



Ohio Administrative Code

Rule 3301-28-10 Ratings for schools and districts.

Effective: June 16, 2022

(A) For the 2021-2022 school year, the report card will include a rating for each of the gap closing, achievement, progress, graduation, and early literacy components. Beginning with the 2022-2023 school year, and annually thereafter, the report card will include an overall rating and a rating for each of the gap closing, achievement, progress, graduation, and early literacy components.

(B) The overall rating will be calculated using the gap closing, achievement, progress, graduation and early literacy components. In cases where a school district or school has ratings for all five components, each component shall be weighted in accordance with division (D)(3)(g)(i) of section 3302.03 of the Revised Code such that:

(1) The achievement component shall contribute 28.601 per cent towards the overall rating;

(2) The progress component shall contribute 28.601 per cent towards the overall rating.

(3) The graduation component shall contribute 14.266 per cent towards the overall rating.

(4) The gap closing component shall contribute 14.266 per cent towards the overall rating.

(5) The early literacy component shall contribute 14.266 per cent towards the overall rating.

Where a school or district does not have all five components, the applicable components will be weighted in accordance with the proportional adjustment of component weighting chart in appendix A to this rule.

(C) To calculate the overall performance rating, the cut scores of each applicable component will be converted to points in accordance with the conversion charts in appendix A to this rule. A school district or school will be assigned an overall performance rating according to the following performance benchmarks:



- (1) A rating of five stars for a score of equal to or greater than 4.125 points;
- (2) A rating of four and one-half stars for a score equal to or greater than 3.625 points but less than 4.125 points;
- (3) A rating of four stars for a score equal to or greater than 3.125 points but less than 3.625 points;
- (4) A rating of three and one-half stars for a score equal to or greater than 2.625 points but less than 3.125 points;
- (5) A rating of three stars for a score equal to or greater than 2.125 points but less than 2.625 points;
- (6) A rating of two and one-half stars for a score equal to or greater than 1.625 points but less than 2.125 points;
- (7) A rating of two stars for a score equal to or greater than 1.125 points but less than 1.625 points;
- (8) A rating of one and one-half stars for a score equal to or greater than 0.563 points but less than 1.125 points; and
- (9) A rating of one star for a score less than 0.563 points.

(D) In cases where a school district or school has ratings for fewer than five components, the non-rated components shall not be included in the calculation and the percentages for the remaining rated components defined in paragraphs (B)(1) to (B)(5) of this rule shall be adjusted to maintain the same proportional weight within the calculation.

(E) Notwithstanding the provisions in paragraph (A) of this rule, the department of education may calculate an overall performance rating for a school district or school for the purpose of either of the following:

- (1) To identify school buildings for comprehensive, targeted, or additional targeted support and



improvement in accordance with the "Every Student Succeeds Act," 20 U.S.C. 6301 et seq. and the states request, as approved by the United States department of education, to delay such identification until fall 2022 using performance data from the 2021-2022 school year;

(2) To calculate the academic performance component and the overall rating for each community school sponsor required to be evaluated for the 2021-2022 school year under section 3314.016 of the Revised Code.

(F)

(1) The achievement component will be described on the report card as "measures students academic achievement using each level of performance on Ohios State Tests."

(2) Performance ratings for the achievement component will be assigned according to the following benchmarks:

(a) Five stars for a percentage of the maximum performance index score of greater than or equal to ninety per cent;

(b) Four stars for a percentage of the maximum performance index score greater than or equal to eighty per cent but less than ninety per cent;

(c) Three stars for a percentage of the maximum performance index score greater than or equal to seventy per cent but less than eighty per cent;

(d) Two stars for a percentage of the maximum performance index score greater than or equal to fifty per cent but less than seventy per cent;

(e) One star for a percentage of the maximum performance index score less than fifty per cent.

(3) The performance ratings for the achievement component will be described on the report card as follows:



- (a) A five-star rating will be described as "significantly exceeds state standards in academic achievement";
 - (b) A four-star rating will be described as "exceeds state standards in academic achievement";
 - (c) A three-star rating will be described as "meets state standards in academic achievement";
 - (d) A two-star rating will be described as "needs support to meet state standards in academic achievement";
 - (e) A one-star rating will be described as "needs significant support to meet state standards in academic achievement."
- (G)
- (1) The progress component will be described on the report card as "measures the academic performance of students compared to expected growth on Ohios State Tests."
 - (2) Performance ratings for the progress component will be assigned according to the following benchmarks for districts:
 - (a) Five stars for a growth index of at least 2 and effect size of at least 0.1;
 - (b) Four stars for a growth index of at least 2 and effect size of less than 0.1;
 - (c) Three stars for a growth index greater than or equal to -2 but less than 2;
 - (d) Two stars for a growth index of less than -2 and effect size of at least -0.1;
 - (e) One star for a growth index less than -2 and effect size of less than -0.1.
 - (3) Performance ratings for the progress component will be assigned according to the following benchmarks for schools:



- (a) Five stars for a growth index of at least 2 and effect size of at least 0.2;
 - (b) Four stars for a growth index of at least 2 and effect size of less than 0.2;
 - (c) Three stars for a growth index greater than or equal to -2 but less than 2;
 - (d) Two stars for a growth index of less than -2 and effect size of at least -0.2;
 - (e) One star for a growth index less than -2 and effect size of less than -0.2.
- (4) The performance ratings for the progress component will be described for school districts on the report card as follows:
- (a) A five-star rating will be described as "significant evidence that the district exceeded student growth expectations by a larger magnitude";
 - (b) A four-star rating will be described as "significant evidence that the district exceeded student growth expectations";
 - (c) A three-star rating will be described as "evidence that the district met student growth expectations";
 - (d) A two-star rating will be described as "significant evidence that the district fell short of student growth expectations";
 - (e) A one-star rating will be described as "significant evidence that the district fell short of student growth expectations by a larger magnitude."
- (5) The performance ratings for the progress component will be described for schools on the report card as follows:
- (a) A five-star rating will be described as "significant evidence that the school exceeded student



growth expectations by a larger magnitude";

(b) A four-star rating will be described as "significant evidence that the school exceeded student growth expectations";

(c) A three-star rating will be described as "evidence that the school met student growth expectations";

(d) A two-star rating will be described as "significant evidence that the school fell short of student growth expectations";

(e) A one-star rating will be described as "significant evidence the school fell short of student growth expectations by a larger magnitude."

(H)

(1) The gap closing component will be described on the report card as "a measure of the reduction in educational gaps for student subgroups."

(2) Performance ratings for the gap closing component will be assigned according to the following benchmarks:

(a) Five stars for a percentage greater than or equal to sixty per cent of applicable points earned;

(b) Four stars for a percentage greater than or equal to forty-five per cent but less than sixty per cent of applicable points earned;

(c) Three stars for a percentage greater than or equal to thirty per cent but less than forty-five per cent of applicable points earned;

(d) Two stars for a percentage greater than or equal to ten per cent but less than thirty per cent of applicable points earned;

(e) One star for a percentage less than ten per cent of applicable points earned.



(3) The performance ratings for the gap closing component will be described on the report card as follows:

(a) A five-star rating will be described as "significantly exceeds state standards in closing educational gaps";

(b) A four-star rating will be described as "exceeds state standards in closing educational gaps";

(c) A three-star rating will be described as "meets state standards in closing educational gaps";

(d) A two-star rating will be described as "needs support to meet state standards in closing educational gaps";

(e) A one-star rating will be described as "needs significant support to meet state standards in closing educational gaps."

(I)

(1) The early literacy component will be described on the report card as "a measure of reading improvement and proficiency for students in kindergarten through third grade."

(2) The performance on each measure under paragraphs (I)(4), (I)(5), and (I)(6) of this rule are multiplied by the weight as described in division (D)(3)(e) of section 3302.03 of the Revised Code to create a combined component percentage. Performance ratings for the early literacy component will be assigned according to the following benchmarks based on the combined component percentage:

(a) Five stars for a percentage of greater than or equal to eighty-eight;

(b) Four stars for a percentage of greater than or equal to seventy-eight per cent but less than eighty-eight per cent;

(c) Three stars for a percentage of greater than or equal to sixty-eight per cent but less than seventy-



eight per cent;

(d) Two stars for a percentage of greater than or equal to fifty-eight per cent but less than sixty-eight per cent;

(e) One star for a percentage of less than fifty-eight per cent.

(3) The performance ratings for the early literacy component will be described on the report card as follows:

(a) A five-star rating will be described as "significantly exceeds state standards in early literacy (K-3)";

(b) A four-star rating will be described as "exceeds state standards in early literacy (K-3)";

(c) A three-star rating will be described as "meets state standards in early literacy (K-3)";

(d) A two-star rating will be described as "needs support to meet state standards in early literacy (K-3)";

(e) A one-star rating will be described as "needs significant support to meet state standards in early literacy (K-3)."

(4) The measure for proficiency in third grade reading will be a percentage of students in the district or school who score proficient or higher on the reading segment of the third grade English language arts assessment.

(5) The measure for progress in improving literacy in grades kindergarten through three will be a reduction in the total percentage of students scoring below grade level, or below proficient, compared from year to year on the reading segments of the diagnostics and assessments listed in division (D)(1)(h) of section 3302.03 of the Revised Code.

(6) The measure for promotion to the fourth grade will be a percentage of students in the district or



school who are promoted to the fourth grade and not subject to retention under section 3313.608 of the Revised Code.

(7) For the purpose of calculating a rating for the early learning component, the performance measures under paragraphs (I)(4), (I)(5), and (I)(6) of this rule will be weighted according to the provisions of division (D)(3)(e) of section 3302.03 of the Revised Code.

(J)

(1) The graduation component will be described on the report card as "a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate."

(2) Performance ratings for the graduation component will be assigned according to the following benchmarks:

(a) Five stars for a weighted percentage of students graduating in four or five years of greater than or equal to 96.5 per cent;

(b) Four stars for a weighted percentage of students graduating in four or five years of greater than or equal to 93.5 per cent but less than 96.5 per cent;

(c) Three stars for a weighted percentage of students graduating in four or five years of greater than or equal to 90.0 per cent but less than 93.5 per cent;

(d) Two stars for a weighted percentage of students graduating in four or five years of greater than or equal to 84.0 per cent but less than 90.0 per cent;

(e) One star for a weighted percentage of students graduating in four or five years of less than 84.0 per cent.

(3) The performance ratings for the graduation component will be described on the report card as follows:



- (a) A five-star rating will be described as "significantly exceeds state standards in graduation rates";
- (b) A four-star rating will be described as "exceeding state standards in graduation rates";
- (c) A three-star rating will be described as "meets state standards in graduation rates";
- (d) A two-star rating will be described as "needs support to meet state standards in graduation rates";
- (e) A one-star rating will be described as "needs significant support to meet state standards in graduation rates."

(K)

(1) All mathematical calculations required to determine the final percentages used to assign the ratings described in paragraphs (F), (G), (H), (I) and (J) of this rule will be performed using unrounded numbers. Once each calculation is complete, the final percentages will be rounded to the nearest tenth using standard rounding rules (half rounds up) for the purpose of assigning each component rating. The weighted points generated from the calculations described in paragraph (B) of this rule will be rounded to the nearest thousandth for the purpose of assigning the overall rating.

(2) When displaying data on the report card, the department of education may round or truncate the numbers and percentages as needed to make it easier for readers to view and understand the information, but the original numbers will still be used for any calculations as described in paragraph (K)(1) of this rule.

(L) In accordance with division (D)(3)(f) of section 3302.03 of the Revised Code, the report card will not include a rating for the college, career, workforce, and military readiness component for the 2021-2022, 2022-2023, and 2023-2024 school years.

(M) Within two years after the effective date of this rule, the department shall provide recommendations to the state board regarding the recalibration and increasing of cut scores to align to higher expectations for students, schools, and districts.