

Understanding Ohio’s School Report Card

Component: Achievement

Measures: Indicators Met – Contributes 25% toward component grade
 Performance Index – Contributes 75% toward component grade

Description: The **Indicators Met** measure shows how many students have a minimum, or proficient, level of knowledge. These indicators are not new to Ohio students or teachers. They are based on a series of 23 state tests that measure the level of achievement for each student in a grade and subject. Schools and districts also will be evaluated on the Gifted Indicator, Chronic Absenteeism and End-of-Course Improvement for a total of 26 indicators. 80% of students must score “proficient” or higher to get credit for the 23 test indicators. That is commonly called “meeting” the indicator.

The **Performance Index** measures the achievement of every student, not just whether or not they reach “proficient.” Schools receive points for every student’s level of achievement. The higher the student’s performance level, the more points the school earns towards its index. This encourages schools and districts to work with all students to continue to improve, regardless of the student’s level of achievement. Untested students are also included in the Performance Index Score.

New in 2018: The chronic absenteeism indicator and end-of-course improvement indicators are new in 2018. The EOC test indicators will include first year test takers only. 4th and 6th grade social studies tests no longer are administered so there are two fewer test indicators this year.

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

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Component: Progress

Measures: All Students – Contributes 55% toward component grade
 Gifted Students – Contributes 15% toward component grade
 Students with Disabilities – Contributes 15% toward component grade
 Students in the Lowest 20 Percent of Achievement Statewide – Contributes 15% toward component grade

Description: The data from state tests over multiple years are examined through a series of calculations to produce a **Value-Added** designation for each school and district. Additionally, the tests are also examined to determine progress of three specific groups of students.

The five designations, determined in law, are the same ranges of growth that are used to compute teacher Value-Added performance. Also like the teacher Value-Added measure, up to three years of growth¹ computations are used to assure the accuracy and precision of the measure.

Low achievement levels do not indicate a lack of student learning. In fact, there may be a great deal of academic growth taking place moving students toward academic success. Conversely, there is a misconception that high achievers have met their potential and can no longer advance their learning. The Progress component measures growth for all types of students and highlights the importance of providing the curriculum and instruction that will help *all* students to grow academically every year.

¹Due to the transition of new assessments, school and district grades in 2017 only had up to two years of gains available and teacher ratings only had a single year of gains.

New in 2018: Schools and districts will be graded using up to three years of data where possible. This is the first time since 2014 that this has been possible due to the transition to new assessments.

A-F Rating: The grade ranges for all measures in the Progress component are the same and prescribed by law.

Score	Letter Grade
+2 or greater	A
Greater or equal to +1 but less than +2	B
Greater or equal to -1 but less than +1	C
Greater or equal to -2 but less than -1	D
Less than -2	F

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Component: Graduation Rate

Measures: Four-Year Graduation Rate – Contributes 60% toward component grade
 Five-Year Graduation Rate – Contributes 40% toward component grade

Description: The Four-Year Graduation Rate includes students who began 9th grade for the first time in a given school year. Students are counted as graduates in the four- and five-year graduation rates if they earn a diploma within four or five years of entering the 9th grade, respectively.

Technical Fact: In 2010, Ohio transitioned to a new method of calculating the graduation rate set by the federal government to allow for comparisons between Ohio and other states. The four-year graduation rate is calculated by dividing the number of students who graduate high school in four years or less by the number of students who form the adjusted cohort for the graduating class. The five-year graduation rate is calculated by dividing the number of students who graduate high school in five years by the number of students who form the adjusted cohort for the graduating class. The adjusted cohort includes all students who are entering 9th grade for the first time in a given school year. The cohort is adjusted by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting students who transfer out. A student can only be assigned to one cohort.

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

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Component: Gap Closing

Measures: Annual Measurable Objectives (AMOs) – Single measure in component grade

Description: Annual Measurable Objectives (AMOs) measure the academic performance of specific groups of students, such as racial and demographic groups. Each of these groups is compared against the collective performance of all students in Ohio. This allows us to determine if there are gaps in academic achievement between groups of students. This component reviews 10 student groups in reading, math and graduation rate and assigns a grade for efforts to close achievement gaps in all groups. These student groups, which are the same groups measured by Adequate Yearly Progress (AYP), are:

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

New in 2018: An English Learner AMO will be added to the AMO calculation. This piece measures how well schools are doing in helping students whose native language is not English to learn English. The AMO is ‘met’ by having enough students make progress with their English skills.

A-F Rating: The ranges for the Annual Measurable Objectives grades are outlined below.

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

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Component: Improving At-Risk K-3 Readers

Measure: Improving At-Risk K-3 Readers – Single measure in component grade

Description: Reading is the foundation for all learning. That is why it is critical to find and address reading issues for a student as early as possible. **Improving At-Risk K-3 Readers** measures how well schools and districts are helping young students who are reading below grade level.

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

Technical Fact: Any school or district that has less than five percent of their kindergartners reading below grade level will not receive a letter grade for this measure or component. The minimum range of a “C” grade will be the prior year’s statewide average value for this measure.

This measure will use results from reading diagnostic assessments given to all students in kindergarten through grade three at the beginning of the year to report the number of students who move from not on-track to on-track from one year to the next.

A-F Rating: The grade for the measure is based on the prior year’s state average. State law requires that the state average represents the bottom of the “C” range with equal percentages set for the “A”, “B”, “C” and “D” ranges. Districts and schools receive a demotion for every student who is not on a Reading Improvement and Monitoring Plan who fails to score Proficient or higher on the 3rd grade state ELA test. Because of the demotions, a school or district can have an improvement percentage that is a negative number. The 2018 grade scale is:

Score	Letter Grade
78.3-100%	A
56.6-78.2%	B
34.9-56.5%	C
13.2-34.8%	D
<= 13.1%	F

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Component: Prepared for Success

- Measures:**
- ¹**College Admission Test** (*percent receiving remediation-free score*)
 - ¹**Industry-Recognized Credentials** (*percent with a credential*)
 - ¹**Honors Diplomas Awarded** (*percent with an Honors Diploma*)
 - ²**Advanced Placement** (*percent scoring three or above*)
 - ²**International Baccalaureate** (*percent scoring four or above*)
 - ²**Dual Enrollment Credits** (*percent earning at least three credits*)
 - ¹Having any or all contributes a weight of 1.0 toward component
 - ²Having any item in 1 in addition to any in 2 contributes an additional weight of 0.3 toward component

Description: When students graduate from high school, they must be ready for success in college and careers without needing to take remedial classes. This goal is measured by the **Prepared for Success** component.

Prepared for Success is a unique component. It contains six measures that do not receive a grade. Beginning in 2016, the component were graded based on the percentage of a school’s or district’s four- and five-year graduation cohorts that demonstrate college- and career-readiness. Using multiple measures for college- and career-readiness allows districts to showcase their unique approaches for preparing students. Some schools may focus on industry credentials while others focus on ACT scores.

Technical Fact: A school earns a point for every student in the four- and five-year graduation cohorts who either: (a) achieves a remediation free score on all parts of the ACT or SAT; (b) earns an industry-recognized credential; or (c) receives an honors diploma. A student earns an additional 0.3 points for completing one or more criteria from the list above and also: (a) earning a three or higher on an AP exam; (b) earning a four or higher on an international baccalaureate exam; or (c) earning three or more college credits through college credit plus. The maximum points that any individual student can earn is 1.3 regardless of how many criteria are met.

A-F Rating: The grade scale increased in the past three years. For 2018 and beyond, the scale is:

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