This guide to the online Ohio School Report Cards provides an overview and explanation of the key components of Ohio’s 2017 report cards.

The six components are Achievement, Gap Closing, K-3 Literacy, Progress, Graduation Rate and Prepared for Success. Districts and schools receive an A-F grade on each of the six components and most of the individual measures. 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 2015-2016 report cards to show how information will look on the 2016-2017 report cards.

reportcard.education.ohio.gov
How well is Ohio’s system of education performing?

Great things are happening in Ohio schools every day. Our students are engaged and excited about learning and participating in a well-rounded educational experience. Our teachers care deeply about their students and go to great lengths to provide engaging and high-quality learning opportunities and supports for students. Educators work hard, in collaboration with parents, community organizations, businesses and other partners, to prepare students for success in an ever-changing world.

The evidence is clear that the more students know and can do, the more likely they will be able to navigate the uncertainties of the future. Jobs that require only a high school diploma or less are vanishing. The industries of the future, and the jobs to support them, have yet to be identified. To succeed in the highly competitive, quickly changing, global economy emerging around us where employers’ expectations are higher than ever, students must not only be equipped with foundational knowledge in essential subject areas but also be lifelong learners, flexible, collaborative, creative and good communicators.

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

The report cards are not the only measure of the success or accomplishments of a school or district. Visiting schools and talking to parents, students, teachers and graduates can paint a more complete picture of the educational experience. In fact, to help shed light on these other aspects of school quality, for every district that requested it, we included a link to a profile page on which district staff describe the unique qualities and accomplishments that make the district proud. While the Ohio Department of Education doesn’t verify these claims, we trust that districts are proud of accomplishments that may not be reflected in existing report card measures.

Teachers, administrators and communities — and all of us who work for the betterment of our children — have a natural disposition for continuous improvement. We focus intently on how to ensure that children have the best education experience possible. As we’ve seen happen over time, schools and districts, as well as policymakers, will use the 2016-2017 report cards to support ongoing discussions about school performance and to make well-informed decisions about teaching and improvement policies and strategies. We’re proud of the dedication people bring to these discussions and are confident that by working together and identifying effective strategies and practices, we’ll create a bright and fulfilling future for our children and our state.
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. The Department gives letter grades on each of the six components and most of the individual measures. 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 the number of students who passed the state tests and how well they performed on them.

**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.

**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.

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

**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.

**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 the number of students who passed the state tests and how well they performed on them.

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?

• 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?

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**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 2015-2016 school year to being on track at the beginning of the 2016-2017 school year? In third grade, how well did your school move students who were not on track at the beginning of the 2016-2017 school year to proficient on the state’s third grade English language arts test by the end of the 2016-2017 school year?

Why is this important?

• Early reading predicts how students will do throughout the remainder of their school careers.

What is an A?

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

Questions to ask

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

Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio’s students are for 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 the number of students who passed the state tests and how well they performed on them.

The Indicators Met measure represents student performance on state tests. They are based on a series of up to 26 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 27 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 11th grade Ohio Graduation Tests are no longer included.

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89.9%</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79.9%</td>
<td>C</td>
</tr>
<tr>
<td>50% - 69.9%</td>
<td>D</td>
</tr>
<tr>
<td>Below 50%</td>
<td>F</td>
</tr>
</tbody>
</table>

Component Grade: 
- 75% 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% 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.

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:

- 55% All students
- 15% Gifted students
- 15% Students with disabilities
- 15% Students whose academic performance is in the lowest 20 percent of students statewide
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.

<table>
<thead>
<tr>
<th>Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89.9%</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79.9%</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69.9%</td>
<td>D</td>
</tr>
<tr>
<td>Less than 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Component Grade:**

Annual Measurable Objectives (AMO) compare the performance of student groups 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 reading, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.
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.

<table>
<thead>
<tr>
<th>Four-Year Graduation Rate</th>
<th>Five-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score</strong></td>
<td><strong>Letter Grade</strong></td>
</tr>
<tr>
<td>93% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>89% - 92.9%</td>
<td>B</td>
</tr>
<tr>
<td>84% - 88.9%</td>
<td>C</td>
</tr>
<tr>
<td>79% - 83.9%</td>
<td>D</td>
</tr>
<tr>
<td>Less than 79%</td>
<td>F</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td><strong>Letter Grade</strong></td>
</tr>
<tr>
<td>95% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>90% - 94.9%</td>
<td>B</td>
</tr>
<tr>
<td>85% - 89.9%</td>
<td>C</td>
</tr>
<tr>
<td>80% - 84.9%</td>
<td>D</td>
</tr>
<tr>
<td>Less than 80%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Component Grade:**
- [60%](#)
The letter grade for the Four-Year Graduation Rate.
- [40%](#)
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.

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.

**Technical Fact:** Any school or district that had fewer than 5 percent of its kindergartners reading below grade level at the beginning of the 2016-2017 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.

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. ACT or SAT remediation-free scores. Find scores on education.ohio.gov;
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 2015 and 2016. The maximum points possible are 1.3 per student.

Example of what the letter grade calculation looks like:

\[
\frac{762}{1,000} = 76.2\% \text{ or B}
\]

*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 2015) plus those who started ninth grade four years ago (class of 2016). Both numbers are adjusted by adding in students who moved into the district – and by subtracting those who moved out – since ninth grade began.
### 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:**

<table>
<thead>
<tr>
<th>Gifted Indicator</th>
<th>Additional Information on Identification and Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gifted Value Added</strong></td>
<td><img src="chart_image" alt="Chart showing the percentage of all enrolled students that are identified as gifted and that are receiving gifted services." /></td>
</tr>
<tr>
<td>Value Added Grade: NR</td>
<td>All Grades</td>
</tr>
<tr>
<td>Enrollment: 4,593</td>
<td></td>
</tr>
<tr>
<td>Value Added Met?: NR</td>
<td></td>
</tr>
<tr>
<td><strong>Gifted Performance Index</strong></td>
<td></td>
</tr>
<tr>
<td>Performance Index: 123.849</td>
<td></td>
</tr>
<tr>
<td>Performance Index Met?: Met</td>
<td></td>
</tr>
<tr>
<td><strong>Gifted Inputs</strong></td>
<td></td>
</tr>
<tr>
<td>Total Points: 65.0</td>
<td></td>
</tr>
<tr>
<td>Gifted Inputs Met?: Met</td>
<td></td>
</tr>
</tbody>
</table>

**Gifted Indicator Final Result**

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.
Financial Data

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

Example:

Comparison Group: Enrollment between 1000 and 2499
Report Card for Career-Technical Planning Districts

For most measures on this report card, students 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

The Achievement component of this report card has two measures – Technical Skill Attainment and Indicators Met. Technical Skill Attainment shows the proportion of students passing technical assessments. These assessments measure the skills and knowledge learned in a student’s career-technical program. The calculation for Indicators Met is the same as the Indicators Met for traditional report cards. Go to Page 8 for a complete explanation of the Indicators Met measure.

What is being graded?

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

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 are the two measures graded?

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

The Indicators Met score is the percent of students who show “Proficient” knowledge on required state tests. In other words, students who have met basic expectations.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Technical Skill Attainment Rate</th>
<th>Indicators Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89.9%</td>
<td>80-89.9%</td>
</tr>
<tr>
<td>C</td>
<td>70-79.9%</td>
<td>70-79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9%</td>
<td>50-69.9%</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60%</td>
<td>Less than 50%</td>
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</tbody>
</table>

The Technical Skill Attainment 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 demotion of two letter grades.

Effect of 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.

<table>
<thead>
<tr>
<th>What is being graded?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Four-Year Graduation Rate – How many students graduated in four years or less?</td>
<td></td>
</tr>
<tr>
<td>2. Five-Year Graduation Rate – How many students graduated in five years or less?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why is this important?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions to ask</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What are the reasons students are not graduating?</td>
<td></td>
</tr>
<tr>
<td>• Are there certain subjects that are holding students back?</td>
<td></td>
</tr>
<tr>
<td>• What are we doing to grow the number of students who graduate?</td>
<td></td>
</tr>
<tr>
<td>• Which districts, similar to ours, are doing better than we are? What are they doing?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How is the grade determined?</th>
<th></th>
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<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>89% - 92.9%</td>
<td>B</td>
</tr>
<tr>
<td>84% - 88.9%</td>
<td>C</td>
</tr>
<tr>
<td>79% - 83.9%</td>
<td>D</td>
</tr>
<tr>
<td>Less than 79%</td>
<td>F</td>
</tr>
</tbody>
</table>

| 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. |                                                                 |

<table>
<thead>
<tr>
<th>Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>90% - 94.9%</td>
<td>B</td>
</tr>
<tr>
<td>85% - 89.9%</td>
<td>C</td>
</tr>
<tr>
<td>80% - 84.9%</td>
<td>D</td>
</tr>
<tr>
<td>Less than 80%</td>
<td>F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>The letter grade for the Four-Year Graduation Rate.</td>
</tr>
<tr>
<td>40%</td>
<td>The letter grade for the Five-Year Graduation Rate.</td>
</tr>
</tbody>
</table>
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.

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?

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.

*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.

<table>
<thead>
<tr>
<th>Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>89% - 92.9%</td>
<td>B</td>
</tr>
<tr>
<td>84% - 88.9%</td>
<td>C</td>
</tr>
<tr>
<td>79% - 83.9%</td>
<td>D</td>
</tr>
<tr>
<td>Less than 79%</td>
<td>F</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Status Known Rate</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% - 100%</td>
<td>Letter grade increased one level.</td>
</tr>
<tr>
<td>85% - 94.9%</td>
<td>No change to initial letter grade.</td>
</tr>
<tr>
<td>Less than 85%</td>
<td>Letter grade decreased one level.</td>
</tr>
</tbody>
</table>
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 Measures 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.
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 by 12th grade or within three months of turning 22.

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:

<table>
<thead>
<tr>
<th>Students Who Passed All Five Tests</th>
<th>How Does This School Compare to the Other Dropout Recovery Program Schools in Ohio?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RATING</strong></td>
<td></td>
</tr>
<tr>
<td>Meets Standards</td>
<td></td>
</tr>
<tr>
<td><strong>58.6%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Score** | **Rating**
--- | ---
68% - 100% | Exceeds
32% - 67.9% | Meets
Less than 32% | Does Not Meet

Score: 58.6%
Comparison Group: 49.3%
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:*

![Graphs showing Gap Closing](image)

The red line on each graph identifies the Annual Measurable Objective. The 2016 AMD for ELA is 87.9%, for Math is 84.5%, and for Graduation Rate is 82.8%. Subgroups with fewer than 50 students are not rated and do not appear on the graphs.

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

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

What is being rated?

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

Why is this important?

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

Questions to ask

• If students are not graduating, why?
Progress Component

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

Example:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Meets Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPONENT GRADE</td>
<td>Meets Standards</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Test Grade</th>
<th>Progress Score Reading/Mathematics/All Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Grades</td>
<td>0.2</td>
</tr>
</tbody>
</table>

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.
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 2017 were not awarded at the time this guide was published.

**Schools of Promise** – 2 recognized in 2015-2016 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 2015-2016 Ohio’s State Tests and end-of-course exams. 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** – 4 recognized in 2015-2016 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’s State Tests and end-of-course exams 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.
**All A Award** – 1 district, 5 schools recognized in 2015-2016 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** – 54 districts and 169 schools recognized in 2015-2016 school year

The State Board of Education recognizes districts and schools that exceed expectations in student growth for the year. Schools must earn straight A's on all Value-Added measures on the report card.

**Blue Ribbon Schools** – 9 schools recognized in 2016 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 14 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 2016 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 2017 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.
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Phone features
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