

The North Royalton City Schools

The Ohio Improvement Process

and

The Ohio Teacher Evaluation System





12 Straight
Years



Featured in Forbes Magazine as one of the top school districts in the country. *"One of "America's Best Schools for Your Housing Buck"*



March of 2010- Superintendent Ed Vittardi decides to voluntarily adopt the Ohio Improvement Process. Superintendent and Pupil Services Director personally invite teachers and administrators to be members of the District Leadership Team.

The original team consisted of 12 teachers, 2 principals, 1 assistant principal, Director of Pupil Services, Director of Curriculum and Superintendent.

The Educational Service Center of Cuyahoga County was contracted with to provide and External Facilitator.



Original District Leadership Team Members

High School Media

High School English

High School Special Education

High School Assistant Principal

Middle School Math

Middle School Social Studies- Bargaining Unit President

Middle School Counselor

Middle School Principal

Albion Elementary First Grade

Royal View Elementary First Grade

Royal View Elementary Music

Valley Vista Fourth Grade

Early Childhood Center Kindergarten



STAGE 0 Prepare for the OIP

Preparing for the OIP provides the basics on establishing the collaborative structures and processes necessary to develop, implement, monitor, and evaluate the OIP. In addition to defining the necessary collaborative structures, it describes the practices of communication and engagement, decision making, and resource management that are threaded throughout the OIP.

STAGE 1

Identify Critical Needs of Districts and Schools.

How

do these teams work in districts and schools?

Use data to identify critical needs.

How

do these teams work in districts and schools?

Review data.
Gather evidence of implementation and impact.

STAGE 4

Evaluate the Improvement Process.

STAGE 2

Develop a Focused Plan.

How

do these teams work in districts and schools?

Develop goal(s), strategies, indicators, and action steps focused on Stage 1 critical needs.

How

do these teams work in districts and schools?

Implement strategies and action steps to achieve district goals.
Monitor fidelity of implementation and effect on changes in adult practice and student learning.

STAGE 3

Implement and Monitor the Focused Plan.

Who Is Involved?

- District and Community School Leadership Team (DLT/CSLT)
- Building Leadership Teams (BLTs)
- Teacher-Based Teams (TBTs)

The Ohio 5-Step Process

STEP 1
Collect and chart data.

STEP 2
Analyze data.

STEP 3
Establish shared expectations for implementing specific changes.

STEP 4
Implement changes consistently.

STEP 5
Collect, chart, and analyze post data.

- ▼ **Start Page**
- ▼ Level I
 - ▼ Achievement and Growth
 - ▷ [By Grade](#)
 - ▷ [By Building](#)
 - ▼ By Group
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 - ▷ [SWD](#)
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Toggle Nav Pane

View As:  Excel  Log Out

Ohio's Decision Framework

Welcome!

The Decision Framework is an application designed to present student data in a way that assists leadership teams in making informed decisions on where and how to spend their time, energy and resources to make significant and substantial improvements in student performance.

The result of your team's analysis and discussion using the Decision Framework tool is a focused, data-driven needs assessment that provides a foundation for your [Comprehensive Continuous Improvement Plan \(CCIP\)](#).

Select the IRN and fiscal year you are planning for, then click the **Next Page** button or a page in the Navigation Tree to get started!

If you are just starting your planning effort, you have the option to copy you answers/entries from your DF for the prior fiscal year as a starting point.

IRN: Fiscal Year:

Following are links to documentation specific to the Decision Framework.

Essential Reading

[Quick Start Guide](#) – Provides basic navigation instructions and an overview of the Decision Framework.

Essential Reference

[User's Manual](#) – Lots of screen pictures!

- To save a local copy, Right click the link and choose "Save Target As...". (recommended if you do not have a high speed connection; the manual is ~9MB)

Optional Reading

[Release Notes](#) – Describes recent enhancements and corrected issues.

Optional Tools

[Trendline Creation Workbook](#) – Create trending by grade and by Graduating Class.

Please use your own graduation and dropout data as the DF will display either 0 or 100%"





Goal: Student Achievement
will improve across all areas
of the curriculum.

Strategy 1: Develop or identify
and administer common formative
assessments and common
summative assessments.

Strategy 2: Increase opportunities
for focused collaboration.



Action Steps for Collaboration:

- Develop schedules that support collaboration.
- Determine the makeup of collaborative teams.
- Provide professional development for learning effective collaboration and data collection and analysis techniques.
- Create and utilize a district-wide form/format for collaboration.
- Establish positive public relationship with the community by sharing collaboration goals.

Action Steps for Formative and Summative Assessment Strategies:

- Provide scheduled time for collaboration.
- Outline roles and responsibilities of the DLT and TBT's.
- Identify existing examples of common formative and summative assessments.
- Identify additional resources and references for various types of assessments.
- Establish a focus and schedule for professional development and provide ongoing support.





North Royalton City Schools
We Inspire and Empower Learners
 District Leadership Team (DLT) Agenda/Notes

Goal: All students will improve in reading and math

Strategy 1: Develop or identify and administer common formative assessments and common summative assessment.

Strategy 2: Increase opportunities for focused collaboration.

Date: 5/28/13

Group Members:

Kahle Miller, Mike Hemery, Dawn Klamet, Mike McGinnis, Ryan Kennedy, Paul Hayburn, Kirk Pavelich, Jen Gaydos, June Pinter, Cheri Rourke, Laura Nary, Patti Redman, Nancy McCullough, Julie Bogden, Sue Welch, Ed Vittardi, Patti Porto, Bruce Bradley, Susan Finelli

Norms:

*Be Professional,
 "Present" and
 Purposeful!*

Agenda for Tuesday, May 28, 2013: 12:30-3:00 p.m.

1. Welcome ~ Notes from February Meeting
2. Building Leadership Teams ~ Report Out (Bruce)
 - a. Progress with Pretests and Post-tests
 - b. Progress with Common Assessments
 - c. Teacher Based Teams:
 - i. Progress by Level
 - ii. Collaboration and Frequency
3. How Other Districts Report TBTs (Patty Porto)
4. Rubrics: TBT and BLT – Timeline for Implementation (Mike)
5. Review Spring Benchmark Scores – Review Excel File (Bruce)
6. Student Performance and Adult Implementation (Sue)
7. Next Year: Scheduled Times Within the District for Collaboration (Bruce)
8. Moving Forward: (Bruce and Sue)
9. Three Main Points (All)
10. Adjournment

Goal(s) of the Meeting:

- Review Spring Benchmark Scores
- Share BLT and TBT Progress
- Implementation of BLT and TBT Rubrics
- Planning for Next Year



North Royalton City Schools

We Inspire and Empower Learners

Elementary Leadership Team (ELT) Agenda/Notes

Goal: All students will improve in reading and math

Strategy 1: Develop or identify and administer common formative assessments and common summative assessment.

Strategy 2: Increase opportunities for focused collaboration.

Date: Wednesday, September 27, 2012

Group Members:

BLT Members from ECC, Albion, Royal View, and Valley Vista

Agenda:

- Review of what has been accomplished: PreK-12 Moodle Sites, 1st Grade mapping work, Opportunity for other grades to map
- Discussion on how to roll out the Common Assessments and Moodle sites to grade levels
- Discussion of the roles of TBT, BLT, ELT, DLT as it relates to tasks, data, instruction, student achievement, common assessments, etc.
- How to roll out the TBT process ~ Introduction of HS, MS flow charts to development of the Elementary flow chart.
- Schedule future ELT meeting and window for BLT meetings.

Norms:

*Be Professional,
"Present" and
Purposeful!*

Goal(s) of the Meeting:

- Review Moodle Curriculum sites ~ where we are & where we need to be
- Establish the roles of the TBT, BLT, ELT, and DLT
- Decide how to roll out the TBT process. Create an elementary flow chart

Curriculum Sites Discussion Notes:

ELA: Preschool, Kindergarten done. 1st grade would like to begin (release time). 2-4 wait to see new text rollout. What assessments does Journey include?

MATH: Mapping ~ How to accomplish?

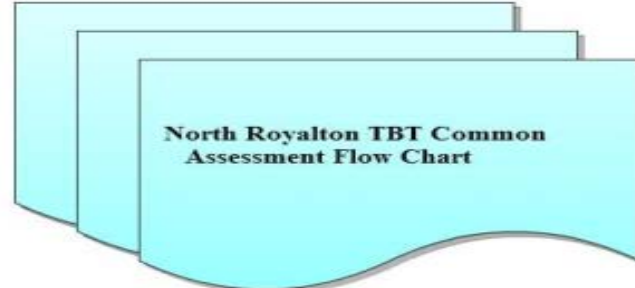
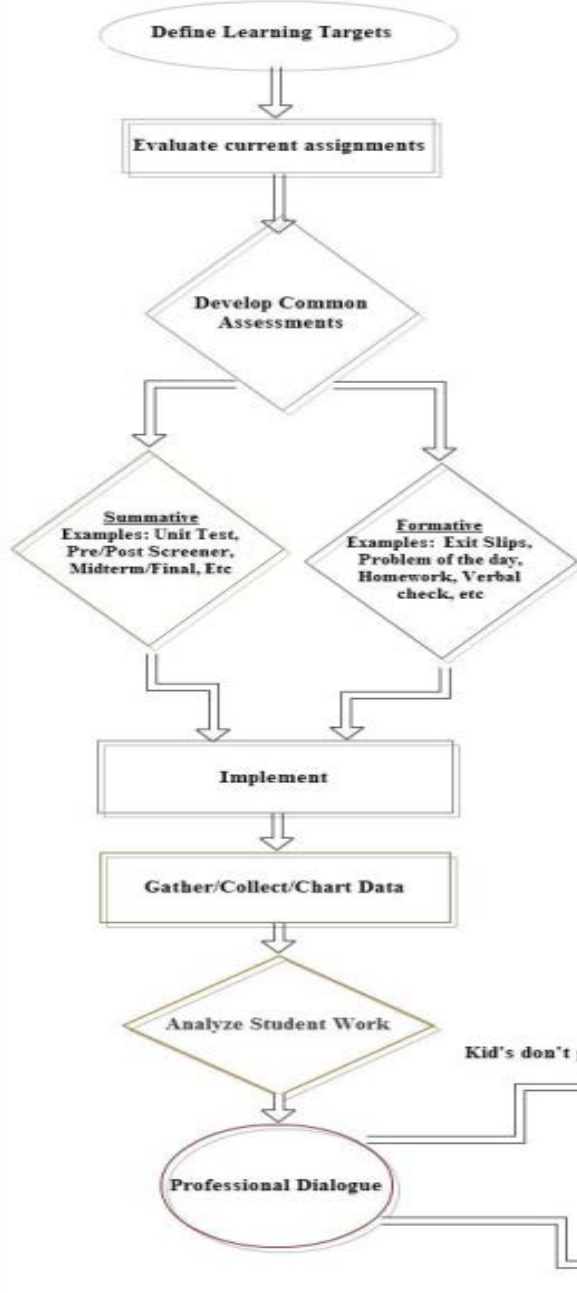
1st ~ done (rearrange Moodle site to reflect Microsoft Word map)

2nd ~ whole day: mapping/resources ½ day each

3rd ~ whole day: reorganize, look at assessments again, build resources

4th ~ take 1 hour at the end of the day





- Guiding Questions**
- What problem or weakness do we want to address
 - Test, worksheet, project, chapter, learning target?
 - What do we want to talk about?
 - What learning targets are not commonly being addressed?
 - Are our projects addressing the learning?
 - What is working well? How do we know?
 - What is not working well? How do we know?



BLT Obstacles

- **Initial selection of members**
- **Internal disagreements**
- **Clear goals and agenda**
- **Skepticism (staff)**
- **Confusion of goals to staff**
- **Working with community**
 - **Mission, Schedules**



Growth in Classroom

- **Personal reevaluation**
 - **Evaluations**
 - **Vocabulary**
 - **Literature Circles**
 - **Collaboration – new ideas**
- **Best teaching practices**

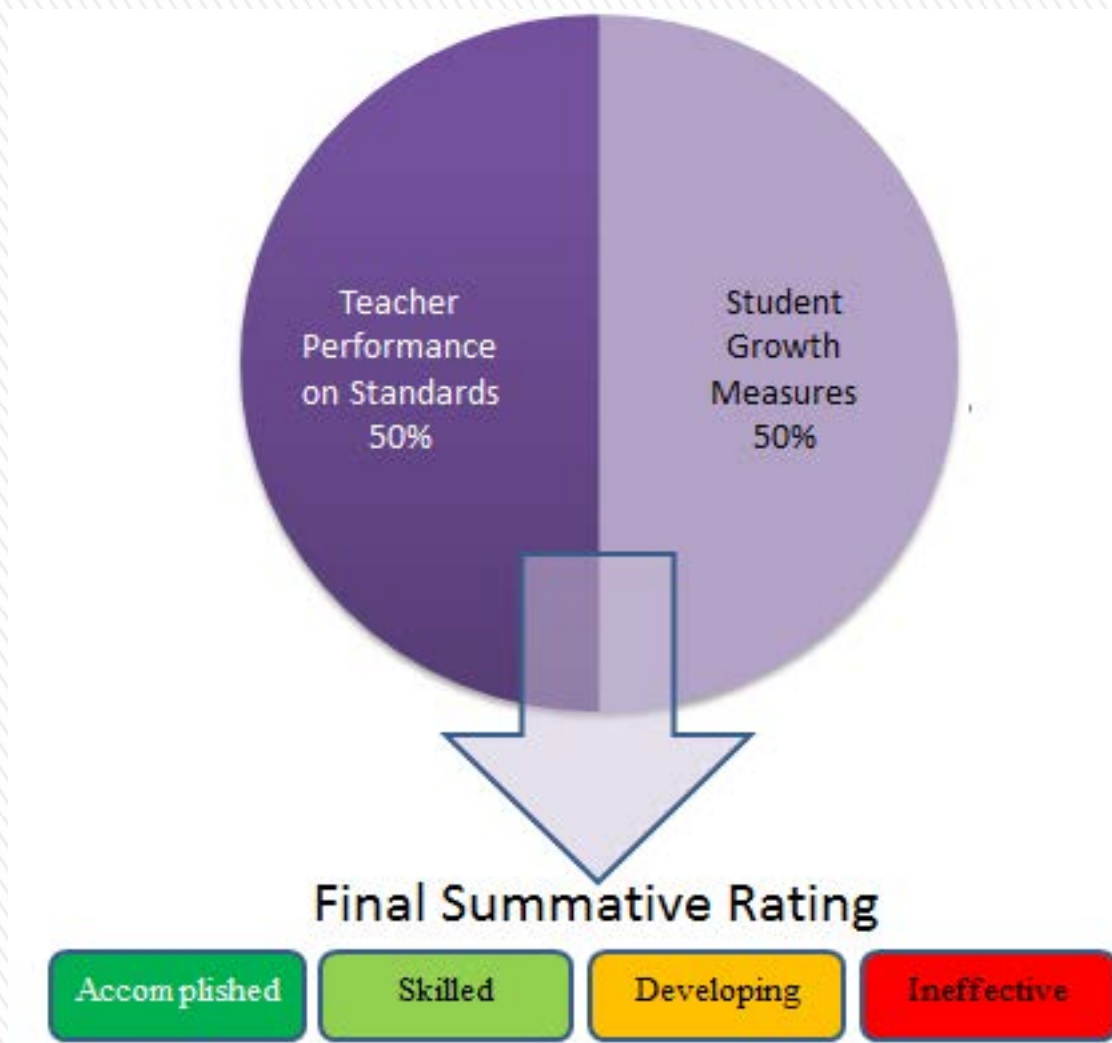


Growth as a Teacher Leader

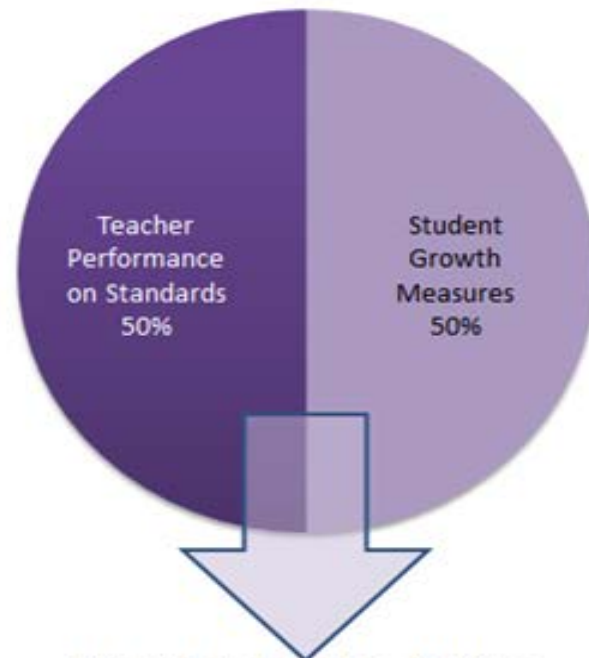
- **Personal trust amongst staff**
- **Other leadership roles**
- **Empowerment**
- **Voice / transformation of members**



The Ohio Teacher Evaluation System



Student Growth Measures



Final Summative Rating



****A1: Teacher Instructs Value-Added Subjects Exclusively**

Teacher Level Value-Added 50%

***A2: Teacher Instructs Value-Added Courses, But Not Exclusively**

Teacher Level Value-Added Proportionate to teacher's Schedule 10-50%

0-40% LEA Measures Proportionate

-OR-

B: Approved Vendor Assessment teacher-level data available

Approved Vendor Assessment 10-50%

LEA Measures 0-40%

-OR-

C: No Teacher-level Value-Added or Approved Vendor Assessment data available

LEA Measures 50%



STUDY



ISLAND

Main Menu

What's New

Admin Page

Teacher Page

School Reports

Class Manager

Benchmarking

Teacher Toolkit

Custom Material

OH Programs

5th Grade

6th Grade

7th Grade

8th Grade

Select a Program:* Ohio 5th Grade Achievement Assessment Preparation

Select a Subject:* Social Studies (2010 Standards)

Total Questions Selected (0)



























































































Topic	# Questions Selected	
1. PRETEST		
Pretest - Social Studies	0	
2. HISTORY		
a. Chronology	0	
b. Early Civilizations in the Americas	0	
c. European Exploration and Settlement	0	
3. GEOGRAPHY		
a. Map Skills	0	
b. Places and Regions	0	
c. Human Environmental Interaction	0	
d. Migration and Immigration	0	
e. Western Hemisphere Cultures	0	
4. GOVERNMENT		
a. Forms of Government	0	
5. ECONOMICS		



Select Subject: Math (Common Core)

Created by Me

Created by Others

Title	Last Edited	Actions
3rd Grade Common Assessment: Geometry	Fri, Apr 19, 2013	     
3rd Grade Common Assessment: Graphs	Fri, Apr 19, 2013	     
3rd Grade Common Assessment: Perimeter	Fri, Apr 19, 2013	     
3rd Grade Common Assessment: Place Value and Operations in Base Ten	Tue, Apr 23, 2013	     
3rd Grade Common Assessment: Problem Solving Using Division	Tue, Apr 23, 2013	     
3rd Grade Common Assessment: Problem Solving with 4 Operations	Tue, Apr 23, 2013	     
3rd Grade Common Assessment: Solve Problems Using Multiplication	Tue, Apr 23, 2013	     
3rd Grade Common Assessment: Telling Time	Tue, Apr 23, 2013	     
3rd Grade Common Assessment: Properties of Multiplication and Division	Tue, Apr 23, 2013	     
3rd Grade Custom Assessment: Comparing Fractions	Fri, Apr 19, 2013	     
3rd Grade Custom Assessment: Fractions	Fri, Apr 19, 2013	     
3rd Grade Custom Assessment: Area	Fri, Apr 19, 2013	     
3rd Grade Custom Assessment: Capacity and Mass	Fri, Apr 19, 2013	     
3rd Grade Math Post Test	Thu, Apr 11, 2013	     
3rd Grade Math Pre-Test	Mon, Apr 15, 2013	     





Study Island

European Exploration and Settlement

Save Selections

Cancel

0 questions added

Question 1

+ Add

- was Italian but sailed for Spain
- led an expedition looking for a new route to Asia
- discovered the Americas in 1492
- established a colony in the West Indies

What famous explorer is described above?

- A. Hernando Cortés
- B. Cabeza de Vaca
- C. Francisco Coronado
- D. Christopher Columbus

Question 2

+ Add

There were three important countries that sent explorers to North America. These countries were Spain, France, and

- A. England.
- B. Germany.
- C. Portugal.
- D. Italy.

Question 3

+ Add



	Plate Tectonics			Changes in the Earth's Surface			Reproduction & Survival			Totals		
	Earth and Space Sciences E			Earth and Space Sciences E			Life Sciences B					
	8 Questions			6 Questions			2 Questions					
	Correct	Incorrect	Percentage	Correct	Incorrect	Percentage	Correct	Incorrect	Percentage	Correct	Incorrect	Percentage
Student	6	2	75%	4	2	66.70%	1	1	50%	20	12	62.50%
Student	4	4	50%	4	2	66.70%	1	1	50%	17	15	53.10%
Student	5	3	62.50%	4	2	66.70%	2	0	100%	20	12	62.50%
Student	4	4	50%	4	2	66.70%	0	2	0%	14	18	43.80%
Student	3	5	37.50%	3	3	50%	1	1	50%	15	17	46.90%
Student	4	4	50%	3	3	50%	2	0	100%	20	12	62.50%
Student	8	0	100%	5	1	83.30%	1	1	50%	24	8	75%
Student	6	2	75%	3	3	50%	1	1	50%	19	13	59.40%
Student	6	2	75%	5	1	83.30%	1	1	50%	20	12	62.50%
Student	7	1	87.50%	5	1	83.30%	1	1	50%	23	9	71.90%
Student	3	5	37.50%	4	2	66.70%	1	1	50%	15	17	46.90%
Student	7	1	87.50%	4	2	66.70%	0	2	0%	19	13	59.40%
Student	5	3	62.50%	6	0	100%	2	0	100%	24	8	75%
Student	4	4	50%	3	3	50%	2	0	100%	16	16	50%
Student	2	6	25%	3	3	50%	0	2	0%	15	17	46.90%
Student	4	4	50%	5	1	83.30%	2	0	100%	17	15	53.10%
Student	7	1	87.50%	4	2	66.70%	2	0	100%	22	10	68.80%
Student	3	5	37.50%	2	4	33.30%	2	0	100%	13	19	40.60%
Student	5	3	62.50%	5	1	83.30%	2	0	100%	20	12	62.50%
Student	5	3	62.50%	3	3	50%	0	2	0%	17	15	53.10%
Student	7	1	87.50%	5	1	83.30%	1	1	50%	22	10	68.80%
Student	5	3	62.50%	3	3	50%	1	1	50%	18	14	56.30%
Student	4	4	50%	5	1	83.30%	1	1	50%	18	14	56.30%
Student	6	2	75%	2	4	33.30%	1	1	50%	19	13	59.40%
Student	120	72	62.50%	94	50	65.30%	28	20	58.30%	447	321	58.20%



- Chapters 2.2, 2.3, 2.6
- Chapters 3.2, 3.3, 3.5, 3.6
- Chapters 4.2, 4.3, 4.6
- Chapters 5.2, 5.3, 5.4

Use place value understanding and properties of operations to perform multi-digit arithmetic.


3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100. Chapters 2, All of 3 (specifically 3.5)

3.NBT.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Common Assessment: See Study Island *Place Value and Operations in Base Ten*

 Place Value Games

Resources

 Place Value

Explorations in Literature Reading Post-Test

Read the following passage and answer Question 1.

Tony sat on open ground. He was alone on the island, standing on top of cliffs that led down to an endless sea. As he stared out over the precipice, his eyes began playing tricks on him. The open water blended into the sky, and the sky blended into the open water. Soon, all he could see beyond the rocky cliffs were solid-blue walls. It was the first time he felt trapped since he arrived at the island a week earlier. He knew that it was time to leave.

1. Based on its context in the paragraph above, what is the meaning of the word precipice?

- A. Horizon line
- B. An endless sea
- C. An ocean liner
- D. A steep cliff

Read the following passage and answer Question 2.

The worst of the illness had finally subsided. The fever had stayed, but the discomfort that came along with it was gone. Lyra lay limp on the bed, exhausted from the strange exertion that she had to endure. She felt lucky that the medicine that Dr. Mills had prescribed was **potent** enough for the strain of virus. He had tried all sorts of medicinal methods to relieve Lyra's pain, but none of them were effective. Dr. Mills had to develop a new drug to treat her individual case. Now, all Lyra had to do was to take it easy because Dr. Mills was adamant about no strenuous activity.

2. Based on the context of the passage, the word **potent** means

- A. powerfully persuasive.
- B. possessing physical strength.
- C. chemically effective.
- D. wielding authority.



HONORS WORLD HISTORY: PRETEST

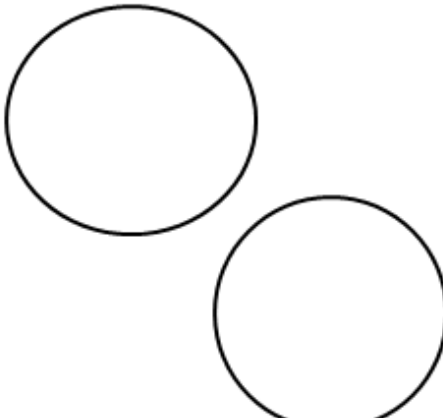
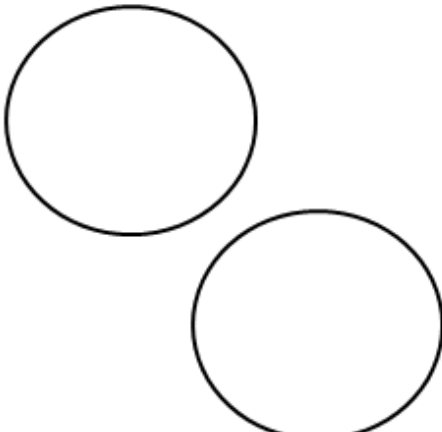
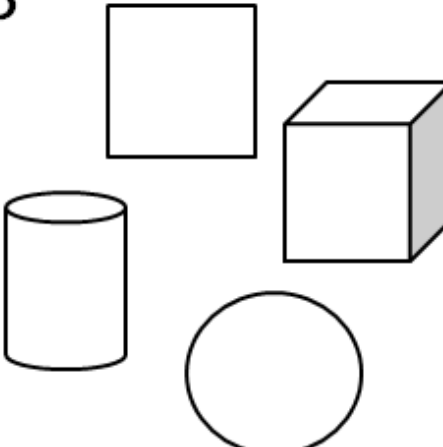









- 1) Which of the following statements most accurately reflects the attitude of the states of Europe toward the new science?
 - A) In France and other Catholic countries, monarchs attempted to suppress the new science.
 - B) Both England and France established royal societies of learned scientists to meet together and discuss their discoveries.
 - C) Outside of Italy and Poland, the new science was scarcely known.
 - D) The new science withered as a result of the failure to establish practical colleges devoted to the application of the new theories.
 - E) Science was only supported by the state when it advanced warfare.

- 2) The French Enlightenment thinker who made the greatest contribution to the framers of the American constitution was
 - A) Diderot
 - B) Montesquieu
 - C) Rousseau
 - D) Voltaire
 - E) Catherine the Great

- 3) Which of the following statements most accurately reflects the attitude of the French government toward Voltaire during his lifetime?
 - A) He was exiled from France during much of his adult life
 - B) He obtained the top position at the national university, from which he disseminated his ideas throughout France
 - C) He attended the royal family at Paris and became the tutor of the heir
 - D) He was regarded as a national hero and accorded a hero's burial at death
 - E) His body was dug up and dumped during the French Revolution



3rd Grade

<p>1 WARM</p> 	<p>2 COOL</p> 						
<p>3</p> 	<p>4</p> <table border="1"><tr><td data-bbox="1043 828 1313 1056"></td><td data-bbox="1313 828 1584 1056"></td></tr><tr><td data-bbox="1043 1056 1313 1213"></td><td data-bbox="1313 1056 1584 1213"></td></tr><tr><td data-bbox="1043 1213 1313 1356"></td><td data-bbox="1313 1213 1584 1356"></td></tr></table>						
							
							
							





North Royalton City Schools



**Ohio Teacher Evaluation System
Student Growth Measures Manual**

2/28/2013

"We Inspire and Empower Learners"





North Royalton City Schools

What is a Student Learning Objective (SLO)?

An SLO is a measure of a teacher's impact on student learning within a given interval of instruction. The SLO should be a measurable, long-term academic goal supported by available data that a teacher or teacher team sets at the beginning of the year. The SLO can be created for all students or for subgroups of students. The teacher(s) and students work toward the SLO growth targets throughout the year and use interim, benchmark, summative, and formative assessments to determine progress toward the goal. At the end of the year, the teacher(s) meet with a principal or building team to discuss attainment of the SLO and determine the teacher's impact on student learning. The Ohio Improvement Process is an integral part of this process in the development of SLO's, common assessments that check for understanding along the way, and final analysis of growth as a function of Teacher Based Teams.



Step 4: Submit your SLO and prepare for approval and review

Prepare to submit your SLO. Prior to submitting an SLO, the educator should do a final comparison with the SLO Template Checklist in Appendix A of this document. Once the educator has created his or her SLO, he or she should submit it for review by the Building Leadership Team (BLT). Educators should expect to receive feedback on the rigor and completeness of the SLO from the BLT by the end of November of the current school year. If the SLO is not approved, the educator will have ten days to complete requested revisions and then resubmit the SLO.

Initiate building committee review discussions and approval. The BLT should be prepared to engage in a meaningful discussion with teachers on their SLO(s) if they have questions about the content or growth target. As the committees prepare for these discussions, it is important to note that all criteria identified in the *SLO Template Checklist* must be included in order to approve the SLO. Therefore, if there is a component on the checklist that is not addressed in the SLO, the committee or evaluator will have to address the component with teachers(s).





North Royalton City Schools

Student Learning Objective (SLO) Template

Teacher Name: Jennifer Forshey

Content Area and Course(s): Economics

Evaluator Name: _____

Grade Level(s): Senior (12th grade) Academic Year: (2013-14)

Please use the guidance provided in addition to this template to develop components of the Student Learning Objective and populate each component in the space below. (Click within the text box to add information.)

Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

Economics Teacher Generated Pretest

Student Population

Which students will be included in this SLO? Include course, grade level and number of students.

Economics: Periods 1, 2, 3; 12th grade; 82 students

Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

First Semester: 8/21/13 – 1/17/14

Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

State of Ohio Standards for Economics

Assessment(s)

What assessment(s) will be used to measure student growth for this SLO?

Economics Teacher Generated Post-Test

Growth Target(s)

Considering all available data and content requirements, what growth target(s) can students be expected to reach?

Tier 1: 15% growth; Tier 2: 20% growth; Tier 3: 25% growth

Rationale for Growth Target

What is your rationale for setting the above target(s) for student growth within the interval of instruction?

Such growth is rigorous and obtainable for the given course and student population as collaboratively determined by my Teacher Based Team.



SLO Title: 4th Grade Math			Assessment Name: Pre-Test				
Student Name	Student Number	Baseline Score	Tier Formula	Growth Target %	Growth Target	Final Score	Exceeds/Meets Target? (yes/no)
Student	147512031	40%	64.00%	15.00%	46.00%		
Student	145310160	40%	53.04%	15.00%	46.00%		
Student	145310223	44%		15.00%	50.60%		
Student	147511019	44%		15.00%	50.60%		
Student	145310038	48%		15.00%	55.20%		
Student	145310050	52%		15.00%	59.80%		
Student	145310122	52%		15.00%	59.80%		
Student	147512022	52%		15.00%	59.80%		
Student	145310126	56%		10.00%	61.60%		
Student	145008053	56%		10.00%	61.60%		
Student	145310198	56%		10.00%	61.60%		
Student	145310002	60%		10.00%	66.00%		
Student	145309112	60%		10.00%	66.00%		
Student	145310088	64%		10.00%	70.40%		
Student	148011049	64%		10.00%	70.40%		
Student	145310064	64%		10.00%	70.40%		
Student	145310197	64%		10.00%	70.40%		
Student	145310070	64%		10.00%	70.40%		
Student	145310134	64%		10.00%	70.40%		
Student	147511009	68%		5.00%	71.40%		
Student	145310175	68%		5.00%	71.40%		
Student	145310093	68%		5.00%	71.40%		
Student	145310073	72%		5.00%	75.60%		
		57.39%			63.34%		
63.34-57.29/9.47= .62 Effect Size		9.47%			9.47%		



North Royalton City Schools

Teacher Name:

School:

SLO Title: Eighth Grade Science

Assessment Name: Eighth Grade Science Study Island Bank

Student Name	Student Number	Baseline Score	Tier Formula	Growth Target %	Growth Target	Final Score	Exceeds/Meets Target? (yes/no)
--------------	----------------	----------------	--------------	-----------------	---------------	-------------	--------------------------------

L131

	A	B	C	D	E	F	G	H
119	Student	330997516	46.90%		20.00%	56.28%		
120	Student	149013016	46.90%		20.00%	56.28%		
121	Student	330971064	46.90%		20.00%	56.28%		
122	Student	330968327	43.80%		20.00%	52.56%		
123	Student	148008040	43.80%		20.00%	52.56%		
124	Student	149012089	43.80%		20.00%	52.56%		
125	Student	331014788	43.80%		20.00%	52.56%		
126	Student	148010013	43.80%		20.00%	52.56%		
127	Student	430968647	43.80%		20.00%	52.56%		
128	Student	330987418	40.60%		20.00%	48.72%		
129	Student	826002216	40.60%		20.00%	48.72%		
130	Student	330998468	40.60%		20.00%	48.72%		
131	Student	149011033	40.60%		20.00%	48.72%		
132	Student	149014079	40.60%		20.00%	48.72%		
133	Student	149013004	40.60%		20.00%	48.72%		
134	Student	330993062	40.60%		20.00%	48.72%		
135	Student	148509032	34.40%		20.00%	41.28%		
136	Student	331013734	31.30%		20.00%	37.56%		
137	Student	149014044	31.30%		20.00%	37.56%		
138	Student	331029442	28.10%		20.00%	33.72%		
139								
140			60.08%			67.37%		
141								
142			0.127796275	12.7		0.113887482	11.3	
143								
144			12.7+11.3/2= 12					
145								

67.37-60.08/12= .6075 Effect Size