

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 Performance Index Score

The Performance Index (PI) Score is one of ten graded measures of the report card. This measure is required by statute.

Ohio Revised Code Section 3302.01 (A) says:

"Performance index score" means the average of the totals derived from calculations, for each subject area, of the weighted proportion of untested students and students scoring at each level of skill described in division (A)(2) of section [3301.0710](#) of the Revised Code on the state achievement assessments, as follows:

For the assessments prescribed by division (A)(1) of section [3301.0710](#) of the Revised Code, the average for each of the subject areas of English language arts, mathematics, science, and social studies.

For the assessments prescribed by division (B)(1) of section [3301.0710](#) and division (B) (2) of section [3301.0712](#) of the Revised Code, the average for each of the subject areas of English language arts and mathematics.

*The department of education shall assign weights such that **students who do not take an assessment receive a weight of zero** and students who take an assessment receive progressively larger weights dependent upon the level of skill attained on the assessment. The department shall assign additional weights to students who have been permitted to pass over a subject in accordance with a student acceleration policy adopted under section [3324.10](#) of the Revised Code. If such a student attains the proficient score prescribed under division (A)(2)(c) of section [3301.0710](#) of the Revised Code or higher on an assessment, the department shall assign the student the weight prescribed for the next higher scoring level. If such a student attains the advanced score, prescribed under division (A)(2)(a) of section [3301.0710](#) of the Revised Code, on an assessment, the department shall assign to the student an additional proportional weight, as approved by the state board. For each school year that such a student's score is included in the performance index score and the student attains the proficient score on an assessment, that additional weight shall be assigned to the student on a subject-by-subject basis.*

Students shall be included in the "performance index score" in accordance with division (K) (2) of section [3302.03](#) of the Revised Code.

Because of the provision highlighted in red above, untested students must be included in the calculation and schools and districts receive zero points for them. For tests that are taken, schools and districts receive some points for each test regardless of the score received. As students answer more questions correctly and move to a higher achievement level, the number of points earned for the PI score also increases.

When doing the calculation, the first step is to determine the total number of tests that should have been taken. This is the denominator of the calculation. The state law shown above requires all subjects, ELA, math, and science, to be included in the calculation for tests taken in grades 3-8. For the high school end-of-course tests, only the tests in ELA and mathematics are used. This is because students have alternative options that they can use for the purpose of earning graduation points in science and social studies.

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Although students have options to earn graduation points, it is important to understand that **ALL** students must take a state test in science sometime during their high school career to fulfill federal reporting requirements. The state’s biology test fulfills that requirement and for students in the Class of 2018, physical science also can be used. However, even though students must TAKE a state science test, they don’t have to use it for graduation. Instead, state law allows a student to substitute an AP or IB test for the purpose of earning graduation points. A student also can substitute a college credit plus course grade for graduation. Thus, while all students do TAKE the state’s science test (currently biology), there will be cases where there are no stakes attached to it for the student. Students also can substitute an AP or IB test or a college credit plus course grade for the state’s end-of-course tests in American history or government and because there is no federal reporting requirement, students who choose this option do not need to take a state assessment in the course being subbed.

For tests that are not taken, ODE uses the *Score Not Reported* reason (Record FA235) to determine whether a test is included in the PI Score calculation. Except for the cases outlined in the paragraph above, all students are expected to take the test if they are enrolled in a course that has a corresponding test. If a student fails to take the test, the district must submit a Score Not Reported reason to explain why the test was not taken.

In some cases, if a student fails to test, that record is included in the denominator of the Performance Index Score as a test not taken and zero points are earned. In other cases, there was no requirement to test and the student is not included in the denominator (for example if the student moves out of Ohio prior to the test window opening, no Ohio district is expected to test him; he would test in his ‘new’ state of residence).

The table below can be used to determine whether an untested student will affect the calculation or not. Note that in two cases (Code “I” and Code “S”), the student is considered to have tested and the test is treated as a “Limited” range test. For all other cases, the test either counts in the denominator as a test not taken or it is not included in the calculation.

| Code | Description | Status |
|-------------|--|--|
| A | Medical Reason – Used when a student fails to test because of an ongoing medical condition or some other medical issue that isn’t a medical emergency. | Included in the denominator as a test not taken – zero points earned |
| B | Parent Refusal | Included in the denominator as a test not taken – zero points earned |
| C | Student Refusal | Included in the denominator as a test not taken – zero points earned |
| D | Suspension/Expulsion | Included in the denominator as a test not taken – zero points earned |
| E | Absent during the test administration window | Included in the denominator as a test not taken – zero points earned |
| F | Other (reason not listed) | Included in the denominator as a test not taken – zero points earned |
| G | EOC assessment (GE) not given for the course in which the student is enrolled within this district, includes courses that span multiple years | Test NOT included in the denominator of the calculation |
| H | SSID for this student appears on the assessment vendor file due to data error; student with this SSID was not required to be assessed | Test NOT included in the denominator of the calculation |

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| I | Student took the test, but it was, for good cause, invalidated by the Ohio Department of Education or the district | Included in the denominator as a test that was taken – 0.3 points earned (test is in the Limited range) |
| J | Student moved in or out of the district before the test was administered | Test NOT included in the denominator of the calculation |
| K | Test not required due to part time student status, home school, non-public school and not enrolled in a course for this assessment/subject area | Test NOT included in the denominator of the calculation |
| M | Medical Emergency** | Test NOT included in the denominator of the calculation |
| N | Student taking subject above grade level, no subject test at the higher grade | Test NOT included in the denominator of the calculation |
| P | Due to timing of the alternate assessment determination | Test NOT included in the denominator of the calculation |
| S | Non-scorable assessment (used only for students taking the alternate assessment for students with significant cognitive disabilities) | Included in the denominator as a test that was taken – 0.3 points earned (test is in the Limited range) |
| W | Assessment score not reported because student received graduation credit for the assessment area due to course completion prior to the end-of-course assessment being available | Test NOT included in the denominator of the calculation |
| X | Assessment score not reported because the student received graduation credit for the assessment area due to completion of a dual credit course | Test NOT included in the denominator of the calculation |
| Y | Student transferred in with the course already completed; number of required graduation points reduced | Test NOT included in the denominator of the calculation |
| 2 | Assessment score not reported because the student received graduation credit for an alternative non-public school EOC assessment prior to public district enrollment | Test NOT included in the denominator of the calculation |
| 5 | Student assessed but results not available from the assessment vendor by the close of the reporting period | Included in the denominator as a test not taken – zero points earned |

****The “M” code (Medical Emergency) is not reported by districts. When the Ohio Department of Education grants a medical emergency waiver for a student, the agency uses this code internally to denote that the student was ‘excused’ from testing.**

Once the denominator is determined, the tests are sorted into seven “buckets” based on the range of score. The buckets include:

- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Basic
- Limited
- Tests Not taken

Points are assigned based on the percent of total tests that fall into each bucket.

The law rewards schools and districts for having students on a Formal Written Acceleration Plan where the student takes an assessment that is in a higher grade than

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the student's overall grade, provided the student scores Proficient or higher, such as might happen if a 5th grader takes a 6th grade math class and thus takes the 6th grade math assessment.

For the purpose of calculating the PI score, a formally accelerated student's assessment that scores in the "Proficient" range will count as if it is in the "Accelerated" range; an assessment in the "Accelerated" range will count as if it is in the "Advanced" range and an assessment in the "Advanced" range will be given a new weight of 1.3 points in the new "Advanced Plus" range.

ODE uses the Student Acceleration Record (FB Record) from the current school year to determine which tests are eligible for the bonus weight. This record is reported for a student who has a referral from the district's Acceleration Evaluation Committee and who is placed on a Written Acceleration Plan (WAP) for one or more subject areas. If a student is whole grade accelerated, an acceleration record is reported for each of the FIVE subject areas (social studies, mathematics, reading, science, writing) and ALL tests in ALL subjects are eligible for the bonus weight as long as they otherwise are used in the PI score. If a student is single subject accelerated (for example, a student is a typical fourth grader for ELA and social studies, but is taking 5th grade math after being placed on a Written Acceleration Plan), an FB Record is reported for math and only that test is eligible for the bonus weight.

It is important to understand that an acceleration must be reported EACH YEAR that a student is accelerated for a particular subject because ODE only uses the CURRENT YEAR'S acceleration record for the purpose of determining who is eligible for the bonus weight. Students continue to be considered formally accelerated when taking high school assessments as long as they remain ahead of their peers. As such, a student who was formally accelerated in elementary or middle school still will be eligible to earn the bonus weight on high school end of course tests because he/she will take those tests one year earlier than a student on a "normal" trajectory.

An acceleration record stops being reported if the student no longer is accelerated. For example – if a 4th grade student with a WAP spent the 2017-18 school year in 5th grade math, an acceleration record would have been reported for math in the 17-18 school year. If a district decides to end the student's acceleration in 2018-19 so that he doesn't move ahead to 6th grade math in the year when his overall grade is five, no record is reported for the 18-19 school year.

For the purposes of assigning the letter grades, a PI Score of 120 is considered to be a "perfect" score because this score would be earned if 100% of the tests from non-accelerated students were into the Advanced range. Districts and schools will receive one of five letter grades from "A" through "F" based on the percentage of total possible points earned.

For 2020, the PI Score will be calculated by using a weighted average of individual student performance levels on each achievement test in all subject areas for grades three (3) through eight (8), plus the English Language Arts and Math *alternate assessments* for students in grade ten, and the ELA and math end of course exams (algebra I, integrated math I, geometry, integrated math 2, ELA I* and ELA 2) for any student taking it for the first time. For the purpose of creating the PI Score, ALL applicable assessments (both

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standard and alternate) are included. Note that standard version of the Ohio Graduation Tests (OGTs) are NOT part of the PI Score calculation any longer and per state law, at the high school level no science or social studies assessments are included for either the end of course assessments or the alternate assessment taken by students with significant cognitive disabilities.

**In the fall of 2020, the legislature eliminated the ELA 1 assessment for students in the graduating Class of 2023 and later. The PI score calculation uses first time tests only so an ELA 1 test only will be included in a school or district PI calculation if a student from the Class of 2022 or earlier is in a unique situation and is taking that test for the first time in the 2019-20 school year.*

The calculation below shows the points earned in the Performance Index Score calculation for the percent of tests that fall into each range.

| Proficiency Level | Weight |
|--------------------------|---------------|
| Advanced Plus | 1.3 |
| Advanced | 1.2 |
| Accelerated | 1.1 |
| Proficient | 1.0 |
| Basic | 0.6 |
| Limited | 0.3 |
| Tests Not Taken | 0.0 |

Each weighted score is multiplied by the percentage of student scores at that level. The “Where Kids Count” accountability rules used to determine which test scores are included in the PI score calculation are identical to those used for the state performance indicators EXCEPT at the high school level no science and social studies courses are included. Please refer to the technical documentation on the Performance Indicators for additional information and to see the coding associated with each student’s scores that are included in the calculation.

LEP students enrolled in U.S. schools for no more than two years as of the 2019-2020 school year are not included in the calculation as long as they are coded with the “L” or “S” code.

Foreign exchange students who have been enrolled for less than 180 days also are not included.

Prior to 2017-18, districts were subject to a 1.0% cap on alternate assessment scores that could count as proficient or higher. If a district exceeded its cap, scores were demoted from their “actual” level of Proficient, Accelerated or Advanced to the “Basic” level and were counted at a weight of 0.6. In 2018 and beyond, the agency received a waiver from the U.S Department of Education to be allowed to count all tests at their REAL performance level. In 2019-20, the ESSA waiver continues to eliminate the demotion and all scores are included at their real performance level.

In order to have a Performance Index Score calculated, a school or district must have at least ten (10) accountable students taking one or more assessments. In cases where a school or district has fewer than ten unique students across all tested grades who have taken assessments, the data will be masked and the Performance Index Letter Grade will not be calculated.

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Once the PI Score is calculated, a letter grade will be assigned based on the percentages shown below.

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