

STATE BOARD OF EDUCATION

ACCOUNTABILITY COMMITTEE MINUTES

OCTOBER 7, 2013

Committee Members Present: Mike Collins, Stephanie Dodd, Tom Gunlock, C. Todd Jones, Mark Smith, Debe Terhar, Bryan Williams

Welcome and Approval of Minutes

Chair Gunlock called the meeting to order at 3:33 p.m. He asked for a motion to approve September 9, 2013 minutes. Dr. Smith motioned, Mr. Williams seconded the motion, all committee members voted in agreement and the motion passed.

Update on Status of K-3

Tina Thomas-Manning reported that on October 2nd, ODE staff presented to the Ohio Senate and House an update the Report Card, gave a briefing on proposed Rules and calculations for the K-3 component, and explained the change in definition of Gifted/Value Added component. The Senate requested that the team return with more and deeper data examples. Staff are preparing for that meeting and are continuing to move through the process toward filing Rules with JCARR. The Rules should be ready for December approval.

Follow-up Data Reports

Chris Woolard presented follow-up data to address specific questions arising from the Report Card presentation at the last full Board meeting.

Typology used?

- A statistical construct
- Small town districts tend to have a slightly larger populations, more diversity, higher education achievement for parents, and less reliance on agricultural property as a tax base than rural district

What data would have looked like last year against the 80% bar?

- The most notable change is in the "A" range
- At 75% - 52% of districts and 51% of schools would receive an "A"
- At 80% - 32% of districts and 38% of schools would receive an "A"

Why did 55 districts receive no grade for Gifted/Value Added?

- In order to receive a Gifted/Value Added grade, at least 6 students must be identified as gifted in a single subject/grade level combination
- Only 6 traditional districts reported fewer than 10 students identified as gifted

AMOs - Why do high schools in traditional public districts perform better than their middle school/ junior high school and elementary school counterparts?

- Grad rate, not necessarily as many subgroups
- The grad rate bar (79% for F)
- Fewer subgroups

Prepared for Success Component

Kevin Duff gave a high-level overview of the 6 and possibly 7 ungraded measures that will be used to determine the Prepared for Success component beginning on the 2013-14 report card. These upgraded measures are:

- Percentage of students in a district or building participating in advanced placement (or AP) classes and the percentage of those students who received a score of three or better on an AP exam
- Number of a district's or school's students who have earned at least three college credits through dual enrollment programs
- Percentage of students in a district or school who have taken a national standardized test used for college admission determinations and the percentage of those students who are determined to be remediation-free
- Percentage of the district's or the school's students who receive industry credentials
- Percentage of students in a district or school who are participating in an international baccalaureate program, and the percentage of those students who receive a score of four or better on the corresponding exam
- Percentage of the district's or school's students who receive an honors diploma
- The **2015** LRC will report the results of the college and career-ready assessment selected by the superintendent and Chancellor of the Board of Regents.

Wrap-up and Adjourn

Tina Thomas-Manning will present an updated timeline for the Accountability Committee next month.

Chair Gunlock asked for a motion to adjourn. Dr. Smith motioned, Mr. Jones seconded, and all committee members voted in agreement. The meeting was adjourned at 4:14 p.m.