



# 2022-2023 School Year Complete Technical Documentation for the Traditional School Report Card

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# 2022-2023 School Year

## Achievement Component Technical Documentation

### TRADITIONAL DISTRICT AND SCHOOL REPORT CARDS

## Introduction

The Achievement Component measures students’ academic achievement using each level of performance on Ohio’s State Tests. The Achievement Component has two measures: the Performance Index and the Performance Indicators. The Performance Index (PI) is used to assign the Achievement Component Rating. The Performance Indicators measure is data that are reported but do not factor into the rating of the component. The details of each measure and how the rating is assigned can be found in this technical document.

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## Overview of Measures

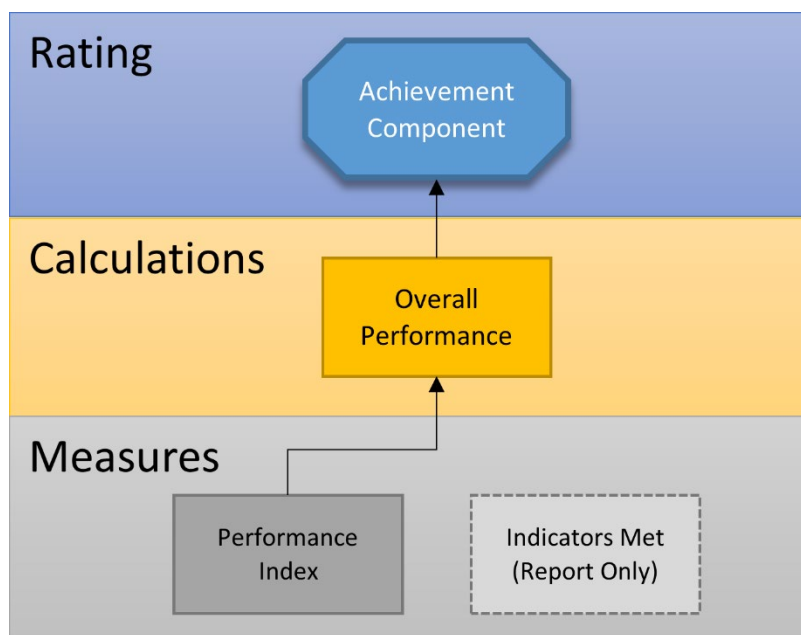
This section includes descriptions of each measure within the Achievement Component. References to Ohio Revised Code (ORC – state law) and Ohio Administrative Code (OAC – rule) are included. Additional detail on the calculation and reporting codes is included throughout this document.

### PERFORMANCE INDEX

The Performance Index measure (ORC 3302.01(A) and 3302.03(D)(1)(c)) uses the performance level results for students in grades 3 through high school on Ohio’s State Tests. The Performance Index score accounts for the level of achievement of every student, not just whether they are “proficient.” Each test a student takes is assigned an achievement level based on the test score with higher test scores resulting in higher achievement levels. On the Performance Index, the higher performance levels receive larger weights in the calculation – but all achievement levels are included. More information about test achievement levels is available annually in the [‘Understanding Ohio’s State Tests Reports’](#) guidance document.

### PERFORMANCE INDICATORS MEASURE

The Performance Indicators measure (ORC 3302.02(A)) is a report-only measure within this component – meaning the data do not factor into the rating determination. The Performance Indicators measure reports the percentage of students scoring proficient or higher on each of Ohio’s State Tests disaggregated by grade level and subject.



## Business Rules for Both Measures

### DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

To calculate a report card for each school and district, several accountability rules must apply. For these detailed rules, the [“Where Kids Count” technical documentation](#) helps walk through when and where a student will count in a calculation on the report cards. For a detailed description of the inclusion criteria, refer to Appendix A.



## ENGLISH LANGUAGE LEARNERS AND FOREIGN EXCHANGE STUDENTS

English Language Learners enrolled in U.S. schools for no more than two years as of the 2022-2023 school year are not included in the calculation if they are coded with the “L” or “S” code in the English Learner Status Element (FD170) of the **Student Attributes – Effective Date Record** (section 2.5) of the [EMIS manual](#). These codes indicate that the student is enrolled in a U.S. School where English is the main language of instruction for the first or second year. Foreign exchange students who have been enrolled for less than 180 days also are not included.

## ALTERNATE ASSESSMENT WAIVER

Prior to 2017-2018, districts were subject to a 1.0% cap on alternate assessment scores that could count as proficient or higher. If a district exceeded its cap, scores were demoted from their “actual” level of Proficient, Accomplished or Advanced to the “Basic” level and were counted at a weight of 0.6. In 2018 and beyond, the agency received a waiver from the U.S Department of Education to be allowed to count all tests at their **real** performance level. In 2022-2023, the ESSA waiver continues to eliminate the demotion and all scores are included at their **real** performance level.

## DATA ELEMENTS

<i>Accelerated Subject Area Code</i>	<i>LEP Status Element</i>
<i>Accelerated Status Flag</i>	<i>Majority of Attendance IRN</i>
<i>Accountability IRN</i>	<i>Required Test Type</i>
<i>Assessment Area Code</i>	<i>Score</i>
<i>Assessment Type Code</i>	<i>Score Not Reported</i>
<i>Effective End Date</i>	<i>State Equivalent Grade Level</i>
<i>Foreign Exchange Student Graduation Plan Element</i>	<i>Sent to Percent of Time Element</i>
<i>Grade Level of Student at Time of Test</i>	<i>Student Percent of Time</i>
<i>How Received and Sent Reason Elements</i>	<i>Test Date</i>
<i>How Received IRN Element</i>	<i>Test Grade Level</i>

## Performance Index Calculation

To receive a score on the Performance Index measure, a school or district must have at least ten (10) accountable students taking one or more assessments. In cases where a school or district has fewer than ten unique students across all tested grades who have taken assessments, the data will be masked and no PI Score will be calculated.

- N-Size: 10 accountable students taking one or more assessments
- Subjects: All subjects
- Grades: 3-8, high school
- Tests: 3-8 English language arts, math, and science, Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA II, American History, American Government, Biology
- Alternate Assessments Included: Yes
- Substitute Assessments Included: Yes
- Full Academic Year: Yes
- Retakes taken in the same school year: Each subject’s test counts only one time in each school year and the highest score from all attempts is the one that is used for report card purposes.
- Retakes taken in different school years: End of course assessment retakes are not included if the previous test was already included for accountability purposes. Retakes do not apply to the 3-8 assessments. Students who retake a 3-8 assessment across years are included each time so long as all other accountability rules are met.



## DETERMINING TOTAL TESTS

[State law](#) requires that untested students must be included in the calculation and schools and districts receive zero points for them. Thus, the first step is to determine the total number of tests that *should* have been taken. In prior years, some tests were not included, but for 2022 and later, the law requires all tests in all subjects to be used. Ohio's current tests are: English language arts and math for grades 3-8, science for grades 5 and 8, and English language arts II, Algebra I, Geometry, Integrated math I and II, Biology, American History and American Government at the high school level. At all grades, the alternate assessments for students with significant cognitive disabilities are included. In addition, students can take substitute tests in Advanced Placement (AP) and International Baccalaureate (IB) if they are taking corresponding AP or IB courses. These substitute tests can be used to fulfill a graduation requirement for a seal and are included in the Performance Index score calculation starting with the 2021-2022 school year and beyond. The matrix below shows the tests that are included in this calculation.

TEST CODE	SCIENCE SUBSTITUTE	TEST CODE	AMERICAN GOVERNMENT SUBSTITUTE	TEST CODE	AMERICAN HISTORY SUBSTITUTE
AP02	Biology	AP32	U.S. Government and Politics	AP33	U.S. History
AP05	Chemistry	IB91	Global Politics Higher Level	IB26	History 2: Americas Higher Level
AP35	Physics 1	IB92	Global Politics Standard Level	AP32	U.S. Government and Politics
AP36	Physics 2				
AP23	Physics C: Electricity and Magnetism				
AP24	Physics C: Mechanics				
IB10	Biology Higher Level				
IB50	Biology Standard Level				
IB12	Chemistry - Higher Level				
IB52	Chemistry - Standard Level				
IB16	Design Technology - Higher Level				
IB 56	Design Technology - Standard Level				
IB 58	Environmental Systems and Societies				
IB 49	Physics - Higher Level				
IB 77	Physics - Standard Level				
IB 93	Sports, Exercise and Health Science - Higher Level				
IB 94	Sports, Exercise and Health Science - Standard Level				

Every student enrolled in a course that has a corresponding test is required to take the test. If a student fails to test, the district or school is required to report a *Score Not Reported* reason (Record FA235) found in the **Student Assessment Record** (section 2.8) of the [EMIS manual](#). Certain codes exclude the test from being included in the PI score calculation. However, if the *Score Not Reported* reason does not exclude the test, it will be included in the PI calculation and is considered a test not taken. The table below can be used to determine whether an untested student will affect the calculation. Note that in two cases (Code "I" and Code "S"), the



student is considered to have tested, and the test is treated as a “Limited” range test. For all other cases, the test either counts as a test not taken or is excluded from the calculation.

CODE	DESCRIPTION	STATUS
A	Medical Reason – Used when a student fails to test because of an ongoing medical condition	Included in the denominator as a test not taken – zero points earned
B	Parent Refusal	Included in the denominator as a test not taken – zero points earned
C	Student Refusal	Included in the denominator as a test not taken – zero points earned
D	Suspension/Expulsion	Included in the denominator as a test not taken – zero points earned
E	Absent during the test administration window	Included in the denominator as a test not taken – zero points earned
F	Other (reason not listed)	Included in the denominator as a test not taken – zero points earned
G	EOC assessment (GE) not given for the course in which the student is enrolled within this district, includes courses that span multiple years	Test NOT included in the denominator of the calculation
H	SSID for this student appears on the assessment vendor file due to data error; student with this SSID was not required to be assessed	Test NOT included in the denominator of the calculation
I	Student took the test, but it was, for good cause, invalidated	Included in the denominator as a test that was taken in the Limited range
J	Student moved in or out of the district before the test was administered	Test NOT included in the denominator of the calculation
K	Test not required due to part time student status, home school, non-public school and not enrolled in a course for this assessment/subject area	Test NOT included in the denominator of the calculation
M	<b>Medical Emergency**</b>	Test NOT included in the denominator of the calculation
N	Student taking subject above grade level, no subject test at the higher grade	Test NOT included in the denominator of the calculation
P	Due to timing of the alternate assessment determination	Included in the denominator as a test not taken – zero points earned
S	Non-scorable assessment (used only for students taking the alternate assessment for students with significant cognitive disabilities)	Included in the denominator as a test that was taken in the Limited range
W	Assessment score not reported because student received graduation credit due to course completion prior to end of course assessment availability or due to an assessment administration being canceled due to the COVID-19 ordered school building closure in school year 19-20 or due to the COVID-19 flexibility for juniors and seniors in 20-21	Test NOT included in the denominator of the calculation
X	Assessment score not reported because the student received graduation credit for the assessment are due to completion of a dual credit course	Test NOT included in the denominator of the calculation
Y	Student transferred in with the course already completed	Test NOT included in the denominator of the calculation



2	Assessment score not reported because the student received graduation credit for an alternative non-public school EOC assessment prior to public district enrollment	Test NOT included in the denominator of the calculation
5	Student assessed but results not available from the assessment vendor by the close of the collection	Included in the denominator as a test not taken – zero points earned

**\*\*The “M” code (Medical Emergency) is not reported by districts. When the Ohio Department of Education grants a medical emergency waiver for a student, the agency uses this code internally to denote that the student was ‘excused’ from testing.**

## ASSIGNING TESTS TO PERFORMANCE LEVELS

After determining which tests to include, the tests are sorted into seven performance levels or ‘buckets’ based on the score ranges that align to performance levels. The performance level ‘buckets’ include:

- Advanced Plus
- Advanced
- Accomplished (*previously known as “Accelerated”*)
- Proficient
- Basic
- Limited
- Tests Not Taken

Substitute tests taken in AP or IB courses are converted to the appropriate performance bucket based on the crosswalk in the table below.

TEST CODE	SUBJECT	UNTESTED	LIMITED	BASIC	PROFICIENT	ACCOMPLISHED	ADVANCED
AP02	Biology	Test was required, but was not taken	1	N/A	2	3	4 or 5
AP05	Chemistry	Test was required, but was not taken	1	N/A	2	3	4 or 5
AP35	Physics 1	Test was required, but was not taken	1	N/A	2	3	4 or 5
AP36	Physics 2	Test was required, but was not taken	1	N/A	2	3	4 or 5
AP23	Physics C: Electricity and Magnetism	Test was required, but was not taken	1	N/A	2	3	4 or 5
AP24	Physics C: Mechanics	Test was required, but was not taken	1	N/A	2	3	4 or 5



TEST CODE	SUBJECT	UNTESTED	LIMITED	BASIC	PROFICIENT	ACCOMPLISHED	ADVANCED
IB10	Biology Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB50	Biology Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB12	Chemistry - Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB52	Chemistry - Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB16	Design Technology - Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB 56	Design Technology - Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB 58	Environmental Systems and Societies - Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB 49	Physics - Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB 77	Physics - Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB 93	Sports, Exercise and Health Science - Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB 94	Sports, Exercise and Health Science - Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7





TEST CODE	SUBJECT	UNTESTED	LIMITED	BASIC	PROFICIENT	ACCOMPLISHED	ADVANCED
AP33	U.S. History	Test was required, but was not taken	1	N/A	2	3	4 or 5
IB26	History 2: Americas Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
AP32	U.S. Government and Politics	Test was required, but was not taken	1	N/A	2	3	4 or 5
IB91	Global Politics Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB92	Global Politics Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7

## CALCULATING POINTS FOR EACH PERFORMANCE LEVEL

Once all the tests are sorted to the appropriate performance bucket, the percentage of tests that fall into each bucket is calculated and multiplied by the corresponding weight shown in the table below. This results in a weighted score for each performance level. The weighted scores for each performance level are summed to create an overall Performance Index Score.

PERFORMANCE LEVEL	WEIGHT
Advanced Plus	1.3
Advanced	1.2
Accomplished	1.1
Proficient	1.0
Basic	0.6
Limited	0.3
Untested	0.0

## ADDITIONAL BUSINESS RULES

### ACCELERATED STUDENTS

In addition, the law rewards schools, and districts for having students on a Formal Written Acceleration Plan where the student takes an assessment that is in a higher grade than the student's overall grade, provided the student scores Proficient or higher. This might happen if a 5th grader takes a 6th grade math class and thus takes the 6th grade math assessment.

For the purpose of calculating the PI score, a formally accelerated student's assessment that scores in the "Proficient" range will count as if it is in the "Accomplished" range; an assessment in the "Accomplished" range will count as if it is in the "Advanced" range and an assessment in the "Advanced" range will count in the "Advanced Plus" range.



The department uses the **Student Acceleration Record** (FB Record) (section 2.7) of the [EMIS manual](#) from the current school year to determine which tests are eligible for the bonus weight. This record is reported for a student who has a referral from the district's Acceleration Evaluation Committee and who is placed on a Written Acceleration Plan (WAP) for one or more subject areas. If a student is whole grade accelerated or participated in early entrance to kindergarten, an acceleration record is reported for each of the **five** subject areas (social studies, mathematics, reading, science, writing) and **all** tests in **all** subjects are eligible for the bonus weight. If a student is single subject accelerated (for example, a student is a typical fourth grader for ELA, but is taking fifth grade math after being placed on a Written Acceleration Plan), an FB Record is reported for math and only that test is eligible for the bonus weight.

It is important to understand that an acceleration record must be reported **each year** that a student is accelerated for a particular subject because the department only uses the **current year's** acceleration record for the purpose of determining who is eligible for the bonus weight. Students continue to be considered formally accelerated when taking high school assessments as long as they remain ahead of their peers. As such, a student who was formally accelerated in elementary or middle school still will be eligible to earn the bonus weight on high school end of course tests because they will take those tests one year earlier than a student on a "normal" trajectory.

If a student transfers from one district to another and continues to be accelerated at their new school, the new district should report the acceleration record for the student so they continue to be eligible for the bonus weight on any tests taken in the accelerated subject(s).

An acceleration record stops being reported if the student no longer is accelerated. For example – if a fourth-grade student with a WAP spent the 2022-2023 school year in fifth grade math, an acceleration record would have been reported for math in the 2022-2023 school year. If a district decides to end the student's acceleration in 2023-2024 so that they do not move ahead to sixth grade math in the year when their overall grade is five, no record is reported for that school year. Students are required to test annually in grades 3-8 so a student who ends acceleration takes the test that matches his or her overall grade level and is included in the PI score and appropriate test indicator calculations.

## Performance Indicators Measure Calculation – Report Only Data

The Performance Indicators measure reports the percentage of students who take a test and earn a performance level of proficient or higher. Each individual subject test indicator is calculated separately. A school or district must have at least 10 accountable students with valid scores for a percentage to be calculated. An indicator with fewer than 10 scores does not get included and no proficiency percentage is displayed.

- N-Size: 10 accountable tests in each grade and subject
- Subjects: All subjects
- Grades: 3-8, high school
- Tests: 3-8 English language arts and math, science in grades 5 and 8, Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA II, American History, American Government, Biology
- Alternate Assessments Included: Yes
- Substitute Assessments Included: Yes
- Full Academic Year: Yes
- Retakes taken in the same school year: Each subject's test counts only one time in each school year and the highest score from all attempts is the one that is used for report card purposes.
- Retakes taken in different school years: End of course retakes are not included if the previous test was already included for accountability purposes. Retakes do not apply to the 3-8 assessments. Students



who retake a 3-8 assessment across years are included each time so long as all other accountability rules are met.

## PERFORMANCE INDICATORS – DENOMINATOR OF CALCULATION

### CALCULATION

Total number of students per test who meet the inclusion criteria, including students who take the Alternate Assessment or an approved substitute assessment and have a valid score.

For each subject/grade level test, this is a count of students who actually took the test. The testing records included are: (*REQUIRED TEST TYPE* = “STR” and the *SCORE* is not = “\*\*\*\*”) and (*REQUIRED TEST TYPE* = “ALT” and the *SCORE* is not = “\*\*\*\*”).

For high school science and social studies end-of-course assessments, students also are included if they take one of the approved substitute assessments. The list of the assessments can be found above. The same assessments are used for this calculation that are used for the Performance Index Score.

## PERFORMANCE INDICATORS – NUMERATOR OF CALCULATION

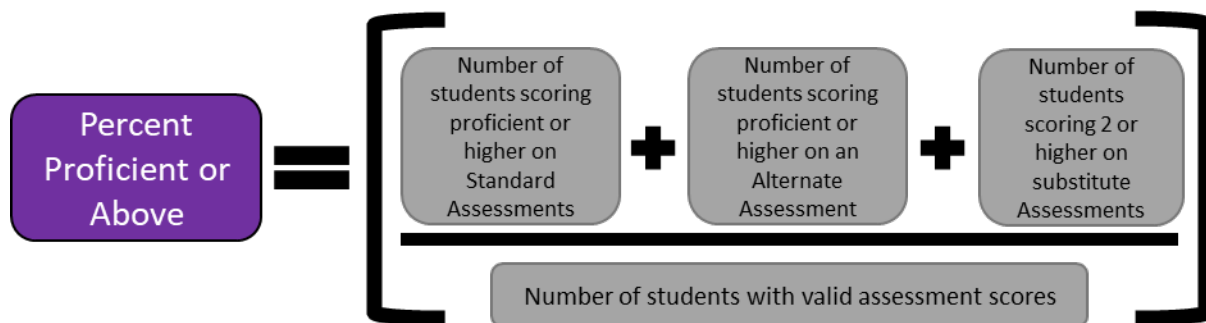
### CALCULATION

Total number of students per test who meet the inclusion criteria and score Proficient or higher. For the approved substitute assessments, the conversion in the table below is applied.

ADVANCED PLACEMENT	INTERNATIONAL BACCALAUREATE	SCORE FOR INDICATOR
4 or 5	6 or 7	Proficient (in numerator)
3	4 or 5	Proficient (in numerator)
2	2 or 3	Proficient (in numerator)
1	1	Not Proficient

## PERFORMANCE INDICATORS – CALCULATION

The Performance Indicator calculation uses the numerator and denominator, as described above, to derive a proficiency percentage for each test. Each performance indicator represents the percentage of students who scored at or above the proficient level out of the students who took each test.



## Achievement Component Rating and Descriptions

The Achievement Component for schools and districts is rated solely based on the Performance Index measure. The rating scale is based on the percentage of possible points earned. State law ([ORC 3302.03](#)) changed this calculation starting with the 2021-2022 school year to use the new “**maximum score**” calculation.



Prior to the 2021-2022 school year, a Performance Index score of 120 points was considered a perfect score because this score would be earned if 100% of the tests from non-accelerated students earned a performance level of Advanced on all applicable state tests. The grades assigned to each school or district were based on the percentage of points earned out of that maximum score of 120.

From 2021-2022 forward, the law establishes a new calculation to determine the number that represents the maximum Performance Index score. The law now requires the number to be derived separately for schools and districts by taking the average of the highest two percent of Performance Index Scores achieved by all schools and districts for the current school year, separately. Community schools are included in the school-level calculation.

It is important to understand that because the law requires the Department to use **current** school year data, (i.e. – the 2022-2023 maximum will be derived using the average of the highest 2 percent of school or district Performance Index scores from the 2022-2023 school year), the maximum PI score will change throughout the reporting window. Additionally, state law also requires that summer Grade 3 ELA scores are included in Report Card calculations. Only when all applicable reporting windows close, and all appeals are processed, can the final maximums be calculated so that school and district personnel will be able to see how they performed against the standards.

Once the Performance Index score and measure percentages are calculated, a rating will be assigned based on the percentages shown below.

<b>ACHIEVEMENT COMPONENT RATING SCALE AND DESCRIPTIONS</b>		
<b>Percentage of Maximum Points Earned</b>	<b>Rating</b>	<b>Rating Description</b>
Greater than or equal to 90% of Max Score	5 Stars	Significantly exceeds state standards in academic achievement
Greater than or equal to 80% but less than 90% of Max Score	4 Stars	Exceeds state standards in academic achievement
Greater than or equal to 70% to but less than 80% of Max Score	3 Stars	Meets state standards in academic achievement
Greater than or equal to 50% but less than 70% of Max Score	2 Stars	Needs support to meet state standards in academic achievement
Less than 50% of Max Score	1 Star	Needs significant support to meet state standards in academic achievement



## Appendix A: Detailed Inclusion Criteria

- How Received Element = “\*”, “3”, “7”, “8”, “9”, “A”, “C”, “D”, “G”, “J”, “K”, “M”, “R”, “S”, “W”, and “Y”;
- AND**
- Student Percent of Time > 0.
- AND**
- District Relationship element = ‘1’
- OR**
- Sent Reason Element = “CT,” “JV,” “PS,” ‘ES’, “MR,” “OS”, “CR”, or “PI”.
- OR**
- Students that the district sent to a special education cooperative program at another district. These students will be included in the sending district’s calculation **only** based upon the data reported by the district educating the student. The educating district would report the students with a How Received Element = “B”.
- AND**
- Student is enrolled in the district for a full academic year as reported in the Majority of Attendance IRN element. Refer to “Full Academic Year” definition for additional details.
- AND**
- For How Received = “K”, the student counts at the STEM school but for district accountability, the student is moved from the STEM school to the student’s resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district.
- AND**
- For students reported with a How Received of “P”, “Q” or “T”, their accountability is set to the state level only.
- AND**
- Students with Required Test Type = “STR” and a score not = “\*\*\*\*” **and** Required Test Type = “ALT” and Score NOT = “\*\*\*\*” (“\*\*\*\*” means that the student did not take the test). Includes students with Score Not Reported = “I” (Invalidated) or “S” (Non-Scorable Assessment), **AND** all students with disabilities regardless of whether they took the test with accommodations.
- AND**
- Tuition Type Element = “D” and “T”
- AND**
- Excludes students with LEP = “L” and “S” and foreign exchange students who have been in US schools for fewer than 360 school days (or the equivalent of two school years) unless the student plans to graduate from an Ohio high school.



# 2022-2023 Gap Closing Component Technical Document

## TRADITIONAL DISTRICT AND SCHOOL REPORT CARDS

### Introduction

The Gap Closing component shows how well schools are meeting the performance expectations for students in English language arts, math, and graduation. It also measures how schools are doing in supporting English learners to increase language proficiency, reducing chronic absenteeism for all students, and identifying gifted students and providing gifted services.

The annual performance goals are established in six areas, and the performance of specific student subgroups are measured against the annual or long-term goals for each area. Goals are established for English language arts academic achievement and growth, math academic achievement and growth, graduation, English learner language proficiency, chronic absenteeism, and gifted performance. The state expectation for all areas and all student subgroups is to continue closing educational gaps year over year.

The Gap Closing Component uses a series of points based on enrollment of the federal student subgroups and the indicators listed above. A maximum of 75 points is possible for schools and districts.

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## Overview of the Gap Closing Component

This section includes descriptions of each measure within the Gap Closing Component. References to Ohio Revised Code (ORC – state law) and Ohio Administrative Code (OAC - rule) are included. The Gap Closing Component includes six measures as required in state law ([ORC 3302.03](#)). The measures include:

- Gifted Performance Indicator – A measure with three elements that evaluate the performance of students identified as gifted on the Gifted Performance Index, Gifted Progress (Growth), and school and districts’ performance with Gifted Identification and Services provided to gifted students ([ORC 3302.03](#), [OAC 3301-28-04](#))
- Chronic Absenteeism Improvement Indicator – This indicator measures the chronic absenteeism rates of schools and districts against annual goals and the reduction of chronic absenteeism year over year
- English Language Proficiency Improvement Indicator – This indicator measures the English language proficiency of students identified as English learners on the Ohio English Language Proficiency Assessment (OELPA) against annual goals and the improvement of proficiency year over year
- Graduation Goals by Student Subgroup – This measure evaluates whether the applicable subgroups for a school or district meet their four-year graduation goal
- English Language Arts, Math Achievement by Student Subgroup – This measure uses subgroup specific performance index scores to determine whether each subgroup meets their English language arts and math achievement goals
- English Language Arts, Math Progress (Growth) by Student Subgroup – This measure uses subgroup specific value-added growth indices to evaluate whether each subgroup meets their English language arts and math growth goals

### DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

In order to calculate a report card for each school and district, several accountability rules must apply. For these detailed rules, the “[Where Kids Count](#)” technical documentation helps to walk through when and where a student will count in a calculation on the report cards. Note that the graduation rate calculation, the chronic absenteeism indicator and the gifted identification and services calculations do not use the business rules included in the “Where Kids Count” documentation to determine whether a school or district is held accountable for a student, they use rules specific to their measures and can be found in additional documentation.

### CHRONIC ABSENTEEISM IMPROVEMENT INDICATOR

In Ohio’s approved Every Student Succeeds Act (ESSA) plan, chronic absenteeism was identified as the additional measure of school quality or student success because there is a significant body of research around the impact of chronic absenteeism on academic performance. Research supports that chronic absenteeism, defined as missing at least 10 percent of the instructional time for any reason – excused or unexcused absences – is one of the primary causes of low academic achievement.

Whether excused or unexcused, missing too much school has detrimental effects on a student’s learning trajectory. This indicator is key to helping districts and schools identify trends to assist in directing supports geared toward students’ needs. For detailed explanation of the business rules and calculation of this indicator, please refer to the [Chronic Absenteeism Technical Document](#).

- **N-Size:** 15
- **Subjects:** N/A
- **Subgroups:** All Students
- **Grades:** K-12, 13 and 23
- **Tests:** N/A
- **Alternate Assessments Included:** N/A
- **Full Academic Year:** No; students are included if they have at least 100 hours of possible attendance within a district or school, respectively.



- **Applicable to:** Districts, Schools
- **Exceptions:** N/A

Districts and schools meet the indicator if they meet the established threshold or show improvement from the previous year by:

1. Meeting or exceeding the annual goal, or;
2. Meeting an improvement standard relative to the starting point of each district or school.

<b>BASELINE CHRONIC ABSENTEEISM</b>	<b>IMPROVEMENT STANDARD</b>
36.7% or higher	1.1 percentage points
Lower than 36.7%	3%

The two improvement standards allow for attainable improvement for all districts and schools – regardless of their baseline or prior-year rates. The emphasis is to highlight the data and provide crucial supports to students in an effort to increase achievement.

<b>CHRONIC ABSENTEEISM INDICATOR INTERIM AND LONG-TERM GOALS</b>											
	2020-2021 Baseline	2021 - 2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	24%	22.1%	20.2%	18.3%	16.4%	14.5%	12.6%	10.7%	8.8%	6.9%	5.0%

## ENGLISH LANGUAGE PROFICIENCY IMPROVEMENT INDICATOR

The English Language Proficiency Improvement Indicator measures the improvement English learners make toward English language proficiency. The measure relates to gains in proficiency as measured by individual student performance on the Ohio English Language Proficiency Assessment (OELPA) across two school years. Districts and schools identify an initial level of proficiency for each English learner using the OELPA taken in the prior year. Based on a student’s proficiency level on the initial administration of the assessment, a target for annual improvement is established and services are provided. When the student is administered the OELPA in the spring of the current school year, each student’s improvement is measured to evaluate whether the student meets the annual improvement target.

- **N-Size:** 15
- **Subjects:** English Language Proficiency
- **Subgroups:** English Learners (EL)
- **Grades:** K – 12
- **Tests:** Ohio English Language Proficiency Assessment
- **Alternate Assessments Included:** No
- **Full Academic Year:** Yes
- **Applicable to:** Districts, Schools
- **Exceptions:** N/A

<b>ENGLISH LEARNER PROFICIENCY IMPROVEMENT INDICATOR INTERIM AND LONG-TERM GOALS</b>											
	2020-2021 Baseline	2021 - 2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
English Learners	39.5%	43.05%	46.6%	50.15%	53.7%	57.25%	60.8%	64.35%	67.9%	71.45%	75%





For detailed explanation of the business rules and calculation of this indicator, please refer to the [English Learner Proficiency Improvement Indicator Technical Documentation](#).

## GIFTED PERFORMANCE INDICATOR

The Gifted Performance Indicator is made up of three elements: Gifted Performance Index, Gifted Progress and Gifted Identification and Services ([ORC 3302.03](#), [OAC 3301-28-04](#)). When a school or district meets the established goal, each element contributes 5 points toward the Gap Closing Component. The basic business rules and element descriptions can be found below. *For a more detailed explanation of the calculations, see the [Gifted Performance Indicator Technical Documentation](#).*

- **N-Size:** 15
- **Subjects:** see supplemental technical documentation
- **Subgroups:** Students Identified as Gifted
- **Grades:** 3-8, HS
- **Tests:** see supplemental technical documentation
- **Alternate Assessments Included:** No
- **Full Academic Year:** Yes; for the PI Score and value-added. No; for gifted ID and service.
- **Applicable to:** Districts, Schools; Community Schools may opt-in starting 2022-2023.
- **Exceptions:** N/A

### Gifted Performance Index Element

The gifted performance index is calculated for schools and districts that have at least 15 accountable students with at least one test that matches the subject in which they are identified. Except for using a sub-set of tests, the gifted performance index uses the same methodology used for the all-students' [performance index](#). The index percentage is calculated using a new 'max score' approach like the all-students' performance index, except this max score is based on the average performance of the top 2% of districts and schools using just the subset of tests taken by gifted students. The annual goal for the Gifted Performance Index will transition over three school years as follows:

- In **2021-2022**, buildings must earn at least 95% of the possible Index points using the Gifted Building Level Max Score. Districts must earn at least 95% of the possible Index points using the Gifted District Level Max Score.
- In **2022-2023**, buildings must earn at least 96.5% of the possible Index points using the Gifted Building Level Max Score. Districts must earn at least 96.5% of the possible Index points using the Gifted District Level Max Score.
- In **2023-2024**, buildings must earn at least 97.5% of the possible Index points using the Gifted Building Level Max Score. Districts must earn at least 97.5% of the possible Index points using the Gifted District Level Max Score.

### Gifted Performance Progress Element

This element uses the gifted value-added calculation for schools and districts with at least 15 accountable students who have at least one test that matches subject in which they are identified. If a school or district earns the equivalent of a "3 – Star", "4 – Star", or "5 – Star" rating for the Gifted Progress calculation, they will earn 5 points toward the Gap Closing Component. This calculation uses the same business rules used to calculate the "Overall" or "all-students" value-added, so any school with a growth index of -2.0 or higher, regardless of effect size, will meet this piece of the indicator.

### Gifted Identification and Services Element

The Gifted Identification and Services point matrix has a total of 140 points; however, each school and district's total possible points is based on applicable categories using total enrollment and enrollment of specific student subgroups. Points are awarded on the Gifted Identification and Services matrix based on the identification of, and service provided to, gifted students. Districts have 16 separate percentages that could factor into their total points on the matrix. Schools have 8 separate percentages that could factor into their total points on the matrix. The annual goal for the Gifted Identification and Services element will transition over three school 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

For more information on how a school or district earns points in this matrix, see the [Gifted Indicator Technical Document](#).

## ENGLISH LANGUAGE ARTS ACHIEVEMENT, MATH ACHIEVEMENT

- **N-Size:** 15
- **Subjects:** ELA, Math
- **Subgroups:** All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black, non-Hispanic Students; Hispanic Students; Multi-Racial Students; White, non-Hispanic Students; Economically Disadvantaged Students; Students with Disabilities; and English Learners.
- **Grades:** 3-8, HS
- **Tests:** ELA (3-8), Math (3-8), Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA II
- **Alternate Assessments Included:** Yes
- **Full Academic Year:** Yes
- **Applicable to:** Districts, Schools
- **Exceptions:** Some English learners and Foreign Exchange Students – see below for details.

The annual performance goals are calculated separately for English language arts and mathematics, for all students and for each applicable subgroup. A school or district must have at least 15 students that meet the full academic year criterion and have valid test records to have the subgroup evaluated. Groups with fewer than 15 students are not evaluated and do not contribute to this measure. The performance on English language arts tests is combined into an ELA Performance Index calculation, and the performance on math tests is combined into a Math Performance Index calculation for each individual student group – with the potential of 20 unique calculations. Students in all grades taking the ELA and math alternate assessment for students with significant cognitive disabilities (AASCD) also are included.

A Performance Index Score is calculated for each subgroup using the applicable state tests, and the scores are compared to the annual performance goals established in Ohio’s Every Student Succeeds Act plan. All schools and districts across the state have the same subgroup annual performance goals by subject (ELA, math) – see tables below.

- English Learner Exception – English Learners enrolled in U.S. schools for no more than two school years (2021-2022 and 2022-2023 school years) are not included in either the numerator or the denominator of the percent proficient calculation as long as they are reported with an English Learner Status Code of “L” or “S”. There is no exemption from participation. The rules, explained in more detail below in the participation rate section, require all EL students to take ELA and math tests from the time they enter an Ohio school.
- Foreign Exchange Student Exception – Foreign exchange students who have been enrolled for less than 180 days also are not included in either the numerator or the denominator of the percent proficient calculation as long as they do not plan to graduate from their American school.
- Annual Performance Goals – English Language Arts Achievement, Math Achievement

The tables below list the achievement goals by subgroup for each of the next 10 years. These goals are established in Ohio’s Every Student Succeeds Act state plan. The goals are listed as Performance Index scores – with a range from 0 – 120. They are not percentages. For example, in order to meet the established annual goal, a school with at least 15 accountable English Learners must achieve a Performance Index score in English Language Arts of 64.57 points for the 2022-2023 school year. If the school meets or exceeds this Performance Index score for their English Learner subgroup, they will earn ‘1’ point toward the Gap Closing Component.



**ANNUAL PERFORMANCE GOALS – ENGLISH LANGUAGE ARTS, PERFORMANCE INDEX SCORE**

	2020-2021 Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
<b>All Students</b>	76.18	78.56	80.94	83.33	85.71	88.09	90.47	92.85	95.24	97.62	100
<b>Economic Disadvantaged</b>	62.33	64.22	66.10	67.98	69.87	71.75	73.63	75.52	77.40	79.28	81.17
<b>Students with Disabilities</b>	48.04	50.64	53.24	55.84	58.43	61.03	63.63	66.23	68.83	71.42	74.02
<b>English Learners</b>	60.63	62.60	64.57	66.54	68.51	70.48	72.44	74.41	76.38	78.35	80.32
<b>Black, non-Hispanic</b>	52.41	54.79	57.17	59.55	61.93	64.31	66.69	69.07	71.45	73.83	76.21
<b>American Indian or Alaskan Native</b>	68.07	69.67	71.26	72.86	74.46	76.05	77.65	79.24	80.84	82.44	84.03
<b>Asian/Pacific Islander/Native Hawaiian</b>	86.20	86.89	87.58	88.27	88.96	89.65	90.34	91.03	91.72	92.41	93.10
<b>Hispanic or Latino</b>	64.50	66.28	68.05	69.83	71.60	73.38	75.15	76.93	78.70	80.48	82.25
<b>Multi-Racial</b>	70.15	71.64	73.14	74.63	76.12	77.61	79.11	80.60	82.09	83.58	85.08
<b>White</b>	83.43	84.26	85.09	85.92	86.74	87.57	88.40	89.23	90.06	90.89	91.72

**ANNUAL PERFORMANCE GOALS – MATHEMATICS, PERFORMANCE INDEX SCORE**

	2020-2021 Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
<b>All Students</b>	67.91	71.12	74.33	77.54	80.75	83.96	87.16	90.37	93.58	96.79	100
<b>Economic Disadvantaged</b>	52.76	55.12	57.48	59.84	62.21	64.57	66.93	69.29	71.65	74.02	76.38
<b>Students with Disabilities</b>	42.65	45.52	48.39	51.26	54.12	56.99	59.86	62.73	65.59	68.46	71.33
<b>English Learners</b>	54.71	56.97	59.23	61.50	63.76	66.03	68.29	70.56	72.82	75.09	77.35
<b>Black, non-Hispanic</b>	41.14	44.09	47.03	49.97	52.92	55.86	58.80	61.74	64.69	67.63	70.57
<b>American Indian or Alaskan Native</b>	58.72	60.79	62.85	64.91	66.98	69.04	71.11	73.17	75.23	77.30	79.36
<b>Asian/Pacific Islander/Native Hawaiian</b>	83.09	83.93	84.78	85.62	86.47	87.32	88.16	89.01	89.85	90.70	91.54
<b>Hispanic or Latino</b>	55.48	57.70	59.93	62.15	64.38	66.61	68.83	71.06	73.29	75.51	77.74
<b>Multi-Racial</b>	59.71	61.72	63.73	65.75	67.76	69.78	71.79	73.81	75.82	77.84	79.85
<b>White</b>	76.04	77.23	78.43	79.63	80.83	82.03	83.22	84.42	85.62	86.82	88.02



## ENGLISH LANGUAGE ARTS GROWTH, MATH GROWTH

- **N-Size:** 15
- **Subjects:** ELA, Math
- **Subgroups:** All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black, non-Hispanic Students; Hispanic Students; Multi-Racial Students; White, non-Hispanic Students; Economically Disadvantaged Students; Students with Disabilities; and English Learners
- **Grades:** 4-8, HS
- **Tests:** ELA (4-8), Math (4-8), ELA II, Algebra I, Geometry, Integrated Math I, Integrated Math II
- **Alternate Assessments Included:** No
- **Full Academic Year:** Yes
- **Applicable to:** Districts, Schools
- **Exceptions:** English Learners in their first year in a US school and Foreign Exchange Students if they do not plan to graduate from their American high school

In order to be included in the ELA and math growth measures a school or district must have at least 15 accountable students. Student gains are calculated using the value-added model and disaggregated by subgroup and subject (English language arts, and math separately). The goal for English language arts and math for **each student subgroup is a growth index value of + 2 or higher**. For additional information on the growth calculation, please refer to the [Progress Component Technical Documentation](#).

## GRADUATION RATE

- **N-Size:** 15
- **Subjects:** N/A
- **Subgroups:** All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black, non-Hispanic Students; Hispanic Students; Multi-Racial Students; White, non-Hispanic Students; Economically Disadvantaged Students; Students with Disabilities; and English Learners.
- **Grades:** N/A
- **Tests:** N/A
- **Alternate Assessments Included:** N/A
- **Full Academic Year:** No
- **Applicable to:** Districts, Schools
- **Exceptions:** Four-Year Rate Only

To be evaluated for the graduation rate annual performance goal, a student group must have at least 15 students in the denominator of the calculation. Students are accountable to the last school and district where they are enrolled, and the Full Academic Year Rule does not apply. If the number of accountable students in a particular subgroup is less than 15, the group is not evaluated for the graduation rate annual performance goal and the school/district will receive an “NR” (“Not Rated”) designation for that group.

For more information about which students are included in the four-year graduation rate that will be used for this graduation rate annual performance goal, please refer to the [Graduation Component Technical Documentation](#) and specifically see the information about the four-year graduation rate.

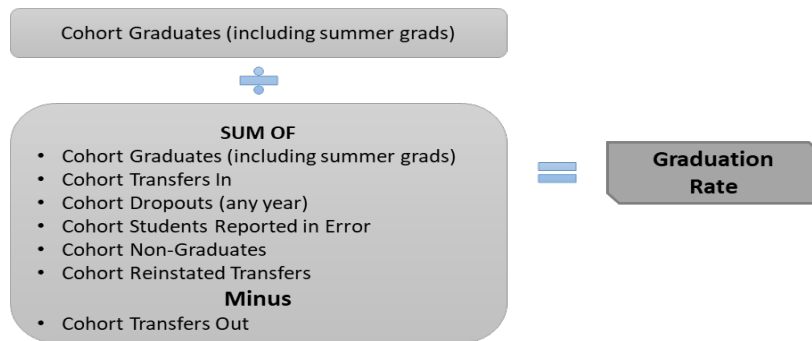
For the graduation rate annual performance goals, only the data from the four-year longitudinal graduation rate are used. This rate is calculated by dividing the number of students who graduate in four years or less with a regular or honors diploma by the number of students who form the final adjusted cohort for the graduating class. This final adjusted cohort includes students who are identified as first-time 9th graders four years earlier and is adjusted by:

- Adding any students who transfer into the cohort either later in the 9th grade or sometime in any of the next three years; and



- Subtracting any students who transfer out, emigrate to another country, or die during that same period. *Note that students reported as transferring to another Ohio public school by a sending district must be reported as having been admitted to a receiving public district or the student will be returned to the sending district’s cohort. In this document, these students are referred to as “reinstated transfers.”*

The annual performance goal calculation continues to count summer graduates as being “on-time”. A summer graduate is a student who receives a diploma sometime after the fourth year of high school ends, but before the fifth year begins. To allow such graduates to be included, the rate is lagged by one year which means that data on the 2023 report card represents the rate for the graduating class of 2022 who graduated sometime prior to the start of the 2022-2023 school year. If a district has only one high school, the graduation rate for the high school may not be equal to the graduation rate for the district because some students may count in calculations only at the district level. For the 2023 report card, the following calculation will be used to determine the building or district’s graduation rate:



- **Transfers In** – These are students who transfer to an Ohio public school sometime during their high school years (Grades 9-12). When a student enters the public school system for the first time, grade placement is a local decision and students are placed in the appropriate cohort based on the **Fiscal Year that Student Began Ninth Grade** element reported in the year they transfer. Note that if a student transfers in after the first Friday in October, **their State Equivalent Grade** will be used, and they will be assigned a cohort based on the grade reported in the following year.
- **High School Dropouts** – Are the number of dropouts (WITHDRAWAL REASON = ‘71’, ‘72’, ‘73’, ‘74’, ‘75’, ‘76’, ‘77’, ‘78’, ‘79’).
- **Students Reported in Error** – Are the number of students (WITHDRAWAL REASON = ‘81’) reported in error by the school or district.
- **Non-graduates** – Are students who remain in school and do not graduate prior to the summer cutoff date for any reason including, but not limited to, lack of credits, failure to pass a required course, failure to pass required tests, regular education students enrolled in a program that takes longer than four years to complete and special education students who remain in high school per their IEP.
- **Reinstated Transfers** – Are students reported as transferring to another Ohio Public School (WITHDRAWAL REASON = ‘41’) who subsequently are not reported as being admitted to any receiving public district. These students remain in the cohort of the district from which they withdrew.
- **Transfers Out** – Are students reported with a withdrawal code (WITHDRAWAL REASON = ‘40’, ‘41’, ‘42’, ‘43’, ‘45’, ‘46’) that indicates that the student transferred to some other school and is continuing with his or her education. The Department also removes students who become deceased (WITHDRAWAL REASON = ‘52’) from the calculation. Note that students coded with a transfer code of ‘41’ must be picked up by another school or district to be removed from the withdrawing entity’s graduation rate. Students who are not reported by some other public school or district become “reinstated transfers,” which is defined above.

## ANNUAL PERFORMANCE GOALS – GRADUATION

The tables below list the graduation goals by student subgroup for each of the next 10 years. These goals are established in Ohio’s Every Student Succeeds Act state plan.



**ANNUAL PERFORMANCE GOALS – GRADUATION RATE (4-YEAR RATE BY SUBGROUP)**

	2020-2021 Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
<b>All Students</b>	87.20%	88.13 %	89.06%	89.99%	90.92%	91.85%	92.78%	93.71%	94.64%	95.57%	96.50%
<b>Economic Disadvantaged</b>	78.40%	79.31 %	80.21%	81.12%	82.02%	82.93%	83.83%	84.74%	85.64%	86.55%	87.45%
<b>Students with Disabilities</b>	74.30%	75.41 %	76.52%	77.63%	78.74%	79.85%	80.96%	82.07%	83.18%	84.29%	85.40%
<b>English Learners</b>	70.70%	71.99 %	73.28%	74.57%	75.86%	77.15%	78.44%	79.73%	81.02%	82.31%	83.60%
<b>Black, non-Hispanic</b>	76.90%	77.88 %	78.86%	79.84%	80.82%	81.80%	82.78%	83.76%	84.74%	85.72%	86.70%
<b>American Indian or Alaskan Native</b>	79.80%	80.64 %	81.47%	82.31%	83.14%	83.98%	84.81%	85.65%	86.48%	87.32%	88.15%
<b>Asian/Pacific Islander/Native Hawaiian</b>	92.50%	92.70 %	92.90%	93.10%	93.30%	93.50%	93.70%	93.90%	94.10%	94.30%	94.50%
<b>Hispanic or Latino</b>	78.80%	79.69 %	80.57%	81.46%	82.34%	83.23%	84.11%	85.00%	85.88%	86.77%	87.65%
<b>Multi-Racial</b>	83.60%	84.25 %	84.89%	85.54%	86.18%	86.83%	87.47%	88.12%	88.76%	89.41%	90.05%
<b>White</b>	90.10%	90.42 %	90.74%	91.06%	91.38%	91.70%	92.02%	92.34%	92.66%	92.98%	93.30%

## Component Calculations

The calculations for the ELA, math, graduation, English Language Proficiency improvement, chronic absenteeism, and gifted measures are performed separately. Each subgroup receives 1 or 0 points based on whether they meet the annual performance goals for ELA and math achievement, ELA and math progress, and graduation. Each school or district can have a maximum of 10 applicable subgroups for a total of 50 points for those measures. The English Language Proficiency improvement and chronic absenteeism improvement indicator are each worth 5 points. The gifted elements are each worth 5 for a total of 15 possible points. There are no partial points available for any of the Gap Closing measures. The goals for each measure either are met or not met. If the goal is met, full points are earned. If the goal is not met, zero points are earned.

Measures	Points Possible
Gifted Identification and Services Element	5
Gifted performance index element	5
Gifted performance progress element	5
Chronic absenteeism improvement indicator	5
English language proficiency indicator	5
Subgroup ESSA Graduation Targets (one point for each evaluated subgroup)	Up to 10
Subgroup Math ESSA Achievement Targets (one point for each evaluated subgroup)	Up to 10
Subgroup ELA ESSA Achievement Targets (one point for each evaluated subgroup)	Up to 10
Subgroup Math Progress Targets (one point for each evaluated subgroup)	Up to 10
Subgroup ELA Progress Targets (one point for each evaluated subgroup)	Up to 10
<b>All Measures Total</b>	<b>Up to 75</b>



The points earned for each measure are totaled and divided by the points possible. This is the preliminary percentage. For traditional schools and districts, once the preliminary percentage is determined, the calculation applies additional criteria and if any of those conditions are met, it results in the preliminary percentage being lowered.

## CALCULATION DETAILS

- ELA & Math Achievement Annual Performance Goals – The ELA and math annual performance goals are calculated separately, but the rules governing how points are awarded are the same for both subject areas. If the subgroup’s current year ELA or math PI score is greater than or equal to the current year annual performance goal highlighted in the tables above, then 1 point is awarded. If the goal is not met, then 0 points are received. There are no partial points awarded for making improvement between the prior year and current year.
- ELA & Math Progress Annual Performance Goals – The ELA and math annual performance goals are calculated separately but the rules governing how points are awarded are the same. If the subgroup’s current year growth index is +2 or higher, then 1 point is awarded. If the goal is not met, then 0 points are awarded. There are no partial points.
- Graduation Annual Performance Goals – If the subgroup’s four-year adjusted cohort meets or exceeds the annual performance goal, then 1 point is awarded. If the goal is not met, then 0 points are awarded. The calculation is not performed for the five-year graduation rate and beyond. There are no partial points awarded for making improvement between the prior year and current year.
- Chronic Absenteeism Improvement Indicator – If the school or district’s chronic absenteeism rate is at or below the yearly goal, or the school or district meets the improvement threshold of 1.1 percentage points or 3%, then 5 points are awarded. If the rate exceeds the goal and the improvement does not meet the threshold, then 0 points are awarded. There are no partial points for making a smaller amount of improvement than what is outlined above.
- English Language Proficiency Indicator – If the school or district’s English Learner subgroup’s current year improvement percentage is greater than or equal to the current year’s annual performance goal, or meets the improvement threshold of 10%, then 5 points are assigned. If it is not met, 0 points are awarded. There are no partial points for making a smaller amount of improvement than what is outlined above.
- Gifted Identification and Services Element – If the number of identified and served gifted students within a school or district meets the yearly goal, then 5 points are awarded. If the goal is not met, then 0 points are awarded. There are no partial points.
- Gifted Performance Index Element – If the gifted performance index of a school or district meets the yearly goal, then 5 points are awarded. If the goal is not met, then 0 points are awarded. There are no partial points.
- Gifted Performance Progress Element – If the gifted progress meets the yearly goal, then 5 points are awarded. If the goal is not met, then 0 points are awarded. There are no partial points.

## DEFINITIONS AND BUSINESS RULES FOR THE COMPONENT CALCULATION

- Current Year Performance Index – For traditional schools and districts the performance index for each subject and subgroup is calculated based on students who should have taken the ELA or math assessments in grades 3-8, the ELA or math alternate assessment and students in any grade taking algebra I, geometry, integrated math I, integrated math II, or ELA II during the 2022-23 school year. Only first-time test takers are included for high school end of course assessments; retakes do not count for this calculation. All grade levels are combined into one PI score for each subject and for each student group. Only those students who have been enrolled for a full academic year, who have taken the appropriate standard assessment (with or without accommodations) or the alternate assessment, and who meet student subgroup inclusion criteria are included in the total. For each subject, there must be at least 15 students in a subgroup in order for the group to be evaluated.



- Current Year Graduate Rate – This is the percentage of students in the 2022 cohort who earned a regular or honors diploma within four years of entering high school.
- Current Year Improvement Percent –This is the percentage of students who made the required improvement (either one or two points) on their OELPA test in 2023.
- Increase in Subgroup Size – For English language Proficiency and chronic absenteeism, there may be cases where a student group grows and moves from the status of not being evaluated for the annual performance goals in the prior year to one where it is evaluated in the current year (e.g. – a subgroup increases from 14 accountable students in 2022 to 15 in 2023). When this happens, the group cannot ‘meet’ the goal and earn the points towards the component by showing the required amount of improvement from one year to the next. Instead, the group must meet the annual goal outright to earn the points.
- Preliminary Rating – Once points are awarded for each measure, they are summed and divided by the total possible points to get a preliminary rating. The points possible will vary based on a school or district’s student population. No school or district is accountable for subgroups or measures that have insufficient numbers of students for the calculations. After the preliminary rating is computed, the participation proportional adjustment criteria are applied to traditional schools and districts.
- Proportional Adjustment Criteria – The proportional adjustment to the preliminary points is applied only to those schools and districts who are evaluated for the annual performance goals in achievement. The proportional adjustment is related to test participation rates only.
- Low Participation Rate by a Subgroup – A proportional adjustment is applied to schools and districts if their combined testing participation rate does not meet or exceed 95 percent. If a school or district does not meet the threshold, their preliminary point total on the Gap Closing Component is reduced proportional to the amount by which the “All Students” group misses the threshold. The calculation of the participation rate uses 40 as the minimum group size (n-size or minimum number of students within the group) to calculate a reduction to the preliminary points and is based on the “All Students” group and not any of the other nine individual subgroups.

The following formula shows how the participation rate is calculated:

<b>Participation Rate =</b>	$\frac{\text{Number of Students Taking the Included ELA and Math Tests (Required Test Type of STR or ALT) for the Current School Year}}{\text{Number of Students Required to Take the Included ELA and Math Tests (Required Test Type of STR or ALT) for the Current School Year}}$	<b>X 100</b>
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Number of students in tested grades required to take the test: The first step in calculating the participation rate is to determine which students were “required to test”. In prior years, a student was included in the calculation for the school and district where they were enrolled on the day the math test was administered. With the move to electronic testing, this rule no longer applies because there is not one single day when all the students are taking the math assessment. Instead, ODE will use each student’s place of enrollment on the following dates to determine which school is responsible for testing the student.





Student Grade and Test	Date
3 <sup>rd</sup> Grade Taking the Standard ELA and/or Math Test	April 13
4 <sup>th</sup> Grade Taking the Standard ELA and/or Math Test	April 13
5 <sup>th</sup> Grade Taking the Standard ELA and/or Math Test	April 13
6 <sup>th</sup> Grade Taking the Standard ELA and/or Math Test	April 13
7 <sup>th</sup> Grade Taking the Standard ELA and/or Math Test	April 13
8 <sup>th</sup> Grade Taking the Standard ELA and/or Math Test	April 13
End of Course Spring – Taking the Standard ELA and/or Math Test	April 13
End of Course Fall (no spring assessments) Standard Test	December 15
3 <sup>rd</sup> Grade Taking Alternate Assessment ELA and/or Math Test	March 19
4 <sup>th</sup> Grade Taking Alternate Assessment ELA and/or Math Test	March 19
5 <sup>th</sup> Grade Taking Alternate Assessment ELA and/or Math Test	March 19
6 <sup>th</sup> Grade Taking Alternate Assessment ELA and/or Math Test	March 19
7 <sup>th</sup> Grade Taking Alternate Assessment ELA and/or Math Test	March 19
8 <sup>th</sup> Grade Taking Alternate Assessment ELA and/or Math Test	March 19
10 <sup>th</sup> Grade Taking Alternate Assessment ELA and/or Math Test	March 19

All grades and both subjects are combined into one total for each subgroup. This number includes all students reported in the numerator of the equation as well as students who did not take the tests even though they were required to take them.

It is important to understand that this total is **not** subject to “full academic year” criteria, but rather is based on where the student is enrolled on the dates shown in the table above.

For students without a score, the table below can be used to determine if the ELA or math test is included in the participation calculation. These codes represent the various reasons that districts report as reasons why the student didn’t take a test. Some reasons are filtered out because the student was not required to test. Other codes place the student in the calculation, and they count as being untested.

Code	Description	Status
A	Medical Reason – Used when a student fails to test because of an ongoing medical condition or some other medical issue that isn’t a medical emergency.	Included in the denominator as a test not taken
B	Parent Refusal	Included in the denominator as a test not taken
C	Student Refusal	Included in the denominator as a test not taken
D	Suspension/Expulsion	Included in the denominator as a test not taken
E	Absent during the test administration window	Included in the denominator as a test not taken
F	Other (reason not listed)	Included in the denominator as a test not taken
G	EOC assessment (GE) not given for the course in which the student is enrolled within this district, includes courses that span multiple years	Test NOT included in the denominator of the calculation
H	SSID for this student appears on the assessment vendor file due to data error; student with this SSID was not required to be assessed	Test NOT included in the denominator of the calculation
I	Student took the test, but it was, for good cause, invalidated by the Ohio Department of Education or the district	Included in the numerator as a test that was taken – treated as a failing test
J	Student moved in or out of the district before the test was administered	Test NOT included in the denominator of the calculation
K	Test not required due to part time student status, home school, non-public school and not enrolled in a course for this assessment/subject area	Test NOT included in the denominator of the calculation
M	Medical Emergency**	Test NOT included in the denominator of the calculation



N	Student taking subject above grade level, no subject test at the higher grade	Test NOT included in the denominator of the calculation
P	Due to timing of the alternate assessment determination	Test NOT included in the denominator of the calculation
S	Non-scorable assessment (used only for students taking the alternate assessment for students with significant cognitive disabilities)	Included in the numerator as a test that was taken – treated as a failing test
W	Assessment score not reported because student received graduation credit for the assessment area due to course completion prior to the end-of-course assessment being available	Test NOT included in the denominator of the calculation
X	Assessment score not reported because the student received graduation credit for the assessment area due to completion of a dual credit course	Test NOT included in the denominator of the calculation
Y	Student transferred in with the course already completed; number of required graduation points reduced	Test NOT included in the denominator of the calculation
2	Assessment score not reported because the student received graduation credit for an alternative non-public school EOC assessment prior to public district enrollment	Test NOT included in the denominator of the calculation
5	Student assessed but results not available from the assessment vendor by the close of the reporting period	Included in the denominator as a test not taken

*\*\*The “M” code (Medical Emergency) is not reported by districts. When the Ohio Department of Education grants a medical emergency waiver for a student, the agency uses this code internally to denote that the student was ‘excused’ from testing.*

Number of students in tested grades taking the test: This is the total number of students who were enrolled in the district at the time of the test who took the required test. All grades and both subjects are combined into one total for each subgroup. This number includes students who had their test scores invalidated, (reported with a Score Not Reported Element of “I”) as well as all students who took alternate assessments and received either a numerical score or had a non-scoreable assessment (reported with a Score Not Reported Element of “S”). **Note:** Students coded as not taking the test because they received a waiver from ODE for a **medical emergency** (cases where a waiver is approved and the initial Score Not Reported reason is updated to a Score Not Reported of “M”) are not included in either the numerator or the denominator of the participation rate calculation.

Newly arrived English learner students (those coded with the LEP element of “L”) are required to take all assessments in all subjects from the time they enter an Ohio school. Those students also are included in the participation rate calculation for both ELA and math. Also note that newly arrived English learner students are required to take the science and social studies assessments

For the purpose of determining if a proportional adjustment is required for traditional schools and districts, the participation rate is calculated for each school and district that has at least 40 students who are required to take an ELA and/or math assessment. If it has a combined rate that is lower than 95 percent, their preliminary point total on the Gap Closing Component will be reduced proportional to the amount by which they missed the goal. The adjustment is made by creating a ratio between the percent tested and the 95 percent threshold to determine how close the entity came to the goal. This is derived by dividing the actual participation rate by the goal of 95 percent. The preliminary points then are multiplied by the quotient to calculate the final points. For example, a school with a preliminary score of 55 points and a 94% participation rate finds the difference by dividing  $94/95 = 98.9\%$ . The preliminary score of 55 is then multiplied by .989 to get the final score of 54.395.



This calculation is performed using unrounded numbers. Once the final percent is derived, it's rounded to the nearest tenth using 'standard' rounding rules. This means if the number in the hundredths place is a zero through a four, the number in the tenth's column is rounded down. If the number in the hundredths place is a five through a nine, the number in the tenth's column is rounded up.

## Component Star Rating and Rating Scale

Once applicable adjustment criteria are applied, the percentage of points earned out of the percentage of total possible points for the school or district are used to assign the star rating. As was stated above, if a school or district does not meet the 95 percent threshold their preliminary point total on the Gap Closing Component will be reduced proportionally to the degree by which they missed the 95 percent threshold.

The table below shows the scale for each star rating and the table on the following page shows an example of the calculation.

<b>Range – Percentage of Points Earned out of Possible Points</b>	<b>Star Rating</b>	<b>Rating Description</b>
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



# 2022-2023 School Year

## Chronic Absenteeism Improvement Indicator

### TRADITIONAL DISTRICT AND SCHOOL REPORT CARDS

## Introduction

The Chronic Absenteeism Improvement Indicator compares the chronic absenteeism rate of schools and districts against annual goals and improvement benchmarks. **This indicator was reported for informational purposes only on the 2021-2022 Local Report Card. Starting with the 2022-2023 school year, the chronic absenteeism improvement indicator contributes a possible 5 points to the Gap Closing Component.**

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## Overview of Indicator/Measure

This section includes a description of the Chronic Absenteeism Improvement Indicator. References to Ohio Revised Code (ORC – state law) and Ohio Administrative Code (OAC – rule) are included. Additional detail on the calculation and reporting codes is included in the calculation and business rule section of this document.

### CHRONIC ABSENTEEISM

Ohio's [Every Student Succeeds Act \(ESSA\) plan](#) identifies chronic absenteeism as an additional measure of school quality or student success as there is a significant body of research around the impact of chronic absenteeism on academic performance. A student is considered chronically absent if they miss at least 10 percent of instructional time (excused or unexcused) for any reason.

### CHRONIC ABSENTEEISM RATE

The chronic absenteeism rate is the percentage of students in a school or district who are considered chronically absent.

### CHRONIC ABSENTEEISM IMPROVEMENT INDICATOR

The Chronic Absenteeism Improvement Indicator ([ORC 3302.02\(A\(3\)\)](#)) compares the chronic absenteeism rates of schools and districts against annual goals and benchmarks set for year over year improvement. For the 2022-2023 school year, this indicator will contribute a possible 5 points to the Gap Closing Component. Please refer to the [Gap Closing Component Technical Documentation](#) for detailed business rules and calculations.

## Data Elements and Data Source

*State Equivalent Grade Level*

*How Received and Sent Reason Elements*

*How Received IRN Element*

*Student Percent of Time*

*Sent To Percent of Time*

*Tuition Type Element*

*School Year Attendance Hours*

*School Year Excused Absence Hours*

*School Year Unexcused Absence Hours*

*Majority of Attendance IRN*

*Accountability IRN*

*Attending Building IRN*

### DATA SOURCE

Reported by district through EMIS in FY2023 for all reporting windows.

## Business Rules

The chronic absenteeism indicator does not use the business rules described in the [“Where Kids Count”](#) documentation to determine whether a school or district is held accountable for a student. Rather, to be included in a school or district’s rate, students must be enrolled and have at least 100 hours of **possible** attendance (i.e. they were enrolled for at least 100 hours). A student who changes schools or districts within a school year will count in all schools and all districts where they meet the enrollment threshold and will count as a partial FTE in each building or district where they were enrolled. Students with 0 attendance hours, 0 excused absence hours and 0 unexcused absence hours are removed from the calculation. See [Appendix A](#) for specific inclusion criteria.



## DATA NOTES

The Department of Education is required per state law to release the Ohio School Report Cards no later than September 15<sup>th</sup> of each year. The Department also must review enrollment once a school year ends (referred to as an FTE review) to confirm schools and districts are funded based on an accurate count of students. These reviews can cause changes to the base FTE number that is used for the chronic absenteeism calculation and the change may not happen until after the report cards are released. For this reason, the current year chronic absenteeism percentage will be calculated based on a snapshot of the base FTE as of mid-September when the final data are pulled for the report cards. A report card will not be updated if the FTE later changes, however, the final FTE data will be used when calculating whether the district or one of its schools met the improvement thresholds to meet the measure goals and earn points toward the Gap Closing Component.

## Chronic Absenteeism Rate

This is the percentage of students in a school or district who are deemed chronically absent. Students are chronically absent if they miss at least 10% of the possible attendance hours for any reason (excused or unexcused) based on the individual student absence rate as described below. This calculation is done by turning each student into a full-time equivalent (FTE) based on the number of hours they are enrolled. A student who is enrolled all year is 1.0 FTE. A student who is there less than the full year counts as a partial student based on the number of hours enrolled (e.g. – a student with half a year of enrollment equals 0.5 FTE). Students need at least 100 hours of possible attendance to be included in this calculation.

## STUDENT ABSENCE RATE

The student absence rate is the ratio of the total number of absence hours (excused or unexcused) during the school year to the number of total possible attendance hours for the student as described in the [Attendance Rate Technical Documentation](#).

## CHRONICALLY ABSENT STUDENTS – NUMERATOR CALCULATION

The numerator for the Chronic Absenteeism Rate is the sum of FTEs for students who are considered chronically absent, based on their individual absence rate, and have at least 100 hours of possible attendance.

## ALL STUDENTS ENROLLMENT – DENOMINATOR CALCULATION

The denominator of the Chronic Absenteeism Rate is the sum of FTEs for all students enrolled in the school or district that have at least 100 hours of possible attendance.

## CHRONIC ABSENTEEISM RATE – CALCULATION

The chronic absenteeism rate, using the numerator and denominator as described above, is the percentage of students in a school or district that are chronically absent.

## Chronic Absenteeism Improvement Indicator

Once calculated, the chronic absenteeism rate is used to determine whether a school or district meets the Chronic Absenteeism Improvement Indicator. The two improvement standards allow for attainable improvement for all districts and schools – regardless of their baseline or prior-year rates. The emphasis is to highlight the data and provide crucial supports to students to increase achievement. The indicator can be met through two different pathways:

- 1) **Meeting or exceeding the annual goal for chronic absenteeism:** In Ohio's pending Every Student Succeeds Act Plan with the U.S. Department of Education, Ohio set a long-term goal of reducing Ohio's chronic absenteeism rate to 5% by the 2030-2031 school year. As part of that state plan, Ohio also submitted a series of interim targets leading to the long-term goal. The 2022-2023 interim target is 20.2%.



This means that a school or district would “meet” the indicator if it has a chronic absenteeism rate of 20.2% or lower.

CHRONIC ABSENTEEISM INDICATOR INTERIM AND LONG-TERM GOALS											
	2020-2021 Baseline	2021 - 2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	24%	22.1%	20.2%	18.3%	16.4%	14.5%	12.6%	10.7%	8.8%	6.9%	5.0%

2) **Meet an improvement standard relative to the starting point of each school or district via absolute or relative improvement:** If a school or district’s baseline chronic absenteeism rate is 36.7 or higher, it has the opportunity to meet the indicator by improving by 1.1 percentage points, also known as absolute improvement. If the school or district’s baseline chronic absenteeism rate is less than 36.7%, then the school or district can meet the indicator by improving by having a 3 percent reduction, also known as relative improvement. This is the second pathway to “meeting” the chronic absenteeism improvement indicator.

BASELINE CHRONIC ABSENTEEISM	IMPROVEMENT STANDARD
36.7% or higher	1.1 percentage points
Lower than 36.7%	3%

a. *Absolute when baseline is 36.7% or greater:* A school or district will meet this pathway if it shows a reduction of at least 1.1 percentage points from one year to the next (see example below).

District	2021-2022 Rate	2022-2023 Rate	Actual Change	Met
District 1	40.1%	39.0%	-1.1 points	Yes
District 2	38.3%	37.9%	-0.4 points	No
District 3	39.6%	34.8%	-4.8 points	Yes

b. *Relative when baseline is less than 36.7%:* To help schools/districts as they approach the target, this calculation will allow a school/district to meet the indicator if it reduces its chronic absenteeism rate by 3%. Note this is a percent reduction not a points reduction (see example below).

District	2021-2022 Rate	2022-2023 Rate	What is a 3% Reduction From the 2021-2022 Rate?	Actual Change	Met
District 4	25%	24.25%	-0.750% (25% x 3%)	-0.75	Yes
District 5	19.9%	19.1%	-0.597% (19.9%x 3%)	-0.8	Yes
District 6	15.1%	14.9%	-0.453% (15.1% x 3%)	-0.2	No



## Appendix A: Inclusion Criteria

The filters below are used to determine the district and school where a student will count.

- How Received Element = “\*”, “2”, “3”, “7”, “8”, “9”, “A”, “C”, “D”, “G”, “J”, “K”, “L”, “M”, “R”, “S”, “W” and “Y”;

**AND**

- Student Percent of Time > 0.

**OR**

- Sent Reason Element = “JV,” “MR,” “NP”, “OS”, “PI”, “PS”.

**OR**

- Students that your district sent to a special education cooperative program at another district. These students will be included in your district’s calculation based upon the data reported by the district educating the student. The educating district would report the students with How Received Element = “B”.

**AND**

- Tuition Type Element = “D” and “T”

**AND**

- Student has at least 100 hours of possible attendance when summing the attendance hours plus the excused and unexcused absence hours

**AND**

- State Equivalent grade level = “KG”, “1-12”, “13” or “23”

**AND**

- Students reported with a How Received reason of “P”, “Q” and “T” count at the state level only for this indicator.

**AND**

- For How Received = “K”, the student counts at the STEM school but for district accountability, the student is moved from the STEM school to the student’s resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district.





# 2022-2023 School Year English Language Proficiency (ELP) Improvement Measure

## Introduction

Section 1111(c)(4)(A)(ii) of the Every Student Succeeds Act (ESSA) requires states to measure how well schools and districts are doing in getting students whose native language is not English to become proficient in English. The Ohio Department of Education began measuring school and district progress in this area as part of the Gap Closing component on the 2017-18 Ohio School Report Card. The English language proficiency improvement measure (ELP Improvement) will give credit for English learners who achieve proficiency and for those who meet improvement goals for expected progress toward proficiency on the Ohio English Language Proficiency Assessment (OELPA). Points will be awarded based on the percent of English Learners' who show improvement from one year to the next and will contribute to the rating assigned to the Gap Closing component on the Ohio School Report Cards.

OELPA, first administered in the 2015-16 school year, consists of four domain tests: Reading, Writing, Listening, and Speaking. Students receive a score of 1 to 5 on each domain, and achieve proficiency and exit EL status by earning a combination of 4's and 5's across all domains they are required to complete. An EL is required to complete all four domains unless that student has a disability for which no vendor accommodation exists. In such cases, the district must report in EMIS that the student was exempt from that domain because no accommodation exists. This reporting is done by using the Score Not Reported code of "L" in the Assessment Record (Record FA235).

Proficiency on one domain does not exempt a student from completing that domain in a future year if the student continues to be identified as an English learner. If a student is required to complete all four domains and scores proficient on three out of the four domains on one attempt, the student must continue to take all four domains on subsequent attempts and remains an English learner until proficiency is attained on all four domains in the same year.

The ELP Improvement measure uses only performance and improvement on the OELPA – no other tests are used. Each EL is assigned an improvement target for growth using the student's grade level when initially identified as an EL and the summed score on the initial OELPA.

Districts and schools earn credit for accountable students who either meet or exceed their annual improvement targets or score proficient on the OELPA.

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## Overview of Measure

All of the calculations in the Gap Closing component allow a school or district to earn points based on whether the yearly goal is met or not. For this measure, there is just one subgroup being evaluated; English Learners. A school or district will earn between zero and 5 points for that one subgroup based on meeting the yearly improvement goal.

In the state’s ESSA plan, ODE established interim goals and a long-term goal for this calculation. The table below shows the percent of EL students who are expected to show improvement towards English proficiency each year. The goal for 2023 is to have at least 46.60% of a school’s or district’s EL student either show improvement in gaining English proficiency or to reach the proficient mark and exit EL status.

English Learners Annual Progress Toward Attaining English Language Proficiency											
	2020-2021 Baseline	2021 - 2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
English Learners	39.5%	43.05%	46.60%	50.15%	53.7%	57.25%	60.8%	64.35%	67.9%	71.45%	75%

The calculation uses standard [Where Kids Count](#) business rules and a student who otherwise is accountable to a school or district in the 2022-23 school year is included if they meet the other conditions specific to this calculation. Because this calculation is longitudinal, a student must have two OELPA tests, one taken in the spring of 2022 and one from the spring of 2023, to show improvement. The calculation cannot be performed without two consecutive tests and the student is not included in the measure. Districts always get ‘credit’ for a student who scores proficient and exits EL status, so first-time test takers in the current school year are included if they score proficient on that 2023 test. A student also is included if they are classified as an English learner (EL) during the testing window but was not tested and did not have a Score Not Reported reason that exempts them from the test (more details on this below).

## Data Elements and Data Source

Districts and schools must administer the OELPA during the testing window to all students identified as English learners. This measure will only contribute to the Gap Closing component for schools and districts that serve the minimum required number (n-size) of accountable ELs, as outlined in Ohio’s approved ESSA plan. The number of accountable ELs required for inclusion in the measure is currently 15 English learners. Please note that students are included in the measure based on their identification as English learners, not whether services are received. As such, English learners whose parents or guardians refuse English learner services are still included in the measure until such time as they reach English proficiency.

The Department will calculate improvement percentages for all schools and districts, but only those with enough accountable students (15) will have the calculation contribute to the Gap Closing rating. This ensures that gaps can be calculated for schools and districts that may become eligible for the measure, as well as provide valuable information to schools and districts.

## Business Rules

### LEVEL IMPROVEMENT TARGETS – STUDENTS TAKING FOUR OELPA TESTS

As was mentioned above, the OELPA is comprised of four different tests that measure the various aspects of English proficiency. If a student is making progress and getting closer to English proficiency, they should accrue more points on their current year test than they did on the prior year’s. A school or district gets credit for a student if they increase the number of points from one year to the next to ‘meet’ their improvement target.



Thus, the first step in the calculation is to set each student’s improvement target. The student-level targets use a student’s grade level at the time they first take the OELPA and their initial English language proficiency level, which is determined by summing the scores from the four domains. The overarching goal for students is to reach Proficient on the OELPA, which is achieved by scoring any combination of 4’s and 5’s across all four domains. Because of the scoring rubric, a proficient student will always have a summed domain score between 16 and 20 points. This score is not compensatory, meaning students must earn at minimum of 4 points on each of the four domains (not including approved domain exemptions).

Students who enrolled for the first time in the 2016-17 school year had their improvement target set using the 2017 OELPA and 2017 grade level. For students who were new to Ohio in 2017-18, ODE used their 2018 OELPA and that year’s grade level to set their improvement target and so on. In each year, students who are new to Ohio will have their first year’s OELPA test and their grade level at the time of that test used to set their improvement target.

The table below shows the number of points a student must improve from one year to the next based on the grade of the student and the number of points earned across the tests taken in that first year. Note that the improvement targets shown in the table are applicable only to students taking all four OELPA domains (reading, writing, listening, speaking). Students who are exempt from one or more tests because of a disability always have an improvement target of one (1) point. This is explained more fully below.

*Figure 1: Annual Student Level English Language Proficiency Improvement Targets for English Learners*

<b>Student’s Grade Level when Identified as English Learner</b>	<b>Sum of Student’s Initial OELPA Domain Score (point range)</b>	<b>Student Level Target for Annual Improvement (points/year)</b>
Kindergarten – 8 <sup>th</sup> Grade	4 points – 11 points	Increase of <b>2 points</b> per year
Kindergarten – 8 <sup>th</sup> Grade	12 points – 20 points	Increase of <b>1 point</b> per year
9 <sup>th</sup> Grade – 12 <sup>th</sup> Grade	4 points – 7 points	Increase of <b>2 points</b> per year
9 <sup>th</sup> Grade – 12 <sup>th</sup> Grade	8 points – 20 points	Increase of <b>1 point</b> per year

The annual improvement target does not change once it is set for a student unless a student is exempted from one or more domains (this will be discussed more fully below). The prior and current year’s assessments always are used to determine if the target is met and students cannot ‘bank’ points if they exceed their improvement goal, nor do they need to ‘make up’ points if they fall short. For example, a student with an improvement target of two points who improves by four points from the previous year still has a goal of improving by two points the next year. Similarly, a student with an improvement target of two points who only improves by one point does not need to ‘make up’ the deficit by improving by three points in the following year, the two points continues to apply. The prior year’s test is always the starting point for improvement regardless of whether the previous year’s improvement goal was met or not met.

The following is an example of how a student’s target is set. Student A entered school in Ohio in 3rd grade and is identified as an English learner. On their first OELPA test, Student A scored a total of six points (one for Reading, one for Writing, two for Listening and two for Speaking). Based on Student A being in 3rd grade and scoring six points on their initial test – the student level target is to improve by two points per year. Thus, to be in the numerator of this calculation, Student A must score at least eight points across the four domains of the OELPA (6 points + 2 points = 8 total points) when they take it for the second time in 4th grade. The calculation does not require the points to be earned in any specific domain. As long as the total number of points equals eight, the student is counted as meeting their goal and is in the numerator regardless of where they show improvement.



## STUDENT LEVEL IMPROVEMENT TARGETS - STUDENTS TAKING FEWER THAN FOUR OELPA TESTS

As was mentioned earlier, the chart above is applicable only for students who complete all four domains. Beginning in 2017-18, domain exemptions became available on the OELPA for some students with disabilities. This policy allows districts to exempt students from up to three of the four domains on the OELPA if a disability prohibits the student from participating in the domain. All domain exemptions must be documented in the student's IEP or 504 plan. Any student exempt from one or more domains for a disability on the first test attempt is assigned an annual improvement target of one point.

If a student completed all four domains on the first attempt, but then was exempted from one or more domains in a subsequent year due to a disability, the Department will consider that student to be a first-time test taker and will re-assign the student's annual improvement target to one point (assuming it previously had been set at *two points*). *This action will remove the student from the current year's calculation. Any time the number of domain exemptions changes year-to-year, whether it is an increase or decrease in the number of domains taken, that student will be treated as a first-time test taker and a new summed score will be calculated.*

In order for a student to be treated as a first-time test taker and have a new summed score calculated, the student must have test records reported for all exempted tests reported with a Score Not Reported code of "L" in the FA235 element, which indicates that the student has a disability for which no vendor accommodation exists. Any other Score Not Reported code will not result in a change in expectations for the student. If a district reports any Score Not Reported code other than "L", the student will be counted in the current year's calculation using that summed score in comparison to the summed score from the prior year's attempt. Please see Example B: Student Calculations for more detailed information about how this would impact student-level calculations.

## CALCULATION

*EL Progress AMO Numerator/Denominator*

Once each student's improvement target is determined, the next step is to determine whether the student "met" that target and thus made progress towards English proficiency. This is done by summing the points from the four 2022 OELPA domains and comparing that number to the summed 2023 domains to see if the student's improvement target was met. If a student 'meets' the target, they are deemed to have made "progress" and are in the numerator. Students who don't meet their targets, are not in the numerator. Students who are new to Ohio in the 2022-23 school year will have their improvement targets set but won't be included in the numerator or denominator of the calculation until they have a second test in the 2023-24 school year.

There are two exceptions to the rules set forth in the paragraph above. In the first exception, a student can be in the numerator for not meeting his improvement target. The goal of this calculation is for each English learner to reach proficiency. At that time, the student exits EL status and stops taking the OELPA. As students get close to reaching proficiency, they may need only one more point to exit. Assuming they do exit, the school or district will receive credit and they will be placed in the numerator, regardless of whether their improvement target is met.

For example, if a student with a target of 2 points scored 15 points on their prior year OELPA, they would need to increase to 17 points to "meet" the improvement goal. If that student scored straight 4's on the current year's tests, the total score would increase by only one point moving from 15 to 16, but this would be enough for the student to exit EL status. Such a student would be included in the district's numerator, based on the fact that they exited EL status. It is important to understand, however, if the student does not obtain a high enough score on each domain to exit, then at least two points of improvement are needed to place them in the numerator (e.g. – if they scored 3 on one domain, then a total of 17 points are needed across the four tests to place the student in the numerator).



The second exception is that the calculation places a student in the numerator in their first year in an Ohio public school if they earn enough points on the four domains to exit EL status the first time they take the OELPA. As was mentioned earlier, a student is deemed to have reached proficiency in English when all four domains have scores of 4's or 5's. Once those scores are earned, the student exits EL status and no additional OELPA tests are taken. A school or district gets credit for all students who reach proficiency even in cases where the proficient score is earned on that first OELPA test. Figure 2 depicts how the improvement percentage is derived.

Figure 2: ELP Improvement Example

Student	Improvement Target	2022 Score	Points Earned	2023 Score	Met or Not Met
Student A	2	4	3	7*	MET
Student B	2	5	1	6	NOT MET
Student C	1	8	1	9	MET
Student D	2	14	2	16	MET
Student E	1	13	0	13	NOT MET
Student F	2	16	1	17 (did not exit)*	NOT MET
Student G	1	11	1	12	MET
Student H	1	10	0	10	NOT MET
Student I	2	16	1	17 (exited)*	MET
Student J	2	8	2	10	MET
<b>6 out of 10 students met the Improvement Measure = 60%</b>					

\*Note that Student A exceeded their improvement target. They needed to earn two points, but they earned three, moving from 4 to 7 total points. The extra point is not banked. In 2022 their expected improvement remains at two points, and they will need to score at least 9 total points to be in the numerator of that calculation.

\*\*Note that Students “F” and “I” both have improvement targets of two points per year. They both improved by only one point, moving from 16 to 17. Student “F” did not exit EL status, thus their target was not met. Student “I” did score high enough on each domain to be deemed Proficient and exit, thus the school earns credit for them in the numerator.

### Students Who Re-Enter EL Status

As was mentioned above, a student exits their status as an English Learner when they earn a score of 4 or 5 across all applicable domains. In a small number of cases, a student may meet the criteria to exit, but district personnel will have questions about whether the student really is “proficient” in all aspects of English. District personnel have the right to re-assess a student who exits, and if the assessment shows that deficits still exist, the district can decide to “re-enter” the student into the status as an English learner so that they can continue to receive English language services.

When this happens, the student’s previous improvement target and previous year score are retained, and the calculation continues as if the student never exited EL status. For example, in 2015-2016, a student was assigned an improvement target of 1-point based on their initial score and grade level. The student scored 16 points (all 4’s) across the four domains in 2018-2019 and exited English learner status at the end of that year. The district determined the student needed additional services to ensure that language was not a barrier to learning, so they re-identified them as an EL at the beginning of the 2019-20 school year. In 2019-2020, the student either is expected to again exit English learner status by earning all 4’s or 5’s on the domains, or to increase their total score to 17 points to meet the improvement target of one point.



### *Earning Points for the Gap Closing*

1. Schools and districts earn 5 points if they meet the yearly goal. If they do meet the goal, then they receive 0 points. There are no partial points. For example, if in 2023 a school had 47% of their EL students meet or exceed their improvement goals, then they will receive 5 points. The points are part of the Gap Closing component. The impact of the EL measure is dependent on the number of other measures that a school or district is eligible for.
2. If the subgroup fails to meet the AMO but shows at least a 10 percent improvement between the prior year and current year, then the full 5 points are assigned.

### **Final Rules**

Once the points are awarded, they are factored into the Gap Closing calculation. Once each measure's points total is calculated, the total points earned are divided by total points possible to determine the preliminary Gap Closing rating. This [example](#) shows how the Gap Closing component rating is calculated.



# Gifted Performance Indicator

## TRADITIONAL DISTRICT AND SCHOOL REPORT CARDS

### Introduction

The Gifted Performance Indicator ([ORC 3302.02 \(A\)](#)) ([OAC 3301-28-04](#)) is a group of three elements in the Gap Closing Component that evaluate the performance of gifted students. The three elements are the Gifted Performance Index, Gifted Progress (Growth), and Gifted Identification and Services. Each element is individually worth a possible 5 points in the Gap Closing Component.

Within three years after the effective date of this rule, the department, in consultation with the state gifted advisory council, shall provide recommendations to the state board regarding the performance benchmarks established in this rule.

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## Overview of Indicator

This section includes descriptions of each element within the Gifted Performance Indicator. References to Ohio Revised Code (ORC – state law) and Ohio Administrative Code (OAC – rule) are included. Additional detail on the calculation and reporting codes is included in the calculation and business rule section of this document.

### Gifted Performance Index

The gifted performance index ([ORC 3302.02 \(A\)](#)) measures the performance of students who are gifted on state assessments by creating a performance index score ([ORC 3302.01\(A\)](#)) for these students.

*More details of this calculation can be found in the following sections of this document as well as the [Achievement Component Technical Documentation](#).*

### Gifted Progress

The gifted progress element ([ORC 3302.02 \(A\)](#)) measures the value-added growth ([ORC 3302.021](#)) for students who are gifted.

*More details on this calculation can be found in the following sections of this document as well as the [Progress Component Technical Documentation](#).*

### Gifted Identification and Services

The Gifted Identification and Services element ([ORC 3302.02 \(A\)](#)) measures the percentage of students who are identified as gifted and the percentage of these identified students that received gifted services. Both measures are disaggregated by traditionally underrepresented and economically disadvantaged students as measured by the representation index defined in the section below.

## Definitions

This section describes concepts that will be referred to later in the document.

Representation Index - a ratio that demonstrates how well groups of students in the overall student population are represented in the gifted student population. This index is calculated by taking the percentage of students in the subgroup in the gifted population divided by the percentage of students in the subgroup in the overall student population.

Full-Time Equivalent Enrollment (FTE) - FTEs are generated for a student at a district or school whenever the district or school serves the student with educational programming. A student who is enrolled all day, every day for an entire year in a district or school will have an FTE of 1.0 at that district or school. A student who is enrolled for less time each day or less days of the year will generate a partial FTE. Students that attend elsewhere may be included in a district or school's FTE if they are coming back to the district or school for any type of educational programming (e.g., electives, arts, music, physical education).

## Business Rules

### Evaluated Organizations

Starting with the 2022-2023 school year, community schools established under [ORC 3314](#) are able to opt-in to receiving the gifted performance indicator and have it contribute to the Gap Closing Component Rating.

### Identification of Students Who are Gifted

Ohio defines gifted students as students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience or environment. Students can be identified as gifted in **superior cognitive ability** ([ORC 3324.03\(A\)](#)), **specific academic ability** ([ORC 3324.03](#)





(B), **creative thinking ability** ([ORC 3324.03\(C\)](#)) or **visual or performing arts ability** ([ORC 3324.03\(D\)](#)). More information can be found on the department’s [Gifted Screening and Identification](#) page.

Ohio has the policy of “once identified, always identified” with respect to gifted identification. This is in [Ohio Administrative Code 3301-51-15 \(C\) \(1\) \(e\)](#). After any initial gifted identification made in conformance with this rule, a student shall remain identified regardless of subsequent testing or classroom performance. Districts are expected to continue reporting a student as being identified in the current school year if the student met the criteria to qualify for gifted identification in any prior year. When calculating the percent of students identified as gifted, only **current** year EMIS records are used. A student will not be considered “identified” unless a gifted identification code is reported in the current school year. Moreover, to be deemed identified for the current year’s report card, a student must be identified no later than March 31 of that school year. Data does not need to be reported in EMIS by March 31, this simply means the district must have the test score showing the student met the criteria to be identified gifted no later than that date. Students identified on April 1 or later will be included in their school and district’s calculation for the first time in the following school year. The Gifted Identification elements are reported as part of the Student Gifted Education (GG) record. A “Y” code for the following element numbers will indicate that the student is gifted in the following areas:

<b>STUDENT GIFTED EDUCATION (GG) RECORD - IDENTIFICATION</b>	
<b>Code</b>	<b>Area of Giftedness</b>
GG200	Superior Cognitive
GG210	Math
GG220	Science
GG230	Reading/Writing
GG240	Social Studies
GG250	Creative Thinking
GG260	Visual/Performing Arts

### Service to Students Who are Gifted

Students are considered to be “served” if they are identified as gifted and have a gifted service element reported. Students identified after March 31 of the current school year are not included in this calculation even if they do receive gifted services. Any gifted services provided at any time in the current school year are included in this calculation.

<b>STUDENT GIFTED EDUCATION (GG) RECORD - SERVICES</b>	
<b>Code</b>	<b>Area of Giftedness</b>
GG510	Superior Cognitive
GG520	Math
GG530	Science
GG540	Reading/Writing
GG550	Social Studies
GG560	Creative Thinking
GG570	Visual/Performing Arts

### Representation Index

School and districts also may receive an identification representation index and a service representation index for two subgroups: economically disadvantaged and underrepresented minority. The underrepresented minority subgroup includes students reported with demographics of Black, Non-Hispanic; Hispanic; Multi-Racial; American/Alaskan Native; and Pacific Islander as of March 31. A school or district will only be able to



earn points for each individual representation index if there if there is an enrollment FTE of at least 15 in the subgroup. An example of how to calculate a representation index is shown in the table below.

<b>REPRESENTATION INDEX EXAMPLE</b>		
<b>STEP 1</b>	<b>STEP 2</b>	<b>STEP 3</b>
Calculate the percentage of economically disadvantaged students in the all-student population	Calculate the percentage of economically disadvantaged students in the gifted student population	Calculate the Representation Index by dividing the representation among gifted students by the representation among all students
If there are 1,000 students in the all-student population and 200 students are identified as economically disadvantaged, 20% of the all-student population is economically disadvantaged	If there are 300 students in the gifted student population and 30 of those students are identified as economically disadvantaged, 10% of the gifted student population is economically disadvantaged	Representation Index = 10% of gifted student population is economically disadvantaged divided by 20% of the all-student population is economically disadvantaged

## Gifted Performance Index Element

The gifted performance index is calculated using the same tests and methodology as the all-student performance index that is detailed in the [Achievement Component Technical Documentation](#). However, there are a couple of important distinctions. First, only test results of students who are gifted, paired by area of giftedness and subject of test, are included. This includes all applicable tests for students identified with superior cognitive ability. Second, the “maximum score” calculation used to determine the percentage of possible points is based on the average performance of the top 2% of districts and schools when evaluating the performance index among students who are gifted only.

As with the overall Performance Index, the Gifted Performance Index calculation requires a minimum of 15 unique accountable students with one test or more. Schools or districts with fewer than 15 accountable students who are gifted with applicable tests are not evaluated on this piece.

### Meeting the Gifted Performance Index Element

A school or district can “meet” the Gifted Performance Index element by earning a certain percentage of the school or district maximum gifted performance index score. Districts and Schools that meet the goal will earn 5 points towards the Gap Closing Component calculation. The annual goal for the Gifted Performance Index will transition in over three school years:

<b>SCHOOL YEAR</b>	<b>PERCENT OF GIFTED MAXIMUM PERFORMANCE INDEX SCORE – SCHOOL LEVEL</b>	<b>PERCENT OF GIFTED MAXIMUM PERFORMANCE INDEX SCORE – DISTRICT LEVEL</b>
2021-2022	95%	95%
2022-2023	96.5%	96.5%
2023-2024	97.5%	97.5%



## Gifted Progress Element

This element uses the gifted value-added calculation for schools and districts with at least 15 accountable students. The gifted progress element will be based on the value-added growth measure for students identified as gifted ([ORC 3302.021](#)). The gifted progress gain index is calculated using the same tests and methodology as the all-student progress gain index that is described in the [Progress Component Technical Documentation](#). Like the Gifted Performance Index, a test is used only when it matches the subject where the student is identified as gifted.

### Meeting the Gifted Progress Element

If a school or district earns the equivalent of a “3 – Star”, “4 – Star”, or “5 – Star” rating for the **Gifted** Progress calculation, they will meet the Gifted Progress element and earn 5 points toward the Gap Closing Component. The department will use the methodology adopted by the state board of education for assigning a rating for the progress component as described in the [Progress Component Technical Documentation](#).

## Gifted Identification and Services Element

The Gifted Identification and Services element is composed of several different identification and service percentages where schools and districts can earn points. Districts can earn points on up to 14 separate percentages or ratios. Schools can earn points on up to 8 separate percentages or ratios. The maximum points a school or district can earn is 140 points; however, each school and districts’ possible points is based on their unique enrollment and specific student subgroup composition.

### Identification

Identification percentages are calculated by dividing the FTE of students identified as gifted by the total FTE of all students enrolled in the school or district. Identification percentages for Superior Cognitive and Specific Academic Ability are calculated by grade bands at the district level, but for the entire school at the school level. Creative Thinking and Visual or Performing Arts percentages are calculated for the entire grade band level for both districts and schools. After percentages are calculated, they are compared to the appropriate scoring table in **Appendix A**.

- Districts have the opportunity to earn points for **5** different identification percentages
  - **4** -Superior Cognitive and Specific Academic Ability Identification Percentages
    - K-2 Grade Band
    - 3-6 Grade Band
    - 7-8 Grade Band
    - 9-12 Grade Band
  - **1** - Creative Thinking and Visual or Performing Arts Ability Identification Percentages
    - K-12 Grade Band
- Schools have the opportunity to earn points for **2** different Identification Percentages.
  - **1** - Superior Cognitive and Specific Academic Ability Identification Percentages
    - K-12 Grade Band
  - **1** - Creative Thinking and Visual or Performing Arts Ability Identification Percentages
    - K-12 Grade Band

### Services

Service percentages are calculated by dividing the FTE of students who received gifted services during the current school year by the FTE of students identified as gifted. Service percentages for Superior Cognitive and Specific Academic Ability are calculated by grade bands at the district level, but for the entire school at the school level. Creative Thinking and Visual or Performing Arts percentages are calculated for the entire grade band level for both districts and schools. After percentages are calculated, they are compared to the appropriate scoring table in **Appendix A**.

- Districts have the opportunity to earn points for **5** different service percentages.



- 4 - Superior Cognitive and Specific Academic Ability Service Percentages
  - K-2 Grade Band
  - 3-6 Grade Band
  - 7-8 Grade Band
  - 9-12 Grade Band
- 1 - Creative Thinking and Visual or Performing Arts Ability Service Percentages
  - K-12 Grade Band
- Schools have the opportunity to earn points for 2 different Service percentages.
  - 1 - Superior Cognitive and Specific Academic Ability Service Percentages
    - K-12 Grade Band
  - 1 - Creative Thinking and Visual or Performing Arts Ability Service Percentages
    - K-12 Grade Band

## Representation Index

A Representation Index is calculated for Identification of the underrepresented minority and economically disadvantaged subgroups and for Service of the underrepresented minority and economically disadvantaged subgroups. This measure uses FTE and not headcounts. A total then of 15 'FTE' is required for this element to be evaluated. After ratios are calculated, they are compared to the appropriate scoring table in **Appendix A**.

- Districts have the opportunity to earn points for 4 different Representation Indices.
  - 2 - Identification Indices
    - Underrepresented Minority
    - Economically Disadvantaged
  - 2 - Service Indices
    - Underrepresented Minority
    - Economically Disadvantaged
- Schools have the opportunity to earn points for 4 different Representation Indices.
  - 2 - Identification Indices
    - Underrepresented Minority
    - Economically Disadvantaged
  - 2 - Service Indices
    - Underrepresented Minority
    - Economically Disadvantaged

## Meeting the Gifted Identification and Services Element

Schools or Districts can meet the Gifted Identification and Services element portion of the Gifted Indicator if they earn a certain percentage of their possible points across their Identification, Service and Representation Index categories. Districts and Schools that meet the goal will earn 5 points towards the Gap Closing Component calculation. Their total possible points cannot exceed one hundred forty points, but it may be less depending on the subgroups present in the school. The annual goal will transition over three school years as shown in the table below.

SCHOOL YEAR	PERCENT OF POSSIBLE GIFTED IDENTIFICATION AND SERVICE POINTS
2021-2022	60%
2022-2023	70%
2023-2024	80%



## Appendix A:

### DISTRICT LEVEL SCORING

<b>SUPERIOR COGNITIVE AND SPECIFIC ACADEMIC ABILITY IDENTIFICATION</b>							
K-2 Grade Band		3-6 Grade Band		7-8 Grade Band		9-12 Grade Band	
Percent <i>Identified</i>	Points	Percent <i>Identified</i>	Points	Percent <i>Identified</i>	Points	Percent <i>Identified</i>	Points
0.0%	0 Points	0.0%	0 Points	0.0%	0 Points	0.0%	0 Points
0.1%	1 Points	0.1%	1 Points	0.1%	1 Points	0.1%	1 Points
1.0%	5 Points	3.0%	2 Points	3.0%	2 Points	3.0%	2 Points
2.0%	9 Points	5.0%	3 Points	5.0%	3 Points	5.0%	3 Points
5.0%	12 Points	10.0%	4 Points	10.0%	4 Points	10.0%	4 Points
10.0%	15 Points	15.0%	5 Points	15.0%	5 Points	15.0%	5 Points

<b>SUPERIOR COGNITIVE AND SPECIFIC ACADEMIC ABILITY SERVICES</b>							
K-2 Grade Band		3-6 Grade Band		7-8 Grade Band		9-12 Grade Band	
Percent <i>Served</i>	Points	Percent <i>Served</i>	Points	Percent <i>Served</i>	Points	Percent <i>Served</i>	Points
0.0%	0 Points	0.0%	0 Points	0.0%	0 Points	0.0%	0 Points
1.0%	2 Points	1.0%	2 Points	1.0%	2 Points	1.0%	2 Points
10.0%	4 Points	20.0%	4 Points	20.0%	4 Points	20.0%	4 Points
40.0%	6 Points	40.0%	6 Points	40.0%	6 Points	40.0%	6 Points
60.0%	8 Points	60.0%	8 Points	60.0%	8 Points	60.0%	8 Points
80.0%	10 Points	80.0%	10 Points	80.0%	10 Points	80.0%	10 Points

<b>CREATIVE THINKING AND VISUAL OR PERFORMING ARTS ABILITY IDENTIFICATION AND SERVICES</b>			
K-12 Grade Band			
Percent <i>Identified</i>	Points	Percent <i>Served</i>	Points
0.0%	0 Points	0.0%	0 Points
0.1%	1 Points	1.0%	1 Points
1.0%	2 Points	10.0%	2 Points
2.0%	3 Points	40.0%	3 Points
5.0%	4 Points	60.0%	4 Points
10.0%	5 Points	80.0%	5 Points

<b>ECONOMIC DISADVANTAGE REPRESENTATION INDEX</b>			
<i>Identification</i>		<i>Service</i>	
Representation Index	Points	Representation Index	Points
0.0	0 Points	0.0	0 Points
0.40	4 Points	0.40	2 Points
0.50	8 Points	0.50	4 Points
0.60	12 Points	0.60	6 Points
0.70	16 Points	0.70	8 Points
0.80	20 Points	0.80	10 Points



<b>UNDERREPRESENTED MINORITY REPRESENTATION INDEX</b>			
<b>Identification</b>		<b>Service</b>	
Representation Index	Points	Representation Index	Points
0.0	0 Points	0.0	0 Points
0.40	4 Points	0.40	2 Points
0.50	8 Points	0.50	4 Points
0.60	12 Points	0.60	6 Points
0.70	16 Points	0.70	8 Points
0.80	20 Points	0.80	10 Points

## SCHOOL LEVEL SCORING

<b>SUPERIOR COGNITIVE AND SPECIFIC ACADEMIC ABILITY IDENTIFICATION AND SERVICES</b>			
K-12 Grade Band			
Percent <b>Identified</b>	Points	Percent <b>Served</b>	Points
0.0%	0 Points	0.0%	0 Points
0.1%	5 Points	1.0%	5 Points
1.0%	10 Points	10.0%	10 Points
2.0%	15 Points	40.0%	20 Points
5.0%	20 Points	60.0%	30 Points
10.0%	25 Points	80.0%	40 Points
15.0%	30 Points		

<b>CREATIVE THINKING AND VISUAL OR PERFORMING ARTS ABILITY IDENTIFICATION AND SERVICES</b>			
K-12 Grade Band			
Percent Identified	Points	Percent Served	Points
0.0%	0 Points	0.0%	0 Points
0.1%	1 Points	1.0%	1 Points
1.0%	2 Points	10.0%	2 Points
2.0%	3 Points	40.0%	3 Points
3.0%	4 Points	60.0%	4 Points
5.0%	5 Points	80.0%	5 Points

<b>ECONOMIC DISADVANTAGE REPRESENTATION INDEX</b>			
<b>Identification</b>		<b>Service</b>	
Representation Index	Points	Representation Index	Points
0	0 Points	0	0 Points
0.4	4 Points	0.4	2 Points
0.5	8 Points	0.5	4 Points
0.6	12 Points	0.6	6 Points
0.7	16 Points	0.7	8 Points
0.8	20 Points	0.8	10 Points



### UNDERREPRESENTED MINORITY REPRESENTATION INDEX

<i>Identification</i>		<i>Service</i>	
Representation Index	Points	Representation Index	Points
0	0 Points	0	0 Points
0.4	4 Points	0.4	2 Points
0.5	8 Points	0.5	4 Points
0.6	12 Points	0.6	6 Points
0.7	16 Points	0.7	8 Points
0.8	20 Points	0.8	10 Points



# 2022-2023 SCHOOL YEAR

## Progress Component Technical Documentation

### TRADITIONAL DISTRICT AND SCHOOL REPORT CARDS

#### Introduction

Progress looks closely at the growth all students are making based on their past state test performances. The Progress Component measures the academic performance of students compared to expected growth on Ohio’s State Tests. This calculation uses a “value-added” model of measuring academic growth that compares the change in achievement of a group of students to an expected amount of change in achievement that is based on the students’ prior achievement history.

The Progress Component has one measure, the overall value-added progress measure, that contributes fully to the star rating. Students’ state tests results are examined through a series of calculations by the department’s vendor, SAS, to produce an overall value-added score. The overall value-added score is used to assign a star rating to schools and districts. There are additional data reported with the Progress Component which do not factor into the star rating and are noted below.

Previous component ratings were assigned based solely on a “growth index.” The growth index provides a level of evidence that the growth observed is statistically different than the growth expected. Another way to interpret this is that the growth index tells us how sure we are that the growth happened in comparison to what we expected.

As set forth in legislation, and through consultation with stakeholders, the updated Progress Component includes a second step to assign ratings. The second step uses an “effect size” to measure the magnitude and it helps standardize and interpret the value-added growth measurement. Another way to say this is that the effect size helps measure the amount of the growth that took place between the two years’ tests.

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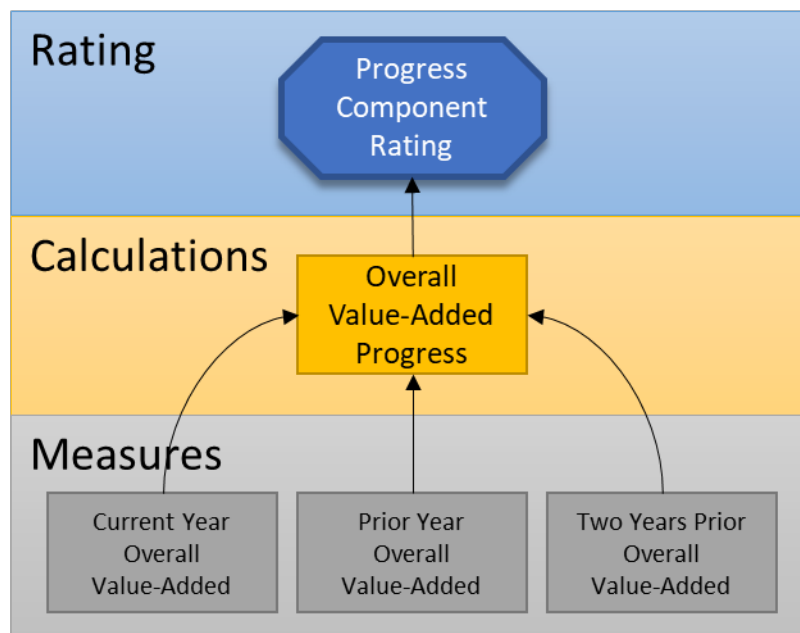


## Overview of the Component

This section includes descriptions of how the Progress Component is calculated and rated. References to Ohio Revised Code (ORC – state law) and Ohio Administrative Code (OAC - rule) are included.

The Progress Component will use the overall value-added score for a district or building with three consecutive years of value-added data as described in state law (ORC 3302.03). Since 2021-2022 was the first year that the Department used the new two-step calculation, the 2022-2023 ratings are based on two years of data (tests from 2021-2022 and 2022-2023). In 2023-24, the rating will be based on three consecutive years of data. When three consecutive years of data are available, the Department will weight the most recent year at 50% of the component rating, and 25% to each of the other years. If three consecutive years are not available, then the following applies:

- If two consecutive years of data are not available, the Department will use a single year to calculate the measure and component; weighted at 100%.
- If two consecutive years of data are available, the Department will weight the most recent year at 67% of the component rating, and 33% to the other year available.



Additionally, the Department reports the overall value-added score for a district or school for the most recent school year, and the trend data with the composite for the previous three school years (or two if only two available) in the Department's [Report Portal](#). These data points will not factor directly into the ratings and are reported for additional information only as required in state law ([ORC 3302.03](#)).

## Overview of the Measure

The term “value-added” refers to a statistical analysis used to measure the impact of districts, schools, and teachers on the academic growth (or progress rates) of groups of students from year to year. More simply put, academic growth is measured by looking at current achievement compared to prior achievement results on Ohio’s State Tests (OSTs).



## DEFINITIONS

**Effect Size:** an effect size is a value which measures how strong the relationship is between two variables in a population, or a sample-based estimate of that quantity or magnitude. For the Progress component, it means a composite measure of academic growth relative to the mean of the state as a whole that reflects the amount of academic growth of the school or district ([OAC 3301-28-01](#)). The numerical values for this element can be positive or negative numbers. On the positive side, the larger the effect size, the stronger the relationship between the two variables. When looking at a negative number, the smaller the effect size, the stronger the relationship between the two variables. For the current calculation, some districts or schools will have effect sizes of +0.7 at the high end or -0.7 at the low end. Effect size of +0.1 and greater and less than -0.1 are deemed to be statistically significant for districts. For school buildings the numbers reach statistical significance at +0.2 and -0.2.

**Growth Index:** a growth index is a measure of statistical certainty. For the Progress component, it means a composite measure of statistical significance that reflects the reliability of the data to indicate the academic growth of the school or district in relation to the state as a whole ([OAC 3301-28-01](#)). The growth index, also sometimes called the gain index, will fall in the range of +2.0 to -2.0 for almost all schools and districts. For this calculation, a growth index of +2.0 and higher meets the criteria to be deemed statistically significant. On the low end, a growth index less than -2.0 is deemed statistically significant.

## DATA ELEMENTS

- Score (converted to a normal curve equivalent)
- Test grade level
- Test date
- Majority of Attendance IRN
- Assessment Area

## TESTS USED IN CALCULATION

Grades 4-8:

- English Language Arts, Math

Grades 5, 8:

- Science

End of Course Tests

- English Language Arts II, Algebra I, Integrated Math I, Geometry, Integrated Math II, Biology, American History, American Government

## IMPACT OF SCHOOL GRADE SPANS

When using multiple years of data, there is a chance that a school will change the grades it serves from one year to the next. In cases where a school no longer serves a specific grade, the prior year data from that grade continues to be included in the calculation for the years it is relevant. For example, if an elementary school served kindergarten through sixth grade in 2022-2023 and then switches to only serve kindergarten through fifth grade in 2023-2024, the school's sixth grade tests from 2023-2024 will be included in the building level calculation for the two-year composite calculated for the 2024 report card and the three-year composite calculated for the 2025 report card.

Similarly, when a school adds a grade (e.g. – the sixth grade from the example above moves over to the middle school that formerly had served only grades 7 and 8), the data from that grade does not follow to the new building. Thus, for this example, the middle school would only have one year of 6th grade data in 2023-24 but would use two years' data to calculate the growth for 7th and 8th grade. In 2024-25, the school would have two years' data for 6th grade and three years' data for grades 7 and 8.



## Component Rating

School level effect sizes are much more variable than district level effect sizes. This is because growth is the average across a group of students, and districts tend to be much larger than schools. The combination of maintaining consistent policy and accounting for the differences between schools and districts results in small, but important, differences for the cut points as they impact schools and districts. The table below shows the differences in the data needed to assign the five-star ratings.

DISTRICT RANGE	RATING	RATING DESCRIPTION
Growth index of at least +2 and effect size of at least +0.1	5 Stars	Significant evidence that the district exceeded student growth expectations by a larger magnitude
Growth index of at least +2 and effect size of less than +0.1	4 Stars	Significant evidence that the district exceeded student growth expectations
Greater than or equal to -2 but less than +2	3 Stars	Evidence that the district met student growth expectations
Less than -2 and effect size of at least -0.1	2 Stars	Significant evidence that the district fell short of student growth expectations
Less than -2 and effect size of less than -0.1	1 Star	Significant evidence that the district fell short of student growth expectations by a larger magnitude

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

## Additional Resources on Value-Added

### SAS TECHNICAL DOCUMENTATION

Ohio uses a contractor, SAS, Inc., to calculate the value-added progress dimension scores. Additional technical documentation about the calculations can be found on the Department's [Value-Added Resources](#) page. These documents will provide readers with information about the older calculations and the one used today.

### EVAAS WEBSITE

Ohio's value-added data is available to members of the public on the [Ohio EVAAS](#) webpage. School and district personnel can review their unmasked student-level growth data by logging in to the restricted EVAAS website with a username and password. Members of the general public cannot gain access to the restricted site due to student-privacy laws, but appropriate school district personnel may contact their district's EVAAS Administrator (a role in OEDS-R) to request that access be established for them.

**The 2023 school and district report card grades must be released no later than September 15, 2023. The EVAAS website will not be updated with 2023 value-added data until several weeks later (usually in**



early October). Thus, there is a period of about 3 weeks when the two sites do not align with the ratings and data. The EVAAS site reports the school year being displayed at the top of each report with a heading that says “Year”. Users who are visiting the EVAAS site can review the “Year” label to determine whether the data have been updated and thus align to the latest report card.



# 2022-2023 School Year Early Literacy Component

## TRADITIONAL DISTRICT AND SCHOOL REPORT CARDS

### Introduction

The Early Literacy Component measures reading improvement and proficiency for students in kindergarten through third grade. This component includes three different unrated measures that help provide a more complete picture of early literacy in our schools and districts. The three measures are combined to create a single rating for the Early Literacy Component. The details of each measure and how the rating is assigned for this component can be found in this technical document.

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## Overview of Component and Measures

This section includes descriptions of each measure within the Early Literacy Component. References to Ohio Revised Code (*ORC – state law*) and Ohio Administrative Code (*OAC - rule*) are included. Additional details on the calculation and reporting codes are included in the calculation section of this document.

### PROFICIENCY IN THIRD GRADE READING

This measure reports how many students score proficient or higher on the **reading segment** of the Third Grade English Language Arts test. It is important to note that this score is separate from reaching overall proficiency on the Third Grade English Language Arts test.

- Students who reach proficiency on the **reading segment** of the test will be included in the numerator, even if they do not reach proficiency on the overall test.
- Students who reach proficiency on the overall test but do not reach proficiency on the **reading segment** of the test will not be included in the numerator.

This calculation measures how well each school and district is doing in supporting students to reach proficiency with a specific focus on reading at the third-grade level.

This measure is defined in [Ohio Revised Code 3302.03](#) and [Ohio Administrative Code 3301-28-07](#).

### PROMOTION TO FOURTH GRADE

This measure reports the percentage of students in the third grade who were promoted to the fourth grade and were not subject to retention.

This measure is defined in [Ohio Revised Code 3302.03](#) and [Ohio Administrative Code 3301-28-07](#).

### IMPROVING K – 3 LITERACY

This measure uses two consecutive years of data to evaluate how well schools and districts are doing at providing the supports needed to help struggling readers become on track with their reading. The calculation starts by identifying the number of students who were **not on-track (i.e., were not reading at grade level)** based on reading diagnostic assessments given at the beginning of the prior school year, or the current school year for 3<sup>rd</sup> graders. Students scoring not-on-track are required to be placed on a Reading Improvement and Monitoring Plan for that school year. The students come back to school the following year, and take another diagnostic. Third graders who remain in the school take the Ohio State Test in the spring. The calculation measures how many students are identified as being **on track (i.e., reading at grade level)** on that second reading diagnostic assessment or Ohio State Test in 3<sup>rd</sup> grade.

This measure is defined in [Ohio Revised Code 3302.03](#) and [Ohio Administrative Code 3301-28-07](#).

## Determining Students Included in this Component

Each measure uses a different set of business rules to determine which students are included in the calculation. To be included in the calculation that measures proficiency on the reading segment of the 3<sup>rd</sup> grade ELA assessment, students must meet the systemwide accountability rules outlined in the [“Where Kids Count” document](#) and meet the “standard” full academic year (FAY), which means they must be enrolled continuously from the Friday of the first full week of October through March 31. Students who take the Alternate Assessment for Students with Significant Cognitive Disabilities are filtered out of the calculation because that assessment has no separate score that measures proficiency on just the reading standards.

The Promotion to Fourth Grade calculation uses an “extended” full academic year, which means the students not only must meet the standard FAY but must stay enrolled in the school or district through the end of the



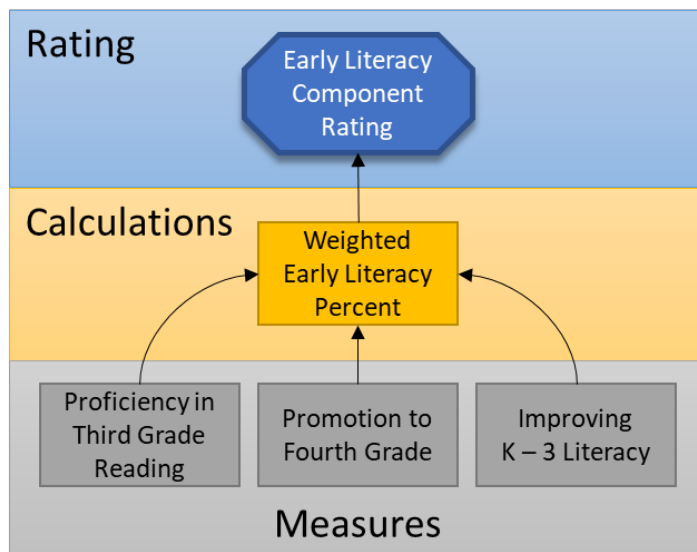
school year to be included. This ensures the school or district has the full opportunity to serve the student and prepare them to meet a pathway to promotion prior to being held accountable.

The Improving K - 3 Literacy measure uses a “modified” full academic year for the pieces of the calculation that measure improvement for students across the grade pairings of kindergarten to first grade, first grade to second grade and second grade to third grade. The modified FAY means the student must meet the FAY in the prior year and must come back and take the next year’s diagnostic at the same school or district in order to be included. The last piece of this calculation evaluates how many third graders who are not on track with their third-grade diagnostic score at the beginning of third grade ultimately score proficient on the third grade ELA assessment. Since this calculation uses data from just one school year, the ‘standard’ FAY is used.

## Business Rules

### HOW THE COMPONENT SCORE IS CALCULATED

The three measures are each prescribed a weight in state law that must be applied before adding the results to create a Weighted Early Literacy Percent. The Weighted Early Literacy Percent is then compared to a range of scores to determine the star rating for the Early Literacy Component.



It is important to note that two sets of weights are outlined in the law. In situations where the school or district **does not** have a measure for Improving K – 3 Literacy, the Proficiency in Third Grade Reading contributes 60% of the weighted component, while the Promotion to Fourth Grade contributes 40%. The second set of weights is for situations where the school or district **does** have a measure for Improving K – 3 Literacy. In this case the Proficiency in Third Grade Reading contributes 40% to the weighted component, the Promotion to Fourth Grade contributes 35%, and the Improving K – 3 Literacy contributes to 25%.

The table below shows this process as measures are weighted and combined to form the weighted percent that is then used to assign the final rating for this component.

Measure	Weight	Weighted Percent	Score Range	Stars
Proficiency in Third Grade Reading	60% / 40%	Weighted Early Literacy Percent	From 88% to 100%	5
			From 78% to less than 88%	4
Promotion to Fourth Grade	40% / 35%	(Sum of weighted measure percent's)	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



Ohio Administrative Code ([3301-28-10](#)) includes descriptions to accompany each of the possible early literacy ratings. The table below shows these descriptions alongside their associated ranking.

Rating	Rating Description
5 Stars	Significantly exceeds state standards in early literacy (K-3)
4 Stars	Exceeds state standards in early literacy (K-3)
3 Stars	Meets state standards in early literacy (K-3)
2 Stars	Needs support to meet state standards in early literacy (K-3)
1 Star	Needs significant support to meet state standards in early literacy (K-3)

## WEIGHTING ADJUSTMENTS

The weights listed above are written into Ohio Revised Code, however, there also may be circumstances where there are not enough accountable students for a measure to be calculated. In those situations, the weights will be adjusted using the following table.

Measure	Measure Weighted Percentage						
Proficiency in Third Grade Reading	40	60	60	N/A	100	N/A	N/A
Promotion to Fourth Grade	35	40	N/A	60	N/A	100	N/A
Improving K – 3 Literacy	25	N/A	40	40	N/A	N/A	100

## How The Measures are Calculated

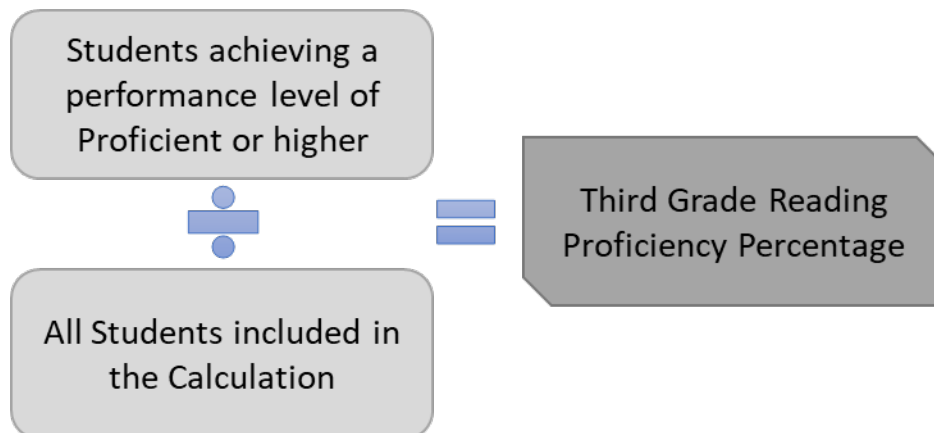
This section will detail the data, calculations, and business rules used to create the measures that make up the Early Literacy component.

### PROFICIENCY IN THIRD GRADE READING

This measure reports the percent of third graders who take the third-grade English language arts state test and receive a score of Proficient or higher on just the reading segment that measures their performance on the state’s reading standards.

For the **2022-2023** school year to receive a performance level of proficient or higher, students need to receive a score of **\_50\_** or above. For students who take this test more than once (it’s offered in the fall, spring, and summer), the highest score is used.

Calculation Description



Business rules for inclusion in this calculation:





*Basic Details:*

- **N-Size:** 10 students with valid third-grade ELA scores
- **Subjects:** English Language Arts
- **Subgroups:** All Students
- **Grades:** 3
- **Tests:** ELA 3
- **Alternate Assessments Included:** No for students with significant cognitive disabilities no separate score exists to measure proficiency on the state’s reading standards
- **Full Academic Year:** Yes

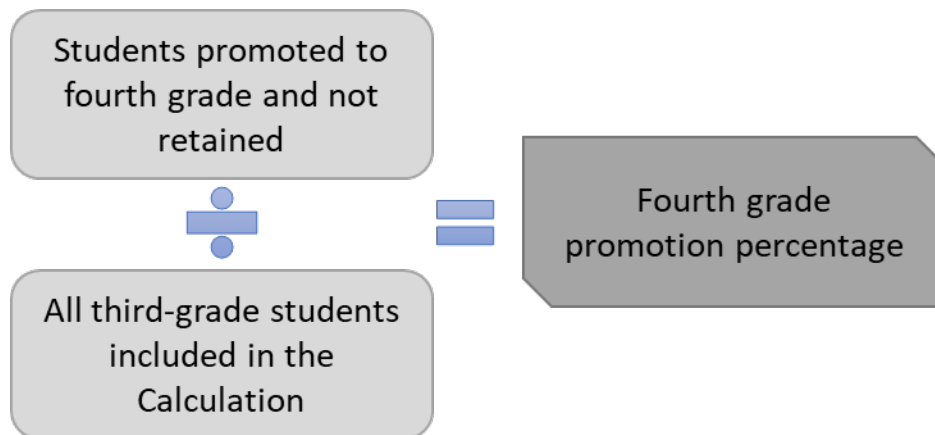
*Full Details:*

- Only first-time third graders are included.
- Students who meet the ‘standard’ full academic year (FAY) rules are included in this calculation. This means that students must be enrolled continuously from the Friday of the first full week in October through March 31.
- Students who are accelerated beyond 3<sup>rd</sup> grade are not included as these students do not take the 3<sup>rd</sup> grade ELA test.
- This calculation uses the same systemwide business rules used for the third grade ELA Indicator calculation with the following filters or business rules outlined below. See the “Indicators” document for more information on the filters used to include students in the 3<sup>rd</sup> grade ELA indicator.
  1. Students who have a three-digit ELA scale score reported but do not report the two-digit reading sub-score are included in the calculation and are deemed **not proficient**.
  2. Students who take the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) are excluded from the measure as that test has no separate score to measure proficiency on the reading standards only.
  3. Retained 3<sup>rd</sup> graders who take the OST assessment again are filtered out of the denominator.

## PROMOTION TO FOURTH GRADE

This measure calculates the percent of third graders who are promoted to the fourth grade and are not subject to retention.

### Calculation Description



Business rules for inclusion in this calculation:

*Basic Details:*

- **N-Size:** 10 Students
- **Subjects:** English Language Arts



- **Subgroups:** All Students
- **Grades:** 3
- **Tests:** ELA 3, Reading Diagnostics
- **Alternate Assessments Included:** Yes
- **Full Academic Year:** This calculation uses an “extended” full academic year calculation.

*Full Details:*

## **PROMOTION TO 4<sup>TH</sup> GRADE PERCENTAGE CALCULATION**

If a student is not on track with reading by the end of third grade, they might be retained in 3<sup>rd</sup> grade. The promotion to 4<sup>th</sup> grade is a statistic to report what percentage of students meet the bar to be promoted to the fourth grade. The details below will explain how a student can be promoted and how the percentage is calculated. Under House Bill 33 of the 135th General Assembly, any district, community school, STEM school or chartered nonpublic school that would have retained students who did not meet the promotion score on Ohio’s State Test for grade 3 English language arts during the 2022-2023 school year must promote those students to fourth grade unless a student’s parent or guardian requests otherwise.

Any student who is coded with the following Retention Codes will be included in the numerator of the calculation. The codes include: “\*”, “D”, “E”, “F”, “G”, “J”, “K”, “L”, “M”, “N”, “2”, “3”, “4”. Students with Retention Codes of “A”, “H”, “1” and “5” are considered to be retained in this calculation and are not included in the numerator of the calculation.

The Department does a cross check between the codes “\*”, “1”, “2”, “3”, and “4” and the fall and spring 3<sup>rd</sup> grade ELA scores reported as well as the vendor file for the summer 3<sup>rd</sup> grade ELA to verify students who have met the promotion scores to be promoted to 4<sup>th</sup> grade. If a student has met the promotion scores, they will be counted in the numerator, if they did not, they will be considered as retained and only count in the denominator. Except for the “\*”, these students will be counted in the numerator because of the HB33 flexibility.

### **Building the Denominator**

In order to determine the percent of students promoted, the Department also must identify who is included in the calculation and who is removed. This pool of “included” students is the denominator from which the promotion percentage is calculated.

The calculation starts with any student who is reported with a grade of 3 for the current school year, but then some students are filtered out of the calculation.

This calculation uses an ‘extended’ full academic year (FAY) calculation as a filter to remove students from the calculation. The extended FAY requires a student to be enrolled continuously from the Friday of the first full week in October through the end of the school year. This ensures the school or district has the maximum opportunity to provide a student with services so that he or she meets a pathway to promotion. Another filter removes repeat 3<sup>rd</sup> graders during their second/subsequent year(s) in the 3<sup>rd</sup> grade so that each student is counted in only one year’s promotion calculation.

Additionally, a filter removes from the calculation those students who were not reported with a severe cognitive disability (no Retained Status Element of “G” as noted in the bullet immediately above), but who took the alternate assessment for students with significant cognitive disabilities (AASCD). This test type is noted in the IEP Test Type Option (GE160) of “ALT”.

## **IMPROVING K – 3 LITERACY**

This measure looks at which students were deemed to be “not on track” on the kindergarten, first grade, second grade, and third grade reading diagnostics to build the denominator of the measure. The numerator is



the number of students whose reading skills improved to being “on track” when they took their next reading diagnostic the following school year, or 3<sup>rd</sup> grade ELA test in the current school year for 3<sup>rd</sup> graders.

The sum of all students who were found to have moved from being “not on track” to being “on track” is then divided by the sum of all students who were initially found to be “not on track”. The result is the Improving Literacy in K-3 Readers percentage.

Due to the way this measure creates subsets of students and looks at results across multiple assessments it can be complicated to understand how and where the numbers are derived. The next section will go over what students are included with the business rules, how the students are subset for this measure, how the data gets paired across years, and how the calculation is performed.

## Business Rules

### *Basic Details:*

- **N-Size:** 10 Students
- **Subjects:** English Language Arts
- **Subgroups:** All Students
- **Grades:** 3
- **Tests:** ELA 3, Reading Diagnostics
- **Alternate Assessments Included:** Sometimes – if a student identified to take the alternate assessment takes a reading diagnostic and has an on-track/not-on-track status reported, they are included in the measure. If the student is reported as being exempt from taking diagnostic tests, they are excluded
- **Full Academic Year:** Yes

### *Full Details:*

This measure relies on the “Where Kids Count” rules to determine whether a district or school should be held accountable for a student’s improvement. However, because the calculation follows some students across two school years, some grade pairings use a modified full academic year. **The calculation includes two different timeframes for accountability based on grade level.**

## **Improving K – 3 Literacy: Business Rules for Kindergarten – Second Grade**

Beginning in 2022-2023 students in kindergarten were required to be tested no later than the 20<sup>th</sup> day of instruction of the school year, and students in Grade 1 or Grade 2 continued to be required to be tested no later than September 30 using whichever approved reading diagnostic each district chose to use. Districts were required to place the K-2 students on a Reading Improvement and Monitoring Plan (RIMP) for the prior school year if they were deemed to be “not on track” with their literacy skills and they served them with one or more reading interventions designed to improve their reading skills.

Students came back in the current year and were tested a second time to determine whether those interventions were successful in improving the students’ literacy levels by the time they moved to the next grade level. Because the reading interventions took place during the prior school year, the calculation looks at that year’s data when determining whether a district or school should be held accountable for a student’s improvement.

The business rules below outline which school year’s data is used for each element when determining accountability. For students reported in Kindergarten through Grade 2, a district will be held accountable if the following apply:

- The student was enrolled in a district for a full academic year as reported in the Majority of Attendance IRN element for the prior school year.

AND



- The student was enrolled in the same district as of the Friday of the first full week in October (formerly called October Count Week) for the current School Year

AND

- Student How Received Element for the prior and current school year = “\*”, “3”, “7”, “8”, “9”, “A”, “C”, “D”, “G”, “J”, “K”, M”, “R”, “S”, “U”, “W”, and “Y”; and Student Percent of Time for both school years > 0.

OR

- The prior and current school year Sent Reason Element = “CT,” “JV,” “PI,” “PS,” “MR,” “NP,” “OS” or “CR” (note that some codes may not be used for students in grades K-3).

OR

- For the prior and current school year the student is one that the district sent to a special education cooperative program at another district. These students will be included in the home district’s calculation based upon the data reported by the district educating the student. The educating district would report the students with a How Received Element = “B”.

AND

- For the prior and current school year the Tuition Type Element = “D” and “T”

AND

- For How Received = “K”, the student counts at the STEM school but for district accountability, the student is moved from the STEM school to the student’s resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district.

AND

- For students reported with a How Received of “P”, “Q” or “T”, their accountability is set to the state level only.

AND

- Excludes students with LEP = “L” and “S” and foreign exchange students who have been in US schools for fewer than 360 days during the prior and current school year.

### Improving K – 3 Literacy: Business Rules for Third Grade

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Assessment			1		2					2		2

Students in the third grade are required to be tested no later than September 30, and they, too, must be placed on a Reading Improvement and Monitoring Plan (RIMP) within 60 days of a diagnostic score where they are deemed to be “not on track.” The goal is for districts to improve the third graders’ reading level so that they will pass **the ELA Ohio State Test either in the fall, spring, or summer of the current school year**. Since these interventions take place entirely during the current school year, the calculation looks only at that timeframe when determining whether a district or school should be held accountable for the student’s improvement. A district will be held accountable for a third-grade student if all the following apply:

- The student was enrolled in a district for a full academic year as reported in the Majority of Attendance IRN element for the current school year.

AND

- Student How Received Element for the current school year = “\*”, “3”, “7”, “8”, “9”, “A”, “C”, “D”, “G”, “J”, “K”, M”, “R”, “S”, “U”, “W”, and “Y”; and Student Percent of Time is > 0.

OR

- Current school year Sent Reason Element = “CT,” “JV,” “PI,” “PS,” “MR,” “NP,” “OS” or “CR” (note that some codes may not be used for students in grades K-3).

OR

- For the current school year the student is one that the district sends to a special education cooperative program at another district. These students will be included in the home district’s calculation based upon the data reported by the district educating the student. The educating district would report the students with a How Received Element = “B”.

AND



- For the current school year, the Tuition Type Element = “D” and “T”
- AND
- For How Received = “K”, the student counts at the STEM school but for district accountability, the student is moved from the STEM school to the student’s resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district.
- AND
- For students reported with a How Received of “P”, “Q” or “T”, their accountability is set to the state level only.
- AND
- Excludes students with LEP = “L” or “S” and foreign exchange students who have been in US schools for fewer than 180 days during the current school year.

### **Additional Business Rules for the Improving K - 3 Literacy Measure**

Listed below are some additional business rules that are used in the Improving K – 3 Literacy calculation. It is important to understand that some of these rules are different from the business rules that allow a student to be promoted to the fourth grade. Thus, it is possible for a school or district to have zero students retained, but to have less than 100% for the third-grade improvement percentage.

Per state law, the Improving K – 3 Literacy calculation uses only the scale score from the entire ELA test. Thus, students need a scale score of **700** to reach the Proficient range on the third grade ELA OST and this is the minimum score that places the student in the numerator when calculating the third-grade improvement percentage.

In addition, students who do not reach the promotion score on the fall or spring OST have the opportunity to retake the test in the summer and for the purpose of the Improving K – 3 Literacy calculation and these scores also are included.

The Improving K – 3 Literacy calculation does not use alternative vendor assessments when calculating the third-grade improvement percentage.

Accountable students who were retained in Kindergarten, Grade 1 or Grade 2 are included in the calculation if they were deemed to be “not on track” in their prior school year. However, instead of looking at whether the student improved from “not on track” to “on track” across two grades (i.e. improving between Kindergarten and Grade 1) the calculation looks at whether the student improved from “not on track” to “on track” within the same grade (i.e. Kindergarten diagnostic taken in the prior school year to Kindergarten diagnostic taken in the retained school year).

Students who are retained in Grade 3 are **not** included in the calculation during their second year of third grade.

Students who are formally accelerated from kindergarten to Grade 2 or Kindergarten to Grade 3 or who are formally accelerated from Grade 1 to Grade 3 **are** included if their prior year reading diagnostic identified them as being “not on track” in that school year. The calculation will look at whether the student improved from “not on track” to “on track” from the original grade to the accelerated grade (e.g. from Kindergarten to Grade 2).

Students who are formally accelerated from Grade 2 to Grade 4 are **not** included in the calculation.

Students who are exempt from taking the diagnostic assessments (Reported with Code “EX”) due to a ‘significant cognitive disability’ are **not** included in the calculation.

For **any** student with **any** disability, it is up to the student’s IEP team to decide whether they should be subject to retention in the third grade for failing to meet the promotion score on the third grade OST and in some cases



a student may be exempt from retention. It is important to understand that while some students are exempt from the consequences of not meeting the promotion score, their OST data are still included in the Improving At-Risk K-3 Reader’s measure for the purpose of calculating the third-grade improvement percentage **except** in cases where the student is deemed to have a significant cognitive disability and is exempt from taking diagnostics.

State law requires that a conversion community school’s data be rolled up to the public school district that sponsors the conversion school unless the school is a dropout recovery school. For the purpose of the Improving K – 3 Literacy measure if the conversion school’s accountability data rolled up in both the prior and current year, then the Improving K – 3 Literacy data will be included in the list of elements that roll to the district that sponsors the school in the following year.

The law also permits a start-up community school to have a data roll up agreement with the school district where the start-up school is located if the two entities so desire. For the purpose of the Improving K – 3 Literacy measure, if the start-up school’s accountability data rolled up to its resident district in both the prior and the current year, then the Improving K – 3 Literacy data will be included in the list of elements that roll to the district in the following year.

In some cases, a student who was required to be assessed with a diagnostic may not have taken the test in either the previous or current school year. The table below shows how students are counted based on whether the missing score is from the previous or current school year and based on the result from the test taken in the other year.

Prior School Year	Current School Year	Result for K-3 Calculation
Tested with diagnostic and deemed to be “not on track”	Required to be tested, but test never administered	Deemed to be “not on track” Included in denominator, but not numerator because of initial year “not on track” score
Tested with diagnostic and deemed to be “on track”	Required to be tested, but test never administered	Not included in calculation because of initial year “on track” status
Required to be tested, but test never administered	Tested with diagnostic or OST – and deemed to be “not on track” or failed OST	Deemed to be “not on track” based on current year’s status; Included in denominator, but not numerator
Required to be tested, but test never administered	Tested with diagnostic or OST – and deemed to be “on track” or passed OST	Not included in calculation because of the ‘on track’ or passing status

A final provision in state law says that any school or district that has fewer than **ten percent** of their Kindergartners reading below grade level in the current school year they will not have this measure calculated. Of note, the current year Kindergartners are not part of the Improving K-3 Literacy calculation examining improvement until the following school year.

**Student Subsets for Improving K - 3 Literacy Measure**

When students take a reading diagnostic, they either are deemed to be ‘on track’ or ‘not on track’, depending on their ability to read at a level aligned with the assessment they have taken.

This measure takes note of the students who were deemed to be ‘not on track’ on an initial diagnostic assessment. These students must be placed on a Reading Improvement and Monitoring Plan and served with interventions before taking another assessment. As they take their next assessment they either will still be ‘not on track’ or they will move to being ‘on track’. The diagram below shows the possible outcomes between a first and second assessment.



First Assessment	
'On Track'	'Not on Track'

Second Assessment		
'On Track'	Previously 'Not on Track' but moved to 'On Track'	Students remaining 'Not on Track'

### Data Pairs

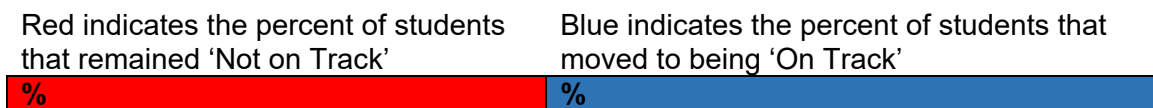
Because each calculation uses two different tests we create “pairs” of data that we label as years on the report card.

- **Year 1:** Reports of the students who were deemed to be 'Not on Track' on the kindergarten reading diagnostic, what percent became 'On Track' when taking their first grade reading diagnostic and what percent remained 'Not on Track'.
- **Year 2:** Reports of the number of students who were deemed to be 'Not on Track' on the first grade reading diagnostic, what percent became 'On Track' when taking their second grade reading diagnostic and what percent remained 'Not on Track'.
- **Year 3:** Reports of the number of students who were deemed to be 'Not on Track' on the second grade reading diagnostic, what percent became 'On Track' when taking their third grade reading diagnostic and what percent remained 'Not on Track'.
- **Year 4:** Reports of the number of students who were deemed to be 'Not on Track' on the third grade reading diagnostic, what percent became 'On Track' when taking their third grade English Language Arts State Test later in the fall or in the spring or summer.
- **Overall:** This row combines the numbers in the other four rows to show of the total number of students across the four grades who were deemed to be 'Not on Track' with one of the diagnostic tests, what percent became 'On Track' when taking their next test and what percent remained 'Not of Track'.

## READING THE REPORT CARD WEBPAGE CHARTS

On the report card webpage data pairs are displayed under the “Improving K-3 Literacy Measure Details” tab on the Early Literacy Component page.

The overall Early Literacy percentage and Details of the Measure figures are displayed as percentage bars. With red indicating the percentage of students in a year or grade that remained “Not on Track”. While blue indicates the percentage of students that moved to being “On Track”.



### Calculation Visual for Improving K - 3 Literacy Measure

Schools that serve at least two grades between kindergarten and second grade (e.g., K-1, K-2 or 1-2) will receive an Improving K – 3 Literacy Measure. A school that serves grade 3, regardless of what other grades are served also will receive the measure.

While gathering the data for this measure is complex, the calculation for this measure is simple. The students who are deemed to be “Not on Track” with their reading diagnostic are summed to create the denominator. The students who had been ‘Not on Track’ and whose reading improved to move them to being “On Track” are summed to create the numerator. The division is performed, and the resulting number is the Improving K – 3 Literacy measure percentage. The diagram below shows how the data pairs are summed to get the totals.

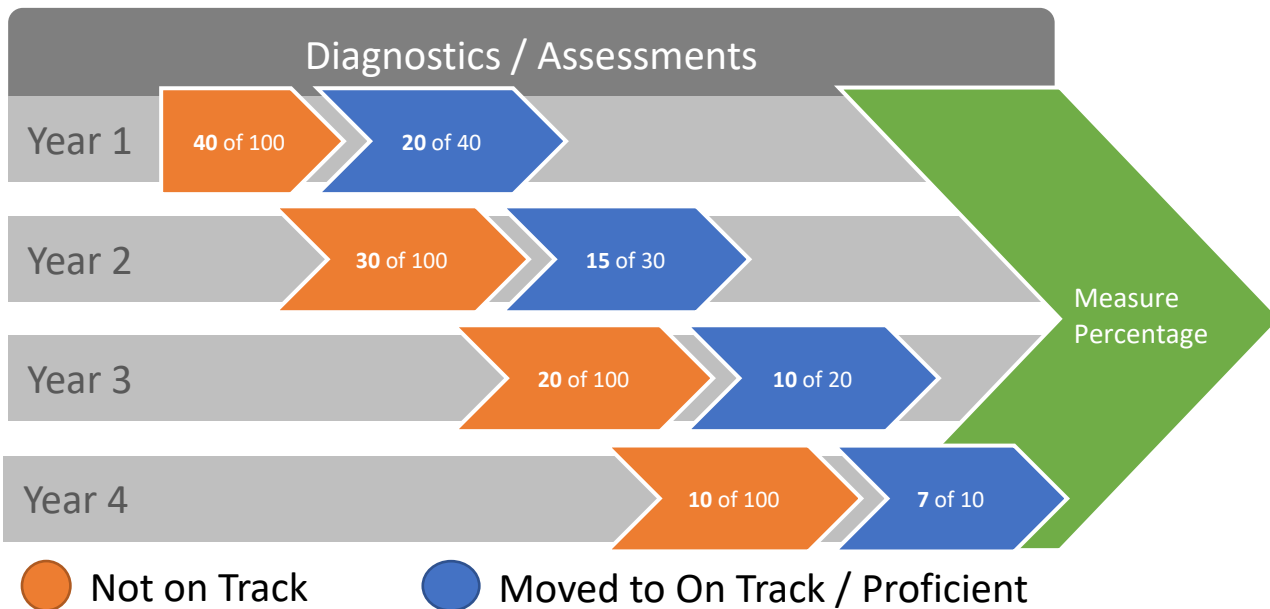


Year 1	Year 2	Year 3	Year 4	Divide to find %	Measure %
Kindergarteners deemed to be 'Not on Track' who moved to being 'On Track' in the following year	First graders deemed to be 'Not on Track' who moved to being 'On Track' in the following year	Second graders deemed to be 'Not on Track' who moved to being 'On Track' in the following year	Third graders deemed to be 'Not on Track' who moved to being 'On Track' later in the same year	Sum of all students moving from 'Not on Track' to 'On Track'	Improving Literacy in K-3 Readers Percentage
Kindergarteners deemed to be 'Not on Track'	First graders deemed to be 'Not on Track'	Second graders deemed to be 'Not on Track'	Third graders deemed to be 'Not on Track'	Sum of all students deemed to be 'Not on Track'	

### Example Calculation for Improving K - 3 Literacy Measure

The diagram below shows an example calculation. In this example for Year 1 there are 40 students out of 100 that were found to be “Not on Track” in kindergarten. The calculation follows those 40 students when they take their next diagnostic to determine how many were able to move to being “On Track”. In this example, 20 of those 40 were able to move to being “On Track”. The 40 that were “Not on Track” becomes the first number in the denominator while the 20 that were initially “Not on Track” but moved to being “On Track” becomes the first number in the numerator.

The same pattern follows for all the available data pairs (see the section above on data pairs) to generate the numbers which are added together for the numerator and denominator and turned into the final percentage.



$$\begin{array}{r}
 \text{Sum of Moved to 'On Track' - } 20 + 15 + 10 + 7 \\
 \div \\
 \text{Sum of 'Not on Track' - } 40 + 30 + 20 + 10 \\
 \hline
 = 52\%
 \end{array}$$





# 2022-2023 School Year Graduation Component

## TRADITIONAL DISTRICT AND SCHOOL REPORT CARDS

### Introduction

The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate. A weighted graduation rate is calculated using the weights established in state law so that the four-year graduation rate contributes 60% toward the component rating, and the five-year graduation rate contributes 40% toward the component rating.

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## Overview of Component and Measures

This section includes descriptions of each measure within the Graduation Component. References to Ohio Revised Code (ORC – state law) and Ohio Administrative Code (OAC - rule) are included. Additional details on the calculation and reporting codes are included in the calculation and business rule section of this document.

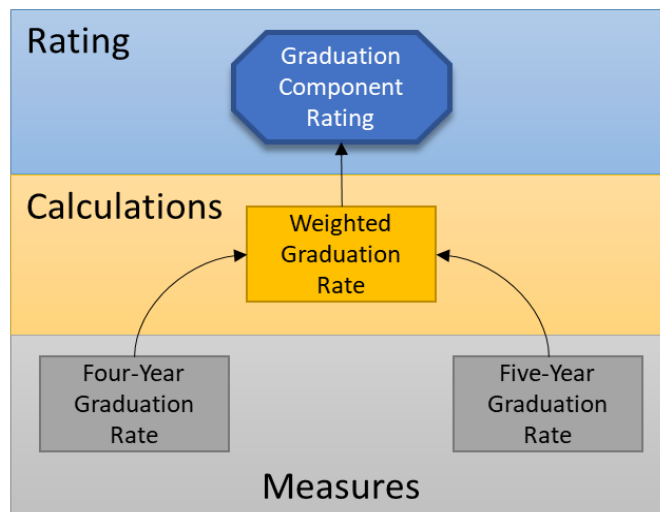
### FOUR-YEAR ADJUSTED COHORT GRADUATION RATE

The four-year adjusted cohort graduation rate (([ORC 3302.01\(G\)](#))) is calculated by dividing the number of students who graduate in four years or less with a regular or honors diploma by the number of students who form the final adjusted cohort for the graduating class. *More details of this calculation can be found in the following sections of this document.*

### FIVE-YEAR ADJUSTED COHORT GRADUATION RATE

The five-year adjusted cohort graduation rate ([ORC 3302.01\(G\)](#)) is calculated by dividing the number of students who graduate in five years or less with a regular or honors diploma by the number of students who form the final adjusted cohort for the graduating class. *More details of this calculation can be found in the following sections of this document.*

The resulting graduation rates are multiplied by the weights established in state law ([ORC 3302.03](#)) to create a weighted graduation rate as defined in state rule ([OAC 3301-28-05](#)). The weighted graduation rate is the value used to determine the Graduation Component rating.



## Definitions

This section describes several groups of students that will be referred to later in the document. The definitions below are specific to the 2023 report card which will capture the four-year graduation rate for the Class of 2022, and the five-year graduation rate for the Class of 2021. Additional references for EMIS Reporting Codes can be found in the [EMIS Manual](#).

- 2022 Cohort – First time ninth graders in FY2019. State Equivalent Grade of 09 Reported in FY19 or Fiscal Year that Student Began Ninth Grade Element=2019. see section on cohort placement.
- 2021 Cohort – First time ninth graders in FY2018. State Equivalent Grade of 09 Reported in FY18 or Fiscal Year that Student Began Ninth Grade Element=2018. see section on cohort placement.
- 2022 Cohort Graduates –These are students in the 2022 Graduating Cohort who are reported during or before the FY2022 G (“graduate”) reporting period with a Diploma Date and a Diploma Type of ‘1’



(*REGULAR DIPLOMA*), or '2', '4', '5', '6', '7', '8' (*DIPLOMA WITH HONORS*) (including summer graduates).

- 2021 Cohort Graduates – These are students in the 2021 Graduating Cohort who are reported during or before the FY2022 G (“graduate”) reporting period with a Diploma Date and a Diploma Type ‘1’ (*REGULAR DIPLOMA*), or ‘2’, ‘4’, ‘5’, ‘6’, ‘7’, ‘8’ (*DIPLOMA WITH HONORS*) (including summer graduates).
- High School Dropouts – The number of dropouts (*WITHDRAWAL REASON* = ‘71’, ‘72’, ‘73’, ‘74’, ‘75’, ‘76’, ‘77’, ‘78’, ‘79’).
- Students Reported in Error –The number of students (*WITHDRAWAL REASON* = ‘81’) reported in error by the school or district.
- Non-graduates – Students who do not graduate prior to the summer cutoff date for any reason including, but not limited to, lack of credits, failure to pass a required course, failure to pass required tests, regular education students enrolled in a program that takes longer than four (or five) years to complete and special education students who remain in high school per their IEP.
- Summer Cutoff Date –To count as a summer graduate, students must earn their diplomas, at least one day **before** the date when a majority (more than 50%) of the buildings in a district have students in session for the next school year using their calendars. Students who graduate on or before the cutoff date are counted as graduates in the current school year. Students who graduate after this date are counted as graduates in the next school year.
- Transfers In – These are students who transfer to an Ohio public school sometime during their high school years (Grades 9-12). When a student enters the public school system for the first time, grade placement is a local decision and students are placed in the appropriate cohort based on the **Fiscal Year that Student Began Ninth Grade** element reported in the year they transfer. Note that if a student transfers in after the first Friday in October, **their State Equivalent Grade** will be used, and they will be assigned a cohort based on the grade reported in the following year.
- Reinstated Transfers – Students reported as transferring to another Ohio Public School (*WITHDRAWAL REASON* = ‘41’) who subsequently are not reported as being admitted to any receiving public district. These students remain in the cohort of the district from which they withdrew.
- Transfers Out – Students reported with a withdrawal code (*WITHDRAWAL REASON* = ‘40’, ‘41’, ‘42’, ‘43’, ‘45’, ‘46’) that indicates that the student transferred to some other school and is continuing with his or her education. Withdrawal Reasons can be found in the Withdrawal Reason Element (FS100) of the Student Standing Record (section 2.4) of the [EMIS manual](#). The Department also removes students who become deceased (*WITHDRAWAL REASON* = ‘52’) from the calculation. Homeschooled students who are not graduating from the district can be removed from the calculation using Withdrawal Reason = ‘43’. Note that students coded with a transfer code of ‘41’ must be picked up by another school or district to be removed from the withdrawing entity’s graduation rate. Students who are not reported by some other public school or district become “reinstated transfers,” which is defined above.

## Data Elements and Data Source

- Fiscal Year that Student Began Ninth Grade Element
- Student Percent of Time
- How Received and Sent Reason Elements
- Attending Building IRN Element
- Sent To Percent of Time Element
- Diploma Date
- Diploma Type
- Effective End Date
- Withdrawal Reason
- Admission Date
- Program Code



## Business Rules for Both Measures

Several business rules apply to both the four- and five-year adjusted cohort graduation rates. Business rules that apply to only one of the measures will be detailed in the sections below specific to the four-year graduation rate and five-year graduation rate. See Appendix A for additional inclusion criteria.

1. The graduation rates on the report card always are lagged by one year to include summer graduates. To be considered a 'summer graduate', and not a graduate in the next school year, a student must have a diploma date reported that is at least one day **before** the date when a majority of the district's schools (more than 50%) are serving students for the following school year using the students' calendars. This cutoff date is used to determine the school year that the student graduates.
  - a. For example: For the students in the 2022 cohort who graduated in the summer of 2022, the cutoff date is the day **before** a majority (more than 50%) of district's schools are serving students for the 2022-2023 school year based on the students' calendars. A student who graduates on or before the cutoff date is considered a 2022 graduate, while a student who graduates after the cutoff date is considered a 2023 graduate. Note that each district sets its calendar locally, so the cutoff dates will vary based on when each district "opens" its schools for the 2022-2023 school year.
2. The full academic year criterion **does not** apply to the graduation rate. Students are assigned to the **last** school and district where they are enrolled.
3. If a district has only one high school, the graduation rate for the high school may not be equal to the graduation rate for the district because some students may count in calculations only at the district level. Additional detail can be found in the "Where Kids Count Accountability Documentation" available on the [Resources and Technical Document](#) webpage.
4. Graduation rates are calculated for any school with grade 12 that offers a high school diploma, regardless of whether the school serves any other grades.
5. The graduation rate formula is consistent with the U.S. Department of Education's December 2008 guidance document regarding the adjusted cohort longitudinal graduation rate.
6. High school students with an IEP that do not graduate by the end of their 4th year are identified in two different ways. Students that meet the requirements for graduation but defer their diplomas to continue receiving educational services are coded as "Grade 23". Students that do not meet graduation requirements and continue to work towards meeting them are coded as a grade other than 23. Both groups of students count as nongraduates within the graduation rate calculation.
7. Students that are homeschooled and attending the district part time are treated like other public school students and will be included in the graduation rate if they meet the other inclusion criteria. If the student does not intend to graduate from the district, they should be reported with a withdrawal code of '43' to indicate that they transferred back to home schooling and will then be considered a "Transfer Out" in the calculation.

## COHORT PLACEMENT

The denominator for the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate are the four-year adjusted cohort and five-year adjusted cohort. This section describes how students are assigned to a graduation cohort.

Students are placed in the appropriate graduation cohort based on the grade level reported in the first year that they are reported in any public school with a grade of nine (9) or higher. Cohort placement (also called Graduating Class placement) is done in early October of each school year to comply with federal reporting requirements. Students who enroll in an Ohio public school after the October deadline are assigned to their graduating class the following year. For example, if a student enrolls as a ninth grader on November 1, they will not be assigned to that year's ninth grade cohort. Instead, they will be assigned to a graduating class based on the grade level reported at the beginning of the following school year. If this student is advancing through high school at a normal pace, they will be reported with a grade of 10 in September of the following year and will be placed in the same graduating class as they otherwise would have been if they had come into the Ohio public school earlier in their 9<sup>th</sup> grade year.



The calculation uses two different elements, **State Equivalent Grade Level** and **Fiscal Year that Student Began Ninth Grade**, to assign students to their correct graduating class. For students who were enrolled in an Ohio public school in the year prior to when the cohort assignment is made, the calculation uses the **State Equivalent Grade Level** element to place the student in the correct graduating class. For example, a student with a **State Equivalent Grade Level** of 08 in the prior school year and 09 in the current school year will be placed in the cohort that is expected to graduate four years from the year when these data are reported, and that **State Equivalent Grade Level code** of 09 will be used to drive that cohort assignment.

On the other hand, if a student was not reported by any Ohio public school in the year prior to when the assignment is made, the **Fiscal Year that Student Began Ninth Grade** is used. The table below shows the graduating class to which students are assigned based on the year the district reports that the student began ninth grade. Note that in each case, the year reporting in the element reflects the **end** of each school year, not the beginning. In other words, a district would use “2017” to report that a student began 9<sup>th</sup> grade in the 2016-2017 school year, which starts in the fall of 2016 and ends in the spring of 2017. Once a student is assigned to a graduation cohort, the cohort will not change regardless of the situation.

FISCAL YEAR STARTED NINTH GRADE ELEMENT	GRADUATING CLASS
2017	2020
2018	2021
2019	2022
2020	2023
2021	2024
2022	2025
2023	2026
2024	2027
2025	2028

## FOUR-YEAR ADJUSTED COHORT GRADUATION RATE MEASURE

The four-year adjusted cohort graduation rate is calculated by dividing the number of students who graduate in four years or less with a regular or honors diploma by the number of students who form the *final adjusted cohort* for the graduating class. As stated previously, to include summer graduates in the graduation rate calculation, the four-year graduation rate is lagged by one year so the rate on the 2023 report card represents the four-year rate for the graduating class of 2022. The *final adjusted cohort* for the four-year graduation rate includes students who are identified as first-time ninth graders four years earlier (FY 2019) and is adjusted by:

- Adding any students who transfer into the cohort either later in the ninth grade or sometime in any of the next three years; and
- Subtracting any students who transfer out, emigrate to another country, or die during that same period. Note that students reported as transferring to another Ohio public school by a sending district must be reported as having been admitted to a receiving public district or the student will be returned to the sending district’s cohort. In this document, these students are referred to as “**reinstated transfers.**”



## FOUR-YEAR GRADUATION ADJUSTED COHORT – DENOMINATOR OF RATE CALCULATION

This is the denominator for the graduation rate, which includes:

- **2022 Cohort Graduates** and
- **Students in the 2022 Cohort** who meet the definition for
  - **“Transfers In”** reported during the 2018-2019 through 2021-2022 school year
  - **or “High School Dropouts”** reported during the 2018-2019 through 2021-2022 school year
  - **or “Students Reported in Error”** reported during the 2018-2019 through 2021-2022 school year
  - **or “Non graduates”** as of the beginning of the 2022-2023 school year
  - **or “Reinstated Transfers”** who were reported as transferring to another Ohio school or district in 2018-19 through 2021-2022 but never enrolled before the end of the 2021-2022 school year

Students in the **2022 cohort** who meet the definition for **“Transfers Out”** anytime during the 2018-2019 through 2021-2022 school year are removed from the denominator.

Data Source: Reported by the district through EMIS in FY2019 any reporting period; FY2020 any reporting period; FY2021 any reporting period; FY2022 any reporting period; Graduate G for FY2022 or earlier and FY2023 first reporting period.

## FOUR-YEAR GRADUATES – NUMERATOR OF RATE CALCULATION

The numerator for the four-year graduation rate includes students who meet the definition for **2022 Cohort Graduates** by earning a regular or honors diploma sometime before the cutoff date for the 2022-2023 school year.

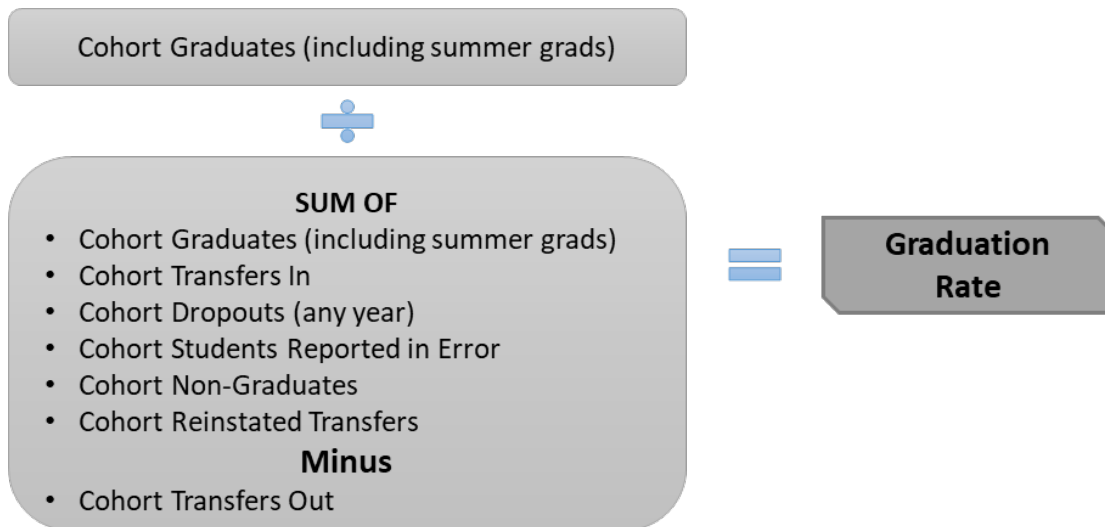
Data Source: Reported by the district through EMIS in FY2022 Period G or earlier.

## FOUR-YEAR GRADUATION RATE – CALCULATION

The four-year graduation rate calculation, using the numerator and denominator as described above, is the percentage of students in the 2022 cohort that received a regular or honors diploma during or before the end of the 2021-2022 school year (including summer 2022 graduates).

## CALCULATION VISUAL

The Four-Year Graduation Rate is calculated using the following formula for the 2022 Cohort (FY 2019)





## DATA SOURCES FOR FOUR-YEAR GRADUATION RATE

FOUR YEAR GRADUATION RATE (2022 COHORT)	REPORTED DURING	SCHOOL YEAR DROPOUTS	SUMMER DROPOUTS
FY2019 9 <sup>th</sup> Graders or FY9 element = 2019	FY2019 any reporting period	FY 2019 in any reporting period	FY 2020 in first reporting period
FY2020 10 <sup>th</sup> Graders or FY9 element = 2019	FY2020 in any reporting period	FY2020 in any reporting period	FY2021 in first reporting period
FY2021 11 <sup>th</sup> Graders or FY9 element = 2019	FY2021 in any reporting period	FY2021 in any reporting period	FY2022 in first reporting period
FY2022 12 <sup>th</sup> Graders or FY9 element = 2019	FY2022 in any reporting period	FY2022 in any reporting period	FY2023 in first reporting period

## FIVE-YEAR ADJUSTED COHORT GRADUATION RATE MEASURE

The five-year adjusted cohort graduation rate is calculated by dividing the number of students who graduate in five years or less with a regular or honors diploma by the number of students who form the *final adjusted cohort* for the graduating class. As previously stated, to include summer graduates in the graduation rate calculation, the five-year graduation rate is lagged by one year so the rate on the 2023 report card represents the students who graduated on or before the summer of 2022 but were originally part of the **2021 Graduation Cohort**. This *final adjusted cohort* for the five-year graduation rate includes students who are identified as first-time ninth graders five years earlier (FY 2018) and is adjusted by:

- Adding any students who transfer into the cohort either later in the ninth grade or sometime in any of the next four years; and
- Subtracting any students who transfer out, emigrate to another country, or die during that same period. Note that students reported as transferring to another Ohio public school by a sending district must be reported as having been admitted to a receiving public district or the student will be returned to the sending district’s cohort. In this document, these students are referred to as **“reinstated transfers.”**

## FIVE-YEAR GRADUATION ADJUSTED COHORT – DENOMINATOR OF RATE CALCULATION

The denominator for the graduation rate, which includes the:

- **2021 Cohort Graduates** and
- **Students in the 2021 Cohort** who meet the definition for
  - **“Transfers In”** reported during the 2017-2018 through 2021-2022 school year
  - **or “High School Dropouts”** reported during the 2017-2018 through 2021-2022 school year
  - **or “Students Reported in Error”** reported during the 2017-2018 through 2021-2022 school year
  - **or “Non-graduates”** as of the beginning of the 2022-2023 school year
  - **or “Reinstated Transfers”** who were reported as transferring to another Ohio school or district in 2017-18 through 2021-2022 but never enrolled before the end of the 2021-2022 school year

Students in the **2021 cohort** who meet the definition for **“Transfers Out”** anytime during the 2017-2018 through 2021-2022 school year are removed from the denominator.

Data Source: Reported by the district through EMIS in FY2018 any reporting period; FY2019 any reporting period; FY2020 any reporting period; FY2021 any reporting period; FY2022 any reporting period; Graduate G for FY2022 or earlier and FY2023 first reporting period.



## FIVE-YEAR GRADUATES – NUMERATOR OF RATE CALCULATION

The numerator for the five-year graduation rate includes students who meet the definition for **2021 Cohort Graduates** by earning a regular or honors diploma sometime before the cutoff date for the 2022-2023 school year.

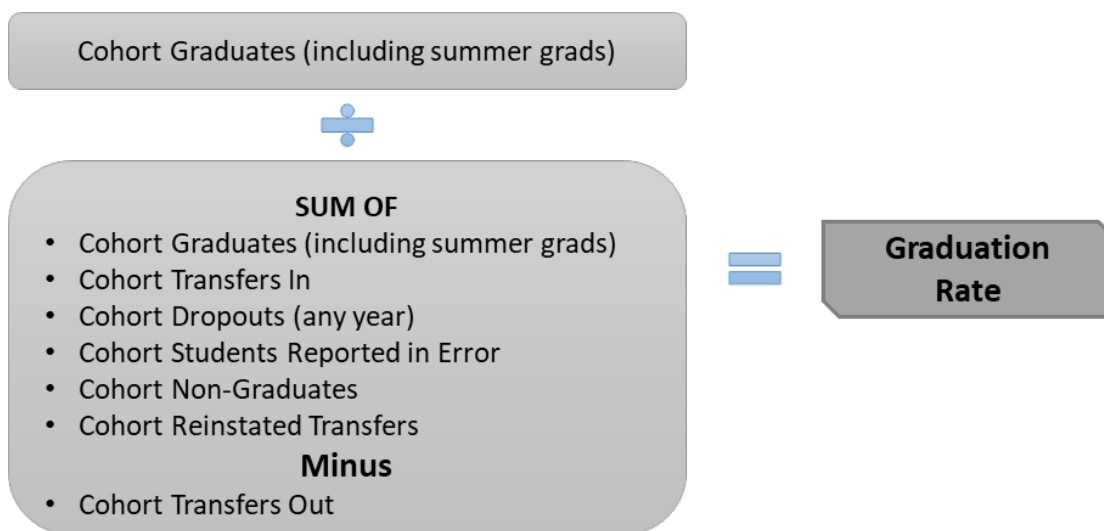
Data Source: Reported by the district through EMIS in FY2022 Period G or earlier.

## FIVE-YEAR GRADUATION RATE – CALCULATION

The five-year graduation rate calculation, using the numerator and denominator as described above, is the percentage of students in the 2021 cohort that received a regular or honors diploma during or before the end of the 2021-22 school year (including summer 2022 graduates).

## CALCULATION VISUAL

The Five-year Graduation Rate is calculated using the following formula for the 2021 Cohort (FY 2018-2022):



## DATA SOURCES FOR FIVE-YEAR GRADUATION RATE

<b>FIVE YEAR GRADUATION RATE (2021 COHORT)</b>	<b>REPORTED DURING</b>	<b>SCHOOL YEAR DROPOUTS</b>	<b>SUMMER DROPOUTS</b>
FY2018 9 <sup>th</sup> Graders or FY9 element = 2018	FY2018 in any reporting period	FY2018 in any reporting period	FY 2019 in first reporting period
FY2019 10 <sup>th</sup> Graders or FY9 element = 2018	FY2019 in any reporting period	FY2019 in any reporting period	FY2020 in first reporting period
FY2020 11 <sup>th</sup> Graders or FY9 element = 2018	FY2020 in any reporting period	FY2020 in any reporting period	FY2021 in first reporting period
FY2021 12 <sup>th</sup> Graders or FY9 element = 2018	FY2021 in any reporting period	FY2021 in any reporting period	FY2022 in first reporting period
FY9 element = 2018	FY2022 in any reporting period	FY2022 in any reporting period	FY2023 in first reporting period





## GRADUATION COMPONENT RATING AND DESCRIPTIONS

After both the four- year and five-year adjusted cohort graduation rates are calculated, they are weighted to create a weighted overall graduation rate that is used to assign a rating to the Graduation Component. The four-year graduation rate is weighted at 60% of the overall graduation rate and the five-year graduation rate is weighted at 40% of the overall graduation rate.

<b>GRADUATION COMPONENT RATING</b>		
<b>Weighted Graduation Rate</b>	<b>Rating</b>	<b>Rating Description</b>
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



## Appendix A: Inclusion Criteria

The business rules below outline when a district or school will be held accountable for groups of students.

- Students reported with a How Received Element = “\*”, “3”, “7”, “8”, “9”, “A”, “C”, “D”, “G”, “J”, “K”, “M”, “R”, “S”, “W”, and “Y”; **AND** Student Percent of Time > 0.

**OR**

- Contract vocational students, resident students attending an ESC, JVS or a post-secondary institution and students attending an MR/DD program or a State School Program [Sent Reason Element of ‘CT’, ‘JV,’ ‘PS’, ‘MR’, ‘OS’ ‘CR’, ‘NP’, ‘PI’, ‘SE’]

**AND**

- Students reported with a How Received of “B” count to the resident **district’s** rate only; (“B” = Non-resident student attending a special education program)

**AND**

- Students reported with a How Received = “K”, the student counts at the STEM school but for district accountability, the student is moved from the STEM school to the student’s resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district.

**AND**

- Students reported with a How Received of “P”, “Q” or “T” the accountability is set to the state

**AND**

- Tuition Type Element = “D” and “T”

## Appendix B: Federal Graduation Rate

The Federal Graduation Rate differs from the State Graduation Rate in terms of students included in the numerator. The denominators are the same; students are included in the denominator of the 4-year rate based on the first time they entered 9th grade in an Ohio school.

Federal guidelines require that students in the numerator (graduates) must meet one of the [state-defined standard graduation pathways](#) open to all students.

Federal requirements preclude students who earn a diploma via alternative means, such as through Special Education exemptions, or alternate End of Course tests, from being included in the numerator of the Federal Graduation Rate if they do not otherwise meet another traditional graduation pathway.



# 2022-2023 School Year College Career Workforce and Military Readiness Technical Documentation

## Introduction

The College, Career, Workforce, and Military Readiness component (CCWM) is intended to measure how prepared the graduating class from a district or building is to go on to post-secondary education, enter the workforce, or join the armed forces. The readiness of a graduating class is estimated by calculating the number of students who engage in one or more of the experiences measured.

**This component will not be rated or included in the overall rating for schools and districts until the 2024-2025 school year at the earliest.**

**Data collections and business rules have not been finalized for this component. All currently available data for each measure will be reported and a preliminary component percentage displayed but this data should be considered for informational purposes only.**

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## Data Availability

Due to a significant updating of this component not all the measures will have data available until the 2024-2025 school year. The following table details what measure will have data available and if that data will be shown on the report card web page or only made available as a download file.

Measure	Status on 2023 Report Card	Business Rule Status
Received an ACT Remediation Free score <b>OR</b> Received an SAT Remediation Free score	Final	Final
Received an Honors Diploma	Final	Final
Any combination of 3 or more Advanced Placement <b>OR</b> International Baccalaureate tests with qualifying scores	Final	Final
Earned at least 12 credential points in a single career field <b>OR</b> Holds a State recognized license	Final	Final
Earned twelve or more College Credits	Incomplete	Pending
Enlisted in the Military	Incomplete	Final
Has been accepted into an apprenticeship program Post high school	Incomplete	Final
Completed a Pre-Apprenticeship	Final	Final
Completed an Apprenticeship	Incomplete	Final
Achieved proficiency on three or more technical assessments in a single path	Incomplete	Pending
Obtained an Ohio Means Jobs Readiness Seal <b>And</b> has 250 hours of internship / Work based learning	Incomplete	Final

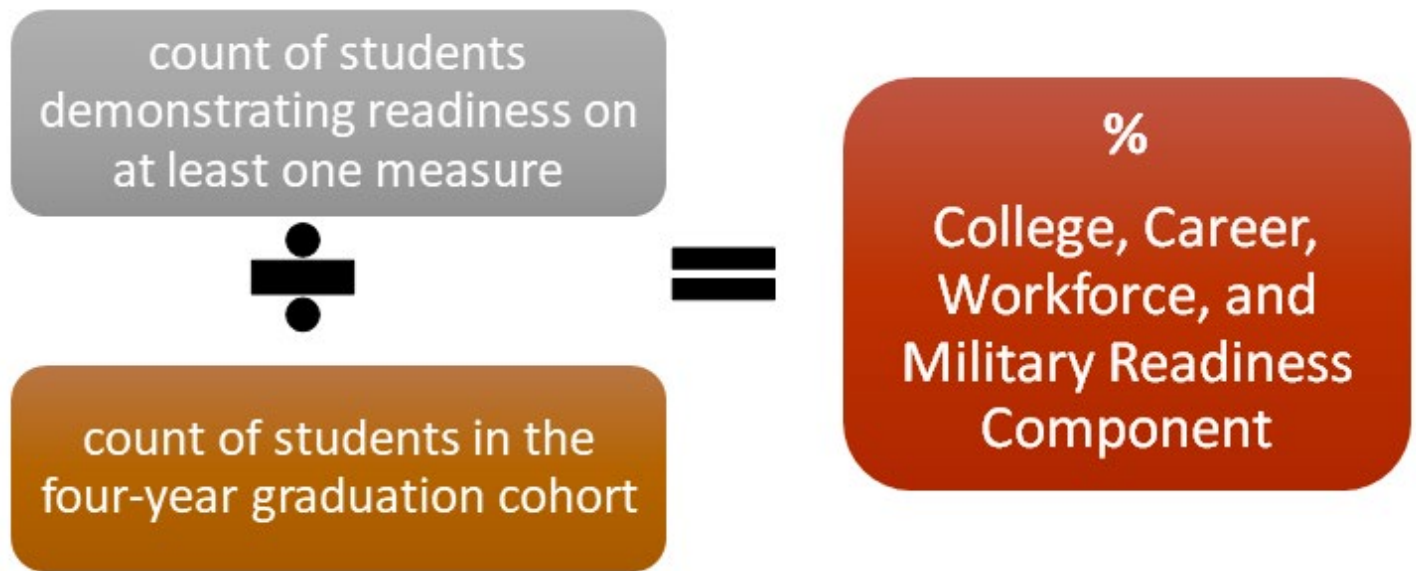
The 2022-2023 Report Card webpage displays all the measures included in the component with their associated percentages. This may result in displaying 0.0% for measures that have **incomplete data or pending business rules**. This does not mean that the school or district did not have students who met these measures. It only means that the data was not collected, or the business rules were not established and available when these charts were generated. As more data is collected, business rules are finalized and new report cards are released, these measures will start displaying data. With the goal to have all measures populated with data by the 2024-2025 report card release.

## Overview of Component

This component includes measures that are used to capture ways that students demonstrate readiness for their next step after high school – whether that is post-secondary education, workforce, or joining the military. The calculation includes all students in the 2022 four-year graduation cohort since it is lagged a year like the graduation component. If a student demonstrates readiness on at least one of the available measures, the student counts in the numerator of the calculation. Each measure has specific thresholds or requirements in order for students to demonstrate readiness – and those are listed below in the measure business rules. A student only counts once in the numerator even if they demonstrate readiness on multiple measures.



## Overview of Calculation



The number of students in the 2022 4-year graduating cohort that completed at least 1 readiness experience is divided by the total number of students in the 2022 4-year graduating cohort. The resulting percentage is the readiness component percentage that is evaluated to assign a component rating. Per state law, this component will not be rated until at least the 2024-2025 school year and therefore no rating cut scores are available and no ratings are assigned. The component percentage is reported for information purposes only.

## Business Rules for Readiness Measures

### MEASURE 1: REMEDIATION FREE SCORES SAT/ACT

Students demonstrate readiness on this measure by earning a remediation-free score or higher on the SAT or ACT. Remediation-free scores are set for each section of the SAT and ACT by the [Ohio Department of Higher Education](#). The remediation-free scores are:

SAT Remediation Free Score	
English	480
Reading	480
Mathematics	530

ACT Remediation Free Score	
English	18
Reading	22
Mathematics	22

Students are counted as meeting an SAT or ACT remediation free score if each individual section score is met at least once across multiple test attempts on the respective tests.

*In order for students to be counted in the numerator for earning remediation-free score on the ACT, the following conditions must be met:*

- Student is reported with an Assessment type code (FA060) = AC
- AND
- Assessment Area Code (FA205) = M, R, ENG (all assessment type codes must be reported)
- AND
- Score (FA240) >= 18 for English
- AND
- Score (FA240) >= 22 for Mathematics



AND

- Score (FA240)  $\geq$  22 for Reading

AND

- Test Date (FA210)  $\leq$  31OCT20[XX]:00:00:00 (indicating that the test was taken no later than October 31 of the cohort graduation year).

A student must be reported with a valid score at or above the remediation-free benchmark in **all sections** of the ACT listed above to be included in the numerator.

Note that the highest score from **all attempts** is used for the calculation. Therefore, a student who meets the required scores **across multiple attempts** is included.

*In order for students to be counted in the numerator for earning remediation-free score on the SAT, the following conditions must be met:*

- Student is reported with an Assessment type code (FA060) = SA

AND

- Assessment Area Code (FA205) = M, R (both assessment type codes must be reported)

AND

- Score (FA240)  $\geq$  530 for Mathematics

AND

- Score (FA240)  $\geq$  480 for Evidence-Based Reading and Writing

AND

- Test Date (FA210)  $\leq$  31OCT20[XX]:00:00:00 (indicating that the test was taken no later than October 31 of the cohort graduation year).

If a student has reported scores for only one format of the SAT, that student must be reported with a valid score at or above the remediation-free benchmark in **all sections** of that format to be included in the numerator.

Note that the highest score from all attempts is used for the calculation. Therefore, a student that meets the required scores across multiple administrations is included. A student must meet the remediation-free standard on Math **and** the Reading **and** Writing standard.

## MEASURE 2: HONORS DIPLOMA

Students demonstrate readiness on this measure by earning one of the six honors diploma options and meeting all associated [diploma requirements](#).

Ohio students can choose to pursue one of six honors diplomas:

1. [Academic Honors Diploma](#)
2. [International Baccalaureate Honors Diploma](#)
3. [Career Tech Honors Diploma](#)
4. [STEM Honors Diploma](#)
5. [Arts Honors Diploma](#)
6. [Social Science and Civic Engagement Honors Diploma](#)

Students in the 2022 four-year graduation cohort who earn an honors diploma are coded with FN100 Diploma Type Element = 2, 4, 5, 6, 7, or 8.

## MEASURE 3: ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) CREDITS

When a student takes Advanced Placement (AP) or International Baccalaureate (IB) courses, they take an assessment at the end of the year that measures the student's knowledge of the course's academic content



standards. This measure reports which students in the 2022 graduation cohort received qualifying scores on at least three AP or IB exams. The exams can be a combination of both AP and IB types. AP and IB course availability is determined by each school and district.

Exam Type	Qualifying Scores
AP Exam	Score of 3 or higher
IB Exam	Score of 4 or higher

### Advanced Placement (AP)

In order for a student’s exam results to be included toward the 3 exam scores needed to be counted in the numerator of the College, Career, Workforce, and Military Readiness Component as demonstrating readiness, students must be reported with:

Assessment type code (FA060) = AP

AND

Score (FA240) >= 3

AND

Test Date (FA210) <= 01OCT20[XX]:00:00:00 (indicating that the test was taken no later than October 1 of the cohort graduation year).

### International Baccalaureate (IB)

In order for a student’s exam results to be included toward the 3 exam scores needed to be counted in the numerator of the College, Career, Workforce, and Military Readiness Component as demonstrating readiness, students must be reported with:

Assessment type code (FA060) = IB

AND

Score (FA240) >= 4

AND

Test Date (FA210) <= 01OCT20[XX]:00:00:00 (indicating that the test was taken no later than October 1 of the cohort graduation year).

## MEASURE 4: TWELVE OR MORE INDUSTRY CREDENTIAL POINTS IN A SINGLE CAREER FIELD OR A STATE RECOGNIZED LICENSE

The process of earning an [industry-recognized credential](#) allows students to experience education *through work, about work and for work*. Ohio Revised Code section [3313.6114\(C\)\(1\)](#) outlines the inclusion of an industry-recognized credential diploma seal. An industry-recognized credential is a qualification of a specific set of competencies related to an industry or occupation. These credentials can take many different forms, including certificates, certifications, and licenses. To earn Ohio’s Industry-Recognized Credential Seal, students must do one of the following:

- Earn a 12-point industry-recognized credential; or
- Earn a group of credentials totaling 12 points in a single career field – as outlined here.

Students earning credentials totaling 12 points from the approved annual list, either a single credential worth 12 points or bundle of credentials totaling 12 points **within the same career field**, count towards this measure. Please see the annual [Approved Credential List](#) for credential codes and associated career fields. Credentials must be earned on or before January 1<sup>st</sup>.

In order to be included in the numerator for this calculation, students must be reported with:

Assessment type code (FA060) =GW

AND



Test Date (FA210) <= 01JAN20[XX]:00:00:00 (indicating that the credential was earned no later than January 1 of the Report Card publication year) .

AND

Score (FA240) not equal to 'N'

### **Career Fields and Credential Lists**

- [Agriculture/Environmental Systems](#)
- [Arts and Communications](#)
- [Business, Marketing, and Finance](#)
- [Construction](#)
- [Education and Training](#)
- [Engineering](#)
- [Health](#)
- [Hospitality and Tourism](#)
- [Human Services](#)
- [Information Technology](#)
- [Law and Public Safety](#)
- [Manufacturing](#)
- [Transportation](#)

### **State recognized license**

Students demonstrate readiness on this measure by obtaining a license approved under section [3313.6113](#) of the Ohio Revised Code that is issued by a state agency or board for practice in a vocation that requires an examination for issuance of that license. Section [3313.6114\(C\)\(1\)\(b\)](#) of the Ohio revised code outlines this inclusion. Both licenses and industry credentials are reported the same. However, state licenses are by default 12 points.

## **MEASURE 5: TWELVE OR MORE COLLEGE CREDITS**

Students demonstrate readiness on this measure by earning twelve or more college credits through advanced standing programs, such as the [College Credit Plus](#) program under Chapter [3365](#). of the Revised Code, an early college high school program under section [3313.6013](#) of the Revised Code, and state-approved career-technical courses offered through dual enrollment or statewide articulation, that appear on a student's college transcript issued by the institution of higher education from which the student earned the college credit. Earned credits reported under division [3302.03\(D\)\(1\)\(j\)\(iii\)](#) of this section shall include credits that count toward the curriculum requirements established for completion of a degree, but shall not include any remedial or developmental credits. *Final business rules for this are in development and will be refined in future calculations.*

In order to receive credit for this measure, students must be reported with the following information on the Student Graduation – Core Summary Record:

- Dual enrollment credit earned (GC110) >= 12

## **MEASURE 6: ENLISTMENT IN THE MILITARY**

This measure reports the percent of students who provide evidence of enlistment into the US Armed Forces. Ohio Revised Code section [3313.6114\(D\)\(j\)\(ix\)](#) outlines that only students that can provide evidence of enlistment can be included in this measure.

### **Evidence of Enlistment**

To show evidence of enlistment, a student will:

- Provide to the district or school a signed copy of the Department of Defense Form Enlistment/Reenlistment (DD Form 4) enlistment contract.

All branches of service offer a Delayed Entry program, which allows current high school students to enlist and begin training after graduation. After taking and achieving the required score on the ASVAB and completing the oath of enlistment into the Delayed Training Program, each recruit signs and is provided a copy of his or her Department Defense Form Enlistment/Reenlistment (DD Form 4) enlistment contract. Students must submit this documentation to demonstrate evidence of enlistment.





It is recommended the student take the oath of enlistment and complete the enlistment process no later than April 30 of their senior (graduating) year. This date can be modified based on local policies, requirements, or deadlines for participation in graduation-related activities.

This is reported as part of the EMIS GQ records Graduation Pathway Programs with a program code of

- 520110 - Military–Intent to Enlist Student has documented intent to enlist in the military by sharing a completed Contract DD Form 4 with the district.

## **MEASURE 7: COMPLETION OF A PRE-APPRENTICESHIP**

This measure reports the percent of students who complete a pre-apprenticeship program as reported by industry recognized credential CJ99. Pre-apprenticeship programs teach basic technical and job-readiness skills to help prepare participants for formal apprenticeship programs. High school students who complete an ApprenticeOhio-recognized pre-apprenticeship program are included in this measure. Pre-apprenticeship curricula for in-school youth are developed in collaboration with the Ohio Department of Education. Pre-apprenticeship curricula for out-of-school and adults are developed in collaboration with the Ohio Department of Education and/or the University System of Ohio.

This is reported as part of the EMIS FA records Industry Credential (GW) Assessment Area Codes with a program code of :

- CJ99 - Ohio State Apprenticeship Council Recognized Pre-Apprenticeship Program Certificate of Completion

## **MEASURE 8: ACCEPTANCE INTO AN APPRENTICESHIP PROGRAM POST HIGH SCHOOL**

This measure reports the percent of students who are accepted into an apprenticeship program post high school as reported by program code 305016. An [apprentice](#) is someone 16 or older who is learning a career from a skilled worker and earning while they learn. Each program includes a minimum of 2,000 hours of on-the-job training and 144 hours of classroom instruction each year. Apprenticeships offer the chance to gain skills that will lead to a higher salary and great job opportunities. Apprenticeships are available in a variety of occupations, including health care, internet technology, advanced manufacturing, and construction. Once completed they receive a certificate that is recognized nationally. The completed program must be registered with ApprenticeOhio.

This is reported as part of the EMIS GQ records Work-Based Learning Programs with a program code of

- 305016 - Apprenticeship Acceptance - Providing evidence of acceptance into an apprenticeship program registered with the Ohio State Apprenticeship Council after high school that is restricted to participants eighteen years of age or older.

## **MEASURE 9: COMPLETION OF AN APPRENTICESHIP**

This measure reports the percent of students who complete a registered apprenticeship as reported by program code 305018. This measure includes students who are 16 or older who completed their [apprenticeship program](#) by meeting the minimum annual 2,000 hours of on-the-job training and 144 hours of classroom instruction. They will have received a certificate of completion that is recognized nationally. The completed program must be registered with ApprenticeOhio.

This is reported as part of the EMIS GQ records Work-Based Learning Programs with a program code of

- 305018 - Apprenticeship Completion - Completing an apprenticeship registered with the Ohio State Apprenticeship Council in the student's chosen career field.



## MEASURE 10: ACHIEVED PROFICIENCY ON THREE OR MORE TECHNICAL ASSESSMENTS IN A SINGLE PATH

The Technical Skill Attainment measure is aligned to the achievement component on Ohio's career technical planning district (CTPD) report card, as required by [Ohio Revised Code Section 3302.033](#). It includes students that earned a cumulative score of "proficient" or higher on three or more state technical assessments aligned with section [3313.903](#) of the Revised Code in a single career pathway. *Business rules have not yet been developed for this measure. Once created a summary will be included here in future versions of this document.*

## MEASURE 11: OHIO MEANS JOBS READINESS SEAL AND HAS 250 HOURS INTERNSHIP/WORK BASED LEARNING

This measure reports the percent of students who earn the Ohio Mean Jobs Readiness Seal established under section [3313.6112](#) and are reported with at least 250 hours of work-based learning experience.

To earn the OhioMeansJobs-Readiness Seal, students must demonstrate certain professional skills required for success in the workplace. Students work with at least three experienced and trusted mentors who validate the demonstration of these skills in school, work, or the community. Review the [Guide for earning the OhioMeansJobs-Readiness Seal](#).

Federal law defines work-based learning as "sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction."

For students who are not enrolled in CTE coursework, work-based learning experiences must be approved by the district's Business Advisory Council established under section [3313.82](#). For students who are enrolled in CTE coursework, work-based learning experiences must be aligned to the CTE pathway approved by the department in which the student is enrolled. Students should accumulate 250 hours of work-based learning experience; Students may accumulate hours across multiple types of work-based learning experiences beginning when students are identified as ninth graders. Review the [Guide for issuing credit for Work-Based Learning](#).

Experiences may include one or more of the following:

1. Off Site Placement and Internship
2. Apprenticeship & Pre-Apprenticeship
3. Remote/Virtual Placement
4. Entrepreneurship
5. School-Based Enterprise
6. Simulated Work Environment

This is reported as part of the EMIS GQ records with program codes of

- 510001 Ohio Means Jobs Program Code Student has earned the Ohio Means Jobs readiness seal.

**AND**

- 310499 Work-Based Learning 250-499 hrs OR 310500 Work-Based Learning 500+ hrs

## Example Calculation

The following example runs through the calculation using a cohort of four students and a list of the measures each one has met or not met. This same process can be used to calculate the percentage for buildings or districts.



Measure	Met?	Student 1	Student 2	Student 3	Student 4
Received an ACT Remediation Free score <b>OR</b> Received an SAT Remediation Free score	Yes or No	Yes	No	No	No
Received an Honors Diploma	Yes or No	No	No	No	No
Any combination of 3 or more Advanced Placement <b>OR</b> International Baccalaureate tests with qualifying scores	Yes or No	Yes	No	No	Yes
Earned at least 12 credential points in a single career field <b>OR</b> Holds a State recognized license	Yes or No	No	Yes	No	No
Earned twelve or more College Career Plus Credits	Yes or No	No	No	No	No
Enlisted in the Military	Yes or No	No	No	No	No
Has been accepted into an apprenticeship program Post high school	Yes or No	No	No	No	No
Completed a Pre-Apprenticeship	Yes or No	No	No	No	No
Completed an Apprenticeship	Yes or No	No	Yes	No	No
Achieved proficiency on three or more technical assessments in a single path	Yes or No	No	No	No	No
Obtained an Ohio Means Jobs Readiness Seal <b>And</b> has 250 hours of internship / Work based learning	Yes or No	No	No	No	No
<b>Count Student in the Numerator? (one or more measure met)</b>					
		Yes	Yes	No	Yes

Three students met at least one of the readiness measures and will be included in the numerator, and there are four total students in the example cohort. So, the readiness percentage is calculated as

$$\frac{3}{4} = 75\%$$

## Report Only Measures

These are measures that appear on the report card webpage but are not included in the component calculations.

### ACT PARTICIPATION

This measures the percentage of the 4-year graduation cohort students that sat for the ACT test. In order for students to be counted in the numerator for ACT participation, the following conditions must be met:

- Student is reported with an Assessment type code (FA060) = AC
- AND
- Assessment Area Code (FA205) = M, R, ENG (all assessment type codes must be reported)
- AND
- Score (FA240) >= 1, and <= 36 (valid score ranges for the ACT)
- AND



- Test Date (FA210) <= 31OCT20[XX]:00:00:00 (indicating that the test was taken no later than October 31 of the cohort graduation year)

A student must be reported with a valid score in **all sections** of the ACT listed above to be counted as a participant and thus included in the numerator.

## SAT PARTICIPATION

This measures the percentage of students that took the SAT test. A student must be reported with a valid score in **all sections** of either version of the SAT listed above to be included in the numerator. In order for students to be counted in the numerator for SAT participation, the following conditions must be met:

- Student is reported with an Assessment type code (FA060) = SA

AND

- Assessment Area Code (FA205) = M, R (both assessment type codes must be reported)

AND

- Score (FA240) >= 200, and <= 800 (valid score ranges for the SAT)

AND

- Test Date (FA210) <= 31OCT20[XX]:00:00:00 (indicating that the test was taken no earlier than March 1, 2016 and no later than October 31 of the cohort graduation year).

## AP/IB PARTICIPATION

This measures the percentage of students that took Advanced Placement or International Baccalaureate assessments. AP or IB tests taken no later than October 31 of the cohort graduation year are included.



# 2022-2023 School Year Component Ratings

## TRADITIONAL DISTRICT AND SCHOOL REPORT CARDS

### Introduction

State law requires the Ohio Department of Education to issue five component ratings to schools and districts. The five rated components include:

- Achievement
- Progress
- Gap Closing
- Early Literacy
- Graduation Rate

The [Ohio Administrative Code \(OAC\) 3301-28-10](#) describes the methodology used to calculate each component rating.

This document outlines how the measure ratings are aggregated to get the five component ratings. For more information on how each of the measure ratings are calculated, please refer to their respective [technical documents](#).

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# WEIGHTING AND GENERAL RULES FOR ALL CALCULATIONS

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%

If a school/district has only one rated measure in a component, then that one rated measure contributes 100% to the component. If a component has no rated measures, then the component is not rated.

The component ratings are assigned using the tables below based on the component percentage that is determined by the performance on each component's measures. The component percentages are then assigned points that are used for calculating the overall rating. Two districts may have the same star rating, but one district may earn more points for achieving a higher component percentage. For example, if the range for a "5 Star" rating is 90% to 100%, a high "5 Star" rating of 100% would earn more points than a low "5 Star" rating of 90%. More details are available in the [Overall Rating Technical Document](#).

It is important to understand that for each component calculation, even those where there is just one measure, the percentage will be converted to points based on where the component percentage falls within the range. The components points are aggregated to assign an overall rating to the school or district, so points are needed for all five components. More details for each component below.



# Achievement Component

## Measures Included

1. Performance Indicators
2. Performance Index Score

## Weights

1. Performance Indicators contributes 0% to the Achievement Component Rating
2. Performance Index Score contributes 100% to the Achievement Component Rating

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



# Graduation Component

## Measures Included

1. 4-Year Graduation Rate
2. 5-Year Graduation Rate

## Weights

1. 4-Year Graduation Rate contributes 60% to the Graduation Component Grade
2. 5-Year Graduation Rate contributes 40% to the Graduation Component Grade

If a school/district has only one measure, then that one measure is used for the component. If neither measure is available, the component is not rated.

## Percentage to Points Scale

GRADUATION PERCENTAGE TO POINTS		
Component Rating	Percentage	Points
5 Star ≥96.5% to 100%	≥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 ≥93.5% to <96.5%	≥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 ≥90% to <93.5%	≥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 ≥84% to <90%	≥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 <84%	≥63% to <84%	1
	≥42% to <63%	0.75
	≥21% to <42%	0.5
	≥0% to <21%	0





# Gap Closing Component

## Measures Included

1. Subgroup ELA Performance – 10 possible points
2. Subgroup Math Performance – 10 possible points
3. Subgroup ELA Progress – 10 possible points
4. Subgroup Math Progress – 10 possible points
5. Subgroup Graduation Rate – 10 possible points
6. EL English Proficiency Improvement – 5 possible points
7. Chronic Absenteeism Indicator – 5 possible points
8. Gifted Performance Index – 5 possible points
9. Gifted Progress – 5 possible points
10. Gifted Identification and Services – 5 possible points

## Weights

There is a total of 75 possible points. The weight of each measure depends on the number of measures applicable based on student enrollment or assessments. The points earned are divided by the points possible to find the preliminary percentage. The school/district may also receive a demotion for failing to meet the 95% participation rate and receive a proportional deduction to their percentage. If a school/district has no rated measures, then there is no Gap Closing component rating.

## Percentage to Points Scale

GAP CLOSING PERCENTAGE TO POINTS		
Component Rating Scale	Percentage	Points
5 Star ≥60% to 100%	≥90% to 100%	5
	≥80% to <90%	4.75
	≥70% to <80%	4.5
	≥60% to <70%	4.25
4 Star ≥45% to <60%	≥56.25% to <60%	4
	≥52.5% to <56.25%	3.75
	≥48.75% to <52.5%	3.5
	≥45% to <48.75%	3.25
3 Star ≥30% to <45%	≥41.25% to <45%	3
	≥37.5% to <41.25%	2.75
	≥33.75% to <37.5%	2.5
	≥30% to <33.75%	2.25
2 Star ≥10% to <30%	≥25% to <30%	2
	≥20% to <25%	1.75
	≥15% to <20%	1.5
	≥10 to <15%	1.25
1 Star <10%	≥7.5% to <10%	1
	≥5% to <7.5%	0.75
	≥2.5% to <5%	0.5
	≥0% to <2.5%	0



# Progress Component

## Measures Included

Value-Added Measure

## Weights

For each school and district, the growth index will be used to reflect the reliability of data and the effect size will be used to indicate the amount of growth. Both are part of the value-added measure, which is weighted at 100%. There are different cut scores for rating districts and schools.

## Growth Index and Effect Size to Points Scale

SCHOOL GROWTH INDEX AND EFFECT SIZE TO POINTS			
Rating	Growth Index	Effect Size	Points
5 Star	$\geq 2$	$\geq 0.2$	5
4 Star	$\geq 2$	$< 0.2$	4
3 Star	$\geq -2$ to $< 2$	--	3
2 Star	$< -2$	$\geq -0.2$	2
1 Star	$< -2$	$< -0.2$	1

DISTRICT GROWTH INDEX AND EFFECT SIZE TO POINTS			
Rating	Growth Index	Effect Size	Points
5 Star	$\geq 2$	$\geq 0.1$	5
4 Star	$\geq 2$	$< 0.1$	4
3 Star	$\geq -2$ to $< 2$	--	3
2 Star	$< -2$	$\geq -0.1$	2
1 Star	$< -2$	$< -0.1$	1



# Early Literacy Component

## Measures Included

1. Third Grade Reading Proficiency
2. Improving K-3 Reading
3. Promotion to Fourth Grade

## Weights

1. Third Grade Reading Proficiency is weighted at 40%
2. Improving K-3 Reading is weighted at 25%
3. Promotion to Fourth Grade is weighted at 35%

If a school/district has no rated measures, then the component is not rated.

## Percentage to Points Scale

EARLY LITERACY PERCENTAGE TO POINTS		
Component Rating Scale	Percentage	Points
5 Star ≥88% to 100%	≥97% to 100%	5
	≥94% to <97%	4.75
	≥91% to <94%	4.5
	≥88 to <91%	4.25
4 Star ≥78% to <88%	≥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 ≥68% to <78%	≥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 ≥58% to <68%	≥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 <58%	≥43.5% to <58%	1
	≥29% to <43.5%	0.75
	≥14.5% to <29%	0.5
	<14.5%	0



# 2022-2023 School Year Overall Rating

## TRADITIONAL DISTRICT AND SCHOOL REPORT CARDS

### Introduction

#### NEW STAR RATING REPORT CARDS – OVERALL RATING BEGINS 2022-2023 SCHOOL YEAR

The Ohio General Assembly passed House Bill 82 in June 2021, which included changes to the Ohio School Report Cards for schools and districts. Governor DeWine signed the bill into law on July 1, and it became effective on Sept. 30, 2021.

The key provisions of this bill reform Ohio’s school accountability system starting with the 2021-2022 school year. This reform was passed after years of collaborative research and design by education stakeholders, including the major education associations, business community and General Assembly.

A notable difference on the newly reformed report cards is the new style of rating. In the prior accountability system, the report cards had A – F letter grades. The new system has ratings of 1 – 5 Stars in half star increments. The report card components are rated with 1 – 5 stars and more details can be found in the [Component Rating Technical Documentation](#).

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## Business Rules

### CALCULATION

[ORC 3302.03](#) outlines the components that make up the overall rating – Achievement Component, Progress Component, Early Literacy Component, Gap Closing Component, and the Graduation Component. In future years, the College, Career, Workforce and Military Readiness Component may factor into the overall rating.

The methodology for calculating the overall rating is detailed even further in administrative rule ([OAC 3301-28-10](#)). Each of the rated components has an established weight which contributes to the overall rating calculation.

Component	Weight Towards Overall Grade
Achievement	28.601%
Progress	28.601%
Graduation Rate	14.266%
Gap Closing	14.266%
Early Literacy	14.266%

When one or more components are not rated (e.g. – an elementary school that has no Graduation Component or a high school that has no Early Literacy Component), the remaining components contribute proportionally to the overall rating.

There are numerous combinations of components that a school or district can have when looking at the five components. The table below outlines the weights for each possible combination.

Component Combinations	Percent Contributed by Achievement Component	Percent Contributed by Progress Component	Percent Contributed by All Other Components
<b>Achievement AND Progress AND 3 Other Components</b>	28.601%	28.601%	14.266% Each
<b>Achievement AND Progress AND 2 Other Components</b>	33.3333%	33.3333%	16.6667% Each
<b>Achievement and 3 Other Components</b>	40%		20% Each
<b>Progress and 3 Other Components</b>		40%	20% Each
<b>Achievement AND Progress AND 1 Other Component</b>	40%	40%	20%
<b>Achievement and 2 Other Components</b>	50%		25% Each
<b>Progress and 2 Other Components</b>		50%	25% Each
<b>Achievement AND Progress AND no Other Components</b>	50%	50%	



<b>Achievement AND No Other Components</b>	100%		
<b>Progress AND No Other Components</b>		100%	
<b>Achievement and 1 Other Component</b>	66.6667%		33.3333%
<b>Progress and 1 Other Component</b>		66.6667%	33.3333%
<b>No Achievement or Progress, 3 Other Components</b>			33.33% Each
<b>No Achievement or Progress, 2 Other Components</b>			50% Each
<b>No Achievement or Progress, 1 Other Component</b>			100%
<b>No Rated Components</b>	No Overall Rating is Calculated		

Schools and districts receive points for each component based on their level of performance. The higher the performance, the more points earned. Two schools may receive a 5-star rating for their Achievement Component but earn a different number of points towards their overall rating if they fall at opposite ends of the 5-star range.

Once the component ratings are assigned points, the points are weighted based on the percent that each component contributes to the overall rating using the weights in the tables above. The weighted points then are summed to determine the overall rating.

The table below shows the percentage that each measure contributes to its respective component (e.g. – the Performance Index contributes 100% to the Achievement component) and it visualizes the hierarchy that leads to the overall rating.

Note that this table reflects the calculation when all measures and all components have ratings. When one or more measures or components are not rated, the weights are adjusted proportionally.



Measure and Percent Contributed to Component Points	Component and Percent Contributed to Overall Rating Points	Overall Rating
Performance Indicators = 0%	Achievement Component = 28.601%	
Performance Index Score = 100%		
Overall Value-Added = 100%	Progress Component = 28.601%	
4-Year Graduation Rate = 60%	Graduation Component = 14.266%	
5-Year Graduation Rate = 40%		
Third Grade Reading Proficiency = 40% Fourth Grade Promotion = 35% Improving K-3 Literacy = 25%	Early Literacy Component = 14.266%	
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%	Gap Closing Component = 14.266%	

For each applicable component, the total weighted component points will be calculated by taking the initial component value and multiplying by the weight assigned to the component per the business rules outlined above. The total weighted component points are summed to arrive at the total points, which are rounded to the thousandths for ease of display. The resulting total will be a number between 0 and 5.

Below are examples of schools and a district with various combinations of component ratings. In each case, the Total Points are converted to a star rating as provided in the following table.

TOTAL POINTS	OVERALL RATING
$\geq 4.125$	5 Star
$\geq 3.625$ & $< 4.125$	4.5 Star
$\geq 3.125$ & $< 3.625$	4 Star
$\geq 2.625$ & $< 3.125$	3.5 Star
$\geq 2.125$ & $< 2.625$	3 Star
$\geq 1.625$ & $< 2.125$	2.5 Star
$\geq 1.125$ & $< 1.625$	2 Star
$\geq 0.563$ & $< 1.125$	1.5 Star
$< 0.563$	1 Star

**EXAMPLE: DISTRICT WITH ALL FIVE COMPONENT RATINGS**

<b>Component</b>	<b>Points Earned</b>	<b>Weight</b>	<b>Report Card Component Weighted Points*</b>
Achievement	3.75	0.28601	1.07253750
Progress	4.0	0.28601	1.14404000
Graduation	4.75	0.14266	0.67763500
Gap Closing	3.5	0.14266	0.49931000
Early Literacy	2.75	0.14266	0.39231500
<b>TOTAL WEIGHTED POINTS</b>			<b>3.786 = "4.5 Star"</b>

\*Note that when calculating the weighted points, each component is calculated to an unrounded number and those real numbers are summed to get the Total Weighted Points. As a last step, the Total Weighted Points are rounded for display.

**EXAMPLE: K-2 SCHOOL WITH EARLY LITERACY COMPONENT ONLY**

<b>Component</b>	<b>Points Earned</b>	<b>Weight</b>	<b>Report Card Component Weighted Points</b>
Achievement			
Progress			
Graduation			
Gap Closing			
Early Literacy	2.75	1.00	2.750
<b>TOTAL WEIGHTED POINTS</b>			<b>2.750 = "3.5 Star"</b>

**EXAMPLE: HIGH SCHOOL WITH 4 COMPONENTS**

<b>Component</b>	<b>Points Earned</b>	<b>Weight</b>	<b>Report Card Component Weighted Points</b>
Achievement	1.25	.333333	0.416666250
Progress	4.75	.333333	1.583331750
Graduation	1.50	.166667	0.250000500
Gap Closing	0.75	.166667	0.125000250
Early Literacy	---	---	
<b>TOTAL WEIGHTED POINTS</b>			<b>2.375 = "3 Star"</b>

**EXAMPLE: MIDDLE SCHOOL WITH 3 COMPONENTS**

<b>Component</b>	<b>Points Earned</b>	<b>Weight</b>	<b>Report Card Component Weighted Points</b>
Achievement	2.5	.4	1.000000
Progress	3.25	.4	1.300000
Graduation	---	---	
Gap Closing	3.0	.2	0.600000
Early Literacy	---	---	
<b>TOTAL WEIGHTED POINTS</b>			<b>2.900 = "3.5 Star"</b>