

The draft performance levels are aligned to the method of measurement used in Ohio's approved ESSA plan. The Performance Index uses a score of 0 – 120, and the goals mirror this calculation.

The Performance Index calculation is detailed below – the index does become a numerical value with a numerator and denominator. The Performance Index Score indicates the academic attainment of the applicable Career Technical Education concentrators on the relevant state assessments – and this number is a score out of a max value of 120. This value can also be fully divided to become a percentage/rate – creating a value with a numerator out of 100 (denominator). The Performance Index Score is a more robust way to look at student achievement because it gives 'credit' for improvement at all performance levels as opposed to looking at absolute proficiency levels. In Ohio, we use the Performance Index Score as the number that holds value to describe the performance attainment – but we also create a percentage in order to apply a letter grade required on our report cards. Either number can be used as needed for reporting on Perkins academic attainment measures in alignment with our academic attainment measure on Ohio's approved Every Student Succeeds Act state plan.

This calculation was used to establish the baselines that serve as the foundation for the state determined performance levels. Both the Performance Index Score (out of 120), and the percentage have been shared with stakeholders and used in the plan's SDPL section.



Step 3 – The points are added up to come up with a single “Performance Index Score”. This number is the numerator in the index calculation. The denominator is always 120 – the best-case scenario of all students scoring at the highest levels of performance.

Step 1 – In order to create the index of academic attainment, we tally the percent/number of students at each achievement level on our state tests.

Step 2 – Weighted points are multiplied by the percent of students at each level. The higher the performance level, the higher the weight. There is 'credit' therefore given for each higher performance level of students – encouraging growth and improvement in academic attainment.