

Appendix C: Report Card User Guide and Technical Documentation

Federal Accountability System – “ESSA” Report Card Technical Documentation

This document describes the business rules and process associated with creating the ESSA Report Card. This is a federally required report that is used for school improvement and support identification. Each year in October after the publication of Ohio’s School Report Cards (reporting on the state accountability system) the Office of Accountability works with the Accountability Data Manager to gather the underlying data for each measure and component. For schools that have less than three rated report card components, the following applies: All buildings that received Title I funds (including those already identified for graduation) that have less than three components are ranked by their chronic absenteeism percent. The total number of buildings is multiplied by .95 to find the rank cutoff. All buildings that are above that rank are identified as CSI. For schools that have three or more report card components, an Overall Rating is calculated that is used to determine school improvement status.

The calculation of the Overall Ratings is based on business rules used to calculate Ohio’s School Report Cards – with some noted differences. All traditional public schools, community schools, STEM schools and Dropout Prevention and Recovery Schools are eligible for school improvement status and calculated with the same measures, components, and overall rating.

School support status is calculated in three tiers – Comprehensive, Targeted and Additional Targeted. The Overall Rating calculation for Comprehensive support is a single rating for each school. The Targeted and Additional Targeted Overall Ratings are calculated for each of the 10 federally defined subgroups with enough students in each school. This results in up to 11 Overall Ratings for each school.

The 10 federally defined subgroups consist of all students, race/ethnicity, economic disadvantage, English learner, and students with disabilities. Each subgroup must have at least 15 students in order to be included in the calculation of measures or components.

Overall Rating – Comprehensive Support (CSI)

The Overall Rating calculation for Comprehensive Support is loosely based on the State Overall Rating calculation used on Ohio’s State Report Cards. Technical documentation for the State Overall Rating calculation is located here: [2021-2022 Overall Rating Technical Documentation \(ohio.gov\)](#). Each year, the technical documentation is updated and can be found on the [Resources and Technical Documents webpage](#).

There are several key differences between the ESSA vs. State Overall Ratings.

Component ratings for the All-Students subgroup are used to determine the Comprehensive Support Overall Rating. This calculation leverages the “All Students” subgroup data meaning the calculation includes all accountable students within the school.

The table below lists the weights assigned to each Component:

When all Components are Present	Weight Towards Overall Rating
Achievement	28.601%

Progress	28.601%
Graduation Rate	14.266%
Gap Closing	14.266%
Early Literacy	14.266%

Component Combinations	Percent Contributed by Achievement Component	Percent Contributed by Progress Component	Percent Contributed by All Other Components
Achievement AND Progress AND 3 Other Components	28.601%	28.601%	14.266%
Achievement AND Progress AND 2 Other Components	33.3333%	33.3333%	16.6667%
Achievement and 3 Other Components	40%	N/A	20%
Progress and 3 Other Components	N/A	40%	20%
Achievement AND Progress AND 1 Other Component	40%	40%	20%
Achievement and 2 Other Components	50%	N/A	25%
Progress and 2 Other Components	N/A	50%	25%
No Achievement or Progress, 3 Other Components	N/A	N/A	33.3333%
Fewer than 3 Components	Fewer than 3 Component Methodology Applied		

The Overall Rating is assigned for each school’s overall performance based on the table below:

Overall Rating	Points Contributed by Components
5 Stars	≥ 4.125 points
4.5 Stars	≥ 3.625 and < 4.125 points
4 Stars	≥ 3.125 and < 3.615 points
3.5 Stars	≥ 2.625 and < 3.125 points
3 Stars	≥ 2.125 and < 2.625 points
2.5 Stars	≥ 1.625 and < 2.125 points
2 Stars	≥ 1.125 and < 1.625 points
1.5 Stars	≥ 0.563 and < 1.125 points
1 Star	< 0.563 points

Overall Rating – Targeted and Additional Targeted Support (TSI/ATSI)

The Targeted and Additional Targeted Support Overall Ratings are one in the same and are assigned to schools for each of the 10 federally defined subgroups (provided at least 15 students contribute to the measure). Schools may have up to 10 ESSA Overall Ratings. For example, if a school has more than 15 students identified as Hispanic then the school will have an ESSA Overall Rating calculated based solely on the performance of the Hispanic student population in the school. This process is repeated for all applicable federally defined student subgroups per school.

Achievement Component

The Achievement Component calculation is based on the calculation for Ohio’s State Report Cards. The Performance Index (PI) is the sole metric contributing to the Achievement Component. Information on

the Performance Index calculation used on Ohio’s State Report Cards is located here: [2021-2022 Achievement Component Technical Document \(ohio.gov\)](#).

The ESSA PI calculation differs slightly from the state PI calculation in two ways. The first is that the acceleration ‘bump’ is not applied for accelerated students scoring proficient or higher on the higher-level grade exam. Students are awarded the same level points regardless of which grade level test they take. The second difference is in terms of included AP/IB test substitutes for end of course science and social studies assessments. The following table lists the differences.

	Included in state PI calculation	Included in ESSA PI Calculation
AP02 (Biology)	Yes	Yes
AP05 (Chemistry)	Yes	No
AP35 (Physics I)	Yes	No
AP36 (Physics II)	Yes	No
AP23 (Physics C)	Yes	No
AP24 (Physics C)	Yes	No
IB10 (Biology Higher Level)	Yes	Yes
IB50 (Biology Standard Level)	Yes	Yes
IB12 (Chemistry Higher Level)	Yes	No
IB52 (Chemistry Standard Level)	Yes	No
IB16 (Design Tech Higher Level)	Yes	No
IB56 (Design Tech Standard Level)	Yes	No
IB58 (Environmental Systems and Societies)	Yes	No
IB49 (Physics – Higher Level)	Yes	No
IB77 (Physics – Standard Level)	Yes	No
IB93 (Sports Exercise and Health Science – Higher Level)	Yes	No
IB94 (Sports Exercise and Health Science – Standard Level)	Yes	No
AP33 (US History)	Yes	Yes
IB26 (History 2)	Yes	Yes
AP32 (US Government and Politics)	Yes	Yes
IB91 (Global Politics Higher Level)	Yes	Yes
IB92 (Global Politics Standards Level)	Yes	Yes

All schools with at least 15 students in each subgroup receive a PI calculation that is then ranked from highest to lowest. The highest 2% of the PI scores are averaged to determine the denominator that is used to calculate the PI percent. This denominator changes yearly based on school performance.

Up to 10 Achievement Component Ratings are assigned to each subgroup with at least 15 students for each school. Ratings for the Achievement Component and points contributed to the Overall Rating are assigned based on the table below:

Component Rating	Cut Score for Conversion to Points	Points
5 Stars	> = 95% of Max Score	5
	> = 92.5% to < 95% of Max Score	4.75
	> = 91% to < 92.5% of Max Score	4.5
	> = 90% to < 91% of Max Score	4.25

4 Stars	> = 87.5% to < 90% of Max Score	4
	> = 85% to < 87.5% of Max Score	3.75
	> = 82.5% to < 85% of Max Score	3.5
	> = 80% to < 82.5% of Max Score	3.25
3 Stars	> = 77.5% to < 80% of Max Score	3
	> = 75% to < 77.5% of Max Score	2.75
	> = 72.5% to < 75% of Max Score	2.5
	> = 70% to < 72.5% of Max Score	2.25
2 Stars	> = 65% to < 70% of Max Score	2
	> = 60% to < 65% of Max Score	1.75
	> = 55% to < 60% of Max Score	1.5
	> = 50% to < 55% of Max Score	1.25
1 Star	> = 40% to < 50% of Max Score	1
	> = 30% to < 40% of Max Score	0.75
	> = 15% to < 30% of Max Score	0.5
	0 to < 15% of Max Score	0

Graduation Component

The Graduation Component calculation is based on the Graduation Component used on Ohio’s State Report Cards. Information on the Graduation Component calculation used on Ohio’s State Report Cards is located here: [2021-2022 Graduation Component Technical Documentation \(ohio.gov\)](#).

The ESSA Graduation Component calculation differs from the state calculation in two ways. First, the calculation leverages the 4-year federal graduation rate rather than the 4-year state graduation rate. The federal rate does not include students who graduate via alternative graduation requirements in the numerator of the measure. Second, the ESSA Graduation Component does not rely on lagged graduation data. For example, the 2022 ESSA Report Card includes the 2022 4-year federal graduation rate and the 2021 5-year state graduation rate.

All schools with at least 15 students in each subgroup receive a 4- and 5-year graduation rate that are weighted and summed to produce an “overall” graduation rate. The 4-year federal rate is weighted at 60% and the 5-year state rate is weighted at 40%.

Up to 10 Graduation Component Ratings are assigned to each school with at least 15 students for each subgroup. Ratings for the Graduation Component and points contributed to the ESSA Overall Rating are assigned based on the table below:

Graduation Rate Component Percent to Points Conversion Table		
Component Rating	Cut Score for Conversion to Points	Points
5 Stars	> = 99.125% to 100%	5
	> = 98.25% to < 99.125%	4.75
	> = 97.375% to < 98.25%	4.5
	> = 96.5% to < 97.375%	4.25
4 Stars	> = 95.75% to < 96.5%	4
	> = 95% to < 95.75%	3.75
	> = 94.25% to < 95%	3.5
	> = 93.5% to < 94.25%	3.25
3 Stars	> = 92.625% to < 93.5%	3

	> = 91.75% to < 92.625%	2.75
	> = 90.875% to < 91.75%	2.5
	> = 90% to < 90.875%	2.25
2 Stars	> = 88.5% to < 90%	2
	> = 87% to < 88.5%	1.75
	> = 85.5% to < 87%	1.5
	> = 84% to < 85.5%	1.25
1 Star	> = 63% to < 84%	1
	> = 42% to < 63%	0.75
	> = 21% to < 42%	0.5
	0 to < 21%	0

Early Literacy Component

The Early Literacy Component calculation is based loosely on the Early Literacy Component used on Ohio's State Report Cards. Technical documentation for the state calculation is located here: [2021-2022 Early Literacy Component Technical Documentation \(ohio.gov\)](#).

There are several key differences in the ESSA Early Literacy Component calculation. 1) The Improving K3 Literacy measure is not included in the ESSA calculation. 2) The Promotion to 4th Grade measure is not included in the ESSA calculation. 3) The Proficiency in 3rd Grade English Language Arts measure includes students taking the regular assessment as well as students taking the alternate assessment. Rather than calculating the performance on the reading section of the 3rd Grade English Language Arts assessment, proficiency is determined on the entire 3rd Grade English Language Arts assessment.

All schools with at least 15 students in each subgroup receive a Proficiency in 3rd Grade English Language Arts which determines the Early Literacy Component percent.

Early Literacy Measure Weighting	
Measure	Weight
Proficiency in 3 rd Grade English Language Arts	100%

Up to 10 Early Literacy Component Ratings are assigned to each subgroup with at least 15 students for each school. Ratings for the Early Literacy Component and points contributed to the Overall Rating are assigned based on the table below:

Early Literacy Component Percent to Points Conversion Table		
Component Rating	Cut Score for Conversion to Points	Points
5 Stars	> = 97% to < 100%	5
	> = 94% to < 97%	4.75
	> = 91% to < 94%	4.5
	> = 88% to < 91%	4.25
4 Stars	> = 85.5% to < 88%	4
	> = 83% to < 85.5%	3.75
	> = 80.5% to < 83%	3.5
	> = 78% to < 80.5%	3.25
3 Stars	> = 75.5% to < 78%	3
	> = 73% to < 75.5%	2.75

	>= 70.5% to < 73%	2.5
	>= 68% to < 70.5%	2.25
2 Stars	>= 65.5% to < 68%	2
	>= 63% to < 65.5%	1.75
	>= 60.5% to < 63%	1.5
	>= 58% to < 60.5%	1.25
1 Star	>= 43.5% to < 58%	1
	>= 29% to < 43.5%	0.75
	>= 14.5% to < 29%	0.5
	0 to < 14.5%	0

Gap Closing Component

The Gap Closing Component calculation is based on the Gap Closing Component used on Ohio’s State Report Cards. Technical documentation for the state calculation is located here: [2021-2022 Gap Closing Component Technical Documentation \(ohio.gov\)](#).

One major difference in the calculation for the 2022 State vs. ESSA Report Cards is the inclusion of the Chronic Absenteeism indicator for the ESSA Report Card. State law removed this indicator from the state Gap Closing Component calculations for 2022 only. The second major difference is the use of the current year 4-year federal graduation rate rather than the lagged 4-year state graduation rate. Third, the points assigned to the English Learner Progress metric are significantly higher in the ESSA Gap Closing Component (30 for ESSA vs. 5 for the state). Finally, the Gifted Performance Indicator has been removed from the Gap Closing Component for the ESSA Report Card.

The Gap Closing Component calculation consists of the following measures:

- 1) Chronic Absenteeism Indicator
- 2) English Learner Proficiency Improvement Indicator
- 3) Graduation Rate Goals for student subgroups
- 4) Academic Achievement in English Language Arts and Math for student subgroups
- 5) Academic Progress in English Language Arts and Math for student subgroups

The Gap Closing Component calculation is performed separately for the Comprehensive and the Targeted/Additional Supports. The Comprehensive Gap Closing Component calculation mirrors the state calculation in terms of determining subgroup-level metrics for Graduation, Achievement and Growth and awarding points for each subgroup meeting annual targets. Points are then aggregated and summed across the measures.

For the Targeted/Additional Supports calculation, points are awarded to individual subgroups for meeting Graduation, Achievement and Growth but are not aggregated prior to summing across the measures. This is because the Targeted/Additional Supports Overall Rating calculation is subgroup-specific.

The tables below list annual targets for each measure and subgroup.

Chronic Absenteeism (Percentage)											
	2020-2021 Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	24%	22.1%	20.2%	18.3%	16.4%	14.5%	12.6%	10.7%	8.8%	6.9%	5.0%
Economic-Disadvantaged	37.5%	34.94%	32.38%	29.82%	27.26%	24.70%	22.14%	19.58%	17.02%	14.46%	11.90%
Students with Disabilities	32.8%	30.73%	28.66%	26.59%	24.52%	22.45%	20.38%	18.31%	16.24%	14.17%	12.10%
English Learners	32%	29.61%	27.22%	24.83%	22.44%	20.05%	17.66%	15.27%	12.88%	10.49%	8.10%
Black, Non-Hispanic	46.8%	43.48%	40.16%	36.84%	33.52%	30.20%	26.88%	23.56%	20.24%	16.92%	13.60%
American Indian or Alaskan Native	31.8%	29.93%	28.06%	26.19%	24.32%	22.45%	20.58%	18.71%	16.84%	14.97%	13.10%
Asian or Native Hawaiian/Other Pacific Islander	11.4%	10.76%	10.12%	9.48%	8.84%	8.20%	7.56%	6.92%	6.28%	5.64%	5.00%
Hispanic or Latino	34.8%	32.33%	29.86%	27.39%	24.92%	22.45%	19.98%	17.51%	15.04%	12.57%	10.10%
Multi-Racial	30.4%	28.38%	26.36%	24.34%	22.32%	20.30%	18.28%	16.26%	14.24%	12.22%	10.20%
White	17.1%	16.04%	14.98%	13.92%	12.86%	11.80%	10.74%	9.68%	8.62%	7.56%	6.50%

English Learners Annual Progress Toward Attaining English Language Proficiency (Percentage)											
	2020-2021 Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All English Learners	39.5%	43.05%	46.6%	50.15%	53.7%	57.25%	60.8%	64.35%	67.9%	71.45%	75%

English Language Arts (ELA) Performance Index – Includes Grades 3-8 ELA and ELAII Tests (Index Score)											
Subgroup	2020-2021 Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	76.18	78.56	80.94	83.33	85.71	88.09	90.47	92.85	95.24	97.62	100.00
Economically Disadvantaged	62.33	64.22	66.10	67.98	69.87	71.75	73.63	75.52	77.40	79.28	81.17
Students with Disabilities	48.04	50.64	53.24	55.84	58.43	61.03	63.63	66.23	68.83	71.42	74.02

English Learners	60.63	62.60	64.57	66.54	68.51	70.48	72.44	74.41	76.38	78.35	80.32
African-American	52.41	54.79	57.17	59.55	61.93	64.31	66.69	69.07	71.45	73.83	76.21
American Indian or Alaskan Native	68.07	69.67	71.26	72.86	74.46	76.05	77.65	79.24	80.84	82.44	84.03
Asian or Native Hawaiian/Other Pacific Islander	86.20	86.89	87.58	88.27	88.96	89.65	90.34	91.03	91.72	92.41	93.10
Hispanic or Latino	64.50	66.28	68.05	69.83	71.60	73.38	75.15	76.93	78.70	80.48	82.25
Multi-Racial	70.15	71.64	73.14	74.63	76.12	77.61	79.11	80.60	82.09	83.58	85.08
White	83.43	84.26	85.09	85.92	86.74	87.57	88.40	89.23	90.06	90.89	91.72

Mathematics Performance Index– Includes Grades 3-8 Math, Integrated Math I and II, Algebra I, and Geometry (Index Score)											
Subgroup	2020-2021 Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	67.91	71.12	74.33	77.54	80.75	83.96	87.16	90.37	93.58	96.79	100.00
Economically Disadvantaged	52.76	55.12	57.48	59.84	62.21	64.57	66.93	69.29	71.65	74.02	76.38
Students with Disabilities	42.65	45.52	48.39	51.26	54.12	56.99	59.86	62.73	65.59	68.46	71.33
English Learners	54.71	56.97	59.23	61.50	63.76	66.03	68.29	70.56	72.82	75.09	77.35
African-American	41.14	44.09	47.03	49.97	52.92	55.86	58.80	61.74	64.69	67.63	70.57
American Indian or Alaskan Native	58.72	60.79	62.85	64.91	66.98	69.04	71.11	73.17	75.23	77.30	79.36
Asian or Native Hawaiian/Other Pacific Islander	83.09	83.93	84.78	85.62	86.47	87.32	88.16	89.01	89.85	90.70	91.54
Hispanic or Latino	55.48	57.70	59.93	62.15	64.38	66.61	68.83	71.06	73.29	75.51	77.74
Multi-Racial	59.71	61.72	63.73	65.75	67.76	69.78	71.79	73.81	75.82	77.84	79.85
White	76.04	77.23	78.43	79.63	80.83	82.03	83.22	84.42	85.62	86.82	88.02

Four Year Cohort Graduation Rate (Percentage)											
Subgroup	2020-2021 Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	87.20%	88.13	89.06	89.99	90.92	91.85	92.78	93.71	94.64	95.57	96.50
Economically Disadvantaged	78.40%	79.31	80.21	81.12	82.02	82.93	83.83	84.74	85.64	86.55	87.45
Students with Disabilities	74.30%	75.41	76.52	77.63	78.74	79.85	80.96	82.07	83.18	84.29	85.40
English Learners	70.70%	71.99	73.28	74.57	75.86	77.15	78.44	79.73	81.02	82.31	83.60
African-American	76.90%	77.88	78.86	79.84	80.82	81.80	82.78	83.76	84.74	85.72	86.70
American Indian or Alaskan Native	79.80%	80.64	81.47	82.31	83.14	83.98	84.81	85.65	86.48	87.32	88.15
Asian or Native Hawaiian/Other Pacific Islander	92.50%	92.70	92.90	93.10	93.30	93.50	93.70	93.90	94.10	94.30	94.50
Hispanic or Latino	78.80%	79.69	80.57	81.46	82.34	83.23	84.11	85.00	85.88	86.77	87.65
Multi-Racial	83.60%	84.25	84.89	85.54	86.18	86.83	87.47	88.12	88.76	89.41	90.05
White	90.10%	90.42	90.74	91.06	91.38	91.70	92.02	92.34	92.66	92.98	93.30

The table below details the points assigned to each measure within the Gap Closing Component:

Gap Closing (AMO) Measure Points Assignment			
Measure/Indicator	Detail	Possible Points – CSI	Possible Points – ATSI/TSI
Chronic Absenteeism Indicator	Meet annual goal or show improvement for prior year	5	5
English Learner Proficiency Improvement Indicator	Meet annual goal or show improvement for prior year; English learners' performance on OELPA	30	30
Graduation	Meet annual goal; individual subgroup level	1 per subgroup, up to 10	10 per subgroup
English Language Arts – Achievement	Meet annual goal; individual subgroup level	1 per subgroup, up to 10	10 per subgroup
English Language Arts – Progress (Growth)	Meet annual goal; individual subgroup level	1 per subgroup, up to 10	10 per subgroup
Mathematics – Achievement	Meet annual goal; individual subgroup level	1 per subgroup, up to 10	10 per subgroup
Mathematics – Progress (Growth)	Meet annual goal; individual subgroup level	1 per subgroup, up to 10	10 per subgroup
Total Possible		Up to 85	Up to 85

Up to 10 Gap Closing Component Ratings are assigned to each subgroup with at least 15 students for each school. Ratings for the Gap Closing Component and points contributed to the Overall Rating are assigned based on the table below:

Gap Closing Component Percent to Points Conversion Table		
Component Rating	Cut Score for Conversion to Points	Points
5 Stars	> = 90% to 100% of Possible Points	5
	> = 80% to < 90% of Possible Points	4.75
	> = 70% to < 80% of Possible Points	4.5
	> = 60% to < 70% of Possible Points	4.25
4 Stars	> = 56.25% to < 60% of Possible Points	4
	> = 52.5% to < 56.25% of Possible Points	3.75
	> = 48.75% to < 52.5% of Possible Points	3.5
	> = 45% to < 48.75% of Possible Points	3.25
3 Stars	> = 41.25% to < 45% of Possible Points	3
	> = 37.5% to < 41.25% of Possible Points	2.75
	> = 33.75% to < 37.5% of Possible Points	2.5
	> = 30% to < 33.75% of Possible Points	2.25
2 Stars	> = 25% to < 30% of Possible Points	2
	> = 20% to < 25% of Possible Points	1.75
	> = 15% to < 20% of Possible Points	1.5
	> = 10% to < 15% of Possible Points	1.25
1 Star	> = 7.5% to < 10% of Possible Points	1
	> = 5% to < 7.5% of Possible Points	0.75
	> = 2.5% to < 5% of Possible Points	0.5
	0 to < 2.5% of Possible Points	0

Progress Component

The Progress Component calculation is based on the Progress Component used on Ohio’s State Report Cards. Technical documentation for the state calculation is located here: [2021-2022 Progress Component Technical Documentation \(ohio.gov\)](#). Of note, the Value-Added Growth calculation used for Dropout Prevention and Recovery Schools on the *state report card* is calculated using nationally standardized tests. The ESSA Progress Component calculation uses the same 3-8 and end of course assessments as traditional public schools. All schools with at least 15 students in each subgroup receive a Progress Component rating.

Up to 10 Progress Component Ratings are assigned to each school with at least 15 students for each subgroup. Ratings for the Progress Component and points contributed to the Overall Rating are assigned based on the table below:

Progress Component Rating Scale - Schools		
Rating	Growth Index	Effect Size
5 Stars	>= 2	>= 0.2
4 Stars	>= 2	< 0.2
3 Stars	>=-2	< 2
2 Stars	< -2	>= -0.2
1 Star	< -2	< -0.2