

Ohio's School Report Cards: Upcoming System Reforms



February 2022

Ohio's School Report Cards: Upcoming System Reforms

Project Review

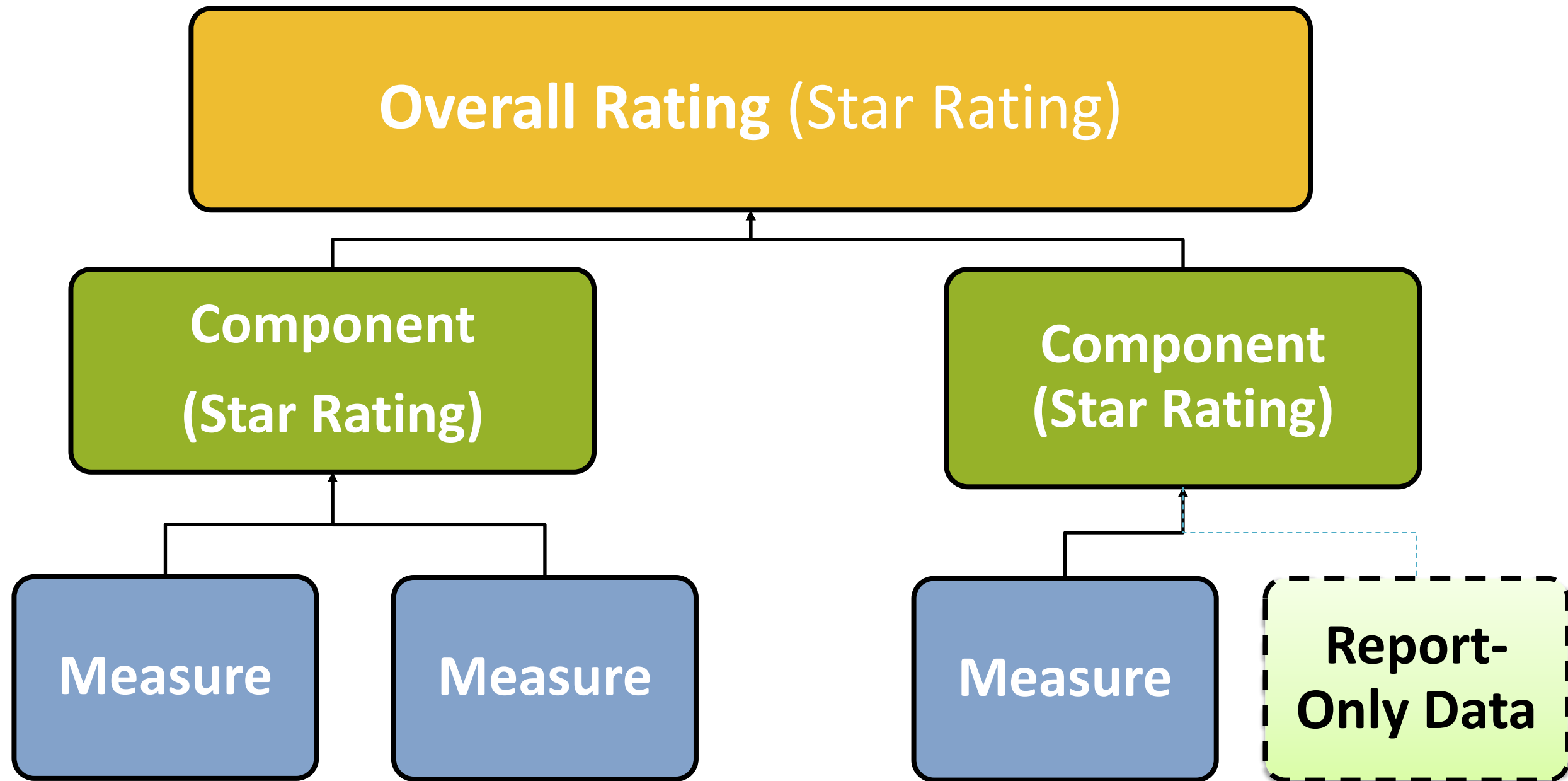
Overview of Components

Overview of Overall Rating

Overview of Report Only Data

Stakeholder Engagement

Report Card Terminology



Setting Rating Cut Scores

- (4)(a) ...establish the performance criteria, benchmarks, and rating system necessary to implement divisions (D) and (F) of this section...
- (b) **In establishing the performance criteria, benchmarks, and rating system**, the state board shall consult with stakeholder groups and advocates that represent parents, community members, students, business leaders, and educators from different school typology regions. The state board shall **use data from prior school years and simulations to ensure that there is meaningful differentiation** among districts and buildings across all performance ratings and that, except as permitted in division (D)(3)(f) of this section, **more than half of all districts or buildings do not earn the same performance rating in any component** or overall performance rating.

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

Administrative Rules under Review

Rule	Title	Status
3301-28-01	Definitions	Posted until 2/11
3301-28-02	Gap Closing Component and measures	Posted until 2/9
3301-28-03	Achievement Component and measures	Posted until 2/9
3301-28-04	Gifted Performance Indicator	Posted until 2/11
3301-28-05	Graduation Component and measures	Posted until 2/9

Administrative Rules under Review

Rule	Title	Status
3301-28-06	Progress Component and measures	Posted until 2/11
3301-28-07	Early Literacy Component and measures	Posted until 2/9
3301-28-08	College, Career, Workforce and Military Readiness Component and measures	Posted until 2/9
3301-28-09	RESCIND (Other graded components)	Posted until 2/9
3301-28-10	School and District Ratings	Posted until 2/11

Ohio's School Report Cards: Upcoming System Reforms

Project Review

Overview of Components

Overview of Overall Rating

Overview of Report Only Data

Stakeholder Engagement

Achievement Component Summary

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

Cut Score Approach: Initial cut scores will be set using the prior system cut scores with the intent to revisit in two years to increase scores to a state standard of all students reaching or exceeding academic proficiency.

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

Detailed Changes to the Achievement Component

- 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.

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 2021
the max score is 105.
Score would be 45.4
out of possible 105
points = 43.2%

Setting Achievement Component Cut Scores

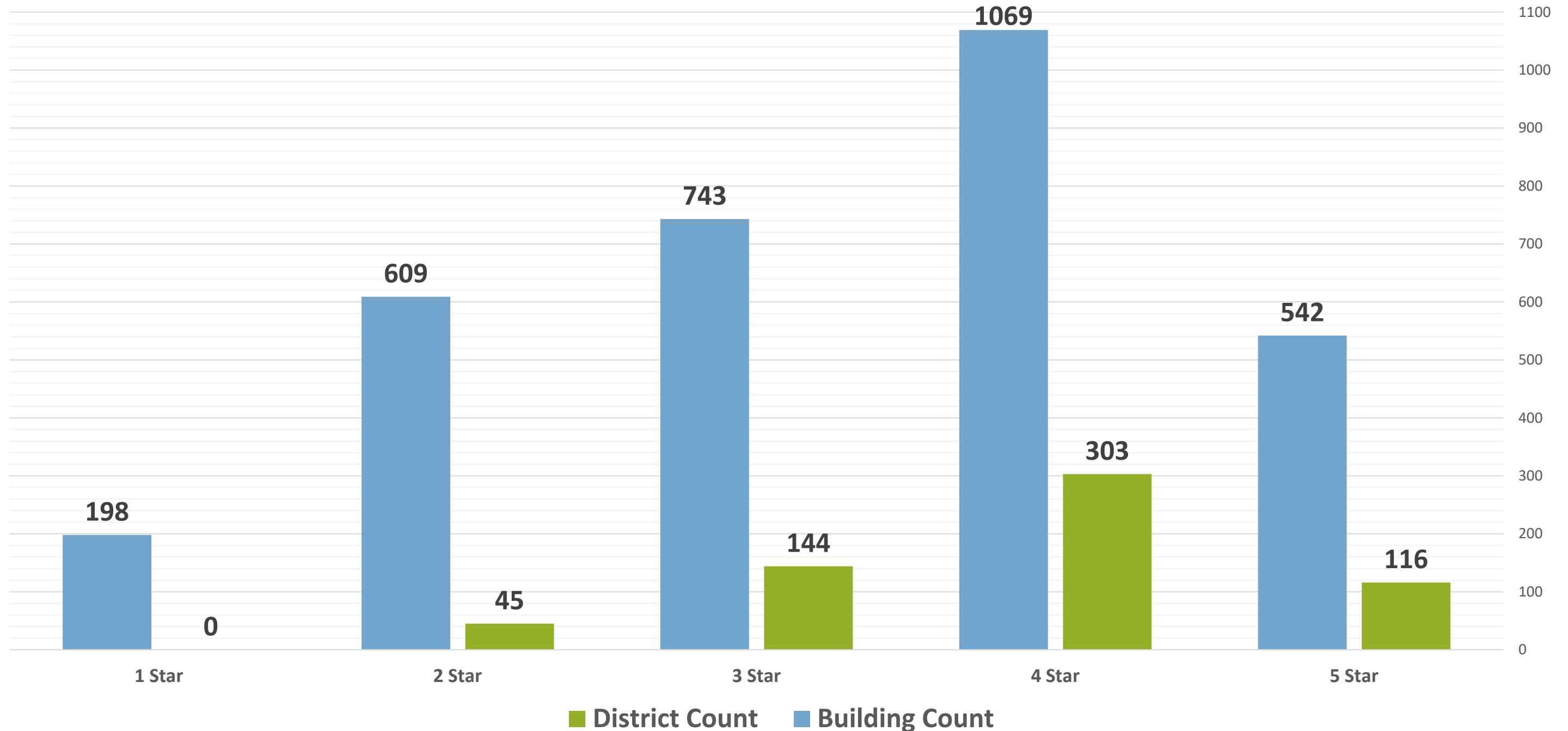
Calculation: The calculation includes performance on the following assessments at the school and district level: English language arts (grades 3 – 8), Math (grades 3 – 8), Science (grades 5, 8), English language arts I and II, Integrated Math I and II, Geometry, Algebra I, Biology, American History,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

Use of Max Score: The District Max Score is the average of the top 2% of district Performance Index Scores and the School Max Score is the average of the top 2% of school Performance Index Scores. A percent of the max score is calculated by dividing the earned Performance Index Score by the max score. The percent of the max score is used for the distribution to assign ratings.

Proposed Achievement Cut Scores Using 2019 SY Data

Rating	Range	# Districts	% Districts	# Schools	% Schools
5 Star	Greater than or equal to 90% Max Scores	116	19.1%	542	17.1%
4 Star	From 80% to less than 90% Max Scores	303	49.8%	1069	33.8%
3 Star	From 70% to less than 80% Max Scores	144	23.7%	743	23.5%
2 Star	From 50% to less than 70% Max Scores	45	7.4%	609	19.3%
1 Star	Less than 50% of Max Scores	0	0.0%	198	6.3%

Example of Achievement Ratings Using 2019 SY Data



Rating	Proposed Rating Descriptions for Achievement Component
5 Star	Significantly exceeds state standards in academic achievement
4 Star	Exceeds state standards in academic achievement
3 Star	Meets state standards in academic achievement
2 Star	Needs support to meet state standards in academic achievement
1 Star	Needs significant support to meet state standards in academic achievement

Progress Component Summary

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

Cut Score Approach: Implement a second step for assigning ratings using an 'effect size'. Initial cut scores will be established using the 'growth index' and 'effect size' and setting symmetrical scale.

Measuring Growth in Ohio

- 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 students' prior achievement history.
- The methodology of calculating growth has not changed in Ohio.
- While the models have not changed, the method of categorizing growth has shifted over the years.

Growth Index and Effect Size

- Growth index
 - Provides level of evidence that growth is statistically different from the expectation of growth
 - Calculation: $\frac{\text{Growth measure}}{\text{Standard error}}$
 - Thresholds based on statistical significance and commonly used values in the field of both education and statistics
- Growth effect size
 - Effect size is a measure of magnitude that standardizes the growth measure. It can be used to indicate substantive or practical significance rather than statistical significance.
 - Calculation: $\frac{\text{Growth measure}}{\text{Standard Deviation of Student Achievement}}$
 - Very similar to the growth measure currently used in reporting

Two Steps to Categorization

- Step 1

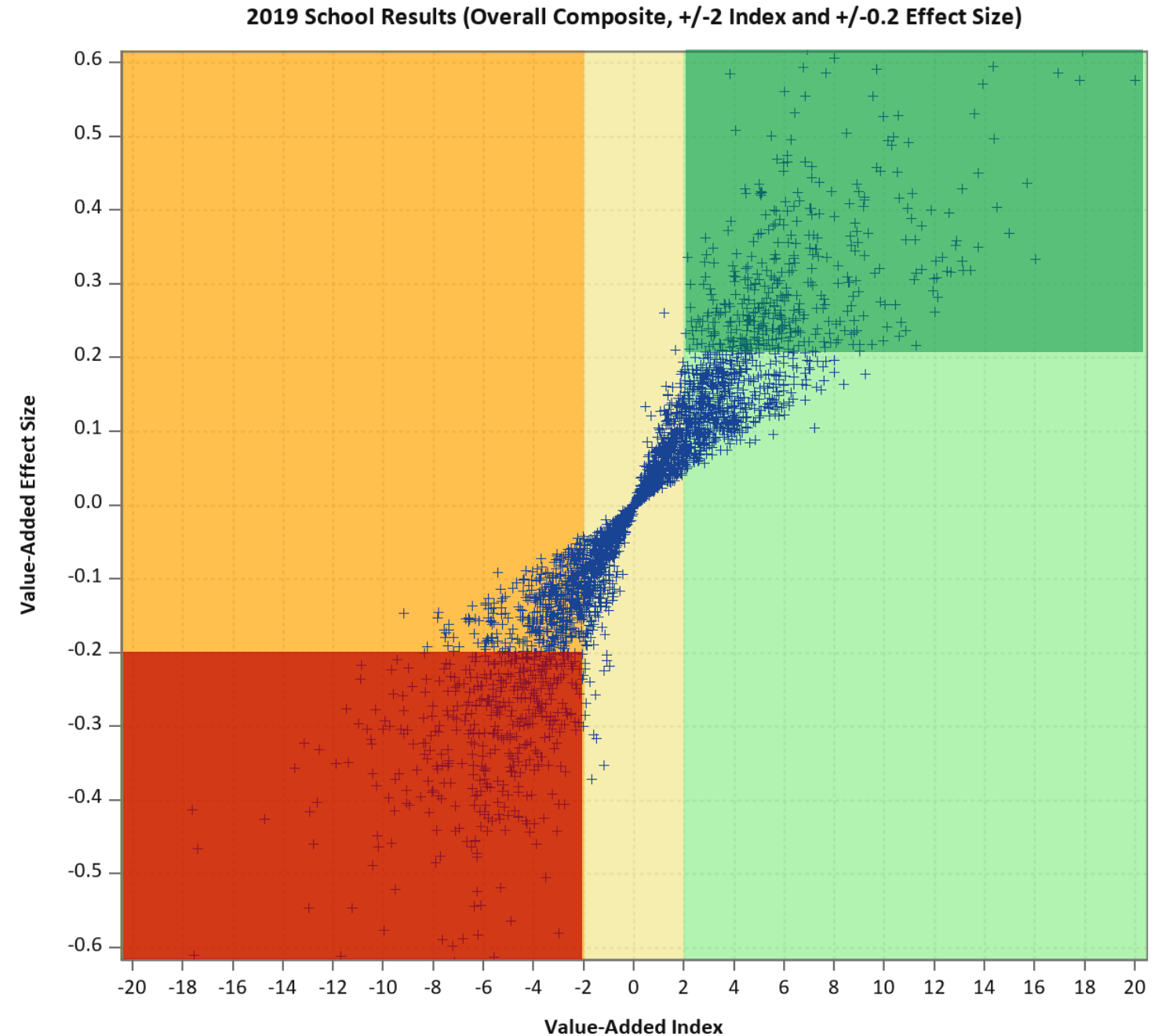
- Use the index value to determine if there is statistical evidence that the observed growth was indeed above or below the growth expectation
- Use standard statistical thresholds for this determination. No different than the past
- Every measure starts at 3 stars, and then either stays at 3, or moves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

School Growth 2019 – Effect Size and Growth Index

- Proposed classification method
- First, differentiate based on index or evidence
- Second, once evidence established, differentiate based on magnitude of growth

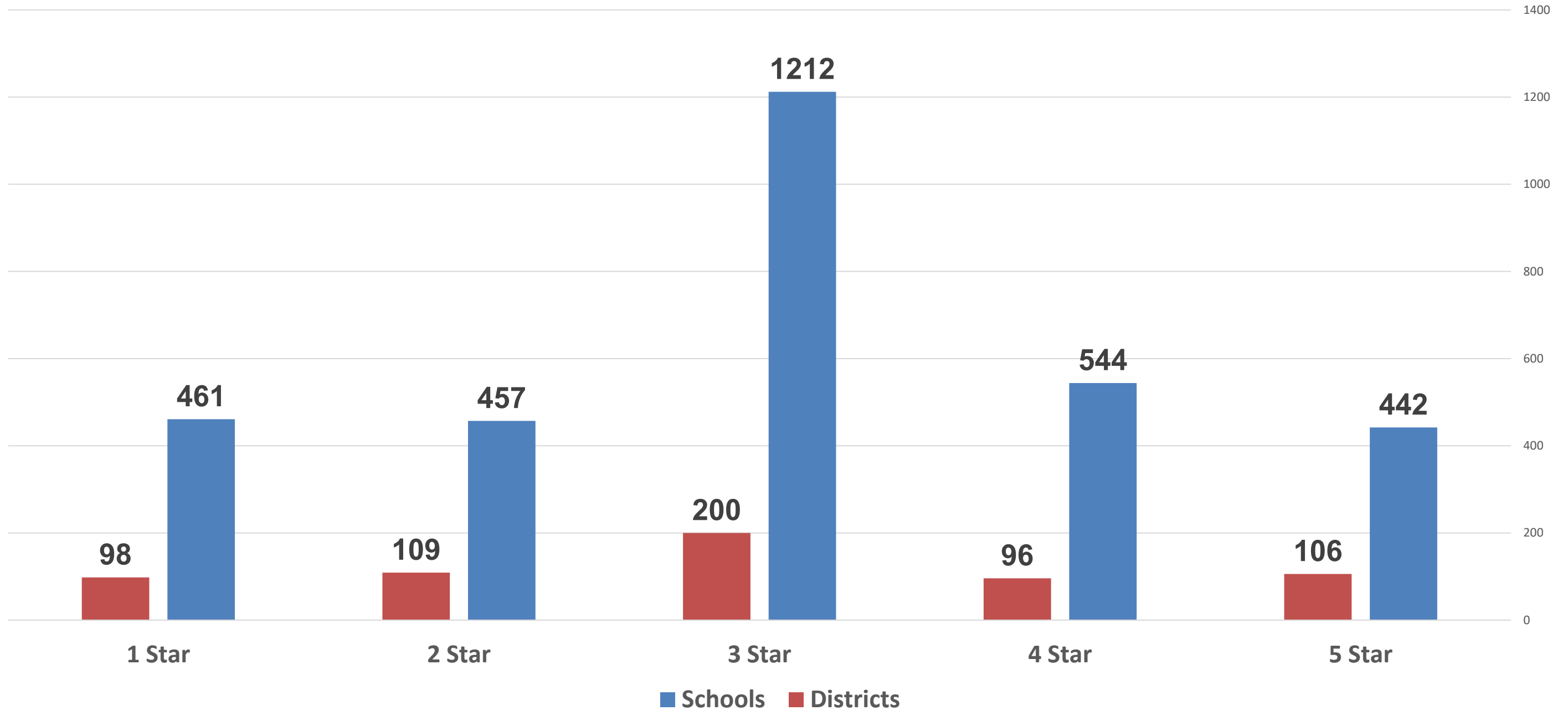



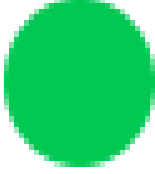
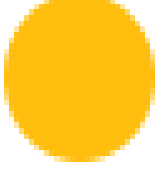


Effect Size + Symmetrical Cut Scores

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%

Effect Size + Symmetrical Cut Scores



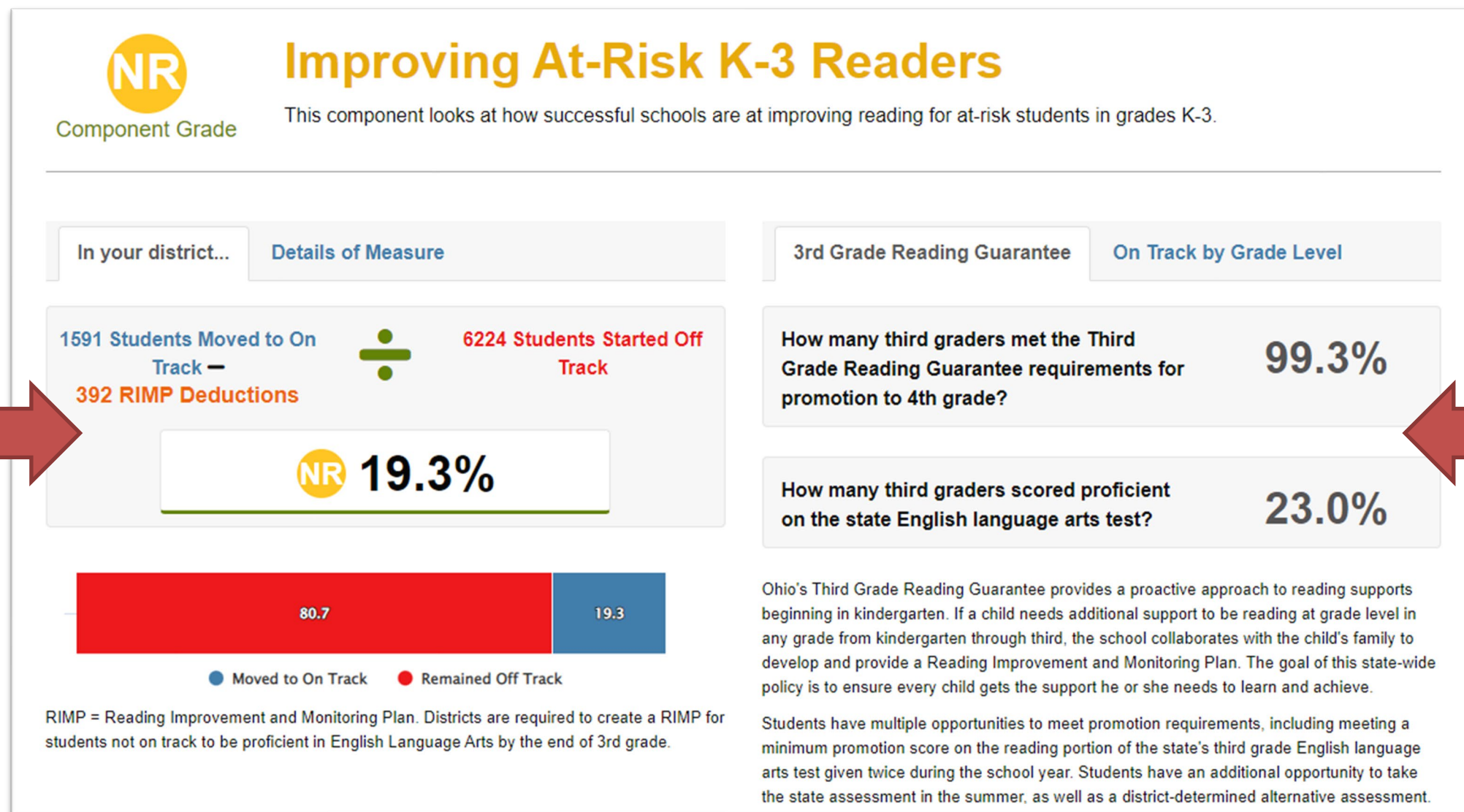
	Rating	Proposed Rating Descriptions for Progress Component
	5 Star	Significant evidence that the district [school] exceeded the student growth expectations by a larger magnitude
	4 Star	Significant evidence that the district [school] exceeded the student growth expectations
	3 Star	Evidence that the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

Early Literacy Component Summary

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

Cut Score Approach: The Early Literacy Component has two additional measures that had not been included in the rating in prior systems and therefore did not have existing cut scores to duplicate for this initial cut score setting. The approach taken is to set the threshold of all students being proficient in the 3-Star range and distribute above and below that range. The proposal strongly supports evaluating the results in one year with intent to calibrate cut scores as appropriate.

Prior System Component



Included in
graded
component

Report-
only
measures

Measures in Early Literacy Component

PROFICIENCY IN THIRD GRADE READING: The percent of students who score proficient or higher on the reading segment of the third grade Ohio State Test in English language arts. The reading segment of the test is scored from 16 – 86 points; and a score of 50 is equivalent to scoring proficient.

IMPROVING K – 3 LITERACY: This measure will be like the currently implemented measure by the Department in calculating whether a district or building is making progress in improving literacy for struggling readers in grades kindergarten through third grade. Unlike previous versions of the calculation, there will not be a deduction for students who do not score proficient and were not already on reading improvement and monitoring plans (RIMP). If a district or building has fewer than 10% of students score below grade level (i.e., not on-track) on the diagnostic assessment in kindergarten, then this measure will not factor into the component rating for the district or school.

PROMOTION TO FOURTH GRADE: The percent of students who are promoted to fourth grade and not subject to retention.

Changes to Component Calculation

- Three measures now factor into the component rating
- 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

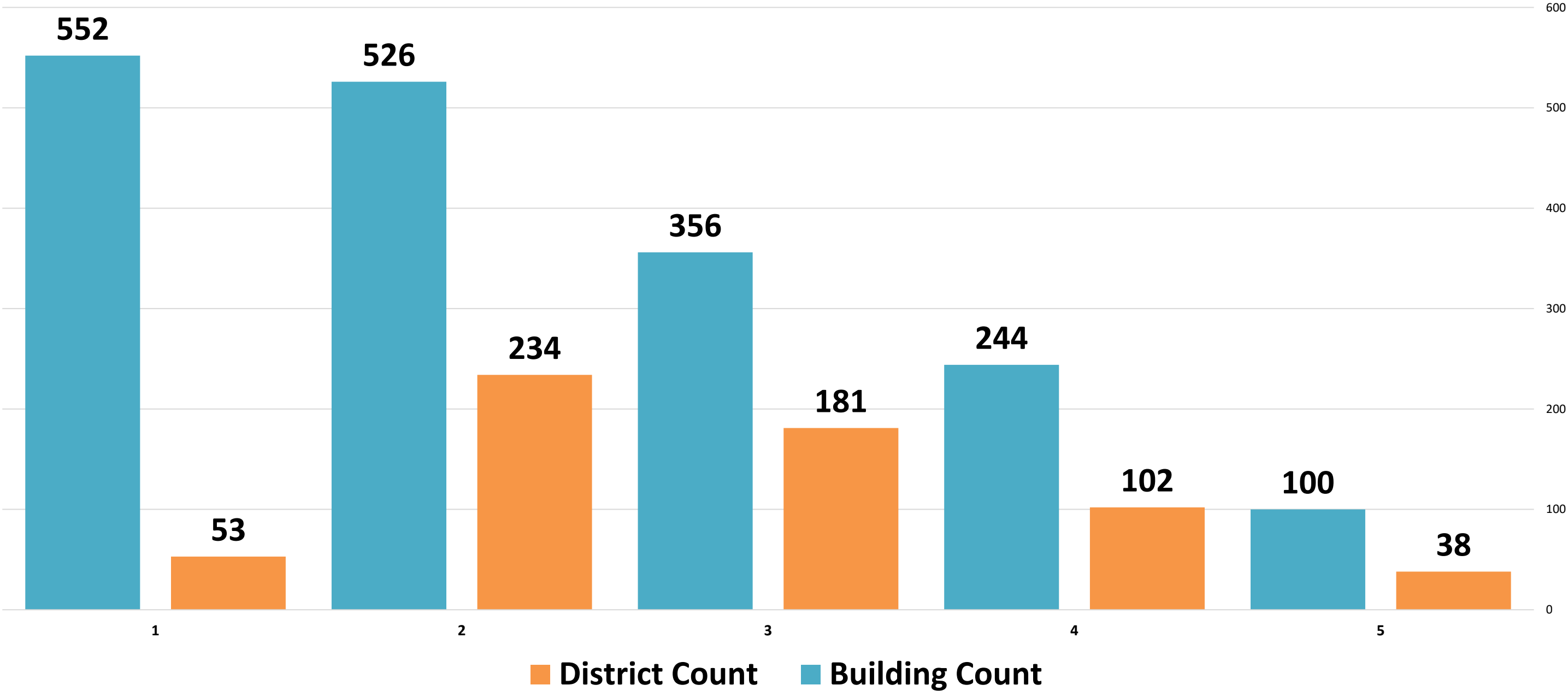
Early Literacy Component Calculation

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%

Proposed Cut Scores for Early Literacy Component

Rating	Range	# Districts	% Districts	# Schools	% Schools
5 Star	Greater than or equal to 92%	38	6.3%	100	5.6%
4 Star	From 82% to less than 92%	102	16.8%	244	13.7%
3 Star	From 75% to less than 82%	181	29.8%	356	20.0%
2 Star	From 63% to less than 75%	234	38.5%	526	29.6%
1 Star	From 0% to less than 63%	53	8.7%	552	31.0%

Proposed Cut Scores for Early Literacy



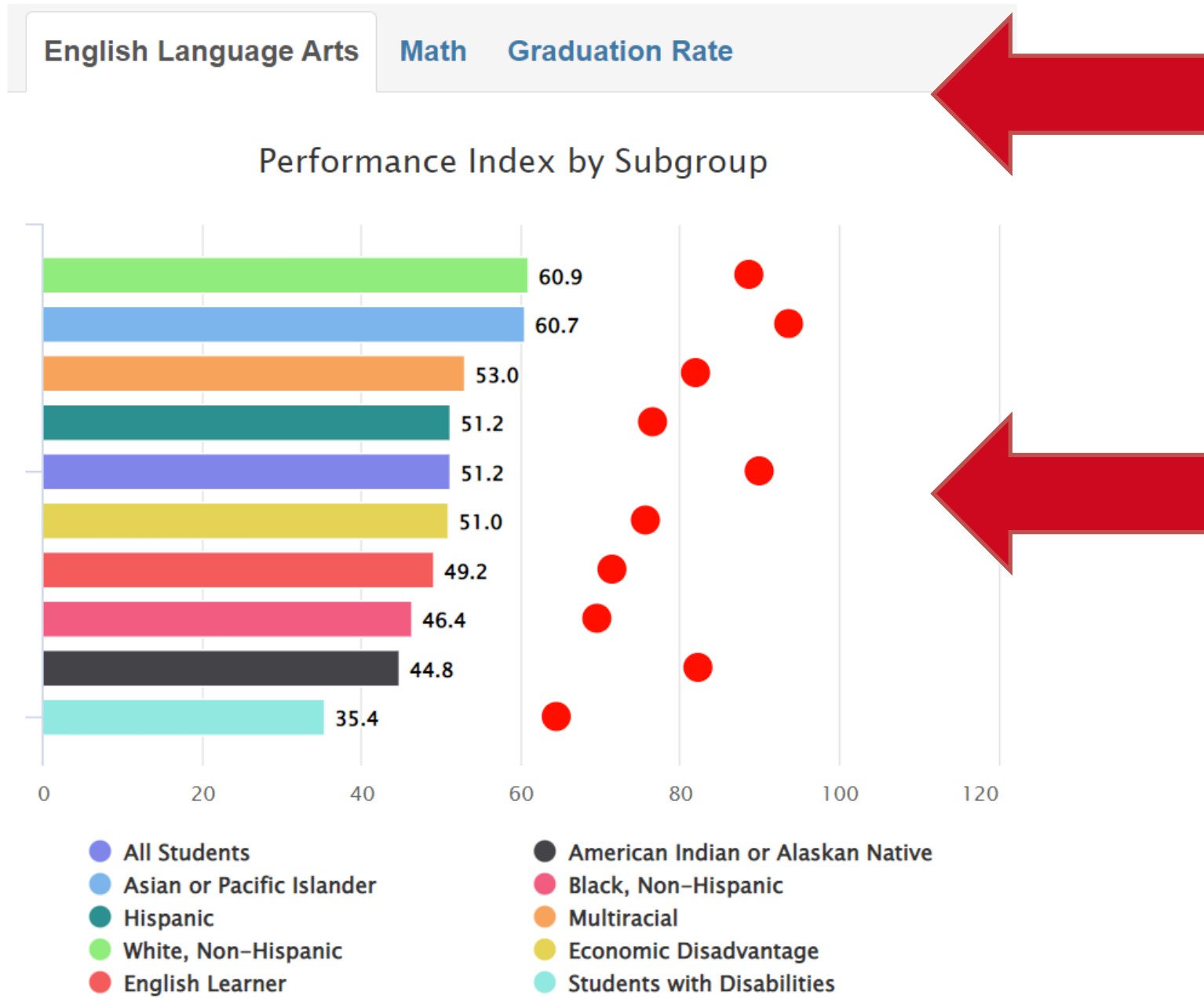
Rating	Proposed Rating Descriptions for Early Literacy Component
5 Star	Significantly exceeds state standards in early literacy
4 Star	Exceeds state standards in early literacy
3 Star	Meets state standards in early literacy
2 Star	Needs support to meet state standards in early literacy
1 Star	Needs significant support to meet state standards in early literacy

Gap Closing Component Summary

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

Cut Score Approach: While there are initial cut scores for the Gap Closing component from our prior accountability system, the measures and calculation methodology have changed so significantly that the prior system's cut scores are not an appropriate starting point. The proposed cut score range is purely a starting point to be evaluated in one year and adjusted to ensure cut scores used encourage high expectations and outcomes for all students.

Prior System Component Calculation Example



Measured English language arts, Math, and Graduation Rate by student subgroup. Plus, measure of English learner proficiency improvement included.

Points earned for meeting annual goal, closing gap from prior year (making improvement), or meeting a growth target by student subgroup.

New Gap Closing Component

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.

Proposed Component 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 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

Data Notes for Gap Closing

The distribution of ratings, and therefore setting of cut scores, in the following Gap Closing simulations are very conservative estimates. The proposed cut score range is a starting point to be evaluated in one year.

The simulation data for the Gap Closing Component should take the following issues into consideration:

- New point structure for Gifted Performance Indicator (0, 5, 10 or 15 points) while only 0 or 15 could be simulated
- Achievement targets can only receive full points; no longer accounting for partial points in the calculation
- Impact of the pandemic on performance levels and the use of ESSA academic goals that were set prior to the pandemic

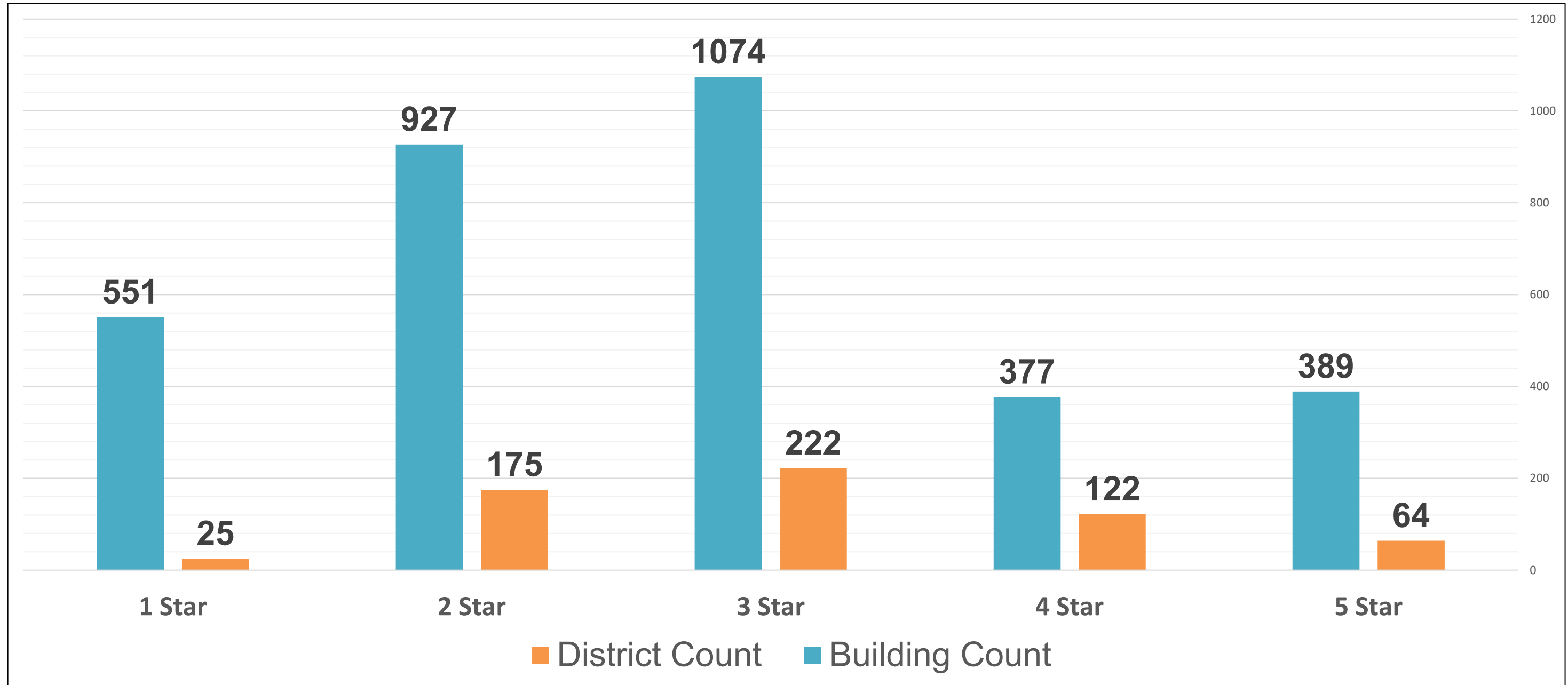
Example of Gifted Performance Indicator Impact

Gap Closing Component Percentage – Modeled Calculation	Gap Closing Component Percentage – Taking Additional Gifted Performance Index Points into Consideration
<p>Rural district with 6 applicable subgroups has 40 points possible and earned 7 points for a total percentage of 17.5%.</p>	<p>They met 2 of the 3 elements of the Gifted Performance Indicator which adds 10 points to the numerator, resulting in total percentage of 42.5%.</p>
<p>A large suburban district with 9 applicable subgroups has 70 points possible and earned 46 points for a total percentage of 65.7%.</p>	<p>They met 1 of the 3 elements of the Gifted Performance Indicator which adds 5 points to the numerator, resulting in a total percentage of 72.9%.</p>

Proposed Cut Scores for Gap Closing Component

Rating	Range	# Districts	% Districts	# Schools	% Schools
5 Star	Greater than or equal to 60%	64	10.5%	389	11.7%
4 Star	From 45% to less than 60%	122	20.1%	377	11.4%
3 Star	From 30% to less than 45%	222	36.5%	1,074	32.4%
2 Star	From 10% to less than 30%	175	28.8%	927	27.9%
1 Star	Less than 10%	25	4.1%	551	16.6%

Example of Ratings Distribution for Gap Closing Component



Rating	Proposed Rating Descriptions for Gap Closing Component
5 Star	Significantly exceeds state standards in closing educational gaps
4 Star	Exceeds state standards in closing educational gaps
3 Star	Meets state standards in closing educational gaps
2 Star	Needs support to meet state standards in closing educational gaps
1 Star	Needs significant support to meet state standards in closing educational gaps

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

Gifted Performance Indicator – 3302.02

(2) A performance indicator that reflects the level of identification and services provided to, and the performance of, students identified as gifted under Chapter 3324. of the Revised Code. The indicator shall be prescribed by rules adopted under Chapter 119. of the Revised Code by the state board. The state board shall consult with the gifted advisory council regarding all rules adopted under this section. Consultation with the state gifted advisory council shall occur not less than every three years.

The gifted performance indicator shall include:

- (a) The performance of students on state assessments, as measured by a performance index score, disaggregated for students identified as gifted;
- (b) Value-added growth measure under section [3302.021](#) of the Revised Code, disaggregated for students identified as gifted;
- (c) The level of identification as measured by the percentage of students in each grade level identified as gifted and disaggregated by traditionally underrepresented and economically disadvantaged students;
- (d) The level of services provided to students as measured by the percentage of students provided services in each grade level and disaggregated by traditionally underrepresented and economically disadvantaged students.

Proposal: Gifted Performance Index

The Gifted Performance Index Score (Gifted PI Score) will use the same calculation rules as the regular Performance Index Score, including applicable tests as required in Ohio Revised Code. The index will be calculated using a new 'max score' approach like the regular Performance Index calculation.

The thresholds will increase over three years:

- A. In 2021-2022, buildings must **earn at least 95% of the possible Index points** using the Gifted Building Level Max Score. In 2021-2022, districts must earn at least 95% of the possible Index points using the Gifted District Level Max Score.
- B. In 2022-2023, buildings must **earn at least 96.5% of the possible Index points** using the Gifted Building Level Max Score. In 2022-2023, districts must earn at least 96.5% of the possible Index points using the Gifted District Level Max Score.
- C. In 2023-2024, buildings must **earn at least 97.5% of the possible Index points** using the Gifted Building Level Max Score. In 2023-2024, districts must earn at least 97.5% of the possible Index points using the Gifted District Level Max Score.

Proposal: Gifted Progress

Schools and districts will receive a “met” determination for this element if they earn a “3 Star,” “4 Star” or “5 Star” rating on the value-added measure for students identified as gifted.

Proposal: Gifted Identification and Services

Points are awarded on the Gifted Identification and Services point matrix based on the identification of, and service provided to, gifted students.

Districts have 16 separate percentages that could factor into their total points on the matrix. Schools have 8 separate percentages that could factor into their total points on the matrix.

The Gifted Identification and Services point matrix has a total of 140 points; however, each school and districts' total possible points is based on applicable categories based on total enrollment and that of specific student subgroups.

Proposal: Identification and Service Point Matrix

- District level points use K – 2, 3 – 6, 7 – 8 and 9 – 12 as the grade bands for Superior Cognitive and Specific Academic identification and services; and K – 12 as the grade band for Creativity, Visual or Performing Arts identification and services.
- School level points use the K – 12 grade band for both categories of identification and services.
- Use only those student subgroups that are underrepresented in the identified gifted population for the underrepresented minority category.
- Points for the underrepresented and economically disadvantaged categories will only be added to a school or districts' total possible points if they in fact have enrolled students in the identified subgroups.

Representation Index

A representation index is the ratio between a given student group's representation in the gifted population and its representation in the overall student population. The representation index reflects the degree to which the student group is represented within the gifted population.

A Representation Index of 1.00 indicates proportionality

A Representation Index below .80 is considered inequitable

Representation Index Example

STEP 1

Robertson City Schools has a total enrollment of **1,000 students**.

STEP 2

Of the 1,000 students enrolled, **200 students are identified as economically disadvantaged which equals 20% of the total enrollment.**

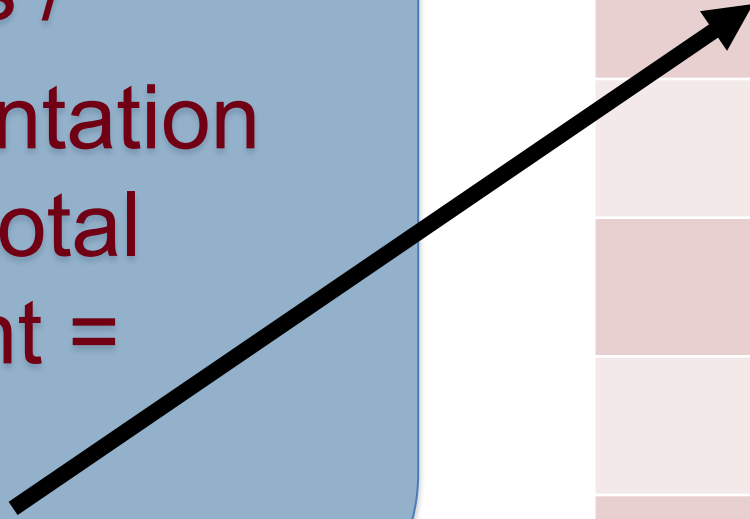
STEP 3

RCS has identified 300 students as gifted. **Of those 300 students, 25 students are identified as econ. disadvantaged which is 8% of the gifted students.**

Representation Index Example

STEP 4

8% representation
amongst gifted
students /
20% representation
amongst total
enrollment =
0.4



Identification: Economic Disadvantage

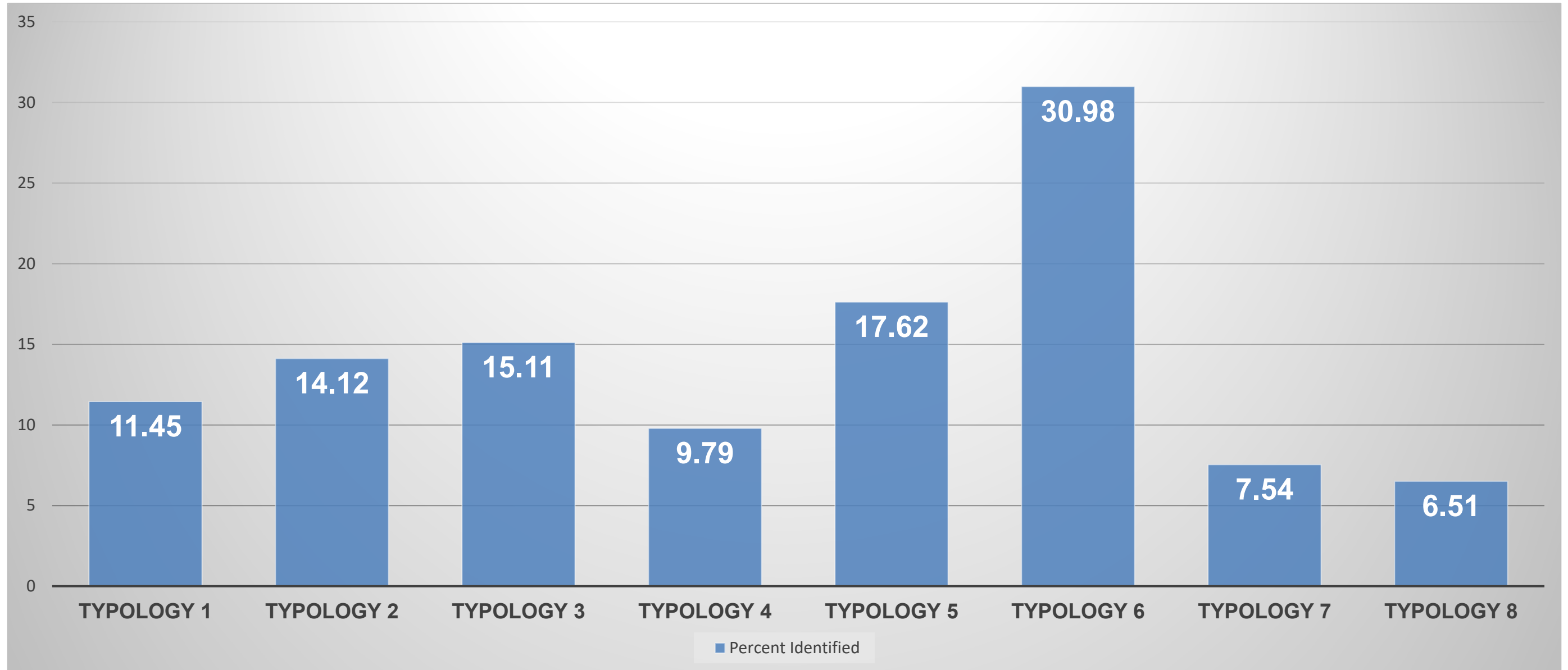
Rep Index	Points
0.0	0 Points
0.40	4 Points
0.50	8 Points
0.60	12 Points
0.70	16 Points
0.80	20 Points

Gifted Identification by Grade Band in Ohio

Grade Band	2019 Identification	2021 Identification
K-2	6.9%	3.5%
3-6	17.6%	17.3%
7-8	19.9%	19.3%
9-12	20.5%	20.9%

2021 Typology Average Identification

State Average = 15.29%

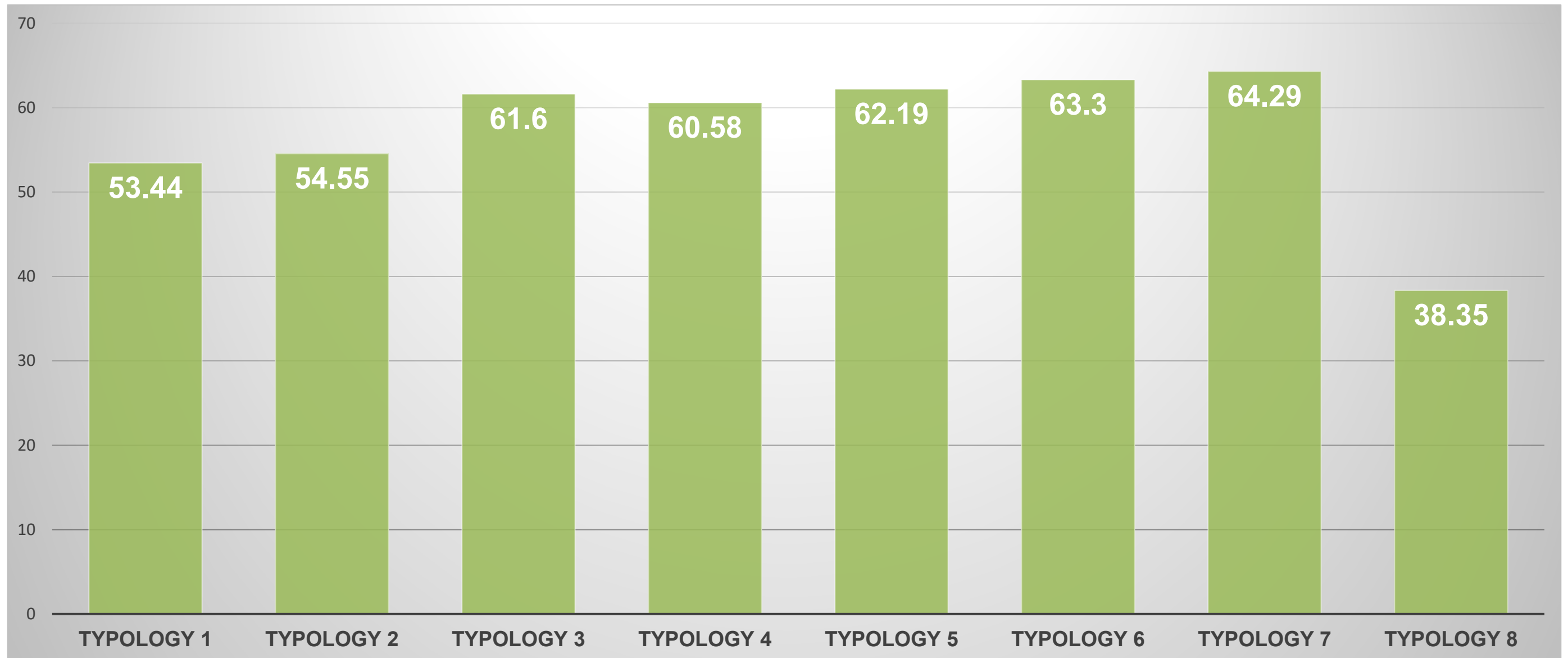


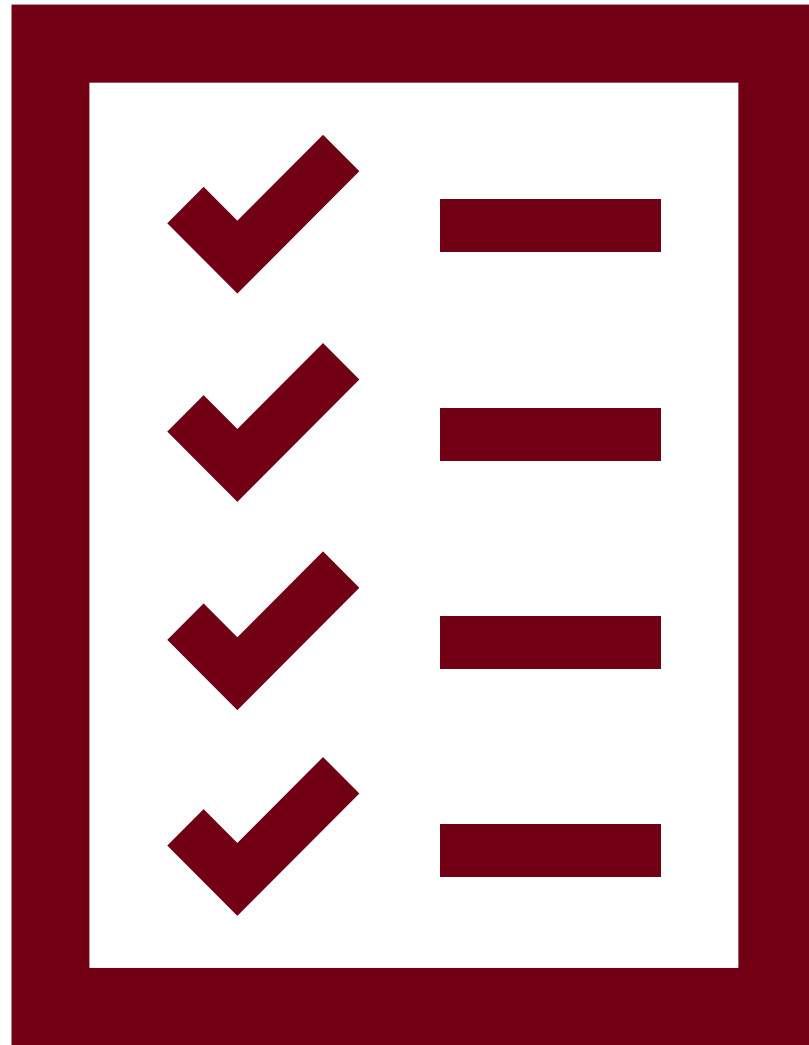
Gifted Service by Grade Band in Ohio

Grade Bands	2019 Service	2021 Service
K-2	40.7%	42.8%
3-6	66.8%	63.1%
7-8	66.4%	64.6%
9-12	51.5%	49.9%

2021 Typology Average Service

State Average = 57.22%





District Point Structure

Proposed District Scoring: Identification Superior Cognitive and Specific Academic Ability

K-2 Grade Band Superior Cognitive and Specific Academic	
Percent Identified	Points
0%	0 Points
0.1%	1 Points
1.0%	5 Points
2.0%	9 Points
5.0%	12 Points
10.0%	15 Points

3-6 Grade Band Superior Cognitive and Specific Academic	
Percent Identified	Points
0%	0 Points
0.1%	1 Points
3.0%	2 Points
5.0%	3 Points
10.0%	4 Points
15.0%	5 Points

7-8 Grade Band Superior Cognitive and Specific Academic	
Percent Identified	Points
0%	0 Points
0.1%	1 Points
3.0%	2 Points
5.0%	3 Points
10.0%	4 Points
15.0%	5 Points

9-12 Grade Band Superior Cognitive and Specific Academic	
Percent Identified	Points
0%	0 Points
0.1%	1 Points
3.0%	2 Points
5.0%	3 Points
10.0%	4 Points
15.0%	5 Points

Proposed District Scoring: Service Superior Cognitive and Specific Academic Ability

K-2 Grade Band Superior Cognitive and Specific Academic	
Percent Served	Points
0%	0 Points
1.0%	2 Points
10.0%	4 Points
40.0%	6 Points
60.0%	8 Points
80.0%	10 Points

3-6 Grade Band Superior Cognitive and Specific Academic	
Percent Served	Points
0%	0 Points
1.0%	2 Points
20.0%	4 Points
40.0%	6 Points
60.0%	8 Points
80.0%	10 Points

7-8 Grade Band Superior Cognitive and Specific Academic	
Percent Served	Points
0%	0 Points
1.0%	2 Points
20.0%	4 Points
40.0%	6 Points
60.0%	8 Points
80.0%	10 Points

9-12 Grade Band Superior Cognitive and Specific Academic	
Percent Served	Points
0%	0 Points
1.0%	2 Points
20.0%	4 Points
40.0%	6 Points
60.0%	8 Points
80.0%	10 Points

Proposed District Scoring: Creative Thinking and Visual or Performing Arts

K-12 Grade Band Creative Thinking and Visual or Performing Arts	
Percent Identified	Points
0%	0 Points
0.1%	1 Points
1.0%	2 Points
2.0%	3 Points
5.0%	4 Points
10.0%	5 Points

K-12 Grade Band Creative Thinking and Visual or Performing Arts	
Percent Served	Points
0%	0 Points
1.0%	1 Points
10.0%	2 Points
40.0%	3 Points
60.0%	4 Points
80.0%	5 Points

Proposed District Scoring: Representation

Identification: Economic Disadvantage	
Rep Index	Points
0.0	0 Points
0.40	4 Points
0.50	8 Points
0.60	12 Points
0.70	16 Points
0.80	20 Points

Service: Economic Disadvantage	
Rep Index	Points
0.0	0 Points
0.40	2 Points
0.50	4 Points
0.60	6 Points
0.70	8 Points
0.80	10 Points

Identification: Underrepresented Minority	
Rep Index	Points
0.0	0 Points
0.40	4 Points
0.50	8 Points
0.60	12 Points
0.70	16 Points
0.80	20 Points

Service: Underrepresented Minority	
Rep Index	Points
0.0	0 Points
0.40	2 Points
0.50	4 Points
0.60	6 Points
0.70	8 Points
0.80	10 Points



Building Point Structure

Proposed Building Scoring: Superior Cognitive and Specific Academic

K-12 Grade Band Superior Cognitive and Specific Academic	
Percent Identified	Points
0%	0 Points
0.1%	5 Points
1.0%	10 Points
2.0%	15 Points
5.0%	20 Points
10.0%	25 Points
15.0%	30 points

K-12 Grade Band Superior Cognitive and Specific Academic	
Percent Served	Points
0%	0 Points
1.0%	5 Points
10.0%	10 Points
40.0%	20 Points
60.0%	30 Points
80.0%	40 Points

Proposed Building Scoring: *Creative Thinking and Visual or Performing Arts*

K-12 Grade Band Creative Thinking and Visual or Performing Arts	
Percent Identified	Points
0%	0 Points
0.1%	1 Points
1.0%	2 Points
2.0%	3 Points
3.0%	4 Points
5.0%	5 Points

K-12 Grade Band Creative Thinking and Visual or Performing Arts	
Percent Served	Points
0%	0 Points
1.0%	1 Points
10.0%	2 Points
40.0%	3 Points
60.0%	4 Points
80.0%	5 Points

Proposed Building Scoring: *Representation*

Identification: Economic Disadvantage	
Rep Index	Points
0.0	0 Points
0.40	4 Points
0.50	8 Points
0.60	12 Points
0.70	16 Points
0.80	20 Points

Service: Economic Disadvantage	
Rep Index	Points
0.0	0 Points
0.40	2 Points
0.50	4 Points
0.60	6 Points
0.70	8 Points
0.80	10 Points

Identification: Underrepresented Minority	
Rep Index	Points
0.0	0 Points
0.40	4 Points
0.50	8 Points
0.60	12 Points
0.70	16 Points
0.80	20 Points

Service: Underrepresented Minority	
Rep Index	Points
0.0	0 Points
0.40	2 Points
0.50	4 Points
0.60	6 Points
0.70	8 Points
0.80	10 Points

Proposal: Identification and Service Point Matrix

The threshold to meet the Gifted Identification and Services element of the Gifted Performance Indicator will phase in over three years. Schools and districts will receive a 'met' determination if they earn:

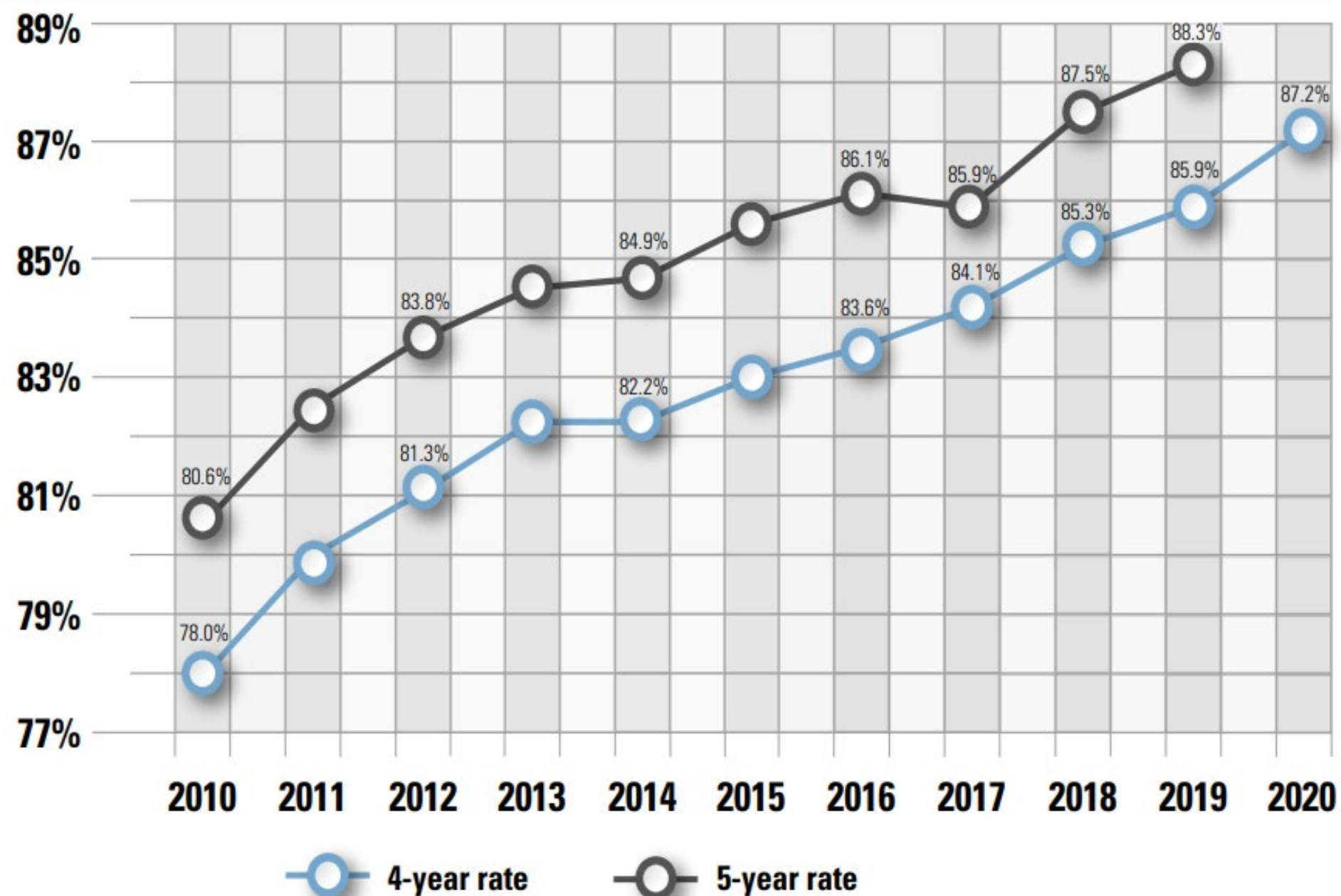
- **60% of possible points** for the 2021-2022 school year
- **70% of possible points** for the 2022-2023 school year
- **80% of possible points** for the 2023-2024 school year, and each school year thereafter

Graduation Component Summary

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

Cut Score Approach: The proposed cut scores initially used a similar range to the prior system's cut scores but were adjusted to account for the 50% rating rule. The intent is to revisit in two years to increase scores accordingly to raise expectations in the new system.

Cohort Graduation Rates



Graduation Calculation Example

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 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](#).

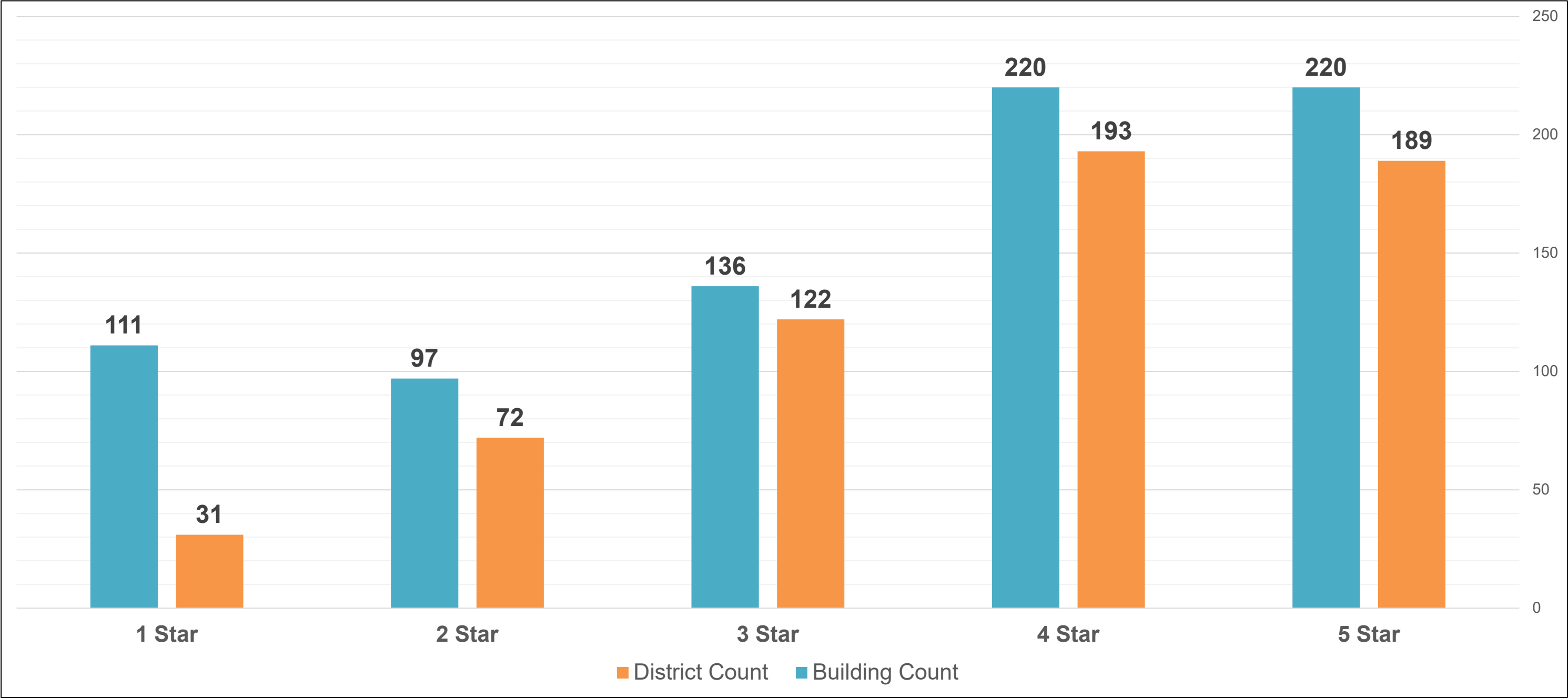
Setting Graduation Component Cut Scores

Simulation Overview: The Graduation Component simulation uses data from the 2020 report card – which is the four-year graduation rate for the Class of 2019, and the five-year graduation rate for the Class of 2018. 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](#).

Proposed Cut Scores Using Weighted Graduation Rate

Rating	Range	# Districts	% Districts	# Schools	% Schools
5 Star	Greater than or equal 96.5%	189	31.1%	220	28.1%
4 Star	From 93.5% to less than 96.5%	193	31.8%	220	28.1%
3 Star	From 90% to less than 93.5%	122	20.1%	136	17.3%
2 Star	From 84% to less than 90%	72	11.9%	97	12.4%
1 Star	Less than 84%	31	5.1%	111	14.2%

Example of Graduation Ratings Using Weighted Graduation Rate



Rating	Proposed Rating Descriptions for Graduation Component
5 Star	Significantly exceeds state standards in supporting students to reach graduation requirements
4 Star	Exceeds state standards in supporting students to reach graduation requirements
3 Star	Meets state standards in supporting students to reach graduation requirements
2 Star	Needs support to meet state standards in supporting students to reach graduation requirements
1 Star	Needs significant support to meet state standards in supporting students to reach graduation requirements

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)

Ohio's School Report Cards: Upcoming System Reforms

Project Review

Overview of Components

Overview of Overall Rating

Overview of Report Only Data

Stakeholder Engagement

Overall Ratings

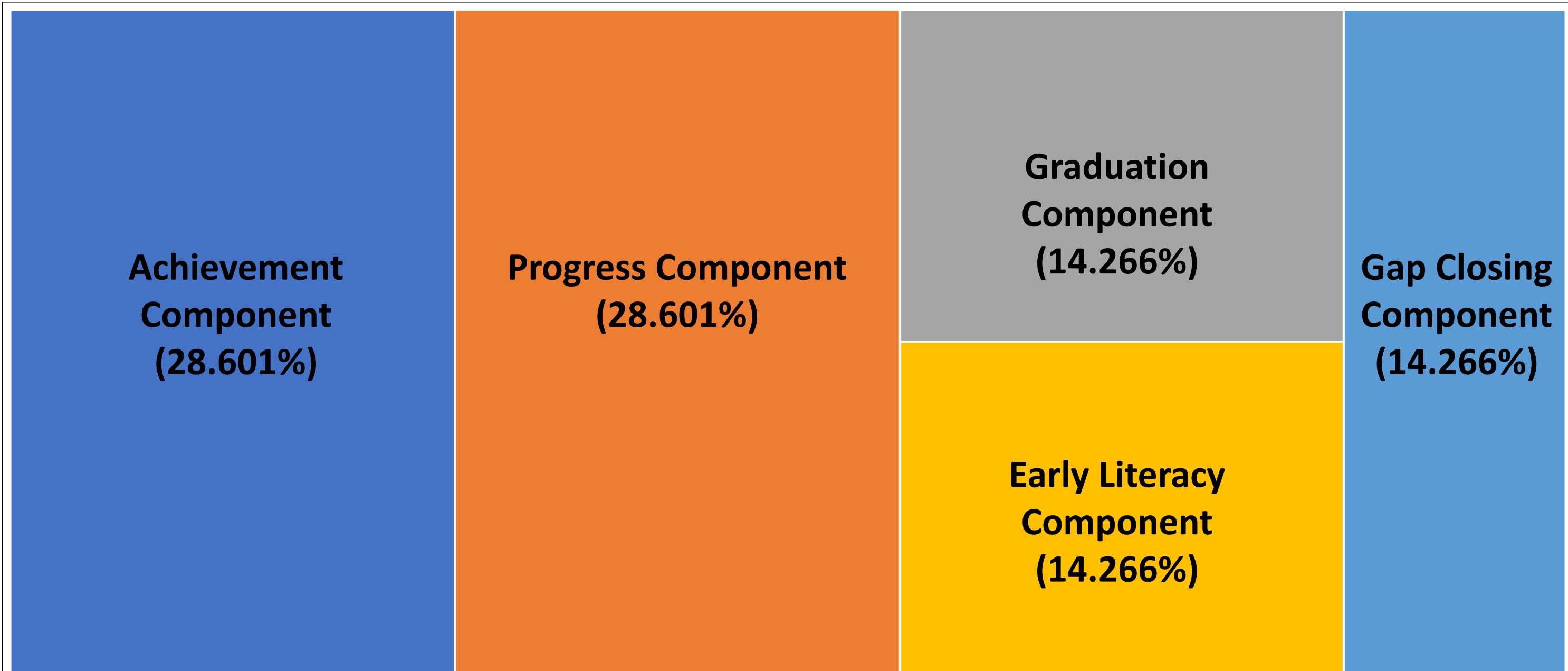
- Published in 2022-2023 school year.
- Used in 2021-2022 school year for sponsor evaluation and with federal school improvement identification.
- Includes half-star ratings; whereas components receive only full-star ratings.
- Components are assigned points and weighted to calculate the overall ratings for schools and districts.

Required Weighted for Overall Ratings

The component weighting for the overall rating must adhere to the following criteria, until the College, Career, Workforce and Military Readiness Component is added to the overall rating calculation:

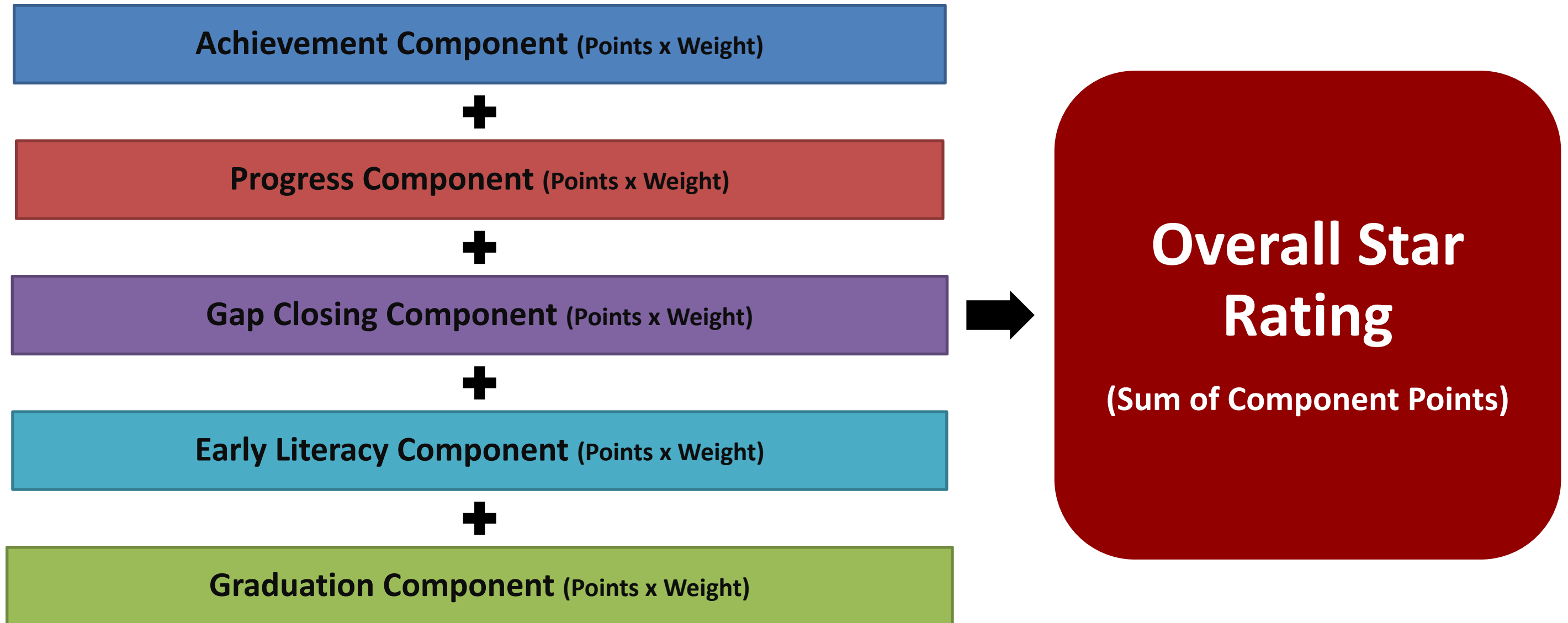
- Achievement and Progress must be equally weighted.
- Graduation, Early Literacy and Gap Closing must be equally weighted.
- Graduation, Early Literacy and Gap Closing must each individually be $\frac{1}{2}$ the weight given to Achievement.

Weighting for all Five Components



■ Achievement ■ Progress ■ Graduation Rate ■ Gap Closing ■ Early Literacy ■ CCWM Readiness

Example of Combining the Components into Overall Rating



Example of Assigning Points to Component

Achievement
Component

88%

Point Scale		
Component Rating	Achievement Component Percentage	Points
5 Star	from 95% to less than or equal to 100%	5
	from 92.5% to less than 95%	4.75
	from 91% to less than 92.5%	4.5
	from 90% to less than 91%	4.25
4 Star	from 87.5% to less than 90%	4
	from 85% to less than 87.5%	3.75
	from 82.5% to less than 85%	3.5
	from 80% to less than 82.5%	3.25
3 Star	from 77.5% to less than 80%	3
	from 75% to less than 77.5%	2.75
	from 72.5% to less than 75%	2.5
	from 70% to less than 72.5%	2.25
2 Star	from 65% to less than 70%	2
	from 60% to less than 65%	1.75
	from 55% to less than 60%	1.5
	from 50% to less than 55%	1.25
1 Star	from 40% to less than 50%	1
	from 30% to less than 40%	0.75
	from 15% to less than 30%	0.5
	from 0% to less than 15%	0.25

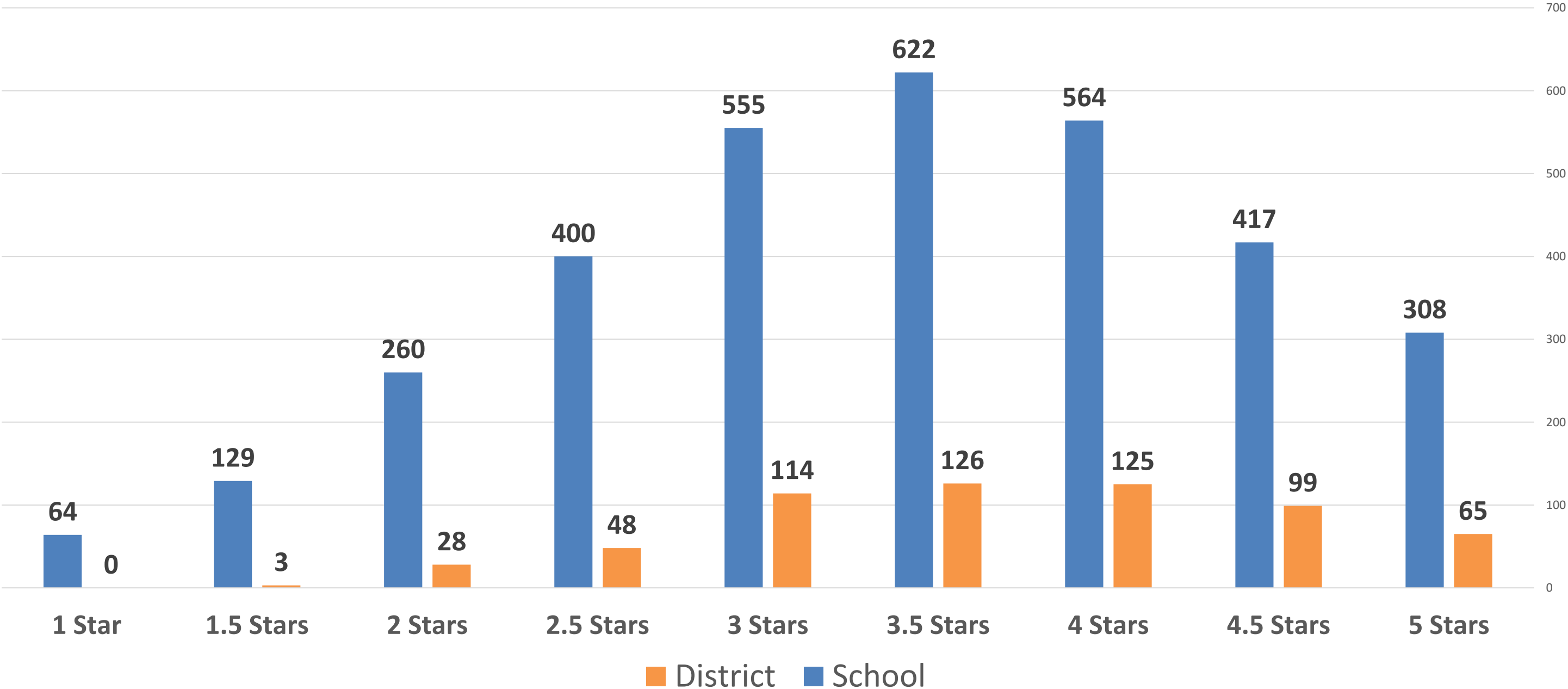
Achievement
Component Points

**EX. 88% =
4 Points**

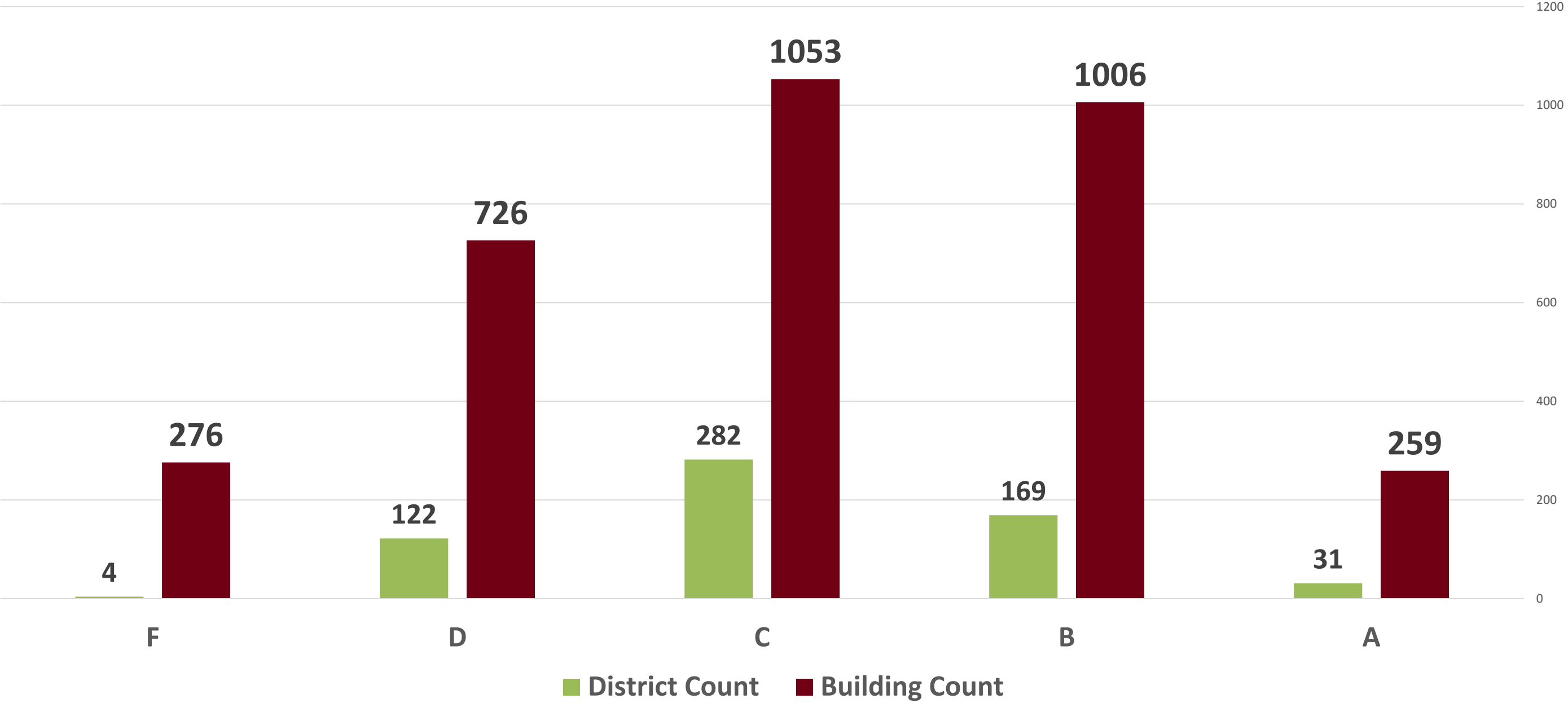
Proposed Cut Scores (Points)

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

Estimated Distribution of Overall Ratings



Distribution of Overall Ratings from 2019 SY



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

Ohio's School Report Cards: Upcoming System Reforms

Project Review

Overview of Components

Overview of Overall Rating

Overview of Report Only Data

Stakeholder Engagement

Report-Only Measures - Miscellaneous

- **Achievement Component**

- Indicators Met (Ohio Revised Code 3302.03(D)(1)(....))

- **Progress Component**

- Overall Score (“All Students Measures”) for district or building for most recent school year
- Composite of overall scores for previous three years

- **Early Literacy Component**

- Results of the kindergarten diagnostic assessment prescribed under division (D) of section 3301.079 of the Revised Code
- Percentage of students in a district or school who are promoted to fourth grade and not subject to retention AND completed all grade levels offered prior to the fourth grade in the district or school

- **PBIS**; whether the school or district has implemented a positive behavior intervention and supports framework

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

Report-Only Measures - Graduation

— Graduation Component

- Percentage of students in the four- and five-year adjusted cohort graduation rates of a district or school who did not receive a high school diploma, disaggregated to the extent possible in the following categories:
 - Students who are still enrolled and receiving general education services
 - Students with an IEP who satisfied conditions for high school diploma but opted not to receive diploma and are still receiving education services
 - Students with an IEP who have not yet satisfied conditions for high school diploma and who are still receiving education services
 - Students who are no longer enrolled in any district or school
 - Students who, upon enrollment in the district or school for the first time, had completed fewer units of high school instruction than other students in the four- and five-year adjusted cohort graduation rate
- Percentage of students included in the four- and five-year adjusted cohort graduation rates of the district or school who completed all of grades nine through twelve while enrolled in the district or school

Student Opportunity Profiles

*Student Opportunity Profiles will be **reported** starting with the 2022-2023 school year. To the extent possible, the data shall be disaggregated by grade level and student subgroup. The reporting will also include a state average, the average for similar school districts, and for schools, the average for the district in which the school is located.*

- Average ratio of teachers of record to students in each grade level in a district or school
- Average ratio of school counselors to students in a district or school
- Average ratio of nurses to students in a district or school
- Average ratio of licensed librarians and library media specialists to students in a district or school
- Average ratio of social workers to students in a district or school
- Average ratio of mental health professionals to students in a district or school
- Average ratio of paraprofessionals to students in a district or school
- Percentage of teachers with fewer than three years of experience teaching in any school
- Percentage of principals with fewer than three years of experience as a principal in any school
- Percentage of teachers who are not teaching in the subject or field for which they are certified or licensed
- Percentage of kindergarten students who are enrolled in all-day kindergarten
- Percentage of students enrolled in a physical education or wellness course

Student Opportunity Profiles

Continued from prior slide.

- Percentage of students enrolled in a world language course
- Percentage of students in grades seven through twelve who are enrolled in a career technical education course
- Percentage of students participating in one or more cocurricular activities
- Percentage of students participating in advanced placement courses, international baccalaureate courses, honors courses, or courses offered through the college credit plus program
- Percentage of students identified as gifted in superior cognitive ability and specific academic ability
- Percentage of students participating in enrichment or support programs offered by a district or school outside of the normal school day
- Percentage of eligible students participating each school day in school breakfast programs offered by the district or school
- Percentage of students who are transported by a school bus each school day
- Ratio of portable technology devices that students may take home to the number of students

Ohio's School Report Cards: Upcoming System Reforms

Project Review

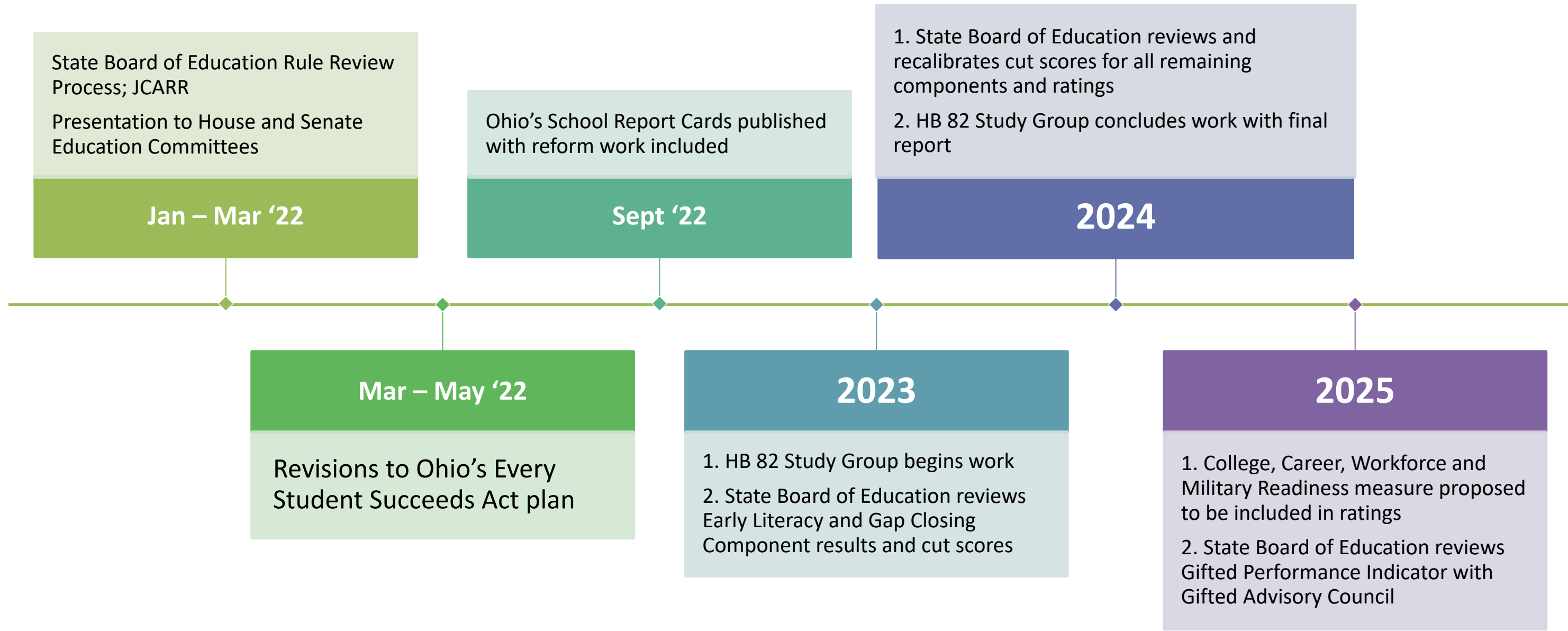
Overview of Components

Overview of Overall Rating

Overview of Report Only Data

Stakeholder Engagement

Report Card Reform Timeline



Public Comment on Administrative Code

<https://education.ohio.gov/About/Ohio-Administrative-Code-OAC-Rule-Comments>

Rules Posted until Wed. Feb 9 th	Rules Posted until Friday Feb. 11 th
3301-28-03 – Achievement Component	3301-28-01 – Definitions
3301-28-05 – Graduation Component	3301-28-04 – Gifted Performance Indicator
3301-28-08 – College, Career, Workforce & Military Readiness Component	3301-28-06 – Progress Component
3301-28-02 – Gap Closing Component	3301-28-10 – School and District Ratings
3301-28-07 – Early Literacy Component	
3301-28-09 – Other graded components (rescind)	



@OHEducation

