

# Ohio

## Mansfield City School District

REVIEW CONDUCTED NOVEMBER 16-20, 2015

CENTER FOR ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

# Mansfield City School District Review Executive Summary

This review carefully considered the effectiveness of system-wide functions using the Ohio Department of Education's six district standards: leadership, governance and communication; curriculum and instruction; assessment; human resources and professional development; student support; and fiscal management. The site visit to the Mansfield City School District was conducted from Nov. 16-20, 2015. The following summary highlights some of the strengths, challenges and recommendations, which are further explained in the report.

## STRENGTHS

- The district has cultivated partnerships with community organizations in an effort to improve student achievement.
- ⑥ The district provides professional development aligned to literacy and math academic goals outlined in the district's Improvement Plan for grades K-8.
- The technology department has implemented a technology plan with short- and long-term goals that are accessible to all stakeholders.
- A balanced system of formative and benchmark assessments is in place in the areas of literacy and mathematics in grades K-6.
- ⑥ The district employs practices that contribute to attracting and retaining a high-quality professional staff.
- ⑥ The district conducts ongoing intervention in grades K-12.
- ⑥ The district's October 2015 Five-Year Financial Forecast projects a positive General Fund cash balance of \$10.8 million as of June 30, 2017, and \$11.7 million as of June 30, 2018.

## CHALLENGES

- The board of education lacks a collaborative process to evaluate the superintendent and to develop assessment strategies for the superintendent's action plan to improve student achievement.
- The district has not developed a cohesive set of curriculum materials aligned to Ohio's Learning Standards.
- A balanced system of formative and benchmark assessments is not in place at the middle school and high school levels.
- Principals and teachers demonstrated limited knowledge about online access and analysis of value-added data and other forms of student growth measures.
- The district does not have systems and practices in place to ensure that it builds and develops a diverse, high-quality staff.
- The district does not have a comprehensive teachers' professional development plan for grades 7-12.
- There is a lack of a consistent employee evaluation system in the district.
- The Ohio Improvement Process is not being implemented with consistency and fidelity.
- The district does not have a system to monitor or evaluate the effectiveness of tiered systems of supports for students in grades 9-12.
- The district's expenditures are higher than comparable districts and the state average.
- The district does not have a comprehensive capital plan.

# Mansfield City School District Review Overview

## PURPOSE

Conducted under Ohio law,<sup>1</sup> 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

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

## SITE VISIT

The site visit to the Mansfield City School District was conducted from Nov. 16-20, 2015. The site visit included 40 hours of interviews and focus groups with approximately 65 stakeholders, including board members, district administrators, school staff and teachers' association representatives. The review team conducted four focus groups with elementary, middle and high school teachers; middle and high school students representing grades 7 through 12; and approximately 20 parents and community members.

A list of review team members, information about review activities and the site visit schedule are in Appendix A. Appendices B and C provide information about enrollment, expenditures and student performance. The team also conducted building observations and observed classroom instructional practices in 35 classrooms in eight 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 that were reviewed prior to and during the site visit.

---

<sup>1</sup> Ohio Revised Code 3302.10

- John Sherman Elementary School
- Spanish Immersion School
- Woodland Elementary School

## STUDENT PERFORMANCE

Information about student performance includes: (1) the differentiated accountability status<sup>4</sup> of the district; (2) the progress the district is making toward narrowing proficiency gaps as measured by the gap closure component; (3) English language arts performance and student growth; (4) mathematics performance and student growth; (5) Performance Index; (6) annual dropout rates and 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 recent available.

### 1. The district Report Card Summary.

- A. On its 2013 – 2014 report card, the district received a “C” grade in Performance Index, K-3 Literacy and value added for students in the lowest 20 percent in achievement, a “D” grade in value added for students with disabilities and an “F” grade in Indicators Met, Annual Measureable Objectives (AMO), overall value-added, value-added for gifted students, and 4 and 5 year graduation rates.

### 2. The district is not narrowing the proficiency gaps.

- A. None of the district’s subgroups met the annual measureable objectives (AMO) for reading (84.9 percent), mathematics (80.5 percent) or graduation rate (78.2 percent) in 2013 – 2014 (See figure B-5, Appendix B<sup>5</sup>). The student groups have failure rates of 23.3 percent or more in reading and 26.7 percent or more in math. However, African American, Economically Disadvantaged, and Hispanic subgroups show a consistent increase in the percent of students passing the Ohio assessments for at least the past 3 years in reading (see figure B-6, Appendix B). African American students have also shown a consistent 4-year increase in passing rates for math (see figure B-7, Appendix B). All subgroups showed higher passing rates for reading than mathematics in 2013-2014.

- B. Students with disabilities showed the greatest gap in proficiency, with only 36.4 percent and 31.9 percent passing the reading and math assessments respectively. Students with disabilities also showed the lowest graduation rate (55.0 percent) among subgroups (see figures B-5, B-6 and B-7, Appendix B).

### 3. The district’s English language arts performance and student growth<sup>6</sup>.

- A. The district did not meet indicators for performance on the reading Ohio achievement assessment in 2013 – 2014. Approximately 39 percent and 34 percent of the students did not pass their reading test in grades 5 and 7 respectively. Grade 11 met the reading indicator because 91.3 percent of the students passed the reading Ohio Graduation Test. Grade 11 has met the reading indicator for four consecutive years (see

<sup>4</sup> Differentiated accountability defines the roles and expectations of the school district and ODE based upon the performance of the local school district.

<sup>5</sup> The blue dotted line in figure B-5 represents the reading AMO target. The orange dotted line in figure B-5 represents the mathematics target. The gold dotted line in figure B-5 represents the graduation target.

<sup>6</sup> Student growth, or growth standard, represents the minimum amount of progress students in the district should be expected to make in a grade.

and 2013 – 2014. Gains made with the class of 2011 were erased when the district graduated its fewest percent of students in five years with the class of 2014. The five-year graduation rate experienced a steady climb prior to the graduation rate for the class of 2013 (see figure B-15, Appendix B).

- B. The dropout rates from 2011 – 2012 through 2013 – 2014 ranged between 44 and 71 students for grades 7 through 12 (see figure B-16, Appendix B).

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

- A. Between 2009 – 2010 and 2013 – 2014, disciplinary actions per 100 students for all discipline types have been greater for Mansfield City School District than those of the state and seven of the ten comparison districts. (See figure B-17, Appendix B and figure C-1, Appendix C)
- B. The out-of-school suspension rates for Mansfield City school district have steadily decreased in the past 5 years. However, the yearly rates still exceed those of the state (see figure C-2, Appendix C). The most occurrences for out-of-school suspensions for the district between 2011 – 2012 and 2013 – 2014 are due to disobedient/disruptive behavior, fighting/violence, and harassment/ intimidation (see table C-2, Appendix C). Out-of-school suspensions per 100 students for three schools have steadily decreased over three of the past five years. These schools are: Mansfield Middle School, Mansfield Senior High School, and Woodland Elementary School. However, out-of-school suspension rates for Sherman Elementary School have steadily increased over the same time period (see table C-3, Appendix C).

#### 8. Prepared for Success<sup>10</sup>

- A. ACT participation for the 2013 graduating class was 37.4 percent. Only 5.8 percent received a remediation-free score. (See figure B-18, Appendix B). ACT participation for the 2014 graduating class was 21.9 percent, 15.5 percentage points lower than the previous graduating class. However, 6.4 percent of the 2014 graduating class earned a remediation free score - a slight increase from the class of 2013. The percent of students who took the SAT was lower than ACT participation for both the class of 2013 and 2014. Less than one percent of the class of 2014 earned an SAT score that labeled them to be remediation free. Between 2011 and 2015 the performance of Mansfield Senior High School students on the ACT was lower than the state<sup>11</sup>. The ACT scores for 2015 were also the lowest in all subject areas since 2011. (See figure C-3, Appendix C). The college-readiness gap between the state and the district, based on ACT scores, ranged between 20 and 29 percentage points, with the largest gap seen for college algebra (see figure C-4, Appendix C).
- B. Approximately 6.2 percent of the class of 2013 enrolled in an advanced placement course, compared to 0 percent of the class of 2014 (see figure B-18, Appendix B). Only 2.4 percent of the class of 2014 graduated with an honors diploma and no students earned dual enrollment credit or scored 4 or higher on an International Baccalaureate exam.
- C. Slightly more than one in ten students of the class of 2014 earned an industry recognized credential. The percent of graduating students who obtained industry-recognized credentials was greater for the class of 2014 (10.4 percent) than for the class of 2013 (6.2 percent).

<sup>10</sup> 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.

<sup>11</sup> Source: Mansfield School District Report card; ACT College Readiness Letter to Mansfield School District, August 2015

# Mansfield City School District Review Findings

## STRENGTHS

### Leadership, Governance and Communication

1. **The district has identified and cultivated partnerships with community organizations in an effort to improve student achievement.**
  - A. Interviews with the superintendent, community members and partners confirmed that the superintendent has vetted external partners and cultivated relationships to increase fiscal support for improved teaching and learning.
  - B. Interviews and documents identified some of the external partners directly serving the needs of students in the district through the superintendent's collaborative efforts. One of the partners is the Richland County Foundation, which awarded the district \$269,270 from Feb. 1, 2014, through Nov. 16, 2015, to improve teaching and learning and provides funding for:
    - Teacher Assistance Program (TAP) grants to supplement classroom instructional tools for teachers. Individual teacher grants include "Games Forever for Special Needs Kids," an instructional tool for students with disabilities and "Empowered Against Injustice: By the Lives of Others," an enhancement program for all grade 6 students at Malabar Intermediate School.
    - Math textbooks for grades 4-6.
    - Educational field trips for high school students to Great Lakes Science Center and field trips for grades K-3 and middle school students in the 2014-2015 school year.
    - The Fran and Warren Rupp Scholarship Fund of \$5,000 is awarded annually to a Mansfield High School graduate to attend the college or university of the student's choice;
    - Two math and literacy nights, family engagement initiatives whereby teachers provide educational activities for parents and students to work on together.
    - Family involvement activities, including a district educational celebration in May.
  - C. According to focus group participants and interviewees, the superintendent has advocated for community resources to address student non-academic needs. Resources include:
    - **Urban Minority Alcoholism and Drug Abuse Outreach Program**, a treatment and outreach center that provides 14 mentors for 60 district students.
    - **North Central State College**, a two-year institution that provides mentorship for students and college and career plus classes at Mansfield High School. The college also grants a two-year tuition scholarship to North Central State College for students who have completed six college credits by high school graduation.
    - **Catalyst Life Services**, a behavioral and mental health agency that places staff in classrooms for students who need behavioral, social and mental health supports.
    - **National Association for the Advancement of Colored People (NAACP)** local branch members provide voter registration opportunities for staff and students at the high schools.
    - **North End Community Improvement Collaborative**, through the partnership with Community Connectors, conducts student leadership training for 45 high school students in grades 9-11 who need academic supports to pass the Ohio Graduation Tests. They also provide math and reading mentors and tutors for students in grades 7-12 enrolled in the Real Opportunities for Achievement and

and district initiatives. Every teacher is provided an assessment binder for his or her grade level that is updated annually by the team.

- B. Teacher-based team minutes, interviews and focus groups indicated weekly meetings are held to analyze student performance data and plan for instruction using the Ohio Improvement Process 5-Step Process. Title I teachers, coaches, intervention specialists and other stakeholders are part of the grade-level teams.
- C. Building observations revealed that schools have data rooms where student names are displayed in each of the Response to Intervention tiers of instruction.
  - Tier 1 refers to the whole classroom and the instruction all students receive in a core reading and math curriculum aligned to the state standards.
  - Tier 2 consists of students who fall below the expected levels of achievement (benchmarks) and are at *some* risk for academic failure. These students perform above levels considered high risk for failure and their needs are determined through the assessment process. In smaller groups than tier 1, these students are provided with instructional programs that focus on their specific needs.
  - Tier 3 instruction is for students who are at *high* risk for failure. These students receive additional intensified and individualized instruction to target the deficits in their skills.
- D. The literacy team teachers for grades K-8 stated in interviews that the Literacy Collaborative supports all students at the Tier 1 level. Differentiated instruction occurs during guided reading, writing workshops and literacy centers.
- E. The math literacy team for grades K-8 stated in interviews that the Algebra Project math literacy program is provided for all students at the Tier 1 level. Differentiated instruction occurs during guided math groups.
- F. Based on document reviews and interviews, Tier 2 interventions include Reading Recovery, Leveled Literacy Intervention and Literacy Lessons for students in grades K-8.
- G. Document review and interviews revealed tutoring is available for students at the Tier 2 and Tier 3 levels in some schools. Tutoring is available before, during and after school depending on the school building's schedule.
- H. Tier 3 interventions are individualized to meet student needs.

**IMPACT:** By using a data-driven approach to identify students performing below grade level, schools in the district have the opportunity to plan appropriate academic interventions and monitor the progress of student achievement. As a result of a tiered system of support, the district can ensure student academic needs are diagnosed, addressed early and progress can be monitored for students in grades K-8.

## Assessment and Effective Use of Data

### 1. The technology department has implemented a technology plan with short- and long-term goals that are accessible to all stakeholders.

- A. Documents and interviews confirmed that the technology department was restructured during the 2014-2015 school year and entered into a three-year contract with City Mills Technology to oversee all technology services.
  - The district technology staff includes a director of technology, a network services administrator, a technology integration specialist and three full-time technicians. Interviews with the director of technology and district personnel indicated that the department has been responsive to the technology needs of the district.
  - Interviews, classroom observations and a review of the technology plan indicated that classroom technology has been updated throughout the district since the beginning of the 2014-2015 school year. Examples of technology that were observed across the district include:
    - Interactive white board technology and document projectors used in classrooms;

- Assessments are aligned with The Ohio State University Literacy Collaborative and the Algebra Project for Mathematics Literacy through The Ohio State University-Mansfield.
  - Teacher focus group participants indicated that the Fountas and Pinnell benchmark assessments provide literacy performance data for their students and informs their literacy instruction. These assessments are given three times per year, and writing assessments are given quarterly in grades K-6.
- B.** According to interviews and reviewed documents, the district assessment advisory team has been in place for three years and meetings are held monthly to gather and review student performance data.
- C.** Assessment binders that contain student performance data have been developed for each teacher in grades K-6. These binders include current copies of formative and benchmark assessments and current student performance data.
- Classroom observations revealed that assessments are aligned to Ohio's Learning Standards and are being used to inform instruction.
  - Interviews confirmed that the math teacher leaders are responsible for creating fluency and quarterly assessments.
    - Math fluency assessments have 10 questions each and are given monthly in kindergarten through sixth grade.
    - This process is facilitated by math consultants through the Algebra Project for Mathematics Literacy through The Ohio State University-Mansfield.

**IMPACT:** As a result of implementing formative and benchmark assessments with fidelity to guide instruction, students in grades K-6 may demonstrate growth in academic achievement.

### **3. The district has implemented the Ohio Improvement Process.**

- A.** The Ohio Improvement Process is a shared leadership process designed to align the mission, vision and actions of the school district in order to improve student achievement.
- B.** Interviews with district personnel and a review of district leadership team minutes indicated that the district employed an internal Ohio Improvement Process facilitator at the beginning of the 2015-2016 school year. The purpose of the facilitator is to align the Ohio Improvement Process across the district and to assist the director of state and federal programs.
- C.** Interviews, focus groups and a review of meeting minutes showed the district leadership team, building leadership teams and teacher-based teams meet regularly throughout the district.
- The district leadership team meets monthly, and minutes are shared with all certificated and classified staff through the Google Drive.
  - Building leadership teams meet monthly and “are up and running this year at all schools.”
  - Interviews and focus group comments confirmed that there is a diverse representation of staff on all building leadership teams.
  - District personnel indicated that teacher-based teams typically meet on a weekly basis.
- D.** District leadership team meeting minutes showed that the district Ohio Improvement Process document was updated in November 2015. This is an updated, two-page version of the district focused plan. The plan includes a summary of the four district goals focused on leadership, reading, math and school climate. The plan also includes strategies, action steps and timelines to collect data and review targets for each goal.
- E.** Documents and interviews corroborated that the district leadership team has completed the Ohio Improvement Process Implementation Rubric annually over the last three years. The purpose of this rubric

- The program audit compliance tracking system team oversees the collection of Title I compliance documents in the district buildings.
- The Title 1 networking team provides Title 1 professional development.
- The literacy team leads and supports all literacy efforts within the district.

**B.** Based on interviews, review of team and committee meeting minutes, agendas and negotiated agreements, district level teams are seen as opportunities for teacher professional growth and leadership skills. Teachers have the ability to serve in diverse roles both at the district and building levels such as committee and sub-committee members, team leaders, teacher leaders, coaches and mentors.

**IMPACT:** By establishing a formal structure that supports collaboration and shared leadership, the district is positioned to maximize the effectiveness of the Ohio Improvement Process and the leadership framework developed and supported by the Ohio Leadership Advisory Council (OLAC).

**2. A focused professional development plan exists and is being implemented in grades K-8.**

**A.** The district professional development plan and calendar reflects that the district is engaged in a focused program of professional development for its staff in grades K-8 in the areas of literacy and math. Partnering with The Ohio State University main and Mansfield campuses, the program is research based and involves ongoing and job embedded professional development components including:

- Algebra Project Math Literacy (training of building level math coaches).
- Literacy Collaborative.
- Leveled Literacy Intervention.
- Reading Recovery.
- Literacy Lessons.

**B.** Based on interviews with administrators, coaches and teachers as well as classroom observations, there was evidence of the professional development plan implementation. During classroom observations, the instructional components of the Literacy Collaborative were observed in action including language and word study, reading workshop, writing workshop and embedded coaching for teachers. There also were visual cues for components of the program placed in the classroom for use by the students in the classrooms that were visited.

**C.** Interviews with teachers, administrators and coaches indicated support for the staffs' capacity to implement the professional development program. This includes support from the district literacy team in providing services such as coaching, push-in support for staff new to the Literacy Collaborative and a Principals Academy designed to strengthen the leadership of the program. The support provided is focused on the differentiation of support based on staff needs.

**IMPACT:** The development and implementation of a high-quality, research-based professional development program has the potential to increase the depth of knowledge of the teaching staff in teaching and learning strategies to help all students learn.

**3. The district employs practices that contribute to attracting and retaining a highly qualified professional staff.**

**A.** Based on a comparison of district salary and fringe benefit offerings with surrounding school districts as well as interviews with teachers, administrators and new hires, the district's benefit package is competitive, including paying 100 percent of the medical premium for its employees.

**B.** In interviews with teachers and administrators, the district's encouragement and implementation of staff professional development and growth was cited as an incentive to attract and retain a high-quality

- C. The Ohio State University, Ashland University and North Central State College offer the College Credit Plus Program to provide additional educational opportunities to high school students who are academically capable of successfully completing college-level work.
- D. The Richland Foundation awarded mini grants to teachers and has paid for educational field trips.
- E. Members of the local branch of the National Association for the Advancement of Colored People educates students on the history and process of voting and registers students to vote.

**IMPACT:** When the district partners with external community organizations, additional support services may be provided to meet the academic and social needs of the students.

## Fiscal Management

### 1. The district has begun the process of moving out of fiscal emergency and expects to be released from the Financial Planning and Supervision Commission oversight.

- A. According to board minutes from 2013 and 2014 and newspaper articles, the district declared a state of fiscal emergency on Dec. 17, 2013, due to a pending deficit as of June 30, 2014. At that time, the district borrowed approximately \$3.6 million from the School District Solvency Assistance Fund. As a result of the fiscal emergency, a Financial Planning and Supervision Commission was appointed to provide oversight in order to help the district return to a fiscally stable state.
- B. The district made reductions in expenditures, tightened fiscal control and expects to be released from the Financial Planning and Supervision Commission oversight, after the final loan payment is made to the School District Solvency Assistance Fund. *in 2016*
- C. The district's five-year forecast shows the following:
  - A projection of a positive General Fund cash balance of \$10.8 million as of June 30, 2017, and \$11.7 million as of June 30, 2018.
  - A \$1.8 million balance of the state loan, to be paid in fiscal year 2016. After the loan is paid in full, \$1.8 million per year in resources will be available, which can be used for staffing, services, supplies and other purposes at the beginning of the 2017 fiscal year.
  - A positive cash balance throughout the forecasted period of fiscal years 2016 to 2020. The Government Finance Officers Association recommends that governmental entities carry a minimum of 60 days of operational cash in its ending cash balance to start the new fiscal year. Currently the district demonstrates a range from a minimum of 67.6 days of operations to a maximum of 72 days of operational cash.

**IMPACT:** When the district moves out of fiscal emergency and external fiscal oversight is ended, the district can resume control of the General Fund cash balance and may make decisions on how to use the funds to improve education and educator effectiveness.

### 2. A comparison of the five-year financial forecast notes from the 2014 and 2015 fiscal years shows the 2015 notes provide detailed financial information that can enable the board, superintendent and other stakeholders to understand the forecast assumptions and their impact upon the district.

**IMPACT:** Using detailed financial information, the board, superintendent and other stakeholders can make informed fiscal decisions that may contribute to improved financial stability and student performance.

### 3. The district has formed partnerships with local and state organizations to address the needs of its students.

- A. A review of board minutes and interviews with community members and district partners indicate that the district has partnered with various stakeholders, such as foundations, colleges, universities and service providers.

## CHALLENGES AND AREAS FOR GROWTH

### Leadership, Governance and Communication

#### 1. The board of education does not collectively communicate with the superintendent and does not adhere to the adopted and approved bylaws and policies nor follow the guidelines for their roles and responsibilities as board members.

- A. In interviews with the superintendent, he mentioned that there is a lack of two-way communication between two members of the board and himself. Documents reviewed and interviews revealed that the superintendent uses an automated call system known as the “Leader Alert System” to update board members on district concerns. Furthermore, the superintendent presents his reports at monthly board meetings and has board updates delivered to board members’ homes via postal mail.
- The superintendent stated in an interview that he has continued the one-way communication with two of the board members because they refuse to talk to him and will not return his phone calls concerning district issues. Yet, as he shared, he continues to keep them informed concerning district issues by the Leader Alert System and by leaving phone messages.
- B. Although the board updates and approves policy, there is a lack of accountability measures taken when members do not adhere to policy and bylaws.
- Mansfield Board of Education Bylaw 0166 states “In keeping with the confidential nature of executive sessions, no member of the board, committee or subcommittee shall disclose the content of discussion that takes place during such sessions.”
  - The Mansfield Journal reported that a board member confirmed the name of a candidate for the treasurer position, which was discussed only in executive session<sup>16</sup>. Before the special meeting, the board member revealed the intent to vote against the resolution to hire the candidate. At the time of the site visit, the district has not hired a full-time treasurer.
  - Under bylaw 0148 entitled Public Expression of Members, “The board president functions as the official spokesperson for the Board.” However, documents reviewed reveal that other board members are quoted in the media.
  - According to interviews, there were no consequences for the executive session violation.

**IMPACT:** When board members do not follow the bylaws and policies adopted by the board of education or communicate with the superintendent concerning the operational leadership of the district, the board may not provide clear direction for district improvement.

#### 2. The board of education lacks a collaborative process to evaluate the superintendent and to develop assessment strategies for the superintendent’s action plan to improve student achievement.

- A. According to interviews conducted and documents reviewed, the board met on Nov.18, 2015, to vote on the superintendent’s evaluation and his contract renewal. Two board members did not attend the meeting and the board was unable to vote on the renewal of the superintendent’s contract.
- B. A review of the superintendent’s evaluations from 2014 and 2015 included summative assessment worksheets that addressed three areas of concentration: the improvement of student achievement, an increase of technology usage, and the reutilization of Springmill Learning Center. However, there was no indication of goals or evaluation measures to track the progress of these goals.

---

Bylaw 0123 entitled Code of Ethics/Code of Conduct states that “while serving as a member of the Board of Education each member is expected to agree to abide by the following code of ethics promulgated by the Ohio School Boards Association and will respect the confidentiality of privileged information.” <sup>16</sup>

- B.** A review of the curriculum advisory committee’s 2014 monthly meeting minutes lacked evidence of action plans for the committee to fulfill its duties noted in the negotiated contract<sup>18</sup>, which are as follows:
- Direct a continuous and comprehensive evaluation of the curriculum;
  - Review and modify the Comprehensive Continuous Improvement Plan for the district;
  - Approve all building Comprehensive Continuous Improvement Plans for consistency with the district’s Comprehensive Continuous Improvement Plan;
  - Maintain a continued study of the district’s philosophy; and
  - Establish curriculum goals based on community needs and test data.
  - Teachers in a focus group agreed that they were “on their own” to create pacing guides, either as a grade-level team in a building or with other buildings.
  - A principal mentioned that there is no district support for curriculum.
  - Interviews and documents indicated most of the committee’s action plans were in the area of creating and approving Student Learning Outcomes (SLO) for evaluation in the Ohio Teacher Evaluation System (OTES).
- C.** The math teacher leaders are responsible for creating baseline and quarterly assessments, reviewing and analyzing student performance data in math periodically, and assisting with ideas for improvement. Interviews and documents revealed that the math curriculum was developed by the math teacher leaders and The Ohio State University Algebra Project.
- D.** The District Assessment Advisory Team creates the district’s annual assessment timeline aligned with state and district initiatives.
- The advisory team also reviews, discusses and analyzes the district assessment binder and creates and updates a user’s guide to the assessment binder.
  - According to interviews, the math teacher leaders, and not the assessment advisory team, created the math fluency assessments.
- E.** A joint evaluation committee is comprised of the teacher’s union and the board of education for the purposes of establishing the policies, procedures and processes of evaluation as well as the instrument used for evaluating teachers.
- The evaluation team’s responsibility is to determine those conditions that likely would impact student growth measures as they relate to the Ohio Teacher Evaluation System.
- F.** During interviews with the district teams, English language arts coaches and math teacher leaders for grades K-8 were the only representatives. High school English language arts and math teachers were not represented at the interviews; neither were teachers of other subject areas represented.

**IMPACT:** When responsibilities are divided for curriculum across the curriculum teams and each team does not fulfill its duties, the district is unable to develop or monitor a cohesive curriculum. This system dysfunction creates a void in the completion of the goals and may hinder the academic progress of students.

## Assessment and Effective Use of Data

### 1. A balanced system of formative and benchmark assessments is not in place at the middle school and high school levels.

- A.** A review of the District Assessment Matrix, interviews and focus group discussions indicated the following:

<sup>18</sup> Article VIII; section 801; 6. Functions and Procedures of the Mansfield City Schools negotiated contract

- Teacher-based team minutes from the high school report discussions focused on instructional issues but not on student performance data. Examples did not indicate use of the Ohio 5-Step Process.
- Interviews with members of State Support Team 7 indicated that while there are some examples of teacher-based teams working well in the district, “many teacher-based teams are getting stuck in Step 1 and Step 2 and are spending a lot of time discussing barriers.” Step 1 focuses on “collecting and charting assessment data to identify how students are performing and progressing,” and Step 2 focuses on “analyzing student work specific to the data.”
- Elementary teacher-based teams often only have 20 to 30 minutes per week for their meetings, and there is not a consistent meeting process across the buildings.
- A monitoring process and feedback tool for providing suggestions and two-way communication between the district leadership team and building leadership teams was not evident during the district review.

**IMPACT:** As a result of the inconsistent use of the Ohio Improvement Process, the district may be unable to effectively use student performance and behavioral data to make decisions about instruction, intervention and enrichment strategies that could lead to student growth.

**3. Principals and teachers demonstrated limited knowledge about online access and analysis of value-added data and other forms of student growth measures.**

- A. The district test coordinator reported that paper copies of achievement test data are distributed to the principals and they are responsible for determining the process for distributing this data to their staff members. While principals confirmed they have been trained on how to access online achievement test data, they also shared that teachers have not had online access to achievement test data.
- B. Comments during interviews and focus group meetings indicated that teachers do not have access or are not aware of their access to online state assessment and value-added platforms to review student achievement and growth data.
- C. Principal and teacher focus group participants shared that the high school staff does not understand the concept of growth versus achievement as it relates to the new high school end-of-course assessments. Also, middle school and high school staff have not had formal professional development on value-added and student growth measures.
- D. The Student Learning Objectives (SLO) process is inconsistent across the district. As defined by the Ohio Department of Education, “a Student Learning Objective (SLO) is “a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for subgroups of students. Student Learning Objectives demonstrate a teacher’s impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course.”
  - Comments by teachers during focus group interviews indicated teachers are leading the Student Learning Objectives process and that the process for reviewing and evaluating these documents varies by grade level or department.
  - Principals expressed the concern that contract language in the negotiated agreement with the teachers association prevents their abilities to provide leadership in the Student Learning Objectives process and to choose instructional experts from their buildings to serve on the Student Learning Objectives review teams.

**IMPACT:** Without professional development in value-added, teachers may not be aware of their impact on student growth or able to identify subgroups of students not making progress. Also, without a standardized process for creating Student Learning Objectives, the expectations for student growth may lead to inequities for students across the district.

- C. Interviews with staff members from these grade levels indicated that, except for those involved in the literacy and math projects, staff members were on their own for selecting professional development opportunities.

**IMPACT:** When the district does not develop and implement a focused, comprehensive professional development plan for teachers of grades 7-12, improvements in student achievement may be hampered.

#### **4. The Ohio Improvement Process is not being implemented with consistency and fidelity.**

- A. Based on a review of district and building Ohio Improvement Plan documents, agendas and minutes, there was a lack of evidence of a focused improvement plan being implemented with fidelity throughout the district.
- B. Interviews with teachers and administrators revealed a deficit in knowledge about the district and building plans. The functioning of the Ohio Improvement Process and how it works with all of the district committees was unclear. Interviews also suggested a need to review and revise the function, roles and responsibilities of the Curriculum Advisory Committee to better meet district needs.

**IMPACT:** Without consistency and fidelity in the implementation of the Ohio Improvement Process by district committees, targeted efforts to address district goals may not be realized.

### **Student Supports**

#### **1. There is no evidence that the district has a system to monitor or evaluate the effectiveness of tiered systems of supports for students in grades 9-12.**

- A. According to interviews, the high school staff have access to students' academic performance data and behavior reports, but there is no evidence of the use of this data in identifying students for intervention and acceleration opportunities.
- B. At the time of the review, no evidence was presented to show the monitoring or evaluation of the effectiveness of the academic support programs.
  - Study Tables is an after school study and tutor program facilitated by certified middle and high school teachers. According to interviews, there was no record of student or teacher attendance or an established process to monitor student progress. There was no evaluation tool presented to determine the impact of this program on student achievement.
  - PLATO and A+ are two credit recovery programs offered in the summer to students who have failed core courses. There was no data presented on the number of students who have taken these courses nor the passing rate.

**IMPACT:** When the district does not evaluate academic support programs, it is unable to measure the programs' impact on student achievement. Without information from the evaluations, the district may not make data-based decisions on how to direct limited resources to improve student achievement.

#### **2. The district's graduation rate is below the rate for similar districts and the state average.**

- A. According to the state report card, the four-year graduation rate for the class of 2013 was 68.1 percent. Mansfield's four-year graduation rate dropped from 68.1 percent in 2013-2014 to 60.6 percent in 2014-2015.
- B. The district's five-year graduation rate dropped from approximately 78 percent in 2013-2014 to 73.2 percent in 2014-2015.

- A.** According to the 2014 Cupp Report, the district spent more money per student in four of five comparative expenditure categories when compared to comparable districts and the state average expenditures (see table C-4).
- In 2014, the district spending per pupil for administration was \$2,231.13 compared to \$1,716.18 for comparable districts and \$1,426.39 for state averages.
  - Building operation spending was \$3,124.34 compared to \$2,340.24 in comparable districts and \$2,098.81 for state averages.
  - District spending per pupil for instruction was \$8,827.54 compared to \$6,645.48 in comparable districts and \$6,362.35 for state averages.
  - At the time of the district review, comparative expenditure data for fiscal year 2015 was not available.
- B.** The district spends a larger percentage of its budget on employee benefits as compared to comparable districts and the state average expenditure, per the 2014 Cupp Report.
- A review of the 2014 Cupp report showed that, for fiscal year 2014, the district spent 21.67 percent of its operating budget on employee benefits as compared to 19.37 percent for comparable districts and 21.5 percent for the state. (see table C-5).
  - In fiscal year 2015, the district spent 22.23 percent of its General Fund operating costs on employee benefits, per the district's five-year financial forecast adopted in October 2015. The General Fund is an operating account used to account for items that are not specifically required to be reported in another area of the budget (see table C-6).
  - Per the October 2015 financial forecast, benefits as a percentage of salary rose 5.51 percent from Fiscal Year 2014 levels. For example, the Fiscal Year 2014 percentages went from 45.49 percent of salary to 51 percent in Fiscal Year 2015.
  - On page 9 of the district's five-year forecast notes, as adopted in October 2015, an expected 10 percent increase in employee health insurance costs will begin in January 2016. The forecast notes report that employee health insurance cost increases alone represent the equivalent of a 4.2 percent base salary increase in 2014, 4.3 percent in 2015 and an expected 3.8 percent in 2016.
  - The forecast notes (p. 9) also explain that the district pays 100 percent of the "health only" insurance and that employee obligations for insurance are limited to \$90 per month for prescription and dental coverage.

**IMPACT:** When the district's comparative expenditures are higher than comparable districts and the state average, and no explanation is provided in the district's budget presentation, the results may indicate the inefficient use of fiscal resources. When higher funds are allotted for employee benefits, the district might not be able to maximize its resources to get the best return on investment for student achievement.

### **3. The district does not have a comprehensive capital plan.**

- A.** An interview with the facilities manager and a document review revealed that the district has a capital plan but it is limited to five years and is not comprehensive.
- B.** The contents of the capital plan reflect spending over the next five years rather than showing maintenance and replacement plans for buildings and equipment.
- C.** Information and details regarding plant and equipment life expectancies and maintenance requirements were not included in the capital plan that was presented for review.

**IMPACT:** When the district does not have a long-term comprehensive capital plan in place, the ability to meet reasonable changes and unanticipated events may be compromised.

- Create a district assessment advisory team for grades 7-12, similar to the process currently in place for kindergarten through sixth grade, to coordinate the development of these assessments.
- Construct a plan to provide professional development on the implementation of formative instructional practices at the middle school and high school.
- Work with the building leadership teams to develop the schedule and framework for teacher teams to create, administer and review common assessments within their respective departments.

**BENEFIT:** By using a balanced system of formative and benchmark assessments and making decisions based on timely common assessment data, the diversity of instructional practices and the implementation of intervention strategies may affect the academic growth of all students.

**2. Continue to enhance the implementation of the Ohio Improvement Process throughout the school district.**

- Use the newly updated district plan as a framework for communication and team discussions to ensure district and building goals, strategies, adult implementation indicators and student performance indicators are consistent across the school district.
- Provide annual professional development on the implementation of the Ohio 5-Step Process for all teacher-based teams.
- Utilize successful teacher-based teams that are currently functioning effectively within the district as models and exemplars for all teacher-based teams across the district.
- Create a meeting schedule for teacher-based teams in all buildings that provides a framework for weekly meetings with sufficient meeting time.

**3. Modify the structure for district leadership team meetings to encourage classroom teacher representation from all levels.**

**BENEFIT:** Effective implementation of the Ohio Improvement Process will promote a shared leadership philosophy and team process in all buildings. A clear vision, consistent message, regular communication and focused feedback can ensure aligned acts of improvement across the school district.

**4. Provide teachers online access, yearly professional development and multiple follow-up sessions during the school year to examine value-added data, other student growth measures data and results from Ohio’s new American Institutes for Research (AIR) state assessments.**

**BENEFIT:** By giving teachers full access to online data tools, value-added data, state reports and other student growth measures data, a culture and foundation of data literacy can be established in the school district. With the implementation of the new AIR testing throughout the district and the expansion of value-added measures into the high school, teachers will be able to use technology to access and regularly review student performance data to inform their instruction. Teachers can become “students of data.”

**Human Resources and Professional Development**

**1. Create a system of operations for the human resources department and an administrative position with a critical role in recruiting, selecting, assigning and managing high-quality teachers and leaders.**

- Establish a consistent and systematic approach to personnel files in order to ensure compliance with negotiated agreements and district documentation needs.
- Develop a new employee orientation plan that provides the necessary communication and follow-up support during the period between hiring date and the work start date.
- Develop an employee selection process that provides a means to assess talent and select the most qualified candidates based on district-established criteria, requirements and instructional needs.

- Frequently adjust tiered systems of support based on data analyses to meet the predetermined objectives and academic needs of students.

**BENEFIT:** By collecting and analyzing student performance data, school staff are able to make immediate, data-based decisions about the implementation and delivery of tiered systems of support.

**2. Provide middle school students with the required foundational skills in literacy, mathematics and science to be prepared for rigorous high school studies.**

- Encourage middle and high school principals to jointly plan and conduct a summer school session aimed at helping identify students in grades 7 and 8 who need additional instruction to meet high school readiness standards.
- Select, recruit and/or train principals who can lead instruction and promote student achievement in low-performing high schools.
- Select highly qualified teachers to lead ninth-grade teams of teachers in creating a challenging and engaging learning experience for students.
- Provide training for teachers on how to align their classroom assignments and assessments to career- and college-ready standards as well as analyze data to improve instruction and student learning.

**BENEFIT:** When the district engages students in learning, monitors their academic performance as they transition to high school, and provides supports and intervention when necessary, it increases the likelihood that the graduation rates will improve.

## Fiscal Management

**1. Create and implement a budgeting and financial communication plans that include staff participation at all levels and input from external stakeholders in district operations.**

- Provide "easy-to-read" financial information through various formats such as PowerPoint presentations, graphs or narrative summaries.
- Encourage transparency regarding the district's financial information by including district's goals, objectives, budgeting decision criteria (e.g., performance data), and detailed budget information at the building and department levels in the district's annual budget document and budget presentation.
- Engage all stakeholders by hosting a "state of the district" address, which would report district goals and objectives and instructional initiatives and achievements.
- Establish a treasurer's financial advisory committee to include board members, the superintendent or a designee, a building administrator and community members.

**BENEFIT:** Formal inclusion of staff at all budgeting levels can lead to meaningful communication and efficient and effective use of resources and the delivery of student services to meet the needs of students. As the district solicits the input of stakeholders, increases budget transparency and improves reporting format and content, the stakeholders may have clarity on the criteria for allocating resources and support the district's improvement goals.

**2. Analyze and research the 2015 fiscal year Cupp Report to determine significant variances compared to similar districts and the state average.**

- Research the cause or causes of the differences.
- Verify that expenditures are coded properly and reflect the purpose of the expenditures.
- Take appropriate corrective action annually on operational spending to conserve resources.
- Reduce expected future benefit plan costs.

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

The review was conducted November 16-20, 2015 by the following team of Ohio Department of Education staff members and independent consultants.

1. Claire Huff-Franklin, Director, Academic Distress Commissions and Education Reform
2. Lucille Esposito, Leadership Governance and Communication
3. Bonnie Sickinger, Curriculum and Instruction
4. Dr. Craig Phillips, Assessment and Effective Use of Data
5. Jeff Royalty, Human Resources and Professional Development
6. Judith Roby, Student Supports
7. Jonathan Boyd, Fiscal Management

### District Review Activities

The following activities were conducted during the review:

#### Interviews

- District Superintendent
- Director of special education
- Technology coordinator
- Testing supervisor
- Director of State and Federal Programs
- Executive assistant of personnel
- Facilities maintenance supervisor
- Interim treasurer
- Executive assistant to the treasurer
- Accounting clerks
- Payroll clerks
- President of the board of education
- Representatives of the teacher's association and non-certified association: both presidents and four other representatives
- District leadership team
- Building leadership teams
- Teacher based teams
- English language arts instructional coaches
- State Support Team 7
- District assessment team
- Director of career tech
- Educator support program coordinator
- Newly hired teachers

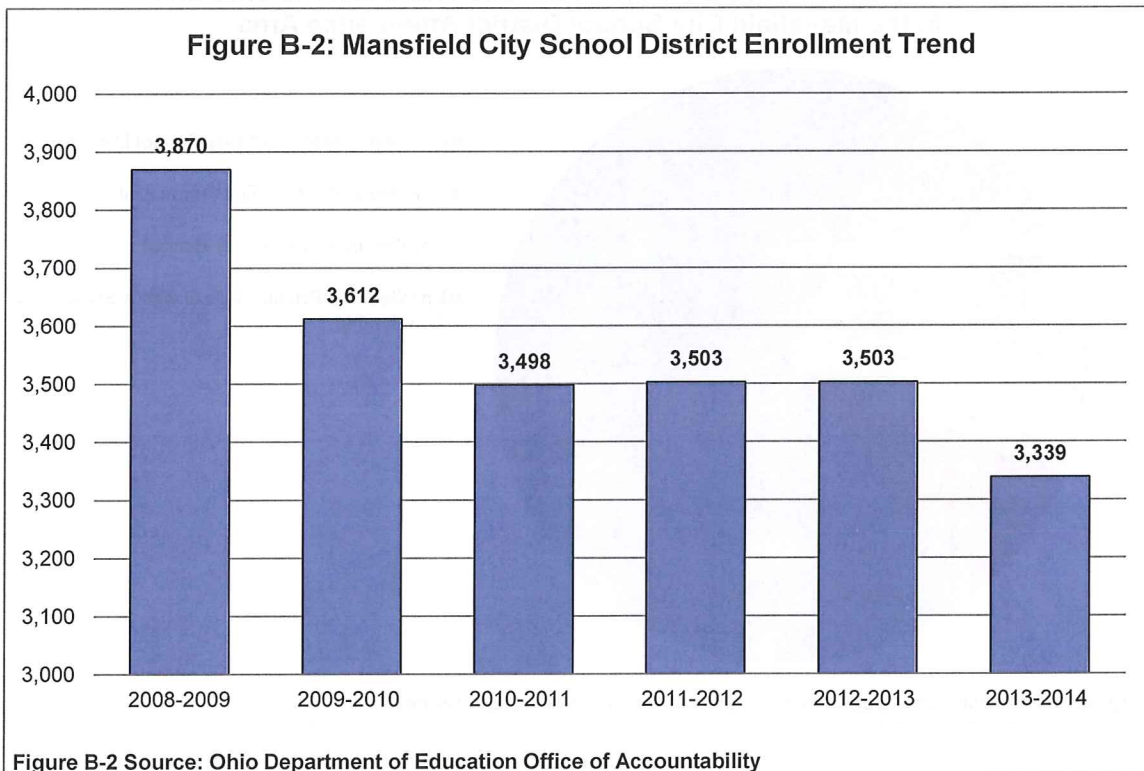
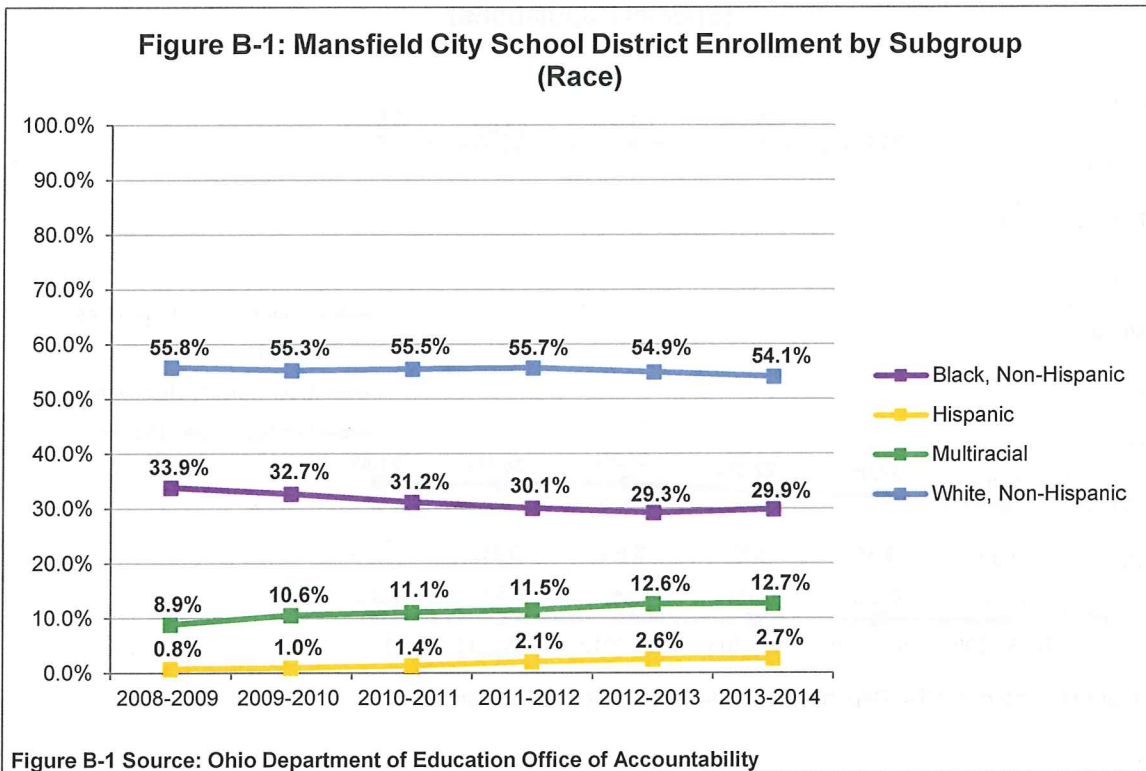
#### Focus Groups

- Elementary, middle and high school teachers
- Building principals and assistant principals
- Parents
- External partners of the district that included behavior and mental health partners, county foundation, local community college dean, local business partners, and government officials

#### Onsite Visits

- Building Observations
  - Mansfield Integrated Learning Center Hedges Campus
  - Malabar Intermediate School

## Appendix B: Figures and Tables Related to Accountability



**Figure B-5: Mansfield City School District 2013-2014 Annual Measurable Objectives by Subgroup**

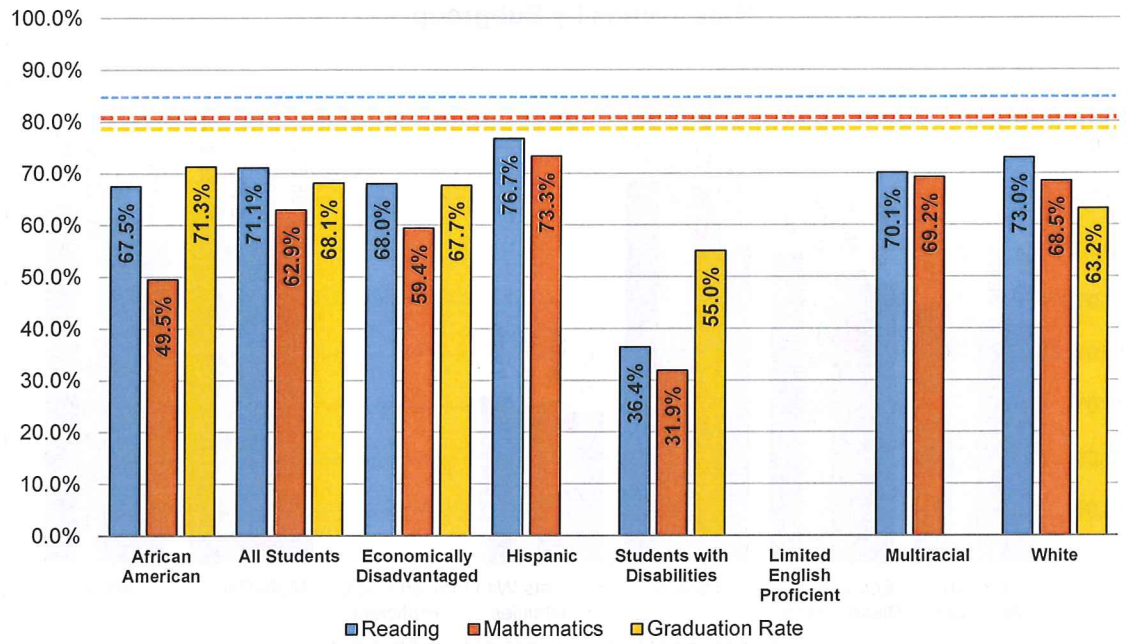


Figure B-5 Source: Mansfield City School District Ohio School Report Card, Ohio Department of Education

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

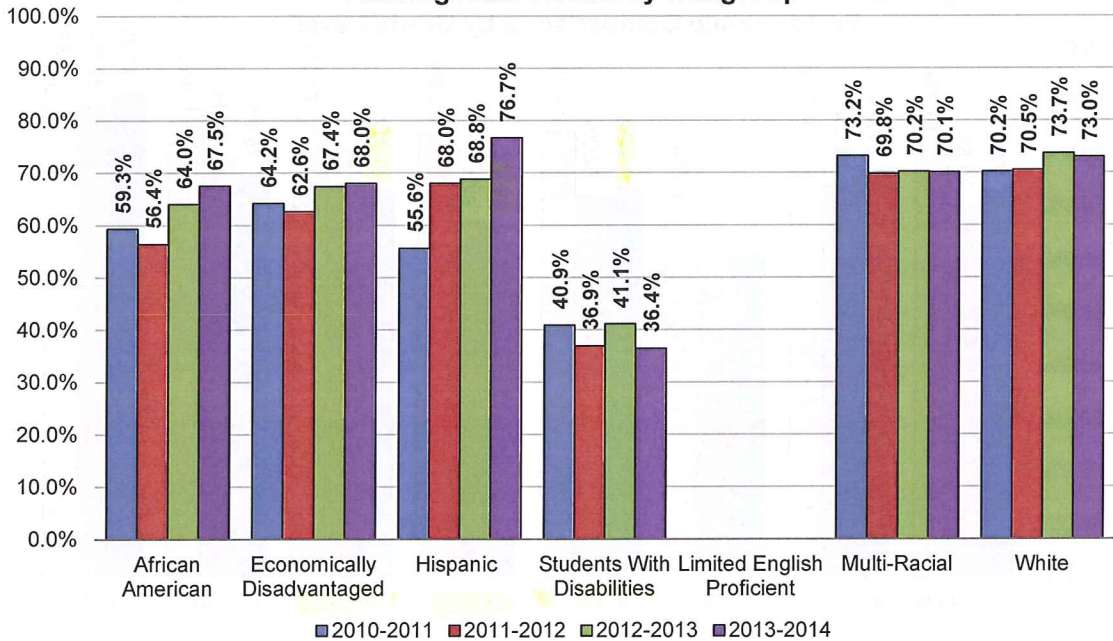


Figure B-6 Source: Mansfield City School District Ohio School Report Card; Archived Report Cards

**Figure B-9: Mansfield City School District Reading OAA and OGT Passing Rates by Grade Level**

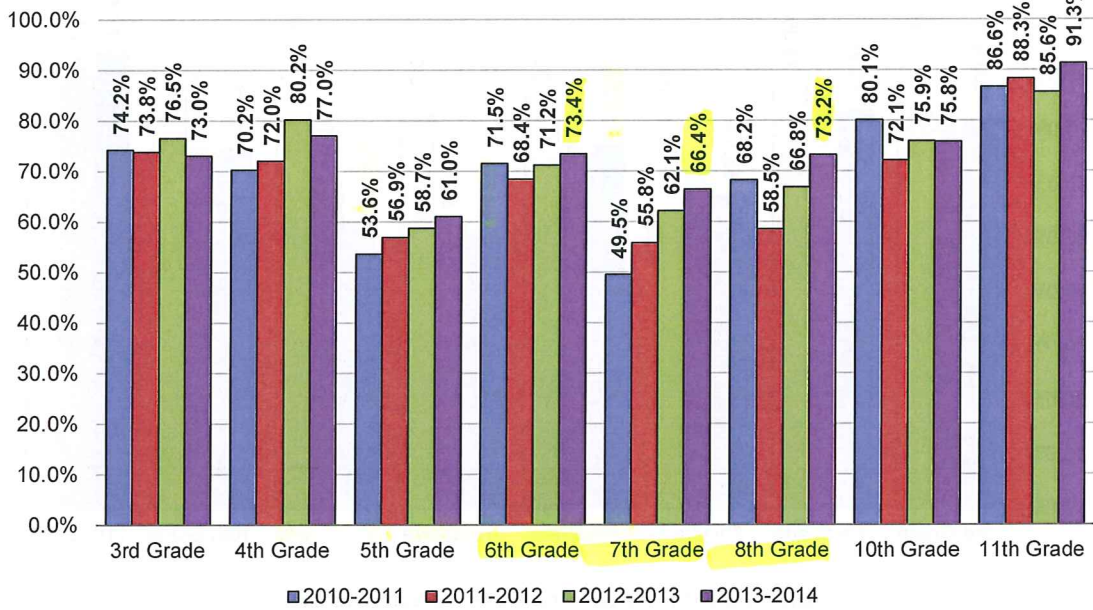


Figure B-9 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

**Figure B-10: Mansfield City School District Fall 2014 Overall Value-Added Report**

Grade/Subject Level (Overall Value-Added)									
Grade	Reading			Math			All Tests		
	Mean Gain	Standard Error	Gain Index	Mean Gain	Standard Error	Gain Index	Mean Gain	Standard Error	Gain Index
All	-0.7628	0.1764	-4.32	-0.2305	0.1570	-1.46	-0.4967	0.1302	-3.81
4	-2.8498	0.5641	-5.05	-2.4099	0.5116	-4.71	-2.6298	0.4146	-6.34
5	1.8519	0.5525	3.35	1.5667	0.4681	3.35	1.7093	0.3956	4.32
6	-0.0814	0.5293	-0.15	2.8872	0.4585	6.30	1.4029	0.3795	3.70
7	-2.0970	0.5194	-4.03	-3.6449	0.4516	-8.07	-2.8709	0.3676	-7.80
8	-0.6376	0.5373	-1.18	0.4482	0.4508	0.99	-0.0947	0.3709	-0.25

	Estimated mean NCE gain is greater than the growth standard by at least 2 standard errors.
	Estimated mean NCE gain is above the growth standard by at least 1 standard error but less than 2 standard errors above it.
	Estimated mean NCE gain is at most 1 standard error below the growth standard but less than 1 standard error above it.
	Estimated mean NCE gain is more than 1 standard error below the growth standard but by 2 standard errors or less.
	Estimated mean NCE gain is below the growth standard by more than 2 standard errors.

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

**Figure B-13: Mansfield City School District Performance Index Trend**



Figure B-13 Source: Ohio Department of Education Office of Accountability

**Figure B-14: Mansfield City School District Graduation Rate Comparison**

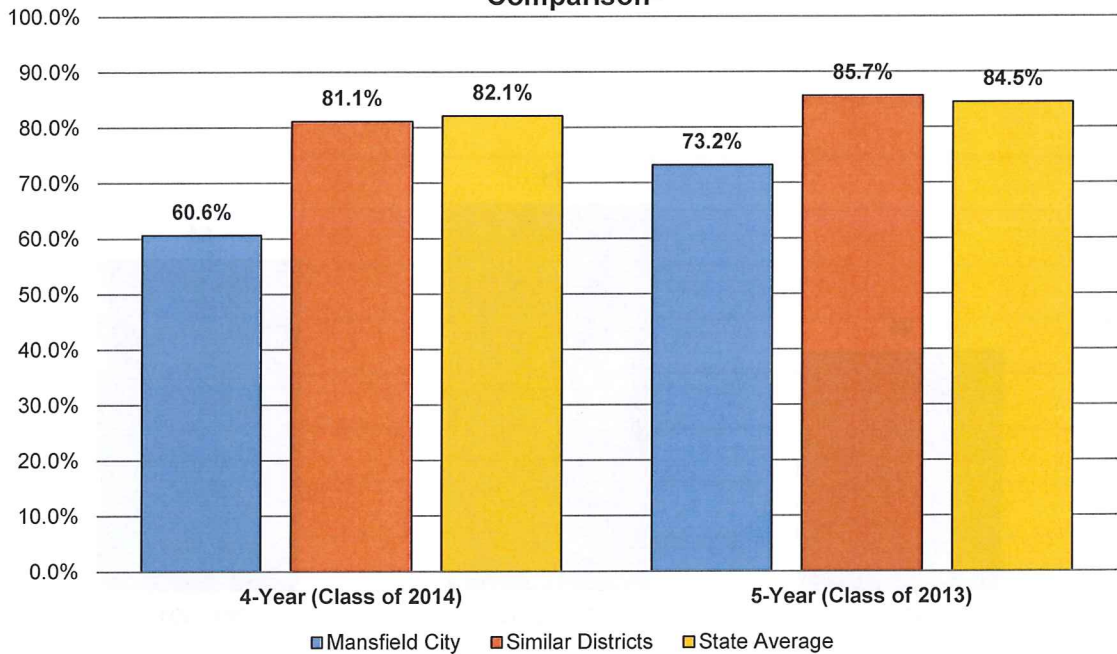


Figure B-14 Source: Mansfield City School District Ohio School Report Card

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

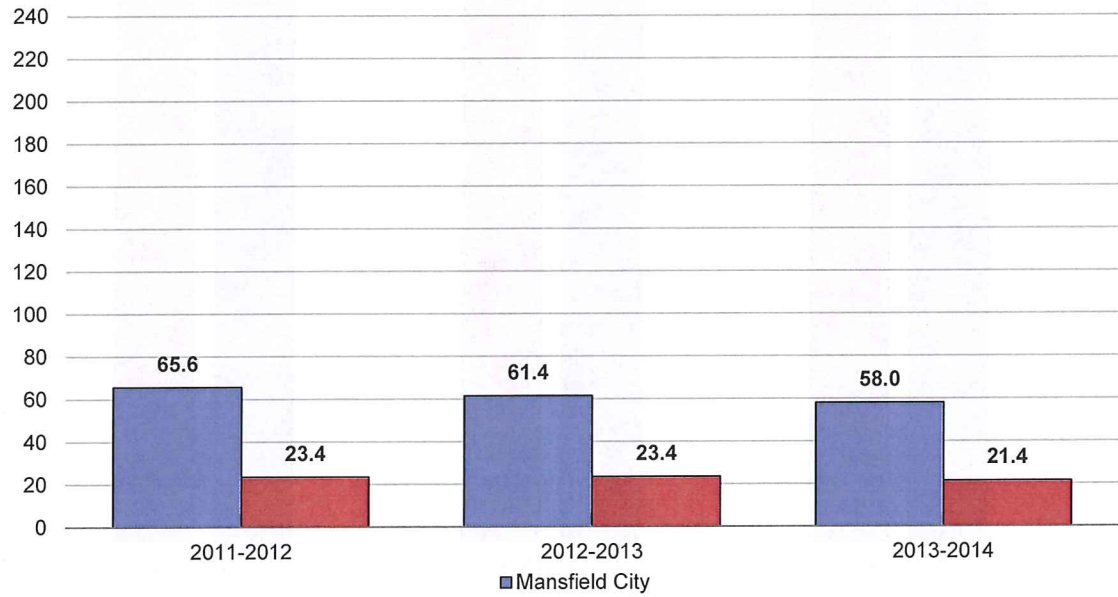


Figure B-17 Source: Ohio Department of Education Office of Accountability

**Figure B-18: Mansfield City School District Prepared for Success 2-Year Comparison**

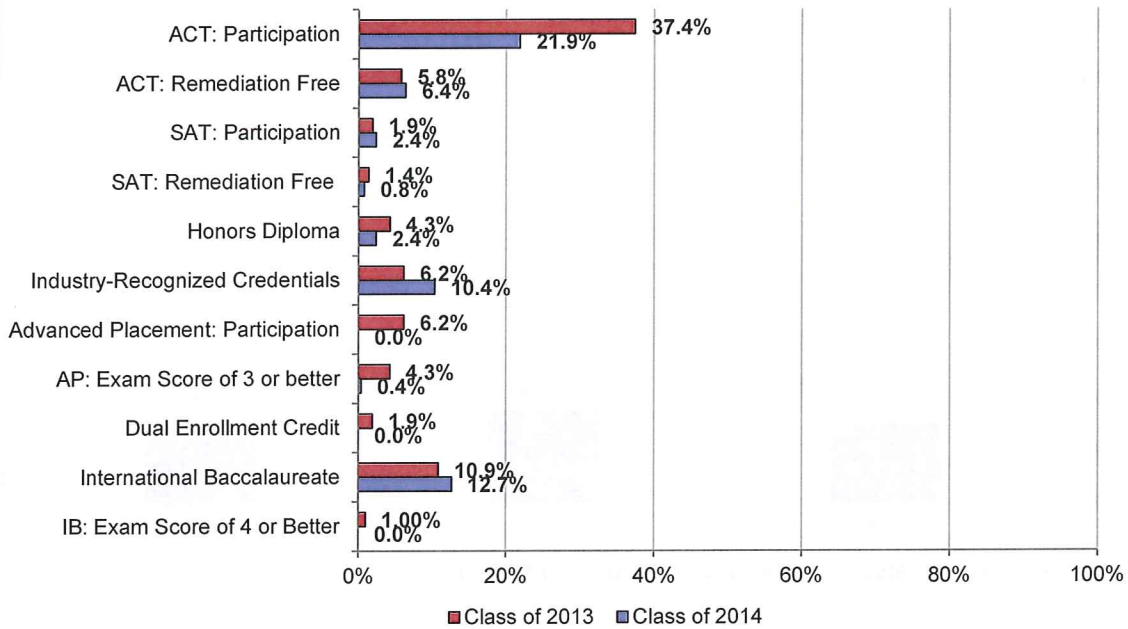


Figure B-18 Source: Mansfield City School District 2013-2014 and 2014-2015

**Figure B-21: Mansfield City School District 2013 - 2014 Absenteeism Rate**

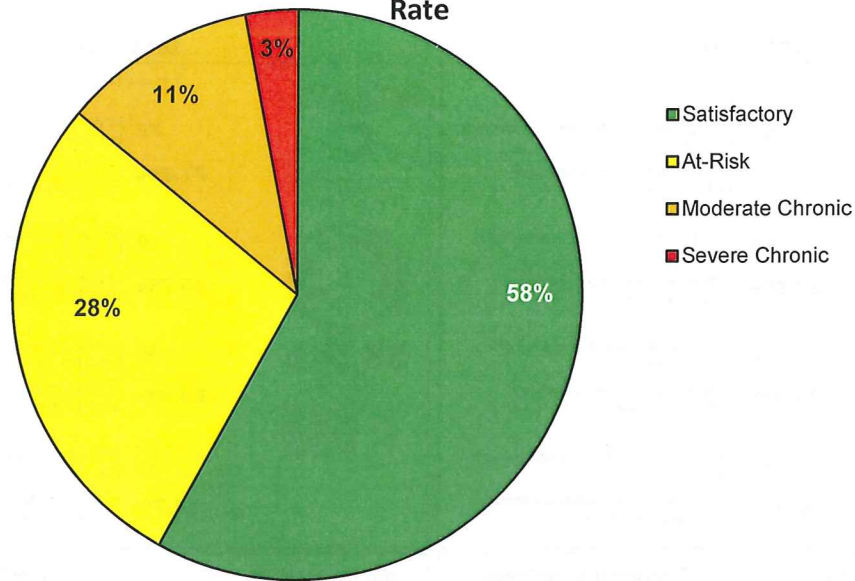


Figure B-21 Source: Ohio Department of Education Office of Accountability

**Figure B-22: Mansfield City School District Absenteeism Rate By Grade Level**

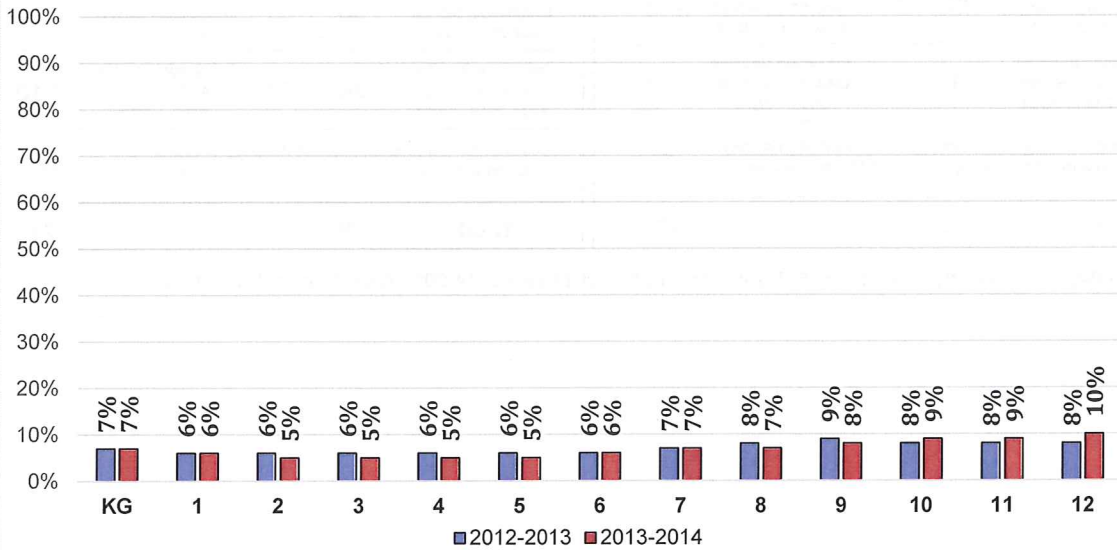


Figure B-22 Source: Ohio Department of Education Office of Accountability

**Figure B-24: Mansfield City School District 2013-2014 Percent of Funds Spent on Classroom Instruction Compared to Similar Districts and the**

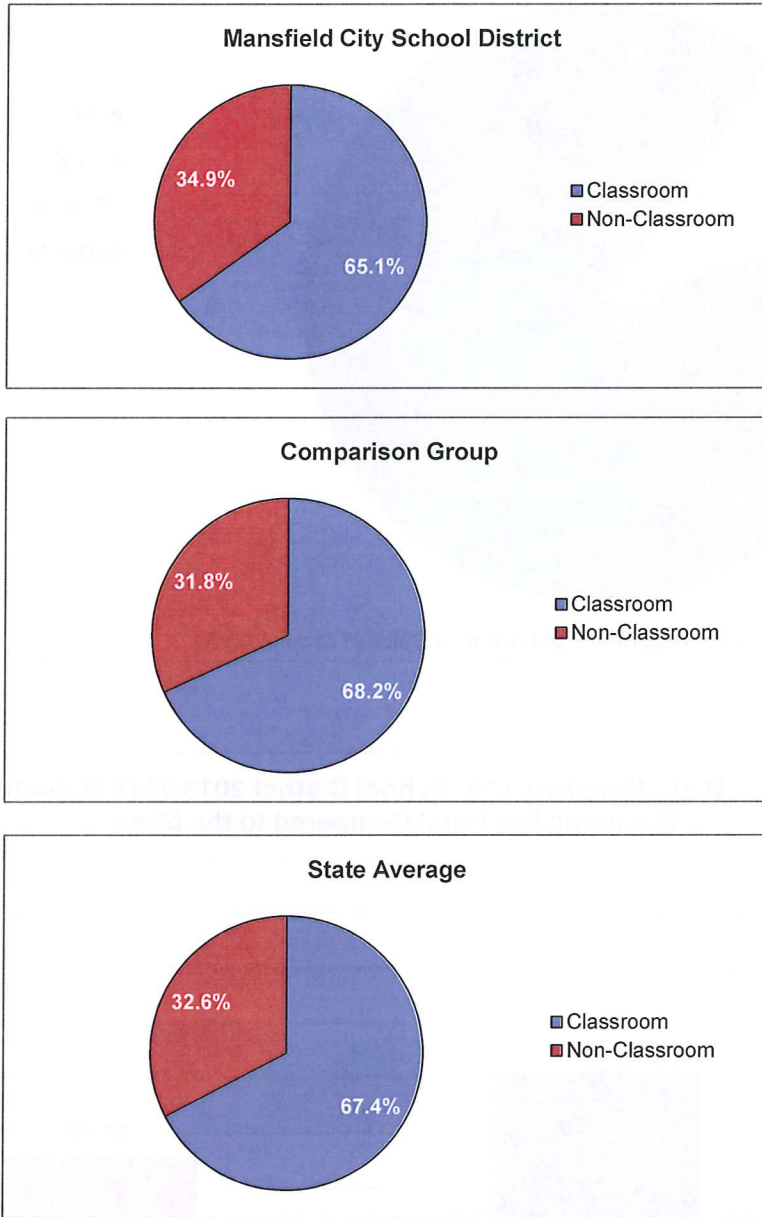


Figure B-24 Source: Ohio Department of Education Office of Accountability

**Table B-1: Mansfield City School District Teacher Demographic Data**

Year	Teacher Salary Average	Percent of Core Courses Taught by Highly Qualified Teachers	Teacher Attendance	Percent of Teachers with Masters or Doctorate Degrees
2010-2011	\$54,994	97.3%	93.3%	47.4%
2011-2012	\$53,910	98.1%	93.1%	48.1%
2012-2013	\$53,826	97.3%	93.3%	49.0%
2013-2014	\$52,923	99.8%	92.6%	50.2%

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

**Figure C-3: Mansfield City School District ACT Data**

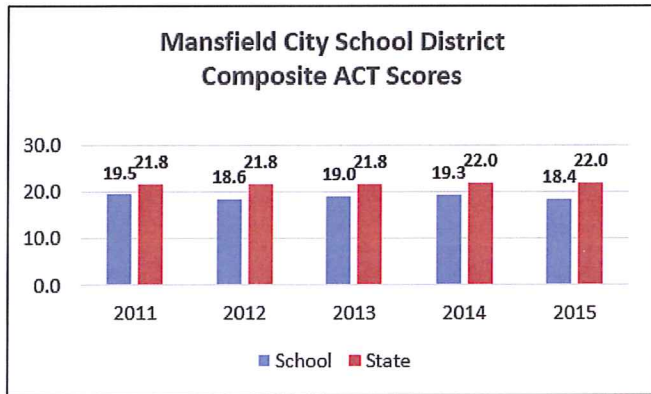
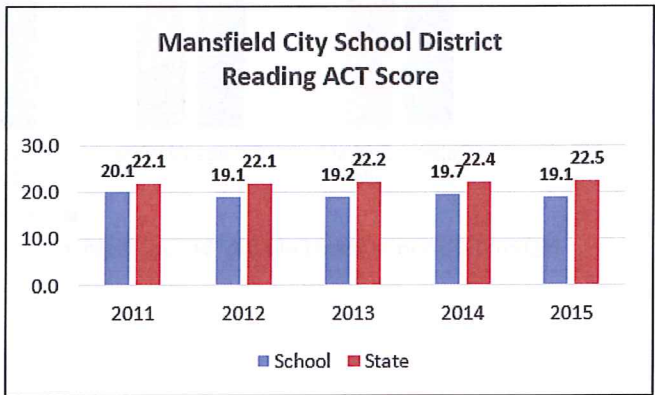
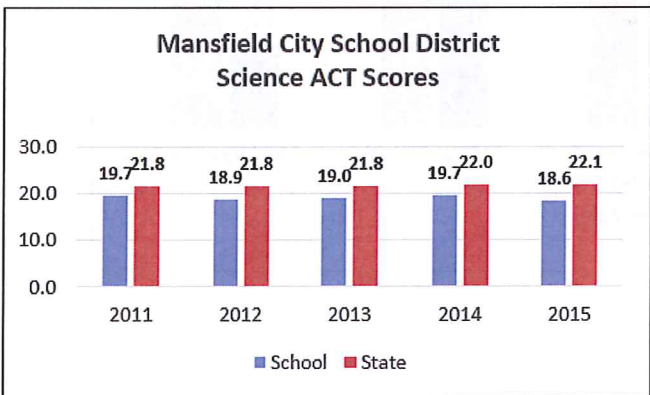
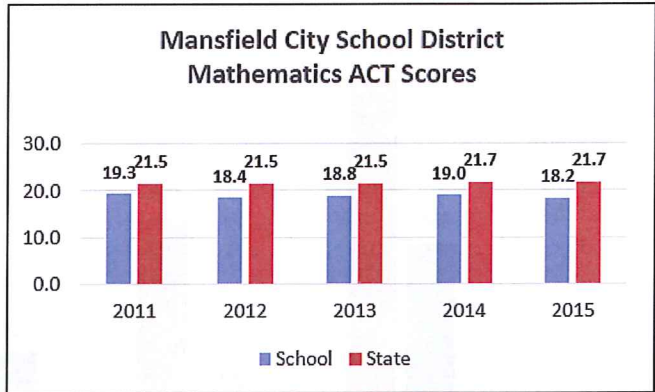
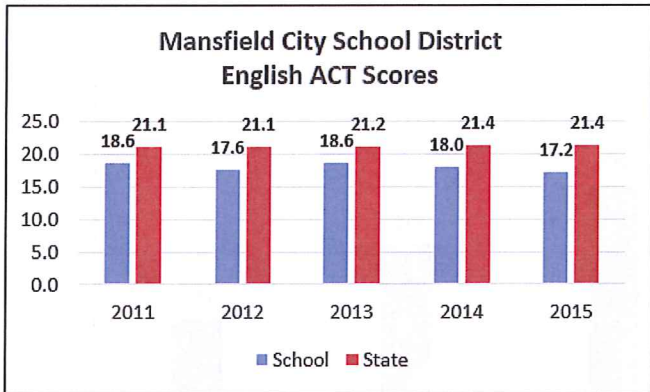


Figure C-3 Source: Mansfield City School District

**Table C-1: 2013-2014 Mansfield City School District Enrollment by Race and Special Populations**

Total Number of Students by Race					Total Number of Students by Special Populations		
Name of Building	African American	Hispanic	White	Multi-Race	Economically Disadvantaged	English Language Learners	Special Education
Malabar Intermediate School	176	19	373	102	597		189
Mansfield Integrated Learning Center, Hedges Campus	79		48	12	126		51
Mansfield Middle School	167		242	56	414		103
Mansfield Senior High School	270	19	404	62	595		169
Mansfield Spanish Immersion School	32		71		50		
Prospect Elementary School	73		138	47	246		59
Sherman Elementary School	117	18	259	72	426		134
Woodland Elementary School	51		149	41	185		48

Table C-1 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

**Table C-2: Mansfield City School District Discipline Occurrences (District Level)**

Discipline Reason	2011-2012		2012-2013			2013-2014		
	Out of School Suspension	In-School Suspension	Out of School Suspension	In-School Suspension	Emergency removal by district personnel	Out of School Suspension	In-School Suspension	In-School Alternative Discipline
Truancy	83	332	56	420			500	
Fighting/Violence	259	74	270	38	14	205	21	
Vandalism						12		
Theft	35		22			21		
Use/ Possession of weapon other than gun/ explosive	19		20			10		
Use/ Possession of tobacco							10	
Use/ Possession of other drugs	11		18					
Disobedient/ Disruptive Behavior	481	592	477	476		310	517	15
Harassment/ Intimidation	151	179	108	149		102	106	
Unwelcome Sexual Conduct	37		19	18			17	

Table C-2 Source: Ohio Department of Education Interactive Local Report Card (iLRC)

**Table C-5: Mansfield City School District-FY 2014 Profile Report/Cupp Report  
District Financial Status from Five-Year Forecast Data**

Expenditure	Mansfield City SD	Comparable District Average	State Average
Salaries	47.64%	48.93%	54.09%
Fringe Benefits	21.67%	19.37%	21.50%
Purchased Services	27.80%	28.06%	19.29%
Supplies and Materials	1.74%	2.36%	3.15%
Other Expenditures	1.14%	1.29%	1.97%

Table C-5 Source: FY 2014 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 2014 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 2014 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 2014 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 2014 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 2014 Five Year Forecast file.

**Table C-6: Mansfield City School District-October 2015 Five-Year Financial Forecast  
District Financial Status from Five-Year Forecast Data**

Expenditure	Mansfield City SD	Comparable District Average	State Average
Salaries	43.58%	Not available	Not available
Fringe Benefits	22.23%	Not available	Not available
Purchased Services	31.45%	Not available	Not available
Supplies and Materials	1.37%	Not available	Not available
Other Expenditures	1.37%	Not available	Not available

Table C-6 Source: FY 2014 CUPP Report

Note: The district's October 2015 forecast was used to calculate the information above. Further, debt payments to repay the state for advances to cover the district's 2014 deficit, other debt payments and capital expenditures were not included in the calculation, as they are not part of 2015 fiscal year operations, per state calculations.

## Standards I, II & V: Instructional Inventory

Date: \_\_\_\_\_ Time in: \_\_\_\_\_ Total time: \_\_\_\_\_ Subject: \_\_\_\_\_ Grade Level: \_\_\_\_\_

District IRN: \_\_\_\_\_ School: \_\_\_\_\_ Building: ES MS HS

# Students: \_\_\_\_\_ #Teachers: \_\_\_\_\_ #Assistants: \_\_\_\_\_

Class: Gen ED ELL Special ED Self Contained Title I

Part of Lesson Observed: Beginning Middle End Observer: \_\_\_\_\_

Instructional Inventory Items	0	1	2	3	4	5	No Data Collected	Evidence
<b>LEARNING ENVIRONMENT</b>								
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.								
<b>TEACHING</b>								
6. Classroom lessons, instructional delivery and assessments reflect instructional shifts demanded by Ohio's Learning Standards.								
7. The teacher demonstrates knowledge of subject and content.								
8. The teacher applies Webb's Depth of Knowledge to design and implement curricular activities, instruction, and assessments. The teacher provides opportunities for students to engage in discussion and activities aligned to higher levels of thinking.								
9. The teacher communicates clear learning objective(s) aligned to Ohio's Learning Standards.								

## 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
<b>DATA AWARENESS</b>								
1. Aggregated performance data is displayed for stakeholders to view.								
<b>DATA ACCESS</b>								
2. Working technology (i.e. smart boards, laptops, desktops, or tablets) are available for students to use on a frequent basis.								
<b>DATA USE</b>								
3. Students show competency in using available technology to conduct research, display their work, and take assessments.								
4. Teachers integrate the use of technology in instruction.								

# Building Observation Report

**Date(s):** \_\_\_\_\_  
**District:** \_\_\_\_\_  
**Building:** \_\_\_\_\_  
**Reviewer:** \_\_\_\_\_

**Time In:** \_\_\_\_\_  
**Time Out:** \_\_\_\_\_

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

## Appendix E: List of Documents Reviewed

2013 Audit Management Letter-Auditor of State  
2014 Audit Management Letter-Auditor of State  
2016 Budget documents  
5-year Curriculum Plan  
Accounting Methods Report 2015 – Auditor of State  
Algebra Project Math Literacy Resource Book and data  
Annual Financial Audit-2013 Fiscal Year-Auditor of State  
Annual Financial Audit-2014Fiscal Year-Auditor of State  
Assessment Matrix  
Assessment Timeline  
Board Minutes 2014, 2015  
Board of Education Agendas and Minutes, including special board meetings 2014-15  
Board of Education Update Reports 2015  
Cupp Report Fiscal Year 2014  
Curriculum Guide Overview  
Curriculum Maps (samples)  
Curriculum Summary  
Decision Framework Needs Assessment and Grant Application (CCIP)  
Diagnostic Test data  
District expense reports – 2016  
District Family Survey  
District Leadership Team minutes  
District maintenance report 2013, 2014, 2015, 2016  
District Newsletters  
District Ohio Improvement Plan  
District Plan Execution  
District Scholastic Reading Inventory-2015  
District website- Treasurer’s Operations  
Electronic evaluation documents  
English as a Second Language Support Program Guide 2015-1016  
English Language Arts Pacing Guide  
Extended Learning Opportunities  
Fall Ohio Achievement Assessment data  
Financial Forecast May 2015  
Financial Forecast October 2015  
Fiscal Year 2015 Similar District Groupings  
Fountas and Pinnell Benchmark Data  
Hedges Campus – attendance, discipline, and communication logs  
Hedges Campus Student Handbook  
Hedges School Ohio Improvement Plan  
High Schools That Work information  
Job descriptions – certified and non-certified staff  
Leveled Literacy Intervention data  
Lists of district cuts in 2013, 2014, 2015  
Literacy Collaboration Implementation Audit  
Mansfield Board of Education Bylaws/Policies  
Mansfield City Schools Building Professional Development Plan  
Mansfield City Schools Certified Employees Association Negotiated Agreement through June 2015  
Mansfield City Schools Crisis Plan  
Mansfield City Schools district report card 2011-2012; 2012-2013; 2013-2014

Select newspaper articles  
Sherman Elementary School Project MORE Program  
Six Individual Building Ohio Improvement Plans  
Student Achievement through Family Engagement Plan (S.A.F.E.)  
Student Support Programs  
Students At-Risk Data three year history  
Summary Report of Textbook Surveys  
Superintendent's Evaluations 2013-2015  
Teaching Schedules  
Textbook survey  
The Algebra Project's 5 step curricular process  
Tyger Notes – Nov. 2015  
Walkthrough Form Formal used as a component of the Ohio Teacher Evaluation System