



## Ohio Administrative Code

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

Effective: August 31, 2026

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- (A) Beginning with the 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, early literacy, and college, career, workforce, and military readiness components.
- (B) The overall rating will be calculated using the gap closing, achievement, progress, graduation, early literacy, and college, career, workforce, and military readiness components. In cases where a school district or school has ratings for all six components, each component shall be weighted in accordance with division (D)(3)(g)(ii) of section 3302.03 of the Revised Code such that:
- (1) The achievement component shall contribute twenty-five per cent towards the overall rating;
  - (2) The progress component shall contribute twenty-five per cent towards the overall rating;
  - (3) The graduation component shall contribute 12.5 per cent towards the overall rating;
  - (4) The gap closing component shall contribute 12.5 per cent towards the overall rating;
  - (5) The early literacy component shall contribute 12.5 per cent towards the overall rating.
- Where a school or district does not have all 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;



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- (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;
  - (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 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)(6) of this rule shall be adjusted to maintain the same proportional weight within the calculation.
- (E)
- (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;



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

(F)

- (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.
- (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;



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- (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.
- (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."
- (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."

(G)

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



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- (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.
- (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)

- (1) The performance on each measure under paragraphs (H)(3), (H)(4), and (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-nine per cent;
  - (b) Four stars for a percentage of greater than or equal to seventy-five per cent but less than eighty-nine per cent;



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- (c) Three stars for a percentage of greater than or equal to sixty-one per cent but less than seventy-five per cent;
  - (d) Two stars for a percentage of greater than or equal to forty-seven per cent but less than sixty-one per cent;
  - (e) One star for a percentage of less than forty-seven per cent.
- (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)."
- (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.
- (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.
- (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 based on the student's score on the third grade English language arts assessment under division (A)(3) of section 3301.0710 of the Revised Code or demonstrate competency on an alternative assessment under division (A)(2)(c) of section 3313.608 of the Revised Code.



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- (6) For the purpose of calculating a rating for the early learning component, the performance measures under paragraphs (H)(3), (H)(4), and (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.

(I)

- (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.
- (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."

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- (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.

(K)

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



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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.