Complete Career Technical Planning District Report Card Documentation

Career Technical Planning
District Report Card

2023-2024 School Year

Department of Education & Workforce
Ohio

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Achievement Component Technical Documentation

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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**
	Technical Skill Attainment	Report Portal > Secure Data Center > Career and Technical Education > **CTPD (or Member District) Technical Skill Attainment**
	Performance Index	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.
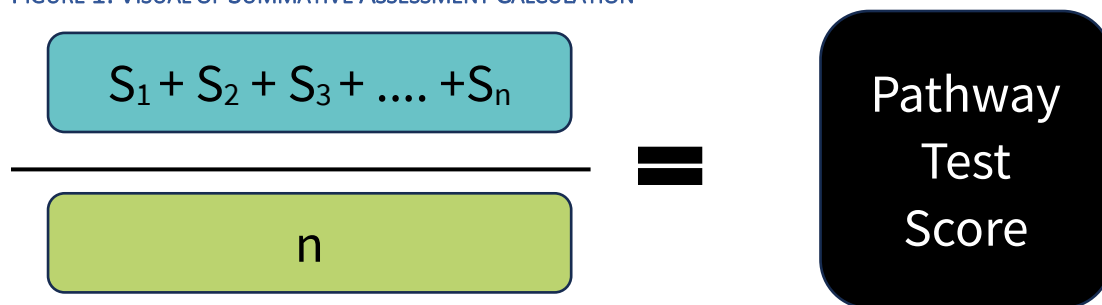
FIGURE 1: VISUAL OF SUMMATIVE ASSESSMENT CALCULATION

$$\frac{S_1 + S_2 + S_3 + \ldots + S_n}{n} = \text{Pathway Test Score}$$

TABLE 2: STUDENT EXAMPLE SUMMATIVE ASSESSMENT CALCULATION FOR A0 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 = **60.8**	339/4 = **84.8**	319/4 = **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.

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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

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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.

Number of CY CTE Concentrators who received a Pathway Test Score of Proficient or higher

Number of CY CTE Concentrators in the year for an aligned CTE technical assessment record

=

Preliminary Technical Skill Attainment Percentage
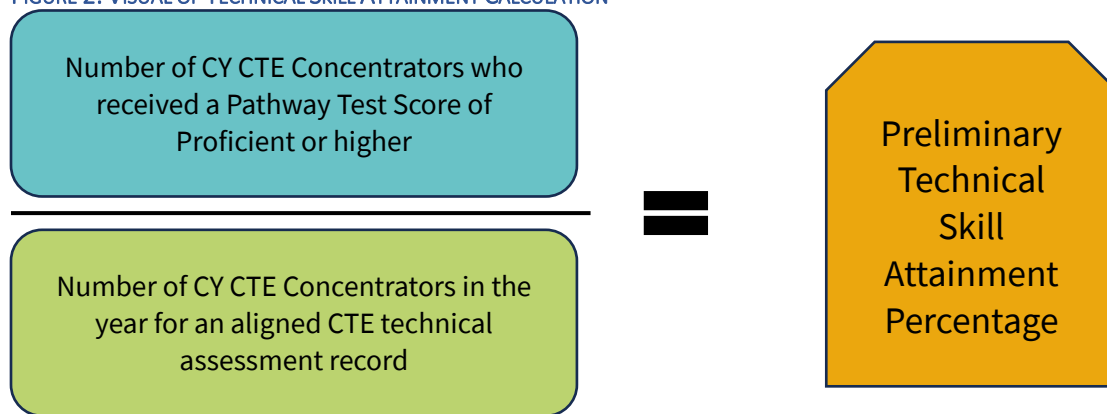
TECHNICAL SKILL ATTAINMENT PARTICIPATION CALCULATION

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

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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.
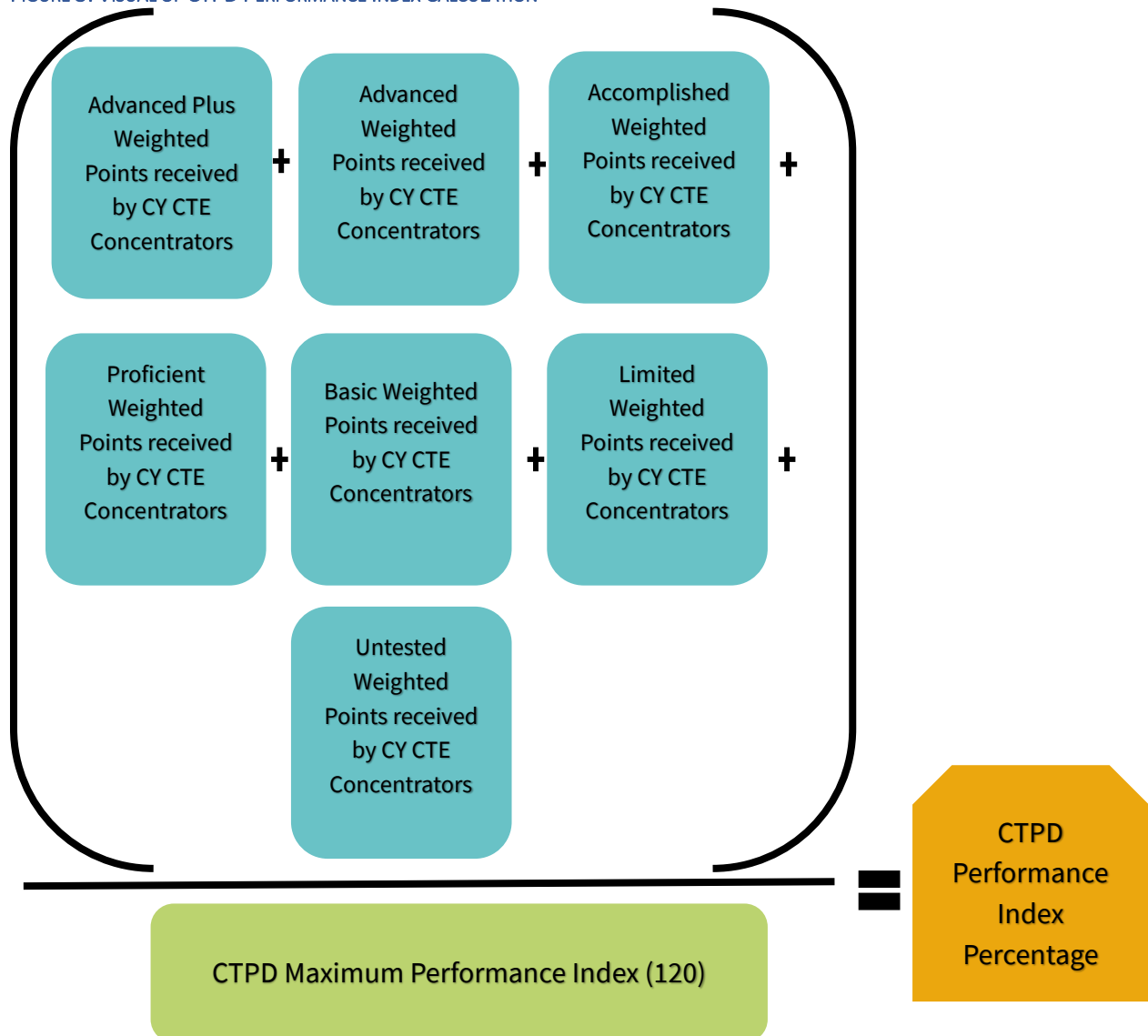
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DENOMINATOR

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

$$\frac{
\begin{array}{ccccc}
\boxed{\text{Advanced Plus Weighted Points received by CY CTE Concentrators}} & + & \boxed{\text{Advanced Weighted Points received by CY CTE Concentrators}} & + & \boxed{\text{Accomplished Weighted Points received by CY CTE Concentrators}} + \\[1em]
\boxed{\text{Proficient Weighted Points received by CY CTE Concentrators}} & + & \boxed{\text{Basic Weighted Points received by CY CTE Concentrators}} & + & \boxed{\text{Limited Weighted Points received by CY CTE Concentrators}} + \\[1em]
& & \boxed{\text{Untested Weighted Points received by CY CTE Concentrators}} & &
\end{array}
}{\text{CTPD Maximum Performance Index (120)}} = \text{CTPD Performance Index Percentage}$$

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

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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

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*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
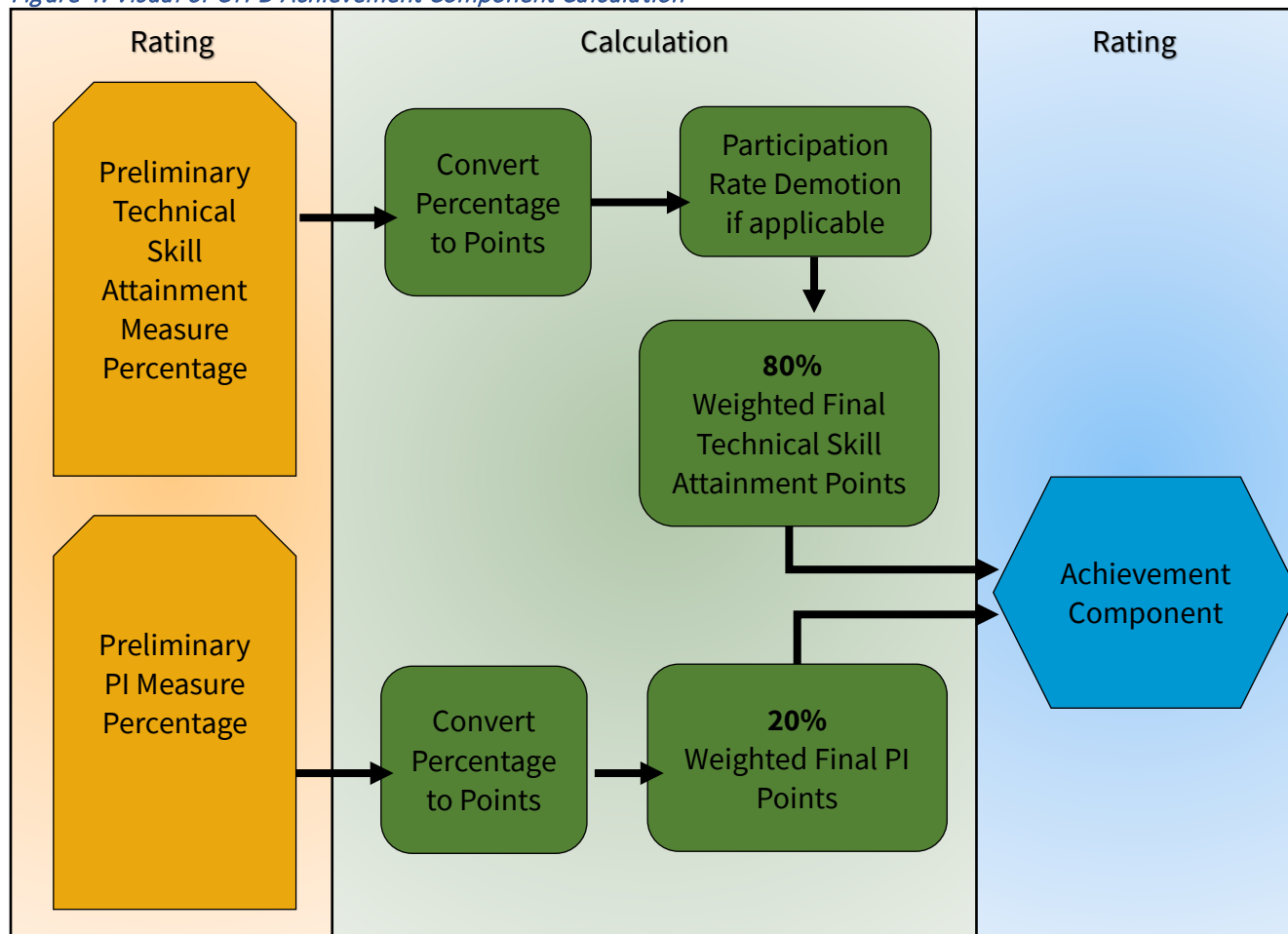
PERCENTAGE TO POINTS SCALE

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

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	>=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
<60% - 1 Star	>=45% but <60%	1
	>=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

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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

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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

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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

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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

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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.**

Career and Post Secondary Component Technical Documentation

Career Technical Planning
District Report Card

2023-2024 School Year

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
Career and Post-Secondary Readiness Component		Report Portal > Secure Data Center > Local Report Card > CTPD Local Report Card > **Career & Post-Secondary Readiness**
	Technical Skill Attainment	Report Portal > Secure Data Center > Career and Technical Education > **CTPD (or Member District) Career and Post-Secondary Readiness**

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Table of Contents

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Introduction

The Career and Post-Secondary Readiness Component is used to evaluate the preparedness of students in Career Technical Planning Districts (CTPDs) for future careers and further education. This component has been expanded from the traditional district and school report card to better reflect the achievements of Career-Technical Education (CTE) students. It includes various elements that demonstrate a student's readiness, such as industry-recognized credentials and work-based learning experiences. This section outlines the calculation methods for these elements and explains how they contribute to the overall star rating of a CTPD. This component is designed to support Ohio's vision for student success by providing a clear and comprehensive evaluation of career readiness.
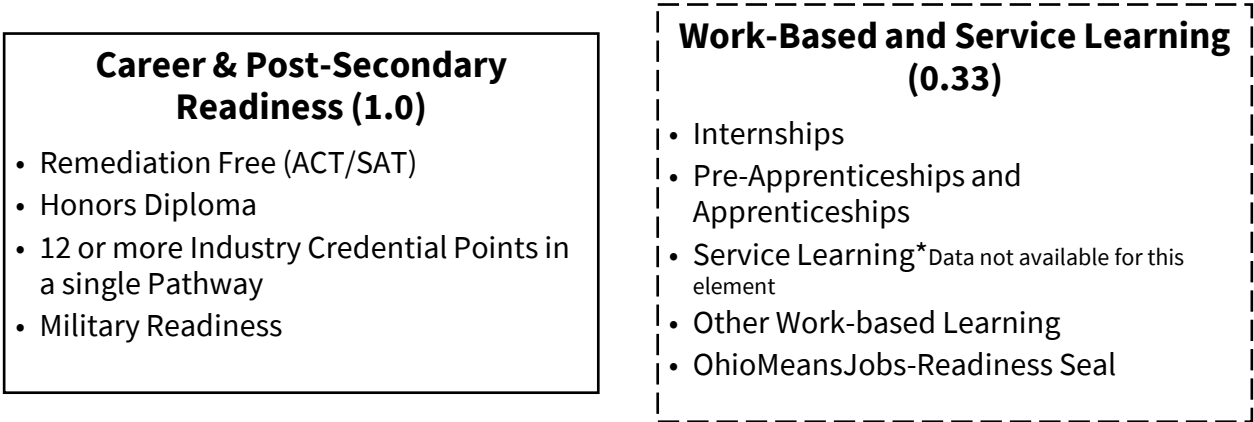
Business Rules

DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

This component evaluates CTE Concentrators in the four-year graduation cohort. The definitions, business rules, and inclusion criteria for the CTE Four-Year Graduation Cohort can be found in the Understanding Student Placement for Ohio's Differentiated Accountability Systems technical document.

READINESS MEASURE OPTION 1

For a student to earn a full point in readiness measure option one, one of the four Career & Post-Secondary Readiness elements needs to be achieved. After completion of a Career & Post-Secondary Readiness element, a student may earn a bonus 0.33 points by completing at least one Work-Based and Service-Learning element.

FIGURE 1: MEASURED ELEMENTS FOR CTPD READINESS MEASURE OPTION 1

Career & Post-Secondary Readiness (1.0)

- Remediation Free (ACT/SAT)
- Honors Diploma
- 12 or more Industry Credential Points in a single Pathway
- Military Readiness

Work-Based and Service Learning (0.33)

- Internships
- Pre-Apprenticeships and Apprenticeships
- Service Learning*Data not available for this element
- Other Work-based Learning
- OhioMeansJobs-Readiness Seal

1.00 Points

Students earn at least one item from the list of Career and Post-Secondary Readiness elements.

1.33 Points

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Students earn at least one item from the list of Career and Post-Secondary Readiness elements and at least one item from the list of Work-Based and Service-Learning elements.

EMERGING READINESS MEASURE OPTION 2

For a student to earn a full point in the emerging readiness measure option, a combination of 3 elements between the two categories needs to be achieved. At least one item must be earned from each list. Bonus points are earned by achieving a fourth element from either list. Partial credit of 0.33 or 0.67 also can be earned.

FIGURE 2: MEASURED ELEMENTS FOR CTPD EMERGING MEASURE OPTION 2

Career Tech & Advanced Coursework (0.33)

- Advanced Placement (AP) Assessment
- International Baccalaureate (IB) assessment
- Dual Enrollment- CCP courses
- 4 CTE Courses in a Pathway
- CTAG- non-CCP CTE Course - CTAG eligibility
- CTE Pathway/CUM Assessment Score Proficient - Proficient Cumulattive Technical Assessment
- CTSO leadership and/or state participation
- Partial Credentials <12 pts.

Work-Based and Service Learning (0.33)

- Internships
- Pre-Apprenticeships and Apprenticeships
- Service Learning*Data not available for this element
- Other Work-based Learning
- OhioMeansJobs-Readiness-Seal

1.33 POINTS (four elements at 0.33)

Students earn three unique items from the list of Career Tech & Advanced Coursework elements and one item from the list of Work-Based and Service-Learning elements: OR

Three unique items from Work- Based and Service Learning and one item from Career Tech & Advanced Coursework: OR

Two unique items from Career Tech & Advanced Coursework and two unique items from Work-Based and Service Learning.

1.00 POINT (three elements at 0.33)

Students earn two unique items from the list of Career Tech & Advanced Coursework elements and one item from Work-Based and Service-Learning elements: OR

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Two unique items from Work-Based and Service-Learning elements and one item from Career Tech & Advanced Coursework elements.

0.67 POINT (two elements at 0.33)
Students earn two unique items from either the Career Tech & Advanced Coursework list: OR

Two unique items from the Work-Based and Service Learning; OR

One unique item from each list.

0.33 Point (one element at 0.33)
Students earn one unique item from either Career Tech & Advanced Coursework or Work-Based and Service Learning.

NOTES
- The possible points per student are: 0.00, 0.33, 0.67, 1.00, or 1.33.
- Each student contributes 1.0 point to the denominator – meaning that a 'perfect score' per student is 1.0. The bonus points truly are considered a bonus.
- Each element earned must be unique – for example, a student earning a 12-point credential bundle will earn 1 point toward the numerator. This student cannot earn an additional 0.33 for the "less than 12-point credential" partial credit element in the Career Tech & Advanced Coursework list.

CAREER & POST-SECONDARY READINESS ELEMENTS

REMEDIATION FREE SCORES ACT/SAT
Students demonstrate readiness for this measure by earning a remediation-free score or higher on the SAT or ACT. Remediation-free scores are set for each section of the SAT and ACT by the Ohio Department of Higher Education. The remediation-free scores are:

TABLE 2: ACT REMEDIATION FREE SCORES

ACT Remediation Free Score	
English	18
Reading	22
Mathematics	22

TABLE 3: SAT REMEDIATION FREE SCORES

SAT Remediation Free Score	
English	480
Reading	480
Mathematics	530

Students are counted as meeting an SAT or ACT remediation free score if each individual section score is earned at least once across multiple test attempts on the respective tests.

The percentage of students in the cohort who met the remediation-free scores on all components of the ACT or SAT are reported. They're included as one element

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in the Career & Post-Secondary Readiness category to earn full credit (1.0 point) toward the measure.

HONORS DIPLOMA

Students demonstrate readiness on this measure by earning one of the six honors diploma options and meeting all associated diploma requirements.
Ohio students can choose to pursue one of six honors diplomas:
1. Academic Honors Diploma
2. International Baccalaureate Honors Diploma
3. Career Tech Honors Diploma
4. STEM Honors Diploma
5. Arts Honors Diploma
6. Social Science and Civic Engagement Honors Diploma

12 OR MORE INDUSTRY CREDENTIAL POINTS IN A SINGLE CAREER FIELD

The process of earning an industry-recognized credential allows students to experience education *through work, about work and for work*. An industry-recognized credential is a qualification of a specific set of competencies related to an industry or occupation. These credentials can take many different forms, including certificates, certifications, and licenses.

In order to count towards this measure, students must earn credentials totaling 12 points from the approved annual list. This can be a single credential worth 12 points or a bundle of credentials totaling 12 points **within the same career field**. Refer to the annual Approved Credential List for credential codes and associated career fields. Credentials must be earned on or before January 1st of the year after their anticipated graduation date.

Career Fields and Credential Lists

Agriculture/Environmental Systems	Arts and Communications
Business, Marketing, and Finance	Construction
Education and Training	Engineering
Health	Hospitality and Tourism
Human Services	Information Technology
Law and Public Safety	Manufacturing
Transportation	

MILITARY READINESS

This measure reports the percentage of students who provide evidence of enlistment into the US Armed Forces. Military Readiness is included as one of the elements in the Career & Post-Secondary Readiness category to earn full credit (1.0 point) toward the measure.

Evidence of Enlistment
To show evidence of enlistment, a student will:

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- Provide the district or school with a signed copy of the Department of Defense Form Enlistment/Reenlistment (DD Form 4) enlistment contract.

All branches of service offer a Delayed Entry program, which allows current high school students to enlist and begin training after graduation. After achieving the required score on the ASVAB and completing the oath of enlistment, each recruit signs and is provided with a copy of his or her Department of Defense Form Enlistment/Reenlistment (DD Form 4) enlistment contract. Students must submit this documentation to demonstrate evidence of enlistment.

It is recommended the student take the oath of enlistment and complete the enlistment process no later than April 30 of the senior (graduating) year. This date can be modified based on local policies, requirements, or deadlines for participation in graduation-related activities.

CAREER-TECH AND ADVANCED COURSEWORK ELEMENTS

ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) Advanced Placement (AP) or International Baccalaureate (IB) courses are administered at the end of the year. They measure knowledge of the academic content standards. This measure reports which students (among the graduation cohort) received qualifying scores on **at least three AP or IB exams**. The exams can be a combination of both AP and IB types. Course availability is determined by each school and district.

TABLE 4: AP/IB QUALIFYING SCORES

Exam Type	Qualifying Scores
AP Exam	Score of 3 or higher
IB Exam	Score of 4 or higher

DUAL ENROLLMENT

Ohio offers students the ability to take courses at a local college or university. If students take advantage of this option, they can earn credit that counts towards high school and college graduation. The credit will be 'banked' until such time as the student graduates from high school and enrolls in college. This program is often referred to as "dual enrollment" and students can earn up to a year or more of college credit by taking advantage of this program. Credits transcripted by a college after the student has left secondary education can be included on the records as long as the work (CTE course or an AP or IB course and test) was completed before the student graduated from secondary education. Students earning at least three (3) dual enrollment/college credit plus credits earn partial (0.33) points toward the Emerging Readiness Measure Option (2) pending the other elements the student earns.

CAREER- TECHNICAL COURSES IN A PATHWAY

Districts report a Student Course Record (GN Record) for each year the student attends school. Students who complete at least four CTE courses in a single CTE pathway earn partial (0.33) points toward the Emerging Readiness Measure option two.

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A student earns 0.33 points for any four workforce development courses in a single CTE pathway taken prior to the 2024 school year. The courses that are included can be found in either EMIS manual or the CTE Program and Assessment Matrix. The pathway in which the courses are offered does not have to align with the student's program of concentration.

CAREER-TECHNICAL EDUCATION ARTICULATED CREDIT (CTAG)

Upon enrollment in a post-secondary institution, students who successfully completed courses approved for statewide articulated career-technical credits are eligible to transfer credit. Students who were funded, earned credit in one or more eligible CTAG (non-CCP CTE workforce development course) and scored proficient or higher on the aligned CTE Technical Assessment (prior to the 2024 school year) earn .33 points. Only WebXam results are included in the calculation. Industry-Recognized credentials used in lieu of WebXams would not be eligible for CTAG credit in this measure. For additional information on Career-Technical Education Articulated Credit, please visit the Higher Education website.

CAREER-TECHNICAL PATHWAY/CUMULATIVE ASSESSMENT SCORE OF PROFICIENT OR HIGHER

All students, including students with disabilities, enrolled in an approved career- technical education program must take the CTE assessment for each course with an aligned assessment. Students who earned a cumulative, or pathway, CTE technical assessment score of proficient or higher (prior to the 2024 school year) earned partial (.33) points towards the Emerging Readiness Measure Option two. Proficiency is obtained when the cumulative score meets or exceeds the cutoff score. If an assessment is taken more than once, the highest score is used in the calculation. Any cumulative score of proficient or higher counts towards the measure. The pathway assessment is not required to be aligned to the student's program of concentration

Two or more course-level CTE technical assessment results within a single pathway must be reported for each student in EMIS. Cumulative scores are calculated based upon the number of assessments taken and obtainment of a proficient score for that year. The cumulative score is the average of all the technical assessment scores for that student. The proficient cutoff is the average of all proficient technical assessment scores for that student. More detailed information on this calculation can be found in the CTPD Achievement Technical Document.

CAREER-TECHNICAL STUDENT ORGANIZATION LEADERSHIP AND STUDENT ORGANIZATION STATE COMPETITION PARTICIPATION

There are several ways to earn partial (.33) points towards the Emerging Readiness Measure option two.

Students who paid dues for a state and/or national career technical student organization and participated as a regional or state officers, Or

Students who paid dues for a state and/or national career technical student organization competed at or above the state level.

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PARTIAL INDUSTRY CREDENTIAL POINTS

A single credential or bundle of industry credentials (within the same career field) will count toward the Career Tech & Advanced Coursework element earning partial points (0.33) toward the measure. The credentials must be from the approved list totaling between four and eleven points and reported prior to the 2024 school year.

WORK-BASED LEARNING OPTIONS ELEMENTS

INTERNSHIP

Students who complete qualifying internship programs earn partial (.33) points towards the Work-Based Learning Option. Qualifying Internships are programs in the private and public sector that formally integrate students' academic and technical study. It may be paid or unpaid and have an established timeframe allowing a student to acquire work experience and explore short-term options for career pathways.

APPRENTICESHIP AND PRE-APPRENTICESHIP

Students who participate in qualifying apprenticeship and/or pre-apprenticeship programs earn partial (.33) points towards the Work-Based Learning Option. Pre-apprenticeship programs teach basic technical and job-readiness skills to prepare for formal apprenticeship programs. High school students who complete an ApprenticeOhio-recognized pre-apprenticeship program are included in this measure. Pre-apprenticeship curricula for in-school youth are developed in collaboration with the Ohio Department of Education and Workforce. Pre-apprenticeship curricula for out-of-school and adults are developed in collaboration with the Ohio Department of Education and Workforce and/or the university system of Ohio.

An apprentice is someone 16 or older who is learning a career from a skilled worker and paid while they learn. Each program includes a minimum of 2,000 hours of on-the-job training and 144 hours of classroom instruction each year. Apprenticeships offer the chance to gain skills that will lead to a higher salary and job opportunities. Apprenticeships are available in a variety of occupations, including health care, internet technology, advanced manufacturing, and construction. Once completed, they receive a certificate that is recognized nationally. The completed program must be registered with ApprenticeOhio. Apprenticeship and Pre-Apprenticeship programs are reported as a program code or a course within the Student Course (GN) Record in EMIS.

OTHER WORK-BASED LEARNING

Students who participate in a qualifying work-based learning experience earn partial (.33) points towards the Work-Based Learning Option. Work-based learning experiences are sustained interactions with industry or community professionals in real workplace settings, or simulated environments at an educational institution. These work environments foster an in-depth, firsthand engagement with the tasks required in a given career field and aligned to curriculum and instruction. When students are identified as ninth graders, they should start accumulating work-based learning hours aligned to their program of study, graduation plan

2024, or student success plan. Students may accumulate hours across multiple types of work-based learning experiences. This element is reported as a program code in EMIS.

OHIOMEANSJOBS-READINESS SEAL

Ohio high school students earn recognition by showing preparedness to contribute to the workplace and community. To earn the OhioMeansJobs-Readiness Seal, students must demonstrate certain professional skills required for success in the workplace. Students work with at least three experienced and trusted mentors who validate the demonstration of skills in school, work, or the community. Review the Guide for earning the OhioMeansJobs-Readiness Seal.

Students receiving the OhioMeansJobs readiness seal earn partial (0.33) points toward the Emerging Readiness Measure Option two. This element is reported as a program code in EMIS.

SERVICE LEARNING

No data are currently available to support the Service-Learning element.

REPORT ONLY MEASURES

ACT PARTICIPATION

This measures the percentage of the four-year gradation cohort students who took the ACT test prior to the 2023-2024 school year. A student must be reported with a valid score in all sections of the ACT (listed above) to be counted as a participant to be included in the numerator.

SAT PARTICIPATION

This measures the percentage of students who took the SAT test prior to the 2024 school year. A student must be reported with a valid score in all sections of either version of the SAT (listed above) to be included in the numerator.

ADVANCED PLACEMENT (AP) PARTICIPATION

This measures the percentage of students who took Advanced Placement courses prior to the 2024 school year. AP courses taken at any point prior to data publication are included in this measure. For example, a student who earns credit in an AP course during their freshman year will be included in this measure.

INTERNATIONAL BACCALAUREATE (IB) PARTICIPATION

This measures the percentage of students that took IB exams prior to the 2024 school year. Any IB exam reported is included, regardless of the score.

COLLEGE ENROLLMENT

The first measure reflects the percentage of students in the four year graduation cohort of 2020 who had CTE Concentrators and enrolled in a two or four year college within two years of their graduation cohort. Specifically, this element reflects the percentage of students enrolled

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in a two or four year college for at least 60 days within two years of high school graduation. The Department obtains this information through the National Student Clearinghouse Research Center which can be found at the following site: (NSC; http://nscresearchcenter.org/).

For career-tech planning districts to receive credit for students' post-high school college enrollment, students must meet the following criteria:
- Enrollment must have occurred at a two or four year institution of higher education.
- Enrollment must have occurred after the students' high school graduation date, unless the student earned a degree prior to high school graduation. In these scenarios, districts and schools will receive credit for student enrollment prior to the EMIS reported high school graduation date.
- Enrollment must have occurred prior to the end of the two year observation period for the four year cohort.
- NSC enrollment records must not have been marked with a "W (Withdrawal)", "D (Death)", or "A (Leave of Absence)".

COLLEGE GRADUATION

The second measure reflects the percentage of students who graduated from a two or four year college within six years of their cohort graduation date from high school. The student must earn at least an associate degree or higher from an institution of higher education to be counted as a graduate. The Department gathers this information from the National Student Clearinghouse Research Center (NSC; http://nscresearchcenter.org/). For the 2024 CTPD Report Card, the denominator of the college graduation measure includes all students from CTPD member districts 2016 4yr graduation cohorts who were concentrators.

Because the high school graduation date for each student in the cohort is unique (i.e., students may graduate early, on time, or late), the calculation uses a college graduation deadline of Sept. 30. It must be six years after the cohort graduation year to give all students the full amount of time to earn a college degree. To be included as a graduate, a student in the Class of 2016 must have earned a diploma no later than September 30, 2023.
For career-tech planning districts to receive credit for students' post-high school college graduation, students must meet the following criteria:
- College graduation must have occurred at a two or four year institute of higher education.
  - Students must earn an eligible degree (Associate's or higher).
    - In cases where degree title information is missing in the file, the degree will count as eligible.
- College graduation must have occurred on or after the student's EMIS-reported high school graduation date.
In cases where students earned an associate degree within three months prior to graduating from high school, districts and schools receive credit.
College graduation must have occurred prior to the end of the six year observation period (Sept. 30, 2023) for the high school Class of 2017.

The calculation of the report-only college readiness measures mirror those on the traditional report cards. Additional details on the calculation can be found at the following site: [College Graduation within 6 Years Technical Document](#)

Career and Post Secondary Readiness

There are two options for student performance and experience to count towards the Career and Post- Secondary Readiness Component for the Career-Technical Planning District report card. Option one captures students earning full credit, plus the option for a bonus by earning one of the Work-Based and Service-Learning elements. Option two captures students earning up to full credit, plus the option for bonus, by earning a combination of Emerging Readiness Measures.

To receive a score on the Career and Post Secondary Readiness measure, a CTPD must have at least ten (10) accountable students in the four-year graduation cohort. In cases where a CTPD has fewer than ten unique students the data will be masked, and no Career and Post Secondary Readiness percentage will be calculated.

- **Code Sections**: [Perkins legislation](#)
- **N-Size**: 10 accountable students
- **Elements**: Remediation Free Scores ACT/SAT, Honors Diploma, 12 or More Industry Credential Points in a single Career Field, Military Readiness, Advanced Placement (AP) and International Baccalaureate (IB), Dual Enrollment, Career- Technical Courses in a Pathway, Career-Technical Education Articulated Credit (CTAG), Career-Technical Pathway/Cumulative Assessment Score of Proficient or Higher, Career-Technical Student Organization Leadership and Student Organization State Competition Participation, <12 Pts Industry Credential Points, Internship, Apprenticeship and Pre-Apprenticeship, Other Work-Based Learning, OhioMeansJobs-Readiness Seal. The elements are calculated to tally how many elements are met by the students in the four-year graduation cohort according to either the Readiness Measure option one or the Emerging Readiness Measure option two.

CAREER AND POST SECONDARY READINESS CALCULATION

Once each student's weighting is determined, the points are totaled, and a Career and Post-Secondary Readiness percentage is derived.

DENOMINATOR

The denominator includes all students in each CTPDs four-year graduation cohort. For 2024, the students in the class of 2023 are included, regardless of whether they graduate.

NUMERATOR

For a student to earn a full point on this measure, one of the four Career & Post-Secondary Readiness elements needs to be achieved. After completion of a Career & Post-Secondary Readiness element, a student may earn a bonus of 0.33 points with Work-Based and Service-

Learning elements. A student can earn a full point on this measure with a combination of three elements between the two emerging readiness categories. All three elements cannot be from the same category. Bonus points can be earned by achieving a fourth element from either list.

ELEMENT: REMEDIATION FREE SCORES ACT/SAT
Assessment type code (FA060) **= AC AND** *Assessment Area Code (FA205)* **= M, R, ENG** (all assessment type codes must be reported) **AND** *Score (FA240)* **) >= 18** for English **AND** *Score (FA240)* **>= 22** for Mathematics **AND** *Score (FA240)* **>= 22** for Reading **AND** *Test Date (FA210)* **<= 20XX10 AND** *Test Day of the Month (FA212)* **≠ 00**

NOTE: Test Date and Test Day of the Month indicating that the test was taken no later than October 31 of the graduating year.

OR
Student is reported with an *Assessment type code (FA060)* **= SA AND** *Assessment Area Code (FA205)* **= M, R** (both assessment type codes must be reported) **AND** *Score (FA240)* **>= 530** for Mathematics **AND** *Score (FA240)* **>= 480** for Evidence-Based Reading and Writing **AND** *Test Date (FA210)* **<= 20XX10 AND** *Test Day of the Month (FA212)* **≠ 00**

NOTE: Test Date and Test Day of the Month indicating that the test was taken no later than October 31 of the graduating year

NOTE: If a student has reported scores for only one format of the SAT, that student must be reported with a valid score at or above the remediation-free benchmark in all sections to be included in the numerator.

NOTE: The highest score from all attempts is used for the calculation. Therefore, a student who meets the required scores across multiple attempts is included. The attempts must be within the same Test Type.

ELEMENT: HONORS DIPLOMA
Diploma Type Element (FN100) **= 2, 4, 5, 6, 7, or 8**

ELEMENT: 12 OR MORE INDUSTRY CREDENTIAL POINTS IN A SINGLE CAREER FIELD
Assessment type code (FA060) **= GW AND** *Test Date (FA210)* **<= 20XX01** (indicating that the credential was earned no later than January 1 of the year following their anticipated graduation date) **AND** *Score (FA240)* **≠ N**

NOTE: This can be a single credential worth 12 points or a bundle of credentials totaling 12 points **within the same career field**.

ELEMENT: MILITARY READINESS
Program Code (GQ060) **= 520110** – Military- Intent to Enlist

NOTE: Student has documented intent to enlist in the military by sharing a completed Contract DD Form 4 with the district.

Element: Advanced Placement (AP)/International Baccalaureate *(IB)*
Assessment type code (FA060) **= AP AND** *Score (FA240)* **>= 3 AND** *Test Date (FA210)* **<= 20XX10**

OR
 Assessment type code (FA060) **= IB AND** *Score (FA240)* **>= 4 AND** *Test Date (FA210)* **<= 20XX10**

NOTE: Test Date indicates that the test was taken no later than October 31 of the graduating year

NOTE: Must Receive qualifying scores on **at least three AP or IB exams**. The exams can be a combination of both AP and IB types.

ELEMENT: DUAL ENROLLMENT
Dual enrollment credit earned (GC110) **>=3**

ELEMENT: CAREER-TECHNICAL COURSES IN A PATHWAY
At least four CTE Workforce Development Courses that were funded and reported with the following
High School Credit Earned (GN150) **= Y**

OR
High School Credit Earned (GN150) **= P** AND *Partial/Override (GN152)* **> 0.0**

ELEMENT: CAREER-TECHNICAL EDUCATION ARTICULATED CREDIT (CTAG)
A CTE Workforce Development Course that is approved for CTAG credit, funded, and reported with the following.
Subject Code (CN050) **=CTAG eligible course subject codes AND** *High School Credit Earned (GN150)* **= Y**

OR
High School Credit Earned (GN150) **= P** AND *Partial/Override (GN152)* **> 0.0 AND** *Assessment type code (FA060)* **= GY AND** *Score (FA240)* **>= Benchmark Proficiency Score**

ELEMENT: CAREER-TECHNICAL PATHWAY/CUMULATIVE ASSESSMENT SCORE OF PROFICIENT OR HIGHER
More detailed information on this calculation can be found in the CTPD Achievement Technical Document.

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ELEMENT: CAREER-TECHNICAL STUDENT ORGANIZATION LEADERSHIP OR STUDENT ORGANIZATION STATE COMPETITION PARTICIPANT
Program Code (GQ060) **= 410099** Career Technical Student Organization Leadership

OR
Program Code (GQ060) **= 410010** Career Technical Student Organization State Competition Participation

ELEMENT: LESS THAN 12 INDUSTRY CREDENTIAL POINTS
Assessment type code (FA060) **= GW AND** *Test Date (FA210)* **<= 20XX01** (indicating that the credential was earned no later than January 1) **AND** *Score (FA240) ≠ N*

NOTE: This can be a single credential worth 4-11 points or a bundle of credentials totaling 4-11 points **within the same career field**.

ELEMENT: INTERNSHIP
Program Code (GQ060) **= 305012** Internship Completion

ELEMENT: APPRENTICESHIP OR PRE-APPRENTICESHIP
Program Code (GQ060) **= 305014** Apprenticeship/Pre-Apprenticeship

OR
Subject Code (CN050) **= 990365**

NOTE: Course must be funded prior to 2023-2024 School Year
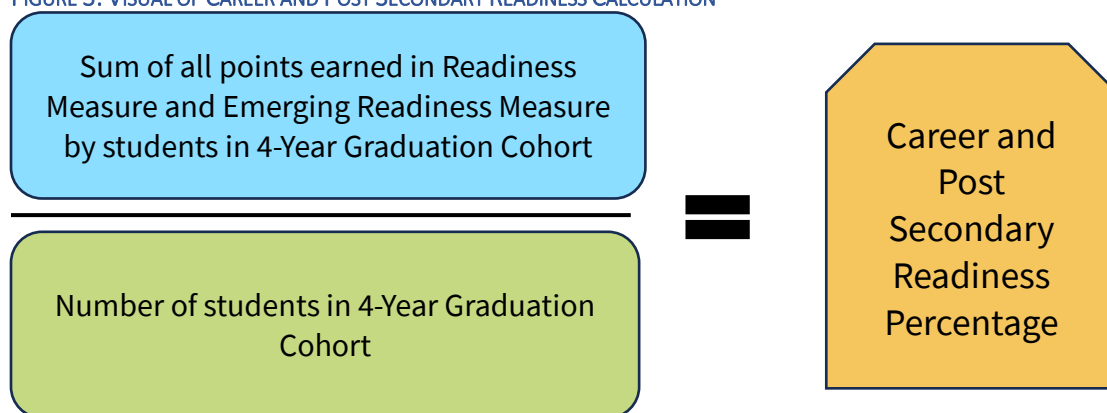
ELEMENT: OTHER WORK-BASED LEARNING
Program Code (GQ060) **= 305099** Other Work-Based Learning

ELEMENT: OHIOMEANSJOBS READINESS SEAL
Program Code (GQ060) **= 510001** Ohio Means Jobs

NOTE: For students to be included in the numerator, the program codes, credentials, and assessment records must be reported prior to the anticipated Graduation Collection. For example, if a student began ninth grade in 2019 becoming a 2023 Cohort Student, but deferred their diploma to complete a CTE pathway, any credential earned in the 5th year would not "count" towards Career and Post-Secondary Readiness.

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$$\frac{\text{Sum of all points earned in Readiness Measure and Emerging Readiness Measure by students in 4-Year Graduation Cohort}}{\text{Number of students in 4-Year Graduation Cohort}} = \text{Career and Post Secondary Readiness Percentage}$$

Ratings are assigned based on the following scale.

TABLE 5: CAREER AND POST SECONDARY READINESS RATING SCALE AND DESCRIPTIONS

Percentage of Maximum Points Earned	Rating	Rating Description
93 – 100%	5 Stars	Significantly exceeds state standards in career and post-secondary readiness
75 – 92.9%	4 Stars	Exceeds state standards in career and post-secondary readiness
60 – 74.9%	3 Stars	Meets state standards in career and post-secondary readiness
40 – 59.9%	2 Stars	Needs support to meet state standards in career and post-secondary readiness
0 – 39.9%	1 Star	Needs significant support to meet state standards in career and post-secondary readiness

Career and Post Secondary Readiness Component Rating Calculation and Description

The Career and Post Secondary Readiness Component includes the Career and Post Secondary Readiness Percentage. The percentage is associated with both a star rating and a point scale. The point scale is used for the additional calculation of the overall report card rating – which attributes higher percentages with higher points within a rating range.

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Figure 4: Visual of CTPD Career & Post-Secondary Readiness Component Calculation
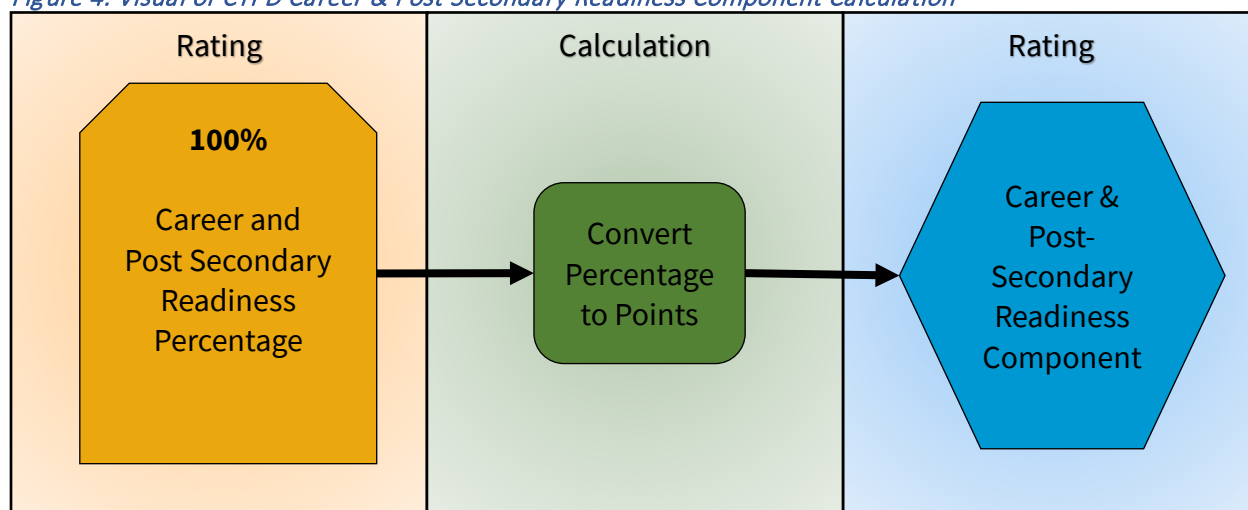
PERCENTAGE TO POINTS SCALE

Table 6: CTPD Career and Post Secondary Readiness Percentage to Points

Rating Scale	Percentage	Points
93% - 100% = 5 Stars	>=98.3% to 100%	5
	>=96.5% but <98.3%	4.75
	>=94.8% but <96.5%	4.5
	>=93% but <94.8%	4.25
75% - 92.9% = 4 Stars	>=88.5% but <93%	4
	>=84% but <88.5%	3.75
	>=79.5% but <84%	3.5
	>=75% but <79.5%	3.25
60% - 74.9% = 3 Stars	>=71.3% but <75%	3
	>=67.5% but <71.3%	2.75
	>=63.8% but <67.5%	2.5
	>=60.0% but <63.8%	2.25
40% -59.9% = 2 Stars	>=55% but <60%	2
	>=50% but <55%	1.75
	>=45% but <50%	1.5
	>=40% but <45%	1.25
0% to 39.9% = 1 Star	>=30% but <40%	1
	>=20% but <30%	0.75
	>=10% but <20%	0.5
	>=0% but <10%	0

COMPONENT RATING SCALE AND DESCRIPTIONS

Table 7: CTPD Career & Post-Secondary Readiness Component Rating Scale and Descriptions

Points	Rating	Rating Description
Greater than or equal to 4.125 Points	5 Stars	Significantly exceeds state standards in career and post-secondary readiness
Greater than or equal to 3.125 points but less than 4.125 points	4 Stars	Exceeds state standards in career and post-secondary readiness

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Greater than or equal to 2.125 but less than 3.125 points	3 Stars	Meets state standards in career and post-secondary readiness
Greater than or equal to 1.125 points but less than 2.125 points	2 Stars	Needs support to meet state standards in career and post-secondary readiness
Less than 1.125 points	1 Star	Needs significant support to meet state standards in career and post-secondary readiness

Graduation Component Technical Documentation

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Revision History

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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
CTPD Graduation Component		Report Portal > Secure Data Center > Local Report Card > CTPD Local Report Card > **Graduation**
	4-year CTPD Graduation Rate	Report Portal > Secure Data Center > Career and Technical Education > **CTPD (or Member District) 4-Year Longitudinal Graduation Rate**
	5-year CTPD Graduation Rate	Report Portal > Secure Data Center > Career and Technical Education > **CTPD (or Member District) 5-Year Longitudinal Graduation Rate**

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Introduction

The Career Technical Planning District Graduation Component measures the percentage of students who concentrate in career-technical education and graduate from high school within four or five years. Here are the key points:

- Four-Year CTE Graduation Rate: This metric tracks how many students graduate within four years or less after entering ninth grade for the first time while concentrating in career-technical education.
- Five-Year CTE Graduation Rate: Similar to the four-year rate, this measure includes students who graduate within five years after entering ninth grade and have focused on career-technical education by the end of their fourth year.

Why is this important? Almost all jobs today require skills and education beyond a high school diploma. By measuring the five-year rate, districts receive credit for helping students who just missed graduating on time. It's essential to understand what strategies are effective in increasing the number of graduates and addressing any barriers that prevent students from graduating.

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

Both measures utilize the business rules for CTE Adjusted Graduation Cohort, which are CTE Concentrators in the 4-Year Adjusted Cohort and the 5-Year Adjusted Cohort. The definitions and business rules related to the CTE Concentrators and CTE Adjusted Graduation Cohort can be found in the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) technical document. See Appendix A for additional inclusion criteria.

The CTE graduation rates on the report card always lag by one year to include summer graduates. To be considered a "summer graduate", a student must have a diploma date that is at least one day **prior** to the date when a majority of the district's schools (more than 50%) are enrolled for the following year, according to the school calendar. This cutoff date is used to determine the year of graduation.

EXAMPLE: For the students in the 2023 cohort who graduated in the summer of 2023, the cutoff date is the day **before** a majority (more than 50%) of district's schools are enrolling students for the 2023-2024 school year based on the school calendar. A student who graduates on or before the cutoff date is considered a 2023 graduate. A student who graduates after the cutoff date is considered a 2024 graduate. Note that each district sets its calendar locally, so the cutoff dates will vary based on when each district "opens" for the 2023-2024 school year.

- Students who meet CTE Concentrator status by their fourth year of high school are included in the CTE graduation rate calculations.
  - Students who participate in CTE coursework, but don't take enough courses to become Concentrators by their fourth year of high school are not included,

even if they become Concentrators at a later time. For example, A student who reaches concentrator status in their fifth year of school will not be included.

- The calculation uses data from the Student and Course collections to identify which students are CTE Concentrators. The rule is "once a CTE Concentrator, always a CTE Concentrator." The calculation may include students who were no longer CTE Concentrators in 2023 (for the graduating class of 2023 or 2022) but concentrators in a prior year.
- Any student who meets the definition of a CTE Concentrator (in secondary school) will count in the CTPD's calculation. If a student was in more than one district and/or CTPD (during their secondary education), they will count in the graduation cohort of the district and CTPD in which they were most recently a CTE Concentrator.
- If a student is a concentrator in more than one district in their final year of career-tech education, a student counts in the district and CTPD in which they had the highest CTE FTE.
  - In prior years, the CTPD cohorts were not updated between the fourth and fifth years of high school to account for transfers in or transfers out. If a student changed CTPDs in the fifth year of high school, they stayed in the CTE graduation rate of the CTPD where they were enrolled at the end of the fourth year. Starting in 2021 and beyond, a student will be included in the CTE graduation rate of the CTPD in which they were most recently a CTE concentrator.
- High school students with an IEP who do not graduate by the end of their 4th year are identified in two different ways. Students that meet the requirements for graduation but defer their diplomas to continue receiving educational services are coded as "Grade 23". Students that do not meet graduation requirements and continue to work towards meeting them are coded as a grade other than 23. Both groups of students count as nongraduates within the CTE graduation rate calculation.
- Students that are homeschooled but attend the district part time are treated like other public-school students. They will be included in the CTE graduation rate if the other inclusion criteria are met. If the student does not intend to graduate from the district, report as a withdrawal code of "43". This indicates a transfer back to home schooling and considered a "Transfer Out" in the calculation.

Four-Year CTE Graduation Rate Measure

The four-year CTE graduation rate is a measure used on the Career Technical Planning District (CTPD) report card to evaluate the percentage of CTE Concentrators who graduate within four years after starting ninth grade, including summer graduates. It utilizes data from the Student and Course collections to identify CTE Concentrators. This measure is crucial for assessing the effectiveness of CTPDs in guiding students toward timely graduation. To receive a score on the 4-Year CTE Graduation Rate measure, a career technical planning district must have at least ten accountable students in the Final Prior Year Adjusted Graduation Cohort. In cases where a CTPD has fewer than ten unique students the data will be masked, and no 4-Year CTE Graduation Rate will be calculated.

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- **Code Section:** [Perkins legislation](#)
- **N-Size**: 10 accountable students
- **Graduation Cohort**: CTE Concentrators in the Final Prior Year Adjusted Graduation Cohort

DENOMINATOR

The denominator includes all students in each CTPDs Prior Year Adjusted Graduation Cohort who met CTE concentrator status. Students are included in the graduation cohort regardless of whether they graduated.

NUMERATOR

The numerator includes CTE Concentrators who earn a regular or honors diploma within the Prior Year Adjusted Graduation Cohort (including summer graduates).

FOUR-YEAR CTE GRADUATION RATE CALCULATION

The four-year CTE graduation rate calculation, (using the numerator and denominator as described above), is the percentage of CTE Concentrators in the Prior Year Adjusted Graduation Cohort who received a regular or honors diploma before the start of the current year (includes summer graduates).

FIGURE 1: VISUAL OF THE 4-YEAR CTE GRADUATION RATE CALCULATION
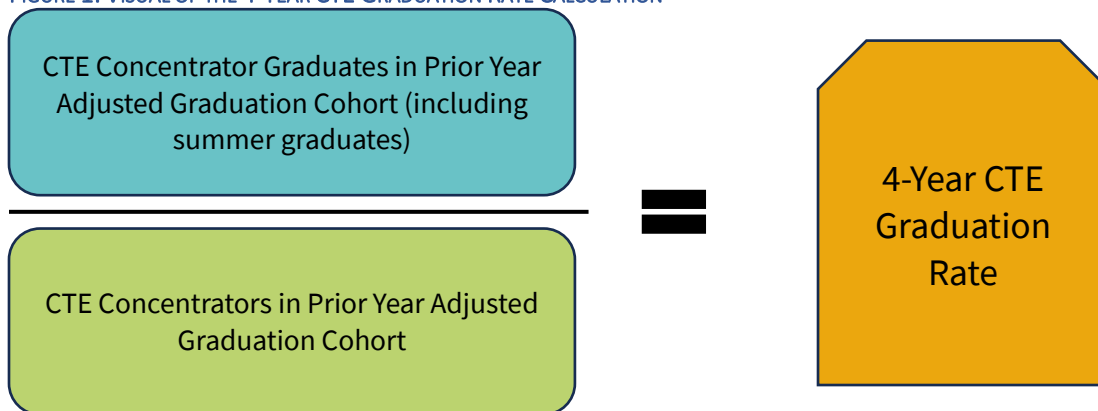
Ratings are assigned based on the following scale.

TABLE 2: 4-YEAR CTE GRADUATION RATING SCALE AND DESCRIPTIONS

Percentage of Maximum Points Earned	Rating	Rating Description
93–100%	5 Stars	Significantly exceeds state standards in graduation
89-92.9%	4 Stars	Exceeds state standards in graduation

84-88.9%	3 Stars	Meets state standards in graduation
79–83.9%	2 Stars	Needs support to meet state standards in graduation
0–78.9%	1 Star	Needs significant support to meet state standards in graduation

Five-Year CTE Graduation Rate Measure

The five-year CTE graduation rate is a measure used on the Career Technical Planning District (CTPD) report card to evaluate the percentage of CTE Concentrators who met concentrator status by their fourth year and graduated by the end of the fifth year. The cohort is updated to include students who changed CTPDs in their fifth year of high school, ensuring they are counted in the CTE graduation rate of the CTPD where they were most recently a CTE concentrator. To receive a score on the 5-Year CTE Graduation Rate measure, a career technical planning district must have at least ten accountable students in the Final Adjusted Graduation Cohort from two years prior. In cases where CTPD has fewer than ten unique students, the data will be masked, and no 5-Year CTE Graduation Rate will be calculated.

- **Code Section:** Perkins legislation
- **N-Size**: 10 accountable students
- **Graduation Cohort**: Final Two Years Prior Adjusted Graduation Cohort

DENOMINATOR

The denominator includes all students in each CTPDs five-year graduation cohort. For 2024, this data includes the students in the class of 2022. Students are included in the graduation cohort regardless of whether they graduated.
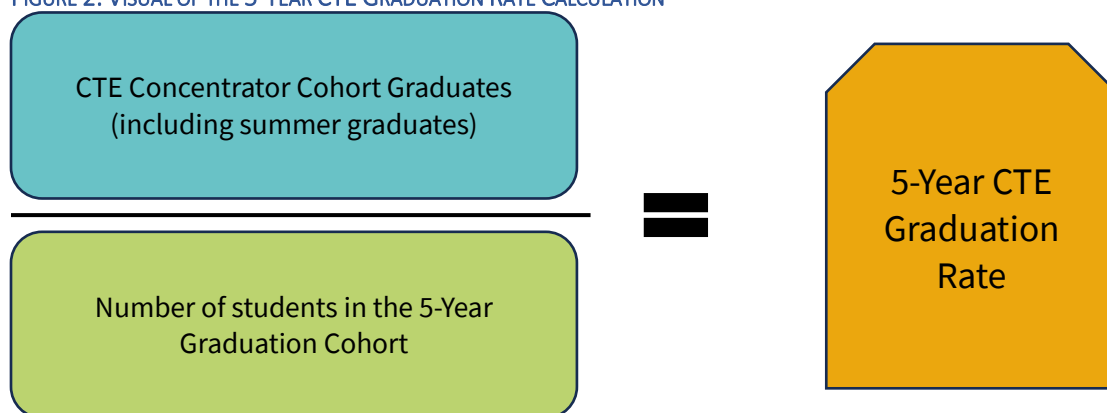
NUMERATOR

The numerator for the five-year CTE graduation rate includes CTE Concentrators who earn a regular or honors diploma before the cutoff date for the 2023-2024 school year.

FIVE-YEAR CTE GRADUATION RATE CALCULATION

The five-year CTE graduation rate calculation, (using the numerator and denominator as described above,) is the percentage of CTE Concentrators in the 2022 cohort that received a regular or honors diploma by the end of the 2022-2023 school year (including summer 2023 graduates).

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$$\frac{\text{CTE Concentrator Cohort Graduates (including summer graduates)}}{\text{Number of students in the 5-Year Graduation Cohort}} = \text{5-Year CTE Graduation Rate}$$

Ratings are assigned based on the following scale.

TABLE 3: 5-YEAR CTE GRADUATION RATING SCALE AND DESCRIPTIONS

Percentage of Maximum Points Earned	Rating	Rating Description
95–100%	5 Stars	Significantly exceeds state standards in graduation
90–94.9%	4 Stars	Exceeds state standards in graduation
85-89.9%	3 Stars	Meets state standards in graduation
80–84.9%	2 Stars	Needs support to meet state standards in graduation
0–79.9%	1 Star	Needs significant support to meet state standards in graduation

CTPD Graduation Component Rating Calculations and Descriptions

The CTPD Graduation Component includes two measures: Four-Year CTE Graduation Rate and Five-Year CTE Graduation Rate.
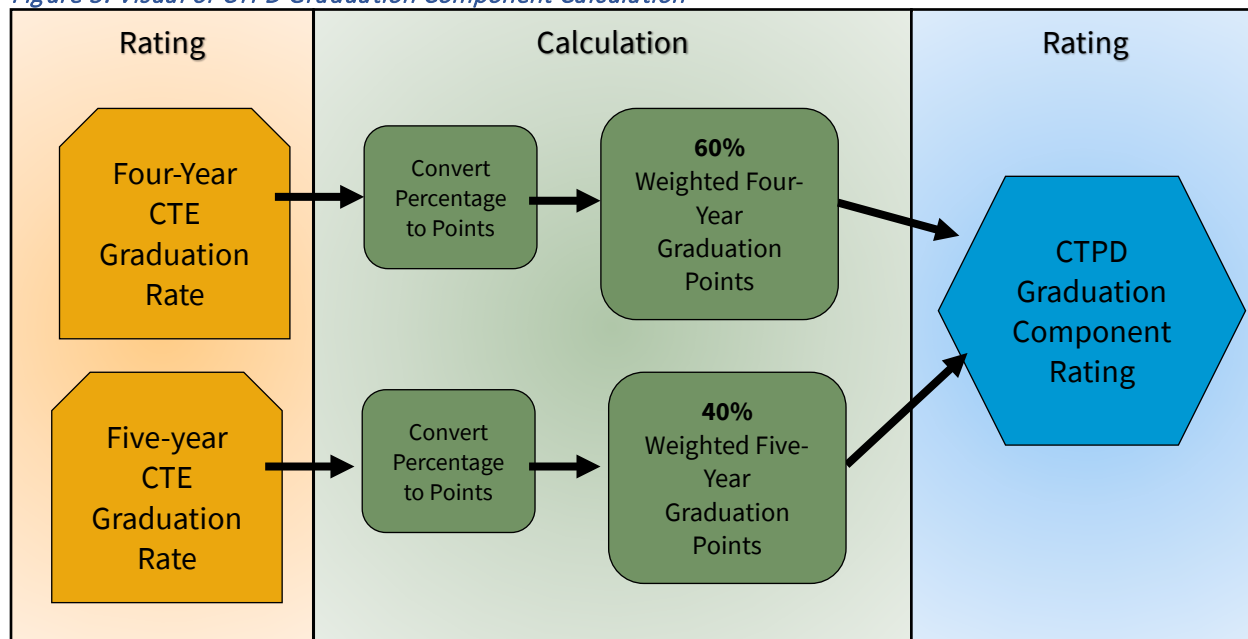
The CTPD Graduation Component will be weighted as follows:
- 4-year CTE Graduation Rate contributes 60% to the CTPD Graduation Component Rating
- 5-Year CTE Graduation Rate contributes 40% of the CTPD Graduation Component Rating

The weighting and calculation of the component considers the exact CTE graduation rate. Points are awarded for higher rates (shown below). A rating is assigned after the CTE graduation rate is converted to a point scale with the appropriate weight either .6 or .4. If

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there is only one measure, the component will be calculated exclusively on it. If neither measure is rated, the component is not rated.

Figure 3: Visual of CTPD Graduation Component Calculation

PERCENTAGE TO POINTS SCALE

Measure Grade Scale	Percentage	Points
93% - 100% - 5 Stars	>=98.25% to 100%	5
	>=96.5% but <98.25%	4.75
	>=94.75 but <96.5%	4.5
	>=93% but <94.75%	4.25
89% - 92.9% - 4 Stars	>=92% but <93%	4
	>=91% but <92%	3.75
	>=90% but <91%	3.5
	>=89% but <90%	3.25
84% - 88.9% - 3 Stars	>=87.75% but <89%	3
	>=86.5% but <87.75%	2.75
	>=85.25% but <86.5%	2.5
	>=84% but <85.25%	2.25
79% - 83.9% - 2 Stars	>=82.75% but <84%	2
	>=81.5% but <82.75%	1.75
	>=80.25% but <81.5%	1.5
	>=79% but <80.25%	1.25
<79% - 1 Star	>=59.25% but <79%	1
	>=39.5% but <59.25%	0.75
	>=19.75% but <39.5%	0.5

	>=0% but <19.75%	0

TABLE 5: FIVE-YEAR GRADUATION PERCENTAGE TO POINTS

Measure Grade Scale	Percentage	Points
95 - 100% - 5 Stars	>= 98.75 to 100%	5
	>= 97.5% but < 98.75%	4.75
	>=96.25% but <97.5%	4.5
	>= 95% but < 96.25%	4.25
90 - 94.9% - 4 Stars	>= 93.75% but < 95%	4
	>= 92.5% but < 93.75%	3.75
	>=91.25% but < 92.5%	3.5
	>=90% but <91.25%	3.25
85 - 89.9% - 3 Stars	>=88.75% but < 90%	3
	>=87.5% but <88.75%	2.75
	>=86.25% but <87.5%	2.5
	>=85% but <86.25%	2.25
80 - 84.9% - 2 Stars	>=83.75% but <85%	2
	>=82.5% but <83.75%	1.75
	>=81.25% but < 82.5%	1.5
	>=80% but < 81.25%	1.25
<80% - 1 Star	>= 60% but <80%	1
	>=40% but < 60%	0.75
	>=20% but <40%	0.5
	>=0% but <20%	0

COMPONENT RATING SCALE AND DESCRIPTIONS

TABLE 6: CTPD GRADUATION COMPONENT RATING SCALE AND DESCRIPTIONS

Points	Rating	Rating Description
Greater than or equal to 4.125 Points	5 Stars	Significantly exceeds state standards in CTE graduation rates
Greater than or equal to 3.125 points but less than 4.125 points	4 Stars	Exceeds state standards in CTE graduation rates
Greater than or equal to 2.125 but less than 3.125 points	3 Stars	Meets state standards in CTE graduation rates
Greater than or equal to 1.125 points but less than 2.125 points	2 Stars	Needs support to meet state standards in CTE graduation rates
Less than 1.125 points	1 Star	Needs significant support to meet state standards in CTE graduation rates

Examples of Calculation

TABLE 7: EXAMPLE 1

Measure	Weighted Points	Component Points
4-Year Rate	95.2% = 4.5 Points x 0.60 weight	2.7 Points

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5-Year Rate	92.0% = 3.5 points x 0.40 weight	1.4 Points
TOTAL WEIGHTED PERCENTAGE		4.10 points = **3 stars**

TABLE 8: EXAMPLE 2

Measure	Weighted Points	Component Points
4-Year Rate	81.6% = 1.75 Points x 0.60 weight	1.05 Points
5-Year Rate	89.2% = 3 points x 0.40 weight	1.2 Points
TOTAL WEIGHTED PERCENTAGE		2.25 points = **2 stars**

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Post Program Component Technical Documentation

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The Secure Data Center (SDC) is an interactive tool that allows districts to review data 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 THE SECURE DATA CENTER REPORTS FOR DISTRICTS TO REVIEW

Component	Measure	SDC Breadcrumb Trail
Post-Program Outcomes	*Post- Program Outcomes*	Report Portal > Secure Data Center > Local Report Card > CTPD Local Report Card > **Post-Program Outcomes**
		Report Portal > Secure Data Center > Career and Technical Education > **CTPD (or Member District) Post-Program Outcomes**
	Industry-Recognized Credentials	Received Files in Data Collector

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Introduction

The Post-Program Outcomes component of the Career Technical Planning District (CTPD) report card assesses students' status after leaving secondary education. It focuses on the proportion of students who are employed, in apprenticeships, in the military, enrolled in postsecondary education, or undergoing advanced training within six months of high school. This measure is crucial for understanding the effectiveness of career-technical programs in preparing students for the workforce or further education.

The original design of the Career-Technical Planning District (CTPD) report card included the Post- Program Outcomes component with two measures: Post-Program Placement and Industry- Recognized Credentials. Legislation enacted in 2016 required the Ohio Department of Education & Workforce to include industry-recognized credentials in the Achievement component. Due to this change, the industry-recognized credentials are displayed in the Post-Program Outcomes section as report only, and do not factor into the component rating.

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

The Post-Program Placement measure evaluates the cohort, Concentrators Who Left Secondary Education. The definitions and business rules related to the Concentrators Who Left Secondary Education can be found in the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) technical document. See Appendix A of the document for additional inclusion criteria.

POST-PROGRAM PLACEMENT

The Post-Program Placement measure evaluates the cohort, Concentrators Who Left Secondary Education. This includes students who left because of graduation or other reasons, such as dropping out. The data can be collected afterwords through surveying students about placement status and/or contacting via social media. This results in data being lagged to allow time to collect and report it to the Department. For the 2023-2024 report card, Concentrators Who Left Secondary Education during the 2022-2023 school year will be reported.

After students have left school, the Department generates a list of individuals who met the criteria of a CTE Concentrator. At the beginning of the following year, an enrollment check is generated determine if any students re-enrolled. See the Student Populations section of the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) technical document to determine the students included, and location.

Districts follow up with students in the fall after leaving., The Department generates a list to show districts whose included in the denominator. Students report whether they were in an apprenticeship, enrolled in post-secondary education, employed, joined the military, or a service program. Data can be obtained in multiple ways including:

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- Post survey responses after leaving school, to determiner placement status.
- National Student Clearinghouse (NSC) for postsecondary enrollment data.
- State websites for licensing and certification data.
- Social media
- Information from friends or family who know the student

It is important to understand that for this element, data is self-reported by the former students. There is no confirmation check performed by the Department or districts.

The calculation of the post-program placement rate only includes students for whom status is known. If a district is unable to locate a student, the data is not included in the calculation of the placement percentages.

Federal Perkins legislation requires that CTE student follow-up be completed within two quarters after leaving secondary education. For that reason, follow-up data collected during the Initial Exiting Student Follow-up (S1EXT) collection will be used in the calculation of the Post-Program Outcomes component. Student placement data that is updated during the final (S2EXT) collection will not be included.

The Department also uses college enrollment data from the National Student Clearinghouse to supplement data reported by districts. If the student is reported as enrolled in college, the status in college. However, if data from the National Student Clearinghouse conflict with data reported by the district, the data reported by the district are used in the calculation of the status known and placement rates.

STATUS KNOWN RATE

The Status Known Rate is not an indicator of performance but provides an indication of the reliability and validity of the Post-Program Placement performance results. If the district was able to obtain placement data, the Department will report a "Status Known Rate" for the percent of Concentrators Who Left Secondary Education. Generally, the higher the status known rate, the more reliable and valid the Post-Program Placement performance results. To incentivize districts to work to collect these data, the calculation uses the Status Known Rate to affect the final rating for the Post-Program Outcomes component. If the status is known for less than 85% of the students, the district receives a star demotion. If the status is known for 95% or more, a one star promotion is included in the measure.

Post-Program Placement is also an indicator of performance for Perkins (3S1). As such, the measures are calculated for all student subgroups and special populations required in Perkins legislation.

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Post-Program Placement Calculation

The Post Program Placement Calculation determines the percentage of CTE Concentrators Who Left Secondary Education the previous year and enrolled in postsecondary education, advanced training, military service, service program, an apprenticeship, or employed.

To receive a score on the Post-Program Placement measure, a CTPD must have at least ten accountable students. In cases where a CTPD has fewer than ten unique students, the data will be masked, and no rate will be calculated.

- **Code Section:** [Perkins legislation](#)
- **N-Size**: 10 accountable students

NUMERATOR

The numerator is the number of status-known CTE Concentrators Who Left Secondary Education the previous year. Additionally, they, were enrolled in postsecondary education, advanced training, military service, service program, apprenticeship or employed the second quarter, following the program after secondary education.

Post-Secondary Outcomes

Apprenticeship Status Element (FW240) **= Y**

OR

Employed Status Element (FW160) **= Y**

OR

Military Enlistment Status Element (FW290) = **Y**

OR

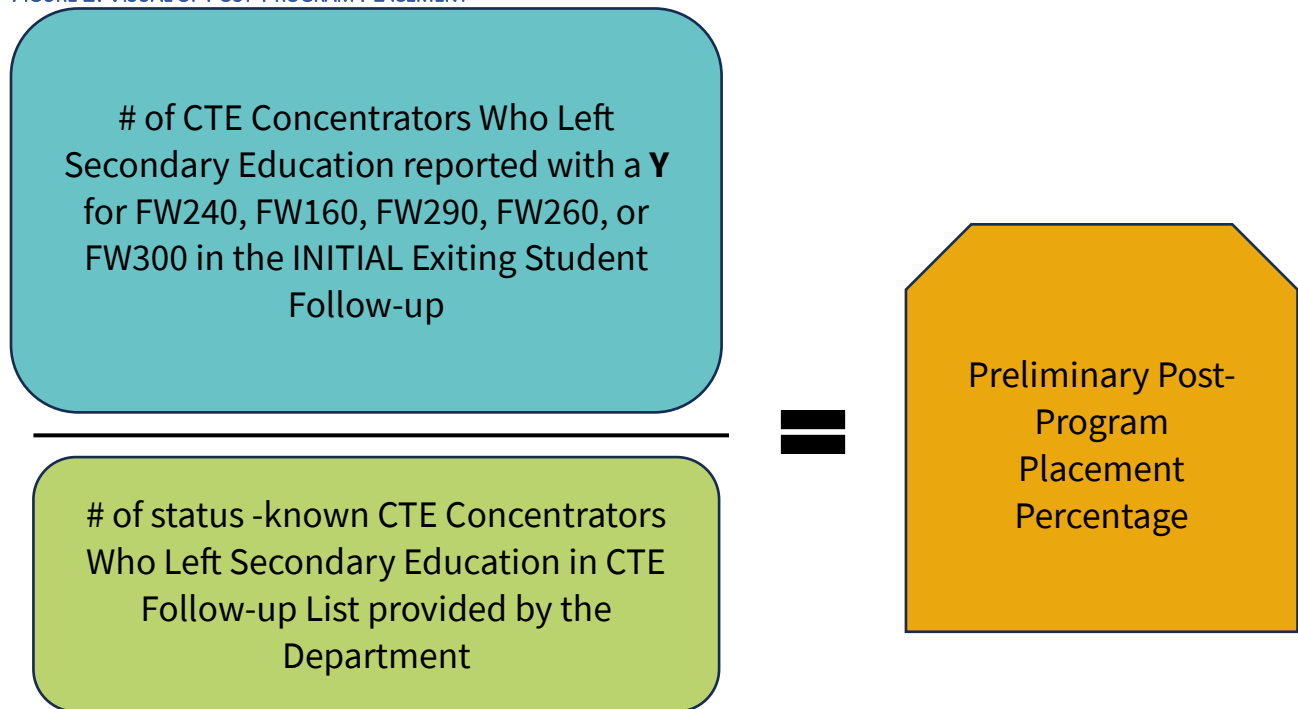*Postsecondary Education Status Element (FW260)* = **Y**

OR

Service Program Status Element (FW300) = **Y**

DENOMINATOR

The denominator is the number of CTE Concentrators Who Left Secondary Education the previous year and reported as Status Unknown (U) or Deceased (D), (Exiting Student Follow-Up Record (FW) *Other Follow-Up Status Element* (FW310)).

Note: *JVSD-type CTPDs also receive a separate, report-only measure of the Post-Placement rate. The calculation of this measure is the same but limited to students accountable to the JVSD in the Initial Exiting Student Follow-up (S1EXT) Collection.*

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Figure 2: Visual of Post-Program Placement

The formula shown:

$$\frac{\text{\# of CTE Concentrators Who Left Secondary Education reported with a } \textbf{Y} \text{ for FW240, FW160, FW290, FW260, or FW300 in the INITIAL Exiting Student Follow-up}}{\text{\# of status-known CTE Concentrators Who Left Secondary Education in CTE Follow-up List provided by the Department}} = \text{Preliminary Post-Program Placement Percentage}$$

Status Known Rate Calculation

The Status Known Rate is the percent of CTE Concentrators Who Left Secondary Education the previous year and placement status is known.

To receive a Status Known Rate, CTPDs must have at least ten accountable students. In cases where a CTPD has fewer than ten unique students, the data will be masked, and no Status Known Rate will be calculated.

- **Code Section:** Perkins legislation
- **N-Size**: 10 accountable students

NUMERATOR

The numerator is the number of CTE Concentrators Who Left Secondary Education the previous year who were reported with a valid combination of placement values (YES, NO) in the Apprenticeship, Employment, Military Enlistment, Service Program or Postsecondary Education Status elements.

Status Known Rate
Apprenticeship Status Element (FW240) **= Y** or **N**
OR
Employed Status Element (FW160) **= Y** or **N**
OR
Military Enlistment Status Element (FW290) = **Y** or **N**
OR
Postsecondary Education Status Element (FW260) = **Y** or **N**
OR
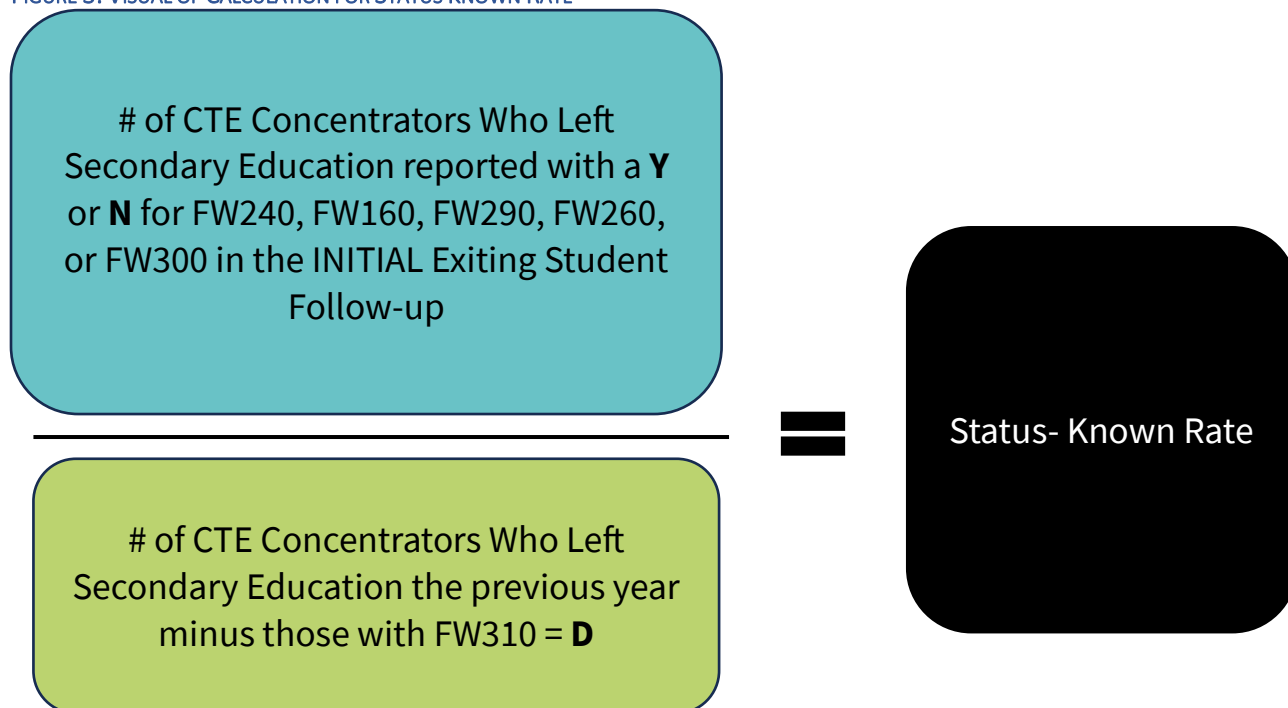
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Service Program Status Element (FW300) = **Y** or **N**

DENOMINATOR

The denominator is the number of CTE Concentrators Who Left Secondary Education the previous year and not reported as Deceased using *Other Follow-up Status (FW310)* = **D**.

FIGURE 3: VISUAL OF CALCULATION FOR STATUS KNOWN RATE

# of CTE Concentrators Who Left Secondary Education reported with a **Y** or **N** for FW240, FW160, FW290, FW260, or FW300 in the INITIAL Exiting Student Follow-up

————————————————

# of CTE Concentrators Who Left Secondary Education the previous year minus those with FW310 = **D**

= Status- Known Rate

Report Only -Industry-Recognized Credentials

The value of industry credentials may change as new content is added or outdated materials are removed. If the points decrease, the date of student enrollment in the ninth grade will determine the number of points.). For example, If an industry credential is worth five points when the student enters the ninth grade but changes to four points the following year, five points are assigned (due to enrollment date). However, if the content is revised and the points increase, the credential is worth the higher point value., The Post-Program Outcomes Component contains three report-only measures of Industry-Recognized Credential Attainment, depending on the CTPD type.

Percentage of Students Earning Twelve Point Credentials:

The percentage of CTE Concentrators Who Left Secondary Education the previous year and obtained 12 points of industry-recognized credentials within a single career field.
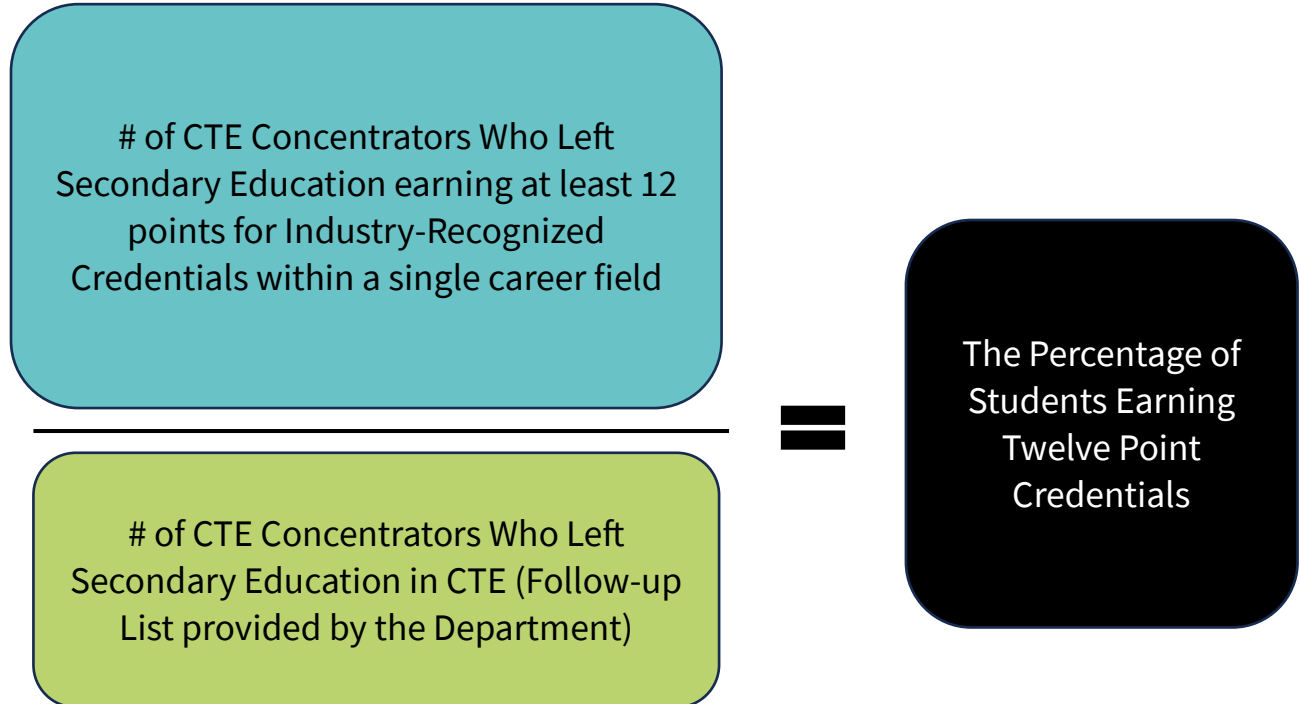
Ohio Department of Education & Workforce

NUMERATOR

Number of CTE Concentrators Who Left Secondary Education the previous year and obtained industry-recognized credentials totaling at least 12 points with either a single credential or a bundle of credentials within a single career field.

DENOMINATOR

The denominator is the number of CTE Concentrators Who Left Secondary Education (the previous year) and not reported as deceased.

FIGURE 4: VISUAL OF CALCULATION FOR STUDENTS EARNING TWELVE POINT CREDENTIALS

$$\frac{\text{\# of CTE Concentrators Who Left Secondary Education earning at least 12 points for Industry-Recognized Credentials within a single career field}}{\text{\# of CTE Concentrators Who Left Secondary Education in CTE (Follow-up List provided by the Department)}} = \text{The Percentage of Students Earning Twelve Point Credentials}$$

Note: *Due to the shared-service model of Career-Technical Education, Industry Recognized Credentials reported by any LEA for a student in the denominator are included in the calculation. JVSD CTPDs also receive a separate, report-only measure of the 12-point credential attainment. This calculation is the same, though limited to just those students accountable to the JVSD in the Initial Exiting Student Follow-up Collection (S1EXT).*

Percentage of Students Earning Any Credentials:

The percentage of CTE Concentrators Who Left Secondary Education the previous year and obtained an industry-recognized credential.
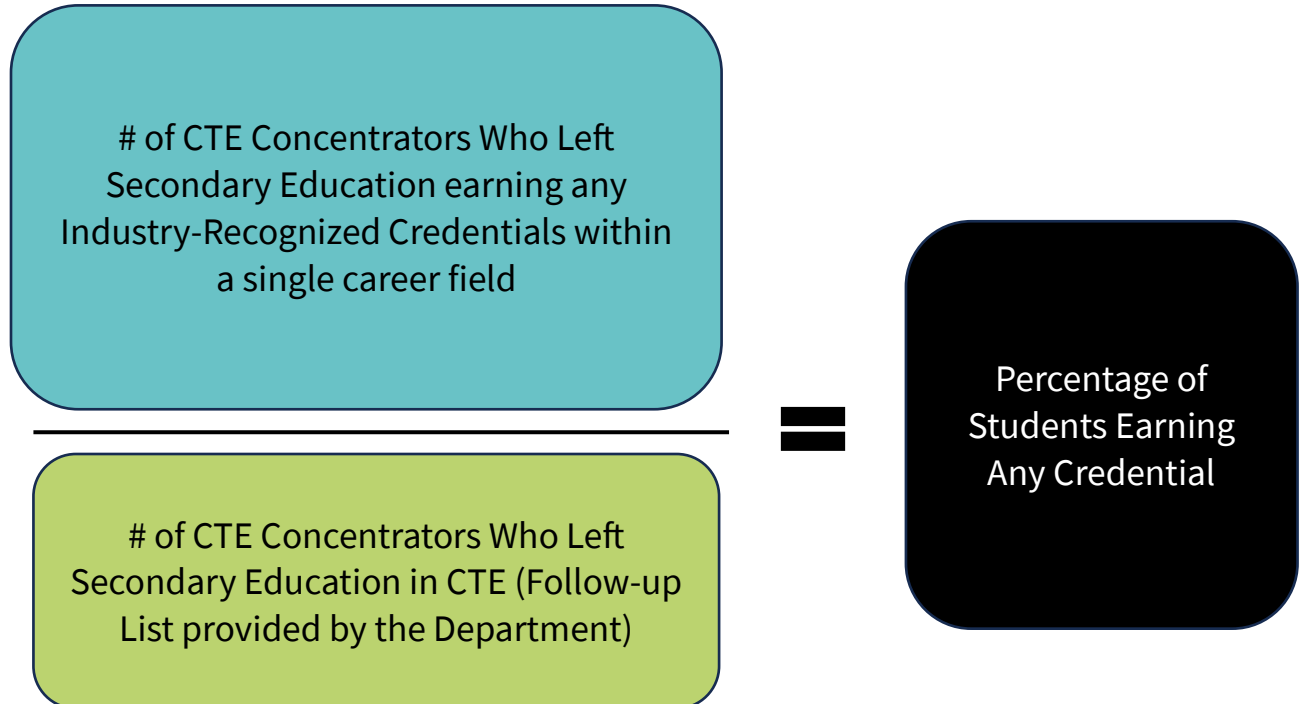
NUMERATOR

The numerator is the number of CTE Concentrators Who Left Secondary Education the previous year and obtained an industry-recognized credential, regardless of point value.

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The denominator is the number of CTE Concentrators Who Left Secondary Education the previous year and not reported as deceased.

FIGURE 5: VISUAL OF CALCULATION FOR STUDENTS EARNING TWELVE POINT CREDENTIALS

$$\frac{\text{\# of CTE Concentrators Who Left Secondary Education earning any Industry-Recognized Credentials within a single career field}}{\text{\# of CTE Concentrators Who Left Secondary Education in CTE (Follow-up List provided by the Department)}} = \text{Percentage of Students Earning Any Credential}$$

Note: *Due to the shared-service model of Career-Technical Education, Industry Recognized Credentials reported by any LEA for a student in the denominator are included in the calculation. JVSD CTPDs also receive a separate, report-only measure of any credential attainment. The calculation of this measure is the same, though limited to just those students accountable to the JVSD in the Initial Exiting Student Follow-up Collection (S1EXT).*

Post-Program Outcomes Component Rating Calculation and Description

The Post-Program Outcomes Component Rating contains the Post-Program Placement measure in the calculation.

STATUS KNOWN RATE PROMOTION AND DEMOTION

Measure and component point assignments are impacted by demotions and promotions based upon the Status Known Rate. There are no point adjustments for five-star preliminary ratings. Points for CTPDs that receive promotions to the Post Program Outcomes rating are assigned as the lowest point value of the next star rating up. Points for CTPDs that receive a demotion are assigned the highest point value of the next rating down.

- A CTPD with a preliminary four-star rating would receive the lowest number of points for the five-star range, 4.25 points.

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- A CTPD with a preliminary three-star rating on Post Program Outcomes would receive the highest number of points for the two-star range, two points.
- CTPD with a preliminary one-star rating, subjected to a demotion, would receive the next lowest point value based on their Placement Rate.
  - A Placement Rate of 60% would be subjected to a star rating demotion, 0.75 points.

Figure 5: Visual of Post-Program Outcomes Component Calculation
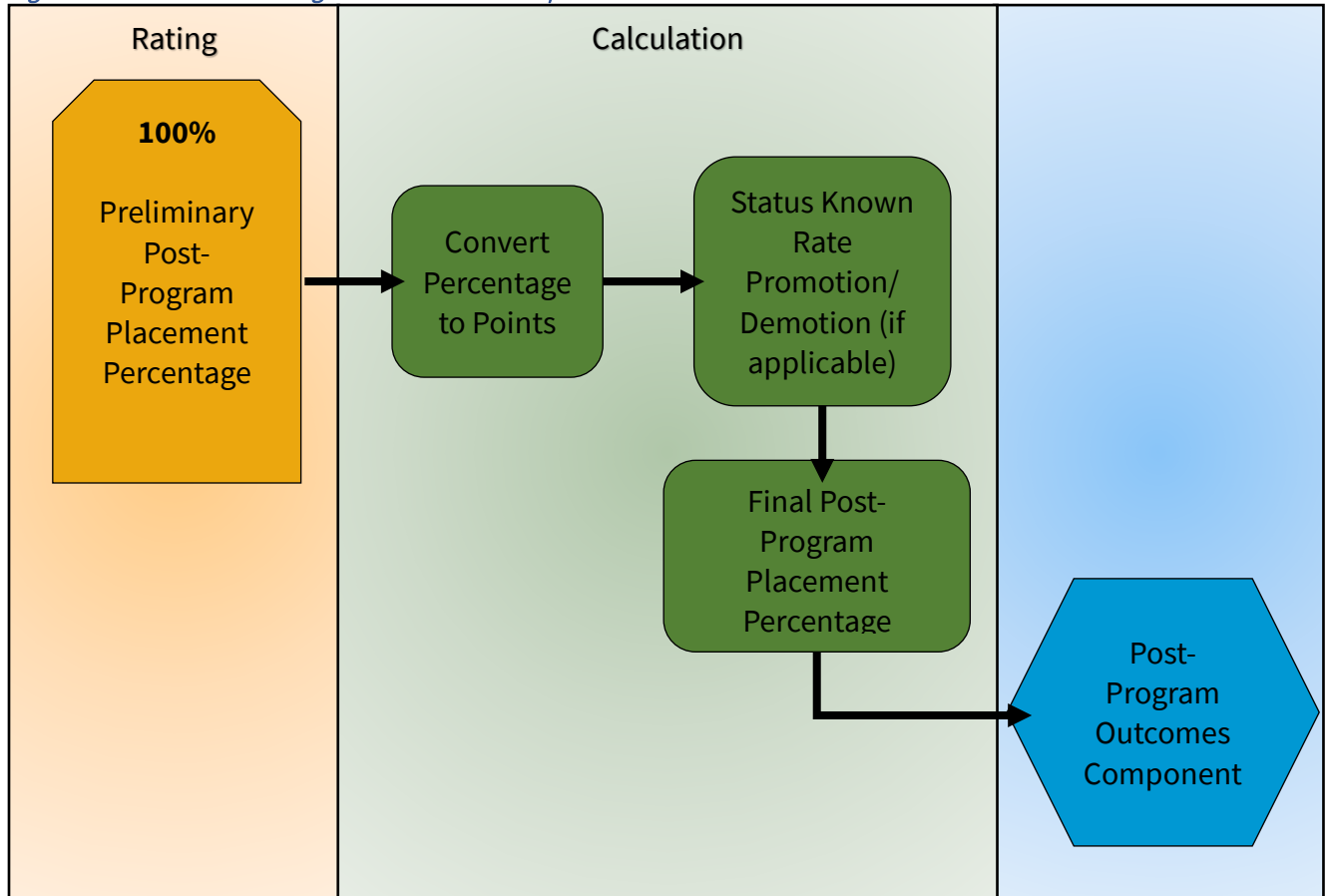
Percentage to Points Scale

FIGURE 6: POST-PROGRAM PLACEMENT PERCENTAGE TO POINTS CONVERSION

Measure Rating Scale	Percentage	Points
93% - 100% - 5 Stars	>=98.25% to 100%	5
	>=96.5% but <98.25%	4.75
	>=94.75% but <96.5%	4.5
	>= 93% but <94.75%	4.25
89% - 92.9% - 4 Stars	>=92% but <93%	4
	>=91% but <92%	3.75
	>=90% but <91%	3.5
	>=89% but <90%	3.25
84% - 88.9% - 3 Stars	>=87.75% but <89%	3
	>=86.5% but <87.75%	2.75
	>=85.25% but <86.5%	2.5
	>=84% but <85.25%	2.25

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79% - 83.9% - 2 Stars	>=82.75% but <84%	2
	>=81.5% but <82.75%	1.75
	>=80.25% but <81.5%	1.5
	>=79% but <80.25%	1.25
<79% - 1 Star	>=59.25% but <79%	1
	>=39.5% but <59.25%	0.75
	>=19.75% but <39.5%	0.5
	>=0% but < 19.75%	0

Component Rating Scale

FIGURE 9: POST-PROGRAM OUTCOME COMPONENT RATING SCALE AND DESCRIPTIONS

Points	Rating	Rating Description
Greater than or equal to 4.125 Points	5 Stars	Significantly exceeds state standards in placement
Greater than or equal to 3.125 points but less than 4.125 points	4 Stars	Exceeds state standards in placement
Greater than or equal to 2.125 but less than 3.125 points	3 Stars	Meets state standards in placement
Greater than or equal to 1.125 points but less than 2.125 points	2 Stars	Needs support to meet state standards in placement
Less than 1.125 points	1 Star	Needs significant support to meet state standards in placement

Ohio Department of Education & Workforce

Overall and Component Rating Technical Documentation

Career Technical Planning District Report Cards

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 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
Overall Rating		Report Portal > Secure Data Center > Local Report Card > CTPD Local Report Card > **Overall Rating**
	Achievement Component	Report Portal > Secure Data Center > Local Report Card > CTPD Local Report Card > **Achievement**
	Career & Post-Secondary Readiness Component	Report Portal > Secure Data Center > Local Report Card > CTPD Local Report Card > **Career & Post-Secondary Readiness**
	Graduation Component	Report Portal > Secure Data Center > Local Report Card > CTPD Local Report Card > **Graduation Rates**
	Post-Program Outcomes Component	Report Portal > Secure Data Center > Local Report Card > CTPD Local Report Card > **Post-Program Outcomes**

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Table of Contents

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Introduction

The Department continues its commitment to assessing and evaluating schools and districts through a comprehensive framework. As part of this framework, the Department issues four component ratings to career technical planning districts, providing a holistic view of educational performance. These components include Achievement, Career & Post-Secondary Readiness, Graduation Rate, and Post-Program Outcomes. The aggregation of these component ratings culminates in an Overall Rating, reflecting the overall effectiveness of career technical education across Ohio. In this document, we delve into the methodology behind the overall rating, emphasizing the importance of performance metrics and their impact on the overall assessment.

CTPD Achievement Component

Measures student performance on career technical assessments in a student's career pathway and state assessments in English language arts, mathematics, science, and social studies. The Achievement Component provides a snapshot of a student's success in career readiness.

MEASURES INCLUDED

Technical Skill Attainment Percentage
Performance Index Percentage

DEMOTIONS

Technical Skill Participation Rate if >80% but <90% receives 1 Star Demotion, if <80% receives 2 Star Demotion

WEIGHTS

Final Technical Skill Attainment Percentage is converted to points then contributes **80%** to the Achievement Component rating.
Performance Index Percentage is converted to points then contributes **20%** to the Achievement Component rating.

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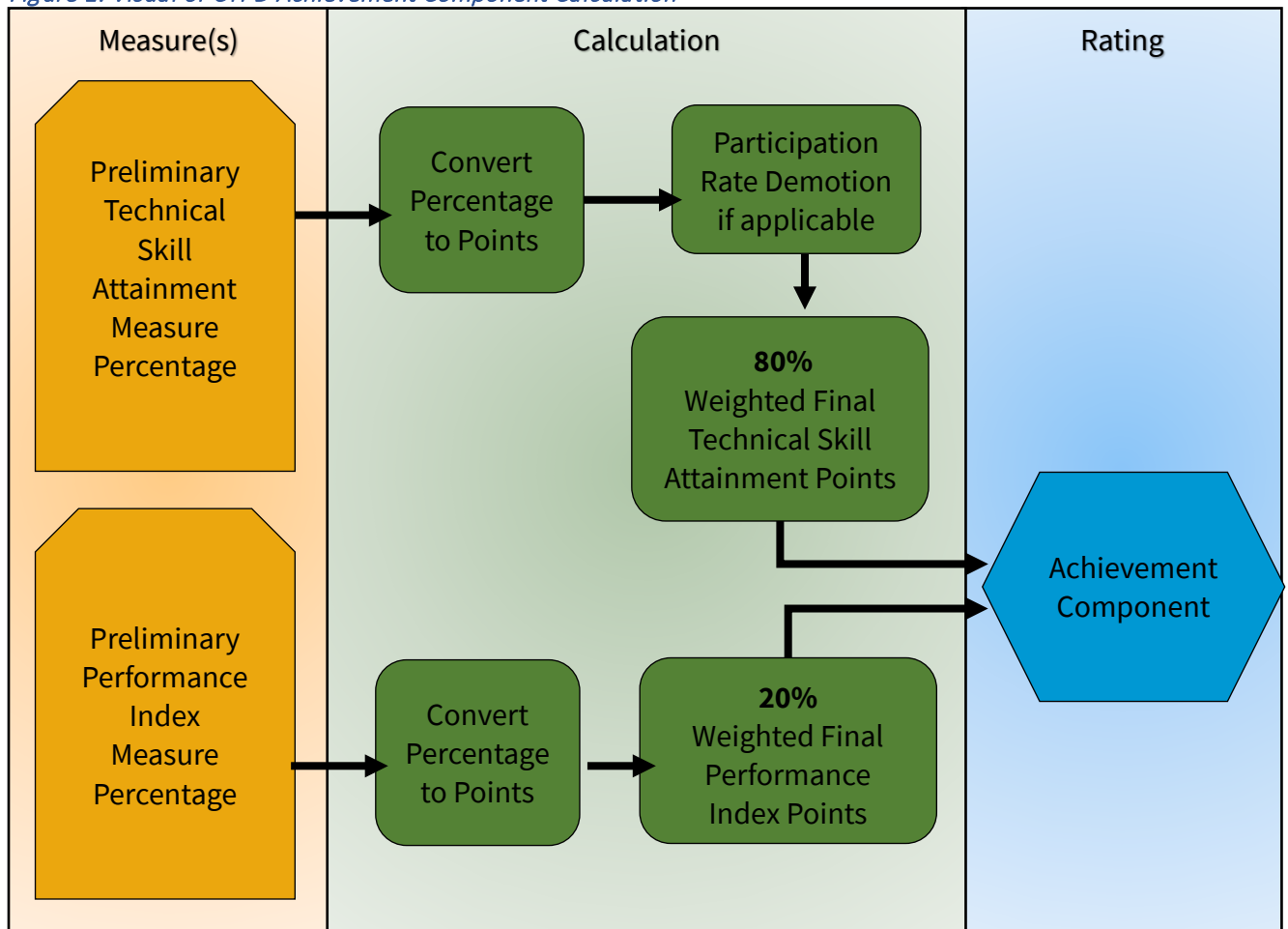
Figure 1: Visual of CTPD Achievement Component Calculation

Table 1: CTPD Technical Skill Attainment Percentage to Points Conversion Chart

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

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<60% - 1 Star	>=45% but <60%	1
	>=30% but <45%	0.75
	>=15% but <30%	0.5
	>=0% but <15%	0

Table 2: CTPD 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

Table 3: CTPD 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

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CTPD Career & Post-Secondary Component

Evaluates the preparedness of students in Career Technical Planning Districts (CTPDs) for future careers and further education. It includes various elements that demonstrate a student's readiness, such as industry-recognized credentials and work-based learning experiences.

MEASURES INDCLUDED
Career and Post-Secondary Readiness Measure

WEIGHTS
Career and Post-Secondary Readiness Measure Percentage is converted to points then contributes **100%** to the Career & Post-Secondary Readiness component.

Figure 2: Visual of CTPD Career and Post Secondary Readiness Calculation
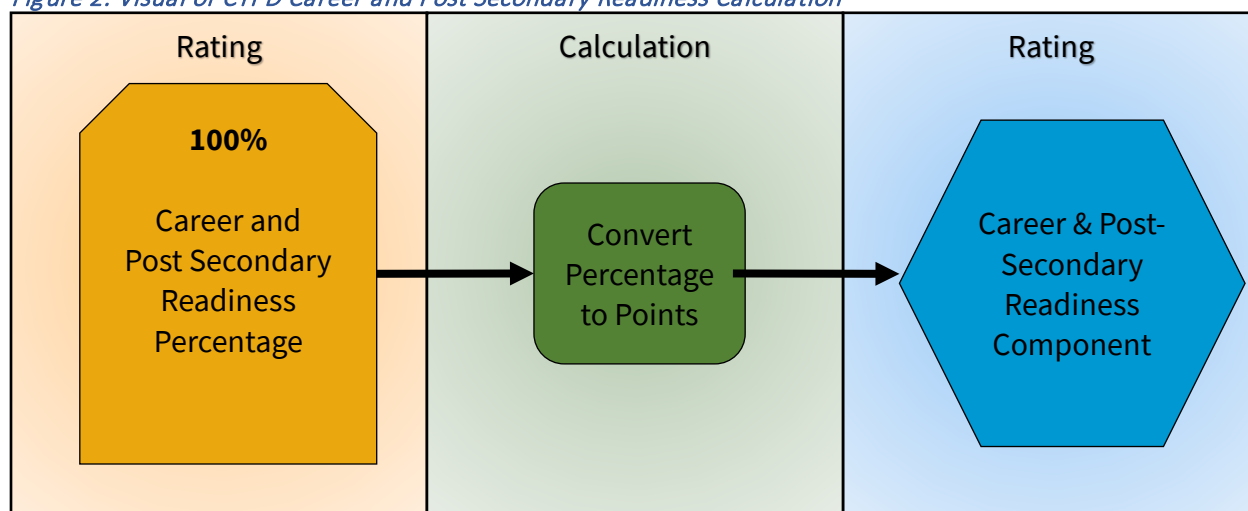
Table 4: CTPD Career and Post Secondary Readiness Percentage to Points

Rating Scale	Percentage	Points
93% - 100% = 5 Stars	>=98.3% to 100%	5
	>=96.5% but <98.3%	4.75
	>=94.8% but <96.5%	4.5
	>=93% but <94.8%	4.25
75% - 92.9% = 4 Stars	>=88.5% but <93%	4
	>=84% but <88.5%	3.75
	>=79.5% but <84%	3.5
	>=75% but <79.5%	3.25
60% - 74.9% = 3 Stars	>=71.3% but <75%	3
	>=67.5% but <71.3%	2.75
	>=63.8% but <67.5%	2.5
	>=60.0% but <63.8%	2.25
40% -59.9% = 2 Stars	>=55% but <60%	2

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	>=50% but <55%	1.75
	>=45% but <50%	1.5
	>=40% but <45%	1.25
0% to 39.9% = 1 Star	>=30% but <40%	1
	>=20% but <30%	0.75
	>=10% but <20%	0.5
	>=0% but <10%	0

Table 5: CTPD Career & Post-Secondary Readiness Component Rating Scale and Descriptions

Points	Rating	Rating Description
Greater than or equal to 4.125 Points	5 Stars	Significantly exceeds state standards in Career & Post-Secondary Readiness
Greater than or equal to 3.125 points but less than 4.125 points	4 Stars	Exceeds state standards in Career & Post-Secondary Readiness
Greater than or equal to 2.125 but less than 3.125 points	3 Stars	Meets state standards in Career & Post-Secondary Readiness
Greater than or equal to 1.125 points but less than 2.125 points	2 Stars	Needs support to meet state standards in Career & Post-Secondary Readiness
Less than 1.125 points	1 Star	Needs significant support to meet state standards in Career & Post-Secondary Readiness

CTPD Graduation Component

The CTPD Graduation component assesses the percentage of CTE Concentrator students who graduate within four or five years. It includes both standard and extended graduation rates. Points are awarded based on graduation rate performance.

MEASURES INCLUDED
4-Year CTE Graduation Rate
5-Year CTE Graduation Rate

WEIGHTS
4-Year CTE Graduation Rate contributes 60% to the CTPD Graduation Component Grade
5-Year CTE Graduation Rate contributes 40% to the CTPD Graduation Component Grade

If a school/district has only one measure, then it is used for the component. If neither measure is available, the component is not rated.

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Figure 3: Visual of CTPD Graduation Component Calculation
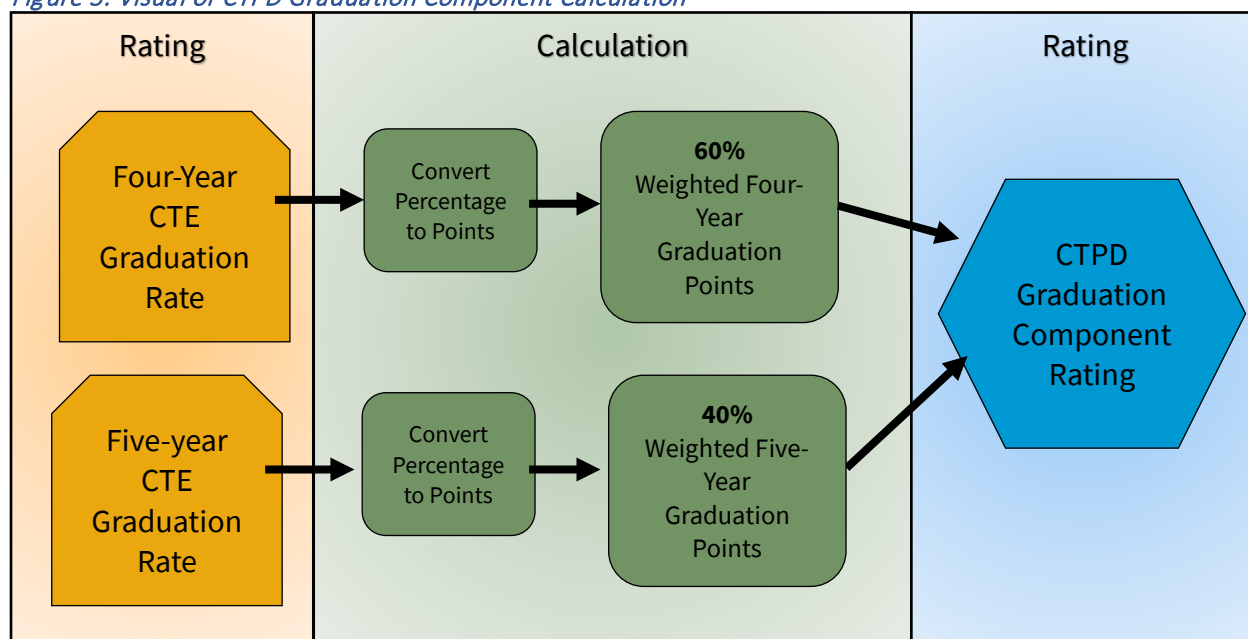
Table 6: CTPD Four-Year Graduation Percentage to Points

Measure Grade Scale	Percentage	Points
93% - 100% - 5 Stars	>=98.25% to 100%	5
	>=96.5% but <98.25%	4.75
	>=94.75 but <96.5%	4.5
	>=93% but <94.75%	4.25
89% - 92.9% - 4 Stars	>=92% but <93%	4
	>=91% but <92%	3.75
	>=90% but <91%	3.5
	>=89% but <90%	3.25
84% - 88.9% - 3 Stars	>=87.75% but <89%	3
	>=86.5% but <87.75%	2.75
	>=85.25% but <86.5%	2.5
	>=84% but <85.25%	2.25
79% - 83.9% - 2 Stars	>=82.75% but <84%	2
	>=81.5% but <82.75%	1.75
	>=80.25% but <81.5%	1.5
	>=79% but <80.25%	1.25
<79% - 1 Star	>=59.25% but <79%	1
	>=39.5% but <59.25%	0.75
	>=19.75% but <39.5%	0.5
	>=0% but <19.75%	0

Table 7: CTPD Five-Year Graduation Percentage to Points

Measure Grade Scale	Percentage	Points
95 - 100% - 5 Stars	>= 98.75 to 100%	5

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	>= 97.5% but < 98.75%	4.75
	>=96.25% but <97.5%	4.5
	>= 95% but < 96.25%	4.25
90 - 94.9% - 4 Stars	>= 93.75% but < 95%	4
	>= 92.5% but < 93.75%	3.75
	>=91.25% but < 92.5%	3.5
	>=90% but <91.25%	3.25
85 - 89.9% - 3 Stars	>=88.75% but < 90%	3
	>=87.5% but <88.75%	2.75
	>=86.25% but <87.5%	2.5
	>=85% but <86.25%	2.25
80 - 84.9% - 2 Stars	>=83.75% but <85%	2
	>=82.5% but <83.75%	1.75
	>=81.25% but < 82.5%	1.5
	>=80% but < 81.25%	1.25
<80% - 1 Star	>= 60% but <80%	1
	>=40% but < 60%	0.75
	>=20% but <40%	0.5
	>=0% but <20%	0

Table 8: CTPD Graduation Component Rating Scale and Descriptions

Points	Rating	Rating Description
Greater than or equal to 4.125 Points	5 Stars	Significantly exceeds state standards in CTE graduation rates
Greater than or equal to 3.125 points but less than 4.125 points	4 Stars	Exceeds state standards in CTE graduation rates
Greater than or equal to 2.125 but less than 3.125 points	3 Stars	Meets state standards in CTE graduation rates
Greater than or equal to 1.125 points but less than 2.125 points	2 Stars	Needs support to meet state standards in CTE graduation rates
Less than 1.125 points	1 Star	Needs significant support to meet state standards in CTE graduation rates

CTPD Post-Program Outcomes

Evaluates the proportion of CTE students who are employed, in an apprenticeship, join the military, enter a service program, or are enrolled in postsecondary education or advanced training within six months after school. Industry credentials measure the proportion of students earning industry credentials before leaving high school or within first six months after school.

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MEASURES INCLUDED
Post-Program Placement Percentage
Industry Credentials

PROMOTION/DEMOTION
Status Known Rate if >80% but <90% receive 1 Star Demotion, if <80% receive 2 Star Demotion

WEIGHTS
Post-Program Placement Percentage is converted to points then contributes **100%** to the Post-Program Outcomes Component rating.
Industry Credential Percentages contribute **0%** to the Post-Program Outcome Component rating.
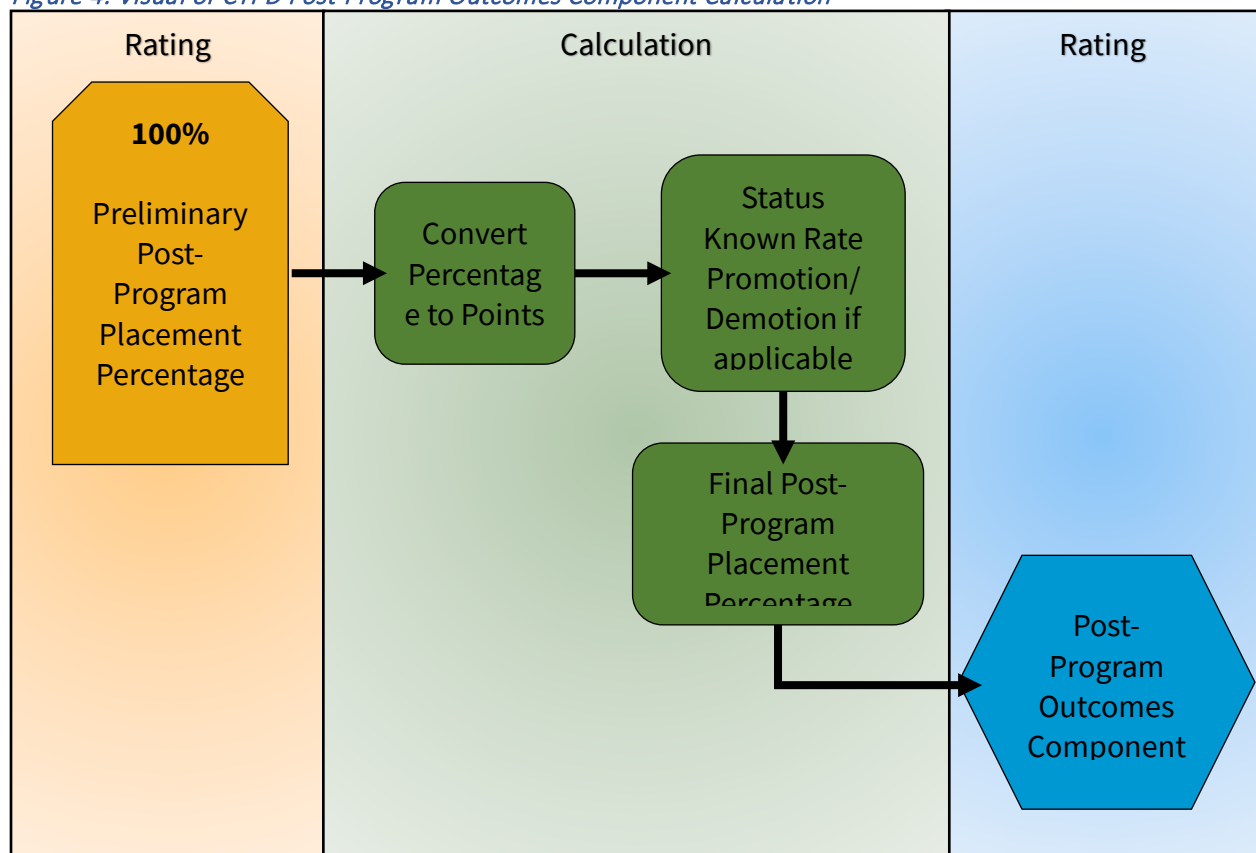
Figure 4: Visual of CTPD Post-Program Outcomes Component Calculation

Table 9: CTPD Post-Program Placement Percentage to Points Conversion

Measure Rating Scale	Percentage	Points
93% - 100% - 5 Stars	>=98.25% to 100%	5
	>=96.5% but <98.25%	4.75
	>=94.75% but <96.5%	4.5
	>= 93% but <94.75%	4.25
89% - 92.9% - 4 Stars	>=92% but <93%	4
	>=91% but <92%	3.75
	>=90% but <91%	3.5

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	>=89% but <90%	3.25
	>=87.75% but <89%	3
84% - 88.9% - 3 Stars	>=86.5% but <87.75%	2.75
	>=85.25% but <86.5%	2.5
	>=84% but <85.25%	2.25
	>=82.75% but <84%	2
79% - 83.9% - 2 Stars	>=81.5% but <82.75%	1.75
	>=80.25% but <81.5%	1.5
	>=79% but <80.25%	1.25
	>=59.25% but <79%	1
<79% - 1 Star	>=39.5% but <59.25%	0.75
	>=19.75% but <39.5%	0.5
	>=0% but < 19.75%	0

Table 10: CTPD Post-Program Outcome Component Rating Scale and Descriptions

Points	Rating	Rating Description
Greater than or equal to 4.125 Points	5 Stars	Significantly exceeds state standards in Post-Program Placement
Greater than or equal to 3.125 points but less than 4.125 points	4 Stars	Exceeds state standards in Post-Program Placement
Greater than or equal to 2.125 but less than 3.125 points	3 Stars	Meets state standards in Post-Program Placement
Greater than or equal to 1.125 points but less than 2.125 points	2 Stars	Needs support to meet state standards in Post-Program Placement
Less than 1.125 points	1 Star	Needs significant support to meet state standards in Post-Program Placement

CTPD Overall Rating

The Overall Rating provides a comprehensive view of CTPD effectiveness. Each of the rated components has an established weight which contributes to the overall rating calculation.

Table 11: CTPD Component Weight Distribution for Overall Rating

Component	Weight Towards Overall Grade
Achievement	25%
Career & Post-Secondary Readiness	25%
Graduation Rate	25%
Post-Program Outcomes	25%

When one or more components are not rated the remaining components contribute proportionally to the overall rating.

After the component ratings are assigned points, it is weighted based on the percentage each component contributes to the rating (using the weights in the tables above). These points are totaled to determine the overall rating.

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The table below shows the percentage each measure contributes to the respective component (e.g. – the Performance Index contributes 20% to the Achievement component). The chart shows the hierarchy that leads to the overall rating.

NOTE: This table reflects the calculation of all measures and components if there are ratings. When one or more measure or component is not rated, weights are adjusted proportionally.

Table 12: Measure contribution to Component points and Component points contribution to CTPD Overall Rating

Measure and Percentage Contributed to Component Points	Component and Weight Contributed to CTPD Overall Rating Points	CTPD Overall Rating
Technical Skill Attainment = 80%	Achievement Component = 25%	CTPD Overall Rating
Performance Index = 20%	Achievement Component = 25%	
4-Year Graduation Rate = 60%	Graduation Component = 25%	
5-Year Graduation Rate = 40%	Graduation Component = 25%	
Post-Program Placement = 100%	Post-Program Outcomes = 25%	
Career & Post-Secondary Readiness = 100%	Career & Post-Secondary Readiness Component = 25%	

For each applicable component, the weighted points are calculated by taking the initial value and multiplying by the assigned weight (per the business rules outlined above). The total points are summed to arrive at the total points. It is rounded to the thousandths for ease of display. The result is a number between zero and five.

Below are examples of CTPDs with various combinations of component ratings. In each case, the Total Points are converted to a star rating,

Table 13: Total Points to CTPD Overall Rating

Total Points	CTPD Overall Rating	Rating Description
Greater than or equal to 4.125	5 Star	Significantly exceeds state standards
Greater than or equal to 3.625 but less than 4.125	4.5 Star	Exceeds state standards
Greater than or equal to 3.125 but less than 3.625	4 Star	Exceeds state standards
Greater than or equal to 2.625 but less than 3.125	3.5 Star	Meets state standards
Greater than or equal to 2.125 but less than 2.625	3 Star	Meets state standards
Greater than or equal to 1.625 but less than 2.125	2.5 Star	Needs support to meet state standards
Greater than or equal to 1.125 but less than 1.625	2 Star	Needs support to meet state standards
Greater than or equal to 0.563 but less than 1.125	1.5 Star	Needs significant support to meet state standards
Less than 0.563	1 Star	Needs significant support to meet state standards

Example 1: CTPD with 4 Components

Component	Points Earned	Weight	Report Card Component Weighted Points
Achievement	2.75	.25	.6875
Career & Post-Secondary Readiness	4.75	.25	1.1875
Graduation	3.25	.25	.8125
Post-Program Outcomes	2.75	.25	.6875
TOTAL WEIGHTED POINTS			3.375 = "**4 Star**"

Example 4: CTPD with 3 Components

Component	Points Earned	Weight	Report Card Component Weighted Points
Achievement	2.5	.33333	.833325
Career & Post-Secondary Readiness	3.25	.33333	1.0833225
Graduation	3.00	.3333	.99999

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Post-Program Outcomes	NR	NR	NR
TOTAL WEIGHTED POINTS			2.92 = "**3.5 Star**"

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Federal Performance Indicators
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Revision History

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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
Federal Performance Indicators		Report Portal > Secure Data Center > Local Report Card > CTPD Local Report Card
	1S1	Report Portal > Secure Data Center > Career and Technical Education> CTPD 4-Year Longitudinal Graduation Rate
	1S2	Report Portal > Secure Data Center>> Career and Technical Education> CTPD 5-Year Longitudinal Graduation Rate
	2S1	Report Portal > Secure Data Center>> Career and Technical Education CTPD Proficiency Level Test Results
	2S2	Report Portal > Secure Data Center > Career and Technical Education CTPD Proficiency Level Test Results

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	2S3	Report Portal > Secure Data Center > Career and Technical Education CTPD Proficiency Level Test Results
	3S1	Report Portal > Secure Data Center > Career and Technical Education> CTPD Post Program Outcomes
	4S1	Report Portal > Secure Data Center>> Career and Technical Education> CTPD/Member District Non-traditional Program Enrollment
	5S3	Report Portal > Secure Data Center > Career and Technical Education> CTPD/Member District Work-Based Learning Participation
	5S4	Report Portal > Secure Data Center > Career and Technical Education > CTPD/Member District Technical Skill Attainment

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Federal Performance Indicators

Career-Technical Planning Districts (CTPD) are accountable to the United States Department of Education for nine indicators in relation to the Carl D. Perkins Career and Technical Education Act.

Under Perkins V, states are required to annually report the following core indicators of performance and disaggregated performance data on eighteen student groups and special populations. Perkins V requires reports on the following groups

- All Students
- Gender
  - Female
  - Male
- Race/Ethnicity:
  - American Indian or Alaskan Native
  - Asian
  - Black, Non-Hispanic
  - Hispanic
  - Multiracial
  - White, Non-Hispanic
- Economic Disadvantage
- English Learners
- Foster
- Homeless
- Migrant
- Military
- Non-traditional Concentrators
- Single parents
- Students with Disabilities

Career-Technical Planning District federal performance indicators are not calculated for student groups with fewer than ten students.

For the 2023-2024 school year, CTPDs are required to meet 90% of the state target per federal Perkins legislation.

FY23 CTPD Perkins Performance Targets		
Indicator	**Target**	**90% of Target**
Four-Year Graduation Rate (1S1)	90%	81%
Extended-Year Graduation Rate (1S2)	92.0%	82.8%
Academic Proficiency In Reading/Language Arts (2S1)	86.0	77.4
	71.6%	
Academic Proficiency In Mathematics (2S2)	62.0	55.8
	51.6%	
Academic Proficiency In Science (2S3)	86.0	77.4
	71.6%	

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Post-Program Placement (3S1)	73.0%	65.7%
Non-Traditional Program Enrollment (4S1)	19.0%	17.1%
Work-Based Learning Participation (5S3)	14.0%	12.6%
Technical Skill Attainment (5S4)	70.0%	63%

The federal performance indicators for which the Department and all Career-Technical Planning Districts are accountable are as follows:

GRADUATION (1S1 AND 1S2)

FOUR-YEAR GRADUATION RATE (1S1):
The calculation of the four-year graduation rate for Perkins performance is identical to the lagged state CTE four-year graduation rate. For additional details on the CTE four-year Graduation Rate, please see the Graduation Component section.

EXTENDED-YEAR GRADUATION RATE (1S2):
The calculation of the extended-year graduation rate for Perkins performance is identical to the lagged state CTE five-year graduation rate. For additional details on the CTE five-year Graduation Rate, please see the Graduation Component section.

ACADEMIC PROFICIENCY (2S1, 2S2, AND 2S3)

The academic attainment indicators are based upon current year CTE concentrators, including first-time test results for all students who were CTE concentrators during the 2023-2024 school year. The indicators are reading/language arts, mathematics, and science, as outlined in ESSA and using the Performance Index. For additional details on the Performance Index calculation, please see the Achievement Component technical documentation.

ACADEMIC PROFICIENCY IN READING/LANGUAGE ARTS (2S1):
Academic proficiency in Reading/Language Arts is the weighted average of individual student performance levels per achievement test in all subjects for grades 3-8. the high school English language arts alternate assessment and the applicable assessment in English Language Arts II. Additionally, any student taking the end-of-course assessment for the first time in the current or a prior year is included. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.
- **N-Size**: 10 accountable students taking one or more assessments
- **Subjects**: Reading/English language arts
- **Grades**: 3-8, high school
- **Tests**: 3-8 English language arts, end-of-course exams for ELA II
- **Alternate Assessments Included**: Yes

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ACADEMIC PROFICIENCY IN MATHEMATICS (2S2):

Academic Proficiency is the weighted average of individual student performance levels per achievement test in Mathematics grades 3-8, plus the grade 10 alternate assessment and the applicable end-of-course assessments including Algebra 1, Geometry, Integrated Math 1 and Integrated Math 2. Any student taking the end-of-course assessment for the first time in the current or prior year is included. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.

- **N-Size**: 10 accountable students taking one or more assessments
- **Subjects**: Mathematics
- **Grades**: 3-8, high school
- **Tests**: grades 3-8 math, end-of -course exams for Algebra I, Geometry, Integrated Math I, and Integrated Math II
- **Alternate Assessments Included**: Yes

ACADEMIC PROFICIENCY IN SCIENCE (2S3):

Academic proficiency is the weighted average of individual student performance levels per achievement test in all subject areas for grades 3-8 and the applicable end-of-course science assessments for any student taking the end-of-course Biology assessment for the first time in the current or a prior year. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.

- **N-Size**: 10 accountable students taking one or more assessments
- **Subjects**: Science
- **Grades**: 3-8, high school
- **Tests**: grade 3-8 science, end-of-course exams for Biology
- **Alternate Assessments Included**: Yes

POST-PROGRAM PLACEMENT (3S1):

The calculation of the Post-Program Placement rate for Perkins performance is identical to the state Placement rate element in the Post-Program Outcomes Component. For additional details on the indicator, please see the Post-Program Outcomes Component technical documentation.

NON-TRADITIONAL PROGRAM ENROLLMENT (4S1):

DEFINITION: The Non-Traditional Program Enrollment indicator measures the percentage of career-technical education concentrators in education pathways that lead to employment in traditional fields according to their gender. This indicator is based upon current year CTE concentrators, including the 2023-2024 school year, in a pathway with a non-traditional designation.

A pathway is considered non-traditional if individuals from their reported gender comprise less than 25 percent of employees in the related occupation or field of work. Non-traditional

program designations for each pathway are outlined in the annual publication of the [CTE Matrix](#)

NUMERATOR: The number of career-technical education concentrators, in the reporting year, enrolled in pathways for employment in a non-traditional field according to gender.

DENOMINATOR: The number of career-technical education concentrators enrolled, in the reporting year, in pathways with non-traditional designations.

WORK-BASED LEARNING PARTICIPATION (5S3):

DEFINITION: Students enrolled in career-technical education courses should participate in experiences aligned to their program of study. Work-based learning completed before enrollment should align to the student's graduation and/or student success plan. For detailed guidance and additional information, please visit, [Work-based Learning](#). While many Career-Technical Planning Districts have been offering work-based learning opportunities, the approved definition, requirements, and calculation of work-based learning is identified in Perkins V.

The Work-Based Learning Participation indicator measures the percentage of career-technical education concentrators who graduated in the lagged four-year CTE graduation cohort with a minimum of 250 hours of work-based learning.

NUMERATOR: The number of career-technical education concentrators who graduated in the lagged four-year graduation cohort with 250 or more hours in a qualified work-based learning experience using Program Codes (GQ060) 310499 or 310500 in the Student Program (GQ) Record in EMIS.

DENOMINATOR: The total number of career-technical education concentrators who graduated in the four-year graduation cohort.

TECHNICAL SKILL ATTAINMENT (5S4):

The calculation of the Technical Skill Attainment Rate for Perkins V performance is identical to the state Technical Skill Attainment Rate. For additional details on the Technical Skill Attainment Rate, please see the Achievement Component section.

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Table 1: Breadcrumb Trail to Secure Data Center Reports for Districts to Review

Report Card	Measure	SDC Breadcrumb Trail
Traditional		Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > **District Details**
Dropout Prevention and Recovery		Report Portal > Secure Data Center > Local Report Card > Dropout Prevention and Recovery Report Card > **School Details**
Career Technical Planning District		Report Portal > Secure Data Center > Local Report Card > CTPD Report Card > **CTPD Details**
Traditional and Dropout Prevention and Recovery		Report Portal > Secure Data Center > Enrollment > **District (or School) Enrollment**
Career Technical Planning District	*Participating in CTE*	Report Portal > Secure Data Center > Career and Technical Education > **CTPD (or Member District) Headcount of Students Participating in Career-Technical Courses**

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Introduction

The Ohio Report Cards provide a comprehensive overview of student enrollment across various educational settings, including **Traditional Districts**, **Dropout Prevention and Recovery (DPR) Schools**, and **Career Technical Planning Districts (CTPD)**. These measures capture the diverse educational choices, such as enrollment in community schools, participation in scholarship programs, and attendance in specialized programs. By examining these enrollment metrics, stakeholders can gain insights into student mobility, school choice options, and the effectiveness of different educational pathways in meeting the needs of Ohio's diverse student population.

Student Enrollment

The Traditional Report Card and DPR Report Card include all students enrolled in the district or school in grades preschool-high school (including Grades 13 and 23). Student counts are disaggregated by student group.

School Choice Options: Place of Enrollment for Students Residing in A District Measures

The Traditional Report Card includes the School Choice Options report which is a series of nine counts that describe the places of enrollment for students residing in each school district. These figures are not required to be reported but Ohio Revised Code Section 3302.034 (A) allows the state Board of Education to include additional information on the report card (at their discretion). The board has chosen to include the data for all traditional public districts.

The School Choice Options report provides readers with an understanding of the number of students who are partaking in enrollment options either at their district of residence or in a district other than their own. The data does not reflect the quantity or quality of options within each category. Knowledge of school locations, enrollment policies, and voucher qualifications would be required to achieve a full understanding of school choice.

COUNT 1. STUDENTS ENROLLED IN THE DISTRICT WHERE THEY LIVE

This is the count of students receiving educational instruction from the public school district of residence.

COUNT 2. STUDENTS ENROLLED IN ANOTHER PUBLIC DISTRICT THROUGH OPEN ENROLLMENT

Open Enrollment allows a student to attend a public-school, tuition-free, in a district other than the district of residence. A district may elect not to participate in open enrollment or create policies allowing students living in adjacent districts or statewide to enroll. For this count, independent STEM districts are treated as open-enrollment districts. For more information, refer to the Department webpage on Open Enrollment.

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COUNT 3. STUDENTS ENROLLED IN ANOTHER PUBLIC DISTRICT BY MEANS OTHER THAN OPEN ENROLLMENT

For this count, reasons "other than open enrollment" by which a non-resident student can attend the district include foster placement, institutional placement, senior year exception, parent as district employee, superintendent agreement, and several other situations.

COUNT 4. STUDENTS ENROLLED IN AN ONLINE COMMUNITY SCHOOL

An Ohio E-school is an online Ohio public school. This count includes enrollment in both statewide and district-sponsored online community schools. Enrollment may be limited to students residing in the sponsoring or surrounding districts. This count includes online Dropout Prevention and Recovery programs. For more information, see the Department webpage, E-Schools. Note: These counts only include students attending a community school designated as an online school. Students attending an online school owned by a traditional district are included in Count 1.

COUNT 5: STUDENTS ENROLLED IN A SITE-BASED COMMUNITY SCHOOL

Most community schools are site-based schools, also known as "brick and mortar" schools. Enrollment policies at these public schools vary by sponsoring entity, educational model, or other criteria. This count includes site-based Dropout Prevention and Recovery Programs. For more information see the Department webpage, Community-Schools.

COUNT 6. STUDENTS ENROLLED IN A DROPOUT PREVENTION AND RECOVERY PROGRAM (ONLINE OR SITE-BASED)

Dropout Prevention and Recovery Programs are community schools that primarily serve students 17 and older who have previously dropped out of school or at-risk for dropout. Dropout Prevention and Recovery Programs can be either site-based or E-schools.

COUNT 7. STUDENTS PARTICIPATING IN THE EDCHOICE SCHOLARSHIP OR CLEVELAND SCHOLARSHIP PROGRAM

The EdChoice Scholarship Program provides state-funded scholarships to students in K-12 who attend or assigned to attend a designated, low-performing public school. The voucher is used for a participating private school. For more information see the Department webpage, EdChoice Scholarship Program.

A separate but similar program, the Cleveland Scholarship Program, gives students who reside in the Cleveland Municipal School District the opportunity to attend private schools in Cleveland. For more information see the Department webpage, Cleveland Scholarship Program.

COUNT 8. STUDENTS PARTICIPATING IN THE EDCHOICE EXPANSION PROGRAM

Students not assigned to an EdChoice-designated public school, can apply for a voucher through EdChoice Expansion. It is available to students whose family income was at or below 250% of the Federal Poverty Guidelines, or renewing an existing application, at or below 400% of Federal Poverty Guidelines.

COUNT 9. STUDENTS PARTICIPATING IN THE OHIO AUTISM SCHOLARSHIP OR JON PETERSON SPECIAL NEEDS SCHOLARSHIP PROGRAM

Both the Autism Scholarship Program and the Jon Peterson Special Needs (JPSN) Scholarship Program give the parents of children with autism or disabilities, the choice to send their child to a special education program. The program is not operated by their school district of residence that provides services outlined in the individualized education program (IEP). For more information, see the Department webpage, Jon Peterson Special Needs Scholarship Program.

Headcount of Students Participating in Career-Technical Courses Measure

The CTPD Report card includes the Headcount of Students Participating in Career-Technical Courses Measure. It provides a comprehensive overview of student participation in courses aligned to workforce development programs. These measures track the number of students enrolled in state-approved CTE courses, ensuring they receive the necessary technical skills and academic knowledge for future careers. By monitoring enrollment, schools can assess the effectiveness of programs and make data-driven decisions to enhance educational outcomes. The focus is on equitable access, opportunities for all students, and preparation for successful transitions into post-secondary education or workforce.

The Headcount of Students Participating in Career-Technical Courses measure reflects the number of students who were funded in a career-tech course aligned to a workforce development program with a curriculum code of VM, VN, VP, VT, or PS (Career-Tech College Credit Plus). The measure excludes the courses coded as Family & Consumer Science, Career-Based Intervention, Senior-Only Credential and V3 curriculum. Student counts are disaggregated by student group and the CTPD member district sending the student for career-tech coursework. Since the counts are based upon the district that sent the student for coursework, rather than educating district, Joint Vocational School Districts are not listed. In addition, any students who were sent by a district outside of the CTPD, would be counted as sent by an "Other" district.

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Appendix A Inclusion Criteria (EMIS)

Students will count at the **district or school** for the following Measures/Indicators:
- Student Enrollment

IF the students are reported in the Education Management Information System (EMIS) with the following:

District Relationship Element (FS140) = **1 AND** *How Received Element (FS180)* ≠ **6, F, I, or V**

OR

District Relationship Element (FS140) = **1 AND** *How Received Element (FS180)* ≠ **6, F, I, or V AND** *Sent Reason Element (FS200 or FS230)* **= EX or NP**

OR

District Relationship Element (FS140) = **1 AND** *How Received Element (FS180)* ≠ **6, F, I, or V AND** *Sent Reason Element (FS200 or FS230)* **=PI or PS**

Note: For preschool, only students with a disability condition generate FTE/are included in enrollment

Students will count at the **district** for the following Measures/Indicators:
- Students Enrolled in the District where they live

IF the students are reported in the Education Management Information System (EMIS) with the following:

Legal District of Residence (FS150) = **District of Enrollment AND** How Received Element (FS180) = *** AND** District Relationship Element (FS140) = **1**

Students will count at the **district** for the following Measures/Indicators:
- Students Enrolled in another Public District through Open Enrollment

IF the students are reported in the Education Management Information System (EMIS) with the following:

Legal District of Residence (FS150) ≠ **District of Enrollment** (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = **9 AND** District Relationship Element (FS140) = **1**

OR

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Legal District of Residence (FS150) ≠ **District of Enrollment** (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = K **AND** District Relationship Element (FS140) = **1**

Students will count at the **district** for the following Measures/Indicators:
- Students Enrolled in another Public District through means other than Open Enrollment

IF the students are reported in the Education Management Information System (EMIS) with the following:
Legal District of Residence (FS150) ≠ **District of Enrollment** (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = 3 **AND** District Relationship Element (FS140) = **1**

OR
Legal District of Residence (FS150) ≠ **District of Enrollment** (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = 7 **AND** District Relationship Element (FS140) = **1**

OR
Legal District of Residence (FS150) ≠ **District of Enrollment** (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = 8 **AND** District Relationship Element (FS140) = **1**

OR
Legal District of Residence (FS150) ≠ **District of Enrollment** (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = A **AND** District Relationship Element (FS140) = **1**

OR
Legal District of Residence (FS150) ≠ **District of Enrollment** (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = B **AND** District Relationship Element (FS140) = **1**

OR
Legal District of Residence (FS150) ≠ **District of Enrollment** (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = C **AND** District Relationship Element (FS140) = **1**

OR
Legal District of Residence (FS150) ≠ **District of Enrollment** (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = D **AND** District Relationship Element (FS140) = **1**

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OR

Legal District of Residence (FS150) ≠ **District of Enrollment** (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = P **AND** District Relationship Element (FS140) = **1**

OR

Legal District of Residence (FS150) ≠ **District of Enrollment** (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = QK **AND** District Relationship Element (FS140) = **1**

OR

Legal District of Residence (FS150) ≠ **District of Enrollment** (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = S **AND** District Relationship Element (FS140) = **1**

OR

Legal District of Residence (FS150) ≠ **District of Enrollment** (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = T **AND** District Relationship Element (FS140) = **1**

OR

Legal District of Residence (FS150) ≠ **District of Enrollment** (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = W **AND** District Relationship Element (FS140) = **1**

Students will count at the **district** for the following Measures/Indicators:
- Students Enrolled in an Online Community School

IF the students are reported in the Education Management Information System (EMIS) with the following:

OEDS designation: District of Enrollment Organization Type = **Community School** (6) (meaning that the district the student enrolled in is a community school) **AND** OEDS designation: E-school Flag = **Yes** (meaning that this community school is considered an E-school or an online school) **AND** *District Relationship Element (FS140)* = **1**

Students will count at the **district** for the following Measures/Indicators:
- Students Enrolled in a Site-Based Community School

IF the students are reported in the Education Management Information System (EMIS) with the following:

OEDS designation: District of Enrollment Organization Type = **Community School** (6) (meaning that the district the student enrolled in is a community school) **AND** OEDS

designation: E-school Flag = **No** (meaning that this community school is not considered an E-school or an online school) **AND** *District Relationship Element (FS140)* = **1**

Students will count at the **district** for the following Measures/Indicators:
- Students Enrolled in a Dropout Prevention and Recovery Program (Online or Site-Based)

IF the students are reported in the Education Management Information System (EMIS) with the following:

OEDS designation: District of Enrollment Organization Type = **Community School** (6) (meaning that the district the student enrolled in is a community school) **AND** OEDS designation: Dropout Prevention and Recovery Program Flag = **Yes** (meaning that this community school is considered a DORP school) **AND** *District Relationship Element (FS140)* = **1**

Students will count at the **district** for the following Measures/Indicators:
- Students Participating in the EdChoice Scholarship or Cleveland Scholarship Program

IF the students are reported in the Scholarship Portal with the following:
Application state = '**Accepted' or 'Terminated'** status (meaning the scholarship was awarded, accepted, and optionally terminated by the student) **AND** Program period = **EdChoice FY20XX** or **Cleveland FY20XX** (meaning that program was either EdChoice or Cleveland Scholarship during the 20XX-20XX school year) **AND** Have an '**Active**' relationship with an approved provider with the 'Never Attend School' flag unchecked (meaning the student's application is properly linked to an authorized provider and the student attended the provider for at least one day)

NOTE: EdChoice and Cleveland Scholarships, students are assigned to only one district of residence. The chosen district is the last listed district with the 'Did Not Reside in District' flag unchecked before the start of the first provider (nonpublic school) enrollment date.

NOTE: All Cleveland Scholarship participants are assigned to the Cleveland Municipal School District. Please note that scholarship data for the prior school year is finalized after publication of that school year's report card; for the most up-to-date information reflecting data in the Scholarship Portal, please see the Report Portal in the OH|ID system.

Students will count at the **district** for the following Measures/Indicators:
- Students Participating in the EdChoice Expansion Program

IF the students are reported in the Scholarship Portal with the following:

Application state = '**Accepted' or 'Terminated'** status (meaning the scholarship was awarded, accepted, and optionally terminated by the student) **AND** Program period = **EdChoice-Exp FY20XX** (meaning that program was EdChoice Expansion Scholarship during the 20XX-20XX

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school year) **AND** Have an **'Active'** relationship with an approved provider with the 'Never Attend School' flag unchecked (meaning the student's application is properly linked to an authorized provider and the student attended the provider for at least one day)

NOTE: For EdChoice Expansion, students are assigned to only one district of residence. The chosen district is the last listed district with the 'Did Not Reside in District' flag unchecked before the start of the first provider (nonpublic school) enrollment date.

NOTE: Scholarship data for the prior school year is finalized after publication of that school year's report card; for the most up-to-date information reflecting data in the Scholarship Portal, please see the Report Portal in the OH|ID system.

Students will count at the **district** for the following Measures/Indicators:
* Students Participating in the Ohio Autism Scholarship or Jon Peterson Special Needs Scholarship Program

IF the students are reported in the Scholarship Portal with the following:

Application state = **'Accepted' or 'Terminated'** status (meaning the scholarship was awarded, accepted, and optionally terminated by the student) **AND** Program period = **Autism FY20XX or JPSN FY20XX** (meaning that the student was either in the Autism program or the JPSN program during the 20XX-20XX school year) **AND** Have an **'Active'** relationship with an approved provider with the 'Never Attend School' flag unchecked (meaning the student's application is properly linked to an authorized provider and the student attended the provider for at least one day)

NOTE: For JPSN and Autism, students may be assigned to multiple districts of residence. All districts listed on the application between the scholarship start and end dates with the 'Did Not Reside in District' flag unchecked are included. Note that scholarship data is finalized after publication of the report card; for the most up-to-date information reflecting data in the Scholarship Portal, please see the Report Portal in the OH|ID system.

Students will count in the **Career Technical Planning District** for the following Measures/Indicators:
* Student Participating in Career-Technical Course

IF 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** They were funded in (**generated CTE FTE**) an approved CTE workforce development course (*Curriculum Code Element (CN310)* **= VN** (for JTC only), **VP**, **VT**, or **PS**) in the current year **AND** The student must have been enrolled for at least 90% of the course

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OR

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** They were funded in (**generated CTE FTE**) an approved CTE workforce development course (*Curriculum Code Element (CN310)* **= VN** (for JTC only), **VP, VT**, or **PS**) in the current year **AND** *High School Credit Earned Element (GN150) =* **Y or P IF** partial credit *High School Credit Earned Element the Partial/Override Element (GN152)* **>0**

Ohio **Department of Education & Workforce**

Student Attendance
Technical Documentation

Traditional District and School, Dropout Prevention and Recovery, and Career-Technical Planning District Report Cards

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The Secure Data Center (SDC) is an interactive tool that allows districts to review data before it is 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
	Student Attendance Rate	Report Portal > Secure Data Center > Enrollment > **District (or School) Enrollment**
Gap Closing	Chronic Absenteeism Improvement Indicator	Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > **Chronic Absenteeism**

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Introduction

In the pursuit of academic excellence and student well-being, schools must monitor attendance diligently. The Department monitors student attendance using two different measures – the Attendance Rate and the Chronic Absenteeism Rate, with the latter feeding directly into the Chronic Absenteeism Improvement Indicator. This introduction offers a high-level overview of both measures, underlining their significance and interconnected roles in assessing and enhancing student attendance. The technical documentation that follows will detail the definitions, business rules, calculation methods, and inclusion criteria, providing transparency and clarity in the reporting process.

The **Attendance Rate** measures the total time students spend in school against the total enrolled time, acting as a gauge for the school environment's effectiveness in promoting regular attendance.

The **Chronic Absenteeism Rate** tracks the percentage of students who are chronically absent, indicating they miss a significant portion (10% or more) of the school year. Schools use this data to identify trends in absenteeism and implement targeted interventions that improve student attendance and academic success. It's a crucial measure because missing too much school, whether excused or unexcused, has detrimental effects on a student's learning trajectory. By identifying trends, districts and schools can direct support toward students' needs.

Detailed data elements and business rules inform both measures, ensuring their accuracy and consistency across districts. These measures play a crucial role in Ohio's educational accountability system, fostering a learning-friendly environment.

Definitions

EXCUSED ABSENCE HOURS

Number of hours the student was absent for excused reasons (Ohio Administrative Code 3302-69-02) from the school or district during the time the student was enrolled. Hours before the student enrolls, or after the student withdraws, are not included. An absence may be excused for various reasons, please refer to the Attendance Law FAQs for more detailed information.

These excused absences are recognized and documented by the school to ensure accurate attendance records and appropriate support for students.

UNEXCUSED ABSENCE HOURS

Number of hours the student was absent for reasons not listed in (Ohio Administrative Code 3302-69-02) from the school or district during the time the student was enrolled. Hours before the student enrolls, or after the student withdraws, are not included. In Ohio public schools, an unexcused absence occurs when a student is absent without a legitimate excuse. These unexcused absences can impact a student's educational progress and overall

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achievement. It's essential for students to attend school regularly to maximize their learning opportunities.

EXPULSION

An expulsion involves the removal of a student from the school or district for a specified period due to serious behavioral issues. Here are the key points about expulsions in Ohio:

- Duration: Students can be expelled for up to 80 school days for severe behavioral violations.
- Serious Offenses: Expulsion can last up to one year in rare circumstances involving:
    - Bringing a gun or knife to school.
    - Making a bomb threat.
    - Committing a crime that results in serious physical harm to another person or property.

Remember that expulsions are significant actions taken by schools to address severe misconduct and maintain a safe learning environment.

IN-SCHOOL SUSPENSIONS

A In-school suspension is the suspension of the student's normal instructional activities by the superintendent or school principal due to discipline reasons. The student attends school but is assigned a special placement that allows him/her to do schoolwork but does not specifically address the behavior(s) that resulted in discipline.

OUT-OF-SCHOOL SUSPENSIONS

An out of school suspension involves temporarily removing a student from school for violating school policies or rules. This includes the suspension of the student's normal instructional activities by the superintendent or school principal due to discipline reasons. Here are the key points about suspensions in Ohio:

- Duration: The school can suspend a student for up to 10 school days in a single school year (Ohio Revised Code 3313.66(A)).
- Review for Disabilities: If the school wants to suspend a student for more than 10 days, they must review the student's history to determine if a disability causes their behavior.
- Make-Up Work: Students have the right to make up schoolwork they miss during the suspension

SCHOOL SPONSORED FIELD TRIP

A "school sponsored field trip" refers to an educational outing organized by the school district. Here are some key points about field trips:

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- Purpose: These trips serve educational purposes, allowing students to learn beyond the classroom environment.
- Arrangements: Schools make proper arrangements with the business or organization at least two weeks in advance.
- Communication: Students inform other instructors whose classes might be affected by the trip.
- Inclusion: Field trips must be inclusive of students with disabilities, as required by Section 504 of the Rehabilitation Act of 1973.

Remember, these trips enhance students' learning experiences and provide valuable real-world context to their studies.

Business Rules

DETERMINING STUDENTS INCLUDED IN ATTENDANCE RATE AND CHRONIC ABSENTEEISM RATE

Neither rate utilizes the business rules for Where Kids Count (WKC) to determine whether a school or district is held accountable for a student. Rather, to be included in a school or district's rate, students must be enrolled and have at least 100 hours of **possible** attendance (i.e. they were enrolled for at least 100 hours). A student will count in all schools and all districts where they meet the enrollment threshold. For the detailed definitions, business rules, and specific student inclusion criteria see the Understanding Student Placement for Ohio's Differentiated Accountability Systems document. For detailed EMIS reporting and a description of the inclusion criteria, refer to Appendix A of the Understanding Student Placement for Ohio's Differentiated Accountability Systems.

EXPULSIONS

Expulsions are counted as attendance hours if the student is receiving instructional services from the school or district. If they are not receiving instructional services from the school or district, that time will not be included in the calculations of either the Attendance or Chronic Absenteeism Rate.

IN-SCHOOL SUSPENSIONS

In-school suspensions are counted as attendance hours.

OUT-OF-SCHOOL SUSPENSIONS

Out-of-school suspensions are counted as attendance hours if the student is receiving instructional services from the school or district. If they are not receiving instructional services from the school or district, the hours are counted as an unexcused absence.

SCHOOL SPONSORED FIELD TRIPS

School sponsored events outside the classroom are counted as attendance hours.

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STUDENTS ATTENDING SCHOOL LESS THAN FULL-TIME

Students attending school less than full-time should not be counted as being in attendance more than the portion of the day they are scheduled to attend. Fractional hours (up to two decimal places) are permitted.

AGGREGATE MEMBERSHIP

Sum of the hours for all students in kindergarten through twelfth grade (including grades 13 and 23), as well as students who reside in the district but attend a post-secondary institution, a board of Developmental Disabilities , or a non-public school at the resident district's expense.

ATTENDANCE HOURS

Actual number of hours the student was in attendance in the district during the time the student was enrolled in the district. This includes in-school suspensions, school sponsored field trips, and the number of hours a student received instructional services from the school district while expelled or serving an out-of-school suspension. While students are suspended, they can make up missed assignments if they are not receiving instructional services. but those hours do not count for attendance. Hours before the student enrolls or after the student withdraws from the district are not counted. Hours the students are absent due to personal illness, legal excuse, religious holiday, illness in the home, or any other reason are not counted as attendance hours.

STUDENT ABSENCE RATE

The student absence rate is the ratio of the total number of absence hours (excused or unexcused) during the school year to the number of total possible attendance hours for the student.

Attendance Rate

According to Ohio Administrative Code 3301-18-01, enrolled students' attendance rate is calculated as the ratio of the time they are present during the school year to the total possible attendance hours.

ATTENDANCE RATE - CALCULATION

The Attendance Rate calculation is the sum of the total aggregate hours of attendance divided by the total aggregate hours of all students.
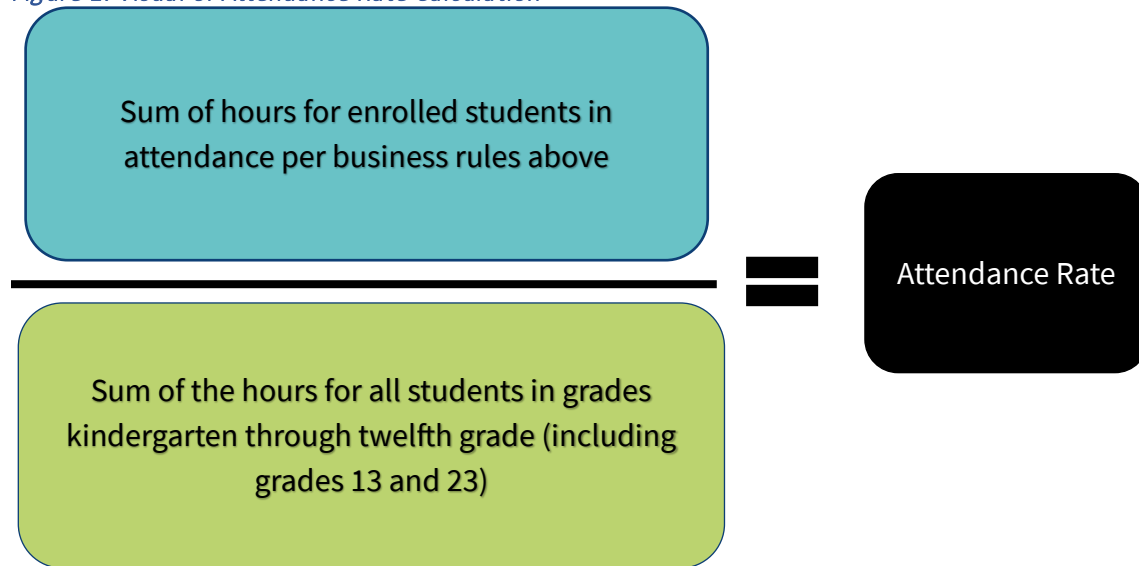
DENOMINATOR - AGGREGATE MEMBERSHIP

The denominator for the attendance rate is the sum of total attendance hours (hours the students were in attendance), excused absence hours, and unexcused absence hours for all students who meet the criteria listed in the Business Rules section of this calculation.

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The numerator for the attendance rate is the sum of total attendance hours for students who meet the criteria listed in the Business Rules section of this calculation.

Figure 1: Visual of Attendance Rate Calculation

Sum of hours for enrolled students in attendance per business rules above

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Sum of the hours for all students in grades kindergarten through twelfth grade (including grades 13 and 23)

= Attendance Rate

Chronic Absenteeism Rate

This is the percentage of students in a school or district who are deemed chronically absent. Students are chronically absent if they miss at least 10% of the possible attendance hours for any reason (excused or unexcused) based on the individual student absence rate as described below. This calculation is done by turning each student into a full-time equivalent (FTE) based on the number of hours they are enrolled. A student who is enrolled all year is 1.0 FTE. A student who is there less than the full year counts as a partial student based on the number of hours enrolled (e.g. – a student with half a year of enrollment equals 0.5 FTE). Students need at least 100 hours of possible attendance to be included in this calculation.

STUDENT ABSENCE RATE

The student absence rate is the ratio of the total number of absence hours (excused or unexcused) during the school year to the number of total possible attendance hours for the student as described above.

CHRONIC ABSENTEEISM RATE – CALCULATION

The chronic absenteeism rate, using the numerator and denominator as described above, is the percentage of students in a school or district that are chronically absent.

DENOMINATOR

The denominator of the Chronic Absenteeism Rate is the sum of FTEs for all students enrolled in the school or district that have at least 100 hours of possible attendance.

NUMERATOR

The numerator for the Chronic Absenteeism Rate is the sum of FTEs for students who are considered chronically absent, based on their individual absence rate, and have at least 100 hours of possible attendance.

Figure 2: Visual of Chronic Absenteeism Rate Calculation

$$\frac{\text{Sum of FTEs for chronically absent students who have at least 100 hrs. possible attendance}}{\text{Sum of FTEs for all enrolled students who have at least 100 hrs. possible attendance}} = \text{Chronic Absenteeism Rate}$$
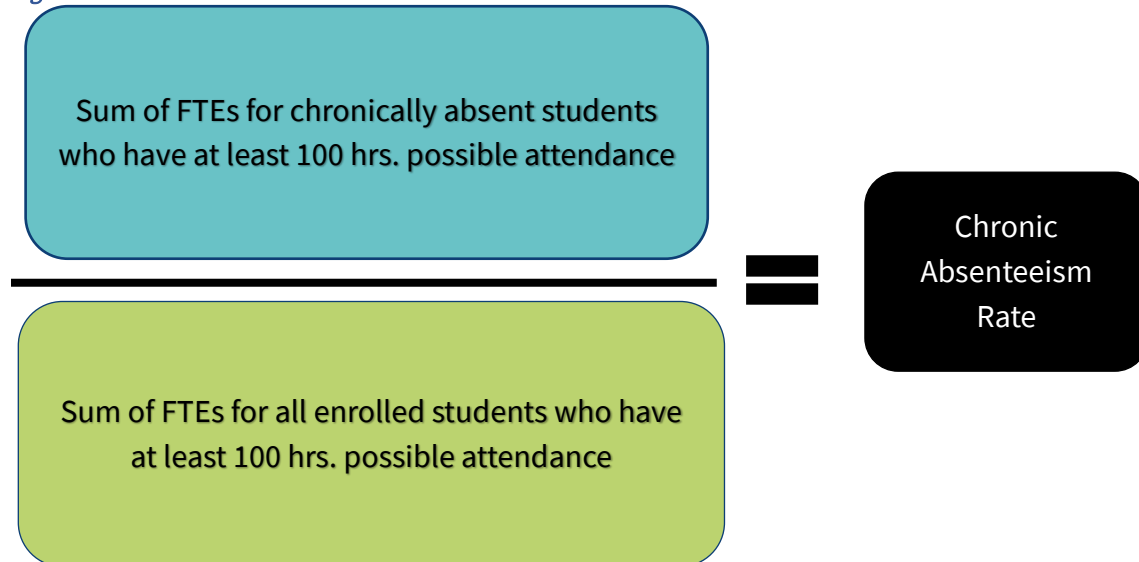
Chronic Absenteeism Improvement Indicator

The Chronic Absenteeism Improvement Indicator (Ohio Revised Code 3302.02(A)(3)) assesses schools and districts by comparing their chronic absenteeism rates against annual goals and benchmarks for year-over-year improvement. In the 2023-2024 school year, this indicator contributes up to five points to the Traditional Report Card Gap Closing Component. Schools or districts successfully meet the Chronic Absenteeism Improvement Indicator if they achieve or exceed the annual goal or demonstrate sufficient improvement from the previous year.

Once calculated, the Chronic Absenteeism Rate is used to determine whether a school or district meets the Chronic Absenteeism Improvement Indicator. The indicator can be met through two different pathways:

- **Meeting or exceeding the annual goal for chronic absenteeism**: In Ohio's pending Every Student Succeeds Act Plan with the U.S. Department of Education, Ohio set a long-term goal of reducing Ohio's chronic absenteeism rate to 5% by the 2030-2031 school year. As part of that state plan, Ohio also submitted a series of interim targets leading to the long-term goal. The 2023-2024 interim target is 18.3%. This means that a school or district will "meet" the indicator if their chronic absenteeism rate is 18.3% or lower.

CHRONIC ABSENTEEISM INDICATOR INTERIM AND LONG-TERM GOALS

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	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	24%	22.1%	20.2%	**18.3%**	16.4%	14.5%	12.6%	10.7%	8.8%	6.9%	5.0%

Table 1: Interim and Long-Term Goals

- **Meeting an improvement standard relative to the starting point of the school or district via absolute or relative improvement:** If the school or district's prior year chronic absenteeism rate is less than 36.7%, then the school or district can meet the indicator by reducing their rate by 3 percent, also known as relative improvement. If a school or district's prior year chronic absenteeism rate is 36.7% or higher, they can meet the indicator by improving their rate by 1.1 percentage points, also known as absolute improvement. The reason behind this is that 36.7% is the point where a 3 percent reduction is equal to 1.1 percentage points. This means that any prior-year percentage of greater than 36.7% will require the school or district to improve by more than 1.1 percentage points. Capping the improvement threshold at 1.1 percentage points, allows for attainable improvement for all districts and schools – regardless of their baseline or prior-year rates.

Table 2: Improvement Standard

PRIOR YEAR CHRONIC ABSENTEEISM RATE	IMPROVEMENT STANDARD
36.7% or higher	1.1 percentage points
Lower than 36.7%	3%

- *Absolute when prior year is 36.7% or greater*: A school or district will meet this pathway if it shows a reduction of at least 1.1 percentage points from one year to the next (see example below).

Table 3: Example of Districts needing 1.1 percentage points to show improvement

District	2022-2023 Rate	2023-2024 Rate	Actual Change	Met
District 1	40.1%	39.0%	-1.1 points	**Yes**
District 2	38.3%	37.9%	-0.4 points	**No**
District 3	39.6%	34.8%	-4.8 points	**Yes**

- *Relative when prior year is less than 36.7%*: To help schools/districts as they approach the target, this calculation will allow a school/district to meet the indicator if it reduces its chronic absenteeism rate by 3%. Note this is a percent reduction not a points reduction (see example below).

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Table 4: Example of Districts needing 3% to show improvement

District	2022-2023 Rate	2023-2024 Rate	What is a 3% Reduction From the 2023-2024 Rate?	Actual Change	Met
District 4	25%	24.25%	-0.750% (25% x 3%)	-0.75	**Yes**
District 5	19.9%	19.1%	-0.597% (19.9%x 3%)	-0.8	**Yes**
District 6	15.1%	14.9%	-0.453% (15.1% x 3%)	-0.2	**No**

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Understanding Student Placement for Ohio's Differentiated Accountability Systems

Where Kids Count Methodology and More

2023-2024 School Year

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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
7/09/2024	FY24	Updated definition of Modified Full Academic Year and Appendix A
6/5/2024	FY24	Added Enrolled Student definition and updated Appendix A to refer to the FTE Report Explanation to determine EMIS coding for enrolled student
6/5/2024	FY24	Added Instructional Services definition
6/5/2024	FY24	Updated EMIS coding for enrolled students to reflect the FTE funded students from FTE Detail AND enrolled CTE students to reflect the CTE FTE funded students

OHIO REVISED CODE and OHIO ADMINISTRATIVE CODE require districts to report data to EMIS and to verify and approve all EMIS data. Data 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 the data is final and the Report Cards are released. **The SDC is the main resource districts should use to review Report Card data.**

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Introduction

This comprehensive educational accountability guide plays a crucial role in addressing the fundamental question: "Does this student count on the report card?". It serves as a valuable roadmap for educators, administrators, and policymakers, guiding them through the intricate processes that ensure accurate representation of students in our state's accountability calculations.

This guide includes the following elements:

Definitions: This guide provides clear and precise definitions related to educational outcomes. These definitions help establish a common understanding among stakeholders, ensuring consistency in how student performance is assessed.

Business Rules: It outlines specific rules and guidelines that govern the inclusion or exclusion of student data. These rules help maintain fairness and accuracy in the accountability system.
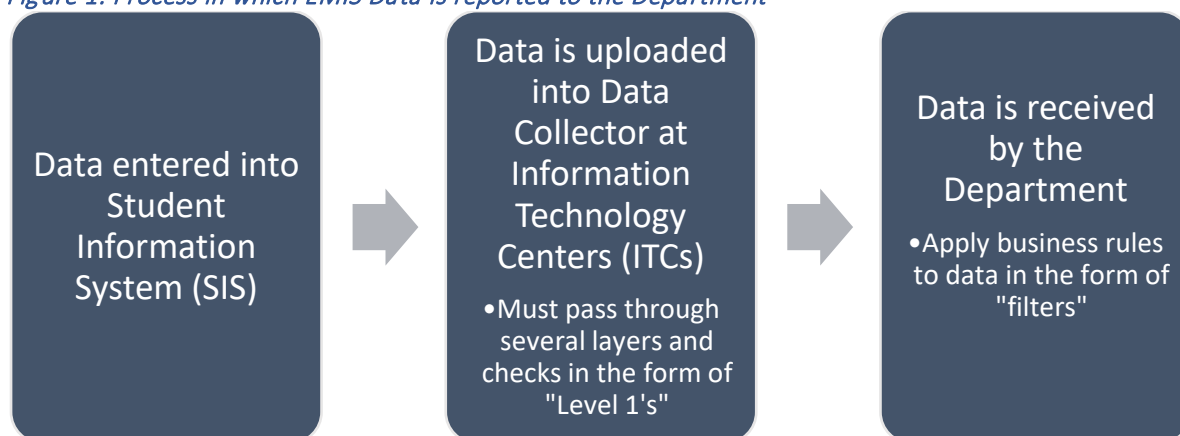
Inclusion and Exclusion Criteria: Educators and administrators can refer to this guide to determine which students should be included in the report card calculations. It clarifies scenarios where certain students may be excluded due to specific circumstances.

Transparency and Trust: By providing transparency into the measurement of educational outcomes, this guide fosters trust in the system. When stakeholders understand the processes and criteria, they are more likely to have confidence in the reported results.

Improving Educational Outcomes: Ultimately, the purpose of this guide extends beyond data collection. It aims to leverage accurate information to drive positive educational outcomes. By analyzing the data, identifying trends, and making informed decisions, policymakers and educators can enhance the learning experience for all students.

Remember, an accountable and transparent system benefits everyone involved—students, educators, and the community at large.

Figure 1: Process in which EMIS Data is reported to the Department

Data entered into Student Information System (SIS)

→

Data is uploaded into Data Collector at Information Technology Centers (ITCs)
•Must pass through several layers and checks in the form of "Level 1's"

→

Data is received by the Department
•Apply business rules to data in the form of "filters"

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The purpose of these filters is to determine:
- Whether students are included at the building, district, or state level
- Which students should be included in each calculation and total

Definitions/Student Populations

TRADITIONAL PUBLIC DISTRICT/SCHOOL

In Ohio, public school districts are funded by public tax dollars. All school-age children in Ohio are entitled to attend the public schools in the district of their residence without charge. These districts serve as the primary educational entities within the state, providing education to students from kindergarten through high school. Different types of school districts in Ohio include:

- **City School Districts**: These districts serve urban areas and are typically located within city boundaries.
- **Exempted Village School Districts**: These districts are exempted from county boards of education. They operate independently and have their own governance structure.
- **Local School Districts**: Local school districts remain under county school board supervision. They serve specific geographic areas and provide education to students within those boundaries.

Ohio Revised Code 3302.03 requires the Department to create a report card for each school district and building. Report cards for districts and schools are known as **Traditional Report Cards**.

STEM DISTRICT/SCHOOL

STEM (Science, Technology, Engineering, and Mathematics) education in Ohio is a learner-centered approach that provides students with a problem-based, transdisciplinary, and personalized learning experience. It integrates foundational practices and skills from core disciplines such as **Science, Technology, Engineering, the Arts and Humanities, and Mathematics**. Here are some key points about STEM education in Ohio:

- **Holistic Learning:** STEM education challenges students to think critically, design solutions, and make evidence-based explanations through real-world, authentic learning experiences. It goes beyond traditional subject boundaries and encourages cross-disciplinary thinking.
- **Pathways to Success:** STEM education creates meaningful pathways to post-secondary success for K-12 students. By fostering partnerships and career exploration with community entities, it prepares students for future endeavors.
- **Inclusivity and Relevance:** STEM Education aims to engage students at every level, accelerate learning through innovative approaches, and provide culturally responsive experiences. It encourages the development of life skills such as empathy, collaboration, communication, and critical thinking.
- **STEM and STEAM Designation:** The Ohio STEM and STEAM School Designation recognizes schools that exemplify STEM and STEAM education. These designated

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schools employ highly effective teachers, have well-established community partnerships, and prepare students for post-high school success.

In Ohio, there are **STEM and STEAM Designated Schools** that meet specific criteria outlined by the Ohio Quality Model for STEM and STEAM Schools. The goal is to foster intellectual, entrepreneurial, and technical talent through design thinking, contributing to Ohio's future economic growth and prosperity. Ohio Revised Code 3302.03 requires the Department to create a report card for each school district and each school building, including STEM schools. STEM schools receive a **Traditional Report Card**.

COMMUNITY SCHOOLS

Community Schools are public schools that offer additional choices for families seeking non-traditional K-12 educational settings for their children. A community school can be online, or site based. Listed below are some key characteristics of community schools:

- Nature and Funding:
  - Community schools are public, nonprofit, and nonreligious institutions.
  - They receive state and federal funding.
  - These schools operate independently of traditional school districts.
- Independence and Choice:
  - Community schools are independent of any school district.
  - Families can choose community schools as an alternative to traditional public schools.
  - They provide tuition-free education for Ohio students.
- Sponsors and Contracts:
  - Sponsors play a crucial role in community schools.
  - They ensure that schools adhere to their contracts.
  - Sponsors make important decisions, including whether to renew contracts with community schools.
- Types of Community Schools:
  - **Start-up community schools**: Newly established schools.
  - **Conversion community schools**: Previously traditional public schools that converted to community schools.
- Empowering Parents:
  - Ohio parents have the power to choose the best educational option for their child(ren).
  - Community schools provide a tailored education experience that recognizes that one size doesn't fit all.

Ohio Revised Code 3302.03 requires the Department to create a report card for each school district and each school building, including community schools. Community schools receive a **Traditional Report Card**.

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DROPOUT PREVENTION AND RECOVERY COMMUNITY SCHOOL

In accordance with Ohio Administrative Code (OAC) 3301-102-10, a community school is considered a dropout prevention and recovery school if any of the following applies:

- The community school operates a drug recovery program in cooperation with a court.

OR

- The community school serves most of the enrolled students through a dropout prevention and recovery program operated by the school that meets the following criteria:
  o The program only serves students older than sixteen years of age and less than twenty-one years.
  o At the time of initial enrollment, students are at least one grade level behind their cohort age groups or experience crises that significantly interfere with their academic progress. These conditions are not mutually exclusive. They do not allow students to continue their education in traditional programs.
  o The program requires students to attain at least the applicable score designated for each of the assessments prescribed under division (B)(1) of section 3301.0710 of the Revised Code or, to the extent prescribed by rule of the state board of education under division (B)(2) or (D)(5) of section 3301.0712 of the Revised Code.
  o The program develops an individual career plan that specifies the student's matriculating to a two-year degree program, acquiring a business and industry credential, or entering an apprenticeship.
  o The program provides counseling and support related to the plan developed under division (A)(4) of section 3314.26 of the Revised Code during the remainder of the student's high school experience.
  o The program's instructional plan demonstrates how the academic content standards adopted by the state board of education under section 3301.079 of the Revised Code are taught and assessed.

OR

- The community school is a conversion community school whose sponsoring district has received a waiver from having the school's academic data rolled up into the district's local report card. because The school primarily enrolls students between sixteen and twenty-two years of age who dropped out of high school or are at risk of dropping out due to poor attendance, disciplinary problems, or suspensions.

Ohio Revised Code 3314.017 requires the Department to create a report card for each Dropout Prevention and Recovery School. The Department refers to these report cards as **Dropout Prevention and Recovery Community School Report Cards (DPR)**.

CAREER TECHNICAL PLANNING DISTRICT

In Ohio, a Career-Technical Planning District (CTPD) is a local education agency configuration that meets the minimum requirements of law and subsequent standards to offer state-sanctioned career-technical programming. These districts play a crucial role in providing career and technical education (CTE) to students within their member districts. CTPDs serve

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as key partners in meeting Ohio's vision for each student by focusing on career readiness and equitable outcomes for all students. They handle administrative duties related to CTE programs and ensure that students receive coherent and rigorous content aligned with academic standards and relevant technical knowledge and skills. CTPDs collaborate with schools, educators, and industry partners to prepare students for further education and careers in current or emerging professions.

Ohio Revised Code 3302.033 requires the Department to create a report card for each Career-Technical Planning District. The Department refers to these report cards as **Career Technical Planning District Report Cards (CTPD)**.

ENROLLED STUDENT

A student who generates Base FTE and that meets the requirements defined in ORC 3317.03.

FULL ACADEMIC YEAR

When a student is continuously enrolled in the building/district from the Friday of the first full week of October (used to be October Count Week) through March 31.

NOTE: if the school year ends prior to the relevant *Majority of Attendance* date, then the *Majority of Attendance* end date is the last day of the school year. In addition, if a school year starts after the Friday of the first full week of October, the *Majority of Attendance* start date is the first day the school is open.

MAJORITY OF ATTENDANCE IRN

The Majority of Attendance IRN definition has the same definition as the *Full Academic Year*. The Department uses the *Majority of Attendance Element (FN220)* to determine if the student meets the *Full Academic Year* at the building/district level. The following steps are taken to determine if the student meets the *Full Academic Year* criteria at the building level, and then at the district level:

- If the *Majority of Attendance Element (FN220)* is a building within the district, then the student meets the *Full Academic Year* criteria at the building level.
- If the *Majority of Attendance Element (FN220)* is the district IRN, then the student meets the *Full Academic Year* criteria at the district level, but not at a building level.
- If the *Majority of Attendance Element (FN220)* is = ******, then the student does not meet *Full Academic Year* criteria at either the building or district level for the reporting district.

ACCOUNTABILITY IRN

In the *Accountability IRN Element (FN140)*, a district may enter the IRN of a specific building within their district to be accountable for a specific student's performance results when one of the following criteria are true:

- The student was enrolled in a building for a *Full Academic Year*.
    AND
- The student was simultaneously enrolled in two or more buildings in the district.

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OR

- The student participates in a special program in another building other than the building that is in the *Majority of Attendance Element (FN220)*. An example of this would be a student with a disability who attends a different building because the special program that he/she attends is housed in that building. If the district does not enter an IRN in the *Accountability IRN Element (FN140)*, the student would be included in the results of the building where that special education program is located. However, the district may enter the IRN of the building that the student would otherwise attend if the student were not in that special program (the resident building IRN) and in such cases, the student would then count at the resident building.

NOTE: It is not necessary for districts to manually enter the *Accountability IRN* if the student is not enrolled in a building within the district for a *Full Academic Year* but was enrolled in the district. ONLY a building IRN of a building within the district can be entered into the *Accountability IRN*. An IRN of another district should never be entered.

USE OF ACCOUNTABILITY IRN

If the *Full Academic Year* criteria are met at the building level, and the district has entered another building IRN in the *Accountability IRN Element (FN140)*, then the Department will use the *Accountability IRN Element (FN140)* to determine in which building the student's attendance data and test results will be included (this does not apply to the participation rate; for this calculation students always are attributed to the school where they are educated during the test window).

REPORTING IRN

The *Attending Building IRN Element (FS160)* reported by school districts on the *Student Standing (FS) Record* is considered the *Reporting IRN.*

NOTE:

- If a city, local or exempted village district is instructing and reporting the student, then this IRN must belong to a public-school building located within the district.
- When a district is not instructing the student, the building IRN where the student would have been enrolled in the district is reported.
  - EXCEPT in cases in which "How Received" is a student:
    - Attending Nonpublic School
    - Receiving non-instructional, supplementary, or related services
    - Court Placed excluding foster care
    - Non-court ordered placement in institutions
    - Pre-school evaluated only.
      NOTE: In these cases, the district's IRN can be used as the *Attending Building IRN Element (FN160)* value.

  - For ESC's reporting students, the IRN of the ESC is to be used in the *Attending Building IRN Element (FN160)*.

EXTENDED FULL ACADEMIC YEAR

When a student is continuously enrolled in the building/district from the Friday of the first full week of October (used to be October Count Week) through March 31 and stays enrolled in the school or district through the end of the school year. This ensures the school or district has the full opportunity to serve the students and prepare them to meet a pathway to promotion.

MODIFIED FULL ACADEMIC YEAR

Student is continuously enrolled in the building/district from the Friday of the first full week of October (used to be October Count Week) through March 31 of the **prior year** and continues enrollment into the current year to be required to take the reading diagnostic at the same school or district. This ensures the school has the full opportunity to provide the supports needed to help struggling readers become on track with their reading.

CAREER TECHNICAL EDUCATION

Career and technical education (CTE) describe organized educational activities that offer a sequence of courses:

- To provide individuals with coherent and rigorous content aligned with challenging academic standards. Content includes relevant technical knowledge and skills to prepare for further education and careers in current or emerging professions
- To provide technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and
- May include prerequisite courses (other than a remedial course) to meet the requirements of this subparagraph; and
- Include competency-based applied learning that contributes to the academic knowledge, higher- order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

CAREER TECHNICAL EDUCATION WORKFORCE DEVELOPMENT PROGRAM

The definition of CTE Programs is embodied in the definition of career and technical education in the *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*. A workforce development program of study at the secondary level requires local recipients to:

- Offer a minimum of four secondary career-technical courses.
- Identify at least one opportunity for secondary students to receive articulated or transcribed college credit.
- Identify the appropriate academic courses needed for success in the career pathway
- Specify an example set of aligned postsecondary courses in the pathway.

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CAREER TECHNICAL EDUCATION WORKFORCE DEVELOPMENT COURSE

A workforce development course addresses some of the content standards of a workforce development program and in general contains content provided in a shorter time period (e.g., 60-280 hours). To be funded as a CTE workforce development course, it must be aligned to a state-approved CTE program of concentration via an approved CTE-26 application. Courses are limited to those with curriculum codes indicating the course is a CTE Non-Workforce Development based anchor course, CTE Workforce Development placement anchor course, CTE Workforce Development based anchor course, or CTE College Credit Plus course.

GRADUATE

A student who has successfully completed graduation requirements and finished formal secondary education.

HIGH SCHOOL DROPOUTS

Students reported with a *Withdrawal Reason Element (FS100)* **= 7x** are considered dropouts. Those withdrawal reasons include:

- Withdrew Due to Truancy/Nonattendance
- Pursued Employment (Work Permit Superintendent Approval on file)
- Over 18 Years of Age
- Moved Not known to be continuing
- Student Completed Course Requirements but did NOT pass the appropriate statewide assessments required for graduation.

In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates:

- The student completed course requirements but did not take the appropriate statewide assessments required for graduation.
- Non-Attendance According to the 72-Hour Rule
- Withdrew due to ORC §3314.26 (non-tested)
- Withdrew due to ORC §3314.261(C) (non-attendance at internet-based community schools), or
- Student eligibility changed; district does not know where education will be continued.

STUDENTS REPORTED IN ERROR

Students reported with a *Withdrawal Reason Element (FS100),* indicates the student was reported in error by the school or district. These students never should have been reported.

If the student was not enrolled in the district in the prior year and—despite having completed enrollment paperwork—has not attended at all in the current year (no Admission Date to report), then *Withdrawal Reason Element (FS100)* **= 81** is reported in the current year. This indicates there was no enrollment for the student. Note that an 81-withdrawal record for this student is only required if the student has been reported to EMIS via an FS Record showing an

enrollment. If an 81 withdrawal is reported and the student enrolls later and attends the district in the same school year, the 81 records should no longer be reported.

TRANSFERS IN

These are students who transfer to an Ohio public school during their high school years (Grades 9-12). When a student enters the public school system for the first time, grade placement is a local decision. Students are placed in the appropriate cohort based on the *Fiscal Year that Student Began Ninth Grade Element (FN110)* reported in the year they transfer. Note that if a student transfers after the first Friday in October, their *State Equivalent Grade Level Element (FD090)* will be used. They will be assigned a cohort based on the grade reported in the following year.

REINSTATED TRANSFERS

Students reported as transferring to another Ohio Public School, who subsequently are not reported as admitted to a receiving public district. These students remain in the cohort of the district from which they withdrew. This includes students that the district withdrew and the new school enrolled. At later time, the receiving district reports a Withdrawal code indicating the student was reported in error.

TRANSFERS OUT

Students reported with a Withdrawal Reason element, indicates the student transferred to another school and is continuing education outside of Ohio, at another district in Ohio, at a private school, through Home Education, through Court Order/Adjudication, or outside of the United States.

The Department also removes students who are reported as deceased from the calculation. Home Educated students who are not graduating from the district can be removed from the calculation using Withdraw Reason Transferred to Home Education. Note that students coded with a transfer code indicating they are transferring to another Ohio School District must be picked up by another school or district to be removed from the withdrawing entity's graduation rate. Students who are not reported by some other public school or district become *reinstated transfers,* which is defined above.

NON- RESIDENT SPECIAL EDUCATION COOPERATIVE STUDENT

Students with disabilities being educated via a cooperative agreement in a district other than the district of residence (or sending district).

COURT-PLACED OR PARENT-PLACED IN AN INSTITUTION STUDENT

Students who are court-placed or parent-placed in an institutional setting served by a district includes:
- Court ordered institutional placements other than foster care
- (Jail and residential treatment centers

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- Court-ordered placements into facilities defined by [Ohio Revised Code §2151.65](#) or [§2152.41](#)
- T Reporting district is educating the student
- Institutional placements that are not court ordered or foster care, such as those by parents.

AUTISM OR JON PETERSON SCHOLARSHIP STUDENT

Students participating in the [Autism Scholarship or Jon Peterson Scholarship](#).

ENGLISH LEARNERS

In Ohio schools, a student is considered an [English learner](#) if the Language Usage Survey indicates a primary or home language other than English and the student's Ohio English Language Proficiency Screener (OELPS) results indicate the student is not proficient in English. Ohio's public districts and schools are required to identify and serve students who are English learners.

Beginning in the 2015-2016 school year, English learners who have been enrolled in U.S. schools for no more than two school years (*English Learner Status Element (FD170)* **= L** or **S**) will be removed from all proficiency calculations (Gap Closing, Indicators, Performance Index Score and Early Literacy).

Prior to 2016, students were exempt only during their first year in a U.S. school. This change was implemented in Ohio's Every Student Succeeds Act (ESSA) Plan. In return, Ohio agreed to test first-year English learners in all subjects and use the results in the growth calculation (Progress component). In prior years, first-year English learners were exempt from taking the state's English language Arts (ELA) and reading diagnostic assessments. This first year exemption is no longer in place, and English learners participate in all tests for their enrolled grade level. Students with an *English Learner Status Element (FD170)* **= L** or **S** in [EMIS](#) are included in their school and district's Gap Closing participation rate calculations for both ELA and math.

In addition, students identified and reported as English learners must take the Ohio English Language Proficiency Assessment (OELPA) or Alternate Ohio English Language Proficiency Assessment (Alt-OELPA) annually. They are included in the [English Language Proficiency Improvement Indicator](#) calculation after they have two consecutive years of tests. The assessment has to be the same for both years (e.g., both OELPA or both Alt-OELPA) in order to calculate student growth.

Per Ohio's ESSA plan and beginning with the 2017-2018 school year's data, students who exit English learner status are included in the English learner subgroup for four school years after they are reclassified (exited). This was a change from previous calculations. In 2016-2017 and earlier, a student was included in the English learner subgroup for only two years after exiting English learner status.

A student exits English learner status when they attain an overall proficiency level *of* Proficient (i.e., performance level rating of four and/or five on all nonexempt OELPA domain tests or performance level ratings of three and/or four on all nonexempt modalities of the Alt-OELPA). The Department uses students' OELPA and Alt-OELPA results and their *English Learner Status Element (FD170)* to determine when a student exited English learner status. Students are included in the English learner gap closing subgroup calculation every year they are coded as an English learner (English Learner Status Element (FD170) **= L**, **S**, or **Y**). This occurs throughout the four years immediately following the year they exited English learner status. Example: Student meets criteria and exits in the 2023-2024 school year. The ELA state assessment scores will be included in the English learner subgroup for that year and for 2024-2025, 2025-2026, 2026-2027, and 2027-2028 school years.

FOREIGN EXCHANGE STUDENTS

An Ohio foreign exchange student is a high school student who travels from a foreign country to live and study in Ohio, as part of an exchange student program. These students attend classes at a local high school as part of their current course of study.

CTE PARTICIPANT (PERKINS V)

A secondary student who has completed one or more workforce development courses in any CTE pathway. To be a CTE Participant, a secondary student must also have been funded in the state approved CTE workforce development course. Students who are not funded are not considered CTE Participants.

CTE CONCENTRATOR (PERKINS V)

The federal Perkins V act changed the definition of a CTE Concentrator. In preparation for the implementation of Perkins V, beginning in the 2018-2019 school year, the Department began identifying students as Concentrators under the Perkins V definition. The new definition includes students who completed two or more CTE workforce development courses within a single pathway. CTE workforce development courses of 120 hours or more count towards concentrator status. Two workforce development courses of 60 hours count as one course. Courses may be taken in one or more districts and years. To be considered a concentrator in the current year, at least one course must have been completed in that reporting year. These students may not have been identified as CTE Concentrators by a district in EMIS.

Ohio has a "once identified, always identified" rule for CTE Concentrators for accountability purposes. Once identified, students remain a CTE Concentrator for the rest of their schooling, even if they do not continue working to complete a CTE pathway. Districts report students as concentrators in the year they achieve concentrator status, and any subsequent year a course aligned to their program is completed. Programs of concentration are not reported in years that students are not active in their CTE pathway. Only one program of concentration can be reported each year.

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Although districts self-report students as CTE Concentrators, it is important to understand the Ohio Department of Education and Workforce (DEW) checks the data to ensure accurate reporting. Each program of concentration has a list of aligned courses. DEW verifies the CTE program of concentration, and the courses reported for each student to ensure there is alignment in the year the concentrator status is reported. A student is not included in calculations (on the CTE report card) if there is no alignment between the program of concentration and the courses which the student completed.

Furthermore, students who achieve CTE concentrator status and are not reported by the educating entity will be derived as CTE concentrators under Perkins V. These students will be included in accountability calculations for the program in which they are derived. Districts should carefully review Concentrator reports each year to ensure accuracy of reporting.

When one or more programs of concentration are derived in EMIS and not reported by the educating district, the Department will apply the following tie-breaker rules based on the following criteria.:
- Criteria A: When only one program of concentration is derived, that program of concentration will be chosen.
- Criteria B: When more than one program of concentration is derived, the Department will choose the program of concentration among those derived for the student:
  - First-the program that was reported for the student by the district in the prior year. If none of the derived programs were reported

  then
  - Second- The program that was reported for the student by any district in the prior year. If none of the derived programs were reported

  then
  - Third- The program in which students have the greatest number of aligned courses. If the student has the same number of aligned courses across the programs

  then
  - Fourth- The program in which the student has taken the greatest number of aligned *CTE Technical Assessments (GY) Record* (if the student has taken the same number of CTE Technical Assessments across the derived programs

  then
  - Fifth- The program that comes first when sorted alphabetically.

CURRENT YEAR CONCENTRATOR
A student is considered to be a concentrator in the year CTE Concentrator status is earned. This continues into any subsequent year a workforce development course aligned to the program of concentration is completed. Students can be concentrators in multiple Lea's and are included in the calculation for each district.

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CTE CONCENTRATOR WHO LEFT SECONDARY EDUCATION

A CTE Concentrator Who Left Secondary Education is a secondary student who was a CTE Concentrator and is no longer enrolled in secondary education. For example, a CTE Concentrator who graduated or otherwise left high school. Students who were CTE concentrators in more than one LEA during their secondary education are only included in the follow-up file of the LEA in which they were most recently a CTE concentrator. Students who were concentrators in more than one LEA in their final year of their CTE program are included in the follow-up file of the LEA with the highest CTE FTE for the student.

Business Rules

There are business rules that apply system wide, **Where Kids Count** (WKC), and business rules specific to a single calculation. Since multiple entities can report the same student, the system-wide business rules or "filters" are designed to determine which students count at which level and entity for each measure and component.

WHERE KIDS COUNT (WKC)

The main system wide business rules are based on records effective March 31, 2024. This date was used for the first time for the 2014-15 report card. Previously, the student's status on the last day of school or date of withdrawal was used. Students will count at the receiving or educating building/district based on the following criteria:

- Students that are receiving instruction, in whole or part, from the reporting district
- Student is a resident of the district
- Unauthorized student (e.g.: Student is resident outside of Ohio)
- Non-resident student residing with grandparent
- Non-resident student in his/her senior year,
- Open-enrolled student from another Ohio district,
- Non-resident student with a parent who is a district employee,
- Foster placed student,
- Non-foster court placed student,
- Foster placed student open enrolled out to another district,
- Non-foster, non-court placed student,
- Student attending STEM district,
- Student attending community school,
- Jon Peterson Scholarship Program Participant,
- Non-resident student attending through superintendent agreement,
- Non-resident student attending under Title I public school choice,
- Student placed in Department of Youth Services (DYS) if they meet the *Full Academic Year* criteria at the building/district.

NOTE: Any students still being educated through Title I Public School Choice (How Received **=** W) will be included in the totals in the building and/or district at the educating district if *Full Academic Year* criteria is met.

- 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 unless the school is designated as a dropout recovery and prevention school.
    - If the Community School is a Start-Up Community School, the students will NOT be included in any traditional school district's accountability calculations unless the community school and traditional school district have filed a "District Roll-Up of Affiliated New Start-Up Community School Performance Data FY2024" through the Office of Accountability.
- Students attending a STEM district (How Received = K) count at the STEM school for accountability. For district accountability, the student is moved to the resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district.
    - STEM providers who direct the operations of more than one STEM school are required to receive a report card that aggregates the data for all the schools. Thus, students attending a STEM school that is part of a group of schools (overseen by a single provider) will have their data included in the accountability calculations of the provider as well as the STEM building and either the district of residence or educating district.
- Students who are sent to career-technical education via a contractual arrangement will count at the building/district of residence if they meet the *Full Academic Year* criteria. The student must attend one of these schools:
    - Joint Vocational School District (JVSD)
    - County Board of Developmental Disabilities (BDD)
    - non-public school at district expense or a state school
    - state school (OSB or OSD)
    - Postsecondary Institution (College Credit Plus or Proprietary Institution program participant)

NOTE: Community school students attending a resident district career technical program count at the community school where enrolled.

- Students who have been expelled after March 31st but met all other Full Academic Year Criteria will count at the building /district level.
- Students who have been expelled before March 31st but are still receiving instruction and meet all other Full Academic Year Criteria will count at the building/district level.
- Students who have been expelled before March 31st and are not receiving education or services during the expulsion will count only at the state level. They have not met Full Academic year criteria.
- Non-resident students who are attending a special education cooperative will have a **Where Kids Count** IRN (How Received IRN) if the student meets the *Full Academic Year* criteria in the educating district**.**

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NOTE: These students will count in the educating (receiving) school and district for the Gap Closing participation rate calculation used to adjust the final points for the Gap Closing component.

- Students placed in an institution, regardless of who placed them (court ordered or parent placed) will not count in building or district level of the following reports:
    - Achievement Component
    - Progress Component
    - Gap Closing Component except participation rate
        - They are expected to take the appropriate assessments to be included at the educating building/district level for the Gap Closing participation rate calculation.
    - Graduation Component
    - Early Literacy Component
    - College, Career, Workforce, and Military Readiness Component

NOTE: These codes are used for students who are institutionally placed, not for students who are placed in foster homes or court placed with a relative.

- If a student attend and/or takes a statewide test in a public district participating in the Autism Scholarship or Jon Peterson Scholarship, they will count at the state level for these calculations.
- English Learners (EL) who have been enrolled in U.S. schools for no more than two school years will be removed from all proficiency calculations (Gap Closing, Indicators, Performance Index Score and Early Literacy).

NOTE: These students will count at the educating district for the Gap Closing participation rate calculation used to adjust the final points for the Gap Closing component.

    - These students must take the Ohio English Language Proficiency Assessment (OELPA). The scores are included in the English Language Proficiency Improvement Indicator calculation once they have two years of test scores.
    - For the purpose of determining who is included in the EL subgroup for the various gap closing calculations, students will be included in the subgroup for the year they exit EL status and four years immediately following the exited year.
- Foreign exchange students who have been enrolled for less than 180 days will count at the state level for proficiency calculations. They are expected to take all assessments (assigned to their enrolled grade level) and included in the district's participation rate. Foreign exchange students can be exempted from American history and government EOC exams if they meet certain criteria. Rule 3301-16-04 - Ohio Administrative Code | Ohio Laws. If a Foreign exchange student's SSID is found in a prior year and the student meets **Where Kids Count** criteria, they will count at the district/building level.
- Students who only receive special services from a district are not included in the accountability calculations for the reporting district or building.

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EXTENDED WKC

When a student meets the [WKC criteria](#) above and *[Extended Full Academic Year](#)*.

MODIFIED WKC

When a student meets the [WKC criteria](#) above and *[Modified Full Academic Year](#)*.

STUDENT GROUP WKC

When a student meets the WKC criteria above and belong to one of the following Student Groups utilized in Gap Closing Component:

- o Gifted
- o Economic Disadvantaged
- o Students with a Disability
- o English Learners
- o Black
- o American Indian or Alaskan Native
- o Asian/Pacific Islander/Native Hawaiian
- o Hispanic or Latino
- o Multi-Racial
- o White

ADJUSTED GRADUATION COHORT

COHORT PLACEMENT

Students are placed in the appropriate graduation cohort based on the grade level reported in the first year reported in any public school with a grade of nine (09) or higher. Cohort placement (also called Graduating Class placement) is done annually in early October to comply with federal reporting requirements.

Students who enroll in an Ohio public school after the October deadline are assigned to their graduating class the following year.

- o For example, if a student enrolls as a ninth grader on November 1, they will not be assigned to that year's ninth grade cohort. Instead, they will be assigned to a graduating class based on the grade level reported at the beginning of the following year. If this student advances through high school at a normal pace, they will be reported with a grade of 10 in September of the following year. They will be placed in the same graduating class as if they had entered the Ohio public school earlier in their 9th grade year.

This calculation uses two different elements, *State Equivalent Grade Level Element (FD090)* and *Fiscal Year that Student Began Ninth Grade Element (FN110)*, to assign students to the correct graduating class. For students who were enrolled in an Ohio public school in the year prior to the cohort assignment, the calculation uses the *State Equivalent Grade Level Element (FD090)* to place the student in the correct graduating class.

- o For example, a student with a *State Equivalent Grade Level Element (FD090)* **= 08** in the prior school year and 09 in the current school year, will be placed in the cohort four

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years (expected graduation) from the year the data was reported. The *State Equivalent Grade Level Element (FD090)* **= 09** will be used to drive that assignment.

On the other hand, if a student was not reported by any Ohio public school in the year prior to the assignment, the *Fiscal Year that Student Began Ninth Grade Element (FN110)* is used. The table below shows the graduating class students are assigned based on the year the district reports the student began ninth grade. Note the year reported in the element reflects the end of each school year, not the beginning. In other words, a district would use **2019** to report that a student began 9th grade in the fall of the 2018-2019 school year. Once a student is assigned a graduation cohort, it will not change, regardless of the situation.

Table 1: Graduation cohort assignment based on Fiscal Year started 9th grade

FISCAL YEAR STARTED NINTH GRADE ELEMENT	GRADUATING CLASS
2019	2022
2020	2023
2021	2024
2022	2025
2023	2026
2024	2027
2025	2028
2026	2029
2027	2030

FINAL ADJUSTED COHORT
Students in the final adjusted cohort includes students who were placed into the cohort (see Cohort Placement above), as well as:
- Adding students who *Transfer In* later in ninth grade or the next three years
  AND
- Subtracting any students who *Transfer Out* or reported in error by the district or pass away during that same period.
NOTE: Students reported as transferring to another Ohio public school by a sending district must be reported as having been admitted to a receiving public district. Otherwise, the student will be returned to the sending district's cohort. This includes any students that another district has reported as a Student Reported in Error. In this document, these students are referred to as *Reinstated Transfers*.
NOTE: Students who are reported as *High School Dropouts* or non-graduates are not removed from the Graduation Cohort.

Graduation rates on a school or district's report card are lagged by a year so that summer graduates can be included:

Table 2: Cohort to Graduating Class

Cohort	Graduating Class

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4-Year Adjusted Graduation Cohort	Prior Year Adjusted Graduation Cohort
5-Year Adjusted Graduation Cohort	Two Years Prior Adjusted Graduation Cohort
6-Year Adjusted Graduation Cohort	Three Years Prior Adjusted Graduation Cohort
7-Year Adjusted Graduation Cohort	Four Years Prior Adjusted Graduation Cohort
8-Year Adjusted Graduation Cohort	Five Years Prior Adjusted Graduation Cohort

PRIOR SCHOOL YEAR GRADUATE

Students who graduated during the prior school year, including summer graduates, regardless of the year they were expected to graduate.

CTE CONCENTRATOR

PERKINS V

Perkins V defines a Career-Technical Education Concentrator as follows: "at the secondary school level, a student served by an eligible recipient who has completed at least two courses in a single approved *career technical education* program or program of study."

Course Completion

Completion of a CTE workforce development course is foundational in the definitions of CTE student populations under Perkins V. CTE students are considered as having completed a course when:

- They are funded in (**generated CTE FTE**) an approved CTE workforce development course (*Curriculum Code Element (CN310)* **= VN** (for JTC only), **VP**, **VT**, or **PS**).

  AND
  - They earned full or partial high school credit.

  OR
  - They were enrolled for 90% or more of the instructional hours of the course.

Note: Student grade level at the time of the course does not matter. Workforce development courses taken by middle grade students count towards concentrator status.

Calculating Scheduled Hours

A student is considered to be enrolled for 90% or more of the scheduled hours when the following calculation is greater than or equal to .90.

Numerator **=** (Student Course Days/Course Days Count) * (Scheduled Instructional Hour Count)

Denominator **=** Scheduled Instructional Hour Count Student Course Days.
The number of calendar days between the *Course Enrollment Start Date Element (GN160)* and the *Course Enrollment End Date Element (GN170)* as reported on the *Student Course (GN) Record*. Calendar days are based on the reported calendar assigned to the student. If a student has multiple *Student Standing (FS) Record/Student Attributes – Effective Date (FD) Record* combinations, then the Student Course Days will be further subdivided.

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Course Days
The number of calendar days between the *Course Start Date Element (CN280)* and the *Course End Date Element (CN290)* as reported on the *Course Master (CN) Record*. Calendar days are based on the reported calendar assigned to the student.

Scheduled Instructional Hour Count
The annual instructional hours a teacher spends for the course/subject reported on the *Course Master (CN) Record* with the *Length of Scheduled Instruction Element (CN100)*.

Calculating Full or Partial Credit
A student is considered to have earned full or partial credit in a course when at least one of the following is met for the course. As reported on the *Student Course (GN) Record*:
- *High School Credit Earned Element (GN150)* **= Y**

OR
- *High School Credit Earned Element (GN150)* **= P**
    - and *Partial/Override Credit Element (GN152)* **> 0**.

Calculating the Count of Completed Courses
The Office of Career Technical Education has defined one completed course to be calculated as:
- *Length of Scheduled Instruction Element (CN100)* must be a minimum of 120 days

OR
- Courses that have a *Length of Scheduled Instruction Element (CN100)* of 60 days but less than 120 days (same subject code), meet the definition of a completed course. They are added together to reach the 120 days minimum and count as one completed course.
- Courses count for a student across districts.

Only courses that meet all the conditions above may be included in a student's status of CTE Concentrator.

This calculation only applies to students who achieved concentrator status during the 2020 school year to present.

CTE CONCENTRATOR WHO LEFT SECONDARY EDUCATION CALCULATION
The population of CTE concentrators who left school, starts with any student identified as a concentrator, and enrolled in an Ohio public school in the prior year, **then**:

- Excludes any CTE Concentrator who is enrolled in the current year, as reported in district enrollment data, by the close of the **Initial Student (S) Collections** in EMIS.
- Excludes any CTE Concentrator in the following categories:
    - Withdrawn in the prior year (including summer withdrawals)
    - Transferred to Another School District Outside of Ohio

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- Transferred to a Private School (includes Ed Choice)
- Transferred to Home Education
- Transferred by Court Order/Adjudication
- Transferred out of the United States,
- Verified Medical Reasons Doctor's authorization on file
- Death
- Includes any CTE Concentrator (in the follow-up file) if they meet the following conditions:
  - Transferred to Another Ohio School District
  - Withdrew pursuant to Yoder vs. Wisconsin
  - Withdrew due to Truancy/Nonattendance
  - Pursued Employment/Work Permit
  - Over 18 Years of Age
  - Moved Not known to be continuing
  - Completed Course Requirements
  - Non-Attendance According to the 72-Hour Rule
  - Withdrew due to ORC §3314.26 (non-tested)
  - No Longer Eligible to be Enrolled in District
  - Completed high school graduation requirements

Students who were CTE concentrators in more than one LEA are only included in (the follow-up file) the LEA they were most recently identified. Students who were concentrators in more than one LEA in their final year of their CTE program are included in (the follow-up file) the LEA with the highest CTE FTE.

CTE ADJUSTED GRADUATION COHORT

The CTE Adjusted Graduation Cohort includes students who meet the Adjusted Graduation Cohort business rules outlined above as well as the CTE Concentrator business rules.

CHRONIC ABSENCE RATE

The Chronic Absence rate only includes students with at least 100 hours of possible attendance in the district or school (see Student Attendance technical document for additional information on this calculation). This is used for the Chronic Absenteeism Improvement Indicator of the Gap Closing Component.

TRADITIONAL PROGRESS

The Traditional Report Card Progress component utilizes the *Full Academic Year criteria* as well as the business rules set by our third-party vendor, SAS.

DPR PROGRESS

The Dropout Prevention and Recovery Progress Component does not utilize the *Full Academic Year* criteria, but instead students are included in the measure based on criteria set forth by

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our third-party vendor SAS. Students take assessments upon entering the dropout recovery programs and again after receiving at least 84 days of instruction. Growth is measured through a gain-based approach using the two test scores (same subject) within a given year.

GAP CLOSING PARTICIPATION

The **Participation Rate** used for the purpose of adjusting the preliminary points in the Gap Closing Component is calculated based upon where the student is enrolled on a specific date of the year. It is calculated for ELA and math tests so there is no participation date for students taking only science and social studies. Understand, however, this does not mean they are not required to test. The Performance Index score uses all tests required by law, but students are included in that calculation using the Majority of Attendance rules above.

The table below can be used to determine who is expected to take the test during the 2023-2024 school year.

Table 3: Gap Closing- Participation Rate Test Information

Grade	Test	Participation Date
Any Grade	Taking the Alternate Assessment (AASCD)	March 19
Grades 3-8	Taking ELA/Math (including the end-of-course tests below)	April 13
Any Grade	Taking fall ELA 2, Algebra I, Geometry, or Integrated Math 1 & 2	December 15
Any Grade	Taking spring ELA 2, Algebra I, Geometry, or Integrated Math 1 & 2	April 13

The Department uses the date reported along with data from the *Student Standing (FS) Record* to determine where the student was enrolled on the date in the table above.

TECHNICAL SKILL PARTICIPATION RATE

The Participation Rate used for the purpose of adjusting the preliminary points is calculated based upon the percentage of CTE Concentrators who participated in required CTE technical assessments.

STATUS KNOWN RATE

The Status Known Rate used for the purpose of adjusting the preliminary points is calculated based on the percentage of CTE Concentrators Who Left Secondary Education the previous year.

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Student Accountability Chart

The tables below indicate the inclusion criteria that are used in each of the report card measures and components.

Table 4: Traditional Report Card

	WKC	Extended WKC	Modified WKC	Student Group WKC	Traditional Progress	Prior Year Grad Cohort	Two Years Prior Grad Cohort	Gap Closing Participation	Chronic Absence Rate
Performance Index	X								
Value-added					X				
Proficiency in 3rd Reading	X								
Promotion to 4th		X							
Improving Literacy-Grades K-2			X						
Improving Literacy-Grade 3	X		X						
Gifted Performance Index				X					
Gifted Value-added				X					
Gifted Id & Service									
Chronic Absenteeism									X
EL Proficiency Improvement				X					
ELA & Math Achievement				X					
ELA & Math Growth					X				
Gap Closing Graduation Rate						X			
Gap Closing Participation								X	
4- Year Graduation Rate						X			
5- year Graduation Rate							X		

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Table 5: Dropout Prevention and Recovery Community School Report Card

	WKC	Student Group WKC	DPR Progress	Prior Year Grad Cohort	Two Years Prior Grad Cohort	Three-Five Years Prior Grad Cohort
High School Test Passage Rate	X					
DPR Value Added			X			
EL Proficiency Improvement		X				
ELA & Math Achievement		X				
Gap Closing Graduation Rate				X		
4- Year Graduation Rate				X		
5- year Graduation Rate					X	
6-8 Year Graduation Rate						X

Table 6: Career Technical Planning District Report Card

	Current Year CTE Concentrator	CTE Concentrator who left Secondary Education	CTE Participant	Technical Skills Participation	Prior Year Grad Cohort	Two Years Prior Grad Cohort	Status Known
Technical Skill Attainment	X			X			
Performance Index	X						
CTE 4-Year Graduation Rate					X		
CTE 5-Year Graduation Rate						X	
Career & Post-Secondary Readiness		X					
Post- Program Placement		X					X
Industrial Credentials		X					

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Student Examples

Grades KG-6th

- Student A is enrolled in District one at Elementary one in the 4ᵗʰ Grade, from the first day of school until the last day of school and took the Alternate Assessment.
- Student B is enrolled in District one at Elementary one on the first day of school in 5ᵗʰ grade, then was accelerated to the 6ᵗʰ grade moving to middle school building on January 4ᵗʰ until the last day of school.
- Student C lives within the boundaries of Elementary two but attends the Special Education Coop in Elementary one in the 2ⁿᵈ Grade. He has attended the program for the last two years. The district has not reported an Accountability IRN for the student. A Reading Diagnostic score was reported the prior year in 1ˢᵗ Grade as "not on track".
- Student D is enrolled in District two but is sent to District one's Special Education Coop at Elementary one starting in 5ᵗʰ Grade on the first day of school until the last day.
- Student E is court placed into a foster home for two weeks during the ELA testing window. Student lives in District one's boundaries after leaving District two in the 6ᵗʰ Grade.
- Student F is enrolled from October 1 through March 1ˢᵗ in Elementary one as a 3ʳᵈ grade student and took the 3rd grade Alternate Assessment.
- Student G is enrolled in Elementary one as a 3rd grade student from the start of the year to the end of the year and scored "not on track "for the 3ʳᵈ Grade Reading diagnostic in 2ⁿᵈ and 3ʳᵈ grades. The student was promoted to 4ᵗʰ grade.

Table 7: KG-6ᵗʰ Grade Student Examples

	Student A	Student B	Student C	Student D	Student E	Student F	Student G
WKC Educating Building	**YES**	No	**YES**	No	No	No	**YES**
WKC Educating District	**YES**	**YES**	**YES**	No	No	No	**YES**
WKC Sending Building	NA	NA	NA	**YES**	No	NA	NA
WKC Sending District	NA	NA	NA	**YES**	No	NA	No
Extended WKC Building	NA	NA	NA	NA	NA	NA	**YES**
Modified WKC Building	NA	NA	**YES**	NA	NA	NA	**YES**
Educating Building Chronic Absence Rate	**YES**	**YES**	**YES**	No	No	**YES**	**YES**
Educating Participation Gap Closing	**YES**	**YES**	**YES**	**YES**	**YES**	**YES**	**YES**

*If a student counts in the "filter" it will be indicated with **YES**, if not included then **No**. NA will indicate the student is not considered for the "filter".

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Grades 7-12th and beyond

- Student H is enrolled in a Dropout Recovery High School in the 12th grade taking several courses in a CTE pathway from Oct 31st to the end of the year. The student took the fall and spring Math and Reading STAR Assessment.
- Student I is enrolled in District one at a high school Building in 9th Grade from September 1st through the end of the year, taking their first CTE course in AG Pathway.
- Student J graduated from District one last year and was a CTE Concentrator.
- Student K is enrolled in District one at a joint vocational school in 12th Grade from the first day until the last day of the year as a Concentrator in the Welding program.
- Student L is enrolled in District one at the high school building in the 11th grade from the beginning of the year to the end of the year, taking College Credit Plus courses full time at the local community college.
- Student M is enrolled in District two but has open-enrollment to District one at the middle school building for the entire year. Student is accelerated in 8th grade Math, taking Algebra I.
- Student N was enrolled in the 11th grade last year at District one but dropped out in April of the prior year. The student was a concentrator in AG at the high school.

Table 8: 7-12th Grade Student Examples

	Student H	Student I	Student J	Student K	Student L	Student M	Student N
WKC Educating Building	No	**YES**	NA	**YES**	**YES**	**YES**	NA
WKC Educating District	No	**YES**	NA	**YES**	**YES**	**YES**	NA
WKC Sending Building	NA	NA	NA	**YES**	NA	No	NA
WKC Sending District	NA	NA	NA	**YES**	NA	No	NA
WKC State	**YES**	**YES**	NA	**YES**	**YES**	**YES**	NA
Educating Building Chronic Absence Rate	**YES**	**YES**	NA	**YES**	**YES**	**YES**	NA
Traditional Progress	NA	**YES**	NA	**YES**	**YES**	**YES**	NA
DPR Progress	**YES**	NA	NA	NA	NA	NA	NA
Educating Participation Gap Closing	**YES**	**YES**	NA	**YES**	**YES**	**YES**	NA
Current Year Participant	**YES**	**YES**	NA	**YES**	NA	NA	NA
Current Year Concentrator	**YES**	No	NA	**YES**	NA	NA	NA
CTE Concentrator Who Left Secondary Education	NA	NA	**YES**	NA	NA	NA	**YES**
Graduation (prior year)	NA	NA	**YES**	NA	NA	NA	NA
Participation Technical Skills	**YES**	**YES**	NA	**YES**	NA	NA	NA
Participation Post Program	NA	NA	**YES**	NA	NA	NA	**YES**
Report Card(s) included in	DPR & CTPD	Trad & CTPD	Trad & CTPD	Trad & CTPD	Trad	Trad	CTPD

*If a student counts in the "filter", it will be indicated with **YES**, if not included then **No**. NA will indicate that the student is not considered for the "filter".

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Appendix A Denominator Inclusion Criteria

WHERE KIDS COUNT

Students will count at the **educating building/district** for the following Measures/Indicators:

- Performance Index used in the Achievement Component and the Gap Closing Component of the Traditional Report Card.
- Proficiency in Third Grade Reading for the Early Literacy Component of the Traditional Report Card.
- Improving K-3 Literacy measures for the Early Literacy Component of the Traditional Report Card.
- High School Test Passage Rate for the Achievement Component of the DPR Report Card.

IF the students are reported in the Education Management Information System (EMIS) with the following:

Majority of Attendance IRN Element (FN220) **= educating building/district IRN** (Students are enrolled in the educating district for a full academic year (FAY)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on FTE Reports for more detailed information

OR

Majority of Attendance IRN Element (FN220) **= educating building/district IRN** (Students are enrolled in the educating district for a full academic year (FAY)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140)* **= 1 AND** *Sent Reason Element (FS200 or FS230)* **= EX or NP AND** *Sent Reason Percent of Time (FS220 or FS250)* **>0**

OR

Majority of Attendance IRN Element (FN220) **= educating building/district IRN** (Students are enrolled in the educating district for a full academic year (FAY)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140)* **= 1 AND** *Sent Reason Element (FS200 or FS230)* **= PI or PS**

NOTE: Whether a student is expelled for the entire FAY time period or only a portion of that time, if they are being educated or receiving services for the duration of the expulsion, then they have met FAY criteria and are included in the denominator.

Students will count at the **sending district** for the Measures/Indicators:

- Performance Index used both in the Achievement Component and the Gap Closing Component of the Traditional Report Card.
- Proficiency in Third Grade Reading and Improving K-3 Literacy Measures of the Early Literacy Component of the Traditional Report Card.

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- High School Test Passage Rate of the Achievement Component of the DPR Report Card

IF the students are reported in the Education Management Information System (EMIS) with the following:

Educating District reports: *Majority of Attendance IRN Element (FN220)* **= educating building/district IRN** (Students are enrolled in the educating district for a [full academic year (FAY)]) **AND** Sending District reports: *Sent Reason Element (FS200 or FS230)* **= CR, CT, JV, MR, or OS**

OR

Students sent to a special education cooperative program at another district. These students will be included in the sending district's calculation **only** based upon the data reported by the district educating the student. The educating district would report the students with a *How Received Element (FS180)* **= B**

OR

For *How Received Element (FS180)* **= K**, the student counts at the STEM school. For district accountability, the student is moved from the STEM school to the student's resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district.

Students will count at the **state level district** for the following Measures/Indicators:
- Performance Index used both in the Achievement Component and the Gap Closing Component of the Traditional Report Card.
- Early Literacy Component of the Traditional Report Card
- High school Test Passage Rate of the Achievement Component of the DPR Report Card.

IF the students are reported in the Education Management Information System (EMIS) with the following:

Majority of Attendance IRN Element (FN220) **= ********
OR
Students reported with a *How Received Element (FS180)* **= P, Q, or T**
OR
Students with Sent Reason 1 or 2 (FS200 or FS230) **= AU, CE, CI, JP, or NI**
OR
District Relationship Element (FS140) **= 1** AND *Sent Reason Element (FS200 or FS230)* **= EX** AND *Sent Reason Percent of Time (FS220 or FS250)* **=0**
OR
Students with EL Status Element (FD170) **= L** and **S** who have been in US schools for fewer than 360 school days (or the equivalent of two school years)
OR

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Students reported with *Foreign Exchange Student Element (FD190)* **= Y**, have been in U.S. schools less than 180 days. If SSID is found in a prior year, the student will count at the building/district level if all other criteria are met.

EXTENDED WHERE KIDS COUNT

Students will count at the **educating building/district** for the Measures/Indicators:
- Promotion to Fourth Grade measure of the Early Literacy Component of the Traditional Report Card

IF the students are reported in the Education Management Information System (EMIS) with the following:

Majority of Attendance IRN Element (FN220) **= educating building/district IRN** (Students are enrolled in the educating district for a full academic year (FAY)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY through last day of school- See EMIS Validation and Report Explanation on FTE Reports for more detailed information

OR

Majority of Attendance IRN Element (FN220) **= educating building/district IRN** (Students are enrolled in the educating district for a full academic year (FAY)) **AND** Student generates base FTE for dates included in FAY through last day of school **AND** *District Relationship Element (FS140)* **= 1 AND** *Sent Reason Element (FS200 or FS230)* **= EX or NP AND** *Sent Reason Percent of Time (FS220 or FS250)* **>0**

NOTE: Whether a student is expelled for the entire FAY through the last day of school or only a portion of that time, if they are being educated or receiving services for the duration of the expulsion, then they have met FAY criteria and are included in the denominator.

Students will count at the **sending district** for the Measures/Indicators:
- Promotion to Fourth Grade measure of the Early Literacy Component of the Traditional Report Card

IF the students are reported in the Education Management Information System (EMIS) with the following:

Educating District reports: *Majority of Attendance IRN Element (FN220)* **= educating building/district IRN** (Students are enrolled in the educating district for a full academic year (FAY)) **AND** Sending District reports: *Sent Reason Element (FS200 or FS230)* **= MR or OS**

OR

Students sent to a special education cooperative program at another district. These students will be included in the sending district's calculation **only** based upon the data reported by the district educating the student. The educating district would report the students with a *How Received Element (FS180)* **= B**

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OR

For *How Received Element (FS180)* **= K,** the student counts at the STEM school. For district accountability, the student is moved from the STEM school to the student's resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district.

MODIFIED WHERE KIDS COUNT

Students will count at the **educating building/district** for the following Measures/Indicators:
- K-3 Improvement Measure of the Early Literacy Component of the Traditional Report Card

IF the students are reported in the Education Management Information System (EMIS) with the following:

Students are enrolled in the educating district for a full academic year in the **previous year**. *Majority of Attendance IRN Element (FN220)* **= educating building/district IRN** (Students are enrolled in the educating district in the **PREVIOUS YEAR** for a [full academic year (FAY)]) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on [FTE Reports] for more detailed information **AND** *Grade Level (FN080)* **= KG, 01, 02, or 03 AND** Student generates base FTE in the educating district in the **CURRENT YEAR** from first day of school through at least 30 days **AND** *Grade Level (FN080)* **= KG, 01, 02, or 03 AND Sum** of *School Year Attendance Hours (FS320)* **AND** *School Year Excused Absence Hours (FS330)* **AND** *School Year Unexcused Absence Hours (FS340)* >=125 hours

OR

Majority of Attendance IRN Element (FN220) **= educating building/district IRN** (Students are enrolled in the educating district in the **PRIOR YEAR** for a [full academic year (FAY)]) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140)* **= 1 AND** *Sent Reason Element (FS200 or FS230)* **= EX or NP AND** *Sent Reason Percent of Time (FS220 or FS250)* **>0 AND** *Grade Level (FN080)* **= KG, 01, 02, or 03 AND** Student generates base FTE in the educating district in the **CURRENT YEAR** from first day of school through at least 30 days **AND** *Grade Level (FN080)* **= KG, 01, 02, or 03 AND Sum** of *School Year Attendance Hours (FS320)* **AND** *School Year Excused Absence Hours (FS330)* **AND** *School Year Unexcused Absence Hours (FS340)* >=125 hours

NOTE: Whether a student is expelled for the entire FAY time period or only a portion of that time, if they are being educated or receiving services for the duration of the expulsion, then they have met **PRIOR YEAR** FAY criteria as **CURRENT YEAR** criteria and are included in the denominator.

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STUDENT GROUP WKC

Students will count at the **educating building/district** for the following Measures/Indicators:

- Performance Index and Value Added of Gifted Performance Measure of Traditional Gap Closing Component on the Traditional Report Card
- English Learner Proficiency Improvement Measure of the Gap Closing Component on the Traditional Report Card
- English Learner Proficiency Improvement Measure of the DPR Gap Closing Component on the DPR Report Card
- ELA Achievement of the of the Gap Closing Component on the Traditional Report Card
- ELA Achievement of the of the DPR Gap Closing Component on the DPR Report Card
- Math Achievement of the Gap Closing Component on the Traditional Report Card
- Math Achievement of the of the DPR Gap Closing Component on the DPR Report Card
- ELA Growth of the Gap Closing Component on the Traditional Report Card
- Math Growth of the Gap Closing Component on the Traditional Report Card

IF the students are reported in the Education Management Information System (EMIS) with the following:

Majority of Attendance IRN Element (FN220) **= educating building/district IRN** (Students are enrolled in the educating district for a full academic year (FAY)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on FTE Reports for more detailed information **AND** Specific criteria to be included in student group

- Gifted- *GG250, GG210, GG230, GG220, GG240, GG200, or GG260* **= Y**
- Economic Disadvantaged- *FD110* **= 1, 3, 4, 5, 6, or 7**
- Students with a Disability- *FD130* **≠ ****
- English Learners- *FD170* **= Y, L, or S** and **former English Learners** for four years after exiting EL Status
- Black, non-Hispanic- *GI090* **= B**
- American Indian or Alaskan Native- *GI090* **= I**
- Asian/Pacific Islander/Native Hawaiian- *GI090* **= P**
- Hispanic or Latino- *GI580* **= Y** and *GI090* **= H**
- Multi-Racial- *GI090* **= M**
- White- *GI090* **= W**

OR

Majority of Attendance IRN Element (FN220) **= educating building/district IRN** (Students are enrolled in the educating district for a full academic year (FAY)) **AND** Student generates base

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FTE for dates included in FAY **AND** *District Relationship Element (FS140)* **= 1 AND** *Sent Reason Element (FS200 or FS230)* **= EX or NP AND** *Sent Reason Percent of Time (FS220 or FS250)* **>0 AND** Specific criteria to be included in student group

- Gifted- *GG250, GG210, GG230, GG220, GG240, GG200, or GG260* **= Y**
- Economic Disadvantaged- *FD110* **= 1, 3, 4, 5, 6, or 7**
- Students with a Disability- *FD130* **≠ ****
- English Learners- *FD170* **= Y, L, or S** and **former English Learners** for four years after exiting EL Status
- Black, non-Hispanic- *GI090* **= B**
- American Indian or Alaskan Native- *GI090* **= I**
- Asian/Pacific Islander/Native Hawaiian- *GI090* **= P**
- Hispanic or Latino- *GI580* **=** Y and *GI090* **= H**
- Multi-Racial- *GI090* **= M**
- White- *GI090* **= W**

OR

Majority of Attendance IRN Element (FN220) **= educating building/district IRN** (Students are enrolled in the educating district for a [full academic year (FAY)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140)* **= 1 AND** *Sent Reason Element (FS200 or FS230)* **= PI or PS AND** Specific criteria to be included in student group

- Gifted- *GG250, GG210, GG230, GG220, GG240, GG200, or GG260* **= Y**
- Economic Disadvantaged- *FD110* **= 1, 3, 4, 5, 6, or 7**
- Students with a Disability- *FD130* **≠ ****
- English Learners- *FD170* **= Y, L, or S** and **former English Learners** for four years after exiting EL Status
- Black, non-Hispanic- *GI090* **= B**
- American Indian or Alaskan Native- *GI090* **= I**
- Asian/Pacific Islander/Native Hawaiian- *GI090* **= P**
- Hispanic or Latino- *GI580* **=** Y and *GI090* **= H**
- Multi-Racial- *GI090* **= M**
- White- *GI090* **= W**

NOTE: Whether a student is expelled for the entire FAY time period or only a portion of that time, if they are being educated or receiving services for the duration of the expulsion, then they have met FAY criteria and are included in the denominator.

ADJUSTED GRADUATION COHORT
Students will count at the *LAST educating or sending district* for the following Measures/Indicators:

- 4-Year Graduation Rate of the Graduation Component on the Traditional Report Card
- 5-Year Graduation Rate of the Graduation Component on the Traditional Report Card

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- Graduation Rate (4-Year Rate) of Gap Closing Component on the Traditional Report Card

IF the students in the Education Management Information System (EMIS) with the following:

Student generates base FTE- See EMIS Validation and Reports Explanation on FTE for more detailed information
OR
District Relationship Element (FS140) **= 1** AND *Sent Reason Element (FS200 or FS230)* **= EX or NP**
OR
Sent Reason Element (FS200 or FS230) **= CR, CT, JV, MR, OS, PI, PS or SE**
NOTE: *Full Academic Year* is **NOT** a requirement.

CTE PARTICIPANT
Students will count in the **Career Technical Planning District** as a CTE Participant.
IF 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** They were funded in (**generated CTE FTE**) an approved CTE workforce development course (*Curriculum Code Element (CN310)* **= VN** (for JTC only), **VP**, **VT**, or **PS**) in the current year **AND** The student must have been enrolled for at least 90% of the course

OR

Student generates CTE FTE- See EMIS Validation and Reports Explanation on CTE FTE for more detailed information **AND** They were funded in (**generated CTE FTE**) an approved CTE workforce development course (*Curriculum Code Element (CN310)* **= VN** (for JTC only), **VP**, **VT**, or **PS**) in the current year **AND** *High School Credit Earned Element (GN150)* **= Y or P IF** partial credit *High School Credit Earned Element the Partial/Override Element (GN152)* **>0**

CURRENT YEAR CTE CONCENTRATOR
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
- 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

OR

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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

CTE CONCENTRATOR WHO LEFT SECONDARY EDUCATION

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

- Career & Post-Secondary Readiness Measure of the Career & Post-Secondary Readiness Component on the CTPD Report Card
- Post-Program Placement measure of the Post Program Component on the CTPD Report Card

IF the students are reported in the prior year in the Education Management Information System (EMIS) with the following:

The population of CTE concentrators who left school starts with any student who has ever been a concentrator, and were enrolled in an Ohio public school in the prior school year, then:

Excludes any CTE Concentrator who is enrolled in the current year. Student generates base FTE- See EMIS Validation and Reports Explanation on FTE for more detailed information by the close of the **Initial Student (S) Collections** **AND Excludes** any CTE Concentrator who was withdrawn in the prior year (including summer withdrawals) with *Withdraw Reason Element (FS100)* **= 40, 42, 43, 45, 46, 51, or 52** **AND Includes** any students withdrawn with *Withdraw Reason Element (FS100)* **= 41, 47, 71, 72, 73, 74, 75, 76, 77, 79, or 99**

CTE ADJUSTED GRADUATION COHORT

Students will count at the ***LAST* educating or sending district** for the following Measures/Indicators:

- 4-Year Graduation Rate of the Graduation Component of the CTPD Report Card
- 5-Year Graduation Rate of the Graduation Component of the CTPD Report Card

IF the students are 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)* ≠ ******

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*

OR

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** *Program of Concentration (FN290)* **≠ ** AND** *District Relationship Element (FS140)* **= 1** AND *Sent Reason Element (FS200 or FS230)* **= EX or NP**

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** *District Relationship Element (FS140)* **= 1** AND *Sent Reason Element (FS200 or FS230)* **= EX or NP**

OR

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** *Program of Concentration (FN290)* **≠ ** AND** *Sent Reason Element (FS200 or FS230)* **= CR, CT, JV, MR, OS, PI, PS or SE**

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** *Sent Reason Element (FS200 or FS230)* **= CR, CT, JV, MR, OS, PI, PS or SE**

NOTE: Program of Concentration could have been reported or derived at any time before the student's fourth year of high school.

NOTE: Whether a student is expelled for the entire FAY time period or only a portion of that time, if they are being educated or receiving services for the duration of the expulsion, then they have met FAY criteria and are included in the denominator.

CHRONIC ABSENCE RATE

Students will count at the **educating district** for the following Measures/Indicators:

- Chronic Absence Rate in the Chronic Absenteeism Indicator of the Traditional Gap Closing Component of the Traditional Report Card

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

Sum of *School Year Attendance Hours (FS320)* **AND** *School Year Excused Absence Hours (FS330)* **AND** *School Year Unexcused Absence Hours (FS340)* >=100 hours

NOTE: For *How Received Element (FS180)* **= K,** the student counts at the STEM school. For district accountability, the student is moved from the STEM school to the student's resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district.

DPR PROGRESS

Students will count at the **educating district** for the following Measures/Indicators:

- English Language Arts Value-Added in the Progress Component on the DPR Report Card
- Mathematics Value-Added in the Progress Component on the DPR Report Card

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

STAR assessment FA Record with *Assessment type code (FA060)* **= GD AND** *Assessment Area Code (FA205)* **= M AND** *Score (FA240)* is **valid AND** *Test Dates (FA210)* **<20XX08 AND** *Test Day of the Month (FA212)* **<= 01 AND** Second STAR assessment FA Record with *Assessment type code (FA060)* **= GD AND** *Assessment Area Code (FA205)* **= M AND** *Score (FA240)* is **valid AND** *Test Dates (FA210)* <13 weeks from previous test record

OR

STAR assessment FA Record with *Assessment type code (FA060)* **= GD AND** *Assessment Area Code (FA205)* **= R AND** *Score (FA240)* is **valid AND** *Test Dates (FA210)* **<20XX08 AND** *Test Day of the Month (FA212)* **<= 01 AND** Second STAR assessment FA Record with *Assessment type code (FA060)* **= GD AND** *Assessment Area Code (FA205)* **= R AND** *Score (FA240)* is **valid AND** *Test Dates (FA210)* <13 weeks from previous test record

GAP CLOSING PARTICIPATION RATE

Students will count at the **educating district** for the following Measures/Indicators:

- English Language Arts and Mathematics Participation Rate used to adjust the final points for the Gap Closing component on the Traditional Report Card
- English Language Arts and Mathematics Participation Rate used to adjust the final points for the Gap Closing component on the DPR Report Card

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

Student generates base FTE- See EMIS Validation and Reports Explanation on [FTE](#) for more detailed information **AND** Enrolled on December 15th and required to take the following assessments: Standard end of course for English language arts II, and Algebra I, Geometry, Integrated Mathematics I or Integrated Mathematic II in the Fall (no Spring Assessments) **OR** Enrolled on March 19th and required to take the following assessments: Alternate Assessments **OR** Enrolled on April 13th and required to take the following assessments: Grade 3-8 English Language Arts and Mathematics **OR** Standard end of course exams for English language arts II, and Algebra I, Geometry, Mathematics I or Mathematics II

OR

District Relationship Element (FS140) **= 1 AND** *Sent Reason Element (FS200 or FS230)* **= EX or NP AND** *Sent Reason Percent of Time (FS220 or FS250)* **>0 AND** Enrolled on December 15th and required to take the following assessments: Standard end of course for English language arts

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II, and Algebra I, Geometry, Integrated Mathematics I or Integrated Mathematic II in the Fall (no Spring Assessments) **OR** Enrolled on March 19th and required to take the following assessments: Alternate Assessments **OR** Enrolled on April 13th and required to take the following assessments: Grade 3-8 English Language Arts and Mathematics **OR** Standard end of course exams for English language arts II, and Algebra I, Geometry, Mathematics I or Mathematics II

OR

Sent Reason Element (FS200 or FS230) = CE, CI, NI, PI, or PS **AND** Enrolled on December 15th and required to take the following assessments: Standard end of course for English language arts II, and Algebra I, Geometry, Integrated Mathematics I or Integrated Mathematic II in the Fall (no Spring Assessments) **OR** Enrolled on March 19th and required to take the following assessments: Alternate Assessments **OR** Enrolled on April 13th and required to take the following assessments: Grade 3-8 English Language Arts and Mathematics **OR** Standard end of course exams for English language arts II, and Algebra I, Geometry, Mathematics I or Mathematics II

NOTE: Whether a student is expelled for the indicated dates, if they are being educated or receiving services for the duration of the expulsion, then they have met criteria and are included in the denominator.

TECHNICAL SKILLS PARTICIPATION

Students will count at the **Career Technical Planning District** (including the students in a member district CTE Pathways) for the following Measures/Indicators:

- Technical Skills Participation Rate calculation used to adjust the final points for the Technical Skills Attainment Measure in the CTPD Achievement Component on the CTPD Report Card

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

Program of Concentration Element (FN290) ≠ ****, H0, M2, M3, or T6 AND** Completed an aligned workforce development course in the reporting LEA.

OR

The Department has derived a *Program of Concentration Element (FN290)* ≠ ****, H0, M2, M3, or T6 AND** Completed an aligned workforce development course in the reporting LEA.

STATUS KNOWN RATE

Students will count at the **Career Technical Planning District** (including the students in a member district CTE Pathways) for the following Measures/Indicators:

- Status Known Rate calculation used to adjust the final points for the Post-Program Placement Measure in the Post-Program Outcomes Component on the CTPD Report Card

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

The population of withdrawn CTE concentrators includes any student who was a concentrator and enrolled in an Ohio public school in the prior year. **Excludes** any CTE Concentrator who is enrolled in the current year. Student generates base FTE- See EMIS Validation and Reports Explanation on FTE for more detailed information by the close of the **Initial Student (S) Collections Excludes** any CTE Concentrator who was withdrawn in the prior year (including summer withdrawals) with *Withdraw Reason Element (FS100)* **= 40, 42, 43, 45, 46, 51, or 52 Includes** any students withdrawn with *Withdraw Reason Element (FS100)* **= 41, 47, 71, 72, 73, 74, 75, 76, 77, 79, or 99 AND** *Other Follow-up Status (FW310)* **≠ D**

Financial Data Technical Documentation

Traditional District and School and Career-Technical Planning District Report Cards

2023-2024 School Year

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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

Report Card	Measure	SDC Breadcrumb Trail
Traditional		Report Portal > Secure Data Center > Financial > **District (or School) Expenditures**
CTPD		Report Portal > Secure Data Center > Local Report Card > CTPD Report Card > **JVSD Financials**

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Introduction

The Financial Data on the Traditional Report Card and the Joint Vocational School Districts (JVSD) Financial Data on the CTPD Report card provides a comprehensive overview of the financial data for the 2023-2024 school year. In accordance with Ohio Revised Code 3302.20(B), it outlines the specific financial information that must be reported, including definitions, expenditure standards, and calculation methodologies. The aim is to ensure transparency and consistency in financial reporting, enabling stakeholders to make informed decisions based on accurate and standardized data.

Definitions

FUNDS

Established by constitutional provisions or special statutes to help assure that money is spent for purposes specified in appropriations. Identification of funds usually is made in terms of their legal basis, objectives to be served, and sometimes both the source of receipts and type of financed activities. Fund codes are assigned by the Auditor of State.

FUNCTION

Broad area of programs, sub-programs, and activities to classify expenditures. for managers. They provide the comparison of costs through ratios or measures for estimation and projection. For example, the ratio of the number and cost of instructional to support services staff. is an important measure in management. The four levels of detail for each major function are listed below:

- 1000 (first level) indicates the district-wide instruction program,
- 1200 (second level) indicates Special Instruction,
- 1230 (third level) indicates Special Instruction-Handicapped, and
- 1233 (fourth level) indicates Special Instruction-Handicapped-Visually Impaired.

Functions are assigned by the Auditor of State. An asterisk (*) indicates the required level of coding.

OBJECT

The object dimension is very significant in the accounting system because it identifies expenditures by defining the goods and services paid by the district. Decision-makers can compare the cost effectiveness ratios of two or more pieces of equipment, or a purchased service versus service provided in-house. Objects are assigned by the Auditor of State. An asterisk (*) indicates the required level of coding.

OPERATIONAL UNIT (OPU)

An operational unit identifies the facilities such as a permanent operational entity, such as a school, administration building, warehouse, department, office, etc. This dimension is used to identify costs by unit or facility. Operational unit assignments are made by each school district.

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RECEIPT (SOURCE OF FUNDS)

This dimension identifies revenues by fund source and purpose, such as restricted or unrestricted revenues. Receipt codes are assigned by the Auditor of State.

OPERATING SPENDING PER PUPIL

Sometimes called Expenditure per Equivalent Pupil, this figure is simply the quotient of Operating Expenditures/Weighted ADM.

COMPARISON GROUP

Comparison groups are made up of districts or buildings with similar organization type and enrollment. In this case, enrollment is defined by the unweighted ADM.

Joint Vocational School Districts (JVSDs) use a separate comparison group determined by Enrolled ADM. JVSD numbers will vary from the unweighted Year-End Average Daily Membership for the expenditure per pupil calculations. See Enrollment Clusters

Expenditure Standards and Rules

The rules for categorizing and reporting annual expenditures employ a narrowing approach. All the district expenditure data is included except for certain fund, function, and object codes (in that order).

The remaining expenditure data is disaggregated by function code (and OPU in some instances) into line items that roll up to Classroom Instruction and Non-classroom expenditures.

The following is a list of expenditure-specific definitions:

OPERATING SPENDING

The sum of Classroom Instruction and Non-classroom expenditures. This is the numerator in the expenditure per pupil calculations.

NON-OPERATING EXPENDITURES

The sum of Enterprise Operations, Non-instructional –Other, Community Services, Adult Education, Non-elementary-secondary programs – Other, Construction, Land and Existing Structures, Equipment (Instructional and Other), and Payment to Other Governments, and Interest on Debt.

CLASSROOM INSTRUCTION

The sum of Instruction, Pupil Support Services, and Instructional Staff Support Services.

NON-CLASSROOM SPENDING

The sum of General Administration, School Administration, Operations, Transportation, Other, and non-specified Support Services, and Food Services.

INSTRUCTION

Total current operation expenditure for activities related to the interaction of teachers and students in the classroom, home, or hospital as well as co-curricular activities. Amounts are reported for teacher and instructional aide activities, or assistants engaged in regular instruction, special education, and vocational education programs except for adult education programs.

PUPIL SUPPORT SERVICES

Report expenditures for administrative, guidance, health, and logistical support that enhance instruction. This Includes attendance, social work, student accounting, counseling, student appraisal, information, record maintenance, placement services, medical, dental, nursing, psychological, and speech services.

INSTRUCTIONAL STAFF SUPPORT SERVICES

Include expenditures for supervision of instruction service improvements, curriculum development, instructional staff training, academic assessment, media, library, and instruction-related technology services.

GENERAL ADMINISTRATION

Expenditure for board of education and executive administration (office of the superintendent) services.

SCHOOL ADMINISTRATION

Report expenditure for the office of principal services.

OPERATION AND MAINTENANCE OF PLANT

Expenditure for building services (heating, electricity, air conditioning, property insurance), upkeep of grounds and equipment, security services, nonstudent transportation vehicle operation and maintenance.

PUPIL TRANSPORTATION

Report expenditure for vehicle operation, servicing and maintenance and monitoring riders.

OTHER AND NON-SPECIFIED SUPPORT SERVICES

Includes business support expenditures for fiscal services for (budgeting, receiving and disbursing funds, payroll, internal auditing, and accounting), purchasing, warehousing, supply distribution, printing, publishing, and duplicating services. In addition, central support

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expenditures for planning, research and development, evaluation, information, management services, and expenditures for other support services (not included elsewhere) are included.

FOOD SERVICE

Gross expenditure for cafeteria operations including the purchase of food but excluding the value of donated commodities and purchase of food service equipment.

ENTERPRISE OPERATIONS

Include expenditure for business-like activities (such as a bookstore) where the costs are recouped with user charges.

NON-INSTRUCTIONAL – OTHER

Report the expenditure for other elementary-secondary non-instructional activities not related to food services or enterprise operations. Non-enterprise student activities should be included with "instruction".

COMMUNITY SERVICES

Includes any local education agency expenditure for providing non-education services such as, operation of a swimming pool, public library, programs for the elderly, and childcare centers.

ADULT EDUCATION

Expenditures for basic adult education classes, such as a GED or high school equivalency. Post-secondary programs for adults should be reported in "non-elementary-secondary programs – Other".

NON-ELEMENTARY-SECONDARY PROGRAMS – OTHER

All other non-elementary-secondary programs such as a post-secondary program for adults.

CONSTRUCTION

Production of fixed works, structures, additions, replacements, and major alterations including planning and designing specific projects, site improvements, provision of equipment, and facilities that are integral parts of a structure. This includes construction undertaken on a contractual basis by private contractors or through government staff.

LAND AND EXISTING STRUCTURES

Expenditures for the acquisition of land and existing buildings including purchases of rights-of-way, payments on capital leases, title searches, and similar activities associated with real property purchase transactions.

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EQUIPMENT – INSTRUCTIONAL
Capital expenditure for all equipment recorded in general or operating funds under the "instruction" function.

EQUIPMENT – OTHER
Capital expenditure for all non-instructional equipment.

PAYMENT TO OTHER GOVERNMENTS
Used only at a statewide level, currently not collected at local level.

INTEREST ON DEBT
Expenditure for interest incurred on both long-term and short-term indebtedness of the school system.

Calculating Expenditures

Districts start with every expenditure reported in EMIS. Then from initial exclusions and classifications primarily to eliminate double counting (Steps 1-5 on the following chart). The specific coding rules that determine the expenditure categories are listed below.

- Instruction: function codes 1000-1390, 1900-1990, 4100-4390, and 4600-4690
- Pupil Support Services: function codes 2100-2190 (except 2110, 2121, 2131, 2141, 2151, and 2171)
- Instructional Staff Support Services: function codes 2200-2290 (except 2211, 2221, and 2231)
- General Administration: function codes 2300-2419 along with function codes 2110, 2121, 2131, 2141, 2151, 2171, 2211, 2221, 2231, and 2490 if OPU = central
- School Administration: function codes 2420-2429 along with function codes 2110, 2121, 2131, 2141, 2151, 2171, 2211, 2221, 2231, and 2490 if any other OPU
- Operation and Maintenance of Plant: function codes 2700-2790
- Pupil Transportation: function codes 2800-2890
- Other and Non-Specified Support Services: function codes 2500-2690 and 2900-2990
- Food Service: function codes 3100-3190
- Enterprise Operations: function codes 3300 and 3400-3431
- Non-Instructional – Other: function codes 3900 and 4500-4590
- Community Services: function codes 3200-3250 and 3290
- Adult Education: function codes 1400-1490
- Non-Elementary-Secondary Programs - Other: function code 3260
- Construction: function codes 5200-5900
- Land and Existing Structures: function code 5100
- Equipment – Instructional: Function codes 1000-1390, 1900-1990, 4100-4390, and 4600-4690
- Equipment – Other: Includes any function code *not* a part of Instruction

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- Payment to Other Governments: No USAS codes currently exist to capture this at the local level
- Interest on Debt: function codes 6000-6100

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Table 1: Process in which Expenditures are calculated

Step 1: Exclude by Fund	Step 2: Exclude by Object	Step 3: Exclude by Function	Step 4: Classify by Fund	Step 5: Classify by Object	Step 6: Classify by Function	Step 7: Classify by OPU	If Elementary-Secondary Expenditure is...		Expenditure
017, 021, 022, 023, 024, 026, 027, 028, 200	470-479, 810-819, 881, 891, 900-969	7000-7990			1000-1390, 1900-1990, 4100-4390, 4600-4690		Instruction	II.1	Included in Classroom Instruction
					2100-2190 (Except: 2110, 2121, 2131, 2141, 2151, 2171)		Pupil support	II.2	
					2200-2290 (Except: 2211, 2221, 2231)		Instructional Staff Support Services	II.3	
					2300-2419	2110, 2121, 2131, 2141, 2151, 2171, 2211, 2221, 2231, 2490 if OPU = Central	General Administration	II.4	Included in Non-Classroom
					2420-2429	2110, 2121, 2131, 2141, 2151, 2171, 2211, 2221, 2231, 2490 if any other OPU	School Administration	II.5	
					2700-2790		Operation and Maintenance of Plant	II.6	
					2800-2890		Pupil Transportation	II.7	
					2500-2690, 2900-2990		Other and Non-specified Support Services	II.8	
					3100-3190		Elementary-Secondary Non-instructional - Food Service	II.9	
			All Fund 011, 014, 020		3300, 3400-3431		Elementary-Secondary Non-instructional - Enterprise Operations	II.10	Non-Operating (Excluded)
					3900, 4500-4590		Elementary-Secondary Non-instructional - Other	II.11	
			All Fund 013		3200-3250, 3290		Non-Elementary-Secondary Programs - Community Services	II.12	
			All Fund 012, 413, 414, 426, 501, 535		1400-1490		Non-Elementary-Secondary Programs - Adult Education	II.13	
			All Fund 025, 401		3260		Non-Elementary-Secondary Programs - Other	II.14	
					5200-5900		Construction	III.1	
					5100		Land and Existing Structures	III.2	
				645 (when function = Instruction)			Equipment - Instructional	III.3	
				645 (any other function) 650, 660			Equipment - Other	III.4	
							Payments to Other Governments	IV.3-5	
					6000-6100		Interest on Debt	IV.6	

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Average Daily Membership (ADM)

Average Daily Membership (ADM) is calculated by dividing the total aggregate membership of the first full week of instruction in October, by the number of days per (week) that the school is open for instruction. Aggregate membership is the sum of aggregate attendance plus authorized absences (ORC 3317.03).

UNWEIGHTED ADM
Year-end enrollment reported in EMIS that has implemented the following exclusions:
- Exclude kids who have an attending home status of Non-Instructing/MRDD (code 26)
- Exclude kids in community schools who rollup to districts

WEIGHTED ADM
Calculated using the unweighted ADM as a base where:
- Students are counted by educating district or school, not resident district.
- Full Time Equivalent (FTE) numbers are calculated for students attending multiple schools, or partial year, or part-time status.
- Pre-school students who are in a special education program are included, but other pre-school and all adult education students are excluded.

Many students will fit into multiple categories. Generally, this is ignored except in the following cases. If a student is identified as economically disadvantaged and a disability in categories 3, 4, 5 or 6, the ADM will only be weighted by disability category. The calculations and weights are listed below:

Economically Disadvantaged Weighting: **Weighted ADM = (P/A) *0.1*N**, where
- P = percent of district's ADM reported as eligible for free or reduced-price lunch

- A = average statewide percent of ADM reported as eligible for free or reduced-price lunch

- N = ADM reported as eligible for free or reduced-price lunch

English Language Learners extra weight: **English Language Learners ADM *0.2906**

Special Education extra weight: **Disability ADM in each category * weight for that category**

Category 1	Category 2	Category 3	Category 4	Category 5	Category 6
0.2906	0.7374	1.7716	2.3646	3.2022	4.7205

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Enrollment Clusters

EXPENDITURE RANKINGS

The comparison group for districts is made of similar organization type and enrollment. Enrollment is defined as the unweighted ADM. The exception is Joint Vocational School Districts (JVSD). 'Enrolled ADM' determine comparison groups. JVSD numbers may vary from the unweighted Year-End ADM numbers used in expenditure, per pupil calculations.

Districts are grouped according to the following ADM clusters:

Traditional Public-School Districts
1. Enrollment less than 1,000
2. Enrollment between 1,000 and 2,499
3. Enrollment between 2,500 and 4,999
4. Enrollment between 5,000 and 9,999
5. Enrollment greater than or equal to 10,000

Brick and Mortar Community Schools
1. Enrollment less than 150
2. Enrollment between 150 and 499
3. Enrollment greater than or equal to 500

Joint Vocational School Districts
1. Enrolled ADM less than 500
2. Enrolled ADM between 500 and 999
3. Enrolled ADM greater than or equal to 1,000

STEM and E-Community Schools are their own clusters.

Example

District A has an unweighted ADM of 1,849 students corresponding to 'Enrollment between 1,000 and 2,499 as a comparison group. If there are 214 other districts, District A's percentage of Classroom Instruction would be compared against that group.

Source of Funds (Revenue Standards)

When the school district accounts for revenue, the Auditor of State requires a Receipt Code identifying the source. It determines the category for classification (i.e. source of funds). Following is the breakdown.

Step 1: Exclude by Fund	Step 2: Classify by Receipt Code	Revenue Source	Rolls Up To
002, 003, 004, 005, 010, 011, 012, 013, 014, 017, 020, 021, 022, 023, 024, 025, 026, 027,	1100-1199	Local Sources	Operating Revenue
	1200 - 2999	Other Non-Tax Sources	
	3100 - 3499	State Sources	

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028, 033, 070, 071, 200, 401, 406, 409, 413, 414, 419, 426, 450, 453, 496, 498, 501, 505, 535, 569, 583	4100 - 4499	Federal sources	
	5000 - 5399	Other Revenue Sources	Non-Operating Revenue

Similar to the expenditure data, all annual receipt data is included except the following fund codes:

- 002, 003, 004, 005, 010, 011, 012, 013, 014, 017, 020, 021, 022, 023, 024, 025, 026, 027, 028, 033, 070, 071, 200, 401, 406, 409, 413, 414, 419, 426, 450, 453, 496, 498, 501, 505, 535, 569, and 583

From that dataset, the following ranges of receipt codes are broken into four revenue categories:

- Local Funds: receipt codes 1100- 1199
- Other Non-tax Funds: receipt codes 1200 - 2999
- State Funds: receipt codes 3100 - 3499
- Federal Funds: receipt codes 4100 - 4499.
- Other Revenue Sources: receipt codes 5000 - 5399

The sum of **Local + Other Non-tax + State + Federal = <u>Operating Revenue</u>**.
It is the denominator determined by the percentage per fund source.

- Other Revenue Sources aren't counted as Operating Revenue and excluded from any source-of-funds calculations.

For more detailed information about the receipt codes and specific definitions, refer to the latest USAS manual (publicly available on the Ohio Auditor of State's website).

Expenditure/Financial Rankings

Once the amounts for Classroom Instruction, Non-Classroom, Unweighted ADM, and Weighted ADM have been calculated, the rankings can be determined. The following are simple rules for calculations and rankings:

- Percentage spent on Classroom Instruction (CRI): CRI divided by Operating Expenditures * 100
- Percentage spent on Non-Classroom (NCR) Instruction: NCR divided by Operating Expenditures * 100
- Operating Spending per Pupil: Operating Expenditures divided by Weighted ADM
- CRI spending per pupil: CRI divided by Weighted ADM
- NCR spending per pupil: NCR divided by Weighted ADM
- Rank in Comparison Group per highest CRI %: Sort based on CRI% from highest to lowest, within a given comparison group.
- Lowest 20% of districts in Organization group (not Comparison Group) for expenditure per pupil (EPP): Sort based on EPP from lowest to highest within an organization; notate the district's falling within the lowest 20%.

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- o Of all public districts receiving a report card, the lowest 20% receive this indicator.
- Ranking of each district's operating expenditure per pupil: Sort based on EPP from lowest to highest (within the whole population of districts).
- Ranking of each district's CRI%: Sort based on lowest to highest/highest to lowest within the whole population of districts

Federal, State and Local Expenditure Reporting

The federal Every Student Succeeds Act (ESSA) requires states to report financial data on school and district report cards. Specifically, reporting on a per pupil basis, the amount of a districts or school's expenditures paid with federal funds versus the amount paid with state and/or local funds. Federal guidance states the following expenses should be **Included** in the calculation:

Current expenditures including the functions of:
- Instruction
- Instructional staff support services
- Student support services
- General administration/School administration
- Operation and maintenance of plant
- Student transportation
- Other support services (e.g., business/central services)
- Food services
- Enterprise operations

For the above functions, the following expenditures are included:
- Salaries
- Employee benefits
- Supplies (e.g., physical textbooks, pens and pencils, paper, printing and copying supplies, CDs, flash or jump drives, monitor stands, etc.)
- Purchased services (e.g., the professional services of doctors, lawyers, architects, auditors, accountants, bankers, therapists, audiologists, dieticians, editors, negotiations specialists, paying agents, systems analysts, or planners; or training provided for teachers or other employees by a third-party vendor as part of their professional development)

The following items are **excluded** from current expenditures:
- Repaying debts (e.g., bond retirement and interest on long-term debt)
- Capital outlays (e.g., construction, purchases of land, etc.)
- Community services
- Adult education
- Payments to private schools
- Payments to other Local Education Authorities (LEAs)
- Payments to charter schools outside the LEA

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Additional ESSA guidance:
- Expenses incurred at the district level only (e.g. expenses made to support a district's central board of education office) must be allocated back to schools. The law granted states flexibility on how to allocate back to each school.
- Expenditures must be reported on a 'per pupil' basis.
- States have flexibility on how to treat expenses for using federal Impact Aid and Payment in Lieu of Taxes. These are funds paid to districts with a significant amount of tax-exempt federal land in their boundaries. The payments make up for the loss of local property taxes because of the federal tax-exempt land. States can classify expenditures as if they were in the state/local bucket since they are designed to make up for lost local dollars.

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