

Report Card Study Committee

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BASA Report Card Recommendations

Overall and Component Grade Requirements

Defining “Meaningful Differentiation”

Exceed

Met

Not Met

Recommendations for Accountability Components

Achievement - Progress - Gap Closing -
Graduation Rate - Third Grade Reading Guarantee

Achievement

Achievement

The Achievement Component measures the test results of every student, not just those who score proficient or higher. There are eight levels on the index and districts receive points for every student who takes a test. The higher the achievement level, the more points awarded in the district's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

| Achievement Level | Pct of Students | | Points for this Level | | Points Received |
|-----------------------|-----------------|---|-----------------------|---|-----------------|
| Advanced Plus | 1.5 | X | 1.3 | ~ | 2 |
| Advanced | 28.1 | X | 1.2 | ~ | 33.7 |
| Accelerated | 27.7 | X | 1.1 | ~ | 30.4 |
| Proficient | 25.8 | X | 1 | ~ | 25.8 |
| Approaching | 5.2 | X | 0.8 | ~ | 4.2 |
| Basic | 5.2 | X | 0.6 | ~ | 3.1 |
| Limited | 5.8 | X | 0.3 | ~ | 1.7 |
| Untested/Undocumented | 0.7 | X | 0 | ~ | 0 |

100.9 out of a possible 120.0



Achievement Component Notes.

- 1) **Measurement:** Performance Index (PI) score only.
 - a) The top end (currently 120) of the scale will be selected based on a 3-year average of highest score achieved in the state and will be set for a 3-year period.
 - b) For example, if the average high score is 112, the “exceed” standard would be 90% of 112; the “met” standard is 70% of 112. All scores below the “met” standard would be considered “not met”.
 - c) The 3-year trend arrow denotes if performance on the measure has increased, decreased, or remained flat based on a three-year look back on performance.

- 2) **Additional Considerations:** Performance Index adjustments are as follows:
 - a) Add an eighth category of “approaching” and equate a 0.8 multiplier. This new category equally divides the gap between “basic” and “proficient”.
 - b) Students will only be counted as “untested” for PI calculation purposes when the school district has no documentation to support an approved reason for not being tested.
 - c) Students participating in another approved test/course (i.e., CCP, AP, IB) in social studies and science will be counted in the PI measure based on an equivalency crosswalk per the student’s test/course performance as prescribed by ODE.

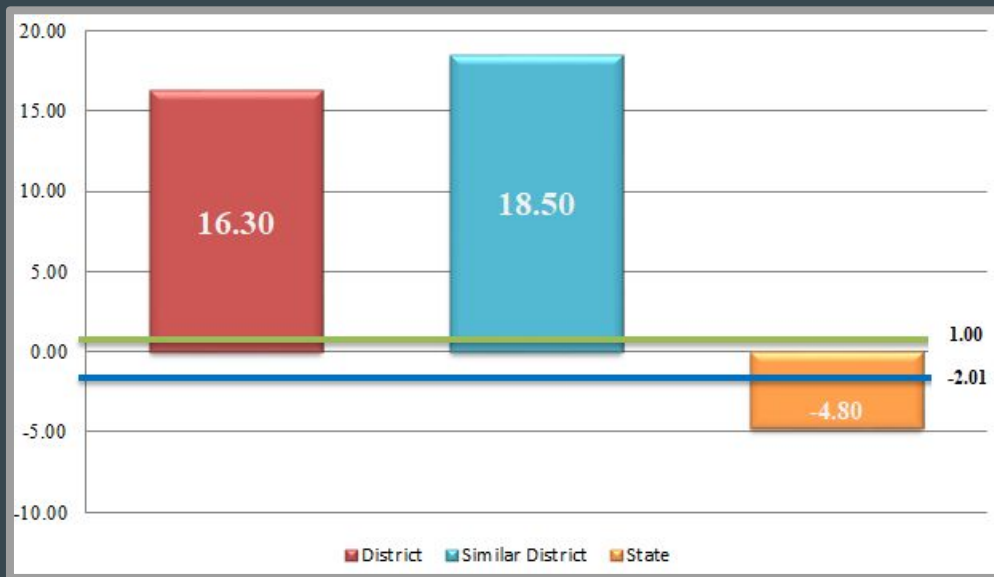
Progress

How many years of data should be included in, and how grades are assigned to, the progress component prescribed under division (C)(3)(c) of section 3302.03 of the Revised Code.

Progress

The Progress Component measures the growth that all students are making based on their past performances in English Language Arts, Mathematics, and Science using tests in Grade 4 - 8 and some end-of-course exams.

| Subject | Current Year | Two Year | Three Year |
|-----------------------------------|--------------|--------------|--------------|
| English Language Arts (Gr. 4 - 8) | 7.30 | 15.87 | 9.25 |
| English Language Arts II | -0.70 | 0.81 | 0.67 |
| Mathematics (Gr. 4 - 8) | 15.67 | 27.38 | 28.40 |
| Algebra I | 15.89 | 20.83 | 22.97 |
| Geometry | 17.41 | 30.85 | 31.29 |
| Science | 1.10 | 0.67 | -0.59 |
| Overall | 16.30 | 29.16 | 25.97 |



Exceed

3-Year Trend

Progress Component Notes.

- 1) **Measurement:** “Overall” growth score only.*
 - a) *Based on data for the current year only. The two- and three-year score is reported for informational purposes only.
 - b) Per the criteria set in the biennium budget, the “exceed” standard is an index score of 1.0 or greater. The “met” standard is less than 1.0, but greater than -2.0. All scores below the “met” standard would be considered “not met”.
 - c) The 3-year trend arrow denotes if performance on the measure has increased, decreased, or remained flat based on a three-year look back on performance.
- 2) **Additional Considerations:** Progress adjustments are as follows:
 - a) Relocate the reporting of progress for gifted students and students with disabilities to the Gap Closing component.
 - b) Eliminate the reporting of progress for students in the lowest 20% in achievement; they are already included in other subgroups.
 - c) Recommendations void the demotion component of this measure.

Gap Closing

How the Gap Closing component prescribed under division (C)(3)(a) of section 3302.03 of the Revised Code meets requirements established under federal law and applies to all schools.

Gap Closing

The Gap Closing Component measures how well schools are meeting the achievement and growth expectations for our most vulnerable populations of students in English language arts, mathematics, and graduation. It also measures how schools are doing in helping English learners to become proficient in English.

| Subgroup | English Language Arts | | | Mathematics | | | Graduation | | English Learner Progress | |
|------------------------------|-----------------------|-------------|---------------|------------------|-------------|---------------|-----------------|---------------|--------------------------|---------------|
| | Achievement Goal | Growth Goal | Points Earned | Achievement Goal | Growth Goal | Points Earned | Graduation Goal | Points Earned | Growth Goal | Points Earned |
| All Students | Met | Met | 100 | Met | Met | 100 | Met | 100 | Met | 100 |
| Am. Indian or Alaskan Native | * | * | * | * | * | * | * | * | | |
| Asian or Pacific Islander | Met | Met | 100 | Met | Met | 100 | Met | 100 | | |
| Black, Non-Hispanic | Met | Met | 100 | Not Met | Met | 100 | * | * | | |
| Hispanic | Met | Met | 100 | Met | Met | 100 | * | * | | |
| Multiracial | Met | Met | 100 | Met | Met | 100 | * | * | | |
| White, Non-Hispanic | Met | Met | 100 | Met | Met | 100 | Met | 100 | | |
| Economic Disadvantage | Not Met | Not Met | 0 | Not Met | Not Met | 0 | Approaching | 72 | | |
| English Learner | Not Met | Not Met | 0 | Met | Not Met | 100 | * | * | | |
| Gifted | Not Met | Not Met | 0 | Met | Not Met | 100 | Met | 100 | | |
| Students with Disabilities | Met | Met | 100 | Not Met | Met | 100 | Met | 100 | | |

Equity Measure = 84.1%

Meeting the Achievement Goal: PI earned for the subgroup is greater than the goal or the gap is reduced by at least 10%

Approaching the Achievement Goal: Earn partial points using the formula $[\text{improvement}/\text{gap}] * 100$ when gap is reduced by less than 10%

Meeting the Growth Goal

One-year VA gain index score is greater than -1.0 for the subgroup

Points Earned

Earn up to 100 points for meeting either the achievement or growth goal, or partial points for approaching the achievement goal. A maximum of 100 points will be awarded per subgroup.

Meeting the Graduation Goal

Graduation rate earned for the subgroup is greater than the goal or if improvement is greater than the gap.

Approaching the Graduation Goal

Earn partial points using the formula $[\text{improvement}/\text{gap}] * 100$

Points Earned

Earn 100 points for meeting the goal or partial points based on the formula

Meeting the English Learner Progress Goal

Subgroup performance is greater than the goal or the gap is reduced by at least 10%

Approaching the English Learner Progress Goal

Earn partial points using the formula $[\text{improvement}/\text{gap}] * 100$

Points Earned

Earn 100 points for meeting the goal or partial points based on the formula

Gap Closing

The Gap Closing Component measures how well schools are meeting the achievement and growth expectations for our most vulnerable populations of students in English language arts, mathematics, and graduation. It also measures how schools are doing in helping English learners to become proficient in English.



Gap Closing Notes.

- 1) **Measurement:** Composite of subgroup performance in English language arts, mathematics, graduation rate, and English learner progress.
 - a) The “exceed” standard is 90% or greater. The “met” standard is a rate of 70.0% to 89.9%. All scores below the “met” standard would be considered “not met”.
 - b) The 3-year trend arrow denotes if performance on the measure has increased, decreased, or remained flat based on a three-year look back on performance.
- 2) **Additional Considerations:** Gap Closing adjustments are as follows:
 - a) Add gifted students as a subgroup in the Gap Closing measure.
 - b) Separate the PI and value added metrics into two separate reporting categories, while continuing current criteria for subgroup attainment (i.e., achievement and/or growth).
 - c) Recommendations void the demotion component of this measure.
 - d) Freeze minimum students in subgroups at 20 students for data reporting purposes.

Graduation Rate

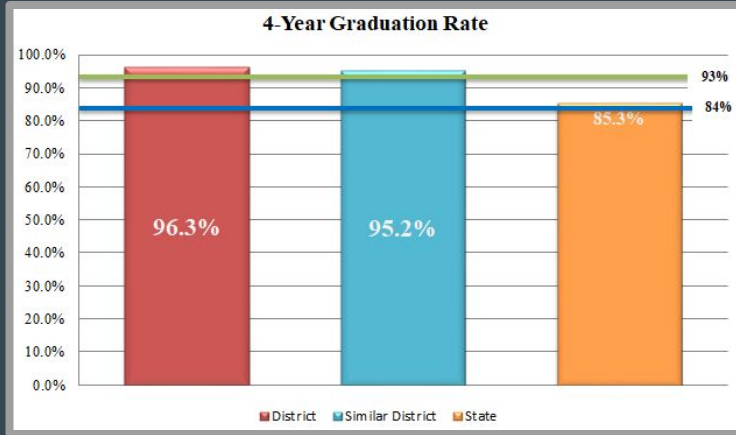
How the Graduation component prescribed under division (C)(3)(d) of section 3302.03 of the Revised Code includes students with disabilities and mobile students.

Graduation Rate

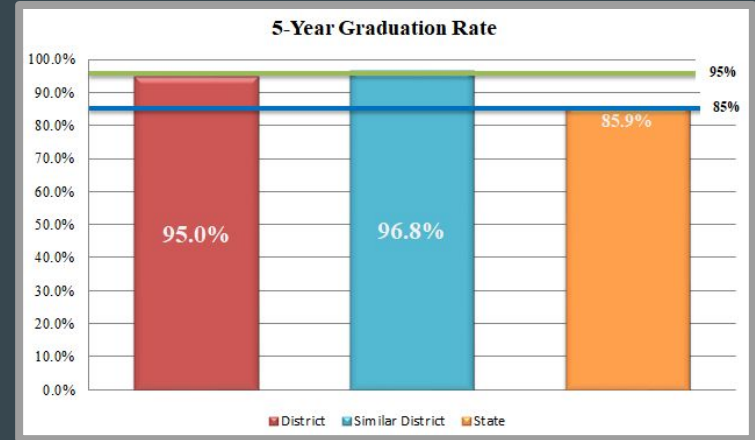
The Graduation Rate Component measures the percent of students who are successfully finishing high school with a diploma in four or five years.

| Cohort | Received Diploma | Continued Services | Dropout Rate |
|-------------------|------------------|--------------------|--------------|
| 4-Year Graduation | 96.3% | 2.3% | 1.4% |
| 5-Year Graduation | 95.0% | 3.2% | 1.8% |

District Mobility Rate = Low (4.7%)



Exceed



Exceed



Graduation Rate Component Notes.

- 1) **Measurement:** 4- and 5-year graduation rates.
 - a) For the 4-year graduation rate, the “exceed” standard is 93% or greater. The “met” standard is a rate of 84.0% to 92.9%. All scores below the “met” standard would be considered “not met”.
 - b) For the 5-year graduation rate, the “exceed” standard is 95% or greater. The “met” standard is a rate of 85.0% to 94.9%. All scores below the “met” standard would be considered “not met”.
 - c) The 3-year trend arrow denotes if performance on the measure has increased, decreased, or remained flat based on a three-year look back on performance.
- 2) **Additional Considerations:** Graduation adjustments are as follows:
 - a) Of the students that did not graduate in their cohort, denote the percentage that are receiving continued services from the school district, as well as the percentage of the cohort that has dropped out of school.
 - b) Add the mobility rate of for the district to the graduation rate component reporting.

Third Grade Reading Guarantee

Formerly “Improving At-Risk K-3 Readers”

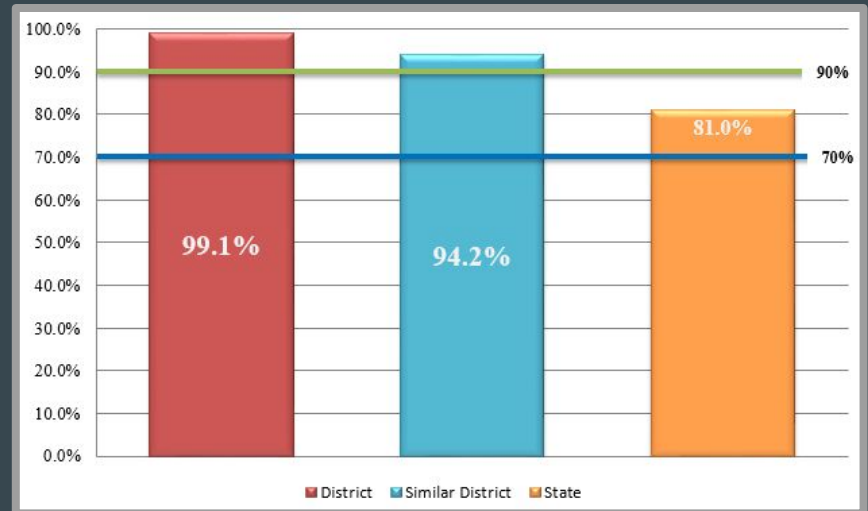
Third Grade Reading Guarantee

Third Grade Reading Guarantee reports the percent of students that are successful in reading before moving on to fourth grade. Students have multiple opportunities to meet promotion requirements, which include 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 have an additional opportunity to meet this requirement by taking the state assessment in the summer, as well as a district-determined alternative assessment.

| Description | 3rd Graders <i>Current Students</i> | | 3rd Graders <i>Attended District for all K-3</i> | |
|--------------------------------|--|-----------|---|-----------|
| | Student # | Student % | Student # | Student % |
| Met TGRG Pomotion Score | 313 | 99.1% | 307 | 99.7% |

Exceed

3-Year Trend

Third Grade Reading Guarantee Notes.

- 1) **Measurement:** Percentage of 3rd graders that meet the promotion requirement from both the Ohio state test and alternative test.
 - a) The “exceed” standard is 90% or greater. The “met” standard is a rate of 70.0% to 89.9%. All scores below the “met” standard would be considered “not met”.
 - b) The 3-year trend arrow denotes if performance on the measure has increased, decreased, or remained flat based on a three-year look back on performance.
- 2) **Additional Considerations:** TGRG adjustments are as follows:
 - a) Change the name of the reporting category to “Third Grade Reading Guarantee” to accurately reflect what it is reporting.
 - b) Eliminate all previously reported components of this measure, excluding the TGRG promotion rate.
 - c) The promotion rate percentage of 3rd graders that attended the district for their entire K-3 experience is reported for informational purposes only.

Recommendations for Informational Components

Indicators - K to 2 Literacy - Prepared for Success

Indicators

Indicators

Indicators report the percent of students who have passed state tests, as well as a measure of chronic absenteeism.

| Third Grade | |
|-----------------------|-------|
| English Language Arts | 87.5% |
| Mathematics | 86.5% |

| Fourth Grade | |
|-----------------------|-------|
| English Language Arts | 78.4% |
| Mathematics | 88.0% |

| Fifth Grade | |
|-----------------------|-------|
| English Language Arts | 84.7% |
| Mathematics | 79.7% |
| Science | 78.5% |

| Sixth Grade | |
|-----------------------|-------|
| English Language Arts | 77.9% |
| Mathematics | 83.9% |

| Seventh Grade | |
|-----------------------|-------|
| English Language Arts | 85.6% |
| Mathematics | 75.8% |

| Eighth Grade | |
|-----------------------|-------|
| English Language Arts | 78.2% |
| Mathematics | 79.9% |
| Science | 87.6% |

| High School | |
|---------------------------|-------|
| English Language Arts I | 89.8% |
| English Language Arts II | 84.0% |
| Algebra I | 94.6% |
| Geometry | 81.9% |
| Biology | 87.6% |
| American US Government | 91.8% |
| American US History | 93.4% |
| EOC Improvement Indicator | 38.7% |

| Non-Test Indicators | |
|---------------------|------|
| Chronic Absenteeism | 8.0% |

Indicator Notes.

- 1) **Measurement:** Not applicable.
 - a) The reporting of “indicators” data is for informational/formative purposes only.
- 2) **Additional Considerations:** Indicator adjustments are as follows:
 - a) Relocate the gifted indicator to the Gap Closing component, which will still report Performance Index and Value Added data for students identified as gifted. Eliminate the “gifted inputs” portion of the gifted indicator.

K to 2 Literacy

Formerly “Improving At-Risk K-3 Readers”

K to 2 Literacy

K to 2 Literacy reports the percentage of students who are on-track to be successful readers by fourth grade. For the students that are not on-track, schools must provide supports for struggling readers in early grades through a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

| Grade-Level | On-Track Readers | |
|----------------------------|------------------|-----------|
| | Student # | Student % |
| Readiness for Kindergarten | 293 | 52.3% |
| Kindergarten | 293 | 74.6% |
| First Grade | 308 | 80.4% |
| Second Grade | 298 | 83.2% |

K to 2 Literacy Notes.

- 1) **Measurement:** Not applicable.
 - a) The reporting of “K to 2 Literacy” data is for informational/formative purposes only.
- 2) **Additional Considerations:** K-2 Literacy adjustments are as follows:
 - a) Change the name of the reporting category to “K to 2 Literacy” to accurately reflect what it is being reported.
 - b) Report the percentage of students at each grade who are on-track to be successful readers by fourth grade. *Explore the feasibility of basing this measure on spring diagnostic versus fall data (or fall to spring growth).*
 - c) Eliminate all previously reported components of this measure detailing movement from remaining off-track to moving on-track.

Prepared for Success

How to structure the Prepared for Success component prescribed under division (C)(3)(f) of section 3302.03 of the Revised Code, including additional ways to earn points.

Eliminate All Reporting of the Measure

Overall “Grade”

If the overall grades should be a letter grade or some other rating system that clearly communicate the performance of school districts and other public schools to families and communities.

Overall Grade Notes.

- 1) **Measurement:** Overall grade based on the weighting of five component grades.
 - a) Each component grade of “Exceed” will be awarded 4-points, “Met” will be awarded 2-points, and “Not Met” will be awarded 0-points.
 - b) Achievement and Progress will be evenly weighted at 1.5.
 - c) Overall points earned based on the component weighting will equate to the “Overall Grade”.

| Component | Component Points | Component Weight | Weighted Points | Scale |
|-----------------|------------------|------------------|-----------------|----------------------|
| Achievement | 4.0 | 1.5 | 6.0 | Exceed = 20.0 - 24.0 |
| Progress | 4.0 | 1.5 | 6.0 | Met = 9.0 - 19.0 |
| Gap Closing | 2.0 | 1.0 | 2.0 | Not Met = 0.0 - 8.0 |
| Graduation | 4.0 | 1.0 | 4.0 | |
| TGRG | 4.0 | 1.0 | 4.0 | |
| Overall Points: | | | 22.0 | |

Overall and Component Grade Requirements

Defining “Meaningful Differentiation”

Exceed

Met

Not Met

Recommendations for Accountability Components

Achievement - Progress - Gap Closing -
Graduation Rate - Third Grade Reading Guarantee

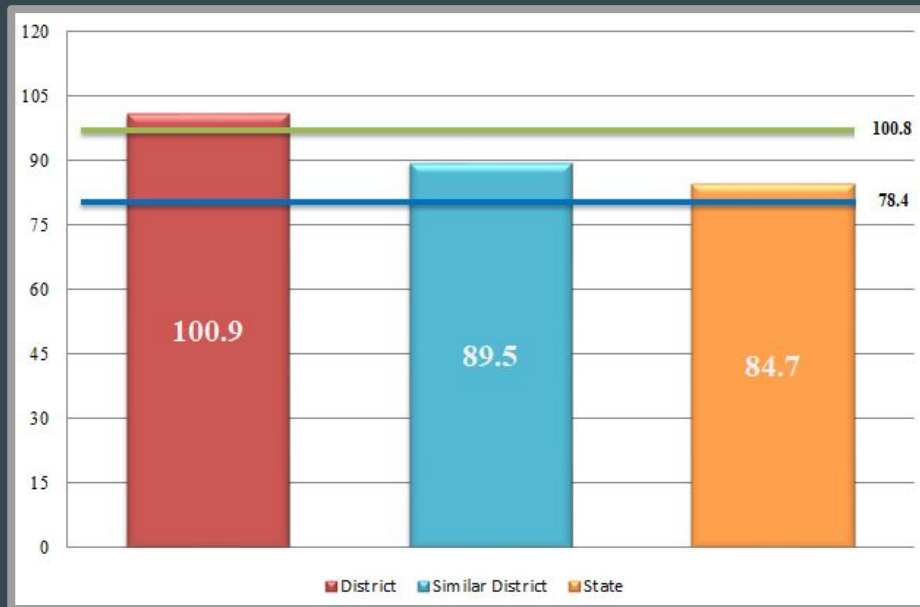
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| Achievement Level | Pct of Students | | Points for this Level | | Points Received |
|-----------------------|-----------------|---|-----------------------|---|-----------------|
| Advanced Plus | 1.5 | X | 1.3 | ~ | 2 |
| Advanced | 28.1 | X | 1.2 | ~ | 33.7 |
| Accelerated | 27.7 | X | 1.1 | ~ | 30.4 |
| Proficient | 25.8 | X | 1 | ~ | 25.8 |
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100.9 out of a possible 120.0



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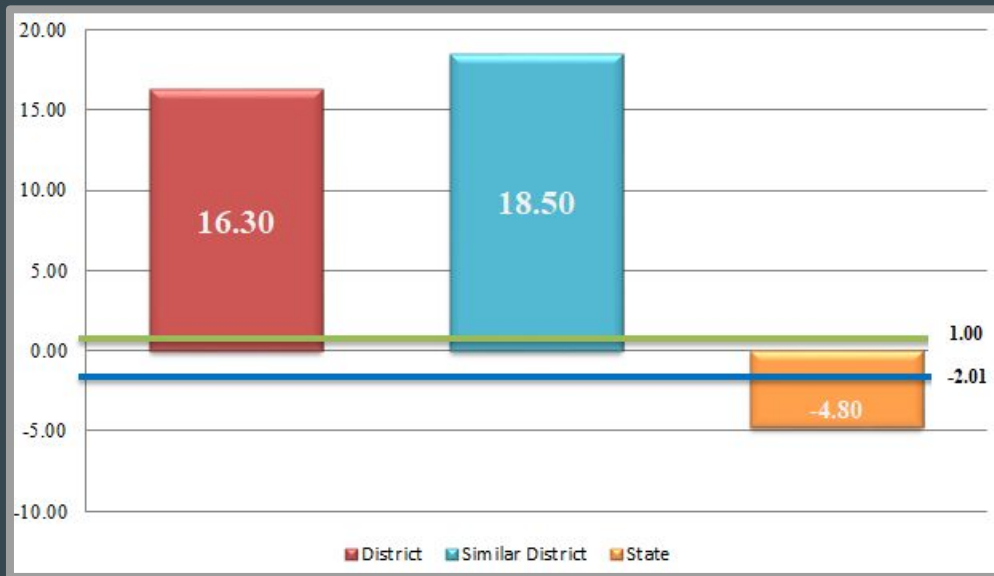
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Exceed

3-Year Trend



Progress Component Notes.

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|------------------------------|-----------------------|-------------|---------------|------------------|-------------|---------------|-----------------|---------------|--------------------------|---------------|
| | Achievement Goal | Growth Goal | Points Earned | Achievement Goal | Growth Goal | Points Earned | Graduation Goal | Points Earned | Growth Goal | Points Earned |
| All Students | Met | Met | 100 | Met | Met | 100 | Met | 100 | Met | 100 |
| Am. Indian or Alaskan Native | * | * | * | * | * | * | * | * | | |
| Asian or Pacific Islander | Met | Met | 100 | Met | Met | 100 | Met | 100 | | |
| Black, Non-Hispanic | Met | Met | 100 | Not Met | Met | 100 | * | * | | |
| Hispanic | Met | Met | 100 | Met | Met | 100 | * | * | | |
| Multiracial | Met | Met | 100 | Met | Met | 100 | * | * | | |
| White, Non-Hispanic | Met | Met | 100 | Met | Met | 100 | Met | 100 | | |
| Economic Disadvantage | Not Met | Not Met | 0 | Not Met | Not Met | 0 | Approaching | 72 | | |
| English Learner | Not Met | Not Met | 0 | Met | Not Met | 100 | * | * | | |
| Gifted | Not Met | Not Met | 0 | Met | Not Met | 100 | Met | 100 | | |
| Students with Disabilities | Met | Met | 100 | Not Met | Met | 100 | Met | 100 | | |

Equity Measure = 84.1%

Meeting the Achievement Goal: PI earned for the subgroup is greater than the goal or the gap is reduced by at least 10%

Approaching the Achievement Goal: Earn partial points using the formula $[\text{improvement}/\text{gap}] * 100$ when gap is reduced by less than 10%

Meeting the Growth Goal

One-year VA gain index score is greater than -1.0 for the subgroup

Points Earned

Earn up to 100 points for meeting either the achievement or growth goal, or partial points for approaching the achievement goal. A maximum of 100 points will be awarded per subgroup.

Meeting the Graduation Goal

Graduation rate earned for the subgroup is greater than the goal or if improvement is greater than the gap.

Approaching the Graduation Goal

Earn partial points using the formula $[\text{improvement}/\text{gap}] * 100$

Points Earned

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Meeting the English Learner Progress Goal

Subgroup performance is greater than the goal or the gap is reduced by at least 10%

Approaching the English Learner Progress Goal

Earn partial points using the formula $[\text{improvement}/\text{gap}] * 100$

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Graduation Rate

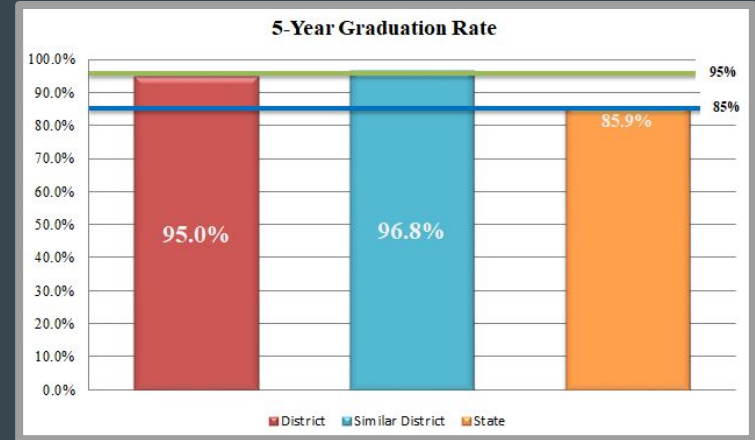
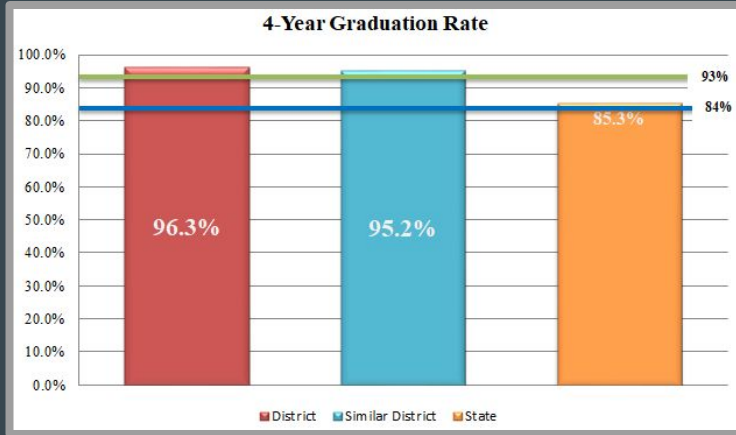
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| 5-Year Graduation | 95.0% | 3.2% | 1.8% |

District Mobility Rate = Low (4.7%)



Exceed



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Graduation Rate Component Notes.

- 1) **Measurement:** 4- and 5-year graduation rates.
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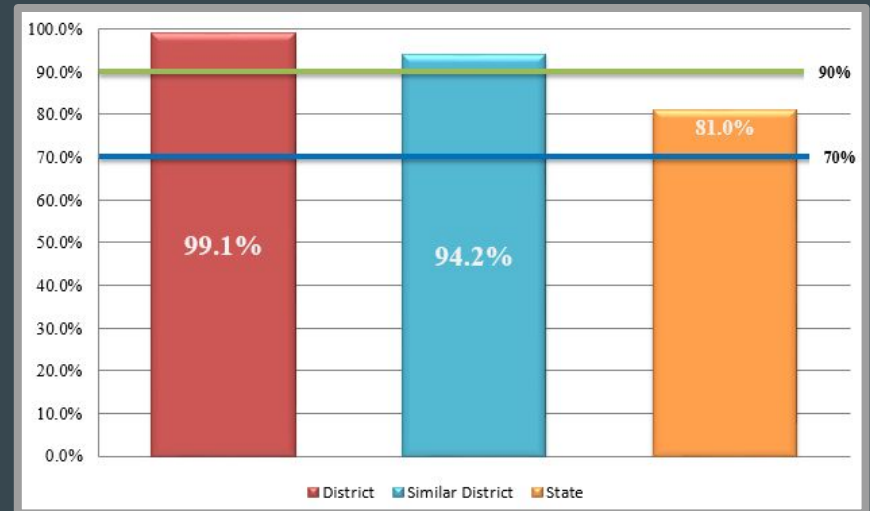
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| Description | 3rd Graders <i>Current Students</i> | | 3rd Graders <i>Attended District for all K-3</i> | |
|--------------------------------|--|-----------|---|-----------|
| | Student # | Student % | Student # | Student % |
| Met TGRG Pomotion Score | 313 | 99.1% | 307 | 99.7% |



Third Grade Reading Guarantee Notes.

- 1) **Measurement:** Percentage of 3rd graders that meet the promotion requirement from both the Ohio state test and alternative test.
 - a) The “exceed” standard is 90% or greater. The “met” standard is a rate of 70.0% to 89.9%. All scores below the “met” standard would be considered “not met”.
 - b) The 3-year trend arrow denotes if performance on the measure has increased, decreased, or remained flat based on a three-year look back on performance.
- 2) **Additional Considerations:** TGRG adjustments are as follows:
 - a) Change the name of the reporting category to “Third Grade Reading Guarantee” to accurately reflect what it is reporting.
 - b) Eliminate all previously reported components of this measure, excluding the TGRG promotion rate.
 - c) The promotion rate percentage of 3rd graders that attended the district for their entire K-3 experience is reported for informational purposes only.

Recommendations for Informational Components

Indicators - K to 2 Literacy - Prepared for Success

Indicators

Indicators

Indicators report the percent of students who have passed state tests, as well as a measure of chronic absenteeism.

| Third Grade | |
|-----------------------|-------|
| English Language Arts | 87.5% |
| Mathematics | 86.5% |

| Fourth Grade | |
|-----------------------|-------|
| English Language Arts | 78.4% |
| Mathematics | 88.0% |

| Fifth Grade | |
|-----------------------|-------|
| English Language Arts | 84.7% |
| Mathematics | 79.7% |
| Science | 78.5% |

| Sixth Grade | |
|-----------------------|-------|
| English Language Arts | 77.9% |
| Mathematics | 83.9% |

| Seventh Grade | |
|-----------------------|-------|
| English Language Arts | 85.6% |
| Mathematics | 75.8% |

| Eighth Grade | |
|-----------------------|-------|
| English Language Arts | 78.2% |
| Mathematics | 79.9% |
| Science | 87.6% |

| High School | |
|---------------------------|-------|
| English Language Arts I | 89.8% |
| English Language Arts II | 84.0% |
| Algebra I | 94.6% |
| Geometry | 81.9% |
| Biology | 87.6% |
| American US Government | 91.8% |
| American US History | 93.4% |
| EOC Improvement Indicator | 38.7% |

| Non-Test Indicators | |
|---------------------|------|
| Chronic Absenteeism | 8.0% |

Indicator Notes.

- 1) **Measurement:** Not applicable.
 - a) The reporting of “indicators” data is for informational/formative purposes only.
- 2) **Additional Considerations:** Indicator adjustments are as follows:
 - a) Relocate the gifted indicator to the Gap Closing component, which will still report Performance Index and Value Added data for students identified as gifted. Eliminate the “gifted inputs” portion of the gifted indicator.

K to 2 Literacy

Formerly “Improving At-Risk K-3 Readers”

K to 2 Literacy

K to 2 Literacy reports the percentage of students who are on-track to be successful readers by fourth grade. For the students that are not on-track, schools must provide supports for struggling readers in early grades through a Reading Improvement and Monitoring Plan. The program ensures that every struggling reader gets the support he or she needs to learn and achieve.

| Grade-Level | On-Track Readers | |
|----------------------------|------------------|-----------|
| | Student # | Student % |
| Readiness for Kindergarten | 293 | 52.3% |
| Kindergarten | 293 | 74.6% |
| First Grade | 308 | 80.4% |
| Second Grade | 298 | 83.2% |

K to 2 Literacy Notes.

- 1) **Measurement:** Not applicable.
 - a) The reporting of “K to 2 Literacy” data is for informational/formative purposes only.
- 2) **Additional Considerations:** K-2 Literacy adjustments are as follows:
 - a) Change the name of the reporting category to “K to 2 Literacy” to accurately reflect what it is being reported.
 - b) Report the percentage of students at each grade who are on-track to be successful readers by fourth grade. *Explore the feasibility of basing this measure on spring diagnostic versus fall data (or fall to spring growth).*
 - c) Eliminate all previously reported components of this measure detailing movement from remaining off-track to moving on-track.

Prepared for Success

How to structure the Prepared for Success component prescribed under division (C)(3)(f) of section 3302.03 of the Revised Code, including additional ways to earn points.

Eliminate All Reporting of the Measure

Overall “Grade”

If the overall grades should be a letter grade or some other rating system that clearly communicate the performance of school districts and other public schools to families and communities.

Overall Grade Notes.

- 1) **Measurement:** Overall grade based on the weighting of five component grades.
 - a) Each component grade of “Exceed” will be awarded 4-points, “Met” will be awarded 2-points, and “Not Met” will be awarded 0-points.
 - b) Achievement and Progress will be evenly weighted at 1.5.
 - c) Overall points earned based on the component weighting will equate to the “Overall Grade”.

| Component | Component Points | Component Weight | Weighted Points | Scale |
|-------------|------------------|------------------|------------------------|----------------------|
| Achievement | 4.0 | 1.5 | 6.0 | Exceed = 20.0 - 24.0 |
| Progress | 4.0 | 1.5 | 6.0 | Met = 9.0 - 19.0 |
| Gap Closing | 2.0 | 1.0 | 2.0 | Not Met = 0.0 - 8.0 |
| Graduation | 4.0 | 1.0 | 4.0 | |
| TGRG | 4.0 | 1.0 | 4.0 | |
| | | | Overall Points: | 22.0 |