



# 2018-2019 State Report Card

Board of Education Presentation  
October 9, 2018

# Agenda



1. Overview (Mrs. Aug)
2. Three Rivers Elementary (Principal Biedenbach)
3. Taylor Middle School (Principal Simms & Team Leaders)
4. Taylor High School (Principal Baggett & Asst. Principal Bloomstrom)
5. Wrap up (Mrs. Aug)



District Grade

## District Overview

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 ten measures and six components.

District Details

View Schools

Financial Data

Print

[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

The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.



Component Grade

[View More Data](#)

[Gifted Data](#)

### Progress

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



Component Grade

[View More Data](#)

### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable students in English language arts, math, graduation and English language proficiency.



Component Grade

[View More Data](#)

### Graduation Rate

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



Component Grade

[View More Data](#)

### Improving At-Risk K-3 Readers

This component looks at how successful the school is at improving at-risk K-3 readers.



Component Grade

[View More Data](#)

### 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 all future opportunities.



Component Grade

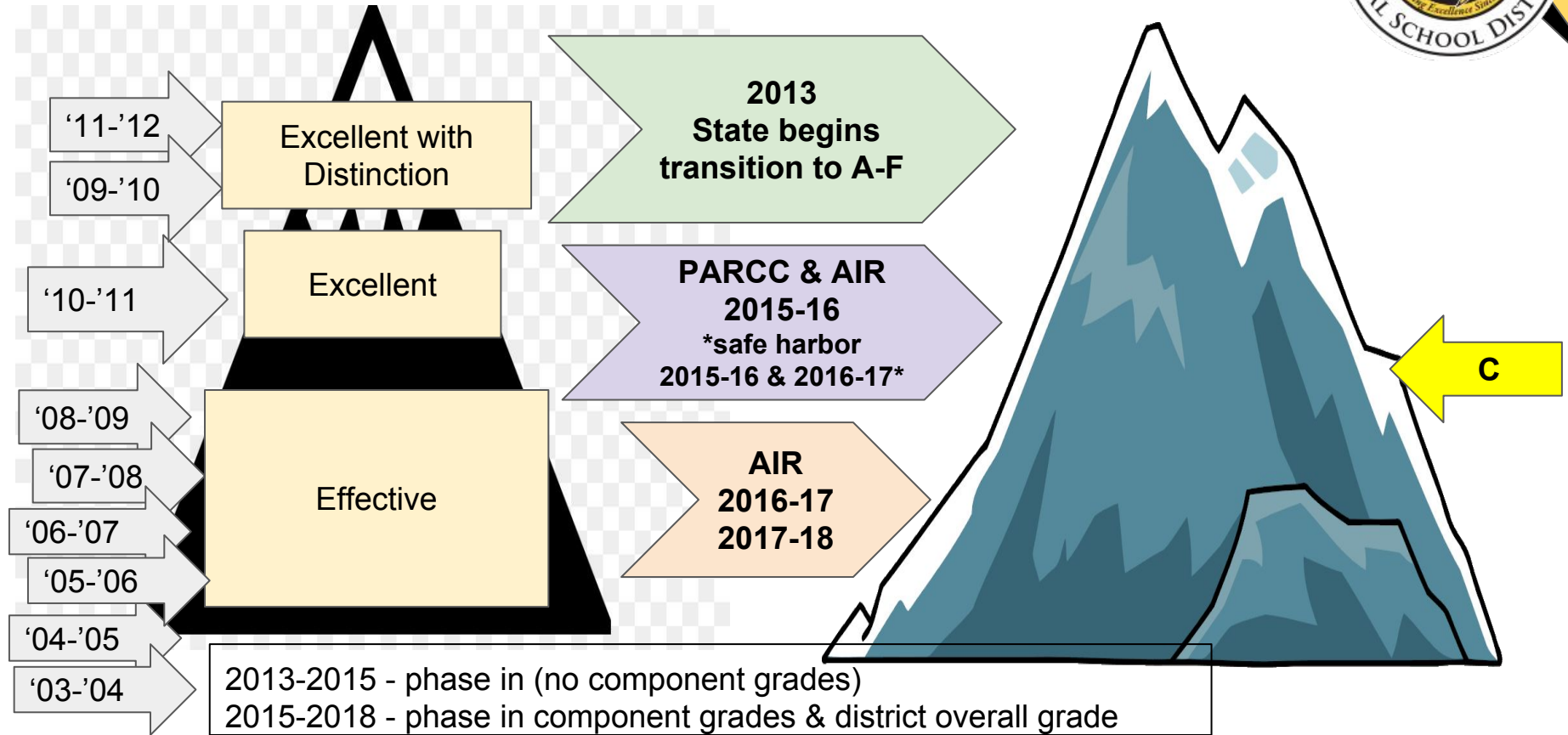
[View More Data](#)



SUCCESS  
IS NOT AN INSTANT RESULT  
BUT  
IT IS A RESULT OF  
A LONG JOURNEY AND HARD WORK



# Our Journey





# What the Report Card Measures...

“The obligation of the education system is to work diligently to help students reach those expectations. That’s why Ohio issues annual report cards for every public district and school, based on student academic performance and growth as measured by state tests.” (*Guide to 2018 Ohio School Report Cards, p.3*)

**Achievement**

**Progress**

**Gap Closing**

**Graduation Rate**

**Improving at risk K–3 Readers**

**Prepared for Success**

# How districts are expected to use the report card?



Tess Elshoff, President of the State BOE and State Superintendent Paolo DeMaria, say:

“...schools and districts, as well as policymakers, will use the report cards to support ongoing discussions about school performance and to make well-informed decisions about teaching and improvement strategies. We’re proud of the dedication people bring to these discussions and are confident that by working together and identifying effective practices, we’ll create a bright and fulfilling future for our children and our state.”

*(Guide to 2018 Ohio School Report Cards, p.3)*

# Our Story



## A Tale of Two Districts

State report cards tell a story



Two districts with the same overall grade – that means they’re the same, right?

Wrong.

The details matter. Take a deeper look and you’ll see these report cards tell different stories. Each district has its own strengths and weaknesses, and the report cards help us have important discussions about them.

What are we doing well? Where do we need to improve? Knowing these things can drive improvement in our schools and benefit each of Ohio’s 1.7 million schoolchildren.



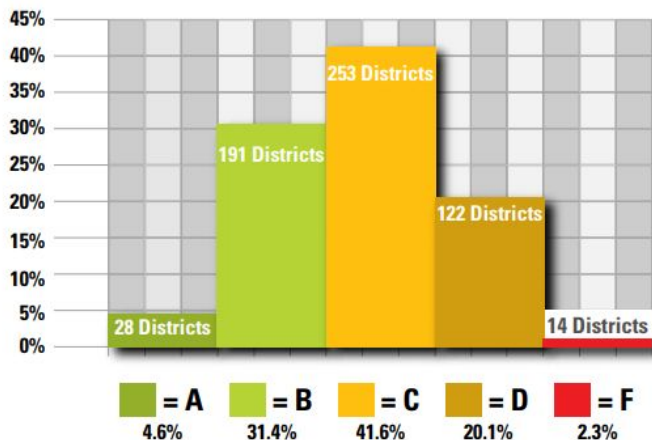
# Overall Grade



## 608 Ohio Districts

A - 28      D - 122  
B - 191      F - 14  
C - 253

2018 Overall Grade Distribution for Districts



## Three Rivers Local School District

Overall District Component Grade

C

Taylor High School Component Grade  
(grades 7-12)

D

Three Rivers Elementary Component Grade  
(grades K-6)

C

# Achievement Component



608 Ohio Districts	Three Rivers Local School District	TRLSD Additional Details
<p><b><u>Achievement Component</u></b>            A - 14            B - 72            C - 211            D - 289            F - 22</p> <p><b><u>% Indicators Met</u></b>            A - 33            B - 22            C - 30            D - 87            F - 436</p>	<p><b><u>Achievement Component</u></b>            Overall - D            % Indicators Met - F</p> <p><i><u>Three Rivers Elementary</u></i>            Overall - C            % Indicators Met - F</p> <p><i><u>Taylor High School</u></i>            Overall - C            % Indicators Met - F</p>	<p><b><u>2016-17</u></b></p> <ul style="list-style-type: none"> <li>Met 3/23 indicators</li> </ul> <p><b><u>2017-18</u></b></p> <ul style="list-style-type: none"> <li>Met 6/24 indicators</li> <li>Increased % passing on 6 tests</li> <li>Met 4 testing indicators</li> <li>Met chronic absenteeism &amp; EOC indicators as well</li> <li>Three Rivers students scored in the 70s on an additional 8 indicators</li> </ul>



# Value Added Rankings

Includes public, community and STEM schools (public schools ranked by district data)  
Total # included in rankings = 856

***TRLSD is ranked 414/856 with a gain index of 0.41***

<u>Overall Value Added rankings</u>	<u>Gain index by letter grade</u>	<u>CHL/Neighboring Rankings</u>
A - 340 LEAs	A: 2.01 to 32.57	Southwest Local #12 (A)
B - 47 LEAs	B: 1.01 to 1.98	Mariemont #35 (A)
C - 85 LEAs	C: -0.97 to 0.97	Oak Hills #104 (A)
D - 47 LEAs	D: -2.0 to .1.05	Ross Local #134 (A)
F - 337 LEAs	F: -75.58 to -2.01	Indian Hill #212 (A)
		Madeira City #220 (A)
		Reading Community #257 (A)
		Northwest Local #319 (A)
		Deer Park #410 (C)
		<b><i>TRLSD #414 (C)</i></b>
		Wyoming City #431 (C)
		Finneytown #840 (F)
		Cincinnati Public #856 (F)

# Performance Index Rankings



Includes public, community and STEM schools (public schools ranked by district data)  
Total # included in rankings = 872

TRLSD ranked 363/872 LEAs

## Overall PI Rankings

A - 9 LEA  
B - 147 LEAs  
C - 330 LEAs  
D - 277  
F - 109  
Not Ranked - 3

## PI Index for ranking

A: 108.029 to 114.510  
B: 95.953 to 107.726  
C: 83.947 to 95.933  
D: 59.949 to 83.909  
F: 33.026 to 59.857

## CHL/Neighboring Schools

Indian Hill #5 (A)  
Madeira City #8 (B)  
Wyoming City #12 (B)  
Mariemont #13 (B)  
Ross Local #108 (B)  
Oak Hills #130 (B)  
Southwest Local #223 (C)  
Deer Park #315 (C)  
**TRLSD #363 (C)**  
Reading Community #403 (C)  
Finneytown #574 (D)  
Northwest Local #576 (D)  
Cincinnati Public #646 (D)

# Gifted Indicator



608 Ohio Districts

Three Rivers Local School District

38 - Met the indicator  
568 - Did not meet the indicator

Not Met

- TRLSD did meet 2 out of 3 of the components that make up this grade
- Met Value-Added & component points, but missed PI by 2.213 points

**\*\*TRLSD ranked 73/563 districts in the State in gifted rankings\*\***

CHL Rankings

Mariemont is #5  
Madeira #13  
Indian Hill #20  
**TRLSD #73**  
Wyoming #159  
Reading #211  
Deer Park #464  
Finneytown #524

Neighboring Districts

Southwest Local #127  
Ross Local #154  
Oak Hills #160  
Northwest Local #297  
Cincinnati Public #541

# Gifted Indicator



## % of gifted students in Three Rivers who scored ADVANCED (5) on state tests in grades 3-8

### 3rd Grade

Math	86%
Lang Arts	77%

### 4th Grade

Math	100%
Lang Arts	74%

### 5th Grade

Math	84%
Lang Arts	75%
Science	84%

### 6th Grade

Math	53%
Lang Arts	64%

### 7th Grade

Math	95%
Lang Arts	73%

### 8th Grade

Math	66%
Lang Arts	46%
Science	85%



Three Rivers Elementary

Adam Biedenbach, Principal

Katie Conley, Instructional Specialist

# 2017-18 Report Card



## Ohio School Report Cards



| Three Rivers Elementary School Grade **C** School at a glance

[State](#) [Download Data](#) [Archives](#) [Resources](#)



School Grade

## School Overview

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[View District](#)

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[Financial Data](#)

[Print](#)

### Achievement

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Component Grade

[View More Data](#)

[Gifted](#)

### Progress

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Component Grade

[View More Data](#)

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Component Grade

# Achievement

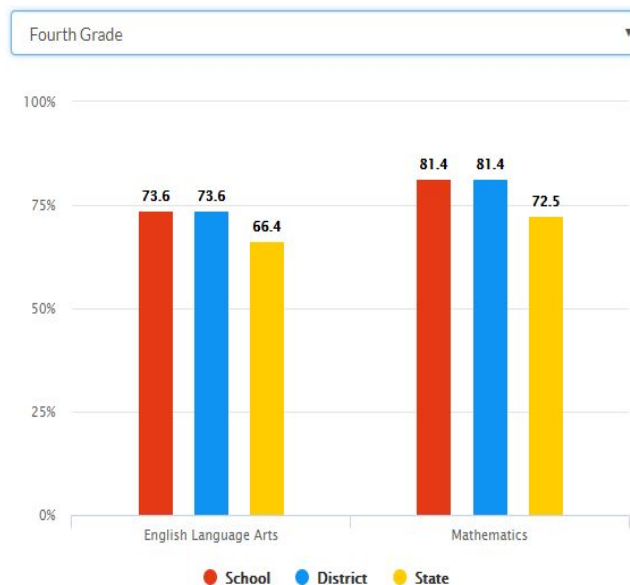
The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.



Third Grade	
English Language Arts	71.5%
Mathematics	76.0%
Fourth Grade	
English Language Arts	73.6%
Mathematics	81.4%



This chart compares the school to its district and to the state as a whole for each test.

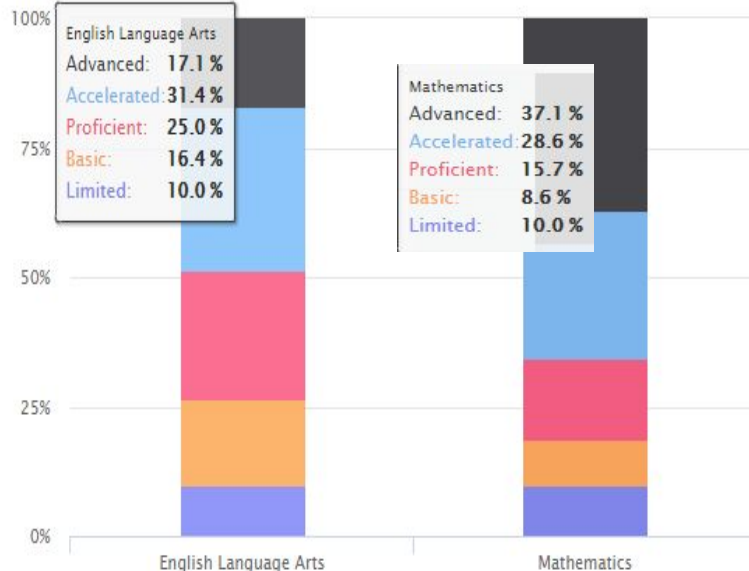
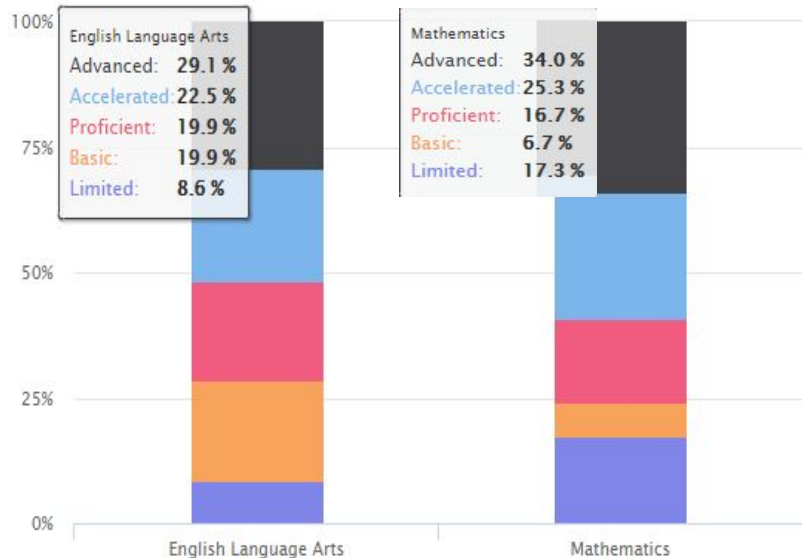


This chart compares the school to its district and to the state as a whole for each test.



Third Grade

Fourth Grade



● Limited    ● Basic    ● Proficient    ● Accelerated  
● Advanced    ● Advanced Plus

● Limited    ● Basic    ● Proficient    ● Accelerated  
● Advanced    ● Advanced Plus



Component Grade

# 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. It also measures how schools are doing in helping English learners to become proficient in English.



## Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of each student group to the expected performance goals for that group to determine if gaps exist. These charts show how well each group compares to the state average in ELA, math and graduation. A fourth AMO measures whether English Learners are making progress towards becoming proficient in English. The ultimate goal is for all groups to achieve at high levels.

**C 75.0%**

### Grade Key

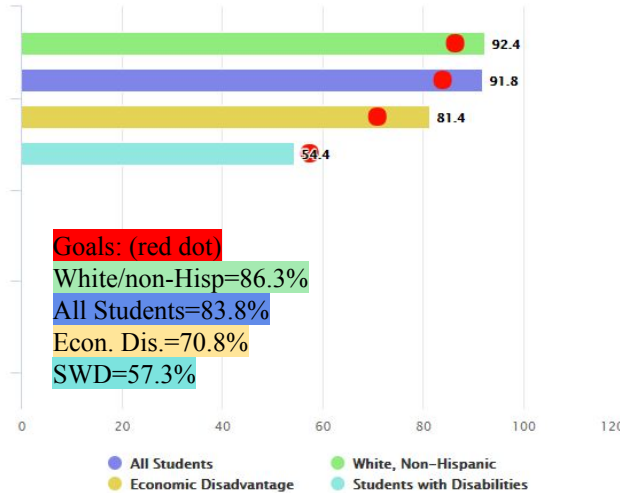
- A = 90.0 - 100.0
- B = 80.0 - 89.9%
- C = 70.0 - 79.9%
- D = 60.0 - 69.9%
- F = 0.0 - 59.9%

## Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are seven levels on the index and schools receive points for every student who takes a test. The higher the achievement level, the more points awarded in the schools's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

English Language Arts Math Graduation Rate English Learners

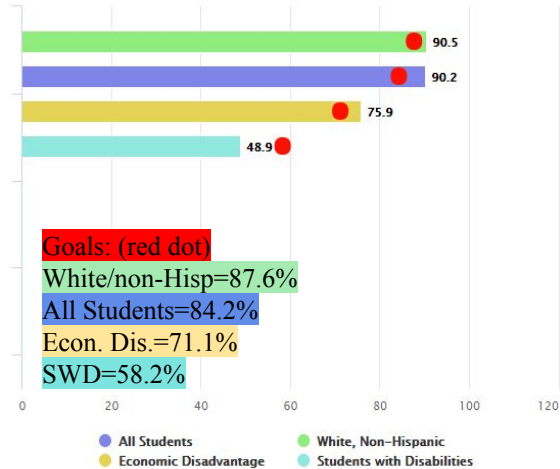
### Performance Index by Subgroup



Each student subgroup has its own interim goal. Meeting the subgroup goals is one of the ways to meet Annual Measurable Objectives. Subgroups with fewer than 25 students are not rated and do not appear on the graphs.

English Language Arts Math Graduation Rate English Learners

### Performance Index by Subgroup



Each student subgroup has its own interim goal. Meeting the subgroup goals is one of the ways to meet Annual Measurable Objectives. Subgroups with fewer than 25 students are not rated and do not appear on the graphs.

# B

## Component Grade

# Progress

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

For more detailed data on Progress and Value-Added, [click here](#).



# A

## Overall

This measures the progress for all students in math, ELA, and science using tests in grades 4-8 and some end-of-course exams.

# A

## Gifted Students

This measures the progress for students identified as gifted in reading, math, science, and/or superior cognitive ability.

# F

## Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading, math, or science achievement.

# C

## Students with Disabilities

This measures the progress for students with disabilities.

## Progress Details

These tables show the Progress scores by test 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	Progress			
	English Language Arts	Mathematics	Science	All Tests
4th Grade				

## What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

- Students made more progress than expected - significant evidence
- Students made more progress than expected - moderate evidence
- Students made progress similar to the statewide expectation - evidence
- Students made less progress than expected - moderate evidence
- Students made less progress than expected - significant evidence
- Value Added data is not available

# K-3 Literacy



## 608 Ohio Districts

Breakdown by grade:

A - 13

B - 59

C - 246

D - 204

F - 32

NR - 54

% of students promoted to 4th grade: 95%

## Three Rivers Elementary

TRES component grade: C

1 RIMP deduction

% of 3rd graders students promoted to 4th grade: 99.3%

129 Students K-3 students started “off-track” and 54 of those students were moved to “on track” last year.



## Closing the Gap

- Department Meetings
- Co-teaching, Increase access to grade level curriculum
- HIVE-continued benefits of st. ach.
- Intervention Specialists included in CPT meetings
- Addition of Resource Room to move some into classrooms and allow others to perform in Least Restrictive Environment
- Lowest 20% achievement, also benefit from co-teaching model

## Common Planning Time

- Identify Priority Standards
- Align lessons/activities
- Audit/create assessments that accurately measure standards
- Student by student discussion
- Test Item Analysis

## KEYS

2018

TO SUCCESS

## Progress

- 4th grade teams of 2
- Addition of 4th grade teacher with reading endorsement
- Co-teaching (Intervention Spec. push-in)
- Technology Integration Specialist-increase relevance and engagement
- Gifted Inter. Specialist-Dawn Farris
- Moved Katie Conley to building closer to teachers and students
- Guidance Counselor-meeting social/emotional needs (lowest 20%)

powered by



Taylor Middle School

Holly Simms, Principal



# Building Level Response

## Reach Whole Student

- Develop Building Values / Non negotiables
- Addition of part time counselor
- Title Instructor grades 5 / 6
- Children's Home groups
- Positive Behavioral Supports (PBIS)
- Bring in speakers- Social Media, We Are 1, Bullying
- Clubs
- Monthly Events for students grades 5-8



# 5th Grade

5	English Language Arts	60.2%	67.7%	70.2%	△
	Mathematics	62.4%	61.6%	62.9%	△
	Science	67.5%	68.3%	68.5%	△



## Content Area Partners

- Create/give weekly standards-based common assessments
- Complete weekly standards updates where we document students who are below 70%
  - We use this data to target specific skills to reteach and master in a small group setting

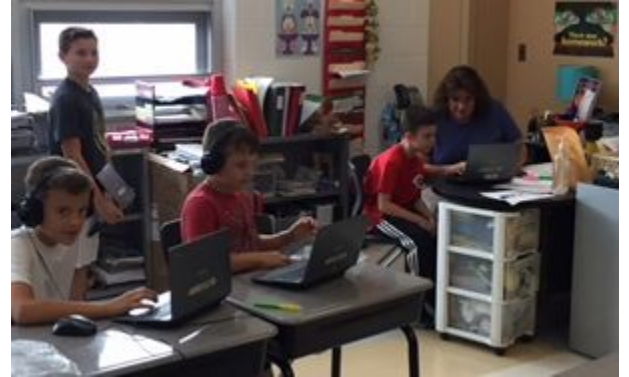


# 5th Grade

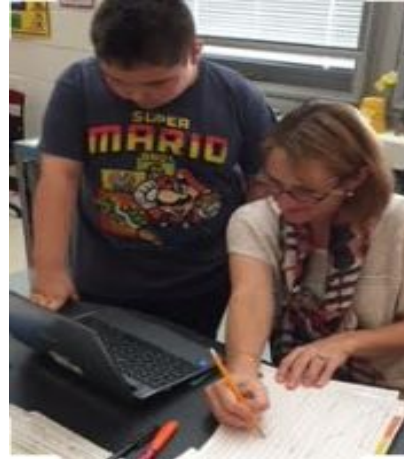


## Intervention

- Focus is on reading
- Targeting students whom are not showing proficiency on their multiple measures (MAP tests, DIBELS, DAZE, Read Live fluency progress reports)
- Identified students are divided by their reading fluency or reading comprehension abilities, and then matched with the appropriate intervention
- Each teacher has 6-7 students in intervention class



# 5th Grade



- Intervention Programs
- **Orton Gillingham** (phonics program)
  - **ReadLive** (reading fluency)
  - **MobyMax** (stories/skills work)
  - **IXL** (specific, targeted reading skills are re-taught and practiced; becomes more rigorous as students manage tasks)
  - **Newsela** (read independently, then collaboratively answer questions)



# 5th Grade



## To Improve on AIR...

- Align content with intervention and gifted specialists\*
- Analyzed results from the previous year's AIR test to identify weaker areas
- Incorporate "AIR type" questions into our weekly lessons and assessments

## Gifted Students State test results 2017-18 Students who scored Advanced (5) in each



<u>5th Grade</u>	<u>All*</u>	<u>All %</u>	<u>SC only</u>	<u>SC %</u>
Math	21/25	84%	18/20	90%
Lang Arts	21/28	75%	16/20	80%
Science	21/25	84%	18/20	90%

# 6th Grade

6	English Language Arts	54.0%	60.2%	59.9%
	Mathematics	56.7%	60.2%	59.4%

## Intervention:

- smaller group size of 5-6 kids per teacher
- focusing on ELA across all contents
- Using various programs
  - ReadLive (fluency program)
  - Orton Gillingham (phonics)
  - Study Island (standards based program)
- Math - teachers are focusing on written response questions and using a common format
- Science and social studies - focusing on Informational text, writing, and comprehension skills





# 6th Grade

## Common Plan Time:

- Teams are documenting and discussing mastery weekly for all students
- Teams continue to work on auditing assessments
- Teams are developing Common Assessments
- Gifted and Intervention Specialists part of discussions and planning
- Teachers weekly discuss shared students' progress in all contents





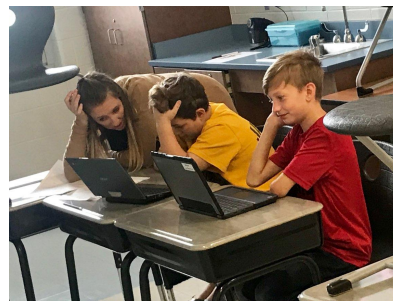
# 6th Grade

## Language Arts in the Classroom:

- Standards drive instruction
- Using same strategy for written response across all contents
- Utilization of Depth of Knowledge
- Finding out more about the criteria the state uses to grade the written portion of the state test, which is now graded by a computer.



# 6th Grade



## Math in the Classroom:

- Focusing on improving rigor on assessments and in teaching methods
- Providing differentiated and individualized instruction
- Allowing all students to move through material at their own pace and skill level
- Looked at state test results to find gaps and new areas of focus

## Social Studies and Science in the Classroom:

- Supporting both ELA and Math by incorporating standards and writing
- Using Informational text within the classroom and text features
- Have students respond to daily prompts making sure to use critical thinking skills



# 7th Grade

7	English Language Arts	53.6%	59.2%	63.9%
	Mathematics	55.3%	56.1%	59.4%



## Common Planning Time

- aligning curriculum with content partner to share and analyze data
- discussing individual student progress in relation to standards and planning interventions and supports for each student
- developing more rigorous assessments
- working to reach whole child

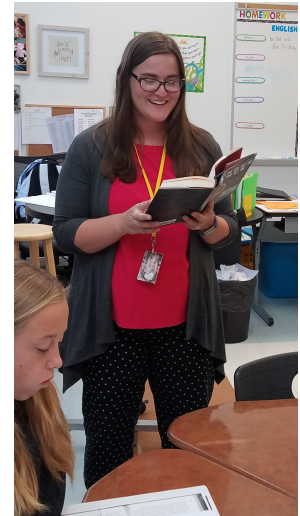
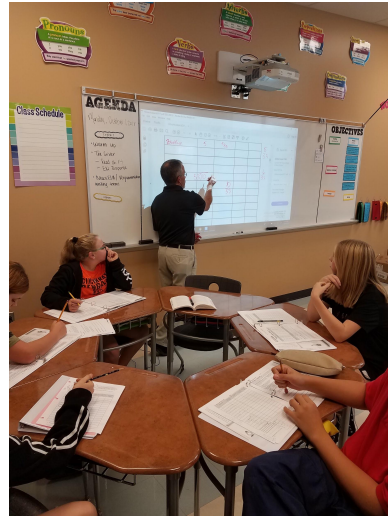
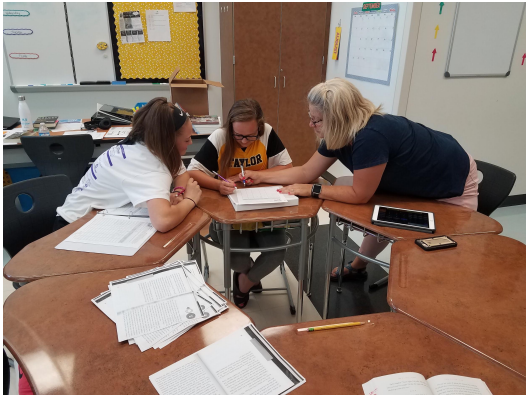
## Reading Across Content

- core teachers adding more reading and writing into the curriculum
- core teachers requiring students to provide evidence in written responses and discussions

# 7th Grade

## Intervention

- Co-taught ELA and Math groups
  - groups of approximately 10 students
  - 2 teachers (1 Math and 1 ELA) per group
  - reading a novel and integrating math during the course of the reading
  - currently focusing on literary text through guided reading





# 7th Grade

## Intervention

- Read Live
  - students work toward individual goals to increase reading fluency
- Support
  - students work with intervention specialist to bridge gaps in content areas



# 7th Grade

## Gifted Instruction

### 2017-2018 AIR Results

- 95% scored Advanced (5) in Math
- 73% scored Advanced (5) in Reading

\*Percentages include Superior Cognitive students and students identified in the content area

Based on last year's AIR results for students identified as gifted, we will continue to plan with gifted specialists, read and analyze challenging texts, and provide enrichment through Khan Academy.

# 8th Grade

8	English Language Arts	47.5%	50.3%	54.5%
	Mathematics	52.7%	54.9%	54.3%
	Science	64.9%	65.8%	67.6%



All subject areas - Revamping assessments (re-teaching/re-tests), individualized Jacket Time, and incorporating Newsela

## Intervention

- \* Two Read Live groups
- \* Two English groups using Read Theory Program that is an individualized program that works on struggling areas based on assessment results
- \* Two Math groups focusing on individual deficiencies such as vocab, written expressions, word problems, and skills not mastered based on Math 8 assessments



# 8th Grade

SS - Increased reading and writing content, Working lunches

Science - Added project based learning, adding extended responses to tests, assessments through varying forms

English - Expanding cross-curricular, Teacher Swaps based on strengths, DBQ, Individualized learning, Regular student conferences

Math - Incorporating more vocab, reading, and skill based individualized learning, using more textbook resources and assessments in year 2 that are more AIR aligned, assessment reviews with students



# 8th Grade Math

2016-2017

Algebra  $72/84 = 86\%$

Math 8  $24/68 = 36\%$

Total  $96/152 = 63\%$

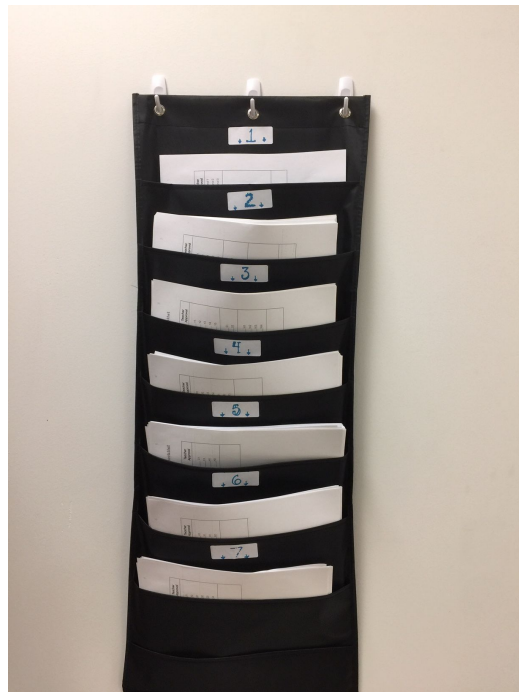
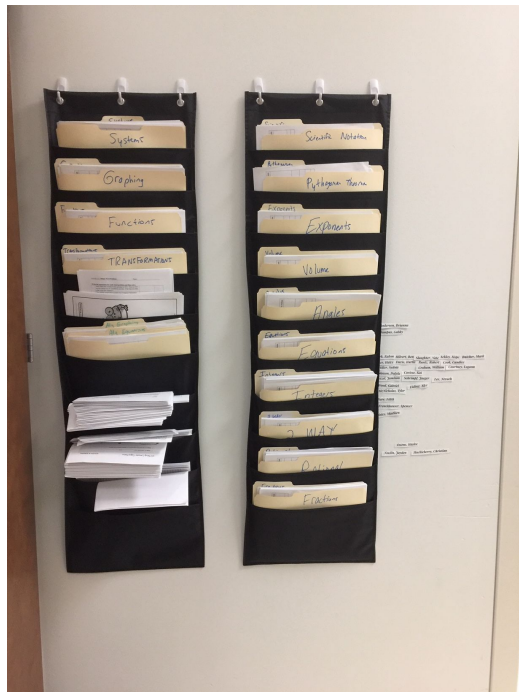
2017-2018

Algebra  $60/60 = 100\%$

Math 8  $70/103 = 68\%$

Total  $130/163 = 80\%$

# 8th Grade - Individualized Skills/Standards Pace







# Taylor High School

## Cear Baggett, Principal

# Taylor High School



Vision:

**Taylor High School will be a recognized School of excellence that prepares children for a changing world.**





# Taylor High School

## Achievement

The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.

D  
 Component  
 Grade

## Performance Index

**71.2%**..... **C**

## Indicators Met

**26.7%**..... **F**

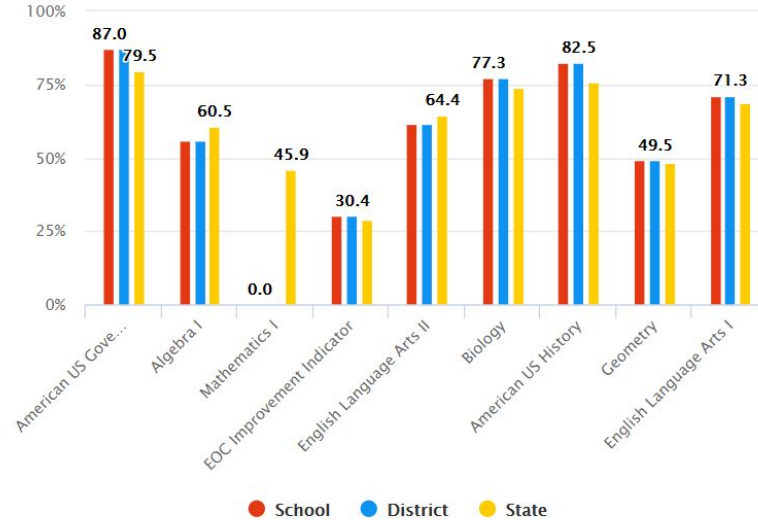
High School		
Algebra I	55.7%	✘
American US Government	87.0%	✔
American US History	82.5%	✔
Biology	77.3%	✘
English Language Arts I	71.3%	✘
English Language Arts II	61.6%	✘
EOC Improvement Indicator	30.4%	✔
Geometry	49.5%	✘
Mathematics I	NC	



# Statewide Comparison

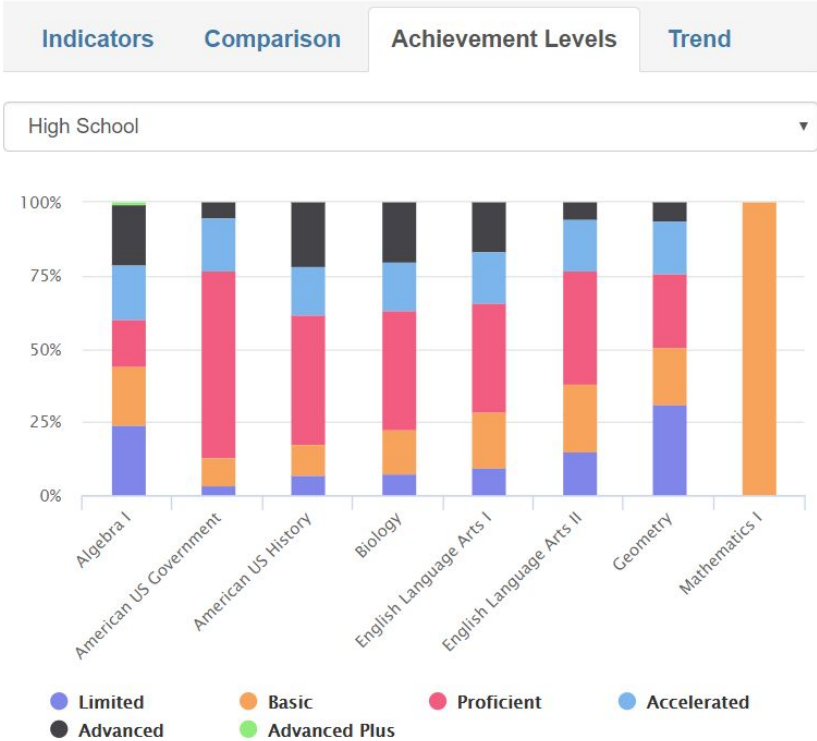
Indicators	Comparison	Achievement Levels	Trend
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High School



This chart compares the school to its district and to the state as a whole for each test.

# Achievement Levels



# Taylor High School



## Graduation Rate

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



Component  
Grade

## Graduation Rates

94.5% of students graduated in 4 years.....	A
98.7% of students graduated in 5 years.....	A



# Taylor High School

## Progress

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**D**  
Component  
Grade

## Value-Added

<b>Overall</b> .....	<b>F</b>
<b>Gifted</b> .....	<b>A</b>
<b>Lowest 20% in Achievement</b> .....	<b>F</b>
<b>Students with Disabilities</b> .....	<b>F</b>

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This measures the progress for students identified as gifted in reading, math, science, and/or superior cognitive ability.

### Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading, math, or science achievement.

### Students with Disabilities

This measures the progress for students with disabilities.



# Students with Disabilities

- Common Plan & Collaboration Time
  - Special Education Department leading staff development once a week
- Restructure & Support
  - ELA certified IS, aide/teacher support in tested areas
- Creation & Location of Classes
  - Intervention Biology, sharing spaces, utilizing mathematics departmental rooms
- Support & Transitions
  - Making learning relevant, post-secondary planning, Transition Coordinator
- Remediation Courses
  - Utilizing virtual software to remediate for winter testing
- Vertical Alignment
  - Binders to track student work samples and data, grade levels meet for transitions





# Taylor High School

## Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable students in English language arts, math, graduation and English language proficiency.

Annual Measurable Objectives:

60.0%.....

# Taylor High School



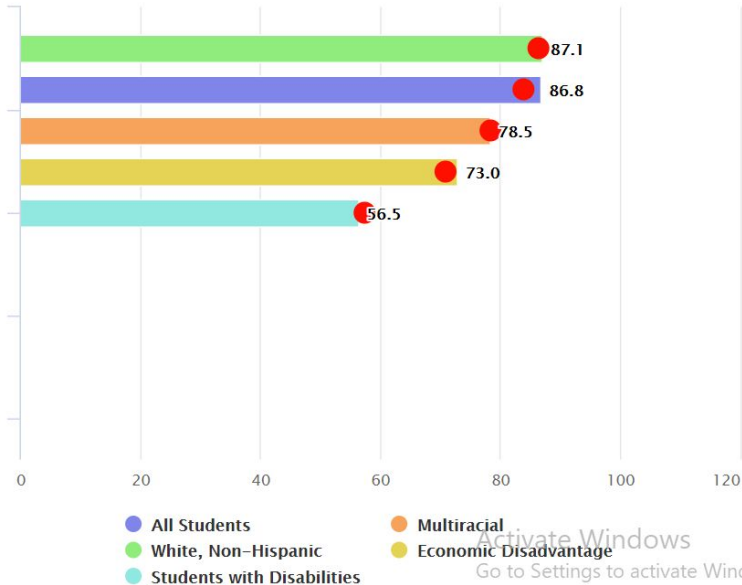
English Language Arts Math **Graduation Rate**

English Learners

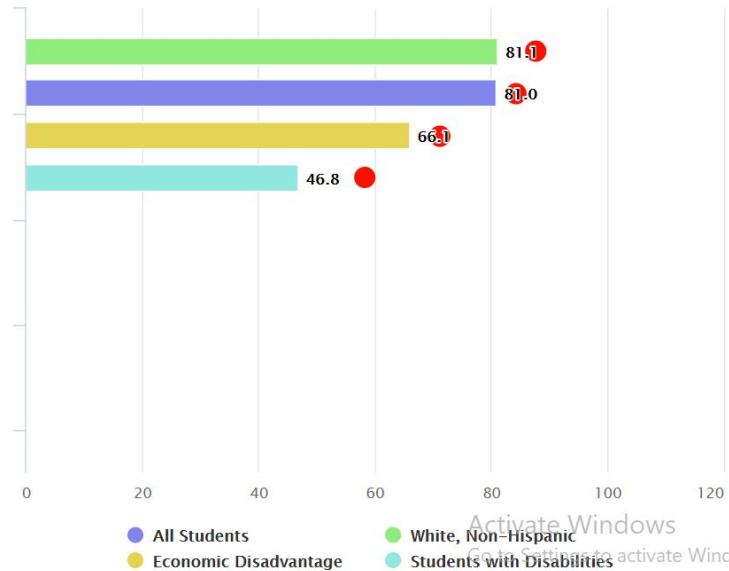
English Language Arts Math **Graduation Rate**

English Learners

Performance Index by Subgroup



Performance Index by Subgroup



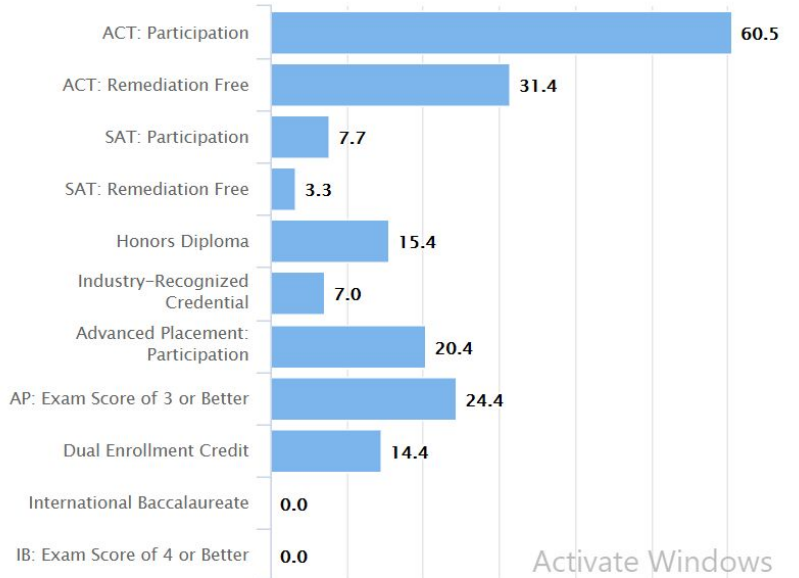
# Taylor High School



Graduates Ready

College Ready

## How Prepared were Your 2016 and 2017 Graduating Classes?



Activate Windows  
Go to Settings to activate Windows.

## 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 all future opportunities.



Component  
Grade

# Prepared for Success



- Torch Prep - Practice ACT all 11th grade in Nov
- ACT given to all 11th grade in March (for no cost)
- Plan for your Future Day -Pre-ACT/PSAT/NMSQT given to all 9-11 graders (October)
- ACT Prep Course - 2018-2019 School Year
- Honors Diploma
- Working with Oaks for Job Keys and Credentialing Programs
- Addition of AP Courses
- College Credit Plus (CCP)- more on campus and off campus opportunities available to THS students
- Scheduling Fair - CCP Meeting, Pushing students to take challenging courses/matching students and their needs (MAP)



# Instructional Strategies at Taylor High School

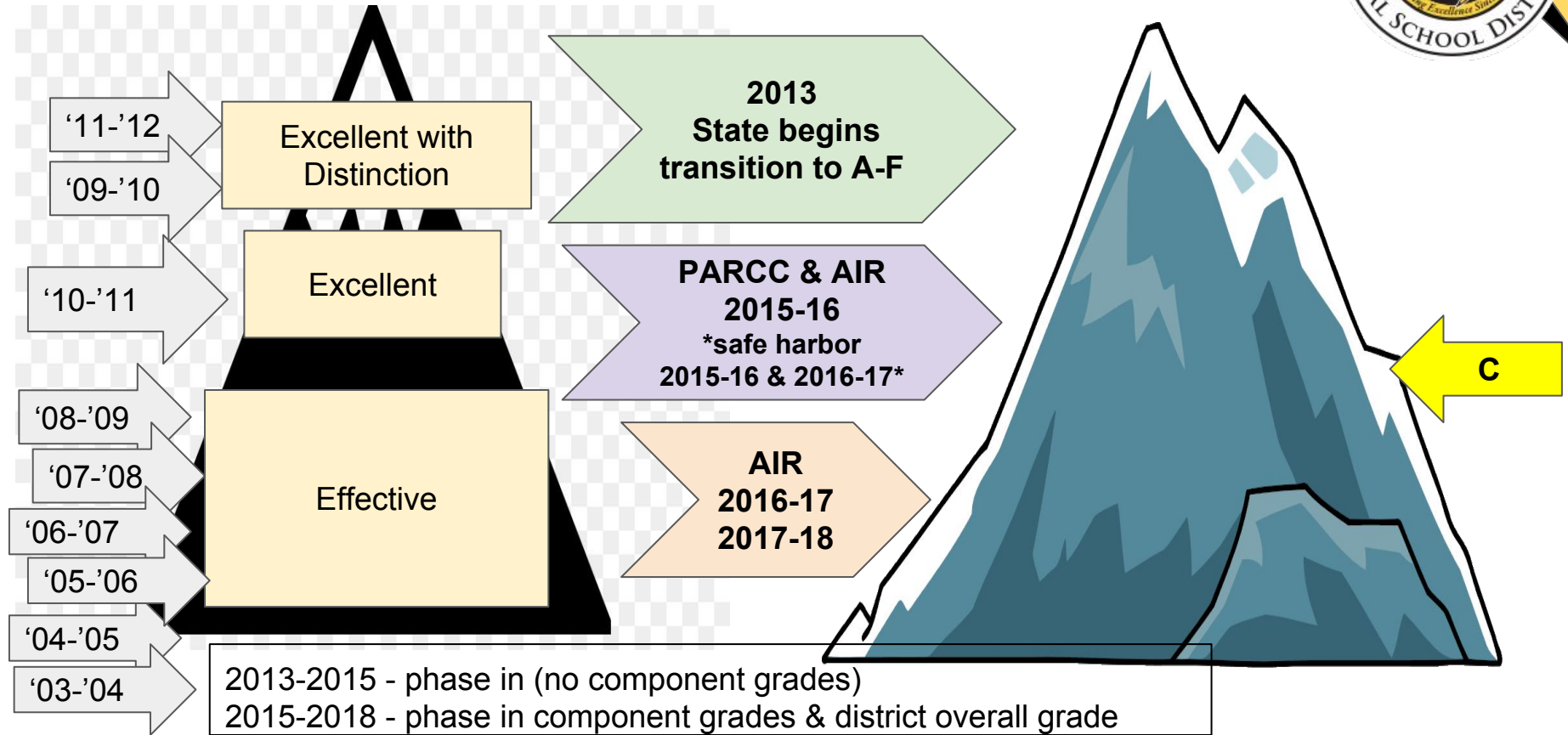
- Weekly Under 80 Report
- Targeting lowest 20% achievement
- Common Planning Time + Common Assessments
- Analyze short cycle assessment data to reteach, enrich students
- Instructional coaches from HCESC for ELA and Math
- Feedback to teachers on instructional design and delivery
- Biology bootcamp
- Writing across content areas



# Closing



# Our Journey



'11-'12

'09-'10

Excellent with Distinction

2013 State begins transition to A-F

'10-'11

Excellent

PARCC & AIR 2015-16 \*safe harbor 2015-16 & 2016-17\*

'08-'09

Effective

AIR 2016-17 2017-18

'07-'08

'06-'07

'05-'06

'04-'05

'03-'04

C

2013-2015 - phase in (no component grades)  
2015-2018 - phase in component grades & district overall grade



# Resources

Click [HERE](#) to access the 2018-19 State Report Card.

Click [HERE](#) to search for district and/or school report cards.

Click [HERE](#) to find archived report cards.

Click [HERE](#) to read the “Ohio Guide to 2018 Ohio School Report Cards.”

Click [HERE](#) to access the technical documentation on the 2017-18 Prepared for Success Measure.

Click [HERE](#) to access the technical documentation for the 2017-18 AMO Gap Closing Measure.