BOE Meeting
October 1, 2026

PCSD

Parma City School District

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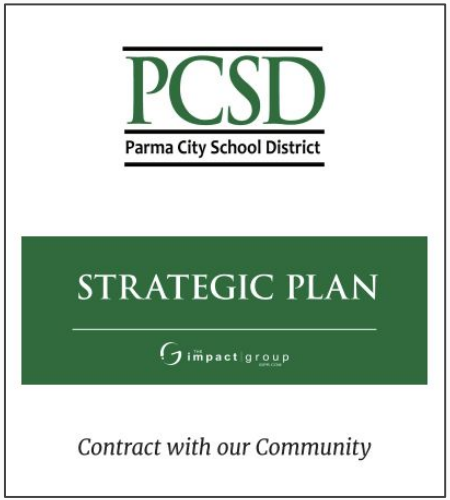
1. District Goals

District Goals

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District Goals and Areas of Focus in the Strategic Plan

1. **Improve Student Achievement**
   - Student Success
   - Healthy Environment
2. **Practice Fiscal Responsibility**
   - Financial Transparency
   - Buildings & Facilities
3. **Increase Transparency and Connection with Communities**
   - Excellence in Service
   - Culture of Communication & Collaboration



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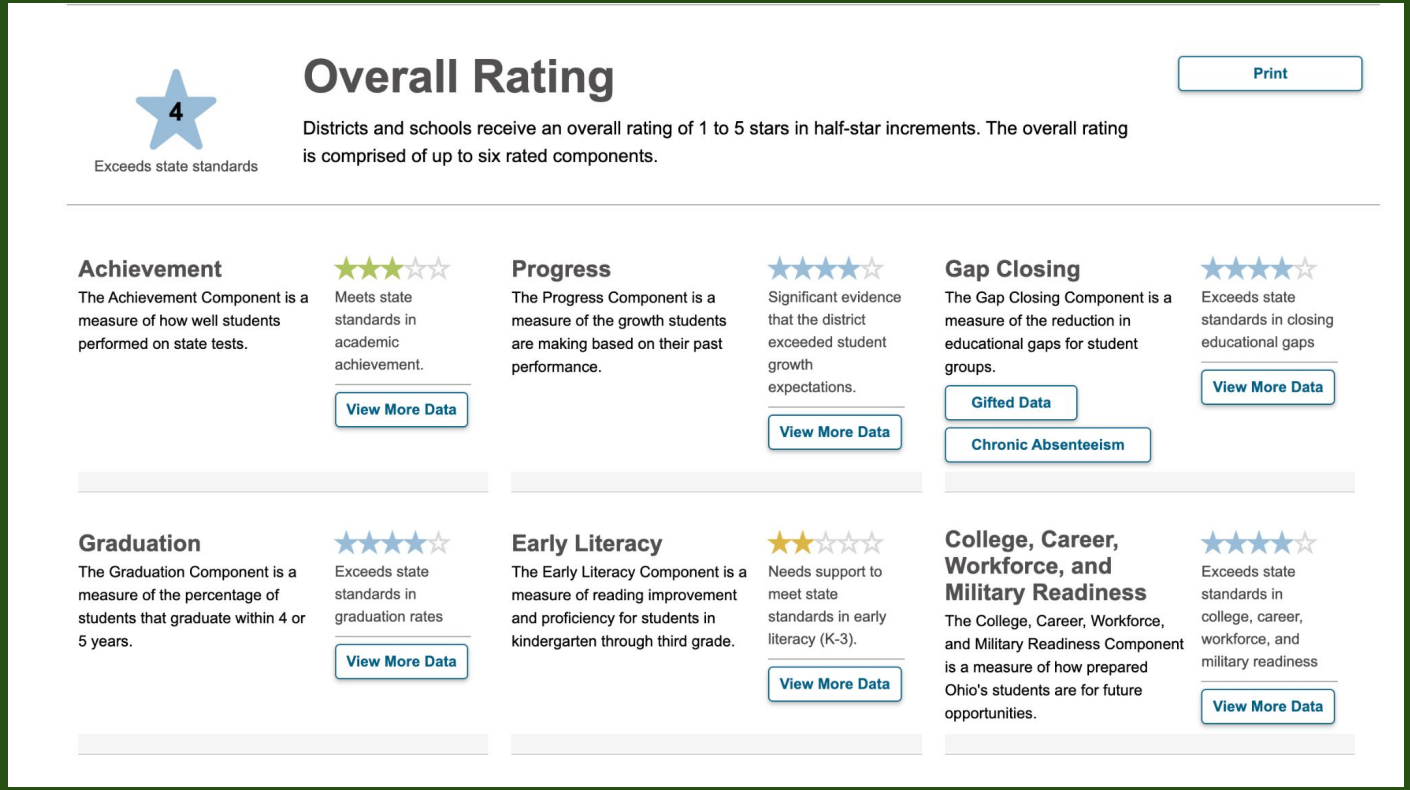
2. District Report Card Data

District Report Card Data

- Overall
  - Achievement
  - Progress
  - Gap Closing
  - Early Literacy
  - Graduation
  - College, Career Workforce, and Military Readiness

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Overall


4
Exceeds state standards
Overall Rating
Districts and schools receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of up to six rated components.
Print
Achievement
The Achievement Component is a measure of how well students performed on state tests.
Meets state standards in academic achievement.
View More Data
Progress
The Progress Component is a measure of the growth students are making based on their past performance.
Significant evidence that the district exceeded student growth expectations.
View More Data
Gap Closing
The Gap Closing Component is a measure of the reduction in educational gaps for student groups.
Gifted Data
Chronic Absenteeism
Exceeds state standards in closing educational gaps
View More Data
Graduation
The Graduation Component is a measure of the percentage of students that graduate within 4 or 5 years.
Exceeds state standards in graduation rates
View More Data
Early Literacy
The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.
Needs support to meet state standards in early literacy (K-3).
View More Data
College, Career, Workforce, and Military Readiness
The College, Career, Workforce, and Military Readiness Component is a measure of how prepared Ohio's students are for future opportunities.
Exceeds state standards in college, career, workforce, and military readiness
View More Data

District Overall Performance

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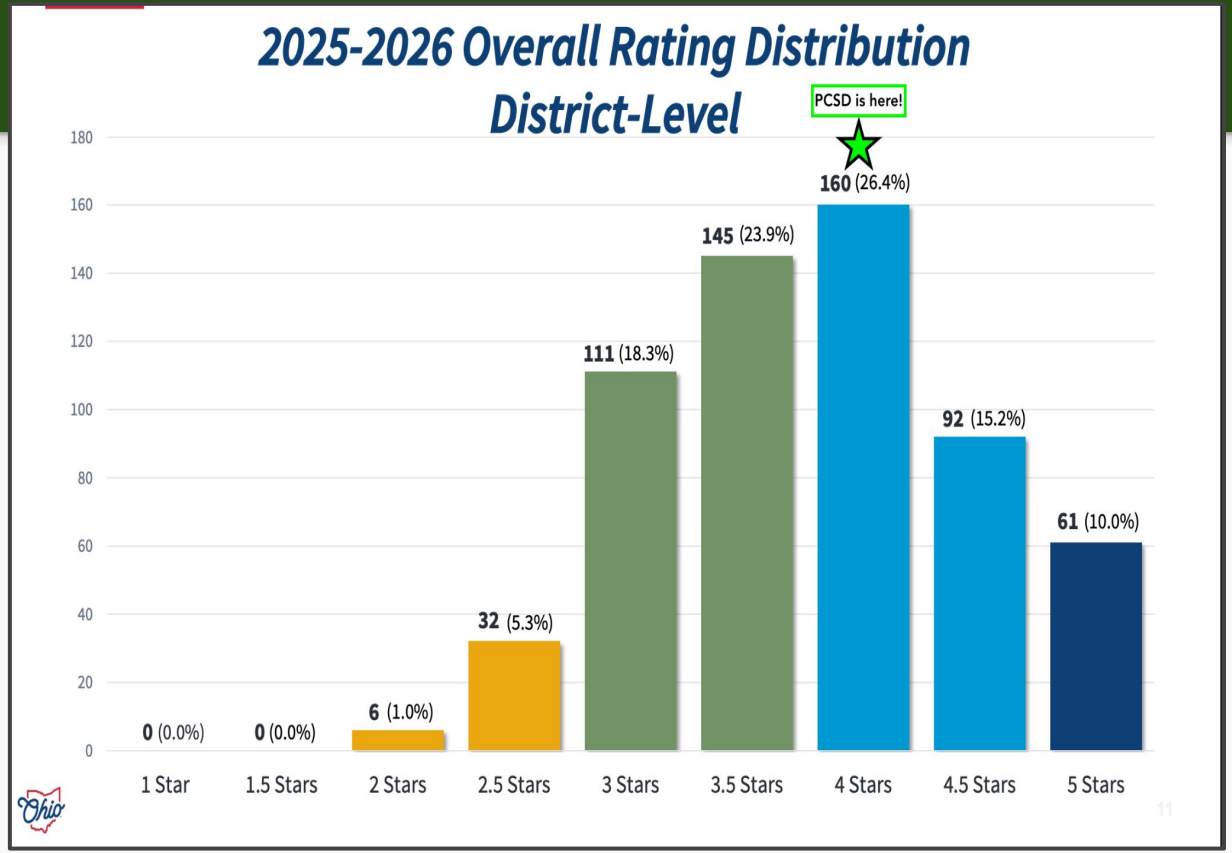
An overall rating of at least *4 stars* means a district exceeds state standards.

	2025-2026	2024-2025	2023-2024	2022-2023
District Overall Rating	4 Stars 3.250 points	4 Stars 3.188 points	3.5 Stars 3.108 Points	3.5 Stars 3.00 Points

Points Earned	Rating
Greater than or equal to 4.125	**5 Stars**
Greater than or equal to 3.625 but less than 4.125	**4.5 Stars**
Greater than or equal to 3.125 but less than 3.625	**4 Stars**
Greater than or equal to 2.625 but less than 3.125	**3.5 Stars**
Greater than or equal to 2.125 but less than 2.625	**3 Stars**
Greater than or equal to 1.625 but less than 2.125	**2.5 Stars**
Greater than or equal to 1.125 but less than 1.625	**2 Stars**
Greater than or equal to 0.563 but less than 1.125	**1.5 Stars**
Less than 0.563	**1 Star**

District Overall Performance

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District Overall Performance

District-Level Component Rating Distribution					
	1 Star	2 Stars	3 Stars	4 Stars	5 Stars
Achievement	0.3% (2)	13.5% (82)	35.3% (214)	37.4% (227)	13.5% (82)
Progress	11.0% (67)	31.0% (188)	25.0% (152)	23.2% (141)	9.7% (59)
Gap Closing	0.5% (3)	11.0% (67)	27.2% (165)	31.3% (190)	30.0% (182)
Early Literacy	8.7% (53)	25.4% (154)	41.4% (251)	19.5% (118)	5.0% (30)
Graduation	2.0% (12)	4.5% (27)	8.4% (51)	24.4% (148)	60.7% (368)
College, Career, Workforce, and Military Readiness	2.8% (17)	9.1% (55)	36.8% (223)	31.5% (191)	19.8% (120)

= Parma City School District

District Overall Performance

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[20 Comparable Districts]
- North Olmsted
- Berea
- Elyria

Congratulations!
PCSD's 4 Star Overall Rating outperformed or tied all comparable districts.

	OVERALL	ACHIEVEMENT	PROGRESS	GAP CLOSING	EARLY LITERACY	GRADUATION RATE	CCWMR
WE DID BETTER- Yay, Parma!	13	9	8	12	7	12	14
TIED	7	9	11	4	9	5	5
Ugh.	0	2	1	4	4	3	1

Achievement

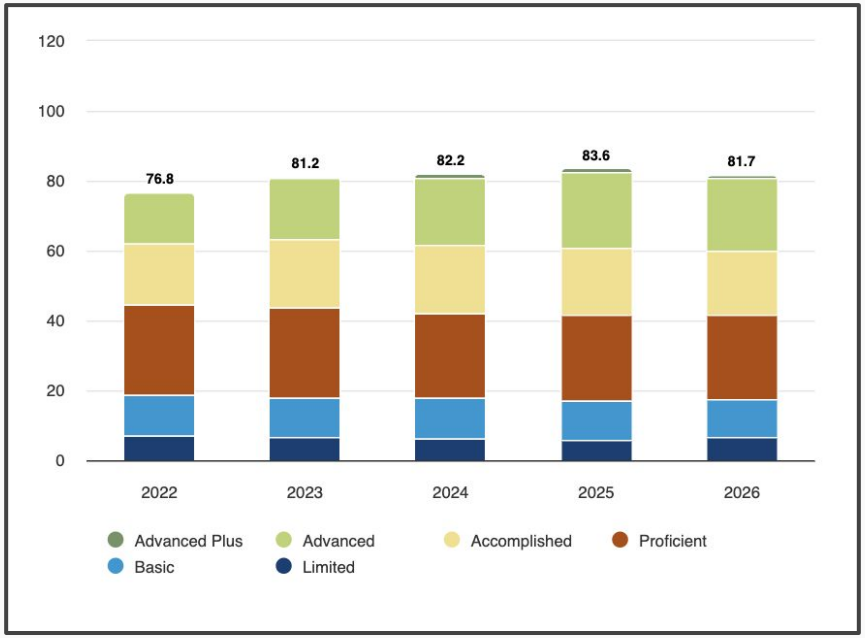
The Achievement Component is a measure of how well students performed on state tests.



Meets state standards in academic achievement.

Achievement

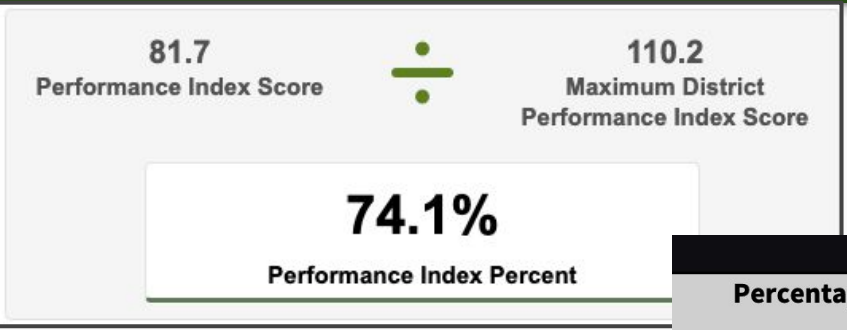
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Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.7	X	1.3	=	0.9
Advanced	17.3	X	1.2	=	20.7
Accomplished	16.7	X	1.1	=	18.4
Proficient	24.3	X	1.0	=	24.3
Basic	18	X	0.6	=	10.8
Limited	22.3	X	0.3	=	6.7
Untested	0.8	X	0.0	=	0.0
					81.7

Achievement

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ACHIEVEMENT COMPONENT RATING SCALE AND DESCRIPTIONS		
Percentage of Maximum Points Earned	**Rating**	**Rating Description**
Greater than or equal to 90% of maximum score	**5 Stars**	Significantly exceeds state standards in academic achievement
Greater than or equal to 80% but less than 90% of maximum score	**4 Stars**	Exceeds state standards in academic achievement
Greater than or equal to 70% but less than 80% of maximum score	**3 Stars**	Meets state standards in academic achievement
Greater than or equal to 50% but less than 70% of maximum score	**2 Stars**	Needs support to meet state standards in academic achievement
Less than 50% of maximum score	**1 Star**	Needs significant support to meet state standards in academic achievement

District Performance

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Test	PCSD Tests Proficient	PCSD Tests Taken	PCSD Percent Proficient	State Average Percent Proficient	Similar District Percent Proficient
		Third Grade			
Third Grade English Language Arts	359	603	59.50%	63.40%	58.30%
Third Grade Mathematics	388	597	65.00%	62.10%	56.90%
		Fourth Grade			
Fourth Grade English Language Arts	403	630	64.00%	61.80%	54.90%
Fourth Grade Mathematics	440	627	70.20%	67.30%	62.50%
		Fifth Grade			
Fifth Grade English Language Arts	407	576	70.70%	70.40%	64.20%
Fifth Grade Mathematics	353	575	61.40%	59.10%	49.70%
Fifth Grade Science	367	576	63.70%	62.70%	56.40%
		Sixth Grade			
Sixth Grade English Language Arts	307	595	51.60%	56.00%	48.90%
Sixth Grade Mathematics	326	594	54.90%	56.20%	46.20%
		Seventh Grade			
Seventh Grade English Language Arts	340	590	57.60%	62.70%	55.60%
Seventh Grade Mathematics	138	415	33.30%	48.60%	33.70%
Eighth Grade Mathematics	149	172	86.60%		
		Eighth Grade			
High School Algebra I	146	154	94.80%		
Eighth Grade English Language Arts	330	615	53.70%	58.30%	50.80%
Eighth Grade Mathematics	187	463	40.40%	52.00%	45.20%
Eighth Grade Science	293	615	47.60%	61.20%	52.60%
		9-12 Grade			
High School Algebra I	435	744	58.50%	61.60%	59.60%
High School American US Government	534	656	81.40%	71.60%	69.10%
High School American US History	543	735	73.90%	73.20%	71.00%
High School Biology	438	740	59.20%	67.00%	61.30%
High School English Language Arts II	411	652	63.00%	62.70%	58.00%
High School Geometry	223	641	34.80%	43.30%	34.10%

Notable Highlights

- **PCSD outperformed similar districts on 15 of the 17 tested areas**
- **3rd-5th performance is a notable strength:** PCSD exceeded the state average in 6 of 7 Grade 3rd–5th assessments
- **Grade 5 results is a standout across ELA, Math, and Science**, with PCSD exceeding both the state and similar-district averages in all three.
- **High School Government was a significant strength: 81.4% proficient, nearly 10 percentage points above the state (71.6%)** and more than 12 points above similar districts
- **High School ELA II exceeded both comparison groups: 63.0%** PCSD

Progress

The Progress Component is a measure of the growth students are making based on their past performance.



Significant evidence that the district exceeded student growth expectations.

Progress

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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

Gap Closing

Gap Closing

The Gap Closing Component is a measure of the reduction in educational gaps for student groups.



Exceeds state standards in closing educational gaps

Gap Closing-

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Measure/Indicator	Detail	Points Earned	Possible Points
ELA and Math Achievement & Growth	Met annual goal/individual student groups	13	36
Graduation	Met annual goal/individual student groups	9	9
English Learners	Meet annual goal or show improvement for prior year	5	5
Chronic Absenteeism	Met annual goal or show improvement from prior year	0	5
Gifted Performance Indicator	Gifted Progress, Gifted Identification & Services	10	15
District Points		37	70

Gap Closing -

Chronic Absenteeism

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	Points Earned	Points Possible	Notes
District Chronic Absenteeism Rate = 24.4%	0	5	No partial points. Three ways to meet this: - Exceed the state goal of 14.5% (did not meet goal) - Show Improvement by reducing by 3.0% (did not meet reduction) (23.9% 2024-25) - Reduce by 1.1 percentage points from one year to the next (did not meet, went uo .5 percentage points)

	2025-2026	2024- 2025	2023- 2024	2022- 2023	2021- 2022
PARMA	24.4	23.9	23.3	24.2	46.5
State	23.9	25.1	25.6	26.8	30.2

Gap Closing - Gifted

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	Points Earned	Possible Points	Notes
Gifted Performance Index	0	5	114.7. PI / 121.2 = 94.6% (need 97.5% to meet)
Gifted Progress	5	5	3 Stars/Met (need 3 Stars to meet)
Gifted Identification and Services	5	5	82.1% ID and Served (need 80%)

Achievement/Performance Index: PCSD OST Scores % of students in Accomplished and Advanced have increased and stayed steady near 35% for the last several years.

- 2021-22 = 28%, 2022-23 = 33%, 2023-24 = 35% , 2024-25 = 36%, 2025-2026 = 35%

We ranked in the top ⅓ for Gifted Outcomes (#162). We outperformed districts by rank such as: Berea (#201), Brooklyn (#333), and Medina City (#371).

Early Literacy



Early Literacy

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Understanding the 2025–26 Early Literacy Score

Why year-to-year comparisons require context

40%	35%	25%
Grade 3 Reading Proficiency	Promotion to 4th Grade by Meeting Test Score Requirements	Improving K–3 Literacy

What changed for 2025–26

- The former Promotion to Fourth Grade measure changed to Promotion to Fourth Grade by Meeting Test Score Requirements.
- The new measure counts students who meet qualifying test thresholds (including 700+ on Grade 3 ELA, a reading subscore of 50+, or the required approved alternative-assessment cut score).
- Because the definition changed, PCSD's 68.2% in 2025–26 should not be read as a direct decline from the prior 92.0% promotion figure.
- Ohio also updated the Early Literacy component rating scale for 2025–26.

Bottom line: the 2-Star component is important, but the deeper dive shows meaningful improvement among previously off-track readers and a strong Fall 2025 K–3 on-track starting point.

Early Literacy

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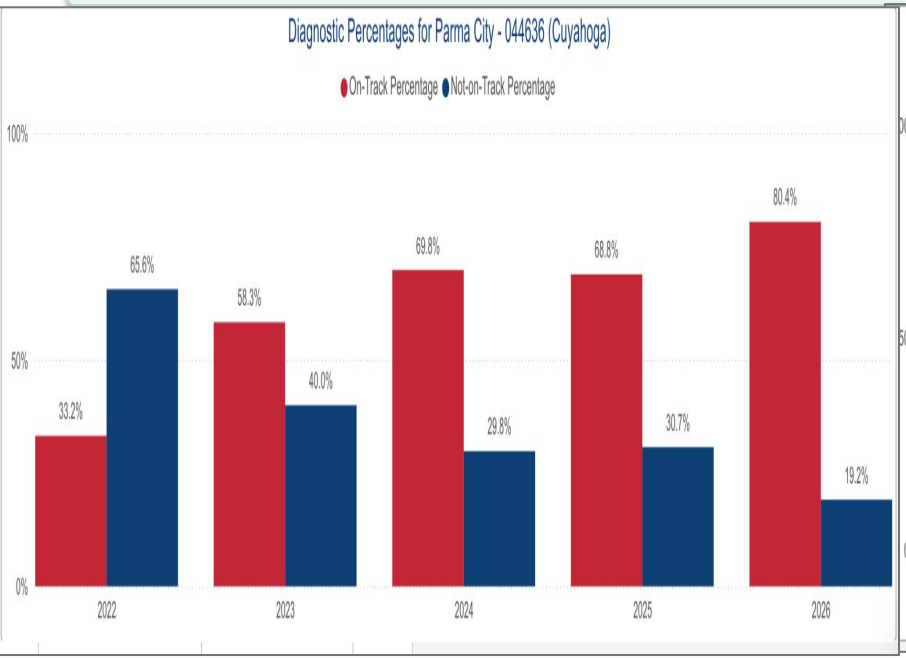
	2025-2026	2024- 2025	2023-2024	2022- 2023
Rating	2 Stars 58.5%	2 Stars 63.5%	2 Stars 67.1%	2 Stars
Grade 3 Proficiency % (40% of rating)	56.5% (State 63%)	58% (State 59%)	65.1% (State 62%)	60.8%
Improving Literacy % (25% of component)	48.1%	34.1%	44.2%	23.5%
Promotion to 4th Grade % (35% of component)	68.2% (change in calculation)	92.0%	85.6%	100% (Covid-Retentions not upheld)

Early Literacy Component Rating Scale and Descriptions

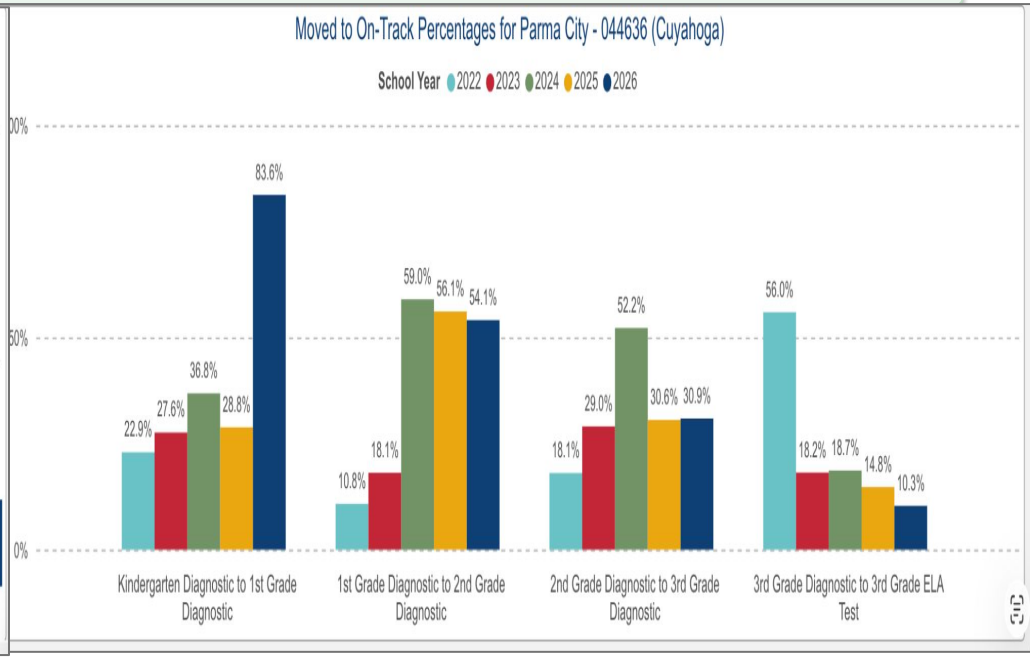
Score Range	Rating	Rating Description
Greater than or equal to 89%	5 Stars	Significantly exceeds state standards in early literacy
Greater than or equal to 75% but less than 89%	4 Stars	Exceeds state standards in early literacy
Greater than or equal to 61% but less than 75%	3 Stars	Meets state standards in early literacy
Greater than or equal to 47% but less than 61%	2 Stars	Needs support to meet state standards in early literacy
Less than 47%	1 Star	Needs significant support to meet state standards in early literacy

Early Literacy: A Stronger Start — How Do We Sustain It?

BRIGHT SPOT • 80.4% of K–3 students are on track in 2026, up from 33.2% in 2022.



More students are starting on track…..



But movement to on track is uneven

OPPORTUNITY FOR INQUIRY

What is helping students move on track early, and what changes as they progress through K–3? How do we sustain those gains so they transfer to Grade 3 OST proficiency and beyond?

Graduation

Graduation



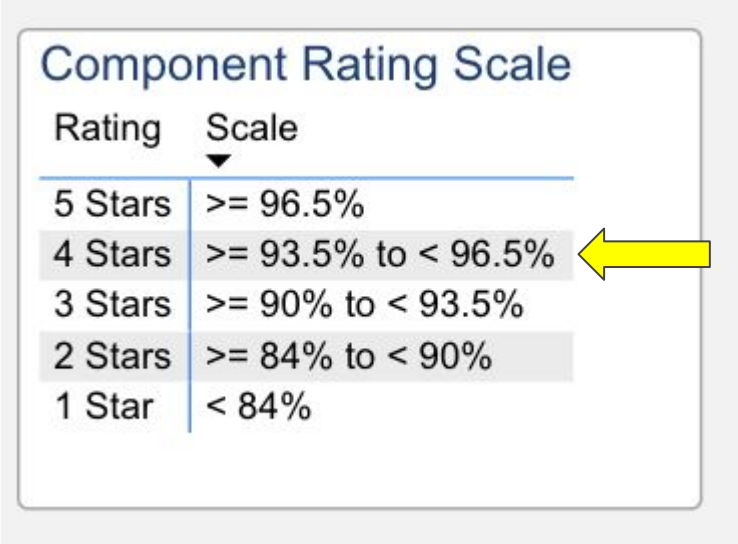
The Graduation Component is a measure of the percentage of students that graduate within 4 or 5 years.

Exceeds state standards in graduation rates

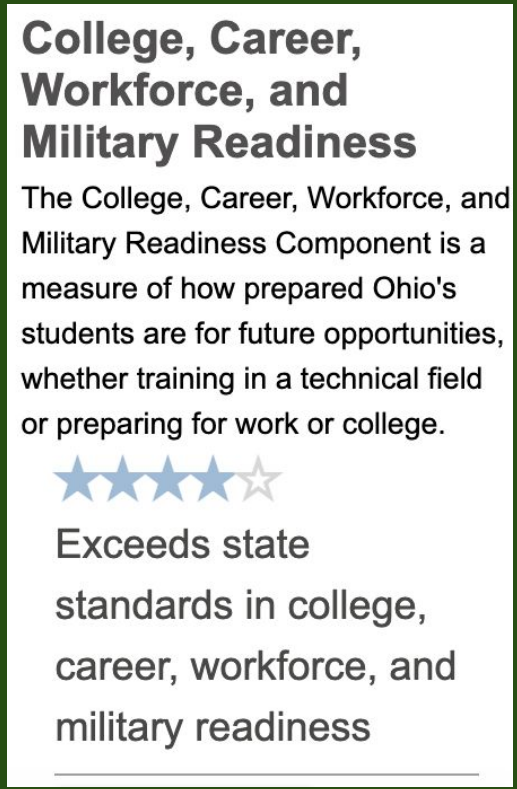
Graduation Rate

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	2025-2026	2024 - 2025	2023-2024	2022-2023
Rating	4 Stars	3 Stars	2 Stars	2 Stars
Weighted Graduation Rate	95.1	92.1	89.3	87.7
4-Year Graduation Rate	94.9	91.9	88.4	86.3
5-Year Graduation Rate	95.3	92.4	90.7	89.9



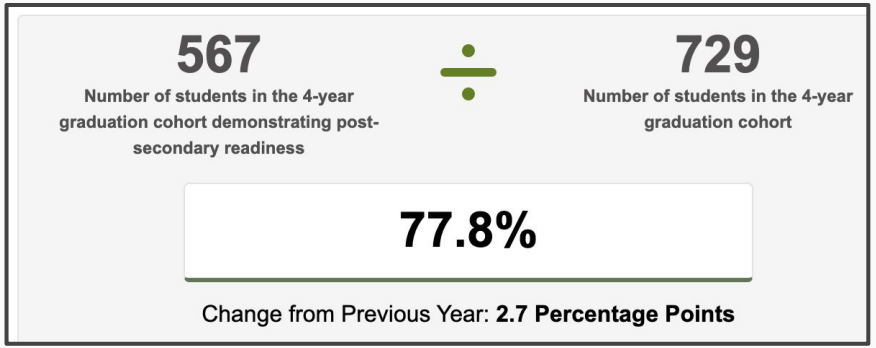
College, Career, Workforce, and Military Readiness



College, Career Workforce and Military Readiness

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- Measures
  - Honors Diploma
  - Industry-Recognized Credential
  - Dual Enrollment Credit
  - SAT Remediation Free
  - AP Score of 3 or Better
  - CTE Assessments Proficient or Better
  - Ohio Means Job Readiness Seal



College, Career Workforce and Military Readiness

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College, Career, Workforce, and Military Readiness Component Rating Scale and Descriptions		
CCWMR PERCENTAGE	**Rating**	**Rating Description**
Greater than or equal to 85%	**5 Stars**	Significantly exceeds state standards in post-secondary readiness rates
Greater than or equal to 75% but less than 85%	**4 Stars**	Exceeds state standards in post-secondary readiness rates
Greater than or equal to 63% but less than 75%*	**3 Stars**	Meets state standards in post-secondary readiness rates
Greater than or equal to 53% but less than 63%	**2 Stars**	Needs support to meet state standards in post-secondary readiness rates
Less than 53%	**1 Star**	Needs significant support to meet state standards in post-secondary readiness rates

Parma City CTPD



Significantly exceeds state standards

CTPD Overview

The Career Technical Planning District Report Cards include specific marks of performance, called measures, within broad categories called components. They receive ratings for up to six measures and four components.

CTE Report Card

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Achievement

The Achievement component measures the skills and knowledge learned in student's career-technical programs using aligned technical assessments and academic achievement using each level of performance on Ohio's State Tests.



Significantly exceeds state standards in technical and academic achievement

CTE Report Card

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Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.



Significantly exceeds state standards in graduation rates

CTE Report Card

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Career & Post-Secondary Readiness

Whether training in a technical field or preparing for work or college, the Career and Post-Secondary Readiness component looks at how well-prepared Ohio's students are for all future opportunities.



Significantly exceeds state standards in Career & Post-Secondary Readiness

CTE Report Card

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Post-Program Outcomes

Post-Program Outcomes component looks at the proportion of students who are employed, in an apprenticeship, join the military, enter a service program, or are enrolled in postsecondary education or advanced training in the six months after leaving school. Industry credentials measure the proportion of students earning industry credentials before they leave high school or in the first six months after leaving school.



Significantly exceeds state standards in Post-Program Outcomes

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3. Playbook, One Plan Goals, Priorities, and Next Steps

Our Playbook

Focus on the Essentials

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Focus: Elevating the Essentials

A visual summary of Leading With Focus by Mike Schmoker

WHAT We Teach

1. Clear, coherent curriculum
2. Authentic Literacy
   (read, discuss, and write in the analytical, explanatory, and argumentative mode in every course, incl. electives and arts)



HOW We Teach

Each lesson should cycle through the following steps 4-5 times

Step 1: Clear Learning Objectives
- *Stated in standards language with success criteria

Step 2: Anticipatory Set
- *Preview vocabulary and background knowledge
- *No more than 3-5 minutes

Step 3: Teaching or Modeling
- * "Chunking" of lesson
- * Match to the Depth of Knowledge (DOK) of Standards Language

Step 4: Guided Practice
- *1-2 minutes time limit communicated to students
- *Non-class time for tutoring struggling students

Step 5: Checks for Understanding
- *Ongoing formative assessment aligned to DOK of standard and success criteria

Step 6: Adjust Instruction
- *Brief, targeted reteaching of chunks
- *Allow students time to work together in pairs

Step 7: Independent Practice
- *ONLY IF students have demonstrated mastery
- *Excellent time for teacher to work with struggling students

Cyclical & continuous until students ready for Step 7

Instructional Frameworks

2 Effective Ways to Structure Lessons

Interactive Lecture Lessons
- **Mini Lectures:** Emphasis on words and directions from teacher
- **Five Minute Limit:** Teacher talk limited to short intervals (chunking)
- **Student Engagement:** Students actively review learning continually
- **Summarizing:** Students summarizing learning continually
- **Pair/Share:** Compare & contrast notes, perceptions and connections
- **Formative Assessment:** Frequent checks for understanding

Authentic Literacy Lessons
- **Read:** Close reading of a text (scaffold)
- **Annotate:** Annotation of text (underline key points/make notes)
- **Discuss:** Discussion of text (one primary question per text)
- **Write:** Writing about the text (analytical, explanatory, argumentative)

7 Steps to Teach Anything

1. Teach vocabulary
2. Stabilize a purpose for reading
3. Model higher order reading
4. Formatively assess during guided practice
5. Provide opportunity for independent practice & assessment
6. Model and offer discussion and debate
7. Require frequent writing in reference to text

Research Foundations from:
- **Madeline Hunter**- multiple publications 1960-1990
- **Douglas Fisher & Nancy Frey**- Checks for Understanding (2007)
- **Robert Marzano**- What Works in Schools (2003)
- **Richard Dufour & Robert Marzano**-Leaders and Learning (2011)
- **John Hattie**- Visible Learning (2009) & other related Visible Learning series books

Original document concept borrowed from: Greece Athena Staff Blog , April 2013

Our Playbook

Resilient Learner

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Focus: Building Resilient Learners



Embrace All Mission: We honor the uniqueness of each individual and embrace diverse backgrounds, values, and points of view to build a strong, inclusive community and to prepare students for lives in a multicultural society.



Teach ▪ Model ▪ Practice

- Embracing Our Students
- Mindset
- Respect, Responsible, Ready to Learn (PBIS)
- Relationships, Responsibility, Regulation (Restorative Practices)

District One Plan Goals

Student Success Strategic Plan Connection

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Two Academic Goals: Instruction & Literacy

[View One Plan Document]

Collaboration & Coherence

- **Professional Development:** Targeted professional development opportunities.
- **Collective Efficacy:** Action-oriented collaboration and instructional leadership.
- **Vertical Alignment:** Focus on depth of standards and skill mastery across grades.

Assessment & Data Use

- **Checks for Understanding:** Use of aligned common assessments and formative measures.
- **Adjusted Instruction:** Intentional analysis, planning, and supports for specific student groups or skill needs (Tier 1 focus).

Explicit Instruction

- **Daily Literacy:** Practice in reading and writing.
- **Science of Reading:** Core literacy strategies and comprehension.
- **Mathematical Practices:** Clear focus and skill prioritization.
- **Discussion & Inquiry:** High-quality interaction and engagement.

District One Plan Goals

Healthy Environment Strategic Plan Connection

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Two Resilient Learner Goals: Attendance & Behavioral Supports (Discipline)

View One Plan Document

Positive School Climate

Build positive school climate capacity through targeted activities:

- PBIS and student engagement.
- Cultivate supportive relationships
- Enhance a strong sense of student belonging
- Collaborate with strategic community partners to strengthen efforts to support attendance. (STAY IN THE GAME!)

Professional Learning & Data

Provide systematic learning and essential frameworks:

- Use and monitor behavior data to guide Tier 1, Tier 2, and Tier 3 supports aligned to specific needs
- Strengthen restorative practices and relationship-centered approaches.
- Establish Consistent Attendance Monitoring and Response Systems

Whole Child Development

Evaluate integration opportunities with community and family partners:

- Nurture overall academic and physical growth
- Partner with families and community agencies to support the whole child.
- Enhance behavioral and mental health services

Instructional Priorities

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ESSENTIAL QUESTIONS

- How do we create environments to **actively monitor students' learning**?
- What are we using and how do we collectively **evaluate and respond to student learning**?
- How are we using **actionable data to inform instructional decisions** that improve outcomes for all students while addressing the unique needs of identified student subgroups?

Playbook Refinement and Focus:
Step 5 Checks for Understanding
Step 6 Adjust Instruction

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Curriculum and Instruction