

Ohio School Board Association
Black Caucus Regular Business Meeting
February 5, 2022

Meeting Minutes

The meeting was called to order by Brenda Kimble at 10:00 AM. She welcomed everyone and thanked Immediate Past-Chair Long for his service.

Quorum was established. The following members were present: Brenda Kimble, AL Long, Ebony Sizemore, Michelle Novak, Violetta Rhea, Anthony Gomez, Sally Green, Renda Cline, Benita Mudd, Brigitte Green, Jennifer Adair. The following members were absent: Stephen McQueen, Rosalind Moore.

Others present: Bobo (OSBA Liaison), McFarland (OSBA Liaison), Heard (OSBA President), Will Swartz (OSBA Legislative Director), Shelby Robertson (ODE)

The minutes from the October meeting were presented and reviewed. Motion to approve the minutes by Long, second by Novak. Voice vote take. Motion carried. Minutes were approved.

Ted Talk: Every Kid Needs a Champion

The group watched a Ted Talk centering on how black history is taught and should be taught in school through the perspective of a student.

Discussion: ODE State Report Card

Shelby Robertson from ODE presented on Ohio's School Report Card and Upcoming System Reforms. Two power points were provided to OSBA Staff with additional information. This content took 16 hours to present to the State Board of Education. ODE is always open to questions and comments about this material.

The State Board is establishing benchmarks, establishing components on rating structure, Gifted Performance Indicators, and Performance index.. The report card will have six components with star waiting and an overall rating. The achievement component will be based on the performance index.

One major change removes the indicator measure. It will be reported but not part of the rating. The index will adapt based on the performance across the state. Each year will take a look at how the state is performing, then create the top score based on the top 2% of performers for district and buildings. Will send more data on top performers.

Historically, there is a correlation between poverty and achievement rates. Progress looks at academic growth and adjusts for factors that impact education journey. One big change is to add a second step of data on how the growth rating is assigned. The expected growth based on a student's past performance, not necessarily the individual student, but the classroom, building, and district. The previous system looked at how confident ODE was that growth

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happened. But there was always the next question of how much growth was there. This second step adds a measure of confidence that there is more or actual growth with the higher number (effect size). See *chart*.

Two Steps to Categorization

- Step 1
 - Use the index value to determine if there is statistical evidence that the observed growth was indeed above or below the growth expectation
 - Use standard statistical thresholds for this determination. No different than the past
 - Every measure starts at 3 stars, and then either stays at 3, or moves to 2 or 4 at this step.
- Step 2
 - Use the effect size to determine if the magnitude of growth was large enough for
 - Schools and districts showing above expected growth to be considered 5 stars.
 - Schools and districts showing below expected growth to be considered 1 star.

Districts start at 3 stars and can go up when there is growth, or down when there is not. Growth and achievement are weighted equally in the overall score (about 28% of the rating). The second step allows for a greater distribution of schools.

Early Literacy measures reading improvement and proficiency for students in K-3. This was restructured based on a lot of stakeholder comments. Three measures now make up the component (see slide below):

Measures in Early Literacy Component

PROFICIENCY IN THIRD GRADE READING: The percent of students who score proficient or higher on the reading segment of the third grade Ohio State Test in English language arts. The reading segment of the test is scored from 16 – 86 points; and a score of 50 is equivalent to scoring proficient.

IMPROVING K – 3 LITERACY: This measure will be like the currently implemented measure by the Department in calculating whether a district or building is making progress in improving literacy for struggling readers in grades kindergarten through third grade. Unlike previous versions of the calculation, there will not be a deduction for students who do not score proficient and were not already on reading improvement and monitoring plans (RIMP). If a district or building has fewer than 10% of students score below grade level (i.e., not on-track) on the diagnostic assessment in kindergarten, then this measure will not factor into the component rating for the district or school.

PROMOTION TO FOURTH GRADE: The percent of students who are promoted to fourth grade and not subject to retention.

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All three go together to look at a broader picture of early literacy. Previously, if you had 10% for fewer K students score “not be on track” would not be measured on the report card. This remains the same, but would now increase the weight of the other two measurements.

ODE is trying to change the way they are informing stakeholders about the changes, including working with PTAs to make more parent friendly materials. They want to gear information to the right audience, at the right level. There are volunteer opportunities to help review information..

To better understand actual improvement, ODE is looking at their data differently. They need to look at it more nuanced. Districts can also use the district profiles to link initiatives they are working on to better tell their story.

The original proposal by the Board asked for recommendation on the previous system for cut scores. In a lot of cases, ODE had to adapt or adjust, for example Early Literacy. Not necessarily trying to reach a bell curve. The board has asked that 3 stars is proficiency, so in some circumstances it plays out like a bell curve. The cut scores won't change every year to make them look like a bell curve.

The Gap Closing has the following new components:

New Gap Closing Component

The Gap Closing Component now includes additional measures of performance and a new methodology based on updates to [Revised Code](#). The Gap Closing Component will reflect whether schools and districts meet the expected performance thresholds on:

- the gifted performance indicator;
- chronic absenteeism indicator;
- English learner proficiency improvement indicator;
- graduation goals for student subgroups;
- academic achievement in English language arts and math for student subgroups;
- and,
- academic progress (i.e., growth) in English language arts and math for student subgroups.

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The following are the possible scores:

Proposed Component Point Assignments for Measures/Indicators		
Measure/Indicator	Details	Possible Points
Gifted Performance Indicator	Gifted Performance Index	5
	Gifted Progress (Growth)	5
	Gifted Identification and Services	5
Chronic Absenteeism Indicator	Meet annual goal or show improvement from prior year	5
English Learner Proficiency Improvement Indicator	Meet annual goal or show improvement from prior year; English learners' performance on OELPA	5
Graduation	Meet annual goal; at individual subgroup level	10
English Language Arts – Achievement	Meet annual goal; at individual subgroup level	10
English Language Arts – Progress (Growth)	Meet annual goal; at individual subgroup level	10
Mathematics – Achievement	Meet annual goal; at individual subgroup level	10
Mathematics – Progress (Growth)	Meet annual goal; at individual subgroup level	10
Total Possible:		75

Keep in mind, this measure adapts to the district's student population. This section will be under review in the next year. Additionally, a district could previously earn partial points, but now it will be a meet or does not meet metric. Also ODE will be using pre-pandemic data, and knows it must be adapted for long term and annual goals based on the last few years.

For the gifted indicator, districts can now earn points for each piece within the measurements– a percentage of the max points.. Again, a 3 star would be proficient.

Proposal: Gifted Performance Index

The Gifted Performance Index Score (Gifted PI Score) will use the same calculation rules as the regular Performance Index Score, including applicable tests as required in Ohio Revised Code. The index will be calculated using a new 'max score' approach like the regular Performance Index calculation.

The thresholds will increase over three years:

- A. In 2021-2022, buildings must **earn at least 95% of the possible Index points** using the Gifted Building Level Max Score. In 2021-2022, districts must earn at least 95% of the possible Index points using the Gifted District Level Max Score.
- B. In 2022-2023, buildings must **earn at least 96.5% of the possible Index points** using the Gifted Building Level Max Score. In 2022-2023, districts must earn at least 96.5% of the possible Index points using the Gifted District Level Max Score.
- C. In 2023-2024, buildings must **earn at least 97.5% of the possible Index points** using the Gifted Building Level Max Score. In 2023-2024, districts must earn at least 97.5% of the possible Index points using the Gifted District Level Max Score.

One new score will be about increased representation in the gifted program, as directed by the district's student population. You are only scored on groups your district has.

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Proposal: Gifted Identification and Services

Points are awarded on the Gifted Identification and Services point matrix based on the identification of, and service provided to, gifted students.

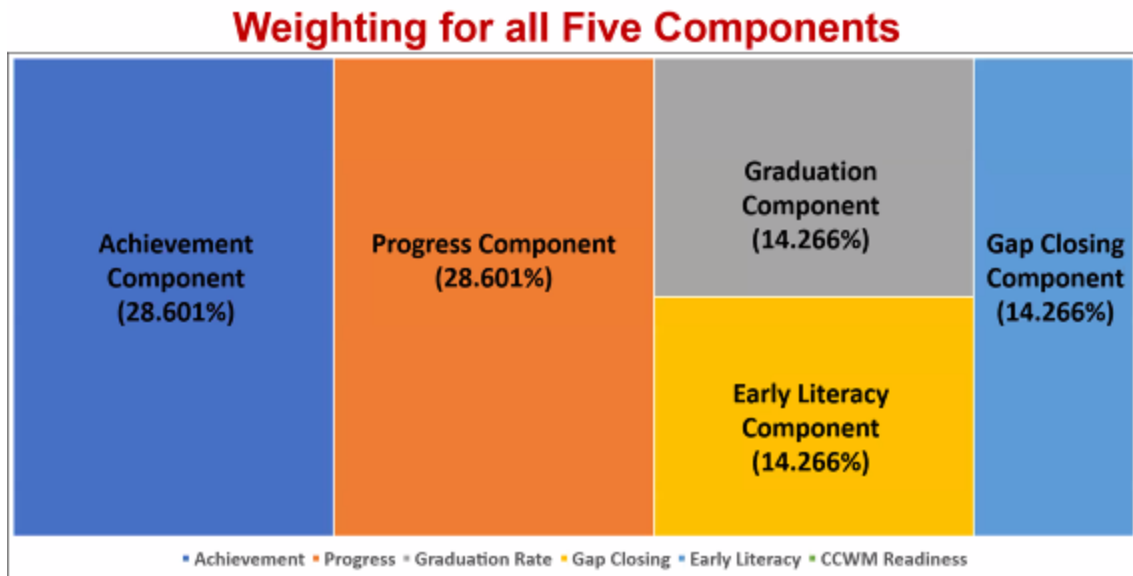
Districts have 16 separate percentages that could factor into their total points on the matrix. Schools have 8 separate percentages that could factor into their total points on the matrix.

The Gifted Identification and Services point matrix has a total of 140 points; however, each school and districts' total possible points is based on applicable categories based on total enrollment and that of specific student subgroups.

Graduation measurement is similar to what it used to be, including the scoring of the 4 and 5 year cohorts. There is a rule in the law that says you can't have more than 50% of the districts in the rating, so the cut score had to change.

The college, career, workforce, and military readiness component will not be rated for the next three years. ODE will start reporting details and collecting data now. It will be a three year transition.

The overall weighting will look as follows (achievement and progress must equal):



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The higher your performance the higher your rating. So actual improvement will now show up in the rating. Scores will now be points, not percentages. There will also be half stars for the overall score. 2022-2023 will be the first time for the overall rating. The cut scores are below.

Proposed Cut Scores (Points)

Rating	Range
5 Star	Greater than or equal to 4.125 Points
4 ½ Star	From 3.625 to less than 4.125 Points
4 Star	From 3.125 to less than 3.625 Points
3 ½ Star	From 2.625 to less than 3.125 Points
3 Star	From 2.125 to less than 2.625 Points
2 ½ Star	From 1.625 to less than 2.125 Points
2 Star	From 1.125 to less than 1.625 Points
1 ½ Star	From 0.563 to less than 1.125 Points
1 Star	Less than 0.563 Points

The first rules are out for public comment. Comment closes on Feb 9 and 11. The committee will meet on Feb 14 to review all of the comments. It would go to the State Board in March. The law requires this all to be passed by the 31st.

Public Comment on Administrative Code

<https://education.ohio.gov/About/Ohio-Administrative-Code-OAC-Rule-Comments>

Rules Posted until Wed. Feb 9 th	Rules Posted until Friday Feb. 11 th
3301-28-03 – Achievement Component	3301-28-01 – Definitions
3301-28-05 – Graduation Component	3301-28-04 – Gifted Performance Indicator
3301-28-08 – College, Career, Workforce & Military Readiness Component	3301-28-06 – Progress Component
3301-28-02 – Gap Closing Component	3301-28-10 – School and District Ratings
3301-28-07 – Early Literacy Component	
3301-28-09 – Other graded components (rescind)	

Schools will be notified as soon as possible after the Board approves the changes. Conversation will continue throughout the spring and summer. ODE will also have to revise the Federal Plan based on this. It will require more public comment.

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Will Schwartz, OSBA Deputy Director of Legislative Services, recommended that school boards talk to their legislators about changes and concerns with the report card.

Discussion: House Bill 70

Will Schwartz from OSBA presented on HB 70. Any district that has an “F” for three years will be subject to academic distress commission. The law requires the reading of the old and new laws together, so now a rating of less than 2 Star is an F. A district can transition out if they get a C or three stars or higher. During the transition period, the clock gets reset if the district gets an F or lower than 2 stars. A chart from the legislative service commission will be shared that looks at the old letter grade and star system.

During the pandemic, there was a safe harbor for 19-20 and 20-21 when ODE could not issue ratings or overall grades. There is a hold harmless for ADCs as well. For sanctions and penalties going forward, there was no safe harbor and past data will still be used.

The state budget bill created an exit path to the three named ADC districts. The law does not apply to any other districts or future ADC districts.

Now What? Lawmakers like the ADC as an accountability tool to ensure districts do not fail. But there can be improvements made to processes for eligibility and exit strategy. Look at the policy document from ODE on the policy challenges on reform.

The 2025 report card may be the first time ADCs could come up again. There will be audits on the currency ADC districts. Some lawmakers have requested the Auditor to perform those now, the Auditor wants to wait for the new report card.

Will asked for help to continue the conversation around ADCs with lawmakers.

Organizational Business

Election of Chair - Elect and Secretary

Adair nominated by Gomez as Chair-Elect. Second by Long. Adair accepted the nomination. Gomez motioned to close nomination and to cast unanimous vote for Adair as Chair-Elect. Roll call was taken. All members present voted “yes”. Motion passed.

Gomez nominated by Long as Secretary. Second by Sizemore. Gomez accepted the nomination. Long motioned to close nomination and to cast unanimous vote for Gomez as Secretary. Roll call was taken. All members present voted “yes”. Motion passed.

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Old Business

I. Review of Meeting Dates

The following dates for business meetings have been approved::

- 2/5/2022
- 4/16/2022 (includes scholarship review)
- 6/25/2022
- 10/1/2022

II. Leo Lucas Scholarship Update

Bobo reported that there is 5457.32 dollar balance. This will cover the 2022 and 2023 scholarship. Going forward the foundation will only contribute 500 dollars each year. We will need to raise funds to cover 2000 each year. Can donate to the scholarship fund through the entire year by credit card or paypal.

The dinner raised 800 dollars. OBSA broke even on this event. Novak suggested that we may want to consider a higher fee for people to attend. Bobo said that last year we paid for a speaker, which was a cost that normally doesn't happen. Would be hesitant to raise the price point.

Cline reminded everyone that the ticket price does not go directly to the scholarship. So donating is really the best way to generate funds. She also said this event is the highest price of all the conference events. Maybe we should bring the ticket down to get more participation.

There will be a required training on fundraising for all executive members.

The portal for applications for students opened about 2 weeks ago. Applications are coming in. The Chair-Elect will lead the effort on scholarship.

April 16 tentative date for scholarship review. The review will probably be conducted virtually, like last year.

III. Old Business

Sally Green reported that she made a presentation to the NE executive committee on decreasing individual gaps.

IV. New Business

- Executive Committee Updates
 - Everyone is required to attend meetings.
 - Hoping the new appointments will be finalized next week and new members will be joining us.
 - Bobo will send a list of terms out to executive committee members.

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- Professional Development
 - During the April meeting will have professional development on Vouchers.
 - Announcement of State House Black history month events.
 - We will be doing PD at the Capital Conference. Submission deadline is March 1. Kimble asked for any ideas or feedback to be submitted to her in the next week.
- Committee Projects
 - Select any issue, project, or good news report that you are currently working on in your district to share with the executive committee
- OBSA Town Halls
 - Kathy McFarland announced that they are bringing the town hall meetings back. The first one will be a legislative update on February 22 from 5:30-7:30pm. Will have additional ones coming.

Novak motioned for adjournment, second by S. Green. Kimble closed the meeting without objection at 11:43am.

The meeting concluded.

*Recorded and Submitted by
Jennifer Adair, Black Caucus Secretary
Columbus City Schools*