

APPENDIX A

Governance & Processes related to Board of Education

1. Decision-making & problem solving: a model is not used; in general the board looks to the superintendent for leadership & listens to his reasoning and recommendations; they will take responsibility for decisions.
2. Process for review & update of Board policy: bad for last several years - a mess, numerous policies are not updated. Currently working with OSBA bringing policies up to date – will be a year-long process. There is no board policy committee in a working condition, but ready to put into place. Board is not policy driven as a general rule.
3. Administrative guidelines: dated, similar status as policy; process is now in place to update over next year
4. Board involvement in issues: personnel, review all contracts (a lack of trust was mentioned in this area), any purchases over \$3000 are reviewed, interested in policy, interested in following a process for involvement
5. Typical communication from superintendent to board: phone calls, sometimes the board requests a meeting
6. Communication process/protocol between the board & superintendent: typically meet 2 times/month, pre-meeting with president, board packets Friday prior to Tuesday meeting
7. Board's knowledge level of academic & curricular performance & issues: depends on individual member, not in-depth as a general rule

8. How are roles, responsibilities, duties of the board members defined?: president & others understand w/exception of 1, OSBA has provided training, there are various board committees

9. Induction process for new members: fairly stable, OSBA training, haven't gone to capital conference for years until this year

10. Frequency of financial statements review: informed monthly with board packets – typically occurs on 2nd meeting of each month

11. Board level of involvement in district mission, vision, goals, strategic planning: very interested, contract with OSBA funded by local foundation b/c it has not been updated for the past decade, on hold b/c of ADC

ODE Curriculum and Assessment for the ADC for Lorain City School District

Onsite Review:

Focus:

The task was to gain an understanding of the district's current status as it relates to the implementation of Ohio's New Learning Standards and an aligned curriculum, the use of any programs of study, and district assessments both formal and informal (with a specific look at the use of formative assessments).

Approach:

The approach that was taken to collect information from Lorain City School was to conduct interviews at the district administration (2), building administration (3) and teacher levels (2). Parallel questions were used at each level of interview that related to the three areas of focus (curriculum, programs of study and assessment) for this site visit. This approach identified both commonalities and areas of disjointedness.

Summary:

Curriculum/ Ohio's New Learning Standards

The overwhelming sentiment is that for the last three to five years, nothing around standards and curriculum alignment has occurred in LCS. This lack of vision and planning for the current standards (let alone for the transition to a new curriculum aligned to Ohio's New Learning Standards) has been the norm over these years, creating an atmosphere in which "every person is fending for him/herself" throughout the district and at all levels. This was reinforced by the comments made by district-level administration and staff describing what they have witnessed during building and classroom visits over the last few months. The content and level of expectation varied from classroom to classroom and building to building. Based on the interviews, there appears to be pockets of collaboration at the building level and indication of an attempt to do cross grade-level communication and curriculum work, but the support and provision of time to do this work was sporadic.

However, with the recent change in the district's upper-level leadership for curriculum and instruction there seems to be an atmosphere of anticipation: an anticipation that a positive change is coming and will pull the district together and give direction where there has not been direction previously.

District Leadership has a well-developed and detailed plan for transitioning to a new curriculum that will be aligned with Ohio's New Learning Standards. Both short term and long-range goals are identified, as well as actions required to meet the goals. This plan focuses on six critical areas: Alignment with Standards; Instructional Practices; Environment/Climate; Systems of Leadership; Job-Embedded Professional Development; and Data Driven Decisions. District and building-level professional development has begun or is planned for the next couple of months and over the next academic school year. Additionally, the district has been working with Harvey Silver and his "Strategic Teacher" program over the last year in an effort to improve instructional practices and administrative support and monitoring. This specific professional development and support was a positive statement made at all levels.

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Multiple methods of communicating this plan are being implemented including monthly meetings with the District Leadership Team, building administrators, and the selecting of teachers to serve as curriculum, instruction and assessment leaders for the district. The implementation is still at the beginning stages and will need to be evaluated constantly to determine the level of success and areas of needed improvement and attention. Professional development is still at the awareness level, but will need to be ramped up quickly over the next year to meet the needs of the teachers.

A high level of frustration and concern about the implementation of the transition plan exists at all levels in spite of the steps taken thus far. Concerns include, but are not limited to: dissemination of information; opportunities to provide comments/feedback; understanding the vision; clarity of the timeline for implementation; and, a perception of incompetence of district personnel. Several factors seem to contribute to these issues, including the lack of vision and guidance by previous leadership, the lines of communication to all district staff, and the opportunity to provide meaningful feedback (or that it would be considered in any decisions), and the change in staff and leadership.

Program of Study

Much like the district's curriculum, interview questions regarding the programs of study also revealed that there was little thought put into the selection or development of any programs. Frequent turnover of district administration caused change in programs that were being used without understanding or buy-in for change, and at some levels no program exists or has been developed in the past. Additionally, if an alignment of any program to the Ohio Academic Content Standard or the district curriculum was ever performed, there was no knowledge of this alignment among the general staff. No district-wide scope and sequence or pacing guides were developed for any grades or courses at the high school. Building-level scope and sequences or pacing guides were rarely developed but not consistently used or followed if they had been developed.

Over the last couple of years the middle and elementary schools have attempted to implement the FSA program for English Language Arts and the Springboard program for mathematics. However, the scope of these programs and the limited use with specific subgroups of students did not allow for district-wide implementation. Adjustments to the programs have been random, and no district-wide processes have been in place to refine and adjust a program based on data or feedback from the teachers implementing these programs. Small pockets of success are being seen with these programs primarily due to teams of teachers' collaboration, as well as the support of the Race to the Top (RttT) coaches to implement, adjust and supplement these programs as needed.

The new district plan includes the implementation of several new programs and to maintain the use of the FSA program. The process for selecting the programs includes the development of a district level curriculum team to review and make recommendations for the selection of any new programs for the district. A lingering question that is being raised revolves around the capacity of the district's leadership to effectively lead the district through this needed change. Because of past practice key questions include: will the teachers receive the support and materials needed?; do the principals have capacity to

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lead the transition?; and, will district leadership remain consistent and follow through with what is started?

The high school system has seen the least amount of programmatic implementation, support or alignment to the standards and district curriculum. However, over the last year the RttT coordinator has been working with the high school to begin the process. They are at the beginning stages of implementation and awareness and have not started any detailed work of going deeper into the standards and alignment of curriculum and programs of study.

Assessment

There has been little in the way of formal (short cycle and benchmark) or informal assessments used throughout the district, although, there has been an attempt over the last year or two to use the FSA (foresight for ELA and SRI-quarterly assessment for mathematics) assessments. Nevertheless, it is not clear that these assessments align to the current or new curriculum and standards. Additionally, the data is disseminated beyond the time of usefulness for the teachers. Teachers do not receive quality analysis and have not been trained to analyze the data in a way to impact instruction. Finally, the data has not been used to monitor and evaluate the effectiveness of the programs of study.

The shining light in the assessment realm seems to be the work that the district is doing with Dr. Snodgrass from Cleveland State University and the Formative Assessment Support Team (FAST) training for formative assessment/instruction. Many teachers and administration have had the opportunity to be trained in this process, creating common understanding, language and practice of formative assessment within the buildings and across the district. The level of use and fidelity of these formative assessment practices with the classroom is unclear.

Conclusions/Recommendations:

The creation of the district implementation plan for an aligned curriculum, program of study and district assessment was a critical first step on the road to improvement for Lorain City Schools. The next big hurdle is effectively communicating this plan and how it fits within the overall vision for the district. It is critical for the district to do so strategically and thoughtfully in order for the plan to be implemented in a systemic manner.

A key component of this plan is bringing together a team of teacher leaders to provide expertise and guidance in the selection of future programs of study and district assessments. District leadership should be encouraged to view any new programs of study and assessment as fluid rather than static. Giving the programs time to succeed, while also allowing for adjustments and improvements based on real data and feedback will provide opportunity for success. Assessments, both vendor and district developed, must be of high quality and broad enough to evaluate multiple levels of students. District staff used in the development of any assessments should be professionally trained in the writing, scoring and analysis of assessments. Most importantly of all, data must be used appropriately to monitor students' understanding and progress, to impact and validate curriculum and instructional practices, and to evaluate the effectiveness of programs in order to make needed change.

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The current partnership with Cleveland State University appears to be one of value and is making an impact on classroom instructional practices. Strengthening current partnerships and investigating others with institutes of higher education, educational service centers, and businesses should be a priority. The transition of students to both post-secondary education and the workforce should be a major focus of current and future partnerships.

Communication throughout the district appears to be a significant issue and negatively impacts the process of making effective changes in regards to curriculum, instruction, assessment and programs. Multiple methods of communication should be explored and implemented to create a deep understanding and common language around vision, mission and implementation plan.

Finally, concerns were raised about staffing issues specifically regarding consistency and placement of staff within buildings. Capacity of central office staff and building administrators to carry out needed change was also raised as a concern. Movement/placement of teachers and staff at the building level should be made using educationally sound data and information. District and building administration need to be held accountable for building teacher capacity and communicating vision and implementation planning. The district is in dire need of a thorough, aligned, systemic approach to curriculum and assessment planning and implementation.

HR/Personnel Report
Matt Lutz Ed.D
Director, Office of Equity & Talent

Staffing Levels & Personnel Data:

Lorain City Schools staffing has fluctuated greatly during the past five years due to funding issues, over-staffing and enrollment. Attached is the Reduction in Force (RIF) timeline from 2006-2007 through 2011-2012 along with the 2012-2013 staffing levels. Due to contractual obligations almost all open positions are filled through internal transfers and recalling staff from the RIF list. This pattern of staffing has reduced the Human Resources department into a compliance and contract driven office that is limited in the ability to acquire the human capital necessary to move the district forward academically. Further exasperating the hiring issue is language that requires that a bargaining unit member who is qualified to teach is placed in the position based upon seniority when they apply. This has a domino effect within the district and creates a continual atmosphere of instability. In rare cases when new hires have been employed the building principals haven't been part of the process.

The MET study and the recent TNTP report: Keeping the Irreplacables in D.C. Public Schools were shared with district administration

Licensure System:

Lorain City Schools has five teachers who weren't Highly Qualified Teachers (HQT). A plan has been submitted for each of the teachers. One of teachers was coded incorrectly and meets requirements. While Lorain City Schools haven't had 100% compliance with HQT requirements, they have had an extremely small number of teachers (less than 5%) in non-compliance.

LCS is prepared to move to the new on-line licensure system. They have completed all requirements with the exception of having their LPDC registered.

Teacher & Principal Evaluation System:

32 staff members have participated and completed credentialing for the Ohio Teacher Evaluation System (OTES). 12 staff members have participated and completed the Ohio Principal Evaluation Training (OPES). The district will be transitioning from a simplified (checklist with some opportunities for evidence) evaluation form to the Ohio evaluation framework. They are on a tight timeline to draft their board policy by July 1, 2013. They are aware of the changes in OTES & OPES from Senate Bill 316 and House Bill 555. According to district leadership, administrators are working in conjunction with teaching staff to implement the new evaluation system with fidelity. Decisions need to be made around the use of OPES and assistant principals.

LCS is in the process of understanding Student Growth Measures (SGM's) and the implications for evaluation. They haven't convened a committee to discuss the weight of SGM's. They have been working with other LEA's and Northpoint ESC on the development of Student Learning Outcomes (SLO's). They are confident that their preparation with SLO's will allow for a smooth transition in implementing SGM's for non-tested areas. They have completed an inventory of assessments within the

district and are working towards creating common assessments when possible. They haven't examined their student performance data in the past.

Resident Educator

LCS has embraced the Resident Educator (RE) program. They use Title I funding support and ongoing Professional Development for the mentors and mentees.

Technology Assessment, Lorain CSD (IRN #044263)

Scope of Work: Assess the current state/condition of technology infrastructure with the Lorain School District; assess and verify condition/state of preparedness for upcoming on-line (PARCC) assessment initiative; report progress and efforts toward goals and strategies identified in District Technology Plan

Supporting Data: District Technology Plan, PARCC Technology Readiness Tool, District Network Diagram, April 30, 2013 interview and building visitations with Mr. Marc Evans, Chief Information Officer, Lorain City Schools, on-site observations

PARCC Network Indicators: Lorain CSD has constructed a fiber optic-based Gigabit Ethernet network that provides all buildings with connectivity. Internet connectivity is provided by NWOCA (ITC). Current internet bandwidth to buildings is per the following:

- High School: 500mbps (upgradable on demand)
- Middle Schools: 250mbps (upgradable on demand)
- Elementary Schools: 100mbps (upgradable on demand)

Buildings all have multiple wireless access points to support wireless device connectivity

The PARCC Network Indicators Assessment concludes that: *"100% of the schools are in the Top Quartile of Network Readiness based on Recommended Requirements"*

The district is currently working with CenturyLink to update existing fiber network circuits and transition from a dark fiber system to managed lit fiber system. The district has leveraged its E-rate for year 15 and over the summer 2013 CenturyLink and district employees will install new equipment, fiber and cabling. The system will provide software keys that can be changed to increase bandwidth as needed with minimal downtime.

Wireless access is available in all district buildings with varying degrees of access. The district has applied for E-rate funding for year 16 to redesign its wireless network. Approval will afford the district with the funding resources for a proposed million dollar expansion/redesign of its wireless network to provide one wireless access point per classroom space. Completion of the project will yield a wireless saturated campus that will allow all devices to roam from one WAP to another.

PARCC Device Indicators: Lorain CSD has made significant investment in device resources that will ensure that students-to-device ratios will enable the district to complete upcoming on-line assessments during the defined testing windows. In addition to the 2207 devices already in classrooms which meet or exceed PARCC's minimum device specifications, observed was an inventory of 603 Mac Air laptops being configured for distribution to 32 middle school language arts classrooms. Also observed was a partial shipment of new iPads that, when complete, will provide more than 2000 additional devices for student use. New devices all meet or exceed PARCC's recommended device requirements. The district stated that it will be participating in the on-line assessment pilot initiative (May 6-May 31, 2013). The school district has purchased multiple "class sets" of wireless keyboards in preparation for this and future on-line assessments.

PARCC Staff & Personnel Indicators: The district has acknowledged that it has sufficient numbers of test administrators to support on-line testing. Each building has one or more teaching staff who have been identified as having the necessary skills to provide technical support for test administration efforts.

In addition, all elementary schools have paraprofessional staff assigned to support students and staff in the computer laboratory environments. As a means of providing additional support to staff involved in test administration efforts, the district has installed centralized device management software (JAMF / Casper Suite) that will facilitate the configuration of all Mac OS X and iOS devices to comply with PARCC hardware, software, and security testing requirements.

General Observations: Visits to three schools and the district technology department yield the conclusion that district technology resources are equitably distributed throughout the district. Students and teachers have ready access to classroom workstations, computer laboratories, and portable devices. Smartboard and video projection display technologies were observed and in use by instructional staff. Students were observed working at classroom workstations and in computer laboratory classrooms. Observed instructional activities included teachers provided directed instruction and students engaged in individualized and small group computer-based activities and lessons. Additionally, students were observed receiving on-line instructional activities within the district's digital academy. The district is in the final stages of completion of an OSFC building project which has resulted in new network technology infrastructures in all buildings. Buildings that received analog video distribution systems (early in the OSFC project) are in the process of being converted to digital distribution technologies.

District Technology Plan:

Vision: To maximize current technologies through Professional Development and online resources. To use technology to increase student achievement. To work toward a paperless environment.

Mission: To increase the utilization of technology in the education of the students as we prepare the students to be successful in the 21st century

The following narrative was provided by the district and represents the current state of progress toward attainment of technology goals as defined in the current district technology plan for 2012-2015:

"The following three goals are related and will be addressed together:

Goal – Technology resources aligned to core curriculum

Goal – Increase student learning and engagement through the use of technology

Goal – Meet the diverse needs of our students

We are currently looking at updating many district curriculum resources. This process involves researching the technology components and requirements of each program. This is very important that the technology is looked at from the onset to ensure that upon adoption by the Board of Education all components are ready to be implemented. Through collaboration with the department of Teaching and Learning we work to ensure that needed resources are available for classroom use. Technology needs to be integrated into daily lessons. It cannot be an "add on" or "time filler". To ensure that technology is integrated we are providing professional development. Working with our Educational Service Center and North2North we have provided professional development for staff on the implementation of the IVDL units that are within each building. The middle schools and the high school each have HD Polycom units to link with remote sites. The elementary buildings have a small portable robotic webcam setup that can be moved to any classroom and connected to the SmartBoard. North2North is following a train the trainer model to deliver these services. We have partnered with Apple Computers to provide Professional

Development in relation to the iPads and MacBook Air deployments. This year we have had an initial kick off PD with the 5th and 6th grade teachers. Two Apple trainers were on site for a full day in-service on the application of the new iPads to provide an instructional tool to help increase student achievement, cross-curricular, but with a primary focus in reading and math. Using grant funds that PD will be expanded into a year-long series of professional development for all staff members in grades 3-6. Some second grade teachers will also be included if their respective buildings have had an iPad cart purchased for them. It is desired that all students 1-6 will have access to the iPads and all staff will receive the appropriate training as additional deployments are released. Even though the fifth and sixth grade teachers have only had the devices for a short period of time many have redesigned lessons to incorporate student use of the iPads regularly.

Goal – Technology support and management

We have begun the process to streamline the policies for the Department of Information. The first major project was the implementation of a helpdesk system to track technology needs within the district. We have successfully implemented “HelpDesk”. The employees login to the HelpStar server using their standard login. They then enter a request they have for repairs or other needs that they have. The ticket is then routed to the appropriate building technician to complete the work necessary. This system has an extensive reporting system that we are just beginning to use. In the future by analyzing the reports that can be generated we will be able to better address the needs of the end-users. This process is working so well at this point that we are looking at expanding it to include operational and custodial requests.

Goal – Telecommunication restructuring transfer to VoIP

We are in process of transitioning from our aging PBX phone system to a new Hosted VoIP solution. This project will result in significant savings over our current communications expenses. To offset the initial expense of the new equipment and handsets we are trying to leverage our e-rate funding. We applied in year 15 for a hosted solution to meet our needs. This funding was not awarded due to some contractual terms. We have again applied for funding in year 16. After numerous conversations as to why the initial proposal was not awarded, we are confident that the funding will be approved for year 16 and we will be able to move forward with this project

Goal – Video on demand implementation

This project has been delayed and is slated to be revisited in the 2014-2015 school year. We are currently underway on a \$74 million construction project for a new high school. We feel that it is in the best interest to postpone the video on demand project until we can align the entire district under one system. Moving forward now with new systems in all district buildings may cause compatibility issues with the technology that will be installed in our state-of-the-art high school. We plan on making the New Lorain High School the network operations center for all district resources. By postponing we can ensure that we efficiently provide a stable cohesive system.”

Instructional Practices: Standards based instruction, Inclusion (LRE), Differentiated Instruction, Technology to support curriculum, interventions strategies, collaborative planning, etc., are methods that promote student achievement performance.

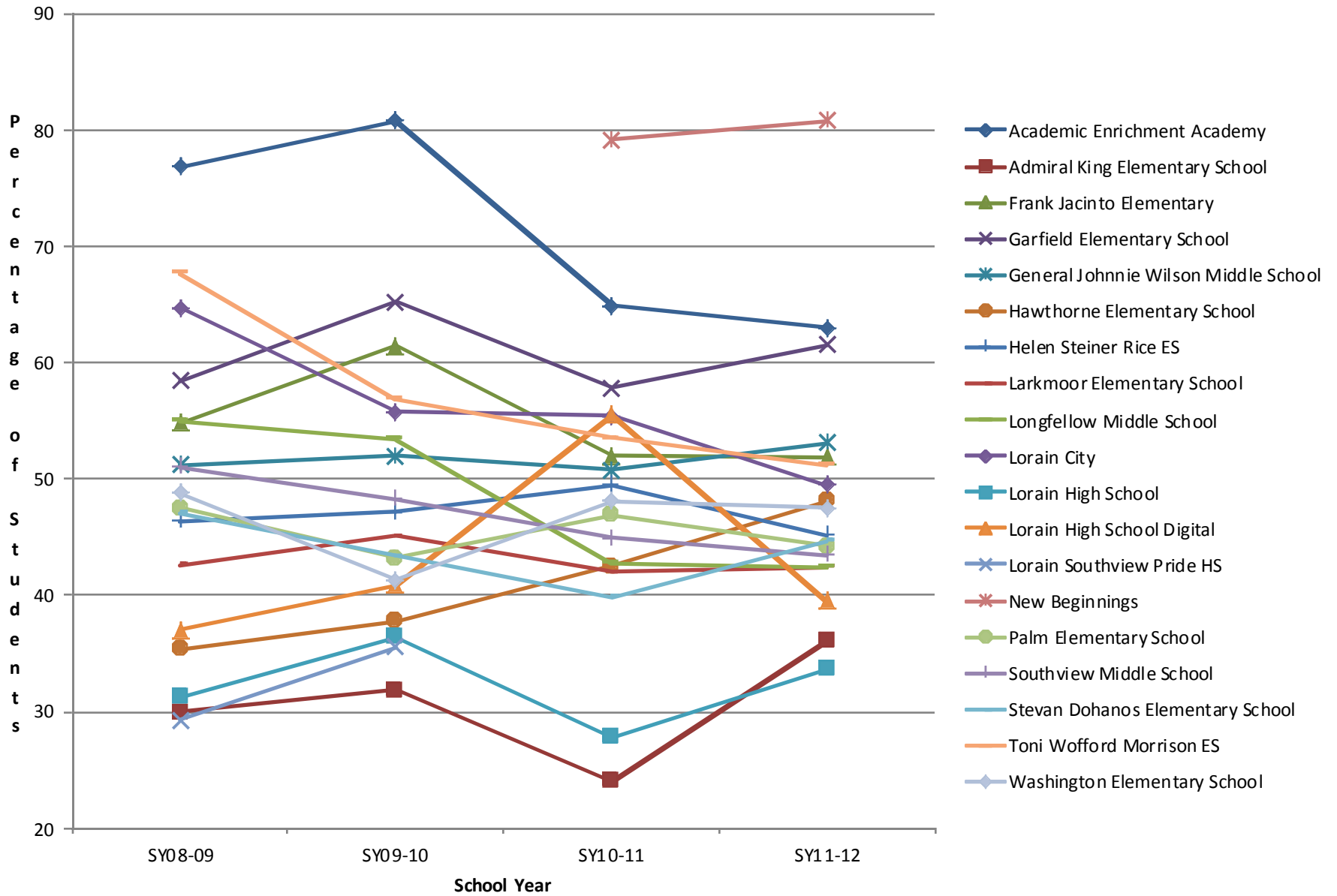
<p><i>School Improvement Diagnostic Review Indicators of Effective Practices / Examples of Evidence</i></p>	<p><i>Description of the <u>Lorain City School District's</u> Practices</i></p>
<p><u>Planning:</u> <i>Classroom practices are consistent with standards-based instruction.</i></p> <ul style="list-style-type: none"> • Lessons relate to the Ohio's New Learning Standards. Lessons are clearly defined. Pacing is consistent. Displays of classroom goals for all learners are present. • Representation of content area is appropriate and links with student's knowledge and experiences. • Students can link lesson and activities to the learning goals and objectives. • Schedules are organized for grade level teams, with special education, gifted and ELL, and departments to collaborate on scope and sequence, thematic units and interventions 	<ul style="list-style-type: none"> • All classrooms K-12 had learning targets posted as "I can" statements. • Most teachers had lesson verification for entire week on their desks. • Most lesson plan formats were written as page numbers of texts with activity briefly described. • Some teachers had their plans organized in binders with previous week's lessons. • District developed curriculum maps and pacing guides were found with some lesson plans. • Pacing seemed to be consistent among grade levels and departments. • Planning seems to be inconsistent unless within assigned teams. • Rarely were special education teachers or ELL teachers formally participating in Grade level or team meetings.
<p><u>Differentiated Instructional Strategies:</u> <i>Teachers use a variety of methods to meet the learning needs of all students.</i></p> <ul style="list-style-type: none"> • Lesson plans include differentiated instruction that addresses the needs of all learners. • Instructional materials, resources, activities, and assignments are appropriate. All students are engaged. • Instructional groups are productive and appropriate to learning goals. Students take initiative to influence instructional groups to advance their understanding. 	<ul style="list-style-type: none"> • Direct/whole group instruction seems to be the primary method among the secondary education. • However, the middle school has some flexible grouping in core classes. • The reading series, Success for All, requires the students to be assigned to groups in according to reading abilities for student in grades 2-8. • Group and partner activities were observed in grades 2-8. • The district focuses on Active Listening Group Practices.

<p><u><i>Instructional Supports:</i></u> <i>Technology is used to enhance student learning.</i></p> <ul style="list-style-type: none"> • Students independently use technology for a variety of purposes. • Teacher lesson plans integrate technology in teaching and learning activities, where appropriate. • Computer centers are staffed and open to students before, during, and after school. 	<ul style="list-style-type: none"> • The Computer Lab is one K-6 special that has not been eliminated. It is the only time many students use computer technology. • All classrooms are supported with a teacher computer and projector/smartboard. <ul style="list-style-type: none"> ◦ Many teachers observed using it to post goals, integrate pictures/internet sites/etc. into lessons, demonstrate items, and note-taking. ◦ In some classes, students also used the smartboard to display work or assist teacher. • Some buildings are designed for a tutor or computer area in an alcove between classrooms. These spaces either had the computers turned off or no computers. • Many classrooms had netbook lockers. One class was observed using them.
<p><u><i>Instructional Supports:</i></u> <i>All students have access to the general education curriculum.</i></p> <ul style="list-style-type: none"> • All students are actively engaged in learning activities and tasks. • All students can work cooperatively with one another across socio-cultural backgrounds and academic abilities • Special Education and English Language learners successfully participate in regular classroom activities. 	<ul style="list-style-type: none"> • Lorain schools use a variety of instructional supports such as inclusion, pull-out, push-in and resource rooms' practices. • Push-in is most commonly used for Science and Social Studies instruction. • Active Group Learning allows students to meet a protocol of group engagement for a lesson. • The district has an equitable diverse population. All students are engaged and interact. English Language Learners receive support in varying methods. Push-in with ESL tutor was observed in two classes.
<p><u><i>Instructional Supports:</i></u> <i>Regular and special education teachers work together to provide instruction to Students with Disabilities; Regular and gifted teachers work together to provide instruction to students with special talents; Regular and ESL teachers work together to provide instruction to Students with Limited English Proficiency.</i></p> <ul style="list-style-type: none"> • Instructional collaboration and coordination are topics for regularly scheduled grade-level meetings. • Instructional collaboration and coordination are topics for regularly scheduled cross-grade level meetings. • Instructional collaboration and coordination are topics for regularly scheduled department meetings. • Bilingual and bicultural staff reflects the composition of the student population and provide support services to students and their families. 	<ul style="list-style-type: none"> • No district or building scheduling has occurred to encourage this practice. • One school has initiated team teaching practices for the Intervention Specialist and General Education Teachers as part of their inclusion practices.

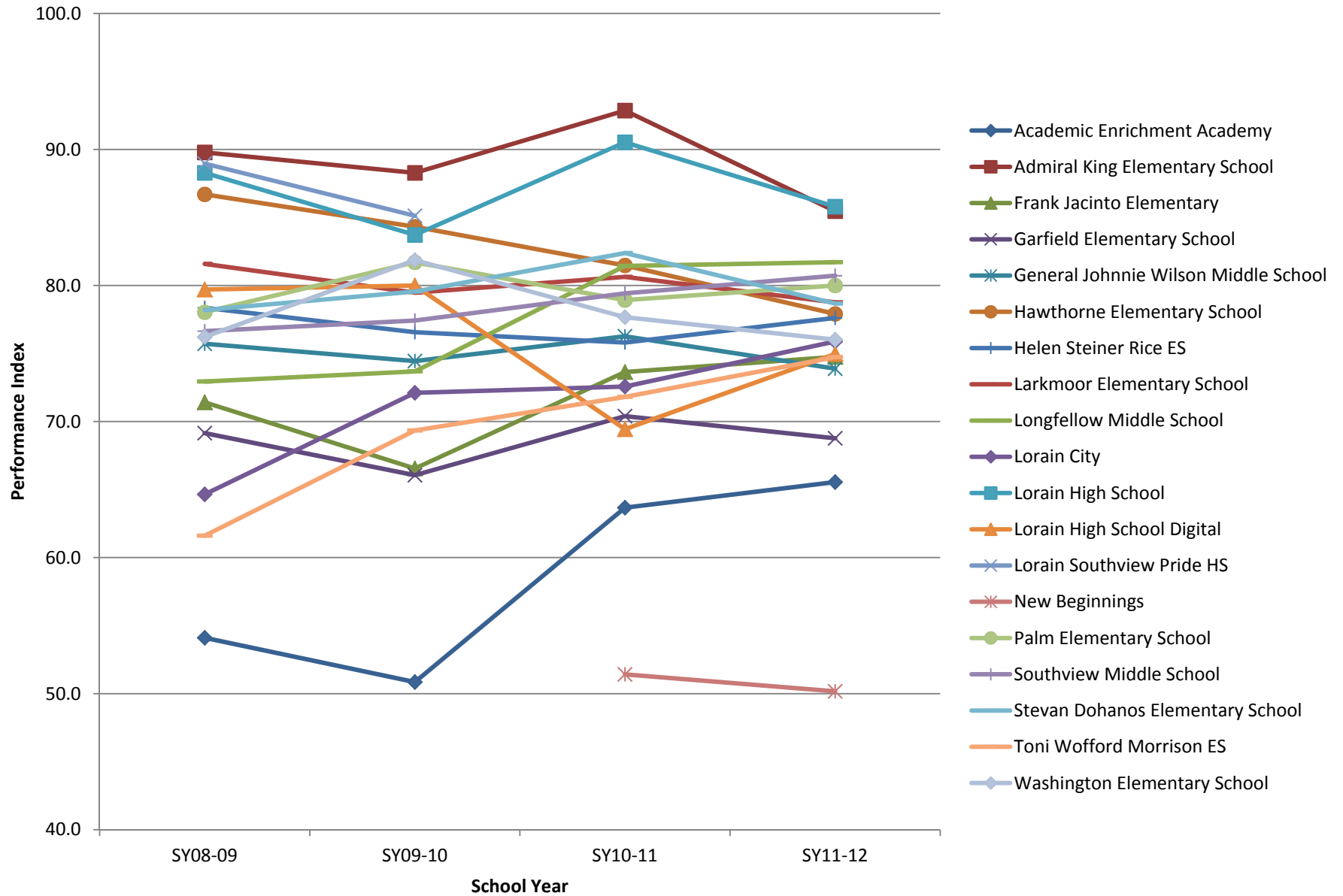
<p><u><i>Instructional Supports:</i></u> <i>School schedules maximize instructional time.</i></p> <ul style="list-style-type: none"> • School provides time for teachers to work together. • Schedule shows uninterrupted blocks of time devoted to instruction. • Positive behavior programs reduce classroom management issues and value instructional time. 	<ul style="list-style-type: none"> • Block Schedules are the organization of the secondary schools. <ul style="list-style-type: none"> ○ Some classes were using time effectively. ○ Excessive lag time affected student engagement. • Teachers have varying tolerance for student chatter. Many secondary teachers shouted over the noise or ignored the talking. <ul style="list-style-type: none"> ○ Some students were observed texting or wearing headsets during classroom instruction. • Elementary schools have both school wide and classroom incentive programs. • Initiating school-wide classroom routine and learner expectations criteria would reduce instructional disruptions and increase instructional time. <ul style="list-style-type: none"> ○ Some Elementary Schools have implemented these practices.
<p><u><i>Instructional Supports:</i></u> <i>Instructional practices are reviewed and revised on a regular basis.</i></p> <ul style="list-style-type: none"> • Instructional collaboration and coordination are topics for regularly scheduled grade-level meetings. • Teachers use common formative and summative assessment data to drive instruction • Forms of professional support such as peer mentoring /observations, peer coaching, walk-through observations, etc. are used to focus on implementation of best instructional practices. 	<ul style="list-style-type: none"> • Teacher based teams are a new initiative this year for the elementary schools. <ul style="list-style-type: none"> ○ Data from assessments are the topics of discussion regarding student success. ○ Individual student interventions the main focus. ○ Curriculum gaps and lesson reflection are generally not addressed. • Principals report varying levels of walk-through observation practices. <ul style="list-style-type: none"> ○ Feedback is minimal where mostly a quick note or comment back to the teacher in the near future. ○ Walk-through data on initiatives for frequency or quality is not collected. ○ Rarely are general building systemic practices discussed at faculty or teacher meetings.
<p><u><i>Data Driven Decisions:</i></u> <i>All students receive additional instruction when needed.</i></p> <ul style="list-style-type: none"> • Learning outcomes for under-performing student groups are monitored. • A continuum of support options are provided by special area teachers based on student learning needs. • Before/after school, summer enrichment and parent resources are provided. 	<ul style="list-style-type: none"> • Survey reports nearly 75% of the teachers use assessments to determine the level of understanding and identifying students for intervention. • Special education learning supports are provided in all schools. • “The Club” is a Boys and Girls Club sponsored after-school program where social, physical and academic needs are addressed at the middle school level. • Individual teachers provide extra support and/or tutoring as needed during agreed upon times for teacher and student.

<p><u>Data Driven Decisions:</u> <i>Students are responsible for achieving personal goals that are aligned to classroom goals.</i></p> <ul style="list-style-type: none"> • Students can articulate the purpose of classroom goals. • Students use classroom goals to identify personal actions to become successful. • Students can monitor classroom goals and personal actions progress on charts, logs, or journals. 	<ul style="list-style-type: none"> • When asked, most students were able to articulate the daily goal or activity. • Some class charts were posted in middle and elementary school classes to depict individual or team progress. • Elementary schools had behavior color cards, folders to hold work and journals. • Many elementary classes used folders to organize homework and graded work to communicate with parents.
<p><u>Data Driven Decisions:</u> <i>Teachers use a variety of methods to assess academic progress.</i></p> <ul style="list-style-type: none"> • Ongoing formative assessment is used through each lesson. • Teachers use common formative assessments. • Teachers use common summative assessment. 	<ul style="list-style-type: none"> • High school departments have created and initiated new common assessments this year. • Many elementary and middle school teachers were observed using common informal exit assessments to determine student understanding. • 4-point rubrics for math and writing assignments were posted in many 3-8 grade classrooms. • 75% teachers report in the survey consistently using quarterly assessment data to drive instruction. • Team collaboration, behavior points and homework graphs were displayed in the elementary classrooms and some middle school classrooms.

Percentage of Students Not Proficient



Lorain City Building Performance Index Scores



e Index - Building

Organization	Proficiency Level	School Year Metrics	2011-2012 School Year			2010-2011 School Year			2009-2010 School Year			2008-2009 School Year		
			Proficiency Level %	PI Weight	Performance Index	Proficiency Level %	PI Weight	Performance Index	Proficiency Level %	PI Weight	Performance Index	Proficiency Level %	PI Weight	Performance Index
Academic Enrichment Academy	010208	Untested	1.5	0.0	0.0	1.4	0.0	0.0	8.2	0.0	0.0	2.1	0.0	0.0
Academic Enrichment Academy	010208	Below Basic	30.6	0.3	9.2	33	0.3	9.9	40.5	0.3	12.2	46.3	0.3	13.9
Academic Enrichment Academy	010208	Basic	30.9	0.6	18.6	30.5	0.6	18.3	32.1	0.6	19.2	28.4	0.6	17.1
Academic Enrichment Academy	010208	Proficient	30	1.0	30.0	32.1	1.0	32.1	16.3	1.0	16.3	23.2	1.0	23.2
Academic Enrichment Academy	010208	Accelerated	5.9	1.1	6.5	2.7	1.1	3.0	2.9	1.1	3.2			
Academic Enrichment Academy	010208	Advanced	1.1	1.2	1.3	0.3	1.2	0.4						
Academic Enrichment Academy	010208	Performance Index	--	--	65.6	--	--	63.7	--	--	50.8	--	--	54.1
Admiral King Elementary School	019646	Below Basic	13.9	0.3	4.2	8.8	0.3	2.6	11	0.3	3.3	10	0.3	3.0
Admiral King Elementary School	019646	Basic	22.2	0.6	13.3	15.2	0.6	9.1	20.9	0.6	12.5	20	0.6	12.0
Admiral King Elementary School	019646	Proficient	33.9	1.0	33.9	39	1.0	39.0	37.6	1.0	37.6	33.5	1.0	33.5
Admiral King Elementary School	019646	Accelerated	19.3	1.1	21.2	23	1.1	25.3	17.4	1.1	19.1	25.2	1.1	27.7
Admiral King Elementary School	019646	Advanced	10.8	1.2	12.9	14	1.2	16.8	13.1	1.2	15.7	11.3	1.2	13.6
Admiral King Elementary School	019646	Performance Index	--	--	85.5	--	--	92.9	--	--	88.3	--	--	89.8
Frank Jacinto Elementary	000676	Below Basic	22.5	0.3	6.8	26	0.3	7.8	35.6	0.3	10.7	30	0.3	9.0
Frank Jacinto Elementary	000676	Basic	29.4	0.6	17.6	26	0.6	15.6	25.8	0.6	15.5	24.8	0.6	14.9
Frank Jacinto Elementary	000676	Proficient	31.4	1.0	31.4	30.7	1.0	30.7	25	1.0	25.0	27.6	1.0	27.6
Frank Jacinto Elementary	000676	Accelerated	10.3	1.1	11.3	11.5	1.1	12.6	9.5	1.1	10.4	12	1.1	13.2
Frank Jacinto Elementary	000676	Advanced	6.4	1.2	7.6	5.7	1.2	6.9	4.2	1.2	5.0	5.7	1.2	6.8
Frank Jacinto Elementary	000676	Performance Index	--	--	74.8	--	--	73.6	--	--	66.6	--	--	71.4
Garfield Elementary School	012963	Below Basic	27.3	0.3	8.2	25.7	0.3	7.7	31	0.3	9.3	29.6	0.3	8.9
Garfield Elementary School	012963	Basic	34.2	0.6	20.5	32.1	0.6	19.3	34.2	0.6	20.5	28.8	0.6	17.3
Garfield Elementary School	012963	Proficient	26.2	1.0	26.2	32.1	1.0	32.1	23.2	1.0	23.2	30.4	1.0	30.4
Garfield Elementary School	012963	Accelerated	8.8	1.1	9.7	7.6	1.1	8.4	9.2	1.1	10.1	8.5	1.1	9.4
Garfield Elementary School	012963	Advanced	3.5	1.2	4.2	2.4	1.2	2.9	2.5	1.2	3.0	2.7	1.2	3.2
Garfield Elementary School	012963	Performance Index	--	--	68.8	--	--	70.4	--	--	66.1	--	--	69.1
General Johnnie Wilson Middle School	000840	Untested	0.4	0.0	0.0	0.2	0.0	0.0	1	0.0	0.0	1	0.0	0.0
General Johnnie Wilson Middle School	000840	Below Basic	20.4	0.3	6.1	16.3	0.3	4.9	20.1	0.3	6.0	16.7	0.3	5.0
General Johnnie Wilson Middle School	000840	Basic	32.3	0.6	19.4	34.3	0.6	20.6	30.9	0.6	18.5	33.5	0.6	20.1
General Johnnie Wilson Middle School	000840	Proficient	35.5	1.0	35.5	36.6	1.0	36.6	34.4	1.0	34.4	35.2	1.0	35.2
General Johnnie Wilson Middle School	000840	Accelerated	7.7	1.1	8.4	9.3	1.1	10.2	8.7	1.1	9.6	9.3	1.1	10.3
General Johnnie Wilson Middle School	000840	Advanced	3.7	1.2	4.4	3.3	1.2	4.0	4.9	1.2	5.9	4.3	1.2	5.1
General Johnnie Wilson Middle School	000840	Performance Index	--	--	73.9	--	--	76.3	--	--	74.4	--	--	75.7
Hawthorne Elementary School	017509	Below Basic	22.8	0.3	6.8	20.8	0.3	6.3	19.2	0.3	5.8	14.7	0.3	4.4
Hawthorne Elementary School	017509	Basic	25.3	0.6	15.2	21.7	0.6	13.0	18.6	0.6	11.1	20.7	0.6	12.4
Hawthorne Elementary School	017509	Proficient	25.6	1.0	25.6	26.4	1.0	26.4	27.6	1.0	27.6	26.8	1.0	26.8
Hawthorne Elementary School	017509	Accelerated	13.1	1.1	14.4	15	1.1	16.5	17.6	1.1	19.3	22.5	1.1	24.8
Hawthorne Elementary School	017509	Advanced	13.3	1.2	16.0	16.1	1.2	19.3	17.1	1.2	20.6	15.2	1.2	18.3
Hawthorne Elementary School	017509	Performance Index	--	--	77.9	--	--	81.5	--	--	84.3	--	--	86.7
Helen Steiner Rice ES	009222	Below Basic	25.9	0.3	7.8	23.4	0.3	7.0	22.9	0.3	6.9	19.8	0.3	5.9
Helen Steiner Rice ES	009222	Basic	19.3	0.6	11.6	26.1	0.6	15.7	24.3	0.6	14.6	26.6	0.6	15.9
Helen Steiner Rice ES	009222	Proficient	28.9	1.0	28.9	29.9	1.0	29.9	36	1.0	36.0	32.6	1.0	32.6
Helen Steiner Rice ES	009222	Accelerated	17	1.1	18.7	15	1.1	16.5	10.9	1.1	12.0	13.9	1.1	15.3
Helen Steiner Rice ES	009222	Advanced	8.9	1.2	10.6	5.6	1.2	6.7	6	1.2	7.2	7.2	1.2	8.6

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Organization	Proficiency Level	School Year Metrics	2011-2012 School Year			2010-2011 School Year			2009-2010 School Year			2008-2009 School Year		
			Proficiency Level %	PI Weight	Performance Index	Proficiency Level %	PI Weight	Performance Index	Proficiency Level %	PI Weight	Performance Index	Proficiency Level %	PI Weight	Performance Index
Helen Steiner Rice ES	009222	Performance Index	--	--	77.6	--	--	75.8	--	--	76.6	--	--	78.4
Larkmoor Elementary School	019851	Untested	0.7	0.0	0.0									
Larkmoor Elementary School	019851	Below Basic	20.2	0.3	6.1	17.1	0.3	5.1	17.5	0.3	5.3	12.4	0.3	3.7
Larkmoor Elementary School	019851	Basic	21.5	0.6	12.9	24.9	0.6	14.9	27.6	0.6	16.5	30.2	0.6	18.1
Larkmoor Elementary School	019851	Proficient	40	1.0	40.0	37.3	1.0	37.3	34.8	1.0	34.8	38.3	1.0	38.3
Larkmoor Elementary School	019851	Accelerated	12.3	1.1	13.6	15.5	1.1	17.0	12.7	1.1	13.9	14.8	1.1	16.3
Larkmoor Elementary School	019851	Advanced	5.2	1.2	6.2	5.2	1.2	6.2	7.4	1.2	8.9	4.3	1.2	5.1
Larkmoor Elementary School	019851	Performance Index	--	--	78.8	--	--	80.6	--	--	79.5	--	--	81.6
Longfellow Middle School	000841	Untested				0.2	0.0	0.0				0.6	0.0	0.0
Longfellow Middle School	000841	Below Basic	14.1	0.3	4.2	13	0.3	3.9	23	0.3	6.9	21.3	0.3	6.4
Longfellow Middle School	000841	Basic	28.3	0.6	17.0	29.6	0.6	17.7	30.4	0.6	18.2	33.1	0.6	19.8
Longfellow Middle School	000841	Proficient	35.9	1.0	35.9	38	1.0	38.0	31.8	1.0	31.8	31.4	1.0	31.4
Longfellow Middle School	000841	Accelerated	14.3	1.1	15.7	13	1.1	14.3	10	1.1	11.0	10.7	1.1	11.8
Longfellow Middle School	000841	Advanced	7.4	1.2	8.9	6.3	1.2	7.5	4.8	1.2	5.8	2.9	1.2	3.5
Longfellow Middle School	000841	Performance Index	--	--	81.7	--	--	81.4	--	--	73.7	--	--	72.9
Lorain City	044263	Untested				1.4	0.0	0.0	3	0.0	0.0	5.9	0.0	0.0
Lorain City	044263	Below Basic	27	0.3	8.1	23.8	0.3	7.1	23	0.3	6.9	28	0.3	8.4
Lorain City	044263	Basic	22.5	0.6	13.5	30.2	0.6	18.1	29.8	0.6	17.9	30.8	0.6	18.5
Lorain City	044263	Proficient	26.4	1.0	26.4	27.4	1.0	27.4	23.8	1.0	23.8	20.8	1.0	20.8
Lorain City	044263	Accelerated	10.3	1.1	11.3	7.1	1.1	7.8	9.1	1.1	10.0	4.3	1.1	4.7
Lorain City	044263	Advanced	13.8	1.2	16.6	10.1	1.2	12.2	11.3	1.2	13.6	10.2	1.2	12.2
Lorain City	044263	Performance Index	--	--	75.9	--	--	72.6	--	--	72.1	--	--	64.7
Lorain High School	008309	Untested	0.9	0.0	0.0	0.1	0.0	0.0	2	0.0	0.0	0.3	0.0	0.0
Lorain High School	008309	Below Basic	14.7	0.3	4.4	11.6	0.3	3.5	13.6	0.3	4.1	12.4	0.3	3.7
Lorain High School	008309	Basic	18.1	0.6	10.9	16.1	0.6	9.7	20.8	0.6	12.5	18.6	0.6	11.2
Lorain High School	008309	Proficient	35.5	1.0	35.5	33	1.0	33.0	37.8	1.0	37.8	34.7	1.0	34.7
Lorain High School	008309	Accelerated	18.6	1.1	20.5	26.2	1.1	28.8	15.9	1.1	17.5	21.2	1.1	23.3
Lorain High School	008309	Advanced	12.1	1.2	14.5	13	1.2	15.6	9.8	1.2	11.8	12.9	1.2	15.4
Lorain High School	008309	Performance Index	--	--	85.8	--	--	90.5	--	--	83.7	--	--	88.3
Lorain High School Digital	151142	Untested	8.6	0.0	0.0	6.9	0.0	0.0	2.6	0.0	0.0	8.1	0.0	0.0
Lorain High School Digital	151142	Below Basic	20.6	0.3	6.2	16.7	0.3	5.0	13.7	0.3	4.1	9.6	0.3	2.9
Lorain High School Digital	151142	Basic	10.3	0.6	6.2	31.9	0.6	19.2	24.6	0.6	14.7	19.3	0.6	11.6
Lorain High School Digital	151142	Proficient	41.1	1.0	41.1	37.5	1.0	37.5	42.8	1.0	42.8	45.9	1.0	45.9
Lorain High School Digital	151142	Accelerated	18.3	1.1	20.1	5.6	1.1	6.1	12.4	1.1	13.6	11.1	1.1	12.2
Lorain High School Digital	151142	Advanced	1.1	1.2	1.4	1.4	1.2	1.7	3.9	1.2	4.7	5.9	1.2	7.1
Lorain High School Digital	151142	Performance Index	--	--	75.0	--	--	69.4	--	--	80.0	--	--	79.7
Lorain Southview Pride HS	008312	Untested							0.9	0.0	0.0	0.4	0.0	0.0
Lorain Southview Pride HS	008312	Below Basic							13.4	0.3	4.0	13	0.3	3.9
Lorain Southview Pride HS	008312	Basic							21.3	0.6	12.8	15.9	0.6	9.6
Lorain Southview Pride HS	008312	Proficient							36.6	1.0	36.6	34.7	1.0	34.7
Lorain Southview Pride HS	008312	Accelerated							17	1.1	18.7	23.4	1.1	25.8
Lorain Southview Pride HS	008312	Advanced							10.9	1.2	13.0	12.5	1.2	15.0
Lorain Southview Pride HS	008312	Performance Index							--	--	85.1	--	--	89.0

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Organization	Proficiency Level	School Year Metrics	2011-2012 School Year			2010-2011 School Year			2009-2010 School Year			2008-2009 School Year		
			Proficiency Level %	PI Weight	Performance Index	Proficiency Level %	PI Weight	Performance Index	Proficiency Level %	PI Weight	Performance Index	Proficiency Level %	PI Weight	Performance Index
New Beginnings	012335	Untested	2.2	0.0	0.0	5.8	0.0	0.0						
New Beginnings	012335	Below Basic	54.8	0.3	16.4	45	0.3	13.5						
New Beginnings	012335	Basic	23.8	0.6	14.3	28.3	0.6	17.0						
New Beginnings	012335	Proficient	17.1	1.0	17.1	20	1.0	20.0						
New Beginnings	012335	Accelerated	2.2	1.1	2.4	0.8	1.1	0.9						
New Beginnings	012335	Performance Index	--	--	50.2	--	--	51.4						
Palm Elementary School	000348	Below Basic	16.8	0.3	5.0	15.9	0.3	4.8	15.7	0.3	4.7	18.5	0.3	5.5
Palm Elementary School	000348	Basic	27.4	0.6	16.4	31	0.6	18.6	27.5	0.6	16.5	29	0.6	17.4
Palm Elementary School	000348	Proficient	35	1.0	35.0	33.2	1.0	33.2	30.9	1.0	30.9	32.2	1.0	32.2
Palm Elementary School	000348	Accelerated	15	1.1	16.5	14.6	1.1	16.0	14.9	1.1	16.4	15.2	1.1	16.8
Palm Elementary School	000348	Advanced	5.9	1.2	7.1	5.2	1.2	6.3	11	1.2	13.2	5.1	1.2	6.2
Palm Elementary School	000348	Performance Index	--	--	80.0	--	--	78.9	--	--	81.7	--	--	78.0
Southview Middle School	041087	Untested	0.1	0.0	0.0	0.1	0.0	0.0	0.5	0.0	0.0	0.3	0.0	0.0
Southview Middle School	041087	Below Basic	12.8	0.3	3.8	15.3	0.3	4.6	17	0.3	5.1	15.7	0.3	4.7
Southview Middle School	041087	Basic	30.6	0.6	18.4	29.5	0.6	17.7	30.8	0.6	18.5	35	0.6	21.0
Southview Middle School	041087	Proficient	40.1	1.0	40.1	38.5	1.0	38.5	35.1	1.0	35.1	32.9	1.0	32.9
Southview Middle School	041087	Accelerated	12.4	1.1	13.6	13.2	1.1	14.6	11.8	1.1	12.9	12.6	1.1	13.8
Southview Middle School	041087	Advanced	4	1.2	4.8	3.4	1.2	4.1	4.9	1.2	5.8	3.5	1.2	4.2
Southview Middle School	041087	Performance Index	--	--	80.7	--	--	79.4	--	--	77.4	--	--	76.6
Stevan Dohanos Elementary School	021659	Below Basic	21.3	0.3	6.4	17.1	0.3	5.1	19	0.3	5.7	18.1	0.3	5.4
Stevan Dohanos Elementary School	021659	Basic	23.4	0.6	14.0	22.8	0.6	13.7	24.4	0.6	14.7	29	0.6	17.4
Stevan Dohanos Elementary School	021659	Proficient	33.2	1.0	33.2	34.7	1.0	34.7	37.5	1.0	37.5	32.9	1.0	32.9
Stevan Dohanos Elementary School	021659	Accelerated	14.9	1.1	16.4	16.5	1.1	18.2	11.5	1.1	12.7	15.4	1.1	17.0
Stevan Dohanos Elementary School	021659	Advanced	7.2	1.2	8.6	8.9	1.2	10.7	7.5	1.2	9.0	4.6	1.2	5.5
Stevan Dohanos Elementary School	021659	Performance Index	--	--	78.7	--	--	82.4	--	--	79.6	--	--	78.2
Toni Wofford Morrison ES	009221	Untested										0.2	0.0	0.0
Toni Wofford Morrison ES	009221	Below Basic	24.9	0.3	7.5	30.5	0.3	9.1	32.6	0.3	9.8	40	0.3	12.0
Toni Wofford Morrison ES	009221	Basic	26.3	0.6	15.8	23	0.6	13.8	24.3	0.6	14.6	27.5	0.6	16.5
Toni Wofford Morrison ES	009221	Proficient	29.4	1.0	29.4	28.4	1.0	28.4	28.8	1.0	28.8	25.1	1.0	25.1
Toni Wofford Morrison ES	009221	Accelerated	11.8	1.1	12.9	12.4	1.1	13.7	9.2	1.1	10.1	6.3	1.1	6.9
Toni Wofford Morrison ES	009221	Advanced	7.6	1.2	9.1	5.7	1.2	6.8	5	1.2	6.1	0.9	1.2	1.1
Toni Wofford Morrison ES	009221	Performance Index	--	--	74.7	--	--	71.8	--	--	69.3	--	--	61.6
Washington Elementary School	039347	Untested	0.4	0.0	0.0									
Washington Elementary School	039347	Below Basic	24.6	0.3	7.4	18.9	0.3	5.7	14.7	0.3	4.4	20.3	0.3	6.1
Washington Elementary School	039347	Basic	22.5	0.6	13.5	29.2	0.6	17.5	26.6	0.6	15.9	28.5	0.6	17.1
Washington Elementary School	039347	Proficient	32	1.0	32.0	33.5	1.0	33.5	39	1.0	39.0	35.1	1.0	35.1
Washington Elementary School	039347	Accelerated	14.4	1.1	15.9	10.6	1.1	11.6	11.9	1.1	13.1	13.3	1.1	14.7
Washington Elementary School	039347	Advanced	6	1.2	7.2	7.8	1.2	9.3	7.9	1.2	9.5	2.7	1.2	3.2
Washington Elementary School	039347	Performance Index	--	--	76.0	--	--	77.7	--	--	81.9	--	--	76.2

					SY08-09	SY09-10	SY10-11	SY11-12
044263	Lorain City	Academic Enrichment Academy	010208	Performance Index	54.1	50.8	63.7	65.6
044263	Lorain City	Admiral King Elementary School	019646	Performance Index	89.8	88.3	92.9	85.5
044263	Lorain City	Frank Jacinto Elementary	000676	Performance Index	71.4	66.6	73.6	74.8
044263	Lorain City	Garfield Elementary School	012963	Performance Index	69.1	66.1	70.4	68.8
044263	Lorain City	General Johnnie Wilson Middle School	000840	Performance Index	75.7	74.4	76.3	73.9
044263	Lorain City	Hawthorne Elementary School	017509	Performance Index	86.7	84.3	81.5	77.9
044263	Lorain City	Helen Steiner Rice ES	009222	Performance Index	78.4	76.6	75.8	77.6
044263	Lorain City	Larkmoor Elementary School	019851	Performance Index	81.6	79.5	80.6	78.8
044263	Lorain City	Longfellow Middle School	000841	Performance Index	72.9	73.7	81.4	81.7
044263	Lorain City	Lorain City	044263	Performance Index	64.7	72.1	72.6	75.9
044263	Lorain City	Lorain High School	008309	Performance Index	88.3	83.7	90.5	85.8
044263	Lorain City	Lorain High School Digital	151142	Performance Index	79.7	80.0	69.4	75.0
044263	Lorain City	Lorain Southview Pride HS	008312	Performance Index	89.0	85.1		
044263	Lorain City	New Beginnings	012335	Performance Index			51.4	50.2
044263	Lorain City	Palm Elementary School	000348	Performance Index	78.0	81.7	78.9	80.0
044263	Lorain City	Southview Middle School	041087	Performance Index	76.6	77.4	79.4	80.7
044263	Lorain City	Stevan Dohanos Elementary School	021659	Performance Index	78.2	79.6	82.4	78.7
044263	Lorain City	Toni Wofford Morrison ES	009221	Performance Index	61.6	69.3	71.8	74.7
044263	Lorain City	Washington Elementary School	039347	Performance Index	76.2	81.9	77.7	76.0

					SY08-09	SY09-10	SY10-11	SY11-12
044263	Lorain City	Academic Enrichment Academy	010208	Percent Below Profi	76.8	80.8	64.9	63
044263	Lorain City	Admiral King Elementary School	019646	Percent Below Profi	30	31.9	24	36.1
044263	Lorain City	Frank Jacinto Elementary	000676	Percent Below Profi	54.8	61.4	52	51.9
044263	Lorain City	Garfield Elementary School	012963	Percent Below Profi	58.4	65.2	57.8	61.5
044263	Lorain City	General Johnnie Wilson Middle School	000840	Percent Below Profi	51.2	52	50.8	53.1
044263	Lorain City	Hawthorne Elementary School	017509	Percent Below Profi	35.4	37.8	42.5	48.1
044263	Lorain City	Helen Steiner Rice ES	009222	Percent Below Profi	46.4	47.2	49.5	45.2
044263	Lorain City	Larkmoor Elementary School	019851	Percent Below Profi	42.6	45.1	42	42.4
044263	Lorain City	Longfellow Middle School	000841	Percent Below Profi	55	53.4	42.8	42.4
044263	Lorain City	Lorain City	044263	Percent Below Profi	64.7	55.8	55.4	49.5
044263	Lorain City	Lorain High School	008309	Percent Below Profi	31.3	36.4	27.8	33.7
044263	Lorain City	Lorain High School Digital	151142	Percent Below Profi	37	40.9	55.5	39.5
044263	Lorain City	Lorain Southview Pride HS	008312	Percent Below Profi	29.3	35.6		
044263	Lorain City	New Beginnings	012335	Percent Below Profi			79.1	80.8
044263	Lorain City	Palm Elementary School	000348	Percent Below Profi	47.5	43.2	46.9	44.2
044263	Lorain City	Southview Middle School	041087	Percent Below Profi	51	48.3	44.9	43.5
044263	Lorain City	Stevan Dohanos Elementary School	021659	Percent Below Profi	47.1	43.4	39.9	44.7
044263	Lorain City	Toni Wofford Morrison ES	009221	Percent Below Profi	67.7	56.9	53.5	51.2
044263	Lorain City	Washington Elementary School	039347	Percent Below Profi	48.8	41.3	48.1	47.5

TO: Lorain Academic Distress Commission
William Zelei, Chair

FROM: Barb Bechtel, ODE Fiscal Consultant

RE: Lorain City Schools Finances

The Lorain City School District was placed in fiscal caution by the Ohio Department of Education (ODE) in June of 2007 due to concerns over projected deficits shown on its five-year forecast at that time. ODE regularly monitors the finances of fiscal caution districts. As a fiscal caution district, Lorain is also required to submit a proposal to address the projected deficits which it has done regularly and thus far it has been able to avoid the more severe designations of fiscal watch or fiscal emergency.

Five Year Forecast

- All Ohio school districts are required to submit a five-year forecast to ODE each October and update that forecast in May. Attached is a document on how to read a five-year forecast.
- Also attached is the district's October forecast but this forecast is out of date and currently being updated. The Superintendent and Treasurer are scheduled to meet on May 9th to work on the forecast update and are expecting to have it approved at the May 28th Board meeting.
- The Treasurer stated that State Foundation funding and the number of students leaving the district through open enrollment are the two biggest unknowns in the forecast. The Governor's proposed budget and the House version of that budget project greatly different State funding amounts for Lorain City Schools for the next fiscal two years.
- Additional changes that will be included in the May forecast update are the November passage of the new operating levy and the borrowing of one full year of tax collections against that levy. This borrowing was necessary to remain solvent and should allow the district to close fiscal 2013 with a small positive balance.
- It is important to note that the five-year forecast only includes the general operating funds of the district and any portion of the Bond Retirement Fund used to retire General Fund debt. None of the Federal or State grants, Student Activity Funds or Lunchroom Funds are included in the forecast.

Monitor Reports

- Because of the district's designation of fiscal caution, ODE regularly monitored it. This fiscal monitoring includes a review of the Board of Education minutes, revenue and expenditures, employee counts, the reconciliation of month end balances, and a comparison of actual verses estimated revenue and expenditures. Included is the latest copy of the fiscal monitoring report.

Purchasing Procedures

According to the Treasurer, the following are the district's purchasing procedures. These procedures, if followed, will provide adequate controls over purchases.

- All requisitions for purchasing are submitted online and money must be available in the budget line item in order for the requisition to actually be entered. If there isn't any money available in the budget line item, the employee/department will not be able to submit a requisition.
- All requisitions that are submitted are then approved by the department supervisor or building principal and then forwarded online to the Director of Operations.
- Requisitions approved by the Director of Operations are then forwarded to the Treasurer's office.
- If approved by the Treasurer, the requisitions are converted to purchase orders and the orders are sent to the vendors for processing.
- All orders received are then approved for payment by the department supervisor or building principal and that paperwork is forwarded to the Treasurer's office.
- Invoices are not paid without authorization from the appropriate source.
- All expenses for the Superintendent and the Treasurer are approved by the Board of Education President.

Budgeting Procedures

- Per discussions with the Treasurer, all building principals and department supervisors submit a budget request each year. The requests are reviewed by the Treasurer, the Director of Operations and/or the Superintendent.

Audits

- All school districts are audited annually either by the Auditor of State or an Independent Auditing firm approved by the Auditor of State. Audit reports are available on the Auditor of State's website. (www.auditor.state.oh.us/) There is a link to search for audit reports at the top of the left hand column on the Auditor's home page.
- A review of the financial audit reports for the last two years do not indicate any issues with the district's financial reporting.
- A Performance Audit of the Lorain City Schools was completed in July 2008. That report is available on the Auditor's website as well. It may be worthwhile to ask district officials for the status of implementing the performance audit recommendations.

If members of the Commission have any questions or would like more information, please contact Dr. John Richard

Lorain City Schools Assessment of Grants/CCIP/ Title Programs

FACTS

Review- On January 15, 2013 and on April 17, 2013 a Program Audit and Compliance Tracking System (PACTS) form was used to review Title Programs in Lorain City Schools. The primary goal of the on-site visit was to provide technical assistance and guidance to the LCS so they may effectively support and accelerate student achievement in reading and mathematics.

The report identifies three non-compliance findings with which require a corrective action plan for each finding from LCS by June 17, 2013. In my discussion with the Grant Administrator the action plan for one finding is already in progress and the area of non-compliance will be corrected for the 2013-2014 school year. The PACTS review document and district letter are attached.

At this time all Federal grants both competitive and entitlement will experience at least a 5.5% reduction due to sequestration. LCS administration will continue to review resource allocations as the DLT and Strategic Plan are active in the 2013-2014 school year.

Recommendation

LCS hired a new superintendent in August 2012. With the change in leadership there is evidence (see organizational chart) that a reorganization of administrative positions at Central Office needs to occur for the 2013-2014 school district. Specific to the federal and state grants, the current Grants Administrator is extremely knowledgeable about the each grant's fiscal allocations and federal requirements for all awarded Federal grants both competitive and entitlement. With a realignment of Central Office Administrative responsibilities and a review of job descriptions an administrator who is knowledgeable about the needs of educational programs would improve the exiting grant programs and to assist the Grants Administrator to maximize resource allocations.

The greatest area of need in LCS's grant programs is with implementation and evaluation of the program side/requirements of all grants. The Assistant Superintendent for School Improvement was hired in January 2013 and when interviewed during the audit, requested additional help on the program side of all grants. As stated previously, a realignment of central office administrative responsibilities would assist with meeting the identified needs in curriculum development (Common Core), instructional strategies implementation and formal assessment development linked to a data analysis process.

Race to the Top (RttT)

LCS developed the district scope of work for Race to the Top with the help of an outside consultant who led the work through the Transformation Team. The LCS RttT Transformation Team has been meeting and reviewing all areas of the school district scope of work for the past two years and will be completing year three in September 2013. The staff assigned internally to monitor and implement all application areas of RttT have been working through the Professional Development Plan with the assistance of the RttT Specialist assigned to the school district. The district RttT staff has been working without the consultant during the 2012-2013 school year which was been a positive change for the

district. Through the leadership of the new superintendent, LCS RttT staff, and the RttT Specialist LCS scope of work has been implemented with greater fidelity. There are several challenges as LCS enters into its final year of implementation in the 2013-2014 school year.

Challenges:

- Implementing the OTES and OPES models. Negotiations are underway with the Teacher and principal unions to approve the changes needed to agreements for implementation with fidelity.
- The MOU with the LTA needs to be revised as the MOU restricts using the district funds in areas of greatest need. (see attached MOU) There is over \$700,000 of funds which will be carried over into the 2013-2014 school year in addition to the year 4 allocation (\$508,377.00)
- Decision in year 4 in Application Area C about which data system and assessments will be adopted for LCS.
- The Transformation Team evaluates progress of the RttT initiative and formalizes needs and sustainability of work completed by the district. The recommendations for sustaining the improvement efforts under way in the RttT plan need to be integrated into the district Strategic Planning Process in 2013-2014.
- During the 2013-2014 school year, the RttT Scope of Work and the Professional Development Plan need to be discussed integrated into the District Leadership monthly meetings. Progress reports and communications about the work to date need to be available to all LCS staff. The Transition team can make recommendations about the communications plan found in Application Area A of the Scope of Work.

District Themes based on discussions with Senior Leadership

1. Resistance to change coupled with a culture focused on adult issues rather than student issues
 - No formal mechanism exists to solicit input/feedback from building admin & staff, partially as a result of meetings of operating “in crisis mode.”
 - Many people do not hold the belief that we can do better; most staff have been here for entire career - this can be a hindrance to new ideas and leads to a focus on past rather than current reality.
 - There is a culture of low expectations, according to numerous respondents.
 - A lack of understanding by the adults of the students’ culture in Lorain. This issue was mentioned by several persons.
 - Limitations exist in the negotiated agreement with teachers (Lorain Education Association) that are restrictive in several areas that could otherwise have the potential to positively affect student performance – this was mentioned by almost every administrator. There is a significant frustration with restrictions formally or informally that are not good for students.
2. A need to have the right people in the right positions
 - Very little has been done for recruitment of teachers, there have been a lot of layoffs, last round of true hiring has been 10-15 years ago.
 - Evidence is lacking of a focused hiring process as a result of turnover in HR. Personnel files not online, a need to further review this department.
 - A unified plan to retain irreplaceable teachers is not evident, nor is there an effort to systemically address ineffective teachers (2 teachers fired in last several decades, according to a few respondents). Several persons mentioned that principals are reluctant to address poor teachers.
 - Variance in leaders’ capacity was noted by several.
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3. Need for a district-wide focus including mission, vision, strategic leadership, planning, & management
 - The mission (why LCS exists) has not been formalized in a long-time; several people provided what they thought was the mission, but it is clear that if a formalized mission exists, senior leadership is not aware of it.
 - Currently, a vision (where LCS is headed) does not exist.
 - Currently, a strategic plan (how LCS gets to vision) does not exist (not addressed for nearly a decade). However, Superintendent Tucker and senior leadership are ready to begin this process in collaboration with the ADC.

- District goals are sporadic, some exist through the OIP, and some academic goals are in place. The goals are not monitored/measured, but leadership is putting a process in place to address this.
 - Decision-making depends on the level, a lack of trust exists among some key decision makers, variance in leaders, leadership capacity is inconsistent.
 - Superintendent is strong regarding use of data to inform decisions, introduction of APQC (American Productivity & Quality Center) has been a bright spot – it is a process improvement, performance & management tool.
 - Effectiveness of policies, practices, activities are not formally evaluated, but ready to move forward with strategic plan, & policy review.
 - Process for allocation of resources is evident at the senior leadership level, but building-level budgets need a system put into place with the impact on students at the forefront.
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4. Need for alignment of curriculum, instruction, and assessment with clarity
- Communication with various stakeholders occurs through Building Leadership Teams (BLTs); however, many were in name only, not functioning effectively.
 - Process for curriculum review, revision, & adoption has been lacking in the past several years, currently being revised & updated. Little or nothing in place prior to this year, with a focus on buying programs, but with no follow through. This is changing.
 - Use of data to inform decisions is beginning to occur.
 - Instructional focus across the district – Marzano research has been introduced, evidence of utilization is sporadic. The 5-step process for BLTs is in place, but appears to be implemented with various levels of fidelity (not evident in the District Leadership Team).
 - Best practices of instruction might be utilized, but is not monitored on a regular basis, evidence is lacking due to principals rarely going into classrooms.
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5. Culture of low expectations & a lack of belief in the students
- Several non-academic barriers exist in LCS (90% free & reduced lunch, attendance is a challenge - court support is inconsistent, urban issues with families). Attempts to address these barriers include 21st century grants, Gear-up grants. A few people mentioned union interference in addressing the challenges, but did not provide detail – need to ask more questions here.
 - A rich diversity exists, but there is a focus on the challenges, rather than the opportunities
 - There is a widespread culture of low expectations, according to numerous respondents.

