

# Ohio School Report Card Reform

State Representative Mike Duffey  
21<sup>st</sup> House District

Presentation to Greater Cincinnati  
School District Officials  
Thursday, May 3, 2018



# Thank you for inviting me!

I want you to know I *appreciate* your work at the local school district level.

I am *grateful* for the opportunity to present to you, respect the work you do all year and appreciate the opportunity to work hand-in-hand with you to reform Ohio's report cards.

We will work on this *together*. And today is the beginning of this partnership. Our legislation is at the beginning stages.

The bill is HB 591, and we will have the first formal hearing hopefully sometime later this month in House Education.  
I pledge to work with you on the final product.

# About Rep. Mike Duffey



- Chairman, Higher Education and Workforce
- Past Chair, House Finance Higher Ed Subcommittee
- Member, AG Advisory Group Student Loan Debt
- Co-Chair, Ohio Tuition Trust Authority
- Member, Governor's Affordability and Efficiency Task Force
- Executive Committee, Midwestern Higher Education Compact
- Worthington City Council, 2005-2010
- Elected State Representative 2010:
- HB 170 – Computer Science in K12
- HB 98 – High School Career Opportunity Act
- HB 296 – EpiPens in Schools
- HB 359 – Address Confidentiality for Domestic Violence and Stalking Victims

# The Duffey Family



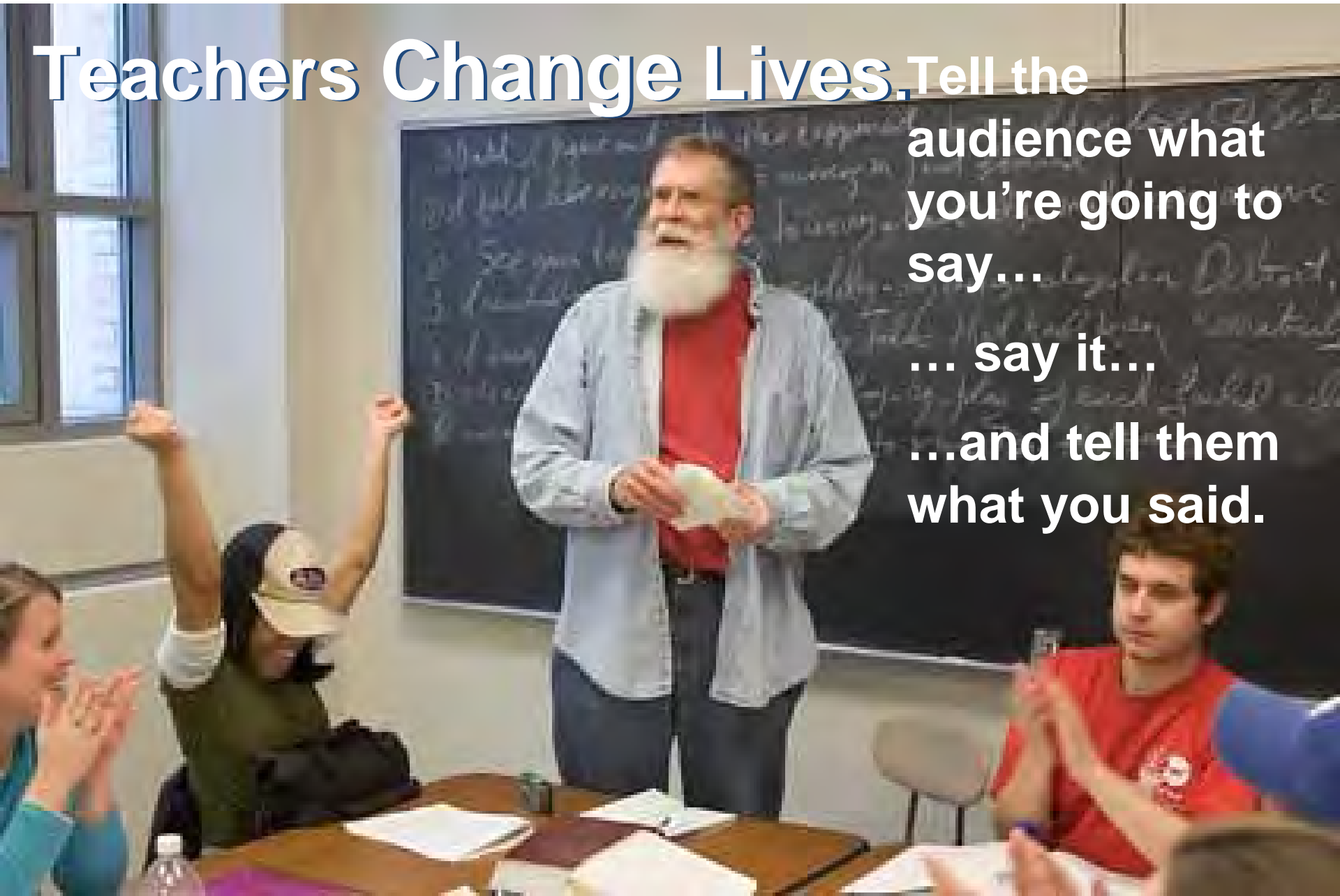
- Wife, Lindsay – Dublin Coffman HS '96, Teacher & Librarian in Olentangy Schools;
- Son, Jack – 7 years old, 2<sup>nd</sup> grader, playful and mischievous
- Daughter, Annie – 6 years old, kindergarten, just lost her first tooth

**Teachers Change Lives.** Tell the

audience what  
you're going to  
say...

... say it...

...and tell them  
what you said.



# Nobody likes the current Ohio School District Report Card

- Superintendents/boards are frustrated with volatile letter grades and counter-intuitive methodologies
- Teacher morale damaged by its “whip the horse” punitive nature and bias against low income districts
- Parents choose to believe superintendents/teachers instead of the State of Ohio’s school report card
- New residents confused by report cards making Ohio appear low performing compared to their home state.

# Nobody likes the current Ohio School District Report Card

- 99% of high poverty districts received a “D” or “F” on indicators met
- Fordham: Ohio’s value-add calculations are “notoriously complex,” “not intuitive” and “... not accessible for independent inspection.”
- 72% of Ohio schools received either an “A” or an “F” on value add in 2016-2017
- K-3 literacy passage can be 98.8% but get a “C”

# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

### DISTRICT GRADE

Coming in  
**2018**



### Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

### COMPONENT GRADE

**C**

#### Performance Index

80.0%..... **B**

#### Indicators Met

33.3%..... **F**



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

### COMPONENT GRADE

**A**

#### Value-Added

Overall..... **A**

Gifted..... **A**

Students with Disabilities..... **A**

Lowest 20% in Achievement..... **A**



### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

### COMPONENT GRADE

**C**

#### Annual Measurable Objectives

70.2%..... **C**



### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

### COMPONENT GRADE

**A**

#### Graduation Rates

94.9% of students graduated in 4 years..... **A**

96.1% of students graduated in 5 years..... **A**



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

### COMPONENT GRADE

**C**

#### K-3 Literacy Improvement

43.1%..... **C**



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### COMPONENT GRADE

**C**



# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

**Achievement = State Test Scores**



### Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

**C**

**Progress = Value Add = Student Growth**



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

**A**

**Gap Closing = \*Let's Discuss\***



### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

**C**

**Graduation Rate = Graduation Rate**



### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

**A**

**Prepared for Success = College/Career Ready**



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

**C**



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

**C**

**K-3 Literacy = Third Grade Reading**

# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

### DISTRICT GRADE

Coming in  
**2018**



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### COMPONENT GRADE

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#### Value-Added

Overall..... **A**

Gifted..... **A**

Students with Disabilities..... **A**

Lowest 20% in Achievement..... **A**



### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

### COMPONENT GRADE

#### Annual Measurable Objectives

70.2%..... **C**



### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing their high school careers.

### COMPONENT GRADE

**A**



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

### COMPONENT GRADE

### COMPONENT GRADE

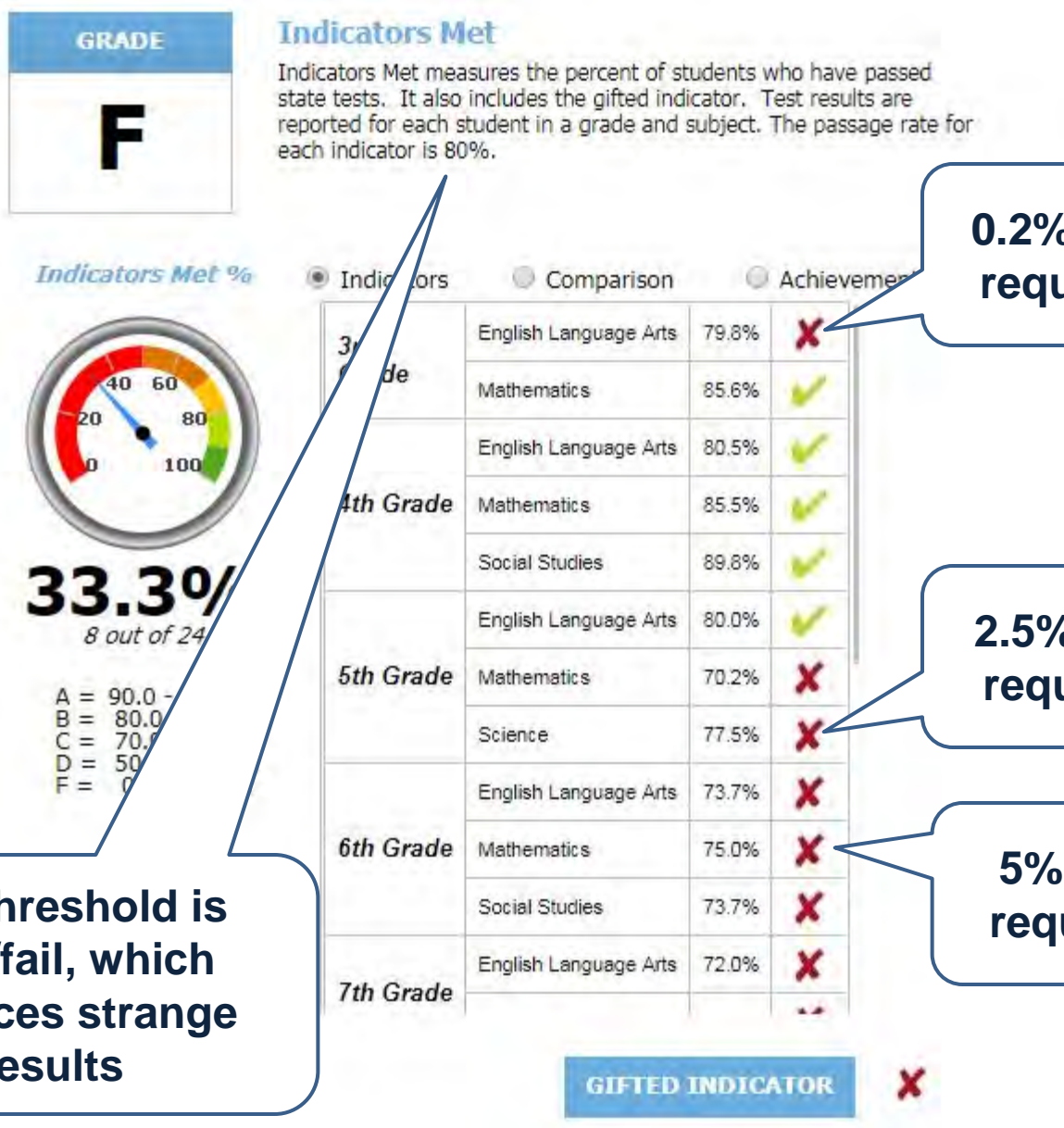
**C**

#### K-3 Literacy Improvement

43.1%..... **C**

**Achievement: Grade "F"  
for Indicators Met.  
Let's investigate...**

# What



0.2% below passage requirement of 80%

2.5% below passage requirement of 80%

5% below passage requirement of 80%

80% threshold is pass/fail, which produces strange results

2016 - 2017  
Worth

DISTRICT  
Compliance  
2017



Performance Indicators  
80.0%.....



Annual Measurements  
70.2%.....

# What

**GRADE**

**F**

**Indicators Met**

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject. The passage rate for each indicator is 80%.

Indicators Met %     Indicators     Comparison     Achievement Levels

**33.3**  
8 out of 24

A = 90.0 - 100.0%  
B = 80.0 - 89.9%  
C = 70.0 - 79.9%  
D = 50.0 - 69.9%  
F = 0.0 - 49.9%

6th Grade	English Language Arts	73.7%	X
	Mathematics	75.0%	X
	Social Studies	73.7%	X
7th Grade	English Language Arts	72.0%	X

**GIFTED INDICATOR** X

Clearly, Worthington City Schools is doing worse than the average district in Ohio, right? And definitely worse than peer districts?

2016 - 2017  
**Worthington**

DISTRICT

Compared to  
**20**

Performance Index  
80.0%.....

Indicators Met  
33.3%.....

Annual Measure  
70.2%.....

K-3 Literacy Index  
43.1%.....

PERFORMANCE GRADE

**A**

PERFORMANCE GRADE

**A**

PERFORMANCE GRADE

**C**

# What

2016 - 2017  
Worth

DISTRICT  
Comi  
20



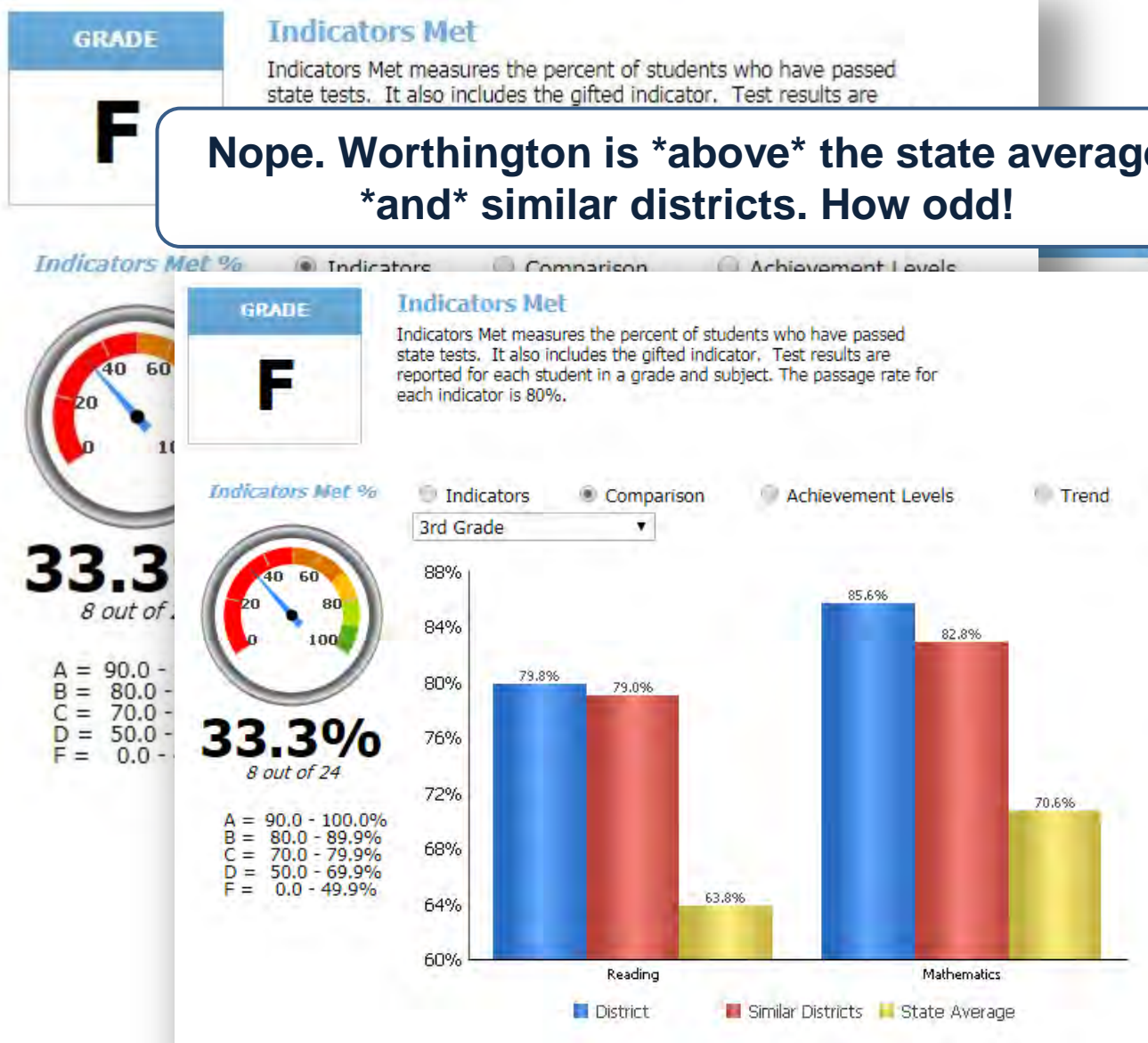
Performance In  
80.0%.....  
Indicators Met  
33.3%.....



Annual Measura  
70.2%.....



K-3 Literacy Im  
43.1%.....



Nope. Worthington is **\*above\*** the state average **\*and\*** similar districts. How odd!

# What

**GRADE**

**F**


**Indicators Met**

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator. Test results are reported for each student in a grade and subject. The passage rate for each indicator is 80%.

2016 - 2017  
Worth  
DISTRICT  
Comi  
20

Indicators Met %

Indicators Comparison Achievement Levels



33.3

English Language Arts	79.8%	X
Mathematics	85.6%	✓
English Language Arts	80.5%	✓
Mathematics	85.5%	✓
Social Studies	89.8%	✓
English Language Arts	80.0%	✓
Mathematics	79.2%	X

Performance In 80.0%  
Indicators Met 33.3%

80% threshold is “binary” and therefore produces a loss of “fidelity” – think of it as switching from HD TV to a 1980’s Atari videogame – is that a horse or a person? It’s honestly too “blocky” to say...

We could just report the numbers without a filter and show how a district stacks up with peers/statewide average district.

# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

### DISTRICT GRADE

Coming in  
**2018**



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#### Performance Index

80.0%..... B

#### Indicators Met

33.3%..... F

### COMPONENT GRADE

**C**



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

#### Value-Added

Overall..... A

Gifted..... A

Students with Disabilities..... A

### COMPONENT GRADE

**A**



### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

#### Annual Measurable Objectives

70.2%..... C

### COMPONENT GRADE

**C**



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

#### K-3 Literacy Improvement

43.1%..... C

### COMPONENT GRADE

**C**

**K-3 Literacy: What does it mean?  
Does it mean the 3<sup>rd</sup> grade reading  
passage rate is low?**



The Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

**C**

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Coming in  
**2018**



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### COMPONENT GRADE

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#### Value-Added

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### COMPONENT GRADE

**C**

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70.2%..... **C**



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### COMPONENT GRADE

**C**

#### K-3 Literacy Improvement

43.1%..... **C**

**No. Worthington has a 98.8% passage rate. So something else must explain this "C" grade.**



# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in  
2018

The "view more data" button gives you the overall district passage rate, in this case: 98.8%

GRADE

C

K-3 Literacy  
Improvement



43.1%

A = 74.7 - 100.0%  
B = 49.3 - 74.6%  
C = 23.9 - 49.2%  
D = -1.5 - 23.8%  
F = <= -1.6%

258 Students  
Moved to On  
Track - 0 RIMP  
Deductions

598 Students  
Started Off Track



= 43.1%

RIMP = Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.



Remained Off Track Moved to On Track

3rd Grade Reading Guarantee

Ohio's Third Grade Reading Guarantee ensures that students are successful in reading before moving on to fourth grade. Schools must identify struggling readers in early grades. If a child appears to be struggling in reading, the school will immediately start a Reading Improvement Monitoring Plan. The program ensures that every struggling student the support he or she needs to learn and achieve.

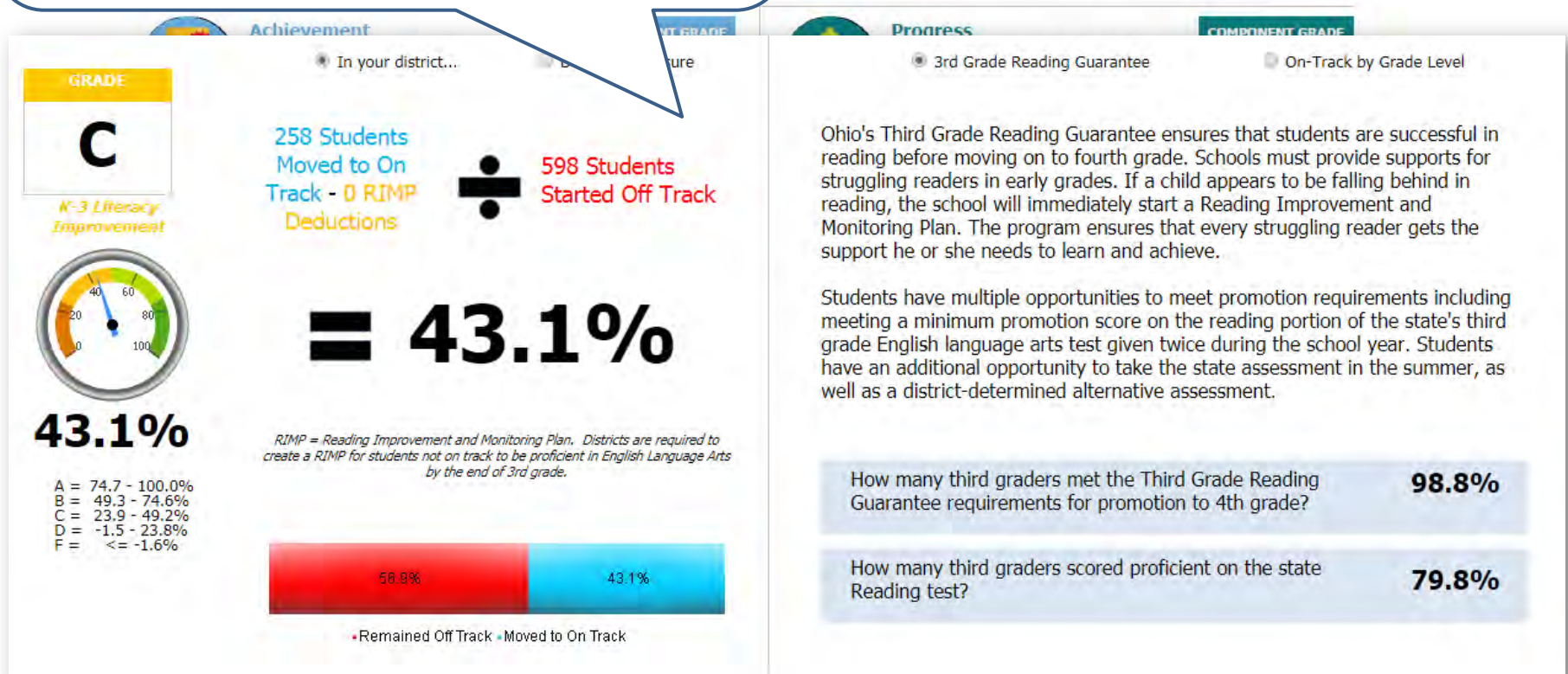
Students have multiple opportunities to meet promotion requirements, including meeting a minimum promotion score on the reading portion of the state's third grade English language arts test given twice during the school year. Students also have an additional opportunity to take the state assessment in the summer, as well as a district-determined alternative assessment.

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? **98.8%**

How many third graders scored proficient on the state Reading test? **79.8%**

# What is today's report card?

However, 258/598 students  
 “off track” moved to “on  
 track”, a 43.1% conversion



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# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in  
2018

**43.1% conversion rate  
equals a grade of "C"  
(23.9%-49.2%)**

COMPONENT GRADE

On-Track by Grade Level

GRADE

**C**

K-3 Literacy  
Improvement



**43.1%**

A = 74.7 - 100.0%  
B = 49.3 - 74.6%  
C = 23.9 - 49.2%  
D = -1.5 - 23.8%  
F = <= -1.6%

258 Students  
Moved to On  
Track - 0 RIMP  
Deductions

**= 43.1%**

*= Reading Improvement and Monitoring Plan. Districts are required to create a RIMP for students not on track to be proficient in English Language Arts by the end of 3rd grade.*



Remained Off Track Moved to On Track

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# What is today's report card?

2016 - 2017 Report Card for  
Worthington City School District

DISTRICT GRADE

Co

But why does Ohio focus this letter grade  
on “off track” students?

Should a district receive an “A” for 98.8% passage,  
aka the “promotion” rate?

Should we instead list both scores?



• Remained Off Track • Moved to On Track

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? **98.8%**

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# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

### DISTRICT GRADE

Coming in  
**2018**



### Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

### COMPONENT GRADE

**C**

#### Performance Index

80.0%..... B

#### Indicators Met

33.3%..... F



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

### COMPONENT GRADE

**A**



### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

### COMPONENT GRADE

**C**

#### Annual Measurable Objectives

70.2%..... C

**Gap Closing: What does it mean?  
Does it mean the actual "gap"  
between students should close?  
What if both groups grow the same  
and the gap remains?**



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

### COMPONENT GRADE

**C**

#### K-3 Literacy Improvement

43.1%..... C



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### COMPONENT GRADE

**C**

# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

### Gap Closing



The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE  
**C**

### GRADE

**C**

### Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of student groups to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.

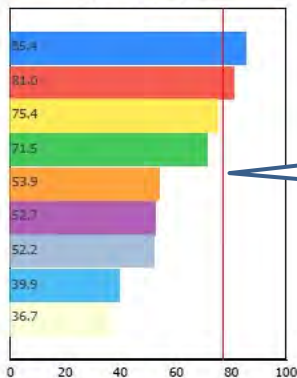
### AMO Points



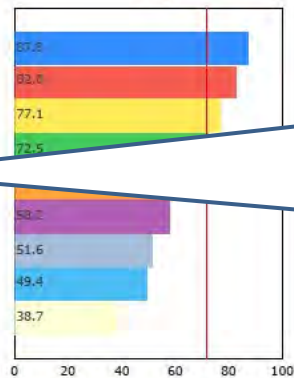
**70.2%**

A = 90.0 - 100.0%  
B = 80.0 - 89.9%  
C = 70.0 - 79.9%  
D = 60.0 - 59.9%  
F = 0.0 - 59.9%

### English Language Arts



### Math



### Graduation Rate



Asian/Pacific Islander  
All Students  
Econ Disadvantage  
African American  
Students w/ Disabilities  
White  
Multiracial  
Hispanic  
Limited English

Asian/Pacific Islander  
All Students  
Econ Disadvantage  
African American  
Students w/ Disabilities  
White  
Multiracial  
Hispanic  
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Asian/Pacific Islander  
All Students  
Econ Disadvantage  
White  
African American  
Hispanic  
Students w/ Disabilities

The red line on each graph identifies the Annual Measurable Objective. The 2017 AMO for ELA is 77.1%, for Math is 72%, and for Graduation Rate is 85.1%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

COMPONENT GRADE  
**A**

**Gap Closing does not actually measure the “gap” within a district. Instead, it asks if subgroups meet a certain threshold score, called an “Annual Measurable Objective” or AMO.**

COMPONENT GRADE  
**C**

K-3 Literacy Improvement

43.1% ..... C

# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

### Gap Closing



The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

**COMPONENT GRADE**  
**C**

### GRADE

**C**

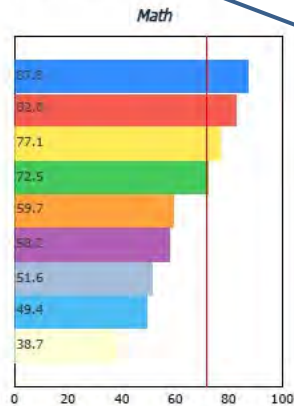
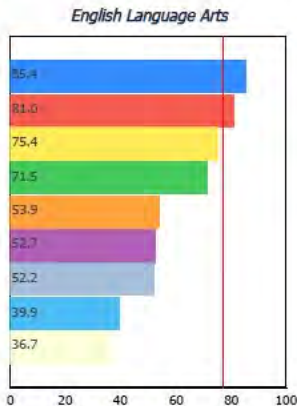
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70.2%

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Legend for charts:  
 Asian/Pacific Islander (Blue), All Students (Red), Econ Disadvantage (Yellow), African American (Green), Students w/ Disabilities (Purple), White (Orange), Multiracial (Light Blue), Hispanic (Dark Blue), Limited English (Light Green)

The red line on each graph identifies the Annual Measurable Objective. The 2017 AMO for ELA is 77.1%, for Math is 72%, and for Graduation Rate is 85.1%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.

**COMPONENT GRADE**  
**A**

An "Annual Measurable Objective" is based on a statewide goal and doesn't seem to align with achievement goals precisely. It is a somewhat different achievement line.

**COMPONENT GRADE**  
**C**

K-3 Literacy Improvement

43.1% ..... C

**Understanding Ohio’s School Report Card**

**Component:** Gap Closing

**Measures:** Annual Measurable Objectives (AMOs) – Single measure in component grade

**Description:** Annual Measurable Objectives (AMOs) measure the academic performance of specific groups of students, such as racial and demographic groups. Each of these groups is compared against the collective performance of all students in Ohio. This allows us to determine if there are gaps in academic achievement between groups of students. Ohio has made strides over the years to reduce these gaps. However, much work still is needed to *eliminate* achievement gaps and bring all students up to the same high level of achievement.

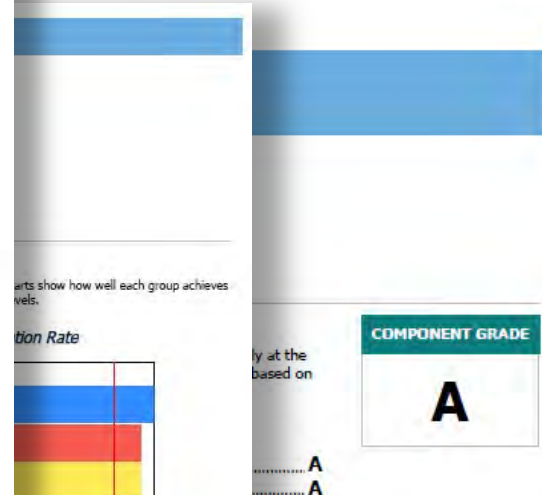
**Technical Facts:** This component reviews 10 student groups in reading, math and graduation rate and assigns a grade for efforts to close achievement gaps in all groups. A school or district cannot get an “A” on this measure if one of its groups has a significant gap in achievement or graduation. These student groups, which are the same groups measured by Adequate Yearly Progress (AYP), are:

- All Students;
- American Indian/Alaskan Native;
- Asian/Pacific Islander;
- Black, non-Hispanic;
- Hispanic;
- Multiracial;
- White, non-Hispanic;
- Economically Disadvantaged;
- Students with Disabilities; and
- Limited English Proficiency.

**A-F Rating:** The ranges for the Annual Measurable Objectives grades are outlined Ohio’s ESEA flexibility waiver.

Score	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
60% - 69.9%	D
Less than 60%	F

# Report card?



**AMOs are compared against the “collective performance of all students in Ohio,” which is a laudable goal and an interesting way to approach gap closing.**



**Understanding Ohio’s School Report Card**

**Component:** Gap Closing

**Measures:** Annual Measurable Objectives (AMOs) – Single measure in component grade

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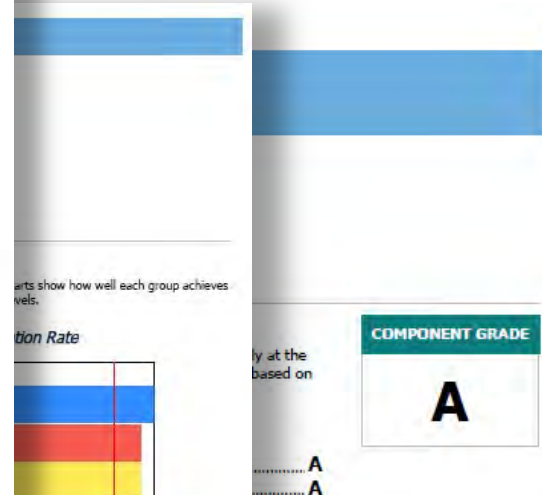
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- All Students;
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- Multiracial;
- White, non-Hispanic;
- Economically Disadvantaged;
- Students with Disabilities; and
- Limited English Proficiency.

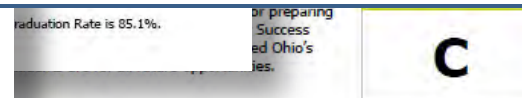
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80% - 89.9%	B
70% - 79.9%	C
60% - 69.9%	D
Less than 60%	F

# Report card?



**But can anyone in this room actually explain the calculation? What is a “significant gap”? Can parents even find the mathematical steps to this methodology, A-Z? Not really.**



**Understanding Ohio's School Report Card**

**Component:** Gap Closing

**Measures:** Annual Measurable Objectives (AMOs) – Single measure in component grade

**Description:** Annual Measurable Objectives (AMOs) measure the academic performance of specific groups of students, such as racial and demographic groups. Each of these groups is compared against the collective performance of all students in Ohio. This allows us to determine if there are gaps in academic achievement between groups of students. Ohio has made strides over the years to reduce these gaps. However, much work still is needed to *eliminate* achievement gaps and bring all students up to the same high level of achievement.

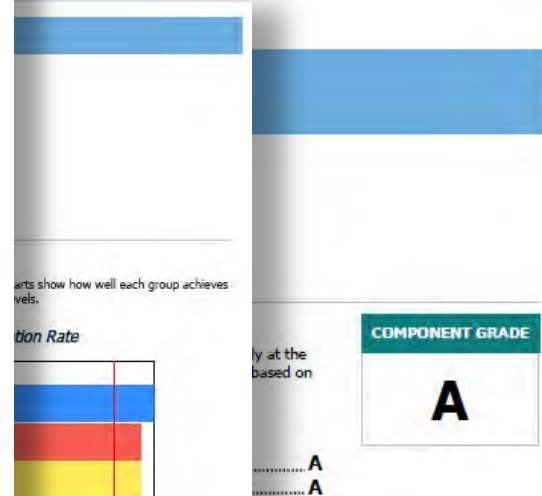
**Technical Facts:** This component reviews 10 student groups in reading, math and graduation rate and assigns a grade for efforts to close achievement gaps in all groups. A school or district cannot get an "A" on this measure if one of its groups has a significant gap in achievement or graduation. These student groups, which are the same groups measured by Adequate Yearly Progress (AYP), are:

- All Students;
- American Indian/Alaskan Native;
- Asian/Pacific Islander;
- Black, non-Hispanic;
- Hispanic;
- Multiracial;
- White, non-Hispanic;
- Economically Disadvantaged;
- Students with Disabilities; and
- Limited English Proficiency.

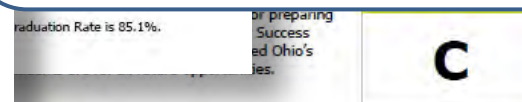
**A-F Rating:** The ranges for the Annual Measurable Objectives grades are outlined in Ohio's ESEA flexibility waiver.

Score	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
60% - 69.9%	D
Less than 60%	F

# Report card?



**How are these groups weighted?  
Where are gifted students?**



**Understanding Ohio’s School Report Card**

**Component:** Gap Closing

**Measures:** Annual Measurable Objectives (AMOs) – Single measure in component grade

**Description:** Annual Measurable Objectives (AMOs) measure the academic performance of specific groups of students, such as racial and demographic groups. Each of these groups is compared against the collective performance of all students in Ohio. This allows us to determine if there are gaps in academic achievement between groups of students. Ohio has made strides over the years to reduce these gaps. However, much work still is needed to *eliminate* achievement gaps and bring all students up to the same high level of achievement.

**Technical Facts:** This component reviews 10 student groups in regard to graduation rate and assigns a grade for efforts to close a gap in all groups. A school or district cannot get an “A” on this component if one of its groups has a significant gap in achievement on any of the student groups, which are the same groups measured on the Annual Progress (AYP), are:

- All Students;
- American Indian/Alaskan Native;
- Asian/Pacific Islander;
- Black, non-Hispanic;
- Hispanic;
- Multiracial;
- White, non-Hispanic;
- Economically Disadvantaged;
- Students with Disabilities; and
- Limited English Proficiency.

**A-F Rating:** The ranges for the Annual Measurable Objectives grade are based on Ohio’s ESEA flexibility waiver.

Score	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
60% - 69.9%	D
Less than 60%	F

# Report card?

**What if a community/district is dominated by an “ethnic hub”... for example, high achieving Japanese students whose engineer parents who work at Honda?**

**Do we letter grade the district? Or is this just a demographic “characteristic” worth noting and watching?**

# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

### DISTRICT GRADE

Coming in  
**2018**



### Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

### COMPONENT GRADE

**C**

#### Performance Index

80.0%..... **B**

#### Indicators Met

33.3%..... **F**



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

### COMPONENT GRADE

**A**

#### Value-Added

Overall..... **A**

Gifted..... **A**

Students..... **A**

Low..... **A**



### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our

### COMPONENT GRADE

#### Annual Me

70.2%.....

### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing a diploma in four or five years.

### COMPONENT GRADE

**A**

And now the biggie...  
"Progress"!



#### K-3 Literacy Improvement

43.1%..... **C**

### Prepared for Success

The Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### COMPONENT GRADE

**C**

# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

**Progress might be the most controversial component ... because student growth likely matter more than anything else.**



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

#### COMPONENT GRADE

**A**

.....A  
.....A  
.....A  
.....A



### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

#### COMPONENT GRADE

**A**

#### Graduation Rates

94.9% of students graduated in 4 years.....A  
96.1% of students graduated in 5 years.....A



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

#### COMPONENT GRADE

**C**

#### K-3 Literacy Improvement

43.1%.....C



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

#### COMPONENT GRADE

**C**

# What is today's report card?

2016 - 2017 Report Card for  
Worthington City School District

**Student growth = teaching  
This is the foundation of  
teacher effectiveness, but  
only if we trust the way we  
measure this...**

language arts, math and graduation.

Annual Measurable Objectives

70.2%..... C



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

K-3 Literacy Improvement

43.1%..... C

COMPONENT GRADE

**C**



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

**A**

..... A

..... A

..... A

..... A



### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

**A**

Graduation Rates

94.9% of students graduated in 4 years..... A

96.1% of students graduated in 5 years..... A



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

**C**

# What is today's report card?

2016 - 2017 Report Card for Worthington City School District

## Progress



The Progress component looks closely at the growth that all students are making based on their past performances.

### COMPONENT GRADE

#### GRADE Overall

**A**

This measures the progress for all students in math, ELA, science and social studies using tests in grades 4-8 and some end-of-course exams.

#### GRADE Gifted Students

**A**

This measures the progress for students identified as gifted in reading, math, science, social studies and/or superior cognitive ability.

#### GRADE Students in the Lowest 20% in Achievement

**A**

This measures the progress for students identified as the lowest 20% statewide in reading, math, science or social studies achievement.

#### GRADE Students with Disabilities

**A**

This measures the progress for students with disabilities.

These tables show

Test Grade	English Language Arts
All Grades	
4th Grade	
5th Grade	
6th Grade	
7th Grade	
8th Grade	

Test Grade	English I	English II	Progress
High School			

#### What do the colors mean?

The Progress Component measures how expectation of growth. The expectation average, compared to other students in

	Students made more progress
	Students made more progress
	Students made progress
	Students made less progress
	Students made less progress

1. Complex formula
2. Not easily observable
3. Skews to extremes
4. Not a normal bell curve
5. Not intuitive “grade” levels
6. Winners and losers because it compares against statewide “pack”
7. Not nationally normed against a benchmark.

K-3 Literacy Improvement  
43.1%

C

## WORLD

# Here's Why Stephen Hawking Never Won the Nobel Prize in Physics



Professor Stephen Hawking addressing The Cambridge Union in Cambridge, Cambridgeshire on Nov. 21, 2017. Chris Williamson—Getty

K-5 Literacy Improvement  
43.1%.....C

## report card?

The answer — unlike quantum mechanics — is relatively straightforward.

Theoretical scientific discoveries have to be confirmed by observational data before there's a possibility of winning a Nobel. And it's somewhat difficult to observe a black hole.

It takes decades to build the scientific equipment to test theoretical discoveries; to put this into context, Einstein's theory of gravitational waves in space, which he first proposed in the 1920s, was only recently proven in 2016.



## WORLD

# Here's Why Stephen Hawking Never Won the Nobel Prize in Physics



TIME

Professor Stephen Hawking addressing The Cambridge Union in Cambridge, Cambridgeshire on Nov. 21, 2017. Chris Williamson—Getty

K-5 Literacy Improvement  
43.1%.....C

## report card?

**Stephen Hawking never won the Nobel because his theories could not be observed and replicated.**

confirmed by observational data before there was a possibility of winning a Nobel. And it's somewhat difficult to observe a black hole.

It takes decades to build the scientific equipment to test theoretical discoveries; to put this into context, Einstein's theory of gravitational waves in space, which he first proposed in the 1920s, was only recently proven in 2016.

## WORLD

# Here's Why Stephen Hawking Never Won the Nobel Prize in Physics



TIME

Professor Stephen Hawking addressing The Cambridge Union in Cambridge, Cambridgeshire on Nov. 21, 2017. Chris Williamson—Getty

K-5 Literacy Improvement  
43.1%.....C

## report card?

**This is the gold standard for scientific research – peer review to verify conclusions.**

confirmed by observational data before there's a possibility of winning a Nobel. And it's somewhat difficult to observe a black hole.

It takes decades to build the scientific equipment to test theoretical discoveries; to put this into context, Einstein's theory of gravitational waves in space, which he first proposed in the 1920s, was only recently proven in 2016.

WORLD

# Here's Why Stephen Hawking Never Won the Nobel Prize in Physics



TIME

Professor Stephen Hawking addressing The Cambridge Union in Cambridge, Cambridgeshire on Nov. 21, 2017. Chris Williamson—Getty

## report card?

Ohio school districts cannot replicate the “progress” calculation in the report card.

confirmed by observational data before there is a possibility of winning a Nobel. And it's somewhat difficult to observe a black hole.

It takes decades to build the scientific equipment to test theoretical discoveries; to put this into context, Einstein's theory of gravitational waves in space, which he first proposed in the 1920s, was only recently proven in 2016.

## WORLD

# Here's Why Stephen Hawking Never Won the Nobel Prize in Physics



Professor Stephen Hawking addressing The Cambridge Union in Cambridge, Cambridgeshire on Nov. 21, 2017. Chris Williamson—Getty

K-5 Literacy Improvement  
43.1%.....C

## report card?

**Why? Because the computer programs are proprietary secrets – the formula is not publicly available.**

confirmed by observational data before there's a possibility of winning a Nobel. And it's somewhat difficult to observe a black hole.

It takes decades to build the scientific equipment to test theoretical discoveries; to put this into context, Einstein's theory of gravitational waves in space, which he first proposed in the 1920s, was only recently proven in 2016.

## WORLD

# Here's Why Stephen Hawking Never Won the Nobel Prize in Physics



TIME

Professor Stephen Hawking addressing The Cambridge Union in Cambridge, Cambridgeshire on Nov. 21, 2017. Chris Williamson—Getty

K-5 Literacy Improvement  
43.1%.....C

## report card?

Yes, there is a 40 page technical document.

This is not the same thing.

difficult to observe a black hole.

It takes decades to build the scientific equipment to test theoretical discoveries; to put this into context, Einstein's theory of gravitational waves in space, which he first proposed in the 1920s, was only recently proven in 2016.

# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

### DISTRICT GRADE

Coming in  
**2018**

**Very complex methodologies.**



### Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

### COMPONENT GRADE

**C**

#### Performance Index

80.0%..... **B**

#### Indicators Met

33.3%..... **F**



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

### COMPONENT GRADE

**A**

#### Value-Added

Overall..... **A**

Gifted..... **A**

Students with Disabilities..... **A**

Lowest 20% in Achievement..... **A**



### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

### COMPONENT GRADE

**C**

#### Annual Measurable Objectives

70.2%..... **C**



### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

### COMPONENT GRADE

**A**

#### Graduation Rates

94.9% of students graduated in 4 years..... **A**

96.1% of students graduated in 5 years..... **A**



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

### COMPONENT GRADE

**C**

#### K-3 Literacy Improvement

43.1%..... **C**



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### COMPONENT GRADE

**C**

# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

DISTRICT GRADE

Coming in  
2018

Filtered by complex "weights."

**Understanding Ohio's School Report Card**

**Component:** Progress

**Measures:** All Students – Contributes 55% toward component grade  
 Gifted Students – Contributes 15% toward component grade  
 Students with Disabilities – Contributes 15% toward component grade  
 Students in the Lowest 20 Percent of Achievement Statewide – Contributes 15% toward component grade

**Description:** The data from state tests over multiple years are examined through a series of calculations to produce a Value-Added designation for each school and district. Additionally, the tests also are examined to determine progress of three specific groups of students.

The five designations – determined in law – are the same ranges of growth that are used to compute teacher Value-Added performance. Also like the teacher Value-Added performance measure, up to three years of growth computations are used to assure the accuracy and precision of the measure. Because of the transition to new assessments up to two years of gains will be used to calculate the school and district grades in 2017. A single year of gains will be used to calculate teacher ratings in 2017.

Just because a school may have a low achievement level in a given year does not mean that students are not learning. In fact, there may be a great deal of academic growth taking place moving students toward academic success. Conversely, there is a misconception that high achievers have met their potential and can no longer advance their learning. This measure highlights the importance of providing the curriculum and instruction that will help all students to grow academically every year.

**Technical Fact:** Value-Added grades are based on a scale that measures a "Growth Index." This is the same index that has been used for report card purposes since Ohio adopted its use in 2007. A range of "-1 to +1" represents "one year of growth" and is given a "C" grade.

**A-F Rating:** The grade ranges for all measures in the Progress component are the same and prescribed by law.

Score	Letter Grade
+2 or greater	A
Greater or equal to +1 but less than +2	B
Greater or equal to -1 but less than +1	C
Greater or equal to -2 but less than -1	D
Less than -2	F

April 1, 2017



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

#### Value-Added

Overall.....	A
Gifted.....	A
Students with Disabilities.....	A
Lowest 20% in Achievement.....	A

COMPONENT GRADE

A



### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

#### Graduation Rates

Percent of students graduated in 4 years.....	A
Percent of students graduated in 5 years.....	A

COMPONENT GRADE

A

### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

COMPONENT GRADE

C

# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

### DISTRICT GRADE

Coming in  
**2018**

Resulting in simple letter grades.



### Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

### COMPONENT GRADE

**C**

#### Performance Index

80.0%..... **B**

#### Indicators Met

33.3%..... **F**



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

### COMPONENT GRADE

**A**

#### Value-Added

Overall..... **A**

Gifted..... **A**

Students with Disabilities..... **A**

Lowest 20% in Achievement..... **A**



### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

### COMPONENT GRADE

**C**

#### Annual Measurable Objectives

70.2%..... **C**



### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

### COMPONENT GRADE

**A**

#### Graduation Rates

94.9% of students graduated in 4 years..... **A**

96.1% of students graduated in 5 years..... **A**



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

### COMPONENT GRADE

**C**

#### K-3 Literacy Improvement

43.1%..... **C**



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### COMPONENT GRADE

**C**



# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

### DISTRICT GRADE

Coming in  
**2018**

**With counter-intuitive results.**



### Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

#### Performance Index

80.0%

**B**

#### Indicators Met

33.3%

**F**



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

#### Value-Added

Overall.....

**A**

Gifted.....

**A**

Students with Disabilities.....

**A**

Lowest 20% in Achievement.....

**A**

### COMPONENT GRADE

**A**



### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

#### Annual Measurable Objectives

70.2%

**C**

### COMPONENT GRADE

**C**



### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

#### Graduation Rates

94.9% of students graduated in 4 years.....

**A**

96.1% of students graduated in 5 years.....

**A**

### COMPONENT GRADE

**A**



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

#### K-3 Literacy Improvement

43.1%

**C**

### COMPONENT GRADE

**C**



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### COMPONENT GRADE

**C**

# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

### DISTRICT GRADE

Coming in  
**2018**

**That educators do not trust.**



### Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

### COMPONENT GRADE

**C**

#### Performance Index

80.0%..... **B**

#### Indicators Met

33.3%..... **F**



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

### COMPONENT GRADE

**A**

#### Value-Added

Overall..... **A**

Gifted..... **A**

Students with Disabilities..... **A**

Lowest 20% in Achievement..... **A**



### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

### COMPONENT GRADE

**C**

#### Annual Measurable Objectives

70.2%..... **C**



### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

### COMPONENT GRADE

**A**

#### Graduation Rates

94.9% of students graduated in 4 years..... **A**

96.1% of students graduated in 5 years..... **A**



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

### COMPONENT GRADE

**C**

#### K-3 Literacy Improvement

43.1%..... **C**



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### COMPONENT GRADE

**C**

# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

### DISTRICT GRADE

Coming in  
**2018**

**That parents do not trust.**



### Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

### COMPONENT GRADE

**C**

#### Performance Index

80.0%..... **B**

#### Indicators Met

33.3%..... **F**



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

### COMPONENT GRADE

**A**

#### Value-Added

Overall..... **A**

Gifted..... **A**

Students with Disabilities..... **A**

Lowest 20% in Achievement..... **A**



### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

### COMPONENT GRADE

**C**

#### Annual Measurable Objectives

70.2%..... **C**



### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

### COMPONENT GRADE

**A**

#### Graduation Rates

94.9% of students graduated in 4 years..... **A**

96.1% of students graduated in 5 years..... **A**



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

### COMPONENT GRADE

**C**

#### K-3 Literacy Improvement

43.1%..... **C**



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### COMPONENT GRADE

**C**

# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

### DISTRICT GRADE

Coming in  
**2018**

**That legislators do not trust.**



### Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

### COMPONENT GRADE

**C**

#### Performance Index

80.0%..... **B**

#### Indicators Met

33.3%..... **F**



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

### COMPONENT GRADE

**A**

#### Value-Added

Overall..... **A**

Gifted..... **A**

Students with Disabilities..... **A**

Lowest 20% in Achievement..... **A**



### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

### COMPONENT GRADE

**C**

#### Annual Measurable Objectives

70.2%..... **C**



### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

### COMPONENT GRADE

**A**

#### Graduation Rates

94.9% of students graduated in 4 years..... **A**

96.1% of students graduated in 5 years..... **A**



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

### COMPONENT GRADE

**C**

#### K-3 Literacy Improvement

43.1%..... **C**



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### COMPONENT GRADE

**C**

# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

### DISTRICT GRADE

Coming in  
**2018**

Why have a report card that isn't trusted?



### Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

**C**

#### Performance Index

80.0%..... **B**

#### Indicators Met

33.3%..... **F**



The Progress component looks at growth that all students are making over their past performances.

**A**

#### Value-Added

Overall..... **A**

Gifted..... **A**

Students with Disabilities..... **A**

Lowest 20% in Achievement..... **A**



### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

### COMPONENT GRADE

**C**

#### Annual Measurable Objectives

70.2%..... **C**



### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

### COMPONENT GRADE

**A**

#### Graduation Rates

94.9% of students graduated in 4 years..... **A**

96.1% of students graduated in 5 years..... **A**



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

### COMPONENT GRADE

**C**

#### K-3 Literacy Improvement

43.1%..... **C**



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### COMPONENT GRADE

**C**

# What is today's report card?

Report Cards are high stakes because:

1. Ohio has accountability triggers for poor grades that result in sanctions/shutdowns, etc.
1. Real estate values and neighborhoods are built upon perceptions of school effectiveness.
1. Businesses and new Ohioans' first impression is often a school district report card grade.
  1. Teacher pride/effectiveness depends on psychological rewards as well as financial ones.

# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

### DISTRICT GRADE

Coming in  
**2018**



### Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

### COMPONENT GRADE

**C**



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

### COMPONENT GRADE

**A**

**Ohio cannot afford to keep a report card that does more harm than good.**

language arts, math and graduation.

### Annual Measurable Objectives

70.2%..... C

### Graduation Rates

94.9% of students graduated in 4 years..... A  
96.1% of students graduated in 5 years..... A



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

### COMPONENT GRADE

**C**



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### COMPONENT GRADE

**C**

### K-3 Literacy Improvement

43.1%..... C

# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

### DISTRICT GRADE

Coming in  
2018



**Achievement**  
The Achievement component looks at the growth that all students are making based on their past performances.

### COMPONENT GRADE

C



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

### COMPONENT GRADE

A

And is dangerously poised to focus everything on one single overall district letter grade this fall.

language arts, math and graduation.

### Annual Measurable Objectives

70.2%..... C

### Graduation Rates

94.9% of students graduated in 4 years..... A  
96.1% of students graduated in 5 years..... A



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

### COMPONENT GRADE

C



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### COMPONENT GRADE

C

### K-3 Literacy Improvement

43.1%..... C



# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

### DISTRICT GRADE

Coming in  
2018



**Achievement**  
The Achievement component looks at the growth that all students are making based on their past performances.

### COMPONENT GRADE

**C**



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

### COMPONENT GRADE

**A**

**A letter grade that is 80% not related to student growth, but mostly demographics of students.**

language arts, math and graduation.

### Annual Measurable Objectives

70.2%.....C

### Graduation Rates

94.9% of students graduated in 4 years.....A  
96.1% of students graduated in 5 years.....A



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

### COMPONENT GRADE

**C**



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### COMPONENT GRADE

**C**

### K-3 Literacy Improvement

43.1%.....C

# What is today's report card?

## 2016 - 2017 Report Card for Worthington City School District

### DISTRICT GRADE

Coming in  
2018



**Achieve**  
The Achievement  
of students  
they perform

### COMPONENT GRADE

C



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

### COMPONENT GRADE

A

**This is highly prejudicial to districts with diversity.**

language arts, math and graduation.

### Annual Measurable Objectives

70.2%..... C

### Graduation Rates

94.9% of students graduated in 4 years..... A  
96.1% of students graduated in 5 years..... A



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

### COMPONENT GRADE

C

### K-3 Literacy Improvement

43.1%..... C



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### COMPONENT GRADE

C

# What is *tomorrow's* report card?

**How do we restore trust?**

# What is tomorrow's report card?

## Principles for an effective report card:

- **Dashboard approach:** precise information presented in an intuitive format for natural response
- **Understandable:** use the simplest methodologies that still get the job done/illustrate the metric
- **Transparent:** educators/public can do the math themselves if they want, which leads to trust
- **Parent-centric:** enrich the data to allow parents to see how their children will likely do, as opposed to primarily looking at “all children” generally

# What is tomorrow's report card?

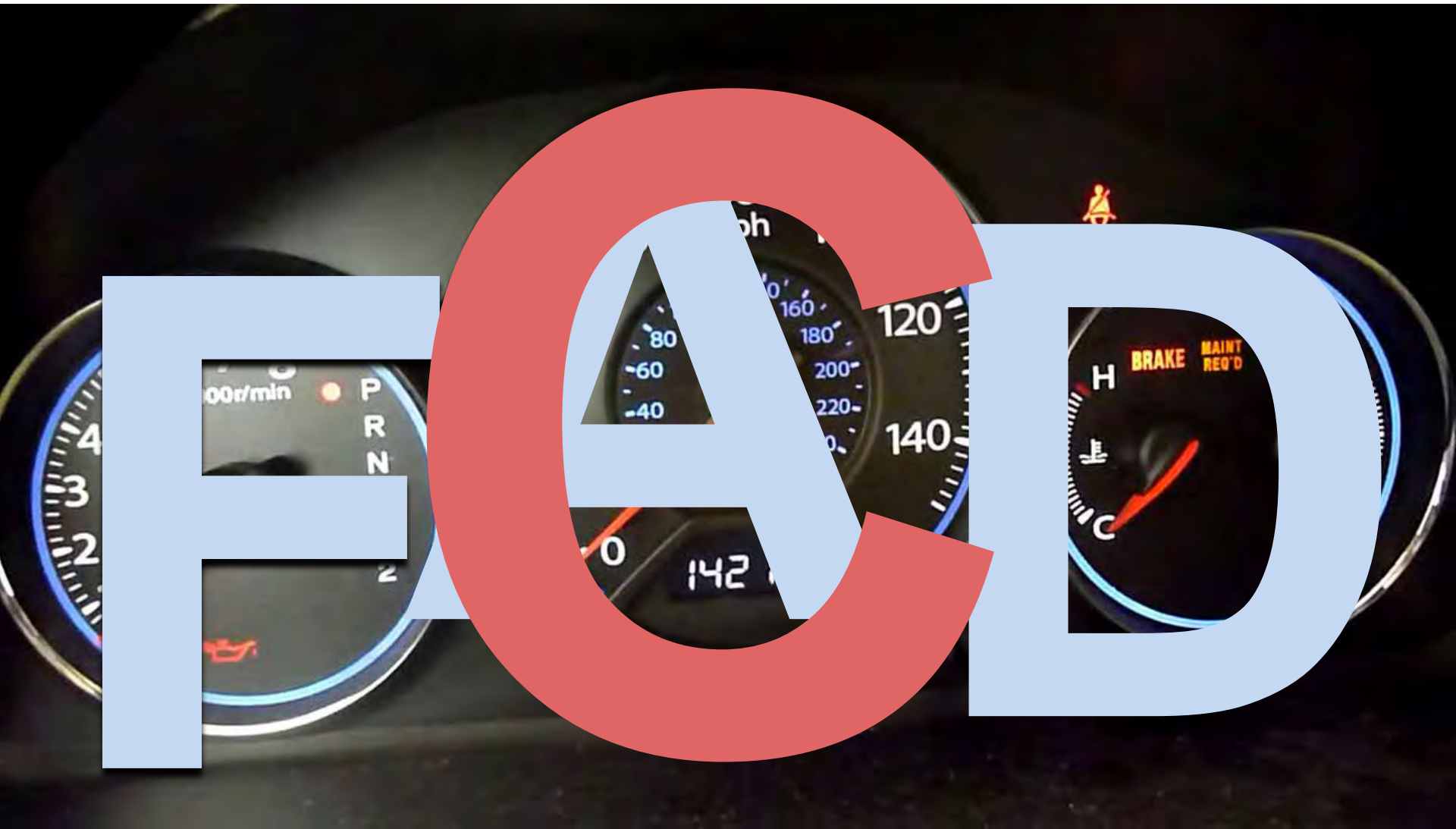


# What *isn't* tomorrow's report card?

F A D



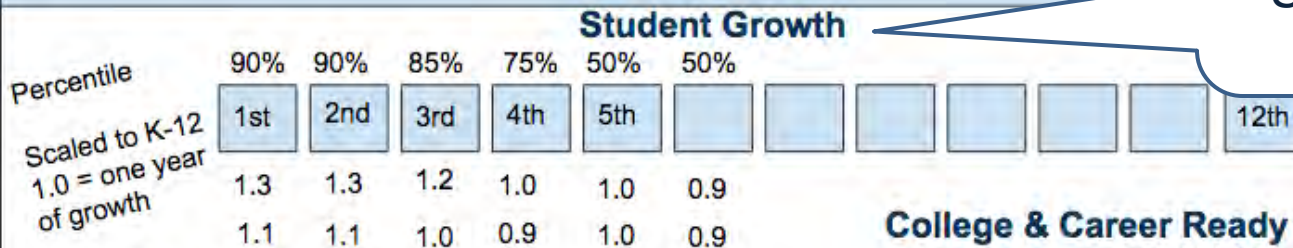
# What *isn't* tomorrow's report card?



# What is tomorrow's report card?

## 2017-2018 Report Card for Randomville City Schools

Component labels that are more intuitive: Student Growth, not Progress



### State Test Scores

		Average	Peer A	Percentile Rank
<b>3rd Grade</b>	English Language Arts	79.8%	75%	76%
	Mathematics	85.8%	80%	82%
<b>4th Grade</b>	English Language Arts	80.5%	73%	74%
	Mathematics	85.5%	78%	76%
			63%	67%
	Social Studies	89.8%		

3rd grade reading passage rate 98.8%  
Off track conversion rate 43%

Gap Closing	Dist	St	Peer
Econ Disadvantage	74	70	72
Students with Disabilities	65	61	60
African American	76	72	73
Hispanic	72	71	69
White	73	69	68
Etc			

### College & Career Ready

	District	State	Peer
Percentage ACT remediation free	70%	60%	72%
Average ACT score	23	22	24
Gifted Subgroup ACT	29	27	28
Typical Subgroup ACT	25	23	26
Students with Disab. ACT	22	22	21
AP participation	51.4%	35%	55%
4 year graduation rate	98%	90%	99%
5 year graduation rate	99%	93%	99.5%

**Course offerings:** AP government, AP American history, AP European history, Computer Programming 1/2/3

**Alternative Programs:** Middle, High School

**Related Arts:** Jazz Band, Taiko Drumming, Division 1 Lacrosse

**Safety:** Epi-Pens, Asthma Inhalers, etc.



# What is tomorrow's report card?

## 2017-2018 Report Card for Randomville City Schools

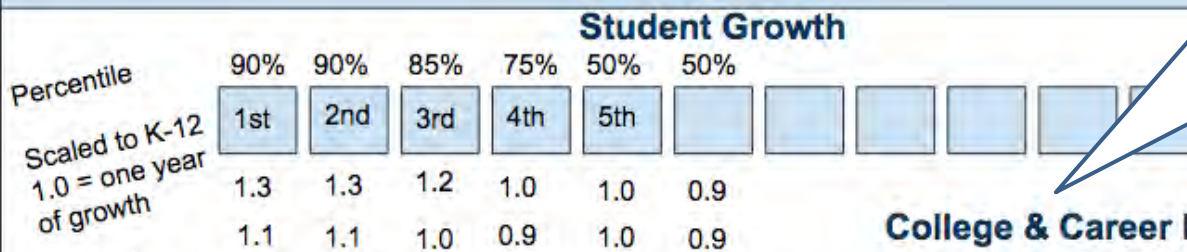
Component labels that are more intuitive: State Test Scores, not Achievement

		Student Growth									
Percentile		90%	90%	85%	75%	50%	50%				
Scaled to K-12 1.0 = one year of growth		1st	2nd	3rd	4th	5th					12th
Vs State		1.3	1.3	1.2	1.0	1.0	0.9				
		1.1	1.1	1.0	0.9	1.0	0.9				
		State Test Scores					College & Career Ready				
		Average		Peer A	Percentile Rank	Percentage ACT remediation free			District	State	Peer
						70%	60%	72%			
3rd Grade		English Language Arts	79.8%	75%	76%	76%	23	22	24		
		Mathematics	85.8%	80%	82%	82%	29	27	28		
4th Grade		English Language Arts	80.5%	73%	74%	74%	25	23	26		
		Mathematics	85.5%	78%	76%	76%	22	22	21		
		Social Studies	89.8%	63%	67%	67%	51.4%	35%	55%		
							4 year graduation rate	98%	90%	99%	
							5 year graduation rate	99%	93%	99.5%	
3rd grade reading passage rate		98.8%									
Off track conversion rate		43%									
Gap Closing		Dist	St	Peer							
Econ Disadvantage		74	70	72							
Students with Disabilities		65	61	60							
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White		73	69	68							
Etc											
		<b>Course offerings:</b> AP government, AP American history, AP European history, Computer Programming 1/2/3									
		<b>Alternative Programs:</b> Middle, High School									
		<b>Related Arts:</b> Jazz Band, Taiko Drumming, Division 1 Lacrosse									
		<b>Safety:</b> Epi-Pens, Asthma Inhalers, etc.									

# What is tomorrow's report card?

## 2017-2018 Report Card for Randomville City Schools

Component labels that are more intuitive: College & Career Ready, not Prepared for Success



### State Test Scores

		Average	Peer A	Percentile Rank
<b>3rd Grade</b>	English Language Arts	79.8%	75%	76%
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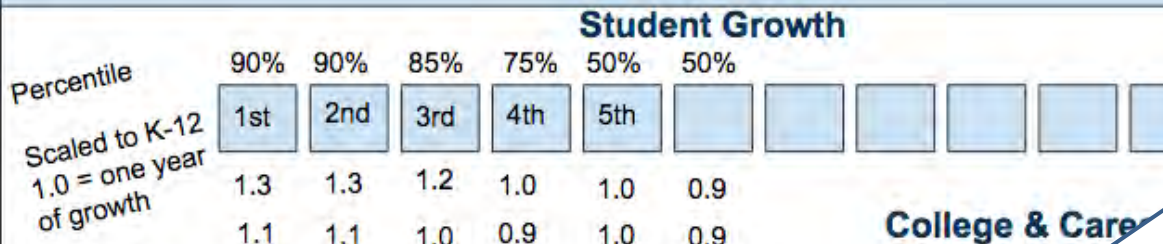
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# What is tomorrow's report card?

## 2017-2018 Report Card for Randomville City Schools



### State Test Scores

		Average	Peer A	Percentile Rank
<b>3rd Grade</b>	English Language Arts	79.8%	75%	76%
	Mathematics	85.6%	80%	82%
<b>4th Grade</b>	English Language Arts	80.5%	73%	74%
	Mathematics	85.5%	78%	76%
			63%	67%
	Social Studies	89.8%		

Percentage ACT remedial	Average ACT score	Gifted Subgroup A	Typical Subgroup A	Students
				25
				22
AP pass rate		51.4%	35%	55%
4-year graduation rate		98%	90%	99%
graduation rate		99%	93%	99.5%

3rd grade reading passage rate 98.8%  
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Gap Closing	Dist	St	Peer
Econ Disadvantage	74	70	72
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**Safety:** Epi-Pens, Asthma Inhalers, etc.

Components like gap closing illustrated in benchmark fashion: how does our district compare against the state, against our own selected 'peer districts'?

# What is tomorrow's report card?

2017-2018 Report  
Randomville C

Percentile 90%  
Scaled to K-12 1st  
1.0 = one year  
of growth 1.3  
Vs State 1.1  
**State**

Enrichment of the report card voluntarily by districts to showcase their unique strengths and program offerings...

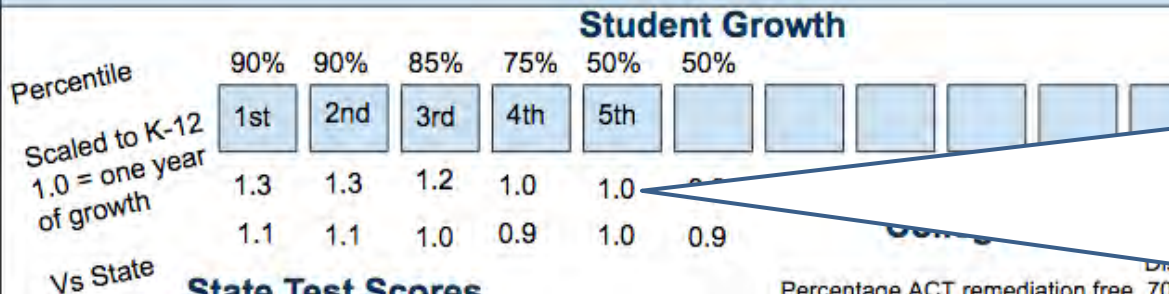
Not every district has... Taiko drumming... Jazz Band... Epi-Pen protocols for anaphylactic children... or Computer Programming 1, 2 and 3 levels!

Parents want to know the uniqueness of their investment!

Grade	Subject	85.8%	80%	82%	74%	74%	5 years	Disab. ACT	22	22	21
3rd Grade	English Language Arts							Rate	51.4%	35%	55%
	Mathematics	85.8%	75%	74%	74%			Rate	98%	90%	99%
4th Grade	English Language Arts	80.5%	73%	74%	74%			Rate	99%	93%	99.5%
	Mathematics	85.5%	78%	76%	76%						
	Social Studies	89.8%	63%	67%	67%						
3rd grade reading passage rate		98.8%									
Off track conversion rate		43%									
<b>Gap Closing</b>		<b>Dist</b>	<b>St</b>	<b>Peer</b>							
Econ Disadvantage		74	70	72							
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<b>Safety:</b> Epi-Pens, Asthma Inhalers, etc.											

# What is tomorrow's report card?

## 2017-2018 Report Card for Randomville City Schools



And Student Growth, perhaps the \*most\* important component, should present to parents as one year's growth in one year's time (i.e. one grade) as the scale measure

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Percentage ACT remediation free	70	
Average ACT score	23	
Gifted Subgroup ACT	29	27
Typical Subgroup ACT	25	23
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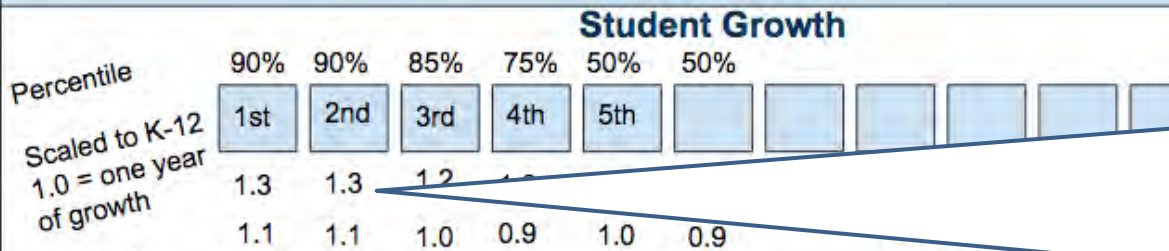
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# What is tomorrow's report card?

## 2017-2018 Report Card for Randomville City Schools



With the ability of districts to show they are growing students more than one year in that period! They are exceeding expectations!

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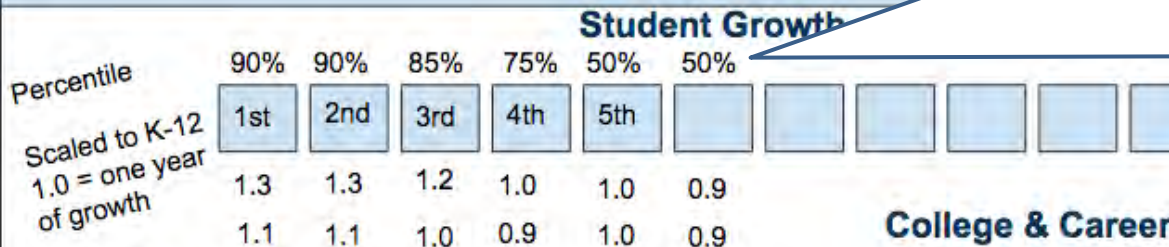
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**Related Arts:** Jazz Band, Taiko Drumming, Division 1 Lacrosse

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# What is tomorrow's report card?

## 2017-2018 Report Card for Randomville City Schools



Parents will see how a district compares to others competitively, but we won't be reliant on arbitrary letter grades with controversial weights assigned to numbers.

### State Test Scores

		Average	Peer A	Percentile Rank
<b>3rd Grade</b>	English Language Arts	79.8%	75%	76%
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# What is tomorrow's report card?

## 2017-2018 Report Card for Randomville City Schools

Percentile	Student Growth					
	90%	90%	85%	75%	50%	50%
Scaled to K-12 1.0 = one year of growth	1st	2nd	3rd	4th	5th	
	1.3	1.3	1.2	1.0	1.0	0.9
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### State Test Scores

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**Alternative Programs:** Middle, High School

**Related Arts:** Jazz Band, Taiko Drumming, Division 1 Lacrosse

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If all districts succeed, they will all be rewarded. We will move away from the winners/losers approach of current progress/value add calculation.



# What is tomorrow's report card?

## 2017-2018 Report Card for Randomville City Schools

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American history, AP European  
Computer Programming 1/2/3

**Alternative Programs:** Middle, High School

**Related Arts:** Jazz Band, Taiko Drumming,  
Division 1 Lacrosse

**Safety:** Epi-Pens, Asthma Inhalers, etc.

The vision is that the report card will be simple enough to understand at a glance...

...but the "how" will be something that a parent can click-through to understand...

# What is tomorrow's report card?

## 2017-2018 Report Card for Randomville City Schools

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And ALL the math should eventually become...

Public/Open  
Non-Proprietary  
Replicable  
Verifiable  
Understandable  
Unweighted  
Benchmarked

# What is tomorrow's report card?

## 2017-2018 Report Card for Randomville City Schools

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**Safety:** Epi-Pens, Asthma Inhalers, etc.

This is just a sketch, kind of "back of napkin"...

Don't overthink the way I organized this quickly one night.

We will work together to design the new look and feel of the report card.

# What is tomorrow's report card?

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Average ACT score  
Gifted Subgroup ACT  
Typical Subgroup ACT  
Students with Disab. ACT  
AP participation  
4 year graduation rate  
5 year graduation rate

**Course offerings:** AP go  
American history, AP Euro  
Computer Programming 1/2

**Alternative Programs:** Middle, High School

**Related Arts:** Jazz Band, Taiko Drumming,  
Division 1 Lacrosse

**Safety:** Epi-Pens, Asthma Inhalers, etc.

But let's begin to have consensus about what the new report card is "not"...

- Letter grades
- 'Notoriously complex'
- Secretive formulas
  - Volatile scores
- Demographic/Poverty focused/biased
  - Winners/losers
- Lacking norm-based benchmarks

# What is tomorrow's report card?

## 2017-2018 Report Card for Randomville City Schools

Percentile	Student Growth					
	90%	90%	85%	75%	50%	50%
Scaled to K-12 1.0 = one year of growth	1st	2nd	3rd	4th	5th	
	1.3	1.3	1.2	1.0	1.0	0.9
Vs State	1.1	1.1	1.0	0.9	1.0	0.9

### State Test Scores

		Average	Peer A	Percentile
3rd Grade	English Language Arts	79.8%	75%	76%
	Mathematics	85.8%	80%	82%
4th Grade	English Language Arts	80.5%	75%	74%
	Mathematics	85.5%	73%	74%
			78%	76%
	Social Studies	89.8%	63%	67%

3rd grade reading passage rate 98.8%  
Off track conversion rate 43%

Gap Closing	Dist	St	Peer
Econ Disadvantage	74	70	72
Students with Disabilities	65	61	60
African American	76	72	73
Hispanic	72	71	69
White	73	69	68
Etc			

Percentage ACT remediation f  
Average ACT score  
Gifted Subgroup ACT  
Typical Subgroup ACT  
Students with Disab. ACT  
AP participation  
4 year graduation rate  
5 year graduation rate

**Course offerings:** AP go  
American history, AP Euro  
Computer Programming 1/2

**Alternative Programs:** Middle, High School

**Related Arts:** Jazz Band, Taiko Drumming,  
Division 1 Lacrosse

**Safety:** Epi-Pens, Asthma Inhalers, etc.

And what we principles we want to keep:

- Trustworthy data
- Fair to poverty/race
- Trend based graphs
  - Benchmarks
- Competitive Spirit
- Positive reinforcement
- Highlight uniqueness
- Parent/student centered
- Low clutter - fewer clicks

# A bit about my process...

I am actively communicating frequently with...

- **Joint Education Oversight Committee – Lauren Jones**
- **Ohio Department of Education – Brad Ingraham mostly, but also Paolo DeMaria, Chris Woolard, accountability staff, etc.**
- **State Board of Education – Tess Elshoff, Nancy Hollister, Kara Morgan and others – anyone who calls/emails**
- **OSBA/OASBO/BASA – Barb Shaner, Will Schwartz, Tom Ash, Jay Smith, etc. and districts like yours**
  - **ACTE and career technical schools**
- **Engaged parents (Beth Osyk), Fordham, community schools, gifted lobby, etc and generally 40+ IPs**

# A bit about my process...

**I have scheduled and led “all invited” interested party (IP) meetings, which is a common method to gather stakeholder input in drafting legislation...**

**... most IP meetings are not “all invited” the way I am doing it. Nobody is refused. If you want to attend, you can!**

**... We have had two IP meetings so far: Feb 8 and Mar 1**

**The Mar 1 meeting was streamed on Ohio Channel on Facebook where you can watch it now. I understand this is the first time in Ohio’s history this has ever been done. I had to get permission from the Speaker’s office.**

**The conversation is primarily with OSBA/OASBO/BASA**

# A bit about my process...

I have created a dedicated Google Drive link where we are dropping files with comments/drafts/reports – basically anything useful that engaged stakeholders might want...

- The draft bill
- Amendments
- Wish list of OSBA/BASA/OASBO
  - Wish list of CTEs
  - Emailed comments from IPs
    - Beth Osyk suggestions
- Lauren Jones, JEOC comments/feedback
  - Fordham report
- Various miscellaneous relevant contexts

[Want to see this drive? Email ben.james@ohiohouse.gov](mailto:ben.james@ohiohouse.gov)



# A bit about my process...

**My goal is to be the most transparent legislator you've ever worked with...**

**Please realize I am human and I have a dozen bills that I am working in addition to this priority legislation.**

**I cannot get to things as fast as I'd like...**

**But this is one of my top priorities in my last year in the legislature and with your support, I think we can do something special for education in Ohio.**

**... and alleviate a lot of frustration that exists today.**

# A bit about my process...

**It is exciting to me that the State Board President, Tess Elshoff, has been so engaged with me on this project...**

**... and that Governor Hollister is chairing the report card reform committee and asked me to participate ex officio (non-voting) to be a partner with you and them...**

**... I feel that by working with you, I will be more successful in my effort and you will be more successful too...**

**... I want to include alignment with Ohio's strategic plan for education that is underway...**

# Thank you for inviting me!

I want you to know I *appreciate* your work on your local board of education.

I am *grateful* for the opportunity to present to you, respect the work you do all year and appreciate the opportunity to work hand-in-hand with you to reform Ohio's report cards.

We will work on this *together*. And today is the beginning of this partnership. Our legislation is just in its beginning.

Again, it is HB 591, and it will move more swiftly if your state representatives will communicate messages of support to Chair Brenner and interim Speaker Kirk Schuring.

# How to reach me...



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