

**2021-2022 School Year
Gap Closing Component – Technical Documentation
Traditional District and School Report Cards**

Introduction

The Gap Closing component shows how well schools are meeting the performance expectations for students in English language arts, math, and graduation. It also measures how schools are doing in supporting English learners to increase language proficiency, reducing chronic absenteeism for all students, and identifying gifted students and providing gifted services.

The annual performance goals are established in six areas, and the performance of specific student subgroups are measured against the annual or long-term goals for each area. Goals are established for English language arts academic achievement and growth, math academic achievement and growth, graduation, English learner language proficiency, chronic absenteeism, and gifted performance. The state expectation for all areas and all student subgroups is to continue closing educational gaps year over year.

The Gap Closing Component uses a series of points based on enrollment of the federal student subgroups and the indicators listed above. A maximum of 75 points is possible for schools and districts.

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Overview of Component and Measures

This section includes descriptions of each measure within the Gap Closing Component. References to Ohio Revised Code (*ORC – state law*) and Ohio Administrative Code (*OAC - rule*) are included.

The Gap Closing Component includes six measures as required in state law ([ORC 3302.03](#)). The measures include:

Gifted Performance Indicator – a measure with three elements that evaluate the performance of students identified as gifted on the Gifted Performance Index, Gifted Progress (Growth), and school and districts’ performance with Gifted Identification and Services provided to gifted students ([ORC 3302.03](#), [OAC 3301-28-04](#))

Chronic Absenteeism Improvement Indicator – this indicator measures the chronic absenteeism rates of schools and districts against annual goals and the reduction of chronic absenteeism year over year

English Language Proficiency Improvement Indicator – this indicator measures the English language proficiency of students identified as English learners on the Ohio English Language Proficiency Assessment (OELPA) against annual goals and the improvement of proficiency year over year

Graduation Goals by Student Subgroup – this measure evaluates whether the applicable subgroups for a school or district meet their four-year graduation goal

English Language Arts, Math Achievement by Student Subgroup – this measure uses subgroup specific performance index scores to determine whether each subgroup meets their English language arts and math achievement goals

English Language Arts, Math Progress (Growth) by Student Subgroup – this measure uses subgroup specific value-added growth indices to evaluate whether each subgroup meets their English language arts and math growth goals

Determining Students Included in this Component

In order to calculate a report card for each school and district, several accountability rules must apply. For these detailed rules, the [“Where Kids Count” technical documentation](#) helps to walk through when and where a student will count in a calculation on the report cards. Note that the graduation rate calculation, the chronic absenteeism indicator and the gifted identification and services calculations do not use the business rules included in the “Where Kids Count” documentation to determine whether a school or district is held accountable for a student, they use rules specific to their measures and can be found in additional documentation.

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Chronic Absenteeism Improvement Indicator

In Ohio’s approved Every Student Succeeds Act (ESSA) plan, chronic absenteeism was identified as the additional measure of school quality or student success because there is a significant body of research around the impact of chronic absenteeism on academic performance. Research supports that chronic absenteeism, defined as missing at least 10 percent of the instructional time for any reason – excused or unexcused absences – is one of the primary causes of low academic achievement.

Whether excused or unexcused, missing too much school has detrimental effects on a student’s learning trajectory. This indicator is key to helping districts and schools identify trends to assist in directing supports geared toward students’ needs. For detailed explanation of the business rules and calculation of this indicator, please refer to the [Chronic Absenteeism Technical Documentation for the 2021-2022 School Year](#).

This Indicator will be report-only for the 2021-2022 school year and will not contribute toward the Gap Closing Rating per state law (Section 3(G) Senate Bill 229).

- **N-Size:** 15
- **Subjects:** N/A
- **Subgroups:** All Students
- **Grades:** K-12, 13 and 23
- **Tests:** N/A
- **Alternate Assessments Included:** N/A
- **Full Academic Year:** No; students are included if they have at least 100 hours of possible attendance
- **Applicable to:** Districts, Schools
- **Exceptions:** N/A

Districts and schools meet the indicator if they meet the established threshold or show improvement from the previous year by:

1. Meeting or exceeding the annual goal, or;
2. Meeting an improvement standard relative to the starting point of each district or school.

BASELINE CHRONIC ABSENTEEISM	IMPROVEMENT STANDARD
36.7% or higher	1.1 percentage points
Lower than 36.7%	3%

The two improvement standards allow for attainable improvement for all districts and schools – regardless of their baseline or prior-year rates. The emphasis is to highlight the data and provide crucial supports to students in an effort to increase achievement. *These goals are currently pending approval with the U.S. Department of Education (as of June 2022).*

CHRONIC ABSENTEEISM INDICATOR INTERIM AND LONG-TERM GOALS											
	2020-2021 Baseline	2021 - 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031
All Students	24%	22.1%	20.2%	18.3%	16.4%	14.5%	12.6%	10.7%	8.8%	6.9%	5.0%

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English Language Proficiency Improvement Indicator

The English Language Proficiency Improvement Indicator measures the improvement English learners make toward English language proficiency. The measure relates to gains in proficiency as measured by individual student performance on the Ohio English Language Proficiency Assessment (OELPA) across two school years. Districts and schools identify an initial level of proficiency for each English learner using the OELPA taken in the prior year. Based on a student’s proficiency level on the initial administration of the assessment, a target for annual improvement is established and services are provided. When the student is administered the OELPA in the spring of the current school year, each student’s improvement is measured to evaluate whether the student meets the annual improvement target.

- **N-Size:** 15
- **Subjects:** English Language Proficiency
- **Subgroups:** English Learners (EL)
- **Grades:** K – 12
- **Tests:** Ohio English Language Proficiency Assessment
- **Alternate Assessments Included:** No
- **Full Academic Year:** Yes
- **Applicable to:** Districts, Schools
- **Exceptions:** N/A

These goals are currently pending approval with the U.S. Department of Education (as of June 2022).

ENGLISH LEARNER PROFICIENCY IMPROVEMENT INDICATOR INTERIM AND LONG-TERM GOALS											
	2020-2021 Baseline	2021 - 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031
English Learners	39.5%	43.05%	46.6%	50.15%	53.7%	57.25%	60.8%	64.35%	67.9%	71.45%	75%

For detailed explanation of the business rules and calculation of this indicator, please refer to the [English Learner Proficiency Improvement Indicator Technical Documentation for the 2021-2022 School Year](#).

Gifted Performance Indicator

The Gifted Performance Indicator is made up of three elements: Gifted Performance Index, Gifted Progress and Gifted Identification and Services ([ORC 3302.03](#), [OAC 3301-28-04](#)). Each element, when a school or district meets the established goal, contributes 5 points toward the Gap Closing Component. The basic business rules and element description can be found below. *For a more detailed explanation of the calculations, see the [Gifted Performance Indicator Technical Documentation for the 2021-2022 School Year](#).*

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- **N-Size:** 15
- **Subjects:** *see supplemental technical documentation*
- **Subgroups:** Students Identified as Gifted
- **Grades:** 3-8, HS
- **Tests:** *see supplemental technical documentation*
- **Alternate Assessments Included:** No
- **Full Academic Year:** Yes; for the PI Score and value-added. No; for gifted ID and service.
- **Applicable to:** Districts, Schools; Community Schools opt-in starting 2022-2023.
- **Exceptions:** N/A

Gifted Performance Index Element

The gifted performance index is calculated for schools and districts that have at least 15 accountable students with at least one test that matches the subject in which they are identified. Except for using a sub-set of tests, the gifted performance index uses the same methodology used for the all-students' [performance index](#). The index percentage is calculated using a new 'max score' approach like the all-students' performance index, except this max score will be based on the average performance of the top 2% of districts and schools using just the subset of tests taken by gifted students. The annual goal for the Gifted Performance Index will transition over three school years as follows:

- In 2021-2022, buildings must earn at least 95% of the possible Index points using the Gifted Building Level Max Score. In 2021-2022, districts must earn at least 95% of the possible Index points using the Gifted District Level Max Score.
- In 2022-2023, buildings must earn at least 96.5% of the possible Index points using the Gifted Building Level Max Score. In 2022-2023, districts must earn at least 96.5% of the possible Index points using the Gifted District Level Max Score.
- In 2023-2024, buildings must earn at least 97.5% of the possible Index points using the Gifted Building Level Max Score. In 2023-2024, districts must earn at least 97.5% of the possible Index points using the Gifted District Level Max Score.

Gifted Performance Progress Element

This element uses the gifted value-added calculation for schools and districts with at least 15 accountable students who have at least one test that matches subject in which they are identified. If a school or district earns the equivalent of a "3 – Star", "4 – Star", or "5 – Star" rating for the Gifted Progress calculation, they will earn 5 points toward the Gap Closing Component. This calculation uses the same business rules used to calculation the "Overall" or "all-students" value-added, so any school with a growth index of -2.0 or higher, regardless of effect size, will meet this piece of the indicator.

Gifted Identification and Services Element

The Gifted Identification and Services point matrix has a total of 140 points; however, each school and district's total possible points is based on applicable categories using total enrollment and enrollment of specific student subgroups. Points are awarded on the Gifted Identification and Services matrix based on the identification of, and service provided to, gifted students. Districts have 16 separate percentages that could factor into their total points on the matrix. Schools have 8 separate percentages that could factor into their total points on the matrix. The annual goal for the Gifted Identification and Services element will transition over three school years:

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- 60% of possible points for the 2021-2022 school year
- 70% of possible points for the 2022-2023 school year
- 80% of possible points for the 2023-2024 school year, and each school year thereafter

For more information on how a school or district earns points in this matrix, see the [Gifted Indicator Technical Document for the 2021-2022 school year](#).

English Language Arts Achievement, Math Achievement

- **N-Size:** 15
- **Subjects:** ELA, Math
- **Subgroups:** All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black, non-Hispanic Students; Hispanic Students; Multi-Racial Students; White, non-Hispanic Students; Economically Disadvantaged Students; Students with Disabilities; and English Learners.
- **Grades:** 3-8, HS
- **Tests:** ELA (3-8), Math (3-8), Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA II
- **Alternate Assessments Included:** Yes
- **Full Academic Year:** Yes
- **Applicable to:** Districts, Schools
- **Exceptions:** Some English learners and Foreign Exchange Students – *see below for details*.

The annual performance goals are calculated separately for English language arts and mathematics, for all students and for each applicable subgroup. A school or district must have at least 15 students that meet the full academic year criterion and have valid test records to have the subgroup evaluated. Groups with fewer than 15 students are not evaluated and do not contribute to this measure. The performance on English language arts tests is combined into an ELA Performance Index calculation, and the performance on math tests is combined into a Math Performance Index calculation for each individual student group – with the potential of 20 unique calculations. Students in all grades taking the ELA and math alternate assessment for students with significant cognitive disabilities (AASCD) also are included.

A Performance Index Score is calculated for each subgroup using the applicable state tests, and the scores are compared to the annual performance goals established in Ohio’s Every Student Succeeds Act plan. All schools and districts across the state have the same subgroup annual performance goals by subject (ELA, math) – see tables below.

English Learner Exception: English Learners enrolled in U.S. schools for no more than two school years (2020-2021 and 2021-2022 school years) are not included in either the numerator or the denominator of the percent proficient calculation as long as they are reported with an English Learner Status Code of “L” or “S”. There is no exemption from participation. The rules, explained in more detail below in the participation rate section, require all EL students to take ELA and math tests from the time they enter an Ohio school.

Foreign Exchange Student Exception: Foreign exchange students who have been enrolled for less than 180 days also are not included in either the numerator or the denominator of the percent proficient calculation as long as they do not plan to graduate from their American school.

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Annual Performance Goals – English Language Arts Achievement, Math Achievement

The tables below list the achievement goals by subgroup for each of the next 10 years. These goals are established in Ohio’s Every Student Succeeds Act state plan – these goals are currently pending approval with the U.S. Department of Education (*as of June 2022*).

The goals are listed as Performance Index scores – with a range from 0 – 120. They are not percentages. In order to meet the established annual goal, for example, a school with more than 15 accountable English Learners must achieve a Performance Index score in English Language Arts of 62.6 points for the 2021-2022 school year. If the school meets or exceeds this Performance Index score for their English Learner subgroup, they will earn ‘1’ point toward the Gap Closing Component.

ANNUAL PERFORMANCE GOALS – ENGLISH LANGUAGE ARTS, PERFORMANCE INDEX SCORE											
	2020-2021 Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	76.18	78.56	80.94	83.33	85.71	88.09	90.47	92.85	95.24	97.62	100
Economic Disadvantaged	62.33	64.22	66.10	67.98	69.87	71.75	73.63	75.52	77.40	79.28	81.17
Students with Disabilities	48.04	50.64	53.24	55.84	58.43	61.03	63.63	66.23	68.83	71.42	74.02
English Learners	60.63	62.60	64.57	66.54	68.51	70.48	72.44	74.41	76.38	78.35	80.32
Black, non-Hispanic	52.41	54.79	57.17	59.55	61.93	64.31	66.69	69.07	71.45	73.83	76.21
American Indian or Alaskan Native	68.07	69.67	71.26	72.86	74.46	76.05	77.65	79.24	80.84	82.44	84.03
Asian/Pacific Islander/Native Hawaiian	86.20	86.89	87.58	88.27	88.96	89.65	90.34	91.03	91.72	92.41	93.10
Hispanic or Latino	64.50	66.28	68.05	69.83	71.60	73.38	75.15	76.93	78.70	80.48	82.25
Multi-Racial	70.15	71.64	73.14	74.63	76.12	77.61	79.11	80.60	82.09	83.58	85.08
White	83.43	84.26	85.09	85.92	86.74	87.57	88.40	89.23	90.06	90.89	91.72

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ANNUAL PERFORMANCE GOALS – MATHEMATICS, PERFORMANCE INDEX SCORE											
	2020-2021 Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	67.91	71.12	74.33	77.54	80.75	83.96	87.16	90.37	93.58	96.79	100
Economic Disadvantaged	52.76	55.12	57.48	59.84	62.21	64.57	66.93	69.29	71.65	74.02	76.38
Students with Disabilities	42.65	45.52	48.39	51.26	54.12	56.99	59.86	62.73	65.59	68.46	71.33
English Learners	54.71	56.97	59.23	61.50	63.76	66.03	68.29	70.56	72.82	75.09	77.35
Black, non-Hispanic	41.14	44.09	47.03	49.97	52.92	55.86	58.80	61.74	64.69	67.63	70.57
American Indian or Alaskan Native	58.72	60.79	62.85	64.91	66.98	69.04	71.11	73.17	75.23	77.30	79.36
Asian/Pacific Islander/Native Hawaiian	83.09	83.93	84.78	85.62	86.47	87.32	88.16	89.01	89.85	90.70	91.54
Hispanic or Latino	55.48	57.70	59.93	62.15	64.38	66.61	68.83	71.06	73.29	75.51	77.74
Multi-Racial	59.71	61.72	63.73	65.75	67.76	69.78	71.79	73.81	75.82	77.84	79.85
White	76.04	77.23	78.43	79.63	80.83	82.03	83.22	84.42	85.62	86.82	88.02

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English Language Arts Growth, Math Growth

- **N-Size:** 15
- **Subjects:** ELA, Math
- **Subgroups:** All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black, non-Hispanic Students; Hispanic Students; Multi-Racial Students; White, non-Hispanic Students; Economically Disadvantaged Students; Students with Disabilities; and English Learners
- **Grades:** 4-8, HS
- **Tests:** ELA (4-8), Math (4-8), ELA II, Algebra I, Geometry, Integrated Math I, Integrated Math II
- **Alternate Assessments Included:** No
- **Full Academic Year:** Yes
- **Applicable to:** Districts, Schools
- **Exceptions:** English Learners in their first year in a US school and Foreign Exchange Students if they do not plan to graduate from their American high school

In order to be included in the ELA and math growth measures a school or district must have at least 15 accountable students. Student gains are calculated using the value-added model and disaggregated by subgroup and subject (English language arts, and math separately).

The goal for English language arts and math for **each student subgroup is a growth index value of + 2 or higher**. For additional information on the growth calculation, please refer to the [Progress Component Technical Documentation for the 2021-2022 school year](#).

Graduation Rate

- **N-Size:** 15
- **Subjects:** N/A
- **Subgroups:** All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black, non-Hispanic Students; Hispanic Students; Multi-Racial Students; White, non-Hispanic Students; Economically Disadvantaged Students; Students with Disabilities; and English Learners.
- **Grades:** N/A
- **Tests:** N/A
- **Alternate Assessments Included:** N/A
- **Full Academic Year:** No
- **Applicable to:** Districts, Schools
- **Exceptions:** Four-Year Rate Only

To be evaluated for the graduation rate annual performance goal, a student group must have at least 15 students in the denominator of the calculation. Students are accountable to the last school and district where they are enrolled, and the Full Academic Year Rule does not apply. If the number of accountable students in a particular subgroup is less than 15, the group is not evaluated for the graduation rate annual performance goal and the school/district will receive an “NR” (“Not Rated”) designation for that group.

For more information about which students are included in the four-year graduation rate that will be used for this graduation rate annual performance goal, please refer to the [Graduation Component Technical](#)

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[Documentation for the 2021-2022 school year](#) and specifically see the information about the four-year graduation rate.

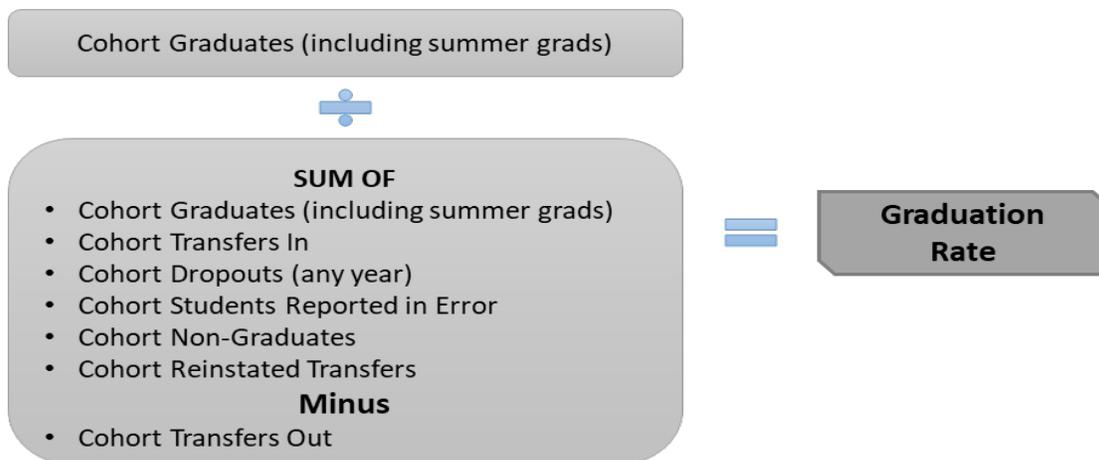
For the graduation rate annual performance goals, only the data from the four-year longitudinal graduation rate are used. This rate is calculated by dividing the number of students who graduate in four years or less with a regular or honors diploma by the number of students who form the final adjusted cohort for the graduating class. This final adjusted cohort includes students who are identified as first-time 9th graders four years earlier and is adjusted by:

- Adding any students who transfer into the cohort either later in the 9th grade or sometime in any of the next three years; and
- Subtracting any students who transfer out, emigrate to another country, or die during that same period. *Note that students reported as transferring to another Ohio public school by a sending district must be reported as having been admitted to a receiving public district or the student will be returned to the sending district’s cohort. In this document, these students are referred to as “reinstated transfers.”*

The annual performance goal calculation continues to count summer graduates as being “on-time”. A summer graduate is a student who receives a diploma sometime after the fourth year of high school ends, but before the fifth year begins. To allow such graduates to be included, the rate is lagged by one year which means that data on the 2022 report card represents the rate for the graduating class of 2021 who graduated sometime prior to the start of the 2021-2022 school year.

If a district has only one high school, the graduation rate for the high school may not be equal to the graduation rate for the district because some students may count in calculations only at the district level.

For the 2022 report card, the following calculation will be used to determine the building or district’s graduation rate:



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Definitions

2021 Cohort Graduates: These are students in the 2021 Graduating Cohort who are reported during or before the FY2021 G (“graduate”) reporting period with a *DIPLOMA DATE* and a *DIPLOMA TYPE OF ‘1’ (REGULAR DIPLOMA)*, or ‘2’ (*DIPLOMA WITH HONORS*) (including summer graduates).

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

High School Dropouts: Are the number of dropouts (WITHDRAWAL REASON = ‘71’, ‘72’, ‘73’, ‘74’, ‘75’, ‘76’, ‘77’, ‘78’, ‘79’).

Students Reported in Error: Are the number of students (WITHDRAWAL REASON = ‘81’) reported in error by the school or district.

Non-graduates: Are students who remain in school and do not graduate prior to the summer cutoff date for any reason including, but not limited to, lack of credits, failure to pass a required course, failure to pass required tests, regular education students enrolled in a program that takes longer than four years to complete and special education students who remain in high school per their IEP.

Reinstated Transfers: Are students reported as transferring to another Ohio Public School (WITHDRAWAL REASON = ‘41’) who subsequently are not reported as being admitted to any receiving public district. These students remain in the cohort of the district from which they withdrew.

Transfers Out: Are students reported with a withdrawal code (WITHDRAWAL REASON = ‘40’, ‘41’, ‘42’, ‘43’, ‘45’, ‘46’) that indicates that the student transferred to some other school and is continuing with his or her education. The Department also removes students who become deceased (WITHDRAWAL REASON = ‘52’) from the calculation. Note that students coded with a transfer code of ‘41’ must be picked up by another school or district to be removed from the withdrawing entity’s graduation rate. Students who are not reported by some other public school or district become “reinstated transfers,” which is defined above.

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Annual Performance Goals – Graduation

The tables below list the graduation goals by student subgroup for each of the next 10 years. These goals are established in Ohio’s Every Student Succeeds Act state plan – these goals are currently pending approval with the U.S. Department of Education (*as of June 2022*).

ANNUAL PERFORMANCE GOALS – GRADUATION RATE (4-YEAR RATE BY SUBGROUP)											
	2020-2021 Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	87.20%	88.13%	89.06%	89.99%	90.92%	91.85%	92.78%	93.71%	94.64%	95.57%	96.50%
Economic Disadvantaged	78.40%	79.31%	80.21%	81.12%	82.02%	82.93%	83.83%	84.74%	85.64%	86.55%	87.45%
Students with Disabilities	74.30%	75.41%	76.52%	77.63%	78.74%	79.85%	80.96%	82.07%	83.18%	84.29%	85.40%
English Learners	70.70%	71.99%	73.28%	74.57%	75.86%	77.15%	78.44%	79.73%	81.02%	82.31%	83.60%
Black, non-Hispanic	76.90%	77.88%	78.86%	79.84%	80.82%	81.80%	82.78%	83.76%	84.74%	85.72%	86.70%
American Indian or Alaskan Native	79.80%	80.64%	81.47%	82.31%	83.14%	83.98%	84.81%	85.65%	86.48%	87.32%	88.15%
Asian/Pacific Islander/Native Hawaiian	92.50%	92.70%	92.90%	93.10%	93.30%	93.50%	93.70%	93.90%	94.10%	94.30%	94.50%
Hispanic or Latino	78.80%	79.69%	80.57%	81.46%	82.34%	83.23%	84.11%	85.00%	85.88%	86.77%	87.65%
Multi-Racial	83.60%	84.25%	84.89%	85.54%	86.18%	86.83%	87.47%	88.12%	88.76%	89.41%	90.05%
White	90.10%	90.42%	90.74%	91.06%	91.38%	91.70%	92.02%	92.34%	92.66%	92.98%	93.30%

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Component Calculations

The calculations for the ELA, math, graduation, English Language Proficiency improvement, chronic absenteeism, and gifted measures are performed separately. Each subgroup receives 1 or 0 points based on whether they meet the annual performance goals for ELA and math achievement, ELA and math progress, and graduation. Each school or district can have a maximum of 10 applicable subgroups for a total of 50 points for those measures. The English Language Proficiency improvement and chronic absenteeism improvement indicator are each worth 5 points. The gifted elements are each worth 5 for a total of 15 possible points. There are no partial points available for any of the Gap Closing measures. The goals for each measure either are met or not met. If the goal is met, full points are earned. If the goal is not met, zero points are earned.

MEASURES	POINTS POSSIBLE
GIFTED IDENTIFICATION AND SERVICES ELEMENT	5
GIFTED PERFORMANCE INDEX ELEMENT	5
GIFTED PERFORMANCE PROGRESS ELEMENT	5
CHRONIC ABSENTEEISM IMPROVEMENT INDICATOR	<i>Not Included for 2021-2022 School Year</i>
ENGLISH LANGUAGE PROFICIENCY INDICATOR	5
SUBGROUP ESSA GRADUATION TARGETS (ONE POINT FOR EACH EVALUATED SUBGROUP)	UP TO 10
SUBGROUP MATH ESSA ACHIEVEMENT TARGETS (ONE POINT FOR EACH EVALUATED SUBGROUP)	UP TO 10
SUBGROUP ELA ESSA ACHIEVEMENT TARGETS (ONE POINT FOR EACH EVALUATED SUBGROUP)	UP TO 10
SUBGROUP MATH PROGRESS TARGETS (ONE POINT FOR EACH EVALUATED SUBGROUP)	UP TO 10
SUBGROUP ELA PROGRESS TARGETS (ONE POINT FOR EACH EVALUATED SUBGROUP)	UP TO 10
ALL MEASURES TOTAL	UP TO 70

The points earned for each measure are totaled and divided by the points possible. This is the preliminary rating percentage. For traditional schools and districts, once the preliminary rating is determined, the calculation applies additional criteria and if any of those conditions are met, it results in the preliminary percentage being lowered.

The Chronic Absenteeism Improvement Indicator will be report-only for the 2021-2022 school year and will not contribute toward the Gap Closing Rating per state law ([Section 3\(G\) Senate Bill 229](#)). Beginning with the 2022-2023 school year, the indicator will contribute a possible 5 points toward the Gap Closing Component.

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Calculation Details

ELA & Math Achievement Annual Performance Goals – The ELA and math annual performance goals are calculated separately, but the rules governing how points are awarded are the same for both subject areas. If the subgroup’s current year ELA or math PI score is greater than or equal to the current year annual performance goal highlighted in the tables above, then 1 point is awarded. If the goal is not met, then 0 points are received. There are no partial points awarded for making improvement between the prior year and current year.

ELA & Math Progress Annual Performance Goals – The ELA and math annual performance goals are calculated separately but the rules governing how points are awarded are the same. If the subgroup’s current year growth index is +2 or higher, then 1 point is awarded. If the goal is not met, then 0 points are awarded. There are no partial points.

Graduation Annual Performance Goals – If the subgroup’s four-year adjusted cohort meets or exceeds the annual performance goal, then 1 point is awarded. If the goal is not met, then 0 points are awarded. The calculation is not performed for the five-year graduation rate and beyond. There are no partial points awarded for making improvement between the prior year and current year.

Chronic Absenteeism Improvement Indicator – If the school or district’s chronic absenteeism rate is at or below the yearly goal, or the school or district meets the improvement threshold of 1.1 percentage points or 3%, then 5 points are awarded. If the rate exceeds the goal and the improvement does not meet the threshold, then 0 points are awarded. There are no partial points for making a smaller amount of improvement than what is outlined above.

English Language Proficiency Indicator – If the school or district’s English Learner subgroup’s current year improvement percentage is greater than or equal to the current year’s annual performance goal, or meets the improvement threshold of 10%, then 5 points are assigned. If it is not met, 0 points are awarded. There are no partial points for making a smaller amount of improvement than what is outlined above.

Gifted Identification and Services Element – If the number of identified and served gifted students within a school or district meets the yearly goal, then 5 points are awarded. If the goal is not met, then 0 points are awarded. There are no partial points.

Gifted Performance Index Element – If the gifted performance index of a school or district meets the yearly goal, then 5 points are awarded. If the goal is not met, then 0 points are awarded. There are no partial points.

Gifted Performance Progress Element – If the gifted progress meets the yearly goal, then 5 points are awarded. If the goal is not met, then 0 points are awarded. There are no partial points.

Definitions and Business Rules for the Component Calculation

Current Year Performance Index: For traditional schools and districts the performance index for each subject and subgroup is calculated based on students who should have taken the ELA or math assessments in grades 3-8, the ELA or math alternate assessment and students in any grade taking algebra I, geometry, integrated math I, integrated math II, or ELA II during the 2021-22 school year. Only first-time test takers are included, retakes do not count for this calculation. All grade levels are combined into one PI score for each subject and for each

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student group. Only those students who have been enrolled for a full academic year, who have taken the appropriate standard assessment (with or without accommodations) or the alternate assessment, and who meet student subgroup inclusion criteria are included in the total. For each subject, there must be at least 15 students in a subgroup in order for the group to be evaluated.

Current Year Graduate Rate: This is the percentage of students in the 2021 cohort who earned a regular or honors diploma within four years of entering high school.

Current Year Improvement Percent: This is the percentage of students who made the required improvement (either one or two points) on their OELPA test in 2022.

Increase in Subgroup Size

For English language Proficiency and chronic absenteeism, there may be cases where a student group grows and moves from the status of not being evaluated for the annual performance goals in the prior year to one where it is evaluated in the current year (e.g. – a subgroup increases from 14 accountable students in 2021 to 15 in 2022). When this happens, the group cannot ‘meet’ the goal and earn the points towards the component by showing the required amount of improvement from one year to the next. Instead, the group must meet the annual goal outright to earn the points.

Preliminary Rating

Once points are awarded for each measure, they are summed and divided by the total possible points to get a preliminary rating. The points possible will vary based on a school or district’s student population. No school or district is accountable for subgroups or measures that have insufficient numbers of students for the calculations.

After the preliminary rating is computed, the participation proportional adjustment criteria are applied to traditional schools and districts.

Proportional Adjustment Criteria

The proportional adjustment to the preliminary points is applied only to those schools and districts who are evaluated for the annual performance goals in achievement. The proportional adjustment is related to test participation rates only.

Low Participation Rate by a Subgroup

A proportional adjustment is applied to schools and districts if their combined testing participation rate does not meet or exceed 95 percent. If a school or district does not meet the threshold, their preliminary point total on the Gap Closing Component is reduced proportional to the amount by which the “All Students” group misses the threshold. The calculation of the participation rate uses 40 as the minimum group size (n-size or minimum number of students within the group) to calculate a reduction to the preliminary points, and is based on the “All Students” group and not any of the other nine individual subgroups.

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The following formula shows how the participation rate is calculated:

Participation Rate =	$\frac{\text{Number of Students Taking the Included ELA and Math Tests (Required Test Type of STR or ALT) for the Current School Year}}{\text{Number of Students Required to Take the Included ELA and Math Tests (Required Test Type of STR or ALT) for the Current School Year}}$	X 100
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Number of students in tested grades required to take the test: The first step in calculating the participation rate is to determine which students were “required to test”. In prior years, a student was included in the calculation for the school and district where they were enrolled on the day the math test was administered. With the move to electronic testing, this rule no longer applies because there is not one single day when all the students are taking the math assessment. Instead, ODE will use each student’s place of enrollment on the following dates to determine which school is responsible for testing the student.

Student Grade and Test	Date
3 rd Grade Taking the Standard ELA and/or Math Test	April 13
4 th Grade Taking the Standard ELA and/or Math Test	April 13
5 th Grade Taking the Standard ELA and/or Math Test	April 13
6 th Grade Taking the Standard ELA and/or Math Test	April 13
7 th Grade Taking the Standard ELA and/or Math Test	April 13
8 th Grade Taking the Standard ELA and/or Math Test	April 13
End of Course Spring – Taking the Standard ELA and/or Math Test	April 13
End of Course Fall (no spring assessments) Standard Test	December 15
3 rd Grade Taking Alternate Assessment ELA and/or Math Test	March 19
4 th Grade Taking Alternate Assessment ELA and/or Math Test	March 19
5 th Grade Taking Alternate Assessment ELA and/or Math Test	March 19
6 th Grade Taking Alternate Assessment ELA and/or Math Test	March 19
7 th Grade Taking Alternate Assessment ELA and/or Math Test	March 19
8 th Grade Taking Alternate Assessment ELA and/or Math Test	March 19
10 th Grade Taking Alternate Assessment ELA and/or Math Test	March 19

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All grades and both subjects are combined into one total for each subgroup. This number includes all students reported in the numerator of the equation as well as students who did not take the tests even though they were required to take them.

It is important to understand that this total is **not** subject to “full academic year” criteria, but rather is based on where the student is enrolled on the dates shown in the table above.

For students without a score, the table below can be used to determine if the ELA or math test is included in the participation calculation. These codes represent the various reasons that districts report as reasons why the student didn’t take a test. Some reasons are filtered out because the student was not required to test. Other codes place the student in the calculation, and he counts as being untested.

Code	Description	Status
A	Medical Reason – Used when a student fails to test because of an ongoing medical condition or some other medical issue that isn’t a medical emergency.	Included in the denominator as a test not taken
B	Parent Refusal	Included in the denominator as a test not taken
C	Student Refusal	Included in the denominator as a test not taken
D	Suspension/Expulsion	Included in the denominator as a test not taken
E	Absent during the test administration window	Included in the denominator as a test not taken
F	Other (reason not listed)	Included in the denominator as a test not taken
G	EOC assessment (GE) not given for the course in which the student is enrolled within this district, includes courses that span multiple years	Test NOT included in the denominator of the calculation
H	SSID for this student appears on the assessment vendor file due to data error; student with this SSID was not required to be assessed	Test NOT included in the denominator of the calculation
I	Student took the test, but it was, for good cause, invalidated by the Ohio Department of Education or the district	Included in the numerator as a test that was taken – treated as a failing test
J	Student moved in or out of the district before the test was administered	Test NOT included in the denominator of the calculation
K	Test not required due to part time student status, home school, non-public school and not enrolled in a course for this assessment/subject area	Test NOT included in the denominator of the calculation
M	Medical Emergency**	Test NOT included in the denominator of the calculation
N	Student taking subject above grade level, no subject test at the higher grade	Test NOT included in the denominator of the calculation
P	Due to timing of the alternate assessment determination	Test NOT included in the denominator of the calculation
S	Non-scorable assessment (used only for students	Included in the numerator as a test that was taken

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	taking the alternate assessment for students with significant cognitive disabilities)	– treated as a failing test
W	Assessment score not reported because student received graduation credit for the assessment area due to course completion prior to the end-of-course assessment being available	Test NOT included in the denominator of the calculation
X	Assessment score not reported because the student received graduation credit for the assessment area due to completion of a dual credit course	Test NOT included in the denominator of the calculation
Y	Student transferred in with the course already completed; number of required graduation points reduced	Test NOT included in the denominator of the calculation
2	Assessment score not reported because the student received graduation credit for an alternative non-public school EOC assessment prior to public district enrollment	Test NOT included in the denominator of the calculation
5	Student assessed but results not available from the assessment vendor by the close of the reporting period	Included in the denominator as a test not taken

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

Number of students in tested grades taking the test: This is the total number of students who were enrolled in the district at the time of the test who took the required test. All grades and both subjects are combined into one total for each subgroup. This number includes students who had their test scores invalidated, (reported with a Score Not Reported Element of “I”) as well as all students who took alternate assessments and received either a numerical score or had a non-scoreable assessment (reported with a Score Not Reported Element of “S”).

Note: Students coded as not taking the test because they received a waiver from ODE for a **medical emergency** (cases where a waiver is approved and the initial Score Not Reported reason is updated to a Score Not Reported of “M”) are not included in either the numerator or the denominator of the participation rate calculation.

Newly arrived English learner students (those coded with the LEP element of “L”) are required to take all assessments in all subjects from the time they enter an Ohio school. Those students also are included in the participation rate calculation for both ELA and math. Also note that newly arrived English learner students are required to take the science and social studies assessments if such tests are administered in the students’ grade, but these assessments are not part of the gap closing component.

For the purpose of determining if a proportional adjustment is required for traditional schools and districts, the participation rate is calculated for each school and district that has at least 40 students who are required to take an ELA and/or math assessment. If it has a combined rate that is lower than 95 percent, their preliminary point total on the Gap Closing Component will be reduced proportional to the amount by which they missed the goal.

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The adjustment is made by creating a ratio between the percent tested and the 95 percent threshold to determine how close the entity came to the goal. This is derived by dividing the actual participation rate by the goal of 95 percent. The preliminary points then are multiplied by the quotient to calculate the final points. For example, a school with a preliminary score of 55 points and a 94% participation rate finds the difference by dividing $94/95 = 98.9\%$. The preliminary score of 55 is then multiplied by .989 to get the final score of 54.395.

This calculation is performed using unrounded numbers. Once the final percent is derived, it's rounded to the nearest tenth using 'standard' rounding rules. This means if the number in the hundredths place is a zero through a four, the number in the tenth's column is rounded down. If the number in the hundredths place is a five through a nine, the number in the tenth's column is rounded up.

Component Star Rating and Rating Scale

Once applicable adjustment criteria are applied, the percentage of points earned out of the percentage of total possible points for the school or district are used to assign the star rating. As was stated above, if a school or district does not meet the 95 percent threshold their preliminary point total on the Gap Closing Component will be reduced proportionally to the degree by which they missed the 95 percent threshold.

The table below shows the scale for each star rating and the table on the following page shows an example of the calculation.

Range – Percentage of Points Earned out of Possible Points	Star Rating	Rating Description
Greater than or Equal to 60%	5 Star	Significantly exceeds state standards in closing educational gaps
Greater than or equal to 45% but less than 60%	4 Star	Exceeds state standards in closing educational gaps
Greater than or equal to 30% but less than 45%	3 Star	Meets state standards in closing educational gaps
Greater than or equal to 10% but less than 30%	2 Star	Needs support to meet state standards in closing educational gaps
Less than 10%	1 Star	Needs significant support to meet state standards in closing educational gaps