Ohio's School Report Cards:
Update on implementation of statutory reform

#Each**Child**Our**Future**

March 1, 2022

State Board of Education

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- Director of Accountability

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Ohio's School Report Cards: Upcoming System Reforms

Project Review

Overview of Component Calculations and Proposed Ratings

Overview of Overall Calculation and Proposed Ratings

Overview of Report Only Data

Implications, Format and Next Steps

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Six Guiding Principles

1. Ratings assigned should be a fair, valid and accurate representation of performance.

2. The accountability system should be transparent and encourage high expectations for all students, schools, and districts.

3. The implementation of the new report card ratings should include transition time for students, schools, and districts to understand the new measures and build toward improvement.

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Six Guiding Principles

4. The transition time is meant to maintain stability by keeping the same, or similar, cut scores as the previous system, and then appropriately transition to higher expectations for all students. Ohio should expect all students to reach proficiency or higher.

5. The proposal should reflect the general expectations set forth by stakeholders in the report card reform discussions (while recognizing that not all stakeholders will agree on all details).

6. The accountability system and Ohio School Report Cards should emphasize growth and improvement.

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Report Card Reform Timeline

State Board of Education Rule Review Process; JCARR

Presentation to House and Senate Education Committees

Jan – Mar '22

Ohio's School Report Cards published with reform work included

Sept '22

Mar – May '22

Revisions to Ohio's Every Student Succeeds Act plan

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Report Card Reform Timeline

1. State Board of Education reviews and recalibrates cut scores for all remaining components and ratings

2. HB 82 Study Group concludes work with final report

2024

2023

1. HB 82 Study Group begins work

2. State Board of Education reviews results and cut scores

2025

1. College, Career, Workforce and Military Readiness Component proposed to be included in ratings

2. State Board of Education reviews Gifted Performance Indicator with Gifted Advisory Council

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Stakeholder Engagement

— Public comments received on the report card reform package: 54 individual commenters

— Links to the public comment postings were included in the Department's EdConnection e-newsletter and the GovDelivery system

  - EdConnection reached 60,000 subscribers

  - GovDelivery reached 54,000 subscribers

— Department leadership met with legislators, education associations and stakeholders between Dec. 15th and February 11th to review Board's detailed proposal and gather feedback

Summary of Stakeholder Input

- Support for the Department and Board to analyze results and revisit benchmarks in two years

- Stakeholders emphasized the need to consider impacts of pandemic on performance

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Achievement Component Summary

The Achievement Component measures students' academic achievement using each level of performance on Ohio's State Tests.

➢ Removes the "Indicators Met" as a rated measure.

➢ Resets the maximum performance index score as the average of the highest 2% of PI scores achieved for that year. The max score is used as the denominator in the calculation. This max score is to be set this way for buildings and districts.

➢ The calculation includes performance on the following assessments at the school and district level: English language arts (grades 3 – 8), Math (grades 3 – 8), Science (grades 5, 8), English language arts I and II, Integrated Math I and II, Geometry, Algebra I, Biology, American History, American Government, and approved substitutes using performance on Advanced Placement or International Baccalaureate assessments.

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Performance Index Calculation Example

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.2	X	1.3	=	0.3
Advanced	2.9	X	1.2	=	3.5
Accelerated	5.4	X	1.1	=	5.9
Proficient	10.3	X	1.0	=	10.3
Basic	16.5	X	0.6	=	9.9
Limited	51.9	X	0.3	=	15.6
Untested	12.8	X	0.0	=	0.0
					45.4

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 districts receive points for every student who takes a test. The higher the achievement level, the more points awarded in the district's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

-- 37.9%

45.4 of a possible 120.0
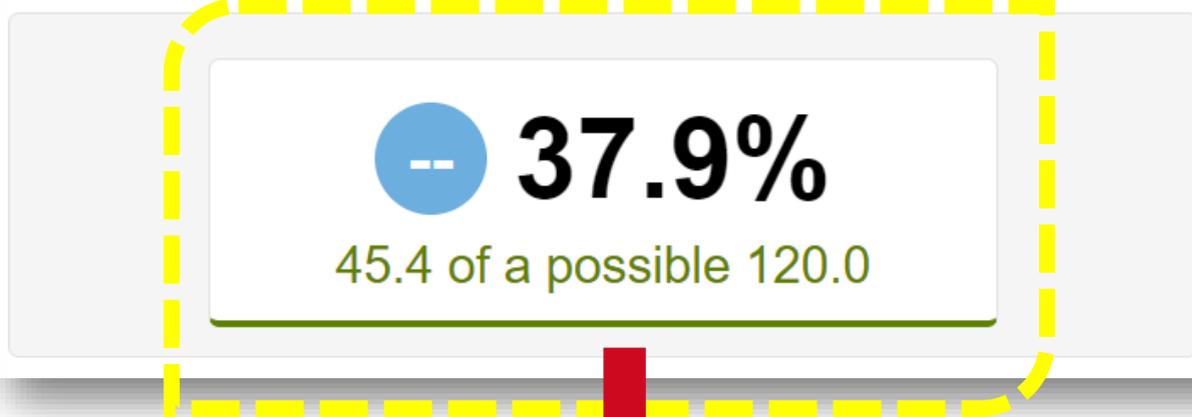
Example: If in 2022 the max score is 105, score would be 45.4 out of possible 105 points = 43.2%

Achievement Component

| Rating	Cut Score Ranges	Rating Description
5 Star	Greater than or equal to 90% Max Scores	Significantly exceeds state standards in academic achievement
4 Star	From 80% to less than 90% Max Scores	Exceeds state standards in academic achievement
3 Star	From 70% to less than 80% Max Scores	Meets state standards in academic achievement
2 Star	From 50% to less than 70% Max Scores	Needs support to meet state standards in academic achievement
1 Star	Less than 50% of Max Scores	Needs significant support to meet state standards in academic achievement

Distribution of Estimated Achievement Ratings
District Comparison – 2019 SY Data v. 2021 SY Data
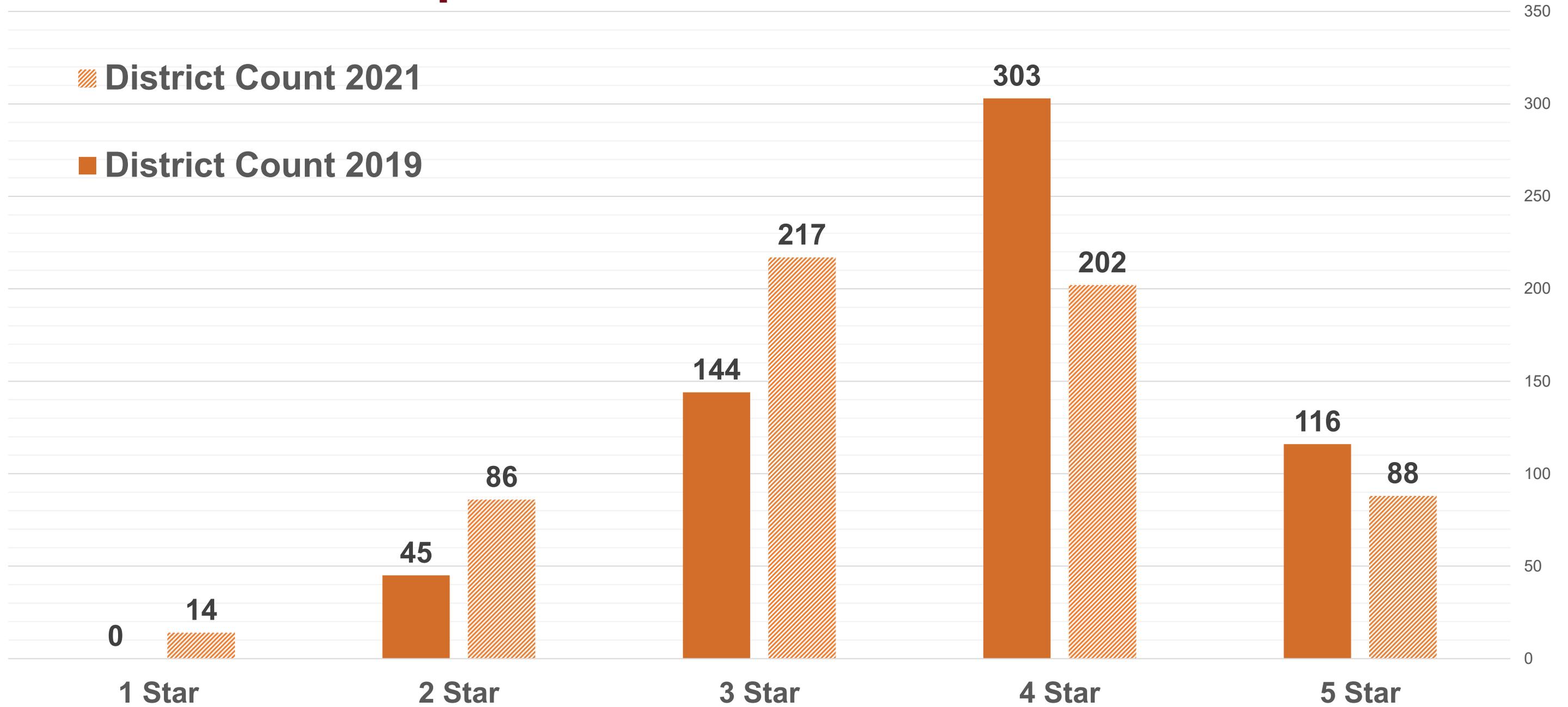
Distribution of Estimated Achievement Ratings
School Comparison – 2019 SY Data v. 2021 SY Data
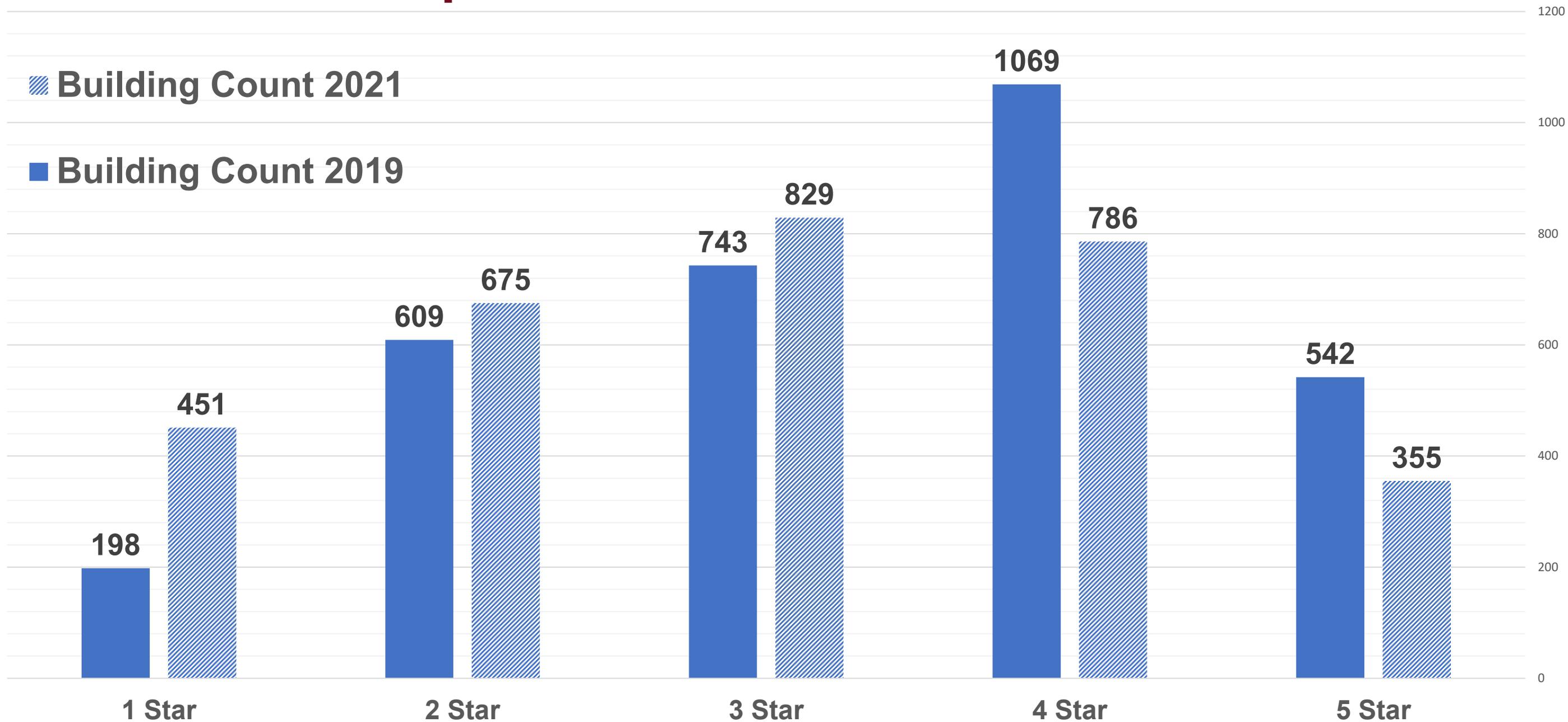
Progress Component Summary

The Progress Component measures the academic performance of students compared to expected growth on Ohio's State Tests.

➢ SAS EVAAS has calculated value-added measures for Ohio since 2002. Value-added compares the *change in achievement* of a group of students from one year to the next to an *expected amount of change* based on the student's prior achievement history. The methodology of calculating growth has not changed in Ohio.

➢ Beginning with the 2021-2022 school year, and report cards released in September 2022, the Progress Component Rating will be determined by a **two-step process** using the growth index and the effect size. Previously, only the growth index value was used to assign ratings.

Two Steps to Assign Component Rating

- **Step 1**
  - Use the **growth index value to determine if there is statistical evidence** that the observed growth was indeed above or below the growth expectation
  - Use standard statistical thresholds for this determination. No different than the past.
  - Every measure starts at 3 stars, and then either stays at 3, or moves to 2 or 4 at this step.

- **Step 2**
  - Use the **effect size to determine if the magnitude of growth** was large enough for…
    - Schools and districts showing above expected growth to be considered 5 stars.
    - Schools and districts showing below expected growth to be considered 1 star.

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Distribution of Estimated Ratings Using 2019 SY Data and Committee Approved Cut Scores

| Rating	District Range	# Districts	% Districts
5 Star	Index at least 2 and Effect Size at least 0.1	106	17.41%
4 Star	Index at least 2 and Effect Size less than 0.1	96	15.76%
3 Star	Index greater than or equal to -2 but less than 2	200	32.84%
2 Star	Index less than -2 and Effect Size at least -0.1	109	17.90%
1 Star	Index less than -2 and Effect Size less than -0.1	98	16.09%

Rating	School Range	# Schools	% Schools
5 Star	Index at least 2 and Effect Size at least 0.2	442	14.18%
4 Star	Index at least 2 and Effect Size less than 0.2	544	17.46%
3 Star	Index greater than or equal to -2 but less than 2	1212	38.90%
2 Star	Index less than -2 and Effect Size at least -0.2	457	14.67%
1 Star	Index less than -2 and Effect Size less than -0.2	461	14.79%

Rating	Rating Descriptions for Progress Component
5 Star	Significant evidence that the district [school] exceeded student growth expectations by a larger magnitude
4 Star	Significant evidence that the district [school] exceeded student growth expectations
3 Star	Evidence that the district [school] has met student growth expectations
2 Star	Significant evidence that the district [school] fell short of student growth expectations
1 Star	Significant evidence that the district [school] fell short of student growth expectations by a larger magnitude

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Distribution of Estimated Progress Component Ratings Using 2019 SY Data and Committee Approved Cut Scores
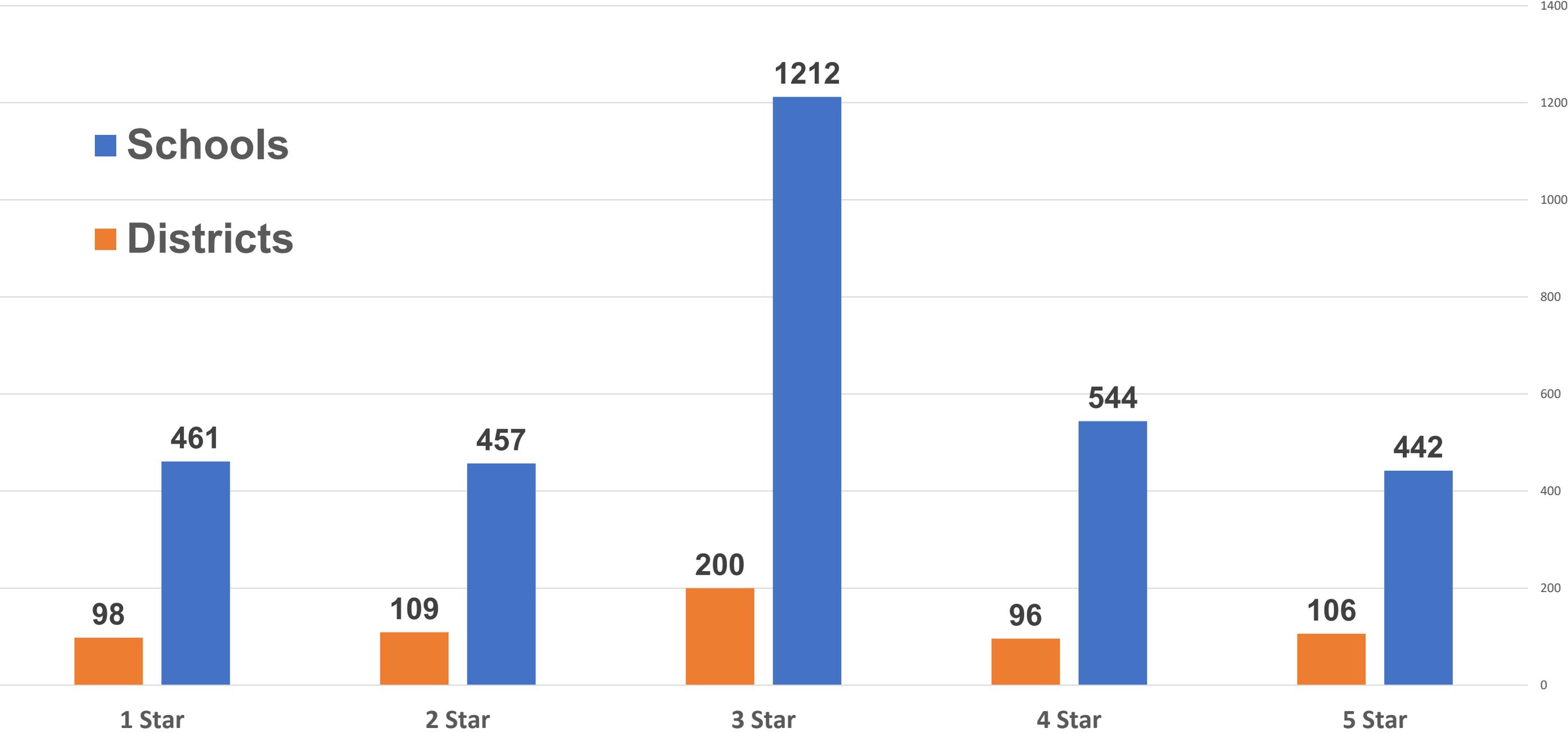
Early Literacy Component Summary

The Early Literacy Component measures reading improvement and proficiency for students in kindergarten through third grade.

- Three measures now factor into the component rating:
  - Proficiency in 3rd Grade Reading
  - Promotion to 4th Grade
  - Improving K-3 Literacy

- RIMP "deduction" no longer implemented.

- Schools and districts with less than 10% of students scoring not on-track in kindergarten will not have the Improving K-3 Literacy measure contribute to the component rating.

Early Literacy Component Calculation Example

The performance on each measure is multiplied by the weight established in Ohio Revised Code. These weighted percentages are then summed to created a 'combined component percentage' as shown in the example below. The 'combined component percentage' is the number used to assign the component rating based on the benchmarks (or cut scores) to be established by the State Board of Education.

If a school or district has all three measures:				If a school or district does not have Improving K-3 Literacy:			
	Performance on Measure	Weight	Weighted Percentage		Performance on Measure	Weight	Weighted Percentage
Proficiency in Third Grade Reading	86%	.4	34.4	Proficiency in Third Grade Reading	86%	.6	51.6
Promotion to Fourth Grade	98%	.35	34.3	Promotion to Fourth Grade	98%	.4	39.2
Improving K – 3 Literacy	72%	.25	18	Improving K – 3 Literacy	N/A	0%	
Combined Component Percentage =		86.7%		Combined Component Percentage =			90.8%

Early Literacy Component

Rating	Cut Score Ranges	Rating Description
5 Star	Greater than or equal to 88%	Significantly exceeds state standards in early literacy (K – 3)
4 Star	From 78% to less than 88%	Exceeds state standards in early literacy (K – 3)
3 Star	From 68% to less than 78%	Meets state standards in early literacy (K – 3)
2 Star	From 58% to less than 68%	Needs support to meet state standards in early literacy (K – 3)
1 Star	From 0% to less than 58%	Needs significant support to meet state standards in early literacy (K – 3)

Distribution of Estimated Early Literacy Ratings
District Comparison – 2019 SY Data v. 2021 SY Data
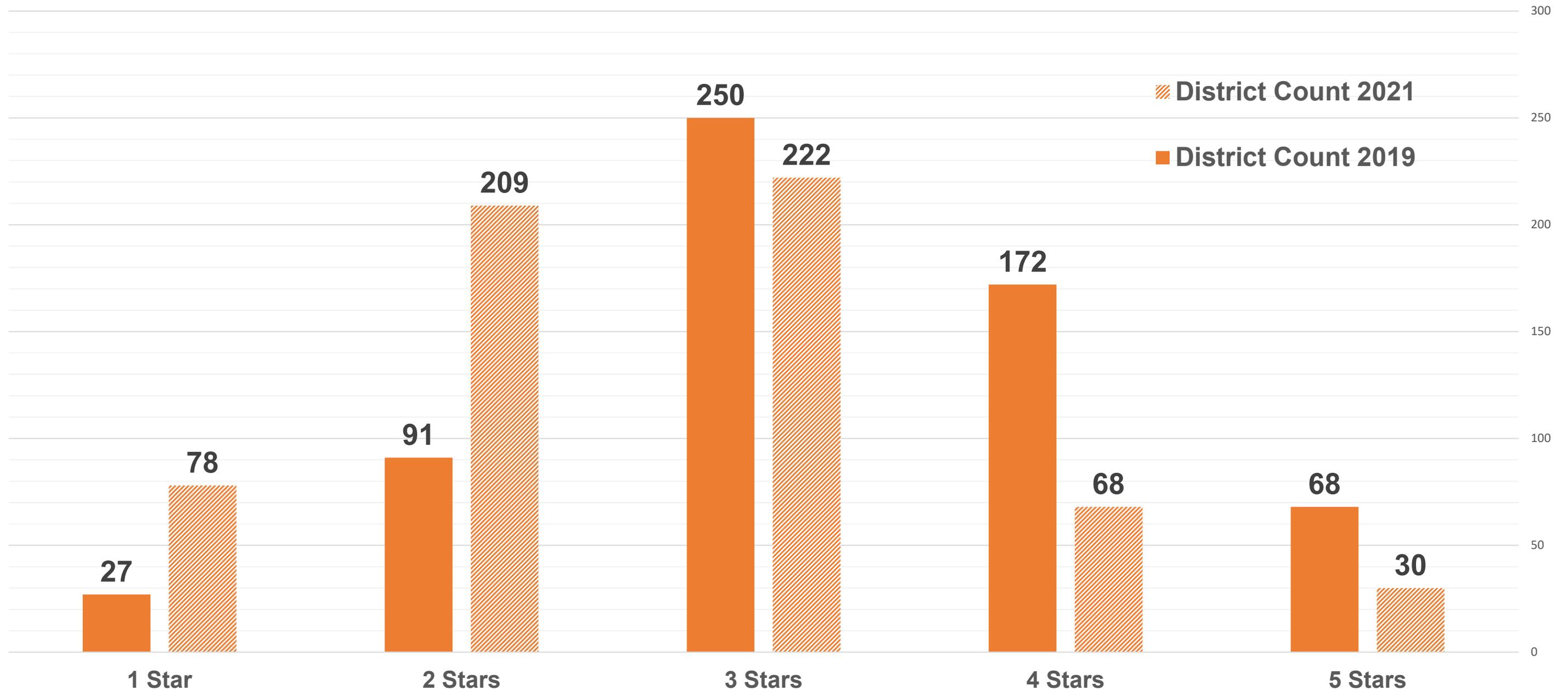
Distribution of Estimated Early Literacy Ratings
School Comparison – 2019 SY Data v. 2021 SY Data
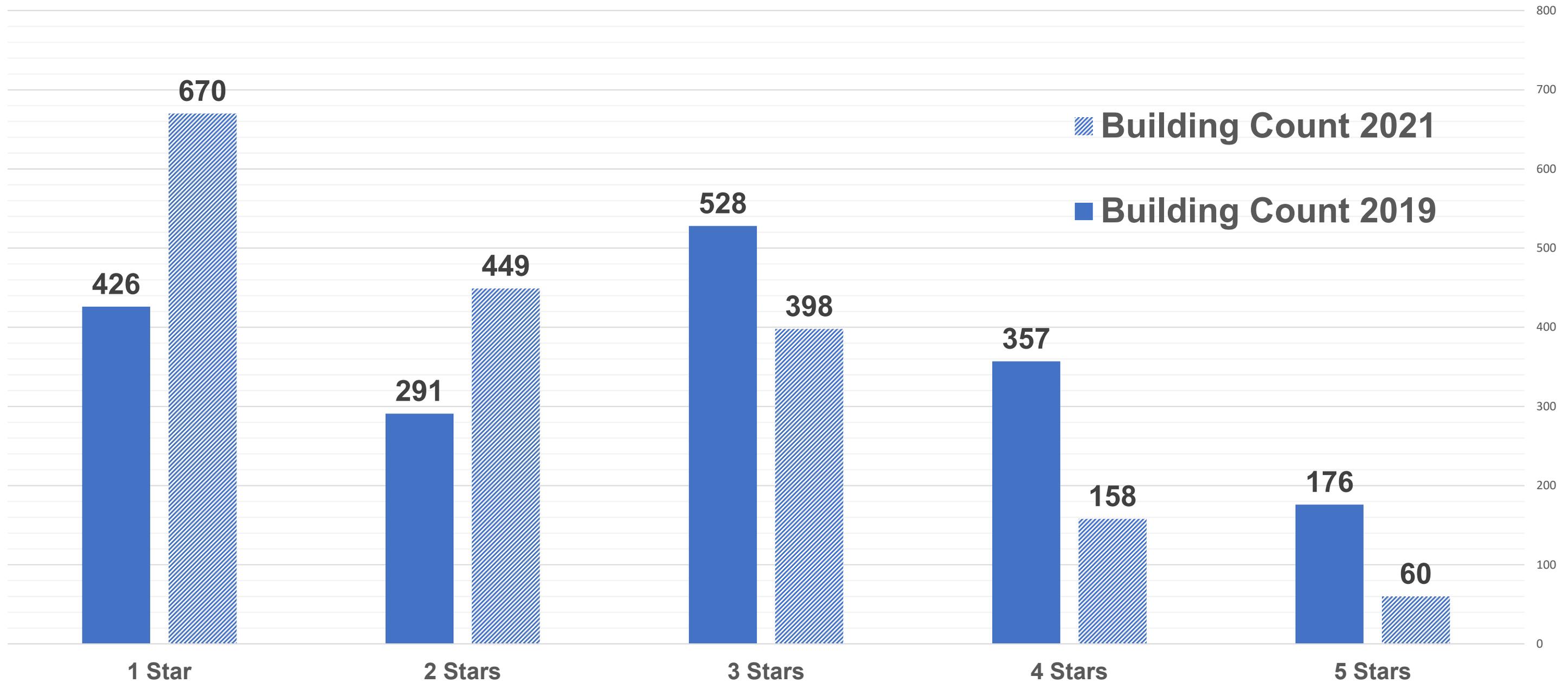
Gap Closing Component Summary

The Gap Closing Component measures the reduction in educational gaps for student subgroups.

➢ The Gap Closing Component now includes additional measures of performance and a new methodology based on updates to Revised Code. The Gap Closing Component will reflect whether schools and districts meet the expected performance thresholds on:

  ➢ the gifted performance indicator;

  ➢ chronic absenteeism indicator;

  ➢ English learner proficiency improvement indicator;

  ➢ graduation goals for student subgroups;

  ➢ academic achievement in English language arts and math for student subgroups; and,

  ➢ academic progress (i.e., growth) in English language arts and math for student subgroups.

Point Assignments for Measures/Indicators

Measure/Indicator	Details	Possible Points
Gifted Performance Indicator	Gifted Performance Index	**5**
	Gifted Progress (Growth)	**5**
	Gifted Identification and Services	**5**
Chronic Absenteeism Indicator	Meet annual goal or show improvement from prior year	**5**
English Learner Proficiency Improvement Indicator	Meet annual goal or show improvement from prior year; English learners' performance on Ohio English Language Proficiency Assessment (OELPA)	**5**
Graduation	Meet annual goal; at individual subgroup level	**10**
English Language Arts – Achievement	Meet annual goal; at individual subgroup level	**10**
English Language Arts – Progress (Growth)	Meet annual goal; at individual subgroup level	**10**
Mathematics – Achievement	Meet annual goal; at individual subgroup level	**10**
Mathematics – Progress (Growth)	Meet annual goal; at individual subgroup level	**10**
	Total Possible:	**75**

Gifted Performance Indicator Summary

➤ Updates Gifted Performance Index calculation to align with that in the Achievement Component

➤ Updates Gifted Progress to align to new rating system

➤ Updates Gifted Identification and Services:

- Points are calculated based on and adjust to enrollment
- Use of Representation Index
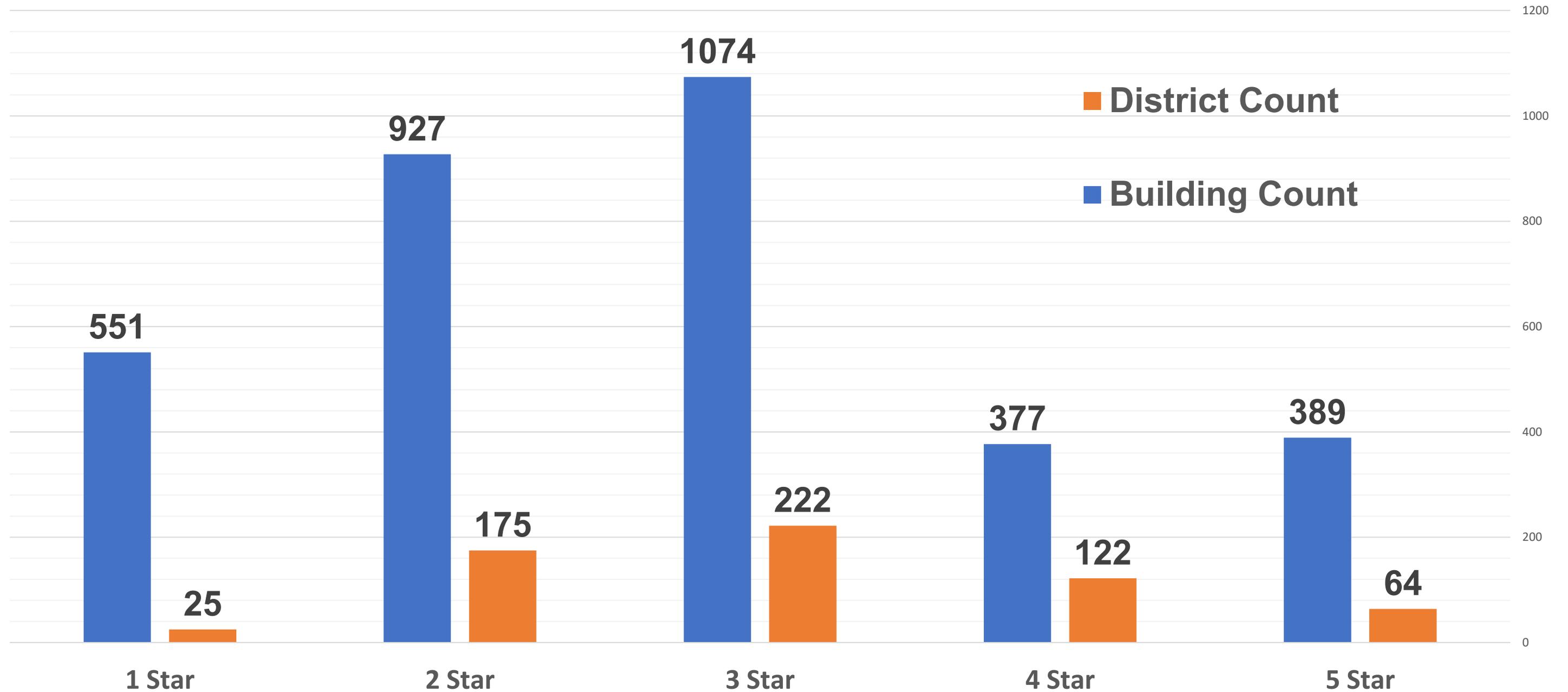- Point matrix increased to possible 140 points

Gap Closing Component

Rating	Cut Score Ranges	Rating Description
5 Star	Greater than or equal to 60%	Significantly exceeds state standards in closing educational gaps
4 Star	From 45% to less than 60%	Exceeds state standards in closing educational gaps
3 Star	From 30% to less than 45%	Meets state standards in closing educational gaps
2 Star	From 10% to less than 30%	Needs support to meet state standards in closing educational gaps
1 Star	Less than 10%	Needs significant support to meet state standards in closing educational gaps

Distribution of Estimated Gap Closing Component Ratings Using 2019 SY Data and Committee Approved Cut Scores

- District Count
- Building Count

	1 Star	2 Star	3 Star	4 Star	5 Star
Building Count	551	927	1074	377	389
District Count	25	175	222	122	64

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Graduation Component Summary

4-Year Graduation Rate
The four-year graduation rate applies to students in the class of 2020 who graduated within four years. These are the students who entered ninth grade in the fall of 2016 and graduated by the summer of 2020.

81.2%

5-Year Graduation Rate
The five-year graduation rate applies to students in the class of 2019 who graduated within five years. These are the students who entered ninth grade in the fall of 2015 and graduated by the summer of 2020.

85.8%

The Graduation Component measures the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.

The Graduation Component includes both the four-year graduation rate **(weighted at 60%)** and the five-year graduation rate **(weighted at 40%).** A weighted graduation rate has been calculated using the weights as directed in Ohio Revised Code 3302.03.

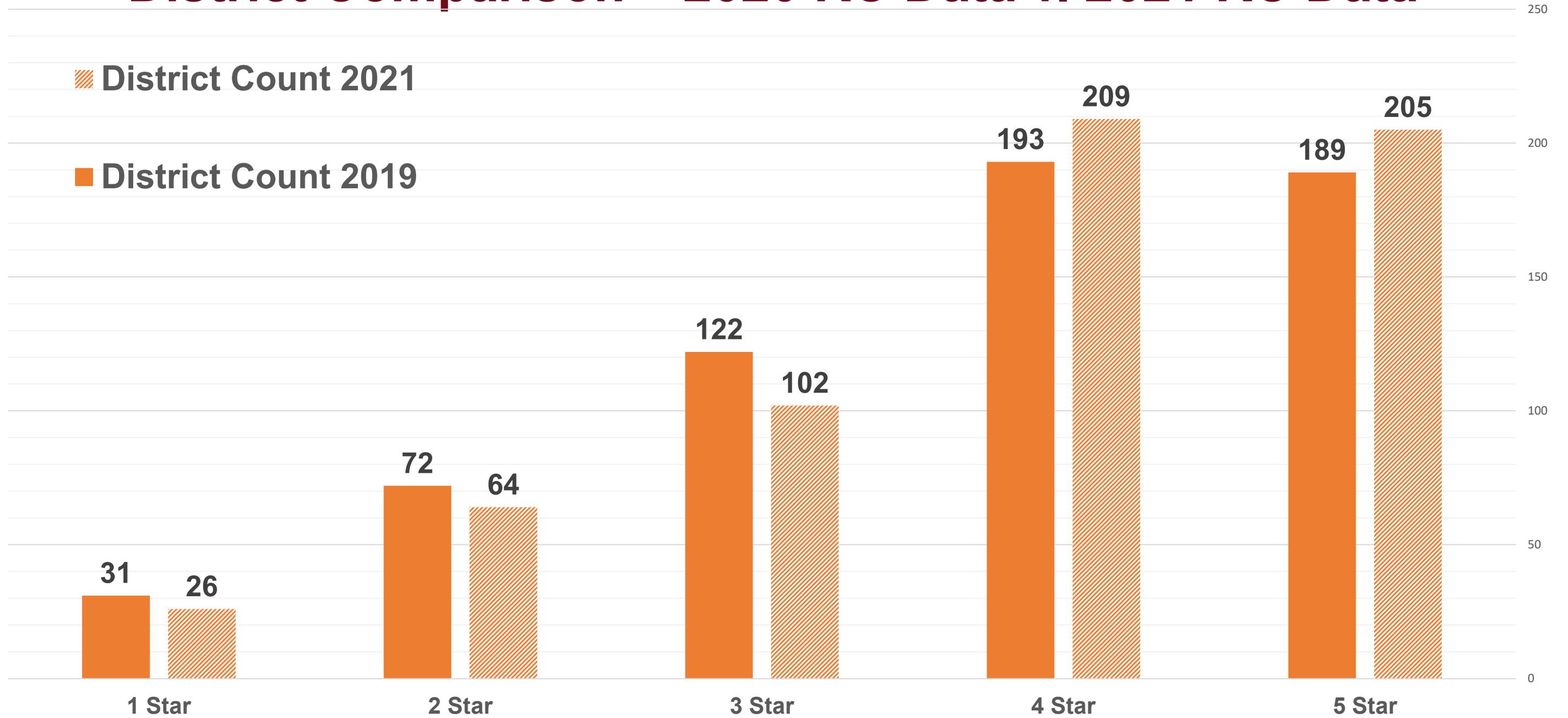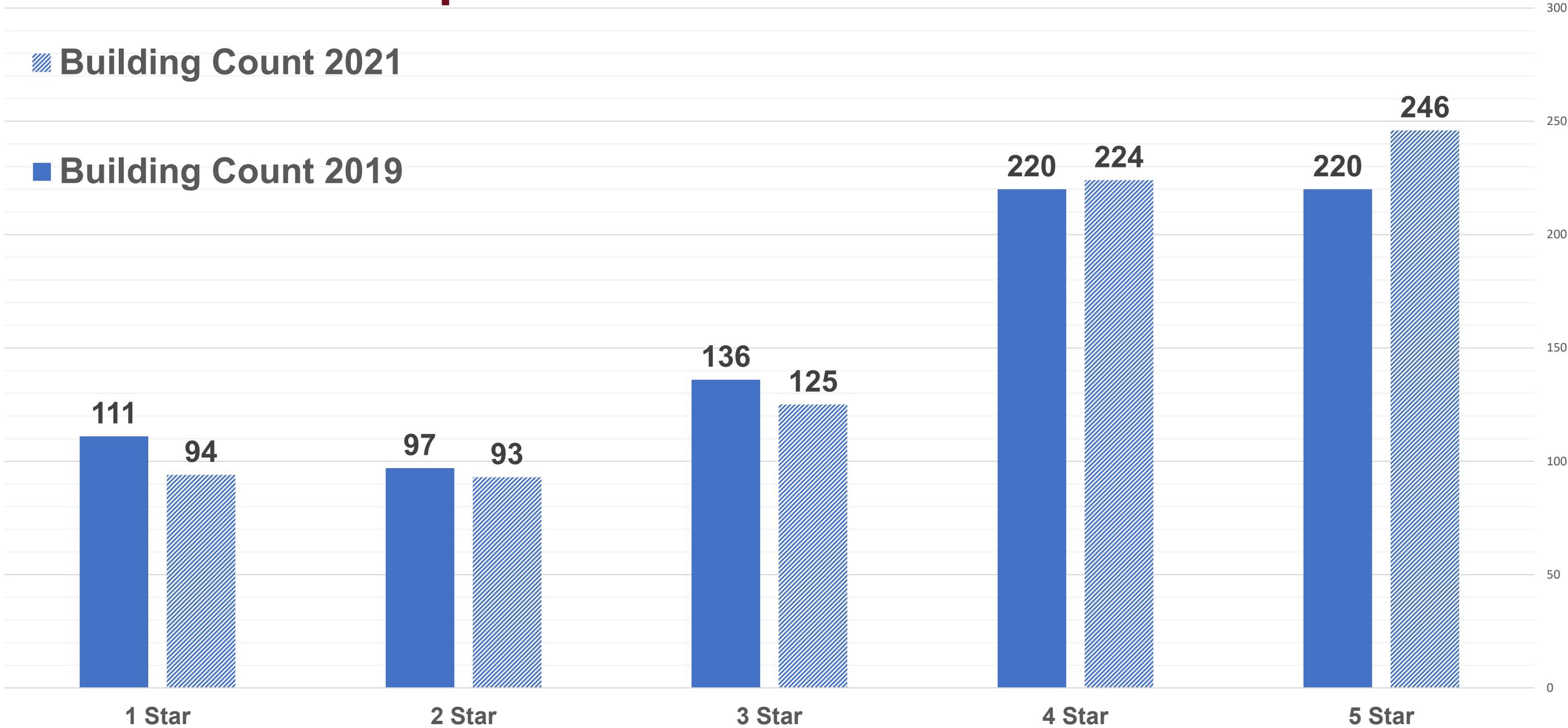# Graduation Component

Rating	Cut Score Ranges	Rating Description
5 Star	Greater than or equal 96.5%	Significantly exceeds state standards in graduation rates
4 Star	From 93.5% to less than 96.5%	Exceeds state standards in graduation rates
3 Star	From 90% to less than 93.5%	Meets state standards in graduation rates
2 Star	From 84% to less than 90%	Needs support to meet state standards in graduation rates
1 Star	Less than 84%	Needs significant support to meet state standards in graduation rates

Distribution of Estimated Graduation Ratings
District Comparison – 2020 RC Data v. 2021 RC Data

Legend:
- District Count 2021
- District Count 2019

Rating	District Count 2019	District Count 2021
1 Star	31	26
2 Star	72	64
3 Star	122	102
4 Star	193	209
5 Star	189	205

Distribution of Estimated Graduation Ratings
School Comparison – 2020 RC Data v. 2021 RC Data

Building Count 2021
Building Count 2019

	1 Star	2 Star	3 Star	4 Star	5 Star
Building Count 2019	111	97	136	220	220
Building Count 2021	94	93	125	224	246

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College, Career, Workforce and Military Readiness Component Summary

➢ Elements are equal in the calculation

➢ Expand list of elements that will be measured

➢ Report data during transition years (2021-2022, 2022-2023, and 2023-2024)

➢ Analyze data and submit proposed rules to JCARR prior to the Component being rated (2024-2025)

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Overall School and District Ratings

- Published in 2022-2023 school year.

- Used in 2021-2022 school year for sponsor evaluation and with federal school improvement identification.

- Includes half-star ratings; whereas components receive only full-star ratings.

- Components are assigned points and weighted to calculate the overall ratings for schools and districts.

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Weighting for Five Components

Achievement Component (28.601%)

Progress Component (28.601%)

Graduation Component (14.266%)

Gap Closing Component (14.266%)

Early Literacy Component (14.266%)
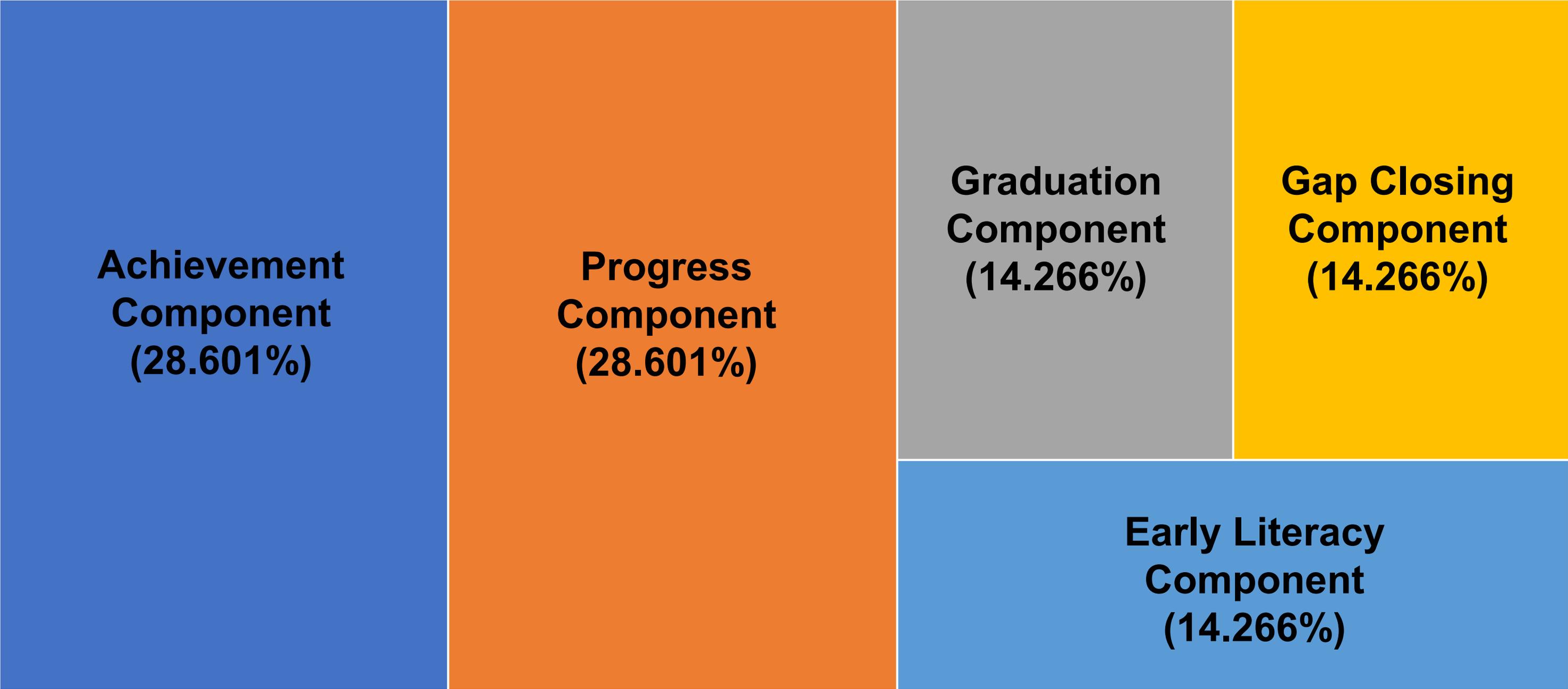
Example of Combining the Components into Overall Rating

Achievement Component (Points x Weight)

+

Progress Component (Points x Weight)

+

Gap Closing Component (Points x Weight)

+

Early Literacy Component (Points x Weight)

+

Graduation Component (Points x Weight)

➡
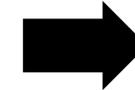
Overall Star Rating

(Sum of Component Points)

Cut Score (Points) for Overall Ratings

Rating	Range
5 Star	Greater than or equal to 4.125 Points
4 ½ Star	From 3.625 to less than 4.125 Points
4 Star	From 3.125 to less than 3.625 Points
3 ½ Star	From 2.625 to less than 3.125 Points
3 Star	From 2.125 to less than 2.625 Points
2 ½ Star	From 1.625 to less than 2.125 Points
2 Star	From 1.125 to less than 1.625 Points
1 ½ Star	From 0.563 to less than 1.125 Points
1 Star	Less than 0.563 Points

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Overall Rating Descriptions ([ORC 3302.03](#))

Rating	Description
5 Stars	**Significantly exceeds state standards**
4 and 4.5 Stars	**Exceeds state standards**
3 and 3.5 Stars	**Meets state standards**
2 and 2.5 Stars	**Needs support to meet state standards**
1 and 1.5 Stars	**Needs significant support to meet state standards**

Estimated Distribution of Overall Ratings Using 2019 SY Data and Component Models
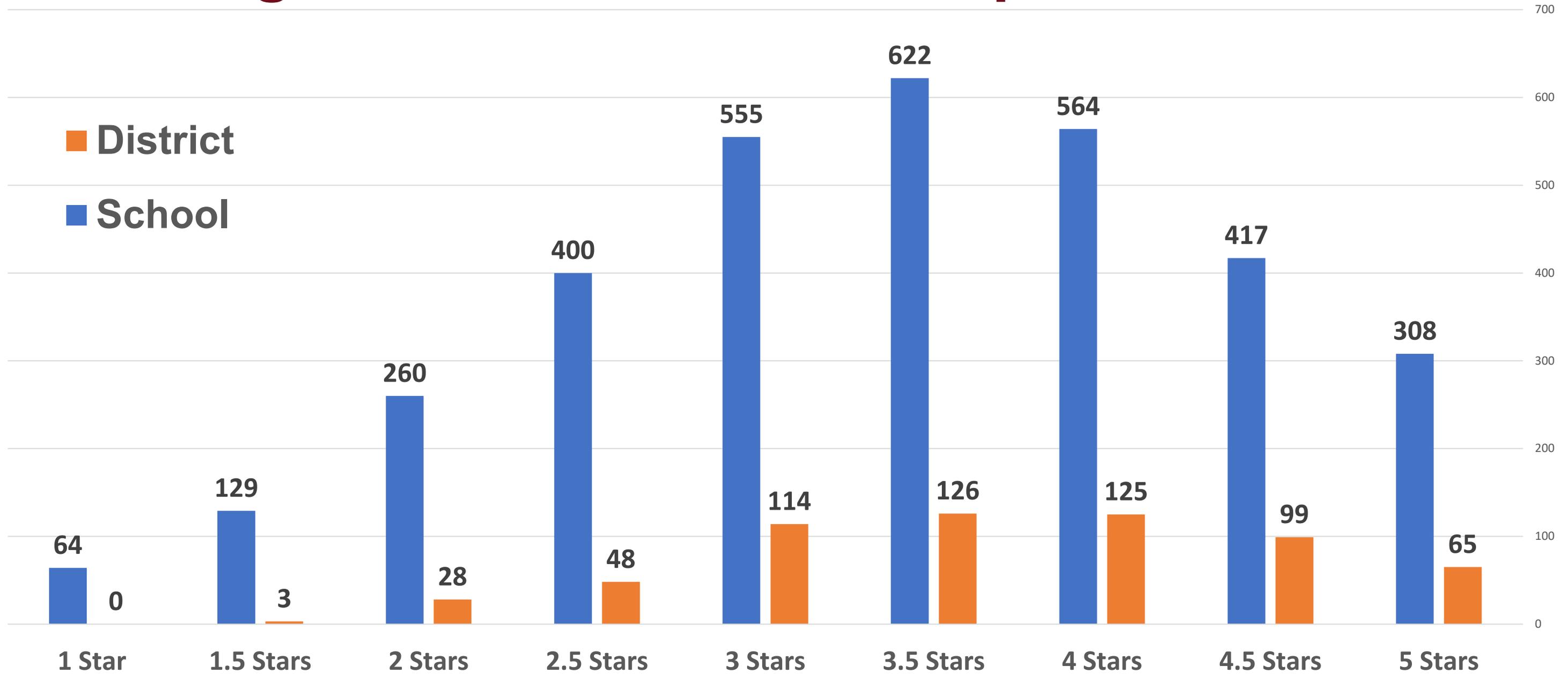
Distribution of Overall Ratings from 2019 SY
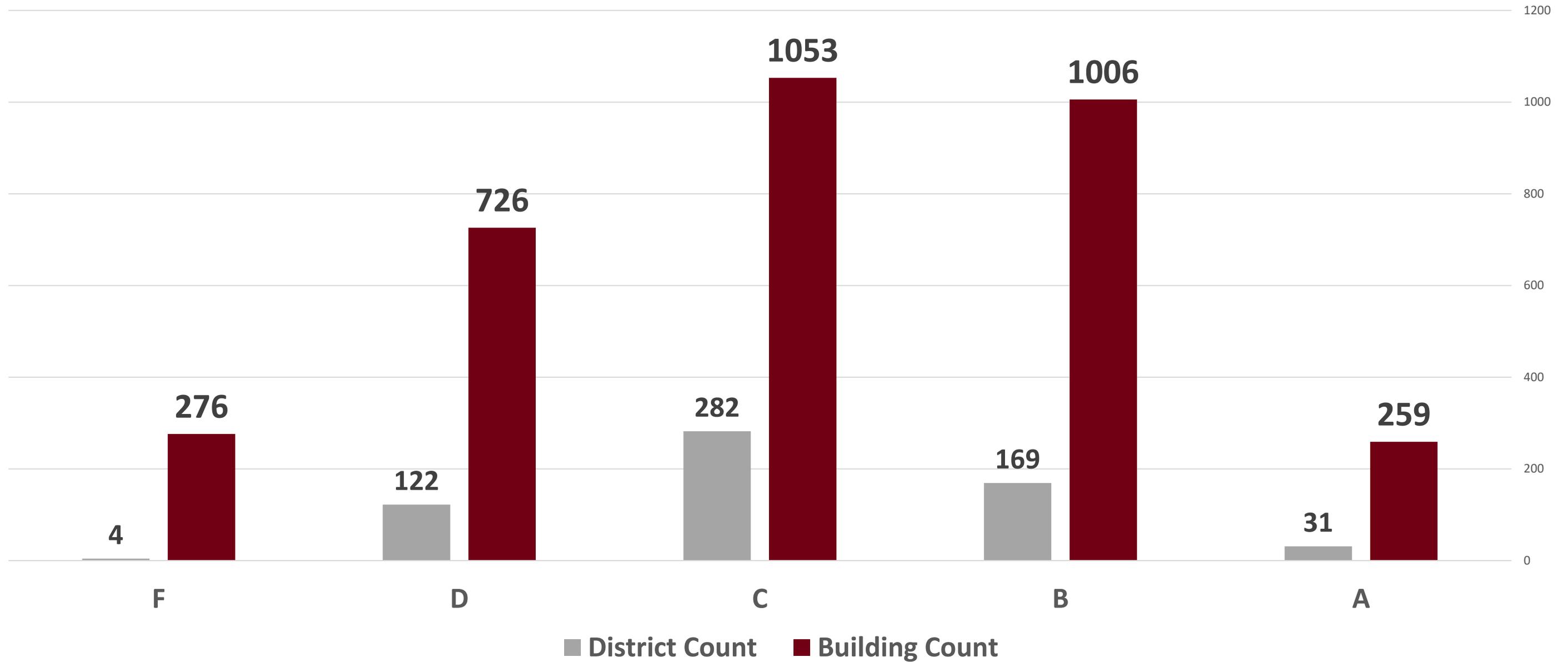
Overview of Report-Only Measures

Several report-only measures are also detailed in Revised Code, including:

- Indicators Met (proficiency by grade level and subject)

- Positive Behavioral Interventions and Supports framework implementation

- FAFSA completion; number and percentage of high school seniors in each year who completed the free application for federal student aid

- Additional reporting on graduation cohorts

- Student Opportunity Profiles

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Implications of Report Card Ratings

Examples of sanctions and benefits for districts and schools tied to component or overall ratings on the report card:

School Districts	Community Schools
EdChoice Scholarship eligibility	Closure for poor performance
Academic distress commission	Right of first refusal to district property
Exempt from certain education mandates	Prohibition on new sponsor
School restructuring	Sponsor evaluations
Choose own diagnostic assessments	Eligibility to offer preschool

What Will the Report Card Look Like?

Performance label descriptors

Color coding

Trend arrows and data comparisons

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Next Steps

- Vote by full State Board of Education at the March business meeting.

- Review and amendment process for Ohio's federal Every Student Succeeds Act plan.

- Development and deployment of communication materials and training opportunities on new report card system.
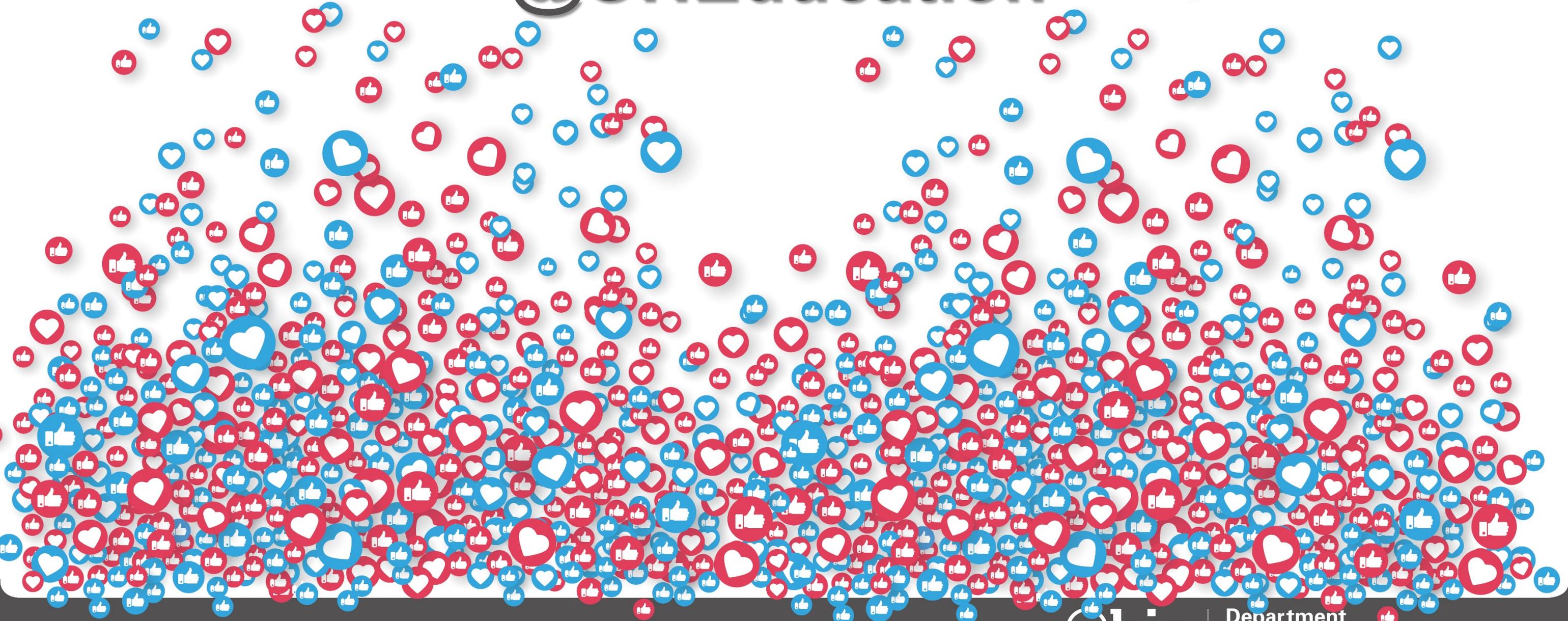
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Questions?

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