

Rule Summary and Fiscal Analysis

Part A - General Questions

Rule Number: 3301-28-08

Rule Type: Rescission

Rule Title/Tagline: College, career, workforce, and military readiness component.

Agency Name: Department of Education and Workforce

Division:

Address: 25 South Front Street MS 607 Columbus OH 43215-4183

Contact: Brittney Kneisel **Phone:** 614-203-5481

Email: brittney.kneisel@education.ohio.gov

I. Rule Summary

1. **Is this a five year rule review?** Yes
 - A. **What is the rule's five year review date?** 2/26/2025
2. **Is this rule the result of recent legislation?** No
3. **What statute is this rule being promulgated under?** 119.03
4. **What statute(s) grant rule writing authority?** 3301.07, 3302.02, 3302.03
5. **What statute(s) does the rule implement or amplify?** 3302.02, 3302.03, 3302.036
6. **Does the rule implement a federal law or rule in a manner that is more stringent or burdensome than the federal law or regulation requires?** No
 - A. **If so, what is the citation to the federal law or rule?** Not Applicable
7. **What are the reasons for proposing the rule?**

Pursuant to RC 3302.03, the Department shall develop and propose rules for a method to assign a performance rating to the college, career, workforce, and military readiness component beginning with the 2024-2025 school year report card.
8. **Summarize the rule's content, and if this is an amended rule, also summarize the rule's changes.**

This rule describes a method to assign a performance rating to the college, career, workforce, and military readiness component.

9. **Does the rule incorporate material by reference? Yes**
10. **If the rule incorporates material by reference and the agency claims the material is exempt pursuant to R.C. 121.75, please explain the basis for the exemption and how an individual can find the referenced material.**

The rule references sections of the Ohio Revised Code, which is exempt from Incorporation by Reference pursuant to ORC 121.75(A)(1). The material is easily accessible in the Ohio Revised Code.

11. **If revising or re-filing the rule, please indicate the changes made in the revised or re-filed version of the rule.**

Not Applicable

II. Fiscal Analysis

12. **Please estimate the increase / decrease in the agency's revenues or expenditures in the current biennium due to this rule.**

This will have no impact on revenues or expenditures.

\$0

Not Applicable.

13. **What are the estimated costs of compliance for all persons and/or organizations directly affected by the rule?**

Not Applicable.

14. **Does the rule increase local government costs? (If yes, you must complete an RSFA Part B). No**

15. **Does the rule regulate environmental protection? (If yes, you must complete an RSFA Part C). No**

16. **If the rule imposes a regulation fee, explain how the fee directly relates to your agency's cost in regulating the individual or business.**

Not Applicable.

III. Common Sense Initiative (CSI) Questions

17. Was this rule filed with the Common Sense Initiative Office? No

18. Does this rule have an adverse impact on business? No

- A. Does this rule require a license, permit, or any other prior authorization to engage in or operate a line of business? No
- B. Does this rule impose a criminal penalty, a civil penalty, or another sanction, or create a cause of action, for failure to comply with its terms? No
- C. Does this rule require specific expenditures or the report of information as a condition of compliance? No
- D. Is it likely that the rule will directly reduce the revenue or increase the expenses of the lines of business of which it will apply or applies? No

IV. Regulatory Restriction Requirements under S.B. 9. Note: This section only applies to agencies described in R.C. 121.95(A).

19. Are you adding a new or removing an existing regulatory restriction as defined in R.C. 121.95? No

A. How many new regulatory restrictions do you propose adding to this rule?

Not Applicable

B. How many existing regulatory restrictions do you propose removing from this rule?

Not Applicable

C. If you are not removing existing regulatory restrictions from this rule, please list the rule number(s) from which you are removing restrictions.

Not Applicable

D. Please justify the adoption of the new regulatory restriction(s).

Not Applicable

TO BE RESCINDED

3301-28-08

College, career, workforce, and military readiness component.

The college, career, workforce, and military readiness component and the post-secondary readiness measures will be calculated in accordance with division (D)(1)(j) of section 3302.03 of the Revised Code.

Effective:

Five Year Review (FYR) Dates: 2/26/2025

Certification

Date

Promulgated Under: 119.03
Statutory Authority: 3301.07, 3302.02, 3302.03
Rule Amplifies: 3302.02, 3302.03, 3302.036
Prior Effective Dates: 02/22/2016, 06/16/2022

Rule Summary and Fiscal Analysis

Part A - General Questions

Rule Number: 3301-28-08

Rule Type: New

Rule Title/Tagline: College, career, workforce, and military readiness component.

Agency Name: Department of Education and Workforce

Division:

Address: 25 South Front Street MS 607 Columbus OH 43215-4183

Contact: Brittney Kneisel **Phone:** 614-203-5481

Email: brittney.kneisel@education.ohio.gov

I. Rule Summary

1. **Is this a five year rule review?** No
 - A. **What is the rule's five year review date?**
2. **Is this rule the result of recent legislation?** No
3. **What statute is this rule being promulgated under?** 119.03
4. **What statute(s) grant rule writing authority?** 3301.07, 3302.02, 3302.03
5. **What statute(s) does the rule implement or amplify?** 3302.02, 3302.03, 3302.036
6. **Does the rule implement a federal law or rule in a manner that is more stringent or burdensome than the federal law or regulation requires?** No
 - A. **If so, what is the citation to the federal law or rule?** Not Applicable
7. **What are the reasons for proposing the rule?**

Pursuant to RC 3302.03, the Department shall develop and propose rules for a method to assign a performance rating to the college, career, workforce, and military readiness component beginning with the 2024-2025 school year report card.
8. **Summarize the rule's content, and if this is an amended rule, also summarize the rule's changes.**

This rule describes a method to assign a performance rating to the college, career, workforce, and military readiness component.

9. **Does the rule incorporate material by reference? Yes**
10. **If the rule incorporates material by reference and the agency claims the material is exempt pursuant to R.C. 121.75, please explain the basis for the exemption and how an individual can find the referenced material.**

The rule references sections of the Ohio Revised Code, which is exempt from Incorporation by Reference pursuant to ORC 121.75(A)(1). The material is easily accessible in the Ohio Revised Code.

11. **If revising or re-filing the rule, please indicate the changes made in the revised or re-filed version of the rule.**

Not Applicable

II. Fiscal Analysis

12. **Please estimate the increase / decrease in the agency's revenues or expenditures in the current biennium due to this rule.**

This will have no impact on revenues or expenditures.

\$0

Not Applicable.

13. **What are the estimated costs of compliance for all persons and/or organizations directly affected by the rule?**

Not Applicable.

14. **Does the rule increase local government costs? (If yes, you must complete an RSFA Part B). No**

15. **Does the rule regulate environmental protection? (If yes, you must complete an RSFA Part C). No**

16. **If the rule imposes a regulation fee, explain how the fee directly relates to your agency's cost in regulating the individual or business.**

Not Applicable.

III. Common Sense Initiative (CSI) Questions

17. Was this rule filed with the Common Sense Initiative Office? No

18. Does this rule have an adverse impact on business? No

- A. Does this rule require a license, permit, or any other prior authorization to engage in or operate a line of business? No
- B. Does this rule impose a criminal penalty, a civil penalty, or another sanction, or create a cause of action, for failure to comply with its terms? No
- C. Does this rule require specific expenditures or the report of information as a condition of compliance? No
- D. Is it likely that the rule will directly reduce the revenue or increase the expenses of the lines of business of which it will apply or applies? No

IV. Regulatory Restriction Requirements under S.B. 9. Note: This section only applies to agencies described in R.C. 121.95(A).

19. Are you adding a new or removing an existing regulatory restriction as defined in R.C. 121.95? No

A. How many new regulatory restrictions do you propose adding to this rule?

Not Applicable

B. How many existing regulatory restrictions do you propose removing from this rule?

Not Applicable

C. If you are not removing existing regulatory restrictions from this rule, please list the rule number(s) from which you are removing restrictions.

Not Applicable

D. Please justify the adoption of the new regulatory restriction(s).

Not Applicable

3301-28-08**College, career, workforce, and military readiness component.**

(A) Beginning with the 2024-2025 school year, the report card will include a rated college, career, workforce, and military readiness component. The performance measure includes the percentage of students who demonstrate post-secondary readiness using any of the options described in division (D)(1)(j) of section 3302.03 of the Revised Code. The rating for this component will be assigned in accordance with rule 3301-28-10 of the Administrative Code.

(B) A district or building will not receive lower than a performance rating of three stars for the component if the district's or building's performance on the component meets or exceeds a level of improvement of fifteen per cent from the prior year.

Replaces: 3301-28-08

Effective:

Five Year Review (FYR) Dates:

Certification

Date

Promulgated Under: 119.03
Statutory Authority: 3301.07, 3302.02, 3302.03
Rule Amplifies: 3302.02, 3302.03, 3302.036
Prior Effective Dates: 02/22/2016, 06/16/2022

Rule Summary and Fiscal Analysis

Part A - General Questions

Rule Number: 3301-28-10

Rule Type: Amendment

Rule Title/Tagline: Ratings for schools and districts.

Agency Name: Department of Education and Workforce

Division:

Address: 25 South Front Street MS 607 Columbus OH 43215-4183

Contact: Brittney Kneisel **Phone:** 614-203-5481

Email: brittney.kneisel@education.ohio.gov

I. Rule Summary

1. **Is this a five year rule review?** No
 - A. **What is the rule's five year review date?** 6/16/2027
2. **Is this rule the result of recent legislation?** No
3. **What statute is this rule being promulgated under?** 119.03
4. **What statute(s) grant rule writing authority?** 3301.07, 3302.02, 3302.03
5. **What statute(s) does the rule implement or amplify?** 3302.02, 3302.03
6. **Does the rule implement a federal law or rule in a manner that is more stringent or burdensome than the federal law or regulation requires?** No
 - A. **If so, what is the citation to the federal law or rule?** Not Applicable
7. **What are the reasons for proposing the rule?**

Pursuant to RC 3302.03, the Department shall develop and propose rules for a method to assign a performance rating to the college, career, workforce, and military readiness component beginning with the 2024-2025 school year report card.
8. **Summarize the rule's content, and if this is an amended rule, also summarize the rule's changes.**

This rule describes the ratings for the components of the state report card. The amendment reflects the inclusion of the college, career, workforce, and military readiness component.

9. **Does the rule incorporate material by reference? Yes**
10. **If the rule incorporates material by reference and the agency claims the material is exempt pursuant to R.C. 121.75, please explain the basis for the exemption and how an individual can find the referenced material.**

The rule references sections of the Ohio Revised Code, which is exempt from Incorporation by Reference pursuant to ORC 121.75(A)(1). The material is easily accessible in the Ohio Revised Code.

11. **If revising or re-filing the rule, please indicate the changes made in the revised or re-filed version of the rule.**

Not Applicable

II. Fiscal Analysis

12. **Please estimate the increase / decrease in the agency's revenues or expenditures in the current biennium due to this rule.**

This will have no impact on revenues or expenditures.

\$0

Not Applicable.

13. **What are the estimated costs of compliance for all persons and/or organizations directly affected by the rule?**

Not Applicable.

14. **Does the rule increase local government costs? (If yes, you must complete an RSFA Part B). No**

15. **Does the rule regulate environmental protection? (If yes, you must complete an RSFA Part C). No**

16. **If the rule imposes a regulation fee, explain how the fee directly relates to your agency's cost in regulating the individual or business.**

Not Applicable.

III. Common Sense Initiative (CSI) Questions

17. Was this rule filed with the Common Sense Initiative Office? No

18. Does this rule have an adverse impact on business? No

- A. Does this rule require a license, permit, or any other prior authorization to engage in or operate a line of business? No
- B. Does this rule impose a criminal penalty, a civil penalty, or another sanction, or create a cause of action, for failure to comply with its terms? No
- C. Does this rule require specific expenditures or the report of information as a condition of compliance? No
- D. Is it likely that the rule will directly reduce the revenue or increase the expenses of the lines of business of which it will apply or applies? No

IV. Regulatory Restriction Requirements under S.B. 9. Note: This section only applies to agencies described in R.C. 121.95(A).

19. Are you adding a new or removing an existing regulatory restriction as defined in R.C. 121.95? Yes

- A. How many new regulatory restrictions do you propose adding to this rule? 1
3301-28-10 (B)(6) shall
- B. How many existing regulatory restrictions do you propose removing from this rule? 2
3301-28-10 (E)(2) required
3301-28-10 (M) shall
- C. If you are not removing existing regulatory restrictions from this rule, please list the rule number(s) from which you are removing restrictions.

- D. Please justify the adoption of the new regulatory restriction(s).**
Shall is being added to (B)(6) so the language is harmonized with the existing sequence regarding the overall rating.

3301-28-10

Ratings for schools and districts.

- (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~~2024-2025 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,~~ and college, career, workforce, and military readiness components.
- (B) The overall rating will be calculated using the gap closing, achievement, progress, graduation ~~and early literacy,~~ and college, career, workforce, and military readiness components. In cases where a school district or school has ratings for all ~~five~~six components, each component shall be weighted in accordance with division ~~(D)(3)~~ ~~(g)(i)~~(D)(3)(g)(ii) of section 3302.03 of the Revised Code such that:
- (1) The achievement component shall contribute ~~28.60~~twenty-five per cent towards the overall rating;
 - (2) The progress component shall contribute ~~28.60~~twenty-five per cent towards the overall rating.
 - (3) The graduation component shall contribute ~~14.266~~12.5 per cent towards the overall rating.
 - (4) The gap closing component shall contribute ~~14.266~~12.5 per cent towards the overall rating.
 - (5) The early literacy component shall contribute ~~14.266~~12.5 per cent towards the overall rating.
- Where a school or district does not have all ~~five~~six components, the applicable components will be weighted in accordance with the proportional adjustment of component weighting chart in appendix A to this rule.
- (6) The college, career, workforce, and military readiness component shall contribute 12.5 per cent towards the overall rating.
- (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~~six 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)~~(B)(6) 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 state’s 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)~~(E)

~~(1)~~ The achievement component will be described on the report card as “measures students’ academic achievement using each level of performance on Ohio’s State Tests.”

~~(2)~~(1) 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)~~(2) 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)~~(F)

~~(1) The progress component will be described on the report card as “measures the academic performance of students compared to expected growth on Ohio’s State Tests.”~~

~~(2)~~(1) 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)~~(2) 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)~~(3) 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)~~(4) 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)~~(G)

~~(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)~~(1) 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)~~(2) 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.”

~~(H)~~(H)

~~(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)~~(1) The performance on each measure under paragraphs ~~(H)(4)~~(H)(3), ~~(H)(5)~~(H)(4), and ~~(H)(6)~~(H)(5) 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 per cent;
- (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)~~(2) 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)~~(3) 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)~~(4) 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)~~(5) 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)~~(6) For the purpose of calculating a rating for the early learning component, the performance measures under paragraphs ~~(H)(4)~~(H)(3), ~~(H)(5)~~(H)(4), and ~~(H)(6)~~(H)(5) of this rule will be weighted according to the provisions of division (D)(3)(e) of section 3302.03 of the Revised Code.

~~(H)~~(I)

~~(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)~~(1) 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)~~(2) 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)~~(J)

(1) Performance ratings for the college, career, workforce, and military readiness component will be assigned according to the following benchmarks:

- (a) Five stars for a percentage greater than or equal to eighty-five per cent;
- (b) Four stars for a percentage greater than or equal to seventy-five per cent but less than eighty-five per cent;
- (c) Three stars for a percentage greater than or equal to sixty-three per cent but less than seventy-five per cent;

- (d) Two stars for a percentage greater than or equal to fifty-three per cent but less than sixty-three per cent;
- (e) One star for a percentage less than fifty-three per cent;
- (2) The performance ratings for the college, career, workforce, and military readiness component will be described on the report card as follows:
- (a) A five-star rating will be described as “significantly exceeds state standards in post-secondary readiness”;
- (b) A four-star rating will be described as “exceeding state standards in post-secondary readiness”;
- (c) A three-star rating will be described as “meets state standards in post-secondary readiness”;
- (d) A two-star rating will be described as “needs support to meet state standards in post-secondary readiness”;
- (e) A one-star rating will be described as “needs significant support to meet state standards in post-secondary readiness.”
- (3) A district or building will not receive lower than a performance rating of three stars for the component if the district's or building's performance on the component meets or exceeds a level of improvement of fifteen per cent from the prior year.

~~(H)~~(K) AH

- (1) All mathematical calculations required to determine the final percentages used to assign the ratings described in paragraphs ~~(F)~~(E), ~~(G)~~(F), ~~(H)~~(G), ~~(I)~~(H) and ~~(J)~~(I) 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 and workforce 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.~~

Effective:

Five Year Review (FYR) Dates: 6/16/2027

Certification

Date

Promulgated Under: 119.03
Statutory Authority: 3301.07, 3302.02, 3302.03
Rule Amplifies: 3302.02, 3302.03
Prior Effective Dates: 02/22/2016, 06/16/2022

Appendix A to
3301-28-10

Appendix to 3301-28-10

Ohio's School Report Cards for Schools and Districts:

- Component Performance Conversion to Common Scale Points used for Overall Rating Calculation
- Proportional Adjustments to Weighting

Achievement Component		
Component Rating	Cut Score for Conversion to Points	Points
5 Star	> = 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 Star	> = 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 Star	> = 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 Star	> = 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

Gap Closing Component		
Component Rating	Cut Score for Conversion to Points	Points
5 Star	> = 90% to 100% Possible Points	5
	> = 80% to < 90% Possible Points	4.75
	> = 70% to < 80% Possible Points	4.5
	> = 60% to < 70% Possible Points	4.25
4 Star	> = 56.25% to < 60% Possible Points	4

	> = 52.5% to < 56.25% Possible Points	3.75
	> = 48.75% to < 52.5% Possible Points	3.5
	> = 45% to < 48.75% Possible Points	3.25
3 Star	> = 41.25% to < 45% Possible Points	3
	> = 37.5% to < 41.25% Possible Points	2.75
	> = 33.75% to < 37.5% Possible Points	2.5
	> = 30% to < 33.75% Possible Points	2.25
2 Star	> = 25% to < 30% Possible Points	2
	> = 20% to < 25% Possible Points	1.75
	> = 15% to < 20% Possible Points	1.5
	> = 10% to < 15% Possible Points	1.25
1 Star	> = 7.5% to < 10% Possible Points	1
	> = 5% to < 7.5% Possible Points	0.75
	> = 2.5% to < 5% Possible Points	0.5
	0 to < 2.5% Possible Points	0

Graduation Component		
Component Rating	Cut Score for Conversion to Points	Points
5 Star	> = 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 Star	> = 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 Star	> = 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 Star	> = 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		
Component Rating	Cut Score for Conversion to Points	Points
5 Star	> = 97% to < 100%	5
	> = 94% to < 97%	4.75
	> = 91% to < 94%	4.5
	> = 88% to < 91%	4.25
4 Star	> = 85.5% to < 88%	4
	> = 83% to < 85.5%	3.75
	> = 80.5% to < 83%	3.5
	> = 78% to < 80.5%	3.25
3 Star	> = 75.5% to < 78%	3
	> = 73% to < 75.5%	2.75
	> = 70.5% to < 73%	2.5
	> = 68% to < 70.5%	2.25
2 Star	> = 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

Progress Component	
Cut Score for Conversion to Points/Rating	Points
5 Stars	5
4 Stars	4
3 Stars	3
2 Stars	2
1 Star	1

<u>College, Career, Workforce, and Military Readiness Component</u>		
<u>Component Rating</u>	<u>Cut Score for Conversion to Points</u>	<u>Points</u>
<u>5 Star</u>	<u>> = 96.25 to 100%</u>	<u>5</u>
	<u>> = 92.5% to < 96.25%</u>	<u>4.75</u>
	<u>> = 88.75% to < 92.5%</u>	<u>4.5</u>
	<u>> = 85% to < 88.75%</u>	<u>4.25</u>
<u>4 Star</u>	<u>> = 82.5% to < 85%</u>	<u>4</u>
	<u>> = 80% to < 82.5%</u>	<u>3.75</u>
	<u>> = 77.5% to < 80%</u>	<u>3.5</u>
	<u>> = 75% to < 77.5%</u>	<u>3.25</u>
<u>3 Star</u>	<u>> = 72% to < 75%</u>	<u>3</u>
	<u>> = 69% to < 72%</u>	<u>2.75</u>
	<u>> = 66% to < 69%</u>	<u>2.5</u>
	<u>> = 63% to < 66%</u>	<u>2.25 *</u>
<u>2 Star</u>	<u>> = 60.5% to < 63%</u>	<u>2</u>
	<u>> = 58% to < 60.5%</u>	<u>1.75</u>
	<u>> = 55.5% to < 58%</u>	<u>1.5</u>
	<u>> = 53% to < 55.5%</u>	<u>1.25</u>
<u>1 Star</u>	<u>> = 39.75% to < 53%</u>	<u>1</u>
	<u>> = 26.5% to < 39.75%</u>	<u>0.75</u>
	<u>> = 13.25% to < 26.5%</u>	<u>0.5</u>
	<u>0 to < 13.25%</u>	<u>0</u>

* A district or building that receives three stars based on meeting or exceeding a level of improvement of fifteen per cent from the prior year receives 2.25 points.

<u>Proportional Adjustment of Component Weighting by Scenario</u>			
<u>Component Weighting</u>	<u>Percent of Achievement</u>	<u>Percent of Progress</u>	<u>Percent of All Other Components</u>
<u>Achievement AND Progress AND 4 Other Components</u>	<u>25</u>	<u>25</u>	<u>12.5</u>
Achievement AND Progress AND 3 Other Components	28.5714	28.5714	14.2857
Achievement AND Progress AND 2 Other Components	33.3333	33.3333	16.6667

<u>Achievement and 4 Other Components</u>	<u>33.3333</u>	<u>33.3333</u>	<u>16.6667</u>
<u>Progress and 4 Other Components</u>	<u>N/A</u>	<u>33.3333</u>	<u>16.6667</u>
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
Achievement AND Progress AND no Other Components	50	50	N/A
Achievement AND No Other Components	100	N/A	N/A
Progress AND No Other Components	N/A	100	N/A
Achievement and 1 Other Component	66.6667	N/A	33.3333
Progress and 1 Other Component	N/A	66.6667	33.3333
No Achievement or Progress, 4 Other Components	N/A	N/A	25
No Achievement or Progress, 3 Other Components	N/A	N/A	33.3333
No Achievement or Progress, 2 Other Components	N/A	N/A	50
No Achievement or Progress, 1 Other Component	N/A	N/A	100
No Graded Components	N/A	N/A	N/A