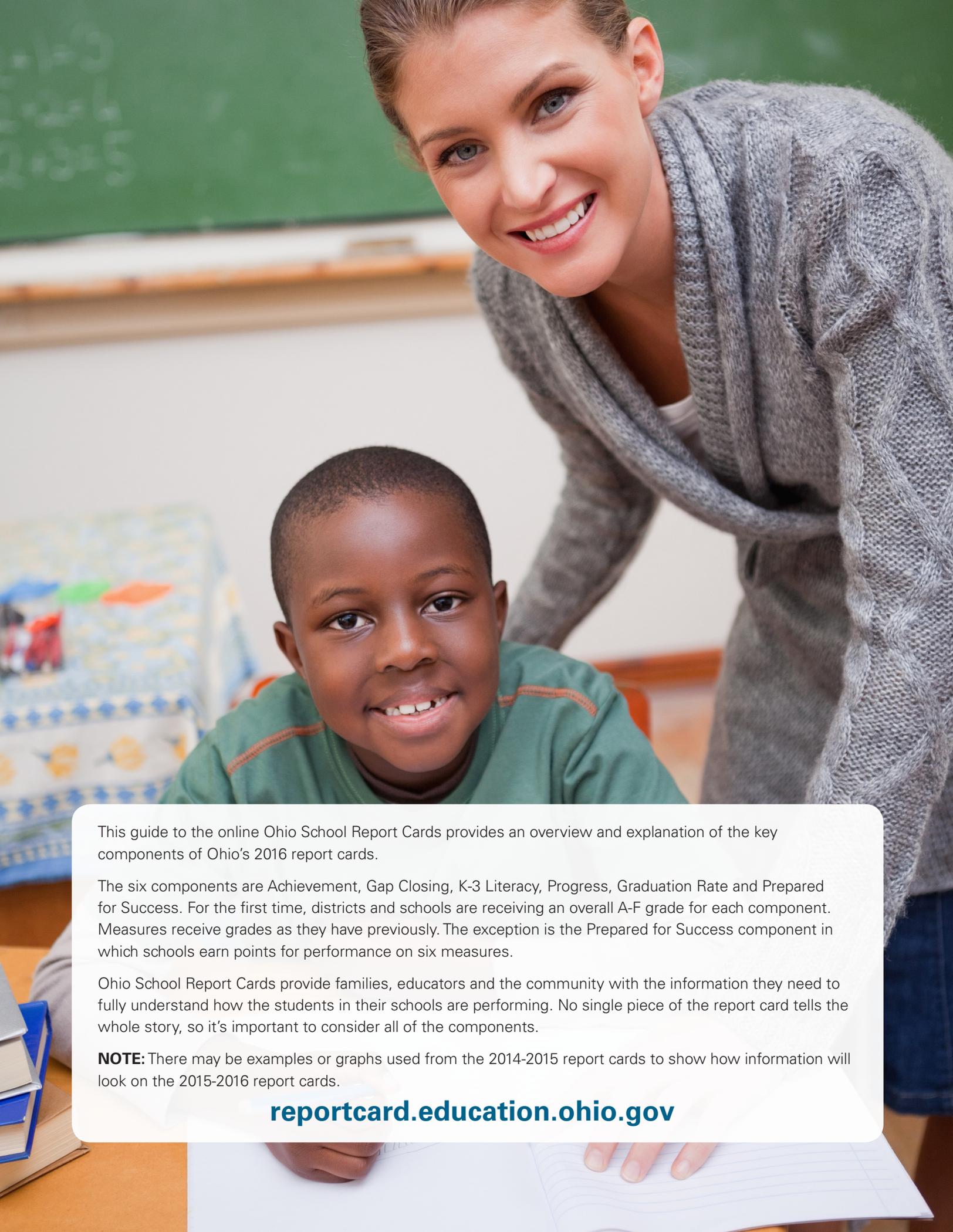


Ohio

Guide to 2016 Ohio School Report Cards





This guide to the online Ohio School Report Cards provides an overview and explanation of the key components of Ohio's 2016 report cards.

The six components are Achievement, Gap Closing, K-3 Literacy, Progress, Graduation Rate and Prepared for Success. For the first time, districts and schools are receiving an overall A-F grade for each component. Measures receive grades as they have previously. The exception is the Prepared for Success component in which schools earn points for performance on six measures.

Ohio School Report Cards provide families, educators and the community with the information they need to fully understand how the students in their schools are performing. No single piece of the report card tells the whole story, so it's important to consider all of the components.

NOTE: There may be examples or graphs used from the 2014-2015 report cards to show how information will look on the 2015-2016 report cards.

reportcard.education.ohio.gov

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Why does Ohio have school and district report cards?

The release of the Ohio School Report Cards is an important yearly milestone for our state's K-12 education system. The report cards give Ohioans a look at how their local schools and districts are performing in six key areas that focus on the needs of all students as we prepare them for success in higher education, careers and life.

The indicators used in the report cards reflect our aspirations for our schools. We want them to show students reaching levels of proficiency, as well as show expected or above expected learning progress. We want all students graduating on time in four – and at most five – years. We want students to be reading on grade level early in their academic experiences, so they have the skills they need to keep learning throughout their school years. And we have high expectations and a strong commitment to high academic achievement for students from every background, culture and income level.

The information shown on the report cards can lead to a wide range of reactions. Some will be excited at reaching certain performance levels or demonstrating improvement in key areas. Others may be frustrated or disappointed that the improvement efforts that are showing positive results at the local level are not yet having an impact on the state report card. We recognize that Ohio's assessment system is in transition, so the results on the report cards should be viewed in that context. History has shown us that our students, educators, administrators, parents and communities rise to the occasion when the state transitions to new or different tests or raises the expectations we have for our schools and districts. We then begin to see positive results soon after implementation.

Ohio has everything it takes to create the best education system in the nation – clear learning standards, an end-focus on careers, the ability to help all of our students learn and grow and a collective commitment to helping our students achieve.

To be the best, and regardless of whether our report cards are exciting or disappointing, we must renew our shared commitment to continue getting better.

We must learn what we can from the results but also examine other indicators of our progress and success. The 2016 Ohio School Report Cards are one piece of evidence and a credible gauge of where we are and where we need to go.

We hope these report cards will start productive discussions that drive our continuing improvement efforts. You, as a parent, local school board member or citizen of your community, should talk with your school and district leaders to better understand the factors that contribute to the report card grades and talk about strategies that can make a difference going forward. Reflect on the report card results, and consider them in relation to the aspirations we have for all of our schools and districts. Also remember that the other factors that you see, like school culture, leadership quality and community support, help schools to better meet the needs of our students. Whatever grades your school and district receive on their report cards, you can take part in helping them improve. We know from experience that all schools, even high-performing ones, can get better. The schools, educators and children of your community are counting on you!



Tom Gunlock
President
State Board of Education



Paolo DeMaria
Superintendent of
Public Instruction

What do the Ohio School Report Cards measure?

Schools and districts report information for the Ohio School Report Cards on specific marks of performance – called measures – within six broad categories or components. The components are Achievement, Progress, Gap Closing, Graduation Rate, K-3 Literacy and Prepared for Success. While the department has given letter grades on most of the individual measures for several years, new this year are letter grades on each of the six components. This will help give Ohio parents and schools an even more complete snapshot of the quality of education they are providing their children.



Achievement

The Achievement component of the report card represents whether student performance on state tests met established thresholds and how well students performed on tests overall.



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 our most vulnerable populations of students in English language arts, math and graduation.



Graduation Rate

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



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.



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 all future opportunities.

Measures

- College entrance exam remediation-free scores.
- An honors diploma.
- An industry-recognized credential or group of credentials worth 12 points.
- Advanced Placement tests scores.
- International Baccalaureate tests scores.
- College Credit Plus credits.

How do I use this information?

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



Achievement

The Achievement component of the report card represents whether student performance on state tests met established thresholds and how well students performed on tests overall.

What is being graded?

1. Indicators Met – Did the percent of students scoring at least proficient meet established thresholds?
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?

- You must exceed state standards.
- Your grade will improve as students score higher on tests.

Questions to ask

Some students will not achieve at the highest levels, even in a school with a good grade.

- 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?



Progress

The Progress component of the report card 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;
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.
- Your school's grade will improve as students make more progress.

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.

What is being graded?

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

Why is this important?

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

What is an A?

Every group of students must be proficient.

Questions to ask

- How are different groups of students performing?
- What information is available to determine which groups are doing well and which are not?
- How can we change instruction for groups that are not succeeding?
- Which districts, similar to ours, are doing better than we are? What are they doing?



Graduation Rate

The Graduation Rate component of the report card looks at the percent 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?



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

What is being graded?

K-3 Literacy Improvement – How well did your school move students at each level – kindergarten and grades 1 and 2 who were not on track to read at grade level at the beginning of the 2014-2015 school year to being on track at the beginning of the 2015-2016 school year? In third grade, how well did your school move students who were not on track at the beginning of the 2015-2016 school year to proficient on the state's third grade English language arts test by the end of the 2015-2016 school year?

Why is this important?

- Early reading predicts how students will do throughout the remainder of their school careers.
- For the 2015-2016 school year, students receiving scores of 42 or higher on the reading section of the Ohio English language arts test are eligible for promotion under the Third Grade Reading Guarantee. This is a different score than the score for proficient (700) that is used on the Ohio School Report Cards for the K-3 Literacy Improvement Measure.

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 all future opportunities.

What are the measures?

Primary measures:

- College entrance exam remediation-free scores;
- 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 for all educational tracks.
- All districts and community schools must provide and promote ways for high schools to offer college credit.

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?

Understanding Ohio School Report Cards



Achievement Component

Measures: **Indicators Met**
Performance Index

Description: The Achievement component of the report card represents whether student performance on state tests met established thresholds and how well students performed on tests overall.

The **Indicators Met** measure represents whether student performance on state tests met established thresholds. They are based on a series of up to 31 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, giving them up to 32 possible indicators.

The **Performance Index** measures the achievement of every student, not just whether or not he or she reaches “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 schools and districts that improve the performance of highest- and lowest-performing students.

New this Year: While schools and districts have received A-F letter grades on Indicators Met and Performance Index for several years, the percent of students needing to score proficient or higher on each state test increased. Additionally, the five 10th-grade Ohio Graduation Tests are no longer included. For the first time in 2016, there will be a letter grade on the larger Achievement component.

A-F Rating: The ranges for both achievement measure grades are the same and partially prescribed by law.

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

Component Grade:

75%

75 percent of the grade comes from the **Performance Index** score: the level of achievement for each student on each state test. The possible levels are Advanced, Accelerated, Proficient, Basic and Limited. Schools and districts receive points for every student’s level of achievement.

25%

25 percent of the grade comes from the **Indicators Met** score: how many students show “Proficient” knowledge on state tests in each grade and subject. In other words, how many students have met the basic expectations.



Progress Component

- Measures:**
- Progress** for all students in the school together
 - Progress** for gifted students
 - Progress** for students with disabilities
 - Progress** for students whose academic performance is in the lowest 20 percent of students statewide

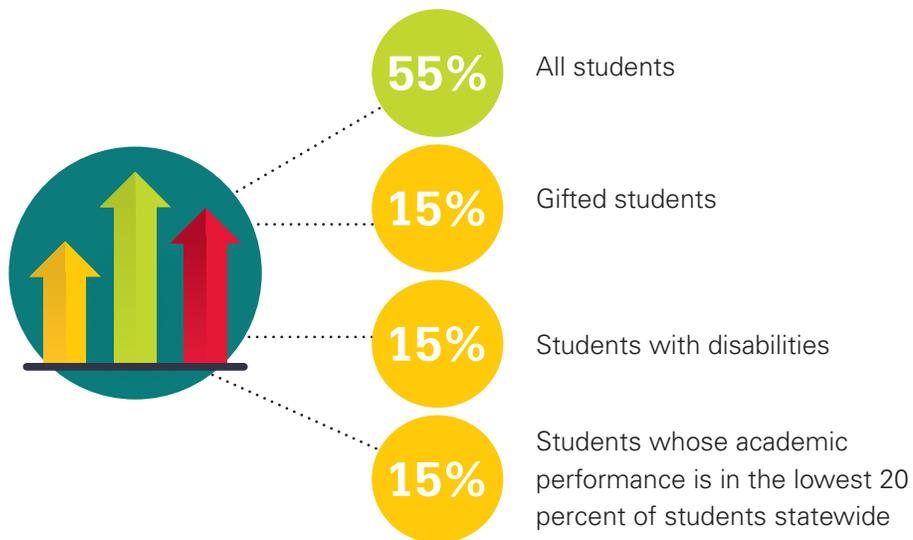
Description: Not all children start out at the same place with their learning, but every student should learn and grow throughout the school year. Progress looks closely at the growth that all students are making based on their past performances. Progress measures have previously been based on state test results in English language arts and math in grades 4-8.

New this Year: The Progress measures add state tests in grades 5 and 8 science and grade 6 social studies as well as English language arts and math end-of-course high school exams.

Technical Fact: The state examines students' state tests through a series of calculations to produce a "value-added" rating for your school or district for each of the four groups listed above.

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

Component Grade:





Gap Closing Component

Measures: Annual Measurable Objectives

Description: Schools must close the gaps that exist in the achievement 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 nine student groups against the performance of a 10th group, all students in Ohio.

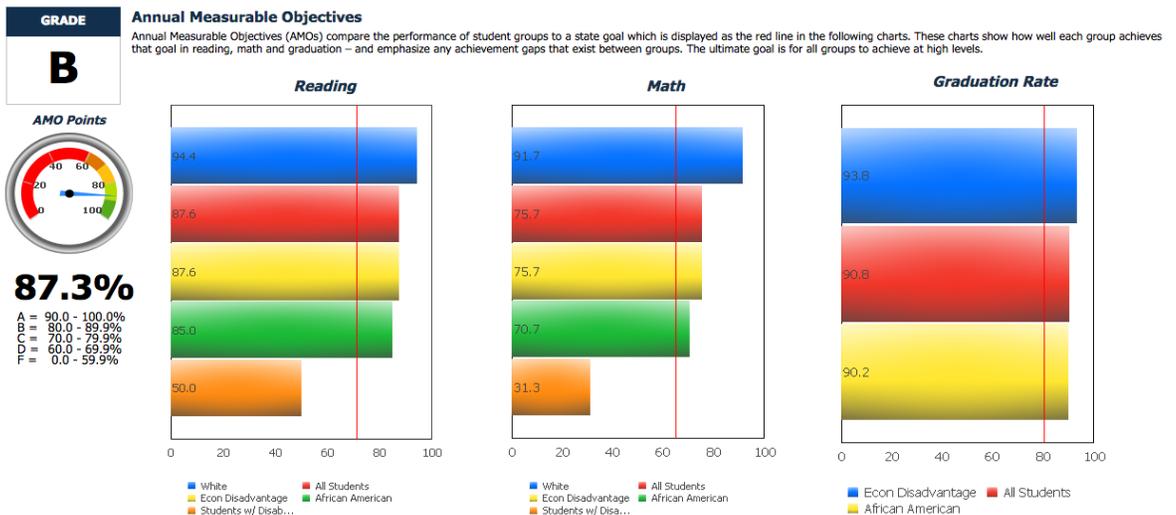
Technical Fact: A district or school cannot receive an A if one of its groups is not reaching the annual goal for all students. The goals for all student groups are called Annual Measurable Objectives. A grade is assigned after a review of the results of all 10 student groups in English language arts, math and graduation rate and for efforts to close the achievement gaps in the following groups of students:

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

A-F Rating: Ohio’s ESEA flexibility waiver outlines the targets for the Annual Measurable Objectives.

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

Component Grade:





Graduation Rate Component

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

Description: The Four-Year Graduation Rate includes as graduates 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 of 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

Component Grade:



The letter grade for the Four-Year Graduation Rate.



The letter grade for the Five-Year Graduation Rate.



K-3 Literacy Component

Measures: K-3 Literacy Improvement

Description: Reading is the foundation for all learning. That is why it is critical to fund and address reading issues for a student as early as possible. K-3 Literacy looks at how successful the school is 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 that 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.

New this Year: K-3 Literacy Improvement 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. For the 2015-2016 school year, students took the new state test in English language arts that included writing as well as reading. The new test replaced the previous Ohio Achievement Assessment given in 2014-2015.

Technical Fact: Any school or district that had fewer than 5 percent of its kindergartners reading below grade level at the beginning of the 2015-2016 school year will not receive a letter grade for this measure. The minimum range of a C grade will be the prior year's statewide average value 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.

A-F Rating: The grade for the measure is based on the prior year's state average. State law requires that the statewide average represents the bottom of the C range.

Component Grade: 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 in first grade and now are on track in second grade;
- Students who were not on track in reading in second grade and now are on track in third grade; and
- Students who were not on track in reading at the beginning of third grade who scored "Proficient" on Ohio's third grade English language arts test.



Prepared for Success Component

Measures:

**College entrance exam
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 all 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:

Districts and schools will receive A-F letter grades on the Prepared for Success component for the first time this year. A Prepared for Success letter grade is based on how well the students performed on these six measures:

Primary measures

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

1. College entrance exam remediation-free scores* (18 for ACT English, 22 for ACT math and 21 for ACT reading; or 430 for SAT writing, 520 for SAT math and 450 for SAT reading);
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;
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.

A-F Rating:

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 2014 and 2015. The maximum points possible are 1.3 per student.

Here's what the letter grade calculation looks like:

$$\frac{\text{Points district earned}^1}{\text{Students in adjusted classes of 2014 and 2015}^2} = \frac{762}{1,000} = 76.2\% \text{ or B}$$

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

¹Based on six measures.

²All students who started ninth grade five years ago (class of 2014) plus those who started ninth grade four years ago (class of 2015). 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 your district’s students who are determined to be gifted and how many of them are receiving gifted services from the district or school. Additionally, it shows how your gifted students are performing academically. You can find this information in the Achievement component section.

Example:

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:	NR	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.
Enrollment:	4,593	
Value Added Met?	NR	

Gifted Performance Index

Performance Index:	123.849	Districts with at least 10 unique students in the Gifted Performance Index calculation must score 116.0 or better to meet the Gifted Performance Index component.
Performance Index Met?	Met	

Gifted Inputs

Total Points:	65.0	Points are earned based on identification and services provided to gifted students. Districts must earn at least 60 points out of a possible 100 to meet the Gifted Inputs component.
Gifted Inputs Met?	Met	

Gifted Indicator Final Result

INDICATOR

Met

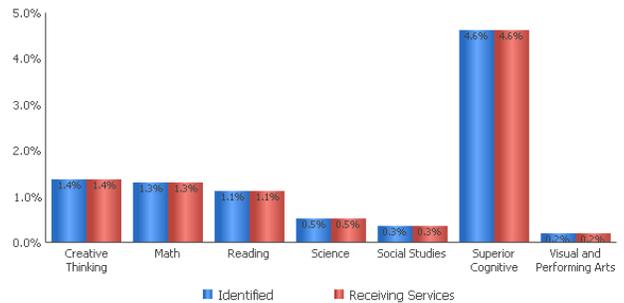
The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however; if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

Additional Information on Identification and Services

- Identification and Services
- Screening and Acceleration

All Grades

This chart shows the percentage of all enrolled students that are identified as gifted and that are receiving gifted services.



Note: Students may be identified in more than one category



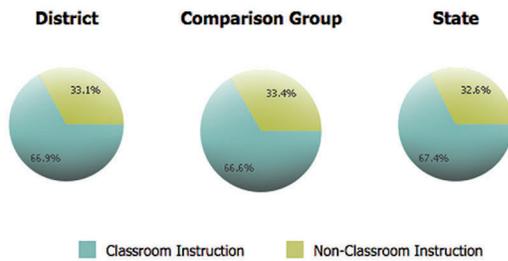
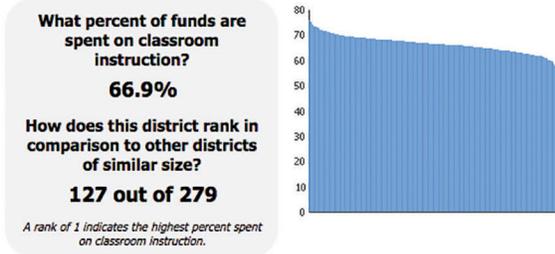
Financial Data

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:

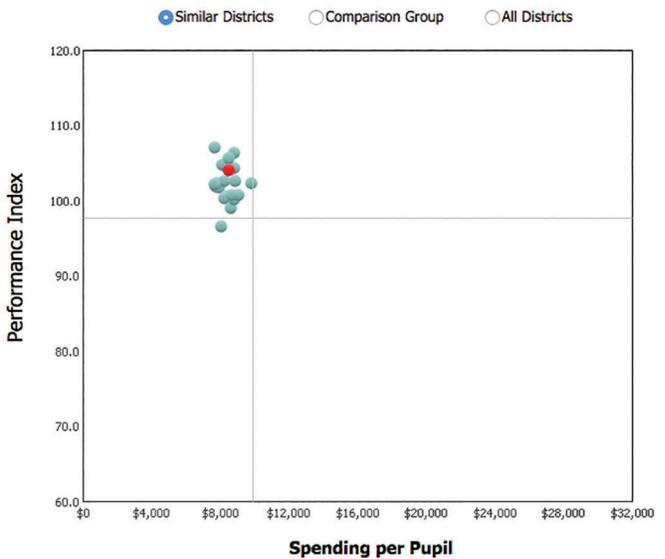
Spending Data

- Classroom Spending
- Spending per Pupil
- Source of Funds



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?



The quadrant lines on this graph represent the statewide average performance index score and the statewide average spending per pupil.

Comparison Group: Enrollment between 1000 and 2499

Report Card for Career-Technical Planning Districts

Students included in this report card have completed at least half of their career-technical education and are enrolled for the second half. There are five components on this report card – Achievement, Graduation Rate, Prepared for Success, Post-Program Outcomes and Federal Accountability Results.



Achievement Component

Technical Skill Attainment shows the proportion of students passing technical assessments. These assessments are designed to measure the skills and knowledge learned in a student's career-technical program.

What is being graded?

1. Percent of students participating in assessments.
2. Of those participating, the percent of students passing technical assessments.

Questions to ask

Some students will not achieve at the highest levels, even in a school with a good grade.

- Why are students not participating in assessments?
- What are we doing to increase participation?
- What help do our students need to pass assessments?
- Which career-tech centers, similar to ours, are doing better than we are? What are they doing?

How is the grade determined?

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

Score	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
65% - 69.9%	D
Less than 60%	F

This grade also reflects the testing participation rate. Districts that have less than 90 percent test participation receive a one letter grade demotion. For less than 80 percent participation, the district receives a letter demotion of two grades.

<u>Effect</u>	<u>Test Participation Rate</u>
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 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?

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

Component Grade

60%

The letter grade for the Four-Year Graduation Rate.

40%

The letter grade for the Five-Year Graduation Rate.



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 all future opportunities.

How is the grade* determined?

- College entrance exam remediation-free scores.
- Honors Diploma.
- Industry-recognized credentials or group of credentials worth 12 points.
- Advanced Placement test score of 3 points or more on at least one test.
- International Baccalaureate test score of 4 points or more on at least one test.
- College Credit Plus of 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 for all educational tracks.
- All districts must provide and promote ways for high schools to provide college credit.

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 in area businesses?

*See page 13 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 for 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 that the student has an employable skill.

Questions to ask

- Why are students not taking their next steps after graduation on to higher education or jobs?

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.

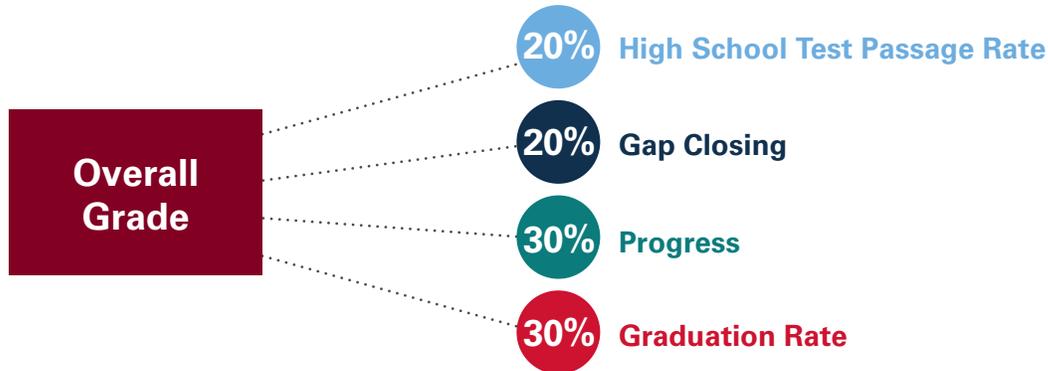
Score	Letter Grade
93% - 100%	A
89% - 92.9%	B
84% - 88.9%	C
79% - 83.9%	D
Less than 79%	F

The Post-Program grade also considers the proportion of students who were surveyed. This is called the *Status Known Rate*. The Post-Program 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 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, Does Not Meet Standards or Not Rated (used when there are too few data to issue a rating).



High School Test Passage Rate

This rating reports the percentage of students who passed all five subjects of the Ohio Graduation Tests as required for high school graduation.



Gap Closing

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



Progress

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



Graduation Rate

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

4-YEAR RATING Meets Standards	5-YEAR RATING Meets Standards	6-YEAR RATING Meets Standards
7-YEAR RATING Meets Standards	8-YEAR RATING Exceeds Standards	COMBINED RATING Meets Standards



High School State Test Passage Rate

This rating reports the percentages of students who passed all five subjects of the Ohio Graduation Tests as required for high school graduation.

What is being rated?

The number of students who have passed all five Ohio Graduation Tests.

Why is this important?

Every student deserves to succeed in learning.

Questions to ask

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

Example:

Students Who Passed All Five Tests



58.6%

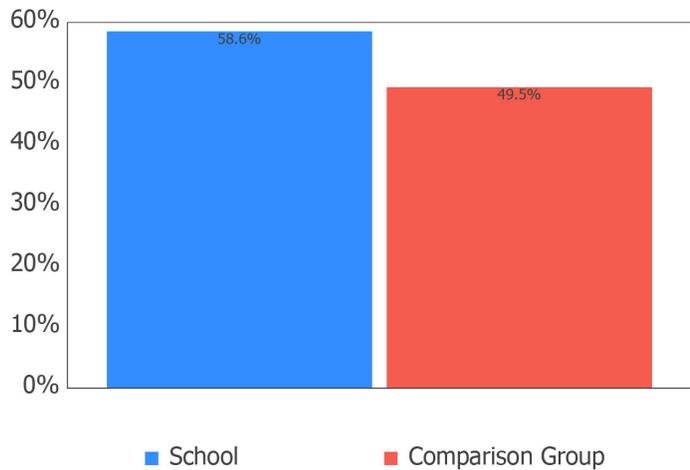
Score

68% - 100%
 32% - 67.9%
 Less than 32%

Rating

Exceeds
 Meets
 Does Not Meet

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 and graduation.

What is being rated?

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

Why is this important?

Every 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?
- What information is available to determine who is doing well and who is not?
- How can we change instruction for groups who are not succeeding?

Example:

RATING
Exceeds Standards

AMO Points

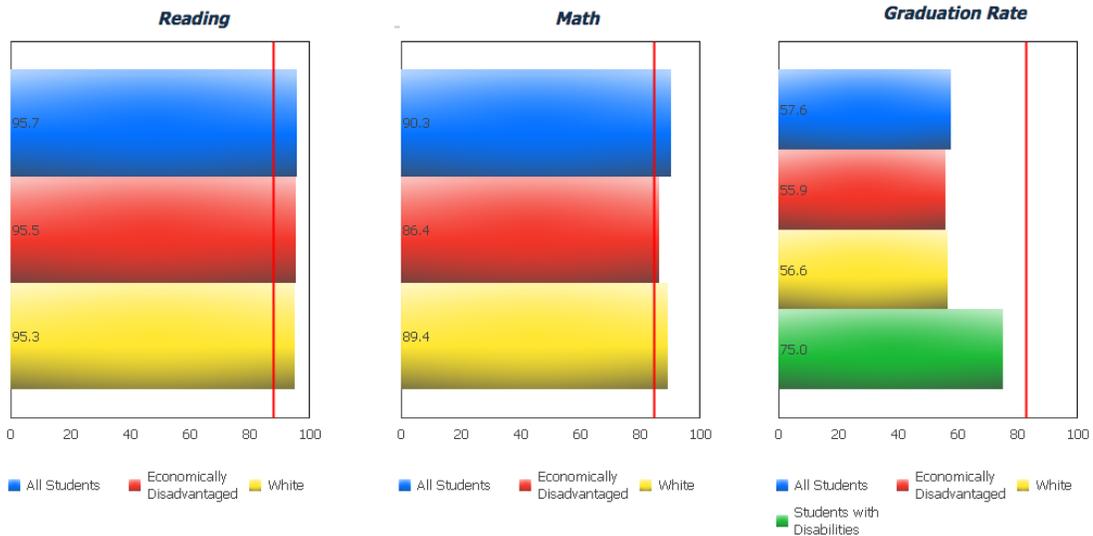


71.0%

Exceeds Standards 36.0 - 100.0%
Meets Standards 1.0 - 35.9%
Does Not Meet Standards 0.0 - 0.9%

Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of all students to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in ELA, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.



The red line on each graph identifies the Annual Measurable Objective. The 2016 AMO for ELA is 87.9%, for Math is 84.5%, and for Graduation Rate is 82.8%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.



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?

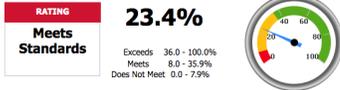
Almost all jobs require skills and education beyond a high school diploma. Measuring the four-, five-, six-, seven- and eight-year graduation rates gives the school credit for helping students finish their diplomas.

Questions to ask

- If students are not graduating, why?

Example:

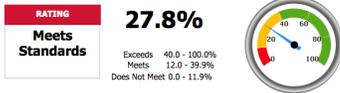
4-Year Graduation Rate
The 4-year graduation rate applies to the Class of 2015 who graduated within four years, i.e. students who entered the 9th grade in 2012 and graduated by 2015.



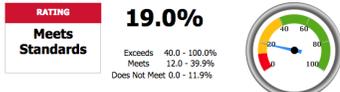
5-Year Graduation Rate
The 5-year graduation rate applies to the Class of 2014 who graduated within five years, i.e. students who entered the 9th grade in 2011 and graduated by 2015.



6-Year Graduation Rate
The 6-year graduation rate applies to the Class of 2013 who graduated within six years, i.e. students who entered the 9th grade in 2010 and graduated by 2015.



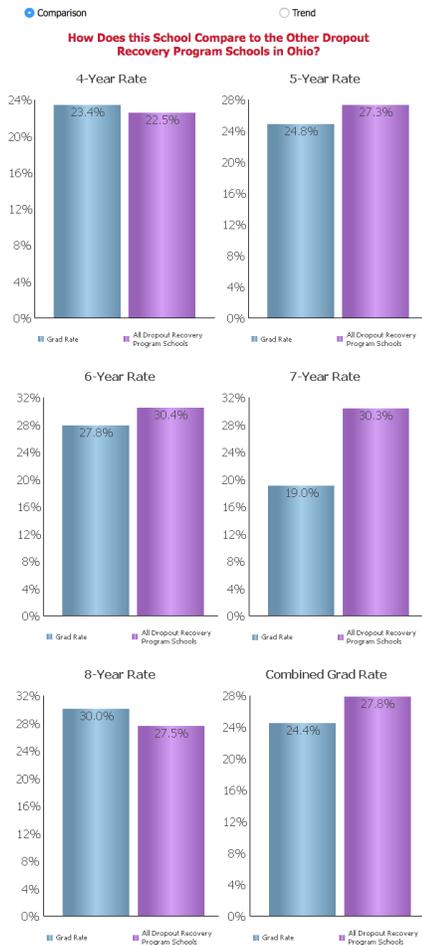
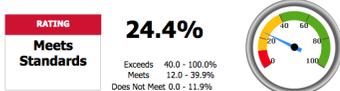
7-Year Graduation Rate
The 7-year graduation rate applies to the Class of 2012 who graduated within seven years, i.e. students who entered the 9th grade in 2009 and graduated by 2015.



8-Year Graduation Rate
The 8-year graduation rate applies to the Class of 2011 who graduated within eight years, i.e. students who entered the 9th grade in 2008 and graduated by 2015.



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





Progress Component

This rating is your school’s average progress for its students in math and reading using the NWEA Measure of Academic Progress (MAP) in grades 9-12. Progress looks closely at the growth that all students are making based on their past performances.

Example:

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

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 Score		
	Reading	Mathematics	All Tests
All Grades	0.2	-1.8	-0.9

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

Exceeds	2.00 and up
Meets	-2.00 to 1.99
Does Not Meet	below -2.00



What is Safe Harbor?

The General Assembly directed the Ohio Department of Education to transition to new state tests in mathematics and English language arts for the 2014-2015 school year. To give schools, teachers and students time to adjust, new Ohio law suspends many of the consequences of the tests for the 2014-2015, 2015-2016 and 2016-2017 school years.

Safe Harbor for School Districts

School officials might find it helpful to communicate with parents about safe harbor as meaning “no impact.” School districts can become eligible for certain programs or interventions based on their report card performance. Safe harbor – or no impact – for school districts means the following programs or interventions will be suspended:

Challenged School District Designation

When the state designates a school district as “challenged,” new startup community schools can open within the district’s boundaries. Safe harbor means the state will designate no new school districts as challenged until it releases the 2018 report cards.

Educational Choice Scholarship Program

Students attending persistently poor performing schools can become eligible for vouchers to pay the costs of attending private schools. Safe harbor means Ohio will include no new public school buildings in the program until the 2019-2020 school year.

Academic Distress Commissions

Ohio forms these commissions to help improve a school district after three consecutive years of poor results on its report cards. The 2016 report cards and report cards thereafter count toward the three consecutive years for the formation of new academic distress commissions, and safe harbor does not apply to the existing academic distress commissions.

Community School Closure

The majority of community schools receive the same traditional report cards as other public schools. Community schools can be closed by law for continued poor performance. That said, Ohio’s current safe harbor provisions say the state will not use grades published on the 2014-2015, 2015-2016 and 2016-2017 report cards to judge whether it will close a school.

School Restructuring

When traditional public schools receive low report card grades, there are several laws that require them to restructure or even close. Safe harbor means that no new school buildings will be required to restructure because of state law based on the 2014-2015, 2015-2016 or 2016-2017 report cards. However, there are restructuring requirements included in federal law that are not covered by Ohio's safe harbor provisions. This state portion of restructuring affects only a few schools.

Safe Harbor for Students

Schools and districts may not use test results during the 2014-2015, 2015-2016 and 2016-2017 school years to grant credits to students or to promote or deny students' promotion to higher grade levels, except in the cases of the Third Grade Reading Guarantee and graduation requirements. Test vendors can release a student's test score reports only to the school district, the student and the student's parent or guardian.

Schools must still retain in third grade a child who does not meet the "promotion score" on Ohio's grade three English language arts test. Some students may be exempted from this requirement. Exemption information is on the department's website at education.ohio.gov, search Third Grade Reading Guarantee.

The graduating classes of 2018 and after are taking end-of-course tests to earn graduation points. A student's performance on these tests will impact a student's graduation. However, safe harbor allows any student to retake any end-of-course tests. Students also have other options to earn high school diplomas.

Safe Harbor for Teachers and Principals

Student growth makes up a significant portion of an evaluation for teachers and principals. State tests are one of the ways to calculate this student growth. Due to the transition to new assessments, there no longer will be consequences tied to the results of the state tests given in the 2014-2015 and 2015-2016 school years. Additionally, teachers and principals will not use value-added ratings from state tests for the 2014-2015 and 2015-2016 school years as part of their evaluations or when making decisions regarding dismissal, retention, tenure or compensation unless they choose to use the data. The law provides other options for districts to address student growth measures as a part of teacher evaluations. Discuss this with your district leaders.

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 to view the full list of Reward Schools. Reward Schools for 2016 were not awarded at the time this guide was published.



Schools of Promise – 22 recognized in 2014-2015 school year

These schools meet these criteria:

- Serve at least 40 percent economically disadvantaged students.
- Achieve Proficient scores in reading and math with 80 percent or more of students in grades that took the 2014-2015 Ohio Achievement Assessments and Ohio Graduation Tests. Student groups include racial and ethnic, economically disadvantaged, students with disabilities and English language learners.
- Score grades of A or B on the Ohio School Report Cards for their Annual Measurable Objectives, to narrow performance gaps between student groups.
- Receive grades of A or B on student learning progress through the school year. Additionally, a grade of A or B on high school graduation rate, if the building is a high school.



High Performing Schools of Honor – 14 recognized in 2014-2015 school year

The High Performing Schools of Honor exceed the criteria of Schools of Promise. These schools must:

- Be Title I eligible and serve 40 percent or more economically disadvantaged students.
- Have 90 percent or more of all students score Proficient on the Ohio Achievement Assessments and Ohio Graduation Tests over the last five years.
- Have 80 percent of all subgroups who are Proficient in the most recent school year. Student groups include racial and ethnic, economically disadvantaged, students with disabilities and English language learners.
- Have a 93 percent graduation rate over the last five years, if the building is a high school.
- Earn grades of C or higher for their Annual Measurable Objectives and grades of B or higher for student learning progress.



High Progress Schools of Honor – 4 recognized in 2014-2015 school year

The High Progress Schools of Honor made the greatest five-year gains in proficiency and graduation rates, although they may still have work to do to achieve at the level of High Performing Schools of Honor. These buildings must be Title I eligible and serve 40 percent or more economically disadvantaged students.



All A Award – 2 districts, 46 schools recognized in 2014-2015 school year

The State Board of Education recognizes districts and schools that earned straight A's on all of their applicable report card components and measures.



Momentum Award – 53 districts and 165 schools recognized in 2014-2015 school year

The State Board of Education recognizes districts and schools that exceed expectations in student growth for the year.



Blue Ribbon Schools – 14 schools recognized in 2015 school year

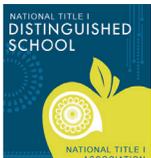
The U.S. Department of Education recognizes Ohio elementary and secondary schools that make significant progress in closing achievement gaps or whose students achieve at the highest levels in the state.

The Ohio Department of Education nominates 15 public schools each year. At least five must have 40 percent or more students who qualify for free or reduced-price lunches.

There are two categories for nomination:

- Exemplary High Performing Schools – Performing in the top 15 percent of schools in the state using state assessments in both reading and mathematics.
- Schools with Exemplary Improvement – Showing the most progress in reducing achievement gaps and in improving student performance using state assessments in both reading and mathematics. In addition, at least 40 percent of the school's students are from disadvantaged backgrounds.

The schools with 40 percent or more poverty may fall into either category. Schools with less than 40 percent poverty only qualify for the high performing category.



National Title I Distinguished Schools Program – 2 schools recognized in 2015 school year

The National Title I Association selects examples of superior Title I school programs. Selected schools qualify in one of the following categories:

- Exceptional student performance for two or more consecutive years.
- Closing the achievement gap between student groups.
- Excellence in serving special populations of students (e.g. homeless, migrant, English learners, etc. – new in 2016).

The association uses academic achievement of students and the creative and innovative programs that contribute to the school's success for this national recognition.

These schools demonstrate a wide array of strengths. This includes 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.



Green Ribbon Schools – 1 recognized in 2016 school year

The U.S. Department of Education recognizes schools and districts for their outstanding, comprehensive approaches to being green in learning and operations. Their efforts include reducing environmental impact and utility costs. Additionally, they promote better health and have effective environmental education such as civics and green career pathways.

Ohio School Report Cards

(877) 644-6338 | reportcard.education.ohio.gov | accountability@education.ohio.gov



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