

Update to 2019-2020 Report Card Information

The U.S. Department of Education has provided states the ability to seek one-year waivers from the Every Student Succeeds Act's (ESSA) testing and accountability requirements. The Ohio General Assembly subsequently passed emergency legislation canceling the spring administration of Ohio's State Tests and waiving report card requirements other than reporting of some limited, available data. The legislation also put in place a "Safe Harbor" period for many elements of the accountability system. Accordingly, the Ohio Department of Education sought and received a federal ESSA waiver for the 2019-2020 school year.

This technical document details how the measure or calculation works in a typical school year. Ohio School Report Cards, Dropout Prevention and Recovery report cards and Career-Technical Planning District report cards all have multiple measures that use assessment data that are not available or are substantially limited this year.

Please visit the [Report Card FAQ](#) website for more information about data availability for the 2019-2020 report cards.

Contact accountability@education.ohio.gov with additional questions.

Overall Grade

Background

Starting with the 2017-18 school year, state law requires an overall grade to be calculated for all schools and districts.

Ohio Revised Code Section 3302.03 (C)(3)(a-f) says:

(3) The state board shall adopt rules pursuant to Chapter 119. of the Revised Code that establish a method to assign an overall grade for a school district or school building for the 2017-2018 school year and each school year thereafter. The rules shall group the performance measures in divisions (C)(1) and (2) of this section into the following components:

(a) Gap closing, which shall include the performance measure in division (C)(1)(a) of this section;

(b) Achievement, which shall include the performance measures in divisions (C)(1)(b) and (c) of this section;

(c) Progress, which shall include the performance measures in divisions (C)(1)(e) and (f) of this section;

(d) Graduation, which shall include the performance measure in division (C)(1)(d) of this section;

(e) Kindergarten through third-grade literacy, which shall include the performance measure in division (C)(1)(g) of this section;

(f) Prepared for success, which shall include the performance measures in divisions (C)(2)(a), (b), (c), (d), (e), and (f) of this section. The state board shall develop a method to determine a grade for the component in division (C)(3)(f) of this section using the performance measures in divisions (C)(2)(a), (b), (c), (d), (e), and (f) of this section. When available, the state board may incorporate the performance measure under division (C)(2)(g) of this section into the component under division (C)(3)(f) of this section. When determining the overall grade for the prepared for success component prescribed by division (C)(3)(f) of this section, no individual student shall be counted in more than one performance measure. However, if a student qualifies for more than one performance measure in the component, the state board may, in its method to determine a grade for the component, specify an additional weight for such a student that is not greater than or equal to 1.0. In determining the overall score under division (C)(3)(f) of this section, the state board shall ensure that the pool of students included in the performance measures aggregated under that

division are all of the students included in the four- and five-year adjusted graduation cohort.

*In the rules adopted under division (C)(3) of this section, the state board shall adopt a method for determining a grade for each component in divisions (C)(3)(a) to (f) of this section. **The state board also shall establish a method to assign an overall grade of "A," "B," "C," "D," or "F" using the grades assigned for each component. The method the state board adopts for assigning an overall grade shall give equal weight to the components in divisions (C)(3)(b) and (c) of this section.***

The state board had the charge to establish the method used to assign the overall grade, but was required to weight the Achievement and Progress Components equally (the very last sentence above).

Weighting and General Rules for the Calculation

The Ohio Administrative Code (OAC) 3301-28-10 describes the methodology used to calculate the overall grade. It says when all six components have letter grades, the weighting that each component contributes is as follows:

| Component | Weight Towards Overall Grade |
|-------------------------------|-------------------------------------|
| Achievement | 20% |
| Progress | 20% |
| Graduation Rate | 15% |
| Gap Closing | 15% |
| Improving At-Risk K-3 Readers | 15% |
| Prepared for Success | 15% |

The rule also says that when one or more components is not graded (e.g. – an elementary school that has no Graduation Rate or Prepared for Success or a high school that has no Improving At-Risk K-3 Readers), the remaining components contribute proportionally to the overall grade.

There are numerous combinations of components that a school or district can have when looking at the six components. The table below outlines the weights for each possible combination.

| 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 | 23% | 23% | 18% Each |
| Achievement and 4 Other Components | 24% | | 19% Each |
| Progress and 4 Other Components | | 24% | 19% Each |
| Achievement AND Progress AND 2 Other Components | 27.5% | 27.5% | 22.5% Each |
| Achievement and 3 Other Components | 28.75% | | 23.75% Each |
| Progress and 3 Other Components | | 28.75% | 23.75% Each |
| Achievement AND Progress AND 1 Other Component | 35% | 35% | 30% |
| Achievement and 2 Other Components | 36.67% | | 31.67% Each |
| Progress and 2 Other Components | | 36.67% | 31.67% Each |
| Achievement AND Progress AND no Other Components | 50% | 50% | |
| Achievement AND No Other Components | 100% | | |
| Progress AND No Other Components | | 100% | |
| Achievement and 1 Other Component | 52.5% | | 47.5% |
| Progress and 1 Other Component | | 52.5% | 47.5% |
| No Achievement or Progress, 4 Other Components | | | 25% Each |
| No Achievement or Progress, 3 Other Components | | | 33.33% Each |
| No Achievement or Progress, 2 Other Components | | | 50% Each |
| No Achievement or Progress, 1 Other Component | | | 100% |
| No Graded Components | No Overall Grade is Calculated | | |

Note that a school that has just one component grade will have that grade contribute 100% to the overall grade.

A school that has no letter grades for any component shall not receive an overall grade.

Ohio's report card is hierarchical. Schools and districts receive points for up to ten measure grades based on the performance level of the students within the grade range. In all cases, the higher the performance within a letter grade range, the more points are

earned. Another way to say this is that a high grade (like a high “A”) is worth more points than a lower grade in the same range (like a low “A”).

Once the measure grades are assigned points, the points get weighted based on the percent that each contributes to its component. If there is more than one measure in the component, those points are summed to get the total number of points earned for the component. In cases where there is just one measure in the component, the measure points and the component points are identical.

Once the component points are calculated, the weights in the tables above are applied to issue the final overall grade.

More information on how the measure grades are aggregated into the six components can be found in the document located [here](#). The table below shows the percentage that each measure contributes to its respective component (e.g. – the Indicators contribute 25% to the Achievement Component while the Performance Index contributes 75%) and it visualizes the hierarchy that leads to the overall grade.

Note that this table reflects the calculation when all measures and all components have letter grades. When one or more measures or components are ungraded, the weights are adjusted proportionally.

| Measure and Percent Contributed to Component Points | Component and Percent Contributed to Overall Grade Points | Overall Grade |
|--|--|----------------------|
| Indicators Met = 25% | Achievement Component = 20% | |
| Performance Index Score = 75% | | |
| Overall Value-Added = 55% | Progress Component = 20% | |
| Students with Disabilities Value-Added = 15% | | |
| Students in the Lowest 20 Percent Value-Added = 15% | | |
| Gifted Value-Added = 15% | | |
| 4-Year Graduation Rate = 60% | Graduation Component = 15% | |
| 5-Year Graduation Rate = 40% | | |
| Improving At-Risk K-3 Readers = 100% | Improving At-Risk K-3 Readers Component = 15% | |
| Annual Measurable Objectives = 100% | Gap Closing Component = 15% | |
| Prepared for Success (Ungraded Data) | Prepared for Success Component = 15% | |

For each applicable component, the total weighted component points will be calculated by taking the initial component value and multiplying by the weight assigned to the component per the business rules outlined above. The total weighted component points then will be summed to arrive at the total points (rounded to the thousandths). The resulting total will be a number between 0 and 5.

Shown below are examples of schools and a district with various combinations of component grades. In each case, the Total Points are converted to a letter grade, as provided in the following table.

| Total Points | Overall Report Card Grade |
|--------------|---------------------------|
| 4.125-5.000 | A |
| 3.125-4.124 | B |
| 2.125-3.124 | C |
| 1.125-2.124 | D |
| 0-1.124 | F |

Example: A District with All Six Component Grades

| Component | Points Earned | Weight | Report Card Component Weighted Points |
|-------------------------------|---------------|--------|---------------------------------------|
| Achievement | 2.625 | 0.20 | 0.525 |
| Progress | 5.000 | 0.20 | 1.000 |
| Graduation | 4.400 | 0.15 | 0.660 |
| Gap Closing | 2.250 | 0.15 | 0.338 |
| Improving At-Risk K-3 Readers | 3.000 | 0.15 | 0.450 |
| Prepared for Success | 2.750 | 0.15 | 0.413 |
| TOTAL WEIGHTED POINTS | | | 3.386 = "B" |

Example: A K-2 School with Improving At-Risk K-3 Readers Component Only

| Component | Points Earned | Weight | Report Card Component Weighted Points |
|-------------------------------|---------------|--------|---------------------------------------|
| Achievement | | | |
| Value-Added | | | |
| Graduation | | | |
| Gap Closing | | | |
| Improving At-Risk K-3 Readers | 2.750 | 1.00 | 2.750 |
| Prepared for Success | | | |
| TOTAL WEIGHTED POINTS | | | 2.750 = "C" |

Example: A High School with 5 Components

| Component | Points Earned | Weight | Report Card Component Weighted Points |
|-------------------------------|---------------|--------|---------------------------------------|
| Achievement | 1.125 | 0.23 | 0.259 |
| Value-Added | 4.633 | 0.23 | 1.076 |
| Graduation | 1.100 | 0.18 | 0.198 |
| Gap Closing | 0.750 | 0.18 | 0.135 |
| Improving At-Risk K-3 Readers | --- | --- | |
| Prepared for Success | 1.000 | 0.18 | 0.180 |
| TOTAL WEIGHTED POINTS | | | 1.848 = "D" |

Example: A Middle School with 3 Components

| Component | Points Earned | Weight | Report Card Component Weighted Points |
|-------------------------------|---------------|--------|---------------------------------------|
| Achievement | 2.438 | 0.35 | 0.853 |
| Value-Added | 3.150 | 0.35 | 1.103 |
| Graduation | --- | --- | |
| Gap Closing | 3.000 | 0.30 | 0.900 |
| Improving At-Risk K-3 Readers | --- | --- | |
| Prepared for Success | --- | --- | |
| TOTAL WEIGHTED POINTS | | | 2.856 = "C" |