

Local Report Card and Accountability Documentation, 2005-06

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District and Building Accountability Reporting

Beginning in early June, each district and building will receive two separate reports during the Yearend reporting periods that will allow staff to check and correct accountability data. There are two types of reports:

- **Accountability Report** –contains all data and calculations pertinent to determining a building/district's report card rating and AYP status. This includes the report card indicators, performance index, and AYP calculations.
- **LRC Report** –contains disaggregate data for several data elements that are on the Accountability Report and additional information that will either be on the Local Report Card or could be useful to districts and buildings. Note that the same data could appear on both the Accountability Report and the LRC Report. For instance, there may be graduation data available on both the LRC and Accountability Report, but the actual statistics may seem to differ across reports, depending upon the level of disaggregation, the filters used, and the calculation on each report.

There are two ways to access these reports:

- District **EMIS coordinators** can retrieve the Accountability and LRC Reports from their Data Acquisition Sites.
- Individuals who have particular roles in OEDS-R can access the Accountability and LRC Reports through the ODE Download Center available through their SAFE accounts. Once an authorized user logs into their SAFE account, the Secure Data Center will automatically appear as an option if their role is correctly established. Users with permission to access the workbooks include:
 - **Superintendent**
 - **Assistant Superintendent**
 - **Business Manager**
 - **Coordinator – EMIS**
 - **Coordinator – Federal Programs**
 - **Coordinator – Title I Programs**
 - **Director**
 - **Principal**
 - **Executive Director**

Information about SAFE accounts is available on the ODE website at https://webapp2.ode.state.oh.us/portal/what_is_safe.asp

Report Card Rating Methodology

All of the data for the State Indicators, Performance Index, Adequate Yearly Progress (AYP), and Performance Index Growth Criteria are now included on the Accountability Report. Each district and building's report card rating is computed using all four evaluation criteria, as shown below.

2005-06 Designation Table

	Indicators Met (District #'s in parenthesis)		Performance Index Score		Change in PI Score		AYP Status
Excellent	94% - 100% (24 or 25)	or	100 to 120			and	Met/Not Met**
Effective	75% - 93.9% (19 to 23)	or	90 to 99.9			and	Met/Not Met**
Continuous Imprvmt.	0% - 74.9% (0 to 18)	or	0 to 89.9			and	Met
	50% - 74.9% (13 to 18)	or	80 to 89.9	or	PI Growth (10 pnts in two yrs, 3 pnts in most recent yr)	and	Not Met
Academic Watch	31% - 49.9% (9 to 12)	or	70 to 79.9	or		and	Not Met
Academic Emergency	0% - 30.9% (8 or fewer)	and	0 to 69.9			and	Not Met

* **Please note:** A school or district can miss AYP and earn an "Excellent" or "Effective" designation for only two consecutive years. With the third year of missing AYP, the school or district designation drops to "continuous improvement".

Operators in LRC Rating Methodology

- **"or"** - Note that an "or" operator in the table above means that either criteria can be met. For instance, to be considered "Excellent," a building/district can miss or meet AYP and only needs to meet one of the other criteria (i.e. meet 94-100% of the indicators OR have a Performance Index score between 100 and 120).
- **"and"** - requires that both criteria on either side of the operator be met. When an "and" separates all criteria (like it does with "Academic emergency") all 3 criteria must be met to receive that rating.

Performance Index Improvement Criteria

A ten point improvement in the PI score over two years, with at least a 3 point improvement in the most recent year, allows a building or district in Academic Watch or Academic Emergency to move up 1 designation (no higher than Continuous Improvement).

State Indicators

There are 25 state indicators, 23 of which are proficiency/achievement test performance indicators. The state minimum standard is 75%, except to Grade 11, which is 85%. The proficiency/achievement indicators include:

Grade 3 reading & math

Grade 4 reading, math, & writing

Grade 5 reading & math

Grade 6 reading & math

Grade 7 reading & math

Grade 8 reading & math

Grade 10 Ohio Graduation Tests: Reading, Writing, Math, Social Studies, and Science

Grade 11 Ohio Graduation Tests: Reading, Writing, Math, Social Studies, and Science

and:

Graduation Rate (minimum standard = 90%)

Attendance Rate (minimum standard = 93%)

Subject Proficiency for State Indicators

This calculation is used to determine if the building/district met the state minimum standard (state indicator) for that subject/grade level test. Only students who were enrolled for a full academic year are included (see Appendix A). This calculation is performed for each subject and grade level standard separately. LEP students enrolled in US Schools for the first time *ON* or *AFTER* the first day of the current school year are **excluded** from this calculation.

The state minimum standard for proficiency is 75%. If the percent of students proficient is below 75% then the building/district did NOT meet the standard for that state indicator.

The formula for calculating proficiency for state indicators is as follows:

Percent Proficient or Above on Test =	$\frac{\text{Number of Students scoring at or above the proficient level on the regular or alternate assessments (Required Test Type = "STR" and "ALT")}}{\text{Number of students taking the regular or alternate assessments (Required Test Type = "STR" and "ALT")}}$	X 100
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Number of students scoring at or above proficient on regular tests: For each subject/grade level test, this is a count of students with *REQUIRED TEST TYPE* = "STR" AND Scaled/Raw Score \geq State Board of Education minimum Standard for that test.

Number of students scoring at or above proficient on the alternate assessment: For each subject/grade level test, this is a count of students with Required Test Type = "ALT" AND scaled score = "AAA" or "BBB" OR Raw Score equal to or greater that the State Board of Education minimum Standard for that test.

The district level 1.0% alternate assessment cap (or the cap approved by the "Request for Exception" process) applies to this calculation. The alternate assessment cap is defined as: The total number of students in the district who took the alternate assessment that scored at or above the proficient level, which cannot exceed 1.0% of the students in the district that took any form of the test for that subject. For more information on the 1.0% cap see page 6.

Number of students taking the Regular or alternate assessments: For each subject/grade level test, this is a count of students in a tested grade level that actually took the test. This includes testing records with *REQUIRED TEST TYPE* = "STR" or "ALT" AND the *RAW SCORE* or *SCALED SCORE* is not = "****".

Graduation Rate for State Indicator

The graduation rate is the percentage of students who entered high school that received a diploma during the 2004-05 school year, including summer 2005 graduates reported in FY2006 October K.

Graduation rates will only be calculated for a high school that includes students in grades 9-12, inclusive. If a building does not educate the entire 9-12 grade span then a graduation rate would not be calculated for that building. A graduation rate would be calculated for the district if the district includes grades 9 through 12. The full academic year criterion does **not** apply to the graduation rate.

The state minimum standard graduation rate is 90%. If the graduation rate is less than the state minimum standard then the building/district has not met the standard for that performance indicator

Graduation Rate Formula:

	# of FY2005 Graduates (Summer Graduates Included)	
Graduation Rate =	$\frac{\begin{aligned} &\# \text{ of FY2005 Graduates} + \# \text{ of Grade 13 Students} + \\ &\# \text{ of Grade 9 Dropouts in FY2002} - \# \text{ of Grade 9 Ret.} \\ &\text{Withdrawals} + \\ &\# \text{ of Grade 10 Dropouts in FY2003} - \# \text{ of Grade 10 Ret.} \\ &\text{Withdrawals} + \\ &\# \text{ of Grade 11 Dropouts in FY2004} - \# \text{ of Grade 11 Ret.} \\ &\text{Withdrawals} + \\ &\# \text{ of Grade 12 Dropouts in FY2005} - \# \text{ of Grade 12 Ret.} \\ &\text{Withdrawals} - \\ &12\text{th Grade students previously reported as dropouts} \end{aligned}}{\# \text{ of FY2005 Graduates (Summer Graduates Included)}}$	X 1 0 0

Graduates: Are students reported with a *DIPLOMA DATE* and a *DIPLOMA TYPE* excluding students reported with Grade Level = 13, students reported with Proficiency Only Records, and students with Student Status = 'P' or 'T'. Includes summer graduates reported during the FY2005 October K reporting period.

Returning Withdrawals: Students who returned by October of the year immediately following the year that they were counted as a dropout (Withdrawal Reason = 71, 72, 73, 74).

High School Dropouts: The number of dropouts (Withdrawal Reason = 71, 72, 73, 74) from each high school grade level (9-12) for that graduating class.

- 71 = Withdrew due to truancy/nonattendance
- 72 = Pursued employment/work permit (Supt. Approval on file)
- 73 = Over 18 years of age
- 74 = Moved; not known to be continuing

NOTE: If the district has only one high school, the "Graduation Rate" on the Building LRC may not be equal to the district level "Graduation Rate" because some students may count only at the district level and not at the high school.

Attendance Rate for State Indicator

Aggregate Attendance or “Student Attendance Rate” is the ratio of the number of enrolled students actually in attendance (Aggregate Attendance) for a Full Academic Year to the number of enrolled students (Aggregate Membership) for that school year. This number is expressed as a percentage.

To have a day counted as an attendance day, a student must be enrolled and be in attendance or be on expulsion or suspension status **and** receiving services from the school district if the school district has adopted a policy as stated in paragraph (C) of RULE 3301-18-01 of the Ohio Administrative Code.

The state minimum standard attendance rate is 93%. If the attendance rate is less than the state minimum standard then the building/district has not met the standard for that performance indicator.

Student Attendance Rate =	$\frac{\text{Aggregate Attendance= Sum of total attendance days for students enrolled for a full academic year}}{\text{Aggregate Membership= Sum total of student attendance + excused absence days + unexcused absence days for students enrolled for a full academic year}}$	X 100
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Aggregate Attendance: This number includes the number of days the student was in attendance in the building, in-school suspensions, school-sponsored field trips, and the number of days a student received instructional services while expelled or while serving an out-of-school suspension if the building/district has adopted a policy as stated in paragraph (C) of RULE 3301-18-01 of the Ohio Administrative Code.

Aggregate Membership: This number is the sum of Aggregate Attendance and all excused or unexcused absence reasons including, but limited to, personal illness, legal excuse, religious holiday, illness in the home, or truancy.

Performance Index

The Performance Index (PI) is a calculation that measures proficiency/achievement test performance on all state indicator tests based upon the number of students at each performance level.

The percentage of students at each performance level is then multiplied by their respective weight, and the totals for each performance level are summed to get the building's overall Performance Index score. Student performance is combined across tested subjects and grades so that each student could be represented in the PI score up to 5 times in any year (once each for Reading, Math, Citizenship, Science, and Writing in a particular grade). Alternate assessment scores that exceed the 1.0% or approved cap are reassigned to the Basic level.

A ten point improvement in the PI score over two years, with at least a 3 point improvement in the most recent year, allows a building or district in Academic Watch or Academic Emergency to move up 1 designation (no higher than Continuous Improvement).

Performance Index Score is the percentage of tests at each performance level is multiplied by their respective weight, and the totals for each performance level are summed to get the building/district's overall Performance Index score.

Performance Index Score	Σ (Percent of tests at a given proficiency level * weight assigned to that level)
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Percentage of test at a given proficiency level:

Percentage by Proficiency Level	$\frac{\text{Count of tests at that level (Number of Tests at each performance level)}}{\text{Count of All Tests (Total number of students required to take the regular or alternate test (Required Test Type of "STR" or "ALT"))}}$	X 100
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Count of tests at that level: A count is taken by performance level of testing records with a Required Test Type of "STR" or "ALT" for students enrolled in the building/district for a "Full Academic Year" in grades 3, 4, 5, 6, 7, 8 and 10 (OGT).

Count of all tests : A count is taken of ALL test records for students in grades 3, 4, 5, 6, 7, 8 and 10 (OGT) who were required to take the proficiency/achievement tests, with the exception of LEP students enrolled in US schools for the first time on or after the first day of school (2005-06) **and** students reported with WAIVER REASON = "A" medical reasons.

Weight assigned to that level: A constant weight which is assigned to each performance level in the following manner:

Weight Assigned to Level	<ul style="list-style-type: none"> • Untested students - 0 points • Below Basic/Limited - 0.3 points • Basic - 0.6 points • Proficient - 1.0 points • Accelerated – 1.1 points • Advanced - 1.2
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Note: All proficiency tests have 4 performance levels (Advanced, Proficient, Basic, and Below Basic). The proficiency tests are 4th grade Math, Citizenship, Science, and all 5 6th grade tests. All Achievement tests and the OGT have 5 performance levels (Advanced, Accelerated, Proficient, Basic, and Limited). The Achievement tests are 4th grade reading and writing, and all tests in grades 3, 5, 7, and 8.

Example: % of Students at Level * Weight = Score
EXAMPLE: 20 * .3 = 6.0

Performance Level	% of Students at Level	Weight	Score
Untested	5	0.0	0.0
Below Basic/Limited	20	0.3	6.0
Basic	25	0.6	15.0
Proficient	35	1.0	35.0
Accelerated	5	1.1	5.5
Advanced	10	1.2	12.0
Performance Index Score:			73.5

This is obtained by summing the scores:
 $0 + 6 + 15 + 35 + 5.5 + 12 = 73.5$

The **maximum** possible PI score is 120 (100% of students at advanced level). The **minimum** is zero (all students untested).

Note: Students reported as not taking the test because they received a medical waiver and LEP students enrolled in US schools for the first time on or after the first day of school (2005-06) are **not** included in either the numerator or the denominator of the participation rate calculation. This also applies to the proficiency rate calculation and the performance index. This calculation is subject to the 1.0% cap on alternate assessments counting as proficient (see page 20).

AYP Participation Rate

Schools and districts may meet the AYP Participation Rate Indicator in two ways:

1. If the entity has at least a participation rate of 95% for the current school year **or**
2. A 2 year average participation rate of at least 95%.

Schools and districts do not need to have a 95% participation rate on **both** the current year and the 2 year average.

Tests included in AYP Participation Rate (2005-06)

The 2005-06 participation rate includes test records for students required to take one or more of the following tests:

- The 3rd grade Reading and Mathematics Achievement Tests
- The 4th grade Reading Achievement Test
- The 5th grade Reading Achievement Test
- The 7th grade Mathematics Achievement Test
- The 8th grade Reading and Mathematics Achievement Tests
- The 10th grade OGT Mathematics Test
- The 10th grade OGT Reading Test

When calculating the participation rate for both the current year and the 2 year average, all students required to take the test are grouped together by subject (regardless of the grade level of the test).

The mathematics test participation rate and reading test participation rate are evaluated separately for each student subgroup.

The subgroups evaluated are 'All Students', 'Economically Disadvantaged', 'Asian/Pacific Islander', 'African American', 'American Indian/Alaskan', 'Hispanic', 'Multi-Racial', 'White', 'IEP', and 'LEP'.

- If the subgroup size is less than 40 (45 for IEP students), the subgroup is not evaluated for participation rate for the applicable test. Otherwise, the subgroup is evaluated for AYP and must meet the 95% participation rate target. If the target is met by the subgroup, (for either the current year or the 2 year average) they have 'met' the requirement; otherwise if neither the current year nor the 2 year average met the participation rate target then a 'Not Met' will be the determination.

Participation Rate =	$\frac{\text{Number of students taking the test 2005-06}}{\text{Number of students required to take the test 2005-06}}$	X 100
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2 Year Average Participation Rate	$\frac{\text{Number of students taking the test 2004-05} + \text{Number of students taking the test 2005-06}}{\text{Number of students required to take the test 2004-05} + \text{Number of students required to take the test 2005-06}}$	X 100
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Students taking the test: The total number of students enrolled in the district during the March Mathematics test administration that actually took a “subject” grade level test. This includes students that had their test score invalidated by ODE and all students taking the alternate assessment.

Students required to take the test: Total number of students that were enrolled in the district during the March mathematics test administration that were required to take 3rd grade reading and math achievement, 4th grade reading achievement, 5th grade reading achievement, 7th grade math achievement, 8th grade reading or math achievement or the OGT in mathematics and reading. This includes students that did not take the test even though they were required to take the test, and students taking the alternate assessment. This count is **NOT** based on the “full academic year” criteria. **Note: All students with disabilities will count in this total regardless of disability condition.**

Note: Students reported as not taking the test because they received a medical waiver and LEP students enrolled in US schools for the first time on or after the first day of school (2005-06) are **not** included in either the numerator or the denominator of the participation rate calculation. This also applies to the proficiency rate calculation and the performance index.

AYP Proficiency Calculations

For AYP, all students taking the 3rd grade reading and math achievement, 4th grade reading achievement, 5th grade reading achievement, 7th grade math achievement, 8th grade reading or math achievement or the OGT in mathematics and reading are evaluated at the subject level with the noted grade levels combined. Each student subgroup is evaluated separately for both the mathematics and reading proficiency test. The subgroups evaluated are 'All Students', 'Economically Disadvantaged', 'Asian/Pacific Islander', 'Black, non-Hispanic', 'American Indian/Alaskan', 'Hispanic', 'Multi-Racial', 'White', 'IEP', and 'LEP'.

If the subgroup number of students taking the test is < 30 (<45 for IEP students), the subgroup is not evaluated for proficiency purposes for that particular test and the building/district will receive an 'NR' for meeting the target in that subgroup. Otherwise, the subgroup is evaluated for AYP and must meet the designated proficiency rate target for that test. The 2005-06 AYP targets are:

Subject 2005-2006	Grade and Test	AYP GOAL
Reading	3rd Grade Achievement	71.2%
Mathematics	3rd Grade Achievement	60.6%
Reading	5 th Grade Achievement	68.3%
Mathematics	7 th Grade Achievement	47.3%
Reading	8 th Grade Achievement	73.8%
Mathematics	8 th Grade Achievement	
Reading	Reading OGT	71.8%
Mathematics	Mathematics OGT	60.0%

Each subgroup can meet AYP for the % Proficient in 3 ways:

1. The current year combined grade level proficiency rate is at or above the target
2. The combined grade level 2 year average proficiency rate at or above the target
3. Meeting Safe Harbor targets (see page 17)

2005-06 Proficiency Rate =	$\frac{\text{Number of Students Scoring at or Above the Proficient level on the Test (Required Test Type of STR or ALT) - 2005-06 School Year}}{\text{Number of Students Taking the Test (Required Test Type of STR or ALT) 2005-06 School Year}}$	X 100
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2 Year Average Proficiency Rate =	$\frac{\text{Number of Students Scoring at or Above the Proficient level on the Test (Required Test Type of STR or ALT) - 2004-05 and 2005-06 Combined}}{\text{Number of Students Taking the Test (Required Test Type of STR or ALT) 2004-05 and 2005-06 Combined}}$	x 100
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Number of students scoring at or above proficient on the test: This is the number of students who took the 3rd grade reading and math achievement, 4th grade reading achievement, 5th grade reading achievement, 7th grade math achievement, 8th grade reading or math achievement or the OGT in mathematics and reading and scored at or above the proficient level. All grades (3, 4, 5, 7, 8 and 10) are combined into one total for the two subjects (reading and mathematics) and also totaled by each subgroup. In order for the student to be included in the total s/he must have been enrolled for a “full academic year” and have taken the appropriate regular or alternate test, and at the subgroup level met the criteria for the subgroup. Students who took the test with accommodations **are included** in the totals. Two year averages include these students for both the 2004-2005 and 2005-2006 school years.

Number of students taking the test: This is the number of students required to take either the 3rd grade reading and math achievement, 4th grade reading achievement, 5th grade reading achievement, 7th grade math achievement, 8th grade reading or math achievement or the OGT in mathematics and reading who actually took the test(s). All grades (3, 4, 5, 7, 8 and 10) are combined into one total by subject (reading and mathematics) and also summed by subgroup. In order for the student to be included in the total s/he must have been enrolled for a “full academic year”, have taken the required test, and at the subgroup level, met the criteria for the subgroup. Students who took the test with accommodations and students who took the alternate assessment are included in the totals. Two year averages include these students for both the 2004-2005 and 2005-2006 school years.

Note: Students reported as not taking the test because they received a medical waiver and LEP students enrolled in US schools for the first time on or after the first day of school (2005-06) are **not** included in either the numerator or the denominator of the participation rate calculation. This also applies to the proficiency rate calculation and the performance index. This calculation is subject to the 1.0% cap on alternate assessments counting as proficient (see page 19).

AYP Weighted Target Calculation

Weighted targets are combined grade level proficiency target rates for the 3rd grade reading and math achievement, 4th grade reading achievement, 5th grade reading achievement, 7th grade math achievement, 8th grade reading or math achievement or the OGT in mathematics and reading. The targets are recalculated for each subgroup using a weighted average based on the number of test takers in each grade and the state AYP goals for each subject and grade level. This means that each district and building will have a unique target for the combined grade level indicator and that the target could change during the Yearend reporting period as the counts of the students in each grade level change.

This formula makes sure that the targets are sensitive to different enrollments at AYP grade levels.

Weighted Target Calculati on for Reading Assessm ents =	$ \begin{aligned} & (\text{Number of students taking test in grade 3} * \text{State goal in grade 3}) + \\ & (\text{Number of students taking test in grade 4} * \text{State goal in grade 4}) + \\ & (\text{Number of students taking test in grade 5} * \text{State goal in grade 5}) + \\ & (\text{Number of students taking test in grade 8} * \text{State goal in grade 8}) + \\ & (\text{Number of students taking test in grade 10} * \text{State goal in grade 10}) \end{aligned} $ <hr/> $ \begin{aligned} & (\text{Number of students taking test in grade 3} + \\ & \text{Number of students taking test in grade 4} + \\ & \text{Number of students taking test in grade 5} + \\ & \text{Number of students taking test in grade 8} + \end{aligned} $
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	Number of students taking test in grade 10)
Weighted Target Calculation for Math Assessments =	$\frac{\begin{aligned} &(\text{Number of students taking test in grade 3} * \text{State goal in grade 3}) + \\ &(\text{Number of students taking test in grade 7} * \text{State goal in grade 7}) + \\ &(\text{Number of students taking test in grade 8} * \text{State goal in grade 8}) + \\ &(\text{Number of students taking test in grade 10} * \text{State goal in grade 10}) \end{aligned}}{\begin{aligned} &(\text{Number of students taking test in grade 3} + \\ &\text{Number of students taking test in grade 7} + \\ &\text{Number of students taking test in grade 8} + \\ &\text{Number of students taking test in grade 10}) \end{aligned}}$

Example:

If a school has 112 3th graders and 109 7th graders in the Economically Disadvantaged subgroup taking the math tests:

$$(112 * 60.6) + (109 * 47.3) = 11942.9$$

$11942.9 / (112 + 109) = 54.0$ **Weighted Target for Math for Economically Disadvantaged subgroup**

The school has to have a combined 3th and 7th grade math proficiency of 54.0 in the Economically Disadvantaged subgroup to meet AYP.

AYP Graduation Rate Calculation

The AYP Graduation rate is calculated using the same formula as the state indicator for graduation (see page 6). The graduation rate is the percentage of students who entered high school that received a diploma during the 2004-05 school year, INCLUDING summer 2005 graduates reported in FY2006 October K.

For AYP, only buildings or districts with students in grades 9-12 will have a graduation rate calculation. None of the subgroups are evaluated for graduation rate for AYP purposes. Only the "All Students" grouping is evaluated for AYP. However, graduation data for the other subgroups is shown because it is used in Safe Harbor calculations. If the current year number of high school graduates is less than 30, the building or district will not be evaluated for AYP. Otherwise the building/district will be evaluated for AYP graduation rate.

The AYP target graduation rate is 73.6%. For graduation rate, each building or district can meet this AYP target in three ways: using the 2004-05 graduation rate, using a 2-year average that combines the 2003-2004 and the 2004-05 school years for the numerators and denominators in the calculation below, or by improving the graduation rate between 2003-04 and 2004-05.

Graduation Rate Formula:

	# of FY2005 Graduates (Summer Graduates Included)	
Graduation Rate =	<hr/> # of FY2005 Graduates + # of Grade 13 Students + # of Grade 9 Dropouts in FY2002 - # of Grade 9 Ret. Withdrawals + # of Grade 10 Dropouts in FY2003 - # of Grade 10 Ret. Withdrawals + # of Grade 11 Dropouts in FY2004 - # of Grade 11 Ret. Withdrawals + # of Grade 12 Dropouts in FY2005 - # of Grade 12 Ret. Withdrawals - 12th Grade students previously reported as dropouts (program code 500001 or 500002)	X 1 0 0

Graduates: Are students reported with a *DIPLOMA DATE* and a *DIPLOMA TYPE* excluding students reported with Grade Level = 13, students reported with Proficiency Only Records, and students with Student Status = 'P' or 'T'. Includes summer graduates reported during the FY2006 October K reporting period.

Returning Withdrawals: Students who returned by October of the year immediately following the year that they were counted as a dropout (Withdrawal Reason = 71, 72, 73, 74).

High School Dropouts: Are the number of dropouts (Withdrawal Reason = 71, 72, 73, 74) from each high school grade level (9-12) for that graduating class.

- 71 = Withdrew due to truancy/nonattendance
- 72 = Pursued employment/work permit (Supt. Approval on file)
- 73 = Over 18 years of age
- 74 = Moved; not known to be continuing

NOTE: If the district has only one high school, the “Graduation Rate” on the Building LRC may not be equal to the district level “Graduation Rate” because some students may count only at the district level and not at the high school.

AYP Attendance Rate Calculation

'Student attendance rate' means the ratio of the number of enrolled students actually in attendance (aggregate attendance) during the course of a schools year to the number of enrolled students (aggregate membership) that school year." ORC 3301-18-01. This number is expressed as a percentage.

The AYP Attendance Rate is calculated using the same formula as the state indicator for attendance (see page 7). However, the AYP attendance rate indicator includes only students in grades KG-08, (elementary, middle school and junior high students). None of the subgroups are evaluated for attendance rate for AYP purposes. Only the "All Students" grouping is evaluated for AYP. However, attendance data for the other subgroups is shown because it is used in Safe Harbor calculations.

If the current year district enrollment for elementary, middle school and junior high students is less than 30, the district will not be evaluated for AYP. Otherwise the district will be evaluated for AYP attendance rate.

The target attendance rate is 93%. For attendance rate, each building/district can meet the AYP target in three ways: using the current year attendance rate, using the 2-year average attendance rate (which combines the prior year and current year numerators and denominators in the calculation below), or by improving the attendance rate between 2004-05 and 2005-06.

Attendance Rate Formula:

Attendance Rate =	$\frac{\text{Aggregate Attendance (Total attendance days of students) for Elementary, Middle, and Junior High students only}}{\text{Aggregate Membership (Total attendance days of students + excused absence days of students + unexcused absence days of students) for Elementary, Middle, and Junior High students only}}$	X 100
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Aggregate Attendance: the total of the attendance days (days that the student was actually in attendance) for all students who were in enrolled for a "full academic year". To have a day counted as an attendance day, a student must be enrolled and be in attendance or be on expulsion or suspension status and receiving services from the school district if the school district has adopted a policy as stated in paragraph (C) of RULE 3301-18-01 of the Ohio Administrative Code.

Aggregate Membership: the total of the attendance days (days that the student was actually in attendance), plus excused absent days, plus unexcused absent days for all students who are in grades KG-8 who were in enrolled in the school or district for a "full academic year".

AYP Safe Harbor Calculation

Safe Harbor is an alternative way to meet AYP. If the school or district met AYP through meeting or exceeding the proficiency and participation targets (either using current year data or 2-year averages), then the school or district would **not need** to meet the requirements of Safe Harbor.

Safe Harbor is a 10% reduction in the percentage of students that scored below proficient from the previous year. It is calculated separately for each of the subgroups and each of the tested subjects. In order for a school or district to meet AYP through safe harbor, the subgroups that have not met AYP through the other methods must achieve the percent proficient needed to meet the safe harbor goal (see formula below). In addition the school or district must be either at or above the goal **or** make improvement on the non-test indicator.

The current year percent proficient must be greater than or equal to the result of the formula below in order for a subgroup to meet safe harbor. In addition, the subgroup must demonstrate improvement over the previous year's non-test indicator (graduation rate for high schools, attendance rate for other schools, and either for districts) or be at or above the target.

Safe Harbor Goal Formula:

<p>Percent Proficient Needed to meet the Safe Harbor goal =</p>	<p>(Prior Year Percentage of students NOT Proficient * 10%) + (Prior Year Percentage of Proficient Students)</p>
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Prior Year Percentage of students NOT proficient: Total number of students that were enrolled in the building/district for a "Full Academic Year" during the 2004-05 school year that took the proficiency test and scored **below** the proficient level. This includes students that took the alternate assessment.

Prior Year Percentage of Proficient Students: This is the percentage of students that were enrolled in the building/during the 2004-05 school year for a "Full Academic Year" that scored at or above the Proficient level on the test.

“Where Kids Count” Methodology

In order for students to be included in the Accountability report the data submitted by districts and buildings must pass through several layers and checks. After the data pass all of the error checking done during the aggregation process at the DA-Sites, 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 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:

- The students that will count at a building/district level meet the ‘Full Academic Year’ criteria at the building/district and have non-zero attendance.
- Students who are attending a JVSD, ESC, or Postsecondary Institution will count at the resident district at the district level if they meet the ‘Full Academic Year’ criteria at the district level.
- Students in a special education cooperative program educated at another district are counted at the resident district if the student meets the ‘Full Academic Year’ criteria at the educating district. These students will count at the educating district for the participation rate calculation.
- Students that are court or parent placed into an institution within the district or state school will not count at the building or district level.
- Students attending a 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 will also be included in the sponsoring district’s accountability calculations.**
- Students that only receive services from a district do not count in the accountability calculations for the reporting district or building. Examples of a student who only receives services would be one who participates in latchkey programs or a student that is not enrolled but receives career-technical evaluation services.
- Students that are reported as being an LEP student in US schools for the first time on or after the first day of school during the 2005-06 school year are excluded from all proficiency calculations (% proficient, performance index, and participation rate). The student will still be included in the attendance rate and graduation rate, if applicable.
- Per federal regulations, students who exited the LEP program can be included in the LEP subgroup for up to two years after they exit the program. These are students that were classified as LEP in the 2004-05 school year or the 2003-2004 school year but are no longer classified as LEP.

Full Academic Year Criteria

The “% proficient”, Performance Index, and Attendance Rate are calculated based upon the student being enrolled in a building and/or district for a “Full Academic Year”. (The “Full Academic Year” criterion does not apply to the Participation or Graduation Rates.)

“Full Academic Year”

The definition of a “Full Academic Year” is:

- 1) The student was enrolled in the building/district during the October count week and the district received funding for the student during the October count week,
 - a. To be included in the building level - Building IRN on Student Attendance Record reported in October
 - b. To be included in the district level - Reporting district submitted a Student Attendance Record during the October K reporting period

and

- 2) The student was enrolled in a building within the district during the March mathematics test administration
 - a. To be included in the building level - Building IRN where student was enrolled during March test administration on Mathematics test record (or reading for 5th grade) = Building IRN.
 - b. To be included in the district level - Building IRN where student was enrolled during March test administration on Mathematics test record (or reading for 5th grade) = a Building IRN of a building within the district.

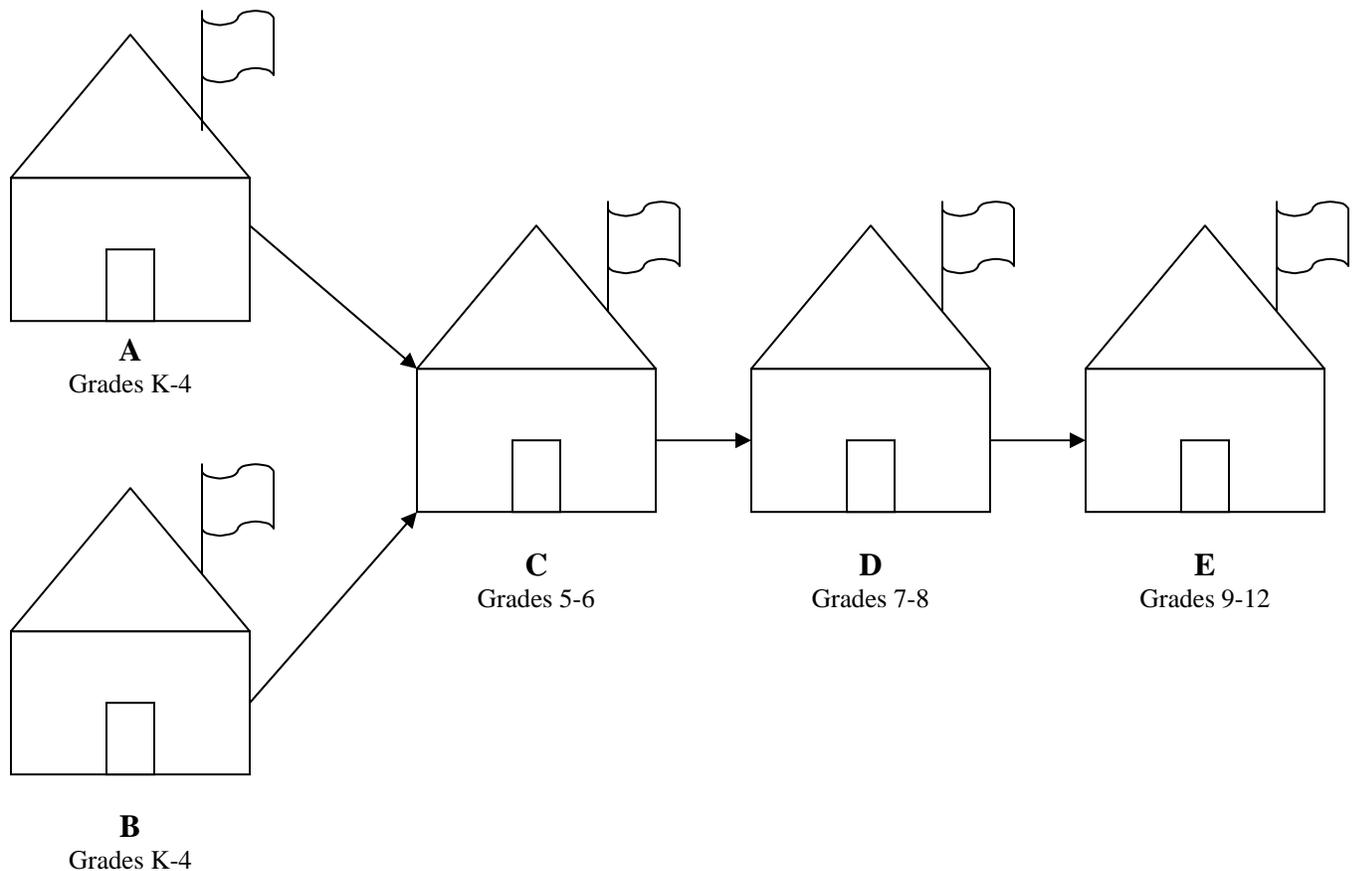
The following steps are taken to determine if the student met the full academic year criteria at the building level, and then at the district level:

- Once data are submitted to ODE, the data will go through a series of checks to see if the student meets the full academic year criteria at the building level. If the student met the criteria at one building in the district the student would count at the building, district and state.
- If the student does not meet the full academic year criteria at the building level, then the programs will check to see if the student meets the full academic year criteria at the district level. If the student did not meet the criteria at the building level but was still enrolled in the district for a 'Full Academic Year' the student would count in the district and state totals, but not in the building totals.
- If the student was not in any district for a 'Full Academic Year' then the student would only be included in the totals at the state level.

Feeder School IRNs

Each building is required to Report a Feeder School IRN on the Yearend Building Record. This is the IRN of the building in the district where the majority of students will be sent when they complete the last grade level in the building they are currently in. If the school building sends students to more than one building (feeds into more than one building) then the building that is sending the students would designate that building where they send the majority of students as the feeder building. ODE will use the Feeder IRN to assign an AYP determination to a building that does not have any tested grade levels. In essence, if a school in the district does not have any students in any grade level that is evaluated for AYP, then ODE will assign the AYP determination to the building in question based upon the AYP determination of the school that it feeds. Districts are responsible for identifying the feeder schools for all of their buildings, regardless of whether a feeder school will be used to determine AYP statuses.

If a building has no tested grade levels, and the building into which the majority of students will attend the following year ALSO has no tested grade levels, report the IRN of the next building into which the majority of students will attend that has tested grade levels.



Since School D does not have an AYP tested grade, School E would be the feeder school for School D. School D will receive the AYP status and School Improvement status of School E.

1.0% District Alternate Assessment Cap Limitation

The 1.0% district alternate assessment cap is defined as: The number of students taking the alternate assessment reported with a score at or above the proficient level can not consist of more than 1.0% of the number of students taking the test (both the standard and the alternate assessments).

There is one cap set at the district level which is applied separately to 2 different populations:

- 1) Federal - for calculating AYP
 - Includes: 3rd grade reading and math achievement, 4th grade reading proficiency, 5th grade reading, 7th grade math, 8th grade reading and math proficiency and 10th grade OGT in reading and math
- 2) State - for calculating the performance index & state indicators
 - Includes: All grade level tests

A student whose score counts as proficient when the cap is applied to one population of students (federal or state) might not count as proficient when the cap is applied to the other population of

students. There is a calculation done for each test subject with the grade levels combined. The cap is applied at the district level, which means that the district cannot exceed the cap.

If the district exceeds the cap, a process has been put in place to exclude students from the # of students considered to be at or above the proficient level, until the district is at or below the cap. The process of excluding students from the proficient pool is applied at ODE at the district level using a process of random assignment. If a student is changed from the proficient performance level for the district, that same student will be excluded from the proficient level for the building. Since the selection for exclusion is done using a process of random assignment at the district level there could be an uneven distribution of exclusions among the affected buildings in the district.

There is a waiver process in which a district can request an exception to the 1.0% cap. Through this process, ODE could approve a new cap for the district. The 1.0% cap (or the cap set by the 'Request for Exception' process) applies to:

1. the AYP Proficiency calculation
2. the State Indicator Proficiency calculation
3. and the Performance Index calculation

Different populations of students are involved in the calculations depending on the subject and grade levels included. For example, the population of students for the AYP Reading Proficiency calculation would be students taking the 3rd grade reading achievement test, 4th grade reading achievement test, 5th grade reading achievement test, 8th grade reading achievement test and the 10th grade OGT reading test. The population of students for the Reading State Indicator calculation would include students taking the 3rd grade through 8th grade reading achievement tests and the OGT reading test.

Once the population of students has been derived, ODE calculates 1.0% of that total to determine how many students from the alternate assessment category can be included in the # proficient total. If the number of students that scored at or above the proficient level on the alternate assessment is above the 1.0% number (or the percent set through the 'Request for Exception' process) then ODE selects enough students to exclude from the proficient level to reach the cap figure. We randomly select students to exclude starting with the students that scored at the proficient level and move to a higher level only after we have eliminated all students in the proficient level. It is important to remember that the cap is applied at the district level and flows to the building level. Since the selection for exclusion is done randomly at the district level there could be an uneven distribution of exclusions among the affected buildings in the district.