



Legislative Update ESCLEW Statewide Conference

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Significant Changes Over the Last Year

- Budget Bill - Transportation
- Report Cards
- Title IX
- Dyslexia Support
- Financial Literacy
- Emergency Management Plans
- Arming Teachers

Community School Transportation

A. *Transportation of Pupils (R.C. § 3327.01)*

- Schools districts must provide transportation for community and nonpublic school students regardless of whether the district's public schools are open that day.
- School districts must deliver students in preschool through grade 12 to their schools no earlier than 30 minutes before the start of the school day. Those students must be picked up no later than 30 minutes after the school day ends.

Transportation

B. *Community and Nonpublic Schools Transportation Plan (R.C. § 3327.016)*

- i. Community and nonpublic schools must establish start and end times for their school day for the upcoming school year before April 1st.
 - If a community or nonpublic schools misses the deadline of April 1st, but still delivers the information to the school district before July 1st, the school district should provide a transportation plan by August 1st.
- ii. School districts must use the above information from community and nonpublic schools to develop a transportation plan. The transportation plan should include routes and schedules. The plan must be developed within 60 days of receiving the bell schedule information.
- iii. If an eligible student enrolls after July 1st, the school district is required to “attempt” to develop a transportation plan within 14 days of that student’s request for transportation services.

Transportation

C. Mass Transit to Transport Community and Nonpublic School Students (R.C. § 3327.017)

- i. Mass transit is not to be used by the district to transport community and nonpublic school students in grades K-8, unless the district enters into an agreement with the community or nonpublic school.
- ii. Districts are permitted to transport students in grades 9-12 on mass transit, however the route must not require more than one transfer.

Transportation

D. Online School Bus Driver Training Program (R.C. § 3327.101)

- i. The Department of Education must develop an Online Bus Driver Training Program for preservice and annual in-service training and requires drivers to complete on-the-bus training in person.

E. Transportation of Native Students Provided by Community School Agreement (R.C. § 3314.091)

- i. The deadline is now August 1st for a community school to notify a school district that the community school will take over transportation for its students.

Transportation

F. Declaring Impracticality of Transportation-Offer of Payment in Lieu of Transportation (R.C. § 3327.02)

- i. School districts or community schools must make impracticality determinations 30 days prior to the first day of school.
 - If a student enrolls after the first day of school, the district or community school has 14 days to determine impracticality.
- ii. The superintendent may make impracticality determinations. Those determinations are to be formalized at the next governing board meeting. The school district is required to send a letter detailing the reasons for determinations to parents, guardians, the State Board of Education of Ohio and the student's community or nonpublic school.
- iii. The minimum amount the district must pay to the student's parent or guardian, if the Department determines that the district has failed to provide required transportation services, is 50% of cost of providing transportation to a student (as determined by the school district), but the cost may not exceed \$2,500.
- iv. Parents or legal guardians of a community or nonpublic school may authorize the student's school to represent them during mediation proceedings related to transportation services.

Transportation

G. Findings of Noncompliance

- R.C. 3327.021: The department of education shall monitor each city, local, or exempted village school district's compliance with sections [3327.01](#) and [3327.016](#) and division (B) of section [3327.017](#) of the Revised Code. If the department determines a consistent or prolonged period of noncompliance on the part of the school district to provide transportation as required under those sections, the department shall deduct from the district's payment for student transportation under Chapter 3317. of the Revised Code the total daily amount of that payment, as computed by the department, for each day that the district is not in compliance.
- This section does not affect the authority of a school district to provide payment in lieu of transportation in accordance with section [3327.02](#) of the Revised Code.

Transportation

- Active litigation regarding Columbus City Schools
 - 7 noncompliance decisions against CCS ordering withholding of 68 days of transportation funding
 - Argued on constitutional and administrative grounds – namely, that the “prolonged” noncompliance is not compliant, and the guidance manual should have been approved as a rule
 - Stay through September

Sponsor Performance Review

- SPR Relief (Budget Bill)
 - Sponsor rated “exemplary” for 2 of its more recent years—instead of 2 consecutive years—may take advantage of sponsor incentives
 - Sponsor rated “exemplary” or “effective” for the 3 most recent years—instead of consecutive years—is only required to be evaluated once every 3 years
- HB 583
 - The 3 year break from evaluations for certain sponsors was extended by another year, so the 2023-24 school year will be the first time sponsors are re-evaluated
 - A sponsor shall not be given an overall rating of “ineffective” or lower solely based on the sponsor receiving 0 points on a component of the SPR score

HB 583

- Creates a safe harbor from penalties and sanctions for sponsors based on the ratings issued for the 2021-2022 school year in determining the revocation of sponsorship
- Continues the Quality Community School Support Program grant
 - Under the program, a school may receive up to \$1,750 in each fiscal year for each pupil identified as economically disadvantaged and up to \$1,000 in each fiscal year for each pupil that is not identified as economically disadvantaged
 - a school qualifying in FY20 to maintain its designation as a Community School of Quality for three school years (instead of two)

Career Advising Policy

- Career Advising Policies must be updated to include details about how the School will:
 - Provide info regarding career fields that require an industry-recognized credential, certificate, associates degree, BA, graduate degree, or professional degree
 - Provide information about ways a student can offset costs of a post-secondary education, including through ROTC, College Credit Plus, Ohio guaranteed transfer pathways, and dual enrollment opportunities
 - The Department of Higher Education is required to develop informational materials for these purposes

High Quality Tutoring Programs

- ODE is required to compile a list of what it deems to be high quality tutoring programs that “have the potential to accelerate learning for students” in core curriculum areas and may designate certain tutoring programs as more appropriate for certain grade levels, student populations, or subject areas
 - The initial list of tutors is required to be posted on ODE’s website by October 1, 2022
- ODE is required to establish a program to provide tutoring and remedial education services in core curriculum areas to students that elect to participate. The ESCCO is responsible for compensating the tutors, and may assign tutors to other regional ESCs
- Schools, in cooperation with an ESC, will have the ultimate authority, in cooperation with an ESC, as to how to incorporate tutors into the school
- Participating schools are required to provided the necessary materials, space, and equipment, and will be required to pay the ESC for a portion of cost of the tutor

Dyslexia Supports

- HB 436 signed into law January 9, 2021 increasing dyslexia support requirements
 - Established phased-in screening measures
 - PD requirement changes
 - Multi-sensory literacy certification process
 - Ohio Dyslexia Committee
- HB 583 effective September 23, 2022 delays implementation of the dyslexia screenings until the 2023-2024 school year and removes the requirement that structured literacy programs be multi-sensory

Dyslexia Supports

- What is dyslexia?

Dyslexia as a specific learning disorder that is neurological in origin and characterized by unexpected difficulties with accurate or fluent word recognition, and poor spelling and decoding abilities that are inconsistent with the person's intelligence, motivation and sensory capabilities. Difficulties typically result from a deficit in the phonological component of language.

Dyslexia Screenings

- Beginning with the 2023-24 School Year
 - Must establish a team to administer dyslexia screenings and analyze the results
 - Team must include an individual who has been trained and certified with expertise in the identification, intervention, and remediation of dyslexia
 - Must administer Tier 1 universal screening to:
 - ALL students grades K-3
 - Upon request with parental consent to students grades 4-6
- Must notify ODE of the results of Tier 1 and Tier 2 screenings

NOTE THAT THIS DOES NOT TAKE THE PLACE OF OTHER CHILD FIND OBLIGATIONS

Dyslexia Screenings

- Screenings must be administered for kindergarten students after January 1, 2024, but before January 1, 2025 (1st grade)
 - Transferring Students
 - Kindergarten students- during the regularly scheduled Tier 1 administration or within 30 days of the student's enrollment if the Tier 1 administration was already completed
 - Grades 1-6- within 30 days of the student's enrollment
 - Students Previously Identified as "At-Risk" for Dyslexia- a Tier 2 screening must be administered "in a timely manner"
- **REMEMBER CHILD FIND HERE****

Dyslexia Screenings

- Beginning with the 2024-25 School Year
 - Must administer Tier 1 universal screening to:
 - ALL kindergarten students
 - Screenings must be administered for kindergarten students after January 1 of the year of enrollment but before January 1 of the following school year
 - Upon request with parental consent to students grades 1-6
 - **NOTE THAT THIS DOES NOT TAKE THE PLACE OF OTHER CHILD FIND OBLIGATIONS**
- Must notify ODE of the results of Tier 1 and Tier 2 screenings

Dyslexia Screenings

- Students identified as “at-risk” from the Tier 1 screening
 - Parents must be notified
 - Student may either
 1. Be monitored for progress towards grade-level reading and writing for up to 6 weeks (with progress monitoring completed every 2 weeks)
 - This likely falls within the Response to Intervention (RtI) framework
 2. Complete a Tier 2 dyslexia screening
 - If no progress is observed during the monitoring period, parents should be notified and a Tier 2 dyslexia screening should be completed

****CHILD FIND OBLIGATIONS HAVE LIKELY BEEN TRIGGERED****

Dyslexia Screenings

- Tier 2 Screenings:
 - Parents must be notified of the results of the screening within 30 days
 - Students who are identified as having dyslexic tendencies should be provided with information about reading development, the risk factors of dyslexia, and evidence based interventions and provided with information about the school's structured literacy program
 - Students who demonstrate markers for dyslexia must be provided with information regarding the School's structured literacy program

Dyslexia Professional Development

- Teachers must complete between 6 and 18 instructional hours of professional development in dyslexia education
 - The list of approved PD trainings are available at:
<https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Dyslexia/Professional-Development#ODC%20list>
 - Any PD course completed by a teacher prior to April 12, 2021 counts towards fulfilling the PD requirements

Dyslexia Professional Development

- "Teacher" does not include any teacher who provides instruction in fine arts, music, or physical education
- Teachers must complete the required PD consistent with the following timeline:
 - Grades K-1, including special education teachers - by the beginning of the 2023-2024 school year
 - Grades 2-3, including special education teachers - by the beginning of the 2024-2025 school year
 - Special education teachers of students in grades 4-12 - by the beginning of the 2025-2026 school year

Literacy Certification

- Beginning with the 2022-2023 school year, schools must establish a structured literacy certification process for teachers providing instruction to students in grades K-3
 - The certification process must align with Ohio's Dyslexia Guidebook, July 2022 (available at <https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Dyslexia>). Schools determine which educators will become certified through this process.
 - PD and structured literacy certification are 2 separate requirements. Structured literacy certification process for teachers will be determined by schools with guidance provided by the Ohio Dyslexia Committee.

Dyslexia Supports & Other Laws

- IDEA
 - Dyslexia is not a disability category of the IDEA; however, students with dyslexia usually qualify for special education under the IDEA (often as SLD)
 - Being determined to be “at-risk” by a dyslexia screener may trigger child find obligations under the IDEA
- Third Grade Reading Guarantee
 - Does not exempt students from TGG

Financial Literacy

- Students who enter 9th grade for the first time in 2022-2023 school year must complete $\frac{1}{2}$ unit of financial literacy instruction as part of the required high school curriculum, either as an elective course or in lieu of one-half unit of math
 - No longer required to be integrated into social studies
 - Continuing law requires students to complete 5 elective credits, so a student may satisfy the new financial literacy requirement by completing $\frac{1}{2}$ unit of instruction
 - $\frac{1}{2}$ unit of financial literacy instruction in lieu of $\frac{1}{2}$ unit of the 4 units of math
 - must complete $\frac{1}{2}$ unit of instruction in financial literacy and $\frac{1}{2}$ unit of a math course
 - math course **cannot** be Algebra II, or a course that requires an end-of-course exam
 - cannot be combined with taking $\frac{1}{2}$ unit of computer science in lieu of math

Financial Literacy

- Beginning with the 2024-2025 school year individuals who teach financial literacy must have an educator license validation in that area
 - License validation is not required if they hold a valid educator license or endorsement in social studies, family and consumer sciences, or business education
 - Cost for validation must be paid for by the community school, and the school may seek reimbursement from ODE

Arming Teachers

- HB 99 authorizes any individual who has written authorization from the Board to convey or possess a deadly weapon in a school safety zone if:
 - The individual has successfully completed the curriculum, instruction, and training established under the bill's provisions; or
 - The individual has received a certificate of having satisfactorily completed an approved basic peace officer training program; or
 - The individual is a law enforcement officer; and
 - The board of governing body has notified the public by their regular means of communication that the board or governing body has authorized the individual to go armed within the school.
- The individual who has been given authority to convey or possess a weapon to submit to annual criminal record checks

Arming Teachers

- HB 99 establishes the Ohio School Safety Crisis Center under the Department of Public Safety
 - Crisis Center is responsible for operation of the newly established Ohio Mobile Training Team, which will develop and provide the curriculum for firearms training that is required for school safety zone permits. Training must follow the private investigator and security guard firearm training guidelines including:
 - Initial instruction and training, which shall not exceed 24-hours in duration; and
 - Annual requalification training, which shall not exceed 8 hours in duration.

Arming Teachers

- HB 99 requires the Board to notify the public when the Board approved an individual to go armed within a school
 - Should notify the community by whatever means the entity regularly communicates with the school community
 - The notice will be considered a public record and subject to provisions under Public Record Law, but the list of the individuals authorized to carry the weapon is not a public record
- Board is required to provide the School Safety and Crisis Center with a current list of qualified personnel it has authorized to convey and possess weapons within school safety zones

Emergency Management Plans

- Beginning 2022-2023 school year, Emergency Management Plans must be annual certified between January 1 and July 1 each year
- Plans must be updated and revised at least once every 3 years from the date of compliance to reflect the lessons learned and best practices
 - Reminder—schools need to update plans whenever there is a change to the EMP emergency contact information or changes to the floor or site plans

Emergency Management Plans

- Beginning with the 2021-2022 school year
 - all emergency management plans were required to be updated to include a threat assessment plan and a protocol for the school's Threat Assessment Team
 - Template emergency management plan was revised
 - Threat Assessment is an exercise identify students of concern, assess their risk for engaging in violence or other harmful activities, and identify intervention strategies to manage that risk
 - Plans will be submitted directly to the Ohio Department of Public Safety for review

Emergency Management Plans

- Threat Assessment Teams
 - Beginning with the 2022-2023 school year schools serving grades 6-12 must create a Threat Assessment Team
 - Members of the Threat Assessment Team must complete an ODE approved threat assessment training program upon appointment to the team and every three years thereafter
 - Proof of training must be submitted with the School's emergency management plan
 - Approved trainings are now available from the Ohio AG and Ohio School Safety Center (many are free)
 - OSSC is required to develop a model policy for threat assessment for schools to use in their emergency management plans, which OSSC has said will be released sometime in 2022.

Emergency Management Tests

- Schools are required to conduct an emergency management test every year in the 3 year annual review cycle
 - One actual emergency may be used during the 3 year cycle if an after action report is produced with the involvement of required stakeholders
 - Types of tests shall include tabletop, functional, or full-scale, with each type being used at least once every 3 years
 - Tests must include at least one hazard from the hazard analysis in the Emergency Management Plan and at least one functional content area
 - Tests should include at least one representative from law enforcement, fire, EMA, EMS, and a mental health providers and public health official

Emergency Management Tests

- Student participation in emergency management tests is not mandatory and student inclusion is at the discretion of the building administrator
 - Should consider the benefits of student inclusion in preparation for an emergency and to enhance safety in the building
 - Schools should obtain parent consent if students are to be included in the emergency management test
 - Schools should also consider the age appropriateness of participation and use trauma informed best practices
- **REMEMBER—THESE TESTS ARE NOT THE SAME AS REQUIRED DRILLS**

Emergency Management Tests

- No later than 30 days after a test, the School must submit an After Action Report to the Department of Public Safety
 - Date/time/weather/length of test
 - Discussion/operations based exercise
 - Scenario utilized
 - Hazards utilized; safety data sheets as appropriate must also be provided
 - Functional content areas utilized
 - Identify 3 strengths and 3 weaknesses/improvement areas determined by the test

Teacher Licensure

- Eligibility to employ substitute teachers using a Temporary Non-Bachelor Substitute License was extended for the 2022-23 and 2023-24 school years (HB 583)
 - Schools must establish a policy permitted employment of individuals under these licensure requirements
 - Licenses are permitted to be used to teach any subject area
- HB 151 proposes changes to Ohio Teacher Residency Program
 - Both in-person and online mentoring would be permitted;
 - The Department of Education would be required to provide access to online professional development resources;
 - Individuals who do not pass RESA would have the opportunity for online coaching;
 - Schools would not be permitted to limit the number of attempts an individual may complete RESA.
- HB 151 would also allow for each classroom teacher to take one day of professional leave each year to observe a veteran teacher. It will also reduce the alternative resident educator license from four to two years (effective April 12, 2023)

Title IX

- Definition of “Sex” expanded to mirror U.S. Supreme Court decision in *Bostock v. Clayton County, GA*
- Title IX Prohibits sex-based discrimination and sexual harassment in schools on the basis of:
 - Biological sex
 - Gender
 - Gender identity
 - Sexual orientation
 - Gender or sex stereotypes

Title IX and Sexual Harassment

- Major changes in Title IX Procedures—defer to trained administrators
- Changes to Grievance Procedures:
 - the requirement for the school's Title IX Coordinator to promptly meet with the alleged victim to discuss supportive measures and the grievance process;
 - written notice to be provided to the alleged perpetrator of the allegations against them prior to any investigation being performed;
 - allowing the parties to have an advisor present, who may or may not be an attorney during any meetings/interviews;
 - giving the parties ten days to review and respond to the evidence collected prior to completion of the investigation, as well as an additional ten days to review a formal investigative report;
 - a question and answer period in which the parties can ask one another, or other witnesses, written questions; and
 - the requirement for someone different than the investigator to make a formal written decision on whether or not the alleged perpetrator was responsible for sexual harassment.

Title IX and Sexual Harassment

Title IX Sexual Harassment = Conduct on the basis of sex that satisfies one or more of the following:

- An employee of the school conditioning the provision of an aid, benefit, or service of the school on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity;
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v) (This means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. This includes: rape, sodomy, sexual assault with an object, fondling, incest, statutory rape); or
- "Dating violence," "domestic violence," or "stalking," as defined in 34 U.S.C. 12291(a).

Title IX and Sexual Harassment

- **If anyone at the school has notice of sexual harassment, or notice of any allegations of sexual harassment, the school MUST respond appropriately pursuant to Title IX.**
- A response is required under Title IX *even if* allegations are not made formally in writing to the Title IX Coordinator or to the school administration. A response is required under Title IX if anyone at the school has notice of sexual harassment, or notice of any allegations of sexual harassment, in the school's education program or activity.
- Such alleged sexual harassment may involve a student and/or an employee.
- **If there is notice of, or an allegation of, sexual harassment, immediately notify the Principal and legal counsel for assistance.**

Title IX Investigation Guidance

- A federal court vacated the portion of the Title IX regulations that prohibited a decision-maker from relying on statements that are not subject to cross-examination during a Title IX hearing.
- A decision-maker at may now consider statements made by parties or witnesses that are otherwise permitted under the regulations, even if those parties or witnesses do not participate in cross-examination at the live hearing.

Report Cards

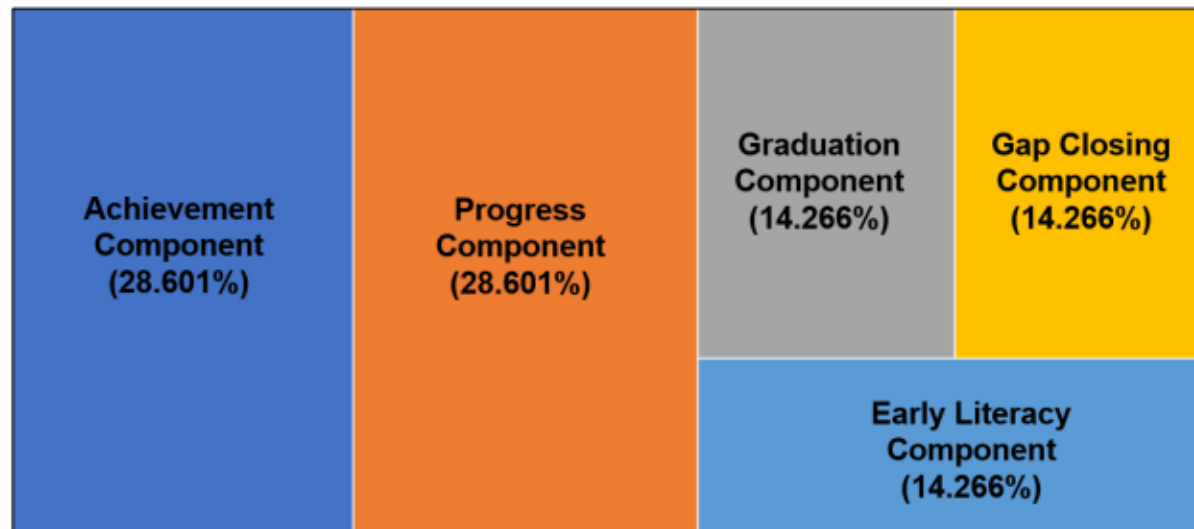
- Transition from an A-F grading scale to a 1-5 star scale
 - Schools will be able to earn half stars (e.g., 1.5 stars, 2 stars, 2.5 stars, etc.)
- Report cards will be scored on the basis of:
 - Achievement
 - Progress
 - Gap Closing
 - Early Literacy
 - Graduation Rate
 - College, Career, Workforce and Military Readiness- ungraded for 3 years
- Overall score for the 2022-2023 school year
 - ODE will calculate an overall rating for the 2021-2022 school year for purposes of determining an academic component score on the SPR

Report Cards

COMPONENT	MEASURE AND PERCENT CONTRIBUTED TO COMPONENT POINTS
Achievement	Performance Indicators = 0%
	Performance Index Score = 100%
Progress	Value-Added = 100%
Graduation Rate	4-Year Graduation Rate = 60%
	5-Year Graduation Rate = 40%
Early Literacy	Third Grade Reading Proficiency = 40% Fourth Grade Promotion = 35% Improving K-3 Literacy = 25%
Gap Closing	Subgroup ELA Performance = 13.33% Subgroup Math Performance = 13.33% Subgroup ELA Progress = 13.33% Subgroup Math Progress = 13.33% Subgroup Graduation Rate = 13.33% EL Proficiency Improvement = 6.67% Chronic Absenteeism Indicator = 6.67% Gifted Performance Index Element = 6.67% Gifted Progress Element = 6.67% Gifted Identification and Services Element = 6.67%

Report Cards

- Until College, Career, Workforce, and Military Readiness, Overall Scores based on the following weights:



Report Cards

Proportional Adjustment of Component Weighting by Scenario			
Component Weighting	Percent of Achievement	Percent of Progress	Percent of All Other Components
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
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

Report Cards

Rating	Range	District Count	% Districts	Building Count	% Schools
5 Star	Greater than or equal to 4.125 Points	65	10.7%	308	9.3%
4 ½ Star	From 3.625 to less than 4.125 Points	99	16.3%	417	12.6%
4 Star	From 3.125 to less than 3.625 Points	125	20.6%	564	17.0%
3 ½ Star	From 2.625 to less than 3.125 Points	126	20.7%	622	18.7%
3 Star	From 2.125 to less than 2.625 Points	114	18.8%	555	16.7%
2 ½ Star	From 1.625 to less than 2.125 Points	48	7.9%	400	12.1%
2 Star	From 1.125 to less than 1.625 Points	28	4.6%	260	7.8%
1 ½ Star	From 0.563 to less than 1.125 Points	3	0.5%	129	3.9%
1 Star	Less than 0.563 Points	0	0.0%	64	1.9%

Report Cards

- State Board of Education's Stated Guiding Principles:
 - Ratings assigned should be a fair, valid and accurate representation of performance.
 - The accountability system should be transparent and encourage high expectations for all students, schools, and districts.
 - The implementation of the new report card ratings should include transition time for students, schools, and districts to understand the new measures and build toward improvement.
 - The transition time is meant to maintain stability by keeping the same, or similar, cut scores as the previous system, and then appropriately transition to higher expectations for all students. Ohio should expect all students to reach proficiency or higher.
 - The proposal should reflect the general expectations set forth by stakeholders in the report card reform discussions (while recognizing that not all stakeholders will agree on all details).
 - The accountability system and Ohio School Report Cards should emphasize growth and improvement

Report Cards

- Achievement Component
 - Based entirely on a school's PI score
 - PI calculations will include science, American history, and American government end-of-course exam scores
 - Indicator will be calculated by dividing points earned by maximum PI score (as opposed to out of 120)
 - The measure would change the PI scale so the maximum equals the average of the top 2% of districts and schools for the academic year
 - Will weight scores by 1.3 for students who are advanced a grade in the highest assessment level for students are advanced a grade
 - Indicators Met measure will be reported for informational purposes only

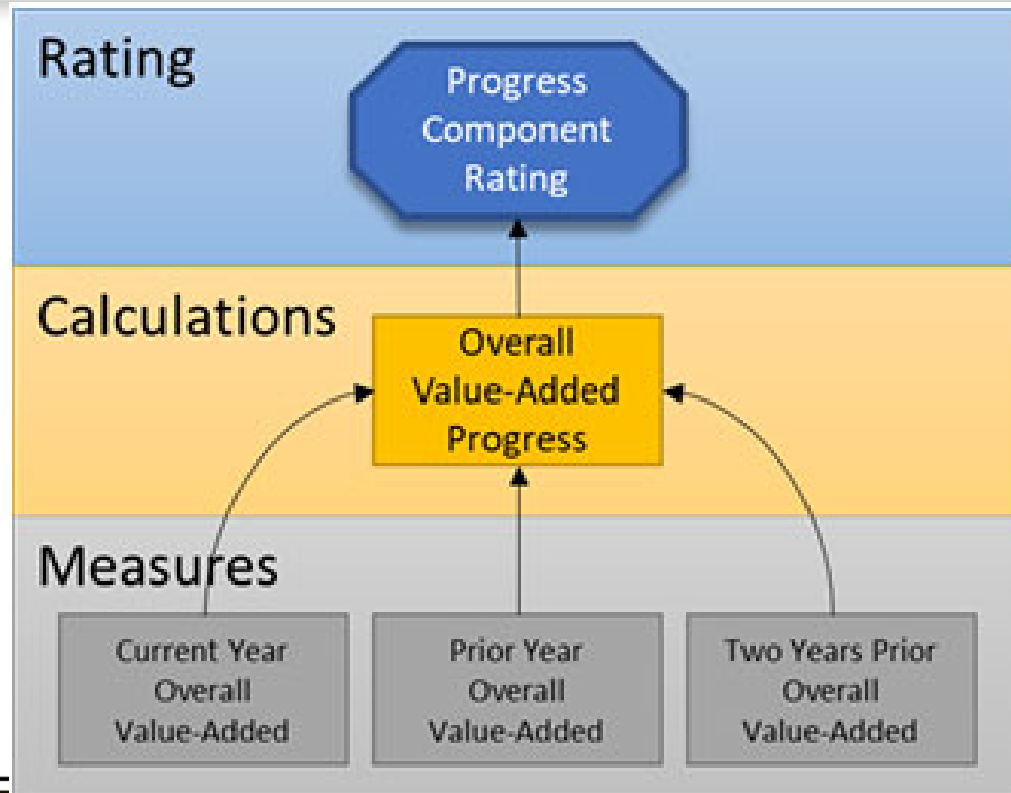
Report Cards

PERFORMANCE INDEX PERCENT OF MAX SCORE PERCENT TO POINTS CONVERSION		
Component Rating	Percentage	Points
5 Star ≥90%	≥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 ≥80% to <90%	≥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 ≥70% to <80%	≥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 ≥50% to <70%	≥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 <50%	≥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

Report Cards

- Progress Component
 - Based on the overall VA progress dimension score using 3 straight years of data – with the most recent year being weighted at 50% and the prior 2 weighted at 25% each
 - Component score will also adjust for weighting when 3 years of data are unavailable
 - Previous component ratings assigned based on a “growth index,” meaning the level of growth observed versus the growth expected
 - Now, Component will include a second step to assign ratings to assess effect size to tell us about the amount of the growth that happened
 - 2021-2022 and 2022-2023 rating based on two years’ data
 - Component score will exclude the value added scores for subgroups

Report Cards



Report Cards

SCHOOL RANGE	RATING	RATING DESCRIPTION
Growth index of at least +2 and effect size of at least +0.2	5 Stars	Significant evidence that the school exceeded student growth expectations by a larger magnitude
Growth index of at least +2 and effect size of less than +0.2	4 Stars	Significant evidence that the school exceeded student growth expectations
Greater than or equal to -2 but less than +2	3 Stars	Evidence that the school met student growth expectations
Less than -2 and effect size of at least -0.2	2 Stars	Significant evidence that the school fell short of student growth expectations
Less than -2 and effect size of less than -0.2	1 Star	Significant evidence that the school fell short of student growth expectations by a larger magnitude

Report Cards

- Gap Closing
 - Component score based on whether subgroups of students meet achievement and progress goals
 - The measure will also include gifted, chronic absenteeism and English language proficiency indicators
 - Component will be a series of measures with “met” or “not met” determinations
 - Performance on this component will be a percentage of how many measures were met out of the total applicable measures
 - The percentage of points earned out of the total possible will be used to assign the component rating
 - For a school with all 10 applicable student subgroups, the maximum possible points would be 75
 - community school will have a total possible maximum score of 60 points unless the school elects to receive the gifted performance indicator

Report Cards

Measures and Possible Points		
Measure/Indicator	Details	Possible Points
Gifted Performance Indicator	Gifted Performance Index	5
	Gifted Progress (Growth)	5
	Gifted Identification and Services	5
Chronic Absenteeism Indicator	Meet annual goal or show improvement from prior year	5
English Learner Proficiency Improvement Indicator	Meet annual goal or show improvement from prior year; English learners' performance on OELPA	5
Graduation	Meet annual goal; at individual subgroup level	10
English Language Arts – Achievement	Meet annual goal; at individual subgroup level	10
English Language Arts – Progress (Growth)	Meet annual goal; at individual subgroup level	10
Mathematics – Achievement	Meet annual goal; at individual subgroup level	10
Mathematics – Progress (Growth)	Meet annual goal; at individual subgroup level	10
Total Possible:		75

Report Cards

- Gap Closing
 - Schools that meet the thresholds on the Gifted Performance Indicator elements, will earn 5 points per element (Gifted Performance Index, Gifted Progress, and Gifted Identification and Services)
 - Schools with the English Learner proficiency improvement indicator must meet the annual goal or show sufficient improvement (10%) from the prior year to earn 5 points
 - All schools that have at least 15 students and meet the annual goal will earn 5 points for the Chronic Absenteeism Indicator
 - All other measures have a possible 1 point per student subgroup for meeting the annual goal, with a possible 50 points
 - Partial points are not possible within this calculation

Report Cards

- Gifted Performance Index (for schools with 15 or more gifted students)
 - Will use the “maximum score” approach like for the regular PI calculations
 - Increasing thresholds over 3 years
 - 2021-2022- must earn 95% of possible Gifted Performance Index points
 - 2022-2023- must earn 96.5% of possible Gifted Performance Index points
 - 2023-2024- must earn 97.5% of possible Gifted Performance Index points
- Gifted Progress
 - School will receive a ‘met’ determination if they would earn a “3 Star”, “4 Star” or “5 Star” rating on the value-added calculation for students identified as gifted using the methodology for the Progress Component
- Gifted Identification and Services (previously Gifted Inputs)

Report Cards

- Gifted Identification and Services (previously Gifted Inputs)
 - include a calculation of points possible and points earned according to the following criteria:
 - only those student subgroups that are underrepresented in the schools and districts for the underrepresented minority category
 - 2 broad categories for identification and service: Superior Cognitive and Specific Academic; and Creativity, Visual or Performing Arts
 - District level uses K – 2, 3 – 6, 7 – 8, and 9 – 12 as the grade bands for Superior Cognitive and Specific Academic; and K – 12 as the grade band for Creativity, Visual or Performing Arts.
 - School level uses the K – 12 grade band for both categories
 - 140-point scale for scoring to emphasize representation categories
 - Possible points will be adjusted to each school’s applicable categories based on total enrollment and that of specific student subgroups
 - The threshold to meet the Gifted Identification and Services element of the Gifted Performance Indicator will phase in over three years.
 - 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

Report Card, con't

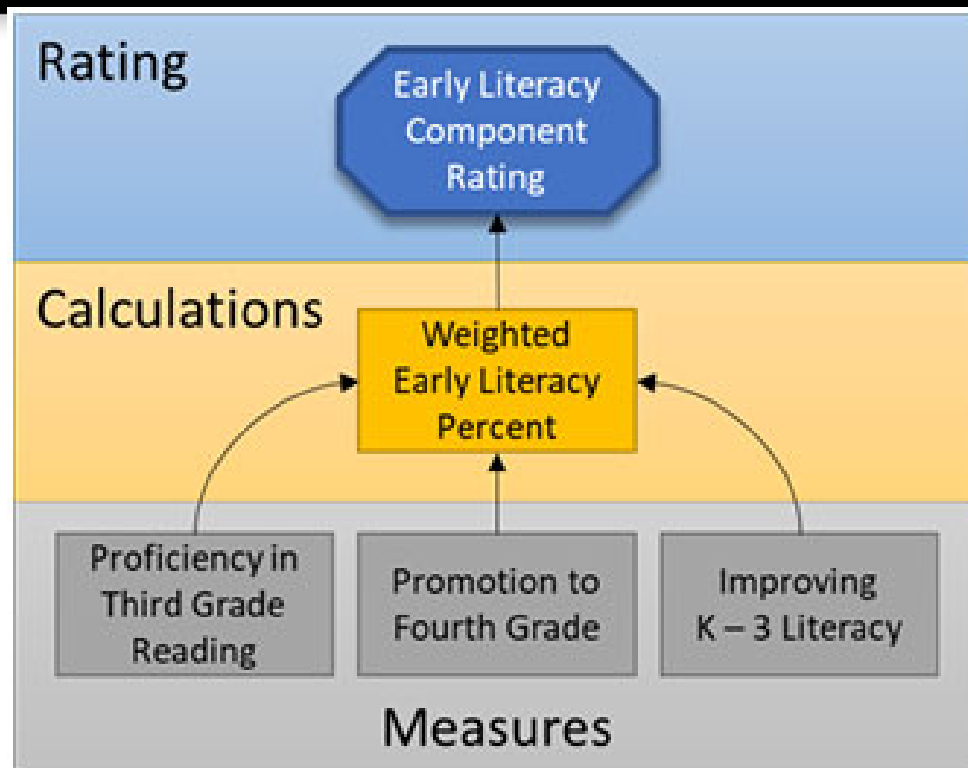
Range – Percentage of Points Earned out of Possible Points	Star Rating	Rating Description
Greater than or Equal to 60%	5 Star	Significantly exceeds state standards in closing educational gaps
Greater than or equal to 45% but less than 60%	4 Star	Exceeds state standards in closing educational gaps
Greater than or equal to 30% but less than 45%	3 Star	Meets state standards in closing educational gaps
Greater than or equal to 10% but less than 30%	2 Star	Needs support to meet state standards in closing educational gaps
Less than 10%	1 Star	Needs significant support to meet state standards in closing educational gaps

Report Cards

- Early Literacy (Previously Improving K-3 Literacy)
 - Component score based on the percentage of students who achieve proficiency, the percentage of students who are promoted to 4th grade and the percentage of off-track readers who get back on track

Measure Weighting (Ohio Revised Code 3302.03)			
If a school or district has all three measures:		If a school or district does not have Improving K-3 Literacy:	
Proficiency in Third Grade Reading	40%	Proficiency in Third Grade Reading	60%
Promotion to Fourth Grade	35%	Promotion to Fourth Grade	40%
Improving K – 3 Literacy	25%	Improving K – 3 Literacy	0%

Report Cards



Report Cards

Measure	Weight	Weighted Percent	Score Range	Stars
Proficiency in Third Grade Reading	60% / 40%	Weighted Early Literacy Percent (Sum of weighted measure percent's)	From 88% to 100%	5
			From 78% to less than 88%	4
Promotion to Fourth Grade	40% / 35%		From 68% to less than 78%	3
Improving K – 3 Literacy	0% / 25%		From 58% to less than 68%	2
			From 0% to less than 58%	1

Report Cards

- Graduation Rate - based on 4-year and 5-year graduation rates
 - 4-Year Graduation weighted at 60% of component score
 - 5-Year Graduation Rate weighted at 40% of component score

Report Cards

GRADUATION COMPONENT RATING		
Weighted Graduation Rate	Rating	Rating Description
Greater than or equal to 96.5%	5 Stars	Significantly exceeds state standards in graduation rates
Greater than or equal to 93.5% but less than 96.5%	4 Stars	Exceeds state standards in graduation rates
Greater than or equal to 90% but less than 93.5%	3 Stars	Meets state standards in graduation rates
Greater than or equal to 84% but less than 90%	2 Stars	Needs support to meet state standards in graduation rates
Less than 84%	1 Star	Needs significant support to meet state standards in graduation rates

Report Cards

- College, Career, Workforce and Military Readiness- ungraded for 3 years, but data may be available as “report only”
- Student Opportunity Profiles
 - Beginning with 2022-2023 report cards
 - Will include information regarding staffing levels and education, enrollment, participation in specialized courses, and extracurricular
 - This information will be reported for informational purposes only and will not count towards a school’s Overall Grade
- PBIS will be noted based upon a school’s self-reported implementation

Report Cards

- Schools are required to notify parents about the release of report cards each year and present results to the Board within 30 days of the report card's release
 - Report card release date is September 15, so Board and parent report are required no later than October 15



Questions?

DICKINSON  WRIGHT

Disclaimer:

The presentation materials provided herein are intended to be for informational purposes.