



Using Ohio's School Report Cards to Inform Strategic Planning

Board Leadership Institute – April 2017

Ohio | Department of Education

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Today's Discussion

- ❖ Ohio School Report Cards
- ❖ Every Student Succeeds Act
- ❖ Strategic Continuous Improvement



Ohio School Report Cards

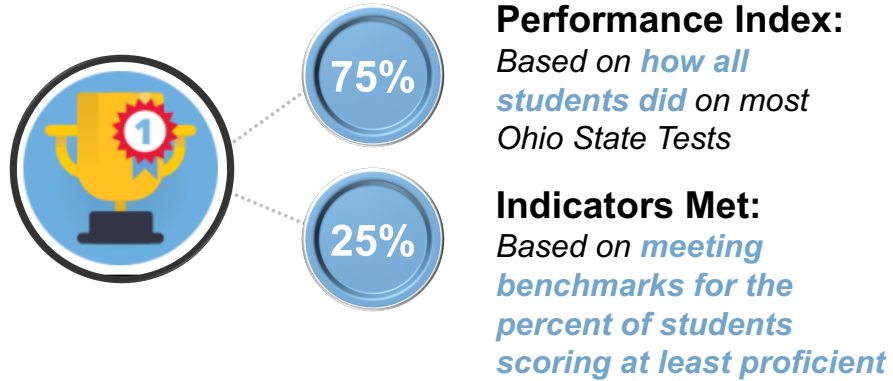
 <p>Achievement The Achievement component represents the number of students who passed the state tests and how well they performed on them.</p> <p>COMPONENT GRADE C</p> <p>Performance Index 78.3%..... C Indicators Met 64.5%..... D</p> <p>VIEW MORE DATA VIEW GIFTED DATA</p>	 <p>Progress The Progress component looks closely at the growth that all students are making based on their past performances.</p> <p>COMPONENT GRADE Not Rated</p> <p>Value-Added Overall..... NR Gifted..... NR Lowest 20% in Achievement..... NR Students with Disabilities..... NR</p> <p>VIEW MORE DATA</p>
 <p>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.</p> <p>COMPONENT GRADE F</p> <p>Annual Measurable Objectives 50.0%..... F</p> <p>VIEW MORE DATA</p>	 <p>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.</p> <p>COMPONENT GRADE B</p> <p>Graduation Rates 90.5% of students graduated in 4 years..... B 96.2% of students graduated in 5 years..... A</p> <p>VIEW MORE DATA</p>
 <p>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.</p> <p>COMPONENT GRADE D</p> <p>K-3 Literacy Improvement 35.4%..... D</p> <p>VIEW MORE DATA</p>	 <p>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.</p> <p>COMPONENT GRADE C</p> <p>VIEW DATA</p>

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Combining Components into an Overall Grade (2018)

- ❖ **Achievement – 20%**
- ❖ **Progress – 20%**
- ❖ **Prepared for Success – 15%**
- ❖ **Gap Closing – 15%**
- ❖ **Graduation Rate – 15%**
- ❖ **K-3 Literacy Improvement – 15%**

Achievement Component

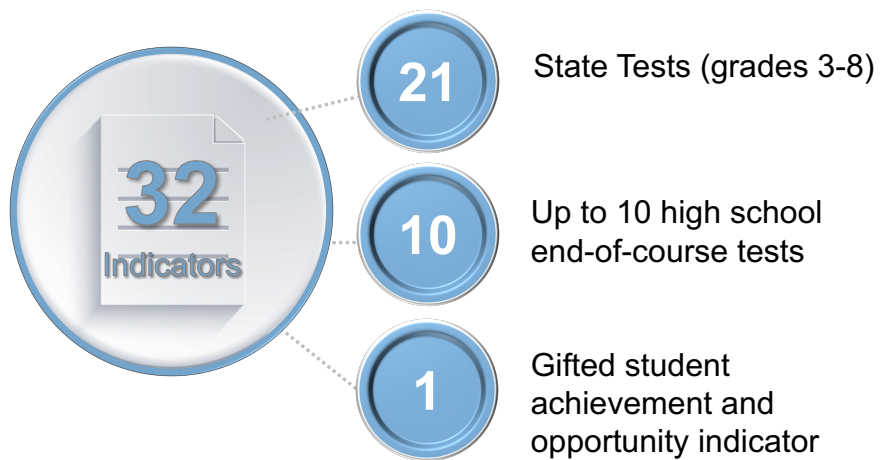


Achievement: Performance Index

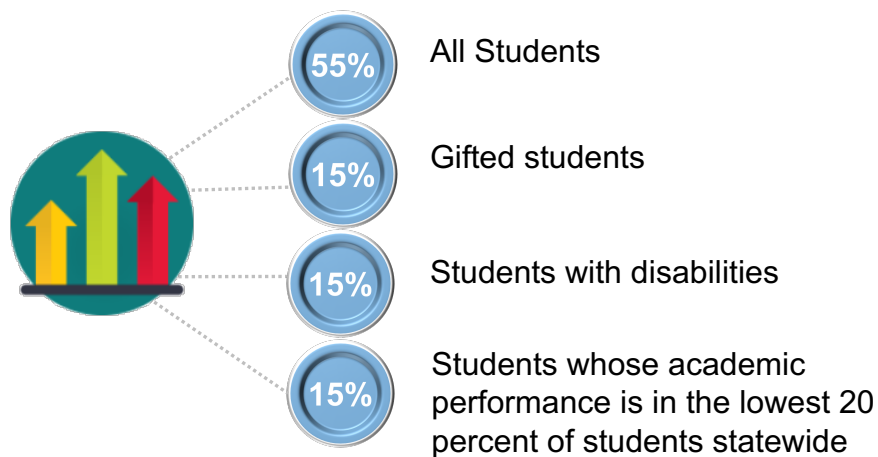


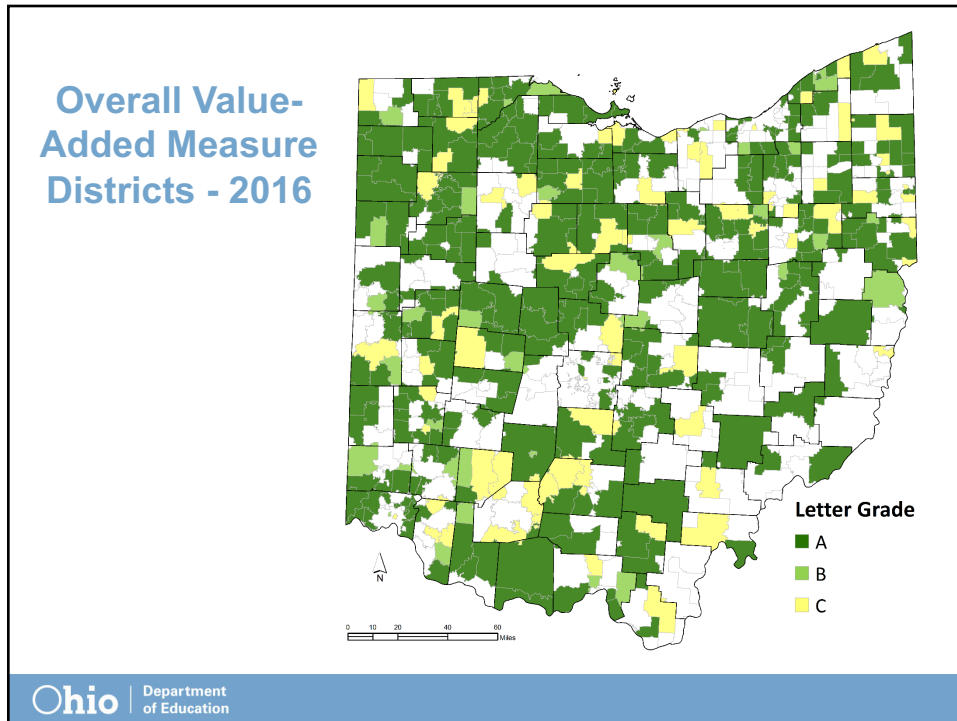
Achievement Level	Points
Advanced Plus	1.3
Advanced	1.2
Accelerated	1.1
Proficient	1.0
Basic	0.6
Limited	0.3
Untested	0.0

Achievement: Indicators Met



Progress Component





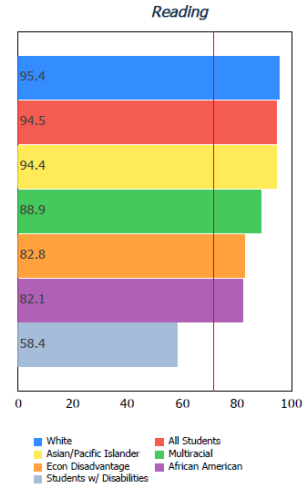
Gap Closing Component



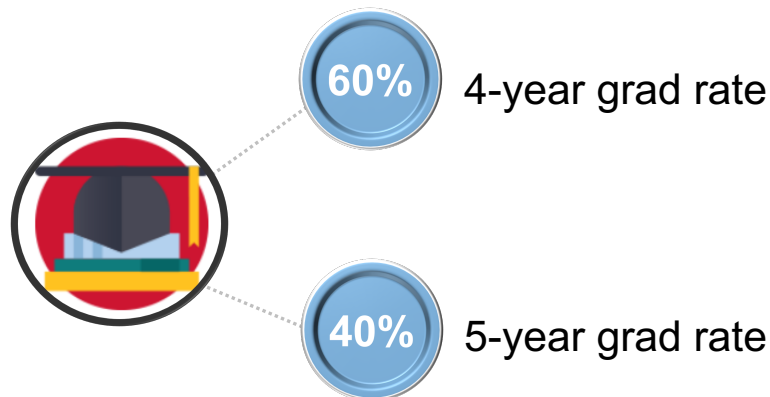
The Annual Measurable Objectives allows us to determine if **achievement gaps exist among student subgroups** by comparing the performance of specific groups of students against the collective performance of all students in Ohio.

Gap Closing Component

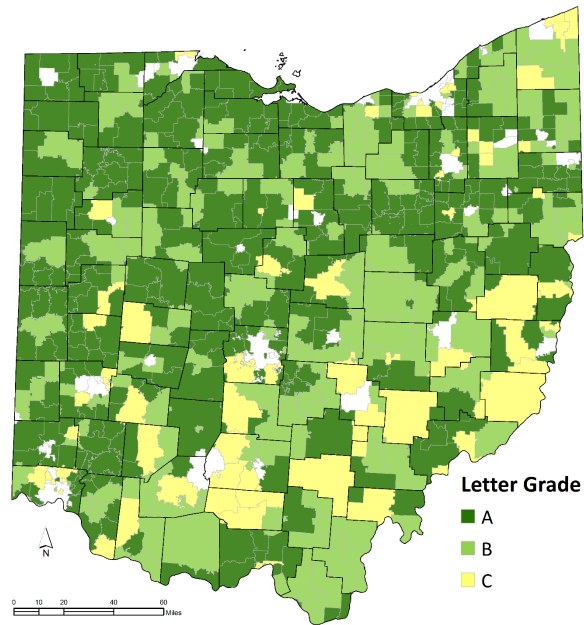
- Compares subgroup performance (10 groups) to “all students” group
- Annual Measurable Objective establishes target
- Points assigned based on progress; percent of points computed.



Graduation Component



Graduation Component Districts - 2016



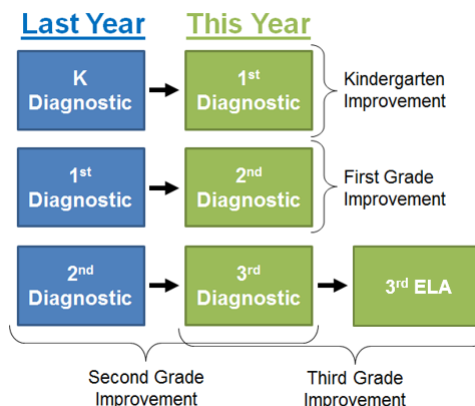
K-3 Literacy Component



This component looks at how well your school and district are working with **struggling** readers in kindergarten through grade 3.

K-3 Literacy Component

The K-3 Literacy Improvement Measure looks at how well schools and districts are helping students read on grade level.



Prepared for Success Component

Prepared for Success measures how “ready” students are for the path they choose after high school, whether it is a job, college or additional training in a technical field. The component also shows whether districts and schools are giving their students opportunities to take advanced courses and earn college credit.

How is a district's Prepared for Success letter grade calculated?

Add the total points the district earned on the six measures, then divide that number by the total number of students in the adjusted classes of 2014 and 2015. Here's what the Prepared for Success letter grade calculation looks like:

Points district earned¹ **762** = **76.2% or B**
 Students in adjusted classes of 2014 and 2015² **1,000**

2016 Prepared for Success Grading Scale

Grade	Range ³
A	85% - 100%
B	65% - 84.9%
C	54% - 64.9%
D	45% - 53.9%
F	0% - 54.9%

Prepared for Success Measures

- AP⁴ ADVANCED PLACEMENT TESTS
- CC⁵ COLLEGE CREDIT PLUS
- CE⁶ COLLEGE ENTRANCE EXAM MINIMUM BASIC SCORE
- HD⁷ HONORS DIPLOMA
- IC⁸ INDUSTRY RECOGNIZED CREDENTIAL
- IB⁹ INTERNATIONAL BACCALAUREATE TESTS

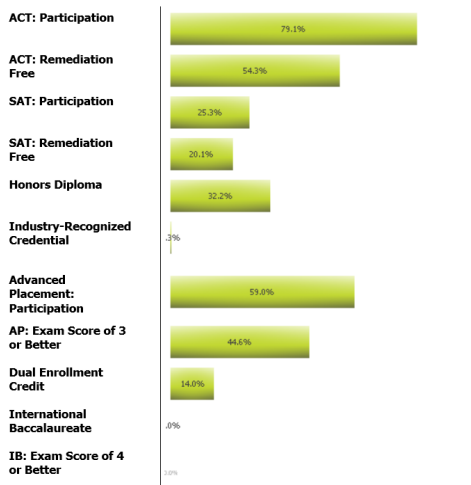
¹ Based on six measures.
² All students who started sixth grade the year ago (class of 2016) plus those who started sixth grade two years ago (class of 2015). Both numbers adjusted by adding students who moved into the district, and by subtracting those who moved out - since sixth grade began.
³ Scale between 2017 and again in 2018.
⁴ AP - Advanced Placement
⁵ CC - College Credit Plus
⁶ CE - College Entrance Exam Minimum Basic Score
⁷ HD - Honors Diploma
⁸ IC - Industry Recognized Credential
⁹ IB - International Baccalaureate

To learn more about Ohio School Report Cards, visit: education.ohio.gov

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Prepared for Success Component

How Prepared were Your 2014 and 2015 Graduating Classes?



Primary (1 point)

1. College Entrance Exam Remediation-free Score
2. Honors Diploma
3. Industry-Recognized Credential

Bonus (0.3 point)

1. Advanced Placement Tests
2. International Baccalaureate Tests
3. College Credit Plus



What will ESSA do?

- Replacement for NCLB and ESEA waivers.
- **ESSA started many conversations** that are not part of ESSA.
- Drives more, but not all, decisions to state and local level.

Department staff met with more than 70 organizations

1,500 participants at 10 regional meetings

Engaging 15,000 Ohioans to build a responsive plan

3,100 participants for 11 webinars

11,200 responses to online ESSA survey

Accountability System

ESSA Requires:

- Not less than one other state-set non-academic indicator of school quality or student success.
- Long term and interim improvement goals for all student subgroups.
- States must establish the minimum number of students (n-size) necessary for a subgroup to be included.
- States must implement a single, summative rating with at least 3 performance levels for schools and districts.

Accountability System

What we heard:

- There was stakeholder support for including report card measures that are not based on test scores.
- Incorporate a separate achievement indicator for students who re-take EOC tests.
- Clarify and improve K-3 literacy measure.
- Clarify / Revise Gap Closing and Value-Added.

Accountability System

Ohio's Proposal:

- Clarify “grade” definitions and provide detailed explanation of grading scale.
- Use parent surveys and focus groups to make report cards more user-friendly and understandable.
- Improve specific report card measures and components.
- We will use the overall A-F report card grade to meet the school and district summative rating.

Accountability System

Decision Point: An additional indicator of school quality will be added to the accountability system.

Chronic Absenteeism is the proposed indicator to measure student engagement.

School Improvement

ESSA requires identification for comprehensive support:

- The lowest-performing 5 percent of schools
- High schools struggling with graduation rates (4-year graduation rate is less than 67 percent).
- Schools struggling with gaps among subgroups.
- Identify schools based on 2017-2018 results.
- Maximum time period to demonstrate improvement 4 years.

School Improvement

What we heard:

- Stakeholders urged use of accountability measures on Ohio's Report Card (such as value-added) as gauges for continuous improvement – not as punitive labels.

Ohio's Proposal:

- Ohio will ensure that the criteria for identifying Priority, Focus and Watch schools fully aligns with the report card measures.
- Entrance and exit criteria will be understandable and clearly linked to improvement planning requirements.

Vulnerable Students

Improve supports, improve transitions and reduce barriers for:

- Students in foster care
- Homeless
- Military dependents
- Students involved in justice system
- Migrant students

Increased reporting of achievement for these student groups

Plan Submission and Next Steps

- The submission of the ESSA state plan is Sept. 18, 2017.
- Once submitted, the Department begins additional stakeholder outreach to explain provisions, answer questions and plan for implementation.
- This will also be the time to address any needed statutory changes.



Appropriate Use of Data

- ❖ Curriculum/Standards
- ❖ Program Review
- ❖ Instruction

All About Students

Healthy Conversations

- ❖ Curriculum and Instruction
- ❖ Bright Spots
- ❖ Opportunities for Improvement

Healthy Conversations

- ❖ Fit with Strategic Plan and District Initiatives
- ❖ Budget & Resource Supports
- ❖ H D W K

Additional Ideas

Board Retreat or Work Session:

- *Review each section of the Report Card (+/-)*
- *Discussion of points in above slides*
- *Annual Goals*
- *Performance of Superintendent*

Join the Conversation



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