Dayton Public Schools

REVIEW CONDUCTED MAY 7-11, 2018

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

Ohio | **Department of Education**

Dayton Public Schools

Organization of this Report

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Dayton Public Schools 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 Dayton Public Schools was conducted from May 7-11, 2018. The following summary highlights the strengths, challenges and recommendations, which are further explained in the report.

STRENGTHS

Leadership, Governance and Communication
- The board of education and superintendent collaborate with stakeholders to support student achievement and college and career readiness.
- The district provides teacher leadership opportunities.

Curriculum and Instruction
- The district established the position of teacher leader to support improved instruction.

Assessment and Effective Use of Data
- The district created a comprehensive data dashboard to provide personnel with a centralized and complete data source.

Human Resources and Professional Development
- The district employs teacher leaders to provide building-level, job-embedded professional development that is focused on teacher instructional needs.
- The district provides opportunities for teachers to collaborate in shared decision-making.

Student Supports
- The district developed working relationships with community business and higher education partners to support K-12 students and provide college and career readiness opportunities.
- The district provides a centralized center to assist students and families with the student enrollment process.
- Building leadership teams have the opportunity to collaborate with State Support Team 10 to review student attendance and discipline data and monitor the progress toward the district's goal.

Fiscal Management
- The district has a five-year forecast that is transparent and comprehensive.

CHALLENGES

Leadership, Governance and Communication
- The district does not consistently monitor and revise building improvement plans.

Curriculum and Instruction
- The district does not ensure the consistent delivery of evidence-based instruction to promote high achievement for all students.
- The district does not have a process in place to monitor the implementation of the board-adopted curriculum.
- The district does not consistently differentiate instructional practices to address learning needs of students.

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Assessment and Effective Use of Data

- The district does not use common formative assessments to determine students' learning or the student performance data to modify instructional practices.
- The district does not consistently use technology for student learning.
- The district does not consistently monitor the fidelity of the implementation of the Ohio Improvement Process in Focus and Priority school buildings.

Human Resources and Professional Development

- The district does not have processes in place to recruit, select or assign highly qualified staff.
- The district's rate of teacher absences does not allow for consistent classroom instruction.
- The district does not effectively support a teacher evaluation process.
- The district does not prioritize professional development based on the district improvement plan goals and monitor for effectiveness.

Student Supports

- The district does not have a multi-tiered system of support to address student academic and behavior needs.
- The district does not consistently implement practices and action plans to close the gap in achievement and graduation rate for students with disabilities.
- The district does not effectively and consistently support student attendance and engage them in making connections with learning and college and career preparedness.

Fiscal Management

- The district does not follow the purchasing procedures outlined in the board-approved policy and procedures.
- The district does not have a comprehensive and participatory annual budget process to include district goals.

RECOMMENDATIONS

Leadership, Governance and Communication

- Establish measures of accountability and hold district administrators and principals responsible for the consistent monitoring of school improvement plans
- Ensure ongoing professional development for principals aligned to district initiatives and meets the Ohio Standards for Professional Development that includes both coaching and mentoring opportunities.

Curriculum and Instruction

- Provide professional development to teaching staff on evidence-based instructional practices. Align curriculum materials to Ohio's Learning Standards.
- Establish a committee representing the curriculum and instruction department, building administrators and teachers to help direct and support the work of curriculum and instruction across the district.
- Ensure the district identifies evidence-based instructional practices and strategies that address all students' learning or behavioral needs.

Assessment and the Use of Data

- Provide professional development on assessment literacy to guide the creation of grade level formative assessments.
- Conduct an inventory of technology that is available for use in the classroom by teachers and students.

- Contact State Support Team 10 consultants to provide technical assistance in using data to inform instructional practices, as well as professional development and guidance in monitoring the teams' fidelity of implementing the Ohio Improvement Process.

Human Resources and Professional Development

- Develop a plan for the human resources department that includes its organizational structure, identified services and delineation of responsibilities with appropriate training.
- Develop strategies to be used at the building and district levels to reinforce staff attendance at the targeted 95 percent level.
- Embed professional development within the district improvement plan to support identified goals and strategies and to ensure professional development addresses identified adult changes in practices necessary for meeting student learning targets.

Student Supports

- Convene a committee including representatives from district and building leaders, general and special education staff, student support staff, State Support Team 10 and other appropriate stakeholders to create a district policy for the adoption and implementation of a multi-tiered system of supports for prevention, early identification and interventions to address student's academic, behavior and health needs.
- Review and determine the level of implementation of the district-adopted inclusionary special education service delivery model.
- Update the district attendance policies to align with House Bill 410 requirements.

Fiscal Management

- Review current policy and assure district personnel are aware of the guidelines in purchasing/procurement practices to be as efficient in the purchasing process as possible.
- Develop a written policy manual, procedure guide and provide training to staff for the processing of payroll, including staff absences and time sheets.
- Develop a comprehensive and participatory budget process that provides opportunities for principals and district administrators to communicate with the superintendent, treasurer and executive cabinet regarding the needs of the building or departments.

Dayton Public Schools District Review Overview

PURPOSE

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

METHODOLOGY

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

SITE VISIT

The site visit to the Dayton Public School District was conducted May 7-11, 2018. The site visit included 46 hours of interviews and focus groups with 146 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted nine focus groups with state support team members, principals, elementary teachers, middle school/high school teachers, elementary students (grades 2-5) middle school students (grades 6-8) and high school students (grades 10 and 12), approximately 16 parents and 11 community members.

A list of review team members, information about review activities and the site visit schedule are in Appendix A. Appendices B and C provide information about enrollment, expenditures and student performance. The team also conducted building observations and observed classroom instructional practices in 129 classrooms in 30 schools. Appendix D contains the instructional inventory tools used to record observed characteristics of standards-based teaching and the building observation form to take note of the climate and culture of the district's buildings. Appendix E lists the district documents reviewed prior to and during the site visit.

DISTRICT PROFILE

Dayton City Schools are in Montgomery County. According to the United States Census Bureau, the estimated population of Dayton, Ohio as of July 1, 2017, was 140,371, which represents a 1.1 percent decrease in population since the 2010 Census.[2] Approximately 83.1 percent of the population graduated from high school. The median household income in Dayton City is $28,745 with 34.5 percent of the population living below the poverty line. In comparison, the median household income in Ohio is $50,674 with 15.4 percent living below the poverty line.

The average teacher salary in Dayton City School District for 2016-2017 was $45,035 (see table B-1, Appendix B). The average teacher salary in the district has generally declined over the last five years. During the same period,

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[1] Ohio Revised Code 3302.10
[2] United States Census Bureau, 2010
[2] United States Bureau of Labor Statistics 2018

the percentage of teacher attendance has increased, while the percentage of highly qualified teachers and teachers with master's or doctorate degrees has decreased.

According to the U.S. Bureau of Labor Statistics, the April 2018 unemployment rate for Dayton was 3.7 percent. The racial makeup of the school district (2016-2017) is 66.1 percent African-American, 24.8 percent Caucasian, 4.5 percent multiracial, and 3.9 percent Hispanic (see figure B-1, Appendix B). The district's enrollment has remained stable over the last five years (see figure B-2 in Appendix B).

During this same time span, the special population subgroups have also remained relatively stable at approximately the following percentages in 2017: 100 percent economically disadvantaged students, 20 percent students with disabilities, 7 percent gifted students, and 6 percent English language learner students. The economically disadvantaged subgroup has encompassed all students since the 2014-2015 school year (see B-3 in Appendix B).

In the 2016-2017 school year, about 49 percent of students chose not to enroll in their district of residence. About 30 percent enrolled in a community school and about 12 percent took advantage of one of the state's scholarship opportunities to attend a private school (see figure B-4, Appendix B). The 2016-2017 enrollment numbers by school, race and special population are included in table C-1, Appendix C.

Dayton is composed of the following 28 schools:

- Belle Haven
- Belmont HS
- Charity Adams
- Cleveland
- Dayton Boys Prep
- Dunbar Early College
- Eastmont
- Edison
- Edwin Joel Brown
- Fairview
- Horace Mann
- Jackson Center
- Kemp
- Kiser
- Louise Troy
- Meadowdale
- Meadowdale HS
- Ponitz Career Center
- River's Edge
- Rosa Parks
- Ruskin
- Stivers
- Thurgood Marshall
- Valerie
- Westwood
- Wogaman
- World of Wonder

Wright Brothers

STUDENT PERFORMANCE

Information about student performance includes: (1) the status of the district as it relates to the Ohio Department of Education's accountability system; (2) the progress the district is making toward narrowing proficiency gaps as measured by the gap closing component; (3) English language arts performance and student growth; (4) mathematics performance and student growth; (5) Performance Index; (6) annual dropout rates and 4- and 5-year cohort graduation rates; (7) suspension/expulsion rates; (8) prepared for success after high school; (9) attendance information and (10) K-3 literacy. Data is reported for the district, its schools and student subgroups that have at least three years of assessment data.

Three-year trend data (or more) are provided when possible, in addition to areas in the district and/or its schools demonstrating potentially meaningful gains or declines over these periods. In this section, as well as Appendices B and C, the data reported is the most recently available.

1. **The district report card summary.**
   A. On its 2016-2017 report card, the district received a "D" in K-3 Literacy and Progress and an "F" grade in Achievement, Gap Closing, Graduation and Prepared for Success.

2. **The district is not narrowing the proficiency gaps.**
   A. None of the district's subgroups met the annual measurable objectives (AMO) for English language arts (77.1 percent), mathematics (72 percent) or graduation rate (85.1 percent) in 2016-2017 (See Figure B-5, Appendix B[3]). Most subgroups remain near a graduation rate of 73 percent, except for multiracial and students with disabilities, whose graduation rates are 75.8 percent and 60.4 percent, respectively (see Figure B-5A, Appendix B). Most subgroups showed higher passing rates for English language arts than mathematics in 2016-2017.

   B. Students with disabilities showed the greatest gap in proficiency, with 11.3 percent and 9.4 percent passing the English language arts and math assessments, respectively (see figures B-5A, Appendix B). All subgroups improved in their English language arts passage rates this year as compared to last year, except for the Asian/Pacific Islander subgroup.

3. **The district's English language arts performance and student growth[4].**
   A. The passage rate for each indicator is 80 percent. Dayton City Schools did not meet the English language arts indicators for Ohio's State Tests in 2016-2017 (see figures B-6, Appendix B). More than 70 percent of students did not pass their English language arts tests in grades 6, 7 and 8. Additionally, more than 70 percent of students did not pass the English language arts I and II end-of-course exams (see figure B-9 appendix B).

   B. No grade level outperformed the state or similar districts in English language arts (see figure B-8, Appendix B). The greatest proficiency gaps between the state and the district are seen at grade 7 (-34.6 percent), grade 5 (-33.6 percent), and grade 4 (-32.4 percent; see figure B-8, Appendix B). Grade 3,4,5 and 6—as well as both English language arts I—have improved from last year's English language arts rates while other grades have declined or remained approximately stable in performance.

   C. Two-year Value-Added results indicated that there was significant evidence Dayton students made less than expected progress in all grades except fourth grade and English language arts I and II (see figure B-10, Appendix B).

4. **The district's mathematics performance and student growth.**
   A. None of the district's subgroups met the annual measurable objectives for math (see figure B-7, Appendix B). Additionally, Dayton performed below similar districts and the state average in all math assessment (see figure B-11, Appendix B). The greatest proficiency gaps between the state and Dayton appear in

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[3] The dotted lines represent the different target AMOs.
[4] Growth occurs when there is evidence that students made progress similar to or exceeding the statewide expectation.

grade 4 (-37 percent), grade 5 (-39.6 percent) and grade 6 (-34.2 percent). Grade 3 has the highest passing rate at 38.9 percent. After grade 3, the percent of students scoring at a level of proficient or above tends to drop steadily.

B. For all grades, there was significant evidence that students made less progress than expected progress for math Ohio's State Tests in 2016-2017, except in grades 6 and 7 where there was strong evidence of greater than expected growth and Algebra and Geometry where growth met the expectations. Additionally, in grades 3, 4, 5 and 6, the passage rates in math have increased from the 2016 to the 2017 academic year; while they have decreased in the other grades, Algebra and Geometry (see figure B-12, Appendix B).

5. The district's Performance Index[5] scores.
A. Dayton City School District's Performance Index score for 2016-2017 was 57.1. The district had a slight increase in Performance Index since last year. (see figure B-14, Appendix B).

6. Graduation[6] and dropout rates[7].
A. No subgroups reached the graduation rate target AMO (see figure B-5A, Appendix B). Both the four-year and five-year graduation rates are lower than similar districts and the state average this year (see figure B-15, Appendix B). Approximately 27.4 percent of the district's students did not graduate within four years, as compared to the state average of 16.4 percent. The four-year graduation rates had seen an increase to 75 percent for the class of 2015 then decreased to 72.6 percent for class of 2016, but these last two years have still had higher four-year graduation rates than the previous three years. The five-year graduation rates follow the same general trend as the four-year graduation rate but at about 5-8 percentage points above (see figure B-16, Appendix B).

B. The number of students dropping out has ranged from 209 to 306 students during the previous four years (see figure B-17, Appendix B).

7. The district's rates of in-school suspensions, out-of-school suspensions and expulsions by district and school.
A. Dayton seen a reduction in the number of disciplinary actions reported per 100 students to around 33.7 disciplinary actions per 100 students during the 2017 academic year. During the previous five years, Dayton students have experienced more frequent disciplinary actions than the state (See figure B-18, Appendix B and figure C-1, Appendix C).

8. Prepared for Success[8]
A. ACT participation for the 2017 graduating class was 52.5 percent. Of the students who participated, 6.6 percent received remediation-free scores (see figure B-19, Appendix B). ACT participation for the previous graduating class was 51.2 percent, making it a 1.3 percent increase in a year. There was a slight increase in the percentage of students who received ACT remediation-free scores from 2016 to 2017 (6.1 percent in 2016 and 6.6 percent in 2017). Further, College Credit Plus participation increased from 20.2 percent in 2016 to 31.4 percent during the 2017 school year. Additionally, SAT participation increased slightly with an increase of 0.2 percent in remediation-free scores from the 2016 to 2017 school year. Further, the participation in the industry-recognized credentials program went from 2.4 percent in 2016 to 2.9 percent in 2017. Finally, 2.2 percent of students received Honors Diplomas in 2017, which is slight increase from prior years.

B. The percent of students participating in Advancement Placement courses decreased from 13.5 percent in 2016 to 10.1 percent in 2017.

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[5] The Performance Index score measures the achievement of every student regardless of their levels of proficiency. Schools receive points for every level of achievement, with more points being awarded for higher passing scores. Untested students also are included in the calculation and schools and districts receive zero points for them. For purposes of assigning the letter grades, a Performance Index score of 120 is considered to be a "perfect" score. Districts and schools will receive one of five letter grades from "A" through "F" based on the percentage of total possible points earned.
[6] Graduation rate is the percentage of students that received a regular or honors diploma during or before the end of the school year.
[7] 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).
[8] Beginning in 2014, the Ohio Department of Education released additional data about each district's graduates in a component called Prepared for Success. These elements show the extent to which a district's students are prepared for college or a career.

9. **Attendance Rates**

   A. Dayton City School District attendance rates were 2 to 3 percentage points below the state's rates for the last four school years (see figure B-20, Appendix B).

   B. The district's chronic absenteeism rate[9] decreased to a low of 26.7 percent during the 2015-2016 school year (see figure B-21, Appendix B). It increased to 30.7 percent during the 2016-2017 school year. Of all students enrolled in the Dayton City School District, approximately 42 percent of the district's students showed satisfactory attendance, and 27 percent of students were considered at risk of becoming chronically absent (see figure B-22, Appendix B).

   C. During the 2016-2017 school year, 12th graders had the highest chronic absenteeism rate – at approximately 38.9 percent (see figure B-23, Appendix B).

10. **K-3 Literacy[10]**

    A. Year 1 had the highest improvement in students who moved from off track to on track status (37.2 percent; see figure B-24, Appendix B).

11. **Financial Data**

    A. In 2016-2017, Dayton City School District spent more on non-classroom instruction than the average of similar districts and the state average (see figure B-25, Appendix B). Of the district's expenditures, 37.8 percent are non-classroom based.

    B. Sixty-five percent of the district's revenue came from the state, with local funds making up the second highest percent of Dayton's revenue at 20 percent (see figure B-25A, Appendix B).

    C. During the 2016-2017 school year, Dayton City School District spent $1,118 more on operating expenses per equivalent pupil as compared to the state average (see figure B-26, Appendix B).

Dayton Public Schools District Review Findings

STRENGTHS

Leadership, Governance and Communication

1. **The board of education and superintendent collaborate with stakeholders to support student achievement and college and career readiness.**

   A. According to the business advisory council to the board, policy BCFA, "the council advises and provides recommendations to the board on matters specified by the board, including, but not necessarily limited to, the delineation of employment skills, the development of curriculum to instill these skills, changes in the economy and in the job market and the types of employment in which future jobs are most likely available."

   - Interviews with business, community and government leaders show the district has created a renewed, positive working relationship among all parties on the Business Advisory Council since four new board members were elected and a new superintendent appointed. Comments from interviews included:

   - "The superintendent is focused on students and closing the achievement gap. She wants to join with area partners to help accomplish that;"

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

[10] An analysis of Ohio student data found that a student who does not read proficiently by the end of third grade is 3.5 times more likely not to graduate on time than their "on-track" peers. When looking at data from the 2003-2004 third grade cohort tied to the graduating class of 2013, the study found that only 57 percent of the students who scored in the limited range on their 2004 third grade English language arts 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.
To address reading deficits early, the K-3 Literacy Improvement Measure is used to determine if more students are learning to read in kindergarten through third grade.

- "The board members are conducting themselves with more professionalism at the board meetings and in the community;"

- "The board members are focused on quality and collaboration;"

- "The leadership sees opportunities to support students and not threats everywhere;"

- "The board is reworking its contract with the community;"

- "A good relationship has been established with city hall and area businesses;" and

- "Previously the Business Advisory Council was called the Accountability Committee. Now we want to reboot and add value - workforce development and readiness of students for the workforce."

- The district has increased partnerships among business, community and government entities to support students, based on interviews and documents.

- The City of Learners, a city of Dayton committee, works with area groups, including the school district, to improve the workforce.

- Learn to Earn Dayton is dedicated to fostering the success of all Montgomery County children from birth until their graduation from college or selection of a career. Their goal is to have 60 percent of Montgomery County's workforce earn a college degree or high-quality credential by 2025.

- The business advisory council helps students make career connections to in-demand areas (advanced manufacturing, logistics, aviation and aeronautics, construction, business services and health care) by mentoring students or by providing apprenticeships.

- Counselors, principals and superintendent go on field trips to area businesses to increase opportunities for students to be career ready.

- Summer "melt" program included volunteers from the business advisory committee who called students last summer to encourage them to register for and attend college courses in the fall.

- The University of Dayton assigned an area counselor to help with college and career readiness skills and to increase The Free Application for Federal Student Aid (FASFA) completion rate.

- Talent Hub Equity Fellows are placed in every middle school and high school to advocate for change in advancing equity issues and to identify school practices that mitigate student academic success.

- The Dayton Foundation, Dayton Public Schools, Montgomery County, United Way, City of Dayton, University of Dayton and Wright State University entered a memorandum of understanding from July 2017 to June 2018 to commit funds toward Neighborhood School Center programs to provide for site coordinators. These Neighborhood School Centers bring together many partners to offer a range of supports and opportunities to children, youth, families and communities.

- City of Dayton, Dayton Public Schools and Local Labor met on April 20, 2018, to discuss apprenticeship opportunities for students.

- Learn to Earn sponsored, and the district participated in, a March 2, 2018, Summit "Know the Gap, Close the Gap – Now and How" to identify equity gaps and learn how to close them.

IMPACT: When the district collaborates and forms partnerships with businesses, the community and government entities, it may increase college and career opportunities for students and improve student achievement.

2. **The district provides teacher leadership opportunities.**
   A. Teacher leadership refers to a set of skills demonstrated by teachers who continue to teach students and have an influence that extends beyond their own classrooms.
   B. According to documents and interviews, the district provides teachers with opportunities to engage in leadership outside the classroom environment.

- The district hired 27 teacher leaders during the 2017-2018 school year to model, collaborate and team teach best practices and to support teachers in their use of a variety of data sources to inform instructional practice according to their job description.

- Teachers participate in the district leadership team (DLT) and are charged with shared responsibility to hold adults accountable for improved student performance. The DLT is a team of individuals who promote a culture of common expectations or commitment by maintaining a district wide focus on high achievement for all students.

- Teachers participate in building leadership teams (BLT) to encourage collaborative communication related to student achievement within and among the schools. The BLT is a team of individuals who promote a culture of common expectations or commitment by maintaining a school wide focus on improving student achievement. The team fosters shared leadership and responsibility for the success of every child through the creation of purposeful communities.

- Teachers serve on teacher-based teams (TBTs) to improve student achievement. TBTs are teachers who serve on grade-level or department teams to collect and analyze student work, establish expectations for implementing specific, effective changes relative to the data, implement agreed-upon building-wide strategies based on data and determine effectiveness of practices.

- Teacher mentors work with and support all teachers new to the profession or the district.

- District leadership and State Support Team 10 provide monthly building leadership and data trainings.

C. The master contract between the Dayton Education Association and the Dayton Board of Education dated June 1, 2017-July 30, 2019, lists supplemental positions that offer leadership roles to teachers. Supplemental positions are limited contracts given to teachers to complete additional duties outside of their teaching duties. According to the contract:

- School treasurers enter purchase orders and approve payments to the district treasurer's office for all the teachers in every building.

- Cluster leaders coordinate student services in a school within a school. A school within a school is a large public school that has been divided into smaller, autonomous subunits with a cluster leader assigned to each subunit.

- Teachers serve as intervention team coordinators and organize meetings to address students not meeting academic expectations.

- Teachers assigned the technical building coordinator role assist with technology issues in the building.

- Teachers serve on the Local Professional Development Committee, "a group that is charged with collecting, analyzing and effectively using data and current best practices to identify issues and recommend solutions to increase instructional proficiency and student achievement."

- Teachers assigned as testing coordinators assist in the administration of all required assessments throughout the school year.

- Teachers participate in curriculum-specific committees to revise standards and select textbooks and instructional materials.

- Teachers on the School Faculty Council collectively resolve building issues primarily related to the district's ongoing commitment to improve student and teacher performance. This committee also serves as the school safety committee.

- Teachers on the Discipline Committee "ensure fair and consistent discipline in every building."

IMPACT: When the district provides leadership opportunities, teachers may have increased input into decisions that impact student achievement.

Curriculum and Instruction

1. **The district established the position of teacher leader to support improved instruction.**

   A. The district hired 27 teacher leaders during the 2017-2018 school year to provide professional development and support to K-12 teachers for improved instructional practice.

   B. According to the position posting, the district outlines the following job goals for teacher leaders, which are as follows:

   - "Model, collaborate, and team teach best practices teaching strategies;"

   - "Serve as a liaison with the curriculum department and principals, to support and work with educators to implement district curriculum and teaching strategies;"

   - "Further the mission and vision of the school district;"

   - "Support teachers in their use of a variety of data types to inform instructional practice;" and

   - "Foster and develop relationships with all stakeholders."

   C. Teacher leaders shared they were trained in the Marzano Instructional Framework Model during the 2017-2018 school year.

   - The Marzano Instructional Framework Model provides teachers and principals with a research-based resource for quality instructional lesson planning.

   - The Marzano Instructional Framework Model includes a teacher evaluation model that consist of three main elements for creating a standards-based classroom.

   - The three main elements for creating a standards-based classroom include, Standards-Based Planning, Conditions for Learning and Standards-Based Instruction.

   D. The teacher leaders meet with grade-level or subject-area teachers weekly or monthly in "data chats" to discuss topics such as student performance data, lesson design or professional development needs.

   - "Data Chats" are informal face-to-face, small-group meetings designed to promote professional dialogue among teachers.

   E. Teacher leaders provide professional development to teachers in grades K-12.

   - According to teachers in a focus group, "teacher leaders offer professional development right after school."

   - Teacher leaders shared they offer professional development on teaching reading and writing, classroom management, "instructional strategy of the month, the Five Step Process, and SIOP." SIOP (Sheltered Instruction Observation Protocol Model) is a research-based instructional model that includes the following eight components: lesson preparation, interaction, building background, practice and application, comprehensible input, lesson delivery, strategies, and review and assessment.

IMPACT: When the district provides personnel to assist teachers in improving their instructional practices, it may improve student achievement.

Assessment and Effective Use of Data

1. **The district created a comprehensive data dashboard to provide personnel with a centralized and complete data source.**

   A. According to interviews and a demonstration, the district developed the One Stop Data Dashboard to generate reports from student and operational data. District staff describe the data dashboard as "user-friendly."

   B. The data dashboard includes academic data from assessments to establish benchmarks and monitor student progress. These assessments include:

- Northwest Education Assessment Measures of Academic Progress for reading and mathematics in grades K-9;

- Dynamic Indicators of Basic Early Literacy Skills assessments for grades K-5;

- Collaborative Assessment Project scores for grades 6-7 in science and grades 4-8 for social Studies;

- Ohio's State Tests scores for grades 3-8 in English language arts and mathematics, grades 5 and 8 for science and end-of-course exams; and

- Results of the SAT and ACT standardized tests used for college admissions.

C. According to a demonstration of the data dashboard, the district's student data system provides reports such as:

- Enrollment and attendance data: This includes dates of enrollment and schools attended, as well as demographic information including race, gender, health conditions and special programs. The district updates a chronic absenteeism page, disaggregated by students in grades K-12, on a nightly basis.

- Discipline data: The district updates discipline data on a nightly basis. The district provides a high school page to monitor student graduation data, including a student graduation point tracker.

- Transportation department data: This includes data involving on-time performance of bus pick-ups and drop-offs, bus mileage, bus inspections, employee discipline, reasons for discipline and transportation call center data.

D. According to interviews, the One Stop Data Dashboard is currently available to supervisors, principals, counsellors and building teacher leaders.

IMPACT: When the district uses a comprehensive student information system that includes academic and operational data, staff may be able to make timely and informed decisions about instruction and operations.

Human Resources and Professional Development

1. **The district employs teacher leaders to provide building-level, job-embedded professional development that is focused on teacher instructional needs.**

   A. According to interviews and a review of documents, the district assigned 27 teacher leaders to schools during the 2017-2018 school year to provide direct instructional support to classroom teachers to support the district's initiatives related to classroom instruction.

   B. A review of position descriptions shows the teacher leader responsibilities includes the following direct support to teachers:

   - Modeling, collaborating and team teaching best practice teaching strategies;

   - Serving as a liaison with the curriculum department and principals and providing support to and working with educators to implement district curriculum and teaching strategies; and

   - Supporting teachers in their use of a variety of data types to inform instructional practice.

   C. According to teacher focus group participants, teachers appreciate the work of the teacher leaders assigned to their schools. Comments from teachers included:

   - "[The teacher leader is the] most helpful person in the school;" and

   - "She helped me understand my data."

IMPACT: When the district employs professional staff, who can provide direct instructional support to classroom teachers, it may result in more effective instruction.

2. **The district provides opportunities for teachers to collaborate in shared decision-making.**

A. According to interviews and the Master Contract Between Dayton Education Association and The Dayton City School District document, the district provides teachers opportunities to participate in leadership roles.

- The master contract has specific articles for teachers to assume leadership opportunities including:
    - o Serving on the school faculty council, Article 10, page 24 in the contract;
    - o Working with student professional staff (student teachers), Article 17, page 32 in the contract; and
    - o Participating on the district's Local Professional Development Committee, Article 31, page 54 in the contract.

B. According to interviews with teachers, building administrators, and a review of agendas and meeting minutes, teachers assume leadership responsibilities such as:

- Leading teacher-based team meetings;
- Developing agendas, assuring minutes are accurate and communicating with the building leadership team; and
- Serving as liaisons between the building leadership team and their teacher-based teams at the building leadership team meetings.

C. Interviews with building administrators, district administrators and teachers indicated teachers assume leadership responsibilities by participating on the district leadership team.

IMPACT: When the district provides opportunities for teachers to assume leadership roles, it may increase teachers' chances to share in decision-making that may positively impact student achievement.

Student Supports

1. **The district has developed working relationships with community business and higher education partners to support K-12 students and provide college and career readiness opportunities.**

    A. The district's business advisory committee and district leaders collaborate with local business and higher education partners to provide learning opportunities for students.
    - According to document reviews and interviews, "the City of Learners initiative was launched by the Dayton [city mayor] in 2014 as a citywide effort to support Dayton's schools and students in achieving new levels of success and to build a stronger workforce for the future."
    - The City of Learners sponsors student support initiatives such as:
        - o The Equity Fellows program, implemented at select district high schools to address problems such as the achievement gap issue. Equity fellows are individuals (teachers, counselors, or administrators) who identify and address school practices that inhibit student success and work collaboratively with colleagues to aid student achievement outcomes;
        - o Participating school teams conduct "data walks" and have additional professional development around culturally responsive teaching practices;
        - o Identifying primary reasons for student absenteeism and student suspensions and work collaboratively with other key stakeholder groups (e.g., the Neighborhood Schools Centers) to institute specific practices to address chronic absenteeism in the district.
    - According to the Learn to Earn Dayton website, Learn to Earn Dayton is a "partnership focused on promoting evidence-based practices in Montgomery County Schools that foster student success at critical junctures throughout children's education journey."
        - o Learn to Earn Dayton partners include the CareSource Foundation, MATHILE Family Foundation, IDDINGS Foundation, Frank M. Tait Foundation, PNC Bank, Montgomery County Educational Service Center, The Dayton Foundation, Montgomery County, The

Spurling Foundation, VECTREN, University of Dayton, Sinclair College, Wright State University and the Fordham Institute.

- o Learn to Earn Dayton initiatives include:

    - Implementation of Passport to Kindergarten, a kindergarten readiness program for high-needs children;

    - Promoting all students' attendance and reducing chronic absenteeism;

    - Expanding after-school and summer learning opportunities;

    - Expanding high school internship opportunities and career pathways;

    - Ensuring every high school graduate has a plan to attend college or earn credential after graduating from high school;

    - Implementation of the FAFSA Finish to drive up the number of students completing the financial assistance free application for federal student aid (FAFSA); and

    - Promotion of College and Career Signing Day Celebration at every Montgomery County high school.

IMPACT: When the district works with community business and higher education partners to provide support for students in grades K-12 and engage them in college and career readiness, student engagement in learning and academic achievement may increase.

2. **The district provides a centralized center to assist students and families with the student enrollment process.**

    A. According to interviews and documents, the enrollment center is a "one-stop" center to enroll students in the district. It is located on the second floor of the district office and has four full-time student management specialists and additional part-time staff as needed.

    B. According to interviews and center observations, enrollment specialists:
    - Serve as translators for non-English speaking families; and

    - Collaborate with the personnel of the district's offices of transportation, exceptional children, and English learners, schools and other appropriate institutions and agencies to coordinate services and assign students to schools that best address their needs (e.g., individualized education programs, English learners).

    C. The enrollment team set a customer satisfaction goal of no more than a fifteen-minute wait time for families to be addressed at the center.

IMPACT: When the district provides students and families with a centralized location to complete enrollment, it may expedite the enrollment process and increase communication with families.

3. **Building leadership teams have the opportunity to collaborate with State Support Team 10 to review student attendance and discipline data and monitor the progress toward the district's goal.**

    A. According to goal two of the district improvement plan, "By 2021, DPS will achieve a 5-10% increase in staff and student attendance and 5% decrease in behavior referrals with a 1-2% annual incremental change as measured annually by district wide attendance and behavior data."

    B. Interviews and district documents reveal State Support Team 10 consultants facilitate monthly meetings with building leadership teams, in buildings that received school improvement grants, to review student achievement, attendance and discipline data.
    - Building leadership teams use the district data dashboard system to review district and building-level student attendance and discipline data.

- Building leadership teams complete the attendance and discipline data review form, created by the district, to guide the conversations in the monthly meeting and identify areas of concern.

C. Building leadership teams share the attendance and discipline data with their teacher-based teams and collaborate to develop action steps to address barriers to learning and improve school climate.

IMPACT: When the district provides opportunities for building leadership teams to review and monitor student attendance and discipline data, student attendance may increase and discipline incidents may decrease.

Fiscal Management

1. **The district has a five-year forecast that is transparent and comprehensive.**

   A. According to the Ohio Department of Education, the five-year forecast "serves as a tool to assess the financial health of a school district. Each five-year forecast contains two components: 1) historical and projected financial data; and 2) notes to explain any significant changes or 'assumptions' the District used to develop the reported financial projections."
      - The five-year forecast is divided into two sections: revenue and expenditures. The revenue is comprised of real estate taxes, state funding, and other fees. The expenditures are mainly salary and wages, benefits and purchased services.
      - A district's revenue is made up of two main sources: local and state funding.
      - The Ohio Department of Education provides three objectives of the five-year forecast, one of which is to engage the local board of education and the community in long-range planning and discussions of financial issues facing the school district.

   B. According to interviews with the superintendent, treasurer and board of education members, the five-year forecast was approved on Oct. 10, 2017, by the board of education and submitted to the Ohio Department of Education by the Oct. 31, 2017, filing deadline.

   C. A review of the five-year forecast assumptions shows the district uses clear and concise narrative for each line of the revenue and expenditures. The district also uses graphs and charts to further describe each line of the five-year forecast assumptions through fiscal year 2022.
      - The district uses charts and graph to explain valuations for real estate tax receipts, the amount of state funding in specific categories, and other local revenue for each year of the forecast.
      - The district also uses charts and graphs to explain what is included for salaries, benefits, services, and supplies and materials.

   D. The district updates the five-year forecast in October and May each year and posts the updates on its website.

IMPACT: When the district has a transparent and comprehensive five-year forecast and assumptions, it may benefit the district's board of education and administration in planning for future budgetary needs of the district.

CHALLENGES AND AREAS FOR GROWTH

Leadership, Governance and Communication

1. **The district does not consistently monitor and revise building improvement plans.**

   A. The district has a process established to monitor building improvement plans but does not implement it with fidelity.
      - According to the Evaluation of Instructional Programs board policy AFE, the board directs the superintendent to develop and implement a systematic plan for the continuous evaluation of the instructional program against the goals established by the board.

- According to board policy CA, Administrative Goals, the district's administrative organization is designed so that all divisions and departments of the central office and all schools are part of a single system guided by board policies, which are implemented through the superintendent. It further states that each administrator is accountable for the effectiveness with which the administrative assignments are carried out.

- The job description states the principal:
    - Guides and monitors the implementation of research-based instructional strategies;
    - Develops and communicates a shared school vision and goals with the staff;
    - Establishes and reinforces measurable goals to promote high levels of student and staff achievement; and
    - Models and provides resources to support staff contributions toward the attainment of school wide goals by monitoring progress through the use of data.

- The district leadership team established a district improvement plan that includes adult implementation indicators and student performance indicators for academic areas. Adult implementation indicators provide a gauge to determine if a strategy is met in terms of changes in practices expected of adults.

- The adult implementation indicators of the plan include:
    - One hundred percent of teachers will deliver daily core instruction using district-approved instructional model, which includes posting and stating learning targets for students.
    - Staff attendance at each will be at 95 percent, as measured by monthly attendance reports

- The student implementation indicators of the plan include:
    - All students will demonstrate at least 1.5 years of growth or better per academic year on all district designed core curriculum assessments.
    - All students in grades preK-2 will demonstrate growth toward benchmarks or are on track in literacy/reading, as measured by grade-specific assessments.
    - Increase the percentage of ninth-12th-graders who are on track for graduation.
    - Student attendance at each building will improve incrementally by 5-10 percent.
    - Office discipline referrals will be reduced by 5 percent each school year.

- The district adopted the Marzano Instructional Framework, which includes communicating learning targets to students and a standardized lesson plan format.

- The district leadership team provided strategies, indicators and progress measures to BLTs to monitor implementation throughout the year.

- Building leadership teams were to establish baseline measures in September 2017 with actual results recorded monthly for each building through May 2018.

B. The building level teams do not consistently monitor progress measures and revise plans at the building level if adults are not implementing stated goals.
   - The district review team conducted classroom observations in all school buildings in the district to examine instruction and student learning. A 6-point scale was used to evaluate each setting. The scores range from 0-5, with 0 meaning no evidence to indicate the specific practice is occurring and 5 representing exemplary evidence of adult practice.
        - In observations of more than 100 classrooms by review team members, on the item measuring the teacher's communication of clear learning objectives aligned to Ohio's Learning Standards, the district received an average rating of .51 out of a possible score of 5.

- In observations of more than 100 classrooms by review team members, on the item measuring the teacher's support of the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group, the district received an average rating of .56 out of a possible score of 5.

C. According to documents and interviews, the building leadership teams do not consistently report progress monitoring in all school buildings.

- The district leadership team requires each building to complete monthly progress monitoring from September 2017 to May 2018. The progress measures template lists areas to be monitored each month, indicates the goal target and suggests evidence that can be used to collect data about the target. The district uses the progress measures template to track monthly data in six areas:
    - Staff attendance;
    - Teachers using the Marzano Instructional Framework;
    - Teachers using research-based instructional strategies;
    - Student achievement;
    - Student attendance;
    - Student discipline referrals.

- An analysis of the March progress measures to date indicate:
    - More than 21 percent did not complete measures on staff attendance;
    - More than 41 percent did not complete the measure on teachers using the Marzano Instructional Framework;
    - More than 64 percent did not complete the measure on teachers using research-based instructional strategies;
    - More than 32 percent did not complete the measure on student achievement;
    - More than 18 percent did not complete the measure on student attendance;
    - More than 18 percent did not complete the measure on student discipline.

- Further analysis of the March progress measures to date indicates:
    - Only 25 percent completed measures in all six areas;
    - Fourteen percent completed the measures in five areas;
    - Thirty-two percent completed the measures in four areas;
    - Fourteen percent completed the measures in three areas;
    - Four percent completed the measures in two areas;
    - Eleven percent did not complete any of the measures.

IMPACT: When the district does not consistently monitor the implementation of its plans at the building level, it may not see increased adult implementation nor improved student achievement.

Curriculum and Instruction

1. **The district does not ensure the consistent delivery of evidence-based instruction to promote high achievement for all students.**

    A. According to interviews with district administrators and lead teachers, teachers are not using evidence-based instructional strategies. Evidence-based instruction refers to strategies informed by educational research of school, teacher and student performance.

- In the 2018 district CCIP Strategy 1.1 under Goal 1, the document reads, "All teachers will deliver research/evidence-based instruction, with a focus on literacy and mathematics, so that students will demonstrate at least 1.5 years academic growth."

- Comments from focus group participants included:
  - "Teachers have resources and materials, but need help getting the skills needed to teach";
  - "Improvement efforts need to focus on core instruction; set a foundation and then grow";
  - "There has been little instruction, but only intervention"; and
  - "There is real resistance from teachers for having people in their rooms."

B. Based on interviews and classroom observations, teachers do not consistently use evidence-based strategies and resources in all classrooms.
- According to district administrators, the district purchased the current textbooks prior to the adoption of Ohio's Learning Standards, and those textbooks may not be aligned to the standards.

- Students in the high school focus group shared there are not enough textbooks and curriculum-related hands-on materials such novels and computer programs.

C. According to teachers and administrators, the district does not consistently address students' varied learning needs due to misaligned district initiatives and the frequent change of resources.
- Participants in teacher focus groups shared they were required to use and discontinue use of a variety of instructional and intervention materials, including the Read 180 program, the Achieve 3000 program for differentiating instruction, the Imagine Learning program that uses technology to teach literacy and language, the Aleks program for individualized student assessment.

- Comments from interviews with administrators and teacher focus group participants included:
  - "There is consistent inconsistency";
  - "There have been a lot of new initiatives [implemented] all at once, including the new initiative Mind Play [an online software program designed to assist students with reading needs]"; and
  - "There has been little instruction, but [the focus has been] only [on] intervention."

D. The district review team conducted classroom observations in all school buildings in the district to examine instruction and student learning. A 6-point scale was used to evaluate each setting. The scores range from 0-5, with 0 meaning no evidence to indicate the specific practice is occurring and 5 representing exemplary evidence of adult practice.
- In observations of more than 100 classrooms by review team members, on the item measuring "classroom lessons and instructional delivery being aligned to Ohio's Learning Standards," the district received an average rating of .80 out of a possible score of 5.

  - In observations of more than 100 classrooms by review team members, on the item that measuring "the teacher conducts frequent formative assessments to check for understanding and inform instruction," the district received an average rating of 0.66 out of a possible score of

IMPACT: When the district does not consistently deliver evidence-based instruction, it may hinder student learning and academic achievement.

2. **The district does not have a process in place to monitor the implementation of the board-adopted curriculum.**
   A. According to Board Policy, Section I – Instruction, "A standards-based curriculum is developed and implemented according to state academic content standards."

   B. The district leadership team adopted a standards-based curriculum, the Marzano framework and lesson plan template, to be used by all classroom teachers.

- During building observations, the teachers did not consistently use Marzano lesson plan template in all buildings.

- Elementary teacher focus group participants shared that the Marzano lesson plan template components require too much information to complete for each lesson.

  - Building leadership team meeting minutes show there are schools that have reduced the template to a check list to reduce the burden of using the template.

- Teacher leaders shared the need for Marzano training that involves more details about the elements of planning a lesson.

- During teacher interviews, participants shared that teachers who missed the summer institute had to "roll out the new curriculum without training."

D. The district review team conducted classroom observations in all school buildings in the district to examine instruction and student learning. A 6-point scale was used to evaluate each setting. The score from 0=5, with 0 meaning no evidence to indicate a specific practice is occurring and 5 representing exemplary evidence of adult practice. In more than 100 classroom observations, the district review team observed the following:

  o In 92 classrooms observed, on the item that states, "classroom lessons and instructional delivery are aligned to Ohio's learning standard," the district received an average rating of 0.79 out of a possible score of 5.

  o In 88 classrooms observed, on the item that states, "the teacher communicates clear learning objectives aligned to Ohio's Learning Standards," the district received an average rating of 0.51 out of a possible score of 5.

IMPACT: When the district does not consistently monitor the implementation, the quality of instructional practices may vary among buildings.

3. **The district does not consistently differentiate instructional practices to address learning needs of students.**

   A. According to the Ohio Department of Education's Chronic Absenteeism Resource Guide, district and school teams use a multi-tiered system of support (MTSS) framework "to create a continuum of supports and interventions that are differentiated in nature and intensity in order to match student academic, social, emotional and behavior needs." The multi-tiered system of support framework has a range of systemic strategies, on a three-tiered level, to identify struggling students early and intervene quickly. The tiers of intervention are described as:

      - Tier one - universal supports for all students;

      - Tier two - targeted interventions and support for identified students; and

      - Tier three - intensive interventions and support for identified students

   B. Based on classroom observations and interviews, teachers' differentiation of instruction varies across individual buildings and classrooms.

      - In observations of more than 100 classrooms by review team members, on the item, "the teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group," the district received an average rating of 0.57 out of a possible score of 5.

      - In an interview with district administrators, it was shared that lower-performing schools lacked consistent differentiated instructional practices from classroom to classroom.

      - In elementary classrooms, differentiated instruction is only addressed by programs that have guidelines of specific reading passages to be used for intervention, such as in Achieve 3000 and Imagine.

- Teachers do not use the student performance data, collected by the district's different assessment programs, to inform their decisions about grouping students and differentiating instruction.

C. External consultants shared that various teacher-based teams "don't necessarily see data as a reflection of their teaching, but rather a reflection on the students' abilities."

D. Although teachers are provided with student performance data, teacher-based team members do not have the knowledge of how to analyze the data.

- According to district administrators, teachers are at a "novice level" with data analysis.

- According to interviews, teachers do not have access to the database to look at student performance data. Therefore, teachers wait for building administrators or teacher leaders to provide them with their students' performance data.

IMPACT: When the district does not differentiate instructional practices across all grades and content areas, it may not address gaps in student learning and may lead to increased gaps in student achievement.

Assessment and Effective Use of Data

1. **The district does not use common formative assessments to determine students' learning or the student performance data to modify instructional practices.**

    A. Formative assessments are continuous instructional processes used by teachers to obtain evidence of student understanding to improve teaching or learning. According to research, the goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. Examples of formative assessments include:

    - Exit tickets, which are focused student questions related to the daily lesson that allow individual teachers to assess the effectiveness of their instruction;

    - Running records, a method of assessing reading that can be done quickly and effectively. It is an individually conducted formative assessment that is ongoing and curriculum based. It provides a graphic representation of a student's oral reading, identifying patterns of effective and ineffective strategy use.

    - Student work, assignments and projects that students complete to demonstrate what they have learned. Student work is often kept in a portfolio.

    - Checks for understanding, used during a lesson, determine if students understand what is being taught. Hand signals, such as "Thumbs up or thumbs down" can be used as an indicator of understanding. Teachers can give a short quiz to check for comprehension. Teachers also can ask students to summarize or paraphrase (orally, visually or otherwise) important concepts from the lesson to determine their levels of understanding. Students can hold up response cards (such as index cards, whiteboards, magnetic boards) simultaneously to indicate their response to a question. This allows teachers a quick visual way to note the answers of individual students while teaching the whole group.

    B. Benchmark assessments are short tests administered throughout the school year that give teachers immediate feedback on how students are meeting academic standards.

    C. According to interviews, teachers have not created common formative assessments in reading and mathematics across grades K-12.

    D. At the time of the review, there was no evidence presented that indicated the teacher-based teams use current formative data to make instructional decisions.

    E. A review of teacher-based team minutes shows the district is inconsistent in the use of formative assessments in the classrooms. A review of a random sample of 30 teacher-based team minutes indicated more than 53 percent did not include the discussion of student performance data garnered from formative assessments.

F. According to the professional development calendar, the district has not provided training on assessment literacy or creating assessments.

G. The district review team conducted classroom observations in all school buildings in the district to examine instruction and student learning. A 6-point scale was used to evaluate each setting. The scores range from 0 to 5, with 0 meaning no evidence to indicate a specific practice is occurring and 5 representing exemplary evidence of adult practice.
   - During the observations of more than 100 classrooms by review team members, on the item measuring "teachers conducting frequent formative assessments to check for understanding and inform instruction," the district received an average rating of 0.65 out of a possible score of 5.

H. According to interviews and focus group participants, the district has a data dashboard, which is an online electronic platform that houses student performance data from varied assessment sources. At the time of the review, it was revealed that teachers are not able to easily access the data dashboard and only principals have access to the data dashboard.

I. According to interviews and documents, the teacher-based teams use summative data, such as Northwest Evaluation Association Measures of Academic Progress (MAP) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). However, those assessments cannot appropriately inform instructional practices on a weekly basis.
   - According to research, summative assessments provide teachers with a means to evaluate student learning at the end of an instructional period and compare it to a district benchmark or state standards.

IMPACT: When the district's teacher-based teams do not consistently use student performance data to make timely and informed decisions on classroom instructional practices, it may decrease the likelihood of improving student achievement.

2. **The district does not consistently use technology for student learning.**

   A. According to the district's technology plan, in 2016, the district purchased Chromebooks for all students in grades K-12; however, at the time of the review, the use of the Chromebooks for teaching and learning was limited.

   B. The district review team conducted classroom observations in all school buildings in the district to examine instruction and student learning. A 6-point scale was used to evaluate each setting. The scores range from 0-5, with 0 meaning no evidence to indicate the specific practice is occurring and 5 representing exemplary evidence of adult practice.
      - In observations of more than 100 classrooms by review team members, on the item, "The teacher uses available technology to support instruction and enhance learning," the district received an average rating of 0.45 out of a possible score of 5.

   C. According to classroom observations conducted by the district review team, 96 percent of classes did not show adequate levels of implementation of teachers using available technology to support instruction and enhance learning.
      - In observations of more than 100 classrooms by review team members, on the item, "Students use technology as a tool for learning and/or understanding," the district received an average rating of 0.54 out of a possible score of 5.

   D. According to classroom observations conducted by the district review team, 97 percent of classes did not show adequate levels of implementation of students using technology as a tool for learning and/or understanding.

IMPACT: When the district does not consistently use available technology for teaching and learning, gaps in student achievement may widen, and improvements in learning and teaching may not be realized.

3. **The district does not consistently implement the Ohio Improvement Process with fidelity in Focus and Priority school buildings.**

A. According to the Ohio Department of Education, "A Focus school is a building that receives Title 1 funds and has one of the state's largest achievement gaps in student-performance and graduation rates. A Focus school receives support and monitoring from its regional state support team to implement a school improvement plan using the Ohio Improvement Process."

B. According to the Ohio Department of Education, "A Priority school is one that ranks in the lowest 5 percent of schools in Ohio in student academic performance. The Priority school's district will be directed to assign district staff to help facilitate the Ohio Improvement Process and help implement the Priority School's improvement plan."

C. According to the district's building leadership team meeting minutes from priority and focus schools, the district does not monitor adult implementation indicators of the district improvement plan.

- A review of building leadership team minutes from 13 of the district's 19 focus and priority school buildings revealed 85 percent of the priority and focus buildings did not analyze adult implementation data.

D. A review of 58 teacher-based team minutes from 16 of the district's 19 focus and priority school building for utilization of formative assessments revealed:

- The district does not develop common pre-test/formative assessments, based upon learning targets, prior to instruction.

- In grades 7-12 school buildings, teacher-based team minutes did not reflect the intended use of the Ohio Improvement Process. The data analyzed by these teams included class failures and attendance rather than a focus on academic learning.

- Teacher-based team meeting minutes did not reflect instructional strategies aligned to content of Ohio's Learning Standards.

- Instructional strategies to be implemented did not reveal specific and measurable learning targets for analyzing the impact of the strategy on student learning needs.

IMPACT: When the district does not consistently implement the Ohio Improvement Process, there is no means to adequately determine areas of need or barriers to student learning and improvement.

Human Resources and Professional Development
1. **The district does not have processes in place to recruit, select or assign highly qualified staff.**
   A. According to interviews with district and building administrators, they shared concerns that the office of human resources has not been responsive to their hiring needs.

   B. A review of the Dec. 11, 2017, cabinet meeting agenda showed the district has not filled 47 classroom assignments. Of the unfilled assignments, the district has 18 openings for intervention specialists, "a critical area for supporting special students across the district" mentioned during interviews with building and district leadership.

   - At the time of the review, district administrators and principal focus groups participants indicated "a number of teaching positions" had not been filled from the beginning of the school year.

   C. A review of documents confirmed the office of human resources completed an internal HR Gap Analysis Worksheet during the fall of 2017 to identify what is needed to allow the office to better recruit, select and assign new staff. The information collected revealed the following six priority areas:

       o Personnel – The number of staff needed to support the office of human resources around recruiting, reviewing personnel files, on-boarding of new employees and analyzing data;

       o Expertise/need experience – Personnel file uploads and electronic system updating, on-boarding/recruitment staff and data analysis;

- o Materials/equipment - District employee handbook update;
- o Processes – Payroll processes are moved to payroll, on-boarding multiple employee contracts, and human resources office web design, leadership;
- o Leadership – Plan and implement the redesign of the human resources department and its practices; and
- o Other – Loss of staff time to cover phones in other areas of the building.

- The worksheet document indicated department inefficiencies in recruiting, planning, processing new hires, current organization of the department and response to phone calls, as well as the department's lack of standard operating procedures.

- Interviews with district administrators and principal focus group participants revealed that delays in the identification of potential candidates by the office of human resources resulted in candidates withdrawing their interest in working in the district.

D. The district leadership authorized an external "Audit of HR Operational Effectiveness, April-May 2018" with ConnexHR, LLC. ConnexHR, LLC consultants interviewed the top three leaders in the office of human resources "to assess the current state of human capital service delivery." The May 10, 2018, report findings of this audit include:

- "The department has no human capital strategy or vision but rather is consumed with 'fire-fighting' the latest issues."

- "There is a lack of standardized training and documented standard operating procedures for school administrators."
    - o "They (principals) do not have a good understanding of the procedures which results in inconsistent service delivery."

- "Human resource management is not aligned by function with multiple employees doing similar work which does not clearly delineate roles and responsibilities on the team."

- The district has not defined the roles and responsibilities of the offices of human resources and payroll for on-boarding, assigning and payment of staff.

IMPACT: When the district does not have processes in place to recruit, select and assign highly qualified staff, vacancies may remain unfilled and, therefore, limit student access to effective instruction.

2. The district's rate of teacher absences does not allow for consistent classroom instruction.
  A. Board policy GBCB-R-1 Attendance and Punctuality reads, in part, "the ability to provide our children and young people with high quality education depends greatly on the reliability of our employees. Attendance and punctuality are an important aspect of an employee's job performance." It further states, "…absences and tardiness in any department diminishes our success in meeting our obligations to our students and places an additional burden on coworkers."

  B. The district improvement plan goal 2 states, "by 2021 [the district] will achieve a five to ten percent increase in staff and student attendance with a one to two percent annual gain."

  C. A review of documents and interviews with district administrators indicated the district has, on average, 120 teacher absences per day, with Fridays averaging 190 teacher absences out of approximately 970 classroom teachers.

  D. A review of teacher attendance documents across all school buildings shows absences, because of classroom vacancies (no contract teacher assigned), varies from 0 percent in 10 buildings and a range of 1.33 percent up to 43.69 percent of total absences a result of vacancies at 18 buildings.

  E. According to interviews with district administrators, the district contracts with an outside vendor, Parallel Employment Group, to provide classroom substitutes.

- The district negotiated with the company to ensure 90 percent of teaching vacancies are filled daily.

F. According to interviews with district administrator and focus group participants, the district does not employ substitute teachers in long-term positions for more than 59 days.

G. According to Ohio Revised Code 3319.10, employment and status of substitute teachers, a teacher employed as a substitute with an assignment to one specific teaching position "shall after sixty days of service be granted sick leave, visiting days, and other local privileges granted to regular teachers including a salary not less than the minimum salary on the current adopted salary schedule."

H. Comments from focus group participants included:

- "Substitute teacher assignment more than 60 days means they get a contract."

- "I didn't know we (principals) could request a good substitute could stay beyond 60 days."

IMPACT: When the district's teachers are absent from their classrooms, continuity of instruction may be lost by substitutes who may be unfamiliar with overall instructional plans.

3. The district does not effectively support a teacher evaluation process.

A. The district utilizes the Ohio Teacher Evaluation System, which consists of two parts: teacher performance and student growth. Teacher performance accounts for up to 50 percent of the evaluation and includes what a teacher does to focus on learning: use of assessment data, prior content knowledge of students, lesson delivery, differentiation, use of resources, classroom environment (student rapport and classroom management), assessment of student learning and professional responsibilities. The remaining part of the evaluation measures student growth; what a student learns over time in the course.

- The two parts combined provide a final teacher rating of either accomplished (the highest rating), skilled, developing or ineffective.

- The performance portion of the rating is based on classroom observations and other interactions with an evaluator; usually, the teacher's principal or assistant principal.

- The student growth portion is based on test results including state tests, vendor standardized tests, and or locally developed tests, used when other tests are not available in certain content areas.

B. A review of the teacher evaluation ratings and student achievement data on the 2016-2017 state report card for Dayton Public Schools indicate that teacher evaluation ratings and student performance results do not match. Teacher evaluation ratings were at state averages and student performance was 12 to 21 percent below similar districts to Dayton and 30 to 39 percent below state averages.

- A review of teacher's combined ratings for their performance and student growth measures from the 2016-2017 district report card showed 45.3 percent rated accomplished, the highest rating, 38.6 percent rated skilled, 14.3 percent rated developing and 0.8 percent rated ineffective.

  o A total of 83.9 percent of the teachers in Dayton Public School earned a rating of skilled or higher for the 2016-2017 school year.

  o A review of student achievement on the report card shows the district earned an F in Indicators Met, as no grade level scored as proficient on any state test, and an F on the Performance Index, which looks at individual student scores.

  o A total of 72.2 percent of the students scored below proficient on the 2016-2017 Dayton Public Schools report card.

C. According to teacher focus group participants, observations, which occur two times per year, do not reflect what they typically do in their classrooms.

D. Teachers indicated the evaluation doesn't change their practice and one described it as a "dog and pony show."

E. In principal focus group interviews, participants indicated they have not received any recalibrations training for rating teachers on the teaching standards, including an "understanding of what effective classroom instruction looks like."

IMPACT: When the district does not effectively utilize a teacher evaluation system, teacher instructional needs may not be identified and appropriate supports provided.

4. **The district does not prioritize professional development based on the district improvement plan goals and monitor for effectiveness.**

   A. Although the district has developed a Comprehensive Professional Development Plan 2016-2019, the plan does not consistently support educators in achieving the goals and strategies identified in the 2017-2018 district improvement plan, based on documents reviewed.

   - According to the 2017-2018 district improvement plan, professional development was identified to address Goal 1, Strategy 1.1: All teachers will deliver research/evidence-based instruction, with a focus on literacy and mathematics, so that students will demonstrate at least 1.5 years of growth or better per academic year. However, the professional development identified in the district improvement plan did not specifically support teachers' delivery of researched based instruction in reading and math and included:
     o "provide supports to staff engaged in the co-teaching models via professional development;"
     o "provide professional development and coaching supports to staff as they work to successfully implement 1:1 technology in grades K-8;"
     o "through [professional development] and coaching, build teachers' and administrators'' capacity to understand and use instruction guides in language arts, math, science and social studies;" and
     o "provide training and coaching supports to TBT and BLT members on instructional practices that have an effect size of .4 or greater."

   - Based on a review of the Comprehensive Professional Development Plan 2016-2019, under the category of Curriculum Instruction and Assessment Professional Development, specific professional development offerings on reading and math researched based instructional strategies were limited to the following 8 options out of a total of 49:
     o Third Grade Guarantee Professional Learning Community for K-3 teachers;
     o Secondary English Language Arts for 7-12 teachers;
     o Math 3-5 for grades 3-5 teachers;
     o Mathematical practices for math teachers;
     o Differentiated Instruction/Formative Assessment for classroom teachers and paraprofessionals;
     o Marzano for all teachers;
     o Gradual Release for select teachers; and
     o Sheltered Instruction Observation Protocol for all teachers.

   - Principal focus group participants commented that "there is no connection of professional development with instruction. People do what they want."

   A. According to interviews, documents, and district review team classroom observations, the professional development provided did not result in the regular implementation of "researched based instructional practices."

   - iObservation is an instructional and leadership improvement system that collects, manages, and reports longitudinal data from classroom walkthroughs.

- In a random sampling of principal and central office iObservation results, teachers provided learning targets, a research based practice to improve learning, 33 percent or less of the time.

- The district review team conducted classroom observations in all school buildings in the district to examine instruction and student learning. A 6-point scale was used to evaluate each setting. The score from 0=5, with 0 meaning no evidence to indicate a specific practice is occurring and 5 representing exemplary evidence of adult practice. In more than 100 classroom observations, the district review team observed the following:

  - In 92 classrooms observed, on the item that states, "classroom lessons and instructional delivery are aligned to Ohio's learning standard," the district received an average rating of 0.79 out of a possible score of 5.

  - In 88 classrooms observed, on the item that states, "the teacher communicates clear learning objectives aligned to Ohio's Learning Standards," the district received an average rating of 0.51 out of a possible score of 5.

  - In 85 classrooms observed, on the item that states, "the teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group," the district received an average rating of 0.56 out of a possible score of 5.

  - In 83 classrooms observed, on the item that states, "the teacher conducts frequent formative assessments to check for understanding and informing instruction," the district received an average rating of 0.65 out of a possible score of 5.

- In the 2018 annual Dayton Public Schools Teacher's Perception Survey conducted by Miami University, only 47 percent of teachers stated that they saw improved student academics.

B. Although the professional development plan indicated "academic and instructional based training must be tiered for the diverse knowledge and skill levels of the teaching staff," documents reviewed indicated a one-size-fits-all model.

C. Based on document reviews and interviews with district administrators, the district did not consistently evaluate professional development according to plan guidelines, Five Levels of Evaluating Professional Development (Guskey) that included:

- "Gage participants reactions to the professional development;"

- "Assess participants level of learning;"

- "Assess over time to determine the organization support and change;"

- "Assess participants' use of new knowledge and skills;" and

- "Measure student outcomes."

D. At the time of the review, the district did not use the Ohio Standards for Professional Development (2015) as a guide to plan, implement, or monitor professional development.

IMPACT: When the district does not prioritize professional development to support the district improvement plan goals and monitor for impact, educators may not develop instructional practices that result in increased student achievement.

Student Supports
1. The district does not have a multi-tiered system of support to address student academic and behavior needs.

A. According to the Ohio Department of Education's Chronic Absenteeism Resource Guide, district and school teams use a multi-tiered system of support (MTSS) framework "to create a continuum of supports and interventions that are differentiated in nature and intensity in order to match student academic, social, emotional and behavior needs." The multi-tiered system of support framework has a range of systemic strategies, on a three-tiered level, to identify struggling students early and intervene quickly. The tiers of intervention are described as:

- Tier one - universal supports for all students;

- Tier two - targeted interventions and support for identified students; and

- Tier three - intensive interventions and support for identified students.

B. There is limited evidence of implementation of district goal one, action step 1.1.2, as written in the 2017-2018 district improvement plan. The goals states, "the district will create, implement and monitor a comprehensive multi-tiered system of supports to address the needs of gifted, struggling, off-track, and/or chronically absent students and provide success plans to close the achievement gaps."

- At the time of the review, the district did not provide evidence of procedures or practices for early identification and intervention for students needing academic or behavior support.

- At the time of the review, the district did not provide evidence of a process to refer students for interventions or for a suspected disability.

- Comments from interviews with administrators, teachers and support staff included:

  o "We do not have a [multi-tiered systems of support]";

  o "Training was provided a few years ago for an intervention assistance team chairperson at each school, but [the district has not offered] a refresher course";

  o "There are a few schools using the [intervention assistance team] model"; and

  o "We do not have enough tier two interventions."

C. According to documents reviewed and interviews, the district did not require teachers to attend professional development trainings on multi-tiered systems of support.

D. According to Goal 2, Strategy 2.1.3, "the district will employ a full-time positive school climate lead to implement and sustain positive school climate in every building."

- At the time of the review, the district had not assigned positive school climate leads.

E. Goal 2, Strategy 2.1.7 states "the district will institute an on-board training for all new staff and administrators in the positive school climate framework."

- At the time of the review, the district did not present evidence of on-boarding training for new staff and administrators.

F. District policy file JP states the "district implements [positive behavior interventions and support] on a system-wide basis and the board directs the superintendent/designee to develop a system that is consistent with the components set forth in the State Board of Education's policy on positive behavior interventions and supports."

- According to documents and interviews, the district refers to the positive behavioral intervention and supports framework as the positive school climate framework.

  o Positive school climate is defined by the district as a framework for improving student behavior by teaching students the expected behaviors in all school settings. It uses positively stated rules and guidelines to establish a common behavioral language for students and staff.

- According to the Ohio Department of Education policy on Positive Behavioral Interventions and Support, and Restraint and Seclusion adopted by the State Board of Education, Jan. 15, 2013, positive behavioral interventions and support is:

- - "A decision-making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students."
- Although reviewed district documents, interviews with district and building administrators and focus group participants indicate the positive school climate/positive behavior intervention supports framework implementation began before 2010, implementation of the framework remains inconsistent.
  - According to the Nov. 6, 2017, Positive School Climate Principal Rollout plan, 10 district schools remain in the exploration and adoption stage of implementation, nine schools are in the installation stage, seven schools are in the tier one stage and two schools are in the tier two stage.
  - The district last revised a positive behavior intervention supports implementation plan in 2010 and there is no current revision, based on documents reviewed.
  - There is no information on positive school climate or positive intervention supports for families in handbooks or on the district website.
  - Teachers referred to the positive school climate program as the replacement for the Restorative Justice Program "when the staff member leading the program left the district."
- The state model policy emphasizes the importance of parent communication and involvement in the planning and implementation of the positive behavior intervention supports framework.
  - At the time of the review, the district did not provide evidence of parent involvement with the implementation of positive behavioral interventions and support.

IMPACT: When the district does not implement multi-tiered systems of support, it may not readily identify struggling students or intervene quickly to reduce non-academic and academic barriers that may impede learning.

2. **The district does not consistently implement practices and action plans to close the gap in achievement and graduation rate for students with disabilities.**
   A. According to the 2016-2017 state report card, the four-year graduation rate for the district's students with disabilities declined 6.8 percent from 63.9 percent in 2016 to 57.1 percent in 2017.
   B. According to the district 2017-2018 Ohio Special Education Profile report, which notifies districts of their performance on key indicators related to kindergarten readiness, achievement levels, preparedness for life beyond high school and services for children with disabilities, students with disabilities in the district did not meet the following indicators:
   - The district did not meet indicator 1 under essential question number three, "Are youth with disabilities prepared for life, work and postsecondary?" Based on 2015-2016 data, district students with disabilities four-year graduation rate was 60.4 percent, and this was below the target rate of 82.8 percent.

   - The district did not meet the 2016-2017 target for indicator 4a, which measures the percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of students with disabilities in comparison to students without disabilities.
     - The district corrective action plan to address the discrepancy identifies the root cause as a need for training for building principals/building staffs in understanding the behaviors of students with disabilities and implementing alternative measures other than out-of-school suspension when addressing their behaviors.
     - The district did not present evidence of training or a plan for training at the time of the review.

   - The district did not meet the target for indicator 5a for the past four years. The indicator measures the percent of children with individualized education programs ages 6 through 21 served inside the general education classroom 80 percent or more of the day.

- o During the 2014-2015 school year, 36.58 percent of district students were served in the general education classroom 80 percent or more of the day, compared to the target rate of 63.00 percent.

- o During the 2015-2016 school year, 38.89 percent of district student were served in the general education classroom 80 percent or more of the day, compared to the target rate of 63.50 percent.

- o During the 2016-2017 school year, 40.27 percent of district students were served in the general education classroom 80 percent or more of the day, compared to the target rate of 64 percent.

C. According to the 2016-2017 Ohio School Report Card, passage rates for students with disabilities on Ohio's State Tests (reading and math) have declined over the last three years.
- The passage rate for students with disabilities on the 2016-2017 state reading test is 11.3 percent, compared to 13.7 percent on 2014-2015 test.

- The passage rate for students with disabilities on the 2016-2017 state mathematics test is 9.4 percent compared to 11.1 percent on the 2014-2015 test.

D. According to the 2016-2017 Ohio School Report Card, the district is not closing the achievement gap in reading, math and graduation rates for students with disabilities.
- Students with disabilities did not meet the annual measurable objectives targets set by the state for 2016-2017 school year. Annual Measurable Objectives measure the academic performance of specific groups of students, such as racial and demographic groups. Each of these groups is compared to the expected performance goals for that subgroup to determine if gaps exist.

  - o The annual measurable objective target for reading was 77.1 percent, but 11.3 percent of the district's students with disabilities scored proficient or higher on the reading Ohio's State Tests.

  - o The annual measurable objective target for math was 72 percent but 9.4 percent of the district's students with disabilities scored proficient or higher on the mathematics Ohio's State Tests.

  - o The annual measurable objective target for graduation was 85.1 percent, and district students with disabilities graduation rate was 60.4 percent.

E. The district goal one action step 1.14 reads, "The district will provide supports to staff engaged in the co-teaching models via professional development to increase the number of students with disabilities who have access to grade level content."
- Co-teaching is described by the Ohio Department of Education as classroom instruction delivered by two teachers, typically a "general education teacher and special education teacher working together to teach all students in the classroom, including students with disabilities. These teachers work together, sharing their ideas and planning lessons. In a co-teaching classroom, there is a mutual respect and partnership between both teachers to present learning in diverse ways based on the needs of the students."

- Although, a document titled, Inclusive Practices Initiative Phase II, 2016-2017, states that "the 13 district participating schools from Phase 1 will implement inclusive practices with ongoing support from OEC (Office of Exceptional Children) and consultants," the district is not practicing co-teaching.

  - o District review team members conducted more than 100 classroom observations in all district schools during the May 7-11, 2018, review. Co-teaching was not observed by reviewers.

- An observation report by external special education consultants which consisted of classroom observations in ten schools at all building levels revealed inconsistent implementation of co-teaching. A sampling of observation notes includes:

- o "Several co-teaching partners have not been able to find time to actually plan lessons together";
- o "Specialists typically have no common planning time and have duties for at least an hour a day";
- o "Specialists are partnering with too many teachers at too many grade levels to be effective";
- o "Although, common planning time is available, some teams are not utilizing the time in an effective manner"; and
- o "Intervention specialists are being pulled from their responsibilities with their co-teachers."
- District and school staff shared the following comments related to the status of co-teaching in the district.
  - o "It's set up to fail… [There is frequent] staff turnover [which reduces consistency in the practice]"; and
  - o "[Although there was] training and rollout, [there is] no sustainability or ongoing support."

IMPACT: When the district does not implement practices and corrective action plans to close the achievement gaps in reading, math and graduation rate for students with disabilities, the gaps may widen.

3. **The district does not effectively and consistently support student attendance and engage them in making connections with learning and college and career preparedness.**

A. Although, there is evidence of the district's implementation of the requirements of House Bill 410, which encourages and supports districts in preventing excessive absences and truancy, the district policy is not aligned with the new legislation.

- According to the current district truancy policy file JEDA, student absences are recorded as days absent, while new legislation requires that absences be tracked in hours to determine habitual and chronic absenteeism.
- The district website truancy information refers to the requirements of Senate Bill 181 rather than the current House Bill 410.

B. According to a district student attendance report for the week ending May 4, 2018, the district is not on track to meet its attendance goal of a 5-10 percent increase in student attendance with a 1-2 percent annual incremental change.

C. According to the 2016-2017 Ohio School Report Card, the district chronic absenteeism rate has steadily increased over the last three years from 27.5 percent in 2014-2015 to 30.7 percent in 2016-2017.

D. According to the 2016-2017 Ohio School Report Card, the district student attendance rate is below the state average.

- The district student attendance rate for 2016-2017 is 90.9 percent compared to the state average of 93.9 percent.

E. According to the 2016-2017 Ohio School Report Card, the four-year graduation rate for students with disabilities dropped from 63.9 percent in 2015-2016 to 57.1 percent in 2016-2017.

F. According to the 2016-2017 Ohio School Report Card, the four-year graduation rate for English learners decreased by 13.3 percent from 64 percent in 2015-2016 to 40.7 percent in 2016-2017.

G. The district graduation rate is lower than similar districts and the state average.

- According to the 2016-2017 Ohio School Report Card, the district's four-year graduation rate for all students is 72.6 percent compared to 76.6 percent for similar districts and 83.6 percent for the state average.

- According to the 2016-2017 Ohio School Report Card, the district's five-year graduation rate for all students is 80.7 percent compared to 81.3 percent for similar districts and 85.6 for the state average.

H. According to the Ohio Department of Education's Office of Accountability, the number of students in the district dropping out of school has increased each year over the last three years.

- 233 students dropped out of school in the 2014-2015 school year;

- 236 students dropped out of school in the 2015-2016 school year; and

- 306 students dropped out of school in the 2016- 2017 school year.

I. The district review team completed classroom observations throughout the district at all grade levels during the review. An instructional inventory tool was used to record observations. A 6-point scale was used to score each item, with 0 described as no evidence was found to indicate the specific practice is occurring, and a rating of 5 indicating exemplary evidence of adult practices was observed.

- Item number 10 of the inventory states, "The teacher helps students make connections to career and college preparedness and real-world experiences."

- Out of 115 classrooms observed, the district earned an average rating of 0.44 on item 10, which indicates there was little evidence observed of teachers engaging students in connecting learning with their own preparedness for success.

J. The district career advising policy, file IJA, states that the "Board views career advising as helping students understand themselves relative to their abilities, aptitudes, interests, attitudes, strengths and limitations. This process is meant to assist students in the development of their potential and their decisions relating to educational and career matters."

- The career advising policy further states the career advising plan is "made available to students, parents, guardians/custodians, local postsecondary institutions and residents of the District" and "posted in a prominent location on the District website."
  - At the time of the review, the district career advising policy was not posted on the district website.
  - There is no evidence of communication of the career advising policy to residents of the district.

- According to the career advising policy, the district will create a plan to provide career advising to students in grades 6-12. The district did not present any evidence of a plan at the time of the review.

- Document career advising provided to each student.
  - No evidence of documentation of career advising was presented at the time of the review.

- Prepare students for their transition from high school to their postsecondary destinations.
  - According to interviews with students, parents and support staff, the district does not have a transition plan for students moving between school levels or to postsecondary institutions.

IMPACT: When the district does not consistently implement policies and practices to engage students in making connections with school and college and career preparedness, students may disengage and not be prepared for success upon graduation**.**

Fiscal Management

1. The district does not follow the purchasing procedures outlined in the board-approved policy and procedures.
   A. The board of education policy, DJF-R Purchasing Procedures, states, "The Board designates the Superintendent as the purchasing agent...It is the responsibility of the requisitioner to provide an adequate description of the item(s) purchased so that the purchasing agent may be able to prepare the specifications and to procure most expeditiously and economically the desired commodity and/or service."

B. The Dayton Public Schools Purchasing Procedures Manual Commitment Authority PM-020 states, "By annual resolution, the Board's authority for the purchase of materials, equipment, supplies and services will be extended to the District's administration through approval of the annual budget and appropriations, except that the board will approve all purchases over $5,000, except for textbooks, educational equipment and supplies."

- Minutes from board of education meetings and interviews demonstrate the district presents requisitions to the board of education for review during the first meeting of on the second Tuesday of the month. The board of education will approve requisitions at the business meeting on the third Tuesday of the month.

C. A review of board of education minutes revealed the board of education approved purchase requisitions that, according to policy, met the exception rule for board approval and were able to be approved by the superintendent, as the purchasing agent, to expedite purchases.

- According to the Feb. 20, 2018, board of education minutes, the district submitted a requisition to purchase gifted testing materials, an educational supply, in the amount of $22,887.40. This purchase qualified as an exception to the board approval process.

- According to the March 20, 2018, board of education minutes, the district submitted a requisition to purchase Destiny License Renewal, an educational supply, in the amount of $14,292.94. This purchase qualified as an exception to the board approval process.

- According to the March 20, 2018, board of education minutes, the district submitted a requisition to purchase interactive touch panel display, educational equipment, in the amount of $6,300.00. This purchase qualified as an exception to the board approval process.

D. According to interviews with district administrators, principals and district staff stated:

- "[The] purchasing process is very convoluted."

- "I split my purchase orders to be under $5,000."

- "[It takes] up to three weeks to get the go ahead to make a purchase. It depends on the size and if the vendor is registered."

- "I make my orders for up to $4,999."

- "The purchase order could take two to three days for approval if all parties approve on time or longer if over the $5,000 limit."

IMPACT: When the district does not align its purchasing procedures to board policies, it may reduce its efficiency of meeting the direct and indirect education needs of the students.

2. **The district does not have a comprehensive and participatory annual budget process to include district goals.**
   A. A comprehensive budget includes all aspects of the financial activity of the school district and includes data from the previous fiscal year, current fiscal year and the next fiscal year, which are aligned to the financial goals of the district.
   B. Review of board policy, DA Fiscal Management Goals, states; "The board seeks to achieve the following goals: engage in thorough advanced planning, with staff and community involvement, in order to develop budgets and to guide expenditures to achieve the greatest educational returns for the dollars expended; establish levels of funding that provide high quality education for the district's students; use the best available techniques for budget development and management."
   C. The budget forms provided during the review do not include goals of the district, previous fiscal year or next fiscal year data. The documents provided contained the reports from the accounting system that provided the account codes, account names and current year amounts.
   - At the time of the review, the district uses a form titled Non-Payroll Budget Requests, which is given to the executive cabinet for the budget process. The executive cabinet is to fill in the form with the

requested amounts for the next fiscal year for services, supplies, capital and other — basically any type of expenditure that is not a salary or fringe benefits. The forms do not contain the previous fiscal year expenditures, the current fiscal year budget, account codes, account names or the goals of the district.

D. A participatory budget will have participation from teachers, department supervisors and building and district administrators.

- According to interviews, building principals stated, "They are not involved in the budgeting process, the budget amount is usually the same as previous year, they have no say in what supplies are purchased for their building, and they are not given the opportunity to provide the upper administration a wish list for the building needs."

- According to interviews with focus groups, they have not given input to the building principals for any budget.

- The review of the Non-Payroll Budget Request showed they had one person that authored the request.

IMPACT: By not having a budgeting process that is comprehensive and participatory, the expenditures may not meet the needs or goals of the district.

Dayton Public School District Review Recommendations

Leadership, Governance and Communication

1. Establish measures of accountability and hold district administrators and principals responsible for the consistent monitoring of school improvement plans by:

   - Setting standards, clear guidelines, completion dates and submission timelines to be followed;

   - Aligning administrator standards and evaluation criteria to the accountability measures;

   - Providing coaching and individualized professional development supports as needed; and

   - Offering district-wide opportunities for administrators to collaborate, communicate and share ideas of effective monitoring processes.

BENEFIT: When the district consistently monitors the district and building improvement plans, adult implementation may increase and student achievement may improve.

2. Ensure ongoing professional development for principals aligned to district initiatives meets the Ohio Standards for Professional Development and includes both coaching and mentoring opportunities.

BENEFIT: When the district provides ongoing professional development and support to strengthen leadership, adult implementation and student achievement may improve.

Curriculum and Instruction

1. Provide professional development to teaching staff on evidence-based instructional practices. Align curriculum materials to Ohio's Learning Standards. Create a means and process to monitor instruction on an ongoing basis. Determine what specific programs the district will use to gather common student performance data.

BENEFIT: By providing training on evidence-based instruction and monitoring teachers' implementation of those strategies, the district may promote increased student achievement.

2. Establish a committee representing the curriculum and instruction department, building administrators and teachers to help direct and support the work of curriculum and instruction across the district. Complete the update of the district's written curriculum documents and oversee the alignment assessments and instructional strategies to Ohio's Learning Standards. Review and revise the process for the identification and board adoption of evidence-based instructional materials and resources. Include a process for "roll out" of the new materials and resources that have been approved. Establish a clear, concise process for principals and teacher leaders to monitor and address evidence-based instruction in all classrooms.

BENEFIT: By aligning curriculum resources to Ohio's Learning standards and creating a process to monitor the implementation of evidence-based instructional practices, the district may increase the likelihood of students succeeding in college and career endeavors.

3. Ensure the district identifies evidence-based instructional practices and strategies that address all students' learning or behavioral needs. Align all district instructional materials and resources to meet the different learning needs of the students. Provide teachers with access to student performance data and provide ongoing professional development for teachers on analyzing data and using it to guide and differentiate instructional practices.

BENEFIT: By differentiating instruction in all classrooms and across all content areas, the district may reduce barriers to student learning and better meet the needs of diverse learners.

Assessment and the Use of Data

1. Provide professional development on assessment literacy to guide the creation of grade-level formative assessments. Form a committee to create district-wide formative assessments across grade

levels and core content areas. Provide continual support to staff on the development and use of a balanced system of formative and benchmark assessments that guides instruction. Provide ongoing professional development targeting the design and implementation of intervention and enrichment instructional practices based on formative and benchmark assessment data.

BENEFIT: When a district provides training on the development and use of authentic formative and benchmark assessments, teachers may be able to use the data garnered from the assessments to assess student learning and modify instructional strategies to increase student achievement.

2. Conduct an inventory of technology that is available for use in the classroom by teachers and students. Ensure all technology in the classrooms is being used on an ongoing basis to enhance student learning. Ensure that staff is properly trained on the operation of the technology they use.

BENEFIT: The effective use of technology in the classrooms could supplement classroom instruction and assist with student learning and growth.

3. Contact Region 10 State Support Team consultants to provide technical assistance in using data to inform instructional practices, as well as professional development and guidance in monitoring the teams' fidelity of implementing the Ohio Improvement Process. Ensure the district leadership team and building leadership teams monitor adult implementation and student achievement in monthly meetings and provide documented feedback to teacher-based teams to strengthen instruction.

BENEFIT: When a district monitors and evaluates the schools' implementation of the Ohio Improvement Process, there is a system of accountability to ensure teachers may develop the skills to use data to determine interventions and students may demonstrate proficiency in the learning standards.

Human Resources and Professional Development

1. Develop, execute and monitor a plan for the human resources department that includes its organizational structure, identified services and delineation of responsibilities to proactively recruit, select and assign high-quality staff.

BENEFIT: Structured processes for the office of human resources aligned across departments and the district may allow for strategic recruiting, selecting and assigning high-quality staff.

2. Develop and monitor strategies to be used at the building and district levels to reinforce staff attendance at the targeted 95 percent level. Follow up on a regular basis with employees when they are absent. Work with the Dayton Education Association Leadership to identify possible language in the contract that may influence staff attendance.

BENEFIT: When the district teacher attendance rates are improved, students may have access to consistent instructional practices.

3. Provide training for all evaluators and educators in the effective use of the Ohio Teacher Evaluation System (OTES), especially as it relates to identifying effective lesson delivery, assessment, student engagement and classroom environments. Emphasize the use of the teacher growth and improvement plans to improve instruction using student achievement data developed from self and district evaluations. Follow the district's strategic plan goal 2 tactic which states, "Assess DPS performance evaluation tools and redesign system, where appropriate, to better measure instructional effectiveness."

BENEFIT: Providing appropriate professional development to professionals using OTES with a professional growth emphasis on improving instruction may increase student achievement.

4. Embed professional development within the district improvement plan to support identified goals and strategies and to ensure professional development addresses identified adult changes in practices necessary for meeting student learning targets. Utilize the Ohio Standards for Professional Development as a guide to define and deliver professional learning, including tiered practices to address individual teacher needs based on

knowledge, skills, and experience. Systematically evaluate the impact of professional development on classroom instructional changes as outlined in the Five Levels of Evaluating Professional Development (Guskey) and make timely adjustments accordingly.

BENEFIT: When the district implements and evaluates professional development that supports the improvement plan goals and mirrors standards of effectiveness, educators may be prepared to deliver evidence-based practices that improve student learning.

Student Supports

1. Convene a committee, including representatives from district and building leaders, general and special education staff, student support staff, State Support Team 10, and other appropriate stakeholders, to define and create a district policy for the adoption and implementation of a multi-tiered system of supports for prevention, early identification and interventions to address student's academic, behavior and health needs. Include the Positive Behavior Intervention Supports framework as part of the comprehensive multi-tiered systems of support. Consider using the Ohio Improvement Process and Positive Behavior Intervention Supports crosswalk tool available on the Ohio Department of Education website. Collaborate with State Support Team 10 to develop an implementation plan including training and support needed. Consider using the form templates in the One Stop Data System as district-adopted forms for academic and non-academic interventions and monitoring tools. Using electronic forms in the system will create a user-friendly streamlined process with built in accountability.

BENEFIT: When the district develops and implements policies, practices and procedures to provide multi-tiered systems of support to identify struggling students and intervene quickly to address academic and non-academic barriers to learning, student achievement may increase.

2. Review and determine the level of implementation of the district-adopted inclusionary special education service delivery model. Update and revise the current inclusionary practices action plan to address current needs. Evaluate and revise the district special education continuum of services model and the delivery of services to students with disabilities to ensure students are being served in the least restricted environment. Collaborate with external consultants and State Support Team 10 to address training and support implementation of inclusionary practices with fidelity. Review student and intervention specialists' schedules to ensure they allow for co-planning to co-serve with the general education teacher in an inclusive classroom.

BENEFIT: When the district provides professional development and support for consistent implementation of the selected special education service delivery model and serves students with disabilities in the least restrictive environment, student engagement and achievement may improve.

3. Update the district attendance policies to align with House Bill 410 requirements. Integrate the recently developed tiered interventions for excessive absences and truancy into the multi-tiered system of supports. Provide training for appropriate staff to develop attendance intervention plans to reduce barriers to regular student attendance. Identify community partners and providers to refer students and families for resources and support. Research area resources and continue to collaborate with the City of Learners, Learn to Earn Dayton and other community partners to create more opportunities to engage students, including students with disabilities and English learners, in their own education and planning for future careers (i.e., mentoring, internships, alternative programming, more electives). Implement the district career advising policy with support from local partners and State Support Team 10.

BENEFIT: When the district implements policies and practices to support student attendance and engagement in making connections to college and career preparedness, students may be prepared for success upon graduation.

Fiscal Management

1. Review current policy and assure that district personnel are aware of the guidelines in purchasing/procurement practices to be as efficient as possible in the purchasing process.

BENEFIT: By reviewing best practices and current processes, the district may become more efficient and cost effective.

2. Develop a comprehensive and participatory budget process that provides opportunities for principals and district administrators to communicate with the superintendent, treasurer and executive cabinet regarding the needs of the building or departments. Provide financial data that includes the previous-year expenditures and account codes for the building and district administrators to review so administrators understand future budgeting needs and align the process to the district's goals and objectives.

BENEFIT: The inclusion of building staff and principals in the budgeting process can increase the likelihood that building budgets achieve the stated outcomes in the form of improved student learning and the delivery of student services.

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

The review was conducted from May 7 to May 11, 2018 by the following team of Ohio Department of Education staff members and independent consultants.

1. Dr. Clairie Huff-Franklin, Director, Academic Distress Commissions and Education Reform
2. Dr. Joanne Kerekes, Leadership Governance and Communication
3. Bernie Burchett, Curriculum and Instruction
4. Timothy Jenkins, Assessment and Effective Use of Data
5. Greg Sampson, Human Resources and Professional Development
6. Karen Hopper, Student Supports
7. Cynthia Ritter, Fiscal Management

District Review Activities

The following activities were conducted during the review:

Interviews

- Accountability and Federal Program Director
- Accounting Clerks
- Assistant Fire Chief
- Associate Director of EMIS
- Associate Director of Professional Development
- Associate Superintendent of Operations
- Association President
- Athletic Director
- Board of Education Members
- Chief of Curriculum and Professional Development
- Chief of Exceptional Children
- Chief of Police
- Chief of Schools
- City Manager
- Data Manager
- Director of Business Operations
- Director of Communications
- Director of State and Federal Programs
- Director of Student Information Systems
- District Leadership Team
- District Ohio Improvement Process Facilitators
- EMIS Data Technician
- Executive Director of Curriculum
- Executive Director Safety and Security
- Facilities Maintenance Supervisor
- Fire Chief
- Fiscal Office Staff
- Human Resources Department Support Personnel
- Human Resources Director of Certified Staff

- Human Resources Director of Classified Staff
- Human Resources Executive Director
- Human Resources Executive Secretary
- Instructional Coaches
- Instructional Technology Director
- Internal Auditor
- Intervention Specialists
- Law Clerk
- Local Professional Development Committee director
- Nurse
- Ohio Improvement Process Director
- Operations Directors for dining, transportation, safety and facilities
- Payroll Clerks
- Physical Therapist
- Resident Educator Mentors
- Safety and Security Coordinator
- School Counselors
- School Improvement Grant Director
- School Psychologist
- School Social Worker/Truancy Personnel
- Speech Therapist
- State Support Team 10
- Superintendent
- Superintendent Executive Secretary
- Teacher Leaders
- Technology Coordinator
- Technology Facilitator, Communications
- Testing Coordinator
- Title I Staff
- Treasurer

Focus Groups
- Elementary teachers
- Middle School teachers
- High School teachers
- Elementary building principals
- Middle School building principals
- High School building principals
- Students
- Parents
  External partners of the district that included behavior and mental health partners, local community college dean, local business partners, and government officials

Onsite Visits

- 30 Building Observations
- 129 Classrooms observations at all school levels

Dayton Public Schools District

115 S. Ludlow Street Dayton, Ohio 45402

Official District Review Schedule – May 7-11, 2018 (As of May 29, 2018)

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

Notes: Team members may use laptops to take notes during interviews, focus groups, etc. Except for meetings with leadership teams, supervising staff will <u>not</u> be scheduled in interviews or focus groups with those under their supervision.

Day 1 – Monday, May 7, 2018

Time	Activity	Time	Activity	Time	Activity
7:30-7:55	**ODE DRT Team Meeting** *Room Location: 6S_117* **ALL DRT Members**				
8:30-4:00	**Classroom and Building Observations will be conducted by the Classroom/Building Observers**				
8:00-8:15	**Meeting with the Superintendent and staff** ***Room Location: Community Room*** Superintendent Assistant Superintendent Director of Teaching and Learning Chief of Exceptional Children Treasurer Chief of Schools Executive Director of Human Resources **ALL DRT MEMBERS**				
8:30-9:25	**Assessment & Data Interview** *Room Location: 4S_440*	8:30-9:25	**Leadership Interview** *Room Location: 6S_116*	8:30-9:25	**Student Supports Interview** *Room Location: 3S_305*
	District Technology Coordinator **A&D, C&I**		Superintendent Treasurer **LG&C, FM**		Director of Truancy **SS, HR/PD**

Time	Activity	Time	Activity	Time	Activity
9:30-10:25	**Curriculum Interview** *Room Location: 4S_440*	9:30-10:25	**Leadership /Fiscal Interview** *Room Location: 6S_116*	9:30-10:25	**Human Resources Interview** *Room Location: 3S_305*
	Special Education/Gifted Programs Chief of Exceptional Children Assoc. Director **A&D, C&I**		Business Leaders City Commissioners Community Leaders President, Chamber of Commerce NAACP **LG&C, FM, SS**		HR Exec. Dir Assoc. Dir, PD **HR/PD**
10:30-11:15	Association President **HR/PD, C&I**	10:30-11:15	Human Resources Executive Director Associate Director, Professional Development **LG&C, FM**		
11:00-12:05	**DRT Meeting/Working Lunch ALL DRT MEMBERS**				
12:15-1:10	**Student Supports Interview** *Room Location: 6S_116*	12:15-1:10		12:15-1:10	**Leadership Interview** *Room Location: 3S_305*
	Psychologist Speech Therapist Jones, Physical Therapist Nurse **SS**				Executive Director, Curriculum Chief for Curriculum & PD **LG&C, HR/PD**
1:15-2:10	**Curriculum & Instruction Interview** *Room Location: 3S_305*	1:15-2:10	**Leadership Interview** *Room Location: 6S_150*	1:15-2:10	**Human Resources Interview** *Room Location: 4S_440*
	Executive Director, Curriculum and Chief for Curric & PD **C&I, A&D**		Operations Assoc. Superintendent **FM, LG&C**		HR Support Specialist HR Executive Secretary **HR/PD, SS**

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Time	Activity	Time	Activity	Time	Activity
2:15-3:25	**Curriculum & Instruction Interview** *Room Location: 3S_305*	2:15-3:25	**Leadership Interview** *Room Location: 6S_116*	2:15-3:25	**Assessment & Data Interview** *Room Location: 4S_440*
	Director, Instructional Technology Instructional Support Specialist Director, School Improvement Grant **C&I, HR/PD 2**		Chief of Exceptional Children Director of Athletics Chief of Schools **LG&C, HR/PD, FM**		District OIP Facilitators **A&D, SS**
3:30-4:25	**Leadership Interview** *Room Location: 6S_116*	3:30-4:25	**Student Support Interview** *Room Location: 4S_440*	3:30-4:25	**HR/PD Interview** *Room Location: 3S_305*
	Technology Facilitator Communications Director of Communications **LG&C, FM, A&D**		Emergency Management, Safety & Security Coordinator Assoc. Director, Student Information Systems **SS**		New Hires (non-certified) **HR/PD, C&I**
4:30-5:25	**Student Supports Interview** *Room Location: 6S_150*	4:30-5:25	**HR/PD Interview** *Room Location: 3S_305*	4:30-5:25	**Assessment & Data Interview** *Room Location: 4S_440*
	Title 1 Staff School-based Pre-K Representative **SS, C&I 1,2**		Associate Director of Professional Development **HR/PD, C&I (4:30-4:55)**		District Testing Coordinators **A&D, C&I (5:00-5:25)**
4:30 – 5:00	**Board of Education Interview** *Room Location: 6S_116* Board Members **LG&C, FM**	5:00 – 5:30	**Board of Education Interview** *Room Location: 6S_116* Board Members **LG&C, FM**		

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Time	Activity	Time	Activity	Time	Activity
5:30-6:30	**Board of Education Interview** *Room Location:* **6S_116** Board President Vice President **LG&C, FM**	5:15: -6:15	**Board of Education Interview** *Room Location:* **6S-150** Board Members **C&I, SS**	5:30 -6:30	**Board of Education Interview** *Room Location:* **3S_305** Board Member **A&D, HR/PD**
6:35	**Review Team Debrief and Dinner (Order-in)** *Room Location: 6S_117* **ALL DRT MEMBERS**				

District Review Schedule

Day 2 – Tuesday, May 8, 2018

Time	Activity	Time	Activity	Time	Activity
7:30-8:00	**DRT Meeting ALL DRT MEMBERS** *Room Location: 6S_117*				
7:30-4:00	**Classroom and Building Observations will be conducted by the Classroom/Building Observers**				
8:00-8:30	**Leadership, Interview Room** *Location: 6S_116* City Manager **LG&C**	8:00 – 9:15	*Room Location: 6S_150* Treasurer **FM**		
8:30-9:25	**Leadership Interview** **Room** *Location: 6S_116*	8:00-9:00	**Student Supports Interview** *Room Location: 4S_440*	8:00-9:30	**HR Review of Personnel Files:** *Room Location: HR Conference Room*

	Safety & Security
	  Exec Dir.
	  Police Chief
	  Fire Chief
	SROs
	
	LG&C
			School Counselors
			
			SS, C&I
					District personnel will assist with online access
					
					HR/PD

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Time	Activity	Time	Activity	Time	Activity
8:00-9:30	**Elementary School RIMP Review – A&D** **Location: 3S-305** District personnel will assist with online access				
9:40-10:40	**Middle School Student Focus Group** *Wright Brothers Middle School – 1361 Huffman Ave* **SS, HR/PD**	9:40-10:40	**Elementary Student Focus Group students – 1 staff** *Edison Elementary – 228 N. Broadway St.* **LG&C, A&D**	9:40-10:40	**High School Student Focus Group** *Stivers – 1313 E. 5th Street* **FM, C&I**
10:45-10:55	Travel Time from Schools **ALL DRT MEMBERS**				
11:00-12:00	**Leadership Interview** *Room Location: 6S_116* Accountability & Federal Programs Consultants **LG&C, FM, C&I**	11:00-12:00	**HR File Review** *Room Location: HR Office* **HR/PD**	11:00-12:00	**Student Supports Interview** *Room Location – 4S_440* Associate Directors of Exceptional Children **SS, A&D**
12:05-1:55	**DRT Meeting/Working Lunch ALL DRT MEMBERS Location: 6S_117**				
12:05-12:55	**Leadership Interview** *Room Location: 6S_116* Law Clerk **LG&C**	12:05-12:55	**Curriculum & Instruction Interview** *Room Location: 4S_440* OIP Director **C&I**	12:05-12:55	**Fiscal Interview** *Room Location: 3S_305* HR Director, Classified Staff HR Director, Certified Staff HR Administrator **FM, HR/PD**
1:00-1:55	**Assessment & Data Interview** *Room Location: 6S_116* **Demonstration of district online tools used for data collection and analysis** **A&D, SS, LG&C, C&I**				
2:00-2:55	**Student Supports Interview** *Room Location: 3S_305*				

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Time	Activity	Time	Activity	Time	Activity
	Associate Superintendent **SS, FM, LG&C**				
3:00-4:10	**Elementary Teachers Focus Group** *Room Location: 3S_305* **ALL DRT MEMBERS**			4:15-5:25	**Middle and High School Teachers Focus Group** *Room Location: 4S_440* **ALL DRT MEMBERS**
5:15-6:20	**Parent Focus Group (include those who may have left district; please, no district personnel at this meeting)** ****please limit the number of attendees (first 25 parents will be admitted) *Room Location: 4S_415* **ALL DRT MEMBERS**				
6:35	Review Team Debrief *Room Location: 6S_117* **ALL DRT MEMBERS**				

District Review Schedule
Day 3 – Wednesday, May 9, 2018

Time	Activity	Time	Activity	Time	Activity
7:30-12:00	**Classroom Visits** **ALL DRT MEMBERS**				
7:30-4:00	**Classroom and Building Observations will be conducted by the Classroom/Building Observers**				
11:00-11:30	**Fiscal Interview** *Room Location: 6S_116* Human Resources Staff **FM**				
12:00-12:55	**Working/Lunch**				

Time	Activity	Time	Activity	Time	Activity
	ALL DRT MEMBERS				
1:00-2:00	**State Support Team 10** *Room Location: 3S-305* **ALL DRT MEMBERS**				
2:05-2:55	**Leadership Interview** *Room Location: 3S_305* OIP Director SIG Director **LG&C, SS**	2:05-2:55	**Fiscal Interview** *Room Location: 4S_440* Treasurer's Staff Accounts Payable Budget Dir. Purchasing Dir. Accounts Receivable Senior Accountant Risk Mgmt Dir. **FM**	2:05-2:55	**Assessment & Data Interview** *Room Location: 6S_116* Elementary, Middle and High School Testing Coordinators **A&D, C&I**
2:05-2:55	**Review HR Personnel Files (eTPES)** *Room Location: HR Conference Room* District personnel will assist with online access **HR/PD**				
3:15-4:30	**Elementary Schools Principals/Assistant Principals Focus Group** *Room Location: 3S_305* **ALL DRT MEMBERS**	4:35-5:50	**Middle and High Schools Principals/Assistant Principals Focus Group** *Room Location: 3S_305* **ALL DRT MEMBERS**		
6:00	*Room Location: 6S_117* **ALL DRT MEMBERS**				

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District Review Schedule
Day 4 – Thursday, May 10, 2018

Time	Activity	Time	Activity	Time	Activity
7:30-8:30	**Leadership Interview** *Room Location: 6S_116* OIP Facilitator **LG&C**				
8:00-8:30	**DRT Meeting** *Room Location: 6S_117* **ALL DRT MEMBERS**				
7:30-4:00	**Classroom and Building Observations will be conducted by the Classroom/Building Observers**				
8:30-9:30	**Fiscal Management Interview** *Room Location: 6S_116* Supervisors Facilities, Transportation, Safety Plan **FM, SS**	8:30-9:55	**Curriculum & Instruction Interview** *Room Location: 3S_305* Building Level Curriculum & Instruction Specialists/Team (Teacher Leaders) **C&I, A&D, HR/PD, LG&C (8:30-9:30)**		

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District Review Schedule
Day 5 – Friday, May 11, 2018

Time	Activity	Time	Activity	Time	Activity
9:35-10:35	**Leadership Interview** *Room Location: 4S_440* Union President **LG&C, SS, FM**	10:40-11:40	**Fiscal Management Interview** *Room Location: 6S_116* Associate Director, EMIS Program Support Specialist **FM, SS, C&I (10:40-11:00)**	10:40-11:40	**Leadership Interview** *Room Location:* *Superintendent's Office* Superintendent **LG&C**
11:00-12:00	**HR/PD Interview** *Room Location: 3S_305* LPDC Coordinator Resident Educator Mentors **HR/PD, A&D**	11:00-12:00	**Student Supports Interview** *Room Location: 4S_440* Intervention Specialists **SS, C&I**	11:45-12:15	**Leadership Interview** *Room Location: 6S_116* Superintendent's Exec Assistant **LG&C, FM**
12:00-12:55	**Working Lunch/Document Review** *Room Location: 6S_117* **ALL DRT MEMBERS**			12:15-12:45	**Fiscal Management Interview** Superintendent **FM**
1:00-2:15	**Students Supports Interview** **Room Location: Community Room** **Community Partners Focus Group (including Social Services, Mental Health Agencies, After School Programs higher education partners)** **ALL DRT MEMBERS**				
2:30-3:30	**Emerging Themes Meeting** *Room Location: 6S_116* **ALL DRT MEMBERS**				

Key

CACI – Center for Accountability and Continuous Improvement
DRT – District Review Team
A&D = Assessment & Effective Use of Data
C&I = Curriculum & Instruction
FM = Fiscal Management
HR/PD = Human Resources/Professional Development
LG&C = Leadership, Governance & Communication
SS = Student Supports

Appendix B: Figures and Tables Related to Accountability

Figure B-1: Dayton City SD Enrollment by Subgroup (Race)

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

Figure B-2: Dayton City SD Enrollment Trend

Figure B-2 Source: Ohio Department of Education Office of Accountability
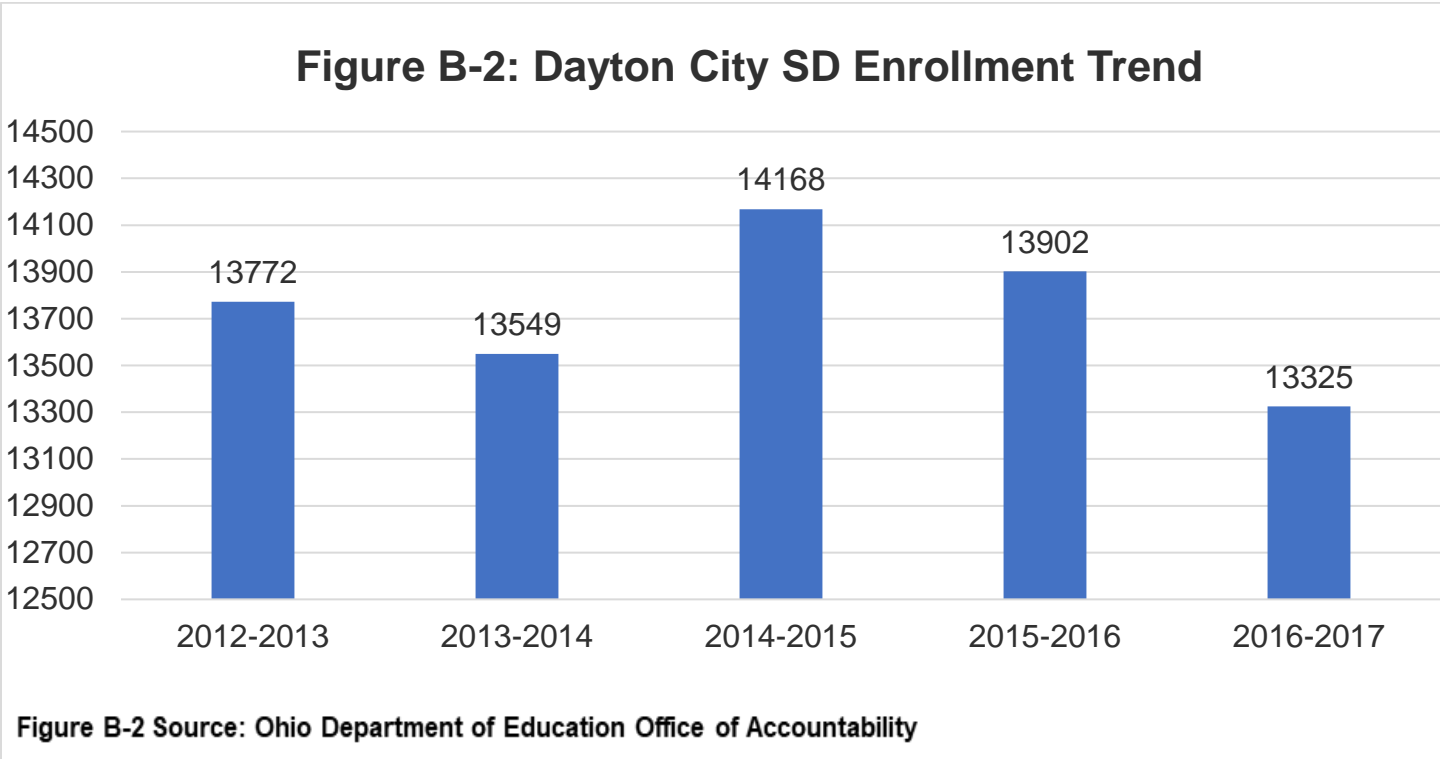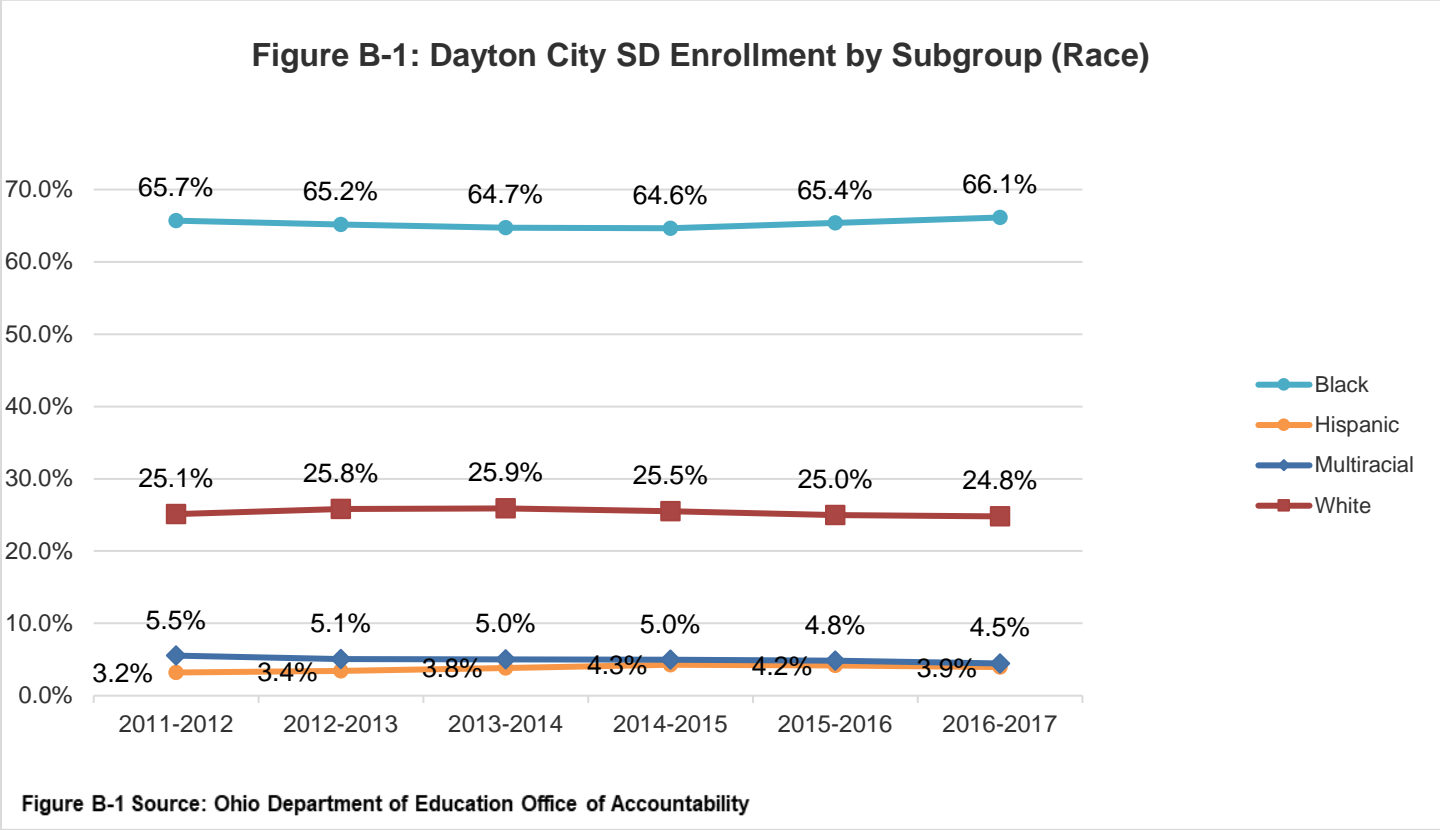
Figure B-3: Dayton City SD Enrollment by Subgroup (Special Populations)
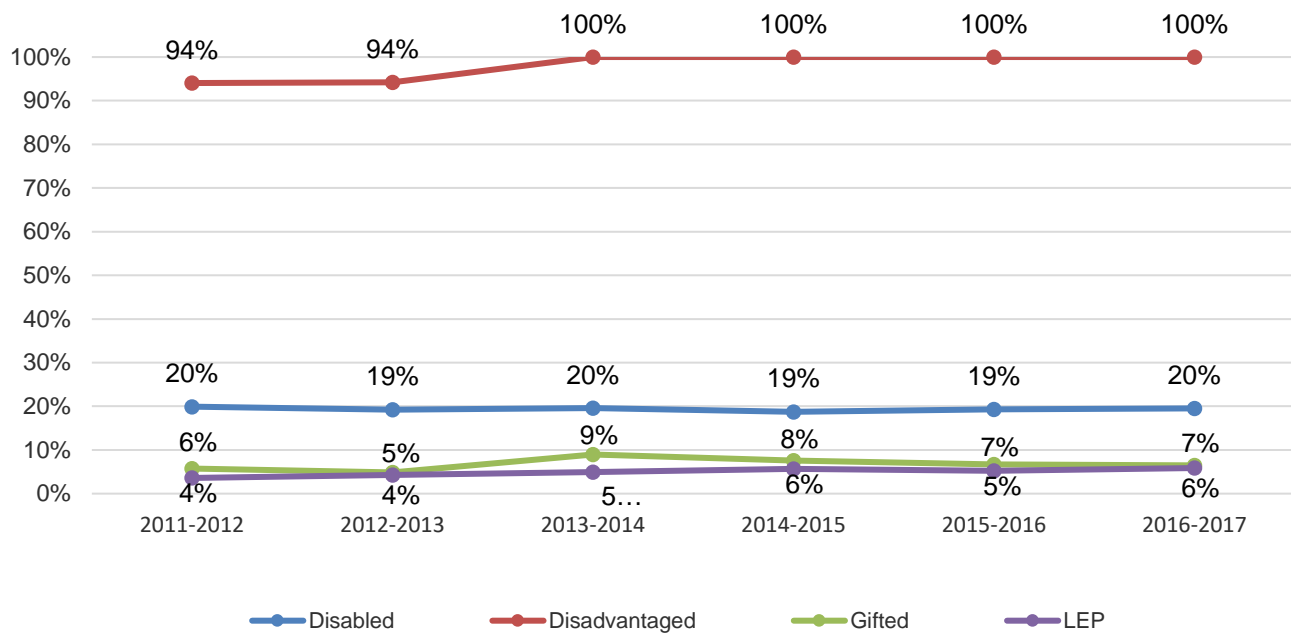
Figure B-3 Source: Ohio Department of Education Office of Accountability

Figure B-4: 2016 - 2017 Enrollment Location for Students Who Live in the Dayton City School District Attendance Area

- Resident
- Other Dist Open Enrollment
- Other Dist Not Open Enrollment
- Online School
- Site Based Community School
- DORP
- EdChoice Cleveland Scholarship
- EdChoice Expansion Program
- Special Needs Scholarship
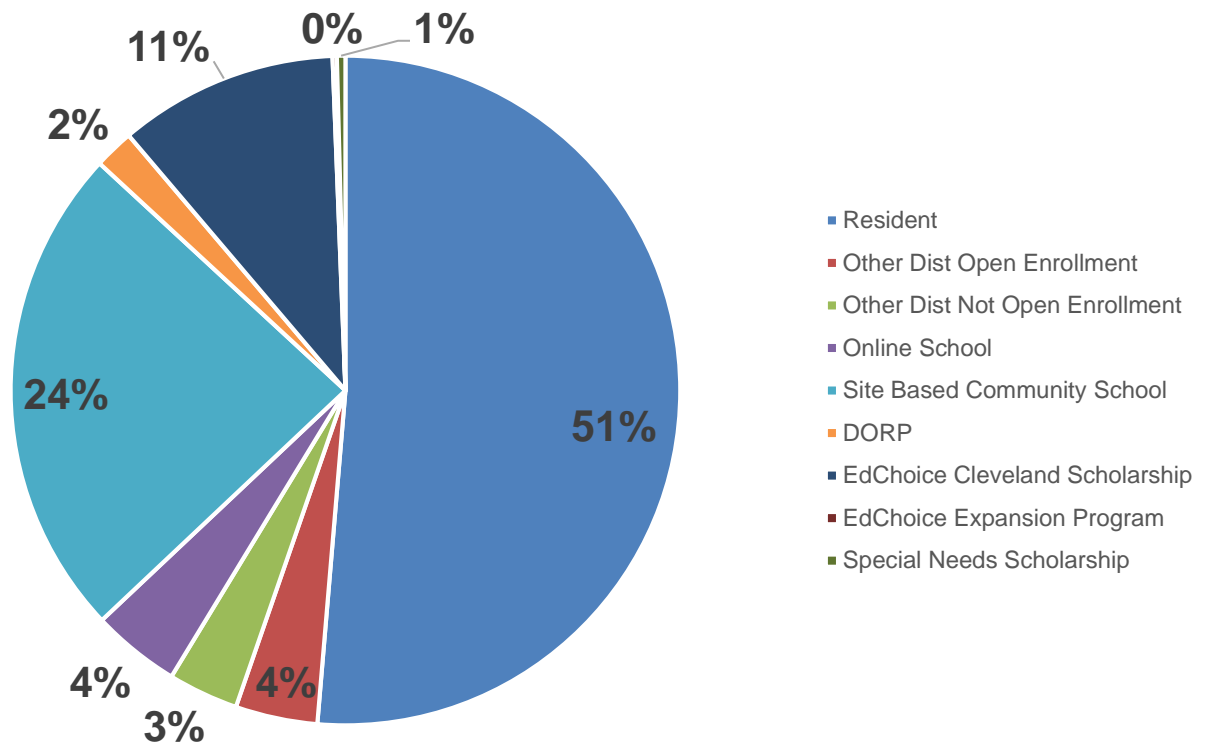
Figure B-4 Source: Ohio Department of Education Office of Accountability

Figure B-5: Dayton City SD Annual Measureable Obejctives by Subgroup in 2016-2017
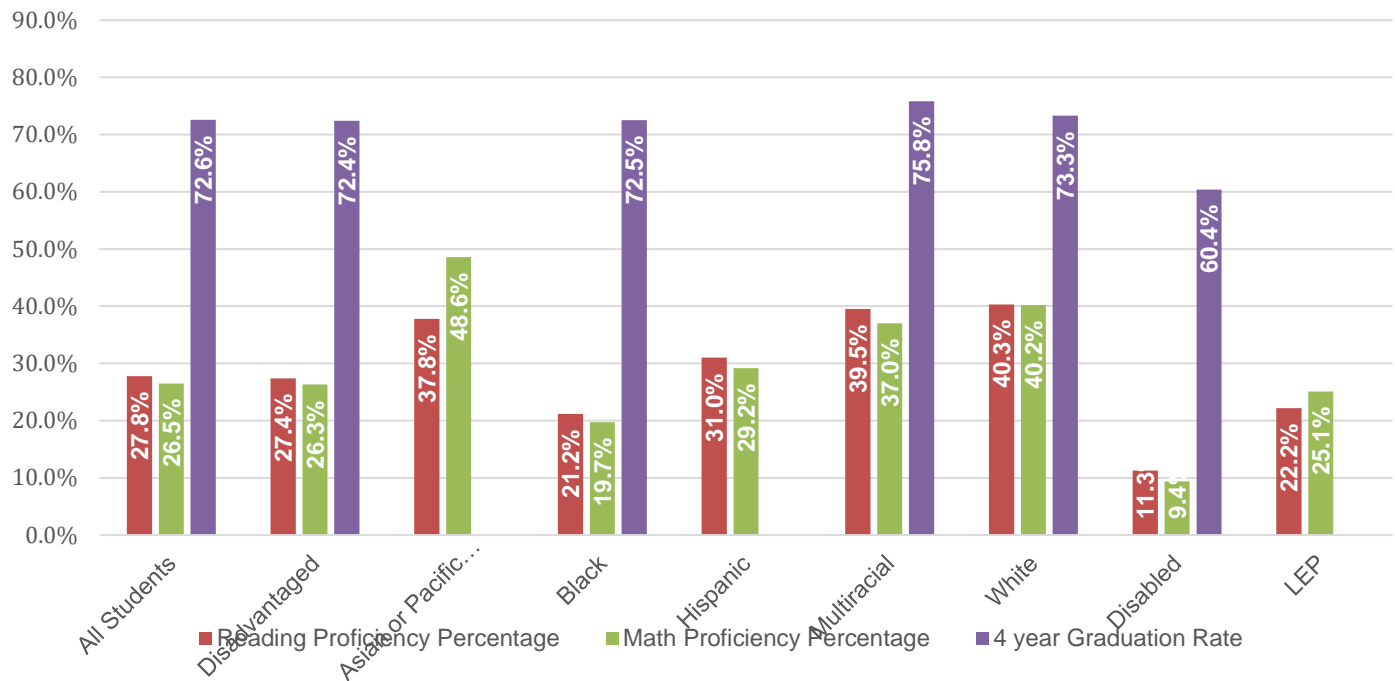
Figure B-5 Source: Ohio Department of Education Office of Accountability

Dayton City SD Subgroup Four-Year Graduation Trends (Racial)

Subgroup	2015	2016	(gray)
All Students	72.6%	75.0%	72.2%
Asian or Pacific Islander	71.8%	81.8%	60.0%
Black	72.5%	75.3%	73.8%
Disabled	60.4%	63.9%	57.1%
Disadvantaged	72.4%	75.0%	72.7%
Hispanic	64.0%	75.0%	59.1%
LEP	61.5%	64.0%	40.7%
Multiracial	75.8%	71.4%	66.0%
White	73.3%	74.3%	70.5%
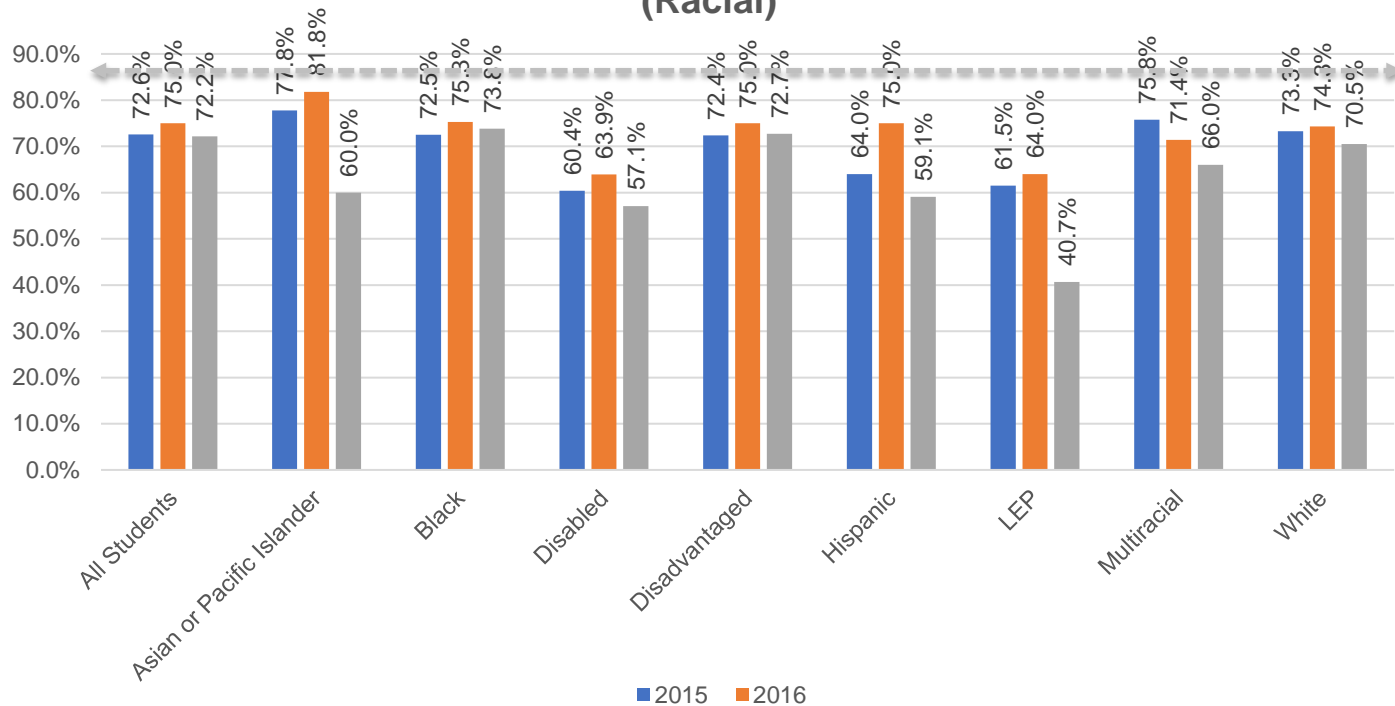
Source: Ohio Department of Education Office of Accountability

Figure B-6: Dayton City SD Reading Passing Rate Trends by Subgroup

Subgroup	2012-2013	2013-2014	2014-2015	(dark blue)	(green)
All Students	57.3%	58.1%	38.7%	25.7%	27.8%
Asian or Pacific Islander	72.4%			48.5%	37.8%
Black	53.1%	54.8%	34.9%	21.1%	21.2%
Disabled	23.8%	23.4%	13.7%	9.7%	11.3%
Disadvantaged	55.5%	57.2%	38.0%	24.8%	27.4%
Hispanic	64.4%	63.0%	35.8%	27.6%	31.0%
LEP	45.8%	49.2%	28.3%	16.8%	22.2%
Multiracial	63.9%	64.1%	44.4%	32.1%	39.5%
White	66.7%	65.2%	47.2%	36.3%	40.3%
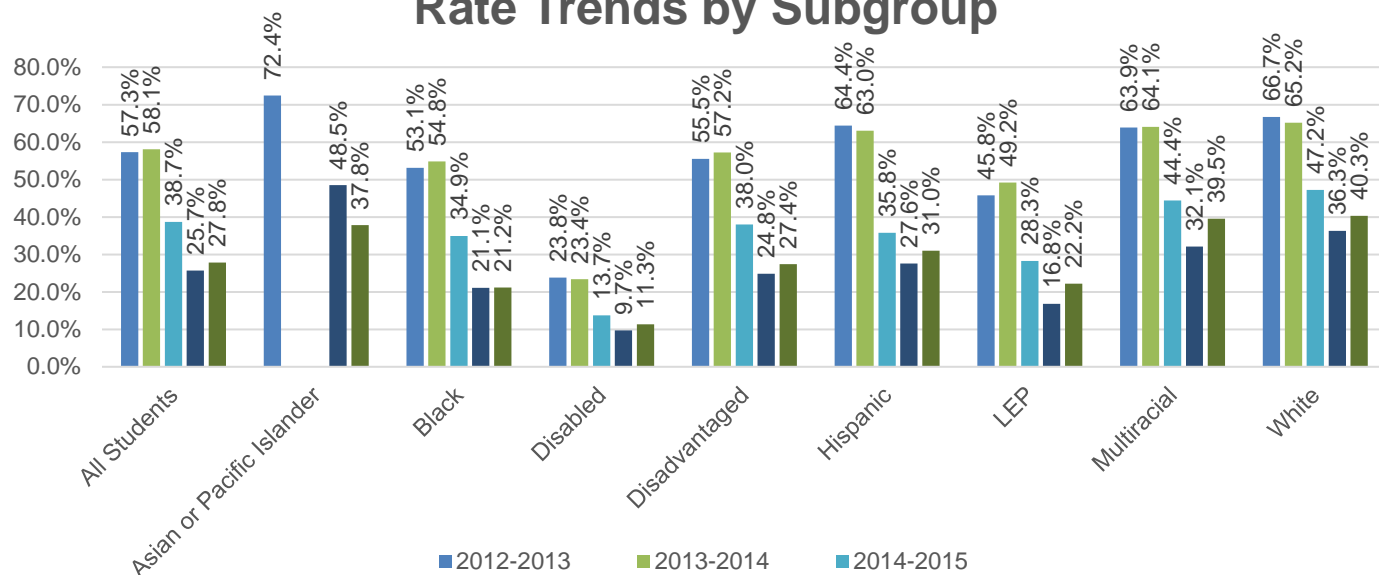
Figure B-6 Source: Ohio Department of Education Office of Accountability

Figure B-7: Dayton City SD Mathematics Passing Rate Trends by Subgroup

Legend: 2012-2013, 2013-2014, 2014-2015, 2015-2016, 2016-2017

Subgroup	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
All Students	44.3%	44.4%	29.6%	22.7%	26.5%
Asian or Pacific Islander	75.9%		55.9%		48.6%
Black	39.7%	39.2%	25.3%	17.6%	19.7%
Disabled	17.2%	18.0%	11.1%	9.6%	9.4%
Disadvantaged	42.4%	43.4%	28.9%	21.6%	26.3%
Hispanic	50.5%	51.0%	35.2%	30.7%	29.2%
LEP	38.9%	42.5%	26.0%	24.6%	25.1%
Multiracial	49.4%	48.6%	33.8%	28.0%	37.0%
White	54.8%	56.3%	38.3%	33.9%	40.2%
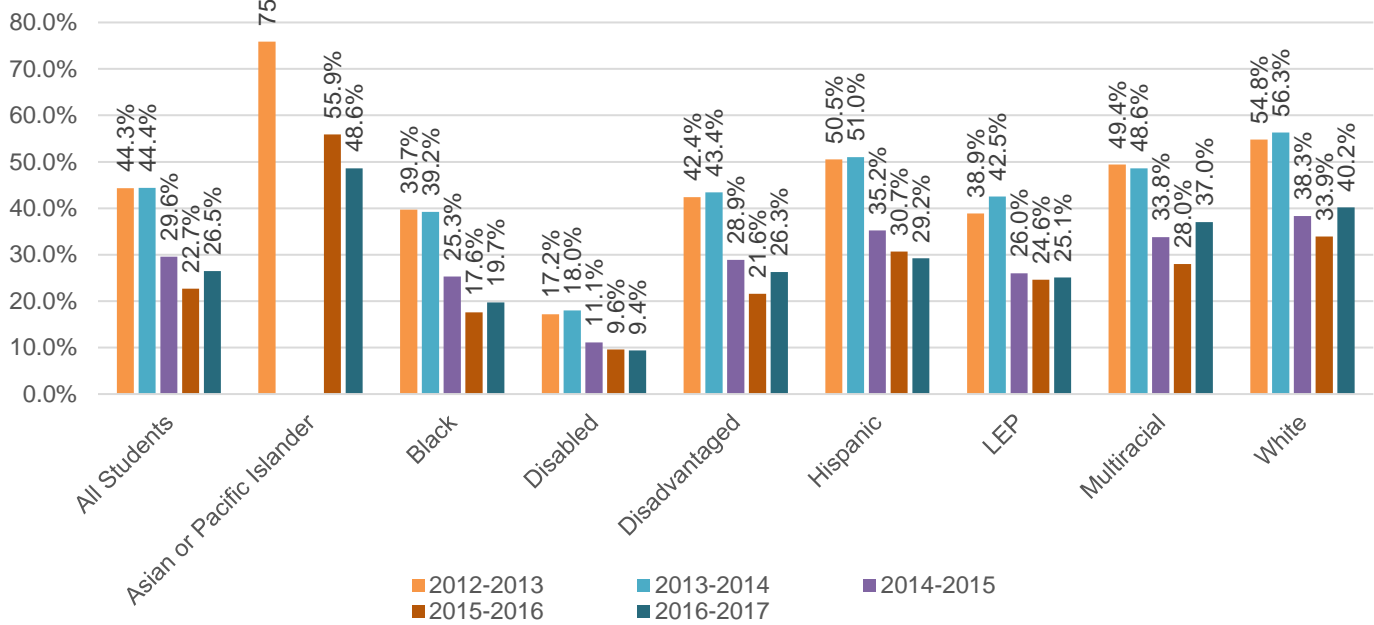
Figure B-7 Source: Ohio Department of Education Office of Accountability

Figure B-8: Dayton City SD Reading Performance Comparisons by Grade Level

Grade	District	Similar Districts	State
3rd Grade	34.8%	49.0%	63.8%
4th Grade	30.4%	45.4%	62.8%
5th Grade	34.1%	52.6%	67.7%
6th Grade	29.9%	44.0%	60.2%
7th Grade	24.6%	39.8%	59.2%
8th Grade	17.4%	31.0%	50.3%
HS ELA1	26.2%	40.2%	58.3%
HS ELA2	21.3%	36.9%	55.2%

Figure B-9: Dayton Reading Performance Trends by Grade Level

Figure B-9 Source: Ohio Department of Education Office of Accountability

Figure B-10: Dayton City School District Fall 2016-2017 English Value-Added Report

Estimated District Growth Measure

Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2015 Growth Measure							
Standard Error							
2016 Growth Measure		-1.0 R	6.5 DG	4.1 DG	4.5 DG	5.3 DG	3.9
Standard Error		0.5	0.5	0.4	0.4	0.4	0.2
2017 Growth Measure		-3.1 R	-3.1 R	-0.4 Y	-2.4 R	-3.0 R	-2.5
Standard Error		0.5	0.5	0.5	0.5	0.5	0.2
3-Year-Average Growth Measure							
Standard Error							

Estimated District Average Achievement

Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2014 Average Achievement							
2015 Average Achievement	37.2	29.2	28.3	29.0	28.1	29.3	
2016 Average Achievement	36.0	38.0	35.6	33.6	35.8	35.8	
2017 Average Achievement	35.6	34.8	33.9	34.6	32.3	31.5	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts I	2016	1185	683.5	24	682.9	23	0.7 LG	0.4
	2017	1507	684.4	20	688.5	25	-4.0 R	0.4

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
English Language Arts II	2016	887	685.7	27	684.9	25	0.8 LG	0.5
	2017	1269	677.4	18	683.1	23	-5.5 R	0.4

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

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

Figure B-11: Dayton City SD Mathematics Performance Comparisons by Grade Level
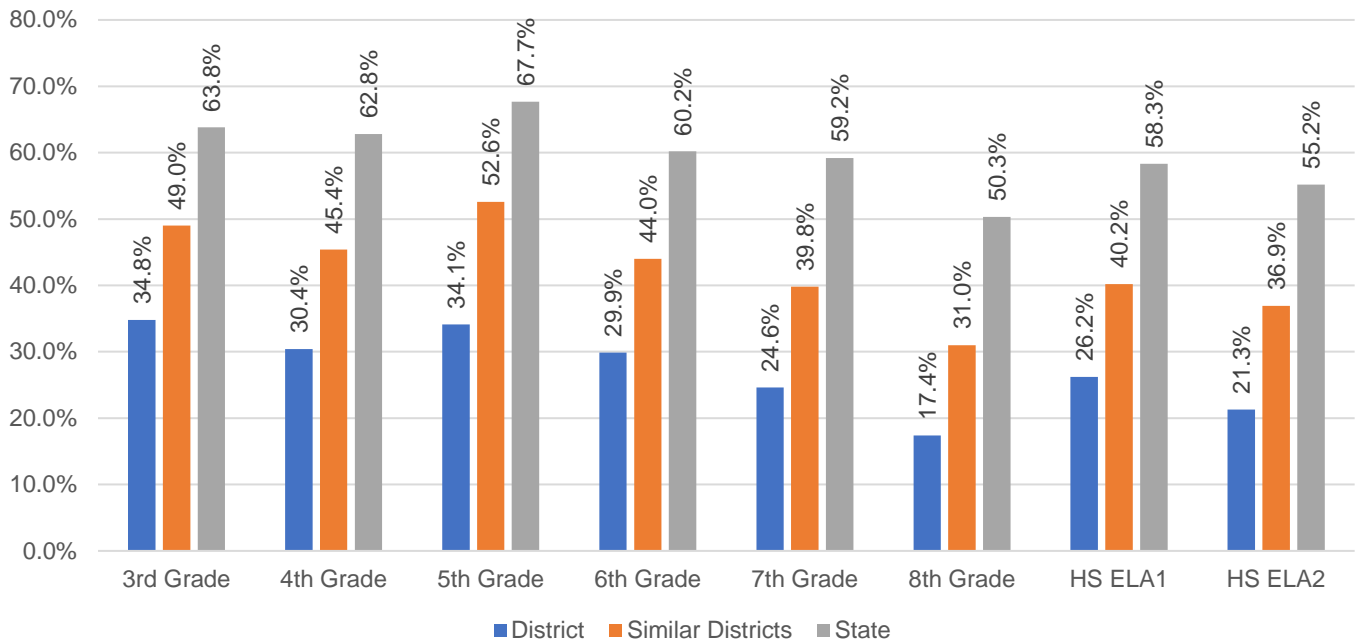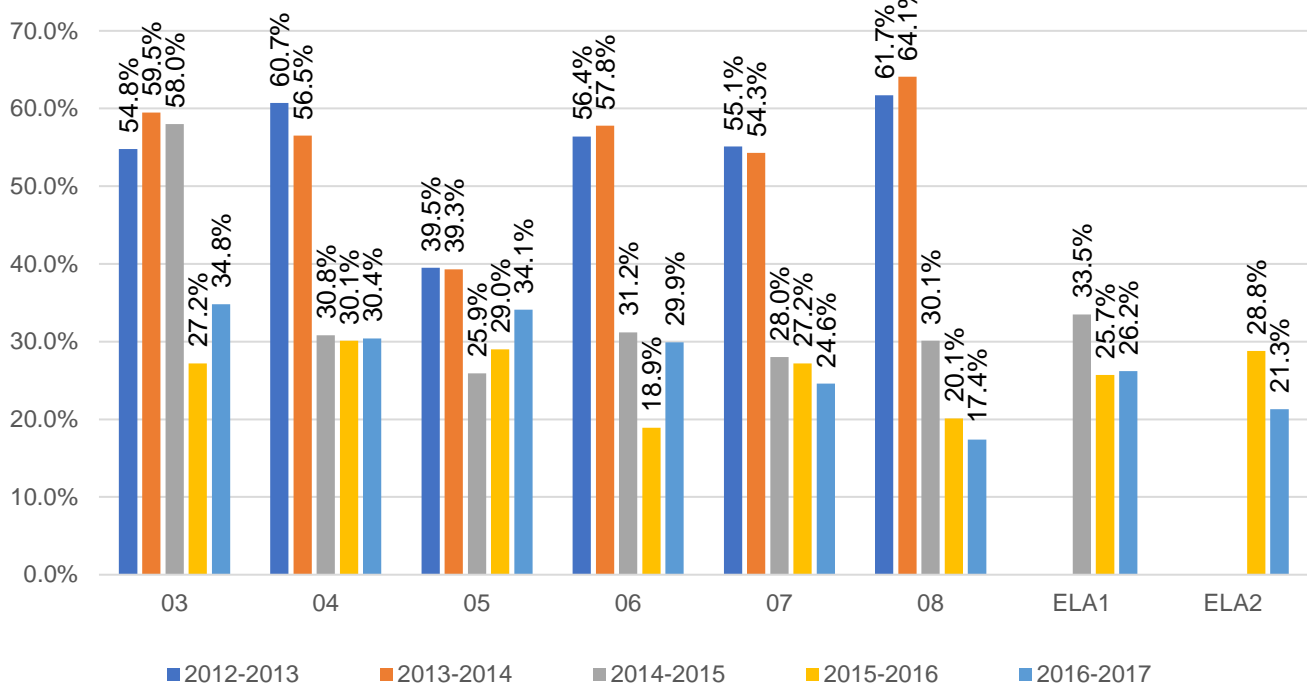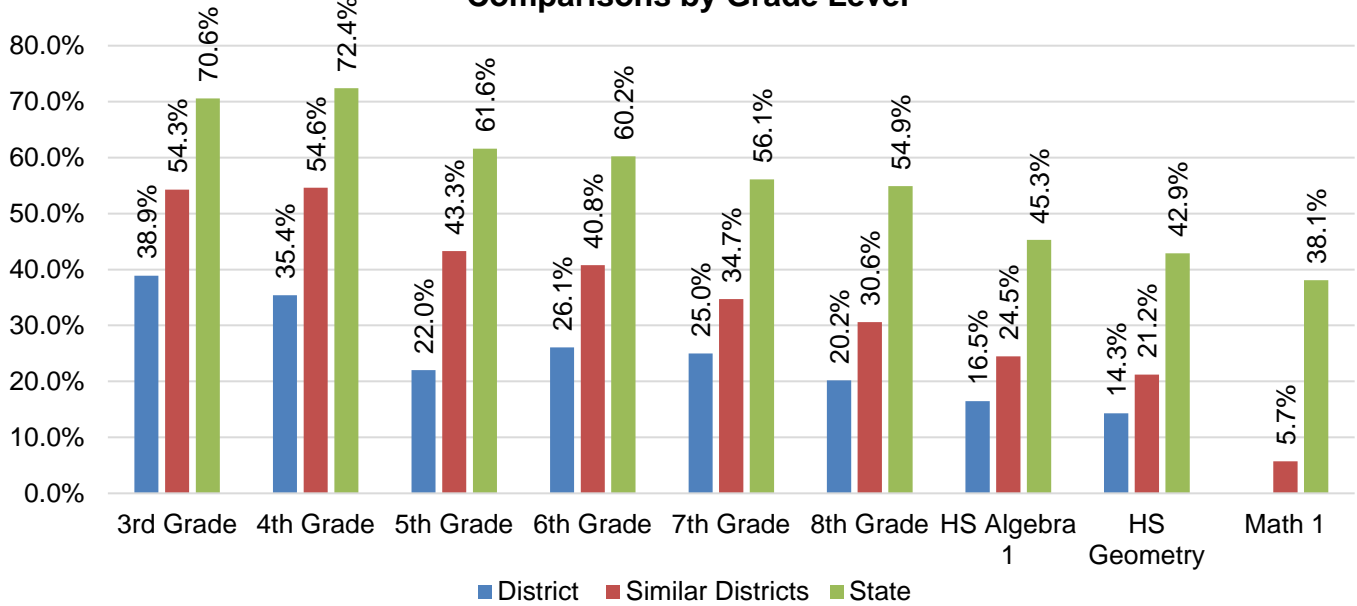
Figure B-11 Source: Ohio Department of Education Office of Accountability

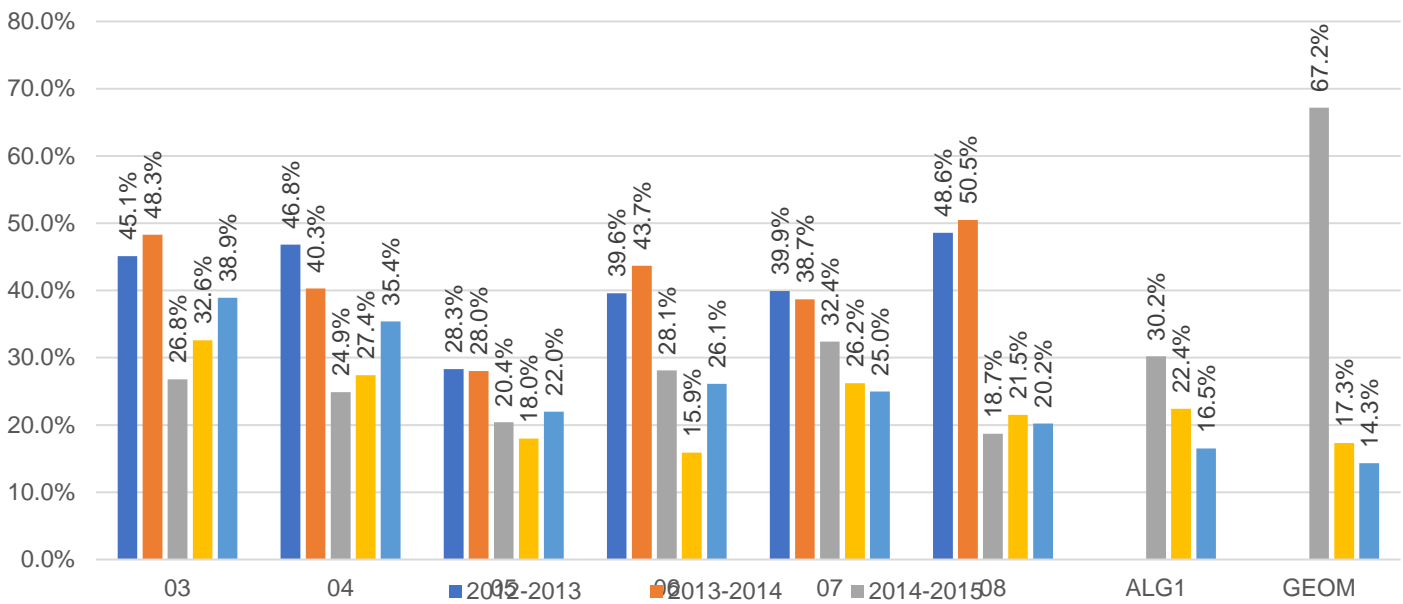**Figure B-12: Dayton Mathematics Performance Trends by Grade**

Figure B-12: Source: Ohio School Report Card; Archived Report Cards

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Figure B-13: Dayton City School District Fall 2016-2017 Math Value-Added Report

	Estimated District Growth Measure						
Grade	3	4	5	6	7	8	Growth Measure over Grades Relative to Growth Standard
Growth Standard		0.0	0.0	0.0	0.0	0.0	
2015 Growth Measure							
Standard Error							
2016 Growth Measure		-1.7 R	-2.4 R	1.9 DG	1.6 DG	-3.2 R	-0.7
Standard Error		0.4	0.4	0.4	0.4	0.4	0.2
2017 Growth Measure		-3.7 R	1.1 DG	5.2 DG	2.4 DG	-2.6 R	0.4
Standard Error		0.4	0.4	0.4	0.4	0.4	0.2
3-Year-Average Growth Measure							
Standard Error							

	Estimated District Average Achievement						
Grade	3	4	5	6	7	8	
State NCE Average	50.0	50.0	50.0	50.0	50.0	50.0	
2014 Average Achievement							
2015 Average Achievement	30.0	30.3	27.0	29.3	31.6	27.9	
2016 Average Achievement	34.0	30.0	27.8	29.9	33.0	30.1	
2017 Average Achievement	33.7	31.4	30.5	32.8	33.4	28.7	

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Algebra I	2016	1103	680.0	29	677.0	25	3.0 DG	0.5
	2017	1394	678.2	23	680.5	25	-2.2 R	0.4

Subject	Year	Number of Students	Average Score	Average Percentile	Average Predicted Score	Average Predicted Percentile	Growth Measure	Standard Error
Geometry	2016	935	677.1	22	677.6	22	-0.4 Y	0.5
	2017	1151	672.1	23	671.9	23	0.3 Y	0.5

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

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

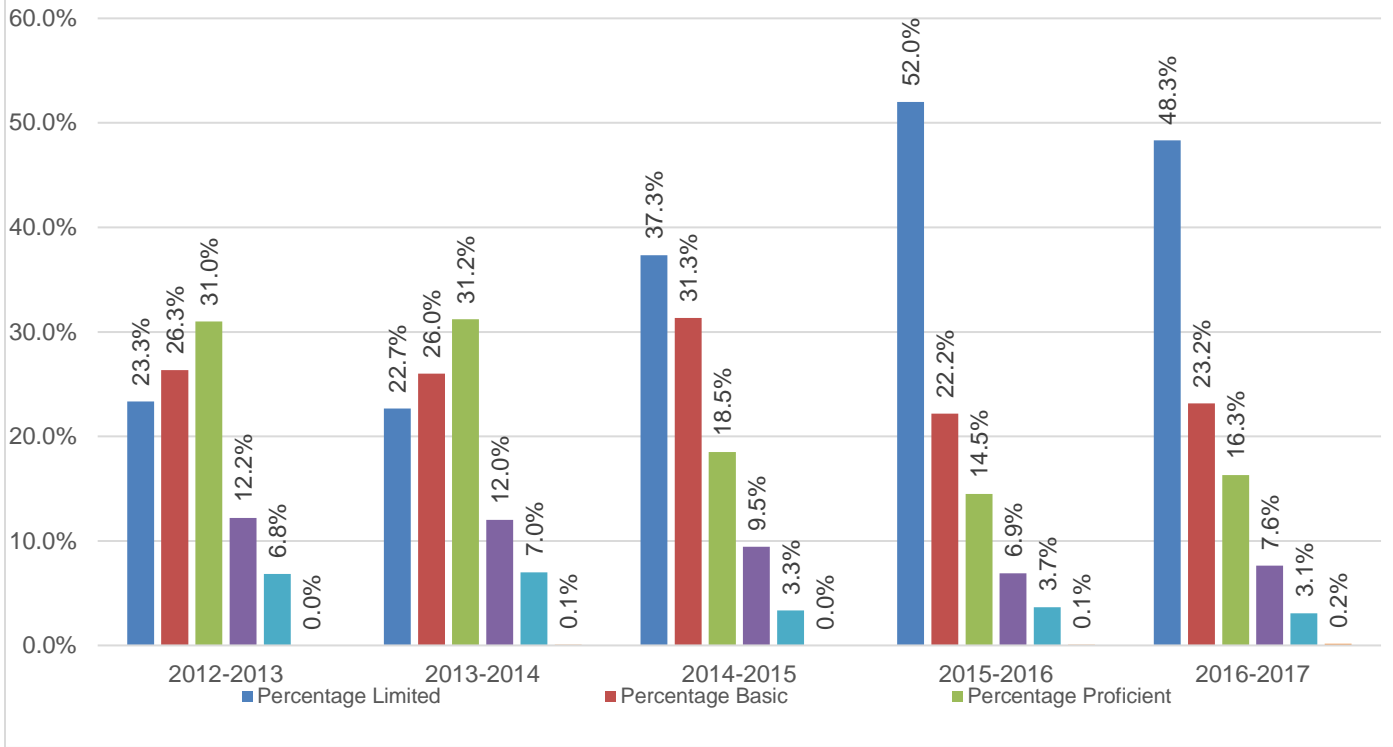Figure B-14: Dayton City SD Proficiency Percentage Trend

Figure B-15: Dayton City SD Graduation Rate Comparison

Legend: District, Similar District, State

4 Year Grad Rate: 72.6%, 76.6%, 83.6%
5 Year Grad Rate: 80.7%, 81.3%, 85.6%
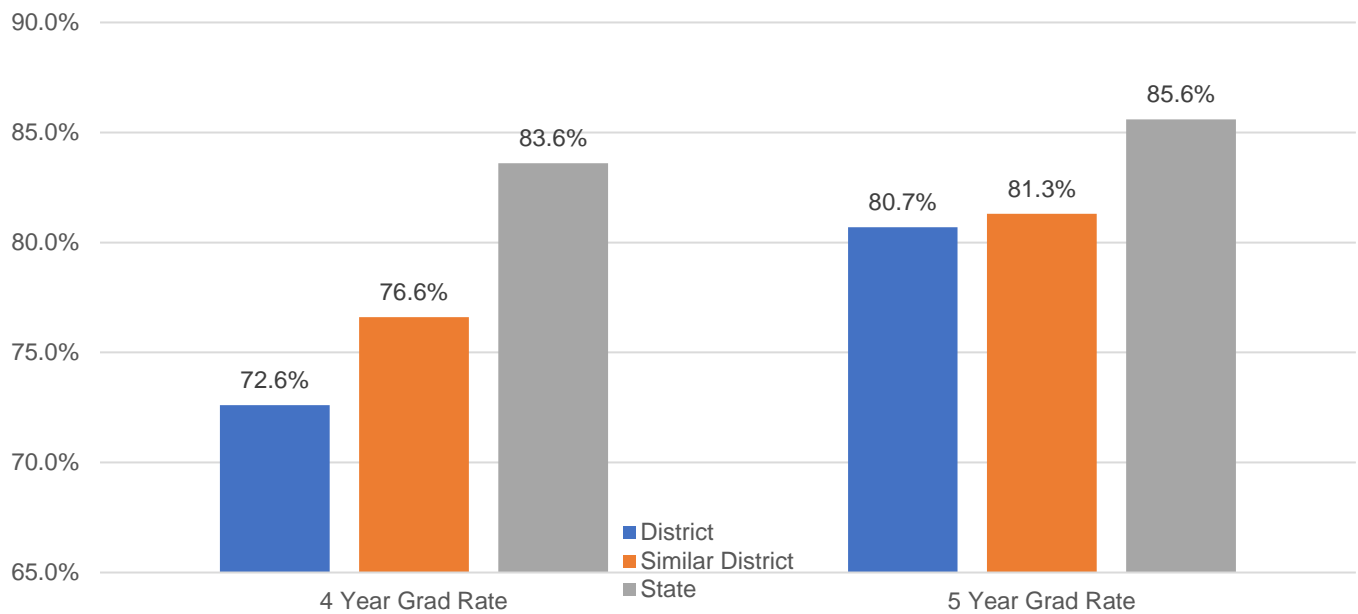
Figure B-15 Source: Ohio Department of Education Office of Accountability

Figure B-16: Dayton City SD Graduation Cohort Rates

5 Year Grad Rate: 77.9%, 78.0%, 80.3%, 80.7%
4 Year Grad Rate: 69.9%, 72.2%, 72.2%, 75.0%, 72.6%

Class of 2012, Class of 2013, Class of 2014, Class of 2015, Class of 2016

Legend: 4 Year Grad Rate, 5 Year Grad Rate

Figure B-16 Source: Ohio Department of Education Office of Accountability

Figure B-17: Dayton City SD Number of Dropouts Grades 7 - 12

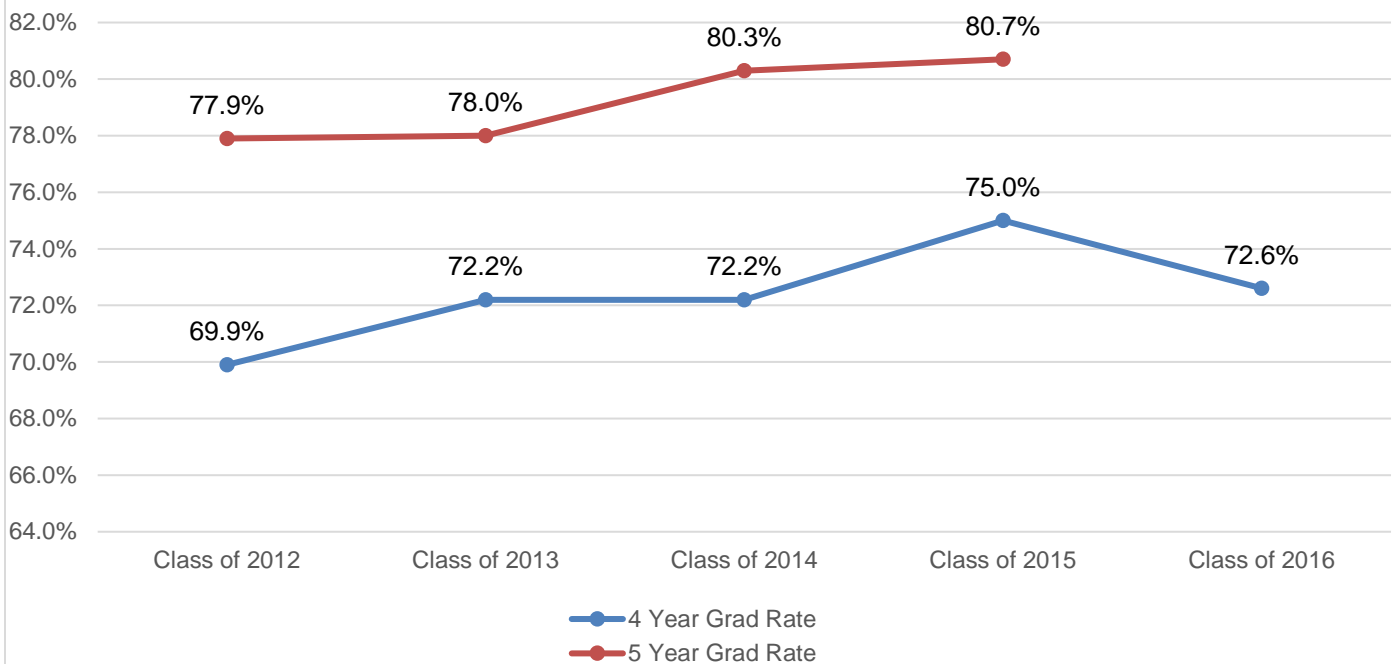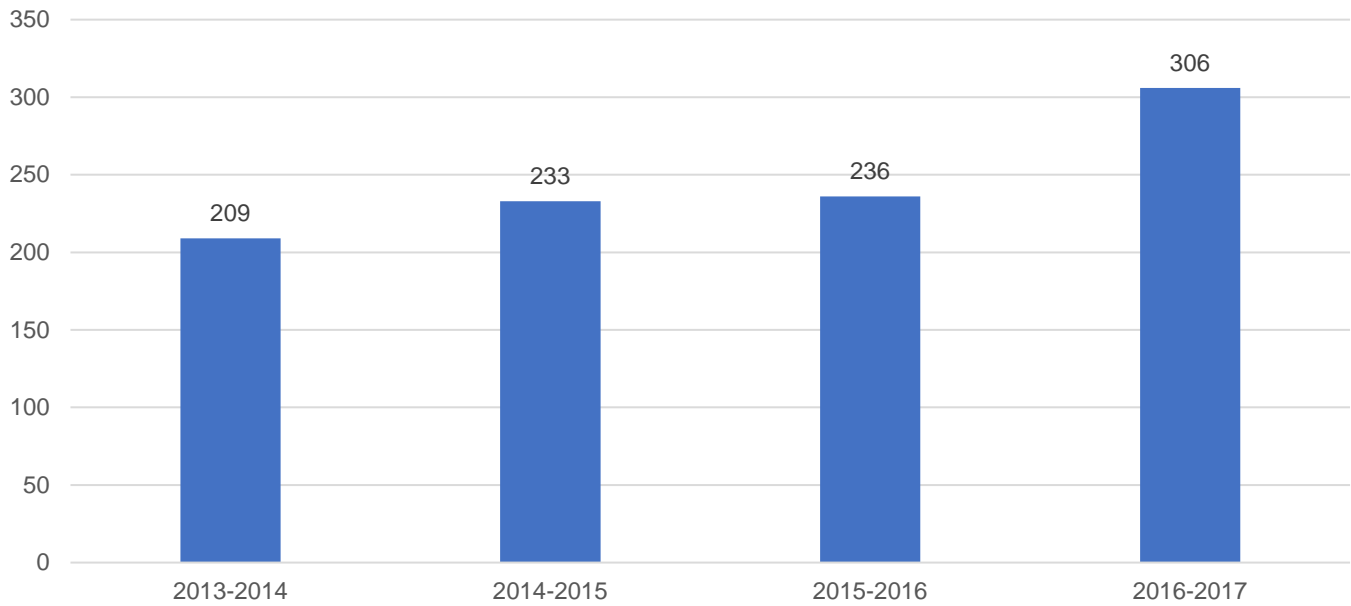| Year	Number of Dropouts
2013-2014	209
2014-2015	233
2015-2016	236
2016-2017	306

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

Figure B-18: Dayton City SD Trends in Disciplinary Actions per 100 Students As compared to State and Similar Districts

Year	District	Similar Districts	State
2013	50.0	71.2	23.4
2014	32.4	71.6	21.4
2015	26.5	66.3	21.5
2016	31.8	73.7	23.6
2017	33.7	64.1	22.0

Legend: ■ District ■ Similar Districts ■ State

Source: Ohio Department of Education Office of Accountability
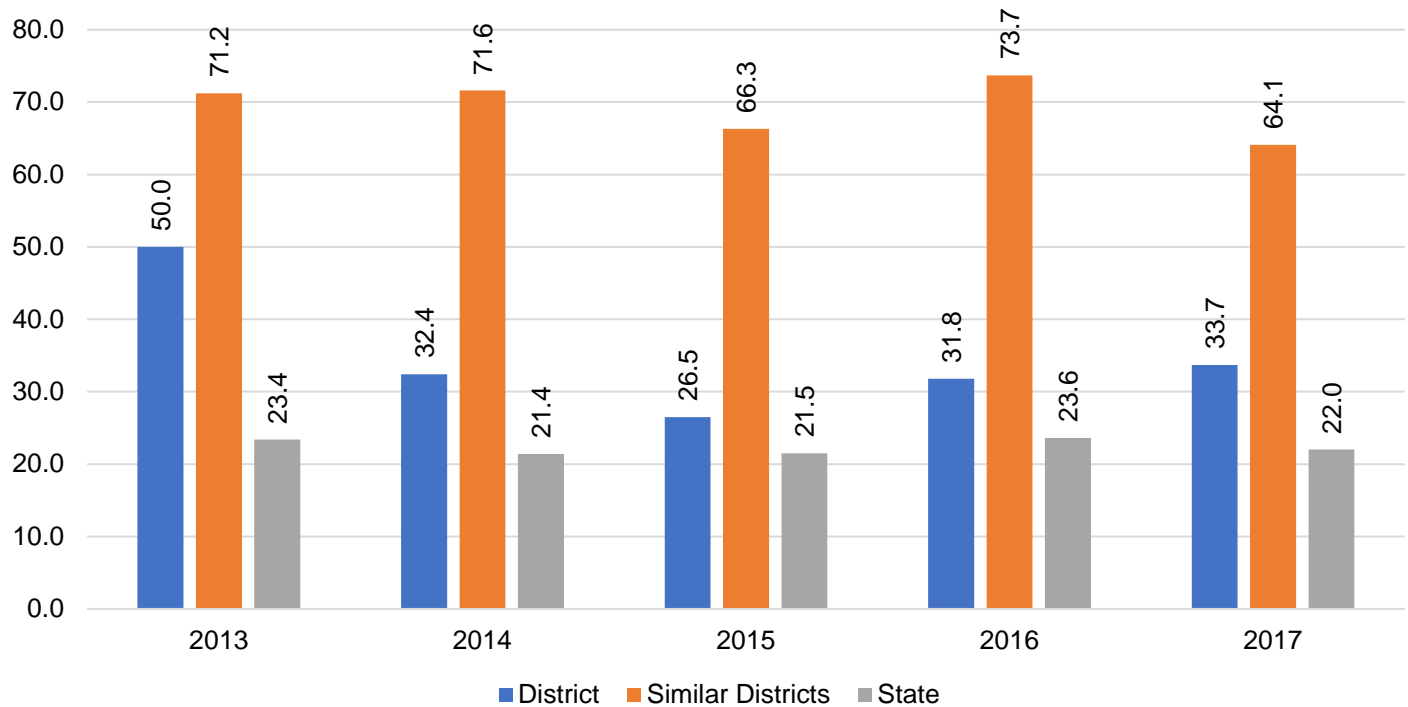
Ohio | Department of Education

Figure B-19: Dayton City SD Prepared for Success 2-Year Comparison

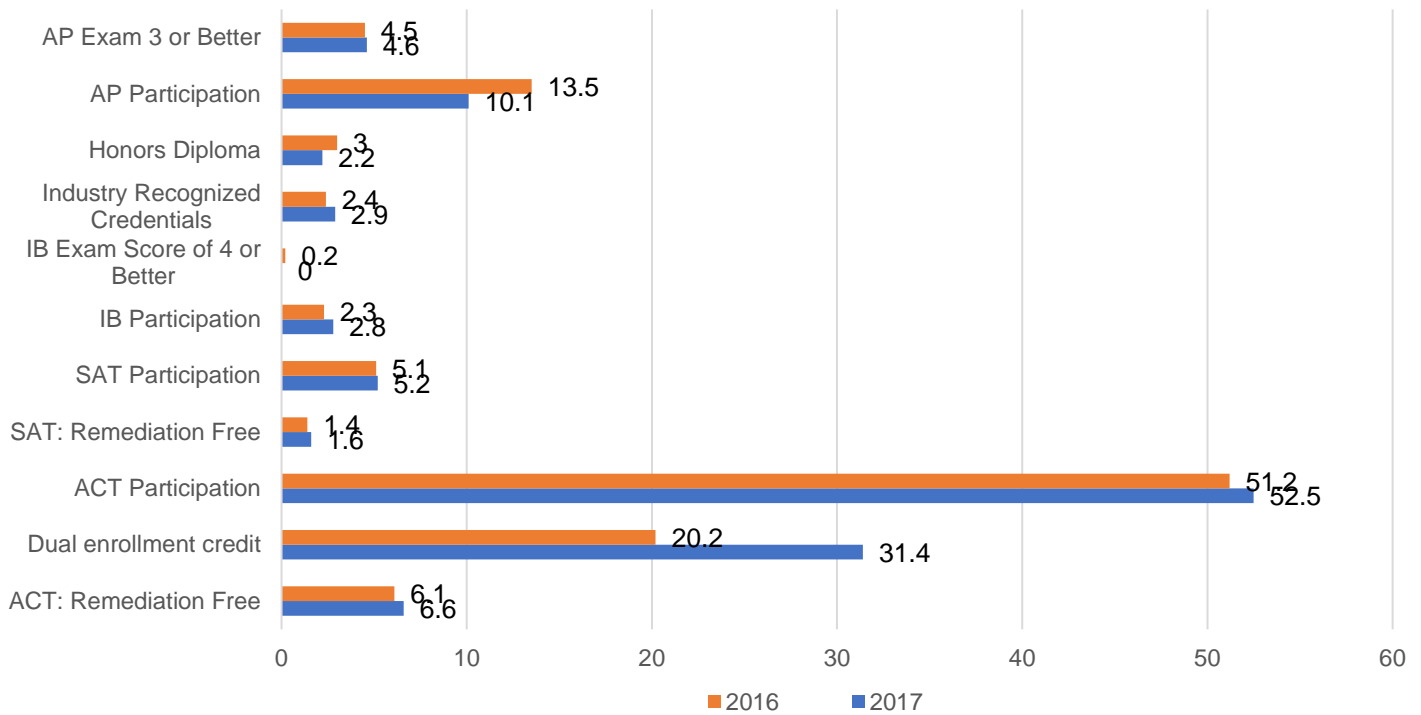| Category	2016	2017
AP Exam 3 or Better	4.5	4.6
AP Participation	13.5	10.1
Honors Diploma	3	2.2
Industry Recognized Credentials	2.4	2.9
IB Exam Score of 4 or Better	0.2	0
IB Participation	2.3	2.8
SAT Participation	5.1	5.2
SAT: Remediation Free	1.4	1.6
ACT Participation	51.2	52.5
Dual enrollment credit	20.2	31.4
ACT: Remediation Free	6.1	6.6

Figure B-19 Source: Ohio Department of Education Office of Accountability

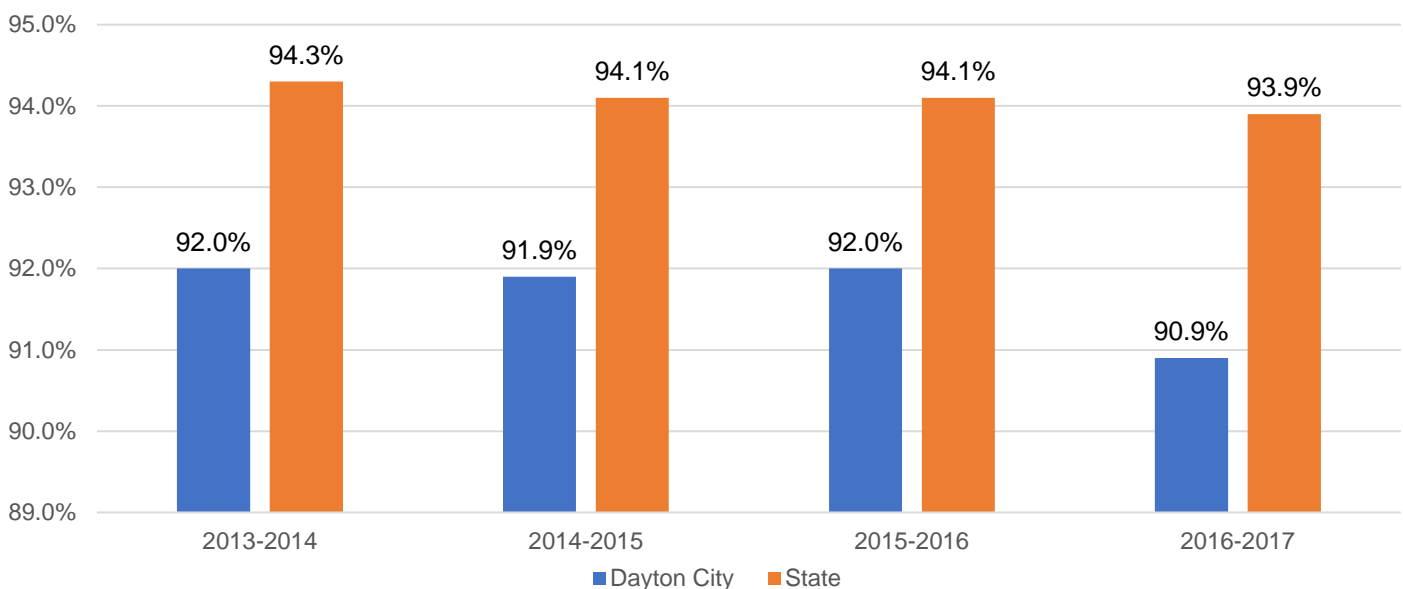**Figure B-20: Dayton City School District Attendance Rates Compared to State**

Year	Dayton City	State
2013-2014	92.0%	94.3%
2014-2015	91.9%	94.1%
2015-2016	92.0%	94.1%
2016-2017	90.9%	93.9%

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

Figure B-21: Dayton City SD Chronic Absenteeism Rate

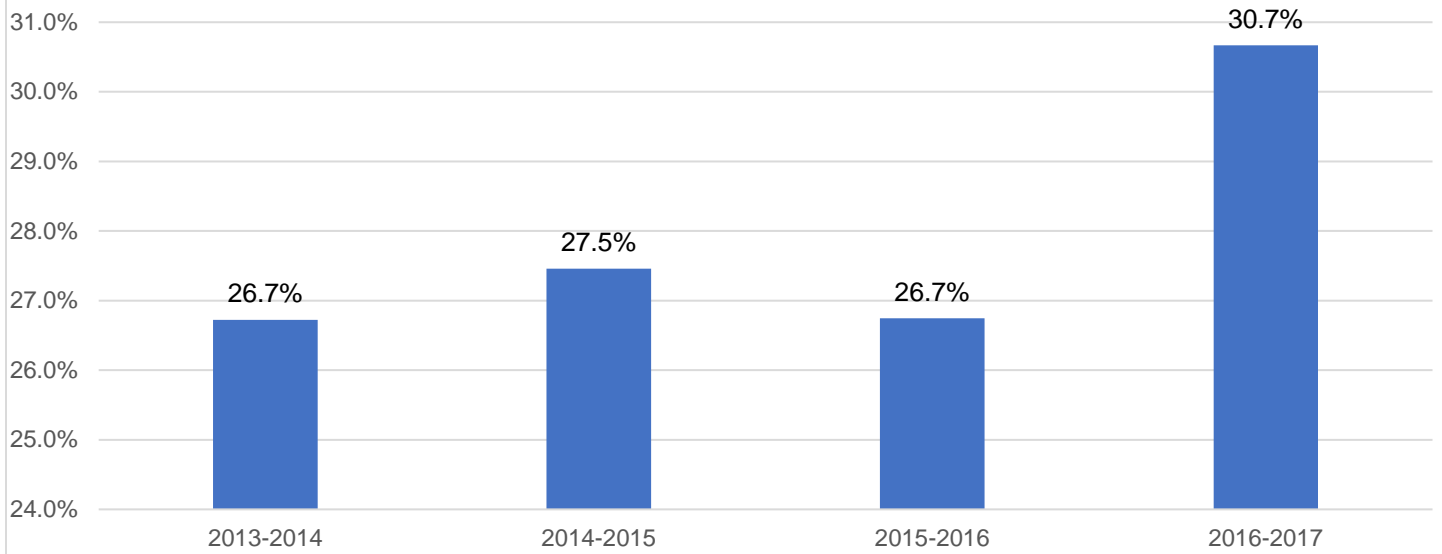**Figure B-21 Source: Ohio Department of Education Office of Accountability**

Ohio | Department of Education

Figure B-22: Dayton City School District Absenteeism

- Satisfactory (<5.1%) — 42%
- At Risk (5.1% - 9.9%) — 27%
- Chronic (10-19.9%) — 20%
- Severe (20+%) — 11%
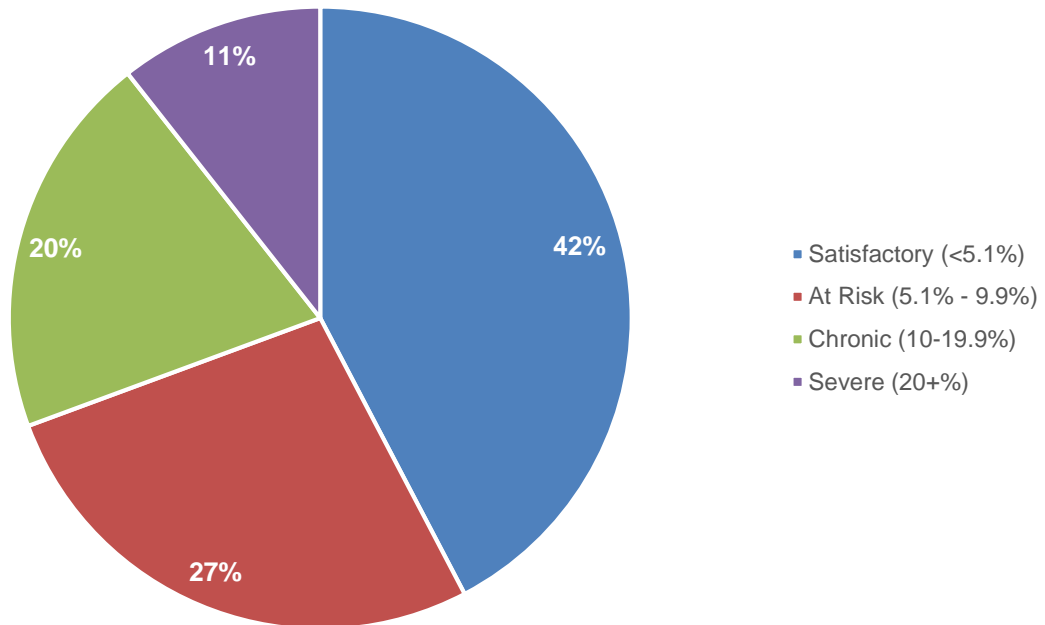
Ohio | Department of Education

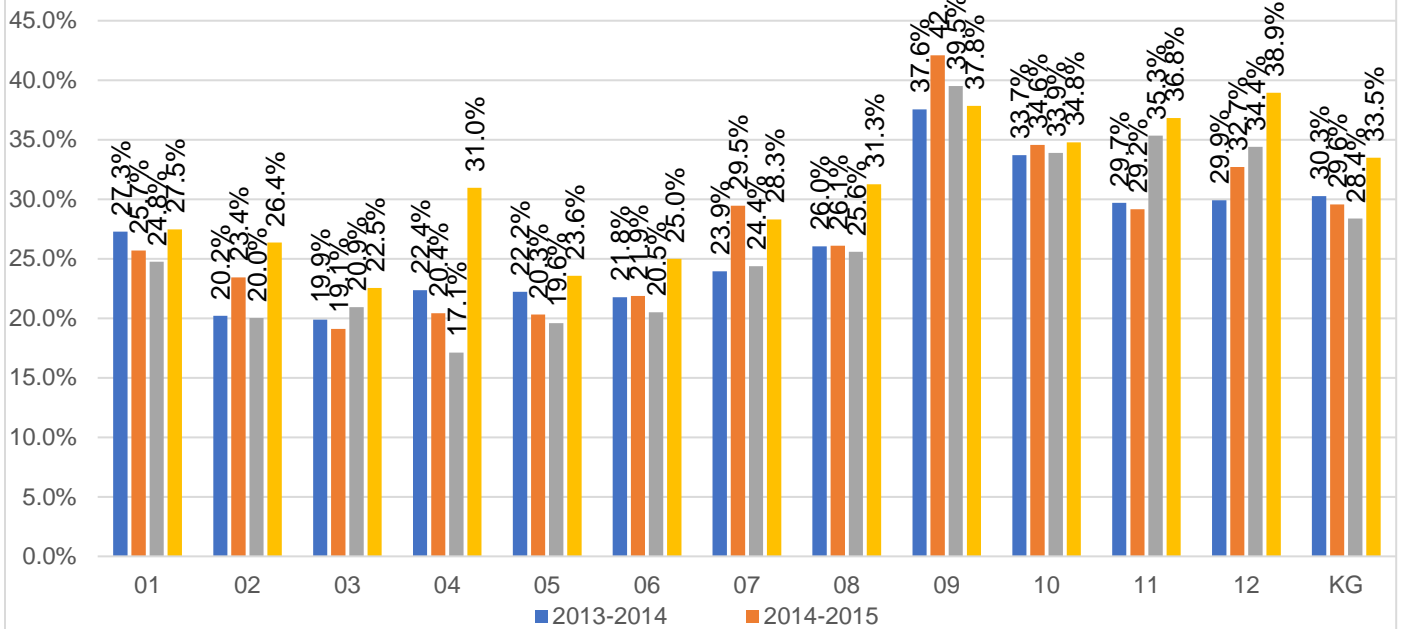**Figure B-23: Dayton City SD Absenteeism Rate By Grade Level Over Time**

Figure B-23 Source: Ohio Department of Education Office of Accountability

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

| Overview | Achievement | Progress | Gap Closing | Graduation Rate | **K-3 Literacy** | Prepared for Success |

K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

D

GRADE

D

K-3 Literacy Improvement

23.8%

A = 74.7 - 100.0%
B = 49.3 - 74.6%
C = 23.9 - 49.2%
D = -1.5 - 23.8%
F =   <= -1.6%

● In your district...   ○ Details of Measure

450 Students Moved to On Track - 0 RIMP Deductions   ÷   **1,888 Students Started Off Track**

= # 23.8%

RIMP = Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.

| 76.2% | 23.8% |

■ Remained Off Track ■ Moved to On Track

○ 3rd Grade Reading Guarantee   ● On-Track by Grade Level

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements including meeting a minimum promotion score on the reading portion of the state's third grade English language arts test given twice during the school year. Students have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

| How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? | **80.8%** |
| How many third graders scored proficient on the state Reading test? | **34.8%** |

GRADE

D

K-3 Literacy Improvement

23.8%

A = 74.7 - 100.0%
B = 49.3 - 74.6%
C = 23.9 - 49.2%
D = -1.5 - 23.8%
F =   <= -1.6%

○ In your district...   ● Details of Measure

Year 1
| 62.8% | 37.2% |

Year 2
| 67.9% | 32.1% |

Year 3
| 91.8% | 8.2% |

Year 4
| 79.5% | 20.5% |

Overall
| 76.2% | 23.8% |

■ Remained Off Track ■ Moved to On Track

○ 3rd Grade Reading Guarantee   ● On-Track by Grade Level

Percentage On-Track in Reading Diagnostic

	On-Track	Not On-Track
Kindergarten Diagnostic	69.3%	30.7%
First Grade Diagnostic	47.6%	52.4%
Second Grade Diagnostic	55.5%	44.5%
Third Grade Diagnostic	28.2%	71.8%

■ On-Track
■ Not On-Track

0% 20% 40% 60% 80% 100%
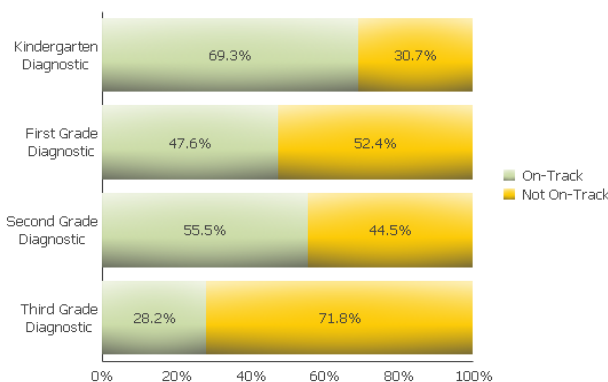
This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2016-2017.

Figure B-25

Dayton City SD Expenditures in 2017

Non-classroom, 37.8%

Classroom, 62.2%
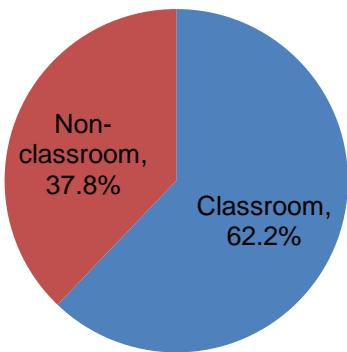
Similar District Expenditures in 2017

Non-classroom, 32.3%

Classroom, 67.7%
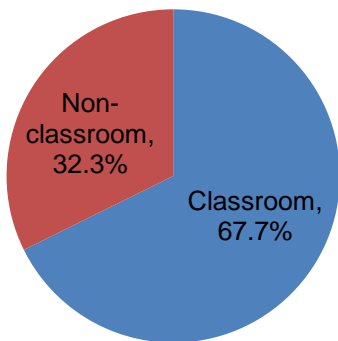
State Average Expenditures in 2017

Non-classroom, 32.4%

Classroom, 67.6%

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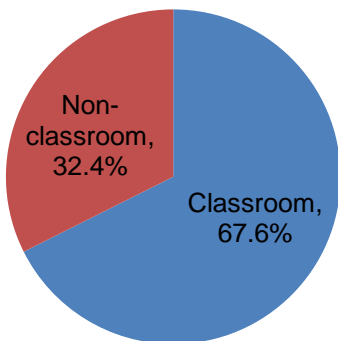
Figure B-25A Dayton City SD Sources of Revenue in 2017

Other Non-Tax
3%

Federal
12%

Local
20%
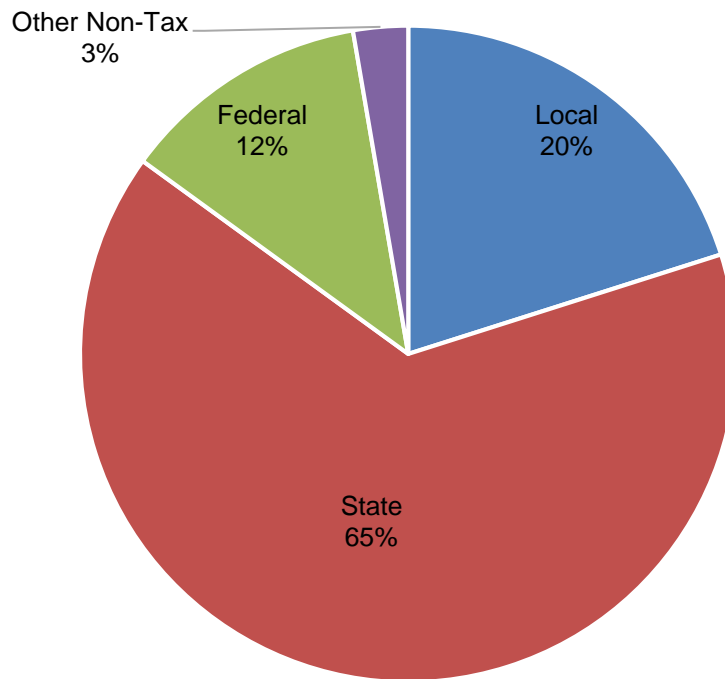
State
65%

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

Figure B-26: Dayton City SD Operating Spending Per Equivalent Pupil Compared to the State
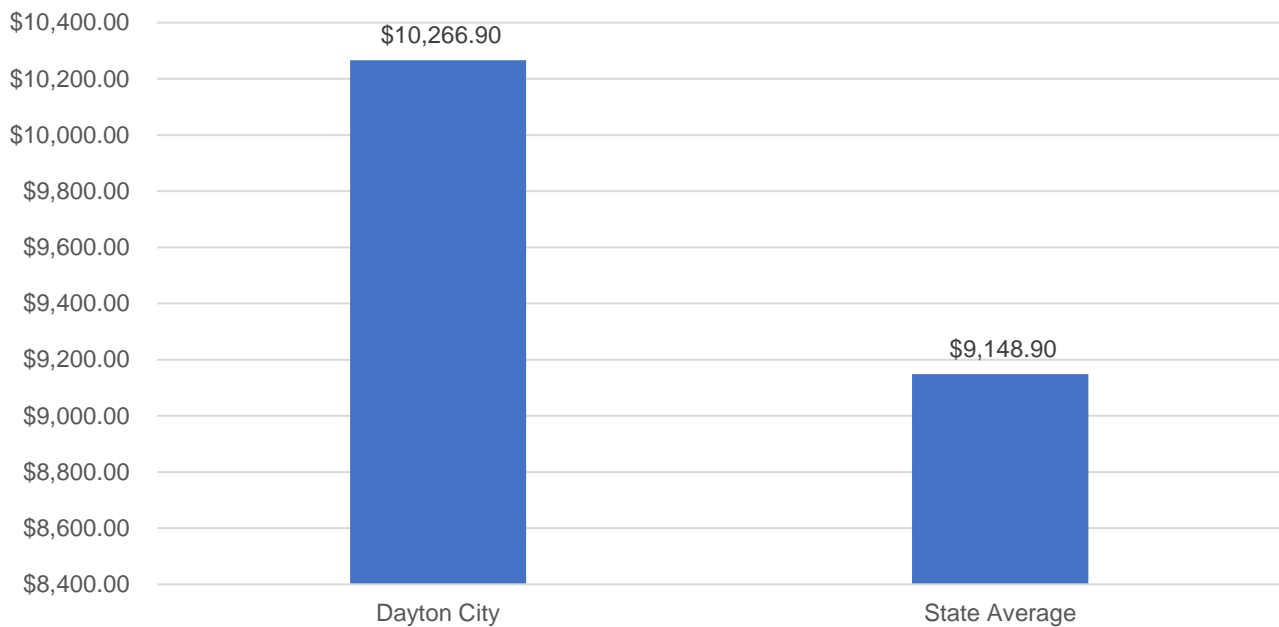
Figure B-26 Source: Ohio Department of Education Office of Accountability

Table B-1: Dayton City School District Teacher Demographic Data

YEAR	2012	2013	2014	2015	2016	2017
Average Teacher Salary	$53,171	$ 52,715	$49,724	$40,338	$41,927	$45,035
Highly Qualified Teacher %	99.7	96.7	98.3	96.1	86	93.5
Teacher Attendance	93.8	94.4	92.1	94.3	95.5	95.2
Percent of Teachers with Masters or Doctorate	61.7	59.6	58.6	56.7	52.3	54.1

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

Table C-4: Dayton City School District-FY 2017 Profile Report/Cupp Report Expenditure per Student Comparison

Expenditure	Dayton City SD	Comparable District Average	Statewide Average
Administration	$2,350.86	$1,880.77	$1,548.26
Building Operations	$3,311.89	$2,603.91	$2,200.71
Instruction	$7,733.88	$7,200.57	$6,739.46
Pupil Support	$1,007.50	$841.11	$701.24
Staff Support	$522.55	$651.94	$413.45

Table C-4 Source: FY 2017 CUPP Report

Expenditure Data (Adapted from ODE District Profile explanation)

Administration Expenditure per Pupil covers all expenditures associated with the day to day operation of the school buildings and the central offices as far as the administrative personnel and functions are concerned. Items of expenditure in this category include salaries and benefits provided to all administrative staff as well as other associated administrative costs. Data Source: Report Card 2017

Building Operation Expenditure per Pupil covers all items of expenditure relating to the operation of the school buildings and the central offices. These include the costs of utilities and the maintenance and the upkeep of physical buildings. Data Source: Report Card 2017.

Instructional Expenditure per Pupil includes all the costs associated with the actual service of instructional delivery to the students. These items strictly apply to the school buildings and do not include costs associated with the central office. They include the salaries and benefits of the teaching personnel and the other instructional expenses. Data Source: Report Card 2017.

Pupil Support Expenditure per Pupil includes the expenses associated with the provision of services other than instructional that tend to enhance the developmental processes of the students. These cover a range of activities such as student counseling, psychological services, health services, social work services etc. Data Source: Report Card 2017.

Staff Support Expenditure per Pupil includes all the costs associated with the provision of support services to school districts' staff. These include in-service programs, instructional improvement services, meetings, payments for additional trainings and courses to improve staff effectiveness and productivity. Data Source: Report Card 2017.

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

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Table C-5: Dayton City School District-FY 2017 Profile Report/Cupp Report
District Financial Status from Five-Year Forecast Data

Expenditure	Dayton City SD	Comparable District Average	Statewide Average
Salaries	38.39%	45.20%	53.07%
Fringe Benefits	15.60%	17.67%	21.06%
Purchased Services	42.01%	33.22%	21.10%
Supplies and Materials	3.11%	2.75%	3.07%
Other Expenditures	0.89%	1.16%	1.70%

Table C-5 Source: FY 2017 CUPP Report

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

Salaries as Percent of Operating Expenditures indicates the percent of the total operating expenditure of the districts that goes to personnel salaries. Source: Fiscal year 2017 Five Year Forecast file.

Fringe Benefits as Percent of Operating Expenditures shows the percent of the total operating expenditure of the districts that goes to provision of fringe benefits such as health insurance and retirement benefits. Source: Fiscal year 2017 Five Year Forecast file.

Purchased Services as Percent of Operating Expenditures shows the percent of the total operating expenditure devoted to the purchase of various services such as food services. Source: Fiscal year 2017 Five Year Forecast file.

Supplies and Materials as Percent of Operating Expenditures shows the percent of the operating expenditures devoted to the purchase of supplies and materials. Source: Fiscal year 2017 Five Year Forecast file.

Other Expenses as Percent of Operating Expenditures shows the percent of the total operating expenditures devoted to other expenses not categorized above. Source: Fiscal year 2017 Five Year Forecast file.

Appendix C: Additional Figures and Tables

Appendix D: Inventory Forms and Building Observation Form

6 Point Scale of Evidence for the Diagnostic Profile
Taken from the School Improvement Diagnostic Review

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

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

Standards I, II and V: Instructional Inventory

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

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

Students:_____ #Teachers:_____ #Assistants:_____

Class: **Gen ED** **EL** **SWD** **Self Contained** **Title I**

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

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

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
Depth of Knowledge.								
10. The teacher helps students make connections to career and college preparedness and real-world experiences.								
11. The teacher implements appropriate and varied strategies that meet all students' diverse learning needs.								
12. The teacher conducts frequent formative assessments to check for understanding and inform instruction.								
13. The teacher uses available technology to support instruction, engage students, and enhance learning.								
LEARNING								
14. Students are engaged in challenging academic tasks.								
15. Students articulate their thinking or reasoning verbally or in writing either individually, in pairs, or in groups.								
16. Students use technology as a tool for learning and/or understanding.								
17. Students assume responsibility for their own learning whether individually, in pairs, or in groups. [Please provide examples.]								

Standard III: Assessment and Effective Use of Data Inventory

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

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

Students:_____   #Teachers:_____   #Assistants:_____

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

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

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

Standard VI: Fiscal Inventory

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

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

 # Students:_____   #Teachers:_____   #Assistants:_____

Class: Gen ED   ELL   Special ED   Self Contained   Title I

Part of Lesson Observed: Beginning   Middle   End   Observer: _____

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

Fiscal Inventory – General Building and Facilities Review

Warm, Dry, Safe =

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

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

Building Observation Report

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

District: _____   **Time Out:** _____

Building: _____

Reviewer: _____

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

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

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

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Appendix E: List of Documents Reviewed

2011 School Improvement Grant Diagnostic

2014-2019 Dayton Public Schools Contract with the Community

2017-2018 Dayton Public Schools Proposed Research Agenda

2017-2018 Research Action Plan 12.14.2017

2018 District Task Checklist Data

3-Year Professional Development Plan

Academic Distress Commission Final Report Dayton 2015

Administrative District Wide FY17 & FY18 All Funds Box Total

Administrative Staff Salary Schedule 2014.6.10

Amended Certificate

American Government Pacing Guide

American History Course of Study and Pacing Guides

Annual Dayton Public Schools Teacher Survey Spring 2018

Appropriation Ledger

April Issue Curriculum Corner 2017

Attendance Dayton Final Presentation

Audit report

Balanced Assessment System document

Board of Education policies

Building accounts

Building Leadership Team 5-Step Process

Building Leadership Team Agendas and Minutes

Building Leadership Team Attendance and Discipline Data Review

Building Leadership Team Communication Plan Template

Cash position report

Certificate of Available resources

City of Learners information

Comprehensive Continuous Improvement Plan and Reports

Contracts for business meetings

Corrective Action Plan

Course credit verification report

Course of Study replacement cycle

Cupp Report

Curriculum organizational chart

Curriculum processes

Data Analysis Form

Dayton City Schools 2017-18 Special Education Profile

Dayton Education Association Bargaining Unit Contract

Dayton Grants Total

Dayton Profile Report

Dayton Public Schools 2017-18 Assessment Calendar

Dayton Public Schools Academic Plan

Dayton Public Schools Building Decision Framework

Dayton Public Schools Cohort Agenda Sept 7, 2017

Dayton Public Schools Community Partners

Dayton Public Schools District Improvement Plan

Dayton Public Schools District Plan Task Analysis 1.1.1 to 2.1.9

Dayton Public Schools District Review Report 2015 – Ohio Department of Education

Dayton Public Schools Employee Handbook

Dayton Public Schools Employee Manual

Dayton Public Schools Home Access Center

Dayton Public Schools New Teacher Handbook

Dayton Public Schools Parent Handbooks

Dayton Public Schools Response to the Ohio Department of Education District Review, May 19, 2015

Dayton Public Schools Website

Development of a High Value Employee Handbook

District Academic Plans

District Curriculum Team meeting agenda

District Educational Technology Plan

District Enrollment Counts

District Improvement Plan and Performance Measures

District Intervention manuals & forms

District Leadership Suggested Evidence for District Leadership Team goals

District Leadership Team Communication Plan Template

District Leadership Team Goals 1 and 2 Adult Implementation and Student Performance

District Leadership Team Meeting Agenda's and Minutes

District organizational chart

Employee Exit Survey

English Language Arts Course of Study and Pacing Guides - Elementary and Middle Schools

English Language Arts Curriculum Documents

Equitable Access to Excellent Educators

Evaluation Brief – Parent Survey Pilot Spring 2016

Facilities and Operations master plan

Faculty Handbook

February Root Cause Implement Plan

Feedback Support Schools Monitoring Rubric

Fidelity Inventory School Wide PBIS Tiered Report

FY17 Dayton Public Schools District Plan - Monitoring Tool – Goals1 & 2

Hanover Administrators Salary Schedule Benchmarking Feb. 2018

Hanover K-12 Climate Survey Draft Feb. 2018

Hanover Proposed Research Agenda for Dayton Public Schools, 2017-2018 Power Point Presentation

Hanover Research Action Plan (December 2017 – April 2018)

Hanover Research Summary and Overview

High School English Language Arts Pacing Guide

Home Access Center document

Internal treasurer office items

Job Descriptions

Kindergarten Science Course of Study and Pacing Guides

Lesson Plans and observation forms

Lesson Plan Checklist – Program Document

Literature Course of Study

Local Report Card District and Schools

Marzano Focused Teacher Evaluation Model

Master Contract between The Dayton Education Association and The Dayton City School District

Mathematics Pacing Guides and Course of Study and Pacing Guides - Elementary and Middle Schools

Memorandum of Understanding for Outside Agency May 2018

Miami University Annual Dayton Public Schools Teacher Survey Spring 2018

Miami University Dayton Public Schools Parent Survey Pilot 2016

Miami University Discovery Center Evaluation Brief 2016 Questionnaire Data

Miami University Teacher Questionnaire 2016

Middle School English Language Arts Speaking Language Course of Study - Curriculum & Instruction

Monthly financial reports for Board of Education

Non-payroll budget forms

OCES Evaluation Ratings

Ohio Improvement Process Communication Survey Review

Ohio Principal Evaluation System Schedule

Ohio Teachers Evaluation System Policy

Operations and Maintenance Department newsletter

Positive Behavioral Intervention Strategies, 2017

Principal Handbook

Principal Informal Observation Form

Principal Meeting Agendas

Principal Pipeline September 2017 – February 2018

Principals Roll Out Nov 6, 2017

Professional Development Summer Brochure

Purchase requisitions within board reports

Purchasing policy manual

Quarterly School Improvement Grant Building Leadership Team Meeting agenda and minutes

Read 180 Intervention

Reading Improvement Master Plan

Report of instructional staff attendance

Root cause Analysis Planning template

Sample Progress Monitoring Input Screen

School Finance Payment Report

SIG Professional Development Principal Meeting Agenda

SIG trainings

Settlement Sheets

Staff Handbooks

Strategic Plan 2011-2015

Student Guided Functional Behavior assessment

Summer Professional Development sign-in sheets

Teacher Based Teams

Teacher Based Team Training Documents and Meeting Forms

Teacher Improvement Plan document

Teacher Leader Teacher Based Team training 3.9.18

Teacher observation results