

Update to 2019-2020 Report Card Information

The U.S. Department of Education has provided states the ability to seek one-year waivers from the Every Student Succeeds Act's (ESSA) testing and accountability requirements. The Ohio General Assembly subsequently passed emergency legislation canceling the spring administration of Ohio's State Tests and waiving report card requirements other than reporting of some limited, available data. The legislation also put in place a "Safe Harbor" period for many elements of the accountability system. Accordingly, the Ohio Department of Education sought and received a federal ESSA waiver for the 2019-2020 school year.

This technical document details how the measure or calculation works in a typical school year. Ohio School Report Cards, Dropout Prevention and Recovery report cards and Career-Technical Planning District report cards all have multiple measures that use assessment data that are not available or are substantially limited this year.

Please visit the [Report Card FAQ](#) website for more information about data availability for the 2019-2020 report cards.

Contact accountability@education.ohio.gov with additional questions.

2019-2020 Statewide Proficiency Calculations (Indicators Met)

The Indicators Met calculation is one of 10 graded measures on the report card. This measure is required by statute.

Ohio Revised Code 3302.02 says:

Not later than one year after the adoption of rules under division (D) of section [3301.0712](#) of the Revised Code and at least every sixth year thereafter, upon recommendations of the superintendent of public instruction, the state board of education shall establish a set of performance indicators that considered as a unit will be used as one of the performance categories for the report cards required by section [3302.03](#) of the Revised Code. In establishing these indicators, the superintendent shall consider inclusion of student performance on assessments prescribed under section [3301.0710](#) or [3301.0712](#) of the Revised Code, rates of student improvement on such assessments, the breadth of coursework available within the district, and other indicators of student success.

Beginning with the report card for the 2014-2015 school year, the performance indicators shall include an indicator that reflects the level of services provided to, and the performance of, students identified as gifted under Chapter 3324. of the Revised Code. The indicator shall include the performance of students identified as gifted on state assessments and value-added growth measure disaggregated for students identified as gifted.

For the 2013-2014 school year, except as otherwise provided in this section, for any indicator based on the percentage of students attaining a proficient score on the assessments prescribed by divisions (A) and (B)(1) of section [3301.0710](#) of the Revised Code, a school district or building shall be considered to have met the indicator if at least eighty per cent of the tested students attain a score of proficient or higher on the assessment. A school district or building shall be considered to have met the indicator for the assessments prescribed by division (B)(1) of section [3301.0710](#) of the Revised Code and only as administered to eleventh grade students, if at least eighty-five per cent of the tested students attain a score of proficient or higher on the assessment.

The state board shall adopt rules, under Chapter 119. of the Revised Code, to establish proficiency percentages to meet each indicator that is based on a state assessment, prescribed under section [3301.0710](#) or [3301.0712](#) of the Revised Code, for the 2014-2015 school year and thereafter by the following dates:

(A) Not later than December 31, 2015, for the 2014-2015 school year;

(B) Not later than July 1, 2016, for the 2015-2016 school year;

(C) Not later than July 1, 2017, for the 2016-2017 school year, and for each school year thereafter.

2019-2020 Statewide Proficiency Calculations (Indicators Met)

For the 2019-20 school year, districts and schools will be evaluated on up to 25 or 26 indicators*. The list can be found at the link located [here](#)*. Separate documents exist to explain how the [Gifted Indicator](#) and [End-of-Course Improvement Indicator](#) are met. This document explains the technical calculation used to calculate the percent proficient for each test indicator.

Unlike the Performance Index Score, this calculation does not include tests that are not taken. The calculation is, “of the students who took a test and earned a valid scale score, how many were Proficient or higher.” Each test is calculated separately based on the number of students taking that test. To “MEET” the indicator, at least 80% of the students must score Proficient or higher.

*Note that in the fall of 2019, the legislature eliminated the ELA 1 test for students in the graduating class of 2023 and later. Students in the Class of 2022 and earlier continue to use that test as one way to meet a path to graduate. When determining if a test is included as an indicator, ODE looks at the number of students taking the test. The individual subject indicators use first year tests only, and if at least 10 students take a test for the first time in a particular school year, the school or district has that indicator included in its list. There may be a few unique cases where at least 10 students in the Class of 2022 and earlier are taking ELA 1 for the first time and thus the school/district would be evaluated for that indicator, but most will not be evaluated for that test.

Statewide Performance Indicators	
Definition:	<p>The percentage of students per grade and test that were enrolled in the district for a “full academic year” that scored at or above the proficient level on the test (subject to the Acceleration Testing Policy for Subject-Accelerated Students – see separate documents on this topic for more information). This percentage is used to determine if the district met the state minimum standard on the state performance indicators for each subject/grade level test.</p>
Calculation:	$ \begin{array}{l} \text{\% Proficient or Above on Test} = \frac{\text{Number of students scoring at or above the proficient level on the Standard Test + Number of students scoring at or above proficient on the Alternate Assessment (Required Test Type = “STR” and “ALT”) + Number of students meeting the required score on an approved substitute assessment}}{\text{Number of students taking the Standard or Alternate test (Required Test Type = “STR” and “ALT” and Scaled Score not = ***) + Number of students taking an approved substitute assessment}} \times 100 \end{array} $

2019-2020 Statewide Proficiency Calculations (Indicators Met)

Statewide Performance Indicators	
Data Elements:	<p>ASSESSMENT AREA CODE ASSESSMENT TYPE CODE GRADE LEVEL OF STUDENT AT TIME OF TEST REQUIRED TEST TYPE SCORE SCORE NOT REPORTED TEST DATE TEST GRADE LEVEL EFFECTIVE END DATE STATE EQUIVALENT GRADE LEVEL HOW RECEIVED AND SENT REASON ELEMENTS HOW RECEIVED IRN ELEMENT SENT TO PERCENT OF TIME ELEMENT STUDENT PERCENT OF TIME MAJORITY OF ATTENDANCE IRN ACCOUNTABILITY IRN LEP STATUS ELEMENT FOREIGN EXCHANGE STUDENT GRADUATION PLAN ELEMENT ACCELERATED ASSESSMENT ACCOUNTABILITY IRN ELEMENT ACCELERATED SUBJECT AREA CODE ACCELERATED ASSESSMENT FLAG ACCELERATED LEVEL COUNT</p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> • How Received Element = “*”, “3”, “7”, “8”, “9”, “A”, “C”, “D”, “G”, “J”, “K”, “M”, “R”, “S”, “W”, and “Y”; AND Student Percent of Time > 0. <p>AND</p> <ul style="list-style-type: none"> • District Relationship element = ‘1’ <p>OR</p> <ul style="list-style-type: none"> • Sent Reason Element = “CT,” “JV,” “PS,” “ES,” “MR,” “OS” or “CR,” “PI”. <p>OR</p> <ul style="list-style-type: none"> • Students that your district sent to a special education cooperative program at another district. These students will be included in your district’s calculation based upon the data reported by the district educating the student. The educating district would report the students with a How Received Element = “B”. <p>AND</p> <ul style="list-style-type: none"> • Student is enrolled in the district for a full academic year as reported in the Majority of Attendance IRN element. Refer to “Full Academic Year” definition for additional details. <p>AND</p> <ul style="list-style-type: none"> • For How Received = “K”, the student counts at the STEM school but for district accountability, the student is moved from the STEM school to the student’s resident district. <p>AND</p> <ul style="list-style-type: none"> • For students reported with a How Received of “P”, “Q” or “T”, their accountability is set to the state level only.

2019-2020 Statewide Proficiency Calculations (Indicators Met)

Statewide Performance Indicators	
	<p>AND</p> <ul style="list-style-type: none"> • Students with Required Test Type = “STR” and a score not = “****” and Required Test Type = “ALT” and Score NOT = “****” (“****” means that the student did not take the test). Includes students with Score Not Reported = “I” (Invalidated) or “S” (Non-Scorable Assessment), AND all students with disabilities regardless of whether they took the test with accommodations. <p>AND</p> <ul style="list-style-type: none"> • Tuition Type Element = “D” and “T” <p>AND</p> <ul style="list-style-type: none"> • Excludes students with LEP = “L” and “S” and foreign exchange students who have been in US schools for fewer than 360 school days (or the equivalent of two school years) unless the student plans to graduate from an Ohio high school.
Data Source:	Reported by district through EMIS in FY2020

2019-2020 Statewide Proficiency Calculations (Indicators Met)

Statewide Performance Indicators – Indicator Met – (by Subject)																	
Definition:	<p>Indicates whether the state indicator is met for each grade/subject test. If the percentage of students scoring at or above the proficient level is greater than or equal to the state minimum standard set for each indicator (see indicators table for the percentage needed to meet each indicator), then the district met the standard for that state indicator.</p> <p>For the approved substitute assessments the following conversion is used to determine if a student is considered to be proficient and thus will be in the calculation's numerator.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%; padding: 5px;">Advanced Placement</th> <th style="width: 33%; padding: 5px;">International Baccalaureate</th> <th style="width: 33%; padding: 5px;">Score for Indicator</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">4 or 5</td> <td style="text-align: center; padding: 5px;">6 or 7</td> <td style="text-align: center; padding: 5px;">Proficient (in numerator)</td> </tr> <tr> <td style="text-align: center; padding: 5px;">3</td> <td style="text-align: center; padding: 5px;">4 or 5</td> <td style="text-align: center; padding: 5px;">Proficient (in numerator)</td> </tr> <tr> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;">2 or 3</td> <td style="text-align: center; padding: 5px;">Proficient (in numerator)</td> </tr> <tr> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">1</td> <td style="text-align: center; padding: 5px;">Not Proficient</td> </tr> </tbody> </table>		Advanced Placement	International Baccalaureate	Score for Indicator	4 or 5	6 or 7	Proficient (in numerator)	3	4 or 5	Proficient (in numerator)	2	2 or 3	Proficient (in numerator)	1	1	Not Proficient
Advanced Placement	International Baccalaureate	Score for Indicator															
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Calculation:	<p>If the percentage of students scoring at or above the proficient level is greater than or equal to 80% for all subject indicators and a 25% improvement percentage for the End-of-Course Improvement Indicator, then the district met that state indicator. If the percentage of students at or above the proficient level is below the state minimum standard, then the district did NOT meet the state indicator.</p>																
Data Elements:	N/A																
Filter(s):	N/A																
Data Source:	N/A																

2019-2020 Statewide Proficiency Calculations (Indicators Met)

Statewide Performance Indicators – # of Students Taking the Standard Test or the Alternate Assessment – (by Subject)	
Definition:	Total number of students per grade and test that were enrolled in the district for a “full academic year” and that actually took the test. This includes students who took the Alternate Assessment. The grade levels included in the calculation for 2019-20 are 3 rd , 4 th , 5 th , 6 th , 7 th , and 8 th . In addition, all high school end of course assessments are included as indicators. Students taking an approved substitute assessment defined below also are included.
Calculation:	<p>For each subject/grade level test, this is a count of students in a tested grade level that actually took the test. The testing records included are: (<i>REQUIRED TEST TYPE</i> = “STR” and the <i>SCORE</i> is not = “****”) and (<i>REQUIRED TEST TYPE</i> = “ALT” and the <i>SCORE</i> is not = “****”). For high school science and social studies end-of-course assessments, students also are included if they take one of the approved substitute assessments. These assessments include:</p> <p>Biology</p> <ul style="list-style-type: none"> • Advanced Placement Biology • International Baccalaureate Biology <p>American History</p> <ul style="list-style-type: none"> • Advanced Placement United States History • International Baccalaureate History – Route Two – including study of the history of the Americas <p>American Government</p> <ul style="list-style-type: none"> • Advanced Placement United States Government and Politics • International Baccalaureate Global Politics
Data Elements:	<i>ASSESSMENT AREA CODE</i> <i>ASSESSMENT TYPE CODE</i> <i>GRADE LEVEL OF STUDENT AT TIME OF TEST</i> <i>REQUIRED TEST TYPE</i> <i>SCORE</i> <i>SCORE NOT REPORTED</i> <i>TEST DATE</i> <i>TEST GRADE LEVEL</i> <i>EFFECTIVE END DATE</i> <i>STATE EQUIVALENT GRADE LEVEL</i> <i>HOW RECEIVED AND SENT REASON ELEMENTS</i> <i>HOW RECEIVED IRN ELEMENT</i> <i>SENT TO PERCENT OF TIME ELEMENT</i> <i>STUDENT PERCENT OF TIME</i> <i>MAJORITY OF ATTENDANCE IRN</i> <i>ACCOUNTABILITY IRN</i> <i>LEP STATUS ELEMENT</i> <i>FOREIGN EXCHANGE STUDENT GRADUATION PLAN ELEMENT</i> <i>ACCELERATED ASSESSMENT ACCOUNTABILITY IRN ELEMENT</i> <i>ACCELERATED SUBJECT AREA CODE</i> <i>ACCELERATED ASSESSMENT FLAG</i> <i>ACCELERATED LEVEL COUNT</i>

2019-2020 Statewide Proficiency Calculations (Indicators Met)

Statewide Performance Indicators – # of Students Taking the Standard Test or the Alternate Assessment – (by Subject)	
	<p>Includes students who meet the following criteria</p> <ul style="list-style-type: none"> • How Received Element = “*”, “3”, “7”, “8”, “9”, “A”, “C”, “D”, “G”, “J”, “K”, “M”, “R”, “S”, “W” and “Y”; AND Student Percent of Time > 0. <p>OR</p> <ul style="list-style-type: none"> • Sent Reason Element = “CT,” “JV,” “PS,” “ES,” “MR,” “PI,” “OS” or “CR”. <p>AND</p> <ul style="list-style-type: none"> • District Relationship element = ‘1’ <p>OR</p> <ul style="list-style-type: none"> • Students that your district sent to a special education cooperative program at another district. These students will be included in your district’s calculation based upon the data reported by the district educating the student. The educating district would report the students with a How Received Element = “B”. <p>AND</p> <ul style="list-style-type: none"> • For How Received = “K”, the student counts at the STEM school but for district accountability, the student is moved from the STEM school to the student’s resident district. <p>AND</p> <ul style="list-style-type: none"> • For students reported with a How Received of “P”, “Q” or “T”, their accountability is set to the state level only. <p>AND</p> <ul style="list-style-type: none"> • Student is enrolled in the district for a full academic year as reported in the Majority of Attendance IRN element. Refer to “Full Academic Year” definition for additional details. <p>AND</p> <ul style="list-style-type: none"> • Students reported with <i>REQUIRED TEST TYPE</i> = “STR” and a <i>SCORE</i> not = “****” or <i>REQUIRED TEST TYPE</i> = “ALT” and <i>SCORE</i> not = Includes students with Score Not Reported = “I” (Invalidated) or “S” (Non-Scorable Assessment), AND all students with disabilities regardless of whether they took the test with accommodations. <p>AND</p> <ul style="list-style-type: none"> • Tuition Type Element = “D” and “T” <p>AND</p> <ul style="list-style-type: none"> • Excludes students with LEP = “L” or “S” and foreign exchange students who have been in US schools for fewer than 360 school days (or the equivalent of two school years) unless the student plans to graduate from an Ohio high school.
Data Source:	Reported by district through EMIS during FY2020 reporting

2019-2020 Statewide Proficiency Calculations (Indicators Met)

Once the percent proficient is calculated for each indicator, ODE sums the number of indicators met (i.e. – the number where at least 80% scored proficient or higher) and creates a ratio of met indicators to total indicators possible. Note that a test only is evaluated as an indicator if at least 10 accountable students have valid scores. A test with fewer than 10 scores does not get included in the list of possible indicators. The ratio then assigned a letter grade using the table below.

Percentage of Total Indicators Met	Letter Grade Assigned
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
50% - 69.9%	D
<50%	F