*** DRAFT - NOT YET FILED ***

3301-102-11 **Dropout prevention and recovery schools' assessment of growth in student achievement.**

(A) Pursuant to the development of the dropout prevention and recovery academic performance rating and report card system as required under section 3314.017 of the Revised Code and described in rule 3301-102-10 of the Administrative Code, dropout prevention and recovery community schools shall report assessment data to measure growth in student achievement in reading and in mathematics.

(B) The assessments required to be used by dropout prevention and recovery community schools shall be selected by the state board of education through a competitive bidding process.

(1) For the 2014-2015 school year, notice of the department's selection of the assessment and test vendor, as well as information regarding the processes and procedures to obtain, administer and report these assessments for reading and mathematics shall be communicated to the schools and made available on the department's website (education.ohio.gov);

(2) For the 2015-2016 school year and beyond, any changes in the required assessments for reading and mathematics shall be communicated to the schools and the information made available on the department's website (education.ohio.gov).

(C) For the 2014-2015 school year, in the absence of national norms for assessments in reading and mathematics for students enrolled in dropout prevention and recovery programs, the department shall develop a growth measure based upon value-added progress dimension, as defined in division (A)(1)(e) of section 3302.03 of the Revised Code.

(1) Gain scores for both reading and mathematics shall be calculated and used to form a composite gain score for the school annually;

(2) The gains scores shall use up to three years of measured progress data, as available, to form the composite gain score.

(D) Ratings shall be assigned as follows:

(1) A school shall receive a rating of "exceeds standards' if the composite gain score is at least two standard errors of measure above the mean score;

(2) A school shall receive a rating of "meets standards" if the composite gain score is less than two standard errors of measure above the mean score and greater than or equal to two standard errors of measure below the mean score;

(3) A school shall receive a rating of "does not meet standards" if the composite gain score is not greater than two standard errors of measure below the mean score.

*** DRAFT - NOT YET FILED ***

3301-102-12 **Standards for awarding an overall report card designation to dropout prevention and recovery community schools.**

(A) Beginning with the 2014-2015 school year, and annually thereafter, dropout prevention and recovery community schools described in division (A)(4)(a) of section 3314.35 of the Revised Code shall be awarded an overall designation on the report card.

(B) Standards for awarding a dropout prevention and recovery community school shall be calculated as follows:

(1) Thirty per cent of the score shall be based on the graduation rates as described in division (C)(1) of section 3314.017 of the Revised Code that are applicable to the school year for which the overall designation is granted;

(2) Thirty per cent of the score shall be based on the measures of growth in student achievement in reading and mathematics as described in division (C)(4) of section 3314.017 of the Revised Code that are applicable to the school year for which the overall designation is granted;

(3) Twenty per cent of the score shall be based the percentage of twelfth-grade students currently enrolled in the school who have attained the designated passing score on all of the applicable state high school achievement assessments required under divisions (B)(1) or (B)(2) of section 3301.0710 of the Revised Code and other students enrolled in the school, regardless of grade level, who are within three months of their twenty-second birthday and have attained the designated passing score on all of the applicable state high school achievement assessments by their twenty-second birthday, as described in division (C)(2) of section 3314.017 of the Revised Code;

(4) Twenty per cent of the score shall be based on the annual measurable objectives as defined in section 3302.01 of the Revised Code and described in division (C)(3) of section 3314.017 of the Revised Code;

(5) If both of the graduation rate and assessment passage rate indicators described in divisions (B)(1) and (B)(3) of this rule improve by ten per cent for two consecutive years, a school shall be rated as not less than "meets standards."

(C) The points awarded for each indicator's rating shall be calculated as follows:

(1) A school that receives an indicator rating of "Exceeds standards" for graduation rates or growth in reading and mathematics shall receive a score of "30" points for each of those categories of indicators;

(2) A school that receives an indicator rating of "Exceeds standards" for assessment passage or annual measurable objectives shall receive a score of "20" points for each of those categories of indicators;

*** DRAFT - NOT YET FILED ***

(3) A school that receives an indicator rating of “Meets standards” for graduation rates or growth in reading and mathematics shall receive a score of "20" points for each of those categories of indicators;

(4) A school that receives an indicator rating of “Meets standards” for assessment passage or annual measurable objectives shall receive a score of "10" points for each of those categories of indicators;

(5) A school that receives an indicator rating of “Does not meet standards” for graduation rates, growth in reading and mathematics, assessment passage or annual measurable objectives shall receive a score of "0" points for each of those categories of indicators.

(D) The overall designations shall be as follows:

(1) A school that receives a rating of "80" points or higher shall receive an overall designation of “Exceeds standards”;

(2) A school that receives a rating of at least "40" points but no more than "70" points shall receive an overall designation of “Meets standards”;

(3) A school that receives a rating of "30" points or lower shall receive an overall designation of “Does not meet standards”.

(E) Not later than December 31, 2014, the state board shall review the performance levels and benchmarks for performance indicators in the report card issued under this rule and may revise them based on the data collected under division (F) of section 3314.017 of the Revised Code.

(F) In the case where a dropout prevention and recovery school as defined in paragraph (A) of this rule also enrolls students in any of grades kindergarten through eighth grade, and for whom there are sufficient data to calculate performance indicators for any of these grades, pursuant to section 3302.03 (A)(1) of the Revised Code, such data shall be reported on the school’s report card, but not used in determining the school’s overall designation.

GIFTED DASHBOARD: Planned Elements (Spring 2014)

Element		Notes
1	Gifted Indicator status (met/not met)	• Placeholder on 13 & 14 Dashboard. • Will report in .xlsx for 13 & 14, pending Board approval • Also on Achievement Page table
2	Value-Added: Gifted	• Also on Progress Page • This will include HS in 2016 when data is available
3	Percentage of gifted students scoring at each achievement level on state tests – subject specific and superior cognitive (Chart and table)	• Model stacked bar on PI page • Will include advanced level (score of 5) on new assessments in 2015 and beyond
4	District/building aggregate summary of screening, identification, and service	
5	District/building summary of categories	Chart
Screening		
6	Screening - Percentage of ALL students screened; with grade bands K-3, 4-8 and 9-12 • By category • By subgroup	• Planned, placeholder in 13 • Chart and table • Must be included in 2014 (ORC) • Needs to be added to DW.
Identification		
7	Identification - Percentage of ALL students identified; with grade bands K-3, 4-8 and 9-12; by category • By category • By subgroup	Chart and table
Service (ALL students)		
8	Service - Percentage of ALL students served; with grade bands K-3, 4-8 and 9-12 • By category • By subgroup	Chart and table
Service (ALL students)		
9	Service - Percentage of IDENTIFIED students served; with grade bands K-3, 4-8 and 9-12 • By category • By subgroup	Chart and table
Formal Acceleration		
10	Percentage of students (of total enrollment) formally accelerated. Total; and grade bands K-3, 4-8 and 9-12 • whole grade • subject specific • early entrance	• Planned, placeholder in 13 • Chart and table • Must be included in 2014 (ORC) • Needs to be added to DW.
11	Percentage of Gifted Students (tests) that are formally	• Planned, placeholder in 13

Element		Notes
	accelerated that score proficient or higher (all tests)	• Needs to be added to DW.

Items that may be added to Dashboard when available

Element		Notes
Prepared for Success tab		
12	Remediation Free – Percentage of superior cognitive and/or specific academic identified gifted students meeting remediation-free status	2015
13	Honors Diploma – Percentage of superior cognitive and/or specific academic identified students earning an Honors Diploma	2015
14	AP – Percentage of superior cognitive and/or specific academic identified gifted students enrolled and scoring 3 or better on AP.	2015
15	IB – Percentage of superior cognitive and/or specific academic identified gifted students enrolled and scoring 4 or better IB by course	2015
16	Dual Enrollment – Percentage of superior cognitive and/or specific academic identified gifted students who have earned at least three college credits through dual enrollment programs	2015
Other future measures		
17	ACT/SAT mean composite for superior cognitive and/or specific academic identified students	Potentially 2015

Items for Future Consideration

Element	Notes
Audit results	Currently audit reports are in narrative form and have generally not been uploaded for public; and are not universal.
Percentage of middle school students earning high school credit	There are data quality concerns with this measure. Will explore in future
Percentage of students in K-3 assessed as reading above grade level (benchmark set by state board)	"Above grade level" is not currently collected at state level. Diagnostics only collect "on-track/not-on-track"

Prepared for Success

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Prepared for Success O.R.C.

- Prepared for success, which shall include the performance measures in divisions (C)(2)(a), (b), (c), (d), (e), and (f) of this section. The state board shall develop a method to determine a grade for the component in division (C)(3)(f) of this section using the performance measures in divisions (C)(2)(a), (b), (c), (d), (e), and (f) of this section. When available, the state board may incorporate the performance measure under division (C)(2)(g) of this section into the component under division (C)(3)(f) of this section. When determining the overall grade for the prepared for success component prescribed by division (C)(3)(f) of this section, no individual student shall be counted in more than one performance measure. However, if a student qualifies for more than one performance measure in the component, the state board may, in its method to determine a grade for the component, specify an additional weight for such a student that is not greater than or equal to 1.0. In determining the overall score under division (C)(3)(f) of this section, the state board shall ensure that the pool of students included in the performance measures aggregated under that division are all of the students included in the four- and five-year adjusted graduation cohort.

Reporting in 2014

- Summary data on:
  - Honors diplomas
  - Industry credentials
  - Remediation free on ACT/SAT
  - Dual enrollment
  - AP
  - IB

Prepared for Success Grade

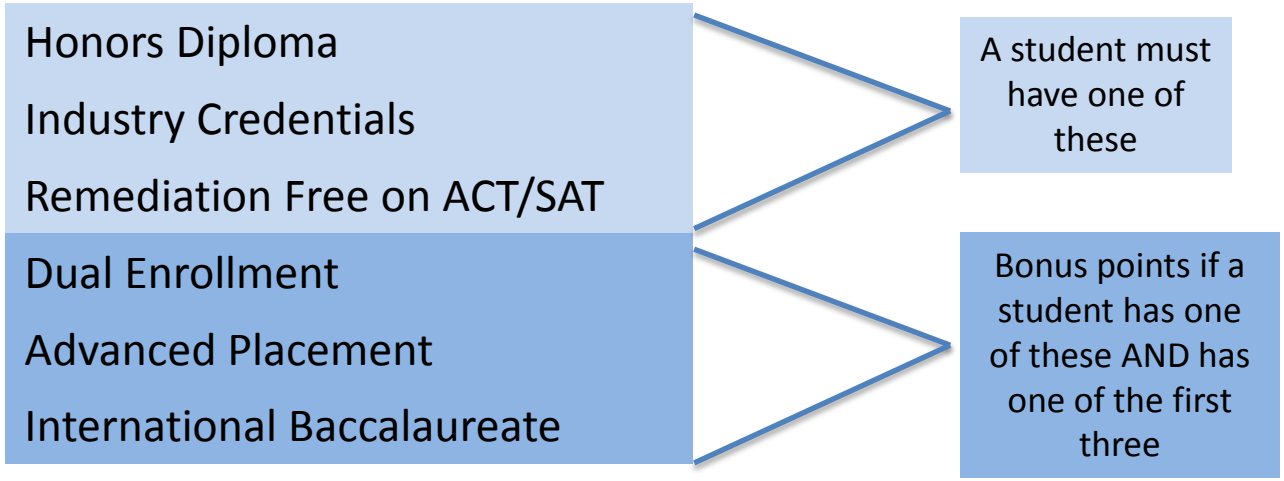
- Develop a method to determine a grade for the component on the six measures

- When determining the overall grade, no student shall be counted in more than one performance measure, but the state board may specify an additional weight for students meeting more than one performance measure.

- The measure is based on the four- and five-year cohort.

Measure Framework

- A student must be remediation free, obtain industry credentials, or earn an Honors Diploma
- A student with AP, IB, or post secondary credits will earn bonus



Options for Scoring

- Should AP, IB, and Dual Enrollment bonuses all be equal?

- How should multiple bonuses per student be handled?
  - ❖Each student can get one bonus?
  - ❖Multiple bonuses for multiple credits?
    - EX: 3 credits = .1, 6 credits = .3, 9+ credits = .5

Next Steps

- Share preliminary, summary data
- Continue discussion on framework

Combining Measures

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A Framework for Combining

- Proposed: A Dynamic Scoring System
  - ❖Allows for different weights for multiple measures within a component
  - ❖Addresses thresholds and large ranges (e.g. the difference between a low “A” and a high “B”)
  - ❖Allows for score differentiation to implement an aligned system of Accountability and directed resources as specified in ESEA waiver

Dynamic Scoring System

Performance Index			
A	5	100 – 90	5
			4.75
			4.5
			4.25
B	4	89.9 – 80	4
			3.75
			3.5
			3.25
C	3	79.9 – 70	3
			2.75
			2.5
			2.25
D	2	69.9 – 50	2
			1.75
			1.5
			1.25
F	1	49.9 or less	1
			0.75
			0.5
			0.25
NR			

Options for Dynamic Scoring

- How to determine the scoring ranges?
  - ❖4 equal intervals for most measures
  - ❖Measure-specific threshold might be necessary (PI)

- For example: What is high “A” for PI?
  - ❖Divide the “A” range to insure that districts have the opportunity to earn full points
  - ❖110 (every student accelerated or better)

Weighting Achievement Measures

- Option 1: Weight PI and Indicators equally
  - 50/50
- Option 2:Emphasis on Performance Index
  - Example: 75/25

Weighting Graduation Rate

- Option 1: Weight 4-Year and 5-Year equally
  - 50/50
- Option 2:Emphasis on 4-Year rate
  - Example: 75/25

Weighting Value-Added

- In adopting benchmarks for assigning letter grades for overall score on value-added progress dimension under division (C)(1)(e) of this section, the state board shall prohibit the assigning of a grade of "A" for that measure unless the district's or building's grade assigned for value-added progress dimension for all subgroups under division (C)(1) (f) of this section is a "B" or higher.

Weighting Value-Added

- What is the relative weighting of the subgroup measures?
  - Gifted
  - Lowest 20%
  - Students with Disabilities

❖Option 1: All three subgroups weighted equally

❖Option 2: Emphasis on particular subgroups

Weighting Value-Added

- How to combine the Overall and Subgroup Measures?
  - ❖Option 1: Overall = 50%, Subgroups (combined)= 50%
    - Overall = 50%
    - Gifted = 16.7%
    - Lowest 20 = 16.7%
    - Students with Disabilities 16.7%
  - ❖Option 2: Relative emphasis based on Committee guidance

Next Meeting

- Present data on options
- Begin discussion on weighting Components