



2022-2023 School Year Student Opportunity Profiles

TRADITIONAL DISTRICT AND SCHOOL REPORT CARDS

Introduction

Beginning in 2023, Ohio’s State Report Card will include several staff- and student-level metrics related to opportunities provided to students within schools and districts. These metrics intend to capture the broad spectrum of educational and co-/extra-curricular activities that students can participate in to support and enhance their educational and socio-emotional development. Several staff-related metrics provide insight into the capacity and availability of various support teams.

Data for these metrics are reported by districts in a variety of ways. Student-level metrics are disaggregated by student demographics and grade levels where possible. Detailed information on the calculation of each metric is provided below. District, similar district and state-level comparisons are provided on the report card website where possible and appropriate.

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Student-Related Metrics

THE PERCENTAGE OF KINDERGARTEN STUDENTS WHO ARE ENROLLED IN ALL-DAY KINDERGARTEN

As defined in section [3321.05](#) of the Revised Code, the denominator of this measure is a headcount that includes Kindergarten students who were enrolled in a school, district or the state for at least .25 FTE. The numerator of this measure is a headcount of Kindergarten students who were reported with at least 888 calendar hours during the school year. Per Ohio Revised Code, 910 attendance hours is defined as the threshold for all-day kindergarten. However, districts are provided up to 4 days that can be used for activities like professional development or parent-teacher conferences. As a result, the Department subtracted 5.5 hours for each of the 4 days from the 910 calendar hour requirement in order to ensure all students enrolled in all day kindergarten were counted.

THE PERCENTAGE OF STUDENTS ENROLLED IN A PHYSICAL EDUCATION OR WELLNESS COURSE

The denominator of this measure is a headcount that includes students who were enrolled in a school, district or the state for at least .25 FTE. The numerator of this measure is a headcount of students who were enrolled in any of the following courses at any time during the school year:

| Course Code | Course Name |
|-------------|----------------------------|
| 080300 | Physical Education |
| 080505 | Adapted Physical Education |
| 080405 | Lifetime Sports |
| 080900 | Outdoor Physical Education |
| 080999 | Other Physical Education |
| 260101 | Health Education |
| 260150 | Substance Abuse Prevention |
| 260200 | Safety/First Aid/CPR |
| 260410 | Sports Medicine |
| 269999 | Other Health |
| 300050 | Wellness |

THE PERCENTAGE OF STUDENTS ENROLLED IN A WORLD LANGUAGE COURSE

The denominator of this measure is a headcount that includes students who were enrolled in a school, district or the state for at least .25 FTE. The numerator of this measure is a headcount of students who were enrolled in the following courses at any time during the school year:

| Course Code | Course Name |
|-------------|---|
| 320250 | IB Second Language – Arabic |
| 320300 | IB Second Language – Chinese |
| 320350 | IB Second Language – Czech |
| 320400 | IB Second Language – French |
| 320450 | IB Second Language – German |
| 320500 | IB Second Language – Hebrew |
| 320525 | IB Second Language – Hindi |
| 320550 | IB Second Language – Italian |
| 320600 | IB Second Language – Japanese |
| 320650 | IB Second Language – Polish |
| 320700 | IB Second Language – Russian |
| 320750 | IB Second Language – Swahili |
| 320800 | IB Second Language – Spanish |
| 320850 | IB Classical Languages (Latin or Classical Greek) |
| 060101 | Arabic |
| 060102 | Chinese |
| 060103 | Greek |



| | |
|--------|------------------------------|
| 060104 | Hebrew |
| 060107 | Latin |
| 060139 | Hindi |
| 060218 | Russian |
| 060221 | Swahili |
| 060227 | Czech |
| 060230 | French |
| 060235 | German |
| 060245 | Italian |
| 060250 | Japanese |
| 060255 | Polish |
| 060265 | Spanish |
| 060900 | World Language (Exploratory) |
| 061050 | American Sign Language (ASL) |
| 069922 | Latin: Vergil |
| 069915 | French Literature |
| 069935 | Spanish Literature |

| | |
|--------|--|
| 069925 | Latin Literature |
| 069951 | Early Language Learning Arabic |
| 069952 | Early Language Learning Chinese |
| 069953 | Early Language Learning Japanese |
| 069954 | Early Language Learning Italian |
| 069955 | Early Language Learning German |
| 069956 | Early Language Learning Hebrew |
| 069957 | Early Language Learning French |
| 069958 | Early Language Learning Spanish |
| 069959 | Early Language Learning Swahili |
| 069960 | Early Language Learning Russian |
| 069961 | Early Language Learning Latin |
| 069962 | Early Language Learning Greek |
| 069963 | Early Language Learning American Sign Language |
| 069999 | Other World Language |

THE PERCENTAGE OF STUDENTS IN GRADES 7-12 WHO ARE ENROLLED IN A CAREER TECHNICAL EDUCATION COURSE

The denominator of this measure is a headcount that includes students who were reported in grades 7-12 and enrolled in a school, district or the state for at least .25 FTE. The numerator of this measure is a headcount of students who were enrolled in any of the [courses](#) at any time during the school year. Any student who generates CTE weighted FTE in an approved course on the matrix would be included as long as the course is not coded with a VA curriculum code indicating it is an integrated CTE academic course. Students who generated CTE weighted FTE in Senior-Only Industry Recognized Credential courses would count towards the measure.

THE PERCENTAGE OF STUDENTS PARTICIPATING IN ONE OR MORE COCURRICULAR ACTIVITIES

The denominator of this measure is a headcount that includes students who were enrolled in a school, district or the state for at least .25 FTE. The numerator of this measure is a headcount of students who were enrolled in the following courses or reported as participating in the following programs at any time during the school year:

| Course Code | Course Name |
|-------------|-----------------------------|
| 080312 | Introduction to Dance |
| 080315 | Comprehensive Dance |
| 050337 | Drama/Theatre in grades K-8 |
| 050600 | Theatre Arts |
| 122000 | Music (K-8) |
| 120001 | General Music |
| 120300 | Music Theory |
| 120400 | Vocal/Choral Music |
| 120500 | Instrumental Music |
| 120800 | Music Appreciation |
| 129999 | Other Music Course |

| | |
|--------|-----------------------------|
| 020012 | Visual Art (K-12) |
| 020100 | Art Appreciation |
| 020101 | Art History |
| 020210 | Design |
| 020240 | Crafts |
| 020242 | Ceramics |
| 020250 | Drawing and Painting |
| 020270 | Photography and Film Making |
| 020280 | Printmaking |
| 020290 | Sculpture |
| 029902 | Advanced Visual Art |
| 020320 | Graphic Arts/Unified Arts |
| 029100 | Studio Art – Drawing |



| | |
|--------|------------------------------|
| 029110 | Studio Art – 2D Design |
| 029120 | Studio Art – 3D Design |
| 029999 | Other Visual Art Course |
| 230001 | Family and Consumer Sciences |
| 230100 | Clothing and Textiles |

| | |
|--------|---------------------------------|
| 230140 | Foods and Nutrition |
| 230200 | Child Development and Parenting |
| 230300 | Consumer Education |
| 230500 | Family Living |
| 230600 | Housing and Home Furnishings |

***Note:** Program Codes listed below are only reported for students in grades 7-12

| Program Code | Name |
|--------------|--|
| 410001 | Business Professionals of America (BPA) |
| 410002 | DECA |
| 410003 | FFA |
| 410004 | Family, Career, and Community Leaders of America (FCCLA) |
| 410005 | Technology Student Association (TSA) |
| 410006 | SKILLSUSA – VICA |
| 410007 | Educators Rising |
| 410008 | Health Occupations Students of America (HOSA) |
| 410099 | Career Technical Student Organization (CTSO) Leadership |

THE PERCENTAGE OF STUDENTS PARTICIPATING IN ADVANCE PLACEMENT COURSES, INTERNATIONAL BACCALAUREATE COURSES, HONORS COURSES, OR COURSES OFFERED THROUGH THE COLLEGE CREDIT PLUS PROGRAM

As established under [Chapter 3365](#) of the Revised Code, the denominator of this measure is a headcount that includes students who were enrolled in a school, district or the state for at least .25 FTE. The numerator of this measure is a headcount of students who met any of the criteria listed below for participation in advanced placement, international baccalaureate, honors, or college credit plus coursework at any time during the school year:

- Advanced Placement Courses – Students reported with the **CN310 curriculum element** of **AP** are included.
- International Baccalaureate Courses – Students reported with a **CN310 curriculum element** of **IA, IS or IH** are included.
- Honors Courses – Students reported with the **CN080 element (Course Level)** value of **“6” (Advanced course)** are included.
- College Credit Plus Courses – Students reported with a **CN310 curriculum element** of **PS** are included.

THE PERCENTAGE OF STUDENTS IDENTIFIED AS GIFTED IN SUPERIOR COGNITIVE ABILITY AND SPECIFIC ACADEMIC ABILITY FIELDS

Under [Chapter 3324](#) of the Revised Code and receiving gifted services pursuant to that chapter, the denominator of this measure is a headcount that includes students who were enrolled in a school, district or the state for at least .25 FTE. The numerator of this measure is a headcount of students were identified as gifted and provided services in any subject area. Students do not need to be provided services within the subject area of identification in order to be counted in the numerator of this measure.

Community Schools are eligible to “opt in” to receive this measure. Otherwise, this measure is only created for traditional schools/districts.

Gifted identification



Note that Ohio has the policy of “once identified, always identified” with respect to gifted identification. This is in Ohio Administrative Code [3301-51-15 \(C\) \(1\) \(e\)](#). After any initial gifted identification made in conformance with this rule, a student shall remain identified regardless of subsequent testing or classroom performance. Districts are expected to continue reporting a student as being identified in the current school year if the student met the criteria to qualify for gifted identification in any prior year.

When determining students identified as gifted, only current year EMIS records are used. A student will not be considered identified unless a gifted identification code is reported in the current school year. Moreover, to be deemed identified for the current year’s report card, a student must be identified no later than March 31 of that school year. Data does not need to be reported in EMIS by March 31, this simply means the district must have the test score showing the student met the criteria to be identified gifted no later than that date. Students identified on April 1 or later will be included in their school and district’s calculation for the first time in the following school year. The Gifted Identification elements are reported as part of the Student Gifted Education (GG) record. A “Y” code for the following element numbers will indicate that the student is gifted in the following areas:

| STUDENT GIFTED EDUCATION (GG) RECORD - IDENTIFICATION | |
|--|---------------------------|
| Code | Area of Giftedness |
| GG200 | Superior Cognitive |
| GG210 | Math |
| GG220 | Science |
| GG230 | Reading/Writing |
| GG240 | Social Studies |
| GG250 | Creative Thinking |
| GG260 | Visual/Performing Arts |

Services

Students identified after March 31 of the current school year are not included in this calculation even if they do receive gifted services. Any gifted services provided at any time in the current school year are included in this calculation. A “Y” code for the following element numbers with the following program codes indicate the student is receiving services in the following area:

| STUDENT GIFTED EDUCATION (GG) RECORD - SERVICES | | | |
|--|---------------------------|-----|--|
| Code | Area of Giftedness | | |
| GG510 | Superior Cognitive | AND | Program code with a 205XXX or 206XXX extension or a Local Classroom code indicating the student is being taught in a course for a designated gifted population |
| GG520 | Math | | |
| GG530 | Science | | |
| GG540 | Reading/Writing | | |
| GG550 | Social Studies | | |
| GG560 | Creative Thinking | | |
| GG570 | Visual/Performing Arts | | |



THE PERCENTAGE OF STUDENTS PARTICIPATING IN ENRICHMENT OR SUPPORT PROGRAMS OFFERED BY THE DISTRICT OR BUILDING OUTSIDE OF THE NORMAL SCHOOL DAY

The denominator of this measure is a headcount that includes students who were enrolled in a school, district or the state for at least .25 FTE. The numerator of this measure is a headcount of students who were reported as participating in the following programs at any time during the school year:

| Program Code | Name |
|--------------|--|
| 405001 | National Honor Society |
| 405002 | Debate Team/Speech Club |
| 405003 | Drama Club/Thespians |
| 405004 | Foreign Language Clubs |
| 405005 | Yearbook Staff |
| 405006 | School Newspaper Staff |
| 405007 | Music Activities |
| 405008 | Computer Clubs |
| 405009 | Science Club |
| 405010 | Future Career Clubs |
| 405012 | National Vocational Technical Honor Society |
| 405013 | Visual Arts Club |
| 405014 | Dance Club |
| 405015 | Mathematics Club |
| 405011 | Other Academic Extracurricular Activities |
| 420001 | Pep Clubs |
| 420015 | Other – Athletics and Related Programs (not Interscholastic Athletics) |
| 420002 | Football |
| 420003 | Basketball |
| 420004 | Baseball |
| 420005 | Track and Field |
| 420006 | Wrestling |
| 420007 | Softball |
| 420008 | Golf |
| 420009 | Tennis |
| 420010 | Soccer |
| 420011 | Swimming and Diving |
| 420012 | Volleyball |
| 420013 | Other Interscholastic Athletics |
| 420014 | Intramural Athletics |
| 420020 | Cheerleading |
| 490000 | Other – participation in extracurricular programs and activities not identified in one of the above categories |

THE PERCENTAGE OF ELIGIBLE STUDENTS PARTICIPATING IN EACH SCHOOL DAY IN SCHOOL BREAKFAST PROGRAMS OFFERED BY THE DISTRICT OR BUILDING

In accordance with section [3313.813](#) or [3313.818](#) of the Revised Code, the following apply:

1. Not every school and district will have a valid value for this measure, as not every school and district participates in a school breakfast program (see below).



2. For Districts and the State, 'eligible' is defined as students enrolled in a building that is taking part in a breakfast program. All students enrolled in a building that does not participate in a breakfast program were excluded from the denominator when calculating percent of eligible students (see III-b4 below).
3. Data are submitted by participating schools via the Claims Reimbursement and Reporting System (CRRS).
 - a. Only schools that participate in some form of breakfast program will be included in the data pulled from the CRRS. As such, some schools and districts will not have data for the Breakfast Student Opportunity Profile measure.
 - b. Data pulled from the CRRS for this measure are collected during the month of October.
 - c. Data pulled from the CRRs for this measure includes: Average Daily Participation (ADP), Average Daily Membership (ADM), Sponsor IRN, and Site School ID.
 - i. ADP is defined as the average number of students participating daily in a breakfast program at a building/site during the week in October during which the count was taken.
 - ii. ADM is defined as the average number of students present daily at the school/building during the week in October during which the count was taken.
 - iii. Sponsor IRN and Site School ID correspond to District IRN and Organization IRN, respectively, as defined in EMIS.
4. The Breakfast Provided measure is reported as a percent, rounded to the nearest .01, by dividing the number of students participating in a breakfast program by the number of students eligible to participate in a breakfast program.
 - a. For buildings, the numerator of the measure is calculated using the 'Average Daily Participant' count provided by individual buildings/sites. The denominator is calculated using the 'Average Daily Membership' count provided by individual buildings/sites.
 - b.
 - c. For Districts, the numerator is calculated by summing the 'Average Daily Participant' count for each individual building/site that participated in the breakfast program within the District. The denominator is calculated by summing the 'Average Daily Membership' count for each individual building/site that participated in the breakfast program within the District.
 - d.
 - e. For the State, the numerator is calculated by summing the 'Average Daily Participant' count for all individual buildings/sites that participated in the breakfast program in Ohio. The denominator is calculated by summing the 'Average Daily Membership' count for all individual buildings/sites that participated in the breakfast program in Ohio.
 - f.
 - g. Of note, for Districts and the State, the denominator may be less than the total number of students enrolled in the District/State. This is because only those students who attend a school building/site that participates in the breakfast program are included when summing the individual building/site values for 'Average Daily Membership'

THE PERCENTAGE OF STUDENTS WHO ARE TRANSPORTED BY A SCHOOL BUS EACH SCHOOL DAY

Data for this measure come from: T1 reports submitted by Districts and by a limited number of Community Schools. The T1 report includes the average number of students per method of transportation. This average is derived from daily counts of students on each method of transportation during the first full week of October.

- a. A copy of the T1 reporting instructions can be found here: [T1-instruction-FY19.pdf \(ohioschoolboards.org\)](#)
- b. The data collected as part of the T1 report is scheduled for release every February following the October count. Updates to the released data may be ongoing through the spring and summer following release.
2. The Bus Transportation measure is reported as the average count of students riding a bus employed by a District.
 - a. Districts count all students riding a bus employed by the District during count week, regardless of where the student might be counted for other report card measures.



- b. The percentage of eligible students transported by bus cannot be calculated due to Districts transporting and counting students other than those students enrolled full-time in the District.
 - c. Each district reports a separate rider count for each form of transportation employed during count week. Each form of transportation is classified as one of 8 types (Type I, IA, II, III, IV, V, VI, and VII), as indicated by the variable: `trans_srvc_type_code`
 - d. Only cases where `trans_srvc_type_code = I, IA, or II` are included. These three codes all indicate transportation by a school bus of some form.
 - e. Cases where `trans_srvc_type_code = III, IV, V, or VI` represent instances where the form of transportation explicitly did not involve a school bus and were not included.
 - f. Cases where `trans_srvc_type_code = VII` represent instances where the form of transportation was not explicitly stated to be a school bus. Type VII cases only involve Community Schools transporting students.
 - g. Only cases where `entry_status_code = AP or SB` were included. These codes indicate that the reported data were either in the final step of the submission process or were formally approved after submission and review.
3. Community Schools: Community schools are excluded from the calculation of the measure for the following reasons:
 - a. This exclusion is based on the difference in community school engagement with the transportation of students by school bus compared to engagement in this process by traditional school districts.
 - b. Only approximately 10% of Community Schools reported any level of engagement with the transportation of students by any means.
 - c. In addition, community school's reporting rider counts in cases where `trans_srvc_type_code = VII` may be transporting students by a method other than school bus, since the specific method of transportation is not stated.

THE RATIO OF PORTABLE TECHNOLOGY DEVICES THAT STUDENTS MAY TAKE HOME TO THE NUMBER OF STUDENTS

The denominator of this measure is a headcount that includes students who were enrolled in a school, district or the state for at least .25 FTE. The numerator of this measure is a headcount of students who were reported with the following program codes:

1. **700201 – District Provided Computer:** The student's school or district provides a desktop, laptop, or tablet for the student to use to complete schoolwork at their primary residence.
2. The Organization-General Information (DN) record includes an attribute called **LEAPRVHARD**, which is reported if the district provided computer hardware (including desktops, laptops, or tablets) to all students in one or more grade levels for use in completing schoolwork at their primary residence. Districts using this element for groups of students in one or more grades do not have to report the program codes for the individual students so both sources of data are used in the calculation.

Staff-related metrics

Many of the staff-related metrics specified in the "opportunity page" ORC already have a similar component on the existing report card. For example, the new ORC calls for "the ratio of nurses to students in a district or school." Through SY2022, the district report cards displayed a ratio of FTE of nurses *per 1,000 students*. These components are reported in the element on the STAFF section of the report card called "Educators in Your District" or "Educators in Your School."

The student:staff ratios required by the new ORC compare the number of Student Enrollment Full-Time Equivalent (FTE) to a single staff Full-Time Equivalent (FTE). All ratios expressed on the report cards are now in the form of *number of students per full staff member*. For example, a student-to-teacher ratio of 25 student FTE for each full-time teacher of record is expressed as *25 students per teacher of record*. The nurse ratio is



now expressed as the *number of students* (FTE) per *employee reported as a school nurse*. Student:staff ratios appear in this form, whether on the “Educators in Your District” section or the Student Opportunity Profile.

$$\text{Student: Staff ratio in a district or school} = \frac{\text{Student full time equivalents enrolled}}{\text{Staff full time equivalents assigned}}$$

THE RATIO OF STUDENTS TO TEACHERS OF RECORD IN A SCHOOL OR BUILDING

Original text of the measure to be created: Average ratio of teachers of record to students in each grade level in a district or building.

1. The numerator for this measure is the full-time equivalent of students enrolled in the district or school as a whole.
2. The student portion is calculated as the student enrollment (full-time equivalent) per grade level in each public district or school. School-level ratios are displayed only for the grades within the reported grade range of the school.
3. Staff members are included in the denominator if they were reported with a *Teacher Assignment* (position code 230) who are also reported as the teacher of record for at least one course. Staff with a Teacher Assignment without reported courses are not included in this measure.
4. Teacher FTE are apportioned to grade levels according to the proportion of courses per grade level out of all courses for that teacher.
 - a. Count the total number of courses taught by each teacher of record.
 - b. Count the number of courses taught per grade level.
 - c. Determine a percentage of courses taught for each grade level.
 - d. Multiply the teacher’s reported FTE by that percentage.
 - e. Assign the resulting proportional FTE to the grade level.
 - f. Sum all grade-level proportional FTE within the district or school.
5. Note that this measure is *not* directly related to classroom size per grade level. Classroom student counts are not used in calculating this measure.
6. Express the ratio as the number of students for each teacher of record per grade level across the district, or in a single school.

$$\text{Grade level ratio} = \frac{(\text{Student FTE enrolled in Grade})}{(\text{Teacher FTE teaching in Grade})}$$

THE RATIO OF MENTAL HEALTH PROFESSIONALS TO STUDENTS IN A DISTRICT OR BUILDING

Original text of the measure to be created: Average ratio of mental health professionals to students in each grade level in a district or building.

1. Reporting by districts does not include a position with the title *Mental Health Professional*. However, several employee positions reported by EMIS may serve as mental health professionals in districts. For the purposes of this report card measure, *Mental Health Professionals* is an umbrella term for three student:staff categories: Social Workers, School Psychologists, and School Counselors, as described below.
2. The numerator for these ratios is the full-time equivalent of students enrolled in the district or school as a whole.

THE RATIO OF SOCIAL WORKERS TO STUDENTS IN A DISTRICT OR BUILDING.

1. Sum the FTE of positions reported with a position codes '323' in the district or building.
2. Sum the FTE of enrolled students in the district or building.



3. Calculate a ratio, expressing it as “1:X” “social worker FTE : student FTE”, where X is determined by dividing the calculated enrolled student FTE by the calculated social worker FTE.

THE RATIO OF SCHOOL PSYCHOLOGISTS TO STUDENTS IN A DISTRICT OR BUILDING

1. Sum the FTE of positions reported with a position codes ‘318’ in the district or building.
2. Sum the FTE of enrolled students in the district or building.
3. Calculate a ratio, expressing it as “1:X” “school psychologist FTE : student FTE”, where X is determined by dividing the calculated enrolled student FTE by the calculated school psychologist FTE.

THE RATIO OF SCHOOL COUNSELORS TO STUDENTS IN A DISTRICT OR BUILDING

1. Sum the FTE of positions reported with a position codes ‘202’ in the district or building.
2. Sum the FTE of enrolled students in the district or building.
3. Calculate a ratio, expressing it as “1:X” “school counselor FTE : student FTE”, where X is determined by dividing the calculated enrolled student FTE by the calculated school counselor FTE.

THE RATIO OF LICENSED LIBRARIANS AND LIBRARY MEDIA SPECIALISTS TO STUDENTS IN A DISTRICT OR BUILDING

Original text of the measure to be created: The average ratio of licensed librarians and library media specialists to students in a district or building.

1. Calculate the denominator using records of licensed librarians and records of library position assignments.
 - a. From CORE, the State’s database of record for educator credentials, identify the set of people who held active Librarian/Media Specialist licenses during the school year for which the report card is being built. For example, if calculating for SY2023, use date logic to capture anyone whose license was valid during SY2023, even if calculating AFTER SY2023 has passed and some credentials might then be in *expired* status.
 - b. Identify the set of employees reported with a position of ‘Librarian/Media Assignment’ (position code 203) or of ‘Library Aide Assignment’ (position code 414).
 - c. Identify the set of persons in each district and school who meet both criteria – they held one of those positions reported in EMIS *and* they held an active license.
 - d. Sum the FTE of the result of the above step for the denominator.
2. Divide the student enrollment FTE by the total FTE obtained in step 1.

THE RATIO OF PARAPROFESSIONALS TO STUDENTS IN A DISTRICT OR BUILDING.

1. Sum the FTE of positions reported with position code ‘415’ in the district or building.
2. Sum the FTE of enrolled students in the district or building.
3. Calculate a ratio, expressing it as “1:X” “paraprofessional FTE : student FTE”, where X is determined by dividing the calculated enrolled student FTE by the calculated paraprofessional FTE.

THE RATIO OF NURSES TO STUDENTS IN A DISTRICT OR BUILDING

1. Sum the FTE of positions reported with a position codes ‘320’ or ‘406’ in the district or building.
2. Sum the FTE of enrolled students in the district or building.
3. Calculate a ratio, expressing it as “1:X” “school nurse FTE : student FTE”, where X is determined by dividing the calculated enrolled student FTE by the calculated school nurse FTE.

THE PERCENTAGE OF TEACHERS WITH FEWER THAN THREE YEARS OF EXPERIENCE TEACHING IN ANY SCHOOL

1. Sum the FTE of positions reported with position codes ‘212’ or ‘230’ in the building. This is the *total teacher FTE*.



2. Sum the FTE of positions reported with position codes '212' or '230' and less than three years of authorized teaching experience. This is the *inexperienced teacher FTE*.
3. Calculate the percentage of teachers with fewer than three years of experience by dividing the *inexperienced teacher FTE* by the *total teacher FTE*.

THE PERCENTAGE OF PRINCIPALS WITH FEWER THAN THREE YEARS OF EXPERIENCE TEACHING IN ANY SCHOOL

1. Sum the FTE of positions reported with position codes '104' or '108' in the building. This is the *total principal FTE*.
2. Sum the FTE of positions reported with position codes '104' or '108' and less than three years of principal experience. This is the *inexperienced principal FTE*.
3. Calculate the percentage of teachers with fewer than three years of experience by dividing the *inexperienced principal FTE* by the *total principal FTE*.

THE PERCENTAGE OF TEACHERS WHO ARE NOT TEACHING IN THE SUBJECT OR FIELD FOR WHICH THEY ARE CERTIFIED OR LICENSED

For the relevant level: state, district, or building:

1. Sum the number of core courses being taught. This is the *core course count*.
2. Sum the number of core courses that have been determined to be not properly certified. This is the *not properly certified course count*.
3. Calculate the *percentage of not properly certified courses* by dividing the *not properly certified course count* by the *core course count*.
4. Sum the FTE of educators reported with position code '230', 'Teacher Assignment.' This is the *total teacher FTE*.
5. Multiply the *total teacher FTE* by the *percentage of not properly certified courses*. This is the *not properly certified teacher FTE*.
6. Calculate the percentage of teachers who are not teaching in the subject or field for which they are certified or licensed by dividing the *not properly certified teacher FTE* by the *total teacher FTE*.