

Technical Documentation Ohio's Where Kids Count Business Rules

“Where Kids Count” Methodology

In order for students to be included in a school's or district's accountability calculations, the data submitted by the district must pass through several layers and checks. After the data passes all of the error checking done during the aggregation process at the ITC (formerly DA-Site), the data are submitted to ODE. ODE then applies its business rules to the data in the form of “filters.” The purpose of these filters is to determine:

- 1) Whether students are included at the building, district, or state level and then,
- 2) Which students should be included in each calculation and total.

There are business rules that apply system-wide and business rules that are specific to a single calculation or total. Since multiple entities can report the same student, the system-wide business rules or “filters” are designed to determine which students should count at which level and at which entities.

The main *system wide* business rules are based on the records that are effective on **March 31, 2017** for each student (**SEE NOTE AT THE END OF THIS DOCUMENT FOR A SPECIAL RULE FOR GIFTED IDENTIFICATION FOR THE 2016-2017 SCHOOL YEAR**). The March 31st date also was used for the first time for the 2014-15 report card. Calculations for 2014 and earlier used the student's status as of the last day of school or for students who withdrew prior to the last day of school the calculations use the status reported as of the date of the withdrawal. The main system wide rules include:

- The students that will count at the receiving building/district level are students that are reported with a How Received Element of “*”, “3”, “7”, “8”, “9”, “A”, “C”, “K”, “M”, “S”, “W” and “Y” **and** with a student percent of time greater than zero that meet the ‘Full Academic Year’ criteria at the building/district. **NOTE:** Any students still being educated through Title I Public School Choice (How Received = W) will be included in the totals in the building and/or district at the educating district if they meet the “full academic year” criteria.
- Students with a Sent Reason Element = “CT”, “JV”, “ES”, “PS”, “MR”, or “OS” (career-technical education via a contractual arrangement, attending a JVSD, ESC, Postsecondary Institution, MR/DD or a state school) will count at the resident district at the building/district level if they meet the ‘Full Academic Year’ criteria at the building/district level. Students reported with a Sent Reason = “CR” (community school students attending a resident district career technical program) count back at the community school where they otherwise are enrolled.
- Students with a How Received Element of “B” are counted at the sending district for proficiency purposes if the student meets the ‘Full Academic Year’ criteria at the educating district. **NOTE:** These students will count at the educating district for the AMO participation rate calculation used to demote the AMO letter grade.
- Students with a How Received Element of “P”, “Q” or “T” will not count on any building or district level reports for the AMO and state performance indicators percent proficient calculations, nor do they count in the performance index calculation, the K-3 Literacy calculation, the graduation rate calculations or the attendance rate calculation, but they

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are expected to take the appropriate assessments and will be included at the educating building/district level for the AMO participation rate calculation.

- Students with a How Received Element of “M” (Community School) will count at the community school if they meet the ‘Full Academic Year’ criteria.
 - **If the Community School is a Conversion Community School**, the students also will be included in the sponsoring district’s accountability calculations unless the school is designated as a dropout recovery and prevention school.
 - **If the Community School is a Start-Up Community School**, the students will **NOT** be included in any traditional school district’s accountability calculations unless the community school and traditional school district where the school is located have filed a “District Roll-Up of Affiliated New Start-Up Community School Performance Data FY2017” form through the Office of Community Schools.
- Students that only receive special services from a district (How Received Element = ‘6’, ‘F’, ‘I’) are not included in the accountability calculations for the reporting district or building.
- Students attending a STEM school (How Received = “K”) are included in the STEM school’s accountability calculations and their data also are included in the accountability calculations for their respective districts of residence. In addition, STEM providers who direct the operations of more than one STEM school are required to receive a report card that aggregates the students’ data for all of the schools that they direct. Thus, students attending a STEM school that is part of a group of schools overseen by a single provider will have their data included in the accountability calculations of the provider in addition to being seen in their STEM building and home district of residence.
- Beginning in the 2015-2016 school year, a recently arrived Limited English Proficient student who has been enrolled in US schools for **no** more than two school years [a student with “L” or “S” reported in the LEP status element on the student attributes – effective date (FD) record] will be removed from all proficiency calculations (AMO, Indicators, PI Score and K-3 Literacy Improvement). Prior to 2016, such students were exempt only in their first year in an American school. This change is the result of a waiver from the U.S. Department of Education. **In return, Ohio agreed to test recently arrived students in ALL SUBJECTS during those years and to use those results in the growth calculations (the Progress component).** In prior years, first year students were exempt from taking the state’s ELA/Reading tests. **This exemption is no longer granted and all tests must be taken.** Students with an LEP element of “L” or “S” will be included in their school’ and district’s AMO participation rate calculations for both reading and math (prior years they were included in the math calculation only). These students also must take the English Language Acquisition assessment (OELPA).

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- Per federal regulations, students who exit the LEP program can be included in the LEP subgroup for up to two school years after they exit the program. ODE will use the "Year & Month Reclassified from LEP" element on the student attributes – no date (FN) record to determine which students to include. Note that districts not only report this element in the year that the student is reclassified, but they must also re-report the date in subsequent years during the Yearend reporting period. For the purpose of determining who is included in the LEP subgroup for the various AMO calculations, students will be included in the subgroup for the year that they exit LEP status and for the two years immediately following the year that they exit. Thus a student who exits during the 2016-17 school year will be included in the subgroup for that year and also for the 2017-18 and 2018-2019 school years.

Elements Calculated Using the 'Full Academic Year' criteria

The State Performance Indicators "Percent Proficient", the AMO Reading and Math Proficiency, the Performance Index, and the K-3 Literacy measure are calculated based upon the student being enrolled in a building and/or district for a "Full Academic Year" (FAY). The six value-added calculations ("All Students", Gifted, IEP, "Lowest 20%", High School and "High Mobility") also are calculated using only those students who meet the FAY.

The "Full Academic Year" criterion does not apply to the AMO Participation Rate calculation nor does it apply to the four-year or five-year graduation rate calculations.

"Full Academic Year"

The definition of a "Full Academic Year" is:

- The student is continuously enrolled in the building/district from the Friday of the first full week of October (used to be October Count Week) through spring testing. The exact ending date in the spring depends on the test(s) being taken by the student. The table below can be used to determine each student's ending date for the 2016-17 school year.

Full Academic Year Dates		
Grade	Test	FAY End Date
Any Grade	Student Has No Required Tests (Date used for attendance rate calculation)	March 19
Any Grade	Taking the Alternate Assessment (AASCD)	March 19
3-8	Taking any test in any subject (including end-of-course tests)	April 13
Students who were first time ninth graders before July 1, 2014		
Any Grade	Taking OGT only – not taking any end-of-course tests	March 19
9-12	Taking an end-of-course test (also may take OGT)	April 13
Students who were (or will be) first time ninth graders on or after July 1, 2014		
9-12	Taking any end-of-course test in fall or spring	April 13

Since the Majority of Attendance IRN definition is the same definition as the "Full Academic Year," ODE will use the Majority of Attendance IRN to determine if the student met the "Full Academic Year" at the building/district level.

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The following steps are taken to determine if the student met the full academic year criteria at the building level, and then at the district level:

- If the Majority of Attendance IRN is a building within the district then the student met the "Full Academic Year" criteria at the building level.
- If the Majority of Attendance IRN is the district IRN then the student met the "Full Academic Year" criteria at the district level but not at a building level.
- If the Majority of Attendance IRN is "*****" then the student has not met "Full Academic Year" criteria at either the building or district level for the reporting district.

Attendance Rate – Students in Non-Tested Grades

Attendance for students in non-tested grade levels will be included in the building/district Attendance Rate calculation shown on the report cards if they meet the criteria for a "Full Academic Year" (continuously enrolled from the Friday of the first full week of October through March 19th).

The Majority of Attendance IRN is used to determine if the student met the criteria for a "Full Academic Year" and the same process that is listed above is used to determine whether the student will be included in building and/or district calculations.

Use of the Accountability IRN

If the 'Full Academic Year' criteria are met at the building level, and the district has entered another building IRN in the Accountability IRN element then ODE will use the Accountability IRN to determine in which building the student's attendance data and test results will be included (this does not apply to the participation rate; for this calculation students always are attributed to the school where they actually are enrolled during the test window).

District Data Entry of the Accountability IRN

In the Accountability IRN data element field, a district may enter the IRN of a specific building within their district to be accountable for a specific student's performance results when both of the following criteria are true:

1. Student was enrolled in a building for a 'Full Academic Year';
2. Student simultaneously is enrolled in two or more buildings in the district;

OR

3. The student participates in a special program in another building (other than the building that is in the Majority of Attendance element). An example of this would be an IEP student that attends a different building because the IEP program that he/she is in is housed in that building. If the district does not enter an IRN in the accountability IRN field, the student would be included in the results of the building where that special education program is located. However, the district may enter the IRN of the building

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that the student would otherwise be attending if the student were not in that special program (the resident building IRN) and in such cases, the student would then count at the resident building.

NOTE: It is not necessary for districts to manually enter the Accountability IRN if the student was not enrolled in a building within the district for a "Full Academic Year", but was enrolled in the district. ONLY a **building** IRN of a building **within** the district can be entered into the Accountability IRN. An IRN of another district should never be entered.

Students Court-Placed or Parent-Placed in an Institution

For students who are court-placed or parent-placed into an institutional setting served by a district [(Student Percent of Time > 0% and How Received Element = 'P', 'Q' or 'T' and How Received Status = '*P', '*Q' or '*T')], the "Where Kids Count IRN" will be set to "*****". As was explained above, beginning with the 2014-15 report card, the student's status as of March 31st is being used to determine whether the student counts or not. Thus, a student coded with a How Received Element = 'P', 'Q' or 'T' and How Received Status = '*P', '*Q' or '*T' on March 31, 2017 will have the WKC IRN set to ***** for proficiency purposes. These students do **NOT** count at either the district or building for state indicators and AMO percent proficient calculations, the performance index score, the attendance rate calculation, the K-3 Literacy measure and all graduation rate calculations; however, the student is included in the participation rate calculation for the educating school and district. **NOTE:** these codes are used for students who are institutionally placed, not for students who are placed in foster homes or are court-placed with a relative.

Students with Disabilities Being Educated Via a Cooperative Agreement

For students with disabilities being educated as of March 31st via a cooperative agreement in a district other than the district of residence (or sending district) [(Student Percent of Time > 0% and How Received Element = 'B' and How Received Status = '*B')], the "Where Kids Count IRN" will be the **How Received IRN** if the student otherwise meets the 'Full Academic Year' criteria in the **educating** district. **NOTE:** These students will count in the **educating (receiving)** school and district for the participation rate calculation.

Calculations Based upon the Reporting IRN - The Attending Building IRN reported by school districts on the **Student Standing (FS) Record** is considered the "reporting IRN."

Please note that:

- If a city, local or exempted village is instructing the student, then this IRN must belong to a **public school building** located **within the district** which is reporting the student.
- When a district is not instructing the student, the building IRN where the student would have been enrolled in the district is reported in this field **EXCEPT** in cases in which How Received = "6", "F", "I", "P", "Q", "T", or "V". In these excepted cases, the district's IRN can be used as the *Attending Building* IRN's value.
- For **ESC's** reporting students, the IRN of the ESC is to be used in the *Attending Building* IRN field.

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Graduation Rate Calculation

- For the four-year and five-year graduation rate measures and the AMO graduation rate calculation, both the numerator and denominator include students who are instructed by the district [How Received Element = “*”, “3”, “7”, “8”, “9”, “A”, “C”, “K”, “M”, “S”, “U”, “W” and “Y”] AND [STUDENT PERCENT OF TIME > 0] OR resident students attending a JVS or a post-secondary institution, MR/DD or State School Program [SENT REASON IRN ELEMENT = ‘CT’, ‘JV’, ‘PS’, ‘ES’, ‘MR’, ‘OS’ and ‘CR’]. The numerator and denominator do not include non-resident career-technical contract students, non-public students, non-resident public students receiving vocational evaluation services only, or students only receiving non-instructional support, supplementary or special education services [which are students with HOW RECEIVED = ‘2’, ‘6’, ‘F’, ‘I’, respectively]. The numerator and denominator also do not include students who are placed in an institutional setting [which are students with HOW RECEIVED = ‘P’, ‘Q’, and ‘T’].

The **Graduation Rate** is calculated based upon the criteria above – regardless of whether the student was enrolled for a “full academic year” in the building and/or district.

Participation Rate Calculation

The AMO **Participation Rate** used for the purpose of demoting the preliminary letter grade is calculated based upon where the student is enrolled on a specific date of the year. It is calculated for ELA and math tests only so there is no participation date for students taking only science and social studies. Understand, however, this does not mean they are not required to test. The Performance Index score uses all tests required by law, but students are included in that calculation using the majority of attendance rules above.

The table below can be used to determine who is expected to test during the 2016-17 school year. Note that not all ELA and math tests are used in the AMO calculation.

AMO Participation Rate Dates		
Grade	Test	Participation Date
Any Grade	Taking the Alternate Assessment (AASCD)	March 19
3-8	Taking ELA/Math (including the three end-of-course tests below)	April 13
Any Grade	Taking fall block ELA 2, Geometry or Integrated Math 2**	December 15
Any Grade	Taking spring ELA 2, Geometry or Integrated Math 2**	April 13

**Only ELA 2, geometry and integrated math 2 are used for the AMO participation calculation. ELA 1, algebra I and integrated math I are not included.

ODE uses the date reported along with data from the Student Standing (FS) Record to determine where the student was enrolled on the date above.

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Performance Level Determination

One factor that affects the performance level determination for both the Achievement and OGT tests is the district alternate assessment cap.

Per federal guidance, ODE is required to limit the count of proficient or higher scores on the alternate assessment to one percent of Ohio's statewide testing population. Because Ohio is capped as a state, districts also are capped and can include the scores of just 1% of their students using the alternate assessment. A special provision allows small districts, defined as those with an ADM in tested grades of fewer than 1000 accountable tested students, to include the scores of up to ten students.

A small number of "special" schools (i.e. community schools) that have charters written specifically to serve high percentages of students with severe cognitive disabilities can apply for an exception to the cap.

If a district exceeds its cap, ODE will determine which scores will be reassigned (i.e., changed from proficient, accelerated or advanced to basic) by sorting all scores based on the proficient or above results and reassigning the scores that fall in the Proficient range first. This allows the maximum number of Accelerated and Advanced range scores to count in the Performance Index.

A random process selects the Proficient range scores that will count as Basic after all scores have been sorted. If additional demotions are needed to get to 1% after all the scores in the Proficient range have been demoted, the same process is done using assessments in the Accelerated range. LEAs that exceed the cap by a significant amount may have Advanced scores reassigned in order to meet the cap. Scores that have been reassigned from Proficient to Basic at the district level are identified by SSID and they also are reassigned at the school level.

The 1% calculation and subsequent demotion process are done on a subject by subject basis. Reading and math scores can be demoted for BOTH the federal (AMO proficiency calculation) and state (state performance indicators and PI score) purposes. Writing, science and social studies scores are not used for any federal calculations, but they can be demoted for the state performance indicators and PI score calculations.

It is important to understand that the 1% cap is a limit on the number of scores that can be included in each district's accountability calculations; it is NOT a limit on the number of students who should be assessed using the alternate assessment. It is up to each student's IEP team to determine the most appropriate assessment to use for a student with special needs and districts should consider only what is best for the student when making this decision. Accountability calculations should never be a factor when developing a student's IEP.

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Achievement Assessment Performance Level Determination

All state tests in grades three through eight are reported to ODE on a per administration basis and current year test results are used for the performance level determination and all accountability calculations. Retained students MUST retake all applicable tests, even if they passed them in the prior year and, for accountability purposes, the scores will be included based on current year performance only. All assessments except the grade 3 ELA assessment are administered once a year. For grade 3 ELA, the highest score earned from the November 2016 and May 2017 administrations will determine the student's performance level provided the student status for both administrations is the same. If the student status changes, the score earned under the most recent student status will be used in determining the performance level of the student. A status change is defined as a change in the required test type data element reported to ODE.

OGT Test Performance Level Determination

All OGT scores are reported to ODE on a per administration basis. For this school year ODE will determine a student's performance level based upon the highest score earned across all administrations provided the student status remains the same. Note that the OGT is not used on the 2017 report card for accountability purposes – but data ARE reported in the Advanced Reports to show cumulative passage rates for students in the 12th grade. If the student status changes, then the highest score attained with the most current status will be used.

End-of-Course Test Performance Level Determination

2015 was the first year when students took end-of-course exams. These scores are reported to ODE on a per administration basis. In cases where the current school year is the first year that a student is taking an assessment, ODE will determine a student's performance level based upon the highest score earned across all administrations in that year (highest from fall block and spring administrations) provided the student status remains the same. If the student status changes, then the highest score attained with the most current status will be used.

For students retaking a test that was originally taken in a prior year, the rule is different. These scores still are reported to ODE on a per administration basis. However, in cases where the current school year is NOT the first year that a student is taking an assessment, ODE will determine whether the student is included in the indicators met calculation based on all prior year performance levels. If a student scored no higher than "2" on all prior attempts, the student's performance level will be based upon the highest score earned across all administrations in the current year (highest from summer 2016, fall 2016 and spring 2017 administrations) provided the student status remains the same. If the student status changes, then the highest score attained with the most current status will be used.

If the student scored 3 or higher on a prior year's administration, his current year scores are not included in the indicators met calculation. Retakes are never included in the PI score or AMO calculations (see technical documents on these calculations for more details on how retakes are counted for end-of-course exams).

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SPECIAL NOTE FOR 2016-2017 REPORT CARD CALCULATION FOR GIFTED IDENTIFICATION

Since 2015, ODE used March 31st as the current school year date by which a student must be identified as being gifted for a newly identified student to be included in the gifted inputs calculation on the report card. When determining a student's identification date, districts use the date when the gifted identification test score is returned showing that the student met the criteria to be deemed gifted. In the spring of 2017, one of Ohio's largest vendors that markets a gifted identification test notified the agency that it was experiencing problems in scoring the students' tests and there were delays in getting the scores to the districts.

These delays were not the fault of the districts so ODE will do a one year adjustment to the calculation to include all students identified by May 31, 2017 when calculating the percent of students identified as gifted in each school or district. This will ensure that the districts that used this vendor's test get "credit" for their newly identified students and do not have to wait until next year to count them. Please note that this is a one year "fix" because of the extreme scope of the problem and the number of districts that would otherwise be impacted by the delay in the scoring. For the 2017-2018 school year, the Gifted ID date will revert back to March 31, 2018 and this document will be updated to reflect the return to the normal calculation timeframe.