

Guide to 2019 Ohio School Report Cards





Ohio School Report Cards give parents, caregivers, community members, educators and policymakers information about how districts and schools are performing — to celebrate successes and identify areas for improvement. The information provides transparent reporting on student performance, drives local conversations on continuous improvement and identifies schools to receive intensive supports. The goal is to ensure high expectations and equitable outcomes for all Ohio's students.

This **Guide to 2019 Ohio School Report Cards** provides an overview and explanation of the key components of the 2019 Ohio School Report Cards. Districts and schools receive A-F grades on each of the six components and most of the individual measures. They also receive overall letter grades.

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

reportcard.education.ohio.gov

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How well is Ohio's education system performing?

One year ago, Ohio launched *Each Child, Our Future*, the state's co-created strategic plan for education designed to help districts and schools challenge, prepare and empower each student for future success. Much has changed in one year. Tightly aligned to the strategic plan, Ohio's recently adopted 2020-2021 budget significantly invests in efforts that meet the needs of the whole child and support educators and other caring adults who serve our children. The power of these investments can be amplified when districts, schools and partners use information and data to drive continuous improvement.

Ohio School Report Cards are an important tool to do just that—to help schools and districts continuously improve. Armed with information and data contained within, our expectation is that all schools and districts commit to getting better and better in service of student success. Each year, we see many districts and schools using their report card data to inform thoughtful local discussions about improvement opportunities. We are equally committed at the state level to use evidence, data and feedback to inform how we support this journey toward excellence.

There's no question our children face a rapidly changing and evolving future. Our ultimate goal is to ensure they have every opportunity to acquire the knowledge and skills necessary to succeed. That's why report cards offer detailed information on how well our schools and students are rising to meet those expectations. They can bring focus to each district's and school's strengths and weaknesses, highlight examples of growth and achievement and shine light on equity in education and opportunity among students of diverse backgrounds and cultures.

Report cards reflect academic achievement and progress; however, they do not tell a district's or school's whole story. There is so much more to the education experience taking place each day across the state. Parents, families, caregivers and partners can gain a more complete picture by having conversations with students, teachers, administrators and community members. To help share all aspects of school quality, when requested by a district, the report card includes a link to a profile page where the district describes its unique qualities and proudest accomplishments.

We view the report cards as a tool for enabling equity, partnerships and quality schools—the three core principles trumpeted by *Each Child, Our Future*. We encourage you and your partners in education to use them to spark improvement conversations locally.



Laura Kohler
Laura Kohler
 President, State Board of Education



Paolo A. DeMaria
Paolo DeMaria
 Superintendent of Public Instruction

What do Ohio School Report Cards measure?

Districts and schools report information for the Ohio School Report Cards on specific measures within six broader components. The components are Achievement, Progress, Gap Closing, Improving At-Risk K-3 Readers, Graduation Rate and Prepared for Success. Districts and schools 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 to 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. It also includes an indicator that 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 districts and 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.



Improving At-Risk K-3 Readers

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



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.



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. Three additional indicators are included — the Chronic Absenteeism Improvement Indicator, End-of-Course Improvement Indicator and Gifted 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 district or school 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 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?

The measure compares the academic performance of each subgroup against the expected performance goals for that subgroup.

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



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?



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?



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 test scores;
- International Baccalaureate test 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.

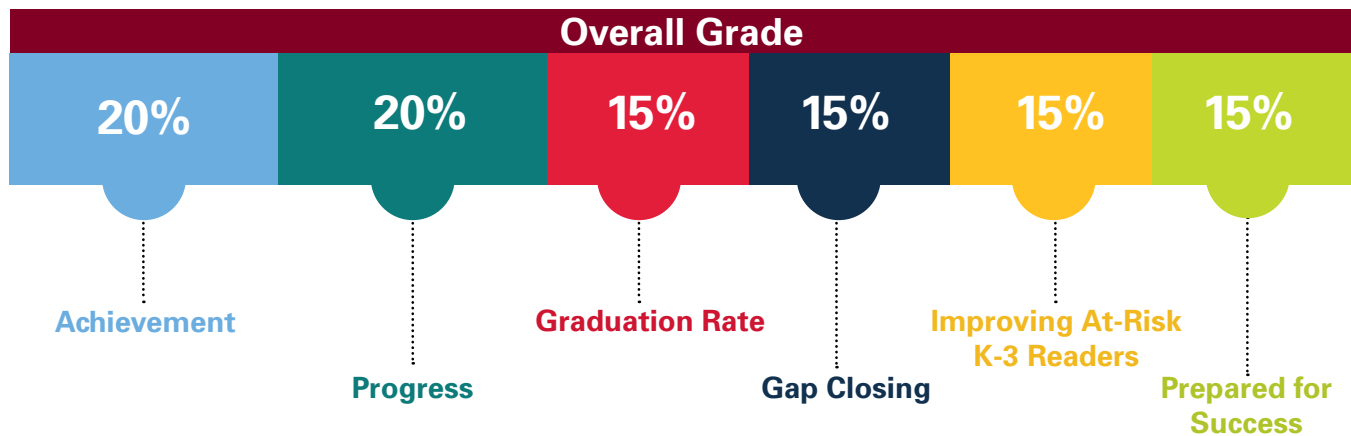
Questions to ask

- 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

Overall Letter Grades for Districts and Schools for 2019

Each district and school receives an overall letter grade. 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 district or school 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 and search *Report Card Resources*.



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—the Chronic Absenteeism Improvement Indicator, End-of-Course Improvement Indicator and Gifted Indicator.

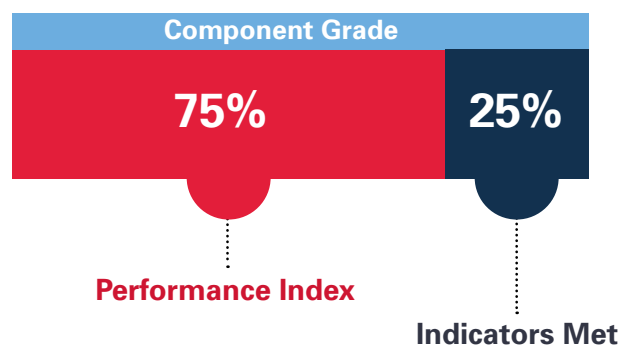
The **Performance Index** measures the achievement of every student, not just whether or not they reach “proficient.” Districts and schools receive points for every student’s level of achievement. The higher the student’s level, the more points the school earns toward its index. This rewards districts 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. Districts and schools also are evaluated on the Chronic Absenteeism Improvement Indicator, End-of-Course Improvement Indicator and Gifted Indicator, giving districts and schools up to 26 possible indicators.

| 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 or exceeded 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.

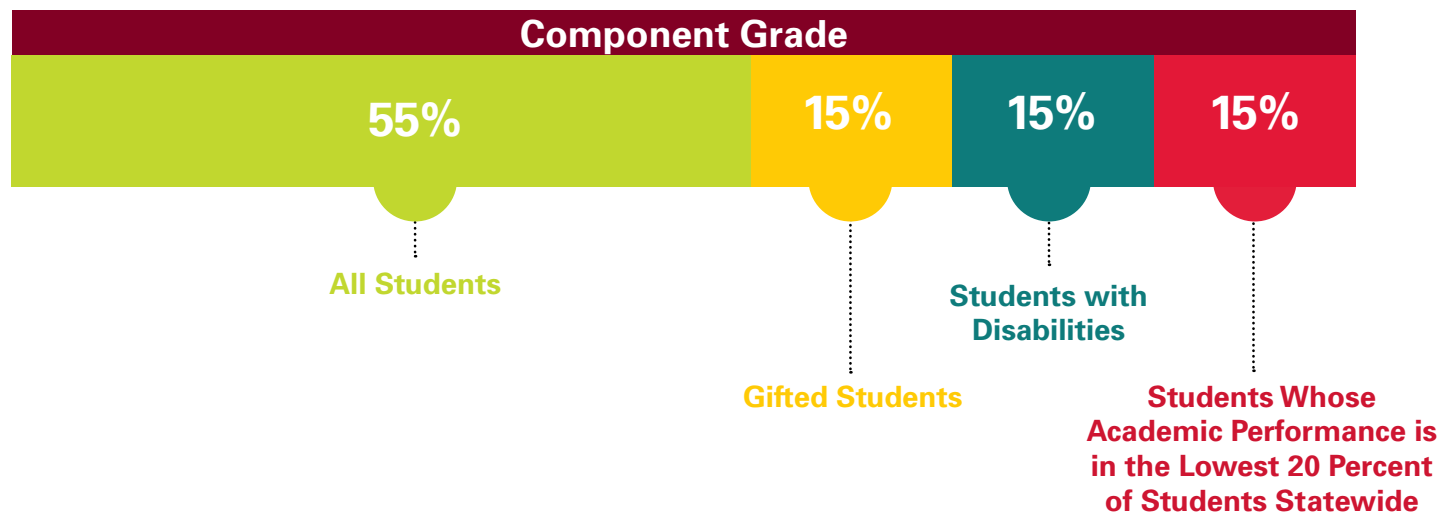
Description:

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 district or school for each of the four groups listed above.

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





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. Another 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 |



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 district and school 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 students in grade 3 twice during the school year.

Technical Fact: Any district or school that had fewer than 5 percent of its kindergarten students reading below grade level at the beginning of the 2018-2019 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 |
|-----------------|--------------|
| 78.0% - 100% | A |
| 55.9% - 77.9% | B |
| 33.8% - 55.8% | C |
| 11.7% - 33.7% | D |
| Less than 11.7% | 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.

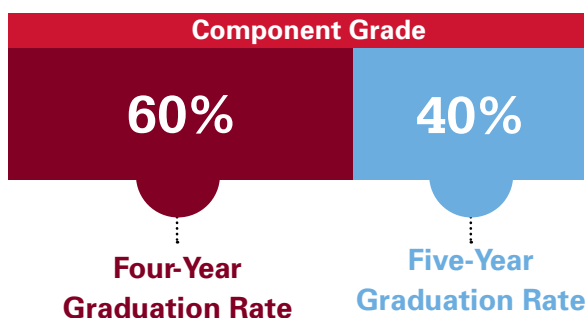
A-F Rating: The ranges for the graduation rate measures are different and partially prescribed in law.

Four-Year Graduation Rate

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

Five-Year Graduation Rate

| 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

Measures:

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

Advanced Placement tests
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 preparing 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.

Technical Fact: Primary measures

A district or school 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 or school still earns 1 point for that student.

Bonus measures

For every student who earns 1 point plus one of the following, a district or school 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 or school 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 2017 and 2018. Each student can earn a maximum of 1.3 points.

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:

$$\frac{\text{Points district earned}^1}{\text{Students in adjusted classes of 2017 and 2018}^2} = \frac{762}{1,000} = 76.2\% = \mathbf{B}$$

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

¹ Based on six measures.

² All students who started ninth grade five years ago (class of 2017) plus those who started ninth grade four years ago (class of 2018). 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.

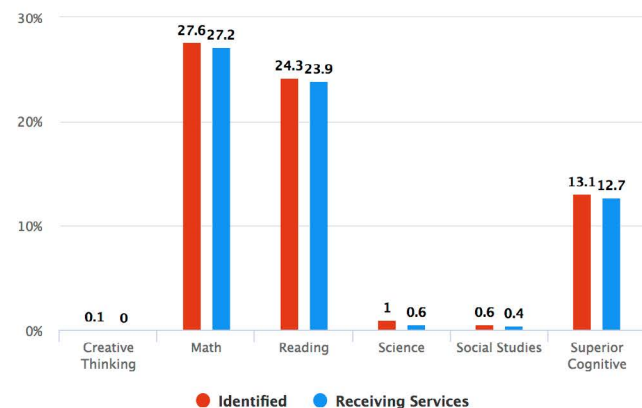
Additional Information on Identification and Services

Identification and Services

Screening and Acceleration

All Grades ▾

Need details





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. The Chronic Absenteeism Improvement Indicator contributes to the Indicators Met measure within the Achievement component.

Technical Fact: Districts and schools 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 (12.6% for 2018-19 and 11.5% for 2019-20); or
2. Meeting an improvement standard relative to the starting point of each district or school.

| 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 districts and schools – regardless of their baselines or prior-year rates. 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: The content indicators in the Indicators Met measure only include first-time test-takers' performance, while the End-of-Course Improvement Indicator measures performance and improvement for tests that students retake. This provides long-term trends and a true picture of initial performance levels toward district and school goals.

Highlighting how districts and schools 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 are not included 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 district or school 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). Districts and schools 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 district and school 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?

New in 2019: The Ohio School Report Cards will include new information reporting the amount of federal money spent per pupil compared to the amount of state and local money spent per pupil.

Example:

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

Spending Data

Classroom Spending

Spending per Pupil

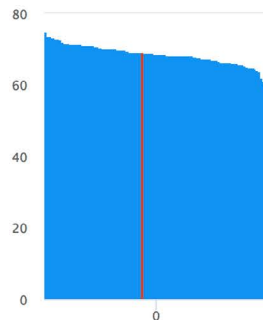
Source of Funds

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

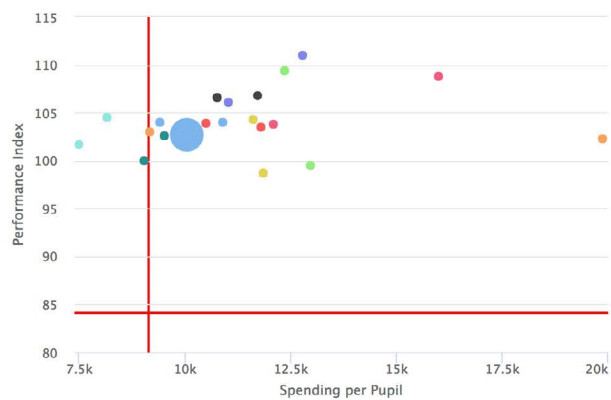
This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?

Similar Districts

Comparison Group

All Districts

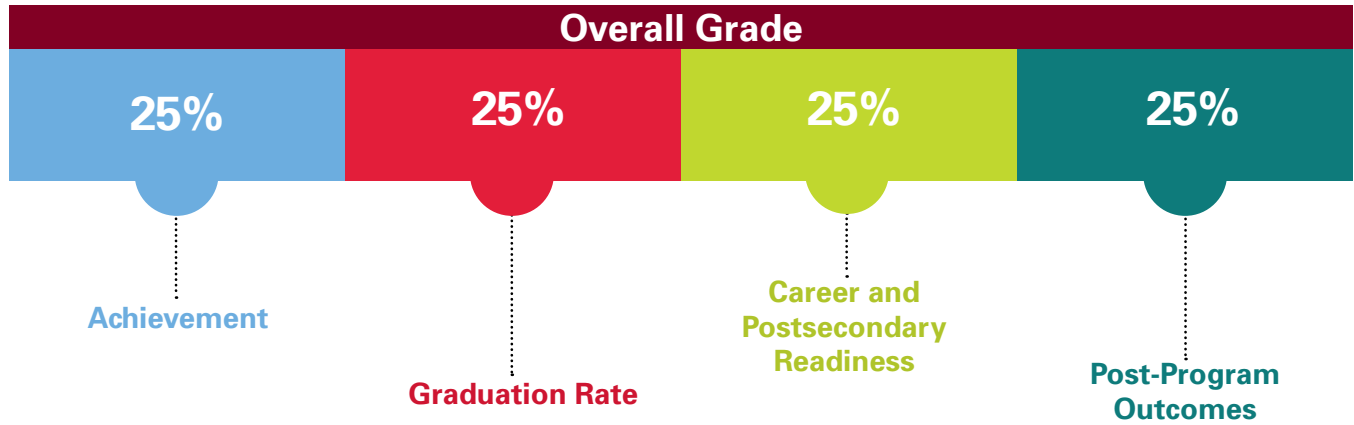
Spending and Performance – Similar Districts



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, Career and Postsecondary Readiness and Post-Program Outcomes.





Achievement Component

The Achievement component has two measures – Technical Skill Attainment and Performance Index. 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 the Performance Index for Career-Technical Planning Districts is similar to the Performance Index for traditional report cards. Go to [Page 9](#) for a complete explanation of the Performance Index 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?

Component Grade

100%

**Technical Skill
Attainment Rate**

In 2019, Technical Skill Attainment Rate will account for 100 percent of the Achievement component grade. The Performance Index will be reported but will not contribute to the grade until the 2020 report card.

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 **Performance Index** measures every student’s level of achievement. The higher the student’s level, the more points the Career-Technical Planning District earns toward its index.

| Letter Grade | Technical Skill Attainment Rate | Performance Index |
|--------------|---------------------------------|-------------------|
| 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?

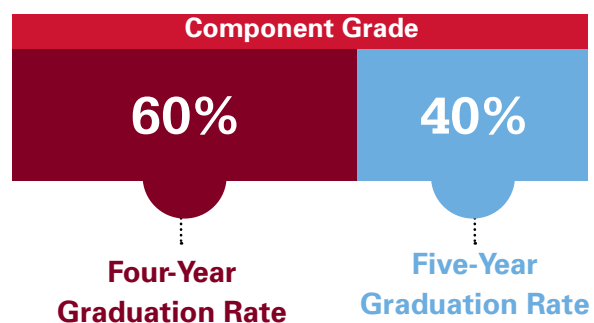
How is the grade determined?

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 |





Career and Postsecondary Readiness

Whether training in a technical field or preparing for work or college, the Career and Postsecondary Readiness Component (previously known as the Prepared for Success component) looks at how well prepared Ohio's students are for future opportunities. Preparation comes in many forms, and the report card takes this into account with two options that count toward the Career and Postsecondary Readiness Component.

How is the grade determined?

Students have two options to earn full credit on this measure, which is 1 point, along with opportunities to earn bonus points.

Under Option 1, students may earn one of the Career and Postsecondary Readiness elements for full credit, plus the option for bonus points from a list of work-based and service-learning experiences.

Earning full credit plus the opportunity for bonus points under Option 2 can happen when students earn a combination of Emerging Readiness elements, such as advanced coursework and work-based service-learning opportunities.

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

- 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?

Measured Elements

| OPTION 1 | | OPTION 2 | |
|---|---|---|---|
| CAREER AND POSTSECONDARY READINESS (1.0) | WORK-BASED AND SERVICE LEARNING (0.33) | CAREER-TECH AND ADVANCED COURSEWORK (0.33) | WORK-BASED AND SERVICE LEARNING (0.33) |
| <ul style="list-style-type: none"> • Remediation free (ACT/SAT) • Honors diploma • 12 pt. industry credentials • Military readiness | <ul style="list-style-type: none"> • Internships • Apprenticeships and pre-apprenticeships • Service learning • Other work-based learning • OhioMeansJobs-Readiness Seal | <ul style="list-style-type: none"> • Advanced Placement (AP) assessment • International Baccalaureate (IB) assessment • Career-Technical Assurance Guide; career-technical education technical assessments • Credentials (less than 12 pts.) • College Credit Plus, dual enrollment • Four career-technical education courses in a pathway • Career-technical student organization leadership and/or state competition participation | <ul style="list-style-type: none"> • Internships • Apprenticeships and pre-apprenticeships • Service learning • Other work-based learning • OhioMeansJobs-Readiness Seal |



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 leaving high school.

A second ungraded measure reports information on industry-recognized credential attainment. Students must earn either 12 points through an industry-recognized credential or group of credentials within a single career field or any industry-recognized credential within six months of leaving school to be counted in this measure.

What is being graded?

Percent of career-technical education concentrators who left in the prior year who are employed, in apprenticeships, in the military, or enrolled in postsecondary education or advanced training within six months of leaving school.

What is being reported?

Percent of career-technical education concentrators who left in the prior year who earned any approved industry credential or 12 points or more in industry credentials within six months of leaving school. There currently is no grade attached to the credentials measure.

Why is this important?

- All students 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 and postsecondary education after high school?
- 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 whose placement status is known are included in this rate.

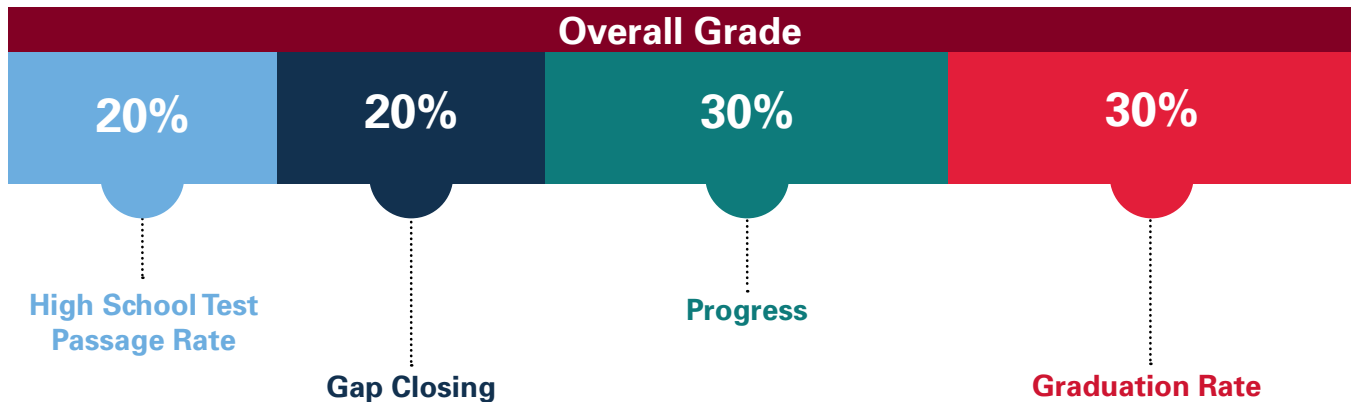
| Score | Letter Grade |
|---------------|--------------|
| 93% - 100% | A |
| 89% - 92.9% | B |
| 84% - 88.9% | C |
| 79% - 83.9% | D |
| Less than 79% | F |

The Post-Program Outcomes grade also considers the proportion of students whose placement status is known. 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.

| <u>Status Known Rate</u> | <u>Effect</u> |
|--------------------------|------------------------------------|
| 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 the dropout prevention and recovery report card. Rather than A-F grades, these 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 or met the cumulative performance score on all applicable tests 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 percentage of students who passed or met the cumulative performance score on all applicable tests required for high school graduation.

What is being rated?

The number of students who have passed or met the cumulative performance score on 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?

Why is this important?

- It shows if students are meeting grade-level expectations.
- It shows whether students are meeting the test requirements needed to graduate.

Example:



**Meets
Standards**
School Rating

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

33.3%



**Meets
Standards**
Rating

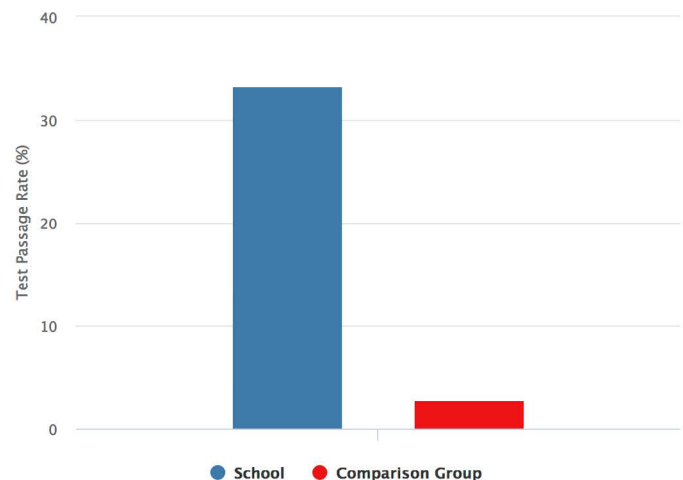
Standards Key

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 schools, 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.

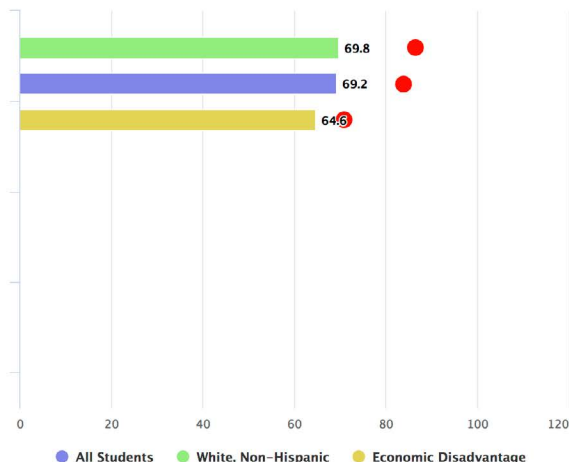
✓ 24.1%
Meets Standards

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 the 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

- What are we doing to grow the number of students graduating?

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.

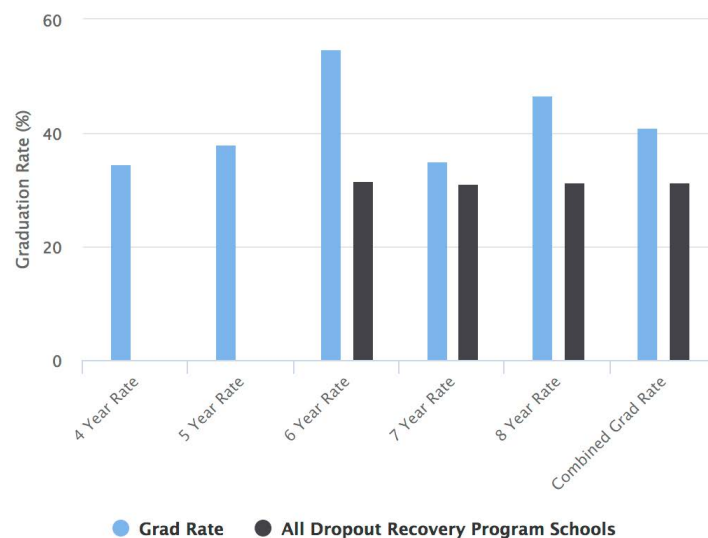


54.9%

Comparison

Trend

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





Progress Component

This rating is the school's average progress for its students in math and reading using the NWEA Measures of Academic Progress (MAP) tests 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.

Example:



**Meets
Standards**

School Rating

Progress

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



**Meets
Standards**

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 and improvement among their students, including many from economically disadvantaged circumstances that can increase barriers to learning.

Visit education.ohio.gov/Rewards-and-Recognition to view the full list of Reward Schools.

Reward Schools for 2019 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 earn straight A's on all their applicable report card measures.

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

Overall A Award

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

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





Momentum Award

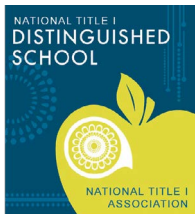
The Momentum Award is presented by the State Board of Education and recognizes districts and schools for exceeding expectations in student growth for the year.

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 community.

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

Green Ribbon Schools

The U.S. Department of Education recognizes districts, schools and institutions of higher education that reduce their environmental impact and costs; improve the health and wellness of their schools, students and staff members; and provide effective environmental and sustainability education.

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



Ohio School Report Cards

8 | reportcard.education.ohio.gov | accountability@education.ohio.gov

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