Youngstown City Schools

REVIEW CONDUCTED MARCH 18-21, 2019

CENTER FOR CONTINUOUS IMPROVEMENT

Ohio | Department of Education

Youngstown City Schools District

Organization of this Report

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Youngstown City Schools District Review Overview

PURPOSE

Schools are an important destination where many individuals, including school leaders and teachers, come together to serve students through curriculum, instruction, student supports, data analysis and more. District reviews support local school districts as they establish or strengthen a cycle of continuous improvement. Reviews consider carefully the effectiveness of systemwide 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. A district review team consisting of independent consultants with expertise in each of the standards reviews documentation, data and reports for two days before conducting a five-day call on the district 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. After the on-site review, the team meets for two days to develop findings and recommendations, then submits a draft report of those 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 Ohio Department of Education staff and representatives visited the Youngstown City School District from March 18-21. The site visit included 46 hours of interviews and focus groups with 172 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted four focus groups that altogether included principals, assistant principals, teachers, parents and representatives from community partners and leaders.

A list of review team members, information about review activities and the site visit schedule are in Appendix A. Appendix B contains information about enrollment, expenditures and student performance. The team also conducted building observations and observed classroom instructional practices at the building and grade levels. Appendix C contains the instructional inventory tools used to record the characteristics of standards-based teaching observed and the building-observation form used to note the climate and culture of district buildings. Appendix D lists the district documents team members reviewed before and during the site visit.

DISTRICT PROFILE

Youngstown City Schools are in Mahoning County. According to the United States Census Bureau, the estimated population of Youngstown as of July 1, 2017, was 64,604. This number represents a 3.5 percent decrease in population since the 2010 Census.[1] Approximately 83 percent of the population graduated from high school. The median household income in the city is $26,295, with 36.8 percent of the population living below the poverty line. The median household income in Ohio is $52,407, with 14.9 percent living below the poverty line.

The average teacher salary in Youngstown City Schools for 2017-2018 was $48,757 (see table B-1, Appendix B), a decrease of $3,771 over five years. During the same period, the percentage of teacher attendance remained

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[1] United States Census Bureau, 2010

steady at 93.5 percent and the percentage of highly effective teachers and teachers with master's or doctorate degrees decreased from 56 percent to 36.1 percent.

The student population of the school district in 2017-2018 was 14 percent White, Non-Hispanic; 18.5 percent Hispanic; 7.9 percent Multiracial; and 59.4 percent Black, Non-Hispanic (see figure B-1, Appendix B). Additionally, the district reported that 100 percent of its students were economically disadvantaged, 18 percent were students with disabilities, 2.4 percent were gifted students and 6.8 percent were English language learners (see figure B-2, Appendix B). Overall, Youngstown City Schools' enrollment has decreased over the last 10 years from 6,819 in 2009 to 5,266 in 2018 (see figure B-3, Appendix B).

Youngstown City Schools encompasses these 15 buildings:

- Chaney High School;
- Choffin Career and Technical Center;
- East High School;
- Harding Elementary School;
- Kirkmere Elementary School;
- M L King Elementary School;
- Paul C Bunn Elementary School;
- Rayen Early College Intermediate School;
- Taft Elementary School;
- Volney Rogers School;
- William Holmes McGuffey Elementary School;
- Williamson Elementary School;
- Wilson Elementary School;
- Youngstown Early College;
- Youngstown Virtual Academy.

STUDENT PERFORMANCE

Information about student performance includes: (1) the status of the district related to the Ohio Department of Education's accountability system; (2) the progress the district is making toward narrowing achievement gaps, as measured by the Gap Closing component on the Ohio School Report Cards; (3) English language arts performance and student growth; (4) mathematics performance and student growth; (5) Performance Index; (6) four- and five-year graduation rates; (7) performance on the Prepared for Success measure on the Ohio School Report Cards; (8) attendance information; and (9) progress the district is making toward improving at-risk K-3 readers.

This report provides three-year trend data when possible and when possible identifies areas in the district and/or its schools that are demonstrating potentially meaningful gains or declines over these periods. The data reported in this section, as well as in Appendices B and C, are the most recent available.

1. **District Report Card Summary.**
   A. On its 2017-2018 Ohio School Report Card, the district received an overall "F," with "D" grades on the Improving At-Risk K-3 Readers and Progress components and "F" grades on Achievement, Gap Closing, Graduation Rate and Prepared for Success.

2. **District Gap Closing Summary.**

A. To ensure the district closes achievement gaps by half statewide by 2026, student subgroups are expected to meet interim Performance Index and Graduation Rate targets or to improve by 10 percent each year. In English language arts, none of the district's subgroups met the subgroup interim Performance Index goal in 2017-2018 (see figure B-4, Appendix B). However, all the district's subgroups improved — with the Black, Non-Hispanic, Hispanic, Multiracial, White, Non-Hispanic and Economic Disadvantaged subgroups improving by more than 10 percent. The White, Non-Hispanic subgroup also had a Value-Added Gain Index of 1.3. Value-Added measures student learning progress in reading and mathematics. In math, none of the district's subgroups improved or met the interim Performance Index goal in 2017-2018 (see figure B-5, Appendix B). In the class of 2017, the district's Black, Non-Hispanic, Hispanic, Economic Disadvantaged and Students with Disabilities subgroups met the interim four-year graduation rate goal, with 76.1, 75, 75.4 and 86.8 percent, respectively, graduating on time. The White, Non-Hispanic subgroup showed a decline in the four-year graduation rate between the class of 2016 and the class of 2017 (see figure B-6, Appendix B).

3. District English Language Arts Performance and Growth Summary.[2]

A. The expected proficiency to meet each report card indicator based on student test performance (shown in the Ohio School Report Cards' Indicators Met measure) is 80 percent. Youngstown City Schools did not meet the 80 percent benchmark for any English language arts test performance indicator in 2017-2018 (see figure B-7, Appendix B). However, several grade levels did improve, especially high school English language arts I and high school English Language Arts II students — increasing 13.7 percent and 17.3 percent, respectively, between 2017 and 2018.

B. A comparison of Youngstown City Schools to the state average (see figure B-8, Appendix B) shows that the greatest proficiency gaps between the state and the district occurred in grade 6 (-35.5 percent), grade 7 (-33.9 percent), grade 5 (-33.4 percent) and high school English language arts I (-33.4 percent).

C. Youngstown City Schools Value-Added results on the Ohio School Reports Cards' Progress component showed significant evidence that students made less than expected progress in grade 4, 5, 6 and 7 English language arts and in high school English language arts I (see figure B-9, Appendix B). However, Value-Added results show significant evidence that students made more than expected progress in grade 8 English language arts.

4. District Mathematics Performance and Growth Summary.

A. The expected proficiency in student performance needed to meet each test-based report card indicator (measured in the Ohio School Report Cards' Indicators Met component) is 80 percent. Youngstown City Schools did not meet the 80 percent benchmark for any math indicator in 2017-2018 (see figure B-10, Appendix B). However, eighth grade math and high school algebra I performance did improve — increasing 12.3 percent and 10.8 percent, respectively, between 2017 and 2018.

B. A comparison of Youngstown City Schools to the state average (see figure B-11, Appendix B) shows that the greatest student performance proficiency gaps between the state and the district (not including high school mathematics I and high school mathematics II) are occurring in grade 4 (-41.7 percent), grade 7 (-40.1 percent) and algebra I (-38.9 percent).

C. Youngstown City Schools' Value-Added results on the report card's Progress component show significant evidence that students made less than expected progress in grades 4, 6, 7 and 8, as well as in algebra I. Evidence showed that students made more than expected progress in geometry (see figure B-12, Appendix B).

5. District Performance Index Summary.[3]

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[2] Growth occurs when there is evidence that students made progress similar to or exceeding the statewide expectation.

[3] 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.

A. Youngstown City Schools' Performance Index score for 2017-2018 was 57.4, a decrease from 58.0 in 2016-2017 and 57.8 in 2015-2016 (see figure B-13, Appendix B).

6. District Graduation Summary.[4]
A. Youngstown City Schools' four-year graduation rate for 2018 (class of 2017) was 74.4 percent. Its five-year graduation rate was 78.5 percent (see figure B-14, Appendix B). Both the four-year and five-year graduation rates are lower than those in similar districts and lower than the state average for this year (see figure B-15, Appendix B).

B. Compared to the state average of 15.9 percent, approximately 25.6 percent of the district's students did not graduate within four years. The four-year graduation rates increased from 69.2 percent for the class of 2013 to 74.4 percent for the class of 2017. The five-year graduation rate increased from 77 percent for the class of 2013 to 78.5 percent for the class of 2016. It is slightly down from a high of 79.8 percent for the class of 2015.

7. District Prepared for Success Summary.
A. Youngstown City Schools' ACT college admissions exam participation in 2018 (class of 2017) was 41.1 percent (see figure B-16, Appendix B). Of the students in the entire graduating class, 4 percent received remediation-free scores, an increase from 2.6 percent in 2017 (class of 2016) and 1.7 percent in 2016 (class of 2015).

B. The percentage of students receiving honors diplomas increased from 2 percent in 2016 (class of 2015) to 3.6 percent in 2018 (class of 2017).

C. College Credit Plus participation in the district, which allows middle and high school students the chance to earn college credit before high school graduation, increased from 14.3 percent in 2016 (class of 2015) to 15.7 percent in 2017 (class of 2016) to 17.3 percent in 2018 (class of 2017).

D. The percent of students participating in Advancement Placement courses increased from 7.4 percent in 2016 (class of 2015) to 11.3 percent in 2017 (class of 2016). It fell to 8.8 percent in 2018 (class of 2017).

8. District Attendance and Chronic Absenteeism Summary.
A. Youngstown City Schools' student attendance rate was 89.8 percent in 2018, compared to the state average attendance rate of 93.7 percent (see figure B-17, Appendix B).

B. The district's chronic absenteeism rate[5] increased from 33.7 percent in 2017 to 37.4 percent in 2018 (see figure B-18, Appendix B). The percentage of the district's students who needed universal support[6] for attendance was 62.6 percent, compared to 25.4 percent who needed moderate support and 12 percent who needed intensive support (see figure B-19, Appendix B).

C. During the 2017-2018 school year, kindergarten students had the highest chronic absenteeism rate in the district at 44.9 percent. The district's second grade students had the second-highest chronic absenteeism rate at 44.3 percent (see figure B-20, Appendix B).

9. District Literacy Summary.
A. Kindergarten-grade 3 students statewide are expected to make progress toward being on track in literacy to ensure they meet the state's Third Grade Reading Guarantee and therefore are eligible to be promoted to fourth grade. Of Youngstown City Schools' 537 students were not on track in Literacy in 2018, 96 moved to on-track status. However, the district did not place 13 students on Reading Improvement and Monitoring Plans (RIMP) and did not score Proficient on Ohio's third grade English language arts test (see figures B-21 and B-22, Appendix B).

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

[5] Students who miss 10 or more percent of school are identified as chronically absent.

[6] Students who miss less than 10 percent of school require universal support for attendance. Students who miss between 10 percent and 20 percent of school are identified require moderate support while those missing 20 or more percent of school require intensive support.

B. During the 2017-2018 school year, 6.1 percent of Youngstown City Schools' third-graders did not meet the Third Grade Reading Guarantee, Ohio's program for helping struggling K-3 readers, and were not promoted to fourth grade.

10. District Financial Data Summary.

A. In 2017-2018, Youngstown City Schools spent $12,803.80 per equivalent pupil compared to the state average of $9,353.10 (see figure B-23, Appendix B). As a percentage of total expenditures, the district spent less on classroom instruction (58.5 percent) compared to both of its similar districts (69.1 percent) and the state (67.6 percent) overall (see figure B-24, Appendix B).

B. Seventy-two percent of the district's revenue came from the state, with local funds making up the second highest percent of Youngstown City Schools' revenue at 17.2 percent (see figure B-25, Appendix B).

C. During the 2017-2018 school year, Youngstown City Schools spent $1,943, or 87.5 percent, more on building operations and $1,804, or 112.7 percent, more on administrative expenses per equivalent pupil compared to the state average (see table B-2, Appendix B).

Youngstown City School District Review Recommendations Status

INITIAL REVIEW CONDUCTED MARCH 19-23, 2018

Leadership, Governance and Communication
Ohio Department of Education District Review Report Recommendations

I. **Develop a communication plan and tools to systematically inform and gather feedback from external and internal stakeholders on progress toward district strategic plan goals. (p. 47)**

   A. The status of this recommendation is "In Progress."

   B. Informed by an annual review of performance data and input from district and building administrators, the district revised its 2016-2019 strategic plan in the 2018-2019 school year.

   - The district's 2016-2019 strategic plan Appendix A: Action Plan includes five goal areas, 18 objectives, 58 strategies and 170 action steps the district expects to meet between the 2016-2017 and 2018-2019 school years, according to documents the team reviewed.

   - Based on team member interviews with district administrators and document reviews, the district developed the Strategic Plan Metrics in the 2017-2018 school year. This is a tracking tool to track the 117 metrics, or measures of success, designed to gauge the progress of the district toward meeting goals and objectives of the plan outlined in Appendix A.

   - According to a review of documents, the district's chief executive officer assigned district administrators the responsibility of systematically monitoring the 117 measures of success using the Strategic Plan Metrics tool and providing progress updates.

   - The senior leadership team, which advises the chief executive officer on leadership and management issues, reviewed the Strategic Plan Metrics year-end progress summary for the 2017-2018 school year and made suggestions to the chief executive officer on proposed changes to the strategic plan for the 2018-2019 school year, based on the team's July 2, 2018, meeting minutes.

   - The chief executive officer presented the Strategic Plan Metrics year-end progress summary for the 2017-2018 school year to the Youngstown City School District Academic Distress Commission in a work session dated July 17, 2018, according to the commission meeting agenda and minutes reviewed.

     o The district addressed questions and gathered feedback from the commission on the following questions:
       - "What changes should be made to the plan to ensure improved student performance?"
       - "How are progress and results [on the plan goals and objectives] communicated to internal and external stakeholders?
       - "How is feedback gathered from stakeholders [about the plan]?"

   - The district leadership team, an advisory group that informs school leadership teams and teacher-based teams about systemwide improvement efforts, received strategic plan progress updates at the Sept. 24, 2018, Nov. 26, 2018, and Jan. 28, 2019, meetings, based on agendas and minutes reviewed. However, the updated Strategic Plan Metrics tool was not distributed or discussed with the group.

     o Based on a review of sign-in sheets, members of the district leadership team included the district CEO, district superintendent, building principals, teachers, district administrators, state support team representatives, community leaders and Ohio Department of Education personnel.

     o According to the Sept. 24, 2018, meeting agenda and minutes, the district leadership team gave feedback on the proposed revisions to the strategic plan for 2018-2019.

- According to an email sent to all district and building administrators by the chief executive officer on Sept. 24, 2018, administrators were asked to garner feedback within departments and schools about the proposed strategic plan revisions for 2018-2019 developed by the senior leadership team.

    o According to the email, "[The chief executive officer] would appreciate you sharing [the proposed changes to the strategic plan] with your building leadership team members and capturing their feedback."

C. Although the district offered opportunities for stakeholders to get information about the strategic plan goals and updates, the district did not systematically gather feedback from teachers, parents, community members and partners to inform plan revisions and improvement efforts.

- Based on documents reviewed, each school administrator developed and presented a State of the School PowerPoint to staff, parents, guardians and community stakeholders in the fall of 2018.

    o Building administrators followed a district-designed template for the PowerPoint, including selected updates from the 2017-2018 Strategic Plan Metrics.

    o According to the Wilson Elementary School Fall 2018 State of the School PowerPoint, dated Oct. 10, 2018, the school administrator presented selected updates from the Strategic Plan Metrics, including attendance and tardy rates, discipline data and assessment results on districtwide reading and math tests from Istation, Dynamic Indicators of Basic Early Literacy Skills® and Northwest Evaluation Association© Measures of Academic Progress.

    o Based on documents reviewed and principal focus group participants, building administrators did not systematically gather feedback on the district strategic plan and progress measures from stakeholders who attended.

- Working with the Mahoning Valley chapter of the National Association for the Advancement of Colored People (NAACP), the district sponsored the Academic Achievement Conference on March 13, 2019, inviting families, students, community members and staff to review the strategic plan goals, strategies and progress.

    o Based on a review of sign-in sheets for the event, 67 parents, community members and staff attended.

    o The district and NAACP representatives presented the Academic Achievement Conference PowerPoint that highlighted "successes seen" and "systematic improvements made," based on documents reviewed.

    o Although NAACP leaders noted they had received copies of the Strategic Plan Metrics from the chief executive officer, conference participants did not receive copies at the meeting or provide feedback on the metrics.

- According to interviews with district administrators and a review of the Chief Communications Schedule (Revised Nov. 2, 2018), the chief executive officer and members of the senior leadership team held Chief Communications Meetings at individual schools, twice weekly, from Aug. 28 to Dec. 18, 2018.

    o These start-of-the-school-day meetings provided teachers an opportunity to ask questions, voice concerns and offer suggestions and feedback to district administrators on a variety of topics, including operations and improvement efforts.

    o The district did not record or systematically gather feedback or suggestions from the teachers to revise or modify the strategic plan, based on interviews with district administrators and review of documents.

- o The district discontinued the Chief Communications Meetings after December 2018 because of limited teacher attendance, based on document reviews and interviews with teacher and principal focus group participants.

- Based on a review of letters sent to community leaders on Aug. 7, 2018, from the chief executive officer, the district invited leaders to attend an informational meeting on Aug. 23, 2018, at 6 p.m. at East High School "to update you [as a leader and key stakeholder within our community] on the progress of the school district's strategic plan."

  - o The district cancelled the meeting due to a lack of community member availability or response, according to interviews with district administrators.

- According to a review of an email sent to 13 community leaders on Sept. 21, 2018, the chief executive officer invited leaders to attend an informational meeting on Sept. 25, 2018, to "share the proposed revisions to the Youngstown City School District Strategic Plan" with the opportunity "to ask questions and offer feedback."

  - o According to sign-in sheets, five community leaders attended the meeting.

  - o The district did not systematically collect or record feedback from participants on district goals and progress measures, based on document reviews and interviews with district administrators.

- The chief executive officer held two CEO Student Family Dinners. These took place at 5 p.m. on Sept. 4, 2018, and 5 p.m. on Sept. 11, 2018, to offer parents or guardians an opportunity to ask questions and offer feedback on topics of concern, according to document reviews and interviews with district administrators.

  - o School-based parent engagement coordinators contacted families to extend the invitation to the dinners.

  - o Based on sign-in sheets and district administrator interviews, two parents attended the Sept. 4 dinner and two parents attended the Sept. 11 event.

  - o The district did not continue CEO Student Family Dinners after Sept. 11, 2018, due to low parent attendance.

- Based on documents reviewed and interviews with district administrators, the chief executive officer held a CEO Parent Stakeholder Meeting on Sept. 26, 2018, to offer parents the opportunity to discuss the strategic plan updates and provide feedback.

  - o According to a review of sign-in sheets for the event, 16 parents attended the meeting.

  - o Based on document reviews and interviews with district administrators, the district did not systematically collect or record feedback from participants about district goals and progress measures.

D. Even though the district developed a communication plan in the 2018-2019 school year, the district does not have targeted communication goals and strategies designed to maximize external and internal champions of the strategic plan across all levels of the organization.

- According to interviews with district administrators and a review of documents, the district developed the Youngstown City School District Communication Plan to "change the negative perception of the [district] by educating stakeholders about the strategic plan, highlighting the positive programs and student achievements happening every day throughout [the district]."

- o Based on a review of documents and interviews with district administrators, the district did not engage a broad base of stakeholders when developing the communication plan to allow multiple and diverse perspectives to drive the creation of goals, strategies and measures of success.

  - o According to Goal 2 of the communication plan, it is the district's responsibility "to ensure that information about the district's progress on the strategic plan is communicated regularly." The plan made no mention of the need to systematically gather feedback and information from stakeholders to inform the strategic planning process.

  - o According to a review of the communication plan, the district employs only one communication strategy related to Goal 2: "spelling out, when applicable, how a program or initiative connects to the strategic plan."

- According to interviews with teacher, principal and community partner focus group participants, the district has not ensured that stakeholders know what the strategic plan says, can identify key priorities and progress, have opportunities to make changes in the strategic plan through feedback, and feel ownership of the outcomes described in the plan.

- Per interviews with district and building administrators and document reviews, the district assigned key aspects of the strategic plan management, including communication, to the senior leadership team rather than share communication responsibilities and ownership throughout the organization or with external stakeholders.

- The district has not developed a process for evaluating the effectiveness of current communication strategies to determine gaps and necessary changes in addressing Goal 2, based on district administrator interviews and document reviews.

II. **Provide oversight and support to elementary building leadership teams to ensure the development of improvement plans that define the schools' individualized efforts to raise student achievement and align to the strategic plan. (p. 47)**

  A. The status of this recommendation is "In Progress and Ongoing."

  B. The district provided support to elementary building leadership teams to ensure they developed school improvement plans that aligned to the strategic plan.

  - The district offered professional development sessions to building administrators, June 5-7, 2018, on using the Decision Framework to develop school improvement plans for the 2018-2019 school year, according to interviews with district administrators and document reviews.

    - o According to Ohio Department of Education guidance, the Decision Framework is an interactive tool district and school leadership teams use to identify a limited number of high-yield strategies and priority goals to drive the development of improvement plans.

    - o Based on interviews with district administrators, principal focus group participants and a review of each elementary school's School Improvement Plan Meeting Information document, school leadership teams use the tool to "identify and prioritize needs [for school improvement plan development] using the reliable, valid and timely quantitative and qualitative data generated from completion of the Decision Framework."

  - Based on a review of documents and interviews with elementary principals and teacher focus group participants, elementary building leadership teams completed the Decision Framework and "began the development of school improvement plans" by June 6, 2018.

  - According to a review of the School Improvement Plan Meeting documents for Volney, Paul C. Bunn, Martin Luther King, Kirkmere, Harding, Taft, and Wilson elementary schools, an instructional framework

specialist serves on each building leadership team to provide the school leaders support for developing plans.

- o According to documents reviewed, instructional framework specialists "serve as instructional experts and provide support to school leaders on implementing the instructional framework, spend a majority of their time in [assigned] schools, and report to a [district administrator]."

- o Building leadership team members at the elementary schools include building administrators such as the dean, counselor and intervention specialist; students; teachers (including preschool); parents; and the instructional framework specialist.

- The district gave building administrators a School Improvement Plan Template and trained them to use the template on Apr. 16, 2018, based on document reviews and elementary principal focus group participants.

- o Based on interviews and document reviews, the district developed the School Improvement Plan Template to give each school administrator guidance on using the five-step Ohio Improvement Process for schools, as well as guidance on required components of a school improvement plan. The district also gave school leaders the template to ensure their schools aligned their plans' goals, strategies and action steps to both the district strategic plan and their Comprehensive Continuous Improvement Plan in the state's Education Management Information System (EMIS).

    - ▪ Ohio Department of Education guidance states, "The Comprehensive Continuous Improvement Plan serves as a web-based planning and grants management tool that connects district goals for improvement to budgeted activities in the [grant funds]."

- o According to documents reviewed, the template for building leadership teams to complete using the five-step Ohio Improvement Process included:

    - ▪ Data analysis and five-year goal setting;

    - ▪ Three districtwide school priority goals required by the district (implementation of the instructional framework, English language arts and math standards, and climate and culture);

    - ▪ Two "school-choice" priority goals;

    - ▪ Action steps for the five goals including alignment to district's strategic plan, the start date, the completion date, what will serve as evidence of success, the individual responsible for the action step, the funds allocated, and the progress status; and

    - ▪ Parental involvement plan.

- o Based on the School Improvement Plan agenda dated April 16, 2018, attendees received written information on the role and responsibilities of the school administrator and the building leadership team in providing guidance and oversight for the school improvement process and development of the plan.

- Throughout the year, district administrators participated in State Support Team 5 Improvement Network Meetings offered at the Cuyahoga Educational Service Center, based on interviews with district administrators and a review of certificates of participation at the Sept. 26, 2018, Oct. 26, 2018, and Dec. 4, 2018, meetings.

- o Based on documents reviewed, State Support Team Region 5 defined the network as a series of meetings designed to "provide opportunities to learn about the [revised] Ohio Improvement Process…, network[ing] with colleagues, [and working with] educational service consultants, and State Support Team consultants."

- o According to interviews with district and building administrators, participants received tools, materials and best practice ideas to share with district and school improvement team members to strengthen the process and plans.

- The district assigned four senior leadership team members responsibility for meeting weekly with building administrators to help develop and monitor the school improvement plan, based on interviews and document reviews.

  - o Based on a review of job descriptions for senior leadership team members, four district administrators share responsibility for oversight of the school improvement process. Job descriptions include:
    - Facilitation of continuous improvement cycles; and
    - Providing vision, direction, management and oversight for school improvement plans.

C. The district provides oversight and support for progress monitoring and updates to the school improvement plans, based on document reviews and interviews with elementary principal focus group participants.

- The district maintains a collaborative structure to implement and monitor school improvement plans: the district leadership team, the building leadership team and teacher-based teams.

- The district and building leadership teams use a common tool for guiding collaborative problem-solving and monitoring plan progress. The tool is the Youngstown City School District Agenda/Minutes, five-step Ohio Improvement Process template, based on document reviews.

  - o According to a review of building leadership team agendas and minutes dated Sept. 19, 2018, Oct. 24, 2018, Nov. 26, 2018, Dec. 5, 2018, and Dec. 7, 2018, building leadership teams used the five-step Ohio Improvement process template to review data and monitor progress on the school improvement plan priorities.

  - o Representatives from building leadership teams attend district leadership team meetings to share progress updates and glean input on changes and revisions to action steps, according to district leadership team minutes dated Sept. 24, 2018, Oct. 29, 2018, Nov. 26, 2018, Dec. 17, 2018, and Jan. 28, 2019.

- The teacher-based teams monitor action steps related to the school priority goals, based on a review of teacher-based team meeting agendas and minutes dated Nov. 8, 2018, Nov. 12, 2018, Nov. 28, 2018, Dec. 19, 2018, and Jan. 11, 2019.

  - o Teacher-based teams use a five-step template, Ohio Improvement Process, and connecting Youngstown Schools strategic plan and school improvement plans, based on document reviews and comments from elementary teacher focus group participants.

  - o Based on a review of the common planning form, the district holds teacher-based teams responsible for communicating data findings to their building leadership teams to help with school improvement plan monitoring.

- According to a review of documents, building leadership teams monitor plan progress according to timelines and give written status updates and revisions to the action steps using the school improvement plan template.

- District administrators provided mid-year, written feedback on each elementary school improvement plan, reviewed the feedback with each building administrator and received all updated plans by Jan. 25, 2019, according to documents reviewed.

- During the five-week review process, administrators oversee a continuous cycle of data review and feedback on instructional leadership measures tied to the strategic plan and school improvement goals;

and building administrators receive input on school improvement plan progress, including opportunities to problem solve with other administrators about implementation challenges, based on interviews and document reviews.

- o To help monitor school improvement plan progress, the district gives building administrators access to Tableau® Interactive Dashboards, a software program that provides live connections to data and visualization reports to help users see and understand the information.

- The chief information officer holds weekly data talks with each building administrator to review the five-week review report and update the school improvement plan action steps if needed.

D. Although building leadership teams shared a common school improvement planning process, templates, timelines and three districtwide priority goals aligned to the strategic plan, the district gave teams the option to choose two "school choice" goals, according to principal and teacher focus group participants.

- Building leadership teams individualized action steps and strategies for the school choice goals based on the needs of their schools, according to interviews and document reviews.

III. **Develop and utilize educational evaluation models to determine the effectiveness and efficiency of programs and processes. (p. 47)**

A. The status of this recommendation is "In Progress."

B. During the 2018-2019 school year, the district periodically evaluated selected intervention programs, computer-assisted instructional programs, after-school services and third-party programs to generate data on the effectiveness and efficiency of the tools and services in helping to meet strategic plan goals, according to documents reviewed and interviews with district administrators.

- The district developed a comprehensive program evaluation model, defined as "a rigorous, systematic, objective, impartial and expert-based examination of programs and/or processes to answer questions about how effectively and efficiently a program is working in pursuit of the district goals," based on document reviews and interviews with district administrators.

- o According to interviews and documents reviewed, district administrators described the evaluation model used by the district as "a combination of data extracts, data aggregation, cleaning and preparation, data visualization, and final report compilations."

- o The district assigned responsibility and accountability for program evaluations to the chief information officer, based on a review of job descriptions.

- o Since March 2018, the chief information officer and deputy chief of data have participated as data fellows in a two-year program conducted by the Center for Education Policy Research at Harvard University designed to "strengthen the capacity of education agencies to use data for improvement," based on interviews and a review of participation certificates.

- According to documents reviewed, the district conducted a 2018-2019 mid-year evaluation of the ThinkCERCA™ computer-assisted instructional program designed to support reading, writing and English language arts proficiency.

- o The district implemented the program districtwide in the fall of 2017 in grades 4-12.

- o The district used three data points to evaluate the effectiveness of the program as follows:
    - ThinkCERCA™ usage data;
    - Fall and winter Northwest Evaluation Association© Measures of Academic Progress reading achievement scores; and

- Student demographic data, including ethnicity, gender, special education status and grade level.

  o District administrators reviewed the results of the ThinkCERCA™ evaluation and determined that the use of the program in all grades and across all demographics resulted in lower reading achievement changes for students, except in grades 11 and 12.

  o The district leadership team members considered the evaluation results at the Nov. 26, 2018, meeting and suggested the result may be related to inconsistent implementation, particularly at the lower grade levels.

  o As a result, the district made mid-course corrections by providing additional professional development to district and school administrators to shore-up implementation and monitoring practices.

  o Based on a review of the ThinkCERCA -NWEA Leadership Training Session: Youngstown City School District PowerPoint dated March 7, 2019, district and building administrators received guidance on monitoring the implementation of ThinkCERCA™ in grades K-10.

- The district conducted an evaluation of the Success After Six program provided during the 2017-2018 school year to K-6 students at William Holmes McGuffey, Taft, Paul C. Bunn, and Martin Luther King Elementary Schools.

  o The Success After Six program provides students with wraparound services in a three-hour after school environment designed to help them achieve academic success by "removing barriers to learning and addressing the needs of the whole child," according to documents reviewed.

  o The program results from a partnership between the district and the United Way of Youngstown and Mahoning Valley and includes after-school academic support for students, enrichment, project-based learning, field trips, a warm meal each night and family engagement opportunities, based on document reviews.

  o The district provides funding for the programs at four schools through 21st Century Community Learning Centers' grant dollars; a federally funded competitive grant award designed to provide out-of-school enrichment and intervention services to at-risk students and families, based on document reviews.

  o The district conducted an evaluation of the program in the summer of 2018 to determine the effectiveness of the services in supporting the district strategic plan goals, as outlined in the United Way Success After Six 2017-2018 Annual Report document.

  o The district used an evaluation model that compared two groups of students on 10 performance measures: group one included identified students who attended the program for at least 30 days (377 enrolled); and group two included students who were not enrolled at all (1121) or who were enrolled for fewer than 30 days. The 10 measures of performance included:
    - Yearly attendance and tardy rates;
    - Yearly discipline and suspension rates;
    - End-of-year Ohio's State Tests results on English language arts and math;
    - Fall-to-spring Northwest Evaluation Association© Measures of Academic Progress math and reading growth measures;
    - Monthly performance on Istation© reading, a computer-assisted program designed to support the development of reading skills; and

- ▪ Grade point averages.

    - o The district reported the following results for students who participated in the program:
        - ▪ 4.7 percent higher average yearly attendance rate;
        - ▪ 0.07 percent higher average yearly tardy rate;
        - ▪ 7.9 percent lower discipline referral rate;
        - ▪ 12.63 percent lower out-of-school suspension rate;
        - ▪ 5.7 percent lower pass rate on the 2018 Ohio's State Tests in English language arts test;
        - ▪ 14.8 percent higher pass rate on the 2018 Ohio's State Tests in math;
        - ▪ 58.8 percent higher growth on the Northwest Evaluation Association© Measures of Academic Progress fall-to-spring reading assessment;
        - ▪ 68.7 percent higher average rate on the Northwest Evaluation Association© Measures of Academic Progress fall-to-spring math assessment;
        - ▪ 106 percent, on average, higher Istation score growth rate, month-over-month, for all grade levels; and
        - ▪ 1 percent lower average end-of-the-year grade point average.

    - o Based on the evaluation results and as reported in the United Way Success After Six 2017-2018 Annual Report document, the district determined the program should be "continued and expanded to the maximum extent possible."

    - o According to district leadership team meeting agendas and minutes from September 2018 to January 2019, the team did not review the data from the Success After Six evaluation or suggest programmatic changes.

- • The district conducted an evaluation of the School Vision Program, "an initiative ensuring students receive a basic vision screening, and, if needed, a follow up examination for potential corrective lenses," based on the School Vision Program 2017-2018 Annual Report.

    - o The district offered the School Vision Program to students in nine schools, grades K-7.

    - o The district, United Way of Youngstown and the Mahoning Valley Sight for All United, Essilor Vision Foundation, and Classic Optical collaboratively sponsor the program, based on documents reviewed.

    - o The program sponsors provided screenings for 2,213 students in the fall of 2017, with 729 identified for additional evaluation. Of the 729 students identified, only 249 (34 percent) returned permission forms and received in-depth examination, according to documents reviewed.

    - o The district used an evaluation model comparing students who received glasses as compared to all other students in similar grades and buildings on the following seven metrics:
        - ▪ Yearly attendance;
        - ▪ Yearly discipline;
        - ▪ End-of-year Ohio's State Tests results for math and English language arts;
        - ▪ Fall-to-spring Northwest Evaluation Association© Growth Assessment for math and reading; and

- - Third Grade Reading Guarantee.

  - o The district reported, "The program has provided a significant benefit to its participants. On average, the students who were referred and prescribed classes showed an increase attendance rate, a decreased discipline referral rate, increased proficiency rate on Ohio State Tests, and an increase in reading and math growth on Northwest Evaluation Association© Growth Assessments."

  - o Based on the summary provided in the School Vision Program 2017-2018 Annual Report, the district recommended expanding the program to other grades and schools, with attention to strategies for permission slip return.

- Based on a review of documents and interviews, in 2018, the district conducted an evaluation of eSpark Learning, a computer-assisted reading, writing and math program, on K-3 students to determine the impact of the program on reading skills as measured by the Dynamic Indicators of Basic Early Literacy Skills®.

  - o The district determined the students who completed a higher number of eSpark missions (lessons) showed increased growth on the Dynamic Indicators of Basic Early Literacy Skills® in all grades, except for grade 1.

  - o Based on interviews with district administrators, the scores varied from building to building and reflected the degree of fidelity of implementation per school and grade level. As a result, the district increased training and oversight in grades and classrooms where gaps occurred.

- According to a review of documents and interviews, the district conducted an evaluation in the summer of 2018 on the impact of Red Zone services on participating students' attendance and grade point averages.

  - o The Red Zone offers school-based social worker services in all schools in the district and provided services in the 2017-2018 school year to 283 K-12 students.

  - o The district conducted a program evaluation in 2018 designed to compare students receiving services during the 2017-2018 school year to non-participants based on the following metrics: average yearly attendance rate, average number of discipline referrals and average grade point average.

  - o Although the average yearly attendance rate for those participating was 91.44 percent as compared to the non-participant rate of 90.66 percent, the other metrics for participants were not higher.

  - o Based on documents reviewed and interviews, the district did not indicate how the program evaluation data was shared or used to make mid-course changes in the services from Red Zone.

C. Based on documents reviewed and interviews, the district has not systematically evaluated processes, such as continuous improvement planning, to determine fidelity to a collaborative problem-solving model and the degree of impact on student performance and adult behavior change.

D. According to interviews with district administrators, the district lacks a system or schedule for determining program and process evaluations that reflects strategic plan priorities.

Curriculum and Instruction
I. **Create a systematic and comprehensive process for developing a respectful climate and culture. Develop procedures for the full implementation of the new student code of conduct. Develop procedures for the implementation of behavioral expectations outlined in the student code of conduct. Establish districtwide positive reinforcements and opportunities for positive engagement between**

students and staff. Provide professional development on procedures for systematic supervision and management of effective school environments. Provide professional development on the use of student data to assist administrators and teachers in the decision-making process regarding students' behaviors, practices, transition times suspensions, etc. (p.47)

A. The status of this recommendation is "In Progress and Ongoing."

B. According to research, the Positive Behavioral Interventions and Supports framework is "a school-wide systematic approach to embed evidence-based practice and data-driven decision making to improve school climate and culture to achieve improved academic and social outcomes and increase learning for all students. Positive Behavioral Intervention and Supports (PBIS) encompasses a range of systemic and individualized positive strategies to reinforce desired behaviors, diminish reoccurrences of challenging behaviors and teach appropriate behaviors to students."

C. The board-adopted policy 5603.01- Positive Behavior Intervention and Supports and Limited use of Restraint and Seclusion states, "Positive Behavior Support Plan means the design, implementation and evaluation of individual or group instructional and environmental modifications, including programs of behavioral instruction, to produce significant improvements in behavior through skill acquisition and the reduction of problematic behavior."

D. According to documents reviewed, one of the goals, objectives and strategies, of the Youngstown City School District Strategic Plan focuses on schoolwide improvement efforts.

- Goal II: Supporting the Whole Child: Ensure every student benefits from the individualized instruction, supportive culture and caring relationships they need to be successful throughout their educational journey.

- Objective C: Ensure every child attends a safe and nurturing school environment with a positive and vibrant culture that promotes the success of the whole child.

- Strategy 1: Create a culture and expectation of positive behavior through districtwide implementation of Positive Behavioral Intervention Supports.

E. The district strategic plan, Appendix A: Action Plan states, "Train all school and district leaders in the Positive Behavior Intervention and Supports framework." Based on document reviews and interviews, the district has completed leader training for Positive Behavioral Interventions and Supports in all school buildings, but the district has not evaluated how thoroughly it has been implemented.

F. Based on the review of Positive Behavioral Interventions and Supports, agendas, sign-in sheets, the professional development calendar, the Status Check on Recommendations, and interviews with district and school personnel, the district, working with State Support Team 5, provided Positive Behavioral Interventions and Supports training to four districtwide Climate and Culture Core Teams. The training dates were Sept. 9, 2018, Oct. 23, 2018, Nov. 27, 2018, and Dec. 10, 2018.

G. The district provided district and school administrators and teachers professional development on the Positive Behavioral Interventions and Supports framework, strategies to use within the framework, cultural barriers and roll-out procedures for the upcoming 2018-2019 school year.

- On Aug. 2 and 3, 2018, during the district's retreat for school principals, State Support Team 5 representatives and the district's senior leadership team heard an overview of the Positive Behavioral Interventions and Supports framework and alignment of the framework to the climate, culture and academics in the district's school buildings.

- On Aug. 15, 2018, the beginning of the school year convocation for all staff, Bill Daggett. Ph.D. spoke on the future of education and the need for districts and schools to focus on students' primary needs before addressing academics. According to interviews, district staff took part in breakout sessions on "the action steps the building leaders and staff must do to change the culture of a building," and "barriers and challenges during the 2017-18 school year that hindered a positive school climate and

culture." Building leaders and staff also created a Positive Behavioral Interventions and Support plan for the 2018-2019 school year.

- According to document reviews and sign-in sheets, the district offered to release teachers from the classroom, by grade level, for three-day trainings on CHAMPS (Conversation, Help, Activity, Movement and Participation). CHAMPS is a behavior management system in which educators establish classroom behavior expectations, develop motivational systems and learn how respond to and correct misbehavior and increase classroom engagement.

- According to interviews, the teachers used CHAMPS to implement the Positive Behavioral Interventions and Supports program. Elementary teachers received the three professional development days for CHAMPS training on Sept. 20, 2018, Sept. 21, 2018, and March 20, 2019. The district's high school teachers took the training on discipline on Sept. 17, 2018, and Sept. 19, 2018. On Sept. 12, 2018, the deans met to discuss their roles and responsibilities, evaluations, progressive discipline, student codes of conduct and Positive Alternatives to School Suspension (PASS) procedures. The deans and student support specialist work with building administrators to "fairly and consistently uphold the school's Student Code of Conduct, with all students, meet with the Climate and Culture team, oversee all matters of student attendance, maintain disciplinary records required by policy, regulation, law or good practice, counsel individual students and, when necessary, work with Student Services (counselors, social workers, etc.), and work with local authorities."

- On Sept. 18, 2018, the district completed the School-wide Positive Behavioral Interventions and Supports (SWPBIS) Tiered Fidelity Inventory, a tool that offers a valid, reliable and efficient measure of how thoroughly school personnel are applying schoolwide Positive Behavioral Interventions and Supports.

- According to district interviews with counselors and teacher and principal focus group participants, every school has a Positive Behavioral and Interventions Supports and a Culture and Climate team that establishes clear expectations for school environments that are appropriate for learning and expectations for inappropriate behavior to be reduced. The team also offers school staffs positive, affirming comments to share with students, as well as ways schools can use rewards and recognitions to reinforce positive student behavior.

- Based on district interviews, more than half of the district's schools have school stores where students can retrieve prizes for displaying positive behavior.

- According to a review of 14 staff handbooks, interviews with school personnel and comments from teacher focus group participants, the district implemented Positive Behavioral Interventions and Supports in school buildings in January 2019.

H. Staff handbooks express expectations for behaviors for students and staff.

- "Student Discipline: Our building will be using Restorative Practices as defined by our Student Code of Conduct to guide our responses to student behavior. Positive behaviors that allow students to be successful must be learned." [Restorative practices mean that students who have experienced harm can convey the impact of the harm to those responsible, and those responsible for the harm acknowledge its impact and take steps to make it right.]

- "We are the educators in this building. Every adult in this building is expected to model respect and appropriate behavior with each other and every student in this building. We have to shift our mind set away from 'punishing students' to teaching students."

- "This does not mean that there are no consequences. It means that students need to learn to take ownership of the harm they have caused and take steps to fix it."

- "A copy of the Code of Conduct has been provided and an electronic copy can be found on the District's website."

I. Focus group participants and district interviewees commented about Positive Behavioral Interventions and Supports implementation.

- "The climate is conducive for learning."

- "We have classroom meetings regarding [Positive Behavioral Interventions and Supports] to teach students how to behave in the building]."

- "We made a video for our students on what not to do in the building."

J. A review of 14 school improvement plans showed 13 schools indicated they had implemented Positive Behavioral Interventions and Supports as a climate and culture strategy. Eight school improvement plans stated that, since discipline directly corresponded to the loss of instructional time, reduced discipline referrals are an indicator of success.

K. The district uses a data dashboard to record and monitor student attendance, disciplinary incidents, out-of-school suspensions and the use of Positive Alternatives to School Suspension (PASS) as in-school suspensions. There was a 9 percent decrease in the number of reported disciplinary incidences, including class disruptions, insubordination, fighting, rough housing/horseplay, inappropriate language, skipping class and leaving class from January 2018 to January 2019.

L. According to the district data dashboard, there were 4,282 disciplinary actions in the third quarter of the 2017-2018 school year. In the third quarter of the 2018-2019 school year, there were 2,760 disciplinary actions. The district reduced the discipline incidents by more that 35 percent from one school year to the next.

M. The district did a school quality survey to examine the cultures and climates of schools in the district. The K12 Insight company administered the quality surveys to "help districts measure community confidence in schools, drive collaboration and efficiency across departments, and build a trusted school brand focused on providing exceptional experiences for students, parents, teachers and staff."

- In the fall 2018-2019 survey, the Safety and Behavior dimension scores from three schools show student and staff perceptions of school safety and behavior. Below are some scores from selected items in the dimension.

  o Nineteen staff members and 29 students at Paul C. Bunn Elementary School (grades 6-12) reported their agreement with the following statements:

    ▪ Dimension Safety and Behavior Students=47 percent and Staff=83 percent:

      ➤ This school is safe. Students=45 percent and Staff=89 percent;

      ➤ Discipline is enforced fairly. Students=35 percent and Staff=68 percent;

      ➤ Staff members and students treat each other with respect. Students=39 percent and Staff=74 percent; and

      ➤ Students in this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disability. Students=50 percent and Staff=95 percent.

    ▪ Nineteen staff members and 29 students at Paul C. Bunn Elementary School (grades 6-12) reported their agreement with the following statements:

      ➤ Dimension Safety and Behavior Students=47 percent and Staff= 83 percent:

        ❖ This school is safe. Students=45 percent and Staff=89 percent;

        ❖ Discipline is enforced fairly. Students=35 percent Staff=68 percent;

        ❖ Staff members and students treat each other with respect. Students=39 percent and Staff=74 percent; and

- ❖ Students in this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disability. Students=50 percent and Staff=95 percent.
  - ▪ Twenty staff members and 26 students (grades 6-12) at Volney Rogers Elementary reported their agreement with the following statements:
    - ➢ Dimension Safety and Behavior Students=67 percent and Staff=61 percent;
      - ❖ This school is safe. Students=63 percent and Staff=85 percent;
      - ❖ Discipline is enforced fairly. Students=52 percent Staff=40 percent;
      - ❖ Staff members and students treat each other with respect. Students=68 percent and Staff=45 percent;
      - ❖ Students in this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disability. Students=56 percent and Staff=90 percent.
  - ▪ Seventeen staff members and 27 students (grades 6-12) at Youngstown Rayen Early College High School reported their agreement with the following statements:
    - ➢ Dimension Safety and Behavior Student=73 percent and Staff=92 percent:
      - ❖ This school is safe. Students=70 percent and Staff=94 percent;
      - ❖ Discipline is enforced fairly. Students=70 percent Staff=94 percent;
      - ❖ Staff members and students treat each other with respect. Students=65 percent and Staff=82 percent;
      - ❖ Students in this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disability. Students=70 percent and Staff=100 percent.
- N. Although building administrators have the student code of conduct listed in their staff handbooks, at the time of the review, there was no evidence of districtwide implementation of the expectations and rules stated in the building handbooks.

II. **Create a systematic plan for developing all curriculum, instruction, resources and materials. Offer opportunities to teachers and staff to collaborate on creating a system for developing all curriculum, instruction, resources and materials. Offer opportunities to teachers and staff to analyze the current data regarding the use of programs, curriculum and resources to determine student effectiveness. (p. 47)**

A. The status of this recommendation is "In Progress."

B. According to document reviews, the Youngstown City School District Strategic Plan focuses on schoolwide improvement efforts on five priority goals. Goal one of the district's strategic plan, "Significantly increase academic achievement for all students," aligns with strategy four of *Each Child, Our Future*, Ohio's strategic plan for education, "Identify clear learning standards and guidelines that reflect all four equal learning domains."

C. Appendix A: *Action Plan* of the district's strategic plan defines the focus the district will take for improvement.

- Objective B: Provide the necessary support to all district employees so they have skills needed to provide the highest-quality education to students.

- Strategy 3: Collaboratively develop and adopt a Scope and Sequence for all subject areas aligned to the Ohio Learning Standards and Ohio's Assessment Blueprint.

- Strategy 5: Provide differentiated instructional and leadership support to classroom teachers, school administrators, building leadership teams and district leaders.

- Actions steps: Define high-quality instruction and be clear about what it looks like in the classroom. The Metrics of Progress listed in Appendix B are as follows:

  o 2018-2019 Goal: 95 percent of teachers trained on Ohio's Learning Standards;

  o 2018-2019 Goal: 95 percent of teachers trained on the instructional framework;

  o 2018-2019 Goal: 95 percent of classrooms have classroom libraries;

  o 2018-2019 Goal: 95 percent of teachers reporting they have the supplies needed to be successful.

D. Based on interviews and review of documents, in August 2018, the district's chief executive officer created the Department of Core Curriculum and hired the chief and deputy chief of Core Curriculum to "lead and refine the work of deconstruction of standards that began last year."

- According to reviewed documents, the chief of Core Curriculum is "responsible for the development and implementation of district curriculum and formative assessment products that are aligned to the state standards and matched with standards-based resources for instruction."

- The instructional framework specialists work with the chief academic officer and chief of Core Curriculum "as instructional experts who provide support to school leaders on implementing the instructional framework (Gradual Release of Responsibility) effectively and accurately."

E. Based on the review of the Sept. 27, 2018 "Regular Meeting Minutes" from the Academic Distress Commission, the chief executive officer provided an update on Goal 1: Objective A, Strategy 2. According to those minutes, the chief executive officer reported "the principals and assistant principals spent over 70 hours in professional development last year to learn what an instructional framework is and how to give feedback on it. The [instructional framework specialists] received over 100 hours in professional development, so they could be strong in delivery of feedback. Staff is also being trained on the "depths of knowledge," with the goal that everyday classroom instruction matches the rigor called for in the Ohio Assessment Blueprint" [Ohio's State Tests].

F. Based on interviews, teacher focus group participants and union representatives, the chief of Core Curriculum and the Core Curriculum team "started [the curriculum alignment] all over." In interviews, district administrators revealed they began the process of revising maps and lesson plans to align to grade-level standards because they discovered the "lesson plans and curriculum mapping were not aligned to the standards."

G. Based on interviews with district administrators, the district charged the Core Curriculum department with developing a K-12, standards-based curriculum in three weeks. The chief of Core Curriculum stated they "waited as long as they could to have the newly released state test specifications and blueprints to complete their work."

H. The chief academic officer commented on the district providing waiver days for staff starting in October 2018. According to interviews, in the 2017-2018 school year and the beginning of 2018-2019 school year, the district could not hire enough substitute teachers to meet classroom demands. The lack of substitute teachers hindered permanent teachers' abilities to be present at the trainings, because when their substitutes did not report to school, they would have to return to their buildings.

I. Based on interviews with the Core Curriculum department and the instructional framework specialists, the chief executive officer encouraged their collaboration with teachers to complete the curriculum revision work. The chief executive officer emailed teachers inviting them help the district design assessments aligned to Ohio's Learning Standards.

- Based on agendas, sign-in sheets and surveys on Sept. 4, 2018, and Nov. 6, 2018, the district held trainings on standards-based classrooms, depth of knowledge, deconstructing (analyzing) the standards to design student learning targets and receiving instructional planning support.

- Based on reviewed documents and interviews with district administrators and teacher focus group participants, the teachers, instructional framework specialists and the Core Curriculum department revised the scope and sequence of instructions for grades K-12 English language arts.

- Based on reviewed documents and interviews with district administrators and teacher focus group participants, teachers, instructional framework specialists and the Core Curriculum department revised the scope and sequence of instruction for grades K-8 math and for algebra I and II and geometry.

- Based on document reviews and interviews, surveys and sign-in sheets, the district offered professional development on Aug. 17, 2018; Sept. 5-6, 2018; Oct. 10-11, 2018; Oct.15-30, 2018; Nov. 6, 2018; and March 20, 2019 to help all teachers use effective instructional strategies and cultivate academic rigor in their classrooms. The professional development offerings included Gradual Release of Responsibility, Youngstown City School District, Backward Design (designing learning experiences and instructional techniques to achieve specific learning goals), and Standards Driven Planning (learning).

J. The chief of information does weekly talks and answers questions about instructional and student-performance data, as well as instructional and student performance strengths and areas of concern.

K. Teachers hold weekly teacher-based team meetings with building administrators or instructional framework specialists primarily to analyze exit slip data, Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) data (when available) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data for progress monitoring. An exit slip is a daily formative assessment on which each student answers one or more questions at the end of the session to measure each student's mastery of the day's instruction. The teacher-based teams review the exit slips, NWEA MAP and DIBELS data to determine the effectiveness of their instructional strategies in helping students to master grade-level learning standards.

L. In the 2018-2019 school year, some of the district curriculum materials include Heggerty Phonics, ThinkCERCA (online literacy coursework), Legends of Learning, Gizmos Science and Math, and Istation. However, there are no data, agendas or meeting notes that confirm the program adoption process or the objectives that curriculum materials must meet for the district to consider using them in the future.

M. Although the district stopped using i-Ready materials, another curriculum program, based on student usage and growth data, the district did not set up a process for curriculum revision and adoption of new materials.

N. Principal and teacher focus group participants were unable to provide a rationale for the adoption of new curriculum materials or the inception of the programs in the district.

O. Although the chief executive officer gave teachers autonomy to select the math instructional materials for the 2017-2018 school year, there was no evidence of a documented process the district used in deciding to terminate the Bridges for Math program for the 2016-2017 school year. District administrators stated that instructional leadership, such as choosing resources, professional development, curriculum, programs and leaders, was the responsibility of the chief executive officer.

P. At the time of the review, there was no evidence the district has a systematic process for curriculum review, revision or selection; there was no explicit timeline for full implementation or for identifying the personnel who would be responsible for overseeing and evaluating the materials and processes.

III. **Prioritize the implementation of the Youngstown City School District Strategic Plan. Collaborate with staff and stakeholders to create a timeline for implementation of the most important goals and goals that may render the greatest impact for student growth and learning. (Pg. 48.)**

A. The status of this recommendation is "In Progress."

B. According to interviews with the district administrators, after reviewing the district data dashboard and the district's 2017-2018 Ohio School Report Cards, the district prioritized its next steps. The district identified its two most important areas – behavior management and curriculum implementation – based on feedback from teachers and building administrators.

- According to feedback from teachers and building administrators, as well as district-level student-behavior data, student behavior issues disrupted the learning environment. At the time of the review, the district implemented Positive Behavioral Interventions and Supports districtwide but has not evaluated how thoroughly it has been carried out.

- According to the chief of Core Curriculum, although the district worked to align curriculum to Ohio's Learning Standards in school year 2017-2018, the work was not completed. At the time of the review, in the 2018-2019 school year, the district had finished the scope and sequence of curriculum but had not completed the curriculum maps, which lay out the timeframe for implementation of instruction aligned to the content standards and resources.

- The district will continue to focus on curriculum implementation and behavior management strategies in the 2019-2020 school year.

Assessment and the Use of Data

I. **Use available guidance documents, such as the National Education Technology Plan by the United States Department of Education or the International Society for Technology in Education, to develop a comprehensive technology plan, which includes budgeting, purchasing, implementation, teacher and student instructional outcomes, professional development and evaluation. (p. 48)**

   A. The status of this recommendation is "Not in Progress."

   B. District leaders did not develop a comprehensive plan to coordinate and build on technology to accomplish the district's strategic mission and goals, according to interviews and document reviews.

   - Although Youngstown City Schools has a technology plan for the 2017-2018 school year, the district has not updated the plan or included budgeting priorities, short- and long-term purchasing projections, professional development, implementation goals, strategies, timelines and success measures that would help support the district's strategic plan, according to document reviews and interviews with district administrators.

   - Based on a review of the district's 2018-2019 organizational chart dated Aug. 3, 2018, the district maintains a Technology department headed by the chief information officer. The department is responsible for resource distribution and use; administration and data management; and technical support. A separate department, under the chief academic officer, addresses technology programming needs related to student and teacher learning.

     o Based on interviews with district administrators in both departments, the district has not developed a plan to coordinate technology use and resources across departments and schools.

     o District administrators noted the district's lack of coordinated technology planning has led to different and incompatible computer operating platforms and hardware from school to school, varied training needs and maintenance plans, and challenges related to instructional programs shared across schools.

     o According to interviews and document reviews, the district has no formal decision-making processes between the two departments or processes for integrating the roles and responsibilities of technology delivery and support. The district primarily relies on informal relationships and communication systems.

   - Based on a review of the 2018-2019 revisions to Appendix A: Action Plan of the district strategic plan, the district did not amend the document to include developing a comprehensive technology plan, as outlined in the recommendations from the March 19-23, 2018, Youngstown City School District Review.

     o Although the district updated the strategic plan for the 2018-2019 school year and the plan includes "the need to provide students with access to appropriate technologies," the district did not include

the development of a comprehensive technology plan as a required action step for accomplishing the tasks.

- Based on interviews, the district has not identified accountability and timelines for the development of a district technology plan.

C. The district continued to make decisions in the 2018-2019 school year on the hiring of technology support staff, maintenance and hardware and software program purchases, as well as technology training initiatives, without an assessment of the current state of technology to determine needs or an updated technology plan to guide decision-making and budgeting.

D. Based on a review of an email distributed by the chief information officer on Jan. 29, 2019, to selected pre-K-12 teachers and district and building administrators, the district invited recipients to serve on a district technology planning committee. The first meeting was to take place Feb. 18, 2019.

- According to the List of Technology Planning Committee Members document, the district identified 39 individuals to serve on the committee.

    o According to documents reviewed, senior leadership team members identified "several key areas of the district to ensure they were represented on the planning committee, including teacher grade bands, administration, executive, and the academic team."

    o Based on a review of the agenda and interviews with teacher and principal focus group participants, the meeting included introductions, brainstorming to address the district's technology strengths, challenges and opportunities, a review of sample surveys to assess the technology needs of students, teachers and staff, and follow-up steps.

    o According to interviews with district administrators, the district established the committee as "an initial step in completing the district technology plan."

II. **Develop a professional development plan for teachers that focuses on designing complex instructional practices for both interventions and enrichment based on the formative and benchmark data collected in the district. (p. 48)**

A. The status of this recommendation is "In Progress and Ongoing."

B. Based on documents reviewed and interviews with district administrators and principal and teacher focus group participants, the district systematically provides teachers with student performance data at several points in the year. The district also gives teachers opportunities to receive training on how to use the data systems and reports.

- According to interviews with district administrators and a review of documents, the district developed a tracking system in the Core Curriculum Google Team Drive for teachers to access data on student's K-11 reading and math performance in the Northwest Evaluation Association's fall, winter and spring Measures of Academic Progress reports.

    o Per the agenda and sign-in sheets for the July 31, 2018, Principal Retreat Day 1, building administrators and instructional framework specialists received training to use the Core Curriculum Google Team Drive.

    o The district finished developing a system for tracking student performance data in September 2018. The system allows teacher access to "professional development and curriculum tools and resources."

    o On Sept. 25, 2018, the district provided professional development to K-11 teachers on accessing and interpreting Northwest Evaluation Association Measures of Academic Progress data, based on sign-in sheets and the meeting agenda.

- Teachers have access to interim student performance data through Illuminate Education™; a student information system that gives staff a single, web-based point of access to district-developed tests in reading and math, as well as summary reports on results.

  o Based on interviews with district administrators, the instructional framework specialists and the deputy chief of core instruction developed the interim assessments using the Illuminate Education™ item bank, a collections of potential test questions. Teachers were invited to make recommendations for revising test items before they administered the tests.

  o The district administers the reading tests six times a year in grades K-12 and math tests eight times a year in grades K-11, according to a review of the Youngstown City School District Comprehensive Assessment Matrix 2018-2019.

  o The district offered professional development on Sept. 25, 2018, to K-12 teachers on using Illuminate Education™ according to a review of the 2018-2019 district professional development calendar.

  o The district offered professional development on Oct. 3, 2018, to the instructional framework specialists on creating tests using Illuminate Education™, according to a review of the 2018-2019 district professional development calendar.

- According to the district's Comprehensive Assessment Matrix 2018-2019, the district uses Istation Indicators of Progress (ISIP™) tests to measure grades preK-8 student growth in reading and math nine times a year (once a month).

  o The district provided professional development to K-8 teachers on Sept. 25, 2018, on accessing and interpreting test results, based on sign-in sheets and a meeting agenda.

- Based on a review of documents and interviews, prekindergarten and kindergarten teachers benchmark student reading progress three times a year using two assessments.

  o The Heggerty Phonemic Awareness Assessment® is designed to assess student progression on phonemic awareness lessons.

  o The Early Learning Assessment, Ohio's Ready for Kindergarten test is designed to determine progress on kindergarten readiness metrics.

- According to document reviews, K-3 teachers track student reading progress three times a year using the Dynamic Indicators of Basic Early Literacy Skills®, a set of procedures and measures for assessing the early literacy skills their students have acquired. They also use the Text Reading and Comprehension Assessment, an individually administered assessment to determine a student's reading level.

- As part of the Discovery Education™ Gradual Release of Responsibility Instructional Framework, a model for increasing students' learning independence and an evidence-based practice the district implemented in 2017-2018, teachers use exit slips as "a daily formative assessment that measures student mastery of the daily purpose statement," according to interviews and the Gradual Release of Responsibility Guidance Tool Rubric final document dated Jan. 5, 2018.

  o An exit slip contains a student's written responses to questions a teacher poses at the end of a class or lesson.

  o Based on documents reviewed, teachers use exit slips to assess how well the student mastered the skill or concept being taught.

- In addition to the workshops offered to preK-12 teachers in 2018-2019 on using interim and benchmark assessments, the district directly supports staff in implementing the computer-based tools and interpreting data, based on interviews with principal and focus group participants.

    o The district added a technology integration supervisor and two teachers on special assignment to support teachers using online assessment tools, including Illuminate Education™, Istation Indicators of Progress™, and the Core Curriculum Google Team Drive, based on interviews with district administrators and a review of the Aug. 3, 2018, district organization chart.

    o According to interviews with principal and teacher focus group participants, the department provides "immediate and one-to-one support to individual teachers who are having trouble using the technology."

C. In the 2018-2019 school year, the district implemented and monitored school-based intervention and enrichment programs based on interim and benchmark student performance data and provided professional development to train teachers on using program resources, according to documents reviewed.

- Based on documents reviewed, staff at each elementary school, grades K-8, and Rayen Early College Middle School, grades 5-8, provide all students a daily, one-hour intervention block guided by data from interim and benchmark assessments.

    o The district defines an intervention block as a dedicated time during the school day for enrichment and intervention in reading and math that includes computer-assisted and small-group instruction.

        ▪ District administrators state, "Teachers use computer-assisted instruction, described as digital systems designed to assist in the learning process, during half of the one-hour intervention time block."

        ▪ During the second half of the block, teachers "typically work with small groupings of four to six students on the reinforcement or re-teaching of math or reading skills," according to interviews with teacher focus group participants.

    o Based on interviews with district administrators and document reviews, teachers use data from specified interim assessments to identify and monitor leveled intervention and enrichment supports for the students during the block. The assessment tools include:

        ▪ Dynamic Indicators of Basic Early Literacy Skills® and Text Reading and the Comprehension Assessment used in grades K-3;

        ▪ Northwest Evaluation Association Measures of Academic Progress assessments for reading and math used in grades 2-8 and K-8 respectively; and

        ▪ Istation Indicators of Progress (ISIP™) assessments in reading and math used in preK-8.

    o Based on documents reviewed, the district provides computer-based resources for intervention and enrichment that include eSpark Learning©; i-Ready Teacher Toolbox, which features thousands of K-8 resources to differentiate instruction for students below, on, or above grade level; ThinkCERCA™; and Really Great Reading Phonics Suites, a set of tools to teach students who lack foundational reading skills.

- According to documents reviewed and interviews with district administrators, grades 9-12 teachers use interim and benchmark assessment data to guide intervention and enrichment programs for students.

    o Although high school building administrators identified school-designed intervention models outside the school day, East High School staff provides intervention periods during the school day guided by Northwest Evaluation Association Measures of Academic Success data and Illuminate Education™ test results in reading and math.

- - Based on document reviews, East High School staff built academic interventions into the 2018-2019 schedules for all grade 9 students in reading and math, as well as grade 10 students with demonstrated deficiencies in English language arts.

- The district provides professional development to teachers on using and monitoring computer-based assessments and resources, based on a review of the 2018-2019 district professional development schedules.

- When conducting periodic reviews of the intervention block, district and building administrators use the 2018-2019 Intervention Block Rubric and metrics to give teachers timely feedback on the computer-assisted portion of the block.

  - According to document reviews, district and building administrators use the intervention block rubric to measure teachers' use of time, the percentage of students on task during computer-assisted instruction and assessments, teachers' compliance with assessment timelines and the percentage of students with access to technology tools.

- According to a review of the metrics outlined in the 2018-2019 Intervention Block Rubric document, the tool does not include indicators to help rate the complexity of teacher-selected instructional strategies used in small-group instruction.

  - District administrators define instructional strategy complexity as teaching practices that are "engaging, rigorous, and relevant," based on training documents and resources provided to the district by the International Center for Leadership in Education, Inc.©, an education consulting organization of Houghton Mifflin Harcourt publishing.

- The district does not collect data on the specific instructional strategies used by teachers during the small-group component of the block or rate the complexity of the strategies selected to ensure they meet students' learning needs for intervention and enrichment.

- The district does not provide professional development support on developing intervention and enrichment strategies for small groups, based on interviews with district and building administrators.

D. In the 2018-2019 school year, the district continued to provide professional development on the Discovery Education™ Gradual Release of Responsibility Instructional Framework for K-8 teachers. The district had implemented the program in the 2017-2018 school year, based on the Discovery Education™ Professional Development Implementation Plan dated Aug. 1, 2017, to Aug. 31, 2018.

- Based on a review of documents, the district uses the framework to help teachers teach a lesson by defining high-yield, complex strategies that include:

  - "Establishing purpose and making connections to prior and new learning";

  - "Modeling and working through an example";

  - "Thinking aloud to explain steps in a process"; and

  - "Using questions to remind students of the process, when they work in groups and alone."

- Based on professional development agendas for the Discovery Education™ New Teacher Academy: Focused Instruction dated Aug. 8-10 and Aug. 13, 2018, presenters outlined "complex strategies to support each of the steps in the instructional framework model."

- The district hired 10 instructional framework specialists in the 2018-2019 school year, as compared to 13 in the 2017-2018 school year, to provide feedback and support to building administrators and teachers on the Gradual Release of Responsibility Instructional Framework, based on a review of job descriptions and interviews.

- o According to the job description:
  - ▪ "Instructional framework specialists will serve as instructional experts and support school leaders in implementing the instructional framework"; and
  - ▪ The district will "provide feedback to teachers on using the instructional framework, purpose statements and exit slips."

  - o The district placed two instructional framework specialists at William Holmes McGuffey Elementary; one each at Kirkmere, Volney Rogers, Wilson and Taft elementary schools; one serving both Harding and Martin Luther King elementary schools; and one serving Paul C. Bunn and Williamson elementary schools, based on interviews.

- • On July 31, 2018, the district provided professional development to instructional framework specialists on setting up model instructional framework classrooms, based on documents reviewed.

- • According to interviews and document reviews, instructional framework specialists use the Gradual Release of Responsibility Guidance Tool Rubric, dated Jan. 5, 2018, to monitor teachers and give them feedback on the quality of their implementation.

  - o The Gradual Release of Responsibility Guidance Tool Rubric includes metrics ranging from 4 (high implementation) to 1 (low implementation) on each of the framework components.

  - o The instructional framework specialists, as well as district and building administrators, use the tool to conduct Learning Cycle Tours. These are short classroom visits to observe teachers' implementation of the framework and, using an online tool, provide immediate feedback to drive future actions.

- • Instructional framework specialists provided building- and teacher-specific professional development support, such as modeling, videotaping lessons, one-on-one conversations and explicit corrective feedback, based on a review of instructional framework specialists' notes.

E. In the 2018-2019 school year, the district continued to partner with the International Center for Leadership in Education to provide coaching and support to grades 9-12 teachers, as well as to building administrators at both Chaney and East high schools, based on interviews with principal focus group participants.

- • Coaches with the center use three tools to assess, provide feedback to and coach teachers on effective instruction in grades 9-12 classrooms during classroom observations. During these classroom observations, coaches use the Rigor Rubric©, Relevance Rubric© and the Learner Engagement Rubric©, according to documents reviewed.

  - o The Rigor Rubric© identifies three indicators for thoughtful work, high-level questioning and academic discussion.

  - o The Relevance Rubric© provides three indicators for relevance: meaningful work, authentic resources and learning connections.

  - o The Learner Engagement Rubric© provides three indicators for student engagement: active participation, learning environment, and formative processes and tools.

  - o Teachers are rated on the rubrics using a 1 to 4 scale: 1 (beginning), 2 (emerging), 3 (developing), 4 (well developed).

- • Coaches use the indicators to identify a teacher's use of complex instructional practices. Examples are:

  - o "Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation";

- "Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress";

- "Lesson provides multiple explicit opportunities for students to connect content learned to real-world applications"; and

- "Lesson is structured on an essential understanding/question and relies on multiple authentic texts and resources to conduct comparisons, analysis, arguments, research, and other relevant, real-world tasks."

- According to document reviews, coaches post observation results on the center's Education Professional Learning Portal, allowing the building administrator to determine, at a glance, the number and type of complex learning strategies used in classrooms.

- Based on results, the district and center coaches deliver professional development workshops, as well as coaching opportunities focused on instructional gaps, according to a review of observation results and the district professional development calendar.

F. The district provides professional training on complex instructional strategies using interim data for grades 9-12 teachers at Youngstown Rayen Early College High School, collaborating with the school's KnowledgeWorks© Foundation partner, an educational consulting firm.

- According to interviews, the KnowledgeWorks© coach takes part in teacher rounds to discuss walkthrough observations and instructional strategies for using the Gradual Release of Responsibility Instructional Framework. The coach also uses the staff newsletter to provide resources on evidence-based strategies and holds one-on-one meetings with teachers and building administrators to review observations and determine strategies for solving problems.

G. Based on district administrator interviews, the district uses a collaborative planning structure that includes teacher-based teams to "analyze and reflect on evidence of learning, determine the effectiveness of instructional strategies, plan instruction, and implement best practices."

- Based on a review of the teacher-based team planning template, when connecting individual school plans to the district's strategic plan, teacher-based teams identify critical student needs based on a review of the exit slips.

- Based on a review of the teacher-based team planning template, when connecting Youngstown City School District Strategic Plan and School/Building Improvement Plans Together, teacher-based teams identify critical student needs based on a review of the exit slips.

- To address the needs identified by a review of exit slip results, teachers "identify research and select evidence-based instructional practices that align with YCSD and [the] building strategies," according to the template.

  - Based on a review of teacher-based team meeting agendas and planning templates dated Sept. 19, 2018, Oct. 24, 2018, Oct. 30, 2018, Nov. 8, 2018, Nov. 11, 2018, Nov. 28, 2018, Nov. 29, 2018, and Dec. 19, 2018, teachers, in some cases, did not identify strategies or identified strategies that were general, non-evidence based, and lacking in complexity. Examples include:
    - "Hands-on activities";
    - "Continue to record answers";
    - "Set aside time for writing";
    - "Have students make their own multiplication books";
    - "Continue to practice writing responses";
    - "Group students by ability to apply the standard"; and

- ▪ "Read words aloud to the students."

- o According to a review of building leadership team minutes dated Oct. 24, 2018, Nov. 26, 2018, Dec. 5, 2018, Dec. 7, 2018, Jan. 10, 2019, and March 13, 2019, the teams did not systematically provide feedback or direction to teacher-based teams on the lack of rigorous, engaging and relevant instructional strategies identified in the templates or resources to enhance their knowledge and skills.

- o Based on a review of documents, instructional framework specialists serve on building leadership teams and, according to the 2018-2019 Youngstown City School District Instructional Framework Specialist Preliminary Evaluation, "engage[s] teachers in acquiring new instructional skills."

  - ▪ According to a review of job roles and responsibilities, instructional framework specialists provide specific feedback related to the Gradual Release of Responsibility model rather than instructional strategies in general.

  - ▪ Based on principal and teacher focus group participants, "instructional framework specialists may not be trained in a broad range of complex instructional skills across all content areas to address the needs of the teachers."

H. According to interviews, the district administrators, together with building administrators and instructional framework specialists, conduct quarterly Teacher Quality Reviews to rate teacher strengths and challenges on instructional strategies and other qualities "we, as a district, feel will improve student outcomes the most."

- • The district identifies professional development supports based on results from the Teacher Quality Review Rubric; a four-tiered rating scale for three indicators of quality practice: implementation of the Gradual Release of Responsibility/Rigor and Relevance Instructional Framework, Ohio Teacher Evaluation System metrics and student performance data.

- • Using the rubric, the district identifies one priority strength and one priority for growth for all K-12 teachers, as well as identified supports for areas of growth that include personalized professional development options.

I. Based on interviews with district administrators and document reviews, the district does not evaluate the impact of professional development supports on teacher behavior changes in the classroom, specifically changes in the delivery of complex instructional strategies.

Human Resources and Professional Development

I. **Engage in collaborative professional development planning by all district departments and stakeholders to support all educators through best practice models and active engagement based on Ohio Standards for Professional Development and Ohio's Educator Standards (p. 48)**

A. The status of this recommendation is "In Progress and Ongoing."

B. According to Goal 1: Academic Achievement, Objective B of the district strategic plan, the district initiated a collaborative process for planning professional development "to provide the necessary support to all district employees so that they have the skills needed to deliver the highest quality education to students."

- • According to a review of documents and interviews with district administrators, planning meetings held in June 2018 identified adult learning needs aligned to the Youngstown City School District Strategic Plan.

- o The departments of Teaching and Learning, Students Services and Technology met on June 11, 2018. A review of meeting artifacts revealed the departments shared upcoming dates for district professional learning events, such as new teacher days, a principal and assistant principal retreat, and beginning of the year teacher in-service days. The district personnel brainstormed topics, including initiatives the district will continue, such as training on the instructional framework, Ohio

Teacher Evaluation System refresher training for evaluators, and training on the use and analysis of data and data systems.

- o According to a review of the June 12, 2018, Academic team meeting notes, the academic team created objectives and descriptions for the professional development sessions and generated a schedule based on available dates for the beginning of the school year. Academic team members include chiefs, deputy chiefs and supervisors from the Academic, Student Services and Technology departments.

- o Additional district administrators joined the June 14, 2018, cross-departmental planning session to communicate department needs for districtwide professional development. The administrators broadened cross-departmental planning to include district administrators from departments such as Athletics, Transportation and Strategic Initiatives.

- o Although the district did professional development planning for the 2018-2019 school year, only administrative department personnel, not all stakeholders, were involved in planning. The district did not include teachers, the primary audience responsible for implementing the professional learning.

C. According to reviewed documents and interviews, the district developed an approval process for professional development.

- The district's chief of Teaching and Learning approves professional development offerings based on alignment to the district goals. The department heads submit the Youngstown City School District Professional Development Request Form, which provides for required information for a workshop session, including alignment to the strategic plan.

  - o The deputy chief of Professional Development assigns the date and time in the professional development calendar and places the session in PD Express, the online registration system, for participant registration.

- The district does not require a needs assessment to justify the professional development as part of the request process.

- At the time of the review, the district did not provide evidence of prioritization, timelines or continuity of professional development offerings between school years as part of the approval process.

D. According to the Ohio Standards for Professional Development, "Professional learning communities occurs within learning communities committed to continuous improvement, collective responsibility and goal alignment."

- According to review documents, the district established learning communities, such as teacher-based teams, building leadership teams and district leadership teams to offer all educators the chance to share ways to improve teaching and learning.

E. According to the Ohio Standards for Professional Development, "Professional learning that increases educator effectiveness and results for students…requires skilled teacher leaders and administrators who develop capacity, and advocate and create support systems for professional learning."

- According to reviewed documents, the district highlights communication from the district leadership team to the building leadership team in the meeting agendas, but a complete feedback loop is lacking.

  - o A participant in a school administrator group interview shared that "communication comes down from the DLT to the BLT and to the TBT, but the communication from the BLT to the DLT is not two-way."

F. According to the Ohio Standards for Professional Development, "Professional learning that increases educator effectiveness and results for all students…requires prioritizing, monitoring and coordinating resources for educator learning."

- According to reviewed documents and interviews, the district uses human, fiscal and technological resources and time to support its professional development system.

- The Technology department provides training and support for using technology resources during teacher planning times through "Coffee, Tea, and Tech" sessions in buildings.

- Technology training, "Tech in the Yo" on Aug. 7, 2018, by the Technology department allowed teachers to receive a full day of professional development by "trading" the day of summer training with the NEOEA professional development day during the school calendar year. Additionally, the Technology department held this event in conjunction with the principal retreat to include school administrators in training.

- The district uses a variety of internal and external human resources to support professional development. For example, the chief and deputy chief of Core Curriculum design common session presentations and materials for instructional framework specialists to conduct grade-level sessions on waiver days.

- The district maintains multi-year contracts with the International Center for Leadership in Education and KnowledgeWorks for instructional and leadership support for the high schools. The International Center for Leadership in Education's contract includes assessments and surveys of instructional practices, a leadership course and job-embedded coaching for teachers and building administrators at East and Chaney high schools. A KnowledgeWorks Teaching and Learning technical assistance team leads strategic planning for the redesign and implementation of the Youngstown Early College program.

- Online courses from PublicSchoolWORKS are available to staff, including classified personnel, to meet safety and compliance requirements. Classified staff use computer labs on waiver days to complete coursework, and the Technology department provides technical assistance for using the computer labs.

G. According to the Ohio Standards for Professional Development, "Professional learning that increases educator effectiveness and results for all students…requires the use of a variety of sources and types of student, educator and system data to plan, assess and evaluate professional learning."

- The district continues to provide teachers and administrators with a variety of sources and types of data to plan, assess and evaluate professional learning.

  o The district collects and analyzes survey data, including comments from participants following professional learning sessions, to inform planning and as a measure of effectiveness. It also shares the data with session presenters to monitor intended outcomes and for continuous improvement.

  o Although the district collects data on participants' level of satisfaction and acquisition of new knowledge and skills from professional development, at the time of the review, there was no evidence of evaluation data measuring organizational support and change, participant's use of new knowledge and skills, or impact on student learning.

  o The Technology department monitors and shares usage reports with district and building administrators following professional development on technological tools.

H. According to the Ohio Standards for Professional Development, "Professional learning that increases educator effectiveness and results for all students…integrates theories, research and models of human learning to achieve its intended outcomes."

- According to reviewed documents and interviews, the district continues to use multiple designs for professional learning.

- District administrators and teachers confirmed the continued implementation and support for the instructional framework. Multiple designs for professional learning include training for teachers new to the district on July 31, 2018, and additional training for teachers serving in lead teacher roles through modeling and peer coaching for the instructional framework July 31-Aug. 10, 2018.

- The district assigns instructional framework specialists to schools to model and support teachers with the instructional framework through school-level professional development, grade-level or content area groups, and individually with teachers.

- The Technology department personnel work with teachers on individual technology learning needs related to using electronic instructional tools and respond to teacher and administrator learning needs during school-level professional development sessions. For example, the technology personnel modeled how to operate the systems to access student data in the Istation tool.

- Principals support teachers with peer observation requests of instructional practices. Requests can be within a teacher's assigned school or for a classroom at another district building.

- The district continues to implement and support novice teachers through the Resident Educator program. Resident Educator teachers in the first and second years of their careers work with credentialed mentor teachers on activities to demonstrate effective tasks, such as lesson planning, data analysis and analysis of student work and assessments.

- The district extended professional development for building administrators from two days to 10 days, July 31 to Aug. 10, 2018. Topics included hands-on technology training, leadership coaching by International Center for Leadership in Education, Positive Behavior Intervention and Supports, and staff evaluation practices review.

- The district uses PublicSchoolWORKS, an online resource for school safety and compliance, for all staff who need to complete trainings on topics such as bloodborne pathogens.

- Gifted education teachers complete online courses designed for gifted education to maintain certification requirements. Teachers complete courses from GT Ignite differentiated by teacher learning needs and monitored by the deputy chief of professional development and gifted education.

- Building administrators offer professional development to staff monthly for up to four hours, at their discretion. Examples of professional development include:
  - Additional training on Istation and ThinkCERCA by the district Technology department and company representatives of the electronic resource;
  - Additional training on the instructional framework by instructional framework specialists; and
  - Positive Behavioral Intervention and Supports implementation.

I. According to the Ohio Standards for Professional Development, "Professional learning that increases educator effectiveness and results for all students…applies research on changes and sustains support for implementation of professional learning.

- According to the Ohio Department of Education, teacher-based teams conduct action research, identify critical needs, select evidence-based strategies, plan for implementation, implement and monitor strategies, and examine and reflect on the results in a continuous improvement cycle. However, the district does not provide oversight for the teacher-based team learning process to ensure full implementation.

- The district provided release days to teachers for professional learning in September and October 2018 and waiver days on Nov. 8, 2018, Jan. 22, Feb. 27 and March 20, 2019, to engage educators in collaborative groups that worked to better understand all Ohio's Learning Standards.

- The district, working with State Support Team Region 5, provided initial Positive Behavioral Interventions and Supports framework training to school-based teams on Sept. 18, Oct. 23, Nov. 27 and Dec. 10, 2018. The teams monitor and sustain PBIS implementation in the buildings.

J. According to Ohio Standards for Professional Development, "Professional learning that increases educator effectiveness and results for students…aligns its outcomes with educator performance and student curriculum standards."

- The district demonstrates alignment of adult learning with the district strategic plan through annual metrics and tracking for the five goals.

    o An example of metrics and tracking for Goal 1 - Academic Achievement, Strategy B, "Provide the necessary supports to all district employees so that they have the skills needed to provide the highest-quality education to students" includes the percentage of teachers training on Ohio Learning Standards.

    o Examples of metrics and tracking for Goal 4 – World-class Workforce, Strategy B, "Support, recognize, and retain high-quality staff" includes the percentage of teacher and principals retained who are performing at a high level.

II. **Develop job descriptions and evaluation tools aligned to district strategic goals for all levels of the organization that are performance based and used to promote a culture of individual growth and overall effectiveness. (p. 48)**

A. The status of this recommendation is "In Progress and Ongoing."

B. The district developed a standardized job description and responsibilities template for all positions, classified or certified, bargaining unit and exempt or nonexempt.

C. The standardized template includes position title, the length of the contract, compensation, qualifications, identifies immediate supervisor, job goal, performance responsibilities, required ethical and professional attributes and behaviors, expectations and demonstrated skills and abilities, performance evaluation, and physical demands and work environments.

- According to reviewed documents, the district updated all senior central office staff and supervisory job descriptions, including building administrators using the standardized template.

- According to reviewed documents and interviews, the district developed job descriptions using the template for all new positions with input from the assigned employee.

- Although updating all job descriptions is ongoing, the district has not defined a process or strategies for reviewing job descriptions, such as prioritizing needed revisions or establishing a timeline for completion of the work.

D. According to reviewed documents and interviews, the district has developed growth and accountability plan tools for senior staff to include chiefs of academics, operations, and instruction and supervisor evaluations.

- The evaluation tools include establishing personal and professional goals and identifying work and responsibilities aligned to the district strategic plan goals. The district completed two progress reviews during the 2018-2019 school year to determine progress toward goals with key performance indicators and opportunities to highlight positive action steps as well as adjust action steps. The district completes a final evaluation at the end of the year.

- According to reviewed documents and interviews, the district amended the Ohio Principal Evaluation System rubric developed by the Ohio Department of Education for building administrators' evaluations to reflect the revised Ohio Standards for Principals.

E. According to reviewed documents and interviews, the district developed the Youngstown City School District Appraisal System – Dean of Students/Student Support Specialist tool for the 2018-2019 school year. The tool examines four domains of the dean of students'/student support specialists' work in planning, leadership, environment, student management and professionalism and provides feedback on their performance levels.

F. According to reviewed documents, the district developed the 2018-2019 Youngstown City School District Instructional Framework Specialists Preliminary Evaluation tool. The tool evaluates instructional framework specialists in areas of planning and preparation, environment, delivery of services and professional responsibilities.

G. According to reviewed documents, the district continues to use the Ohio Teacher Evaluation System for assessing teachers. Refresher evaluator training was provided to building administrators during the principal retreat on Aug. 9, 2018.

H. According to reviewed documents, the district continues to use evaluation tools for classified employees per negotiated agreements.

Student Supports

I. **Ensure the district is compliant with the special education performance profile indicators to meet the requirements of state and federal guidelines. Meet the remaining timelines for completion of activities of the corrective action plans addressing the areas of correction and improvement. Ensure the district-developed compliance checklists, individual education programs (IEPs) and evaluation team reports (ETRs) are written appropriately and meet the state and federal guidelines. Continue to conduct learning tours to monitor delivery of special education services and ensure students have access to accommodations and modifications to support learning. Hold informal conferences with intervention specialists to review observations. Ensure all special education staff use the Student Services Procedure Manual to ensure consistency in implementing procedures and processes throughout the district. (pg. 48)**

A. The status of this recommendation is "In Progress and Ongoing."

B. A letter dated Dec. 11, 2018, from the Ohio Department of Education's Office of Exceptional Children states, "the district is correctly implementing the specific regulatory requirements examined in the district summary report and corrective action plan dated Oct. 21, 2016. Thus, the district has corrected all noncompliance cited in its report and has now cleared all findings in that report."

C. Although, the district has cleared all findings cited in the 2016 district report, according to the district's 2018-2019 Ohio Special Education Profile, the district did not meet these special education indicators:

- Indicator 3c: Reading and math proficiency rates.

  o 18.73 percent of district students with disabilities scored proficient or higher on the 2017-2018 state reading assessment, which did not meet the state reading proficiency target rate of 24.68 percent.

  o 18.06 percent of district students with disabilities scored proficient or higher on the 2017-2018 state math assessment, which did not meet the state math proficiency target rate of 29 percent.

- Indicator 5a: School-age restrictive educational environments for students with disabilities greater than 80 percent of the school day.

  o The 2017-2018 district result of 58.23 percent did not meet the state target of 64.5 percent or greater.

- Indicator 5b: School-age restrictive educational environments for students with disabilities less than 40 percent of the school day.

  o The 2017-2018 district result of 16.80 percent did not meet the state target rate of 10.20 percent or less.

- Indicator 5c: School-age restrictive educational environments for students with disabilities in separate facilities.

  o The 2017-2018 district result of 5.60 percent did not meet the state target rate of 4.0 percent or less.

D. According to documents reviewed and interviews, the district revised or created special education guidance documents and checklists to gather data and monitor practices and procedures to ensure compliance with state and federal guidelines.

- School psychologists and building special education coordinators use the Evaluation Team Report Caseload Tracker to complete bimonthly reviews of new cases, re-evaluations and individualized education programs for students with disabilities. Expiration dates for evaluation team reports and individualized education programs are monitored, along with additional important timelines.

- Intervention specialists, related services staff, the building special education coordinator and the special education supervisor use the district Individualized Education 10-Day Compliance Checklist to develop individualized education programs in compliance with state and federal requirements.

- The district requires a six-step individualized education program compliance review procedure that calls for collaboration among the intervention specialist, related services staff and the special education coordinator district.

- District intervention specialists use the Data Collection Evidence Binder Checklist to monitor student progress toward meeting individualized education program goals. The intervention specialists upload student progress data into an electronic student file and review the information with the building special education coordinators every three weeks.

- District intervention specialists use the Accommodation Tracker to work with general education teachers to document the accommodations completed for students per their individualized education programs or 504 plans.

- The district uses a Testing Accommodation/Modifications log to ensure testing accommodations are provided as required by students' individualized education programs or 504 plans.

- The general education teacher and intervention specialists use the General Education Teacher and Intervention Specialist Communication Log to document reviews on the effectiveness of accommodations, differentiation and other services and supports in meeting the needs of all students.

- An individualized education program team uses the Individualized Education Program Checklist Packets to ensure all documents required to meet state and federal guidelines are submitted in a timely manner.

- Intervention specialists use the Graduation Tracker form to monitor students' progress toward meeting graduation requirements in their chosen graduation pathways and the Student Grade Tracking form to monitor students who are not making satisfactory progress.

E. The district provides training during required monthly meetings with special education staff to ensure they understand how to use the district-developed special education guidance documents and checklists.

- The trainings ensure the following:

- o Evaluation team reports and individual education programs are written in compliance with federal and state requirements;

- o All special education staff use the Student Services Procedure Manual to maintain consistent implementation of procedures and processes districtwide;

- o Staff know how to track student progress toward meeting individualized education program goals and graduation requirements;

- o Staff know how to log communication between teachers and parents and between intervention specialists and general education teachers.

F. According to a review of agendas, sign-in sheets and presentation material, the district, worked with State Support Team 5 to provide multiple professional learning opportunities for administrators, teachers and support staff during district release days, building-level meetings and department meetings. The district offered the following training on special education compliance, programming and services during the 2017-2018 or 2018-2019 school year.

- Special education staff attended training on the new requirements for completing the evaluation team report and individualized education program to ensure district intervention specialists, special education coordinators and school psychologists understand new state compliance requirements.

- A training on the roles and responsibilities of members of the evaluation team and individualized education program teams.

- Orientation for new special education staff to ensure they understand district guidelines and federal and state requirements.

- Training for intervention specialists on using the Data Collection Evidence Binder Checklist to collect progress data and evidence and maintain an electronic file for every student on their caseloads.

G. The district created a new building special education coordinator position. The job summary states, "to encourage effective and compliant oversight and management of the Student Services department.

- According to the job description the building-level special education coordinator responsibilities are to:

  - o Ensure compliance in all sections of the individual intervention plan per Ohio Operating Standards;

  - o Monitor the implementation of individualized education program objectives and the alignment with classroom instruction;

  - o Attend individualized education program and evaluation team report meetings;

  - o Conduct periodic reviews of students' individualized education program progress to ensure appropriate special education services for all identified students;

  - o Provide consultation and help to personnel to ensure continuity between assessment data, individualized education programs and daily lessons plans through observation and discussion;

  - o Supervise all special education personnel assigned to the building, including collaboration with building administration, teachers and support staff to ensure appropriate student placement and schedules;

  - o Ensure teachers adhere to federal, state and district special education policies and procedures;

  - o Confer with other school districts, agencies and district personnel regarding placement and services for incoming students;

- o Help principals, administrators and staff evaluate current programming and recommend changes as needed;

- o Secure and maintain Ohio Teacher Evaluation System credentials;

- o Participate in teacher-based teams, building leadership team and district leadership team meetings;

- o Implement and facilitate in-service training with building principals and staff;

- o Take part in district-level trainings as required;

- o Prepare reports and provide requested data to the chief of Student Services, director and building principals;

- o Attend regularly scheduled Special Education department meetings, reporting data as requested;

- o Conduct regularly scheduled special education building-level meetings;

- o Assist administrative staff in evaluation programs; report on strengths and areas needing attention, make recommendations to enhance current programming;

- o Facilitate transition opportunities when program or staff changes occur;

- o Request and monitor transportation of students;

- o Work with agencies representing state and local authorities governing student welfare;

- o Resolve teacher, parent and student conflicts by helping building principals with staff and/or student crises, mediation or arbitrating discussions; and

- o Take part in and conduct community engagement and outreach activities related to children with disabilities.

H. According to teacher focus groups, "since the district added the building special education coordinators, parent attendance at meetings has increased," "she takes care of special transportation needs for students" and "now we do something with data."

I. Building special education coordinators and district supervisors conduct learning tours to ensure compliance and alignment of instruction with individualized education program goals.

- Special education coordinators and supervisors use a learning tour checklist to record classroom observations during learning tours. The checklist consists of three sections: instruction, classroom management and individualized education program, with 25 items total.

- Observers use a rubric to score each item on the checklist. A score of zero indicates there was no evidence of the practice or strategy observed, a score of one indicates the practice or strategy was observed without evidence, a score of two indicates observation with evidence and a score of three indicates there were multiple pieces of evidence observed.

- The building special education coordinator meets with each teacher to review the data gathered during the learning tour and provides feedback and support.

J. The Office of Student Services established peer review teams to allow fellow teachers to review individualized education program drafts before submitting them for a compliance review by district administrators.

K. The district updated the Student Services Procedure Manual in the fall of 2018 to ensure consistent implementation of procedures and processes throughout the district. The district Student Services Procedure Manual consists of guidelines divided into the following sections:

- Intake Procedures;
- Evaluation Team Report;
- Individualized Education Programs;
- Checklists and Forms;
- Augmentative Communication;
- Medical Home Instruction;
- Nonpublic Guidelines;
- Contractual Services;
- Early Childhood Procedures;
- Bed Bug Policy and Procedures.

II. **Train all staff in understanding and implementing the multi-tiered systems of supports framework. Develop a timeline for training and implementation of the multi-tiered system of supports framework in each school. Establish a leadership team within each building to train staff in the process using the guidance documents that have been developed by the Student Services and Teaching and Learning departments. Use each school's culture and climate team to be a part of the implementation process. (p. 49)**

A. The status of this recommendation is "In Progress and Ongoing."

B. According to documents reviewed, interviews with district and building administrators, support staff and teacher focus groups, the district has provided training and created guidance documents for implementing a multi-tiered system of supports.

- According to the Status Check on Recommendations Provided to Youngstown City School District after the 2018 district review document, district representatives from instruction and student support services reviewed a multi-tiered process during the principal retreat on Aug. 6, 2018. The district expected principals to "rollout MTSS [Multi-tiered Systems of Support] to their staff during the August building professional development."

  o According to interviews, some principals gave brief overviews of multi-tiered systems of support at building-level meetings, but teachers and support staff said that not all principals provided training during the August staff meetings.

- According to agendas, sign-in sheets and presentation materials, State Support Team 5 did a full-day training for district administrators, teachers and support staff, titled Supporting Implementation of Multi-tiered Systems of Support, on Nov. 6, 2018.

  o Although the district has provided training on the multi-tiered system of supports framework, teacher focus group participants stated many teachers are confused and need more professional development before the framework can be fully implemented.

- According to focus groups and district leaders, a district school psychologist is available to provide training and support for completing district forms, intervention plans, strategies and progress monitoring.

- The district's Multi-Tiered Systems of Support Procedure Manual, School Year 2018-2019, contains guidance for implementation, a multi-tiered agenda template, analysis and intervention support-tracking

documents for tier one, tier two and tier three interventions, a guidance tool rubric, resources and a crisis protocol.

- o Although the procedure manual is available to guide implementation, teacher focus group participants said that not everyone is aware of the manual or how to access it.

- The district's MTSS Guidance Document for Implementation defines multi-tiered systems of support as "a comprehensive continuum of evidence-based systematic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional/behavioral decision-making." According to the document:

  - o "The purpose of MTSS is to analyze students' individualized needs through development, implementation and monitoring of the appropriate, proactive student-centered interventions in response to student data at the universal or tier one, secondary or tier two, and tertiary or tier three levels";

  - o "The tier one or universal instruction focus is on improving the core classroom instruction and behavior for all students and is designed to address the needs of the majority of the school's students";

  - o "Tier two or secondary/targeted intervention accounts for approximately 15 percent of a school's population and the focus is on supplemental instruction aimed at remediating the specific skill deficits of students who fail to meet tier-one benchmarks in one or more areas. Tier two is systematic, explicit and aligned with tier one instruction. Instructional interventions are differentiated, [with successive levels of temporary support] and targeted, based on the needs of individual students as determined by assessment, the multi-tiered systems of support team and anecdotal data."

- Progress monitoring at tiers one and two include: documenting interventions, measuring growth and developing a plan on the Analysis and Intervention Support Tracking Document.

- Tier three or tertiary/intensive intervention targets a small percentage of students, approximately 5 percent, who have received tier two interventions but continue to have difficulty and require instruction that is more explicit, more intensive and specifically designed to meet their individual needs. The goal is to remediate [solve] an existing problem and prevent more severe problems or the development of secondary concerns because of persistent problems.

- If the team sees a student is not making expected progress, it may consider evaluating the student to see if he or she has a disability. The team can use information documented in the plan as contributing data for the evaluation.

- Interdisciplinary team members will convene at the tier two and three support levels and work within a structure determined by the principal at each building. Team members are determined by need, with possible primary members being the parent, referring teacher, administrative designee, instructional framework specialist, dean, school counselor and social worker.

- The guidelines and procedures section of the document includes the roles and responsibilities of team members and the referral process.

- During the time the teacher is implementing interventions, he or she will monitor progress on each intervention for at least six weeks.

- The interdisciplinary team that makes up the multi-tiered systems of support structure in each building will determine a trigger point for determining that a student is not succeeding under the academic and/or behavioral interventions put in place. The interventions must be implemented over a specific time period determined by the team, the student must be monitored for progress, and the interventions

must be reviewed and revised as needed before the team considers making referral to have the student evaluated for a suspected disability.

- The team documents progress data related to the multi-tiered student intervention plan in an electronic file stored in Google Docs.

C. Although, the district has created guidance documents for the implementation of a multi-tiered system of supports, at the time of the review, there was no evidence of a plan containing timelines to monitor implementation.

D. According to teacher and principal focus group participants and support staff interviews, not all schools have established a multi-tiered system of supports team or leader, and teachers are confused about the process. Comments shared include:

- "We don't have a team";
- "We talked about it in an after-school meeting";
- "Didn't have forms at beginning of year";
- "We do PBIS, but not MTSS";
- "The process takes too long";
- "Some teachers still see it as a path to an IEP";
- "We need more training";
- "We did have PSST and Rti [Response to intervention], but now everything has changed";
- "Social worker used to be the coordinator";
- "Teachers won't complete the forms because they are so cumbersome";
- "Don't understand how to use the new forms";
- "There are some schools who do have a team and are trying to use the process";
- "It depends on the leader."

E. According to interviews, some schools have a Positive Behavioral Interventions and Supports team, a culture and climate team, and a building leadership team but no multi-tiered system of supports team. There is no evidence of procedures that integrate systems of supports.

F. According to school schedules and interviews with district and building-level administrators and staff, all district schools have scheduled a daily intervention period to set aside time for individual and small-group interventions.

- The district has adopted Istation as a reading and math intervention to use in classrooms and during intervention blocks and to document academic interventions and progress monitoring of the multi-tiered systems of support process.

- According to classroom observations and interviews, Istation is used during the intervention block, but there is concern about how thoroughly teachers are implementing the learning platform and about progress monitoring.

III. **Provide instructional supports to general education teachers and intervention specialists to effectively implement the [general education teacher and intervention specialist] "co-plan and co-serve" model for students with disabilities in general education classrooms. Provide ongoing professional development to general education teachers and intervention specialists in understanding the co-teaching models to deliver instruction to students with disabilities as a philosophy of inclusive practices. Emphasize the roles and responsibilities of the general education teacher and intervention specialist in the co-teaching process. Develop a schedule for general education teachers and**

intervention specialists that supports the common planning concept to allow for collaboration time to plan lessons, review individualized education programs (IEP), and accommodations and modifications to ensure students with disabilities are receiving specially designed instruction and accommodations and modifications to the curriculum. (p. 49)

A. The status of the recommendation is "In Progress and Ongoing."

B. According to the Ohio Department of Education, "in a co-teaching service delivery model, students with disabilities receive services in general education classrooms from both regular education teachers and special education teachers."

C. The district has a building special education coordinator in each school to provide instructional support for implementing the "co-plan, co-serve" model for students with disabilities in the general education classroom.

- According to teacher and student support staff, the building special education coordinators provide an "extra layer of support for teachers."

- Special education coordinators and supervisors regularly do learning tours or classroom walks-through, by building, to ensure students with disabilities are being served in the least restrictive environment, according to their individual education programs.

- Special education coordinators give general education teachers and intervention specialists feedback on their observations to improve inclusionary practices.

D. According to documents, sign-in sheets reviewed and interviews, the district has provided professional development and support for the co-plan, co-serve model for general education teachers and intervention specialists to ensure students with disabilities are receiving specially designed instruction and accommodations and modifications to the curriculum in an inclusion setting.

- According to an agenda and sign-in sheets, 110 participants consisting of teachers for grades preK-12, intervention specialists, related services personnel and classroom paraprofessionals attended a district professional development titled, Differentiation in the Inclusive Classroom on Aug. 16, 2018.

- According to teacher focus group participants, most general education teachers and intervention specialists have a scheduled time during the school day to co-plan lessons for inclusion classrooms, "many intervention specialists are unable to attend all scheduled co-planning sessions" due to "being spread too thin" and "large caseloads."

- Teacher focus group participants shared that, "some intervention specialists are assigned to co-teach in classrooms at multiple grade levels and must move from one class to another," which limits their abilities to fully implement co-teaching. "Sometimes intervention specialists are required to cover classrooms for absent teachers."

- Intervention specialists assist the general education teacher by modifying curriculum to align with student individualized education program requirements when they are unable to be in the classroom.

- According to teacher focus groups, some intervention specialists provide small-group instruction for students with disabilities within the general education classroom but do not co-teach.

- Comments made by teacher focus group participants and support staff include:

  o "More training is needed";

  o "More intervention specialists are needed to do it right";

  o "Some teachers still view it only as a way to get a student a new placement";

  o "It's a work in progress, better than last year";

- o "PD got lost in the restructuring";

- o "The extra layer of support provided by the building coordinator really helps."

E. According to teacher focus group participants, many teachers do not understand the roles and responsibilities of the general education teacher and intervention specialist in the co-teaching model.

F. The district uses a district-created communication log to record notes and data to complete a collaborative review between supervisors, coordinators, intervention specialists and general education teachers to determine effectiveness in meeting the needs of all students.

G. District instructional framework specialists work with intervention specialists and general education teachers to develop curriculum maps and deconstruct learning standards to improve instruction for all. Deconstructing learning standards is the process of taking a broad standard and breaking it down into smaller, more specific learning targets for use in daily teaching and classroom-level assessment.

Fiscal Management

I. **Meet and collaborate with district stakeholders to develop a budgetary process that includes involvement from all areas, specific by building and department and detailed for all accounts within the accounting system. Communication between the chief executive officer and treasurer on a regular basis may ensure resources are available and allocated in the budget as they relate to district goals and initiatives. Execute the budgetary process to include budgetary amounts, as well as a budget narrative that is both understandable and demonstrates how the budget relates to goals and initiatives. (p.49)**

A. The status of the recommendation is "In Progress and Ongoing."

B. A review of documents and interviews with the treasurer, treasurer's staff and building administrators reveal meetings and training on account codes have been initiated and are ongoing.

- Documents show the district has created codes to track spending at the building and department levels.

  - o The treasurer has created codes for each school building and department that are descriptive and easy to read.

  - o Interviews revealed the district emphasizes it is a high priority to make sure purchases are charged to the correct code and coding is being checked at several steps of the purchase process.

- Documents reveal the treasurer provided training for principals on coding requisitions at the principal retreat on Aug. 6, 2018.

  - o The treasurer met separately with principals who did not attend the training to review coding requirements.

C. Interviews with the treasurer and chief executive officer revealed they are meeting and collaborating on operations of the district. Interviewees revealed they are communicating "almost daily."

D. A review of documents and interviews with the treasurer, building administrators and department heads revealed the districts is still developing a budget document.

- The district has not included a narrative in the budget document to explain how the budget relates to goals and initiatives.

- The district did not provide evidence that all stakeholders are collaborating in the budget process.

- The district's process does not include collaboration with Curriculum, Transportation, Technology, Maintenance and Security departments.

- District administrators have created, but not implemented, grant budgets.

II. **Immediately address and analyze current staffing needs and purchased service needs as they align to the strategic plan. Identify which plans are most effective and those not found to be effective and plan to reduce spending in the areas that do not meet the district's improvement plan. Prioritize financial decisions to fall within the district budget to avoid deficit spending. (p.49)**

A. The status of the recommendation is "In Progress and Ongoing."

B. The district's five-year forecast and current financial information reveals the district has reduced spending to align to anticipated revenues.

- The district created efficiencies through staffing and operations that include:

    o Tracking spending at the building and department levels;

    o Tracking building maintenance issues through web-based systems;

    o Requesting weekly bids for 7,500 gallons of bus fuel to get the lowest price;

    o Negotiating bargaining agreements to create cost savings;

    o Seeking efficiencies in utility costs;

    o Cutting employee substitute costs by $250,000 by using waiver days for professional development;

    o Discontinuing outsourced contracts for bus routes and providing all busing for students; and

    o Closing the district storage warehouse and eliminating supply surpluses.

C. The district has a five-year forecast that is on track for the current year and a positive cash balance for the remaining four years.

III. **Establish committees, including district staff from all administrative areas, to develop a written capital plan that outlines the district's needs for equipment, technology, bus replacement, repairs, textbook adoption and curriculum materials, both new and replacements, with priorities for the next five years. Review and update the plan as needed. (p.50)**

A. The status of the recommendation is "Not in Progress."

B. Documents and interviews with the treasurer, chief executive officer and department heads reveal the district has not created a comprehensive written capital plan to outline the district's short- and long-term needs for equipment, technology, textbook adoption and curriculum materials, both new and replacement.

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

The review was conducted March 18-21 by the following team of Ohio Department of Education staff members and independent consultants.

1. Clairie Huff-Franklin, PH.D., Center for Continuous Improvement
2. Delores Morgan, PH.D., Leadership Governance and Communication
3. Linda Gibson-Fletcher, Curriculum and Instruction
4. Sandra Hay, Assessment and Effective Use of Data
5. Carolyn Sue Mash, 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
- The site visit included 46 hours of interviews and focus groups with approximately 172 stakeholders, including board members, district administrators, school staff and teachers' association representatives.

Focus Groups
- Assistant Principals
- Parents
- Principals
- Teachers

Onsite Visits
- Building and classroom Observations at all levels

Ohio | Department of Education

Youngstown City School District

474 Bennington Ave.
Youngstown, Ohio 44505

Revised 3/15/19

Official District Review Schedule

March 18 - 21, 2019

(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. Except for meetings with leadership teams, supervising staff should <u>not</u> be scheduled in interviews or focus groups with those under their supervision.

Day 1—Monday, March 18, 2019

7:30-8:00	**Ohio Department of Education DRT Team Meeting** **East High School, Room #130** **ALL DRT Members**
8:00-8:15	**Orientation with District Leaders** **East High School Room #105** 474 Bennington Ave., Youngstown, Ohio 44505 **CCI Representative** **ALL DRT MEMBERS**
8:30-3:30	**The Team will conduct classroom Observations classroom Observers**

Time	Activity East High School, Room #10 (Vault)	Time	Activity East High School, Room #105	Time	Activity East High School, Room #303
8:30-9:25	**Assessment & Data Interview**	8:30-9:25	**Fiscal Management Interview**	8:30-9:25	**Student Supports Interview**

	DC of Data
	Chief of Core Curriculum
	Technology Integration
	Supervisor
	A&D
	
	DC of PD and Gifted Coordinator
	CEO Suite
	HR/PD
			Classified Staff:
			   Bus Driver
			   Bus Driver
			   Cook
			   Cook
			   Custodian
			   Custodian
			   Fleet Foreman
			FM
					Chief of Student Services
					Chief Academic Officer
					Director of Strategic Initiatives
					Chief of Family Engagement
					SS

9:30-10:25	**Curriculum Interview**	9:30-10:25	**Leadership /Fiscal Interview**	9:30-10:25	**HR & PD Interview**
	Chief of Academic Accountability & Assessment College & Career Specialist Chief of Core Curriculum DC of PD & Gifted DC of Teaching & Learning Chief of Student Services **C&I**		Chief of Secondary Schools DC of Business Operations DC of Operations Director of Strategic Initiatives **LG&C, FM, A&D**		Deans & Student Support Specialists **HR/PD, SS**
10:30-11:25	**Fiscal Interview**	10:30-11:25	**Student Supports Interview**	10:30-11:25	**Human Resources**
	Fiscal Secretary Accounting Specialist Federal & State Programs Chief of Operations Superintendent **FM**		Special Ed. Building Coordinator **SS, C&I**		Deputy Chief, Human Resources **HR/PD**
10:30-11:25	**Leadership Interview** **CEO Office**				
	Chief of Academic, Accountability & Assessment Chief of Student Services Chief Information Office **A&D, LGC**				

Time	Activity East High School, Room #10 (Vault)	Time	Activity East High School, Room #105	Time	Activity East High School, Room #303
11:30-12:25	**DRT Meeting/Working Lunch** Team Workroom - **Room # 130** **ALL DRT MEMBERS**				
12:30-1:25	**Curriculum Interview**	12:30-1:25	**Assessment & Data Interview**	12:30-1:25	**HR/PD Interview (Focus on PD)**
	Chief of Secondary Schools DC of Core Curriculum DC of PD & Gifted **C&I (12:30), FM**		Chief of Academic Accountability & Assessment Chief Information Officer **LGC, SS (1:00)**		Technology Integration Specialist Chief of Student Services DC of Teaching & Learning DC of Data Instructional Framework Specialist Instructional Framework Specialist **HR/PD, C&I (1:00), SS (12:30)**
1:30-2:25	**HR/PD Interview**	1:30-2:25	**Fiscal/Leadership Interview**	1:30-2:25	**Curriculum Interview**
	Records Secretary HR Specialist HR Representative HR Specialist **HR/PD**		Chief Executive Officer **FM, LGC**		Chief Academic Officer Accounting Specialist Federal & State Programs Director of Strategic Initiatives Chief of Equity Supervisor of Preschool College & Career Specialist **C&I, SS**

Time	Activity *East High School, Room #10 (Vault)*	Time	Activity *East High School, Room #105*	Time	Activity *East High School, Room #303*
2:30-3:25	**Student Supports Interview**	2:30-3:25	**Fiscal Interview**	2:30-3:25	**Assessment & Data Interview**
	Director of English Learners Chief of Academic Accountability & Assessment DC of Core Curriculum **SS**		Chief of Family Engagement Chief of Security Chief of Equity Chief of Food Services Director of Strategic Initiatives **FM, LGC**		Chief of Core Curriculum Chief of Secondary Schools **A&D, HR/PD, C&I**
3:30-4:25	**Fiscal Interview**	3:30-4:25	**Assessment & Data Interview**	3:30-4:25	**HR/PD Interview**
	Chief of Operations Technology Coordinator **FM**		DC of Data Engagement Chief of Secondary Schools **A&D, SS, LGC**		Chief of Academic Accountability & Assessment Chief of Core Curriculum Chief Information Officer Director of English Learners **HR/PD, C&I**
4:40 – 5:40	**Student Supports Interview** **Community Partners (e.g., Non-profit organizations, for-profit organizations, etc.)** **Location – East High School, Room 105** **ALL DRT MEMBERS**				
5:30	**Review Team Debrief** **Location: Team Workroom – Room # 130** **ALL DRT MEMBERS**				

Official District Review Schedule
Day 2 – Tuesday, March 19, 2019

Time	Activity East High School, Room #10 (Vault)	Time	Activity East High School, Room #105	Time	Activity East High School, Room #303
8:00-8:30	**DRT Meeting** **Location: Team Workroom – Room #130** **ALL DRT MEMBERS**				
8:30-9:00	**Leadership Interview** **Location: Room 10 (The Vault)**	8:30-9:25	**Curriculum & Instruction Interview**	8:30-10:30	**HR Review of Personnel Files:** Location: **HR Office**
	Police Chief Security Chief **LG&C, FM**		Elementary School Counselors **C&I, SS**		 **HR/PD**
9:00-9:30	**Leadership Interview** **Location: Room 10 (The Vault)**				
	Director of Communications **LG&C, FM**				
8:30-3:30	**The Team will conduct classroom and Building Observations classroom Observers**				

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Time	Activity East High School, Room #10 (Vault)	Time	Activity East High School, Room #105	Time	Activity East High School, Room #303
10:30-11:25	**Fiscal Interview** Chief Financial Officer **FM**	10:30-11:25	**Curriculum & Instruction** DC of core Curriculum IFS **C&I, HR/PD, LGC**	10:30-11:25	**Student Supports Interview** Middle and High School Counselors **SS**
11:45-12:45	**State Support Team SST #5** **Location: Room #105** **ALL DRT MEMBERS**				
12:50-1:55	**DRT Meeting/Working Lunch** Team Workroom – **Room # 130** **ALL DRT MEMBERS**				
2:00 – 2:55	**Leadership Interview** **Community Leaders (e.g., Non-profit organizations, for-profit organizations, etc.)** **Location: East High School, Room 105** **LGC, FM, SS**				
2:00-2:55	**HR/PD Interview** **East High School, Room #10 (Vault)**				
	Technology Integration Supervisor DC of PD & Gifted Chief of HR **HR/PD, C&I**				
3:00-3:55	**Teacher Focus Group** **High and Middle School** **East High School, Room 105** **ALL DRT MEMBERS**			4:05-5:05	**Teacher Focus Group** **Elementary School** **East High School, Room 105** **ALL DRT MEMBERS**
5:15	**Review Team Debrief:** **Location - Team Workroom - Room # 130** **ALL DRT MEMBERS**				

Official District Review Schedule

Day 3—Wednesday, March 20, 2019

	District-wide Professional Development Day No School				

Time	Activity East High School, Room #10 (Vault)	Time	Activity East High School, Room # 105	Time	Activity East High School, Room #303
8:00-8:30	**DRT Meeting ALL DRT MEMBERS** **Location: Team Workroom - Room #130**				
8:30-9:25	**Student Supports Interview**	8:30-9:10	**Leadership Interview**	8:30-9:25	**HR/PD Interview**
	Social Workers **SS, C&I**		Superintendent **LGC, FM, A&D**		Chief Academic Officer Chief of HR Chief of Equity **HR/PD, C&I**
		9:15-9:55	Chief of Academic Accountability & Assessment DC of Teaching & Learning DC of PD & Gifted Director of Strategic Initiatives **LGC, FM, A&D**		
9:30 – 9:55	**DRT Work Session- ANY DRT MEMBERS (not in an interview)** **Location: Team Workroom - Room #130** **C&I, SS**				
10:00-10:55	**Leadership Interview**	10:00-10:55	**Student Supports**	10:00-10:55	**OPEN – Attend Professional Development**
	Chief Academic Officer Accounting Specialist Federal & State Programs Technology Integration Supervisor **LGC, FM**		Chief of Student Services DC of PD & Gifted Chief of Secondary Schools DC, Teaching & Learning **SS, C&I 2**		**HR/PD, C&I, A&D**
11:00-11:55	**Fiscal Interview**	11:00-11:55	**Student Supports Interview**	11:00-11:55	**Leadership Interview**
	Accountant Accounts Payable Payroll Accountant Accounts Payable EMIS Coordinator **FM**		School Psychologists **SS, C&I 2**		YCSD LEA Union President **LG&C, A&D**

Time	Activity East High School, Room #10 (Vault)	Time	Activity East High School, Room # 105	Time	Activity East High School, Room #303
12:00-2:00	**Working Lunch/Document Review/Professional Development Observations** **Location: Team Workroom - Room #130** **ALL DRT MEMBERS**				
1:00-1:55	**Demonstration of Tableau System** Information Technology **LGC, C&I, SS, A&D**				
2:00-2:55	**OPEN / Evidence Review & Triangulation** **Location –** Team Workroom - **Room #130** **HR/PD, SS**	2:00-2:55	**Fiscal Interview** Supervisor of State & Federal Programs **FM**	2:00-2:55	**Leadership Interview** CIO Chief, Academic Accountability & Assessment **LG&C, A&D, C&I**
3:00-3:55	**Assistant Principals Focus Group** **Location Room #105** **ALL DRT MEMBERS**			4:00-4:55	**Principals Focus Group** **Location: Room #105** **ALL DRT MEMBERS**
5:00-6:00	**Parent Focus Group** **Location – East High School, Room # 105** **ALL DRT MEMBERS**				
6:15	**Review Team Debrief and Team Members** **Location – Team Workroom - Room #130** **ALL DRT MEMBERS**				

Official District Review Schedule

Day 4 – Thursday, March 21, 2019

8:00-12:00	**Classroom Visits – classroom Observers, C&I, HR/PD, SS**				
Time	*Activity* *East High School, Room #10 (Vault)*	*Time*	*Activity* *East High School, Room # 105*	*Time*	*Activity* *East High School, Room #303*
8:30-8:55	**Fiscal Interview** **East High School, Room #10 (Vault)**	9:00-9:55	**Leadership Interview** **CEO Office**	10:00-10:55	**Debriefing Meeting with CEO** **CEO Office**
	Chief of Transportation Information Technology **FM**		CEO **LGC, FM**		CEO **CCI Representative** **DRT Coordinator**
11:00-11:55	**Leadership Interview** Chief Academic Officer Deputy Chief, Teaching & Learning **LGC, FM**	12:30-2:00	**DRT Team Debriefing** **Team Workroom** **ALL DRT MEMBERS**		

Key

A&D = Assessment & Effective Use of Data

C&I = Curriculum & Instruction

FM = Fiscal Management

HR/PD = Human Resources/Professional Development

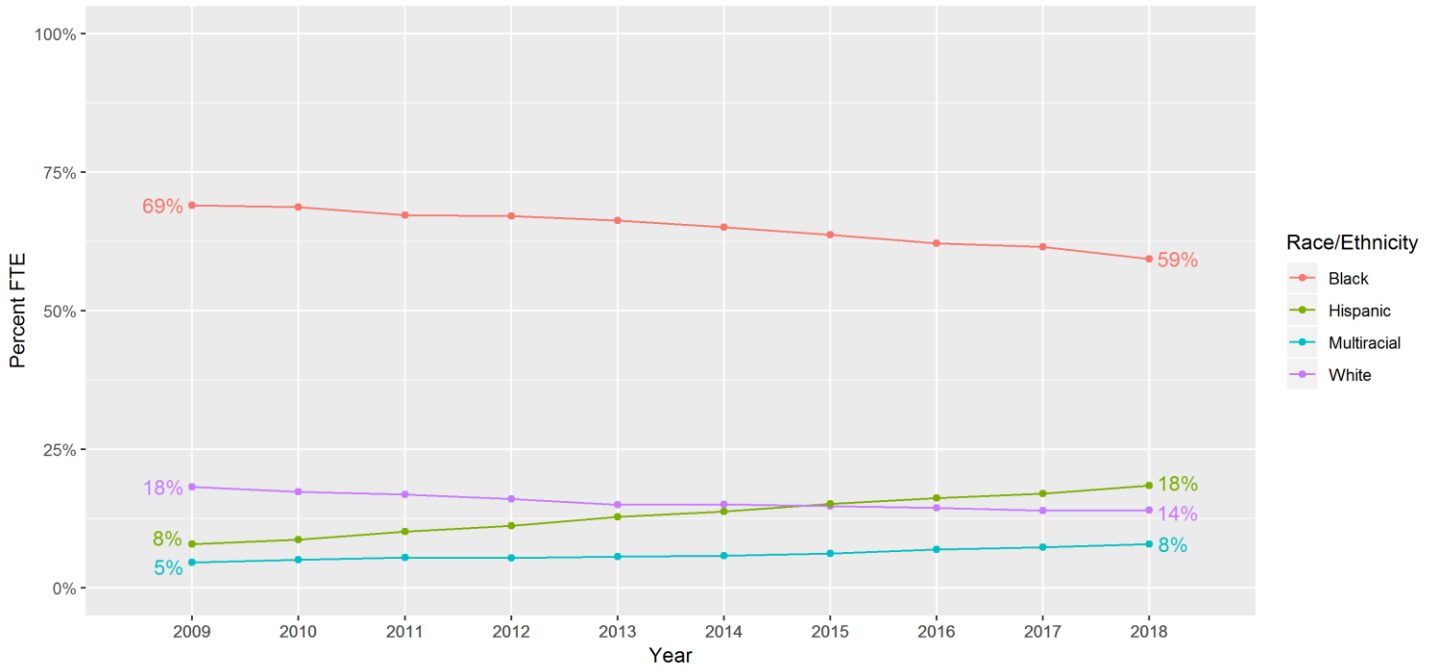**LG&C = Leadership, Governance & Communication**

SS = Student Supports

CCI = Center for Continuous Improvement
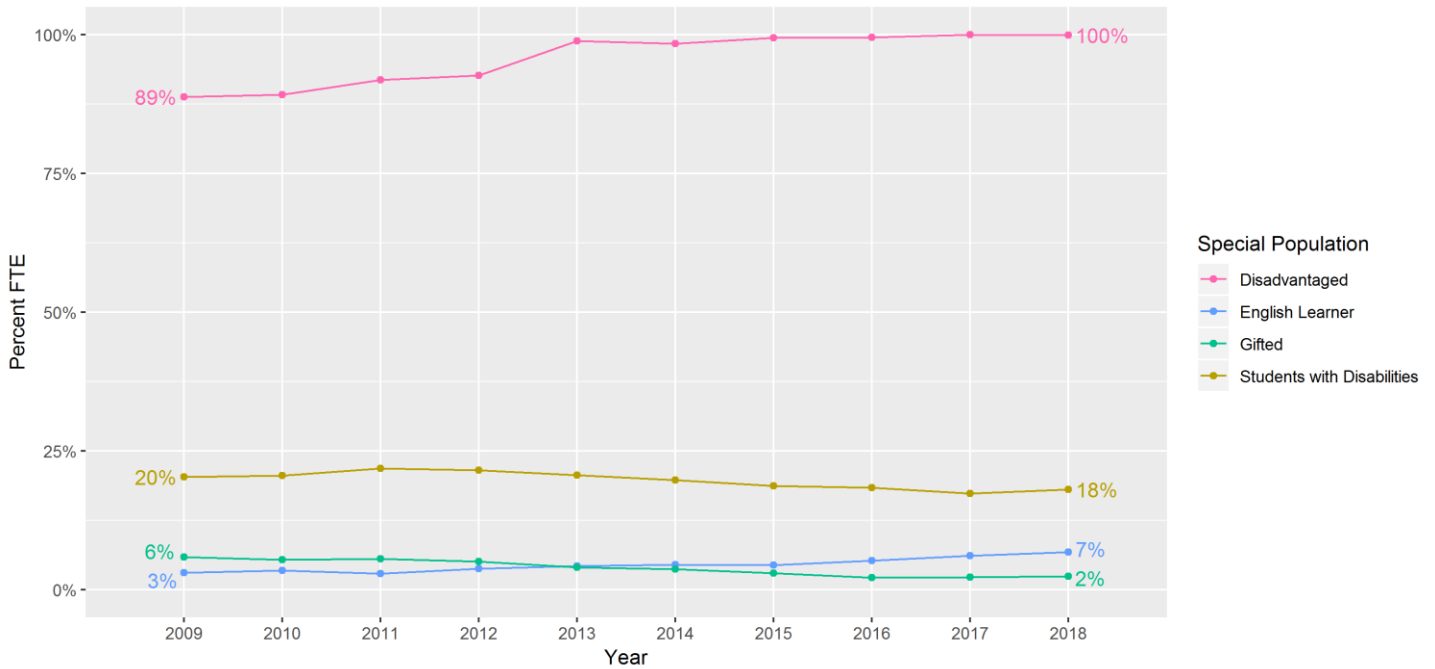
DRT = District Review Team

Appendix B: Figures and Tables Related to Accountability

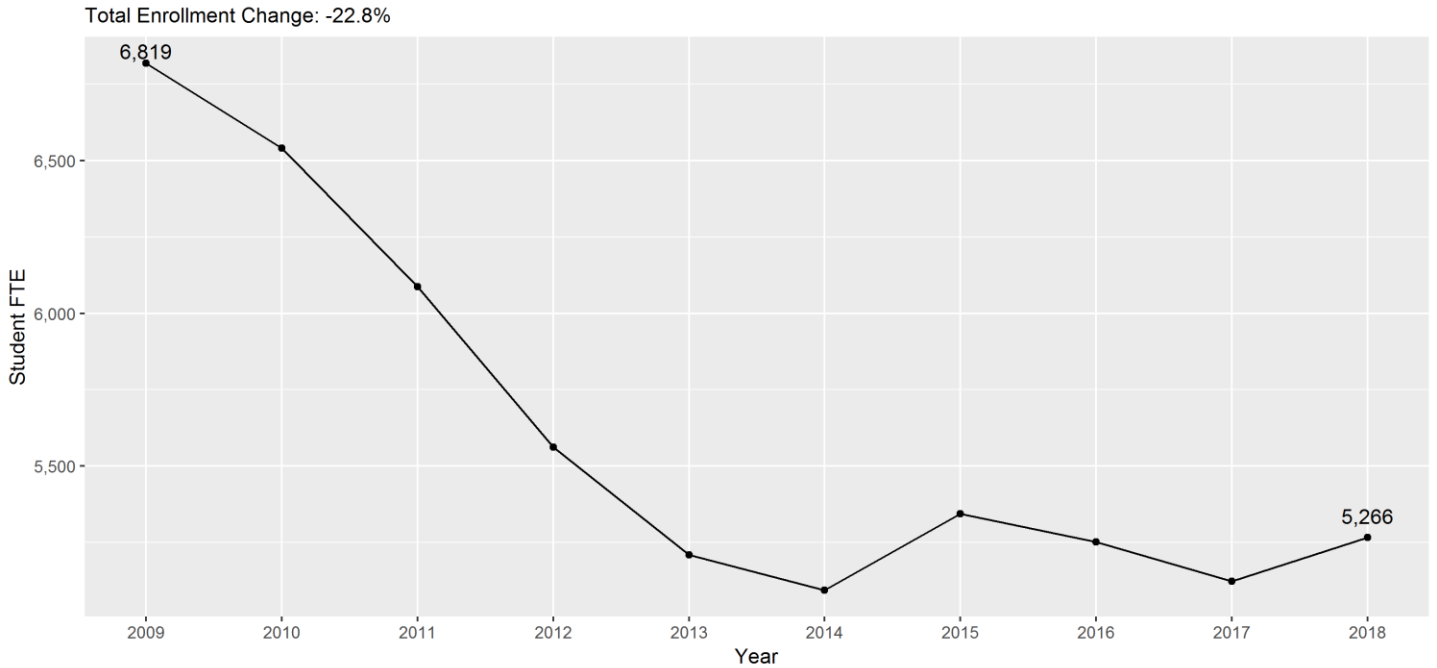Figure B-1: Youngstown City Schools District Enrollment- Race

Source: Ohio Department of Education, Office of Accountability

Figure B-2: Youngstown City Schools District Enrollment – Special Populations
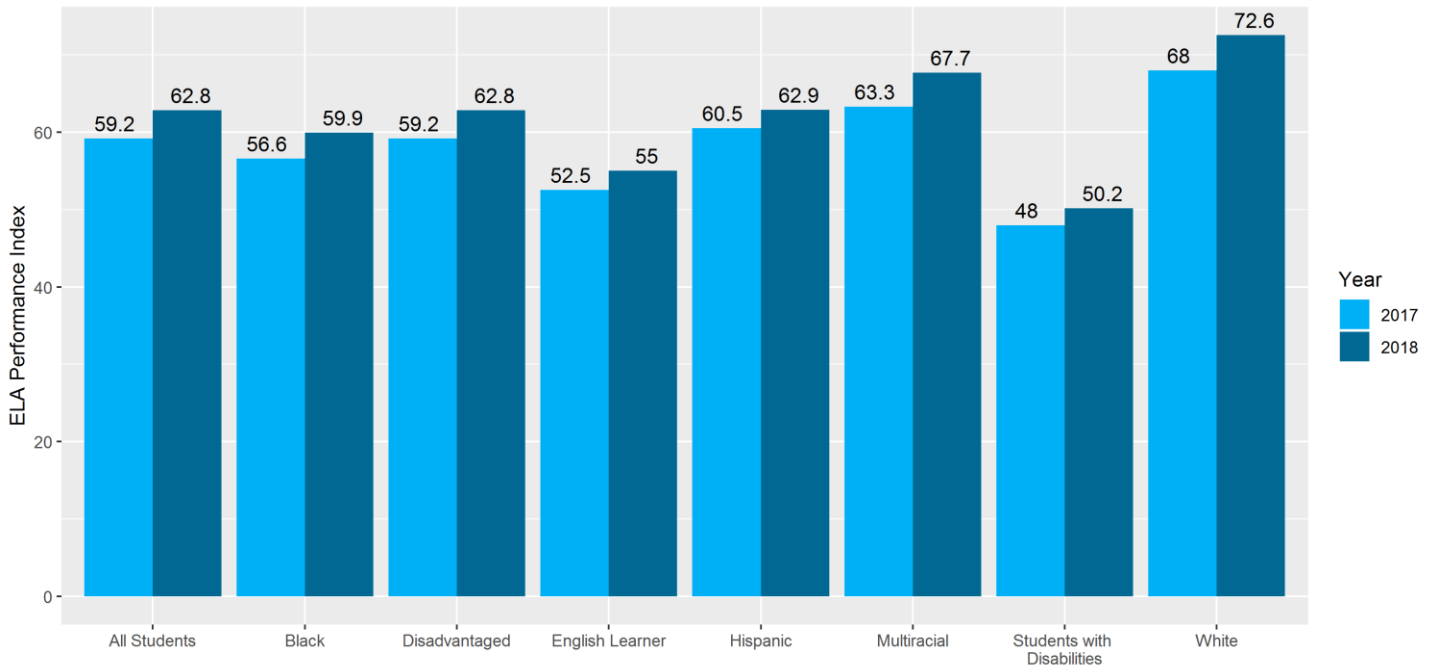

Source: Ohio Department of Education, Office of Accountability

Figure B-3: Youngstown City Schools District Enrollment – 10-Year Trend

Source: Ohio Department of Education, Office of Accountability

Figure B-4: Youngstown City Schools Gap Closing – English Language Arts

Source: Ohio Department of Education, Office of Accountability

Figure B-5: Youngstown City Schools Gap Closing – Mathematics

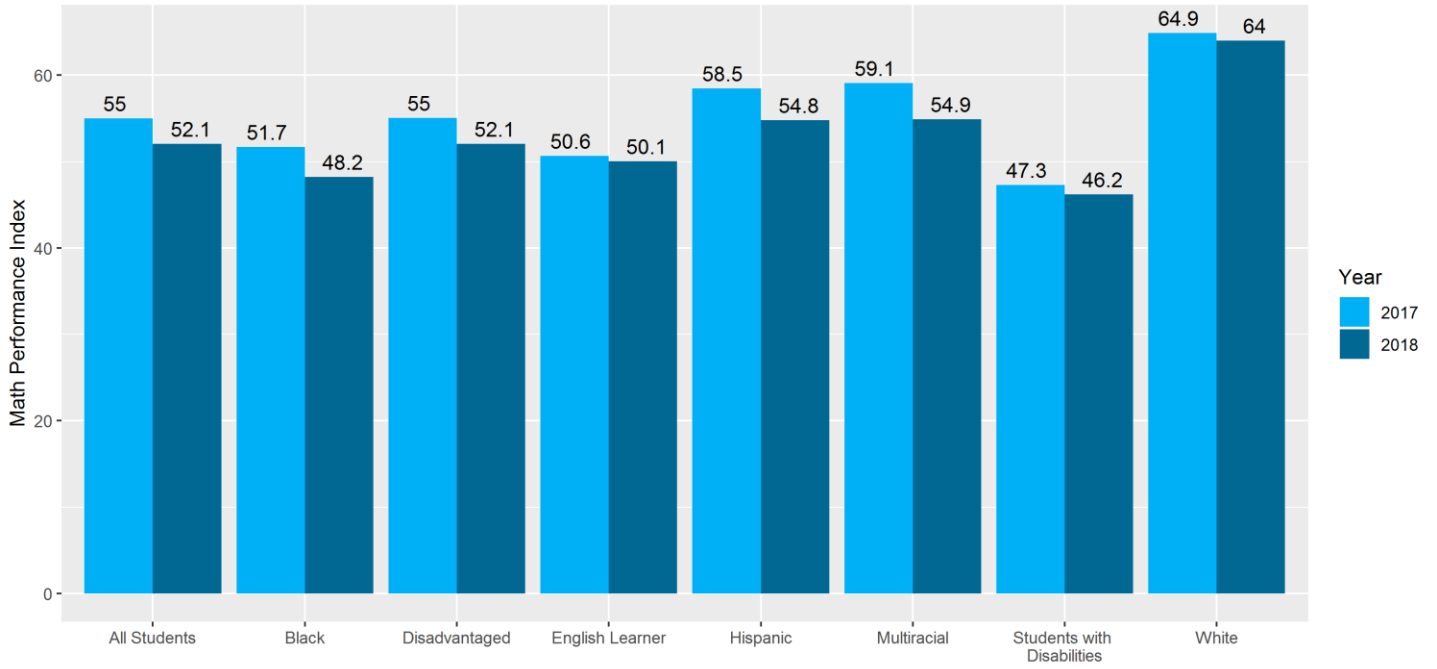Source: Ohio Department of Education, Office of Accountability

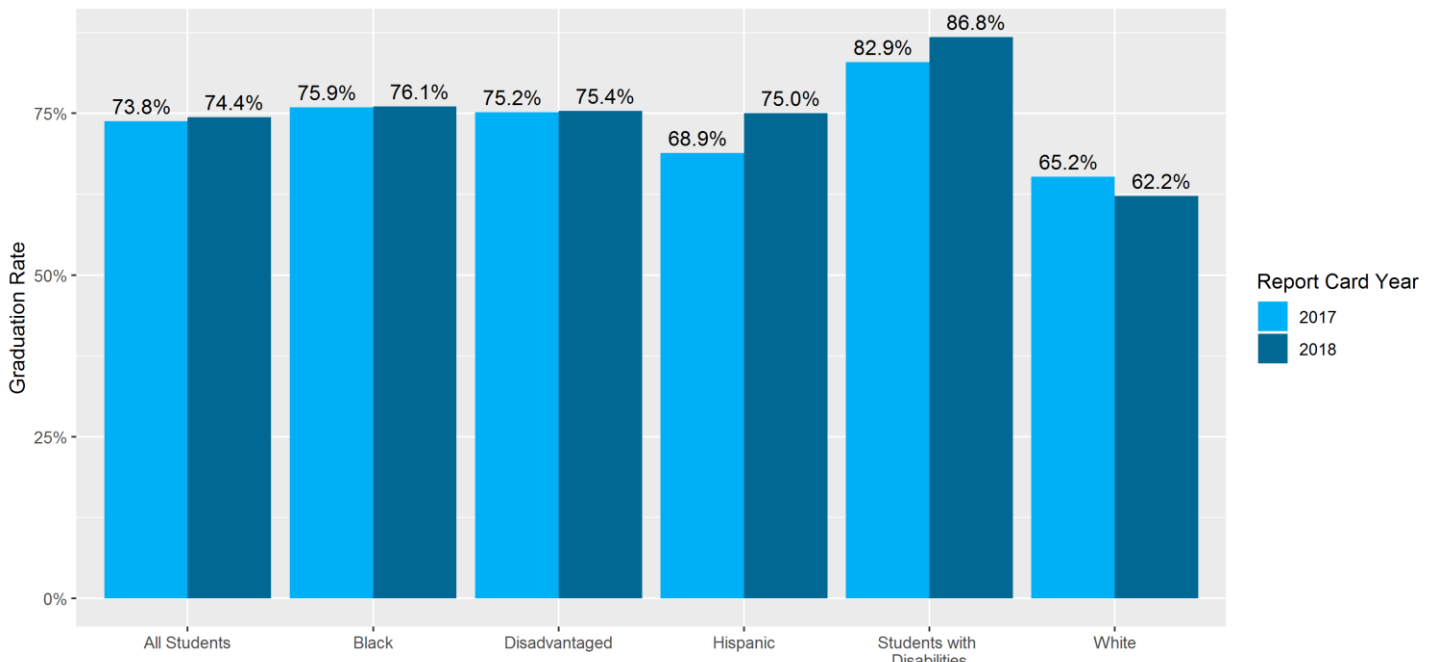Figure B-6: Youngstown City Schools Gap Closing – Graduation

Source: Ohio Department of Education, Office of Accountability

Figure B-7: Youngstown City Schools English Language Arts Proficiency – Trend
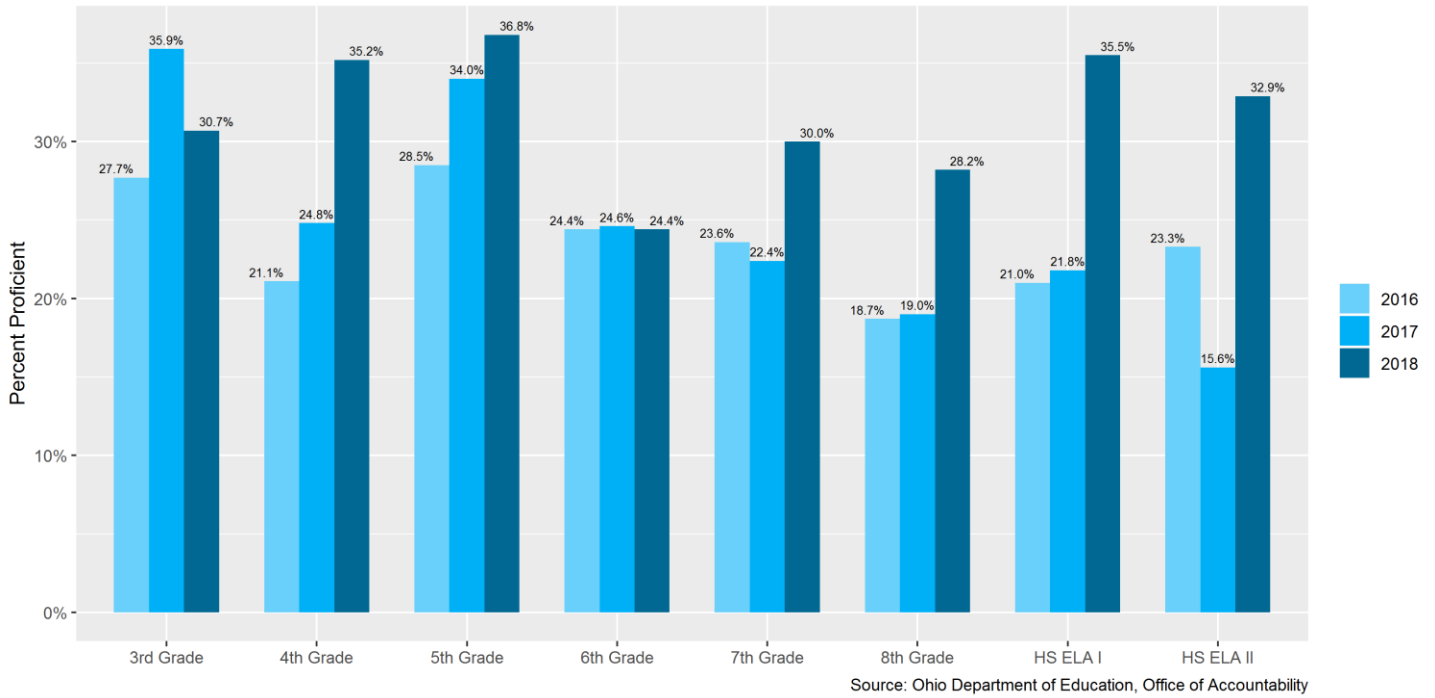

Source: Ohio Department of Education, Office of Accountability

Figure B-8: Youngstown City Schools English Language Arts Proficiency – Comparison

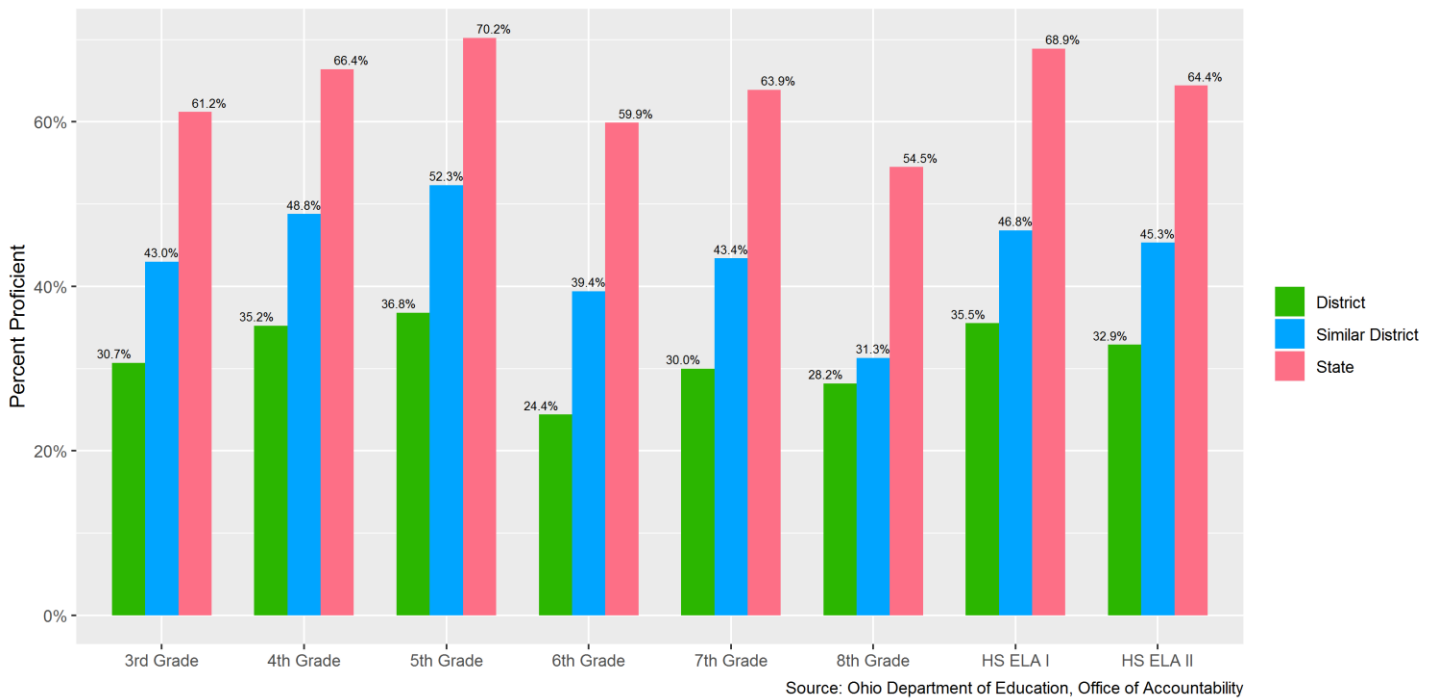Source: Ohio Department of Education, Office of Accountability

Figure B-9: Youngstown City Schools English Language Arts Value-Added

Report: District Value-Added   **Test:** Ohio's State Tests (3-8)

District: Youngstown City School District (045161)   **Subject:** English Language Arts

Year: 2018   **Type:** Accountable

Reporting that includes only those students who were accountable to that school or district is available under the OST Accountable test.

The values in the table below are rounded for display purposes. Note that the unrounded gain is divided by the unrounded standard error to obtain a gain index. The gain index is rounded before being displayed on the Ohio school report card's Progress report. For this reason, the numbers on the two reports might be very different.

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	
2016 Growth Measure		-1.3 O	-3.8 R	-1.6 R	-5.7 R	3.8 DG	-1.6
Standard Error		0.8	0.8	0.7	0.8	0.7	0.3
2017 Growth Measure		-3.3 R	0.1 Y	-1.2 O	-3.5 R	-3.6 R	-2.3
Standard Error		0.8	0.8	0.8	0.7	0.7	0.3
2018 Growth Measure		-2.5 R	0.7 Y	-1.5 R	-0.3 Y	2.1 DG	-0.3
Standard Error		0.8	0.7	0.7	0.7	0.7	0.3
3-Year-Average Growth Measure		-2.4 R	-0.9 R	-1.5 R	-3.1 R	0.9 DG	-1.4
Standard Error		0.4	0.4	0.4	0.4	0.4	0.1
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	
2015 Average Achievement	36.2	41.9	37.4	40.2	29.8	29.9	
2016 Average Achievement	37.2	35.1	36.3	36.7	34.2	34.1	
2017 Average Achievement	37.8	34.2	35.3	34.5	32.6	31.0	
2018 Average Achievement	35.1	36.0	34.5	33.3	34.1	35.1	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts I	2016	400	680.1	21	680.2	21	-0.1 Y	0.7
	2017	549	683.8	20	687.0	23	-3.0 R	0.6
	2018	300	690.1	19	694.3	23	-4.0 R	0.8
	3-Yr-Avg	1249	684.1	18	686.6	20	-2.3 R	0.4

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts II	2016	295	680.8	21	676.5	18	4.1 DG	0.9
	2017	457	677.5	18	681.0	21	-3.3 R	0.7
	2018	279	684.6	18	685.9	19	-1.2 O	0.8
	3-Yr-Avg	1031	680.4	18	681.1	18	-0.6 O	0.5

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

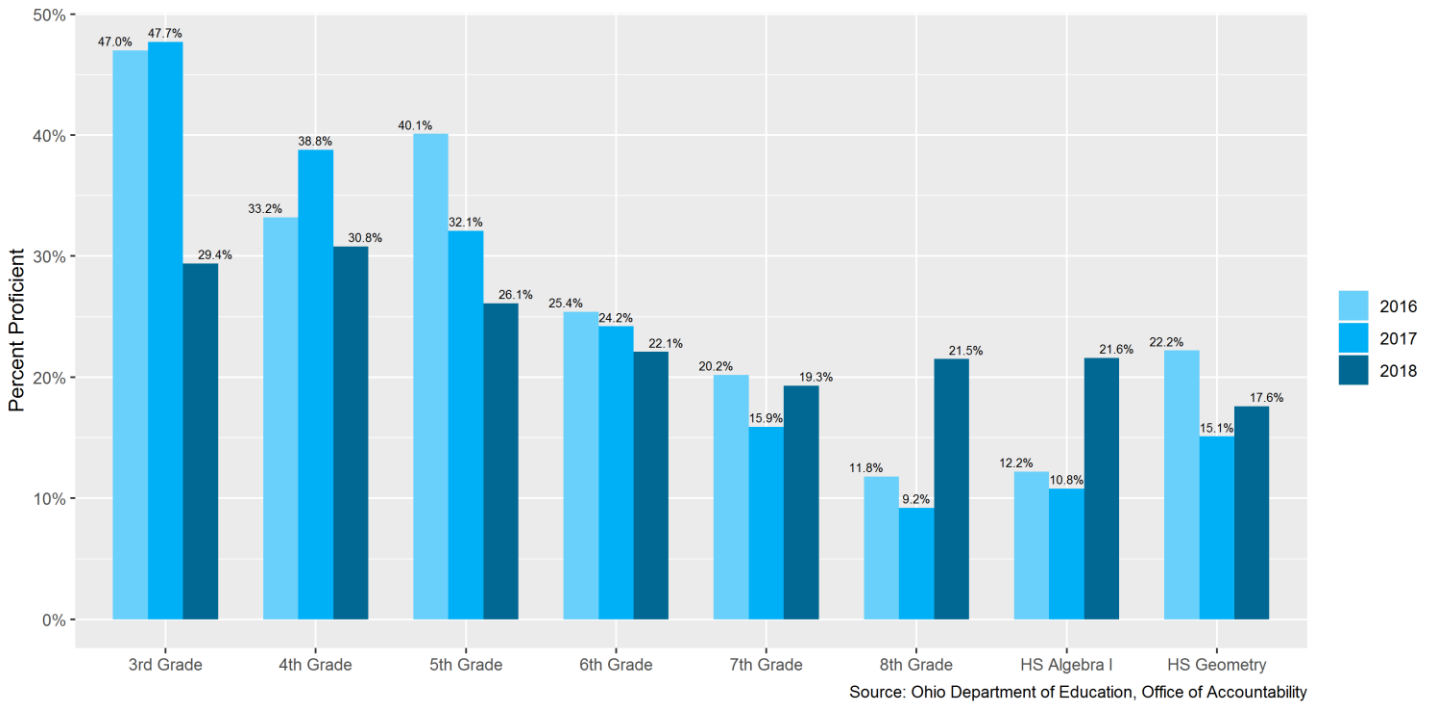Figure B-10: Youngstown City Schools Mathematics Proficiency – Trend

Source: Ohio Department of Education, Office of Accountability

Figure B-11: Youngstown City Schools Mathematics Proficiency – Comparison

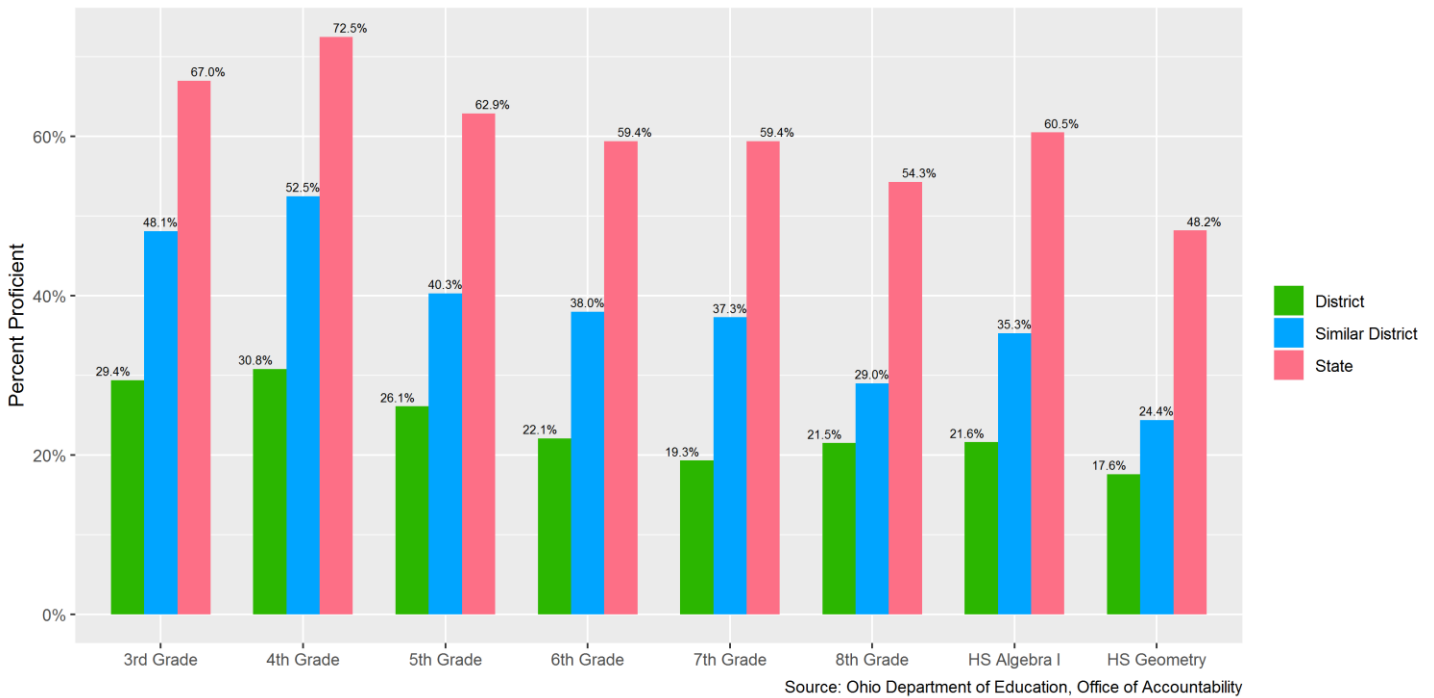Source: Ohio Department of Education, Office of Accountability

Figure B-12: Youngstown City Schools Mathematics Value-Added

Report: District Value-Added   **Test:** Ohio's State Tests (3-8)

District: Youngstown City School District (045161)   **Subject:** Mathematics

Year: 2018   **Type:** Accountable

Reporting that includes only those students who were accountable to that school or district is available under the OST Accountable test.

The values in the table below are rounded for display purposes. Note that the unrounded gain is divided by the unrounded standard error to obtain a gain index. The gain index is rounded before being displayed on the Ohio school report card's Progress report. For this reason, the numbers on the two reports might be very different.

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	
2016 Growth Measure		-5.0 R	1.3 LG	-2.2 R	-3.7 R	-4.8 R	-2.8
Standard Error		0.7	0.7	0.6	0.6	0.8	0.3
2017 Growth Measure		-6.3 R	1.4 DG	-5.9 R	-6.7 R	-5.5 R	-4.5
Standard Error		0.7	0.6	0.6	0.6	0.8	0.3
2018 Growth Measure		-7.4 R	-2.5 R	-3.5 R	-2.7 R	-1.4 R	-3.6
Standard Error		0.7	0.6	0.6	0.6	0.7	0.3
3-Year-Average Growth Measure		-6.2 R	-0.0 Y	-3.8 R	-4.5 R	-3.6 R	-3.6
Standard Error		0.4	0.4	0.4	0.4	0.4	0.1
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	
2015 Average Achievement	40.9	38.8	36.5	34.0	34.8	27.5	
2016 Average Achievement	40.8	35.4	38.7	35.3	31.0	30.0	
2017 Average Achievement	38.0	34.0	36.4	32.6	28.3	25.4	
2018 Average Achievement	31.6	31.6	31.8	32.3	29.5	27.4	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Algebra I	2016	510	673.3	21	675.6	24	-2.2 R	0.7
	2017	663	676.2	20	680.0	25	-3.7 R	0.6
	2018	266	676.9	16	680.6	17	-3.7 R	0.9
	3-Yr-Avg	1439	675.3	17	678.6	21	-3.2 R	0.4

| Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Geometry	2016	324	680.7	26	676.1	21	4.6 DG	0.9
	2017	453	671.9	23	671.2	22	0.8 Y	0.8
	2018	288	661.1	17	662.3	18	-1.2 O	1.1
	3-Yr-Avg	1065	671.7	21	670.3	19	1.4 DG	0.5

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: Youngstown City Schools Performance Index – Trend
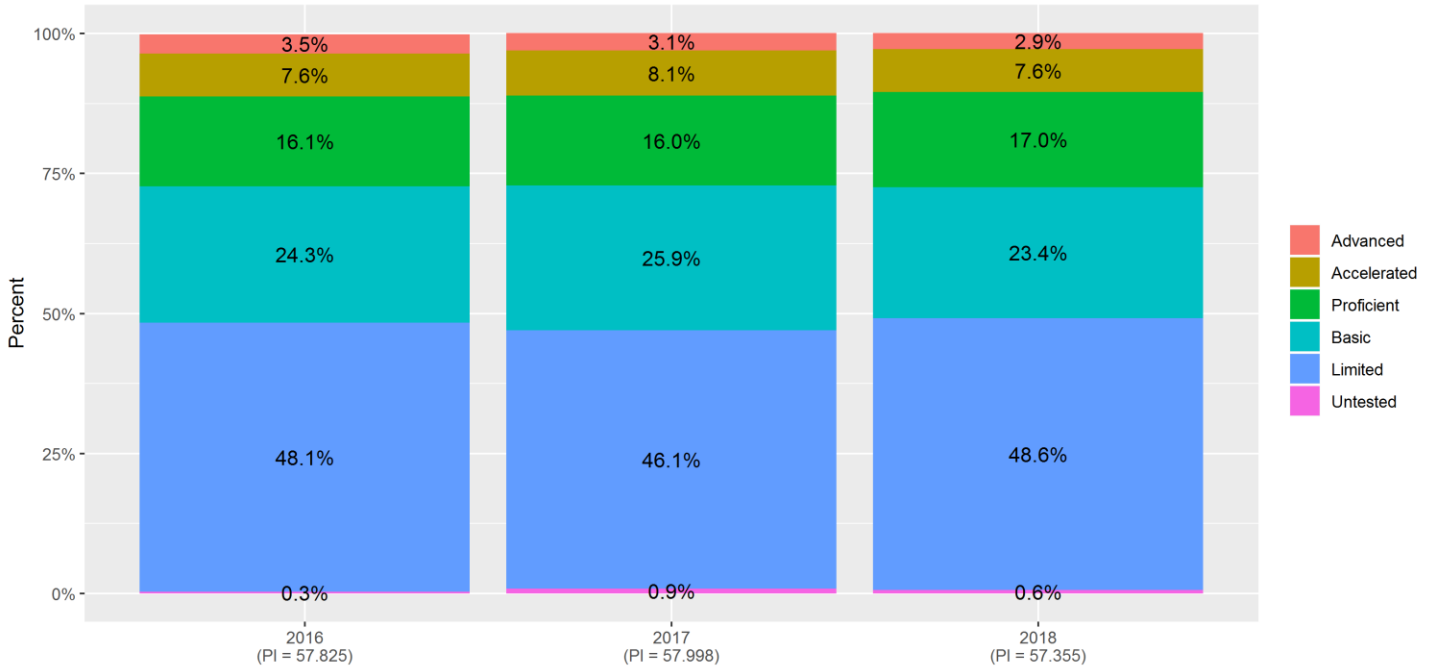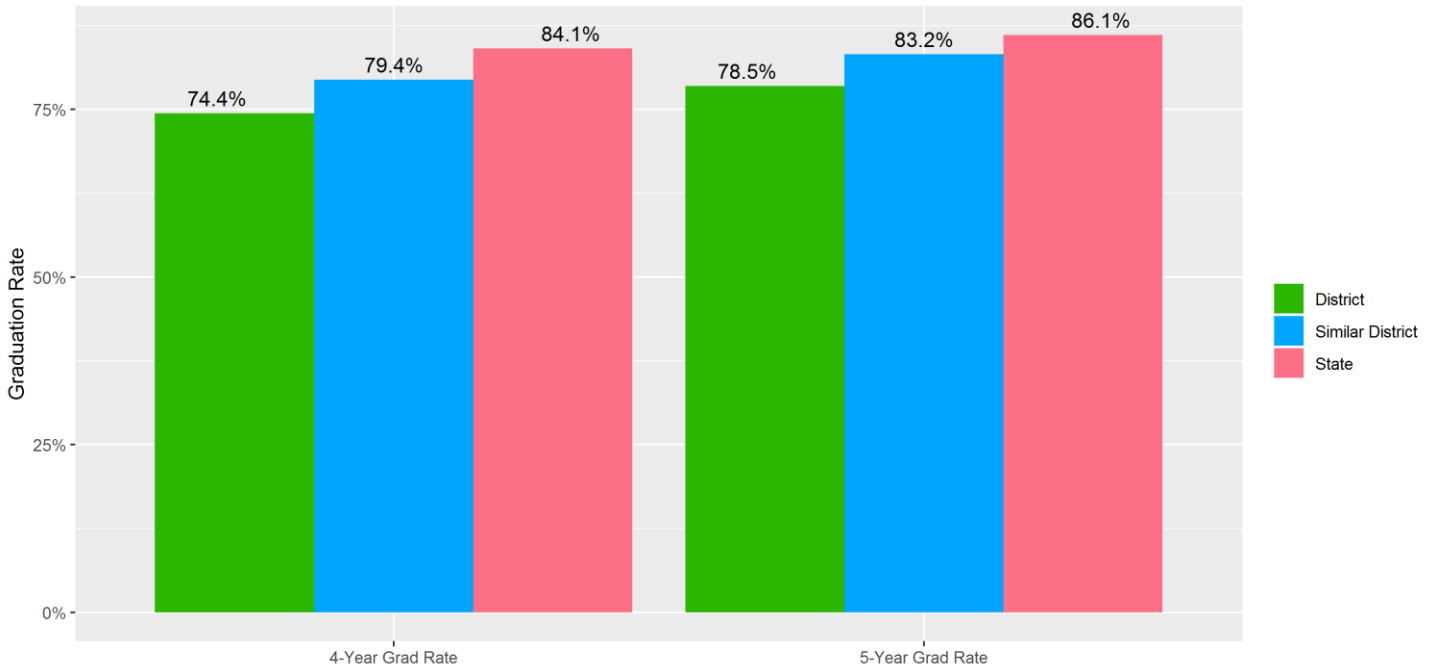

Source: Ohio Department of Education, Office of Accountability

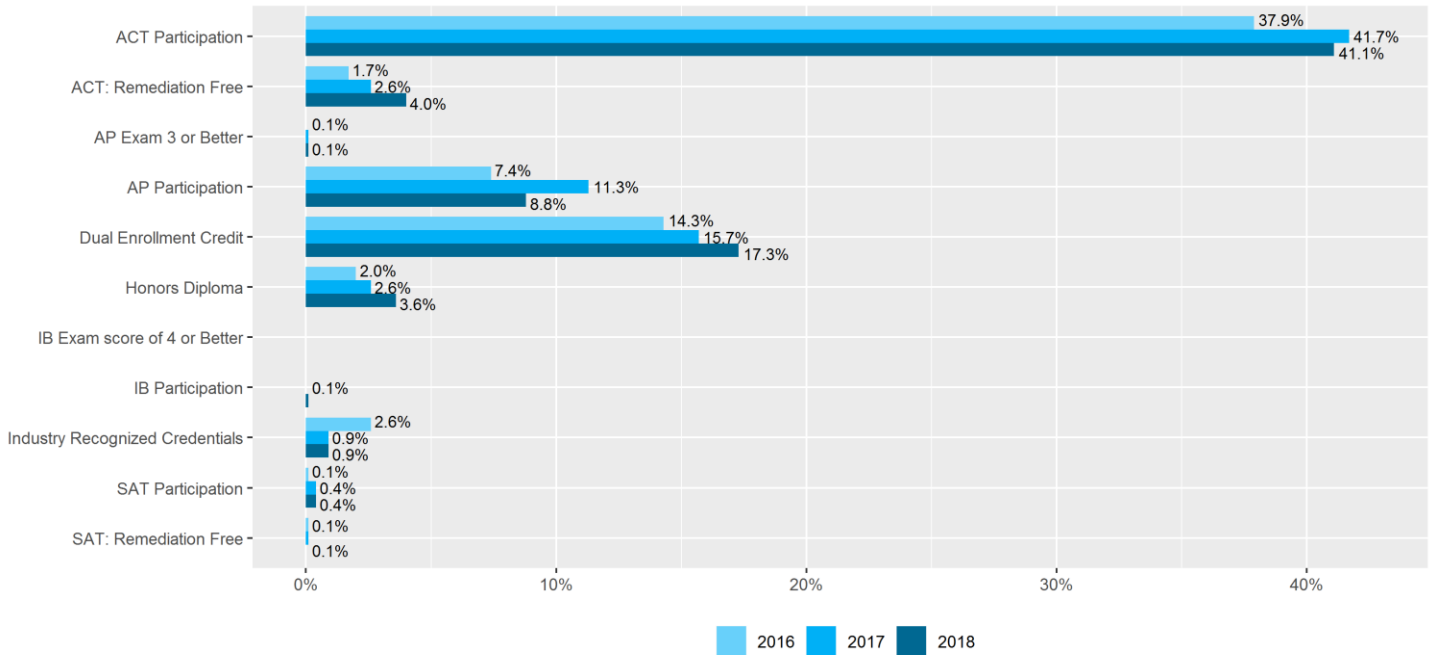Figure B-14: Youngstown City Schools Graduation Rate – Trend
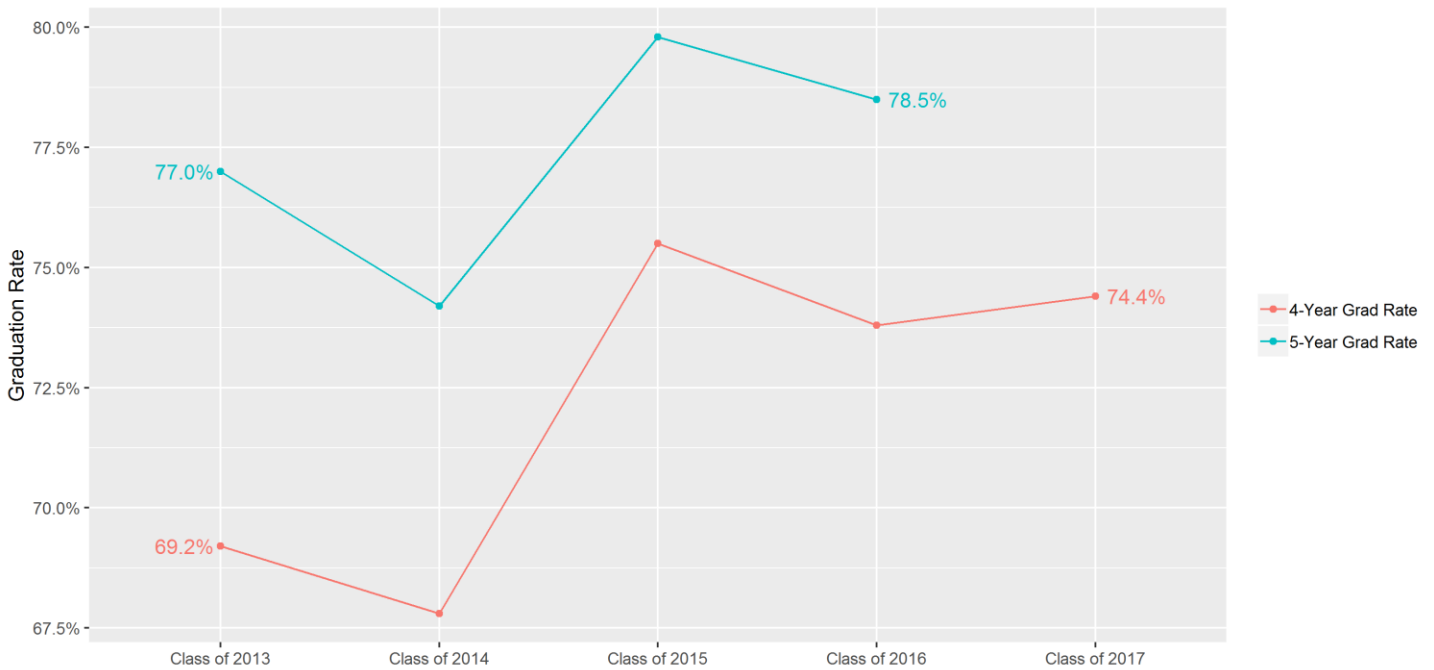
Source: Ohio Department of Education, Office of Accountability

Figure B-15: Youngstown City Schools Graduation Rate – Comparison

Source: Ohio Department of Education, Office of Accountability

Figure B-16: Youngstown City Schools Prepared for Success – Trend

Source: Ohio Department of Education, Office of Accountability

Figure B-17: Youngstown City Schools Student Attendance Rate
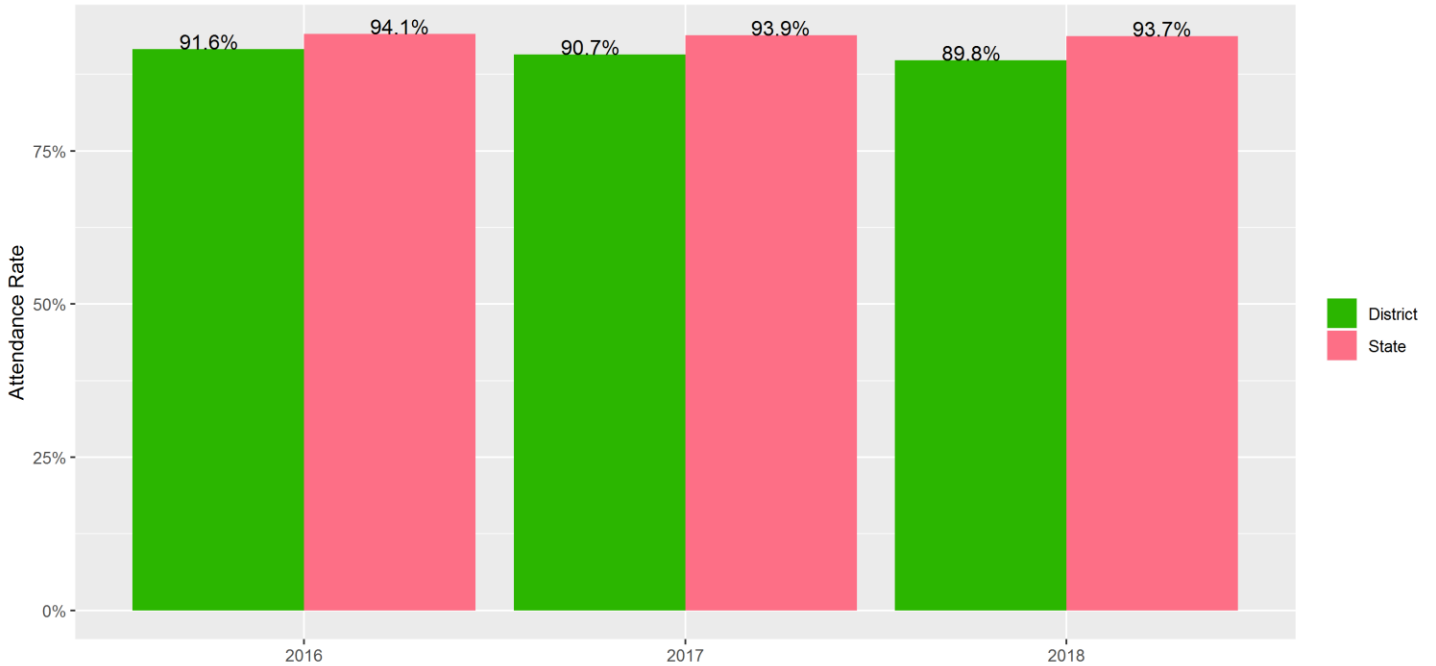
Source: Ohio Department of Education, Office of Accountability

Figure B-18: Youngstown City Schools Chronic Absenteeism Rate
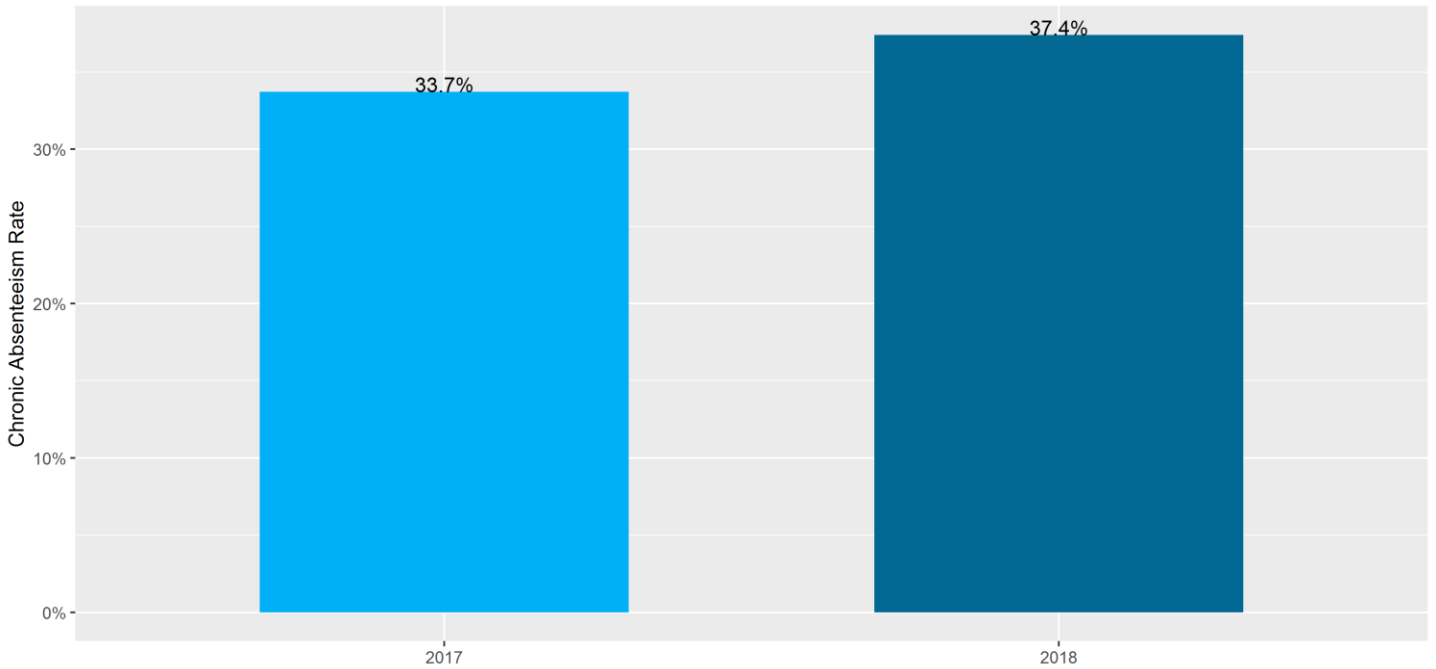
Source: Ohio Department of Education, Office of Accountability

Figure B-19: Youngstown City Schools Chronic Absenteeism – Support Tiers
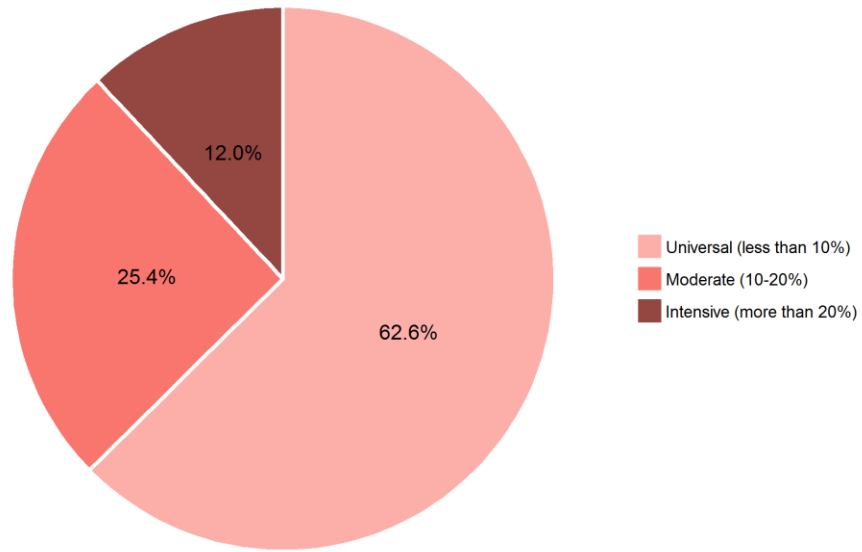
Source: Ohio Department of Education, Office of Accountability

Figure B-20: Youngstown City Schools Chronic Absenteeism – Grade Level
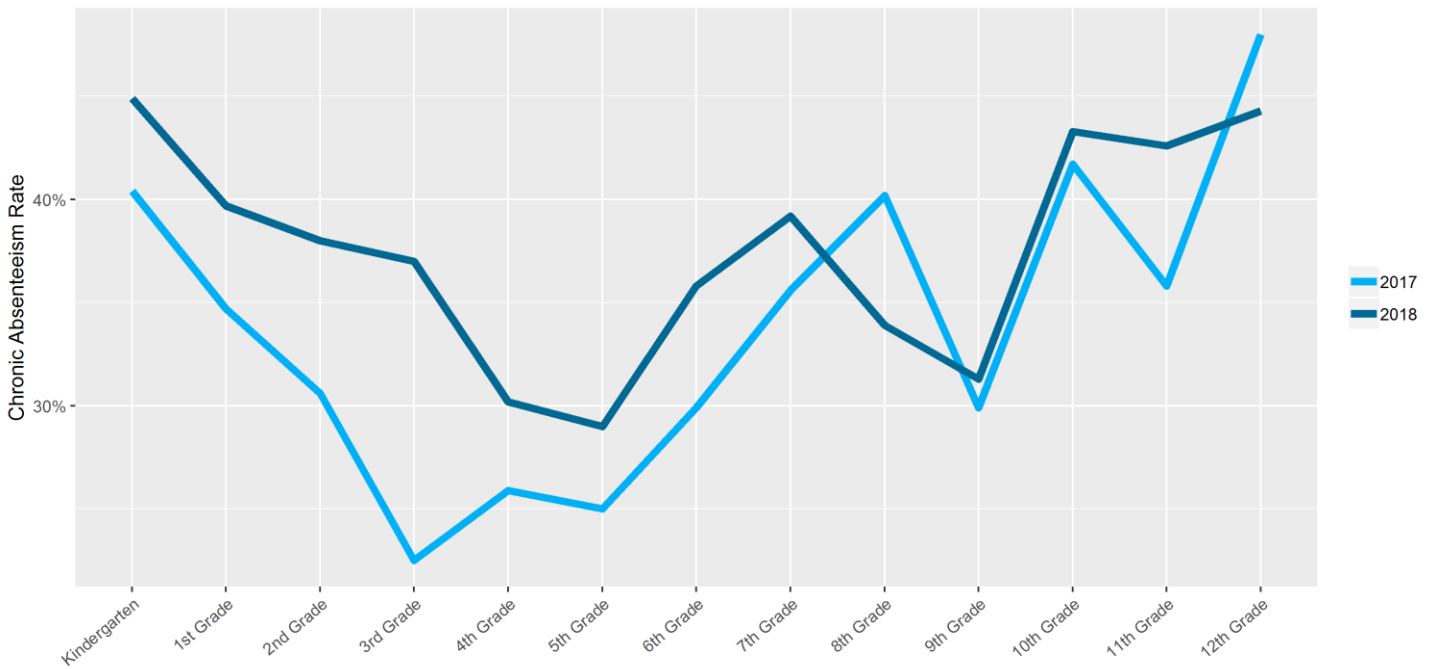
Source: Ohio Department of Education, Office of Accountability

Figure B-21: Youngstown City Schools Improving At-Risk K-3 Readers – Overview

Figure B-22: Youngstown City Schools Improving At-Risk K-3 Readers – Detail

Figure B-23: Youngstown City Schools Spending Per Equivalent Pupil

Source: Ohio Department of Education, Office of Accountability

Figure B-24: Youngstown City Schools classroom vs Non-classroom Expenditures

District Expenditures
in 2018

Non-Classroom
41.5%

Classroom
58.5%
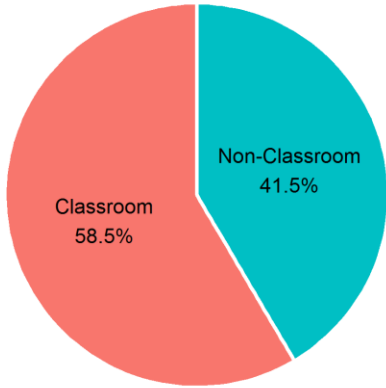
Similar District Expenditures
in 2018
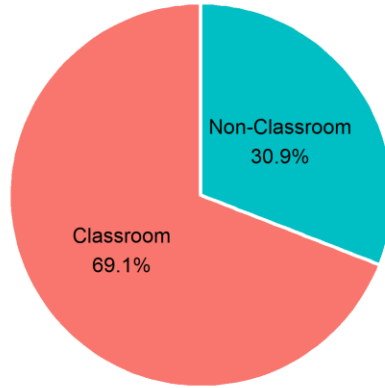
Non-Classroom
30.9%

Classroom
69.1%

State Expenditures
in 2018

Non-Classroom
32.4%

Classroom
67.6%
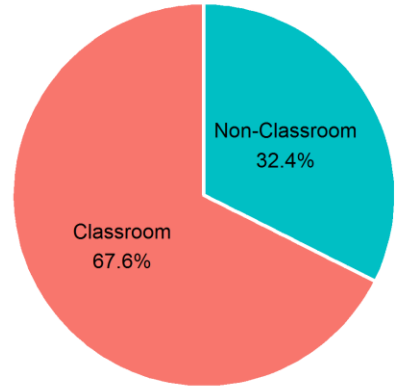
Source: Ohio Department of Education, Office of Accountability

Figure B-25: Youngstown City Schools Revenue Sources

17.2%   1.4% 9.5%

71.9%

- Local
- State
- Federal
- Other Non-Tax
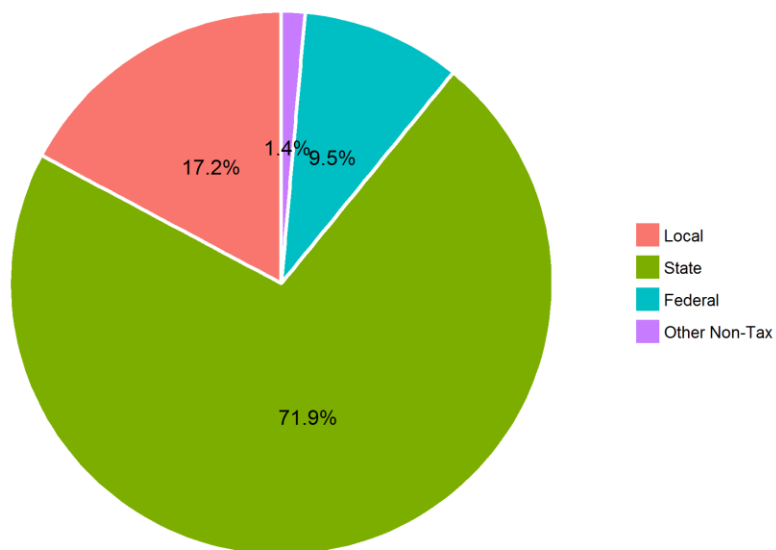
Source: Ohio Department of Education, Office of Accountability

Table B-1: Youngstown City Schools Staff Summary

Year	Average Teacher Salary	Highly Effective Teacher Percent	Teacher Attendance	Percent of Teachers with Master's or Doctorate
2013	$52,528	99.1 percent	93.5 percent	56.0 percent
2014	$52,974	100.0 percent	92.5 percent	54.4 percent
2015	$52,372	99.5 percent	92.8 percent	49.1 percent
2016	$56,096	98.2 percent	93.7 percent	45.2 percent
2017	$50,051	95.8 percent	93.6 percent	38.0 percent
2018	$48,757	94.9 percent	93.5 percent	36.1 percent

Table B-2: Youngstown City Schools Cupp Report – Expenditure per Student Comparison

Expenditure	Youngstown City Schools	Comparable District Average	Statewide Average
Administration	$3,404.94	$2,066.66	$1,600.87
Building Operations	$4,186.96	$2,585.04	$2,244.43
Instruction	$8,204.47	$7,224.07	$6,949.79
Pupil Support	$1,113.68	$867.11	$738.69
Staff Support	$1,374.39	$609.15	$419.36

Source: Cupp Report, FY2018

Expenditure Data (Adapted from the Ohio Department of Education 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.

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.

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.

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.

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.

Note: The expenditure figures provided in the report only pertain to the public-school districts and do not reflect expenditures associated with the operation of start-up community schools or other educational entities. Only the expenditures of community schools that public school districts (conversion schools) sponsor are included in these figures as these community schools are the creations of the sponsoring public-school districts and as such the public-school districts are responsible for their operations. Traditionally, the calculation of the expenditure per pupil has been predicated on dividing the total cost of a category of expenditure by the total yearend ADM of the district. In recent years a second approach to this calculation has also been developed in which the ADM base of the calculation is adjusted first based on various measures of need of the students involved. In this manner students who are economically disadvantaged or have special needs or participate in additional educational programs are weighted more heavily than regular students based on the notion that these students require higher levels of investment to be educated. Depending on the context, one of these calculations may be preferred over the other. Historically we have included the unweighted calculation of the per-pupil revenue on the District Profile Report and to keep the report consistent over time the updates reflect the same per-pupil calculations. Users can consult the Report Card source on the Ohio Department of Education website if they wish the both calculations. This situation also applies to the Revenue by Source information also provided on this report.

Table B-3: Youngstown City Schools Cupp Report – District Financial Status from Five-Year Forecast

Expenditure	Youngstown City Schools	Comparable District Average	Statewide Average
Salaries	37.62 percent	46.63 percent	53.25 percent
Fringe Benefits	14.74 percent	18.83 percent	21.07 percent
Purchased Services	45.05 percent	30.94 percent	21.11 percent
Supplies and Materials	1.53 percent	2.61 percent	2.92 percent
Other Expenditures	1.06 percent	1.00 percent	1.66 percent

Source: Cupp Report, FY2018

Appendix C: 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 drawn from multiple sources of data.
No Data Collected		The reviewer did not collect evidence on this practice or practice does not apply to this school, and therefore reviewer is unable to select a score for this particular practice. Selecting "No Data Collected" will not reduce the school or district's profile score.

Standards I, II and V: Instructional Inventory

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

District IRN:_____ School:_____Building:**Pre-K**   **ES**   **MS**   **HS**   **Alternative School**

Students:_____ #Teachers:_____ #Assistants:_____

Class: **Gen ED**   **EL**   **SWD**   **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
CLASSROOM 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 and instructional delivery are aligned to Ohio's Learning Standards.								
7. The teacher communicates clear learning objectives aligned to Ohio's Learning Standards.								
8. The teacher demonstrates knowledge of subject and content.								
9. The teacher provides opportunities for students to engage in discussion and activities aligned to Webb's								

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
Depth of Knowledge.								
10. The teacher helps students make connections to career and college preparedness and real-world experiences.								
11. The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group.								
12. The teacher conducts frequent formative assessments to check for understanding and inform instruction.								
13. The teacher uses available technology to support instruction, engage students, 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 use technology as a tool for learning and/or understanding.								
17. Students assume responsibility for their own learning whether individually, in pairs, or in groups. [Please provide 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								
1. The teacher conducts frequent formative assessments to check for understanding and to inform instruction.								➤
2. The teacher makes timely instructional adjustments based upon informal formative assessments.								➤
3. Student performance data, including formative assessment results, is displayed in classrooms, hallways, etc.								➤
SOUND INSTRUCTIONAL PRACTICES								
4. Differentiated instruction in the classroom is demonstrated through remediation, enrichment, or grouping strategies.								➤
5. Standards-based instruction is demonstrated through the use of clear learning targets.								➤
ACCESS TO TECHNOLOGY								
6. Technology (e.g. smart boards, laptops, desktops, tablets, etc.) is available for student use.								➤
USE OF TECHNOLOGY								
7. Students are using technology as part of their classroom instruction.								➤

Inventory Item	0	1	2	3	4	5	NDC	Evidence
8. The teacher integrates the use of technology in instruction.								➢

Standard VI: Fiscal Inventory

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

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

Students:_____   #Teachers:_____   #Assistants:_____

Class: **Gen ED**   **ELL**   **Special ED**   **Self Contained**   **Title I**

Part of Lesson Observed: **Beginning**   **Middle**   **End**   Observer: _____

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

Fiscal Inventory – General Building and Facilities Review

Warm, Dry, Safe =

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

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

Building Observation Report

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

District: _____ **Time Out:** _____

Building: _____

Reviewer: _____

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

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

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

Appendix D: List of Documents Reviewed

#2 administration evaluations
#22A, B, C, D Job Description Central Office Administration 18-19
#23 Evaluation for Instructional Framework Specialist
10-12-2018 Learning of Learning Professional Development NEOEA Day - Sign-in sheet
10-12-2018 Pre-planning NEOEA Day Survey
10-19-2018 Professional Development
10-25 Quality Review Mapping & Interim Assessments sign-in sheets
11-1-2018 Building Leadership Team Districtwide Calibration Meeting
11-6-2018 All Things Google agenda
1-22-19 MD, ED, Autism, Intervention Specialist Professional Development
1-23-2018 Agenda for Human Resource Professional Development meeting
1-23-2019 Professional Development Day Evaluation
1-23-2019 Professional Development Day Evaluation
17-18 DIBELS Percentages at Grade Level
17-18 Red Zone Full Analysis
17-18 ThinkCERCA Mid-Year Program Review
18-19 Principal & Assistant Principal Score Cards and 2018-2019 Score Cards
2017-2018 Aggregate Ratings (Ohio Teacher Evaluation System)
2018-2019 DIEBELS Progress Monitoring Calendar
2018-2019 Professional Development Youngstown City School District
2018-2019 Youngstown City School District IFS Preliminary Evaluation
2018-2019 Youngstown City School District Online Programs
3-20-2018 Creating a Transition to Prepare for the Future
5 Year Forecast & Assumptions
6.0 Chief of Human Resources Revised
6-12-2018 Academic Team Meeting
7_30-2018 to 8-10-2018 Principal Retreat agendas
8-14-2018 New Staff Orientation Survey and Feedback
8-16-2018 The New ETR/IEP
8-17 Resources-ThinkCERCA, Istation, Northwest Evaluation Association in Library Sign-in sheets
8-17-2018 Introduction to Unique Learning System
8-3-2018 Principal Retreat Agenda, Day 2, Day 3, Day 5 and Day 10
8-6-18 Apple Training Rayen Early College High School
9-24-2018 The New IEP Professional Development
Academic Distress Commission meeting agenda on Jan. 4, 2019, Nov. 27, 2018, and Sep. 27, 2018, and Jun. 8, 2018
Academic Distress Commission Meeting Notice for Jun. 8, 2018, sent Jun. 4, 2018
Agendas for Mar. 20, 2019 Professional Development
Alternative Placement Planning Session Aug. 27, 2018
Analysis and Intervention Support Tracking
Annual Appropriation Measure
Appendix D: Curriculum Resources: Teacher Certification and Training
Appendix F: Curriculum Resources: English language arts and math 2016-2017
Attendance FAQ Youngstown City School District
Auditor of State of Ohio website
Blast Common Core
Board and Chief Executive Officer Update Minutes
Board Member Retreat Oct. 8, 2018
Board of Education Minutes from Jun. 2018 to Jan. 2019
Board of Education Minutes Jul. 24, 2018

Breakfast Awards Press Release
Budget spreadsheet document
CHAMPS Training
CHAMPS: A Proactive & Positive Approach to classroom Management
Chaney Community Survey Data Report Part 1
Chaney High School Instructional Practices Assessment Oct. 15, 2018
Chief Communications Schedule
Chief Executive Officer Update 1-7-2019
Chief Information Officer Organizational Chart
Chief Operating Officer Community Stakeholder Meeting 9-25-2018
Chief Operating Officer Parent Stakeholder Meeting 9-26-2018
Chief Operating Officer Student Family Dinner Goal III Revision 9-4-2018
Choffin Career Center Fall Administration School Quality Survey
Choffin Newsletter December 2018
Communication Log
Comprehensive Assessment Schedule 9 schools and Choffin
Consulting Services Contract with International Center for Leadership in Education
Consulting Services Contract with Knowledge Works
Copy of Youngstown City School District Sep. 24, 2018 District Leadership Team Meeting Evaluation
Core Curriculum and Instruction
Corrective Action Plan Compliance Letter Dec. 11, 2018
Corrective Action Plan Dec. 11, 2018
Cosner, Ray Final
Count Down Scope and Sequence
Cross Department Professional Development Plan
Data Evidence Binder Checklist
Dean meetings Sept. 12, 2018, Oct. 10, 2018, and Dec. 12, 2018
Department of Student Services Building Coordinator/Instructional Framework Specialist Schedule and Feedback
District Leadership Team Notes for 9-24-2018 Meeting Development Plans and agenda planning notes
District Leadership Team Sign-in Sheet Fall 2018 Strategic Plan Revisions
District Local Report Cards for 2017-2018 and 2016-2017
District-wide meeting Parts 1 & 2
East Empowerment Press Release
East High School State Review 2018-2019
East Reunion Press Release
East Victory Park Press Release
Email from Lori Kopp regarding expectations by Intervention Specialist Waiver Day Mar. 20, 2019
Emails from John LaPlante regarding Chief Communication Monthly Survey on Feb. 13 and Mar. 14, 2019
eSpark Missions graph
Evaluations Administration McGinnis-Scarsella
Evaluations for Dean of Students
Executive Dashboard 2018-2019
Family Engagement Calendar
FY 18 East High School Comparison Student and Staff Survey Title: Student and Staff Comparison and Analysis
Guide for Grades 6-12 East High School 2018-2019 Dated Dec. 10, 2018
Gizmos Interactive Science and Math Resources
Grade 4 Writing Modules
Grade Release Professional Development
Gradual Release of Responsibility District Results 2018-2019
Growth- Accountability Plan Supervisor Template
G-Suite for Education K-12
H/D Word Scope and Sequence
Handouts presented at PRIDE/Parent Community Meetings

Harding Elementary Parent Welcome Letter Aug. 2018
Heggerty Phonemic Awareness Curriculum
Illuminate Training Oct. 3, 2018 Choffin Computer Lab Sign-in sheet
Instructional Framework Specialist Key Performance Indicators
Instructional Framework Specialists Meeting Jan. 8, 2019 and Jan. 18, 2019
International Center for Leadership in Education Summaries of Collaborative Instructional Review classroom
Visitation Rubric
Intervention Specialist Learning Tour and Data Binders
Istation Final
Istation Priority Reports
Job Description Template
Job Description: Elementary and Secondary Student Support Specialist
Job Descriptions Building Administration 2018-2019
K-12 School Quality Survey Results Summary and Questions for Students and Parents
Learning lab sign-in sheets
Legends of Learning Webinar 10-12-2018
Lesson Plan Guidance Tool Document for Gradual Release of Responsibility
McGraw Hill-Math K-11 Professional Development
Multi-Tiered System of Supports Interventions Resource Links
Negotiated Agreements
New Teacher Orientation
Ninth Grade Academies Press Release
Oct. 2018 Gradual Release of Responsibility Feedback Round #2
Ohio Department of Education website
Ohio Improvement Plan Presentation Building Leadership Team at Wilson Elementary
Organizational Chart
Parent Survey press release
Paul C. Bunn Elementary After School Istation Reading
Planning meeting to discuss Positive Behavioral Intervention Supports Jul. 11, 2018
Planning Sessions to Brainstorm District Professional Development for the 2018-2019 School Year - Agenda for
Jun. 11, 2018
Positive Behavioral and Intervention Supports
PowerPoint presentations from Jul. 31, 2018, Nov. 1, 2018, and Jan. 23, 2019
Press Release - Vision Results
PRIDE Conference press release
Principal Retreat Day 1, July 30, 2018
Professional Development Protocol
Professional Development Protocol initial email
Professional Development Request Form
Professional Development Special Education Differentiation Inclusive classroom
Professional Development SPED 1-22-2019 Strategic Plan Alignment
Professional Development Survey Results Nov. 6, 2018 & Jan. 23, 2019
Q2 Athletic Analysis
Questions and Answers about Heggerty Curriculum
Really Great Reading
Revised Comprehensive Continuous Improvement Plan SMART Goals align with Strategic Plan - SMART Goals
for CCIP 2018-2019 Fall 2018
Revised Strategic Plan Strategy Overview 11-27-2018
Revised Strategic Plan Strategy Overview Fall 2018 District Leadership Team
Revision of Youngstown City School District Strategic Plan
Roll-out Plans for Positive Behavioral and intervention Supports
Sample email summarizing academic teach members school-wide learning tours and feedback to administration
and school staff

Sample of data reviewed in Mar. 14 Data Call/Webinar
School Vision Program 2017-2018 Annual Report
Science- 2017-2018 implemented STEM FUSE-STEM IT
Science and social studies 9-2018
Scope and Sequence for Algebra I, II, Geometry Grade K-8 math
Senior Staff Growth - Accountability Plan Template
Sign-in sheet from District Leadership Team on Revision of Youngstown City School District Strategic Plan
Sign-in sheets of events
SMART Goals for Comprehensive Continuous Improvement Plan 2018-2019
Special Education Profile
Special education progress monitoring data
Standards Driven Planning: Model for Rigor
State of the Schools Presentations: Chaney, Youngstown Rayen Early College, East High School, Choffin, Paul C. Bunn, Kirkmere, Martin Luther King, and Rayen Early College High School
State of the Schools Press Release
Status Check on Recommendations Provided to YCSD After the 2018 District Review Mar. 18-21, 2018
Success After Six Annual Report
Summary report from K12 Insight regarding School Quality Survey
Summer 2019 K-4 Partial Deconstruction of 5-12 science and social studies standards
SUTQ Updates Preschool Teachers' Guides
Taft Decision Framework 2018-2019
Taft School Improvement Plan 2018-2019
Teacher Attendance Appendix
Teacher In-Service Days 1-3, Aug. 15-17, 2018
Technology Planning Committee Invite, Jan. 29, 2019
Technology Planning List of Planning Committee Members
Technology survey templates and 18-19 Technology Survey Results
Testing schedule
ThinkCERCA - Initial and Refresher Training Sep. 5-6, 2018
ThinkCERCA Professional Development Agendas 2018-2019
Tier 1, 2, 3 examples document
Treasurer Reports to the Board of Education
Waiver Day Curriculum Mapping, Jan. 27, 2019
Waiver/Professional Day Schedule Nov. 6, 2018 & Jan. 23, 2019
We Lead™ East High School Student Survey Results Part I, Dec. 10, 2018
We Lead™ East High School Whole Staff Survey Results Part I
WE Survey Results (combination of staff and community surveys)
What is Collaborative Learning?
Williamson Elementary Needs Assessment (relates to CCIP) 2018-2019
Y-C4E News Release Nov. 30, 2018
YCSD Multi-Tiered System of Supports Graphic
YCSD Roles and Responsibilities
YCSD Universal Expectation 2018-2019
Youngstown City School District 2018-2019 Principal Performance Rating Rubric
Youngstown City School District Academic Distress Commission Meeting Minutes for Jan. 4, 2019, Nov. 27, 2018, Sep. 27, 2018, and Jun. 8, 2018
Youngstown City School District Communication Plan
Youngstown City School District Comprehensive Assessment Matrix
Youngstown City School District, Building, and Teacher-Based Teams Data Crosswalk 2018-2019
Youngstown City School District Improvement Plan Meeting 4-16-2018
Youngstown City School District Intervention Rubric
Youngstown City School District Meeting Notices for Academic District Commission Meeting on Dec. 13, 2018 and Nov. 27, 2018

Youngstown City School District Post School Quality Survey Executive Summary
Youngstown City School District Professional Development Survey Sep. 14, 2018
Youngstown City School District School Improvement Plan Template
Youngstown City School District Senior Staff Organizational Chart
Youngstown City School District Special Education Learning Objectives
Youngstown City School District Strategic Plan Appendix Action Plan Final 11-18-2018
Youngstown City School District Strategic Plan Revisions, Sep. 17, 2018, Appendix Action Plan Revision
Youngstown City School District website
Youngstown District Review for 2017-2018
Youngstown Early College High School Report Card 2017-2018
Youngstown Rayen Early College grand opening press release