Ohio Department of Education Local Report Card Update - 2021-22



Objectives

- Updates on the changes to the state report card
- Notes and observations from our LCSD state report card
- The work we are doing to increase student achievement and improve learning outcomes

Changes to Report Card

System Prior to 2022		System after 2022 New Reforms	
Overall Rating	**A – F Grade**	**Overall Rating**[1]	**1 – 5 Star Rating with Half Stars**
Achievement Component	**A – F Grade**	**Achievement Component**	**1 – 5 Star Rating**
1. Performance Index Measure	A – F Grade	1. Performance Index Measure	*Not Individually Rated; Accounts for 100% of Component Rating.*
2. Indicators Met Measure a. Test-based Indicators b. Chronic Absenteeism c. Gifted Indicator d. End of Course Improvement Indicator	A – F Grade	2. Performance Indicators; Measures Test-based Indicators Only	*Report Only Data; Does not factor into any rating.*

Changes to Report Card

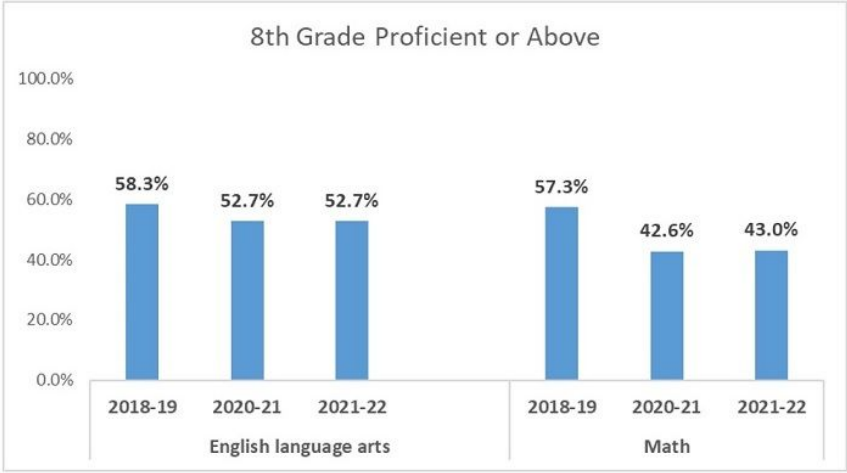
- Progress (Value Added) Section has an overall ratings (not component grades: overall, gifted, students w/disabilities, etc.)
- Early Literacy
  - Three sections
    - Proficiency in 3rd grade reading, promotion to 4th grade, and improving K-3 literacy
- Gap Closing - AMOs are now APGs (new - gifted, chronic absenteeism, growth in ELA and math)
- Graduation - 4 year and 5 year - not individually rated
- College, Career, Workforce, and Military Readiness - report only until 2024-25 school year

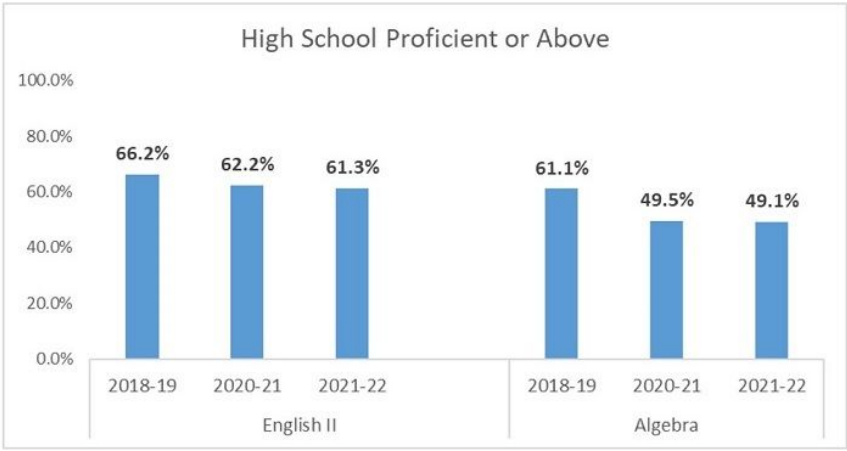
Rating Scale Change

ACHIEVEMENT COMPONENT RATING SCALE AND DESCRIPTIONS		
Percentage of Maximum Points Earned	**Rating**	**Rating Description**
Greater than or equal to 90% of Max Score	5 Stars	Significantly exceeds state standards in academic achievement
Greater than or equal to 80% but less than 90% of Max Score	4 Stars	Exceeds state standards in academic achievement
Greater than or equal to 70% but less than 80% of Max Score	3 Stars	Meets state standards in academic achievement
Greater than or equal to 50% but less than 70% of Max Score	2 Stars	Needs support to meet state standards in academic achievement
Less than 50% of Max Score	1 Star	Needs significant support to meet state standards in academic achievement

State Trends

- Student proficiency rates increased in all student subgroups, but it is still not at pre-COVID levels
- Student Attendance - students missing 10% of instructional time increased by 6% to 30.2%





District-Level Rating Distributions of Components					
	1 Star	2 Stars	3 Stars	4 Stars	5 Stars
Achievement	**1.6%** (10)	**13.2%** (80)	**35.7%** (217)	**34.3%** (208)	**15.2%** (92)
Progress	**19.3%** (117)	**20.1%** (122)	**29.9%** (181)	**14.2%** (86)	**16.5%** (100)
Gap Closing	**0.3%** (2)	**6.9%** (42)	**19.3%** (117)	**25.2%** (153)	**48.3%** (293)
Early Literacy	**7.8%** (47)	**26.6%** (161)	**42.3%** (256)	**15.2%** (92)	**8.1%** (49)
Graduation	**5.1%** (31)	**10.7%** (65)	**16.0%** (97)	**31.8%** (193)	**36.3%** (220)

Report Card Component	Lakewood CSD Rating
Achievement	4 Stars
Progress	4 Stars
Gap Closing	5 Stars
Early Literacy	3 Stars
Graduation	3 Stars

Celebrations

- Saw increases in almost every student achievement performance indicator
- Performance index is very close to pre-COVID levels
- Showing very positive Growth (Progress Section
  - Significant Evidence of Growth in many areas (10/21)
  - Similar progress to statewide expectations in others (8/21)
  - Only a few with less than expected growth (3/21)
- Gap Closing - 5 Stars

Areas of Focus

- Graduation Rate
  - HS Admin and School Counselors collaborating with EMIS Coordinator to ensure accurate reporting
  - Reviewing current withdrawal and retention procedures along with best ways to serve potential 5th year students
  - Exploring some scheduling needs for credit deficient students along with credit recovery options
- Early Literacy
  - Continue focus on Phonemic Awareness, Phonics, and utilizing Literacy Decision Tool Implementation
    - Current Second Graders (8.2% below current 3rd Graders)
    - Efforts are working - current 1st Grade (85.5 % on track - 14.4% above 3rd grade)
- Math
  - Increased focus on math fact fluency
  - Currently evaluating math curriculum for a K-8 adoption

How and What Data Informs Our Work

- Summative Assessment Data
  - State Report Card Data, End of Year Reports from Vendor Assessments, and SAT Cohort Report
  - Helps identify focus areas - content, subgroups, standards alignment, and internal processes
  - Consultant from ESC of NE Ohio working with our team to utilize state item analysis and value added reports
- Formative Assessment Data
  - Benchmarking (vendor assessments), classroom formative assessments
  - What changes need to made to core instruction
  - Who needs intervention or enrichment
- Longterm
  - Needs for professional learning, address any barriers (standards alignment, curricular materials, or supplemental resources), and work on improving student outcomes

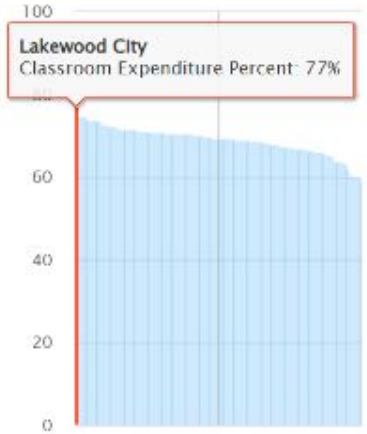
More Celebration - Other fun facts…

What percent of funds are spent on classroom instruction?

77.0%

How does this district rank in comparison to other districts of similar size?

1 out of 107



A rank of 1 indicates the highest percent spent on classroom instruction.



Our Guidepost

