Lakewood City Schools

Teaching and Learning Update

District 2025-2026 Report Card Update

Teaching and Learning - Report Card

- Overall Performance
- Highlights
- Historical Trends
- Progress Rating
- Expansion of our work

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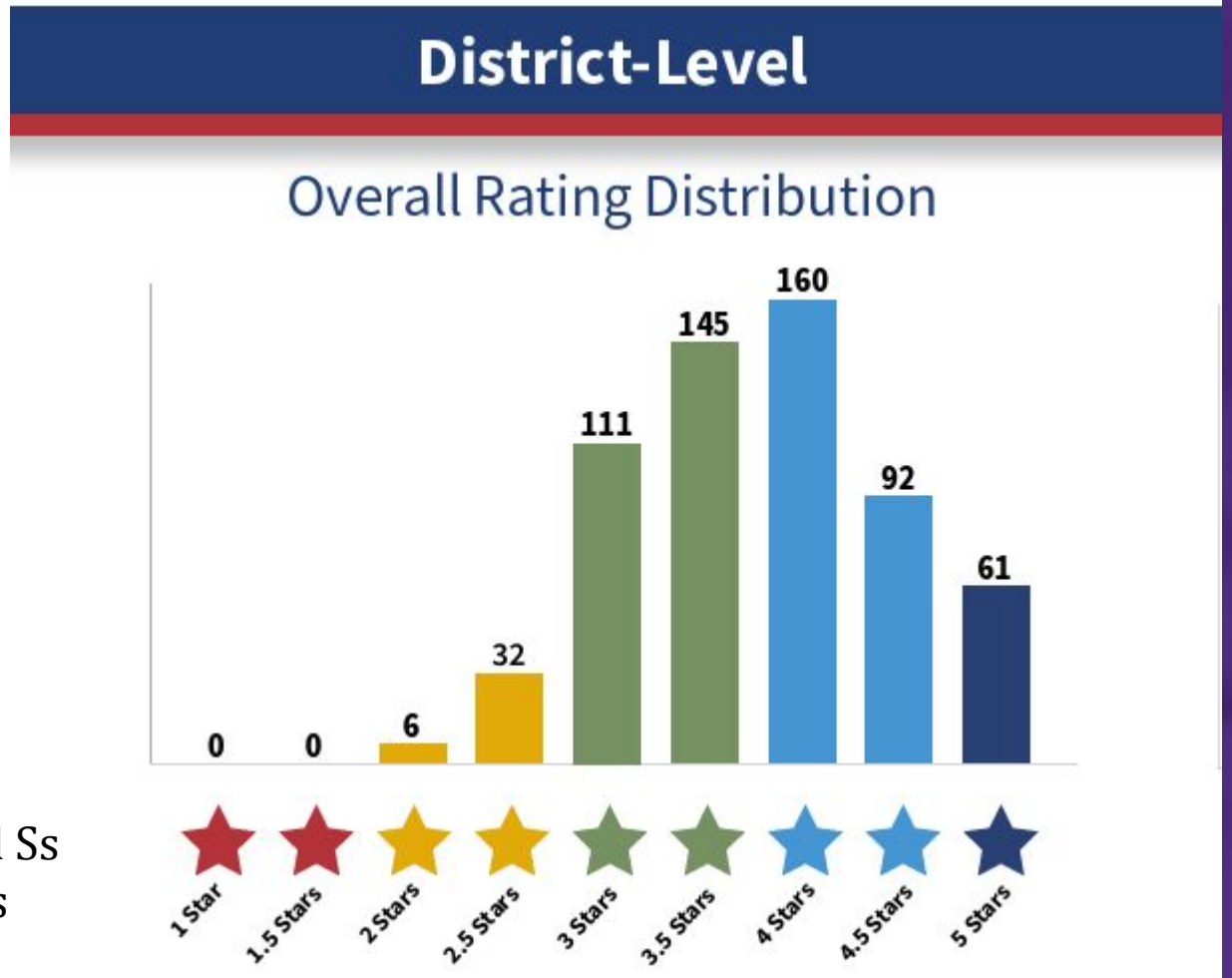
Teaching and Learning - Report Card

State-wide Trends:

- ➔ Increase in ELA scores
- ➔ Math proficiency continues to improve
- ➔ Chronic absenteeism continues to drop
- ➔ Over 67% of students are demonstrating post-secondary readiness

State Focus Areas:

- ➔ Raising literacy achievement
- ➔ Advancing math learning for all Ss
- ➔ Strengthening student wellness efforts – chronic absenteeism



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Teaching and Learning - Report Card

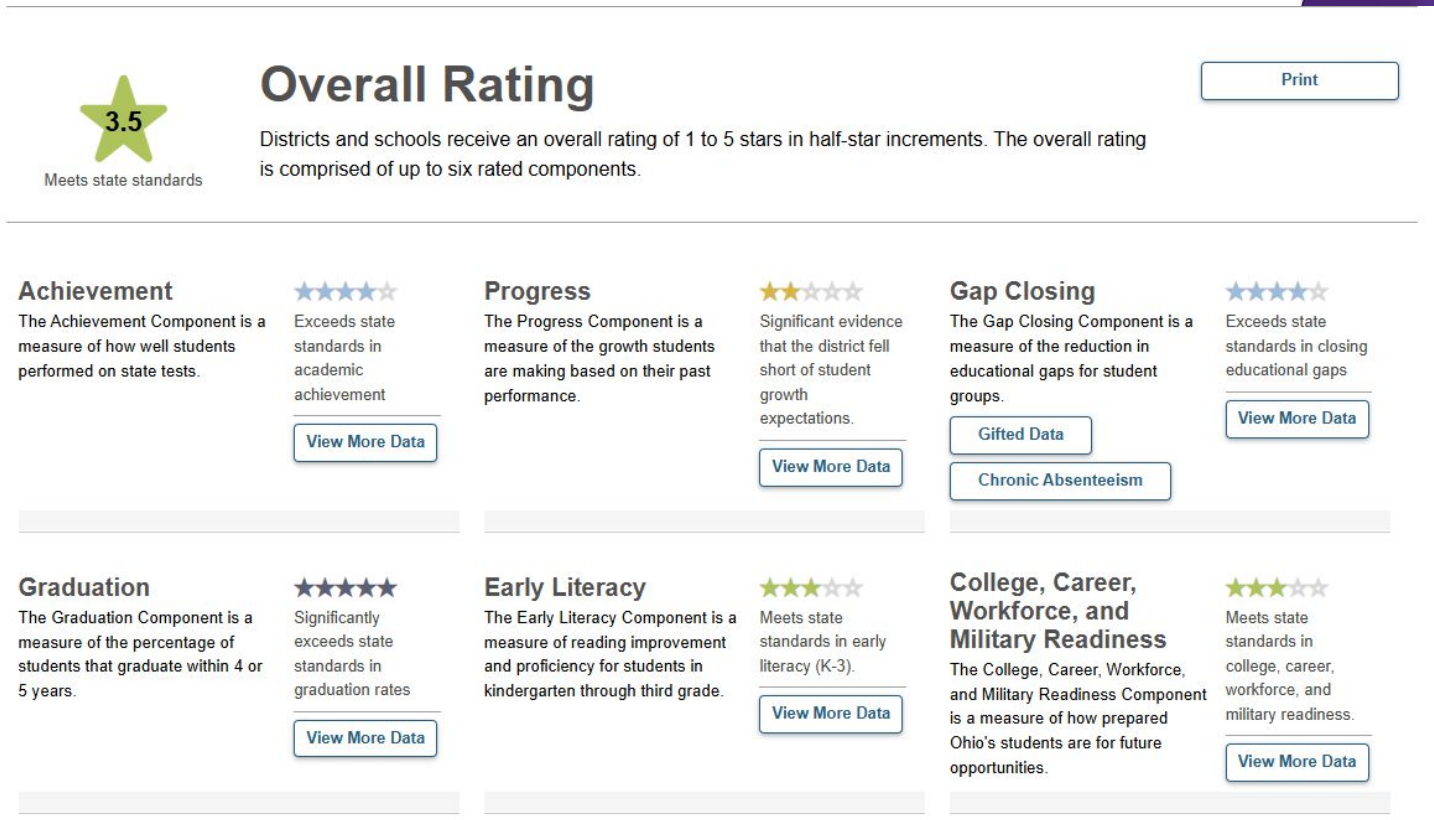
Highlights from the Report Card

Early Literacy Progress
More students reported on track in Fall 2025 than in Fall 2024.

ELA Performance Gains
Demonstrated overall positive gains across English Language Arts scores.

EL Student Growth
English Learner (EL) students showed increased growth compared to the previous year.

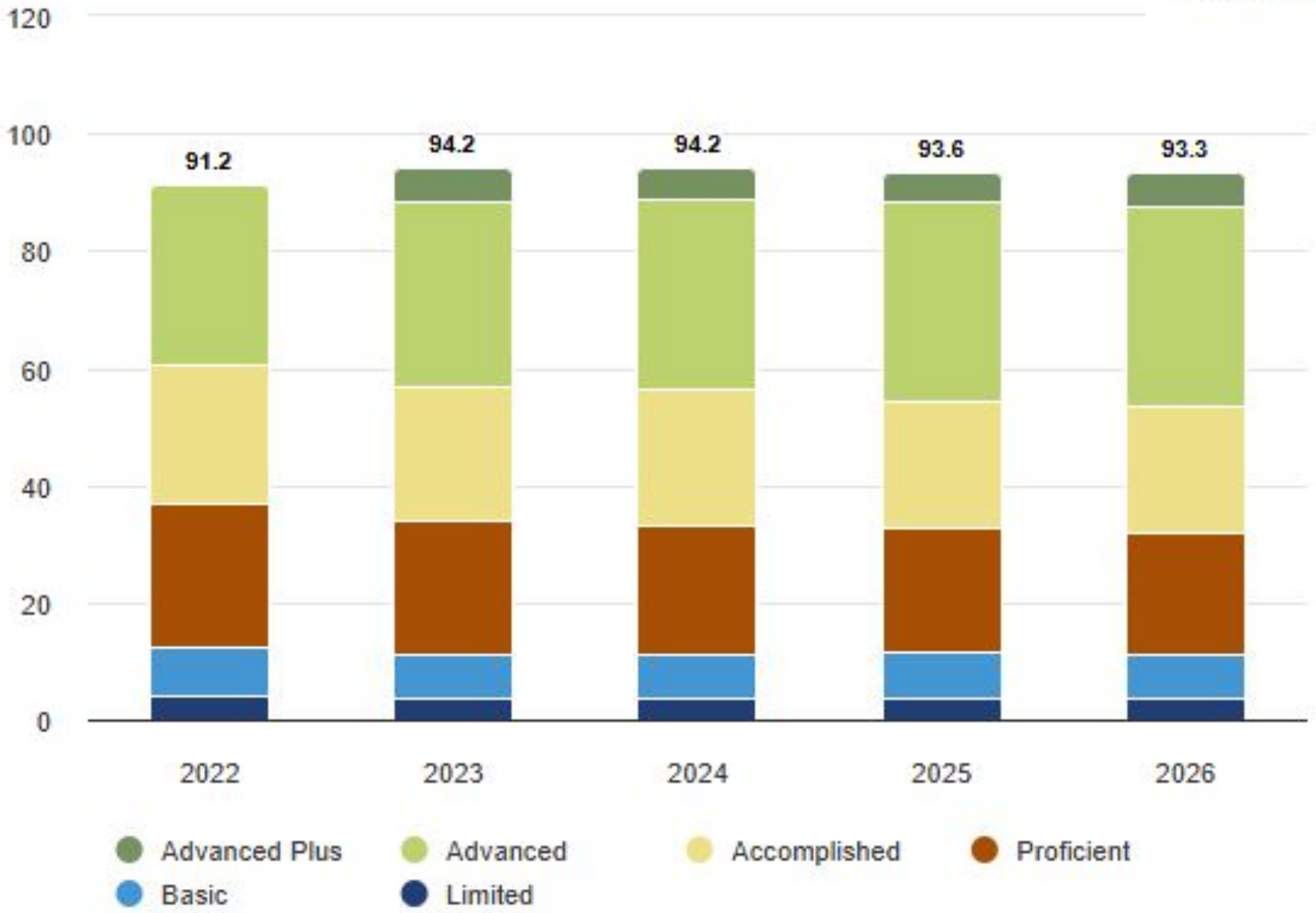
College & Career Readiness
Rating improved from **61.4%** (Class of 2024) to **70.1%** (Class of 2025).



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Achievement

Exceeds state standards in academic achievement



93.3
Performance Index Score

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110.2
Maximum District Performance Index Score

84.6%
Performance Index Percent

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Progress

★★☆☆☆

Significant evidence that the district fell short of student growth expectations.

Test Grade	Progress			
	English Language Arts	Mathematics	Science	All Tests
All Grades				
4th Grade				
5th Grade				
6th Grade				
7th Grade				
8th Grade				

Test Grade	Progress							
	English II	Algebra	Geometry	Mathematics I	Mathematics II	Biology	American History	American Government
High School								

- Significant evidence that the district exceeded student growth expectations by a larger magnitude
- Significant evidence that the district exceeded student growth expectations
- Evidence that the district met student growth expectations
- Significant evidence that the district fell short of student growth expectations
- Significant evidence that the district fell short of student growth expectations by a larger magnitude
- Value Added data is not available

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Understanding the Progress Rating

Student Comparison

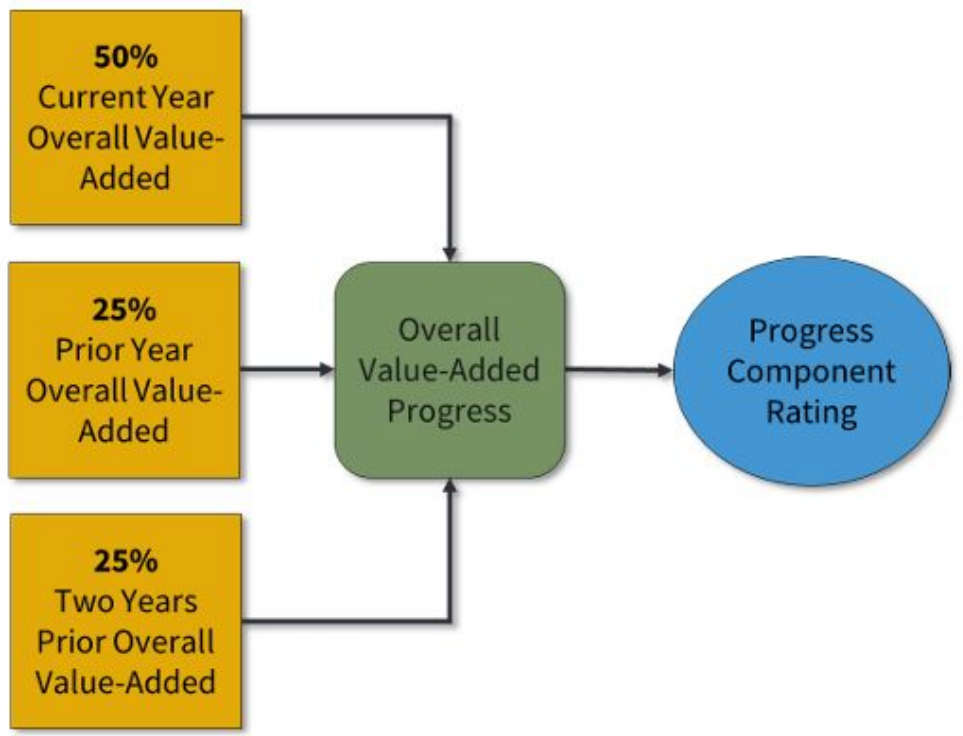
Compares groups of students to students with similar academic profiles

Multi-Year Scope

Combines growth across all subjects and grades for three years

Dynamic State Benchmarks

Moving target from year to year based on growth measures across the state



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Improving our Progress Rating

Differentiation Focus (OVERARCHING INITIATIVE)

Staff professional learning on targeted instructional differentiation strategies to better meet diverse learner needs within the general education classroom.

Horizontal & Vertical Alignment

Leverage professional learning days to ensure horizontal and vertical alignment.

Gifted Services

Enhanced our gifted services by providing targeted instruction to all 3rd-5th grade students in reading and math.

Building Support

Provide support on our district focus and ongoing initiatives that promote both growth and achievement.

Early Literacy



Meets state standards in early literacy (K-3).

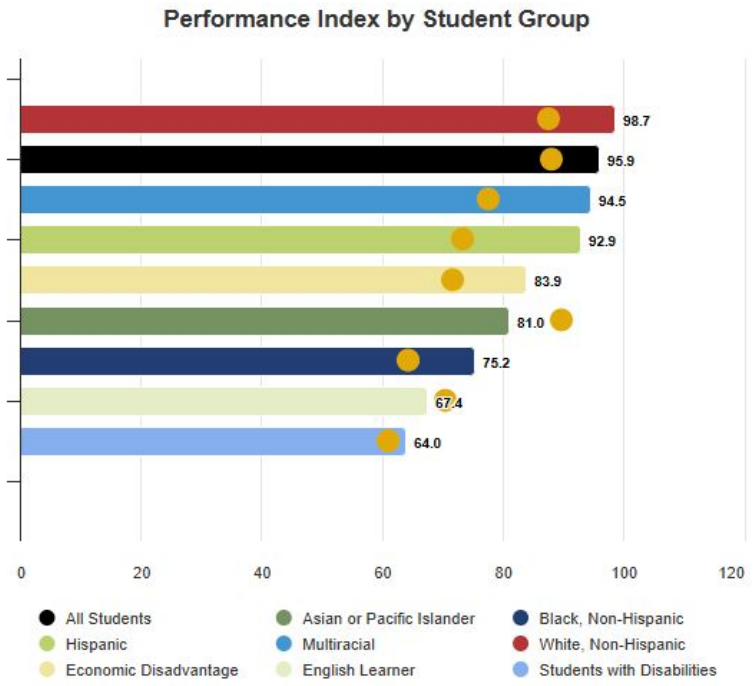
69.5%

Measure	Unweighted Percent	Weight	Weighted Percent
Proficiency In Third Grade Reading	76.2%	40%	30.5%
Promotion to Fourth Grade by Meeting Test Score Requirements	84.6%	35%	29.6%
Improving K-3 Literacy	37.6%	25%	9.4%
Early Literacy Component			**69.5%**

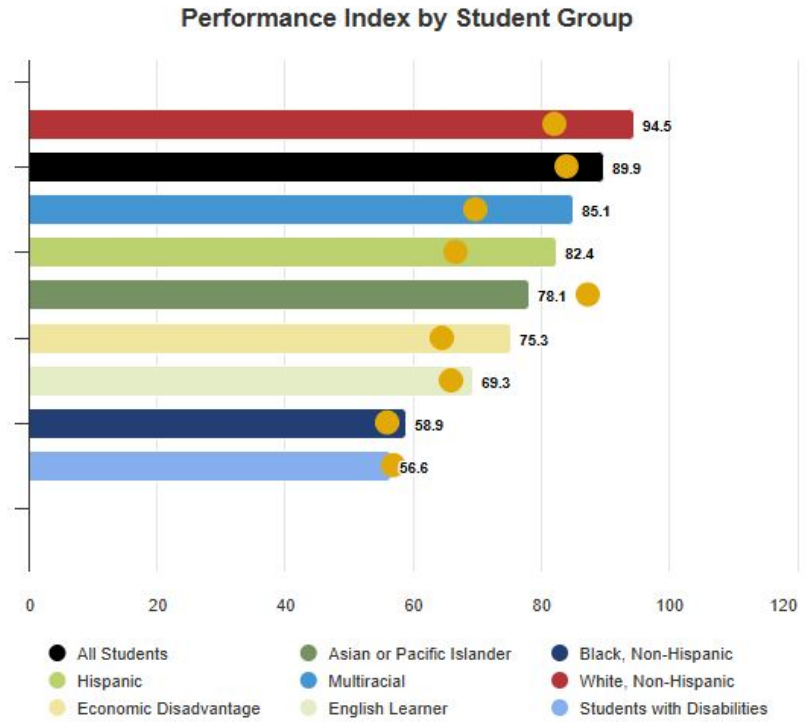
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Gap Closing

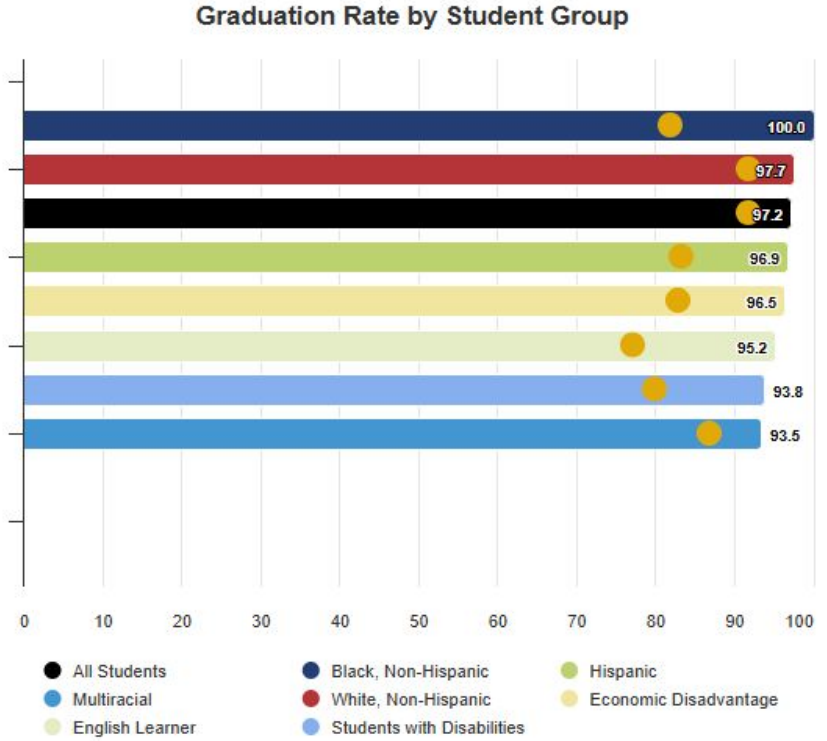
English Language Arts Achievement



Math Achievement



Graduation



★★★★☆

Exceeds state standards in closing educational gaps

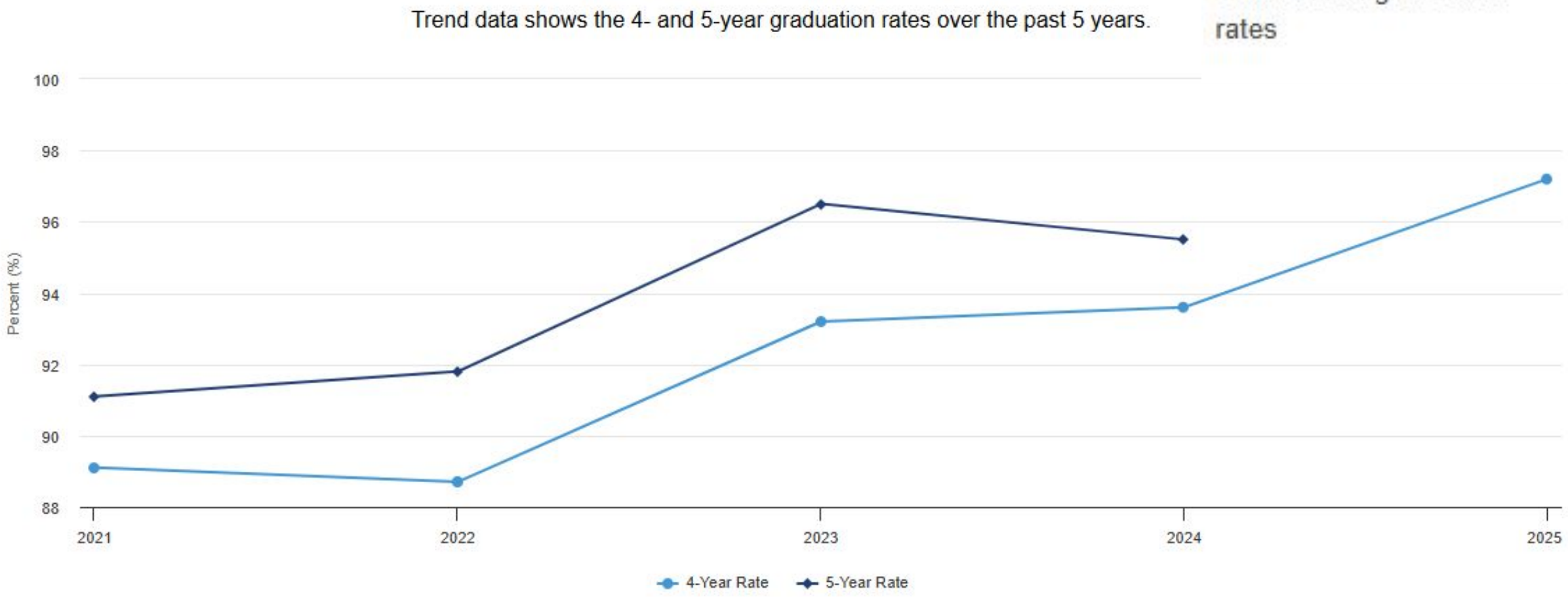
www.lakewoodcityschools.org

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Graduation Rate

★★★★★

Significantly exceeds state standards in graduation rates



College, Career, Workforce, and Military Readiness

★★★☆☆

Meets state standards in college, career, workforce, and military readiness.

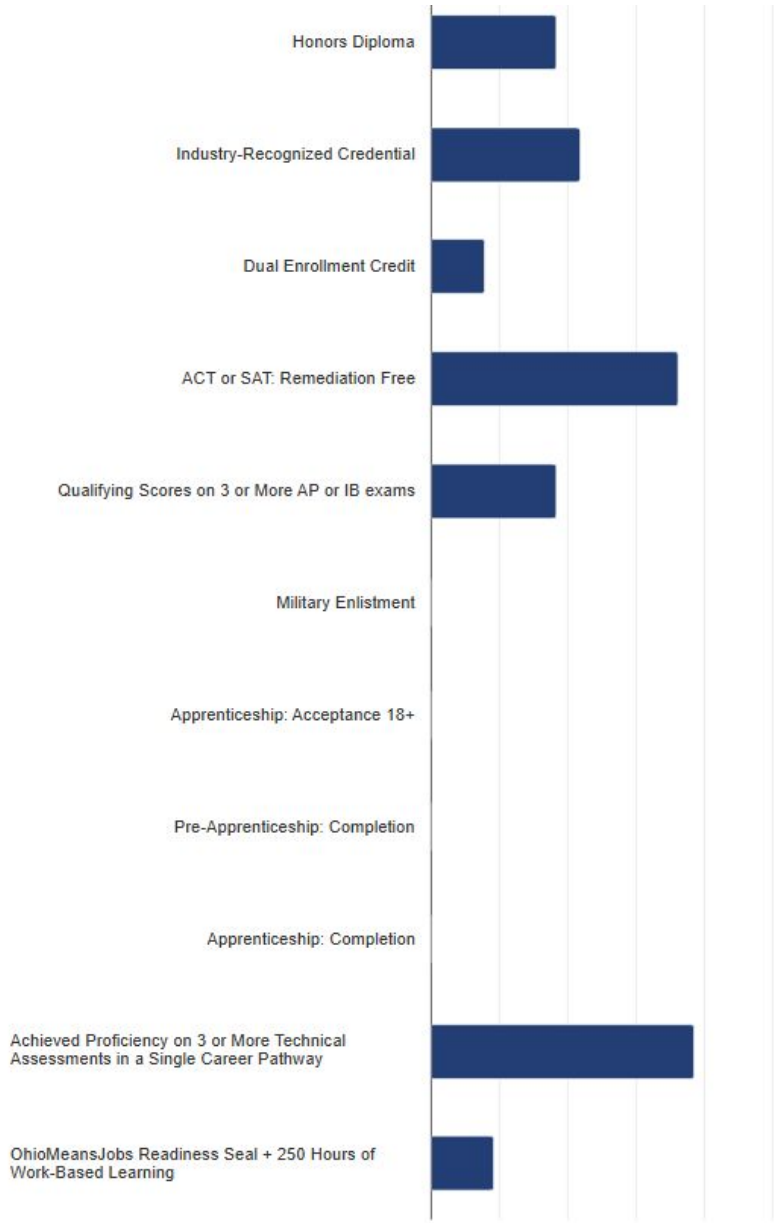
253
Number of students in the 4-year graduation cohort demonstrating post-secondary readiness

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361
Number of students in the 4-year graduation cohort

70.1%

Change from Previous Year: **0.7 Percentage Points**

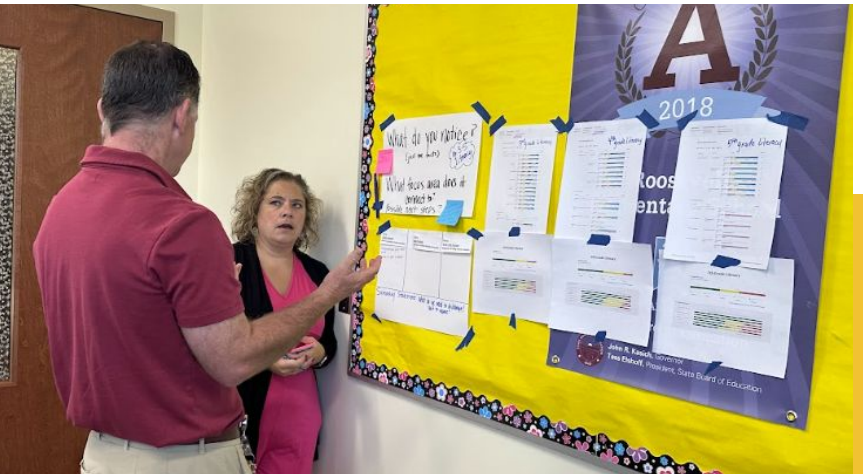


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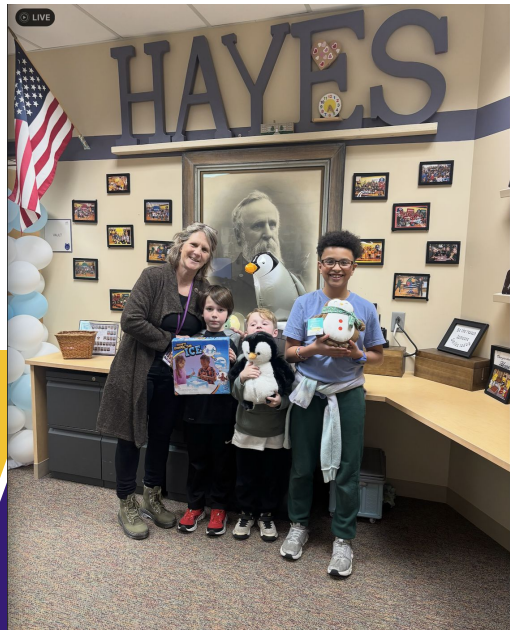
The Story Behind the Numbers: Elementary

- ★ **Global Awareness/Citizenship:** EM, GR, HAR, HM, and LIN elementary schools adopted the RCA House System
- ★ **Empathy:** Grant: No Place for Hate distinction (4th year)
- ★ **Communication:** Hayes: One School, One Book: Mr. Popper's Penguins
- ★ **Critical/Creative Thinking**: Roosevelt's BLT: Common writing rubric, analyzed student work, peer observations
- ★ **ALL**: All seven elementary schools established a student leadership structure









The Story Behind the Numbers: Secondary

- ★ **Collaboration:** MS: Streamlined teams for effective collaboration on district goals
- ★ **Empathy:** MS: 5th to 6th grade transition
- ★ **ALL:** Harding: VOLR workshops
- ★ **Global Awareness/Citizenship:** Garfield: Initiated the RCA House System (6th grade)
- ★ **ALL:** FSO: Largest graduating class in 21 years
- ★ **Communcation:** HS: Rewrote retake policy in math to align with new learning
- ★ **Critical/Creative Thinking:** HS: Pre-apprenticeship in general education courses
- ★ **Growth Mindset:** West Shore: Y1 of MEMS and Welding









District Focus Areas

Student Achievement and Growth

Grading for Learning

Instructional Framework

Improved Attendance

Supporting a successful Elementary Transition

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Supporting Student Wellness & Multilingual Learning

Chronic Absenteeism

- Communicate about the proactive approach of both Ohio law and ODEW.
- Acknowledge regular and improving attendance.
- Bi-weekly IC emails to all parents.
- Additional engagement with families whose student(s) have missed 20% or more of school.
- Cross-departmental work to improve data accuracy and access.
- **Up Next**: Developing a consistent approach and reference tool for all building teams.

Multilingual Learning

- English Language-focused staff members are a longstanding strength.
- Class schedules are built around English learning needs.
- Over the past 3 years, we've adopted and implemented curriculum specifically designed to address English acquisition in:
  - Listening
  - Speaking
  - Reading
  - Writing

Up Next: Grow staff members' capacity and confidence with teaching EL/ML students.

Immigrant Connections

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Elementary

Curriculum Updates

- **Science Program Implementation:** Ongoing PL provided across grades 1-5 to build capacity in inquiry-based learning; Active student engagement through phenomena-based learning, inquiry, and problem-solving; Greater cross-grade alignment, shared instructional practices, and consistent experiences across the district
- **Social Studies Adoption:** Beginning stages of gathering adoption committee for grades K-8; Planning for research, trials, and feedback through the year; Adoption decision by May 2027

Transition Plan

- **Stability & Continuity:** Realignment reduces year-to-year teacher movement, stabilizes grade level sections, and creates more balanced teams streamlining planning and collaboration
- **Operational Alignment:** Opportunity to optimize space, accessibility, and student services district-wide

Gifted Specialists

- **Increased Rigor:** Students in grades 3-5 exposed to higher level questions in math and ELA through weekly whole class lessons.
- **Supporting IE time-** Once a week gifted identified students complete multi-disciplinary units with the enrichment teacher

Secondary (MS/HS)

Intervention & Enrichment (I&E) Work

Purpose: A dedicated learning block designed to ensure students receive targeted support or challenge at the right time. Through targeted instruction and executive functioning skills, students build knowledge and confidence. Not a study hall, but a flexible, responsive learning experience.

Vision: Delivering "just-in-time" support to address immediate learning needs and engaging enrichment to empower learners to grow, achieve, and thrive.

“Support. Prepare. Extend.”

Grading for Learning & Team Collaboration

- **Grading for Learning:** Working collaboratively with building teams on Grading for Learning supports and shared understanding.
- **Fostering Curiosity:** Partnering with instructional teams to foster curiosity while balancing key academic standards.
- **Reading Intervention:** Streamlining targeted reading intervention initiatives across middle and high school levels.
- **Peer to Peer Observation:** Utilizing teacher observation as a professional learning tool, both within and outside of grade level and content, to improve instruction practices and vertical alignment.

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