ALLIANCE FOR HIGH QUALITY EDUCATION
ACCOUNTABILITY COMMITTEE

October 21, 2020
10:00 A.M.

MEETING SUMMARY

In attendance on Zoom conference: Kathy Powers, Keith Kelly, Norm Potter, Robert Scott, Mike Hanlon, Amy Crouse, Fred Bolden, Jennifer Farthing, Matt Miller, Mike Roberto, Tracy Wheeler, Kenji Matsudo, and Tony Podojil.

Tony Podojil convened the meeting by Zoom conference at 10:00 a.m. The primary focus of the meeting was to update the committee and receive feedback on the unresolved issues with the State Report Card Revision process.

I.   **State Report Card Revision Process- Report Card Areas of Alignment**

Tony presented an update on the current status related to the state report card reform process. He indicated that he and Jessica continue to work with BASA, OASBO, OSBA and ODE in meetings that have restarted since COVID. In addition, Tony and Jessica have continued to meet with representatives from Ohio Excels, the Ohio 8, Fordham, Columbus City, and the Gifted Student Association discussing and attempting to formulate a consensus around potential state report card reform.

State Report Card – Areas of Alignment/Unresolved Issues

Achievement:

Areas of Alignment	Unresolved Issues
- Remove Indicators Met measure - Move the gifted indicator, including inputs, and chronic absenteeism to the Equity measure - Continue reporting disaggregated test results, trends, and comparisons - Keep Performance Index as a rated measure - Change "accelerated" to "accomplished" - Include high school science and social studies tests (state and substitute tests) in the Performance Index - Explore how test results for the science and social studies high school tests can be returned faster so they can be used by schools as finals	- Adjust the weights and levels within the Performance Index - Every five years recalibrate the top of the "A" range of the Performance Index based on the highest score earned by a district

Feedback/Suggestions/Questions:

If we were to move from grades or a descriptive system, what would you use? Suggestions have been to use a star system, or numbers 1 thru 10 or a combination of the two instead of the alphabet.
Comments:
- Comparison will always be there no matter what is picked but grades seem bad for parents and communities.
- Possible use Meets Expectations, Exceeds, etc.
- Under Fed Requirements- Identify bottom 5%, the next 15% needs improvements and the next 80% is everybody else and we must meet these requirements.

- How we get to these grades, stars, etc. concerns the districts more than what is used.
- If we had a 1- 2- 3 rating with levels within each number, it would show better what a school actually meets.
- Can students take the AP opt outs and how do we count those on the performance index?
- Adding point 8 measure into the performance index
- Calculation of performance index not to be at 120 and update every 5 years
- Take out gifted and chronic absenteeism

Progress:

Areas of Alignment	Unresolved Issues
- Keep Value-Added as the growth measure - Keep progress as a rated measure - Move the students with disabilities and gifted students Value-Added data to the Equity measure - Eliminate the rating and reporting of the lowest 20 percent of students - Eliminate the subgroup demotion - Report both 1-year and 3-year average value-added data - Assign the rating to a weighted 3-year average, where the most recent year counts for 50 percent and the preceding two years count for 25 percent each - Due to pauses in assessment and reporting, the revised report card will have to phase in the 3-year average (i.e., it's just 1-year data in the first year back, 2-year average in the second year back with the most recent year receiving 2/3 of the weight)	- Move to the gain score and effect size metric - Rating labels, scales, and ranges

Feedback/Suggestions/Questions:

- Value Added- Needs to be meaningful by reporting data in a one year to 3-year average
- Report cards will not be accurate with COVID issues for this year
- Does each category have to have the same rating?
- There is an issue with the gain score, and we are still in discussions
- If not reporting a grade on one of the categories, how does that impact the overall performance index?
- Does the metric have to be used evenly across all categories if it does not fit that information?

Graduation:

Areas of Alignment	Unresolved Issues
- Report the four-year and five-year rates - Combine both the four-year and five-year rates into a single rated measure - Maintain a 60 percent weight for the four-year rate and 40 percent weight for five-year rate - Maintain the federal calculation for graduation rate - Report – but do not rate – the percent of students who did not graduate on time and are receiving extended services	

- For students that need more time to complete classes for graduation.
- Districts prefer to report percentages

Gap Closing:

Areas of Alignment	Unresolved Issues
- Change the name of the measure - Keep this as a rated measure - Evaluate Performance Index *and* Value-Added in the rating for the math and ELA elements of the measure (instead of Performance Index *or* growth/improvement) The same phase in for the 3-year Value-Added data applies - Continue calculating the graduation rate and English Learners elements of this measure as it currently exists - Add the gifted indicator, including inputs, as an additional and separate element for this measure - Add chronic absenteeism as an additional element for this measure - Require ODE to ensure that the measure has an appropriate grading scale after adjustments	- Determining what an appropriate grading scale should be after the proposed adjustments Explore a new name for this measure, potentially "Equity"

Feedback/Suggestions/Questions:

- The rating system needs to accommodate subgroups because each year you may not have the same for gap closing for special education. We need to show what they are gaining in student progress and current achievement level is but not to let one subgroup drive the conversation for the entire measure.

Early Literacy:

Areas of Alignment	Unresolved Issues
- Create a new measure with two elements, one that focuses on struggling readers and one that focuses on all third-grade readers - Create a new element of the measure that focuses on struggling readers, based on the current K-3 measure, but that (1) has a permanent rating scale, (2) has no RIMP deductions, (3) uses the reading sub-score of the state ELA test for the measure and (4) has a 10 percent threshold in kindergarten for determining if this element is calculated - Create a new element of the measure that focuses on all third-grade readers based on the percent of students who are proficient in reading as determined by the reading sub-score on the state's third grade ELA test	Assigning a rating to the Early Literacy measure

• Equally weight the two elements of the measure when assigning a rating, if the measure is rated
• Explore how test results for the summer administration of the third-grade reading test can be returned faster so they can be used on the report card
  o If the results can be returned in time to be included in the cohort, those scores will be included throughout the report card, including the Early Literacy measure
  o If the results cannot be returned in time, require the State Board to develop a bonus within the Early Literacy measure to reflect the reading gains made in the previous year's summer administration
• Report the KRA results, but do not factor them into the rating at all	

Feedback/Suggestions/Questions:

- Is there any way this can move to the gap closing area?
- This should not be at a third-grade level but an earlier level such as kindergarten for students that change schools to be at an accurate level.
- Does not measure accurately what is done in this area.
- EdChoice List because of not receiving credit for passing in the third grade.
- Third graders are where they need to be, but schools still get a C
- Some kids take longer to get to where they need to be because effort is only done at the school.
- How may students pass the test vs. how many students show proficient under other permitted measure, lets report the data of each one rather than grouping.

- RIMPs should not matter. It means the school is working with those students it should not matter how many are on or off a RIMP (K-3rd grade should be data)

Prepared for Success:

Areas of Alignment	Unresolved Issues

• **Note**: The following bullets only apply *if* we have the measure
• Eliminate the tier and bonus structure of the measure, expand the number of career-focused options, and add a military option
• The measure will be the percent of students in the graduating class that complete one of the following:
  o <u>Remediation Free</u>: Meet state remediation-free benchmarks on all subjects of the ACT or SAT
  o <u>Industry Credentials</u>: Earn 12 credentialing points in a single career field
  o <u>Apprenticeship</u>: Complete state-registered apprenticeship (or pre-apprenticeship) program
  o <u>Military Readiness</u>: Pass ASVAB and sign enlistment contract
  o <u>AP or IB Exams</u>: Pass at least three AP (score of 3 or above) or IB exams (4 or above)
  o <u>Dual Enrollment</u>: Earn at least fifteen dual-
	• Including a Prepared for Success measure at all
	• Rating a Prepared for Success measure

enrollment credits
   ○ <u>Honors Diploma</u>: Meet state requirements for honors diploma
   ○ <u>WebXams</u>: Earn a score on three WebXam technical assessments such that the student earns postsecondary credits
   ○ <u>Internships</u>: Complete 250 number of hours in an internship or work-based learning experience approved by the local business advisory council and complete the requirements for the OhioMeansJobs Readiness Seal
• Require ODE/SBOE to ensure that the measure has an appropriate grading scale
• If a school or district meets a set level of improvement in this measure compared to the previous year, that school or district won't earn lower than a C grade on this measure
• Report, but do not grade, post-secondary outcomes like postsecondary enrollment and employment	

Feedback/Suggestions/Questions:

- This should be a data report for the number of students in this report because some of the students double up on these things.

- This is data that would be reported. Districts are agreed that it should be data.

IV. **Next Meeting**

The next meeting will be **TBD.**

The meeting adjourned at 11:05 a.m.