Ohio SCHOOL & DISTRICT RESULTS 2018 – 2019

reportcard.education.ohio.gov

OHIO SCHOOL REPORT CARDS SHOWCASE IMPROVEMENTS IN STUDENT ACHIEVEMENT

Paolo DeMaria
Superintendent of Public Instruction

Each Child, Our Future, Ohio's strategic plan for education, calls for our education system to challenge, prepare and empower each student for future success. To ensure success, we must address all aspects of a child's well-being, including the physical, social, emotional and intellectual.

Ohio's recently passed 2020-2021 state budget invests heavily in this whole child approach to education. We are committed to using evidence, data and feedback from this year's Ohio School Report Cards to amplify that investment and guide our journey toward continuous improvement and excellence in education.
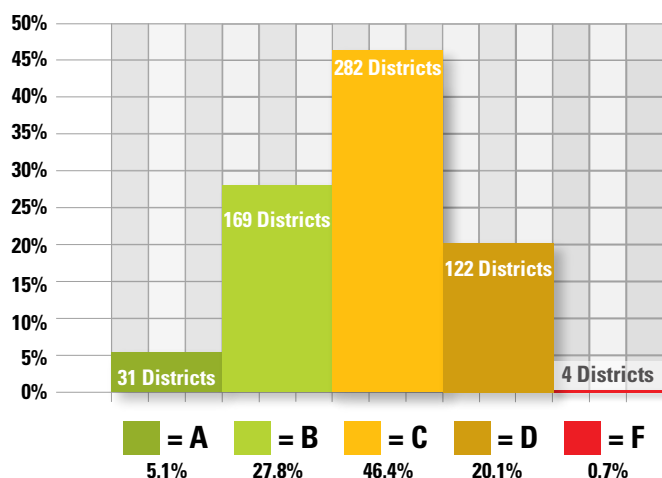
This report card shows the hard work of students and adults last year continues to move us toward our destination. Student achievement is up statewide for the third consecutive year. It also points to our strengths and weaknesses, including an ongoing need to improve educational opportunities for students with disabilities and of diverse backgrounds and cultures.

The 2019 district and school report cards each provide a more detailed, local picture. Remember, though, report cards are not the only measure of a school's or district's success. Talk to parents, students, teachers, and graduates and visit schools to get a more complete picture of their experiences.
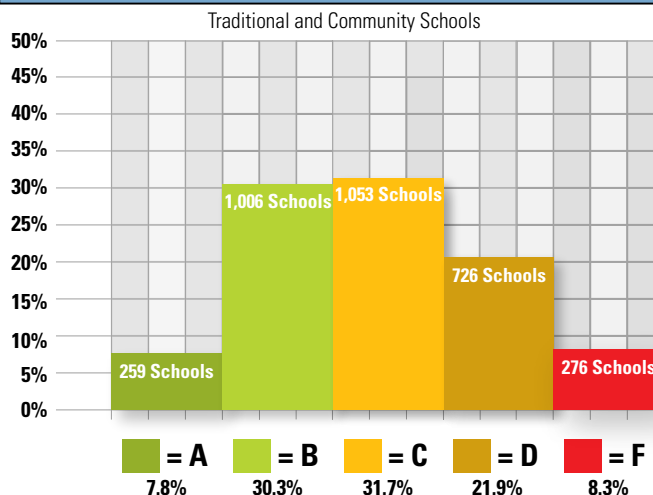
Summary of overall summative grades

Districts and schools receive overall summative grades on their report cards. Each school and district earns an overall letter grade that provides a quick snapshot of overall performance. This year, nearly 80 percent of districts receive a 'C' or higher, with more than 30 percent receiving a 'B' or higher. Approximately 70 percent of schools receive a 'C' 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.

2019 Overall Grade Distribution for Districts

Grade	Count	Percent
= A	31 Districts	5.1%
= B	169 Districts	27.8%
= C	282 Districts	46.4%
= D	122 Districts	20.1%
= F	4 Districts	0.7%

2019 Overall Grade Distribution for Schools

Traditional and Community Schools

Grade	Count	Percent
= A	259 Schools	7.8%
= B	1,006 Schools	30.3%
= C	1,053 Schools	31.7%
= D	726 Schools	21.9%
= F	276 Schools	8.3%

To find a school or district report card, visit reportcard.education.ohio.gov.

Ohio | Department of Education

Academic achievement is on the rise across Ohio

Statewide student proficiency continues to rise for the third year in a row in both English language arts and mathematics. Overall proficiency rates increased by 0.9 percentage points in English language arts and by 0.6 percentage points in math. Most notable are increases in third and eighth grades. After a slight decrease in proficiency last year, third grade shows a substantial increase of 5.5 percentage points in English language arts. Proficiency in seventh and eighth grade English language arts increased by just under 4 percentage points. American Government and U.S. History continue to be the two tested subject areas with the highest performance.

Statewide Proficiency Rates

English Language Arts			
2016-17	**2017-18**	**2018-19**	△
62.1%	63.7%	64.6%	

Mathematics			
2016-17	**2017-18**	**2018-19**	△
60.2%	60.4%	61.0%	

Science			
2016-17	**2017-18**	**2018-19**	▽
66.6%	70.0%	69.1%	

Statewide Proficiency by Grade and Subject

Grade	Subject	2016-2017	2017-2018	2018-2019		
3	English Language Arts	63.8%	61.2%	66.7%	△	+5.5
	Mathematics	70.6%	67.0%	67.1%	△	+0.1
4	English Language Arts	62.8%	66.4%	63.3%	▽	-3.1
	Mathematics	72.4%	72.5%	74.3%	△	+1.8
5	English Language Arts	67.7%	70.2%	69.8%	▽	-0.4
	Mathematics	61.6%	62.9%	62.5%	▽	-0.4
	Science	68.3%	68.5%	65.0%	▽	-3.5
6	English Language Arts	60.2%	59.9%	56.1%	▽	-3.8
	Mathematics	60.2%	59.4%	60.1%	△	+0.7
7	English Language Arts	59.2%	63.9%	67.7%	△	+3.8
	Mathematics	56.1%	59.4%	57.5%	▽	-1.9
8	English Language Arts	50.3%	54.5%	58.3%	△	+3.8
	Mathematics	54.9%	54.3%	57.3%	△	+3.0
	Science	65.8%	67.6%	68.2%	△	+0.6
End-of-Course Tests	English Language Arts I	69.2%	68.9%	68.3%	▽	-0.6
	English Language Arts II	63.3%	64.4%	66.2%	△	+1.8
	Algebra I	56.2%	60.5%	61.1%	△	+0.6
	Geometry	49.7%	48.2%	50.1%	△	+1.9
	Biology	65.7%	73.7%	73.7%	NC	0.0
	American Government	73.1%	79.5%	77.7%	▽	-1.8
	American History	74.5%	75.7%	78.1%	△	+2.4
	Integrated Math I	47.6%	45.9%	43.6%	▽	-2.3
	Integrated Math II	37.4%	34.3%	35.8%	△	+1.5

NC = No change

Student subgroups continue making improvements – in both English language arts and mathematics

Each Child, Our Future emphasizes the key principle of equity, including equitable academic outcomes for all students. Statewide, students with disabilities, students of color, and students from economically disadvantaged backgrounds do not achieve at the same levels as other students. In 2019, all student subgroups increased in proficiency in math and nearly all improved in English language arts. These continued gains highlight momentum for students across the state – however, there is more work to be done to increase equitable outcomes and close gaps.

Demographic Group	English Language Arts				Mathematics			
	2016-17*	2017-18	2018-19		2016-17*	2017-18	2018-19	
All Students	62.1%	63.7%	64.6%	△	60.2%	60.4%	61.0%	△
Economically Disadvantaged	46.8%	48.4%	49.5%	△	44.9%	44.9%	45.5%	△
Students with Disabilities	25.8%	28.3%	28.9%	△	26.4%	27.7%	28.2%	△
English Learners	38.8%	41.8%	43.7%	△	43.7%	45.4%	45.7%	△
White, Non-Hispanic	69.1%	71.0%	71.7%	△	67.8%	68.1%	68.9%	△
Black, Non-Hispanic	35.3%	37.3%	39.3%	△	30.9%	31.6%	32.5%	△
Hispanic	48.2%	49.6%	51.2%	△	46.9%	47.2%	47.9%	△
Multiracial	57.5%	58.9%	59.6%	△	53.8%	53.9%	54.6%	△
Asian or Pacific Islander	73.6%	74.9%	76.8%	△	78.1%	77.9%	78.7%	△
Alaskan Native or American Indian	57.4%	60.5%	60.0%	▽	52.9%	51.1%	54.0%	△

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

Performance Index increases for third straight year

The Performance Index captures all levels of student performance on state assessments. Achievement is steadily increasing across the state. The map shows the 361 districts that increased their Performance Index scores in 2019 – an increase of 28 districts compared to last year. Across the state, 1,753 schools (55.9 percent) increased their Performance Index scores this year.

Performance Index				
2015-16	2016-17	2017-18	2018-19	
81.6	84.1	84.2	84.7	△

= Performance Index Increase
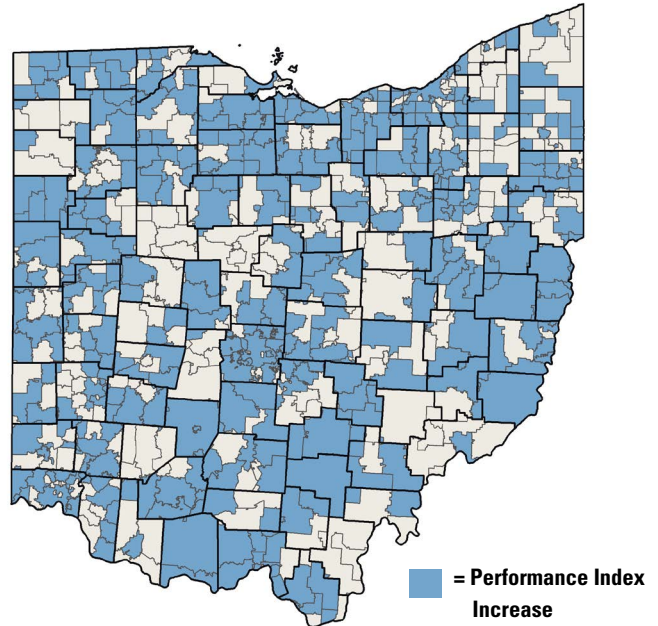
Students with disabilities demonstrate continued growth with room for improvement across the state

= Performance Index Increase for Students with Disabilities
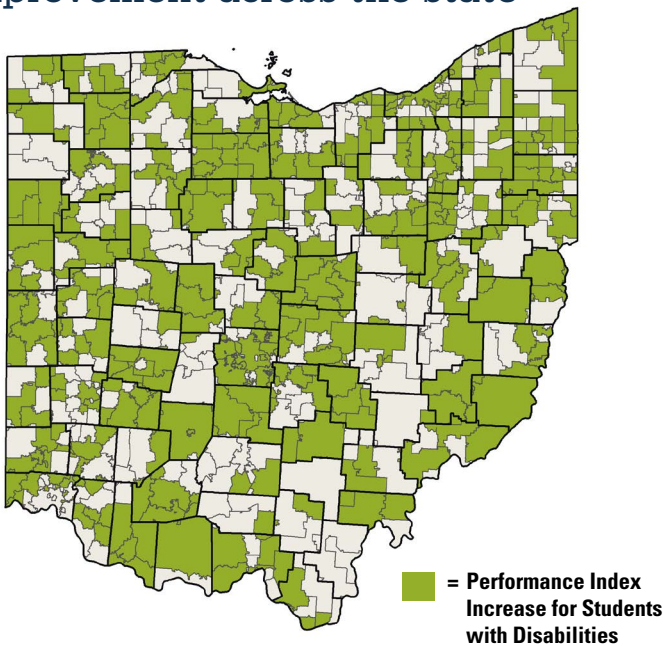
Nationally and in Ohio, students with disabilities have not achieved at the same level as their peers. This historical pattern is part of the reason states measure and shine a light on subgroup performance. Recent data in Ohio shows some promise as 350 districts increased the Performance Index for students with disabilities this year. The average increase was three Performance Index points, which is a higher rate than the overall average rate (1.5 points) for improving districts. Differences still exist and much work needs to be done, but across the state, 57.6 percent of schools increased the Performance Index for their students with disabilities this year.

Students with disabilities do not meet graduation requirements at the same rate as their peers – but the gap is closing
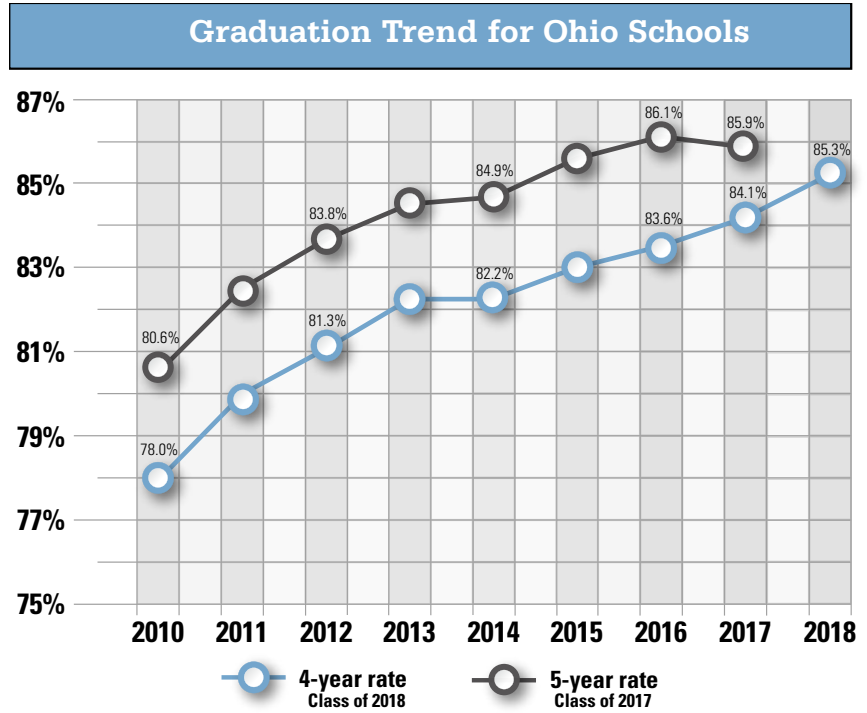
Changes in federal law have impacted the requirements for graduation reporting as it relates to students with disabilities. Ohio currently reports a graduation rate excluding students who meet graduation requirements

Graduating Class	State Graduation Rate	State Graduation Rate excluding IEP exemption students
Class of 2017	84.1%	78.8%
Class of 2018	85.3%	82.1%

through exemptions detailed in their individualized education programs (IEP). It is in the best interest of students with disabilities that the state create the conditions and an accountability system that supports an expectation that students with disabilities 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. As shown above, a little more than 3 percent of the class of 2018 (4,428 students) received a diploma through IEP exemptions and are not included in the federal rate as on-time graduates.

Ohio | **Department of Education**

Four-year graduation rate improvement reflects transition requirements

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-year rate has consistently improved – reaching a new high this year of 85.3 percent for the class of 2018. This graduation rate reflects the transitional graduation requirements that were in place for the class of 2018.
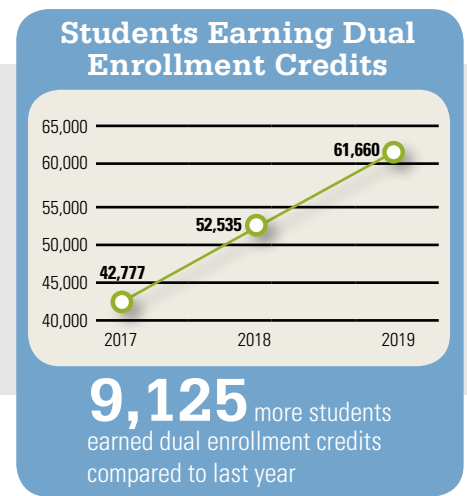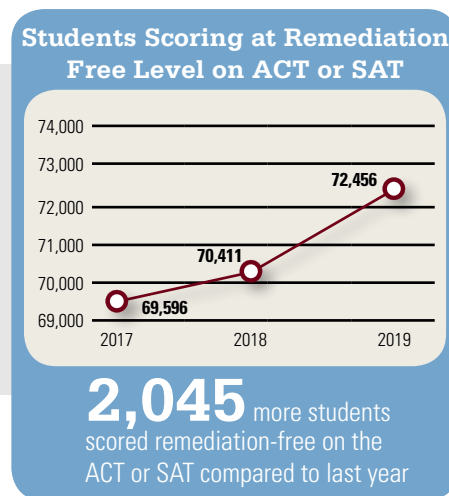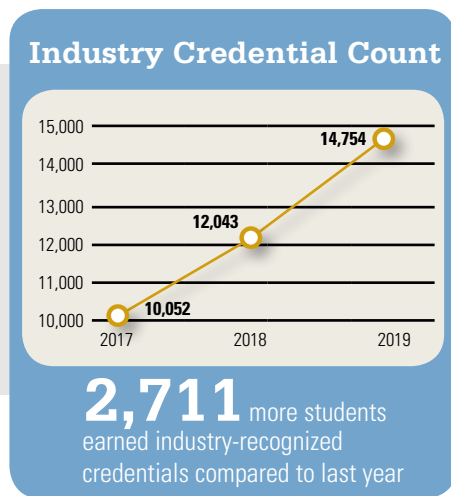
Each Child, Our Future focuses on high school success and postsecondary connections and the multiple ways students can demonstrate the knowledge, skills and dispositions necessary for high school graduation and beyond. Ohio's newly adopted graduation requirements provide greater flexibility and acknowledge that students can demonstrate competency and readiness through a variety of mechanisms.

Graduation Trend for Ohio Schools

Year	4-year rate (Class of 2018)	5-year rate (Class of 2017)
2010	78.0%	80.6%
2011		82.7%
2012	81.3%	83.8%
2013	82.2%	84.5%
2014	82.2%	84.9%
2015	83.0%	85.5%
2016	83.6%	86.1%
2017	84.1%	85.9%
2018	85.3%	

- — ○ — 4-year rate Class of 2018
- — ○ — 5-year rate Class of 2017

More students are prepared for success

The Prepared for Success component reflects how well prepared Ohio's students are for future opportunities – whether training in a technical field or readiness for work and college. Students can meet the career and postsecondary readiness mark by scoring remediation free on the ACT or SAT, earning an honors diploma or earning an industry-recognized credential

Prepared for Success				
2015-16	2016-17	2017-18	2018-19	
34.2%	36.1%	37.7%	40.1%	△

or group of credentials in one of 13 high-demand career fields. Bonus points also can be earned for those career and postsecondary ready students who do well on Advanced Placement or International Baccalaureate tests or earn college credit through the growing College Credit Plus program.

Industry Credential Count

Year	Count
2017	10,052
2018	12,043
2019	14,754

2,711 more students earned industry-recognized credentials compared to last year

Students Scoring at Remediation Free Level on ACT or SAT

Year	Count
2017	69,596
2018	70,411
2019	72,456

2,045 more students scored remediation-free on the ACT or SAT compared to last year

Students Earning Dual Enrollment Credits

Year	Count
2017	42,777
2018	52,535
2019	61,660

9,125 more students earned dual enrollment credits compared to last year

Ohio's students continue to demonstrate career and postsecondary readiness in multiple ways. This year's report card looks at the class of 2017 and class of 2018 – where 5,498 more students met at least one measure and 5,726 more students met at least one of the bonus measures when compared to last year's report card. The number of students earning dual enrollment credits is up 44 percent since 2017.

Ohio | Department of Education

Cleveland Browns and Proving Ground partner with Ohio Department of Education to address chronic absenteeism

STAY IN THE GAME!

POWERED BY

CLEVELAND BROWNS FOUNDATION | Ohio Department of Education | PROVING GROUND

Each Child, Our Future emphasizes the power of partnerships. Amazing things can happen when unique partners join together to solve challenges and better serve Ohio's most disadvantaged students. The Cleveland Browns and Proving Ground at Harvard University have joined forces with the Ohio Department of Education to launch the *Get 2 School Network*. This partnership provides Ohio's educators, students, parents, families and caregivers with access to quality tools and resources aimed at elevating school attendance and putting an end to chronic absenteeism.
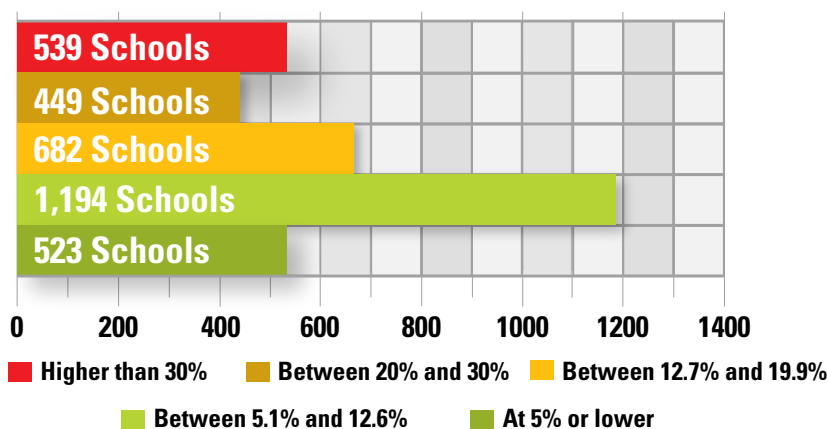
School attendance is an important component of student success. Students who are absent from school miss important learning opportunities, which can be difficult, or even impossible, to make up. Students who miss 10 percent (18 days or more) of the school year are considered chronically absent. Chronic absence, especially in the early grades, can signal future high-risk patterns such as students not being on track to reading proficiently by the end of the third grade, students failing courses in middle school and students not graduating high school.

16.0% of students in **Ohio** were chronically absent in 2017-2018

16.7% of students in **Ohio** were chronically absent in 2018-2019

Chronic Absenteeism Rates (School Level)

- **539 Schools**
- **449 Schools**
- **682 Schools**
- **1,194 Schools**
- **523 Schools**

0   200   400   600   800   1000   1200   1400

- ■ Higher than 30%
- ■ Between 20% and 30%
- ■ Between 12.7% and 19.9%
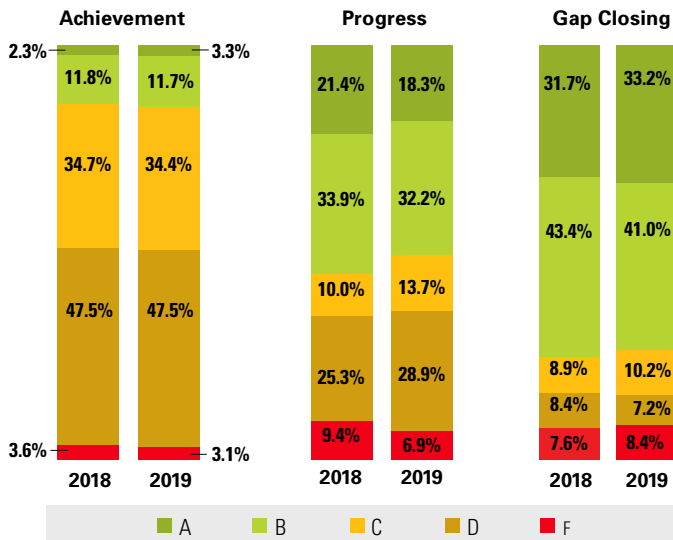- ■ Between 5.1% and 12.6%
- ■ At 5% or lower

Over time, Ohio's goal is to reduce its chronic absenteeism rate to 5 percent or lower. This year, the interim goal is 12.6 percent. Across the state, 50.7 percent of schools (1,717) had a chronic absenteeism rate of 12.6 percent or lower — meeting the state's interim goal. Additionally, 15 percent of schools (502) made improvement in getting more students to school and reducing their chronic absenteeism rates.
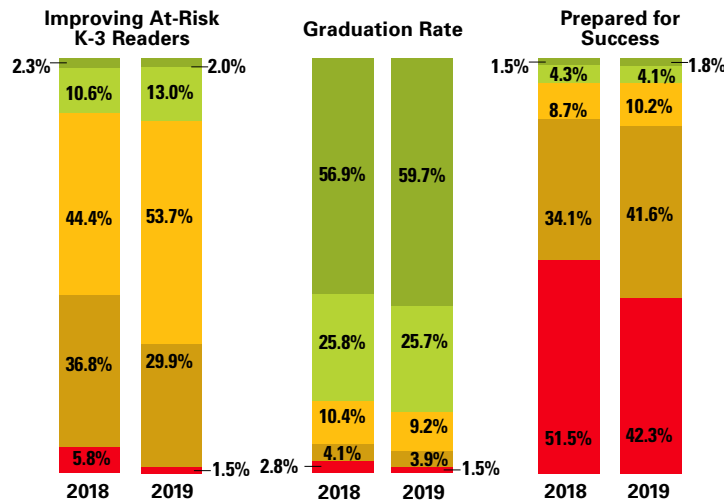
For more information about the *Get 2 School Network*, please visit Get2School.org.

Component grades show strengths and improvement opportunities

District Report Card Grade Component Comparison 2018 and 2019

Achievement

	2018	2019
	2.3%	3.3%
A	11.8%	11.7%
C	34.7%	34.4%
D	47.5%	47.5%
F	3.6%	3.1%

Progress

	2018	2019
	21.4%	18.3%
	33.9%	32.2%
	10.0%	13.7%
	25.3%	28.9%
	9.4%	6.9%

Gap Closing

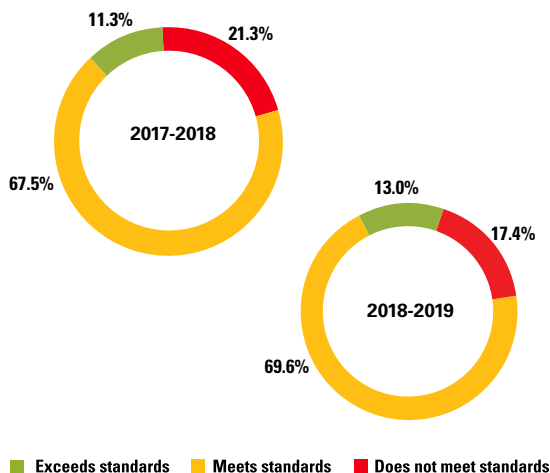|	2018	2019
	31.7%	33.2%
	43.4%	41.0%
	8.9%	10.2%
	8.4%	7.2%
	7.6%	8.4%

Legend: ■ A ■ B ■ C ■ D ■ F

- The **Achievement component** includes two measures, the Performance Index and Indicators Met. Indicators Met also includes an indicator of Chronic Absenteeism.
- The **Progress component** includes up to three years of data.
- This is the second year of the new calculations for the **Gap Closing component** that reflects each student subgroup closing achievement gaps based on the Performance Index. Each year, the annual goals increase to ensure continuing focus on improving subgroup performance.
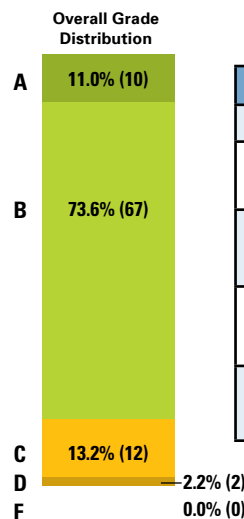
Improving At-Risk K-3 Readers

	2018	2019
	2.3%	2.0%
	10.6%	13.0%
	44.4%	53.7%
	36.8%	29.9%
	5.8%	1.5%

Graduation Rate

	2018	2019
	56.9%	59.7%
	25.8%	25.7%
	10.4%	9.2%
	4.1%	3.9%
	2.8%	1.5%

Prepared for Success

	2018	2019
	1.5%	1.8%
	4.3%	4.1%
	8.7%	10.2%
	34.1%	41.6%
	51.5%	42.3%

- The **Improving At-Risk K-3 Readers component** 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** reflects continued growth in graduation and, as noted earlier in this report, continued changes for graduation requirements may impact report cards in the future.
- The grade distribution for the **Prepared for Success component** reflects continued growth in students demonstrating readiness for future opportunities.

Dropout Prevention and Recovery Overall Rating Comparison

2017-2018
- 11.3%
- 21.3%
- 67.5%

2018-2019
- 13.0%
- 17.4%
- 69.6%

Legend: ■ Exceeds standards ■ Meets standards ■ Does not meet standards

Career-Technical Planning District Overall Grades

Overall Grade Distribution

Grade	Percent (Count)
A	11.0% (10)
B	73.6% (67)
C	13.2% (12)
D	2.2% (2)
F	0.0% (0)

CTPD Grade Distribution by Component					
	A	**B**	**C**	**D**	**F**
Achievement	9.9% (9)	29.7% (27)	34.1% (34)	15.4% (14)	11.0% (10)
Graduation Rate	85.7% (78)	12.1% (11)	2.2% (2)	0.0% (0)	0.0% (0)
Career and Postsecondary Readiness	0.0% (0)	13.2% (12)	54.9% (50)	28.6% (26)	3.3% (3)
Post-Program Outcomes	87.9% (80)	8.8% (8)	1.1% (1)	2.2% (2)	0.0% (0)

More information on Career-Technical Planning Districts and schools that receive the dropout and prevention recovery report card can be found online here.

Ohio | Department of Education

District- and school-level grade summaries

The tables below provide added detail on district and school overall and component grades. With regard to districts, all but one component had decreases in the number of districts receiving a grade of D or F. Additionally, four of the six components had increases in the number of districts receiving a grade of A or B. With regard to schools, every component had decreases in the number of schools receiving a grade of D or F. Additionally, four of the six components had increases in the number of schools receiving a grade of A or B. In particular, there is a noteworthy decrease of D and F grades in the Improving At-Risk K-3 Readers component at the district and school levels.

State and federal law both emphasize supporting improvement for the lowest-performing schools, and these tables illustrate how that attention is having an impact. These data can inform additional conversations about how to drive and support continuous improvement at all levels so that more districts progress to higher grades.

District-Level Grade Distribution						
	A-B		C		D-F	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Overall	36.0% (219)	32.9% (200)	41.6% (253)	46.4% (282)	22.4% (136)	20.7% (126)
Achievement	14.1% (86)	15.0% (91)	34.7% (211)	34.4% (209)	51.2% (311)	50.7% (308)
Progress	55.3% (336)	50.5% (307)	10.0% (61)	13.7% (83)	34.7% (211)	35.9% (218)
Gap Closing	75.2% (457)	74.2% (451)	8.9% (54)	10.2% (62)	16.0% (97)	15.6% (95)
Graduation Rate	82.7% (503)	85.4% (519)	10.4% (63)	9.2% (56)	6.9% (42)	5.4% (33)
Improving At-Risk K-3 Readers	13.0% (72)	15.0% (82)	44.4% (246)	53.7% (293)	42.6% (236)	31.3% (171)
Prepared for Success	5.8% (35)	5.9% (36)	8.7% (53)	10.2% (62)	85.5% (520)	83.9% (510)

School-Level Grade Distribution						
	A-B		C		D-F	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Overall	40.1% (1,339)	38.1% (1,265)	28.9% (967)	31.7% (1,053)	31.0% (1,037)	30.2% (1,002)
Achievement	19.3% (644)	19.3% (639)	26.7% (892)	27.9% (926)	54.0% (1,806)	52.8% (1,754)
Progress	48.0% (1,481)	47.9% (1,467)	13.9% (429)	14.7% (449)	38.0% (1,173)	37.4% (1,147)
Gap Closing	61.9% (1,969)	63.1% (1,998)	8.7% (276)	8.0% (252)	29.4% (935)	29.0% (917)
Graduation Rate	73.2% (570)	74.6% (588)	9.1% (72)	9.1% (72)	17.6% (137)	16.2% (128)
Improving At-Risk K-3 Readers	13.8% (226)	15.9% (263)	35.5% (581)	40.4% (667)	50.7% (831)	43.6% (719)
Prepared for Success	5.6% (44)	5.7% (45)	7.5% (59)	9.3% (73)	86.8% (679)	85.0% (670)

Ohio | Department of Education