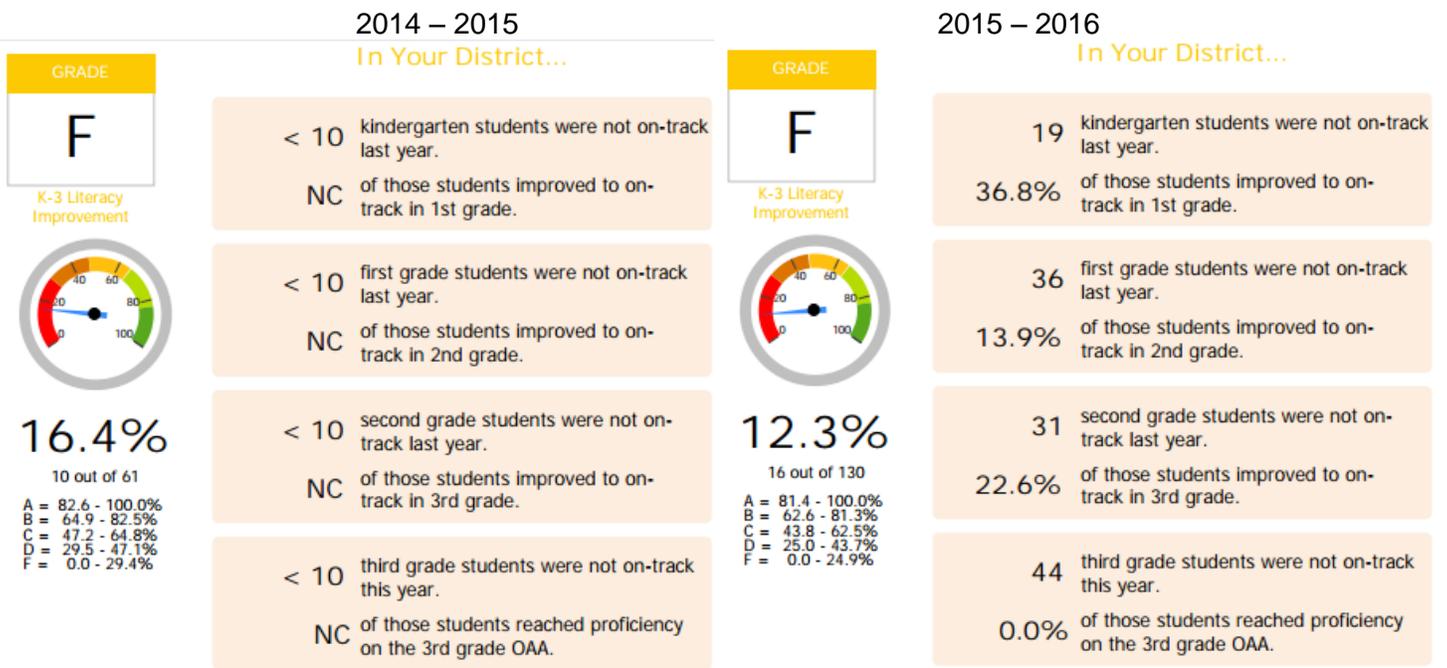


Figure B-24: Source: Warrensville Heights City School District 2014-2015 and 2015-2016 Ohio School Report Card

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

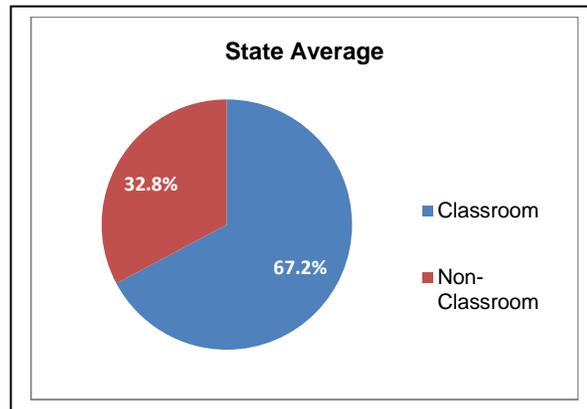
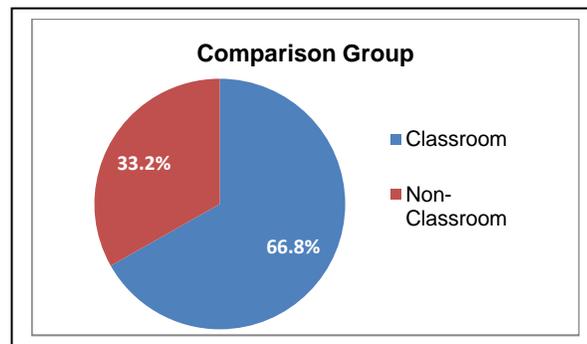
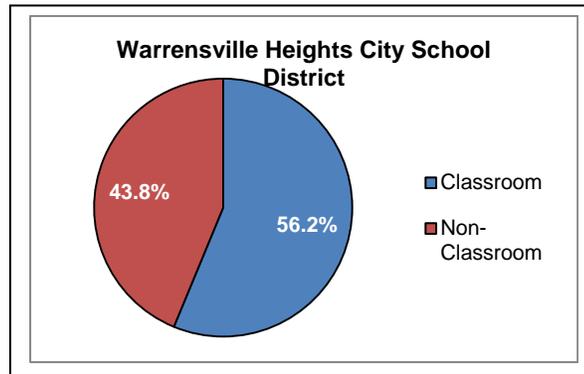


Figure B-25 Source: Ohio Department of Education Office of Accountability

**Figure B-26: Warrensville Heights City School District 2015-2016
Source of Revenue**

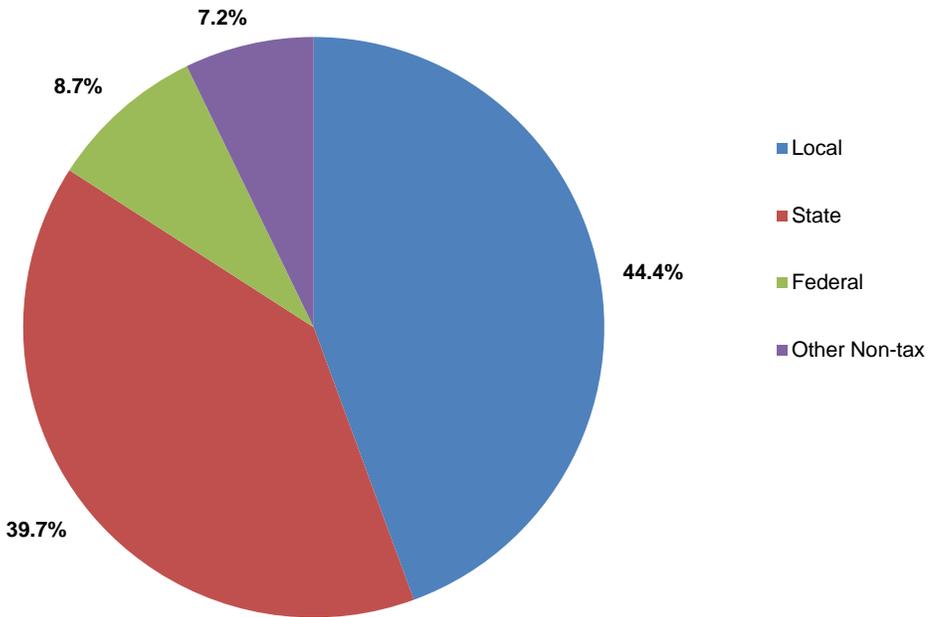


Figure B-26 Source: Ohio Department of Education Office of Accountability

**Figure B-27: Warrensville Heights City School District
2015-2016 Operating Spending Per Equivalent Pupil
Compared to the State**

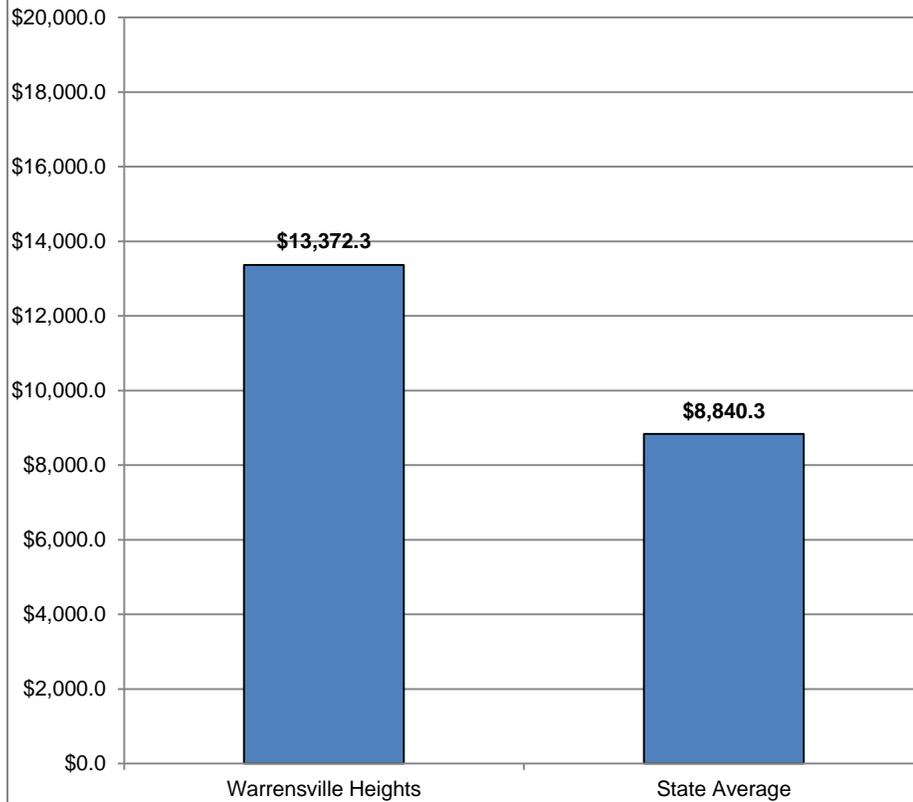


Figure B-27 Source: Ohio Department of Education Office of Accountability

Table B-1: Warrensville Heights City School District Teacher Demographic Data

Year	Teacher Salary Average	Percent of Core Courses Taught by Highly Qualified Teachers	Teacher Attendance	Percent of Teachers with Masters or Doctorate Degrees
2012-2013	\$65,482.0	94.2%	91.3%	69.5%
2013-2014	\$62,978.0	40.9%	93.1%	68.9%
2014-2015	\$61,634.0	97.8%	93.0%	61.5%
2015-2016	\$60,762.0	98.0%	91.0%	60.0%

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

Appendix C: Additional Figures and Tables

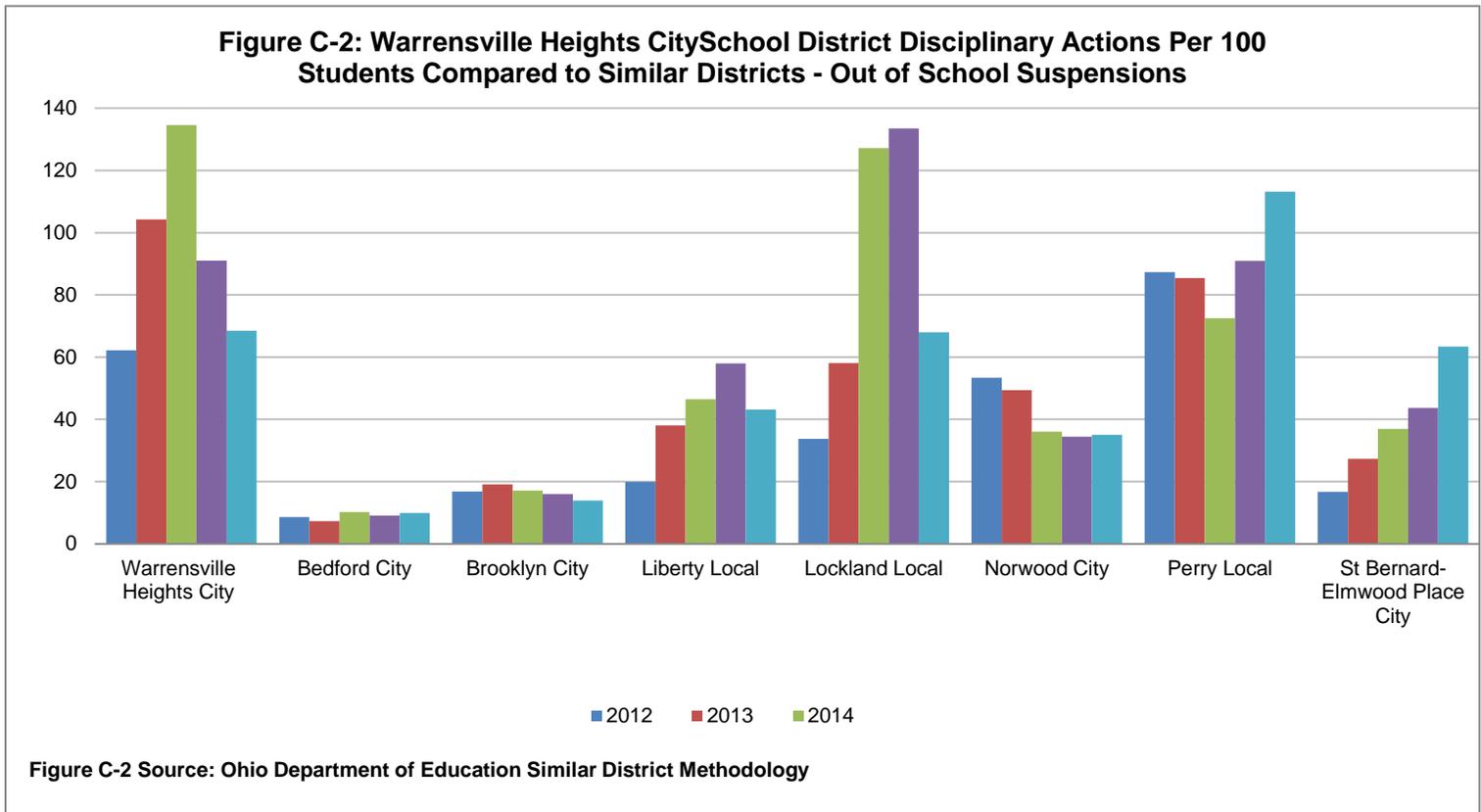


Table C-1: 2015-2016 Warrensville Heights City School District Enrollment by Race and Special Populations

Total Number of Students by Race					Total Number of Students by Special Populations		
Name of Building	African American	--	--	--	Economically Disadvantaged	--	Special Education
Eastwood Elementary School	313				199		82
John Dewey Elementary School	352				41		151
Warrensville Heights Middle School	209				150		64
Warrensville Heights High School	546				328		159

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

Table C-2: Warrensville Heights City School District Discipline Occurrences (District Level)

Discipline Reason	2013-2014		2014-2015			2015-2016		
	Out of School Suspension	Emergency removal by district personnel	Out of School Suspension	In-School Suspension	Emergency removal by district personnel	Out of School Suspension	In-School Suspension	Emergency removal by district personnel
Alcohol	1	0	0	1	0	0	0	0
Disobedience	265	0	185	287	0	197	221	0
Explosive	1	0	0	0	0	2	0	0
Fighting	130	0	109	3	0	130	12	0
Firearm Look-a-like	0	0	0	0	0	2	0	0
Harassment	14	0	14	7	0	34	4	0
Other Drugs	12	0	5	0	0	3	0	0
Theft	8	0	5	0	0	14	0	0
Tobacco	0	0	0	0	0	2	0	0
Truancy	24	0	14	18	0	7	4	0
Unwelcome Sexual C	7	0	1	0	0	1	0	0
Vandalism	6	0	9	5	0	12	1	0
Weapon	0	0	1	0	0	2	0	0

Table C-3: Warrensville Heights City School District Out of School Suspensions per 100 Students (Building-level)

Building	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Eastwood Elementary School	2.8	56.7	76.4	5.9	36.8
John Dewey Elementary School	0	8.4	15.8	19.8	31.2
Warrensville Heights Middle School	101.1	133.9	91.2	70.3	69.2
Warrensville Heights High School	87.8	56.9	82.2	54	56.8

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

Expenditure	Warrensville Heights City SD Expenditure per Student	Comparable District Average	State Average
Administration	\$3,964.80	\$1,678.45	\$1,441.92
Building Operations	\$4,633.19	\$2,356.68	\$2,094.80
Instruction	\$9,825.35	\$6,822.37	\$6,394.03
Pupil Support	\$585.29	\$719.57	\$640.36
Staff Support	\$548.22	\$408.79	\$413.73

Table C-5: Warrensville Heights City School District-FY 2015 Profile Report/Cupp Report

District Financial Status from Five-Year Forecast Data

Expenditure	Warrensville Heights City SD	Comparable District Average	State Average
Salaries	46.5%	49.8%	53.5%
Fringe Benefits	15.3%	20.1%	21.3%
Purchased Services	32.2%	25.9%	20.2%
Supplies and Materials	2.5%	2.4%	3.2%
Other Expenditures	3.5%	1.8%	1.8%

Table C-4 Source: FY 2015 CUPP Report

Expenditure Data (Adapted from ODE District Profile explanation)

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

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

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

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

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

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

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

Table C-5 Source: FY 2015 CUPP Report

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

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

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

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

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

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

Appendix D: Inventory Forms and Building Observation Form

6 Point Scale of Evidence for the Diagnostic Profile

Taken from the School Improvement Diagnostic Review

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

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

Standards I II and V: Instructional Inventory

Date: _____ Time in: _____ Total time: _____

Subject: _____ Grade Level: _____

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

Students: _____ #Teachers: _____ #Assistants: _____

Class: Gen ED ELL Special ED Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: _____

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

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

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
20. Student work demonstrates high quality and can serve as examples.								

Standard III: Assessment and Effective Use of Data Inventory

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

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

Students: _____ #Teachers: _____ #Assistants: _____

Class: Gen ED ELL Special ED Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: _____

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

Standard VI: Fiscal Inventory

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

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

Students: _____ #Teachers: _____ #Assistants: _____

Class: Gen ED ELL Special ED Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: _____

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

Fiscal Inventory – General Building and Facilities Review

Warm, Dry, Safe =

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

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

Building Observation Report

Date(s): _____

Time In: _____

District: _____

Time Out: _____

Building: _____

Reviewer: _____

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

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

Appendix E: List of Documents Reviewed

2015 Audit Release
2015-16 Programs and partnerships
2016-17 School Improvement Plans for all schools
2016-17 Teacher Based Team agendas and minutes
Academic Team Meetings CI Meeting Newsletters
Administrative Meeting Agendas
American Government Scope and Sequence.
Annual Appropriation
AP and Honors HS math Scope and Sequence Charts
Aspiring Doctors Precollege Program brochure
Blue and Gold Academy
Board Minutes
BUDWRK
Building Budgets
Building Leadership Team agendas and minutes
Building Maintenance Custodial Expectation
Building web sites (4)
Business Manager Inventory
CASHREC
Comprehensive Continuous Improvement Plan
CHEKPY
Community Letter
Corrective Action Plan
CUPP Report
Curriculum & Instruction The Essentials
Curriculum for Economic and Finance
Demographics
Discipline and Suspension Data
District elementary assessment data - 2015, 2016
District Improvement Plan-2
District Leadership Team steering committee agendas
District Map data
District Professional Development Participants
District Profile including CTE, programs, mentoring, parent, misc.
District Report Card
District website
English Language Arts Scope and Sequence charts
Family-School Partnership Survey Results
FINSUM
Five Year Forecast
Forecast Assumptions
High School formative assessment training
High School online courses
High School Summer School Plan
Highly Qualified Teachers 2016, 2017
In-district Professional Development Schedule

Individual Education Plan Review Forms
Intervention Programs/Software
Investments
IReady District Implementation Plan
iReady implementation plan
K-8 summer school selection process
Kindergarten Boost Camp
Lesson Plan Template
Leveled Literacy Training
Long Range Plan
Math Scope and Sequence charts
Negotiated Agreement
ODE Presentations
Ohio Online Learning Programs brochure
Ohio Special Education Profile
Ohio Teacher Evaluation System Reports
Organizational Chart
Parent chat and chew meetings
Parent engagement documents
Parental Involvement Specialist Report
Professional Development Plan, agendas, calendars and Documents
Reading Improvement and Monitoring Plans
Return to Excellence District Organization Chart Plan
Return to Excellence Plan
Reviewer Monitoring Comments Form
REVWRK
School Board minutes In service for parliamentary procedures
Science Scope and Sequence charts
Short cycle assessment Professional Development blueprint for all grades
Social Studies Scope and sequence charts
Special Education Continuum of Services
Staff Handbooks
State of the Schools Superintendent Report and PowerPoint
Strategic Plan 2020
Student Activity Budgets
Students of Promise brochure
Summer OGT Tutoring Proposal 2016
Summer School Credit Recovery Proposal 2016
Teacher Evaluations
Teacher lesson plans
Technology Plan
The Superintendent's Student Advisory Council
Tiered Intervention Strategies
Title I parent information meeting documents and sign in sheets
Treasurer's Plan
Tri C Early College program overviewParent/student Handbook
Tri C Health Career Academy information sheet
Using Data to Drive Instruction

Various Program Brochures

Warrensville District Intervention Support Team (WIST) PowerPoint and Referral Form

Warrensville Heights Data Calendar 2016-2017

WHCSD Website

WHCSD Partnerships

WHCSD Return to Excellence Plan District Reorganization

World History Scope and Sequence Charts