# Guide to
# 2023 Ohio School Report Cards
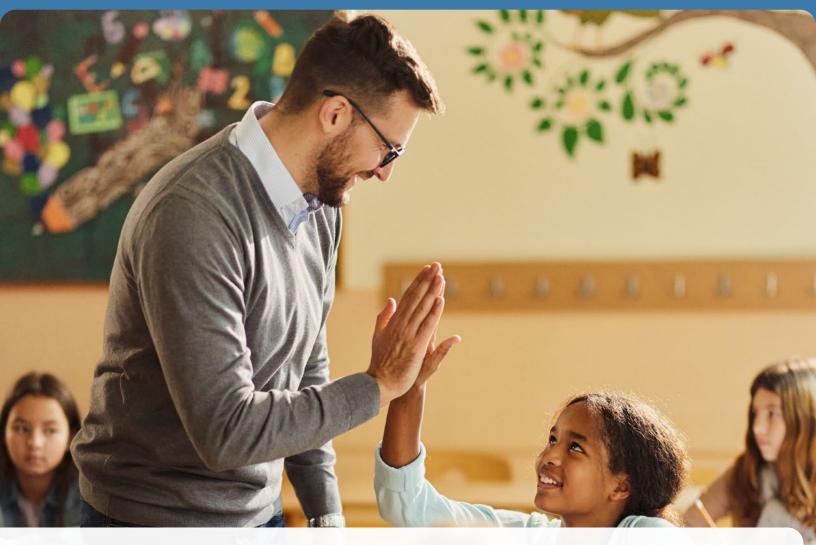
**FUTURE
FORWARD
OHIO**

September 2023

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Ohio School Report Cards provide parents, caregivers, community members, educators and policymakers information about district and school performance — to celebrate successes and identify areas for improvement. The information provides transparent reporting to drive local conversations on continuous improvement and identify schools that need intensive supports. The report cards establish high expectations for the education community while showing progress toward equitable outcomes for all Ohio students.

The 2023 Ohio School Report Card Guide provides an overview and explanation of the key components of the 2023 Ohio School Report Cards. Districts and schools receive an overall rating of 1 to 5 stars in half-star increments. The overall rating is comprised of five rated components:

- Achievement Component
- Progress Component
- Gap Closing Component
- Early Literacy Component
- Graduation Component

The College, Career, Workforce and Military Readiness Component is reported for information purposes only and does not count toward the overall rating for the 2023 Ohio School Report Cards. Many other components also have report-only data.

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

**reportcard.education.ohio.gov**

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# What do Ohio School Report Cards measure?

The Ohio Department of Education uses data reported by districts and schools to analyze performance in several categories. These data are used to assess schools and districts in the six report card components: Achievement, Progress, Early Literacy, Gap Closing, Graduation, and College, Career, Workforce and Military Readiness. With the exception of the College, Career, Workforce and Military Readiness Component, the components receive 1-5-star ratings based on performance.

Achievement Component — **1** Measure

Progress Component — **1** Measure

Early Literacy Component — **3** Measures

**Overall Rating**

College, Career, Workforce and Military Readiness Component — **11** Measures — **Report Only**

Graduation Component — **2** Measures

Gap Closing Component — **6** Measures

# Quick Facts for the 2022-2023 Report Cards

- This is the first year districts and schools receive overall ratings. An overall rating of at least 3 stars means a district or school meets state standards.

- Star ratings are assigned to five of the six components. The College, Career, Workforce and Military Readiness Component is not rated this year.

- The chronic absenteeism improvement indicator contributes a possible 5 points to the Gap Closing Component.

# Report Card Resources and Technical Documentation

## *View Report Card Resources online*

**Resources and Technical Documents**

Select "Resources and Technical Documents" to view a list of available documents for each component calculation.

**Annual Reports and Information**

Select "Annual Reports and Information" to to view the state report card and annual ranking lists.

**Download Report Card Data**

Select "Download Report Card Data" to see all available Excel spreadsheets with the annual report card data for this year and prior years.

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# Overall Rating

**Components:**  **Achievement**
**Progress**
**Gap Closing**
**Early Literacy**
**Graduation**
**College, Career, Workforce and Military Readiness** – *report only*

**Description:**  The overall rating represents the outcomes of all components to determine whether a district or school meets state standards by achieving an overall rating of at least 3 stars.

Schools and districts receive points for each component based on their level of performance. The higher the performance, the more points earned. Two schools may receive a 5-star rating for their Achievement Component but earn a different number of points toward their overall rating if they fall at opposite ends of the 5-star range.

Once the component ratings are assigned points, the points are weighted based on the percent that each contributes to the overall rating using the weights in the tables below. The weighted points are then summed to determine the overall rating.

| Component | Weight Toward Overall Rating |
|---|---|
| Achievement | 28.601% |
| Progress | 28.601% |
| Graduation Rate | 14.266% |
| Gap Closing | 14.266% |
| Early Literacy | 14.266% |

When one or more components are not rated (for example, an elementary school that does not have a Graduation Component or a high school that does not have an Early Literacy Component), the remaining components contribute proportionally to the overall rating.

**Rating Scale:**

| OVERALL RATING SCALE AND DESCRIPTIONS | | |
|---|---|---|
| **Points Earned** | **Rating** | **Rating Description** |
| Greater than or equal to 4.125 | 5 Stars | Significantly exceeds state standards |
| Greater than or equal to 3.625 but less than 4.125 | 4.5 Stars | Exceeds state standards |
| Greater than or equal to 3.125 but less than 3.625 | 4 Stars | Exceeds state standards |
| Greater than or equal to 2.625 but less than 3.125 | 3.5 Stars | Meets state standards |
| Greater than or equal to 2.125 but less than 2.625 | 3 Stars | Meets state standards |
| Greater than or equal to 1.625 but less than 2.125 | 2.5 Stars | Needs support to meet state standards |
| Greater than or equal to 1.125 but less than 1.625 | 2 Stars | Needs support to meet state standards |
| Greater than or equal to 0.563 but less than 1.125 | 1.5 Stars | Needs significant support to meet state standards |
| Less than 0.563 | 1 Star | Needs significant support to meet state standards |

**Questions to Consider:**

- What components showed improvement from the previous academic year to this year?

- What components should the school or district focus on this academic year?

**Tools and Resources**

- [Overall and Component Ratings](#)

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# Achievement Component

**Measures:** **Performance Index**
**Performance Indicators** - *report only*

**Description:** This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall.

The **Performance Index** measure uses the performance level results for students in grades 3 through high school on Ohio's State Tests. The Performance Index score accounts for the level of achievement of every student, not just whether they score a proficient level on the tests. Each test a student takes is assigned an achievement level based on the test score, with higher scores resulting in higher achievement levels. While all achievement levels are included on the Performance Index, higher achievement levels receive larger weights in the calculation. More information about test achievement levels is available annually in the "Understanding Ohio's State Tests Reports" guidance document.

The **Performance Indicators** measure is a report-only measure within this component – the data does not factor into the rating. The Performance Indicators report the percentage of students scoring proficient or higher on each of Ohio's State Tests disaggregated by grade level and subject.

**Rating Scale:**

| ACHIEVEMENT COMPONENT RATING SCALE AND DESCRIPTIONS | | |
|---|---|---|
| **Percentage of Maximum Points Earned** | **Rating** | **Rating Description** |
| Greater than or equal to 90% of maximum score | 5 Stars | Significantly exceeds state standards in academic achievement |
| Greater than or equal to 80% but less than 90% of maximum score | 4 Stars | Exceeds state standards in academic achievement |
| Greater than or equal to 70% but less than 80% of maximum score | 3 Stars | Meets state standards in academic achievement |
| Greater than or equal to 50% but less than 70% of maximum score | 2 Stars | Needs support to meet state standards in academic achievement |
| Less than 50% of maximum score | 1 Star | Needs significant support to meet state standards in academic achievement |

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## *Performance Index*

### Questions to Consider:

- For all performance levels, are students improving?

- What is the Performance Index trend over the last five years?

- What percentage of students are untested?

- What does the data show for students who are subject accelerated?

### Tools and Resources

- Achievement Component

- Advanced Reports – Public Data

- Where Kids Count

- EMIS Manual

## *Performance Indicators – report only*

### Questions to Consider:

- Across grades and subjects, what are the differences and trends in proficiency rates?

- In what ways can curriculum and instruction be improved to support students scoring proficient or higher in every grade and subject area?

- How is chronic absenteeism impacting student performance?

### Tools and Resources

- Student Recovery Dashboard

- Ohio Curriculum Support Guide

- Attendance Support

- Shifting to the Science of Reading

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# Progress Component

**Measures:**     **Overall Value-Added Progress Measure**

**Description:**     The term "value-added" refers to a statistical analysis used to measure the impact of districts, schools and teachers on the academic growth (or progress rates) of groups of students from year to year. Academic growth is measured by looking at the current achievement compared to prior achievement results on Ohio's State Tests. For the 2022-2023 report cards, the Department will weight the most recent year of the progress measure at 67% of the component rating and 33% of the prior year available.

Ohio uses two numbers from this analysis to assign a component rating: growth index and effect size.

**Growth index** is a measure of statistical certainty. For the Progress Component, the growth index can include several years of growth data to help determine the certainty the expected growth did happen or if expected growth fell short. The growth index, sometimes called the gain index, will fall in the range of +20 to -20 for almost all schools and districts.

**Effect size** is a value that measures how strong the relationship is between two variables in a population or a sample-based estimate of that quantity or magnitude. For the Progress Component, this value reveals how much academic growth occurred compared to the state as a whole. Effect size can be a positive or negative number. A higher positive number indicates higher magnitude of growth. A higher negative number indicates falling short of the expected growth to a greater degree.

The rating scales for the Progress Component are unique to districts versus schools. Community schools are included in the school rating scales.

**Rating Scale:**

| PROGRESS COMPONENT RATING FOR DISTRICTS | | |
|---|---|---|
| **Percentage of Maximum Points Earned** | **Rating** | **Rating Description** |
| Growth index of at least +2 and effect size of at least +0.1 | 5 Stars | Significant evidence the district exceeded student growth expectations by a larger magnitude |
| Growth index of at least +2 and effect size of less than +0.1 | 4 Stars | Significant evidence the district exceeded student growth expectations |
| Growth index greater than or equal to -2 but less than +2 | 3 Stars | Evidence the district met student growth expectations |
| Growth index less than -2 and effect size of at least -0.1 | 2 Stars | Significant evidence the district fell short of student growth expectations |
| Growth index less than -2 and effect size of less than -0.1 | 1 Star | Significant evidence the district fell short of student growth expectations by a larger magnitude |

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| PROGRESS COMPONENT RATING FOR SCHOOLS | | |
|---|---|---|
| **Percentage of Maximum Points Earned** | **Rating** | **Rating Description** |
| Growth index of at least +2 and effect size of at least +0.2 | 5 Stars | Significant evidence the school exceeded student growth expectations by a larger magnitude |
| Growth index of at least +2 and effect size of less than +0.2 | 4 Stars | Significant evidence the school exceeded student growth expectations |
| Growth index greater than or equal to -2 but less than +2 | 3 Stars | Evidence the school met student growth expectations |
| Growth index less than -2 and effect size of at least -0.2 | 2 Stars | Significant evidence the school fell short of student growth expectations |
| Growth index less than -2 and effect size of less than -0.2 | 1 Star | Significant evidence the school fell short of student growth expectations by a larger magnitude |

**Questions to Consider:**

- Which students are making expected progress, and which are not?

- How can this information be used to support continuous improvement efforts?

- Which schools within a district are performing better than others and why?

- How can instruction be tailored for groups that are not making expected progress every year?

**Tools and Resources**

- [Progress Component](#)

- [Value-added FAQs](#)

- [Understanding EVAAS](#)

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# Early Literacy Component

**Measures:**      **Proficiency in Third Grade Reading**
                    **Promotion to Fourth Grade**
                    **Improving K-3 Literacy**

**Description:**     The Early Literacy Component measures reading improvement and proficiency for students in kindergarten through third grade. This component includes three different unrated measures that help provide a more complete picture of literacy achievement in schools and districts. The three measures are combined to create a single rating for the Early Literacy Component.

The **Proficiency in Third Grade Reading** measure reports how many students score proficient or higher on the reading segment of Ohio's State Test for grade 3 English language arts. It is important to note this score is separate from reaching proficiency overall on Ohio's State Test for grade 3 English language arts.

The **Promotion to Fourth Grade** measure reports the percentage of students in the third grade who were promoted to the fourth grade.

The **Improving K-3 Literacy** measure uses two consecutive years of data to evaluate how well schools and districts are providing supports to help struggling readers become on track with their reading.

**Rating Scale:**

| EARLY LITERACY COMPONENT RATING DESCRIPTIONS | | |
|---|---|---|
| **Score Range** | **Rating** | **Rating Description** |
| From 88% to 100% | 5 Stars | Significantly exceeds state standards in early literacy (K-3) |
| From 78% to less than 88% | 4 Stars | Exceeds state standards in early literacy (K-3) |
| From 68% to less than 78% | 3 Stars | Meets state standards in early literacy (K-3) |
| From 58% to less than 68% | 2 Stars | Needs support to meet state standards in early literacy (K-3) |
| From 0% to less than 58% | 1 Star | Needs significant support to meet state standards in early literacy (K-3) |

**Questions to Consider:**

- To what extent does the local literacy plan align with Ohio's Plan to Raise Literacy?

- How does the early literacy curriculum rate on the Ohio Materials Matter Reviews?

**Tools and Resources**

- ReadOhio

- Literacy Academy on Demand

- Implementing Ohio's Plan to Raise Literacy Achievement: Resources for School Leaders

- Dyslexia Supports

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# Gap Closing Component

**Measures:**     **Gifted Performance Indicator**
                **Chronic Absenteeism Improvement Indicator**
                **English Language Proficiency Improvement Indicator**
                **Graduation Goals by Student Subgroup**
                **English Language Arts, Math Achievement by Student Subgroup**
                **English Language Arts, Math Progress (Growth) by Student Subgroup**

**Description:**     The **Gifted Performance Indicator** is a measure that evaluates the performance of students identified as gifted with three elements: the Gifted Performance Index, Gifted Progress (Growth) and school and districts' performance with gifted identification and services provided to gifted students. This indicator was included in the Achievement Component in the previous accountability system and report cards.

The **Chronic Absenteeism Improvement Indicator** measures the chronic absenteeism rates of schools and districts against annual goals and the reduction of chronic absenteeism year over year. This indicator was included in the Achievement Component in the previous accountability system and report cards.

The **English Language Proficiency Improvement Indicator** measures the English language proficiency of students identified as English learners on the Ohio English Language Proficiency Assessment (OELPA) against annual goals and the improvement of proficiency year over year.

**Graduation Goals by Student Subgroup** evaluates whether the applicable subgroups for a school or district met their four-year graduation goal. There must be at least 15 students per subgroup (as listed below) to be evaluated on this measure.

**English Language Arts, Math Achievement by Student Subgroup** evaluates subgroup-specific Performance Index scores to determine whether each subgroup met their English language arts and math achievement goals. There must be at least 15 students per subgroup (as listed below) to be evaluated on this measure.

**English Language Arts, Math Progress (Growth) by Student Subgroup** evaluates subgroup-specific value-added results to evaluate whether each subgroup met their English language arts and math growth goals. There must be at least 15 students per subgroup (as listed below) to be evaluated on this measure.

**Student Subgroups:**

| | |
|---|---|
| **All Students** | **Black, Non-Hispanic** |
| **Asian or Pacific Islander** | **Multiracial** |
| **Hispanic** | **English Learner** |
| **White, Non-Hispanic** | **Economic Disadvantage** |
| **American Indian or Alaskan Native** | **Students with Disabilities** |

| GAP CLOSING COMPONENT RATING | | |
|---|---|---|
| **Range – Percentage of Points Earned out of Possible Points** | **Rating** | **Rating Description** |
| Greater than or equal to 60% | 5 Stars | Significantly exceeds state standards in closing educational gaps |
| Greater than or equal to 45% but less than 60% | 4 Stars | Exceeds state standards in closing educational gaps |
| Greater than or equal to 30% but less than 45% | 3 Stars | Meets state standards in closing educational gaps |
| Greater than or equal to 10% but less than 30% | 2 Stars | Needs support to meet state standards in closing educational gaps |
| Less than 10% | 1 Star | Needs significant support to meet state standards in closing educational gaps |

**Questions to Consider:**

- What is the connection between chronic absenteeism, achievement and growth?

- Are any student groups meeting growth but not achievement goals? Are any student groups meeting achievement goals but growth remains stagnant?

- How are district and school services and supports impacting English learner outcomes?

- How are district and school services for gifted students impacting the Gap Closing Component?

**Tools and Resources**

- Ohio's Attendance Guide

- Gifted Education

- English Learners

- OCALI

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# Graduation Component

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

**Description:**     The **four-year graduation rate** applies to students in the Class of 2022 who graduated within four years. These are the students who entered ninth grade in the fall of 2018 and graduated by the summer of 2022. This rate is calculated by dividing the number of students who graduate in four years or less with a regular or honors diploma by the number of students who form the final adjusted cohort for the graduating class.

The **five-year graduation rate** applies to students in the Class of 2021 who graduated within five years. These are the students who entered ninth grade in the fall of 2017 and graduated by the summer of 2022. This rate is calculated by dividing the number of students who graduate in five years or less with a regular or honors diploma by the number of students who form the final adjusted cohort for the graduating class.

The resulting graduation rates are multiplied by the weights established in state law to create a weighted graduation rate. The four-year graduation rate is weighted at 60%, and the five-year graduation rate is weighted at 40%. The weighted graduation rate is the value used to determine the Graduation Component rating.

| GRADUATION COMPONENT RATING | | |
|---|---|---|
| **Weighted Graduation Rate** | **Rating** | **Rating Description** |
| Greater than or equal to 96.5% | 5 Stars | Significantly exceeds state standards in graduation rates |
| Greater than or equal to 93.5% but less than 96.5% | 4 Stars | Exceeds state standards in graduation rates |
| Greater than or equal to 90% but less than 93.5% | 3 Stars | Meets state standards in graduation rates |
| Greater than or equal to 84% but less than 90% | 2 Stars | Needs support to meet state standards in graduation rates |
| Less than 84% | 1 Star | Needs significant support to meet state standards in graduation rates |

**Questions to Consider:**

- Has the graduation rate remained steady, improved or declined?

- Is there an increase in students graduating? Does that align with known efforts or programs to increase the number of students who graduate?

- What strategies are being implemented to increase the number of students who graduate?

**Tools and Resources**

- Graduation Resources

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# College, Career, Workforce and Military Readiness Component

**Measures:**     This component is made up of 11 readiness measures that are used to estimate how prepared the graduating class from a district or building is to go on to postsecondary education, enter the workforce or join the armed forces. This measure also includes three report-only measures.

**ACT/SAT Remediation-Free Scores**
**Honors Diploma**
**Advanced Placement (AP) Credits Earned**
**International Baccalaureate (IB) Credits Earned**
**Twelve or More Credential Points in a Single Career Field**
**State-recognized License**
**Twelve or more College Credit Plus (CCP) Credits Earned**
**Enlistment in the Military**
**Completion of a Pre-Apprenticeship or Apprenticeship**
**Acceptance into an Apprenticeship Program Post High School**
**OhioMeansJobs-Readiness Seal and 250 Hours of Internship/Work-based Learning**

**Report Only Measures**
ACT participation
SAT participation
AP participation

**Description:**     The **College, Career, Workforce and Military Readiness Component** measures how prepared the graduating class from a district or building is to go on to postsecondary education, enter the workforce or join the armed forces.

The readiness of a graduating class is estimated by calculating the number of students who achieve one or more of the component measure goals.

This component will not be included in the overall report card rating or rated as an individual component until the 2024-2025 school year or later.

| COLLEGE, CAREER, WORKFORCE AND MILITARY READINESS COMPONENT RATING | |
| --- | --- |
| | **Rating** |
| | 5 Stars |
| | 4 Stars |
| | 3 Stars |
| | 2 Stars |
| | 1 Star |

NOT RATED AT THIS TIME

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**Questions to Consider:**

- Which of the opportunities for this component are being offered?
- Which opportunities are students taking advantage of the most?
- Where should efforts be focused to increase students' postsecondary readiness?
- Are students entering college able to succeed in college-level work immediately? Is remediation needed?
- How are parents and students informed of these opportunities? Are all groups of students accessing the variety of opportunities to demonstrate readiness?

**Tools and Resources**

- [Work-Based Learning](#)

- [Industry-Recognized Credentials](#)

- [College Credit Plus Information](#)

- [Military Enlistment](#)

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# **What** do the Career-Technical Planning District Report Cards measure?

The Career-Technical Planning District Report Cards include specific marks of performance, called measures, within broad categories called components. They receive grades for up to six measures and four components.

**Achievement**
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.

**Graduation**
This component measures the percentage of students who concentrate in career-technical education and graduate from high school within four or five years.

**Post-Program Outcomes**
This component shows the percentage 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.

**Career and Postsecondary Readiness**
This component looks at how well Ohio's students are prepared for future opportunities, whether training in a technical field or preparing for work or college.

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# **What** do the Dropout Prevention and Recovery Report Cards measure?

Community schools that serve a majority of their students through dropout prevention and recovery programs receive the Dropout Prevention and Recovery Report Card. These schools receive one of the following ratings for report card measures: Exceeds Standards, Meets Standards or Does Not Meet Standards.

**Achievement**

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 academic growth for its students in math and reading. Progress looks closely at the growth made by all students.

**Gap Closing**

This rating shows how well schools are meeting the performance expectations for subgroups of students in English language arts, math, graduation and English language proficiency improvement

**Graduation**

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

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