



washington local schools

2016 - 2017 Report Card for Washington Local School District

DISTRICT GRADE

Coming in
2018



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

D

Performance Index

69.5%..... **D**

Indicators Met

0.0%..... **F**



Progress

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

COMPONENT GRADE

D

Value-Added

Overall..... **F**

Gifted..... **C**

Students with Disabilities..... **F**

Lowest 20% in Achievement..... **C**



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.

COMPONENT GRADE

F

Annual Measurable Objectives

37.7%..... **F**



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

C

Graduation Rates

87.6% of students graduated in 4 years..... **C**

89.1% of students graduated in 5 years..... **C**



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

B

K-3 Literacy Improvement

50.4%..... **B**



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



Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

Performance Index

66.7%..... **D**

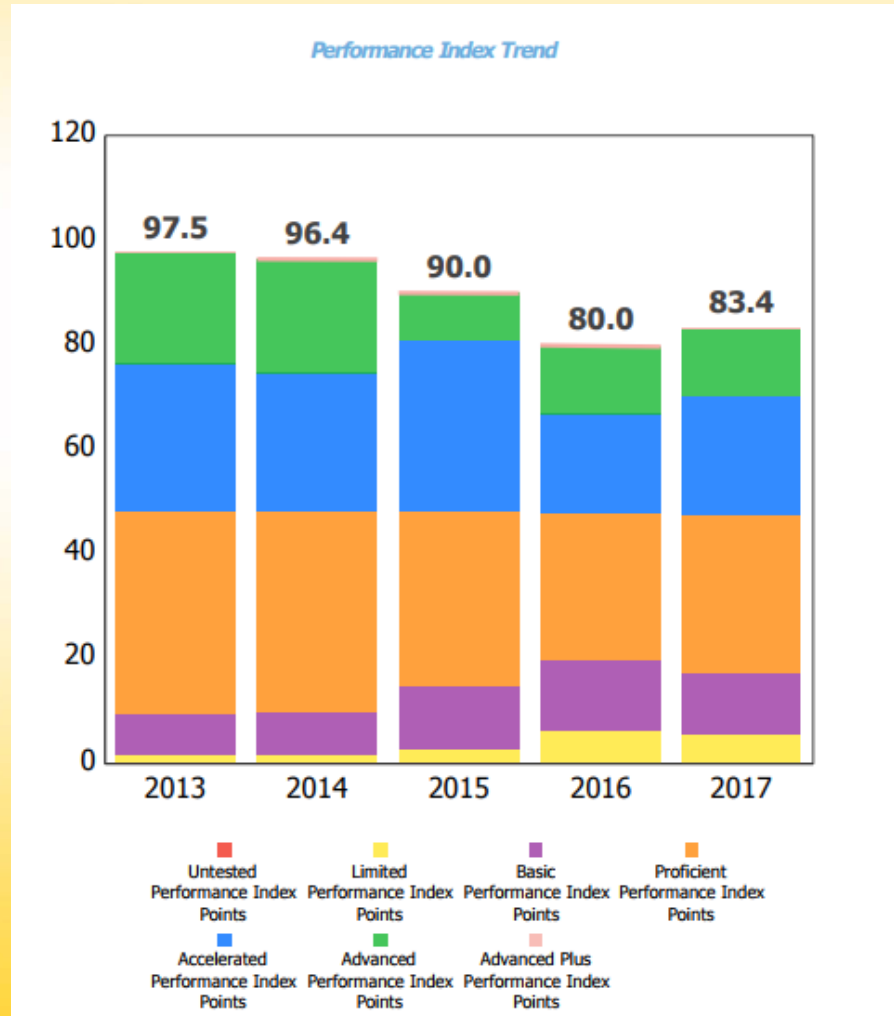
Indicators Met

27.6%..... **F**

COMPONENT GRADE

D

The **Performance Index** measures the achievement of every student, not just whether or not he or she reaches “proficient.” Districts and schools receive points for every student’s level of achievement. The higher the student’s level, the more points the school earns toward its index. This rewards schools and districts that improve the performance of highest- and lowest-performing students.



Indicators Met

**State Standard is 80%
for all assessments
for 2016-2017**

**2015-2016 ranged
from 66% (Math 8)
to 80% (Geometry),
had a different passing
percent**

Grade-level	AIR Test	District Percent 16-17	District Percent 15-16
Third Grade	ELA	60.2	55.3
Third Grade	Math	62.4	61.5
Fourth Grade	ELA	62.8	52.6
Fourth Grade	Math	72.6	58.3
Fourth Grade	Social Studies	78.1	75.8
Fifth Grade	ELA	64.5	57.5
Fifth Grade	Math	58.8	54.5
Fifth Grade	Science	70.4	72.7
Sixth Grade	ELA	59.3	52.7
Sixth Grade	Math	63.1	51.5
Sixth Grade	Social Studies	68.5	63.3
Seventh Grade	ELA	61.1	47.6
Seventh Grade	Math	47.3	55.9
Eighth Grade	ELA	47.6	46.8
Eighth Grade	Math	63.0	48.1
Eighth Grade	Science	70.6	64.4
High School	ELA I	57.5	50.1
High School	ELA II	48.1	40.8
High School	Algebra	44.2	49.6
High School	Geometry	48.5	41.2
High School	Biology	70.2	70.8
High School	American Gov't.	74.5	74.4
High School	American History	75.0	72.2

Two-Year Longitudinal Scores by Same Student Group

Grade 3 to Grade 4 ELA	55.3 to 62.8
Grade 3 to Grade 4 Math	61.5 to 72.6
Grade 4 to Grade 5 ELA	52.6 to 64.5
Grade 4 to Grade 5 Math	58.3 to 58.8
Grade 5 to Grade 6 ELA	57.5 to 59.3
Grade 5 to Grade 6 Math	54.5 to 63.1
Grade 6 to Grade 7 ELA	52.7 to 61.1
Grade 6 to Grade 7 Math	51.5 to 47.3

Grade 7 to Grade 8 ELA	47.6 to 47.6
Grade 7 to Grade 8 Math	55.9 to 63.0
Grade 8 ELA to HS ELA 1	46.8 to 57.5
Grade 8 Math to Algebra 1	48.1 to 44.2
HS ELA 1 to HS ELA 2	50.1 to 48.1

Progress



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

COMPONENT GRADE

D

GRADE

F

Overall

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

GRADE

C

Gifted Students

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

GRADE

C

Students in the Lowest 20% in Achievement

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

GRADE

F

Students with Disabilities

This measures the progress for students with disabilities.



Progress

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

Not all children start out at the same place with their learning, but every student should learn and grow throughout the school year. Progress looks closely at the growth that all students are making based on their past performances. Progress measures have previously been based on state test results in English Language Arts and Math in grades 4-8.

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 Score				
	English Language Arts	Mathematics	Social Studies	Science	All Tests
All Grades	Red	Green	Green	Green	Red
4th Grade	Green	Orange	White	White	Yellow
5th Grade	Yellow	Green	White	Green	Green
6th Grade	Red	Green	Green	White	Light Green
7th Grade	Red	Red	White	White	Red
8th Grade	Red	Orange	White	Yellow	Red

Test Grade		Progress Score
High School	English I	Red
	English II	Red

Test Grade		Progress Score
High School	Algebra I	Green
	Geometry	Green

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.

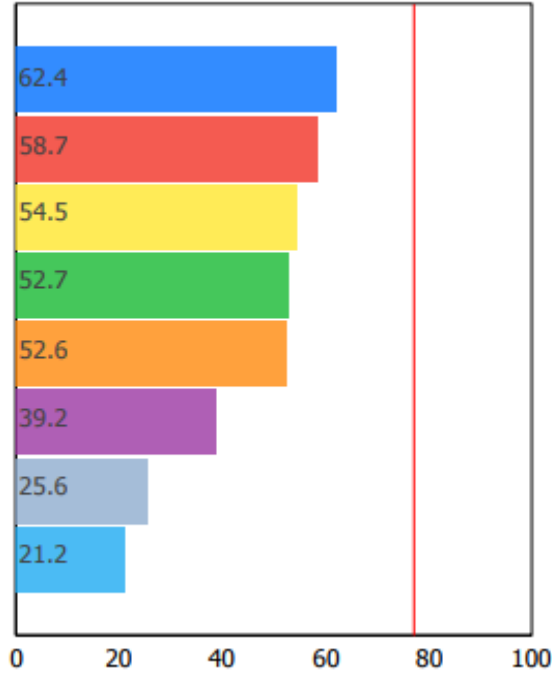
COMPONENT GRADE
F

Annual Measurable Objectives

Schools must close the gaps that exist in the achievement between groups of students that may be based on income, race, ethnicity or disability. This component shows how well schools are meeting performance expectations for our most vulnerable students in English Language Arts, Math and Graduation. It compares the academic performance of nine student groups against the performance of a tenth group, all students in Ohio.

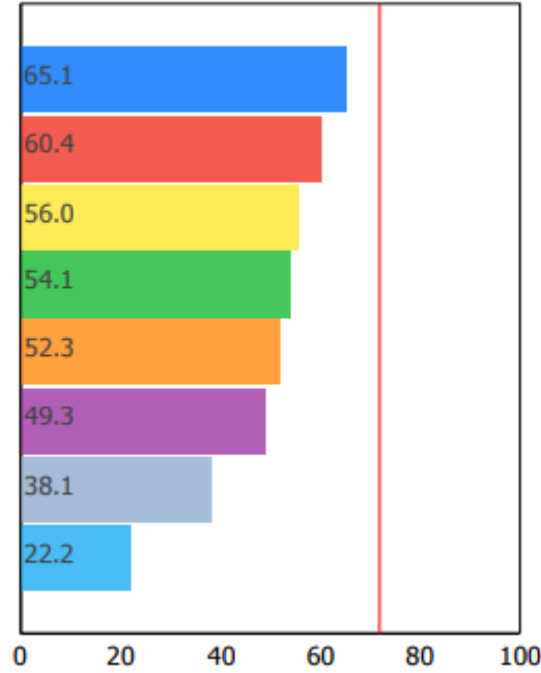
Gap Closing Student Groups

English Language Arts



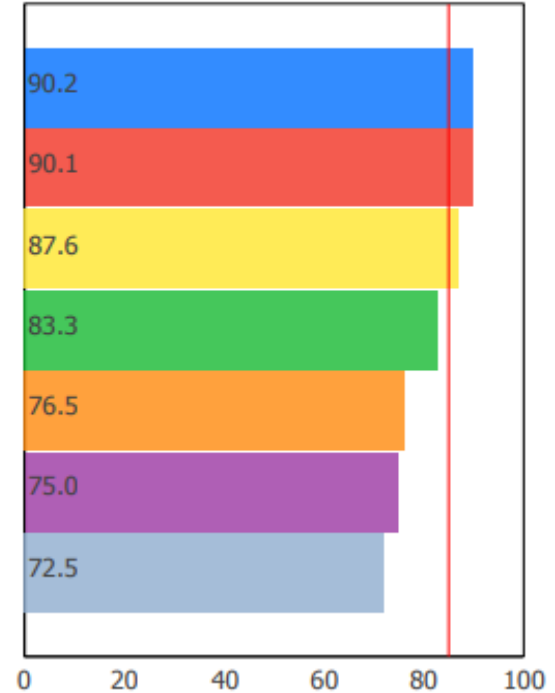
- White
- All Students
- Multiracial
- Econ Disadvantage
- Hispanic
- African American
- Limited English
- Students w/ Disabilities

Math



- White
- All Students
- Hispanic
- Econ Disadvantage
- Limited English
- Multiracial
- African American
- Students w/ Disabilities

Graduation Rate



- African American
- White
- All Students
- Econ Disadvantage
- Multiracial
- Hispanic
- Students w/ Disabilities

Graduation Rate



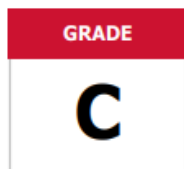
The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

C

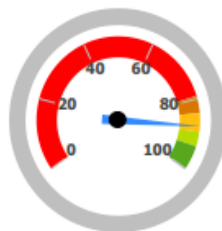
4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2016 who graduated within four years, i.e. students who entered the 9th grade in 2013 and graduated by 2016.

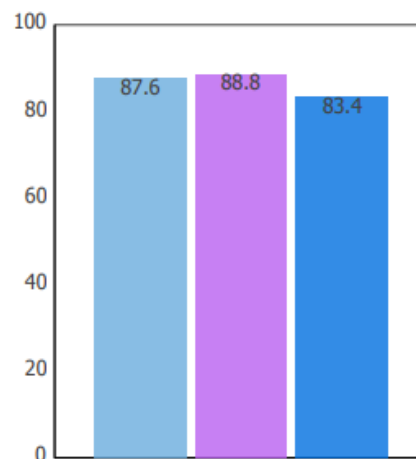


87.6%

A = 93.0 - 100.0%
 B = 89.0 - 92.9%
 C = 84.0 - 88.9%
 D = 79.0 - 83.9%
 F = 0.0 - 78.9%

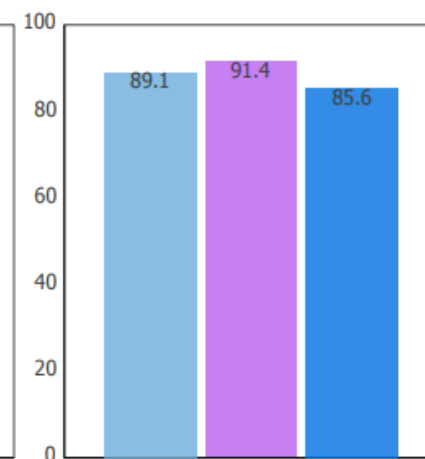


4-Year Rate



■ District
 ■ State Average
 ■ Similar Districts

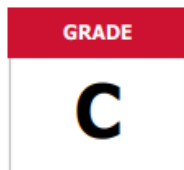
5-Year Rate



■ District
 ■ State Average
 ■ Similar Districts

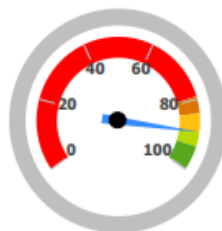
5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2015 who graduated within five years, i.e. students who entered the 9th grade in 2012 and graduated by 2016.



89.1%

A = 95.0 - 100.0%
 B = 90.0 - 94.9%
 C = 85.0 - 89.9%
 D = 80.0 - 84.9%
 F = 0.0 - 79.9%



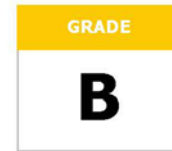
K-3 Literacy went from a 'D' to a 'B'

2017 K-3 Literacy Data for Washington Local

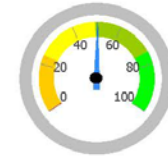
IRN: 048231

Not On-Track at Point A		Improving to On-Track at Point B
Kindergarten Reading Diagnostic, School Year 2015 - 2016	280	to 1st Grade Reading Diagnostic, School Year 2016 - 2017
1st Grade Reading Diagnostic, School Year 2015 - 2016	17	to 2nd Grade Reading Diagnostic, School Year 2016 - 2017
2nd Grade Reading Diagnostic, School Year 2015 - 2016	103	to 3rd Grade Reading Diagnostic, School Year 2016 - 2017
3rd Grade Reading Diagnostic, School Year 2016 - 2017	358	to 3rd Grade Reading OST, School Year 2016 - 2017
Deduction for 3rd graders who did not pass OST and were not on a Reading Improvement and Monitoring Plan		1
Totals	758	382

[Analyze...](#)



K-3 Literacy



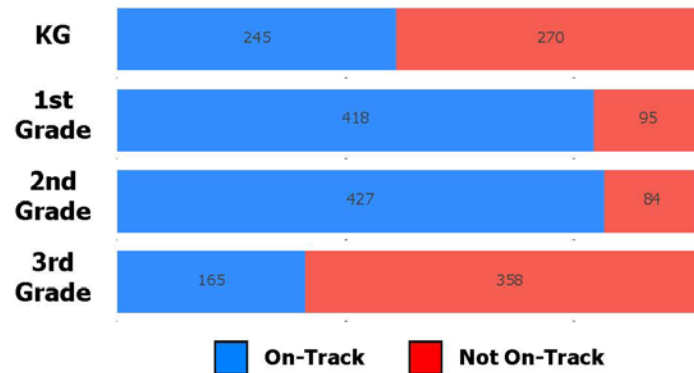
50.4%

382 out of 758

A = 74.7 - 100.0%
 B = 49.3 - 74.6%
 C = 23.9 - 49.2%
 D = -1.5 - 23.8%
 F = <= -1.6%

Students On-Track in Reading Diagnostic

This chart shows the overall percentage of students that were on-track/not-on-track for each grade level reading diagnostic in 2016-2017.



K3 Literacy Component Grade

The K-3 Literacy measure contributes 100% to the K-3 Literacy Component Grade. If a district has no K-3 Literacy measure grade, then there is no K-3 Literacy component grade.

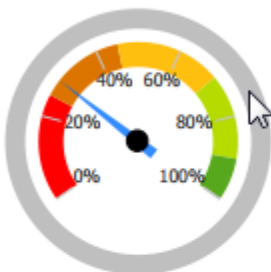
Prepared for Success



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



29.2%

A = 90.0% - 100.0%
 B = 70.0% - 89.9%
 C = 45.0% - 69.9%
 D = 25.0% - 44.9%
 F = 0.0% - 24.9%

Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential

Number of Students	Point Value	Points Earned
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237	1	237.0
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The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school

192	0.3	57.6
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Total Points: 294.6

Graduation Cohort: 1,010

Percentage: 29.2%

Washington Local Schools

2016-2017 State Report Card

Areas of Strength

1. K-3 Literacy – From a ‘D’ to a ‘B’
2. Improvement in 19 achievement indicators – Increased number of WLS students passing the State Assessments.
3. WLS students made more progress than expected across all grades in Mathematics, Social Studies, and Science.
4. WLS student made more progress than expected in 4th grade English Language Arts.

Areas of Weakness

1. Achievement – Increase the percentage of WLS students passing the state assessments.
2. Gap Closing Component – WLS must close the gaps that exist in the achievement for our most vulnerable students in English Language Arts, Mathematics, and Graduation.
3. Progress – WLS made less progress than expected in the area of English Language Arts.



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