

# ED-TECH Leadership for BETTER SCHOOLS LEADERS *to Learn from*

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## Michelle R. Davis

Senior writer, *Education Week Digital Directions*

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## Ed-Tech Leadership for Better Schools—Leaders to Learn From

### Expert Presenters:

**Dennis Stockdale**, superintendent, Garrett-Keyser-Butler Community School District, Garrett, Ind.

**Sarah Trimble-Oliver**, director of information technology, Cincinnati Public Schools, Ohio

**An on-demand archive of this  
webinar will be available at  
[www.edweek.org/go/webinar](http://www.edweek.org/go/webinar)  
in less than 24 hrs.**

# Using Data to Inform Instruction and Promote Collaboration



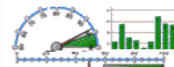
Cincinnati Public Schools  
Bill Myles, Assistant Superintendent  
Sarah Trimble-Oliver, Director of IT Applications



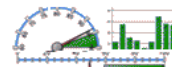
# Access to Data in Cincinnati Public Schools

- Teachers, Principals, District Leaders
- Students and Parents
- Public
- Partner Organizations

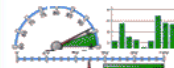
## DASHBOARD



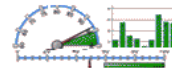
**Benchmark  
Assessments**



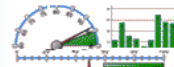
**State Tests**



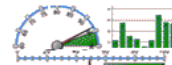
**Attendance**



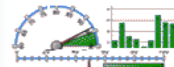
**Discipline**



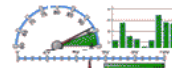
**Needs  
Assessment**



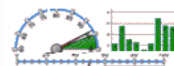
**OnePlan**



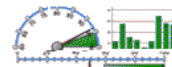
**Classroom  
Walk-through**



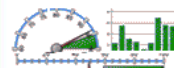
**Accountability**



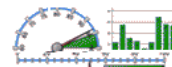
**Pyramid of  
Interventions**



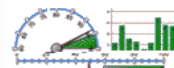
**Other  
Assessments  
(ALTAS and  
OTELA)**



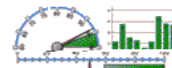
**Positive  
School  
Culture**



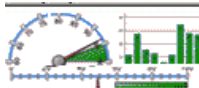
**ParentConnect**



**Finances**



**Customer  
Service**



2. A teacher was comparing two sets of quiz scores shown below.

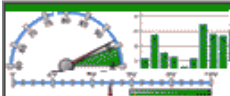
**Quiz Scores**

Quiz 1	Quiz 2
70	75
91	82
85	78
87	96
73	92
74	79
77	90
83	88

What reasonable conclusion can be drawn from the data?

- ☐ A. The mean of Quiz 1 scores is greater than the mean of Quiz 2 scores, but the variability is the same.
- ☐ B. The mean of Quiz 2 scores is greater than the mean of Quiz 1 scores, but the variability is the same.
- ☐ C. The variability of Quiz 1 scores is greater than the variability of Quiz 2 scores, but the mean is the same.
- ☐ D. The variability of Quiz 2 scores is greater than the variability of Quiz 1 scores, but the mean is the same.



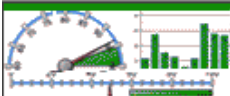


## Select Test

Teacher:

Student History

Benchmark Assessments
<a href="#">Benchmark Assessment B3, Grade 5 Science (3405)-02/12/07</a>
<a href="#">Benchmark Assessment B2, Grade 5 Language Arts (1305)-12/04/06</a>
<a href="#">Benchmark Assessment B2, Grade 5 Math (2305)-12/04/06</a>
<a href="#">Benchmark Assessment B2, Grade 5 Science (3305)-12/04/06</a>
<a href="#">Benchmark Assessment B2, Grade 5 Social Studies (4305)-12/04/06</a>
<a href="#">Benchmark Assessment B1, Grade 5 Language Arts (1205)-10/23/06</a>
<a href="#">Benchmark Assessment B1, Grade 5 Math (2205)-10/23/06</a>
<a href="#">Benchmark Assessment B1, Grade 5 Science, Ecosystems (3205)-10/23/06</a>
<a href="#">Benchmark Assessment B1, Grade 5 Social Studies (4205)-10/23/06</a>
<a href="#">Benchmark Assessment Pre-Test, Grade 5 Science (Half Length Achievement Test) (3105)-10/02/06</a>
<a href="#">Benchmark Assessment Pre-Test, Grade 5 Social Studies (Half Length Achievement Test) (4105)-10/02/06</a>
<a href="#">Benchmark Assessment Pre-Test, Grade 5 Language Arts (1105)-08/28/06</a>
<a href="#">Benchmark Assessment Pre-Test, Grade 5 Math (2105)-08/28/06</a>



# DASHBOARD

You are in TEACHER view

TEACHER

Select New Class

Select New Test

Student History

Change Password

Help

## Benchmark Assessments:

Percentage Correct

Standards Mastery

Indicators Mastery

Item Analysis

## Benchmark Assessments Year Summary:

Percent Correct Year

Standards Mastery Year

Indicators Mastery Year

## Curriculum:

Standards

Lesson Plans/Resources

## Percentage Correct

Cincinnati Public Schools Dashboard

School: Cincinnati Public Schools

Teacher: [Name]

Section: 00000100-51

Test: Benchmark Assessment B2, Grade 5 Math (2305)-12/04/06



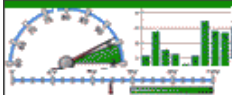
Printer Friendly Version

**Avg % Correct: 39%**

**District Avg % Correct: 38%**

Graphs showing all district, school, class averages

Student and Score
Jon [Name] (15%)
Rol [Name] (18%)
Bar [Name] (18%)
Bro [Name] (24%)
Re [Name] (29%)
Co [Name] (29%)
Cr [Name] (32%)
Bas [Name] (32%)
Ma [Name] (35%)
Bur [Name] (35%)
Bo [Name] (38%)
Bro [Name] (38%)
Te [Name] (41%)



# DASHBOARD

You are in TEACHER view

TEACHER

Select New Class  
Select New Test  
Student History  
Change Password  
Help

## Benchmark Assessments:

Percentage Correct  
Standards Mastery  
Indicators Mastery  
Item Analysis

## Benchmark Assessments Year Summary:

Percent Correct Year  
Standards Mastery Year  
Indicators Mastery Year

## Curriculum:

Standards  
Lesson Plans/Resources

## Student Results

Cincinnati Public Schools Dashboard

School: Cincinnati Public Schools

Teacher: [Name]

Section: 00000100-51

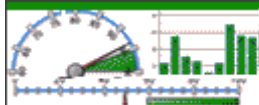
Test: Benchmark Assessment B2, Grade 5 Math (2305)-12/04/06

Student: [Name]



Printer Friendly  
Version

Question	Correct Answer	Student Response	
<u>1</u>	B	B	Correct
<u>2</u>	C	A	Incorrect
<u>3</u>	B	C	Incorrect
<u>4</u>	A	C	Incorrect
<u>5</u>	A	A	Correct
<u>6</u>	B	B	Correct
<u>7</u>	A	C	Incorrect
<u>8</u>	D	B	Incorrect
<u>9</u>	C	B	Incorrect
<u>10</u>	D	C	Incorrect
<u>11</u>	A	A	Correct
<u>12</u>	B	A	Incorrect
<u>13</u>	C	B	Incorrect
<u>14</u>	A	B	Incorrect



# DASHBOARD

Select New Class  
Select New Test  
Student History  
Change Password  
Help

## Benchmark Assessments:

Percentage Correct  
Standards Mastery  
Indicators Mastery  
Item Analysis

## Benchmark Assessments Year Summary:

Percent Correct Year  
Standards Mastery Year  
Indicators Mastery Year

## Indicator Mastery

Cincinnati Public Schools Dashboard

School: Cincinnati Public Schools

Teacher: Cincinnati Public Schools

Section: 00000100-51

Test: Benchmark Assessment B2, Grade 5 Language Arts (1305)-  
12/04/06



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Grade Level Indicator	% at Practice or Enrichment Level	Questions on Assessment
<u>WP15 Proofreads Writing/Edits to Improve Writing</u>	4	<u>1, 3, 6, 8</u>
<u>RAL8 Identifies/Explains Figurative Language</u>	13	<u>11, 14, 17, 32</u>
<u>WC1 Spells High-Frequency Words Correctly</u>	21	<u>2, 4, 5, 7, 9</u>
<u>RAL5 Summarizes Stated/Implied Themes</u>	21	<u>23, 25, 26, 28, A, C</u>
<u>RAL6 Describes Characteristics of Literary Forms/Genres</u>	25	<u>12, 21, 24, 30</u>
<u>AV4 Identifies/Understands New Uses of Words/Phrases</u>	29	<u>15, 18, 20, 22</u>
<u>RAL1 Explains Character's Thoughts/Words/Actions</u>	33	<u>27, 29, 31, 33</u>
<u>RAL3 Identifies Main Characters of a Plot</u>	54	<u>10, 13, 16, 19, B</u>

### RAL3 Identifies Main Characters of a Plot

Reteach	Practice	Enrichment
Alle... ..ana	Ar... ..ha	Iv... ..lek
B... ..nio	Bar... ..h	W... ..ia
B... ..bel	Bol... ..	
Cr... ..hur	Br... ..on	
Fa... ..hel	B... ..ea'	
Gal... ..mie	Co... ..ac	
Had... ..ie	Od... ..on	
Jo... ..an	R... ..an	
Jo... ..uld	Te... ..ne	
Mat'... ..an	Wa... ..da	
Re... ..hia	Yo... ..ie	

### RAL5 Summarizes Stated/Implied Themes

Reteach	Practice	Enrichment
Alle... ..ana	Ar... ..ha	Iv... ..lek
B... ..nio	Te... ..one	
Bar... ..h	W... ..ia	
B... ..ne	Yo... ..ie	
Br... ..on		
Bro... ..bel		
Bu... ..ea'		



# Learning Experiences

Model Lessons

Intervention Strategies

Additional Resources (D3A2)



***MODEL CONNECTED LESSONS  
CINCINNATI PUBLIC SCHOOLS***

**Grade 5**

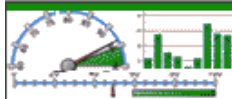
<b>S</b>	<b>State Standard(s) / Benchmark(s)</b>	<p><b>Standard: Reading Applications: Informational, Technical, and Persuasive Text</b></p> <p><b>Benchmark A:</b> Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information. (RAI-1)</p> <p><b>Benchmark C:</b> Explain how main ideas connect to each other in a variety of sources. (RAI-3)</p>
	<b>Essential Indicator(s)</b>	<p><b>RAI-1:</b> Use text features such as chapter titles, headings and subheadings; parts of books including index and table of contents and online tools (search engines) to locate information.</p> <p><b>RAI-3:</b> Compare important details about a topic using different sources of information including books, magazines, newspapers and online resources.</p>
	<b>Time Range</b>	<ul style="list-style-type: none"> <li>• Pre-Assessment (given before Model Lesson begins)</li> <li>• One class session per Learning Experience</li> <li>• Post Assessment (given after all Learning Experiences have been completed)</li> </ul>
	<b>Teacher Background Information</b>	<p><b>Reading Applications</b></p> <p><i>Students gain information from reading for the purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to</i></p>



Standard/Indicator	Test Item	Teaching Strategies												
<b>Reading Applications:</b> <b>Informational, Technical and Persuasive Text</b>  3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.		<ul style="list-style-type: none"><li>Gather various texts on same topic from various sources.</li><li>Create attribute matrix for comparison of details.</li></ul> <table border="1"><tr><td>Sources</td><td>Detail 1</td><td>Detail 2</td><td>Detail 3</td></tr><tr><td>Source 1</td><td></td><td></td><td></td></tr><tr><td>Source 2</td><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none"><li>Use the following graphic organizer to compare and contrast the kind of information found and then draw conclusions. Model for the class using short passages, then provide guided and independent practice.</li></ul> <div><div>Reading Genre 1 _____</div><div>Reading Genre 2 _____</div><div>How Alike?</div><div></div><div>How Different?</div><div></div><div></div></div>	Sources	Detail 1	Detail 2	Detail 3	Source 1				Source 2			
Sources	Detail 1	Detail 2	Detail 3											
Source 1														
Source 2														

# Data Rooms and Data Meetings





# DASHBOARD

You are in TEACHER view

DISTRICT SCHOOL TEACHER

## Item Analysis

Cincinnati Public Schools Dashboard

School: Cincinnati Public Schools

Teacher: [Name]

Section: 05733000-32

Test: Benchmark Assessment B3, Grade 3 Math (2403)-02/12/07



Select New Class  
Select New Test  
Student History  
Change Password  
Help

### Benchmark Assessments:

Percentage Correct  
Standards Mastery  
Indicators Mastery  
Item Analysis

### Benchmark Assessments Year Summary:

Percent Correct Year  
Standards Mastery Year  
Indicators Mastery Year

### Curriculum:

Standards  
Lesson Plans/Resources

Question	Answer	# Tested	A (%)	B (%)	C (%)	D (%)	0 (%)	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	blank (%)	% Correct	0----- -----100
A	2	17	0	0	0	0	47	41	12	0	0	0	0	0	12	<div></div>
20	B	17	53	29	18	0	0	0	0	0	0	0	0	0	29	<div></div>
12	A	17	35	53	6	0	0	0	0	0	0	0	0	0	35	<div></div>
B	2	17	0	0	0	0	47	12	41	0	0	0	0	0	41	<div></div>
C	3	17	0	0	0	0	24	29	6	24	18	0	0	0	42	<div></div>
21	B	17	35	47	12	0	0	0	0	0	0	0	0	0	47	<div></div>
25	A	17	47	29	18	0	0	0	0	0	0	0	0	0	47	<div></div>
9	B	17	6	53	41	0	0	0	0	0	0	0	0	0	53	<div></div>
16	B	17	35	53	12	0	0	0	0	0	0	0	0	0	53	<div></div>
2	B	17	0	59	41	0	0	0	0	0	0	0	0	0	59	<div></div>
7	B	17	35	59	6	0	0	0	0	0	0	0	0	0	59	<div></div>
14	C	17	29	12	59	0	0	0	0	0	0	0	0	0	59	<div></div>

## Question

Cincinnati Public Schools Dashboard

Test: Benchmark Assessment B3, Grade 3 Math (2403)-02/12/07

Question: 20



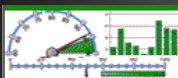
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Version

**Grade Level Indicator:** N15 Evaluate the reasonableness of computations based upon operations and the numbers involved; e.g., considering relative size, place value and estimates.

**Standard:** Number, Number Sense and Operations

**20. The United States produces about 685 movies each year. Hong Kong produces about 154 movies each year. Which expression would give the BEST estimate of how many more movies the United States produces each year than Hong Kong?**

- A.  $600 - 200$
- B.  $700 - 200$
- C.  $700 - 100$



Select New Class  
Select New Test  
Student History  
Change Password  
Help

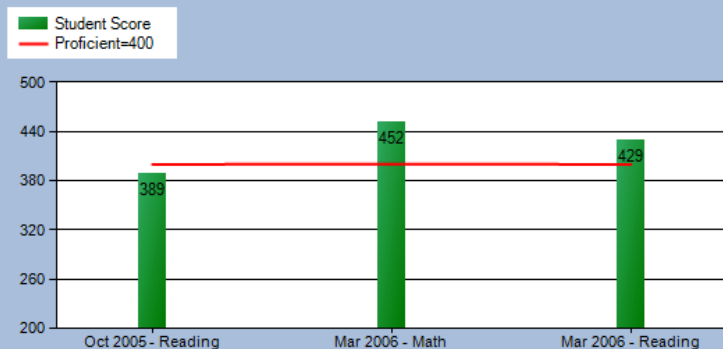
Curriculum:  
Standards  
Lesson Plans/Resources

## Student History - All Assessments

Cincinnati Public Schools Dashboard

School: Student: Printer Friendly  
Version

### State Achievement/Graduation Tests



### State Test Strand History:

State Test	Strand	Strand Score	Band
Oct 2005 Reading	Acquisition of Vocabulary (7-8)	6	Below the Band (-)
Oct 2005 Reading	Reading Process (11-13)	10	Below the Band (-)
Oct 2005 Reading	Reading Applications: Informational Text (6-8)	4	Below the Band (-)
Oct 2005 Reading	Reading Applications: Literary Text (7-9)	7	At the Band (*)
Mar 2006 Math	Number Sense (9-12)	14	Above the Band (+)
Mar 2006 Math	Measurement (6-8)	8	At the Band (*)
Mar 2006 Math	Geometry (5-7)	8	Above the Band (+)
Mar 2006 Math	Algebra (6-8)	9	Above the Band (+)
Mar 2006 Math	Data Analysis (7-8)	8	At the Band (*)
Mar 2006 Reading	Acquisition of Vocabulary (8-8)	9	Above the Band (+)
Mar 2006 Reading	Reading Process (10-12)	14	Above the Band (+)
Mar 2006 Reading	Reading Applications: Informational Text (7-9)	8	At the Band (*)
Mar 2006 Reading	Reading Applications: Literary Text (6-8)	9	Above the Band (+)



# Class Profile

Cincinnati Public Schools Dashboard  
School:  



ID	Grade	Absences	Tardies	Referrals	IEP	Alternate Assess	504 Plan	LEP	Gifted	Ethnic	Reading 2011	Math 2011	Science 2011	Reading 2010	Math 2010	Science 2010	Reading 2009	Math 2009	Science 2009	Reading PreTest A	Math PreTest A	Science PreTest A	Social PreTest A	Reading PreTest B	Math PreTest B	Sc Pr	
8 <sup>th</sup>	04	19		1	**			N		B											-	-	-	-			
8 <sup>th</sup> **	04	11	1	2	**			N		B	432 Advanced	389 Basic									<a href="#">45 Reteach</a>	<a href="#">24 Reteach</a>	<a href="#">39 Reteach</a>	<a href="#">30 Reteach</a>	65 Practice	39 Reteach	Re
7 <sup>th</sup>	04	3	1	2	**			N		B	394 Basic	382 Basic									<a href="#">39 Reteach</a>	<a href="#">10 Reteach</a>	<a href="#">45 Reteach</a>	<a href="#">52 Reteach</a>	44 Reteach	41 Reteach	Re
2 <sup>nd</sup> **	04	22	1	8	**			N		B	361 Limited	353 Limited									-	<a href="#">14 Reteach</a>	<a href="#">16 Reteach</a>	<a href="#">6 Reteach</a>	25 Reteach	15 Reteach	Re
2 <sup>nd</sup> **	04	14	4		**			N		B	410 Proficient	392 Basic									<a href="#">73 Practice</a>	<a href="#">24 Reteach</a>	-	<a href="#">9 Reteach</a>	65 Practice	37 Reteach	Re
5 <sup>th</sup>	04	5	2		**			N		W											<a href="#">67 Practice</a>	<a href="#">45 Reteach</a>	<a href="#">68 Practice</a>	<a href="#">70 Practice</a>	85 Enrichment	75 Practice	Re
1	04	4			**			N	X	W	460 Advanced	458 Advanced									<a href="#">88 Enrichment</a>	<a href="#">55 Reteach</a>	<a href="#">71 Practice</a>	<a href="#">73 Practice</a>	90 Enrichment	81 Enrichment	Pr
9 <sup>th</sup> **	04	3	9		**			N		B	359 Limited	342 Limited									-	-	<a href="#">13 Reteach</a>	<a href="#">6 Reteach</a>	27 Reteach	36 Reteach	Re
9	04	1			**			L		P											-	-	-	-	25 Reteach	22 Reteach	Re
6 <sup>th</sup>	04	25	1		01			L		A											-	-	-	-			
4 <sup>th</sup>	04	3	1	4	10			N		B	392 Basic	442 Accelerated									<a href="#">48 Reteach</a>	<a href="#">52 Reteach</a>	<a href="#">61 Reteach</a>	<a href="#">55 Reteach</a>	27 Reteach	53 Reteach	Re
1 <sup>st</sup> **	04	9	5	4	**			N		B											<a href="#">52 Reteach</a>	<a href="#">21 Reteach</a>	<a href="#">35 Reteach</a>	<a href="#">52 Reteach</a>	58 Reteach	56 Reteach	Re
9 <sup>th</sup>	04	8	1	1	**			N		B	415 Accelerated	447 Advanced									<a href="#">64 Reteach</a>	<a href="#">48 Reteach</a>	<a href="#">45 Reteach</a>	<a href="#">39 Reteach</a>	52 Reteach	61 Reteach	Re

# Access to Data in Cincinnati Public Schools

- Teachers, Principals, District Leaders
- **Students and Parents**
- Public
- Partner Organizations

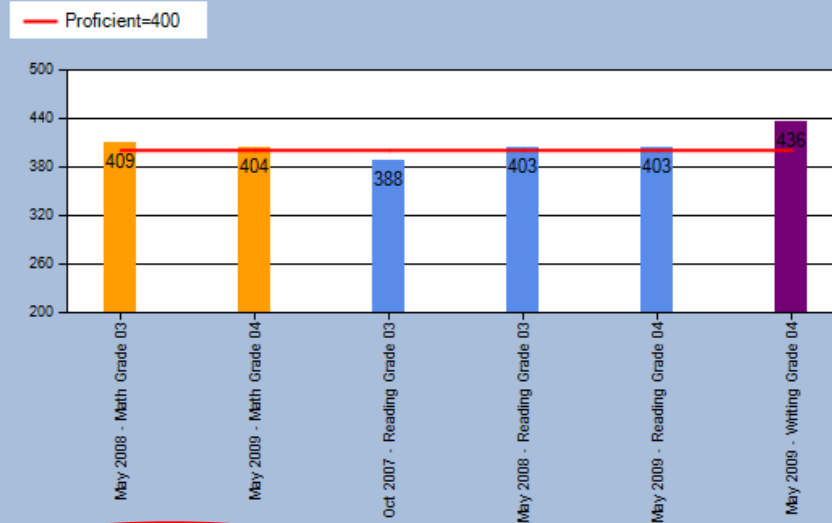
## Student Dashboard

Cincinnati Public Schools Dashboard

Student:

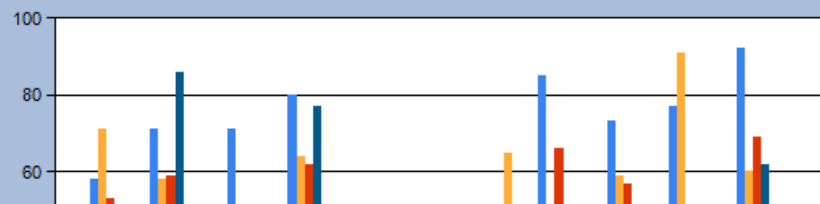


### Ohio Achievement and Graduation Tests



What are your strengths and weaknesses on the Ohio Achievement and Graduation Tests?

### Cincinnati Public Schools Tests



## Student Dashboard

Cincinnati Public Schools Dashboard

Student:



Printer Friendly  
Version

Your scores on Ohio standards are shown below. Click on a Standard below for ways to improve in this area.

### Language Arts

State Test	Ohio Standard	Score Range Needed To Be Proficient	Your Score	Your Level	
May 2009 Reading Grade 04	<a href="#">Acquisition of Vocabulary</a>	4-6	4	Proficient	✓
May 2009 Reading Grade 04	<a href="#">Reading Process</a>	6-8	8	Proficient	✓
May 2009 Reading Grade 04	<a href="#">Reading Applications: Informational Text</a>	4-6	3	Below Proficient	—
May 2009 Reading Grade 04	<a href="#">Reading Applications: Literary Text</a>	7-9	7	Proficient	✓
May 2009 Writing Grade 04	<a href="#">Writing Applications</a>	12-12	18	Above Proficient	+
May 2009 Writing Grade 04	<a href="#">Writing Conventions</a>	9-11	10	Proficient	✓
May 2008 Reading Grade 03	<a href="#">Acquisition of Vocabulary</a>	6-7	7	Proficient	✓
May 2008 Reading Grade 03	<a href="#">Reading Process</a>	10-13	13	Proficient	✓

## Student Dashboard

Cincinnati Public Schools Dashboard

[Tips and Activities](#)

[Practice Test](#)

To view some of these documents, you will need Adobe Reader.  
To download it, [click here](#).



- ✓ Give your child directions to the store. After listening carefully, your child should be able to repeat the directions. Go for a walk! Check to make sure the directions are right.
- ✓ Put your junk mail to good use. Show your child how to highlight or underline words with affixes (prefixes or suffixes).
- ✓ Does your child's room need some organization? Organize his or her things through classification. Ask your child to think of ways to organize his or her toys or clothes drawers, closets, etc. Write down a list sorting the items into groups.
- ✓ Take a walk outdoors and look for examples of items in and around your yard that can be written as compound words. Examples: driveway, sidewalk, butterfly, rainbow, doorknob, keyhole, walkway, birdbath, birdhouse.
- ✓ Invent a story to tell your child. Every now and then stop and have your child fill in the next part. This is a great way to help your child use his or her creative mind and both of you can have some fun, too!



## High School Student Profile

Sample, Student# 12 18939199

## Are You On Track to Graduate?

How many credits have I completed toward graduation? And how many credits do I still need to graduate?

Requirement	Req	Completed	Current	Needed
<b>Math</b>	<b>3.0000</b>	<b>3.0000</b>		<b>Completed</b>
Algebra 1	1.0000	ALGEBRA 1 1.0000		Completed
Other Math	2.0000	ALGEBRA 2 1.0000 GEOMETRY 1.0000		Completed
<b>English</b>	<b>4.0000</b>	<b>3.5000</b>		<b>0.5000</b>
English 9	1.0000	ENGLISH 9 1.0000		Completed
English 10	1.0000	ENGLISH 10 1.0000		Completed
English 11	1.0000	ENGLISH 11 1.0000		Completed
English 12	1.0000	ENGLISH 12 0.5000	ENGLISH 12 0.5000	
<b>Social Studies</b>	<b>3.0000</b>	<b>3.0000</b>		<b>Completed</b>
Modern World History	1.0000	MODERN HIST 1.0000		Completed
U.S. History	1.0000	US HISTORY 1.0000		Completed
Economics	0.5000	ECONOMICS 0.5000		Completed
American Government	0.5000	AMER GOVT 0.5000		Completed
<b>Science</b>	<b>3.0000</b>	<b>3.0000</b>		<b>Completed</b>
Biology	1.0000	BIOLOGY 1.0000		Completed
Physical Science	1.0000	PHYSICAL SCIENCE 1.0000		Completed
Other Science	1.0000	CHEMISTRY 1.0000 ANAT/PHYSIO 0.0000 ENVIR SCI 0.0000		Completed
<b>P.E.</b>	<b>0.5000</b>	<b>0.5000</b>		<b>Completed</b>
Physical Ed	0.5000	PHYS ED 9-12 0.5000		Completed
<b>Health</b>	<b>0.5000</b>	<b>0.5000</b>		<b>Completed</b>
Health	0.5000	SR HI HEALTH 0.5000		Completed
<b>Fine Arts</b>	<b>1.0000</b>	<b>1.0000</b>		<b>Completed</b>
Fine Arts	1.0000	ART XXX 0.0000 BASIC DRAMA 0.5000 GEN MUS 9-12 0.5000		Completed
<b>Electives</b>	<b>6.0000</b>	<b>6.2500</b>		<b>Completed</b>
Electives	6.0000	NEWSWRITING 0.5000 SPANISH 2 0.5000 CONSTITUTIONAL LAW 0.5000 CAUSE 0.2500 CAUSE 0.0000 SPEECH 0.5000 SPANISH 1 1.0000 GEN MUS 9-12 0.5000 ANAT/PHYSIO 1.0000 ENVIR SCI 0.5000 CIVICS PROF 1.0000		Completed

Cumulative Credit Hours: 21.2500

Graduation Requirement Set: **High School**

Submit

To graduate, you must earn a certain number of credits in core subject areas. You earn one credit by passing a year-long course or its equivalent. Did you know that you will be more successful during and after high school if you maintain at least a B average in all your classes?

To be promoted a grade level, the following credits are needed:

10th grade = 5 credits  
11th grade = 10 credits  
12th grade = 15 credits

### Have I fulfilled the OGT requirements?

Subject	Test Date	Grade Level	High Test Score	Perf. Level
Reading	3/1/2009	10	401	Proficient
Math	11/1/2009	11	403	Proficient
Writing	3/1/2009	10	413	Proficient
Science	3/1/2010	11	397	Basic
Soc. Stu.	3/1/2010	11	403	Proficient

### How is my attendance influencing my progress toward graduation?

#### Attendance By Class

Exp	Last Week					This Week					Course	Absences		Tardies	
	M	T	W	T	F	M	T	W	T	F		52	10-11	52	10-11
1(A-E)											ENVIR SCI Behm, Christopher	2	2	0	0
2(A-E)											ENGLISH 12 Connor, Leighton	3	5	0	0
3(A-E)	X	X									CONSTITUTIONAL LAW Schames, Max	10	10	8	8
4(A-E)											CAUSE Dohme, Martha	1	1	0	0
5(A-E)											NEWSWRITING Connor, Leighton	5	8	0	0
6(A-E)		X									ART XXX Mitchell, Joe	6	6	0	0
7(A-E)											SPANISH 2 Sansone, Alison	7	10	0	0
Attendance Totals												34	42	8	8

Students who attend school less than 92% of the time have more difficulty staying on track. Did you know that having three or more unexcused absences per term or 12 or more per year can put you in danger of failing your courses and not graduating?

### Which courses am I taking right now and how am I doing in them?

#### Attendance By Class

Course	Q1	Q2	E1	S1	Q3	Q4	E2	S2
ENVIR SCI Behm, Christopher	A	C	B	83.5	C	C	--	--
ENGLISH 12 Connor, Leighton	C	C	D	69.675	C	A	D	--
CONSTITUTIONAL LAW Schames, Max					D	C	--	--
CAUSE Dohme, Martha					B	D	--	--
NEWSWRITING Connor, Leighton	B	A	B	86.5	B	B	A	--
ART XXX Mitchell, Joe					B	C	--	--
SPANISH 2 Sansone, Alison	B	A	E	90.314	A	A	--	--

### What is my Grade Point Average (GPA)?

Cumulative GPA (Weighted): 2.1982  
Cumulative GPA (Unweighted): 2.1982

Your GPA represents your cumulative performance in high school. Did you know that some courses are weighted differently because they are honors or Advanced Placement?

If you have a D or below in any subject, talk to your teachers and counselors/advisors to make a plan for improvement. Did you know that there are credit recovery programs as well as additional academic opportunities available in your school community?

# Access to Data in Cincinnati Public Schools

- Teachers, Principals, District Leaders
- Students and Parents
- **Public**
- Partner Organizations



# Building Futures Dashboard

prepared for life



[Home](#) [Schools](#) [Academics](#) [Facilities Master Plan](#) [General Information](#)

[Calendar](#) [Employment](#) [Business with CPS](#) [Offices](#)

Search

## District

[Transportation](#)  
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[Information/Technology](#)

[AMIS](#)

[AWL](#)

[Aiken College/Career](#)

[Bond Hill](#)

[Carson](#)

[Chase](#)

[Chevot](#)

[Clark Montessori](#)

[College Hill](#)

[Covedale](#)

[Dater High](#)

[Dater Montessori](#)

[Douglass](#)

[Fairview-Clifton](#)

[Hartwell](#)

[Hays-Porter](#)

[Hoffman-Parham](#)

[Hughes](#)

[Kilgour](#)

[Midway](#)

[Mt. Airy](#)

[Mt. Washington](#)

[N. Avondale Montessori](#)

[Oyler](#)

[P. Ridge Montessori](#)

[Parker](#)

[Pleasant Hill](#)

[Price](#)

[Quebec Heights](#)

[Riverview](#)

[Roberts](#)

## Welcome to the Building Futures Dashboard.

This tool is intended to report important district and school data to the Cincinnati community. This is only the beginning...we will continue to add data and information that helps report our progress and build more transparency with students, families and the public we serve.

Mary Ronan, Superintendent



Historic data is provided by the Ohio Department of Education (ODE). Click on a chart below to see school by school comparisons, hover over a data point to see the exact value of the measure, click on the names at the left to see individual school or department data, or click the following icon to access our [Strategic Plan Goals and Scorecard](#). Please feel free to [provide suggestions or comments](#) on this Building Futures Dashboard.

### SELECT A DASHBOARD:

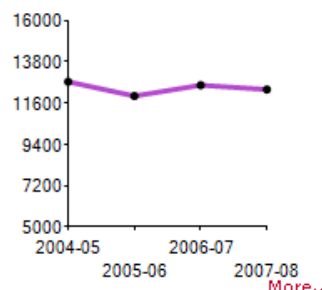
☐ Student and Teacher Demographics

☐ Academic and School Performance

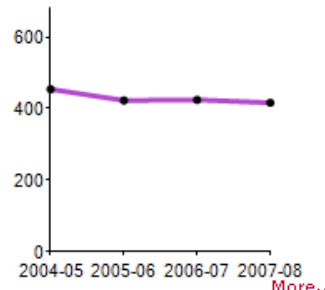
☒ Financial Performance

### Financial Performance

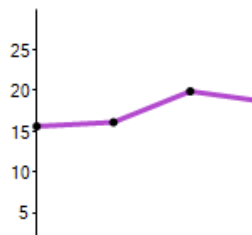
Per Pupil Spending All Funds (\$)



Expenditures (in millions of \$)



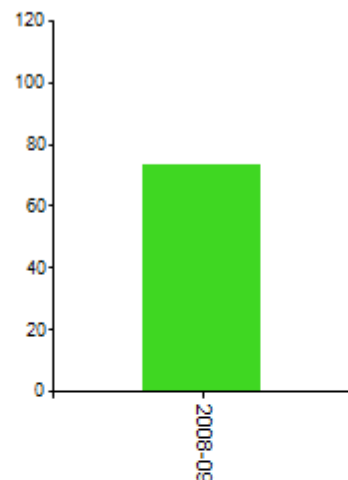
Student Teacher Ratio



[Click here for current year Financial Summary.](#)

Pleasant Hill  
Price  
Quebec Heights  
Riverview  
Roberts  
Rockdale  
Roll Hill  
Roselawn Condon  
Rothenberg  
SCPA  
Sands Montessori  
Sayler Park  
Schiel  
Shroder  
Silverton  
South Avondale  
Taft Elementary  
Taft High  
Taylor  
Virtual High  
Walnut Hills  
West High Engineering  
West High University  
West Side Montessori  
Westwood  
Winton Hills

State Assessments Performance Index



[Explain...](#)



## Value Added Rating

+ Above

Legend:  
+ Above Expected Growth  
✓ Met Expected Growth  
- Below Expected Growth

[Explain...](#)



Winton Hills

Winton Montessori

Withrow International

Withrow University

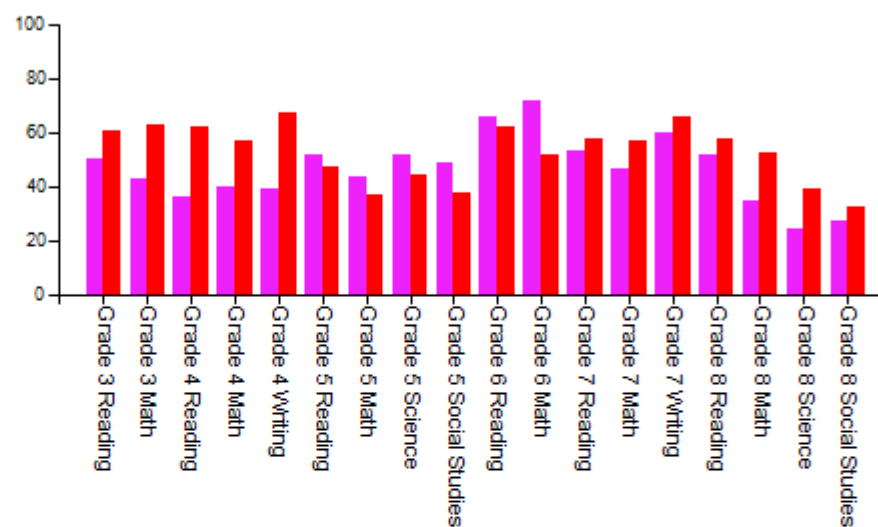
Woodford

Woodward Career Tech

Internal Dashboard

### Ohio Achievement/Graduation Test Percent Proficient

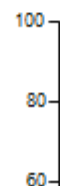
*Click on a school column below to see standards details*



■ School  
■ District

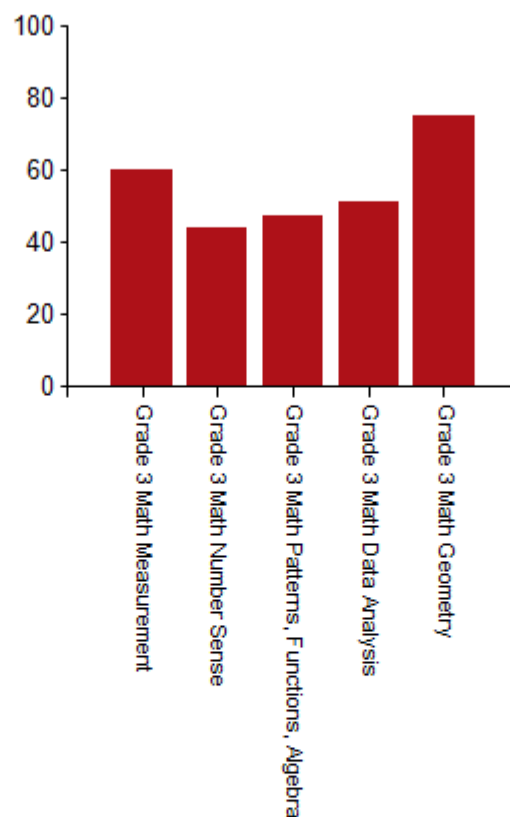
[Explain...](#)

### Terra Nova Average National Percentile





Ohio Achievement/Graduation Test Percent At or Above Proficient On Each Standard



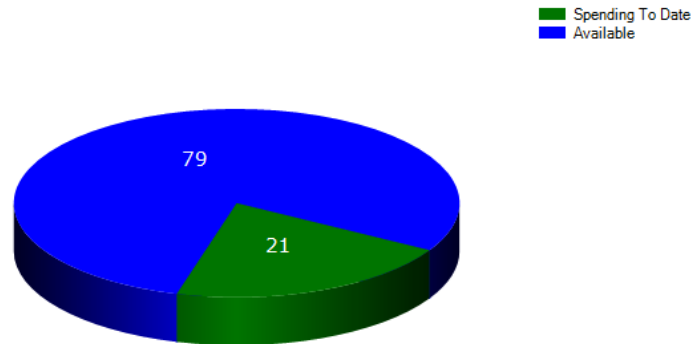
#### Descriptions of Ohio Standards

**Number, Number Sense and Operations:** Students represent whole numbers, fractions and decimals as words and pictures and use place value to solve realworld problems. They add, subtract, multiply, and divide whole numbers, as well as count money and make change. [Tips and Activities](#)

**Measurement:** Students tell time, read thermometers and identify units of measure (e.g., inch, pound, liter). They measure and estimate length, weight, area, and volume, as well as draw shapes with given measurements (e.g., a square with 3-inch sides). [Tips and Activities](#)



### Percent of Total Funds Currently Available



Total General Fund and Schoolwide Pooling Budget for the current school year is shown below.

\*Original Budget shows the Board approved current year budget. Total Current Budget shows the original budget plus any prior year encumbered funds and budget transfers.

\*\*Actual Spending includes the amount encumbered plus payments issued, as of the previous business day.

Please hover over each Budget Description for more information about that line item.

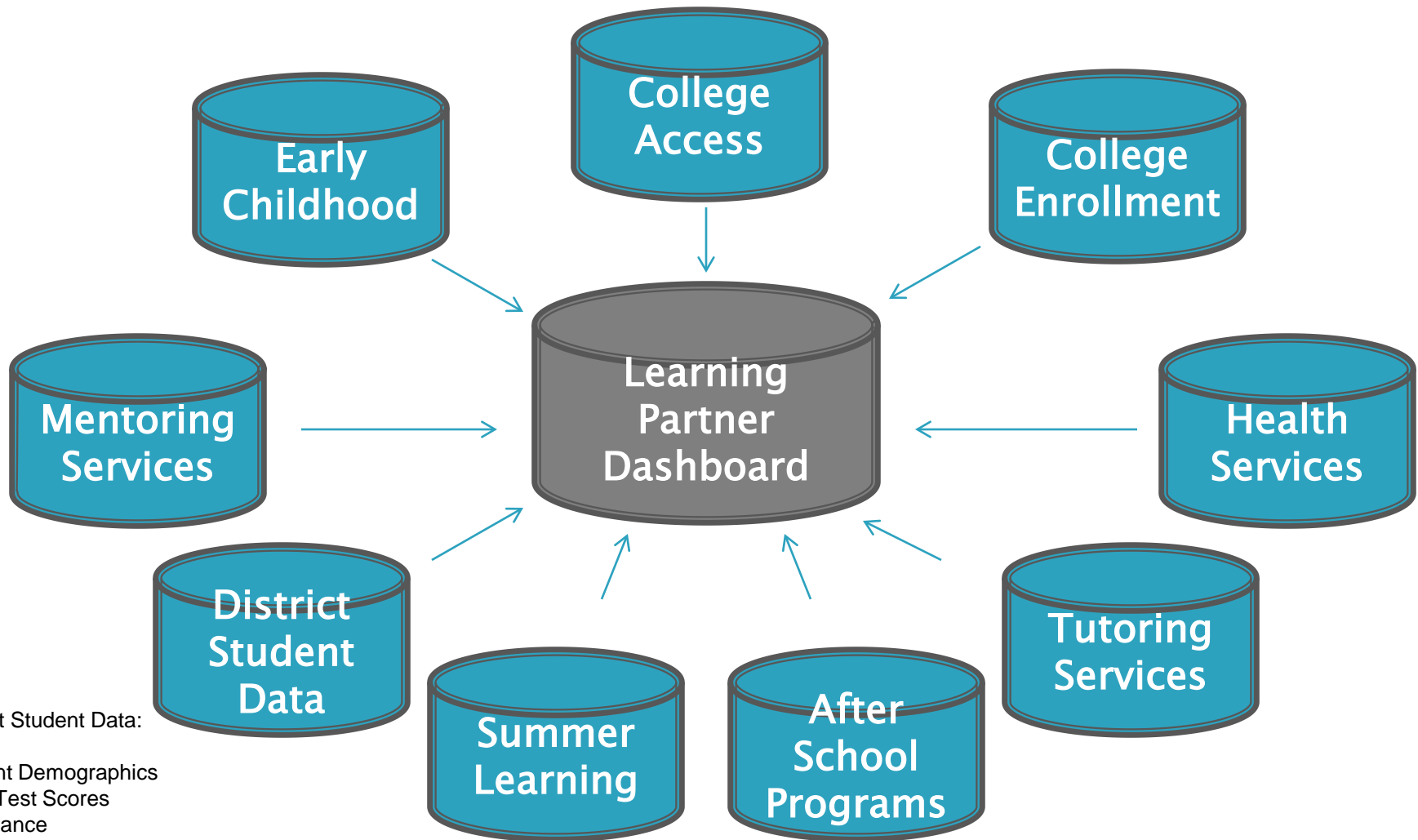
Budget Description	Original Budget*	Total Current Budget*	Current Year Actual Spending**	Current Year Funds Available
<b>School Budgets</b>				
<b>School Bldg. Budgets</b>				
Athletics/Extracurricular - Central	\$693,067	\$3,291,716	\$673,343	\$2,618,373
Daily Substitute Teachers	\$0	\$0	\$21,748	(\$21,748)
Federal Pooled Funds (in School Budget GF \$ above)	(\$20,064,625)	(\$20,064,625)	\$0	\$0
<u>School Budgets</u>	\$258,162,231	\$258,894,883	\$45,460,248	\$213,434,635
<b>Special Education Support</b>				
Service Providers	\$7,671,924	\$10,080,385	\$2,619,482	\$7,460,903
Special Education - Suppl Service - Nonstandard Contingency	\$8,441,949	\$8,441,949	\$0	\$8,441,949
<b>School Bldg. Support Budgets</b>				
Collected Student Fees	\$440,500	\$440,500	\$5	\$440,495
Telephone	\$478,500	\$1,228,500	\$857,045	\$371,455
Transportation-CPS Public Schools	\$25,071,187	\$26,460,599	\$22,515,613	\$3,944,987

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Utilities	\$12,886,405	\$12,938,112	\$2,371,615	\$10,566,498
<b>Special District Schools</b>				
Special District Schools	\$4,132,242	\$2,170,498	\$372,914	\$1,797,584
<b>Alternative Learning Sites</b>				
Alternative Learning Sites	\$2,389,630	\$2,272,773	\$431,750	\$1,841,024
<i>Total Original Budget for School Budgets: \$300,303,010</i>				
<b>Instructional Support Budgets</b>				
<b>Additional Teacher Expense</b>				
Career Increments/ Lead Teacher Stipends	\$3,158,978	\$3,158,978	\$193,244	\$2,965,734
Classroom Overload/Othr Contractual	\$762,411	\$762,411	\$4,615	\$757,797
Curriculum Council Support	\$58,400	\$59,229	\$18,395	\$40,834
Teacher Training Stipends	\$345,216	\$345,216	\$47,393	\$297,823
Severance/Retirement	\$4,500,000	\$4,500,000	\$3,107,662	\$1,392,338
Std Allocation-Illness/TUC Unassigned	\$1,258,368	\$1,258,368	\$398,163	\$860,205
Music Teacher Contract Compliance	\$572,984	\$572,984	\$88,566	\$484,419
<b>Remediation</b>				
Benchmark Exams	\$237,760	\$847,090	\$682,133	\$164,956
Secondary Summer School	\$214,819	\$214,819	\$28,132	\$186,686
<b>Curriculum &amp; Instruction Programs</b>				
New Montessori Classroom Expansion	\$60,000	\$17,231	\$17,231	\$0

# Access to Data in Cincinnati Public Schools

- Teachers, Principals, District Leaders
- Students and Parents
- Public
- **Partner Organizations**

# Comprehensive Student Data



District Student Data:

- Student Demographics
- State Test Scores
- Attendance
- Behavioral Incidents
- GPA
- Course Grades
- ACT/SAT Scores
- Graduation Status





# Cincinnati Learning Partner Dashboard



Microsoft

HOME

PARTNERS

STUDENTS

REPORTS

SUPPORT

ADMINISTRATION



You are here: [Home](#)

Geoff Zim

Welcome to the Cincinnati Learning Partner Dashboard! This site enables schools and partners to have more comprehensive information on students to ensure that the students have access to coordinated and quality services to help them achieve in school.

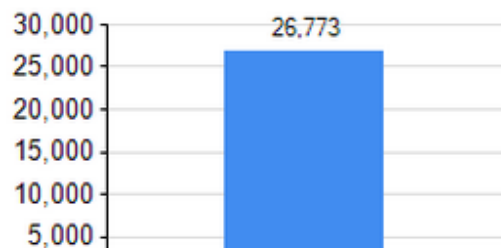
**Learning partners** have the ability to upload student-level data about the programs and services they are providing to benefit to the partners is that they can help support students in school, as well as have better data to modify and improve programs. In return, **schools** get access to data collected by its partners on the frequency and length of visits by its various in school and out of school activities and services.

Schools and partners are able to better communicate and collaborate as well as ensure that the services being provided have maximum impact on student academic success.

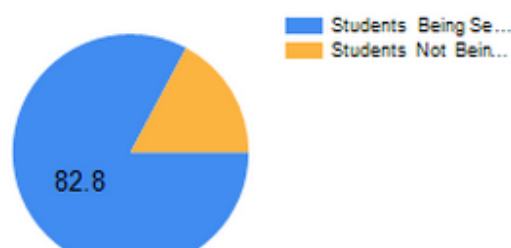
To view a demonstration video of this system, [click here](#).

## Dashboard Summary

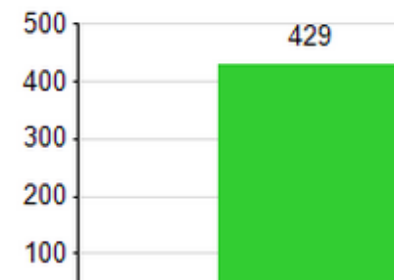
Number of Students Served By All Partners



Percentage of CPS Students Being Served



Number of Partners Serving



# Sample Class Profile

School Name	Grade	Student Name	Student ID	Targeted Service Referral	Disability	LEP	Gifted	Absences	Tardies	Referrals	Reading Performance Level	Math Performance Level	Priority Indicators	Tutoring	Mentoring	College Access	After School
Total			505														
School X	04	Mike				Y		7	1	7	Proficient	Proficient	2	CPS Student Services Intervention Program (SSIP)	Cincinnati Youth Collaboration		CincyAfterSchool
		Henry				Y		1	4	0	Advanced	Proficient	0				
		Nikkiah				N		2	2	0	Accelerated	Advanced	0				
		Aslan				L		4	5	0			1				
		Ayla		Y	Y	N		6	1	0	Basic	Basic	3	Community Volunteer ,CPS Student Services Intervention Program (SSIP)			CincyAfterSchool
		Billy		Y		Y		9	0	0	Basic	Proficient	2	Community Volunteer ,CPS Student Services Intervention Program (SSIP)			
		Isaiah				N		11	2	0	Accelerated	Accelerated	1				CincyAfterSchool
		Christopher		Y		N		3	6	7	Proficient	Proficient	2	Community Volunteer			
		Brook		Y		N		4	9	0	Limited	Proficient	2	Community Volunteer			
		Laurn		Y		N		5	1	0	Basic	Accelerated	2	Community Volunteer			
		Carter				N		1	7	2	Proficient	Proficient	1				
		Samuel		Y		N		14	11	0	Basic	Basic	4	Community Volunteer , Supplemental Education Services NCLB (SES)			
		John		Y		N		1	1	0	Basic	Basic	2	Community Volunteer			CincyAfterSchool
		Kemba			Y	Y		21	1	0			1	Supplemental Education Services NCLB (SES)			
		Clay		Y		N		21	5	1	Basic	Proficient	3				
		Robert				Y		0	3	0			0				
		Rikki				Y		4	1	0		Basic	1	CPS Student Services Intervention Program (SSIP)			CincyAfterSchool
		Amber				Y		4	0	0			0	Supplemental Education Services NCLB (SES)			CincyAfterSchool
		Ada				Y		9	1	6	Accelerated	Advanced	2				
		Aisha				N		0	1	0	Advanced	Accelerated	0				CincyAfterSchool
		Chyna		Y		N		5	18	0	Limited	Proficient	3	Community Volunteer			
		Jordan				N		11	5	2	Accelerated	Accelerated	2		Cincinnati Youth Collaboration		
		Mariana				Y		10	1	0	Accelerated	Proficient	1				
		Andrea			Y	N		0	1	0			0				
		Darius				N		3	1	0	Accelerated	Accelerated	0				
		Donnell		Y	Y	N		1	3	1	Accelerated	Proficient	0	CPS Student Services Intervention Program (SSIP), Supplemental Education Services NCLB (SES)			
		Ivin				N		0	0	0	Accelerated	Advanced	0				CincyAfterSchool
		Antonio		Y		N		16	6	0	Basic	Proficient	3				CincyAfterSchool

# Cincinnati Public Schools

Bill Myles, Assistant Superintendent  
Sarah Trimble-Oliver, Director of IT Applications

# USTREAM

Connecting Educators, Parents  
and the Community

April 2013

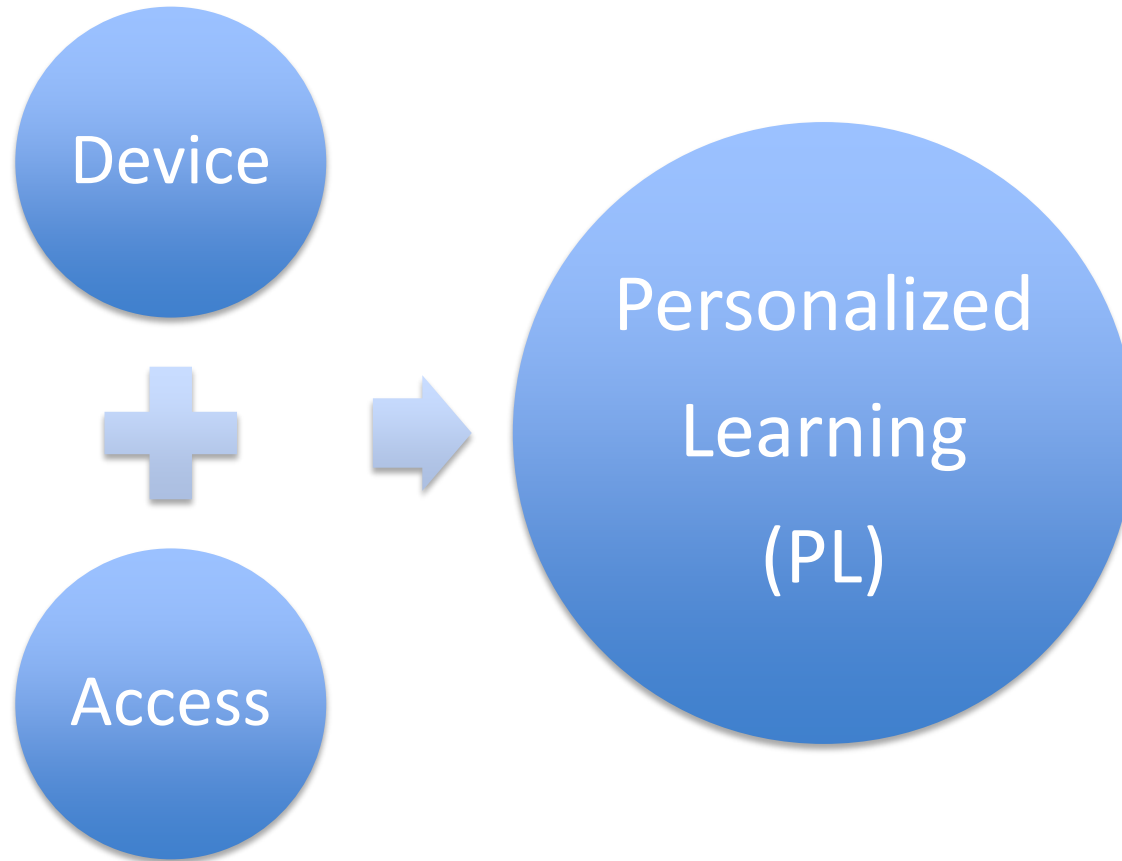


**“Education Without Boundaries: Personalizing  
Learning Anytime, Anywhere”**

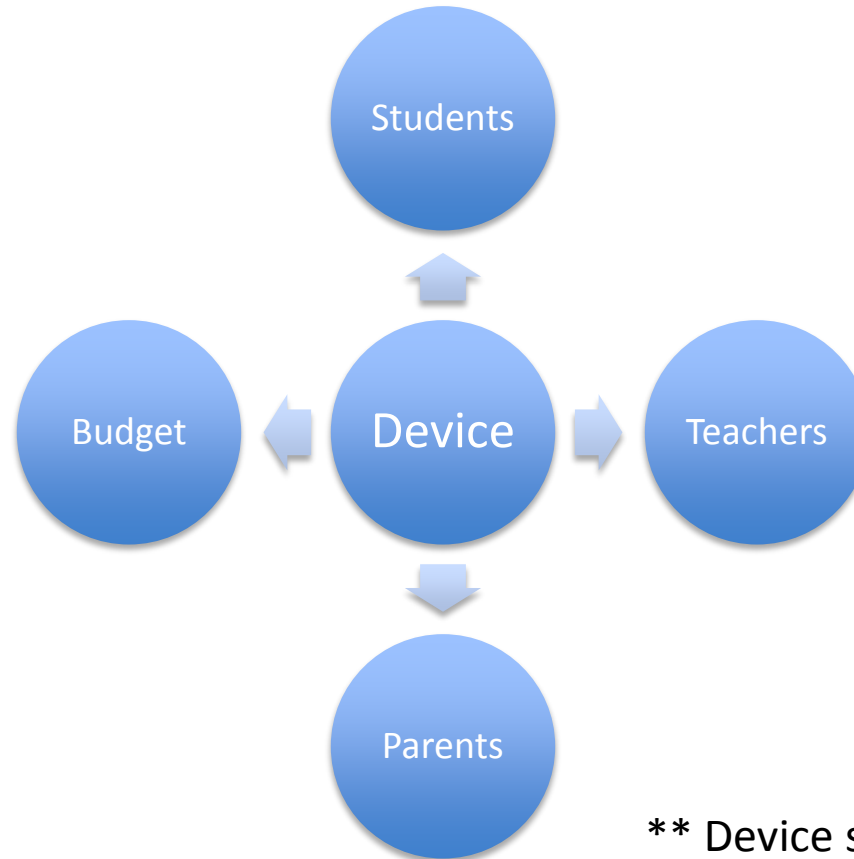
***Digital Devices, Access &  
Personalized Learning***

Dennis L. Stockdale  
Superintendent of Schools  
Garrett-Keyser-Butler Community School District

# The Formula

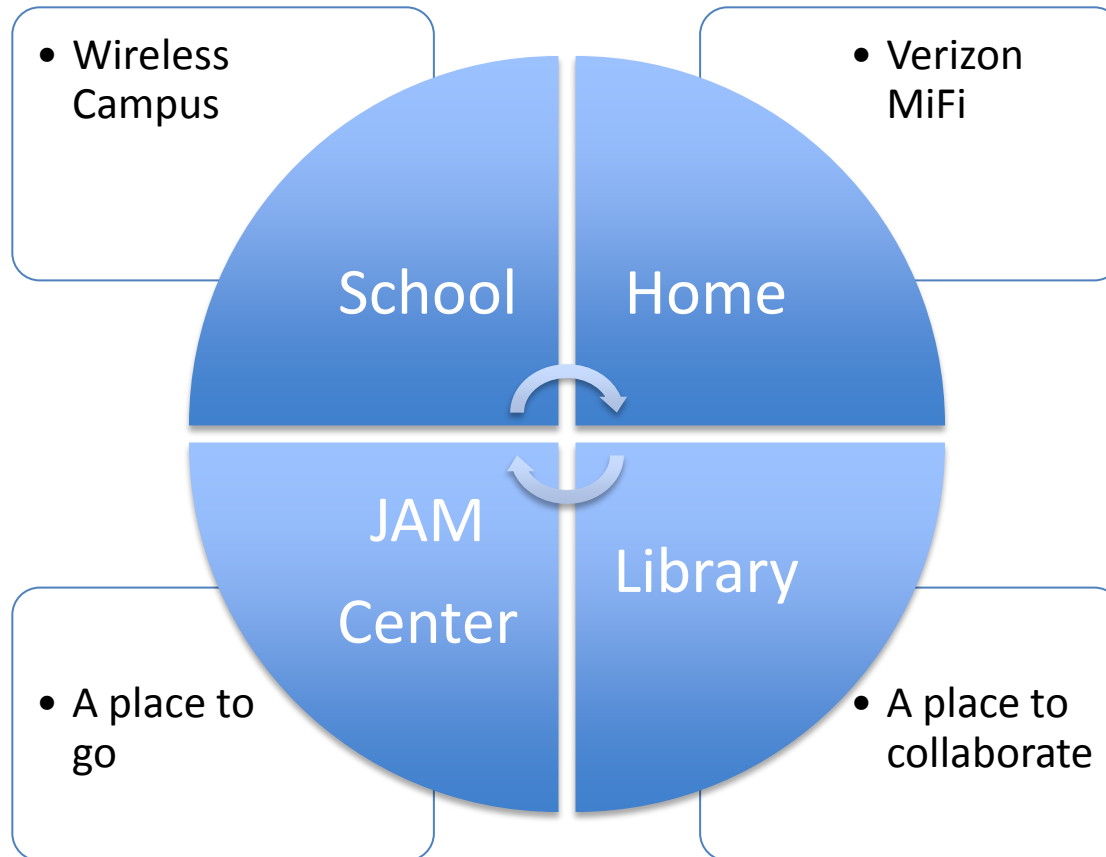


# Device

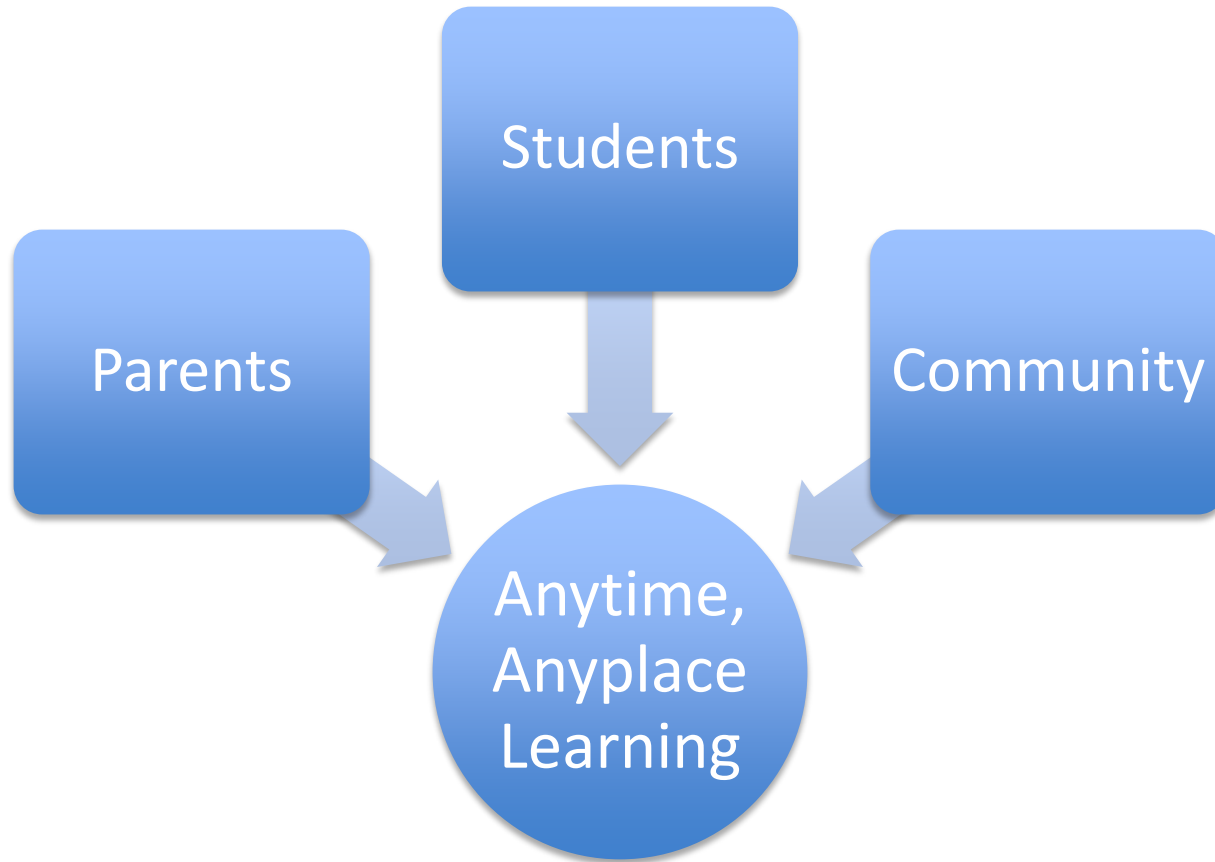


**\*\* Device selection is a local decision made by using a locally developed process!!!!**

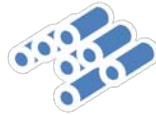
# Access



# The Goal



# Personalized Learning



The way it was



The way it is

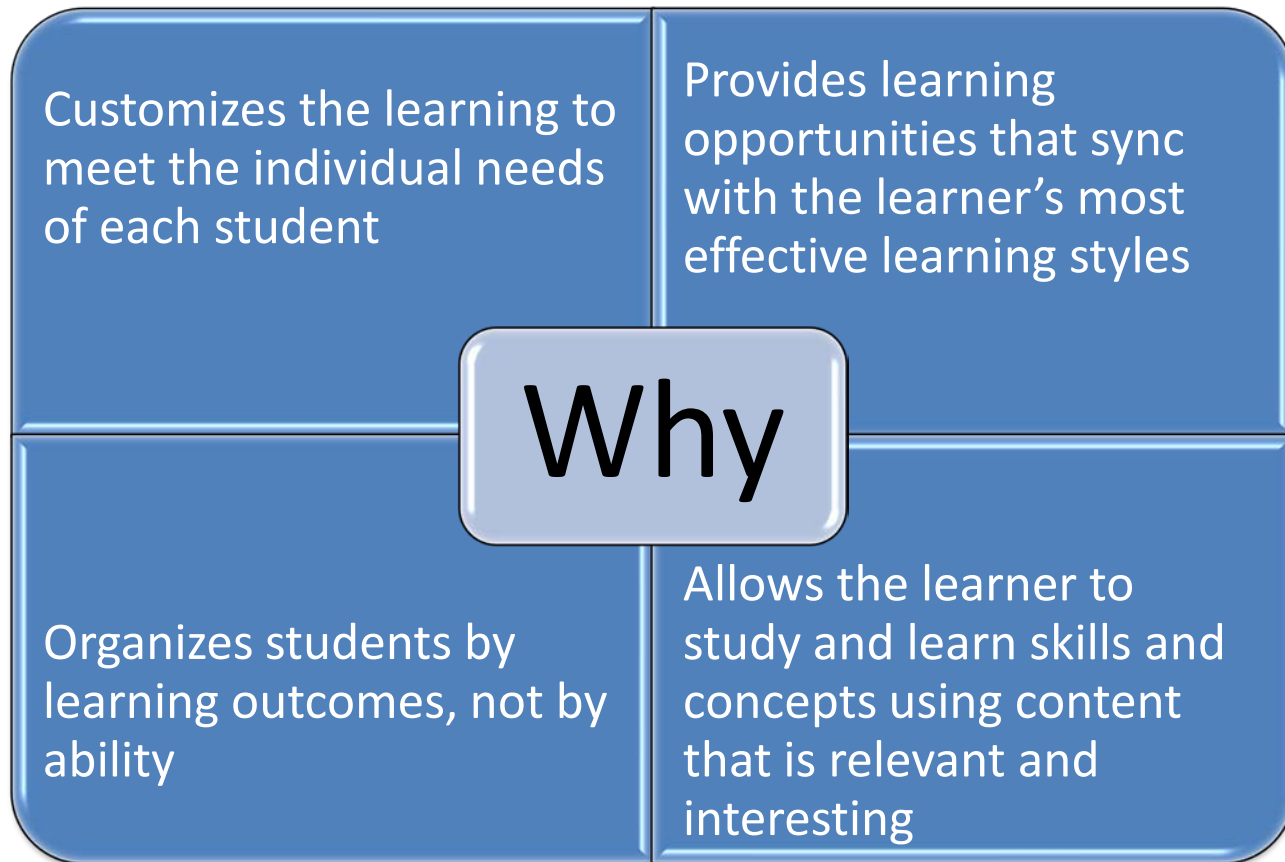
“The tailoring of pedagogy, curriculum and learning environments to meet the needs and aspirations of individual learners.”

Wikipedia

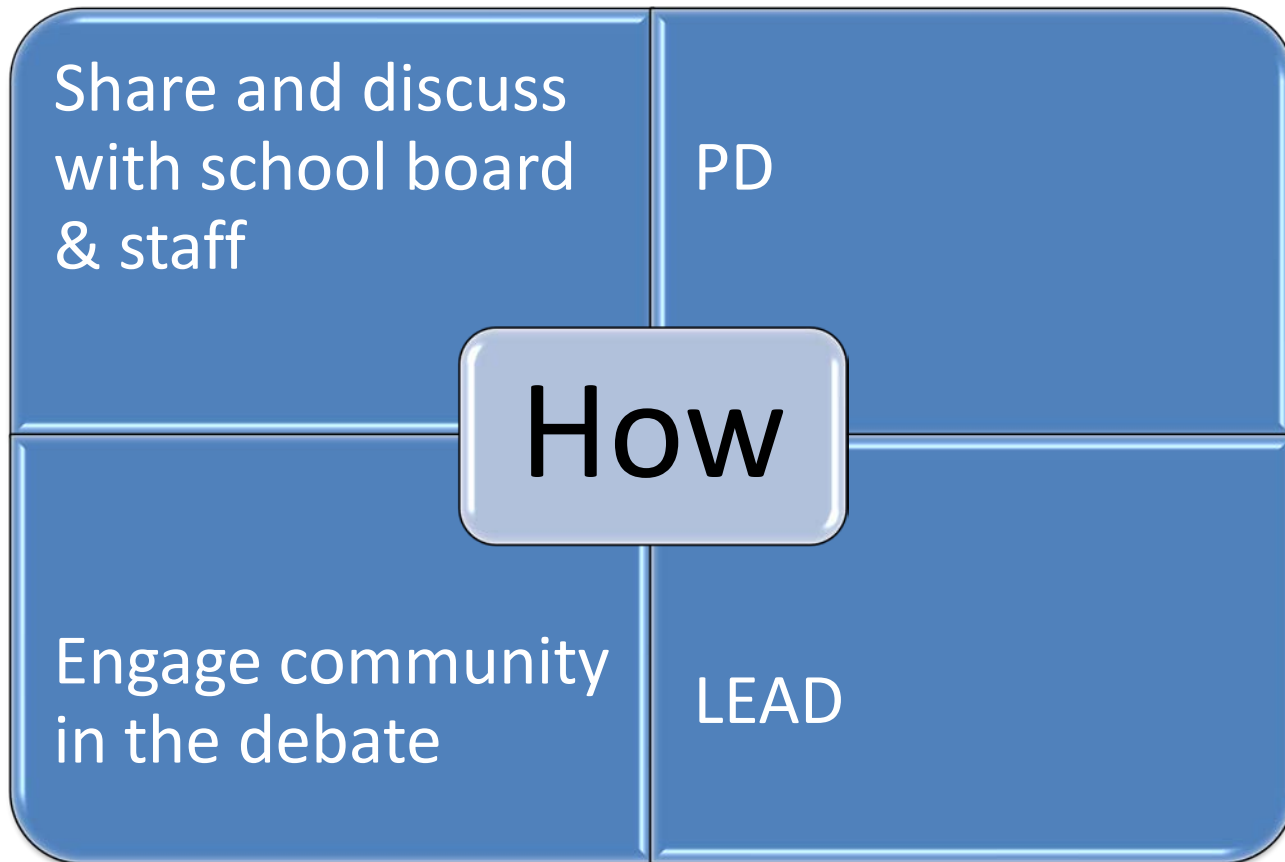
Dennis L. Stockdale, Superintendent  
GKBCSD



Dennis L. Stockdale, Superintendent  
GKBCSD







# Don't Forget Our Goal



Dennis L. Stockdale, Superintendent  
GKBCSD

# Partners



Dennis L. Stockdale, Superintendent  
GKBCSD

# Contact Info



# Q&A



# Welcome to Ustream.tv

- **World's largest streaming media platform**
- **80 million monthly viewers**
- **Create your own channel**
- **Connect globally**
- **Social stream**
  - Chat in real time with anyone - anywhere







# Education streams on Ustream.tv

## ✓ Georgetown

- ✓ Stream lectures, visiting speakers
- ✓ Over 160,000 viewers for one event

## ✓ ASU

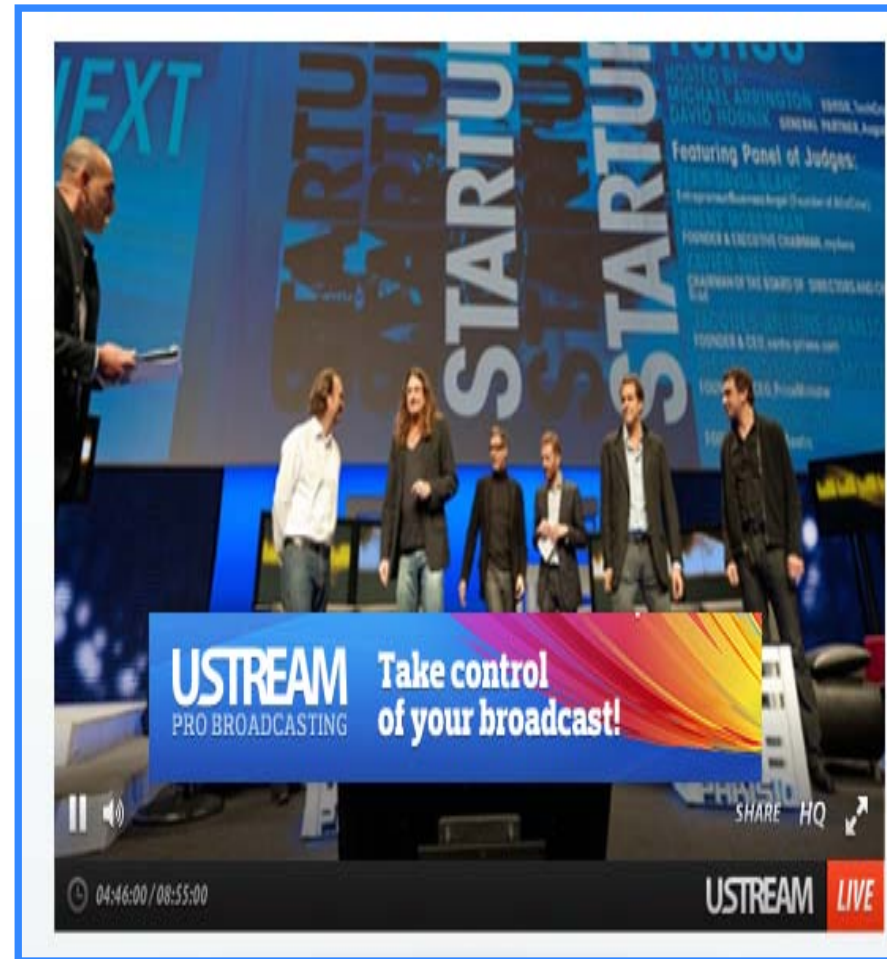
- ✓ 24 hour channel

## ✓ Preschools

- ✓ Viewing time for parents, grandparents, anywhere

## ✓ High Schools

- ✓ PTA meetings
- ✓ Graduations
- ✓ Plays
- ✓ Band events
- ✓ Sporting events







# Why Ustream

- **Ease of use**
- **Stream with an iphone, webcam, ipad or camera**
- **Cost effective**
- **Connect and engage**
  - Anywhere, anytime, worldwide
- **24 hour phone support**
- **Getting started Webinars**
- **Scalable**
  - PS4 – 8 million viewers



# USTREAM

[www.ustream.tv/information/](http://www.ustream.tv/information/education)  
**education.**

April 2013

**An on-demand archive of this  
webinar will be available at  
[www.edweek.org/go/webinar](http://www.edweek.org/go/webinar)  
in less than 24 hrs.**

## Ed-Tech Leadership for Better Schools—Leaders to Learn From

### Required Reading from *Education Week*:

#### [Special Report: Leaders To Learn From](#)

In the first of what will be an annual report, *Education Week's Leaders To Learn From* spotlights 16 district-level leaders from across the country who seized on creative but practical approaches to improving their school systems and put those ideas to work. The leaders were chosen from nominees submitted by readers, education reporters, school administrator groups, and experts in specific areas of education.

#### [Spotlight on Ed-Tech Strategies for K-12 Leaders](#)

Teachers and students are already driving change, and it's up to technology leaders to harness it for improved student learning and assessment. In this Spotlight, learn how ed-tech leaders are balancing the benefits and drawbacks of a “flipped” model of instruction, handling school innovation and social media communications, and ensuring districts are tech-ready for the common core's online assessments.