

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 22 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 (EOC) Improvement for a total of 25 possible indicators. 80% of students must score “proficient” or higher to get credit for the 22 test indicators and 25% must show improvement on the EOC indicator. This commonly is 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. The Performance index Score also includes untested students in the calculation.

New in 2020: Schools and districts will meet the Chronic Absenteeism Indicator by having a chronic absence rate of 11.5% or lower or by showing improvement from the prior to the current year. This target percentage changes annually.

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: Overall/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: 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. The data from state tests over multiple years are examined through a series of calculations to produce a **Value-Added** designation for all students for each school and district. Additionally, the tests also are 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 growth computations are used to ensure the accuracy and precision of the measure.

Tech. Fact: Ohio contracts with a vendor to calculate student growth. The contract is competitively bid every few years. All qualified contractors may submit bids, and all proposals are evaluated using Ohio’s competitive bidding rules.

New in 2020: The grade ranges for all measures in the Progress component are the same and prescribed by law. In the fall of 2019 the scale changed as follows:

Growth Score	Letter Grade
+1 or greater	A
Greater than -1 but less than +1	B
Greater than -2 but less than or equal to -1	C
Greater than -3 but less than or equal to -2	D
Less than or equal to -3	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 four years earlier. The Five-Year Graduation Rate includes students who began 9th grade five years earlier. Students are counted as graduates in the four- and five-year graduation rates if they earn a diploma within the four or five years allotted.

Tech. Fact: All states use the same methodology to calculate a school’s or district’s graduation rate. The method, set by the federal government, allows 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 or less by the number of students who form the adjusted cohort. The adjusted cohort includes all students who enter 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 four-year and five-year 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 group is compared against the collective performance of all students in the group across Ohio. This allows us to determine if there are gaps in academic achievement between one school’s or district’s subgroup and the students in the same group for the state as a whole. This component reviews 10 student groups in English language arts, math and graduation rate and assigns a grade for efforts to close achievement gaps. These student groups are evaluated for the AMO grade:

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

Schools and districts also are evaluated on a fourth calculation that measures whether their English Learners (ELs) are making progress towards learning English. English Learners are students for whom English is not their native language.

Tech Fact: AMO targets are set annually for each piece of the calculation (ELA, math, graduation rate and EL Progress). See the technical document on the gap closing calculation for tables showing each student group’s targets for the current school year.

A-F Rating: The scale for the Annual Measurable Objectives grades is 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

Description: Reading is the foundation for all learning. That is why it is critical to identify 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 (RIMPs), and provide intensive reading interventions.

Tech Fact: Per state law, 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. Also, the minimum range of a “C” grade will be the prior year’s statewide average value for this measure.

This measure uses results from reading diagnostic assessments given to all students in kindergarten through grade three and the 3rd grade English Language Arts (ELA) test to report the number of students who move from not on-track to on-track from one year to the next. Districts and schools receive a demotion for every student who is not on a RIMP who fails to score Proficient or higher on the 3rd grade state ELA test.

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. Because of the demotions, a school or district can have an improvement percentage that is a negative number. The 2020 grade scale is:

Score	Letter Grade
78.6-100%	A
57.1-78.5%	B
35.6-57.0%	C
14.1-35.5%	D
<= 14.0%	F

Understanding Ohio’s School Report Card

Component: Prepared for Success

- Measures:**
- ¹**College Admission Test** (*percent receiving remediation-free score*)
 - ¹**Industry-Recognized Credentials** (*percent with 12 points of credentials*)
 - 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 resulting in 1.3 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 was 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 College Admission Test scores.

Tech. 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 12 points in one or more industry-recognized credentials; 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 Advanced Placement exam; (b) earning a four or higher on an international baccalaureate exam; or (c) earning three or more college credits through dual enrollment. The maximum points any individual student can earn is 1.3 regardless of how many criteria are met.

A-F Rating: The grade scale increased over time. 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