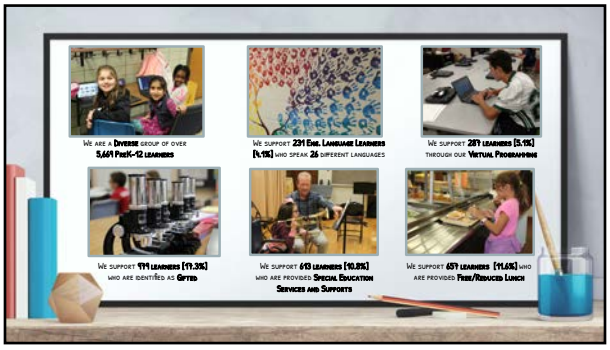
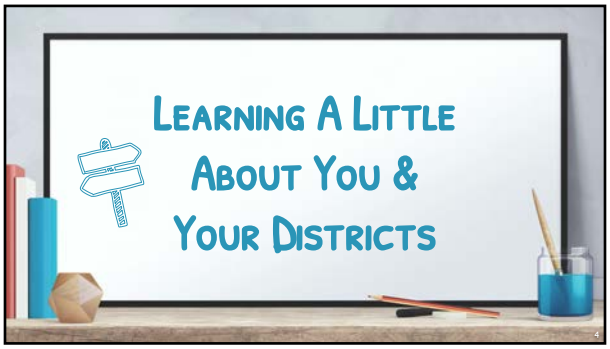
Taking Control of Your District's Data Story

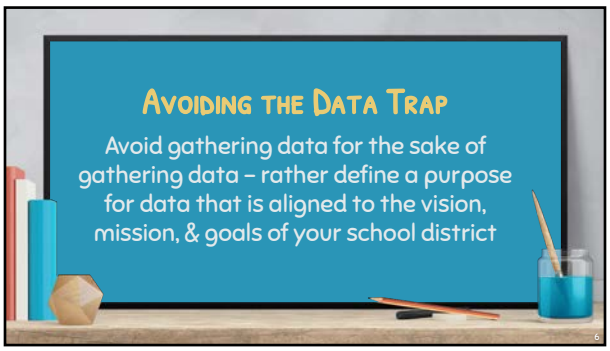
Dr. Cameron M. Ryba, Superintendent
Strongsville City Schools

A Little Background on Strongsville City Schools




Learning A Little
About You &
Your Districts

In this session...
In this session, you will learn practical strategies to move beyond state test scores to discover meaningful and impactful local data that can be utilized to set goals, measure progress, and celebrate your individual story of success with your community.
shorturl.at/mwxQ1
[Handout]


Avoiding the Data Trap
Avoid gathering data for the sake of gathering data – rather define a purpose for data that is aligned to the vision, mission, & goals of your school district

The WHY of Our School District

Destination

Strongsville City Schools will be a premier school district – a district of excellence and innovation that embodies the educational priorities of our students and community.

Mission

Ensure all students succeed in school and in life

Hire and develop a premier staff

Provide outstanding facilities and resources for students and staff

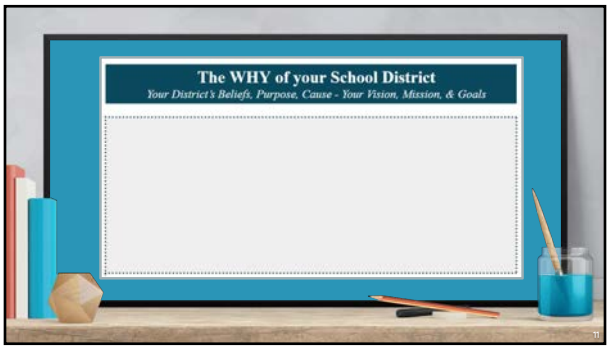
Foster a positive working partnership with our community

The WHY of Our School District

Our Core Beliefs – We believe in:

- Shared leadership and collaborative problem-solving
- Data-based decisions and evidence-based practices
- An approach to teaching and learning that is engaging, exciting and fun for students
- All students accessing innovative, high quality instruction in all classrooms
- Meeting the individualized learning needs of our students
- The ability of all students to grow and achieve

The WHY of Our School District
Academic Achievement and Growth
Engage learners in rigorous curriculum and quality instruction that will maximize the achievement and growth across all academic areas and enable all students to graduate from high school prepared for success in college, career, and military.
Financial Prudence
Ensure sound financial mgmt. practices while maintaining high-quality educational experiences for all students through the alignment of district resources to district initiatives and investments.
Community Engagement
Actively partner and communicate with our parents and residents to strengthen school-community bonds.
10


The WHY of your School District
Your District's Beliefs, Purpose, Cause - Your Vision, Mission, & Goals
11

Setting Your WHY Priorities
Giving context to your WHY that will lead to organizational clarity and coherence
12

Setting Our WHY Priorities – Board of Education

Academic Achievement and Growth
- Science of Reading

Financial Prudence
- Renewal Levy

Community Engagement
- Elementary Facilities

Setting Our WHY Priorities – Superintendent / Admin

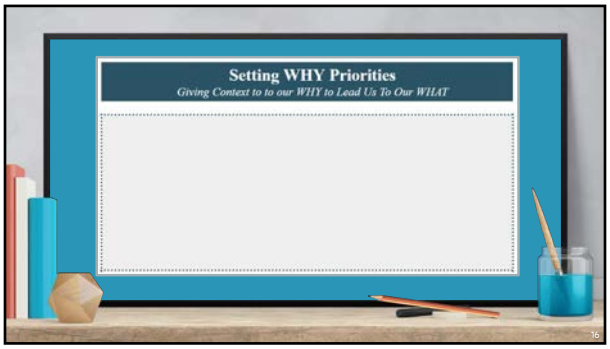
Academic Achievement and Growth
- Science of Reading
- Content Standards / Learning Framework
- Response to Intervention
- PBIS / SEL
- Leadership Development, Coaching, & Accountability
- Organizational Culture
- Tech Integration / MakerSpace

Setting Our WHY Priorities – Superintendent / Admin

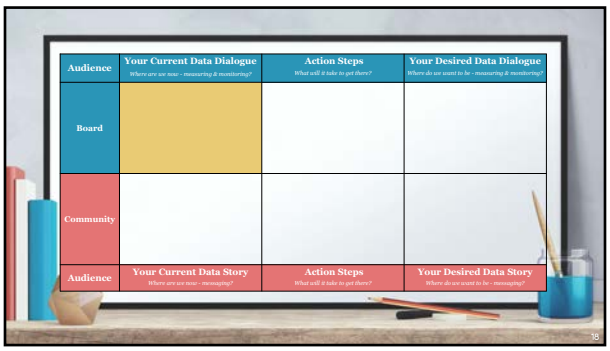
Academic Achievement and Growth
- Science of Reading
- Content Standards / Learning Framework
- Response to Intervention
- PBIS / SEL
- Leadership Development, Coaching, & Accountability
- Organizational Culture
- Tech Integration / MakerSpace

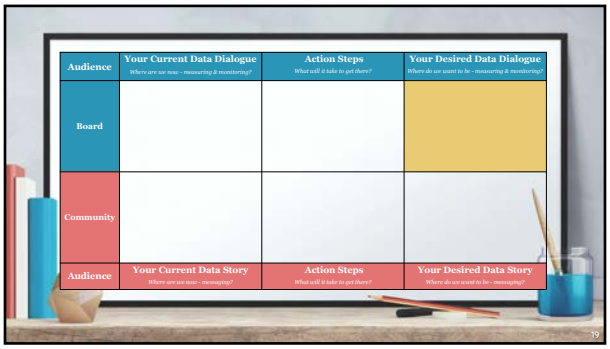
Financial Prudence
- Renewal Levy
- Records Digitization
- Financial Stewardship & Reporting
- Food Services

Community Engagement
- Elementary Facilities
- DEI Strategic Planning
- Alumni Engagement
- Business / Community Partnerships


Setting WHY Priorities
Giving Context to to our WHY to Lead Us To Our WHAT
16

Aligning our WHAT to our WHY
Gathering purposeful data on our desired outcomes to determine progress and impact towards our WHY
17


Audience
Your Current Data Dialogue
Where are we now - measuring & monitoring?
Action Steps
What will it take to get there?
Your Desired Data Dialogue
Where do we want to be - measuring & monitoring?
Board
Community
Audience
Your Current Data Story
Where are we now - messaging?
Action Steps
What will it take to get there?
Your Desired Data Story
Where do we want to be - messaging?
18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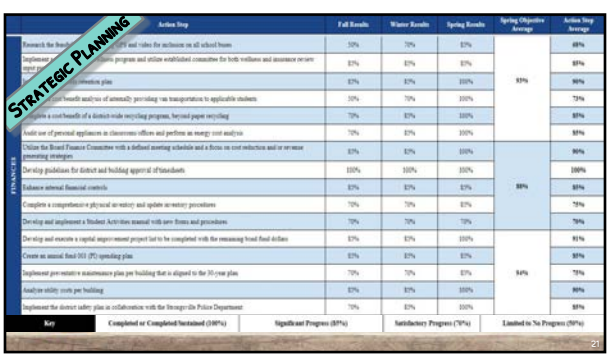
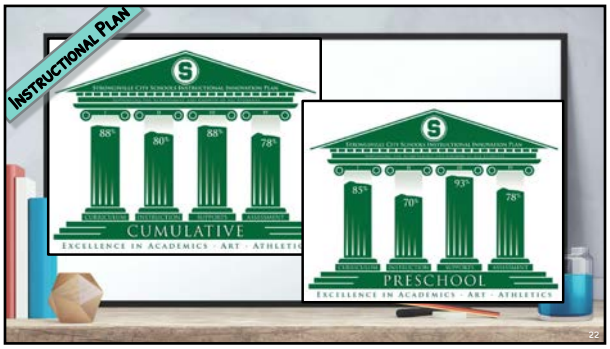
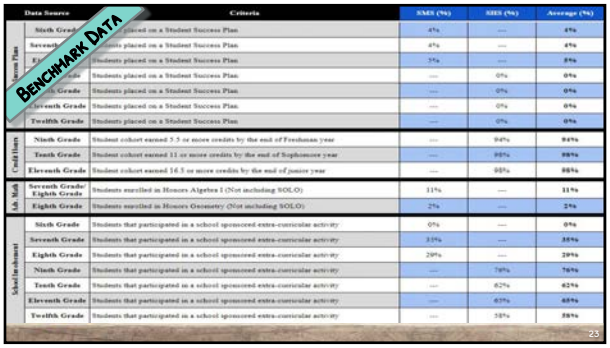
Where do we want to be - messaging?
19

Your Desired Data Story
Unpacking Some Data
Considerations & Options
20


Strategic Planning
Action Step
Fall Results
Winter Results
Spring Results
Spring Objective Average
Action Step Average
FINANCES
Key
Completed or Completed/Sustained (100%)
Significant Progress (85%)
Satisfactory Progress (70%)
Limited to No Progress (50%)
21


INSTRUCTIONAL PLAN
88%
80%
88%
78%
CUMULATIVE
EXCELLENCE IN ACADEMICS · ART · ATHLETI
85%
70%
93%
78%
PRESCHOOL
EXCELLENCE IN ACADEMICS · ART · ATHLETICS
22


BENCHMARK DATA
Data Source
Criteria
SMS (%)
HHS (%)
Average (%)
Success Plan
Sixth Grade
Students placed on a Student Success Plan
4%

4%
Seventh Grade
Students placed on a Student Success Plan
4%

4%
Eighth Grade
Students placed on a Student Success Plan
3%

3%
Ninth Grade
Students placed on a Student Success Plan

0%
0%
Tenth Grade
Students placed on a Student Success Plan

0%
0%
Eleventh Grade
Students placed on a Student Success Plan

0%
0%
Twelfth Grade
Students placed on a Student Success Plan

0%
0%
Credit Hours
Ninth Grade
Student cohort earned 5.5 or more credits by the end of Freshman year
---
94%
94%
Tenth Grade
Student cohort earned 11 or more credits by the end of Sophomore year
---
98%
98%
Eleventh Grade
Student cohort earned 16.5 or more credits by the end of junior year
---
98%
98%
Adv. Math
Seventh Grade/ Eighth Grade
Students enrolled in Honors Algebra I (Not including SOL/O)
11%

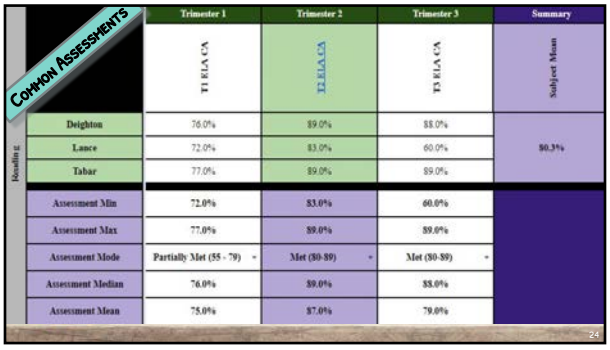
11%
Eighth Grade
Students enrolled in Honors Geometry (Not including SOL/O)
2%

2%
School Involvement
Sixth Grade
Students that participated in a school sponsored extra-curricular activity
0%

0%
Seventh Grade
Students that participated in a school sponsored extra-curricular activity
33%

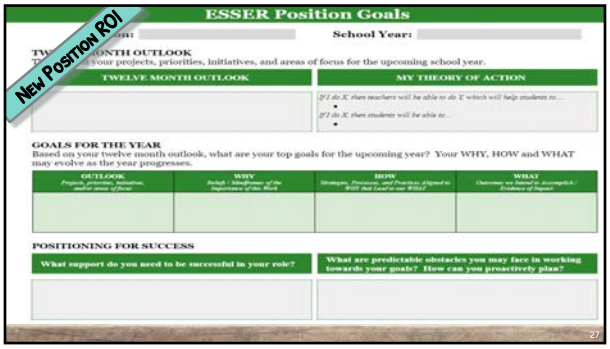
33%
Eighth Grade
Students that participated in a school sponsored extra-curricular activity
29%

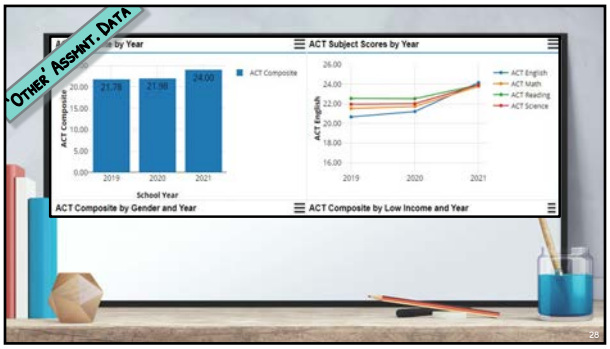
29%
Ninth Grade
Students that participated in a school sponsored extra-curricular activity
---
78%
78%
Tenth Grade
Students that participated in a school sponsored extra-curricular activity
---
62%
62%
Eleventh Grade
Students that participated in a school sponsored extra-curricular activity
---
63%
63%
Twelfth Grade
Students that participated in a school sponsored extra-curricular activity
---
58%
58%
23


COMMON ASSESSMENTS
Trimester 1
Trimester 2
Trimester 3
Summary
Reading
T1 ELA CA
T2 ELA CA
T3 ELA CA
Subject Mean
Deighton
76.0%
89.0%
88.0%
80.3%
Lance
72.0%
83.0%
60.0%
Tabar
77.0%
89.0%
89.0%
Assessment Min
72.0%
83.0%
60.0%
Assessment Max
77.0%
89.0%
89.0%
Assessment Mode
Partially Met (55 - 79)
Met (80-89)
Met (80-89)
Assessment Median
76.0%
89.0%
88.0%
Assessment Mean
75.0%
87.0%
79.0%
24

BUILDING INITIATIVES
Tier
F to W
W to S
F to S
ROI
SGP

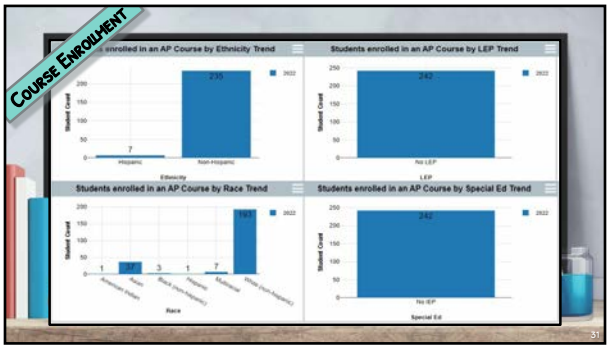
LEADERSHIP PLANS
PROFESSIONAL GOALS FOR THE YEAR
OUTLOOK
WHY
HOW
WHAT
Performance Goal
Learning Goal
Link SWOT Analysis
POSITIONING FOR SUCCESS
What support do you need to be successful in your role?
What are predictable obstacles you may face in working towards your goals? How can you proactively plan for these obstacles?


NEW POSITION ROI
ESSER Position Goals
School Year:
TWELVE MONTH OUTLOOK
TWELVE MONTH OUTLOOK
MY THEORY OF ACTION
GOALS FOR THE YEAR
OUTLOOK
WHY
HOW
WHAT
POSITIONING FOR SUCCESS
What support do you need to be successful in your role?
What are predictable obstacles you may face in working towards your goals? How can you proactively plan?

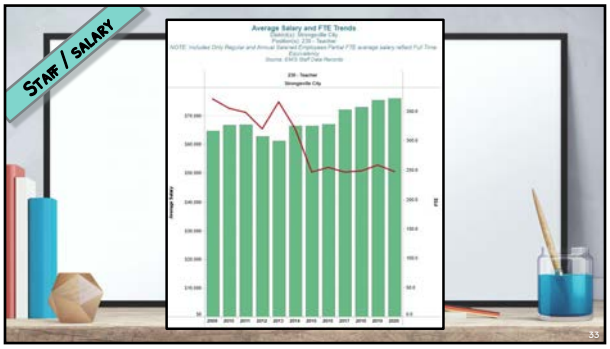

'Other' Asshnt. Data
ACT Subject Scores by Year
ACT Composite
ACT English
ACT Math
ACT Reading
ACT Science
School Year
ACT Composite by Gender and Year
ACT Composite by Low Income and Year
28

Classroom Performance
Rate of D's & F's by Grade Period
Rate of D's & F's by School
Rate of D's & F's by Grade Level
Rate of D's & F's by Chronic Absenteeism
Rate of D's & F's by Ethnicity
Rate of D's & F's by Gender
29

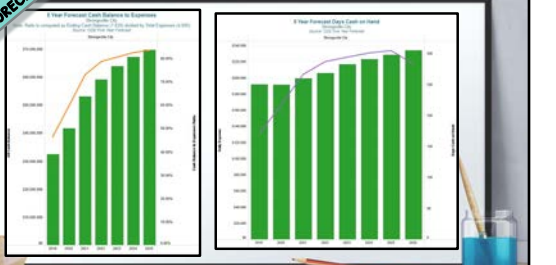
District Enrollment
District Race Ethnicity
30


COURSE ENROLLMENT
Students enrolled in an AP Course by Ethnicity Trend
Students enrolled in an AP Course by LEP Trend
Students enrolled in an AP Course by Race Trend
Students enrolled in an AP Course by Special Ed Trend
31

STUDENT DISCIPLINE
Discipline - Enrollment by Race
Race | Student Count | % of District
Total | 5,775 | 100%
American Indian | 24 | 0.4%
Asian | 485 | 8.4%
Black (non-hispanic) | 275 | 4.8%
Hispanic | 61 | 1.1%
Multiracial | 234 | 4.1%
Pacific Islander | 19 | 0.3%
White (non-hispanic) | 4,677 | 81%
Discipline - Suspensions by Race
Race | Student Count | % of District
Total | 37 | 100%
Asian | 1 | 2.7%
Black (non-hispanic) | 5 | 13.5%
Hispanic | 1 | 2.7%
Multiracial | 2 | 5.4%
Pacific Islander | 1 | 2.7%
White (non-hispanic) | 27 | 73%
Discipline - Enrollment by Low Income
Low Income | Student Count | % of District
Total | 5,775 | 100%
Not Low Income | 5,130 | 88.8%
Low Income | 645 | 11.2%
Discipline - Suspensions by Low Income
Low Income | Student Count | % of District
Total | 37 | 100%
Not Low Income | 25 | 67.6%
Low Income | 12 | 32.4%
32


STAFF / SALARY
Average Salary and FTE Trends
33

5-Year Forecast



Cost Savings

The SCS Maintenance Department has saved the District over $83,000 in the past year by completing maintenance projects in-house.

The team has used their experience and skills to handle projects as a department versus contracting out to third party companies.

In September of 2019, our District launched an online purchasing platform for district vendors. This platform has generated a savings of $6,900 since its inception.

Insurance / Investments

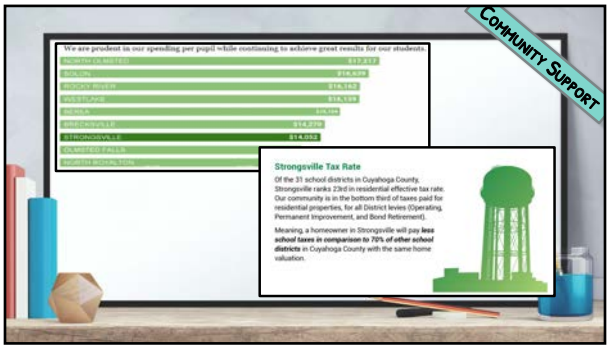
SCS is a member of the Great Lakes Council of Governments Consortium, made up of local school districts.

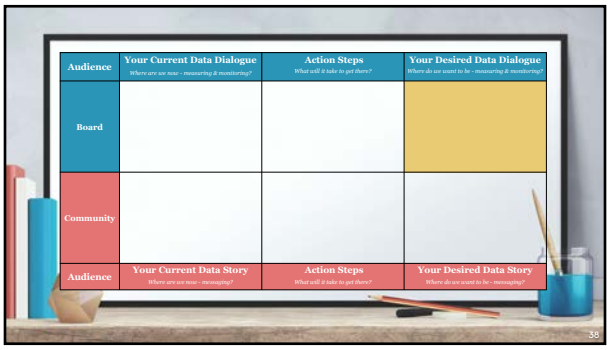
This consortium helps our District save on health care administrative costs, as well as negotiate better administrative rates with insurance carriers.

Since joining the consortium in July of 2019, Strongsville City Schools has saved more than $260,000 annually.

The implementation of an investment strategy has led to increased interest earnings.

FY16:	$37,333
FY20:	$722,842


Community Support
We are prudent in our spending per pupil while continuing to achieve great results for our students.
Strongsville Tax Rate
Of the 31 school districts in Cuyahoga County, Strongsville ranks 23rd in residential effective tax rate. Our community is in the bottom third of taxes paid for residential properties, for all District levies (Operating, Permanent Improvement, and Bond Retirement).
Meaning, a homeowner in Strongsville will pay less school taxes in comparison to 70% of other school districts in Cuyahoga County with the same home valuation.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Where are we now - measuring & monitoring?
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Board
Community
Audience
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Where are we now - messaging?
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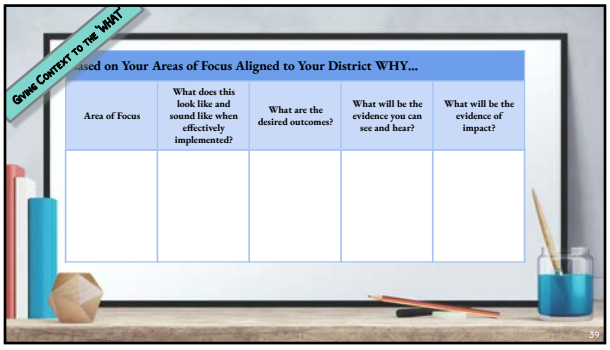
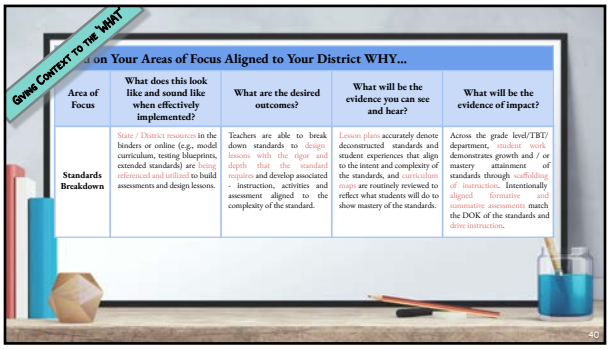
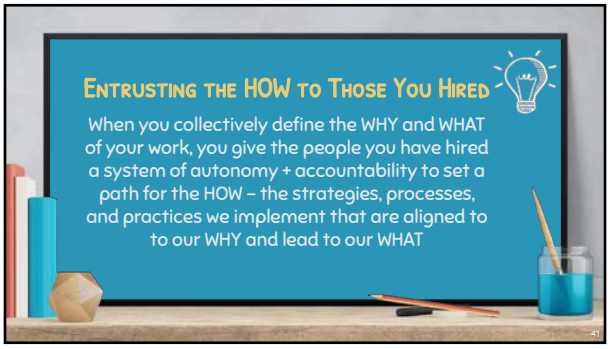
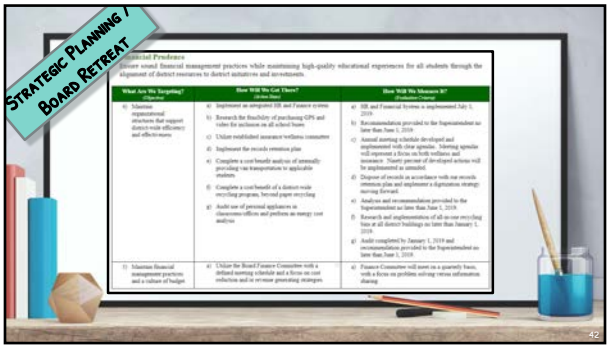
What will it take to get there?
Your Desired Data Story
Where do we want to be - messaging?
38


Giving Context to the WHAT
sed on Your Areas of Focus Aligned to Your District WHY...
Area of Focus
What does this look like and sound like when effectively implemented?
What are the desired outcomes?
What will be the evidence you can see and hear?
What will be the evidence of impact?
39


Giving Context to the 'What'
on Your Areas of Focus Aligned to Your District WHY...
Area of Focus
What does this look like and sound like when effectively implemented?
What are the desired outcomes?
What will be the evidence you can see and hear?
What will be the evidence of impact?
Standards Breakdown
State / District resources in the binders or online (e.g., model curriculum, testing blueprints, extended standards) are being referenced and utilized to build assessments and design lessons.
Teachers are able to break down standards to design lessons with the rigor and depth that the standard requires and develop associated - instruction, activities and assessment aligned to the complexity of the standard.
Lesson plans accurately denote deconstructed standards and student experiences that align to the intent and complexity of the standards, and curriculum maps are routinely reviewed to reflect what students will do to show mastery of the standards.
Across the grade level/TBT/ department, student work demonstrates growth and / or mastery attainment of standards through scaffolding of instruction. Intentionally aligned formative and summative assessments match the DOK of the standards and drive instruction.
40


Entrusting the HOW to Those You Hired
When you collectively define the WHY and WHAT of your work, you give the people you have hired a system of autonomy + accountability to set a path for the HOW – the strategies, processes, and practices we implement that are aligned to to our WHY and lead to our WHAT
41


Strategic Planning / Board Retreat
42

Audience	Your Current Data Dialogue *Where are we now - measuring & monitoring?*	Action Steps *What will it take to get there?*	Your Desired Data Dialogue *Where do we want to be - measuring & monitoring?*
Board			
Community			
Audience	Your Current Data Story *Where are we now - messaging?*	Action Steps *What will it take to get there?*	Your Desired Data Story *Where do we want to be - messaging?*

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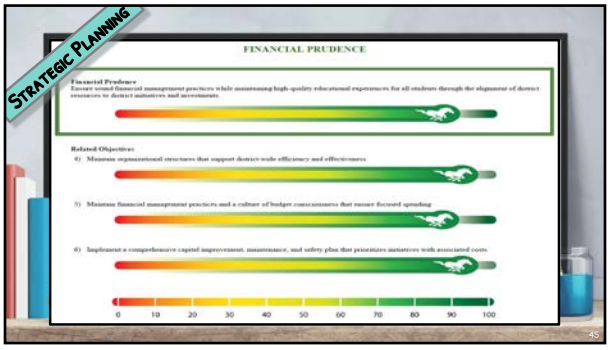
Sharing Our Data Story

Opportunities to Share and Celebrate Your District's Data Story with Parents, the Community, & Key Stakeholders

44

Strategic Planning



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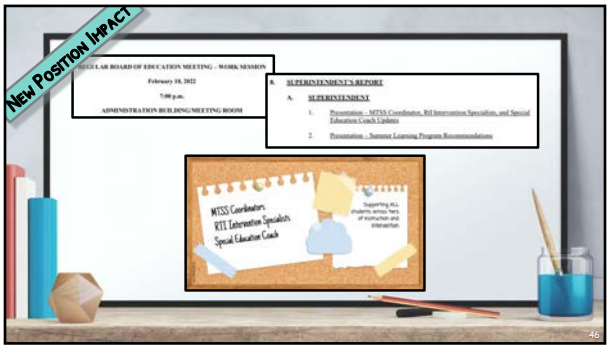
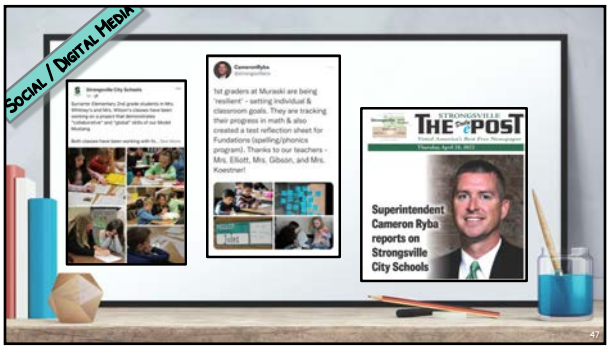

New Position Impact
REGULAR BOARD OF EDUCATION MEETING – WORK SESSION
February 10, 2022
7:00 p.m.
ADMINISTRATION BUILDING MEETING ROOM
8. SUPERINTENDENT'S REPORT
A. SUPERINTENDENT
1. Presentation – MTSS Coordinator, RtI Intervention Specialists, and Special Education Coach Updates
2. Presentation – Summer Learning Program Recommendations
MTSS Coordinators
RTI Intervention Specialists
Special Education Coach
Supporting ALL students across tiers of instruction and intervention
46

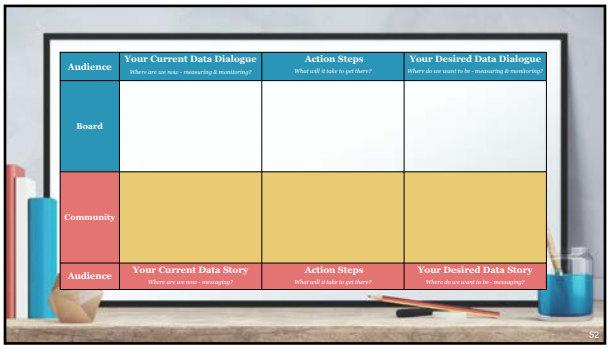

Social / Digital Media
Strongsville City Schools
CameronRyba
1st graders at Muraski are being 'resilient' - setting individual & classroom goals. They are tracking their progress in math & also created a test reflection sheet for Fundations (spelling/phonics program). Thanks to our teachers - Mrs. Elliott, Mrs. Gibson, and Mrs. Koestner!
STRONGSVILLE
THE ePOST
Superintendent Cameron Ryba reports on Strongsville City Schools
47

Parent Engagement
State of
Strongsville City Schools
Presented by Dr. Cameron M. Ryba
SCS Superintendent
Wednesday, March 3 - 6:30pm
Livestream at www.strongnet.org
The Focus for Our Work
Community Conversation
Mustangs
We will begin at 4:00 PM
Grades K - 5 SOLO Program
48

Community Publications
WE ARE STRONGSVILLE
Town Planner
2022
Mustangs
STRONGSVILLE CITY SCHOOLS
WHATEVER IT TAKES
QUALITY PROFILE
2021-22
49

Community Engagement
SERPENTINI of Strongsville
STRONGSVILLE INSTRUMENTAL MUSIC
LEDGEWOOD
STRONGSVILLE CITY CLUB
STRONGSVILLE Chamber of Commerce
STRONGSVILLE Mustang ATHLETIC BOOSTERS
Kiwanis
CLUB OF STRONGSVILLE, OH
Rotary
Club of Strongsville
Strongsville Optimist Club
SEF
STRONGSVILLE EDUCATION FOUNDATION
Strongsville United Methodist Church
50

Weekly Videos
60 Seconds
STRONGSVILLE CITY SCHOOLS
Mustangs
ACADEMICS ARTS ATHLETICS
with the
Superintendent
51


Audience
Your Current Data Dialogue
Where are we now - measuring & monitoring?
Action Steps
What will it take to get there?
Your Desired Data Dialogue
Where do we want to be - measuring & monitoring?
Board
Community
Audience
Your Current Data Story
Where are we now - messaging?
Action Steps
What will it take to get there?
Your Desired Data Story
Where do we want to be - messaging?
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Ideas Into Action
One Takeaway, Two Insights, & Three Ideas to Move Our Session Ideas Into Action
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Thanks for Engaging In This Session!
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