

# \*\*\*Committee Adopted 2/14/2022 - NOT FOR FILING\*\*\*

## 3301-28-01 Definitions.

The following definitions apply to this chapter unless otherwise defined in Chapter 3302. of the Revised Code:

- (A) ~~“Local Report Card (LRC)” means the physical or digital report on the performance of each school district and building that is released after each school year. The local report card contains the performance measures outlined in this chapter. Beginning with the local report card released for the 2014-2015 school year, the local report card will include graded components and an overall grade for the school district or building~~ has the same meaning as in section 3302.03 of the Revised Code.
- (B) “Performance measure” means an individual metric used to evaluate a specific aspect of the performance of a school district or building school. ~~Performance measures may be graded or reported on the local report card without a grade.~~
- (C) “Component” refers to a grouping of performance measures that evaluate a similar aspect of the performance of a school district or building school. ~~A component may contain one or more performance measures. School districts and buildings will receive grades for components beginning with the local report card released for the 2014-2015 school year.~~
- (D) “Overall grade rating” ~~means the overall performance of a school district or building on the local report card. The overall grade is a combination of component grades. School districts and buildings will receive an overall grade beginning with the local report card released for the 2014-2015 school year~~ has the same meaning as in division (F)(2) of section 3302.03 of the Revised Code.
- (E) ~~“Performance Benchmark” defines the levels at which each measure is assigned a letter grade. These performance benchmarks may include percentages or other statistical measures.~~ is a specific level of performance against which an outcome or set of outcomes are evaluated and/or measured.
- (F) “Chronic absenteeism indicator” has the same meaning as in division (A)(3) of section 3302.02 of the Revised Code.
- (G) “Effect size” means a composite measure of academic growth relative to the mean of the state as a whole that reflects the amount of academic growth of the school or district.
- (H) “English learner proficiency indicator” refers to the performance measure established in division (D)(3)(a)(iii) of section 3302.03 of the Revised Code.
- (I) “Four-year adjusted cohort graduation rate” has the same meaning as in division (G)(1) of section 3302.01 of the Revised Code.
- (J) “Five-year adjusted cohort graduation rate” has the same meaning as in division (G)(2) of section 3302.01 of the Revised Code.
- (K) “Growth index” means a composite measure of statistical significance that reflects the reliability of the data to indicate the academic growth of the school or district in relation to the state as a whole.
- (L) “Gifted performance indicator” refers to the indicator established in division (A)(2) of section 3302.02 of the Revised Code.
- (M) “Gifted performance index” refers to the element of the gifted performance indicator as described in division

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(A)(2)(a) of section 3302.02 of the Revised Code.

(N) “Gifted progress” refers to the element of the gifted performance indicator as described in division (A)(2)(b) of section 3302.02 of the Revised Code.

(O) “Gifted identification and services” refers to the elements of the gifted performance indicator as described in divisions (A)(2)(c) and (d) of section 3302.02 of the Revised Code.

(P) “Subgroup” has the same meaning as in division (B) of section 3302.01 of the Revised Code.

(Q) “Subgroup graduation targets” refers to the performance measure established in division (D)(3)(a)(iv) of section 3302.03 of the Revised Code.

(R) “Subgroup achievement targets” refers to the performance measure established in division (D)(3)(a)(v) of section 3302.03 of the Revised Code.

(S) “Subgroup progress targets” refers to the performance measure established in division (D)(3)(a)(vi) of section 3302.03 of the Revised Code.

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**Amplifies:** [3302.03](#)

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## 3301-28-02 ~~Annual measurable objectives~~ Gap closing component and measures.

- (A) Beginning with the report card released for the ~~2012-2013~~ 2021-2022 school year, the ~~local~~ report card ~~shall include a graded performance measure for the annual measurable objectives (AMOs) to assess the academic achievement gaps in Ohio~~ will include a gap closing component. The gap closing component will include the following performance measures:
- (1) The gifted performance indicator, for which districts and schools may earn five points for meeting the gifted performance index element, five points for meeting the gifted progress element, and five points for meeting the gifted identification and services element;
  - (2) The chronic absenteeism indicator, for which districts and schools may earn **five points**;
  - (3) The English language proficiency indicator established by the department, for which districts and schools may earn **five points**;
  - (4) The subgroup graduation targets, for which districts and schools may earn **one point** for each subgroup enrolled in the district or school that meets the applicable target;
  - (5) The subgroup achievement targets in mathematics, for which districts and schools may earn **one point** for each subgroup enrolled in the district or school that meets the applicable target;
  - (6) The subgroup achievement targets in English language arts, for which districts and schools may earn **one point** for each subgroup enrolled in the district or school that meets the applicable target;
  - (7) The subgroup progress targets in mathematics, for which districts and schools may earn **one point** for each subgroup enrolled in the district or school that meets the applicable target;
  - (8) The subgroup progress targets in English language arts, for which districts and schools may earn **one point** for each subgroup enrolled in the district or school that meets the applicable target.
- (B) ~~This measure shall evaluate the academic performance of specific groups of students, including racial and demographic groups. Each group shall be compared against the collective performance of all students in Ohio. Grades shall be awarded in accordance with the agreement between the department of education and the United States department of education. Beginning with the local report card released for the 2017-2018 school year, the agreement refers to the approved state plan under ESEA as amended by the Every Student Succeeds Act, as posted on the department's website~~ Notwithstanding the foregoing provisions of this rule, subgroup data will not be included in a performance measure in the gap closing component if the subgroup includes data from fewer than fifteen students.
- (C) ~~The department shall assign a letter grade for the annual measurable objectives performance measure using the following performance benchmarks:~~
- ~~(1) "A" for scores greater than or equal to ninety per cent;~~
  - ~~(2) "B" for scores greater than or equal to eighty per cent but less than ninety per cent;~~
  - ~~(3) "C" for scores greater than or equal to seventy per cent but less than eighty per cent;~~
  - ~~(4) "D" for scores greater than or equal to sixty per cent but less than seventy per cent; and~~
  - ~~(5) "F" for scores less than sixty per cent.~~ The participation rate requirement for testing is ninety-five per

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cent. Any school or district with applicable subgroups that does not meet the requirement will receive a point reduction partially in proportion to how close the district or school was to meeting the rate requirement as described in section 3302.03(D)(3)(a) of the Revised Code.

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## 3301-28-03 ~~Performance index.~~ Achievement component and measure.

- (A) ~~Beginning with the local report card released for the 2012-2013 school year, the local report card shall include a graded performance measure known as performance index. This measure shall use the performance index system described in section 3302.01 of the Revised Code.~~ Beginning with the local report card released for the 2021-2022 school year, the local report card will include a performance index measure. This measure will be the only measure included in the achievement component rating and will use the performance index system described in division (A) of section 3302.01 of the Revised Code.
- (B) The performance index shall assign weights for each student's performance level on state assessments. Higher levels of achievement by a student will result in a higher weight for that student. ~~Grades shall be awarded as a percentage of the total possible points on the performance index.~~ The performance index measure for each district or building will be a percentage of the maximum performance index score established annually for districts and buildings as described in division (D)(1)(c) of section 3302.03 of the Revised Code.
- (C) ~~The department shall assign a letter grade for the performance index performance measure using the following performance benchmarks:~~
- ~~(1) "A" for scores greater than or equal to ninety per cent;~~
  - ~~(2) "B" for scores greater than or equal to eighty per cent but less than ninety per cent;~~
  - ~~(3) "C" for scores greater than or equal to seventy per cent but less than eighty per cent;~~
  - ~~(4) "D" for scores greater than or equal to fifty per cent but less than seventy per cent; and~~
  - ~~(5) "F" for scores less than fifty per cent.~~
- (C) ~~(D)~~ Students who are advanced a grade in a tested subject area in accordance with a student acceleration policy adopted under section 3324.10 of the Revised Code and take the corresponding assessment shall receive the weight prescribed for the next higher performance level. The department shall assign the weight of ~~one point three~~ 1.3 for a score in the assessment's highest performance level for students who are advanced a grade.

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## **3301-28-04 Gifted performance indicator.**

- (A) Beginning with the report card issued for the 2021-2022 school year, the report card will include a gifted performance indicator in the gap closing component. The gifted performance indicator will include the following elements to indicate whether the gifted performance indicator is met:
- (1) A gifted performance index;
  - (2) Gifted progress;
  - (3) Gifted identification and services.
- (B)(1) The gifted performance index element will measure the performance of students on state assessments, as measured by the performance index score described in section 3302.01 of the Revised Code, disaggregated for students identified as gifted.
- (2) The performance benchmarks for the gifted performance index element will be phased in over three years using the following thresholds:
- (a) For the 2021-2022 school year, schools will meet the performance benchmark if the school has at least ninety-five per cent of the possible performance index score using the gifted school level maximum score. For the 2021-2022 school year, districts will meet the performance benchmark if the school has at least ninety-five per cent of the possible performance index score using the gifted district level maximum score.
  - (b) For the 2022-2023 school year, schools will meet the performance benchmark if the school has at least 96.5 per cent of the possible performance index score using the gifted school level maximum score. For the 2022-2023 school year, districts will meet the performance benchmark if the school has at least 96.5 per cent of the possible performance index score using the gifted district level maximum score.
  - (c) For the 2023-2024 school year and each school year thereafter, schools will meet the performance benchmark if the school has at least 97.5 per cent of the possible performance index score using the gifted school level maximum score. For the 2023-2024 school year, districts will meet the performance benchmark if the school has at least 97.5 per cent of the possible performance index score using the gifted district level maximum score.
- (C)(1) The gifted progress element will be based on the value-added growth measure under section 3302.021 of the Revised Code, disaggregated for students identified as gifted.
- (2) A district or building will meet the gifted progress element if the district or building would receive a three-star, four-star, or five-star rating for the progress component based solely on students identified as gifted. In making this calculation, the department will use the methodology adopted by the state board of education for assigning a rating for the progress component.
- (D)(1) The gifted identification and services element will measure both:
- (a) The percentage of students in each grade level identified as gifted and disaggregated by traditionally underrepresented and economically disadvantaged students;
  - (b) The level of services provided to students as measured by the percentage of students provided services

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in each grade level and disaggregated by traditionally underrepresented and economically disadvantaged students.

For the purpose of this paragraph (D) of this rule, students will be considered traditionally underrepresented based on a representation index used by the department of education. The representation index will be a ratio calculated that shows the representation of students identified as gifted in the overall student population.

(2) The performance benchmarks for the gifted identification and services element will be phased in over three years using the following thresholds:

(a) For the 2021-2022 school year, school districts and schools will meet the performance benchmark if the district or school has at least sixty per cent of possible points of the gifted identification and services point matrix. The total possible points will not exceed one hundred forty points.

(b) For the 2022-2023 school year, school districts and schools will meet the performance benchmark if the district or school has at least seventy per cent of possible points of the gifted identification and services point matrix. The total possible points will not exceed one hundred forty points.

(c) For the 2023-2024 school year and each school year thereafter, school districts and schools will meet the performance benchmark if the district or school has at least eighty per cent of possible points of the gifted identification and services point matrix. The total possible points will not exceed one hundred forty points.

(3)(a) For the purpose of measuring gifted identification and services for school districts under paragraph (D) of this rule, a district's points will be based on the following grade bands for superior cognitive and specific academic identification and services:

(i) Kindergarten and grades one and two;

(ii) Grades three, four, five, and six;

(iii) Grades seven and eight;

(iv) Grades nine, ten, eleven, and twelve.

(b) For the purpose of measuring gifted identification and services for school districts under paragraph (D) of this rule, a district's points will be based on a grade band of kindergarten through grade twelve.

(c) For the purpose of measuring gifted identification and services for schools under paragraph (D) of this rule, a school's points will be based on a grade band of kindergarten through grade twelve.

(E) Within three years after the effective date of this rule, the department, in consultation with the state gifted advisory council, shall provide recommendations to the state board regarding the performance benchmarks established in this rule.

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## 3301-28-05 ~~Graduation rates.~~ Graduation component and measures.

- (A) Beginning with the ~~local~~ report card released for the ~~2012-2013~~ 2021-2022 school year, the ~~local~~ report card shall include a rated graduation component that includes graded performance measures for the four-year adjusted cohort graduation rate and five-year adjusted cohort graduation rate. These measures shall use the adjusted cohort graduation rate defined in section 3302.01 of the Revised Code.
- (B) The ~~grade-for~~ four-year adjusted cohort graduation rate shall be based on the percentage of students who earn a diploma within four years of entering the ninth grade for the first time. The ~~grade-for~~ five-year adjusted cohort graduation rate shall be based on the percentage of students who graduate within five years of entering ninth grade for the first time.
- (C) ~~The department shall assign a letter grade for the four-year adjusted cohort graduation rate performance measure using the following performance benchmarks:~~ The department will assign a rating to the graduation component but not the individual graduation rate measures.
- ~~(1) "A" for scores greater than or equal to ninety-three per cent;~~
  - ~~(2) "B" for scores greater than or equal to eighty-nine per cent but less than ninety-three per cent;~~
  - ~~(3) "C" for scores greater than or equal to eighty-four per cent but less than eighty-nine per cent;~~
  - ~~(4) "D" for scores greater than or equal to seventy-nine per cent but less than eighty-four per cent; and~~
  - ~~(5) "F" for scores less than seventy-nine per cent.~~
- (D) ~~The department shall assign a letter grade for the five-year adjusted cohort graduation rate performance measure using the following performance benchmarks:~~
- ~~(1) "A" for scores greater than or equal to ninety-five per cent;~~
  - ~~(2) "B" for scores greater than or equal to ninety per cent but less than ninety-five per cent;~~
  - ~~(3) "C" for scores greater than or equal to eighty-five per cent but less than ninety per cent;~~
  - ~~(4) "D" for scores greater than or equal to eighty per cent but less than eighty-five per cent;~~
  - ~~(5) "F" for scores less than eighty per cent.~~

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## 3301-28-06 ~~Value-added progress dimension~~ Progress component and measures.

- (A) The value-added progress dimension uses assessment data from ~~multiple~~ the assessments described in division (A)(2) of section 3302.01 of the Revised Code over multiple years to determine if a school district or ~~building school~~ is producing student academic progress.
- (B) The ~~local~~ report card shall include graded performance measures for the value-added progress dimension described in sections 3302.01 and 3302.021 of the Revised Code. The ~~local~~ progress component of the report card ~~shall include graded performance measures for~~ includes as a performance measure the overall score under the value-added progress dimension described in sections 3302.01 and 3302.021 of the Revised Code. ~~These measures shall include a grade for the progress of students overall, progress of students identified as gifted, progress of students with disabilities, and progress of students whose performance places them in the lowest quintile for achievement on a statewide basis.~~
- (C) For each school and district, a composite measure of statistical significance will be used that reflects the reliability of the data to indicate the academic progress of the school or district in relation to the state as a whole.
- ~~(1) Prior to the 2015-2016 school year, a composite of academic progress was computed for each school district and building from the progress made in reading and mathematics.~~
- ~~(2) Beginning with the local report card released for the 2015-1016 school year, a composite of academic progress shall be computed for each school district and building from the progress made in reading, mathematics, science and social studies using data from assessments described in division (A)(1) of section 3301.0710 of the Revised Code and from the progress made in reading and mathematics using data from the English language arts I, English language arts II, algebra I/integrated math I, and geometry/integrated math II assessments described in division (B)(2) of section 3301.0712 of the Revised Code. This composite shall use up to three years of measured progress data as available.~~
- (1) In computing the value-added progress dimension for each school district and school, the department of education will use the growth index as a first step to reflect the reliability of the data to indicate the academic growth of the district or school in relation to the state as a whole.
- (2) In computing the value-added progress dimension for each school district and school, the department will use the effect size as a second step to indicate the amount of academic growth of the district or school in relation to the state as a whole.
- ~~(C) The department shall assign a letter grade for each value-added performance measure using the following performance benchmarks:~~
- ~~(1) A composite that is at least two standard errors of measure above the mean score shall be designated as an "A";~~
- ~~(2) A composite that is at least one standard error of measure but less than two standard errors of measure above the mean score shall be designated as a "B";~~
- ~~(3) A composite that is less than one standard error of measure above the mean score but greater than or equal to one standard error of measure below the mean score shall be designated as a "C";~~
- ~~(4) A composite that is not greater than one standard error of measure below the mean score but is greater than or equal to two standard errors of measure below the mean score shall be designated as a "D"; and~~

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~~(5) A composite that is not greater than two standard errors of measure below the mean score shall be designated as an "F."~~

~~(D) The mean is determined by Ohio's growth expectation.~~

~~(1) For the 2014/2015 calculation, the standard for Ohio's growth expectation for grades four through eight in reading and mathematics is met when the student group makes one year's growth from one year to the next in relation to the current year's statewide student achievement distribution.~~

~~(2) Beginning with the 2015/2016 calculation, the standard for Ohio's growth expectation for grades four through eight in reading and mathematics is met when the student group makes one year's growth from one year to the next in relation to the current year's statewide student achievement distribution. For grade six social studies, grades five and eight science and for the reading and mathematics assessments described in division (B)(2) of section 3301.0712 of the Revised Code, standard for Ohio's growth expectation is met when the student group makes the same amount of progress as the average student group for that year in that same subject and grade.~~

~~(E) Prior to the 2015-2016 calculation, the students included in the value-added measure for students whose performance places them in the lowest quintile for achievement on a statewide basis shall be determined using an average of the current and previous year's assessments scores in reading and mathematics. Beginning with the 2015-2016 calculation, the students included in the value-added measure for students whose performance places them in the lowest quintile for achievement on a statewide basis shall be determined using an average of the current and previous year's assessments scores using all applicable subjects.~~

**(FC)** The students included in the value-added measure for students identified as gifted will include students identified as gifted in superior cognitive ability and specific academic ability fields pursuant to Chapter 3324. of the Revised Code.

**(GD)** In accordance with sections 3302.036, 3301.0711, 3301.0714, and 3319.321 of the Revised Code and the Family and Educational Rights and Privacy Act (FERPA) (January 2013), 20 U.S.C. 1232g, individual student test scores and individual student reports shall be made available only to a student's classroom teacher, other appropriate educational personnel, and the student's parent or guardian.

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# \*\*\*Committee Adopted 2/14/2022 - NOT FOR FILING\*\*\*

## 3301-28-07 ~~Kindergarten through third grade literacy improvement~~ Early literacy component and measures.

- (A) Beginning with the ~~2013-2014~~ 2021-2022 school year, the ~~local~~ report card will include an graded-performance measure early literacy component known as kindergarten through third grade literacy improvement or K-3 literacy improvement. This ~~measure~~ component will determine progress made based on the ~~reduction in the percentage of students scoring below grade level, or below proficient, compared from year to year in grades kindergarten through three~~ includes performance measures regarding third-grade reading proficiency, progress in improving literacy in grades kindergarten through three, and the promotion of students to fourth grade.
- (B) ~~The grade for this measure will be the percentage of the previous year's students in grades kindergarten through third grade that were below proficient in reading who test at or above proficient this year divided by the percent of students in grades kindergarten through three that tested below grade level in the previous year.~~ The performance measure regarding third-grade reading proficiency will include the percentage of students in the district or building who score proficient or higher on the reading segment of the third grade English language arts assessment under section 3301.0710 of the Revised Code. (1) The calculation will only include students that were in the school or district in the current year, which is the most recent school year, and the previous school year.
- ~~(2) The measure will utilize the results of the reading diagnostics as required by division (B)(1) of section 3313.608 of the Revised Code and the English language arts assessments administered at the end of the third grade as prescribed under division (A)(1)(a) of section 3301.0710 of the Revised Code.~~
- ~~(a) The improvement in kindergarten literacy will be measured using the previous year's kindergarten reading diagnostic assessment administered by September thirtieth as prescribed by division (B)(1) of section 3313.608 of the Revised Code and the current year's first grade reading diagnostic assessment administered by September thirtieth as prescribed by division (B)(1) of section 3313.608 of the Revised Code.~~
- ~~(b) The improvement in first grade literacy will be measured using the previous year's first grade reading diagnostic assessment administered by September thirtieth as prescribed by division (B)(1) of section 3313.608 of the Revised Code and the current year's second grade reading diagnostic assessment administered by September thirtieth as prescribed by division (B)(1) of section 3313.608 of the Revised Code.~~
- ~~(c) The improvement in second grade literacy will be measured using the previous year's second grade reading diagnostic assessment administered by September thirtieth as prescribed by division (B)(1) of section 3313.608 of the Revised Code and the current year's third grade reading diagnostic assessment administered by September thirtieth as prescribed by division (B)(1) of section 3313.608 of the Revised Code.~~
- ~~(d) The improvement in third grade literacy will be measured using the current year's third grade reading diagnostic assessment administered by September thirtieth as prescribed by division (B)(1) of section 3313.608 of the Revised Code and the current year's English language arts assessments administered at the end of the third grade as prescribed under division (A)(1)(a) of section 3301.0710 of the Revised Code.~~
- ~~(3) Schools and districts will receive a demotion for each student who scores below proficient on the English language arts assessments administered at the end of the third grade as prescribed under division (A)(1)(a) of~~

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~~section 3301.0710 of the Revised Code and is not on a reading improvement and monitoring plan as described by division (C) of section 3313.608 of the Revised Code. The department will assign a letter grade for the kindergarten through third grade literacy improvement measure using grade ranges calculated each year by:~~

- ~~(1) Dividing the distance between the statewide average value for this measure and a score of one hundred into three equal ranges. These equal ranges will be, in descending order, the “A” grade range, “B” grade range, and “C” grade range, with the statewide average value for this measure being the minimum of the “C” grade range.~~
- ~~(2) Designating the “D” grade range as a distance below the statewide average value for this measure equal to the grade ranges in division (C)(1) of this rule.~~
- ~~(3) Designating any score resulting from the measure below the minimum of the “D” grade range as an “F”.~~

(C) The performance measure regarding progress in improving literacy in grades kindergarten through three will be determined based on the reduction in the total percentage of students scoring below grade level, or below proficient, compared from year to year on the reading segments of the diagnostic assessments administered under section 3301.0715 of the Revised Code, including the kindergarten readiness assessment, and the third grade English language arts assessment under section 3301.0710 of the Revised Code, as applicable. Notwithstanding the provisions of this rule, the performance measure regarding progress in improving literacy in grades kindergarten through three will not be included on the report card of a district or school in which less than ten percent of students have scored below grade level on the diagnostic assessment administered to students in kindergarten under division (B)(1) of section 3313.608 of the Revised Code.

~~(D) No school or district with less than five percent of its kindergarten students scoring below proficient on the reading diagnostic assessment administered by September thirtieth of the previous year as prescribed by division (B)(1) of section 3313.608 of the Revised Code will receive a letter grade on the kindergarten through third grade literacy improvement measure. The performance measure regarding the promotion of students to fourth grade will be the percentage of students in a district or building who are promoted to fourth grade and not subject to retention under division (A)(2) of section 3313.608 of the Revised Code.~~

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## 3301-28-08 ~~Prepared for success graded component.~~ College, career, workforce, and military readiness component.

- (A) ~~Beginning with the 2015-2016 school year, and annually thereafter, the district and school report cards established in section 3302.03 of the Revised Code shall include a graded component known as prepared for success. The prepared for success component shall include six ungraded measures that are combined into the component grade using the requirements established in section 3302.03 of the Revised Code.~~ Beginning with the 2021-2022 school year, the report card will include a post-secondary readiness measure and related data known as the college, career, workforce, and military readiness component.
- (B) ~~Standards for awarding the component grade shall be calculated as follows:~~ The post-secondary readiness measure will be calculated in accordance with section 3302.03 of the Revised Code.
- (1) ~~The denominator for the component shall include all of the students in the four- and five-year graduation cohorts for the district or building, as established in section 3302.03 of the Revised Code.~~
- (2) ~~A student shall be assigned a weight of 1.0 in the numerator of the calculation for meeting one or more of the following criteria:~~
- (a) ~~Achieving the remediation-free scores on all parts of the ACT college readiness assessment or the SAT college readiness assessment;~~
- (b) ~~Earning an industry-recognized credential from the list of acceptable industry-recognized credentials adopted by the state board of education;~~
- (c) ~~Receiving an honors diploma under division (B) of section 3313.61 of the Revised Code.~~
- (3) ~~A student who meets one or more requirements in paragraph (B)(2) of this rule shall be assigned an additional weight of 0.3 for also meeting one or more of the following criteria:~~
- (a) ~~Earning a three or better on an AP exam;~~
- (b) ~~Earning a four or better on an international baccalaureate exam;~~
- (c) ~~Earning three or more non-remediation credits through college credit plus.~~
- (4) ~~The maximum weight that any individual student can contribute to the numerator is 1.3.~~
- (C) ~~The department shall assign a letter grade for the prepared for success component using the following performance benchmarks for the 2015-2016 school year:~~
- (1) ~~"A" for scores greater than or equal to eighty-five per cent;~~

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- ~~(2) "B" for scores greater than or equal to sixty five per cent but less than eighty five per cent;~~
- ~~(3) "C" for scores greater than or equal to thirty four per cent but less than sixty five per cent;~~
- ~~(4) "D" for scores greater than or equal to fifteen per cent but less than thirty four per cent; and~~
- ~~(5) "F" for scores less than fifteen per cent.~~

~~(D) The department shall assign a letter grade for the prepared for success component using the following performance benchmarks for the 2016-2017 school year:~~

- ~~(1) "A" for scores greater than or equal to ninety per cent;~~
- ~~(2) "B" for scores greater than or equal to seventy per cent but less than ninety per cent;~~
- ~~(3) "C" for scores greater than or equal to forty five per cent but less than seventy per cent;~~
- ~~(4) "D" for scores greater than or equal to twenty five per cent but less than forty five per cent;  
and~~
- ~~(5) "F" for scores less than twenty five per cent.~~

~~(E) The department shall assign a letter grade for the prepared for success component using the following performance benchmarks for the 2017-2018 school year:~~

- ~~(1) "A" for scores greater than or equal to ninety three per cent;~~
- ~~(2) "B" for scores greater than or equal to seventy five per cent but less than ninety three per cent;~~
- ~~(3) "C" for scores greater than or equal to sixty per cent but less than seventy five per cent;~~
- ~~(4) "D" for scores greater than or equal to forty per cent but less than sixty per cent; and~~
- ~~(5) "F" for scores less than forty per cent.~~

**Authorized By:** [3301.07](#), [3302.03](#)

**Amplifies:** [3302.02](#), [3302.03](#)

# **\*\*\*Committee Adopted 2/14/2022 - NOT FOR FILING\*\*\***

## **~~3301-28-09—Other graded components:~~**

- ~~(A) Beginning with the 2015–2016 school year and annually thereafter, the district and school report cards established in section 3302.03 of the Revised Code shall include six graded components, using the requirements established in section 3302.03 of the Revised Code.~~
- ~~(B) For the purpose of implementing the benchmarks required in division (C)(1)(e) of section 3302.03 of the Revised Code, only subgroups with a letter grade of "A," "B," "C," "D," or "F" assigned for their value-added progress dimension score under division (C)(1)(f) of section 3302.03 of the Revised Code shall be included when determining whether all subgroup value-added grades are "B" or higher. A subgroup that is not rated due to having too little data to issue a grade shall not be included in the review of the measure grades.~~
- ~~(C) Component grades shall be calculated using the following methodology:~~
- ~~(1) The achievement component grade shall include the performance index measure and the indicators met measure. The two measures shall be weighted such that the performance index measure contributes seventy-five per cent towards the component grade and the indicators met measure contributes twenty-five per cent towards the component grade.~~
  - ~~(2) The progress component grade shall include the overall value-added measure, the gifted value-added measure, the students with disabilities value-added measure, and the students in the lowest twenty per cent of achievement value-added measure. The four measures shall be weighted such that the overall value-added measure contributes fifty-five points towards the component grade and the remaining three measures contribute fifteen points each.~~
  - ~~(3) The gap-closing component grade shall include the annual measurable objectives measure.~~
  - ~~(4) The K–3 literacy improvement component grade shall include the K–3 literacy improvement measure.~~
  - ~~(5) The prepared for success component grade shall be calculated using the criteria described in rule 3301-28-08 of the Administrative Code.~~
  - ~~(6) The graduation rate component shall include the four-year graduation rate measure and the five-year graduation rate measure. The two measures shall be weighted such that the four-year graduation rate measure contributes sixty per cent towards the component grade and the five-year graduation rate measure contributes forty per cent towards the component grade.~~

**Authorized By:** 3301.07, 3302.02, 3302.03

**Amplifies:** 3302.02, 3302.03, 3302.036

**Five Year Review Date:** 2/17/2022

# \*\*\*Committee Adopted 2/14/2022 - NOT FOR FILING\*\*\*

## 3301-28-10 ~~Overall grade for school districts and buildings~~ Ratings for schools and districts.

- (A) ~~Beginning with the school year as specified in division (C)(3) of section 3302.03 of the Revised Code, and annually thereafter, the district and school report cards established in section 3302.03 of the Revised Code shall include an overall grade for each school district and building using the requirements established in section 3302.03 of the Revised Code.~~ For the 2021-2022 school year, the report card will include a rating for each of the gap closing, achievement, progress, graduation, and early literacy components. Beginning with the 2022-2023 school year, and annually thereafter, the report card will include an overall rating and a rating for each of the gap closing, achievement, progress, graduation, and early literacy components.
- (B) The overall ~~grade shall be calculated using the six component grades defined in rule 3301-28-09 of the Administrative Code~~ rating will be calculated using the gap closing, achievement, progress, graduation, and early literacy components. In cases where a school district or building school has letter grades ratings for all ~~six~~ five components, each component shall be weighted in accordance with division (D)(3)(g)(i) of section 3302.03 of the Revised Code such that:
- (1) The achievement component shall contribute ~~twenty~~ 28.601 per cent towards the overall grade rating;
  - (2) The progress component shall contribute ~~twenty~~ 28.601 per cent towards the overall grade rating;
  - (3) The graduation ~~rate~~ component shall contribute ~~fifteen~~ 14.266 per cent towards the overall grade rating;
  - (4) The gap closing component shall contribute ~~fifteen~~ 14.266 per cent towards the overall grade rating;
  - ~~(5) The prepared for success component shall contribute fifteen per cent towards the overall grade.~~
  - ~~(6)~~ 5 The ~~K-3~~ early literacy ~~improvement~~ component shall contribute ~~fifteen~~ 14.266 per cent towards the overall grade rating.
- (C) A school district or school will be assigned an overall performance rating according to the following performance benchmarks:
- (1) A rating of five stars for a score of equal to or greater than 4.125 points;
  - (2) A rating of four and one-half stars for a score equal to or greater than 3.625 points but less than 4.125 points;
  - (3) A rating of four stars for a score equal to or greater than 3.125 points but less than 3.625 points;
  - (4) A rating of three and one-half stars for a score equal to or greater than 2.625 points but less than 3.125 points;
  - (5) A rating of three stars for a score equal to or greater than 2.125 points but less than 2.625 points;
  - (6) A rating of two and one-half stars for a score equal to or greater than 1.625 points but less than 2.125 points;
  - (7) A rating of two stars for a score equal to or greater than 1.125 points but less than 1.625 points;
  - (8) A rating of one and one-half stars for a score equal to or greater than 0.563 points but less than 1.125 points; and



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(9) A rating of one star for a score less than 0.563 points.

(D) In cases where a school district or building school has letter grades ratings for fewer than six five components, the non-graded non-rated components shall not be included in the calculation and the percentages for the remaining graded rated components defined in paragraphs (B)(1) to (B)(65) of this rule shall be adjusted to maintain the same proportional weight within the calculation.

(E) Notwithstanding the provisions in paragraph (A) of this rule, the department of education may calculate an overall performance rating for a school district or school for the purpose of either of the following:

(1) To identify school buildings for comprehensive, targeted, or additional targeted support and improvement in accordance with the “Every Student Succeeds Act,” 20 U.S.C. 6301 et seq. and the state’s request, as approved by the United States department of education, to delay such identification until fall 2022 using performance data from the 2021-2022 school year;

(2) To calculate the academic performance component and the overall rating for each community school sponsor required to be evaluated for the 2021-2022 school year under section 3314.016 of the Revised Code.

(F)(1) The achievement component will be described on the report card as “measures of students’ academic achievement using each level of performance on Ohio’s State Tests.”

(2) Performance ratings for the achievement component will be assigned according to the following benchmarks:

(a) Five stars for a percentage of the maximum performance index score of greater than or equal to ninety per cent;

(b) Four stars for a percentage of the maximum performance index score greater than or equal to eighty per cent but less than ninety per cent;

(c) Three stars for a percentage of the maximum performance index score greater than or equal to seventy per cent but less than eighty per cent;

(d) Two stars for a percentage of the maximum performance index score greater than or equal to fifty per cent but less than seventy per cent;

(e) One star for a percentage of the maximum performance index score less than fifty per cent.

(3) The performance ratings for the achievement component will be described on the report card as follows:

(a) A five-star rating will be described as “significantly exceeds state standards in academic achievement;”

(b) A four-star rating will be described as “exceeds state standards in academic achievement;”

(c) A three-star rating will be described as “meets state standards in academic achievement;”

(d) A two-star rating will be described as “needs support to meet state standards in academic achievement;”

(e) A one-star rating will be described as “needs significant support to meet state standards in academic achievement.”

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(G)(1) The progress component will be described on the report card as “measures the academic performance of students compared to expected growth on Ohio’s State Tests.”

(2) Performance ratings for the progress component will be assigned according to the following benchmarks for districts:

- (a) Five stars for a growth index of at least 2 and effect size of at least 0.1;
- (b) Four stars for a growth index of at least 2 and effect size of less than 0.1;
- (c) Three stars for a growth index greater than equal to -2 but less than 2;
- (d) Two stars for a growth index of less than -2 and effect size of at least -0.1;
- (e) One star for a growth index less than -2 and effect size of less than -0.1.

(3) Performance ratings for the progress component will be assigned according to the following benchmarks for schools:

- (a) Five stars for a growth index of at least 2 and effect size of at least 0.2;
- (b) Four stars for a growth index of at least 2 and effect size of less than 0.2;
- (c) Three stars for a growth index greater than equal to -2 but less than 2;
- (d) Two stars for a growth index of less than -2 and effect size of at least -0.2;
- (e) One star for a growth index less than -2 and effect size of less than -0.2.

(4) The performance ratings for the progress component will be described for school districts on the report card as follows:

- (a) A five-star rating will be described as “significant evidence that the district exceeded student growth expectations by a larger magnitude;”
- (b) A four-star rating will be described as “significant evidence that the district exceeded student growth expectations;”
- (c) A three-star rating will be described as “evidence that the district met student growth expectations;”
- (d) A two-star rating will be described as “significant evidence that the district fell short of student growth expectations;”
- (e) A one-star rating will be described as “significant evidence that the district fell short of student growth expectations by a larger magnitude.”

(5) The performance ratings for the progress component will be described for schools on the report card as follows:

- (a) A five-star rating will be described as “significant evidence that the school exceeded student growth expectations by a larger magnitude;”

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(b) A four-star rating will be described as “significant evidence that the school exceeded student growth expectations;”

(c) A three-star rating will be described as “evidence that the school met student growth expectations;”

(d) A two-star rating will be described as “significant evidence that the school fell short of student growth expectations;”

(e) A one-star rating will be described as “significant evidence the school fell short of student growth expectations by a larger magnitude.”

(H)(1) The gap closing component will be described on the report card as “a measure of the reduction in educational gaps for student subgroups.”

(2) Performance ratings for the gap closing component will be assigned according to the following benchmarks:

(a) Five stars for a percentage greater than or equal to sixty per cent;

(b) Four stars for a percentage greater than or equal to forty-five per cent but less than sixty per cent;

(c) Three stars for a percentage greater than or equal to thirty per cent but less than forty-five per cent;

(d) Two stars for a percentage greater than or equal to ten per cent but less than thirty per cent;

(e) One star for a percentage less than ten per cent.

(3) The performance ratings for the gap closing component will be described on the report card as follows:

(a) A five-star rating will be described as “significantly exceeds state standards in closing educational gaps;”

(b) A four-star rating will be described as “exceeds state standards in closing educational gaps;”

(c) A three-star rating will be described as “meets state standards in closing educational gaps;”

(d) A two-star rating will be described as “needs support to meet state standards in closing educational gaps;”

(e) A one-star rating will be described as “needs significant support to meet state standards in closing educational gaps.”

(I)(1) The early literacy component will be described on the report card as “a measure of reading improvement and proficiency for students in kindergarten through third grade.”

(2) Performance ratings for the early literacy component will be assigned according to the following benchmarks based on the combined weighted percentages for the performance measures under paragraphs (I)(4), (I)(5), and (I)(6) of this rule:

(a) Five stars for a percentage of greater than or equal to **eighty-eight**;

(b) Four stars for a percentage of greater than or equal to **seventy-eight** per cent but less than **eighty-eight**

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per cent;

(c) Three stars for a percentage of greater than or equal to sixty-eight per cent but less than seventy-eight per cent;

(d) Two stars for a percentage of greater than or equal to fifty-eight per cent but less than sixty-eight per cent;

(e) One star for a percentage of less than fifty-eight per cent.

(3) The performance ratings for the early literacy component will be described on the report card as follows:

(a) A five-star rating will be described as “significantly exceeds state standards in early literacy (K-3);”

(b) A four-star rating will be described as “exceeds state standards in early literacy (K-3);”

(c) A three-star rating will be described as “meets state standards in early literacy (K-3);”

(d) A two-star rating will be described as “needs support to meet state standards in early literacy (K-3);”

(e) A one-star rating will be described as “needs significant support to meet state standards in early literacy (K-3).”

(4) The measure for proficiency in third grade reading will be a percentage of students in the district or school who score proficient or higher on the reading segment of the third grade English language arts assessment.

(5) The measure for progress in improving literacy in grades kindergarten through three will be a reduction in the total percentage of students scoring below grade level, or below proficient, compared from year to year on the reading segments of the diagnostics and assessments listed in division (D)(1)(h) of section 3302.03 of the Revised Code.

(6) The measure for promotion to the fourth grade will be a percentage of students in the district or school who are promoted to the fourth grade and not subject to retention under section 3313.608 of the Revised Code.

(7) For the purpose of calculating a rating for the early learning component, the performance measures under paragraphs (I)(4), (I)(5), and (I)(6) of this rule will be weighted according to the provisions of division (D)(3)(e) of section 3302.03 of the Revised Code.

(J)(1) The graduation component will be described on the report card as “a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.”

(2) Performance ratings for the graduation component will be assigned according to the following benchmarks:

(a) Five stars for a weighted percentage of students graduating in four or five years of greater than or equal to 96.5 per cent;

(b) Four stars for a weighted percentage of students graduating in four or five years of greater than or equal to 93.5 per cent but less than 96.5 per cent;

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- (c) Three stars for a weighted percentage of students graduating in four or five years of greater than or equal to 90 per cent but less than 93.5 per cent;
- (d) Two stars for a weighted percentage of students graduating in four or five years of greater than or equal to 84 per cent but less than 90 per cent;
- (e) One star for a weighted percentage of students graduating in four or five years of less than 84 per cent.
- (3) The performance ratings for the graduation component will be described on the report card as follows:
  - (a) A five-star rating will be described as “significantly exceeds state standards in graduation rates;”
  - (b) A four-star rating will be described as “exceeding state standards in graduation rates;”
  - (c) A three-star rating will be described as “meets state standards in graduation rates;”
  - (d) A two-star rating will be described as “needs support to meet state standards in graduation rates;”
  - (e) A one-star rating will be described as “needs significant support to meet state standards in graduation rates;”
- (K) In accordance with division (D)(3)(f) of section 3302.03 of the Revised Code, the report card will not include a rating for the college, career, workforce, and military readiness component for the 2021-2022, 2022-2023, and 2023-2024 school years.
- (L) Within two years after the effective date of this rule, the department shall provide recommendations to the state board regarding the recalibration and increasing of cut scores to align to higher expectations for students, schools, and districts.