

Technical Documentation for the 2015-2016 Community School Operator Reports

Background and Overview

Ohio Revised Code 3314.031 requires the Ohio Department of Education to publish an annual performance report for all operators of community schools in the state based on their performance from the previous school year. The first year of annual reports must be published no later than November 15, 2016 with subsequent reports coming each year by the following November 15th. The law does not specify exactly what must be included in the annual report so the department has some discretion on what to include.

Another section of law, ORC 3314.016, requires the Ohio Department of Education to develop an evaluation system that rates any entity that sponsors a community school based upon three components. One of the components in each sponsor evaluation is a rating based on Academic data. The agency decided, for consistency purposes, to use the same calculation for operators that is required to be used for sponsors. It is important to understand, however, that although the same calculation is used, no consequences are applied to operators. The data simply are reported as state law requires. In addition, the agency decided to include other pieces of pertinent data on students, staff and funding to allow readers to have additional information to compare and contrast the operators across the state.

When determining which entities meet the definition to be labeled an operator, state law says that for purposes of this section, "operator" has the same meaning as in division (A)(8) of section 3314.02 of the Revised Code.

The business rules below were used to generate the 2016 operator reports.

Determination of Relationship Between Community School and Operator

Operators manage the daily operations of a community school and/or provide programmatic oversight and support to the school. 373 community schools were open during the 2015-2016 school year. A school is not required to contract with an operator, so the first step in creating the report was to determine whether each community school had an operator for the 2015-2016 school year and if so which one. The relationship between operator and school was determined by the Office of Community Schools and the agency's legal counsel through emails, phone calls and a review of the contracts between sponsors and the various management companies. When the review was complete, it was determined that 236 schools contracted with an operator for the 2015-16 school year.

Provisions in the law require the agency to exclude schools from the sponsor evaluation if they have been in operation for not more than two full years. Schools where a majority of the enrolled students are children with disabilities also are excluded per statute. Since the agency decided to use an identical calculation for operators, schools meeting those criteria were removed from their operator's portfolio. When the exclusions were applied, a total of 198 schools were attached to an operator for the 2015-16 school year.

1. Calculating Total Weighted Points

The 2015-2016 Academic Performance Rating was based on the graded measures and component grades published on the Ohio School Report Cards. Traditional community schools were graded on their report cards for up to six components during the 2015-16 school year, but did not receive an overall, summative grade. Dropout Prevention and Recovery Schools (DOPRs) received an overall, summative rating in that year. In order to combine the data from all schools into a single operator rating, ODE aggregated the component grades for traditional community schools to issue a single number of weighted points for each school.

To do this, each letter grade was assigned a certain number of points based on whether the school performed at the high, middle, or low end of the grade range. This means that a school earned more points for a high "A" than for a low "A" and a high "B" was assigned more points than a low "B", etc. Once the points were assigned they were rounded to the thousandths based on business rules outlined in the component grades technical documentation shown at the link below.

The report card component grades technical documentation can be found at:

<http://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Sections/Report-Card-Components/Component-Grades-Technical-Documentation.pdf.aspx>.

In calculating the total Academic Performance score for each school, individual component points were weighted based on the weights described in Ohio Administrative Code 3301-28-10. The weighting percentages used in calculating the Academic Performance component were as follows:

When a school had a letter grade for all six components, the weighting was: Achievement – 20%, Value-Added – 20%, Graduation – 15%, Prepared for Success – 15%, AMO – 15%, K3 – 15%.

When a school had a grade for both Achievement and Value-Added but only three other component grades, the weighting was: Achievement and Value-Added 23% each, all others 18% each.

When a school had a grade for Achievement and all other components with the exception of Value-Added, the weighting was: Achievement 24%, all others 19% each.

When a school had a grade for Value-Added and all other components with the exception of Achievement, the weighting was: Value-Added 24%, all others 19% each.

When a school had a grade for both Achievement and Value-Added but only two other component grades, the weighting was: Achievement 27.5%, Value Added 27.5%, all others 22.5%.

When a school had a grade for Achievement and three other components but not Value-Added, the weighting was: Achievement 28.75%, all others 23.75% each.

When a school had a grade for Value-Added and three other components but not Achievement, the weighting was: Value Added 28.75%, all others 23.75% each.

When a school had a grade for both Achievement and Value-Added but only one other component grade, the weighting was: Achievement 35%, Value Added 35%, the other 30%.

When a school had a grade for Achievement and two other components but not Value-Added, the weighting was: Achievement 36.6667%, all others 31.66667% each.

When a school had a grade for Value-Added and two other components but not Achievement, the weighting was: Value-Added 36.6667%, all others 31.66667% each.

When a school had a grade for both Achievement and Value-Added and no other component grades, the weighting was: Achievement 50%, Value-Added 50%.

When a school had a grade for Achievement and one other component but not Value-Added, the weighting was: Achievement 52.5%, the other component 47.5%.

When a school had a grade for Value-Added and one other component but not Achievement, the weighting was: Value-Added 52.5%, the other component 47.5%.

When a school did not have a grade for Achievement nor for Value-Added, then all other component grades were weighted equally.

For each applicable component, total weighted component points were calculated by taking the initial component value and multiplying by the weight assigned to the component per the business rules outlined above. The total weighted component points were then summed to arrive at total weighted points (rounded to the thousandths) for each school. The resulting total for each school was a number between 0 and 5.

Example: Achievement and Value-Added Plus Three Other Components

Component	Value	Weight	Report Card Component Weighted Points
Achievement	4.225	0.23	0.972
Value-Added	3	0.23	0.690
Graduation	4.525	0.18	0.815
Gap Closing	4.115	0.18	0.741
K-3 Literacy	2.225	0.18	0.401
Prepared for Success	--	--	--
TOTAL WEIGHTED POINTS		3.617	

2. Translating to the Common Scale

The Total Weighted Points were converted to a 0 to 4 scale (this scale is the equivalent of the A-F report card grade, which will be published for each school starting in 2017-2018), as provided in the following table:

Overall Academic Performance Score	
Total Weighted Points	Report Card Grade Equivalent
4.125-5.000	4
3.125-4.124	3
2.125-3.124	2
1.125-2.124	1
0-1.124	0

In 2016, each Dropout Prevention and Recovery school received an overall school rating of either Does Not Meet Expectations, Meets Expectations or Exceeds Expectations. The overall school rating of each Dropout Recovery school was converted to a 0 to 4 scale as follows:

Overall Academic Performance Rating for Dropout Recovery School	
Overall School Rating	Points
Exceeds Expectations	4
Meets Expectations	2
Does Not Meet Expectations	0

The common scale was as follows:

Overall Academic Performance Rating for School	Dropout Recovery Report Card Rating	Points
4	Exceeds	4
3		3
2	Meets	2
1		1
0	Does Not Meet	0

3. Weighting Schools by Enrollment

The final step was to aggregate the points for each school to each operator to produce a single academic performance rating based on the portfolio of schools each operated during the 2015-16 school year. For this last step, the individual school-level points were weighted by the total percentage of the average daily membership (FTE enrollment) of the school compared to the entire membership in the operator’s portfolio.

The following is an example of how the Academic Performance component were calculated based on a sponsor with two community schools that received traditional report cards and one school that received a dropout recovery report card:

School	Overall Academic Performance	Points	ADM	Weight	Weighted Points
Community School #1	4	4	250	X (250/1000)	1.0
Community School #2	1	1	500	X (500/1000)	0.5
Dropout Recovery School # 3	Meets	2	250	X (250/1000)	0.5
Total Weighted Points			2.0		

In the event that the number for the weighted points was not a whole number, the number was rounded to the nearest tenth. For example, 2.356 became 2.4 because of rounding.

4. Scale for Academic Performance Component

Once the final points were calculated, they were converted to Academic Performance points using standard rounding rules to create the following scale:

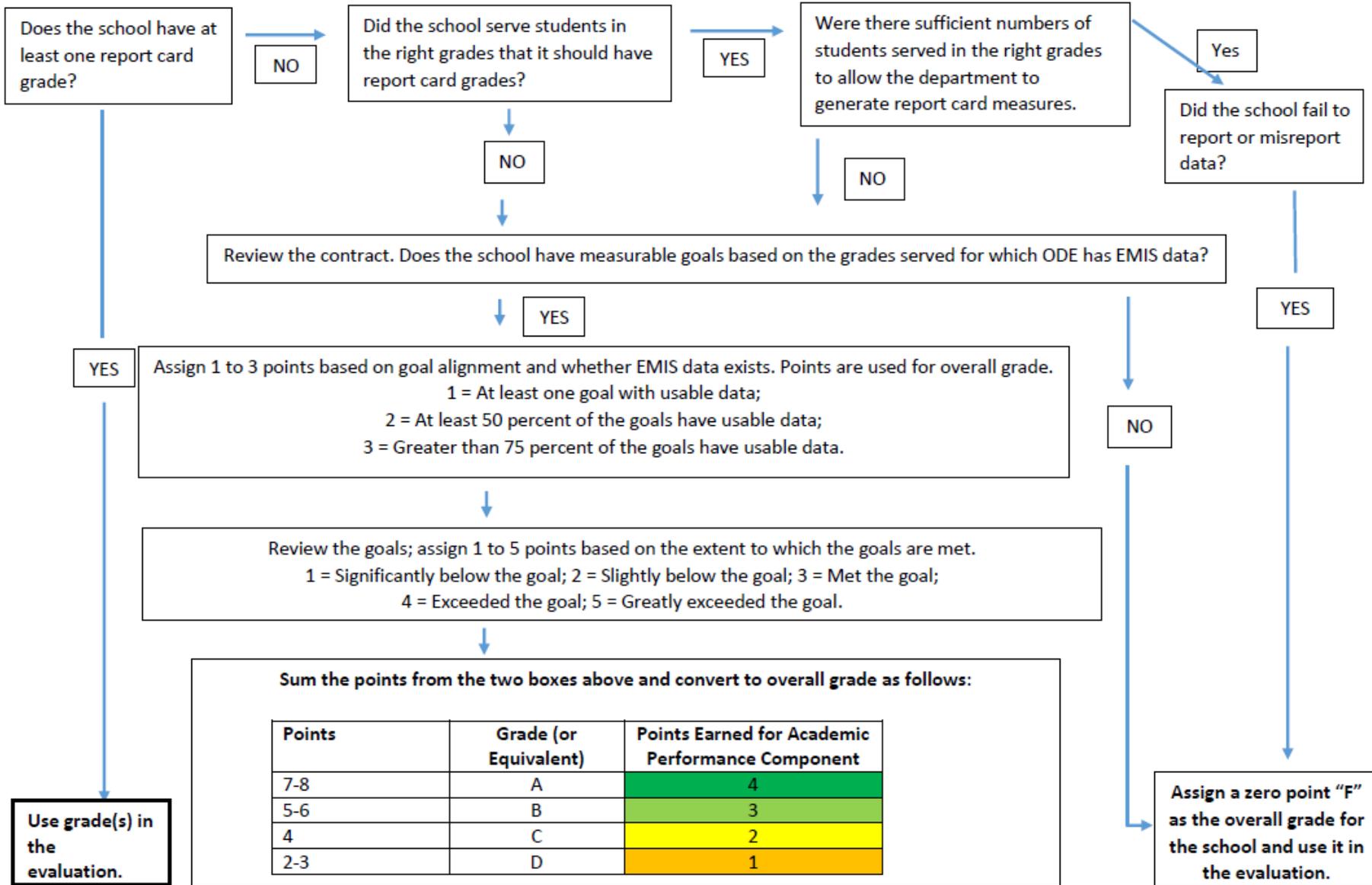
Weighted Points	Points Earned for Academic Performance Rating
3.50 – 4.00	4
2.50 – 3.49	3
1.50 – 2.49	2
0.50 – 1.49	1
0.00 – 0.49	0

5. Evaluating schools that do not receive report cards

Some schools did not receive any graded report card measures because they did not serve enough students in the relevant grades to generate measures. When no graded performance measures existed, the department used measures specified in the contract between the sponsor and the community school.

For those schools, the contracts between the schools and sponsors were reviewed by the Ohio Department of Education’s Office of Accountability with the assistance from the Office of Quality School Choice – Community Schools and the Office of Legal Counsel. The evaluation of schools without graded measures was conducted using the process outlined in the flowchart below that identifies the objectives set forth in each related contract and the school’s performance on those objectives. In cases where the school served a

sufficient number of students grades required to take state tests but the school failed to report required EMIS data to the department, a zero point ("F") was assigned to the school's overall rating.



A total of 49 operators had an academic performance rating calculated.

Other Reported Data

Additional student, staff and financial data were also included in each report to allow readers to compare and contrast operators. The following data pieces are included on each school's report card and were aggregated to the operator based on the portfolio of schools they operated.

Student Data

1. Student Attendance Rate
2. Percent of American Indian/Alaskan Native Students
3. Percent of Asian/Pacific Islander Students
4. Percent of African American Students
5. Percent of Hispanic Students
6. Percent of Multi-Racial Students
7. Percent of White Students
8. Percent of Students with Disabilities
9. Percent of Economically Disadvantaged Students
10. Percent of Limited English Proficient Students
11. Percent of Migrant Students

Staff Data

1. Percent of Teachers with at Least a Bachelor's Degree
2. Percent of Teachers with at Least Master's Degree
3. Percent of Core Classes Not Taught by a Highly Qualified Teacher
4. Percent of Core Classes Taught by Properly Certified Teachers
5. Percent of Core Classes Taught by Teachers with Temporary/Conditional or Long-Term Substitute Licenses
6. Number of General Education Teachers
7. Number of Career-Technical Teachers
8. Number of Special Education Teachers
9. Number of Teacher Aides
10. Number of Gifted Intervention Specialists
11. Number of Fine Arts Teachers
12. Number of Music Teachers
13. Number of Physical Education Teachers
14. Number of ELL Specialists
15. Number of Lead or Senior Teachers

Finance Data

1. Expenditure Per Pupil