

PRO OHIO

Smarter diagnostics. Faster results. Better scores.

The Leader in Ohio-Focused Diagnostics

1a.NSM4.pdf
See pg. 1a

What Is *PRO*-Ohio?

A Benchmark/Indicator-driven Learning Tool

Designed to help teachers prepare students for success on...

→ Ohio Achievement Tests → Ohio Graduation Test

TEST TYPES:

- ◆ Long-cycle paper tests (2 per subject per grade level)
- ◆ Short-cycle web tests (1 per indicator, subject, grade level)

2

How Does *PRO*-Ohio Work?

PRO-Ohio offers two paper-pencil diagnostic tests for each subject in grades 2-10.

↓

Form A

◆ Administered in September

Form B

◆ Administered in January

◆ *PRO*-Ohio uses the same format as the Ohio Achievement Tests.

◆ These paper-pencil diagnostics are enhanced with weekly Indicator-specific, Short-Cycle Web Tests (SCWT).

1b-1e.M4aDemo.pdf
See pg. 1b - 1e

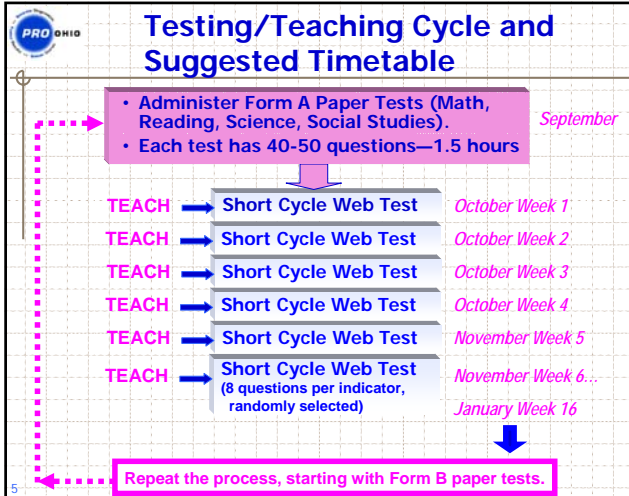
3

Why *PRO*-Ohio?

- Ease of use
- Teacher time sensitive
- Ohio-only
- Both paper & web-based
- Tightly aligned to OAT & OGT
- Professional Development
- 3-5 day turnaround on the paper test data

How is this done?

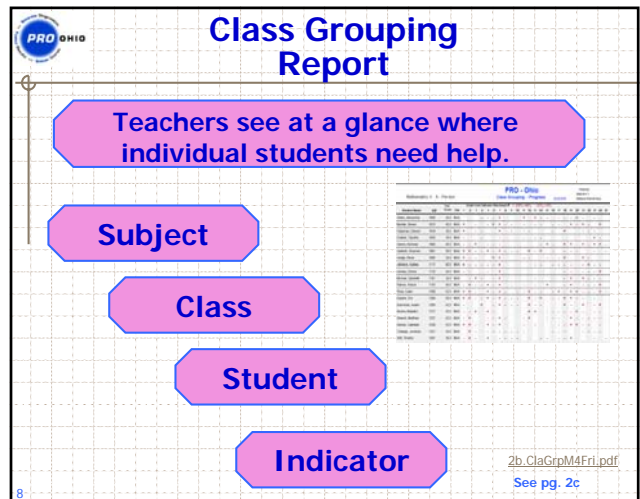
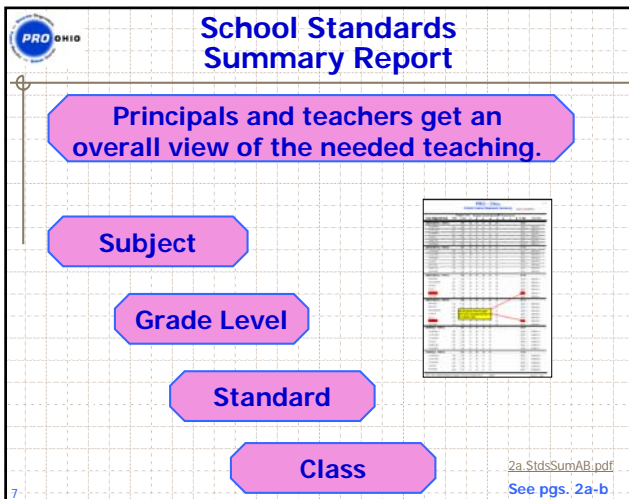
4



Short Cycle Web Test

Following each round of teacher instruction...

- ◆ Students log on and complete one or two Indicator-specific web tests, immediately updating their achievement profiles.
- ◆ Each test (8 random questions) requires no more than 10-15 minutes to complete.



PRO - Ohio
School Content Standards Summary

#R-9

Batavia Elementary

Test Subject/Form	Student -Test		Academic Content Standard # / Percent Correct								Test-Run
	TID#	Count	1	2	3	4	5	6	7	8 % Av.	
Mathematics 3 Form A	118		53	54	46	41	53			50.12	
BELL	181	23	52	54	52	41	52			50.6	Math3A-1
DREYFUS	221	15	58	57	48	40	52			52.4	Math3A-1
FANZER	101	20	60	57	47	37	59			53.4	Math3A-1
FOLSON	261	21	47	47	39	39	52			45.3	Math3A-1
FORD	201	18	53	61	47	39	44			49.7	Math3A-1
GAMPLE	241	21	51	51	44	46	56			50.0	Math3A-1
Mathematics 4 Form A	126		43	29	34	52	37			39.49	
FINKLE	301	23	39	27	39	50	33			37.7	Math4A-1
FRIEND	141	19	50	26	31	51	36			40.0	Math4A-1
GARRETT	121	24	41	27	33	47	32			36.9	Math4A-1
KELL	281	22	35	32	35	53	36			37.5	Math4A-1
MANNLY	321	16	48	23	28	56	36			39.3	Math4A-1
SMITH	161	22	50	36	37	54	51			45.9	Math4A-1
Reading 3 Form A	145		62	52	55	51				55.01	
BELL	182	26	63	50	55	51				54.8	Read3A-1
DREYFUS	222	24	70	62	63	50				61.0	Read3A-1
FANZER	102	25	62	56	59	54				57.6	Read3A-1
FOLSON	262	26	55	48	47	48				49.8	Read3A-1
FORD	202	20	65	54	57	54				57.2	Read3A-1
GAMPLE	242	24	57	46	52	48				50.4	Read3A-1
Reading 4 Form A	125		55	61	57	59				58.46	
FINKLE	302	23	49	55	52	57				54.0	Read4A-1
FRIEND	142	18	53	58	57	59				57.3	Read4A-1
GARRETT	122	24	59	64	57	60				60.1	Read4A-1
KELL	282	22	55	61	57	60				58.5	Read4A-1
MANNLY	322	16	53	62	55	62				58.8	Read4A-1
SMITH	162	22	60	65	64	59				62.0	Read4A-1
Total Count	514										Group Av.

The data, from Paper test A, for this report is returned a few days after the scan-sheets are sent. This is a 1 page summary by Standard and Class of what your school knows and doesn't know. This is starting point data for the year that the teachers will start building from this point on until the form "B" test given in January.

2 a

PRO-Ohio
Test Standards & Indicators/Benchmarks

#K-2

Test Key: M4A
Mathematics 4

Date Modified: 11/24/05

Date Created: 04/24/05

STANDARDS:

- 1. Number Sense, Operations
- 2. Measurement
- 3. Geometry & Spatial Sense
- 4. Patterns, Functions, Algebra
- 5. Data Analysis & Probability

Grade Level Indicators:

- NUM 1:[1-5]Identify, generate equivalent fractions, decimals; compare common fractions
- NUM 2:[2-3]Use place value to compare whole numbers, decimals; round whole numbers
- NUM 3:[4] Identify, represent factors and multiples of whole numbers, classify prime & composite
- NUM 4:[6] Use associative & distributive properties to simplify and perform computations
- NUM 5:[7-8]Recognize division may be used to solve problems, interpret remainders; count
- NUM 6:[9] Estimate results of computations of whole numbers, fractions, decimals
- NUM 7:[10] Add and subtract decimals and common fractions with like denominators
- NUM 8:[12-14]Analyze and solve multi-step problems; demonstrate fluency w/1- & 2-digit
- MEA 9:[1-5]Relate number of units to size of units used to measure; make simple unit
- MEA 10:[2-3]Describe perimeter, area, volume; identify and select appropriate units to measure
- MEA 11:[4] Find perimeter, area, volume
- MEA 12:[6] Solve, verify solutions to multi-step problems involving measurement
- GEO 13:[1] Identify, describe intersecting, parallel, perpendicular lines & line segments
- GEO 14:[3] Identify similarities and differences of quadrilaterals
- GEO 15:[4] Identify, define triangles based on angle measures and side lengths
- GEO 16:[5-6]Describe points, lines, planes; specify location and plot ordered pairs on coordinate
- GEO 17:[7] Identify, use reflections, rotations, and translations in solving geometric problems
- PAT 18:[1-2]Use models, words to describe, extend patterns & relationships; analyze patterns using
- PAT 19:[3-6]Construct table of values to solve mathematical relationship; describe how one
- PAT 20:[4] Use rules & variables to describe patterns and other relationships
- PAT 21:[5] Represent mathematical relationships with equations or inequalities
- DAT 22:[2-5]Represent and interpret data using tables, graphs, plots, Venn diagrams; compare,
- DAT 23:[6-8]Describe data range, clumps, holes; identify median; use range, median, mode, to
- DAT 24:[9-12]Conduct probability experiments, draw conclusions; represent likelihood of
- DAT 25:[13] List & count possible combinations using 1 member from several sets, containing 2

This is a cornerstone report that all reports are interpreted from. The red areas are connected. The 2. Measurement standard shows the 4 indicators for Measurement. The number in []'s is the ODE specific indicator. Notice we sometimes combine several indicators. We refer to the 25 as power indicators because they have historically been asked on the OAT and OGT.

2 b

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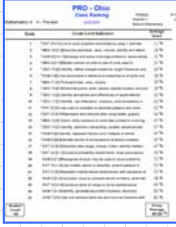
Class Ranking Report

Teachers can do informed instructional planning for the next 16 weeks.

Subject

Class

Indicator



3a.RankM4aFri.pdf
See pg. 3a

9

PRO OHIO

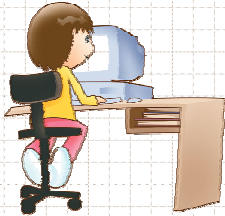
Review (example)

- ◆ **9-12: Week of testing**
Scan sheets sent Friday the 15th
- ◆ **9-17: Scan-sheets processed**
Data returned via email on 19th
- ◆ **9-19: Principal prints**
*1 - page summary
2 - reports for each teacher and class*
- ◆ **9-22: Professional Development**
*Consultants assist teachers in creating a 16 week plan
Introduce Short-Cycle Web Tests (SCWT)*

10

PRO OHIO

A Sample Short-Cycle Web Test



11

PRO OHIO

PRO-Ohio Student Test Page

SOC.STUDIES | MATH | READING | SCIENCE | WRITING | PROgress Report | LOGOUT

AVAILABLE TESTS
PRO-TEACHER GRADE
(Refresh Test List)

(GREEN)
Student scored 40%-79% on this indicator test

(GRAY)
Student scored 80% or higher on this indicator test

(BLUE)
Student scored <40% on this indicator test

01: Use ratios and percents ®
02: Equiv. fractions, decimals, percents
03: Round (decs/fracs); est. wh. numbs
04: Identify perfect squares & roots
05: Graph numbers < 0 (number line)
09: Use formulas (peri., area, volume)
10: Linear, square, cubic units (compute)
11: Circles, radius, diameter, center, pi
12: Language to describe geometric parts
13: Congruent figures
14: Sum of interior angles (tri & quad)
15: Coordinate system incl neg. numbers
16: Predict 3-d obj from 2-d net
17: Rule for pattern or function (variable)
18: Interpret equations & inequalities
19: Plot points on graphs & circles
23: Use range, mean, median, mode
24: Explain possible outcomes
25: Probability of events ratio, betw 0 and 1

■ = greater than 79% ■ = between 40% and 80% ■ = less than 40% (review)

12

PRO - Ohio Class Ranking

Mathematics 4 A - Pre-test

9/26/2005

FRIEND
Math4A-1
Batavia Elementary

140
141

Rank	Grade Level Indicators	Average Score
1	* DAT 25:[13] List & count possible combinations using 1 member	11 %
2	* MEA 10:[2-3] Describe perimeter, area, volume; identify and select	16 %
3	* NUM 8:[12~14] Analyze and solve multi-step problems; demonstrate	21 %
4	* MEA 9:[1~5] Relate number of units to size of units used to	21 %
5	* GEO 15:[4] Identify, define triangles based on angle measures and	24 %
6	* NUM 4:[6] Use associative & distributive properties to simplify and	26 %
7	* MEA 11:[4] Find perimeter, area, volume	29 %
8	* GEO 16:[5-6] Describe points, lines, planes; specify location and plot	29 %
9	* GEO 14:[3] Identify similarities and differences of quadrilaterals	32 %
10	* GEO 17:[7] Identify, use reflections, rotations, and translations in	32 %
11	* PAT 20:[4] Use rules & variables to describe patterns and other	32 %
12	* DAT 22:[2-5] Represent and interpret data using tables, graphs,	34 %
13	* MEA 12:[6] Solve, verify solutions to multi-step problems involving	37 %
14	* GEO 13:[1] Identify, describe intersecting, parallel, perpendicular	37 %
15	* NUM 3:[4] Identify, represent factors and multiples of whole	45 %
16	* NUM 6:[9] Estimate results of computations of whole numbers,	45 %
17	* DAT 23:[6-8] Describe data range, clumps, holes; identify median;	47 %
18	* DAT 24:[9-12] Conduct probability experiments, draw conclusions;	50 %
19	NUM 5:[7-8] Recognize division may be used to solve problems,	55 %
20	PAT 18:[1-2] Use models, words to describe, extend patterns &	55 %
21	PAT 21:[5] Represent mathematical relationships with equations or	55 %
22	NUM 2:[2-3] Use place value to compare whole numbers, decimals;	58 %
23	PAT 19:[3~6] Construct table of values to solve mathematical	63 %
24	NUM 1:[1~5] Identify, generate equivalent fractions, decimals;	63 %
25	NUM 7:[10] Add and subtract decimals and common fractions with	84 %

**Student
Count
19**


**Group
Average
40.00 %**

Results from the Form A test: Most important Class report that will drive instruction for the next 16 weeks. After 16 weeks Form B is given.

PRO OHIO 8 Questions Randomly Chosen From Question Bank

Q's
 (1)
 (2)
 (3)
 (4)
 (5)
 (6)
 (7)
 (8)

Q.4:
 Which is a formula for the perimeter (P) of one side (S) of the cube?



(A) $P = S^2$
 (B) $P = S + S$
 (C) $P = 4 + S$
 (D) $P = 4S$

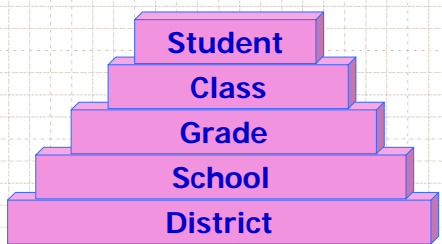
Previous **Next**

Finish Test / Submit Answers

13

PRO OHIO PROgress Report

A subject-by-subject progress report can be generated for...



Students, parents, teachers, principals and central-office administrators can view weekly, monthly and/or yearly progress.

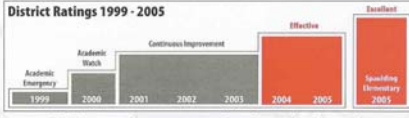
4a.PROgressM4.pdf
 See pg. 4a

14

PRO OHIO Does it Work?

Goshen Schools: Stepping up to the challenge

Goshen School District continues its steady climb towards the ultimate goal of a district-wide rating of Excellent on the Ohio Report Card. The chart to the right illustrates district progress from 1999 to present.



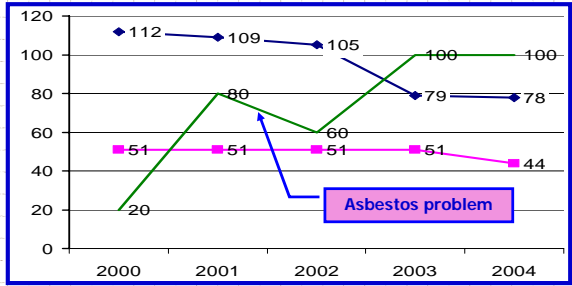
the web! <http://www.goshenlocalschools.org>

"Goshen School District continues its steady climb towards the ultimate goal of a district-wide rating of 'Excellent' on the Ohio Report Card. The chart illustrates district progress from 1999 to present."

15

PRO OHIO Does it Work? (con't.)

Batavia Elementary: Resources/Performance Chart



Year	Budget x \$1,000	Number of Teachers	% of 4th Grade Standards Met
2000	112	51	20
2001	109	51	80
2002	105	51	60
2003	79	51	100
2004	78	44	100

Asbestos problem

16

PROgress Report

This report covers 4 months of PROgress for Ms. Friend's Math 4 class (starting on 9/30 and ending 1/27)

End Date: Friday, January 27, 2006 Current Time: 1:58 P
Grade: 4 Subject: Math Form Type: A
District: Batavia Schools School: Batavia Elementary
Teacher: K O Brien Class: 141 Student: All

The 9/30 column represents starting point data from the Form A paper test.

Indicator/Benchmark

	9/30	12/30	1/6	1/13	1/20	1/27
NUM 1: Identify, generate equivalent fractions, decimals; compare common fractions	63.2	57.8	57.8	57.8	57.8	57.8
NUM 2: Use place value to compare whole numbers, decimals; round whole numbers	57.9	87.9	87.9	87.9	87.9	87.9
NUM 3: Identify, represent & composite	44.7	81.5	81.5	81.5	81.5	80.8
NUM 4: Use associative properties in computations	26.3	78.7	78.7	78.7	78.7	80.1
NUM 5: Recognize division may be used to solve problems, interpret remainders; count	55.3	58.5	58.5	70.1	85.3	85.3
NUM 6: Estimate results of computations of whole numbers, fractions, decimals	44.7	77.8	77.8	77.8	77.8	77.8
NUM 7: Add and subtract decimals and	84.2	82.2	82.2	80.9	80.9	80.9
NUM 8: Analyze and solve multi-step problems; demonstrate fluency w/1- & 2-digit	21.1	20.3	20.3	20.3	42.0	34.7
MEA 9: Relate number of units to size	21.1	21.1	21.1	21.1	23.0	23.0
MEA 10: Describe perimeter, area, volume; identify & select appropri. units to measure	15.8	15.8	15.8	15.8	15.8	73.4
MEA 11: Find perimeter, area, volume	28.9	28.9	28.9	28.9	28.9	81.5
MEA 12: Solve, verify solutions to multi-step problems involving measurement	36.8	36.8	36.8	36.8	37.5	37.5
GEO 13: Identify, describe intersecting, parallel, perpendicular lines & line segments	36.8	71.5	71.5	71.5	71.5	74.2
GEO 14: Identify similarities and differences of	31.6	78.4	78.4	78.4	78.4	87.4
GEO 15: Identify, define triangles based on angles	23.7	73.6	73.6	73.6	73.6	74.9
GEO 16: Describe points, lines, planes; specify location & plot ord. pairs coord.	28.9	72.3	72.3	72.3	72.3	76.2
GEO 17: Identify, use reflections, rotations, & translations in solving geom. problems	31.6	31.6	31.6	71.6	71.6	76.1
ALG 18: Use models, words to desc., extend. patterns & relat.; analyze patterns	55.3	85.9	85.9	85.9	85.9	85.9
ALG 19: Use mathematical relationship; describe how one	63.2	61.2	61.2	64.7	79.8	79.8
ALG 20: Describe patterns and other relationships	31.6	68.6	68.6	68.6	68.6	71.2
ALG 21: Represent mathematical relationships w/equations or inequalities	55.3	55.3	55.3	55.3	55.3	57.2
DAT 22: Represent & interpret data using tables, graphs, plots, Venn diag.; comp.	34.2	79.3	79.3	79.3	79.3	79.3
DAT 23: Describe data range, clumps, holes; identify median; use range, median, mode,	47.4	83.8	83.8	83.8	87.8	87.8
DAT 24: Conduct probability experiments, draw conclusions; represent likelihood of	50.0	50.0	50.0	50.0	50.0	50.0
DAT 25: List & count possible combinations using 1 member from several sets, containing 2	10.5	10.5	10.5	10.5	10.5	10.5

Columns 12/30 through 1/27 represent the short-cycle web test PROgress for the last 5 weeks.

Blue score = > 3 pt increase from previous week

Pink score = >3 point decrease from previous week.

During the week of 1/27 most of the class growth occurred in indicators 10 and 11.

Typically only 1 or 2 of the 25 indicators will change each week.

Averages:

Weekly Student Count:

Weekly PROgress:

Weekly Goal to reach 60% after 16 weeks:

Final Student Count 19

Class average from the Sept. pencil paper test Form A.

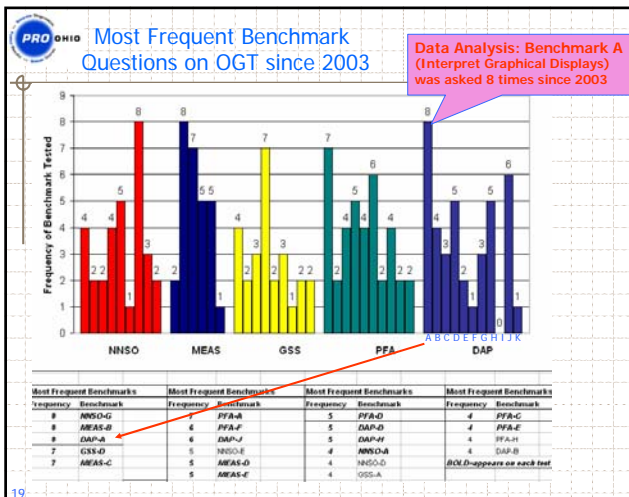
The week of 1/27 showed a nice 5.2 increase (63.3 + 5.2 = 68.5) in the class average.

PRO OHIO A few of the user's ...

- ◆ Batavia Schools
- ◆ Goshen Local Schools
- ◆ Milford Exempted Village
- ◆ Jackson Center Schools
- ◆ Kettering City Schools
- ◆ Hamilton City Schools
- ◆ Mentor City Schools
- ◆ Kirtland Schools
- ◆ Great Oaks Career & Technical Center...

PRO OHIO To Review: Why *PRO*-Ohio?

- ✓ *Ease of use*
- ✓ *Teacher-time sensitive*
- ✓ *Ohio-only system*
- ✓ *Both paper & web-based*
- ✓ *Professional Development*
- ✓ *3-5 day turnaround on paper test data*
- ✓ *Tightly aligned to OGT & OAT*



PRO OHIO What Most Makes *PRO*-Ohio Unique?

Alignment!

Alignment!

Alignment!