

CLEARVIEW

LOCAL SCHOOLS

District Leadership Team Meeting

September 25th 2024



AGENDA



1. Welcome!
2. Opening Activity
3. DLT Norms – Updated ★
4. Levels of Educational Discussion
5. The Ohio Improvement Process
6. BLT Purpose and Productivity
7. OST Data Review
8. Data Story – New Activity ★
9. Break
10. Afternoon BLT Meeting Review
11. Key Initiatives Activity
12. Afternoon = BLT Meetings

WELCOME CLEARVIEW DLT MEMBERS!!



Central Office:

Jerome Davis Paul Kish

CHS:

**Noeleen Rothacker
Carolyn Kazel
Jason Steadman
Joanie Keppler
Wendie Hutsenpiller
Jacob Ward
Mark Majoras
Lurlene West
Derrick Walter
Hannah Weber**



DMS:

**Laura Manning
Kari Cooley
Amber McEwen
Jenny McMahon
Jen Smercina
Molly Streator
Molly Klonk**

VES:

**Lynne Stark
Jackie Michalek
Jenn Anderson
Kelly Stephenson
Jamie Dodson
Sally Roule
Kelly Schenk**

DLT is about shared leadership!

OPENING ACTIVITY: HEADS UP!

Heads Up!!

1. Divide in the groups listed to the right
2. Heads Up Guesser will rotate 3 rounds
3. Guesser will hold stack of index cards face down
4. Upon clock start Guesser holds card to forehead WITHOUT looking at the card
5. Team will provide clues to get the Guesser to identify the word on the card
6. Clues cannot contain part of word or spelling of word or "sounds like"
7. Cards will contain both Proper and Common nouns – including names
8. Only Guesser can "Pass" and return card to bottom of deck for later try
9. Tally correct cards at the end of each round
10. Highest Tally after three rounds Wins!!

Rothacker
Steadman
Roule
Streator

1

Majoras
McEwen
Anderson
Dodson

2

Manning
Ward
Hutsenpiller
Keppler

3

Stark
Schenk
Klonk
Smercina

4

McMahon
Michalek
West
Kazel

5

Webber
Cooley
Walters
Stephenson

6



OPENING ACTIVITY: HEADS UP!

Heads Up!! – Instructional Applications

★ Vocabulary Review:

Core Content: ELA, Math, Science, Social Studies.

★ Historical Figures, Characters, or Events:

Core Content: Social Studies or ELA.

★ Math Problem Solving:

Core Content: Mathematics.

★ Foreign Language Practice:

Core Content: World Languages.

★ Science Concepts:

Core Content: Science.





CLEARVIEW DLT: GROUP NORMS

- 1. Respect suggestions**
- 2. Limit cell phone usage to emergencies**
- 3. Stay positive with a district wide lens**
- ★ 4. Avoid “Kids these days ...” statements**
- ★ 5. Engage and Participate**

? ?

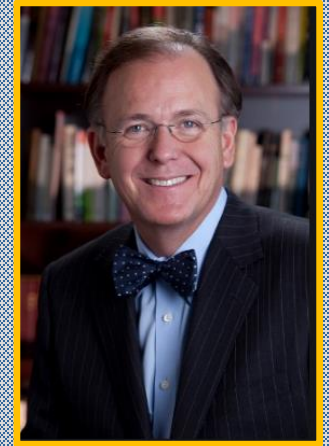
“Collaboration Breeds Innovation”

LEVELS OF EDUCATIONAL DISCUSSION



What is our decision making based on?

1. Personal Belief –
“I believe we should ...”
2. Personal Experience –
“Because this happened to me we should ...”
3. Group Experience –
“Because this happened to us we should ...”
4. Systematic Comparison –
“Because district x does this we should ...”
5. Preponderance of the Evidence –
“Considering all the data ...”



**Dr. Douglass
Reeves**

**Our personal
opinions cannot
drive our decision
making**





**DR. DOUGLASS REEVES:
LEVELS OF EDUCATIONAL DISCUSSION**

Preponderance of the Evidence:

STAR Data

SPED Data

PBIS Data

TEACHER GRADE Data

SWIS Data

OST Data

IXL Data

EASY CBM Data

ATTENDANCE Data

GRADUATION Data

What is our decision making based on?

DLT PURPOSE



What is our purpose?

The DLT oversees the Ohio Improvement Process (OIP) which is designed to help schools and districts continuously improve student achievement. Its purpose is to provide a structured approach for schools to:

- 1) Identify areas of need
- 2) Set goals for Improvement
- 3) Implement strategies to enhance educational outcomes

The process emphasizes:

- 1) Data-driven decision-making
- 2) Collaboration among stakeholders
- 3) Ongoing evaluation to ensure that improvements are effective and sustainable

BLT PURPOSE



The purpose of a Building Leadership Team, as defined by the Ohio Leadership Advisory Council, is to:

- Support **improvement in instructional practice** on a school-wide basis
- **Establish priorities** for instruction and achievement
- Support the effective and ongoing **use of data** to monitor adult follow-through and student progress.

OHIO IMPROVEMENT PROCESS



What is our purpose?

Clearview DLT

Vincent BLT

Durling BLT

CHS BLT

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OHIO IMPROVEMENT PROCESS



What is our purpose?

Clearview DLT

Vincent BLT

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OHIO IMPROVEMENT PROCESS



This is what we want to avoid ...

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Unstructured
Vague BLT

Interview DLT

Broken Lines of Communication

People working in isolation

Durling BLT

No focus on instructional improvement

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OHIO IMPROVEMENT PROCESS



This is what we want to avoid ...

Clearview DLT

Vincennes LT

**TBTs left to
work in
isolation**

**TBTs not on
same
page with
BLT/DLT**

**Lack of
accountability
TBTs do their
own thing**

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TASK #1: FUNCTIONING BLT

**Answers
On Google Docs**

Assessing the productivity of your BLT ...

- 1. Are your BLT meetings calendared for the school year? When are they?**
- 2. Who is responsible for creating the agenda? How is it created?**
- 3. Does a BLT member take notes from the meeting? Who?**
- 4. Are the notes from your BLT meetings shared with the building? How?**
- 5. Is there an instructional practice or strategy that will be a focus for 2024-25?**
- 6. What data and reference materials will consistently be brought to BLT meetings for review?**
- 7. List an effective practice that will continue to be part of your BLT meetings in 24-25. "This is working for us..."**
- 8. Name a new practice(s) or change(s) that your BLT will incorporate in 24-25.**

BLTs will report out

OHIO IMPROVEMENT PROCESS **DISTRICT GOALS**



Clearview OIP goals revolve around improvements in student academic achievement and school climate:

Data Collection

Interventions

Initiatives

**Professional
Development**

Plans

- 1. Literacy**
- 2. Math**
- 3. School Climate**

Committees

Resources

Technology

Programs

OST DATA REVIEW



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
3rd Grade ELA	63.5	65.8	49.6	62		38	53	49	45
3rd Grade Math	63.5	71.7	64.2	61		29	42	51	38
4th Grade ELA	53.6	56.1	61.9	52		33	50	52	50
4th Grade Math	56.4	62.6	66	52		34	38	62	52
5th Grade ELA	66.1	60.2	64.9	69		63	44	45	60
5th Grade Math	43.5	39.8	42.7	39		14	30	21	13
5th Grade Science	81.5	67.3	71	62		39	52	52	59
6th Grade ELA	44.1	61.8	57.1	44		28	47	39	32
6th Grade Math	54.2	69.2	57.1	60		16	45	31	19
7th Grade ELA	53.8	56.9	61.4	63		55	51	62	39
7th Grade Math	53.1	39.8	39.4	35		26	24	45	25
8th Grade ELA	40.4	36.3	35.9	53		36	50	43	39
8th Grade Math	35.7	51.4	52.8	64		11	31	18	21
8th Grade Science	61	60.7	47.2	60		31	58	40	50
Algebra	25.3	49.7	54.2	36		19	23	37	29
Biology	66.2	61.3	66.4	47		46	36	44	62
English I	46.1	46.8	61	48					
English II	49.3	52.1	62.2	49		49	40	42	50
Geometry	44.6	42.2	50.8	30		15	28	24	16
Government	56.9	70.6	76	68		38	44	61	59
US History	71.6	65.7	75	74		52	50	59	58

OST DATA REVIEW

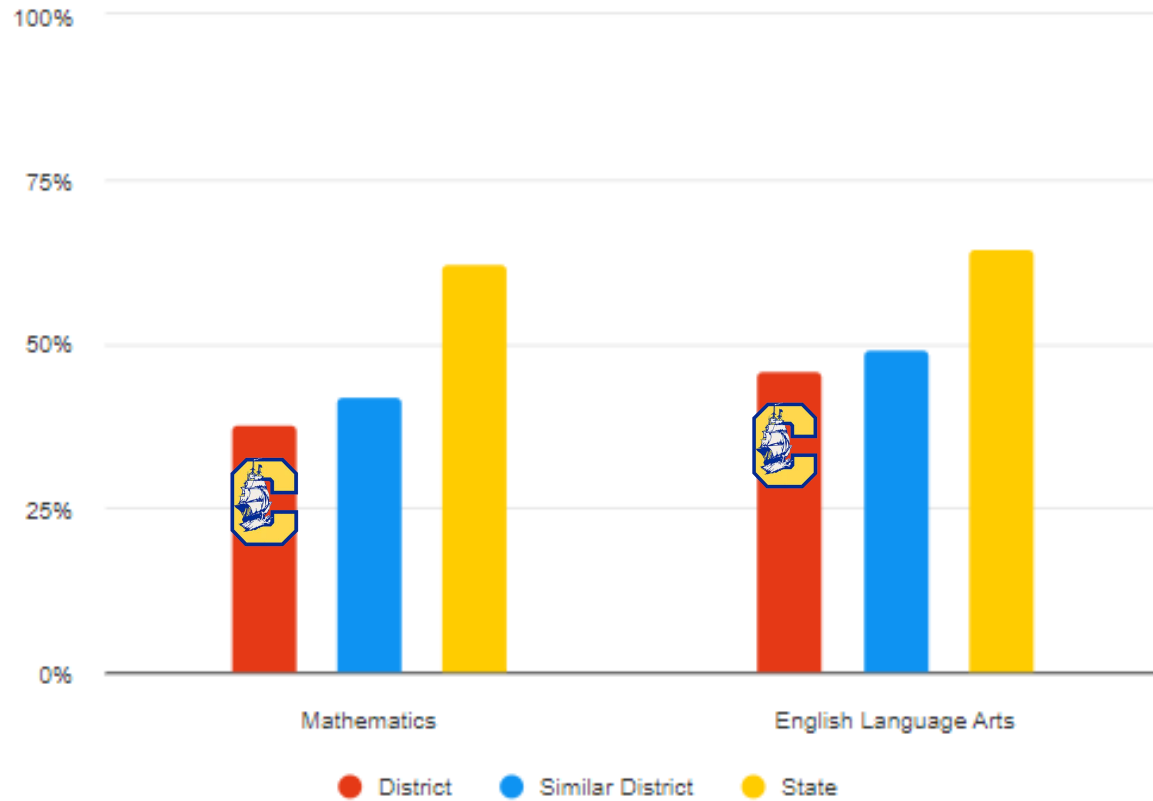


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3rd Grade ELA	63.5	65.8	49.6	62		38	53	39	45
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5th Grade ELA	66.1	60.2	64.9	69		63	44	45	60
5th Grade Math	43.5	39.8	42.7	39		14	30	21	13
5th Grade Science	81.5	67.3	71	62		39	52	52	59
6th Grade ELA	44.1	61.8	57.1	44		28	47	39	32
6th Grade Math	54.2	69.2	57.1	60		16	45	31	19
7th Grade ELA	53.8	56.9	61.4	63		55	51	62	39
7th Grade Math	53.1	39.8	39.4	35		26	24	45	25
8th Grade ELA	40.4	36.3	35.9	53		36	50	43	39
8th Grade Math	35.7	51.4	52.8	64		11	31	18	21
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English I	46.1	46.8	61	48					
English II	49.3	52.1	62.2	49		49	40	42	50
Geometry	44.6	42.2	50.8	30		15	28	24	16
Government	56.9	70.6	76	68		38	45	61	59
US History	71.6	65.7	75	74		52	50	59	58

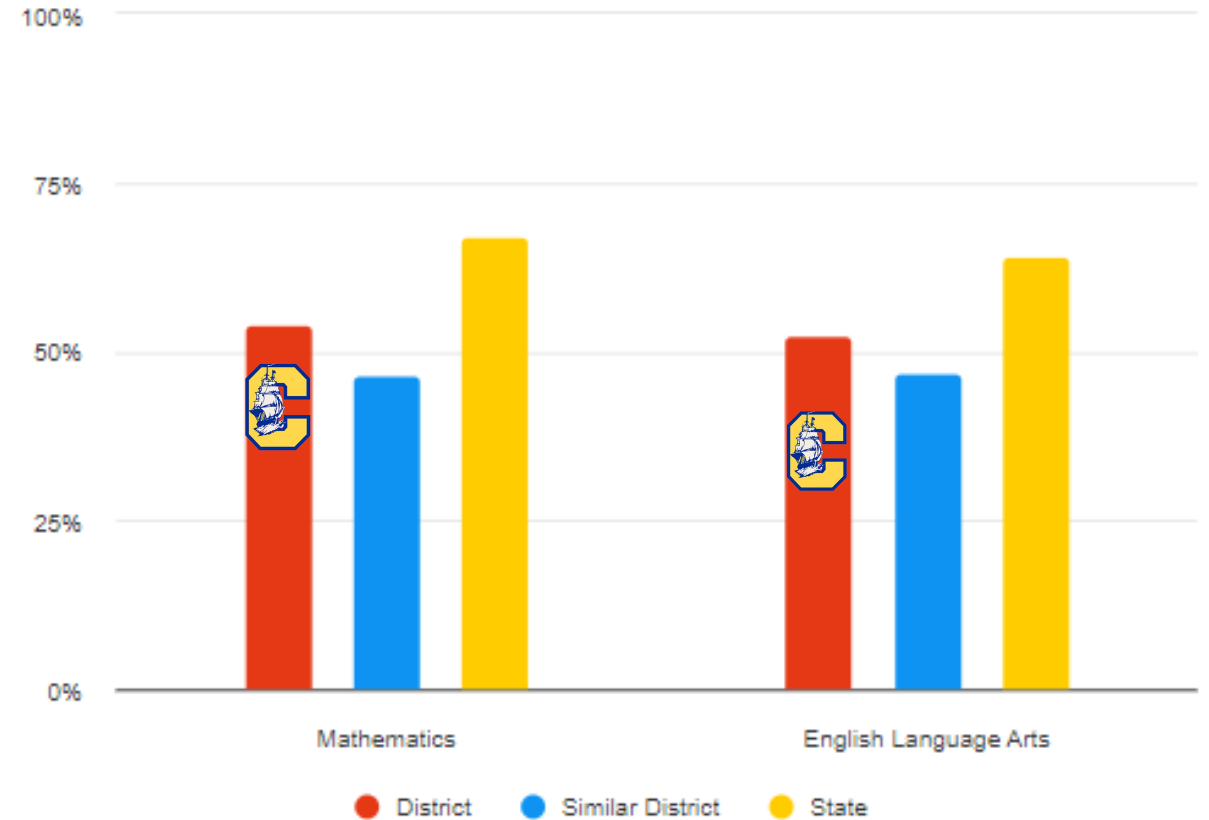
OST DATA REVIEW



Third Grade



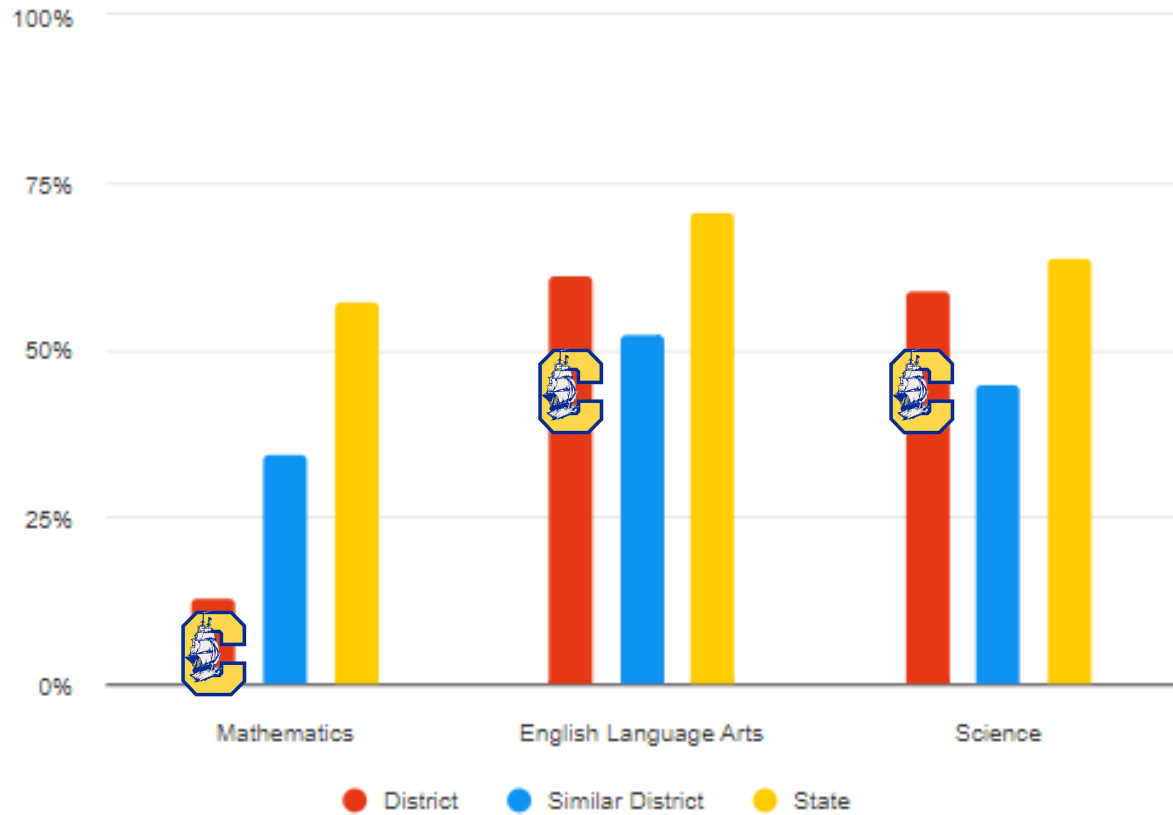
Fourth Grade



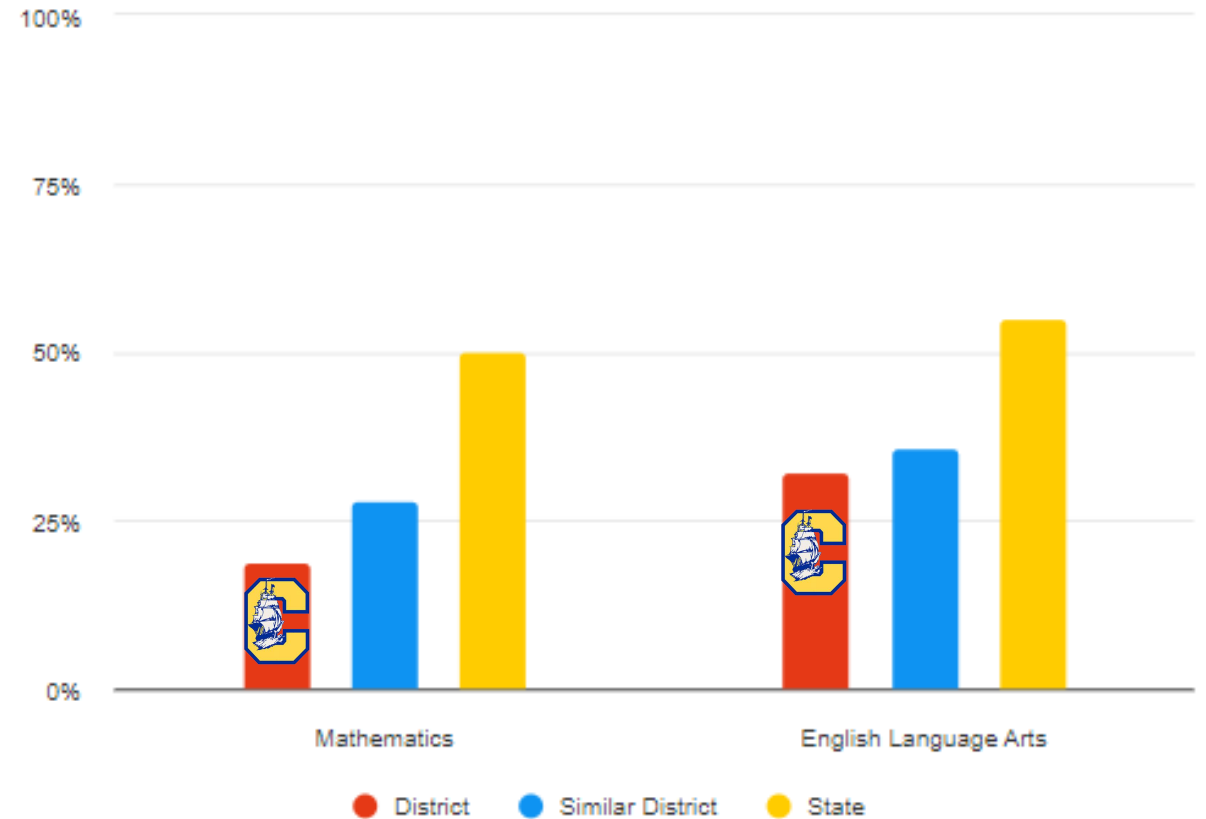
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Fifth Grade



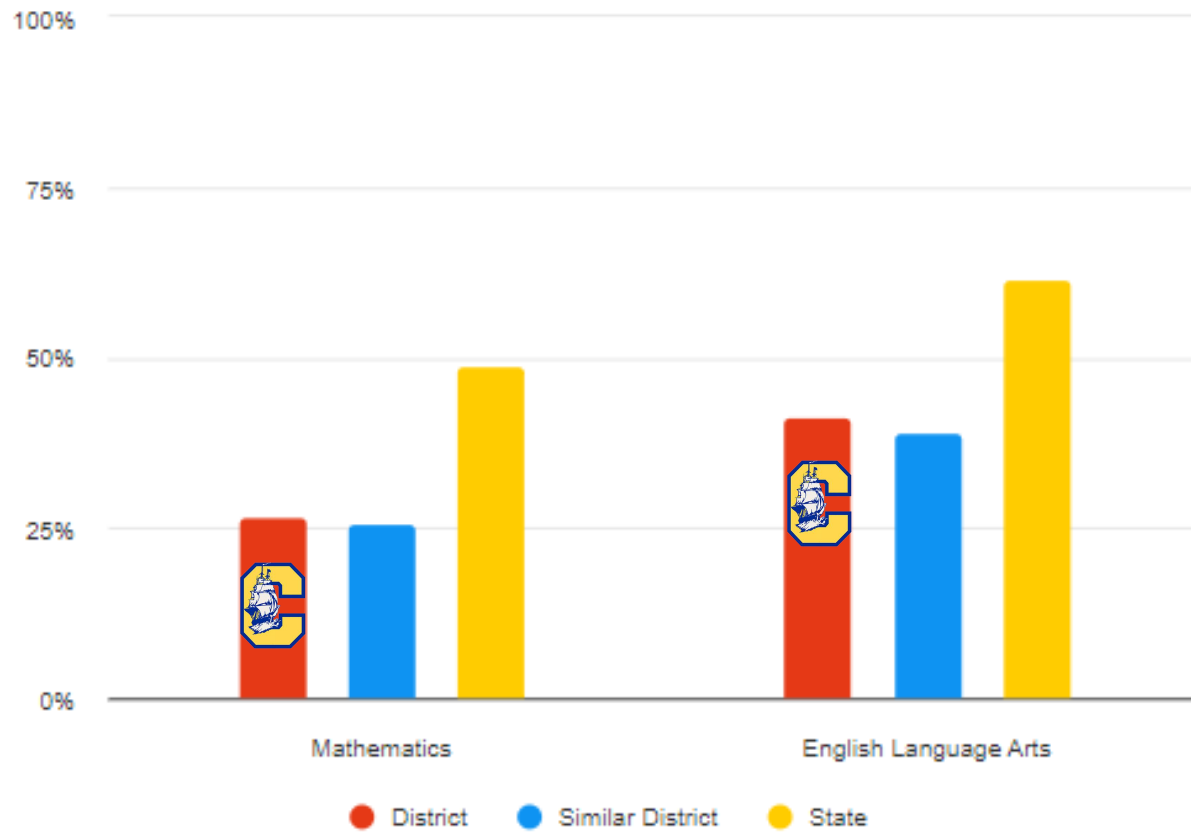
Sixth Grade



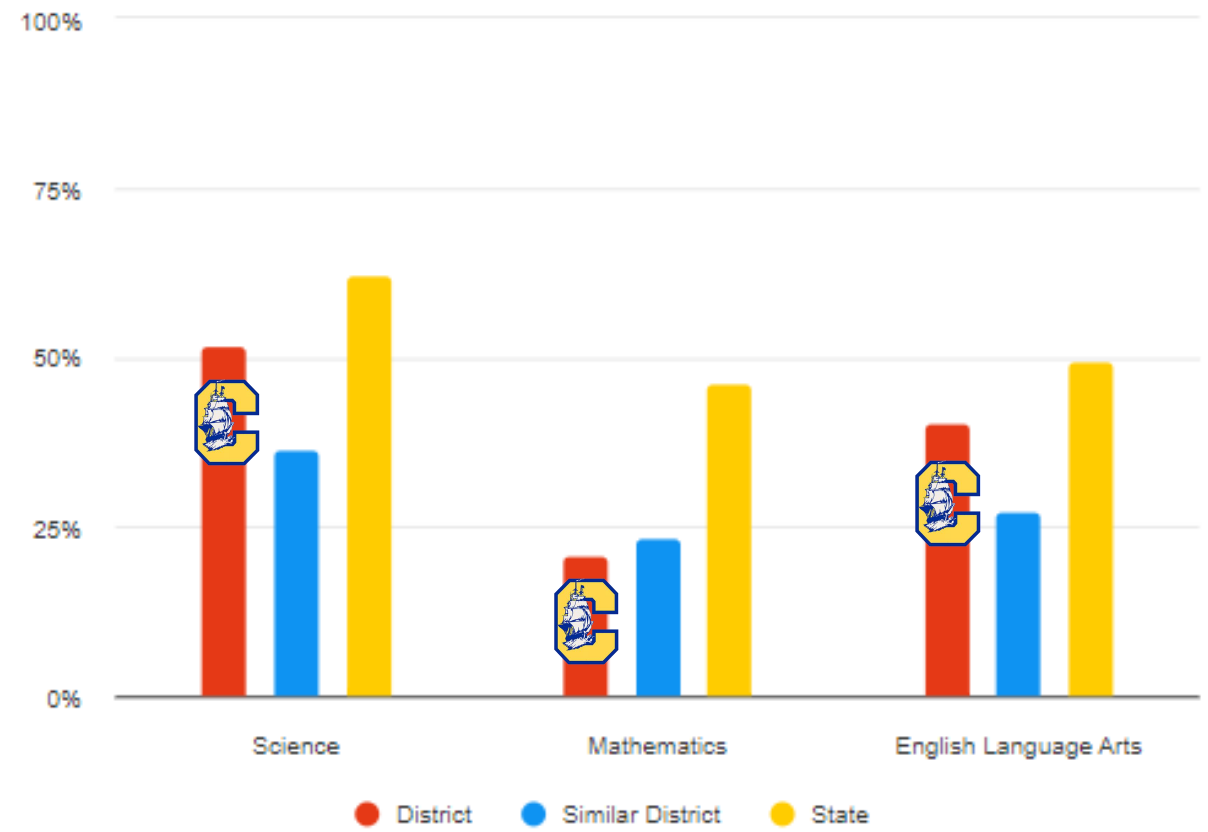


OST DATA REVIEW

Seventh Grade



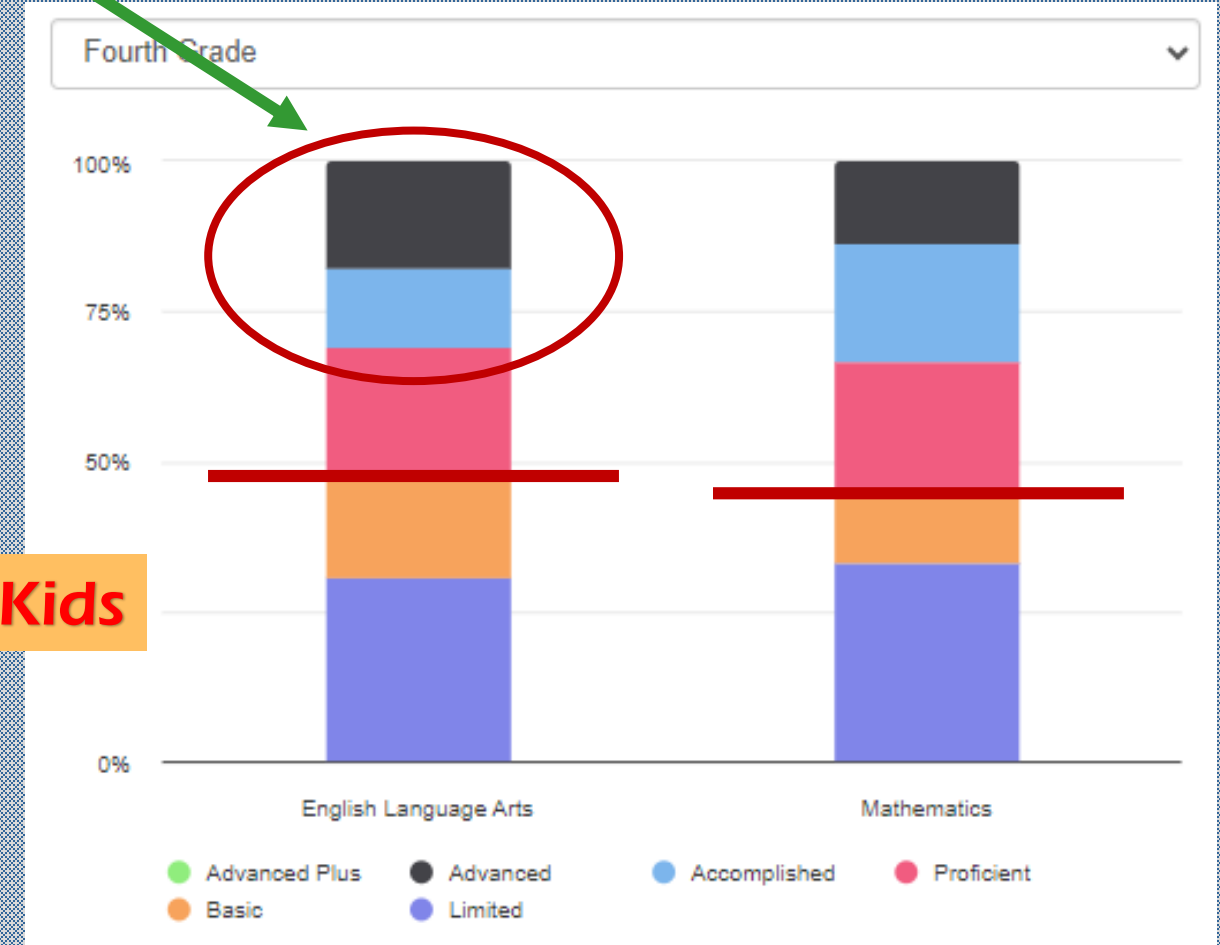
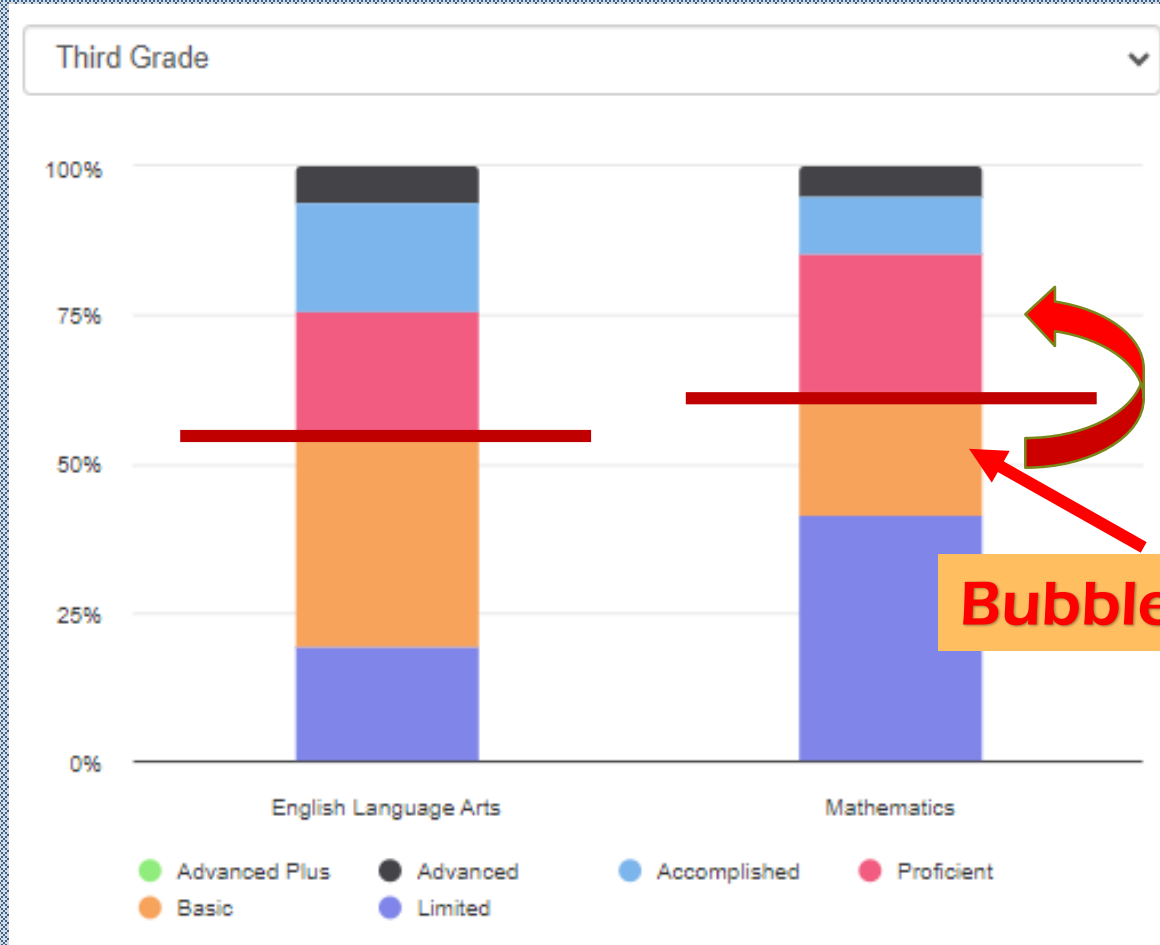
Eighth Grade





OST DATA REVIEW

Student performing at high level

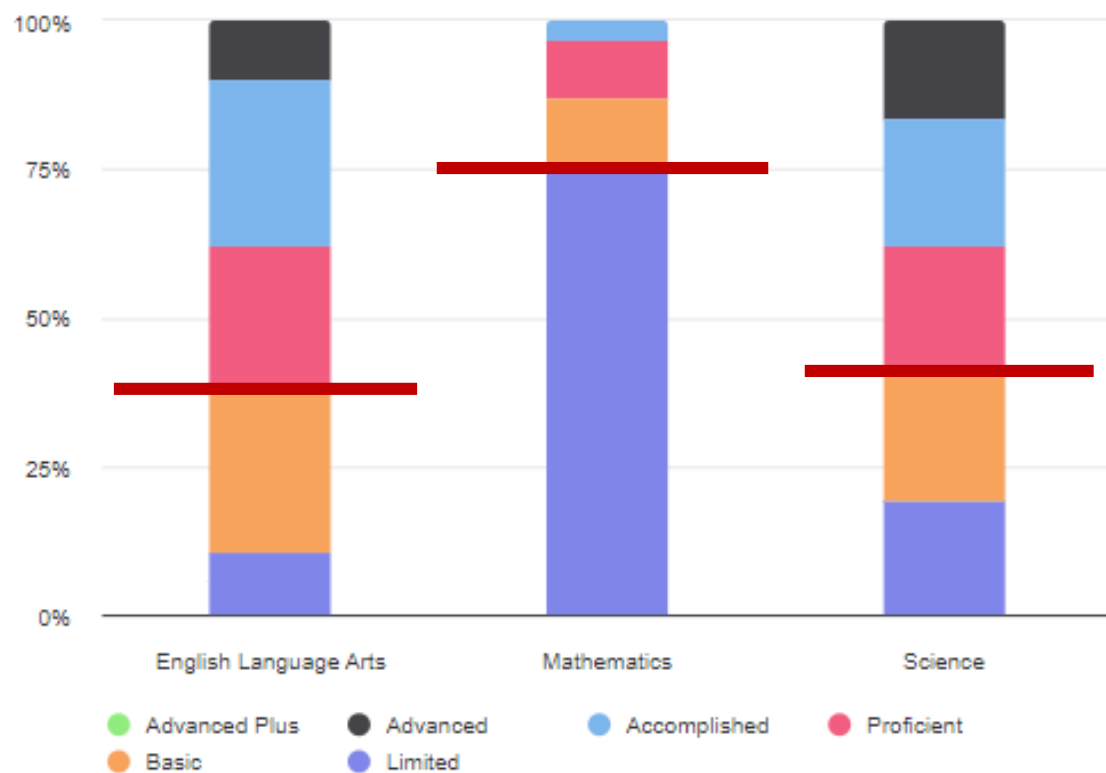


Pink and higher is the number of Proficient

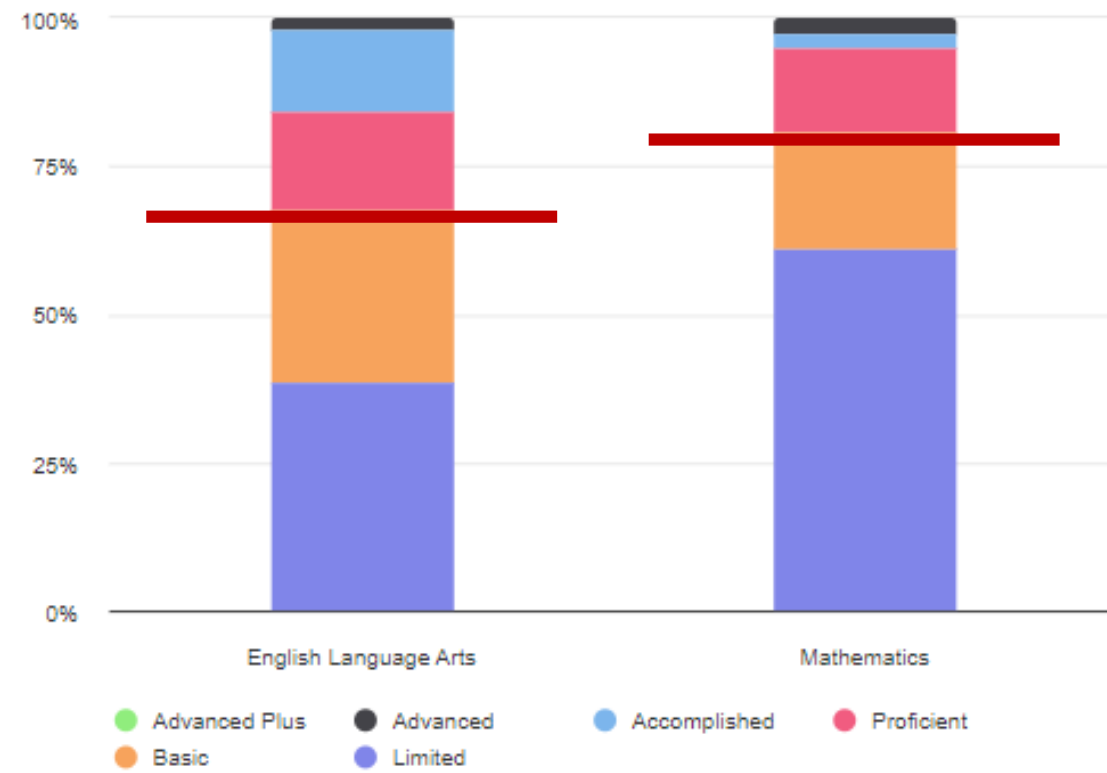
OST DATA REVIEW



Fifth Grade



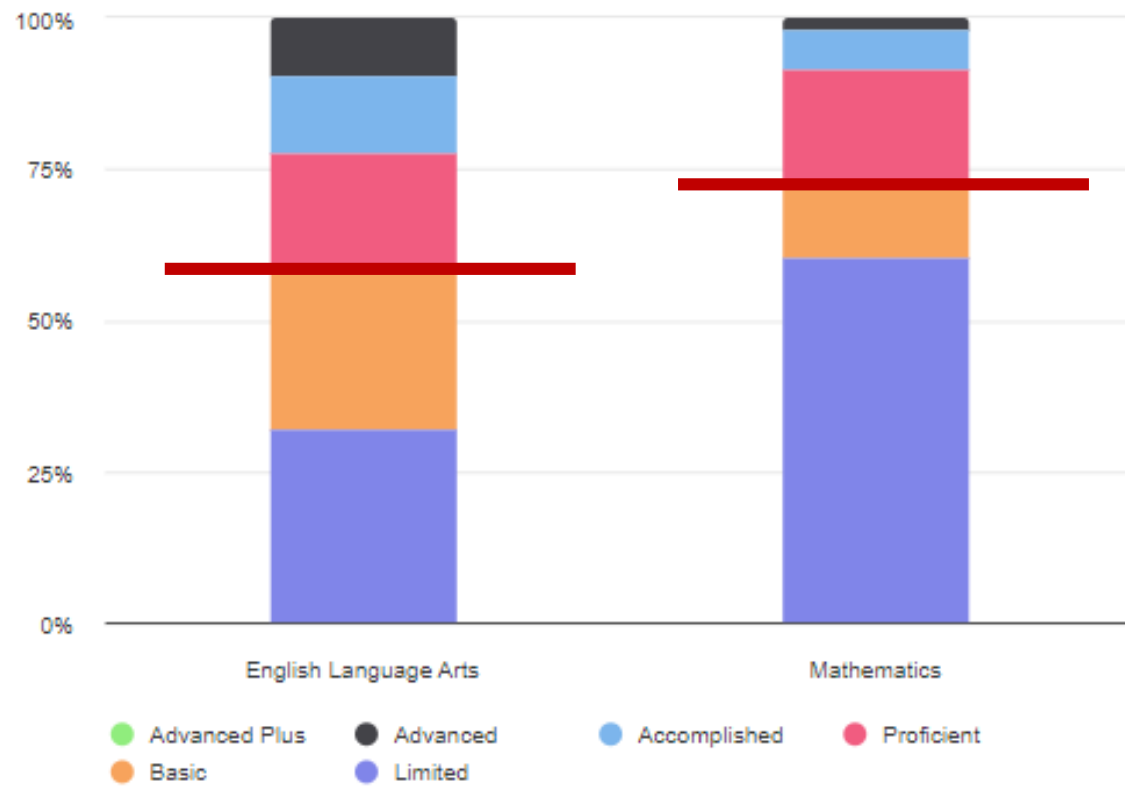
Sixth Grade



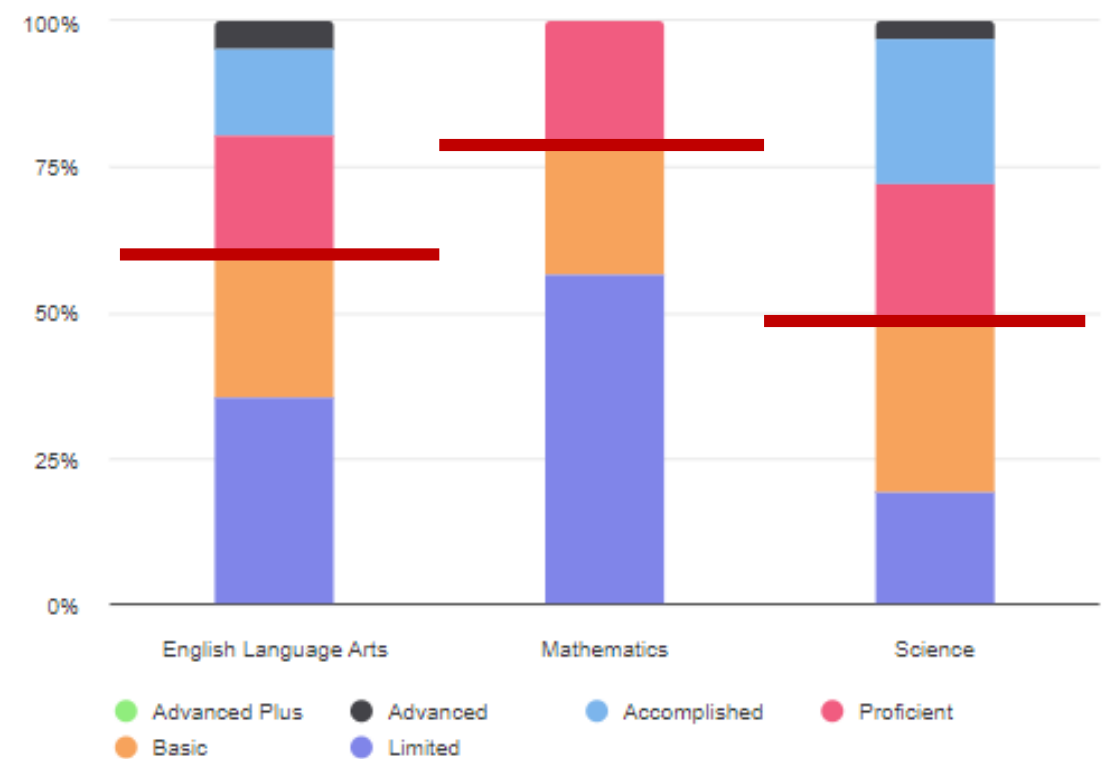


OST DATA REVIEW

Seventh Grade



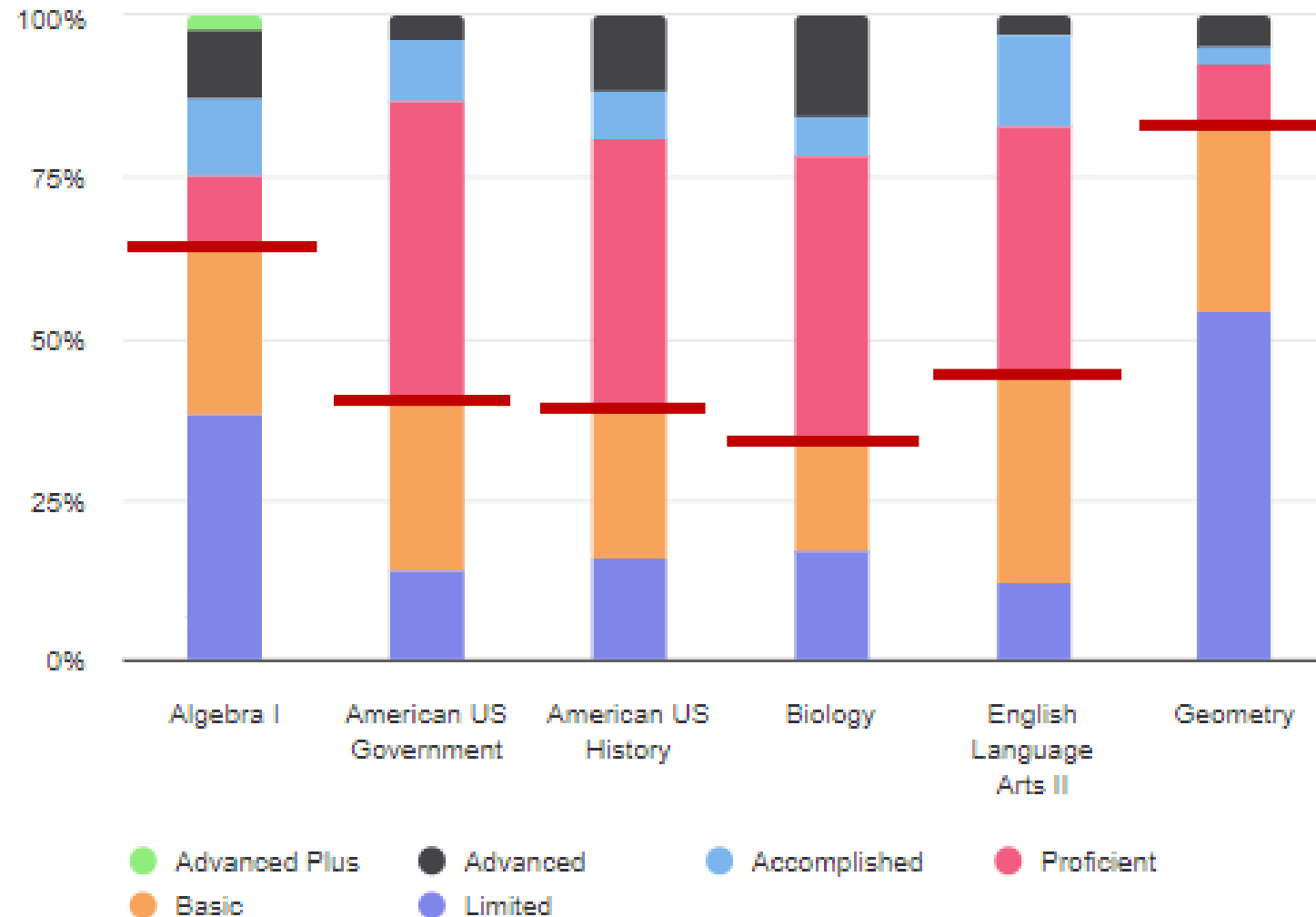
Eighth Grade



OST DATA REVIEW



High School





TASK #2: DATA STORY

A Data Story for a school's Building Leadership Team (BLT) is a narrative crafted from analyzed data to illustrate key trends and insights, guiding decision-making and strategic planning.

It transforms raw data into actionable information that supports school improvement efforts and communicates findings effectively to stakeholders.



TASK #2: DATA STORY

What is your school building Data Story based on the past two years of OST test scores?

- 1. Utilize the Central Reporting System and handouts**
- 2. From the OST item analysis, what three standards in ELA and Math are most deficient per grade level ELA/Math? = below state averages and below prior performance.**
- 3. What might account for that standard deficiency?**
- 4. Are there plans in place to address those standard deficiencies that exist in your Data Story?**

TASK #1: DATA STORY



1.



2.



USER

Teachers and Test Administrators

Access systems used before, during and after testing and review key resources.

3.

After Testing

SYSTEM



Centralized Reporting System (CRS)

Access and download state Assessments results and view reports on student performance.

4.

Ohio's State Tests

- ☒ ELA
- ☒ Mathematics
- ☐ Science
- ☐ Social Studies

5.

Performance Distribution, By Test Group: Clearview Local SD, 2023-2024

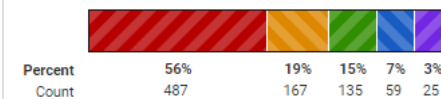
Filtered By **Test Reasons:** All Test Reasons | Sorted By: Date Last Taken



Ohio's State Tests Mathematics

Grades Tested: 3, 4, 5, 6, 7, 8, 10, 11, 12, 9

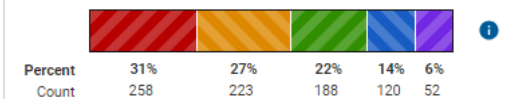
Tests Taken: 873 Date Last Taken: 05/20/2024



Ohio's State Tests ELA

Grades Tested: 3, 4, 5, 6, 7, 8, 10, 11, 12, 9

Tests Taken: 841 Date Last Taken: 05/06/2024



TASK #1: DATA STORY



Average Score, Performance Distribution and Average Points Earned on **Algebra I** (Spring 2024 (OST)), by Roster and Reporting Category: Clearview HS 2023-2024

Filtered By School: All Schools | Test Reasons: Spring 2024 (OST) | Standards Keys

Roster	Teacher	Total	Total					5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	Functions	Modeling and Reasoning	Number, Quantities, Equations and Expressions	Statistics
			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient						
State			154630		702	<p>Percent Count: 34% 17% 22% 17% 10%</p> <p>Count: 52.6K 26.7K 33.5K 26.7M 5.1K</p>	49%						
District			130		688	<p>Percent Count: 44% 27% 18% 10% 2%</p> <p>Count: 57 35 23 13 2</p>	29%						
School			103		679	<p>Percent Count: 55% 32% 12% 1%</p> <p>Count: 57 33 12 1</p>	13%						
(students not in any roster)			103		679	<p>Percent Count: 55% 32% 12% 1%</p> <p>Count: 57 33 12 1</p>	13%						

TASK #1: DATA STORY



Average Score, Performance Distribution and Average Points Earned on **Algebra I** (Spring 2024 (OST)), by Roster and Reporting Category: Clearview HS 2023-2024

Filtered By School: All Schools | Test Reasons: Spring 2024 (OST) | Standards Kers

Roster	Teacher	Total	Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient	5 Items on which Students Performed the Best	5 Items on which Students Performed the Worst	Functions	Modeling and Reasoning	Number, Quantities, Equations and Expressions	Statistics
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(students not in any roster)			103		679	<p>Percent Count: 55% 32% 12% 1%</p> <p>Count: 57 33 12 1</p>	13%						

TASK #1: DATA STORY



Statistics									
Performance Distribution	Item Numbers, Standards Keys and Points Earned								
	4	10	18	26	31	37	44	48	55
	S S.ID.A S.ID.3	S S.ID.B S.ID.5	S S.ID.B S.ID.6 S.ID.6c	S S.ID.A S.ID.1	S S.ID.A S.ID.3	S S.ID.C S.ID.8	S S.ID.A S.ID.2	S S.ID.C S.ID.7	S S.ID.C S.ID.8
	1 pt	2 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt
Percent Count	59% 45.2K	65% 54.7K	59% 44.7K	59% 45.2K	59% 45.2K	59% 45.2K	59% 45.2K	59% 45.2K	59% 45.2K
Percent Count	59% 45	65% 54	59% 44	59% 45	59% 45	59% 45	59% 45	59% 45	59% 45
Percent Count	59% 45	65% 54	59% 44	59% 45	59% 45	59% 45	59% 45	59% 45	59% 45
Percent Count	59% 45	65% 54	59% 44	59% 45	59% 45	59% 45	59% 45	59% 45	59% 45

Reporting Category: S: Statistics

Cluster: S|S.ID.A: Summarize, represent, and interpret data on a single count or measurement variable.

Standard: S|S.ID.A|S.ID.1: Represent data with plots on the real number line (dot plots, histograms, and box plots) in the context of real-world applications using the GAISE model.



TASK #1: DATA STORY

Average Score and Performance Distribution for **Grade 8 English Language Arts** (Spring 2024 (OST)), by School and Reporting Category: Clearview Local SD, 2023-2024

Filtered By **School:** All Schools | **Test Reasons:** Spring 2024 (OST) | **Standards Keys** ☒ ☐

5 Items on which Students Performed the Worst

Item Numbers, Max Points and Points Earned

16	18	28	35	36
RL KID RL.8.2	RL CS RL.8.5	RL CS RL.8.4	RI W RI.8.8	RI V L.8.4
2 pt	2 pt	1 pt	1 pt	1 pt
0.76	0.66	0.38	0.36	0.34
0.68	0.56	0.31	0.31	0.22
0.68	0.56	0.31	0.31	0.22

5 Items on which Students Performed the Worst

Item Numbers, Max Points and Points Earned

18	28	35
RL CS RL.8.5	RL CS RL.8.4	RI IKI RI.8.8
2 pt	1 pt	1 pt
0.36	0.36	0.36
0.31	0.31	0.31
0.31	0.31	0.31

Domain: RL: Reading Standards for Literature
Strand: RL|CS: Craft and Structure
Standard: RL|CS|RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.

TASK #1: DATA STORY



Average Score and Performance Distribution for **Grade 8 Mathematics** (Spring 2024 (OST)), by School and Reporting Category: Clearview Local SD, 2023-2024

Filtered By School: All Schools | Test Reasons: Spring 2024 (OST) | Standards Keys ☒

5 Items on which Students Performed the Worst

Item Numbers, Max Points and Points Earned

4	8	14	29	41
G 8.G.B 8.G.7	EE 8.EE.C 8.EE.7 8.EE.7 a	NS 8.EE.A 8.EE.1	EE 8.EE.B 8.EE.5	G 8.G.A 8.G.5
1 pt	1 pt	1 pt	1 pt	2 pt
0.25	0.28	0.22	0.36	0.31
0.03	0.04	0.09	0.09	0.15
0.03	0.04	0.09	0.09	0.15

Reporting Category: NS: The Number System

Cluster: NS|8.EE.A: Work with radicals and integer exponents.

Standard: NS|8.EE.A|8.EE.1: Understand, explain, and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.



ITEM ANALYSIS GOOGLE SPREADSHEET

Another resource has been shared with principals titled A Collaborative Analysis Spreadsheet. Pictured Right. It has links to the tested standards in each of the OST testing areas, tabbed at the bottom. This can be used for further analysis.

23-24 OG RDL Collaborative Data Analysis Spreadsheet - English II						
Ohio Standards Resources						
Item Number	Number of Points	Standard Reference & Historical Items	2024 DOK	Standard Description	State	District
8	1 pt	RIICSIRI.9-10.4	NR	Determine the meaning of words and phrases as the		
9	1 pt	RIIKIIRI.9-10.8	NR	Delineate and evaluate the argument and specific o		
10	1 pt	RIIKIDIRI.9-10.1	NR	Cite strong and thorough textual evidence to support		
11	1 pt	RIIKIDIRI.9-10.3	NR	Analyze how the author unfolds an analysis or serie		
12	2 pt	RIIKIDIRI.9-10.2	NR	Analyze informational text development: a. Determin		
13	1 pt	RIICSIRI.9-10.6	NR	Determine an author's perspective of purpose in a te		
14	1 pt	RIICSIRI.9-10.6	NR	Determine an author's perspective of purpose in a te		
15	1 pt	RIICSIRI.9-10.4	NR	Determine the meaning of words and phrases as the		
16	1 pt	RIIVIL.9-10.5	NR	Demonstrate understanding of figurative language, i		
17	1 pt	RIICSIRI.9-10.5	NR	Analyze in detail how an author's ideas or claims an		
18	2 pt	RIIKIIRI.9-10.8	NR	Delineate and evaluate the argument and specific		
19	1 pt	RIIKIDIRI.9-10.2	NR	Analyze informational text development: a. Determin		
21	1 pt	RIICSIRI.9-10.5	3	Analyze in detail how an author's ideas or claims an		
22	2 pt	RIIKIDIRI.9-10.1	3	Cite strong and thorough textual evidence to support		
23	1 pt	RIICSIRI.9-10.5	2	Analyze in detail how an author's ideas or claims an		
24	1 pt	RIICSIRI.9-10.4	2	Determine the meaning of words and phrases as the		
25	1 pt	RIIVIL.9-10.4	2	Determine or clarify the meaning of unknown and m		
26	2 pt	RIICSIRI.9-10.6	3	Determine an author's perspective of purpose in a te		
27	1 pt	RIIKIDIRI.9-10.3	2	Analyze how the author unfolds an analysis or serie		
28	2 pt	RIIKIDIRI.9-10.2	2	Analyze informational text development: a. Determin		
1	1 pt	RLIVIL.9-10.4	NR	Determine or clarify the meaning of unknown and m		
2	1 pt	RLICSIRI.9-10.5	NR	Analyze how an author's choices concerning how to		
3	2 pt	RLICSIRI.9-10.5	NR	Analyze how an author's choices concerning how to		
4	1 pt	RLIKIDIRI.9-10.3	NR	Analyze how complex characters (e.g., those with m		
5	1 pt	RLICSIRI.9-10.4	NR	Determine the meaning of words and phrases as the		
6	1 pt	RLICSIRI.9-10.4	NR	Determine the meaning of words and phrases as the		
7	1 pt	RLIKIDIRI.9-10.3	NR	Analyze how complex characters (e.g., those with m		
35	1 pt	RLICSIRI.9-10.4	3	Determine the meaning of words and phrases as the		
36	2 pt	RLIKIDIRI.9-10.1	2	Cite strong and thorough textual evidence to support		
37	2 pt	RLIKIDIRI.9-10.1	2	Cite strong and thorough textual evidence to support		
38	1 pt	RLIKIDIRI.9-10.2	2	Determine a theme or central idea of a text and ana		
39	1 pt	RLIKIDIRI.9-10.3	2	Analyze how complex characters (e.g., those with m		
40	1 pt	RLIVIL.9-10.4	2	Determine or clarify the meaning of unknown and m		
41	1 pt	RLIKIIRI.9-10.9	3	Analyze how an author alludes to and transforms sc		
43	10 pt	WIAEW.9-10.1	NR	Write arguments to support claims in an analysis of		
42	10 pt	WEXIW.9-10.2	4	Write informative/explanatory texts to examine and		



ITEM ANALYSIS GOOGLE SPREADSHEET

Another resource has been shared with principals titled **A Collaborative Analysis Spreadsheet**. Pictured Right. It has links to the tested standards in each of the OST testing areas, tabbed at the bottom. This can be used for further analysis.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

2024

Question 24

Read the sentence from the passage.

"When we tear through tough grasses—which may not sound appetizing now, but it's likely some of our ancestors did eat them—by moving our teeth side-to-side, the teeth get tiny, microscopic scratches." (paragraph 7)

How does the author's word choice impact the tone of the passage?

- ☐ Ⓐ The comparison of food preferences adds a lighthearted tone.
- ☐ Ⓑ The description of the mechanics of eating creates a formal tone.
- ☐ Ⓒ The identification of specific foods contributes to the informal tone.
- ☐ Ⓓ The inclusion of physical imperfections marks a shift toward a more serious tone.

Points Possible: 1

Topic: Informational

Content Standard: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI.9-10.4)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

2022

Standard
Question
DOK



ITEM ANALYSIS GOOGLE SPREADSHEET

Another resource has been shared with principals titled A Collaborative Analysis Spreadsheet. Pictured Right. It has links to the tested standards in each of the OST testing areas, tabbed at the bottom. This can be used for further analysis.

23-24 OG RDL Collaborative Data Analysis Spreadsheet - English II						
Ohio Standards Resources						
Item Number	Number of Points	Standard Reference & Historical Items	2024 DOK	Standard Description	State	District
8	1 pt	RIICSIRL.9-10.4	NR	Determine the meaning of words and phrases as the		
9	1 pt	RIIKIURL.9-10.8	NR	Delineate and evaluate the argument and specific o		
10	1 pt	RIIKIDIRL.9-10.1	NR	Cite strong and thorough textual evidence to suppor		
11	1 pt	RIIKIDIRL.9-10.3	NR	Analyze how the author unfolds an analysis or serie		
12	2 pt	RIIKIDIRL.9-10.2	NR	Analyze informational text development. a. Determin		
13	1 pt	RIICSIRL.9-10.6	NR	Determine an author's perspective of purpose in a te		
14	1 pt	RIICSIRL.9-10.6	NR	Determine an author's perspective of purpose in a te		
15	1 pt	RIICSIRL.9-10.4	NR	Determine the meaning of words and phrases as the		
16	1 pt	RIIVIL.9-10.5	NR	Demonstrate understanding of figurative language		
17	1 pt	RIICSIRL.9-10.5	NR	Analyze how an author's choices concerning how to		
18	2 pt	RIIKIURL.9-10.8	NR	Delineate and evaluate the argument and specific o		
19	1 pt	RIIKIDIRL.9-10.2	NR	Analyze informational text development. a. Determin		
21	1 pt	RIICSIRL.9-10.5	3	Analyze in detail how an author's ideas or claims an		
22	2 pt	RIIKIDIRL.9-10.1	3	Cite strong and thorough textual evidence to suppor		
23	1 pt	RIICSIRL.9-10.5	2	Analyze in detail how an author's ideas or claims an		
24	1 pt	RIICSIRL.9-10.4	2	Determine the meaning of words and phrases as the		
25	1 pt	RIIVIL.9-10.4	2	Determine or clarify the meaning of unknown and m		
26	2 pt	RIICSIRL.9-10.6	3	Determine an author's perspective of purpose in a te		
27	1 pt	RIIKIDIRL.9-10.3	2	Analyze how the author unfolds an analysis or serie		
28	2 pt	RIIKIDIRL.9-10.2	2	Analyze informational text development. a. Determin		
1	1 pt	RLIVIL.9-10.4	NR	Determine or clarify the meaning of unknown and m		
2	1 pt	RLICSIRL.9-10.5	NR	Analyze how an author's choices concerning how to		
3	2 pt	RLICSIRL.9-10.6	NR	Analyze how an author's choices concerning how to		
4	1 pt	RLIKIDIRL.9-10.8	NR	Analyze how complex characters (e.g., those with m		
5	1 pt	RLICSIRL.9-10.4	NR	Determine the meaning of words and phrases as the		
6	1 pt	RLICSIRL.9-10.4	NR	Determine the meaning of words and phrases as the		
7	1 pt	RLIKIDIRL.9-10.3	NR	Analyze how complex characters (e.g., those with m		
35	1 pt	RLICSIRL.9-10.4	3	Determine the meaning of words and phrases as the		
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Standards resource

Test Specs

Model Curriculum

Performance level descriptors



OHIO STANDARDS RESOURCES

Dr. Bryan Drost, Executive Director, Educational Services & Technology, Rocky River City Schools
Regional Data Lead

Fine Arts

ELA Standards

[ELA Extended Standards](#)

[Test Specifications Grades 3, 4, 5, 6, 7, 8, HS](#)[ELA Subscores](#)[ELA Item Release Guides](#)

TASK #2: DATA STORY

**Answers
On Google Docs**



What is your school building Data Story based on the past two years of OST test scores?

- 1. Utilize the Central Reporting System and handouts**
- 2. From the OST item analysis, what three standards in ELA and Math are most deficient per grade level ELA/Math? = below state averages and below prior performance.**
- 3. What might account for that standard deficiency?**
- 4. Are there plans in place to address those standard deficiencies that exist in your Data Story?**

BLTs will report out

CLEARVIEW DLT MEETING 9/25/24



**BREAK
TIME!**

10:00 minutes



AFTERNOON BLT MEETING

The afternoon of each DLT meeting date will continue to be allotted for individual BLT meeting time.

What is on the agenda for each BLT this afternoon?? Why?

Answer both

BLTs will share out ...

OHIO IMPROVEMENT PROCESS - KEY INITIATIVES



Clearview High School

1. Literacy -
 - a. Friday free read
 - i. Everyone reads a book, including the teacher
 - ii. They get to choose/therefore should be interested
 - b. SAVAAS
 - c. Implementation of BB-BS program
 - i. Tutoring/face to face
 - ii. Focus on English II
2. Math -
 - a. Incorporating more technology
 - b. IXL
 - i. Games
 - c. Implementation of varsity tutors
 - d. Implementation of BB-BS program
 - i. Focus on Alg. 1
3. School Climate -
 - a. PBIS
 - i. Positive reinforcement ideas/goals/rewards
 - b. Incorporate house AND grade level assemblies

Durling Middle School

1. Using Data to drive instruction appropriately and provide necessary intervention in ELA and Math
2. Plan PBIS events that will impact School Climate
3. Use MTSS behavior interventions to improve classroom behaviors that impact student learning

Vincent Elementary

1. Writing -
 - a. Aligning benchmark writing to the core curriculum (Open Court/Wonders)
2. Math -
 - a. Xtramath fact fluency
 - b. Benchmark assessments for fact fluency
3. MTSS - Science of Reading
 - a. Science of Reading strategies at a tier one level

**KEY
INITIATIVES FOR
2024-25**

Narrow the focus!





TOO MANY POTS ON THE STOVE!!

Narrow the focus!



WHY??!!

Avoid Initiative Overload!

OHIO IMPROVEMENT PROCESS - KEY INITIATIVES



Each BLT will provide an update and identify progress on Key Initiatives to start the 2024-25 school year.

- Provide an score on the level of implementation:

**1 = Not Implemented to 5 = Full
Implemented**

- Why is this a Key Initiative in your building?

**Answers
On Google Docs**

Narrow the focus!

BLTs will report out

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