



# Ohio

## APPENDIX B: ESSA Sections A.1-A.4

# Appendix B – ESSA Sections A.1-A.4

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Languages indicated on home language on Survey 2013–2014 (Alphabetical Order)

Akan	Malay
Albanian	Malayalam
Amharic	Mandingo
Arabic	Marathi
Armenian	Mongolian
Bambara	Navajo
Basaa	Nyanja
Bengali	Oromo
Bosnian	Panjabi
Bulgarian	Persian
Burmese	Polish
Central Khmer	Portuguese
Chinese	Pushto
Louisiana Creole French	Romanian
Croatian	Russian
Danish	Serbian
Dinka	Shona
English	Sinhala
Ewe	Somali
Filipino	Spanish
French	Swahili
Fulah	Swedish
Georgian	Tagalog
German	Tamil
Greek	Telugu
Gujarati	Thai
Hebrew	Tigrinya
Hindi	Tswana
Hmong	Turkish
Hungarian	Twi
Igbo	Ukrainian
Indonesian	Urdu
Italian	Uzbek
Japanese	Vietnamese
Karen	Wolof
Kikuyu	Yoruba
Kinyarwanda	
Korean	
Krahn	
Krio	
Kurdish	
Lao	
Lithuanian	
Maay	
Macedonian	

# Every Student Succeeds Act

## Topic Discussion Guide

*Under the Every Student Succeeds Act (ESSA), Ohio will create a plan to better align our local, state and federal programs to help all students be successful.*

*The Ohio Department of Education is committed to meaningfully engaging a diverse group of stakeholders through a variety of methods and opportunities to solicit thoughts, opinions and recommendations concerning provisions in Ohio's state plan. Everyone's input is required to create a plan that is deeply rooted in the needs of Ohio's students.*

*Ohio is conducting a series of topic specific webinars. Each topic will have a detailed discussion guide. The first topic, "Minimum N-size for subgroup evaluation," is discussed below.*

## Minimum "N-size" for Subgroup Evaluation

### WHAT IS N-SIZE?

The "N-size" is a statistical determination that is used for accountability and data reporting. Ohio will be reporting on the academic achievement and graduation rates of several groups of students that have historically not performed at the same levels as the rest of their peers. This is commonly referred to as the "achievement gap."

These groups include students with disabilities, children in poverty and several others. Schools and districts are held accountable for the performance of these students to ensure all students are learning. To do so, the state must determine how many students a school must have in each subgroup before the student subgroup is included in the analysis. This number needs to include a fair and valid number of students, and simultaneously protect student privacy.

### WHAT DOES ESSA REQUIRE?

States must identify an N-size, or the minimum number of students from a group that a school or district would need for that group to count as a viable group for evaluation purposes in the accountability system. This determination must be made with input from Ohio stakeholders. This determination will be used for disaggregated reporting and accountability for subgroups on academic performance in mathematics and English language arts, graduation and participation in state assessments. New subgroups have been added for reporting purposes (military dependents, homeless, migrant, foster children).

The draft ESSA rules allow an N-size above 30 to be chosen, but the state must justify the decision. The proposed rules clarify that the determination must be statistically sound, the same for all subgroups and sufficient to not reveal any personally identifiable information. States must describe the N-size on the report cards, and the state plan must demonstrate how it meets the regulatory requirements.

## HOW IS N-SIZE CURRENTLY ADDRESSED?

Ohio currently uses 30 tested students as the minimum number required to form a rated subgroup. Students who are potential test takers, but do not take the test, are not included in this minimum count. More information about Ohio’s current implementation of Annual Measurable Objectives (AMOs) is [available here](#).

The Ohio Department of Education generally uses 10 as the minimum threshold for aggregate publicly reported student data. This maximizes the policy of transparency of the information while maintaining the confidentiality of students.

## WHAT DOES THE DATA SAY ABOUT N-SIZE IN OHIO?

- Ohio is among 23 states that have a minimum N-size of 30 or greater. Some of those states have provisions that reduce the N-size for small schools.
- The U.S. Department of Education has indicated that increasing to more than 30 students would require specific information explaining why this is necessary. There is strong indication that a request to increase the N-size above 30 students would not be accepted.

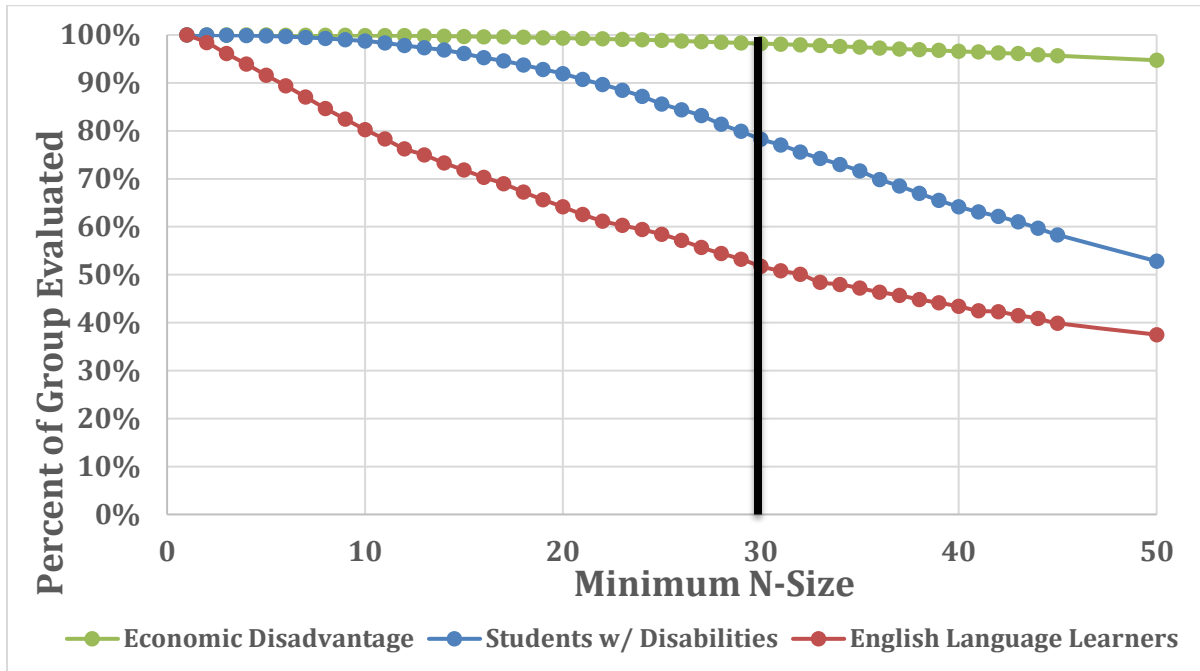
### State Level

The following table looks at what percentage of students, in each subgroup statewide, would be included in the accountability system based on N-size determinations. Decreasing the N-size would include more students in their respective subgroups statewide. This is especially pronounced with students with disabilities and English learners (ELs), as well as Black, Hispanic, multiracial and Asian-Pacific Islander students. For example, only 51.8 percent of ELs and 51.5 percent of Hispanic students statewide are included in their school subgroup analysis with the current policy of N-size equaling 30. Adjusting the N-size to 10 would increase those numbers to 80.3 percent and 82.6 percent respectively.

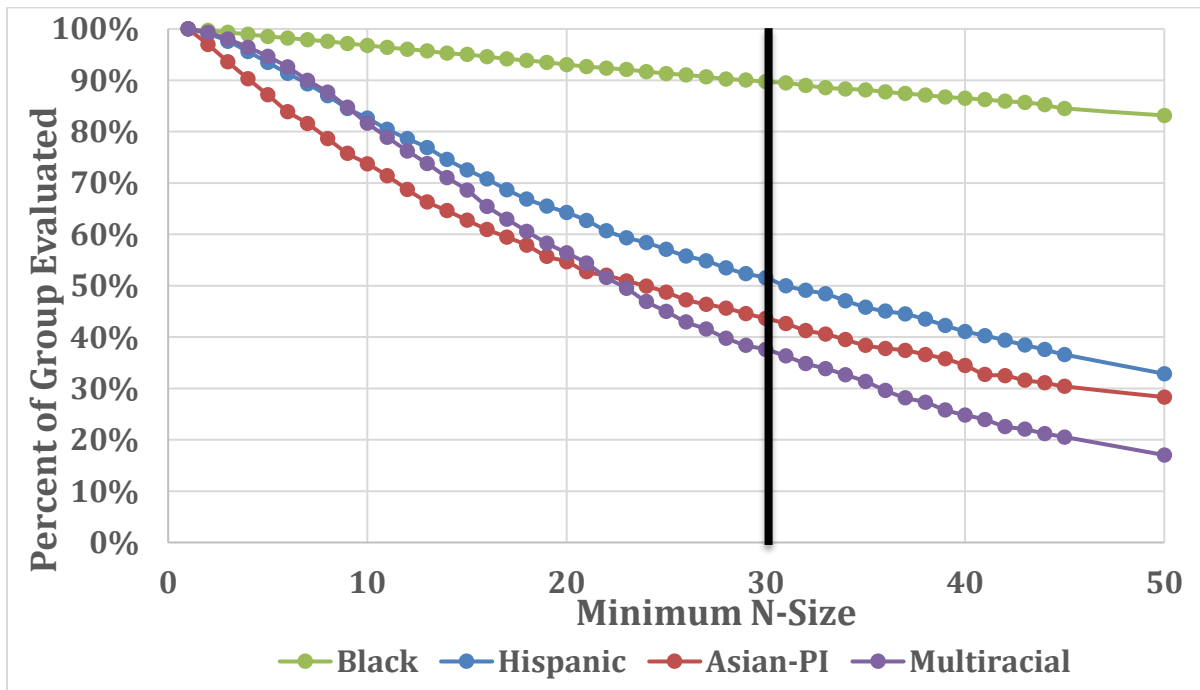
	Sub-group	All Students	Students with disabilities	Econ. Disadvantaged	English learners	White	Black	Hispanic	Multiracial	Asian-PI	American Indian
	Total Tested	875503	128821	422402	21495	645361	130733	40161	39914	18265	1069
<b>N-Size</b>											
<b>10</b>		100.0%	98.8%	99.9%	80.3%	99.8%	96.8%	82.6%	81.6%	73.7%	2.8%
<b>15</b>		99.9%	96.1%	99.7%	71.9%	99.7%	95.0%	72.6%	68.6%	62.8%	1.5%
<b>20</b>		99.9%	91.9%	99.3%	64.1%	99.6%	93.1%	64.3%	56.4%	54.7%	0.0%
<b>25</b>		99.9%	85.6%	98.9%	58.4%	99.5%	91.3%	57.1%	45.0%	48.7%	0.0%
<b>30</b>		99.8%	78.3%	98.2%	51.8%	99.2%	89.7%	51.5%	37.6%	43.6%	0.0%

Using a benchmark of 95 percent of students statewide included in their schools’ subgroup analysis, we can demonstrate how different N-sizes have different impacts. The **Green** shows if/where the 95 percent threshold is met (or the highest simulated base for this analysis). **Red** cells are percentages based on current policy that do not meet that threshold.

The data can be plotted to see how each subgroup is included at each possible N-size. The following chart looks at the percent of economically disadvantaged students, students with disabilities and English learners.



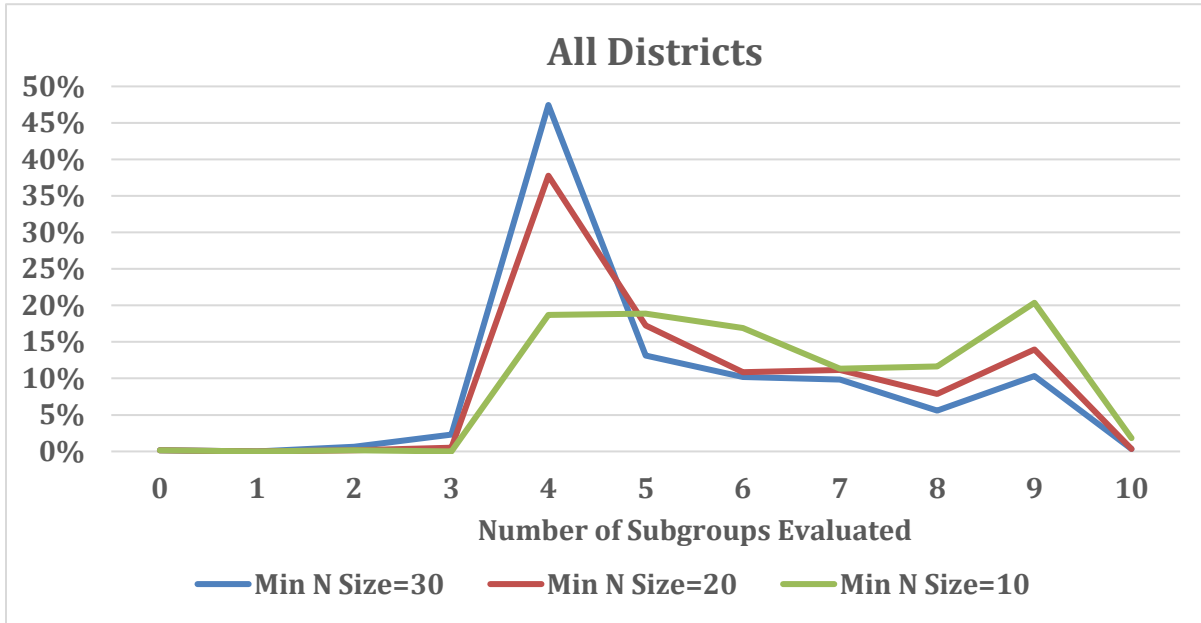
Similarly, this chart shows the same trends for Black, Hispanic, Asian-Pacific Islander and multiracial students at the school level.



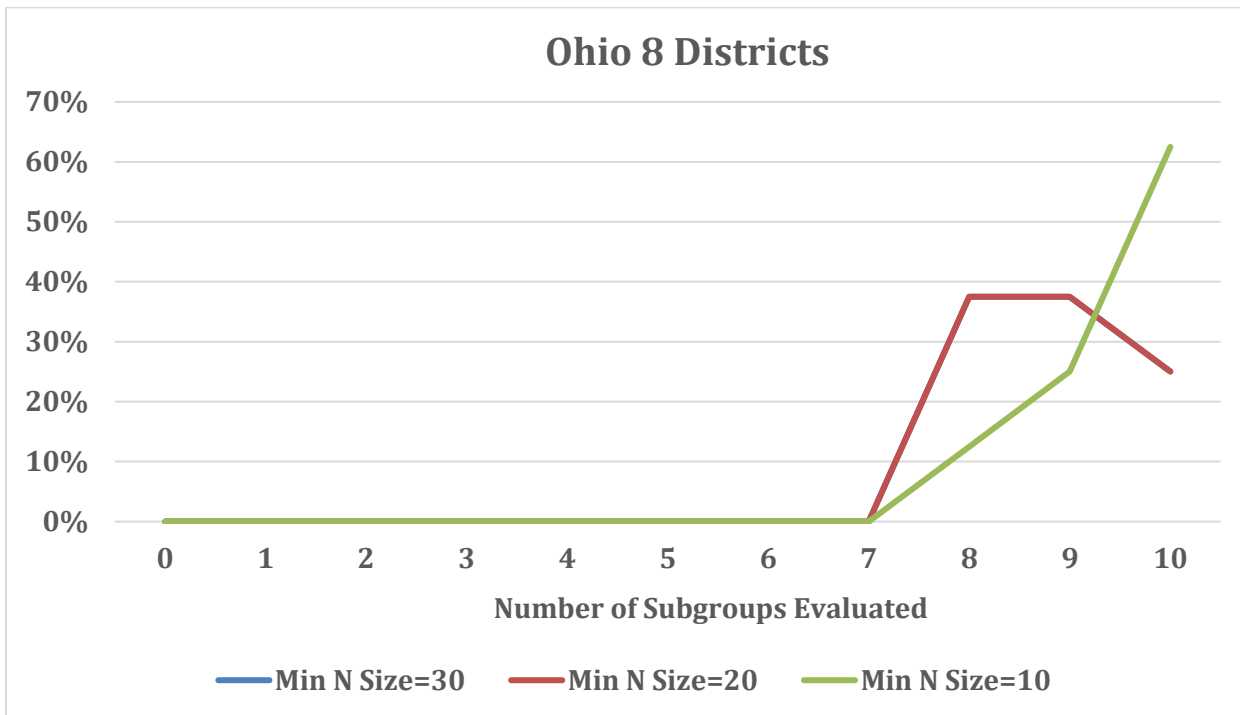
The trend is consistent. The lower the N-size, the more students get included at the school level.

### District Level

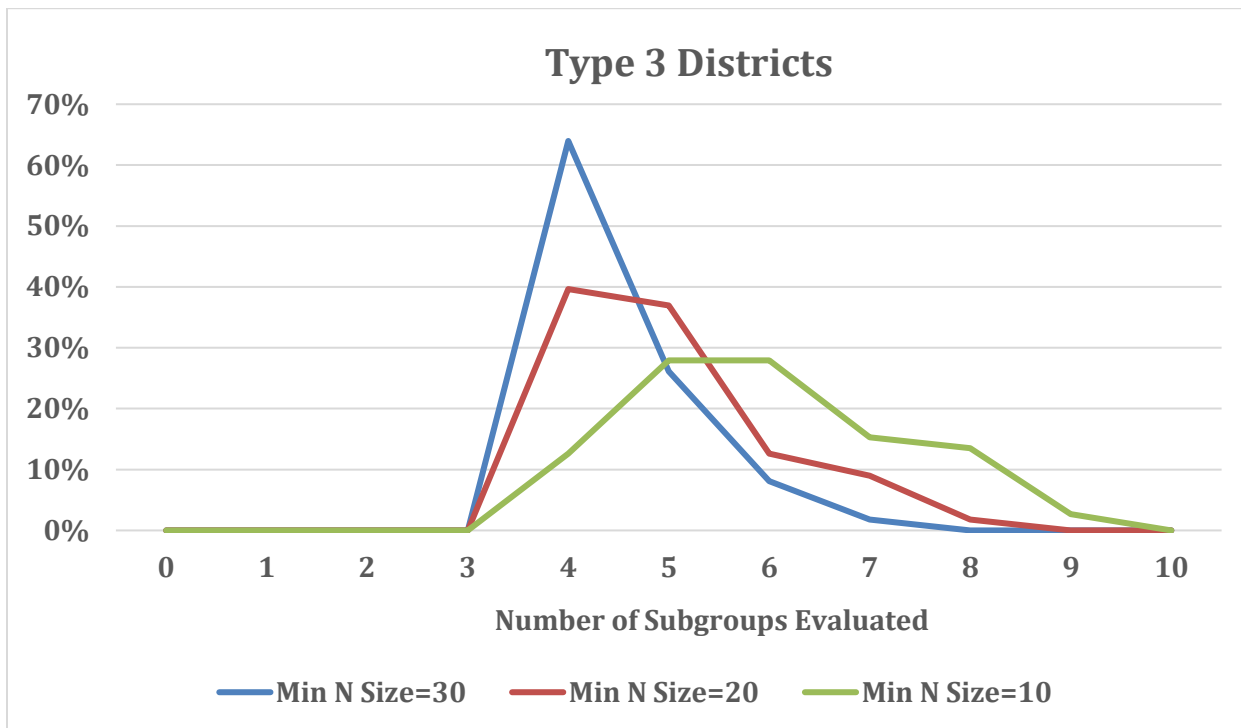
The district level data (all public districts) shows that decreasing the N-size would have a corresponding increase to the number of subgroups evaluated in districts. This data is displayed in the following chart.



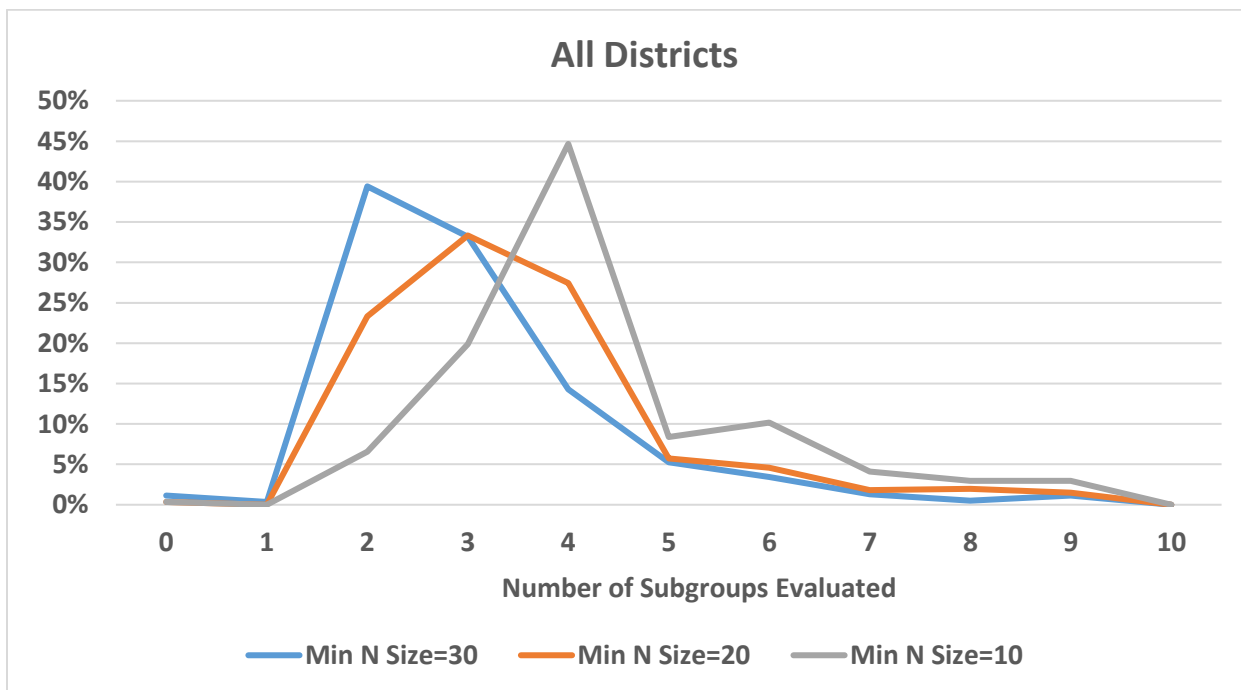
The Ohio Department of Education utilizes a district [typology](#) to analyze demographically similar districts. Ohio’s large, urban districts (commonly referred to as the Ohio 8) are currently being evaluated on most subgroups. The following table displays that information.



Decreasing the minimum N-size would have an impact in other areas of the state, including small rural schools. For example, Type 3 districts (which tend to be small towns in rural counties, with low levels of racial/ethnic diversity and poverty) would have more student groups evaluated as the N-size decreases.



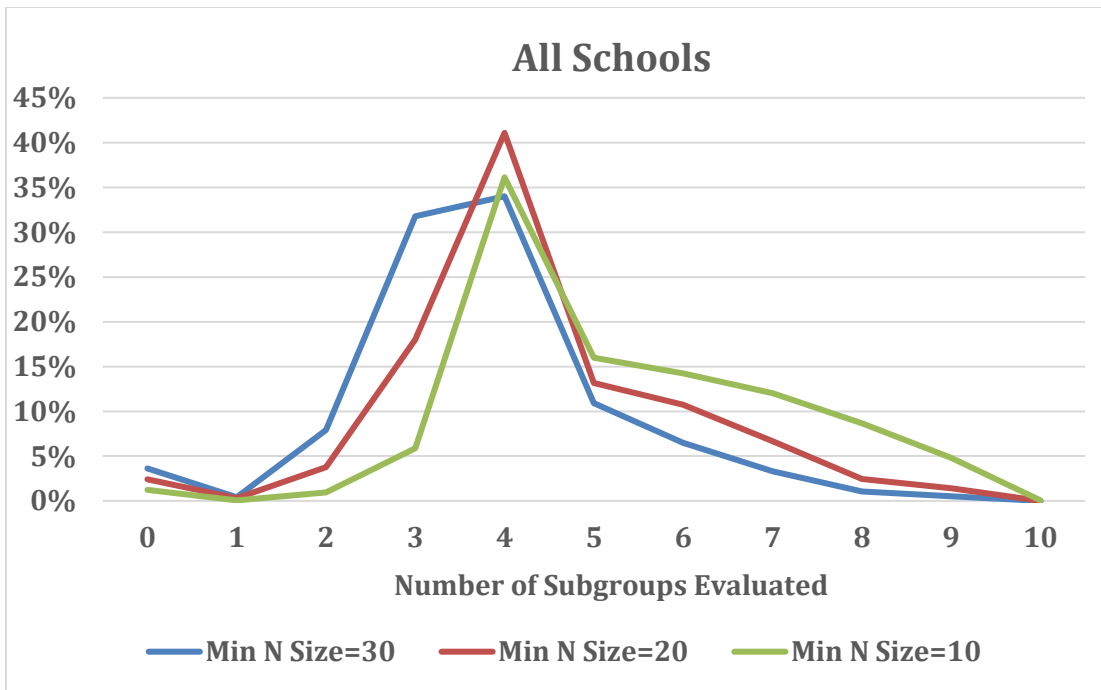
This can also be shown with graduation data at the district level.



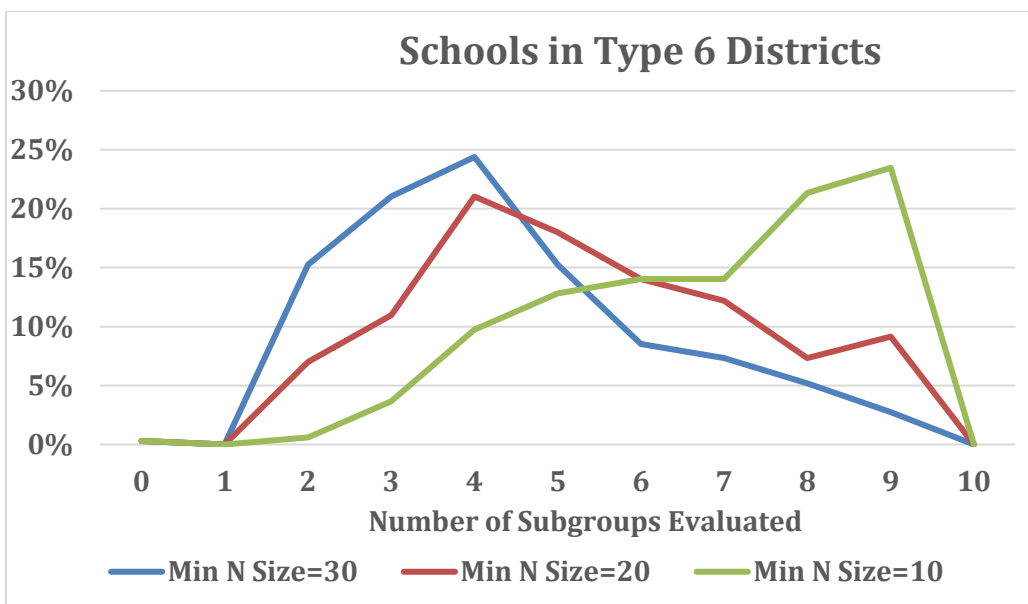


### School Level

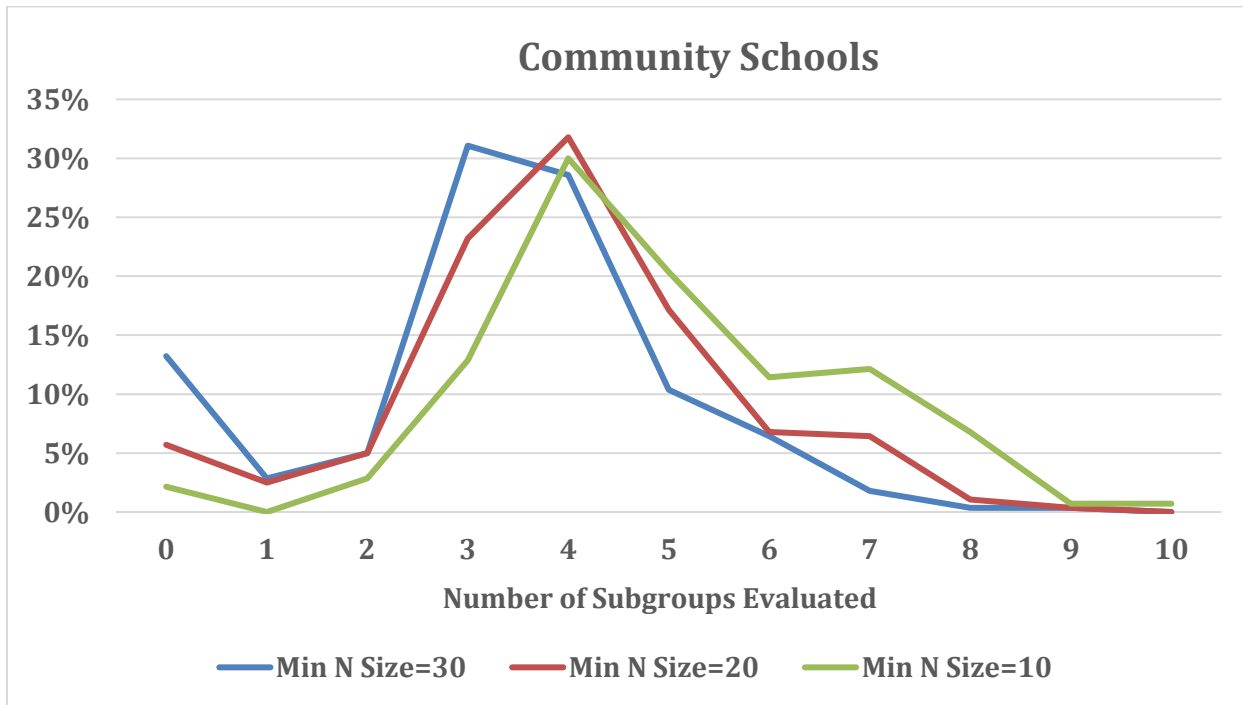
The school level analysis shows similar trends. As displayed below, decreasing the N-size would have a corresponding increase to the number of subgroups evaluated in schools.



Type 6 suburban districts are impacted the most by potential changes in N-size. Decreasing the N-size would lead to many more subgroups being evaluated in suburban schools.



Due to their small student populations, many community schools are not evaluated at all. Decreasing the N-size would increase the number of schools evaluated, and the number of subgroups evaluated.



## WHAT ARE THE OPTIONS AND THE IMPLICATIONS?

Ohio must include in its state plan a determination of N-size. This number must ensure equity of all students while protecting student privacy. Based on the data that has been reviewed, three options are discussed.

### 1) Status Quo: N=30

This is the current N-size and would not result in a change to the accountability system. Given the ESSA emphasis on subgroup inclusion, this option likely does not meet spirit of the law. Under the current determination, a significant number of schools are only evaluated (mathematics and English language arts) for the “All Students” and “White, non-Hispanic” subgroups. Over 20 percent of community schools have fewer than 30 students in tested grades and therefore are not rated at all for AMO. Among dropout prevention and recovery schools, nearly 40 percent have fewer than 30 students in tested grades.

### 2) N=20

This option significantly increases the inclusion of the students with disabilities subgroup, as well as English learners, Hispanic, Asian and multiracial subgroups. Some subgroups remain below 70 percent participation.

- The most significant impact of reducing N-size from 30 to 20 on assessments is with the following groups:
  - **Multiracial.** 38 percent inclusion (N=30) to 56 percent inclusion (N=20): **18 percent increase**
  - **Hispanic.** 51 percent to 64 percent: **13 percent increase**
  - **Students with disabilities.** 80 percent to 92 percent: **12 percent increase**
  - **English learners.** 52 percent to 64 percent: **12 percent increase**
  - **Asian-Pacific Islanders.** 44 percent to 55 percent: **11 percent increase**
- The impact in graduation analysis is with the following groups:
  - **Students with disabilities.** 56 percent to 74 percent: **18 percent increase**
  - **English learners:** 25 percent to 41 percent: **16 percent increase**
  - **Multiracial.** 20 percent to 36 percent: **16 percent increase**
  - **Hispanic.** 33 percent to 48 percent: **15 percent increase**
  - **Asian-Pacific Islanders.** 27 percent to 40 percent: **13 percent increase**
- More subgroups would be evaluated in more districts and schools

Added Subgroups	Number of Districts	Number of Schools
0	422	1813
1	141	1196
2	40	260
3	5	70
4	1	4
5		1

**3) N=10**

This option significantly increases all subgroups with the exception of American Indian. (Ohio population of American Indian students is too small to create subgroups except in two schools). This increases the modal number of school subgroups evaluated from three to four.

- The most significant impact of reducing from 30 to 10 on assessments is with the following groups:
  - **Multiracial.** 38 percent to 82 percent: **44 percent increase**
  - **Hispanic.** 51 percent to 83 percent: **32 percent increase**
  - **Asian-Pacific Islanders.** 44 percent to 74 percent: **30 percent increase**
  - **English learners.** 52 percent to 80 percent: **28 percent increase**
  - **Students with disabilities.** 80 percent to 99 percent: **19 percent increase**
  
- The impact in graduation analysis is with the following groups:
  - **Multiracial.** 20 percent to 61 percent: **41 percent increase**
  - **Asian-Pacific Islanders.** 27 percent to 64 percent: **37 percent increase**
  - **English learners.** 25 percent to 61 percent: **36 percent increase**
  - **Students with disabilities.** 56 percent to 92 percent: **36 percent increase**
  - **Hispanic.** 33 percent to 67 percent: **34 percent increase**
  
- More subgroups would be evaluated in more districts and schools

Added Subgroups	Number of Districts	Number of Schools
0	202	643
1	209	1266
2	142	813
3	46	430
4	10	153
5		31
6		7
7		1

To get a sense of the practical impact of these decisions, the following table represent data from a K-4 school that gained seven subgroups based on this analysis.

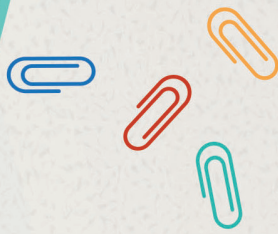
Group	FY15 Enrollment
All students	185
SWD	25
Econ. Disadvantaged	25
LEP	15
White	123
Black	12
Hispanic	11
Multiracial	11
Asian-Pacific Islander	28
American Indian	0
Typology	6

## WHAT ARE THE RELATED ESSA ISSUES?

- Ohio also needs to review and, possibly, revise its Gap Closing measure, as well as develop a measure of English language proficiency. Both of these measures will be impacted by the N-size determination. It is important that the Gap Closing measure fairly and meaningfully distinguish school performance and give credit for improvement.
- *Statistical validity* – As the group size approaches 10, the variability caused by each student result increases. For a group size of 20, each student contributes 5 percent to the overall result. For a group size of 10, that impact doubles to 10 percent.
- *Variability of group sizes within a school* – With more groups being evaluated, there will be more variability among the groups in the range of sizes. This has an impact on the relative contribution of each group to the overall Gap Closing rating for the school.
- Related uses of minimum N-size within ESSA
  - The minimum participation rate allowed (without demotion) is 95 percent. Currently, the threshold for evaluating participation that the department uses is 40, which allows the possibility that at least two students in a school/subgroup can be non-test takers before the participation penalty is triggered.

## WHAT WAS THE METHODOLOGY FOR THIS ANALYSIS?

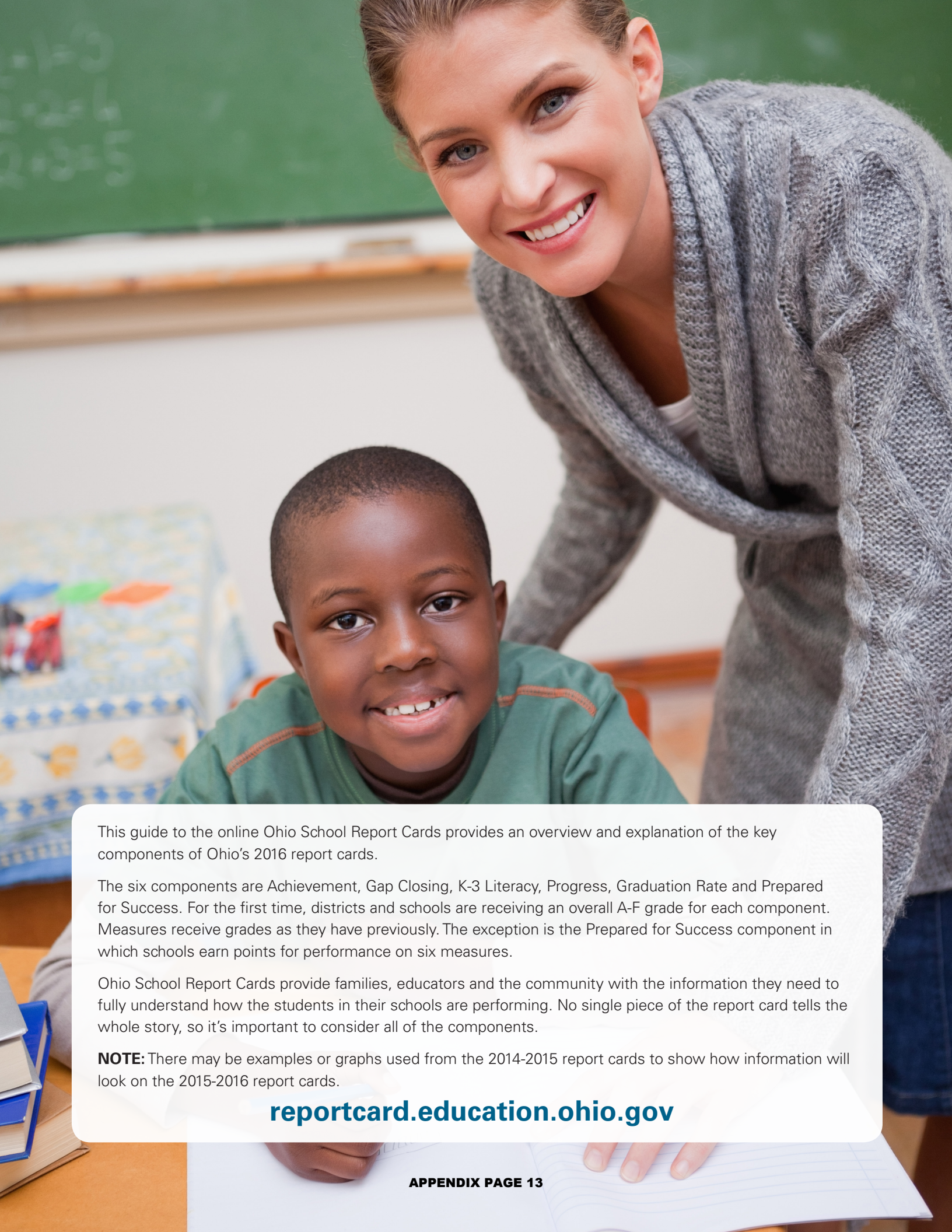
The Ohio Department of Education's analysis of the potential impact to N-size change used a simplified model of which students factored into the AMO calculation, i.e., students in grades 3-8 and 10 for whom a school or district were accountable in academic year 2015. Notably, this initial analysis does not incorporate all students used in the actual AMO calculation, such as those who took applicable end-of-course high school assessments or those in the cohort graduation rate for 2014. Also, this analysis does not exclude students who, for any reason, were untested or had invalid scores.



# Ohio

## Guide to 2016 Ohio School Report Cards





This guide to the online Ohio School Report Cards provides an overview and explanation of the key components of Ohio's 2016 report cards.

The six components are Achievement, Gap Closing, K-3 Literacy, Progress, Graduation Rate and Prepared for Success. For the first time, districts and schools are receiving an overall A-F grade for each component. Measures receive grades as they have previously. The exception is the Prepared for Success component in which schools earn points for performance on six measures.

Ohio School Report Cards provide families, educators and the community with the information they need to fully understand how the students in their schools are performing. No single piece of the report card tells the whole story, so it's important to consider all of the components.

**NOTE:** There may be examples or graphs used from the 2014-2015 report cards to show how information will look on the 2015-2016 report cards.

[reportcard.education.ohio.gov](http://reportcard.education.ohio.gov)

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## Why does Ohio have school and district report cards?

The release of the Ohio School Report Cards is an important yearly milestone for our state's K-12 education system. The report cards give Ohioans a look at how their local schools and districts are performing in six key areas that focus on the needs of all students as we prepare them for success in higher education, careers and life.

The indicators used in the report cards reflect our aspirations for our schools. We want them to show students reaching levels of proficiency, as well as show expected or above expected learning progress. We want all students graduating on time in four – and at most five – years. We want students to be reading on grade level early in their academic experiences, so they have the skills they need to keep learning throughout their school years. And we have high expectations and a strong commitment to high academic achievement for students from every background, culture and income level.

The information shown on the report cards can lead to a wide range of reactions. Some will be excited at reaching certain performance levels or demonstrating improvement in key areas. Others may be frustrated or disappointed that the improvement efforts that are showing positive results at the local level are not yet having an impact on the state report card. We recognize that Ohio's assessment system is in transition, so the results on the report cards should be viewed in that context. History has shown us that our students, educators, administrators, parents and communities rise to the occasion when the state transitions to new or different tests or raises the expectations we have for our schools and districts. We then begin to see positive results soon after implementation.

Ohio has everything it takes to create the best education system in the nation – clear learning standards, an end-focus on careers, the ability to help all of our students learn and grow and a collective commitment to helping our students achieve.

To be the best, and regardless of whether our report cards are exciting or disappointing, we must renew our shared commitment to continue getting better.

We must learn what we can from the results but also examine other indicators of our progress and success. The 2016 Ohio School Report Cards are one piece of evidence and a credible gauge of where we are and where we need to go.

We hope these report cards will start productive discussions that drive our continuing improvement efforts. You, as a parent, local school board member or citizen of your community, should talk with your school and district leaders to better understand the factors that contribute to the report card grades and talk about strategies that can make a difference going forward. Reflect on the report card results, and consider them in relation to the aspirations we have for all of our schools and districts. Also remember that the other factors that you see, like school culture, leadership quality and community support, help schools to better meet the needs of our students. Whatever grades your school and district receive on their report cards, you can take part in helping them improve. We know from experience that all schools, even high-performing ones, can get better. The schools, educators and children of your community are counting on you!



**Tom Gunlock**  
President  
State Board of Education



**Paolo DeMaria**  
Superintendent of  
Public Instruction



## What do the Ohio School Report Cards measure?

Schools and districts report information for the Ohio School Report Cards on specific marks of performance – called measures – within six broad categories or components. The components are Achievement, Progress, Gap Closing, Graduation Rate, K-3 Literacy and Prepared for Success. While the department has given letter grades on most of the individual measures for several years, new this year are letter grades on each of the six components. This will help give Ohio parents and schools an even more complete snapshot of the quality of education they are providing their children.



### Achievement

The Achievement component of the report card represents whether student performance on state tests met established thresholds and how well students performed on tests overall.



### Progress

The Progress component looks closely at the growth that all students are making based on their past performances.



### Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.



### Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.



### K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.



### Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### Measures

- College entrance exam remediation-free scores.
- An honors diploma.
- An industry-recognized credential or group of credentials worth 12 points.
- Advanced Placement tests scores.
- International Baccalaureate tests scores.
- College Credit Plus credits.

## How do I use this information?

Examine the grades for your district or school. Ask questions about what you see.



### Achievement

The Achievement component of the report card represents whether student performance on state tests met established thresholds and how well students performed on tests overall.

#### What is being graded?

1. Indicators Met – Did the percent of students scoring at least proficient meet established thresholds?
2. Performance Index – How well did students perform on the tests overall?

#### Why is this important?

- It shows if students are meeting grade-level expectations.
- It shows how far above or below grade-level expectations students performed.

#### What is an A?

- You must exceed state standards.
- Your grade will improve as students score higher on tests.

#### Questions to ask

Some students will not achieve at the highest levels, even in a school with a good grade.

- Which students are performing well and which are not?
- In which subjects and grades are students doing well? Why?
- In which subjects and grades are students not doing well? Why?
- Which districts, similar to ours, are doing better than we are? What are they doing?



### Progress

The Progress component of the report card looks closely at the growth that all students are making based on their past performances.

#### What is being graded?

Progress of:

1. All students;
2. Gifted students;
3. Lowest 20 percent of students in achievement;
4. Students with disabilities.

#### Why is this important?

- All students should make progress in each subject or they will fall behind.
- Making progress is the expectation of parents and the community.
- Your school's grade will improve as students make more progress.

#### What is an A?

- The group of students makes more than expected progress.

#### What is a C?

- The group of students makes expected progress.

#### Questions to ask

- Which students are making progress and which are not?
- How can we change instruction for groups that are not making progress every year?
- Which districts, similar to ours, are doing better than we are? What are they doing?



## Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation, so that all of Ohio's students can be successful.

### What is being graded?

Annual Measurable Objectives – How does the performance of student groups in my district or school compare to a state goal?

### Why is this important?

Every student should succeed in learning. When groups of students are not succeeding, educators need to review why and make changes.

### What is an A?

Every group of students must be proficient.

### Questions to ask

- How are different groups of students performing?
- What information is available to determine which groups are doing well and which are not?
- How can we change instruction for groups that are not succeeding?
- Which districts, similar to ours, are doing better than we are? What are they doing?



## Graduation Rate

The Graduation Rate component of the report card looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

### What is being graded?

1. Four-Year Graduation Rate – How many students graduated in four years or less?
2. Five-Year Graduation Rate – How many students graduated in five years or less?

### Why is this important?

Almost all jobs require skills and education beyond a high school diploma. Measuring the five-year rate gives districts credit for helping students, who just missed graduating on time, finish their diplomas.

### Questions to ask

- What are the reasons students are not graduating?
- Are there certain subjects that are holding students back?
- What are we doing to grow the number of students who graduate?
- Which districts, similar to ours, are doing better than we are? What are they doing?



## K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

### What is being graded?

K-3 Literacy Improvement – How well did your school move students at each level – kindergarten and grades 1 and 2 who were not on track to read at grade level at the beginning of the 2014-2015 school year to being on track at the beginning of the 2015-2016 school year? In third grade, how well did your school move students who were not on track at the beginning of the 2015-2016 school year to proficient on the state's third grade English language arts test by the end of the 2015-2016 school year?

### Why is this important?

- Early reading predicts how students will do throughout the remainder of their school careers.
- For the 2015-2016 school year, students receiving scores of 42 or higher on the reading section of the Ohio English language arts test are eligible for promotion under the Third Grade Reading Guarantee. This is a different score than the score for proficient (700) that is used on the Ohio School Report Cards for the K-3 Literacy Improvement Measure.

### What is an A?

All students who are not on track in reading receive interventions and improve to being on track.

### Questions to ask

- What are we doing to help our struggling readers?
- Do we have specialists, intervention services or outside assistance in place to meet the needs of struggling readers?
- How many students enter our schools struggling to read and how successful are we in helping them catch up?
- Which districts, like ours, are doing better than we are? What are they doing?



## Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### What are the measures?

Primary measures:

- College entrance exam remediation-free scores;
- An honors diploma; or
- An industry-recognized credential or group of credentials worth 12 points.

Bonus measures:

- Advanced Placement tests scores;
- International Baccalaureate tests scores; or
- College Credit Plus credits.

### Why is this important?

- Graduation is not enough. Students must be prepared for further education or work after high school.
- Whether training in a technical field or preparing for work or college, these indicators measure preparedness for all educational tracks.
- All districts and community schools must provide and promote ways for high schools to offer college credit.

### Questions to ask

- Which of the elements in the Prepared for Success component are our schools providing?
- Why are we not offering other elements?
- Are those moving on to college able to do college-level work immediately?
- How do we inform parents and encourage students to get involved in these opportunities?

# Understanding Ohio School Report Cards



## Achievement Component

**Measures:** **Indicators Met**  
**Performance Index**

**Description:** The Achievement component of the report card represents whether student performance on state tests met established thresholds and how well students performed on tests overall.

The **Indicators Met** measure represents whether student performance on state tests met established thresholds. They are based on a series of up to 31 state tests that measure the percent of students proficient or higher in a grade and subject. Schools and districts also are evaluated on the gifted indicator, giving them up to 32 possible indicators.

The **Performance Index** measures the achievement of every student, not just whether or not he or she reaches “proficient.” Districts and schools receive points for every student’s level of achievement. The higher the student’s level, the more points the school earns toward its index. This rewards schools and districts that improve the performance of highest- and lowest-performing students.

**New this Year:** While schools and districts have received A-F letter grades on Indicators Met and Performance Index for several years, the percent of students needing to score proficient or higher on each state test increased. Additionally, the five 10th-grade Ohio Graduation Tests are no longer included. For the first time in 2016, there will be a letter grade on the larger Achievement component.

**A-F Rating:** The ranges for both achievement measure grades are the same and partially prescribed by law.

Score	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
50% - 69.9%	D
Below 50%	F

**Component Grade:**

75%

75 percent of the grade comes from the **Performance Index** score: the level of achievement for each student on each state test. The possible levels are Advanced, Accelerated, Proficient, Basic and Limited. Schools and districts receive points for every student’s level of achievement.

25%

25 percent of the grade comes from the **Indicators Met** score: how many students show “Proficient” knowledge on state tests in each grade and subject. In other words, how many students have met the basic expectations.



## Progress Component

- Measures:**
- Progress** for all students in the school together
  - Progress** for gifted students
  - Progress** for students with disabilities
  - Progress** for students whose academic performance is in the lowest 20 percent of students statewide

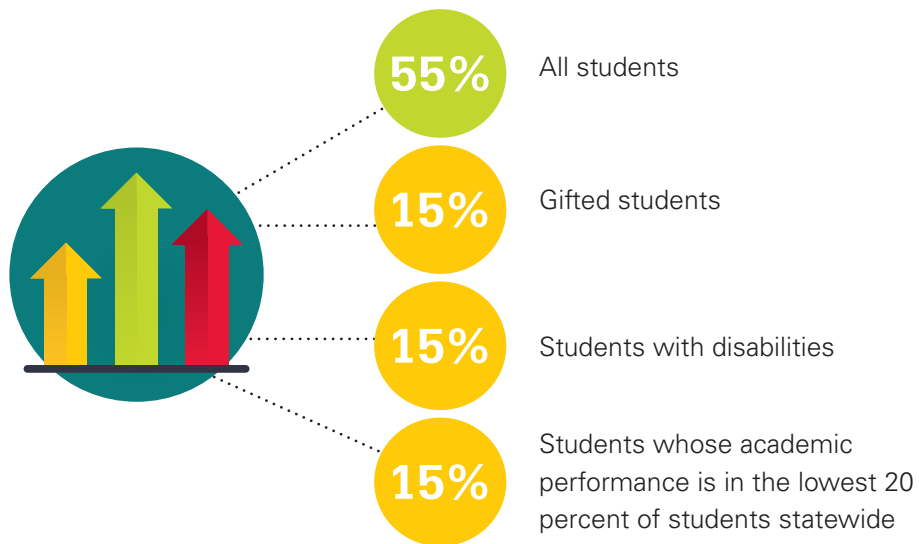
**Description:** Not all children start out at the same place with their learning, but every student should learn and grow throughout the school year. Progress looks closely at the growth that all students are making based on their past performances. Progress measures have previously been based on state test results in English language arts and math in grades 4-8.

**New this Year:** The Progress measures add state tests in grades 5 and 8 science and grade 6 social studies as well as English language arts and math end-of-course high school exams.

**Technical Fact:** The state examines students' state tests through a series of calculations to produce a "value-added" rating for your school or district for each of the four groups listed above.

Expected growth by a student group gives the school or district a C grade. A group that has made more than expected growth earns the school or district an A or B grade, depending on the amount of growth. A student group that has made less than expected growth results in a D or F grade for the school or district.

**Component Grade:**





## Gap Closing Component

**Measures:** Annual Measurable Objectives

**Description:** Schools must close the gaps that exist in the achievement between groups of students that may be based on income, race, ethnicity or disability. This component shows how well schools are meeting performance expectations for our most vulnerable students in English language arts, math and graduation.

It compares the academic performance of nine student groups against the performance of a 10th group, all students in Ohio.

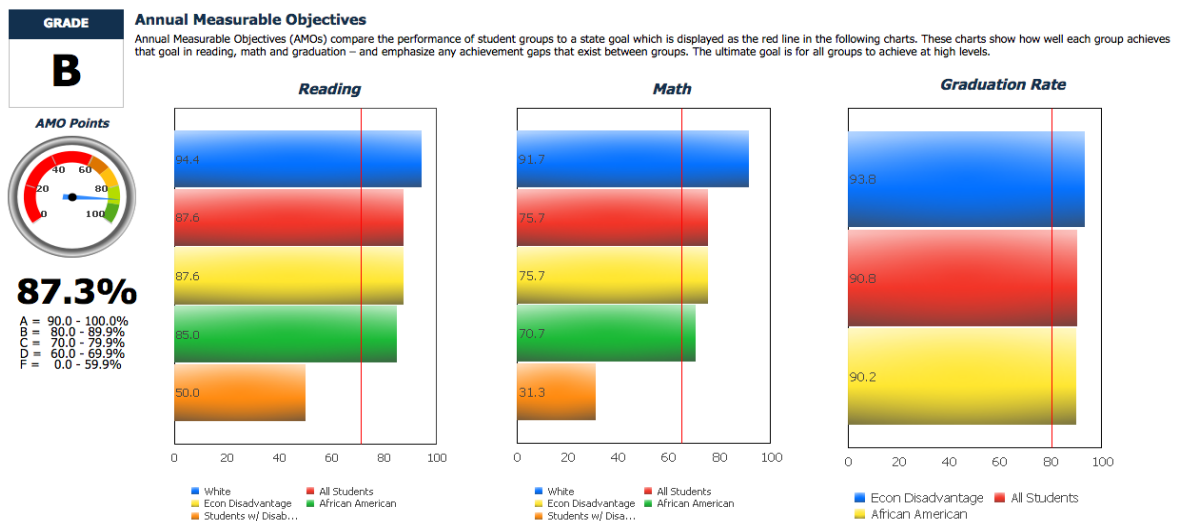
**Technical Fact:** A district or school cannot receive an A if one of its groups is not reaching the annual goal for all students. The goals for all student groups are called Annual Measurable Objectives. A grade is assigned after a review of the results of all 10 student groups in English language arts, math and graduation rate and for efforts to close the achievement gaps in the following groups of students:

- All Students;
- American Indian/Alaskan Native;
- Asian/Pacific Islander;
- Black, Non-Hispanic;
- Hispanic;
- Multiracial;
- White, Non-Hispanic;
- Economically Disadvantaged;
- Students with Disabilities; and
- Limited English Proficiency.

**A-F Rating:** Ohio’s ESEA flexibility waiver outlines the targets for the Annual Measurable Objectives.

Score	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
60% - 69.9%	D
Less than 60%	F

**Component Grade:**





## Graduation Rate Component

**Measures:** **Four-Year Graduation Rate**  
**Five-Year Graduation Rate**

**Description:** The Four-Year Graduation Rate includes as graduates only those students who earn diplomas within four years of entering ninth grade for the first time. The Five-Year Graduation Rate includes those students who graduate within five years of entering ninth grade for the first time.

**Technical Fact:** In 2010, Ohio transitioned to a new method of calculating the graduation rate. The federal government set this rate to allow for comparisons between Ohio and other states. The calculation for the Four-Year Graduation Rate divides the number of students who graduate high school in four years or less by the number of students who form the adjusted group for the graduating class. The calculation of the Five-Year Graduation Rate divides the number of students who graduate high school in five years or less by the number of students who form the adjusted group for the graduating class. The adjusted group includes all students who entered ninth grade for the first time four years earlier. A group is adjusted by adding any students who transfer into the group later during the ninth grade and the next three years and subtracting students who transferred out. A student can be in only one group.

**A-F Rating:** The ranges for the graduation rate measures are different and partially prescribed in law.

**Four-Year Graduation Rate**

Score	Letter Grade
93% - 100%	A
89% - 92.9%	B
84% - 88.9%	C
79% - 83.9%	D
Less than 79%	F

**Five-Year Graduation Rate**

Score	Letter Grade
95% - 100%	A
90% - 94.9%	B
85% - 89.9%	C
80% - 84.9%	D
Less than 80%	F

**Component Grade:**



The letter grade for the Four-Year Graduation Rate.



The letter grade for the Five-Year Graduation Rate.





## K-3 Literacy Component

**Measures:** K-3 Literacy Improvement

**Description:** Reading is the foundation for all learning. That is why it is critical to fund and address reading issues for a student as early as possible. K-3 Literacy looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

The measure and component relate to Ohio's Third Grade Reading Guarantee, which aims to make sure that all students are reading at grade level by the end of third grade. The guarantee drives attention to students from kindergarten through third grade who are struggling readers and makes sure they get the help they need to succeed in reading. Through this initiative, districts and schools diagnose reading issues, create individualized reading improvement and monitoring plans, and provide intensive reading interventions.

**New this Year:** K-3 Literacy Improvement uses results from two assessments: a reading diagnostic given to all students in kindergarten through grade 3 at the beginning of the school year and Ohio's state third grade English language arts test given to third-graders twice during the school year. For the 2015-2016 school year, students took the new state test in English language arts that included writing as well as reading. The new test replaced the previous Ohio Achievement Assessment given in 2014-2015.

**Technical Fact:** Any school or district that had fewer than 5 percent of its kindergartners reading below grade level at the beginning of the 2015-2016 school year will not receive a letter grade for this measure. The minimum range of a C grade will be the prior year's statewide average value for this measure. Students who do not score Proficient or higher on the state's third grade English language arts test and are not receiving services through a reading improvement and monitoring plan are deducted from a district's or school's score.

**A-F Rating:** The grade for the measure is based on the prior year's state average. State law requires that the statewide average represents the bottom of the C range.

**Component Grade:** The grades for this measure and component are based on the percentage of students in each of the following situations:

- Students who were not on track in reading last year in kindergarten and now are on track in first grade;
- Students who were not on track in reading in first grade and now are on track in second grade;
- Students who were not on track in reading in second grade and now are on track in third grade; and
- Students who were not on track in reading at the beginning of third grade who scored "Proficient" on Ohio's third grade English language arts test.



## Prepared for Success Component

### Measures:

**College entrance exam  
Honors Diploma  
Industry-recognized credentials**

**Advanced Placement  
International Baccalaureate tests  
College Credit Plus**

### Description:

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

Using multiple measures for college and career readiness enables districts to showcase their unique approaches to prepare students for success after high school. For example, some school districts may focus on Advanced Placement courses while others focus on College Credit Plus credits.

### New this Year:

Districts and schools will receive A-F letter grades on the Prepared for Success component for the first time this year. A Prepared for Success letter grade is based on how well the students performed on these six measures:

#### Primary measures

A district earns 1 point for every student who earns any of the following:

1. College entrance exam remediation-free scores\* (18 for ACT English, 22 for ACT math and 21 for ACT reading; or 430 for SAT writing, 520 for SAT math and 450 for SAT reading);
2. An Honors Diploma; or
3. Twelve points through an industry-recognized credential or group of credentials in one of 13 high-demand career fields.

*If a student achieves more than one of the above, the district still earns 1 point for that student.*

#### Bonus measures

For every student who earns 1 point plus one of the following, a district earns 0.3 additional points:

1. Advanced Placement tests – Scores 3 points or more on at least one test;
2. International Baccalaureate tests – Scores 4 points or more on at least one test;
3. College Credit Plus – Earns at least 3 credits.

*If a student achieves more than one of the above, the district still earns 0.3 bonus points for that student.*

### A-F Rating:

Add the total points the district earned on the six measures, then divide that number by the total number of students in the adjusted classes of 2014 and 2015. The maximum points possible are 1.3 per student.

Here's what the letter grade calculation looks like:

$$\frac{\text{Points district earned}^1}{\text{Students in adjusted classes of 2014 and 2015}^2} = \frac{762}{1,000} = 76.2\% \text{ or B}$$

\*Ohio's university presidents set these scores, which are subject to change.

<sup>1</sup>Based on six measures.

<sup>2</sup>All students who started ninth grade five years ago (class of 2014) plus those who started ninth grade four years ago (class of 2015). Both numbers are adjusted by adding in students who moved into the district – and by subtracting those who moved out – since ninth grade began.

# Other Report Card Information



## Gifted Students

This information identifies the number of your district's students who are determined to be gifted and how many of them are receiving gifted services from the district or school. Additionally, it shows how your gifted students are performing academically. You can find this information in the Achievement component section.

### Example:

#### Gifted Indicator

- Overview
- Performance Index
- Gifted Inputs

The Gifted Indicator is derived from three components: Gifted Value Added, the Performance Index for gifted students, and a Gifted Inputs score.

#### Gifted Value Added

<b>Value Added Grade:</b>	NR	Districts must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component. A grade of NR results in Not Met if the district has an Enrollment of 600 or more.
<b>Enrollment:</b>	4,593	
<b>Value Added Met?</b>	NR	

#### Gifted Performance Index

<b>Performance Index:</b>	123.849	Districts with at least 10 unique students in the Gifted Performance Index calculation must score 116.0 or better to meet the Gifted Performance Index component.
<b>Performance Index Met?</b>	Met	

#### Gifted Inputs

<b>Total Points:</b>	65.0	Points are earned based on identification and services provided to gifted students. Districts must earn at least 60 points out of a possible 100 to meet the Gifted Inputs component.
<b>Gifted Inputs Met?</b>	Met	

#### Gifted Indicator Final Result

INDICATOR

Met

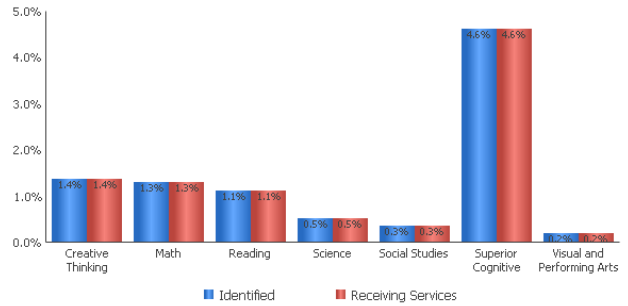
The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however; if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

#### Additional Information on Identification and Services

- Identification and Services
- Screening and Acceleration

All Grades

This chart shows the percentage of all enrolled students that are identified as gifted and that are receiving gifted services.



Note: Students may be identified in more than one category

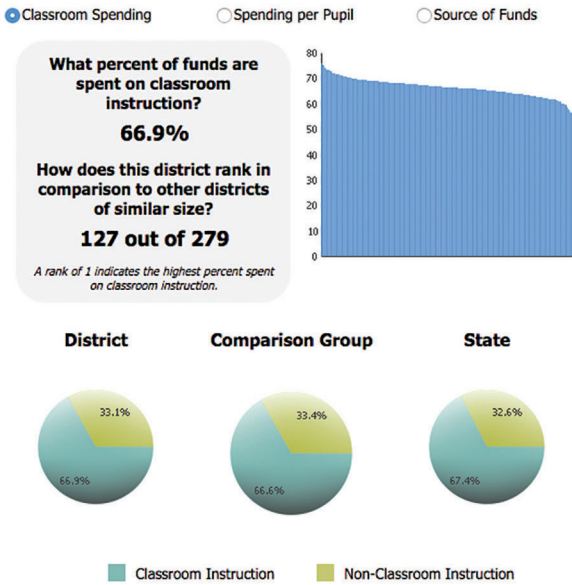


### Financial Data

These measures answer several questions about spending and performance. How much is spent on classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

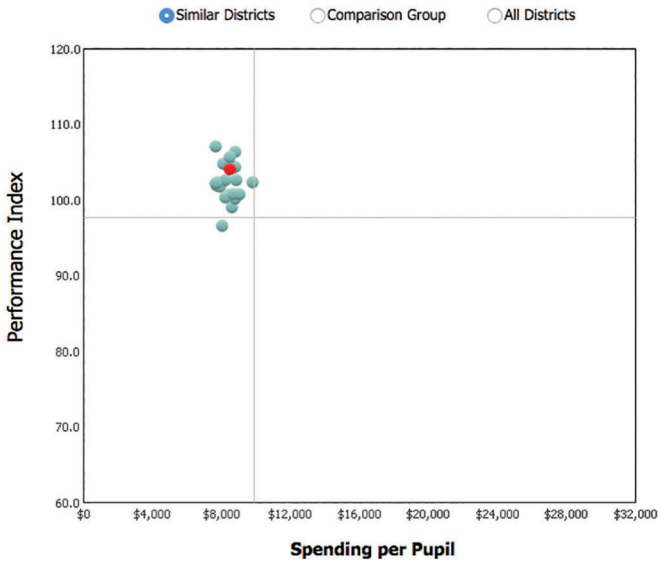
#### Example:

#### Spending Data



#### Spending and Performance

This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?



The quadrant lines on this graph represent the statewide average performance index score and the statewide average spending per pupil.

**Comparison Group:** Enrollment between 1000 and 2499

Every district and school report card includes this financial information.

## Report Card for Career-Technical Planning Districts

Students included in this report card have completed at least half of their career-technical education and are enrolled for the second half. There are five components on this report card – Achievement, Graduation Rate, Prepared for Success, Post-Program Outcomes and Federal Accountability Results.



### Achievement Component

Technical Skill Attainment shows the proportion of students passing technical assessments. These assessments are designed to measure the skills and knowledge learned in a student's career-technical program.

#### What is being graded?

1. Percent of students participating in assessments.
2. Of those participating, the percent of students passing technical assessments.

#### Questions to ask

Some students will not achieve at the highest levels, even in a school with a good grade.

- Why are students not participating in assessments?
- What are we doing to increase participation?
- What help do our students need to pass assessments?
- Which career-tech centers, similar to ours, are doing better than we are? What are they doing?

#### How is the grade determined?

The **Technical Skill Attainment Rate** reflects the proportion of students who passed the technical tests in their career-tech programs. Only students who took tests are included in the passage rate.

Score	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
65% - 69.9%	D
Less than 60%	F

This grade also reflects the testing participation rate. Districts that have less than 90 percent test participation receive a one letter grade demotion. For less than 80 percent participation, the district receives a letter demotion of two grades.

<u>Effect</u>	<u>Test Participation Rate</u>
Decrease of one letter grade	<90%
Decrease of two letter grades	<80%



## Graduation Rate Component

This grade measures the percent of students who concentrate in career-technical education and graduate from high school within four or five years.

### What is being graded?

1. Four-Year Graduation Rate – How many students graduated in four years or less?
2. Five-Year Graduation Rate – How many students graduated in five years or less?

### Why is this important?

Almost all jobs require skills and education beyond a high school diploma. Measuring the five-year rate gives districts credit for helping students, who just missed graduating on time, finish their diplomas.

### Questions to ask

- What are the reasons students are not graduating?
- Are there certain subjects that are holding students back?
- What are we doing to grow the number of students who graduate?
- Which districts, similar to ours, are doing better than we are? What are they doing?

### How is the grade determined?

The **Four-Year Graduation Rate** includes only those students who earn diplomas within four years after entering ninth grade for the first time and concentrated in career-technical education.

Score	Letter Grade
93% - 100%	A
89% - 92.9%	B
84% - 88.9%	C
79% - 83.9%	D
Less than 79%	F

The **Five-Year Graduation Rate** includes those students who graduate within five years after entering ninth grade for the first time and concentrated in career-technical education by the end of their fourth year.

Score	Letter Grade
95% - 100%	A
90% - 94.9%	B
85% - 89.9%	C
80% - 84.9%	D
Less than 80%	F

### Component Grade

**60%**

The letter grade for the Four-Year Graduation Rate.

**40%**

The letter grade for the Five-Year Graduation Rate.



## Prepared for Success Component

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

### How is the grade\* determined?

- College entrance exam remediation-free scores.
- Honors Diploma.
- Industry-recognized credentials or group of credentials worth 12 points.
- Advanced Placement test score of 3 points or more on at least one test.
- International Baccalaureate test score of 4 points or more on at least one test.
- College Credit Plus of at least 3 credits.

### Why is this important?

- Graduation is not enough. Students must be prepared for further education or work after high school.
- Whether training in a technical field or preparing for work or college, these indicators measure preparedness for all educational tracks.
- All districts must provide and promote ways for high schools to provide college credit.

### Questions to ask

- Which elements measured in Prepared for Success are our schools providing?
- Why are we not offering other elements?
- Are those moving on to college able to do college-level work immediately?
- How do we inform parents and encourage students to get involved in these opportunities?
- How prepared are our students to get good jobs in area businesses?

\*See page 13 for a full explanation of the Prepared for Success component.



## Post-Program Outcomes Component

This shows the percent of students who are employed, in apprenticeships, in the military, or enrolled in postsecondary education or advanced training within six months of graduating high school.

A second ungraded measure reports information on industry-recognized credentials. Students must earn 12 points for an industry-recognized credential or group of credentials before they leave high school or in the six-month period after leaving school to be counted in this measure.

### What is being graded?

- Percent of graduates who are employed, in apprenticeships, in the military, or enrolled in postsecondary education or advanced training within six months after graduation.

### What is being reported?

- Percent of graduates who earn one or more credentials or certificates before graduation or within six months after graduation. There is currently no grade attached to the credentials measure.

### Why is this important?

- All graduates should move on to their next steps in higher education or jobs.
- Earning a credential or certificate ensures that the student has an employable skill.

### Questions to ask

- Why are students not taking their next steps after graduation on to higher education or jobs?

### How is the grade determined?

The Post-Program Placement Rate reflects the proportion of students who left school and, in the subsequent months after leaving, were employed, in the military, in apprenticeships or enrolled in postsecondary education or advanced training. Only students who responded to surveys six- to nine-months after leaving school are included in this rate.

Score	Letter Grade
93% - 100%	A
89% - 92.9%	B
84% - 88.9%	C
79% - 83.9%	D
Less than 79%	F

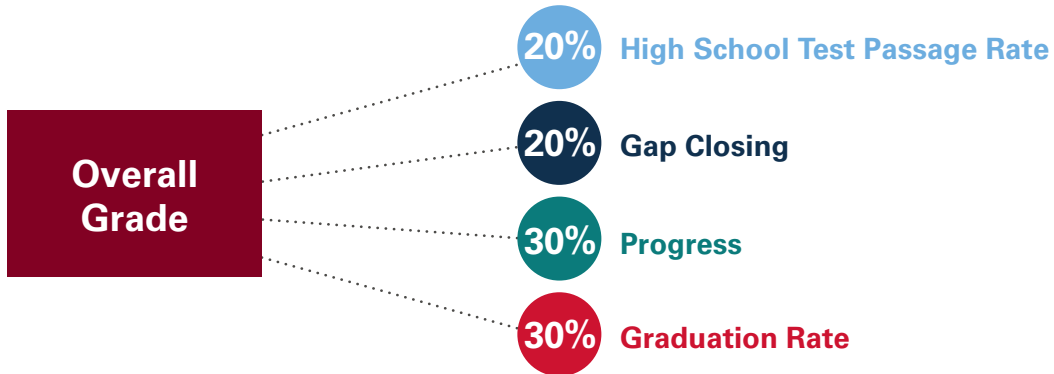
The Post-Program grade also considers the proportion of students who were surveyed. This is called the *Status Known Rate*. The Post-Program grade is increased by one letter grade for Career-Technical Planning Districts with high Status Known Rates and decreased by one letter grade for Career-Technical Planning Districts with low Status Known Rates.

Status Known Rate	Effect
95% - 100%	Letter grade increased one level.
85% - 94.9%	No change to initial letter grade.
Less than 85%	Letter grade decreased one level.



# Report Card for Dropout Prevention and Recovery Schools

Community schools that serve a majority of their students through dropout prevention and recovery programs receive this report card. Rather than A-F grades, dropout prevention and recovery schools receive one of the following ratings for report card measures – Exceeds Standards, Meets Standards, Does Not Meet Standards or Not Rated (used when there are too few data to issue a rating).



**High School Test Passage Rate**  
 This rating reports the percentage of students who passed all five subjects of the Ohio Graduation Tests as required for high school graduation.



**Gap Closing**  
 This rating shows how well schools are meeting the performance expectations for students in English language arts, math and graduation.



**Progress**  
 This rating is the school's average progress for its students in math and reading, using the NWEA Measure of Academic Progress (MAP) in grades 9-12. Progress looks closely at the growth that all students are making.



**Graduation Rate**  
 This rating reports the number of students graduating from the school in four, five, six, seven or eight years.

<b>4-YEAR RATING</b> <b>Meets Standards</b>	<b>5-YEAR RATING</b> <b>Meets Standards</b>	<b>6-YEAR RATING</b> <b>Meets Standards</b>
<b>7-YEAR RATING</b> <b>Meets Standards</b>	<b>8-YEAR RATING</b> <b>Exceeds Standards</b>	<b>COMBINED RATING</b> <b>Meets Standards</b>



## High School State Test Passage Rate

This rating reports the percentages of students who passed all five subjects of the Ohio Graduation Tests as required for high school graduation.

### What is being rated?

The number of students who have passed all five Ohio Graduation Tests.

### Why is this important?

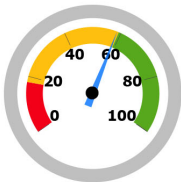
Every student deserves to succeed in learning.

### Questions to ask

- Are students in this school succeeding academically in this program?
- If not, why?

### Example:

#### Students Who Passed All Five Tests



**58.6%**

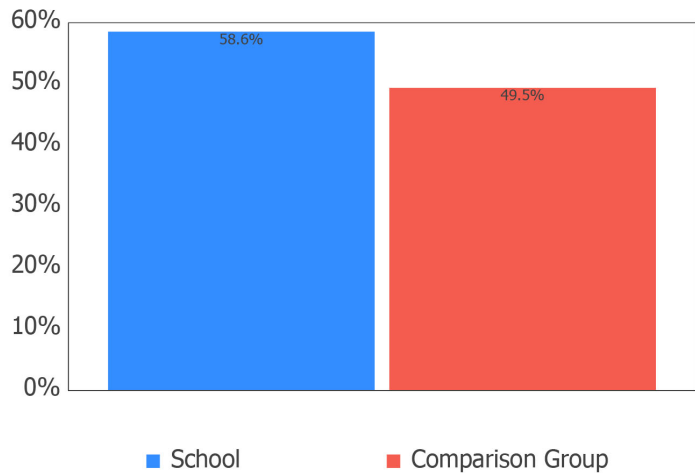
#### Score

68% - 100%  
 32% - 67.9%  
 Less than 32%

#### Rating

Exceeds  
 Meets  
 Does Not Meet

#### How Does This School Compare to the Other Dropout Recovery Program Schools in Ohio?





## Gap Closing

This rating shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

### What is being rated?

Annual Measurable Objectives – How does the performance of student groups in my school compare to a state goal?

### Why is this important?

Every student should succeed in learning. When a group or groups of students are not succeeding, educators need to review why and make changes.

### Questions to ask

- How are different groups of students performing?
- What information is available to determine who is doing well and who is not?
- How can we change instruction for groups who are not succeeding?

### Example:

**RATING**  
**Exceeds Standards**

AMO Points

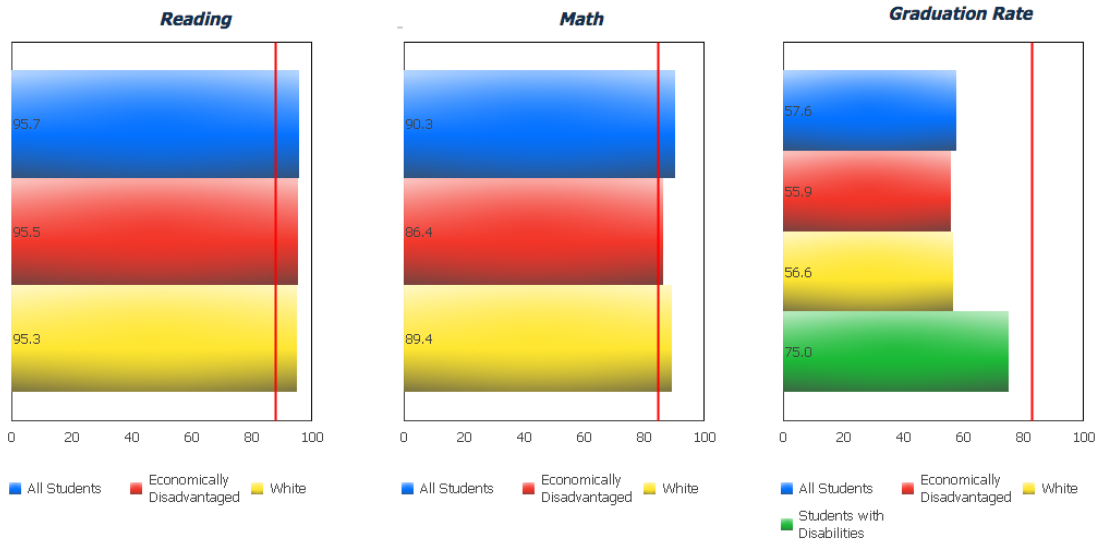


**71.0%**

Exceeds Standards 36.0 - 100.0%  
Meets Standards 1.0 - 35.9%  
Does Not Meet Standards 0.0 - 0.9%

### Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of all students to a state goal which is displayed as the red line in the following charts. These charts show how well each group achieves that goal in ELA, math and graduation – and emphasize any achievement gaps that exist between groups. The ultimate goal is for all groups to achieve at high levels.



The red line on each graph identifies the Annual Measurable Objective. The 2016 AMO for ELA is 87.9%, for Math is 84.5%, and for Graduation Rate is 82.8%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.



## Graduation Rate

This rating reports the number of students graduating from your school in four, five, six, seven or eight years.

### What is being rated?

1. The number of students who graduated in four years or less.
2. The number of students who graduated in five years or less.
3. The number of students who graduated in six years or less.
4. The number of students who graduated in seven years or less.
5. The number of students who graduated in eight years or less.

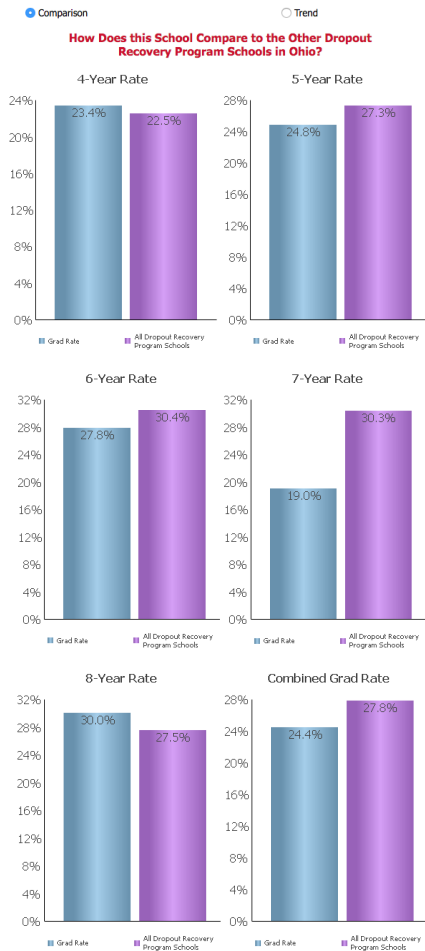
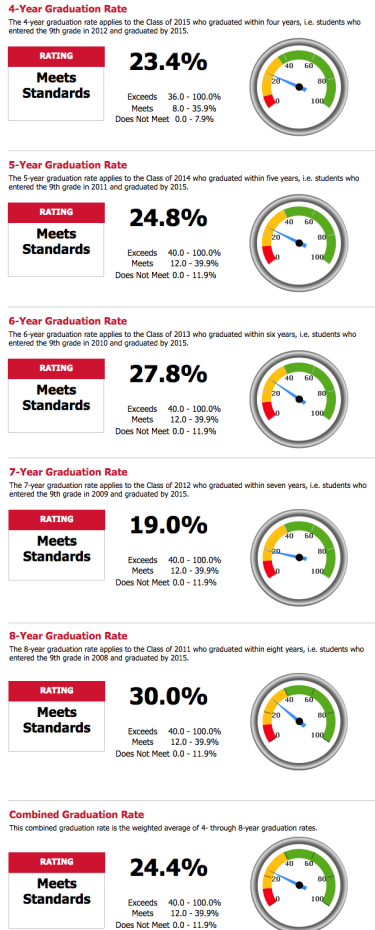
### Why is this important?

Almost all jobs require skills and education beyond a high school diploma. Measuring the four-, five-, six-, seven- and eight-year graduation rates gives the school credit for helping students finish their diplomas.

### Questions to ask

- If students are not graduating, why?

### Example:





## Progress Component

This rating is your school’s average progress for its students in math and reading using the NWEA Measure of Academic Progress (MAP) in grades 9-12. Progress looks closely at the growth that all students are making based on their past performances.

### Example:

<b>GRADE</b>	<b>Overall</b>
<b>Meets Standards</b>	This measures the progress for all students in math and reading, grades 9-12 using the NWEA MAP test.
<b>COMPONENT GRADE</b>	
<b>Meets Standards</b>	

**Progress Details**  
This table shows the Progress scores by test grade and subject, and includes up to three years of data as available.

Test Grade	Progress Score		
	Reading	Mathematics	All Tests
All Grades	0.2	-1.8	-0.9

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

Exceeds	2.00 and up
Meets	-2.00 to 1.99
Does Not Meet	below -2.00



## What is Safe Harbor?

The General Assembly directed the Ohio Department of Education to transition to new state tests in mathematics and English language arts for the 2014-2015 school year. To give schools, teachers and students time to adjust, new Ohio law suspends many of the consequences of the tests for the 2014-2015, 2015-2016 and 2016-2017 school years.

### Safe Harbor for School Districts

School officials might find it helpful to communicate with parents about safe harbor as meaning “no impact.” School districts can become eligible for certain programs or interventions based on their report card performance. Safe harbor – or no impact – for school districts means the following programs or interventions will be suspended:

#### Challenged School District Designation

When the state designates a school district as “challenged,” new startup community schools can open within the district’s boundaries. Safe harbor means the state will designate no new school districts as challenged until it releases the 2018 report cards.

#### Educational Choice Scholarship Program

Students attending persistently poor performing schools can become eligible for vouchers to pay the costs of attending private schools. Safe harbor means Ohio will include no new public school buildings in the program until the 2019-2020 school year.

#### Academic Distress Commissions

Ohio forms these commissions to help improve a school district after three consecutive years of poor results on its report cards. The 2016 report cards and report cards thereafter count toward the three consecutive years for the formation of new academic distress commissions, and safe harbor does not apply to the existing academic distress commissions.

#### Community School Closure

The majority of community schools receive the same traditional report cards as other public schools. Community schools can be closed by law for continued poor performance. That said, Ohio’s current safe harbor provisions say the state will not use grades published on the 2014-2015, 2015-2016 and 2016-2017 report cards to judge whether it will close a school.

## School Restructuring

When traditional public schools receive low report card grades, there are several laws that require them to restructure or even close. Safe harbor means that no new school buildings will be required to restructure because of state law based on the 2014-2015, 2015-2016 or 2016-2017 report cards. However, there are restructuring requirements included in federal law that are not covered by Ohio's safe harbor provisions. This state portion of restructuring affects only a few schools.

## Safe Harbor for Students

Schools and districts may not use test results during the 2014-2015, 2015-2016 and 2016-2017 school years to grant credits to students or to promote or deny students' promotion to higher grade levels, except in the cases of the Third Grade Reading Guarantee and graduation requirements. Test vendors can release a student's test score reports only to the school district, the student and the student's parent or guardian.

Schools must still retain in third grade a child who does not meet the "promotion score" on Ohio's grade three English language arts test. Some students may be exempted from this requirement. Exemption information is on the department's website at [education.ohio.gov](http://education.ohio.gov), search Third Grade Reading Guarantee.

The graduating classes of 2018 and after are taking end-of-course tests to earn graduation points. A student's performance on these tests will impact a student's graduation. However, safe harbor allows any student to retake any end-of-course tests. Students also have other options to earn high school diplomas.

## Safe Harbor for Teachers and Principals

Student growth makes up a significant portion of an evaluation for teachers and principals. State tests are one of the ways to calculate this student growth. Due to the transition to new assessments, there no longer will be consequences tied to the results of the state tests given in the 2014-2015 and 2015-2016 school years. Additionally, teachers and principals will not use value-added ratings from state tests for the 2014-2015 and 2015-2016 school years as part of their evaluations or when making decisions regarding dismissal, retention, tenure or compensation unless they choose to use the data. The law provides other options for districts to address student growth measures as a part of teacher evaluations. Discuss this with your district leaders.



## Rewards and Recognition

Ohio recognizes schools for maintaining high academic achievement among their students, including many from economically disadvantaged circumstances that can make learning difficult. Visit [education.ohio.gov/Rewards-and-Recognition](http://education.ohio.gov/Rewards-and-Recognition) to view the full list of Reward Schools. Reward Schools for 2016 were not awarded at the time this guide was published.



**Schools of Promise** – 22 recognized in 2014-2015 school year

These schools meet these criteria:

- Serve at least 40 percent economically disadvantaged students.
- Achieve Proficient scores in reading and math with 80 percent or more of students in grades that took the 2014-2015 Ohio Achievement Assessments and Ohio Graduation Tests. Student groups include racial and ethnic, economically disadvantaged, students with disabilities and English language learners.
- Score grades of A or B on the Ohio School Report Cards for their Annual Measurable Objectives, to narrow performance gaps between student groups.
- Receive grades of A or B on student learning progress through the school year. Additionally, a grade of A or B on high school graduation rate, if the building is a high school.



**High Performing Schools of Honor** – 14 recognized in 2014-2015 school year

The High Performing Schools of Honor exceed the criteria of Schools of Promise. These schools must:

- Be Title I eligible and serve 40 percent or more economically disadvantaged students.
- Have 90 percent or more of all students score Proficient on the Ohio Achievement Assessments and Ohio Graduation Tests over the last five years.
- Have 80 percent of all subgroups who are Proficient in the most recent school year. Student groups include racial and ethnic, economically disadvantaged, students with disabilities and English language learners.
- Have a 93 percent graduation rate over the last five years, if the building is a high school.
- Earn grades of C or higher for their Annual Measurable Objectives and grades of B or higher for student learning progress.



**High Progress Schools of Honor** – 4 recognized in 2014-2015 school year

The High Progress Schools of Honor made the greatest five-year gains in proficiency and graduation rates, although they may still have work to do to achieve at the level of High Performing Schools of Honor. These buildings must be Title I eligible and serve 40 percent or more economically disadvantaged students.



**All A Award** – 2 districts, 46 schools recognized in 2014-2015 school year

The State Board of Education recognizes districts and schools that earned straight A's on all of their applicable report card components and measures.



**Momentum Award** – 53 districts and 165 schools recognized in 2014-2015 school year

The State Board of Education recognizes districts and schools that exceed expectations in student growth for the year.



### **Blue Ribbon Schools** – 14 schools recognized in 2015 school year

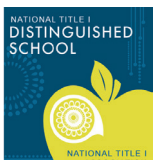
The U.S. Department of Education recognizes Ohio elementary and secondary schools that make significant progress in closing achievement gaps or whose students achieve at the highest levels in the state.

The Ohio Department of Education nominates 15 public schools each year. At least five must have 40 percent or more students who qualify for free or reduced-price lunches.

There are two categories for nomination:

- Exemplary High Performing Schools – Performing in the top 15 percent of schools in the state using state assessments in both reading and mathematics.
- Schools with Exemplary Improvement – Showing the most progress in reducing achievement gaps and in improving student performance using state assessments in both reading and mathematics. In addition, at least 40 percent of the school's students are from disadvantaged backgrounds.

The schools with 40 percent or more poverty may fall into either category. Schools with less than 40 percent poverty only qualify for the high performing category.



### **National Title I Distinguished Schools Program** – 2 schools recognized in 2015 school year

The National Title I Association selects examples of superior Title I school programs. Selected schools qualify in one of the following categories:

- Exceptional student performance for two or more consecutive years.
- Closing the achievement gap between student groups.
- Excellence in serving special populations of students (e.g. homeless, migrant, English learners, etc. – new in 2016).

The association uses academic achievement of students and the creative and innovative programs that contribute to the school's success for this national recognition.

These schools demonstrate a wide array of strengths. This includes team approaches to teaching and learning, focused professional development opportunities for staff, individualized programs for student success and strong partnerships between the school, parents and community.



## **Green Ribbon Schools** – 1 recognized in 2016 school year

The U.S. Department of Education recognizes schools and districts for their outstanding, comprehensive approaches to being green in learning and operations. Their efforts include reducing environmental impact and utility costs. Additionally, they promote better health and have effective environmental education such as civics and green career pathways.

## Ohio School Report Cards

(877) 644-6338 | [reportcard.education.ohio.gov](http://reportcard.education.ohio.gov) | [accountability@education.ohio.gov](mailto:accountability@education.ohio.gov)



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## ***K-3 Literacy Improvement Measure***

### ***Introduction***

The K-3 Literacy Improvement Measure was created to report whether a school district or building is making progress in improving literacy in grades kindergarten through three. The measure uses the results from the fall reading diagnostics taken in grades Kindergarten through Grade 3 and the results from the third grade Ohio State Test (OST) to measure the improvement schools and districts are making moving students from “not on track” to “on track” and eventually to proficient on the OST.

For the 2017 report card, the measure looks at which students were deemed to be “not on track” on the Kindergarten diagnostic taken in the fall of the 2015-2016 school year and gives credit for those students who improve to “on track” following the first grade diagnostic taken in the fall of the 2016-2017 school year.

Similarly, it measures the percentage of improvement from the fall 2015-16 school year first grade diagnostic to the fall 2016-17 school year second grade diagnostic, the fall 2015-16 second grade diagnostic to the fall 2016-17 third grade diagnostic and from the fall 2016-17 third grade diagnostic to the fall or spring 2016-17 school year third grade OST.

Additionally, the measure identifies students who were never on or were removed from a Reading Improvement and Monitoring Plan\*\* (RIMP), but do not achieve proficiency on the OST by the spring of the third grade and uses such students to ‘demote’ the improvement percentage aggregated from the grade pairs described above.

*\*\*Note that schools must put students identified as “not on track” on the fall reading diagnostic on a Reading Improvement and Monitoring Plan within 60 days of when they take the diagnostic. The plan must identify the student’s specific reading deficiencies and must outline one or more interventions, services or supports that will be implemented to improve their level of literacy.*

The improvement for each grade pair is calculated separately, but the results are aggregated so that a school or district will receive just a single improvement percentage that is used to assign the K-3 Literacy Improvement letter grade.

### ***Students Included in the Calculation***

Like other accountability calculations, 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 of the timeframes are modified from what is used for other accountability calculations. The 2017 calculation includes two different timeframes for accountability.

Students who were in Kindergarten, Grade 1 or Grade 2 during the 2015-16 school year were required to be tested no later than **September 30, 2015** using whichever approved reading diagnostic that each district chose to use. Districts were required to place the K-2 students on a RIMP for the 2015-16 school year if they were deemed to be “not on track” with their literacy skills and they had to serve them with one or more reading interventions that were designed to improve their reading skills.

Students were then tested a second time before September 30, 2016 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 2015-2016 school year, the calculation includes that school year 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 in the 2015-16 school year, 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 **2015-2016** 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 **2016-2017** School Year.

AND

- Student How Received Element for the **2015-2016** and **2016-2017** school year = "\*", "3", "7", "8", "9", "A", "C", "M", "S", "U", "W", and "Y"; and Student Percent of Time for both school years > 0.

OR

- **2015-2016** and **2016-2017** school year Sent Reason Element = "CT," "JV," "ES", "PS," "MR," "OS" or "CR" (note that some codes may not be used for students in grades K-3).

OR

- For the **2015-2016** and **2016-2017** school years the student is one 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 a How Received Element = "B".

AND

- For the **2015-2016** and **2016-2017** school years the 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 180 days during the **2015-2016** and **2016-2017** school years.

Students in the third grade during the 2016-2017 school year were required to be tested no later than **September 30, 2016** and they, too, had to be placed on a RIMP within 60 days of taking the diagnostic and offered interventions if they were deemed to be “not on track.” The goal for districts was to improve the third graders’ reading level so that they would pass the OST either in the fall 2016 or spring 2017 administrations. Since these interventions took place entirely during the 2016-17 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 of 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 **2016-2017** school year.

AND

- Student How Received Element for the **2016-2017** school year = “\*”, “3”, “7”, “8”, “9”, “A”, “C”, “M”, “S”, “U”, “W”, and “Y”; and Student Percent of Time for both school years > 0.

OR

- **2016-2017** school year Sent Reason Element = “CT,” “JV,” “ES,” “PS,” “MR,” “OS” or “CR” (note that some of these codes may not be used for 3<sup>rd</sup> grade students).

OR

- For the **2016-2017** school year the student is one 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 a How Received Element = “B”.

AND

- For the **2016-2017** school year the Tuition Type Element = “D” and “T”

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 **2016-2017** school year.

### ***Calculation***

As was explained above, the measure focuses on students who are not on track and follows whether they improve on the next assessment to reach the on track status. The calculation is the percentage of not on track students who improve to on track or who score proficient on the OST.

For example, a district will get credit for a student who was not on track on the kindergarten diagnostic, but improved to on track on the first grade diagnostic. If 40 out



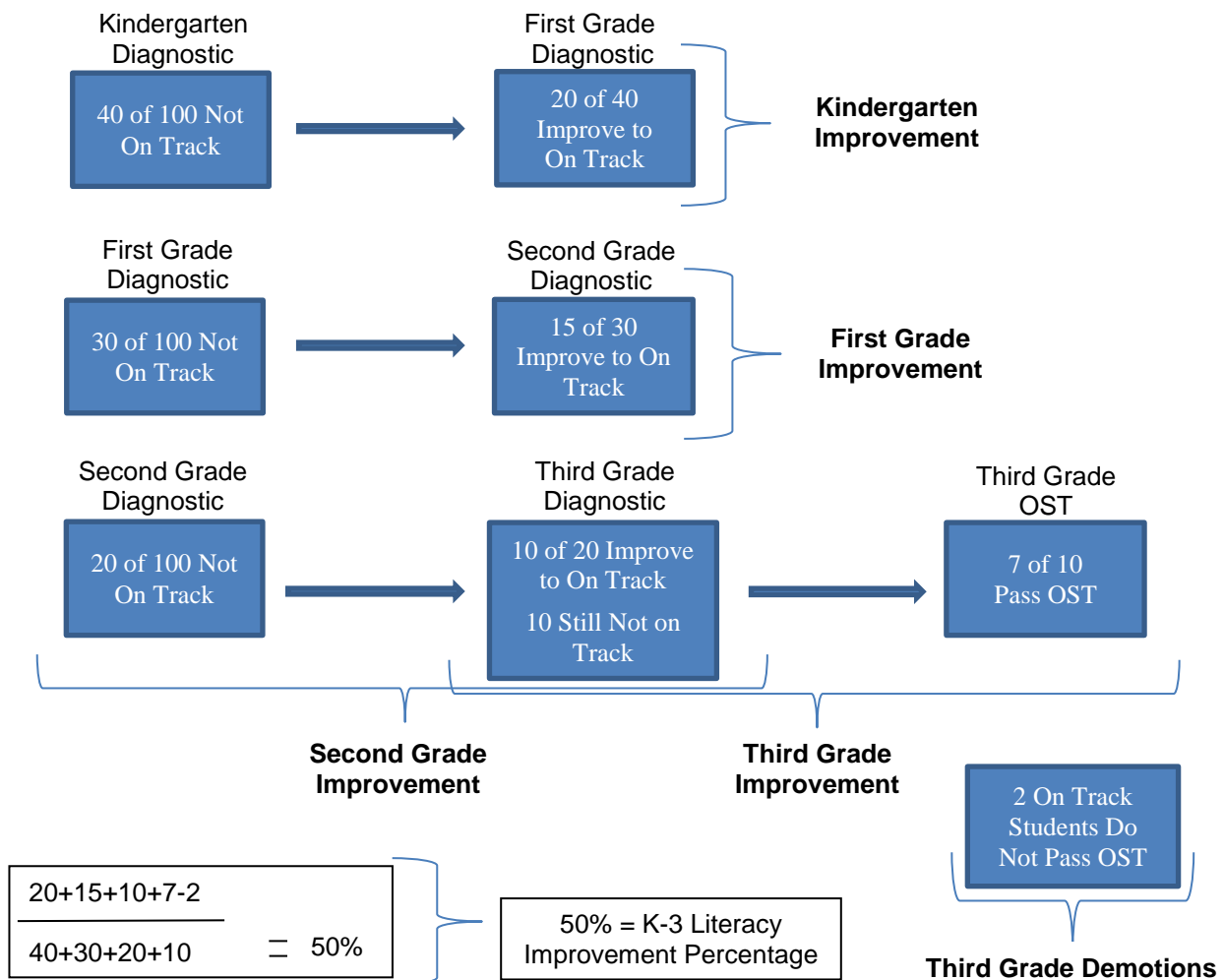
of 100 Kindergartners were not on track on the fall kindergarten test, then the percentage is calculated based on how many of those 40 students improve to be on track on the first grade test.

Similarly, the calculation provides credit for not on track first graders who improve to be on track in the second grade, and not on track second graders who improve to be on track in the third grade. In addition, credit is given for third grade students who were not on track on the fall third grade diagnostic but who score at least proficient on the third grade OST either in the fall (December) or spring administrations.

The measure also considers students who are not on a RIMP and do not reach proficient (score of 700) on the third grade ELA OST. The K-3 Literacy Improvement score decreases the overall improvement percentage by one student for each student who has never been on or who was removed from a RIMP and does not meet the proficiency standard.

The state average will represent the minimum of the “C” range on the A-F report card. The grade range will depend on the yearly average and may change from year to year. The boxes below depict how the calculation will work.

**2015-16 School Year    ➔    2016-2017 School Year**



### ***Additional Business Rules***

Listed below are some additional business rules that are used in the K-3 Literacy Improvement 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.

Beginning in 2015-16, 3<sup>rd</sup> grade students who take the state's 3<sup>rd</sup> grade ELA test will receive both a scale score for the entire test, which includes reading AND writing standards, and a sub-score to gauge proficiency on just the reading standards. For the purpose of being promoted to the 4<sup>th</sup> grade, either the reading sub-score or the full scale score is used (see Technical Documentation on Third Grade Reading Guarantee for more information on this calculation).

Per state law, the K-3 Literacy Improvement calculation uses only the scale score from the entire ELA test – not the reading sub-score. 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. Again – to clarify this is different than the score needed for a student to be promoted to the fourth grade. For the 2016-17 school year, a student can be promoted using either a reading sub-score of 44 or higher or a full scale score of 700 or higher.

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 of 2017 and if they reached the minimum score they can be promoted over the summer to the fourth grade. For the purpose of the K-3 Literacy Improvement calculation, only the fall and spring OST scores are used when calculating the third grade improvement percentage. The summer scores come back too late to be included.

Moreover, students who fail to reach the promotion score on the third grade OST also have the opportunity to take an alternative vendor assessment and if they reach the designated score for that assessment they can be promoted to the fourth grade. The K-3 Literacy Improvement calculation does not use alternative vendor assessments when calculating the third grade improvement percentage. For that calculation, only the state's fall and spring OST scores are used.

Accountable students who were retained in Kindergarten, Grade 1 or Grade 2 between the 2015-16 and the 2016-17 school years are included in the calculation if they were deemed to be not on track in the 2016-17 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 2015-16 school year to Kindergarten diagnostic taken in the 2016-17 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 2015-16 reading diagnostic identified them as not being on track in that school year. The calculation will look at whether the student improved from not on track to become 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 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 he or she 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 K-3 Literacy Improvement 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.

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 K-3 Literacy Improvement measure, if the conversion school's accountability data rolled up in both 2015-16 and 2016-17, then the K-3 Literacy Improvement data will be included in the list of elements that roll to the district that sponsors the school in 2017.

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 K-3 Literacy Improvement measure, if the start-up school's accountability data rolled up to its resident district in both 2015-16 and 2016-17, then the K-3 Literacy Improvement data will be included in the list of elements that roll to the district in 2017.

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.

2015-16 School Year	2016-17 School Year	Result for K-3 Calculation
Tested with diagnostic 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 15-16 not on track score
Tested with diagnostic deemed to be on track	Required to be tested, but test never administered	Not included in calculation because of 2015-16 "on track" status
Required to be tested, but test never administered	Tested with diagnostic or OST – 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 - deemed to be on track or passed OST	Not included in calculation because of the 2015-16 'on track' or passing status

As was mentioned above, state law requires that the statewide average improvement percentage is the percentage that represents the bottom of the "C" grade range. For 2014, the calculation used the CURRENT YEAR's average because it was the first year that the measure was calculated. For 2015 and beyond, the PRIOR YEAR's average will be used. This means that for 2017, the 2016 statewide average will be used to determine the grade ranges.

When setting the grade ranges, the total range between the statewide average and 100% will be divided into three equal intervals for the purpose of setting the "A", "B" and "C" grade ranges. An equal interval will be subtracted from the statewide average for the purpose of setting the "D" grade range. Using the prior year's average will allow schools to know what amount of improvement must be made to achieve each letter grade.

The 2017 grade scale is as follows:

2016-17 K-3 Grading Scale
A = 74.7% – 100%
B = 49.3% – 74.6%
C = 23.9% – 49.2%
D = -1.5 – 23.8%
F = <= -1.6%

Note that because districts and schools receive demotions for students who are not on a reading improvement and monitoring plan who also don't pass their 3<sup>rd</sup> grade OST, it is possible to receive a negative percentage for their K-3 literacy improvement score.

In the illustration above, the hypothetical entity used in the example received a 50% improvement percentage.

$$\frac{20+15+10+7-2}{40+30+20+10} = 50/100 = 50\%$$

This entity received two demotions for students who were not on a reading improvement and monitoring plan who also did not pass the 3<sup>rd</sup> grade OST. If this number instead had been 53 demotions the end result would have looked like this.

$$\frac{20+15+10+7-53}{40+30+20+10} = -1/100 = -1.0\%$$

***No Grade If Fewer than 5% of Kindergarten Students Score Not On Track***

A final provision in state law says that any school or district that has fewer than five percent of their Kindergartners reading below grade level in the current school year (2016-17 for the 2017 report card) will not receive a letter grade for this measure.

**Component:** Achievement

**Measures:** Indicators Met – Contributes 25% toward component grade  
 Performance Index – Contributes 75% toward component grade

**Description:** The **Indicators Met** measure shows how many students have a minimum, or proficient, level of knowledge. These indicators are not new to Ohio students or teachers. They are based on a series of 26 state tests that measure the level of achievement for each student in a grade and subject. Schools and districts also will be evaluated on the new Gifted Indicator for a total of 27 indicators. 80% of students must score “proficient” or higher to get credit for the corresponding indicator. That is commonly called “meeting” the indicator.

The **Performance Index** measures the achievement of every student, not just whether or not they reach “proficient.” Schools receive points for every student’s level of achievement. The higher the student’s level, the more points the school earns towards its index. This encourages schools and districts to work with all students to continue to improve, regardless of the student’s level of achievement. Untested students also are included in the Performance Index Score.

**Technical Fact:** The A-F grade on the report card is determined by the number of indicators “met” out of the total number evaluated. The letter grade for the Performance Index is calculated by dividing the number of points earned by the school or district by 120.

**A-F Rating:** The ranges for both achievement measure grades are the same and partially prescribed by law.

<b>Score</b>	<b>Letter Grade</b>
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
50% - 69.9%	D
Below 50%	F

**Component: Progress**

**Measures:** All Students – Contributes 55% toward component grade  
 Gifted Students – Contributes 15% toward component grade  
 Students with Disabilities – Contributes 15% toward component grade  
 Students in the Lowest 20 Percent of Achievement Statewide – Contributes 15% toward component grade

**Description:** The data from state tests over multiple years are examined through a series of calculations to produce a **Value-Added** designation for each school and district. Additionally, the tests also are examined to determine progress of three specific groups of students.

The five designations – determined in law – are the same ranges of growth that are used to compute teacher Value-Added performance. Also like the teacher Value-Added performance measure, up to three years of growth computations are used to assure the accuracy and precision of the measure. Because of the transition to new assessments up to two years of gains will be used to calculate the school and district grades in 2017. A single year of gains will be used to calculate teacher ratings in 2017.

Just because a school may have a low achievement level in a given year does not mean that students are not learning. In fact, there may be a great deal of academic growth taking place moving students toward academic success. Conversely, there is a misconception that high achievers have met their potential and can no longer advance their learning. This measure highlights the importance of providing the curriculum and instruction that will help *all* students to grow academically every year.

**Technical Fact:** Value-Added grades are based on a scale that measures a “Growth Index.” This is the same index that has been used for report card purposes since Ohio adopted its use in 2007. A range of “-1 to +1” represents “one year of growth” and is given a “C” grade.

**A-F Rating:** The grade ranges for all measures in the Progress component are the same and prescribed by law.

Score	Letter Grade
+2 or greater	A
Greater or equal to +1 but less than +2	B
Greater or equal to -1 but less than +1	C
Greater or equal to -2 but less than -1	D
Less than -2	F

**Component:** Graduation Rate

**Measures:** Four-Year Graduation Rate – Contributes 60% toward component grade  
 Five-Year Graduation Rate – Contributes 40% toward component grade

**Description:** The Four-Year Graduation Rate includes students who began 9th grade for the first time in a given school year. Students are counted as graduates in the four- and five-year graduation rates if they earn a diploma within four or five years of entering the 9th grade, respectively.

**Technical Fact:** In 2010, Ohio transitioned to a new method of calculating the graduation rate set by the federal government to allow for comparisons between Ohio and other states. The four-year graduation rate is calculated by dividing the number of students who graduate high school in four years or less by the number of students who form the adjusted cohort for the graduating class. The five-year graduation rate is calculated by dividing the number of students who graduate high school in five years by the number of students who form the adjusted cohort for the graduating class. The adjusted cohort includes all students who are entering 9<sup>th</sup> grade for the first time in a given school year. The cohort is adjusted by adding any students who transfer into the cohort later during the 9<sup>th</sup> grade and the next three years and subtracting students who transfer out. A student can only be assigned to one cohort.

**A-F Rating:** The ranges for the graduation rate measures are different and partially prescribed in law.

**Four-Year Graduation Rate**

<b>Score</b>	<b>Letter Grade</b>
93% - 100%	A
89% - 92.9%	B
84% - 88.9%	C
79% - 83.9%	D
Less than 79%	F

**Five-Year Graduation Rate**

<b>Score</b>	<b>Letter Grade</b>
95% - 100%	A
90% - 94.9%	B
85% - 89.9%	C
80% - 84.9%	D
Less than 80%	F



**Component:** Gap Closing

**Measures:** Annual Measurable Objectives (AMOs) – Single measure in component grade

**Description:** Annual Measurable Objectives (AMOs) measure the academic performance of specific groups of students, such as racial and demographic groups. Each of these groups is compared against the collective performance of all students in Ohio. This allows us to determine if there are gaps in academic achievement between groups of students. Ohio has made strides over the years to reduce these gaps. However, much work still is needed to *eliminate* achievement gaps and bring all students up to the same high level of achievement.

**Technical Facts:** This component reviews 10 student groups in reading, math and graduation rate and assigns a grade for efforts to close achievement gaps in all groups. A school or district cannot get an “A” on this measure if one of its groups has a significant gap in achievement or graduation. These student groups, which are the same groups measured by Adequate Yearly Progress (AYP), are:

- All Students;
- American Indian/Alaskan Native;
- Asian/Pacific Islander;
- Black, non-Hispanic;
- Hispanic;
- Multiracial;
- White, non-Hispanic;
- Economically Disadvantaged;
- Students with Disabilities; and
- Limited English Proficiency.

**A-F Rating:** The ranges for the Annual Measurable Objectives grades are outlined in Ohio’s ESEA flexibility waiver.

<b>Score</b>	<b>Letter Grade</b>
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
60% - 69.9%	D
Less than 60%	F

**Component:** K-3 Literacy

**Measure:** K-3 Literacy Improvement – Single measure in component grade

**Description:** Reading is the foundation for all learning. That is why it is critical to find and address reading issues for a student as early as possible. **K-3 Literacy Improvement** measures how well schools and districts are helping young students who are reading below grade level.

The measure and component relate to Ohio’s Third Grade Reading Guarantee which aims to ensure that all students are reading at grade level by the end of third grade. The guarantee drives attention to students from kindergarten to third grade who are struggling readers and makes sure they get the help they need to succeed in reading. Through this initiative, school districts and community schools diagnose reading issues, create individualized reading improvement and monitoring plans, and provide intensive reading interventions.

**Technical Facts:** Any school or district that has less than five percent of their kindergartners reading below grade level will not receive a letter grade for this measure or component. The minimum range of a “C” grade will be the prior year’s statewide average value for this measure.

This measure will use results from reading diagnostic assessments given to all students in kindergarten through grade three at the beginning of the year to report the number of students who move from not on-track to on-track from one year to the next.

**A-F Rating:** The grade for the measure is based on the prior year’s state average. State law requires that the state average represents the bottom of the “C” range with equal percentages set for the “A”, “B”, “C” and “D” ranges. Districts and schools receive a demotion for every student who is not on a Reading Improvement and Monitoring Plan who fails to score Proficient or higher on the 3<sup>rd</sup> grade state ELA test. Because of the demotions, a school or district can have an improvement percentage that is a negative number. The 2017 grade scale is:

Score	Letter Grade
74.9% - 100%	A
49.4% - 74.8%	B
23.9% - 49.3%	C
-1.6% - 23.8%	D
<= -1.7%	F

**Component:** Prepared for Success

- Measures:**
- <sup>1</sup>**College Admission Test** (*percent receiving non-remediation score*)
  - <sup>1</sup>**Industry-Recognized Credentials** (*percent with a credential*)
  - <sup>1</sup>**Honors Diplomas Awarded** (*percent with an Honors Diploma*)
  - <sup>2</sup>**Advanced Placement** (*percent scoring three or above*)
  - <sup>2</sup>**International Baccalaureate** (*percent scoring four or above*)
  - <sup>2</sup>**Dual Enrollment Credits** (*percent earning at least three credits*)
  - <sup>1</sup>Having any or all contributes a weight of 1.0 toward component
  - <sup>2</sup>Having any item in 1 and any or all in 2 contributes an additional weight of 0.3 toward component

**Description:** When students graduate from high school, they must be ready for success in college and careers without needing to take remedial classes. This goal is measured by the **Prepared for Success** component.

Prepared for Success is a unique component. It contains six measures that do not receive a grade. Beginning in 2016, the component will be graded based on the percentage of a school’s or district’s four- and five-year graduation cohorts that demonstrate college- and career-readiness. Using multiple measures for college- and career-readiness allows districts to showcase their unique approaches for preparing students. Some schools may focus on industry credentials while others focus on ACT scores.

**Technical Fact:** A school earns a point for every student in the four- and five-year graduation cohorts who either: (a) achieves a remediation free score on all parts of the ACT or SAT; (b) earns an industry-recognized credential; or (c) receives an honors diploma. A student earns an additional 0.3 points for completing one or more criteria from the list above and also: (a) earning a three or higher on an AP exam; (b) earning a four or higher on an international baccalaureate exam; or (c) earning three or more college credits through college credit plus. The maximum points that any individual student can earn is 1.3 regardless of how many criteria are met.

**A-F Rating:** The grade scale increases over the next three years. The 2017 scale is:

<b>Score</b>	<b>Letter Grade</b>
90% - 100%	A
70% -89.9%	B
45% - 69.9%	C
25% - 44.9%	D
Less than 25%	F

## Component Grades

### ***Background***

State law requires the Ohio Department of Education to issue six component grades to schools and districts beginning with the 2016 report cards. The six graded components include:

1. Achievement
2. Progress
3. Gap Closing
4. K3 Literacy Improvement
5. Prepared for Success
6. Graduation Rate

The Ohio Administrative Code (OAC) 3301-28-09 describes the methodology used to calculate each component grade. Three of the six components (Achievement, Graduation Rate and Progress) have multiple measures that are combined to get the component grades. For two measures, (AMO and K-3 Literacy Improvement), the measure grade IS the component grade. The final component (Prepared for Success) is unique in that it is comprised of a series of ungraded measures that are aggregated to produce a component grade.

This document will outline how the measure grades and ungraded Prepared for Success data are aggregated to get the six component grades. Additional technical documents exist for each of the ten measures that contribute to the components. For more information on how each of the measure grades are calculated, please refer to the respective technical documents.

### **Weighting and General Rules for All Calculations**

The state board of education determined the weighting that each measure contributes to the component. The weighting is as follows:

- **Achievement** includes the Performance Index Score weighted at 75%, and the Indicators Met measure weighted at 25%.
- **Graduation Rate** includes the 4-year Graduation Rate weighted at 60%, and the 5-Year Graduation Rate weighted at 40%.
- **Progress** includes the Overall Value-Added weighted at 55%, Gifted Value-Added weighted at 15%, Students with Disabilities Value-Added weighted at 15%, and Students in the Lowest 20% of Statewide Achievement Value-Added weighted at 15%.

If a school/district has only one measure in the Achievement or Graduation Rate component, then that one graded measure contributes 100% to the component. If neither measure is graded, then the component also is not graded. For Progress, if fewer than four measures are graded, the remaining measures are used in the same proportion to issue the component grade. If the school or district has no value-added grades, then the Progress component also remains ungraded.

The component grades are assigned by converting the measure grades to points using the tables shown below and calculating a weighted average of points earned which translates into a component letter grade. For example, if the range for an “A” is 90% to 100%, a high “A” of 100% would earn more points than a low “A” of 90%.

It is important to understand, that for each component calculation, even those where there is just one measure, the percentage still will be converted to points based on where the grade falls within the range. This is because the components eventually will be rolled up to assign an overall grade to the school or district so points are needed for all six components. More details for each component are found on the pages below.

# Achievement Component

## Measures Included

1. Indicators Met
2. Performance Index Score

## Weights\*

1. Indicators Met contributes 25% to the Achievement Component Grade
2. Performance Index Score contributes 75% of the Achievement Component Grade

\*If a school/district has only one measure, then that one graded measure is used for the component. If neither measure is graded, then the component also is not graded.

<b>Indicators</b>		
<b>Percent to Points Conversion</b>		
<b>Measure Grade Scale</b>	<b>Percentage</b>	<b>Points</b>
90%-100% – A	>=97.5% to 100%	5
	>=95% but <97.5%	4.75
	>=92.5 but <95%	4.5
	>=90% but <92.5%	4.25
80%-89.9% – B	>=87.5% but <90%	4
	>=85 but <87.5%	3.75
	>=82.5% but <85%	3.5
	>=80% but <82.5%	3.25
70%-79.9% – C	>=77.5% but <80%	3
	>=75% but <77.5%	2.75
	>=72.5% but <75%	2.5
	>=70% but <72.5%	2.25
50%-69.9% – D	>=65% but <70%	2
	>=60% but <65%	1.75
	>=55% but <60%	1.5
	>=50% but <55%	1.25
<50 – F	>=37.5% but <50%	1
	>=25% but <37.5%	0.75
	>=12.5% but <25%	0.5
	>=0% but <12.5%	0

<b>PI Score</b>		
<b>Percent to Points Conversion</b>		
<b>Measure Grade Scale</b>	<b>Percentage</b>	<b>Points</b>
90%-100% – A	>=95% to 100%	5
	>=92.5% but <95%	4.75
	>=91 but <92.5%	4.5
	>=90% but <91%	4.25
80%-89.9% – B	>=87.5% but <90%	4
	>=85 but <87.5%	3.75
	>=82.5% but <85%	3.5
	>=80% but <82.5%	3.25
70%-79.9% – C	>=77.5% but <80%	3
	>=75% but <77.5%	2.75
	>=72.5% but <75%	2.5
	>=70% but <72.5%	2.25
50%-69.9% – D	>=65% but <70%	2
	>=60% but <65%	1.75
	>=55% but <60%	1.5
	>=50% but <55%	1.25
<50 – F	>=40% but <50%	1
	>=30% but <40%	0.75
	>=15% but <30%	0.5
	>=0% but <15%	0

## Component Grade Scale

Achievement Component Grade Assignment	
Points	Letter Grade
4.125 – 5.000	A
3.125 – 4.124	B
2.125 – 3.124	C
1.125 – 2.124	D
0 – 1.124	F

## Example of Calculation

Measure	Weighted Points	Component Points
Indicators Met	$84.7\% = 3.5 \text{ Points} \times 0.25 \text{ weight}$	0.875 points
PI Score	$91.5\% = 4.5 \text{ points} \times 0.75 \text{ weight}$	3.375 points
<b>Total</b>		4.25 points = "A" Component grade

Measure	Weighted Points	Component Points
Indicators Met	$87.2\% = 3.75 \text{ Points} \times 0.25 \text{ weight}$	0.9375 points
PI Score	$89.9\% = 4.0 \text{ points} \times 0.75 \text{ weight}$	3.0 points
<b>Total</b>		3.9375 points = "B" Component grade

# 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% of the Graduation Component Grade

\*If a school/district has only one measure, then that one graded measure is used for the component. If neither measure is graded, then the component also is not graded.

## Percentage to Points Scale

4-Year Graduation Percentage to Points		
Measure Grade Scale	Percentage	Points
93% - 100% - A	>=98.25% to 100%	5
	>=96.5% but <98.25%	4.75
	>=94.75% but <96.5%	4.5
	>= 93% but <94.75%	4.25
89% - 92.9% - B	>=92% but <93%	4
	>=91% but <92%	3.75
	>=90% but <91%	3.5
	>=89% but <90%	3.25
84% - 88.9% - C	>=87.75% but <89%	3
	>=86.5% but <87.75%	2.75
	>=85.25% but <86.5%	2.5
	>=84% but <85.25%	2.25
79% - 83.9% - D	>=82.75% but <84%	2
	>=81.5% but <82.75%	1.75
	>=80.25% but <81.5%	1.5
	>=79% but <80.25%	1.25
<79% - F	>=59.25% but <79%	1
	>=39.5% but <59.25%	0.75
	>=19.75% but <39.5%	0.5
	>=0% but < 19.75%	0

5-Year Graduation Percentage to Points		
Measure Grade Scale	Percentage	Points
95% - 100% - A	>=98.75% to 100%	5
	>=97.5% but <98.75%	4.75
	>=96.25% but <97.5%	4.5
	>=95% but <96.25%	4.25
90% - 94.9% - B	>=93.75% but <95%	4
	>=92.5% but <93.75%	3.75
	>=91.25% but <92.5%	3.5
	>=90% but <91.25%	3.25
85% - 89.9% - C	>=88.75% but <90%	3
	>=87.5% but <88.75%	2.75
	>=86.25% but <87.5%	2.5
	>=85% but <86.25%	2.25
80% - 84.9% - D	>=83.75% but <85%	2
	>=82.5% but <83.75%	1.75
	>=81.25% but <82.5%	1.5
	>=80% but <81.25%	1.25
<80% - F	>=60% but <80%	1
	>=40% but <60%	0.75
	>=20% but <40%	0.5
	>=0% but <20%	0



## Component Grade Scale

Graduation Component Grade Assignment	
Points	Letter Grade
4.125 – 5.000	A
3.125 – 4.124	B
2.125 – 3.124	C
1.125 – 2.124	D
0 – 1.124	F

## Examples of Calculation

Measure	Weighted Points	Component Points
4-Year Rate	95.2% = 4.5 Points x 0.60 weight	2.7 Points
5-Year Rate	92.0% = 3.5 points x 0.40 weight	1.4 Points
<b>Total</b>		<b>4.10 points = "B" Component grade</b>

Measure	Weighted Points	Component Points
4-Year Rate	81.6% = 1.75 Points x 0.60 weight	1.05 Points
5-Year Rate	89.2% = 3 points x 0.40 weight	1.2 Points
<b>Total</b>		<b>2.25 points = "C" Component grade</b>

## Gap Closing Component

### Measure Included

1. AMO Measure

### Weights\*

1. The AMO Measure contributes 100% to the Gap Closing Component Grade

\*If a school/district has no AMO measure grade, then there is no Gap Closing component grade.

### Percentage to Points Scale

AMO Percentage to Points		
Measure Grade Scale	Percentage	Points
90% - 100% - A	>=97.5% to 100%	5
	>=95% but <97.5%	4.75
	>=92.5 but <95%	4.5
	>=90% but <92.5%	4.25
80% 89.9% - B	>=87.5% but <90%	4
	>=85% but <87.5%	3.75
	>=82.5% but <85%	3.5
	>=80% but <82.5%	3.25
70% - 79.9% - C	>=77.5% but <80%	3
	>=75% but <77.5%	2.75
	>=72.5% but <75%	2.5
	>=70% but <72.5%	2.25
60% - 69.9% - D	>=67.5% but <70%	2
	>=65% but <67.5%	1.75
	>=62.5% but <65%	1.5
	>=60% but <62.5%	1.25
<60% - F	>=45% but <60%	1
	>=30% but <45%	0.75
	>=15% but <30%	0.5
	>=0% but <15%	0

## Component Grade Scale

Gap Closing Component Grade Assignment	
Points	Letter Grade
4.125 – 5.000	A
3.125 – 4.124	B
2.125 – 3.124	C
1.125 – 2.124	D
0 – 1.124	F

## Examples of Calculation

Measure	Weighted Points	Component Points
AMO Measure	$42.5\% = 0.75 \text{ points} \times 1.0 \text{ weight}$	0.75 points
<b>Total</b>		<b>0.75 points = "F" Component grade</b>

Measure	Weighted Points	Component Points
AMO Measure	$84.2\% = 3.5 \text{ points} \times 1.0 \text{ weight}$	3.5 points
<b>Total</b>		<b>3.5 points = "B" Component grade</b>

## ***Progress Component***

### **Measures Included**

1. Overall Value-Added
2. Gifted Value-Added
3. Students with Disabilities Value-Added
4. Lowest 20% Value-Added

### **Weights\***

Because there are more than two measures and the weighting is not equal, the percentage that each contributes to the component must be adjusted in cases where there are two or three graded value-added measures. When all four measures exist, the percentages are as follows:

1. Overall Value-Added contributes 55% to the Progress Component Grade
2. Gifted Value-Added contributes 15% to the Progress Component Grade
3. Students with Disabilities Value-Added contributes 15% to the Progress Component Grade
4. Lowest 20% Value-Added contributes 15% to the Progress Component Grade

\*Note that a school/district will never have a subgroup grade unless it also has an Overall grade.

If three grades exist the percentages are as follows:

1. Overall Value-Added contributes 63.25% to the Progress Component Grade
2. Subgroup 1 contributes 18.375% to the Progress Component Grade
3. Subgroup 2 contributes 18.375% to the Progress Component Grade

\*Note that a school/district will never have a subgroup grade unless it also has an Overall grade.

If two grades exist the percentages are as follows:

1. Overall Value-Added contributes 71.5% to the Progress Component Grade
2. Subgroup 1 contributes 28.5% to the Progress Component Grade

\*Note that a school/district will never have a subgroup grade unless it also has an Overall grade.

In cases where no subgroup grades exist, the Overall grade will also be the component grade. If a school or district has no measures with grades, then the Progress Component also is not graded.

### **Additional Rules**

Per Ohio law, the Progress Component grade cannot be an “A” unless all of the subgroup measure grades are “B” or higher. A subgroup is only evaluated for this “B or higher rule” if an A-F letter grade actually is assigned. If the subgroup is not graded (NR) then it does not affect the component grade. In cases where the ‘preliminary’ number of points total 4.125 or higher, and one or more subgroups has earned a “C”, “D” or “F” grade, points will be deducted to take the ‘final’ number of points down to 4.124 (the highest number of

points in the “B” range) and a grade of “B” will be assigned. Note that the exact number of points to be deducted will vary based on where the school or district falls within the “A” range.

### Gain Index to Points Scale

Overall, Gifted, SWD, Lowest 20% Value-Added Gain Index to Points	
Gain index	Points
+2 or Greater - A	5
>=+1 but <+2 - B	4
>= -1 but <+1 - C	3
>= -2 but < -1 - D	2
< -2 - F	1

### Component Grade Scale

Progress Component Grade Assignment	
Points	Letter Grade
4.125 – 5.000	A
3.125 – 4.124	B
2.125 – 3.124	C
1.125 – 2.124	D
0 – 1.124	F

### Example – 55% weight to Overall and 15% each weight to Sub-Group VA (4 VA grades)

Measure	Weighted Points	Component Points
Overall	+2.75 Gain Index = 5 points x .55 weight	2.75 Points
SWD	+1.72 Gain Index = 4 Points x .15 weight	0.6 Points
Low 20%	-0.89 Gain index = 3 points x .15 weight*	0.45 Points
Gifted	-4.24 = 1 points x .15 weight*	0.15 Points
<b>Total</b>		<b>3.95 Points = B Grade*</b>
<i>*In this example, the number of points does not place the school or district in the “A” range so no demotion is required.</i>		

### Example – 63.25% weight to Overall and 18.375% each weight to Sub-Group VA (3 VA grades)

Measure	Weighted Points	Component Points
Overall	+2.75 Gain Index = 5 points x .6325 weight	3.1625 Points
First Subgroup	+1.72 Gain Index = 4 Points x .18375 weight	0.735 Points
Second Subgroup	-0.89 Gain index = 3 points x .18375 weight*	0.55125 Points
<b>Total</b>		<b>4.44875 Points = A Grade*</b>
<i>*A subgroup has a grade lower than “B” so points must be deducted to demote the final grade to the top of the “B” range.</i>		
		<b>4.44875 – 0.32475 = 4.124 = B Grade</b>

**Example – 71.5% weight to Overall and 28.5% each weight to Sub-Group VA (2 VA grades)**

<b>Measure</b>	<b>Weighted Points</b>	<b>Component Points</b>
Overall	+2.75 Gain Index = 5 points x .715 weight	3.575 Points
First Subgroup	-1.72 Gain Index = 4 Points x .285 weight*	1.14 Points
<b>Total</b>		<b>4.715 Points = A Grade</b>
<i>*All subgroup grades are "B" or higher so no deduction of points is made and the "A" grade is awarded.</i>		

## ***K-3 Literacy Component***

### **Measure Included**

1. K-3 Literacy Improvement Measure

### **Weights\***

1. The K-3 Literacy Improvement Measure contributes 100% to the K-3 Literacy Component Grade

\*If a school/district has no K-3 measure grade, then there is no K-3 component grade.

### **Percentage to Points Scale**

The grade scale for the K-3 Literacy Improvement measure changes annually because state law says that the state average percentage of improvement is the bottom of the “C” range. The table shown below was created using the ranges set for the 2017 report card.

<b>2017 K-3 Literacy Percentage to Points (using 2016 Average)</b>		
<b>Measure Grade Scale</b>	<b>Percentage</b>	<b>Points</b>
74.7% - 100 - A	>=93.7% - 100%	5
	>=87.4% - <93.7%	4.75
	>=81.0% - <87.4%	4.5
	>=74.7% - <81.0%	4.25
49.3% - 74.6% – B	>=68.3% - <74.7%	4
	>=62.0% - <68.3%	3.75
	>=55.6% - <62.0%	3.5
	>=49.3% - <55.6%	3.25
23.9% - 49.2% – C	>=42.9% - <49.3%	3
	>=36.6% - <42.9%	2.75
	>=30.2% - <36.6%	2.5
	>=23.9% - <30.2%	2.25
-1.5% – 23.8% - D	>=17.5% but <23.9%	2
	>=11.2% - <17.5%	1.75
	>=4.8% - <11.2%	1.5
	>= -1.5% but <4.8%	1.25
<-1.5% - F	>= -2.5% but < -1.5%	1
	>= -5.0% but < -2.5%	0.75
	>= -7.5% but < -5.0%	0.5
	< -7.5%	0

## Component Grade Scale

K3 Component Grade Assignment	
Points	Letter Grade
4.125 – 5.000	A
3.125 – 4.124	B
2.125 – 3.124	C
1.125 – 2.124	D
0 – 1.124	F

## Examples of Calculation

Measure	Weighted Points	Component Points
K-3 Measure	42.5% = 2.75 points x 1.0 weight	2.75 points
<b>Total</b>		<b>2.75 points = "C" Component grade</b>

Measure	Weighted Points	Component Points
K-3 Measure	84.2% = 4.5 points x 1.0 weight	4.5 points
<b>Total</b>		<b>4.5 points = "A" Component grade</b>



## ***Prepared for Success Component***

### **Measures Included**

The Prepared for Success Component is calculated using a series of ungraded measures. The denominator of the calculation includes all students in the denominators of the 4-year and 5-year graduation rates. A student must do one or more of the following to be in the numerator:

1. Earn a remediation free score on all parts of the ACT or SAT
2. Earn an honors diploma
3. Earn an industry-recognized credential

Bonus points are awarded if the student earns one of the above and also does one of the following:

1. Earns a three or higher on at least one AP exam
2. Earns a four or higher on at least one IB exam
3. Earns at least three college credits before leaving high school

### **Weights\***

2. The Prepared for Success measures are ungraded, but are used to calculate the Component Grade

\*If a school/district has no Prepared for Success measures with data, then there is no Prepared for Success component grade.

## Percentage to Points Scale

The Prepared for Success component grade scale increases in each of the next three years. Because of this, the “percentage to points” conversion table also will change. Shown below is the table that will be used in 2017 to award points for this component. Note that this table shows the COMPONENT grade scale – not the measure grade scale.

<b>Prepared for Success Percentage to Points – 2017 Only</b>		
<b>COMPONENT Grade Scale</b>	<b>Percentage</b>	<b>Points</b>
90% - 100% - A	>=97.5% to 100%	5
	>=95.0% but <97.5%	4.75
	>=92.5% but <95.0%	4.5
	>=90% but <92.5%	4.25
70% - 89.9% - B	>=85% but <90%	4
	>=80% but <85%	3.75
	>=75% but <80%	3.5
	>=70% but <75%	3.25
45% - 69.9% - C	>=63.8% but <70%	3
	>=57.5% but <63.8%	2.75
	>=51.3% but <57.5%	2.5
	>=45% but <51.3%	2.25
25% -44.9% - D	>=40% but <45%	2
	>=35% but <40%	1.75
	>=30% but <35%	1.5
	>=25% but <30%	1.25
<25% - F	>=18.8% but <25%	1
	>=12.5% but <18.8%	0.75
	>=6.3% but <12.5%	0.5
	>=0% but <6.3%	0

## Component Grade Scale

<b>Prepared for Success Component Grade Assignment</b>	
<b>Points</b>	<b>Letter Grade</b>
4.125 – 5.000	A
3.125 – 4.124	B
2.125 – 3.124	C
1.125 – 2.124	D
0 – 1.124	F

## Examples of Calculation

This calculation is very different from the others because the measures are ungraded. The denominator of the calculation is the number of students in the school's or district's 4-year and 5-year graduation rates, regardless of whether the student graduated. A student has multiple ways to be counted in the numerator and also to earn a bonus weight for the numerator. The grade is awarded based on the percentage of students that have demonstrated they are prepared for success after high school. In the example below, there are 10 students that make up the denominator of the calculation.

Student	Students Count 1.0 in PFS Numerator with One of More of These*			Students in Numerator Earn 0.3 Bonus Weight with One of More of These**			Total Points for Student
	ACT/SAT Remediation Free	Honors Diploma	Industry-Recognized Credential	AP Test 3 or Higher	IB test 4 or Higher	Three or More College Credits	
Student 1	YES	YES	No	YES	No	YES	1.3
Student 2	No	No	YES	No	No	No	1
Student 3	No	No	No	No	No	No	0
Student 4	No	No	YES	YES	No	No	1.3
Student 5	No	No	No	No	No	No	0
Student 6	No	No	No	No	No	No	0
Student 7	No	YES	No	No	No	No	1
Student 8	No	No	No	No	No	No	0
Student 9	No	YES	No	No	YES	No	1.3
Student 10	YES	No	No	No	No	YES	1.3
<b>TOTAL POINTS EARNED</b>							<b>7.2</b>

\*A student counts 1.0 in the numerator regardless of how many elements are earned from the left side of the table (yellow shading).

\*\*A maximum bonus of 0.3 earned for having one or more elements from the right side of the table (green shading).

2017 Component*	Weighted Points	Component Points
PFS Component	72% (7.2 of 10) = 3.25 points x 1.0 weight	3.25 points
<b>Total</b>		<b>3.25 points = "B" Component grade</b>

\*Note this grade and points earned are calculated using the 2017 table. The points for each grade range will change in future years.

The Performance Index (PI) Score is one of ten graded measures of the report card. This measure is required by statute.

Ohio Revised Code Section 3302.01 (A) says:

*"Performance index score" means the average of the totals derived from calculations, for each subject area, of the weighted proportion of untested students and students scoring at each level of skill described in division (A)(2) of section [3301.0710](#) of the Revised Code on the state achievement assessments, as follows:*

*For the assessments prescribed by division (A)(1) of section [3301.0710](#) of the Revised Code, the average for each of the subject areas of English language arts, mathematics, science, and social studies.*

*For the assessments prescribed by division (B)(1) of section [3301.0710](#) and division (B) (2) of section [3301.0712](#) of the Revised Code, the average for each of the subject areas of English language arts and mathematics.*

*The department of education shall assign weights such that **students who do not take an assessment receive a weight of zero** and students who take an assessment receive progressively larger weights dependent upon the level of skill attained on the assessment. The department shall assign additional weights to students who have been permitted to pass over a subject in accordance with a student acceleration policy adopted under section [3324.10](#) of the Revised Code. If such a student attains the proficient score prescribed under division (A)(2)(c) of section [3301.0710](#) of the Revised Code or higher on an assessment, the department shall assign the student the weight prescribed for the next higher scoring level. If such a student attains the advanced score, prescribed under division (A)(2)(a) of section [3301.0710](#) of the Revised Code, on an assessment, the department shall assign to the student an additional proportional weight, as approved by the state board. For each school year that such a student's score is included in the performance index score and the student attains the proficient score on an assessment, that additional weight shall be assigned to the student on a subject-by-subject basis.*

*Students shall be included in the "performance index score" in accordance with division (K) (2) of section [3302.03](#) of the Revised Code.*

Because of the provision highlighted in red above, untested students must be included in the calculation and schools and districts receive zero points for them. For tests that are taken, schools and districts receive some points for each test regardless of the score received. As students answer more questions correctly and move to a higher achievement level, the number of points earned for the PI score also increases.

When doing the calculation, the first step is to determine the total number of tests that should have been taken. This is the denominator of the calculation. The state law shown above requires all subjects, ELA, math, science and social studies, to be included in the calculation for tests taken in grades 3-8. For the high school end-of-course tests, only the tests in ELA and mathematics are used. This is because students have alternative options that they can use for the purpose of earning graduation points in science and social studies.

Although students have options to earn graduation points, it is important to understand that **ALL** students must take a state test in science sometime during their high school career to fulfill federal reporting requirements. The state’s biology test fulfills that requirement and for students in the Class of 2018, physical science also can be used. However, even though students must TAKE a state science test, they don’t have to use it for graduation. Instead, state law allows a student to substitute an AP or IB test for the purpose of earning graduation points. A student also can substitute a college credit plus course grade for graduation. Thus, while all students do TAKE the state’s science test (currently biology), there will be cases where there are no stakes attached to it for the student. Students also can substitute an AP or IB test or a college credit plus course grade for the state’s end-of-course tests in American history or government and because there is no federal reporting requirement, students who choose this option do not need to take a state assessment in the course being subbed.

For tests that are not taken, ODE uses the *Score Not Reported* reason (Record FA235) to determine whether a test is included in the PI Score calculation. Except for the cases outlined in the paragraph above, all students are expected to take the test if they are enrolled in a course that has a corresponding test. If a student fails to take the test, the district must submit a Score Not Reported reason to explain why the test was not taken.

In some cases, if a student fails to test, that record is included in the denominator of the Performance Index Score as a test not taken and zero points are earned. The table below can be used to determine whether an untested student will affect the calculation or not. 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 in the denominator as a test not taken or it is not included in the calculation.

<b>Code</b>	<b>Description</b>	<b>Status</b>
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 – 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	Truancy	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 not given for the course in which the student is enrolled within this district	Tests 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	Tests 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 by the district	Included in the denominator as a test that was taken – 0.3 points earned (test is in the Limited range)
J	Student moved in or out of the district before the test was administered	Tests 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	Tests NOT included in the denominator of the calculation
M	Medical Emergency**	Tests NOT included in the denominator of the calculation
N	Accelerated student, no subject test at the accelerated grade	Tests NOT included in the denominator of the calculation
P	Due to timing of the alternate assessment determination	Tests NOT included in the denominator of the calculation
S	Non-scorable assessment (used only for students taking the alternate assessment for students with cognitive disabilities)	Included in the denominator as a test that was taken – 0.3 points earned (test is in the Limited range)
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	Tests 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	Tests NOT included in the denominator of the calculation
Y	Student transferred in with the course already completed; number of required graduation points reduced	Tests NOT included in the denominator of the calculation

**\*\*The "M" code (Medical Emergency) can only be used for those students who are granted a medical emergency waiver by the Ohio Department of Education.**

Once the denominator is determined, the tests are sorted into seven "buckets" based on the range of score. The buckets include:

- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Basic
- Limited
- Tests Not taken

Points are assigned based on the percent of total tests that fall into each bucket.

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 (such as 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 "Accelerated" range; an assessment in the "Accelerated" range will count as if it is in the "Advanced" range and an assessment in the "Advanced" range will be given a new weight of 1.3 points in the new "Advanced Plus" range.

ODE uses the Student Acceleration Record (FB Record) 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, 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 and social studies, but is taking 5<sup>th</sup> 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 must be reported EACH YEAR that a student is accelerated for a particular subject because ODE 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 he/she will take those tests one year earlier than a student on a "normal" trajectory.

An acceleration record stops being reported if the student no longer is accelerated. For example – if a 4<sup>th</sup> grade student with a WAP spent the 2015-16 school year in 5<sup>th</sup> grade math, an acceleration record would have been reported for math in the 15-16 school year. If a district decides to end the student's acceleration in 2016-17 so that he doesn't move ahead to 6<sup>th</sup> grade math in the year when his overall grade is five, no record is reported for the 16-17 school year.

For the purposes of assigning the letter grades, a PI Score of 120 is considered to be a "perfect" score because this score would be earned if 100% of the tests from non-accelerated students were into the Advanced range. Districts and schools will receive one of five letter grades from "A" through "F" based on the percentage of total possible points earned.

For 2017, the PI Score will be calculated by using a weighted average of individual student performance levels on each achievement test in all subject areas for grades three (3) through eight (8), plus the English Language Arts and math *alternate assessments* for students in grade ten, and the ELA and math end of course exams (algebra I, integrated math I, geometry, integrated math 2, ELA I and ELA 2) for any student taking it for the first time. For the purpose of creating the PI Score, ALL applicable assessments (both standard and alternate) are included. Note that standard version of the Ohio Graduation Tests (OGTs) are NOT part of the PI Score calculation any longer and per state law, at the high school level no science or social studies assessments are included for either the end of course assessments or the alternate assessment taken by students with significant cognitive disabilities.

The calculation below shows the points earned in the Performance Index Score calculation for the percent of tests that fall into each range.

<b>Proficiency Level</b>	<b>Weight</b>
<b>Advanced Plus</b>	<b>1.3</b>
<b>Advanced</b>	<b>1.2</b>
<b>Accelerated</b>	<b>1.1</b>
<b>Proficient</b>	<b>1.0</b>
<b>Basic</b>	<b>0.6</b>
<b>Limited</b>	<b>0.3</b>
<b>Tests Not Taken</b>	<b>0.0</b>

Each weighted score is multiplied by the percentage of student scores at that level. The “Where Kids Count” accountability rules used to determine which test scores are included in the PI score calculation are identical to those used for the state performance indicators EXCEPT at the high school level no science and social studies courses are included. Please refer to the technical documentation on the Performance Indicators for additional information and to see the coding associated with each student’s scores that are included in the calculation.

LEP students enrolled in U.S. schools for no more than two years during the 2016-2017 school year are not included in the calculation as long as they are coded with the “L” or “S” code.

Foreign exchange students who have been enrolled for less than 180 days also are not included.

Per federal guidance, the calculation is subject to the 1.0% cap on alternate assessment scores that may count as proficient for an LEA. If a district exceeds its cap, scores are demoted from their “actual” level of Proficient, Accelerated or Advanced to the “Basic” level and will be counted at a weight of 0.6.

In order to have a Performance Index Score calculated, 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 the Performance Index Letter Grade will not be calculated.

Once the PI Score is calculated, a letter grade will be assigned based on the percentages shown below.

<b>Percentage of Total Points Earned</b>	<b>Letter Grade Assigned</b>
<b>90% - 100%</b>	<b>A</b>
<b>80% - 89.9%</b>	<b>B</b>
<b>70% - 79.9%</b>	<b>C</b>
<b>50% - 69.9%</b>	<b>D</b>
<b>&lt;50%</b>	<b>F</b>



# 2016-2017 Indicator Targets (27 Possible)

Science and Social Studies Indicators	
Exam	Percentage Needed to Meet the Indicator
Grade 4 Social Studies	80%
Grade 5 Science	80%
Grade 6 Social Studies	80%
Grade 8 Science	80%
Physical Science*	80%
Biology	80%
American History	80%
American Government	80%
Math and English Language Arts Indicators	
Exam	Percentage Needed to Meet the Indicator
Grade 3 Math	80%
Grade 3 English Language Arts	80%
Grade 4 Math	80%
Grade 4 English Language Arts	80%
Grade 5 Math	80%
Grade 5 English Language Arts	80%
Grade 6 Math	80%
Grade 6 English Language Arts	80%
Grade 7 Math	80%
Grade 7 English Language Arts	80%
Grade 8 Math	80%
Grade 8 English Language Arts	80%
Algebra 1	80%
Geometry	80%
Integrated Math I	80%
Integrated Math II	80%
English Language Arts I	80%
English Language Arts II	80%
Gifted Indicator**	
Gifted PI Score	117 or higher
Gifted Value-Added	Grade of "C" or higher
Input Points	80 or more

\*A school/district only will have a physical science indicator if it has at least 10 students who previously scored below proficient (below 3) on the test retaking it during the 2016-17 school year.

\*\*The three elements of the gifted indicator are combined to get one rating of “met” or “not met”

## ***Annual Measurable Objectives (AMOs) Calculation***

### ***Introduction***

In July, 2013, Ohio submitted an ESEA Flexibility Waiver to the U.S. Department of Education. The waiver included a proposal to stop using the old Adequate Yearly Progress (AYP) calculation and to replace it with a new Annual Measurable Objectives (AMO) Calculation. Some of the features of the AMO calculation are very similar to the AYP calculation. Other features are very different.

Like AYP, the AMO calculation measures the academic performance of specific groups of students using racial, ethnic and demographic data. Each of these groups is compared against the collective performance of all students in Ohio to determine if there are gaps in academic achievement between the different groups of students. The ten subgroups that are evaluated for the AMOs are: 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 (IEP); and Students with Limited English Proficiency (LEP).

As written in Ohio's ESEA waiver, there are three AMOs with targets that increase each year; one for English Language Arts (ELA) proficiency, one for math proficiency, and one for graduation rate and each student group is expected to meet each AMO. The ELA and math AMO targets originally were based on Ohio's OAA and OGT assessments and the waiver included a statement that the annual targets would be revisited in 2015 when Ohio implemented its new state assessments.

### ***AMO Annual Targets – Traditional Schools***

The table below outlines the AMOs as they were approved by the U.S. Department of Education for each school year through 2014. For 2015 through 2017, Ohio's AMOs were submitted to the federal agency, but because of the reauthorization of the Elementary and Secondary Education Act, the agency acknowledged submittal, but did not issue a formal letter of approval. For the 2017-18 school year, all states must submit a state plan to the U.S. Department of Education explaining how they will measure gaps between groups of students. Ohio is working on its plan so readers of this document should understand that this calculation most likely will change in 2018. However, for 2017, the table below lists the targets that will be used for this calculation.

When using this table, it can be interpreted to mean that for the 2016-2017 school year, in order to reach the ELA proficiency AMO, all subgroups of sufficient size are expected to have at least 77.1% of the students score Proficient or higher; to reach the math AMO all subgroups of sufficient size are expected to have at least 72.0% of the students score Proficient or higher; and to reach the graduation AMO all subgroups of sufficient size are expected to have a four-year on-time graduation rate of at least 85.1%.

<b>Subject Area</b>	<b>2011-12 (Baseline Targets)</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-2017</b>
Reading	81.9%	83.4%	84.9%	71.3%	74.2%	77.1%
Mathematics	76.5%	78.5%	80.5%	65.0%	68.5%	72.0%
Four-Year Graduation Rate	73.6%	75.9%	78.2%	80.5%	82.8%	85.1%

### **AMO Annual Targets – Dropout Recovery Schools**

The ELA and math proficiency calculation for schools operating a dropout prevention and recovery program is similar, but not identical to the one used for traditional schools. These schools often serve students who are older than traditional students. As such, their students most likely still are required to use the old Ohio Graduation Test as their test for graduation. Because they are not widely using the new end of course assessments, Ohio’s ESEA waiver said that the state would continue to use the ELA and math OGTs for the high school test in the AMO calculation until such time as the schools began to have enough end of course test data to evaluate the subgroups for gaps. Because this calculation uses the old OGT, Ohio did not receive permission to modify the AMO targets for these schools. The targets in the table below are the original goals approved by the U.S. Department of Education in 2013. Note that the graduation target is the same for ALL schools; both dropout recovery and traditional schools. This is because ALL students in the Class of 2017 are able to graduate based on the “old” OGT standards and since there was no increase to the rigor needed for this cohort to graduate, the USDOE did not approve a modification to the original AMO goals.

<b>Subject Area</b>	<b>2011-12 (Baseline Targets)</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-2017</b>
Reading	81.9%	83.4%	84.9%	86.4%	87.9%	89.4%
Mathematics	76.5%	78.5%	80.5%	82.5%	84.5%	86.5%
Four-Year Graduation Rate	73.6%	75.9%	78.2%	80.5%	82.8%	85.1%

### **General Business Rules for Reading and Math Proficiency**

Just like in prior years, the 2017 reading and math proficiency calculations will include the scores of full academic year students taking the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade state assessments in English language arts and math. The U.S. Department of Education also requires students to test once in high school between grades ten and twelve. Ohio’s Geometry, Integrated Math II and English Language Arts (ELA) II assessments are the tests that best meet the federal requirements to measure high school proficiency and are the assessments that Ohio will use for the AMO calculation to measure high school proficiency in 2017. Students in all grades taking the ELA and math alternate assessment for students with cognitive disabilities (AASCD) also are included.

For dropout recovery schools, the calculation uses Ohio Graduation Tests for ELA and math rather than the Geometry, Integrated Math II and ELA II tests. Students with a grade of 10 are included and so are students with a grade of 12 or those who are within three months of turning 22 years old, regardless of the reported grade. This ensures that all students are included at least once during their high school career and it provides an opportunity for these schools to show improvement for the oldest students in grade 12 or who are about to age out of the K-12 education system.

For both traditional schools and dropout schools, each subgroup’s results are aggregated across all tested grades within a school building or school district to determine if the AMO is met. A subgroup must have at least 30 “accountable” students who meet the Full Academic

Year to be evaluated for the reading and math AMOs. If the number of accountable students in a particular subgroup taking the reading and/or math test is less than 30 in the current year, the student group is not evaluated for the AMO on that test and the building/district will receive an “NR” (“Not Rated”) designation for that student group.

The “Where Kids Count” accountability rules used to determine which test scores are included in the reading and math AMO calculations are identical to those used for the state performance indicators, except that only the Geometry, Integrated Math II, and ELA II assessments are used in the AMO calculations. Please refer to the technical documentation on the Performance Indicators for additional information and to see the coding associated with each student’s scores that are included in the various proficiency calculations.

LEP students enrolled in U.S. schools for no more than two school years (2015-2016 and 2016-2017 school years) are not included in either the numerator or the denominator of the percent proficient calculation as long as they are reported with the “L” or “S” code. **This is a change from how the calculation was done in 2015 and earlier when only the first year LEP students (those with the “L” code) were exempt from the proficiency calculation.** Note that the rules for LEP participation also changed. The rules, explained in more detail below in the participation rate section, now require all LEP students to take ELA and math tests from the time they enter an Ohio school. The students do not count for proficiency for two years, but are included for all subjects in the participation rate immediately.

**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.

Per federal guidance, percent proficient calculations are subject to the 1.0% cap on alternate assessment scores that may count as proficient for an LEA.

### **General Business Rules Graduation Rate**

To be evaluated for the graduation rate AMO, a student group for ALL schools (dropout and traditional) must have at least 30 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 Rules do not apply. If the number of accountable students in a particular subgroup is less than 30, the student group is not evaluated for the graduation rate AMO and the building/district will receive an “NR” (“Not Rated”) designation for that student group.

For the graduation rate AMO, the Where Kids Count accountability rules are identical to those used for the four-year graduation rate measure. Please refer to the technical documentation on the Four-Year Graduation Rate Measure for additional information about which students are included in the graduation calculation.

For the graduation rate AMO, 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."*

Just as with the old AYP calculation, the AMO calculation continues to count summer graduates as being "on-time" in the calculation. To allow such graduates to be included, the rate is lagged by one year which means that data on the 2017 report card represents the rate for the graduating class of 2016.

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 (please see the "Students Included in Calculations/WKC" document for further clarification).

For the 2017 report card, the following calculation will be used to determine the building's or district's graduation rate:

<b>Four-Year Graduation Rate =</b>	<u># of FY2016 Cohort Graduates (Summer Graduates Included)</u> # of FY2016 Cohort Graduates (including summer grads) + # of FY2016 Cohort Transfers In + # of FY2016 Cohort Dropouts (in any year from FY2013-FY2016) + # of FY2016 Cohort Students Reported in Error + # of FY2016 Cohort Non-Graduates + # of FY2016 Cohort Reinstated Transfers - # of FY2016 Cohort Transfers Out (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are <b>Reinstated Transfers</b> that are returned to the withdrawing district's/school's denominator)	<b>X 100</b>
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**Definitions**

FY2016 Cohort Graduates: These are FY2013 First Time 9<sup>th</sup> Graders who are reported as having a *DIPLOMA DATE* and a *DIPLOMA TYPE* no later than the 2016 Graduate "G" reporting period, excluding students reported with Student Status = P, Q or T.

FY2016 Cohort 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 grade level reported in the first year that they are reported in any public school with a grade of nine or higher. The graduating Class of 2016 includes all students who transferred in and were first reported with a grade of 9 sometime during the 2012-13 school year; first reported with a grade of 10 in the 2013-14 school year; first reported with a

grade of 11 in the 2014-15 school year and first reported with a grade of 12 in the 2015-16 school year.

*FY2016 High School Dropouts:* Are the number of students who are reported with a dropout withdrawal code (WITHDRAWAL REASON = '71', '72', '73', '74', '75', '76', '77', '79') from any school year from 2012-2013 through 2015-2016.

*FY2016 Students Reported in Error:* Are the number of students (WITHDRAWAL REASON = '81') reported in error by the school or district from each school year (2013-2016) for that graduating cohort.

*FY2016 Non-Graduates:* Are students who remain in school at the end of four years who did not graduate for any reason including, but not limited to lack of credits, failure to pass the OGT, regular education students enrolled in a program that takes longer than four years to complete and special education students who remain in high school for more than four years per their IEP.

*Reinstated Transfers:* Are FY2016 cohort 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.

*Transfers Out:* Are students in the FY2016 cohort who are reported between the 2012-2013 and 2015-2016 school years with a withdrawal code (WITHDRAWAL REASON = '40', '41', '42', '43', '45', '46', '47') that indicates that the student transferred to some other school and is continuing with his or her education. ODE 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 in order to be removed from withdrawing entity's graduation rate. Students who are not reported by some other public school or district become "reinstated transfers" which is defined above.

### ***Additional Information***

The calculations for the reading, math and graduation AMO sub-components are done separately. Subgroups receive between zero and 100 points based on the whether or not they meet the AMO, and if the AMO is not met they receive points based on the extent to which the gap has closed between the prior year and current year. The points earned by each subgroup are totaled separately for the three sub-components and then the three numbers are averaged to get a preliminary letter grade. Note that Dropout Recovery Community Schools do NOT receive letter grades. Instead, they receive a rating of "Exceeds Standards", "Meets Standards" or "Does Not Meet Standards" for the AMO Measure.

For traditional entities, once the preliminary grade is determined, the calculation applies three additional criteria and if any of those conditions are met, it results in the preliminary grade being demoted by one letter grade.

Once those three demotion criteria are applied, the final grade (or designation for Dropout Recovery Schools) is issued.

### ***Reading and Math Proficiency Calculation***

As was mentioned above, the reading and math proficiency AMOs are calculated separately, but the four rules governing how points are awarded are the same for both subject areas. The rules are as follows:

1. If the subgroup's current year percent proficient is greater than or equal to the current year's AMO, then 100 points are assigned.
2. If the subgroup fails to meet the AMO, but the amount of improvement in the passing percentage between the previous year and the current year is greater than or equal to the current year's gap, then 100 points are assigned (Note: this condition is met when the current year's gap is cut by more than half over the previous year's gap).
3. If the subgroup fails to meet the AMO, but the subgroup's passing percentage is improving and the amount of improvement is smaller than the current year's gap, then points awarded will be based on the following calculation:

$$\left( \frac{\text{Current Year Passing Percentage} - \text{Previous Year Passing Percentage}}{\text{AMO Goal} - \text{Current Year Passing Percentage}} \times 100 \right) = \left( \frac{\text{Amount of Improvement}}{\text{Current Year Gap}} \times 100 \right) = \text{Points Earned}$$

4. If the subgroup's current year passing percentage is less than the AMO and also is less than the previous year's passing percentage, then the gap grew and zero points are awarded.

### **Definitions and Business Rules**

**Current Year Passing Percentage:** This is the number of students identified with a grade of 3 through 8 during the 2016-17 school year who took the state's ELA and Math Assessments, all students taking the ELA and math alternate assessment and students in any grade who took the Geometry, Integrated Math II or ELA II end of course assessments and scored at or above the proficient level. For dropout schools, the OGT is the high school test used and it includes all students in grades 10 and 12 plus students who are within 3 months of turning 22. All grade levels are combined into one total for each subject and for each student subgroup. 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.

**Previous Year Passing Percentage:** This is the number of students in grades 3-8 during the 2015-16 school year who took the ELA and Math assessments, all students who took the ELA and math alternate assessment, and 10<sup>th</sup> grade students who took the ELA and Math OGTs and scored at or above the proficient level. For dropout schools, the OGT is the high school test used and it includes all students in grades 10 and 12 plus students who are within 3 months of turning 22. All grades are combined into one total for each subject and for each student

subgroup. 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.

*Amount of Improvement:* This number is computed by subtracting the previous year's passing percentage from the current year's passing percentage. If the calculation yields a positive number, it means that improvement has been made; a negative number means that no improvement was shown and the gap has grown.

*AMO Goal:* This is the goal outlined in the table shown above. For 2016-17, the reading goal is 77.1% and the math goal is 72.0% for traditional schools and 89.4% and 86.5% for dropout schools.

*Current Year Gap:* This number is computed by subtracting the current year's passing percentage from the AMO Goal. If the calculation yields a positive number, it means that the subgroup failed to meet the AMO and a gap exists; a negative number means that the AMO was met or exceeded and no gap exists. Note that if no gap exists, it will be displayed as N/A in the Secure Data Center.

In some cases, a subgroup may be gaining population and go from having fewer than 30 accountable students in the prior year (2016) to having 30 or more in the current year (2017). This means that the subgroup moves from the status of not being evaluated for the AMO to one where it is evaluated. Because the prior year's data (2016) were not used in the prior year's calculation (2016), those data also are NOT used to determine if the subgroup showed improvement in the current year (2017). In this situation, the only way that the subgroup can earn points is by having enough students pass the assessments in the current year to meet the AMO. A similar situation occurs when a new school building opens. Because the building is in its first year of operation, no prior year's data exists for any subgroup. In this case, the only way to earn points is for the subgroup to meet the current year's AMO by having enough students pass the test.

### ***Graduation Rate Calculation***

The formula for the graduation sub-component uses only the four-year adjusted cohort calculation for both traditional schools and for dropout schools. The five-year rate and beyond is not used. The four rules governing how points are awarded are identical to the methodology for awarding points for the reading and math AMOs. The rules are as follows:

1. If the subgroup's current year graduation rate is greater than or equal to the current year's AMO, then 100 points are assigned.
2. If the subgroup fails to meet the AMO, but the amount of improvement in the graduation rate between the previous year and the current year is greater than or equal to the current year's gap, then 100 points are assigned (Note: this condition is met when the current year's gap is cut by more than half over the previous year's gap).
3. If the subgroup fails to meet the AMO, but the subgroup's graduation rate is improving and the amount of improvement is smaller than the current year's gap, then points awarded will be based on the following calculation:



$$\left( \frac{\text{Current Year Graduation Rate} - \text{Previous Year Graduation Rate}}{\text{AMO Goal} - \text{Current Year Graduation Rate}} \right) \times 100 = \left( \frac{\text{Amount of Improvement}}{\text{Current Year Gap}} \right) \times 100 = \text{Points Earned}$$

4. If the subgroup's current year graduation rate is less than the AMO and also is less than the previous year's graduation rate, then the gap grew and zero points are awarded.

### **Definitions and Business Rules**

Current Year Graduate Rate: This is the percentage of students in the 2016 cohort who earned a regular or honors diploma within four years of entering high school.

Previous Year Graduation Rate: This is the percentage of students in the 2015 cohort who earned a regular or honors diploma within four years of entering high school.

Amount of Improvement: This number is computed by subtracting the previous year's graduation rate from the current year's graduation rate. If the calculation yields a positive number, it means that improvement has been made; a negative number means that no improvement was shown and the gap has grown.

AMO Goal: This is the goal outlined in the table above. For the 2016-17 report card, the graduation goal is 85.1% for ALL schools and districts.

Current Year Gap: This number is computed by subtracting the current year's graduation rate from the AMO Goal. If the calculation yields a positive number, it means that the subgroup failed to meet the AMO and a gap exists; a negative number means that the AMO was met or exceeded and no gap exists. Note that if no gap exists, it will be displayed as N/A in the Secure Data Center.

In some cases, a subgroup may be gaining population and go from having fewer than 30 students in the prior year (Class of 2015 reported in 2016) to having 30 or more in the current year (Class of 2016 reported in 2017). This means that the subgroup moves from the status of not being evaluated for the AMO to being evaluated. Because the prior year's data from the 2015 cohort were not used in the prior year's (2016) report card calculation, those data also are NOT used to determine if the subgroup showed improvement in the current year (2017 calculation). In this situation, the only way that the subgroup can earn points is by having enough students graduate to meet the AMO. A similar situation occurs when a new school building opens. In cases where no prior year data exists for any subgroup, the only way to earn points is for the subgroup to meet the current year's AMO by having enough students graduate.

### ***Preliminary Grade and Demotion Criteria***

Once the points are awarded for each subgroup using the rules outlined above, they are averaged by AMO to get a sub-component score. Once each sub-component score is calculated, the three numbers are averaged to determine the Preliminary Letter Grade (or Preliminary Designation for Dropout Recovery Community Schools) that will be awarded.

It is common for districts and buildings to have a larger number of subgroups evaluated for the reading and math AMOs than are evaluated for the graduation rate AMO because the proficiency calculations can include more than one tested grade while the graduation rate only includes those students assigned to the Class of 2016 (FY2013 First Time Ninth Grade Cohort).

Ohio's ESEA Flexibility Waiver outlined that the business rule for averaging the three AMO scores would be to count each sub-component equally regardless of the number of subgroups that were evaluated for the purpose of obtaining that score.

In some cases, a school or district may not have all three sub-components. For example, an elementary or middle school will have no graduation rate and a high school that serves just 11<sup>th</sup> and 12<sup>th</sup> grade students may not have ELA or math end of course scores. In those cases, the preliminary grade is based on an average of whatever sub-component scores are available.

Averaging the sub-component scores will yield a number between zero and 100 points. Once this number is computed, the three demotion criteria are applied to determine if points must be subtracted to reduce the both final number of points and the final letter grade (or designation for Dropout Recovery Schools) that are assigned.

### ***Demotion Criteria***

Four demotion criteria were originally included in Ohio's ESEA Flexibility Waiver, but Ohio received approval in August 2014 to amend its calculation beginning with the 2013-14 school year so now there are just three criteria. Prior to 2014, schools and districts were subject to an attendance rate demotion, whereby a grade would be reduced for having a subgroup with an attendance rate less than 93%. As of 2014, this demotion no longer applies.

The three demotion criteria that still are used will be described below. Two of the criteria only apply if the preliminary grade is an "A". The other one applies to ALL letter grades.

A school or district is evaluated for all applicable demotion criteria, but can receive a maximum of only one letter grade demotion (or one designation for Dropout Recovery Schools) regardless of the number of conditions met.

In order to be subject to a demotion, the school or district must have had at least one subgroup evaluated for at least one AMO. If all of the school's or district's student groups are too small to meet the required evaluation size or if the entity has no tested grades and no graduation rate data (e.g. a single grade Kindergarten building) it will not be evaluated for any of the three demotion criteria, and will receive an "NR" for its AMO grade.

### **Low Performance by a Subgroup on Reading Proficiency or Math Proficiency**

Ohio's waiver states that a school or district cannot earn a final letter grade of "A" if any evaluated subgroup has a proficiency percentage that is lower than 70% in either ELA or math proficiency. Thus, if the preliminary grade is an "A," this calculation is applied to determine if a demotion is required.

When applying this demotion, only those subgroups that have at least 30 accountable students are used in the calculation so the subgroup must have been evaluated for the ELA or math AMO to have its data used to demote the final letter grade. As was explained above, the preliminary grade is awarded based on an average of the points earned for each of the three sub-components. The "low subgroup performance" demotion is made by deducting 10 points from this preliminary grade so that the "A" grade falls to the "B" range. In the one special case where a school or district has earned the maximum number of points for each subgroup and the average is a perfect 100 points, a deduction of 10.1 points is made to take the entity to the very top of the "B" range (see table below for the points that are required for each letter grade).

**Note, this demotion criterion only applies to traditional schools and districts and to community schools that do not have the Dropout Recovery designation.**

### **Low Graduation Rate by a Subgroup**

Ohio's waiver states that a school or district cannot earn a final letter grade of "A" if any evaluated subgroup has a graduation rate that is lower than 70%. Thus, this calculation is only applied if the preliminary grade is an "A".

When applying this demotion, only those subgroups that have at least 30 students in the denominator of the graduation rate calculation evaluated, which means the subgroup must have been evaluated for the graduation AMO in order to have its data used to demote the final letter grade. As was explained above, the preliminary grade is awarded based on an average of the points earned for each of the three sub-components. The "low graduation" demotion is made by deducting 10 points from the preliminary grade so that the "A" grade falls to the "B" range. In the one special case where a school or district has earned the maximum number of points for each subgroup and the average is a perfect 100 points, a deduction of 10.1 points is made to take the entity to the very top of the "B" range (see table below for the points that are required for each letter grade).

**Note, this demotion criterion only applies to traditional schools and districts and to community schools that do not have the Dropout Recovery designation.**

### **Low Participation Rate by a Subgroup – Applies to Traditional And Dropout Schools**

Participation rate is used in the new calculation for traditional schools and districts and for community schools that do not have the Dropout Recovery designation to determine if any letter grade from "A" through "F" should have points deducted. The participation rate goal has not changed from the old AYP calculation; it remains at 95%.

Moreover, as with the former AYP calculation, a subgroup must have at least 40 students enrolled during the test window to be evaluated for participation. If the number of students in a particular student subgroup is less than 40, the subgroup is not evaluated for participation and the building/district will receive an "NR" for that subgroup.

The following formula shows how the participation rate is calculated:

<b>2016-2017 Participation Rate =</b>	$\frac{\text{Number of Students Taking the Included ELA and Math Tests(Required Test Type of STR or ALT) for the 2016-2017 School Year}}{\text{Number of Students Required to Take the Included ELA and Math Tests(Required Test Type of STR or ALT) for the 2016-2017 School Year}}$	<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 he/she was enrolled on the day that the math test was administered. With the move to electronic testing, this rule no longer works because there isn’t 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	Date
3	April 13,2017
4	April 13,2017
5	April 13,2017
6	April 13,2017
7	April 13,2017
8	April 13,2017
End of Course Spring - all assessments	April 13, 2017
End of Course Fall Block (no spring assessments)	December 15, 2016
Ohio Graduation Test (Dropout Schools Only)	March 19, 2017

All grades are combined into one total for each subject and 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.

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 actually took the test. All grades are combined into one total for each subject and 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 reported as not taking the test because they received a waiver from ODE for a **medical emergency** (Score not reported of “M”) are not included in either the numerator or the denominator of the participation rate calculation.

**Newly arrived LEP students (those coded with the LEP element of “L”) used to be exempt from taking the ELA assessment. However, beginning in 2016 this changed.** Ohio was granted an additional year of exempting new LEP students from the proficiency calculations

(see change noted above in the proficiency section) but in return for this additional year of exemption from proficiency, students now 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 LEP student also is required to take the science and social studies assessments if such tests are given in the student's grade.

In 2017, schools are testing almost exclusively using an online test. The test window is longer for those using the computer-based assessment in order to give the schools time to schedule each student on the computer. It's possible that a school will have students who were enrolled on their respective participation dates (see table above), but moved prior to their scheduled date to test. In that case, the "J" code should be used in the Score Not Reported Element to indicate that the student "moved" prior to the test being administered. This code will remove the student from the participation calculation.

For the purpose of determining if a letter grade demotion is required for traditional schools and districts, the participation rate is calculated for each subgroup that has at least 40 students who are required to take the reading or math assessment and if one or more subgroups has a rate that is lower than 95%, a 10 point deduction is made to the preliminary score.

Because all students who are enrolled during the test window are expected to take the reading and math assessments, schools and districts could have situations where a subgroup does not have at least 30 "accountable" (i.e. Full Academic Year) students to be evaluated for the reading or math AMOs, but the subgroup does meet the required size of 40 "enrolled" students for the participation rate calculation. In those cases, if the subgroup has a participation rate below 95% it WILL demote the final letter grade even though that subgroup was not evaluated for the reading or math proficiency AMOs.

As was explained above, the preliminary grade is awarded based on an average of the points earned for each of the three sub-components. The "participation rate" demotion is made by deducting 10 points from this average so that a preliminary grade of "A" through "D" falls to the next lowest range.

In the one special case where a school or district has earned the maximum number of points for each subgroup and the average is a perfect 100 points, a deduction of 10.1 points is made to take the entity to the very top of the "B" range (see table below for the points that are required to be earned for each letter grade).

In cases where the school or district has an average score that is at least 10 points, but the average places the school or district in the "F" range, a demotion of ten points still is made so that the entity drops lower into the range. In cases where a building or district has fewer than 10 points when averaging its AMO scores, (e.g. a building's average is 9.8 points) the demotion is made by deducting whatever number of points are needed to take the entity to the floor of zero points (9.8 points). Schools and districts cannot have a final score that is less than zero. Moreover, in that one case where a school or district earns zero points for each AMO and thus its sub-component average is zero, no demotion is made because that school or district is already at the floor.

Dropout Recovery Schools also are subject to the 95% participation rate and the calculation is identical to what is used for all other entities. The difference is that if a subgroup fails to meet

the participation rate, a Dropout Recovery schools has just five (5) points deducted from its preliminary score and the deduction may or may not change its overall rating.

Low Attendance Rate by a Subgroup

Ohio’s original flexibility waiver in included a provision to demote a letter grade in cases where a subgroup had an attendance rate lower than 93% for traditional schools and 75% for dropout schools. The state submitted an amendment to its waiver for the 2013-14 school year to remove this demotion and that proposal was approved by the U.S. Department of Education in August 2014. Therefore, in 2014 and later, no attendance rate demotions will be made.

**Final Letter Grade and Grading Scale**

Once all of applicable demotion criteria are applied, a final letter grade is awarded to traditional districts, traditional schools and community schools that do not carry the Dropout Recovery designation. As was stated above, a school or district can have a maximum of ten points deducted (10.1 points will be deducted in the special case where the average is exactly 100 points). In addition, regardless of the number of demotion criteria that are met, the school or district will see its grade reduced by just one letter.

The table below shows the scale for each letter grade and the table on the following page shows an example of the AMO calculation.

<b>Average Number of Points Earned</b>	<b>Letter Grade Awarded</b>
<b>90.0% – 100%</b>	<b>A</b>
<b>80.0% - 89.9%</b>	<b>B</b>
<b>70.0% - 79.9%</b>	<b>C</b>
<b>60% - 69.9%</b>	<b>D</b>
<b>Less than 60%</b>	<b>F</b>

For Dropout Recovery Community Schools, once all of applicable demotion criteria are applied, a final designation is awarded. As was stated above, a Dropout Recovery Community School can have a maximum of five (5) percentage points deducted. In addition, regardless of the number of demotion criteria that are met, the school will see its rating reduced by a maximum of just one level.

The table below shows the scale for each rating.

<b>Average Number of Points Earned</b>	<b>Rating Awarded</b>
<b>36.0% - 100%</b>	<b>Exceeds Standards</b>
<b>1.0% – 35.9%</b>	<b>Meets Standards</b>
<b>Less Than 1.0%</b>	<b>Does Not Meet Standards</b>

## **Conclusions**

The old AYP calculation yielded EVERY district and school an official rating of “met” or “not met.” Some schools that served students only in untested grades (e.g. a K-2 building) received the AYP rating of the school to which its students fed. ODE referred to this as a “feeder school rating.” The new AMO calculation does not use this methodology to award a letter grade to a school that, because of its grade configuration, has no proficiency or graduation rate data to evaluate.

Under the old AYP rules, a school or district also could have its AYP rating assigned using only participation rate or attendance rate data. For the new AMO calculation, the attendance rate data are not used and the participation rate is applied ONLY for the purpose of demoting a letter grade. To be evaluated for a letter grade demotion, the school must have had at least one subgroup evaluated for at least one AMO (ELA or math proficiency or graduation rate).

Because of the change to the business rules, some schools may not receive an AMO letter grade. As was explained, in order to receive a grade, a school or district must have at least one subgroup evaluated for at least one AMO among the three; reading proficiency, math proficiency or graduation rate.

If the school’s “accountable” tested student count or graduation cohort is too small to have any student group evaluated for any of the three AMOs, or if the grade configuration of the building is such that no test data and no graduation rate data exist, then no grade will be awarded and the school will see “NR” on its report card.

Finally, the old AYP calculation included a “growth” calculation that allowed schools and districts to count students who were on track towards proficiency as being proficient in the current year even though they really failed the current year’s assessments. The new AMO calculation does not include a growth calculation. Instead, each of the calculations described above are done using only the actual passing percentages from the current year and the prior year.

## **Introduction**

Ohio's report card includes four value-added measures that receive letter grades. These measures comprise the value-added progress dimension and state law requires them to be graded.

Ohio Revised Code Section 3302.03 (C)(1)(e) and 3302.03(C)(1)(f) say:

*(e) The overall score under the value-added progress dimension, or another measure of student academic progress if adopted by the state board, of a school district or building, for which the department shall use up to three years of value-added data as available.*

*In adopting benchmarks for assigning letter grades for overall score on value-added progress dimension under division (C)(1)(e) of this section, the state board shall prohibit the assigning of a grade of "A" for that measure unless the district's or building's grade assigned for value-added progress dimension for all subgroups under division (C)(1)(f) of this section is a "B" or higher.*

*For the metric prescribed by division (C)(1)(e) of this section, the state board may adopt a student academic progress measure to be used instead of the value-added progress dimension. If the state board adopts such a measure, it also shall prescribe a method for assigning letter grades for the new measure that is comparable to the method prescribed in division (A)(1)(e) of this section.*

*(f) The value-added progress dimension score of a school district or building disaggregated for each of the following subgroups: students identified as gifted in superior cognitive ability and specific academic ability fields under Chapter 3324. of the Revised Code, students with disabilities, and students whose performance places them in the lowest quintile for achievement on a statewide basis, as determined by a method prescribed by the state board. Each subgroup shall be a separate graded measure.*

## **Background – Through 2012**

Ohio first incorporated a value-added progress dimension into its accountability system in 2007. The calculation is designed to estimate the influence that school districts and buildings have on the academic progress rates of student populations from year to year. Specifically, the calculation measures district and school value-added effects for each subject and grade tested. When it was first implemented, the measure included only those tests administered in consecutive year/grade combinations (i.e. it was calculated for grades 4-8 in reading and math using the data from all tests administered in grades 3-8).

From 2007 through 2012, the estimates were computed based on a single year's growth reported for the Ohio Achievement Assessments (OAAs) in math and reading for fourth through eighth grades using test data for all of the students in the school or district. Scores of "Above", "Met" or "Below" expected growth were assigned based on the amount of growth made by the students. The value added ratings were used to increase or decrease a school's or district's final overall rating

## **2013 and 2014**

Beginning with the 2012-2013 school year, the value-added calculation changed.



Under the “old” system, a school or district might see its final rating increase or decrease based on its value-added score. As of 2013 this no longer was the case. In 2013, value-added results still used the state’s assessments in math and reading from 4th through 8th grades, but instead of receiving one of three possible ratings that affected the overall designation, districts and buildings received one of five letter grades of A, B, C, D, and F.

In addition, in 2013 and 2014, the calculation not only provided a single year’s estimate for math, reading, and a composite for each grade and across grades, but where possible the letter grades were assigned using a multi-year average composite gain with up to three years of data.

### ***2015 Report Card***

In the 2014-2015 school year, the state switched to new state assessments in English language arts, math, science and social studies. The change required the calculation to be reset so that only one year of gains were included when calculating the 2015 letter grades. 2015 also began a two-year transition to use tests in new grades and subjects for each of the calculations.

Ohio’s end of course assessments were phased in slowly, and for the 2014-15 school year only students in grades nine and lower took those assessments while students in grades ten and higher took the OGT. The agency produced and reported a growth calculation using end-of-course exams in 2015, but that growth calculation did not receive a grade. The 2015 report cards included an additional value-added report using end of course exams in algebra I, integrated math 1 and English language arts 1. Any school or district that administered these exams received a report referred to as ‘high school’ on the report card. The report displayed data only – no letter grades because this was the first year that the data were available.

### ***2016 Report Card and Beyond***

In 2016, all ELA and math assessments were included to calculate the four graded measure gains at the high school level (algebra I, integrated math 1, English language arts 1, geometry, integrated math 2 and ELA 2). In future years, these six assessments will continue to contribute data towards the four letter grades

The 2016 report card also included additional tests in the calculation for elementary and middle school grades. For the first time, the calculation included the 5<sup>th</sup> and 8<sup>th</sup> grade science tests and the 6<sup>th</sup> grade social studies test.

To explain why these additional tests can be used, it is helpful to understand how the new assessments are different from the old ones. In order to be used in a value-added analysis, a test must meet three criteria. These criteria include:

1. **The test must have sufficient stretch in the scale.** This means that the students’ scores are distributed across the entire range of scores and there are not large numbers of students either scoring too close to the floor of the test or large numbers topping out and earning a perfect score. Sufficient stretch is required to ensure that progress can be measured for both low-achieving and high-achieving students.

2. **The test must be highly related to the academic standards for each grade and subject.** In other words, the test does a good job at measuring the academic content that students are expected to know and be able to do for each subject and grade. This is needed so that progress (or a lack of progress) can be gauged across years.
3. **The test must have a scale that is sufficiently reliable from one year to the next.** Another way to say this is that the test is measuring the same thing from year to year. Students who take the test in different school years will earn a similar score if they have a similar level of knowledge of the standards being tested.

Among Ohio's "old" OAA and OGT assessments, only the reading and math assessments in grades 3-8 met all three of these criteria and were able to be used to measure growth.

Students took OAA tests in science in grades 5 and 8 and they also took five OGT assessments in the 10th grade. All of Ohio's assessments had sufficient stretch in the scales and were reliable across years, but the science tests and the OGT were designed to measure standards across several grades (sometimes called a 'grade band assessment') rather than being highly related to the standards written for just the one grade where the test was administered.

The new state tests in these subjects are not grade band tests. The 5<sup>th</sup> and 8<sup>th</sup> grade science assessments align to just the state's standards in those grades and thus can be used in the calculations. Similarly, the new 6<sup>th</sup> grade social studies assessment aligns to that grade's standards and can be used.

Because Ohio transitioned to new science and social studies assessments in 2015 AND because these subject areas had never been included before, the decision was made to wait until there were two years of "new" test data to include these tests in the calculation. Thus, the science and social studies assessments in elementary and middle school will become part of the A-F letter grade for the first time in 2016.

The 4<sup>th</sup> grade social studies assessment also aligns to its grade's standards, but won't be included in the new calculation because students in the 4<sup>th</sup> grade won't have enough prior year (3<sup>rd</sup> grade) tests to calculate growth for 4<sup>th</sup> grade social studies.

Moreover, per state law, only ELA and math assessments are used to measure growth at the high school level. This is because students have options in the science and social studies content areas and can use other assessments (AP or IB) or a college credit plus course grade to fulfill graduation requirements.

In 2016, the calculation used a single year of gains to calculate the letter grades because of the change in test vendors for ELA and math between 2015 and 2016. Beginning in 2017, the calculation will use two years of data and in 2018 and beyond the calculation once again will use up to three years of data.

### ***Subgroup Value-Added***

Beginning in 2013, state law created three new value-added calculations. The report card now contains district and school value-added grades disaggregated for three subgroups of students. The subgroups that now receive reports include: a "gifted" value-added report; a "students with disabilities" value-added report; and a report that includes students whose performance places them in the "lowest quintile for achievement" on a statewide basis.

Each subgroup is a separate graded measure so districts and some schools receive up to four value-added letter grades on their report card. Just like the “overall” or “all students” value-added report, the value-added results for each subgroup analysis calculated in 2013 and 2014 used the math and reading assessments in grades 3-8 to produce a composite gain using all grades between 4-8. The new subgroup calculations began in 2013 so only one year of data was used to build those letter grades. 2014 was the second year of disaggregating the data, and a multi-year average using up to two years of data was used to generate the letter grades. In 2015 and 2016 the data again used only a single year because of the switch to the new state assessments. In 2017, the calculation will use up to two years of gains and in 2018 and beyond three years will be used.

Just like the overall value-added calculation, the three subgroups used additional tests beginning in 2016. If students meet the criteria to be included in a subgroup’s calculation (criteria are outlined in each subgroup’s description) and they are taking tests in the table below, they are included in the calculation.

<b>Grade</b>	<b>Tests Included</b>
4	ELA, Math
5	ELA, Math, Science
6	ELA, Math, Social Studies
7	ELA, Math
8	ELA, Math, Science
<b>End-of Course</b>	<b>Subject</b>
ELA	ELA I, ELA 2
Math	Algebra, I, Integrated Math I, Geometry, Integrated Math 2

### **Grade Scale**

Once the growth estimate is calculated, each of the four value-added measures have the estimate divided by the standard error to obtain a growth index. The growth index is used to determine which letter grade the school or district receives. The letter grades are as follows:

<b>Growth Index</b>	<b>Grade</b>
Greater than or equal to +2	A
Greater than or equal to +1 but less than +2	B
Greater than or equal to -1 but less than +1	C
Greater than or equal to -2 but less than -1	D
Less than -2	F

The paragraphs below describe which students are included in each of the three subgroup calculations.

### ***Gifted Value Added***

The Gifted value-added measure includes students identified with each of the five types of academic giftedness. The table below shows which assessments place the student in the calculation based on the type of identification made. Note that students are included in this calculation if they are *IDENTIFIED* with the appropriate gifted label; they need not be served.

<b>Gifted Identification Label</b>	<b>Test(s) Included</b>
Reading	4 – 8 grades English Language Arts assessments, ELA I, ELA 2
Mathematics	4 – 8 grades Math assessments, algebra I, geometry, integrated math I, integrated math 2
Science	5 <sup>th</sup> and 8 <sup>th</sup> grade Science assessment
Social Studies	6 <sup>th</sup> grade Social Studies assessment
Superior Cognitive	Any ELA, Math, Science and Social Studies assessments from those listed above

To be included in the gifted value-added calculation a student must be identified on or before March 31<sup>st</sup> of the current school year. Thus, for the 2017 calculation, a student must be identified on or before March 31, 2017. A student identified on April 1, 2017 or later will not be included in the 2017 calculation, but will be included in 2018 and beyond.

The scale used to award the letter grades is as follows:

<b>Gain Index</b>	<b>Grade</b>
Greater than or equal to +2	A
Greater than or equal to +1 but less than +2	B
Greater than or equal to -1 but less than +1	C
Greater than or equal to -2 but less than -1	D
Less than -2	F

### ***Students with Disabilities Value Added***

The same March 31, 2017 date applies to students identified with a disability. The Students with Disabilities value added measure includes ALL students identified with ANY disability as of March 31, 2017, not just those students whose disability requires an accommodation for the tested subject. Any tests taken from the list below are used for a student who is identified with a disability.

<b>Academic Content Area</b>	<b>Test(s) Included</b>
English Language Arts	4 – 8 grades English Language Arts assessments, ELA I, ELA 2
Mathematics	4 – 8 grades Math assessments, algebra I, geometry, integrated math I, integrated math 2
Science	5 <sup>th</sup> and 8 <sup>th</sup> grade Science assessment
Social Studies	6 <sup>th</sup> grade social studies assessment

The scale used to award the letter grades is as follows:

<b>Gain Index</b>	<b>Grade</b>
Greater than or equal to +2	A
Greater than or equal to +1 but less than +2	B
Greater than or equal to -1 but less than +1	C
Greater than or equal to -2 but less than -1	D
Less than -2	F

***Lowest 20% Value Added***

This calculation measures the growth of students whose test scores place them in the lowest 20% using a statewide distribution of all scores. More information on how students are identified as being in the lowest 20% can be found [here](#).

Because the current calculation is estimating the growth for the 2016-17 school year, students are identified as being in the lowest 20% by averaging their scores from the current (2017) and previous (2016) school years with each subject being averaged separately. Thus a student can be identified as being in the lowest 20% for one subject (such as ELA) but not for any other subject (such as math, science or social studies). A student can also be identified as being in the lowest 20% for all subjects or no subjects.

The scale used to award the letter grades is as follows:

<b>Gain Index</b>	<b>Grade</b>
Greater than or equal to +2	A
Greater than or equal to +1 but less than +2	B
Greater than or equal to -1 but less than +1	C
Greater than or equal to -2 but less than -1	D
Less than -2	F

Beginning in 2016, the four value added letter grades (Overall, Gifted, Students with Disabilities and Lowest 20%) will be combined to produce a Progress Component grade. A separate technical document will address how the component grade is derived.

### ***High Mobility Value Added***

Beginning in 2014, the agency produced an additional value added letter grade for schools and districts that had a large percentage of students who were new to the school or district. This calculation, described below, is referred to as the 'high mobility' value added and it is calculated only for those entities that have a mobility rate of 25% or higher in the current school year (2016-17 for the 2017 report card). Because this grade is calculated only for a very small minority of schools and districts, it is not be used to generate the Progress Component Grade.

In cases where at least 25% of the students are new to the school or district in the current school year, the high mobility grade is calculated using only the test data from students who have been in the entity for at least two years. This report is designed to provide data about how well students are being served when they remain stable, in the same school or district, for multiple years in a row.

The scale used to award the letter grades is as follows:

<b>Gain Index</b>	<b>Grade</b>
Greater than or equal to +2	A
Greater than or equal to +1 but less than +2	B
Greater than or equal to -1 but less than +1	C
Greater than or equal to -2 but less than -1	D
Less than -2	F

Because 2014 was the first year that this calculation was performed, it used just a single year of data. With the new assessments in 2015 and 2016, the calculation continued to use just a single year of data. Moving forward, a school or district will have a calculation based on up to three years of data if it has a high mobility rate for multiple years in a row.

### ***SAS Technical Documentation***

#### **2016-2017 Value-Added Progress Dimension**

Ohio uses a contractor, SAS, Inc., to calculate the value-added progress dimension scores. Additional technical documentation about the calculations can be found by clicking [here](#). These documents will provide readers with information about the older calculations and the one that used today.

### ***EVAAS Website***

Ohio's value-added data is available to members of the public by clicking [here](#). Schools can review their unmasked student-level growth data by logging in to the secure EVAAS website with their user name and password. Members of the general public cannot gain access to the secure 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.

## **Introduction**

Prepared for Success is one of six graded components on the report card. This component is required by statute.

Ohio Revised Code Section 3302.03(C)(3)(f) says:

*Prepared for success, which shall include the performance measures in divisions (C)(2)(a), (b), (c), (d), (e), and (f) of this section. The state board shall develop a method to determine a grade for the component in division (C)(3)(f) of this section using the performance measures in divisions (C)(2)(a), (b), (c), (d), (e), and (f) of this section. When available, the state board may incorporate the performance measure under division (C)(2)(g) of this section into the component under division (C)(3)(f) of this section. When determining the overall grade for the prepared for success component prescribed by division (C)(3)(f) of this section, no individual student shall be counted in more than one performance measure. However, if a student qualifies for more than one performance measure in the component, the state board may, in its method to determine a grade for the component, specify an additional weight for such a student that is not greater than or equal to 1.0. In determining the overall score under division (C)(3)(f) of this section, the state board shall ensure that **the pool of students included in the performance measures aggregated under that division are all of the students included in the four- and five-year adjusted graduation cohort.***

## **Background**

Beginning with the 2013-14 report card, schools and districts reported data as part of a new component called Prepared for Success. For 2013-2014 and 2014-2015 report cards, the data consisted of a series of ungraded measures that allow students to demonstrate college and career readiness in multiple ways. In 2016, the agency combined the ungraded measures for the first time to assign a letter grade to the Prepared for Success component.

Many of the elements of this component were new in EMIS and had not been reported to ODE prior to 2014. Because of this this, the denominator for the 2014 and 2015 ungraded measures were the school's or district's denominator of the four-year graduation rate (Class of 2013 in the 2014 report card and Class of 2014 on the 2015 report card).

When ODE issued the first letter grades in 2016, the Prepared for Success component grade was calculated using BOTH the four- and five-year graduation cohorts, because of the requirement outlined in the law above (see language in red). More information on how the four- and five-year graduation denominators are determined can be found [here](#). The 2017 Prepared for Success calculation combines the denominators of a school's or district's four- and five-year graduation rates (4-Year Class of 2016 and 5-Year Class of 2015) to build the component.

The ungraded measures include the pieces of data defined below.

### **ACT and SAT Data**

Many colleges and universities use ACT and SAT scores to determine if a student is ready for college level coursework. Remediation-free scores have been set for each component of the ACT and SAT by the Ohio Department of Higher Education.

#### **2017 ACT Remediation-Free Scores**

<b>English</b>	<b>18</b>
<b>Mathematics</b>	<b>22</b>
<b>Reading</b>	<b>21**</b>

\*\*The Department of Higher Education increased the ACT reading score to 22 in May 2016. ODE will use 21 for the 2017 report card calculation because that score was the remediation free standard when the Classes of 2015 and 2016 took this test.

#### **2017 SAT Remediation-Free Scores\*\***

<b>Critical Reading</b>	<b>450</b>
<b>Writing</b>	<b>430</b>
<b>Mathematics</b>	<b>520</b>

\*\*College Board redesigned the SAT in March 2016. The Department of Higher Education will recommend new scores in the future. ODE will use the scores above for the 2017 report card because those scores were the remediation free standard when the Classes of 2015 and 2016 took the test.

Four of the Prepared for Success measures reported on the 2017 report card contain data on ACT and SAT participation and scores.

- The number of students participating in the ACT, by school and district
- The number of students participating in the SAT, by school and district
- The number of students scoring at or above remediation-free levels on all parts of the ACT
- The number of students scoring at or above remediation-free levels on all parts of the SAT

ACT and SAT data participation and score data are reported through EMIS by schools and districts.



## ACT and SAT Participation

Two measures will report the percentage of students in the 2015 and 2016 graduation cohorts who took the ACT and SAT, at the school and district levels. These calculations are:

Number of students who took the ACT  
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

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)  $\geq 1$ , and  $\leq 36$  (valid score ranges for the ACT)  
  
AND
- Test Date (FA210)  $\leq 201610$  (indicating that the test was taken no later than October 2016).

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.

Number of students who took the SAT  
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

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, W (all assessment type codes must be reported)

AND

- Score (FA240)  $\geq 200$ , and  $\leq 800$  (valid score ranges for the SAT)

AND

- Test Date (FA210)  $\leq 201610$  (indicating that the test was taken no later than October 2016).

A student must be reported with a valid score in **all sections** of the SAT listed above to be included in the numerator.

### **ACT and SAT Remediation Free**

Two measures report the percentage of students in the cohort who met the remediation-free scores on all components of the ACT or SAT. These calculations are:

Number of students who scored remediation-free on all components of the ACT  
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

In order for students to be counted in the numerator for ACT remediation free, 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)  $\geq$  18 for English

AND

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

AND

- Score (FA240)  $\geq$  21 for Reading

AND

- Test Date (FA210)  $\leq$  201610 (indicating that the test was taken no later than October 2016).

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 that meets the required scores across multiple administrations is included. For example, if a takes the ACT three times, and scores remediation free in reading on the first test, remediation-free in math on the second test and remediation-free in English on the third test, the student is considered to be remediation-free on the ACT and will be in the numerator.

Number of students who scored remediation-free on all components of the SAT  
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

In order for students to be counted in the numerator for SAT remediation free, the following conditions must be met:

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

AND

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

AND

- Score (FA240)  $\geq$  430 or Writing

AND

- Score (FA240)  $\geq$  520 for Mathematics

AND

- Score (FA240)  $\geq$  450 for Reading

AND

- Test Date (FA210)  $\leq$  201610 (indicating that the test was taken no later than October 2016).

A student must be reported with a valid score at or above the remediation free benchmark in **all sections** of the SAT listed above 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. For example, if a takes the ACT three times, and scores remediation free in critical reading on the first test, remediation-free in math on the second test and remediation-free in writing on the third test, the student is considered to be remediation-free on the ACT and will be in the numerator.

It is important to note that a student must meet the remediation-free threshold for all ACT or SAT subjects to be included in the numerator. The table below helps to further clarify when a student is deemed remediation free.

ACT Subject	Attempt 1	Attempt 2	Attempt 3
Math	Not Remediation Free (Score less than 22)	<u>Remediation Free</u> (Score 22+)	<u>Remediation Free</u> (Score 22+)
Reading	<u>Remediation Free</u> (Score 21+)	Not Remediation Free (Score less than 21)	Not Remediation Free (Score less than 21)
English	<u>Remediation Free</u> (Score 18+)	<u>Remediation Free</u> (Score 18+)	Not Remediation Free (Score less than 18)

In the example above, the student took the ACT three times, and earned remediation free scores in all subjects across the three administrations, but never within the same administration. This student would be considered remediation free.

In order to be included in the numerator, all remediation free scores must come from the same assessment – scores from ACT and SAT may not be combined. For example, if a student were remediation free on the ACT in Reading and English but not Math, and remediation free in only Math on the SAT, this student **would not** be considered remediation free because they did not earn remediation free scores on all three sections of either the ACT or SAT.

**Honors Diploma**

Students have the ability to earn an honors diploma through one of three pathways. An ungraded Prepared for Success measure will report the percentage of students who graduate from high school with one of the three types of honors diplomas described in the [Ohio Honors Diploma Requirements](#).

The calculation for this measure is:

Students in the denominator of the 4- and 5-year graduation cohorts who earned an honors diploma within 4- or 5-years of entering ninth grade (FN100 Diploma Type Element = 2)  
 Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

### ***Industry-Recognized Credentials***

The State Board of Education approved a methodology in 2014 for identifying approved industry-recognized credentials for inclusion in the Prepared for Success component. The state board of education updated the methodology in 2015 to align with Ohio's new high school graduation requirements and to reflect industry demand. The ungraded measure on 2015 report card, included all credentials from the approved 2014 list. In order to align the Prepared for Success component to Ohio's new high school graduation requirements, the new list contained only those credentials that were also valid options for meeting graduation requirements.

**For the report cards in 2016 and beyond, only credentials totaling 12 points from the approved 2015 list, either individually or totaled (within the same career field), count towards the Prepared for Success component.** Please see the Appendix for the approved credential list, credential codes, and associated career fields. Note that this list changes annually.

The calculation for this measure is:

Students in the denominator of the 4- and 5-year cohorts who earned industry-recognized credentials totaling 12 points in a single career field (Industry-recognized credentials reported as GW-type assessments (FA060))  
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

- Test Date (FA210) <= 201701 (indicating that the credential was earned no later than January 2017).

### ***Advanced Placement***

There are currently over 30 Advanced Placement (AP) courses offered in multiple subject areas. Each high school determines locally which courses it will offer and not all courses are offered by each school or district. When a student takes an AP course, he or she can take an assessment at the end of the year that measures the student's knowledge of the course's academic content standards. Students who perform well enough (usually a score of 3 or higher) on the AP exam can receive college credit for that course when they eventually graduate from high school and enroll in college.

Two of the ungraded measures reported on the 2016 report card contain data pertaining to Advanced Placement.

The first measure will report the percentage of students in the 2015 and 2016 graduation cohorts who took at least one AP course while in high school. This calculation is based on EMIS student course data.

Students in the denominator of the 4- and 5-year graduation cohorts who earned credit in one or more AP courses while in high school  
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

In order for students to be counted in the numerator of this measure, the following conditions must be met.

Student course data must include:

- Curriculum Element (CN310) = AP

AND

- High School Credit Earned Element (GN150) = Y or P

AND

- If High School Credit Earned Element = P, then Partial/Override Credit Element (GN152) must be greater than zero

AP courses taken at any point prior to data publication are included in this measure. For example, a student who earns credit in an AP course during their freshman year will be included in this measure, but those data will not be published until the student's 4-year cohort graduates.

An additional AP measure reports the percentage of students in the cohort who received a score of three (3) or higher on a corresponding AP test. AP tests score data is reported by school districts through EMIS.

Number of students who scored three (3) or higher on an AP test  
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

AND

- Score (FA240) >= 3

AND

- Test Date (FA210) <= 201610 (indicating that the test was taken no later than October 2016).

### ***International Baccalaureate***

There are many International Baccalaureate (IB) courses offered in multiple subject areas. Each high school determines locally which courses it will offer and not all courses are offered by each school or district. When a student takes an IB course, he or she can take an assessment at the end of the year that measures the student's knowledge of the course's academic content standards. Students who perform well enough (usually a score of 4 or higher) on the IB exam can receive college credit for that course when they eventually graduate from high school and enroll in college.

Two of the ungraded measures reported on the 2017 report card contain data pertaining to International Baccalaureate.

The first measure will report the percentage of students in the 2015 and 2016 graduation cohorts who took at least one IB course while in high school. This calculation is based on EMIS student course data.

Students in the denominator of the 4- and 5-year graduation cohorts who earned credit in  
one or more IB courses while in high school  
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

In order for students to be counted in the numerator of this measure, the following conditions must be met.

Student course data must include:

- Curriculum Element (CN310) = IB



AND

- High School Credit Earned Element (GN150) = Y or P

AND

- If High School Credit Earned Element = P, then Partial/Override Credit Element (GN152) must be greater than zero

IB courses taken at any point prior to data publication are included in this measure. For example, a student who earns credit in an IB course during their freshman year will be included in this measure, but those data will not be published until the student's 4-year cohort graduates.

An additional IB measure reports the percentage of students in the cohort who received a score of four (4) or higher on a corresponding IB test. IB tests score data is reported by school districts through EMIS.

Number of students who scored four (4) or higher on an IB test  
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

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

- Assessment type code (FA060) = IB

AND

- Score (FA240)  $\geq 4$

AND

- Test Date (FA210)  $\leq 201610$  (indicating that the test was taken no later than October 2016).

## **Dual Enrollment**

Ohio offers students the ability to take courses at a local college or university. If students take advantage of this option they can earn credit that counts towards high school graduation and also counts toward college graduation. The credit will be 'banked' until such time as the student graduates from high school and enrolls in college. This program is often referred to as "dual enrollment" and students can earn up to a year or more of college credit by taking advantage of this program.

One of the ungraded Prepared for Success measures reported in 2017 contains data pertaining to Dual Enrollment. It reports the percentage of students in the 2015 and 2016 graduation cohorts who earned at least three (3) dual enrollment/college credit plus credits while still in high school.

Number of students who earn at least three (3) dual enrollment/post-secondary credits  
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

In order to be included in the numerator, students must be reported with the following information:

- Dual enrollment credit earned (GC110)  $\geq 3$

## **Calculating the Component Grade**

Once each ungraded measure is calculated, the elements are combined to determine how many students from the four-year and five-year graduation cohorts meet the definition to be deemed Prepared for Success. The calculation is as follows:

### **Denominator of the Component**

The denominator of the calculation includes ALL students in the denominators of the 4-year and 5-year graduation rates. For 2017, the data include the classes of 2016 (4-year rate) and 2015 (5-year rate). Students are included regardless of whether they graduated in one of those years or not. Please note, students who do not graduate will be included in the numerator of the component calculation if they meet the criteria to be placed there (i.e. scoring remediation-free on the ACT or SAT or earning an industry-recognized credential).

### **Numerator of the Component**

A student must do one or more of the following to be in the numerator:

1. Earn a remediation free score on all parts of the ACT or SAT
2. Earn an honors diploma
3. Earn an industry-recognized credential

Students receive a weight of 1.0 for meeting one or more of the criteria above. This means they count as one student in the numerator.

A student can earn an additional weight of 0.3 points to the numerator for completing one or more of the criteria listed above AND also doing one of the following:

1. Earn a three or higher on at least one AP exam
2. Earn a four or higher on at least one IB exam
3. Earn at least three college credits before leaving high school

Students meeting the bonus criteria will count as 1.3 students in the numerator. A student cannot earn the 0.3 bonus weight unless they also do something to from the first list to earn the initial weight of 1.0. Thus a student can only count in the numerator with a weight of 1.0 or 1.3.

Once each student's weighting is determined, the points are totaled and a Prepared for Success percentage is derived.

Letter grades are assigned based on the following scale.

<b>Range</b>	<b>Grade</b>
90% - 100%	A
70% - 89.9%	B
45% - 69.9%	C
25% - 44.9%	D
0.0% - 24.9%	F

### **Examples of Calculation**

This calculation is very different from the others because the measures are ungraded and a student has multiple ways to be counted in the numerator and also to earn a bonus weight for the numerator. The grade is awarded based on the total percentage of weighted students that have demonstrated they are prepared for success after high school. In the example below, there are 10 students that make up the denominator of the calculation.

Student	Students Count 1.0 in Numerator with One of More of These*			Students in Numerator Earn 0.3 Bonus Weight with One of More of These*			Total Points for Student
	ACT/SAT Remediation Free	Honors Diploma	Industry-Recognized Credential	AP Test 3 or Higher	IB test 4 or Higher	Three or More College Credits	
Student 1	YES	YES	No	YES	No	YES	1.3
Student 2	No	No	YES	No	No	No	1
Student 3	No	No	No	No	No	No	0
Student 4	No	No	YES	YES	No	No	1.3
Student 5	No	No	No	No	No	YES	0
Student 6	No	No	No	No	No	No	0
Student 7	No	YES	No	No	No	No	1
Student 8	No	No	No	No	No	No	0
Student 9	No	YES	No	No	YES	No	1.3
Student 10	YES	No	No	No	No	YES	1.3
<b>TOTAL POINTS EARNED</b>							<b>7.2</b>
<b>GRADE ASSIGNMENT</b>							<b>7.2/10 = 72% = B</b>

\*A student counts 1.0 in the numerator regardless of how many elements are earned from the left side of the table shaded in blue. A maximum bonus of 0.3 earned for having one or more elements from the right side of the table shaded in yellow.

**Appendix**  
**2015 Approved Industry Credentials List**  
**Only These Credentials Place a Student in the Numerator**  
**(Note: A Student Must Earn At Least 12 Points in ONE Career Field)**

<b>EMIS Credential Code</b>	<b>Credential Title</b>	<b>Points</b>	<b>Career Field</b>
CB62	CPR First Aid	1	Agriculture
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Agriculture
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Agriculture
CJ37	Ohio Certified Nursery Technician - Grower	12	Agriculture
CJ38	Ohio Certified Nursery Technician - Landscape	12	Agriculture
CJ39	Ohio Certified Nursery Technician - Garden Center	12	Agriculture
CJ40	Ohio Certified Nursery Technician - Master Technician	12	Agriculture
CA49	Adobe Acrobat X Pro	4	Arts and Communications
CA50	Adobe Acrobat XI Pro	4	Arts and Communications
CA51	Adobe After Effects CS6	4	Arts and Communications
CA52	Adobe After Effects CS5	4	Arts and Communications
CA53	Adobe Captivate 5.5	4	Arts and Communications
CA60	Adobe Dreamweaver CC	4	Arts and Communications
CA61	Adobe Dreamweaver CS6	4	Arts and Communications
CA62	Adobe Flash CS6	4	Arts and Communications
CA63	Adobe Flash CS5	4	Arts and Communications
CA64	Adobe FrameMaker 10	4	Arts and Communications
CA65	Adobe Illustrator CS5	4	Arts and Communications
CA66	Adobe Illustrator CS6	4	Arts and Communications
CA67	Adobe InDesign CS5	4	Arts and Communications
CA68	Adobe InDesign CS6	4	Arts and Communications
CA69	Adobe LiveCycle Designer	4	Arts and Communications
CA70	Adobe LiveCycle Server	4	Arts and Communications
CA71	Adobe Photoshop CC	4	Arts and Communications
CA72	Adobe Photoshop CS6	4	Arts and Communications
CA73	Adobe Premiere Pro CC	4	Arts and Communications
CA74	Adobe Premiere Pro CS6	4	Arts and Communications
CB62	CPR First Aid	1	Arts and Communications
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Arts and Communications
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Arts and Communications
CM02	PrintEd	4	Arts and Communications
CM04	ProTools	4	Arts and Communications
CM05	ProTools- Expert Music	4	Arts and Communications
CM06	ProTools- Expert Post	4	Arts and Communications
CM07	ProTools- ICON Mixer	4	Arts and Communications
CM08	ProTools- Operator Music	4	Arts and Communications
CM09	ProTools- Operator Post	4	Arts and Communications

<b>EMIS Credential Code</b>	<b>Credential Title</b>	<b>Points</b>	<b>Career Field</b>
CM10	ProTools- User	4	Arts and Communications
CM11	ProTools- VENUE Operator	4	Arts and Communications
CM12	ProTools- Worksurface Operator	4	Arts and Communications
CA11	Adobe Certified Expert Coldfusion 9	4	Arts and Communications
CA12	Adobe Certified Expert Coldfusion 8	4	Arts and Communications
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Business and Finance
CB62	CPR First Aid	1	Business and Finance
CG20	Microsoft Office Specialist Excel 2013	3	Business and Finance
CG21	Microsoft Office Specialist Powerpoint 2013	3	Business and Finance
CG22	Microsoft Office Specialist Access 2013	3	Business and Finance
CG23	Microsoft Office Specialist Outlook 2013	3	Business and Finance
CG24	Microsoft Office Specialist Sharepoint 2013	3	Business and Finance
CG25	Microsoft Office Specialist OneNote2013	3	Business and Finance
CG26	Microsoft Office Specialist Word 2010	3	Business and Finance
CG27	Microsoft Office Specialist Excel 2010	3	Business and Finance
CG28	Microsoft Office Specialist Powerpoint 2010	3	Business and Finance
CG29	Microsoft Office Specialist Access 2010	3	Business and Finance
CG30	Microsoft Office Specialist Outlook 2010	3	Business and Finance
CG31	Microsoft Office Specialist Sharepoint 2010	3	Business and Finance
CG33	Microsoft Office Specialist Word 2013 Expert	3	Business and Finance
CG34	Microsoft Office Specialist Excel 2013 Expert	3	Business and Finance
CG35	Microsoft Office Specialist Word 2010 Expert	3	Business and Finance
CG36	Microsoft Office Specialist Excel 2010 Expert	3	Business and Finance
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Business and Finance
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Business and Finance
CJ19	Microsoft Office Specialist Word 2013	3	Business and Finance
CA28	Air Conditioning Contractors of America (ACCA) HVAC Universal	12	Construction
CB62	CPR First Aid	1	Construction
CC02	Environmental Protection Agency (EPA) Refrigerant Recovery Core + Level 1 (Small Appliances)	12	Construction
CC03	Environmental Protection Agency (EPA) Refrigerant Recovery Core + Level 2 (High Pressure)	12	Construction
CC04	Environmental Protection Agency (EPA) Refrigerant Recovery Core + Level 3 (Low Pressure)	12	Construction
CC05	Environmental Protection Agency (EPA) Refrigerant Recovery Universal	12	Construction
CC06	Environmental Protection Agency (EPA) Refrigeration Service Engineer-Type II	12	Construction
CE15	International Society of Certified Electronics Technicians (ISCET) Certified Electronics Technician	12	Construction
CF02	Journeyman certification in any trade	12	Construction

<b>EMIS Credential Code</b>	<b>Credential Title</b>	<b>Points</b>	<b>Career Field</b>
CH89	NCCER Core and Level One Certification	12	Construction
CH90	North American Technician Excellence HVACR Certification (Installation, Service, or Senior Levels)	12	Construction
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Construction
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Construction
CB14	Council for Professional Recognition - Child Development Associate Credential (CDA)	12	Education and Training
CB62	CPR First Aid	1	Education and Training
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Education and Training
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Education and Training
CA76	American Society for Quality (ASQ) Certified Quality Inspector	12	Engineering
CB62	CPR First Aid	1	Engineering
CH83	National Association of Stationary Operating Engineers Third Class Power Engineer License	12	Engineering
CH88	National Institute for Certification in Engineering Technologies (NICET) Level II Certification or higher	12	Engineering
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Engineering
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Engineering
CL04	State of Ohio High Pressure Boiler Operator License	12	Engineering
CL05	State of Ohio Low Pressure Boiler Operator License	12	Engineering
CL06	State of Ohio Steam Engineer License	12	Engineering
CA02	Accreditation Council of Optometric Education/American Optometric Association (AOA) - Certified Paraoptometric Assistant (CPOA)	12	Health
CA34	American Health Information Management Association (AHIMA) - Certified Coding Specialist (CCS)	12	Health
CA35	American Health Information Management Association (AHIMA) - Certified Coding Specialist- Physician (CCS-P)	12	Health
CA38	American Medical Technologist (AMT) - Registered Phlebotomy Technician (RPT)	12	Health
CA39	American Medical Technologists (AMT) - Medical Assistant (MA)	12	Health
CA40	American Medical Technologists (AMT) - Certified Medical Laboratory Technician (CMLT)	12	Health
CA45	American Society for Clinical Pathology (ASCP) - Phlebotomy Technician (PBT)	12	Health
CA46	American Society of Phlebotomy Technicians (ASPT) - Certified Phlebotomy Technician (CPT)	12	Health

<b>EMIS Credential Code</b>	<b>Credential Title</b>	<b>Points</b>	<b>Career Field</b>
CA75	American Medical Technologists (AMT) - Registered Dental Assistant (RDA) AND Ohio State Dental Board - Dental Assistant Radiographer's Certificate	12	Health
CB60	Commission on Ohio Dental Assistants Certification (CODA) - Ohio Certified Dental Assistant AND Ohio State Dental Board - Dental Assistant Radiographer's Certificate	12	Health
CB62	CPR First Aid	1	Health
CH27	National Healthcareer Association (NHA) - Certified Electronic Health Records Specialist (CEHRS)	12	Health
CH28	National Healthcareer Association (NHA) - Certified Billing & Coding Specialist (CBCS)	12	Health
CH30	National Healthcareer Association (NHA) - Certified Phlebotomy Technician (CPT)	12	Health
CH31	National Healthcareer Association (NHA) - Certified Professional Coder (CPC)	12	Health
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Health
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Health
CJ14	Ohio Department of Health - Radiographer	12	Health
CJ16	Ohio Department of Health - State Tested Nurse Assistant (STNA)	12	Health
CJ19	Ohio Department of Public Safety, Division of EMS - EMT - Basic	12	Health
CJ20	Ohio Department of Public Safety, Division of EMS - EMT - Paramedic	12	Health
CJ21	Ohio Department of Public Safety, Division of EMS - EMT - Intermediate	12	Health
CJ33	Ohio State Board of Nursing - Licensed Practical Nurse (LPN)	12	Health
CJ34	Ohio State Board of Pharmacy - Certified Pharmacy Technician (CPhT)(ExCPT)	12	Health
CJ43	Ohio State Occupational Therapy, Physical Therapy, and Athletic Trainers Board - Physical Therapy Assistant (PTA) License	12	Health
CA33	American Culinary Federation - Certified Culinarian (CC)	9	Hospitality and Tourism
CA48	Association of Nutrition & Foodservice Professionals (ANFP) - Certified Dietary Manager (CDM)	12	Hospitality and Tourism
CB62	CPR First Aid	1	Hospitality and Tourism
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Hospitality and Tourism
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Hospitality and Tourism
CL03	ServSafe	3	Hospitality and Tourism
CM03	ProStart Certificate of Achievement	9	Hospitality and Tourism
CB62	CPR First Aid	1	Human Services
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Human Services



<b>EMIS Credential Code</b>	<b>Credential Title</b>	<b>Points</b>	<b>Career Field</b>
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Human Services
CJ28	Ohio State Board of Cosmetology - Esthetician	12	Human Services
CJ29	Ohio State Board of Cosmetology - License of Cosmetology	12	Human Services
CJ30	Ohio State Board of Cosmetology - Managing Cosmetologist	12	Human Services
CJ31	Ohio State Board of Cosmetology - Manicurist	12	Human Services
CA06	Adobe Certified Expert Acrobat XI Pro	4	Information Technology
CA07	Adobe Certified Expert Acrobat X Pro	4	Information Technology
CA08	Adobe Certified Expert After Effects CS5	4	Information Technology
CA09	Adobe Certified Expert After Effects CS6	4	Information Technology
CA10	Adobe Certified Expert Captivate 5.5	4	Information Technology
CA11	Adobe Certified Expert Coldfusion 9	4	Information Technology
CA12	Adobe Certified Expert Coldfusion 8	4	Information Technology
CA13	Adobe Certified Expert Dreamweaver CC	4	Information Technology
CA14	Adobe Certified Expert Dreamweaver CS6	4	Information Technology
CA15	Adobe Certified Expert Flash CS5	4	Information Technology
CA16	Adobe Certified Expert Flash CS6	4	Information Technology
CA17	Adobe Certified Expert FrameMaker 10	4	Information Technology
CA18	Adobe Certified Expert Illustrator CS5	4	Information Technology
CA19	Adobe Certified Expert Illustrator CS6	4	Information Technology
CA20	Adobe Certified Expert InDesign CS5	4	Information Technology
CA21	Adobe Certified Expert InDesign CS6	4	Information Technology
CA22	Adobe Certified Expert LiveCycle Designer	4	Information Technology
CA23	Adobe Certified Expert LiveCycle Server	4	Information Technology
CA24	Adobe Certified Expert Photoshop CC	4	Information Technology
CA25	Adobe Certified Expert Photoshop CS6	4	Information Technology
CA26	Adobe Certified Expert Premiere Pro CC	4	Information Technology
CA27	Adobe Certified Expert Premiere Pro CS6	4	Information Technology
CA54	Adobe Certified Associate Graphic Design & Illustration Using Adobe Illustrator	4	Information Technology
CA55	Adobe Certified Associate Interactive Media Using Adobe Flash Professional	4	Information Technology
CA56	Adobe Certified Associate Print & Digital Media Publication Using Adobe InDesign	4	Information Technology
CA57	Adobe Certified Associate Video Communication Using Adobe Premiere Pro	4	Information Technology
CA58	Adobe Certified Associate Visual Communication Using Adobe Photoshop	4	Information Technology
CA59	Adobe Certified Associate Web Authoring Using Adobe Dreamweaver	4	Information Technology
CB02	CIW Web Foundations Associate	4	Information Technology
CB06	CIW Web Development Professional	4	Information Technology
CB10	CIW Web Security Professional	4	Information Technology
CB11	CIW Web Security Specialist	4	Information Technology

<b>EMIS Credential Code</b>	<b>Credential Title</b>	<b>Points</b>	<b>Career Field</b>
CB12	CIW Web Security Associate	4	Information Technology
CB15	Cisco Certified Network Associate	12	Information Technology
CB17	Cisco Certified Entry Network Technician	6	Information Technology
CB18	Cisco Certified Technician Datacenter	6	Information Technology
CB19	Cisco Certified Technician Telepresence	6	Information Technology
CB20	Cisco Certified Technician Routing and Switching	6	Information Technology
CB21	Cisco Certified Network Associate - Data Center	12	Information Technology
CB22	Cisco Certified Network Associate - Routing and Switching	12	Information Technology
CB23	Cisco Certified Network Associate - Security	12	Information Technology
CB24	Cisco Certified Network Associate - Service Provider	12	Information Technology
CB26	Cisco Certified Network Associate - Video	12	Information Technology
CB27	Cisco Certified Network Associate - Voice	12	Information Technology
CB28	Cisco Certified Network Associate - Wireless	12	Information Technology
CB29	Cisco Certified Network Professional - Data Center	12	Information Technology
CB30	Cisco Certified Network Professional - Routing and Switching	12	Information Technology
CB31	Cisco Certified Network Professional - Security	12	Information Technology
CB32	Cisco Certified Network Professional - Service Provider	12	Information Technology
CB34	Cisco Certified Network Professional - Voice	12	Information Technology
CB35	Cisco Certified Network Professional - Wireless	12	Information Technology
CB36	Cisco Certified Design Associate	12	Information Technology
CB37	Cisco Certified Design Professional	12	Information Technology
CB39	CompTIA Server+	6	Information Technology
CB40	CompTIA A+	6	Information Technology
CB41	CompTIA Healthcare IT Technician	6	Information Technology
CB42	CompTIA Network +	6	Information Technology
CB44	CompTIA Security+	6	Information Technology
CB45	CompTIA Strata IT Fundamentals	6	Information Technology
CB46	CompTIA CDIA+	6	Information Technology
CB47	CompTIA Cloud +	6	Information Technology
CB48	CompTIA CTT+	6	Information Technology
CB49	CompTIA Linux+	6	Information Technology
CB50	CompTIA Mobile App Security +	6	Information Technology
CB51	CompTIA Mobility+	6	Information Technology
CB52	CompTIA Project+	6	Information Technology
CB53	CompTIA Storage+	6	Information Technology
CB54	CompTIA Cloud Essentials	6	Information Technology
CB55	Certified Information Systems Security Professional (CISSP)	12	Information Technology
CB56	Cisco Certified Network Associate - Collaboration	12	Information Technology
CB57	Cisco Certified Network Professional - Collaboration	12	Information Technology
CB58	CIW Web and Mobile Design Professional	4	Information Technology
CB59	CIW Web Design Professional	4	Information Technology
CB61	CompTIA Home Technology Integrator ( HTI+)	6	Information Technology

<b>EMIS Credential Code</b>	<b>Credential Title</b>	<b>Points</b>	<b>Career Field</b>
CB62	CPR First Aid	1	Information Technology
CE12	IC3	2	Information Technology
CE14	Information Technology Infrastructure Library ( ITiL)	6	Information Technology
CG03	Microsoft Technology Associate Database	6	Information Technology
CG04	Microsoft Technology Associate Developer	6	Information Technology
CG05	Microsoft Technology Associate IT Infrastructure	6	Information Technology
CG06	Microsoft Certified Solutions Associate Windows Server 2012	12	Information Technology
CG07	Microsoft Certified Solutions Associate Windows Server 2008	12	Information Technology
CG08	Microsoft Certified Solutions Associate Windows7	12	Information Technology
CG09	Microsoft Certified Solutions Associate Windows 8	12	Information Technology
CG10	Microsoft Certified Solutions Associate SQL Server 2012	12	Information Technology
CG19	Microsoft Office Specialist Word 2013	3	Information Technology
CG20	Microsoft Office Specialist Excel 2013	3	Information Technology
CG21	Microsoft Office Specialist Powerpoint 2013	3	Information Technology
CG22	Microsoft Office Specialist Access 2013	3	Information Technology
CG23	Microsoft Office Specialist Outlook 2013	3	Information Technology
CG24	Microsoft Office Specialist Sharepoint 2013	3	Information Technology
CG25	Microsoft Office Specialist OneNote2013	3	Information Technology
CG26	Microsoft Office Specialist Word 2010	3	Information Technology
CG27	Microsoft Office Specialist Excel 2010	3	Information Technology
CG28	Microsoft Office Specialist Powerpoint 2010	3	Information Technology
CG29	Microsoft Office Specialist Access 2010	3	Information Technology
CG30	Microsoft Office Specialist Outlook 2010	3	Information Technology
CG31	Microsoft Office Specialist Sharepoint 2010	3	Information Technology
CG32	Microsoft Office Specialist Office 365	3	Information Technology
CG33	Microsoft Office Specialist Word 2013 Expert	3	Information Technology
CG34	Microsoft Office Specialist Excel 2013 Expert	3	Information Technology
CG35	Microsoft Office Specialist Word 2010 Expert	3	Information Technology
CG36	Microsoft Office Specialist Excel 2010 Expert	3	Information Technology
CG38	Microsoft Certified Professional	3	Information Technology
CG39	Microsoft Certified Solutions Associate	12	Information Technology
CG40	Microsoft Certified Solutions Developer	12	Information Technology
CG41	Microsoft Certified Solutions Developer - Application Lifecycle	12	Information Technology
CG42	Microsoft Certified Solutions Developer - Sharepoint Applications	12	Information Technology
CG43	Microsoft Certified Solutions Developer - Web Applications	12	Information Technology
CG44	Microsoft Certified Solutions Developer - Windows Store Apps	12	Information Technology
CG45	Microsoft Certified Solutions Expert	12	Information Technology
CG46	Microsoft Certified Solutions Expert Business Intelligence	12	Information Technology
CG47	Microsoft Certified Solutions Expert Communication	12	Information Technology
CG48	Microsoft Certified Solutions Expert Data Platform	12	Information Technology

<b>EMIS Credential Code</b>	<b>Credential Title</b>	<b>Points</b>	<b>Career Field</b>
CG49	Microsoft Certified Solutions Expert Desktop Infrastructure	12	Information Technology
CG50	Microsoft Certified Solutions Expert Messaging	12	Information Technology
CG51	Microsoft Certified Solutions Expert Private Cloud	12	Information Technology
CG52	Microsoft Certified Solutions Expert Server Infrastructure	12	Information Technology
CG53	Microsoft Certified Solutions Expert Sharepoint	12	Information Technology
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Information Technology
CJ44	Oracle Certified Associate - Java	6	Information Technology
CJ45	Oracle Certified Master - Java	12	Information Technology
CJ46	Oracle Certified Professional - Java	12	Information Technology
CM05	ProTools- Expert Music	4	Information Technology
CM06	ProTools- Expert Post	4	Information Technology
CM07	ProTools- ICON Mixer	4	Information Technology
CM08	ProTools- Operator Music	4	Information Technology
CM09	ProTools- Operator Post	4	Information Technology
CM10	ProTools- User	4	Information Technology
CM11	ProTools- VENUE Operator	4	Information Technology
CM12	ProTools- Worksurface Operator	4	Information Technology
CA79	ASP Baton Certification	1	Law and Public Safety
CA80	Association of Public-Safety Communications Officials (APCO) 911	4	Law and Public Safety
CA81	Association of Public-Safety Communications Officials (APCO) 911	4	Law and Public Safety
CB62	CPR First Aid	1	Law and Public Safety
CH84	National Incident Management System 100	4	Law and Public Safety
CH85	National Incident Management System 700	4	Law and Public Safety
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Law and Public Safety
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Law and Public Safety
CJ19	Ohio Department of Public Safety, Division of EMS EMT - Basic	12	Law and Public Safety
CJ20	Ohio Department of Public Safety, Division of EMS EMT - Paramedic	12	Law and Public Safety
CJ21	Ohio Department of Public Safety, Division of EMS EMT - Intermediate	12	Law and Public Safety
CJ22	Ohio Department of Public Safety, Division of EMS Ohio Firefighter I	12	Law and Public Safety
CJ23	Ohio Department of Public Safety, Division of EMS Ohio Firefighter II	12	Law and Public Safety
CJ36	OC/Pepper Spray	1	Law and Public Safety
CJ42	Ohio Peace Officer Training Academy Private Security Certification	4	Law and Public Safety
CP01	Taser Certification	1	Law and Public Safety

## **3301-28-10 Overall grade for school districts and buildings.**

(A) Beginning with the school year as specified in division (C)(3) of section [3302.03](#) of the Revised Code, and annually thereafter, the district and school report cards established in section [3302.03](#) of the Revised Code shall include an overall grade for each school district and building using the requirements established in section [3302.03](#) of the Revised Code.

(B) The overall grade shall be calculated using the six component grades defined in rule 3301-28-09 of the Administrative Code. In cases where a school district or building has letter grades for all six components, each component shall be weighted such that:

- (1) The achievement component shall contribute twenty per cent towards the overall grade;
- (2) The progress component shall contribute twenty per cent towards the overall grade.
- (3) The graduation rate component shall contribute fifteen per cent towards the overall grade.
- (4) The gap closing component shall contribute fifteen per cent towards the overall grade.
- (5) The prepared for success component shall contribute fifteen per cent towards the overall grade.
- (6) The K-3 literacy improvement component shall contribute fifteen per cent towards the overall grade.

(C) In cases where a school district or building has letter grades for fewer than six components, the non-graded components shall not be included in the calculation and the percentages for the remaining graded components defined in paragraphs (B)(1) to (B)(6) of this rule shall be adjusted to maintain the same proportional weight within the calculation.

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Promulgated Under: [119.03](#)

Statutory Authority: [3301.07](#), [3302.02](#), [3302.03](#)

Rule Amplifies: [3302.02](#), [3302.03](#)

## **3314.03 Specifications of contract between sponsor and governing authority - specifications of comprehensive plan.**

A copy of every contract entered into under this section shall be filed with the superintendent of public instruction. The department of education shall make available on its web site a copy of every approved, executed contract filed with the superintendent under this section.

(A) Each contract entered into between a sponsor and the governing authority of a community school shall specify the following:

(1) That the school shall be established as either of the following:

(a) A nonprofit corporation established under Chapter 1702. of the Revised Code, if established prior to April 8, 2003;

(b) A public benefit corporation established under Chapter 1702. of the Revised Code, if established after April 8, 2003.

(2) The education program of the school, including the school's mission, the characteristics of the students the school is expected to attract, the ages and grades of students, and the focus of the curriculum;

(3) The academic goals to be achieved and the method of measurement that will be used to determine progress toward those goals, which shall include the statewide achievement assessments;

(4) Performance standards, including but not limited to all applicable report card measures set forth in section [3302.03](#) or [3314.017](#) of the Revised Code, by which the success of the school will be evaluated by the sponsor;

(5) The admission standards of section [3314.06](#) of the Revised Code and, if applicable, section [3314.061](#) of the Revised Code;

(6)

(a) Dismissal procedures;

(b) A requirement that the governing authority adopt an attendance policy that includes a procedure for automatically withdrawing a student from the school if the student without a legitimate excuse fails to participate in one hundred five consecutive hours of the learning opportunities offered to the student.

(7) The ways by which the school will achieve racial and ethnic balance reflective of the community it serves;

(8) Requirements for financial audits by the auditor of state. The contract shall require financial records of the school to be maintained in the same manner as are financial records of school districts, pursuant to rules of the auditor of state. Audits shall be conducted in accordance with section [117.10](#) of the Revised Code.

(9) An addendum to the contract outlining the facilities to be used that contains at least the following information:

(a) A detailed description of each facility used for instructional purposes;

(b) The annual costs associated with leasing each facility that are paid by or on behalf of the school;

(c) The annual mortgage principal and interest payments that are paid by the school;

(d) The name of the lender or landlord, identified as such, and the lender's or landlord's relationship to the operator, if any.

(10) Qualifications of teachers, including a requirement that the school's classroom teachers be licensed in accordance with sections [3319.22](#) to [3319.31](#) of the Revised Code, except that a community school may engage noncertificated persons to teach up to twelve hours per week pursuant to section [3319.301](#) of the Revised Code.

(11) That the school will comply with the following requirements:

(a) The school will provide learning opportunities to a minimum of twenty-five students for a minimum of nine hundred twenty hours per school year.

(b) The governing authority will purchase liability insurance, or otherwise provide for the potential liability of the school.

(c) The school will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not be operated by a sectarian school or religious institution.

(d) The school will comply with sections [9.90](#), [9.91](#), [109.65](#), [121.22](#), [149.43](#), [2151.357](#), [2151.421](#), [2313.19](#), [3301.0710](#), [3301.0711](#), [3301.0712](#), [3301.0715](#), [3301.948](#), [3313.472](#), [3313.50](#), [3313.536](#), [3313.539](#), [3313.608](#), [3313.609](#), [3313.6012](#), [3313.6013](#), [3313.6014](#), [3313.6015](#), [3313.6020](#), [3313.643](#), [3313.648](#), [3313.6411](#), [3313.66](#), [3313.661](#), [3313.662](#), [3313.666](#), [3313.667](#), [3313.67](#), [3313.671](#), [3313.672](#), [3313.673](#), [3313.69](#), [3313.71](#), [3313.716](#), [3313.718](#), [3313.719](#), [3313.7112](#), [3313.721](#), [3313.80](#), [3313.814](#), [3313.816](#), [3313.817](#), [3313.86](#), [3313.89](#), [3313.96](#), [3319.073](#), [3319.321](#), [3319.39](#), [3319.391](#), [3319.41](#), [3319.46](#), [3321.01](#), [3321.041](#), [3321.13](#), [3321.14](#), [3321.17](#), [3321.18](#), [3321.19](#), [3321.191](#), [3327.10](#), [4111.17](#), [4113.52](#), and [5705.391](#) and Chapters 117., 1347., 2744., 3365., 3742., 4112., 4123., 4141., and 4167. of the Revised Code as if it were a school district and will comply with section [3301.0714](#) of the Revised Code in the manner specified in section [3314.17](#) of the Revised Code.

(e) The school shall comply with Chapter 102. and section [2921.42](#) of the Revised Code.

(f) The school will comply with sections [3313.61](#), [3313.611](#), and [3313.614](#) of the Revised Code, except that for students who enter ninth grade for the first time before July 1, 2010, the requirement in sections [3313.61](#) and [3313.611](#) of the Revised Code that a person must successfully complete the curriculum in any high school prior to receiving a high school diploma may be met by completing the curriculum adopted by the governing authority of the community school rather than the curriculum specified in Title XXXIII of the Revised Code or any rules of the state board of education. Beginning with students who enter ninth grade for the first time on or after July 1, 2010, the requirement in sections [3313.61](#) and [3313.611](#) of the Revised Code that a person must successfully complete the curriculum of a high school prior to receiving a high school diploma shall be met by completing the requirements prescribed in division (C) of section [3313.603](#) of the Revised Code, unless the person qualifies under division (D) or (F) of that section. Each school shall comply with the plan for awarding high school credit based on demonstration of subject area competency, and beginning with the 2016-2017 school year, with the updated plan that permits students enrolled in seventh and eighth grade to meet curriculum requirements based on subject area competency adopted by the state board of education under divisions (J)(1) and (2) of section [3313.603](#) of the Revised Code.

(g) The school governing authority will submit within four months after the end of each school year a report of its activities and progress in meeting the goals and standards of divisions (A) (3) and (4) of this section and its financial status to the sponsor and the parents of all students enrolled in the school.

(h) The school, unless it is an internet- or computer-based community school, will comply with section [3313.801](#) of the Revised Code as if it were a school district.

(i) If the school is the recipient of moneys from a grant awarded under the federal race to the top program, Division (A), Title XIV, Sections 14005 and 14006 of the "American Recovery and Reinvestment Act of 2009," Pub. L. No. 111-5, 123 Stat. 115, the school will pay teachers based upon performance in accordance with section [3317.141](#) and will comply with section [3319.111](#) of the Revised Code as if it were a school district.

(j) If the school operates a preschool program that is licensed by the department of education under sections [3301.52](#) to [3301.59](#) of the Revised Code, the school shall comply with sections [3301.50](#) to [3301.59](#) of the Revised Code and the minimum standards for preschool programs prescribed in rules adopted by the state board under section [3301.53](#) of the Revised Code.

- (k) The school will comply with sections 3313.6021 and 3313.6023 of the Revised Code as if it were a school district unless it is either of the following:
- (i) An internet- or computer-based community school;
  - (ii) A community school in which a majority of the enrolled students are children with disabilities as described in division (A)(4)(b) of section [3314.35](#) of the Revised Code.
- (12) Arrangements for providing health and other benefits to employees;
- (13) The length of the contract, which shall begin at the beginning of an academic year. No contract shall exceed five years unless such contract has been renewed pursuant to division (E) of this section.
- (14) The governing authority of the school, which shall be responsible for carrying out the provisions of the contract;
- (15) A financial plan detailing an estimated school budget for each year of the period of the contract and specifying the total estimated per pupil expenditure amount for each such year.
- (16) Requirements and procedures regarding the disposition of employees of the school in the event the contract is terminated or not renewed pursuant to section [3314.07](#) of the Revised Code;
- (17) Whether the school is to be created by converting all or part of an existing public school or educational service center building or is to be a new start-up school, and if it is a converted public school or service center building, specification of any duties or responsibilities of an employer that the board of education or service center governing board that operated the school or building before conversion is delegating to the governing authority of the community school with respect to all or any specified group of employees provided the delegation is not prohibited by a collective bargaining agreement applicable to such employees;
- (18) Provisions establishing procedures for resolving disputes or differences of opinion between the sponsor and the governing authority of the community school;
- (19) A provision requiring the governing authority to adopt a policy regarding the admission of students who reside outside the district in which the school is located. That policy shall comply with the admissions procedures specified in sections [3314.06](#) and [3314.061](#) of the Revised Code and, at the sole discretion of the authority, shall do one of the following:
- (a) Prohibit the enrollment of students who reside outside the district in which the school is located;
  - (b) Permit the enrollment of students who reside in districts adjacent to the district in which the school is located;
  - (c) Permit the enrollment of students who reside in any other district in the state.
- (20) A provision recognizing the authority of the department of education to take over the sponsorship of the school in accordance with the provisions of division (C) of section [3314.015](#) of the Revised Code;
- (21) A provision recognizing the sponsor's authority to assume the operation of a school under the conditions specified in division (B) of section [3314.073](#) of the Revised Code;
- (22) A provision recognizing both of the following:
- (a) The authority of public health and safety officials to inspect the facilities of the school and to order the facilities closed if those officials find that the facilities are not in compliance with health and safety laws and regulations;
  - (b) The authority of the department of education as the community school oversight body to suspend the operation of the school under section [3314.072](#) of the Revised Code if the department has evidence of conditions or violations of law at the school that pose an imminent danger to the health and safety of the school's students and employees and the sponsor refuses to take such action.



(23) A description of the learning opportunities that will be offered to students including both classroom-based and non-classroom-based learning opportunities that is in compliance with criteria for student participation established by the department under division (H)(2) of section [3314.08](#) of the Revised Code;

(24) The school will comply with sections [3302.04](#) and [3302.041](#) of the Revised Code, except that any action required to be taken by a school district pursuant to those sections shall be taken by the sponsor of the school. However, the sponsor shall not be required to take any action described in division (F) of section [3302.04](#) of the Revised Code.

(25) Beginning in the 2006-2007 school year, the school will open for operation not later than the thirtieth day of September each school year, unless the mission of the school as specified under division (A)(2) of this section is solely to serve dropouts. In its initial year of operation, if the school fails to open by the thirtieth day of September, or within one year after the adoption of the contract pursuant to division (D) of section [3314.02](#) of the Revised Code if the mission of the school is solely to serve dropouts, the contract shall be void.

(26) Whether the school's governing authority is planning to seek designation for the school as a STEM school equivalent under section [3326.032](#) of the Revised Code;

(27) That the school's attendance and participation policies will be available for public inspection;

(28) That the school's attendance and participation records shall be made available to the department of education, auditor of state, and school's sponsor to the extent permitted under and in accordance with the "Family Educational Rights and Privacy Act of 1974," 88 Stat. 571, 20 U.S.C. 1232g, as amended, and any regulations promulgated under that act, and section [3319.321](#) of the Revised Code;

(29) If a school operates using the blended learning model, as defined in section [3301.079](#) of the Revised Code, all of the following information:

(a) An indication of what blended learning model or models will be used;

(b) A description of how student instructional needs will be determined and documented;

(c) The method to be used for determining competency, granting credit, and promoting students to a higher grade level;

(d) The school's attendance requirements, including how the school will document participation in learning opportunities;

(e) A statement describing how student progress will be monitored;

(f) A statement describing how private student data will be protected;

(g) A description of the professional development activities that will be offered to teachers.

(30) A provision requiring that all moneys the school's operator loans to the school, including facilities loans or cash flow assistance, must be accounted for, documented, and bear interest at a fair market rate;

(31) A provision requiring that, if the governing authority contracts with an attorney, accountant, or entity specializing in audits, the attorney, accountant, or entity shall be independent from the operator with which the school has contracted.

(B) The community school shall also submit to the sponsor a comprehensive plan for the school. The plan shall specify the following:

(1) The process by which the governing authority of the school will be selected in the future;

(2) The management and administration of the school;

(3) If the community school is a currently existing public school or educational service center building, alternative arrangements for current public school students who choose not to attend the converted school and for teachers

who choose not to teach in the school or building after conversion;

(4) The instructional program and educational philosophy of the school;

(5) Internal financial controls.

When submitting the plan under this division, the school shall also submit copies of all policies and procedures regarding internal financial controls adopted by the governing authority of the school.

(C) A contract entered into under section [3314.02](#) of the Revised Code between a sponsor and the governing authority of a community school may provide for the community school governing authority to make payments to the sponsor, which is hereby authorized to receive such payments as set forth in the contract between the governing authority and the sponsor. The total amount of such payments for monitoring, oversight, and technical assistance of the school shall not exceed three per cent of the total amount of payments for operating expenses that the school receives from the state.

(D) The contract shall specify the duties of the sponsor which shall be in accordance with the written agreement entered into with the department of education under division (B) of section [3314.015](#) of the Revised Code and shall include the following:

(1) Monitor the community school's compliance with all laws applicable to the school and with the terms of the contract;

(2) Monitor and evaluate the academic and fiscal performance and the organization and operation of the community school on at least an annual basis;

(3) Report on an annual basis the results of the evaluation conducted under division (D)(2) of this section to the department of education and to the parents of students enrolled in the community school;

(4) Provide technical assistance to the community school in complying with laws applicable to the school and terms of the contract;

(5) Take steps to intervene in the school's operation to correct problems in the school's overall performance, declare the school to be on probationary status pursuant to section [3314.073](#) of the Revised Code, suspend the operation of the school pursuant to section [3314.072](#) of the Revised Code, or terminate the contract of the school pursuant to section [3314.07](#) of the Revised Code as determined necessary by the sponsor;

(6) Have in place a plan of action to be undertaken in the event the community school experiences financial difficulties or closes prior to the end of a school year.

(E) Upon the expiration of a contract entered into under this section, the sponsor of a community school may, with the approval of the governing authority of the school, renew that contract for a period of time determined by the sponsor, but not ending earlier than the end of any school year, if the sponsor finds that the school's compliance with applicable laws and terms of the contract and the school's progress in meeting the academic goals prescribed in the contract have been satisfactory. Any contract that is renewed under this division remains subject to the provisions of sections [3314.07](#), [3314.072](#), and [3314.073](#) of the Revised Code.

(F) If a community school fails to open for operation within one year after the contract entered into under this section is adopted pursuant to division (D) of section [3314.02](#) of the Revised Code or permanently closes prior to the expiration of the contract, the contract shall be void and the school shall not enter into a contract with any other sponsor. A school shall not be considered permanently closed because the operations of the school have been suspended pursuant to section [3314.072](#) of the Revised Code.

Amended by 131st General Assembly File No. TBD, HB 113, §1, eff. 9/14/2016.

Amended by 131st General Assembly File No. TBD, HB 2, §1, eff. 2/1/2016.

Amended by 131st General Assembly File No. TBD, HB 64, §101.01, eff. 9/29/2015.

Amended by 130th General Assembly File No. TBD, HB 178, §1, eff. 3/23/2015.

Amended by 130th General Assembly File No. TBD, HB 487, §1, eff. 9/17/2014.

Amended by 130th General Assembly File No. TBD, HB 393, §1, eff. 9/17/2014.

Amended by 130th General Assembly File No. TBD, HB 362, §1, eff. 9/11/2014.

Amended by 130th General Assembly File No. TBD, HB 264, §1, eff. 9/11/2014.

Amended by 130th General Assembly File No. 25, HB 59, §101.01, eff. 9/29/2013.

Amended by 129th General Assembly File No. 192, HB 143, §1, eff. 4/26/2013.

Amended by 129th General Assembly File No. 128, SB 316, §101.01, eff. 9/24/2012.

Amended by 129th General Assembly File No. 81, HB 268, §3, eff. 5/13/2012.

Amended by 129th General Assembly File No. 81, HB 268, §1, eff. 5/13/2012.

Amended by 129th General Assembly File No. 28, HB 153, §101.01, eff. 9/29/2011.

Amended by 128th General Assembly File No. 49, SB 210, §1, eff. 9/17/2010 and 7/1/2011.

Amended by 128th General Assembly File No. 9, HB 1, §101.01, eff. 7/17/2009 and 10/16/2009.

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**Related Legislative Provision:** See *128th General Assembly File No. 9, HB 1, §812.30.*