Lorain City School District

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Lorain City School District Review Executive Summary

This review carefully considered the effectiveness of system-wide functions using the Ohio Department of Education’s six district standards: leadership, governance and communication; curriculum and instruction; assessment; human resources and professional development; student support; and fiscal management. The site visit to the Lorain City School District was conducted from Feb. 8-12, 2016. The following summary highlights some of the strengths, challenges and recommendations, which are further explained in the report.

STRENGTHS

- The superintendent and leadership team articulate a vision and promote a culture of responsiveness and framework for raising student achievement.
- The district has implemented the Ohio Improvement Process in grades preK-9 to analyze data from formative and summative assessments and make data-driven decisions about adult implementation indicators.
- The district has provided opportunities for teachers to assume leadership roles in developing curriculum, supporting teachers as mentors, providing professional development and employing best instructional practices district-wide.
- The district has implemented aligned, formalized processes to assess and disseminate data to inform instructional decisions and strategies at the elementary school level.
- The district is implementing a district-wide professional learning program that includes training for educators, promotes collaboration and supports growth for teaching staff.
- The district is implementing the Response to Intervention framework to identify and provide interventions for students who are not performing at grade level.
- The district created a special education task force to study the district’s current special education practices and make recommendations to improve services for students with disabilities.
- The district’s financial forecast for Fiscal Year 2016 through Fiscal Year 2020, as submitted in October 2015, has improved from the forecast that was submitted in May 2015.
- The district made technology upgrades in all buildings during the 2015-2016 school year.

CHALLENGES

- Although the district provides its lowest achieving schools with additional monitoring and effective support for academic improvement, issues of socio-emotional monitoring are not being addressed at the elementary level.
- At the time of the review, no evidence was provided to show a plan or timeline to evaluate all current district initiatives and programs to determine their impact, continuation or termination.
- The district lacks current science and social studies resource materials aligned to Ohio’s Learning Standards.
- The district does not have mathematics instructional practices in place that ensure students will have the opportunity to learn to the best of their ability.
- The district has not established a culture of data use supported by technology at the high school level.
- The district has not created a formalized assessment plan as outlined in the Lorain’s Cornerstone to Success initiative.
• At the time of the district review, there was no evidence of a systematic plan to ensure that all staff members receive consistent and continuous training in the implementation of district initiatives and programs.

• The district is inconsistently implementing the adopted Positive Behavioral and Intervention Supports (PBIS) framework.

• The district does not effectively communicate or productively engage with families or community providers to support students’ academic progress.

• There is no evidence of an aligned comprehensive system of support including “wraparound” services for the socio-emotional and behavioral health of all students.

• The district does not have a written capital plan for replacement of equipment.

• The district’s budgets were not distributed to building administrators, and the budgets do not contain district or building goals.

RECOMMENDATIONS

• Incorporate district-wide strategies for addressing the socio-emotional needs of all students into the district’s improvement plan.

• Develop a timeline to assess the effectiveness of all district programs and initiatives to determine the resources that are currently committed, and, based upon the impact, decide on the continuation or termination of the programs and initiatives.

• Purchase or create instructional materials in science and social studies that are aligned to Ohio’s Learning Standards.

• Provide professional development for teachers on Ohio’s Learning Standards for Mathematics in an effort for them to acquire a deeper understanding of mathematics as illustrated in the research-based Webb’s Depth of Knowledge. Webb’s Depth of Knowledge is an instructional inquiry-based model that assists teachers in creating lessons that develop student higher order thinking skills.

• Complete teacher training on the usage of technology to generate data reports for short-cycle assessments, measurable targets, strategies and student interventions.

• Develop a formal district assessment plan to support the regular use of data in the classroom and during teacher-based team meetings.

• Streamline the initiatives of the district to determine the most beneficial instructional framework for the district.

• Develop a three-year implementation plan for the Positive Behavioral Intervention and Supports framework. Integrate the Thoughtful Classroom within the framework.

• Assign a district family and community engagement coordinator/liaison and/or create a committee to work with school teams to explore ways to increase parent engagement and communication and address the needs of students and families.

• Map internal and external student and family supports, including student support staff responsibilities, school-based programs and services, community partnerships and mental health providers.

• Establish a capital plan committee that includes district staff from all administrative areas that will develop a written capital plan to outline the needs of the district for equipment, with priorities for the next five years.

• In collaboration with building and district administrators, establish a budgeting process that aligns the goals of the district with the budget needs for the buildings and departments.
Lorain City School District Review Overview

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

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

SITE VISIT
The site visit to the Lorain City School District was conducted from Feb. 8-12, 2016. The site visit included 48 hours of interviews and focus groups with approximately 84 stakeholders, including board members, district administrators, school staff and teachers’ association representatives. The review team conducted four focus groups with elementary, middle and high school teachers; high school students representing grades 9 through 12; and approximately 20 parents and community members.

A list of review team members, information about review activities and the site visit schedule are in Appendix A. Appendix B provides information about enrollment, expenditures and student performance. The team also conducted building observations and observed classroom instructional practices in 44 classrooms in all schools. Appendix C contains the instructional inventory tools used to record observed characteristics of standards-based teaching and the building observation form to take note of the climate and culture of the district’s buildings. Appendix D lists the district documents that were reviewed prior to and during the site visit.

DISTRICT PROFILE
Lorain City Schools are located in Lorain County. According to the United States Census Bureau, the estimated population of Lorain City, as of July 1, 2014 was 63,776 which represent a 0.5 percent decrease in population since the 2010 Census. Approximately 81.6 percent of the population graduated from high school. The median household income in Lorain City is $35,330 with 28.2 percent of the population living below the poverty line. In comparison, the median household income in Ohio is $48,849 with 15.9 percent living below the poverty line. According to the Bureau of Labor and Statistics, the March 2016 unemployment rate (not seasonally adjusted) for Lorain County was 6.1 percent, compared to 5.1 percent for Ohio (seasonally adjusted).

1 Ohio Revised Code 3302.10
2 2010-2014 American Community Survey 5-Year Estimates
The average teacher salary in Lorain City School District had increased from $59,398 in 2011-2012 to $65,028 in 2013-2014 but declined during fiscal year 2015 to $62,410. During the same time period, the percentage of courses taught by highly qualified teachers increased. Teacher attendance fluctuated and remained below 95 percent during this period. (See Table 1, Appendix B).

According to the 2010-2014 American Community Survey 5-Year Estimates, the estimated racial makeup of the city of Lorain is 54.6 percent Caucasian, 14.6 percent African American, 26.7 percent Hispanic, 1.1 percent Asian, 0.2 percent American Indian or Alaska Native, and 2.9 percent multiracial. The racial makeup of the school district (2014 – 2015) is 25.8 percent Caucasian, 26.4 percent African American, 38.6 percent Hispanic, and 8.6 percent multiracial (see Figure 1, Appendix B).

According to data submitted by the district, the number of students attending a school operated by the Lorain City School District was on the decline, but there was a rise in enrollment during 2014-15. (See Figure 2, Appendix B). There have been shifts in the district’s demographics in recent years. Approximately 39 percent of students are Hispanic which represents an increase from the 2009-2010 school year when Hispanic students made up about 30 percent of the student population. During that same time period the percentage of white students declined from about 30 percent to approximately 26 percent, the percentage of African American students declined from about 28 percent to just about 26 percent, and the percentage of students identifying as multiracial decreased by 3.6 percentage points. (See Figure 1, Appendix B).

In terms of the demographics of special populations within the district, the most significant change from the 2009-2010 school year to the 2014-2015 school year is the percentage of students identified as economically disadvantaged. The percentage of economically disadvantaged students increased by 6.3 percentage points. In addition, more than nine out of every ten Lorain City School District students are identified as economically disadvantaged. (See Figure 3, Appendix B). The next highest change as a percent of the student body during this time period was among students identified as having limited English proficiency, which increased 4.0 percentage points. The percentage of students with disabilities with an individualized educational program (IEP) also increased, but by a smaller margin of 2.0 percentage points. The percentage of students identified as gifted declined by 2.3 percentage points.

In the 2014-2015 school year, almost four out of every ten children who live in the Lorain City School District attendance area chose to attend a school outside of the district. Approximately 10 percent chose to travel to a neighboring district for their education. Almost one in five went to a community school and about 7 percent used one of the state’s scholarship opportunities to attend a private school. (See figure 4, Appendix B).

Lorain is composed of the following sixteen schools.

- Admiral King Elementary School
- Credit Recovery Academy
- Frank Jacinto Elementary
- Garfield Elementary School
- General Johnnie Wilson Middle School
- Hawthorne Elementary School
- Helen Steiner Rice Elementary School
- Larkmoor Elementary School
- Longfellow Middle School
- Lorain High School
Lorain K-12 Digital Academy
New Beginnings
Palm Elementary School
Stevan Dohanos Elementary School
Toni Wofford Morrison Elementary School
Washington Elementary School

Student Performance

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

1. The district Report Card Summary.
   A. The district received on its 2014 – 2015 report card an “A” grade in overall value-added, value added for students in the lowest 20 percent in achievement, and value-added for students with disabilities; a “B” grade in value-added for gifted students; a “D” grade in the Performance Index and K-3 Literacy Improvement, and an “F” grade in Indicators Met, Annual Measureable Objectives (AMO), and 4 and 5 year graduation rates.

2. The district is not narrowing the proficiency gaps.
   A. Lorain City School District faces significant achievement gaps and those gaps are not narrowing fast enough. Every one of the district’s student groups is performing below the state’s expectations in reading, and the district received an “F” letter grade for its 2015 Gap Closing measure. (See Figure 5, Appendix B). Only about one in five students with disabilities passed their 2015 reading test while most other student groups have failure rates of 40 percent or more\(^4\).

   B. Similarly, no subgroup met the state’s expectations for math proficiency and even fewer students were proficient in math than in reading. (See Figure 6, Appendix B). More than eight out of every ten students who have a disability failed their math assessment in 2015. More than sixty percent of the African American students failed their math test and for the other subgroups the failure rate ranges from about 45 to 70 percent.

3. The district’s English language arts performance.
   A. When reviewing reading data across time, Lorain City School District performed below the state’s expectations in reading for the last four years and although some small gains were seen from the 2011-2012 through the 2013-2014 school years, 2014-2015 saw significant declines. Even prior to 2014-2015, the reading deficits were not closing fast enough. (See Figure 7, Appendix B).

\(^3\) Differentiated accountability defines the roles and expectations of the school district and ODE based upon the performance of the local school district.

\(^4\) The red line in Figure 5 represents the state’s expectations for each subgroup in reading.
B. Although Lorain City School District is performing similar to its ‘peers’, the district only met one (11th Grade) of the state indicators for reading in 2014-2015 and fell below the state’s expectations. At all grade levels, a number of students failed the state’s reading assessment. In grades 3, 7 and 8, almost 50 percent of the students did not pass their test. (See Figure 8, Appendix B).

C. The district showed increases in some grades’ reading scores across the years, although gaps still exist. (See Figure 9, Appendix B)

4. The district’s mathematics performance.
   A. Lorain City School District math data places the district below the state as a whole. (See Figure 10, Appendix B).

   B. Similar to the reading performance, Lorain City School District is performing similar to its ‘peers’ in math, but the district fell short of the state’s expectations for math in 2014-2015. At all grade levels, large percentages of students are failing their math tests. In grade 8 more than seventy-five percent of students are failing. The one state indicator that Lorain met in 2014-2015 was the indicator for Geometry. (See Figure 11, Appendix B).

   C. In 2014-2015, grades 5 and 10 saw an increase in math scores. (See Figure 12, Appendix B).

5. The district’s Performance Index\textsuperscript{5} scores.
   A. Lorain City School District’s Performance Index score for 2014-2015 was 75.2. The district has seen decreases in performance index over the last three years. (See Figure 13, Appendix).

6. The district’s value-added performance\textsuperscript{6}.
   A. Table 2 shows Lorain City School District 2015 value-added data. The district received an “A” for their overall value-added grade in 2015 and all of the five grades evaluated showed positive gains. This indicates that while the passing percentages are low, the students did make progress in the 2014-15 school year.

7. Graduation\textsuperscript{7} and dropout rates\textsuperscript{8}.
   A. The Ohio Department of Education released new graduation rate data in January 2016. Lorain City School District received a grade of “F” on the 2015 Report Card for both its four-year and five-year graduation cohort rates. Almost 35 percent of the district’s students do not graduate on time and the district’s five year rates do not show much improvement. The district’s graduation rates for both measures trail the state and similar district averages. (See Figure 14, Appendix B).

   B. Gains made between the class of 2010 to the class of 2013 have decreased in the class of 2014. (See Figure 15, Appendix B).

\textsuperscript{5} The Performance Index score measures the achievement of every student regardless of their levels of proficiency. Schools receive points for every level of achievement, with more points being awarded for higher passing scores. Untested students also are included in the calculation and schools and districts receive zero points for them. For purposes of assigning the letter grades, a Performance Index score of 120 is considered to be a “perfect” score. Districts and schools will receive one of five letter grades from ‘A’ through “F” based on the percentage of total possible points earned.

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

\textsuperscript{7} Graduation rate is the percentage of students that received a regular or honors diploma during or before the end of the school year.

\textsuperscript{8} As defined by the U.S. Department of Education, dropout rate represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate.)
C. Figure 16 in Appendix B shows the number of Lorain City School District students who dropped out from a secondary school grade (grade 9 and higher) in each of the last three years.

8. Disciplinary Actions per 100 Students.
   A. For all discipline types, the district’s disciplinary actions per 100 students exceeds the state average, however, the three-year trend shows a decrease in disciplinary actions of 20.9 percent. (See Figure 17, Appendix B).

   A. The elements reported come from Lorain City School District Class of 2014 and show that very few students exited high school with an element that deems them to be prepared for success. (See Figure 18, Appendix B).

   B. About one in four students in the Class of 2014 took the ACT and the percentage scoring remediation free was 3.6 percent.

   C. In the Class of 2014, 1.4 percent of students earned an industry recognized credential, 5.2 percent graduated with an honors diploma and no students scored 3 or higher on an AP exam or scored 4 or higher on an IB exam. Students who earned dual enrollment credit totaled 13.3 percent.

10. Attendance Rates.
    A. During fiscal years 2012, 2013, 2014, and 2015, Lorain City School District’s attendance rate was lower than the state average. (See Figure 19, Appendix B).

    B. A student is deemed to be chronically absent when he or she misses at least 10 percent of the days when school is in session – usually about 17 to 18 days in the normal school year. In each of the last three years, the percentage of students missing 10 percent of the school year or more has ranged from 20.0 percent to 29.4 percent. (See Figure 20, Appendix B).

    C. Sixty percent of Lorain City School District students miss fewer than 5 percent of their school days. Another 21 percent miss more than 5 percent of the days, but less than 10 percent. Fourteen percent, i.e. over 991 students, missed between 10 percent and 19.9 percent of their school days, while another 395 students (6 percent of the district’s enrollment) missed at least one day of school per week, placing them in the Severely Chronically Absent category. (See Figure 21, Appendix B).

    D. Table 3 in Appendix B shows the percentage of Lorain students in each grade who have missed at least 10 percent of the school year. Absenteeism percentages increase as the students grow older.

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9 Beginning in 2014, the Ohio Department of Education released additional data about each district’s graduates in a component called Prepared for Success. These elements show the extent to which a district’s students are prepared for college or a career.
A. About 40 percent of the 589 Lorain students identified as being not-on-track later improved to being on-track. (See Table 4, Appendix B).

A. Lorain City School District spends less on classroom instruction than its peer comparison group average and the state average. However, the district’s percent of 68.5 percent is greater than the state percent of 67.3 percent. (See Figure 22, Appendix B).

B. During the 2014-2015 School Year, the district spent slightly more than the state average on its students. (See Figure 23, Appendix B).

C. Lorain had a total budget of $124.4 million for the 2014-2015 school year. More than 60 percent of its revenue came from the state with local money making up the second highest percentage. (See Figure 24, Appendix B).

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

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

STRENGTHS

Leadership, Governance and Communication

1. The superintendent and leadership team articulate a vision and promote a culture of responsiveness and framework for raising student achievement.

A. The district leadership team formed a steering committee of district and building administrators and teachers to identify Six Priorities for the 2015-2016 academic year that articulate the vision for improvement. District leadership team agendas indicate they have agreed to focus on the Six Priorities, with a steering committee and a 100-day action for each priority. The steering committees are as follows:

- Cultural Competency - This steering committee is developing a mission and action steps, with cultural competency training. A cultural competency retreat was conducted on Dec. 15, 2015.
- Graduating for college and career readiness - This steering committee is studying data related to test scores, dropout rate, early college, career tech and counseling services.
- Instructional standards and academic rigor - This steering committee is reviewing pacing guides, adding high school department chairs and designing related professional development.
- Communications and engagement - This steering committee is initiating a branding campaign, reviewing Web and social media presence, initiating a communications audit and writing a communications plan.
- Staff recognition and retention - This steering committee conducted a staff survey about recognition, developed a staff recognition and retention plan and determined staff awards to be given.
- Professional learning communities - Using the Ohio Improvement Process, the district leadership team, building leadership teams and teacher-based teams are the basis for this priority.

B. According to district leadership team agendas and as posted on its website, the district has instituted a concerns-based adoption model (CBAM) as a resource for decision-making and tracking the effectiveness of new initiatives.

- District memos indicate its three major perspectives are: systems thinking, diffusion and organizational development; and its three diagnostic dimensions are: innovative configurations, stages of concern and levels of use.
- The district contracted with American Institutes for Research (AIR), including in-person training and ongoing support through a consultant. The district developed a plan and calendar for training of administrative staff to give each person the necessary supports to ensure success.

C. The district decided to make communication accessible and appropriate for all stakeholders and audiences, as evidenced by this being one of the Six Priorities.

- A district director of communication/engagement was hired in August 2015 and is currently working with a committee to develop a district communication plan. The job description indicates a responsibility for managing district communications via the website, media, district communications and social media.
- Viewing the district Web page proves it allows for online access to surveys and registration for monthly updates from the superintendent. Surveys also are accessible from the district Facebook page. A district Web evaluation team meets weekly and will introduce a new Web page design in March 2016 to improve communications with the public.
Communications parent survey results from September 2015 have provided a baseline for monitoring improved communication as the school year progresses.

Staff surveys were completed by 359 participants out of a possible 903 in September 2015 and provided baseline data, as well as detailed feedback in the open-ended questions.

A press release from the director of communications from November 2015 indicated an analysis of responses to a parent survey during the 2014-2015 school year was used to develop plans for the configuration of elementary schools.

**IMPACT:** The adoption of the district’s Six Priorities and use of the concerns-based adoption model (CBAM) to aid in the implementation of initiatives will articulate the superintendent’s vision and support the district in designing a framework for improving teaching and learning.

2. **The district takes action to attract, develop and retain quality educators and develop their leadership skills.**

   A. Principal autonomy has increased for recruiting and hiring staff, budgeting and professional development.

      - Principal interviews and registration lists for college job fairs indicate principals participate in recruiting and hiring of staff.
      - Lists of teacher interview teams (for teachers and administrators) and interviews with principals indicate their increased participation.
      - Feedback forms, principal focus groups and principals’ meeting agendas from the district’s Department of Federal Programs and Grants indicated an increased involvement of principals in deciding how these funds are distributed.
      - Professional development committee agendas, principal focus group responses and participants’ sign-in sheets indicate more principal involvement in planning professional development programs and training activities.

   B. Teacher focus group responses and building leadership team and teacher-based team meeting agendas indicate opportunities for teacher leadership have improved.

      - According to teacher focus group participants, department heads have been instituted at the high school in math, science, language arts, social studies, special education, arts and foreign language with a primary objective of providing leadership for continuous improvement of the instructional program and keeping the principal informed of emerging issues.
      - Meeting minutes and written plans indicated that teacher-based teams use the Ohio Improvement Process and teacher input to develop individual building improvement plans.

**IMPACT:** Adding and retaining quality educators to the district, and developing their leadership skills, could strengthen instructional programs and keep staff members engaged and invested in district initiatives.

3. **The district has instituted processes for anticipating and responding to instructional needs and for monitoring the performance of students and teachers.**

   - Two academic monitors were approved (one elementary and one secondary) at the April 2015 Lorain Academic Distress Commission meeting, as indicated in the agenda.
   - In order to more effectively monitor student progress, the district leadership decided to eliminate the split-classroom concept (combining students in grades K-1, 2-3, 4-5 in one classroom, with one teacher).
• The district’s Ohio Improvement Process (OIP) district action plan indicates that the district identified one academic goal plan and one school climate and culture goal plan for the 2015-2016 school year.

• The district has a renewed partnership with State Support Team 2 for educational services to improve teaching and learning.
  
  o The State Support Team 2 director’s report on Feb. 8, 2016, lists more than 50 district- and building-level activities that were conducted by the team between August 2015 and January 2016. Training topics included Positive Behavioral Interventions and Supports (PBIS), early learning assessments, understanding the Performance Index calculator, autism awareness, and English language learners (ELL) support.

  o Meeting agendas indicate State Support Team 2 consultants regularly attend teacher-based team meetings, improving understanding and implementation of the Ohio 5-step process. Principal focus groups and interviews with state support team members verify this is taking place.

**IMPACT:** By improving and strengthening the supporting and monitoring processes for instructional programs by internal personnel and outside resources, the district has increased its opportunities for meeting its goals for improving teaching and learning.

**Curriculum and Instruction**

1. The district has implemented the Ohio Improvement Process in grades preK-9 to analyze data from formative and summative assessments and make data-driven decisions about adult implementation indicators.
   
   A. According to meeting agendas and minutes, the district leadership team, building leadership teams and teacher-based teams meet to analyze student data and develop instructional strategies.

   B. The Lorain City teacher’s union contract stipulates that teacher-based teams will meet once a week and report to the building leadership team by the end of each Tuesday staff meeting.

   C. According to agendas and minutes from the district leadership team, building leadership teams and the teacher-based teams meetings, teams were meeting to analyze data from Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments, Ohio reading assessment scores for third grade students, teacher-created tests and the impact of student attendance on learning.

   D. According to interviews, the academic instructional coaches stated that at least 50 percent of their time is spent facilitating teacher-based team meetings. They also assist teachers in analyzing data and developing instructional strategies to use in the classroom.

   E. Under new leadership, the high school began implementation of the Ohio Improvement Process in the fall of 2015.

      • The high school submitted agendas and minutes of the building leadership team meetings, which indicate that they are at the beginning phase of implementation.

      • State Support Team 2 personnel provided professional development on the Ohio Improvement Process for the Lorain High School department heads, who are the core members of the building leadership team.

**IMPACT:** As a result of the implementation of the Ohio Improvement Process, the district staff is making data-based decisions regarding their instructional practices to meet the identified needs of students.

2. The district has provided opportunities for teachers to assume leadership roles in developing curriculum, supporting teachers as mentors, providing professional development and employing best instructional practices district-wide.
A. According to district staff, academic instructional coaches are teachers who are assigned in buildings to work directly with teachers in assessing, analyzing and interpreting data. The coaches provide support for teachers in the identification and implementation of instructional strategies.

B. The academic instructional coaches provide job-embedded professional development training for teachers in large-group, small-group and individual classroom settings.
   - According to interviews, the academic instructional coaches have facilitated teacher-based team meetings and modeled the Ohio Improvement Process 5-Step Process by reviewing student work, analyzing data and assisting in the development of instructional strategies and unit and lesson plans.

C. The high school has reinstituted the position of department head.
   - According to district administrators, department heads are to provide academic leadership, which leads to the continuous improvement of academic achievement. The building leadership team, comprised of department heads, received professional development from State Support Team 2 on the Ohio Improvement Process.

IMPACT: An environment that fosters teacher leadership and collaboration may build capacity within the district to ensure the consistent use, alignment and effective delivery of the district’s curriculum.

Assessment and Effective Use of Data
1. The district has implemented aligned, formalized processes to assess and disseminate data to inform instructional decisions and strategies at the elementary school level.
   A. According to district staff members, student performance data is used to inform teachers about how to refine instructional practices.
      - Teacher-based team meeting minutes contain dialogue about the use of assessment data to formulate strategies for interventions that focus on effective lesson planning.
      - A sample of teacher-based team meeting minutes indicate that the Ohio Improvement Process has been used by teachers when they analyze student data. The minutes show evidence that critical school needs were identified, goals to address those needs were developed, strategies and action steps to meet the goals were implemented and monitored, and the outcomes were evaluated.
   
   B. The district has assessment systems and personnel in place to provide assistance with data-based decision making, team strategies and data distribution.
      - The district employed academic instructional coaches to assist teachers in assessing, analyzing and interpreting student data, according to the job description and interviews.
      - Data rooms are used to display and analyze individual classroom data in the elementary schools, as was evidenced during classroom visits.
   
   C. Data reports and forms are organized, user-friendly and available in a timely manner to measure student progress.
      - According to a district staff member and teacher-based team minutes, teachers use bi-weekly and quarterly assessment results from the Northwest Evaluation Association and Pro-Core to determine what skills and concepts each student is ready to develop.
      - According to a district staff member, students are placed in a Response to Intervention tier based on the performance level of their math and/or reading scores. Tier 1 requires differentiated instruction, providing instruction designed to meet the specific needs of students in the class. Students with scores that fall in the accelerated or advanced range are given Tier 1-
Level support. Tier 2 emphasizes the importance of drill, practice and cumulative review. Students with scores that fall in the proficient range are given Tier 2-level support. Tier 3 requires intensive, individualized approaches to learning. Students with scores in the basic or limited range are given Tier 3-level support.

- District administrators and academic instructional coaches have received 2014-2015 state report cards.

**IMPACT:** Regularly providing aligned, formalized processes to analyze and disseminate data affords teachers the opportunity to make more targeted, ongoing adjustments to their classroom instruction.

2. **The district provides various forms of technology and training to extract and measure data.**

   A. Interviews with district administrators revealed that the technology department provides training in software usage.
   - During a building walk-through, district and building staff were observed in a software training session. According to members of the technology department, staff also receive training in the use of Pro-Core and Northwest Association Evaluation online assessments.
   - Teachers are trained to access and assess data, acquire supplemental resources, process software applications, and upload or extract data.

   B. Teachers have access to various forms of technology, such as interactive white boards, tablets and desktop computers.
   - During classroom observations, teachers were observed using interactive white boards during classroom instruction in the elementary and middle schools.

**IMPACT:** As a result of providing teachers with various forms of technology and training, teachers are able to incorporate technology into the instructional process.

3. **The district has systems and practices in place to use both formative and summative assessments to collect and analyze student achievement data at the elementary school level.**

   A. According to the academic instructional coach, an assessment continuum is used to monitor formative, benchmark and summative data. This process includes daily ongoing evaluation strategies, periodic diagnostic progress assessments, as well as student-centered benchmark assessments. The assessment continuum provides guidance as to when each type of assessment should be administered.

   B. According to documents received from district administrators, the Northwest Evaluation Association Skills Checklists are used bi-weekly to assess students’ understanding of concepts taught in the classroom.

   C. The Northwest Evaluation Association’s Measures of Academic Progress and MAP for Primary Grades are used as interim assessments and administered in the fall, winter and spring. The teacher-based team meeting minutes show evidence that the results are discussed during the meetings.

   D. Pro-Core short cycle Web assessment grade-level reports suggest that scores are used to measure students’ progress toward learning the standards and also predict passage rate on state tests. Teacher-based team meetings also indicate that Pro-Core short cycle Web assessment results are used to develop weekly lesson plans.

**IMPACT:** As a result of the district’s use of formative and summative assessments, teacher-based teams have data available throughout the year to measure students’ progress toward meeting the standards.
Human Resources and Professional Development

1. The district is implementing a district-wide professional learning program that includes training for educators, promotes collaboration and supports growth for teaching staff.

   A. The district hired a professional development director on Jan. 18, 2016. The responsibilities of the director, as noted in the job description, include researching, planning, scheduling and coordinating professional development based on district needs.

   B. According to committee minutes, the district convened a professional development committee in the summer of 2015, comprised of teachers, central office administrators, principals and academic monitors, to develop and implement a professional development plan for the district.

      - The district's professional development committee notebook contains the professional learning plan and calendar, which lists a schedule of training for the professional development days.

      - Professional development days include trainings based on data gathered from surveys and questionnaires given to district staff. Training included Response to Intervention, Deconstruction of the Standards, the Positive Behavioral Intervention and Supports program and content area instruction. These trainings occurred on Aug. 17, 2015, Oct. 19, 2015, and Feb. 16, 2016.

      - According to the meeting agendas and minutes of the monthly professional development committee, three of the four designated professional development days for the 2015-16 school year for staff have been conducted and evaluated for their effectiveness.

      - The professional development committee used an electronic survey to assess the effectiveness of the professional development day held on Aug. 17, 2015.

         o The committee received responses from 143 staff members to the survey that provided nine Likert questions and seven open-ended questions. The questions centered on the overall effectiveness of the speakers and how the information presented will impact their professional situations.

         o The committee also asked for suggestions for future professional development day topics. The average response to the seven written-response questions was 60 staff members.

      - The professional development committee used the comments collected from the schools to plan subsequent professional development days. Other professional development days, information and evaluation were conducted at the school level by members of the professional development committee.

   C. According to the Feb. 16, 2016, professional learning schedule, the committee "analyzed feedback from the teachers" and decided to include "time to collaborate across grade level and department...with a structure to ensure focused, purposeful dialogue that is reflective of our weekly building-level teacher based team meetings."

   D. The professional development director has created a professional learning steering committee, a sub-committee of the professional development committee, to coordinate the logistics of the professional development days. The steering committee is comprised of five representatives of the professional development committee along with five other members.

   E. Professional development is conducted in various forms at the building level through weekly teacher-based team meetings; modeling of instruction by the academic instructional coaches; mentorship from teachers to the resident educators; and mentors for new assistant principals from building principals.

      - In an interview, it was reported that building administrators received training from State Support Team 2 on using a performance indicator calculator in order to train teachers on the use of the calculator.
• In an interview, academic instructional coaches shared that they continued the instruction on the use of the calculators in the teacher-based team meetings.

• According to the job description and interviews, the district’s academic coaches support the teacher-based teams by assisting teachers with accessing, analyzing and interpreting data. Academic coaches also model and coach teachers in using researched-based instructional strategies.

• Interviews revealed that teachers, academic instructional coaches and building administrators received training on the Ohio Teacher Evaluation System, the development of student learning outcomes and performance indicator calculator in the fall of 2015.

**IMPACT:** When the district implements a coordinated professional learning program, staff members can collaborate with internal and external stakeholders for support.

2. The Human Resources department has made improvements in the development and implementation of protocols and procedures.

   A. The department made revisions to the standard hiring procedures manual in October 2015 and January 2016. Some of the revisions include:

   • Standardized interview questions for the administrator level of employment.
   • Interview evaluation sheets with rubrics.
   • Development of inclusive interview teams.

   B. According to agendas and interviews with staff, the Human Resources department has established orientation sessions for new hires held at the beginning of each school year.

   • A three-day orientation session for new teachers was held Aug. 12-14, 2015. The agenda included general information about the district, information about the Ohio Teacher and Ohio Principal Evaluation Systems, diversity training and a teaching and learning session.

   • A one-day orientation session was held on Aug. 12, 2015, for new staff and included a general overview of the district and employee services.

   C. Interviews with district administrators and a review of the recruitment schedule confirmed the Human Resources department continues efforts to recruit a diversified group of applicants for employment in the district. In the 2014-2015 school year, the district attended networking events, job fairs, Latino recruitment events and events at historically black colleges and universities throughout the state. The department plans to continue these practices in the 2015-2016 school year according to the 2015-2016 recruitment schedule.

   D. As a part of the district’s identified Six Priorities, the Human Resources department formed a committee to develop a staff recognition and retention action plan.

   • The committee meets monthly and is comprised of building and district administrators, teachers, support staff and parents and has completed the following tasks:

     o Researched the district’s previous recognition programs and surveyed district employees to obtain feedback on types of recognition and awards they would like to receive.

     o Developed a staff awards program, which includes awards categories and criteria and a nomination process.
IMPACT: Making improvements for consistent implementation of protocols and procedures may align the work of the department to the district's mission and goals. Continual review and improvements of protocols and procedures of the Human Resources department may allow the department to provide efficient service to the employees of the district.

Student Supports

1. The district is implementing the Response to Intervention framework to identify and provide interventions for students who are not performing at grade level.

   A. Interviews and the October edition of the student services newsletter indicated that all school building staff have attended training, formed a Response to Intervention team and have procedures in place to support students.

   - Common forms have been created and provided to all schools to use in the Response to Intervention process.
     - Forms reviewed include: a Tier 1 checklist that includes student interventions to support learning in the general education classroom, background information, a referral form, a parent invitation, meeting minutes and a building tracking form.
     - In interviews, teachers and building-level support staff confirmed that the new forms are being used in the response to intervention process,

   - The Oct. 19, 2015, district professional development agenda includes a two-hour Response to Intervention training session for teachers and paraprofessionals of grade levels preK-6.

   - Documents reviewed, as well as teacher and administrator interviews, reflected that teacher-based teams and building leadership teams use the Ohio Improvement Process 5-Step Process to review and analyze student data as part of the Response to Intervention process.

IMPACT: By having effective systems in place to monitor the progress of all students, the district is able to use data to identify students who are performing below grade level standards. This may enable the district to address the systemic issues that impede the students' abilities to meet academic goals.

2. The district created a special education task force to study the district’s current special education practices and make recommendations to improve services for students with disabilities.

   A. According to staff in the Office of Student Support and documents reviewed, the task force is comprised of 21 core team members, including intervention specialists, teachers, related services staff, administrators and 25 sub-committee members.

   B. A review of meeting agendas, minutes and PowerPoint presentations indicated the task force is analyzing district special education data and gathering information via surveys from teachers and administrators about the “current reality” of district special education services.

   - According to documents reviewed, the special education task force reviewed data on the percent of students, by disability category, served outside of the regular education classroom less than 21 percent of the school day. It also reviewed data on students with disabilities served in resource rooms more than 60 percent of the school day.

     - The special education task force completed a strengths, weaknesses, opportunities and threats (SWOT) analysis of the district special education services by gathering input from the school staff.

     - According to agendas and meeting minutes, the task force studied best practices in special education, including response to intervention, differentiation of instruction, universal design for learning, cooperative group learning, peer tutoring and hands-on learning.
According to school visits and interviews with intervention specialists and student support staff, at least three elementary schools are piloting the co-teaching model to provide the least restrictive environment for students.

- The special education task force created a vision statement and goals.
  - The vision states that, "Lorain City Schools as part of a collaborative community will share responsibility to educate all students in inclusive settings."

- The special education task force has created and approved goals to increase the number of students with disabilities who will be served in least restrictive environments in the 2015-2016 school year. The goals include:
  - Provide proper planning and execution of the implementation of the continuum of services for students with disabilities.
  - Adopt a collaborative planning process.
  - Adopt a creative problem-solving process.
  - Establish a common understanding of co-teaching instructional responsibilities and practices.
  - Plan for training and resources needed to implement the Response to Intervention framework.
  - Gather a list of needs from all teachers/levels to better implement differentiated instruction.
  - Access and success for ALL in the general education curriculum.

**IMPACT:** When students with disabilities have access to the general education curriculum and are provided differentiated instruction and appropriate supports, student achievement may increase.

**Fiscal Management**

1. **The district’s financial forecast for Fiscal Year 2016 through Fiscal Year 2020, as submitted in October 2015, has improved from the forecast that was submitted in May 2015.**
   
   A. A review of the May 2015 five-year forecast compared to the October 2015 five-year forecast, as submitted to Ohio Department of Education, showed an increase in ending cash balance. The cash is the amount of money that the district has to spend for the following fiscal year.

   B. A discussion with the treasurer indicated that the changes in the state funding for the 2016-2017 Biennium Budget has increased the amount that the district will receive for the district’s State Foundation payments. This is the amount that the district receives twice a month from the Ohio Department of Education, which will allow the district to have a positive cash balance through the end of FY19.

   C. The current financial forecast will allow the district to have a positive cash balance for the next four years. The comparison review of the forecast for the district showed an increase of the cash balance from a negative balance of $15,619,146 to a positive balance of $15,468,576 by FY19, which is a $31,087,722 increase.

   D. The district has been in Fiscal Caution since 2007, yet with the positive cash balance, the district may be removed from Fiscal Caution during the current year. Fiscal Caution is determined by the state superintendent when a district’s financial practices and condition have potential future year deficits within the General Fund, and the district does not provide a written plan to address a potential future year deficit.
• Discussions with the treasurer and the Ohio Department of Education fiscal monitor revealed there is movement to remove the district from Fiscal Caution by the end of the FY16.

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

2. **The district made technology upgrades in all buildings during the 2015-2016 school year.**

   A. According to the treasurer and technology department staff, the district borrowed funds through a five-year lease in the amount of $2.1 million for technology upgrades throughout all of the buildings during the 2015-2016 school year. The lease will provide for new technology equipment, upgrades to the infrastructure that will provide increased Internet bandwidth with increased additional Wi-Fi hot spots and a new phone system.

   B. By utilizing a five-year lease, the district was able to purchase more equipment in one year so that the equipment would be configured the same throughout the district instead of making incremental purchases over more than one year.

   - According to the Fiscal and Technology department staffs, the lease described the benefits of having all of the same type of equipment instead of purchasing the equipment over several years.

   C. The staff at General Johnny Wilson Middle School indicated that when using technology, their instructional time has not been interrupted during the current school year as in previous years and attributed it to the changes in the Wi-Fi hot spots and increased technology for the district.

   D. The staff of the Fiscal and Technology departments have reported decreases in telephone charges since the implementation of the new phone system.

**IMPACT:** The district’s investment in technology upgrades has resulted in less interrupted instructional time and increased cost savings. The changes may enhance the learning environment for the future. Although the lease of the equipment and services is for five years, it can allow the district to plan for future technological changes.
CHALLENGES AND AREAS FOR GROWTH

Leadership, Governance and Communication

1. Although the district provides its lowest achieving schools with additional monitoring and effective support for academic improvement, issues of socio-emotional monitoring are not being addressed at the elementary level.
   
   A. Interviews with principals and a review of employment records indicate the district does not employ guidance counselors or social workers at the elementary level.
   
   B. The district’s student/parent handbook contains no listing of available guidance or social services resources for parents.
   
   C. The district’s Six Priorities do not provide a specific plan to address the needs of students with socio-emotional issues.

   **IMPACT:** When students’ socio-emotional needs are not being met, student achievement might be impeded.

2. At the time of the review, no evidence was provided to show a plan or timeline to evaluate all current district initiatives and programs to determine their impact, continuation or termination.
   
   A. At the start of the 2015-2016 school year, the district underwent changes that include the following:
      
      • The assimilation of a new superintendent, assistant superintendent, director of communications, director of professional development, director of student services, director of teaching and learning, and high school principal, all of whom were hired or appointed between July 2015 and January 2016.
      
      • Reconfiguring all school buildings for the 2016-2017 school year. This reconfiguration plan has been shared with staff and parents for implementation by August 2016.
      
      • Opening a new high school in August 2016. The new building must be ready for the start of the 2016-2017 school year, with all moving details completed.
      
      • Pursuing the district’s Six Priorities. These priorities were announced at the start of the 2015-2016 school year and continue through the 2016-2017 school year.
      
      • Using concerns based adoption model (CBAM). District leadership decided to use this new format when adopting new initiatives. It is being used this year for the first time.
      
      • Working toward meeting the two Ohio Improvement Process goals: one district academic goal and one district culture and climate goal.
      
      • Improving the Response to Intervention process. The district developed a plan to improve the current Response to Intervention process. Administrators and teachers are learning to use the new plan this year.
      
      • Developing the district communication plan. The new director of Communications is changing the model for communicating district information to the community and the media.
      
      • Developing the district’s comprehensive professional development plan. The new director of Professional Development is working with a committee to change the district professional development plan by the end of the school year.
      
      • Continuing district implementation of Positive Behavioral Interventions and Supports. District schools are continuing to implement the Positive Behavioral Interventions and Supports program on a building by building basis. Completion goal is the end of the 2017-2018 school year.
Revising curriculum pacing guides. The new director of Teaching and Learning is working with a committee to revise the curriculum pacing guides.

Negotiating a new master contract with the teachers’ union. The board of education is currently in negotiations with the teachers’ union to reach an agreement on a new master contract by August 2016.

B. No evidence was presented to show how the district communicates its progress and achievement of goals and the evaluation of programs to stakeholders.

**IMPACT:** The lack of a timeline to evaluate the impact of current initiatives and programs prior to increasing those activities may deter the district’s focus on student improvement.

### 3. The district’s enrollment has continued to decrease over the past five years.

A. Enrollment figures from the district’s Education Management Information System Data Management office indicate a decrease in enrollment over the past five years from 7,585 in 2010-2011 to 6,659 in 2014-2015.

B. The number of students lost through open enrollment has been increasing over a five year period, according to data submitted to the Ohio Department of Education, which reports the following as “open enrollment out”: 797 (2010-2011), 850 (2011-2012), 908 (2012-2013), 900 (2013-2014), and 947 (2014-2015).

C. The district’s 2015 Foundation Settlement Report to the Ohio Department of Education verified a total payment of $16,954,248.12 for “community school transfer.” This amount has increased in each of the past five fiscal years. These are payments the district reimburses to the state for resident students attending community schools.

D. At the time of the review, there was no evidence presented that showed the district has been surveying parents who choose to enroll their children in other district schools.

**IMPACT:** As a result of the district’s continual decrease in student enrollment, the loss of state funding might affect resources needed to continually address the district improvement plan.

### Curriculum and Instruction

**1. The district lacks current science and social studies resource materials aligned to Ohio’s Learning Standards.**

A. According to teacher focus group participants, the district has not provided the instructional materials the teachers need to teach science.

- In interviews, the participants also revealed that they do not have science kits or other resources to do experiments.
- According to the focus group participants, “science has been on the back burner for a long time.” Interviews confirmed that teachers create and purchase their own science classroom materials.
- The district purchased an online science program that teachers regard as a supplemental resource, not a science curriculum.
- Administrators expressed that elementary buildings do not have adequate materials to teach to the science and social studies standards.
- Teachers revealed that they create their social studies curriculum materials but would like district-approved and adopted materials.
B. In classroom observations, the science textbooks had a copyright date of 2006 and social studies books had a copyright date of 2010. These textbooks were purchased prior to the adoption of Ohio’s Learning Standards.

C. According to focus group participants, new elementary teachers expressed concern about their students’ access to grade-level curricula because of the lack of science resources aligned to Ohio’s Learning Standards.

D. Evidence indicated that science and social studies classes are split into a 40-minute block period and the subjects may only be taught twice a week in the elementary schools. Middle school and high school participants confirmed that they create their own materials because the district materials are misaligned.

E. In an interview with district administration, there was an acknowledgement that science and social studies instructional resources needed to be under district review for new adoptions. The district is in the process of developing a plan to address the issue.

**IMPACT:** Without science and social studies instructional resources that are aligned to Ohio’s Learning Standards, the district cannot ensure that the delivery of classroom instruction will prepare students to be college and career ready.

2. **The district does not have mathematics instructional practices in place that ensure students will have the opportunity to learn to the best of their ability.**

   A. In classroom observations, teachers said that it was not unusual to have students placed in math classes out of sequence.
      - A teacher stated that there were students in Algebra II classes with students who had not passed Algebra I.
      - The district’s high school first quarter failure document indicated that 49 students had earned a grade of F in Algebra I. The document revealed that 16 of the students enrolled in Geometry had failed Algebra I.

   B. Teachers expressed that it is a challenging task to differentiate instruction in large classes due to certain district practices.
      - It was stated that students are sometimes placed in a mathematics class where there is an opening in their schedule.
      - Some of the classes in the middle school and high school had more than 32 students enrolled in the class.
      - Classroom observations did not reflect the teachers’ awareness of the level of expectations required in Ohio’s Learning Standards for Mathematics, as evidenced by students solving problems without having to explain how they derived the answers.
      - Classroom observations conducted by district review team members reflected whole-group instructional practices.

   C. The middle school schedule did not reflect any course offerings for Honors mathematics.

**IMPACT:** The lack of consistent instructional practices that are aligned to Ohio’s Learning Standards for Mathematics have not ensured the effective implementation of mathematics curriculum.

**Assessment and Effective Use of Data**

1. **The district does not effectively collaborate and communicate the use of data at the high school level.**
A. During the administration focus group sessions, it was stated that the Ohio Improvement Process is not consistently used across the high schools to communicate data results. Administrators stated they find it difficult to use the Ohio Improvement Process with fidelity since they are at the beginning phases of training and implementation.

B. Minutes from the teacher-based team meetings suggest a lack of team collaboration and communication. There is not enough data, original student work or discussion on intervention strategies seen in the teacher-based team minutes. Teachers also were surveyed on the effectiveness of their meetings and the survey results indicated similar findings.

**IMPACT:** Without effective collaboration and communication concerning the use of data during teacher-based team meetings, assessment outcomes may not be used to support teacher instructional methods.

2. The district has not established a culture of data use supported by technology at the high school level.

   A. Teachers at the high school level are not using computer based assessment data strategically. This was expressed in administration focus groups.

   B. It also was stated during focus group sessions that teachers do not have a clear understanding of how to interpret and use data.

   C. Administrators and professional development and teacher-based team agendas indicated that teacher-based teams have not been fully trained on procedural methods to access data electronically.

**IMPACT:** Without the regular use of technology to generate data for analysis or the understanding of how to interpret the data, ineffective collaboration and communication during high school teacher-based team meetings may continue to persist. In addition, missed opportunities to use the data to inform instruction or planning also may continue.

3. The district has not created a formalized assessment plan as outlined in the Lorain’s Cornerstone to Success initiative.

   A. As of the time of this review, there was no evidence that a committee had begun to work on the assessment plan. The district was not able to produce assessment planning committee minutes.

   B. The district did produce a PowerPoint that stated the plan would be created, and they currently use the benchmarks and short-cycle assessments of their vendor approved contractors, NWEA and ProCore, but no draft or final report was provided by the district.

**IMPACT:** Without an assessment plan, there is no formal guide to direct teachers on the district’s required usage of assessments.
Human Resources and Professional Development

1. At the time of the district review, there was no evidence of a systematic plan to ensure that all staff members receive consistent and continuous training in the implementation of district initiatives and programs.

   A. In interviews with academic instructional coaches, building administrators and teachers, participants agreed that schools do not receive the same training, nor are district initiatives consistently implemented.

      • Although the Positive Behavioral Intervention and Supports program is being implemented in the district, and teachers and staff verify that they have received training during the district professional development days, the implementation of the program is inconsistent from school to school and from classroom to classroom.

      • In focus groups with academic instructional coaches and teachers, it was shared that not all teachers have received training on the district instructional frameworks, initiatives and instructional programs. Some comments included:

          o "We need professional development on Thoughtful Classroom for the new teachers."

          o "New teachers need training on school initiatives."

   B. Although academic instructional coaches receive training in a variety of topics, including student learning objectives, data collection and analysis, and cognitive coaching, there is an inconsistency in the types of training each coach receives.

   C. Participants in a focus group revealed that there are no scheduled opportunities for academic instructional coaches to share ideas and training with one another.

IMPACT: The lack of consistency in the development, planning, delivery and implementation of appropriate professional learning to ensure all staff members receive continuous training on district instructional frameworks, instructional programs and initiatives can inhibit teaching staff members from increasing their knowledge in teaching and learning and can limit their abilities to provide consistent and meaningful instruction.

2. There are limited opportunities for professional development for the school board members, district and building administrators and school support staff.

   A. The agendas created for the professional development days do not show any specific training for district and building administrators that support their professional growth.

      • In a focus group with building administrators, it was stated that during the professional development days, they facilitate the sessions or attend the sessions designed for the teaching staff.

      • On the Feb. 20, 2016, professional development day, the published agenda stated the building administrators would facilitate the small group sessions.

   B. In an interview with school board members, it was shared that the only educational professional development they receive is through their attendance at the Ohio Schools Board Association annual conference. They stated they have not been in attendance in the professional development opportunities offered by the district.

      • A school board member said they would like to be involved in district-offered professional development.

   C. School employees take online state mandated training through Public School Works, which are required and, in most cases, a one-time time event as noted on a published school training plan. These online classes focus mainly on topics such as homelessness and child abuse and not instructional programs used by the district.
**IMPACT:** The lack of job-specific training for district administrators, school employees and school board members limits the opportunities these district staff members have to learn instructional learning strategies to provide additional support in the classroom.

**Student Supports**

1. **The district is inconsistently implementing the adopted Positive Behavioral and Intervention Supports (PBIS) framework.**
   
   A. Positive Behavioral and Interventions Supports framework is one of the district action steps in the Ohio Improvement Process. According to the district professional development plan, training was offered to the grades preK-6 staff, but evidence of school staff consistently using the framework is limited and there is no formal implementation plan provided.

   - The district review team members completing building observations revealed that there was limited visible evidence of the implementation of the Positive Behavioral and Interventions Supports framework (ex: the six pillars of success, schoolwide expectations or procedures posted in hallways) in schools observed.
   - In teacher focus groups, several teachers stated that they were not familiar with the Positive Behavioral Interventions and Supports framework. These teachers revealed that some of them had not received training on the framework.
   - Some teachers interviewed were unsure of how the Thoughtful Classroom aligned with the Positive Behavioral Intervention and Supports framework and if the district expected them to use all three frameworks.
   - High school teacher participants were not aware that implementation is planned for the next school year at the high school.

**IMPACT:** When the district inconsistently implements systems intended to establish a safe and positive school culture that minimizes disruptions to learning, it reduces the likelihood of enabling students to assume more responsibility for their own behaviors and learning.

2. **The district does not effectively communicate or productively engage with families or community providers to support students’ academic progress.**

   A. According to reviewed documents, the district’s office of communications conducted a community/parent survey via the district website, Facebook email and community groups. The purpose of the survey was to gather input to improve communication throughout the district and community.

   - At the time of the district review, 195 people completed the survey. Participants were almost equally split between parents and non-parents.
   - According to the district report, 33.7 percent of participants were parents of students in high school (24 percent). Over half of the participants were long-term residents for 20 years or more.
   - Twenty-four percent of participants indicated they were very informed about the schools and nearly two-thirds indicated they were "somewhat informed." A quarter of participants said they receive daily communication from a teacher. Another 37 percent said they receive communication “rarely or never.” Only 24 percent indicated they were "very informed" about the schools and nearly two-thirds indicated they were "somewhat informed." Similarly, 27 percent indicated weekly communications from the principal, but 35 percent said, “rarely or never.” Twenty-four percent indicated they were very informed about the schools and nearly two-thirds indicated they were somewhat informed.
B. The district provides a supplemental contract for a teacher at each school to serve as a family literacy night coordinator. However, there is no districtwide comprehensive family engagement plan.

- El Centre, a community partner provides support for Hispanic families and works primarily with Washington Elementary to provide a location for parent-teacher conferences at its center. According to parents, similar support for non-English speaking families is not provided throughout the district.
- Few schools have a parent organization and use volunteers during the school day to support student learning. Volunteers were visible in a few elementary schools.
- Although, information is provided on the district website and in the course selection guide, high school parents and students in focus groups shared frustrations with the lack of communication related to information about opportunities for students. Opportunities mentioned were how to earn college credit in high school, scholarships, graduation requirements and scheduling courses.

**IMPACT:** When the district fails to develop effective working relationships with the parents, this may lead to decreased parental involvement in the school activities and students’ classroom learning, and thereby contribute to the students’ decreased academic achievement and social competence.

3. There is no evidence of an aligned comprehensive system of support including “wraparound” services for the socio-emotional and behavioral health of all students.

A. Although the district created a directory of external public and private agencies available to serve students and families in need of assistance, counseling, mentoring and health services, the district’s internal and external student supports for the students’ socio-emotional needs are misaligned, fragmented and not easily accessible. The directory reviewed listed agencies, contact information and services offered.

- Middle and high school counselors do not collaborate with each other or the student services team, and there is no professional development offered for counselors specific to student socio-emotional needs.
- There are no elementary school counselors to provide socio-emotional support for students.
- According to support staff interviews, most school nurses are assigned to two schools, which limits their availability to support students.
- In interviews and focus groups, several parents, teachers and support staff stated they are voicing their concerns to district leaders about the limited social/emotional support for elementary students.

B. At the time of the review, there was no data presented to account for the number of students and families accessing external socio-emotional services and the impact on student success for those served.

**IMPACT:** When internal and external student and family support services are not coordinated, aligned and easily accessible, fewer students and families will benefit from the available services.

**Fiscal Management**

1. The district does not have a written capital plan for replacement of equipment.

A. A capital plan describes the needs for district equipment replacement for the next five years, including, but not limited to, equipment used in the classroom, equipment used for maintaining the buildings and grounds, vehicles and buses.
B. There is not a written capital plan in place in order for the district to know the costs for any additional equipment or repairs.

C. In an interview with the staffs of the Operations, Fiscal and Technology departments, they all agreed that there is not a written capital plan for the replacement of equipment throughout the district. All interviewees stated that they are aware of equipment and replacement needs of the district; however, there is nothing in writing.

D. Since there is no written capital plan, according to staff interviews, when an emergency replacement or repair of building equipment is needed, the Operations and Fiscal staffs have to determine the funding source, which could decrease other funding areas.

**IMPACT:** The financial impact on the district’s five-year forecast and appropriations is unknown when there is no written capital plan for repairs and equipment.

2. **The district’s budgets were not distributed to building administrators, and the budgets do not contain district or building goals.**

   A. A review of the budget documents provided by the Fiscal staff showed that none of the building budgets had any goals aligned to the district’s goals.

   B. According to the treasurer and the director of Operations, the building and department budgets were completed by the director of operations for the buildings. Building administrators stated they were not aware of their available funds for the 2015-2016 academic year or how the budgets were determined.

**IMPACT:** By not having comprehensive and transparent budget documents, nor communicating the processes for budget development, the district may inhibit the administrators’ knowledge of available funds and strategic use of fiscal resources to promote student achievement.
Lorain City School District Review Recommendations

Leadership, Governance and Communication
1. Incorporate district-wide strategies for addressing the socio-emotional needs of all students into the district’s improvement plan. Ensure that the strategies include grades preK-12 to help all students attain academic goals. Explore creative solutions and new partnerships for medical, dental and mental health care to serve students and families.

**BENEFIT:** Providing socio-emotional, health and behavioral supports for all students may help raise academic achievement and might enhance the district’s goals of academic rigor and community engagement.

2. Develop a timeline to assess the effectiveness of all district programs and initiatives to determine the resources that are currently committed, and, based upon the impact, decide on the continuation or termination of the programs and initiatives. Update all stakeholders periodically to assure transparency regarding changes in district activities.

**BENEFIT:** Having a timeline to assist with prioritizing and streamlining district initiatives and programs can align resources for the best use in addressing student improvement. Sharing current information with all stakeholders can foster support for future changes in the district.

3. Survey parents of students who have left the district to enroll in other schools and districts to understand reasons for leaving the district. Based upon survey results, determine issues that can be immediately and feasibly addressed to encourage those students to re-enroll in the district.

**BENEFIT:** Obtaining information directly from parents whose children left the district might provide documented support for necessary changes to impact re-enrollment of former students and lessen the possibility of others leaving the district.

Curriculum and Instruction
1. Purchase or create instructional materials in science and social studies that are aligned to Ohio’s Learning Standards.

**BENEFIT:** When teachers have instructional materials that are aligned to Ohio’s Learning Standards, it provides clarity and direction on the content and skills for students to master in order to be college and career ready.

2. Provide professional development for teachers on Ohio’s Learning Standards for Mathematics in an effort for them to acquire a deeper understanding of mathematics as illustrated in the research-based Webb’s Depth of Knowledge. Webb’s Depth of Knowledge is an instructional inquiry-based model that assists teachers in creating lessons that develop student higher order thinking skills.

**BENEFIT:** Participation in professional development on Ohio’s Learning Standards for Mathematics may promote a deeper understanding of mathematics content and the articulation of the standards. Students may achieve proficient or higher levels of success with smaller class sizes and the correct course placement.

Assessment and the Use of Data
1. Enforce training by the state support team on the Ohio Improvement Process at the high school level.

**BENEFIT:** The implementation of a formalized process to collaborate and communicate during teacher-based team meetings may encourage the accurate use of data to inform teacher instruction.

2. Complete teacher training on the usage of technology to generate data reports for short-cycle assessments, measurable targets, strategies and student interventions.

**BENEFIT:** By providing teachers with professional development on how to analyze data reports, teachers may be better prepared to establish student checkpoints for understanding and provide resources that are aligned to student needs.
3. Develop a formal district assessment plan to support the regular use of data in the classroom and during teacher-based team meetings.

**BENEFIT:** A plan that defines and enforces the use of data can transform teaching methods by aligning teaching strategies to student needs.

### Human Resources and Professional Development

1. Streamline the initiatives of the district to determine the most beneficial instructional framework for the district. Once a framework is selected, develop a multi-year professional development plan and calendar that ensures the consistent, ongoing training of the adopted district framework, as well as other district instructional programs and content area instruction for all staff members.

**BENEFIT:** The development of a comprehensive instructional framework that is shared and implemented throughout the district can provide stability and consistency in teaching and learning.

2. Provide professional development specifically for district leadership, including building administrators, central office administrators and board members during the professional development days and encourage attendance for them at state and national professional conferences. Provide training and support for support staff members on a district instructional framework and on the Positive Behavioral Intervention and Supports program.

**BENEFIT:** Providing specific professional development for district leadership, building administrators and board members would enhance their skills in instructional leadership. Providing ongoing training on the instructional framework and Positive Behavioral Intervention and Supports for support staff would provide additional focused support for students in the schools.

### Student Supports

1. Develop a three-year implementation plan for the Positive Behavioral Intervention and Supports framework. Integrate the Thoughtful Classroom within the framework.
   - Assign building leadership teams to monitor and support the implementation and request resources and support needed from district leaders.
   - Collaborate with State Support Team 2 and the educational service center to assist with professional development and provide building support.

**BENEFIT:** Implementation of a systems approach to establish a safe and positive school climate, which minimizes problem behaviors, enables students to assume more responsibility for their own behavior and learning.

2. Assign a district family and community engagement coordinator/liaison and/or create a committee to work with school teams to explore ways to increase parent engagement and communication and address the needs of students and families.
   - Continue developing the website and social media as a tool for gathering information about the district. Expand the YouTube TV 20 channel to highlight more students, programs, clubs and classroom activities.
   - Increase marketing of college and career programs with information about eligibility, applications, deadlines and contact personnel.
   - Research interest in creating parent-teacher organizations. (PTO, PTA). Continue developing partnerships and requesting input from the community and parents as part of a collaborative effort to improve engagement, communication and develop “wraparound” services for all students.

**BENEFIT:** Developing strong working relationships with families, and appropriate external community partners and providers to sustain high-quality “wraparound support services,” along with quality educational programs may help ensure that all students graduate and are prepared for college and careers.
3. Map internal and external student and family supports, including student support staff responsibilities, school-based programs and services, community partnerships and mental health providers.

- Utilize mapping results and district data to determine the impact of programs, services and community partnerships.
- Align school counseling programs and services to the American Association of School Counselors model. Develop a communication, professional development and implementation plan with smart goals, timelines and information for all student support programs and services, which includes socio-emotional supports.
- Add social/emotional interventions to the response to intervention framework. Analyze student achievement, demographic, attendance and discipline data to guide decisions and meet the unique needs of students and families at each school.
- Align student support programs and services across the district as part of a comprehensive system of supports.
- Create time for counselors and other support staff to collaborate to align services and improve communication with students, staff and families.

**BENEFIT:** A well-defined, comprehensive and aligned student support system (which includes “wraparound services” encompassing health, socio-emotional and assistance with basic needs for students and families) that removes academic and non-academic barriers to learning may improve student achievement.

**Fiscal Management**

1. Establish a capital plan committee that includes district staff from all administrative areas that will develop a written capital plan to outline the needs of the district for equipment, with priorities for the next five years. Review and update the plan annually.

**BENEFIT:** Developing a capital plan with the collaboration of a committee can ensure the district in knows the amount of funding needed each year that can be included in the five year forecast and may allow for better fiscal management of those funds.

2. In collaboration with building and district administrators, establish a budgeting process that aligns the goals of the district with the budget needs for the buildings and departments.

**BENEFIT:** By having an annual budgeting process that aligns with the district’s goals, the administration may be able to allocate the necessary resources to the classroom for the education of the students.
Appendix A: Review Team, Activities, Site Visit Schedule

The review was conducted from January 25–29, 2016 by the following team of Ohio Department of Education staff members and independent consultants.

1. Claire Huff-Franklin, Director, Academic Distress Commissions and Education Reform
2. Ed Bernetich, Leadership Governance and Communication
3. Barbara Murphy, Curriculum and Instruction
4. Kim Tyler-Chappelle, Assessment and Effective Use of Data
5. Judy L. Wright, Human Resources and Professional Development
6. Karen Hopper, Student Supports
7. Cindy Ritter, Fiscal Management

District Review Activities
The following activities were conducted during the review:

Interviews
- Academic Coaches
- Academic Monitors
- Assistant Director of Human Resources
- Assistant Director of Student Services
- Assistant Superintendents
- Board of Education members
- Career Tech Coordinator
- Coordinator of Federal Programs
- Counselors
- Director Federal Programs
- Director of Athletics
- Director of Communications
- Director of Data and Accounting
- Director of Data and Assessment
- Director of Federal Programs and Title Grants
- Director of Human Resources
- Director of Professional Development
- Director of School Improvement
- Director of Special Education
- Director of Students Services
- Director of Teaching and Learning
- Director-Career Tech, Early College
- Early College Coordinator
- Early College Coordinator
- Educational Service Center Registration Coordinator
- Elementary Principals Focus Group
- EMIS Data Manager
- EMIS Data Technician
- Executive Assistant to the Superintendent
executive Director of Human Resources
Executive Director of Operations
Executive Director of Student Services
Gifted Coordinator
High School Counselors
High School Students
Human Resources Staff
Human Resources Support Staff
Intervention Specialist Speech Therapists
Lorain Chief of Police
Mayor of Lorain
Middle School Assistant Principals
Middle School Principals
Middle School Teachers
Registration/SOES Coordinator
Safety Coordinator
School Psychologist
Social Worker
Special Education Supervisors
State Support Team 2
Student Support Staff
Superintendent
Teachers Union President
Technical Coordinator/Associate Director
Transportation Department staff
Treasurer
Tutors

Focus Groups
- Elementary, middle and high school teachers
- Building principals and assistant principals
- High School students
- Parents

Onsite Visits
- 12 Building Observations
- 44 classrooms observed at all school levels
## Lorain City School District

### 2016 Site Visit Schedule

#### Day 1—February 8, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
<th>Room 1</th>
<th>Room 2: Interview</th>
<th>Room 3: Interview</th>
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</thead>
<tbody>
<tr>
<td>7:30-8:00</td>
<td>ODE DRT Team Meeting – Location (Conference Room 2)</td>
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<td><strong>ALL DRT Members</strong></td>
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<td>8:00-8:15</td>
<td>Orientation with District Leaders – Location – (Room 10)</td>
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<td><strong>ALL DRT MEMBERS</strong></td>
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<td>8:30-10:00</td>
<td>Leadership Interview</td>
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<td>Location – (Supt. Office)</td>
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<td>Superintendent</td>
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<td>Treasurer</td>
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<td>8:30-9:30</td>
<td>Data &amp; Assessment Interview</td>
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<td>9:30-11:00</td>
<td>Student Support Interview</td>
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<td>Location- (Room 12)</td>
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<td>Special Ed Supervisors</td>
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<td>Registration/SOES</td>
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<td>Coordinator</td>
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<td>Educational Services Coordinator</td>
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<td>9:30-11:00</td>
<td>Leadership /FM Interview</td>
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<td>Location – (Hearing Room )</td>
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<td>Director of School Improvement</td>
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<td>Coordinator of Federal Programs</td>
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<td>A&amp;D, HR/PD</td>
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<td>9:30-11:00</td>
<td>Student Support Interview</td>
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<td>Location- (Room 12)</td>
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<td>Mayor of Lorain</td>
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<td>11:00-12:15</td>
<td>DRT Meeting/Working Lunch</td>
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<td><strong>ALL DRT MEMBERS</strong></td>
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<td>12:15-1:45</td>
<td>Student Support Interview</td>
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<td>Location- (Hearing Room )</td>
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<td>Exec. Dir, Student Services</td>
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<td>Asst. Director of Student Services</td>
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<td><strong>SS, C&amp;I</strong></td>
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<td>12:15-1:45</td>
<td>Assessment &amp; Data Interview</td>
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<td>Location – (Room 12)</td>
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<td>EMIS Data Manager</td>
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<td>EMIS Data Technician</td>
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<td>12:15-1:45</td>
<td>Leadership/ HR-PD Interview</td>
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<td>Location – (Room 10)</td>
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<td>Exec. Dir. of HR</td>
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<td>Dir. Teaching and Learning</td>
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<td>Dir. of Professional Development</td>
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<td><strong>LG&amp;C, HR/PD</strong></td>
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<td>Time</td>
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<tr>
<td>1:45-2:15</td>
<td>Doc Review</td>
<td>Conference Room 2</td>
<td>2:15-3:30</td>
<td>Curriculum &amp; Instruction Interview</td>
<td>Hearing Room</td>
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<td>Academic Monitors</td>
<td>Room (Room 5)</td>
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<td>Fiscal Interview w/ district Admin staff</td>
<td>Room (Room 10)</td>
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<tr>
<td>4:00-5:30</td>
<td>Principals Focus Group-Mixed Location</td>
<td>Room 10</td>
<td>8:00-8:30</td>
<td>DRT Meeting</td>
<td>Conference Room 2</td>
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<tr>
<td></td>
<td>Elementary Principals</td>
<td></td>
<td>8:30-9:00</td>
<td>Leadership &amp; Governance Interview</td>
<td>Hearing Room</td>
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<td></td>
<td>Location (Room 12)</td>
<td>Room (Room 10)</td>
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<td>Assistant Treasurer</td>
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<td>Finance Staff</td>
<td>FM</td>
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<td>LG&amp;C, SS</td>
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<td>HR Personnel Files:</td>
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**Site Visit Schedule**

**Day 2—February 9, 2016**

<table>
<thead>
<tr>
<th>Location 1: Team workroom/ selected classrooms</th>
<th>Location 2: Meeting room at central office (for 6-8)</th>
<th>Location 3: Another meeting room at central office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Time</td>
</tr>
<tr>
<td>8:00-8:30</td>
<td>DRT Meeting</td>
<td>ALL DRT MEMBERS (fiscal interview starts at 8:15)</td>
</tr>
<tr>
<td>8:15-9:00</td>
<td>Fiscal Interview Location- (Room 12)</td>
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<tr>
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<td>Assistant Treasurer</td>
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<td></td>
<td>Finance Staff</td>
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<td></td>
<td>FM</td>
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<tr>
<td>8:30-10:00</td>
<td>HR Personnel Files:</td>
<td></td>
</tr>
<tr>
<td>Location 1: Team workroom/selected classrooms</td>
<td>Location 2: Meeting room at central office (for 6-8)</td>
<td>Location 3: Another meeting room at central office</td>
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<td><strong>Time</strong></td>
<td><strong>Activity</strong></td>
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<tr>
<td>10:00-11:15</td>
<td>Location (HR Office)</td>
<td>10:00-11:15</td>
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<tr>
<td>10:00-11:15</td>
<td>Data &amp; Assessment Interview Location- (Room 12)</td>
<td>10:00-11:15</td>
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<td>10:00-11:15</td>
<td>HR/PD</td>
<td>10:00-11:15</td>
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<td>HR/PD</td>
<td>10:00-11:15</td>
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<tr>
<td>10:00-11:15</td>
<td>Dir. Data, Assessment &amp; Tech Associate Director of Tech A&amp;D, FM</td>
<td>10:00-11:15</td>
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<tr>
<td>11:30-1:00</td>
<td>DRT Meeting/Working Lunch ALL DRT MEMBERS</td>
<td>Conference Room 2</td>
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<tr>
<td>1:00-2:15</td>
<td>HR/PD Interview (Hearing Room)</td>
<td>1:00-2:15</td>
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<tr>
<td>1:00-2:15</td>
<td>HR/PD, A&amp;D, C&amp;I</td>
<td>1:00-2:15</td>
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<tr>
<td>2:30-3:30</td>
<td>Teacher Focus Group High School Location (Lorain High School Media Room) SS, LG&amp;C</td>
<td>3:30-4:30</td>
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<tr>
<td>4:30-5:00</td>
<td>Document Review Location (Conference Room 2) ALL DRT MEMBERS</td>
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<tr>
<td>5:00-6:00</td>
<td>Parent Focus Group Location (Room 10) ALL DRT MEMBERS</td>
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<tr>
<td>6:00-6:30</td>
<td>Review Team Meeting: ALL DRT MEMBERS Conference Room 2</td>
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## Site Visit Schedule
### Day 3—February 10, 2016

<table>
<thead>
<tr>
<th>Location 1:</th>
<th>Location 2:</th>
<th>Location 3:</th>
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</thead>
<tbody>
<tr>
<td>Team workroom/selected classrooms/location for focus group</td>
<td>Meeting room at central office/(for 6-8)/selected classrooms</td>
<td>Another meeting room at central office/location for focus group</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>8:00-8:45</td>
<td>Review Team</td>
<td>8:45-10:15</td>
<td>Classroom Visits</td>
<td>8:45-10:15</td>
<td>Classroom Visits</td>
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<tr>
<td>8:45-10:15</td>
<td>Classroom Visits TBD</td>
<td>8:45-10:15</td>
<td>Classroom Visits TBD</td>
<td>8:45-10:15</td>
<td>Classroom Visits TBD</td>
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<tr>
<td>10:15-10:30</td>
<td>Travel time, if needed</td>
<td>10:30-12:00</td>
<td>Classroom Visits TBD</td>
<td>10:30-12:00</td>
<td>Classroom Visits TBD</td>
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<tr>
<td>12:00-1:00</td>
<td>DRT Meeting/Working Lunch</td>
<td>1:00-1:15</td>
<td>Travel time</td>
<td>1:15 – 3:00</td>
<td>Classroom Visits TBD</td>
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<tr>
<td>1:15 – 3:00</td>
<td>Classroom Visits TBD</td>
<td>1:15 – 2:45</td>
<td>Classroom Visits TBD</td>
<td>1:15 – 2:45</td>
<td>Classroom Visits TBD</td>
</tr>
<tr>
<td>3:00-3:20</td>
<td>Travel time, if needed</td>
<td>3:30 – 4:30/5</td>
<td>Document Review</td>
<td>4:30-5:30 (flex time to meet district needs)</td>
<td>Board of Education Interview Location – (Room 10)</td>
</tr>
<tr>
<td>4:30-5:30 (flex time to meet district needs)</td>
<td>Board of Education Interview Location – (Room 10)</td>
<td>5:00 -6:00 (flex time to meet district needs)</td>
<td>Board of Education Interview Location – (Hearing Room)</td>
<td>5:00 -6:00 (flex time to meet district needs)</td>
<td>Board of Education Interview Location (Room 12)</td>
</tr>
<tr>
<td></td>
<td>SS, HR/PD</td>
<td>President</td>
<td>LG&amp;C, A&amp;D</td>
<td>Vice President</td>
<td>C&amp;I, FM</td>
</tr>
<tr>
<td>6:00 – 6:30</td>
<td>Review Team Meeting Location – (Conference Room 2)</td>
<td></td>
<td></td>
<td></td>
<td>ALL DRT MEMBERS</td>
</tr>
</tbody>
</table>
## Site Visit Schedule
### Day 4—February 11, 2016

<table>
<thead>
<tr>
<th>Location 1:</th>
<th>Location 2:</th>
<th>Location 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Location 1:</strong> Team workroom/selected classrooms/location for focus group</td>
<td><strong>Location 2:</strong> Selected classrooms</td>
<td><strong>Location 3:</strong> Meeting room at central office/selected classrooms</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td><strong>Activity</strong></td>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>8:00-8:30</td>
<td>DRT Meeting  <strong>ALL DRT MEMBERS</strong></td>
<td>8:30-10:00</td>
</tr>
<tr>
<td><strong>8:30-10:00</strong></td>
<td><strong>Student Support Interview Location - (Room 10)</strong></td>
<td><strong>Location:</strong> (Room 10)</td>
</tr>
<tr>
<td><strong>Psychologists</strong></td>
<td><strong>Counselors</strong></td>
<td><strong>Social Workers</strong></td>
</tr>
<tr>
<td>10:00-11:00</td>
<td><strong>Fiscal Interview Location- (Hearing Room)</strong></td>
<td>10:00-11:15</td>
</tr>
<tr>
<td><strong>Exec Dir, Human Resources</strong></td>
<td><strong>Director of Professional Dev.</strong></td>
<td><strong>Safety Coordinator</strong></td>
</tr>
<tr>
<td><strong>A&amp;D, FM</strong></td>
<td><strong>SS, LG&amp;C</strong></td>
<td><strong>Curriculum &amp; Instruction Interview Location (Hearing Room)</strong></td>
</tr>
<tr>
<td>11:00-12:00</td>
<td><strong>Leadership Interview Location (Room)</strong></td>
<td>11:00-12:00</td>
</tr>
<tr>
<td><strong>Exec. Asst. to Superintendent</strong></td>
<td><strong>LG&amp;C, FM</strong></td>
<td><strong>Early College Coordinator</strong></td>
</tr>
<tr>
<td>12:00-1:30</td>
<td>**Working Lunch/Document Review:  <strong>ALL DRT MEMBERS</strong></td>
<td><strong>Location:</strong> (Conference Room 2)</td>
</tr>
<tr>
<td>2:00- 6:00</td>
<td><strong>Emerging Themes Meeting Location:</strong> Lorain County ESC 1885 Lake Ave Elyria, Oh</td>
<td><strong>ALL TEAM MEMBERS</strong></td>
</tr>
</tbody>
</table>
## Site Visit Schedule
### Day 5—February 12, 2016

<table>
<thead>
<tr>
<th>Location 1:</th>
<th>Location 2:</th>
<th>Location 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team workroom/selected classrooms/</td>
<td>Selected classrooms</td>
<td>Meeting room at central office/selected classrooms</td>
</tr>
<tr>
<td>location for focus group</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-10:00</td>
<td>DRT Final Morning Meeting Location (Conference Room 2)</td>
</tr>
<tr>
<td></td>
<td>ALL DRT MEMBERS</td>
</tr>
<tr>
<td>10:00-10:45</td>
<td>Meeting with Superintendent re Emerging themes Location – (Supt. Office)</td>
</tr>
<tr>
<td>11:00-11:45</td>
<td>Meeting with leadership team re Emerging themes Location – (Room 10)</td>
</tr>
<tr>
<td></td>
<td>ALL DRT MEMBERS</td>
</tr>
<tr>
<td>11:45-3:00</td>
<td>Working Lunch/ Q &amp; A/ Compliance Monitoring Tool (Conference Room 2)</td>
</tr>
<tr>
<td></td>
<td>ALL DRT MEMBERS</td>
</tr>
</tbody>
</table>

**Standards Key**

- **A&D** = Assessment & Effective Use of Data
- **C&I** = Curriculum & Instruction
- **F&M** = Fiscal Management
- **HR/PD** = Human Resources/Professional Development
- **LG&C** = Leadership, Governance & Communication
- **SS** = Student Supports
Appendix B: Figures and Tables Related to Accountability

Figure 1: Lorain City School District Enrollment by Subgroup (Race)

![Graph showing enrollment by subgroup (race) from 2009-2010 to 2014-2015.]

Figure 1 Source: Ohio Department of Education Office of Accountability

Figure 2: Lorain City School District Enrollment

![Bar graph showing enrollment from 2009-2010 to 2014-2015.]

Figure 2 Source: Ohio Department of Education Office of Accountability
Figure 3: Lorain City School District Enrollment by Subgroup (Special Populations)

Figure 4: 2014-2015 Enrollment Location for Students Who Live in the Lorain City School District Attendance Area

Figure 3 Source: Ohio Department of Education Office of Accountability

Figure 4 Source: Ohio Department of Education Office of Accountability
Figure 5: 2014-2015 Lorain City School District Reading Passing Rates by Subgroup (Gap Closing)

- White: 65.1%
- Multiracial: 61.6%
- All Students: 57.9%
- Economically Disadvantaged: 56.9%
- Hispanic: 56.2%
- African American: 52.0%
- LEP: 28.2%
- Students with Disabilities: 22.8%

Source: Ohio Department of Education Office of Accountability

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

- White: 53.0%
- Hispanic: 47.1%
- Multiracial: 46.7%
- All Students: 46.5%
- Economically Disadvantaged: 45.1%
- African American: 39.3%
- LEP: 32.0%
- Students with Disabilities: 18.3%

Source: Ohio Department of Education Office of Accountability
Figure 7: Lorain City School District Reading Passing Rates by Subgroup

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

Figure 7 Source: Ohio Department of Education Office of Accountability

Figure 8 Source: Ohio Department of Education Office of Accountability
Figure 9: Lorain City School District Reading Passing Rates by Grade Level

Figure 9 Source: Ohio Department of Education Office of Accountability

Figure 10: Lorain City School District Math Passing Rates by Subgroup

Figure 10 Source: Ohio Department of Education Office of Accountability
Figure 11: Lorain City School District Math Performance Comparisons by Grade Level (2014-2015)

Lorain City School District REPORT
May 20, 2016

Figure 11 Source: Ohio Department of Education Office of Accountability

Figure 12: Lorain City School District Math Passing Rates by Grade Level

Figure 12 Source: Ohio Department of Education Office of Accountability
Figure 13: Lorain City School District Performance Index Trend

Total Score = 78.7  Total Score = 80.5  Total Score = 79.8  Total Score = 75.2


LIMITED  BASIC  PROFICIENT  ACCELERATED  ADVANCED  ADVANCED PLUS

Figure 13 Source: Ohio Department of Education Office of Accountability

Figure 14: Lorain City School District Graduation Rate Comparison

Figure 14 Source: Ohio Department of Education Office of Accountability
Figure 15: Lorain City School District Graduation Cohort Rates

Figure 15 Source: Ohio Department of Education Office of Accountability

Figure 16: Lorain City School District Number of Dropouts Grades 9-12

Figure 16 Source: Ohio Department of Education Office of Accountability
### Figure 17: Lorain City School District Disciplinary Actions Per 100 Students Compared to the State - All Discipline Types

![Graph showing disciplinary actions per 100 students for Lorain City School District compared to the state for the years 2011-2012 to 2014-2015.](image)

Figure 17 Source: Ohio Department of Education Office of Accountability

### Figure 18: Lorain City School District Prepared for Success Data for Class of 2014

<table>
<thead>
<tr>
<th>Category</th>
<th>Class of 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT: Participation</td>
<td>25.2%</td>
</tr>
<tr>
<td>ACT: Remediation Free</td>
<td>3.6%</td>
</tr>
<tr>
<td>SAT: Participation</td>
<td>0.0%</td>
</tr>
<tr>
<td>SAT: Remediation Free</td>
<td>0.0%</td>
</tr>
<tr>
<td>Honors Diploma</td>
<td>5.2%</td>
</tr>
<tr>
<td>Industry-Recognized Credentials</td>
<td>1.4%</td>
</tr>
<tr>
<td>Advanced Placement: Participation</td>
<td>0.0%</td>
</tr>
<tr>
<td>AP: Exam Score of 3 or Better</td>
<td>0.0%</td>
</tr>
<tr>
<td>Dual Enrollment Credit</td>
<td>13.3%</td>
</tr>
<tr>
<td>International Baccalaureate</td>
<td>0.0%</td>
</tr>
<tr>
<td>IB: Exam Score of 4 or Better</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Figure 18 Source: Ohio Department of Education Office of Accountability
Figure 19: Lorain City School District Attendance Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Lorain</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>92.0%</td>
<td>91.9%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>94.5%</td>
<td>94.2%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>93.0%</td>
<td>94.3%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>92.8%</td>
<td>94.1%</td>
</tr>
</tbody>
</table>

Figure 19 Source: Ohio Department of Education Office of Accountability

Figure 20: Lorain City School District Chronic Absenteeism Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>29.4%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>21.7%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

Figure 20 Source: Ohio Department of Education Office of Accountability
Figure 21: 2014-2015 Lorain City School District Absenteeism Data

- Satisfactory Attendance (Missing Less than 5%)
- At-Risk (Missing Between 5% and 9.9%)
- Moderate Chronic (Missing Between 10% and 19.9%)
- Severe Chronic (Missing 20% of Days or More)

Figure 21 Source: Ohio Department of Education Office of Accountability
Figure 22: Lorain City School District 2014-2015 Percent of Funds Spent on Classroom Instruction Compared to Similar Districts and the State

Lorain City School District

- Classroom: 68.5%
- Non-Classroom: 31.5%

Comparison Group

- Classroom: 69.5%
- Non-Classroom: 30.5%

State Average

- Classroom: 67.3%
- Non-Classroom: 32.7%

Figure 22 Source: Ohio Department of Education Office of Accountability
Figure 23: Lorain City School District 2014-2015 Operating Spending per Pupil Compared to the State

Figure 23 Source: Ohio Department of Education Office of Accountability

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

Figure 24 Source: Ohio Department of Education Office of Accountability
### Table 1: Lorain City Schools Teacher Demographic Data

<table>
<thead>
<tr>
<th>Year</th>
<th>Teacher Salary Average</th>
<th>% of Core Courses Taught by Highly Qualified Teachers</th>
<th>Teacher Attendance</th>
<th>% of Teachers with Masters or Doctorate Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>$59,398</td>
<td>97.2%</td>
<td>93.0%</td>
<td>73.7%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>$63,807</td>
<td>100.0%</td>
<td>92.5%</td>
<td>75.8%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>$65,028</td>
<td>100.0%</td>
<td>94.2%</td>
<td>77.6%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>$62,410</td>
<td>100.0%</td>
<td>93.2%</td>
<td>74.1%</td>
</tr>
</tbody>
</table>

Table 1 Source: Ohio Department of Education Office of Accountability

### Table 2: Lorain City School District 2015 Value-Added Report

<table>
<thead>
<tr>
<th>Test Grade</th>
<th>Progress Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English Language Arts</td>
</tr>
<tr>
<td>All Grades</td>
<td>15.06</td>
</tr>
<tr>
<td>4th Grade</td>
<td>7.33</td>
</tr>
<tr>
<td>5th Grade</td>
<td>6.19</td>
</tr>
<tr>
<td>6th Grade</td>
<td>11.46</td>
</tr>
<tr>
<td>7th Grade</td>
<td>4.79</td>
</tr>
<tr>
<td>8th Grade</td>
<td>3.92</td>
</tr>
<tr>
<td>High School</td>
<td>10.88</td>
</tr>
</tbody>
</table>

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

- **A** = 2.00 and up
- **B** = 1.00 to 1.99
- **C** = 0.00 to 0.99
- **D** = -1.00 to -1.99
- **F** = below -2.00

Table 2 Source: Ohio Department of Education Office of Accountability
### Table 3: Lorain City School District Chronic Absenteeism Data by Grade

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2013-2014</th>
<th>2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>20%</td>
<td>21%</td>
</tr>
<tr>
<td>01</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>02</td>
<td>9%</td>
<td>12%</td>
</tr>
<tr>
<td>03</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>04</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>05</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>06</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>07</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>08</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>09</td>
<td>39%</td>
<td>33%</td>
</tr>
<tr>
<td>10</td>
<td>36%</td>
<td>30%</td>
</tr>
<tr>
<td>11</td>
<td>37%</td>
<td>34%</td>
</tr>
<tr>
<td>12</td>
<td>38%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Table 3 Source: Ohio Department of Education Office of Accountability

### Table 4: Lorain City School District K-3 Literacy Improvement

<table>
<thead>
<tr>
<th>Not On-Track at Point A</th>
<th>Improving to On-Track at Point B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Reading Diagnostic School Year 2013-2014</td>
<td>169</td>
</tr>
<tr>
<td>1st Grade Reading Diagnostic School Year 2013-2014</td>
<td>125</td>
</tr>
<tr>
<td>2nd Grade Reading Diagnostic School Year 2013-2014</td>
<td>139</td>
</tr>
<tr>
<td>3rd Grade Reading Diagnostic School Year 2014-2015</td>
<td>156</td>
</tr>
<tr>
<td>Deduction for 3rd graders who did not pass OAA and were not on a Reading Improvement and Monitoring Plan</td>
<td>No Deductions</td>
</tr>
<tr>
<td>Totals</td>
<td>589</td>
</tr>
</tbody>
</table>

2015 K-3 Literacy Improvement Measure

<table>
<thead>
<tr>
<th></th>
<th>40.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D</td>
</tr>
</tbody>
</table>

Table 4 Source: Ohio Department of Education Office of Accountability
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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest</td>
<td>0</td>
<td>No evidence found to indicate the specific practice is occurring.</td>
</tr>
<tr>
<td>1</td>
<td>Rarely found evidence of adult practice and/or is of poor quality as it engages a limited number of students</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Highest</td>
<td>5</td>
<td>Exemplary evidence of adult practice; quality demonstrates superior levels of implementation in at least 90% of the settings; impact for most students’ engagement; evidence can be triangulated across multiple sources of data.</td>
</tr>
<tr>
<td>No Data Collected</td>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>
### Standards I, II & V: Instructional Inventory

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time in:</th>
<th>Total time:</th>
<th>Subject:</th>
<th>Grade Level:</th>
</tr>
</thead>
</table>

**District IRN:**

**School:**

**Building:**

- ES
- MS
- HS

**# Students:**

**# Teachers:**

**# Assistants:**

**Class:**

- Gen ED
- ELL
- Special ED
- Self Contained
- Title I

**Part of Lesson Observed:**

- Beginning
- Middle
- End

**Observer:**

---

#### Instructional Inventory Items

<table>
<thead>
<tr>
<th>No Data Collected</th>
<th>Evidence</th>
</tr>
</thead>
</table>

**LEARNING ENVIRONMENT**

1. The tone of interactions between teacher and students and among students is positive and respectful.

2. Behavioral standards are clearly communicated and disruptions, if present, are managed effectively and equitably.

3. The physical arrangement of the classroom ensures a positive learning environment and provides all students with access to learning activities.

4. Classroom procedures are established and maintained to create a safe physical environment and promote smooth transitions among all classroom activities.

5. Multiple resources are available to meet all students’ diverse learning needs.

---

**TEACHING**

6. Classroom lessons, instructional delivery and assessments reflect instructional shifts demanded by Ohio’s Learning Standards.

7. The teacher demonstrates knowledge of subject and content.

8. The teacher applies Webb’s Depth of Knowledge to design and implement curricular activities, instruction, and assessments. The teacher provides opportunities for students to engage in discussion and activities aligned to higher levels of thinking.

9. The teacher communicates clear learning objective(s) aligned to Ohio’s Learning Standards.
<table>
<thead>
<tr>
<th>Instructional Inventory Items</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>No Data Collected</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. The teacher implements appropriate and varied strategies that meet all students’ (including, but not limited to ELL, SPED and Gifted) diverse learning needs that would address differentiation of content, process, and/or products.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The teacher implements teaching strategies that promote a learning environment where students can take risks such as make predictions, judgments and investigate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The teacher conducts frequent formative assessments to check for understanding and inform instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The teacher uses available technology to support instruction and enhance learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LEARNING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Students are engaged in challenging academic tasks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Students articulate their thinking or reasoning verbally or in writing either individually, in pairs or in groups.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Students recall, reproduce knowledge or skills, apply multiple concepts, analyze, evaluate, investigate concepts and/or think creatively or critically to solve real-world problems. (Webb’s Depth of Knowledge) [Please circle all that apply and provide examples.]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Students make connections to prior knowledge, real world experiences, or can apply knowledge and understanding to other subjects.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Students use technology as a tool for learning and/or understanding.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Students assume responsibility for their own learning whether individually, in pairs, or in groups. [Please provide examples.]</td>
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<td>20. Student work demonstrates high quality and can serve as examples.</td>
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<td>21. Students are engaged in productive learning outcomes.</td>
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</table>
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: _______________________

<table>
<thead>
<tr>
<th>Inventory Item</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NDC</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aggregated performance data is displayed for stakeholders to view.</td>
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<tr>
<td>2. Working technology (i.e. smart boards, laptops, desktops, or tablets) are available for students to use on a frequent basis.</td>
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<td>3. Students show competency in using available technology to conduct research, display their work, and take assessments.</td>
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<td>4. Teachers integrate the use of technology in instruction.</td>
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</tbody>
</table>
Standard IV: Human Resources & Professional Development Inventory

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

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

<table>
<thead>
<tr>
<th>Inventory Item</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NDC</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examples of the district’s instructional framework is displayed in the classroom.</td>
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<tr>
<td>2. The district’s behavioral model(s) and standards are visible in classroom and clearly communicated (e.g. PBIS or CHAMPS, etc.). If disruptions are present, teacher manages effectively and equitably.</td>
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<tr>
<td>3. Cultural diversity is displayed through visuals, programs, and/or initiatives.</td>
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</table>
# Standard VI: Fiscal Management Inventory

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

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

# Students: ___________ # Teachers: ___________ # Assistants: ___________

Class: Gen ED ELL Special ED Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: ___________

<table>
<thead>
<tr>
<th>Inventory Item</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NDC</th>
<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td>1. Textbooks and supplemental curriculum materials are available in the classroom.</td>
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<td>2. Teaching aids (e.g. handouts, flash cards, blackboard, pictures, audio CDs, video tapes, DVDs, etc.) are available in the classroom.</td>
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<td>3. Technology (e.g. computers, laptops, tablets, calculators, whiteboards, etc.) are available for use in classroom instruction.</td>
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<td>4. There is sufficient seating for students (e.g. desks and chairs).</td>
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**CLASSROOM RESOURCES**

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<th>Inventory Item</th>
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<th>4</th>
<th>5</th>
<th>NDC</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>5. Classroom is in generally good condition (i.e. no water leaks, no exposed wires, no broken glass, lightbulbs or equipment).</td>
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<td>6. Lighting in the classroom is adequate to provide appropriate learning environment.</td>
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**FACILITY MAINTENANCE**


## Building Observation Report

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

**District:** ____________________________  
**Time Out:** ____________________________

**Building:** ____________________________

**Reviewer:** ____________________________

<table>
<thead>
<tr>
<th>Six Standards</th>
<th>Leadership, Governance and Communication</th>
<th>Curriculum &amp; Instruction</th>
<th>Assessment/Use of Data</th>
<th>Human Resources &amp; Professional Development</th>
<th>Student Support</th>
<th>Fiscal Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM</td>
<td>0 1 2 3 4 5 NDC</td>
<td>Evidence</td>
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</tbody>
</table>

### 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
<table>
<thead>
<tr>
<th>ITEM</th>
<th>0</th>
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<th>Evidence</th>
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<tr>
<td><strong>Cafeteria</strong></td>
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<td>Appearance of Area</td>
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<td>Ratio of Students to Teachers</td>
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<td>Teacher Attentiveness to Students</td>
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<td>Noise Level</td>
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<td><strong>Presence of External Stakeholders</strong></td>
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<td>Parent Liaison</td>
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<td>Volunteer(s) (activities)</td>
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<td>Parents/Guardians</td>
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<td>Engagement with Students</td>
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<td><strong>Interruptions to Instruction</strong></td>
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<td>Announcements</td>
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<td>Fire Drill/Actual Incident (Please include details in “Additional Comments section)</td>
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<td>Calls for Teachers</td>
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<td>Calls for Students</td>
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<td>Fight/Security Issues (Please include details in “Additional Comments section)</td>
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<td><strong>Additional Comments:</strong></td>
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</tbody>
</table>
Appendix D: List of Documents Reviewed

- Academic Instructional Coach Data Meeting Notes
- Academic Recovery Plan 2014
- Academic Recovery Plan Update 2015
- Autism 101 Training PowerPoint-Teacher Training
- Bi-weekly student progress report form for STAR
- Building Leadership Team 5-step process meeting agendas and minutes
- Career Technical Education Program Guide and documents
- Communications Survey Results
- Concerns Based Adoption Model (CBAM)
- Course Selection Guide
- Courses of Study
- Curriculum Guides K-12
- Curriculum Maps
- Data Meeting Discussion Tool
- District leadership retreat minutes
- District leadership team Five-step process meeting minutes
- District Ohio Improvement Plan
- District Professional Development Committee Notebook
- District School Improvement Plan
- Early College Lorain County Community College Recruitment PowerPoint
- Early College Program Documents
- Email from Office of Federal Programs and Grants
- Email Office of School Improvement
- Email regarding Elementary School Scheduling
- Email regarding for Academic Instructional Coach Meeting
- Email regarding Instructional Technology
- Email regarding Software
- Email regarding Youngstown Student Programs
- Family Literacy Nights
- Final Report of Boys and Girls Club
- High School Schedule
- Individualized Education Plan Best Practices
- Job Descriptions for all district and building personnel
- Learning Centers After School Program
- Local Report Cards 2012-2014
- Longfellow Middle School Technology Room Assessment Inventory
- Lorain City Schools 4-year Budget Forecast
- Lorain City Schools District Review Report 2014
- Lorain City Schools OPES/OTES Results
- Lorain City Schools Policy Manual Section C
- Lorain City Schools Preliminary State Test Scores
- Lorain City Schools Professional Development Plan
- Lorain City Schools SLOs 2015-16
- Lorain City Schools Student and Parent Handbook
- Lorain City Schools Summer Professional Development Sessions
- Lorain City Schools Teachers Contract
- Lorain County 21st Century Community
- Lorain Recruiting Schedule/ Career and Job Fair Schedule 2015-16
- Lorain Six Focus Priorities Report
- Master Contract between the Lorain City School and the Lorain Education Association (2013-2016)
- Office of School Improvement-Third Grade Reading Guarantee Retention Summary Report (Feb 3, 2016)
- Ohio Improvement Building Leadership Team Minutes
- Ohio Improvement Plan District Leadership Team Meeting minutes
- Ohio Improvement Process Building Action Plans
- Ohio Improvement Process Lorain District Action Plan 2015-16
- Ohio Teacher Evaluation System Improvement Plans for Teachers
- Organizational Chart
- Parents’ Survey
- Pro-Core Test Item Response Report – Math Grade 4
- Professional Development offered by School Support Team 2
- Professional Development Plan
- Response to Intervention Plan
- Response to Intervention scores by proficiency levels
- SPED Task Force agenda’s and minutes Oct and Dec
- Staff Recognition and Retention Action Plan 2015-16
- State Report Card info, Student Services
- Student and Parent Handbooks
- Student Learning Objectives (SLO) Timeline for training
- Student Learning Objectives Training Agendas and Sign in Sheets
- Student mathematics failure report
- Student Services Newsletters
- Teacher-Based Team 5-step process meeting agenda and minutes
- Third Grade Reading Guarantee Reading Specialist Tutoring
- Thoughtful Classroom intervention observation form
- Value-Added Report
- Washington Elementary 30 Day Plan
- Wrap around services agency lists
- YTD Positive Referrals