



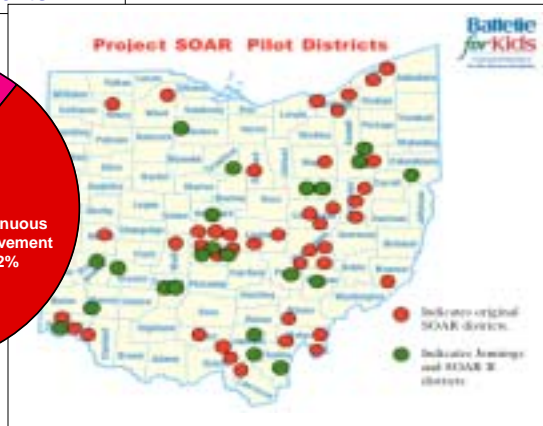
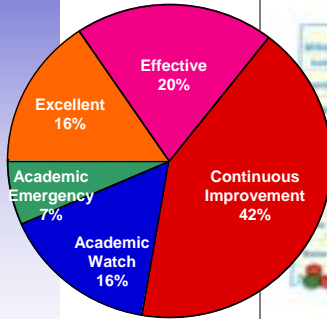
Our Beliefs

- Educators have no control over the prior achievement level of students that enter their classroom.
- At a minimum each student should progress one academic year in one year's time.
- The most effective way to improve student achievement is to "ratchet up" the individual progress of all students.
- Measuring the value-added by a school is an import metric for judging school effectiveness.



The Reach of Project SOAR?

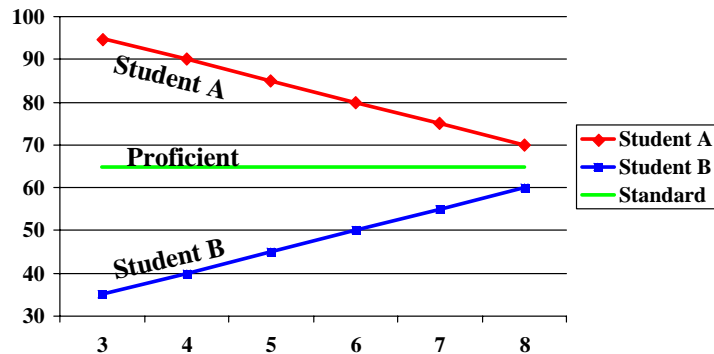
- 64 school districts
- 580 school buildings
- 165,000 students



3

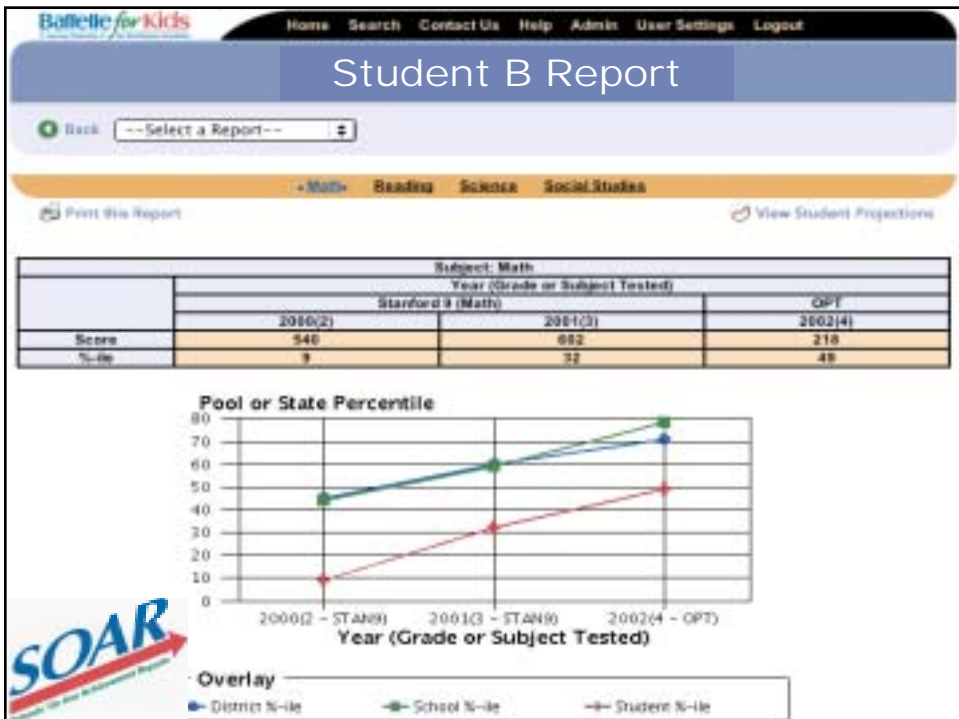
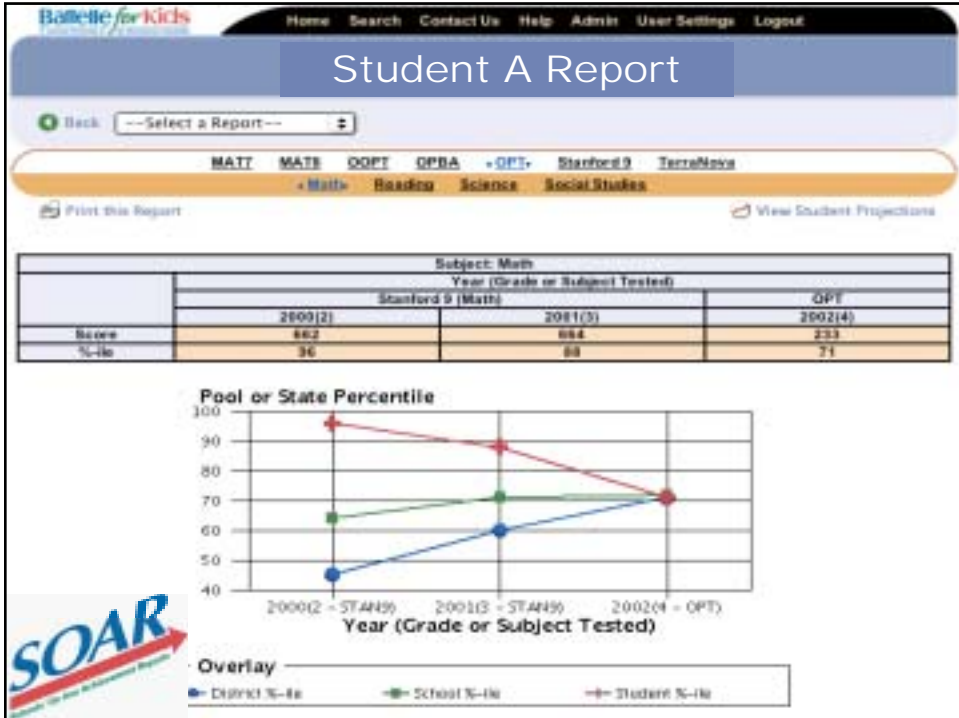
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A View of Student Progress



We must expect progress for all students.

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Achievement and Progress

Achievement

<p>High Achievement Low Progress</p> <ul style="list-style-type: none"> • School F • School L • School N • School B 	<p>High Achievement High Progress</p> <ul style="list-style-type: none"> • School I • School G • School D • School O
75% Pass	
<p>Low Achievement Low Progress</p> <ul style="list-style-type: none"> • School A • School H • School M • School K 	<p>Low Achievement High Progress</p> <ul style="list-style-type: none"> • School J • School C • School E • School P

1 Year's Growth
Progress



Low Achievement - Low Progress

2002 Battelle for Kids School Report for School X in District X

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[Math](#) [Reading](#) [Science](#) [Social Studies](#)

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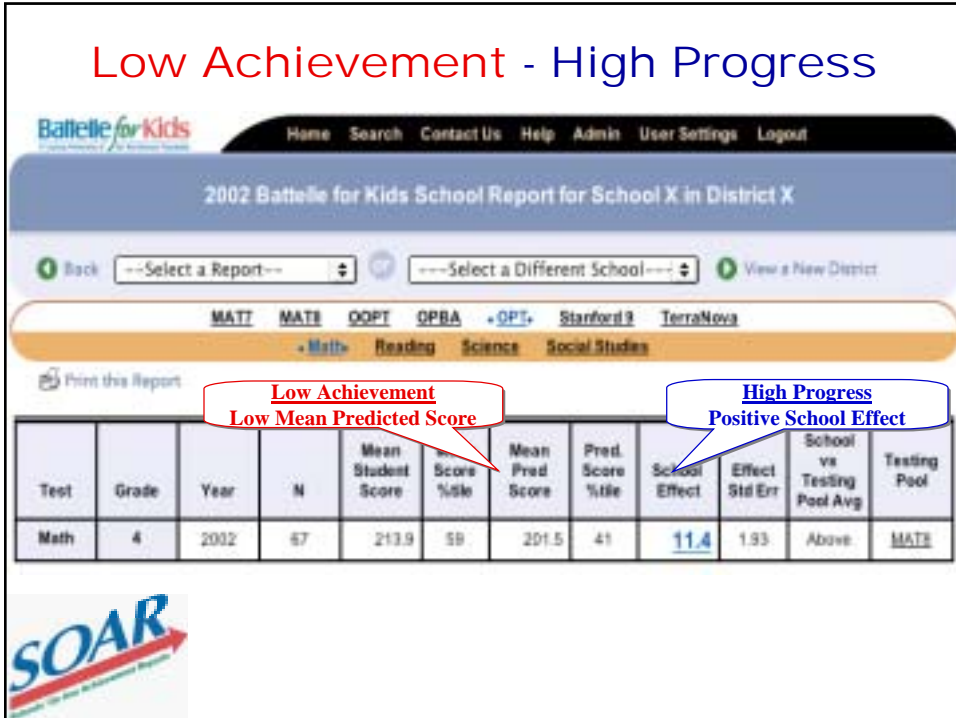
Test	Grade	Year	N	Mean Student Score	Score %tile	Mean Pred Score	Pred. Score %tile	School Effect	Effect Std Err	vs Testing Pool Avg	Testing Pool
Math	4	2002	62	190.6	26	197.3	37	-6.0	1.97	Below	MATE

Low Achievement
Low Mean Predicted Scores

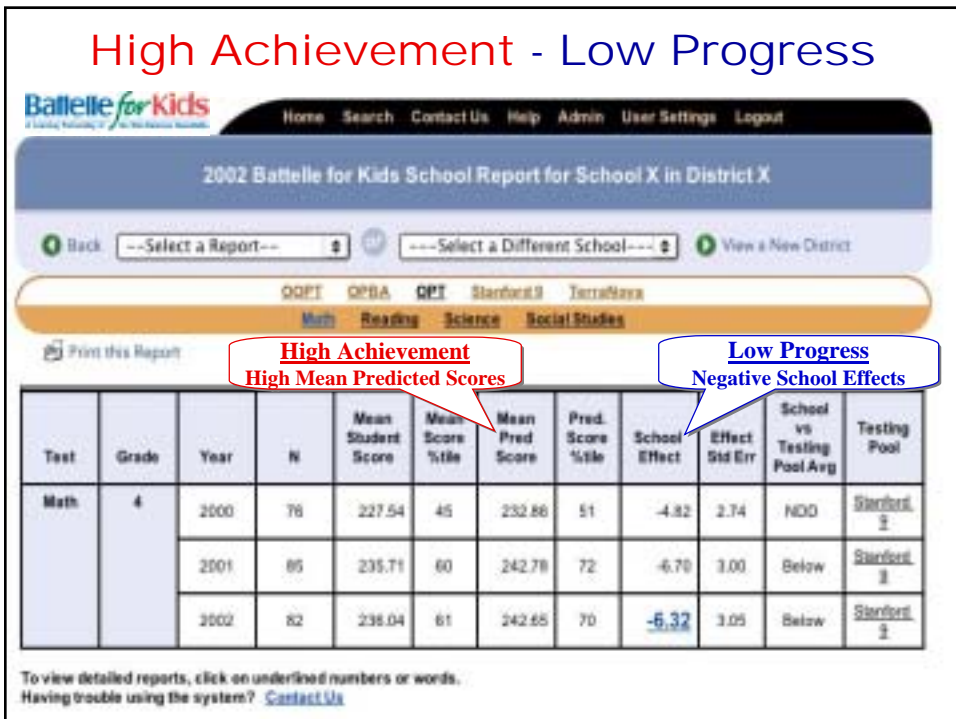
Low Progress
Negative School Effects



Low Achievement - High Progress



High Achievement - Low Progress



High Achievement - High Progress

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DOPT OPBA OPT Stanford 9 TerraNova
 Math Reading Science Social Studies

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High Achievement
 High Mean Predicted Scores

High Progress
 Positive School Effects

Text	Grade	Year	N	Mean Student Score	Mean Score %ile	Mean Pred Score	Pred. Score %ile	School Effect	Effect Std Err	School vs Testing Pool Avg	Testing Pool
Math	4	2000	50	242.48	70	239.64	63	2.45	2.86	NDO	Stanford 9
		2001	70	255.31	83	233.96	60	19.87	3.04	Above	Stanford 9
		2002	58	243.72	70	237.39	62	<u>5.94</u>	3.16	NDO	Stanford 9

To view detailed reports, click on underlined numbers or words.
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Diagnostic Report

Progress by Prior Achievement Level

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2002 Diagnostic Report

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MATZ MATE DOPT OPBA OPT Stanford 9 TerraNova
 Math Reading Science Social Studies

Print this Report View a Chart of these Data

		Observed minus Predicted Score by Predicted Score Quintile					
		1 (Lowest)	2	3 (Middle)	4	5 (Highest)	
Math	2002	Grade 4					
		Mean		-1.2	-1.3	-7.8	-16.5
		Std Err		2.3	4.0	2.5	5.5
		Nr of Students		5	12	12	5
	% of Students		8.2	24.5	26.5	24.5	16.3
	2001	Mean	-6.7	3.8	-4.8	-4.8	-0.1
		Std Err	5.7	3.6	4.8	3.1	4.2
		Nr of Students	6	10	11	10	12
% of Students		12.2	20.4	22.4	20.4	24.5	

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2002 Battelle for Kids School Report for Elementary School in City School District

School Name: Elementary School Grade Data: 3-6
 % Disability: 12% Enrollment: 450
 % Minority: 82% Teachers: 26

To find comparable schools, select from these options and click Search:

Same District only: yes no Grade: 4

% Disability: between 10 and 15 Enrollment: between and
 % Minority: between 75 and 85 Teachers: between and

Search

School	District	Cur. Galt. Index	Mean	Galt
Selected School				
Elementary School	School District	8.0	3	3
Matching Schools (found: 12)				
Building A	School District	5.9	4	5
Elementary School	School District	8.0	3	3
Building B	Public Schools	3.5	3	5
Building C	Public Schools	0.8	3	4
Building D	School District	0.6	3	3
Building E	School District	0.5	2	3
Building F	School District	0.3	3	3
Building G	Public Schools	-0.2	3	2
Building H	Public Schools	-0.8	2	2
Building I	Public Schools	-2.3	2	1
Building J	Public Schools	-3.0	1	1
Building K	Public Schools	-5.0	3	1

Research Opportunities What's Working?

- Ohio Partnership for Accountability
- Identification of Best Practice
- Program Evaluation

