

Understanding Ohio School Report Cards

Component: Achievement

Measures: Indicators Met
Performance Index

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 35 state tests that measure the level of achievement for each student in a grade and subject. For each test, a minimum state percentage of students scoring “proficient” or better is required to get credit for the corresponding indicator. This is commonly called *meeting the indicator*. Schools and districts also are evaluated on the gifted indicator, giving them up to 36 possible indicators.

The **Performance Index** measures the achievement of every student, not just whether or not he or she reaches “proficient.” Schools receive points for every student’s level of achievement. The higher the student’s level, the more points the school earns 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 indicators evaluated. The letter grade for the Performance Index is calculated by dividing the number of points earned by the school or district by the total possible number of points (120).

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

Understanding Ohio School Report Cards

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 Value-Added calculation for each school and district uses data from state tests to measure how much growth the students made during the 2014-15 school year. Additionally, the tests also are examined to determine progress of three specific groups of students. The five letter grades – determined in law – are the same ranges of growth used to compute the teacher effectiveness ratings. The 2015 Ohio School Report Card will use growth scores calculated only from the 2014-2015 state tests. Just because a school may have a low achievement level in a school 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

Understanding Ohio School Report Cards

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.

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 or less by the number of students who form the adjusted cohort for the graduating class. The adjusted cohort includes all students who entered 9th grade for the first time four years earlier. 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

Understanding Ohio School Report Cards

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 allows 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 measure reviews 10 student groups in reading, math and graduation rate and assigns a grade for efforts to close achievement gaps in all groups. The 10 student groups 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

Understanding Ohio School Report Cards

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 fewer than five percent of their kindergartners reading below grade level in the 2014-2015 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.

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. Additionally, it measures how many third grade students move from not on-track on the diagnostic to proficient on the third grade English language arts state test.

A-F Rating: There will be a grade for this measure on the report card in 2015. It is based on the prior year's state average. State law requires that the statewide average represents the bottom of the "C" range.

Understanding Ohio School Report Cards

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-Recognized Credentials (*percent of students with a credential*)
Honors Diplomas Awarded (*percent of students with an Honors Diploma*)
Advanced Placement (*participation rate and percent scoring 3 or above*)
International Baccalaureate Program (*participation rate and percent scoring 4 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 four- and five-year graduation cohort that demonstrates college and career readiness.

Using multiple measures for college and career readiness allow 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 dual enrollment credits.

Technical Fact: The State Board can give additional weight for students that demonstrate college and career readiness multiple ways.

A-F Rating: The Ohio School Report Card will report, but not grade, the individual measures on the 2015 report card.