

**Liberty Tree Elementary
Annual Report
2016—2017**

Summary of Results—Annual Benchmark Progress

MET indicates that the benchmark was met at the overall building level. The legend below will be used throughout the report to let you know, at a glance, whether or not the benchmark has been met.

**Benchmark 1: Achievement at or above projected performance levels**

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.
N/A—First year projection data since the change of State tests in 14-15. Spring 2017 test results showed on 3 of 8 subjects, 80% or more students achieved at or above their projection.

Benchmark 2: Facilitate a year or more in achievement for a year of instruction

- Overall district/building growth will meet or exceed a year's worth of growth.
NOT MET—Overall building growth did not meet a year's worth of growth with a letter grade of "F".
- Gifted students will meet or exceed a year's worth of growth.
NOT MET—Gifted students did not meet a year's worth of growth with a letter grade of "F".
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year's worth of growth.
N/A—Students in the lowest 20% of achievement statewide were not reported.
- Students with disabilities will meet or exceed a year's worth of growth.
MET—Students with disabilities met a year's worth of growth with a letter grade of "C".

Benchmark 3: Meet state standards at the District and Building levels

- Eighty percent or more of students will score proficient or above in all subjects and grade levels.
MET—All subjects above 80% proficiency.
- State Performance Index will maintain the highest possible designation or increase from the previous year.
MET—Performance Index increased from 106.5 to 107.5 with a letter grade of "B".
- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
NOT MET—IEP students did not meet AMO in ELA. The final score was 88.8 with a letter grade of "B" (demoted for participation rate).

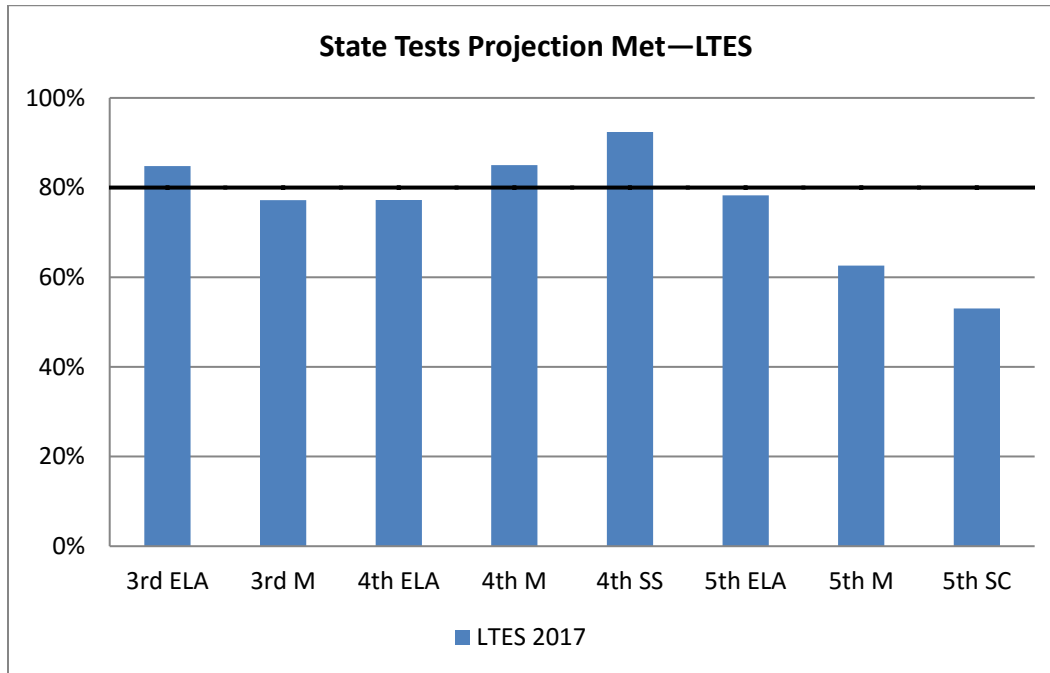
Benchmark 4: Top of State and Nation

- Increase or maintain at least 60 percent of students scoring at advanced and accelerated levels.
MET—All subjects increased from the previous year or maintained 60%.
- Surpass the advanced and accelerated percentages of the similar-district group in a majority of subjects and grade levels.
MET—7 of 8 subjects surpassed similar district average.
- State performance index ranking will increase or remain in the top ten percent of all school districts.
MET—Performance Index ranking was the top 3.4% in the State.

Benchmark 1: Achievement at or above projected performance levels

- Increase or maintain at least 80 percent of students achieving at or above their projected performance level in a majority of subject and grade levels.

N/A—First year projection data since the change of State tests in 14-15. Spring 2017 test results showed on 3 of 8 subjects, 80% or more students achieved at or above their projection.



State Tests Projection Met	3rd ELA	3rd M	4th ELA	4th M	4th SS	5th ELA	5th M	5th SC
LTES 2017	84.8%	77.2%	77.2%	85.0%	92.4%	78.3%	62.6%	53.0%
N Matched (2017)	92	92	79	80	79	115	115	115

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Benchmark 2: Facilitate a year or more in achievement for a year of instruction

The data from the State tests over multiple years are examined through a series of calculations to produce an overall Value-Added designation as well as the progress of three specific groups of students: gifted students, students in the lowest 20% of achievement, and students with disabilities. There are five designations, from the highest to the lowest: Dark Green (DG), Light Green (LG), Yellow (Y), Orange (O), and Red (R). A letter grade was designated for overall students and each subgroup based on the Value-Added index that measures the progress. Subgroups of less than 6 students in every grade/subject are not rated (NR). The tests included in the calculation for the progress ratings are 4th and 5th grade ELA and math, and 5th grade science. The results below are based on a two-year average from 15-16 and 16-17.

- Overall district/building growth will meet or exceed a year’s worth of growth.
NOT MET—Overall building growth did not meet a year’s worth of growth with a letter grade of “F”.
- Gifted students will meet or exceed a year’s worth of growth.
NOT MET—Gifted students did not meet a year’s worth of growth with a letter grade of “F”.
- Students in the lowest twenty percent of achievement statewide will meet or exceed a year’s worth of growth.
N/A—Students in the lowest 20% of achievement statewide were not reported.
- Students with disabilities will meet or exceed a year’s worth of growth.
MET—Students with disabilities met a year’s worth of growth with a letter grade of “C”.

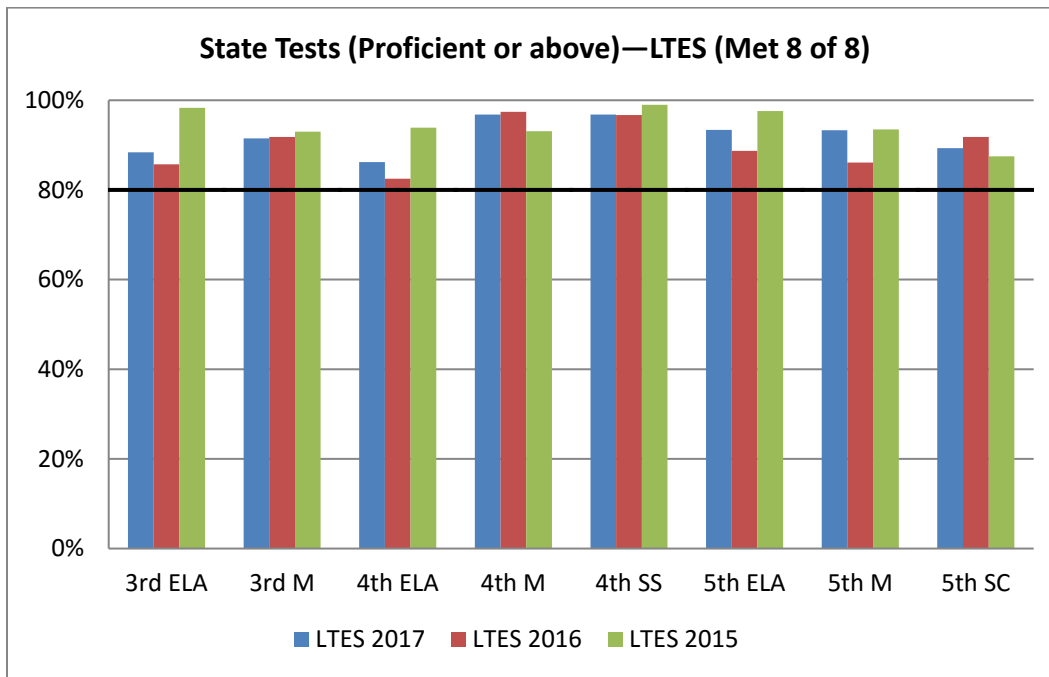
Subgroup (All Grades)—LTES	Progress Score (Gain Index)				Letter Grade
	ELA	Math	Science	All Tests	
Overall	-1.20	-2.64	-4.21	-3.38	F
Gifted Students	-1.47	-2.98	-2.17	-3.24	F
Lowest 20% of Achievement					NR
Students with Disabilities	0.49	-0.22	-1.21	-0.19	C

- DG** Significant evidence that students made more progress than the Growth Standard
- LG** Moderate evidence that students made more progress than the Growth Standard
- Y** Evidence that students made progress similar to the Growth Standard
- O** Moderate evidence that students made less progress than the Growth Standard
- R** Significant evidence that students made less progress than the Growth Standard

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Benchmark 3: Meet state standards at the District and Building levels

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- Meet Annual Measurable Objectives (AMOs) for all subgroups in ELA and math.
NOT MET—IEP students did not meet AMO in ELA. The final score was 88.8 with a letter grade of “B” (demoted for participation rate).



State Tests (Prof. or above)	3rd ELA	3rd M	4th ELA	4th M	4th SS	5th ELA	5th M	5th SC
LTES 2017	88.4%	91.5%	86.2%	96.8%	96.8%	93.4%	93.3%	89.3%
LTES 2016	85.7%	91.8%	82.5%	97.4%	96.7%	88.7%	86.1%	91.8%
LTES 2015	98.3%	93.0%	93.9%	93.1%	99.0%	97.6%	93.5%	87.5%

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Performance Index Score

The performance Index Score reflects the achievement of every tested student. The score is a weighted average of all tested subjects in grade 3—8 and HS end-of-course (CP English 9, CP English 10, Algebra I, and Geometry). The most weight is given to the advanced students (1.2), then the weights decrease for each performance level. This creates a scale of 0 to 120 points. Performance Index Scores over time show trends in school achievement.

Performance Index	16-17	15-16	14-15	13-14	12-13
Liberty Tree Elementary	107.5	106.5	106.3	107.9	106.5

Annual Measurable Objectives (AMOs)

The Annual Measurable Objectives (AMOs) score is determined using multiple data points. For each student subgroup, the percentage of students at or above proficient is compared to the statewide goal (77.1% for ELA and 72.0% for math). A hundred points are earned if the subgroup met the statewide goal. Alternatively, points are awarded based on the improvement from the result last year, which is compared to the gap between the current result and the goal. Subgroups of less than 30 students are not rated (NR).

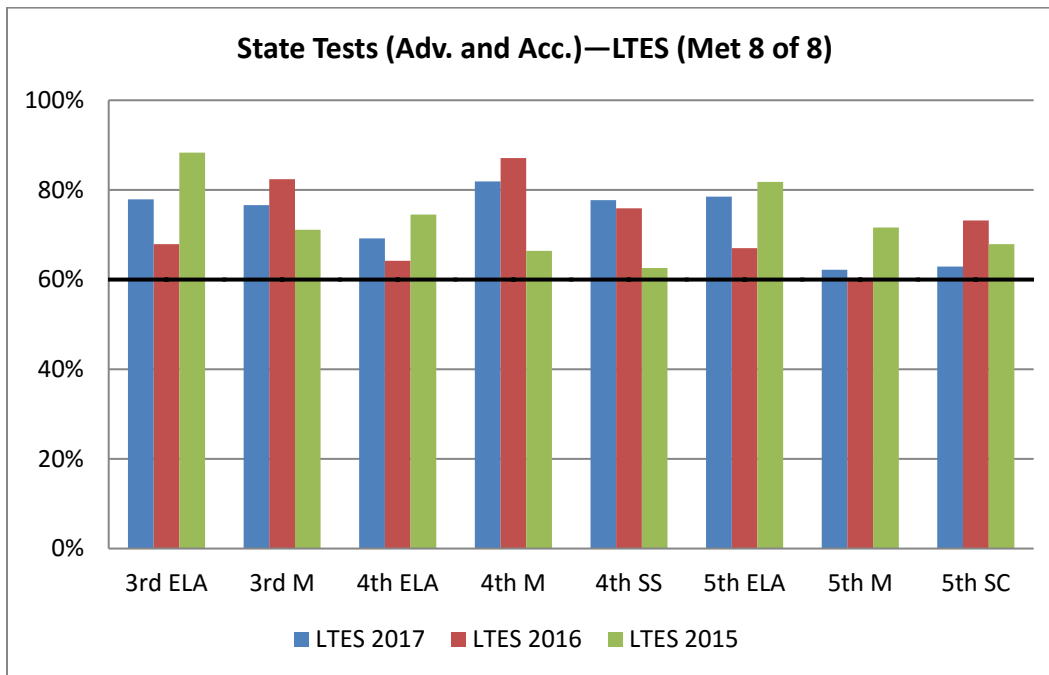
16-17 AMO Goals—LTES		Reading					Math				
Student Group	% Prof.	Goal	Gap	Imp*	Points	% Prof.	Goal	Gap	Imp*	Points	
All Students	89.7	77.1	0.0	4.3	100.0	93.9	72.0	0.0	1.8	100.0	
Economically Disadvantaged	NR	77.1	NR	NR	NR	NR	72.0	NR	NR	NR	
Asian/Pacific Islander	95.5	77.1	0.0	4.8	100.0	100.0	72.0	0.0	4.7	100.0	
African American	NR	77.1	NR	NR	NR	NR	72.0	NR	NR	NR	
American Indian/Alaskan Native	NR	77.1	NR	NR	NR	NR	72.0	NR	NR	NR	
Hispanic	NR	77.1	NR	NR	NR	NR	72.0	NR	NR	NR	
Multiracial	NR	77.1	NR	NR	NR	NR	72.0	NR	NR	NR	
White	88.2	77.1	0.0	4.4	100.0	92.3	72.0	0.0	1.0	100.0	
IEP	57.6	77.1	19.5	17.6	90.3	66.7	72.0	5.3	13.4	100.0	
LEP	NR	77.1	NR	NR	NR	NR	72.0	NR	NR	NR	

*Improvement (Imp): Improvement from the result last year. If the improvement is greater than the gap, then 100.0 points are earned. Otherwise, partial points may be awarded. It is impossible to earn more than 100 or less than zero points.

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Benchmark 4: Top of State and Nation

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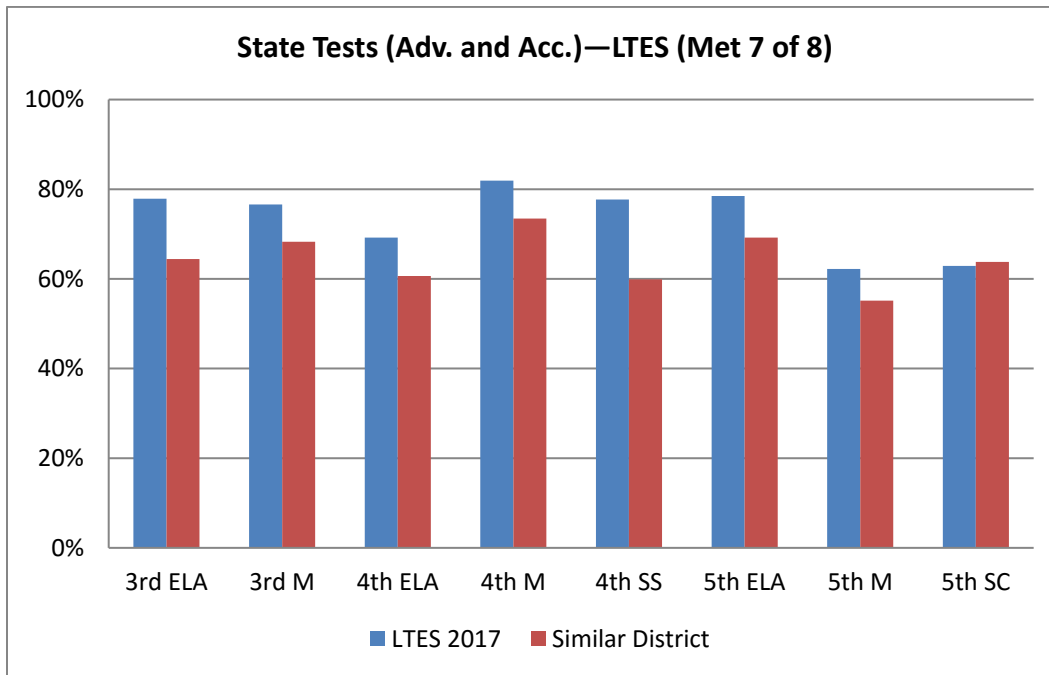


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LTES 2017	77.9%	76.6%	69.2%	81.9%	77.7%	78.5%	62.2%	62.9%
LTES 2016	67.9%	82.4%	64.2%	87.1%	75.9%	67.0%	60.4%	73.2%
LTES 2015	88.3%	71.1%	74.5%	66.4%	62.6%	81.8%	71.6%	67.9%

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Similar District Comparison Group

There are twenty school districts the state of Ohio determines are most like Olentangy based on several criteria. The criteria are: enrollment, percentage of poverty, median income, percentage of land that is used for agriculture, population density, percentage of minorities, and percentage of population with a college degree. Because these criteria change annually so does our group. The twenty schools in our similar district group this year are: Mason City, Dublin City, Upper Arlington City, Forest Hills Local, Lakota Local, Centerville City, Hilliard City, Beavercreek City, Worthington City, Springboro Community City, Sylvania City, New Albany-Plain Local, Hudson City, Gahanna-Jefferson City, Perrysburg Exempted Village, Avon Local, Pickerington Local, Strongsville City, Avon Lake City, and Medina City.



State Tests (Adv. and Acc.)	3rd ELA	3rd M	4th ELA	4th M	4th SS	5th ELA	5th M	5th SC
LTES 2017	77.9%	76.6%	69.2%	81.9%	77.7%	78.5%	62.2%	62.9%
Similar District	64.4%	68.3%	60.6%	73.5%	59.9%	69.2%	55.2%	63.8%

Performance Index Ranking

The following rankings represent the building’s position among all buildings with a similar grade span in the State of Ohio, based on the Performance Index Score. There were 652 elementary schools with similar grade span and available data at the time of this report.

Performance Index	16-17	15-16	14-15	13-14	12-13
LTES rank among all buildings	22	21	17	37	49
LTES within top % of the State	3.4%	3.4%	2.6%	5.6%	7.4%