# "Where Kids Count" Methodology

In order for students to be included in the SDC Reports, 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 the last day of school for each student and they 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", "S", "U", "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", "OS" or "CR" (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 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" 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 or the AMO attendance rate calculation, but they 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 sponsoring district has completed a Dropout Recovery Conversion Community School Verification 2012-

2013 form through the Office of Community Schools and has had the application approved by the agency. **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 have completed a District Roll-Up of Affiliated New Start-Up Community School Performance Data FY2013 form through the Office of Community Schools.

- Students that only receive 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, beginning in 2013 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.
- A student who is reported as being a recently arrived Limited English Proficient student who has been enrolled in US schools for no more than 180 school days [students with "L" reported in the LEP status element on the student attributes effective date (FD) record] AND WHO HAS NOT previously been exempted from taking the spring administration of either of the State's English language arts assessments (reading or writing) are excluded from all proficiency calculations in all subjects for the AMO and state performance indicators percent proficient calculations, the attendance rate demotion calculation for the AMO measure, the performance index score calculation, and the READING participation rate calculation. The student still will be included in the graduation rate calculation (if applicable) and in the AMO MATH participation rate calculation. Per assessment rules, these students still are required to take the state's math, science, and social studies assessments, depending on the grade of the student and they must take the English Language Acquisition assessment (OTELA).
- 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 rereport 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 2012-13 school year will be included in the subgroup for the 2013-14 and 2014-15 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 AMO Attendance Rate used for demotions are calculated based upon the student being enrolled in a building and/or district for a "Full Academic Year" (FAY). The four value- added calculations ("All Students", gifted, IEP and "lowest 20%) 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 October count week through May 10<sup>th</sup> for grades 3-8 standard assessments or March 19<sup>th</sup> for all other grades and tests in the current school year.

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.

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.

#### AMO Attendance Rate Demotion Calculation – Students in Non-tested Grades

Attendance for students in non-tested grade levels will be included in the building/district Attendance Rate for the AMO demotion calculation if they meet the criteria for a "Full Academic Year".

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.

Note that attendance is used only for demotion purposes in the AMO calculation.

# Use of the Accountability IRN

If the 'Full Academic Year' criteria is 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 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 court-placed or parent-placed into an institutional setting served by a district [(Student Percent of Time > 0% and How Received Element = 'P' or 'T' and How Received Status = '\*P' or '\*T')], the "Where Kids Count IRN" will be set to '\*\*\*\*\*\*. These students do NOT count at either the district or building for state indicators and AMO percent proficient calculations, the performance index score, the AMO attendance rate and all graduation rate calculations; however, the student is included in the participation rate calculation for the educating school and district. **NOTE**: this code is used for students who are institutionally placed, not for students who are placed in foster homes or with a relative.

# Students with Disabilities being Educated Via a Cooperative Agreement

For students with disabilities being educated 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", "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.

# **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', "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', 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 the element *DATE OF SPRING ADMINISTRATION – MATH TEST ELEMENT* reported by schools and districts as part of the School Grade Schedule (DL) Record regardless of whether or not the student was enrolled for a "full academic year" in the building and/or district. The reporting instructions are as follows:

"A date should be reported for every grade in which an OAA/OGT Spring Math test is administered and should be a year/month/day of the current year. Zeroes are reported for buildings/grade level combinations not having a Math Test Spring administration. Zeroes may also be reported during October reporting for buildings having a Math Test Spring administration if the date is not yet known.

ODE uses the date reported along with data from the Student Standing (FS) Record to determine where the student was enrolled on the date when that grade level is assessed on the spring mathematics assessment.

### **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 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.

Achievement Assessment Performance Level Determination: All achievement assessments 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 OAAs, even if they passed them in the prior year and, for accountability purposes, the scores will be counted based on current year performance only. All assessments except the grade 3 reading achievement assessment are administered once a year. For grade 3 reading the highest score earned from the October 2012 and May 2013 (or March 2013 for alternate assessments) 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. If the student status changes, then the highest score attained with the most current status will be used.