

Career Technical Planning District (CTPD) Report Card Technical Documentation 2021- 2022

OVERVIEW

Ohio School Report Cards give communities a clear picture of the progress of their schools in raising achievement and preparing students for the future. Career Technical Planning Districts are key partners in meeting Ohio’s vision for each student. The Career-Technical Planning District Report Cards support that work by examining key metrics of success such as career readiness – with a focus on equitable outcomes for all students.

Ohio law requires the Ohio Department of Education to create a career-technical planning district (CTPD) report card. With the unique mission of career-technical planning districts and the use of the shared-services model, the report card for CTPDs uses different accountability rules than those used for the traditional school and district report cards. The measures on the CTPD report card use one of two types of student populations: “concentrators” or “concentrators who left secondary education” as the cohort being evaluated. The definitions and calculation details are shared below to help better understand the Career-Technical Planning District (CTPD) report card.

Career-Technical Education Definition

The term ‘career and technical education’ (CTE) means organized educational activities that:

- (A) offer a sequence of courses that--
 1. provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;
 2. provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and
 3. may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and
- (B) 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.

Key Definitions

Career-Technical Education Workforce Development Program

The definition of CTE Programs are 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, and specify an example set of aligned postsecondary courses in the pathway

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, the course must be aligned to a state-approved CTE program of concentration via an approved CTE-26 application. CTE workforce development courses are limited to those with curriculum codes VN (JTC programs only), VP, VT and PS (College-Credit Plus).

Student Populations

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 in a workforce development course are not considered CTE Participants.

CTE Concentrator (Perkins IV)

A CTE Concentrator under Perkins IV was a student who has completed a minimum of 50% of the courses required for a single CTE workforce development program of concentration (e.g., Medical Biosciences or Marketing), and enrolled for additional credit at the secondary level within the same program.

A student enrolled in a CTE workforce development program of concentration who had a CTE credit flexibility plan reached CTE Concentrator status when they demonstrated attainment of 50% (half) of the CTE program of concentration competencies/learning outcomes and began work on the second half of the CTE program of concentration competencies/learning outcomes.

Traditional districts, joint vocational school districts (JVSD), community schools and Science, Technology, Engineering and Mathematics (STEM) schools report a CTE program of concentration element (FN290) in Education Management Information System (EMIS). This element, reported during the Student collections, designates the program of concentration where the secondary student achieved CTE concentrator status. Any student in any secondary grade (e.g. – a student in a grade below 12) should be reported as a Concentrator if they meet concentrator status.

CTE Concentrator (Perkins V)

The federal Perkins V act changed the definition of what it means to be a CTE Concentrator. In preparation for the implementation of Perkins V, beginning with 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 within one, or across districts and years, however, to be considered a concentrator in a year at least one course must have been completed in the 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, so once a student is identified, they remain a CTE Concentrator for the rest of their schooling, even if he/she does not continue working to complete a CTE workforce development program of concentration. Districts report students as concentrators in the year that they achieve concentrator status, and any subsequent year in which they complete a course aligned to their program of concentration. 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 by a district for each student in a year.

Although districts self-report students as CTE Concentrators, it is important to understand that the Ohio Department of Education (ODE) performs checks of the data to ensure accurate data reporting. Each program of concentration has a list of aligned courses. ODE checks the CTE program of concentration and the courses reported for each student to ensure that there is alignment in the year that concentrator status is reported. A student is not included in calculations on the CTE report card if there is not alignment between the program of concentration and the courses which the student completed within the reporting district. The calculations section of this technical document below shows what elements are used when ODE performs its check to confirm that the student is indeed a CTE Concentrator.

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

When programs of concentration are derived in EMIS, rather than reported by the educating district, the Department may apply the following tie-breaker rules where more than one program of concentration is derived based upon the student's course completion patterns:

1. When only one program of concentration is derived, that program of concentration will be chosen.
2. When more than one program of concentration is derived, the Department will choose the program of concentration among those derived for the student:
 - The program that was reported for the student by the district in the prior year. If none of the derived programs were reported, **then**;
 - The program that was reported for the student by any district in the prior year. If none of the derived programs were reported, **then**;
 - The program in which student has the greatest number of aligned courses. If the student has the same number of aligned courses across the programs, **then**;
 - The program in which the student has taken the greatest number of aligned CTE Technical Assessments (GY). If the student has taken the same number of CTE Technical Assessments across the derived programs, **then**;
 - The program that comes first when sorted alphabetically.

Current Year Concentrator

A student is considered to be a concentrator in the year in which they achieve CTE Concentrator status, and any subsequent year in which they complete a workforce development course aligned to their program of concentration.

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 is enrolled in secondary education. For example, a CTE Concentrator who graduated or otherwise left high school.

Student Population Calculations

CTE Participant Calculation

A CTE Participant is derived from data reported in the Education Management Information System (EMIS):

1. A student must be funded in a state-approved CTE workforce development course (Curriculum Element 'VN', 'VT', 'VP', 'PS') in the current year, and,
2. The student must have been enrolled for at least 90% of the course, or,
3. The student must have a 'Y' (Yes) or 'P' (Partial/Override) reported for that course in the current year in the High School Credit Earned field (Student Course Record (GN), High School Credit Earned Element (GN150)).

- a. If partial credit is reported in the High School Credit Earned element the Partial/Override Element (GN152) must be a number greater than '0.0' which indicates that some amount of credit was earned for that course.

CTE Concentrator (Perkins IV) Calculation

A student must have a value not equal to "***" in the CTE Program of Concentration Field (*CTE Program of Concentration Element* (FN290));

And

The student must have been funded in an aligned CTE workforce development course in the reporting year in the district reporting the *CTE Program of Concentration Element*. The course must be identified as a CTE anchor course (curriculum code 'VN', 'VT', 'VP', 'PS') and must be aligned to the student's CTE program of concentration.

The workforce development course in which the student was funded in the year must align to the program area of concentration being reported in the FN290 field. Students are not included in accountability calculations that use "CTE Concentrators" as the cohort to be evaluated in cases where there is misalignment between the program area of concentration and the course taken.

CTE Concentrator (Perkins V Calculation)

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:

1. They were funded in (generated CTE FTE) an approved CTE workforce development course (curriculum codes VN (for JTC only), VP, VT, or PS), and
 - i. They earned full or partial high school credit, or,
 - ii. 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 and the Course Enrollment End Date as reported on the

Student Course (GN) Record. Calendar days are based on the particular calendar that is assigned to the student. If a student has multiple FS/FD combinations, then the Student Course Days will be further subdivided.

Course Days: The number of calendar days between the Course Start Date and the Course End Date as reported on the Course Master (CN) Record. Calendar days are based on the particular calendar that is assigned to the student.

Scheduled Instructional Hour Count: The hours per year that a teacher spends in instruction for the course/subject reported on the Course Master (CN) Record.

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:

1. High School Credit Earned Element (GN150) = 'Y', or
2. High School Credit Earned Element (GN150) = 'P'
 - a. and Partial/Override Credit Element (GN152) greater than 0.

Calculating the Count of Completed Courses: The Office of Career Technical Education has defined one completed course to be calculated as:

1. Scheduled Instructional Hour Count must be a minimum of 120.
2. Courses that have Scheduled Instructional Hour Count of 60 but less than 120 of the same subject code, and meet the definition of a completed course, are added together to reach the 120 minimum and count as one (1) completed course.
3. Courses count for student across districts

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

CTE Concentrator Who Left Secondary Education Calculation

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

1. Excludes any CTE Concentrator who is enrolled in current year, as reported in district enrollment data by the close of the initial Student (S) Collections in EMIS;
2. Excludes any CTE Concentrator who was withdrawn in the prior year (including summer withdrawals) with one of the following withdraw codes:
 - 40 Transferred to Another School District Outside of Ohio
 - 42 Transferred to a Private School (includes Ed Choice students)
 - 43 Transferred to Home Schooling Superintendent's approval on file.
 - 45 Transferred by Court Order/Adjudication A public district other than yours has been designated as responsible for paying for the education. The resident district should not withdraw ANY students placed into the Department of Youth Services.
 - 46 Transferred out of the United States
 - 48 Expelled
 - 51 Verified Medical Reasons Doctor's authorization on file.
 - 52 Death
3. Students withdrawn with one of the following codes will be included in the follow-up file:
 - 41 Transferred to Another Ohio School District
 - 47 Withdrew Pursuant to Yoder vs. Wisconsin Only use for 8th grade students.
 - 71 Withdrew Due to Truancy/Nonattendance
 - 72 Pursued Employment/Work Permit Superintendent Approval on file.
 - 73 Over 18 Years of Age
 - 74 Moved Not known to be continuing.
 - 75 Student Completed Course Requirements 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 that the student completed course requirements but did not take the appropriate statewide assessments required for graduation.
 - 76 Non-Attendance According to the 72-Hour Rule

77 Withdrew due to ORC §3314.26 (non-tested)

79 No Longer Eligible to be Enrolled in District Student eligibility changed, district does not know where education will be continued.

99 Completed High School Graduation Requirements Student completed course requirements and passed the appropriate statewide assessments required for high school graduation. In the case of a student on an IEP

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 in their CTE program are included in the follow-up file of the LEA with the highest CTE FTE for the student.

GRADUATION RATE COMPONENT OVERVIEW

The CTPD report card includes a Graduation Rate Component which is made up of two measures: the four-year graduation rate and the five-year graduation rate. The calculation uses many of the same general accountability rules as the traditional school and district report card. A student is counted in the numerator of the rate if they earned a regular or honors diploma within four years (for the 4-year rate) or within five years (for the 5-year rate) of entering the 9th grade. Only students who meet CTE concentrator status (*definition above*) by their fourth year of high school are included in the CTPD graduation rate calculation.

The graduation rate on the CTPD report card is lagged by one year. This means that for the 2022 report card, the 4-year graduation rate will capture students from the Class of 2021 and the 5-year graduation rate will capture students from the Class of 2020. A student is placed into a graduating class based on when they first are reported as a 9th grade student. Students who move into an Ohio public school sometime later in their high school career are placed in a cohort based on the grade level that is reported first or based on their Fiscal Year Started 9th Grade element. For example – a student new to Ohio reported with a grade of ‘11’ during the 2017-2018 school year would be placed into the graduating class of 2019 as would a student reported with a Fiscal Year Starts 9th grade of 2016 while a student new to Ohio reported with a grade of ‘12’ in the 2019-2020 school year would be placed into the graduating class of 2020 as would a student reported with a Fiscal Year Started 9th Grade element of 2017.

The calculation uses data from the Student and Course collections to identify which students are CTE Concentrators and, as was mentioned above, the rule is “once a CTE Concentrator, always a CTE Concentrator.” This means the calculation may include students who were no longer CTE Concentrators in 2020 for the Class of 2020 or 2021 for the Class of 2021, but who were CTE Concentrators in a prior year. Any student who met the definition of a CTE Concentrator in secondary school will count in their CTPD’s calculation. If a student was a CTE concentrator 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 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, so if a student changed CTPDs in the fifth year of high school, they stayed in the graduation rate of the CTPD where they were enrolled at the end of the fourth year. For 2020 and beyond, this has changed. Moving forward, a student will be included in the graduation rate of the CTPD in which they were most recently a CTE concentrator.

For the Career-Technical Planning District (CTPD) report card, there is one additional filter used to develop the cohort. For a traditional district, all students from the Classes of 2020 and 2021 are included if they otherwise are accountable to the district. For the CTPD report card, only students who met concentrator status by their fourth year of high school are included in the CTPD graduation rate calculation. 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 later become Concentrators (i.e., they reach concentrator status in their fifth year of school).

4-Year Graduation Rate Measure - Calculation

Definition: Percent of CTE Concentrators who graduated within four years of the fiscal year in which they were reported as a ninth grader for the first time (including summer graduates).

Numerator: Number of CTE Concentrators who graduated within four years of the fiscal year in which they were reported as a ninth grader for the first time (including summer graduates).

Denominator: Number of students who were ninth graders for the first time in fiscal year 2018, who met CTE Concentrator status.

From 2018, 2019, 2020, or 2021 EMIS:

In 2018, or 2019, or 2020 or 2021, a student has a value not equal to "***" in the CTE Program of Concentration Field (*CTE Program of Concentration Element (FN290)*) in the Student collections;

and

Perkins IV Concentrators: Student must be funded in a CTE workforce development course (see definition for CTE Workforce Development Course) in the district reporting the *CTE Program of Concentration Element* aligned to their program of concentration in the year concentrator status was reported;

Perkins V Concentrators: Student must have completed a CTE workforce development course in the district reporting the *CTE Program of Concentration Element* aligned to their program of concentration in the year concentrator status was reported;

Starting with the 2019-2020 school year, students who achieve concentrators status and are not reported with a value not equal to "***" in the CTE Program of Concentration Field (*CTE Program of Concentration Element (FN290)*) by the LEA providing their CTE coursework will be derived as Concentrators in EMIS and included in accountability calculations. A student's CTE coursework can span multiple districts and years.

From 2018 EMIS:

A student must have a Grade Level equal to '9' on the State Equivalent Grade Level Element (GI370) or been assigned to the 2017 9th grade cohort.

To be included in the numerator, students must meet the conditions above, AND be reported as having a *DIPLOMA DATE* and a *DIPLOMA TYPE* no later than the end of 2021 Graduate "G" reporting period.

4-Year Graduation Rate Measure - Grade Scale

Once the graduation rate is calculated, it is assigned a letter grade using the scale below:

Rate	Letter Grade
93 – 100%	A
89 – 92.9%	B
84 – 88.9%	C
79 – 83.9%	D
0 – 78.9%	F

4-Year Graduation Rate Measure - Calculation

Definition: Percent of CTE Concentrators who graduated within five years of the fiscal year in which they were reported as a ninth grader for the first time (including summer graduates).

Numerator: Number of CTE Concentrators who graduated within five years of the fiscal year in which they were reported as a ninth grader for the first time (including summer graduates).

Denominator: Number of students who were ninth graders for the first time in fiscal year 2017, who were ever reported as CTE Concentrators by the end of their fourth year of high school.

From Final Student collections 2017, 2018, 2019, or 2020 EMIS: In 2017, or 2018, or 2019 or 2020, a student has a value not equal to "***" in the CTE Program of Concentration Field (*CTE Program of Concentration Element* (FN290)) in Final Student collections;

and

Perkins IV Concentrators: Student must be funded in a CTE workforce development course (see definition for CTE Workforce Development Course) in the district reporting the *CTE Program of Concentration Element* aligned to their program of concentration in the year concentrator status was reported;

Perkins V Concentrators: Student must have completed a CTE workforce development course in the district reporting the *CTE Program of Concentration Element* aligned to their program of concentration in the year concentrator status was reported.

Starting with the 2019-2020 school year, students who achieve concentrators status and are not reported with a value not equal to "***" in the CTE Program of Concentration Field (*CTE Program of Concentration Element* (FN290)) by the LEA providing their CTE coursework will be derived as Concentrators in EMIS and included in accountability calculations. A student's CTE coursework can span multiple LEAs and years.

From Final Student collections 2017 EMIS or later have been assigned to the 2017 cohort: A student must have a Grade Level equal to '9' on the State Equivalent Grade Level Element (GI370) or been assigned to the 2017 cohort based on the Fiscal Year Starts 9th grade element.

To be included in the numerator, students must meet the conditions above, AND be reported as having a *DIPLOMA DATE* and a *DIPLOMA TYPE* no later than the end of 2021 Graduate "G" reporting period.

5-Year Graduation Rate Measure - Grade Scale

Once the graduation rate is calculated, it is assigned a letter grade using the scale below:

Rate	Letter Grade
95 – 100%	A
90 – 94.9%	B
85 – 89.9%	C
80 – 84.9%	D
0 – 79.9%	F

Graduation Component - Calculation

Measures Included and Weights

1. 4-year Graduation Rate contributes 60% to the Graduation Component Grade
2. 5-Year Graduation Rate contributes 40% of the Graduation Component Grade

The weighting and calculation of the component considers the exact graduation rate and points are awarded for higher rates (shown below). The graduation rate is converted to a point scale, with the appropriate weight applied (either .6 or .4) and then a letter grade is assigned. If a CTPD has only one measure, then that one graded measure is used for the component. If neither measure is graded, then the component also is not graded.

Examples of Calculation

Measure	Weighted Points	Component Points
4-Year Rate	95.2% = 4.5 Points x 0.60 weight	2.7 Points
5-Year Rate	92.0% = 3.5 points x 0.40 weight	1.4 Points
Total		4.10 points = "B" Component grade

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		2.25 points = "C" Component grade

Percentage to Point Scales:

4-Year Graduation Percentage to Points		
Measure Grade Scale	Percentage	Points
93% - 100% = A	>=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% = B	>=92% but <93%	4
	>=91% but <92%	3.75
	>=90% but <91%	3.5
	>=89% but <90%	3.25
84% - 88.9% = C	>=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% = D	>=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% = F	>=59.25% but <79%	1
	>=39.5% but <59.25%	0.75
	>=19.75% but <39.5%	0.5
	>=0% but < 19.75%	0

5-Year Graduation Percentage to Points		
Measure Grade Scale	Percentage	Points
95% - 100% = A	>=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% = B	>=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% = C	>=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% = D	>=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% = F	>=60% but <80%	1
	>=40% but <60%	0.75
	>=20% but <40%	0.5
	>=0% but <20%	0

Graduation Component Grade Scale

Graduation Component Grade Assignment	
Points	Letter Grade
4.125 – 5.000	A
3.125 – 4.124	B
2.125 – 3.124	C
1.125 – 2.124	D
0 – 1.124	F

CAREER & POST-SECONDARY READINESS COMPONENT OVERVIEW

This component was redesigned by the State Board of Education based on recommendations from an external stakeholder workgroup in 2019. [Additional information on the workgroup’s recommendation can be found online at the State Board of Education’s meeting materials from December 2018.](#)

This component previously mirrored the Prepared for Success component on the traditional district and school report card, but now is expanded to better capture demonstrations of readiness by Career- Technical Education students. The elements included are defined below and were identified by the State Board of Education and the workgroup. This component will be fully implemented over three years as some elements are new and require additional time to collect data for implementation.

Career & Post-Secondary Readiness Calculation

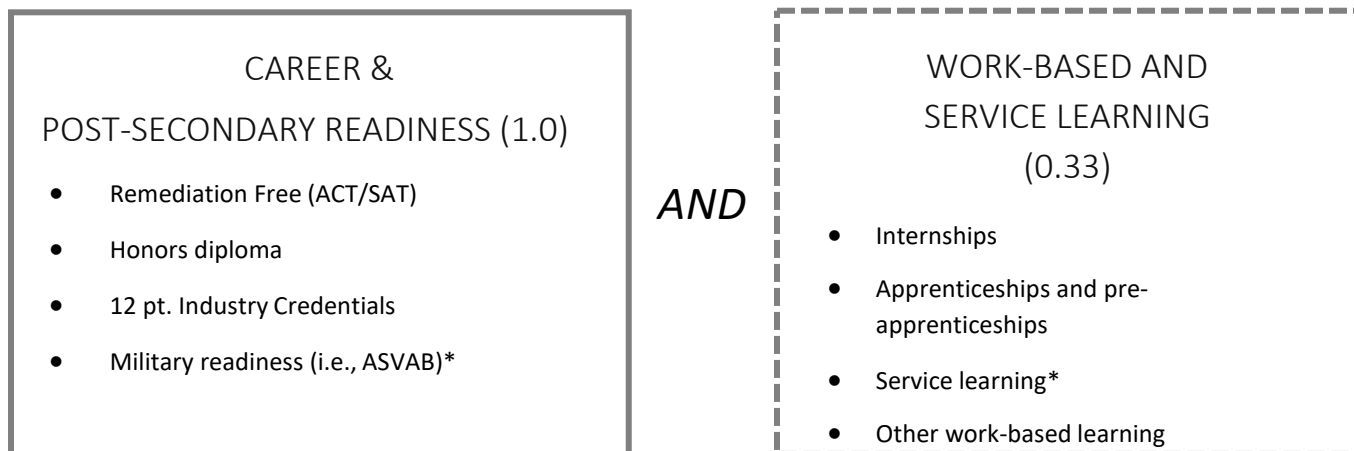
There are two options for student performance and experience to count towards the Career and Post-Secondary Readiness Component for the Career-Technical Planning District report card. Option 1 captures students earning full credit, plus the option for a bonus by earning one of Work-Based and Service-Learning elements. Option 2 captures students earning up to full credit, plus the option for bonus, by earning a combination of Emerging Readiness Measures.

READINESS MEASURE OPTION (1): 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 0.33 points by completing at least one Work-Based and Service-Learning element.

Numerator: CTE Concentrators that meet at least one readiness measure.

Denominator: Number of CTE Concentrators in the lagged four-year graduation cohort.

MEASURED ELEMENTS for READINESS MEASURE OPTION (1):



*Data from this element were not used for the 2021 calculation

POINTS AWARDED for READINESS MEASURE OPTION (1):

1.00 POINT

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

1.33 POINTS

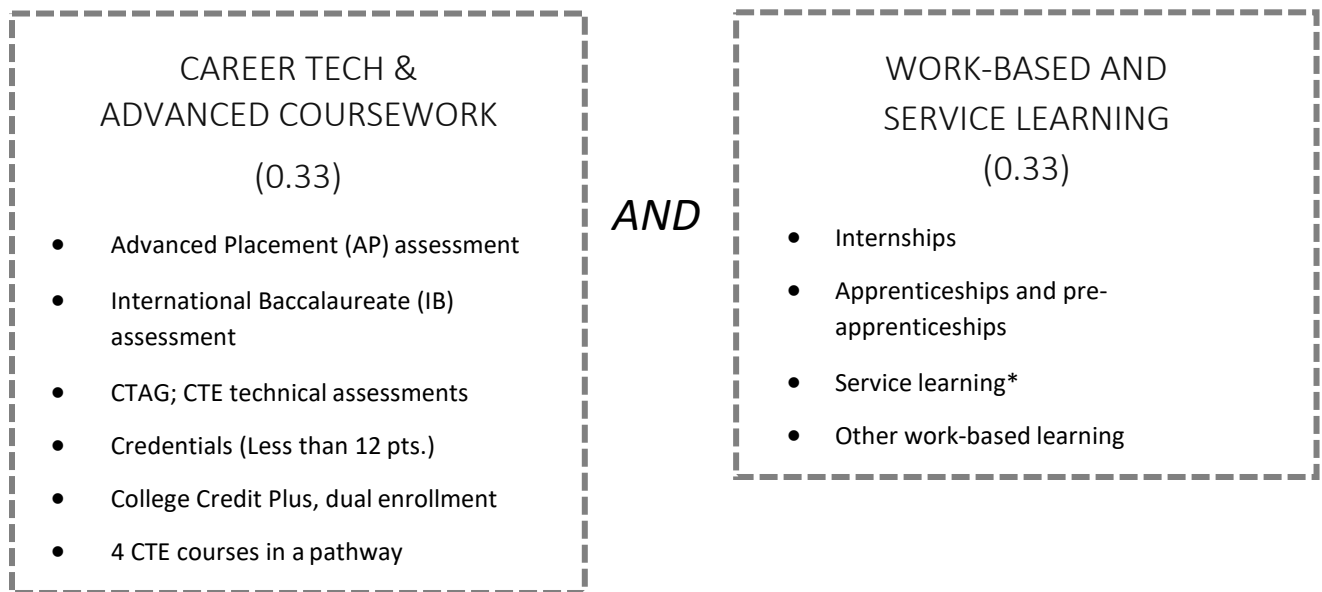
Students earn at least one item from the list of Career and Post-Secondary Readiness elements and at least one item from the list of Work-Based and Service-Learning elements.

EMERGING READINESS MEASURE OPTION (2): For a student to earn a full point on this measure, 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.

Numerator: A combination of emerging readiness measures (up to 3 unique elements across two categories; 0.33 per element).

Denominator: Number of CTE Concentrators in the lagged four-year graduation cohort.

MEASURED ELEMENTS for EMERGING READINESS MEASURE OPTION (2):



* Data from this element were not used for 2022 calculation

POINTS AWARDED for EMERGING READINESS MEASURE OPTION (2):

1.33 POINTS

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

0.67 POINT (2 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 (1 element at 0.33)

Students earn one unique item from either Career Tech & Advanced Coursework or Work-Based and Service Learning.

CALCULATION DETAILS

- The possible points per student are: 0.00, 0.33, 0.67, 1.00, 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 but cannot earn an additional 0.33 for the “less than 12-point credential” partial credit element in the Career Tech & Advanced Courseworklist.

MEASURED ELEMENT DETAILS

Data elements will be added to this calculation a rolling basis as the data become available. Some items have not been collected by the Ohio Department of Education and, therefore, cannot be included until reporting, collection, and threshold business rules are established. Data elements will be added each year as they become available.

For the 2022 Report Card, the following elements listed above will not be included in this component:

- Military readiness (i.e., ASVAB)
- Service learning

Career & Post-Secondary Readiness Option Elements

ELEMENT: ACT and SAT SCORES and PARTICIPATION

Many colleges and universities use ACT and SAT scores to determine if a student is ready for college level coursework. Remediation-free scores have been set for each component of the ACT and SAT by the Ohio Department of Higher Education.

2021 ACT Remediation-Free Scores

English	18
Mathematics	22
Reading	22**

**The Department of Higher Education increased the ACT reading score to 22 in May 2016. Ohio Department of Education (ODE) will use 22 for the 2020 report card calculation because that score was the remediation free standard when the Class of 2019 took this test.

2021 SAT Remediation-Free Scores**

For SAT Tests Taken Before March 2016		For SAT Tests Taken in March 2016 or Later	
Critical Reading	450	Evidence Based Reading and Writing	480
Writing	430		
Mathematics	520	Mathematics	530

**College Board redesigned the SAT in March 2016. The Department of Higher Education recommended new scores in the spring of 2017. Because of the cohort being evaluated for this measure, some students would have taken the “old” version of the test. However, some students may have taken the “new” version. A student can be deemed remediation free across the tests as shown below.

A student can earn a remediation free designation across the two versions of the SAT. Thus, there are four combinations that would qualify. They include:

Old test reading/writing and new test math

For SAT Tests Taken Before March 2016		For SAT Tests Taken in March 2016 or Later	
Critical Reading	450	Evidence Based Reading and Writing	
Writing	430		
Mathematics		Mathematics	530

Old test math and new test Evidence Based Reading and Writing

For SAT Tests Taken Before March 2016		For SAT Tests Taken in March 2016 or Later	
Critical Reading		Evidence Based Reading and Writing	480
Writing			
Mathematics	520	Mathematics	

All old tests

For SAT Tests Taken Before March 2016		For SAT Tests Taken in March 2016 or Later	
Critical Reading	450	Evidence Based Reading and Writing	
Writing	430		
Mathematics	520	Mathematics	

All new tests

For SAT Tests Taken Before March 2016		For SAT Tests Taken in March 2016 or Later	
Critical Reading		Evidence Based Reading and Writing	480
Writing			
Mathematics		Mathematics	530

ACT and SAT data participation and score data are reported through Education Management Information System (EMIS) by schools and districts.

$$\frac{\text{Number of students who took the ACT or SAT test}}{\text{Students in the denominator of the 4-year graduation cohort (Class of 2021)}}$$

ACT and SAT Participation

The percentage of students in the 2021 graduation cohort who took an ACT or SAT test also are reported. These calculations are:

ACT Participation Conditions	SAT Participation Conditions
Student is reported with an Assessment type code (FA060) = AC	Student is reported with an Assessment type code (FA060) = SA
Assessment Area Code (FA205) = M, R, ENG (all assessment type codes must be reported)	Assessment Area Code (FA205) = M, R, W for tests taken prior to March 2016 and M, R for tests taken in March 2016 or later (all assessment type codes must be reported)
Score (FA240) >= 1, and <= 36 (valid score ranges for the ACT)	Score (FA240) >= 200, and <= 800 (valid score ranges for the SAT)
Test Date (FA210) <= 202110 (indicating that the test was taken no later than October 2021).	Test Date (FA210) <= 202110 (indicating that the test was taken no later than October 2021). Test Date (FA210) < 201603 (indicating that the test was taken prior to March 2016) to be identified as old version of the SAT.

A student must be reported with a valid score in **all sections** of the ACT listed above to be counted as a participant and thus included in the numerator. A student must be reported with a valid score in **all sections** of the SAT listed above to be included in the numerator.

ACT and SAT Remediation Free

$$\frac{\text{Number of students who scored remediation-free on all components of the ACT or SAT}}{\text{Students in the denominator of the 4-year graduation cohort (Class of 2021)}}$$

The percentage of students in the cohort who met the remediation-free scores on all components of the ACT or SAT is reported and included as one of the elements in the Career & Post-Secondary Readiness category to earn full credit (1.0 point) toward the measure. These calculations are:

ACT Remediation Free Conditions	SAT Remediation Free Conditions
Student is reported with an Assessment type code (FA060) = AC	Student is reported with an Assessment type code (FA060) = SA
Assessment Area Code (FA205) = M, R, ENG (all assessment type codes must be reported)	Assessment Area Code (FA205) = M, R, W for tests taken prior to March 2016 and M, R for tests taken in March 2016 or later (all assessment type codes must be reported)
Score (FA240) \geq 18 for English	Score (FA240) \geq 430 for Writing for tests taken before March 2016 or an Evidence Based Reading and Writing score \geq 480 for tests taken in March 2016 or later
Score (FA240) \geq 22 for Mathematics	Score (FA240) \geq 520 for Mathematics for tests taken before March 2016; or a score (FA240) \geq 530 for tests taken in March 2016 or later
Score (FA240) \geq 22 for Reading	Score (FA240) \geq 450 for Reading for tests taken before March 2016 or an Evidence Based Reading and Writing score (FA240) \geq 480 for tests taken in March 2016 or later
Test Date (FA210) \leq 202110 (indicating that the test was taken no later than October 2021).	Test Date (FA210) \leq 202110 (indicating that the test was taken no later than October 2021). Test Date (FA210) $<$ 201603 (indicating that the test was taken prior to March 2016) to be identified as old version of the SAT.

A student must be reported with a valid score at or above the remediation free benchmark in **all sections** of the ACT listed above to be included in the numerator. Note that the highest score from all attempts is used for the calculation. Therefore, a student that meets the required scores across multiple administrations is included. For example, if a takes the ACT three times, and scores remediation free in reading on the first test, remediation-free in math on the second test and remediation-free in English on the third test, the student is considered to be remediation-free on the ACT and will be in the numerator.

A student must be reported with a valid score at or above the remediation free benchmark in **all sections** of the SAT listed above to be included in the numerator. Note that the highest score from all attempts is used for the calculation. Therefore, a student that meets the required scores across multiple administrations is included. For example, if a takes the SAT three times, and scores remediation free in critical reading on the first test, remediation-free in math on the second test and remediation-free in writing on the third test, the student is considered to be remediation-free on the SAT and will be in the numerator.

Because of the changes to the SAT, a student's test date will be used to determine which scores will place the student in the numerator as remediation free.

It is important to note that a student must meet the remediation-free threshold for all ACT or SAT subjects to be included in the numerator. The table below helps to further clarify when a student is deemed remediation free.

ACT Subject	Attempt 1	Attempt 2	Attempt 3
Math	Not Remediation Free (Score less than 22)	Remediation Free (Score 22+)	Remediation Free (Score 22+)
Reading	Remediation Free (Score 22+)	Not Remediation Free (Score less than 22)	Not Remediation Free (Score less than 22)
English	Remediation Free (Score 18+)	Remediation Free (Score 18+)	Not Remediation Free (Score less than 18)

In the example above, the student took the ACT three times, and earned remediation free scores in all subjects across the three administrations, but never within the same administration. This student would be considered remediation free.

In order to be included in the numerator, all remediation free scores must come from the same assessment – scores from ACT and SAT may not be combined. For example, if a student were remediation free on the ACT in Reading and English but not Math, and remediation free in only Math on the SAT, this student **would not** be considered remediation free because they did not earn remediation free scores on all three sections of either the ACT or SAT.

ELEMENT: HONORS DIPLOMA

Students can earn one of six honors diplomas. The honors diploma is one of the elements in the Career & Post-Secondary Readiness category where a student can earn full credit (1.0 point) for the measure. The percentage of students who graduate from high school with one of the six honors diplomas described in [Ohio Honors Diploma Requirements](#) is also reported.

The calculation for this element is:

$$\frac{\text{Students who earned an honors diploma within 4-years of entering ninth grade (FN100 Diploma Type Element = 2, 4, 5, 6, 7, 8)}}{\text{Students in the denominator of the 4-year graduation cohort (Class of 2021)}}$$

ELEMENT: INDUSTRY-RECOGNIZED CREDENTIALS (12pts)

A single credential or bundle of industry credentials within the same career field from the approved list totaling 12 points will count toward the Career & Post-Secondary Readiness element earning full credit (1.0) point toward the measure. A single or bundle of industry credentials within the same career field from the approved list totaling at least 4 points and less than 12 points will count toward the Career Tech & Advanced Coursework element earning partial credit (0.33) toward the measure. The Industry- Credential attainment elements included in the options are unique. Students who earn 1 point towards the Career & Post-Secondary Readiness option do not also earn partial points towards the Career-Tech & Advanced Coursework option.

The calculation for this element is:

Students who earned industry-recognized credentials totaling 12 points in a single career field for the Career & Post-Secondary Readiness element; or students who earned industry-recognized credentials totaling at least 4 points but less than 12 points in a single career field for the Career-Tech & Advanced Coursework element (Industry-recognized credentials reported as GW-type assessments (FA060))

Students in the denominator of the 4-year graduation cohort (Class of 2021)

Career-Tech and Advanced Coursework Options

ELEMENT: ADVANCED PLACEMENT ASSESSMENTS

There are currently over 30 Advanced Placement (AP) courses offered in multiple subject areas. Determinations on course offerings are made locally by each school or district. Students enrolled in AP courses can take an assessment at the end of the course that measures the student's knowledge of the courses content.

A student scoring a 3 or higher on an Advanced Placement assessment earns partial credit (0.33) from the Career-Tech & Advanced Coursework category pending the other elements the student earned.

The total participation in Advanced Placement assessments (students taking any AP test regardless of score earned) also is reported on the report card but does not factor into the graded component.

Report Only: AP Assessment Participation	Reported: AP Assessments Scores 3 or Higher
Score (FA240) >= 1	Score (FA240) >= 3
Test Date (FA210) <= 202110 (indicating that the test was taken no later than October 2021).	Test Date (FA210) <= 202110 (indicating that the test was taken no later than October 2021).

ELEMENT: INTERNATIONAL BACCALAUREATE

There are many International Baccalaureate (IB) courses offered in multiple subject areas. Each high school determines locally which courses it will offer and not all courses are offered by each school or district. When a

student takes an IB course, he or she can take an assessment at the end of the year that measures the student's knowledge of the course's academic content standards.

A student scoring a 4 or higher on an IB assessment earns partial credit (0.33) from the Career-Tech & Advanced Coursework category pending the other elements the student earned.

The total participation in IB assessments (students taking any IB test regardless of score earned) also is reported on the report card but does not factor into the graded component.

Report Only: IB Assessment Participation	Reported: IB Assessments Scores 4 or Higher
<ul style="list-style-type: none"> Assessment type code (FA060) = IB 	<ul style="list-style-type: none"> Assessment type code (FA060) = IB
<ul style="list-style-type: none"> Score (FA240) >= 1 	<ul style="list-style-type: none"> Score (FA240) >= 4
<ul style="list-style-type: none"> Test Date (FA210) <= 202110 (indicating that the test was taken no later than October 2021). 	<ul style="list-style-type: none"> Test Date (FA210) <= 202110 (indicating that the test was taken no later than October 2021).

ELEMENT: 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 graduation and also counts toward 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.

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. Additionally, one of the ungraded measures reported in 2022 contains data pertaining to dual enrollment. It reports the percentage of students in the 2021 graduation cohort who earned at least three (3) dual enrollment/college credit plus credits while still in high school.

To be included in the numerator, students must be reported with the following information: Dual enrollment credit earned (GC110) >= 3.

ELEMENT: CAREER-TECHNICAL COURSES IN A PATHWAY

Districts report a Student Course Record (GN Record) for each year the student is in school. Students who complete at least four CTE courses in a single CTE program earn partial (0.33) points toward the Emerging Readiness Measure Option (2). To be included, a student must have completed and have a 'Y' (Yes) or 'P' (Partial/Override) reported for the High School Credit Earned element, (Student Course Record (GN), High School Credit Earned Element (GN150) for at least four CTE workforce development courses. If partial credit is reported in the High School Credit Earned element, the Partial/Override Element (GN152) must be a number greater than '0.0' which indicates that some amount of credit was earned for that course.

Any four workforce development courses in a single CTE pathway will allow a student to earn 0.33 points. The courses that are included can be found in the EMIS manual located here. The program does not have to be one which was reported for a student.

ELEMENT: CAREER-TECHNICAL EDUCATION ARTICULATED CREDIT ELIGIBILITY

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 and earned credit in one or more non-CCP CTE workforce development course with approved CTAG credit who also scored proficient or higher on the aligned CTE Technical Assessment earn .33 points.

To be included, a student must have been funded in and have a 'Y' (Yes) or 'P' (Partial/Override) reported for the High School Credit Earned element, (Student Course Record (GN), High School Credit Earned Element (GN150) for a course approved for CTAG credit. If partial credit is reported in the High School Credit Earned element, the Partial/Override Element (GN152) must be a number greater than '0.0' which indicates that some amount of credit was earned for that course. In addition, the student must have been reported with a score (FA240) of proficient or higher on the WebXam aligned to the course. Only WebXam results are included in the calculation, Industry-Recognized credentials used in lieu of WebXams would not be eligible for CTAG credit in the measure.

For additional information on Career-Technical Education Articulated Credit, please visit the following site:

<https://www.ohiohighered.org/transfer/ct2/ctags>

Reported: CTE Technical Assessment Score of Proficient or higher
<ul style="list-style-type: none">Assessment type code (FA060) = GY
<ul style="list-style-type: none">Score (FA240) >= Proficient cut score for the WebXam in the FY the assessment was taken
<ul style="list-style-type: none">Test Date (FA210) < 202107 (indicating that the test was taken no later than June of 2021)

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

All students, including students with disabilities, enrolled in coursework within an approved career- technical education program must take the CTE assessment for each course with an aligned assessment in which they are enrolled. Students who earn a cumulative, or pathway, CTE technical assessment score of proficient or higher earn partial (.33) points towards the Emerging Readiness Measure Option (2).

To be included, two or more course-level CTE technical assessment results within a single program must have been reported for a student in EMIS. Cumulative scores are then calculated for those students based upon the number of assessments taken and proficient benchmarks for the assessments in the year that the assessments were taken.

A student's cumulative score is the average of all scores of the technical assessments taken. A student's proficient cutoff is the average of all proficient cutoffs of technical assessments taken. A student is considered proficient only if the cumulative score meets or exceeds the cutoff. If an assessment is taken more than once the highest score is used in the calculation of the cumulative score. Any cumulative score of proficient or higher counts towards the measure. The cumulative assessment is not required to be aligned to a reported program of concentration.

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

Students who were due paying state and national career technical student organization members who participated as a regional or state officers or who were dues paying state and national career technical student organization members who competed in a competitive competition at or above the state level earn partial (.33) points towards the Emerging Readiness Measure Option (2).

These elements are reported as a program code in EMIS. To earn credit, a student must be reported with a program code of 410099 (Career Technical Student Organization Leadership Program Code), or 410010 (Career Technical Student Organization State Competition Participation) no later than the 2021 Graduate Reporting (2021G) reporting window.

ELEMENT: PARTIAL INDUSTRY RECOGNIZED CREDENTIALS (<12PTS)

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

Work-Based Learning Options Elements

ELEMENT: 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 that may be paid and/or unpaid and have an

established timeframe which allows for a student to acquire real work experience to explore short-term options for their career pathway.

This element is reported as a program code in EMIS. To earn credit, a student must be reported with a program code of 305012 (Internship Completion Program Code) no later than the 2021 Graduate Reporting (2020G) reporting window.

ELEMENT: APPRENTICESHIP & PRE-APPRENTICESHIP

Students who participate in qualifying apprenticeship and/or pre-apprenticeship programs earn partial (.33) points towards the Work-Based Learning Option. Qualifying Pre-Apprenticeship programs prepare students for on-the-job training for a formal Registered Apprenticeship training program.

Apprenticeship programs are approved and recorded by the Employment and Training Administration (ETA)/Bureau of Apprenticeship and Training (BAT) or by a recognized State Apprenticeship Agency and/or State Apprenticeship Council that provides on the job training of a skilled occupation.

Apprenticeship and Pre-Apprenticeship programs are reported as a program code or a course within the Student Course (GN) Record in EMIS. To earn credit, a student must be either reported with a program code of 305014 (Apprenticeship/Pre-Apprenticeship Program Code) no later than the 2021 Graduate Reporting (2021G) reporting window, or have been funded in a CTE Pre-Apprenticeship course with subject code (Element CN050) 990365 prior to the 2022 school year.

ELEMENT: 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, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.

Students should accumulate work-based learning hours aligned to their program of study, graduation plan 2023, or student success plan, beginning when students are identified as ninth graders. Students may accumulate hours across multiple types of work-based learning experiences.

This element is reported as a program code in EMIS. To earn credit, a student must be reported with a program code of 305099 (Other Work-Based Learning Program Code) no later than the 2021 Graduate Reporting (2021G) reporting window.

ELEMENT: OHIO MEANS JOBS-READINESS SEAL

Ohio high school students now can earn recognition by showing they are prepared to contribute to the workplace and their communities. The OhioMeansJobs-Readiness Seal is a formal designation student can earn on their high school diplomas and transcripts indicating they have the personal strengths, strong work ethic and professional experience that businesses need. Information on the seal can be found [here](#).

Students receiving the OhioMeansJobs readiness seal earn partial (0.33) points toward the Emerging Readiness Measure Option (2). This element is reported as a program code in EMIS. To earn credit, a student must be reported with a program code of 510001 (Ohio Means Jobs Program Code) no later than the 2021 Graduate Reporting (2021G) reporting window.

College Readiness

As part of the Career & Post-Secondary Readiness Component, career-technical education planning districts also receive two report-only measures of college readiness.

REPORT ONLY: College Enrollment

The first measure reflects the percentage of students in the 4yr graduation cohort of 2019 who were ever CTE Concentrators who enroll in a 2- or 4-year college within two years of when their cohort graduates from high school. Specifically, this element reflects the percentage of students enrolled in a 2- or 4-year college for at least 60 days within two years of high school graduation. The agency obtains this information through the National Student Clearinghouse Research Center which can be found at the following

URL link: (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:

- 1) Enrollment must have occurred at a 2- or 4-year institution of higher education.
- 2) Enrollment must have occurred after the students' high school graduation date, unless the student earned a degree prior to high school graduation. In cases where students earn a degree prior to graduating from high school, districts and schools receive credit for student enrollment occurring prior to the student's EMIS-reported high school graduation date.
- 3) Enrollment must have occurred prior to the end of the 2-year observation period for the 4- year cohort.
- 4) NSC enrollment records must not have been marked with a "W (Withdrawal)", "D (Death)", or "A (Leave of Absence)".

REPORT ONLY: College Graduation

The second measure reflects the percentage of students who graduate from a 2- or 4-year college within six years of when their cohort graduates from high school. To be counted as a graduate, the student must earn at least an associate degree or higher from an institution of higher education. ODE gathers this information through the National Student Clearinghouse Research Center (NSC; <http://nscresearchcenter.org/>).

For the 2022 CTPD Report Card, the denominator of the college graduation measure includes all students from CTPD member districts 2015 4yr graduation cohorts who were ever concentrators.

Because the high school graduation date for each student in the graduation cohort is unique (i.e., students may graduate early, on time, or late), the calculation uses a college graduation deadline of Sept. 30 six years after the cohort graduation year to give all students the full six years to earn a college degree. To be included as a graduate, a student in the Class of 2015 must have earned a diploma no later than September 30, 2021.

For career-tech planning districts to receive credit for students' post-high school college graduation, students must meet the following criteria:

1. College graduation must have occurred at a 2- or 4-year IHE.
2. Students must earn an eligible degree (Associate's or higher).
 - a. In cases where degree title information is missing in the file, the degree will count as eligible.
3. College graduation must have occurred on or after the student's EMIS-reported high school graduation date.
 - a. In cases where students earned an associate degree within 3 months prior to graduating from high school, districts and schools receive credit.
4. College graduation must have occurred prior to the end of the 6-year observation period (Sept. 30, 2021) for the high school Class of 2015.

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:

<http://education.ohio.gov/Topics/Data/Report-Card-Resources/Prepared-for-Success-Component>

Calculating the Component Grade

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 (1) or the Emerging Readiness Measure option (2).

Denominator of the Component

The denominator includes all students in each CTPD's four-year graduation rate. For 2022, this data includes the students in the class of 2021. Students are included in the graduation cohort regardless of whether they graduated.

Numerator of the Component

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 0.33 points with Work-Based and Service-Learning elements.

A student also can earn a full point on this measure with a combination of 3 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.

Once each student's weighting is determined, the points are totaled, and a Career and Post-Secondary Readiness percentage is derived. Letter grades are assigned based on the following scale. The percentage is associated with

both a letter grade and a point scale. The point scale is used for the additional calculation of the overall report card grade – which attributes higher percentages with higher points within a letter grade range.

Career & Post-Secondary Readiness Initial Grade Scale		
Grade Scale	Percentage	Points
93% - 100% = A	>=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% = B	>=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% = C	>=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% = D	>=55% but <60%	2
	>=50% but <55%	1.75
	>=45% but <50%	1.5
	>=40% but <45%	1.25
0% to 39.9% = F	>=30% but <40%	1
	>=20% but <30%	0.75
	>=10% but <20%	0.5
	>=0% but <10%	0

Component Grade Scale

Career & Post-Secondary Readiness Component Grade Assignment	
Points	Letter Grade
4.125 – 5.000	A
3.125 – 4.124	B
2.125 – 3.124	C
1.125 – 2.124	D
0 – 1.124	F

Post-Program Outcomes Calculation Overview

The original design of the Career-Technical Planning District (CTPD) report card included the Post- Program Outcomes Component having two measures: Post-Program Placement and Industry- Recognized Credentials. Legislation enacted in late 2016 required the Ohio Department of Education to include industry-recognized credentials in the Achievement component of the report card. Due to the legislation and a desire not to include the industry-recognized credentials as separate measures in multiple components, the industry-recognized credentials are displayed in the Post-Program Outcomes section but do not factor into the component grade.

Post-Program Placement

The Post-Program Placement measure uses Concentrators Who Left Secondary Education as the cohort to be evaluated. This includes Concentrators who leave school because they graduated and those who leave for other reasons, such as dropping out. These data can be collected by surveying students several months after they leave school regarding their placement status and/or reaching out to students via social media and other sources. For this reason, data are lagged to allow for time to collect the data and report it to ODE. For the 2022 report card, Concentrators Who Left Secondary Education during the 2020-21 school year are reported.

The process begins when the ODE generates a list of students who met the definition of a CTE Concentrator who has left school. Because the cohort includes students who left for any reason, the agency also performs an enrollment check early in the school year to determine if any students re- enrolled in the current school year. Students who left during the 2019-20 school year but re-enrolled early in the 2021-22 school year are removed from the cohort. Please see the Student Populations section of this document for additional details on who is included in this population, and where.

Districts begin following up their students in the fall after they leave, and the list generated by ODE allows them to know exactly who will be in the denominator of their measure. They ask students to report what they did professionally after leaving school, including whether they are in an apprenticeship, enrolled in post-secondary education, employed, joined the military, or a service program. It is important to understand that for this element, all data are self-reported by the former students. There is no confirmation check performed by ODE or by the 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 student is not included in the calculation of the placement percentages.

Status Known Rate

As part of the calculation, ODE also reports a “Status Known Rate” which represents the percent of Concentrators Who Left Secondary Education for whom the district was able to obtain placement data via one of several reliable means.

Districts have multiple ways they obtain the data. Some common methods include:

1. Follow-up survey response, several months after leaving school, for placement status
2. National Student Clearinghouse (NSC) for postsecondary enrollment data
3. State Web sites for State licensing and certification data
4. Social media
5. Information from others (e.g., friends/family) who know the student

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. 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 letter grade for the Post-Program Outcomes component. If status is known for less than 85% of the students, the district receives a one letter grade demotion for this measure. If status is known for 95% or more of the students, the CTPD receives a one letter grade promotion for the measure.

Status Known Rate Calculation

Definition: The percent of CTE Concentrators Who Left Secondary Education the previous year for whom placement status is known.

Numerator: The number of CTE Concentrators Who Left Secondary Education the previous year who were reported with any valid combination of placement values (Y1, Y2 or NO) in the Apprenticeship, Employment, Military, Service Program or Postsecondary Education elements. Students reported as status unknown with any valid combination of placement data are considered status known. Students reported as Deceased (D) using the 'Other Follow-up Status Element' (GV660) are considered status known.

Denominator: The number of CTE Concentrators Who Left Secondary Education the previous year

Post-Program Placement Calculation

Definition: The percent of status-known CTE Concentrators Who Left Secondary Education the previous year and were enrolled in postsecondary education or advanced training, in - military service, a service program, in an apprenticeship or employed.

Numerator: The number of status-known CTE Concentrators Who Left Secondary Education the previous year and, in the second (2nd) quarter following the program year in which they left secondary education, were enrolled in postsecondary education or advanced training, in military service, a service program, in an apprenticeship or employed (CTE Workforce Development Follow-Up Record (GV), *Apprenticeship Element* (GV620), *Employed Placement Element* (GV640), *Military Placement Element* (GV650), *Service Program Placement Element* (GV730) and *Postsecondary Education or Advanced Training Element* (GV670).

Denominator: The number of CTE Concentrators Who Left Secondary Education the previous year who were not unreported, reported as Status Unknown (U), Deceased (D)¹ (CTE Workforce Development Follow-Up Record (GV) *Other Follow-Up Status Element* (GV660)) in the CTE Follow-up Collection (D).

¹Student reported as Deceased (D) and not reported as Y1 or Y2 for the *Apprenticeship Element*, *Employed Placement Element*, *Military Placement Element*, *Service Program Placement Element*, *Postsecondary Education or Advanced Training Element* (CTE Workforce Development Follow-Up Record (GV)).

Students are in the numerator if reported with one or more of the following options:

Apprenticeship Placement Element (GV620)

Y1 Yes, in an apprenticeship program related to CTE Program

Y2 Yes, in an apprenticeship program not related to CTE Program

Employed Placement Element (GV640)

Y1 Yes, employed in an occupation related to CTE Program

Y2 Yes, employed in an occupation not related to CTE Program

Military Placement Element (GV650)

Y1 Yes, in the military in an area related to CTE Program

Y2 Yes, in the military in an area not related to CTE Program

Postsecondary Education or Advanced Training Placement Element (GV670)

- Y1 Yes, in postsecondary education or advanced training related to CTE Program
- Y2 Yes, in postsecondary education or advanced training not related to CTE Program

Service Program Placement Element (GV730)

- Y1 Yes, in a service program related to CTE Program
- Y2 Yes, in a service program not related to CTE Program

Note: JVSD-type CTPDs also receive a separate, report-only measure of the JVSD Post-Placement Rate. The calculation of this measure is the same, though limited to just those students accountable to the JVSD in the CTE follow-up Collection (D).

Industry-Recognized Credentials

Industry credentials change over time as new content is added or outdated content is removed. In some cases, when an industry credential changes, the points will also change. The number of points is set for each industry credential based when the student first enters the 11th grade and once set, they never decrease for those students. This means if an industry credential is worth 5 points when the student enters the 11th grade but is only worth 4 points on the next year's industry credential list, the industry credential is worth 5 points for that student. However, if the content is revamped and the credential's points increase, the industry credential is worth the higher point value for the student. Depending on the CTPD type, the Post-Program Outcomes Component contains three report-only measures of Industry-Recognized Credential Attainment.

Industry-Recognized Credentials Calculations

Percentage of Students Earning Twelve Point Credentials:

Definition: The percentage of CTE Concentrators Who Left Secondary Education the previous year, and who obtained industry-recognized credentials totaling at least 12 points within a single career field.

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: Number of CTE Concentrators Who Left Secondary Education the previous year

Notes: 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-type CTPDs also receive a separate, report-only measure of the 12-point credential attainment. The calculation of this measure is the same, though limited to just those students accountable to the JVSD in the CTE Follow-up Collection (D).

Percentage of Students Earning Any Credentials:

Definition: The percentage of CTE Concentrators Who Left Secondary Education the previous year, and who obtained any industry-recognized credentials.

Numerator: Number of CTE Concentrators Who Left Secondary Education the previous year and obtained any industry-recognized credentials, regardless of point value.

Denominator: Number of CTE Concentrators Who Left Secondary Education the previous year

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-type 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 CTE Follow-up Collection (D).

Post-Program Outcomes Component Grade Calculation

Only the Post-Program Placement measure is included in the calculation of the Post-Program Outcomes Component Grade.

Percentage to Points Scale:

Post-Program Placement Percentage to Points		
Measure Grade Scale	Percentage	Points
93% - 100% - A	>=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% - B	>=92% but <93%	4
	>=91% but <92%	3.75
	>=90% but <91%	3.5
	>=89% but <90%	3.25
84% - 88.9% - C	>=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% - D	>=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
	>=59.25% but <79%	1
	>=39.5% but <59.25%	0.75

<79% - F	>=19.75% but <39.5%	0.5
	>=0% but < 19.75%	0

Measure and component point assignments are impacted by demotions and promotions based upon the Status Known Rate.

Measure points for CTPDs that receive promotions to the Post Program Outcomes grade are assigned as the lowest point value of the next letter grade up. For example, a CTPD with a preliminary “B” on Post Program Outcomes would receive the lowest number of points available for the “A” range, resulting in

4.25 points. There are no point adjustments for CTPDs with a preliminary “A” that would otherwise be subject to a letter grade promotion.

Measure points for CTPDs that receive demotions to the Post Program Outcomes grade are assigned as the highest point value of the next letter grade down. For example, a CTPD with a preliminary “C” on Post Program Outcomes would receive the highest number of points available for the “D” range, resulting in 2 points.

A CTPD with a preliminary “F” that would otherwise be subject to a letter grade demotion would be assigned the next lowest point value available based on their Placement Rate. For example, a CTPD with a Placement Rate of 60% that would otherwise be subject to a letter grade demotion would receive 0.75 points.

Component Grade Scale

Post-Program Outcomes Component Grade Assignment	
Points	Letter Grade
4.125 – 5.000	A
3.125 – 4.124	B
2.125 – 3.124	C
1.125 – 2.124	D
0 – 1.124	F

Achievement Component Overview

The Performance Index measure replaced Indicators Met starting in 2019 and will contribute to the Achievement Component grade as a graded measure beginning with the 2023 report card.

Both measures evaluate current year CTE Concentrators, including any student who was a concentrator during the 2021-2022 school year.

Technical Skill Attainment

The Technical Skill Attainment measure reports the percentage of CTE Concentrators in the year who received a cumulative score of proficient or higher on the technical assessments aligned to their program of concentration, or, who obtained aligned industry-recognized credentials. Some programs of concentration do not have technical assessments and those students are not included in this measure. The denominator of the passage rate only

includes those Concentrators who had one or more technical assessment records reported that align to their program of concentration.

ODE publishes a set of technical assessments (WebXams, and industry- recognized credentials) required for each CTE course. More information on WebXams can be found at the link located here. The cumulative WebXam technical assessment is comprised of at least two modules, 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”, “proficient” or “advanced.” This is not an individual score for each test taken, but an overall score across all modules to make the cumulative technical assessment. Students who are reported as having taken less than two modules receive an incomplete cumulative score.

Course-level assessment scores are collected in EMIS and all reported assessment records which align to a student’s program of concentration are included in the calculation of a student’s cumulative, or pathway score. Pathway score calculations include all CTE technical assessments (WebXams), CTE College Credit Plus course grade substitutions and Industry-Recognized Credentials. Course enrollment is not considered in the calculation of student summative scores in 2022.

In the case of Career-Technical Education College Credit Plus (CCP) courses, student’s course grades can be 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 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 score is the average of all scores of aligned assessments taken.
 - For course grade and industry-recognized credentials earned in-lieu of a CTE technical assessment, the average score for the reported proficiency band of all assessments taken for the course in the year is used as the student’s course score.
 - If multiple assessment records are reported for a student for the same course the highest assessment score is included in the student’s pathway score.
- A student’s pathway cutoff is the average of all cutoffs of aligned assessments taken.
- A student is considered proficient if their score meets or exceeds their calculated pathway proficiency cutoff.

Technical Skill Attainment not only looks at whether a student took a technical assessment, but also includes a check to make sure that the technical assessment aligns to the student’s program of concentration. 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.

While the passage rate determines the initial grade of the Technical Skill Achievement measure, Technical Assessment Participation also plays a role in assigning the final grade. Districts are required to test students if they complete an approved CTE course for which there is an aligned technical assessment. To ensure that districts are testing students, the Technical Assessment Participation rate is calculated and, if at least 80% but less than 90% of the students take a required technical assessment, the final letter grade for this measure is reduced by one letter grade. Moreover, if less than 80% of the students take a required technical assessment, the final letter grade for this measure is reduced by two letter grades.

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

The calculation of Technical Skill Attainment is based upon assessment data reported in EMIS during the Career-Tech Accountability Assessment (ACTSP) and Other Accountability Assessment (ANACC) Collections.

Student Assessment Record (FA)

Assessment Area Code (FA205) and *Score* (FA240) elements

- CTE technical assessments must align with the student's reported CTE program of concentration per the applicable CTE Assessment Matrix
- A student reported with an "aligned" CTE technical assessment record is included in the denominator.

Technical Skill Attainment Participation Calculation

Definition: Percent of CTE Concentrators in the year who participated in required CTE technical assessments.

Numerator: Number of CTE Concentrators in the year for whom one or more required CTE technical assessment records were reported in EMIS.

Denominator: Number of CTE Concentrators in the year who were in a pathway with required CTE technical assessments

Note: Students who took only one of the two technical assessments (or aligned substitutes) necessary to calculate a cumulative score, and as a result have a score of I- Incomplete, are included in the numerator and denominator of Technical Skill Participation. Students in the following CTE Programs 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

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

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 program.

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 as a result have a score of I- Incomplete are included in the denominator of Technical Skill Attainment.

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

A = 90.0% - 100.0%

B = 80.0% - 89.9%

C = 70.0% - 79.9%

D = 60.0% - 69.9%

F = Below 60%

Performance Index Measure:

Starting in 2019, the CTPD Report Card included the Performance Index Measure. The Performance Index includes students tested in the current year who were CTE concentrators during the 2021-2022 school year

Under Perkins V, students are identified as CTE Concentrators after completing two workforce development courses (curriculum codes VN, VT, VP, PS) within a single CTE program. For additional detail on the definition of course completion, please reference the Key Definitions section of this document. Students who met the definition of a Perkins V concentrator in the year who have also taken a state academic assessment in the current or a prior year are included in the calculation of Performance Index.

The Performance Index measures the achievement of every student, not just whether or not they reach "proficient." Career-Technical Planning Districts, similar to schools and districts on the traditional report card, receive points for every student's level of achievement. The higher the student's level, the more points the school earns toward its index. This rewards districts and schools that improve the performance of highest- and lowest-performing students.

For the purposes of assigning the letter grades, a Performance Index Score of 120 is considered to be a "perfect" score because this score would be earned if 100% of the tests from nonaccelerated students were into the Advanced range. When graded, Career-Technical Planning Districts will receive one of five letter grades from "A" through "F" based on the percentage of total possible points earned. In 2022, the PI Score will be calculated by using a weighted average of individual student performance levels on each achievement test in all subject areas for grades three (3) through eight (8), plus the English Language Arts and Math alternate assessments for students in grade ten, and the ELA and math end of course exams (algebra I, integrated math I, geometry, integrated math 2, ELA I and ELA 2) for any student taking it for the first time. For the purpose of creating of creating the PI Score, ALL applicable assessments (both standard and alternate) are included. Note that standard version of the Ohio Graduation Tests (OGTs) are NOT part of the PI Score calculation any longer.

Performance Index	
Performance Level	Weight
Advanced Plus	1.3
Advanced	1.2
Accelerated	1.1
Proficient	1.0
Basic	0.6
Limited	0.3

The Performance Index for Career Technical Planning Districts is calculated the same as for traditional schools and districts with two major exceptions: the CTPD Performance Index includes high school end-of-course (EOC) exams

in science (Biology) and social studies (US History and American Government) while the traditional school and district report cards do not. In addition, the CTPD Performance Index measure includes prior-year first-time results on high-school end of course assessments for current year concentrators. Prior-year tests for middle-grade students who are concentrators in the current year are not included in the calculation of the Performance Index measure. For more information about how the Performance Index is otherwise calculated, please see the [Performance Index technical documentation](#) for traditional schools and districts.

Achievement Component Calculation

The Achievement Component includes two measures: Technical Skill Attainment and Performance Index. The measures will be weighted as follows for 2023 and beyond: 80% for Technical Skill Attainment and 20% for Performance Index. For the 2022 CTPD Report Card, only Technical Skill Attainment contributes to the Achievement Component Grade.

Measure and component point assignments for the Technical Skill Attainment measure are impacted by demotions based upon the Participation Rate.

Measure points for CTPDs that receive one demotion to the Technical Skill Attainment grade are assigned as the highest point value of the next letter grade down. For example, a CTPD with a preliminary “B” on Technical Skill Attainment would receive the highest number of points available for the “C” range, resulting in 3 points.

Measure points for CTPDs that receive two demotions to the Technical Skill Attainment grade are assigned as the highest point value of two letter grades down. For example, a CTPD with a preliminary “C” on Technical Skill Attainment would receive the highest number of points available for the “F” range, resulting in 1 point.

A CTPD with a preliminary “F” that would otherwise be subject to a one letter grade demotion would be assigned the next lowest point value available based on their Technical Skill Attainment Rate. For example, a CTPD with a Technical Skill Attainment Rate of 45% that would otherwise be subject to a one letter grade demotion would receive 0.75 points. Similarly, the same CTPD, if otherwise subject to two letter grade demotions based upon their Participation Rate would receive 0.5 points.

Starting in 2023, the Achievement Component will be weighted as follows:

1. Performance Index contributes 20% to the Achievement Component Grade
2. Technical Skill Attainment contributes 80% of the Achievement Component Grade

*If a CTPD has only one measure, then that one graded measure is used for the component. If neither measure is graded, then the component also is not graded.

Component Grade Scale

Achievement Component Grade Assignment	
Points	Letter Grade
4.125 – 5.000	A
3.125 – 4.124	B
2.125 – 3.124	C
1.125 – 2.124	D
0 – 1.124	F

Technical Skill Attainment Percentage to Points		
Measure Grade Scale	Percentage	Points
90% - 100% - A	>=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% - B	>=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% - C	>=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% - D	>=67.5% but <70%	2
	>=65% but <67.5%	1.75

Overall Grade Calculation

Starting in 2019, an overall grade was calculated for the CTPD Report Card.

Each component is calculated with its associated measures. If there is more than one measure in the component, those points are summed to get the total number of points earned for the component. In cases where there is just one measure in the component, the measure points and the component points are identical. Once the component points are calculated, the weights in the tables below are applied to issue the final overall grade.

The table below shows the percentage that each measure contributes to its respective component, and it visualizes the hierarchy that leads to the overall grade.

Note that this table reflects the calculation when all measures and all components have letter grades. When one or more measures or components are ungraded, the weights are adjusted proportionally.

Measure and Percent Contributed to Component Points	Component and Percent Contributed to Overall Grade Points	Overall Grade
Technical Skill Attainment = 100%	Achievement Component = 25%	
Performance Index = 0%		
4-Year Graduation Rate = 60%	Graduation Component = 25%	
5-Year Graduation Rate = 40%		
Post-Program Placement = 100%	Post-Program Outcomes= 25%	
Career & Post-Secondary Readiness = 100%	Career & Post-Secondary Readiness Component = 25%	

If all four components have letter grades, the weighting that each component contributes is as follows:

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

A CTPD with just 3 graded components has a weighting of 33.33 percent towards the Overall Grade. If just two components are graded, they contribute 50%-50% to the Overall Grade and if a CTPD has just one graded component, that component represents 100% of the Overall Grade.

Overall Grade Point Assignment	
Points	Letter Grade
4.125 – 5.000	A
3.125 – 4.124	B
2.125 – 3.124	C
1.125 – 2.124	D
0 – 1.124	F

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. In order to receive an Overall Grade of an A, CTPDs must meet 90% of the performance target for all nine Perkins Performance Indicators

A CTPD that would otherwise receive an A but does not meet or exceed 90% of the target for one or more Federal Performance Indicator would receive a demotion to 4.124 points, the highest point value possible for a B.

Report-Only CTE Enrollment Measure:

The CTPD report card also includes a measure of enrollment for each CTPD. 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 Family & Consumer Science, Career-Based Intervention, Senior-Only Credential and V3 curriculum code courses.

Student counts are disaggregated by student subgroup and the CTPD member district that sent the student for their career-tech coursework. Since the district counts are based upon the district that sent the student for career-tech 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.

Joint Vocational School District Financial Data

Financial measures are available for Joint Vocational School Districts. These measures are only listed for JVSD-type Career-Technical Planning Districts. The financial measures provide information about spending on classroom instruction and comparisons to similarly sized JVSDs from the prior year. Additional information on the expenditure calculations can be found in the [Expenditure Calculations and Rankings Technical Documentation](#).

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. CTPDs negotiate local targets that encourage continuous improvement with the State.

Under Perkins V, states are required to report annually on the following core indicators of performance. States are also required to report disaggregated data on the performance of students by eighteen student subgroups and special populations. The student subgroups and special populations included to satisfy Perkins V reporting requirements are as follows:

- 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 subgroups with fewer than ten students. The federal performance indicators for which the Department and all Career-Technical Planning Districts are accountable are as follows:

Graduation

Four-Year Graduation Rate (1S1):

The calculation of the four-year graduation rate for Perkins performance is identical to the lagged state CTE 4-year graduation rate. For additional details on the CTE 4-year Graduation Rate, please see the Graduation Component section of this document.

Extended-Year Graduation Rate (1S2):

The calculation of the extended-year graduation rate for Perkins performance is identical to the lagged state CTE 5-year graduation rate. For additional details on the CTE 5-year Graduation Rate, please see the Graduation Component section of this document.

Academic Proficiency

The academic attainment indicators are based upon current year CTE concentrators, including all students who were CTE concentrators during the 2021-2022 school year who were first time academic test-takers. The indicators are reading/language arts, mathematics, and science, and as outlined in ESSA, are measured using the Performance Index. Note that standard version of the Ohio Graduation Tests (OGTs) are NOT part of the PI Score calculation any longer. For additional details on the calculation of the Performance Index, please see the Achievement Component section of this document.

Academic Proficiency in Reading/Language Arts (2S1):

Academic proficiency in Reading/Language Arts is measured as the weighted average of individual student performance levels on each achievement test in all subject areas for grades 3-8, plus the English language arts alternate assessment for students in grade 10 and the applicable end-of-course assessments in English language arts (English Language Arts 1 and English Language Arts 2) for any student taking the end-of-course 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.

Academic Proficiency in Mathematics (2S2):

The weighted average of individual student performance levels on each achievement test in all subject areas for grades 3-8, plus the mathematics alternate assessment for students in grade 10 and the applicable end-of-course assessments in mathematics (Algebra 1, Geometry, Integrated Math 1 and Integrated Math 2) for any student taking the end-of-course 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.

Academic Proficiency in Science (2S3):

The weighted average of individual student performance levels on each achievement test in all subject areas for grades 3-8 and the applicable end-of-course assessments in science for any student taking the end-of-course assessments (Biology) 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.

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 section of this document.

Non-Traditional Program Enrollment (4S1):

Definition: The Non-Traditional Program Enrollment indicator measures the percentage of career-technical education concentrators in career-technical education pathways that lead to non-traditional fields. The indicator is based upon current year CTE concentrators, including all students who were CTE concentrators during the 2021-2022 school year in a pathway with a non-traditional designation.

A pathway is considered as non-traditional if individuals from their reported gender comprise less than 25 percent of the individuals employed in the related occupation or field of work. Non-traditional program designations that apply for each pathway are outlined in the CTE Program Matrix, published annually on the Career-Tech [Website](#).

Numerator: The number of career-technical education concentrators, in the reporting year, enrolled in pathways that leading to employment that is non-traditional for their 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, and work-based learning completed before enrollment in career-technical education courses should be aligned to the student's graduation and/or student success plan. For detailed guidance and additional information, please visit the Work-based Learning webpage. While many Career-Technical Planning Districts across Ohio have been offering work-based learning opportunities, the approved definition, requirements, and calculation of work-based learning is a new focus with Perkins V.

The Work-Based Learning Participation indicator measures the percentage of career-technical education concentrators who graduated in the lagged 4-year CTE graduation cohort having participated in a minimum of 250 hours of work-based learning.

Numerator: The number of career-technical education concentrators who graduated in the lagged 4-year graduation cohort who were reported as having accumulated 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 4-year graduation cohort.

Technical Skill Attainment (5S4):

The calculation of the Technical Skill Attainment Rate for Perkins 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 of this document.