Task Force on Best Academic Practice Models for Black Students

May 12, 2022

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Welcome and Introductions

- **Charlotte McGuire, President**, State Board of Education

- **Dr. Stephanie Siddens**, Interim Superintendent of Public Instruction, Ohio Department of Education

- **Dr. Marva Kay Jones**, Assistant Chief of Organizational Effectiveness, Ohio Department of Education

Status Update

- Review of Task Force work to date
  - Task Force meetings May 2021-December 2021
  - Self-assessment tool development and stakeholder input Nov-Dec 2021
- Report Card reform efforts Oct-May 2022
- Process Oversight Meetings continue winter/spring 2022

Status Update

- Next Task Force Meetings
  - May 12 Review of Report Card Reform
  - June 1 Review of Ohio's School Improvement System
- Proposed plan to pilot Self Assessment Tool

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Ohio School Report Cards – Upcoming Reforms

- **Dr. Chris Woolard**, Interim Chief Program Officer

- **Shelby Robertson**, Director, Office of Accountability

Purpose and Use of Accountability System

Ohio School Report Cards data shows educators, school administrators and families where their schools are succeeding as well as areas where they need to improve.

The Ohio General Assembly passed House Bill 82 in June 2021, which included changes to the Ohio School Report Cards for schools and districts. Governor DeWine signed the bill into law on July 1, and it became effective on Sept. 30, 2021.

Purpose and Use of Accountability System

Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act:

- Application of one accountability system to all schools
- Use of achievement data in English language arts, math and science
- Use of achievement and growth data in ELA and math by student subgroup
- School Quality/Student Success metrics (chronic absenteeism)
- Identification of lowest performing 5% of schools
- Identification of schools with low graduation rates
- Identification of schools with low subgroup performance

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Ohio's Every Student Succeeds Act State Plan:

https://education.ohio.gov/Topics/Every-Student-Succeeds-Act-ESSA

Ohio Revised Code 3302 Performance Standards:

https://codes.ohio.gov/ohio-revised-code/section-3302.02

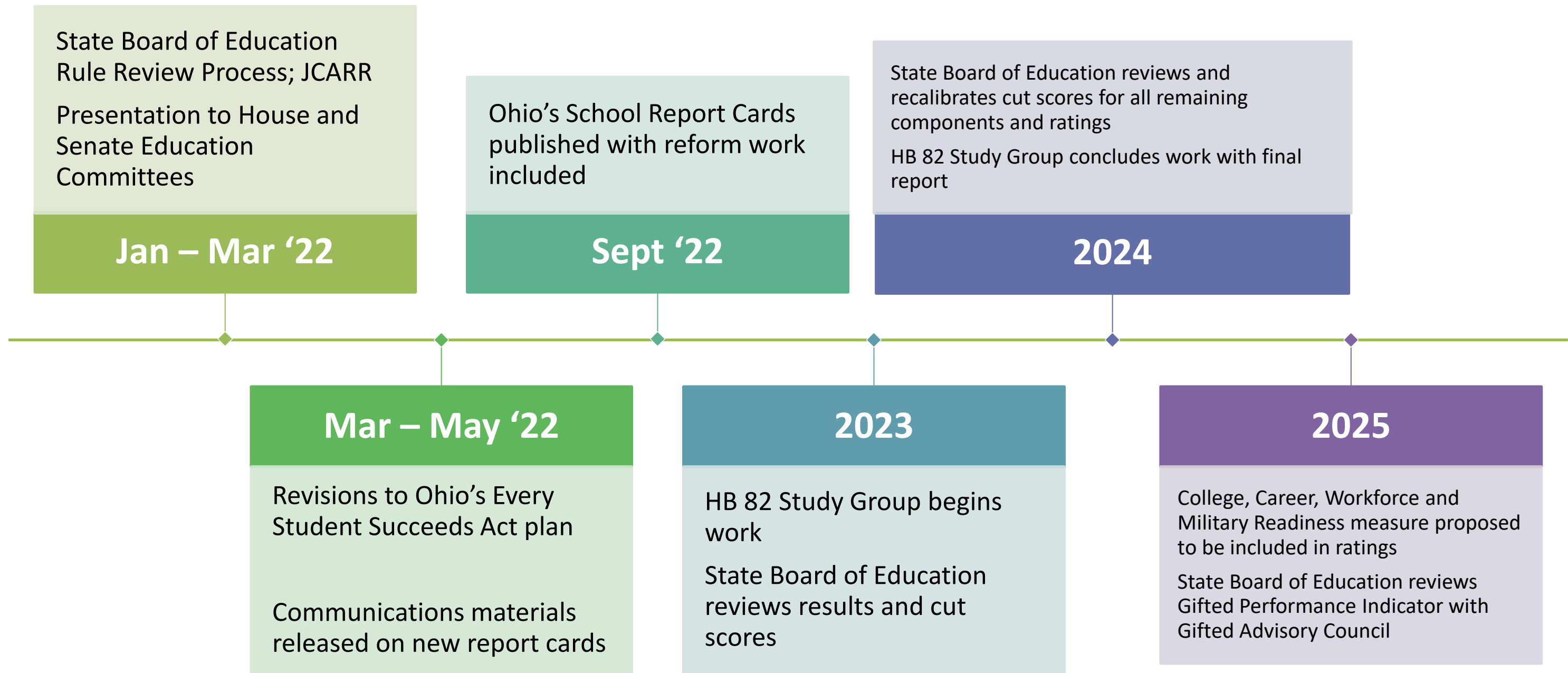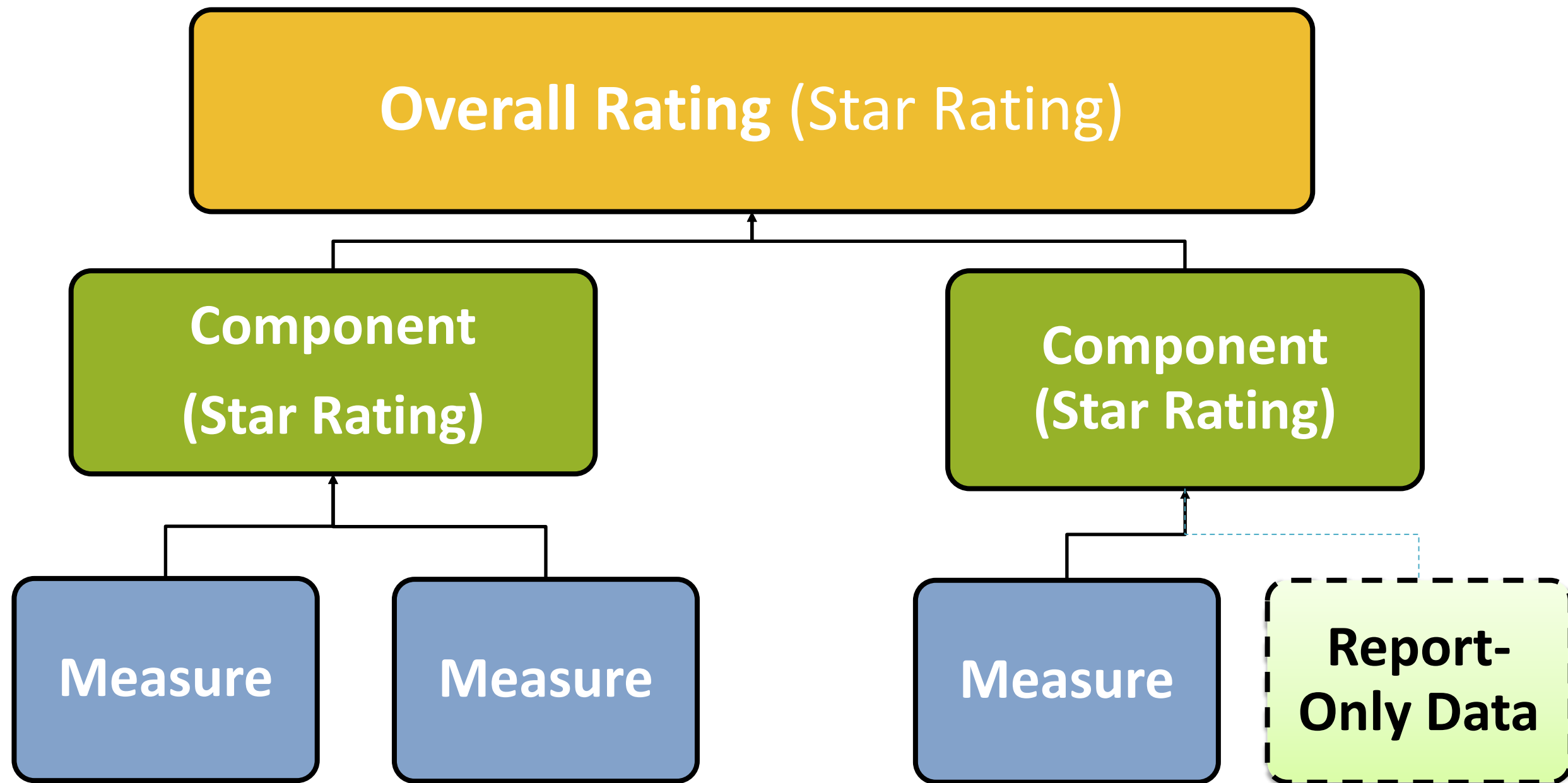https://codes.ohio.gov/ohio-revised-code/section-3302.03

Purpose and Use of Accountability System

- Public reporting

- Meet requirements for federal Title funding

- Accountability system is foundation of determining lowest performing schools to aid the state agency in directing additional funding and supports

- Performance data used for various state sanctions for low-performance or benefits for high-quality
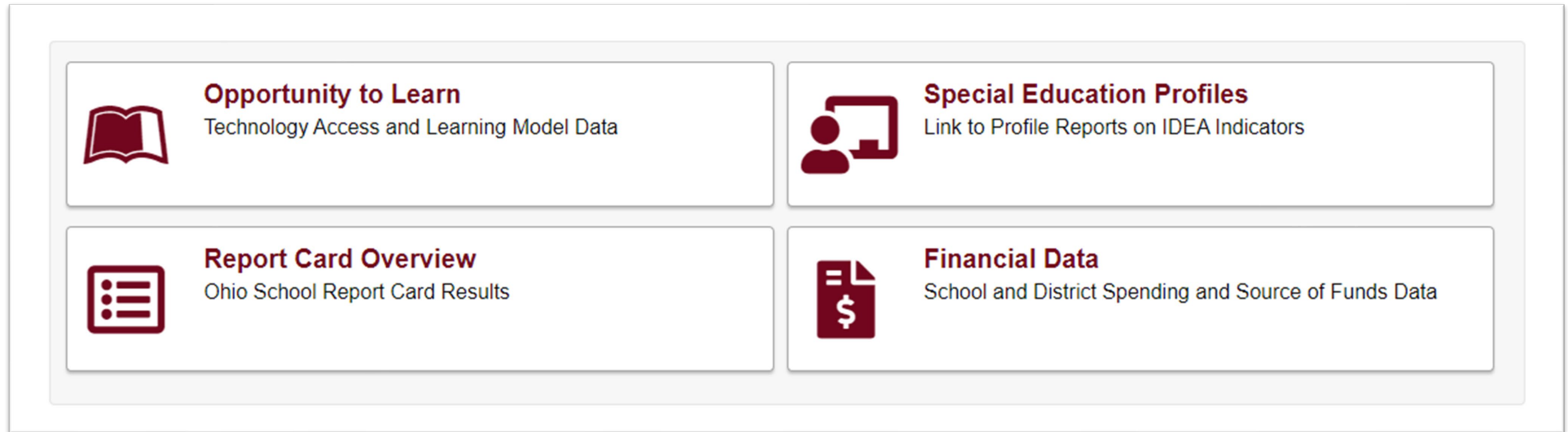
Report Card Reform Timeline

State Board of Education Rule Review Process; JCARR

Presentation to House and Senate Education Committees

Jan – Mar '22

Ohio's School Report Cards published with reform work included

Sept '22

State Board of Education reviews and recalibrates cut scores for all remaining components and ratings

HB 82 Study Group concludes work with final report

2024

Mar – May '22

Revisions to Ohio's Every Student Succeeds Act plan

Communications materials released on new report cards

2023

HB 82 Study Group begins work

State Board of Education reviews results and cut scores

2025

College, Career, Workforce and Military Readiness measure proposed to be included in ratings

State Board of Education reviews Gifted Performance Indicator with Gifted Advisory Council

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Connecting Data for Schools & Districts

Opportunity to Learn
Technology Access and Learning Model Data

Special Education Profiles
Link to Profile Reports on IDEA Indicators

Report Card Overview
Ohio School Report Card Results

Financial Data
School and District Spending and Source of Funds Data

District and School "Home Page" on the report card website now allows the user to more directly connect to related data. Technology access data, Special Education Profiles, financial data, and report card results are linked to each school and district page.

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Achievement Component Summary

The Achievement Component measures students' academic achievement using each level of performance on Ohio's State Tests.

- Emphasis on Performance Index; second measure Indicators Met is 'report only'

- Resets the maximum performance index score as the average of the highest 2% of PI scores achieved for that year. The max score is used as the denominator in the calculation. This max score is to be set this way for buildings and districts.

- The calculation includes performance on the following assessments at the school and district level: English language arts (grades 3 – 8), Math (grades 3 – 8), Science (grades 5, 8), English language arts II, Integrated Math I and II, Geometry, Algebra I, Biology, American History, American Government, and approved substitutes using performance on Advanced Placement or International Baccalaureate assessments.

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Performance Index Calculation Example

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.2	X	1.3	=	0.3
Advanced	2.9	X	1.2	=	3.5
Accelerated	5.4	X	1.1	=	5.9
Proficient	10.3	X	1.0	=	10.3
Basic	16.5	X	0.6	=	9.9
Limited	51.9	X	0.3	=	15.6
Untested	12.8	X	0.0	=	0.0
					45.4

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are seven levels on the index and districts receive points for every student who takes a test. The higher the achievement level, the more points awarded in the district's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

37.9%

45.4 of a possible 120.0
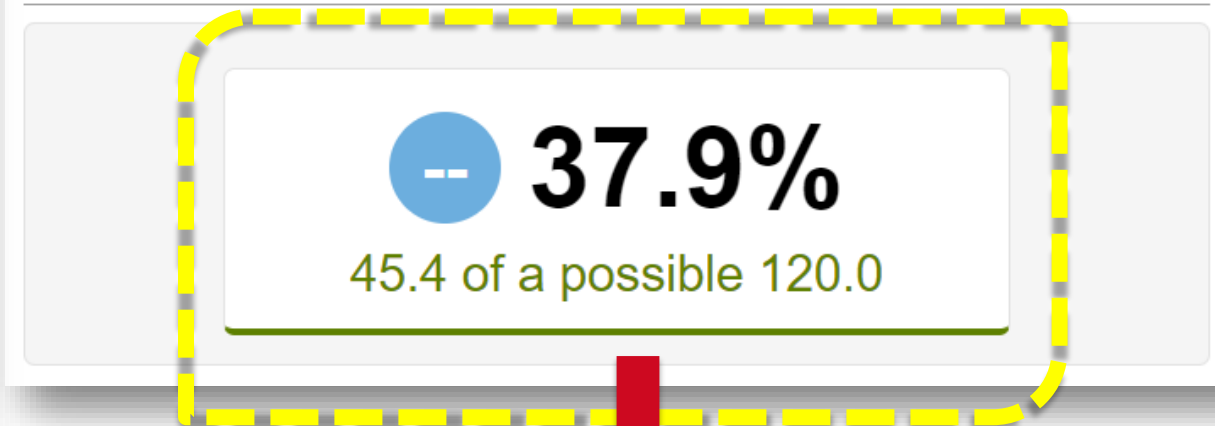
Example: If in 2021 the max score is 105. Score would be 45.4 out of possible 105 points = 43.2%

Achievement Component

Rating	Cut Score Ranges	Rating Description
5 Star	Greater than or equal to 90% Max Scores	Significantly exceeds state standards in academic achievement
4 Star	From 80% to less than 90% Max Scores	Exceeds state standards in academic achievement
3 Star	From 70% to less than 80% Max Scores	Meets state standards in academic achievement
2 Star	From 50% to less than 70% Max Scores	Needs support to meet state standards in academic achievement
1 Star	Less than 50% of Max Scores	Needs significant support to meet state standards in academic achievement

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Progress measures the academic performance of students compared to expected growth on Ohio's State Tests.

SAS EVAAS has calculated value-added measures for Ohio since 2002. Value-added compares the *change in achievement* of a group of students from one year to the next to an *expected amount of change* based on the student's prior achievement history. The methodology of calculating growth has not changed in Ohio.

Beginning with the 2021-2022 school year, and report cards released in September 2022, the Progress Component Rating will be determined by a **two-step process** using the growth index (evidence) and the effect size (magnitude). Previously, only the growth index value was used to assign ratings.

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Distribution of Estimated Ratings Using 2019 SY Data and Committee Approved Cut Scores

Rating	District Range	# Districts	% Districts
5 Star	Index at least 2 and Effect Size at least 0.1	106	17.41%
4 Star	Index at least 2 and Effect Size less than 0.1	96	15.76%
3 Star	Index greater than or equal to -2 but less than 2	200	32.84%
2 Star	Index less than -2 and Effect Size at least -0.1	109	17.90%
1 Star	Index less than -2 and Effect Size less than -0.1	98	16.09%

Rating	School Range	# Schools	% Schools
5 Star	Index at least 2 and Effect Size at least 0.2	442	14.18%
4 Star	Index at least 2 and Effect Size less than 0.2	544	17.46%
3 Star	Index greater than or equal to -2 but less than 2	1212	38.90%
2 Star	Index less than -2 and Effect Size at least -0.2	457	14.67%
1 Star	Index less than -2 and Effect Size less than -0.2	461	14.79%

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Rating	Rating Descriptions for Progress Component
5 Star	Significant evidence that the district [school] exceeded student growth expectations by a larger magnitude
4 Star	Significant evidence that the district [school] exceeded student growth expectations
3 Star	Evidence that the district [school] has met student growth expectations
2 Star	Significant evidence that the district [school] fell short of student growth expectations
1 Star	Significant evidence that the district [school] fell short of student growth expectations by a larger magnitude

Early Literacy Component Summary

The Early Literacy Component measures reading improvement and proficiency for students in kindergarten through third grade.

- Three measures now factor into the component rating:
  - Proficiency in 3rd Grade Reading
  - Promotion to 4th Grade
  - Improving K-3 Literacy

- Removal of a previous RIMP "deduction" in Improving K-3 Literacy measure

- Schools and districts with less than 10% of students scoring not on-track in kindergarten will not have the Improving K-3 Literacy measure contribute to the component rating

Measures in the Early Literacy Component

- **PROFICIENCY IN THIRD GRADE READING:** The percent of students who score proficient or higher on the reading segment of the third grade Ohio State Test in English language arts. The reading segment of the test is scored from 16 – 86 points; and a score of 50 is equivalent to scoring proficient.

- **PROMOTION TO FOURTH GRADE:** The percent of students who are promoted to fourth grade and not subject to retention.

- **IMPROVING K – 3 LITERACY:** This measure will be like the currently implemented measure by the Department in calculating whether a district or building is making progress in improving literacy for struggling readers in grades kindergarten through third grade. Unlike previous versions of the calculation, there will not be a deduction for students who do not score proficient and were not already on reading improvement and monitoring plans (RIMP). If a district or building has fewer than 10% of students score below grade level (i.e., not on-track) on the diagnostic assessment in kindergarten, then this measure will not factor into the component rating for the district or school.

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Early Literacy Component Calculation Example

The performance on each measure is multiplied by the weight established in Ohio Revised Code. These weighted percentages are then summed to created a 'combined component percentage' as shown in the example below. The 'combined component percentage is the number used to assign the component rating based on the benchmarks (or cut scores) to be established by the State Board of Education.

If a school or district has all three measures:				If a school or district does not have Improving K-3 Literacy:			
	Performance on Measure	Weight	Weighted Percentage		Performance on Measure	Weight	Weighted Percentage
Proficiency in Third Grade Reading	86%	.4	34.4	Proficiency in Third Grade Reading	86%	.6	51.6
Promotion to Fourth Grade	98%	.35	34.3	Promotion to Fourth Grade	98%	.4	39.2
Improving K – 3 Literacy	72%	.25	18	Improving K – 3 Literacy	N/A	0%	
Combined Component Percentage =			**86.7%**	**Combined Component Percentage =**			**90.8%**

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Early Literacy Component

Rating	Cut Score Ranges	Rating Description
5 Star	Greater than or equal to 88%	Significantly exceeds state standards in early literacy (K – 3)
4 Star	From 78% to less than 88%	Exceeds state standards in early literacy (K – 3)
3 Star	From 68% to less than 78%	Meets state standards in early literacy (K – 3)
2 Star	From 58% to less than 68%	Needs support to meet state standards in early literacy (K – 3)
1 Star	From 0% to less than 58%	Needs significant support to meet state standards in early literacy (K – 3)

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Gap Closing Component Summary

The Gap Closing Component measures the reduction in educational gaps for student subgroups.

The Gap Closing Component now includes additional measures of performance and a new methodology based on updates to [Revised Code.](#) The Gap Closing Component will reflect whether schools and districts meet the expected performance thresholds on:

— the gifted performance indicator;

— chronic absenteeism indicator;

— English learner proficiency improvement indicator;

— graduation goals for student subgroups;

— academic achievement in English language arts and math for student subgroups; and,

— academic progress (i.e., growth) in English language arts and math for student subgroups.

Point Assignments for Measures/Indicators

Measure/Indicator	Details	Possible Points
Gifted Performance Indicator	Gifted Performance Index	**5**
	Gifted Progress (Growth)	**5**
	Gifted Identification and Services	**5**
Chronic Absenteeism Indicator	Meet annual goal or show improvement from prior year	**5**
English Learner Proficiency Improvement Indicator	Meet annual goal or show improvement from prior year; English learners' performance on OELPA	**5**
Graduation	Meet annual goal; at individual subgroup level	**10**
English Language Arts – Achievement	Meet annual goal; at individual subgroup level	**10**
English Language Arts – Progress (Growth)	Meet annual goal; at individual subgroup level	**10**
Mathematics – Achievement	Meet annual goal; at individual subgroup level	**10**
Mathematics – Progress (Growth)	Meet annual goal; at individual subgroup level	**10**
	Total Possible:	**75**

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Gifted Performance Indicator Summary

- Updates Gifted Performance Index calculation to align with that in the Achievement Component

- Updates Gifted Progress to align to new rating system

- Updates Gifted Identification and Services:
  - Points are calculated based on and adjust to enrollment
  - Use of Representation Index
  - Point matrix increased to possible 140 points

Gifted Performance Index

The Gifted Performance Index Score (Gifted PI Score) will use the same calculation rules as the regular Performance Index Score, including applicable tests as required in Ohio Revised Code. The index will be calculated using a new 'max score' approach like the regular Performance Index calculation.

The thresholds will increase over three years:

A. In 2021-2022, buildings must **earn at least 95% of the possible Index points** using the Gifted Building Level Max Score. In 2021-2022, districts must earn at least 95% of the possible Index points using the Gifted District Level Max Score.

B. In 2022-2023, buildings must **earn at least 96.5% of the possible Index points** using the Gifted Building Level Max Score. In 2022-2023, districts must earn at least 96.5% of the possible Index points using the Gifted District Level Max Score.

C. In 2023-2024, buildings must **earn at least 97.5% of the possible Index points** using the Gifted Building Level Max Score. In 2023-2024, districts must earn at least 97.5% of the possible Index points using the Gifted District Level Max Score.

Gifted Progress

Schools and districts will receive a "met" determination for this element if they earn a "3 Star," "4 Star" or "5 Star" rating on the value-added measure for students identified as gifted.

Gifted Identification and Services

Points are awarded on the Gifted Identification and Services point matrix based on the identification of, and service provided to, gifted students.

Districts have 16 separate percentages that could factor into their total points on the matrix. Schools have 8 separate percentages that could factor into their total points on the matrix.

The Gifted Identification and Services point matrix has a total of 140 points; however, each school and districts' total possible points is based on applicable categories based on total enrollment and that of specific student subgroups.

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Identification and Service Point Matrix

The threshold to meet the Gifted Identification and Services element of the Gifted Performance Indicator will phase in over three years. Schools and districts will receive a 'met' determination if they earn:

— **60% of possible points** for the 2021-2022 school year
— **70% of possible points** for the 2022-2023 school year
— **80% of possible points** for the 2023-2024 school year, and each school year thereafter

Identification and Service Point Matrix

- District level points use K – 2, 3 – 6, 7 – 8 and 9 – 12 as the grade bands for Superior Cognitive and Specific Academic identification and services; and K – 12 as the grade band for Creativity, Visual or Performing Arts identification and services.

- School level points use the K – 12 grade band for both categories of identification and services.

- Use only those student subgroups that are underrepresented in the identified gifted population for the underrepresented minority category.

- Points for the underrepresented and economically disadvantaged categories will only be added to a school or districts' total possible points if they in fact have enrolled students in the identified subgroups.

Representation Index

A representation index is the ratio between a given student group's representation in the gifted population and its representation in the overall student population. The representation index reflects the degree to which the student group is represented within the gifted population.

A *Representation Index* of 1.00 indicates proportionality

A *Representation Index* below .80 is considered inequitable

Gap Closing Component

Rating	Cut Score Ranges	Rating Description
5 Star	Greater than or equal to 60%	Significantly exceeds state standards in closing educational gaps
4 Star	From 45% to less than 60%	Exceeds state standards in closing educational gaps
3 Star	From 30% to less than 45%	Meets state standards in closing educational gaps
2 Star	From 10% to less than 30%	Needs support to meet state standards in closing educational gaps
1 Star	Less than 10%	Needs significant support to meet state standards in closing educational gaps

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Graduation Component Summary

The Graduation Component measures the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.

4-Year Graduation Rate

The four-year graduation rate applies to students in the class of 2020 who graduated within four years. These are the students who entered ninth grade in the fall of 2016 and graduated by the summer of 2020.

81.2%

5-Year Graduation Rate

The five-year graduation rate applies to students in the class of 2019 who graduated within five years. These are the students who entered ninth grade in the fall of 2015 and graduated by the summer of 2020.

85.8%

The Graduation Component includes both the four-year graduation rate **(weighted at 60%)** and the five-year graduation rate **(weighted at 40%).** A weighted graduation rate has been calculated using the weights as directed in Ohio Revised Code 3302.03.

Graduation Component

Rating	Cut Score Ranges	Rating Description
5 Star	Greater than or equal 96.5%	Significantly exceeds state standards in graduation rates
4 Star	From 93.5% to less than 96.5%	Exceeds state standards in graduation rates
3 Star	From 90% to less than 93.5%	Meets state standards in graduation rates
2 Star	From 84% to less than 90%	Needs support to meet state standards in graduation rates
1 Star	Less than 84%	Needs significant support to meet state standards in graduation rates

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College, Career, Workforce and Military Readiness Component Summary

- New calculation structure; all elements earned are equal in the calculation

- Data is report-only during transition years (2021-2022, 2022-2023 and 2023-2024)

- Analyze data and submit proposed rules to JCARR prior to the Component being rated (2024-2025)
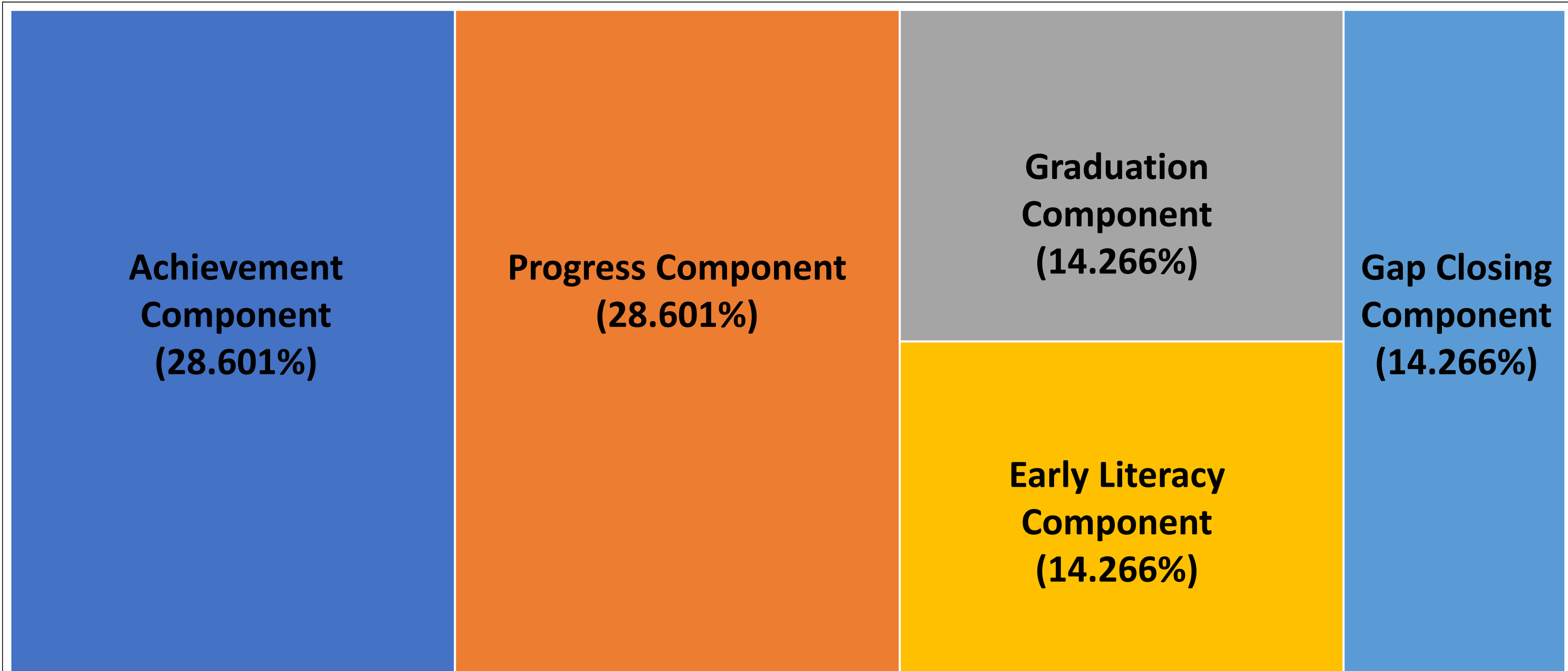
College, Career, Workforce and Military Readiness Component Summary

- Receive an ACT Remediation Free score
- Receive an SAT Remediation Free score
- Receive an Honors Diploma
- Earn three or more Advanced Placement Credits
- Earn four or More International Baccalaureate credits
- Earn at least 12 credential points in a single career field
- Hold a State recognized license

- Earn twelve or more College Career Plus Credits
- Enlist in the Military
- Are accepted into an apprenticeship program post high school
- Complete a Pre-Apprenticeship
- Complete an Apprenticeship
- Achieve proficiency on three or more technical assessments in a single path
- Obtain an Ohio Means Jobs Readiness Seal AND have 250 hours of internship / Work based learning

Overall Ratings

- Published in 2022-2023 school year.

- Used in 2021-2022 school year for sponsor evaluation and with federal school improvement identification.

- Includes half-star ratings; whereas components receive only full-star ratings.

- Components are assigned points and weighted to calculate the overall ratings for schools and districts.

Weighting for Five Components

Achievement Component (28.601%)

Progress Component (28.601%)

Graduation Component (14.266%)

Gap Closing Component (14.266%)

Early Literacy Component (14.266%)

■ Achievement ■ Progress ■ Graduation Rate ■ Gap Closing ■ Early Literacy ■ CCWM Readiness

Overall Rating Descriptions (ORC 3302.03)

Rating	Description
5 Stars	Significantly exceeds state standards
4 and 4.5 Stars	Exceeds state standards
3 and 3.5 Stars	Meets state standards
2 and 2.5 Stars	Needs support to meet state standards
1 and 1.5 Stars	Needs significant support to meet state standards

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Purpose and Use of Accountability System

- Public reporting

- Meet requirements for federal Title funding

- Accountability system is foundation of determining lowest performing schools to aid the state agency in directing additional funding and supports

- Performance data used for various state sanctions for low-performance or benefits for high-quality

Report-Only Measures - Miscellaneous

— **Achievement Component**
  — Indicators Met (Ohio Revised Code 3302.03(D)(1)(….))

— **Progress Component**
  — Overall Score ("All Students Measures") for district or building for most recent school year
  — Composite of overall scores for previous three years

— **Early Literacy Component**
  — Results of the kindergarten diagnostic assessment prescribed under division (D) of section 3301.079 of the Revised Code
  — Percentage of students in a district or school who are promoted to fourth grade and not subject to retention AND completed all grade levels offered prior to the fourth grade in the district or school

— **PBIS**; whether the school or district has implemented a positive behavior intervention and supports framework

— **FAFSA;** the number and percentage of high school seniors in each year who completed the free application for federal student aid

Report-Only Measures - Graduation

— **Graduation Component**
  — Percentage of students in the four- and five-year adjusted cohort graduation rates of a district or school who did not receive a high school diploma, disaggregated to the extent possible in the following categories:
    — Students who are still enrolled and receiving general education services
    — Students with an IEP who satisfied conditions for high school diploma but opted not to receive diploma and are still receiving education services
    — Students with an IEP who have not yet satisfied conditions for high school diploma and who are still receiving education services
    — Students who are no longer enrolled in any district or school
    — Students who, upon enrollment in the district or school for the first time, had completed fewer units of high school instruction than other students in the four- and five-year adjusted cohort graduation rate
  — Percentage of students included in the four- and five-year adjusted cohort graduation rates of the district or school who completed all of grades nine through twelve while enrolled in the district or school

Student Opportunity Profiles

*Student Opportunity Profiles will be **reported** starting with the 2022-2023 school year. To the extent possible, the data shall be disaggregated by grade level and student subgroup. The reporting will also include a state average, the average for similar school districts, and for schools, the average for the district in which the school is located.*

- Average ratio of teachers of record to students in each grade level in a district or school
- Average ratio of school counselors to students in a district or school
- Average ratio of nurses to students in a district or school
- Average ratio of licensed librarians and library media specialists to students in a district or school
- Average ratio of social workers to students in a district or school
- Average ratio of mental health professionals to students in a district or school
- Average ratio of paraprofessionals to students in a district or school
- Percentage of teachers with fewer than three years of experience teaching in any school
- Percentage of principals with fewer than three years of experience as a principal in any school
- Percentage of teachers who are not teaching in the subject or field for which they are certified or licensed
- Percentage of kindergarten students who are enrolled in all-day kindergarten
- Percentage of students enrolled in a physical education or wellness course

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Student Opportunity Profiles

Continued from prior slide.

- Percentage of students enrolled in a world language course
- Percentage of students in grades seven through twelve who are enrolled in a career technical education course
- Percentage of students participating in one or more cocurricular activities
- Percentage of students participating in advanced placement courses, international baccalaureate courses, honors courses, or courses offered through the college credit plus program
- Percentage of students identified as gifted in superior cognitive ability and specific academic ability
- Percentage of students participating in enrichment or support programs offered by a district or school outside of the normal school day
- Percentage of eligible students participating each school day in school breakfast programs offered by the district or school
- Percentage of students who are transported by a school bus each school day
- Ratio of portable technology devices that students may take home to the number of students

Contact

Please contact the Office of Accountability with additional questions: **accountability@education.ohio.gov**

Resources on Reforms

https://education.ohio.gov/Topics/Data/Report-Card-Resources/Upcoming-Report-Card-Reforms

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Mark Your Calendar: June 1

– Ohio's School Improvement System

– Proposed Pilot Study of Self Assessment Tool

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