



REPORT CARD REFORM PROPOSAL

Overview

Annual report cards play an important role in healthy, accountable K-12 education systems. While the current model has strengths, it can be improved in ways that make it fairer to schools and more usable to parents, communities, and policymakers. This proposal improves the report card to focus on key measures of student achievement and growth, updates components to allow schools to demonstrate success in additional ways, and ensures accountability for all student groups, including low-income, special-education, and gifted children. Taken together, these comprehensive improvements lay the groundwork for a world-class report card that is informative to families and fair to schools.

Purpose of report cards

- Offer parents and communities an annual snapshot of school quality
- Ensure that ALL students are being provided opportunities to reach their potential, including traditionally underserved students
- Identify high-performing schools whose practices are worth emulating
- Flag low-performing schools that need more support

Principles underlying the proposal

- **Equity:** Ensure high expectations for all students and that each student counts
- **Transparency:** Offer parents and communities clear, simple, and honest information
- **Fairness:** Give every school opportunities to demonstrate growth and improvement
- **Accuracy:** Ensure components are measuring what is intended

Summary of key reforms

- Streamlines the number of rated measures from fourteen down to six and an overall rating
- Eliminates indicators met, student group demotions, and reading-plan deductions
- Makes significant structural improvements to report card components
 - Focuses Achievement and Progress on key measures of proficiency (performance index) and growth for all students (overall value-added)
 - Revises Equity (formerly Gap Closing) to ensure achievement and growth of all student groups count and the individual needs of students are being met
 - Creates fairer and more accurate Early Literacy component that measures both reading improvement over time and 3rd grade proficiency rates of all students
 - Updates Prepared for Success by eliminating its two-tiered structure and adding ways students can demonstrate readiness through new academic, career, and military-readiness options
- Puts more weight on Achievement and Progress in the Overall rating, and adds growth and improvement dimensions into more measures
- Includes additional context alongside star ratings to help parents and communities better understand school performance (descriptors and trend arrows)
- Ensures rating scales are set appropriately and offer meaningful differentiation



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Report card components

- Maintains current six components of the report card: Achievement, Progress, Graduation, Equity (formerly Gap Closing), Early Literacy, and Prepared for Success
- Eliminates redundant “subcomponent” ratings that make current report card unwieldy
- Makes significant structural improvements to components that enhance transparency and increase fairness and accuracy of measures

Overall rating

- Continues the overall rating, a simple and transparent approach that parents want
- Rating based on following weights:
 - Achievement and Progress—25 percent each
 - Graduation, Equity, Early Literacy, and Prepared for Success—12.5 percent each

Rating policies

- Stars are used for each component and overall rating
- Descriptive context and coloring included to further add context to the ratings
- Trends indicated through use of directional arrows next to ratings
- State Board of Education to establish rating scales for each component
- Plan ensures that each component’s rating scale is set appropriately and properly differentiates performance

Transparency

- Meets federal requirements and maintains one straightforward report card, meaning state and federal supports use the same rating system
- Parental notification of report card release required of schools
- Report card made available on district and school websites

Transition timeline

- August 2021 to March 2022: State Board creates component grading scales
- September 2022: Release of first year of updated report cards (based on 2021-22 data)
- September 2024: Prepared for Success is rated and included in the overall rating

- **9 out of 10 parents believe report cards are important**
- **8 out of 10 parents want to be notified when the state releases the report card**
- **9 out of 10 parents want a rated measure of how well schools prepare students for success after high school**

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Proposed changes to report card components

Note: This highlights significant changes—it's not an exhaustive list—within the six components of Ohio's report card.

Component	Proposal Summary	Key Changes
Achievement <i>Student performance on state exams at a single point in time</i>	Rating based on performance index, a weighted measure of student achievement	<ul style="list-style-type: none"> Eliminates indicators met (proficiency rates are report-only) Moves chronic absenteeism and gifted indicator to Equity component
Progress <i>Student growth on state exams over time</i>	Rating based on overall district- or school-wide value added score	<ul style="list-style-type: none"> Uses 3-year weighted average value added (growth) score, with more emphasis on most recent year; report both the 1 and 3-year scores Eliminates the student group demotion Moves gifted and students with disabilities growth data to Equity Eliminates reporting on the lowest 20% student group
Graduation <i>Attainment of diploma within 4 or 5 years of entering high school</i>	Rating based on composite 4- and 5-year graduation rate	<ul style="list-style-type: none"> Maintains the current weighting and calculation of graduation rates Reports the number of students not graduated, but who are receiving extended services to add additional context about non-graduates
Equity <i>Achievement, growth, and graduation rates of specific groups of students</i>	Rating based on an updated version of the current Gap Closing component, which focuses on the achievement and growth of student groups as well as the unique needs of certain student groups	<ul style="list-style-type: none"> Updates current gap closing measure to factor each student groups' performance index and value added data as well as graduation rates Adds chronic absenteeism and the gifted indicator to the component, joining the English learners' progress indicator Maintains current minimum "n-size" of 15 students in a student group
Early Literacy <i>Progress in early literacy among elementary students</i>	Rating based on a two-part measure using 3rd grade reading proficiency rates and improvement on reading diagnostic assessments to give schools credit for all students' progress and to ensure struggling readers get extra attention	<ul style="list-style-type: none"> Updates current Improving At-Risk K-3 Readers measure to: <ul style="list-style-type: none"> Eliminate Reading Improvement and Monitoring Plan (RIMP) deductions Creates permanent rating scale and changes the kindergarten threshold to 10% Incorporates each school's 3rd grade reading proficiency rates, which counts for half of the measure Reports Kindergarten Readiness Assessment (KRA) data to add context to reading achievement levels
Prepared for Success <i>High school students' readiness for college, career, or military service</i>	Rating based on how many students in a graduating class demonstrate readiness for life after high school using an expanded list of nine academic, career, and military options	<ul style="list-style-type: none"> Eliminates the current two-tiered component structure Includes academic options such as AP/IB exams or College Credit Plus completion Adds three career-focused options for students: apprenticeships, WebXams, and internships/OMJ readiness seal Adds military readiness as an option for students Gives schools extra credit for annual improvements in readiness rates Continues reporting college enrollment and completion rates Report available data right away, and rate the component starting with the 2024 report card