

Achievement Component Technical Documentation



Career Technical Planning
District Report Card

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before its final and the Report Cards are released. ***The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.***

TABLE 1: BREADCRUMB TRAIL TO SECURE DATA CENTER REPORTS FOR DISTRICTS TO REVIEW

Component	Measure	SDC Breadcrumb Trail
Achievement Component		Report Portal > Secure Data Center > Local Report Card > CTPD Local Report Card > Achievement
	<i>Technical Skill Attainment</i>	Report Portal > Secure Data Center > Career and Technical Education > CTPD (or Member District) Technical Skill Attainment
	<i>Performance Index</i>	Report Portal > Secure Data Center > Career and Technical Education > CTPD Proficiency Level Test Results

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Introduction

The Career Technical Planning District (CTPD) Achievement Component is a crucial aspect of Ohio's School Report Cards, providing a snapshot of student success in career readiness. It evaluates key metrics such as Technical Skill Attainment and Performance Index, focusing on equitable outcomes for all students. The component uses star ratings to reflect performance. The Technical Skill Attainment measure accounts for 80% and the Performance Index contributes 20%. This component rewards districts for improving student performance across various levels of achievement.

Definitions

FIRST-TIME TEST TAKERS

A student is considered a first-time test-taker if they are taking the assessment for the first time and have a valid proficiency score. Additionally, students with a *Score Not Reported (SNR) Reason (FA235)* that indicates the test was invalidated or non-scoreable. These are the only valid SNR reasons to be considered a first-time test-taker since the student took the assessment. Other SNR reasons indicate the student did not sit for an assessment and more specifically details the reason for not testing.

RE-TESTER

A student is considered as a re-tester if they have previously taken the same assessment and received a valid proficiency level. However, 'Untested' is not considered a valid proficiency level in this context. Additionally, a student who previously took a substitute assessment (such as AP or IB) and now taking an end-of- course assessment is not categorized as a re-tester.

More information is below on substitute assessments and SNR reasons.

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

Both measures evaluate current year CTE Concentrators, including students who were concentrators during the 2023-2024 school year. The definitions and business rules for CTE Concentrator can be found in the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) technical document.

TECHNICAL SKILL ATTAINMENT MEASURE

The Department publishes a set of technical assessments (WebXams and industry-recognized credentials) required for each CTE course. More information on [WebXams](#) is published by the assessment vendor, OSU Center on Education and Training for Employment CETE. The cumulative WebXam technical assessment is comprised of at least two tests, which students take while enrolled in CTE courses. Students who take at least two modules, aligned industry-recognized credentials, College Credit Plus courses, or a combination of the

three receive a cumulative score of Not Proficient, Por Advanced. This is not an individual score for each test, but an overall score across all modules to make one cumulative technical assessment score. Students who are reported as having taken one module receive an incomplete summative score.

Course-level assessment scores are collected in EMIS and Reported assessment records that align to a student’s program of concentration are included in the calculation of a summative, or pathway score. Pathway score calculations include all CTE technical assessments (WebXams), CTE College Credit Plus course grade substitutions and aligned Industry-Recognized Credentials taken throughout a student’s career-technical education coursework. Course enrollment is not considered in the calculation of summative scores in 2024.

In the case of Career-Technical Education College Credit Plus (CCP) courses, student’s grades are reported and used in lieu of a technical assessment module. CCP course grades are reported in EMIS as Not Proficient, Proficient, or Advanced. The average score on the corresponding WebXam for the reported proficiency band is used in the calculation of a student’s cumulative technical assessment score. For Industry-Recognized credentials earned in lieu of WebXam modules, the average proficient or nonproficient score on the corresponding WebXam is used.

If more than one technical assessment record is reported for the same course, the highest score is used in the calculation of the cumulative score. A student’s pathway proficiency benchmark is the average of all benchmarks of aligned assessments. Students are considered proficient if the score meets or exceeds the calculated pathway proficiency benchmark.

The formula for pathway, or summative assessment calculations is as follows, where “s” represents a course-level technical assessment score and “n’ the number of assessment records reported for the student.

FIGURE 1: VISUAL OF SUMMATIVE ASSESSMENT CALCULATION

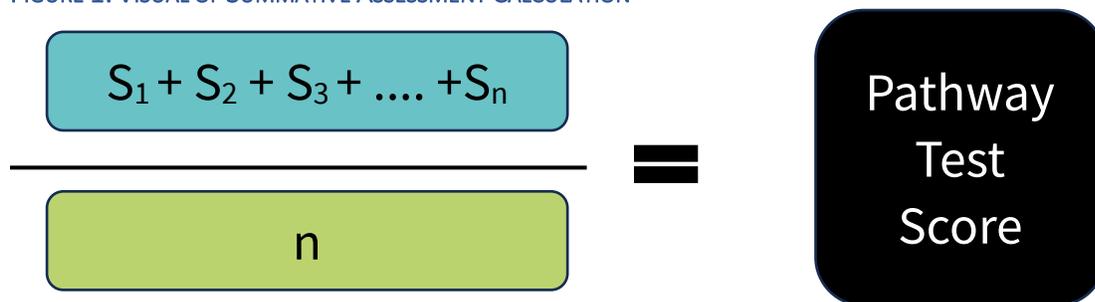


TABLE 2: STUDENT EXAMPLE SUMMATIVE ASSESSMENT CALCULATION FOR AO PATHWAY

Assessment Year	Assessment Subject Code	Proficient Benchmark	Advanced Benchmark	Student Assessment Score
2022	AAL5	59	91	73
2022	AAM5	63	79	88
2022	AAN5	62	93	85
2023	ADH0	59	76	73
Summative Score		$59 + 63 + 62 + 59 =$ 243	$91 + 79 + 93 + 76 =$ 339	$73 + 88 + 85 + 73 =$ 319
		$243/4 = \mathbf{60.8}$	$339/4 = \mathbf{84.8}$	$319/4 = \mathbf{79.8}$

Technical Skill Attainment not only looks at whether students took technical assessments, but also includes a check to make sure that technical assessments align to student’s CTE pathways. Each pathway has a specific set of assessments that measure the content of that pathway, and an assessment is only included in the calculation if the assessment aligns to the student’s program of concentration. The [CTE Program and Assessment Matrix](#) published each year includes the aligned technical assessment for each CTE course.

PERFORMANCE INDEX MEASURE

UNTESTED

[ORC 3302.01\(A\)\(2\)](#) requires that untested students must be included in the calculation and schools and districts receive zero points for them. Thus, the first step is to determine the total number of tests that *should* have taken the assessments. In prior years, some tests were not included, but for 2022 and later, the law requires all tests in all subjects to be used. Ohio’s current tests are: English language arts and Math for grades 3-8, Science for grades 5 and 8, and English language arts II, Algebra I, Geometry, Integrated Math I and II, Biology, American History and American Government at the high school level. Alternate Assessments for students with the most significant cognitive disabilities are included in all grades.

In addition, students can take substitute tests in Advanced Placement (AP) and International Baccalaureate (IB) if they are taking corresponding AP or IB courses. These substitute tests can be used to fulfill a graduation requirement for a seal and are included in the Performance Index score calculation starting with the 2021-2022 school year and beyond. See [Appendix B](#) for the tests that are included in this calculation.

REPORTING UNTESTED STUDENTS:

Since every student enrolled in a course with a corresponding test is required to take the assessments, the district or school must report a reason for any student who doesn’t take the test. The *Score Not Reported (FA235)* can be found in the **Student Assessment Record (FA)** of the [EMIS manual](#).

Certain codes exclude test scores from being included in the Performance Index calculation. However, if the Score Not Reported reason does not exclude the test score, it will be included in the Performance Index calculation and considered ‘Untested’. [Appendix C](#) can be used to determine whether an untested student will affect the calculation.

SPECIAL CASES:

In two cases *Score Not Reported (FA235) = I or S*, the student is considered to have tested, and the score is identified in the ‘Limited’ range. For all other cases, the test either counts as a test not taken or excluded from the calculation.

Remember, accurate reporting and inclusion of untested students play a crucial role in assessing school performance.

ASSIGNING TESTS TO PERFORMANCE LEVELS

After determining which tests to include, the tests are sorted into seven performance levels or ‘buckets’ based on the score ranges that align to the performance levels. The performance level ‘buckets’ include:

- Advanced Plus
- Advanced
- Accomplished (*previously known as Accelerated*)
- Proficient
- Basic
- Limited
- Untested

Substitute tests taken in AP or IB courses are converted to the appropriate performance level bucket based on the crosswalk in [Appendix B](#).

CALCULATING POINTS FOR EACH PERFORMANCE LEVEL

Once all the tests are sorted to the appropriate performance level bucket, the percentage of tests that fall into each bucket is calculated and multiplied by the corresponding weight shown in the table below. This results in a weighted score for each performance level. The weighted scores for each performance level are summed to create an overall Performance Index Score.

TABLE 3: WEIGHTING FOR EACH PERFORMANCE LEVEL

PERFORMANCE LEVEL	WEIGHT
Advanced Plus	1.3
Advanced	1.2
Accomplished	1.1
Proficient	1.0
Basic	0.6
Limited	0.3
Untested	0.0

ACCELERATED STUDENTS

[Ohio Revised Code 3302.01 \(A\)\(2\)](#) rewards schools and districts when a student with a Formal Written Acceleration Plan (WAP) tests in a higher grade level and scores Proficient or higher. An example is a fifth grade student with a Formal Written Acceleration Plan taking a sixth grade math class. The student's score will be eligible to earn a bonus weight if it's 'Proficient' or higher on the sixth grade math assessment.

The bonus weight is applied by increasing the performance level of any qualifying assessment:

- Proficient range will count as Accomplished
- Accomplished range will count as Advanced
- Advanced range will count as Advanced Plus

The Department uses the **Student Acceleration Record (FB)** of the [EMIS manual](#) from the current school year to determine which tests are eligible for the bonus weight. This record is reported for a student who is placed on a Written Acceleration Plan (WAP) for one or more subjects and has a referral from the district's Acceleration Evaluation Committee. If a student is whole grade accelerated or participated in early entrance to kindergarten, an acceleration record is reported as all subjects. All tests in social studies, mathematics, reading/writing and science are eligible for the bonus weight. If a student has a WAP for a single subject, then only that subject's assessment is eligible for the bonus weight. (for example, a student is a typical fourth grader for ELA, but is taking fifth grade math, and a FB Record is reported for math then only the fifth grade math test is eligible).

It is important to understand that an acceleration record must be reported **each year** that a student is accelerated for a particular subject. The Department 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 end-of-course 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 they will take those tests one year earlier than a student on a "normal" trajectory.

If a student transfers to another district and continues to be accelerated the new district should report the acceleration record, so they will be eligible for the bonus weight on any tests taken in the accelerated subject(s).

An acceleration record stops being reported with *Accelerated Status Flag (FB100) = Y* if the student no longer is accelerated. For example, if a fourth-grade student with a WAP spent the 2022-2023 school year in fifth grade math, an acceleration record would have been reported for math in the 2022-2023 school year. If the district ends the student's acceleration designation in 2022-2023 so that they do not move ahead to sixth grade math in 2023-2024, an *Accelerated Status Flag (FB100) = N* record is reported for that school year. Students are required to take a test annually in third through eighth grade. A student who ends

acceleration, takes the Ohio State Test (OST) that matches his or her grade level. This score is included in the Performance Index and appropriate test measure calculations.

Technical Skill Attainment

To receive a score on the Technical Skill Attainment measure, a career technical planning district must have at least ten (10) accountable students taking one or more assessments. In cases where there are fewer than ten unique students taking the assessments, the data will be masked, and no Technical Skill Attainment Score will be calculated.

- **Code Sections:** [Perkins legislation](#)
- **N-Size:** 10 accountable students taking one or more assessments
- **Subjects:** Career Technical Assessments that align with Career Pathway
- **Grades:** 7-12
- **Tests:** refer to 2023-2024 [CTE Program and Assessment Matrix](#)
- **Substitute Assessments Included:** Yes
- **Retakes taken in different school years:** Students who retake a CTE Technical assessment are included each time so long as all other accountability rules are met. The highest score will be utilized in the calculation of the Pathway Test Score

Students in the following CTE Pathways are excluded from the calculation of Technical Skill Attainment because there were no technical assessments aligned to the programs:

- H0 Government and Public Administration
- M2 Family and Community Services
- M3 Vocational Job Training Coordinating
- T6 Maritime Occupations

TECHNICAL SKILL ATTAINMENT CALCULATION

Percent of CTE Concentrators in the year who scored proficient or higher on the cumulative CTE technical assessment aligned to their CTE pathway.

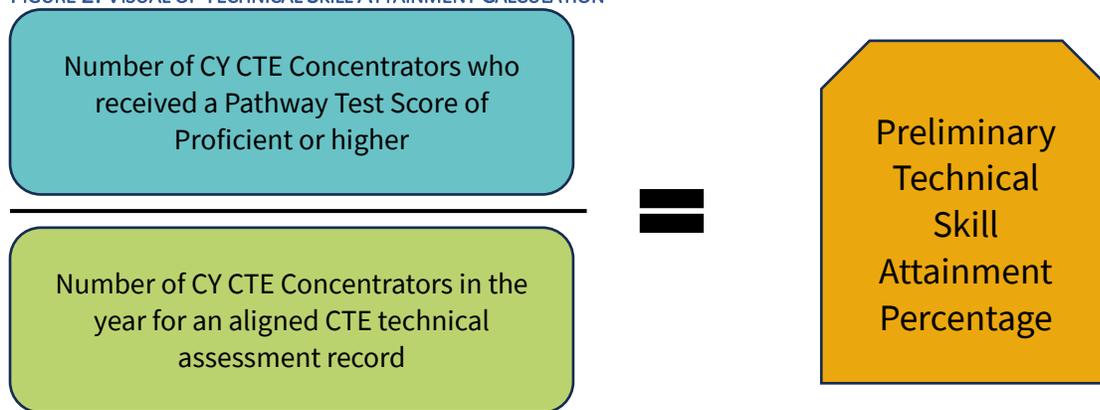
DENOMINATOR

Number of CTE Concentrators in the year for whom an aligned CTE technical assessment record was reported in EMIS. Students who took only one of the two technical assessments (or aligned substitutes) necessary to calculate a cumulative score and have a score of I-Incomplete are included in the denominator of Technical Skill Attainment.

NUMERATOR

Number of CTE Concentrators in the year who received a cumulative score of proficient or higher on the CTE technical assessment aligned to their pathway.

FIGURE 2: VISUAL OF TECHNICAL SKILL ATTAINMENT CALCULATION



TECHNICAL SKILL ATTAINMENT PARTICIPATION CALCULATION

While the passage rate determines the preliminary rating of the Technical Skill Achievement measure, Technical Assessment Participation also plays a role in assigning the final rating. Districts are required to test students if they complete an approved CTE course with an aligned technical assessment. To ensure districts are testing students, the Technical Assessment Participation rate is calculated. If at least 80% but less than 90% of the students take a required technical assessment, the final rating for this measure is reduced by one star. Moreover, if less than 80% of the students take a required technical assessment, the final star rating for this measure is reduced by two-star ratings.

The denominator of the Technical Skill Participation Rate calculation is the number of Concentrators in the year who were in a pathway with a required technical assessment. The numerator is the number of those students for whom an aligned technical assessment record was reported in EMIS.

Note: Students who took only one of the two technical assessments (or aligned substitutes) necessary to calculate a cumulative score and have a score of ‘I- Incomplete’, are included in the numerator and denominator of Technical Skill Participation. Since the calculation of the summative score is longitudinal, assessment records do not need to be from the current year to be included in the participation and passage calculations.

Once the Technical Skill Attainment calculation is completed and the Technical Assessment Participation rate is factored in, a star rating is assigned to this measure based on the following scale:

TABLE 4: TECHNICAL SKILL ATTAINMENT RATING SCALE AND DESCRIPTIONS

Percentage of Maximum Points Earned	Rating	Rating Description
Greater than or equal to 90% of Max Score	5 Stars	Significantly exceeds state standards in technical achievement

Greater than or equal to 80% but less than 90% of Max Score	4 Stars	Exceeds state standards in technical achievement
Greater than or equal to 70% to but less than 80% of Max Score	3 Stars	Meets state standards in technical achievement
Greater than or equal to 60% but less than 70% of Max Score	2 Stars	Needs support to meet state standards in technical achievement
Less than 60% of Max Score	1 Star	Needs significant support to meet state standards in technical achievement

Performance Index

To receive a score on the Performance Index measure, a CTPD must have at least ten (10) accountable students taking one or more assessments. In cases where a CTPD has fewer than ten unique tested students across all tested grades, the data will be masked, and no Performance Index Score will be calculated.

- **N-Size:** 10 accountable students taking one or more assessments
- **Subjects:** All subjects
- **Grades:** 3-8, high school
- **Tests:** 3-8 English language arts, math, and science, end of course exams for Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA II, American History, American Government, Biology
- **Alternate Assessments Included:** Yes
- **Substitute Assessments Included:** Yes
- **Full Academic Year:** Yes
- **End of Course Retakes taken in the same school year:** Each subject's end of course test counts only one time in each school year and the highest score from all attempts is the one that is used for report card purposes.
- **End of Course Retakes taken in different school years:** End of course assessment retakes are not included if the previous assessment was already included for accountability purposes. Refer to the definition above on [Re-Testers](#). Retakes do not apply to the grades 3-8 assessments. Students who retake a 3-8 assessment across years are included each time if accountability rules are met.
- **Prior Year Assessment:** First time high-school end of course assessment results (from the prior year) for current year concentrators are included. Prior year tests for middle grade (7-8) students who are concentrators in the current year are not included in the calculation of the Performance Index measure.

PERFORMANCE INDEX CALCULATION

The Performance Index calculation uses the numerator and denominator, as described above, to derive a Performance Index percentage for each school or district.

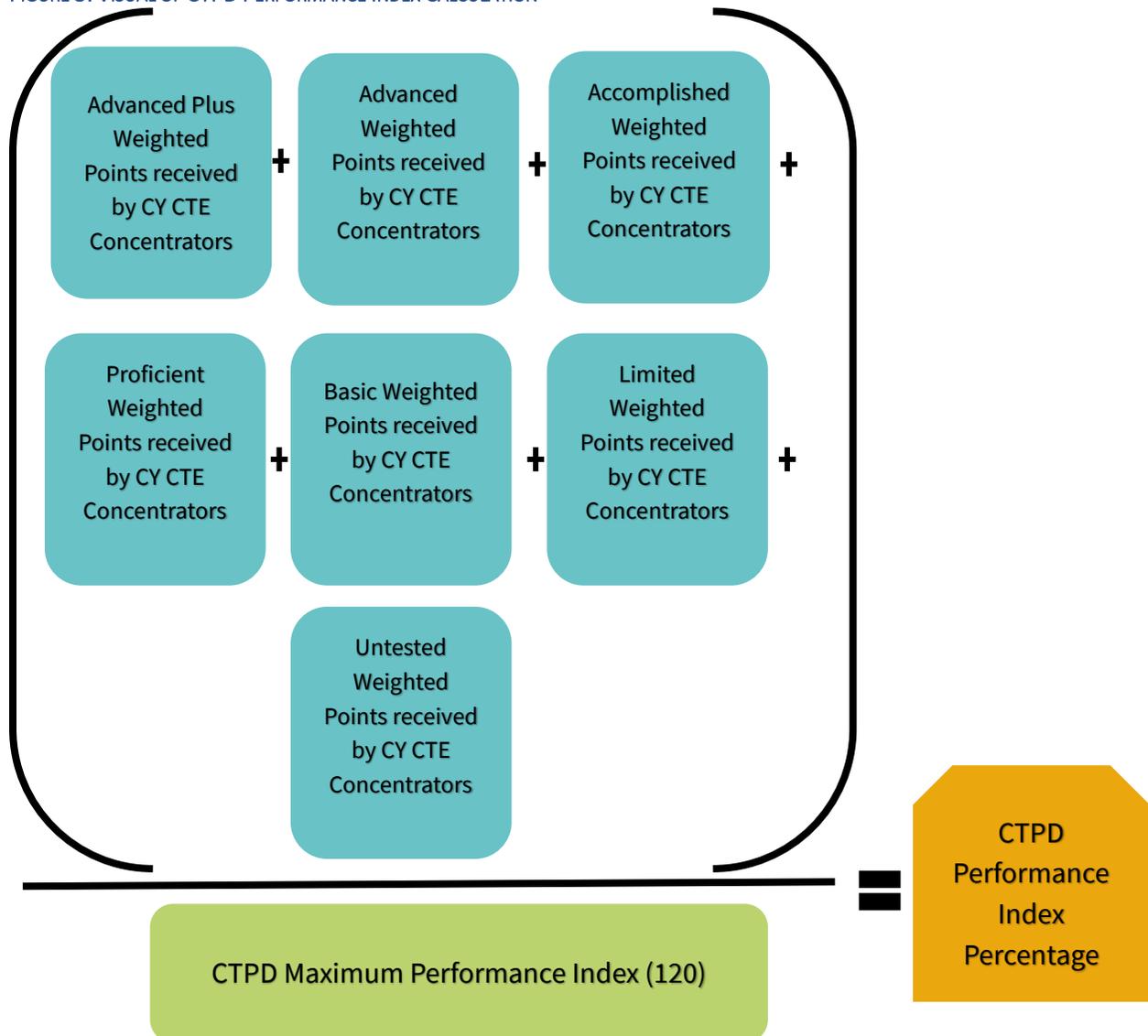
DENOMINATOR

For the CTPD Report Card, a Performance Index Score of 120 is considered to be a "perfect" score if 100% of the tests from nonaccelerated students scored in the Advanced range. The Denominator is always 120.

NUMERATOR

The weighted scores for each performance level are summed to create an overall Performance Index Score.

FIGURE 3: VISUAL OF CTPD PERFORMANCE INDEX CALCULATION



Once the Performance Index score and percent are calculated, a star rating is assigned to this measure based on the following scale:

TABLE 5: PERFORMANCE INDEX RATING AND SCALE AND DESCRIPTIONS

Percentage of Maximum Points Earned	Rating	Rating Description
Greater than or equal to 85% of Max Score	5 Stars	Significantly exceeds state standards in academic achievement
Greater than or equal to 75% but less than 85% of Max Score	4 Stars	Exceeds state standards in academic achievement
Greater than or equal to 60% but less than 75% of Max Score	3 Stars	Meets state standards in academic achievement
Greater than or equal to 45% but less than 60% of Max Score	2 Stars	Needs support to meet state standards in academic achievement
Less than 45% of Max Score	1 Star	Needs significant support to meet state standards in academic achievement

Achievement Component Rating Calculations and Descriptions

The Achievement Component includes two measures: Technical Skill Attainment and Performance Index.

Measure and component point assignments for the Technical Skill Attainment measure are impacted by demotions from the Participation Rate. Points for CTPDs that receive one demotion for the Technical Skill Attainment rating are assigned the highest point value of the next star rating below.

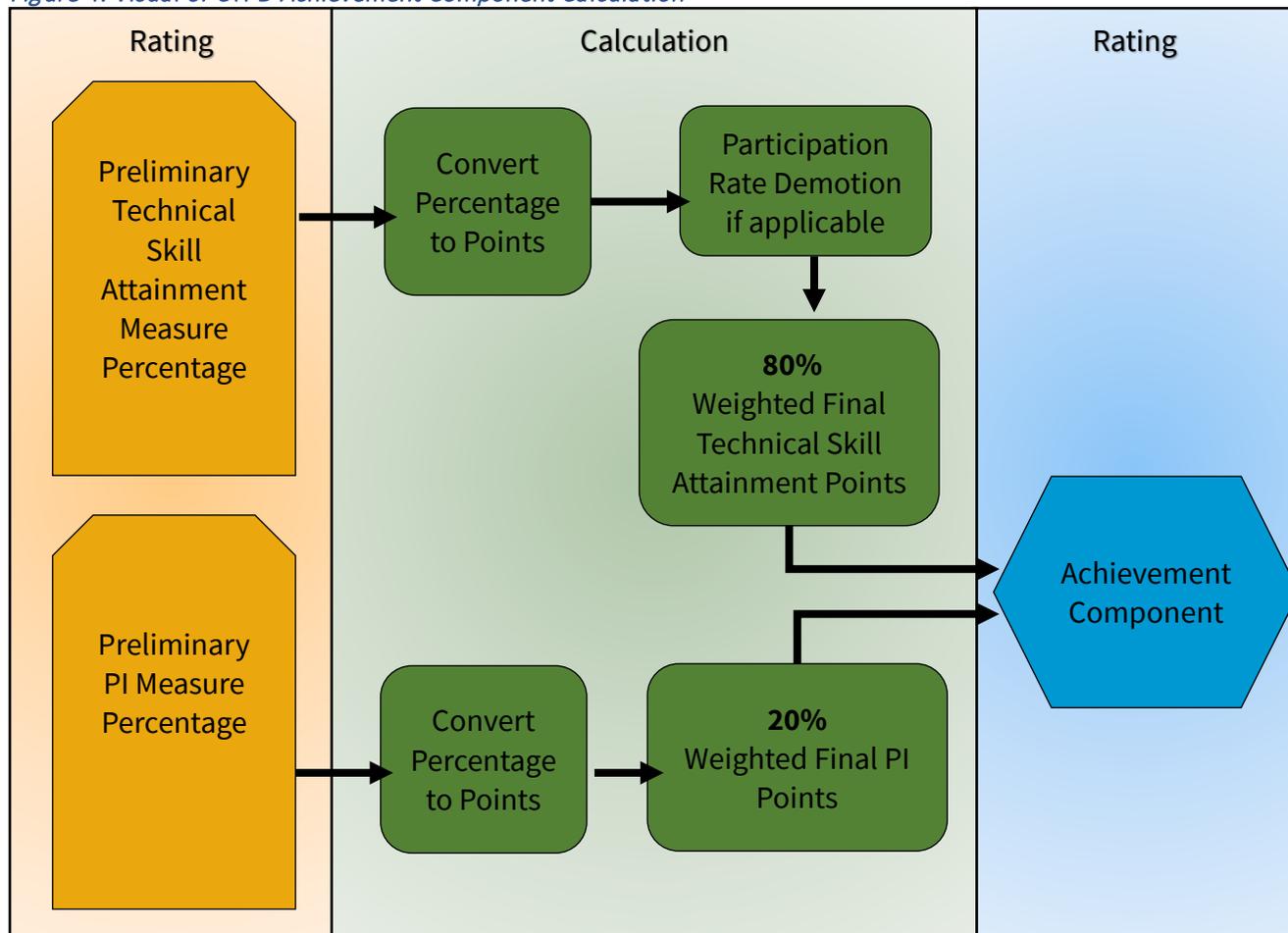
- A CTPD that receives four preliminary stars in Technical Skill Attainment receives the highest number of points for the three-star range, resulting in three points.
- A CTPD that receives two demotions in the Technical Skill Attainment rating receives the highest point value of two-star ratings, resulting in 2 points.
- A CTPD that receives three preliminary stars in Technical Skill Attainment receives the highest point value of one-star range, resulting in 1 point.
- A CTPD that receives one preliminary star in Technical Skill Attainment receives the next lowest point value. For example, a Technical Skill Attainment Rate of 45% if subject to a one-star rating demotion receives 0.75 points. Similarly, two-star rating demotions based upon their Participation Rate receives 0.5 points.

The Achievement Component is weighted as follows:

- Performance Index contributes 20% to the Achievement Component
- Technical Skill Attainment contributes 80% to the Achievement Component

*If a CTPD has only one rated measure it's the only one used for the component. If both measures are not rated, then the component is not rated.

Figure 4: Visual of CTPD Achievement Component Calculation



PERCENTAGE TO POINTS SCALE

TABLE 6: TECHNICAL SKILL ATTAINMENT PERCENTAGE TO POINTS

Measure Grade Scale	Percentage	Points
90% - 100% - 5 Stars	>=97.5% to 100%	5
	>=95% but <97.5%	4.75
	>=92.5 but <95%	4.5
	>=90% but <92.5%	4.25
80% - 89.9% - 4 Stars	>=87.5% but <90%	4
	>=85% but <87.5%	3.75
	>=82.5% but <85%	3.5
	>=80% but <82.5%	3.25
70% - 79.9% - 3 Stars	>=77.5% but <80%	3
	>=75% but <77.5%	2.75
	>=72.5% but <75%	2.5

	>=70% but <72.5%	2.25
60% - 69.9% - 2 Stars	>=67.5% but <70%	2
	>=65% but <67.5%	1.75
	>=62.5% but <65%	1.5
	>=60% but <62.5%	1.25
	>=45% but <60%	1
<60% - 1 Star	>=30% but <45%	0.75
	>=15% but <30%	0.5
	>=0% but <15%	0

TABLE 7: PERFORMANCE INDEX PERCENTAGE TO POINTS

Measure Grade Scale	Percentage	Points
85 - 100% - 5 Stars	>= 96.25 to 100%	5
	>= 92.5% but < 96.25%	4.75
	>=88.75% but <92.5%	4.5
	>= 85% but < 88.75%	4.25
75 - 84.9% - 4 Stars	>= 82.43% but < 85%	4
	>= 79.95% but < 82.43%	3.75
	>=77.48% but < 79.95%	3.5
	>=75% but <77.48%	3.25
60 - 74.9% - 3 Stars	>=71.18% but < 75%	3
	>=67.45% but <71.18%	2.75
	>=63.73% but <67.45%	2.5
	>=60% but <63.73%	2.25
45 - 59.9% - 2 Stars	>=56.18% but <60%	2
	>=52.45% but <56.18%	1.75
	>=48.73% but < 52.45%	1.5
	>=45% but < 48.73%	1.25
<45% - 1 Star	>= 33.75% but <45%	1
	>=22.5% but < 33.75%	0.75
	>=11.25% but <22.5%	0.5
	>=0% but <11.25%	0

COMPONENT RATING SCALE AND DESCRIPTIONS

TABLE 8: ACHIEVEMENT COMPONENT RATING SCALE AND DESCRIPTIONS

Points	Rating	Rating Description
Greater than or equal to 4.125 Points	5 Stars	Significantly exceeds state standards in technical and academic achievement
Greater than or equal to 3.125 points but less than 4.125 points	4 Stars	Exceeds state standards in technical and academic achievement
Greater than or equal to 2.125 but less than 3.125 points	3 Stars	Meets state standards in technical and academic achievement

Greater than or equal to 1.125 points but less than 2.125 points	2 Stars	Needs support to meet state standards in technical and academic achievement
Less than 1.125 points	1 Star	Needs significant support to meet state standards in technical and academic achievement

Appendix A Inclusion Criteria

Students will count at the **Career Technical Planning District** for the following Measures/Indicators:

- Technical Skills Attainment in Achievement Component of the CTPD Report Card

IF the student is reported in the Education Management Information System (EMIS) with the following:

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** *Program of Concentration (FN290) ≠ *** **AND** a [completed](#) a course aligned to their reported pathway **AND** *Assessment Type Code (FA060) = GY, GW* **AND** *Assessment Area Code (FA205) =* See [CTE Program and Assessment Matrix](#) each year for the aligned technical assessment for each CTE course **OR** *Assessment Type Code (FA060) = GY* **AND** *Assessment Area Code (FA205) =* See [CTE Program and Assessment Matrix](#) each year for the aligned technical assessment for each CTE course **AND** *Score Not Reported (FA235) = X*

OR

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** *The Department has derived a Program of Concentration* **AND** a [completed](#) a course aligned to their reported pathway **AND** *Assessment Type Code (FA060) = GY, GW* **AND** *Assessment Area Code (FA205) =* See [CTE Program and Assessment Matrix](#) each year for the aligned technical assessment for each CTE course **OR** *Assessment Type Code (FA060) = GY* **AND** *Assessment Area Code (FA205) =* See [CTE Program and Assessment Matrix](#) each year for the aligned technical assessment for each CTE course **AND** *Score Not Reported (FA235) = X*

Students will count at the **Career Technical Planning District** for the following Measures/Indicators:

- Performance Index in Achievement Component of the CTPD Report Card

IF the student is reported in the Education Management Information System (EMIS) with the following:

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** *Program of Concentration (FN290) ≠ *** **AND** a [completed](#) a course aligned to their reported pathway **AND** [First-time Test-Taker](#) as described in definition above and [Re-testers](#) in Grades 3-8 **AND** *Test Grade Level (FA200) = 3,04,05,06,07,08,09,10,11,12,13, or 23* **AND** *Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB* **AND** *Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26* **AND** *Test Date (FA210) = 20XX07 – 20XX05* **AND** *Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S*

NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

Appendix B

APPLICABLE AP/IB SUBSTITUTE TESTS WITH SCORE TO PERFORMANCE INDEX PROFICIENCY LEVEL CONVERSIONS

TEST CODE	SUBJECT	UNTESTED	LIMITED	BASIC	PROFICIENT	ACCOMPLISHED	ADVANCED
AP02	Biology	Test was required, but was not taken	1	N/A	2	3	4 or 5
AP05	Chemistry	Test was required, but was not taken	1	N/A	2	3	4 or 5
AP35	Physics 1	Test was required, but was not taken	1	N/A	2	3	4 or 5
AP36	Physics 2	Test was required, but was not taken	1	N/A	2	3	4 or 5
AP23	Physics C: Electricity and Magnetism	Test was required, but was not taken	1	N/A	2	3	4 or 5
AP24	Physics C: Mechanics	Test was required, but was not taken	1	N/A	2	3	4 or 5
IB10	Biology Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB50	Biology Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB12	Chemistry - Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB52	Chemistry - Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB16	Design Technology - Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB 56	Design Technology - Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB 58	Environmental Systems and Societies - Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB 49	Physics - Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7

TEST CODE	SUBJECT	UNTESTED	LIMITED	BASIC	PROFICIENT	ACCOMPLISHED	ADVANCED
IB 77	Physics - Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB 93	Sports, Exercise, and Health Science - Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB 94	Sports, Exercise, and Health Science - Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
AP33	U.S. History	Test was required, but was not taken	1	N/A	2	3	4 or 5
IB26	History 2: Americas Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
AP32	U.S. Government and Politics	Test was required, but was not taken	1	N/A	2	3	4 or 5
IB91	Global Politics Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB92	Global Politics Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7

Appendix C

SCORE NOT REPORTED REASON AND AFFECT ON PERFORMANCE INDEX CALCULATION

CODE	DESCRIPTION	STATUS
A	Medical Reason – Used when a student fails to test because of an ongoing medical condition	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
I	Student took the test, but it was, for good cause, invalidated	Included in the denominator as a test that was taken 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	Included in the denominator as a test not taken – zero points earned
S	Non-scorable assessment (used only for students taking the alternate assessment for students with the most significant cognitive disabilities)	Included in the denominator as a test that was taken in the Limited range
W	Assessment score not reported because student received graduation credit due to course completion prior to end of course assessment availability or due to an assessment administration being canceled due to the COVID-19 ordered school building closure in school year 2019-2020 or due to the COVID-19 flexibility for juniors and seniors in 2020-2021	Test NOT included in the denominator of the calculation

X	Assessment score not reported because the student received graduation credit for the assessment 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	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 collection	Included in the denominator as a test not taken – zero points earned

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