



# 2018 Report Card Update

Marianne Mottley

Report Card Project Director

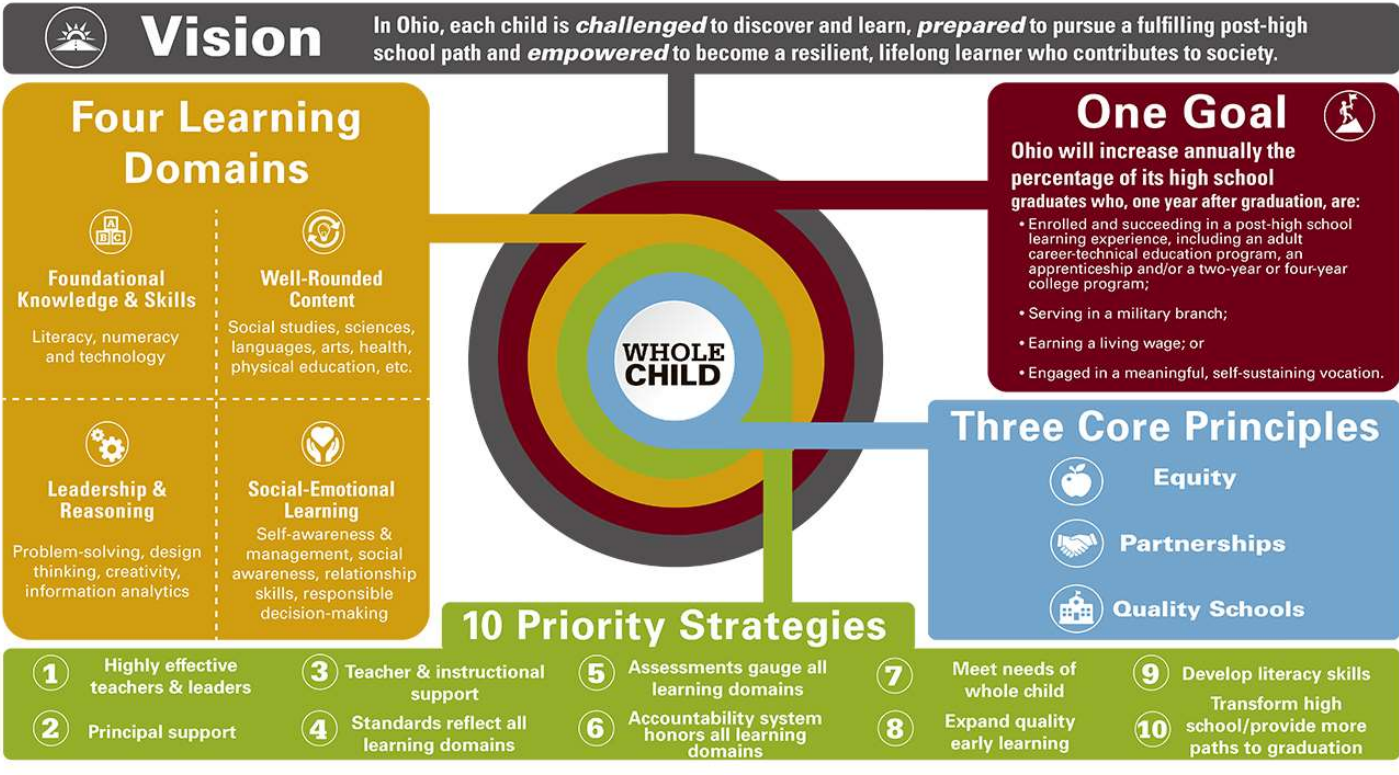
# 2018 Report Card Updates

The accountability changes focus on:

- 1) Promoting Equity**
- 2) Supporting All Students**
- 3) Encouraging Continuous Improvement**

# Each Child, Our Future

*In Ohio, each child is challenged, prepared and empowered.*



Ohio's Strategic Plan for Education: 2019-2024



District Grade

# District Overview

Districts and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to ten measures and six components.

[District Details](#)

[View Schools](#)

[Financial Data](#)

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## Achievement

The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.



Component Grade

[View More Data](#)

[Gifted Data](#)

## Progress

The Progress component looks closely at the growth that all students are making based on their past performances.



Component Grade

[View More Data](#)

## Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable students in English language arts, math, graduation and English language proficiency.



Component Grade

[View More Data](#)

## Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.



Component Grade

[View More Data](#)

## Improving At-Risk K-3 Readers

This component looks at how successful the school is at improving at-risk K-3 readers.



Component Grade

[View More Data](#)

## Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.



Component Grade

[View More Data](#)

# Achievement Component

The Achievement Component includes two graded measures: the academic indicators, which measures how many student pass the state test and the Performance Index which measures how well the students do on those tests.



## Component Weighting:

Performance Index Score – 75%

Academic Indicators – 25%

# Indicators Met

Reports the percent of students passing each state test

Numerator = Students who score Proficient or higher on the test

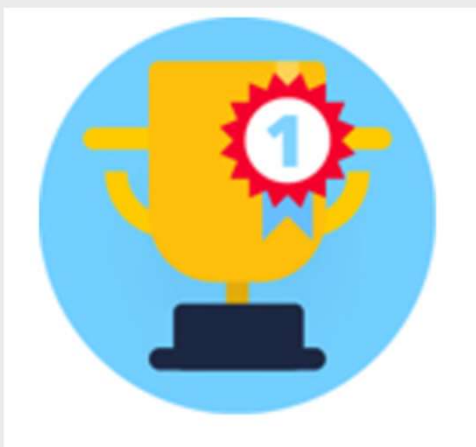
80% must pass to 'meet' each indicator

Up to 26 possible indicators

- ✓ 23 individual test indicators
- ✓ 1 EOC improvement indicator
- ✓ 1 gifted indicator
- ✓ 1 chronic absenteeism indicator

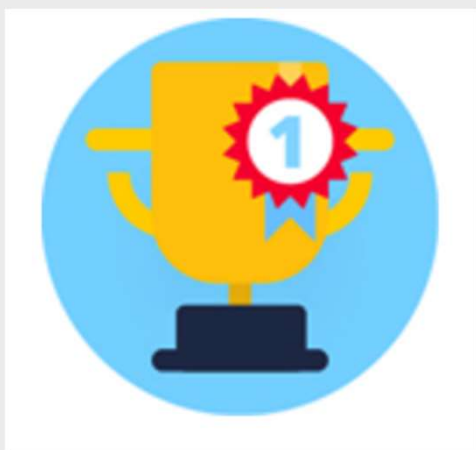


# Achievement



Indicators – Grades 3-8	
Exam	Indicators 2018 and Beyond
Grade 3 Math	80%
Grade 3 English Language Arts	80%
Grade 4 Math	80%
Grade 4 English Language Arts	80%
Grade 5 Math	80%
Grade 5 English Language Arts	80%
Grade 5 Science	80%
Grade 6 Math	80%
Grade 6 English Language Arts	80%
Grade 7 Math	80%
Grade 7 English Language Arts	80%
Grade 8 Math	80%
Grade 8 English Language Arts	80%
Grade 8 Science	80%

# Achievement



Indicators - HS	
Exam	Indicators 2018 and Beyond
Algebra 1	80%
Geometry	80%
Integrated Math I	80%
Integrated Math II	80%
English Language Arts I	80%
English Language Arts II	80%
Biology	80%
American History	80%
American Government	80%
<b>EOC Improvement Indicator</b>	<b>25%</b>



# End of Course Test Improvement Indicator

# End of Course Improvement Indicator

1. Algebra I
2. Biology
3. English I
4. English II
5. Geometry
6. Government
7. History
8. (Integrated Math I)
9. (Integrated Math II)

#1 – 9 would include first time test-takers scoring proficient or higher.

10. EOC Improvement indicator

#10 would include EOC retakes that initially scored 1 or 2, and improved at least one level.

# 2018 Gifted Indicator

## ❖ Gifted Value-Added

➤ “C” or higher

## ❖ Gifted PI

➤ Score of **117**

## ❖ Gifted Input Points

➤ **80** points or more

ESSA plan proposes to re-convene the gifted work group to re-examine the targets

### Overview

The Gifted Indicator is derived from three components: Gifted Value Added grade, the Performance Index for gifted students, and a Gifted Inputs score.

#### Gifted Value Added

Value Added Grade:	A
Enrollment:	1,816
Value Added Met?:	Met

Districts must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component. A grade of "NR" results in Not Met if the district has an ADM of 600 or more.

#### Gifted Performance Index

Performance Index:	114.1
Performance Index Met?:	Not Met

Districts with at least 10 unique students in the Gifted Performance Index calculation must score 115.0 or better to meet the Gifted Performance Index component.

#### Gifted Inputs

Total Points:	51.0
Gifted Inputs Met?:	Met

Points are earned based on identification and services provided to gifted students. Districts must earn at least 40 points out of a possible 100 to meet the Gifted Inputs component.

#### Gifted Indicator Final Result

INDICATOR

**Not Met**

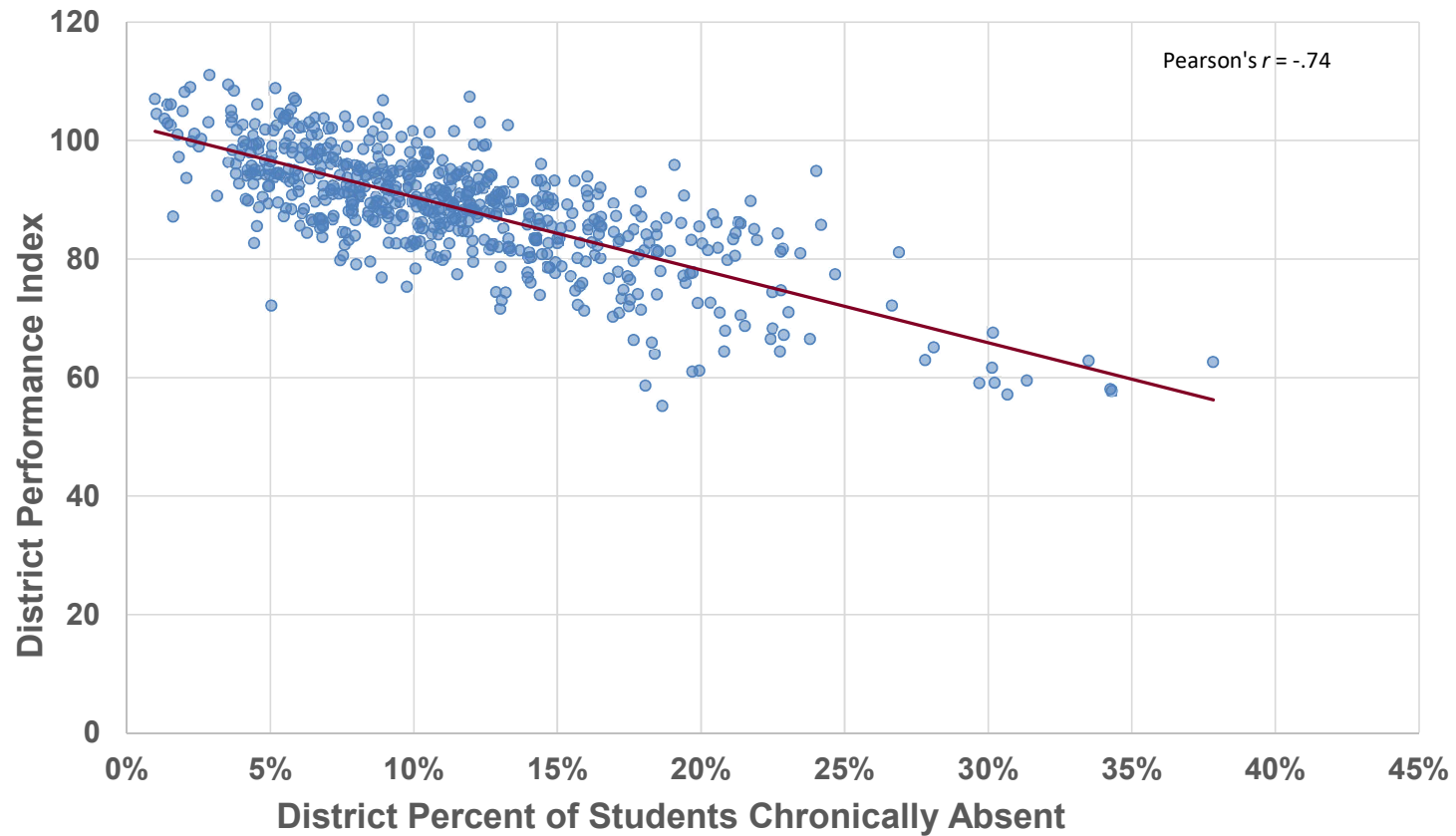
The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however; if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

# Measure of School Quality or Student Success: Chronic Absenteeism

The Chronic Absenteeism Indicator will be added to the Indicators Met measure within the **Academic Achievement Component**.

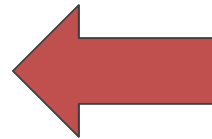
Chronic Absenteeism is defined as missing at least 10 percent of the school year for any reason – *excused or unexcused*

# Chronic Absenteeism and Performance



# Chronic Absenteeism Improvement

School year	Target Goal
2017-2018	13.6%
2018-2019	12.6%
2019-2020	11.5%
2020-2021	10.4%
2021-2022	9.3%
2022-2023	8.2%
2023-2024	7.2%
2024-2025	6.1%
2025-2026	5.0%



**Pathway 1: Meet or exceed the goal**

Baseline Chronic Absenteeism	Improvement Standard
36.7% or higher	1.1 percentage point
Lower than 36.7%	3%

**Pathway 2: Meet an improvement standard relative to the starting point of each school or district**



# Performance Index

Measures the achievement of every student

Schools receive points for every achievement level, with more points earned for higher achievement

Denominator includes all tests that should have been taken

A district earns no points for tests not taken



# Progress Component

The Progress Component uses test data from multiple years to determine if students made growth during the school year

**New in 2018** -- Grades will be calculated using up to **THREE** years of data



## Component Weighting:

Overall – 55%

Gifted – 15%

Students with Disabilities – 15%

Lowest 20% – 15%



# Progress Component



## **All Students**

Overall rating of a school or district using all accountable students

**Students in the Lowest 20 Percent of Achievement**  
Based on distribution of scores for the entire state

## **Students with Disabilities**

All students who have an IEP and take the tests

## **Gifted Students**

Academic gifted or superior cognitive only



**Work Group  
Recommendations**

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Only use the current year's data for the letter grades, but report multi-year data to see larger trends.

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Include the value-added advisory committee's report in the final report to the legislature

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Eliminate the demotion for having a subgroup grade lower than "B".

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Eliminate the value-added rankings list.

# Gap Closing Component

The Gap Closing Component includes the Annual Measurable Objectives measure which allows us to determine if achievement gaps exist among student subgroups by comparing the performance of specific groups of students against the collective performance of all students in that subgroup across the entire state.



**Component Weighting:**  
AMO – 100%

# New AMO Targets

English Language Arts Performance Index Score– Includes Grades 3-8 ELA, ELA I and ELA II

	2015-2016 Baseline	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students	79.7	81.7	83.8	85.8	87.8	89.9	91.9	93.9	95.9	98	100
Econ. Disadvantage	67.5	69.1	70.8	72.4	74	75.6	77.3	78.9	80.5	82.1	83.8
SWD	52.5	54.9	57.3	59.6	62	64.4	66.8	69.1	71.5	73.9	76.3
English Learners	61.8	63.7	65.6	67.5	69.4	71.4	73.3	75.2	77.1	79	80.9
African-American	59.3	61.3	63.4	65.4	67.4	69.5	71.5	73.5	75.6	77.6	79.7
American Indian or Alaskan Native	76.2	77.4	78.6	79.8	81	82.2	83.3	84.5	85.7	86.9	88.1
Asian/Pacific Isl.	91.5	91.9	92.4	92.8	93.2	93.6	94.1	94.5	94.9	95.3	95.8
Hispanic or Latino	68.7	70.3	71.8	73.4	75	76.5	78.1	79.7	81.2	82.8	84.4
Multi-Racial	75.9	77.1	78.3	79.5	80.7	81.9	83.1	84.3	85.5	86.7	88
White	84.8	85.6	86.3	87.1	87.8	88.6	89.4	90.1	90.9	91.6	92.4

# New AMO Targets

## Mathematics Performance Index Score

Includes Grades 3-8 Math, Algebra I, Geometry, Integrated Math I and Integrated Math II

	2015-2016 Baseline	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students	80.3	82.3	84.2	86.2	88.2	90.2	92.1	94.1	96.1	98	100
Econ. Disadvantage	67.9	69.5	71.1	72.7	74.3	75.9	77.5	79.1	80.7	82.3	84
SWD	53.5	55.8	58.2	60.5	62.8	65.1	67.5	69.8	72.1	74.4	76.8
English Learners	66.8	68.5	70.1	71.8	73.4	75.1	76.8	78.4	80.1	81.7	83.4
African-American	57	59.2	61.3	63.5	65.6	67.8	69.9	72.1	74.2	76.4	78.5
American Indian or Alaskan Native	74.2	75.5	76.8	78.1	79.4	80.7	81.9	83.2	84.5	85.8	87.1
Asian/Pacific Islander	97.5	97.6	97.8	97.9	98	98.1	98.3	98.4	98.5	98.6	98.8
Hispanic or Latino	69.2	70.7	72.3	73.8	75.4	76.9	78.4	80	81.5	83.1	84.6
Multi-Racial	75.2	76.4	77.7	78.9	80.2	81.4	82.6	83.9	85.1	86.4	87.6
White	86.2	86.9	87.6	88.3	89	89.7	90.3	91	91.7	92.4	93.1

# New AMO Targets

Four-Year Cohort Graduation Rate – Class of 2015

	2015 -2016 Baseline	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
All Students	83.0%	84.0%	85.0%	86.0%	87.0%	88.0%	89.0%	90.0%	91.0%	92.0%	93.0%
Econ. Disadvantage	71.4%	72.8%	74.3%	75.7%	77.1%	78.6%	80.0%	81.4%	82.8%	84.3%	85.7%
SWD	69.2%	70.7%	72.3%	73.8%	75.4%	76.9%	78.4%	80.0%	81.5%	83.1%	84.6%
English Learners	54.4%	56.7%	59.0%	61.2%	63.5%	65.8%	68.1%	70.4%	72.6%	74.9%	77.2%
African-American	65.0%	66.8%	68.5%	70.3%	72.0%	73.8%	75.5%	77.3%	79.0%	80.8%	82.5%
American Indian or Alaskan Native	76.4%	77.6%	78.8%	79.9%	81.1%	82.3%	83.5%	84.7%	85.8%	87.0%	88.2%
Asian/Pacific Islander	87.7%	88.2%	88.8%	89.3%	89.8%	90.4%	90.9%	91.4%	91.9%	92.5%	93.0%
Hispanic or Latino	72.0%	73.4%	74.8%	76.2%	77.6%	79.0%	80.4%	81.8%	83.2%	84.6%	86.0%
Multi-Racial	77.7%	78.8%	79.9%	81.0%	82.2%	83.3%	84.4%	85.5%	86.6%	87.7%	88.9%
White	87.4%	88.0%	88.5%	89.1%	89.6%	90.2%	90.8%	91.3%	91.9%	92.4%	93.0%

# AMO Calculation

Full points (100 per element) earned for meeting the 2018 targets (percentages outlined in the boxes on the previous slides)

A subgroup also can earn points by cutting its gap and showing improvement between the prior year and current year – the full 100 points will be earned for cutting the gap by 10% (a smaller number of points will be earned for making smaller amounts of improvement)

A subgroup will earn the full 100 points for having a single year value-added growth index of +1 or higher (+1 is the bottom of the “B” range)



# New AMO for English Learner Progress

English learners' language improvement measure will be included in Gap Closing Component.

Schools and districts will receive points by:

- ❖ *Meeting or exceeding the established threshold;*
- ❖ *or showing improvement from the previous year.*





# Ohio English Language Proficiency Assessment (OELPA)

Reading  
(1 – 5)

Writing  
(1 – 5)

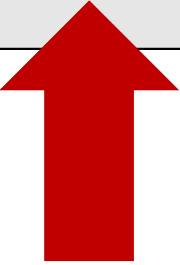
Listening  
(1 – 5)

Speaking  
(1 – 5)

$$1 + 1 + 2 + 3 = 7 \text{ points (summed score)}$$

# Student Level Targets

Student's Grade Level when Identified as English Learner	Sum of Student's OELPA Domain Score (point range)	Student Level Target for Annual Improvement (points/year)
Kindergarten	4 pts. – 7 pts.	Increase of <b>2 points</b> per year
	8 pts. – 11 pts.	Increase of <b>2 points</b> per year
	12 pts. – 15 pts.	Increase of <b>1 point</b> per year



# Student Level Targets

Student's Grade Level when Identified as EL	Sum of Student's OELPA Domain Score (point range)	Student Level Target for Annual Improvement (points per year)
Kindergarten	4 pts. – 7 pts.	Increase of <b>2 points</b> per year
	8 pts. – 11 pts.	Increase of <b>2 points</b> per year
	12 pts. – 18 pts.	Increase of <b>1 point</b> per year
Grade 1	4 pts. – 7 pts.	Increase of <b>2 points</b> per year
	8 pts. – 11 pts.	Increase of <b>2 points</b> per year
	12 pts. – 18 pts.	Increase of <b>1 point</b> per year
Grades 2 – 3	4 pts. – 7 pts.	Increase of <b>2 points</b> per year
	8 pts. – 11 pts.	Increase of <b>2 points</b> per year
	12 pts. – 18 pts.	Increase of <b>1 point</b> per year
Grades 4 – 5	4 pts. – 7 pts.	Increase of <b>2 points</b> per year
	8 pts. – 11 pts.	Increase of <b>2 points</b> per year
	12 pts. – 18 pts.	Increase of <b>1 point</b> per year
Grades 6 – 8	4 pts. – 7 pts.	Increase of <b>2 points</b> per year
	8 pts. – 11 pts.	Increase of <b>2 points</b> per year
	12 pts. – 18 pts.	Increase of <b>1 point</b> per year
Grades 9 – 12	4 pts. – 7 pts.	Increase of <b>2 points</b> per year
	8 pts. – 11 pts.	Increase of <b>1 points</b> per year
	12 pts. – 18 pts.	Increase of <b>1 point</b> per year

# Improvement Measure

Student	Points Needed	Points Improved	Met or Not Met
Student A	2	3	Met
Student B	2	1	Not Met
Student C	1	1	Met
Student D	2	2	Met
Student E	1	0	Not Met
Student F	1	1	Met
Student G	1	1	Met
Student H	1	0	Not Met
Student I	2	2	Met
Student J	2	2	Met

**7 out of 10 students met the Improvement Measure = 70%**

## Interim and Long Term Goals

English Learners Annual Progress Toward Attaining English Language Proficiency											
	2015- 2016 Baseline	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026
All English Learners	45%	48%	51%	54%	57%	60%	63%	66%	69%	72%	75%

# EL AMO Details

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Full points (100) earned for meeting the target (51% in 2018)

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The full 100 points also are earned for cutting your gap by at least 10%

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A smaller number of points are earned for smaller amounts of improvement

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No growth factor as the OELPA is not a test that can yield a value-added gain index

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## Gap Closing Proposal

The preliminary grade is calculated as an average of the four sub-component grades:

ELA Points:	46.4
Math Points:	40.0
Graduation Points:	95.0
EL Improvement:	100.0

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281.4/400

***Preliminary score = 70.4 (C)***

# Graduation Rate Component

The Graduation Rate Component looks at the percent of students who are successfully finishing high school with a diploma in four or five years

No changes on the report card for 2018



## Component Weighting:

- 4-year Graduation Rate – 60%
- 5-year Graduation Rate – 40%



# Improving At-Risk K-3 Readers

This component looks at how well schools and districts are helping at-risk K-3 readers to improve their literacy skills to become on track to proficiency in third grade and beyond



## Component Weighting:

Improving At-Risk K-3 Readers – 100%

# Improving At-Risk K-3 Readers

Of students who were not-on-track in  
Previous Year, which students are on-  
track in the Current Year

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Previous Year students that were  
not-on-track

*Per-student demotion for every student  
not proficient on OST and not on a plan*

# 2018 K-3 Readers Grade Scale

Ohio law ties letter grades to the state average percentage of improvement - State average is bottom of “C” grade.

2017 Improvement Percent = 34.9%



A = 78.3%-100%

B = 56.6%-78.2%

C = 34.9%-56.5%

D = 13.2%-34.8%

F = **<13.2%**

**Negative numbers are possible because of demotions**

# 2019 K-3 Readers Grade Scale

2018 Improvement Percent = 33.8%

A = 78%-100%

B = 55.9%-77.9%

C = 33.8%-55.8%

D = 11.7%-33.7%

F = <11.7%\*



**\*Negative numbers are possible because of demotions**



**Work Group  
Recommendations**

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Legislative Recommendation – Eliminate the Improving At-Risk K-3 Readers measure as a graded measure

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If an early literacy measure must be included, then change the element to grade the promotion percent

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If the current measure is maintained, it must be renamed to more accurately reflect the population of students being evaluated and the law requiring no grade for <5% K not on track should be reconsidered (The name was changed and it would take a legislative change to grade all schools)

# Prepared for Success Component

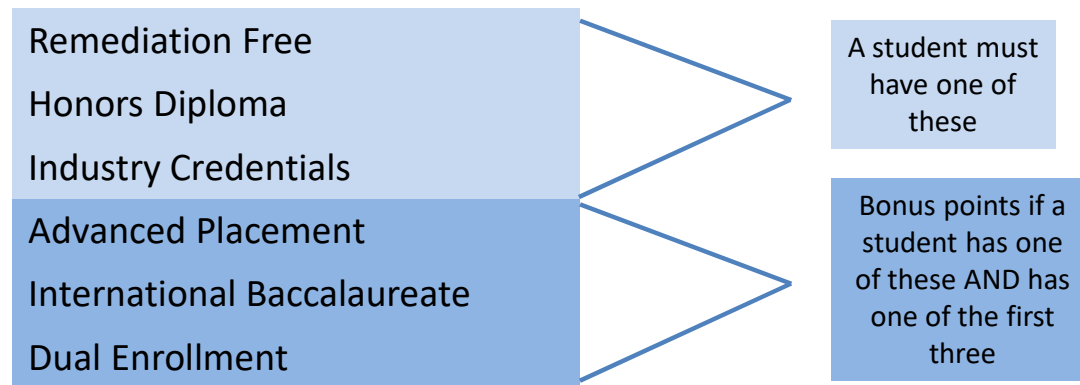


Whether training in a technical field or preparing for work or college, the **Prepared for Success component** looks at how well prepared Ohio's students are for all future opportunities.

# Component Framework

To be in the numerator a student must be remediation free, obtain one or more industry credentials totaling 12 points in a single career pathway, or earn an Honors Diploma

Any of these students who also have AP, IB, or post secondary credits will earn a bonus weight of 0.3



# Prepared for Success Component Grade Scale – New for 2018 & Beyond

2018 Grade	Range
<b>A</b>	<b>93% - 100%*</b>
<b>B</b>	<b>75% - 92.9%</b>
<b>C</b>	<b>60% - 74.9%</b>
<b>D</b>	<b>40% - 59.9%</b>
<b>F</b>	<b>0% - 39.9%</b>

\*The percentage for the “A” range aligns to the four-year graduation rate





**Work Group  
Recommendations**

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Legislative Recommendation – Add more measures that qualify a student to be deemed “prepared”, including such things as military enlistment, ASVAB, CLEP, CTAG, Career Prep Program Credentials, OhioMeansJobs Readiness Seal, etc.

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Board recommendation – Restructure the dual tier into a single tier so that all elements count similarly.

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Include all new measures in the Career-Technical Planning District Report Card’s Component

# Combining Components into the Overall Grade (2018)

## Emphasize Progress and Achievement

- ❖ Achievement – 20%
- ❖ Progress – 20%
- ❖ Gap Closing – 15%
- ❖ Graduation Rate – 15%
- ❖ K-3 Literacy Improvement – 15%
- ❖ Prepared for Success – 15%

Components count proportionally toward the overall grade when fewer than 6 components have letter grades

<b>Component Combinations</b>	<b>Achievement Percent</b>	<b>Progress Percent</b>	<b>Other Components Percent</b>
<b>Achievement AND Progress AND 3 Other Components</b>	23%	23%	18% Each
<b>Achievement and 4 Other Components</b>	24%		19% Each
<b>Progress and 4 Other Components</b>		24%	19% Each
<b>Achievement AND Progress AND 2 Other Components</b>	27.5%	27.5%	22.5% Each
<b>Achievement and 3 Other Components</b>	28.75%		23.75% Each
<b>Progress and 3 Other Components</b>		28.75%	23.75% Each
<b>Achievement AND Progress AND 1 Other Component</b>	35%	35%	30%
<b>Achievement and 2 Other Components</b>	36.67%		31.67% Each
<b>Progress and 2 Other Components</b>		36.67%	31.67% Each
<b>Achievement AND Progress AND no Other Components</b>	50%	50%	
<b>Achievement AND No Other Components</b>	100%		
<b>Progress AND No Other Components</b>		100%	
<b>Achievement and 1 Other Component</b>	52.5%		47.5%
<b>Progress and 1 Other Component</b>		52.5%	47.5%
<b>No Achievement or Progress, 4 Other Components</b>			25% Each
<b>No Achievement or Progress, 3 Other Components</b>			33.33% Each
<b>No Achievement or Progress, 2 Other Components</b>			50% Each
<b>No Achievement or Progress, 1 Other Component</b>			100%
<b>No Graded Components</b>	No Overall Grade is Calculated		

## Calculation Specifics

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A school that has just one component grade will have that grade contribute 100% to the overall grade

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A school that has no letter grades for any component shall not receive an overall grade

# Calculation Specifics

For each component, total component points will be calculated by taking the initial component value and multiplying by the weight assigned to the component per the business rules outlined in the tables above

The total component points will then be summed to arrive at total points (rounded to the thousandths). The resulting total will be a number between 0 and 5



## Example of Points for a District

Component	Points	Weight	Total Points
Achievement	2.625	0.2	0.525
Gap Closing	1.25	0.15	0.1875
Graduation	5	0.15	0.75
K-3 Literacy	2.5	0.15	0.375
PFS	4.25	0.15	0.6375
Progress	4.85	0.20	0.9700
		<b>Total Points Earned</b>	<b>3.445</b>

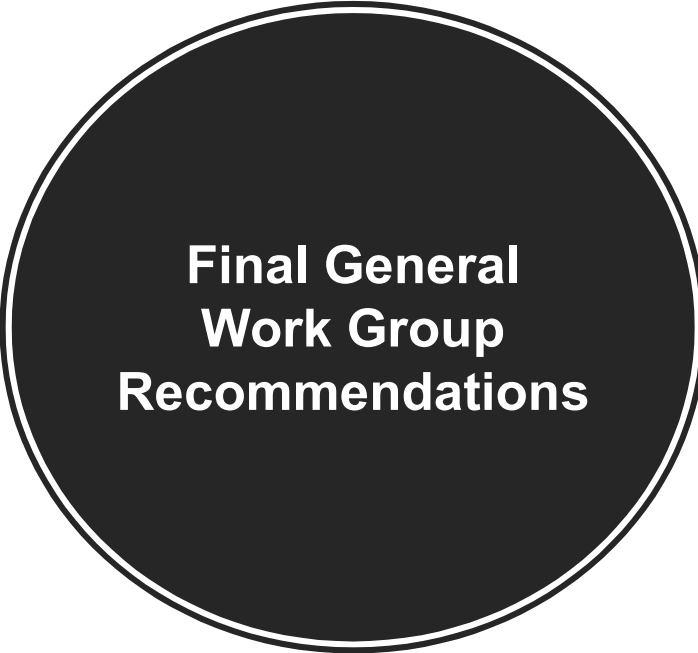
# Final Grade Scale

Total Points	Overall Report Card Grade
4.125-5.000	A
3.125-4.124	B
2.125-3.124	C
1.125-2.124	D
0-1.124	F

# Final Grade Scale

Total Points	Overall Report Card Grade
4.125-5.000	A
3.125-4.124	B
2.125-3.124	C
1.125-2.124	D
0-1.124	F





**Final General  
Work Group  
Recommendations**

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Eliminate all A-F grades and adopt an ESEA-Compliant dashboard to show information while maintaining high expectations and aspirational goals

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Add more descriptive narrative to the report card 'landing page' to explain the purpose of the report card and review all language on all pages to improve clarity for readers

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Relocate the District Profile links to a more prominent place on the report cards (this was done – the links are displayed on the front page of each report card)

# Report Card Resources

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Many resources exist for readers to understand the new measures and the existing pieces of Ohio's accountability system

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Visit [education.ohio.gov](http://education.ohio.gov) and search keywords:

***Report Card Resources***

**Marianne Mottley**  
**Director**

**[Accountability@education.ohio.gov](mailto:Accountability@education.ohio.gov)**

**614-995-9944**