Report Card Study Committee

November 6, 2019

Welcome and Introductions

2

Review of Committee Structure

Review of Committee Structure

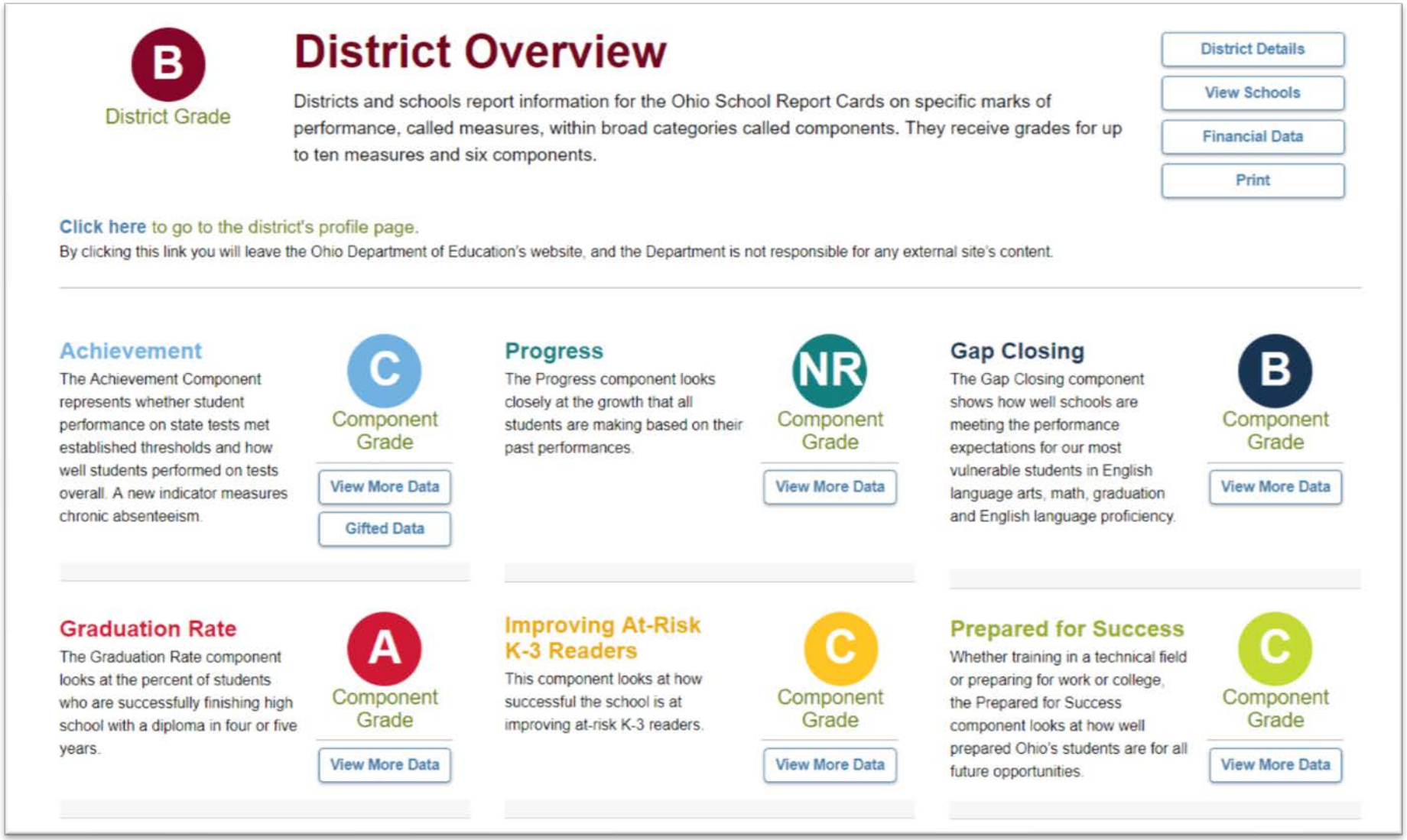
- Elect a chairperson
- Review House Bill 166 Statutory Scope of Committee

Overview of Accountability Systems

Accountability System Matrix

The printed handout includes a comparison matrix of federal requirements, state requirements and state system.

2019 Ohio School Report Cards



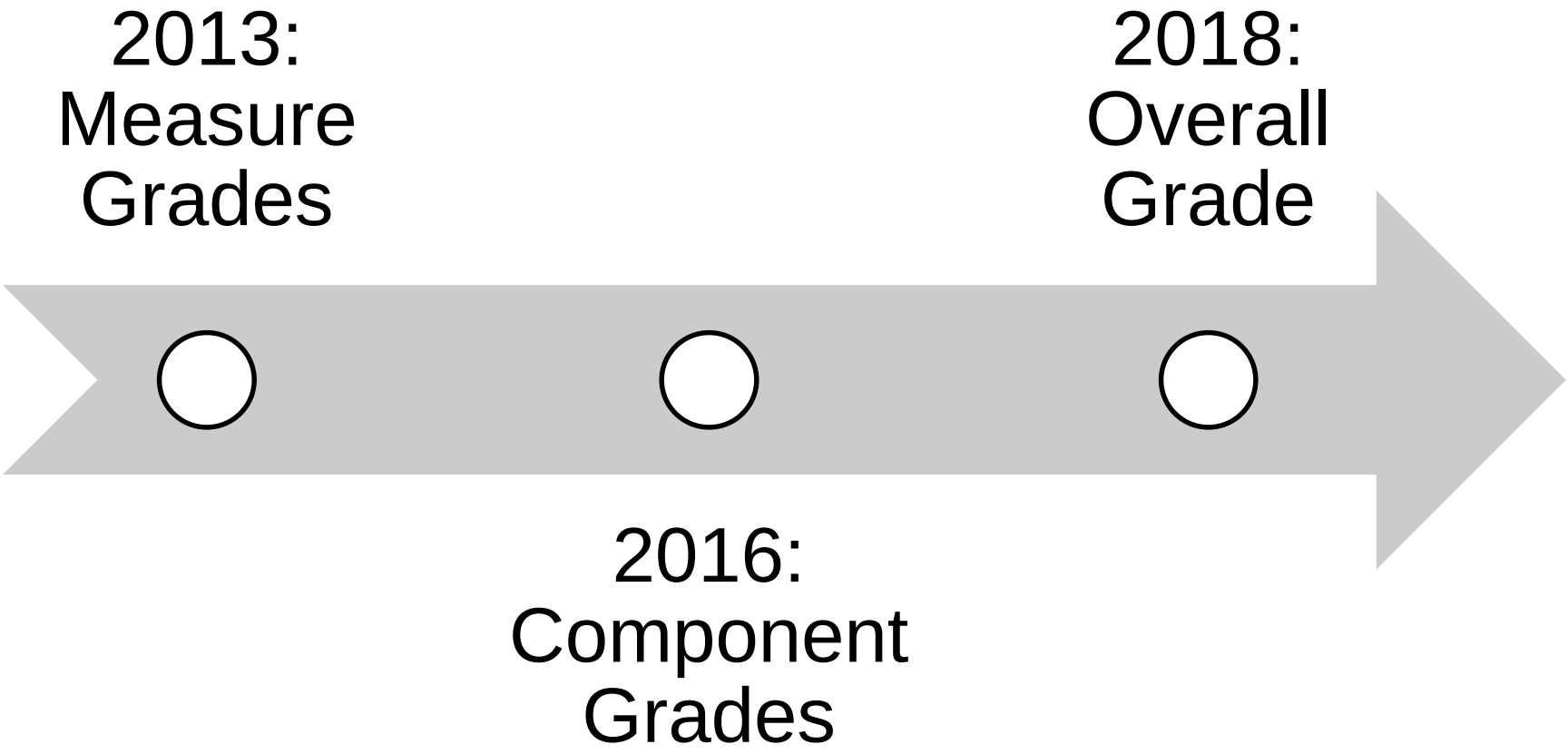
Overall Summative Grade

State Rating Systems in ESSA

A – F Ratings	= 13 states
Index Ratings	= 12 states
Descriptive Ratings	= 11 states
Support Labels	= 6 states
1 – 5 Stars Rating	= 4 states + D.C

May 2018: https://www.ecs.org/50-state-comparison-states-school-accountability-systems/

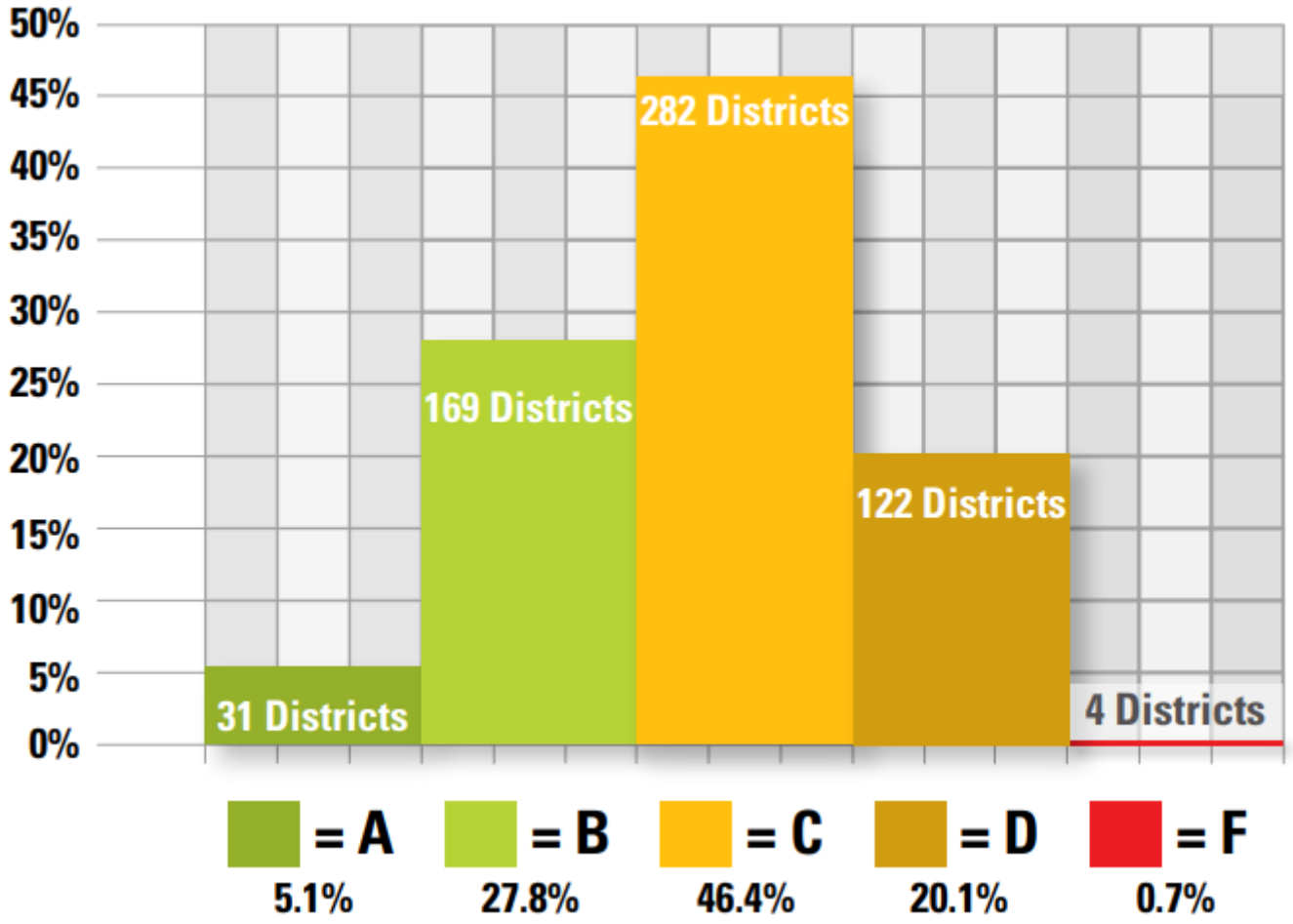
Ohio's A – F Rating System



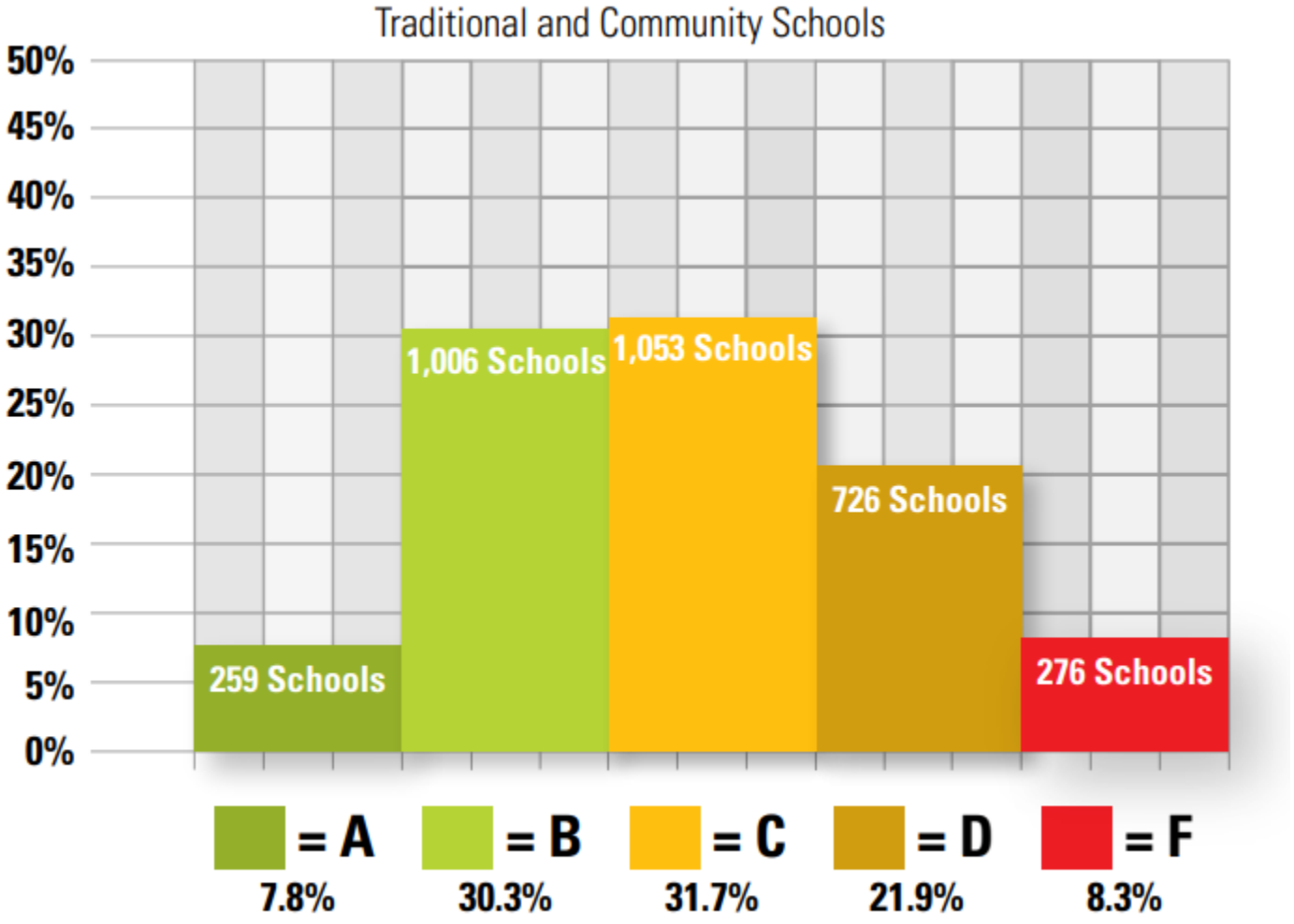
Weighting for Overall Grade

20%	• Achievement
20%	• Progress
15%	• K-3 Literacy
15%	• Gap Closing
15%	• Graduation
15%	• Prepared for Success

2019 Overall Grade – Districts**



2019 Overall Grade – Schools**



Achievement Component

Achievement Component

1. Performance Index measures the **achievement of every student**, not just whether or not they reach "proficient."

2. Indicators Met measures student performance on state tests. The measure is based on a series of up to 23 state tests that measure the **percent of students proficient or higher** in a grade and subject; and the percent meeting a threshold for 3 additional indicators.

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

- Measures achievement of every student
- Districts and schools receive points for every student's level of achievement

Achievement: Indicators Met

Fifth Grade		
English Language Arts	92.4%	✓
Mathematics	76.3%	✗
Science	87.8%	✓
Sixth Grade		
English Language Arts	75.0%	✗
Mathematics	84.3%	✓

In 2019, there are a total of **up to 26* indicators.**

The threshold needed to “meet” test-based indicators is **80%.**

Additional indicators include Gifted Indicator, End of Course Improvement Indicator and Chronic Absenteeism.

Achievement: Indicators Met

Grade 3 Math	Grade 3 English language arts (ELA)	
Grade 4 Math	Grade 4 English language arts (ELA)	
Grade 5 Math	Grade 5 English language arts (ELA)	
Grade 6 Math	Grade 6 English language arts (ELA)	
Grade 7 Math	Grade 7 English language arts (ELA)	
Grade 8 Math	Grade 8 English language arts (ELA)	
Grade 5 Science	English language arts (ELA) I	
Grade 8 Science	English language arts (ELA) II	
Algebra I	Biology	
Geometry	American History	
Integrated Math I	American Government	
Integrated Math II		
Gifted Indicator	EOC Improvement Indicator	Chronic Absenteeism

Additional Indicators

Chronic Absenteeism Improvement

The Chronic Absenteeism Improvement Indicator is included in the Indicators Met measure within the **Academic Achievement Component**.

Districts and schools will meet the indicator if they meet the established threshold or show improvement from the previous year.

Gifted Indicator

The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

- **Gifted Value Added**: Earn ‘C’ or better
- **Gifted Performance Index:** Score 117 or better
- **Gifted Inputs:** Must earn at least 80 points

EOC Improvement Indicator

1. Algebra I
2. Biology
3. English I
4. English II
5. Geometry
6. Government
7. History
8. (Integrated Math I)
9. (Integrated Math II)

#1 – 9 would include first time test-takers scoring proficient or higher.

10. EOC Improvement indicator

#10 would include EOC retakes that initially scored 1 or 2, and improved at least one level.

Progress Component

Why is student growth important?

Achievement only tells part of the story

All students can show growth

Progress Component

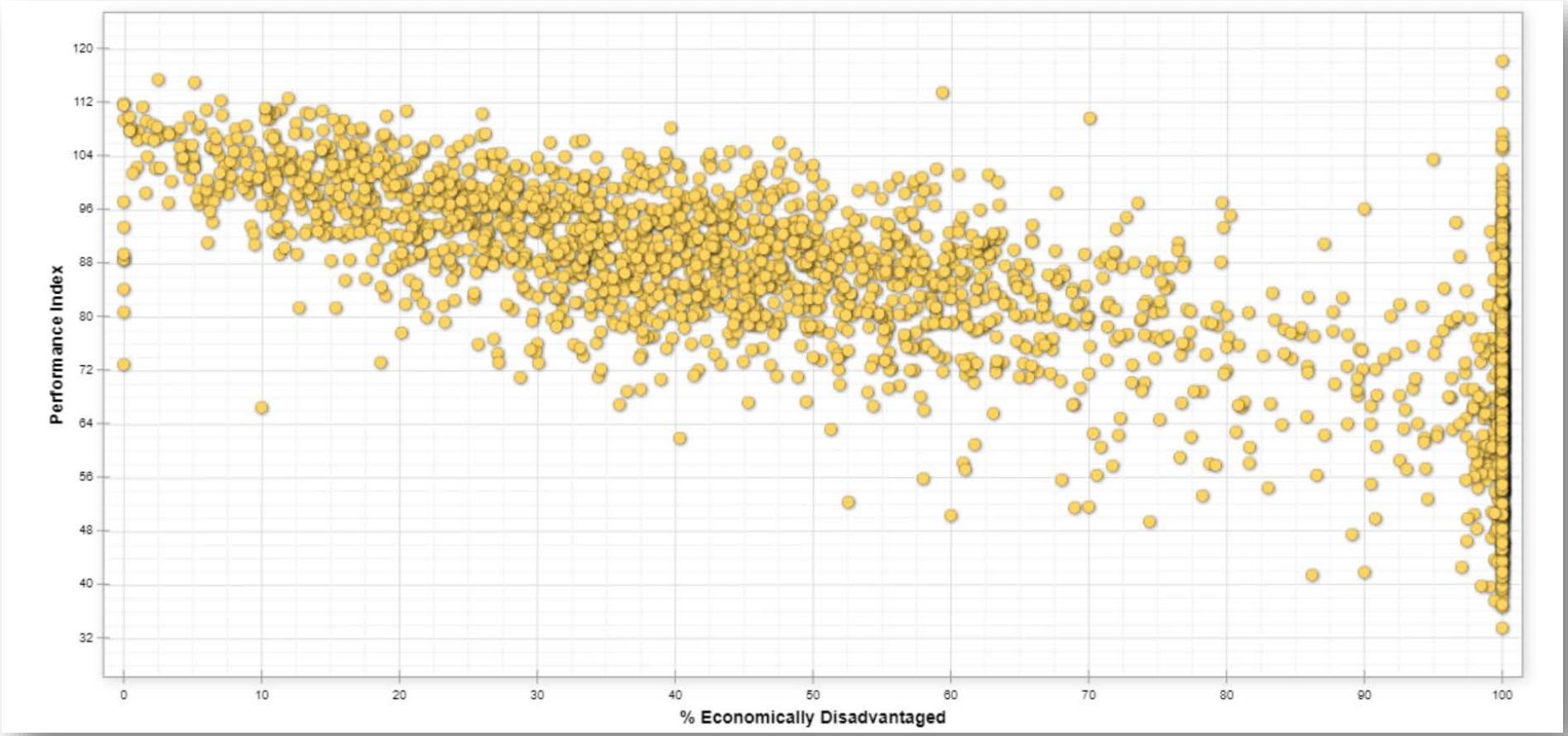
Not all children start at the same place with their learning, but every student should learn and grow throughout the school year. Progress looks closely at the growth all students are making based on their past state test performances.

Component Weighting:

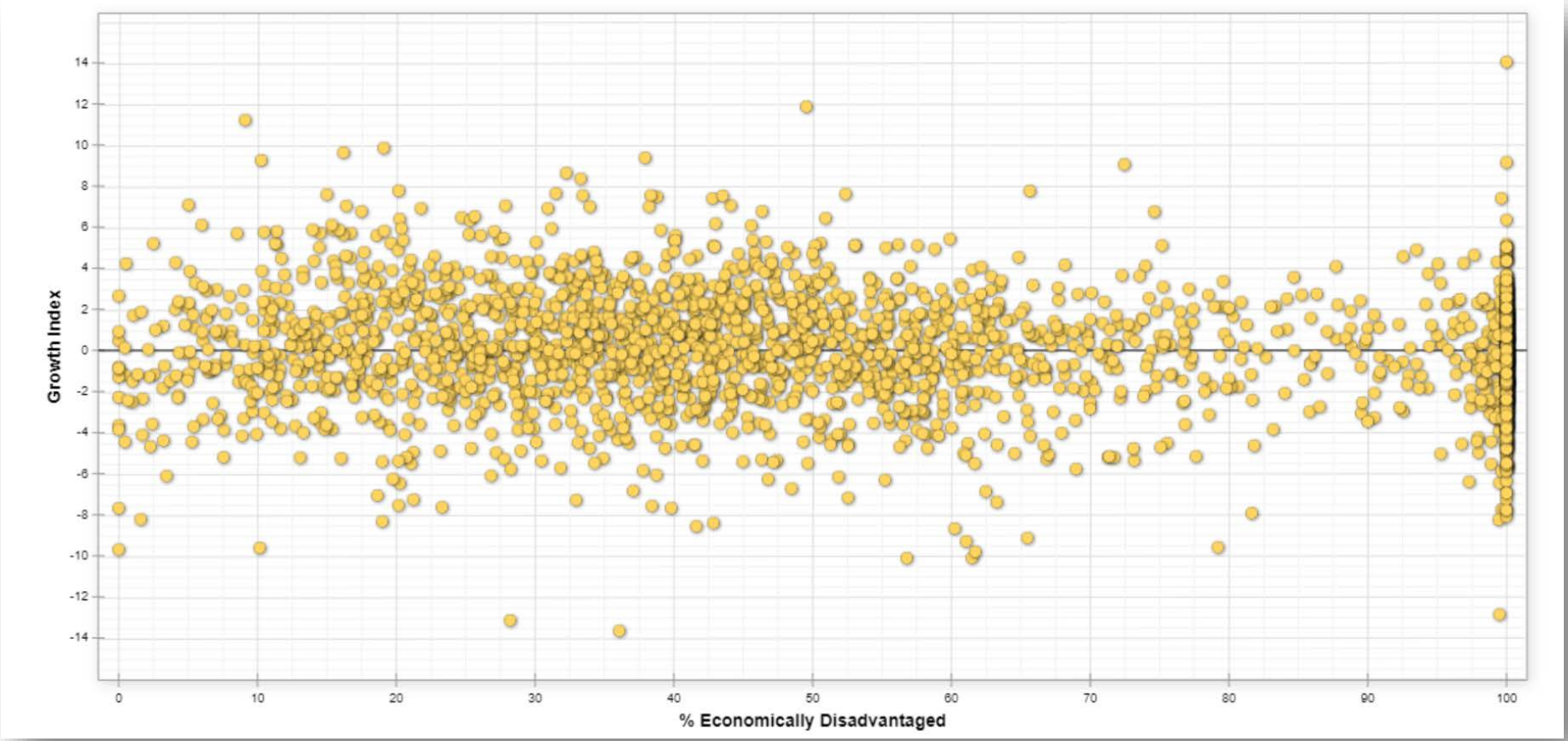
Overall (All Students) – 55%
Gifted Students – 15%
Students with Disabilities – 15%
Students in the Lowest 20% in Achievement – 15%

Achievement Only Tells Part of the Story

Relationship Between Achievement and Poverty



All Schools Can Show Growth



Value-Added in Ohio

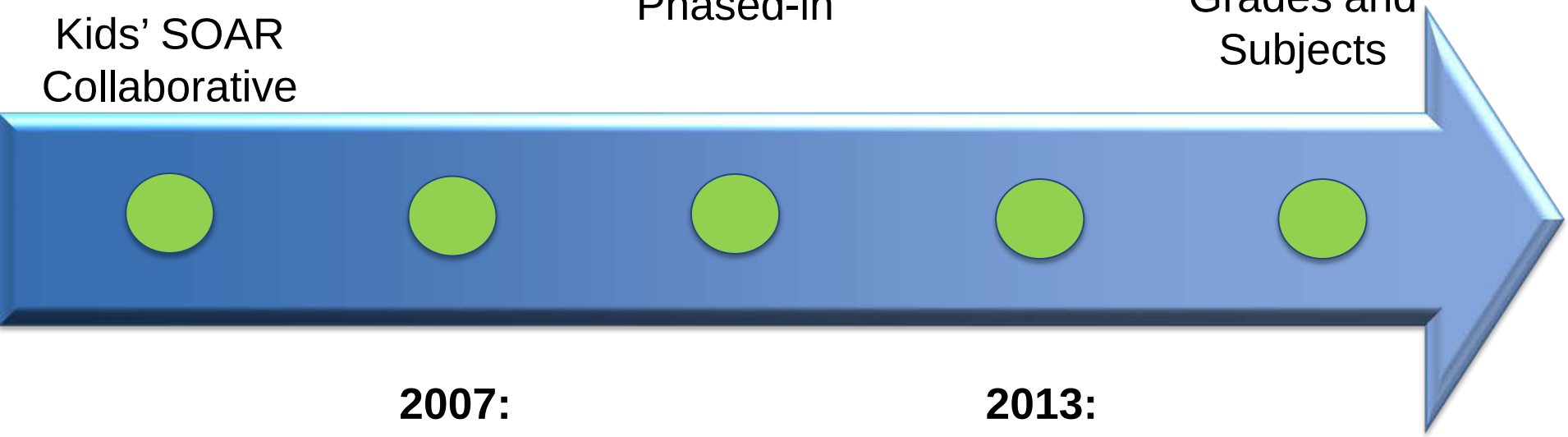
2002:
Battelle for Kids' SOAR Collaborative

2007:
Value-Added on School and District Report Cards

2011:
Teacher Reports Phased-in

2013:
A-F Report Card first published

2016:
Additional Grades and Subjects



Regional Data Leads

Building on existing regional network, Education Service Center (ESC) staff received training and are now providing supports to districts.

Gap Closing Component

Gap Closing information is fundamental to driving equitable outcomes for all students.

Gap Closing Component

This calculation is **a fairer measure that is more sensitive to improvement** and will capture the work districts do to help students achieve beyond the minimum level needed to reach the proficient range.

What gets calculated?

Each applicable subgroup of students in each of the three areas listed below:

ELA:

1. All Students
2. American Indian/Alaskan Native
3. Asian/Pacific Islander
4. Black, Non-Hispanic
5. Hispanic
6. Multiracial
7. White, Non-Hispanic
8. Economically Disadvantaged
9. Students with disabilities
10. English learners

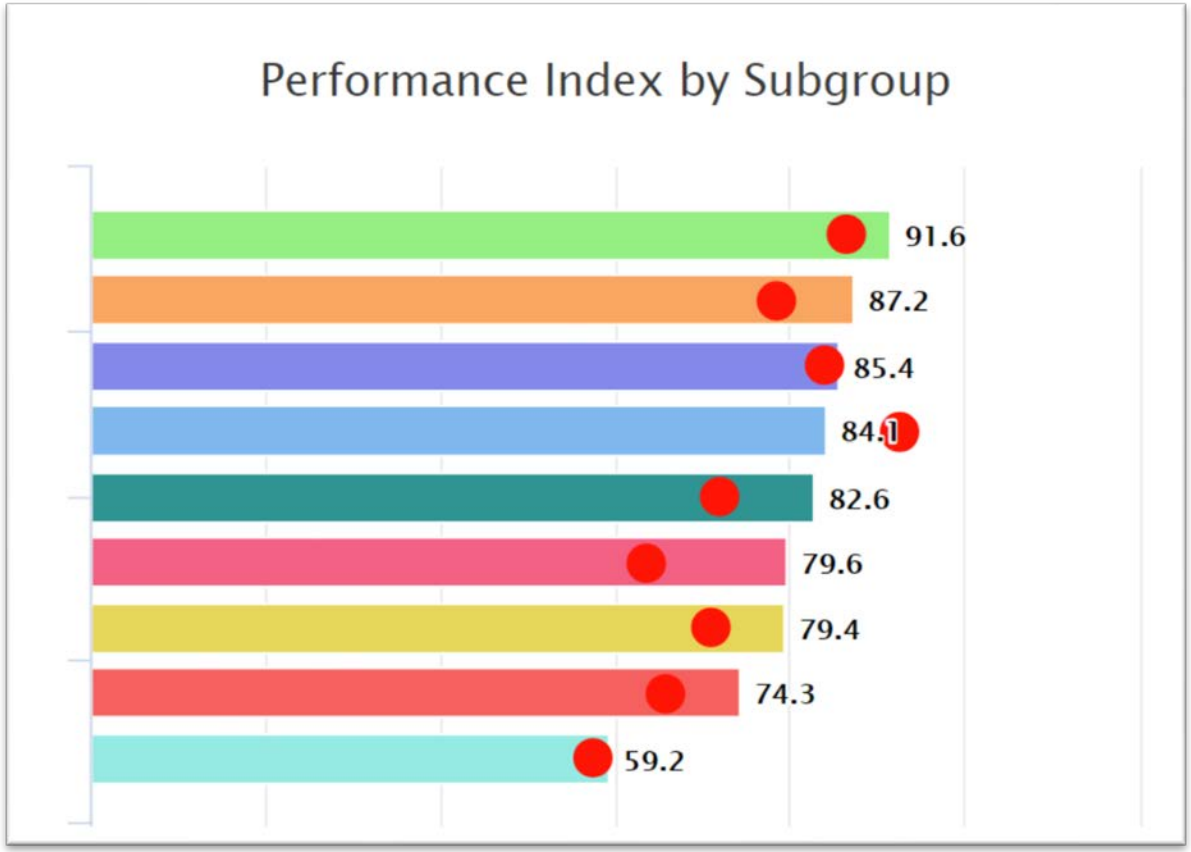
Mathematics:

1. All Students
2. American Indian/Alaskan Native
3. Asian/Pacific Islander
4. Black, Non-Hispanic
5. Hispanic
6. Multiracial
7. White, Non-Hispanic
8. Economically Disadvantaged
9. Students with disabilities
10. English learners

Graduation:

1. All Students
2. American Indian/Alaskan Native
3. Asian/Pacific Islander
4. Black, Non-Hispanic
5. Hispanic
6. Multiracial
7. White, Non-Hispanic
8. Economically Disadvantaged
9. Students with disabilities
10. English learners

Subgroup Goals for Performance Index



Ohio's ESSA State Plan: Appendix A – Long Term Goals

Measuring Gap Closing

For every subgroup, multiple opportunities to earn credit:

1. Did you meet the target? OR
2. Did you close the gap from prior year? OR
3. Did you meet growth expectations?

ELP Improvement Measure

English language proficiency improvement measure is included in the Gap Closing Component.

Schools and districts will receive points by:

- ***Meeting or exceeding*** *the established threshold;*
- *or* ***showing improvement*** *from the previous year.*

Gap Closing Component

The preliminary grade is calculated as an average of the four sub-component grades:

English language arts:	25%
Mathematics:	25%
Graduation:	25%
ELP Improvement:	25%

Improving At-Risk K-3 Readers

Improving At-Risk K-3 Readers

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

Improving At-Risk K-3 Readers

Of the students who were not-on-track in previous year, the students who are now on-track in the current year

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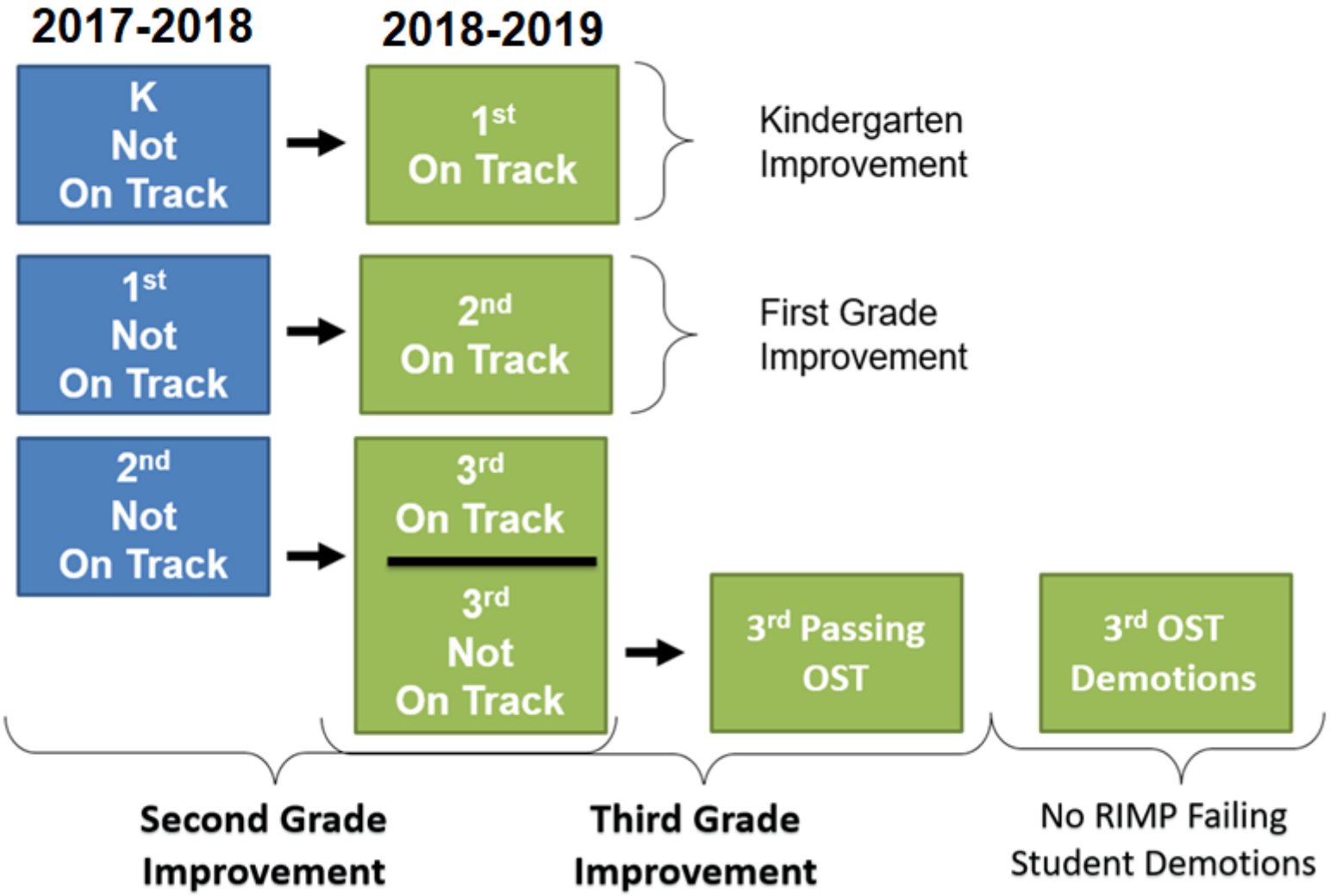
Number of students in the previous year that were not-on-track

Improving At-Risk K-3 Readers



Graduation Rate Component

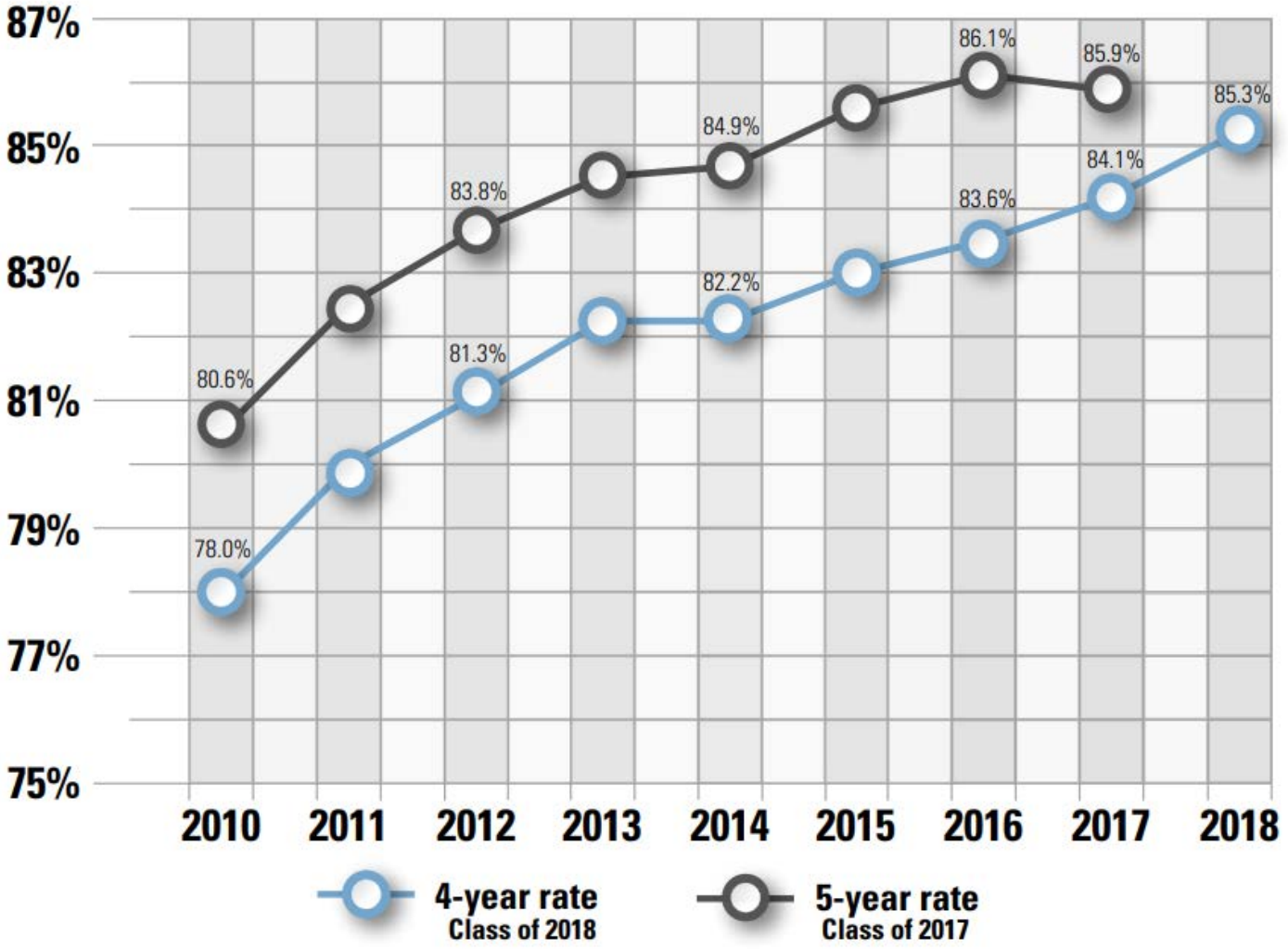
Graduation Rate Component

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 Weighting:

- 4-year Graduation Rate – 60%
- 5-year Graduation Rate – 40%

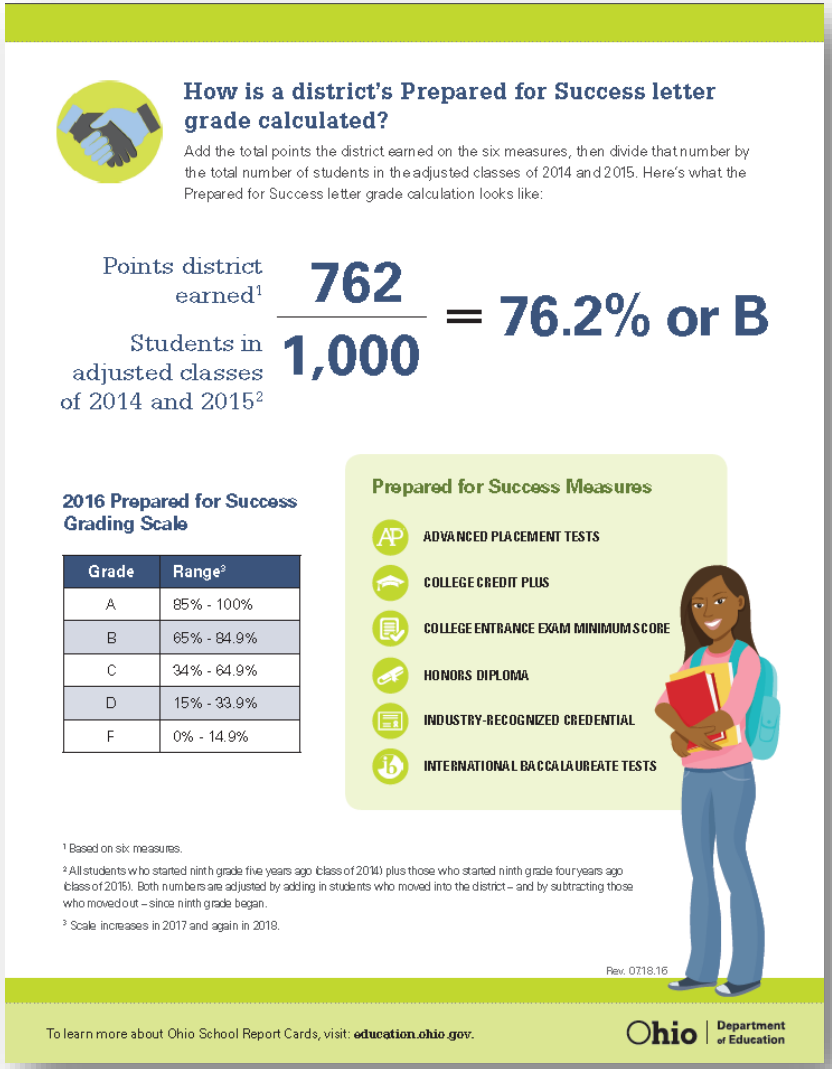
Graduation Rate Trends



Prepared for Success Component

Prepared for Success

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.



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 earned[1] / Students in adjusted classes of 2014 and 2015[2] = 762 / 1,000 = 76.2% or B

2016 Prepared for Success Grading Scale

Grade	Range[3]
A	85% - 100%
B	65% - 84.9%
C	34% - 64.9%
D	15% - 33.9%
F	0% - 14.9%

Prepared for Success Measures

- ADVANCED PLACEMENT TESTS
- COLLEGE CREDIT PLUS
- COLLEGE ENTRANCE EXAM MINIMUM SCORE
- HONORS DIPLOMA
- INDUSTRY-RECOGNIZED CREDENTIAL
- INTERNATIONAL BACCALAUREATE TESTS

[1] Based on six measures.

[2] All students who started ninth grade five years ago (class of 2014) plus those who started ninth grade four years ago (class of 2015). Both numbers are adjusted by adding in students who moved into the district – and by subtracting those who moved out – since ninth grade began.

[3] Scale increases in 2017 and again in 2018.

Rev. 0718.16

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

Ohio | Department of Education

Prepared for Success

Primary (1 point)

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

Bonus (0.3 point)

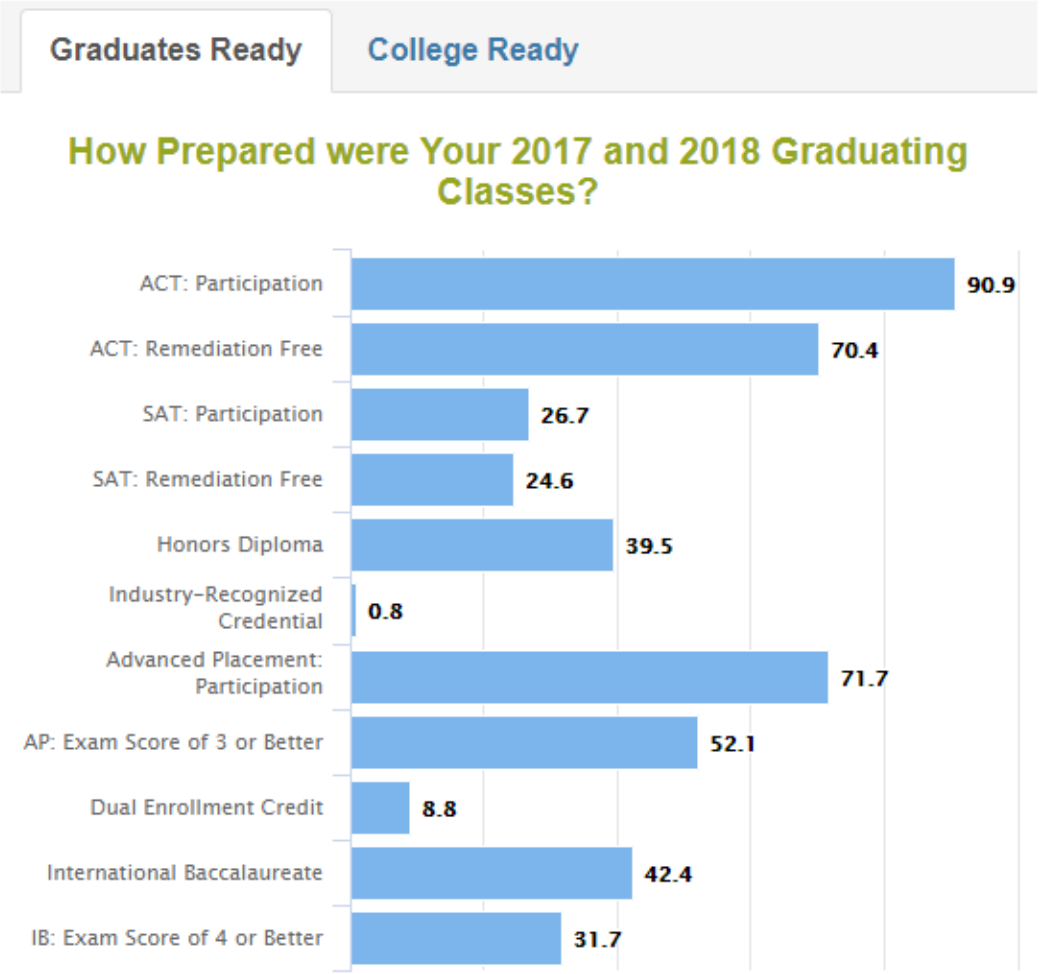
1. Advanced Placement Tests
2. International Baccalaureate Tests
3. College Credit Plus

Prepared for Success

6 ungraded measures that become a graded component

Several report-only elements (participation)

Denominator is the 4-year and 5-year cohort



Questions & Discussion

ACCOUNTABILITY SYSTEM MATRIX – FEDERAL, STATE, STATE BOARD OF EDUCATION AUTHORITIES – IMPLEMENTATION OVERVIEWS

Topic	Federal (ESSA) Requirements	Current State System	State Law	State Board Authority	Discussion Points
Overall Rating	The state must have a system of meaningful differentiation to apply a methodology for the required identification of low performing schools for school improvement (ESEA section 1111(c)(4(C)). The methodology must include all indicators in the state's accountability system and the combination of the academic performance measures must outweigh the additional measure of school quality and student success.	Ohio first implemented the overall grade on the 2018 Report Cards using the A – F letter grade rating system. **Additional Resources:** 1. Overall Grade Methodology	Ohio Revised Code prescribes the overall academic performance rating, using the letter grade system (ORC 3302.03), and equally weighting Achievement and Progress in the methodology for assigning the overall grade.	Establishes the methodology for assigning the overall grade, while ensuring Achievement and Progress are weighted equally as required in Ohio Revised Code (OAC 3301-28-10).	*Per House Bill 166 of the 133rd General Assembly, the committee shall investigate:* *(5) 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.*
Achievement Component	States must measure student achievement based on the performance of all students, and for each student subgroup, on all required English language arts, mathematics, and science tests (ESEA section 1111 (c)(4)(B)). Untested students and test participation must be accounted for within the measurement of academic performance. States must include another valid, reliable, and statewide indicator of school quality or student success which may include measures of post-secondary readiness, school climate or student engagement.	Ohio has two measures of academic performance in the Achievement Component: • **Indicators Met** measures the percent of students scoring proficient or higher on each state test. • **Performance Index** measures the level of achievement for every student, not just those who reach proficient or higher. Ohio includes the **Chronic Absenteeism Improvement Indicator** within the Indicators Met measure to meet federal requirements of the additional measure of school quality or student success. **Additional Resources:** 1. Academic Component 2. Indicators Met Measure 3. Performance Index Measure 4. Chronic Absenteeism Indicator	Ohio Revised Code prescribes the **Indicators Met** measure and specifies the "A" range must be ninety percent or higher (ORC 3302.03(C)(1)(c)). Ohio Revised Code prescribes the **Performance Index** measure, including the weighting of the five levels and the additional weight for formally accelerated students (ORC 3302.01(A)). Ohio Revised Code specifies that the "A" range must be ninety percent or higher; at least seventy percent but not more than eighty percent is a "C"; and less than fifty percent is an "F" (ORC 3302.03(C)(1)(b)). Additionally, Ohio Revised Code also requires the inclusion of science and social studies; requires an indicator of gifted services and achievement; and requires ranking of schools and districts using the Performance Index.	The State Board establishes the 'threshold' needed to meet each indicator (currently set at 80% for state test-based indicators) in the **Indicators Met** measure, as well as creates any additional indicators (currently includes the End of Course Improvement Indicator and the Chronic Absenteeism Indicator) (OAC 3301-28-04). The State Board establishes the grade ranges other than the "A" for the **Indicators Met** measure; and the grade ranges other than the "A", "C" and "F" for the **Performance Index** (OAC 3301-28-03). Ohio Revised Code requires the Achievement Component to be weighted equally to the Progress Component in the **overall grade.** The State Board has prescribed both components be weighted at 20 percent (OAC 3301-28-10).	

ACCOUNTABILITY SYSTEM MATRIX – FEDERAL, STATE, STATE BOARD OF EDUCATION AUTHORITIES – IMPLEMENTATION OVERVIEWS

Topic	Federal (ESSA) Requirements	Current State System	State Law	State Board Authority	Discussion Points
Progress Component	States must include an 'Other Academic Indicator' that annually measures the performance for all students and separately for each subgroup of students – this measure can be a measure of academic growth (ESEA section 1111 (c)(4)(B)). If it is not a measure of academic growth, the state must demonstrate how the indicator is a valid, reliable and statewide academic indicator that allows for meaningful differentiation in school performance.	Ohio has four measures of academic growth (**value-added,** SAS EVAAS) used for grades 3 through high school: • Overall Value-Added (All Students) Measure • Gifted Value-Added Measure • Students with Disabilities Value-Added Measure • Students Whose Academic Performance is in the Lowest 20% Statewide Measure **Additional Resources:** 1. Progress Component and Value-Added Measures 2. Ohio EVAAS Analysis Details	Ohio Revised Code prescribes the model and measure details, including the grade scale, subgroup demotion and required rankings upon release of the value-added growth data with the report card (ORC 3302.03(C)(1)(e) and (f); ORC 3302.03(C)(3)(c)).	The State Board determines the weights of how each of the four measures prescribed by Ohio Revised Code are combined into the Progress Component. The State Board established the overall value-added at 55 percent, Gifted Students at 15 percent, Students with Disabilities at 15 percent and Students whose academic performance is in the lowest 20% statewide at 15 percent (OAC, 3301-28-06; OAC 3301-28-09).	*Per House Bill 166 of the 133rd General Assembly, the committee shall investigate:* *(1) 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.*
Gap Closing Component	States must address educational equity by measuring and reporting academic performance at the subgroup level (ESEA section 1111 (c)(4)(B)). States must determine the subgroup size for disaggregation of performance (n-size). States must measure the progress that English learners are making toward English proficiency. This new measure must contribute to the ratings/grades assigned (ESEA section 1111 (c)(4)(A)(ii)). States must address participation in state assessments within the accountability system (both for all students and subgroups).	Ohio's **Gap Closing** Component shows how well schools are meeting performance expectations in English language arts, mathematics, and graduation. This component uses the Performance Index to measure whether schools and districts are closing achievement gaps for each of the federally required subgroups of students. The participation requirement is addressed within Gap Closing with a possible demotion for low testing participation. The Gap Closing Component also includes the **English language proficiency improvement measure** that is specific to our students identified as English learners. **Additional Resources:** 1. Gap Closing Component 2. English language proficiency improvement measure	Ohio Revised Code prescribes the use of the annual measurable objectives (also known as our Gap Closing Component) (ORC 3302.03 (C)(1)(a)). Ohio Revised Code also prescribes the 'n-size' which is the minimum size of a subgroup that can be used for disaggregation in accountability. The n-size for the 2019-2020 school year is 15.	The State Board approves the federally required state plan for the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act. The state plan includes the details of the Gap Closing Component, also referred to as the annual measurable objectives, including the methodology of the component and the grade scale used for rating (OAC 3301-28-02). **Additional Resources:** 1. Ohio's approved ESSA state plan	*Per House Bill 166 of the 133rd General Assembly, the committee shall investigate:* *(3) 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.*

Topic	Federal (ESSA) Requirements	Current State System	State Law	State Board Authority	Discussion Points
Graduation Component	States are required to report annually on the graduation rate for all students and separately for each subgroup of students; the measure must be based on the four-year adjusted cohort graduation rate (ESEA section 1111 (c)(4)(A)(i)(I)(bb)). States may, at their discretion, include one or more extended-year cohort graduation rates (e.g. five-year, six-year, etc.). ESSA requires that students who do not meet the state requirements for a regular diploma are not to be counted as on-time graduates in the cohort graduation rate.	Ohio includes two measures in the Graduation Component: • Four-year graduation rate • Five-year graduation rate For federal reporting and identification of schools under school improvement requirements, Ohio calculates a 'federal graduation rate' that does not include students who earn their diploma using exemptions in their Individualized Education Plan. **Additional Resources:** 1. Graduation Rate Component 2. Graduation and Students with Disabilities Information	Ohio Revised Code prescribes including both the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate (ORC 3302.03(A)(1)(d), 3302.03(C)(1)(d). Ohio Revised Code also prescribes the "A" range for both the four-year graduation rate (set at 93%) and the five-year graduation rate (set at 95%).	The State Board determines all other grade ranges other than the "A" that is prescribed in Ohio Revised Code. The State Board also establishes how the measures are weighted within the component grade (OAC 3301-28-05).	*Per House Bill 166 of the 133rd General Assembly, the committee shall investigate:* *(4) how the graduation component prescribed under division (C)(3)(d) of section 3302.03 of the Revised Code includes student with disabilities and mobile students.*
Prepared for Success Component	*There is no requirement in the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act for the inclusion of this information. However, the Prepared for Success Component is detailed in Ohio's approved ESSA state plan and included as an optional measure of school quality or student success specific only to high schools.*	Ohio's Prepared for Success Component measures how well-prepared Ohio's students are for future opportunities. This component includes several measures that contribute to the Component grade, and several measures that are considered report-only and do not factor into the graded component directly. **Additional Resources:** 1. Prepared for Success Component 2. Career & Post-Secondary Readiness for Career-Technical Planning Districts *(newly redesigned with expanded measures and point structure)*	Ohio Revised Code prescribes that the Prepared for Success Component use all students in the four- and five-year adjusted graduation cohorts as the denominator of the measure. It also prescribes the measures to be included that contribute to the grade, and those that are to be reported but not factored into the graded component (ORC 3302.03 (C)(3)(f), 3302.03(C)(2)(a)-(f)).	The State Board determines the structure of the component – including the methodology for weighting if a student qualifies for more than one performance measure in the component. The Board also establishes the methodology for assigning a component grade using the A – F rating system (OAC 3301-28-08). The structure of the component includes full point credit (1.0) and bonus point credit (0.3) based on two tiers of performance measures. A student must qualify for one of the full point performance measures in order to be eligible to earn bonus points for the additional performance measures.	*Per House Bill 166 of the 133rd General Assembly, the committee shall investigate:* *(2) how to structure the prepared for success component prescribed under division (C)(3)(f) of section 3302.03 of the Revised Code, including considering additional ways to earn points.*

Topic	Federal (ESSA) Requirements	Current State System	State Law	State Board Authority	Discussion Points
Improving At-Risk K – 3 Readers	*There is no requirement in the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act for the inclusion of this information. However, the Improving At-Risk K – 3 Readers (previously referred to as K – 3 Literacy) is included in Ohio's approved ESSA state plan as part of our complete accountability system and system for meaningful differentiation.*	The Improving At-Risk K – 3 Readers Component (previously known as K – 3 Literacy) is Ohio's measure of how successful districts and schools are at getting struggling readers on track to proficiency in third grade and beyond. **Additional Resources:** 1. Improving At-Risk K-3 Readers Component 2. Third Grade Reading Guarantee Promotion Percentage	Ohio Revised Code prescribes the improving literacy measure to assess progress in improving literacy in grades kindergarten through third (ORC 3302.03 (C)(1)(g)), 3302.03 (C)(3)(e)). State law also prescribes that in setting the methodology for assigning grades, the "C" grade must not be lower than the statewide average. Additionally, no grade shall be issued for districts or schools with less than 5 percent of students scoring below grade level on the diagnostic assessment administered to kindergarten students.	The State Board establishes the methodology for measuring and grading the reduction in the total percentage of students scoring below grade level, or below proficient on the diagnostic assessments or the English language arts assessment (OAC 3301-28-07). This methodology includes a demotion for each student who scores below proficient on the English language arts assessment administered at the end of the third grade and is not on a reading improvement and monitoring plan as described in Ohio Revised Code (3313.608(C)).	

Topic	Federal (ESSA) Requirements	Current State System
School Improvement Identification	The state must have a system of meaningful differentiation that allows the state to apply a methodology to conduct the required identification of low performing schools for school improvement. The methodology must include all indicators in the state's accountability system and the combination of the academic performance measures but out-weigh the additional measure of school quality and student success. States must identify at least three categories of schools based on low performance: Comprehensive Support, Targeted Support, and Additional Targeted Support (ESEA section 1111 (c)(4)(D)).	Ohio uses the accountability measures on the Ohio School Report Cards as gauges for continuous improvement. In alignment with federal requirements and Ohio's Every Student Succeeds Act (ESSA) state plan, the state's lowest-performing schools. In Ohio, **Priority schools** — also known federally as Comprehensive Support and Improvement Schools (CSI) — will include, at a minimum, the lowest-performing 5 percent of schools. In Ohio, **Focus schools** — also known federally as Targeted Support and Improvement Schools (TSI) — will include schools that struggle with large achievement gaps in student performance and graduation rate. In Ohio, **Warning schools** — also known federally as Additional Targeted Support and Improvement Schools (ATSI) — will include schools that struggle with large achievement gaps in student performance and graduation rate.

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

Exceed

3-Year Trend

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.

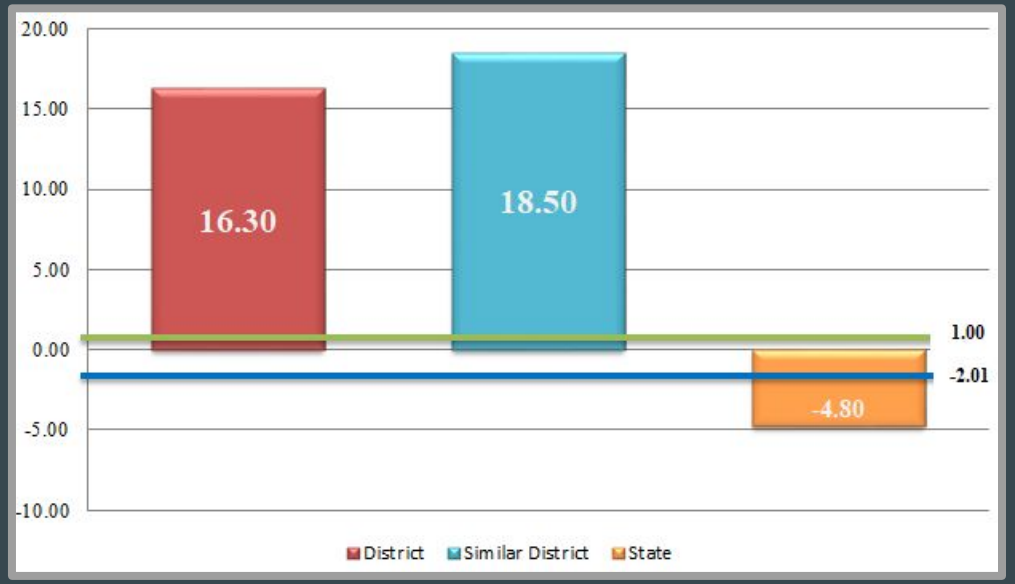
Progress

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 Langauge 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 Langauge 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 [improvement/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 [improvement/gap] * 100

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

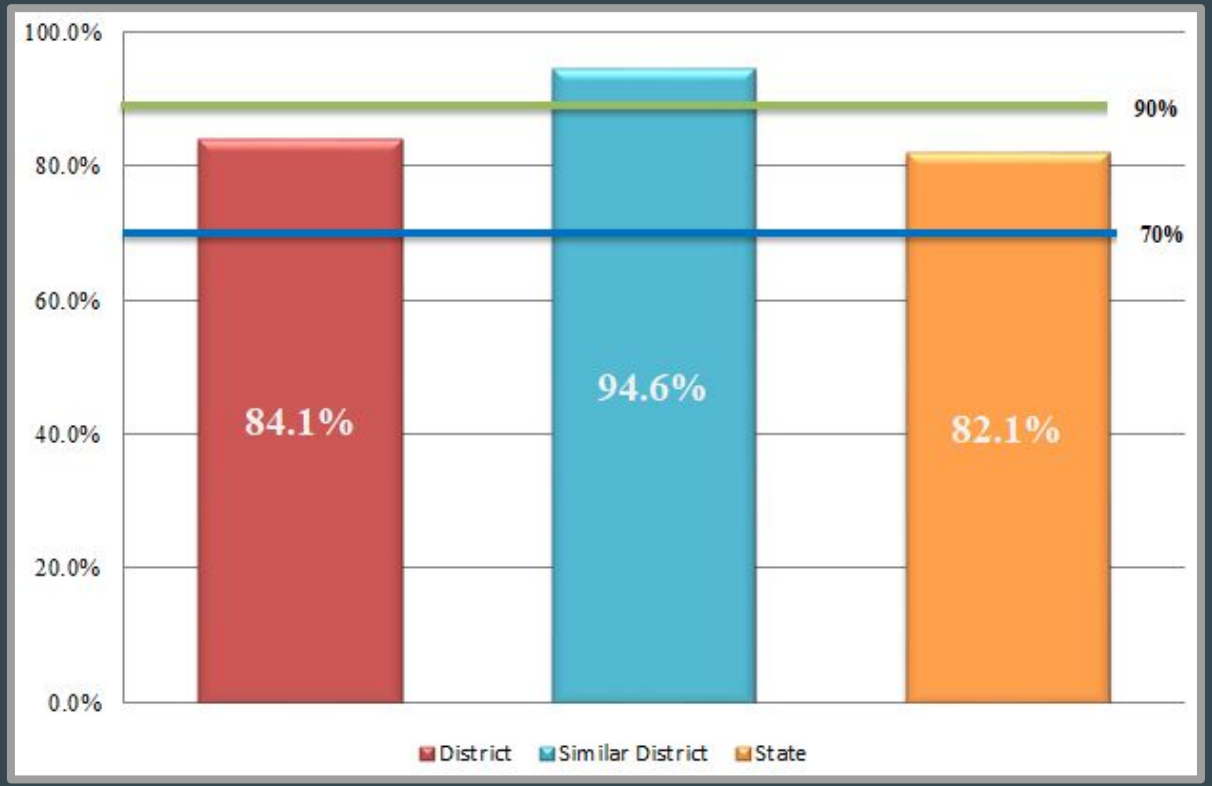
Meeting the English Learner Progress Goal
Subgroup performance is greater than the goal or the gap is reduced by at least 10%

Approaching the English Learner Progress Goal
Earn partial points using the formula [improvement/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.



Met

3-Year Trend

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

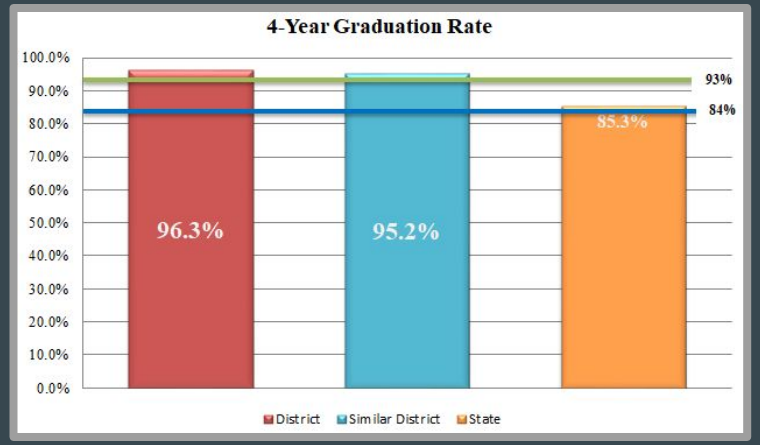
How the Graduation component prescribed under division (C)(3)(d) of section 3302.03 of the Revised Code includes students with disabilities and mobile students.

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.

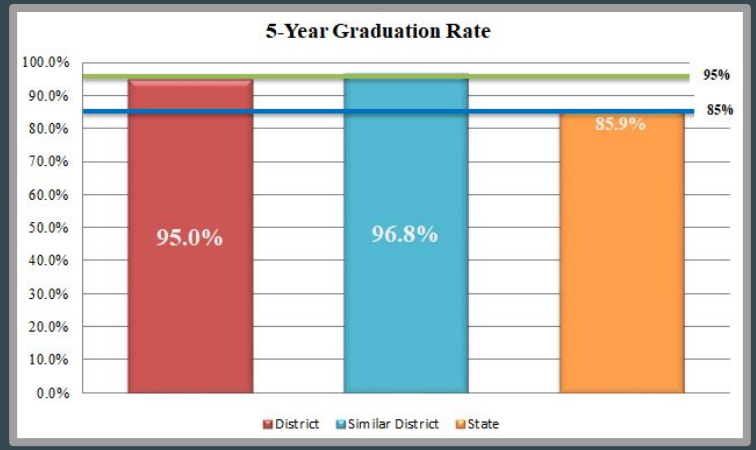
Cohort	Received Diploma	Continued Services	Dropout Rate
4-Year Graduation	96.3%	2.3%	1.4%
5-Year Graduation	95.0%	3.2%	1.8%

District Mobility Rate = Low (4.7%)



Exceed

3-Year Trend



Exceed

3-Year Trend

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 *Current Students*		3rd Graders *Attended District for all K-3*	
	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
Achievement	4.0	1.5	6.0
Progress	4.0	1.5	6.0
Gap Closing	2.0	1.0	2.0
Graduation	4.0	1.0	4.0
TGRG	4.0	1.0	4.0
		Overall Points:	22.0

Scale
Exceed = 20.0 - 24.0
Met = 9.0 - 19.0
Not Met = 0.0 - 8.0

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

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

Exceed

3-Year Trend

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.

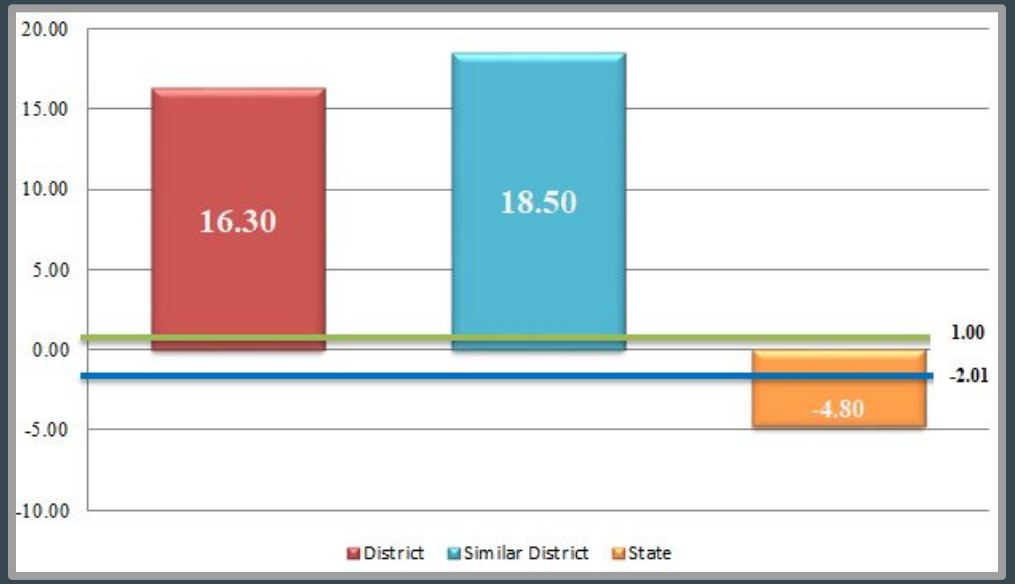
Progress

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 Langauge 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".
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    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.
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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 Langauge 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 [improvement/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 [improvement/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 [improvement/gap] * 100

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

Gap Closing

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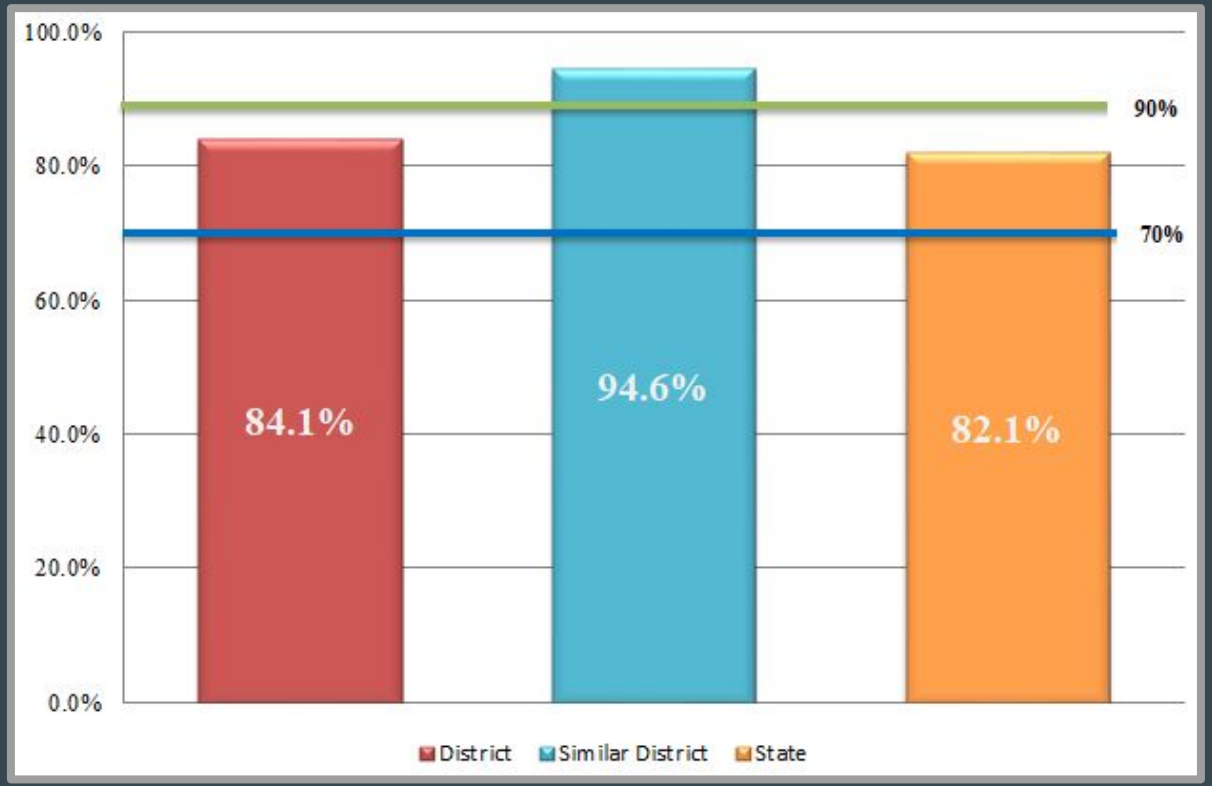

Met

3-Year Trend

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”.
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    c) Recommendations void the demotion component of this measure.
    d) Freeze minimum students in subgroups at 20 students for data reporting purposes.

Graduation Rate

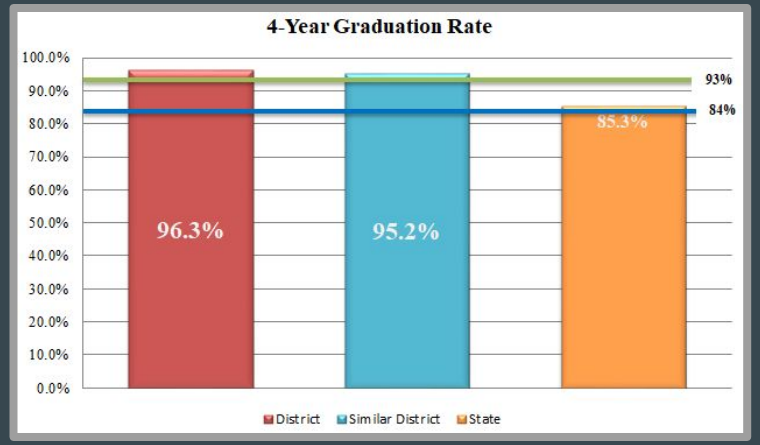
How the Graduation component prescribed under division (C)(3)(d) of section 3302.03 of the Revised Code includes students with disabilities and mobile students.

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.

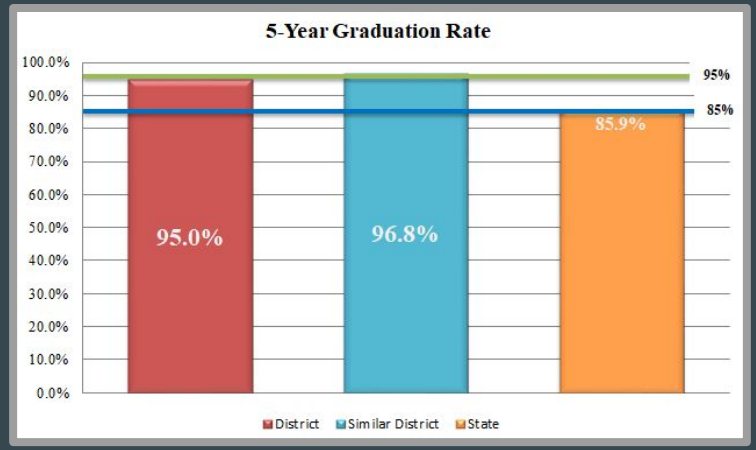
Cohort	Received Diploma	Continued Services	Dropout Rate
4-Year Graduation	96.3%	2.3%	1.4%
5-Year Graduation	95.0%	3.2%	1.8%

District Mobility Rate = Low (4.7%)



Exceed

3-Year Trend



Exceed

3-Year Trend

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 *Current Students*		3rd Graders *Attended District for all K-3*	
	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
Achievement	4.0	1.5	6.0
Progress	4.0	1.5	6.0
Gap Closing	2.0	1.0	2.0
Graduation	4.0	1.0	4.0
TGRG	4.0	1.0	4.0
		Overall Points:	22.0

Scale
Exceed = 20.0 - 24.0
Met = 9.0 - 19.0
Not Met = 0.0 - 8.0

Ohio | Department of Education

Mike DeWine, Governor
Paolo DeMaria, Superintendent of Public Instruction

TESTIMONY BEFORE THE REPORT CARD STUDY COMMITTEE ON STATE BOARD OF EDUCATION RECOMMENDATIONS FOR OHIO SCHOOL REPORT CARDS

Laura Kohler, President, State Board of Education
Paolo DeMaria, Superintendent of Public Instruction, Ohio Department of Education
November 13, 2019

Chairman Blessing, Chairman Jones, and members of the Report Card Study Committee, my name is Paolo DeMaria and I am the Superintendent of Public Instruction. I am joined today by Laura Kohler, who is the current President of the State Board of Education. We are pleased to share with you a set of recommendations for improving the Ohio School Report Cards.

BACKGROUND

In response to concerns from stakeholders about the report card that arose during the ESSA and state strategic plan development processes, the State Board of Education established a workgroup to study the issue and make recommendations. This workgroup, which took the form of an expanded Accountability and Continuous Improvement Committee, included representatives of the Buckeye Association of School Administrators, Ohio School Boards Association, Ohio Association of Elementary School Administrators, Ohio Association of Secondary School Administrators, Ohio Education Association, Ohio Federation of Teachers, Ohio Association for Career and Technical Education, Ohio Parent Teacher Association, and Ohio Educational Services Center Association. The group reviewed each element of the report card and considered requirements under the federal Every Student Succeeds Act (ESSA) and the Ohio Revised Code. The committee identified and reviewed dozens of previously identified issues and options.

The recommendations developed by the workgroup and adopted by the State Board in November 2018 were guided by these design principles, which we share with this committee since part of your charge is to identify design principles:

- **Fair:** Perhaps the most common complaint about report cards is whether they fairly portray the performance of the school or district. Report cards need to be fair.
- **Honest:** Report cards need to be able to honesty differentiate between schools and districts that are performing well and those that are not. They need to be an honest portrayal of what is happening.
- **Reliable and Valid:** Report cards should provide information that consistently measures the concepts intended to be measured.
- **Clear and Easy to Understand:** While the measures may be complex, the public facing communications should be clear, easy to understand, and simplified.

The State Board's work on report cards also coincided with the adoption of a strategic plan for Ohio's education system. *Each Child, Our Future* is Ohio's shared plan for ensuring each student is challenged, prepared and empowered for his or her future by way of an excellent prekindergarten through grade 12 education. One of the strategies in this plan called for refining the state's accountability system to be a fairer, more meaningful process.

PURPOSES OF THE REPORT CARD

The State Board's workgroup also recognized that the Ohio School Report Cards are designed to meet multiple purposes. The group identified these as the most important:

1) Support the state's interest in gauging its education system's performance: the state has a legitimate interest in knowing how well its education system performs and report cards help the state to identify excellence as well as underperformance.
2) Advance equity: a well-designed accountability system can help shine light on inequities based on specific student characteristics such as socio-economic status, race or ethnicity, disability, or English language competency.
3) Communicate to parents and community: report cards can provide communities with information related to aspects of the preparation of students for student and answer questions about whether students are learning foundational skills and knowledge.
4) Support school and district improvement efforts: report cards can drive discussions about the causes of underperformance and the strategies and actions that can lead to improvement. When combined with local data, the data provided by the report card system becomes the basis for a continuous improvement process that builds on areas of success and identifies targeted plans to address challenges.
5) Report card purpose: state report cards are not meant to replace local data, but instead should complement local data sources. They are intended to be an annual, summative snapshot of performance, rather than being formative.

RECOMMENDATIONS

I would now like to provide a summary of the main recommendations made by the State Board. Additional details are included in the official recommendations document that has been supplied to this committee for your review and consideration.

ACHIEVEMENT COMPONENT

The Achievement component has two parts – the performance index and the Indicators Met measure. The Indicators Met measure has inherent weaknesses. The most significant is that the measure does not differentiate between schools that are close to meeting or far from meeting the indicator target. Therefore, the Achievement component should rely solely on the performance index. The Indicators Met measure should be eliminated as a graded measure. Data about the percentage of students performing proficient or better on state assessments should continue to be reported but not graded. For comparison purposes, reporting should also include similar districts and state level data.

IMPROVING AT RISK K-3 READERS COMPONENT

The Board believes that the current K-3 Literacy component is easily misunderstood and can be misleading. Report card users often believe it is a measure of literacy performance for all K-3 students when in fact it is intended as a portrayal of efforts to improve outcomes for struggling readers. Some schools may have a small number of students struggling with literacy, while the vast majority of students are succeeding – but the current measure only reflects the struggling students. Making sense of this measure can be challenging.

The State Board recommends that the K-3 Literacy measure be eliminated. If an early literacy measure is desirable, it should be the Promotion Rate which measures the percentage of students meeting the literacy requirements for promotion to the fourth grade. This should include comparisons to similar districts and the state average.

PREPARED FOR SUCCESS COMPONENT

The Board believes the Prepared for Success measure has promise, but the current structure does not sufficiently value various accomplishments that reflect preparation for success. Its tiered structure adds confusion and makes debatable differentiations between various student achievements.

The Prepared for Success measure should be refined to include additional measures of college, career and life preparedness (for example, military enlistment, ASVAB, CLEP, CTAG, career prep program credentials, Ohio Means Jobs Readiness Seal, etc.). Additionally, the dual tier structure of Prepared for Success should be restructured into a single tier that provides similar credit for all measures (for example, a credit-worthy score on the AP and successful completion of a College Credit Plus course with a grade of C or better would have the same weight as remediation free status on the ACT or SAT).

PROGRESS COMPONENT

The Board recognizes the importance of having a growth measure as a component of an accountability system that focuses on equity. Schools and districts that are challenged meeting the needs of students who start behind should be given credit for helping students make progress. At the same time, measuring growth is complicated and Ohio's current system can be difficult to communicate. Translating the measure into a letter grade is also challenging. The Department convened a Value-Added Technical Advisory Group, which made legislative recommendations on technical details such as number of years of data, interpretation of the gain index, and revising the grade scale. This report is attached as an appendix to the State Board's recommendations document.

In summary, the Board and the advisory group recommend:

1) The use of one-year value-added for accountability purposes while reporting multi-year value-added for the additional benefit of viewing larger trends.
2) Eliminating the subgroup demotion, which has since been amended by House Bill 166.
3) Eliminating the Value-Added Rankings required in Ohio Revised Code 3302.21(A)(2).

OVERALL GRADE

The Board and Committee spent much time discussing the use of A-F letter grades throughout the report card, as well as for the school or district overall grade. The Board recommends the elimination of all A-F letter grades for the report card and adopting an ESSA-compliant dashboard while still maintaining high expectations and aspirational goals.

The Board also realizes that computations would be necessary in order to meet the federal requirement for "meaningful differentiation." Therefore, we acknowledge that there would still need to be an approach to generating numeric values for each metric and designing a manner by which the various components roll up to a numeric value that allows for the differentiation of low performing schools.

CONCLUSION

It should be no surprise that these recommendations are closely aligned to the recommendations from BASA and others. The State Board of Education values the contributions of teachers, administrators, and parents, all of whom have been represented both on our and BASA's workgroups. We value building consensus and arriving at a shared determination of the education policies needed to ensure the success of Ohio's students. We are committed to working with your committee to achieve that end. At this time, we are happy to answer any questions that you might have.

This recommendations report was adopted by resolution of the State Board of Education on Thursday, November 15, 2018.

RECOMMENDATIONS FOR REFORMS TO OHIO'S DISTRICT AND SCHOOL REPORT CARDS

Recommendations report submitted to the State Board of Education of Ohio by the Accountability and Continuous Improvement Committee (Expanded).

BACKGROUND

The State Board of Education invited education stakeholders to participate in an expanded series of Accountability and Continuous Improvement Committee meetings, as noted in Ohio's Strategic Plan for Education, to address short-term (2017-18 Report Card) and long-term (next iteration of the Report Card) issues surrounding the Ohio School Report Cards. The group reviewed each element of the report card including the federal ESSA requirements, state Ohio Revised Code requirements, state board authority and previously identified issues and options.

The group recognizes the value of the Report Card as part of the statewide accountability system. At the same time, it shares a belief that the current version needs improvement by means of additional clarity and providing a more complete story for each district and school.

Report Cards are very high profile and generate much interest from stakeholders across the state. Many ongoing discussions are occurring regarding the purpose and future of Ohio School report cards. Multiple legislative proposals have been presented to the General Assembly including work by Representative Mike Duffey (R- Worthington) who has actively participated in the work of this committee. Other groups including the Buckeye Association of School Administrators (BASA), Ohio Association for Gifted Children and the Fordham Institute have made recommendations that informed the work of this committee.

The desired outcome of the group is to collaboratively work on improving the Report Card in order to better communicate the story of Ohio's schools and districts by making recommendations to the State Board of Education's Accountability and Continuous Improvement Committee. These recommendations could include Board actions through their direct authority and/or recommendations for future legislative change.

PURPOSES OF THE REPORT CARD

Ohio School Report Cards are designed to meet multiple purposes. The group has identified these as the most important:

Support the state's interest in gauging its education system's performance: The state has a legitimate interest in knowing how well its education system performs, and the extent to which the students in the system are being prepared for future success. District and school report cards help the state to identify excellence as well as underperformance. In the latter case, report cards identify districts and schools that need support with improvement efforts.

Advance equity: Ensuring equity in the education system is challenging. A well-designed accountability system can help shine light on inequities based on specific student characteristics – socio-economic status, race/ethnicity, disability, English language competency, etc.

Communicate to parents and the community: Report cards can provide communities with information related to certain aspects of the preparation of students for future success. It should answer key questions:

- Are students, generally, learning foundational skills and knowledge?
- Are subgroups of students learning foundational skills and knowledge?
- Is the school or district improving in its fundamental mission to educate students?

Support school and district improvement efforts: Report cards can drive discussions among local boards, teachers and administrators about the causes of underperformance and the strategies and actions that can lead to improvement. The data included demonstrates to educators, school administrators and families where their schools are succeeding as well as areas where they need to improve. The data provided by the report card system, combined with important local data, becomes the basis for a continuous improvement process to build on areas of success and identify targeted plans to address challenges. There are many examples across the state where report card data has stimulated actions to be taken to improve education.

Report Card purpose: Report cards are not meant to replace local data, but instead should complement local data sources. Report Cards are annual, summative snapshots of performance and are not meant to be formative. Report Card data, including the corresponding diagnostic information, should inform ongoing instructional decisions, but are not intended to be the primary source of information used during the school year to make adjustments to instructional activity. Report cards are not intended to be punitive even though some people may use them in this manner.

DESIGN PRINCIPLES

The group's work was guided by these design principles:

- **Fair:** Perhaps the most common complaint about report cards is whether they fairly portray the performance of the school or district. Report cards need to be fair.
- **Honest:** Report cards need to be able to honesty differentiate between schools and districts that are performing well and those that are not. They need to be an honest portrayal of what is happening.
- **Reliable and Valid**: Report cards should provide information that consistently measures the concepts intended to be measured.
- **Clear and Easy to Understand**: While the measures may be complex, the public facing communications should be clear, easy to understand, and simplified.

<u>RECOMMENDATIONS</u>

It is in that context that this list of recommendations regarding the state report card is presented.

ACHIEVEMENT

The Indicators Met measure within the Achievement Component has inherent weaknesses (such as not differentiating between schools that are close to meeting or far from meeting a target).

1) *Legislative recommendation*: Therefore, the Achievement component should rely solely on the performance index. The **Indicators Met measure should be eliminated as a graded measure**. Data about the percentage of students performing proficient or better on state assessments

should continue to be reported. For comparison purposes, reporting should also include similar districts and state level data.

K-3 LITERACY

The Committee has determined that the current K-3 Literacy component is misleading. Report card users think it is a measure literacy performance for all K-3 students when in fact it is a complicated portrayal of efforts to improve outcomes for struggling readers. Some schools may have a small number of students struggling with literacy, while the vast majority of students are succeeding – but the current measure only reflects the struggling students. Making sense of this measure is very challenging.

1) *Legislative recommendation*: It is recommended that the **K-3 Literacy measure be eliminated. If an early literacy measure continues to be included, it should be the Promotion Rate** which measures the percentage of students meeting literacy requirements to be promoted to the fourth grade. This should include comparisons to similar districts and the state average.

2) *Additional consideration*: If the current measure is maintained, it should be renamed to more accurately reflect its focus on struggling readers (NOTE: This consideration was implemented for the September 2018 Report Card and the measure was re-named "Improving At-Risk K-3 Readers"); and the label of "Not Rated" should be reconsidered for clarity.

PREPARED FOR SUCCESS

The committee believes the Prepared for Success measure has promise. Its current structure does not appropriately value different accomplishments. Its tiered structure adds confusion and makes debatable differentiations between various accomplishments. The group discussed several options to improve the Prepared for Success measure.

1) *Legislative recommendation*: The **Prepared for Success measure should be refined to include additional measures of college, career and life preparedness** (for example: military enlistment, ASVAB, CLEP, CTAG, career prep program credentials, Ohio Means Jobs Readiness Seal, etc.).

2) *Board Recommendation:* The Committee also recommends that the **dual tier structure of Prepared for Success be restructured into a single tier** that provides similar credit for all measures (for example, AP and College Credit Plus would have the same weight as remediation free status).

3) *Board Recommendation:* The above recommendations should apply to the Career Technical Planning District Report Card as well.

VALUE-ADDED

The Committee recognizes the importance of growth measures in understanding the progress of students and supports its use as an important equity consideration. At the same time, measuring growth is complex and Ohio's current system has many challenges including how the measure is

communicated, translated into a letter grade, and interrelated with other policies and systems (such as formative assessments).

The Committee identified initial themes (See Appendix A) and reconvened in October 2018 to further discuss these themes, as well as recommendations made by the Value-Added Technical Advisory Group *(See Appendix B).*

1) *Board Recommendation*: Include the Value-Added Technical Advisory Group report (with legislative recommendations on technical details such as number of years of data, interpretation of the gain index, and revising the grade scale) as an appendix to the Committee's final report to be included in potential State Board legislative recommendations (See Appendix B).

2) *Legislative Recommendation:* The committee recommends the use of one-year value-added for accountability purposes while reporting multi-year value-added for the additional benefit of viewing larger trends.

3) *Legislative Recommendation:* The committee recommends the elimination of the subgroup demotion.

4) *Legislative Recommendation:* The committee recommends the elimination of the Value-Added Rankings required in Ohio Revised Code 3302.21(A)(2).

A-F LETTER GRADES

The Committee spent much time discussing the A-F letter grade system, which is the current system of meaningful differentiation of school and district performance required by state law and used to meet federal ESSA requirements.

1) *Legislative Recommendation*: The committee recommends **eliminating all A-F letter grades** for the entire report card; and adopting an ESSA-compliant dashboard while still maintaining high expectations and aspirational goals.

DESIGN and COMMUNICATIONS

The committee extensively considered how the "report card" is presented. To some, the report card is the landing page (first screen) that appears on a computer screen when a school or district is selected on the Department's report card web page. Others consider the report card to include all pages of the report card PDF – in many cases in excess of 30 pages. Ultimately users need to be able to access both

high level information as well as the background detail. However, the most important consideration is what appears on the first page. In all actions taken to improve the report card, the goal is for the first page to provide clarity of content and be understandable to parents, caregivers, and the community.

1) *Department recommendations:* The design could be improved by:
    - Adding more descriptive narrative on the purpose of the report card to the landing page (i.e. homepage) (NOTE: the narrative was updated on the landing page for the September 2018 release based on these recommendations);
    - Reviewing language to improve clarity; and ensure clear definitions and descriptions of measures are accessible up front;
    - Relocating the "District Profile" link to the Report Card overview for increased prominence (NOTE: The District Profile link was moved to the Report Card overview for the September 2018 release based on these recommendations);
    - Adding additional clarifying language regarding the graduation rate cohorts (NOTE: the report card was updated to explain which class the graduation rate is measuring and provides the year in which students started high school and the graduation year).

ADDITIONAL COMMITTEE CONSIDERATIONS

1) **Additional Profile information**. The committee expressed great interest for the report card to include additional profile information that focuses on supporting our students in alignment with Each Child, Our Future – Ohio's Strategic Plan for Education. This information would help tell a more complete story about Ohio's schools (e.g. AP courses offered, Art courses, additional teacher information, etc.)

2) **National Comparisons/Assessments.** While there was not consensus, the committee expressed interest in national comparisons of student performance (e.g. national assessments) while continually looking at ways to reduce testing.

We, the members of the Accountability and Continuous Improvement Report Card Workgroup, appreciate the opportunity to be part of this process to make a meaningful contribution to addressing the present challenges of the Ohio School Report Card.

COMMITTEE MEMBERS

Nancy Hollister, **Chair**
Cathye Flory, **Vice Chair**
Lisa Woods
Pat Bruns
Laura Kohler
Antoinette Miranda
Eric Poklar
Charles Froehlich

EXTERNAL MEMBERS

Randy Smith, OSBA
Stephanie Starcher, BASA
Scott Emery, OAESA
Tyler Keener, OASSA
Margie Toy Ma, OPTA
Donna O'Connor, OEA
Brad Dillman, OFT
Jamey Palma, Career Tech
Jan Osborn, ESC

APPENDIX A: VALUE-ADDED THEMES

While clear recommendations have not yet emerged, several key themes have been identified for future discussion when the Committee reconvenes.

1) **Testing structure**. The Committee understands that the Value-Added system is exclusively dependent on the underlying assessments used. The Committee discussed the differences in intent and practice of formative assessment systems (such as MAP and STAR) and state assessments. In many cases, formative systems provide useful information that the current state system is not intended or designed to provide. At the same time, multiple testing structures lead to concerns about over-testing and incoherent feedback from the data. The committee is interested in exploring innovative approaches to formative assessments or state testing that may address these concerns. This could include working with formative assessment vendors to address state concerns on issues such as alignment with state standards and, in particular, the depth of knowledge required to meet state standards.

2) **Formally studying the relationship between state and vendor test results**. A related point is that state data and formative vendor data do not always produce consistent results, even though they are both supposedly aligned to state standards. The committee discussed possible reasons for this (breadth and depth, above grade level testing, etc.). However, it would be beneficial to more formally study and understand these relationships.

3) **Distribution of results**. While the committee discussed a general preference to eliminate all A-F letter grades (including Value-Added), concerns were also raised about the distribution of letter grades in the current system. Specifically, there are concerns regarding the "W" shaped distribution of results for Value-Added, that is, significant numbers of A's and F's, very few B's and D's, and a moderate amount of C's. This issue was also raised during ESSA stakeholder feedback and reiterated by staff. This phenomenon is solely a function of where/how the letter grade cut lines are established – a policy that is prescribed in state law, but for which recommendations to adjust could be made.

4) **Number of years of data**. A related point, and one that had been raised during ESSA stakeholder engagement (particularly from urban districts) is the statutorily required use of three years of data. The Value-Added grade is essentially a three-year average, which means that results from previous years influence current and future grades. Districts with poor results a few years ago are still connected to those results even if improvements have since occurred. This three-year approach was implemented to add more stability to the measure, but conversely means the measure is not necessarily reflective of the most recent year.

5) **Relative weight of growth measure.** Many measures, especially achievement measures, are correlated with socio-economic status. All students, regardless of their starting point, can show growth in Ohio's system and the Value-Added measures are designed to measure that growth – which is an important tool with which to evaluate the equity of educational outcomes. Many stakeholders have suggested increasing the relative weight of growth measures. Currently, it is equal to achievement (by state law), and 20% of the overall grade (by administrative rule).

6) **Technical fixes.** There are some technical options that could be considered including the following:

    a. How to communicate grades (ratings) when a school's achievement improves, but does not meet growth expectations.
    b. The current subgroup demotion when calculating the component grade. In state law, schools cannot receive an "A" for the Progress Component if any of the subgroup grades are lower than a "B".
    c. The interpretation of the Value-Added gain index, which is currently based on growth *and* a measure of statistical strength.
    d. The availability of a predictive model to support the system properly accounting for gifted students (e.g. how do middle school students count when they accelerate over a grade into Algebra I?) and assisting with acceleration decisions.

7) **Communications**. Measuring growth is inherently complex and there are known challenges to effectively communicating Value-Added measures. These range from branding, to interpretation, to understanding the formula. The communication challenges vary between different audiences – how value-added should be communicated to parents is different than how it should be communicated to Building Leadership Teams (BLTs).

8) **Training and Professional Learning**. Emphasis should also be placed on education and training on Value-Added data and measures. This could build on the current structure of Regional Data Leads (RDLs).

APPENDIX B: VALUE-ADDED ADVISORY – RECOMMENDATIONS – 10.10.18

The Value-Added Advisory (VA Advisory) consists of a broad range of experts with both technical and policy capacity to provide the State Board of Education and the Department meaningful feedback on the topic of value-added measures and data. The group currently includes school and district practitioners (superintendents, principals, curriculum and assessment personnel) from a wide variety of settings (large urban, rural, suburban, community schools), higher education partners and Educational Service Center partners (data and school improvement personnel) serving as Regional Data Leads.

As the State Board of Education directed the Accountability and Continuous Improvement Committee to review the report card and provide recommendations to the Board, the Value-Added Advisory has taken this opportunity to address several of the themes identified by the committee and provide recommendations and/or considerations for the committee. Most of the themes identified by the stakeholder workgroup are issues that the VA Advisory has been considering over the past few years.

The following considerations and recommendations are organized according to the themes identified by the Accountability and Continuous Improvement's Extended Report Card Stakeholder workgroup initial report that was presented to the State Board of Education at the July 2018 business meeting.

OVERARCHING CONSIDERATIONS

1. **Letter grades.** The VA Advisory members agree and acknowledge that letter grade assignments complicate the interpretation of the data.
2. **Timing of data**. There is great interest for the data to be provided as soon as possible to make it more actionable and useful for educators.
    - *Recommendations*:
        i. **Publish one-year data.** The one-year data is valuable and should be easily accessible. (*Note:* Other considerations focus on using the one-year as the basis of the determinations on the report card).
        ii. **Advanced reports.** More detailed reports, including drill-down information on one, two, and three years of data across grades and subjects should be made available in the advanced reports – ideally at the same time as release of the report card.
        iii. **Consider EVAAS changes.** The SAS EVAAS® system is the main portal for accessing detailed diagnostic information. However, it is usually not available until early October due to logistical considerations. The Department should work with SAS to prioritize ways to make data available as soon as possible.
3. **Need for professional development**. The group emphasized the need for large scale professional learning opportunities to increase the understanding and use of data and tools

that provide meaningful feedback to educators to help students. This includes resources to enhance the use of existing tools such as EVAAS®.

- *Recommendation:* Advocate for state budget resources for statewide supports for professional learning opportunities that build on the current Regional Data Lead Network to ensure that all educators have access to supports and resources.

NUMBER OF YEARS OF DATA (ACI REPORT THEME #4)

Theme identified by the ACI Report Card Workgroup: *A related point, and one that had been raised during ESSA stakeholder engagement (particularly from urban districts) is the statutorily required use of three years of data. The Value-Added grade is essentially a three-year average, which means that results from previous years influence current and future grades. Districts with poor results a few years ago are still connected to those results even if improvements have since occurred. This three-year approach was implemented to add more stability to the measure, but conversely means the measure is not necessarily reflective of the most recent year.*

The advisory members discussed at length the impact of using up-to three years of data versus using a single year of data in the graded value-added measures. Using three years of data creates more stability in the measure, while using one year of data is more responsive to the progress happening year to year. One-year results are much more statistically aligned to one-year changes in performance and are more consistent with accountability structures which tend to look at most recent performance. Additionally, one-year results are proximally aligned with the most current efforts of schools.

Recommendations regarding years of data included in the measure must be made to the General Assembly as Ohio Revised Code 3302.03 (C)(1)(e) states the Department shall use up to three years of value-added data as available.

While the advisory members did not arrive at consensus with a single recommendation, several considerations did emerge.

One-year data. Using one year of data in the value-added calculation is responsive to measuring progress and activities within districts and schools and decreases the complexity of interpreting and communicating results. However, the trade-off is that one-year measures are inherently less stable (results may move from positive to negative or vice versa). This is not necessarily a weakness as the measure is designed to be sensitive to changes in growth. However, it does create a communications challenge. In any given year, there are schools and districts that move from an "A" to an "F" or "F" to an "A". Special note should be made that during tests transitions, there are considerably more of these shifts.

***Consideration*:** Consider making a legislative recommendation to transition to a one-year measure for accountability purposes. Special consideration might be needed if Ohio were to adopt major changes in its testing program.

Recommendation: If transitioning to a one-year measure for accountability purposes, the VA Advisory recommends reporting the three-year data as the trend data is valuable.

Up to three years of data. If the graded measures and Progress Component continue to use up to three years of data as available, there may some additional actions to address previously identified concerns:

***Consideration*: 'Higher Of' option.** Consider making a legislative recommendation to allow for the "higher of" the three year or one-year measure to determine the accountability determination. For example, if the three-year data translates to a "D", but the most recent one-year of data shows great improvement and is an "A", then the grade would be an "A". This would allow for the stability of the three-year measure, but still recognize important recent improvements. This idea was viewed by some members as problematic and could be interpreted as using inconsistent measures that are difficult to compare.

Consideration: Weight years within the measure. A weighting structure could be applied that would place stronger emphasis on the most recent year of data to include some responsiveness while still maintaining the stability of using multiple years. For example – when combining the three years of data, Year 1 (3 years ago) could be weighted at 20 percent, and Year 2 (2 years ago) and Year 3 (most recent year) could be weighted at 40 percent. This would give more weight to the recent year but would add considerably more complication to the measure, and potentially appear arbitrary.

- ***Recommendation.*** If maintaining the three-year data in the measure for accountability purposes, the VA Advisory recommends reporting the one-year data as the responsive information it provides is valuable.

INTRPRETATION OF THE GAIN INDEX (ACI REPORT THEME #6)

Theme identified by the ACI Report Card Workgroup: *There are some technical options that could be considered including the following: (c.) The interpretation of the Value-Added gain index, which is currently based on growth and a measure of statistical strength.*

One of the known challenges of the value-added measure is that the resulting output is a "Gain Index" which is a measure of statistical strength rather than an amount of growth. An Index of 5 means that there is more statistical confidence that growth expectations were exceeded than an index of 4. It does not necessarily mean that a 5 has more growth than 4, even though it is commonly expressed and misunderstood that way.

This could be addressed by factoring in "effect size" in the index. This commonly used statistical measure would provide a correct interpretation of more/less growth. While it could be viewed as adding a level of complexity, it would allow the measure to be more easily interpreted and align with how many users already interpret it.

- *Recommendation*: Refine the business rules in determining the gain index to account for effect size in conjunction with related changes to grade scale.

DISTRIBUTION OF RESULTS (ACI REPORT THEME #3)

> ***Theme identified by the ACI Report Card Workgroup:*** *While the committee discussed a general preference to eliminate all A-F letter grades (including Value-Added), concerns were also raised about the distribution of letter grades in the current system. Specifically, there are concerns regarding the "W" shaped distribution of results for Value-Added, that is, significant numbers of A's and F's, very few B's and D's, and a moderate amount of C's. This issue was also raised during ESSA stakeholder feedback and reiterated by staff. This phenomenon is solely a function of where/how the letter grade cut lines are established – a policy that is prescribed in state law, but for which recommendations to adjust could be made.*

One of the concerns stakeholders have raised regarding Value-Added is the distribution of results, which often look like a "W" shape – with many As and Fs and Cs, but few Bs and Ds. This distribution is further driven by three years of data which has the tendency to move letter grades towards the A or F range (more data leads to more statistical certainty). These results are a function of statutory definitions that specify how a value-added measure translates into a grade, not an inherent weakness in the methodology. The VA Advisory group has spent a significant amount of time examining the distribution of results over the past few years.

The Committee is opposed to a pre-determined distribution of results (i.e. forced amount of each letter grade). There is a perception that exists of 'winners' and 'losers' – because of this perception, it is important that this conversation is framed with a focus on meaningful rating assignments and not about a preset distribution of results.

The letter grade assignments based on the gain index are established in Ohio Revised Code 3302.03 (A)(1)(e). The VA Advisory members reviewed several frameworks for grading that could better communicate schools and districts meeting growth expectations. Any changes to this framework would need to be considered in light of the previous recommendations.

- *Legislative Recommendation*: The Revised Code could be changed to provide flexibility in the determination of the grade scale which is currently prescribed in state law.
    i. Any such changes should be considered in the context of the other recommendations in this document (such as the one-year vs three-year of data)

ii. The workgroup raised some concerns regarding the relative nature of the distribution (so in theory, every schools could meet expectations, but not every school could get an "A).

iii. The committee also discussed the interpretation of the "C" grade which meets expectations.

iv. Any changes to the grade scale could address these concerns. (for example, a statutory change could give authority to the State Board to determine an updated grade scale in administrative code).

TECHNICAL FIXES (ACI REPORT THEME #6)

Theme identified by the ACI Report Card Workgroup: *There are some technical options that could be considered including the following: a.) How to communicate grades (ratings) when a school's achievement improves but does not meet growth expectations; b.) The current subgroup demotion when calculating the component grade. In state law, schools cannot receive an "A" for the Progress Component if any of the subgroup grades are lower than a "B"; c.) The interpretation of the Value-Added gain index, which is currently based on growth and a measure of statistical strength; and d.) The availability of a predictive model to support the system properly accounting for gifted students (e.g. how do middle school students count when they accelerate over a grade into Algebra I?) and assisting with acceleration decisions.*

Component Demotion. Regarding the current subgroup demotion, law states that schools cannot receive an "A" for the Progress Component if any of the subgroup grades are lower than a "B". This statutory requirement was an equity provision to ensure that subgroups are being addressed. For example, a school could be doing very well overall but not meeting growth expectations for students with disabilities. The challenge is that a "C" in value-added means that growth expectations are being met. A school could have an "A" Overall, "A" with gifted students, "A" with the Lowest 20%, and a "C" with students with disabilities. This should result in an "A" for the component grade, but the demotion means the component is a "B" even though growth expectations were met.

- *Legislative Recommendation*: The advisory group acknowledges the intention of the demotion but finds it counterintuitive to the fact that a "C" is meeting expectation, and therefore recommends eliminating the subgroup demotion. **If not eliminated, any demotion should be limited to application based only on subgroup grades of "D" or "F".**

Value-Added Gain Index Rankings. The current measure is based on growth and statistical strength, and therefore when ranked numerically, does not provide valuable information or the correct interpretation of the data. State laws requires a separate reporting of value-added rankings which are often mischaracterized.

- *Legislative Recommendation*: The advisory group recommends eliminating the Value-Added Rankings required in Ohio Revised Code 3302.21(A)(2).

TRAINING AND PROFESSIONAL LEARNING (ACI REPORT THEME #8)

Statewide Opportunities. There is a strong desire by the VA Advisory group, and a need across the state, to scale professional development on data literacy and the use of value-added data.

- *Recommendation*: Advocate for state budget resources for statewide supports for professional learning opportunities that build on the current Regional Data Lead Network to ensure that all educators have access to supports and resources.

OHIO EDUCATION ASSOCIATION

Scott W. DiMauro, President
Jeffrey Wensing, Vice President
Mark A. Hill, Secretary-Treasurer
Sheryl Mathis, Executive Director

The OEA will lead the way for continuous improvement of public education while advocating for members and the learners they serve.

OHIO EDUCATION ASSOCIATION

Report Card Study Committee - OEA Testimony

Presented by OEA Vice-President Jeff Wensing

November 13, 2019

Good afternoon Co-Chairs Blessing and Jones, and members of the Report Card Study Committee. My name is Jeff Wensing and I am the Vice-President of the Ohio Education Association (OEA).

On behalf of the OEA's more than 122,000 members, I thank you for the opportunity to provide feedback on some of the shortcomings of Ohio's report card system, as well as to present a vision for a new and more effectively designed report card system.

Rethinking school report cards

The purpose of a report card system should be to provide useful and meaningful feedback that informs decisions about how to support the well-being and success of students. The report card system in Ohio falls short of this purpose because it is mainly a recitation of standardized test scores that are closely correlated with levels of poverty in our state.

It is time for a new report card system that is student-based, not test-based. A student-based report card should reflect an understanding of and support for the learning needs of all students. It should provide educators, parents, local communities, elected officials and policy makers coherent and logical feedback that serves as the basis for informed action on behalf of students. Such a report card system is needed to provide a balanced picture of how districts and schools deliver a variety of quality education programs, experiential learning opportunities and support services designed to meet the whole-child needs of students.

To this end, OEA recommends that the Report Card Workgroup fundamentally rethink Ohio's school report cards. OEA will be releasing such a proposal in early December that is based on the input and support of OEA members. We hope the OEA proposal serves as a resource for the Workgroup as it considers this important issue. OEA's specific recommendations will be based on the following principles:

- **Stop the use of arbitrary and misleading district/school letter grades.** Studies have shown a direct correlation between the letter grade a district receives on the state report card and the level of wealth of the district. The more impoverished a district is, the lower its report card grade tends to be. There is insufficient attention to the harmful consequences of labeling a school as "failing," without regard to context, which often results in the assumption that no learning is taking place in these schools. When schools are labeled as failing, educators and communities are too often

deprived of the chance to take effective action and instead are compelled to follow the dictates of the state and federal government. In the quest to monitor student test-data, these forced requirements usually mean more test-preparation, more administration, less teaching, and lost time for art, music, student clubs and physical activity.

- **Determine performance, quality and opportunity with more non-testing factors.** Relying solely on test-based indicators linked to summative labels provides a narrow and often deceptive picture of what is happening in a district or school. A more complete and accurate reflection of learning requires a dashboard that gives prominence to important student-based information, not just testing-data. There are many examples, a few of which include completion of advanced coursework, the percentage of teachers who are teaching in their field, and access to full day kindergarten. Students benefit from report cards that also focus on the needs of the whole child. But the only indicators of quality on Ohio's report cards not in some way tied to standardized test results are the 4-year and 5-year graduation rates.
- **Provide useful and understandable feedback that informs decision-making.** Ohio's complicated school accountability system and mysterious statistical methodologies undermine trust and limit coherent use of report card data. The Ohio General Assembly should approve all underlying measurement methodologies recommended by the State Board of Education/Ohio Department of Education.
- **Design report cards that help, not punish.** Ohio's narrow accountability system punishes students, teachers, districts and schools for low standardized test scores, which increases stress and distraction, but not learning.

How can a student-based report card system guide effective action on school improvement?

A partnership between a school and a family is the backbone of a strong, accountable system of student success, especially for students who are not yet meeting expectations. If students are struggling academically, socially, or emotionally, there should be a support system that can address each of those areas. Students would be linked to a well-prepared team of educators who are qualified to help them address their needs. Support would be based on an individual student's learning curve and would be subject to continued monitoring.

There needs to be greater communication between educators and families when students begin to struggle or miss academic benchmarks, are too frequently absent, or experience social, emotional or behavioral problems. All students, no matter where they live or level of growth, should be in schools with sufficient resources to provide support systems that ensure students' needs are addressed. These supports should include but are not limited to health and wellness programs, counseling and mental health services, and interventions necessary to overcome non-academic barriers that so many students in our public schools face.

What is the role of report cards in a fair school accountability system?

Report cards should encourage more learning, not more testing or punishment. However, Ohio's report card system feeds on testing and is a driver in the overuse/misuse of standardized tests. Over-dependence on testing hurts students by discouraging creative thinking and diminishing the effectiveness of instructional practices. Ohio's report card system is also the sole basis of heavy-handed state takeovers of local school districts. This has not gone well for students or anyone else.

As Ohio moves forward, we must embrace the idea that successful schools are places where children want to learn and where parents are proud to send them. The community would have a clear vision of why public education exists and what is needed to provide a strong public education.

Labels of "excellent" or "A" and "failing" or "F" would not be necessary, and a grade would not determine the destiny of a school's students. It would be acceptable, and even expected, for students to struggle and for educators and students to learn from challenges. Schools would be accountable for keeping students safe and delivering rich learning opportunities for all students.

Communities would feel invested in their schools, and embrace and hold to high standards the students and educators who are learning and working in their neighborhoods.

Educators would be recognized as the leaders and experts in their schools.

Ultimately, accountability would shift from a system of testing and punishing to a system of shared responsibility among students, educators, parents and the community.

Conclusion

OEA appreciates this opportunity to share our feedback and vision with regard to the design and use of district/school report cards in Ohio. We share your commitment to helping students and stand ready to make proactive and helpful contributions to the committee's review of ongoing problems with Ohio's report card system.

Thank you for your consideration. I am available for any questions you may have.

Am. Sub. HB 166 Report Card Study Committee

The Alliance for High Quality Education*
Report Card Reform Recommendations Testimony

Wednesday, November 13, 2019

Members of the Report Card Study Committee, thank you for the opportunity to testify and formally present the Alliance for High Quality Education's (AHQE) proposed report card reform recommendations.

My name is Anthony Podojil, Ph.D., and I am the Alliance's Executive Director. Prior to joining the Alliance as its executive director, I served as superintendent for the West Geauga Local Schools for thirteen years. I began my educational career as an early primary teacher and served as both a Middle School and High School Principal while working in five districts ranging from rural, suburban and urban. I earned my doctorate at Cleveland State University in the area of Urban Educational Administration. With me today to assist with answering questions is Jessica Voltolini.

The Alliance has been working for several months on finalizing the report card reform recommendations shared with this Committee on November 5th. I have incorporated the recommendations below but do not plan on reading them all word-for-word to you. Instead, my goal is to share the process the Alliance has used in identifying the proposed reforms and wish to spend my time addressing your questions.

Jessica and I have worked closely with the Alliance's Executive, Legislative, and Accountability Committees on the recommendations. In addition, we discussed the proposal with Alliance members through a series of regional meetings I hosted with Alliance members this fall. Jessica and I have also been actively consulting and collaborating with many stakeholders, including but not limited to, the Department of Education, BASA, OSBA, OASBO, Ohio 8, Columbus City School District, Ohio Excels, The Thomas B. Fordham Institute, Ohio Association for Gifted Children, and the OFT.

* The Alliance for High Quality Education is a consortium of 73 high-performing school districts located throughout the State of Ohio including the Toledo, Cleveland, Akron-Canton, Columbus, Dayton and Cincinnati areas. The Alliance for the last twenty-seven years has represented its members' interests on matters of state education policy and funding, as well as contributing to fostering high quality educational opportunities for students in their districts and those across the state.

We feel strongly that stakeholder collaboration is critical to consensus building and identifying the reform recommendations where there is already existing alignment. The stakeholder meetings have been equally helpful in identifying the areas in which we need to continue to discuss and work together. We look forward to continuing to work with these stakeholders together with the members of this Study Committee, the General Assembly, the State Board of Education, the Ohio Department of Education, and the administration to make necessary changes to Ohio's accountability system and the report card.

Overall Rating and Reform Priorities

- Eliminate A-F letter grades and eliminate overall summative rating.
- Move to an Every Student Succeeds Act (ESSA) compliant dashboard.
- Reflect only federally-required accountability components aligned to minimum ESSA requirements.
- For all Report Card components, require the State Board of Education to review, analyze, and evaluate cut scores at a minimum every three years.
- Re-evaluate all state and federal law report card/accountability "triggers" and align with ultimate report card reforms.

Achievement Component

- Use Performance Index (PI) as the only measure of achievement.
- Add a .8 to the cut score range for purposes of measuring PI component.
- Eliminate Indicators Met.
- As part of the ESSA-compliant dashboard, include comparisons to similar districts and state PI average. Also report raw test scores by subgroup.

Progress Component

- Report both 1-year and 3-year average value-added data for federal reporting purposes but permit each district/school to elect which valuation to use for state report card purposes.
- In the alternative, use a weighted 3-year average value-added data.
- Utilize a two standard error deviation metric when score setting rather than the current one standard deviation metric.
- Eliminate subgroup demotions.

Graduation Component

- Report both four-year and five-year graduation cohort rates.
- Report the number of students with disabilities who did not graduate as part of their respective four-year cohort but are still receiving educational services per an Individualized Education Plan (IEP).
- Include student mobility impact as part of calculating graduation rates.

Gap Closing Component

- Shift focus and replace with an "Equity Component" focused on measuring subgroup performance as it relates to meeting both achievement and growth targets.
- Report raw test scores by subgroup and include comparisons to similar districts and state averages.
- Eliminate letter grade demotion as it relates to federal assessment participation requirements; identify ESSA-compliant way to incorporate participation into this component.

K-3 Literacy Component

- Report the percentage of students who score proficient or higher and the percentage of students who have met the fourth grade promotion criteria.
- Include a report card measurement for only those school buildings serving students grades K-2.

Prepared for Success Component

- Eliminate Prepared Success Component.
- Propose that districts/schools report high school graduation seal data as part of the ESSA-compliant dashboard.

Thank you again for the opportunity to testify today. Jessica and I are happy to discuss and answer any questions you have at this time.

Ohio Excels

EVERY STUDENT | EVERY DAY | EVERYBODY'S BUSINESS

Report Card Study Committee
Testimony on State Report Cards

Lisa Gray & Kevin Duff, Ohio Excels

November 13, 2019

Senator Blessing, Representative Jones and members of the Report Card Study Committee, thank you for the opportunity to provide testimony on potential changes to the state report card system. My name is Lisa Gray, and I am the President of Ohio Excels. I am joined today by Kevin Duff who is Ohio Excels' Director of Policy and Research.

Ohio Excels is a nonpartisan, nonprofit, statewide education advocacy group created by a coalition of business leaders focused on helping to improve educational outcomes for all Ohio students. Our focus on education includes early childhood, K-12 and post-secondary education experiences. And, as part of that, we are committed to working with the broader business community, policymakers, educators and other community leaders to support our students, educators and schools.

Ohio's business leaders understand the importance of having a report card system that honestly and fairly evaluates schools and school districts, while giving parents and communities insight into how well their schools are helping students learn.

Ohio currently has a report card that helps highlight successful schools, inspires underperforming schools to improve, and drives educational excellence throughout the state. It is often considered one of the best report cards in the nation because of how it balances growth and achievement, includes more than just test scores, and has an approachable and interactive design. But despite the report card's strengths, there are ways it can be improved.

Ohio Excels' board has been discussing potential improvements to the report card system over the past several months. Our board adopted a set of principles to help guide its discussions and, eventually, the policy positions of Ohio Excels. Our board believes that report cards need to be:

- **Transparent and Fair:** Report cards should transparently report the performance and growth of schools and districts, and as required by the Every Student Succeeds Act, "meaningfully differentiate" performance. This means identifying schools that are performing well and schools that continue to struggle. The report cards should also promote equity by highlighting the performance of groups of students, and acknowledge and give credit when schools and districts are making improvements through the inclusion of additional growth and trend data.
- **Clear and Understandable:** Report cards are intended to be concise and clear communications to families and the public about the performance of schools and districts. The structure, format and language on the report card must be parent-friendly and clear to community members and other school stakeholders. There should be a small number of graded measures for accountability purposes and a few additional measures for informational purposes only.
- **Accurate and Credible:** The measures on the report card should be statistically sound, properly calculated to fairly measure what is intended, honestly report performance and improvement and incent and drive increased performance for all our students, in all our schools.
- **Stable and Consistent:** Once improvements are made, families and communities will need time to understand the report cards. It will also take time for some of the new measures to help drive school and district improvement. The state should minimize adjustments to the system beyond what is required to respond to future policy changes and emerging research.

In addition to the guiding principles, Ohio Excels' board has identified its most important report card issues. While Ohio Excels has not finalized the specific proposals for all components and measures, we want to highlight four important issues.

The report card should have a single overall rating. Ohio has traditionally had an overall rating to allow parents and community members to quickly and easily understand school and district performance. Without a summative rating, we worry that parents and community members will be overwhelmed with data. For example, using data dashboards may frustrate parents and leave them to wonder which measures matter. Furthermore, if there is no official overall rating, the media will likely develop their own single rating which may or not align to the policy goals of the state.

The report card should assign letter grades to its measures. When surveyed, 84 percent of parents supported assigning schools a letter grade. Parents and community members intuitively understand letter grades. They make the report cards more accessible and easier to understand compared to more ambiguous labels like "continuous improvement" or no labels at all. The more parents understand the information on the report card, the more empowered they are to get involved in a school and to make the best educational choices for their students.

The report card should place an emphasis on early literacy. We have a wealth of research that shows how important third grade reading is to future academic success. For example, students who are not reading at grade level by third grade are four times more likely to not graduate on time. This might be the most important gateway for students before earning a diploma. While the current K-3 Literacy measure might not be the best approach, we believe that there should be a graded measure that shows how many students reach proficiency by the end of elementary school and how well students grow over time starting with a kindergarten baseline.

The report card should show how well students are prepared for college or a career. The report card currently has a measure called Prepared for Success that evaluates how many students graduate with a set of indicators of college and career readiness. This measure is distinct from the graduation rate by highlighting how many students have gone above and beyond the minimum graduation requirements. The goal of this measure is often identified as one of the things parents care about the most. However, there is much room for improvement. The committee should use the new Career-Tech report card's version of this measure as a starting point and include the indicators most likely to lead to college and career readiness.

When facing a complicated policy issue like report cards, Ohio Excels seeks to work collaboratively with others to find a solution. This is why Ohio Excels convened a group of stakeholders and interested parties – similar to our approach to developing graduation requirements – to discuss the most critical issues related to the report card and to find areas of common ground. Members of this group include the Alliance for High Quality Education, the Thomas B. Fordham Institute, the Ohio 8 Coalition, the Ohio Association for Gifted Children and the Ohio Federation of Teachers. The Ohio Department of Education has also been attending the meetings to communicate the State Board of Education's position on report cards and to offer their technical expertise on specific components, measures and calculations.

This group has met over the past four months to learn more about the measures, share each group's perspective, debate various approaches to report card issues and develop common recommendations. We don't have a final report from this group at this time, but we have been identifying some areas of general agreement. While the group may not come up with a unified proposal, we are working to build consensus on as many issues as possible over the next few weeks. Ohio Excels will share the results of this work with the committee when the work concludes.

This is challenging work, and we are grateful to members of this committee for your commitment to this effort. Ohio Excels' board, our team and our partners are ready to assist the committee craft a solution that will help Ohio students, parents, communities and educators. We would be happy to answer any questions you might have at this time.

Joint Committee on Report Cards
Presented by Darold Johnson
Ohio Federation of Teachers Director of Legislation,
November 13, 2019

Co-Chair Blessing, and Co-Chair Jones, and members of the Report Card Committee, my name is Darold Johnson, Legislative Director of the Ohio Federation of Teachers (OFT). OFT represents teachers, paraprofessionals, school nurses, higher education staff and faculty, and public employees. We appreciate the opportunity to share our thoughts on the Ohio report card.

One of Stephen Covey's principles for success, and one shared by teachers developing lesson plans, is the principle of starting with the end in mind. Having conversations with our members and reviewing the landscape of other states, the end we have in mind is a report card focused on critical targeted areas. Our end in mind is a report card that informs district decisions and allows parents to have a better understanding of the academics, the quality of the teaching staff, and the programs offered at their local schools. The report card, along with a dashboard, should mirror the State Strategic Plan.

Parents and communities have lost faith in the current report card. The terminology used as part of the report card may make sense to the well informed but leaves many parents and community organizations uncertain about how the categories of "Graduation" and "Prepared for Success" relate to each other or how well a district's graduates are doing. How does "Achievement," "Progress," and "Gap Closing" relate to each other, if they relate at all. Teachers are also confused and don't have enough information to answer parents' questions.

First, we need to see a report card that helps parents, teachers, students and community organizations have a complete understanding of what is happening in their local schools and school districts. School and district report cards should support a more comprehensive approach using an array of data and public reporting tools, ensuring that each metric strengthens the picture of a student, school, and district performance. We must move beyond testing as the principal measure of grading school districts. Second, teachers and staff want their work recognized and have that work reflected in more than just a test score.

Fundamental concepts to be considered with the revised report cards:

1. Involvement – parents, teachers, and other stakeholders need to be involved in the development of the look and data reported.
2. Transparency - make the value-added formula more transparent (the current process raises lots of questions).

3. Re-evaluate all data points to see if the data is being processed effectively, because we have recently seen data reworked and hard to explain grades for different components of the report card.
4. Allow school districts control over how report card information is shared with the community because schools are mostly doing this now.
5. Phase-in implementation of a new report card giving parents and districts time to recommend adjustments.
6. End the A-F grading system- look at a dashboard or using graphics that provide longitudinal information.
7. Focus on equity and improvement, not just test scores.
8. Provide information on the supportive services - nurses, counselors, social workers, art programs, music programs, P.E. teachers and wraparound services.
9. Change prepared for success category to allow for multiple options and to be reflective of Ohio's wide range of economic opportunities beyond college including obtaining career licenses and entering the military.
10. Develop a report card that moves towards improvement. Establish data points such as cut scores that are not changed every year.

Base New Report Card on Ohio Department of Education's Strategic plan

We should target the report card and create a dashboard around Ohio Department of Education's Strategic plan by asking the question, "How does the report card reflect the core principles of the Strategic Plan?"

Equity - Understanding of the history of discrimination and bias and how it has come to impact current society. What is the state doing to ensure equity?

Partnerships - Everyone, not just those in schools, shares the responsibility of preparing children for successful futures — partnership examples: school-based health, wraparound services, trauma-informed instruction, and career exploration programs.

Quality schools - Factors come together in a variety of resources to serve the student, including school leaders, teachers, curriculum, instruction, student supports, data analysis and more.

How will the report card and a dashboard address the equity issues? How are partnerships included in the report card and how are school leaders and teacher quality reflected on the report card. How do we document the whole child principles: healthy, safe, engaged, supported and challenged experience on the report card?

MEETING THE LEARNING NEEDS AND ASPIRATIONS OF *ALL* STUDENTS. (source: Ohio Department of Education's Strategic Plan)

Prioritizing equity. The report card should document teachers' experience in the building and strategies to help students of low wage families, students with disabilities, English learners, and other students who face unique challenges to reach their full potential.

Ensuring students have foundational knowledge and skills. Measurements for state tests for mathematics, reading, writing, science, and social studies are essential, but the report card should take into account equity when developing reporting mechanisms for these test results.

Accommodating all students' learning and growth needs and aspirations. The report card should include the development of social-emotional competence, learning and innovation skills, information and technology skills, and life and career skills. These skills will help parents identify building skills that best fit their student's needs.

Celebrating learning. The report card should document the experience and background for the teachers and leaders. Ensuring excellent educators (teachers and leaders) are in a building that knows how to meet the learning needs and aspirations of all students are essential. Document other awards school buildings and districts have received.

Supporting effective educators who achieve results. Report cards or a dashboard must document the supply of effective teachers and leaders (and other personnel – psychologists, counselors, support staff, etc.) who are collaborative, empowered, prepared and developed to nurture student growth and boost student accomplishment.

Fostering environments that maximize student learning. The dashboard must identify and promote strategies to help students overcome barriers to learning and build teacher and leader capacity to support those strategies. A dashboard should include activities addressing reducing trauma, implementing restorative practices, and meeting physical, social, and emotional needs.

Advancing quality in- and out-of-school learning opportunities. A dashboard must identify ways to promote access to opportunities that enrich the student learning experience during the school day, after the school day, and beyond the traditional K-12 school experience (including, but not limited to, opportunities for students to participate in community service, internships, mentoring, and after- and out-of-school experiences).

Promoting evidence-based, innovative learning practices. A dashboard must support school districts in developing and implementing innovative and evidence-based learning practices, including, but not limited to, the integrated use of technology and authentic, real-world, experiential learning and project-based learning.

MAINTAINING AN EDUCATION SYSTEM THAT SUPPORTS STUDENTS, TEACHERS, AND FAMILIES.

Prioritizing early learning. A dashboard must recognize the value and return on investment of early learning. It must document strategies that advance high-quality, developmentally appropriate, hands-on early childhood and preschool opportunities for students. It should document collaborations with parents, caregivers, and community partners that emphasize the importance of early learning.

Striking partnerships to deploy integrated supports. The report card and a dashboard should document schools to partner with parents, caregivers, community members, and organizations to

help maximize learning and support student opportunities and accomplishments. These supports can address students' basic needs or more specific conditions (e.g., nutrition, vision/hearing, health care, career exploration, workplace learning, etc.) that have an impact on learning and life.

Emphasizing collective stakeholder impact. At the state and local levels, the report card and dashboard must recognize the power of collective impact and seek to leverage all elements of society— including critical partners such as parents, caregivers, community and faith-based organizations, businesses, state legislators, etc.—in a shared commitment to the continuous improvement of the education system and the lives of children.

Measuring progress. A dashboard must document strategies that help students overcome barriers to learning and build teacher and leader capacity to support those strategies. A dashboard should include reducing stress, addressing experiences of trauma, implementing restorative practices, and meeting physical, social, and emotional needs.

You will hear recommendations about specific proposals that we could support within our framework. We think at the end of the day, we will always have districts that are in the bottom ten percent but focusing just on punitive measures that have not proven more effective does not help the students who remain in these schools. Using data that does not reflect what is happening in a school building to make changes in a building status is not a sound education policy. Ohio needs a new framework, and Ohio Department of Education’s Strategic Plan offers an alternative. Thank you for allowing us this opportunity, and I welcome any questions you may have.

Introduction

Thank you Chair Blessing, Chair Jones, and workgroup members for inviting me to offer testimony on Ohio's state report card. My name is Chad Aldis, and I am the Vice President for Ohio Policy and Advocacy at the Thomas B. Fordham Institute. The Fordham Institute is an education-focused nonprofit that conducts research, analysis, and policy advocacy with offices in Columbus, Dayton, and Washington, D.C.

For two decades, Ohio has published annual report cards that provide families and citizens, educators and policymakers with information about school quality. Just like an annual medical checkup, these report cards are routine checks on the academic health of schools, letting us know when students are meeting learning goals, while also raising red flags when children are falling behind.

The main purpose of the state report card is straightforward: To offer an honest appraisal of school quality. For families, the report cards offer objective information as they search for schools that can help their children grow academically. For citizens, they remain an important check on whether their schools are thriving and contributing to the well-being of their community. For governing authorities, such as school boards and charter sponsors, the report card shines a light on the strengths and weaknesses of the schools they are responsible for overseeing. It can also help officials identify schools in need of extra help.

Key Principles

Yet creating a report card that meets the needs of so many stakeholders is no walk in the park. That's why we're here today. Before diving into the particulars, it's important to step back and consider four key principles that we at Fordham believe are crucial to the report card design.

- **Transparent:** Report cards should offer user-friendly information that can be understood by all of Ohio's families and citizens, most of whom work outside of education.
- **Fair:** The report card should be fair to students by encouraging schools to pay attention to the needs of all students. It should also be fair to schools and designed in a way that allows schools serving students of all backgrounds to stand out.
- **Rigorous:** Report card measures should challenge schools to improve student outcomes.
- **Consistent:** The report card should remain largely consistent from year-to-year, helping to build public confidence and enabling stakeholders to track progress.

Strengths of Ohio's Current Report Card

With these principles in mind, it's important to recognize the strengths of Ohio's current framework, which has earned praises from national education groups.[1] As you consider changes to the report card, we believe these foundational elements should remain firmly in place.

Overall rating. Akin to a GPA, Ohio's overall rating offers a broad sense of performance by combining results from disparate report card measures. This prominent, user-friendly composite rating focuses public attention on the general academic quality of a school. In contrast, a system without a final rating risks misinterpretation. It would enable users to "cherry pick" high or low component ratings that, when considered in isolation, could misrepresent the broader performance of a district or school. We've already seen this occur—in 2017, one media outlet focused on the F's received by several districts on indicators met, but skipped almost entirely over the other ratings.[2] Failing to assign an overall grade could also lead users to "tally up" component ratings on their own in a crude effort to create an overall grade. For example, district X's four A's might look better than district Y's three A's. But such a conclusion could very well be incorrect, since it treats all components as equally important. Some measures, such as achievement and growth, currently do and should carry heavier weight.

Takeaway: Ohio's final, "summative" rating is very user friendly and helps avoid misinterpretation.

Letter grades. Along with fifteen other states, Ohio adopted an A-F rating system, first implementing it in 2012-13.[3] Because most of us have received A-F grades, almost everyone understands that an "A" indicates superior accomplishment while an "F" is a red flag and a clear distress signal. Due to the widespread use of letter grades, they offer maximum transparency around results. As with overall ratings, the A-F system also helps users avoid misinterpretation. For instance, under Ohio's former rating system, schools could receive the vague "continuous improvement" rating even if they performed *worse* than the year before. Other descriptive labels risk becoming euphemisms used to soften troubling results: "Below Expectations," for example, has nowhere near the sense of urgency of an "F."

Takeaway: While various rating systems exist, none can match letter grades in terms of public transparency. In turn, they hold the most promise of engaging families and communities in celebrating well-earned success or sparking transformation when necessary.

Achievement and growth. To its credit, Ohio has made measures of student achievement and growth—two distinct views of school quality—the bedrock of state report cards. Achievement considers how students fare at a single point in time and includes measures such as the performance index and scores on ACT/SAT exams. Growth, on the other hand, looks at the trajectory of students' academic performance over time. To capture this type of growth, Ohio has long used "value-added" measures which track learning gains regardless of where students begin the year on the achievement spectrum.

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[1] Education Commission of the States, *Grading States, Rating Schools*: http://www.ecs.org/docs/rating-states,grading-schools.pdf and DQC, *Empowering Parents and Communities through Quality Public Reporting:* https://dataqualitycampaign.org/wp-content/uploads/2016/03/Empowering-Parents-and-Communities-Through-Quality-Public-Reporting-Primer_1.pdf.

[2] https://www.10tv.com/article/how-did-your-school-perform-2016-17-state-report-cards-released-ohio-districts.

[3] https://www.excelined.org/wp-content/uploads/2018/11/ExcelinEd.PolicyToolkit.AFSchoolGrading.PolicySummary.2018.pdf

Value-added results form the basis of the Progress component and, starting with 2017-18 report cards, are now included in Gap Closing.

Takeaway: By featuring both achievement and growth prominently, Ohio offers a fairer, more balanced picture of whether students meet state standards at a particular moment in time and whether students are making progress.

Recommendations for Improvement

Despite these crucial strengths, we believe that there is still room to improve the state report card. In our December 2017 report *Back to the Basics*, which I believe you were provided at a previous meeting, we outlined a few suggestions that would further enhance the transparency and fairness of Ohio's report cards.[4]

At a high level, our key recommendations include:

> 1) Streamlining the report card by removing subcomponent ratings and assigning only an overall rating and five component ratings—Achievement, Progress, Gap Closing, Graduation, and Prepared for Success.
>
> 2) Simplifying and renaming the Gap Closing component.
>
> 3) Placing a greater emphasis on growth measures in the overall rating to provide a fairer picture of quality among higher-poverty schools.

In the following remarks, I'll touch on each report card component. They generally follow our 2017 analysis, but I'll also include some further thoughts on a few topics that were not as prominent two years ago.

Achievement. This component provides a point-in-time look at how students perform on state exams. It includes both the performance index—a weighted measure of proficiency that awards additional credit when students achieve at higher levels—and indicators met, a subcomponent that focuses primarily on proficiency rates. We recommend eliminating indicators met and basing the Achievement rating solely on the performance index. Instead of a binary proficient/not-proficient metric, the performance index offers a more holistic view of achievement across the spectrum. This creates an important incentive for schools to help students at all achievement levels reach higher goals, rather than encouraging schools to focus narrowly on students just above or below proficient. If Ohio removes indicators met, the state should continue to report—but not grade—proficiency rates for each district and school.

We also strongly support the current design of the performance index, specifically the weighting system tied to each achievement level. We have deep concerns about proposals to change the weights in a way that would allow a small segment of high-achievers to mask the broader achievement struggles in a district or school—something that could be done, for example, by increasing the weight on categories such as Limited and Basic or adding a new achievement level.

[4] https://fordhaminstitute.org/ohio/research/back-basics-plan-simplify-and-balance-ohios-school-report-cards.

Takeaway: We recommend eliminating indicators met and basing the Achievement rating solely on the performance index. We also strongly support the current design and weighting of the performance index.

Progress. This component contains four value-added measures—an overall value-added rating and three subgroup ratings. These measures gauge schools' impacts on learning regardless of students' prior achievement, which puts schools serving students of varying backgrounds on a more neutral playing field. In *Back to the Basics,* we suggested removing the subgroup value-added measures and transferring two of them—gifted and students with disabilities—to the Gap Closing component, thus offering a clearer view of schoolwide student growth via the Progress rating. We continue to believe Ohio should adopt those changes. Two additional matters regarding value-added that were not discussed in great detail in our 2017 paper are worth touching upon.

- **Years of data.** There has been debate over whether to use a one- or three-year average value-added score to determine growth ratings. The state's current method, multi-year averaging, helps avoid large changes in these ratings from year-to-year—schools are less likely to swing from "A" to an "F" as a result—but it also means using less current data. We recommend that the state split the difference and use a weighted average score, placing 50 percent weight on the current year value-added score, and 25 percent each on the two prior years.

- **Grading scale.** The grading scale used to translate value-added scores into ratings has been heavily discussed, and was altered under House Bill 166. We believe that the HB 166 modifications were a poor solution to the larger challenge of anchoring ratings on "value-added index scores," measures of statistical certainty that are often confused as indicators of the "amount" of growth that students make. In our view, Ohio should consider shifting away from index scores and instead focus on the actual gain (or loss) made by the average student in a district or school. Done well, moving in this direction has the potential to strengthen public and educator understanding of the growth results—it should better answer the more commonly asked question "how much growth did students make?"—and would allow Ohio to make a fresh start in its approach to translating growth data into ratings. It's important to note that the issues surrounding the grading system do *not* indicate problems with the underlying statistical model, but rather reflect challenges in translating statistical results into a rating.

Takeaway: We recommend removing the subgroup value-added measures and transferring two of them—gifted and students with disabilities—to the Gap Closing component. We also recommend using a weighted average score to determine growth ratings and focusing on actual gains in the grading scale.

Gap Closing. This component serves the purpose of ensuring that students from specific subgroups—students with disabilities, English language learners, economically disadvantaged students, and racial/ethnic groups—all receive a quality education. The current design of the component relies on a subgroup's performance index, graduation rates, and, as of 2017-18, their value-added scores.

The calculations within this component remain complex and a little difficult to follow. In *Back to the Basics*, we suggest a somewhat simpler component that would offer a more transparent picture of subgroup performance. The table appended—from *Back to the Basics*—contains an illustration of our

proposed framework, which relies on a series of indicators allowing users to see whether subgroups achieved performance index and growth targets. In that report, we also suggested that Ohio change the component name from Gap Closing to "Equity." The reasons are twofold: 1) the component includes a few traditionally high-achieving subgroups and 2) while closing achievement gaps remains critical for Ohio, the component itself doesn't necessarily capture whether gaps are closing. For instance, Columbus City Schools received a "B" in Gap Closing in 2018-19 but its black-white achievement gap in math *increased* by 0.5 points on the performance index and narrowed by just 0.2 points in ELA. The term Equity would better convey the component's aim: To ensure that all subgroups are meeting state academic goals.

Takeaway: We recommend simplifying the component to offer a more transparent picture, and renaming the component "Equity."

Prepared for Success. A central aim of K-12 education is to prepare students for success after high school. To this end, Ohio implemented Prepared for Success as a graded component starting in 2015-16. It has a two-tiered structure that, at the basic level, awards credit to schools when students earn remediation-free scores on the ACT or SAT, accumulate at least 12 industry credentials points, or attain an honors diploma. In addition, schools may earn "bonus points" when students who meet any of the primary targets also pass AP or IB exams or earn college credit via dual enrollment. Over the past year, there has been discussion around the design of Prepared for Success, including whether to shift to a single tier structure, incorporate additional measures, and even potentially eliminating it.

A few general comments. First, we believe that Prepared for Success merits inclusion in Ohio's report card. Communities deserve to know whether young people graduate high school truly ready for their next steps in life. Second, policymakers should be careful not to jam too much data into the component and create an immense, complicated measure. Third, for formal report-card purposes, Ohio should depend on reliable data and use metrics that are difficult to game and should avoid using subjective measures like readiness seals in a formal report card system. Fourth, we should be mindful that post-secondary outcomes—e.g., college enrollment or apprenticeships after high school—are not necessarily in the control of K–12 schools. That is likely why Ohio reports college enrollment and completion rates within this component but refrains from rating schools based on those data.

With this in mind, we recommend that policymakers approach any revisions to Prepared for Success with care. The purpose of the component—to provide a view of graduates' readiness—and the underlying metrics are sound. We would, however, support the following avenues for refinement. First, Ohio should incorporate military readiness and enlistment as an indicator of success. Second, we recognize that the ratings distribution on Prepared for Success (largely D's and F's) creates less differentiation than might be desired. To this end, we would support a revision to the grading scale in a way that maintains its rigor but also creates more differentiation. Third, Ohio could incorporate an improvement dimension that provides districts and schools with low baseline readiness rates a chance to demonstrate success, while also offering an incentive to schools to help more students achieve rigorous readiness targets.

What we would strongly discourage is eliminating Prepared for Success or weakening it by giving schools low-level "pathways" for earning credit. The last thing Ohio needs is a duplicative component that is indistinguishable from the less rigorous Graduation component.

Takeaway: We recommend avoiding the inclusion of subjective measures, like readiness seals, but adding military readiness and enlistment as an indicator of success. We also suggest revising the grading scale and incorporating an improvement dimension.

Graduation Rate. Speaking of graduation, this component currently includes the four- and five-year graduation rate as graded subcomponents, along with a composite rating. We recommend that the state award a single Graduation rating that combines (but does not issue separate grades for) the four and five year graduation rates. We also support efforts to calculate, and potentially include on report cards, a graduation rate that accounts for students who transfer schools. Though Ohio may not be able to replace the traditional adjusted-cohort calculation, this calculation would ensure that high schools are held accountable for graduation in proportion to the time in which a student was enrolled.

Takeaway: We recommend that Ohio base schools' Graduation rating on a combination of its four-year and five-year graduation rates, without issuing separate ratings for each. We also support efforts to calculate, and potentially include on report cards, a graduation rate that accounts for students who transfer schools.

K-3 Literacy. Early literacy remains the foundation for later academic success. But with the exception of the KRA for incoming Kindergarteners, the state does not require schools to assess early elementary students in the same way as students in grades 3-8 and high school. In the early grades, schools may select among a variety of reading diagnostic exams, thus making school ratings more tenuous under this component. Moreover, state law allows certain districts and schools to receive no rating on K-3 Literacy,[5] and the measure focuses entirely on a subset students—those deemed by their school to be "off-track" —rather than literacy among all students. While we strongly support Ohio's efforts to improve early literacy, including the Third Grade Reading Guarantee, we recommend that the state either explore ways to significantly strengthen the K-3 measure, use it in a more limited way (for example, as a rating that only applies to K-2 schools), or remove it from the report card.

Takeaway: We recommend that the state either explore ways to significantly strengthen the K-3 measure, use it in a more limited way—for example, as a rating that only applies to K-2 schools—or remove it from the report card.

Additional Thoughts

Finally, a few words about several specific issues, concerns, and ideas that you may hear about in the coming weeks.

Data dashboards. As many of you know, House Bill 591 was introduced in the last General Assembly. It called for a "data dashboard" system that would display a blizzard of dense education statistics but would provide no ratings that provide context and meaning for everyday Ohioans. We firmly believe that a dashboard system would fail to provide the transparent, actionable information that Ohio families and communities deserve. Quite simply, clarity and transparency would be lost in a move to a data dashboard.

[5] 62 Ohio districts received no rating on K-3 Literacy in 2018-19.

Demographics. One of the common critiques of the current report card system is that its results reflect too heavily the backgrounds of the students enrolled in schools. We certainly share that concern when it comes to achievement-based measures such as the performance index and even Prepared for Success. That's why we recommend a balance between status-type measures and student growth, even somewhat favoring the latter in the overall rating formula. Three additional things should be kept in mind regarding demographics:

- First, we must affirm through our report card system that we truly believe that all students can learn. It's not fair to low-income students or children of color to set lower performance bars—the troubling "soft bigotry of low expectations"—just to inflate their schools' ratings.

- Second, Ohio should not be in the business of sweeping achievement gaps under the rug. It's true that high-poverty schools face significant challenges, and their achievement-based ratings should be viewed in context. But hiding the fact that few students in a school can read or do math at grade level is neither transparent nor fair to students who need the extra help.

- Third, we must remember that Ohio places a strong emphasis on the more poverty-neutral growth measures. Both the Progress and Gap Closing components incorporate value-added, and together these components account for roughly 35 to 65 percent of a school's overall rating. Due to the weight being placed on value-added, quality high-poverty schools are beginning to stand out. For example, on the 2018-19 report card, 40 percent of Ohio's high-poverty schools received a very respectable "C" or above as their overall rating.[6]

Choose your own adventure. We've seen various proposals over the years that would rely on the higher of two results—a "choose your own adventure" type policy. This is wrong for a couple reasons. First, it can mask low performance. For example, if schools were able to drop their performance index score, it would hide the achievement struggles of students needing to make up significant ground. Second, it's pretty easy to argue that proposals such as these are designed to make schools look better, rather than genuine attempts to improve the functioning of the report card. We all want highly rated schools. But top ratings should be earned, not given through shortcuts.

Non-academics. We all know that schools do lots more than academics. They help young people build character, learn teamwork, and bear increasing responsibility. Though critical, these intangible non-academic traits are incredibly challenging to gauge in a reliable, objective manner. Most experts in the field to warn against incorporating them into formal accountability systems.[7] We concur.

Conclusion

Ohio's report card has long been central to a transparent, publicly accountable K-12 education system. In the coming weeks, you'll hear a number of opinions about state report cards. But you should go into this knowing that despite some areas that could be improved, your predecessors have built a generally

[6] "High-poverty" being defined as a school with more than 66 percent economically disadvantaged students.
[7] For example, Angela Duckworth, "Don't Grade Schools on Grit," *New York Times*: https://www.nytimes.com/2016/03/27/opinion/sunday/dont-grade-schools-on-grit.html and Carol Dweck, "Carol Dweck Revisits the 'Growth Mindset'" *Education Week*: https://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html?r=1003634458.

strong report card. If you carefully evaluate the report card through the lenses of transparency, fairness, rigor, and consistency, I believe that an even stronger framework will emerge.

Thank you for the opportunity to speak, and I welcome your questions.

Appendix

Table 5: Recommended structure of a revised Gap Closing component

	Performance Index Goal	Student Growth Goal
Race/Ethnicity		
African American	Met	Met
Asian	Met	Not Met
Hispanic	Not Met	Met
Multiracial	Met	Not Met
Native American	*	*
White	Met	Met
Economically disadvantaged	Not Met	Met
English language learner	Not Met	Met
Gifted students	Met	Not Met
Students with disabilities	*	*
English language learner (progress)[44]	Met	

Notes: Using the current value added system, Ohio could give schools credit for meeting the goal if a subgroup's value added index score is greater than -1.0 (equivalent to a C or above). Annual performance index score goals in math and ELA by subgroup are documented in Ohio's ESSA plan, as are the progress goals for ELL students.[45] Under Ohio's ESSA plan, Performance Index goals vary by subgroup, depending on each subgroup's baseline scores in 2015-16.

Ohio's School Report Cards

November 13, 2019

THOMAS B. FORDHAM INSTITUTE
ADVANCING EDUCATIONAL EXCELLENCE

Presentation Overview

- Key principles
- Strengths of current report card
- Areas for improvement
- Final thoughts

Purpose and users of the report card

- **Key purpose:** To offer a fair, honest appraisal of school performance
- **Families** use report cards to help in search for quality schools
- **Citizens** use report cards to check whether local schools are thriving
- **Governing authorities** use report cards to identify strengths & weaknesses of schools they oversee.

Key principles of report card design

- **Transparent:** Should offer user-friendly information to families and citizens, most of whom work outside of education
- **Fair:** Should be fair to students and to schools. Should provide incentives for schools to pay attention to needs of all students; should also offer all schools a fair chance of success, regardless of demographics
- **Rigorous:** Should challenge schools to improve and help students reach even higher goals
- **Consistent:** Should remain largely consistent from year-to-year to build public confidence and enable users to track progress

Strengths of the current system

- **Overall rating:** Combines results from disparate components into final, user-friendly rating that broadly depicts quality
- **Letter grades:** Since A-F ratings are almost universally understood, they offer maximum transparency around results
- **Achievement and growth:** Both types of measures are crucial to well-rounded view of academic quality; Ohio features both prominently in its report card.

Areas of improvement

- Fordham's 2017 report *Back to the Basics* outlined several recommendations to improve functioning of system.
  - Streamline report card by reducing number of letter grades
  - Simplify and rename Gap Closing component
  - Place greater emphasis on student growth measures (aka "value-added")

Achievement

- **Purpose**: To provide look at how students perform on state exams at single point in time.
- **Design:** Includes two subcomponents (1) indicators met which relies primarily on proficiency rates and (2) performance index, a weighted measure of achievement
- **Recommendation:** Eliminate indicators met and focus on performance index.

Progress

- **Purpose:** To gauge schools' impacts on achievement growth over time on state exams; results tend not to correlate strongly with demographics
- **Design:** Progress includes four value-added measures: 1) Overall, 2) students with disabilities, 3) gifted, and 4) low-achieving students
- **Recommendation:** Make Progress rating solely based on overall value-added scores; move SWD and gifted value-added data to Gap Closing

Progress

- Two additional suggestions related to value-added measures
  - Use weighted, multi-year average value added score: 50 percent weight on current year result; 25 percent each on prior two years
  - Consider shifting to use of actual gains or losses, instead of "index scores," to determine value-added ratings

Gap Closing

- **Purpose:** To ensure students from all backgrounds receive a quality education
- **Design:** Based on subgroup performance index and value-added scores, and graduation rates.
- **Recommendation:** Simplify component structure and rename it “Equity”

Gap Closing

Table 5: Recommended structure of a revised Gap Closing component

	Performance Index Goal	Student Growth Goal
Race/Ethnicity		
African American	Met	Met
Asian	Met	Not Met
Hispanic	Not Met	Met
Multiracial	Met	Not Met
Native American	*	*
White	Met	Met
Economically disadvantaged	Not Met	Met
English language learner	Not Met	Met
Gifted students	Met	Not Met
Students with disabilities	*	*
English language learner (progress)[44]	Met	

Notes: Using the current value added system, Ohio could give schools credit for meeting the goal if a subgroup's value added index score is greater than -1.0 (equivalent to a C or above). Annual performance index score goals in math and ELA by subgroup are documented in Ohio's ESSA plan, as are the progress goals for ELL students.[45] Under Ohio's ESSA plan, Performance Index goals vary by subgroup, depending on each subgroup's baseline scores in 2015-16.

Prepared for Success

- **Purpose**: To gauge student readiness for success after high school
- **Design:** Two tiered structure: 1) Primary tier awards credit when students meet remediation free targets on ACT or SAT, earn industry credentials, or receive honors diplomas; 2) Bonus tier awards extra credit when students pass AP or IB exams or earn dual enrollment credit
- **Recommendation:** Include an indicator of military readiness and enlistment, tweak the "grading scale," and incorporate improvement dimension

Graduation

- **Purpose:** To gauge how many students meet baseline level requirements for graduation
- **Design:** Includes both four- and five-year graduation rate as subcomponents
- **Recommendation:** Combine 4-year and 5-year rates into a measure that receives a single rating rather than two separate grades

K-3 Literacy

- **Purpose:** To ensure children make progress toward reading proficiency
- **Design:** Looks at how many students go from "off track" to "on track" according to fall reading diagnostic tests
- **Recommendation:** Significantly improve component design, or use in more limited way/not at all

Final thoughts

- **Data dashboards:** Provide blizzard of dense educational data but provide no context or transparency for Ohio families and citizens
- **Demographics:** Need to strike balance between achievement and growth measures; report cards must affirm belief that all students can learn
- **Choose your own adventure:** Policies that pick higher of two results mask low performance, arguably driven by desire to inflate ratings
- **Non-academics**: Schools do lots more than academics but gauging intangible qualities very difficult

Final thoughts

- Report cards are central to transparent, accountable K-12 education system
- Make refinements with great care
- Affirm belief that all students can learn

Concerns Regarding the Report Card and the Future of the Gifted Performance Indicator

December 4, 2019

Discussions about the future of report cards for school districts have been ongoing for the last few years. The State Board of Education first convened a work group in early 2017 to discuss potential changes to the report card. In the 132nd General Assembly, former representative, Mike Duffey, introduced HB591, which would have revamped the report card. Other legislation was drafted but never introduced. Ohio Excels has convened a stakeholder group of diverse education groups to try to reach a consensus on how the report should be revised. The Ohio Association for Gifted Children (OAGC) has provided input or has been in most of these discussions with all of these groups deliberating the future of the report card.

Based on the testimony provided by the major education groups to the Report Card Committee on Wednesday, November 13, 2019, OAGC has the following concerns and comments.

Potential Elimination of Indicators Met Element as Part of the Achievement Component -- This recommendation is particularly problematic for the gifted community as the removal of this element would eliminate the single accountability measure for gifted students on the report card – the gifted performance indicator. Unlike all other student subgroups, services to gifted students are not mandated, and many gifted students in Ohio do not receive services appropriate to their educational needs. BASA (Buckeye Association of School Administrators) has indicated that the gifted performance indicator should be moved to a gap closing measure with the gifted input element eliminated. It would be totally ironic to move the gifted indicator to a gap closing or equity measure while gutting the element that shines the brightest light on gifted equity gaps in identification and service between student groups. ***OAGC is highly opposed to the elimination of gifted input points as part of the gifted performance indicator.***

It might be helpful to understand the history of the indicator and how it became one of the achievement performance indicators. The gifted indicator is a met-not met indicator and currently is included as one of the 27 indicators in the achievement component of the report card. The indicator is composed of three elements: gifted value-added, gifted performance index and gifted points which measure the identification and service levels of various categories of gifted subjects and populations including:

- Minority students
- Economically disadvantaged students
- Grade bands (K-3, 4-8, 9-12)
- Visual and Performing Arts

Before the gifted performance indicator, services to gifted students had dropped to 19%. Within five years after the gifted performance indicator was placed on the report card, gifted services increased to a record high of 54% in 2018. Services have increased across all district typologies, not just wealthy districts. Without the indicator (particularly the inputs points element), services to gifted students will decline as there will be no incentive for districts to identify or serve them. Equally important, critical information about the identification and service of underserved populations will once again be hidden. If you would like more information about gifted in Ohio, please view the attached "2018 State of Gifted in Ohio." Please note, this document is currently being updated with 2018-2019 data.

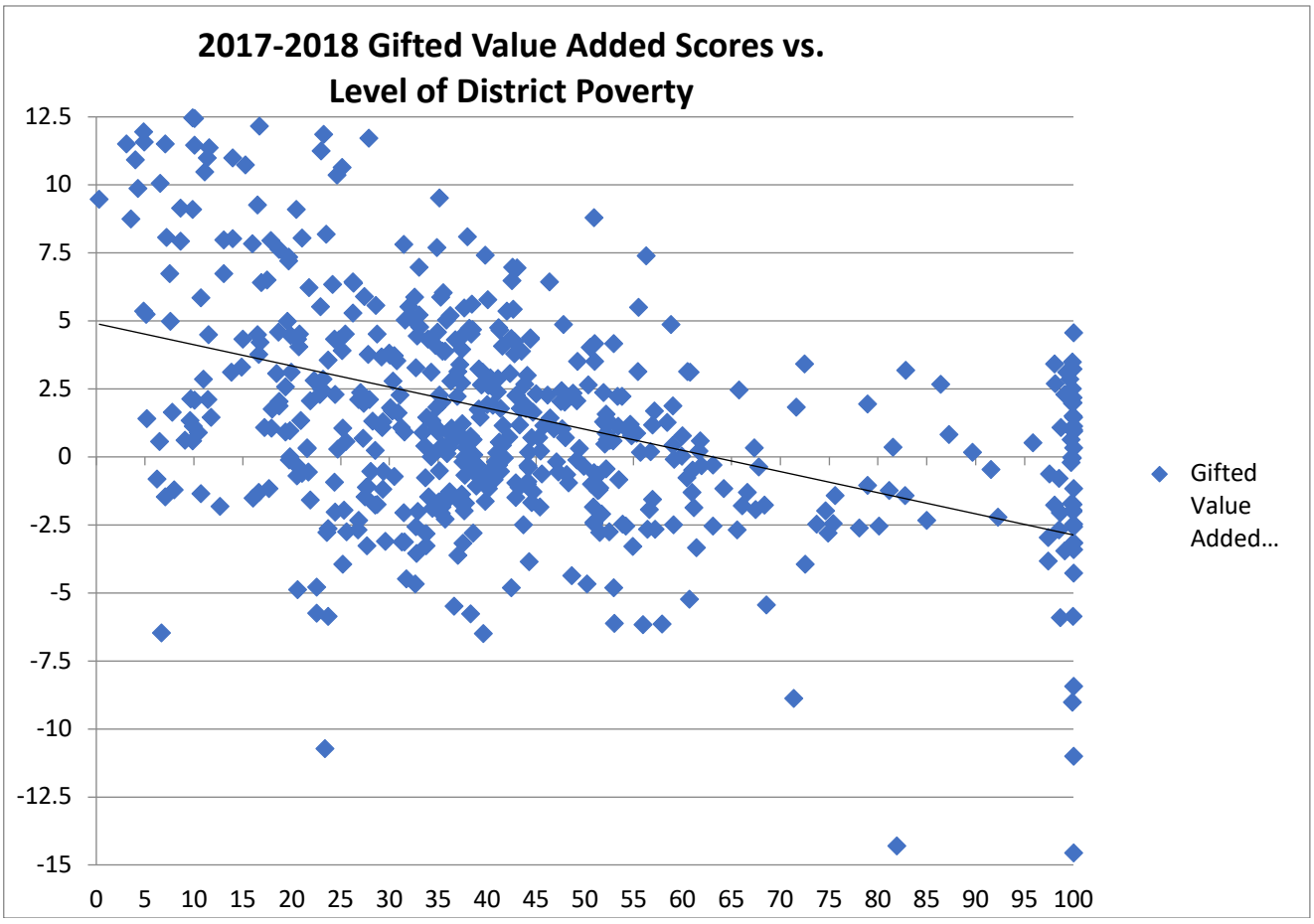
Why is there an identification and service component for gifted and not the other student sub-groups? The reason is quite simple: as stated earlier, gifted students are the only student sub-group for whom services are not mandated. The input points element of the gifted indicator gives districts, parents, and policymakers information about gifted identification and services, especially regarding gifted minority and economically disadvantaged students. Ohio has large gaps in these areas. For example, economically disadvantaged students are only 43% as likely to be identified as gifted in wealthier, suburban districts. The removal of the indicator – particularly the gifted input element - would allow these gaps to, once again, be hidden, which would further hurt minority and economically-disadvantaged gifted students. The 2nd Edition of the Jack Kent Cooke report "Equal Talents, Unequal Opportunities" rated Ohio's excellence gap a "D." Please see the Ohio report attached to this document.

While some superintendents were not initially happy about the gifted performance indicator, others have embraced the challenge – across all district typologies. We do believe that additional changes should be made to the gifted performance indicator that would eliminate some issues with small populations of minority and ELL (English Language Learner) students in smaller districts and to increase emphasis on the under-identification and service of minority, ELL, and K-3 student populations. We also believe the definition of minority students should be refined within this element to reflect those minority populations who are currently underserved. But the elimination of the gifted performance indicator or the gifted input element of the indicator would be a huge step backwards for under-identified and under-served student populations. Ohio cannot close the gaps between under-represented gifted students and those more traditionally identified and served if we once again hide information about where those gaps are.

The placement of the gifted performance indicator in the achievement indicators component might not be an ideal fit, but it is accomplishing what is designed to do – increasing identification, service and performance of gifted students. If the achievement component indicators are removed from the report card, as is recommended by many of the major education groups, the gifted performance indicator needs to be moved to a different area of the report card. Removing it completely would not serve the best interest of gifted children, particularly those who are also part of an under-represented student population. In our discussions with the Ohio Excels stakeholder group, former Representative Duffey and other representatives and senators, there appeared to be some consensus around the idea of developing an equity component where the *complete* gifted performance indicator could reside with other measures such as the gap closing

or other new equity measures. OAGC would support this change if the equity component were a graded component (on whatever scale is chosen) and the three elements of the indicator remain.

The Elimination of Value-Added Sub-Group Demotions and Sub-group "N" Sizes – Many of the education groups have called for the elimination of the value-added sub-group demotions. Prior to the budget bill, no district could receive an "A" if any one of the value-added sub-groups received a grade of "B" or below. HB166 made two changes to value-added that relieve the pressure of the demotion. First, the formula for the value-added grades has been changed so that districts and schools have a lower bar for the grades. A "B" grade on value-added last year will be an "A" this year. A "C" will be a "B" etc. The second change is to the demotion formula whereby a district cannot receive an "A" grade if any of the value-added sub-groups has a grade of "C" or below. OAGC believes these changes allow more leeway for districts to receive higher grades for value-added but still maintains some incentive to ensure that value-added sub-groups are not ignored. It is important to understand that while growth as measured by the overall value-added measure does not appear to be highly correlated with the wealth of a district, *this is not the case for at least the gifted value-added sub-group.* Wealth of a district definitely is correlated to the value-added of the sub-group as the chart below indicates. (To see more information about the gifted performance indicator, see the attached "2018 State of Gifted Education in Ohio" document.)



OAGC also supports the "N" size sub-group that is currently in law. Moving the "N" size back to previous levels would be a step backwards in ensuring the districts sufficient attention to underserved student populations.

Prepared for Success Measures – While several education groups have called for the elimination of the prepared for success measure, OAGC supports the measure as important for parents and the public at large to determine whether districts are adequately preparing their students not just to graduate but to succeed in college or careers beyond high school.

Grading Scale and Summative Grades – OAGC does not have not have a strong opinion on whether districts and schools should be graded using an A-F scale or some other scale. We do believe that parents and the public at large are best served by having some rating scale for the various components of the report card. We are also skeptical that a three-grade scale (not met, met, and exceeds) is nuanced enough to capture differences between districts and schools. We do not believe that a summative grade is particularly useful.

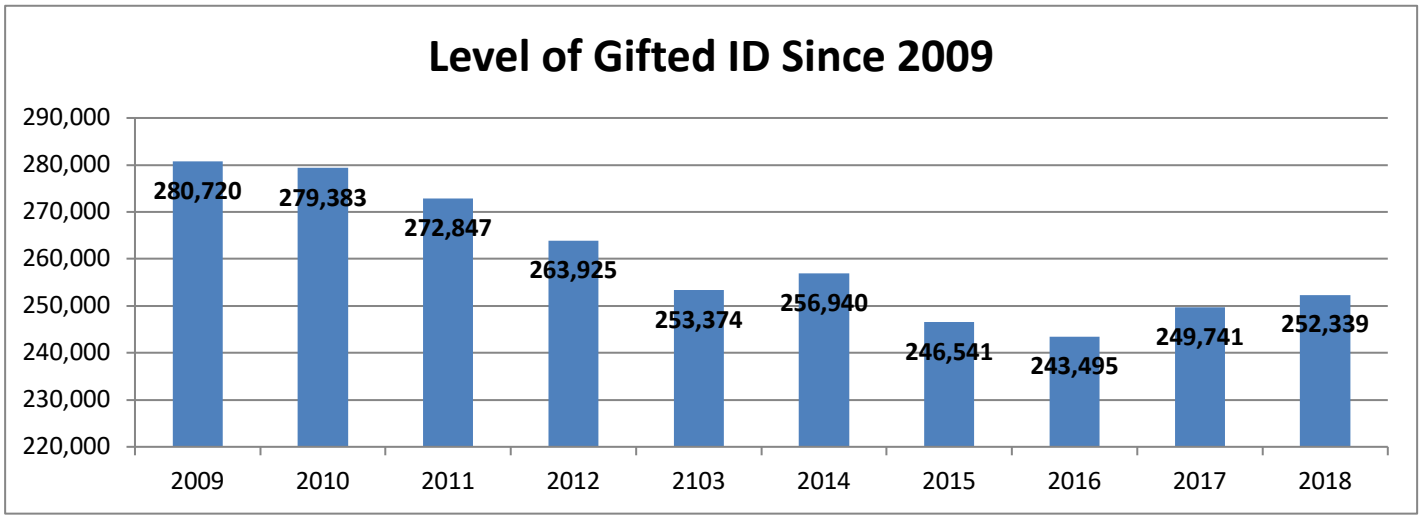
OAGC has a separate request regarding the names of the Ohio assessment scores. The current levels are limited, basic, proficient, accelerated, advanced, and advanced plus. OAGC requests that the score level "accelerated" be renamed to "accomplished." The term "accelerated" has a very specific meaning – that a student is working at above-grade level. The level of "accelerated" on an Ohio assessment is ***not*** above-grade level. This is confusing to parents, some of whom request grade-skipping for their children as a result of these scores.

For additional information, please contact Ann Sheldon, OAGC Executive Director at anngift@aol.com or 614-325-1185 (cell).

2018 State of Gifted Education in Ohio
Updated February 5, 2019

Gifted Identification

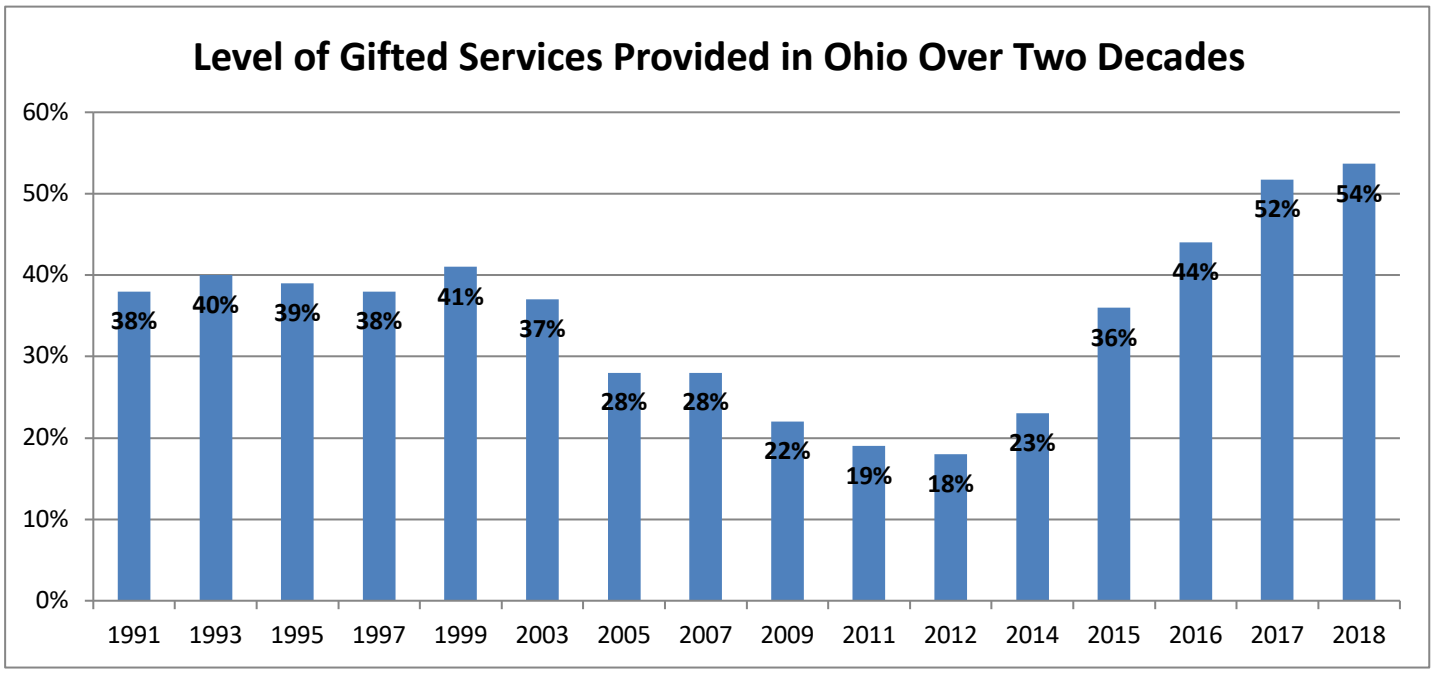
In school year ending in 2009, districts identified 280,720 students as gifted. That figure is now 252,339, a drop of 11.25%. The most significant drops occurred from 2011 to 2012 and 2014 to 2015. The decline continued from 2015 to 2016 with another 1% drop. Gifted identification actually increased from 2016 to 2017 by 2.5%, and another 1% from 2017 to 2018 (though the actual percentage of gifted identified decreased due to an increase in total K-12 enrollment). In 2017-2018, 51 districts were unable to receive a value-added grade due to low identification numbers. Of those districts, 33 were above the 600 ADM threshold set for "not rated" districts on the gifted indicator to count against the district. This is an increase over last year.



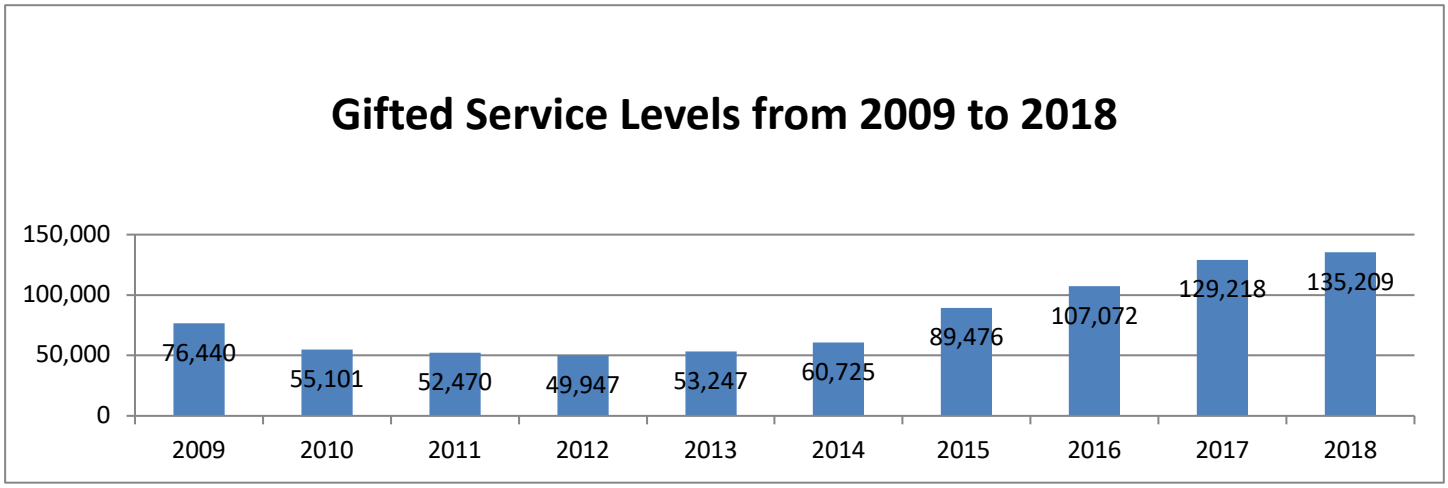
While overall identification numbers increased, the percentage of gifted students decreased slightly for most district types. The breakdown by district typology demonstrates that gifted students are still much less likely to be identified in poorer rural districts, small towns, and urban districts.

District Typology	Grouping	# of Districts	2018% ID'd	2017% ID'd	2016 % ID'd	2015 % ID'd
1	rural, high poverty	123	12.46	**12.74**	12.13	12.05
2	rural, average poverty	106	14.33	**14.48**	13.74	13.52
3	small town, low poverty	111	15.99	**15.89**	15.33	15.65
4	small town, high poverty	89	11.08	**11.44**	10.74	11.04
5	avg. suburb, low poverty	77	18.66	**19.08**	18.36	18.53
6	lg. suburb, very low poverty	46	31.66	**31.64**	30.83	31.00
7	urban, high poverty	47	8.68	**9.07**	8.7	9.00
8	large urban, very high poverty	8	9.25	**9.41**	8.04	8.36
State Average		**607**	**16.19**	**16.43**	**15.59**	**15.77**

Gifted Services



Districts increased services to gifted students from 60,725 in 2013-2014 to 89,476 in 2014-2015. There was another big jump in "services" provided in 2015-2016 to 107,072 students and again in 2016-2017 with a jump to 129,218 served students. This trend slowed somewhat with an increase of just 2% from 2016-2017 to the 2017-2018 school year. The overwhelming majority of these "new" services over the past four years are being provided in the regular classroom with little to no gifted intervention specialist support with an increase of over 34,000 students. There was an actual reduction in the number of services in pull-out and resource rooms with dedicated gifted intervention specialists. In high school, over 23,000 more students were reported as served in College Credit Plus, Honors courses, and Advanced Placement than three years ago. Almost 16,000 students are now being reported as subject-accelerated, the majority of these students are likely 8th graders taking Algebra.

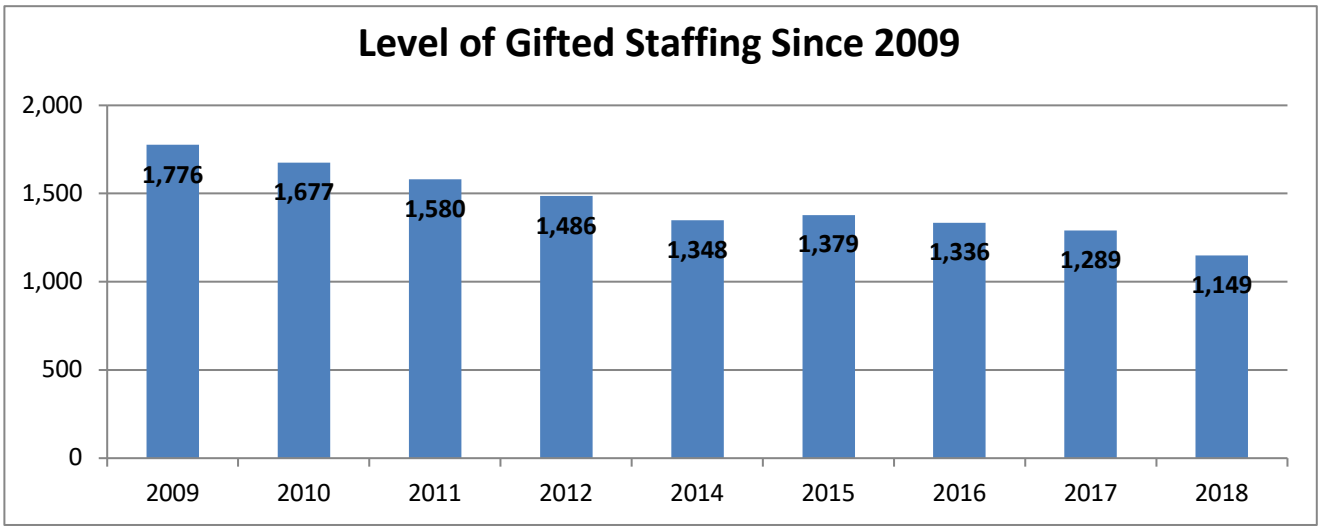


Viewing services by typology is an interesting exercise, because it shows that across all district types there are large service gains for gifted students reported over the past five years, even though we have no idea of the quality of those services. In 2017-2018, over 450 districts reported serving more gifted students though 82 districts, which are predominantly rural or small-town, serve too few gifted students to report. Over half of the statewide service increase can be attributed to 30 districts, the majority of which are suburban.

District Type	# of Districts	2018 % of ID Served	2018 % of ADM Served	2017 % of ID Served	2017 % of ADM Served	2016 % of ID Served	2016 % of ADM Served	2015 % of ID Served	2015 % of ID Served by ADM
1	123	56.40	7.03	56.15	7.03	46.09	8.19	33.85	3.83
2	106	50.52	7.24	53.32	7.72	43.24	5.94	31.88	4.31
3	111	62.32	9.97	55.44	8.81	48.79	7.48	40.16	6.28
4	89	60.48	6.70	57.02	6.52	52.25	5.61	40.13	4.43
5	77	56.98	10.64	53.06	10.12	46.61	8.56	38.67	7.16
6	46	50.76	16.07	48.26	15.27	39.5	12.18	34.07	10.56
7	47	53.23	4.62	51.54	4.67	43.23	3.76	32.84	2.96
8	8	33.75	3.12	46.24	4.35	36.07	2.9	37.08	3.1
State Average	**607**	**53.38**	**8.67**	**51.74**	**8.5**	**43.09**	**6.86**	**36.29**	**5.72**

Gifted Staffing

The increase in gifted services should logically include an increase in licensed gifted staffing levels. But that is not the case. Gifted staffing has plummeted over the past few years. As of 2017-2018, there were only 1,149 (down from about 1,289 in 2016-2017) licensed gifted coordinators and intervention specialists working in Ohio school districts and ESCs. Considering that 16.19 percent of Ohio's student population is identified as gifted, this level is entirely inadequate. Licensed gifted staffing in districts and ESCs has decreased by 36% since the FY2008–2009 school year. Gifted coordinator numbers decreased by 69%, while the number of gifted intervention specialists decreased by 29%. The issue of appropriate gifted staffing is critical to any discussion of gifted services. Classroom teachers in Ohio are provided no preservice training to understand, identify, or provide services to gifted children. Districts indicating that gifted students are served in the classroom with no support from a gifted intervention specialist and low-quality gifted professional development are usually doing little more than filling out a checklist to gain gifted service points for the gifted performance indicator. This is why it is so important that classroom teachers get appropriate levels of high-quality gifted professional development.



The breakdown by district typology reveals once again that rural districts have seen the worst of gifted staff reductions in the state from 2009, though the decline of gifted staff seems to be acute in smaller urban districts, as well. (Note: The graph below does not include ESC staff which have also declined.) While large urban districts had increased hiring of staff up until 2016-2017, there has been a decline in gifted staff in 2017-2018. Declines in staffing

have continued in all district typologies from 2016-2017 to 2017-2018. Given these decreases in gifted staff and increases in gifted services, it is clear that more districts are providing services without the support of trained gifted staff. Staff decreases over the last decade have been particularly acute in district typologies 1-5 and 7.

Typology	Number of Districts	% Decline in Overall Gifted Staff from 2017 to 2018	% Decline in Gifted Coordinators from 2017 to 2018	% Decline in Gifted Intervention Specialists from 2017 to 2018	% Decline in Overall Gifted Staff from 2009 to 2018	% Decline in Gifted Coordinators from 2009 to 2018	% Decline in Gifted Intervention Specialists from 2009 to 2018
1	123	27.08%	44.20%	22.46%	54.45%	67.09%	50.79%
2	107	36.84%	76.20%	23.70%	55.59%	78.88%	49.83%
3	111	8.42%	53.59%	-4.46%	48.47%	69.80%	43.40%
4	89	13.76%	52.76%	3.70%	42.47%	70.88%	34.37%
5	77	9.95%	44.94%	5.95%	37.29%	77.06%	29.05%
6	46	7.68%	33.42%	5.99%	23.20%	67.90%	17.88%
7	47	4.58%	42.72%	-2.82%	35.94%	72.29%	25.36%
8	8	10.26%	14.29%	9.86%	3.71%	31.43%	-0.08%
State Average	**608**	**12.22%**	**46.38%**	**6.77%**	**35.84%**	**69.36%**	**28.69%**

Gifted Service Setting Changes Compared to Gifted Staff Changes

It is clear from the chart below that many of the service increases in gifted are not supported by gifted staff. (Note: As there was no minimal level of professional development required of classroom teachers reported as serving gifted students prior to the 2017-2018 school year, it is not clear what the level of actual services was truly being provided.) It is disturbing that record increases in gifted services reported are almost all being provided in the regular classroom with fewer and fewer licensed gifted intervention specialist staff involved.

Gifted Service Changes from 2014-2018 compared to Gifted Staff Changes						
	2014	**2015**	**2016**	**2017**	**2018**	
Regular classroom with cluster grouping	21,007	32,624	39,368	52,301	55,710	**165%**
Resource room/Pullout with GIS	14,071	13,855	13,124	13,842	11,288	**-20%**
Licensed GIS staff	**1,348**	**1,379**	**1,336**	**1,289**	**1,149**	**-14.76%**

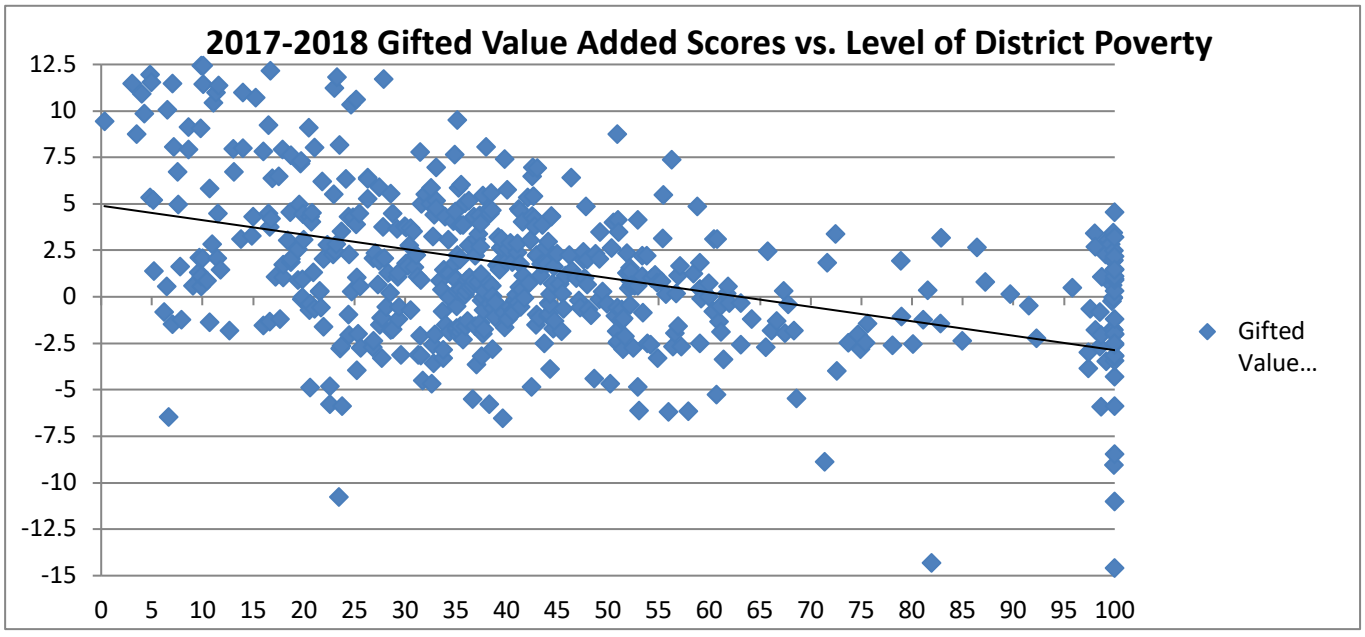
Vulnerable Populations

The gifted performance indicator—the only current output measure for gifted students—breaks out district identification and services across grade bands, types of giftedness, and student demographics. Data on gifted identification and services in grades K–3, disadvantaged, and minority students indicate that gifted gaps remain.

Economically Disadvantaged Students: Students classified as economically disadvantaged are less than half as likely as other students to be identified as gifted in the state of Ohio. Those who are identified are almost as likely to be served as non-economically disadvantaged students in their district. However, service numbers of economically disadvantaged gifted are markedly worse in rural districts. The lack of identification of this population supports the need for whole grade screening, which is widely supported by research.

Typology	Number of Districts	2017 % ID'd	2017 % of ID Served	% Gifted Disadvantaged ID	% Disadvantaged ID as % of Overall ID	% Gifted Disadvantaged Served	% Disadvantaged Served as % of Overall Served
1	123	12.46	56.40	7.58	60.84	51.19	90.76
2	106	14.33	50.52	7.60	53.02	46.28	91.61
3	111	15.99	62.32	7.53	47.09	56.23	90.24
4	89	11.08	60.48	6.34	57.25	57.85	95.65
5	77	18.66	56.98	8.79	47.08	53.17	93.31
6	46	31.66	50.76	13.47	42.56	56.08	110.47
7	47	8.68	53.23	6.13	70.61	53.21	99.96
8	8	9.35	33.75	7.06	76.32	36.44	107.95
State Avg	607	16.19	53.58	7.86	48.56	52.73	98.40

Another way to view how serious this issue is becoming is to look at the value-added scores of gifted subgroup by district poverty levels. The distribution for all student value-added scores has no relation to poverty. The scatter plots show no trend. This is not the case for the gifted student subgroup where there is a clear decline in value-added scores based on the level of district poverty. It comes down to opportunity. Wealthier districts are providing more true services while poorer districts while reporting service increases continue to cut staff and limit opportunities for gifted students.



Minority Students: Districts also have some issues identifying minority students especially considering these figures may be somewhat skewed. This is because the minority gifted student category includes students identified as Asian, who historically have been more likely to be identified as gifted than any other subgroup in the state of Ohio, including non-Hispanic white students. Overall, minority students are less likely than non-Hispanic whites to be identified as gifted, particularly in small towns and urban districts. While minority gifted students are almost as likely to be served if they are identified as non-minority students, this is not the case in some rural districts and large urban districts.

Typology	Number of Districts	2017 % ID'd	2017 % of ID Served	% Gifted Minority ID	% Minority ID as % of Overall ID	% Gifted Minority Served	% Minority Served as % of Overall Served
1	123	12.46	56.40	7.66	61.44	45.17	80.10
2	106	14.33	50.52	9.26	64.59	40.06	79.29
3	111	15.99	62.32	9.79	61.20	58.69	94.17
4	89	11.08	60.48	6.31	56.98	58.30	96.41
5	77	18.66	56.98	12.15	65.08	60.04	105.36
6	46	31.66	50.76	25.98	82.08	64.57	127.20
7	47	8.68	53.23	4.84	55.71	54.76	102.87
8	8	9.35	33.75	5.23	56.46	33.75	100.00
State Average	607	16.19	53.58	9.82	60.67	52.45	98.05

Grades K-3: As with all student subgroups, the earlier that gifted students are identified and provided with appropriate intervention, the more likely they are to realize their potential. Unfortunately, in Ohio the majority of districts do a poor job of identifying young gifted students. Over 10% of Ohio's districts do not identify any or extremely few gifted children in grades K–3. One-third of districts identify fewer than 3 percent of their K–3 population**.** While on average Ohio districts identify about 16.19% of their students as gifted, only 7.2% of students are identified as gifted in grades K–3. Aside from wealthy suburban districts, no other district typology groups appear to do a good job of identifying gifted children in the early grade levels. The problem is particularly acute in small town and urban areas where it is critically important to identify and provide services as early as possible.

Typology	Number of Districts	2017 % ID'd	2017 % of ID Served	% Gifted K-3 ID	% K-3 ID as % of Overall ID	% Gifted K-3 Served	% K-3 Served as % of Overall Served
1	123	12.46	56.40	6.14	49.29	53.92	95.62
2	106	14.33	50.52	6.10	42.54	49.85	98.67
3	111	15.99	62.32	7.53	47.22	53.78	86.30
4	89	11.08	60.48	4.08	36.86	53.42	88.33
5	77	18.66	56.98	8.63	46.22	58.33	102.36
6	46	31.66	50.76	18.38	58.06	60.06	118.31
7	47	8.68	53.23	3.93	45.02	48.66	91.42
8	8	9.35	33.75	6.44	69.57	20.56	60.92
State Average	607	16.19	53.58	7.20	44.46	53.20	99.28

Gifted Performance and Growth

The gifted performance indicator (GPI) is composed of three components: gifted value-added scores, the gifted performance index, and gifted input points, the last of which is a measure of gifted identification and service across student demographics and grade bands. Districts must meet each of the component cut scores to meet the overall GPI, with the exception of districts under 600 average daily membership (ADM). The cut scores are a gifted value-added grade of C of above, a gifted performance index score of 117 (out of 120) or above, and a gifted input score of 80 (out of 100) or above. In 2013-2014, 155 districts met the GPI. This dropped to 13 districts in 2014-2015 and then increased to 49 in 2015-2016. As the indicator standards were increased one last time in 2016-2017, the number of districts who met the indicator dropped to 12. As expected, this rose to 38 in 2017-2018 as districts are more familiar with Ohio's new state assessments and the phase-in of the gifted performance indicator is complete. With the exception of type 8 typology districts (large urban), there were districts in every typology that met the indicator (Type 1 – 3; Type 2 – 3; Type 3 – 9; Type 4 – 2; Type 5 – 5; Type 6 – 15; Type 7 – 1). The breakout of the performance indicator is as follows:

Gifted Performance Indicator Element Comparison					
	2017-2018	**2016-2107**	**2015-2016**	**2014-2015**	**2013-2014**
Average Value-Added	1.58	1.30	1.09	.34	.31
Average Gifted Input Points	54	52	47	43	36
Average Performance Index	114.2	113.4	112.5	110.5	115.8

In terms of districts that met each element, 140 met the gifted performance index, 406 met gifted value-added, and 91 met the gifted input points element.

2017-2018 Gifted Performance Indicator Breakdown by District Typology			
	Gifted Value-Added	**Gifted Performance Index**	**Gifted Input Points**
Type 1	.44	113.42	50.33
Type 2	1.11	114.21	47.58
Type 3	1.30	115.40	56.16
Type 4	.54	113.78	52.03
Type 5	3.25	115.40	61.29
Type 6	7.87	117.59	69.80
Type 7	-.88	110.48	49.26
Type 8	-4.95	106.93	53.81
State Average	**1.58**	**114.24**	**53.81**

There were improvements in all three elements of the gifted performance indicator, but these varied based on typology. For example, type 3 (low-poverty, small town) and 6 (low-poverty, suburban) districts had the largest increase in gifted input points as well as increases in value-added and the gifted performance index. All district typologies had gains in value-added except for Type 1 (rural, high- poverty) and type 4 (small town, high-poverty) which had minor drops. Type 6 (low-poverty, suburban) districts had the highest gain in value-added growth. The gifted performance index increased from 113.41 in 2016-2017 to 114.24 with increases in all typologies. Type 8 (large urbans) districts made the most gains. Gifted points increased in all district types except for type 1 (rural, high-poverty) and type 2 (rural, average-poverty) districts with an average increase of 2 points. Type 6 (low-poverty, suburban) districts made the largest point gains.

Gifted Performance Indicator Changes Breakdown by District Typology

	Gifted Value-Added		Gifted Performance Index		Gifted Input Points	
	2017/2018	2017/2016	2017/2018	2017/2016	2017/2018	2017/2016
Type 1	.44	.52	113.42	112.64	50.33	51.07
Type 2	1.11	.94	114.21	113.66	47.58	48.03
Type 3	1.30	1.02	115.40	113.82	56.16	52.59
Type 4	.54	.61	113.78	113.06	52.03	47.93
Type 5	3.25	2.95	115.40	114.95	61.29	58.46
Type 6	7.87	6.12	117.59	116.82	69.80	64.57
Type 7	-.88	-.99	110.48	109.92	49.26	46.21
Type 8	-4.95	-5.28	106.93	105.17	42.38	43.75
State Average	**1.58**	**1.30**	**114.24**	**113.41**	**53.81**	**51.81**

While suburban districts are more likely to meet the gifted performance indicator, it is clear that these districts tend to spend more on gifted students and are more likely to identify gifted students. There does appear to be some correlation between funding and performance with the exception of urban districts.

Type	# of Districts	2018 % ID'd	2018 % of ID Served	*2018% of ID Served by ADM*	# Met GPI	No VA Score > 600 ADM/	% High VA Scores (A or B)	% Low VA Scores (D or F)	Avg. VA Gain Index	Avg. Gifted Perf Index	Avg. Gifted Points	*Expenditure to State Gifted Funding*
1	123	12.46	56.40	7.03	3	16	30.08	21.95	.44	113.42	50.33	*84.8*
2	106	14.33	50.52	7.24	3	6	41.51	18.87	1.11	114.21	47.58	*77.2*
3	111	15.99	62.32	9.97	9	3	51.35	27.93	1.3	115.4	56.16	*100.3*
4	89	11.08	60.48	6.7	2	6	40.45	29.21	.54	113.78	52.03	*118.5*
5	77	18.66	56.98	10.64	5	0	66.23	20.78	3.25	115.4	61.29	*146.1*
6	46	31.66	50.76	16.07	15	0	82.61	6.52	7.87	117.59	69.8	*295.6*
7	47	8.68	53.23	4.62	1	2	25.53	46.81	-.88	110.48	49.26	*142.7*
8	8	9.25	33.75	3.12	0	0	37.50	50.00	-4.95	106.93	42.38	*173.7*
State Avg.	607	16.19	53.58	8.67	38	33	45.80	24.55	1.58	114.24	53.81	*147.8*

Funding

Gifted education funding in Ohio has gone through multiple revisions in the past decade. After the dismantling of the gifted unit funding system at the end of the 2009–2010 school year, gifted education funding operated under a maintenance-of-effort provision until 2014. This system provided districts absolute discretion with few or no barriers to use state gifted education funds to meet the needs of gifted children. Unfortunately, the approach resulted in staggeringly negative consequences for gifted students across the state. The new system introduced in the 2014, at least on paper, significant increases in funding through a formula that was calculated inside the core funding formula. (In the gifted unit funding system, all gifted funds were allocated outside the formula.) Because the accountability provisions are weak and unenforced by the Ohio Department of Education (ODE), the only funding that must directly support gifted education is the $3.8 million allocated to educational service centers (ESCs) for gifted coordinators and intervention specialists.

While over $73 million of state gifted education funding (based on capped amounts) was allocated to districts in FY2017, almost half of all districts spent less than the amount allocated to them under the state funding formula. Forty-five districts report spending no money on gifted identification and services. The theory behind incorporating the gifted funding mechanism into the district funding formula was that districts would use formula funds to pay ESCs for services if needed. The theory appears to have failed, however, in many smaller districts (particularly in typology groups 1 and 2) that spend disproportionately less of their gifted formula amounts than do other, larger groups. Gifted students in these smaller districts have been hurt by this formula shift as well as by the cut in ESC gifted funding.

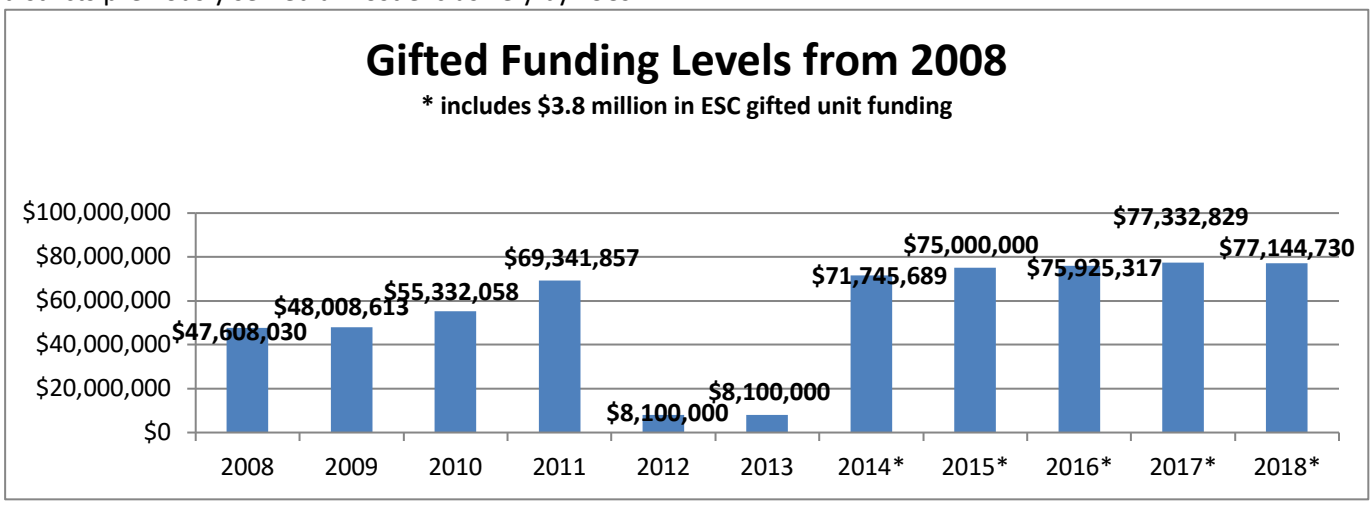
Typology	Number of Districts	Gifted Expenditure to State Funding Allocation*	Districts Spending Under the State Gifted Allocation	Districts Spending $0 on Gifted
1	123	95.71%	68	10
2	106	86.92%	64	12
3	111	105.16%	56	10
4	89	129.97%	41	3
5	77	148.64%	22	3
6	46	314.78%	3	1
7	47	148.74%	16	1
8	8	196.78%	3	0
State Average	**607**	**157.79%**	**273**	**40**

*Numbers may vary slightly from ODE allocation data based on data available at the time of this analysis

Historic Levels of Gifted Funding

Depending on one's viewpoint, gifted funding either is at the highest level in history or has experienced a decrease of almost 95 percent**.** Funding was relatively stable until 2009, with the introduction of the evidence-based model. On paper, funding rose for 2010 and 2011, but because districts were operating under only a maintenance-of-effort standard, they were not required to spend the state levels of gifted funding beyond that provided in FY2009. A similar situation existed in the FY2011–2012 biennium. On paper, there was no funding in the bridge formula for gifted, but districts were technically required to meet the 2009 maintenance-of-effort state spending level. Compliance with this requirement was inconsistent at best and, in many cases, nonexistent. In addition, $8.1 million was allocated to educational service centers (ESCs) for gifted education. In the FY2013–FY2014 biennium, the legislature introduced a new funding formula for gifted education. The formula included funds for identification, gifted coordinators, and gifted intervention specialists. ESC gifted unit funding was cut from $8.1 million to $3.8 million. While the ORC states that funding for student subgroups under the formula must spent on those subgroups,

it is clear that the majority of districts do not feel bound by the law in this area. This is particularly true of smaller districts previously served almost exclusively by ESCs.



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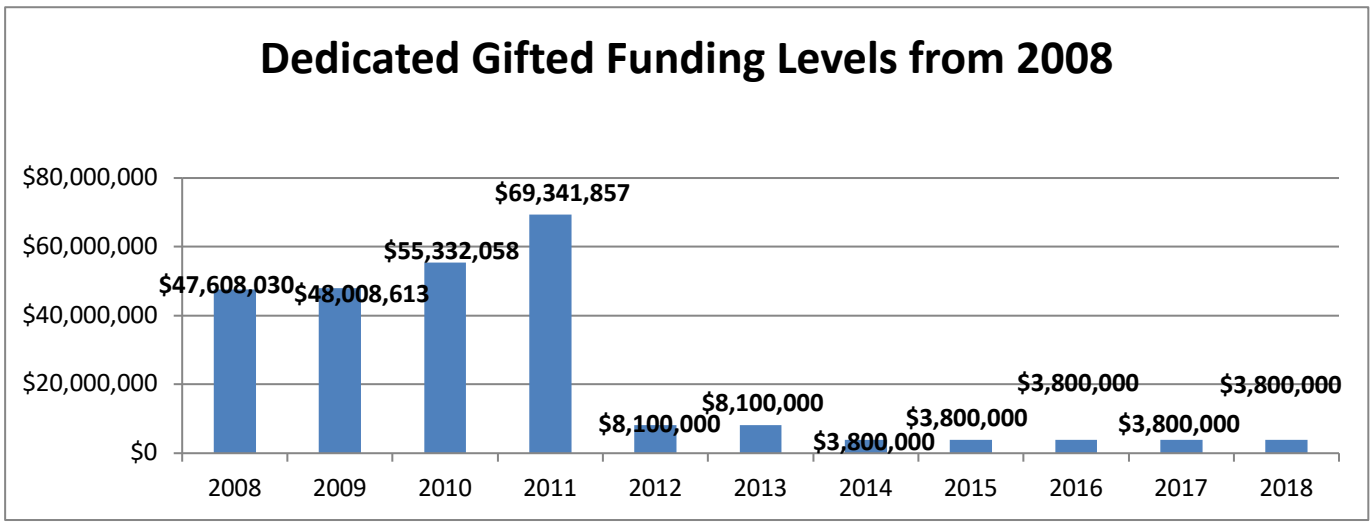


Summary

Since 2009, the state of gifted in Ohio has declined sharply. Identification of gifted students continues to decline. Even while districts are reporting more services, gifted staff levels continue to drop except in wealthier suburban districts. Services are often nothing more than report-only. It is clear from value-added data that the lack of opportunities for gifted students in districts in higher poverty leaves Ohio's most vulnerable gifted students at risk. Many districts continue to spend less on gifted students than the state funds allocated for this purpose. Gifted performance is lackluster. Gifted students in small, rural, and urban districts are the least likely to be identified and served. Young gifted students or gifted students who are minority or economically disadvantaged are the least likely to be identified or served in the state—even in wealthy suburban districts. The lack of funding accountability, the lack of services across the state, and the lack of oversight from the ODE have created a situation in which the vast majority of Ohio's school districts do not meet the new gifted performance indicator. The gifted performance indicator offers some small hope in terms of providing transparency about the state of gifted education in each district, but without changes in services, funding accountability, and oversight, gifted students will remain perpetually underserved in Ohio.

For more information, please contact, Ann Sheldon, OAGC Executive Director at anngift@aol.com or 614-325-1185.

OHIO

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

	ALL STATES	OHIO
EXCELLENCE GRADE	A: 0 B: 14 C: 32 D: 5 F: 0	**C+**
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	**B+**
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	**Yes**
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	**Identification only**
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	**3 measures**
Extra credit for advanced achievement	Yes: 15	**Yes**
Include high achievers in growth model	Yes: 38	**Yes**
Separately report growth for high achievers	Yes: 5	**Yes**
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	**None**
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	**Permitted**
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	**Permitted (all districts must have a policy)**
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	**Permitted**
State policy on early college/dual enrollment	Yes: 48	**Yes**
Mandatory	Yes: 11	**Mandatory**
Public postsecondary institutions required to accept credits	Yes: 24	**Yes**
Incentive program for early HS graduation	Yes: 6	**No**
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	**C**
Percentage of K-12 students identified as gifted	11% or more: 8 3-10%: 30 0-2%: 13	**4%**
Percentage of Class of 2013 who took at least one AP exam	26% or more: 30 11-25%: 21	**23%**
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	**C+**
% Advanced Grade 4 Math NAEP 2015	7%	**8%**
% Advanced Grade 8 Math NAEP 2015	8%	**9%**
% Advanced Grade 4 Reading NAEP 2015	8%	**8%**
% Advanced Grade 8 Reading NAEP 2015	3%	**4%**
% HS students scoring 3+ on 1+ AP exam 2013	20%	**15%**

OHIO

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES	OHIO
	A: 0 B: 0 C: 19 D: 31 F: 1	D
Policies to Close Excellence Gaps	A: 0 B: 1 C: 11 D: 27 F: 12	C
At least half of state K-12 accountability rating based on growth for all students	Yes: 4 No: 47	**No**
State mandates and/or funds universal screening	Required: 7 Encouraged: 2 No: 42	**Required**
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20	**Yes (reimburses district costs for ACT or SAT)**
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15	**State/district**
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42	**No**
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46	**No**
Excellence Gap Participation Measures	A: 2 B: 13 C: 12 D: 13 F: 10 Incomplete: 1	F
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11	**0.26**
Percent low-income K-12 students identified as gifted	Incomplete	**Unavailable**
Excellence Gap Outcomes	A: 0 B: 1 C: 27 D: 21 F: 2	D

	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	**14%**	**2%**
% Advanced G8 Math NAEP 2015	13%	2%	**14%**	**2%**
% Advanced G4 Reading NAEP 2015	15%	3%	**13%**	**3%**
% Advanced G8 Reading NAEP 2015	6%	1%	**7%**	**1%**

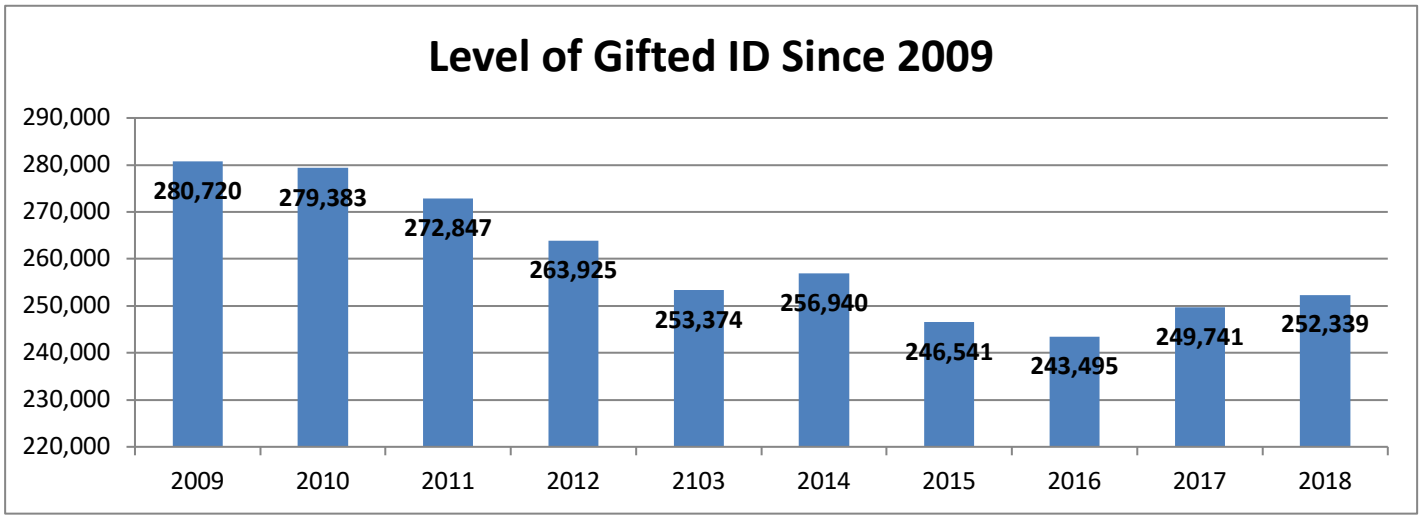
% of students who were low-income	48%	**43%**
% of 2013 AP exam takers who were low-income students	28%	**11%**
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%	**7%**

** "Low-income" defined as eligible for free or reduced price lunch subsidies*

2018 State of Gifted Education in Ohio
Updated February 5, 2019

Gifted Identification

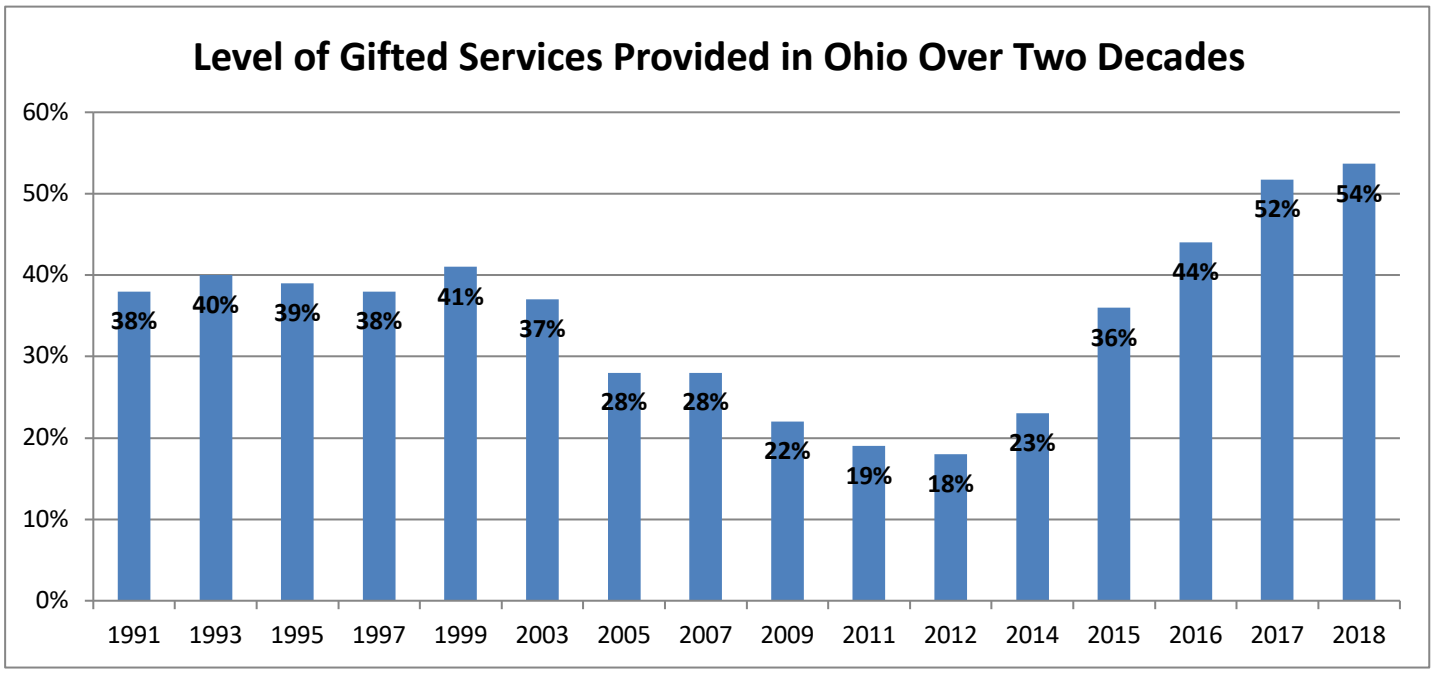
In school year ending in 2009, districts identified 280,720 students as gifted. That figure is now 252,339, a drop of 11.25%. The most significant drops occurred from 2011 to 2012 and 2014 to 2015. The decline continued from 2015 to 2016 with another 1% drop. Gifted identification actually increased from 2016 to 2017 by 2.5%, and another 1% from 2017 to 2018 (though the actual percentage of gifted identified decreased due to an increase in total K-12 enrollment). In 2017-2018, 51 districts were unable to receive a value-added grade due to low identification numbers. Of those districts, 33 were above the 600 ADM threshold set for "not rated" districts on the gifted indicator to count against the district. This is an increase over last year.



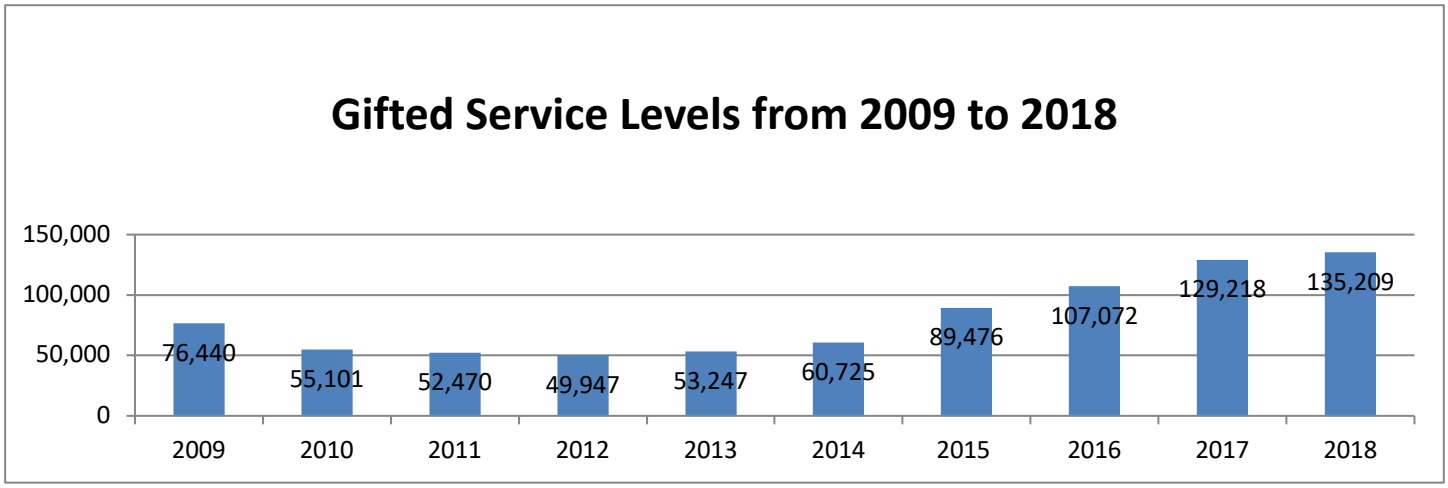
While overall identification numbers increased, the percentage of gifted students decreased slightly for most district types. The breakdown by district typology demonstrates that gifted students are still much less likely to be identified in poorer rural districts, small towns, and urban districts.

District Typology	Grouping	# of Districts	2018% ID'd	2017% ID'd	2016 % ID'd	2015 % ID'd
1	rural, high poverty	123	12.46	**12.74**	12.13	12.05
2	rural, average poverty	106	14.33	**14.48**	13.74	13.52
3	small town, low poverty	111	15.99	**15.89**	15.33	15.65
4	small town, high poverty	89	11.08	**11.44**	10.74	11.04
5	avg. suburb, low poverty	77	18.66	**19.08**	18.36	18.53
6	lg. suburb, very low poverty	46	31.66	**31.64**	30.83	31.00
7	urban, high poverty	47	8.68	**9.07**	8.7	9.00
8	large urban, very high poverty	8	9.25	**9.41**	8.04	8.36
State Average		**607**	**16.19**	**16.43**	**15.59**	**15.77**

Gifted Services



Districts increased services to gifted students from 60,725 in 2013-2014 to 89,476 in 2014-2015. There was another big jump in "services" provided in 2015-2016 to 107,072 students and again in 2016-2017 with a jump to 129,218 served students. This trend slowed somewhat with an increase of just 2% from 2016-2017 to the 2017-2018 school year. The overwhelming majority of these "new" services over the past four years are being provided in the regular classroom with little to no gifted intervention specialist support with an increase of over 34,000 students. There was an actual reduction in the number of services in pull-out and resource rooms with dedicated gifted intervention specialists. In high school, over 23,000 more students were reported as served in College Credit Plus, Honors courses, and Advanced Placement than three years ago. Almost 16,000 students are now being reported as subject-accelerated, the majority of these students are likely 8th graders taking Algebra.

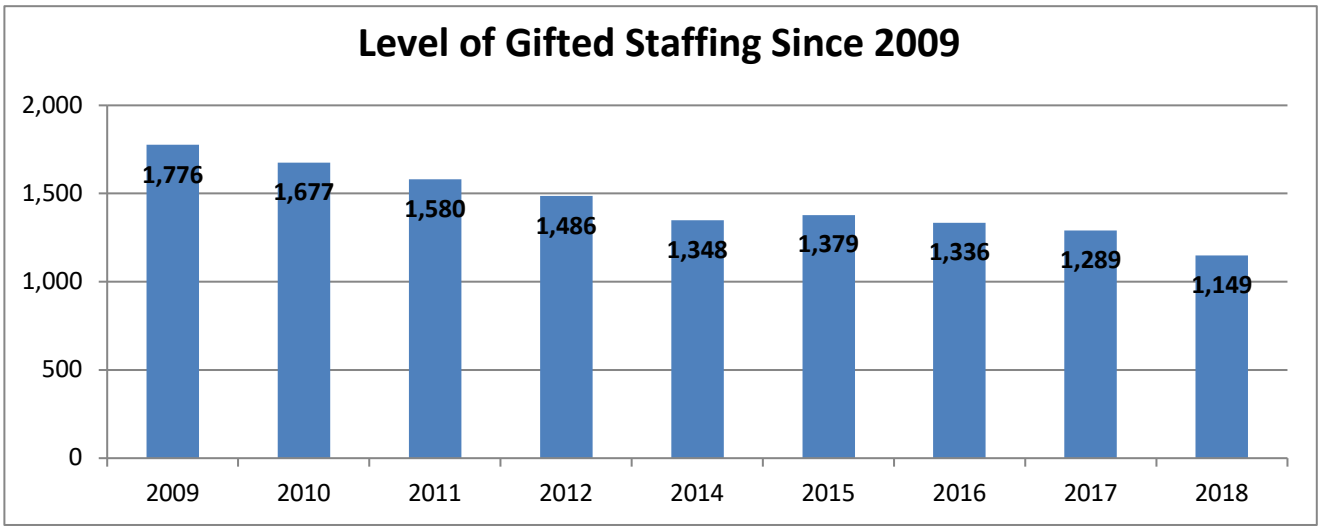


Viewing services by typology is an interesting exercise, because it shows that across all district types there are large service gains for gifted students reported over the past five years, even though we have no idea of the quality of those services. In 2017-2018, over 450 districts reported serving more gifted students though 82 districts, which are predominantly rural or small-town, serve too few gifted students to report. Over half of the statewide service increase can be attributed to 30 districts, the majority of which are suburban.

District Type	# of Districts	2018 % of ID Served	2018 % of ADM Served	2017 % of ID Served	2017 % of ADM Served	2016 % of ID Served	2016 % of ADM Served	2015 % of ID Served	2015 % of ID Served by ADM
1	123	56.40	7.03	56.15	7.03	46.09	8.19	33.85	3.83
2	106	50.52	7.24	53.32	7.72	43.24	5.94	31.88	4.31
3	111	62.32	9.97	55.44	8.81	48.79	7.48	40.16	6.28
4	89	60.48	6.70	57.02	6.52	52.25	5.61	40.13	4.43
5	77	56.98	10.64	53.06	10.12	46.61	8.56	38.67	7.16
6	46	50.76	16.07	48.26	15.27	39.5	12.18	34.07	10.56
7	47	53.23	4.62	51.54	4.67	43.23	3.76	32.84	2.96
8	8	33.75	3.12	46.24	4.35	36.07	2.9	37.08	3.1
State Average	**607**	**53.38**	**8.67**	**51.74**	**8.5**	**43.09**	**6.86**	**36.29**	**5.72**

Gifted Staffing

The increase in gifted services should logically include an increase in licensed gifted staffing levels. But that is not the case. Gifted staffing has plummeted over the past few years. As of 2017-2018, there were only 1,149 (down from about 1,289 in 2016-2017) licensed gifted coordinators and intervention specialists working in Ohio school districts and ESCs. Considering that 16.19 percent of Ohio's student population is identified as gifted, this level is entirely inadequate. Licensed gifted staffing in districts and ESCs has decreased by 36% since the FY2008–2009 school year. Gifted coordinator numbers decreased by 69%, while the number of gifted intervention specialists decreased by 29%. The issue of appropriate gifted staffing is critical to any discussion of gifted services. Classroom teachers in Ohio are provided no preservice training to understand, identify, or provide services to gifted children. Districts indicating that gifted students are served in the classroom with no support from a gifted intervention specialist and low-quality gifted professional development are usually doing little more than filling out a checklist to gain gifted service points for the gifted performance indicator. This is why it is so important that classroom teachers get appropriate levels of high-quality gifted professional development.



The breakdown by district typology reveals once again that rural districts have seen the worst of gifted staff reductions in the state from 2009, though the decline of gifted staff seems to be acute in smaller urban districts, as well. (Note: The graph below does not include ESC staff which have also declined.) While large urban districts had increased hiring of staff up until 2016-2017, there has been a decline in gifted staff in 2017-2018. Declines in staffing

have continued in all district typologies from 2016-2017 to 2017-2018. Given these decreases in gifted staff and increases in gifted services, it is clear that more districts are providing services without the support of trained gifted staff. Staff decreases over the last decade have been particularly acute in district typologies 1-5 and 7.

Typology	Number of Districts	% Decline in Overall Gifted Staff from 2017 to 2018	% Decline in Gifted Coordinators from 2017 to 2018	% Decline in Gifted Intervention Specialists from 2017 to 2018	% Decline in Overall Gifted Staff from 2009 to 2018	% Decline in Gifted Coordinators from 2009 to 2018	% Decline in Gifted Intervention Specialists from 2009 to 2018
1	123	27.08%	44.20%	22.46%	54.45%	67.09%	50.79%
2	107	36.84%	76.20%	23.70%	55.59%	78.88%	49.83%
3	111	8.42%	53.59%	-4.46%	48.47%	69.80%	43.40%
4	89	13.76%	52.76%	3.70%	42.47%	70.88%	34.37%
5	77	9.95%	44.94%	5.95%	37.29%	77.06%	29.05%
6	46	7.68%	33.42%	5.99%	23.20%	67.90%	17.88%
7	47	4.58%	42.72%	-2.82%	35.94%	72.29%	25.36%
8	8	10.26%	14.29%	9.86%	3.71%	31.43%	-0.08%
State Average	**608**	**12.22%**	**46.38%**	**6.77%**	**35.84%**	**69.36%**	**28.69%**

Gifted Service Setting Changes Compared to Gifted Staff Changes

It is clear from the chart below that many of the service increases in gifted are not supported by gifted staff. (Note: As there was no minimal level of professional development required of classroom teachers reported as serving gifted students prior to the 2017-2018 school year, it is not clear what the level of actual services was truly being provided.) It is disturbing that record increases in gifted services reported are almost all being provided in the regular classroom with fewer and fewer licensed gifted intervention specialist staff involved.

Gifted Service Changes from 2014-2018 compared to Gifted Staff Changes						
	2014	**2015**	**2016**	**2017**	**2018**	
Regular classroom with cluster grouping	21,007	32,624	39,368	52,301	55,710	**165%**
Resource room/Pullout with GIS	14,071	13,855	13,124	13,842	11,288	**-20%**
Licensed GIS staff	**1,348**	**1,379**	**1,336**	**1,289**	**1,149**	**-14.76%**

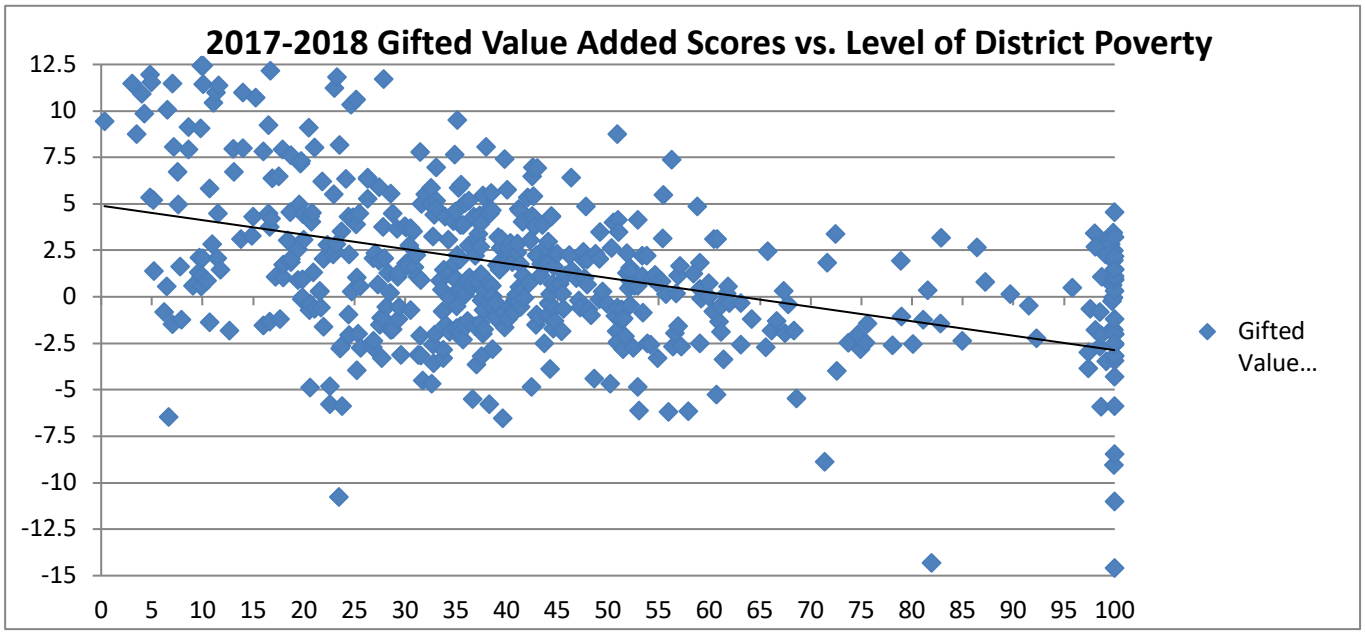
Vulnerable Populations

The gifted performance indicator—the only current output measure for gifted students—breaks out district identification and services across grade bands, types of giftedness, and student demographics. Data on gifted identification and services in grades K–3, disadvantaged, and minority students indicate that gifted gaps remain.

Economically Disadvantaged Students: Students classified as economically disadvantaged are less than half as likely as other students to be identified as gifted in the state of Ohio. Those who are identified are almost as likely to be served as non-economically disadvantaged students in their district. However, service numbers of economically disadvantaged gifted are markedly worse in rural districts. The lack of identification of this population supports the need for whole grade screening, which is widely supported by research.

Typology	Number of Districts	2017 % ID'd	2017 % of ID Served	% Gifted Disadvantaged ID	% Disadvantaged ID as % of Overall ID	% Gifted Disadvantaged Served	% Disadvantaged Served as % of Overall Served
1	123	12.46	56.40	7.58	60.84	51.19	90.76
2	106	14.33	50.52	7.60	53.02	46.28	91.61
3	111	15.99	62.32	7.53	47.09	56.23	90.24
4	89	11.08	60.48	6.34	57.25	57.85	95.65
5	77	18.66	56.98	8.79	47.08	53.17	93.31
6	46	31.66	50.76	13.47	42.56	56.08	110.47
7	47	8.68	53.23	6.13	70.61	53.21	99.96
8	8	9.35	33.75	7.06	76.32	36.44	107.95
State Avg	607	16.19	53.58	7.86	48.56	52.73	98.40

Another way to view how serious this issue is becoming is to look at the value-added scores of gifted subgroup by district poverty levels. The distribution for all student value-added scores has no relation to poverty. The scatter plots show no trend. This is not the case for the gifted student subgroup where there is a clear decline in value-added scores based on the level of district poverty. It comes down to opportunity. Wealthier districts are providing more true services while poorer districts while reporting service increases continue to cut staff and limit opportunities for gifted students.



Minority Students: Districts also have some issues identifying minority students especially considering these figures may be somewhat skewed. This is because the minority gifted student category includes students identified as Asian, who historically have been more likely to be identified as gifted than any other subgroup in the state of Ohio, including non-Hispanic white students. Overall, minority students are less likely than non-Hispanic whites to be identified as gifted, particularly in small towns and urban districts. While minority gifted students are almost as likely to be served if they are identified as non-minority students, this is not the case in some rural districts and large urban districts.

Typology	Number of Districts	2017 % ID'd	2017 % of ID Served	% Gifted Minority ID	% Minority ID as % of Overall ID	% Gifted Minority Served	% Minority Served as % of Overall Served
1	123	12.46	56.40	7.66	61.44	45.17	80.10
2	106	14.33	50.52	9.26	64.59	40.06	79.29
3	111	15.99	62.32	9.79	61.20	58.69	94.17
4	89	11.08	60.48	6.31	56.98	58.30	96.41
5	77	18.66	56.98	12.15	65.08	60.04	105.36
6	46	31.66	50.76	25.98	82.08	64.57	127.20
7	47	8.68	53.23	4.84	55.71	54.76	102.87
8	8	9.35	33.75	5.23	56.46	33.75	100.00
State Average	607	16.19	53.58	9.82	60.67	52.45	98.05

Grades K-3: As with all student subgroups, the earlier that gifted students are identified and provided with appropriate intervention, the more likely they are to realize their potential. Unfortunately, in Ohio the majority of districts do a poor job of identifying young gifted students. Over 10% of Ohio's districts do not identify any or extremely few gifted children in grades K–3. One-third of districts identify fewer than 3 percent of their K–3 population**.** While on average Ohio districts identify about 16.19% of their students as gifted, only 7.2% of students are identified as gifted in grades K–3. Aside from wealthy suburban districts, no other district typology groups appear to do a good job of identifying gifted children in the early grade levels. The problem is particularly acute in small town and urban areas where it is critically important to identify and provide services as early as possible.

Typology	Number of Districts	2017 % ID'd	2017 % of ID Served	% Gifted K-3 ID	% K-3 ID as % of Overall ID	% Gifted K-3 Served	% K-3 Served as % of Overall Served
1	123	12.46	56.40	6.14	49.29	53.92	95.62
2	106	14.33	50.52	6.10	42.54	49.85	98.67
3	111	15.99	62.32	7.53	47.22	53.78	86.30
4	89	11.08	60.48	4.08	36.86	53.42	88.33
5	77	18.66	56.98	8.63	46.22	58.33	102.36
6	46	31.66	50.76	18.38	58.06	60.06	118.31
7	47	8.68	53.23	3.93	45.02	48.66	91.42
8	8	9.35	33.75	6.44	69.57	20.56	60.92
State Average	607	16.19	53.58	7.20	44.46	53.20	99.28

Gifted Performance and Growth

The gifted performance indicator (GPI) is composed of three components: gifted value-added scores, the gifted performance index, and gifted input points, the last of which is a measure of gifted identification and service across student demographics and grade bands. Districts must meet each of the component cut scores to meet the overall GPI, with the exception of districts under 600 average daily membership (ADM). The cut scores are a gifted value-added grade of C of above, a gifted performance index score of 117 (out of 120) or above, and a gifted input score of 80 (out of 100) or above. In 2013-2014, 155 districts met the GPI. This dropped to 13 districts in 2014-2015 and then increased to 49 in 2015-2016. As the indicator standards were increased one last time in 2016-2017, the number of districts who met the indicator dropped to 12. As expected, this rose to 38 in 2017-2018 as districts are more familiar with Ohio's new state assessments and the phase-in of the gifted performance indicator is complete. With the exception of type 8 typology districts (large urban), there were districts in every typology that met the indicator (Type 1 – 3; Type 2 – 3; Type 3 – 9; Type 4 – 2; Type 5 – 5; Type 6 – 15; Type 7 – 1). The breakout of the performance indicator is as follows:

Gifted Performance Indicator Element Comparison					
	2017-2018	**2016-2107**	**2015-2016**	**2014-2015**	**2013-2014**
Average Value-Added	1.58	1.30	1.09	.34	.31
Average Gifted Input Points	54	52	47	43	36
Average Performance Index	114.2	113.4	112.5	110.5	115.8

In terms of districts that met each element, 140 met the gifted performance index, 406 met gifted value-added, and 91 met the gifted input points element.

2017-2018 Gifted Performance Indicator Breakdown by District Typology			
	Gifted Value-Added	**Gifted Performance Index**	**Gifted Input Points**
Type 1	.44	113.42	50.33
Type 2	1.11	114.21	47.58
Type 3	1.30	115.40	56.16
Type 4	.54	113.78	52.03
Type 5	3.25	115.40	61.29
Type 6	7.87	117.59	69.80
Type 7	-.88	110.48	49.26
Type 8	-4.95	106.93	53.81
State Average	**1.58**	**114.24**	**53.81**

There were improvements in all three elements of the gifted performance indicator, but these varied based on typology. For example, type 3 (low-poverty, small town) and 6 (low-poverty, suburban) districts had the largest increase in gifted input points as well as increases in value-added and the gifted performance index. All district typologies had gains in value-added except for Type 1 (rural, high- poverty) and type 4 (small town, high-poverty) which had minor drops. Type 6 (low-poverty, suburban) districts had the highest gain in value-added growth. The gifted performance index increased from 113.41 in 2016-2017 to 114.24 with increases in all typologies. Type 8 (large urbans) districts made the most gains. Gifted points increased in all district types except for type 1 (rural, high-poverty) and type 2 (rural, average-poverty) districts with an average increase of 2 points. Type 6 (low-poverty, suburban) districts made the largest point gains.

Gifted Performance Indicator Changes Breakdown by District Typology

	Gifted Value-Added		Gifted Performance Index		Gifted Input Points	
	2017/2018	2017/2016	2017/2018	2017/2016	2017/2018	2017/2016
Type 1	.44	.52	113.42	112.64	50.33	51.07
Type 2	1.11	.94	114.21	113.66	47.58	48.03
Type 3	1.30	1.02	115.40	113.82	56.16	52.59
Type 4	.54	.61	113.78	113.06	52.03	47.93
Type 5	3.25	2.95	115.40	114.95	61.29	58.46
Type 6	7.87	6.12	117.59	116.82	69.80	64.57
Type 7	-.88	-.99	110.48	109.92	49.26	46.21
Type 8	-4.95	-5.28	106.93	105.17	42.38	43.75
State Average	**1.58**	**1.30**	**114.24**	**113.41**	**53.81**	**51.81**

While suburban districts are more likely to meet the gifted performance indicator, it is clear that these districts tend to spend more on gifted students and are more likely to identify gifted students. There does appear to be some correlation between funding and performance with the exception of urban districts.

Type	# of Districts	2018 % ID'd	2018 % of ID Served	*2018% of ID Served by ADM*	# Met GPI	No VA Score > 600 ADM/	% High VA Scores (A or B)	% Low VA Scores (D or F)	Avg. VA Gain Index	Avg. Gifted Perf Index	Avg. Gifted Points	*Expenditure to State Gifted Funding*
1	123	12.46	56.40	7.03	3	16	30.08	21.95	.44	113.42	50.33	*84.8*
2	106	14.33	50.52	7.24	3	6	41.51	18.87	1.11	114.21	47.58	*77.2*
3	111	15.99	62.32	9.97	9	3	51.35	27.93	1.3	115.4	56.16	*100.3*
4	89	11.08	60.48	6.7	2	6	40.45	29.21	.54	113.78	52.03	*118.5*
5	77	18.66	56.98	10.64	5	0	66.23	20.78	3.25	115.4	61.29	*146.1*
6	46	31.66	50.76	16.07	15	0	82.61	6.52	7.87	117.59	69.8	*295.6*
7	47	8.68	53.23	4.62	1	2	25.53	46.81	-.88	110.48	49.26	*142.7*
8	8	9.25	33.75	3.12	0	0	37.50	50.00	-4.95	106.93	42.38	*173.7*
State Avg.	607	16.19	53.58	8.67	38	33	45.80	24.55	1.58	114.24	53.81	*147.8*

Funding

Gifted education funding in Ohio has gone through multiple revisions in the past decade. After the dismantling of the gifted unit funding system at the end of the 2009–2010 school year, gifted education funding operated under a maintenance-of-effort provision until 2014. This system provided districts absolute discretion with few or no barriers to use state gifted education funds to meet the needs of gifted children. Unfortunately, the approach resulted in staggeringly negative consequences for gifted students across the state. The new system introduced in the 2014, at least on paper, significant increases in funding through a formula that was calculated inside the core funding formula. (In the gifted unit funding system, all gifted funds were allocated outside the formula.) Because the accountability provisions are weak and unenforced by the Ohio Department of Education (ODE), the only funding that must directly support gifted education is the $3.8 million allocated to educational service centers (ESCs) for gifted coordinators and intervention specialists.

While over $73 million of state gifted education funding (based on capped amounts) was allocated to districts in FY2017, almost half of all districts spent less than the amount allocated to them under the state funding formula. Forty-five districts report spending no money on gifted identification and services. The theory behind incorporating the gifted funding mechanism into the district funding formula was that districts would use formula funds to pay ESCs for services if needed. The theory appears to have failed, however, in many smaller districts (particularly in typology groups 1 and 2) that spend disproportionately less of their gifted formula amounts than do other, larger groups. Gifted students in these smaller districts have been hurt by this formula shift as well as by the cut in ESC gifted funding.

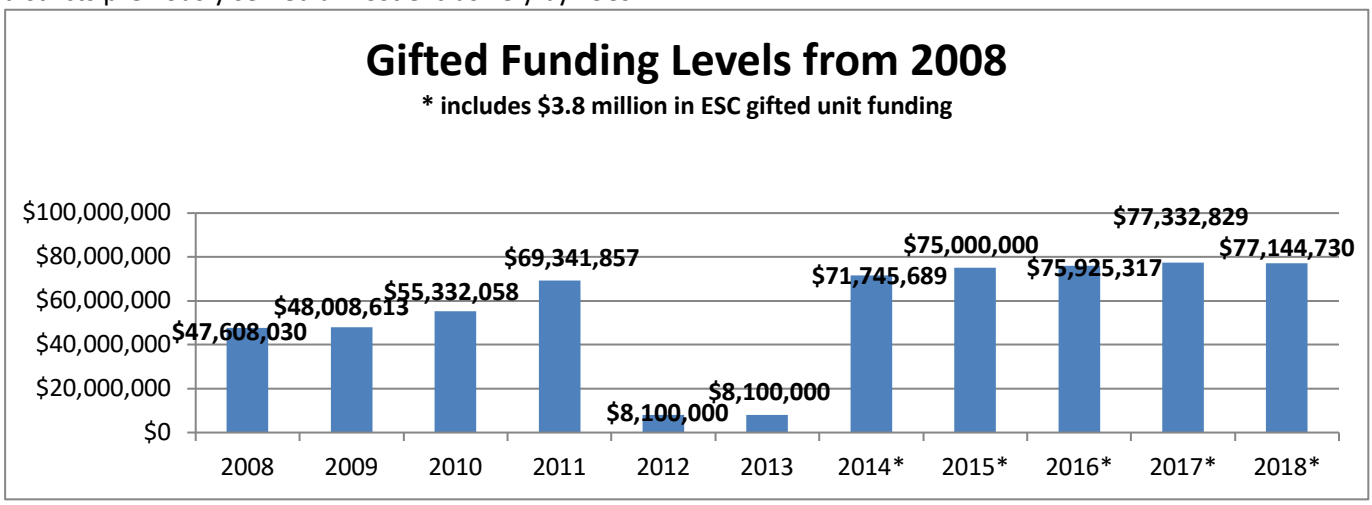
Typology	Number of Districts	Gifted Expenditure to State Funding Allocation*	Districts Spending Under the State Gifted Allocation	Districts Spending $0 on Gifted
1	123	95.71%	68	10
2	106	86.92%	64	12
3	111	105.16%	56	10
4	89	129.97%	41	3
5	77	148.64%	22	3
6	46	314.78%	3	1
7	47	148.74%	16	1
8	8	196.78%	3	0
State Average	**607**	**157.79%**	**273**	**40**

*Numbers may vary slightly from ODE allocation data based on data available at the time of this analysis

Historic Levels of Gifted Funding

Depending on one's viewpoint, gifted funding either is at the highest level in history or has experienced a decrease of almost 95 percent**.** Funding was relatively stable until 2009, with the introduction of the evidence-based model. On paper, funding rose for 2010 and 2011, but because districts were operating under only a maintenance-of-effort standard, they were not required to spend the state levels of gifted funding beyond that provided in FY2009. A similar situation existed in the FY2011–2012 biennium. On paper, there was no funding in the bridge formula for gifted, but districts were technically required to meet the 2009 maintenance-of-effort state spending level. Compliance with this requirement was inconsistent at best and, in many cases, nonexistent. In addition, $8.1 million was allocated to educational service centers (ESCs) for gifted education. In the FY2013–FY2014 biennium, the legislature introduced a new funding formula for gifted education. The formula included funds for identification, gifted coordinators, and gifted intervention specialists. ESC gifted unit funding was cut from $8.1 million to $3.8 million. While the ORC states that funding for student subgroups under the formula must spent on those subgroups,

it is clear that the majority of districts do not feel bound by the law in this area. This is particularly true of smaller districts previously served almost exclusively by ESCs.



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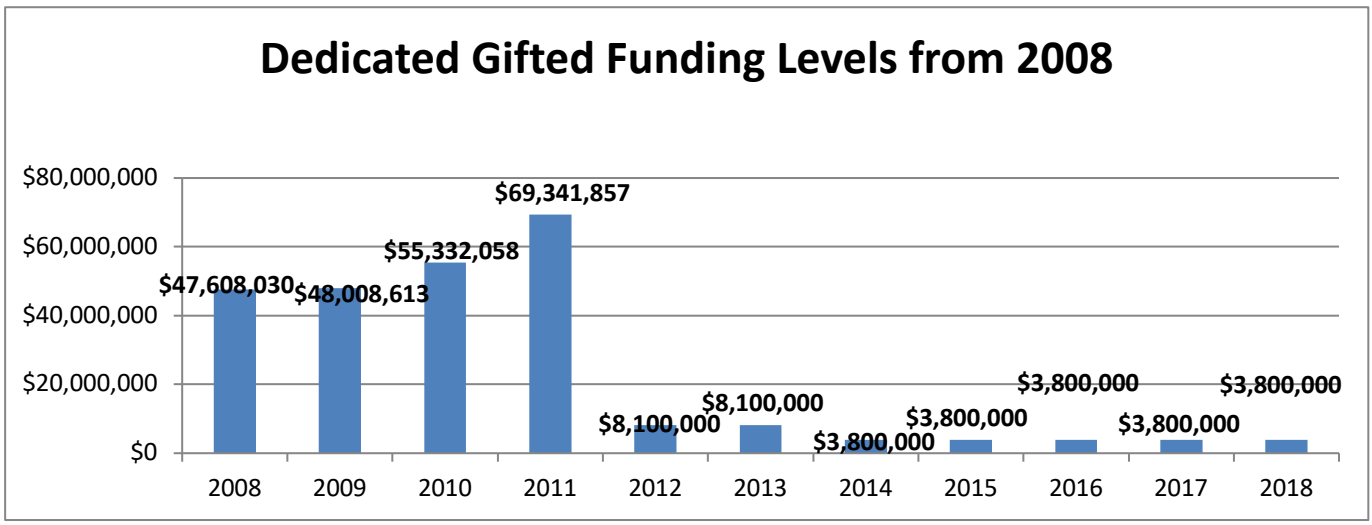


Summary

Since 2009, the state of gifted in Ohio has declined sharply. Identification of gifted students continues to decline. Even while districts are reporting more services, gifted staff levels continue to drop except in wealthier suburban districts. Services are often nothing more than report-only. It is clear from value-added data that the lack of opportunities for gifted students in districts in higher poverty leaves Ohio's most vulnerable gifted students at risk. Many districts continue to spend less on gifted students than the state funds allocated for this purpose. Gifted performance is lackluster. Gifted students in small, rural, and urban districts are the least likely to be identified and served. Young gifted students or gifted students who are minority or economically disadvantaged are the least likely to be identified or served in the state—even in wealthy suburban districts. The lack of funding accountability, the lack of services across the state, and the lack of oversight from the ODE have created a situation in which the vast majority of Ohio's school districts do not meet the new gifted performance indicator. The gifted performance indicator offers some small hope in terms of providing transparency about the state of gifted education in each district, but without changes in services, funding accountability, and oversight, gifted students will remain perpetually underserved in Ohio.

For more information, please contact, Ann Sheldon, OAGC Executive Director at anngift@aol.com or 614-325-1185.

OHIO

Excellence Grade: The extent to which states promote and achieve learning for their high-ability students.

	ALL STATES	OHIO
EXCELLENCE GRADE	A: 0 B: 14 C: 32 D: 5 F: 0	**C+**
Excellence Policies	A: 1 B: 10 C: 24 D: 15 F: 1	**B+**
State produces an annual report on G&T programs or monitors/audits local G&T programs	Yes: 29 No: 22	**Yes**
State mandates identification or services for identified advanced learners	Both: 33 Identification only: 4 Neither: 14	**Identification only**
State K-12 accountability system includes measures of advanced learning and excellence	Four desired measures: 0 Three: 6 Two: 15 One: 21 None: 9	**3 measures**
Extra credit for advanced achievement	Yes: 15	**Yes**
Include high achievers in growth model	Yes: 38	**Yes**
Separately report growth for high achievers	Yes: 5	**Yes**
Other indicators (Number of gifted students, availability of AP courses, etc.	Yes: 11	**None**
State policy allowing early entrance to Kindergarten	Permitted: 9 LEA determined: 14 No policy: 12 Not permitted: 16	**Permitted**
State policy on acceleration	Permitted: 15 LEA determined: 14 No policy: 22 Not permitted: 0	**Permitted (all districts must have a policy)**
State policy on middle school / high school concurrent enrollment with credit received for high school	Permitted: 12 LEA determined: 21 No policy: 15 Not permitted: 3	**Permitted**
State policy on early college/dual enrollment	Yes: 48	**Yes**
Mandatory	Yes: 11	**Mandatory**
Public postsecondary institutions required to accept credits	Yes: 24	**Yes**
Incentive program for early HS graduation	Yes: 6	**No**
Excellence Participation Indicators	A: 6 B: 14 C: 20 D: 11 F: 0	**C**
Percentage of K-12 students identified as gifted	11% or more: 8 3-10%: 30 0-2%: 13	**4%**
Percentage of Class of 2013 who took at least one AP exam	26% or more: 30 11-25%: 21	**23%**
Excellence Outcomes	A: 4 B: 14 C: 26 D: 6 F: 1	**C+**
% Advanced Grade 4 Math NAEP 2015	7%	**8%**
% Advanced Grade 8 Math NAEP 2015	8%	**9%**
% Advanced Grade 4 Reading NAEP 2015	8%	**8%**
% Advanced Grade 8 Reading NAEP 2015	3%	**4%**
% HS students scoring 3+ on 1+ AP exam 2013	20%	**15%**

OHIO

Grade for Closing Excellence Gaps: The extent to which states ensure that low-income students have equal access to advanced learning opportunities and are equally likely to achieve high levels of academic excellence as other students.

GRADE FOR CLOSING EXCELLENCE GAPS	ALL STATES	OHIO
	A: 0 B: 0 C: 19 D: 31 F: 1	D
Policies to Close Excellence Gaps	A: 0 B: 1 C: 11 D: 27 F: 12	C
At least half of state K-12 accountability rating based on growth for all students	Yes: 4 No: 47	**No**
State mandates and/or funds universal screening	Required: 7 Encouraged: 2 No: 42	**Required**
State provides funding for SAT / ACT / AP test-taking	Yes: 31 No: 20	**Yes (reimburses district costs for ACT or SAT)**
State provides funding for dual enrollment	State/district: 10 State/district & student: 6 LEA determined: 20 Student: 15	**State/district**
State requires gifted coursework as part of teacher / administrator training	Yes: 5 Inservice only: 4 No: 42	**No**
State requires gifted coursework as part of school counselor training	Yes: 4 Inservice only: 1 No: 46	**No**
Excellence Gap Participation Measures	A: 2 B: 13 C: 12 D: 13 F: 10 Incomplete: 1	F
Ratio of percent of low-income* AP test takers to overall percent of low-income students	0.60 or higher: 10 0.30-0.59: 30 0-0.29: 11	**0.26**
Percent low-income K-12 students identified as gifted	Incomplete	**Unavailable**
Excellence Gap Outcomes	A: 0 B: 1 C: 27 D: 21 F: 2	D

	Not low-income	Low-income	Not low-income	Low-income
% Advanced G4 Math NAEP 2015	13%	2%	**14%**	**2%**
% Advanced G8 Math NAEP 2015	13%	2%	**14%**	**2%**
% Advanced G4 Reading NAEP 2015	15%	3%	**13%**	**3%**
% Advanced G8 Reading NAEP 2015	6%	1%	**7%**	**1%**

% of students who were low-income	48%	**43%**
% of 2013 AP exam takers who were low-income students	28%	**11%**
% students scoring 3+ on 1+ AP exam in 2013 who were low-income	22%	**7%**

** "Low-income" defined as eligible for free or reduced price lunch subsidies*

URBAN NETWORK REPORT CARD WORK GROUP
REPORT CARD DRAFT PROPOSAL

12/4/19

PURPOSE FOR REVISING THE REPORT CARD

- After reviewing the current report card and making suggestions for incremental adjustments, the Urban Network agreed to explore ways to measure district and school impact beyond standardized assessments, bringing us to:
- The report card should align with Ohio's Strategic Plan for Education
  - More holistic representation of how districts/schools educate the whole child
  - Report card should measure and reflect the progress and opportunities in each district and school
- Create a report card that represents State, district, and school progress towards the core principles and strategies in Ohio's Strategic Plan

GUIDING PRINCIPLES FOR THIS PROPOSAL

- Align Ohio's report card with Ohio's Strategic Plan
- Align the report card with best practices
- Empower districts and schools to communicate their efforts aligned to Ohio's Strategic Plan and the flexibility to address local efforts
- Emphasize growth against like districts and schools
- Continue to meet federal accountability requirements

OUR PATH TO TODAY

- September 19th and 20th - OSBA Urban Network Report Card Work Group
- November 8th - Canton City meeting with Representative Don Jones and Senator Kirk Shurring
- November 19th - Meeting with OEA Governing Board
- November 21st - Meeting with Urban 8
- December 3rd - Meeting with OSBA Urban Network Report Card Work Group
- December 5th - Alliance for High Quality Education and Mid-size Urbans and Suburbans

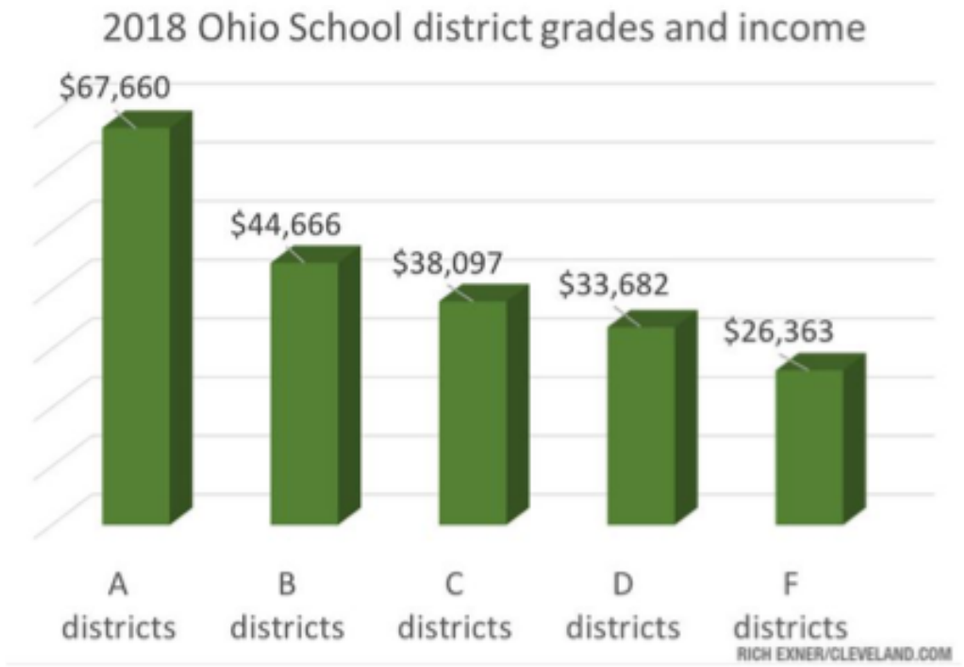
PURPOSE FOR REVISING THE REPORT CARD

- Strategy 6 from Ohio's Strategic Plan:

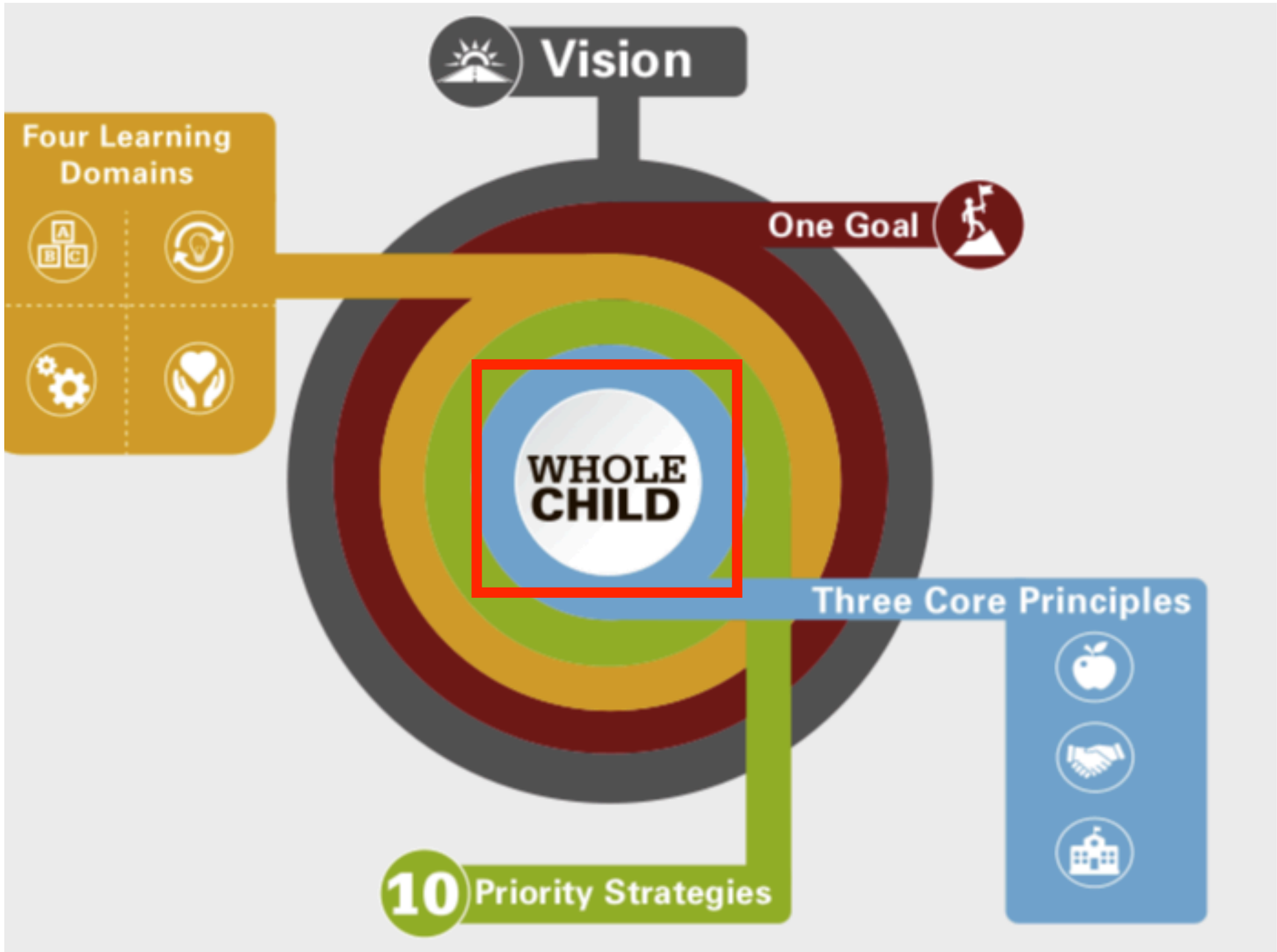
STRATEGY 6

Refine the state's accountability system to be a fairer, more meaningful process.

- Over-reliance on achievement data, which strongly correlates with socio-economic status.



OUR REPORT CARD SHOULD FOCUS ON



THREE CORE PRINCIPLES OF OHIO'S PLAN

Three Core Principles

EQUITY: Ohio's greatest education challenge remains equity in education achievement for each child. The path to equity begins with a deep understanding of the history of discrimination and bias and how it has come to impact current society. This plan renews Ohio's commitment to creating the learning conditions that ensure each child acquires the knowledge and skills across all four equal learning domains[6] to be successful.

DEFINING **EQUITY** IN EDUCATION

Each child has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background and/or income.

PARTNERSHIPS: Everyone, not just those in schools, shares the responsibility of preparing children for successful futures. The most important partners are parents and caregivers, who have the greatest impact on a child's development. Other critical partners include educators, institutions of higher education, business, philanthropy, employers, libraries, social service organizations, community members, health care providers, behavioral health experts and many more. Put simply, partnerships transform the education experience.

QUALITY SCHOOLS: Schools are an important destination where many individuals and factors come together to serve the student, including school leaders, teachers, curriculum, instruction, **student supports**, data analysis and more. Research shows that school leaders have the greatest hand in defining a school's culture and climate, which significantly affect student learning.[7] A quality school is a place where parents, caregivers, community partners and others interact for the benefit of students. All schools—public and private—play important roles in building Ohio's future.

1. Equity - the report card should disaggregate for student groups against comparable districts and the State, like Massachusetts

2. Partnerships - these will be part of the district/school's communication of efforts

3. Quality Schools - the purpose of the report card is to report on the holistic qualities of the districts and schools to support the whole child

MASSACHUSETTS REPORT CARD

- Pay attention to:
  - Equity throughout
  - Opportunities for students
  - Accountability measures and reported measures
- Different rating scale than A-F

ITEMS TO CONSIDER ABOUT THE PROPOSAL

- We are presenting this proposal as a conceptual idea
- We are NOT presenting any of the ideas as absolutes
- We have not yet worked through weighting of all rated measures or the formula for overall ratings
- With very few exceptions the data that would be required for our proposal already exists, we are proposing to re-organize it to align with the core principles and strategies in the Strategic Plan
- Our proposal does NOT require additional testing

OUR PROPOSAL MEASURES THE STRATEGIES

#EachChildOurFuture

10 Priority Strategies

With an eye toward creating a responsive system that supports students, partners identified a set of strategies that collectively support and operationalize the vision, goal and four equal learning domains. The strategies are organized by the five workgroups that represent key elements of an education experience: Excellent Educators[9] and Instructional Practices; Standards, Assessments and Accountability; Student Supports and School Climate and Culture; Early Learning and Literacy; and High School Success and Postsecondary Connections. The plan applies the three core principles to each of the five key elements.

Strategy	Measure	Reported/Rated	Communication
Strategy 1	Teacher data OTES Teacher mobility	Reported	Efforts to attract, develop, and retain teachers
Strategy 2	Principal data OPES Principal mobility	Reported	Efforts to attract, develop, and retain principals
Strategy 3	Ratio of technology devices per student	Reported	Professional development and licensing supports
Strategy 5	Opportunities in the arts Opportunities in extracurricular activities Achievement Gap Closing Progress	Opportunities - Reported Achievement - Rated Gap Closing - Rated Progress - Rated	Efforts connected to arts and extra-curricular activities Communication in strategies 1 - 3 and 7 - 9 will be linked
Strategy 7	Ratio per student of related services providers PBIS implementation OSS and expulsions/100 students Chronic absenteeism	Ratios - Reported PBIS implementation - Reported OSS/expulsion - Reported Chronic absenteeism - Rated	Community health partnerships Mental health services Social-emotional learning efforts PBIS implementation and recognition
Strategy 8	Percent of kindergarten students who participated in a 4 or 5-star rated Step-Up-To-Quality preschool	Reported	Community partnerships Efforts to expand access to quality early learning
Strategy 9	K-3 Literacy	Rated	Community partnerships Efforts to increase early literacy
Strategy 10	Graduation rate and growth 9th grade course passage Advanced coursework participation Post-school outcomes	Rated	Community partnerships Efforts to support the 4 measures Percent of students by pathway and/or seal

REPORTING AND RATING CONSIDERATIONS

- Report scores and growth
- Minimize the impact of income on ratings
- Establish level playing field for comparisons between districts and schools
- Provide flexibility for local control for a report card that serves as an “annual report” where districts and schools communicate their efforts connected to the strategies
- Most importantly - report on the impact, opportunities, and progress towards supporting the whole child

PATTERN FOR REPORTED MEASURES

- These measures are to inform the community
- NOT connected to the district/school overall ratings
- Typically reported as percents and ratios

PATTERN FOR RATED MEASURES

- Most measures will be rated on two, 0-4 scales
  - One for the score (criteria-based)
  - One for the growth (norm-based)
- Both ratings would count 50% for the overall score for the measure

Score	Growth
• Based on criteria • Determines the quintile for growth for the following year	• Based on norm group • Compared against district/ schools in quintiles • Scored for targets met

HOW THIS CONCEPTUALLY COULD WORK

EXCELLENT EDUCATORS AND INSTRUCTIONAL PRACTICES

➤ Strategy 1:

Reported

Increase the supply of highly effective teachers and leaders and provide supports to ensure they are effective or highly effective.

➤ Measure:

- ➤ Ohio Teacher Evaluation System ratings
- ➤ Many of the current reported items on the current report card
- ➤ Add teacher mobility

➤ Communicate:

- ➤ Partnerships
- ➤ How districts/schools attract, prepare, hire, develop, and retain teachers

EXCELLENT EDUCATORS AND INSTRUCTIONAL PRACTICES

➤ Strategy 2:

Reported

Support every principal to be highly effective - especially those leading schools that serve the neediest children.

➤ Measure:

- ➤ Ohio Principal Evaluation System ratings
- ➤ Many of the current reported items on the current report card
- ➤ Add principal mobility

➤ Communicate:

- ➤ Partnerships
- ➤ How districts/schools attract, prepare, hire, develop, and retain principals

EXCELLENT EDUCATORS AND INSTRUCTIONAL PRACTICES

➤ Strategy 3:

Reported

Improve targeted supports and professional learning so teachers can deliver excellent instruction today, tomorrow and throughout their careers.

➤ Measure:

- ➤ Ratio of technology devices per student
- ➤ Ratio of take-home technology devices per student

"Educators also should have access to options for delivering the best digital and personalized learning"

➤ Communicate:

- ➤ District/school efforts towards professional learning
- ➤ Educators earning endorsements
- ➤ Educators renewing licenses

STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

➤ Strategy 4:

Identify clear learning standards and guidelines that reflect all four equal learning domains

➤ Strategy 5:

Move toward a varied system of assessments that allows students to demonstrate academic competency and mastery in ways beyond state standardized tests. Acknowledge local choice in gauging non-academic knowledge and skills.

➤ Strategy 6:

Refine the state's accountability system to be a fairer, more meaningful process.

Strategies 4 and 6 are State-level specific and we propose not to be part of the report card. Strategy 5 we propose will contain opportunity items and rated items.

STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

- Strategy 5:

Participation in the arts

- Reported

- Measure:
  - Percent of students who participate in at least 1 arts class
- Communicate:
  - District offerings and participation in arts courses

STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

- Strategy 5:

Participation in extracurricular activities

- Reported

- Measure:
  - Percent of students who participate in at least 1 extracurricular activity
- Communicate:
  - District offerings and participation in extracurricular activities

STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

- Strategy 5:

Achievement

- Rated

- Measure:
  - Percent of students who are proficient and better
  - Percent of growth targets met
- Communicate:
  - District efforts to raise achievement

ACHIEVEMENT – PERCENT OF STUDENTS WHO ARE PROFICIENT OR BETTER

- This would replace the current indicators met.
- Each indicator (ELA. Math, Science, End of Course) would be rated on a 0 - 4 scale.
  - 4: 90 - 100%
  - 3: 80 - 89.9%
  - 2: 70 - 79.9%
  - 1: 60 - 69.9%
  - 0: <60%
- The average of all of the ratings would be calculated for this part of the achievement measure.
- For example
  - 3 ELA: 73% - 2
  - 3 Math: 80% - 3
  - 4 ELA: 68% - 1
  - 4 Math: 84% - 3
  - 5 ELA: 82% - 3
  - 5 Math: 79% - 2
  - 5 Science: 59% - 0
  - Average = 75%, Rating = 2

ACHIEVEMENT – PERCENT OF GROWTH TARGETS MET

- Performance Index would be calculated for each tested grade and subject on this scale 0, .8, .9, 1.0, 1.1, 1.2, 1.3.

1. Each tested grade and subject would be assigned to a quintile based on performance index.
2. The average performance index growth for the grades and subjects that grew would be calculated.
    - This growth sets the target for all of the tested grades and subjects to meet.
3. The percent of targets met would determine the growth rating for achievement

ACHIEVEMENT – GROWTH EXAMPLE – BASELINE

5 Math A - 79, +2

5 Math B - 59, -1

5 Math C - 110, +1

5 Math D - 94, 0

5 Math E - 88, +1

5 Math F - 73, -3

5 Math G - 102, +.3

5 Math H - 99, +.1

5 Math I - 82, +3

5 Math J - 102, -3

5 Math K - 109, +.2

5 Math L - 61, +5

5 Math M - 60, -1

5 Math N- 76, +4

5 Math O - 84, -1

5 Math P - 100, +2

5 Math Q - 99, -.9

5 Math R - 68, +1

5 Math S - 93, 0

5 Math T - 101, +.8

ACHIEVEMENT – GROWTH EXAMPLE – SORT INTO QUINTILES

1	*5 Math A - 79, +2* *5 Math B - 59, -1* *5 Math C - 110, +1* *5 Math D - 94, 0* *5 Math E - 88, +1*
2	*5 Math F - 73, -3* *5 Math G - 102, +.3* *5 Math H - 99, +.1* *5 Math I - 82, +3*
3	*5 Math J - 102, -3* *5 Math K - 109, +.2* *5 Math L - 61, +5* *5 Math M - 60, -1* *5 Math N- 76, +4*
4	*5 Math O - 84, -1* *5 Math P - 100, +2* *5 Math Q - 99, -.9* *5 Math R - 68, +1*
5	*5 Math S - 93, 0* *5 Math T - 101, +.8*

ACHIEVEMENT – GROWTH EXAMPLE – SETTING TARGETS

		Positive Growth	Average/Target
1	5 Math B - 59, -1 5 Math M - 60, -1 5 Math L - 61, +5 5 Math R - 68, +1	5 Math L - 61, +5 5 Math R - 68, +1	3
2	5 Math F - 73, -3 5 Math N- 76, +4 5 Math A - 79, +2 5 Math I - 82, +3	5 Math N- 76, +4 5 Math A - 79, +2 5 Math I - 82, +3	3
3	5 Math O - 84, -1 5 Math E - 88, +1 5 Math S - 93, 0 5 Math D - 94, 0	5 Math E - 88, +1	1
4	5 Math H - 99, +.1 5 Math Q - 99, -.9 5 Math P - 100, +2 5 Math T - 101, +.8	5 Math H - 99, +.1 5 Math P - 100, +2 5 Math T - 101, +.8	.97
5	5 Math G - 102, +.3 5 Math J - 102, -3 5 Math K - 109, +.2 5 Math C - 110, +1	5 Math G - 102, +.3 5 Math K - 109, +.2 5 Math C - 110, +1	.5

ACHIEVEMENT – GROWTH CONTINUED

- This process would repeat for each of the tested grades and subjects
- The growth rating for achievement would be determined by this scale:
  - 4: 80 - 100% of targets met
  - 3: 60 - 79.9% of targets met
  - 2: 40 - 59.9% of targets met
  - 1: 20 - 39.9% of targets met
  - 0: 0 - 19.9% of targets met

Achievement

Overall Rating	2

	Proficiency		Growth					
	% Proficient	Rating	CURRENT PI	LAST YR PI	+PI GROWTH	Quintile Assigned	Quintile PI Target Growth	Met/ Not Met
3rd Grade ELA	45%	0	64	60	4	1	3.4	Met
3rd Grade Math	55%	0	74	75	-1	2	3.2	Not Met
4th Grade ELA	73%	2	92	89	3	3	2	Met
4th Grade Math	75%	2	97	91	6	3	1.9	Met
5th Grade ELA	57%	0	75	77	-2	2	3.4	Not Met
5th Grade Math	88%	3	101	98	3	4	0.98	Met
5th Grade SCI	71%	2	94	95	-1	3	2.1	Not Met
6th Grade ELA	56%	0	69	64	5	2	3.3	Met
6th Grade Math	77%	2	95	91	4	3	3	Met
7th Grade ELA	43%	0	61	59	2	1	3.8	Not Met
7th Grade Math	66%	1	67	67	0	2	3.3	Not Met
8th Grade ELA	88%	3	100	97	3	4	1.1	Met
8th Grade Math	72%	2	93	90	3	3	2.4	Met
8th Grade SCI	59%	0	73	74	-1	2	2.9	Not Met
ALG 1	61%	1	70	66	4	2	3	Met
US GOV'T	78%	2	94	91	3	3	2.1	Met
US HIST	64%	1	65	59	6	1	3.8	Met
BIO	35%	0	59	62	-3	1	3.7	Not Met
ELA 1	65%	1	68	65	3	2	2.5	Met
ELA 2	65%	1	67	64	3	2	2.4	Met
GEOM	71%	2	92	88	4	3	1.2	Met
AVERAGE	**65%**	**1**				**TARGETS MET**		**14**
						% TARGETS MET		**66.67%**
						RATING		**3**

Proficiency Scale
4: 90 - 100%
3: 80 - 89.9%
2: 70 - 79.9%
1: 60 - 69.9%
0: <60%

Growth Targets Scale
4: 80 - 100% of targets met
3: 60 - 79.9% of targets met
2: 40 - 59.9% of targets met
1: 20 - 39.9% of targets met
0: 0 - 19.9% of targets met

ACHIEVEMENT TOTAL RATING AND BENEFITS

- Total rating
  - Achievement percent of students who are proficient or better counts for 50%
  - Achievement growth counts for 50%
- Benefits
  - Minimizes the impact of economic status on achievement
  - Recognizes high achievement
  - Recognizes growth
  - Targets are set by peer groups each year

PROGRESS

- Utilize a 4 point scale connected to gain index:
- 4: >1
- 3: 0 - 1
- 2: -2 - 0
- 1: -2 - -3
- 0: <-3

GAP CLOSING

Same idea of meeting targets, but the targets are:

- Meet the AMO target
- Make >1 in value added
- Increase by 10% or more
- No partial points

Incorporate ELA, math and English learners, NOT graduation

Scale:

- 4: 80-100% of targets
- 3: 60 - 79.9% of targets
- 2: 40 - 59.9% of targets
- 1: 20 - 39.9% of targets
- 0: 0 - 19.9% of targets

STUDENT SUPPORTS AND SCHOOL CLIMATE AND CULTURE

- Strategy 7:

Reported and Rated

Work together with parents, caregivers, and community partners to help schools meet the needs of the whole child.

- Measure:
  - Healthy - Ratio of nurses per student (Reported)
  - Safe - Ratio of counselors/psychologists/occupational therapists/ physical therapists/speech and language pathologists(Reported)
    - PBIS implementation (Reported)
    - Discipline data (Reported) - criteria and growth targets set like achievement
      - Out of school suspensions and expulsions
    - Chronic absenteeism (Rated) - criteria and growth targets set like achievement
- Communicate:
  - Partnerships
  - After-school programs, early warning systems, continuous improvement processes

EARLY LEARNING AND LITERACY

- Strategy 8:

Reported

Promote the importance of early learning and expand access to quality early learning experiences.

- Measure:
  - Percent of kindergarten students who participated in a 4 or 5-star rated Step-Up-To-Quality preschool.

- Communicate:
  - Partnerships
  - Efforts to expand access to quality early learning

EARLY LEARNING AND LITERACY

- Strategy 9:

Rated

Develop literacy skills across all ages, grades, and subjects.

- Measure:
  - K-3 Literacy
  - Criteria and growth targets set like achievement.
    - Scale
      - 4: K, 1, 2, and 3 all met targets
      - 3: 3 of 4 met targets
      - 2: 2 of 4 met targets
      - 1: 1 of 4 met target
      - 0: 0 of 4 met targets
- Communicate:
  - Partnerships
  - Efforts to increase early literacy

HIGH SCHOOL SUCCESS AND POSTSECONDARY CONNECTIONS

- Strategy 10:

Rated

Ensure high school inspires students to identify paths to future success, and give students multiple ways to demonstrate the knowledge, skills, and dispositions necessary for high school graduation and beyond.

- Measure:
  - Graduation rate and growth
  - Post-school outcomes
  - 9th grade course passage
  - Advanced coursework participation

- Communicate:
  - Partnerships
  - Efforts to support the above four measures
  - Percent of students by pathways and/or seals earned

GRADUATION

- Overall graduation rate for 4 and 5 years
  - 4: 97-100%
  - 3: 87 - 96.9%
  - 2: 77 - 86.9%
  - 1: 67 - 76.9%
  - 0: <67%

- Graduation growth
- Growth by student groups
- Districts/schools assigned to quintiles like in achievement
- Targets are set based on quintile growth like achievement
- Percent of student groups reaching targets earns rating:
  - 4: 80 -100%
  - 3: 60 - 79.9%
  - 2: 40 - 59.9%
  - 1: 20 - 39.9%
  - 0: 0 - 19.9%

THE REST OF STRATEGY 10

- Post School Outcomes - this should be the career tech data
- 9th grade passage
- Advanced coursework participation

- These measures all will have criteria and growth targets set like graduation with the percent of student groups meeting targets being rated.

REPLACE "A" THROUGH "F" WITH CONTINUUM OF MEETING TARGETS AND SUPPORTS

- Meeting targets
- Substantial progress towards targets
- Partial progress towards targets
- Limited progress towards targets/targeted supports
- Very limited progress towards targets/comprehensive supports

STILL NEED TO CONSIDER:

- If the measures we propose overall are the right measures
- If the reported and rated items are the right measures to be reported and rated
- The percent each rated measure counts for the final rating
- The specific criteria to determine the lowest 5% of schools
- Criteria for awards and recognition
- How this could possibly help to standardize the quality school profiles

PROTOTYPE OF OUR VERY INITIAL THINKING