Assessment and Accountability Committee

February 12, 2019

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<td>1. December 2018 Minutes</td>
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| 2. Dropout Prevention and Recovery Rules (OAC 3301-102-10,11,12) | 45 minutes | Discussion | Chris Woolard
Senior Executive Director
Colleen Grady
Executive Director |
Senior Executive Director |
| 4. Report Card Rule Review Planning             | 15 minutes | Discussion | Chris Woolard
Senior Executive Director
Shelby Edwards
Accountability Administrator |
| 5. Planning for next Meeting                    | 5 minutes | Discussion | Chris Woolard
Senior Executive Director |
| 6. Wrap Up & Adjourn                            | 5 minutes | Discussion | Committee Chair                           |

Committee Members
John Hagan, Chair
Lisa Woods, Vice Chair
David Brinegar
Linda Haycock
Jenny Kilgore
Eric Poklar
Mike Toal

Ohio Department of Education Staff
Chris Woolard
Shelby Edwards
Lisa Chandler
Marianne Mottley
Jackie Seward
Present: Nancy Hollister, Cathye Flory, Lisa Woods, Pat Bruns, Laura Kohler, Antoinette Miranda, Eric Poklar, Charles Froehlich

Welcome and approval of minutes: Chair Nancy Hollister welcomed the committee members and called the meeting to order. Laura Kohler made a motion to approve the November meeting minutes as written, Antoinette Miranda seconded the motion, the committee voted in agreement and the minutes were approved.

Career Technical Planning District Report Card Discussion – Facilitated by Chris Woolard, Chris provided background on the CTPD report card recommendations that were voted out of committee at the November meeting. Chris reiterated the recommendation to maintain existing elements in the prepared for success component and expand the elements included in the prepared for success component, (it was recommended this component be renamed the Career and Post-Secondary Readiness Component).

Rule Review: OAC 3301-1-2-10,11,12 – Facilitated by Colleen Grady, introduced a discussion of revising the graduation benchmarks for dropout prevention and recovery schools. Based on additional analysis and stakeholder feedback, the Department has provided two options of revised benchmarks for the committee’s consideration. This topic of benchmark calibration will continue in February 2019.
February 2019 Executive Summary

Agenda Item 1: December 2018 Minutes

The minutes from the December 2018 committee meeting (previously known as the Accountability and Continuous Improvement Committee) are included in the committee packet.

Agenda Item 2: Dropout Prevention and Recovery Rules (OAC 3301-102-10,11,12)

This item is up for continued discussion to review the graduation rate benchmarks established for the rating system on the Dropout Prevention and Recovery Report Card. The memo and slides included in the committee packet provide further detail on the history and context of this discussion, as well as some data simulations to be discussed at the committee meeting. Future meetings will require the review of a proposed resolution and possible vote.

Supplemental materials for review include the DOR Report Card (visit [https://reportcard.education.ohio.gov/](https://reportcard.education.ohio.gov/) and type in “Capital High School” in the search bar) for an example; or review the [DOR Report Card Technical document](https://reportcard.education.ohio.gov/) for detailed explanations of the current measures. Additional information can be found on the [ODE program website](https://reportcard.education.ohio.gov/).

Agenda Item 3: Career Technical Planning District Report Card – Prepared for Success

Based on the recommendations of the Career Tech Planning District Report Card Workgroup that met in the fall of 2018, this item is up for discussion to review possible next steps for redesigning the Prepared for Success Component on the CTPD Report Card and for renaming this component to the ‘Career and Post-Secondary Readiness Component’. This discussion will review possible items to include, proposed timeline for implementation, and discussion of redesign. The recommendations are included in the committee packet. Future meetings will require the review of a proposed resolution and possible vote.

Supplemental materials for review include the CTPD Report Card (visit [https://reportcard.education.ohio.gov/](https://reportcard.education.ohio.gov/) and type in “CTPD” in the search bar); or review the [CTPD Report Card Technical document](https://reportcard.education.ohio.gov/) for detailed explanations of the current measures.

Agenda Item 4: Report Card Rule Review Planning

This item is to provide an overview of the coming work of the committee related to the Ohio School Report Cards. The administrative rules related to the Ohio School Report Cards are up for their required five-year review this year. Staff will provide an overview of the plan for reviewing each rule, which will begin in March, and provide context for supplemental material that will be provided in advance of the March meeting.

Supplemental materials for review include the Ohio School Report Cards (visit [https://reportcard.education.ohio.gov/](https://reportcard.education.ohio.gov/) and search any school or district in the search bar); detailed technical documents that explain how each measure or component is calculated; the ‘authorities matrix’ outlines the general authority in ESSA, state law, and under the purview of the State Board.
Assessment and Accountability Committee

of Education – this document was sent in January as follow-up to the report card discussion; the report card workgroup recommendations were also provided in follow-up to the January report card discussion; and Ohio’s Every Student Succeeds Act (ESSA) state plan.

Agenda Item 5: Planning for March Meeting

The tentative schedule for upcoming meetings is provided in the committee slides.

Agenda Item 6: Wrap Up & Adjourn
Agenda

1. Vote: Approve Minutes
2. Discussion: Dropout Prevention & Recovery Rules
1
Approve Minutes
Discussion: Dropout Prevention and Recovery (OAC 3301-102-10,11,12)

Colleen Grady, Executive Director
Karl Koenig, Director
Today’s Discussion

1. Background re: Dropout Prevention Recovery (DPR) Report Card
2. Review of Current and Proposed ‘Meets Standards’ Graduation Benchmarks
3. Potential Options
4. Stakeholder Comments
Eligibility (ORC 3314.017)

(A) The state board of education shall prescribe by rules, adopted in accordance with Chapter 119. of the Revised Code, an academic performance rating and report card system that satisfies the requirements of this section for **community schools that primarily serve students enrolled in dropout prevention and recovery programs** as described in division (A)(4)(a) of section 3314.35 of the Revised Code, to be used in lieu of the system prescribed under sections 3302.03 and 3314.012 of the Revised Code beginning with the 2012-2013 school year. Each such school shall comply with the testing and reporting requirements of the system as prescribed by the state board.
Dropout Prevention & Recovery Report Card

http://reportcard.education.ohio.gov/Pages/Dropout-Recovery.aspx
## OAC 3301-102-10
### Current v. Adopted ‘Meets Standards’ Graduation Benchmarks

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The proposed Rules also include a provision that at least 75% of a community schools’ enrollment be students ages 16-21 who are enrolled in a dropout prevention and recovery program.
## ‘Meets Standards’ Graduation Benchmarks

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* Discussed by the State Board, December 2018
Stakeholder Comments

February 1 stakeholder meeting:

- Recommend no change to graduation rate at this time
  - Graduation requirements still under discussion
  - OGT being phased-out
  - Are testing changes under consideration
  - Proposed benchmarks are unrealistic

- If rates are increased recommend no higher than Option B
Stakeholder Comments

February 1 stakeholder meeting:

- Unlike traditional districts, DPR schools are subject to closure based on report card performance
Stakeholder Comments

February 1 stakeholder meeting:

- Legislative recommendations
  - Revise DPR age range to 14 or 15 - 21
  - Address 75% enrollment requirement in statute
  - Consider additional measures for DPR report card e.g., HS equivalency or credentials earned
  - Consider revising test passage and progress measure
  - Make adjustment to closure statute
Discussion:
CTPD Report Card – Career and Post-Secondary Readiness

Chris Woolard, Senior Executive Director
Recommendation:

“Maintain existing elements in the Prepared for Success Component and **expand the elements** included in the Prepared for Success Component (recommended to be **renamed the Career and Post-Secondary Readiness Component**). Direct the Department to evaluate the availability and timing of possible elements included…”
Career & Post-Secondary Readiness Elements

- Remediation-free (ACT/SAT)
- Honors Diploma
- 12 pt. Industry Credentials
- Military Readiness (ASVAB)
Career-Tech & Advanced Coursework Elements

- Advanced Placement, International Baccalaureate (AP/IB)
- CTAG; CTE Assessments; Credentials
- College Credit Plus, Dual Enrollment
- CTE Pathway (4 or more courses)
Leadership & Professional Skills Elements

- OhioMeansJobs Readiness Seal
- Student Organization Leadership
- Service Learning
Work-Based Learning Elements

- Internships
- Apprenticeships, Pre-Apprenticeships
- Other Work-Based Learning
Discussion:
Report Card Rule Review Planning

Chris Woolard, Senior Executive Director
Shelby Edwards, Accountability & School Performance Administrator
Five Year Rule Review

3301-28-01: Definitions
3301-28-03: Performance Index
3301-28-04: Indicators
3301-28-05: Graduation
3301-28-06: Value-Added
3301-28-07: K-3 Literacy
3301-28-08: Prepared for Success
1. Rule Review Prompted
2. Staff Review & Recommend Change/No Change
3. State Board Committee Review & Discussion
4. State Board Committee Vote
5. State Board Vote
6. Final Rule with CSI (if needed)
7. File Rule with JCARR
8. 119 Hearing

ODE Website Public Comment Posted

30 day window
Report Card Resources

1. Technical Documents and Resources

2. Ohio School Report Cards

2. Authorities Matrix – provided in Board books

3. Workgroup Recommendations – provided in Board books

4. Ohio’s Every Student Succeeds Act (ESSA) State Plan
Planning for March and April Committee

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John Hagan
Committee Chair
Looking Ahead

March - tentative
• Vote: Dropout Prevention & Recovery
• Vote: CTPD Career & Post-Secondary Readiness
• Discussion: Social Studies Performance Data
• Introduction: Report Card Rules

April - tentative
• Discussion: Report Card Rules
Wrap up and Adjourn

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John Hagan
Committee Chair
MEMORANDUM

Date: January 29, 2019

From: Colleen Grady, Executive Director, School Options

To: Accountability and Continuous Improvement Committee Members

Re: OAC 3301-102-10, Dropout Prevention and Recovery Report Card Graduation Rate Benchmarks

Prior to stakeholder review and the initial discussion by the State Board of Education, the Ohio Department of Education conducted an analysis of graduation cohort rates for all community schools designated as dropout prevention and recovery schools over a three-year period. Based on this initial analysis, the State Board revised graduation benchmarks for the ‘meets standards’ performance levels included in Ohio Administrative Code 3301-102-10 and adopted the rule in June of 2018. The benchmarks for all graduation cohorts were adjusted upward, with the benchmark for ‘exceeds standards’ being aligned to identification as a priority school under the Every Student Succeeds Act (ESSA).

Since adoption of OAC 3301-102-10 in June 2018, stakeholders raised concerns that the proposed benchmarks are not only set too high but that proposed benchmarks would unfairly result in the closure of schools and negatively impact sponsors’ evaluation ratings. Stakeholders also object to an analysis that included schools whose enrollment of students ages 16-21 was less than the proposed 75 percent requirement.

Upon release of the 2017-2018 Ohio School Report Cards in September 2018, the Office of Community Schools conducted a second analysis of graduation rates of community schools that received designation as dropout recovery community schools. The second analysis included only dropout recovery community schools with 75 percent or greater of the school’s enrollment comprised of students ages 16-21. The results of the second analysis suggested the State Board might wish to further discuss benchmarks for the ‘meets standards’ performance level.

In December, the Accountability and Continuous Improvement Committee discussed whether to revisit the previously adopted graduation benchmarks. Staff presented two additional options for the ‘meets expectations’ benchmarks for purposes of discussion:

- **Option A** would establish cohort graduation rates for ‘meet expectations’ at approximately the median (based on 2017-2018 report card results) for each cohort based only on schools reporting 75 percent or more of their students ages 16-21.
- **Option B** would establish cohort graduation rates for ‘meet expectations’ at a level where a majority of schools (based on 2017-2018 report card results) met or exceeded the cohort benchmarks based only on schools reporting 75 percent or more of their students ages 16-21.

Based on the discussion in December, a third option, listed below as **Option C**, was suggested. This option reduces the benchmarks for each graduation cohort four percentage points below benchmarks adopted in June 2018.
Should the State Board opt to reopen discussion of OAC 3301-102-10 and revise cohort graduation benchmarks, there may be other provisions such as the overall graduation rate and transition timeline that also would require adjustment.

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The CTPD Report Card Workgroup is pleased to provide the following considerations and recommendations to the Accountability and Continuous Improvement Committee of the State Board of Education.

In July 2018, the State Board of Education passed a resolution delaying the implementation for one year of the overall grade for the Career-Technical Planning District report card while a stakeholder workgroup, including State Board of Education members, reviewed the report card and made recommendations to the State Board of Education for updates and improvements.

In accordance with Ohio Revised Code 3302.033, the stakeholder workgroup included representatives from the chancellor of the Ohio board of regents, any office within the office of the governor concerning workforce development, the Ohio association of career and technical education, the Ohio association of city career technical schools, and the Ohio association of career technical superintendents.

The CTPD Report Card Workgroup met seven times between August and November 2018 to review and discuss all current components of the report card, Perkins V reauthorization, and additional considerations for improvements to the CTPD report card. The following report includes recommendations and considerations for the State Board of Education — including potential legislative recommendations, direction and guidance for the Ohio Department of Education, and recommendations under the authority of the State Board of Education.

I. ACADEMIC MEASURES AND TESTING

The workgroup had extensive conversation around the academic measures that feed into the Achievement Component of the Career Technical Planning District Report Card — as well as conversations around testing.

Testing: Generally, there is support for the WebXams and the state career technical education standards that are measured. Suggestions for protocols, guidance and communication emerged from the workgroup.

1) **Timing of testing windows.** Stakeholders have noted that the timing of WebXam and state end-of-course exam testing windows creates logistical concerns at schools and may disincentivize students from participating. ODE should provide additional guidance and best practices for scheduling to accommodate these schedules.

2) **Incentive for WebXam participation.** While there incentives currently in place for student performance on WebXams (e.g. statewide articulated college credit), there may be opportunities to create additional incentives. For example, the current graduation requirements workgroup may want to consider WebXam performance in their recommendations future graduation pathways. Schools should consider using WebXam results in place of locally developed end of course final exams.
Achievement Component: The workgroup had significant conversation around the inclusion of academic measures on the report card including what data should be included, and who should count. Students are receiving academic instruction at CTPDs. The most frequent courses are Government, Geometry, US History, English language arts II, and Biology. CTPDs, by design, are focusing on skills and content beyond just academic content, but important foundational and well-rounded content is still important and should be included in a robust system of measures.

Alignment and fairness are important considerations as CTPD students also count back to their home district and school report cards for academic outcomes.

1) Indicators Met measure. Similar to many concerns raised in other venues, the workgroup has concerns about the design and outcomes of the Indicators Met measure. Stakeholders also have concerns about the use of participants rather than concentrators in the academic measures. The recent Perkins V reauthorization provides a path forward with its requirements to align with ESSA and adopt an updated definition of Concentrator.

- **Recommendation: Performance Index.** In preparation for Perkins V and ESSA academic requirements, the workgroup recommends transitioning from the Indicators Met measure to the Performance Index as the measure of academic achievement. The Performance Index based measure will include first-time test takers and all tested content areas including Science and Social Studies.
  - **This recommendation is also consistent with recommendations initially made by the Accountability and Continuous Improvement Extended Stakeholder Committee which is currently in process of reviewing the Ohio School Report Cards and providing written recommendations to the State Board of Education.**

- **Students in measure.** The Performance Index will therefore include test performance of first-time test takers for the academic assessments taken during each current year for students identified having completed at least two courses in a single CTE program (consistent with recently released Perkins V requirements).
  - **Switch to Perkins V ‘Concentrators’ in measure.** In preparation for Perkins V requirements, the measure will be based on students having completed at least two courses in a single CTE program rather than CTPD participants as are currently included in the Indicators Met measure. This definition of concentrators is consistent with the recently released Perkins V requirements.

- **Implementation Timeline.** While the workgroup was in consensus regarding the transition to the Performance Index, there was not agreement on the timeline. Workgroup members identified three possible implementation timelines:
o **Update for 2018-19 Report Card.** Transition to the Performance Index as described above for the 2018-19 CTPD report card for reporting and inclusion as a graded measure, and remove Indicators Met as a graded measure; or,

o **Transitional approach.** Continue reporting and grading the Indicators Met measure on the 2018-19 CTPD Report Card while also piloting the use of the Performance Index as described above; or,

o **Accountability Pause.** Pilot the Performance Index as described above for the 2018–19 CTPD report card by reporting this measure but not including as a graded measure until the 2019-2020 report card, and remove the Indicators Met as a graded measure.

2) **Component weighting.** The committee also discussed the relative weighting of the two Achievement measures within the component.
   - **Recommendation:** Adjust the Achievement Component weighting to 80 percent Technical Skill and 20 percent Performance Index (currently Indicators Met) to reflect a stronger emphasis on technical skills.

3) **Future considerations.** The group also had some extended discussion about restructuring the academic measures and the career-readiness measures. For example, separating the academic and college-readiness elements (i.e. ACT/SAT, Advanced Placement) from the Prepared for Success Component and adding them to the Achievement Component. While consensus was not reached, this idea should be further explored in future discussions related to the next generation of the CTPD Report Card.

**II. Measuring Career Readiness and Program Outcomes**

The workgroup had extensive discussions on the Prepared for Success component and approaches to measuring career readiness. Members of the workgroup expressed concerns that the current Prepared for Success measure is limited in measuring the career readiness impact that CTPDs make on their students. Currently, that is limited to only Industry Recognized Credentials (which are crucial in addressing the state of Ohio’s attainment goal) and the CTPD honors diploma.

Alignment and fairness are important considerations as CTPD students also count back to their home district and school’s report cards for Prepared for Success outcomes.

The committee discussed how to best address these current limitations by expanding the potential pool of measures that could be translated as career readiness measures.

**Prepared for Success Component:** The workgroup considered the current elements in the Prepared for Success Component, discussed the potential of removing some of the current elements from the
measure, and the need to expand the options to more fully capture the ways that students in CTE programs are demonstrating readiness.

1) **Communicating the measure.** The component should be renamed to better communicate the scope of the measures included.
   - **Recommendation:** Rename the component to “Career and Post-Secondary Readiness Component”.

2) **Component calculation.** The workgroup reviewed a list of possible elements to include in the measure. All items will require review and guidance by the Department related to implementation, including technical guidance or adjustments to existing or new data collection.
   - **Recommendations:**
     - **Add elements.** Maintain existing elements in the Prepared for Success Component and expand the elements included in the Prepared for Success Component (recommended to be named the Career and Post-Secondary Readiness Component). Direct the Department to evaluate the availability and timing of the possible elements included below:
       i. Completion of CTE pathway (4 or more courses)
       ii. WorkKeys
       iii. OhioMeansJobs Readiness Seal
       iv. Industry Credentials – fewer than 12 points
       v. Advanced Academic Coursework Completion
       vi. Proficient on CTE assessments (WebXams)
       vii. Statewide Articulated Credit (i.e. CTAG obtained)
       viii. ASVAB /military readiness
       ix. Work-based Learning Completion
       x. Career-Technical Student Organization Leadership Role
       xi. Other Significant Service/Experiential Learning Completion
       xii. Internships and pre-apprenticeships
     - **Note on CTAG credits.** The committee had substantial discussions on when CTPDs should earn credit for CTAG, which is currently structured to provide credit when students enroll, and the student credit is transcripted. The committee felt strongly that CTPDs should receive credit for CTAG once students had met the requirements, rather than when the credit was transcripted. This change will be operationalized in the refined measure.
     - **Technical details.** The technical details of the refined measure will need to be fully developed including the scoring. For example, the group recognized that not all of these elements are necessarily equal, while others may require benchmarks to be set before including in the measure (e.g. ASVAB).
3) **Informing the traditional report card.** Similar conversations are taking place regarding legislative recommendations to improve Prepared for Success on the traditional report card. The lessons learned and outcomes from this work could/should inform those recommendations.

4) **Support for automated articulated credit system.** The workgroup supports the development of a streamlined and automated system.

**Post-Program Outcomes:** The workgroup indicated support and value in the post-program outcomes component and the items measured.

1) **Student Follow-up.** The state may want to consider that, in addition to the current six-month follow-up, there could be follow-up with students at longer intervals (such as one year or three years after graduation) to maintain focus on long-term outcomes.

2) **Leveraging Data systems.** Members discussed opportunities for the state to leverage state resources to assist in collecting student Post Program Placement data (e.g. make linkages with Workforce data to reduce burden on local data collection). A New Skills for Youth initiative is working with the Ohio Education Research Center (OERC) to pilot a process of matching student data to workforce data. If successful, this could scale statewide and align to Ohio’s Strategic Plan for Education’s goal.

### III. REPORT CARD STRUCTURE AND RATING

The workgroup discussed multiple aspects of the general structure of the report card including the unit of analysis, the CTPD shared attribution model, and the rating system of the report card.

**Unit of Analysis for CTPD Report Card:** The workgroup discussed the complexity of the Career-Technical Planning District Report Card as it relates to the variety of CTE program delivery models across the state – Joint-Vocational School Districts, satellite programs, Compacts, comprehensive, senior-only credential programs, etc.

*Recommendation:* The workgroup is recommending two additional layers of reporting underneath the CTPD umbrella – each district and community school should also receive a CTE report card as applicable with relevant data.

**Overall Summative Grade:** The workgroup considered the original weighting schema proposed to the State Board of Education in 2017. At least one member advocated for post-programs to be more heavily weighted than the other three components.

*Recommendation:* The group recommends the following revision – all four current components (Achievement, Prepared for Success/Career and Post-Secondary Readiness, Graduation Rate, and Post-Program Outcomes) to be weighted equally at 25 percent for ease of public understanding.
IV. ADDITIONAL CONSIDERATIONS

Transfer students. The workgroup raised questions regarding students who are concentrators but leave or transfer and how they are counted. The Department should provide additional guidance on how transfer students are included/excluded.