



# Ohio

Guide to 2018

## Ohio School Report Cards



This guide provides an overview and explanation of the key components of the 2018 Ohio School Report Cards.

The six components are Achievement, Gap Closing, Improving At-Risk K-3 Readers, Progress, Graduation Rate and Prepared for Success. Districts and schools receive A-F grades on each of the six components and most of the individual measures. Measures receive grades as they have previously. For the first time, districts and schools will be assigned overall letter grades.

Report cards are designed to give parents, communities, educators and policymakers information about the performance of districts and schools – to celebrate success and identify areas for improvement. This information identifies schools to receive intensive supports, drives local conversations on continuous improvement and provides transparent reporting on student performance. The goal is to ensure equitable outcomes and high expectations for all of Ohio's students.

Report cards are only one part of the story. To get a fuller picture, we encourage you to visit schools, talk to educators, parents and students, and review the school's or district's webpage. A lot of great things are happening every day in Ohio's schools!

[reportcard.education.ohio.gov](https://reportcard.education.ohio.gov)

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## How well is Ohio's education system performing?

In Ohio's Strategic Plan for Education, *Each Child, Our Future*, the focus is on meeting the needs of the whole child. These needs include academic knowledge, but also leadership, reasoning and social-emotional skills that serve students as they become contributing members of society. Each day, 1.7 million students are supported by thousands of caring educators as they grow to become Ohio's future. Educators work hard, in collaboration with parents, community organizations, businesses and other partners, to prepare students for success in an ever-changing world.

In classrooms across the state, our students are engaged and excited about learning and participating in well-rounded educational experiences. All of them have their own potential, inspiration, passions and pathways to success. It is our obligation to tend to the needs of each individual child and give each student the necessary tools that will last far beyond their years in Ohio's preK-12 education system.

The Ohio School Report Cards look at one part of the educational experience of Ohio's students — the academic part. The realities of the future demand that Ohio set high expectations for what students should know and be able to do by the time they graduate from high school. The obligation of the education system is to work diligently to help students reach those expectations. That's why Ohio issues annual report cards for every public district and school, based on student academic performance and growth as measured by state tests. The state, local communities and Ohio's citizens want to understand how well the education system is performing with regard to student academic achievement.

The report cards are not the only measure of the success or accomplishments of a school or district. Visiting schools and talking to parents, students, teachers and graduates can paint a more complete picture of the educational experience. To help shed light on these other aspects of school quality, for every district that requested it, we included a link to a profile page on which districts describe the unique qualities and accomplishments that make them proud.

As we've seen happen over time, schools and districts, as well as policymakers, will use the report cards to support ongoing discussions about school performance and to make well-informed decisions about teaching and improvement strategies. We're proud of the dedication people bring to these discussions and are confident that by working together and identifying effective practices, we'll create a bright and fulfilling future for our children and our state.



*Tess Elshoff*  
**Tess Elshoff**  
 President, State Board of Education

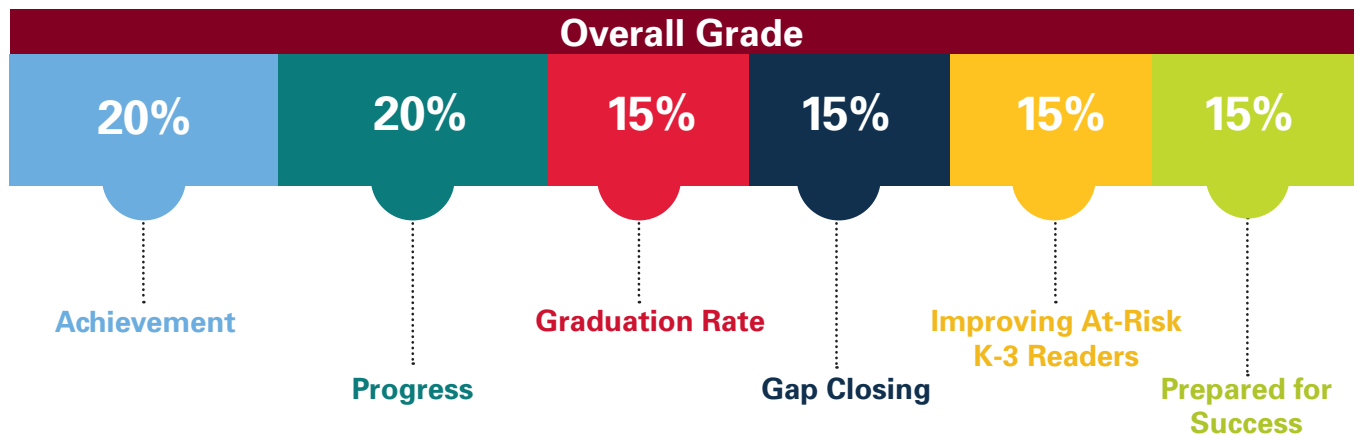


*Paolo A. DeMaria*  
**Paolo DeMaria**  
 Superintendent of Public Instruction

## What's new in Ohio School Report Cards for 2018?

### Overall Letter Grades for Schools and Districts

For the first time, schools and districts will be assigned overall letter grades. The overall grade is calculated by using results in the six components: Achievement, Progress, Gap Closing, Improving At-Risk K-3 Readers, Graduation Rate and Prepared for Success. When a school or district has letter grades for all six components, the overall grade is determined using the following weights:



For more detailed technical documentation on the report card, including calculations and statutory requirements, please visit [education.ohio.gov](http://education.ohio.gov) and search *Report Card Resources*.

## What do Ohio School Report Cards measure?

Schools and districts report information for the Ohio School Report Cards on specific measures within six broader components. The components are Achievement, Progress, Gap Closing, Graduation Rate, Improving At-Risk K-3 Readers and Prepared for Success. Schools and districts earn letter grades on each of the six components, most of the individual measures and an overall summative rating. This helps give Ohio parents and schools a snapshot of the quality of education they are providing their students.



### Achievement

The Achievement component of the report card represents the number of students who passed the state tests and how well they performed on them. A new indicator this year measures the percentage of students who miss too much school.



### Progress

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



### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for all students, especially our most vulnerable populations of students, in English language arts, math and graduation, and how they are doing in teaching English learners to become proficient in English.



### Graduation Rate

The Graduation Rate component looks at the percentage of students who are successfully finishing high school with a diploma in four or five years.



### Improving At-Risk K-3 Readers

The Improving At-Risk K-3 Readers component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond. Third Grade Reading Guarantee Promotion rate information also is found here.



### Prepared for Success

The Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities, whether training in a technical field or preparing for work or college.

## How do I use this information?

Examine the grades for your district or school. Ask questions about what you see.

### Achievement



The Achievement component represents the number of students who passed the state tests and how well they performed on them. Two new indicators are included in the 2018 measures — the Chronic Absenteeism Improvement Indicator and the End-of-Course Improvement Indicator

#### What is being graded?

1. Indicators Met – How did students perform on state tests?
2. Performance Index – How well did students perform on the tests overall?

#### Why is this important?

- It shows if students are meeting grade-level expectations.
- It shows how far above or below grade-level expectations students performed.

#### What is an A?

- Your school or district must exceed state standards.
- The grade will improve as students score higher on tests.

#### Questions to ask

- Which students are performing well and which are not?
- In which subjects and grades are students doing well? Why?
- In which subjects and grades are students not doing well? Why?
- Which districts, similar to ours, are doing better than we are? What are they doing?
- Does my school have a high percentage of students who miss a lot of school? Why?



### Progress

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

#### What is being graded?

Progress of:

1. All students;
2. Gifted students;
3. Lowest 20 percent of students in achievement; and
4. Students with disabilities.

#### Why is this important?

- All students should make progress in each subject or they will fall behind.
- Making progress is the expectation of parents and the community.

#### What is an A?

- The group of students makes more than expected progress.

#### What is a C?

- The group of students makes expected progress.

#### Questions to ask

- Which students are making progress and which are not?
- How can we change instruction for groups that are not making progress every year?
- Which districts, similar to ours, are doing better than we are? What are they doing?



## 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, so that all of Ohio's students can be successful. It also measures how well schools are teaching English learners to become proficient in English.

### What is being graded?

How does the performance of student groups in my district or school compare to a state goal?

### Why is this important?

Every student should have success with foundational knowledge. When groups of students are not succeeding, educators need to review why and make changes.

### What is an A?

Students are demonstrating high performance or significant improvement from the prior year.

### Questions to ask

- How are different groups of students performing?
- How can we improve instruction for groups that are not succeeding?
- Are students whose native language is not English making progress in becoming proficient in English?
- Which districts, similar to ours, are doing better than we are? What are they doing?



## Graduation Rate

The Graduation Rate component looks at the percentage of students who are successfully finishing high school with a diploma in four or five years.

### What is being graded?

1. Four-Year Graduation Rate – How many students graduated in four years or less?
2. Five-Year Graduation Rate – How many students graduated in five years or less?

### Why is this important?

Almost all jobs require skills and education beyond a high school diploma. Measuring the five-year rate gives districts credit for helping students who just missed graduating on time finish their diplomas.

### Questions to ask

- What are the reasons students are not graduating?
- Are there certain subjects that are holding students back?
- What are we doing to grow the number of students who graduate?
- Which districts, similar to ours, are doing better than we are? What are they doing?

## Improving At-Risk K-3 Readers



The Improving At-Risk K-3 Readers component looks at how successful the district and school are at getting struggling readers on track to proficiency in third grade and beyond.

### What is being graded?

The measure looks at students who are not on track on the kindergarten diagnostic and gives credit for those students who improve to on track following the first-grade diagnostic. Similarly, it measures improvement from the first- to second-grade diagnostics, second- to third-grade diagnostics and from the third-grade diagnostic to the third-grade state test.

### Why is this important?

Literacy in early grades predicts how students will do throughout the remainder of their school careers.

### What is an A?

All students who are not on track in reading receive interventions and improve to being on track.

### Questions to ask

- What are we doing to help our struggling readers?
- Do we have specialists, intervention services or outside assistance in place to meet the needs of struggling readers?
- How many students enter our schools struggling to read and how successful are we in helping them catch up?
- Which districts, like ours, are doing better than we are? What are they doing?

## 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 future opportunities.

### What are the measures?

Primary measures:

- College entrance exam remediation-free scores (ACT/SAT);
- An honors diploma; or
- An industry-recognized credential or group of credentials worth 12 points.

Bonus measures:

- Advanced Placement tests scores;
- International Baccalaureate tests scores; or
- College Credit Plus credits.

### Why is this important?

- Graduation is not enough. Students must be prepared for further education or work after high school.
- Whether training in a technical field or preparing for work or college, these indicators measure preparedness.

### Questions to ask

- Which of the elements in the Prepared for Success component are our schools providing?
- Why are we not offering other elements?
- Are those moving on to college able to do college-level work immediately?
- How do we inform parents and encourage students to get involved in these opportunities?
- Are all groups of students accessing these opportunities?



# Understanding Ohio School Report Cards



## Achievement Component

**Measures:** **Indicators Met**  
**Performance Index**

**Description:** The Achievement component represents the number of students who passed the state tests and how well they performed on them. This component includes three additional performance indicators — Chronic Absenteeism Improvement, End-of-Course Improvement and Gifted Indicator.

The **Performance Index** measures the achievement of every student, not just whether or not they reach “proficient.” Districts and schools receive points for every student’s level of achievement. The higher the student’s level, the more points the school earns toward its index. This rewards districts and schools that improve the performance of highest- and lowest-performing students.

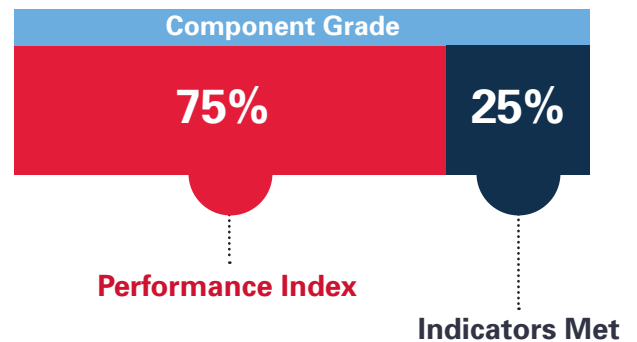
The **Indicators Met** measure represents student performance on state tests. It is based on a series of up to 23 state tests that measure the percent of students proficient or higher in a grade and subject. Schools and districts also are evaluated on the Gifted Indicator, the Chronic Absenteeism Improvement Indicator and an End-of-Course Improvement Indicator, giving districts and schools up to 26 possible indicators.

**New this Year:** Two new indicators are included in the Indicators Met measure. The Chronic Absenteeism Improvement Indicator measures the number of students who are chronically absent (defined as missing at least 10 percent of the school year) and the efforts to reduce that number. The End-of-Course Improvement Indicator measures the performance and improvement on retaken end-of-course tests.

| A-F Rating: | Score       | Letter Grade |
|-------------|-------------|--------------|
|             | 90% - 100%  | A            |
|             | 80% - 89.9% | B            |
|             | 70% - 79.9% | C            |
|             | 50% - 69.9% | D            |
|             | Below 50%   | F            |

**Component Grade:** **Performance Index** score: the level of achievement for each student on each state test. The possible levels are Advanced, Accelerated, Proficient, Basic and Limited.

**Indicators Met** score: how many students show “Proficient” knowledge on state tests in each grade and subject, and how many students meet the benchmarks established on the three additional indicators. In other words, how many students have met the basic expectations.





## Progress Component

### Measures:

#### Progress for:

- All students in the school;
- Gifted students;
- Students with disabilities;
- Students whose academic performance is in the lowest 20 percent of students statewide.

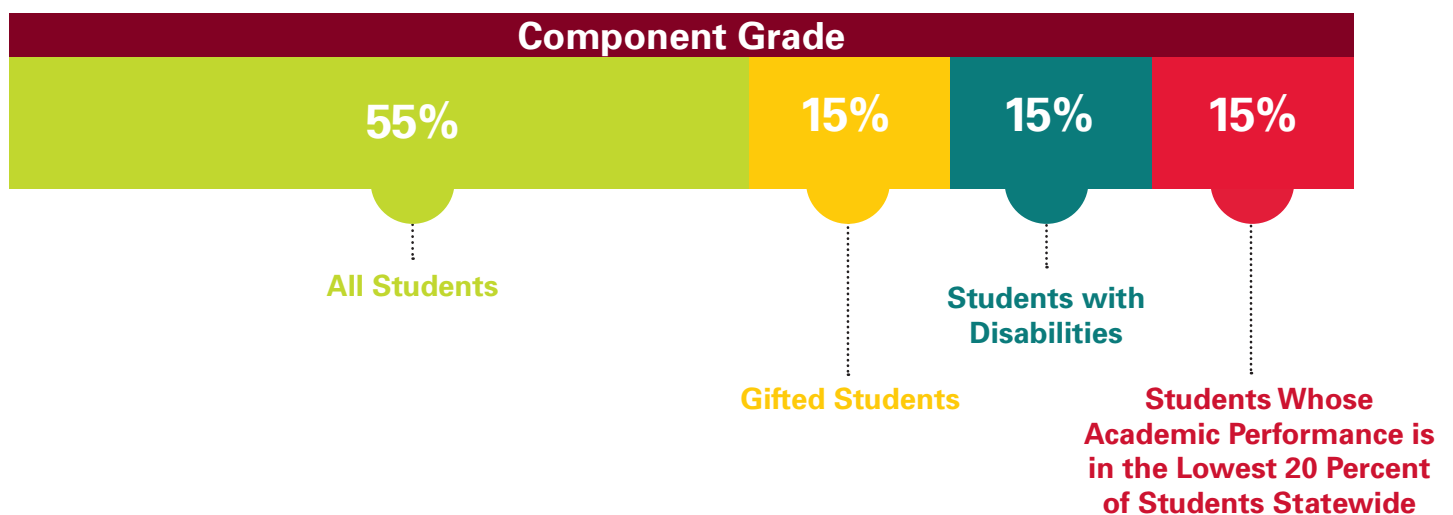
### Description:

Not all children start at the same place with their learning, but every student should learn and grow throughout the school year. Progress looks closely at the growth all students are making based on their past state test performances. All tests are used to measure growth in grades 4-8. At the high school level, only English language arts and math tests are used.

### Technical Fact:

Students' state tests are examined through a series of calculations to produce a "value-added" rating for your school or district for each of the four groups listed above.

A group that has made more than expected growth earns the school or district an A or B grade. Expected growth by a student group gives the school or district a C grade. A student group that has made less than expected growth results in a D or F grade for the school or district.





## Gap Closing Component

**Measures:** Annual Measurable Objectives

**Description:** Schools must close the achievement gaps that exist between groups of students that may be based on income, race, ethnicity or disability. This component shows how well schools are meeting performance expectations for our most vulnerable students in English language arts, math and graduation. It compares the academic performance of each subgroup against the expected performance goals for that subgroup to determine if there are gaps and whether improvement is happening. A new element to this component, English Language Proficiency Improvement, measures the improvement English learners make toward English language proficiency.

**Technical Fact:** The English Language Proficiency Improvement element, included in Gap Closing, measures only the language improvement of English learners.

A district or school cannot earn a final letter grade of A on the Gap Closing component if any of its evaluated subgroups have a math or English language arts Performance Index score lower than 60 points or a graduation rate lower than 70 percent in the current year.

The groups of students include:

- All Students;
- American Indian/Alaskan Native;
- Asian/Pacific Islander;
- Black, Non-Hispanic;
- Hispanic;
- Multiracial;
- White, Non-Hispanic;
- Economically Disadvantaged;
- Students with Disabilities; and
- English Learners.

**A-F Rating:** The targets for each group are detailed in Ohio’s approved Every Student Succeeds Act (ESSA) state plan.

| Score         | Letter Grade |
|---------------|--------------|
| 90% - 100%    | A            |
| 80% - 89.9%   | B            |
| 70% - 79.9%   | C            |
| 60% - 69.9%   | D            |
| Less than 60% | F            |



## Graduation Rate Component

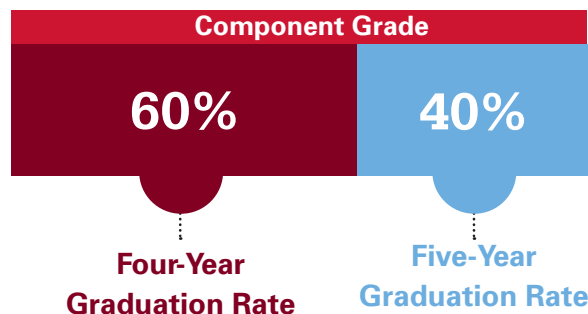
**Measures:** **Four-Year Graduation Rate**  
**Five-Year Graduation Rate**

**Description:** The Four-Year Graduation Rate includes only those students who earn diplomas within four years of entering ninth grade for the first time. The Five-Year Graduation Rate includes those students who graduate within five years of entering ninth grade for the first time.

**Technical Fact:** In 2010, Ohio transitioned to a new method of calculating the graduation rate. The federal government set this rate to allow for comparisons between Ohio and other states. The calculation for the Four-Year Graduation Rate divides the number of students who graduate high school in four years or less by the number of students who form the adjusted group for the graduating class. The calculation for the Five-Year Graduation Rate divides the number of students who graduate high school in five years or less by the number of students who form the adjusted group for the graduating class. The adjusted group includes all students who entered ninth grade for the first time four years earlier. A group is adjusted by adding any students who transfer into the group later during the ninth grade and the next three years and subtracting students who transferred out. A student can be in only one group.

**A-F Rating:** The ranges for the graduation rate measures are different and partially prescribed in law.

| Four-Year Graduation Rate |              | Five-Year Graduation Rate |              |
|---------------------------|--------------|---------------------------|--------------|
| Score                     | Letter Grade | Score                     | Letter Grade |
| 93% - 100%                | A            | 95% - 100%                | A            |
| 89% - 92.9%               | B            | 90% - 94.9%               | B            |
| 84% - 88.9%               | C            | 85% - 89.9%               | C            |
| 79% - 83.9%               | D            | 80% - 84.9%               | D            |
| Less than 79%             | F            | Less than 80%             | F            |





## Improving At-Risk K-3 Readers Component

**Measures:** Improving At-Risk K-3 Readers

**Description:** Reading is the foundation for all learning. Improving At-Risk K-3 Readers (formerly known as K-3 Literacy Improvement) looks at how successful the school and district are at getting struggling readers on track to proficiency in third grade and beyond.

The measure and component relate to Ohio’s Third Grade Reading Guarantee, which aims to make sure all students are reading at grade level by the end of third grade. The guarantee drives attention to students from kindergarten through third grade who are struggling readers and makes sure they get the help they need to succeed in reading. Through this initiative, districts and schools diagnose reading issues, create individualized reading improvement and monitoring plans, and provide intensive reading interventions.

Improving At-Risk K-3 Readers uses results from two assessments: a reading diagnostic given to all students in kindergarten through grade 3 at the beginning of the school year and Ohio’s state third grade English language arts test given to third-graders twice during the school year.

**Technical Fact:** Any school or district that had fewer than 5 percent of its kindergartners reading below grade level at the beginning of the 2017-2018 school year will not receive a letter grade for this measure. Students who do not score Proficient or higher on the state’s third grade English language arts test and are not receiving services through a reading improvement and monitoring plan are deducted from a district’s or school’s score.

The grades for this measure and component are based on the percentage of students in each of the following situations:

- Students who were not on track in reading last year in kindergarten and now are on track in first grade;
- Students who were not on track in reading last year in first grade and now are on track in second grade;
- Students who were not on track in reading last year in second grade and now are on track in third grade; and
- Students who were not on track in reading last year at the beginning of third grade who scored “Proficient” on Ohio’s third grade English language arts test.

**A-F Rating:** State law requires the grade for the measure to be based on the prior year’s state average.

| Score           | Letter Grade |
|-----------------|--------------|
| 78.3% - 100%    | A            |
| 56.6% - 78.2%   | B            |
| 34.9% - 56.5%   | C            |
| 13.2% - 34.8%   | D            |
| Less than 13.1% | F            |



## Prepared for Success Component

**Measures:**

**College entrance exam (ACT/SAT)  
Honors Diploma  
Industry-recognized credentials**

**Advanced Placement  
International Baccalaureate tests  
College Credit Plus**

**Description:**

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 future opportunities.

Using multiple measures for college and career readiness enables districts to showcase their unique approaches to prepare students for success after high school. For example, some school districts may focus on Advanced Placement courses while others focus on College Credit Plus credits.

**New this Year:** This is the third, and final, year where the component grade scale increased.

**Technical Fact: Primary measures**

A district earns 1 point for every student who earns any of the following:

1. ACT or SAT remediation-free scores;\*
2. An Honors Diploma; or
3. Twelve points through an industry-recognized credential or group of credentials in one of 13 high-demand career fields.

*\*If a student achieves more than one of the above, the district still earns 1 point for that student.*

**Bonus measures**

For every student who earns 1 point plus one of the following, a district earns 0.3 additional points:

1. Advanced Placement tests – Scores 3 points or more on at least one test;
2. International Baccalaureate tests – Scores 4 points or more on at least one test; or
3. College Credit Plus – Earns at least 3 credits.

*\*If a student achieves more than one of the above, the district still earns 0.3 bonus points for that student.*

Add the total points the district earned on the six measures, then divide that number by the total number of students in the adjusted classes of 2016 and 2017. The maximum points possible are 1.3 per student.

**A-F Rating:**

| Score           | Letter Grade |
|-----------------|--------------|
| 93% - 100%      | A            |
| 75% - 92.9%     | B            |
| 60% - 74.9%     | C            |
| 40% - 59.9%     | D            |
| Less than 39.9% | F            |

Example of what the letter grade calculation looks like:

$$\frac{\text{Points district earned}^1}{\text{Students in adjusted classes of 2016 and 2017}^2} = \frac{762}{1,000} = 76.2\% = \mathbf{B}$$

\*Ohio’s university presidents set these scores, which are subject to change.

<sup>1</sup> Based on six measures.

<sup>2</sup> All students who started ninth grade five years ago (class of 2016) plus those who started ninth grade four years ago (class of 2017). Both numbers are adjusted by adding in students who moved into the district – and by subtracting those who moved out – since ninth grade began.

# Other Report Card Information



## Gifted Students

This information identifies the number of a district’s or school’s students who are identified as gifted and how many of them are receiving gifted services. Additionally, it shows how gifted students are performing academically. You can find this information in the Achievement component.

Example:



Met

Indicator

## Gifted Students

All Achievement

The Gifted Students data and Indicator highlight the opportunities for and performance of gifted students. The dashboard answers several questions: How many students are identified as gifted and in what categories? How many of those students are receiving gifted services? How well are those gifted students performing? The Gifted Indicator measures whether opportunity and performance expectations are being met for gifted students.

### Gifted Indicator

Overview Performance Index Gifted Inputs

The Gifted Indicator is derived from three components: Gifted Value Added, the Performance Index for gifted students, and a Gifted Inputs score.

#### Gifted Value Added

|                    |       |
|--------------------|-------|
| Value Added Grade: | A     |
| Enrollment         | 1,156 |
| Value Added Met?   | Met   |

Districts must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component. A grade of NR results in Not Met if the district has an Enrollment of 600 or more.

#### Gifted Performance Index

|                        |         |
|------------------------|---------|
| Performance Index:     | 120.544 |
| Performance Index Met? | Met     |

Districts with at least 10 unique students in the Gifted Performance Index calculation must score 117.0 or better to meet the Gifted Performance Index component.

#### Gifted Inputs

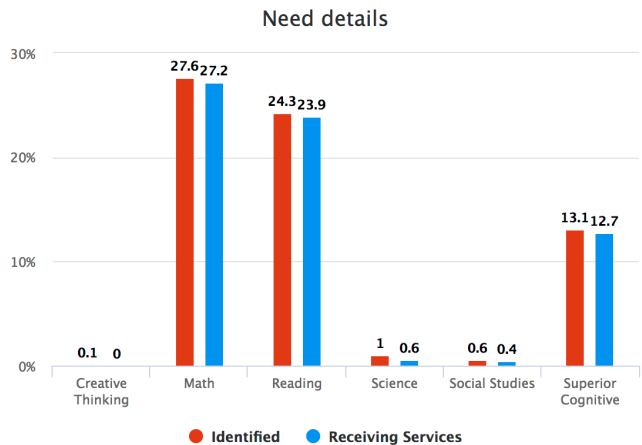
|                   |      |
|-------------------|------|
| Total Points:     | 89.0 |
| Gifted Input Met? | Met  |

Points are earned based on identification and services provided to gifted students. Districts must earn at least 80 points out of a possible 100 to meet the Gifted Inputs component.

### Additional Information on Identification and Services

Identification and Services Screening and Acceleration

All Grades





## Chronic Absenteeism Improvement Indicator

**Measures:** Chronic Absenteeism Improvement Indicator

**Description:** It is important for every student in Ohio to attend school every day. Missing too much school has long-term, negative effects on students, such as lower achievement and graduation rates. When students are not at school, they cannot benefit from the instructional resources and supports schools provide. Students miss school for many different reasons, such as chronic health issues, family commitments, lack of social and emotional support, or safety issues. Whether excused or unexcused, missing too much school has detrimental effects on a student's learning trajectory. This indicator is key to helping districts and schools identify trends to assist in directing supports geared toward students needs.

In Ohio's approved Every Student Succeeds Act (ESSA) plan, chronic absenteeism was identified as the additional measure of school quality or student success because there is a significant body of research around the impact of chronic absenteeism on academic performance. Research supports that chronic absenteeism, defined as missing at least 10 percent of the instructional time for any reason – excused or unexcused absences – is one of the primary causes of low academic achievement. Beginning in 2017-2018, the Chronic Absenteeism Improvement Indicator will contribute to the Indicators Met measure within the Achievement component.

**Technical Fact:** Schools and districts will meet the indicator if they meet the established threshold or show improvement from the previous year by:

1. Meeting or exceeding the annual goal (13.6 percent for 2017-2018); or
2. Meeting an improvement standard relative to the starting point of each school or district.

| Baseline Chronic Absenteeism | Improvement Standard |
|------------------------------|----------------------|
| 36.7% or higher              | 1.1 percentage point |
| Lower than 36.7%             | 3%                   |

The two improvement standards allow for attainable improvement for all schools and districts – regardless of its baseline or prior-year rate. The emphasis is to highlight the data and provide crucial supports to students in an effort to increase achievement.





## End-of-Course Improvement Indicator

**Measures:** End-of-Course Improvement Indicator

**Description:** Previously, when students retook end-of-course tests, their performance was included in the indicator for the relevant test. This means the measure included first-time test takers' scores and scores from retaken tests.

The content indicators in the Indicators Met measure now only will include first-time test takers' performance, while the End-of-Course Improvement Indicator will measure performance and improvement for retaken tests. This provides long-term trends and a true picture of initial performance levels toward school and district goals.

Highlighting how schools and districts are performing on retakes in particular will shed light on efforts to provide remediation or other supports for students who did not score proficient or higher on the initial administration of the respective end-of-course tests. Students who already have scored proficient will not be addressed in the indicator in order to prevent any unintended incentives to have those students take additional tests.

**Technical Fact:** All retaken tests with initial scores of 1 or 2 (out of 5) will be included in the calculation denominator. Improving one or more levels will count as '1' in the numerator; and '0.3' bonus points will be awarded for improving two or more levels.



## English Language Proficiency Improvement Measure

**Measures:** English Language Proficiency Improvement

**Description:** To help ensure English learners' equitable access to school success, this measure accounts for how well a school or district meets its federal obligation of assisting English learners in their acquisition of English language proficiency. English Language Proficiency Improvement is one of the elements of the Gap Closing component.

The English Language Proficiency Improvement measure quantifies the improvement English learners make toward English language proficiency. The measure relates to gains in proficiency as measured by individual student performance on the Ohio English Language Proficiency Assessment (OELPA). Schools and districts identify initial level of proficiency of English learners using the OELPA. Based on a student's proficiency on the initial administration of the OELPA, a target for annual improvement is established for the student. The school and district then provides services to the student based on the student's proficiency level. When the student is administered the OELPA in the following year, each student's improvement will be measured to evaluate whether the student met or exceeded the annual improvement target.

**Technical Fact:** This measure includes only current English learners; students are no longer included once they reach proficiency on the OELPA. If a student scores proficient on the first administration of the OELPA, the student will be identified as having met the improvement target in that year.



## Financial Data

These measures answer several questions about spending and performance. How much is spent on classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

### Example:

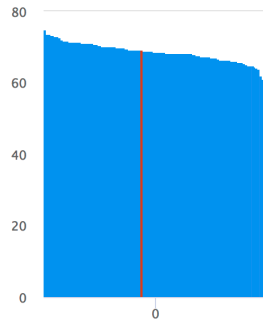
Comparison Group: **Enrollment between 2500 and 4999**

#### Spending Data

Classroom Spending
Spending per Pupil
Source of Funds

What percent of funds are spent on classroom instruction?  
**69.2%**

How does this district rank in comparison to other districts of similar size?  
**0 out of 109**

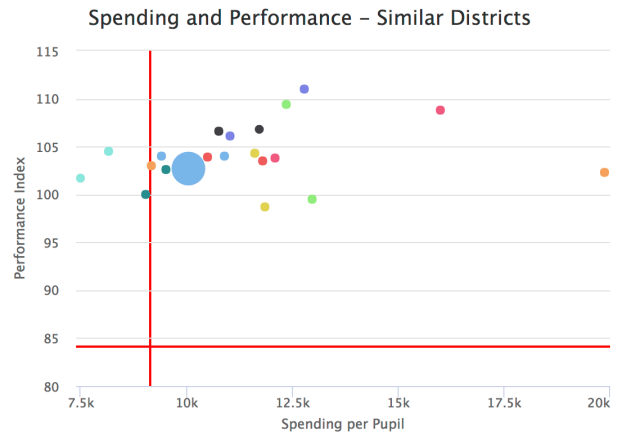


● Classroom Instruction ● Non-Classroom Instruction

#### Spending and Performance

This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

Similar Districts
Comparison Group
All Districts



Every district and school report card includes this financial information.

# Report Card for Career-Technical Planning Districts

There are four graded components on this report card – Achievement, Graduation Rate, Prepared for Success and Post-Program Outcomes. Federal accountability results also are reported but do not receive a letter grade.



## Achievement Component

The Achievement component has two measures – Technical Skill Attainment and Indicators Met. Technical Skill Attainment shows the proportion of students passing technical assessments. These assessments measure the skills and knowledge learned in a student’s career-technical program. The calculation for Indicators Met is the same as the Indicators Met for traditional report cards. Go to [Page 9](#) for a complete explanation of the Indicators Met measure.

### What is being graded?

1. The percent of students who participate in technical assessments;
2. The percent of students who pass the technical assessments; and
3. The percent of students who met the state standard by scoring proficient or higher on the required state tests.

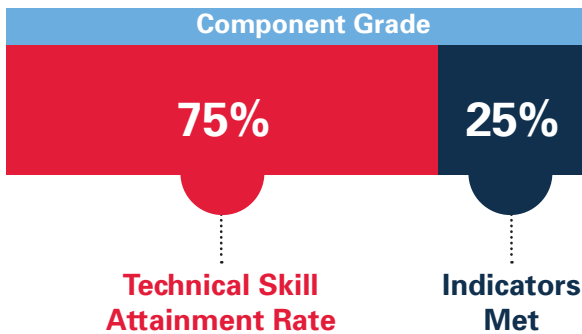
### Questions to ask

- Which career-technical centers, similar to ours, are doing better than we are? What are they doing?
- What help do our students need to pass assessments?
- What are we doing to increase participation?

### How are the two measures graded?

The **Technical Skill Attainment Rate** reflects the proportion of students who passed the technical tests in their career-tech programs. The passage rate only includes students who took tests.

The **Indicators Met** measure represents student performance on state tests. It is based on a series of up to 14 state tests that measure the percent of students proficient or higher in a grade and subject. Schools and districts also are evaluated on the End-of-Course Improvement Indicator, giving districts and schools up to 15 possible indicators.



| Letter Grade | Technical Skill Attainment Rate | Indicators Met |
|--------------|---------------------------------|----------------|
| A            | 90-100%                         | 90-100%        |
| B            | 80-89.9%                        | 80-89.9%       |
| C            | 70-79.9%                        | 70-79.9%       |
| D            | 60-69.9%                        | 50-69.9%       |
| F            | Less than 60%                   | Less than 50%  |

| Effect                        | Test Participation Rate |
|-------------------------------|-------------------------|
| Decrease of one letter grade  | <90%                    |
| Decrease of two letter grades | <80%                    |



## Graduation Rate Component

This grade measures the percent of students who concentrate in career-technical education and graduate from high school within four or five years.

### What is being graded?

1. Four-Year Graduation Rate – How many students graduated in four years or less?
2. Five-Year Graduation Rate – How many students graduated in five years or less?

### Why is this important?

Almost all jobs require skills and education beyond a high school diploma. Measuring the five-year rate gives districts credit for helping students who just missed graduating on time finish their diplomas.

### Questions to ask

- What are we doing to grow the number of students who graduate?
- What are the reasons students are not graduating?
- Are there certain subjects that are holding students back?
- Which districts, similar to ours, are doing better than we are? What are they doing?

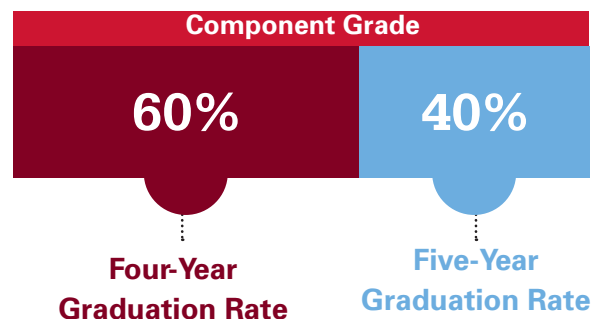
### How is the grade determined?

The **Four-Year Graduation Rate** includes only those students who earn diplomas within four years after entering ninth grade for the first time and concentrated in career-technical education.

| Score         | Letter Grade |
|---------------|--------------|
| 93% - 100%    | A            |
| 89% - 92.9%   | B            |
| 84% - 88.9%   | C            |
| 79% - 83.9%   | D            |
| Less than 79% | F            |

The **Five-Year Graduation Rate** includes those students who graduate within five years after entering ninth grade for the first time and concentrated in career-technical education by the end of their fourth year.

| Score         | Letter Grade |
|---------------|--------------|
| 95% - 100%    | A            |
| 90% - 94.9%   | B            |
| 85% - 89.9%   | C            |
| 80% - 84.9%   | D            |
| Less than 80% | F            |





## Prepared for Success Component

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 future opportunities.

### How is the grade determined?

#### Primary measures

A district earns 1 point for every student who earns any of the following:

1. ACT or SAT remediation-free scores.
2. An Honors Diploma; or
3. Twelve points through an industry-recognized credential or group of credentials in one of 13 high-demand career fields.

#### Bonus measures

For every student who earns 1 point plus one of the following, a district earns 0.3 additional points:

1. Advanced Placement tests – Scores 3 points or more on at least one test;
2. International Baccalaureate tests – Scores 4 points or more on at least one test; or
3. College Credit Plus – Earns at least 3 credits.

### Why is this important?

- Graduation is not enough. Students must be prepared for further education or work after high school.
- Whether training in a technical field or preparing for work or college, these indicators measure preparedness.

### Questions to ask

- Which elements measured in Prepared for Success are our schools providing?
- Why are we not offering other elements?
- Are those moving on to college able to do college-level work immediately?
- How do we inform parents and encourage students to get involved in these opportunities?
- How prepared are our students to get good jobs at area businesses?

\*See [page 14](#) for a full explanation of the Prepared for Success component.



## Post-Program Outcomes Component

This shows the percent of students who are employed, in apprenticeships, in the military, or enrolled in postsecondary education or advanced training within six months of graduating high school.

A second ungraded measure reports information on industry-recognized credentials. Students must earn 12 points through an industry-recognized credential or group of credentials before they leave high school or in the six-month period after leaving school to be counted in this measure.

### What is being graded?

Percent of graduates who are employed, in apprenticeships, in the military, or enrolled in postsecondary education or advanced training within six months after graduation.

### What is being reported?

Percent of graduates who earn one or more credentials or certificates before graduation or within six months after graduation. There is currently no grade attached to the credentials measure.

### Why is this important?

- All graduates should move on to their next steps in higher education or jobs.
- Earning a credential or certificate ensures the student has an employable skill.

### Questions to ask

- Are students prepared for careers after graduation?
- What learning and employment opportunities are students transitioning to after graduation?

### How is the grade determined?

The Post-Program Placement Rate reflects the proportion of students who left school and, in the subsequent months after leaving, were employed, in the military, in apprenticeships or enrolled in postsecondary education or advanced training. Only students who responded to surveys six- to nine-months after leaving school are included in this rate.

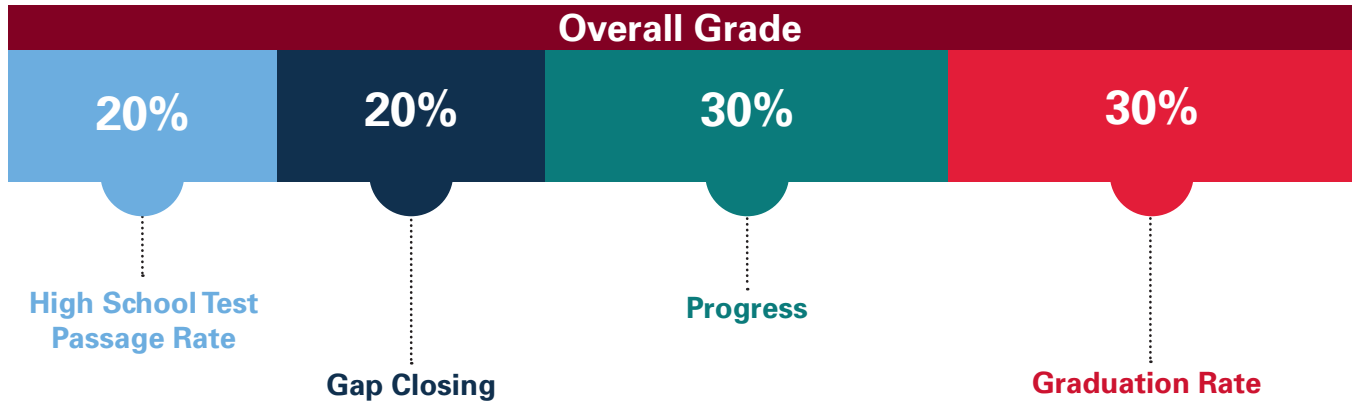
| Score         | Letter Grade |
|---------------|--------------|
| 93% - 100%    | A            |
| 89% - 92.9%   | B            |
| 84% - 88.9%   | C            |
| 79% - 83.9%   | D            |
| Less than 79% | F            |

The Post-Program Outcomes grade also considers the proportion of student who completed their surveys. This is called the *Status Known Rate*. The Post-Program Outcomes grade is increased by one letter grade for Career-Technical Planning Districts with high Status Known Rates and decreased by one letter grade for Career-Technical Planning Districts with low Status Known Rates.

| Status Known Rate | Effect                             |
|-------------------|------------------------------------|
| 95% - 100%        | Letter grade increased one level.  |
| 85% - 94.9%       | No change to initial letter grade. |
| Less than 85%     | Letter grade decreased one level.  |

# Report Card for Dropout Prevention and Recovery Schools

Community schools that serve a majority of their students through dropout prevention and recovery programs receive this report card. Rather than A-F grades, dropout prevention and recovery schools receive one of the following ratings for report card measures – Exceeds Standards, Meets Standards, or Does Not Meet Standards.



**High School Test Passage Rate**  
 This rating reports the percentage of students who passed all applicable tests as required for high school graduation.



**Progress**  
 This rating is the school’s average progress for its students in math and reading, using the NWEA Measures of Academic Progress (MAP) in grades 9-12. Progress looks closely at the growth that all students are making.



**Gap Closing**  
 This rating shows how well schools are meeting the performance expectations for students in English language arts, math, graduation and English Language Proficiency Improvement.



**Graduation Rate**  
 This rating reports the number of students graduating from the school in four, five, six, seven or eight years.





## High School State Test Passage Rate

This rating reports the percentages of students who passed all applicable tests required for high school graduation.

### What is being rated?

The number of students who have passed all applicable tests by 12th grade or within three months of turning 22.

### Questions to ask

- Are students in this school succeeding academically in this program?
- If not, why?

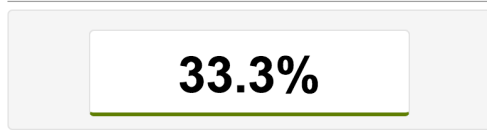
### Example:



## High School Test Passage Rate

The High School Test Passage Rate component represents the number of students who passed all five state tests that are required for graduation.

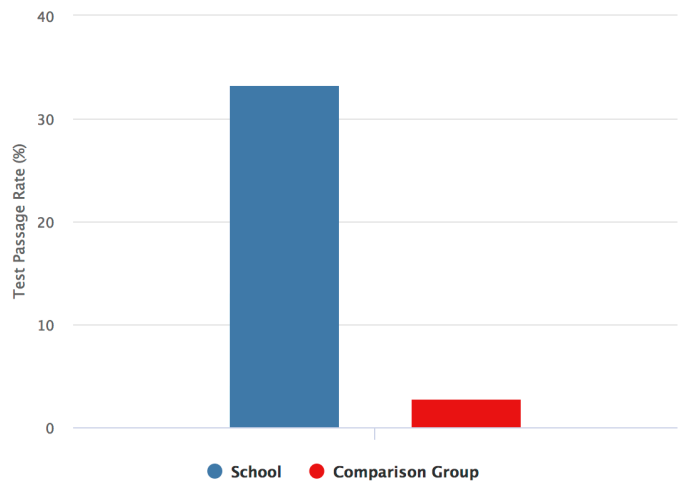
### Students Who Passed All Five Tests



#### Standards Key

- Exceeds Standards = 68.0 - 100.0%**
- Meets Standards = 32.0 - 67.9%**
- Does Not Meet Standards = 0.0 - 31.9%**

### How Does this School Compare to the Other Dropout Recovery Program Schools in Ohio?





## Gap Closing

This rating shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math, graduation and English Language Proficiency Improvement.

### What is being rated?

How does the performance of student groups in my school compare to a state goal?

### Why is this important?

Each student should succeed in learning. When a group or groups of students are not succeeding, educators need to review why and make changes.

### Questions to ask

- How are different groups of students performing?
- How can we change instruction for groups that are not succeeding?
- Are students whose native language is not English making progress in becoming proficient in English?
- Which districts, similar to ours, are doing better than we are? What are they doing?

### Example:



## 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

Annual Measurable Objectives (AMOs) compare the performance of each student group to the expected performance goals for that group to determine if gaps exist. These charts show how well each group compares to the state average in ELA, math and graduation. A fourth AMO measures whether English Learners are making progress towards becoming proficient in English. The ultimate goal is for all groups to achieve at high levels.

**24.1%**  
Meets Standards

#### Standards Key

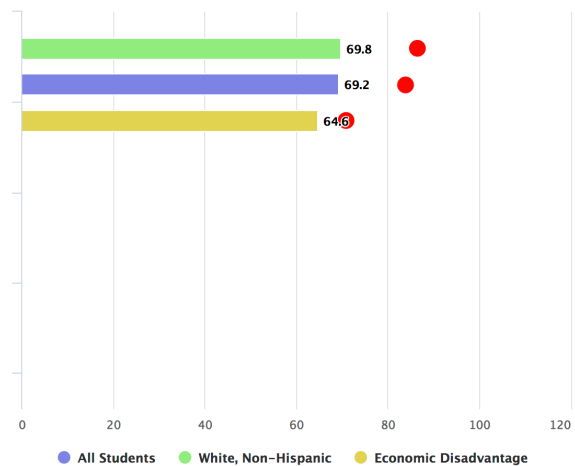
**Exceeds Standards = 36.0 - 100.0%**

**Meets Standards = 1.0 - 35.9%**

**Does Not Meet Standards = 0.0 - 0.9%**

English Language Art   **Math**   Graduation Rate   English Learners

Performance Index by Subgroup



Each student subgroup has its own interim goal. Meeting the subgroup goals is one of the ways to meet Annual Measurable Objectives. Subgroups with fewer than 25 students are not rated and do not appear on the graphs.

\*See page 10 for a full explanation of the Gap Closing component.



## Graduation Rate

This rating reports the number of students graduating from your school in four, five, six, seven or eight years.

### What is being rated?

1. The number of students who graduated in four years or less.
2. The number of students who graduated in five years or less.
3. The number of students who graduated in six years or less.
4. The number of students who graduated in seven years or less.
5. The number of students who graduated in eight years or less.

### Why is this important?

Almost all jobs require skills and education beyond a high school diploma. Measuring the four-, five-, six-, seven- and eight-year graduation rates gives the school credit for helping students finish their diplomas.

### Questions to ask

- If students are not graduating, why not?

### Example:



## Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four, five, six, seven or eight years.

#### Combined Graduation Rate

This combined graduation rate is the weighted average of 4- through 8-year graduation rates.



40.9%

#### 4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2016 who graduated within four years, i.e. students who entered the 9th grade in 2013 and graduated by 2016.



34.6%

#### 5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2015 who graduated within five years, i.e. students who entered the 9th grade in 2012 and graduated by 2016.



38.0%

#### 6-Year Graduation Rate

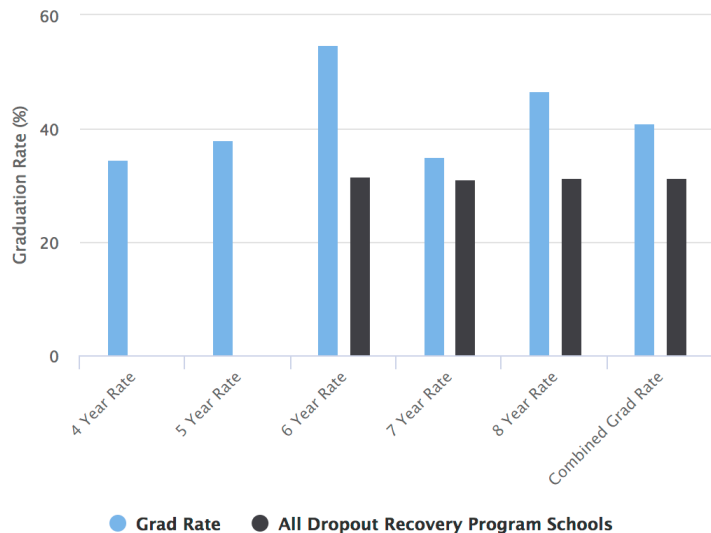
The 6-year graduation rate applies to the Class of 2014 who graduated within six years, i.e. students who entered the 9th grade in 2011 and graduated by 2016.



54.9%

### Comparison Trend

#### How Does this School Compare to the Other Dropout Recovery Program Schools in Ohio?





## Progress Component

This rating is your school’s average progress for its students in math and reading using the NWEA Measures of Academic Progress (MAP) test in grades 9-12. Progress looks closely at the growth that all students are making based on their past performances. The progress component also reflects the testing participation rate. A school that does not test at least 75 percent of its students receives a rating of “Does Not Meet” standards.

### Example:



## Progress

The Progress component looks closely at the growth that students are making during the school year.



### Overall

This measures the progress for all students in math and reading, grades 9-12 using the NWEA MAP test.

### Progress Details

This table shows the Progress scores by test grade and subject, and includes up to three years of data as available.

| Test Grade | Progress |             |           |
|------------|----------|-------------|-----------|
|            | Reading  | Mathematics | All Tests |
| All Grades |          |             |           |

### What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

- Students made more progress than expected - significant evidence
- Students made progress similar to the statewide expectation - evidence
- Students made less progress than expected - significant evidence
- Value Added data is not available

## Rewards and Recognition

Ohio recognizes schools for maintaining high academic achievement among their students, including many from economically disadvantaged circumstances that can make learning difficult. Visit [education.ohio.gov/Rewards-and-Recognition](http://education.ohio.gov/Rewards-and-Recognition) to view the full list of Reward Schools. Reward Schools for 2018 were not yet awarded at the time this guide was published.



### Schools of Promise

To help close achievement gaps in Ohio, the Schools of Promise program identifies, recognizes and highlights schools that are making substantial progress in ensuring high achievement for all students.

For past winners and achievement criteria, [click here](#).

### Schools of Honor - High Performing/High Progress

The Schools of Honor program recognizes schools that have sustained high achievement and substantial progress while serving a significant number of economically disadvantaged students.

For past winners and achievement criteria, [click here](#).



### All A Award

The All A Award is presented by the State Board of Education and recognizes districts and schools that earned straight A's on all of their applicable report card measures.

For past winners and achievement criteria, [click here](#).

### Overall A Award – Coming in 2018

The Overall A Award is presented by the State Board of Education and recognizes districts and schools that earned an Overall A.

For achievement criteria, [click here](#).





## Momentum Award

The Momentum Award is presented by the State Board of Education and recognizes districts and schools for exceeding expectations in student growth for the year.

For past winners and achievement criteria, [click here](#).

## Blue Ribbon Schools

The Blue Ribbon Schools Program is a national recognition program honoring elementary and secondary schools in the United States that make significant progress in closing, achievement gaps or whose students achieve at the highest levels in their state.

For past winners and achievement criteria, [click here](#).



## National Title I Distinguished Schools

These schools demonstrate a wide array of strengths, including team approaches to teaching and learning, focused professional development opportunities for staff, individualized programs for student success and strong partnerships between the school, parents and the community.

For past winners and achievement criteria, [click here](#).

## Green Ribbon Schools

Ohio Green Ribbon Schools recognize staff, students, officials and communities who come together to create energy efficient, healthy schools. As important, these are schools where students learn a lifelong concern for the environment.

For past winners and achievement criteria, [click here](#).





## Ohio School Report Cards

(877) 644-6338 | [reportcard.education.ohio.gov](http://reportcard.education.ohio.gov) | [accountability@education.ohio.gov](mailto:accountability@education.ohio.gov)

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