

Technical Documentation for the 2018-2019 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 reports are published November 15th annually.

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. For consistency in evaluations, the Department has opted to use the same calculation for operators as is used for sponsors. The results of the operator reports do not hold consequences for operators and are informational only. The data simply are reported as state law requires. In addition, the Department 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 2019 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. A school is not required to contract with an operator, so the first step in creating the report is to determine whether each community school had an operator for the 2018-2019 school year and if so which one. The relationship between operator and school is 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.

Provisions in the law require the Department to exclude schools from the sponsor evaluation if they have not been in operation for more than two full years. Schools where a majority of the enrolled students are children with disabilities also are excluded per statute. Since the Department is using the identical calculation for operators as it does sponsors, schools meeting those criteria were removed from their operator's portfolio.

When the review was complete, it was determined that 241 of the 319 community schools open during the 2018-2019 school year contracted with an operator. When the exclusions were applied, a total of 199 schools were attached to an operator for the 2018-19 school year.

1. Calculating Total Weighted Points (Overall Grade)

For each school, the applicable report card component grades will be assigned a numerical value (rounded to the thousandths) based on business rules outlined in the component grades technical documentation. In calculating the total Academic Performance component score for each school, individual component points will be weighted based on the weights described in Ohio Administrative Code 3301-28-10. Per ORC 3302.03(C)(3) and OAC 3301-28-10, each school's report card will include an overall grade, which will be used for the operator reports, as they are for the sponsor evaluations.

The weighting percentages used in calculating the Academic Performance component are as follows:

When a school has a letter grade for all six components, the weighting will be: Achievement – 20%, Progress (Value-Added) – 20%, Graduation – 15%, Gap Closing (AMO) – 15%, Prepared for Success – 15%, and K-3 Literacy – 15%.

When a school has a grade for both Achievement and Progress (Value-Added) but only three other component grades, the weighting will be: Achievement and Value-Added 23% each, all others 18% each.

When a school has a grade for Achievement and all other components except Progress (Value-Added), the weighting will be: Achievement 24%, all others 19% each.

When a school has a grade for Progress (Value-Added) and all other components except Achievement, the weighting will be: Progress (Value-Added) 24%, all others 19% each.

When a school has a grade for both Achievement and Progress (Value-Added) but only two other component grades, the weighting will be: Achievement 27.5%, Progress (Value-Added) 27.5%, all others 22.5%.

When a school has a grade for Achievement and three other components but not Progress (Value-Added), the weighting will be: Achievement 28.75%, all others 23.75% each.

When a school has a grade for Progress (Value-Added) and three other components but not Achievement, the weighting will be: Progress (Value-Added) 28.75%, all others 23.75% each.

When a school has a grade for both Achievement and Progress (Value-Added) but only one other component grade, the weighting will be: Achievement 35%, Progress (Value-Added) 35%, the other 30%.

When a school has a grade for Achievement and two other components but not Progress (Value-Added), the weighting will be: Achievement 36.6667%, all others 31.6667% each.

When a school has a grade for Progress (Value-Added) and two other components but not Achievement, the weighting will be: Progress (Value-Added) 36.6667%, all others 31.6667% each.

When a school has a grade for both Achievement and Progress (Value-Added) and no other component grades, the weighting will be: Achievement 50%, Progress (Value-Added) 50%.

When a school has a grade for Achievement and one other component but not Progress (Value-Added), the weighting will be: Achievement 52.5%, the other component 47.5%.

When a school has a grade for Progress (Value-Added) and one other component but not Achievement, the weighting will be: Progress (Value-Added) 52.5%, the other component 47.5%.

When a school does not have a grade for Achievement nor for Progress (Value-Added), then all other component grades shall be weighted equally.

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

Example: Achievement and Progress (Value-Added) Plus Three Other Components

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

Additional information on the assignment of an overall grade can be found in the technical document located here: <http://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Sections/Report-CardComponents/Overall-Grade-Technical-Documentation.pdf.aspx?lang=en-US>

2. Translating to the Common Scale

The Total Weighted Points will be converted to a 0 to 4 scale (this scale is the equivalent of the A-F report card grade, which was 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

Each dropout prevention and recovery school receive an overall school rating of either Does Not Meet Expectations, Meets Expectations or Exceeds Expectations. The overall school rating of each dropout prevention and recovery school will be converted to a 0 to 4 scale as provided 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 is as follows:

Overall Academic Performance Rating for School	Dropout Prevention & 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 2018-19 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 each school's performance is weighted by its ADM, the weighted points are summed and relevant changes in the portfolio are addressed, the weighted points are converted to Academic Performance points using standard rounding rules to create the following scale:

Weighted Points	Grade (or Equivalent)	Points Earned for Academic Performance Component
3.5 – 4	A	4
2.5 – 3.49	B	3
1.5 – 2.49	C	2
.5 – 1.49	D	1
0 – .49	F	0

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 Taught by Properly Certified Teachers
4. Percent of Core Classes Taught by Teachers with Temporary/Conditional or Long-Term Substitute Licenses
5. Number of General Education Teachers
6. Number of Career-Technical Teachers
7. Number of Special Education Teachers
8. Number of Teacher Aides
9. Number of Gifted Intervention Specialists
10. Number of Fine Arts Teachers
11. Number of Music Teachers
12. Number of Physical Education Teachers
13. Number of ELL Specialists
14. Number of Lead or Senior Teachers

Finance Data

1. Expenditure Per Pupil