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| [**Volume #82, Report #56, Article #1--Friday, March 22, 2013**](http://www.gongwer-oh.com/programming/news.cfm?newsedition_id=8205602)[**Senate Activity Report**](http://www.gongwer-oh.com/programming/legislation_dailyreport.cfm?type=S&date=3/22/2013)  ODE Projections Of School Report Card Performance Shows Fs For Bulk Of Charters    The Department of Education has run simulations of how districts will perform under the more rigorous standards of the forthcoming report card system, and the outlook is particularly harsh for charter schools.  The State Board of Education has made tentative decisions for some components of the A-F report card and what scores will fall under each letter grade. Legislation passed late last year (HB555, 129th General Assembly) set what the performance ranges would be for grades A, C and F, but the board was able to set the B and D grade ranges.  ODE has spent the last year saying schools are expected to receive lower grades under the new system, which holds them to higher standards. The simulations, however, show the majority of the charter school sector would receive F grades on most elements of the grade card.  "This is a very rigorous report card, one in the fact that it has multiple measures, it measures things that we haven't measured before, it's going deep and looking into school buildings and the data of school buildings and different groups of kids," ODE associate superintendent for Accountability and Quality Schools Tina Thomas-Manning told the House Education Committee this week. "It's going to be more rigorous for all schools."  She said that although an initial drop in performance is expected, "We are confident that our teachers and students and principals and community will respond as they did in Massachusetts (when a similar change was implemented)."  Ms. Thomas-Manning presented the information to the committee including pie graphs that indicate the projected grade spread. The F grade portion of the pie was colored black.  "When I'm looking at this...I see a lot of black under the community schools," [Rep. John Patterson Jr.](http://www.gongwer-oh.com/programming/bio.cfm?nameid=162402&locid=2) (D-Jefferson) said. "What do you attribute that failure to and what should be done to improve that if we really want to move Ohio ahead for education and state workforce development?"  Ms. Thomas-Manning did not speculate on why the scores were projected as shown.  "The first thing we need to do is be steadfast in our decision to hold the bar high and to be clear and transparent about sharing the brutal facts with the field," she said. "From there, we need to support districts and schools and teachers and parents and children."  Bill Sims, president and CEO of the Ohio Alliance for Public Charter Schools, said the information is somewhat misleading.  "The intent here is to demonstrate some projections, but the effect is that you've got comparisons," he said in an interview. "The problem with these projections and the perception that they create is that in so far as charter schools are concerned, this isn't an apples to apples comparison.  "Charters are basically in Ohio's urban areas dealing with predominantly disadvantaged children as the districts are with those kids in those areas. Therefore, they really need to be compared performance-wise with the schools in those specific urban domains to get a true sense of how charter schools are doing relative to their district counterparts."  The state board has decided on ranges for both the state indicators - such as achievement test scores - and performance index that would establish 90-100% as an A, 80-89.9% as a B, 70-79.9% as a C, 50-69.9% as a D and less than 50% as an F.  Using 2011-12 actual data for schools, ODE estimates 60% of traditional districts and 54% of individual buildings would receive A grades for meeting a standard that calls for 75% of students to be proficient on the state indicators.  For charters, however, the estimates show 72% would receive F grades.  On the performance index, 73% of districts and 60% of buildings are expected to receive Bs. For charters, 52% would receive a D and 28% would receive Cs, according to ODE.  The report card will include measures for four- and five-year graduation rates. For the four-year measure, 93% and higher would earn an A, 89-92.9% would be a B, 84-88.9% for a C, and 79-83.9% would be a D.  Under the four-year measure, 42% of districts and 37% of buildings earn As while 28% of district and 25% of buildings take Bs. For community schools, 89% would earn failing grades, the projections show.  The new Annual Measureable Objectives component - formerly the Adequate Yearly Progress measure of "gap closing" - uses a 10-point scale to set the A-F ranges. Considerable portions of schools are expected to receive Fs under the measure, but none more than the 74% of charters expected to receive failing marks. About 25% of districts and 38% of buildings would fail.  Mr. Sims said, however, the AMO factor is flawed to the disadvantage of charters and urban schools and should be weighted to accommodate them. The component reports on how subgroups of students - such as minorities, special needs, and gifted - perform on the state indicators.  "Charters carry a much heavier burden when it comes to this AMO factor simply because they have by definition a significant number of subgroups and students in those subgroups (more) than most (suburban) and rural schools," he said.  He referenced affluent suburban districts in saying, "If you have a very small number of subgroups like maybe two - all students and white students - that you can report, then your progress with those subgroups gives you a big fat A for not doing very much work, frankly."  "But charter schools that are dealing with significant numbers of these subgroups and students in these subgroups, that's their tough row to hoe and they work hard at it."  OAPCS has long championed the value-added measure of student growth as a better indicator of charter school achievement because their students often enter academically behind.  "When you're dealing with kids, as we are in urban districts, that come in typically at best at grade level and usually a grade level or two behind, what matters most to us in terms of making a judgment about how well our schools are doing, we look at the value added, we look at the growth," Mr. Sims said.  The Alliance has done [an analysis](http://www.oapcs.org/files/u253/OAPCS__Charter_School_Powerpoint_2.pdf" \t "blank) annually that compares the traditional district schools to nearby charter schools. The data has shown over the last four years, charters consistently outperformed their nearby districts on both value-added and overall grades.  To that end, the simulations of the value-added measure - which show whether students make one year's worth of growth in a year's time or more or less than that - show charters look more like their traditional school peers.  Traditional school buildings see 30% earning A grades compared to 24% of charters. About 18% of buildings would fail, compared to 22% of charters, according to ODE. The trend holds for the value added scores of the lowest 20% and for students with disabilities.  For gifted students, however, half of charters are expected to earn a C while the other half would earn Fs.  [Rep. Bill Hayes](http://www.gongwer-oh.com/programming/bio.cfm?nameid=76302&locid=2) (R-Harrison Twp.) asked what is being done to notify the public of the coming change and expected drop in scores. Ms. Manning said all tentative decisions have been posted online and a "report card inbox" has been set up online to take comments from the public and educators.  ODE has a plan to reveal throughout spring and summer the new report card to help stakeholders understand the components and expectations.  Tom Ash, director of governmental relations for the Buckeye Association of School Administrators, said awareness is a key.  "I think the initial concern has to be information provided to the field to make sure they see just exactly what is going to be expected in terms of the letter grades," he said. "We've already started that process.  "The notion is to be able to drill down into the individual items in the dashboard to get more data. I think that's very positive."  [Back To Top >>](http://www.gongwer-oh.com/programming/printerFriendlyTemplate.cfm) |

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