

Ohio School Report Card Reform

State Representative Mike Duffey
21st House District

Presentation to Ohio House
Education Committee
Tuesday, April 10, 2018



A bit about my process...

I am actively communicating frequently with...

- **Joint Education Oversight Committee – Lauren Jones**
- **State Board of Education – Tess Elshoff, Nancy Hollister, Kara Morgan and others – anyone who calls/emails**
- **Ohio Department of Education – Brad Ingraham mostly, but also Paolo DeMaria, accountability staff, etc.**
- **OSBA/OASBO/BASA – Barb Shaner, Will Schwartz, Tom Ash, Jay Smith, etc. and districts like Cleveland, Columbus, Worthington, anyone who asks**
 - **ACTE and career technical schools**
- **Engaged parents (Beth Osyk), Fordham, community schools, gifted lobby, etc and generally 40+ IPs**

A bit about my process...

I have scheduled and led “all invited” interested party (IP) meetings to gather stakeholder input.

... most IP meetings are not “all invited” the way I am doing it. Nobody is refused. If you want to attend, you can.

We have had two IP meetings so far: Feb 8 and Mar 1

The Mar 1 meeting was streamed on Ohio Channel on Facebook where you can watch it today. I understand this is the first time in Ohio’s history this has ever been done.

The Speaker’s office allowed us to do this gesture.

The conversation is primarily with OSBA/OASBO/BASA for feedback with others chiming in as needed.

A bit about my process...

We created a dedicated Google Drive link where we are dropping files with comments/drafts/reports...

- The draft bill
- Amendments
- Wish list of OSBA/BASA/OASBO
 - Wish list of CTEs
 - Emailed comments from IPs
 - Beth Osyk (parent) suggestions
- Lauren Jones, JEOC comments/feedback
 - Fordham report
- Various miscellaneous relevant contexts

[Want to see this drive? Email ben.james@ohiohouse.gov](mailto:ben.james@ohiohouse.gov)

Nobody likes the current Ohio School District Report Card

- Superintendents/boards are frustrated with volatile letter grades and counter-intuitive methodologies
- Teacher morale damaged by its “whip the horse” punitive nature and bias against low income districts
- Parents choose to believe superintendents/teachers instead of the State of Ohio’s school report card
- New residents confused by report cards making Ohio appear low performing compared to other states.

Nobody likes the current Ohio School District Report Card

- 99% of high poverty districts received a “D” or “F” on indicators met
- Fordham: Ohio’s value-add calculations are “notoriously complex,” “not intuitive” and “... not accessible for independent inspection.”
- 72% of Ohio schools received either an “A” or an “F” on value add in 2016-2017
- K-3 literacy passage can be 98.8% but get a “C”

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

C

Performance Index

80.0%..... **B**

Indicators Met

33.3%..... **F**



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

A

Value-Added

Overall..... **A**

Gifted..... **A**

Students with Disabilities..... **A**

Lowest 20% in Achievement..... **A**



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

C

Annual Measurable Objectives

70.2%..... **C**



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.

COMPONENT GRADE

A

Graduation Rates

94.9% of students graduated in 4 years..... **A**

96.1% of students graduated in 5 years..... **A**



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

C

K-3 Literacy Improvement

43.1%..... **C**



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

What is today's report card?

2016 - 2017 Report Card for
Worthington City School District

Achievement = State Test Scores
It's complicated



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

C

Progress = Value Add = Student Growth
It's complicated



Progress

The Progress component looks at the growth that all students are making based on their past performances.

COMPONENT GRADE

A

Gap Closing = *It's complicated*



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

C

Graduation Rate = Graduation Rate



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.

COMPONENT GRADE

A

Prepared for Success = College/Career Ready



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

C



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

K-3 Literacy = Third Grade Reading
It's complicated

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

C

Performance Index

80.0%..... **B**

Indicators Met

33.3%..... **F**



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

A

Value-Added

Overall..... **A**

Gifted..... **A**

Students with Disabilities..... **A**

Lowest 20% in Achievement..... **A**



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

Annual Measurable Objectives

70.2%..... **C**



Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing their high school careers.

COMPONENT GRADE

A



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

COMPONENT GRADE

C

K-3 Literacy Improvement

43.1%..... **C**

Achievement: Grade "F" for Indicators Met. Let's investigate...

What

2016 - 2017
Worth

DISTRICT
Comi
20



Performance In
80.0%.....

Indicators Met
33.3%.....



Annual Measura
70.2%.....

GRADE

F

Indicators Met %



33.3%

8 out of 24

A = 90.0 -
B = 80.0 -
C = 70.0 -
D = 50.0 -
F = 0.0

Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject. The passage rate for each indicator is 80%.

Indicators Comparison Achievement

Grade	Subject	Percentage	Status
3rd Grade	English Language Arts	79.8%	✗
	Mathematics	85.6%	✓
4th Grade	English Language Arts	80.5%	✓
	Mathematics	85.5%	✓
	Social Studies	89.8%	✓
5th Grade	English Language Arts	80.0%	✓
	Mathematics	70.2%	✗
	Science	77.5%	✗
6th Grade	English Language Arts	73.7%	✗
	Mathematics	75.0%	✗
	Social Studies	73.7%	✗
7th Grade	English Language Arts	72.0%	✗

GIFTED INDICATOR ✗

0.2% below passage requirement of 80%

2.5% below passage requirement of 80%

5% below passage requirement of 80%

80% threshold is pass/fail, which produces strange results

What

2016 - 2017
Worthington

DISTRICT
Comprehensive
2016-2017

Performance In
80.0%.....
Indicators Met
33.3%.....

Annual Measure
70.2%.....

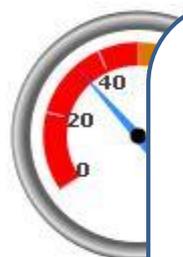
K-3 Literacy Im
43.1%.....

GRADE
F

Indicators Met

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Indicators Met % Indicators Comparison Achievement Levels



33.3%
8 out of 24

- A = 90.0 - 100.0%
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 50.0 - 69.9%
- F = 0.0 - 49.9%

Clearly, Worthington City Schools is doing worse than the average district in Ohio, right? And definitely worse than peer districts?

6th Grade	English Language Arts	73.7%	X
	Mathematics	75.0%	X
	Social Studies	73.7%	X
7th Grade	English Language Arts	72.0%	X

GIFTED INDICATOR X

PERCENT GRADE
A

PERCENT GRADE
A

PERCENT GRADE
C

What

2016 - 2017
Worthington

DISTRICT
Comprehensive
2017



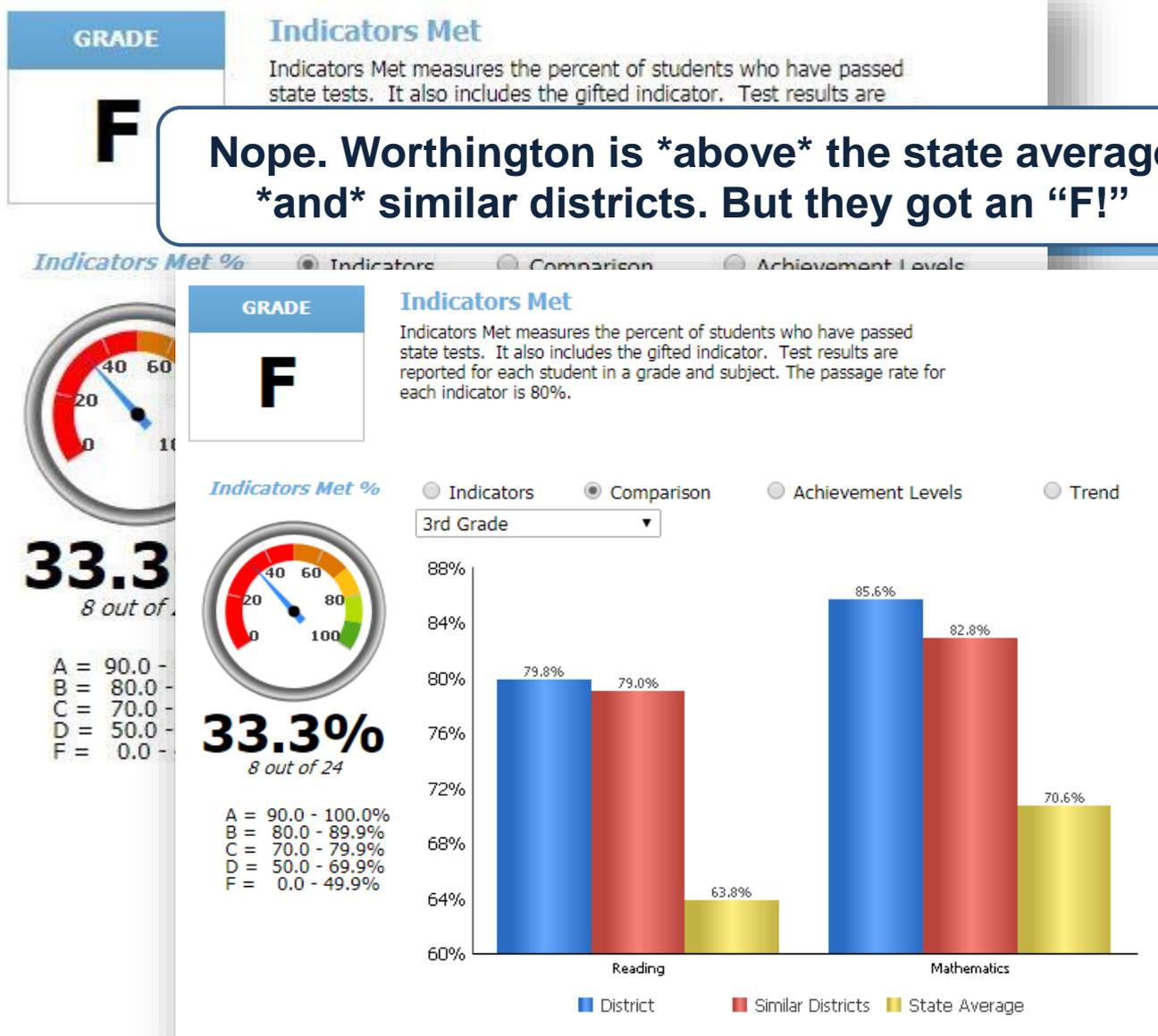
Performance Index
80.0%.....
Indicators Met
33.3%.....



Annual Measurement
70.2%.....



K-3 Literacy Improvement
43.1%.....



What

GRADE

F

Indicators Met

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2016 - 2017
Worth
DISTRICT
Comi
20

Indicators Met %

33.3%

Performance In
80.0%
Indicators Met
33.3%

Indicators Comparison Achievement Levels

Grade	Subject	Percentage	Status
5th Grade	English Language Arts	79.8%	✗
	Mathematics	85.6%	✓
4th Grade	English Language Arts	80.5%	✓
	Mathematics	85.5%	✓
	Social Studies	89.8%	✓
3rd Grade	English Language Arts	80.0%	✗
	Mathematics	79.2%	✗

80% threshold is “binary” (pass/fail) and therefore produces a loss of “fidelity” – think of it as switching from HD TV to a 1980’s Atari videogame...

We could just report numbers without a filter and show how a district stacks up with peers/statewide.

PERFORMANCE GRADE

A

PERFORMANCE GRADE

A

PERFORMANCE GRADE

C

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

Performance Index B
Indicators Met F
33.3%..... F

COMPONENT GRADE

C



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

Value-Added
Overall..... A
Gifted..... A
Students with Disabilities..... A

COMPONENT GRADE

A



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

Annual Measurable Objectives
70.2%..... C

COMPONENT GRADE

C



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

K-3 Literacy Improvement
43.1%..... C

COMPONENT GRADE

C

**K-3 Literacy: What does it mean?
Does it mean the 3rd grade reading
passage rate is low?**



At college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

C

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

Performance Index

80.0%..... B

Indicators Met

33.3%..... F

COMPONENT GRADE

C



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

Value-Added

Overall..... A

Gifted..... A

Students with Disabilities..... A

COMPONENT GRADE

A



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

Annual Measurable Objectives

70.2%..... C

COMPONENT GRADE

C



K-3 Literacy

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K-3 Literacy Improvement

43.1%..... C

COMPONENT GRADE

C



The Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

C

No. Worthington has a 98.8% passage rate. So something else must explain this "C" grade.

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018

The "view more data" button gives you the overall district passage rate, in this case: **98.8%**

Achievement

COMPONENT GRADE

In your district...

Details of Measure

3rd Grade Reading Guarantee

GRADE

C

K-3 Literacy
Improvement



43.1%

A = 74.7 - 100.0%
B = 49.3 - 74.6%
C = 23.9 - 49.2%
D = -1.5 - 23.8%
F = <= -1.6%

258 Students
Moved to On
Track - 0 RIMP
Deductions

÷

598 Students
Started Off Track

= 43.1%

RIMP = Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.



• Remained Off Track • Moved to On Track

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must provide support for struggling readers in early grades. If a child appears to be struggling in reading, the school will immediately start a Reading Improvement Monitoring Plan. The program ensures that every struggling student receives the support he or she needs to learn and achieve.

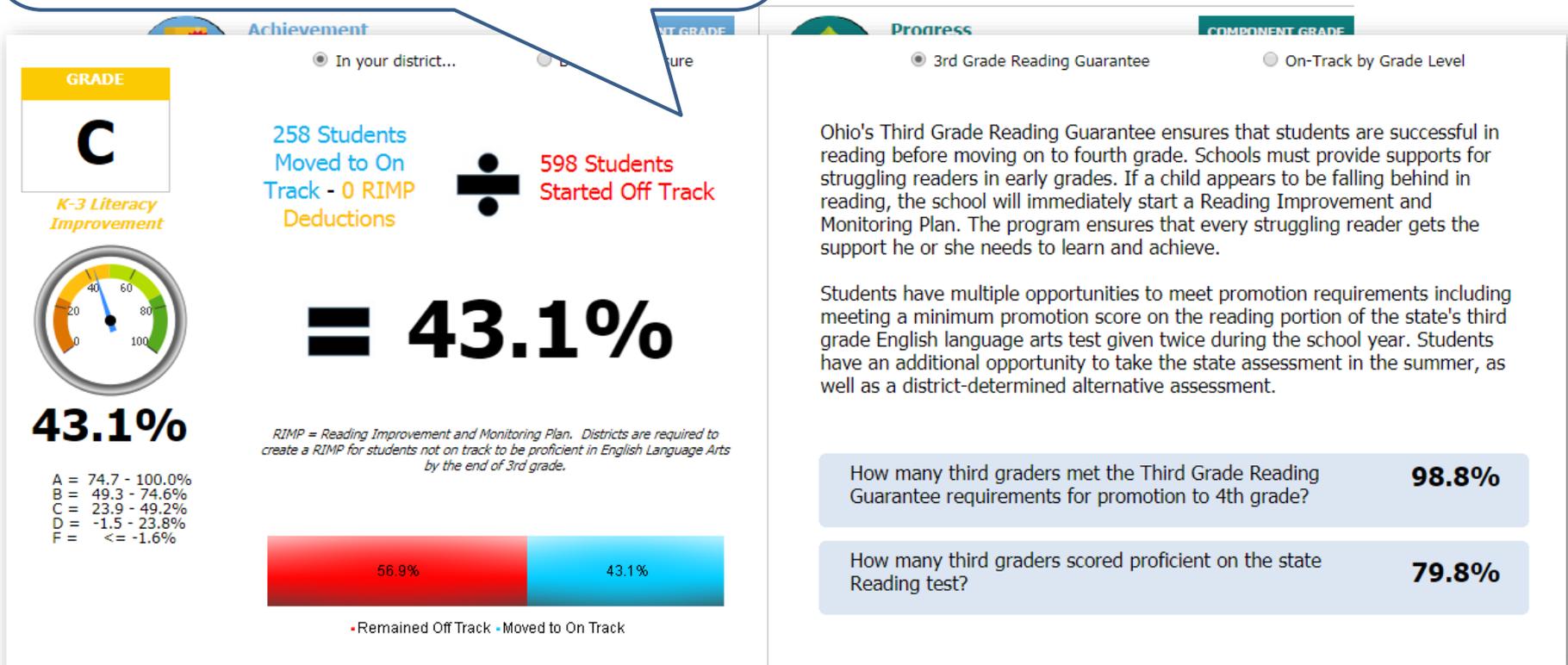
Students have multiple opportunities to meet promotion requirements, including meeting a minimum promotion score on the reading portion of the state's third grade English language arts test given twice during the school year. Students also have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? **98.8%**

How many third graders scored proficient on the state Reading test? **79.8%**

What is today's report card?

However, 258/598 students
 "off track" moved to "on
 track", and this is 43.1%



What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018

**43.1% conversion rate
equals a grade of "C"
(23.9%-49.2%)**

Achievement

In you

COMPONENT GRADE

On-Track by Grade Level

GRADE

C

K-3 Literacy
Improvement



43.1%

A = 74.7 - 100.0%
B = 49.3 - 74.6%
C = 23.9 - 49.2%
D = -1.5 - 23.8%
F = <= -1.6%

258 Students
Moved to On
Track - 0 RIMP
Deductions

= 43.1%

= Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.



Remained Off Track Moved to On Track

ensures that students are successful in reading by meeting state reading grade. Schools must provide supports for struggling readers in early grades. If a child appears to be falling behind in reading, the school will immediately start a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

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What is today's report card?

2016 - 2017 Report Card for
Worthington City School District

DISTRICT GRADE

Co

But why does Ohio focus for letter grades *solely* on “off track” students?

Should a district receive an “A” for 98.8% passage?

Why not list both scores?

Is this a fair assessment of K-3 literacy when a district has 98.8% passing but gets a “C” grade?

GRADE

C

K-3 Literacy
Improvement



43.1%

A = 74.7 - 100.0%
B = 49.3 - 74.6%
C = 23.9 - 49.2%
D = -1.5 - 23.8%
F = <= -1.6%



Remained Off Track Moved to On Track

How many third graders met the Third Grade Reading
Guarantee requirements for promotion to 4th grade?

98.8%

How many third graders scored proficient on the state
Reading test?

79.8%

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

C

Performance Index

80.0%..... B

Indicators Met

33.3%..... F



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

A

**Gap Closing: What does it mean?
Does it mean the actual "gap"
between students should close?
What if both groups grow the same
and the gap remains?**



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

C

Annual Measurable Objectives

70.2%..... C



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

C

K-3 Literacy Improvement

43.1%..... C



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

Gap Closing



The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

C

GRADE

C

Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.

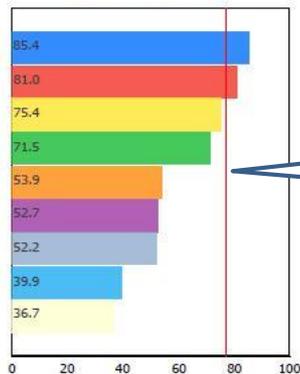
AMO Points



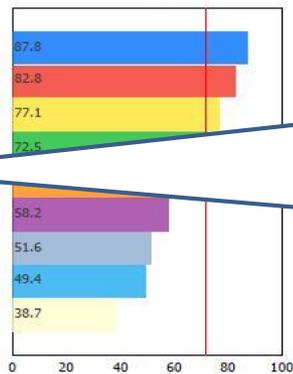
70.2%

A = 90.0 - 100.0%
 B = 80.0 - 89.9%
 C = 70.0 - 79.9%
 D = 60.0 - 69.9%
 F = 0.0 - 59.9%

English Language Arts



Math



Graduation Rate



Asian/Pacific Islander
 All Students
 Econ Disadvantage
 African American
 Students w/ Disabilities
 White
 Multiracial
 Hispanic
 Limited English

Asian/Pacific Islander
 All Students
 Econ Disadvantage
 African American
 Students w/ Disabilities
 White
 Multiracial
 Hispanic
 Limited English

Asian/Pacific Islander
 All Students
 Econ Disadvantage
 White
 African American
 Students w/ Disabilities
 Hispanic

The red line on each graph identifies the Annual Measurable Objective. The 2017 AMO for ELA is 77.1%, for Math is 72%, and for Graduation Rate is 85.1%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

by the based on

COMPONENT GRADE

A

Gap Closing does not actually measure the “gap” within a district. Instead, it asks if subgroups meet a certain threshold score, called an “Annual Measurable Objective” or AMO.

COMPONENT GRADE

C

K-3 Literacy Improvement
 43.1%

C

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

Gap Closing



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COMPONENT GRADE

C

GRADE

C

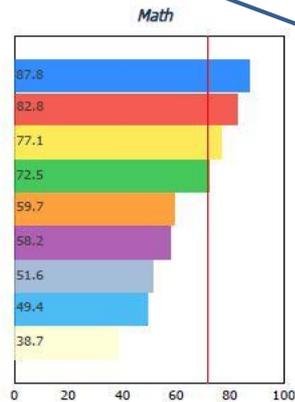
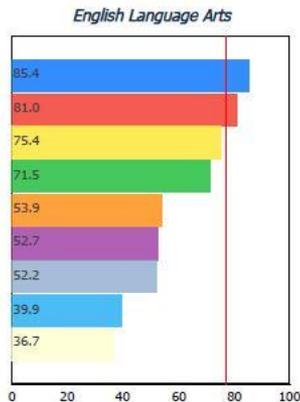
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70.2%

A = 90.0 - 100.0%
 B = 80.0 - 89.9%
 C = 70.0 - 79.9%
 D = 60.0 - 69.9%
 F = 0.0 - 59.9%



Graduation Rate

100.0

The red line on each graph identifies the Annual Measurable Objective. The 2017 AMO for ELA is 77.1%, for Math is 72%, and for Graduation Rate is 85.1%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

An "Annual Measurable Objective" is based on a statewide goal and doesn't seem to align with achievement goals precisely. It is a somewhat different achievement line.

COMPONENT GRADE

A

COMPONENT GRADE

C

K-3 Literacy Improvement

43.1%

C

Understanding Ohio’s School Report Card

Component: Gap Closing

Measures: Annual Measurable Objectives (AMOs) – Single measure in component grade

Description: Annual Measurable Objectives (AMOs) measure the academic performance of specific groups of students, such as racial and demographic groups. Each of these groups is compared against the collective performance of all students in Ohio. This allows us to determine if there are gaps in academic achievement between groups of students. Ohio has made strides over the years to reduce these gaps. However, much work still is needed to *eliminate* achievement gaps and bring all students up to the same high level of achievement.

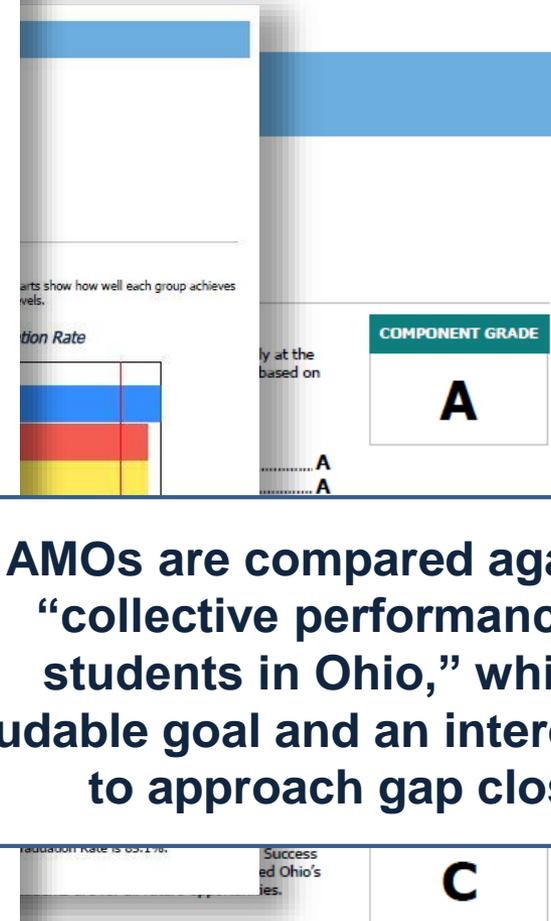
Technical Facts: This component reviews 10 student groups in reading, math and graduation rate and assigns a grade for efforts to close achievement gaps in all groups. A school or district cannot get an “A” on this measure if one of its groups has a significant gap in achievement or graduation. These student groups, which are the same groups measured by Adequate Yearly Progress (AYP), are:

- All Students;
- American Indian/Alaskan Native,
- Asian/Pacific Islander;
- Black, non-Hispanic;
- Hispanic;
- Multiracial;
- White, non-Hispanic;
- Economically Disadvantaged;
- Students with Disabilities; and
- Limited English Proficiency.

A-F Rating: The ranges for the Annual Measurable Objectives grades are outlined Ohio’s ESEA flexibility waiver.

Score	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
60% - 69.9%	D
Less than 60%	F

Report card?



AMOs are compared against the “collective performance of all students in Ohio,” which is a laudable goal and an interesting way to approach gap closing.

Understanding Ohio's School Report Card

Component: Gap Closing

Measures: Annual Measurable Objectives (AMOs) – Single measure in component grade

Description: Annual Measurable Objectives (AMOs) measure the academic performance of specific groups of students, such as racial and demographic groups. Each of these groups is compared against the collective performance of all students in Ohio. This allows us to determine if there are gaps in academic achievement between groups of students. Ohio has made strides over the years to reduce these gaps. However, much work still is needed to *eliminate* achievement gaps and bring all students up to the same high level of achievement.

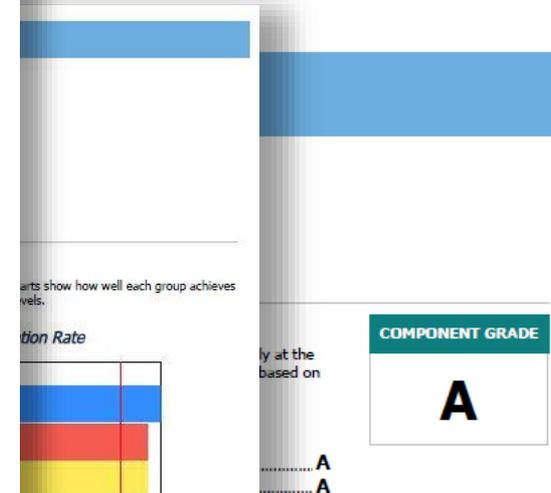
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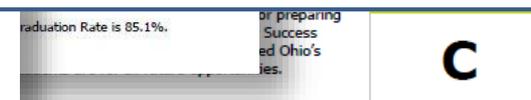
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80% - 89.9%	B
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60% - 69.9%	D
Less than 60%	F

Report card?



But can anyone in this room actually explain the calculation? What is a "significant gap"? Can parents even find the specific mathematical steps to this methodology? No.



Understanding Ohio's School Report Card

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Description: Annual Measurable Objectives (AMOs) measure the academic performance of specific groups of students, such as racial and demographic groups. Each of these groups is compared against the collective performance of all students in Ohio. This allows us to determine if there are gaps in academic achievement between groups of students. Ohio has made strides over the years to reduce these gaps. However, much work still is needed to *eliminate* achievement gaps and bring all students up to the same high level of achievement.

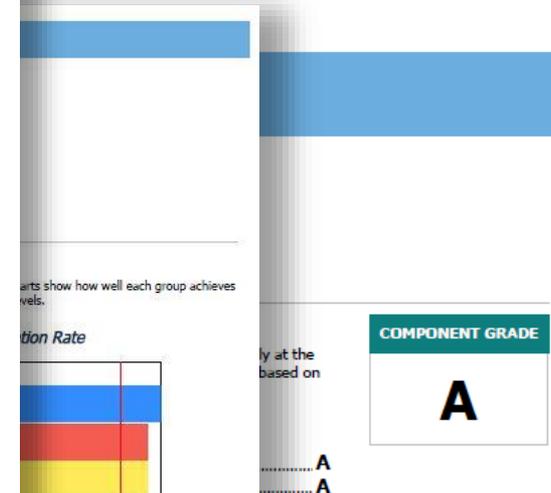
Technical Facts: This component reviews 10 student groups in reading, math and graduation rate and assigns a grade for efforts to close achievement gaps in all groups. A school or district cannot get an "A" on this measure if one of its groups has a significant gap in achievement or graduation. These student groups, which are the same groups measured by Adequate Yearly Progress (AYP), are:

- All Students;
- American Indian/Alaskan Native;
- Asian/Pacific Islander;
- Black, non-Hispanic;
- Hispanic;
- Multiracial;
- White, non-Hispanic;
- Economically Disadvantaged;
- Students with Disabilities; and
- Limited English Proficiency.

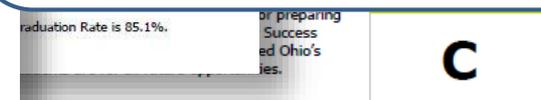
A-F Rating: The ranges for the Annual Measurable Objectives grades are outlined in Ohio's ESEA flexibility waiver.

Score	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
60% - 69.9%	D
Less than 60%	F

Report card?



**How are these groups weighted?
Where are gifted students?**



Understanding Ohio’s School Report Card

Component: Gap Closing

Measures: Annual Measurable Objectives (AMOs) – Single measure in component grade

Description: Annual Measurable Objectives (AMOs) measure the academic performance of specific groups of students, such as racial and demographic groups. Each of these groups is compared against the collective performance of all students in Ohio. This allows us to determine if there are gaps in academic achievement between groups of students. Ohio has made strides over the years to reduce these gaps. However, much work still is needed to *eliminate* achievement gaps and bring all students up to the same high level of achievement.

Technical Facts: This component reviews 10 student groups in reading and graduation rate and assigns a grade for efforts to close a gap in all groups. A school or district cannot get an “A” on this component if one of its groups has a significant gap in achievement on any of the 10 student groups, which are the same groups measured on the Adequate Yearly Progress (AYP), are:

- All Students;
- American Indian/Alaskan Native;
- Asian/Pacific Islander;
- Black, non-Hispanic;
- Hispanic;
- Multiracial;
- White, non-Hispanic;
- Economically Disadvantaged;
- Students with Disabilities; and
- Limited English Proficiency.

A-F Rating: The ranges for the Annual Measurable Objectives grade are defined in Ohio’s ESEA flexibility waiver.

Score	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
60% - 69.9%	D
Less than 60%	F

Report card?

What if a community/district is dominated by an “ethnic hub” ... for example, high achieving Japanese students whose engineer parents who work at Honda?

Do we letter grade the district? Or is this just a demographic “characteristic” worth noting and watching?

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

C

Performance Index

80.0%..... **B**

Indicators Met

33.3%..... **F**



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

A

Value-Added

Overall..... **A**

Gifted..... **A**

Students..... **A**

Low..... **A**



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our

COMPONENT GRADE

Annual Me

70.2%.....

Graduation Rate

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

COMPONENT GRADE

A

..... **A**

..... **A**

Perhaps the toughest issue to tackle: "Progress"



K-3 Literacy Improvement

43.1%..... **C**

Prepared for Success

The Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

Progress might be the most controversial component of all... because student growth matters arguably more than anything else.



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

A

.....A
.....A
.....A
.....A



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.

COMPONENT GRADE

A

Graduation Rates

94.9% of students graduated in 4 years.....A
96.1% of students graduated in 5 years.....A



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

C

K-3 Literacy Improvement

43.1%.....C



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

What is today's report card?

2016 - 2017 Report Card for
Worthington City School District

Student growth = teaching
This is the foundation of
teacher effectiveness, but
only if we trust the way we
measure this...

language arts, math and graduation.

Annual Measurable Objectives

70.2%..... C



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

K-3 Literacy Improvement

43.1%..... C

COMPONENT GRADE

C



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

A

A
A
A
A



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.

COMPONENT GRADE

A

Graduation Rates

94.9% of students graduated in 4 years..... A

96.1% of students graduated in 5 years..... A



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

Progress



The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT

GRADE Overall

A

This measures the progress for all students in math, ELA, science and social studies using tests in grades 4-8 and some end-of-course exams.

GRADE Gifted Students

A

This measures the progress for students identified as gifted in reading, math, science, social studies and/or superior cognitive ability.

GRADE Students in the Lowest 20% in Achievement

A

This measures the progress for students identified as the lowest 20% statewide in reading, math, science or social studies achievement.

GRADE Students with Disabilities

A

This measures the progress for students with disabilities.

These tables show the Progress

Test Grade	English Language Arts	Math
All Grades	Green	Green
4th Grade	Red	Red
5th Grade	Green	Green
6th Grade	Green	Green
7th Grade	Yellow	Yellow
8th Grade	Green	Green

Test Grade	English I	English II	Progress
High School	Green	Green	Green

What do the colors mean?

The Progress Component measures how expectation of growth. The expectation average, compared to other students like

- Students made more progress
- Students made more progress
- Students made less progress
- Students made less progress

K-3 Literacy Improvement
43.1%

C

The current “progress” methodology:

1. Secret formula
2. Skews to extremes
3. Not a normal bell curve
4. Not intuitive “grade” levels – instead +25 to -75 scores.
5. Winners and losers even if everyone progresses
6. Not benchmarked nationally.

WORLD

Here's Why Stephen Hawking Never Won the Nobel Prize in Physics



Professor Stephen Hawking addressing The Cambridge Union in Cambridge, Cambridgeshire on Nov. 21, 2017. Chris Williamson—Getty

K-5 Literacy Improvement
43.1%

C

report card?

The answer — unlike quantum mechanics — is relatively straightforward.

Theoretical scientific discoveries have to be confirmed by observational data before there's a possibility of winning a Nobel. And it's somewhat difficult to observe a black hole.

It takes decades to build the scientific equipment to test theoretical discoveries; to put this into context, Einstein's theory of gravitational waves in space, which he first proposed in the 1920s, was only recently proven in 2016.

WORLD

Here's Why Stephen Hawking Never Won the Nobel Prize in Physics



Professor Stephen Hawking addressing The Cambridge Union in Cambridge, Cambridgeshire on Nov. 21, 2017. Chris Williamson—Getty

K-5 Literacy Improvement
43.1%

C

report card?

Stephen Hawking never won the Nobel because his theories could not be observed and replicated.

Theoretical scientific discoveries have to be confirmed by observational data before there's a possibility of winning a Nobel. And it's somewhat difficult to observe a black hole.

It takes decades to build the scientific equipment to test theoretical discoveries; to put this into context, Einstein's theory of gravitational waves in space, which he first proposed in the 1920s, was only recently proven in 2016.

WORLD

Here's Why Stephen Hawking Never Won the Nobel Prize in Physics



Professor Stephen Hawking addressing The Cambridge Union in Cambridge, Cambridgeshire on Nov. 21, 2017. Chris Williamson—Getty

report card?

This is the gold standard for scientific research – peer review to verify conclusions.

Theoretical scientific discoveries have to be confirmed by observational data before there's a possibility of winning a Nobel. And it's somewhat difficult to observe a black hole.

It takes decades to build the scientific equipment to test theoretical discoveries; to put this into context, Einstein's theory of gravitational waves in space, which he first proposed in the 1920s, was only recently proven in 2016.

WORLD

Here's Why Stephen Hawking Never Won the Nobel Prize in Physics



Professor Stephen Hawking addressing The Cambridge Union in Cambridge, Cambridgeshire on Nov. 21, 2017. Chris Williamson—Getty

report card?

Ohio school districts cannot replicate the “progress” calculation in the report card.

Theoretical scientific discoveries have to be confirmed by observational data before there's a possibility of winning a Nobel. And it's somewhat difficult to observe a black hole.

It takes decades to build the scientific equipment to test theoretical discoveries; to put this into context, Einstein's theory of gravitational waves in space, which he first proposed in the 1920s, was only recently proven in 2016.

WORLD

Here's Why Stephen Hawking Never Won the Nobel Prize in Physics



Professor Stephen Hawking addressing The Cambridge Union in Cambridge, Cambridgeshire on Nov. 21, 2017. Chris Williamson—Getty

report card?

Why? Because the computer programs are proprietary secrets – they are not publicly available.

Only one vendor, SAS, knows what is contained in their EVAAS value add calculation program.

It takes decades to build the scientific equipment to test theoretical discoveries; to put this into context, Einstein's theory of gravitational waves in space, which he first proposed in the 1920s, was only recently proven in 2016.

WORLD

Here's Why Stephen Hawking Never Won the Nobel Prize in Physics



Professor Stephen Hawking addressing The Cambridge Union in Cambridge, Cambridgeshire on Nov. 21, 2017. Chris Williamson—Getty

report card?

Yes, there is a 40 page technical document “explanation.”

This is not the same thing as showing the calculation itself.

difficult to observe a black hole.

It takes decades to build the scientific equipment to test theoretical discoveries; to put this into context, Einstein’s theory of gravitational waves in space, which he first proposed in the 1920s, was only recently proven in 2016.

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018

Very complex methodologies.



Achievement

The Achievement component reports on the percentage of students who passed the state assessment and the percentage of students who performed on them.

Performance Index

80.0%..... B

Indicators Met

33.3%..... F

C



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

Value-Added

Overall..... A

Gifted..... A

Students with Disabilities..... A

Lowest 20% in Achievement..... A

A



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

Annual Measurable Objectives

70.2%..... C

C



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.

Graduation Rates

94.9% of students graduated in 4 years..... A

96.1% of students graduated in 5 years..... A

A



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

K-3 Literacy Improvement

43.1%..... C

C



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

C

What is today's report card?

2016 - 2017 Report Card for
Worthington City School District

DISTRICT GRADE

Coming in
2018

Filtered by complex "weights."

Understanding Ohio's School Report Card

Component: Progress

Measures: All Students – Contributes 55% toward component grade
Gifted Students – Contributes 15% toward component grade
Students with Disabilities – Contributes 15% toward component grade
Students in the Lowest 20 Percent of Achievement Statewide – Contributes 15% toward component grade

Description: The data from state tests over multiple years are examined through a series of calculations to produce a Value-Added designation for each school and district. Additionally, the tests also are examined to determine progress of three specific groups of students.

The five designations – determined in law – are the same ranges of growth that are used to compute teacher Value-Added performance. Also like the teacher Value-Added performance measure, up to three years of growth computations are used to assure the accuracy and precision of the measure. Because of the transition to new assessments up to two years of gains will be used to calculate the school and district grades in 2017. A single year of gains will be used to calculate teacher ratings in 2017.

Just because a school may have a low achievement level in a given year does not mean that students are not learning. In fact, there may be a great deal of academic growth taking place moving students toward academic success. Conversely, there is a misconception that high achievers have met their potential and can no longer advance their learning. This measure highlights the importance of providing the curriculum and instruction that will help all students to grow academically every year.

Technical Fact: Value-Added grades are based on a scale that measures a "Growth Index." This is the same index that has been used for report card purposes since Ohio adopted its use in 2007. A range of "-1 to +1" represents "one year of growth" and is given a "C" grade.

A-F Rating: The grade ranges for all measures in the Progress component are the same and prescribed by law.

Score	Letter Grade
+2 or greater	A
Greater or equal to +1 but less than +2	B
Greater or equal to -1 but less than +1	C
Greater or equal to -2 but less than -1	D
Less than -2	F

April 1, 2017



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

Value-Added

Overall.....	A
Gifted.....	A
Students with Disabilities.....	A
Lowest 20% in Achievement.....	A

COMPONENT GRADE

A



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.

Graduation Rates

Percent of students graduated in 4 years.....	A
Percent of students graduated in 5 years.....	A

COMPONENT GRADE

A



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018

Resulting in simple letter grades.



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

Performance Index

80.0%..... B

Indicators Met

33.3%..... F

COMPONENT GRADE

C



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

Value-Added

Overall..... A

Gifted..... A

Students with Disabilities..... A

Lowest 20% in Achievement..... A

COMPONENT GRADE

A



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

Annual Measurable Objectives

70.2%..... C

COMPONENT GRADE

C



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.

Graduation Rates

94.9% of students graduated in 4 years..... A

96.1% of students graduated in 5 years..... A

COMPONENT GRADE

A



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

K-3 Literacy Improvement

43.1%..... C

COMPONENT GRADE

C



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018

With counter-intuitive results.



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

Performance Index

80.0%..... **B**

Indicators Met

33.3%..... **F**



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

Value-Added

Overall..... **A**

Gifted..... **A**

Students with Disabilities..... **A**

Lowest 20% in Achievement..... **A**

COMPONENT GRADE

A



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

Annual Measurable Objectives

70.2%..... **C**

COMPONENT GRADE

C



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.

Graduation Rates

94.9% of students graduated in 4 years..... **A**

96.1% of students graduated in 5 years..... **A**

COMPONENT GRADE

A



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

K-3 Literacy Improvement

43.1%..... **C**

COMPONENT GRADE

C



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018

That educators do not trust.



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

C

Performance Index

80.0%..... **B**

Indicators Met

33.3%..... **F**



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

A

Value-Added

Overall..... **A**

Gifted..... **A**

Students with Disabilities..... **A**

Lowest 20% in Achievement..... **A**



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

C

Annual Measurable Objectives

70.2%..... **C**



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.

COMPONENT GRADE

A

Graduation Rates

94.9% of students graduated in 4 years..... **A**

96.1% of students graduated in 5 years..... **A**



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

C

K-3 Literacy Improvement

43.1%..... **C**



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018

That parents do not trust.



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

C

Performance Index

80.0%..... **B**

Indicators Met

33.3%..... **F**



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

A

Value-Added

Overall..... **A**

Gifted..... **A**

Students with Disabilities..... **A**

Lowest 20% in Achievement..... **A**



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

C

Annual Measurable Objectives

70.2%..... **C**



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.

COMPONENT GRADE

A

Graduation Rates

94.9% of students graduated in 4 years..... **A**

96.1% of students graduated in 5 years..... **A**



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

C

K-3 Literacy Improvement

43.1%..... **C**



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018

That legislators do not trust.



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

Performance Index

80.0%..... **B**

Indicators Met

33.3%..... **F**

COMPONENT GRADE

C



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

Value-Added

Overall..... **A**

Gifted..... **A**

Students with Disabilities..... **A**

Lowest 20% in Achievement..... **A**

COMPONENT GRADE

A



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

Annual Measurable Objectives

70.2%..... **C**

COMPONENT GRADE

C



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.

Graduation Rates

94.9% of students graduated in 4 years..... **A**

96.1% of students graduated in 5 years..... **A**

COMPONENT GRADE

A



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

K-3 Literacy Improvement

43.1%..... **C**

COMPONENT GRADE

C



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018

Why have a report card that isn't trusted?



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

C

Performance Index

80.0%..... **B**

Indicators Met

33.3%..... **F**



The Progress component looks at growth that all students are making over their past performances.

A

Value-Added

Overall..... **A**

Gifted..... **A**

Students with Disabilities..... **A**

Lowest 20% in Achievement..... **A**



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

C

Annual Measurable Objectives

70.2%..... **C**



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.

COMPONENT GRADE

A

Graduation Rates

94.9% of students graduated in 4 years..... **A**

96.1% of students graduated in 5 years..... **A**



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

C

K-3 Literacy Improvement

43.1%..... **C**



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

What is today's report card?

Report Cards are high stakes because:

1. Ohio has accountability triggers for poor grades that result in sanctions/shutdowns, etc.
2. Real estate values and neighborhoods are built upon perceptions of school effectiveness.
3. Businesses and new Ohioans' first impression is often a school district report card grade.
4. Teacher pride/effectiveness depends on psychological rewards as well as financial ones.

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018

Achieve3000
The Achieve3000 component looks at how well students they perform

COMPONENT GRADE

Progress
The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

Ohio cannot afford to keep a report card that does more harm than good.

language arts, math and graduation.

Annual Measurable Objectives
70.2%..... C

Graduation Rates
94.9% of students graduated in 4 years..... A
96.1% of students graduated in 5 years..... A

K-3 Literacy
The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

K-3 Literacy Improvement
43.1%..... C

Prepared for Success
Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018



Achievement
The Achievement component looks at the growth of students they perform.

COMPONENT GRADE

C



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

A

And is dangerously poised to focus everything on one single overall district letter grade *this September.*

language arts, math and graduation.

Annual Measurable Objectives

70.2%.....C

Graduation Rates

94.9% of students graduated in 4 years.....A
96.1% of students graduated in 5 years.....A



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

C



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

K-3 Literacy Improvement

43.1%.....C

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018



Achievement
The Achievement component looks at the growth that all students are making based on their past performances.

COMPONENT GRADE

C



Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

A

A letter grade that is 80% not related to student growth, but really... demographics of students.

language arts, math and graduation.

Annual Measurable Objectives

70.2%..... C

Graduation Rates

94.9% of students graduated in 4 years..... A
96.1% of students graduated in 5 years..... A



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

C



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

K-3 Literacy Improvement

43.1%..... C

What is today's report card?

2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in
2018

Achieve
The Achievement component looks at the growth that all students are making based on their past performances.

COMONENT GRADE
C

Progress
The Progress component looks closely at the growth that all students are making based on their past performances.

COMONENT GRADE
A

This is highly prejudicial to districts with diversity.

language arts, math and graduation.

Annual Measurable Objectives
70.2%.....C

COMONENT GRADE
C

Graduation Rates
94.9% of students graduated in 4 years.....A
96.1% of students graduated in 5 years.....A

COMONENT GRADE
A

K-3 Literacy
The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMONENT GRADE
C

Prepared for Success
Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMONENT GRADE
C

K-3 Literacy Improvement
43.1%.....C

What is *tomorrow's* report card?

How do we restore trust?

What is tomorrow's report card?

Principles for an effective report card:

- **Dashboard approach:** precise information presented in an intuitive format for natural response
- **Understandable:** use the simplest methodologies that still get the job done/illustrate the metric
- **Transparent:** educators/public can do the math themselves if they want, which leads to trust
- **Parent-centric:** present the data to parents so they see how their children are likely to do, as opposed to looking at all children generally

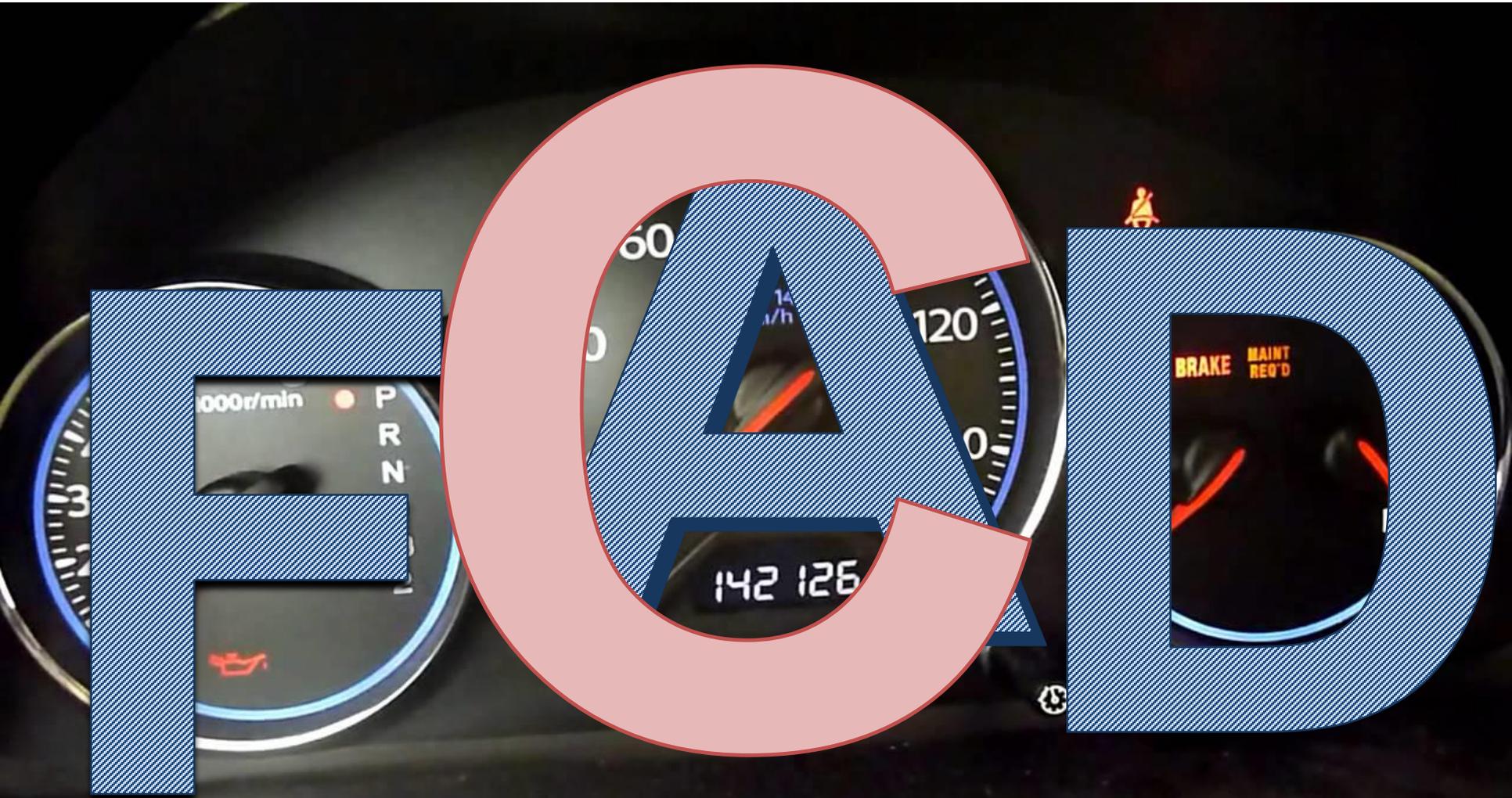
What is tomorrow's report card?



What isn't tomorrow's report card?



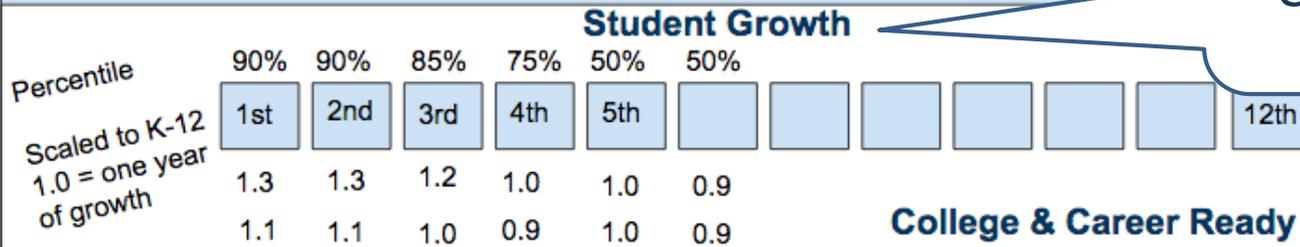
What isn't tomorrow's report card?



What is tomorrow's report card?

2017-2018 Report Card for Randomville City Schools

Component labels that are more intuitive: Student Growth, not Progress



State Test Scores

		Average	Peer A	Percentile Rank
3rd Grade	English Language Arts	79.8%	75%	76%
	Mathematics	85.6%	80%	82%
4th Grade	English Language Arts	80.5%	73%	74%
	Mathematics	85.5%	78%	76%
			63%	67%
	Social Studies	89.8%		

3rd grade reading passage rate 98.8%
Off track conversion rate 43%

Gap Closing	Dist	St	Peer
Econ Disadvantage	74	70	72
Students with Disabilities	65	61	60
African American	76	72	73
Hispanic	72	71	69
White	73	69	68
Etc			

College & Career Ready

	District	State	Peer
Percentage ACT remediation free	70%	60%	72%
Average ACT score	23	22	24
Gifted Subgroup ACT	29	27	28
Typical Subgroup ACT	25	23	26
Students with Disab. ACT	22	22	21
AP participation	51.4%	35%	55%
4 year graduation rate	98%	90%	99%
5 year graduation rate	99%	93%	99.5%

Course offerings: AP government, AP American history, AP European history, Computer Programming 1/2/3

Alternative Programs: Middle, High School

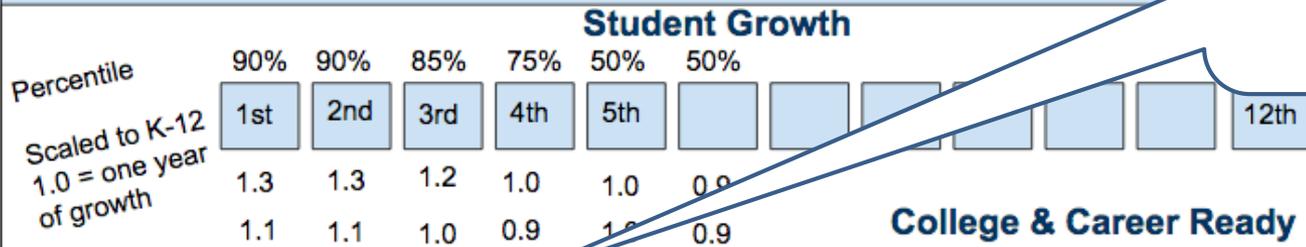
Related Arts: Jazz Band, Taiko Drumming, Division 1 Lacrosse

Safety: Epi-Pens, Asthma Inhalers, etc.

What is tomorrow's report card?

2017-2018 Report Card for Randomville City Schools

Component labels that are more intuitive: State Test Scores, not Achievement



State Test Scores

Grade	Subject	Vs State	Average		
			Peer A	Percentile Rank	
3rd Grade	English Language Arts	79.8%	75%	76%	76%
	Mathematics	85.6%	80%	82%	82%
4th Grade	English Language Arts	80.5%	73%	74%	74%
	Mathematics	85.5%	78%	76%	76%
	Social Studies	89.8%	63%	67%	67%

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Gap Closing

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Course offerings: AP government, AP American history, AP European history, Computer Programming 1/2/3

Alternative Programs: Middle, High School

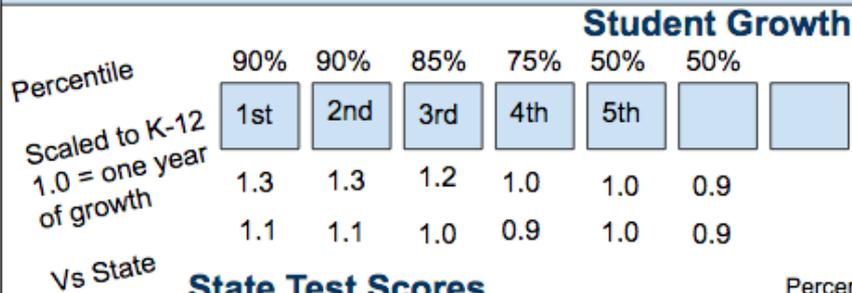
Related Arts: Jazz Band, Taiko Drumming, Division 1 Lacrosse

Safety: Epi-Pens, Asthma Inhalers, etc.

What is tomorrow's report card?

2017-2018 Report Card for Randomville City Schools

Component labels that are more intuitive: College & Career Ready, not Prepared for Success



State Test Scores

		Average	Peer A	Percentile Rank
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Alternative Programs: Middle, High School

Related Arts: Jazz Band, Taiko Drumming, Division 1 Lacrosse

Safety: Epi-Pens, Asthma Inhalers, etc.

What is tomorrow's report card?

2017-2018 Report Card for Randomville City Schools

Percentile	Student Growth					
	90%	90%	85%	75%	50%	50%
Scaled to K-12 1.0 = one year of growth	1st	2nd	3rd	4th	5th	
	1.3	1.3	1.2	1.0	1.0	0.9
Vs State	1.1	1.1	1.0	0.9	1.0	0.9

State Test Scores

		Average	Peer A	Percentile Rank
3rd Grade	English Language Arts	79.8%	75%	76%
	Mathematics	85.6%	80%	82%
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Students with Disabilities	65	61	60
African American	76	72	73
Hispanic	72	71	69
White	73	69	68
Etc			

Components illustrated in 'benchmark' fashion: how does our district compare?

- *State of Ohio averages*
- *Similar typology districts (high poverty rural, low poverty rural, urban, suburban, etc.)*
- *'Peer districts'?*

Alternative Programs: Middle, High School

Related Arts: Jazz Band, Taiko Drumming, Division 1 Lacrosse

Safety: Epi-Pens, Asthma Inhalers, etc.

What is tomorrow's report card?

2017-2018 Report
Randomville C

Enrichment of the report card voluntarily by districts to showcase their unique strengths and program offerings...

Not every district has... Taiko drumming... Jazz Band...
Epi-Pen protocols for anaphylactic children... or Computer
Programming 1, 2 and 3 levels!

Parents want to know the uniqueness of their investment!

Percentile 90%
Scaled to K-12 1st
1.0 = one year
of growth 1.3
Vs State 1.1
State

Grade	Subject	Score	Peer	State	Other
3rd Grade	English Language Arts	80%	82%	82%	Students with Disab. ACT
	Mathematics	85.6%	75%	74%	AP participation
4th Grade	English Language Arts	80.5%	73%	74%	4 year graduation rate
	Mathematics	85.5%	78%	76%	5 year graduation rate
	Social Studies	89.8%	63%	67%	99% 99.5%

3rd grade reading passage rate 98.8%
Off track conversion rate 43%

Gap Closing	Dist	St	Peer
Econ Disadvantage	74	70	72
Students with Disabilities	65	61	60
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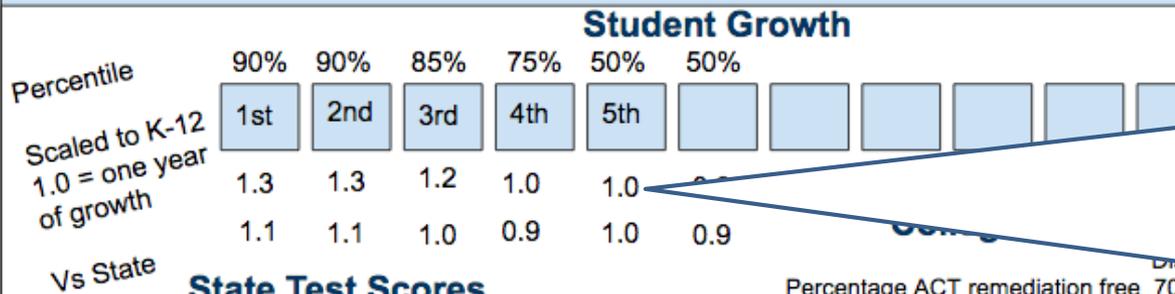
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Related Arts: Jazz Band, Taiko Drumming, Division 1 Lacrosse

Safety: Epi-Pens, Asthma Inhalers, etc.

What is tomorrow's report card?

2017-2018 Report Card for Randomville City Schools



And Student Growth, perhaps the *most* important component, should present to parents as one year's growth in one year's time (i.e. one grade) as the expectation

State Test Scores

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	Social Studies	89.8%	63%	67%

	Dist	St	Peer
Percentage ACT remediation free	70	70	70
Average ACT score	23	23	23
Gifted Subgroup ACT	29	27	27
Typical Subgroup ACT	25	23	26
Students with Disab. ACT	22	22	21
AP participation	51.4%	35%	55%
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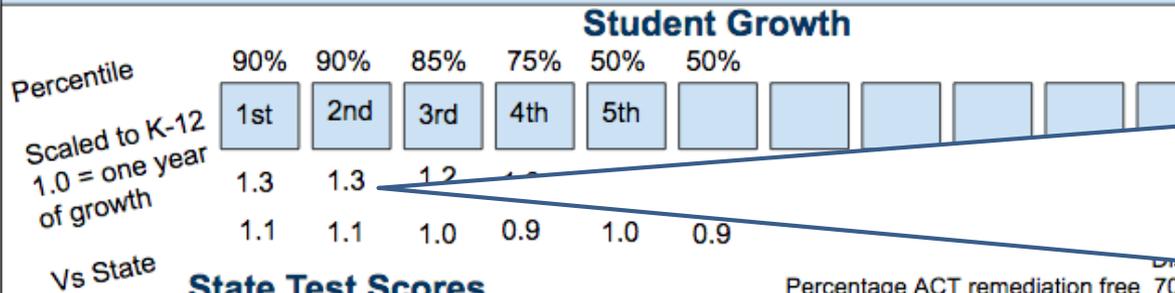
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What is tomorrow's report card?

2017-2018 Report Card for Randomville City Schools



With the ability of districts to show they are growing students more than one year in that period! They are exceeding expectations!

State Test Scores

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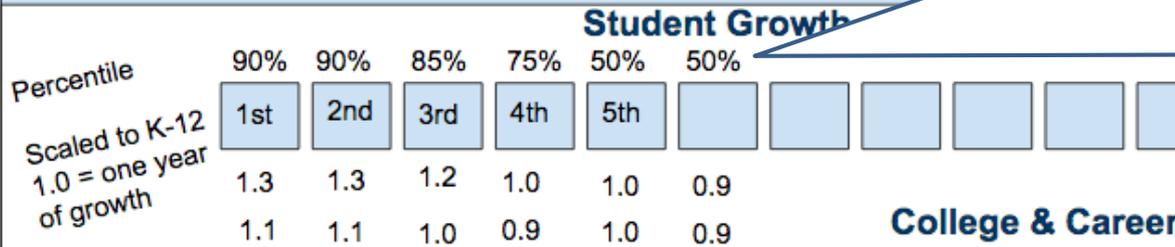
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What is tomorrow's report card?

2017-2018 Report Card for Randomville City Schools



Parents will see how a district compares to others competitively,

...but we won't be reliant on arbitrary letter grades with controversial weights.

State Test Scores

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	Social Studies	89.8%		

College & Career

Percentage ACT remediation free	70%
Average ACT score	23
Gifted Subgroup ACT	29
Typical Subgroup ACT	25
Students with Disab. ACT	22
AP participation	51.4% 35% 55%
4 year graduation rate	98% 90% 99%
5 year graduation rate	99% 93% 99.5%

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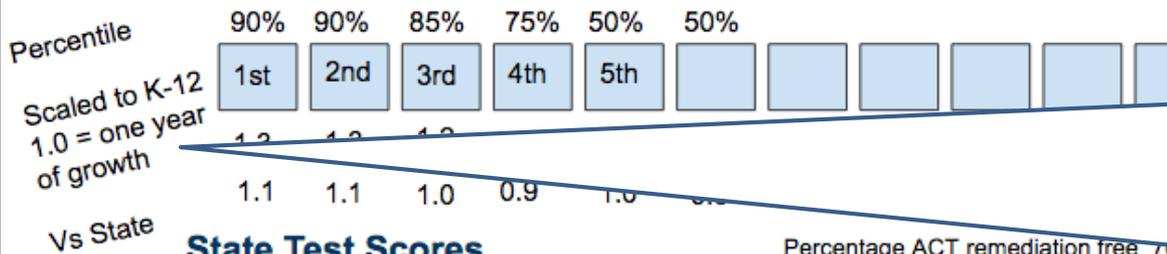
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What is tomorrow's report card?

2017-2018 Report Card for Randomville City Schools

Student Growth



State Test Scores

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4th Grade	English Language Arts	80.5%	73%	74%
	Mathematics	85.5%	78%	76%
	Social Studies	89.8%	63%	67%

Percentage ACT remediation free	70	75
Average ACT score	23	23
Gifted Subgroup ACT	29	29
Typical Subgroup ACT	25	25
Students with Disab. ACT	22	22
AP participation	51.4%	35%
4 year graduation rate	98%	90%
5 year graduation rate	99%	93%

3rd grade reading passage rate 98.8%
Off track conversion rate 43%

Gap Closing	Dist	St	Peer
Econ Disadvantage	74	70	72
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Course offerings: AP government, AP American history, AP European history, Computer Programming 1/2/3

Alternative Programs: Middle, High School

Related Arts: Jazz Band, Taiko Drumming, Division 1 Lacrosse

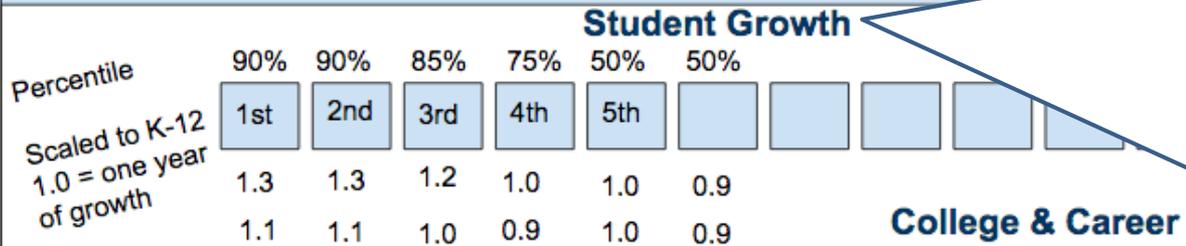
Safety: Epi-Pens, Asthma Inhalers, etc.

If all districts succeed, they will be rewarded.

We will move away from current "winners & losers" approach to value add.

What is tomorrow's report card?

2017-2018 Report Card for Randomville City Schools



State Test Scores

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3rd Grade	English Language Arts	79.8%	75%	76%
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College & Career

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Alternative Programs: Middle, High School

Related Arts: Jazz Band, Taiko Drumming, Division 1 Lacrosse

Safety: Epi-Pens, Asthma Inhalers, etc.

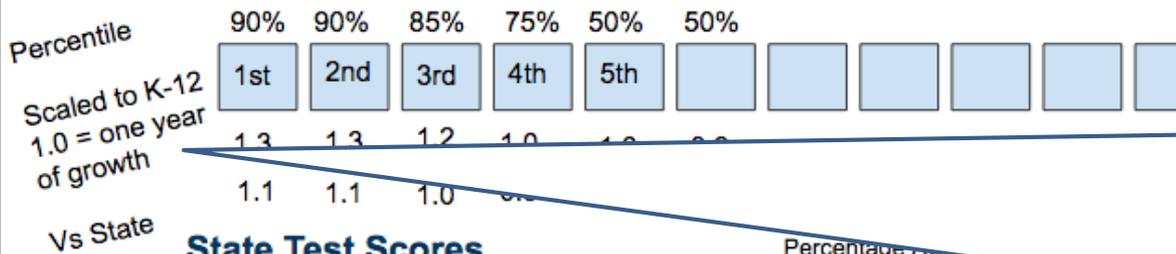
The vision is that the report card will be simple enough to understand at a glance...

...but the "how" will be something that a parent can 'click-through' to understand...

What is tomorrow's report card?

2017-2018 Report Card for Randomville City Schools

Student Growth



State Test Scores

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Percentage	Rank
Average ACT score	29
Gifted Subgroup ACT	25
Typical Subgroup ACT	25
Students with Disab. ACT	22
AP participation	51.4% 35% 38%
4 year graduation rate	98% 90% 99%
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3rd grade reading passage rate 98.8%
Off track conversion rate 43%

Gap Closing	Dist	St	Peer
Econ Disadvantage	74	70	72
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Alternative Programs: Middle, High School

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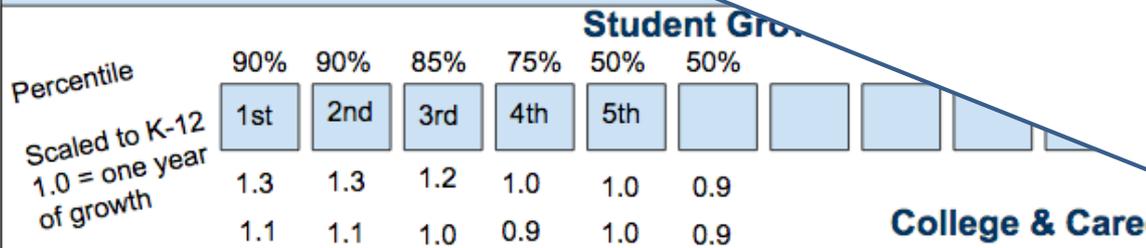
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And ALL the math should be...

Public/Open
Non-Proprietary
Testable
Understandable
Unweighted
Raw/Unfiltered

What is tomorrow's report card?

2017-2018 Report Card for Randomville City Schools



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Etc			

College & Care

Percentage ACT remediation free
Average ACT score
Gifted Subgroup ACT
Typical Subgroup ACT
Students with Disab. ACT
AP participation
4 year graduation rate
5 year graduation rate

Course offerings: AP govern
American history, AP Europe
Computer Programming 1/2/3

Alternative Programs: Middle, High School

Related Arts: Jazz Band, Taiko Drumming,
Division 1 Lacrosse

Safety: Epi-Pens, Asthma Inhalers, etc.

This is just a *sketch*, kind of “back of napkin” ...

Don't overthink the way I organized this image.

We will work together as a committee to design the new look and feel of the report card.

It's up to you.

What is tomorrow's report card?

2017-2018 Report Card for Randomville City Schools

Percentile	Student Growth					
	90%	90%	85%	75%	50%	50%
Scaled to K-12 1.0 = one year of growth	1st	2nd	3rd	4th	5th	
	1.3	1.3	1.2	1.0	1.0	0.9
Vs State	1.1	1.1	1.0	0.9	1.0	0.9

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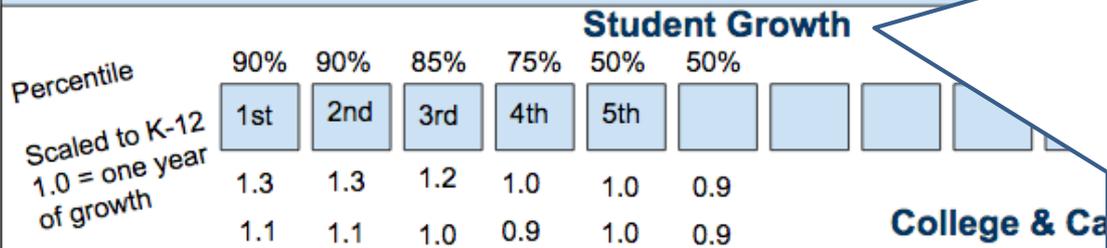
Safety: Epi-Pens, Asthma Inhalers, etc.

But let's begin consensus about what the new report card is hopefully "not":

- Letter grades
- 'Notoriously complex'
- Secretive formulas
 - Volatile scores
- Demographic/Poverty focused/biased
 - Winners/losers
- Lacking norm-based benchmarks

What is tomorrow's report card?

2017-2018 Report Card for Randomville City Schools



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Alternative Programs: Middle, High School

Related Arts: Jazz Band, Taiko Drumming,
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And what we principles we want to keep:

- Trustworthy data
- Fair to poverty/race
- Trend based graphs
 - Benchmarks
- Competitive Spirit
- Positive reinforcement
- Highlight uniqueness
- Parent/student centered
 - Low clutter
 - Fewer clicks

Some positive momentum...

The current state board president, Tess Elshoff, has been great and very engaged on this project.

Former Governor Nancy Hollister is chairing the special report card committee and they both invited me to participate ex officio (non-voting) as a member...

We have had two meetings and they have gone well. The feedback is very positive about the possible reforms.

The state board can be very communicative if we engage them and make the effort.

Their goal is a report by June, but they are pleased that we are having hearings on my legislation.

Some positive momentum...

Chairman Brenner was considering legislation on this topic, but we agreed to use this legislation as the vehicle. Thx!

Ohio Senate Chairwoman Lehner has been briefed and seems comfortable with this legislation starting in the House, had no plans to introduce a competing bill.

The OSBA/BASA/OASBO have seemed eager to see something like this reform pass this year. I realize this could be a challenge...

But we can give it our attention and move it as far as we are comfortable moving it.



**Thank you, Chairman Brenner
and members of the House Education committee.**

I am happy to answer questions.