2022-2023 TRADITIONAL REPORT CARD OVERVIEW

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GOALS OF THIS PRESENTATION

- **Explain** how state report cards are calculated and what they measure

- **Highlight** best practices and strategies for using state report card data to drive improvement

- **Provide** resources and tools for accessing and analyzing state report card data

AGENDA

- **Report Card Resources**

- Overview of 2022-2023 Report Cards

- Report Card Component Details

Report Card Resources

http://reportcard.education.ohio.gov

Key Resources

KEY RESOURCES

» 2023 Ohio Report Card User Guide

» 2022-2023 Report Cards Overview presentation

» Report Card Component Calculator

» Complete Technical Document for the Traditional School Report Card

Report Card Resources

For detailed information about each report card component calculation, please visit the *Report Card Resources and Technical Documents Website*.

Advanced Reports: Report Portal

Download Data

Report Card Page
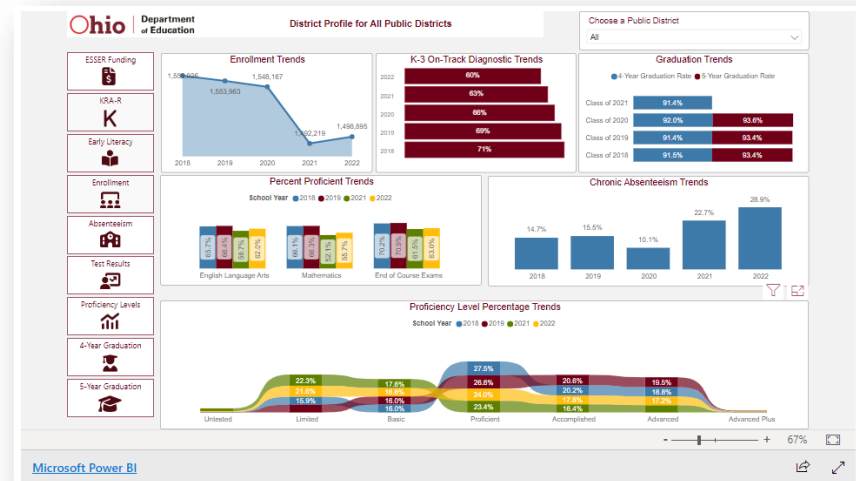
Student Recovery Dashboard

DATA RESOURCES

Report Card Page	Download Data	Advanced Reports	Student Recovery Dashboard	Secure Data Center
Public Access	Public Access	Public Access	Public Access	No Public Access
View report card for any district or building.	View data for every district/building for a single year.	Up to five years of longitudinal data for a single district/building.	Longitudinal data in graph/chart format. Can disaggregate & select multiple districts or buildings.	Access through OH|ID : Report Portal. Critical to check for report card purposes. Access student level information.
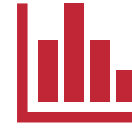
http://reportcard.education.ohio.gov

AGENDA

- Report Card Resources

- **Overview of 2022-2023 Report Cards**

- Report Card Component Details

CHANGES TO THE 2022-2023 REPORT CARDS

Calculation Updates

- Overall Star Rating
- Chronic Absenteeism is included on the Gap Closing Component
- Progress Component has up to two years of data

Report-Only Updates

- Student Opportunity Profile

Website Layout Changes

- Early Literacy
- College, Career, Workforce and Military Readiness

OHIO STATE REPORT CARD

Ohio
reportcard.education.ohio.gov

SCHOOL & DISTRICT RESULTS
2022 – 2023

Ohio School Report Cards Highlight Continued Growth

Ohio's commitment to student success is stronger than ever. Earlier this year, Governor Mike DeWine and Lt. Gov. Jon Husted, with the support of the general assembly, signed into law historic investments for Ohio's students.

These investments expand on the Department of Education's priorities outlined in Future Forward Ohio to strengthen reading achievement, accelerate learning opportunities in math and literacy, create programs to support and expand workforce experiences, and ensure students have the necessary supports to be ready each day to learn.

Dr. J. Christopher Woolard
Interim Superintendent
of Public Instruction

OVERALL RATING DISTRIBUTION

District-Level

Overall Rating Distribution

Rating	Count
1 Star	0
1.5 Stars	1
2 Stars	14
2.5 Stars	46
3 Stars	86
3.5 Stars	136
4 Stars	152
4.5 Stars	97
5 Stars	75
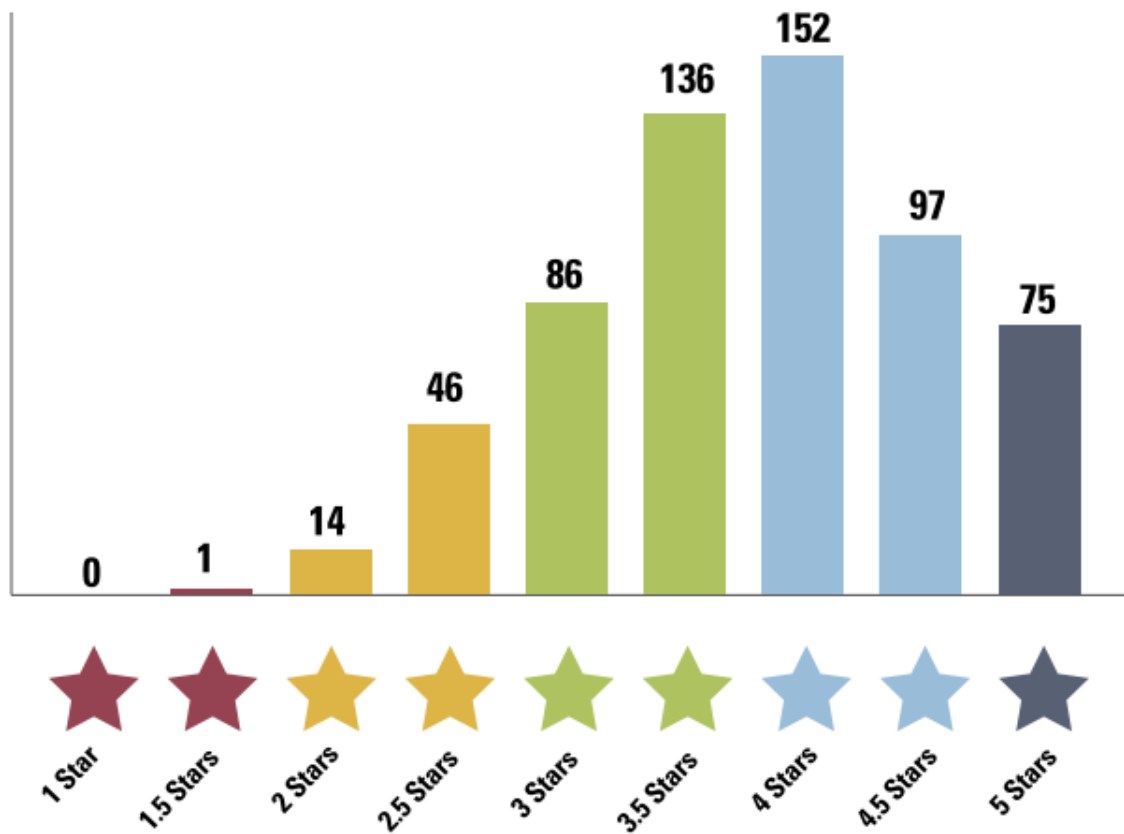
School-Level

Overall Rating Distribution

Rating	Count
1 Star	35
1.5 Stars	51
2 Stars	201
2.5 Stars	394
3 Stars	513
3.5 Stars	601
4 Stars	627
4.5 Stars	509
5 Stars	362
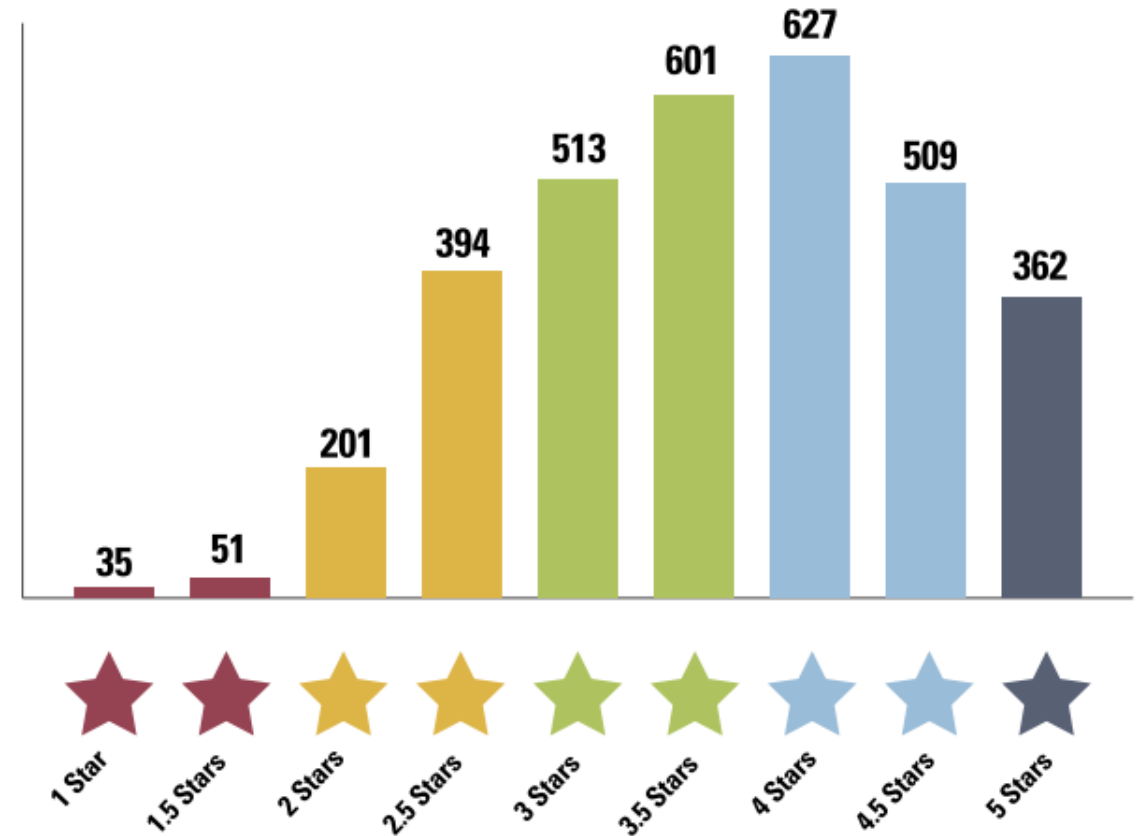
RATING DISTRIBUTIONS OF COMPONENTS

District-Level Rating Distributions of Components					
	1 Star	**2 Stars**	**3 Stars**	**4 Stars**	**5 Stars**
Achievement	1.2% (7)	11.7% (71)	34.3% (208)	37.2% (226)	15.7% (95)
Progress	11.5% (70)	25.4% (154)	28.7% (174)	22.7% (138)	11.7% (71)
Gap Closing	0.3% (2)	6.8% (41)	18.9% (115)	29.0% (176)	45% (273)
Early Literacy	6.4% (39)	18.8% (114)	43.8% (265)	21.8% (132)	9.1% (55)
Graduation	4.8% (29)	11.2% (68)	17.5% (106)	27.7% (168)	38.8% (235)

School-Level Rating Distributions of Components (Traditional and Community Schools)					
	1 Star	**2 Stars**	**3 Stars**	**4 Stars**	**5 Stars**
Achievement	12.1% (380)	22.1% (692)	25.3% (792)	26.0% (814)	14.4% (450)
Progress	7.4% (224)	21.4% (643)	36.7% (1,106)	22.0% (663)	12.5% (375)
Gap Closing	4.6% (152)	12.4% (408)	18.0% (594)	26.6% (877)	38.3% (1,262)
Early Literacy	28.6% (496)	20.3% (351)	29.2% (505)	15.8% (273)	6.2% (107)
Graduation	15.3% (124)	11.6% (94)	15.7% (127)	23.4% (189)	33.9% (274)

AGENDA

- Report Card Resources

- Overview of 2022-2023 Report Cards

- **Report Card Component Details**

2022-2023 REPORT CARDS

Overall Rating – Rated on a 1 through 5-star scale in **half-star** increments

- **Five Rated Components** – Rated on a 1 through 5-star scale in **full-star** increments
  - Achievement Component
  - Progress Component
  - Gap Closing Component
  - Early Literacy Component
  - Graduation Component
- **College, Career, Workforce and Military Readiness Component** – REPORT ONLY
- Additional **Report-Only Data** is found within many of the components

OVERALL RATING

Achievement Component — **1** Measure

Progress Component — **1** Measure

Early Literacy Component — **3** Measures

College, Career, Workforce and Military Readiness Component — **11** Measures — Report Only

Graduation Component — **2** Measures

Gap Closing Component — **6** Measures

ACHIEVEMENT COMPONENT

Here's What.

Here's the data.

So What?

So what does the data tell us?

Now What?

Now what do we do?

TEST YOUR KNOWLEDGE: ACHIEVEMENT COMPONENT

True or **False**

The performance indicators count towards the achievement component star rating.

100% of the Achievement Component

Report-Only: 0% of the Achievement Component

★★★★☆
Exceeds state standards in academic achievement

Achievement

The Achievement Component measures students academic achievement using each level of performance on Ohio's State Tests.

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. Schools and districts receive points on the index for every student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The index score is divided by the maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.

83.3%

90.6 of a possible 108.8

Calculation   **Pie Chart**   **Trend**

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	1.1	X	1.3	=	1.4
Advanced	18.4	X	1.2	=	22
Accomplished	21.2	X	1.1	=	23.3
Proficient	30.1	X	1.0	=	30.1
Basic	17.1	X	0.6	=	10.2
Limited	11.8	X	0.3	=	3.5
Untested	0.4	X	0.0	=	0.0
					90.6

Performance Indicators (Report Only)

The Performance Indicators measure reports the percent of students who have scored proficient or higher on state tests. This measure does not factor into the Achievement Component rating - the data is reported for informational purposes only.

Indicators   **Comparison**   **Achievement Levels**   **Trend**

Third Grade	
English Language Arts	62.5%
Mathematics	57.8%
Fourth Grade	
English Language Arts	92.5%
Mathematics	86.6%
Fifth Grade	
English Language Arts	74.0%
Mathematics	76.3%
Science	69.7%
Sixth Grade	
English Language Arts	61.5%
Mathematics	55.4%
Seventh Grade	
English Language Arts	71.8%
Mathematics	62.5%
Eighth Grade	
English Language Arts	56.9%
Mathematics	46.3%
Science	79.2%

★★★★☆
Exceeds state standards in academic achievement

Achievement

The Achievement Component measures students academic achievement using each level of performance on Ohio's State Tests.

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Achievement Levels	Trend
rd Grade	
English Language Arts	62.5%
Mathematics	57.8%
Fourth Grade	

Component Percentage used to assign star rating

Performance Index Score (comparable to prior years)

2023 Max Score for **DISTRCITS**

21

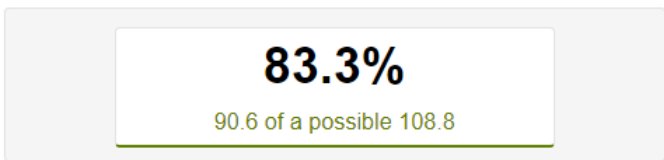**Fort Frye High School** — School at a glance

★★★★☆
Exceeds state standards in academic achievement

Achievement

The Achievement Component measures students academic achievement using each level of performance on Ohio's State Tests.

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. Schools and districts receive points on the index for every student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The index score is divided by the maximum possible score. Each year the maximum possible score is determined by th[e] the highest 2% performance index scores in the state.

84.7%

93.4 of a possible 110.3

Performance Indicators (Report Only)

The Performance Indicators measure reports the percent of students who have scored proficient or higher on state tests. This measure does not factor into the Achievement Component rating - the data is reported for informational purposes only.

	Achievement Levels	Trend
h School		
Algebra I	84.6%	
American US Government	92.3%	
American US History	81.5%	

Component Percentage used to assign star rating

Performance Index Score (comparable to prior years)

2023 Max Score for **BUILDINGS**

ACHIEVEMENT COMPONENT

ACHIEVEMENT COMPONENT RATING SCALE AND DESCRIPTIONS		
Percentage of Maximum Points Earned	**Rating**	**Rating Description**
Greater than or equal to 90% of Max Score	5 Stars	Significantly exceeds state standards in academic achievement
Greater than or equal to 80% but less than 90% of Max Score	4 Stars	Exceeds state standards in academic achievement
Greater than or equal to 70% but less than 80% of Max Score	3 Stars	Meets state standards in academic achievement
Greater than or equal to 50% but less than 70% of Max Score	2 Stars	Needs support to meet state standards in academic achievement
Less than 50% of Max Score	1 Star	Needs significant support to meet state standards in academic achievement

2022-2023 Achievement Component Technical Documentation

PERFORMANCE INDEX

Calculation	Pie Chart	Trend

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.4	X	1.3	=	0.6
Advanced	11.3	X	1.2	=	13.5
Accomplished	15.1	X	1.1	=	16.6
Proficient	25.6	X	1.0	=	25.6
Basic	19.4	X	0.6	=	11.6
Limited	26.6	X	0.3	=	8
Untested	1.5	X	0.0	=	0.0
					76.0

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. Schools and districts receive points on the index for every student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The index score is divided by the maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.

69.9%

76.0 of a possible 108.8

Greater than or equal to 50% but less than 70% of Max Score	2 Stars	Needs support to meet state standards in academic achievement

PERFORMANCE INDEX

Calculation	Pie Chart	Trend

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.4	X	1.3	=	0.6
Advanced	11.3	X	1.2	=	13.5
Accomplished	15.1	X	1.1	=	16.6
Proficient	25.6	X	1.0	=	25.6
Basic	19.4	X	0.6	=	11.6
Limited	26.6	X	0.3	=	8
Untested	1.5	X	0.0	=	0.0
					76.0

% Proficient or Higher	% Limited Range	% of Untested	% Advanced Plus
52.04%	26.6%	1.5%	0.4%

Across all subjects/grades…

- Around 50% of the students are proficient or higher.

- 1 in 4 students are REALLY struggling.

- We have students in the Advanced Plus range. How do students get in the Advanced Plus range?

- We are not testing 1.5% of our students. What if we had tested those students? How would that have impacted our overall ranking?

PERFORMANCE INDEX

			Calculation	Pie Chart	Trend		

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.4	X	1.3	=	0.6
Advanced	11.3	X	1.2	=	13.5
Accomplished	15.1	X	1.1	=	16.6
Proficient	25.6	X	1.0	=	25.6
Basic	19.4	X	0.6	=	11.6
Limited [28.1]	26.6	X	0.3	=	[8.4] 8
Untested [0.0]	1.5	X	0.0	=	0.0
					[76.4] 76.0

Greater than or equal to 70% but less than 80% of Max Score	3 Stars
Greater than or equal to 50% but less than 70% of Max Score	2 Stars

70.2% **69.9%**

76.0 of a possible 108.8
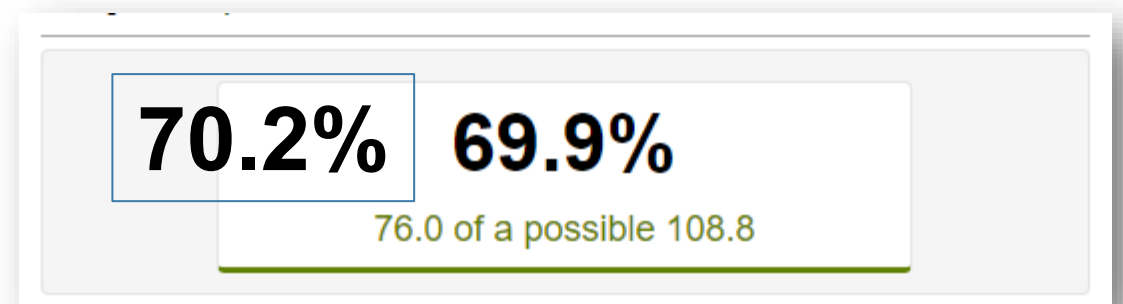
PERFORMANCE INDICATORS (REPORT ONLY)

Performance indicators are NOT part of the Achievement Component calculation. This data is for information purposes.

Performance indicators detail the % of students proficient or higher in each grade and subject.

Performance Indicators (Report Only)

The Performance Indicators measure reports the percent of students who have scored proficient or higher on state tests. This measure does not factor into the Achievement Component rating - the data is reported for informational purposes only.

Indicators	Comparison	Achievement Levels	Trend

Third Grade	
English Language Arts	69.4%
Mathematics	68.6%
Fourth Grade	
English Language Arts	51.1%
Mathematics	46.4%
Fifth Grade	
English Language Arts	57.2%
Mathematics	35.4%
Science	59.3%
Sixth Grade	
English Language Arts	49.4%
Mathematics	38.7%

PERFORMANCE INDICATORS (REPORT ONLY)

Indicators	Comparison	Achievement Levels	Trend

Third Grade	
English Language Arts	69.4%
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Fourth Grade	
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Science	59.3%
Sixth Grade	
English Language Arts	49.4%
Mathematics	38.7%

We can't intervene our way out of a Tier 1 problem.

Until we are at 80% proficiency, we need to first examine Tier 1 - Core Instruction.

Even after 80% proficiency, the first look needs to be at Tier 1 - Core Instruction.

PERFORMANCE INDICATORS (REPORT ONLY)

Indicators	Comparison	Achievement Levels	Trend

Third Grade	
English Language Arts	69.4%
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Mathematics	35.4%
Science	59.3%
Sixth Grade	
English Language Arts	49.4%
Mathematics	38.7%

Questions to consider:

- Is this a curriculum issue?

- Is this an instruction issue?

- Is this a chronic absenteeism issue?

- Is this a combination of issues?

PERFORMANCE INDICATORS (REPORT ONLY)

Indicators	Comparison	Achievement Levels	Trend

Third Grade	
English Language Arts	69.4%
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Fourth Grade	
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English Language Arts	57.2%
Mathematics	35.4%
Science	59.3%
Sixth Grade	
English Language Arts	49.4%
Mathematics	38.7%

Is this a curriculum issue?

- How do our curricular materials rate on [Ohio Materials Matter](#)?

- If our curriculum is not listed on Ohio Materials Matters, have we used the EdReports rubric to determine the strengths/weaknesses of our curriculum?

PERFORMANCE INDICATORS (REPORT ONLY)

Indicators	Comparison	Achievement Levels	Trend

Third Grade	
English Language Arts	69.4%
Mathematics	68.6%
Fourth Grade	
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Mathematics	46.4%
Fifth Grade	
English Language Arts	57.2%
Mathematics	35.4%
Science	59.3%
Sixth Grade	
English Language Arts	49.4%
Mathematics	38.7%

Is this an instruction issue?

- Even if we have a High-Quality Instructional Materials (HQIM), are our teachers using them?

- What types of training and resources are needed to help with implementation of HQIM?

PERFORMANCE INDICATORS (REPORT ONLY)

Indicators	Comparison	Achievement Levels	Trend

Third Grade	
English Language Arts	69.4%
Mathematics	68.6%
Fourth Grade	
English Language Arts	51.1%
Mathematics	46.4%
Fifth Grade	
English Language Arts	57.2%
Mathematics	35.4%
Science	59.3%
Sixth Grade	
English Language Arts	49.4%
Mathematics	38.7%

Is this a chronic absenteeism issue?

Chronic Absence

38.6%

Of students were chronically absent in the 2022-2023 school year

Chronic absenteeism is defined as missing at least 10 percent of instructional time for any reason – excused or unexcused. The annual performance goal for the 2022-2023 school year is 20.2%.

The Chronic Absence rate can be found under the Gap Closing Component on the Report Card

PERFORMANCE INDICATORS

Is this a chronic absenteeism issue?

Who Can Read on Grade Level After 3rd Grade?³

64% of kids with good attendance in K and 1st (missed 9 or fewer days both years)

43% of kids with at-risk attendance (missed more than 9 days both years)

41% of kids chronically absent in K or 1st (missed 18 or more days one year)

17% of kids chronically absent in K and 1st (missed 18 or more days both years)

Absence is very predictive of dropout / graduation

Each week of absence per semester in 9th grade lowers the likelihood of graduating by 25 percentage points

→ Chronically absent

Percentage that Graduated In Four Years

- 0-4: 87%
- 5-9: 63%
- 10-14: 41%
- 15-19: 21%
- 20-24: 9%
- 25-29: 5%
- 30-34: 2%
- 35-39: 1%
- 40+: 0%

Average ninth grade absences per semester

Based on incoming freshman in 2001-02

UCHICAGOConsortium | Source: Allensworth & Easton (2007)

Infographic - Attendance Works

PERFORMANCE INDEX & INDICATORS

Spend more time on…

- Examining proficiency trends in grade levels and subjects

- Ohio Materials Matter Reviews

- Ohio Curriculum Support Guide

- Ohio's Plan to Raise Literacy

- Read Ohio

- Ohio's Attendance Guide

- Ohio Statewide Family Engagement Center

Think best instructional practices, effective interventions, and ways to get all students into complex texts

PERFORMANCE INDEX & INDICATORS

1. Performance Index

   - Subject and/or grade level acceleration

   - Untested Students

   - % in Limited/Basic

2. Performance Indicators

   - How is Tier 1/core across the board? Are we at 80% or higher?

   - Is it a curriculum issue? Instruction? Chronic absenteeism? Combination? Something else?

   - What trends do we notice across grade levels?

3. EMIS

PROGRESS COMPONENT

Here's What.

Here's the data.

So What?

So what does the data tell us?

Now What?

Now what do we do?

TEST YOUR KNOWLEDGE: PROGRESS COMPONENT

True or **False**

Retakes for end-of-course exams are included in the calculations for the progress component.

Main Progress Component page has high level overview by grade level and content area.

The anticipated release date for 22-23 data to be on the SAS EVAAS website is **October 18, 2023**

Fort Frye Local

District at a glance ⌄

★★★☆☆
Evidence that the district met student growth expectations.

Progress

The Progress Component measures the academic performance ... wth on Ohio's State Tests.

For more detailed data on Progress and Value-Added, **click here**.

...st grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	English Language Arts	Mathematics	Science	All Tests
	Progress			
All Grades				
4th Grade				
5th Grade				
6th Grade				
7th Grade				
8th Grade				

Test Grade	English II	Algebra	Geometry	
High School				

- Significant evidence that the district exceeded student growth expectations by a larger magnitude.
- Significant evidence that the district exceeded student growth expectations.
- Evidence that the district met student growth expectations.
- Significant evidence that the district fell short of student growth expectations.
- Significant evidence that the district fell short of student growth expectations by a larger magnitude.
- Value Added data is not available.

TWO STEPS TO ASSIGN COMPONENT RATING

- Step 1

  - Use the **growth index value to determine if there is statistical evidence** that the observed growth was indeed above or below the growth expectation

  - Every measure starts at 3 stars, and then either stays at 3, or moves to 2 or 4 at this step.

- Step 2

  – Use the **effect size to determine if the magnitude of growth** was large enough for…

    - Schools and districts showing above expected growth to be considered 5 stars.

    - Schools and districts showing below expected growth to be considered 1 star.

PROGRESS COMPONENT CALCULATION

Rating

Progress Component Rating

Calculations

2022-2023 Overall Value-Added Progress

Measures

2022-2023 Overall Value Added (67%)

2021-2022 Overall Value Added (33%)
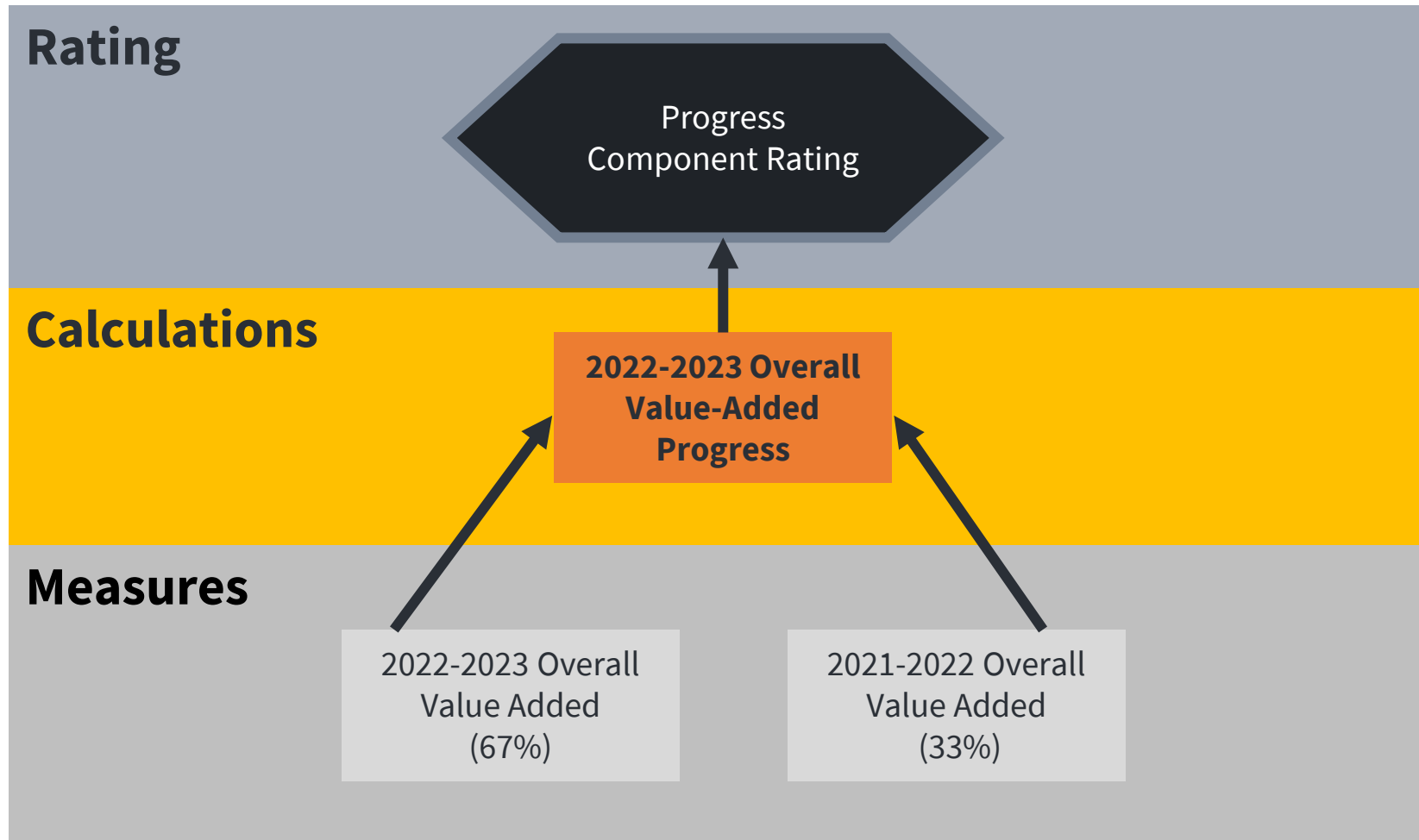
PROGRESS COMPONENT

PROGRESS COMPONENT RATING FOR DISTRICTS		
Percentage of Maximum Points Earned	**Rating**	**Rating Description**
Growth index of at least +2 and effect size of at least +0.1	5 Stars	Significant evidence that the district exceeded student growth expectations by a larger magnitude
Growth index of at least +2 and effect size of less than +0.1	4 Stars	Significant evidence that the district exceeded student growth expectations
Greater than or equal to -2 but less than +2	3 Stars	Evidence that the district met student growth expectations
Less than -2 and effect size of at least -0.1	2 Stars	Significant evidence that the district fell short of student growth expectations
Less than -2 and effect size of less than -0.1	1 Star	Significant evidence that the district fell short of student growth expectations by a larger magnitude

[2022-2023 Progress Component Technical Documentation](#)

PROGRESS COMPONENT

PROGRESS COMPONENT RATING FOR SCHOOLS		
Percentage of Maximum Points Earned	**Rating**	**Rating Description**
Growth index of at least +2 and effect size of at least +0.2	5 Stars	Significant evidence that the school exceeded student growth expectations by a larger magnitude
Growth index of at least +2 and effect size of less than +0.2	4 Stars	Significant evidence that the school exceeded student growth expectations
Greater than or equal to -2 but less than +2	3 Stars	Evidence that the school met student growth expectations
Less than -2 and effect size of at least -0.2	2 Stars	Significant evidence that the school fell short of student growth expectations
Less than -2 and effect size of less than -0.2	1 Star	Significant evidence that the school fell short of student growth expectations by a larger magnitude

2022-2023 Progress Component Technical Documentation

Ohio School Report Cards

Search for a school or district... 🔍

Download Data

Data is available for all schools and districts in Microsoft Excel format.

Select one or more school years. To see files for all available school years, leave this filter empty.

☑ 2022-2023   ☐ 2013-2014
☐ 2021-2022   ☐ 2012-2013
☐ 2020-2021   ☐ 2011-2012
☐ 2019-2020   ☐ 2010-2011
☐ 2018-2019   ☐ 2009-2010
☐ 2017-2018   ☐ 2008-2009
☐ 2016-2017   ☐ 2007-2008
☐ 2015-2016   ☐ 2006-2007
☐ 2014-2015   ☐ 2005-2006

Select a data file to download.

District Achievement Ratings 2022-2023
District College Readiness Data 2022-2023
District College, Career, Workforce and Military Readiness Data 2022-2023
District Course Credit and Participation 2022-2023
District Details Data 2022-2023
District Discipline Data 2022-2023
District Early Literacy Data 2022-2023
District Enrollment 2022-2023
District Fine Arts Course Offerings 2022-2023
District Gap Closing Data 2022-2023
District Gifted Disaggregation 2022-2023
District Graduation Rates 2022-2023
District Kindergarten Readiness Assessmen
District Non-Graduate Data 2022-2023
District Overview 2022-2023
District School Choice Options Data 2022-20
District Student Opportunity Profile 2022-20
District Teacher Information 2022-2023
District Value Added Data 2022-2023

Select one or more categories. To see files for all available categories, leave this filter empty.

☐ School Building Data
☑ District Data
☐ Disaggregated School Data

For additional public data on the Progress Component, visit the Download Data page and find Building, District, or Community School **Value Added Data**

Growth Index (Overall Composite Gain) and Effect Size (Overall Composite Effect Size) are values used to assign component rating.
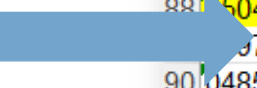
	District IRN	District Name	County	Region	Overall Composite Index	Overall Composite Effect Size	Grade 4 Composite Index	Grade 4 Composite Effect Size
85	047332	Finneytown Local	Hamilton	Region 13	-0.39	0.00	-3.93	-0.22
86	048157	Firelands Local	Lorain	Region 2	-8.53	-0.13	1.31	0.07
87	047340	Forest Hills Local	Hamilton	Region 13	4.59	0.04	-6.84	-0.17
88	50484	Fort Frye Local	Washington	Region 16	-1.21	-0.02	4.99	0.34
	9783	Fort Loramie Local	Shelby	Region 6	0.57	0.01	-0.92	-0.06
90	048595	Fort Recovery Local	Mercer	Region 6	-0.23	0.00	4.90	0.34
91	043992	Fostoria City	Seneca	Region 1	-3.89	-0.06	-3.34	-0.16
92	044008	Franklin City	Warren	Region 13	-0.80	-0.01	1.20	0.05

Progress Component

Subject	Grade	Number of Students	Growth Measure	Standard Error	Index	Effect Size
English Language Arts	All	3294			2.33	0.04
	4	514	2.2251	0.6031	3.69	0.17
	5	524	-0.3485	0.5729	-0.60	-0.02
	6	516	2.6733	0.5440	4.91	0.22
	7	546	-0.1022	0.4887	-0.20	0.00
	8	592	-1.2641	0.4619	-2.73	-0.10
Mathematics	All	3537			24.83	0.40
	4	513	7.4559	0.5136	14.52	0.63
	5	513	3.8063	0.4779	7.96	0.34
	6	492	-0.3197	0.4690	-0.68	-0.02
	7	556	3.4373	0.4360	7.88	0.32
	8	377	2.3452	0.5326	4.40	0.20
Science	All	1531			4.93	0.12
	5	469	4.7452	1.3272	3.58	0.16
	8	541	5.6592	1.0708	5.28	0.23
Social Studies	All	1135			7.33	0.22
Algebra I	All	663	15.0062	0.7341	20.44	0.79
American US Government	All	568	3.4257	0.4559	7.51	0.31
American US History	All	577	2.1418	0.7222	2.97	0.13
Biology	All	521	-0.2883	0.7493	-0.38	-0.01
English Language Arts II	All	602	0.4915	0.6161	0.80	0.03
Geometry	All	426	6.8411	0.9281	7.37	0.35
Overall / All Subjects	All	3968			19.97	0.21

- Do we notice any trends?

- Are there any grade levels that are doing very well? Any grade levels that are struggling?

- How does this match up with our achievement data?

- What are the year over year trends with progress?

PROGRESS COMPONENT

Follow the research and evidence!

- Explore the same main areas that you would explore for achievement:

  - How strong is the core curriculum?

  - When/where/how are students receiving interventions?

  - Is it a curriculum/instruction issue, a chronic absenteeism issue, or both?

  - What trends do you notice across grade levels?

GAP CLOSING COMPONENT

Here's What.

Here's the data.

So What?

So what does the data tell us?

Now What?

Now what do we do?

TEST YOUR KNOWLEDGE:
GAP CLOSING COMPONENT

True or **False**

For the gap closing component, the total number of possible points change based on whether there are enough students in a subgroup.

Gap Closing

★★★★★
Significantly exceeds state standards in closing educational gaps

🏠 | Fort Frye Local   District at a glance ∨   ☰

The Gap Closing component shows how well schools are meeting the performance expectations for our students in English language arts, math, and graduation. It also measures how schools are doing in supporting English learners to increase language proficiency, reducing chronic absenteeism for all students, and identifying gifted students and providing gifted services.

Annual Performance Goals

The annual performance goals are established in six areas, and the performance of specific student subgroups are measured against the annual or long-term goals for each area. Goals are established for English Language Arts academic achievement and growth, Math academic achievement and growth, graduation, English learner language proficiency, chronic absenteeism, and gifted performance. The state expectation for all areas and all student subgroups is to continue closing educational gaps year over year. A proportional adjustment is applied to schools and districts if their combined testing participation rate in English language arts and math does not meet or exceed 95 percent.

66.7%

26.0 of a possible 39.0

Component Percentage used to assign star rating

Participation Rate **99.2%**

English Language Arts Achievement	Math Growth	Chronic Absence
Math Achievement	Graduation	Gifted
English Language Arts Growth	English Learners	

GAP CLOSING COMPONENT

GAP CLOSING COMPONENT RATING		
Range – Percentage of Points Earned out of Possible Points	**Rating**	**Rating Description**
Greater than or equal to 60%	5 Stars	Significantly exceeds state standards in closing educational gaps
Greater than or equal to 45% but less than 60%	4 Stars	Exceeds state standards in closing educational gaps
Greater than or equal to 30% but less than 45%	3 Stars	Meets state standards in closing educational gaps
Greater than or equal to 10% but less than 30%	2 Stars	Needs support to meet state standards in closing educational gaps
Less than 10%	1 Star	Needs significant support to meet state standards in closing educational gaps

[2022-2023 Gap Closing Technical Documentation](#)

Point Assignments for Measures/Indicators

Measure/Indicator	Details	Possible Points
Gifted Performance Indicator	Gifted Performance Index	**0 or 5**
	Gifted Progress (Growth)	**0 or 5**
	Gifted Identification and Services	**0 or 5**
Chronic Absenteeism Indicator	Meet annual goal or show improvement from prior year	**0 or 5**
English Learner Proficiency Improvement Indicator	Meet annual goal or show improvement from prior year; English learners' performance on OELPA	**0 or 5**
Graduation	Meet annual goal; at individual subgroup level	**Up to 10**
English Language Arts – Achievement	Meet annual goal; at individual subgroup level	**Up to 10**
English Language Arts – Progress (Growth)	Meet annual goal; at individual subgroup level	**Up to 10**
Mathematics – Achievement	Meet annual goal; at individual subgroup level	**Up to 10**
Mathematics – Progress (Growth)	Meet annual goal; at individual subgroup level	**Up to 10**
	Total Possible:	**75**

GAP CLOSING CALCULATOR

Component Measure Inputs		Goals	Points	
Chronic Absenteeism Measure	Applicable	Chronic Absenteeism Percent	2022-2023	Points	Points Possible
Chronic Absenteeism Indicator	Yes		20.20%	5	5
		Previous Year Percent	Change		
			0.0%		
Gifted Measure	Applicable	Performance Index Percent	2022-2023	Points	Points Possible
Gifted Performance Index	Yes		96.5%	0	5
		Star Rating			
Gifted Progress	Yes	Not Applicable	3, 4, 5 Star	0	5
		Gifted Identification Percent			
Gifted Id and Services	Yes		70.0%	0	5
ELP Measure	Applicable	English Learner Proficiency	2022-2023	Points	Points Possible
English Language Proficiency Improvement Indicator	Yes		46.60%	0	5
		Previous Year Proficiency	Change		
			Error		
ELA Achievement Measure	Applicable	Performance Index	2022-2023	Points	Points Possible
ELA Achievement - All Students	Yes		80.94	0	1
ELA Achievement - American Indian/Alaskan Native	Yes		71.26	0	1
ELA Achievement - Asian/Pacific Islander	Yes		87.58	0	1
ELA Achievement - Black, Non-Hispanic	Yes		57.17	0	1
ELA Achievement - Hispanic	Yes		68.05	0	1
ELA Achievement - Multiracial	Yes		73.14	0	1
ELA Achievement - White, Non-Hispanic	Yes		85.09	0	1
ELA Achievement - Economic Disadvantaged	Yes		66.10	0	1
ELA Achievement - Students with Disabilities	Yes		53.24	0	1
ELA Achievement - English Learners	Yes		64.57	0	1
ELA Growth Measure	Applicable	Growth Index	2022-2023	Points	Points Possible

Measure	Points Total	Po
Chronic Absenteeism	5	
Gifted Indicator	0	
ELP Indicator	0	
ELA Achievement	0	
ELA Growth	0	10
Math Achievement	0	10
Math Growth	0	10
Graduation	0	10
Total	5	75

[Report Card Component Calculator](#)

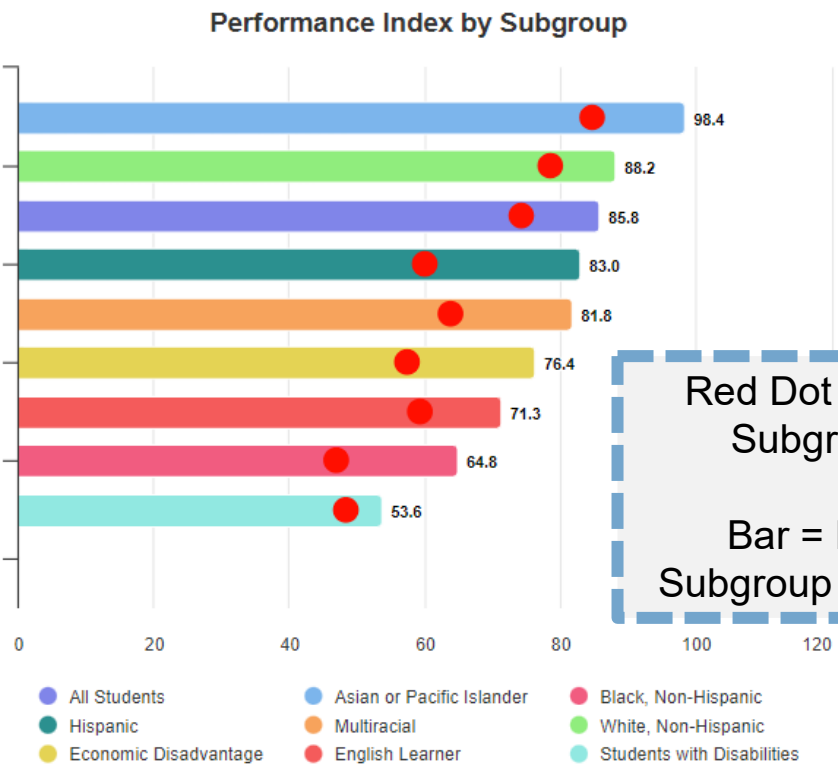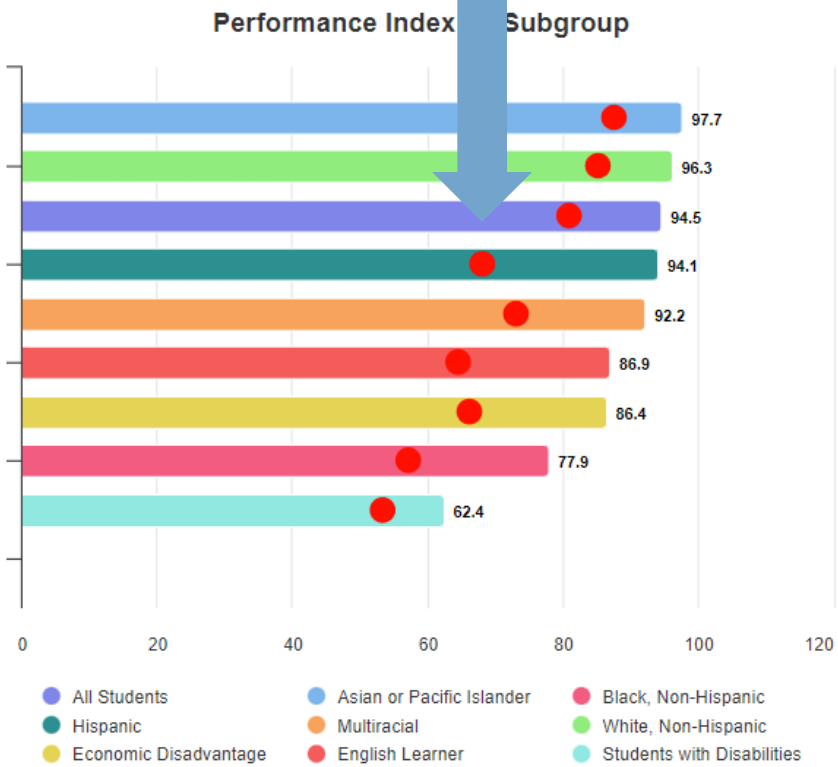|	
Gap Closing Percent	6.7%
Gap Closing Rating	1 Star

So What

Underlying measure data is comparable to prior year's performance. Based on performance goals in Ohio's ESSA plan, meeting or exceeding by student subgroup.

Note: Yearly Performance Index goals can be found on the Gap Closing Technical Documentation

Red Dot = Individual Subgroup Goal

Bar = Individual Subgroup Performance

Graduation

Graduation Rate by Subgroup

Subgroup	Value
Multiracial	97.9
Teal	96.2
All Students	93.8
White, Non-Hispanic	93.2
Black, Non-Hispanic	93.0
English Learner	91.7
Yellow	89.9
Students with Disabilities	80.2

Legend:
- All Students
- Multiracial
- English Learner
- Black, Non-Hispanic
- White, Non-Hispanic
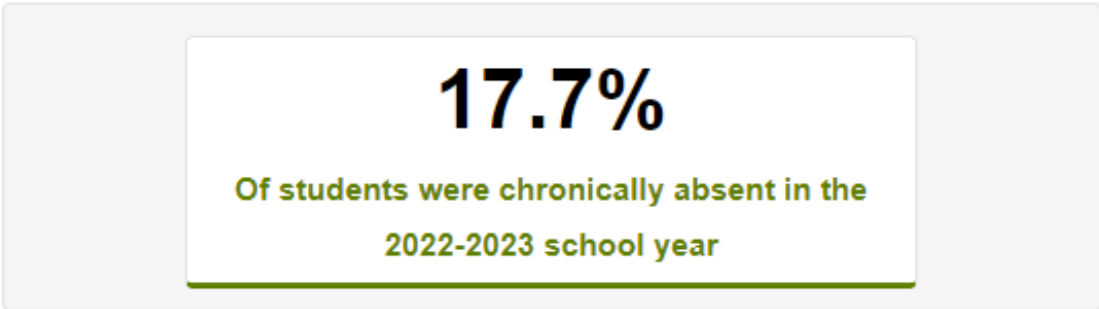- Students with Disabilities

English Learners

61.0
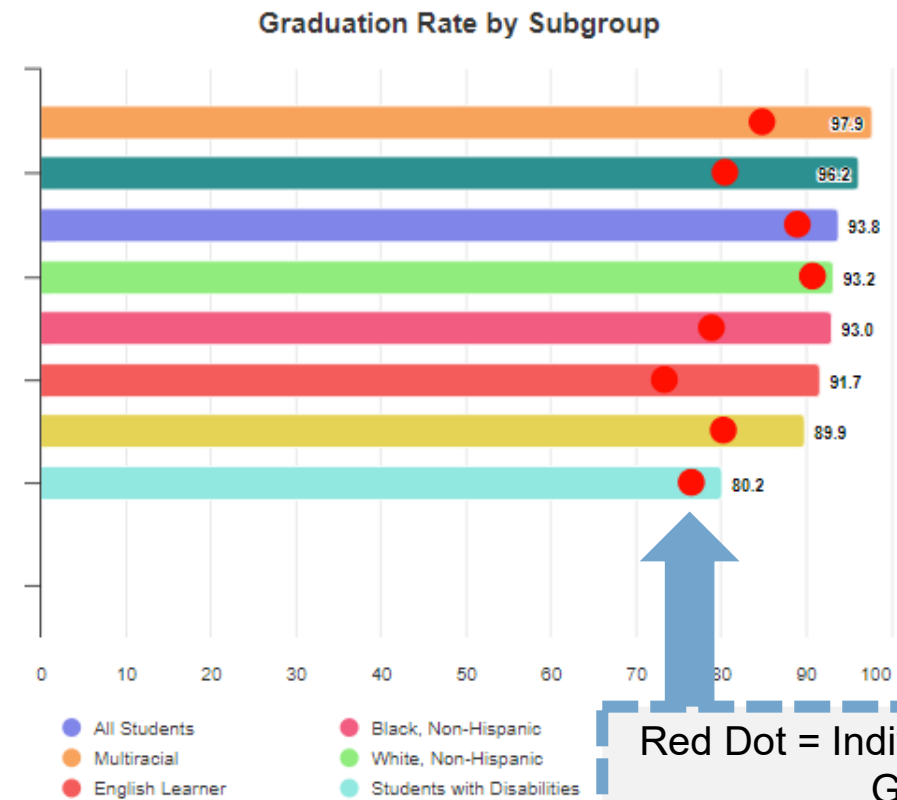
All Students
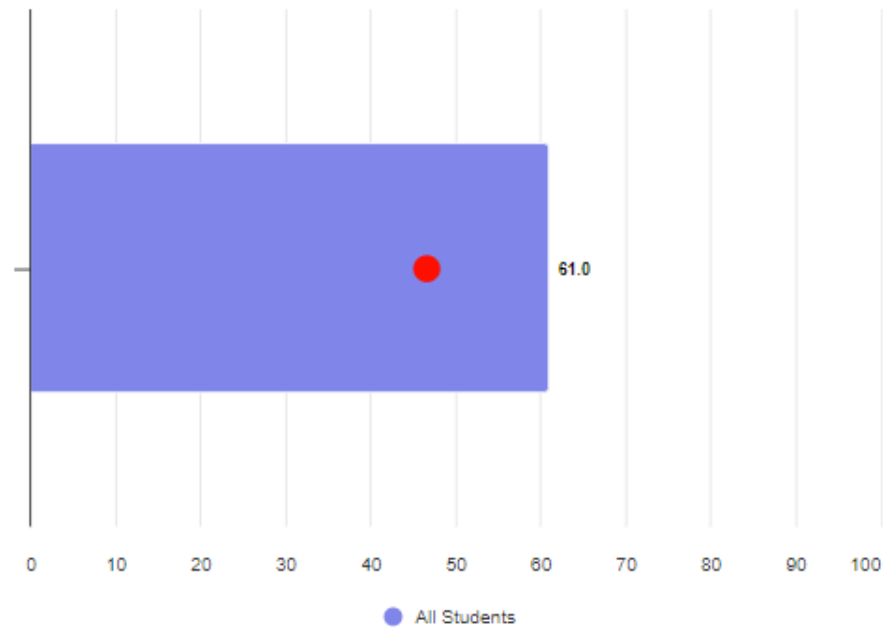
Red Dot = Individual Subgroup Goal

Bar = Individual Subgroup Performance

Gifted Performance Indicator has 3 elements; points can be earned for each 'met' status.

Chronic Absence

17.7%

Of students were chronically absent in the 2022-2023 school year

Chronic absenteeism is defined as missing at least 10 percent of instructional time for any reason – excused or unexcused. The annual performance goal for the 2022-2023 school year is 20.2%.

Districts and schools meet the indicator if they meet the established threshold or show improvement from the previous year by:

1. Meeting or exceeding the annual goal, or;
2. Meeting an improvement standard relative to the starting point of each district or school.

BASELINE CHRONIC ABSENTEEISM	IMPROVEMENT STANDARD
36.7% or higher	1.1 percentage points
Lower than 36.7%	3%

Gifted

Value Added Rating	3 Stars
Value Added Met?	Met
Performance Index	115.9
Performance Index Met?	Not Met
Total Points	81.0
Gifted Identification and Services Met?	Met

w More Gifted Data

GAP CLOSING COMPONENT

1. Achievement

2. Progress

3. Chronic Absenteeism

4. Gifted

5. EMIS

Resources:

Ohio's Ready School Guide for Language and Literacy

School Leader's Implementation Guide (Emergent Readers)

School Leader's Implementation Guide (K-5)

School Leader's Implementation Guide (6-12)

Ohio's Attendance Guide

Assisting Students Struggling with Mathematics

Gifted Education

English Learners

OCALI

TEST YOUR KNOWLEDGE: EARLY LITERACY COMPONENT

True or **False**

The early literacy component has Reading Improvement and Monitoring Plan (RIMP) deductions.

EARLY LITERACY COMPONENT

EARLY LITERACY COMPONENT RATING DESCRIPTIONS		
Score Range	**Rating**	**Rating Description**
From 88% to 100%	5 Stars	Significantly exceeds state standards in early literacy (K-3)
From 78% to less than 88%	4 Stars	Exceeds state standards in early literacy (K-3)
From 68% to less than 78%	3 Stars	Meets state standards in early literacy (K-3)
From 58% to less than 68%	2 Stars	Needs support to meet state standards in early literacy (K-3)
From 0% to less than 58%	1 Star	Needs significant support to meet state standards in early literacy (K-3)

[2022-2023 Early Literacy Component Technical Documentation](#)

EARLY LITERACY COMPONENT RATING DESCRIPTIONS

Score Range	Rating	Rating Description
From 88% to 100%	5 Stars	Significantly exceeds state standards in early literacy (K-3)
From 78% to less than 88%	4 Stars	Exceeds state standards in early literacy (K-3)
From 68% to less than 78%	3 Stars	Meets state standards in early literacy (K-3)
From 58% to less than 68%	2 Stars	Needs support to meet state standards in early literacy (K-3)
From 0% to less than 58%	1 Star	Needs significant support to meet state standards in early literacy (K-3)

Early Literacy Component

Measure	Measure Percentage		Weight		Weighted %
Proficiency In Third Grade Reading	59.4%	X	40%	=	23.8%
Promotion to Fourth Grade	100.0%	X	35%	=	35.0%
Improving K-3 Literacy	49.2%	X	25%	=	12.3%
Early Literacy Component	**71.1%**				71.1%

Early Literacy

⭐⭐⭐☆☆

Meets state standards in early literacy (K-3).

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.

Early Literacy Component | Early Literacy Component Details | Fall Reading Diagnostics | Improving K-3 Literacy Measure Details

Early Literacy Component

Ohio's Plan to Raise Literacy Achievement provides a proactive approach to reading supports beginning in kindergarten. The Early Literacy Component examines the effectiveness of the reading and literacy supports provided to children in kindergarten through third grade. It is composed of three unrated measures that contribute to the overall rating.

71.1%

Measure	Measure Percentage
Proficiency In Third Grade Reading	59.4%
Promotion to Fourth Grade	100.0%
Improving K-3 Literacy	49.2%
Early Literacy Component	**71.1%**

Proficiency in Third Grade Reading

The Proficiency in Third Grade Reading Measure is the percentage of third graders that scored proficient on the reading segment of the state English language arts test. Students have to earn a reading subscore of 50 or higher to earn credit for this measure.

59.4%
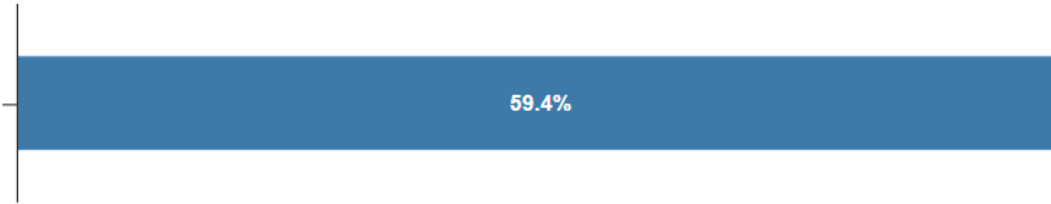
Promotion to Fourth Grade

The Promotion to Fourth Grade measure is the percentage of third grade students who were promoted to fourth grade.
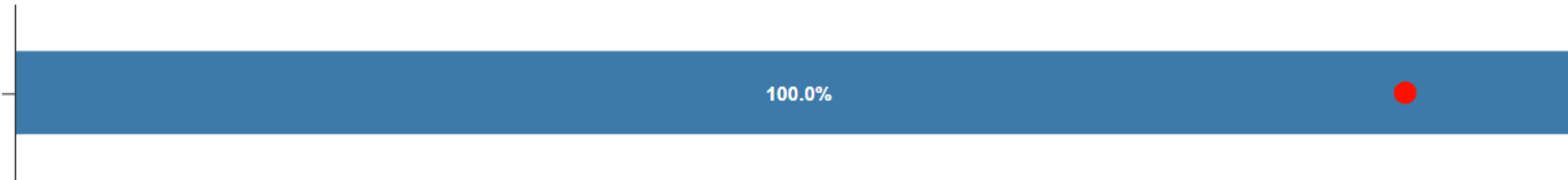
100.0%

Improving K-3 Literacy

The Improving K-3 Literacy Measure evaluates reading improvement that occurs during kindergarten, first, second and third grade. It looks at whether students that were previously off track are now on track and reading at grade level. It uses results from Fall Reading Diagnostics taken in the fall of 2021 and fall of 2022 as well as results from the 2022-2023 state English language arts test.

49.2%
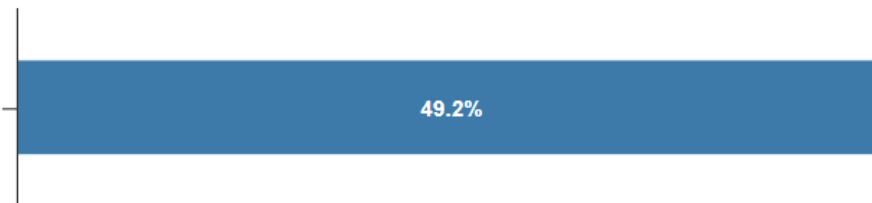
Fall Reading Diagnostics provide a good snapshot of the K-3 literacy in a school or district. They are also used to evaluate year over year improvement on the Improving K-3 Literacy Measure.

Fall 2021 Reading Diagnostics

The fall 2021 reading diagnostics in kindergarten through second grade are the baselines for kindergarten through second grade improvement on the 2023 Improving K-3 Literacy Measure.

Percentage On Track Reading Diagnostic

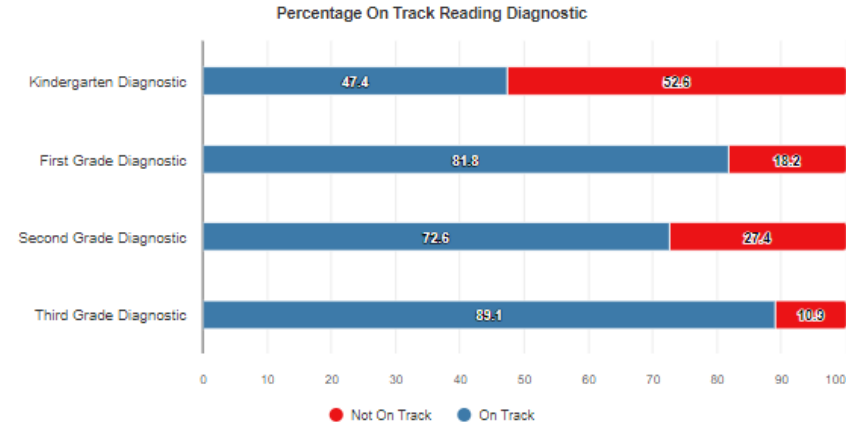| Grade	On Track	Not On Track
Kindergarten Diagnostic	47.4	52.6
First Grade Diagnostic	81.8	18.2
Second Grade Diagnostic	72.6	27.4
Third Grade Diagnostic	89.1	10.9

● Not On Track   ● On Track

Fall 2022 Reading Diagnostics

The fall 2022 reading diagnostics in third grade are the baseline for third grade improvement on the 2023 Improving K-3 Literacy Measure. If greater than 90% of the kindergarten students in the fall of 2022 are not on track, the Improving K-3 Literacy Measure is not calculated and does not contribute to the Early Literacy Component.

Percentage On Track Reading Diagnostic

Grade	On Track	Not On Track
Kindergarten Diagnostic	50.6	49.4
First Grade Diagnostic	73.2	26.8
Second Grade Diagnostic	87.9	12.1
Third Grade Diagnostic	82.0	18.0

● Not On Track   ● On Track
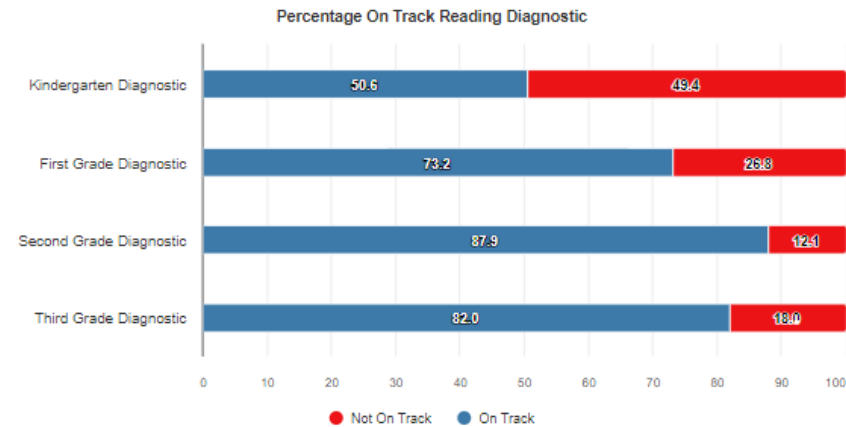
Additional Details on Improving K-3 Literacy

The Improving K-3 Literacy Measure evaluates reading improvement that occurs during kindergarten, first, second and third grade. Kindergarten, first and second grade improvement evaluates students that were previously off track (meaning they scored off track on the Fall 2021 reading diagnostic) to see if they improved to on track on the Fall 2022 reading diagnostic. Third grade improvement evaluates students that were previously off track (meaning they scored off track on the Fall 2022 reading diagnostic) to see if they scored a 700 or higher on the third grade English language arts test. The Improving K-3 Literacy Measure is not calculated for schools or districts that have greater than 90% of their kindergarteners reading on track based on the 2022 Fall Kindergarten Reading Diagnostic.

Percentage of Previously Off Track Students That Moved to On Track

Category	Moved to On Track	Remained Off Track
Kindergarten Diagnostic to 1st Grade Diagnostic	42.3	57.7
1st Grade Diagnostic to 2nd Grade Diagnostic	40.0	60.0
2nd Grade Diagnostic to 3rd Grade Diagnostic	57.1	42.9
3rd Grade Diagnostic to 3rd Grade ELA Test	63.6	36.4
Overall	49.2	50.8

● Remained Off Track   ● Moved to On Track
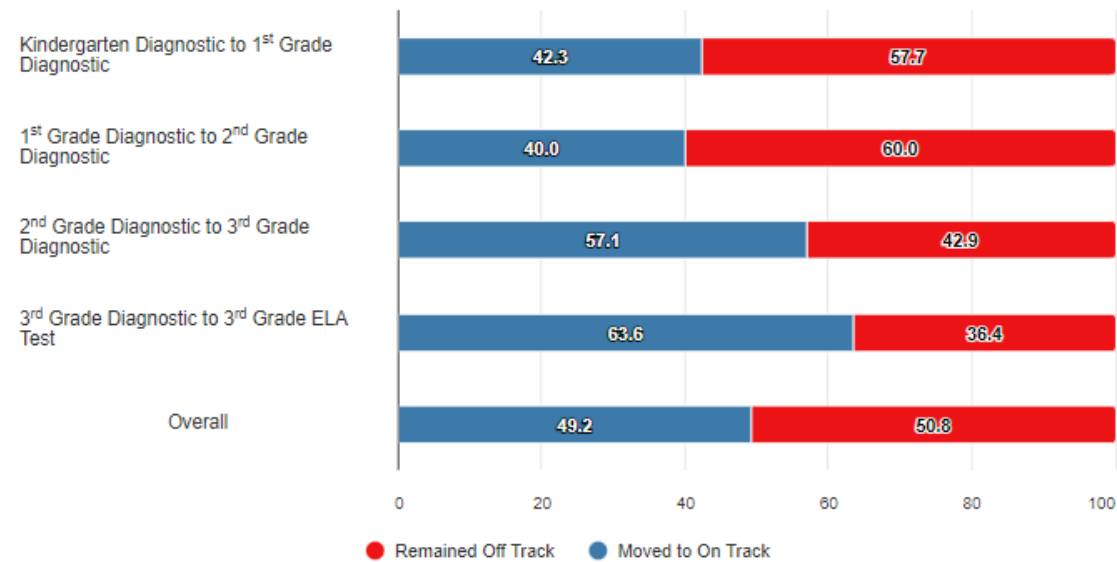
	Kindergarten Diagnostic Fall 2020	1st Grade Diagnostic Fall 2021	2nd Grade Diagnostic Fall 2022	3rd Grade Diagnostic Fall 2023	3rd Grade ELA OST Score (highest score from Winter 23, Spring 24, Summer 24)
Sam	on-track	on-track	on-track	on-track	Scored a 752
Frank	on-track	off-track	on-track	off-track	Scored a 712
Ella	off-track	off-track	off-track	off-track	Scored a 684
Sara	off-track	on-track	off-track	on-track	Scored a 698

2021-2022 Report Card

Ella and Sara are included in the Improving K-3 measure on the 2021-2022 report card. These two students were off-track when they took the diagnostic in the Fall of 2020, and the measure looks at whether the students who scored off-track were then able to get on-track when they took the diagnostic in the Fall of 1st grade.

2022-2023 Report Card

Frank and Ella are included on the Improving K-3 Measure on the 2022-2023 report card. These two students were off-track when they took the diagnostic in the Fall of 2021, and the measure looks at whether these students were able to get on-track when they took the diagnostic in the Fall of 2nd grade.

2023-2024 Report Card

Ella and Sara are included in the Improving K-3 measure on the 2023-2024 report card. These two students were off-track when they took the diagnostic in the Fall of 2022, and the measure looks at whether the students who scored off-track were then able to get on-track when they took the diagnostic in the Fall of 3rd grade.

2023-2024 Report Card

Frank and Ella are included on the Improving K-3 Measure on the 2023-2024 report card. These two students were off-track when they took the diagnostic in the Fall of 2023, and the measure looks at whether these students were able to get on-track by scoring at least a 700 on the ELA Ohio State Test.
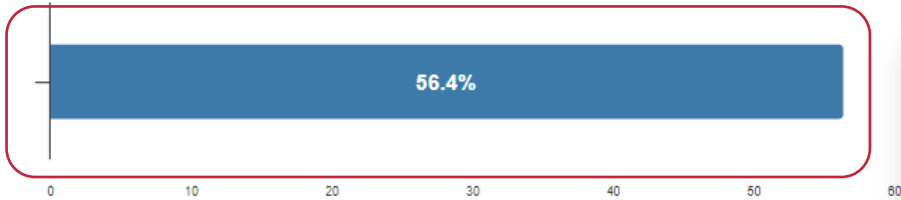
Here's What….So What?

1. Validity of Screener
2. Tier 1
   - Is it a curriculum/instruction issue, a chronic absenteeism issue, or both?
3. Intervention effectiveness and the different grade levels
4. EMIS
5. Connecting early literacy to overall achievement

How Valid is My Screener?
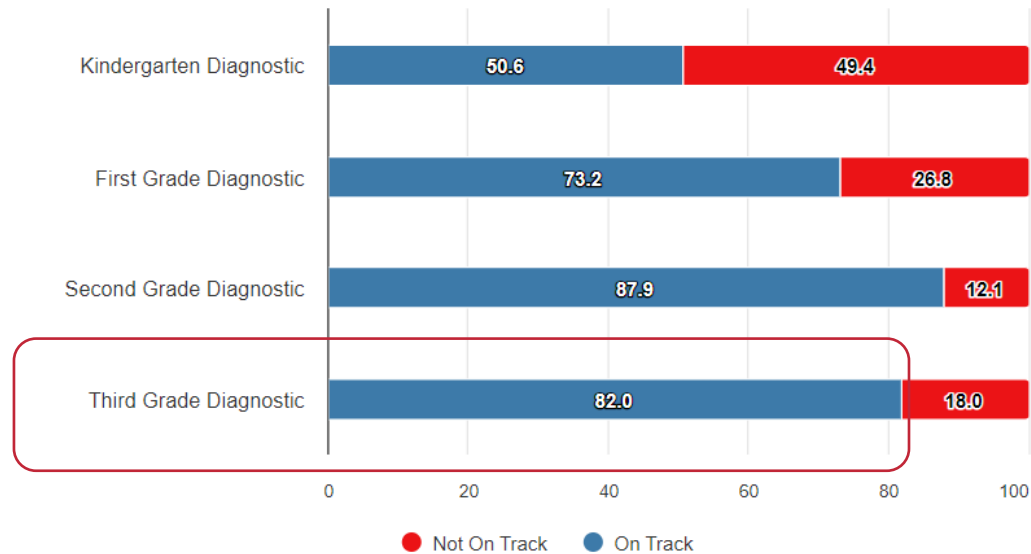

Proficiency in Third Grade Reading

The Proficiency in Third Grade Reading Measure is the percentage of third graders that scored proficient on the reading segment of the state English language arts test. Students have to earn a reading subscore of 50 or higher to earn credit for this measure.

56.4%

Fall 2022 Reading Diagnostics

The fall 2022 reading diagnostics in third grade are the baseline for third grade improvement on the 2023 Improving K-3 Literacy Measure. If greater than 90% of the kindergarten students in the fall of 2022 are not on track, the Improving K-3 Literacy Measure is not calculated and does not contribute to the Early Literacy Component.

Percentage On Track Reading Diagnostic

	On Track	Not On Track
Kindergarten Diagnostic	50.6	49.4
First Grade Diagnostic	73.2	26.8
Second Grade Diagnostic	87.9	12.1
Third Grade Diagnostic	82.0	18.0

● Not On Track ● On Track

Fall Reading Diagnostics: Tier 1 - Core

- [Ohio Materials Matter Reviews](#)

- [Ohio's Plan to Raise Literacy](#)

- [Read Ohio](#)

- [Literacy Academy on Demand](#)

- [Implementing Ohio's Plan to Raise Literacy Achievement: Resources for School Leaders](#)
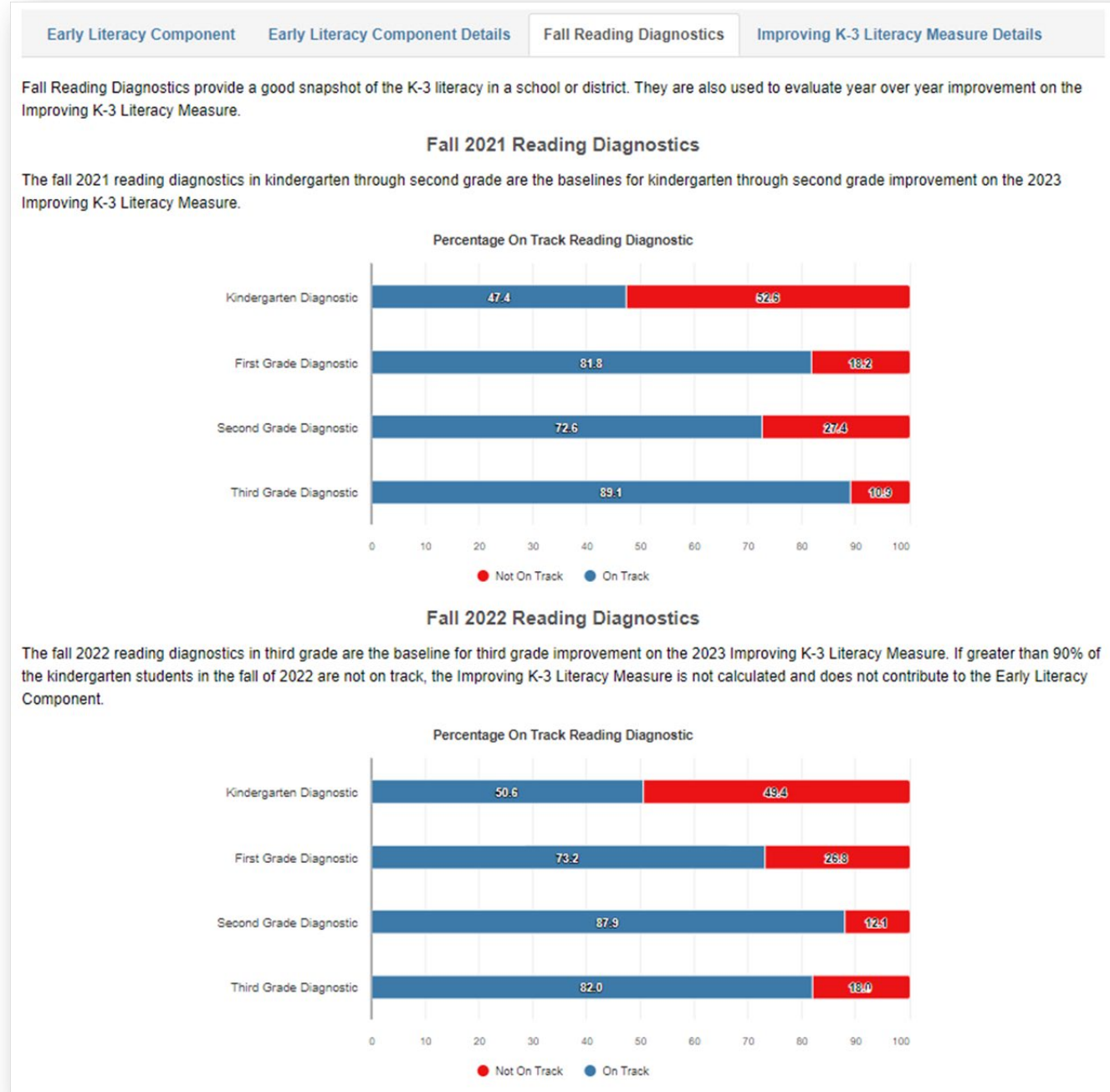
Tier 1 - Core   Intervention

Early Literacy Component | Early Literacy Component Details | Fall Reading Diagnostics | Improving K-3 Literacy Measure Details

Intervention

- [Ohio Materials Matter Reviews](#)

- [Ohio's Plan to Raise Literacy](#)

- [Ohio's Dyslexia Guidebook](#)

- [RIMP Intervention Codes & RIMP Intervention Videos](#)

- [Read Ohio](#)

Percentage of Previously Off Track Students That Moved to On Track

	Moved to On Track	Remained Off Track
Kindergarten Diagnostic to 1st Grade Diagnostic	42.3	57.7
1st Grade Diagnostic to 2nd Grade Diagnostic	40.0	60.0
2nd Grade Diagnostic to 3rd Grade Diagnostic	57.1	42.9
3rd Grade Diagnostic to 3rd Grade ELA Test	63.6	36.4
Overall	49.2	50.8

● Remained Off Track ● Moved to On Track
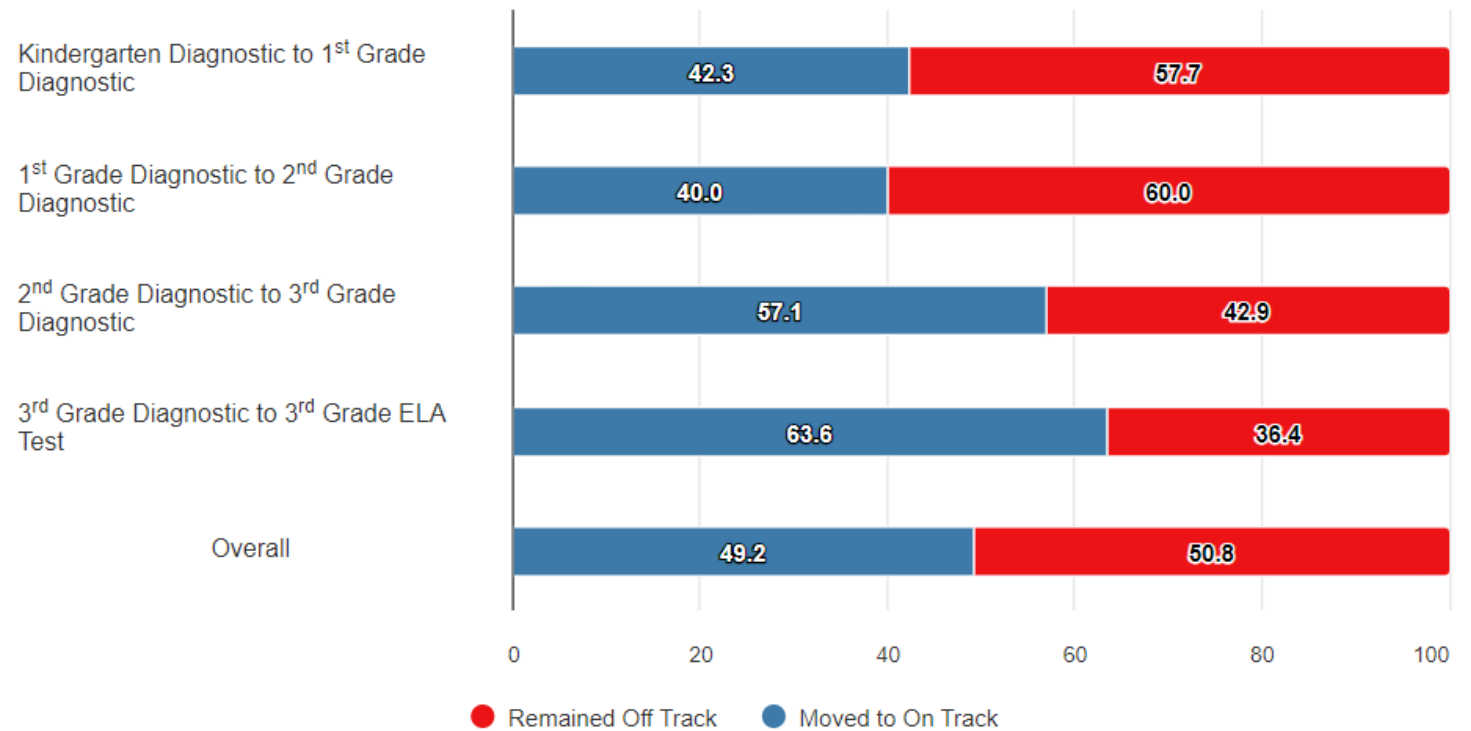
Here's What...So What...Now What?

Possible questions:

- What has been the focus to improve achievement?
- What does the data say in terms of how that has worked so far?
- Where are the bright spots? What is happening there?
- What is happening at Tier 1?
- What is happening for Intervention?
- Who is at the table discussing these things? Who might be missing from the table who needs to be there?
- In what ways can we shift our focus from admiring the problem to implementing best instructional practices?

GRADUATION COMPONENT

Here's What.

Here's the data.

So What?

So what does the data tell us?

Now What?

Now what do we do?

TEST YOUR KNOWLEDGE: GRADUATION COMPONENT

For the 2022-2023 Report Card, the 4-year graduation rate applies to students who are in the class of:

2022 or **2023**

GRADUATION COMPONENT

Weighted Graduation Rate

The weighted graduation rate combines the four- and five-year graduation rates into a single rate that is used to assign the Graduation Component rating. The four-year graduation rate is weighted at 60% and the five-year graduation rate is weighted at 40%.

97.4%

GRADUATION COMPONENT

GRADUATION COMPONENT RATING		
Weighted Graduation Rate	**Rating**	**Rating Description**
Greater than or equal to 96.5%	5 Stars	Significantly exceeds state standards in graduation rates
Greater than or equal to 93.5% but less than 96.5%	4 Stars	Exceeds state standards in graduation rates
Greater than or equal to 90% but less than 93.5%	3 Stars	Meets state standards in graduation rates
Greater than or equal to 84% but less than 90%	2 Stars	Needs support to meet state standards in graduation rates
Less than 84%	1 Star	Needs significant support to meet state standards in graduation rates

2022-2023 Graduation Component Technical Documentation

GRADUATION COMPONENT

4-Year Graduation Rate

The four-year graduation rate applies to students in the class of 2022 who graduated within four years. These are the students who entered ninth grade in the fall of 2018 and graduated by the summer of 2022.

96.4%

Percentage of students who completed grades 9-12 in the district: 47.6%

5-Year Graduation Rate

The five-year graduation rate applies to students in the class of 2021 who graduated within five years. These are the students who entered ninth grade in the fall of 2017 and graduated by the summer of 2022.

99.0%

Percentage of students who completed grades 9-12 in the district: 44.9%

Comparison | Trend | Non-Graduate

● 4 Year ◆ 5 Year
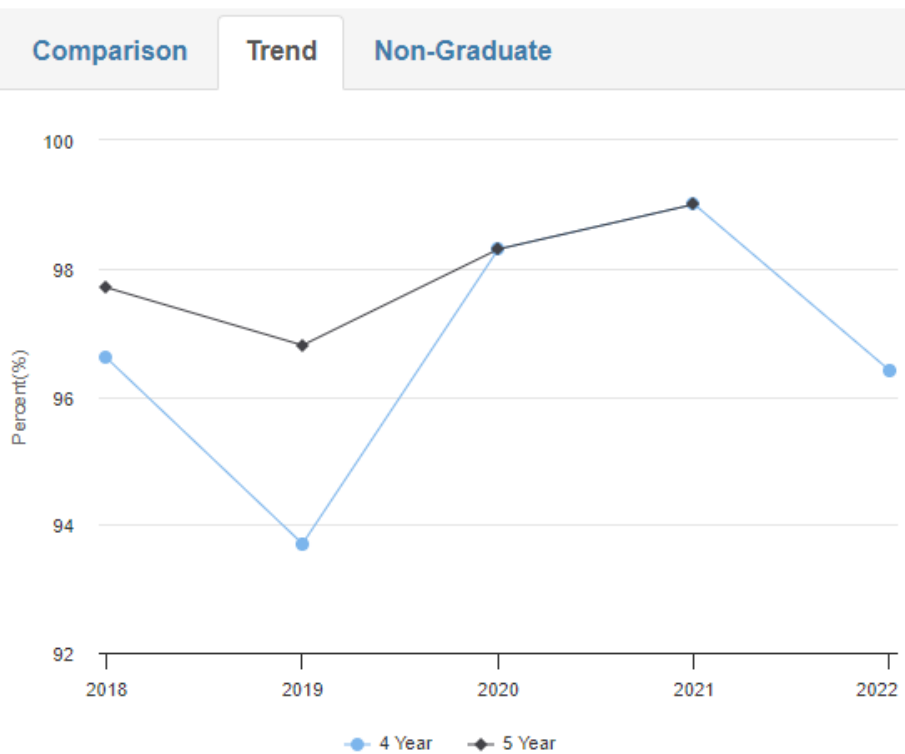
Note: The 5-year graduation rate does not appear in the final year of this graph because the necessary data is not yet available to calculate the 5-year rate for that school year.

GRADUATION COMPONENT

- [Graduation Resources](#)
- [Attendance Support](#)
- [Guide to 2023 Ohio School Report Cards](#)

Overall Rating – Rated on a 1 through 5-star scale in **half-star** increments

- **Five Rated Components** – Rated on a 1 through 5-star scale in **full-star** increments
  - ➢ Achievement Component
  - ➢ Progress Component
  - ➢ Gap Closing Component
  - ➢ Early Literacy Component
  - ➢ Graduation Component
- **College, Career, Workforce and Military Readiness Component** – REPORT ONLY
- Additional **Report-Only Data** is found within many of the components

COLLEGE, CAREER, WORKFORCE AND MILITARY READINESS COMPONENT SUMMARY

- Component used to be called Prepared for Success

- Name changed as well as structure of calculation

  - Expanded list of elements (measures)

    - Elements (Measures) are equal in the calculation

- Report-only data during transition years (2021-2022, 2022-2023, and 2023-2024)

  - Component will be rated in 2024-2025

COLLEGE, CAREER, WORKFORCE AND MILITARY READINESS COMPONENT SUMMARY
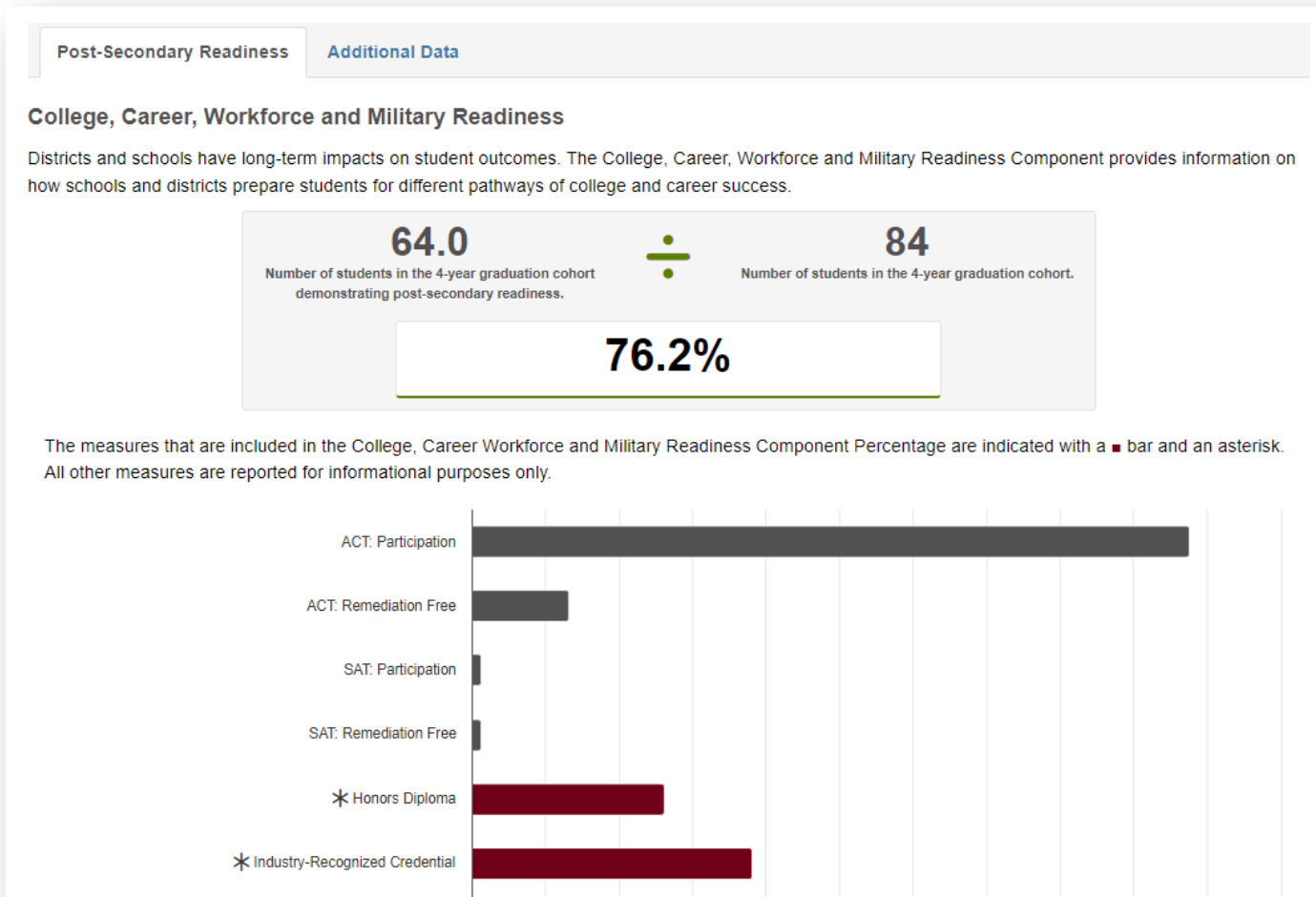
COLLEGE, CAREER, WORKFORCE AND MILITARY READINESS CALCULATION

Count of students demonstrating readiness on at least one measure

÷

Count of students in the four-year graduation cohort

=

% College, Career, Workforce, and Military Readiness Component

COLLEGE, CAREER, WORKFORCE AND MILITARY READINESS CALCULATION

Measure	Data Collection Status	Business Rule Status
Received an ACT Remediation Free score **OR** Received an SAT Remediation Free score	Final	Final
Received an Honors Diploma	Final	Final
Any combination of 3 or more Advanced Placement **OR** International Baccalaureate tests with qualifying scores	Final	Final
Earned at least 12 credential points in a single career field **OR** Holds a State recognized license	Final in FY23	Final
Earned twelve or more College Credits	Final in FY23	Pending
Enlisted in the Military	Final in FY23	Final
Has been accepted into an apprenticeship program Post high school	Final in FY23	Final
Completed a Pre-Apprenticeship	Final	Final
Completed an Apprenticeship	Final in FY23	Final
Achieved proficiency on three or more technical assessments in a single path	Final	Pending
Obtained an Ohio Means Jobs Readiness Seal **And** has 250 hours of internship / Work based learning	Final in FY23	Final

OVERALL RATING

Achievement Component — **1** Measure

Progress Component — **1** Measure

Early Literacy Component — **3** Measures

College, Career, Workforce and Military Readiness Component — **11** Measures — Report Only

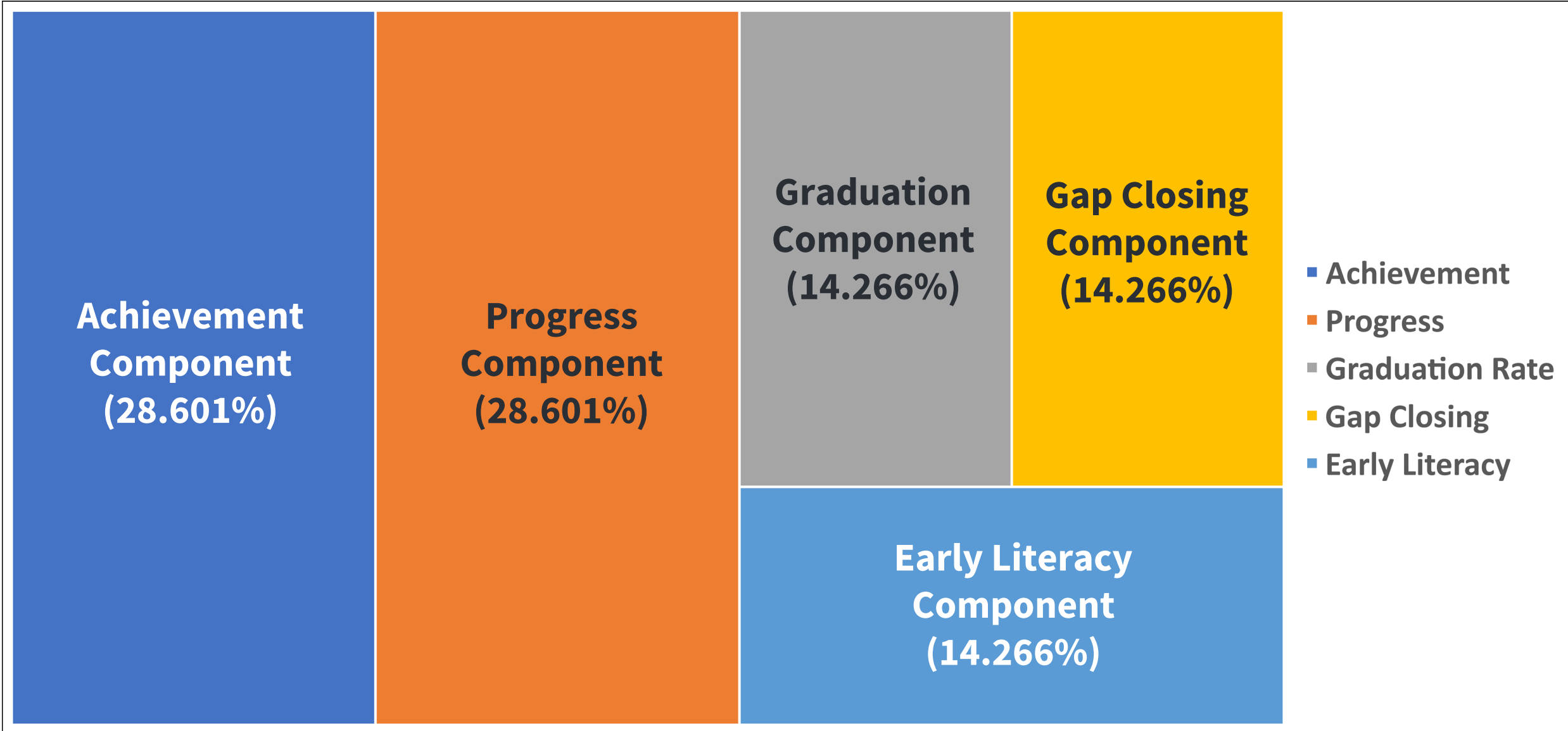Graduation Component — **2** Measures

Gap Closing Component — **6** Measures

OVERALL RATINGS

- Published in 2022-2023 school year

- Includes half-star ratings; whereas components receive only full-star ratings

- Components are assigned points and weighted to calculate the overall ratings for schools and districts

WEIGHTING FOR FIVE COMPONENTS

Achievement Component (28.601%)

Progress Component (28.601%)

Graduation Component (14.266%)

Gap Closing Component (14.266%)

Early Literacy Component (14.266%)

- Achievement
- Progress
- Graduation Rate
- Gap Closing
- Early Literacy

OVERALL RATING

OVERALL RATING SCALE AND DESCRIPTIONS		
Points Earned	**Rating**	**Rating Description**
Greater than or equal to 4.125	5 Stars	Significantly exceeds state standards
Greater than or equal to 3.625 but less than 4.125	4.5 Stars	Exceeds state standards
Greater than or equal to 3.125 but less than 3.625	4 Stars	Exceeds state standards
Greater than or equal to 2.625 but less than 3.125	3.5 Stars	Meets state standards
Greater than or equal to 2.125 but less than 2.625	3 Stars	Meets state standards
Greater than or equal to 1.625 but less than 2.125	2.5 Stars	Needs support to meet state standards
Greater than or equal to 1.125 but less than 1.625	2 Stars	Needs support to meet state standards
Greater than or equal to 0.563 but less than 1.125	1.5 Stars	Needs significant support to meet state standards
Less than 0.563	1 Star	Needs significant support to meet state standards

2022-2023 Overall Rating Technical Documentation

CONTACT

Please contact the Office of Accountability with additional questions: **accountability@education.ohio.gov**

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