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**YOUNGSTOWN CITY SCHOOL DISTRICT  
ACADEMIC DISTRESS COMMISSION**

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## **Youngstown City Schools Academic Recovery Plan Update**

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**Youngstown Academic Distress Commission**

**Adopted: March 15, 2012**

**Approved by the State Superintendent:  
Strategy I, Community Engagement: February 23, 2012  
Entire Plan:**

### **Process for Developing the Youngstown Academic Recovery Plan Update March 15, 2012**

Beginning in December 2011, meetings of the YADC were changed from the Mahoning County Educational Service Center in Boardman, Ohio to Youngstown City Schools' district and school sites. Prior to the scheduled meetings, members toured the school where the meeting was scheduled. As of March 15, 2012, YADC has visited East High School, Chaney, P. Ross Berry, and Volney, The Commission will continue to meet at the school sites when school is in session.

Prior to establishing this Academic Recovery Plan Update (ARPU), the Youngstown Academic Distress Commission (YADC) conducted an extensive public audit of existing district practices, policies and procedures and results by school and district. Findings from the audit and current district finances helped to frame this plan. *At the February 16, 2012 meeting, the (YADC) examined the Youngstown City Schools review of their implementation of the July 21, 2010 Academic Recovery Plan (see Table IV). Attached resolutions \_\_\_ and \_\_\_ follow from that discussion and were adopted on March 15, 2012.*

*The Youngstown City Schools Superintendent told the YADC at its February 9, 2012, that the district had lost an additional \$4.9M in state aid as a result of the enrollment of fewer pupils. Resolutions \_\_\_,*

*Resolution to eliminate student teacher ratios of 15:1 in grades Kindergarten and First Grade, \_\_\_, Resolution to allow the Youngstown City School District to determine class size and \_\_\_ Resolution regarding notification and effective date of RIF, respond to this exigency and were adopted on March 15, 2012. The resolution to eliminate student teacher ratios of 15:1 in Kindergarten and First Grade modify the Academic Recovery Plan, July 21, 2010.*

*This update aligns existing State of Ohio resources ie. State Support Teams (SST), SIG Grant monitors, Asia Society, etc.*

The YADC thanks all in the district for their hospitality at all sites and for the rapid responses to numerous requests for information. Many thanks also to the Ohio Department of Education and in particular, Dr. William Zelie, Associate Superintendent, Division of Accountability and Quality Schools and Mr. Adrian E. Allison, Senior Executive Director, Center for Accountability and Continuous Improvement. Without the expertise of Cynthia Kravitz, from the Ohio Attorney General's office, our work would have been much more difficult.

## A Caveat

Although this plan updates recommends a significant shift in current practice, the YADC recognizes that plans do not create change, people do. We believe that with sufficient effort and focus on grade level instruction with support, the

students in the Youngstown City Schools can make significant progress. Test scores, school ratings, the district ratings will increase and all students will graduate from high school, college and career ready.

## Please Note:

*This update refers to the current State of Ohio accountability rating system and the current wording of the legislation that established the YADC. The Ohio Department of Education (ODE) has submitted a waiver request to the United States Department of Education and a new rating system using grades for schools and*

*districts is proposed. Table VI shows an simulation of what that change would mean in the Youngstown City Schools. Clarification will be needed if the waiver is approved. It is likely that another update will be needed following that clarification.*

## Context for Developing the Youngstown Academic Recovery Plan Update March 15, 2012

Issue #56, March 2012, an E-Newsletter, sent by Chris Thompson of the Fund for Our Economic Future says: "The adjectives being used to describe Northeast Ohio's economy are beginning to change. "Good times," "gold mine," "boom," and "resurgent" have all been used in the last few weeks to describe our region. Get used to these new adjectives as we'll be seeing even more of them... The national and international media are paying attention to the economic story of Northeast Ohio." It is against this backdrop of economic excitement that the YADC presents its update of the July 2010 Academic Recovery Plan.

The YADC recognizes that a 21<sup>st</sup> Century system of schooling must include community engagement, community partnerships, school choice options, high standards and opportunities for all to successfully compete in a world where a very large percentage of jobs will require high skill levels and completion of credentials beyond a high school diploma.

The State of Ohio has adopted new standards and will adopt a more rigorous assessment system

beginning in 2014. Not later than July 1, 2013, the board of education of each school district, in consultation with teachers employed by the board, shall adopt a standards-based teacher evaluation policy that conforms with the framework for evaluation of teachers developed under section 3319.112 of the Revised Code. *School Improvement Grant (SIG) identified schools, East and UPLC, have selected the transformation intervention model that includes the required component of teacher and principal evaluation. SIG transformation model (East, UPLC) requires a teacher (and principal) evaluation document that contains a*

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*significant focus on student growth to be ready to pilot during the 2012-13 school year. Data from the pilot must be rigorous enough to be used for placement and re-hiring components of employment. In addition, principals in the transformation model schools (East, UPLC) were*

*replaced recently as a requirement of the transformation intervention model.*

The principals and administrators responsible for evaluating teachers are required to complete by September 2012 the Ohio Department of Education Teacher Evaluation System training which will provide an evaluation system to assess the performance of Ohio teachers. In other words, principal and teacher evaluations will require that student achievement results be included. Significant work must be done in the Youngstown City Schools to prepare students, principals and teachers to meet the rigors of the new requirements. Implementation must be enthusiastic, not merely compliant.

Strategies outlined in this Update are necessary and are likely, if implemented successfully, to enable the Youngstown City Schools to reach Continuous Improvement for two consecutive school years, but are insufficient for the school district to emerge as a 21<sup>st</sup> Century system of schooling.

Therefore, the ARPU sets the stage for the Youngstown City Schools to emerge as a transformed school system not only achieving a rating of continuous improvement for two consecutive years but also poised for every student to successfully compete in the 21<sup>st</sup> Century. All barriers to student success will be removed and the district will create a new goal that reflects the responsibility of all to reach high achievement. That goal might be an adaptation of the State of Ohio goal and might be: “We will not rest until we graduate every student career and college ready.”

The ARPU distributes leadership and consistent, with educational research, expects that all schools will become vibrant and high performing, exhibiting the following attributes: rigorous standards and instruction, effective use of technology, strong instructional leadership, instruction designed for all students’ success,

parent and community engagement and positive school culture. Most importantly, school instruction will be grounded in a new norm that expects that all students will be instructed at or above grade level and supported to success. All students will engage in enrichment activities. School planning will include the selection of a “big, hairy audacious goal” (Collins, 2001, 2011) that will guide the continuous improvement work outlined in the Ohio Continuous Improvement Planning Process or the School Improvement Grants. For example, all high schools may decide to adopt the district goal as theirs: “We will not rest until we graduate 100% of our students career and college ready.”

**Strategies outlined in this Update are necessary and are likely, if implemented successfully, to enable the Youngstown City Schools to reach Continuous Improvement for two consecutive school years, but are insufficient for the school district to emerge as a 21<sup>st</sup> Century system of schooling.**

The Youngstown City School District has 15 schools and they cannot be lumped together because their performance is different. Recognizing and acting on these differences is important to the future progress of the school district.

The Youngstown Early College High School is an example of a school that has met all of the ARPU school attributes. It has a “big, hairy audacious goal,” i.e. to graduate 100% of its students with a high school and associate degree. It has partnerships with Eastern Gateway Community College and Youngstown State

University. It belongs to a statewide network of Early College High Schools. Instruction in the school is above grade level with supports for all students regardless of what skills they had when they entered the school. In recognition of its rating of Excellent for each of the last three school years, and its recognition as a School of Promise for the last five years, the YADC hereby exempts the school from the requirements of the plan and challenges the school to increase its rating to Excellent With Distinction.

The September 2012 meeting of the YADC will be devoted to a discussion of school and district results. Further exemptions will be considered if other schools reach excellent ratings. For example, Kirkmere and Rayen Early College

have had ratings of Continuous Improvement ratings for three years and two years respectively (Rayen Early College is now three years old) and have met the value added component. McGuffey has moved from Academic Watch to Continuous improvement for two years and Taft has moved from academic emergency to effective. In each year of the last three years, Volney has moved up a rating from Academic Emergency to Continuous Improvement.

Some have not moved their ratings for three years: Chaney (Academic Watch) and University Project Learning Center (Academic Emergency). Some schools have gone up and down, namely Williamson, Paul C. Bunn and Harding. Regrettably, East High School has gone from Academic Watch to Academic Emergency.

*East and UPLC are in year 2 of their SIG grants with an initial award in July, 2010. East and UPLC adopted the transformation intervention model which requires the following components of reform:*

- *Replace the principal*
- *Adopt a new principal and teacher evaluation system that takes into account student growth as a significant factor,*
- *Adopt practices designed to recruit, replace, and retain staff, identify*
- *Utilize and instructional model based on student data,*
- *Identify and reward staff increasing student outcomes*
- *Ensure job-embedded PD*
- *Ensure continuous use of data, including the inclusion of SIG components in the IMM tool*
- *Implement increased learning time plan*
- *Provide ongoing mechanism for community and family engagement*
- *Partner to provide social-emotional and community oriented services and supports*
- *Provide operating flexibility to support reform*

**In recognition of [the Youngstown Early College High School's] rating of Excellent for each of the last three school years, and its recognition as a School of Promise for the last five years, the YADC hereby exempts the school from the requirements of the plan and challenges the school to increase its rating to Excellent With Distinction.**

- *Participate in ongoing technical assistance*

*Chaney is in year 1 of its SIG grant with initial award in July, 2011. Chaney adopted the turnaround intervention model which requires the following components of reform:*

- *Replace the principal,*
- *Use locally adopted competencies to rehire no more than 50% of staff*
  - *Adopt practices designed to recruit, replace, and retain staff*
  - *Identify and utilize and instructional model based on student data*
  - *Identify and Reward Staff Increasing Student Outcomes*
  - *Ensure job-embedded PD*
  - *Ensure continuous use of data, including the monitoring of SIG components in the IMM tool*
  - *Implement increased learning time plan*
  - *Partner to provide social-emotional and community oriented services and supports*
- *New governance structure*
- *Provide operating flexibility to support reform*
- *Participate in ongoing technical assistance*

Together, everyone in the central office must reassess the relationship of their role to school improvement. The YADC observes that the district is suffering from initiative overload resulting in uneven implementation of initiatives and a lack of focus on grade level instruction in each school. Often the point of contact, i.e. the teacher and the students in the classroom is overlooked as well intentioned roll outs of new initiatives occur. Changing the development of initiatives from a top down strategy to a balanced bottom up, top down strategy would result in better performance in the schools. Central office staff visits are recommended to districts with similar demographics that have turned their performance around. Maple Heights was

recommended as one such district. Others are recommended as sites to visit for individual school improvement: Canton for high school improvement and Akron for its development of focused specialty schools that attract students from out of the district.

Examination of the past year’s principal professional development schedule shows that many topics are covered, but in-depth follow-up does not occur. As a result, dilution happens. For example, in some cases, principals describe support programs as the school program. In one instance, Read 180, a support program for students not reading on grade level, was described as the program for the school. Further, an implementation grid analysis of the July 2010 Academic Recovery Plan, prepared by the Deputy Superintendent for Academic Affairs, shows that some of the academic supports have not been fully implemented (see Table IV). The district curriculum office needs to create a one page graphic that clearly shows the support programs at the various grade levels as strategies underpinning on grade level instruction. A PowerPoint presentation needs to be created that captures the specifics of how to use the support programs at each grade level while ensuring that grade level instruction occurs.

Youngstown City Schools needs to play to its strength with its initiatives. Best practice workshops for principals were scheduled in January and February and will continue during March and May. It is suggested that the principals identify best practice instruction in their building.

Videos of examples of the best practice in YSCD might be made by the Career Tech TV program, shown at one of future workshops and preserved for use with new principals. The 2009 Ohio Teacher of the year teaches at East HS. Showcasing her work and the work of the many others like her is sure to build enthusiasm for outstanding and effective instruction and institutes collective efficacy or the belief that all children can learn.

*East, Chaney, and UPLC are required to identify and implement an instructional model as a part of their reform model. Currently all three buildings have selected the direct instruction model, although job-embedded professional development and implementation are not at sufficient levels of development for the direct instruction model to be successful in increasing achievement. Through operating flexibility to the principals and the shared governance practice including budgeting, all three buildings should have the ability to screen and select external partners to assist with the instructional model as well as the monitoring of it through daily principal walkthroughs with immediate feedback to teachers. However, external partners for instructional models are not present in the SIG schools.*

**Youngstown City Schools needs to play to its strength with its initiatives.**

In some schools, the current misinterpretation of compliance in the Youngstown City Schools is impeding progress. The State Department of Education requirement for setting school

targets and establishing district, building and teacher leadership teams does not mean that individual schools should not establish or are prevented from establishing ambitious school goals that specifically state the school’s intention to instruct all students on grade level with sufficient supports to achieve success for all students. Furthermore, merely having the required policies or procedures is not enough. For example, the school district has in place a credit flexibility policy but does not have any credit flexibility options for students.

The YADC finds that current school district financial procedures do not permit the schools to implement their plans for achieving student success in a timely manner. Schools do not have their budgets prior to the opening of the school year, SIG grant funds and Title I funds are not available to hire staff or force the district to use general funds for Title I hires until February.

District reporting to the State regarding staffing is impeded by these procedures and results in peculiar staff coding problems that should not exist. Most disturbing is the fact that this problem, unlike all other problems in the district, is not

openly addressed. In fact, this problem surfaced only after the YADC asked for enough reports and refused to be put off. The fact that the Treasurer reports directly to the Board of Education and not the Superintendent is currently being interpreted in ways that do not allow the Superintendent, Principals, teachers and others to appropriately do their jobs. The Board of Education must correct this problem immediately.

*Specifically, the three SIG buildings have over 2 millions dollars in competitive grant money to support sweeping and ambitious school turnaround components including extended day/increased learning time opportunities for students, but despite funds being awarded by ODE and available beginning in July of each fiscal year, funds and budgets are not readily available under the shared governance/new governance component for Building Leadership Teams (BLTs) to use. The Ohio Department of Education offers technical assistance to BLTs and principals in budgeting and shared governance of SIG to assist buildings in using funds correctly and in a timely fashion. ODE monitoring of the three SIG buildings has prescribed specific recommendations the district should be following to resolve SIG finance issues.*

*The Youngstown City school district needs to do intensive financial planning in the manner recommended by Hess, F.M. & Osberg, E., Eds. (2010). *Stretching the School Dollar*. Cambridge, Mass.: Harvard Education Press. YADC has requested the costs per pupil, per school to begin this planning process. Table V shows the beginning of that work. It is expected that the 2010-2011 and 2011-2012 costs will be reviewed at the May 17, 2012 meeting of the YADC. The 2012-2013 costs will be reviewed at the September 20, 2012 meeting. This tool should help with the coding problems that are noted above.*

Both the high school and college going rates without remediation must increase. As reported on

the most recent Report Card, the Youngstown City Schools graduated 67.8% of its students in the 2009-2010 school year compared to 58% in 2008-2009. Too few of those students continued their educational pathway. Too much remediation was required for those students who enrolled in Ohio public colleges and universities. The most recent report from the Ohio Board of Regents shows that Youngstown students graduating in 2009 and enrolling at a public Ohio university in fall 2009 had very high remediation rates: 38% of Youngstown Early College HS graduates, 72% of Chaney HS graduates and 83% of East HS graduates entering college students needed remediation in Math or English.

**Except for Early College High School and the Choffin Career Center, the culture of the high schools must change from the notion that high school graduation is enough for most, to a college expectation, not just for some, but for all**

*Instituting the use of Student Tracker at each of the high school locations would provide the district better data regarding graduates. The cost is only \$425 per school per year.*

*It is interesting to note on Table I that while the percentage of students taking the ACT test has steadily grown over the last three years, the average score has remained constant at 17. Except for Early College High School*

and the Choffin Career Center, the culture of the high schools must change from the notion that high school graduation is enough for most, to a college expectation, not just for some, but for all. While some will choose to continue their education and achieve industry standard certificates, others will choose to attain an associate degree or enroll in a baccalaureate program. There are dual enrollment opportunities in Advanced Placement courses, College Tech Prep, and college programs and courses, but the enrollments, compared to the total high school enrollments, are too low and must increase. Credit flexibility opportunities must be created.

Except for College Tech programs currently located at Choffin or the Visual and Performing Arts Satellites housed at the Cheney Campus, technology is not yet integrated into the Youngstown City Schools' classrooms. We live in

a world where high quality information is available 24/7 and where college and the workplace now require the identification of quality information and effective use of this information. Beginning stage requirements for integrating technology in the high school classrooms are a part of this update, but must be extended to the pre-K-9 curricula.

Youngstown City Schools' students continue to perform below expected levels on state assessments or requirements, except 11<sup>th</sup> grade writing and attendance. While some progress was made from the 2009-2010 school year to the 2010-2011 school year, the school district's rating for 2010-2011 school year is Academic Watch. Regrettably, student performance on current State of Ohio tests is not increasing appreciably. As Table I indicates, in some cases, notably OGT Science, performance is decreasing. In other cases, notably 7<sup>th</sup> Grade Reading, student performance is variable. Even in those cases where student achievement is increasing, the increases are a long way from meeting the current State Standards.

Significant improvement must be made in the next school years. The pace of change must increase appreciably. A significant shift in school practice must happen. Expectations for all must be increased and the perceptions of community, parents, teachers, principals, central office employees and students must be aligned to the notion that all students are capable and will perform at high levels with sufficient supports for success.

Therefore, instead of merely using data to describe and remediate current performance, as previously

mentioned, all students must be instructed at or above grade level using data to construct needed supports. The "You Can" theme that is used at Choffin Career Center and the theme of success at Early College High School must become the theme for all high school programs. Students at the Choffin Career Center know that they can graduate with industry certifications or college credits and students at Early College High School know that they can earn a high school diploma and an associate degree. Now work must be done so that all high school students know how their current educational program relates to their life in the future.

**Significant improvement must be made in the next school years. The pace of change must increase appreciably. A significant shift in school practice must happen.**

Policies of the Board of Education and guidelines for implementation must be in line with 21<sup>st</sup> Century practice and must contain timelines that make it possible to plan and implement school programs that are fiscally responsible as well as educationally exciting and effective.

Youngstown City Schools continues to lose students except at the Choffin Career and Technical Center. High quality programmatic choices for students must increase.

The YADC has clearly specified outside sources of funding for aspects of this plan. Where outside sources are not specified, district funds from the normal operating budget or funds from Title I allocations or other federal funds will be used.

In conclusion, an educated workforce is necessary to attract new business and industry to Youngstown. The Youngstown City Schools and its partners can lead the way in transforming the current educational attainment statistics outlined in Table III.

### **Overarching Strategy: To Establish the Conditions that Cause the YADC to Cease to Exist**

By August 2013, the Youngstown City School District will be designated for two consecutive years as no lower than "Continuous

Improvement" in Ohio's statewide accountability system.

## Enabling Strategies

### **Strategy I: To embed community partnerships within the structure of the district to ensure that the schools and the community have a culture of high expectations for the students of YCSD.**

**Required Action I-1:** YCSD will actively participate in a community engagement process that will begin in February 2012

1. The Superintendent and his executive team will prepare a one page document, labeled baseline data, that includes school and district ratings, high school graduation rates by school, college going rates by school, and remediation rates by school. This document will be reviewed by the YADC in February 2012. Following that review, the Superintendent and his team will make the suggested changes, if any, and the document will be used in the community engagement process described below.
2. In February 2012, the Wean Foundation will employ a consultant or group of consultants to develop a plan to undertake a community engagement process focused on increasing community expectations and aspirations for high achievement by all students.

The plan will be reviewed by the YADC in March 2012 and the plan or the revised plan should the YADC make changes, will be implemented in the timeframe from April to June 2012.

At a minimum the plan will include training of focus group facilitator teams that include YCSD teachers, parents and community members in March, 2012; holding numerous focus group meetings in March and April 2012 focused on identifying community aspirations and identifying goals from the baseline data; compiling the focus group data and sharing that data at a large community meeting in early June, 2012; gleaning feedback about the plan at the June 2012 meeting and preparing a report with recommendations for district goals reflecting high aspirations for students, and ways to continue to develop community engagement.

The YADC will review the report at its August 2012 meeting.

3. The Superintendent and his executive team will prepare an implementation plan reflecting the recommendations made in the Community Engagement Report. The YADC will review this plan at its August 2012 meeting.

When the community engagement plan is approved by the YADC, the Youngstown City Schools Board or Education, upon the recommendation of the Superintendent, will revise all policies and guidelines, including, but not limited to Policy numbers 0110 and 1110 to reflect new goals that emerge from the plan. The school district website will be revised to reflect the actions of the school board.

The Superintendent will provide quarterly reports regarding the progress of implementation to the YADC

**Required Action I-2:** YCSD will actively seek and add additional partners to help newly instituted ideas mature to success

1. February 2012: The Superintendent and his team will plan a convening with the Wean Foundation and will identify all partners willing to work voluntarily with the school district on a long-term basis to raise student achievement. The identified partners will come together in March to compose an inventory of all existing and new partnerships with a specific statement of what each partner is willing to do voluntarily short term and long term to help raise student achievement. A report of these partnerships will be shared with the YADC at its May 2012 meeting.
2. The YCSD Revitalization Plan for the 2011-2012 School Year added the Science, Technology, Engineering & Mathematics, and Visual Performing Arts schools at Chaney High School. East HS enrolls grades 10-12 and

has concentrations for OHSAA, Business, Education and Law.

The Superintendent, or his designee, will work with the principals at Chaney and East to form community and state partnerships for each of the schools at Chaney and East except Early College High School and the Choffin Career Tech programs. The Science, Technology, Engineering & Mathematics school is partnering with Youngstown State University and area businesses to provide internships and scholarships for STEM students. The STEM school might join the statewide network of STEM schools as an associate member, thereby benefiting from the experience of others engaged in the same work.

A report of the additional partnerships formed will be shared with the YADC at its May 2012 meeting.

The school district website will be revised not later than August 2012 to include all partnerships and to distinguish between school district service providers and community partners. *Currently all three SIG buildings are required to maintain lists of all partnerships, and partners not identified in the grant narrative are to be recorded into the CCIP History Log.*

When the community engagement plan is approved by the YADC, the Youngstown City Schools Board of Education, upon the recommendation of the Superintendent, will revise all policies and guidelines to reflect new partnerships that emerge from the plan and the school district website will be revised to reflect the actions of the school board.

The Superintendent will provide quarterly reports about additional partnerships created to the Youngstown Academic Distress Commission.

## **Strategy II: To Increase Student Choice Grades K-9 and 10-12**

Background: It is generally true that if parents and students choose their school, student performance is higher. YSCD has experienced this phenomenon with Early College HS and Choffin Career Center.

**Required Action II-1:** The Youngstown City School District Revitalization Plan for the 2011-2012 School Year created 6<sup>th</sup> and 7<sup>th</sup> Grade Academies at Volney and Wilson schools and an 8<sup>th</sup> and 9<sup>th</sup> grade academy at P. Ross Berry School. Further work is needed to clearly identify choices within these schools and choice needs to be expanded for students in grades K-5.

1. The Superintendent will recommend a consultant using district funds for an amount not to exceed \$4,500. The consultant will be approved by the YADC, and will work with a district created taskforce of teachers, principals, parents and community members to

investigate the implementation of new academies with choices for students K-9.

2. The recommendations of this committee and an implementation plan will be reviewed by the Academic Distress Committee at its May 2012 meeting.

**Required Action II-2:** The taskforce will continue its work during the 2012-2013 school year and will investigate other options K-12 including but not limited to beginning a school district sponsored High Tech HS, an alternative credit recovery high school program, a blended-learning flex school, Rocketship School, *Asia Society School*, or KIPP academy in the fall of 2013.

The YADC will review this report at its November 2012 meeting.

### **Strategy III: Creating Credit Flexibility, Expanding Advanced Placement, Dual Credit Opportunities and Redefining Distance Learning Opportunities**

Youngstown City School District Revitalization Plan for the 2011-2012 School Year created or enhanced focused programs at East (OHSAA, Business, Education, and Law) and Chaney (Rayen Early College, Science, Technology, Engineering & Mathematics, and Visual Performing Arts). Career/Technical Education is located at the Choffin Campus. For the 2012-2013 school year, Career/Technical programs associated with the programs at East and Chaney will move from Choffin to those schools.

**The YADC strongly recommends that in addition to advertising open enrollment for these programs on the district website, a DVD about the programs be created with student testimonials and all of the dual credit opportunities explicitly outlined. The DVD should be mailed to every household in Youngstown that includes a high school age student, and in the case of Chaney, every household that includes a grade 6-8 student.**

***Required Action III-1:*** Further work is needed during the 2012-2013 to create credit flexibility options, expand the Advanced Placement and dual credit course offerings, and expand the use of blending learning possibilities.

Currently Chaney has 3 students enrolled in AP Calculus and East has 19 students enrolled in AP Literature and Composition, 2 in AP Calculus and 6 in AP Chemistry. The number enrolled and the AP options for students must increase. Mean scores must increase. The 2010-2011 statistics reported by College Board indicate that, no students enrolled in AP took the AP exam., However, the district reports that students did take the AP test: 14 students with a mean score 1.07 in Biology, 18 students with a mean score of 1.0, 4 students in Chemistry with a mean score of 1.0, 18 students with a mean score in English Language, 38 students with a mean score of 1.53 in English Literature, and 27 students with a mean score of 1.07 in U.S. Government. The most recently issued College AP report (February 2012) shows that no AP courses were offered in Youngstown. Since scores and courses are not reported by the College Board, it must be that the Youngstown City Schools are not registering their

courses and submitting the required update information. This must change.

*Currently the SIG reform model of transformation (East, UPLC) or turnaround (Chaney) supports the shared governance/new governance component which would allow the buildings to develop credit flexibility programs to meet the needs of their student populations.*

The Deputy Superintendent for Academic Affairs will work to investigate AP distance learning opportunities throughout the state and investigate AP online learning opportunities that could be implemented in the 2012-2013 school year, and will work with a committee of teachers and members of the technology department in September, October and November of 2012 to consider opportunities to add for the 2013-2014 and the 2014-2015 school years. For example, the STEM high might add AP Biology, AP Chemistry, AP Physics B, and AP Computer Science A. Students from other Youngstown City Schools may wish to join these classes in a distance learning arrangement.

The committee may also consider adding pre-AP strategies and courses to prepare more students to enroll in advanced AP courses (see <http://sitesearch.collegeboard.org/?q=pre-AP&searchType=site>). These strategies should include incorporating the Avid College Readiness Program into the high School and middle school.

The Deputy Superintendent will present the 2013-2014 Program of Studies reflecting the creation of credit flexibility options, expanded Advanced Placement and dual credit opportunities, blended learning and distance learning possibilities, to the YADC for review at its December 2012 meeting.

***Required Action III-2:*** The Superintendent will recommend changes to Board Policy 2131 and guidelines that more clearly reflect the graduation and dual credit outcomes underlying the high school revitalization plan. The changes will be reviewed by the YADC in October 2012 and the Board of Education will adopt a new policy not later than December 2012.

***Required Action III-3:*** Classroom instruction at the high school must include the use of technology beyond using whiteboards as electronic worksheets. During the 2012-2013 school year, at a minimum, all high school classrooms (grades 9-12) will use the free Massachusetts Institute of Technology Open Courseware website <http://ocw.mit.edu/index.htm> to select appropriate lectures, labs, demonstrations or materials from the more than 2000 Massachusetts Institute of Technology courses or from the section of the website entitled “Highlights for High School.”

*In all three SIG schools, the selected direct instruction model can be enhanced to require use of the MIT Open Courseware website in weekly lesson plans in all classes, and job-embedded professional development can focus on supporting the direct instruction model and the MIT Open Courseware.*

*Using the shared/new governance model and the SIG budget revision process, each SIG BLT can perform a technology audit to determine what technology equipment and professional development would be needed to support the direct instruction model and the MIT Open Courseware. Through the transformation component of identifying and rewarding staff who increase student achievement, UPLC and East*

## **Strategy IV: Principal Professional Development Plan 2012-2013 School Year**

Principal training must be focused on creating vibrant schools where the instruction is at or above grade level for all students with appropriately designed student supports.

*SIG building leaders (East – 1, UPLC – 1, Chaney – 2) have completed, or in process of completing, the Ohio State University’s Executive Principals’ Leadership Academy, which is supported by ODE and which includes an emphasis on developing and sustaining the leadership message, utilizing principal walkthrough and data to impact teaching and learning, identifying communication styles, and developing and deploying strategic plans to increase adult implementation of targeted achievement goals.*

*staff can use the direct instruction model and the MIT Open Courseware to increase student achievement to levels where the SIG incentive can be received. Through the turnaround component of rehiring no more than 50% of the staff using local competencies, Chaney has assembled a teaching faculty who were screened in part on their ability and willingness to utilize technology in the STEM program to increase student achievement.*

Many of the courses at the Massachusetts Institute of Technology Open Courseware website contain website citations directing students to original materials housed at the Library of Congress, National Archives, etc. The school librarians and members of the technology department will make sure that students can access these sites from classroom computers and computers in the school library.

High School Principals will share the results of this requirement in a report with students and teachers present twice during the 2012-2013 school year at YADC meetings scheduled in December 2012 and May 2013.

If the high school teachers and the high school staff wish to suggest that alternative websites be used based upon their findings, the YADC will entertain this discussion in December 2012.

***Required Action IV-1:*** The Deputy Superintendent for Academic Affairs will create a team of principals in March 2012 that at a minimum will include one from a high school, one from a 6-7 school academy, one from an 8-9 school academy and one from an elementary school. This team will create a 2012-2013 Principal Profession Development Plan focused on school turnaround strategies, *cultural literacy, on grade level instruction for all, and the development of a college access program* that a minimum will include:

1. An extended Principal Retreat in June 2012, focused on school turn around strategies will be held. Presenters for this retreat will be

selected by the team and identified in the plan. The Retreat will include:

- a. An extensive book study conversation led by the Superintendent. The selected books will be identified in the plan. One possible selection might be: *Karin Chenoweth, How It's Being Done: Urgent Lessons from Unexpected Schools* (Harvard Education Press, 2009). *SIG building leaders who have attended the Ohio State University's Executive Principal Leadership Academy will be able to recommend additional leadership publications through The Harvard Business Review, and can also recommend leadership consultants and presenters from The Ohio State Fisher School of Business and related associations.* Other possible books should be selected from the works of Lisa Delpit, Glenn Singleton, Dr. Mohamed, and Renee Rodriguez. The discussion will result in the development of a turn around strategy plan by each principal. The Deputy Superintendent will review these plans and will discuss them at the August 2012 retreat.
- b. An extended conversation about how to work with school leadership teams to create the 2012-2013 school plans that reframe the school vision to: "We will not rest until..." and the expectation that grade level instruction with supports will be implemented in all preK through 12 classrooms. *The Deputy Superintendent will review the one page graphic that clearly shows the support programs at the various grade levels as strategies underpinning on grade level instruction. The PowerPoint presentation that captures the specifics of how to use the support programs at each grade level while ensuring that grade level instruction occurs will be reviewed.*

At the retreat, each principal will create an implementation plan for review by the Deputy Superintendent for Academic Affairs. *Prior to the retreat principals with SST Region 5 support will have Building Leadership Teams (BLT) evaluate current improvement plan implementation and impact. Principals will report results at the*

*retreat. After the retreat, the principals with SST support will lead the BLT in revamping the current building level Ohio Improvement Process Plan to become the single comprehensive plan that will be entered into the school's CCIP and IM/M tools. Monthly BLT meetings will focus on adult implementation data and impact on student performance.*

- c. *The single comprehensive plan must be implemented at the teacher-level. Using the Teacher-Based Team structure, teacher-level teams will collaboratively plan and focus on grade level instruction with supports. The principals with SST Region 5 support will monitor the implementation of the five-step process to provide feedback and support to all preK-12 TBTs.*
- d. The examination and selection of an instructional system for Youngstown City Schools that is designed to move instruction from the basic knowledge level to the more complex levels required in the new Ohio standards. *SIG principals and BLTs, because of the SIG requirement of adopting and implementing an instructional model, can provide guidance based on their "early adopter" stance in this area. One example that could be selected is the Rigor/Relevance Framework® developed by the International Center for Leadership in Education <http://www.leadered.com/rrr.html>. Led by the Deputy Superintendent for Academic Affairs, the principals will develop a district-wide roll out of this system during the 2012-2013 and 2013-2014 school years. With SST Region 5 supports, the district will develop a monitoring system for adult implementation of the instructional system to ensure fidelity to the selected framework. The data gathered will be monitored at the TBT, BLT and DLT levels.*
- e. An extensive discussion about how to use technology daily in the schools will occur. A plan for technology integration that involves the staff will be developed for each school and will include the suggested roll out. The Deputy Superintendent will review

these plans and will discuss them at the August 2012 retreat.

- f. Principals in schools with grades 8 and 9 and High School Principals will develop a draft college access plan that will include the implementation of Avid College Readiness Strategies, administering Explore in the 8<sup>th</sup> grade with workshops for students and parents, changing the expectation to all students will graduate college and career ready and pathways for all students to pursue further educational opportunities. *The plan will also include the use of Student Tracker and ways to raise ACT scores.* Prior to the retreat, the principals will gather feedback from their staff to inform their work.
  - g. An extended discussion of how principals will meet the requirements of the Ohio Department of Education Teacher Evaluation System training and the new principal evaluation system of the Youngstown City Schools.
2. An extended Principal Retreat focused on data from the 2012-2011 and the results of the June 2012 retreat will be held in August 2012. At a minimum the retreat will include:
    - a. The Deputy Superintendent for Academic Affairs will lead an extensive discussion of the results from the 2011-2012 school year. *The SST Region 5 will support the DLT in refining its single plan based on outcome data from the 2011-12 school year. With SST support, each school will develop a tentative plan for improvement to be discussed by each school leadership team in September 2012.*
    - b. The Deputy Superintendent for Academic Affairs will lead an extensive discussion of the common threads of the turnaround plans and the technology integration plans developed in August. These threads will be used by the principals to further refine the June plans into a final plan.
  3. Outlines for monthly Principals' meetings will be included in the plan and will include:
    - a. Reports from each school in the Youngstown City Schools by a visiting principal/teacher team to a high performing, high poverty school. Schools to visit can include Youngstown Early College High School or be identified by visiting The Thomas B Fordham website <http://www.edexcellence.net/publications/needles-in-a-haystack.html> and watching the videos from a report issued March 25, 2010 entitled, *Needles in a Haystack: Lessons from Ohio's high-performing, high-need urban schools* by Quentin Suffren , Theodore J. Wallace , Terry Ryan , and Emmy L. Partin. Or, schools to visit may be selected from the State of Ohio's ranking of schools list that can be found on the Ohio Department of Education website. *Middle Schools might choose to visit middle schools in Ohio identified as Ohio Schools to Watch, Reaching for the Stars, listed at: <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1222&ContentID=5407&Content=119366>.* The reports will include turnaround strategy findings from the visits and suggested ways for Youngstown City Schools to implement those findings.
    - b. Reports in December 2012 by 4 principals—one from each school level attending the Education Trust Conference in November 2012. The reports will include findings from the conference and suggested strategies for Youngstown City Schools to implement those findings.
    - c. Reports from the Principals who attend sessions at The Ohio State University related to the Ohio School Improvement Grants. The reports will include findings from the session and suggested strategies for Youngstown City Schools to implement those findings.
    - d. Led by the Deputy Superintendent of Academic Affairs *with SST Region 5 support*, all principals will discuss the one page summaries written by the principals

prior to the meeting outlining the successes and challenges of their implementation *as discussed and data summarized at BLT* of selected turn around strategies during the previous month and successes and challenges with implementing on grade level instruction. Written suggestions for addressing the challenges agreed to during

the meeting and celebrating the successes will be e-mailed by the Deputy Superintendent of Academic Affairs one week following the principals' meeting.

The Deputy Superintendent and his team will present the Principal Professional Development Plan to the YADC in June 2012.

## **Strategy V: Up-to-Date Ohio Standards Based PreK-12 Literacy, Math, Science and Social Studies Plans will be Developed by the Youngstown City Schools**

Currently the Youngstown City Schools does not have up-to-date plans for the new Ohio Standards PreK-12 Literacy, Math, Science and Social Studies.

***Required Action V-I:*** Up-to-date plans for the new Ohio Standards PreK-12 Literacy, Math, Science and Social Studies plans will be developed by the Youngstown City Schools

Prior to developing these new plans, members of the central office curriculum office, teachers and the Deputy Superintendent for Academic Affairs will visit districts with similar demographics and determine how these districts are approaching this issue. Members of the central office will also visit the Fordham Foundation website <http://www.edexcellence.net/commentary/videos/?show=312201166> and view the videos about common core implementation. Also, the curriculum team will spend extensive time mining the Ohio Department of Education website (<http://ims.ode.state.oh.us/ODE/IMS/RTT/Tools/>) that contains well laid out examples of the elements of such a plan. Rather than repeating what is available, websites may be referenced in the plans for easy use by the teachers.

The plan will be developed by asking teachers to try out recommended lessons, giving feedback,

and putting those lesson examples into the plan. However, the conversation about the lessons will occur at the buildings and will be a part of the 2012-2013 strategy for on grade level teaching.

Some teachers may choose to pilot ACT Quality Core exams in the high school content areas. Student results will be used to inform the development of the plans. Important changes must be included in the plans:

1. Reading complex text requirement and using text to make complex inferences and coherent arguments,
2. Ability to write based upon what you read,
3. Prescribed curriculum does not work well with common core,
4. Literacy strands extend across all content curricula

The plan will be presented to content specialists at the Ohio Department of Education by January 2013, revised with their feedback and adopted by the YADC in May 2013.

**Strategy VI: School Finance**

**Required Action VI-1:** The School Treasurer will give reports at regularly scheduled YADC meetings as requested.

**Required Action VI-2:** The School Treasurer and the Superintendent will present the October count report at the YADC October 2012 meeting.

**Required Action VI-3:** The School Treasurer will present the 5 year forecast at the YADC November 2012 and May 2013 meetings.

**Required Action VI-4:** YCSD will prepare a costs per pupil analysis by school. The 2010-2011 and 2011-2012 costs will be reviewed at the May 17, 2012 meeting of the YADC. The 2012-2013 costs will be reviewed at the September 20, 2012 meeting.

**Strategy VII: SST will co-plan and co-facilitate the District Leadership Team’s (DLT) implementation and internal monitoring of a single comprehensive plan (“one-plan”) for grades pre-K-9 and the High School portion of the plan will be monitored by a representative appointed by the Ohio Office of School Turnaround.**

*The DLT will restart with the new vision and overarching goal “We will not rest until we graduate our students college and career ready”.*

**Required Action VII-1:** YCSD DLT will revise the current Ohio Improvement Process plan to ensure the newly revised strategies are included in the implementation and monitoring process.

1. *During the March 28, 2012 meeting, YCSD DLT will evaluate current plan implementation and impact. The newly updated ARP (Academic Recovery Plan) will be presented.*
2. *During the April 18, 2012 meeting, YCSD DLT will revise the current Ohio Improvement Process Plan to become the single comprehensive plan that will be entered into*

*the CCIP and IM/M tools.*

3. *During the May 18, 2012 meeting, YCSD DLT will outline the internal implementation and monitoring system.*
4. *Monthly DLT meetings will focus on district and building adult implementation data and impact on student performance.*

*The SST and the representative from the Ohio Office of School Turnaround will report its progress at monthly meetings of the YADC beginning in May 2012. The SST may add days for this work as described in Attachment I, in an amount not to exceed \$9600 to be paid from the district’s set aside SST funds.*

**Monitoring of the Youngstown Academic Recovery Plan Update, March 15, 2012**

The YADC will monitor the Youngstown Academic Recovery Plan Update, February 23, 2012 on the following schedule. Additional updates will be considered as the need arises.

<b>March 15, 2012 – Volney School, 2:00 PM</b>	
<b>Strategy I</b>	<b>Description:</b> To embed community partnerships within the structure of the district to ensure that the schools and the community have a culture of high expectations for the students of YCSD.
	<b>Required Action I-1:</b> YCSD will actively participate in a community engagement process that will begin in February 2012

	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Review and comment on one page Baseline Data Document</li> <li>• Review and comment on Community Engagement Plan Development by the Wean Foundation</li> </ul>
<b>Strategy II</b>	<p><b>Description:</b> To increase student choice grades K-9 and 10-12</p>
	<p><b>Required Action II-1:</b> The Youngstown City School District Revitalization Plan for the 2011-2012 School Year created 6<sup>th</sup> and 7<sup>th</sup> Grade Academies at Volney and Wilson schools and an 8<sup>th</sup> and 9<sup>th</sup> grade academy at P. Ross Berry School. Further work is needed to clearly identify choices within these schools and choice needs to be expanded for students in grades K-5.</p> <p>1. The Superintendent will recommend a consultant using districts funds for an amount not to exceed \$4,500. The consultant will be approved by the YADC, and will work with a district created taskforce of teachers, principals, parents and community members to investigate the implementation of new academies with choices for students K-9.</p>
	<p><b>Topic:</b> Review and Approval of Consultant</p>
<p><b>April 26, 2012 – Wilson School, 2:00 PM</b></p>	
<p><b>May 17, 2012 – Mary Haddow School, 2:00 PM</b></p>	
<b>Strategy I</b>	<p><b>Description:</b> To embed community partnerships within the structure of the district to ensure that the schools and the community have a culture of high expectations for the students of YCSD.</p>
	<p><b>Required Action I-2:</b> YCSD will actively seek and add additional partners to help newly instituted ideas mature to success</p>
	<p><b>Topic:</b> Superintendent will report on additional partnerships formed</p>
<b>Strategy II</b>	<p><b>Description:</b> To increase student choice grades K-9 and 10-12</p>
	<p><b>Required Action II-1:</b> The Youngstown City School District Revitalization Plan for the 2011-2012 School Year created 6<sup>th</sup> and 7<sup>th</sup> Grade Academies at Volney and Wilson schools and an 8<sup>th</sup> and 9<sup>th</sup> grade academy at P. Ross Berry School. Further work is needed to clearly identify choices within these schools and choice needs to be expanded for students in grades K-5.</p> <p>1. The Superintendent will recommend a consultant using districts funds for an amount not to exceed \$4,500. The consultant will be approved by the YADC, and will work with a district created taskforce of teachers, principals, parents and community members to investigate the implementation of new academies with choices for students K-9.</p> <p>2. The recommendations of this committee and an implementation plan will be reviewed by the Academic Distress Committee at its May 2012 meeting.</p>
	<p><b>Topic:</b> Review recommendations and implementation plan.</p>
<b>Strategy VI</b>	<p><b>Description:</b> School finance</p>
	<p><b>Required Action VI-4:</b> YCSD will prepare a costs per pupil analysis by school. The 2010-2011 and 2011-2012 costs will be reviewed at the May 17, 2012 meeting of the YADC.</p>
<b>Strategy VII</b>	<p><b>Description:</b> SST will co-plan and co-facilitate the District Leadership Team’s (DLT) implementation and internal monitoring of a single comprehensive plan (“one-plan”)</p>
	<p><b>Required Action VII-I:</b> The SST will report its progress at monthly meetings of the YADC beginning in May 2012</p>

<b>June 14, 2012 – Administrative Offices, 2:00 PM (time and date to be verified)</b>	
<b>Strategy IV</b>	<b>Description:</b> Principal Professional Development Plan 2012-2013 School Year – Principal training must be focused on creating vibrant schools where the instruction is at or above grade level for all students with appropriately designed student supports
	<b>Required Action IV-1:</b> The Deputy Superintendent for Academic Affairs will create a team of principals in March 2012 that at a minimum will include one from a high school, one from a 6-7 school academy, one from an 8-9 school academy and one from an elementary school. This team will create a 2012-2013 Principal Profession Development Plan focused on school turnaround strategies, <i>cultural literacy and on grade level instruction for all</i> .
	<b>Topic:</b> The Deputy Superintendent and his team will present the Principal Professional Development Plan to the YADC in June 2012.
<b>Strategy VII</b>	<b>Description:</b> SST will co-plan and co-facilitate the District Leadership Team’s (DLT) implementation and internal monitoring of a single comprehensive plan (“one-plan”)
	<b>Required Action VII-1:</b> <i>The SST will report its progress at monthly meetings of the YADC beginning in May 2012</i>
<b>July 19, 2012 – Administrative Offices, 2:00 PM (time and date to be verified)</b> <b>Consider canceling this meeting</b>	
<b>August 16, 2012 – Administrative Offices, 2:00 PM (time and date to be verified)</b>	
<b>Strategy I</b>	<b>Description:</b> To embed community partnerships within the structure of the district to ensure that the schools and the community have a culture of high expectations for the students of YCSD.
	<b>Required Action I-1:</b> YCSD will actively participate in a community engagement process that will begin in February 2012
	<b>Topics:</b> <ul style="list-style-type: none"> <li>• Review report from Wean Foundation Community Engagement process.</li> <li>• Review Superintendent’s Implementation Plan based upon the recommendations of the Community Engagement Process presented by the Wean Foundation.</li> </ul>
<b>Strategy VII</b>	<b>Description:</b> SST will co-plan and co-facilitate the District Leadership Team’s (DLT) implementation and internal monitoring of a single comprehensive plan (“one-plan”)
	<b>Required Action VII-1:</b> <i>The SST will report its progress at monthly meetings of the YADC beginning in May 2012</i>
<b>September 20, 2012 – Martin Luther King, 2:00 PM (time and date to be verified)</b>	
	<b>Topics:</b> <ul style="list-style-type: none"> <li>• Review of 2011-2012 Accountability Results</li> <li>• Review of Suggested Updates to the Academic Recovery Plan</li> </ul>
<b>Strategy VI</b>	<b>Description:</b> School finance
	<b>Required Action VI-4:</b> YCSD will prepare a costs per pupil analysis by school. The 2012-2013 costs will be reviewed at the September 20, 2012 meeting
<b>Strategy VII</b>	<b>Description:</b> SST will co-plan and co-facilitate the District Leadership Team’s (DLT) implementation and internal monitoring of a single comprehensive plan (“one-plan”)
	<b>Required Action VII-1:</b> <i>The SST will report its progress at monthly meetings of the YADC beginning in May 2012</i>

<b>October 18, 2012 – Harding, 2:00 PM (time and date to be verified)</b>	
<b>Strategy I</b>	<b>Description:</b> To embed community partnerships within the structure of the district to ensure that the schools and the community have a culture of high expectations for the students of YCSD.
	<b>Required Action I-2:</b> YCSD will actively seek and add additional partners to help newly instituted ideas mature to success
	<b>Topic:</b> Superintendent will report on additional partnerships formed
<b>Strategy III</b>	<b>Description:</b> Creating credit flexibility, expanding advanced placement, dual credit opportunities and redefining distance learning opportunities
	<b>Required Action III-2:</b> The Superintendent will recommend changes to Board Policy 2131 and guidelines that more clearly reflect the graduation and dual credit outcomes underlying the high school revitalization plan. The changes will be reviewed by the YADC in October 2012 and the Board of Education will adopt a new policy not later than December 2012.
	<b>Topic:</b> YADC will review recommended policy and guideline changes
<b>Strategy VI</b>	<b>Description:</b> School finance
	<b>Required Action VI.2:</b> The School Treasurer and the Superintendent will present the October count report at the YADC October 2012 meeting.
<b>Strategy VII</b>	<b>Description:</b> SST will co-plan and co-facilitate the District Leadership Team’s (DLT) implementation and internal monitoring of a single comprehensive plan (“one-plan”)
	<b>Required Action VII-I:</b> The SST will report its progress at monthly meetings of the YADC beginning in May 2012
<b>November 15, 2012 – Williamson (time and date to be verified)</b>	
<b>Strategy II</b>	<b>Description:</b> To increase student choice grades K-9 and 10-12. <b>Background:</b> It is generally true that if parents and students choose their school, student performance is higher. YCSD has experienced this phenomenon with Early College HS.
	<b>Required Action II-2:</b> The taskforce will continue its work during the 2012-2013 school year and will investigate other options K-12 including but not limited to beginning a school district sponsored High Tech HS, Rocketship School, or KIPP academy in the fall of 2013. The YADC will review this report at its November 2012 meeting.
	<b>Topic:</b> Review School Choice Taskforce Report
<b>Strategy VI</b>	<b>Description:</b> School finance
	<b>Required Action VI-3:</b> The School Treasurer will present the 5 year forecast at the YADC November 2012 meeting.
<b>Strategy VII</b>	<b>Description:</b> SST will co-plan and co-facilitate the District Leadership Team’s (DLT) implementation and internal monitoring of a single comprehensive plan (“one-plan”)
	<b>Required Action VII-I:</b> The SST will report its progress at monthly meetings of the YADC beginning in May 2012

<b>December 13, 2012 – University Project Learning Center</b> <i>(time and date to be verified)</i>	
<b>Strategy III</b>	<b>Description:</b> Creating credit flexibility, expanding advanced placement, dual credit opportunities and redefining distance learning opportunities
	<b>Required Action III-1:</b> The Deputy Superintendent will present the 2013-2014 Program of Studies reflecting the creation of credit flexibility options, expanded Advanced Placement and dual credit opportunities, blended learning and distance learning possibilities, to the YADC for review at its December 2012 meeting.
	<b>Topic:</b> Discussion of 2013-2014 Program of Studies
	<b>Required Action III-3:</b> Use of Massachusetts Institute of Technology Open Courseware. High School Principals will require and will verify this use in the weekly lesson plan review.  High School Principals will share the results of this requirement in a report with students and teachers present twice during the 2012-2013 school year at YADC meetings scheduled in December 2012 and May 2013.  <i>If the high school teachers and the high school staff wish to suggest that alternative websites be used based upon their findings, the YADC will entertain this discussion in December 2012.</i>
<b>Strategy VII</b>	<b>Description:</b> SST will co-plan and co-facilitate the District Leadership Team’s (DLT) implementation and internal monitoring of a single comprehensive plan (“one-plan”)
	<b>Required Action VII-I:</b> <i>The SST will report its progress at monthly meetings of the YADC beginning in May 2012</i>
<b>January 2013 – Chaney High School</b> <i>(time and date to be verified)</i>	
<b>Strategy I</b>	<b>Description:</b> To embed community partnerships within the structure of the district to ensure that the schools and the community have a culture of high expectations for the students of YCSD.
	<b>Required Action I-2:</b> YCSD will actively seek and add additional partners to help newly instituted ideas mature to success
	<b>Topic:</b> Superintendent will report on additional partnerships formed
<b>Strategy VII</b>	<b>Description:</b> SST will co-plan and co-facilitate the District Leadership Team’s (DLT) implementation and internal monitoring of a single comprehensive plan (“one-plan”)
	<b>Required Action VII-I:</b> <i>The SST will report its progress at monthly meetings of the YADC beginning in May 2012</i>
<b>February 2013 – East High School</b> <i>(time and date to be verified)</i>	
<b>Strategy VII</b>	<b>Description:</b> SST will co-plan and co-facilitate the District Leadership Team’s (DLT) implementation and internal monitoring of a single comprehensive plan (“one-plan”)
	<b>Required Action VII-I:</b> <i>The SST will report its progress at monthly meetings of the YADC beginning in May 2012</i>

<b>March 2013 – Choffin Career Center</b> ( <i>time and date to be verified</i> )	
<b>Strategy V</b>	<b>Description:</b> Up-to-date Ohio Standards Based PreK-12 Literacy, Math, science and social studies plans will be developed by the Youngstown City Schools.
	<b>Required Action V-I:</b> Up-to-date plans for the new Ohio Standards PreK-12 Literacy, Math, Science and Social Studies plans will be developed by the Youngstown City Schools
	<b>Topic:</b> The plan will be presented to content specialists at the Ohio Department of Education by January 2013, revised with their feedback and adopted by the YADC in May 2013.
<b>Strategy VII</b>	<b>Description:</b> SST will co-plan and co-facilitate the District Leadership Team’s (DLT) implementation and internal monitoring of a single comprehensive plan (“one-plan”)
	<b>Required Action VII-I:</b> The SST will report its progress at monthly meetings of the YADC beginning in May 2012
<b>April 2013 –</b> ( <i>Place, time and date to be verified</i> )	
<b>Strategy VII</b>	<b>Description:</b> SST will co-plan and co-facilitate the District Leadership Team’s (DLT) implementation and internal monitoring of a single comprehensive plan (“one-plan”)
	<b>Required Action VII-I:</b> The SST will report its progress at monthly meetings of the YADC beginning in May 2012
<b>May 2013 –</b> ( <i>Place, time and date to be verified</i> )	
<b>Strategy III</b>	<b>Description:</b> Creating credit flexibility, expanding advanced placement, dual credit opportunities and redefining distance learning opportunities
	<b>Required Action III-3:</b> Use of the Massachusetts Institute of Technology Open Courseware High School Principals will require use of the Massachusetts Institute of Technology Open Courseware and will verify this use in the weekly lesson plan review.
<b>Strategy VI</b>	<b>Description:</b> School finance
	<b>Required Action VI-3:</b> The School Treasurer will present the 5 year forecast at the YADC May 2013 meetings.
<b>Strategy VII</b>	<b>Description:</b> SST will co-plan and co-facilitate the District Leadership Team’s (DLT) implementation and internal monitoring of a single comprehensive plan (“one-plan”)
	<b>Required Action VII-I:</b> The SST will report its progress at monthly meetings of the YADC beginning in May 2012

**Table I: Youngstown City Schools Performance Data**

	2010-11	2009-10	2008-09
<b>Enrollment</b>	6,088	6,541	6,819
<b>Number of Standards met</b>	2	1	2
<b>Designation</b>	<b>Academic Watch</b>	<b>Academic Emergency</b>	<b>Academic Emergency</b>
Designation Adjusted by Value-Added Score	Met	Not Met	Not Met
Read 3rd grade %at or above proficient	59.3	52.7	56.00
Math 3rd grade %at or above proficient	59.1	47.7	57.6
Read 4th grade %at or above proficient	68.4	53.1	67.1
Math 4th grade %at or above proficient	64.1	49.6	54.2
Read 5th grade %at or above proficient	46.6	38.5	31 .6
Math 5th grade %at or above proficient	33.1	26.1	22.4
Science 5th grade %at or above proficient	26.6	30.0	27.3
Read 6th grade %at or above proficient	60.2	59.0	51.4
Math 6th grade %at or above proficient	39.0	47.4	37 .6
Read 7th grade %at or above proficient	42.5	49.4	35.5
Math 7th grade %at or above proficient	32.5	28.8	31.4
Read 8th grade %at or above proficient	56.5	43.8	35.5
Math 8th grade %at or above proficient	29.4	29.5	22.3
Science 8th grade %at or above proficient	19.2	22.1	15.4
Read OGT %at or above proficient	56.0	61.3	60.3
Math OGT %at or above proficient	44.8	52.2	51.3
Write OGT %at or above proficient	70.5	68 .5	78.0
Social Studies OGT %at or above proficient	39 .3	47.9	49.3
Science OGT %at or above proficient	34.9	42.1	41.0
Read 11th grade %at or above proficient	83.3	79.7	83.9
Math 11th grade %at or above proficient	77.1	72.0	67.7
Write 11th grade %at or above proficient	88.7	86.7	87.8
Social Studies 11th grade % at or above proficient	72.3	68.6	70.1
Science 11th grade %at or above proficient	61.3	60.7	53.6
Attendance	93.6	92.4	91 .8
Current Graduation rate	67.8	58.0	72.8
Performance Index Score	73.7	72.4	70.2
Attendance AYP	Met	Met	Met
Graduation AYP	Met	Not Met	Met
Reading AYP	Not Met	Not Met	Not Met
Math AYP	Not Met	Not Met	Not Met
Overall AYP	Not Met	Not Met	Not Met
District Improvement Status	8	7	6
Mean ACT Score 2009-10	17	17	17
%Graduates Participating in ACT 2009-10	62.3	54.9	46.4
Mean SAT Score 2009-10	816	1080	1008
%Graduates Participating in SAT 2009-10	0.8	1.9	1.2
%Graduates Graduating with Honors Diploma	7.4	10.7	0.0
Number of Graduates Participating in an AP Test	0	0	0
%AP Test Talkers with an AP score of 3 or above	0.0	0.0	0.0

**Table II: District and School Rating and Value Added Designation**

	<b>Designation 2010-11</b>	<b>Value Added 2010-11</b>	<b>Designation 2009-10</b>	<b>Value Added 2009-10</b>	<b>Designation 2008-09</b>	<b>Value Added 2008-09</b>
<b>YCS D</b>	Academic Watch	Met	Academic Emergency	Below	Academic Emergency	Below
<b>High Schools</b>						
Chaney (6-12)	Academic Watch	N/A	Academic Watch	N/A	Academic Watch	N/A
East (10-12)	Academic Emergency	N/A	Academic Watch	N/A	Academic Watch	N/A
University Project Learning Center (UPLC) (2-12)	Academic Emergency	Below	Academic Emergency	Below	Academic Emergency	Above
Youngstown Early College (9-12)	Excellent	N/A	Excellent	N/A	Excellent	N/A
<b>Middle Schools</b>						
Volney Rogers (8-9)	Continuous Improvement	Met	Academic Watch	Below	Academic Emergency	Below
Wilson (6-7)	Academic Emergency	Below				
P Ross Berry (8-9)	Academic Emergency	Met	Academic Emergency	Below	Academic Emergency	Below
Rayen Early / College	Continuous Improvement	Met	Continuous Improvement	Above		
<b>Elementary (PreK - 5)</b>						
Taft	Effective	Above	Academic Emergency	Above	Academic Emergency	Below
Williamson	Academic Watch	Met	Continuous Improvement	Above	Academic Watch	Above
Paul C Bunn	Academic Watch	Met	Continuous Improvement	Met	Academic Watch	Met
Martin Luther King	Academic Emergency	Below	Academic Watch	Below	Continuous Improvement	Met
Kirkmere	Continuous Improvement	Met	Continuous Improvement	Met	Continuous Improvement	Above
McGuffey	Continuous Improvement	Met	Continuous Improvement	Above	Academic Watch	Above
Harding	Continuous Improvement	Above	Academic Emergency	Below	Continuous Improvement	Met

**Table III: Education Attainment – US, OH, Mahoning County, Youngstown  
2010 American Community Survey 1-Year Estimates**

<b>Subject</b>	<b>United States Estimate</b>	<b>Ohio Estimate</b>	<b>Mahoning County Estimate</b>	<b>Youngstown City Estimate</b>
<b>Population 18 to 24 years</b>	30,895,391	1,094,487	20,588	7,406
Less than high school graduate	16.8%	16.6%	15.9%	22.6%
High school graduate (includes equivalency)	29.4%	30.8%	31.7%	35.4%
Some college or associate's degree	44.6%	43.7%	45.8%	37.7%
Bachelor's degree or higher	9.2%	8.8%	6.6%	4.4%
<b>Population 25 years and over</b>	204,288,933	7,720,849	166,874	46,822
Less than 9th grade	6.1%	3.3%	2.3%	4.7%
9th to 12th grade, no diploma	8.3%	8.6%	8.4%	13.0%
High school graduate (includes equivalency)	28.5%	35.2%	41.7%	44.4%
Some college, no degree	21.3%	20.5%	21.8%	24.5%
Associate's degree	7.6%	7.8%	5.3%	3.5%
Bachelor's degree	17.7%	15.7%	13.4%	5.2%
% Bachelor's degree or higher	28.2%	24.6%	20.5%	9.8%

**Table IV: Youngstown City Schools Implementation Report**  
**Re: Academic Recovery Plan, July 21, 2010**  
*Presented to the Academic Distress Commission, February 16, 2012*

Priorities and Strategies		Status	Percentage of Implementation	Source of Evidence
#1	A) Recruit and Select Preschool Teachers	Completed	100	New Hires
	B) K-1 (15:1) Class Size	Completed	100	Class size - Class rosters
	C) Extended Learning Opportunities for below students		50	Double Blocks, Small Groups
	– Math		50	Double Blocks, Small Groups, After School Tutoring
	– Reading			Double Blocks, Small Groups, After School Tutoring
	D) District-wide System of Intervention	In Progress	50	IEP's Behavioral Plans, MDSAT Referrals, Parity Tutors
#2	A) Community Wide Extended Learning Opportunities	In Progress	50	Building Asset Maps Completed
	B) Recapture District Enrollment	In Progress	0	VPA, STEM, Letters to Parents
#3	A) District Leadership Team	Organization Completed	100	Agendas, Minutes, Scheduled Mtg. Dates
	B) Building Leadership Team	In Progress	50	Agendas, Minutes, Implementation Rubric
	C) Teacher Based Teams	In Progress	50	Agendas, Minutes, Implementation Rubric
<b>Using 5 Step Process</b>				
	Implementation and Monitoring	Status	Percentage of Implementation	Source of Evidence
#1	RFP's – Outside Assistance with:			
A)	Monitoring Implementation			
	Page 6	Completed	25	1/2 yr. Pearson Reports (2010-2011)
	Page 10	Completed	25	1/2 yr. Pearson Reports (2010-2011)
	Page 11	Completed	25	1/2 yr. Pearson Reports (2010-2011)
B)	Audit District Systems, Policies & Processes			
	Page 7	Completed	100	EdFocus Audits
	Page 8 (Treasurer)	Completed	100	Out of Fiscal Emergency
	Page 9 (DLT)	In Progress	100	Schedule, Agendas, Minutes

	Page 12 (BLT's)	In Progress	75	Implementation Data – BLT, TBT
	Page 13 (TBT's)	In Progress	50	Implementation Data – BLT, TBT
	Page 14 – K, 1-15.1	Completed	100	New Hires
	Page 15 – Double Literacy	Completed	85	Block Scheduling
	Page 16 – Literacy Coaches	Completed	50	New Hires
	Page 17 – Preschool	Completed	100	New Hires
	(MDSAT) Intervention System	Intervention System in Progress	50	Done in Buildings, MDSAT
	Page 18 – Assessments (K-5)	Assessments in Progress	75	SchoolCity Data
	Page 19 – Asset Mapping	Completed	50	Building Asset Maps
	Page 20 – BLT's	In Progress	75	Implementation Data, Minutes, Agendas
	Page 21 – TBT's	In Progress	50	Implementation Data
	Page 22 – Double Literacy	In Progress	50	Block Scheduling
	Page 23 – Coaches	Completed	50	New Hires
	Page 24 – Asset Mapping	Completed		Building Asset Maps
	(MDSAT) Intervention System	Intervention System in Progress	50	Done in Buildings, MDSAT
	Page 25– Assessments (6-8)	Assessments in Progress	75	SchoolCity Data
	Page 26 – BLT's (6-8)	In Progress	50	Implementation Data
	Page 27 – TBT's (6-8)	In Progress	50	Implementation Data
	Page 28 – Literacy & Math (9-12)	Completed		Schedules, Double Blocks
	Page 29 – Asset Mapping	Completed	50	Building Asset Maps
	Page 30 – MDSAT	MDSAT in Progress	50	MDSAT Minutes - 9 <sup>th</sup> only
	Page 30 – MDSAT	Assessment in Progress	25	SchoolCity
C)	Cooperation with Fiscal Oversight Commission	Complete	100	Out of Fiscal Emergency

**Table V: Chaney High School FY2011 – Pure High School**

FUND FUNC	OBJ SCC SUBJECT	OPU IL JOB	DESCRIPTION	COST
1 General Fund	100	101	Salaries	\$3,219,685.42
1 General Fund	200	101	Benefits	\$1,680,827.68
1 General Fund	400	101	Purchase Service	\$301,815.55
1 General Fund	500	101	Materials	\$16,327.96
1 General Fund	800	101	Dues Fees	\$150.00
				<b>\$5,218,806.61</b>
6 Lunchroom Fund	100	101	Salaries	\$134,197.92
6 Lunchroom Fund	200	101	Benefits	\$101,691.37
6 Lunchroom Fund	400	101	Purchase Service	\$ 5,255.54
6 Lunchroom Fund	500	101	Materials	\$ 102,726.99
				<b>\$ 343,871.82</b>
18 Principal's Fund	400	101	Purchase Service	\$ 347.50
18 Principal's Fund	500	101	Materials	\$ 2,573.29
18 Principal's Fund	800	101	Dues Fees	\$ 526.00
				<b>\$ 3,446.79</b>
200 Student Activity	800	101	Dues Fees	\$ 35,483.52
				<b>\$ 35,483.52</b>
300 Athletic Funds	400	101	Purchase Service	\$ 19,133.84
300 Athletic Funds	500	101	Materials	\$ 6,996.69
				<b>\$ 26,130.53</b>
461 High Schools That War	400	101	Purchase Service	\$ 2,469 .13
				<b>\$ 2,469.13</b>
504 Ed Jobs	100	101	Salaries	\$ 950,000.00
				<b>\$ 950,000.00</b>
516 IDEA-B	100	101	Salaries	\$ 68,811.58
516 IDEA-B	200	101	Benefits	\$ 47,081.48
				<b>\$ 115,893.06</b>
533 Limited English Proficiency	100	101	Salaries	\$ 20,799.75
533 Limited English Proficiency	200	101	Benefits	\$ 4,554.13
533 Limited English Proficiency	400	101	Purchase Services	\$ 47,107.88
533 Limited English Proficiency	500	101	Materials	\$ 1,299.88
533 Limited English Proficiency	600	101	Capital	\$ 125,281.69
533 Limited English Proficiency	800	101	Dues/Fees	\$ 2,818.80
				<b>\$ 201,862.13</b>
590 Improving Teacher Quality	100	101	Salaries	\$ 56,004.83
590 Improving Teacher Quality	200	101	Benefits	\$ 20,327.41
				<b>\$ 76,332.24</b>

**Table VI: Mahoning County: Ohio Department of Education Simulation of 2010-2011 Rating Versus NCLB Waiver Grades Based Upon % Indicators Met, Performance Index, Value Added, Gap Closing**

School District	2010-2011 Rating	NCLB Waiver Grade
Austintown Local	Effective	B
Boardman Local	Excellent	B
Campbell City	Effective	C
Canfield Local	Excellent	B
Jackson-Milton Local	Excellent with Distinction	B
Life Skills Ctr Of Youngstown	Academic Watch	F
Lowellville Local	Excellent	B
Mahoning County High School	Academic Emergency	F
Mahoning Unlimited Classroom	Continuous Improvement	D
Mahoning Valley Opportunity Center	Academic Emergency	F
Mollie Kessler	Academic Emergency	D
Poland Local	Excellent	B
Sebring Local	Effective	C
South Range Local	Excellent	B
Southside Academy	Academic Emergency	F
Springfield Local	Excellent	B
Stambaugh Charter Academy	Continuous Improvement	C
Struthers City	Effective	B
Summit Academy Secondary - Youngstown	Academic Emergency	F
Summit Academy-Youngstown	Academic Emergency	D
West Branch Local	Excellent	B
Western Reserve Local	Excellent	B
Youngstown Academy of Excellence	Academic Emergency	F
Youngstown City Schools	Academic Watch	D

**Simulated Grades By Category—Big 8 Urban School Districts**

District	Current Rating	Overall Grade	Percent Indicators Met	Performance Index	Value-Added	Gap Closing
Akron City	Continuous Improvement	D	F	C	C	D
Canton City	Continuous Improvement	D	F	C	D	C
Cleveland	Academic Watch	D	F	D	D	D
Cincinnati	Effective	C	F	C	A	C
Columbus	Continuous Improvement	D	F	D	C	C
Dayton	Continuous Improvement	D	F	D	A	D
Toledo	Continuous Improvement	F	F	D	F	D
Youngstown City Schools	Academic Watch	D	F	D	C	C

**Attachment I: SST Region 5 Plan for Supporting the Updated ARP**

<b>District Role</b>	<b>SST Role</b>	<b>Delivery Method</b>	<b>Current Funds/ Assignments</b>	<b>Funds Requested</b>
<p>YCSO will use the collaborative structure of the DLT to implement and monitor the Updated Academic Recovery Plan using the 4 Stages of the Ohio Improvement Process. The Deputy Superintendent of Academic Affairs will continue to act as co-facilitator of the DLT. (Since Fall 2011, Doug Hiscox has had a great impact on the credibility of the DLT work. In prior years, the DLT lacked participation from key district leaders.)</p>	<p>SST will co-plan and co-facilitate DLT monthly meetings while continuing to build the capacity of internal district facilitators.</p>	<p>SST Region 5 Consultant is assigned and housed in YCSO. Currently, 4 day per month are spent on DLT planning, analyzing adult and student indicator data, preparing and co-facilitating DLT meetings.</p>	<p>40 annual consultant days</p>	<p>NA</p>
<p>YCSO will use the collaborative structure of the BLT to implement and monitor the school improvement plan aligned to the district’s Updated Academic Recovery Plan. Principals will be active participants of BLT and ensure the implementation fidelity of the 4 Stages of OIP at the school level. Central office staff will monitor implementation of BLTs.</p>	<p>SST will provide principal support prior BLT meetings. SST will observe and give BLT feedback on meeting effectiveness.</p>	<p>Currently, SST Region 5 consultant attends as many BLT meetings as possible. With scheduling conflicts, SST is able to attend approximately 10 of 15 scheduled meetings per month. In addition, SST consultant supports building data analysis. BLT supports currently takes approximately 6 days per month.</p>	<p>60 annual consultant days</p>	<p>20 additional consultant days would enable more comprehensive coverage of BLT work</p>
<p>YCSO will implement the Teacher-Based Team structure, teacher-level teams will collaboratively plan and focus on grade level instruction with supports using the 5 Step TBT process.</p>	<p>SST Region 5 will support building principals in monitoring the implementation of the five-step process to provide feedback and support to all preK-12 TBTs.</p>	<p>Currently, SST Region 5 has provided professional development and technical assistance for the implantation of TBTs. SST 5 has had limited opportunity to observe and provide feedback to TBTs.</p>	<p>10 consultant days for planning and delivering TBT training.</p>	<p>6 days a month for 9 months= 54 days Current staff can cover 30 days of the additional 54 days. Requesting additional 24 days.</p>
			<p><i>TOTAL Request 44 days at approximately \$400.00 = \$17,600</i></p>	

**Youngstown Academic Distress Commission  
Youngstown, OH  
Resolution No. \_\_\_\_\_**

*Resolution to amend current plan to require reading endorsement for literacy coaches and secondary math certification for math coaches assigned to grades 7-9.*

**Youngstown Academic Distress Commission  
Youngstown, OH  
Resolution No. \_\_\_\_\_**

*Resolution to amend current plan to require double literacy blocks for all students K-5. Youngstown Academic Distress Commission  
Youngstown, OH  
Resolution No. \_\_\_\_\_*

*Resolution to allow the Youngstown City School District to determine class size*

**Youngstown Academic Distress Commission  
Youngstown, OH  
Resolution No. \_\_\_\_\_**

*Resolution to eliminate student teacher ratios of 15:1 in grades Kindergarten and First Grade*

**Youngstown Academic Distress Commission  
Youngstown, OH  
Resolution No. \_\_\_\_\_**

*Resolution regarding notification and effective date of RIF*