

1 **A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs) – Subpart 4**  
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3 **iv. Indicators (ESEA section 1111(c)(4)(B))**  
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 6 In order to facilitate the discussion of indicators, it is important to understand that Ohio’s accountability  
 7 system includes six components, each of which contains one or more measures. See Appendix for a user  
 8 guide explaining Ohio’s School Report Cards.

9 Note 1: One of Ohio’s measures is *Indicators Met* which includes a series of indicators. The term  
 10 *indicator* in Ohio’s School Report Cards is used differently than in the ESSA requirements.

11 Note 2: Ohio’s School Report Cards include multiple measures such as data from federally required  
 12 state tests and additional state tests beyond ESSA requirements that are outlined in state law (e.g., social  
 13 studies) and included in relevant report card measures. If Ohio state law were to change the quantity or  
 14 content of the additional state tests beyond ESSA requirements, the report card would be adjusted  
 15 accordingly.  
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ESSA Indicator	Ohio Measure(s)	Description
i. Academic Achievement	There are two academic achievement measures: Performance Index and Indicators Met. (These two measures comprise the <b>Achievement component</b> on the report card.)	See below (a)
ii. Gap Closing	Revised Gap Closing (This is the <b>Gap Closing component</b> on the report card.)	See below (a)
iii. Progress in Achieving English Language Proficiency	English Learner Progress towards Proficiency (This measure will be incorporated into the <b>Gap Closing component</b> on the report card.)	See below (a), (d)
iv. Academic Progress	Value-Added (EVAAS) for all students, as well as separate graded measures for students with disabilities, gifted students, and students in the lowest 20 percent of math and ELA achievement statewide. (These four measures comprise the <b>Progress component</b> on the report card.)	See below (b)
v. Graduation Rate	Four-year and five-year cohort graduation rates (These two measures comprise the <b>Graduation component</b> on the report card.)	See below (c)
vi. School Quality or Student Success	Student Engagement as measured by chronic absenteeism and school discipline for all grades (This measure will be incorporated into the Indicators Met measure, in the <b>Achievement component</b> , on the report card.) Districts and high schools will have the <b>Prepared for Success component</b> as well.	See below (e)

ESSA Indicator	Ohio Measure(s)	Description
vii. Prepared for Success	At the high school level, the <b>Prepared for Success component</b> , college- and career-readiness measure will be graded and disaggregated. (This is a separate component on the report card.)	See below (e)
viii. K-3 Literacy Improvement	<b>K-3 Literacy Improvement component</b> (This is a separate component on the report card.)	See Appendix for measure detail

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19 a. **Academic Achievement Indicator.** Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State’s discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

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28 **Achievement Component:** Achievement is one of the six components on the report card. Each year, at various defined grade levels, children take state tests in math, English language arts, science and social studies to measure how well they are meeting the expectations of their grade levels. The tests match the content and skills that are taught in the classroom every day and measure real-world skills like critical thinking, problem solving and writing. The Achievement component of the report card represents how well students performed on Ohio’s state tests and the number of students who passed the state tests. The Achievement component is made up of two measures – the Performance Index and the Indicators Met measure.

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37 **Performance Index:** Ohio’s Performance Index is one of two measures that make up the Achievement component.

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40 The Performance Index is a composite measure that counts every student based on their levels of achievement on state assessments. It is based on proficiency on Ohio’s annual statewide reading/language arts and mathematics. The measure rewards the achievement of every student, not just those who score proficient or higher. Districts and schools earn points on the measure based on how well each student performs in all tested subjects in grades 3-8 and on the state’s end-of-course exams in English language arts I and II, algebra I, integrated math I, geometry and integrated math II. All tests have five performance levels – advanced, accelerated, proficient, basic and limited.

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48 The percentage of students scoring at each performance level is calculated and then multiplied by the point value assigned to that performance level (Advanced=1.2; Accelerated=1.1; Proficient=1.0; Basic=0.6; Limited=0.3). The Performance Index calculation creates incentives for districts to focus on continuous improvement for all students as they work to move students toward higher levels of performance.

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53 Additionally, the state law provides incentives for students who are on formal acceleration plans taking assessments above their normal grade levels. This encourages districts to identify and serve their highest performing students using formal written acceleration plans. These students’

56 scores count one performance level higher on the Performance Index scale than what they  
57 actually score. A student in any grade can be placed on a formal acceleration plan in any subject  
58 if the child’s teacher believes the plan is appropriate.

59 An example of this is a fourth grade student who has a formal acceleration plan for math and  
60 takes the fifth grade math test because the student is taking the fifth grade math course. If the  
61 student scores in the Proficient range on the higher grade level test, the student’s test would be  
62 included at the Accelerated range for the Performance Index calculation (meaning the test  
63 would be worth 1.1 for Accelerated versus 1.0 for Proficient). It is Ohio’s policy intent that all  
64 students should have access to a rigorous and relevant curriculum and that students taking  
65 advanced coursework in any grade or subject will be required to participate in the assessment  
66 that best aligns to the course being taken.

67 Beginning in 2015, an additional weight was created for this calculation to address cases where  
68 a student on a formal acceleration plan scores advanced on the higher grade level assessment. In  
69 such situations, the test is placed in an advanced-plus category and receives a weighted score of  
70 1.3 in the Performance Index calculation.

71 Per state law and to comply with the test participation requirements in ESSA, untested students  
72 are included in the Performance Index calculation and are assigned a value of zero points for  
73 every percent of tests not taken.

74 The Performance Index grade is calculated by dividing the number of points earned by the  
75 maximum points possible (120 points represents a perfect Performance Index score). Letter-  
76 grades are assigned to the Performance Index measure in accordance with the table below.  
77 These grades provide a transparent method to show meaningful annual differentiation between  
78 schools and districts.

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Percentage of Possible Points	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
50% - 69.9%	D
<50%	F

80 For example, Anytown School District had a Performance Index of 90 points. The calculation is  
81  $(90/120) \times 100\% = 75\%$  of the total points possible = C grade.

82 *Note: If Ohio state law were to change the quantity or content of the additional state tests*  
83 *beyond ESSA requirements, the Performance Index computation would be adjusted accordingly.*

84 **Indicators Met Measure:** Ohio’s Indicators Met is the second measure that makes up the  
85 Achievement component.

86 The Indicators Met measure reports how many students have at least a minimum, or proficient,  
87 level of knowledge. The measure is currently made up of up to 29 indicators. The indicators are  
88 based on a series of state tests that measure the level of achievement for each student in a grade

89 and subject. All state tests in all grades and subjects are included in this measure. There are at  
 90 least three additional indicators in this measure not based directly on a grade and subject  
 91 specific state test. Two other indicators, described below, are included in the Indicators Met  
 92 measure – the Retake Indicator (new) and the Gifted Student Performance Indicator (current).  
 93 The final indicator, described below in 4(e)(XXXX), is the Chronic Absenteeism Indicator  
 94 (new). Additional indicators of school quality and student success may be added in future years.

95 For each state test indicator in 2016-2017 and beyond, it is required that at least 80 percent of  
 96 students score proficient or higher to get credit for the corresponding indicator. Ohio refers to  
 97 this as *meeting* the indicator.

98 Once the calculation is done to determine whether each indicator is met or not met, a letter  
 99 grade is assigned for this measure based on the percent of possible indicators met.

100 The table below outlines the scale.

Percentage of Possible Indicators Met	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
50% - 69.9%	D
<50%	F

103 *Retake Indicator:* Based on stakeholder feedback, especially from high school principals, Ohio  
 104 proposes to add a “retake indicator” as part of the Indicators Met measure. Students through the  
 105 graduating class of 2017 were required to pass Ohio’s old, five-subject 10<sup>th</sup> grade Ohio  
 106 Graduation Tests (OGT) as a condition to graduate. Beginning with the graduating class of  
 107 2018, students earn points on a series of seven end-of-course exams as a path to graduation.  
 108 Points are earned based on the range of score as follows:

Advanced	5 graduation points
Accelerated	4 graduation points
Proficient	3 graduation points
Basic	2 graduation points
Limited	1 graduation point

109 Students can retake assessments as needed later in high school to try and earn additional points  
 110 toward graduation.

111 The retaken assessments across all subjects are aggregated into one “retake indicator,” which  
 112 reports the percent of students who originally earned one or two points on a test, (i.e., those who  
 113 did not meet the Proficient benchmark) who then scored one or more levels higher on the

114 retake. To *meet* the retake indicator, a minimum level of the students retaking a test must  
115 improve their scores by one or more levels.

116 For example, a student who had a first-time score of 1 point would be in the numerator if the  
117 student scores a 2 or higher on a retake. A student who scored 2 on the first attempt would need  
118 a 3 or higher to be in the numerator.

119 *Note: Any changes in state law relative to the number of end-of-course tests would result in*  
120 *commensurate adjustments in the retake indicator.*

121 *Gifted Student Performance Indicator:* Ohio incorporated a Gifted indicator into the school  
122 report cards in 2014-2015. This indicator reflects the level of services provided to, and the  
123 performance of, students identified as gifted. State law requires the indicator to include the  
124 performance on state assessments of students identified as gifted. The indicator also includes a  
125 Value-Added growth measure disaggregated for students identified as gifted, which is discussed  
126 below in the “Academic Progress” section of this plan.

127 The Gifted Indicator includes three parts that are used to determine whether the indicator is met  
128 or not met. These three parts include:

- 129 • **Gifted Progress:** The Gifted Value-Added grade from the report card is the progress  
130 measure.
- 131 • **Gifted Performance:** The Gifted Performance Index, as originally calculated for the Gifted  
132 Rankings, is the performance measure.
- 133 • **Gifted Inputs:** Gifted inputs will include gifted identification as a percentage of enrollment,  
134 defined as Full Time Equivalent (FTE) Enrollment, and gifted service as a percentage of  
135 students identified as gifted.

136 The inputs point system includes the following categories:

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- 138 ○ Identification and service for *Superior Cognitive/Academic Subjects* by grade at the  
139 school, and by grade bands K-3, 4-8, and 9-12, for districts.
- 140 ○ Identification and services for *Visual & Performing Arts/Creative Thinking* by grade  
141 bands K-3, 4-8, and 9-12, for districts only.
- 142 ○ Identification and service provided to students who are in *racial/ethnic minority*  
143 categories (federal definition).
- 144 ○ Identification and service provided to students who are *economically disadvantaged*.
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146 **Computing the Achievement Component Grade:** After each measure grade is calculated, the  
147 two measures are combined into one Achievement component grade with the Performance Index  
148 Score comprising 75 percent of the grade and the Indicators Met measure comprising 25 percent  
149 of the total grade. See Appendix for details on this calculation.

150 **Gap Closing Component:** The Gap Closing component is the second of six components on  
151 Ohio’s School Report Cards. Ensuring success for every child means that schools must close the  
152 gaps that exist in the achievement of our students that may be based on income, race, ethnicity

153 or disability. The Gap Closing component shows how well schools are meeting the performance  
154 expectations for our most vulnerable populations of students in English language arts, math,  
155 graduation, and English language acquisition so that all of Ohio’s students can be successful.

156 The Gap Closing component measures the academic performance of specific subgroups of  
157 students, such as racial and demographic groups, against the collective performance of all  
158 students in Ohio to determine if there are gaps in academic achievement and progress between  
159 groups of students. Ohio has made strides over the years to reduce these gaps. However, much  
160 work still is needed to eliminate achievement gaps and bring all students up to the same high  
161 level of achievement.

162 *Current Gap Closing Computation:* Ohio’s current gap closing component establishes state-  
163 level annual measurable objectives (AMOs) that all subgroups are expected to meet for English  
164 language arts, math and graduation. Each subgroup is evaluated individually for each part of the  
165 calculation. Actual proficiency and graduation rates are measured against the targets and up to  
166 100 points are awarded for each subgroup based on whether the subgroup meets the target or  
167 not. In cases where the subgroup does not meet the target, points can still be earned if the  
168 subgroup made progress (i.e., the subgroup gap is reduced) between the prior year and current  
169 year.

170 *Proposed Revised Gap Closing Computation:* Beginning in 2017-2018, Ohio will revise its Gap  
171 Closing calculation to align more fully with the Performance Index Score (described above),  
172 which is being used to fulfill the federal requirement on academic achievement. Ohio  
173 established 100 points out of a possible 120 points as the statewide long-term goal for all  
174 students on the Performance Index Score. A Performance Index score will be computed for each  
175 subgroup. The new gap closing calculation will incorporate four elements – English language  
176 arts, mathematics, graduation rate, and progress in achieving English language proficiency:

- 177 ○ English Language Arts: The new Gap Closing computation will use all English  
178 language arts tests in grades 3-8 and the English language arts I and II end-of-course  
179 tests to calculate a Performance Index score for each subgroup and award weighted  
180 points for English language arts based on the percent of tested students who fall into  
181 each of the six performance levels from Limited to Advanced Plus.
- 182 ○ Mathematics: An identical Performance Index score calculation will use all math tests in  
183 grades 3-8 and the algebra I, geometry, integrated math I and integrated math II end-of-  
184 course tests and award weighted points for math based on the percent of tested students  
185 who fall into each of the six performance levels from Limited to Advanced Plus.
- 186 ○ Graduation: High schools and districts will be evaluated for closing graduation gaps  
187 using the four-year graduation rate.
- 188 ○ English Language Proficiency: Ohio will include a new measure of progress in  
189 achieving English language proficiency into the Gap Closing component (details below).

190 It is important to note that this revised calculation evaluates not only whether each student  
191 group meets the established goals in reading, math, graduation rate and progress in achieving  
192 English language proficiency, but in cases where the goal is not met, the calculation takes into  
193 account the extent to which the gaps are increasing or decreasing. Changing from a straight

194 proficiency calculation to one that weights points based on proficiency level for English  
195 language arts and math will make the calculation more sensitive to improvement and will  
196 capture the work districts do to help students achieve beyond the minimum level needed to  
197 reach the Proficient range.

198 *Preliminary Score Computation:* Once the points earned by each subgroup are calculated, the  
199 points for all subgroups are totaled and a *preliminary* score is assigned based on the percentage  
200 of points earned by the school or district with each subcomponent of English language arts,  
201 math, graduation (if applicable) and English learner progress being weighted equally in the  
202 calculation. See Appendix for details on this calculation.

203 *95 percent Test Participation Consideration:* Test participation remains a priority in the revised  
204 calculation. All subgroups continue to be expected to assess at least 95 percent of their students  
205 in each subgroup on the state’s English language arts and math assessments. Once the  
206 preliminary letter grade is issued, each of the 10 federally recognized subgroups with sufficient  
207 size is evaluated for participation in English language arts and in mathematics to determine the  
208 subgroup participation rate. If even one subgroup fails to meet the 95 percent participation  
209 requirement, the final letter grade is reduced by one level.

210 *Designation Demotion:* Additionally, a district or school cannot earn a final letter grade of A on  
211 the Gap Closing component if any of their evaluated subgroups have a math or English  
212 language arts Performance Index score that is lower than 60 points in the current year, or if any  
213 of their evaluated subgroups have a graduation rate that is lower than 70 percent. This provision  
214 is both a reward and a consequence. Only those districts where the educational needs of all  
215 subgroups are being addressed and where all subgroups are working to reach the annual  
216 graduation rate target will be recognized with the letter grade A. Ohio is sending a clear  
217 message that *all* achievement and graduation rate gaps must be addressed, even if the gap is  
218 “only one small subgroup.”

219 Districts or schools can be demoted due to participation, subgroup academic performance *or*  
220 graduation performance below the acceptable threshold only once. There are not multiple  
221 demotions. For example, Anytown School District has a subgroup test participation rate of 94  
222 percent and its Students with Disabilities subgroup’s reading percent proficient is 68 percent.  
223 Even though Anytown School District has met two criteria for which a demotion can be made,  
224 the final Gap Closure grade is demoted by just one letter grade.

225 *Designation Determination:* The table below shows how the grades are assigned today. As this  
226 new calculation is implemented, Ohio’s State Board of Education will review the grade scale to  
227 determine if modifications are needed.

AMO	Letter Grade
90% - 100%	A
80% - 89.9%	B

70% - 79.9%	C
60% - 69.9%	D
<60%	F

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Based on stakeholder feedback, Ohio also will explore the use of a predicted growth model to inform Ohio’s revised Gap Closing measure.

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- b. **Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator).** Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

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**Progress Component:** The Progress component is the third component on Ohio’s School Report Cards and to meet the other academic indicator requirement. Not all children start out at the same place with their learning, but every student should learn and grow throughout the school year. The Progress component of the report card looks closely at the growth that all students are making based on their past performances. There are four Value-Added measures that comprise the Progress component.

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**Value-Added Measure:** While performance scores demonstrate achievement and a student’s level of proficiency, Ohio’s Value-Added calculation measures the impact schools and teachers have on student growth.

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Schools and districts are evaluated using the following:

Math	Grades 4-8
ELA	Grades 4-8
Science	Grade 5,8
Social Studies	Grade 6
Algebra I	
Geometry	
Integrated Math I	
Integrated Math II	
ELA I	
ELA II	

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Through 2014, districts and schools were assigned letter grades that represented a composite of up to three years of Value-Added data. (For more information, see [Technical Documentation](#)).



256 As Ohio transitioned to new state tests, this changed and only one year of data could be used to  
257 generate the grades.

258 However, as of the 2017-2018 school year, Ohio will once again generate letter grades based on  
259 up to three years of data as available for each school and district. This methodology creates a  
260 more stable measure of gains because it uses multiple years of combined data (i.e., reduced  
261 variance).

262 Previously, Ohio periodically reset a base year that provided a basis for determining statewide  
263 improvement and set a benchmark for all districts. As Ohio transitioned to the new state tests,  
264 the state moved to a *within year* approach that calculates whether students maintain the same  
265 relative position with respect to the statewide student achievement for that year.

266 Districts and schools are assigned a grade based on the Value-Added Growth Index score,  
267 which is the value, determined in EVAAS, that is computed by taking the Value-Added Gain  
268 and dividing it by the Standard Error measure.

269 The Value-Added Gain is a measure of magnitude of average gain. The Standard Error is a  
270 measure of precision of the computation. Thus, the Value-Added Index combines both the  
271 magnitude and precision into one value that represents the level of certainty around whether the  
272 growth or lack of growth is “real.”

273 The Value-Added Growth Index can be interpreted such that a value of “0” indicates a “normal”  
274 or “expected” year’s growth for a particular group of students.

275 It is important to note that the letter grades issued for districts and schools are identical to the  
276 calculation and rating levels that Ohio calculates for student growth used for teacher and  
277 principal evaluations. These data provide growth information and diagnostic reports at these  
278 levels to inform improvement activities.

279 As noted, Ohio reports an individual grade/subject Value-Added index using all accountable  
280 students who are tested in English language arts and mathematics in grades 4-8, and those who  
281 take end-of-course tests in those subjects, as well as in science in grades 5 and 8 and in grade 6  
282 social studies. Ohio also reports a composite grade for each building and district based on the  
283 combination of all the grades and subjects from those listed above.

284 For each district and building, Ohio also generates composite Value-Added grades for specific  
285 subpopulations whenever data are sufficient to make these computations. The subpopulations  
286 that have separate measures include:

- 287 ○ Students with disabilities;
- 288 ○ Students identified as gifted;
- 289 ○ Students whose current and prior year’s test scores place them in the bottom 20 percent  
290 of the state in performance in English language arts, mathematics, science or social  
291 studies; and
- 292 ○ Beginning with the 2017-2018 school year, Ohio also will generate and report (but not  
293 grade), Value-Added measures for all federally required subgroups.

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295 The four Value-Added measures are combined to produce one Progress component grade. The  
296 overall or *all students* measure is weighted at 55 percent of the total grade, while each of the

297 three subgroups comprise 15 percent each. In cases where a school or district does not have one  
298 or more subgroups, the weight of the missing subgroup is spread proportionally among the  
299 remaining groups. See Appendix for details of this calculation.  
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301 Stakeholders did raise questions about the interpretation of the current Value-Added measures,  
302 particularly during times when the state experiences multiple test transitions. For example,  
303 stakeholders shared feedback regarding the grade scale that determines the A-F letter grade. We will  
304 also review the Progress component's grade scale and consider recommendations to simplify and  
305 improve understanding of the component.  
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- 307 c. **Graduation Rate.** Describe the Graduation Rate indicator, including a description of  
308 (i) how the indicator is based on the long-term goals; (ii) how the indicator annually  
309 measures graduation rate for all students and separately for each subgroup of  
310 students; (iii) how the indicator is based on the four-year adjusted cohort graduation  
311 rate; (iv) if the State, at its discretion, also includes one or more extended-year  
312 adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate  
313 is combined with that rate or rates within the indicator; and (v) if applicable, how the  
314 State includes in its four-year adjusted cohort graduation rate and any extended-year  
315 adjusted cohort graduation rates students with the most significant cognitive  
316 disabilities assessed using an alternate assessment aligned to alternate academic  
317 achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-  
318 defined alternate diploma under ESEA section 8101(23) and (25).  
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320 **Graduation Rate Component:** Graduation is the fourth component on Ohio's School Report  
321 Cards. All students should have the support and guidance they need to successfully graduate  
322 from high school prepared for college and career success. The Graduation Rate component of  
323 the report card is computed annually for all students and each subgroup of students, and reflects  
324 the percent of students who are successfully finishing high school with a diploma in four or five  
325 years.

326 **Adjusted Cohort Graduation Rate:** Ohio implemented the four-year adjusted cohort  
327 longitudinal graduation rate as required by the U.S. Department of Education beginning with  
328 the report cards issued for the 2011-2012 school year. Per the nonregulatory guidance document  
329 issued on Dec. 22, 2008, by the U.S. Department of Education, this rate includes only those  
330 students who earn a regular diploma or honors diploma within four years of entering the ninth  
331 grade for the first time.

332 **Combining Four-year and Five-year Rates in the Component:** Beginning with the 2012-  
333 2013 report cards, graduation became a separate component in Ohio's accountability system.  
334 The component is comprised of two measures; the four-year adjusted-cohort longitudinal rate  
335 and a five-year adjusted-longitudinal rate. The five-year rate includes only those students who  
336 graduate with a regular diploma or honors diploma within five years of entering the ninth grade  
337 for the first time.

338 The two measures are combined into one graduation component grade. In this calculation, the  
339 four-year rate is weighted at 60 percent of the total while the five-year rate counts for 40 percent  
340 of the total. See Appendix for calculation details.

341 **Report Timeline:** To comply with the January 2017 nonregulatory guidance that requires states  
342 to publicly report the four-year and five-year adjusted cohort graduation rates no later than Dec.

343 31 for the immediately preceding school year, Ohio will produce a Download File and update  
 344 its Advanced Reports with data from the 2017 (five-year rate) and 2018 (four-year rate) cohorts  
 345 no later than Dec. 31, 2018. To explain further, in addition to producing a virtual report card for  
 346 every school and district, Ohio’s interactive report card website provides users with a series of  
 347 Excel spreadsheets, called “Download Files,” that transparently report the data for each graded  
 348 measure. These spreadsheets provide all school or district data in one document that can be  
 349 manipulated by users to allow for easy comparisons between “like” schools or districts. Ohio  
 350 also provides report card users with a series of “Advanced Reports” that allow users to  
 351 customize the data based on their needs. Ohio will use these Download Files and Advanced  
 352 Reports to comply with the timeline requirement.

353 However, because state law requires Ohio to release the school and district report cards in  
 354 September, the state will continue to lag the reporting of the graduation rate by one year on the  
 355 virtual documents.

356 **Designation Determination:** The A-F grade scale for each graduation rate is shown below.  
 357 Note that the five-year scale is higher to reflect an additional year of data being included. These  
 358 scales provide meaningful differentiation between and among schools and districts.

<b>Four-Year Rate (60% of Component Grade)</b>	<b>Five-Year Rate (40% of Component Grade)</b>	<b>Letter Grade</b>
93% - 100%	95% - 100%	A
89% - 92.9%	90% - 94.9%	B
84% - 88.9%	85% - 89.9%	C
79% - 83.9%	80% - 84.9%	D
<79%	<80%	F

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 360 It is important to note that graduation also is included in the Gap Closing component (described  
 361 above).

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 364 **d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the**  
 365 **Progress in Achieving ELP indicator, including the State’s definition of ELP, as**  
 366 **measured by the State ELP assessment.**  
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368 Ohio serves approximately 55,000 English learners who make up 3 percent of the total student  
 369 population. Ohio’s English learner student population speaks more than 81 languages, with the  
 370 top five native languages spoken being Spanish, Somali, Arabic, Chinese and Japanese. The  
 371 English learner student population has been increasing by approximately 10 percent each year  
 372 and nearly 80 percent of Ohio’s English learner students are located in large urban areas  
 373 (Columbus, Cleveland and Cincinnati). About 50 percent of Ohio’s districts serve at least one  
 374 English learner. The measure of progress toward attaining English language proficiency will  
 375 impact approximately 450 schools, using N=15 for accountable subgroups, in Ohio’s  
 376 accountability system.

377 Feedback received on Ohio’s previous Annual Measurable Achievement Objectives (AMAO)  
 378 for Title III district reports consistently pointed out that achievement and attainment goals were  
 379 virtually unreachable. Ohio’s long-term state goals for progress toward achieving English  
 380 language proficiency have been created taking stakeholder feedback on the AMAO goals into  
 381 account. New nonregulatory guidance by U.S. Department of Education allows states to  
 382 consider different growth expectations based on when a student enters school as an English  
 383 learner and the student’s initial language proficiency level. In doing so, the long-term state goals  
 384 establish high expectations for all English learners while acknowledging the varying needs of a  
 385 diverse population and providing ambitious but truly attainable goals for each English learner  
 386 student. Patterns of progress associated with student characteristics will be used to develop  
 387 continued guidance on ways to best support students’ progress in school. The English language  
 388 improvement measure will provide schools and districts multiple ways to demonstrate the  
 389 improvements made by English learner students. Ohio has worked to support the diverse  
 390 English learner population across the state and shining a spotlight on this population will  
 391 maintain a continued focus on improvement.

392 The Gap Closing component (detailed above) incorporates school and district progress in  
 393 achieving English language proficiency for students. This measure will take into account  
 394 English learners who have attained Proficiency on the Ohio English Language Proficiency  
 395 Assessment (OELPA), as well as English learners who are increasing their attainment of the  
 396 English language based on improvement on the OELPA but who have not yet met Proficiency.  
 397 Points will be awarded based on English learners’ performances and will contribute to the letter  
 398 grade assigned to the Gap Closing component on the report card (described above).

399 The English language improvement measure will award points within the Gap Closing  
 400 component to schools and districts whose students have met or exceeded the long-term state  
 401 goal target percentage. (e.g. Anytown School has 100 English learners in 2016-2017 and 60  
 402 percent made the expected improvement in learning English which exceeds the state goal for  
 403 2016-2017). Schools and districts also will earn partial points in cases where their percent of  
 404 students making progress did not meet the state target but improved from the prior year.  
 405

406 The English learner Progress measure is one of four subcomponents in the Gap Closing  
 407 component. The other three subcomponents are English language arts performance, math  
 408 performance and graduation performance. Once each subcomponent’s points are calculated, the  
 409 points will be averaged and a grade will be assigned. Each subcomponent has a total of 100  
 410 possible points, and the grade is based on the average number of points earned. The table below  
 411 shows an example of a district that had all four subcomponents.  
 412

Subcomponent	Points Earned (out of a possible 100 points)
ELA Performance	72.6
Math Performance	84.8
Graduation Performance	93.7
EL Progress	65.4
<b>Total Points Earned</b>	<b>316.5</b>
<b>Average Points Earned</b>	<b>79.1</b>

413  
 414 A preliminary grade is assigned based on the following scale so this school would receive a  
 415 preliminary grade of C.  
 416

AMO	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
60% - 69.9%	D
<60%	F

The final step is to apply the demotion criteria to determine if the preliminary grade is demoted. As a reminder, a one grade level demotion is made if any subgroup has a participation rate lower than 95 percent for either English language arts or math, and a district or school cannot earn a final letter grade of A on the Gap Closure component if any of their evaluated subgroups have a math or English language Arts Performance Index score that is lower than 60 points in the current year, or if any of its evaluated subgroups have a graduation rate that is lower than 70 percent. Further technical revisions to this proposed measure may occur during formal state rules adoption process.

- e. **School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.**

Ohio has chosen two school quality or student success indicators – Chronic Absenteeism and the state’s Prepared for Success measure.

**Chronic Absenteeism Indicator Description:** It is important for every student in Ohio to attend school every day. Missing too much school has long-term, negative effects on students, such as lower achievement and graduation rates. When students are not at school, they cannot benefit from the instructional resources and supports schools provide. Students miss school for many different reasons, such as chronic health issues, family commitments, lack of social and emotional support, or safety issues. Whether excused or unexcused, missing too much school has detrimental effects on a student’s learning trajectory.

Ohio has selected chronic absenteeism as the state’s measure of school quality or student success because there is a significant body of research around student attendance and the impact of chronic absenteeism on academic performance. Virtually every study identifies a strong relationship between student attendance and academic performance. Research supports that chronic absenteeism, defined as missing at least 10 percent of the instructional time for any reason, (excused or unexcused absences), is one of the primary causes of low academic achievement. It also is one of the strongest predictors that can be used to identify students who eventually will drop out.

Ohio has reported chronic absenteeism data on its school and district report cards since the 2014-2015 school year. Beginning in 2017-2018, this indicator will contribute to the Indicators

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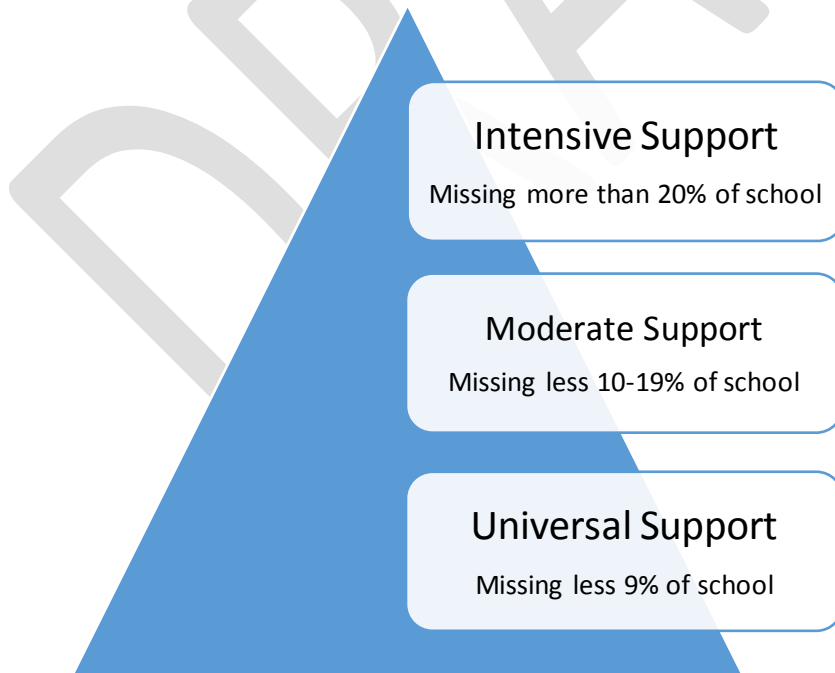
Met measure within the Achievement component (described above). For the chronic absenteeism indicator, a school or district will be deemed to “meet” the indicator if it either:

1. Meets the benchmark outlined in the table in Appendix; or,
2. Meets an improvement standard such as reducing the percent of students who are chronically absent by at least 3.0 percentage points from one year to the next (e.g. – moving from 20 percent to 17 percent between 2018 and 2019).

In addition, Ohio may incorporate a “discipline check” into the calculation to ensure that districts are not using expulsion as a way to deal with truant students. Twenty-nine Ohio districts reported expelling at least one student for truancy during the 2015-2016 school year. During that school year, a total of 180 students were expelled across the state for truancy and they missed a total of 10,003 school days.

To ensure that districts do not expel truant students as a way to reduce their chronic absenteeism rates, the calculation may include a review of each school’s or district’s expulsion data. Districts or schools that otherwise would meet the indicator, but show a significant increase in their expulsion rates with the discipline reason listed as “truancy,” will have their “met” demoted to “not met” for this indicator.

Districts often can positively impact their students’ attendance and thereby promote greater student success. Chronic absenteeism often is an indicator of larger barriers the student is facing that may inhibit the student’s academic performance. Utilizing community partnerships to address non-academic barriers can increase district capacity while providing services to students and their families. Districts with high levels of chronic absenteeism, such as Ohio’s urban and rural districts, can help every student get to school every day by using data to target resources in a tiered approach (illustrated below).



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- **Universal supports** can include recognizing good and improved attendance; educating and engaging students and their families; regularly monitoring attendance data; setting

488 school and districtwide attendance goals; establishing a positive and engaging school  
489 climate; and identifying and addressing common barriers to getting to school.

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- 491 ○ **Moderate supports** can include providing personalized early outreach; developing  
492 tailored attendance intervention plans for students; and connecting students to an  
493 attendance mentor.
- 494
- 495 ○ **Intensive supports** can include case management with coordinated community  
496 partners; and referrals to mental health, child welfare, or other support services.  
497

498 Ohio's data for the 2015-2016 school year shows that statewide, 15.8 percent of the students  
499 met the definition to be deemed chronically absent. In the primary grades, chronic absenteeism  
500 was highest among the youngest students with 15.6 percent of Ohio's kindergarten students  
501 labeled as being chronically absent in the 2015-2016 school year. When looking at longitudinal  
502 data, the percentages decline through elementary school, but begin to climb again as students  
503 approach middle school. At the high school level, more than 20 percent of all students in grades  
504 9-12 were chronically absent in the most recent school year. Some of Ohio's districts have at  
505 least one out of every four students being chronically absent.

506

507 Data show the percentages vary among the state's racial subgroups with the African American,  
508 American Indian, Hispanic, and Multi-Racial subgroups having much higher percentages of  
509 chronically absent students than the White and Asian subgroups. Among other demographic  
510 subgroups, economically disadvantaged students have a chronic absenteeism rate that is more  
511 than two and a half times the rate of their non-disadvantaged peers, and disabled students have a  
512 rate that is 1.6 times the rate for nondisabled students.

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515 **Prepared for Success Component:** Prepared for Success is the fifth component on the report  
516 card. It looks at how well prepared Ohio's students are for all future opportunities. Whether  
517 training in a technical field or preparing for work or college, the ultimate measure of a school's  
518 quality is the preparedness of its students once they leave. The Prepared for Success component  
519 uses multiple measures of college and career readiness to allow districts to showcase their unique  
520 approaches. For example, some school districts may focus on Advanced Placement courses taught  
521 in-house, while others will partner with local colleges and focus on dual enrollment credits as a  
522 way to stretch and enrich their course offerings.

523 Prepared for Success is a unique component. It contains six measures that do not receive a grades;  
524 they are only reported on the report card. However, the component is graded based on the  
525 percentage of students from a school's or district's four-year and five-year combined graduation  
526 cohort who demonstrate college and career readiness. See Appendix for details of this calculation.  
527

528 These six measures include:

- 529 1. College Admission Test(s) (*percent of students in the cohort receiving a non-*  
530 *remediation score on all parts of the ACT or SAT).*
- 531 2. Dual Enrollment Credits (*percent earning at least three transcribed college credits).*
- 532 3. Industry Recognized Credentials (*percent earning at least 12 points with an industry-*  
533 *recognized credential or bundle of credentials within one of 13 career pathways).*

- 534 4. Honors Diplomas Awarded (*percent with an Honors Diploma*).
- 535 5. Advanced Placement (*percent scoring three or above on at least one AP test*).
- 536 6. International Baccalaureate Program (*percent scoring four or above on at least one IB*
- 537 *test*).

538  
539 When calculating which students are prepared for success, the measures are broken into two tiers.  
540 To be counted in the numerator, a student must either:

- 541 • Meet the remediation-free score on all parts of the ACT or SAT (as set by Ohio’s
- 542 Department of Higher Education).
- 543 • Earn an honors diploma.
- 544 • Earn an industry-recognized credential.

545  
546 Once a student meets one of the three conditions outlined above, he or she can earn a “bonus”  
547 weight of 0.3 points for the numerator by:

- 548 • Earning at least three dual enrollment credits.
- 549 • Scoring 3 or higher on at least one AP test.
- 550 • Scoring 4 or higher on at least one IB test.

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552 Ohio proposes to clarify the calculation of the Prepared for Success component so that it is based  
553 on the four-year cohort rather than the combined four- and five-year cohorts. Based on  
554 stakeholder feedback, Ohio will conduct a research pilot of the ASVAB as an indicator of  
555 military readiness and consider other qualifications that meet the college and career readiness  
556 expectation.

557 **Possible Additional Indicators:** Stakeholders have expressed much interest in exploring other  
558 measures of School Quality and Student Success. The Department will convene a workgroup to  
559 explore additional measures such as a school culture index and measures of well-rounded  
560 education. Ohio has committed to piloting school climate surveys to encourage their use as a  
561 school improvement support and explore the feasibility of statewide use as an additional  
562 accountability indicator.

563 Other specific measures may be added when technically feasible. These include, but are not  
564 limited to, “access to advanced coursework,” which may incorporate advanced middle school  
565 students taking high school courses for credit, as well as high school students participating in  
566 Advanced Placement, International Baccalaureate and/or taking College Credit Plus courses.  
567 This may be operationalized as an improvement measure to recognize schools that are expanding  
568 access to advanced coursework.

569 Another possible indicator includes a “ninth grade persistence” measure, which is a key leading  
570 indicator in understanding high school students’ progress toward graduation by meeting  
571 benchmarks such as satisfactory completion of ninth grade course credits.

572 Any additional measures are dependent on available data and successful pilots (school climate);  
573 and could be added to future report cards when feasible.