

Understanding Ohio’s New Local Report Card System

Component: Achievement

Measures: Performance Indicators
Performance Index

Description: The **Performance Indicators** show 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 24 state tests that measure the level of achievement for each student in a grade and subject. For each test, it is required that at least 75 percent of students score “proficient” or better to get credit for the corresponding indicator. That is commonly called “meeting” the indicator. Starting in the 2013-14 school year, a district or school needs to have 80 percent of their students reach “proficient” or better in order to “meet” an indicator. This change signals that more students are expected to be at least proficient.

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 level, the more points the school applies towards its index. This rewards schools and districts that improve the performance of highest and lowest performing students.

Technical Fact: The A-F grade on the report card is determined by the number of indicators “met” out of the total possible indicators. The letter grade for the Performance Index is calculated by dividing the number of points earned by the school or district divided by the total possible number of points (120).

A-F Rating: The ranges for all 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** (overall rating of a school or district)
Gifted Students (math, reading or superior cognitive only)
Students with Disabilities (all students who have an IEP and take the OAA)
Students in the Lowest 20 Percent of Achievement Statewide (based on distribution of scores for the entire state)

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 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 performance measure, up to three years of growth computations are used to assure the accuracy and precision of the measure. Schools are not penalized just because of one year of poor growth.

Just because a school may have a low achievement level in a given year does not mean that students are not 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. This measure highlights the importance of providing the curriculum and instruction that will help all students to grow academically every year.

Technical Fact: Value-Added grades are based on a scale that measures a “Value-Added index.” This is the same Value-Added index that has been used for report card purposes since Ohio adopted its use in 2007. A range of “-1 to +1” represents “one year of growth in one year” and is given a “C” grade.

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

Score	Letter Grade
+2 and higher	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
Five-Year Graduation Rate

Description: The Four-Year Graduation Rate includes as graduates only those students who earn a diploma within four years of entering the 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.

According to the U.S. Department of Education, the median of earnings in 2010 for young adults without a high school diploma or its equivalent was \$21,000, for those with a high school diploma or its equivalent was \$29,900, for those with an associate's degree was \$39,000, and for those with a bachelor's degree was \$45,000. In other words, young adults with a bachelor's degree earned more than twice as much as those without a high school diploma or its equivalent in 2010.

Technical Fact: Ohio recently transitioned to a new method of calculating the graduation rate set by the federal government. This will allow comparisons between Ohio and other states.

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)

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 will allow us to determine if there are gaps in academic achievement between groups of students. Ohio has made strides over the years to reduce these gaps. However, much work still is needed to *eliminate* achievement gaps and bring all students up to the same high level of achievement.

Technical Facts: A school or district cannot get an “A” on this measure if one of its groups is not reaching the goal set for all students. This component will review 10 student groups in reading, math and graduation rate and assign 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; and
- Limited English Proficiency.

A-F Rating: The ranges for the Annual Measurable Objectives grades are outlined in Ohio’s ESEA flexibility waiver.

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: K-3 Literacy

Measure: K-3 Literacy Improvement

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. **K-3 Literacy Improvement** 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 Facts: 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 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. These results have never been collected before, so we are not able to do simulations at this time.

A-F Rating: This measure and component will not appear on the report card until the report card released in August 2014. The State Board of Education will determine how this measure will work and what the grade ranges are by Dec. 31, 2013.

Understanding Ohio's New Local Report Card System

Component: Prepared for Success

Measures: **College Admission Test** (*participation rate and percent receiving non-remediation score*)
Dual Enrollment Credits (*percent earning at least three credits*)
Industry Credentials (*percent of students with a credential*)
Honors Diplomas Awarded (*percent of students with an Honors Diploma*)
Advanced Placement (*participation rate and percent scoring three or above*)
International Baccalaureate Program (*participation rate and percent scoring four or above*)

Description: When students graduate from Ohio high schools, 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; they are only reported on the report card. The component grade is based on the percentage of a school's or district's graduating class that demonstrates college and career readiness. Any student included in any of the six ungraded measures, such as a student who earns an honors diploma, is considered to have demonstrated college and career readiness.

Using multiple measures for college and career readiness allow districts to showcase their unique approaches for college and career readiness. For example, some school districts may focus on Advanced Placement courses while others focus on dual enrollment credits.

Technical Fact: The State Board of Education may decide to include the results of the state administered **College and Career Readiness Assessment** in the component grade. Currently, it is only required to be reported on the report card. The State Board can also give additional weight for students that demonstrate college and career readiness multiple ways. For example, a student who scores a four on an AP exam *and* earns an industry credential could receive more weight than a student who only scores a four on an AP exam.

A-F Rating: The individual measures will not receive a grade. The method for calculating the component grade will be set by the State Board of Education before the grades are first released on the August 2015 report card.