



Understanding Your Report Card

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OSBA leads the way to educational excellence by serving Ohio's public school board members and the diverse districts they represent through superior service, unwavering advocacy and creative solutions.



Getting Started

- Introductions
- What do you hope to learn tonight?
- Ground Rules
- Review of Agenda



What's the buzz?

- General talk about the LRC?
- Questions from the community, staff?
- Impacting community perception?
- Which LRC component surprised you?



LRC, What is it good for?

- Conversations with community and staff about the faces behind the numbers reported
- Comparative analysis of your district with similar districts
- Comparative analysis of your district with state results



Important Nugget



- Your district may request from 9/26 - 9/27 a link for a profile page on which district staff can describe the unique qualities and accomplishments that make the district proud.



Last chance to upload district profile webpage

9/18/2017

The Ohio Department of Education provides districts an opportunity to add a link to a district-produced webpage that describes your district's unique qualities and successes. **The Cherwell portal soon will reopen to offer districts a second and FINAL opportunity to submit a URL for the link.**

The portal will open Sept. 26 and close on Sept. 27. The Department will add new and corrected links to the report cards in mid-October.

If your district plans to add a link to its 2017 report card, you may want to begin working on your web content now so your page will be live when the submission window opens.

The link to your district profile will go on the District Details page of your Ohio School Report Card, right under your address. Again, this is *optional* for all districts and community schools.



Six Components of LRC

- Achievement
- Gap Closing
- K-3 Literacy
- Progress
- Graduation Rate
- Prepared for Success



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



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



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.



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.



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.



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.

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What about these grades?

Time for the deep dive!



- State law requires ODE to issue six component grades to schools and districts beginning with the 2016 report cards.
- State BOE determines the weight each measure contributes to the components.



But first, a game of ...



Achievement Component

- Indicators Met - represents the number of students who passed the state tests
- Performance Index – represents how well students performed on the state test

25%

75%



Performance Index

- There are 6 achievement levels on the index
- districts receive points for every student in each of these levels
- The higher the achievement level, the more points awarded
- 75% of the Achievement Component grade comes from the Performance Index

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	0.1	x	1.3	=	0.2
Advanced	15.0	x	1.2	=	18.0
Accelerated	25.5	x	1.1	=	28.0
Proficient	29.7	x	1.0	=	29.7
Basic	18.8	x	0.6	=	11.3
Limited	10.6	x	0.3	=	3.2
Untested	0.2	x	0.0	=	0.0
					90.5

$90.5/120 = 75.4\%$

On the state developed 10-point scale, 0-100%, 75.4% falls within the range of letter grade C.



Indicators Met

- Percentage of students who passed the state tests
 - $3/24 = 12.5\%$
 - On the state developed 10-point scale, 0-100%, 12.5% falls within the range of letter grade F.
- Includes gifted indicator
- Passage rate to earn each indicator is 80%
- 25% of the Achievement Component grade comes from the Performance Index



Brace yourself for what's next!



Percentages for each measure (PI and Indicators Met) are converted to points (technical guide)

In our example, 12.5% of Indicators = 0.5 points and 75.4% for PI = 2.75 points (technical guide)

IM: 0.5 points x 0.25 weight = .1250

PI: 2.75 points x 0.75 weight = 2.0625

Total = 2.1875 which = "C"
Component Grade



Gifted Indicator

To earn the gifted indicator you must "Meet" all three measures of the gifted component (Value Add, PI and Inputs)





Gifted Inputs, what are they?

Inputs include the % of students identified as follows:

- % gifted in at least one academic subject or superior cognitive ability
- % received pertinent gifted services
- % gifted in visual/performing arts or creative thinking
- % received pertinent gifted services in visual/performing arts or creative thinking
- % economically disadvantaged identified as gifted
- % economically disadvantaged received gifted services
- % racial/ethnic minority identified as gifted
- % racial/ethnic minority received gifted services

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Calculation

- Input percentages are converted into points and totaled.
- To meet the inputs indicator a district must score 80 points.





Progress Component

- Attempt to measure each student's yearly growth
- Value-Added grades based on a scale that measures a "growth index."
- Same index that has been used since Ohio adopted its use in 2007
- One year of growth is given a letter grade of "C" – this is expected growth
- A group of students that made more than expected growth earns the s/d an "A" or "B" – less earns a "D" or "F"



It's not easy being green

	Students made more progress than expected – significant evidence
	Students made more progress than expected – moderate evidence
	Students made progress similar to the statewide expectation – evidence
	Students made less progress than expected – moderate evidence
	Students made less progress than expected – significant evidence

- A very complex, but very important component.
- Not all children start their learning at the same place.
- Reports that growth the all students are making based on their past performances
- Data from state tests over multiple years are examined and calculated to produce a VA designation.
- This gain measure is also used to rate teachers.



Value Add Information

- Groups of students are all students in district, school, classroom particular subject, grade and year
- No growth measure for individual students
- Expectation of progress based on how the individual students in the group performed, on average, compared to like groups across the state.



Gap Closing

- AMO – How does the performance of student groups in my school/district compare to the state goal?
- Measured against the collective performance of all students in Ohio
- Cannot earn an “A” on this measure if one of its groups has a significant gap in achievement OR graduation
- AMO % converted into points, points converted to grade.



Graduation Rate

4-Year Graduation Rate

- Measures those students who earn a diploma within four years of entering 9th grade

60%

5-Year Graduation Rate

- Measures those students who earn a diploma within five years of entering 9th grade

40%



Calculation Highlights

- Graduation % are converted to points
- Points are multiplied by their weight (60% or 40%)
- 4-year and 5-year component points are added for a total point value = Component Grade





K-3 Literacy Component

In Your District...

56 Students Moved to On Track - 1 RIMP Deductions \div 112 Students Started Off Track

= 49.1%



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.

Students who do not score Proficient or higher on the 3rd grade ELA test AND are **not** receiving a reading improvement and monitoring plan are deducted from the school/district score.



No K-3 Literacy Score?

- Any district with fewer than 5% of its kindergartners reading below grade level at the beginning of the 2016-2017 school year will not receive a letter grade for this measure





Prepared for Success Component

- Maximum points any individual student can earn is 1.3 regardless of how many criteria are met
 - Measures
 - College Admission Test
 - Industry Recognized Credentials
 - Honors Diploma
 - Advanced Placement
 - International Baccalaureate
 - Dual Enrollment



Prepared for Success Calculation

- Ungraded calculation **measures** – component is graded.
- Total points per student added then totaled.
- Total points divided by # of students in s/d graduation rate cohort
- Final component points = component grade

Student	Students Count 1.0 in PFS Numerator with One of More of These*			Students in Numerator Earn 0.3 Bonus Weight with One of More of These**			Total Points for Student
	ACT/SAT Remediation Free	Honors Diploma	Industry-Recognized Credential	AP Test 3 or Higher	IB test 4 or Higher	Three or More College Credits	
Student 1	YES	YES	No	YES	No	YES	1.3
Student 2	No	No	YES	No	No	No	1
Student 3	No	No	No	No	No	No	0
Student 4	No	No	YES	YES	No	No	1.3
Student 5	No	No	No	No	No	No	0
Student 6	No	No	No	No	No	No	0
Student 7	No	YES	No	No	No	No	1
Student 8	No	No	No	No	No	No	0
Student 9	No	YES	No	No	YES	No	1.3
Student 10	YES	No	No	No	No	YES	1.3
TOTAL POINTS EARNED							7.2



Industry Related Credentials

Agriculture/Environmental Systems 	Arts and Communications 	Business and Finance 
Construction 	Education and Training 	Engineering 
Health 	Hospitality and Tourism 	Human Services 
Information Technology 	Law and Public Safety 	Manufacturing 
Transportation 		



Wellness on the LRC - What's next?

- Required by state law as wellness and physical education are important components of a student's academic success
- Measures
 - Physical education benchmarks
 - Implemented wellness policy
 - BMI screening participation
 - Physical activity pilot program



Discussion points for your BOE

- Which students are performing well and which are not?
- In which subjects and grades are students doing well/not doing well? Why?
- Which similar districts are doing better than we are? What are they doing?
- Which students are making progress and which are not?
- How can we change instruction for group that are not making progress every year?
- How are different groups of students performing?
- How can we change instruction for groups not succeeding?



More Discussion Points

- What are the reasons students are not graduating?
- Are there certain subjects that are holding students back?
- What are we doing to grow the number of students who graduate?
- What are similar districts doing better than we are?
- What are we doing to help struggling readers?
- Do we have intervention services or outside assistance in place to meet the needs of struggling readers?
- How many students enter our schools struggling to read and how successful are we in helping them catch up?



More, More Discussion Points

- Which of the PFS measures are our schools providing?
- Why are we not offering other elements of the PFS component?
- Are those moving on to college able to do college-level work immediately?
- Are we, or how do we communicate PFS component measure opportunities to parents/students and encourage them to get involved?



Your Questions?

Resources Used:
 See ODE Local Report
 Card Resources
<http://education.ohio.gov/Topics/Data/Report-Card-Resources>





Thank You



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