

# Worthington Schools State Report Card 2017-18



Worthington City Schools  
Report to the Board of Education  
Monday, September 24, 2018

Angie Adrean, Chief Academic Officer and The AAPL Team

# BE KIND TO KIDS

GROWTH

BE

PRESENT

REMEMBER

SERVE THE

## *Culture of Empathy & Support*

*We will engage each student with diverse opportunities to maximize every student's potential.*



TO EMPOWER A COMMUNITY OF LEARNERS WHO WILL  
**CHANGE  
THE WORLD**

*We will provide consistent communication & promote dialogue with the community.*

*We will be responsible and transparent with our community resources.*

*We will provide a safe environment where every student can grow intellectually, emotionally, socially, and physically.*

*Informational Text*

*Depth of Knowledge*

*Writing to Make Thinking Visible*

# BE KIND TO KIDS

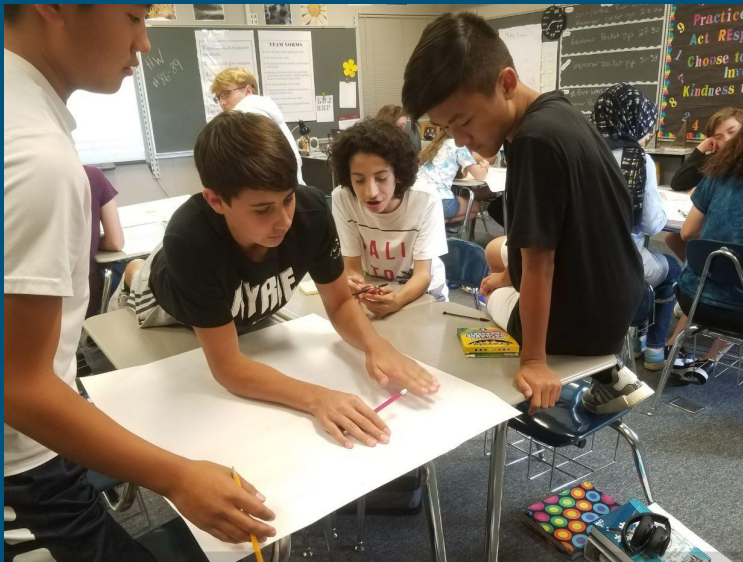
COMMUNICATE

BELIEVE IN

COMMUNICATE,  
COMMUNICATE,



“To empower  
a community  
of learners  
who WILL  
Change the  
World!”





# #EachChildOurFuture

In Ohio, each child is *challenged, prepared* and *empowered*.



## Vision

In Ohio, each child is **challenged** to discover and learn, **prepared** to pursue a fulfilling post-high school path and **empowered** to become a resilient, lifelong learner who contributes to society.

## Four Learning Domains



### Foundational Knowledge & Skills

Literacy, numeracy and technology



### Well-Rounded Content

Social studies, sciences, languages, health, arts, physical education, etc.



### Leadership & Reasoning

Problem-solving, design thinking, creativity, information analytics



### Social-Emotional Learning

Self-awareness & management, social awareness, relationship skills, responsible decision-making



WHOLE CHILD

## One Goal



Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

## Three Core Principles



### Equity



### Partnerships



### Quality Schools

## 10 Priority Strategies

1

Highly effective teachers & leaders

3

Teacher & instructional support

5

Assessments gauge all learning domains

7

Meet needs of whole child

9

Develop literacy skills  
Transform high school/provide more paths to graduation

2

Principal support

4

Standards reflect all learning domains

6

Accountability system honors all learning domains

8

Expand quality early learning

Ohio Strategic Plan For Education: 2019-2024



Department of Education



Each **Child** Our **Future**

# The Ohio School Report Card

## 6 key areas:

1. **Achievement** - Indicators Met 80% and Performance Index
2. **Gap Closing** - Subgroup comparisons to the State
3. **K-3 Literacy** - Improvement in K-2 and proficiency (42+ on Reading) in grade 3
4. **Progress** - All, Gifted, Lowest 20% in achievement and Students with Disabilities
5. **Graduation Rate** - Four-Year and Five-Year
6. **Prepared for Success** - College entrance exam, Honors Diploma and Industry-Recognized Credential (Bonus Measures: AP scores, IB scores and CCP credits)

## 2018 All Grades for Worthington City

IRN: 045138  
Address: 200 E Wilson Bridge Rd  
Worthington, OH 43085-2332

County: Franklin  
ITC: MEC  
District Type: City School District



### Achievement

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

Performance Index ..... **C**  
78.8%  
Indicators Met ..... **F**  
37.5%

[VIEW MORE DATA](#)

[VIEW GIFTED DATA](#)

#### COMPONENT GRADE

**C**

#### COMPONENT POINTS

**2.500**



### Progress

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

Value-Added  
Overall ..... **A**  
Gifted ..... **A**  
Lowest 20% in Achievement ..... **B**  
Students with Disabilities ..... **B**

[VIEW MORE DATA](#)

#### COMPONENT GRADE

**A**

#### COMPONENT POINTS

**4.700**



### 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.

Annual Measurable Objectives ..... **B**  
89.9%

[VIEW MORE DATA](#)

2.500

#### COMPONENT GRADE

**B**

#### COMPONENT POINTS

**4.000**



### 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.

Graduation Rates  
93.3% of students graduated in 4 years ..... **A**  
96.7% of students graduated in 5 years ..... **A**

[VIEW MORE DATA](#)

#### COMPONENT GRADE

**A**

#### COMPONENT POINTS

**4.350**



### Improving At-Risk K-3 Readers

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.

K-3 Literacy Improvement ..... **C**  
45.1%

[VIEW MORE DATA](#)

#### COMPONENT GRADE

**C**

#### COMPONENT POINTS

**2.500**



### 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.

[VIEW DATA](#)

#### COMPONENT GRADE

**C**

#### COMPONENT POINTS

**2.500**

Component	Component Points	Component Weight	Weighted Points
Achievement Points:	2.500	x 20.00%	= 0.500
Progress Points:	5	x 20.00%	= 0.940
Gap Closing Points:	4	x 15.00%	= 0.600
Graduation Rate Points:	4	x 15.00%	= 0.653
K-3 Literacy Points:	3	x 15.00%	= 0.375
Prepared for Success Points:	2.50	x 15.00%	= 0.940

**Overall  
Points: 3.443**



#### FINAL GRADE

**B**

A = 4.125 - 5.000  
B = 3.125 - 4.124  
C = 2.125 - 3.124  
D = 1.125 - 2.124  
F = 0.000 - 1.124

[Click here](#) to see the Secure Data Center - Status of Reports report

## Academic Goal

By June 2021, leaders will use the DLT/TBT/TBT Process to develop, measure and analyze effective instructional practices in order to reduce student subgroup achievement gaps by 50%, while increasing quality of instruction for all students across all settings.

## Gap Closing

F in 2015-16

C in 2016-17

89.9% B in 2017-18

# Achievement








Indicators - 25%

## 2018 Achievement Results for Worthington City

IRN: 045138  
Address: 200 E Wilson Bridge Rd  
Worthington, OH 43085-2332

County: Franklin  
ITC: MEC  
District Type: City School District

### State Test Indicators Met

		# Students Took Test	# At Least Proficient	% Proficient	State Standard	State Indicator Met?	
Third Grade	English Language Arts	726.0	559.0	77.0%	80.0%	NOT MET	
	Mathematics	727.0	584.0	80.3%	80.0%	MET	
Fourth Grade	English Language Arts	781.0	621.0	79.5%	80.0%	NOT MET	
	Mathematics	776.0	639.0	82.3%	80.0%	MET	
Fifth Grade	English Language Arts	787.0	659.0	83.7%	80.0%	MET	
	Mathematics	634.0	429.0	67.7%	80.0%	NOT MET	
	Science	795.0	604.0	76.0%	80.0%	NOT MET	

# Achievement

Indicators - 25%

Sixth Grade	English Language Arts	735.0	556.0	75.6%	80.0%	NOT MET	✗
	Mathematics	777.0	583.0	75.0%	80.0%	NOT MET	✗
Seventh Grade	English Language Arts	715.0	533.0	74.5%	80.0%	NOT MET	✗
	Mathematics	700.0	531.0	75.9%	80.0%	NOT MET	✗
Eighth Grade	English Language Arts	719.0	452.0	62.9%	80.0%	NOT MET	✗
	Mathematics	603.0	441.0	73.1%	80.0%	NOT MET	✗
	Science	708.0	550.0	77.7%	80.0%	NOT MET	✗



# Essentials for a Worthington

## English Language Arts Graduate\*

\*All of these skills will be met and accomplished with independence by an average student at the end of their Junior year. Seniors have a variety of tracks and options; therefore, anything written senior year will be an addition or extension of these requirements.

### Writing

#### Research:

1. Use academic database (i.e. JStor, Ebsco, Academic Search Premier) for research.
2. Create an annotated bibliography and works cited page.
3. Synthesize ideas from a variety of sources.
4. Identify the difference and appropriate instance for citation formats (MLA, APA, Chicago).
5. Craft a central claim for a variety of purposes:
  - Argument
  - Informational
6. Write a paper of at least 6 pages, or a word count of 2000 words.
7. Incorporate a quotation from a text appropriately.
  - Paraphrasing
  - Integrate quotations within a sentence seamlessly
  - Introduction of quotations
8. Reading and writing as a reciprocal process: Ability to annotate research journals, books, and articles

# Achievement

Indicators - 25%

High School	Algebra I	2.0	1.0	NC	80.0%	N/A	0
	Biology	740.0	637.0	86.1%	80.0%	MET	✓
	English Language Arts I	729.0	588.0	80.7%	80.0%	MET	✓
	English Language Arts II	706.0	496.0	70.3%	80.0%	NOT MET	✗
	End of Course Retake Improvement	553.0	238.8	43.2%	25.0%	MET	✓
	Geometry	8.0	2.0	NC	80.0%	N/A	0
	American US Government	693.0	626.0	90.3%	80.0%	MET	✓
	American US History	707.0	624.0	88.3%	80.0%	MET	✓
	Mathematics I	701.0	540.0	77.0%	80.0%	NOT MET	✗
	Mathematics II	754.0	434.0	57.6%	80.0%	NOT MET	✗

[Analyze...](#)

CHRONIC ABSENTEEISM INDICATOR



GIFTED INDICATOR



[Analyze...](#)

9 indicators met of a possible 24

**37.5%**



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%

GRADE

**F**

# Math I and Math II

Integrated Pathway District	Math I	Math II
◆ Aurora City	90.1%	75%
Bay Village City	89.7%	75.5%
Boardman Local	71.4%	47%
Clark-Shawnee Local	73.1%	47.8%
Columbus City School District	24.2%	13.9%
Forest Hills Local	85.6%	75.8%
◆ Goshen Local	75.9%	62.2%
Hardin-Houston Local	57.6%	38.6%
Loveland City	86.3%	73.7%
◆ Mayfield City	75.4%	65.7%
Milford Exempted Village	71.9%	62.3%
New Richmond Exempted Village	58.7%	53.9%
North Olmsted City	58.7%	53.9%
Rootstown Local	59.8%	40.3%
Stow-Munroe Falls City School District*	67%	47.9%
<b>Worthington City</b>	<b>77%</b>	<b>57.6%</b>
State	45.9%	34.3%

# Achievement

Performance Index (PI) - 75%

## Performance Index

	Test Count by Level		Count of All Tests		Pct	Weight	Points
Untested	72	/	13,155	$\times 100 =$	0.5	$\times 0.0 =$	0.0
Limited	1,463	/	13,155	$\times 100 =$	11.1	$\times 0.3 =$	3.3
Basic	1,818	/	13,155	$\times 100 =$	13.8	$\times 0.6 =$	8.3
Proficient	3,001	/	13,155	$\times 100 =$	22.8	$\times 1.0 =$	22.8
Accelerated	3,081	/	13,155	$\times 100 =$	23.4	$\times 1.1 =$	25.8
Advanced	3,184	/	13,155	$\times 100 =$	24.2	$\times 1.2 =$	29.0
Advanced Plus	536	/	13,155	$\times 100 =$	4.1	$\times 1.3 =$	5.3

[Analyze...](#)

94.5

The PI measures student performance on the State Achievement Assessments using a weighted average grade calculation.

 Ohio Department of Education

94.5 points of a possible 120.0

78.8%



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%

GRADE

C



# Achievement

## Component Grade

**Indicator  
Weighted Points:**  $1.00 \times 25\% = 0.250$

**Performance  
Index Weighted  
Points:**  $3.00 \times 75\% = 2.250$

**District Achievement  
Grade Points:** **2.500**



GRADE
<b>C</b>

A = 4.125 - 5.000  
B = 3.125 - 4.124  
C = 2.125 - 3.124  
D = 1.125 - 2.124  
F = 0.000 - 1.124

# Similar Districts

## Worthington City

Poverty - 26.0%

Median Income - \$55,916

Rank	IRN	District	County	Average Daily Membership (ADM)	Poverty as % of ADM	% of Population Administrative or Professional Occupations	Median Income	% of Population with College Degree or More	% Agricultural Property	Population Density	Non-Residential & Non-Agricultural Per Pupil	% Minority Students
1	046110	Lakota Local	Butler	15,057	20.0	51.0	61,997	49.2	0.9	1,529.8	42,236	24.0
2	047019	Hilliard City	Franklin	15,632	24.0	51.2	56,347	50.5	0.7	1,518.5	47,188	19.0
3	047027	Dublin City	Franklin	15,146	16.0	57.2	61,304	63.9	0.4	2,040.2	60,346	17.0
4	043737	Centerville City	Montgomery	7,853	15.0	53.2	58,926	52.6	0.5	1,792.5	45,369	14.0
5	044875	Sylvania Schools	Lucas	7,559	21.0	50.4	52,329	45.5	0.3	1,794.5	45,695	13.0
6	047241	Beavercreek City	Greene	7,712	13.0	55.3	62,703	50.3	1.2	1,159.1	65,907	11.0
7	050450	Mason City	Warren	10,357	8.0	59.0	69,521	61.2	0.6	2,082.9	29,460	14.0
8	044842	Strongsville City	Cuyahoga	5,305	20.0	47.8	54,854	44.5	0.1	1,745.5	72,784	11.0
9	045047	Westerville City	Franklin	14,535	34.0	49.3	48,930	48.0	0.1	2,716.7	34,458	39.0
10	046896	Pickerington Local	Fairfield	10,002	26.0	44.3	53,119	41.2	1.8	1,309.0	21,230	36.0
11	044834	Stow-Munroe Falls City School District	Summit	5,026	21.0	46.6	47,962	42.3	0.4	1,845.8	41,242	10.0
12	044388	Medina City Sd	Medina	6,622	18.0	42.4	51,306	39.7	2.8	936.2	45,920	9.0
13	044198	Lakewood City	Cuyahoga	5,120	43.0	47.3	39,297	43.6	0.0	7,000.0	35,107	22.0
14	044180	Kettering City School District	Montgomery	7,554	42.0	41.4	39,799	33.1	0.0	2,572.7	55,537	15.0
15	045500	Milford Exempted Village	Clermont	6,374	22.0	42.6	51,504	38.4	0.6	1,376.8	30,684	9.0
16	046102	Fairfield City	Butler	9,156	39.0	39.0	41,764	28.8	0.5	1,881.6	46,930	35.0
17	046763	Olentangy Local	Delaware	19,715	6.0	58.6	85,088	63.2	0.6	871.4	33,173	12.0
18	045492	Mentor Exempted Village	Lake	7,576	26.0	39.9	46,714	31.4	0.3	1,688.7	59,935	9.0
19	047340	Forest Hills Local	Hamilton	7,070	10.0	54.5	63,612	55.3	0.3	1,397.7	19,665	9.0
20	044750	Shaker Heights City	Cuyahoga	5,021	30.0	63.0	53,311	63.2	0.0	4,713.7	17,534	55.0

# ELA Benchmarking - Achievement

District	3rd	4th	5th	6th	7th	8th	ELA I	ELA II
Worthington	77.0%	79.5%	83.7%	75.6%	74.5%	62.9%	80.7%	70.3%
Hilliard (2)	65.8%	69.0%	75.8%	65.8%	68.1%	55.9%	75.2%	73.3%
Dublin (3)	80.5%	83.3%	89.1%	82.6%	80.5%	73.6%	89.9%	82.7%
Westerville (9)	72.5%	74.3%	77.8%	61.7%	65.3%	61.2%	73.2%	65.2%
State	61.2%	66.4%	70.2%	59.9%	63.9%	54.5%	68.9%	64.4%

# Math Benchmarking - Achievement

District	3rd	4th	5th	6th	7th	8th	MATH I	MATH II
Worthington	80.3%	82.4%	67.7%	75.0%	75.9%	73.1%	77.0%	57.6%
Hilliard (2)	66.2%	73.7%	67.3%	69.4%	70.9%	57.1%	N/A	N/A
Dublin (3)	78.8%	85.4%	80.0%	81.4%	74.5%	81.8%	N/A	N/A
Westerville (9)	73.9%	78.7%	69.0%	63.9%	68.3%	67.5%	N/A	N/A
State	67.0%	72.5%	62.9%	59.4%	59.4%	54.3%	45.9%	34.3%



# Gap Closing

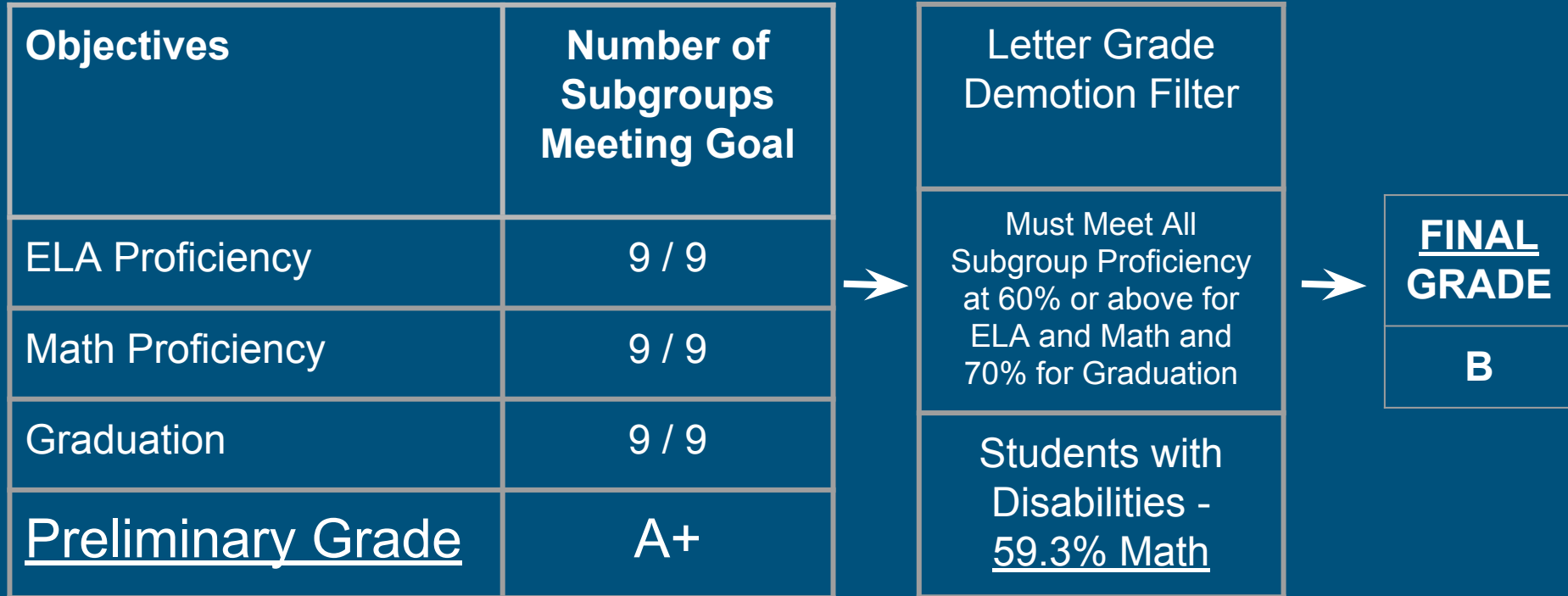
---

Component		
2016	2017	2018
47.7% F	70.2% C	89.9%B

**The Annual Measurable Growth (AMO) is calculated using multiple data points.**

1. District subgroup proficiency % compared to the AMO goal
2. District compared to last year's growth results
3. How far a district is from meeting the AMO determined gap (16-17 compared to 17-18)

# Gap Closing



# K-3 Literacy

Provides a snapshot of how successful we are at getting struggling readers on track to proficiency in the third grade (based on Fall data)

## 2018 K-3 Literacy Data for Worthington City

IRN: 045138

Not On-Track at Point A			Improving to On-Track at Point B	
Kindergarten Reading Diagnostic, School Year 2016 - 2017	83	to	1st Grade Reading Diagnostic, School Year 2017 - 2018	35
1st Grade Reading Diagnostic, School Year 2016 - 2017	111	to	2nd Grade Reading Diagnostic, School Year 2017 - 2018	71
2nd Grade Reading Diagnostic, School Year 2016 - 2017	73	to	3rd Grade Reading Diagnostic, School Year 2017 - 2018	37
3rd Grade Reading Diagnostic, School Year 2017 - 2018	123	to	3rd Grade Reading OST, School Year 2017 - 2018	40
Deduction for 3rd graders who did not pass OST and were not on a Reading Improvement and Monitoring Plan				7
<b>Totals</b>			<b>390</b>	<b>176</b>

[Analyze...](#)

GRADE

C

K-3 Literacy



**45.1%**

176 out of 390

A = 78.3 - 100.0%  
B = 56.6 - 78.2%  
C = 34.9 - 56.5%  
D = 13.2 - 34.8%  
F = <= 13.1%

# K-3 Literacy

---

	2016	2017	2018
Component	31.8% D	43.1% C	45.1% C



# K-3 Literacy

<b>Instruction</b>	<ul style="list-style-type: none"><li>• Strong push to improve guided reading practices at primary</li><li>• Reading teachers learning new phonics intense intervention to add to their intervention tools</li><li>• ELA Coordinator meets with third grade teachers fall and spring to review third grade at-risk students</li><li>• Adoption of Calkins' Units of Study to improve deeper level of writing about reading</li><li>• EL teachers received professional learning on Leveled Literacy Intervention</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>• Continued PL on analyzing a Benchmark Assessment to help move students forward (More TBTs reviewing BAS data on a systematic basis)</li><li>• Phonics Screener Process (aligned to International Dyslexia Association standards) implemented in primary to help flag students for intervention</li></ul>
<b>Outside school hours support</b>	<ul style="list-style-type: none"><li>• Summer Reading Camp (95% of 216 students were at or above benchmark)</li><li>• External Service Providers (Reading tutors) for 3rd grade retained students</li><li>• Individualized testing in June</li></ul>

# Progress

---

	2016	2017	2018
Overall	A	A	A
Gifted	A	A	A
SWD	A	A	B
Lowest 20%	B	A	B
Component	A	A	A

# Progress

Subgroup	Grade	Points	Weight	Final Points
Overall	A	5	55.000%	2.750
Gifted	A	5	15.000%	0.750
Lowest 20%	B	4	15.000%	0.600
Students w/ Disab	B	4	15.000%	0.600
Total Points				4.700



## Grade Scale:

A = 4.125 - 5.000  
B = 3.125 - 4.124  
C = 2.125 - 3.124  
D = 1.125 - 2.124  
F = 0.000 - 1.124

## GRADE

**A**

*Note: If any subgroup grade is C, D, or F, then the final grade can be no higher than B.*

# Graduation Rate

---

	2016	2017	2018
4 year	93.9 % A	94.9% A	93.3% A
5 year	96.4% A	96.1% A	96.7% A
Component	4.3 A	4.4 A	4.3 A

# Prepared for Success

---



	2016	2017	2018
Points earned	781.3	849.0	933.2
Component	61% C	63.7% C	65.4% C

# Prepared for Success

## How Prepared was Your 2017 Graduating Class?

These data represent students in the 4-year and 5-year graduation cohorts, i.e. students who entered 9th grade in 2013 and 2014.

**Denominator (4- and 5-Year Graduation Cohorts):** 1,428

	Student #	Pct
<b>ACT: Participation</b> ⓘ	1,038	72.7
 <b>ACT: Remediation Free</b> ⓘ	672	47.1
<b>SAT: Participation</b> ⓘ	340	23.8
 <b>SAT: Remediation Free</b> ⓘ	240	16.8
 <b>Honors Diploma</b> ⓘ	438	30.7
 <b>Industry-Recognized Credential</b> ⓘ	22	1.5
<b>Advanced Placement: Participation</b> ⓘ	850	59.5
<b>AP: Exam Score of 3 or Better</b> ⓘ	419	29.3
<b>Dual Enrollment Credit</b> ⓘ	471	33.0
<b>International Baccalaureate</b> ⓘ	63	4.4
<b>IB: Exam Score of 4 or Better</b> ⓘ	32	2.2

<b>Students from the Class of 2015 Who Enrolled in College within Two Years of Graduation</b>	<b>Student #</b>	<b>Enroll #</b>	<b>Pct</b>
	609	461	75.7

<b>Students from the Class of 2011 Who Graduated from College within Six Years of Leaving High School</b>	<b>Student #</b>	<b>Grads #</b>	<b>Pct</b>
	759	387	51.0

	<b>Number of Students</b>	<b>Point Value</b>	<b>Points Earned</b>
<b>Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential</b>	767	1	767.0

<b>The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school</b>	554	0.3	166.2
---	-----	-----	-------

**Total Points:** 933.2

**Graduation Cohort:** 1,428

**Percentage:** 65.4%

**GRADE**

**C**

### Grade Scale:

A = 4.125 - 5.000  
 B = 3.125 - 4.124  
 C = 2.125 - 3.124  
 D = 1.125 - 2.124  
 F = 0.000 - 1.124

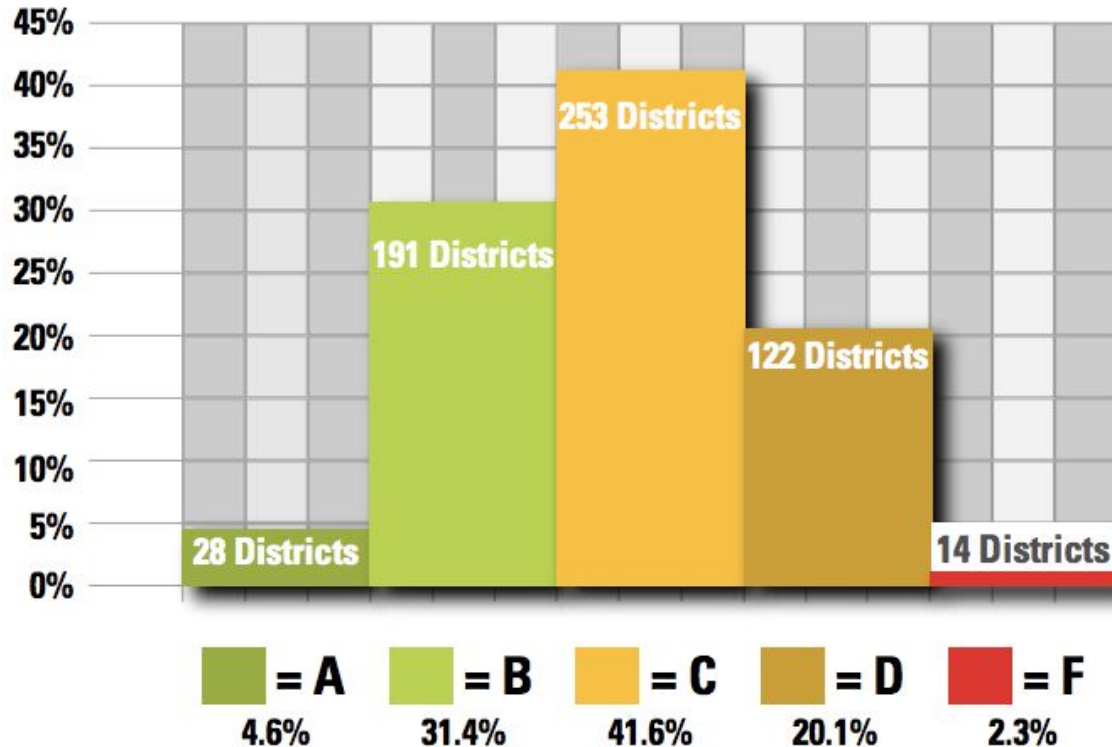


# Prepared for Success







---

- Total number of AP Students = 840
- Total number of AP Seats = 1,468
- Total number of AP Students taking exams = 542
- Total number of AP Exams = 998 Exams
- Total number of AP Students earning a score of 3+ = 427

## 2018 Overall Grade Distribution for Districts



# Measures of Academic Achievement and Growth is Multifaceted

- State Tests
- NWEA Measures of Academic Achievement (MAP) 
- 
- PSAT 8/9, PSAT NMSQT and 
- Advanced Coursework: Honors, AP, IB and College Credit Plus   
- Benchmark Assessment System (BAS) - Independent and Instructional Reading Levels
- KRA
- Classroom Assessments
- Common Formative Assessments
- Literacy Assessment Folder: Writing Diagnostics, Concepts About Print, The Developmental Spelling Inventory, Phonics Screener, etc.

# BE KIND TO KIDS

GROWTH

BE

PRESENT

REMEMBER

SERVE THE

## *Culture of Empathy & Support*

*We will engage each student with diverse opportunities to maximize every student's potential.*



TO EMPOWER A COMMUNITY OF LEARNERS WHO WILL  
**CHANGE  
THE WORLD**

*We will provide consistent communication & promote dialogue with the community.*

*We will be responsible and transparent with our community resources.*

*We will provide a safe environment where every student can grow intellectually, emotionally, socially, and physically.*

*Informational Text*

*Writing to Make Thinking Visible*

*Depth of Knowledge*

BELIEVE IN

COMMUNICATE,

COMMUNICATE,

COMMUNICATE

# QUESTIONS

---

