

# Guide to 2021 Ohio School Report Cards





Ohio School Report Cards give parents, caregivers, community members, educators and policymakers information about how schools and districts are performing — to celebrate successes and identify areas for improvement.

The information provides transparent reporting on student performance, drives local conversations on continuous improvement and identifies schools to receive intensive supports. The goal is to ensure high expectations and equitable outcomes for all Ohio's students.

The state's education community experienced unprecedented disruptions during the 2020-2021 school year due to the COVID-19 pandemic. Even though a lot of data is available, the report cards will look a bit different this year. For the second year, schools and districts will not receive grades or ratings, and explanations for additional changes are noted in this guide.

**[reportcard.education.ohio.gov](https://reportcard.education.ohio.gov)**

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## How well is Ohio's education system performing?

The 2020-2021 school year was unlike any other as Ohio's students and educators worked through the challenges of providing high-quality caring, teaching and learning in the midst of an ongoing pandemic. While it necessitated many changes and shifts in the way we do things, what it didn't change was the unwavering commitment of Ohio's educators, who remained dedicated to supporting students and championing the need for continued learning despite less-than-ideal circumstances. Similarly, these challenges have given rise to new levels of patience, flexibility and perseverance among students and families. Of course, none of this has been easy, and the road ahead promises continued challenges and obstacles. But, if there is a silver lining to all this adversity, it is that our education community as a whole has become more innovative, more determined and more resilient than ever.

The 2020-2021 Ohio School Report Cards mirror the unique circumstances of the past school year and provide information to reflect on the performance of state and local education systems in that context. While reviewing this data, it's important to bear in mind that unusual conditions resulted in disruptions that affected, in many cases, a student's opportunity to learn. The phrase "opportunity to learn," refers to a student's ready access to regularly offered educational opportunities. This can include the types of instructional models used by schools and districts to deliver education, internet and technology device access, conditions of learning, and attendance and engagement policies – all of which provide important context for understanding student success. In some cases, this data establishes a new baseline for performance as society continues to grapple with the realities of an ongoing pandemic. This year's data should inform continuous improvement planning and priority setting for state and local education leaders alike.

Due to short-term changes in state law and a waiver from federal accountability requirements, there are no high-stakes accountability consequences tied to this information. This year, the Ohio School Report Cards will not feature overall grades for any districts or buildings. There also will not be individual grades for components or measures, and there will not be rankings of schools or buildings.

Each school and district faces its own unique challenges even in a "normal" year. But the data clearly show the pandemic exacerbated those challenges to varying degrees. Not only did schools and districts experience the pandemic in different ways, but communities as a whole did as well. And while the available data from this year's report card is not sufficient to tell the whole story, it does reveal the unfortunate reality that pandemic-related disruptions had the biggest impact on the state's most vulnerable students. Knowing this information can be especially valuable for schools and educators as they formulate the most effective plans for moving students forward.

In anticipation of the 2020-2021 school year, the Ohio Department of Education provided data-driven resources to assist schools as they evaluated and responded to student needs. With the help of regional data leads, as well as curriculum and improvement professionals, the Department developed Student Readiness Toolkits, benchmark tests and checkpoint assessments. These supports were designed to help educators reset and restart the academic year, while gauging student needs and progress since the ordered school-building closure of 2020.

Throughout these challenges, Ohio's education community never lost sight of the mission of [Each Child, Our Future](#), Ohio's strategic plan for education. This plan calls for Ohio's education system to challenge, prepare and empower each student for future success to the best of his or her ability regardless of the circumstances that might exist. This year's report cards provide important information about where we've been and where we currently are so that, together, we can chart a course that leads to continued improvement and overall success.



*Laura Kohler*  
**Laura Kohler**  
 President, State Board of Education



*Paolo A. DeMaria*  
**Paolo DeMaria**  
 Superintendent of Public Instruction

# What is different for the 2021 report cards?

## *Availability of Performance Data*

The state's accountability system and Ohio School Report Cards for the 2020-2021 school year will look different because of short-term changes in Ohio law and the accountability waiver approved by the U.S. Department of Education. While the U.S. Department of Education did not exempt students from testing, the results of the annual tests will not factor into letter grades, ratings or rankings for the 2020-2021 school year. With the results of the test, Ohio has more data available to report on the Ohio School Report Cards than last year. The purpose of the report cards released in October 2021 is to report all available data to assist with recovery and improvement planning.

## *New Opportunity to Learn Data Available*

The pandemic ushered in a set of challenging learning conditions across Ohio, the nation and the world. These disruptions affected, in many cases, a student's opportunity to learn. Opportunity to learn refers to a student's ready access to regularly offered educational opportunities — even in the most challenging of circumstances.

The U.S. Department of Education provided all states the opportunity to seek accountability and school improvement identification waivers from requirements for the 2020-2021 school year. This flexibility was granted to states provided they met additional new reporting requirements. One of those reporting requirements was to make publicly available all data on access to technology devices and high-speed internet, disaggregated by the federally required student subgroups.

***Educational Delivery Model:*** Districts decided locally whether to open their schools for full-time, in-person classes, offer a hybrid learning model or offer a model that was 100% remote. Many districts changed their models across the year to adapt to the ever-changing conditions of the pandemic. For this reason, the education delivery model data will be reported on school and district report cards based on three distinct time periods. The learning model options are: Five Days in Person, Hybrid and All Students Remote.

***Technology Hardware:*** This data will be displayed as percentages at the school and district levels for each of the reporting categories. Two tabs of information will be displayed on the report cards. The first tab will report the school or district overview, which will show aggregated data for all students in the school or district. On the second tab, readers will see the school or district data disaggregated by the federally required student groups.

***Internet Connectivity:*** This data will be displayed as percentages at the school and district levels for each of the reporting categories. Two tabs of information will be displayed on the report cards. The first tab will report the school or district overview, which will show aggregated data for all students in the school or district. On the second tab, readers will see the school or district data disaggregated by the federally required student groups.

## What to expect on the Ohio School Report Cards for the 2020-2021 school year.

Schools and districts report information for the Ohio School Report Cards on specific measures within six broader components. The components are Achievement, Progress, Gap Closing, Improving At-Risk K-3 Readers, Graduation Rate and Prepared for Success. Schools and districts earn letter grades on each of the six components, most of the individual measures and an overall summative rating. These ratings help give Ohio parents and schools a snapshot of the quality of education provided to students. *The 2020-2021 report cards will not have grades or ratings due to Ohio laws reducing consequences of this year's data. Schools and districts are encouraged to use the data for recovery and improvement planning only.*



### Achievement

This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall.



### Progress

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



### Gap Closing

This component shows how well schools are improving or meeting the performance expectations for all students in English language arts, math, graduation and English language proficiency.



### Improving At-Risk K-3 Readers

This component looks at how successful schools are at improving reading for at-risk students in grades K-3. This component also includes information on the Third Grade Reading Guarantee Promotion rate.



### Graduation Rate

This component shows the percentage of students who are successfully finishing high school with a diploma in four or five years.



### Prepared for Success

This component looks at how well-prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.

## How do I use this information?

Examine the results for your district or school. Ask questions about what you see.

### Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them. Three additional indicators are included — the Chronic Absenteeism Improvement Indicator, End-of-Course Improvement Indicator and Gifted Indicator.



#### What is being measured?

1. Indicators Met – How did students perform on state tests?
2. Performance Index – How well did students perform on the tests overall?

#### Why is this important?

- It shows if students are meeting grade-level expectations.
- It shows how far above or below grade-level expectations students performed.

#### Questions to ask

- Which students are performing well and which are not?
- In which subjects and grades are students doing well? Why?
- In which subjects and grades are students not doing well? Why?
- Which districts, similar to ours, are doing better than we are? What are they doing?
- Does my school have a high percentage of students who miss a lot of school? Why?

### Progress

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



#### What is being measured?

Progress of:

1. All students;
2. Gifted students;
3. Lowest 20 percent of students in achievement; and
4. Students with disabilities.

#### Why is this important?

- All students should make progress in each subject or they will fall behind.
- Making progress is the expectation of parents and the community.

#### Questions to ask

- Which students are making progress and which are not?
- How can we change instruction for groups that are not making progress every year?
- Which districts, similar to ours, are doing better than we are? What are they doing?



## Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation, so all Ohio's students can be successful. It also measures how well schools are teaching English learners to become proficient in English.

### What is being measured?

The measure compares the academic performance of each subgroup against the expected performance goals for that subgroup.

### Why is this important?

Every student should have success with foundational knowledge. When groups of students are not succeeding, educators need to review why and make changes.

### Questions to ask

- How are different groups of students performing?
- How can we improve instruction for groups that are not succeeding?
- Are students whose native language is not English making progress in becoming proficient in English?
- Which districts, similar to ours, are doing better than we are? What are they doing?
- How does the performance of student groups in my district or school compare to a state goal?



## Improving At-Risk K-3 Readers

The Improving At-Risk K-3 Readers component looks at how successful the school and district are at getting struggling readers on track to proficiency in third grade and beyond.

### What is being measured?

The measure looks at students who are not on track on the kindergarten diagnostic and gives credit for those students who improve to on track following the first-grade diagnostic. Similarly, it measures improvement from the first- to second-grade diagnostics, second- to third-grade diagnostics and from the third-grade diagnostic to the third-grade state test.

### Why is this important?

Literacy in early grades predicts how students will do throughout the remainder of their school careers.

### Questions to ask

- What are we doing to help our struggling readers?
- Do we have specialists, intervention services or outside assistance in place to meet the needs of struggling readers?
- How many students enter our schools struggling to read and how successful are we in helping them catch up?
- Which districts, like ours, are doing better than we are? What are they doing?

## Graduation Rate



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

### What is being measured?

1. Four-Year Graduation Rate – How many students graduated in four years or less?
2. Five-Year Graduation Rate – How many students graduated in five years or less?

### Why is this important?

Almost all jobs require skills and education beyond a high school diploma. Measuring the five-year rate gives districts credit for helping students who just missed graduating on time finish their diplomas.

### Questions to ask

- What are the reasons students are not graduating?
- Are there certain subjects that are holding students back?
- What are we doing to grow the number of students who graduate?
- Which districts, similar to ours, are doing better than we are? What are they doing?

## Prepared for Success



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

### What are the measures?

Primary measures:

- College entrance exam remediation-free scores (ACT/SAT);
- An honors diploma; or
- An industry-recognized credential or group of credentials worth 12 points.

Bonus measures:

- Advanced Placement test scores;
- International Baccalaureate test scores; or
- College Credit Plus credits.

### Why is this important?

- Graduation is not enough. Students must be prepared for further education or work after high school.
- Whether training in a technical field or preparing for work or college, these indicators measure preparedness.

### Questions to ask

- Which of the elements in the Prepared for Success component are our schools providing?
- Why are we not offering other elements?
- Are those moving on to college able to do college-level work immediately?
- How do we inform parents and encourage students to get involved in these opportunities?
- Are all groups of students accessing these opportunities?

## What to expect on the Career-Technical Planning District Report Cards.

The Career-Technical Planning District Report Cards include specific marks of performance, called measures, within broader categories called components. Grades are earned for up to six measures and four components. The components and measures on the Career-Technical Planning District Report Cards are based on several populations, or groups, of students — some are current-year measures that evaluate what happened during the 2020-2021 school year, and some are based upon career-technical education concentrators who left school in the prior year (which is lagged a year). *The 2020-2021 report cards will not have grades or ratings due to Ohio laws reducing consequences of this year's data. Schools and districts are encouraged to use the data for recovery and improvement planning only.*

### Achievement



The Achievement component represents the number of students who pass the state's tests and the technical assessments that measure the skills and knowledge learned in a student's career-technical program.

### Graduation Rate



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

### Career and Postsecondary Readiness



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

### Post-Program Outcomes Component



The Post-Program Outcomes component includes two measures:

- 1) Post-Program Placement; and
- 2) Industry Credentials.

The Post-Program Placement measure includes the proportion of students who are employed, in an apprenticeship, join the military or enrolled in postsecondary education or advanced training in the six months after leaving school. The Industry Credentials measure includes the proportion of students earning industry credentials before they leave high school or in the first six months after leaving school.

## What to expect on the Dropout Prevention and Recovery Report Cards.

Community schools that serve a majority of their students through dropout prevention and recovery programs receive the dropout prevention and recovery report card. Rather than A-F grades, these schools receive one of the following ratings for report card measures and components — Exceeds Standards, Meets Standards or Does Not Meet Standards. The schools receive ratings for up to eight measures within the four broader components. *The 2020-2021 report cards will not have grades or ratings due to Ohio laws reducing consequences of this year's data. Schools and districts are encouraged to use the data for recovery and improvement planning only.*



### Achievement

The Achievement component, previously called the High School Test Passage Rate component, represents the number of students who meet applicable criteria on assessments that are required for graduation.



### Progress

The Progress component looks closely at the growth all students are making during the school year.



### Gap Closing

This component shows how well schools are improving or meeting the performance expectations for all students in English language arts, math, graduation and English language proficiency.



### Graduation Rate

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

# How to navigate the Ohio School Report Cards webpages.

This year, the navigation for the report card has some new pages. When searching for a traditional district, school or community school, the user will be directed to a new "homepage." This homepage includes contact information about the school, high-level summary data and links for easy access to additional data. Additionally, there have been changes to the "District Details" and "School Details" pages to clearly display data related to students and educators at the school and district.

Additional information on the Ohio School Report Cards that will be available this year includes student enrollment, attendance and absenteeism; information about teachers and staff; school choice options; financial data; Positive Behavioral Interventions and Supports implementation status; and wellness and physical education program data.

[Click here to go to the district's profile page.](#)  
By clicking this link you will leave the Ohio Department of Education's website, and the Department is not responsible for any external site's content.

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### Your District's Students

Enrollment	Attendance Rate	Graduation Rate	Number of Schools
4509	87.8%	91.2%	13

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### Your District's Teachers

Attendance Rate	Average Salary	Avg. Years of Experience	Lead or Senior Teachers
95.3%	\$55,509	9	0

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**Opportunity to Learn**  
Technology Access and Learning Model Data

**Special Education Profiles**  
Link to Profile Reports on IDEA Indicators

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**Report Card Overview**  
Ohio School Report Card Results

**Financial Data**  
School and District Spending and Source of Funds Data

This image shows what the District Overview page will look like this year. It will be similar for the School Overview page. Readers will see "NR" listed instead of a letter grade – this means Not Reported and shows there are no ratings or grades this year.

**District Overview**  
District Grade: NR

Districts and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to 10 measures and six components. The 2019-2020 report card will not have grades or ratings. Limited data is available due to the coronavirus pandemic and ordered school building closure.

[Click here to go to the district's profile page.](#)  
By clicking this link you will leave the Ohio Department of Education's website, and the Department is not responsible for any external site's content.

**Achievement**  
This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. The data for this component is not available this year.

NR Component Grade

**Progress**  
This component looks closely at the growth all students are making based on their past performances. The data for this component is not available this year.

NR Component Grade

**Gap Closing**  
This component shows how well schools are improving or meeting the performance expectations for all students in English language arts, math, graduation and English language proficiency. The data for this component is not available this year.

NR Component Grade

**Graduation Rate**  
This component shows the percent of students who are successfully finishing high school with a diploma in four or five years. This data is available and was not impacted for the reporting years.

NR Component Grade

[View More Data](#)

**Improving At-Risk K-3 Readers**  
This component looks at how successful schools are at improving reading for at-risk students in grades K-3. This data is partially available this year.

NR Component Grade

[View More Data](#)

**Prepared for Success**  
This component looks at how well prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college. This data is available and was not impacted for the reporting years.

NR Component Grade

[View More Data](#)

The Career-Technical Planning District and Dropout Prevention and Recovery report cards also will have "NR" instead of ratings or grades this year.

# Additional Resources

**Technical Documents** – Technical Documents are available for each measure and component of the Ohio School Report Cards, Career-Technical Planning District report cards and report cards for schools operating Dropout Prevention and Recovery programs. These documents explain the history and calculation in typical years.

**Report Card FAQs** – The Report Card Frequently Asked Questions are updated regularly with information on the 2020-2021 report cards. The FAQs also include a link to a Report Card Quick View document that outlines the data that will be reported on the report cards and available via download files.

**2019 Report Card Guide** – The 2019 Report Card Guide provides helpful information on the value and use of each report card measure and data points in prior years. This can be used to help compare the data available in a typical year versus this year.

**Back to School: Resources for Return Information** – This webpage provides information and resources to support the academic, social and emotional needs of each Ohio student. Resources on the page will assist Ohio's education community in achieving a safe and successful 2021-2022 school year.

***For additional questions:*** Office of Accountability, [accountability@education.ohio.gov](mailto:accountability@education.ohio.gov), (614) 466-5853

# Upcoming Report Card Reforms

The Ohio General Assembly passed House Bill 82 in June 2021, which included changes to the Ohio School Report Cards for schools and districts. Governor DeWine signed the bill into law on July 1, and it becomes effective on Sept. 30, 2021.

The key provisions of this bill reform Ohio's school accountability system starting with the 2021-2022 school year. This reform was passed after years of collaborative research and design by education stakeholders, including the major education associations, business community and General Assembly. The Ohio Department of Education will begin work to implement these new reforms after the release of this year's 2020-2021 report cards in October.

Some of major highlights are listed below.

- Starting with the 2021-2022 school year, the report card will include six components: Gap Closing, Achievement, Progress, Graduation, Early Literacy and College, Career, Workforce and Military Readiness.
- The rating system will stop using the A-F grade scale and start using a 1-5 star scale. The components will be rated using the 1-5 star scale starting with the 2021-2022 school year, except for the College, Career, Workforce and Military Readiness component, which will not be rated until the 2024-2025 school year. The overall rating will be added starting with the 2022-2023 school year.
- The Achievement component will be based solely on the Performance Index. The previously graded Indicators Met measure now will be reported for informational purposes only.
- The Progress component will include three years of data, and the calculation will weight the most recent year higher than the two prior years. This means the calculation will include student growth over a three-year period, but the most recent year will impact the component rating more than the two prior years.
- The Early Literacy component will be expanded to include the percent of students scoring proficient or higher on the third-grade reading segment of the English language arts state test, whether the school or district is making progress to improve off-track readers and the percent of students promoted to fourth grade.
- New Student Opportunity Profiles will be phased in starting with the 2022-2023 school year. These profiles will include data on educators, staffing, enrollment and participation in specialized courses and extracurriculars — among many other items. This data will be reported for informational purposes only and will not factor into a school or district rating.

More information will be released throughout the implementation process.

## Ohio School Report Cards

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