



2022-2023 School Year Where Kids Count Methodology

Introduction

In order for students to be included in a school’s or district’s accountability calculations, the data submitted by the district must pass through several layers and checks. After the data passes all of the error checking done during the aggregation process at the ITC (formerly DA-Site), the data are submitted to ODE. ODE then applies its business rules to the data in the form of “filters.” The purpose of these filters is to determine:

- Whether students are included at the building, district, or state level and then,
- Which students should be included in each calculation and total.

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Business Rules

There are business rules that apply system-wide and business rules that are specific to a single calculation or total. Since multiple entities can report the same student, the system-wide business rules or “filters” are designed to determine which students should count at which level and at which entities.

The main system wide business rules are based on the records that are effective on March 31, 2023, for each student. The March 31st date was used for the first time for the 2014-15 report card. Calculations for 2014 and earlier used the student’s status as of the last day of school or for students who withdrew prior to the last day of school the calculations use the status reported as of the date of the withdrawal. The main system wide rules include:

- The students that will count at the receiving or educating building/district level are students that have a District Relationship Element (FS140 record) of “1”.
- In addition, they are reported with a How Received Element (FS080 record) of “*”, “3”, “7”, “8”, “9”, “A”, “C”, “D”, “G”, “J”, “K”, “M”, “R”, “S”, “W” and “Y” and with a student Percent of Time element (FS120 record) greater than zero that meet the ‘Full Academic Year’ criteria at the building/district. NOTE: Any students still being educated through Title I Public School Choice (How Received = W) will be included in the totals in the building and/or district at the educating district if they meet the “full academic year” criteria.
- Students with a Sent Reason Element = “CR”, “CT”, “JV”, “MR”, “NP”, “OS”, “PI” or “PS” (career-technical education via a contractual arrangement, attending a JVSD, Postsecondary Institution, MR/DD, non-public school at district expense or a state school) will count at the resident district at the building/district level if they meet the ‘Full Academic Year’ criteria at the building/district level. Students reported with a Sent Reason = “CR” (community school students attending a resident district career technical program) count back at the community school where they otherwise are enrolled.
- Students with a How Received Element of “B” (Non-resident Student Attending a Special Education Program) are counted at the sending district for proficiency purposes if the student meets the ‘Full Academic Year’ criteria at the educating district. NOTE: These students will count at the educating district for the Gap Closing participation rate calculation used to adjust the final points for the Gap Closing component.
- Students with a How Received Element of “P”, “Q” or “T” will not count on any building or district level reports for the Gap Closing component and state performance indicators percent proficient calculations, nor do they count in the performance index calculation, the Early Literacy calculation, the graduation rate calculations or the attendance rate/chronic absence calculations, but they are expected to take the appropriate assessments and will be included at the educating building/district level for the Gap Closing participation rate calculation.
- Students with a How Received Element of “M” (Community School) will count at the community school if they meet the ‘Full Academic Year’ criteria.
 - If the Community School is a Conversion Community School, the students also will be included in the sponsoring district’s accountability calculations unless the school is designated as a dropout recovery and prevention school.
 - If the Community School is a Start-Up Community School, the students will NOT be included in any traditional school district’s accountability calculations unless the community school and traditional school district where the school is located have filed a “District Roll-Up of Affiliated New Start-Up Community School Performance Data FY2023” through the Office of Accountability.
- Students that only receive special services from a district (How Received Element = ‘6’, ‘F’, ‘I’) are not included in the accountability calculations for the reporting district or building.



- For How Received = “K”, the student counts at the STEM school but for district accountability, the student is moved from the STEM school to the student’s resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district. In addition, STEM providers who direct the operations of more than one STEM school are required to receive a report card that aggregates the students’ data for all of the schools that they direct. Thus, students attending a STEM school that is part of a group of schools overseen by a single provider will have their data included in the accountability calculations of the provider in addition to being seen in their STEM building and either the district of residence or educating district.
- Beginning in the 2015-2016 school year, a recently arrived English Learners (EL) student who has been enrolled in US schools for no more than two school years [a student with “L” or “S” reported in the English Learner status element on the student attributes – effective date (FD170 record)] will be removed from all proficiency calculations (Gap Closing, Indicators, PI Score and Early Literacy). Prior to 2016, such students were exempt only in their first year in an American school. This change is the result of a waiver from the U.S. Department of Education. In return, Ohio agreed to test recently arrived students in all subjects during those years and to use those results in the growth calculations (the Progress component). In prior years, first year students were exempt from taking the state’s ELA/Reading tests. This exemption is no longer granted, and all tests must be taken. Students with an EL status Element of “L” or “S” will be included in their school’s and district’s Gap Closing participation rate calculations for both reading and math. These students also must take the Ohio English Language Proficiency Assessment (OELPA) and are included in the English Learner Improvement calculation once they have two years of tests.
- Per federal regulations, beginning with the 2017-2018 school year’s data, students who exit the EL program can be included in the EL subgroup for up to four school years after they exit the program. This was a change from how it was calculated in prior years. For calculations made in 2016-17 and earlier, a student was included only for two years after exiting EL status. A student exits when he scores 4’s and 5’s on all OELPA tests. ODE uses the OELPA scores and EL Status Element to determine when a student has exited as an English learner. For the purpose of determining who is included in the EL subgroup for the various gap closing calculations, students will be included in the subgroup for the year that they exit EL status and for the four years immediately following the year that they exit. Thus, a student who exits based on the OELPA taken in the 2021-22 school year will be included in the subgroup for that year and also for the 2022-2023, 2023-2024, 2024-2025 and 2025-2026 school years.
- Foreign exchange students who have been enrolled for less than 180 days also are not included in proficiency calculations but are expected to take all assessment and are included in the participation rate.

Elements Calculated Using the ‘Full Academic Year’ criteria

The following report card measures use the “Full Academic Year” to determine which students are included in the calculation: the Performance Index (used both in the Achievement Component and the Gap Closing Component), the Early Literacy measure, and the value-added calculations used in the Progress Component and for the Gifted Progress element in the Gap Closing Component.

The definition of a “Full Academic Year” is: The student is continuously enrolled in the building/district from the Friday of the first full week of October (used to be October Count Week) through March 31.

Since the Majority of Attendance IRN definition (FN220 record) has the same definition as the “Full Academic Year,” ODE uses the Majority of Attendance IRN to determine if the student meets the “Full Academic Year” at the building/district level. The following steps are taken to determine if the student meets the full academic year criteria at the building level, and then at the district level:

- If the Majority of Attendance IRN is a building within the district, then the student meets the “Full Academic Year” criteria at the building level.



- If the Majority of Attendance IRN is the district IRN, then the student meets the “Full Academic Year” criteria at the district level, but not at a building level.
- If the Majority of Attendance IRN is “*****”, then the student does not meet “Full Academic Year” criteria at either the building or district level for the reporting district.

ATTENDANCE RATE/CHRONIC ABSENCE RATE

Attendance rate no longer uses full academic year criteria, but instead includes all students with at least 100 hours of possible attendance (see technical document on attendance for additional information on this calculation).

USE OF ACCOUNTABILITY IRN

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

DISTRICT DATA ENTRY OF THE ACCOUNTABILITY IRN

In the Accountability IRN (FN 140 record) data element field, a district may enter the IRN of a specific building within their district to be accountable for a specific student’s performance results when both of the following criteria are true:

1. Student was enrolled in a building for a ‘Full Academic Year’;
2. Student simultaneously is enrolled in two or more buildings in the district;

OR

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

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

STUDENTS COURT-PLACED OR PARENT-PLACED IN AN INSTITUTION

For students who are court-placed or parent-placed into an institutional setting served by a district [(Student Percent of Time > 0% and How Received Element = ‘P’, ‘Q’ or ‘T’ and How Received Status = ‘*P’, ‘*Q’ or ‘*T’)], the “Where Kids Count IRN” will be set to “*****”. As was explained above, beginning with the 2014-15 report card, the student’s status as of March 31st is being used to determine whether the student counts or not. Thus, a student coded with a How Received Element = ‘P’, ‘Q’ or ‘T’ and How Received Status = ‘*P’, ‘*Q’ or ‘*T’ on March 31, 2023, will have the WKC IRN set to ***** for proficiency purposes. These students do **NOT** count at either the district or building for state indicators and Gap Closing percent proficient calculations, the performance index score, the attendance rate calculation, the Early Literacy measure, and all graduation rate calculations; however, the student is included in the participation rate calculation for the educating school and district. **NOTE:** these codes are used for students who are institutionally placed, not for students who are placed in foster homes or are court-placed with a relative.



STUDENTS WITH DISABILITIES BEING EDUCATED VIA A COOPERATIVE AGREEMENT

For students with disabilities being educated as of March 31st via a cooperative agreement in a district other than the district of residence (or sending district) [(Student Percent of Time > 0% and How Received Element = 'B' and How Received Status = '*B')], the "Where Kids Count IRN" will be the **How Received IRN** if the student otherwise meets the 'Full Academic Year' criteria in the **educating** district. **NOTE:** These students will count in the **educating (receiving)** school and district for the participation rate calculation.

Calculations Based upon the Reporting IRN - The Attending Building IRN reported by school districts on the **Student Standing (FS) Record** is considered the "reporting IRN."

Please note that:

- If a city, local or exempted village district is instructing the student, then this IRN must belong to a **public school building** located **within the district** which is reporting the student.
- When a district is not instructing the student, the building IRN where the student would have been enrolled in the district is reported in this field **EXCEPT** in cases in which How Received = "6", "F", "I", "P", "Q", "T", or "V". In these excepted cases, the district's IRN can be used as the *Attending Building IRN's* value.
- For **ESC's** reporting students, the IRN of the ESC is to be used in the *Attending Building IRN* field.

GRADUATION RATE CALCULATION

- For the four-year and five-year graduation rate measures and the Gap Closing graduation rate calculation, both the numerator and denominator include students who are instructed by the district [How Received Element = of "*", "3", "7", "8", "9", "A", "C", "D", "G", "J", "K", "M", "R", "S", "W" and "Y"] AND [STUDENT PERCENT OF TIME > 0] OR resident students attending a JVS or a post-secondary institution, MR/DD or State School Program [SENT REASON IRN ELEMENT = "CR", "CT", "JV", "MR", "NP", "OS", "PI" or "PS", "SE"]. The numerator and denominator do not include non-resident career-technical contract students, non-public students, non-resident public students receiving vocational evaluation services only, or students only receiving non-instructional support, supplementary or special education services [which are students with HOW RECEIVED = '2', '6', 'F', 'I', respectively].
The numerator and denominator also do not include students who are placed in an institutional setting [which are students with HOW RECEIVED = 'P', 'Q', and 'T'].
- Students with a Received reason of "B" will count at the sending district for graduation.

The **Graduation Rate** is calculated based upon the criteria above – regardless of whether the student was enrolled for a "full academic year" in the building and/or district.

ANNUAL PERFORMANCE GOALS PARTICIPATION RATE IN GAP CLOSING COMPONENT

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

The table below can be used to determine who is expected to test during the 2022-23 school year.

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

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

PERFORMANCE LEVEL DETERMINATION

Prior to 2017-18, ODE was required to limit the count of proficient or higher scores on the alternate assessment to one percent of Ohio’s statewide testing population. Because Ohio was capped as a state, districts also were capped and could include the scores of just 1% of their students using the alternate assessment. A special provision allowed small districts, defined as those with an ADM in tested grades of fewer than 1000 accountable tested students, to include the scores of up to ten students. If a district exceeded its cap, ODE determined which scores would be reassigned (i.e., changed from proficient, accelerated or advanced to basic) by sorting all scores based on the proficient or above results and reassigning the scores that fell in the Proficient range first. This allowed the maximum number of Accelerated and Advanced range scores to count in the Performance Index.

The federal Every Student Succeeds Act changed the language pertaining to students participating in testing using an alternate assessment. The provision set a strict cap that only one percent of the state’s tested population would be allowed to take their tests using an alternate assessment. However, as part of the change, states were permitted to submit a waiver application asking to exceed the new cap. Ohio did submit a waiver and was approved to exceed the participation cap for the last several years. As a result, for the 2022-23 school year, no demotions will be made and every student taking an alternate assessment will count using the “real” proficiency level assigned to the test.

ACHIEVEMENT ASSESSMENT PERFORMANCE LEVEL DETERMINATION

All state tests in grades three through eight are reported to ODE on a per administration basis and current year test results are used for the performance level determination and all accountability calculations. Retained students MUST retake all applicable tests, even if they passed them in the prior year and, for accountability purposes, the scores will be included based on current year performance only. All assessments except the grade 3 ELA assessment are administered once a year. For grade 3 ELA, the highest score earned from the fall 2022, spring 2023 and summer 2023 administrations will determine the student’s performance level provided the student status for both administrations are the same. If the student status changes, the score earned under the most recent student status will be used in determining the performance level of the student. A status change is defined as a change in the required test type data element reported to ODE.

END-OF-COURSE TEST PERFORMANCE LEVEL DETERMINATION

2015 was the first year when students took end-of-course exams. These scores are reported to ODE on a per administration basis. In cases where the current school year is the first year that a student is taking an assessment, ODE will determine a student’s performance level based upon the highest score earned across all administrations in that year (highest from summer 2022, fall 2022 and spring 2023 administrations) provided the student status remains the same. If the student status changes, then the highest score attained with the most current status will be used. Retaken tests no longer are included in any measure or component on the



report cards. Districts must continue to report the scores, however, when students retake tests as they can be used to help meet a graduation pathway.