Ohio's School Report Cards: Upcoming System Reforms
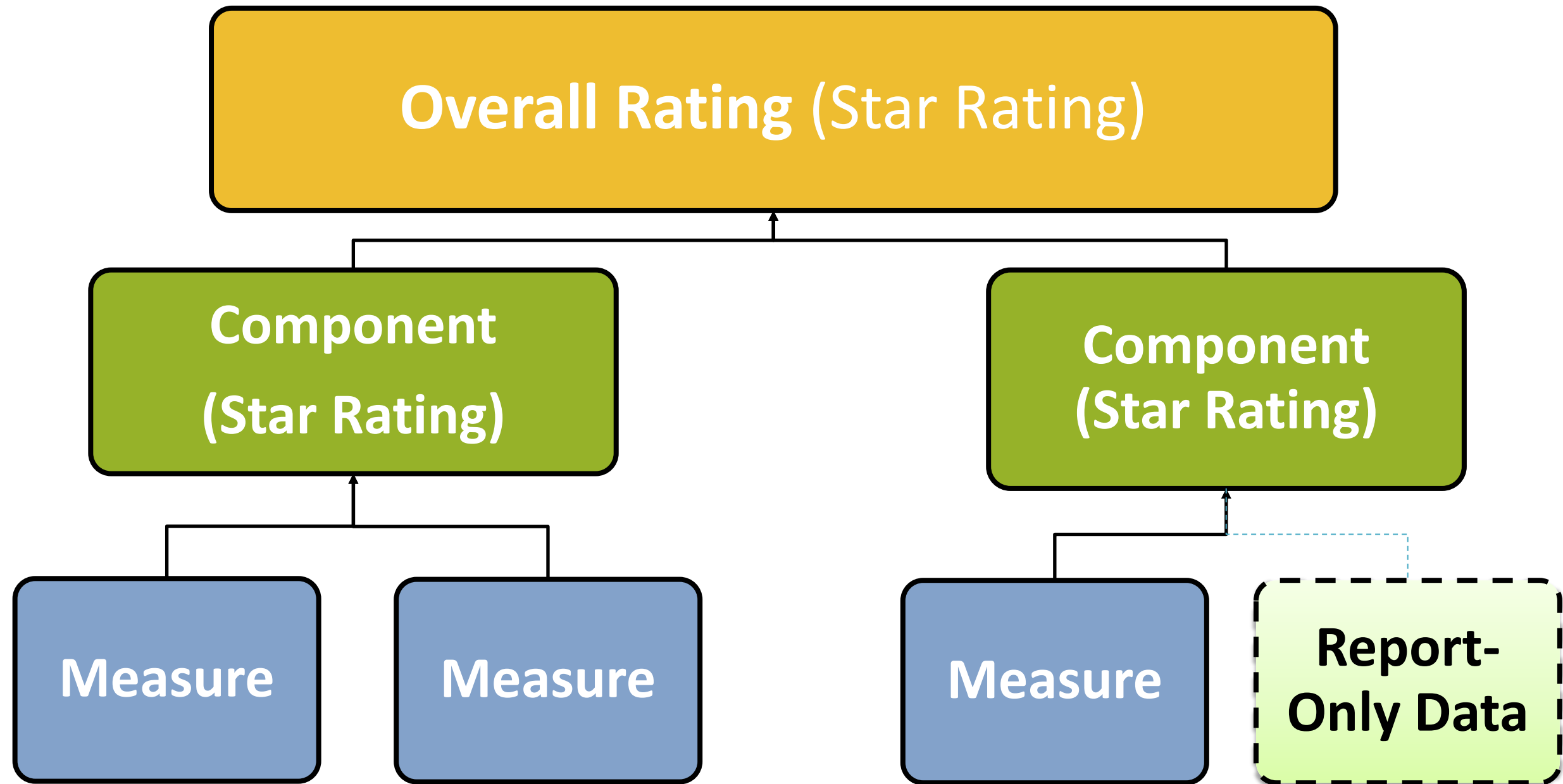
August 2022 Update

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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

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

HB 82 Study Group concludes work with final report

2024

Mar – Fall '22

Revisions to Ohio's Every Student Succeeds Act plan

Communications materials released on new report cards

2023

HB 82 Study Group begins work

State Board of Education reviews results and cut scores

2025

College, Career, Workforce and Military Readiness measure proposed to be included in ratings

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

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Report Card Terminology

Report Card Resources Website

For detailed information about each report card component calculation, please visit the Report Card Resources Website:

http://education.ohio.gov/Topics/Data/Report-Card-Resources

Ohio Accountability System and Report Cards

Ohio School Report Cards give your community a clear picture of the progress of your district and schools in raising achievement and preparing students for the future. The information measures district and school performance in areas most critical to success in learning. The report cards also provide information about finances and expenditures, opportunities to learn and technology, and educators and staffing.

The spreadsheets below contain all district, school, community school, schools operating dropout prevention and recovery programs, career-technical planning district performance results from the 2018-2019 school year.

All Districts | Public Schools | Community Schools | Dropout Prevention and Recovery Schools | Career Technical Schools | Third Grade Reading Guarantee

Spreadsheets for the 2021-2022 school year will be available on September 15, 2022.

Find Your Report Card	Download Report Card Data
Resources and Technical Documents	Annual Reports and Information
Rewards and Recognition	Federal School Improvement Identification

Information on School and District Performance Management Data

Overview of 2021-2022 Report Cards

For the 2021-2022 school year, the report cards will include five rated components and various report-only data. Ratings for components will be on 1 through 5-star scale.

- **Achievement Component** – revised with 'max score' approach to PI; Indicators Met do not factor into rating

- **Progress Component** – revised with use of effect size; transition to multiple years of data

- **Gap Closing Component** – revised calculation; inclusion of chronic absenteeism indicator and Gifted Performance Indicator

- **Early Literacy Component** – revised calculation with three total measures

- **Graduation Component** –revision to style of calculation; weighting and measures remain same as prior system

New Look of Ohio School Report Cards

The Ohio School Report Cards include performance information provided by schools and districts including academic, financial, and opportunity to learn data. Some of this data is then combined into six components that receive star ratings to indicate the level of performance for the school and district.

Achievement

This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall.

★★☆☆☆

Needs support to meet state standards in academic achievement.

View More Data

Gifted Data

Progress

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

☆☆☆☆☆

View More Data

Gap Closing

The Gap Closing Component is a measure of the reduction in educational gaps for student subgroups.

Gifted Data

★★★☆☆

Meets state standards in closing educational gaps.

View More Data

Graduation

The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.

★☆☆☆☆

Needs significant support to meet state standards in graduation rates.

View More Data

Early Literacy

This component looks at how successful schools are at improving reading for at-risk students in grades K-3.

★☆☆☆☆

Needs significant support to meet state standards in early literacy (K-3).
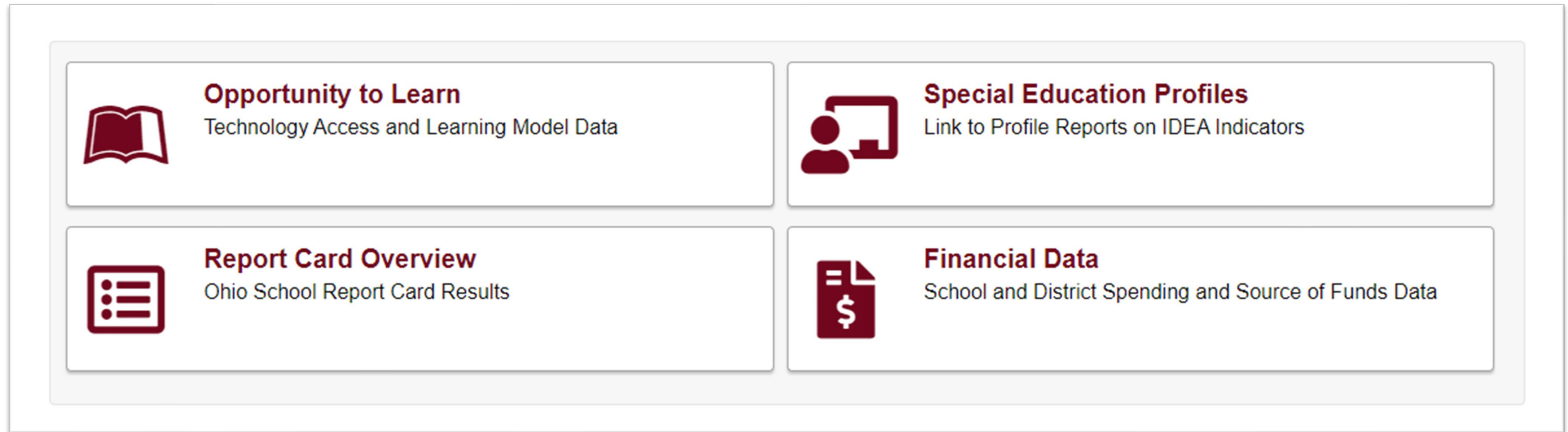
View More Data

College, Career, Workforce and Military Readiness

This component looks at how well-prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.

View More Data

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Connecting Data for Schools & Districts

Opportunity to Learn
Technology Access and Learning Model Data

Special Education Profiles
Link to Profile Reports on IDEA Indicators

Report Card Overview
Ohio School Report Card Results

Financial Data
School and District Spending and Source of Funds Data

District and School "Home Pages" on the report card website now allow the user to more directly connect to related data. Technology access data, Special Education Profiles, financial data, and report card results are linked to each school and district page.

Achievement Component Summary

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

- Rating **based only on Performance Index**, 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 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.

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

Starting in 2021-2022, the 'Accelerated' performance level will be renamed to 'Accomplished'.

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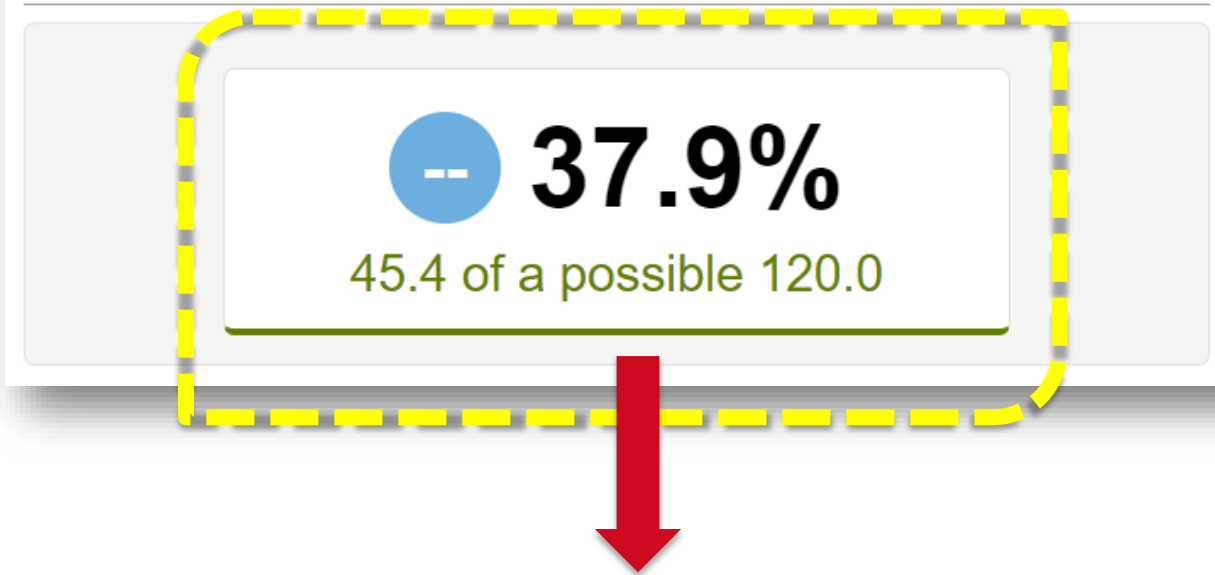
Example: If in 2021 the max score is 105. Score would be 45.4 out of possible 105 points = 43.2%

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

Progress 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.

Effect Size vs. Index
(2019 School Growth)

Step 1: Differentiate based on Growth Index (evidence)

Step 2: Differentiate based on Effect Size (magnitude)

2019 School Results (Overall Composite, +/-2 Index and +/-0.2 Effect Size)
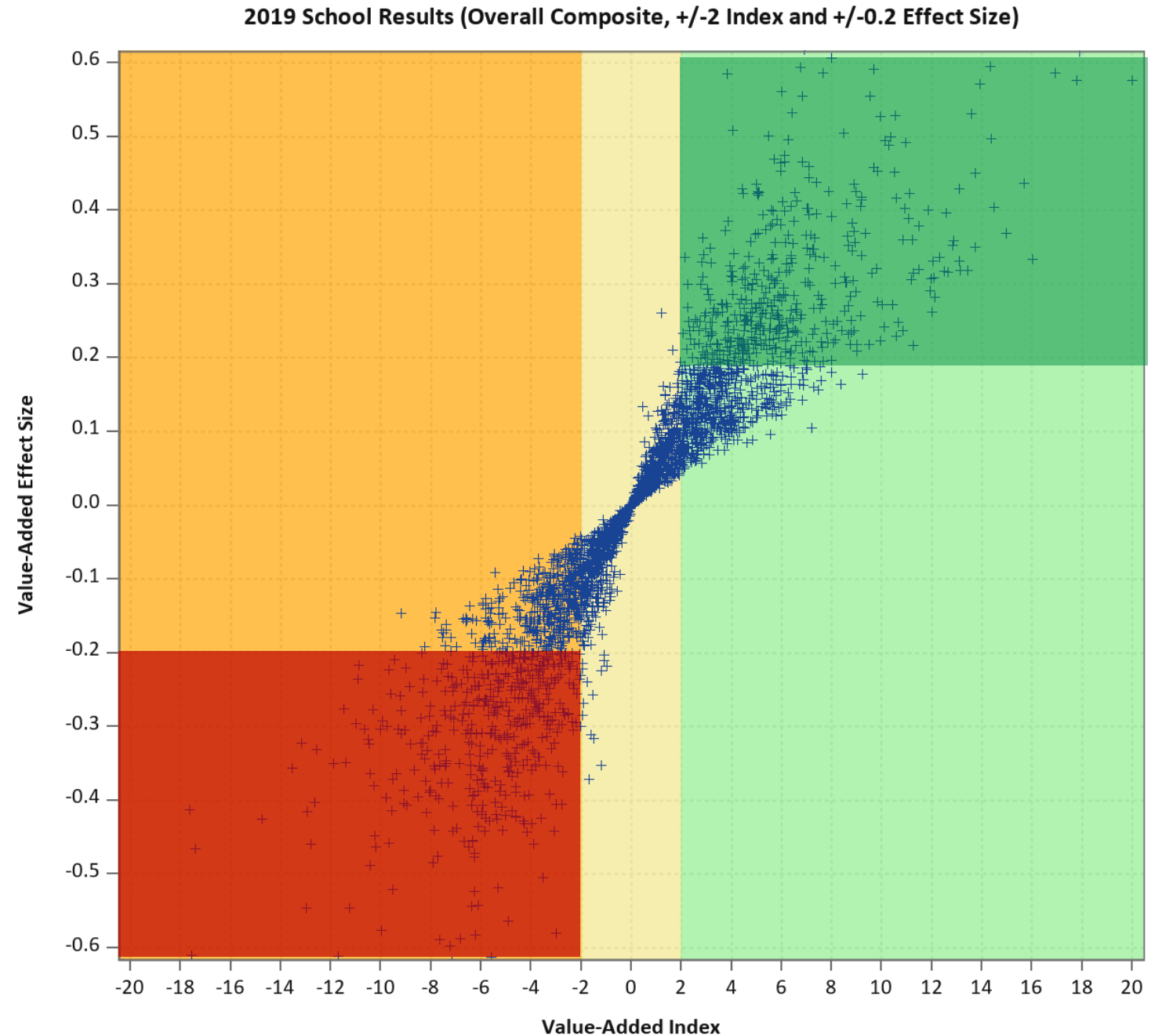
Distribution of Estimated Ratings Using 2019 SY Data and Committee Approved Cut Scores

Rating	District Range
5 Star	Index at least 2 and Effect Size at least 0.1
4 Star	Index at least 2 and Effect Size less than 0.1
3 Star	Index greater than or equal to -2 but less than 2
2 Star	Index less than -2 and Effect Size at least -0.1
1 Star	Index less than -2 and Effect Size less than -0.1

Rating	School Range – Including Community Schools
5 Star	Index at least 2 and Effect Size at least 0.2
4 Star	Index at least 2 and Effect Size less than 0.2
3 Star	Index greater than or equal to -2 but less than 2
2 Star	Index less than -2 and Effect Size at least -0.2
1 Star	Index less than -2 and Effect Size less than -0.2

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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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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

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Measures in the 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.**

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

- **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.

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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 create 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%

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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)

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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 [state law.](#) The Gap Closing Component will reflect whether schools and districts meet the expected performance thresholds on:

— the gifted performance indicator;

— chronic absenteeism improvement 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.

Gap Closing Calculation Notes

- Subgroups must include **at least 15 students** to be evaluated (N = 15)

- Total possible **points are adjusted** based on the number of student subgroups enrolled in the school; numerator and denominator of the calculation are adjusted based on enrollment.

- **Chronic Absenteeism Improvement Indicator does not count** toward the rating for the 2021-2022 school year. The data will be report-only.

- **Community Schools can opt-in to using the Gifted Performance Indicator** starting with the 2022-2023 school year; notification to Department will occur in the Fall 2022.

Point Assignments for Measures/Indicators

| Measure/Indicator	Details	Possible Points
Gifted Performance Indicator	Gifted Performance Index	0 or 5
	Gifted Progress (Growth)	0 or 5
	Gifted Identification and Services	0 or 5
Chronic Absenteeism Indicator	Meet annual goal or show improvement from prior year	Not Included 2021-2022
English Learner Proficiency Improvement Indicator	Meet annual goal or show improvement from prior year; English learners' performance on OELPA	0 or 5
Graduation	Meet annual goal; at individual subgroup level	Up to 10
English Language Arts – Achievement	Meet annual goal; at individual subgroup level	Up to 10
English Language Arts – Progress (Growth)	Meet annual goal; at individual subgroup level	Up to 10
Mathematics – Achievement	Meet annual goal; at individual subgroup level	Up to 10
Mathematics – Progress (Growth)	Meet annual goal; at individual subgroup level	Up to 10
	Total Possible:	70
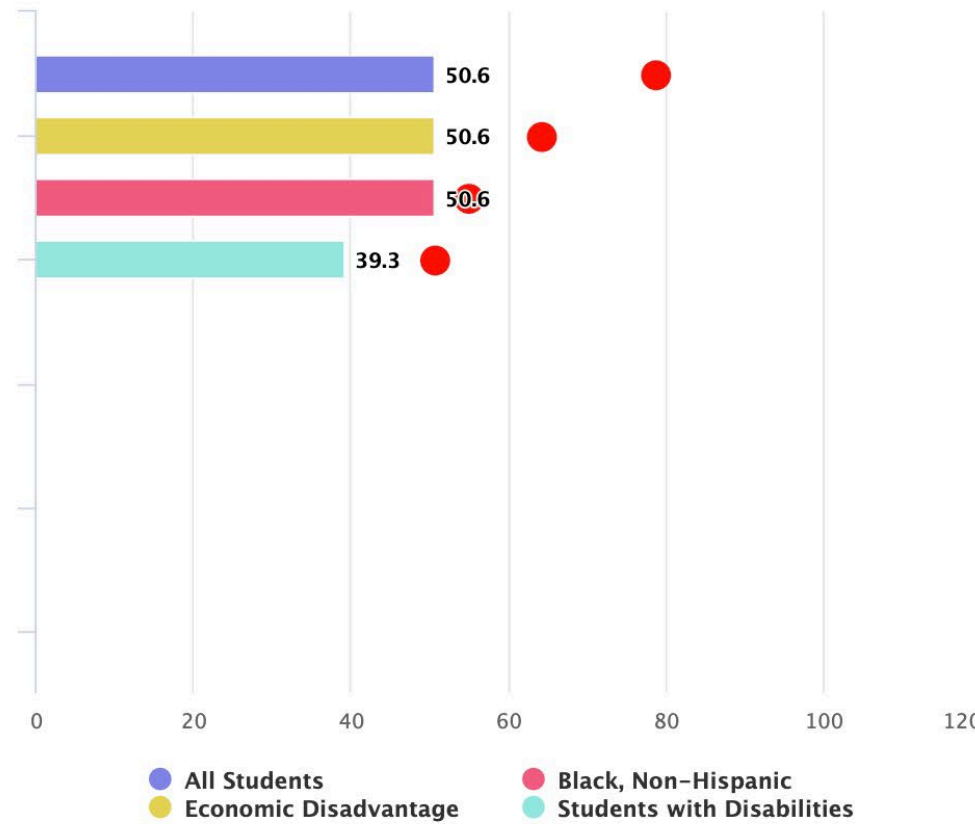
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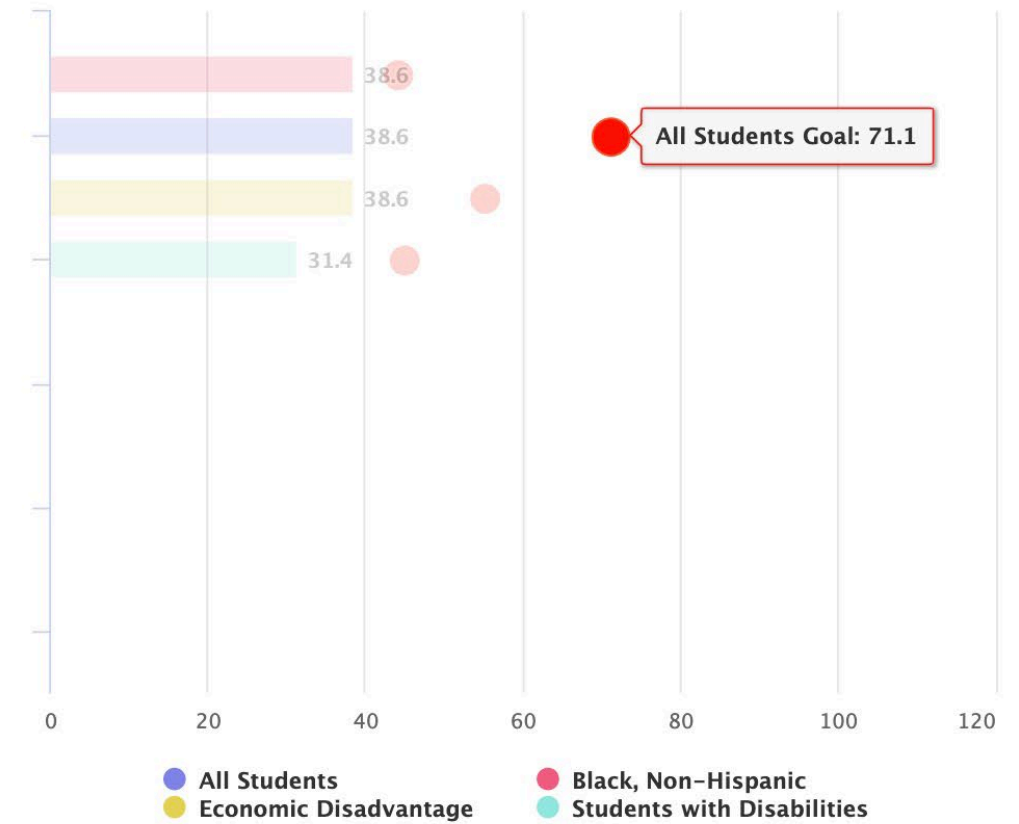
Gap Closing Component

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

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Gifted Performance Indicator Summary

- Updates made to Gifted Performance Index calculation to align with that in the Achievement Component; use of max score calculation

- Updates made to Gifted Progress to align to new rating system; stars instead of letter grades

- Updates made to 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 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. **Meeting the performance threshold will contribute 5 points to the component score.**

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.

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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. **Meeting the performance threshold will contribute 5 points to the component score.**

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 14 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.

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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

Meeting the performance threshold will contribute 5 points to the component score.

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

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Representation Index Example

STEP 1	STEP 2	STEP 3
Mountain City Schools has a total **enrollment of 1,000 students.**	Of the 1,000 students enrolled, **200 students are identified as economically disadvantaged which equals 20%** of the total enrollment.	MCS has identified 300 students as gifted. **Of those 300 students, 25 students are identified as econ. disadvantaged which is 8% of the gifted students.**
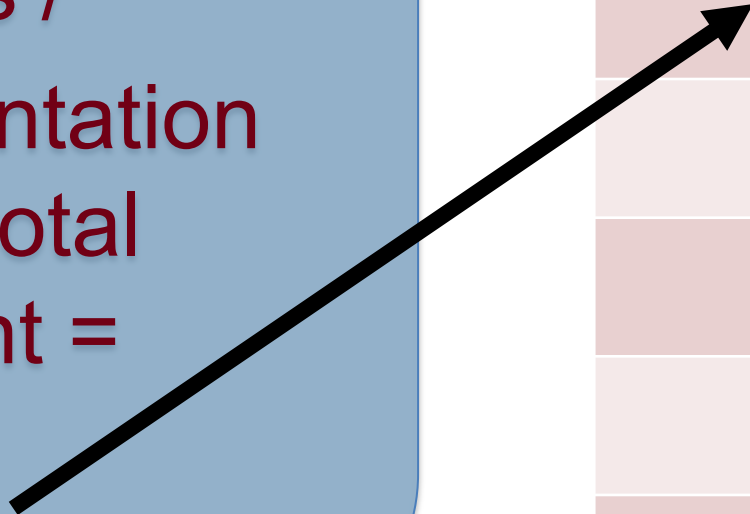
Representation Index Example

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**

Ohio's Representation Index for Student Groups in 2020-2021: Screened, Identified, and Served for Gifted Education

Student Group	Screened	Identified	Served
Asian	1.10	1.85	1.88
Black	1.09	.31	.23
Hispanic	1.10	.47	.41
American Indian	.98	.76	.68
Multiracial	1.10	.78	.74
Pacific Islander	.95	.65	.65
White	.96	1.18	1.20
With Economic Disadvantage	0.96	.46	.43
Without Economic Disadvantage	1.04	1.48	1.50
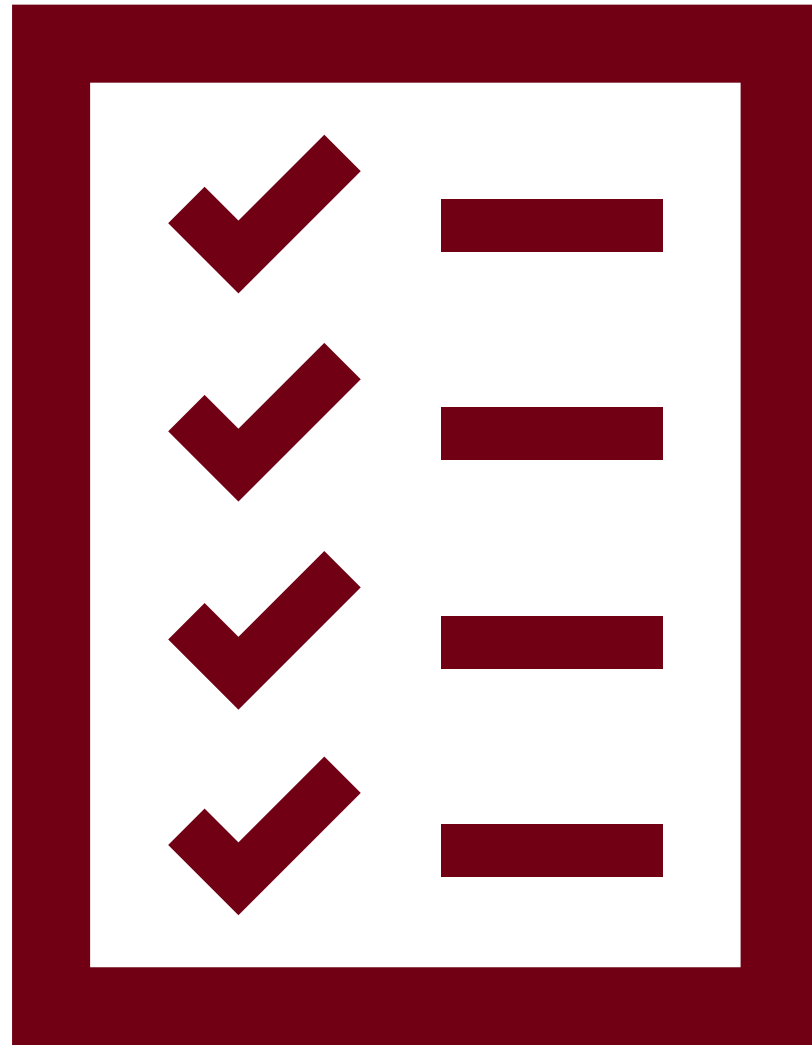
District Point Structure

District Scoring: Identification and Service Superior Cognitive and Specific Academic Ability

K-2 Grade Band Superior Cognitive and Specific Academic		3-6 Grade Band Superior Cognitive and Specific Academic		7-8 Grade Band Superior Cognitive and Specific Academic		9-12 Grade Band Superior Cognitive and Specific Academic	
Percent Identified	Points	Percent Identified	Points	Percent Identified	Points	Percent Identified	Points
0%	0 Points	0%	0 Points	0%	0 Points	0%	0 Points
0.1%	1 Points	0.1%	1 Points	0.1%	1 Points	0.1%	1 Points
1.0%	5 Points	3.0%	2 Points	3.0%	2 Points	3.0%	2 Points
2.0%	9 Points	5.0%	3 Points	5.0%	3 Points	5.0%	3 Points
5.0%	12 Points	10.0%	4 Points	10.0%	4 Points	10.0%	4 Points
10.0%	15 Points	15.0%	5 Points	15.0%	5 Points	15.0%	5 Points

K-2 Grade Band Superior Cognitive and Specific Academic		3-6 Grade Band Superior Cognitive and Specific Academic		7-8 Grade Band Superior Cognitive and Specific Academic		9-12 Grade Band Superior Cognitive and Specific Academic	
Percent Served	Points	Percent Served	Points	Percent Served	Points	Percent Served	Points
0%	0 Points	0%	0 Points	0%	0 Points	0%	0 Points
1.0%	2 Points	1.0%	2 Points	1.0%	2 Points	1.0%	2 Points
10.0%	4 Points	20.0%	4 Points	20.0%	4 Points	20.0%	4 Points
40.0%	6 Points	40.0%	6 Points	40.0%	6 Points	40.0%	6 Points
60.0%	8 Points	60.0%	8 Points	60.0%	8 Points	60.0%	8 Points
80.0%	10 Points	80.0%	10 Points	80.0%	10 Points	80.0%	10 Points

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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

District Scoring: Representation Identification and Service

Identification: Economic Disadvantage		Service: Economic Disadvantage		Identification: Underrepresented Minority		Service: Underrepresented Minority	
Rep Index	Points	Rep Index	Points	Rep Index	Points	Rep Index	Points
0.0	0 Points	0.0	0 Points	0.0	0 Points	0.0	0 Points
0.40	4 Points	0.40	2 Points	0.40	4 Points	0.40	2 Points
0.50	8 Points	0.50	4 Points	0.50	8 Points	0.50	4 Points
0.60	12 Points	0.60	6 Points	0.60	12 Points	0.60	6 Points
0.70	16 Points	0.70	8 Points	0.70	16 Points	0.70	8 Points
0.80	20 Points	0.80	10 Points	0.80	20 Points	0.80	10 Points

School Point Structure

School 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

School 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

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School Scoring: *Representation*

Identification: Economic Disadvantage		Service: Economic Disadvantage		Identification: Underrepresented Minority		Service: Underrepresented Minority	
Rep Index	Points	Rep Index	Points	Rep Index	Points	Rep Index	Points
0.0	0 Points	0.0	0 Points	0.0	0 Points	0.0	0 Points
0.40	4 Points	0.40	2 Points	0.40	4 Points	0.40	2 Points
0.50	8 Points	0.50	4 Points	0.50	8 Points	0.50	4 Points
0.60	12 Points	0.60	6 Points	0.60	12 Points	0.60	6 Points
0.70	16 Points	0.70	8 Points	0.70	16 Points	0.70	8 Points
0.80	20 Points	0.80	10 Points	0.80	20 Points	0.80	10 Points

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Graduation Component Summary

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

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.

Graduation Component

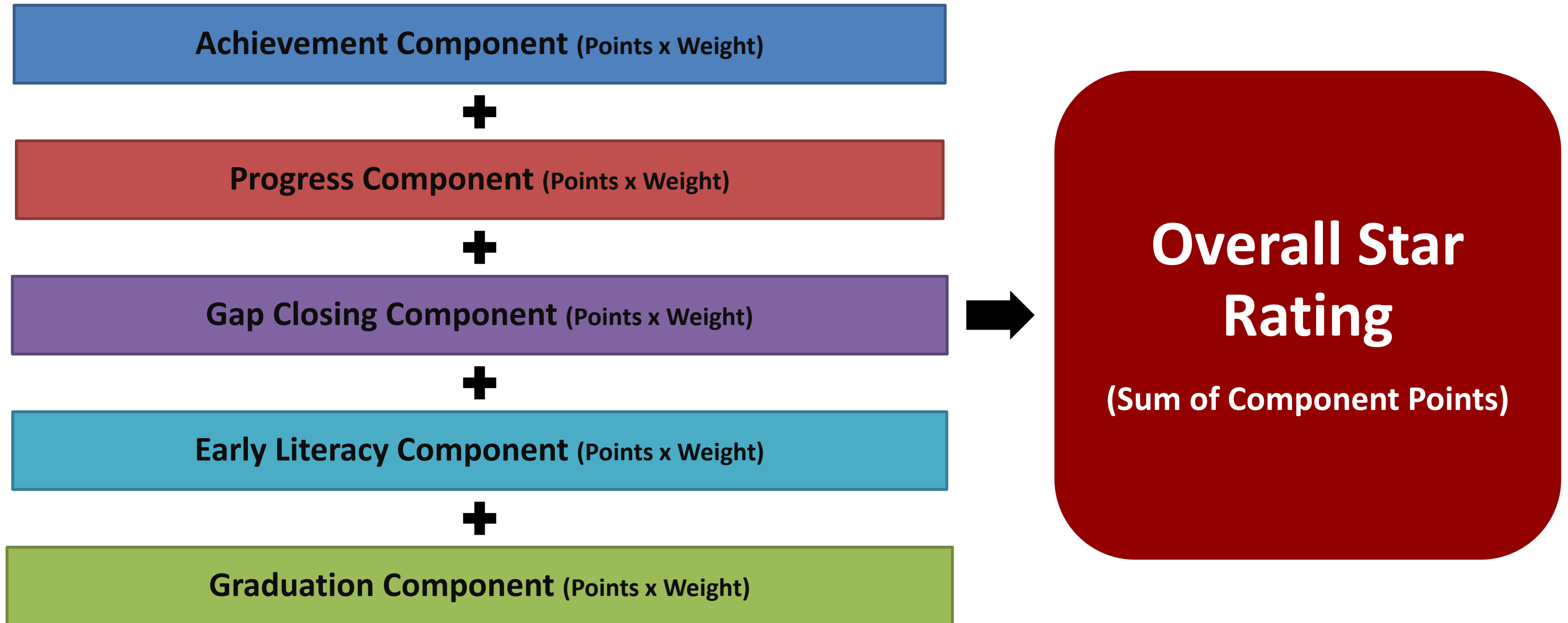| Rating	Cut Score Ranges	Rating Description
5 Star	Greater than or equal 96.5%	Significantly exceeds state standards in graduation rates
4 Star	From 93.5% to less than 96.5%	Exceeds state standards in graduation rates
3 Star	From 90% to less than 93.5%	Meets state standards in graduation rates
2 Star	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

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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)

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.

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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)

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Example of Assigning Points to Component

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

88%

Achievement Component Points

EX. 88% = 4 Points

Weighting for Five Components

Achievement Component (28.601%) · Progress Component (28.601%) · Graduation Component (14.266%) · Early Literacy Component (14.266%) · Gap Closing Component (14.266%)
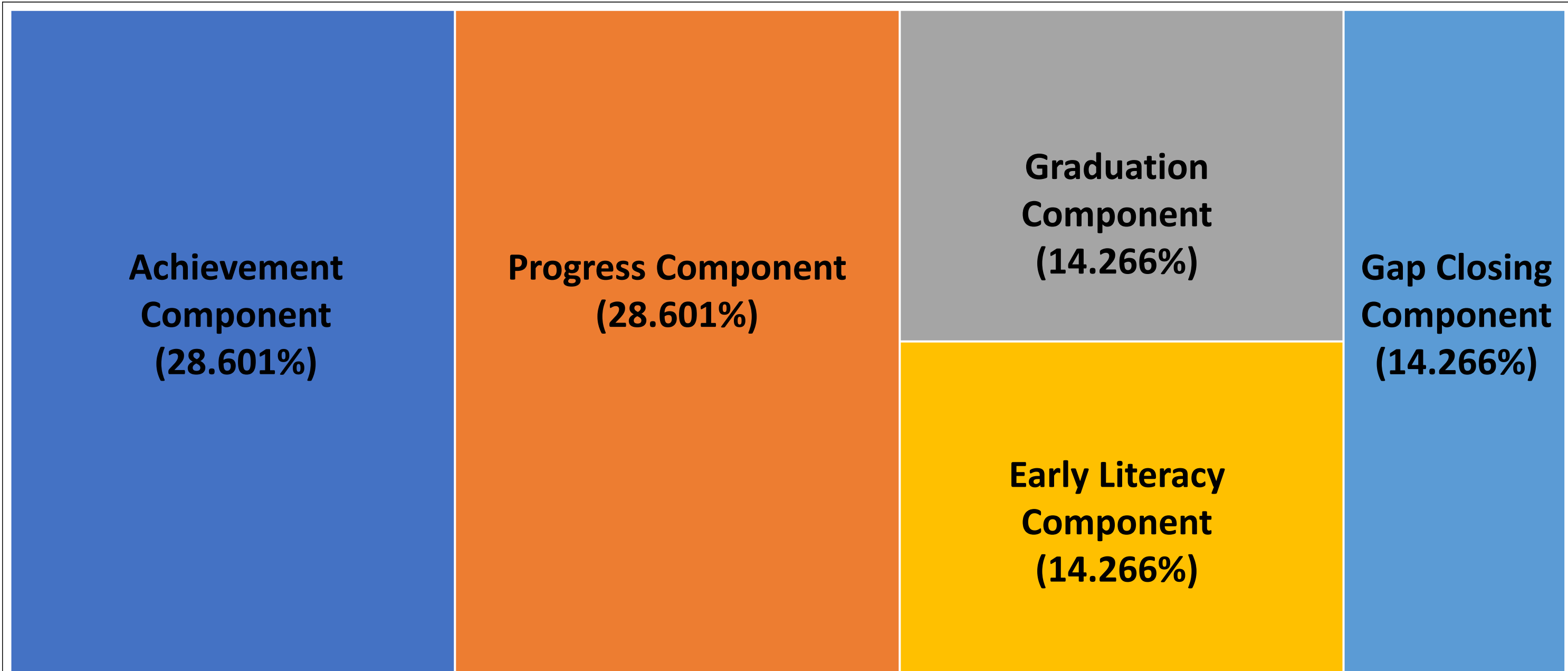
Legend: Achievement · Progress · Graduation Rate · Gap Closing · Early Literacy · CCWM Readiness

Overall Rating Scale and Descriptions

Rating	Points	Description
5 Stars	>=4.125	Significantly exceeds state standards
4.5 Stars	>=3.625 & <4.125	Exceeds state standards
4 Stars	>=3.125 & <3.625	Exceeds state standards
3.5 Stars	>=2.625 & <3.125	Meets state standards
3 Stars	>=2.125 & <2.625	Meets state standards
2.5 Stars	>=1.625 & <2.125	Needs support to meet state standards
2 Stars	>=1.125 & <1.625	Needs support to meet state standards
1.5 Stars	>=0.563 and <1.125	Needs significant support to meet state standards
1 Star	<0.563	Needs significant support to meet state standards

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— **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 (2022-2023)

*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

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Student Opportunity Profiles (2022-2023)

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

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Contact

Please contact the Office of Accountability with additional questions: **accountability@education.ohio.gov**

Report Card Resources

http://education.ohio.gov/Topics/Data/Report-Card-Resources

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