

### SUPERINTENDENT'S MESSAGE



**Paolo DeMaria**  
Superintendent of  
Public Instruction

Colleges and employers are demanding greater knowledge and skills from our graduates than ever before. As Ohio continues to help students in meeting higher expectations for what they should know and be able to do, student achievement is higher statewide. Here is a snapshot of the state results on the 2016-2017 report card.

Schools and districts will use these report cards to have discussions about performance and make decisions about instruction and improvement. Remember, however, that report cards are just one element of what is happening in a district or school. To get a fuller picture, we encourage people to visit schools and talk to teachers, administrators, parents and students. A lot of great things are happening every day.

### Achievement is increasing across the state, in all subjects and with all subgroups

Ohio's education system is helping more and more students meet the bar even when we set high expectations. From 2016 to 2017, **every subject area had an increase in first-time test takers scoring proficient and higher.** All high school subject areas, except one, saw an increase in the percent of students scoring proficient or better in their first attempts. Similarly, for elementary and middle school, in every grade and subject except fifth grade math, higher rates of students scored proficient or better.

Additionally, when looking at students scoring at higher levels (Accelerated, Advanced or Advanced Plus), another trend becomes clear: more students are passing at *higher levels* of proficiency.

### Performance Index

The Performance Index is a composite measure reflecting the level of achievement for each student on each state test. There are six levels of achievement, and points are awarded for each student at each achievement level.

Over time, the Performance Index has steadily increased since it was first calculated in 2001. Recently, Ohio implemented higher expectations for students, including new assessments. Not surprisingly, during this transition period, the Performance Index saw a sharp decrease, as new assessments based on higher standards were introduced. The 2015-2016 Performance Index forms a new baseline at 81.6.

### State Level Proficiency 2016-2017

GRADE	SUBJECT	2016	2017	
3	English Language Arts	54.9%	63.7%	↑
	Mathematics	65.8%	70.7%	↑
4	English Language Arts	57.5%	62.8%	↑
	Mathematics	69.2%	72.4%	↑
	Social Studies	75.8%	77.5%	↑
5	English Language Arts	60.2%	67.7%	↑
	Mathematics	62.4%	61.6%	↓
	Science	67.5%	68.3%	↑
6	English Language Arts	54.0%	60.2%	↑
	Mathematics	56.7%	60.2%	↑
	Social Studies	61.2%	64.0%	↑
7	English Language Arts	53.6%	59.2%	↑
	Mathematics	55.3%	56.1%	↑
8	English Language Arts	47.5%	50.3%	↑
	Mathematics	52.7%	54.9%	↑
	Science	64.9%	65.8%	↑
High School	Government	68.0%	73.1%	↑
	History	76.3%	74.5%	↓
	English I	60.0%	69.2%	↑
	English II	53.4%	63.3%	↑
	Algebra I	53.0%	56.2%	↑
	Geometry	49.4%	49.7%	↑
	Math I	46.9%	47.6%	↑
	Math II	36.0%	37.4%	↑
	Biology	65.4%	65.7%	↑

Note: retakes excluded from analysis

Year	Performance Index
2015-2016	81.6
2016-2017	84.1 ↑

As students and teachers adjust to the more rigorous standards and with the new assessments in place for a second consecutive year, the **Performance Index increased 2.46 points, which is the third largest increase since it was first calculated.**

## All subgroups improved in English language arts and math

Ohio wants to ensure that all students are making gains, regardless of income, race, ethnicity or disability. **In 2016-2017, all subgroups improved their proficiency rates in English language arts and math compared to last year.** There is still much work to do to close achievement gaps.

## Graduation Rate continues its upward trajectory

The Graduation Rate measures how many students are successfully finishing high school with a diploma in four or five years. Since 2010, the four- and five-year graduation rates have trended upward. The four-year rate reached a high of 83.4 percent for the 2016 graduating class and the five-year 85.6 percent for the 2015 graduating class. **The graduation rate has demonstrated consistent growth since the state began reporting four-year and five-year cohort graduation rates.**

## More students are prepared for success, future results should continue to improve

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. 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.

**Ohio has made gains in this area from 2016 to 2017, as more than 3,000 Ohio students met the Prepared for Success criteria, and nearly 6,000 more earned a "bonus point" compared to last year.**

Additionally, almost every element of Prepared for Success had increases over last year. For example, nearly 4 percent more students earned three or more college credits.

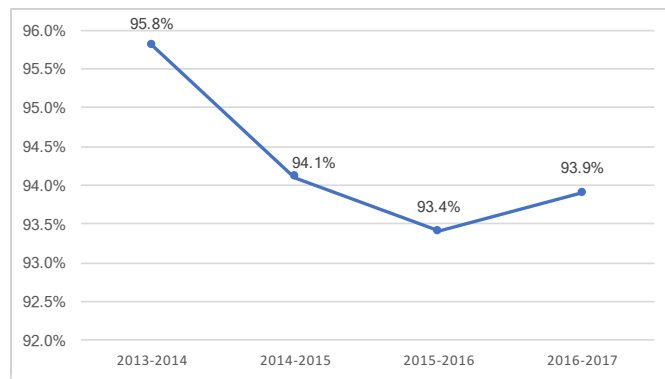
## Outcomes are improving as expectations have significantly increased

Ohio School Report Cards are still in transition. Measures continue to evolve as the new system replaces the old and as schools and districts adjust. Generally, achievement and student outcomes increased. This played out with improved grades in several measures (Performance Index, K-3 Literacy, Gap Closing). So, even though outcomes improved, some grades, such as Prepared for Success, reflected the raised expectations.

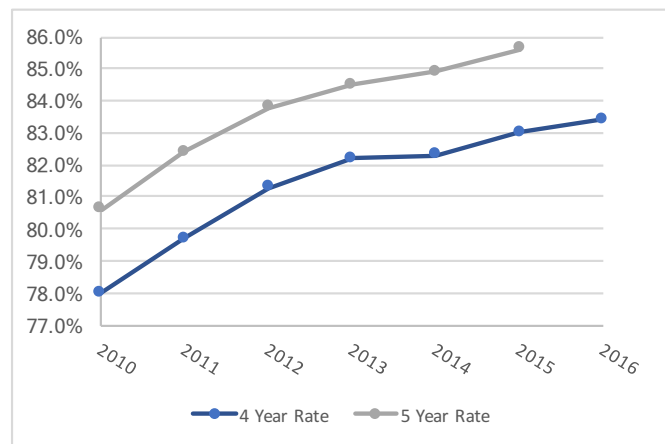
## English Language Arts and Math Proficiency Rates by Demographic Group

DEMOGRAPHIC GROUP	ENGLISH LANGUAGE ARTS		MATH	
	15-16	16-17	15-16	16-17
All Students	54.3%	60.9%	58.9%	60.8%
American Indian or Alaskan Native	49.1%	56.6%	49.8%	54.2%
Asian or Pacific Islander	70.1%	73.7%	77.9%	78.4%
Black	28.3%	34.2%	29.6%	31.5%
Students w/Disabilities	20.8%	25.2%	25.6%	27.3%
Economically Disadvantaged	38.7%	45.7%	43.6%	45.8%
Hispanic	40.5%	47.3%	45.4%	48.0%
English Learner	33.1%	37.8%	42.9%	44.1%
Multiracial	49.0%	56.2%	51.9%	54.3%
White	60.9%	68.0%	66.3%	68.4%

## Third Grade Reading Promotion Percent



## Graduation Rate Trend for Ohio Schools



Year	Students meeting Prepared for Success expectation
2015-2016	34.2%
2016-2017	36.1% ↑

## Chronic absenteeism is an issue the state is addressing

It is important for every student in Ohio to attend school every day. Missing too much school has long-term, negative effects on students, such as lower achievement and graduation rates. Students are chronically absent if they miss 10 percent or more of a school year.

Recent state legislation requires schools to take more proactive approaches and work with community partners to address chronic absenteeism.

Students can be absent for many reasons, including health concerns, dental/vision needs, bullying, school safety and more. The data reveal important trends.

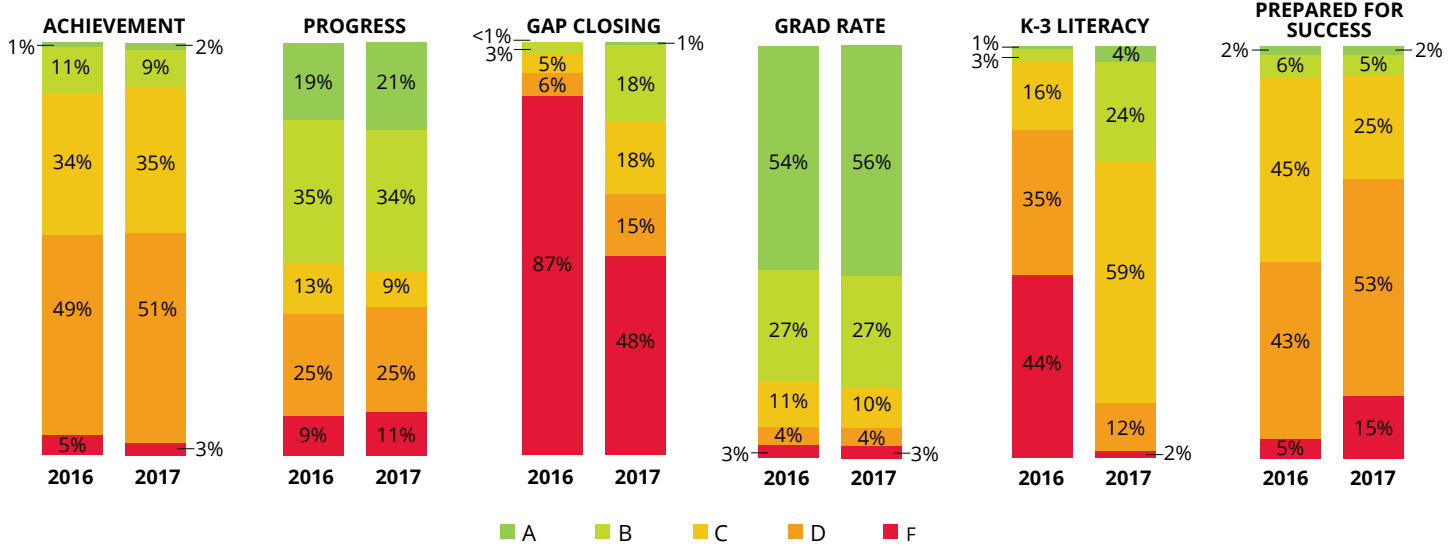
**16.4%** of Ohio students are chronically absent.

**2.5x** Economically disadvantaged students are 2.5 times more likely to be chronically absent than non-disadvantaged students.

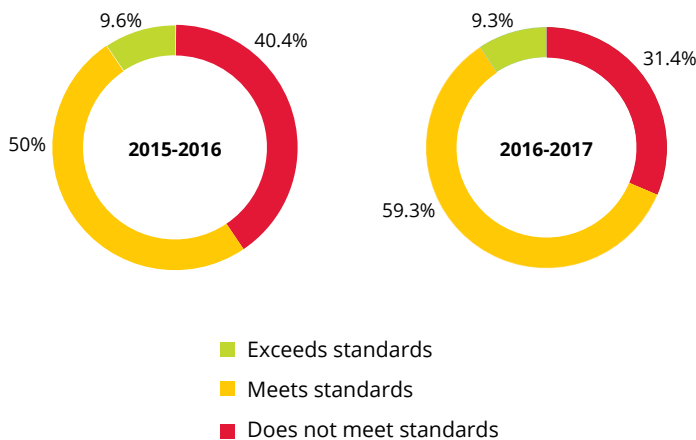
**27%** of African-American students were chronically absent last year.

**30%** of seniors were chronically absent last year.

### District Report Card Grade Component Comparison 2016 and 2017



### Dropout Prevention and Recovery Schools Overall Rating Comparison



### Report Card Component Grade for Career Technical Planning District Schools for 2016 and 2017

