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 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.

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
D

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

Component Grade
C

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
D

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
A

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

Component Grade
C

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

2013 - state begins transition to A-F

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

AIR 2016-17 2017-18

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

<table>
<thead>
<tr>
<th>Overall Grade Distribution for Districts</th>
<th>Three Rivers Local School District</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>608 Ohio Districts</strong></td>
<td><strong>Three Rivers Local School District</strong></td>
</tr>
<tr>
<td>A - 28</td>
<td>Overall District Component Grade</td>
</tr>
<tr>
<td>B - 191</td>
<td>C</td>
</tr>
<tr>
<td>C - 253</td>
<td>Taylor High School Component Grade</td>
</tr>
<tr>
<td></td>
<td>(grades 7-12) D</td>
</tr>
<tr>
<td></td>
<td>Three Rivers Elementary Component Grade</td>
</tr>
<tr>
<td></td>
<td>(grades K-6) C</td>
</tr>
</tbody>
</table>
## Achievement Component

<table>
<thead>
<tr>
<th>608 Ohio Districts</th>
<th>Three Rivers Local School District</th>
<th>TRLSD Additional Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achievement Component</strong></td>
<td><strong>Achievement Component</strong></td>
<td><strong>2016-17</strong></td>
</tr>
<tr>
<td>A - 14</td>
<td>Overall - D</td>
<td>● Met 3/23 indicators</td>
</tr>
<tr>
<td>B - 72</td>
<td>% Indicators Met - F</td>
<td><strong>2017-18</strong></td>
</tr>
<tr>
<td>C - 211</td>
<td><strong>Three Rivers Elementary</strong></td>
<td>● Met 6/24 indicators</td>
</tr>
<tr>
<td>D - 289</td>
<td>Overall - C</td>
<td>● Increased % passing on 6 tests</td>
</tr>
<tr>
<td>F - 22</td>
<td>% Indicators Met - F</td>
<td>● Met 4 testing indicators</td>
</tr>
<tr>
<td><strong>% Indicators Met</strong></td>
<td><strong>Taylor High School</strong></td>
<td>● Met chronic absenteeism &amp; EOC indicators as well</td>
</tr>
<tr>
<td>A - 33</td>
<td>Overall - C</td>
<td>● Three Rivers students scored in the 70s on an additional 8 indicators</td>
</tr>
<tr>
<td>B - 22</td>
<td>% Indicators Met - F</td>
<td></td>
</tr>
</tbody>
</table>
## 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**

<table>
<thead>
<tr>
<th>Overall Value Added rankings</th>
<th>Gain index by letter grade</th>
<th>CHL/Neighboring Rankings</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - 340 LEAs</td>
<td>A: 2.01 to 32.57</td>
<td>Southwest Local #12 (A)</td>
</tr>
<tr>
<td>B - 47 LEAs</td>
<td>B: 1.01 to 1.98</td>
<td>Mariemont #35 (A)</td>
</tr>
<tr>
<td>C - 85 LEAs</td>
<td>C: -0.97 to 0.97</td>
<td>Oak Hills #104 (A)</td>
</tr>
<tr>
<td>D - 47 LEAs</td>
<td>D: -2.0 to .105</td>
<td>Ross Local #134 (A)</td>
</tr>
<tr>
<td>F - 337 LEAs</td>
<td>F: -75.58 to -2.01</td>
<td>Indian Hill #212 (A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Madeira City #220 (A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Community #257 (A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Northwest Local #319 (A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deer Park #410 (C)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TRLSD #414 (C)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wyoming City #431 (C)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finneytown #840 (F)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cincinnati Public #856 (F)</td>
</tr>
</tbody>
</table>
# Performance Index Rankings

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

<table>
<thead>
<tr>
<th>Overall PI Rankings</th>
<th>PI Index for ranking</th>
<th>CHL/Neighboring Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - 9 LEA</td>
<td>A: 108.029 to 114.510</td>
<td>Indian Hill #5 (A)</td>
</tr>
<tr>
<td>B - 147 LEAs</td>
<td>B: 95.953 to 107.726</td>
<td>Madeira City #8 (B)</td>
</tr>
<tr>
<td>C - 330 LEAs</td>
<td>C: 83.947 to 95.933</td>
<td>Wyoming City #12 (B)</td>
</tr>
<tr>
<td>D - 277</td>
<td>D: 59.949 to 83.909</td>
<td>Mariemont #13 (B)</td>
</tr>
<tr>
<td>F - 109</td>
<td>F: 33.026 to 59.857</td>
<td>Ross Local #108 (B)</td>
</tr>
<tr>
<td>Not Ranked - 3</td>
<td></td>
<td>Oak Hills #130 (B)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Southwest Local #223 (C)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deer Park #315 (C)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TRLSD #363 (C)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Community #403 (C)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finneytown #574 (D)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Northwest Local #576 (D)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cincinnati Public #646 (D)</td>
</tr>
</tbody>
</table>

TRLSD ranked 363/872 LEAs
# Gifted Indicator

<table>
<thead>
<tr>
<th>608 Ohio Districts</th>
<th>Three Rivers Local School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>38 - Met the indicator</td>
<td>Not Met</td>
</tr>
<tr>
<td>568 - Did not meet the indicator</td>
<td>TRLSD did meet 2 out of 3 of the components that make up this grade</td>
</tr>
<tr>
<td></td>
<td>Met Value-Added &amp; component points, but missed PI by 2.213 points</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math</th>
<th>Lang Arts</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>86%</td>
<td>77%</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>100%</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>84%</td>
<td>75%</td>
<td>84%</td>
</tr>
<tr>
<td>6th</td>
<td>53%</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>95%</td>
<td>73%</td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>66%</td>
<td>46%</td>
<td>85%</td>
</tr>
</tbody>
</table>
Three Rivers Elementary
Adam Biedenbach, Principal
Katie Conley, Instructional Specialist
2017-18 Report Card

Ohio School Report Cards

School Overview

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<table>
<thead>
<tr>
<th>Component Grade</th>
<th>Third Grade</th>
<th>Fourth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>71.5%</td>
<td>73.6%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>76.0%</td>
<td>81.4%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>White/non-Hisp</th>
<th>All Students</th>
<th>Econ. Dis.</th>
<th>SWD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals: (red dot)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White/non-Hisp</td>
<td>86.3%</td>
<td>83.8%</td>
<td>70.8%</td>
<td>57.3%</td>
</tr>
<tr>
<td>All Students</td>
<td>87.6%</td>
<td>84.2%</td>
<td>71.1%</td>
<td>58.2%</td>
</tr>
<tr>
<td>Goals: (red dot)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White/non-Hisp</td>
<td>87.6%</td>
<td>84.2%</td>
<td>71.1%</td>
<td>58.2%</td>
</tr>
<tr>
<td>All Students</td>
<td>86.3%</td>
<td>83.8%</td>
<td>70.8%</td>
<td>57.3%</td>
</tr>
</tbody>
</table>

### 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 school’s index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

Each student subgroup has its own interim goal. Meeting the subgroup goal 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.
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.

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.

Gifted Students
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.

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.

<table>
<thead>
<tr>
<th>Test Grade</th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>All Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

- **Green**: Students made more progress than expected - significant evidence
- **Orange**: Students made more progress than expected - moderate evidence
- **Yellow**: Students made progress similar to the statewide expectation - evidence
- **Red**: Students made less progress than expected - moderate evidence
- **Gray**: Students made less progress than expected - significant evidence
- **Value Added data is not available**
# K-3 Literacy

<table>
<thead>
<tr>
<th>608 Ohio Districts</th>
<th>Three Rivers Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakdown by grade:</td>
<td>TRES component grade: C</td>
</tr>
<tr>
<td>A - 13</td>
<td>1 RIMP deduction</td>
</tr>
<tr>
<td>B - 59</td>
<td>% of 3rd graders students promoted to 4th grade: 99.3%</td>
</tr>
<tr>
<td>C - 246</td>
<td>129 Students K-3 students started “off-track” and 54 of those students were moved to “on track” last year.</td>
</tr>
<tr>
<td>D - 204</td>
<td></td>
</tr>
<tr>
<td>F - 32</td>
<td></td>
</tr>
<tr>
<td>NR - 54</td>
<td></td>
</tr>
</tbody>
</table>

% of students promoted to 4th grade: 95%
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

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%)
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

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)

Graphing Progress to earn rewards!
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 subject area

<table>
<thead>
<tr>
<th>Subject</th>
<th>All*</th>
<th>All %</th>
<th>SC only</th>
<th>SC %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>21/25</td>
<td>84%</td>
<td>18/20</td>
<td>90%</td>
</tr>
<tr>
<td>Lang Arts</td>
<td>21/28</td>
<td>75%</td>
<td>16/20</td>
<td>80%</td>
</tr>
<tr>
<td>Science</td>
<td>21/25</td>
<td>84%</td>
<td>18/20</td>
<td>90%</td>
</tr>
</tbody>
</table>

Did well, but still room for improvement
6th Grade

<table>
<thead>
<tr>
<th></th>
<th>54.0%</th>
<th>60.2%</th>
<th>59.9%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>56.7%</td>
<td>60.2%</td>
<td>59.4%</td>
</tr>
</tbody>
</table>

**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
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

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: $\frac{72}{84} = 86\%$
- Math 8: $\frac{24}{68} = 36\%$
- Total: $\frac{96}{152} = 63\%$

### 2017-2018
- Algebra: $\frac{60}{60} = 100\%$
- Math 8: $\frac{70}{103} = 68\%$
- Total: $\frac{130}{163} = 80\%$
8th Grade - Individualized Skills/Standards Pace
Taylor High School
Ceair Baggett, Principal

-Make parent phone calls
(Thursday Oct 18)
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.

Performance Index
- 71.2%................................................................. C
- Indicators Met
- 26.7%.............................................................. F

Component Grade

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>55.7%</td>
<td></td>
</tr>
<tr>
<td>American US Government</td>
<td>87.0%</td>
<td>✔️</td>
</tr>
<tr>
<td>American US History</td>
<td>82.5%</td>
<td>✔️</td>
</tr>
<tr>
<td>Biology</td>
<td>77.3%</td>
<td></td>
</tr>
<tr>
<td>English Language Arts I</td>
<td>71.3%</td>
<td></td>
</tr>
<tr>
<td>English Language Arts II</td>
<td>61.6%</td>
<td></td>
</tr>
<tr>
<td>EOC Improvement Indicator</td>
<td>30.4%</td>
<td>✔️</td>
</tr>
<tr>
<td>Geometry</td>
<td>49.5%</td>
<td></td>
</tr>
<tr>
<td>Mathematics I</td>
<td>NC</td>
<td></td>
</tr>
</tbody>
</table>
Statewide Comparison

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

Graduation Rates
94.5% of students graduated in 4 years
98.7% of students graduated in 5 years
## Taylor High School

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

<table>
<thead>
<tr>
<th>Component Grade</th>
<th>Overall</th>
<th>Gifted</th>
<th>Lowest 20% in Achievement</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
</tbody>
</table>

### Value-Added

<table>
<thead>
<tr>
<th>Component Grade</th>
<th>Overall</th>
<th>Gifted</th>
<th>Lowest 20% in Achievement</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>A</td>
<td>F</td>
<td>F</td>
</tr>
</tbody>
</table>

**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.

**Gifted Students**
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 Objective: 60.0%
## Taylor High School

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Graduates Ready</th>
<th>College Ready</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT: Participation</td>
<td>60.5</td>
<td></td>
</tr>
<tr>
<td>ACT: Remediation Free</td>
<td>31.4</td>
<td></td>
</tr>
<tr>
<td>SAT: Participation</td>
<td>7.7</td>
<td></td>
</tr>
<tr>
<td>SAT: Remediation Free</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>Honors Diploma</td>
<td>15.4</td>
<td></td>
</tr>
<tr>
<td>Industry-Recognized Credential</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement Participation</td>
<td>20.4</td>
<td></td>
</tr>
<tr>
<td>AP: Exam Score of 3 or Better</td>
<td>24.4</td>
<td></td>
</tr>
<tr>
<td>Dual Enrollment Credit</td>
<td>14.4</td>
<td></td>
</tr>
<tr>
<td>International Baccalaureate</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>IB: Exam Score of 4 or Better</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

### 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.
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

Effective

2013
State begins transition to A-F

Excellent

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

Excellent with Distinction

2016-17
2017-18

AIR

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.