No More Trojan Horses

Sebring Local Schools
Mahoning County ESC
SST 5
Welcome

Mr. Howard Friend, Superintendent
Mahoning County ESC

- 11 local districts
- 2 city districts
- 1 exempted village district
- 3 community schools
- 1 career and technical school
State Support Team 5
Sebring Local Schools

- 1 square mile
- 647 students K-12
- 25.6% Students with Disabilities
- 50.7% Economically Disadvantaged
- 1 K-6 building and 1 7-12 building
<table>
<thead>
<tr>
<th>Year</th>
<th>District</th>
<th>BL Miller</th>
<th>McKinley HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>Effective</td>
<td>Excellent</td>
<td>Effective</td>
</tr>
<tr>
<td>2008-2009</td>
<td>Effective</td>
<td>Effective</td>
<td>Effective</td>
</tr>
<tr>
<td>2007-2008</td>
<td>Effective</td>
<td>Effective</td>
<td>Continuous Improvement</td>
</tr>
<tr>
<td>2006-2007</td>
<td>Effective</td>
<td>Effective</td>
<td>Continuous Improvement</td>
</tr>
<tr>
<td>2005-2006</td>
<td>Effective</td>
<td>Effective</td>
<td>Effective</td>
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</tbody>
</table>
Performance Index

PI Scores

KEY
- School
- District
- Ohio

OIP

PI Score
- 120
- 110
- 100
- 90
- 80

02-03 03-04 04-05 05-06 06-07 07-08 08-09 09-10
<table>
<thead>
<tr>
<th>Year</th>
<th>Adequate Yearly Progress</th>
<th>HS</th>
<th>Met</th>
<th>Delay</th>
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<tbody>
<tr>
<td>2009-2010</td>
<td>Met  OK</td>
<td>Met</td>
<td>Delay</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BL Miller</td>
<td>Met</td>
<td>Delay</td>
<td></td>
</tr>
<tr>
<td>2008-2009</td>
<td>Not Met  At Risk</td>
<td>Not Met</td>
<td>School Improvement Year 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BL Miller</td>
<td>Not Met</td>
<td>School Improvement Year 1</td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td>Not Met  At Risk</td>
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<td>Not Met  At Risk</td>
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</tr>
</tbody>
</table>
District Leadership

Team

Spring DLT Meeting
Agenda for May 25, 2010
1:00 – 3:00 pm

12:00 – 12:10
Welcome/General Topic: Objectives for the Day
- Clear and Clear Meeting Document
- Introduction of DLT: Principles and Mission
- Clear and Clear Topic: Core Aspects of the District
- Work Throughurrence and Development: The Initial Plan—Accomplished—Next Step—Communication
- Reflection, Planning, and Moving Forward

12:10 – 12:15
Office Assignments/Procedures
- Meeting Preparation
- Polling and Pre-Call-Center
- Notes/Conversation
- Leadership

12:15 – 12:30
Update on the Work of the DLT and Meetings

12:30 – 12:30
Survey Implementation Update

12:30 – 12:40
Walk Through Presentation

12:40 – 1:20
Break

1:20 – 1:30
Walk Through Discussion and Development

1:30 – 1:45
The QF Plan
- Accomplished
- Next
- W/Accomplished
- Communication of the Work

1:45 – 2:00
Known and Unlikely
- DLT Meeting Schedule for 2010-2011
- Questions to Be Completed by DLT Members
- Next Steps
- Meeting Toward a Complete Time

Have a Great Summer!
**10-23-08 Group Assignments**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
<th>Group Members</th>
<th>Questions to Consider and Report</th>
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</thead>
<tbody>
<tr>
<td>Example</td>
<td>Page 15</td>
<td>Tim Flipovich</td>
<td>What data is needed to complete this section of the Decision Framework?</td>
</tr>
<tr>
<td>Level 1: Student Performance Data by Subscale Performance</td>
<td></td>
<td>Lynn Engleman</td>
<td>Is the data needed available or does it need to be collected?</td>
</tr>
<tr>
<td>1 Math Level II A Area 1: Curriculum</td>
<td>Page 16</td>
<td>Ginnie Milliken</td>
<td>What are the possible sources of data?</td>
</tr>
<tr>
<td>2 Math Level II A Area 2: Assessment</td>
<td>Page 17 &amp; 18</td>
<td>Howard Friend</td>
<td></td>
</tr>
<tr>
<td>3 Math Level II A Area 3: Instructional Practice</td>
<td>Page 19</td>
<td>Micki Egli</td>
<td></td>
</tr>
<tr>
<td>4 Math Level II C: Professional Development</td>
<td>Page 20</td>
<td>Vito Weeda</td>
<td></td>
</tr>
</tbody>
</table>

The top name will be the recorder for your group. In addition, choose a facilitator and a reporter.
Sebring Local Schools
Student Survey Grades 6-12

When I am at school, I feel:

- I belong
- I am safe
- I have fun learning
- I like this school
- This school is good
- I have freedom in school
- I have choices in what I learn
- My teacher treats me with respect
- My teachers care about me
- My teachers think I will be successful
- My teachers listen to my ideas
- My principal cares about me
- My teachers are good teachers
- My teachers believe I can learn
- I am recognized for good work
- I am challenged by the work my teachers ask me to do
- The work I do in class makes me think
- I know what I am supposed to be learning in my classes
- I am a good student
- I can be a better student
- Quality work is expected at my school
- I behave well at school
- Students are treated fairly by teachers
- Students are treated fairly by administrators
- Students at my school treat me with respect
- Students at my school are friendly
- I have friends
- I have support for learning at home
- My family believes I can do well in school
- My family wants me to do well in school
DLT Reflections

• Board of Education Member – Cindy Christiani

• Principals – Vito Weeda and Ginnie Milliken

• Teachers – Sherry Umbs and Deb Weibush
OIP Goals

• By 2014, the passage rate on the state assessments in reading will have increased at least 5% each year, with a reduction in the achievement gap in all subgroups by at least 10% each year.

• By 2014, the passage rate on the state assessments in mathematics will have increased at least 6% each year, with a reduction in the achievement gap in all subgroups by at least 10% each year.

• By 2011, 85% of district surveys returned will have expressed satisfaction with the degree of opportunity to receive/share information and participate in school sponsored academic events.
Ohio changes course!

- Ohio Improvement Process plans for Mahoning County school districts targeted curriculum alignment. Current plans for the revision of Ohio Academic Content Standards will influence the implementation of the OIP plans. Initial indications of the revision process have shown that the curriculum will be aligned both horizontally and vertically and that curriculum models will be written for each grade level.

- MCESC consultants believe it would be beneficial to wait for the curriculum revisions. With that in mind, the following plan has been proposed for working with the Mahoning County OIP districts for the 2009-2010 school year.

- Districts can begin work on their climate goal including all processes involved in Stage 3.

- Once districts are able to view the proposed revision to the Ohio Academic Content Standards, the DLT can begin the process of “tasking out” the goals and strategies found in the OIP plans.

- In the interim, each district has identified steps in the curriculum process that can be attended to during the 2009-2010 school year. OIP facilitators and MCESC consultants assigned to Austintown, Campbell, and Sebring have identified what those interim steps might be and will share those with the respective DLT’s.
# Focused Intervention

## Sebring - Grades 7 and 8 Intervention Rotation

**2007-2008 School Year**

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<tr>
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</thead>
<tbody>
<tr>
<td>Bourne --- Garity’s 8th Grade</td>
<td>Bourne --- Clark’s 8th Grade</td>
<td>Bourne --- Naples’ 7th Grade</td>
<td>Bourne --- Myers’ 8th Grade</td>
<td>Bourne --- Bourne’s 7th Grade</td>
</tr>
<tr>
<td>Naples --- Myers’ 8th Grade</td>
<td>Naples --- Garity’s 8th Grade</td>
<td>Naples --- Clark’s 8th Grade</td>
<td>Naples --- Bourne’s 7th Grade</td>
<td>Naples --- Naples’ 7th Grade</td>
</tr>
<tr>
<td>Clark --- Naples’ 7th Grade</td>
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<td>Clark --- Bourne’s 7th Grade</td>
<td>Clark --- Garity’s 8th Grade</td>
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</tr>
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<td>Myers --- Bourne 7th Grade</td>
<td>Myers --- Naples’ 7th Grade</td>
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<td>Myers --- Clark’s 8th Grade</td>
<td>Myers --- Myers’ 8th Grade</td>
</tr>
<tr>
<td>Garity --- Clark’s 8th Grade</td>
<td>Garity --- Bourne’s 7th Grade</td>
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<td>Garity --- Naples’ 7th Grade</td>
<td>Garity --- Garity’s 8th Grade</td>
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</table>

Our goal will be to target those students requiring more intensive intervention after the March Intervention Session prior to the OAT Testing Cycle.
Look down at your feet. What are you wearing on them? Odds are the answer is sneakers. Sneakers are everywhere. But how much do you know about this popular footwear? How were sneakers invented? What are they made of? And why are they called "sneakers" anyway?

Rooted in Rubber

The story of sneakers started about 500 years ago. That's when European explorers in Central and South America noticed Native Americans playing with an unusual ball. The ball was made from a milky, white liquid that oozed out of the cauchu (ka-OO choo) tree. The liquid, known today as latex (LAY tex), hardened as it dried.

Question 1

Charles Goodyear accidentally discovered rubber. Which statement shows the cause of that accident?

- A. He added some raised notches and a waffle pattern.
- B. He poured hot rubber onto a waffle iron to harden.
- C. He let white liquid latex cool and harden as it dried.
- D. He dropped rubber mixed with sulfur on a hot stove.
Building Level Teams
Special Education Audit

- Collaborative of SST 5, Mahoning County ESC, Sebring Local Schools

- Comprehensive Report
Monitoring the Progress

Classroom Walkthrough Process

1. Planning with a Focus
2. Collecting Data
3. Analyzing Data
4. Reflecting on the Data
5. Identifying Action Plan
6. Acting on the Plan
7. Evaluating Action Plan
Districts

- Excellent with Distinction – 2 districts
- Excellent – 10 districts
- Effective – 2 districts

Community Schools

- Excellent – 1 school
- Continuous Improvement – 2 schools
## What leads to higher student learning?

Based on the work of Doug Reeves, The Leadership and Learning Framework

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Antecedents of Excellence</th>
</tr>
</thead>
</table>
| **LUCKY**           | High results, low understanding of antecedents  
                      Replication of success unlikely |
| **LEADING**         | High results, high understanding of antecedents  
                      Replication of success likely |
| **LOSING**          | Low results, low understanding of antecedents  
                      Replication of failure likely |
| **LEARNING**        | Low results, high understanding of antecedents  
                      Replication of failure unlikely |
Mahoning County Principal Meetings

Teachers | Principals | Professional Development

Standards for Ohio Educators
Formative Assessment

Intended audience: All PreK-12 Educators

This workshop is a study in how curriculum alignment and quality assessment can impact student achievement. Participants will examine the following essential questions:

Essential Questions:
- What makes assessment high quality?
- What is the difference between formative and summative assessment?
- How can formative assessment increase student involvement and motivation?
- How can accurate formative assessment information be used to shape instructional process?
- Why does formative assessment matter?

When: June 16-18, 2010 or June 29-July 1, 2010 or August 3-5, 2010

Contact hours: 10 hours
Time: 8:00 AM-3:00 PM (Registration: 7:45 AM)
Where: Mahoning County Career and Technical Center, Joyce Brooks Conference Center 7300 N. Palmyra Rd. Canfield, OH

For more information contact: Gail Sudol (330-965-7828)

- These are repeating sessions and participants should register for one session only.
Fifth to First: Ohio's Race to the Top Strategy
Final Thoughts
Questions and Answers