

Grandview Heights Schools State Report Card 2017



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Learning Outcomes:

- 1) Build Background Knowledge and Contextualize the State Report Card and Metrics
- 2) Analyze and Describe Grandview Heights Performance on the 2017 State Report Card
- 3) Share the findings and action steps of the Root Cause Analysis (Know and Do)

State Report Card 2017

2014: Ohio Achievement Assessments (OAA)

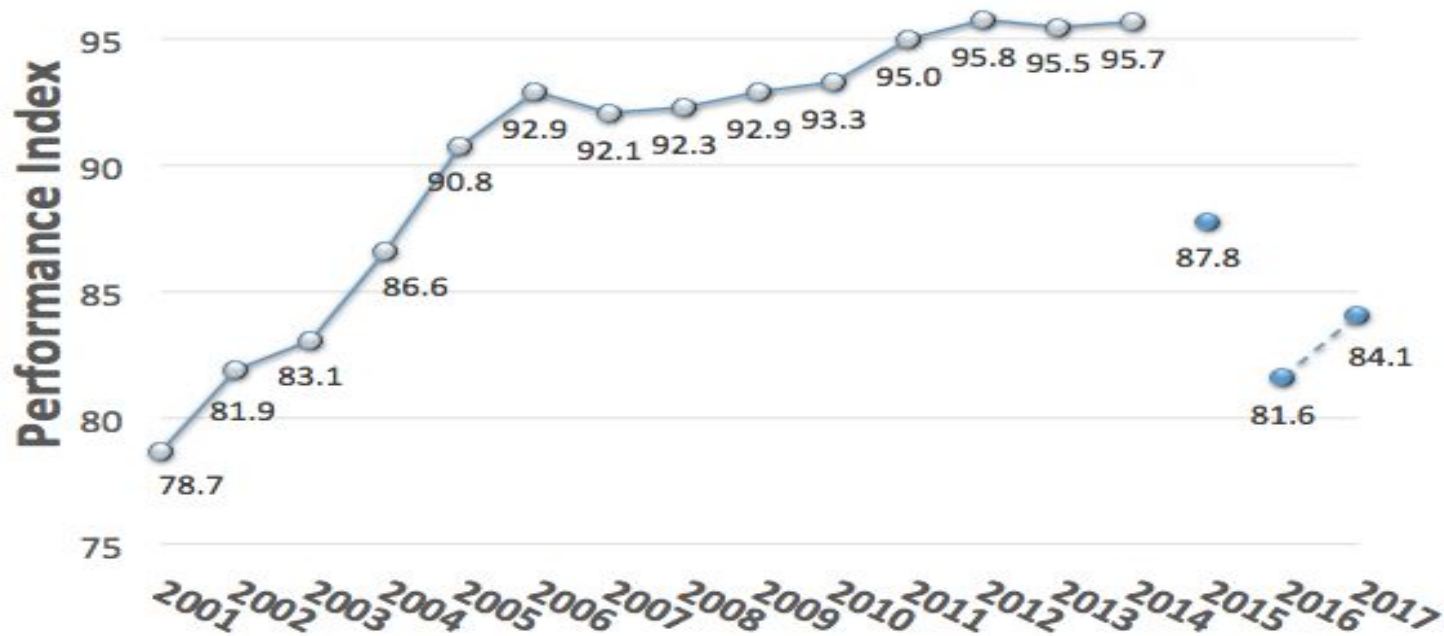
2015: PARCC + AIR (SS/Science)

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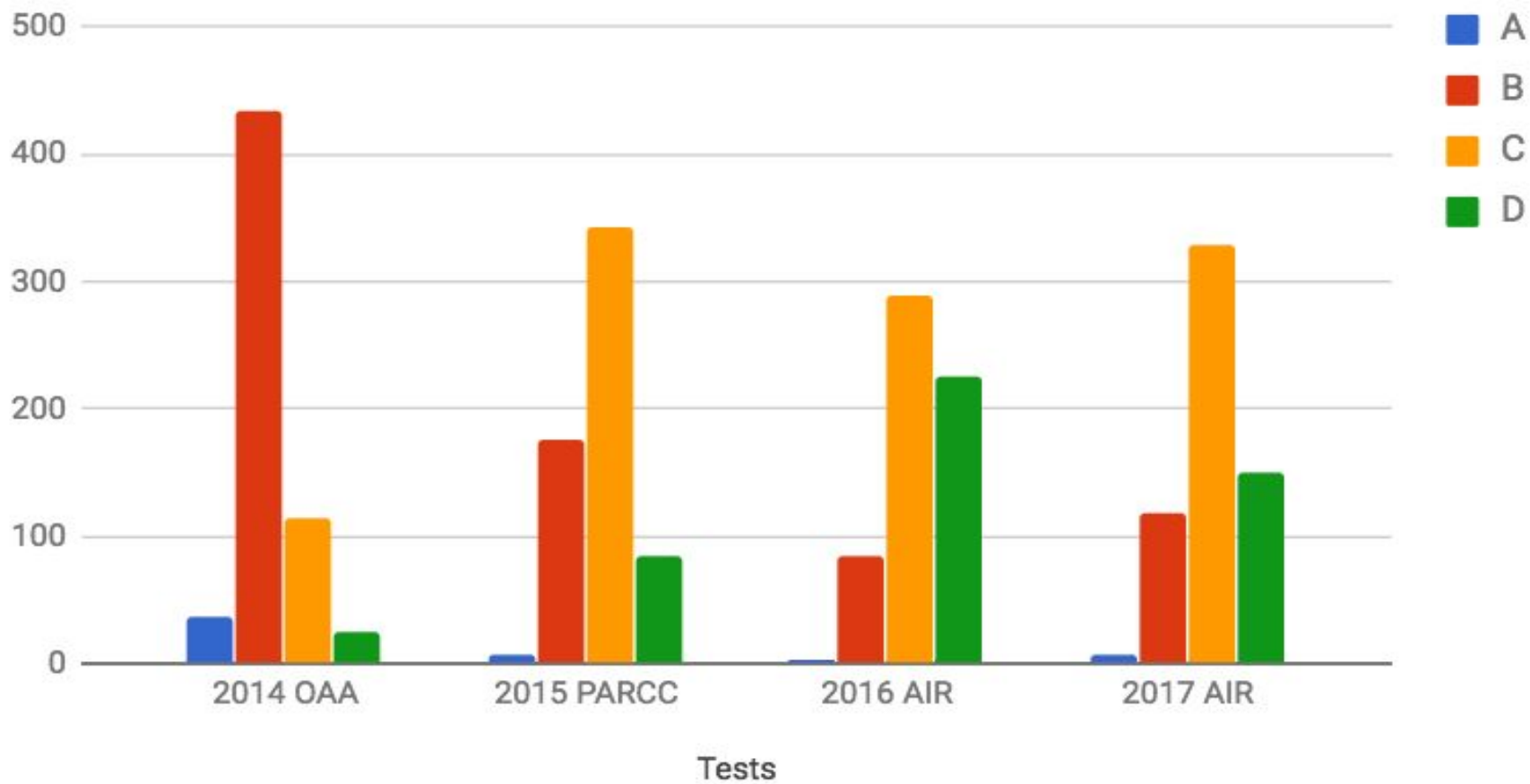
2016: AIR

2017: AIR

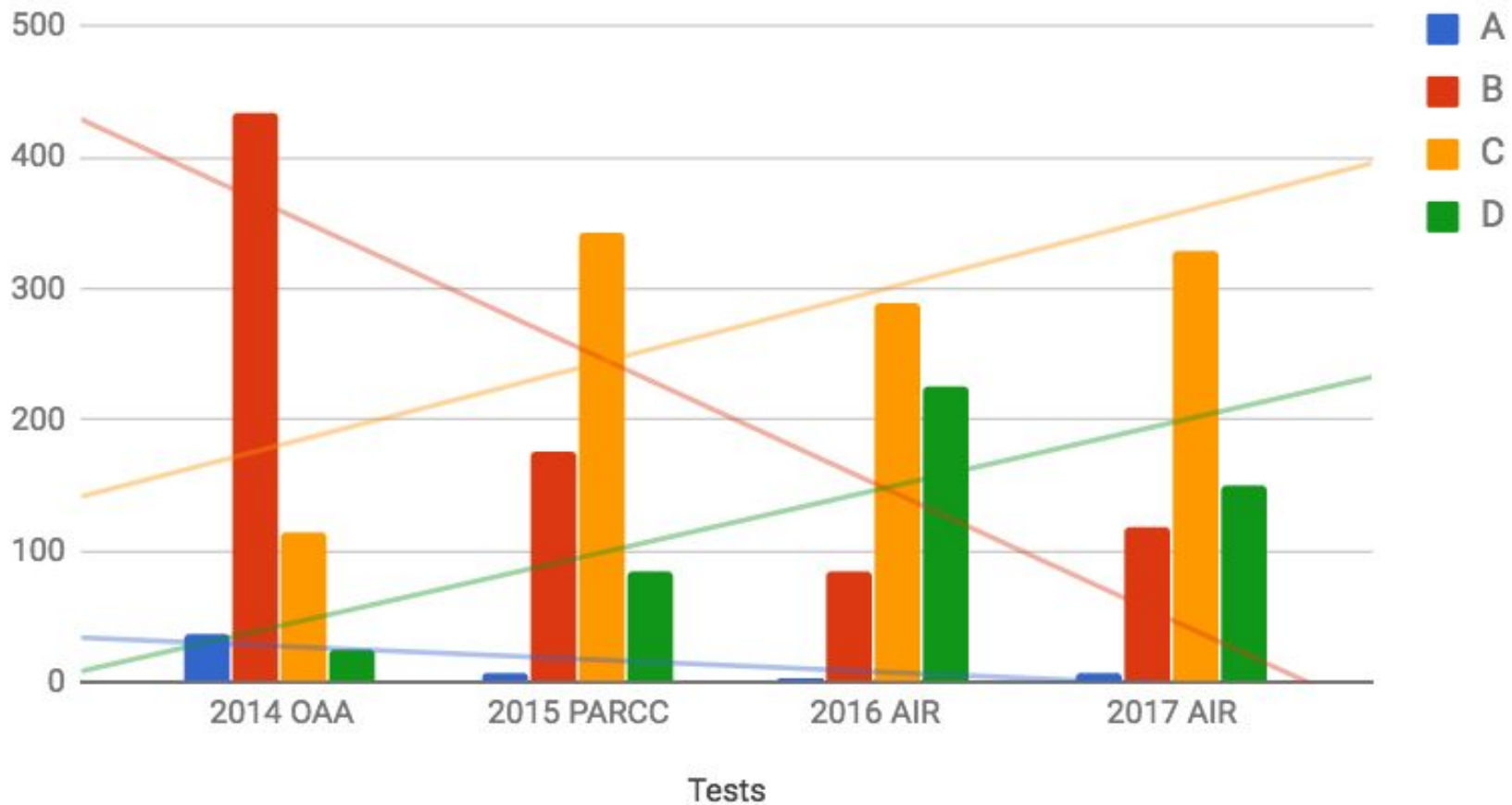
State Performance Trends, 2001-2017



Comparison of Statewide Grades 2014-2017



Comparison of Statewide Grades 2014-2017



DISTRICT GRADE

Coming in
2018**Achievement**

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

COMPONENT GRADE

B**Performance Index**

86.5%..... B

Indicators Met

83.3%..... B

**Progress**

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

COMPONENT GRADE

D**Value-Added**

Overall..... D

Gifted..... C

Students with Disabilities..... F

Lowest 20% in Achievement..... D

**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.

COMPONENT GRADE

C**Annual Measurable Objectives**

76.4%..... C

**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.

COMPONENT GRADE

A**Graduation Rates**

95.8% of students graduated in 4 years..... A

96.4% of students graduated in 5 years..... A

**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.

COMPONENT GRADE

C**K-3 Literacy Improvement**

33.3%..... C

**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.

COMPONENT GRADE

B

Highlights:

Performance Index: 103.8

- Highest Score in Franklin County
- 26th out of 608 Districts in the State of Ohio

20 out of 24 Indicators Met

- 1 of 30 Districts in the State of Ohio to meet 20 or more indicators
 - 100% American Government, 93% Algebra
- 478 out of 608 Districts met 10 indicators or less

Prepared for Success: B

- Increased from a C to a B

Highlights:

Graduation Rate

- A for 4 year and 5 year cohorts

Gifted Indicator

- RLS Performance Index 119.3 out 120
- Gifted Inputs (Approximately 100% Identified and Served)

Data Supports Research-Based Practices in Curriculum & Instruction

- Alignment
- Intervention/Enrichment Models increase (e.g. 4th Grade)

Focus on Improvement:

Indicators

- 5th Grade Math
- 7th Grade ELA
- 7th Grade Math

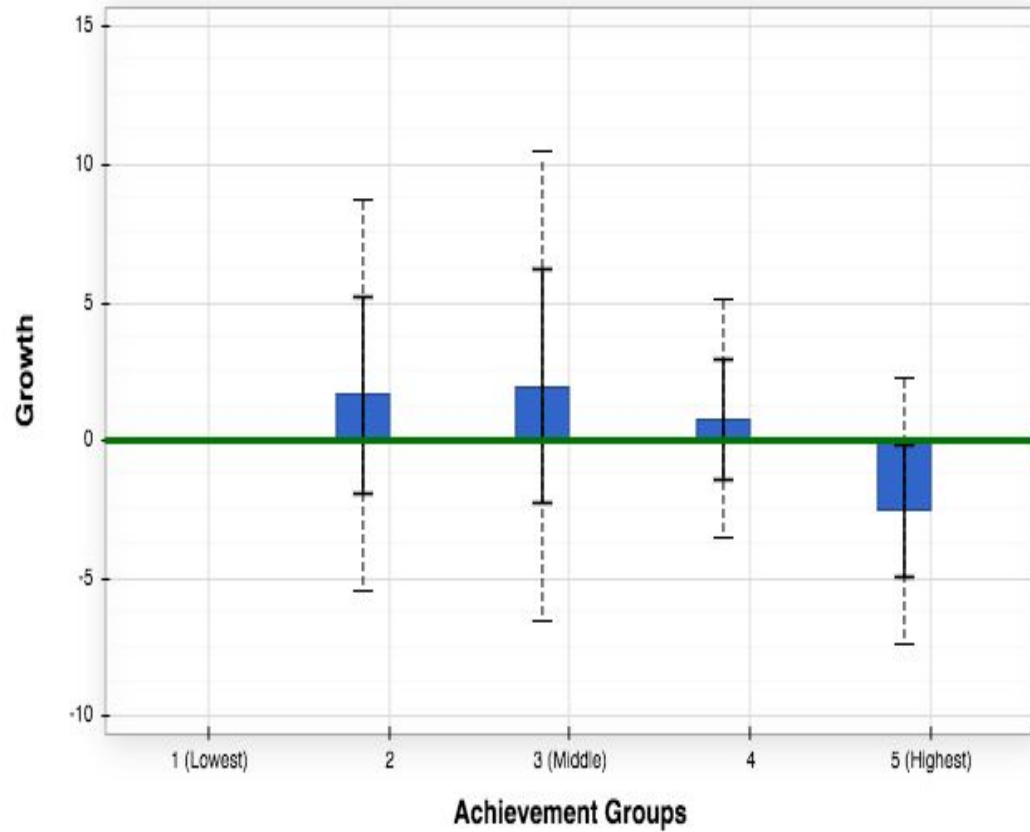
Sub-Groups

- Special Education
- Gifted
- Low Socioeconomic (SES)

Value Added Data

- Math
- ELA

2016 Achievement Groups (83)



▶ 1 (Lowest) (3)

▶ 2 (9)

▶ 3 (Middle) (8)

▶ 4 (25)

▶ 5 (Highest) (38)

■ 2016 ■ Previous Years - - - Two Standard Errors — One Standard Error — Growth Standard

		<u>Achievement Groups</u>					
		<u>1 (Lowest)</u>	<u>2</u>	<u>3 (Middle)</u>	<u>4</u>	<u>5 (Highest)</u>	
English Language Arts	<u>Growth Standard</u>		0.0	0.0	0.0	0.0	0.0
	<u>2016</u>	<u>Growth</u>		1.7	2.0	0.8	-2.5
		<u>Standard Error</u>		3.6	4.3	2.2	2.4
		<u>Number of Students</u>	3	9	8	25	38
		<u>Percent of Students</u>	3.6	10.8	9.6	30.1	45.8
	<u>Previous Years</u>	<u>Growth</u>					
		<u>Standard Error</u>					
		<u>Number of Students</u>	0	0	0	0	0
<u>Percent of Students</u>		0.0	0.0	0.0	0.0	0.0	

Growth is defined as the average difference between students' current year and prior year NCEs.

Focus on Advocacy:

Gifted Indicator

- Not Reported NR vs. Not Met

Gifted Students



The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

INDICATOR

Not Met

Overview

The Gifted Indicator is derived from three components: Gifted Value Added grade, the Performance Index for gifted students, and a Gifted Inputs score.

Gifted Value Added

Value Added Grade: NR
Value Added Met?: NC

Schools must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component.

Gifted Performance Index

Performance Index: 119.048
Performance Index Met?: Met

Schools with at least 10 unique students in the Gifted Performance Index calculation must score 117.0 or better to meet the Gifted Performance Index component.

Gifted Inputs

Total Points: 78.0
Gifted Inputs Met?: Not Met

Points are earned based on identification and services provided to gifted students. Schools must earn 80 or more points out of a possible 100 to meet the Gifted Inputs component.

Gifted Indicator Final Result

INDICATOR

Not Met

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however; if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

Performance Index

The Performance Index calculation for gifted students. Only tests taken by students identified as gifted in that subject (e.g. gifted in Math and taking the Math test), or taken by students identified with Super Cognitive abilities regardless of test subject are included.



99.2%

119.048 of a possible 120.0

A = 90.0 - 100.0%
B = 80.0 - 89.9%
C = 70.0 - 79.9%
D = 50.0 - 69.9%
F = 0.0 - 49.9%

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.0	x	1.3	=	0.0
Advanced	90.5	x	1.2	=	108.6
Accelerated	9.5	x	1.1	=	10.5
Proficient	0.0	x	1.0	=	0.0
Basic	0.0	x	0.6	=	0.0
Limited	0.0	x	0.3	=	0.0
Untested	0.0	x	0.0	=	0.0
					119.048



Root Cause Analysis

1) Curriculum

- Revisions
- Clear Learning Targets
- Evidence-Based Outcomes

2) Leadership

- MTSS
- Data Meetings
- Principal

3) Structure

- Organizational Response
- MTSS: Theory into Practice

4) Instruction

- Formative Instructional Practices
 - Rigor
 - Project Based Learning
-

Action Steps:

Data Analysis

- Facilitation through Education Service Center (Kim Halley)
 - Disaggregating Data
 - Data Capturing
 - Data Coding
 - Systematic Process with Multiple Checkpoints for Accuracy
 - Individual Principal Meetings (Culp, Lusher, Halley)

Data Meetings

- Data Analysis & Disaggregation of Data (Jamie Lusher)
 - Individual Teachers
 - Data Teams
 - Departments
 - Grade Level Teams
 - Leadership Teams

Insights Gleaned

Performance Based Tasks

Vocabulary

Agility

Performance Based Tasks

- Integration
 - Daily
- Unpacking Rigor
- Multiple Contexts and Opportunities
- Independent versus Instruction

Chris and Sam are creating a pattern of numbers. Chris's first term is 1. She is to add by 5. Sam's first term is 2. She is to multiply by two. At which term will their sequences intersect?

Chris: 1, 6, 11, 16

Sam: 2, 4, 8, 16

CORRECT ANSWER: 4

Vocabulary

- Tier II & Tier III
- Intentional Instruction
 - Frayer Model
 - Beck
- Production (Speaking and Writing) vs. Receptive (Internal Lexicon, The words we know)

Agility: NO MORE FRAGILE LEARNING

The Agile Learner Can:

- Adapt
- Make Connections
- Demonstrate Confidence
- Access Mindfulness Strategies
- Show what they know in a variety of contexts and with multiple purposes

Collaboration & Focus

Humans are fundamentally motivated by two things:

1. Doing something they find intrinsically purposeful
2. Working with a group of people to accomplish something they never thought possible (Fullan)

Every student, Every Day!