



**URBAN NETWORK REPORT CARD WORK GROUP
REPORT CARD DRAFT PROPOSAL**

1/15/20



YOUR PRESENTERS:

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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 improvement and opportunities in each district and school

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 improvement 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 Schuring
- 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 4th - Presentation to Senate/House joint report card committee
- December 11th - Alliance for High Quality Education and Mid-Size Urbans and Suburbans

PURPOSE FOR REVISING THE REPORT CARD

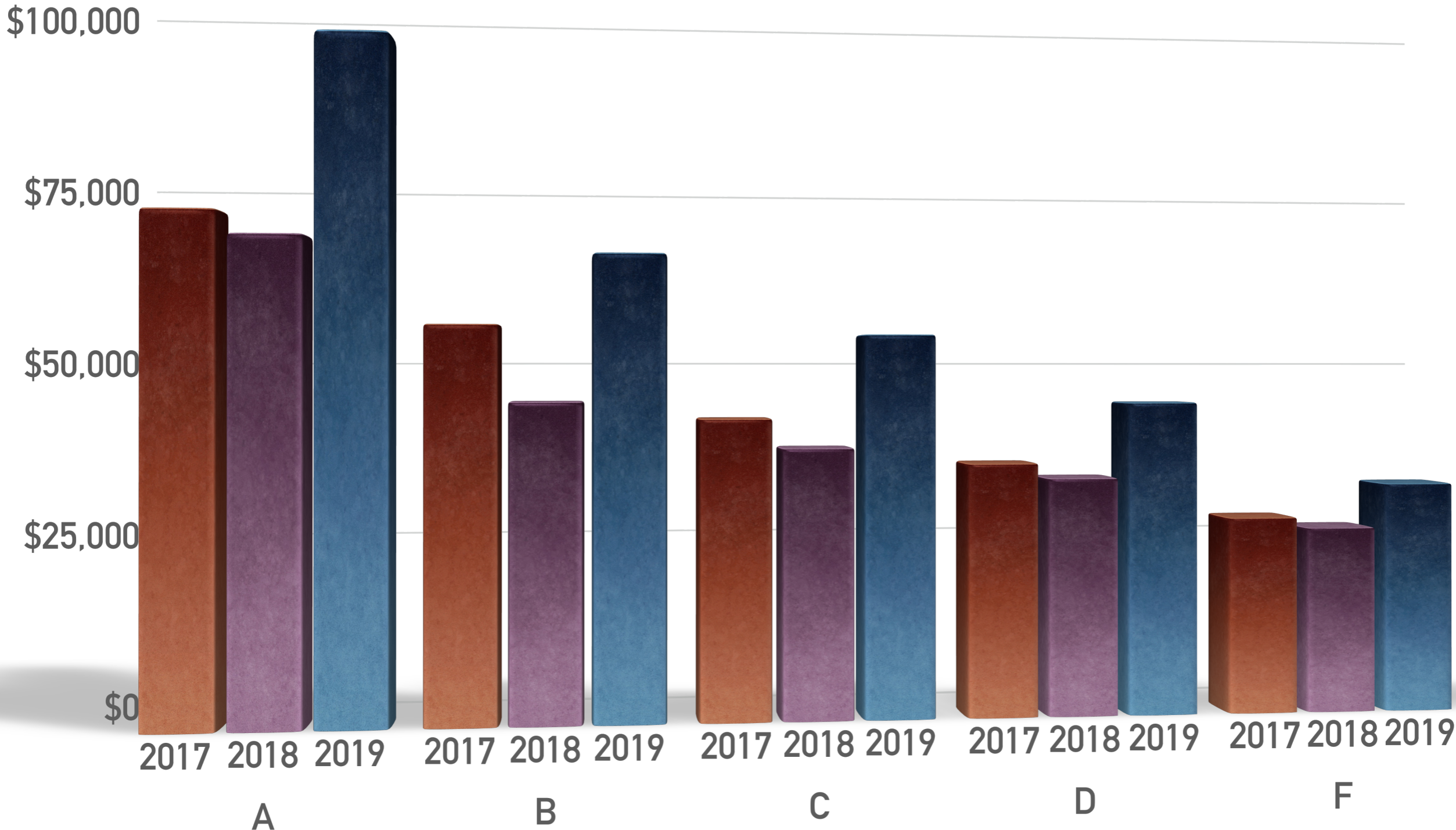
- Strategy 6 from Ohio's Strategic Plan:

STRATEGY 6

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

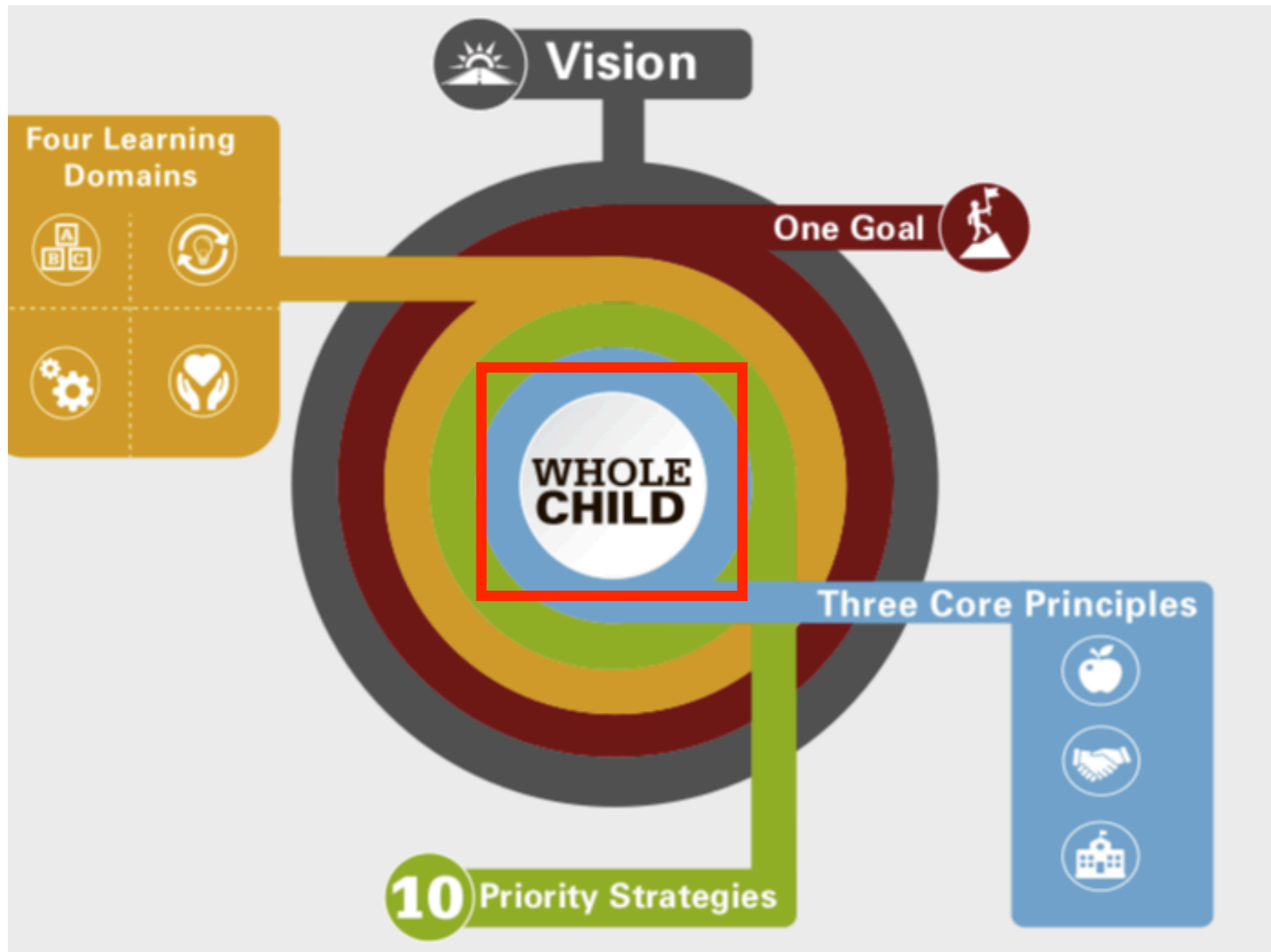
- Over-reliance on achievement data, which strongly correlates with socio-economic status.

AVERAGE, MEDIAN INCOME BY DISTRICT LETTER GRADE



Source: Rich Exner, cleveland.com

OUR REPORT CARD SHOULD FOCUS ON



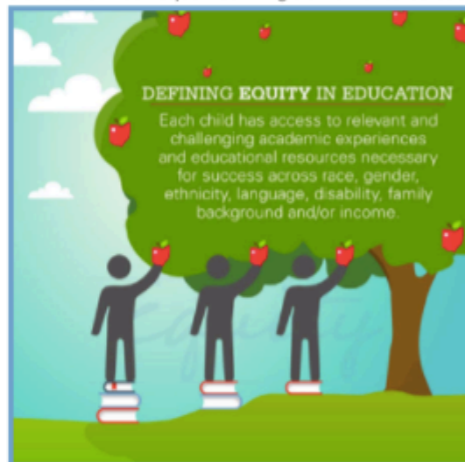
THREE CORE PRINCIPLES OF OHIO'S PLAN

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

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 domains⁶ to be successful.



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.

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 Educators⁹ 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	Wrap-around services such as: 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-2 Literacy Third Grade Guarantee	Reported 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 improvement
- 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 improvement (norm-based)
- Both ratings would count 50% for the overall score for the measure

Score

- Based on criteria
- Determines the quintile for improvement for the following year

Improvement

- 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

“Educators also should have access

➤ **Communicate:** to options for delivering the best digital and personalized learning”

➤ 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 improvement 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 IMPROVEMENT 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 improvement for the grades and subjects that grew would be calculated.
 - This improvement sets the target for all of the tested grades and subjects to meet.
 3. The percent of targets met would determine the improvement rating for achievement.

ACHIEVEMENT – IMPROVEMENT 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 – IMPROVEMENT 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
	5 Math J - 102, -3
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
4	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 – IMPROVEMENT EXAMPLE – SETTING TARGETS

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

ACHIEVEMENT – IMPROVEMENT 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								
Proficiency			Improvement					
	% Proficient	Rating	CURRENT PI	LAST YR PI	+PI GROWTH	Quintile Assigned	Quintile PI Target Improvement	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 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	13
							% TARGETS MET	61.90%
							RATING	3
Achievement Overall Rating:		2						

Proficiency Scale

4: 90 - 100%

3: 80 - 89.9%

2: 70 - 79.9%

1: 60 - 69.9%

0: <60%

Improvement 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 improvement counts for 50%
- Benefits
 - Minimizes the impact of economic status on achievement
 - Recognizes high achievement
 - Recognizes improvement and lack of improvement
 - Targets are set by peer groups each year

PROGRESS

- Return to the “baseline year” model from SAS that was used prior to 2014-2015
- Score:
 - 4: > 2
 - 3: $1 - 2$
 - 2: $-1 - 1$
 - 1: $-2 - -1$
 - 0: < -2
- Improvement:
 - Same pattern as achievement:
 - Sort into quintiles by growth score
 - Targets are set by improvement within each quintile
 - Percent of targets met, determines improvement score

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 improvement targets set like achievement
 - Out of school suspensions and expulsions
 - Chronic absenteeism (Rated) - criteria and improvement targets set like achievement

➤ Communicate:

- Wrap-around services

WRAP-AROUND SERVICES TO COMMUNICATE

- Mental health services
- Services for homeless youth
- Services for child welfare involved youth
- Community liaisons
- Physical health care services
- Mentoring programs
- Family engagement and support services
- City Connects programming
- Professional development on trauma-informed care
- Professional development on cultural competence
- Student services provided prior to or after the regularly scheduled school day or any time school is not in session

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:

Reported and Rated

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

➤ Measure:

➤ K-2 Literacy (Reported)

- Percent of students on-track in reading skills in the spring (using ODE-approved assessments).

➤ Third Grade Guarantee (Rated)

- Percent of students who are promoted to 4th grade.
- Same pattern as achievement with score, quintiles, and improvement.

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
- Financial information to include

**PROTOTYPE OF OUR
VERY INITIAL THINKING**

ACHIEVEMENT ADJUSTED FOR INCOME