



Ohio

SCHOOL & DISTRICT RESULTS 2017 – 2018

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STUDENT ACHIEVEMENT INCREASES SEEN STATEWIDE IN 2018 OHIO SCHOOL REPORT CARDS



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In Ohio's Strategic Plan for Education, *Each Child, Our Future*, the focus is on meeting the needs of the whole child. These needs include academic knowledge, but also leadership, reasoning and social-emotional skills that serve students as they pursue future success and become contributing members of society.

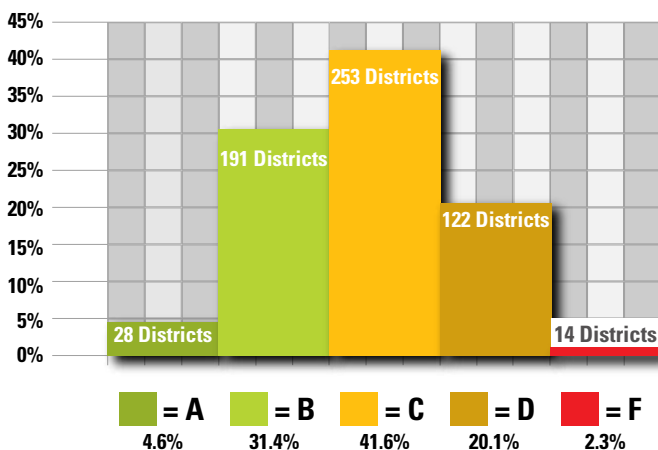
In classrooms across Ohio, our students are engaged and excited about learning and participating in well-rounded educational experiences. Each of them have their own potential, interests, aspirations and pathways to success. Because of the hard work taking place, achievement is once again up in districts in every corner of the state, including career technical planning districts. This report provides a snapshot of the state results on the 2017-2018 report cards.

The report cards tell us a story, and I encourage you to take a deeper look at your district's or school's results. Each school has its own strengths and weaknesses, and the report cards help us have important discussions about them. Remember, though, that report cards are not the only measure of the success or accomplishments of a school or district. Visiting schools and talking to parents, students, teachers and graduates can paint a more complete picture of the educational experience. In doing so, we can drive improvement to benefit Ohio's 1.7 million schoolchildren.

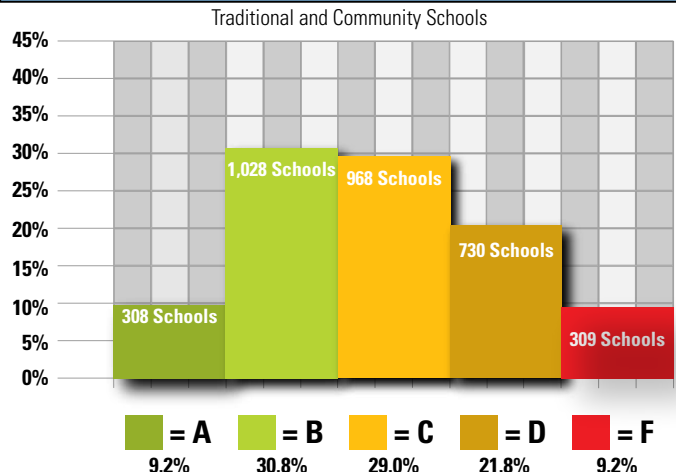
Districts and schools receive overall grades for the first time

One new addition to the report card is the overall summative grade. Each school and district earns an overall letter grade that provides a quick snapshot of overall performance. More than three-quarters of districts received a "C" or higher, with more than a third receiving a "B" or higher. Approximately 40 percent of schools received a "B" or higher. The overall grade is a first look, but it is important to dig deeper into the data to identify strengths and areas for improvement.

2018 Overall Grade Distribution for Districts



2018 Overall Grade Distribution for Schools



Ohio students continue to show improved achievement in academic content areas

Achievement increased in multiple areas – and with most subgroups of students. Overall proficiency rates increased by 1.6 points in English language arts, with a slight increase in math. Increases were especially notable in fourth, fifth and seventh grades. Algebra I had an over 4 percentage point increase and biology almost an 8 percentage point increase in first-time test takers meeting proficiency. Third grade saw decreases this year but has maintained higher proficiency than two years ago. Sixth grade had small decreases compared to last year.

Statewide Proficiency Rates					
English Language Arts			Mathematics		
2016-17	2017-18		2016-17	2017-18	
62.1%	63.7%	▲	60.2%	60.4%	▲

Grade	Subject	2015-2016	2016-2017	2017-2018	
3	English Language Arts	54.9%	63.8%	61.2%	▼
	Mathematics	65.8%	70.6%	67.0%	▼
4	English Language Arts	57.5%	62.8%	66.4%	▲
	Mathematics	69.2%	72.4%	72.5%	▲
5	English Language Arts	60.2%	67.7%	70.2%	▲
	Mathematics	62.4%	61.6%	62.9%	▲
	Science	67.5%	68.3%	68.5%	▲
6	English Language Arts	54.0%	60.2%	59.9%	▼
	Mathematics	56.7%	60.2%	59.4%	▼
7	English Language Arts	53.6%	59.2%	63.9%	▲
	Mathematics	55.3%	56.1%	59.4%	▲
8	English Language Arts	47.5%	50.3%	54.5%	▲
	Mathematics	52.7%	54.9%	54.3%	▼
	Science	64.9%	65.8%	67.6%	▲
End-of-Course Tests	English Language Arts I	60.0%	69.2%	68.9%	▼
	English Language Arts II	53.4%	63.3%	64.4%	▲
	Algebra I	53.0%	56.2%	60.5%	▲
	Geometry	49.4%	49.7%	48.2%	▼
	Mathematics I	46.9%	47.6%	45.9%	▼
	Mathematics II	36.0%	37.4%	34.3%	▼
	Biology	65.4%	65.7%	73.7%	▲
	American Government	68.0%	73.1%	79.5%	▲
	American History	76.3%	74.5%	75.7%	▲

Student subgroups made noticeable improvements – especially in English language arts

Ohio wants to ensure that all students are making gains. In 2017-2018, all subgroups improved their proficiency rates in English language arts and nearly all had improvements in math performance. While these gains are important steps, there is still much work to be done to increase achievement and equitable outcomes for all students.

Demographic Group	English Language Arts			Mathematics		
	2016-17*	2017-18		2016-17*	2017-18	
All Students	62.1%	63.7%	▲	60.2%	60.4%	▲
Economically Disadvantaged	46.8%	48.4%	▲	44.9%	44.9%	▲
Students with Disabilities	25.8%	28.3%	▲	26.4%	27.7%	▲
English Learners	38.8%	41.8%	▲	43.7%	45.4%	▲
White, Non-Hispanic	69.1%	71.0%	▲	67.8%	68.1%	▲
Black, Non-Hispanic	35.3%	37.3%	▲	30.9%	31.6%	▲
Hispanic	48.2%	49.6%	▲	46.9%	47.2%	▲
Multiracial	57.5%	58.9%	▲	53.8%	53.9%	▲
Asian or Pacific Islander	73.6%	74.9%	▲	78.1%	77.9%	▼
Alaskan Native or American Indian	57.4%	60.5%	▲	52.9%	51.1%	▼

*The 2016-17 data above excludes Algebra I, Integrated Math I, and English Language Arts I.

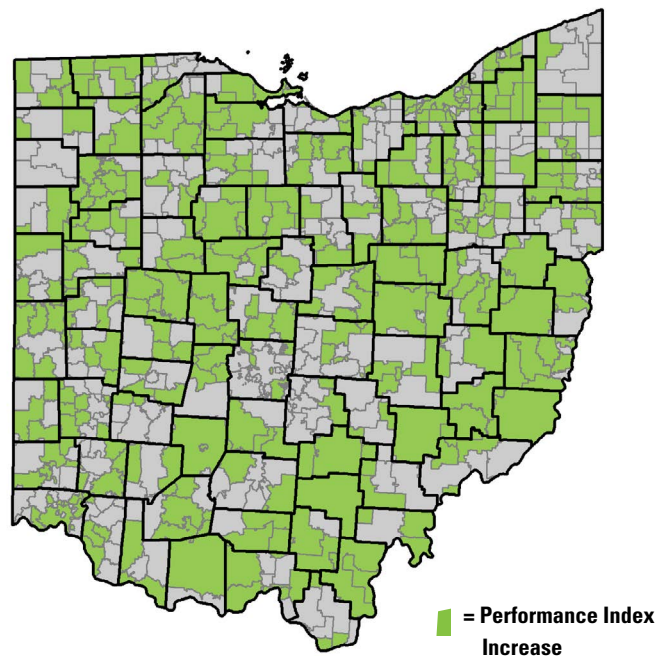
The Performance Index continues to rise

The Performance Index is a composite measure reflecting the level of achievement for each student on each state test.

The Performance Index has increased 2.6 points since 2015-2016, including a slight increase since last year. This increase is noteworthy considering that the fourth and sixth grade social studies tests have been eliminated – both of these tests had been some of the highest-performing subject tests.

Achievement is increasing across the state, from every corner and across student demographics. The map highlights the 333 districts that saw positive increases in their Performance Index scores in 2017-2018.

Performance Index			
2015-16	2016-17	2017-18	
81.6	84.1	84.2	▲

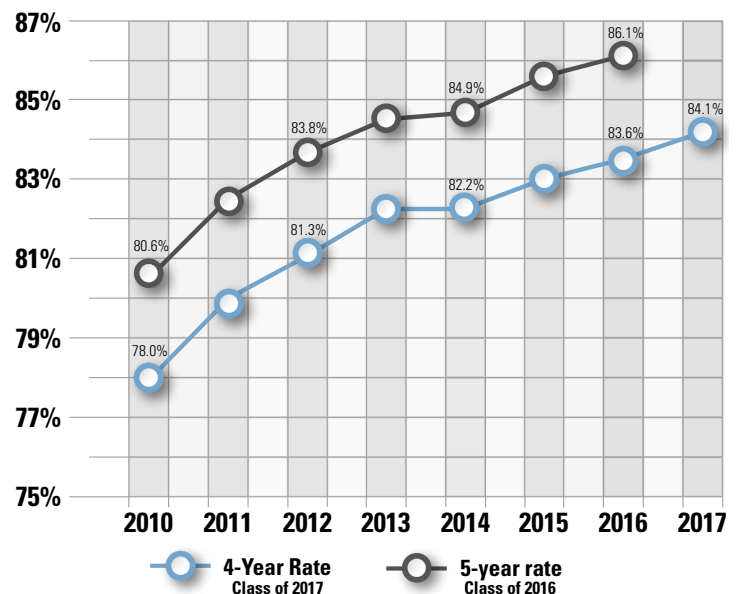


The Graduation Rate again improved

The Graduation Rate measures how many students are successfully finishing high school with a regular diploma in four or five years. Since 2010, the four- and five-year rates have consistently improved – reaching a new high with 84.1 percent of the **class of 2017** graduating in four years; and 86.1 percent of the **class of 2016** graduating within five years.

The class of 2017 was the last class to graduate based on Ohio's previous graduation requirements. As part of the transition, state law provided a one-year option for the class of 2018 to meet requirements. Ohio's Strategic Plan for Education, *Each Child, Our Future*, specifically identifies a strategy to "ensure high school inspires students to identify paths to future success, and give students multiple ways to demonstrate the knowledge, skills and dispositions necessary for high school graduation and beyond." A stakeholder workgroup is developing recommendations to meet that strategy, which will be shared in the fall of 2018.

Graduation Trend for Ohio Schools



Students with disabilities do not meet graduation requirements at the same rate as their peers

Recent changes in federal law have changed requirements for graduation reporting as it relates to students with disabilities. While this will not immediately impact the report card, it is in the best interest of students with disabilities that the state

create the conditions and an accountability system that creates an expectation that they achieve the same graduation requirements as other students – except for students with significant cognitive disabilities. It also is the state's responsibility to provide supports and resources to reach this goal.

Graduating Class	State Graduation Rate	State Graduation Rate excluding IEP exemption students
Class of 2017	84.1%	78.8%

More students are prepared for success

Whether training in a technical field or preparing for work or college, the Prepared for Success component reflects how well prepared Ohio's students are for future opportunities. Students can meet the college and career readiness mark by scoring remediation free on the ACT or SAT, earning an honors diploma or earning an industry-recognized credential or group of credentials in one of 13 high-demand career fields. Bonus points also can be earned for those college and career ready students who do well on Advanced Placement or International Baccalaureate tests or earn college credit through the growing College Credit Plus program.

Prepared for Success			
2015-16	2016-17	2017-18	
34.2%	36.1%	37.7%	▲

1,991

more students earned industry-recognized credentials compared to last year

9,758

more students earned dual enrollment credits compared to last year

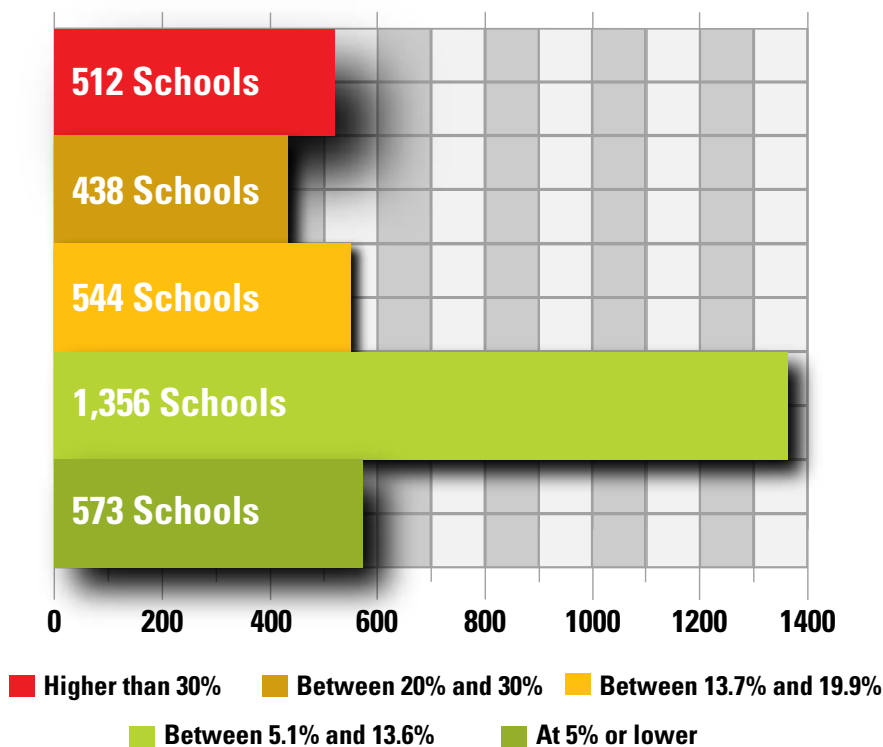
2,593

more students earned an honors diploma compared to last year

Ohio's students have continued to make gains in meeting at least one of the Prepared for Success measures. The measure on this year's report card looks at the class of 2017 and class of 2016 – where 3,087 more students met at least one measure and 4,987 more students met at least one of the bonus measures when compared to last year's report card.

Too many Ohio students are persistently missing school

Chronic Absenteeism Rates (School Level)



It is important for every student in Ohio to attend school every day – missing too much can have negative effects for student achievement and lower graduation rates. Students are chronically absent if they miss 10 percent or more of a school year. Students can be absent for many reasons, including health concerns, dental/ vision needs, bullying, school safety and more.

16%

of students in Ohio were chronically absent in 2017-2018

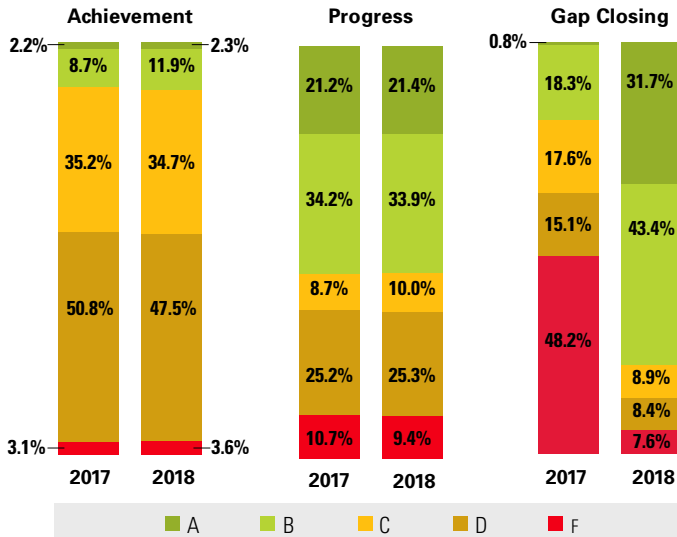
Over time, Ohio's goal is a chronic absenteeism rate of 5 percent or lower. **This year, the interim goal was 13.6 percent.**

Across the state, 56 percent of schools (1,929) had a chronic absenteeism rate of 13.6 percent or lower — meeting the state's interim goal.

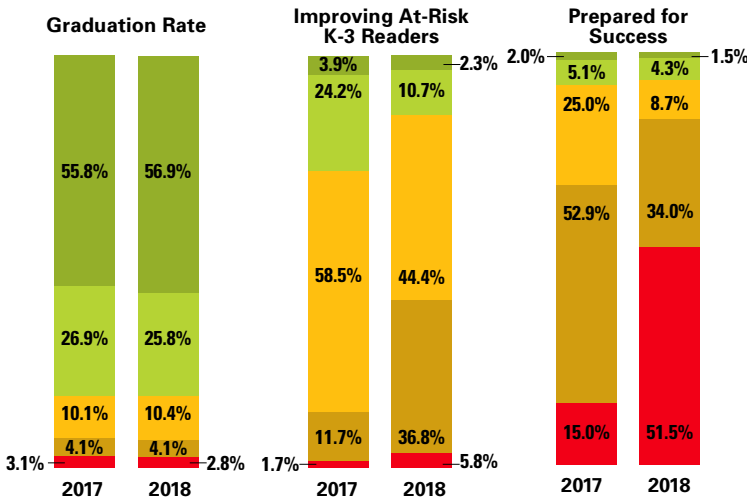
Outcomes are improving as expectations have significantly increased

The 2018 report card is the first to use the new measures and updated calculations under Ohio's Every Student Succeeds Act plan. The expectations for some measures, such as Prepared for Success, have increased since last year. It is important to take these changes into consideration when comparing to prior-year data.

District Report Card Grade Component Comparison 2017 and 2018

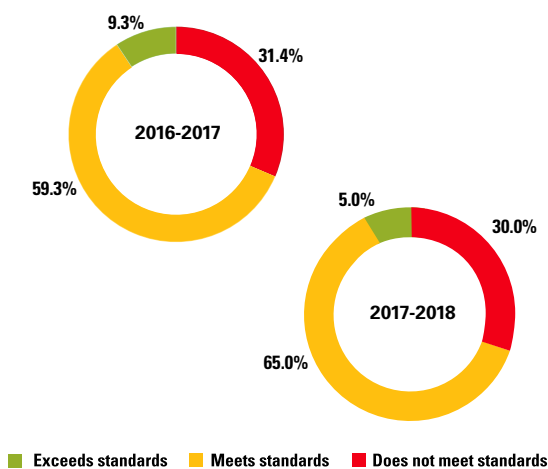


- The Indicators Met measure, part of the **Achievement component**, now includes the Chronic Absenteeism Improvement Indicator; additionally, the test-based indicators include only first-time test takers.
- The **Progress component** now includes up to three years of data.
- The **Gap Closing component** has a new calculation this year that reflects each student subgroup closing achievement gaps based on the Performance Index. Additionally, the new English Language Proficiency Improvement measure is included in the Gap Closing component.

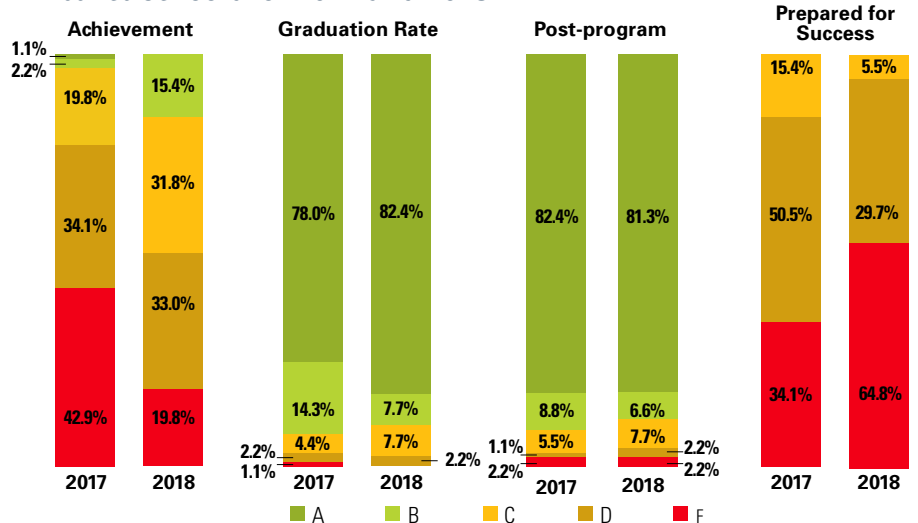


- The **Improving At-Risk K-3 Readers component**, previously called K-3 Literacy Improvement, has a new grade scale this year as required by state law – the bottom of the “C” range was adjusted to reflect the prior-year’s state average.
- The **Graduation Rate component** did not have changes this year and reflects continued growth in graduation, though as noted earlier in this report, changes to reporting will impact report cards in the future.
- The grade scale for the **Prepared for Success component** increased this year, as the final shift in a three-year transition.

Dropout Prevention and Recovery Schools Overall Rating Comparison



Report Card Component Grade for Career Technical Planning District Schools for 2017 and 2018



More information on career technical planning district schools and drop out prevention and recovery school report cards can be found [online here](#).

District-Level Grade Distribution

	A	B	C	D	F
Overall	4.6% (28)	31.4% (191)	41.6% (253)	20.1% (122)	2.3% (14)
Achievement	2.3% (14)	11.8% (72)	34.7% (211)	47.5% (289)	3.6% (22)
Progress	21.4% (130)	33.9% (206)	10% (61)	25.3% (154)	9.4% (57)
Gap Closing	31.7% (193)	43.4% (264)	8.9% (54)	8.4% (51)	7.6% (46)
Graduation Rate	56.9% (346)	25.8% (157)	10.4% (63)	4.1% (25)	2.8% (17)
Improving At-Risk K-3 Readers	2.3% (13)	10.6% (59)	44.4% (246)	36.8% (204)	5.8% (32)
Prepared for Success	1.5% (9)	4.3% (26)	8.7% (53)	34.1% (207)	51.5% (313)

School-Level Grade Distribution

	A	B	C	D	F
Overall	9% (308)	31% (1028)	29% (968)	22% (730)	9% (309)
Achievement	7% (221)	13% (420)	27% (891)	38% (1275)	16% (535)
Progress	16% (497)	32% (984)	14% (429)	26% (806)	12% (367)
Gap Closing	38% (1193)	24% (776)	9% (276)	8% (246)	22% (689)
Graduation Rate	50% (390)	23% (180)	9% (72)	6% (49)	11% (88)
Improving At-Risk K-3 Readers	2% (40)	11% (186)	35% (581)	40% (650)	11% (181)
Prepared for Success	1% (11)	4% (33)	8% (59)	29% (225)	58% (454)