

Complete Traditional Report Card Technical Documentation



Traditional District and School
Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

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Achievement Component Technical Documentation



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Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before its final and the Report Cards are released. ***The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.***

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

Component	Measure	SDC Breadcrumb Trail
Achievement Component		Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Achievement
	Performance Index	Report Portal > Secure Data Center >
	Performance Indicators	Report Portal > Secure Data Center >

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Introduction

The Achievement Component Technical Document is a comprehensive guide for understanding how academic achievement is measured on Ohio's traditional district and school report cards. It details two measures: the Performance Index and the Performance Indicators, with the former being used to assign the Achievement Component Rating. This document includes the business rules, calculation methods, and detailed inclusion criteria, ensuring transparency and clarity in the evaluation of student performance on Ohio's State Tests (OST). It serves as a crucial resource for educators and administrators in interpreting and utilizing report card data effectively.

Definitions

FIRST-TIME TEST TAKERS

A student is considered a first-time test-taker if they are taking the assessment for the first time, and they have a valid proficiency score level from taking the assessment reported. Additionally, students with a *Score Not Reported (FA235)* indicating the test was, for good cause, invalidated or the test was non-scoreable are the only valid reasons to be considered a first-time test-taker since the student took the assessment.

RE-TESTER

A student is considered a re-tester if they have previously taken the same assessment and received a valid proficiency level. However, 'Untested' is not considered a valid proficiency level in this context. Additionally, a student who previously took a substitute assessment (such as AP or IB) and is now testing on an end-of-course Assessment is not categorized as a re-tester.

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

[First-Time Test-takers](#) who meet the criteria for Where Kids Count business rules are included in this component. For the detailed business rules see the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document. For detailed EMIS reporting and a description of the inclusion criteria, refer to [Appendix A](#).

ALTERNATE ASSESSMENT WAIVER

Prior to 2017-2018, districts were subject to a 1.0% cap on alternate assessment scores that could count as Proficient or higher. The Every Student Succeeds Act (ESSA, 2015) limits the total number of students with the most significant cognitive disabilities who are assessed statewide with an alternate assessment to 1% of the total number of students in the state who are assessed. If a district exceeded its cap, scores were demoted from their "actual" level of 'Proficient', 'Accomplished' or 'Advanced' to the 'Basic' level and were counted at a weight of 0.6.

In 2018 and beyond, the 1.0% cap moved from districts to the state for the total number of students who participated in the alternate assessment. The agency received a [waiver](#) from the U.S. Department of Education in 2018 to test more than 1.0% of the total number of students who participated in the alternate assessment. From 2019 to 2023 the U.S. Department of Education approved extensions to the waiver.

In 2023-2024, the ESSA waiver continues to eliminate the demotion and all scores are included at their real performance level for alternate assessments.

UNTESTED STUDENTS

[Ohio Revised Code 3302.01\(A\)\(2\)](#) requires that untested students be included in the Performance Index calculation even though schools and districts receive zero points for them. To identify untested students, the Department must determine the total number of tests that should have been taken. Every student enrolled in a course with a corresponding test is required to take it. Starting in the 2021-2022 school year, tests in all subjects are included in the Performance Index calculation.

Ohio's current tests include:

- English language Arts and Math for grades 3-8.
- Science for grades 5 and 8.
- English language Arts II, Algebra I, Geometry, Integrated Math I and II, Biology, American History, and American Government at the high school level.
- Alternate Assessments for students with significant cognitive disabilities at all grades (3-8 and HS).

Additionally, students can take substitute tests in Advanced Placement (AP) and International Baccalaureate (IB) if they are enrolled in corresponding AP or IB courses. These substitute tests count toward graduation requirements for a seal. They have been included in the Performance Index calculation since the 2021-2022 school year. See [Appendix B](#) for the tests that are included in this calculation.

REPORTING UNTESTED STUDENTS:

Since every student enrolled in a course with a corresponding test is required to take the test, the district or school must report a reason for any student who fails to take the test. The *Score Not Reported (FA235)* can be found in the **Student Assessment Record (FA)** of the [EMIS manual](#).

Certain codes exclude the test from being included in the Performance Index calculation. However, if the Score Not Reported reason does not exclude the test, it will be included in the Performance Index calculation and considered 'Untested'. [Appendix C](#) can be used to determine whether an untested student will affect the calculation.

SPECIAL CASES:

In two cases *Score Not Reported (FA235) = I or S*, the student is considered to have tested, and the test is treated as a ‘Limited’ range test. For all other cases, the test either counts as a test not taken or is excluded from the calculation.

Remember, accurate reporting and inclusion of untested students play a crucial role in assessing school performance.

ASSIGNING TESTS TO PERFORMANCE LEVELS

After determining which tests to include, the tests are sorted into seven performance levels or ‘buckets’ based on the score ranges that align to the performance levels. The performance level ‘buckets’ include:

- Advanced Plus (Only applicable for accelerated students, see more below)
- Advanced
- Accomplished (*previously known as “Accelerated”*)
- Proficient
- Basic
- Limited
- Untested

Substitute tests taken in AP or IB courses are converted to the appropriate performance level bucket based on the crosswalk in [Appendix B](#).

CALCULATING POINTS FOR EACH PERFORMANCE LEVEL

Once all the tests are sorted to the appropriate performance level bucket, the percentage of tests that fall into each bucket is calculated and multiplied by the corresponding weight shown in the table below. This results in a weighted score for each performance level. The weighted scores for each performance level are summed to create an overall Performance Index Score.

Table 2: Weighting for each performance level

PERFORMANCE LEVEL	WEIGHT
Advanced Plus	1.3
Advanced	1.2
Accomplished	1.1
Proficient	1.0
Basic	0.6
Limited	0.3
Untested	0.0

ACCELERATED STUDENTS

[Ohio Revised Code 3302.01 \(A\)\(2\)](#) rewards schools and districts when a student with a Formal Written Acceleration Plan (WAP) tests in a higher grade level and scores Proficient or higher.

An example is a fifth grade student with a Formal Written Acceleration Plan taking a sixth grade math class. The student's score will be eligible to earn a bonus weight if it's 'Proficient or higher on the sixth grade math assessment.

The bonus weight is applied by increasing the performance level of any qualifying assessment:

- Proficient range will count as Accomplished
- Accomplished range will count as Advanced
- Advanced range will count as Advanced Plus

The Department uses the **Student Acceleration Record (FB)** of the [EMIS manual](#) from the current school year to determine which tests are eligible for the bonus weight. This record is reported for a student who is placed on a Written Acceleration Plan (WAP) for one or more subjects and has a referral from the district's Acceleration Evaluation Committee. If a student is whole grade accelerated or participated in early entrance to kindergarten, an acceleration record is reported as all subjects. All tests in social studies, mathematics, reading/writing and science are eligible for the bonus weight. If a student has a WAP for a single subject, then only that subject's assessment is eligible for the bonus weight. (for example, a student is a typical fourth grader for ELA, but is taking fifth grade math, and a FB Record is reported for math then only the fifth grade math test is eligible).

It is important to understand that an acceleration record must be reported **each year** that a student is accelerated for a particular subject. The Department only uses the **current year's** acceleration record for the purpose of determining who is eligible for the bonus weight. Students continue to be considered formally accelerated when taking high school end-of-course assessments as long as they remain ahead of their peers. As such, a student who was formally accelerated in elementary or middle school still will be eligible to earn the bonus weight on high school End of Course tests because they will take those tests one year earlier than a student on a "normal" trajectory.

If a student transfers to another district and continues to be accelerated the new district should report the acceleration record, so they will be eligible for the bonus weight on any tests taken in the accelerated subject(s).

An acceleration record stops being reported with *Accelerated Status Flag (FB100) = Y* if the student no longer is accelerated. For example, if a fourth-grade student with a WAP spent the 2022-2023 school year in fifth grade math, an acceleration record would have been reported for math in the 2022-2023 school year. If the district ends the student's acceleration designation in 2022-2023 so that they do not move ahead to sixth grade math in 2023-2024, an *Accelerated Status Flag (FB100) = N* record is reported for that school year. Students are required to take a test annually in third through eighth grade. A student who ends acceleration, takes the Ohio State Test (OST) that matches his or her grade level. This score is included in the Performance Index and appropriate test measure calculations.

Performance Index

The Performance Index measure uses the performance level results for students in third grade through high school on an Ohio State Tests (OST). The Performance Index score accounts for the level of achievement of every student, not just whether they are Proficient. Each test a student takes is assigned a performance level based on the test score, with higher test scores resulting in higher performance levels. Furthermore, higher performance levels receive larger weights in the calculation – but all achievement levels are included. More information about test performance levels is available in the [Understanding Ohio’s State Tests Reports](#) guidance document.

To receive a score on the Performance Index measure, a school or district must have at least ten (10) accountable students taking one or more Ohio State Assessments (OST) assessments. In cases where a school or district has fewer than ten unique students across all tested grades, the data will be masked, and no Performance Index Score will be calculated.

- **Code Sections:** [Ohio Revised Code 3302.01\(A\)](#) and [3302.03\(D\)\(1\)\(c\)](#)
- **N-Size:** ten accountable students taking one or more assessments
- **Subjects:** All subjects
- **Grades:** 3-8, high school
- **Tests:** 3-8 English language arts, math, and science, Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA II, American History, American Government, Biology
- **Alternate Assessments Included:** Yes
- **Substitute Assessments Included:** Yes
- **Full Academic Year:** Yes
- **End of Course Retakes in the same school year:** Each subject’s end-of-course test counts only one time in each school year and the highest score from all attempts is the one that is used for report card purposes
- **End of Course Retakes in different school years:** End-of-course assessment retakes are not included if the previous assessment was already included for accountability purposes. Refer to the definition above on [Re-Testers](#). Retakes do not apply to the grade 3-8 assessments. Students who retake these assessments are included each time if all other accountability rules are met.

PERFORMANCE INDEX PERCENTAGE CALCULATION

The Performance Index calculation uses the numerator and denominator, as described above, to derive a Performance Index percentage for each school and district.

DENOMINATOR

Prior to the 2021-2022 school year, a Performance Index score of 120 points was considered a perfect score and ratings were assigned based on the percentage of points earned out of that maximum score of 120.

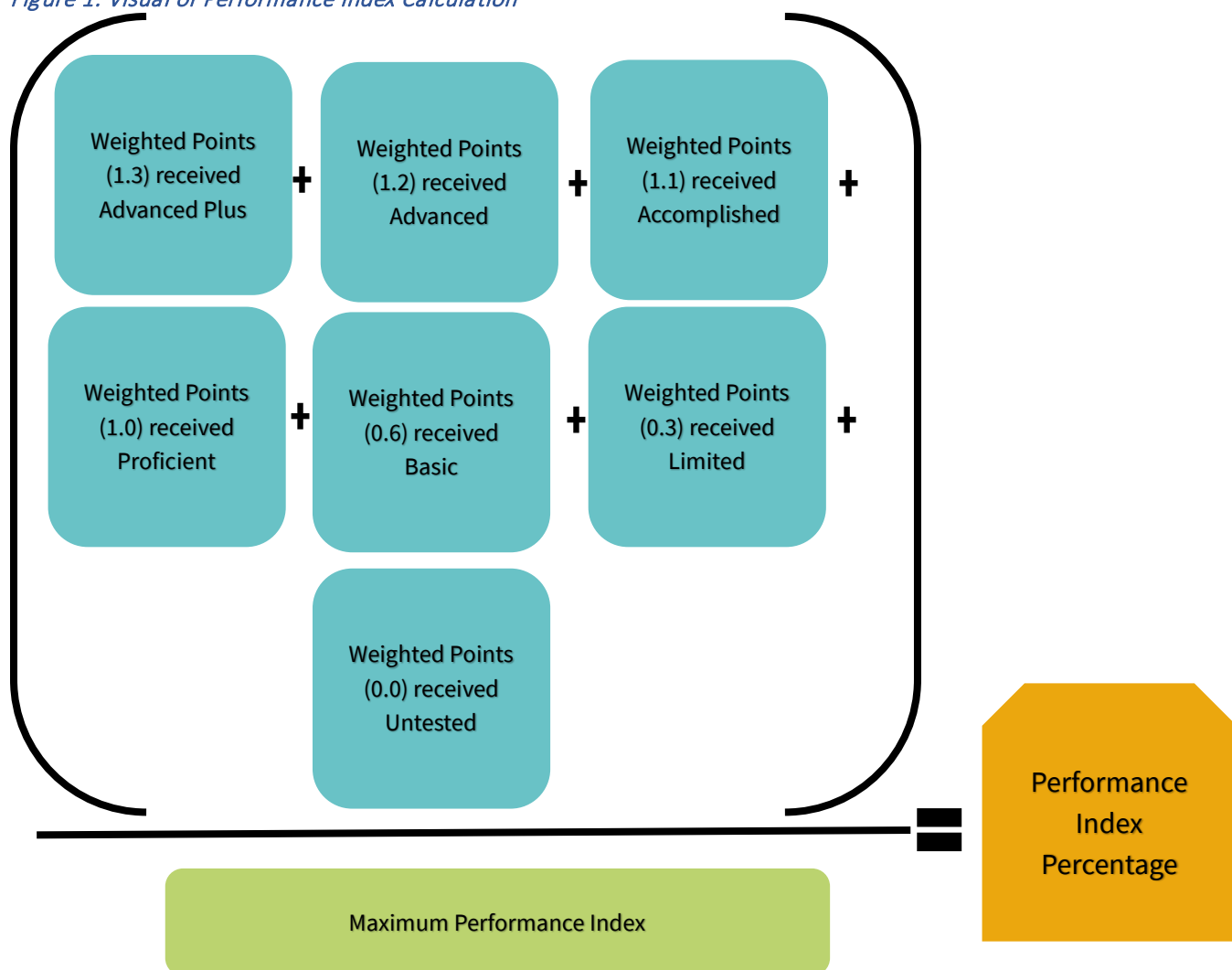
Starting in 2021-2022, the law established a new calculation to determine the maximum Performance Index score. It is derived by averaging the highest two percent of Performance Index Scores. This is done separately for schools and districts using the Performance Index Scores from the current school year. Community schools are included in the school-level calculation.

It is important to understand that because the law requires the Department to use **current** school year data, (i.e. the 2023-2024 maximum will be derived using the average of the highest two percent of school or district Performance Index scores from the 2023-2024 school year), the maximum Performance Index score will change throughout the reporting window. Additionally, Ohio state law also requires that summer third grade English language arts (ELA) scores are included in Report Card calculations. When all applicable reporting windows close, and all appeals are processed, the final maximum score will be calculated.

NUMERATOR

The weighted scores for each performance level are summed to create an overall Performance Index Score.

Figure 1: Visual of Performance Index Calculation



Performance Indicators –Report Only Data

The Performance Indicators measure is a report-only measure meaning the data does not factor into the rating determination. The Performance Indicators measure reports the percentage of students who take a test and earn a performance level of Proficient or higher. Each individual subject test indicator is calculated separately.

A school or district must have at least ten accountable students with valid scores for a percentage to be calculated. Any indicator with less than ten scores will not be calculated or displayed.

- **Code Sections:** [Ohio Revised Code 3302.02\(A\)](#)
- **N-Size:** ten accountable Ohio State tests (OST) in each grade and subject
- **Subjects:** All subjects
- **Grades:** 3-8, high school
- **Tests:** 3-8 English language arts and math, science in grades 5 and 8, Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA II, American History, American Government, Biology
- **Alternate Assessments Included:** Yes
- **Substitute Assessments Included:** Yes
- **Full Academic Year:** Yes
- **End of Course Retakes in the same school year:** Each subject's end-of-course (EOC) test counts only one time each school year and the highest score from all attempts is used for report card purposes
- **End of Course Retakes in different school years:** End-of-course (EOC) assessment retakes are not included if the previous assessment was already included for accountability purposes. Refer to the definition above on [Re-Testers](#). Retakes do not apply to the 3-8 assessments. Students who retake these assessments are included each time if accountability rules are met.

PERFORMANCE INDICATOR CALCULATION DETAILS

The Performance Indicator calculation uses the numerator and denominator, as described above, to derive a proficiency percentage for each grade per subject. Each performance indicator represents the percentage of students who scored at or above the Proficient level out of the students who took each test.

DENOMINATOR

Total number of students per test who meet the inclusion criteria, including students who took the Alternate Assessment or an approved substitute assessment and have a valid score.

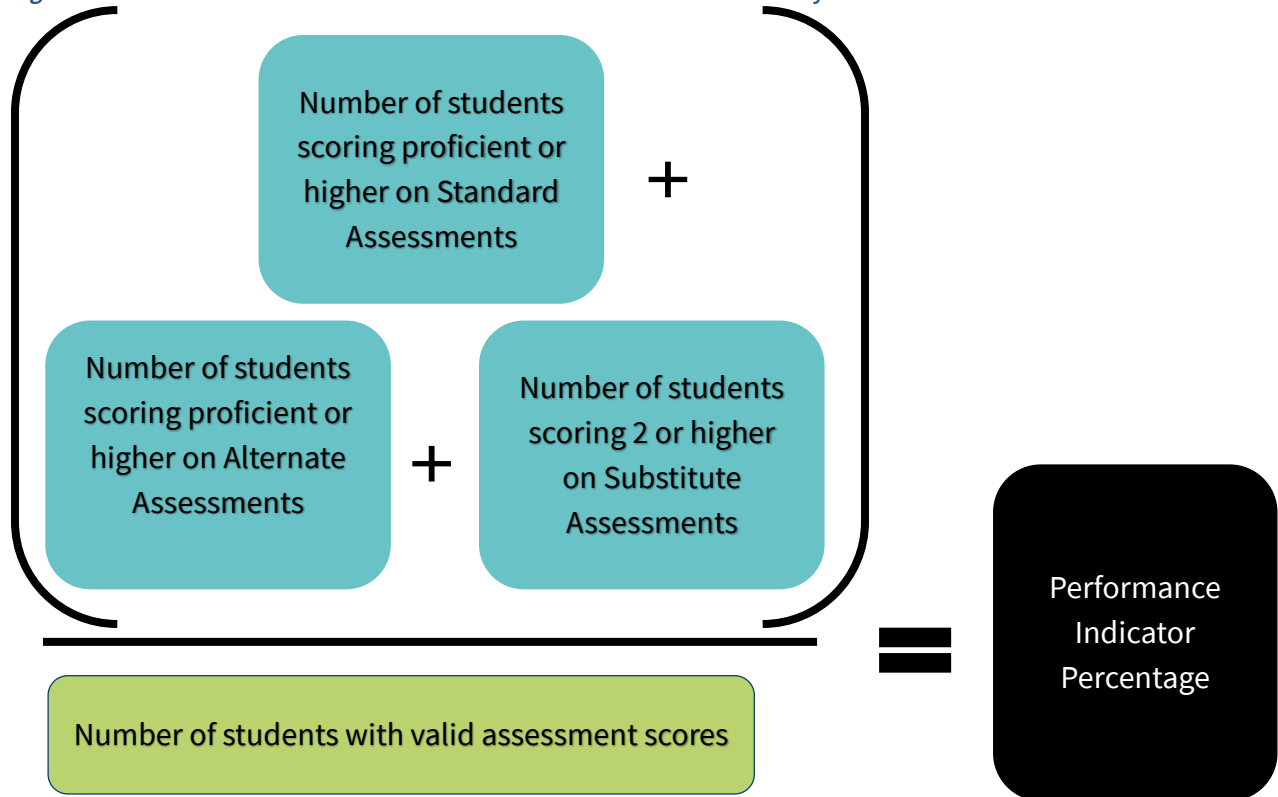
For each subject/grade level test, this is a count of students who took the test. The testing records included are *Assessment Test Type (FA060) = STR* and the *Score (FA240) ≠ **** and *Assessment Test Type (FA060) = ALT* and the *Score (FA240) ≠ ****.

For high school science and social studies end-of-course assessments, students are also included if they take one of the approved substitute assessments. The list of the assessments can be found in [Appendix B](#). The assessments used for this calculation are also used for the Performance Index Score.

NUMERATOR

Total number of students per test who meet the inclusion criteria and score Proficient or higher are summed to create an overall Performance Indicator Score per grade per subject.

Figure 2: Visual of Performance Indicator Calculation Per Grade Per Subject



Achievement Component Rating Calculations and Descriptions

The Achievement Component for schools and districts is rated solely based on the Performance Index Percentage found in the Performance Index measure as shown in the table below.

Figure 3: Visual of Achievement Component Calculation

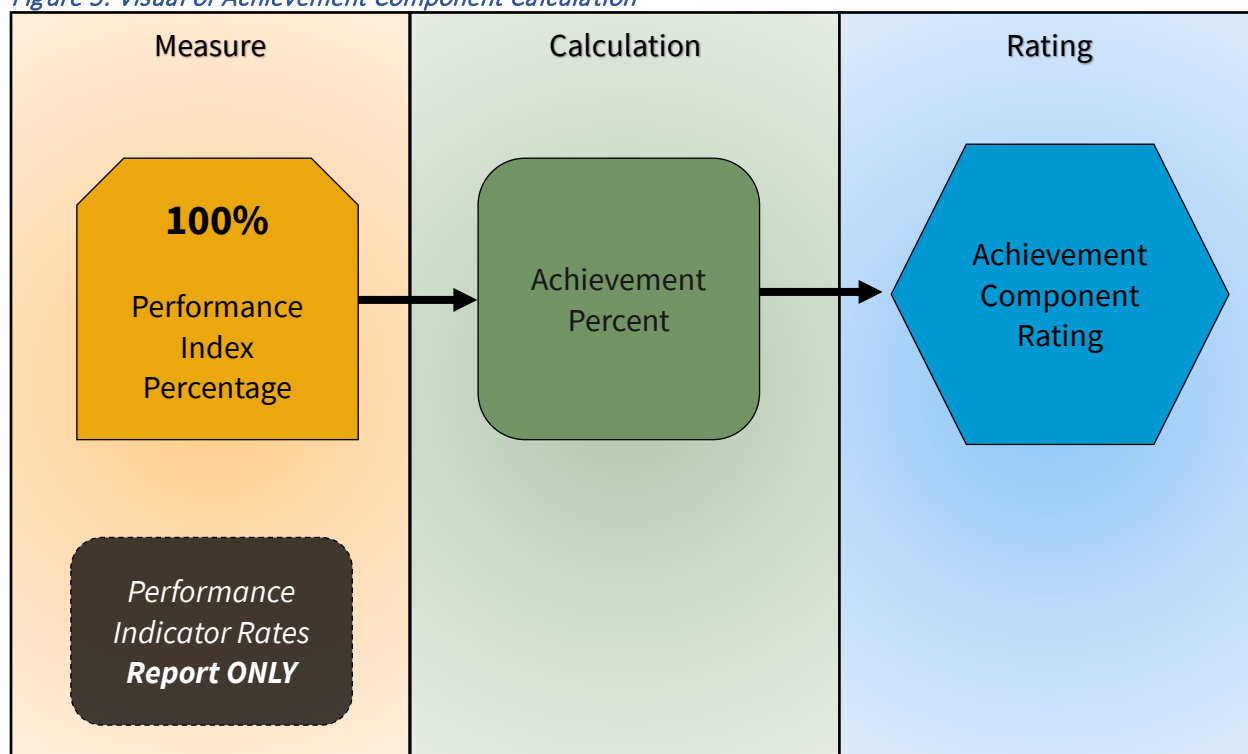


Table 2: Achievement Component Rating Scale and Descriptions

Percentage of Maximum Points Earned	Rating	Rating Description
Greater than or equal to 90% of Max Score	5 Stars	Significantly exceeds state standards in academic achievement
Greater than or equal to 80% but less than 90% of Max Score	4 Stars	Exceeds state standards in academic achievement
Greater than or equal to 70% to but less than 80% of Max Score	3 Stars	Meets state standards in academic achievement
Greater than or equal to 50% but less than 70% of Max Score	2 Stars	Needs support to meet state standards in academic achievement
Less than 50% of Max Score	1 Star	Needs significant support to meet state standards in academic achievement

EXAMPLE COMPONENT CALCULATIONS

Example 1: School with Performance Index Percentage

Measure	Percentage	Weight	Weighted Percentage
Performance Index Percentage	82%	1.00	82%
Performance Indicators	NA	NA	NA
TOTAL WEIGHTED PERCENTAGE			82% = "4 Stars"

Appendix A Inclusion Criteria (EMIS)

Students will count at the **educating building/district** for the Achievement Component if the students are reported in the Education Management Information System (EMIS) with the following:

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

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information **AND** [First-time Test-Taker](#) as described in definition above and [Re-testers](#) in Grades 3-8 **AND** *Test Grade Level (FA200) = 03,04,05,06,07,08,09,10,11,12,13, or 23* **AND** *Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB* **AND** *Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26* **AND** *Test Date (FA210) = 20XX07 – 20XX05* **AND** *Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S*

NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140) = 1* **AND** *Sent Reason Element (FS200 or FS230) = EX or NP* **AND** *Sent Reason Percent of Time (FS220 or FS250) >0* **AND** [First-time Test-Taker](#) as described in definition above and [Re-testers](#) in Grades 3-8 **AND** *Test Grade Level (FA200) = 03,04,05,06,07,08,09,10,11,12,13, or 23* **AND** *Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB* **AND** *Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26*

AND *Test Date (FA210) = 20XX07 – 20XX05* **AND** *Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S*

NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

OR

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

FTE for dates included in FAY **AND** *District Relationship Element (FS140) = 1 AND_Sent Reason Element (FS200 or FS230) = PI or PS AND [First-time Test-Taker](#)* as described in definition above and [Re-testers](#) in Grades 3-8 **AND** *Test Grade Level (FA200) =*

03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S

NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

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

Students will count at the **sending district** for the Achievement Component if the students are reported in the Education Management Information System (EMIS) with the following by the educating district:

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

Educating District reports: *Majority of Attendance IRN Element (FN220) = educating building/district IRN* (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Sending District reports: *Sent Reason Element (FS200 or FS230) = CR, CT, JV, MR, or OS PS AND [First-time Test-Taker](#)* as described in definition above and [Re-testers](#) in Grades 3-8 **AND** *Test Grade Level (FA200) = 03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26*

AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S

NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

OR

Students sent to a special education cooperative program at another district. These students will be included in the sending district's calculation **only** based upon the data reported by the district educating the student. The educating district would report the students with a *How Received Element (FS180) = B PS AND [First-time Test-Taker](#)* as described in definition above and [Re-testers](#) in Grades 3-8 **AND** *Test Grade Level (FA200) =*

03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA,

GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S

NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

OR

For *How Received Element (FS180) = K*, the student counts at the STEM school. For district accountability, the student is moved from the STEM school to the student's resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district **PS AND [First-time Test-Taker](#)** as described in definition above and **[Re-testers](#)** in Grades 3-8 **AND Test Grade Level (FA200) = 03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26**

AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S

NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

Students will count at the **state level district** for the Achievement Component if the students are reported in the Education Management Information System (EMIS) with the following by the educating district:

*Majority of Attendance IRN Element (FN220) = ***** PS AND [First-time Test-Taker](#)* as described in definition above and **[Re-testers](#)** in Grades 3-8 **AND Test Grade Level (FA200) =**

03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26

AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S

NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

OR

Students reported with a *How Received Element (FS180) = P, Q, or T PS AND [First-time Test-Taker](#)* as described in definition above and **[Re-testers](#)** in Grades 3-8 **AND Test Grade Level (FA200) = 03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST,**

BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S

NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

OR

Students with Sent Reason 1 or 2 (FS200 or FS230) = AU, CE, CI, JP, or NI PS AND [First-time Test-Taker](#) as described in definition above and [Re-testers](#) in Grades 3-8 AND Test Grade Level (FA200) = 03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S

NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

OR

District Relationship Element (FS140) = 1 AND Sent Reason Element (FS200 or FS230) = EX AND Sent Reason Percent of Time (FS220 or FS250) = 0 PS AND [First-time Test-Taker](#) as described in definition above and [Re-testers](#) in Grades 3-8 AND Test Grade Level (FA200) = 03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S

NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

OR

Students with EL Status Element (FD170) = L and S who have been in US schools for fewer than 360 school days (or the equivalent of two school years) PS AND [First-time Test-Taker](#) as described in definition above and [Re-testers](#) in Grades 3-8 AND Test Grade Level (FA200) = 03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S

NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

OR

Students reported with *Foreign Exchange Student Element (FD190)* = **Y**, who have been in US schools less than 180 days. If SSID is found in a prior year, will count at the building/district level if all other criteria are met **PS AND [First-time Test-Taker](#)** as described in definition above and [Re-testers](#) in Grades 3-8 **AND Test Grade Level (FA200)** =

03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S

NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

Appendix B

APPLICABLE AP/IB SUBSTITUTE TESTS WITH SCORE TO PROFICIENCY LEVEL CONVERSIONS

TEST CODE	SUBJECT	UNTESTED	LIMITED	BASIC	PROFICIENT	ACCOMPLISHED	ADVANCED
AP02	Biology	Test was required, but was not taken	1	N/A	2	3	4 or 5
AP05	Chemistry	Test was required, but was not taken	1	N/A	2	3	4 or 5
AP35	Physics 1	Test was required, but was not taken	1	N/A	2	3	4 or 5
AP36	Physics 2	Test was required, but was not taken	1	N/A	2	3	4 or 5
AP23	Physics C: Electricity and Magnetism	Test was required, but was not taken	1	N/A	2	3	4 or 5
AP24	Physics C: Mechanics	Test was required, but was not taken	1	N/A	2	3	4 or 5
IB10	Biology Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB50	Biology Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB12	Chemistry - Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB52	Chemistry - Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB16	Design Technology - Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB 56	Design Technology - Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7

TEST CODE	SUBJECT	UNTESTED	LIMITED	BASIC	PROFICIENT	ACCOMPLISHED	ADVANCED
IB 58	Environmental Systems and Societies - Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB 49	Physics - Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB 77	Physics - Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB 93	Sports, Exercise and Health Science - Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB 94	Sports, Exercise and Health Science - Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
AP33	U.S. History	Test was required, but was not taken	1	N/A	2	3	4 or 5
IB26	History 2: Americas Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
AP32	U.S. Government and Politics	Test was required, but was not taken	1	N/A	2	3	4 or 5
IB91	Global Politics Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB92	Global Politics Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7

Appendix C

SCORE NOT REPORTED REASON AND AFFECT ON ACHIEVEMENT CALCULATION

CODE	DESCRIPTION	STATUS
A	Medical Reason – Used when a student fails to test because of an ongoing medical condition	Included in the denominator as a test not taken – zero points earned
B	Parent Refusal	Included in the denominator as a test not taken – zero points earned
C	Student Refusal	Included in the denominator as a test not taken – zero points earned
D	Suspension/Expulsion	Included in the denominator as a test not taken – zero points earned
E	Absent during the test administration window	Included in the denominator as a test not taken – zero points earned
F	Other (reason not listed)	Included in the denominator as a test not taken – zero points earned
G	EOC assessment (GE) not given for the course in which the student is enrolled within this district, includes courses that span multiple years	Test NOT included in the denominator of the calculation
H	SSID for this student appears on the assessment vendor file due to data error; student with this SSID was not required to be assessed	Test NOT included in the denominator of the calculation
I	Student took the test, but it was, for good cause, invalidated	Included in the denominator as a test that was taken in the Limited range
J	Student moved in or out of the district before the test was administered	Test NOT included in the denominator of the calculation
K	Test not required due to part time student status, home school, non-public school or not enrolled in a course for this assessment/subject area	Test NOT included in the denominator of the calculation
M	Medical Emergency**	Test NOT included in the denominator of the calculation
N	Student taking subject above grade level, no subject test at the higher grade	Test NOT included in the denominator of the calculation

P	Due to timing of the alternate assessment determination	Included in the denominator as a test not taken – zero points earned
S	Non-scorable assessment (used only for students taking the alternate assessment for students with significant cognitive disabilities)	Included in the denominator as a test that was taken in the Limited range
W	Assessment score not reported because student received graduation credit due to course completion prior to end-of-course assessment availability. or due to an assessment administration being canceled due to the COVID-19 ordered school building closure in school year 19-20 or due to the COVID-19 flexibility for juniors and seniors in 20-21	Test NOT included in the denominator of the calculation
X	Assessment score not reported because the student received graduation credit for the assessment due to completion of a dual credit course	Test NOT included in the denominator of the calculation
Y	Student transferred in with the course already completed	Test NOT included in the denominator of the calculation
2	Assessment score not reported because the student received graduation credit for an alternative non-public school EOC assessment prior to public district enrollment	Test NOT included in the denominator of the calculation
5	Student assessed but results not available from the assessment vendor by the close of the collection	Included in the denominator as a test not taken – zero points earned

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

Progress Component Technical Documentation



Traditional District and School Report Cards

2023-2024 School Year



Department of Education & Workforce

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before its final and the Report Cards are released. **The SDC is the main resource districts should use to review Report Card Data, but not inclusive. Please verify all relevant reports from EMIS.**

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

Component	Measure	SDC Breadcrumb Trail
Traditional Progress		Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Progress
	Value-Added	Report Portal > Secure Data Center > Value Added > District (or School) Value Added – 4 th -8 th Grade Subject Tests
	Value-Added	Report Portal > Secure Data Center > Value Added > District (or School) Value Added – End of Course Exams
	Value-Added	Report Portal > Secure Data Center > Value Added > District (or School) Value Added – Overall and Subject Composites

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Introduction

The Progress Component closely examines the academic growth of students based on their past state test performance. It measures how well students are progressing compared to expected growth on Ohio's State Tests using a value-added model. This model compares the change in achievement of a group of students to an expected amount of change based on prior achievement history. The overall value-added progress measure contributes fully to the star rating assigned to schools and districts. This component helps to understand and quantify the academic growth of students, providing valuable insights into the effectiveness of educational programs and interventions.

Definitions

VALUE-ADDED

The term "value-added" refers to a statistical analysis used to measure the impact of districts, schools, and teachers on the academic growth (or progress rates) of groups of students from year to year. More simply put, academic growth is measured by looking at current achievement compared to prior achievement results on Ohio's State Tests (OSTs).

EFFECT SIZE

Effect size is a value which measures how strong the relationship is between two variables in a population, or a sample-based estimate of that quantity or magnitude. For the Progress component, it means a composite measure of academic growth relative to the mean of the state as a whole that reflects the amount of academic growth of the school or district ([OAC 3301-28-01](#)). The numerical values for this element can be positive or negative numbers. On the positive side, the larger the effect size, the stronger the relationship between the two variables. When looking at a negative number, the smaller the effect size, the stronger the relationship between the two variables. For the current calculation, some districts or schools will have effect sizes of +0.7 at the high end or -0.7 at the low end. Effect size of +0.1 and greater and less than -0.1 are deemed to be statistically significant for districts. For school buildings the numbers reach statistical significance at +0.2 and -0.2.

GROWTH INDEX

Growth index is a measure of statistical certainty. For the Progress component, it means a composite measure of statistical significance that reflects the reliability of the data to indicate the academic growth of the school or district in relation to the state as a whole ([OAC 3301-28-01](#)). The growth index, also sometimes called the gain index, will fall in the range of +2.0 to -2.0 for almost all schools and districts. For this calculation, a growth index of +2.0 and higher meets the criteria to be deemed statistically significant. On the low end, a growth index less than -2.0 is deemed statistically significant.

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

[First-Time Test-takers](#) who meet the criteria for Where Kids Count business rules are included in this component. For the detailed business rules see the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document. For detailed EMIS reporting and a description of the inclusion criteria, refer to [Appendix A](#).

IMPACT OF SCHOOL GRADE SPAN CHANGES

When using multiple years of data, there is a chance that a school will change the grades it serves from one year to the next. In cases where a school no longer serves a specific grade, the prior year data from that grade continues to be included in the calculation for the years it is relevant. For example, if an elementary school served kindergarten through sixth grade in 2022-2023 and then switches to only serve kindergarten through fifth grade in 2023-2024, the school's sixth grade tests from 2023-2024 will be included in the building level calculation for the two-year composite calculated for the 2023-2024 report card and the three-year composite calculated for the 2024-2025 report card.

Similarly, when a school adds a grade (e.g. – the sixth grade from the example above moves over to the middle school that formerly had served only grades 7 and 8), the data from that grade does not follow to the new building. Thus, for this example, the middle school would only have one year of 6th grade data in 2023-24 but would use two years' data to calculate the growth for 7th and 8th grade. In 2024-25, the school would have two years' data for 6th grade and three years' data for grades 7 and 8.

Measure Calculation

The Progress Component will use the overall value-added score for a district or building with three consecutive years of value-added data as described in state law. Since 2021-2022 was the first year that the Department used the new two-step calculation, the 2022-2023 ratings were based on two years of data (tests from 2021-2022 and 2022-2023). In 2023-24, the rating will be based on three consecutive years of data if available.

- **Code:** [Ohio Revised Code 3302.03](#)
- **N-Size:** 10 accountable students taking one or more assessments
- **Subjects:** All subjects
- **Grades:** 4-8, high school
- **Tests:** 4-8 English language arts, math, and science, Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA II, American History, American Government, Biology
- **Alternate Assessments Included:** Yes
- **Full Academic Year:** Yes

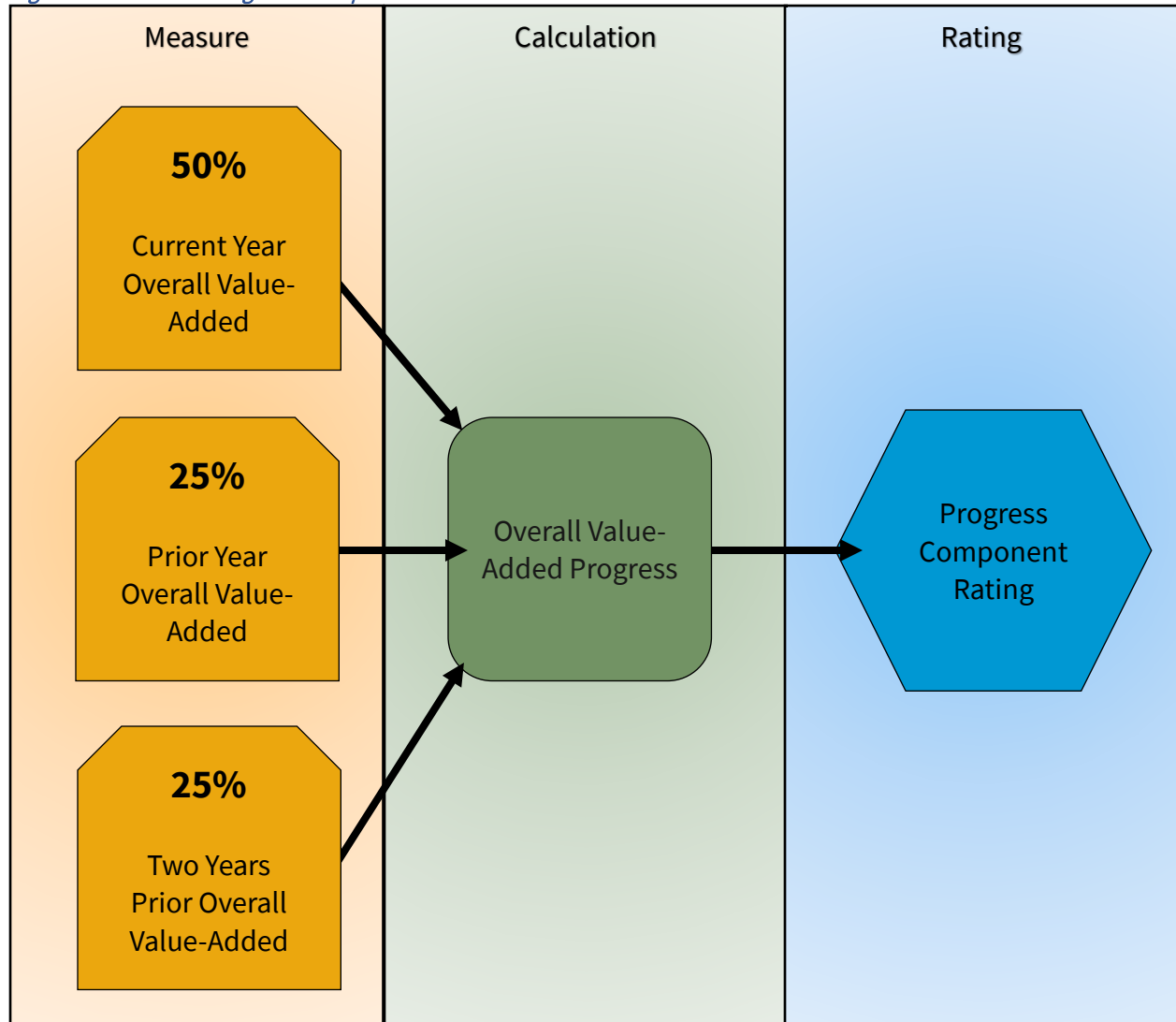
Ohio uses a contractor, SAS, Inc., to calculate the value-added progress dimension scores. Additional technical documentation about the calculations can be found on the Department's

[Value-Added Resources](#) page. These documents will provide readers with information about the older calculations and the one used today.

Component Rating Calculations and Descriptions

The three measures are prescribed a weight in state law that must be applied before adding the results to create an Overall Value-Added Progress. It is then compared to a range of scores to determine the star rating for the Progress Component.

Figure 3: Visual of Progress Component Calculation



WEIGHTING ADJUSTMENTS

The weights listed above are when three years of data are available. In some cases, only two or one year is available. In those situations, the weights will be adjusted using the following table.

Table 2: Weight Adjustment

Measure	Measure Overall Percentage		
Current Year Overall Value-Added	50	67	100
Prior Year Overall Value-Added	25	33	N/A
Two Years Prior Overall Value-Added	25	N/A	N/A

School level effect sizes are much more variable than district level effect sizes. This is because growth is the average across a group of students, and districts tend to be much larger than schools. The combination of maintaining consistent policy and accounting for the differences between schools and districts results in small, but important, differences for the cut points as they impact schools and districts. The table below shows the differences in the data needed to assign the five-star ratings.

Table 3: District Progress Component Rating Scale and Descriptions

PROGRESS COMPONENT RATING SCALE AND DESCRIPTIONS FOR DISTRICTS		
District Score Range	Rating	Rating Description
Growth index of at least +2 and effect size of at least +0.1	5 Stars	Significant evidence the district exceeded student growth expectations by a larger magnitude
Growth index of at least +2 and effect size of less than +0.1	4 Stars	Significant evidence the district exceeded student growth expectations
Growth index greater than or equal to -2 but less than +2	3 Stars	Evidence the district met student growth expectations
Growth index less than -2 and effect size of at least -0.1	2 Stars	Significant evidence the district fell short of student growth expectations
Growth index less than -2 and effect size of less than -0.1	1 Star	Significant evidence the district fell short of student growth expectations by a larger magnitude

Table 4: School Progress Component Rating Scale and Descriptions

PROGRESS COMPONENT RATING SCALE AND DESCRIPTIONS FOR SCHOOLS		
School Score Range	Rating	Rating Description
Growth index of at least +2 and effect size of at least +0.2	5 Stars	Significant evidence the school exceeded student growth expectations by a larger magnitude

Growth index of at least +2 and effect size of less than +0.2	4 Stars	Significant evidence the school exceeded student growth expectations
Growth index greater than or equal to -2 but less than +2	3 Stars	Evidence the school met student growth expectations
Growth index less than -2 and effect size of at least -0.2	2 Stars	Significant evidence the school fell short of student growth expectations
Growth index less than -2 and effect size of less than -0.2	1 Star	Significant evidence the school fell short of student growth expectations by a larger magnitude

EVAAS WEBSITE

Ohio’s value-added data is available to members of the public on the [Ohio EVAAS](#) webpage. School and district personnel can review their unmasked student-level growth data by logging in to the restricted EVAAS website with a username and password. Members of the general public cannot gain access to the restricted site due to student-privacy laws, but appropriate school district personnel may contact their district’s EVAAS Administrator (a role in OEDS-R) to request that access be established for them.

The 2023-2024 school and district report card grades must be released no later than September 15, 2024. The EVAAS website will not be updated with 2023-2024 value-added data until several weeks later (usually in early October). Thus, there is a period of about 3 weeks when the two sites do not align with the ratings and data. The EVAAS site reports the school year being displayed at the top of each report with a heading that says “Year”. Users who are visiting the EVAAS site can review the “Year” label to determine whether the data have been updated and thus align to the latest report card.

Early Literacy Component Technical Documentation



Traditional District and School
Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections- are not marked.

Date	Effective	Description
9/9/2024	FY24	Clarification of Promotion to Fourth Grade Exemptions, Met Promotion Threshold, Numerator, and Denominator
6/7/2024	FY24	Updated the P Retention code to be included in the Numerator of the Fourth Grade Promotion measure.
6/7/2024	FY24	Added Appendix B Retention Codes from EMIS Manual

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. Data should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC). Below is a breadcrumb trail to the relevant reports for Early Literacy.

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before the data is final and the Report Cards are released. ***The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.***

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

Component	Measure	SDC Breadcrumb Trail
Early Literacy Component		Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Early Literacy
	<i>Proficiency in Third Grade Reading</i>	Report Portal > Secure Data Center > Improving At-Risk K-3 Readers > District (or School) Reading Subscore
	<i>Promotion to Fourth Grade</i>	Report Portal > Secure Data Center > Improving At-Risk K-3 Readers > District (or School) Third Grade Reading Guarantee
	<i>Improving K-3 Literacy</i>	Report Portal > Secure Data Center > Improving At-Risk K-3 Readers > District (or School) Improving At-Risk K-3 Reader

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Introduction

The Early Literacy Component assesses reading improvement and proficiency for students in kindergarten through third grade. It comprises three unrated measures that provide a comprehensive view of early literacy in schools and districts. These measures include:

- **Proficiency in Third Grade Reading:** This measure reports the percentage of students scoring proficient or higher on the reading segment of the Third-Grade English language arts test. Note that this score is distinct from overall proficiency on the Third-Grade English language arts (ELA) test.
- **Promotion to Fourth Grade:** This measure indicates the proportion of third grade students promoted to fourth grade without being subject to retention.
- **Improving K-3 Literacy:** This measure evaluates how well schools and districts support struggling readers in becoming proficient. It uses two consecutive years of data, identifying students who were not reading at grade level based on diagnostic assessments. Students not on track are placed on a Reading Improvement and Monitoring Plan (RIMP). This calculation assesses how many students return the following year reading at grade level or achieve on-track status in third grade.

In summary, the Early Literacy Component provides valuable insights into early literacy efforts, contributing to a more holistic understanding of student progress.

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

The Early Literacy Component utilizes the *Where Kids Count* business rules when determining which students count. Each measure uses either the Full Academic Year, Extended Full Academic Year, or Modified Full Academic Year definitions. For the detailed definitions and business rules see the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document. For detailed EMIS reporting and a description of the inclusion criteria, refer to [Appendix A](#).

Proficiency in Third Grade Reading Calculation

Proficiency in third grade reading is determined by how many students score proficient or higher on the reading segment of the third Grade English language arts (ELA) test. Students who reach proficiency on the reading segment are included in the numerator, even if they do not reach proficiency on the overall test. Conversely, students who reach proficiency on the overall test but not on the reading segment are not included in the numerator. It's important to note that this score is separate from overall proficiency on the third Grade English language arts (ELA) test. The number of students who earned a score of **50 or higher** on the Reading sub-test of the Third Grade English language arts assessment divided by the number of students who are enrolled for full academic school year in third grade for the first-time.

To receive a score on the Proficiency in Third Grade measure, a school or district must have at least ten (10) accountable students taking the third Grade ELA assessment. In cases where a

school or district has fewer than ten unique students the data will be masked, and no Proficiency in third Grade will be calculated.

- **Code Sections:** [Ohio Revised Code 3302.03](#) and [Ohio Administrative Code 3301-28-07](#)
- **N-Size:** 10 students with valid third grade ELA scores including the Reading Subscore
- **Subjects:** Reading Subscore
- **Subgroups:** All Students
- **Tests:** English language arts (ELA) third grade
- **Alternate Assessments Included:** No. For students with significant cognitive disabilities no separate score exists to measure proficiency on the state’s reading standards
- **Full Academic Year:** Yes
- **Re-takes in the same year:** Each subject’s test counts only one time in each school year and the highest score from all attempts is the one that is used for report card purposes.
- **Re-Takes in different years:** Not included, only first-time third graders are included

NOTE: Students who have a three-digit ELA scale score reported but do not report the two-digit reading sub-score are included in the calculation and are deemed **not proficient**.

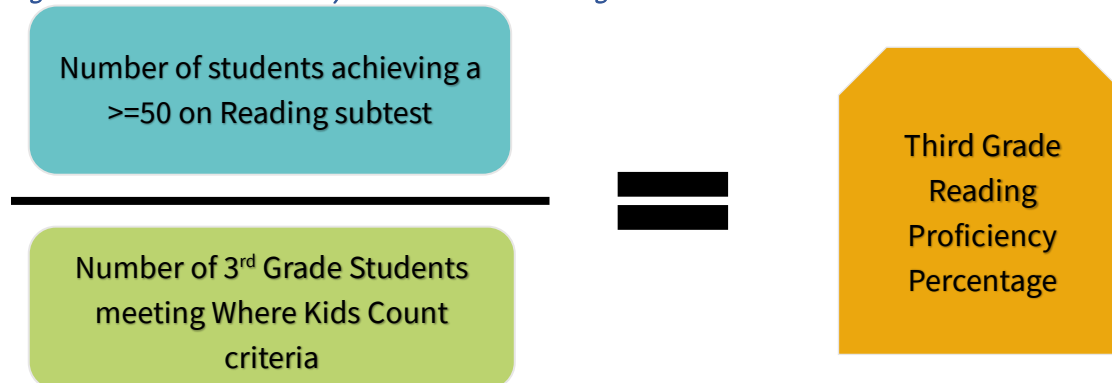
DENOMINATOR

Third Grade students who were enrolled for full academic year

NUMERATOR

Third Grade students who have earned a score of **50** or higher on the Reading sub-test of the third Grade English language arts (ELA) assessment.

Figure 1: Visual of Proficiency in Third Grade Reading Calculation



Promotion to Fourth Grade Calculation

The Promotion to Fourth Grade measure reports the percentage of third grade students who were promoted to fourth grade without being subject to retention. To meet this criterion, students must have continuous enrollment from the first full week of October through the end of the school year. The numerator includes students with specific retention codes indicating promotion, while the denominator encompasses all students who meet the inclusion criteria. This measure aims to ensure that schools and districts provide adequate support for students to meet the promotion criteria for fourth grade.

To receive a score on the Promotion to Fourth Grade measure, a school or district must have at least ten (10) accountable students taking the 3rd Grade ELA assessment. In cases where a school or district has fewer than ten unique students who have taken assessments, the data will be masked, and no Promotion to Fourth Grade will be calculated.

- **Code Sections:** [Ohio Revised Code 3302.03](#), [Ohio Administrative Code 3301-28-07](#), [Ohio Revised Code 3313.608\(A\)\(2\)\(f\)](#)
- **N-Size:** 10 Students
- **Subjects:** English language arts (ELA)
- **Subgroups:** All Students
- **Grade:** three
- **Tests:** ELA third grade, Reading Subscore
- **Alternate Assessments Included:** Yes
- **Full Academic Year:** This calculation uses an “extended” full academic year calculation.
- **Re-takes in the same year:** Each subject’s test counts only one time in each school year and the highest score from all attempts is the one that is used for report card purposes.

In compliance with state regulations, the Ohio State Board of Education annually adjusts the promotion score for the Grade 3 English language arts (ELA) State Test. The goal is to achieve proficiency by the 2024-2025 academic year. For the 2023-2024 school year, the promotion score for Grade 3 ELA has been set at **690**.

PROMOTION ELIGIBILITY:

Any student who scores **690 or higher** on the English language arts scaled score will be eligible for promotion to fourth grade at the end of the 2023-2024 school year. In addition, the Department has set the reading subscore alternative assessment score for Ohio’s State Test for grade 3 English language arts at 48 for the 2023-2024 school year. Any student who scores 48 or higher on the reading subscore will be eligible for promotion to fourth grade at the end of the 2023-2024 school year, even if the student scores below 690 on Ohio’s State Test for grade 3 English language arts.

EXEMPTIONS TO RETENTION:

Each year, students scoring below the promotion score on Ohio's third grade English language arts test must be retained, except for the following students:

- A student who is an English learner enrolled in U.S. schools for fewer than three full school years and with fewer than three years of instruction in an English as a second language program.
- A student whose Individualized Education Plan (IEP) specifically exempts the student from retention under the Third Grade Reading Guarantee (more information is available in the Students with Significant Cognitive Disabilities section of [Third Grade Reading Guarantee Guidance](#) document).
- A student whose IEP shows the student received intensive remediation in reading for two years and the student previously was retained in any grade kindergarten through third.
- A student who received intensive remediation in reading for two years and previously was retained in any grade kindergarten through third grade. *

**Students promoted under these exemptions must continue to receive intensive reading instruction in grade 4. This instruction shall include an altered instructional day that includes specialized, diagnostic information and specific, research-based reading strategies for the student that has been successful in improving reading among low-performing readers.*

MET PROMOTION THRESHOLD

- A student who demonstrates competency on an alternative assessment for reading approved by the Department. Approved alternative assessment and the corresponding promotion scores are posted on the Department's website.
- A student whose parent or guardian, in consultation with the student's reading teacher and principal, has requested that the student be promoted for grade 4 regardless of the student's score on Ohio's State Test for grade 3 English language arts. *

DENOMINATOR

Third Grade students who meet *Extended Where Kids Count* criteria, which can be found in the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document. The following Retention Codes are removed from the denominator as they are exempt **D, E, F, and G**.

NUMERATOR

Any student who is coded with the following Retention Codes will be included in the numerator of the calculation. The codes include: *****, **J, K, L, M, N, P, 2, 3, 4**. Students with Retention Codes of **A, H, 1** and **5** are considered to be retained in this calculation and are not included in the numerator of the calculation.

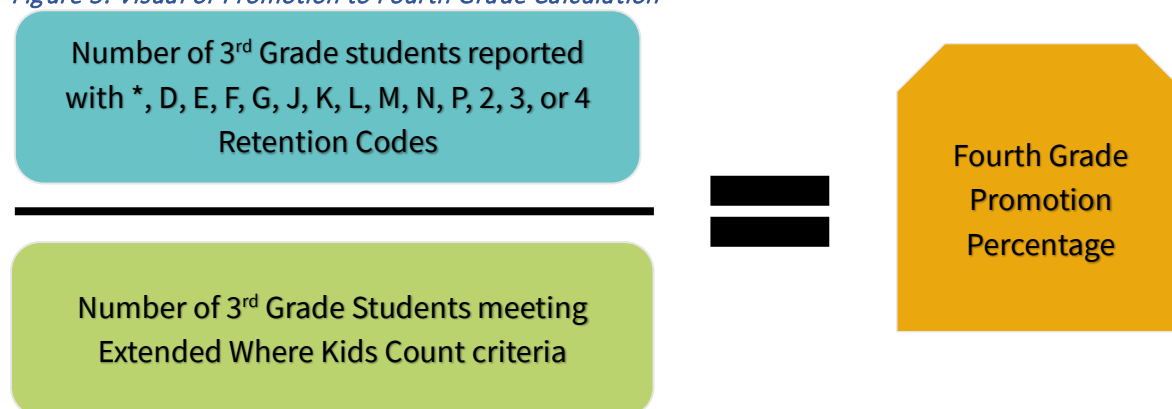
The Department does a cross check between the codes *****, **1, 2, 3**, and **4** in the fall and spring 3rd grade ELA scores reported as well as the summer vendor file to verify students who have

met the score will be promoted to 4th grade. If a student has met the promotion score, they will be counted in the numerator. If the student has not met the promotion score, they will be considered as retained and only counted in the denominator.

Additionally, a filter removes from the calculation those students who were not reported with a severe cognitive disability (no Retained Status Element of **G** as noted above), but who took the alternate assessment for students with significant cognitive disabilities (AASCD). This test type is noted in the IEP Test Type Option (GE160) of **ALT**.

See [Appendix B](#) for Retention Codes and Descriptions.

Figure 3: Visual of Promotion to Fourth Grade Calculation



Improving K-3 Literacy Calculation

The Improving K-3 Literacy measure is a component of the Early Literacy report card for schools and districts in Ohio. The purpose is to evaluate the effectiveness of support provided to help struggling readers from kindergarten through third grade become proficient in reading. The measure uses two consecutive years of data, starting with students not reading at grade level based on diagnostic assessments at the beginning of the prior school year or the current year for third graders. It tracks how many students move from “Not on-track” to “on-track” in reading by the next diagnostic assessment or the Ohio State Test in third grade.

Schools that serve at least two grades between kindergarten and second grade (e.g., K-1, K-2 or 1-2) will receive an Improving K-3 Literacy Measure. A school that serves third grade, regardless of what other grades are served also will receive the measure.

To receive a score on the Improving K-3 Literacy measure, a school or district must have at least ten (10) accountable students across the K-3 grade cohorts that started off track on their Reading Diagnostic. In cases where a school or district has fewer than ten unique students who have taken reading diagnostics, the data will be masked, and no Improving K-3 Literacy will be calculated. Additionally - no measure is calculated if the percent of KG students reported as off track in the current school year is < 10%.

- **Code Sections:** [Ohio Revised Code 3302.03](#) and [Ohio Administrative Code 3301-28-07](#)
- **N-Size:** 10 Students across the K-3 grade cohorts that started off track on their Reading Diagnostic
- **Subjects:** English language arts
- **Subgroups:** All Students
- **Grades:** K-3
- **Tests:** ELA third grade, Reading Diagnostics
- **Alternate Assessments Included:** Sometimes – if a student identified to take the alternate assessment takes a reading diagnostic and has an “on-track/not-on-track” status reported, they are included in the measure. If the student is reported as being exempt from taking diagnostic tests, they are excluded
- **Full Academic Year:** Yes, and Modified Full Academic Year

This measure relies on the *Where Kids Count* rules to determine whether a district or school should be held accountable for a student’s improvement. However, because the calculation follows some students across two school years, some grade pairings use a modified full academic year. **The calculation includes two different timeframes for accountability based on grade level.**

IMPROVING K-3 LITERACY: BUSINESS RULES FOR KINDERGARTEN-SECOND GRADE

Beginning in 2022-2023 students in kindergarten were required to be tested no later than the 20th day of instruction of the school year. Students in first grade or second grade two continued to be required to be tested no later than September 30 using a Department approved reading diagnostic chosen by the district. They were required to place the K-2 students on a Reading Improvement and Monitoring Plan (RIMP) for the prior school year if they were deemed to be “not on track” with their literacy skills and implement one or more reading interventions.

Students came back in the current year and were tested a second time to determine whether those interventions were successful in improving the students’ literacy levels. Because the reading interventions took place during the prior school year, the calculation looks at that year’s data when determining whether a district or school should be held accountable for a student’s improvement.

Inclusion criteria can be found in [Appendix A](#).

IMPROVING K-3 LITERACY: BUSINESS RULES FOR THIRD GRADE

Students in the third grade are required to be tested no later than September 30. They must be placed on a Reading Improvement and Monitoring Plan (RIMP) within 60 days of a “not on track” diagnostic score. The goal is for districts to improve the third graders’ reading level so that they will score proficient or higher on the **English language arts (ELA) Ohio State Test either in the fall, spring, or summer of the current school year**. Since these interventions take place entirely during the current school year, the calculation looks only at that timeframe

when determining whether a district or school should be held accountable for the student’s improvement.

Figure 4: Visual of Assessment in Third Grade

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Assessment			Reading Diagnostic		Fall 3 rd Grade ELA					Spring 3 rd Grade ELA		Summer 3 rd Grade ELA

ADDITIONAL BUSINESS RULES FOR THE IMPROVING K - 3 LITERACY MEASURE

Listed below are some additional business rules that are used in the Improving K – 3 Literacy calculation. It is important to understand that some of these rules are different from the business rules that allow a student to be promoted to the fourth grade. Thus, it is possible for a school or district to have zero students retained, but to have less than 100% for the third grade improvement percentage.

Per state law, the Improving K – 3 Literacy calculation uses only the scale score from the entire English Language Arts (ELA) test. Thus, students need a scale score of **700** to reach the Proficient range on the third grade assessment. This is the minimum score that places the student in the numerator when calculating the third grade improvement percentage.

In addition, students who do not reach the promotion score on the fall or spring OST have the opportunity to retake the test in the summer. These scores are also included for the purpose of the Improving K – 3 Literacy calculation.

The Improving K – 3 Literacy calculation does **not** use alternative vendor assessments when calculating the third grade improvement percentage.

Accountable students who were retained in kindergarten, first grade or second grade are included in the calculation if they were deemed to be “not on track” in their prior school year. However, instead of looking at whether the student improved from “not on track” to “on track” across two grades (i.e. improving between kindergarten and first grade), the calculation looks at whether the student improved from “not on track” to “on track” within the same grade (i.e. kindergarten diagnostic taken in the prior school year to kindergarten diagnostic taken in the retained school year).

Students who are retained in Grade 3 are **not** included in the calculation during their second year of third grade.

Formerly accelerated students from kindergarten to second grade, kindergarten to third grade or first grade to third grade **are** included if their prior year reading diagnostic identified them as being “not on track” in that school year. The calculation will look at whether the student improved from “not on track” to “on track” from the original grade to the accelerated grade (e.g. from kindergarten to second grade).

Students who are formally accelerated from Grade 2 to Grade 4 are **not** included in the calculation.

Students who are exempt from taking the diagnostic assessments (Reported with Code “EX”) due to a significant cognitive disability are **not** included in the calculation.

For **any** student with **any** disability, it is up to the student’s IEP team to decide whether they should be retained in the third grade for failing to meet the promotion score on the third grade OST. In some cases, a student may be exempt from retention. It is important to understand that while some students are exempt from the consequences of not meeting the promotion score, their OST data are still included in the Improving At-Risk K-3 Literacy measure for the purpose of calculating the third grade improvement percentage **except** in cases where the student is deemed to have a significant cognitive disability and is exempt from taking diagnostics.

State law requires that a conversion community school’s data be rolled up to the public school district that sponsors the conversion school unless the school is a dropout recovery school. For the purpose of the Improving K – 3 Literacy measure, if the conversion school’s accountability data rolled up in both the prior and current year, then the Improving K – 3 Literacy data will be included in the list of elements that roll to the district that sponsors the school in the following year.

The law also permits a start-up community school to have a data roll up agreement with the school district where the start-up school is located. For the purpose of the Improving K – 3 Literacy measure, if the start-up school’s accountability data rolled up to its resident district in both the prior and the current year, then the Improving K – 3 Literacy data will be included in the list of elements that roll to the district in the following year.

In some cases, a student who was required to be assessed with a diagnostic may not have taken the test in either the previous or current school year. The table below shows how students are counted based on whether the missing score is from the previous or current school year and based on the result from the test taken in the other year.

Figure 5: Table Students with Missing scores and how they count

Prior School Year	Current School Year	Result for K-3 Calculation
Tested with diagnostic and deemed to be “Not on track”	Required to be tested, but test never administered	Deemed to be “not on track” Included in denominator, but not numerator because of initial year “not on track” score
Tested with diagnostic and deemed to be “On track”	Required to be tested, but test never administered	Not included in calculation because of initial year “on track” status

Required to be tested, but test never administered	Tested with diagnostic or OST – and deemed to be “not on track” or below proficient for OST	Deemed to be “not on track” based on current year’s status; Included in denominator, but not numerator
Required to be tested, but test never administered	Tested with diagnostic or OST – and deemed to be “on track” or proficient or above on the OST	Not included in calculation because of the ‘on track’ or proficient score

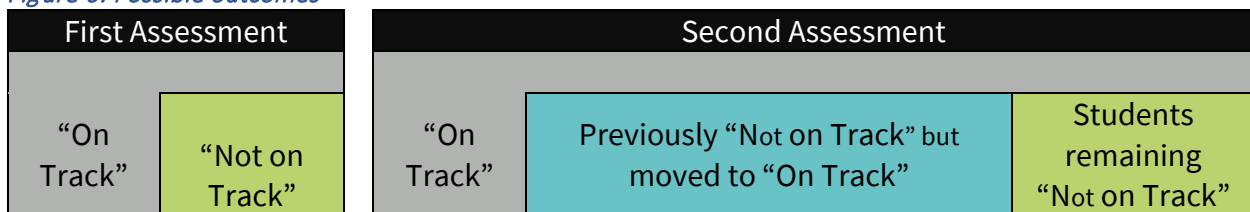
A final provision in state law says that any school or district that has fewer than **ten percent** of their kindergartners reading below grade level in the current school year will not have the Improving K-3 Literacy measure calculated.

Student Subsets for Improving K - 3 Literacy Measure

When students take a reading diagnostic, they are deemed to be “on track” or ‘Not on track”, depending on their ability to read at a level aligned with the assessment they have taken.

This measure takes note of the students who were deemed to be “not on track” on an **initial diagnostic** assessment. These students must be placed on a Reading Improvement and Monitoring Plan (RIMP) and receive interventions before taking another assessment. After the next assessment, the score will remain “not on track” or move to on track.” The diagram below shows the possible outcomes between a first and second assessment.

Figure 6: Possible outcomes



Data Pairs

Because each calculation uses two different test “pairs” of data, the report card labels are the following:

- **Kindergarten Diagnostic to 1st Grade Diagnostic:** Reports the students deemed to be “Not on Track” on the kindergarten reading diagnostic, what percent became “On Track” when taking their first grade reading diagnostic and what percent remained “Not on Track”.
- **1st Grade Diagnostic to 2nd Grade Diagnostic:** Reports the number of students deemed to be “Not on Track” on the first grade reading diagnostic, what percent became “On Track” when taking their second grade reading diagnostic and what percent remained “Not on Track”.
- **2nd Grade Diagnostic to 3rd Grade Diagnostic:** Reports the number of students deemed “Not on Track” on the second grade reading diagnostic, what percent became

“On Track” when taking their third grade reading diagnostic and what percent remained “Not on Track”.

- **3rd Grade Diagnostic to 3rd Grade ELA Test:** Reports the number of students who were deemed to be “Not on Track” on the third grade reading diagnostic, what percent became “OnTrack” by scoring a 700 or higher on the third-grade English language arts state (ELA) test in the fall, spring, or summer.
- **Overall:** This row combines the numbers in the other four rows to show the total number of students across the four grades deemed to be “Not on Track” with the Department approved diagnostic test, what percent became “On Track when taking the next test and what percent remained “Not of Track”.

DENOMINATOR

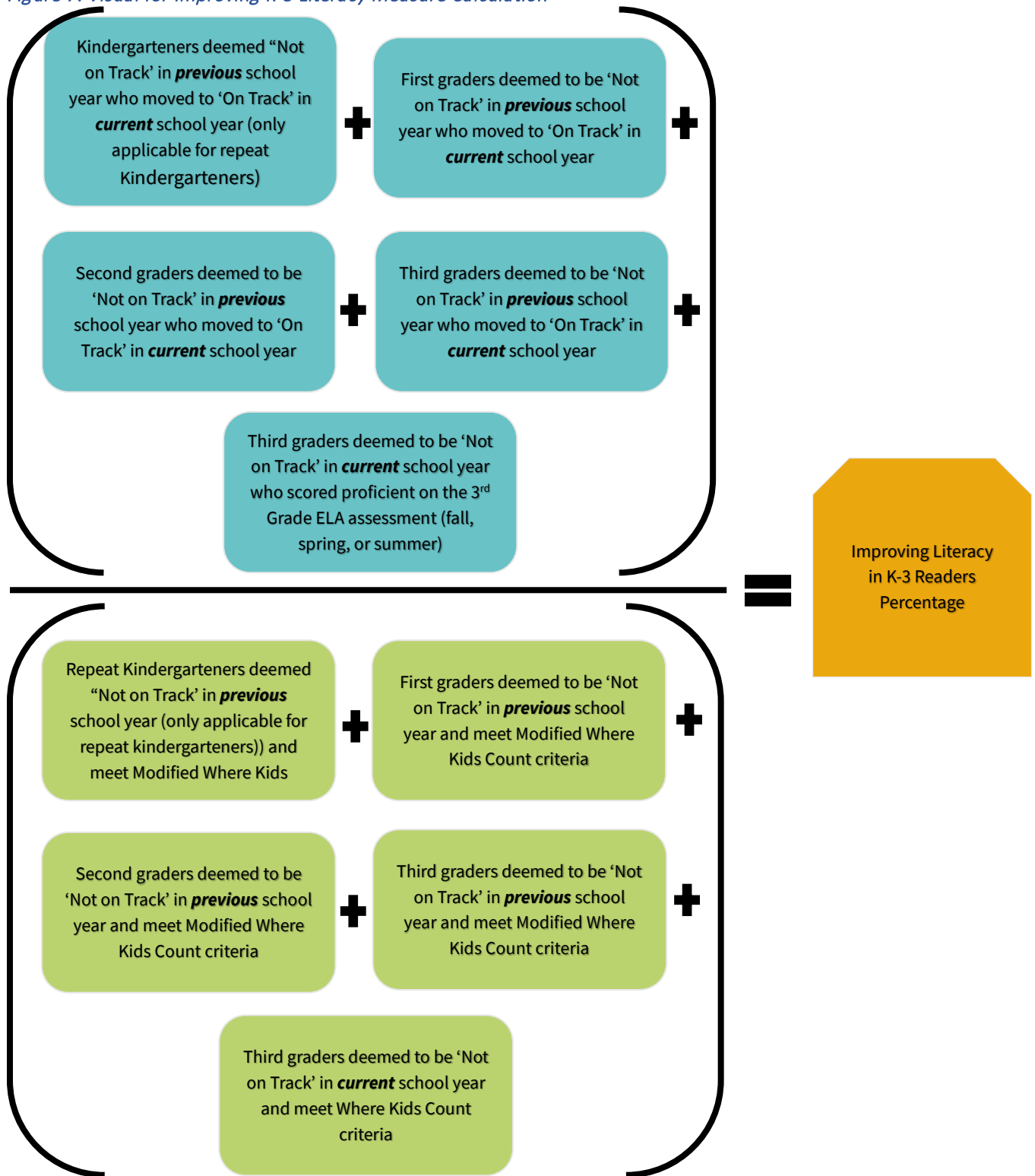
This measure includes the students deemed to be “not on track” in the kindergarten, first grade, second grade, and third grade reading diagnostics to build the denominator of the measure.

NUMERATOR

The numerator is the number of students whose reading skills improved to “on track” for their next reading diagnostic the following school year, or 3rd grade ELA test in the current school year for 3rd graders.

While gathering the data is complex, the calculation is simple. The students who are deemed to be “Not on Track” on the reading diagnostic are summed to create the denominator. The students who had been “Not on Track” and improved to “On Track” are summed to create the numerator. The division is performed, and the resulting percentage is the Improving K–3 Literacy measure. The visual below shows how the data pairs are summed to get the totals.

Figure 7: Visual for Improving K-3 Literacy Measure Calculation



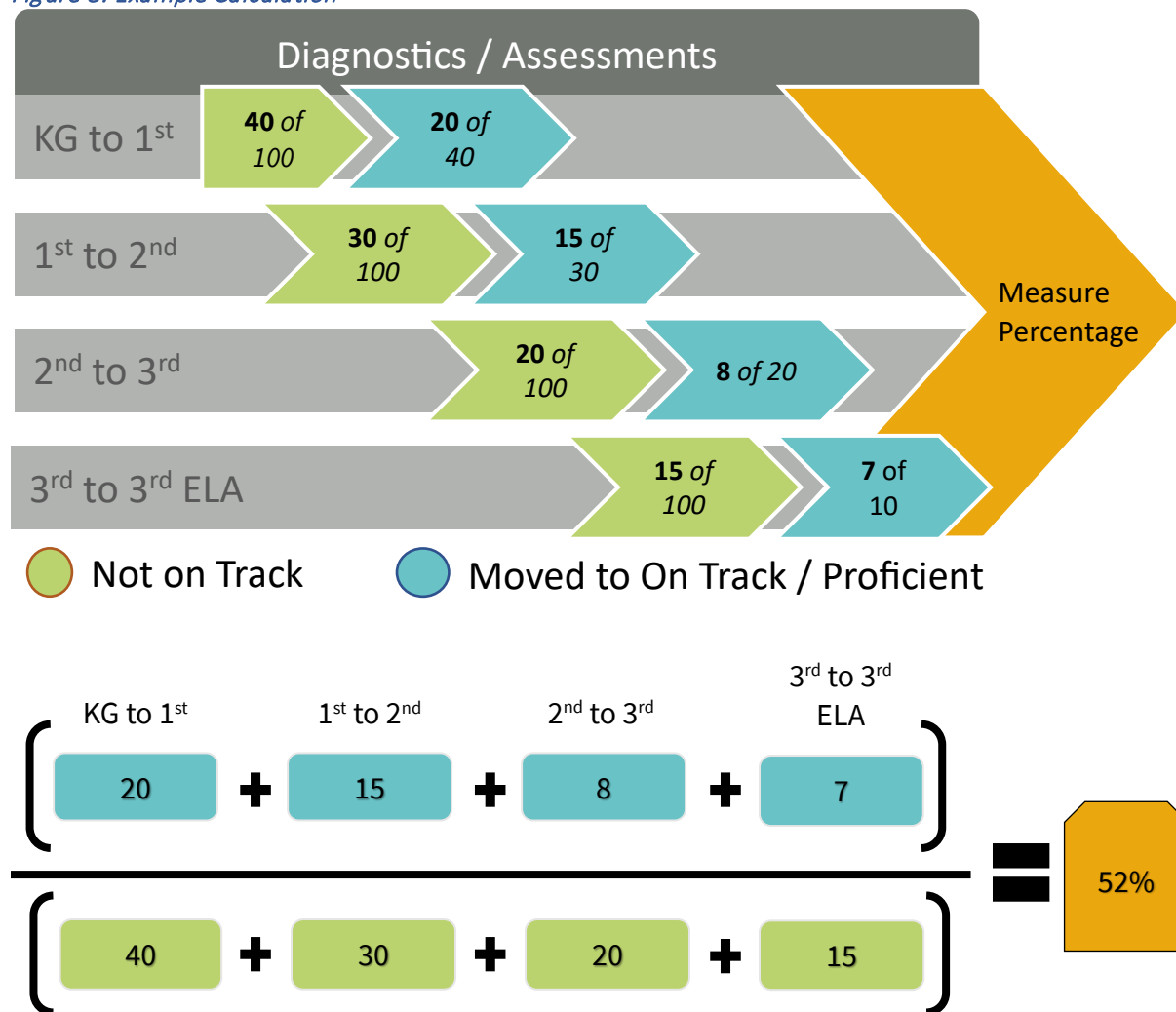
EXAMPLE CALCULATION FOR IMPROVING K - 3 LITERACY MEASURE

The diagram below shows an example calculation. In this example, year 1 has 40 students out of 100 “Not on Track” in kindergarten. The calculation follows those 40 students when they

take the next diagnostic assessment to determine how many moved to “On Track”. In this example, 20 of those 40 were able to move to “On Track”. The 40 that were “Not on Track” becomes the first number in the denominator while the 20 that were initially “Not on Track” but moved to “On Track” becomes the first number in the numerator.

The same pattern follows for all the available data pairs (see the section above) to generate the numbers which are added together for the numerator and denominator and turned into the final percentage.

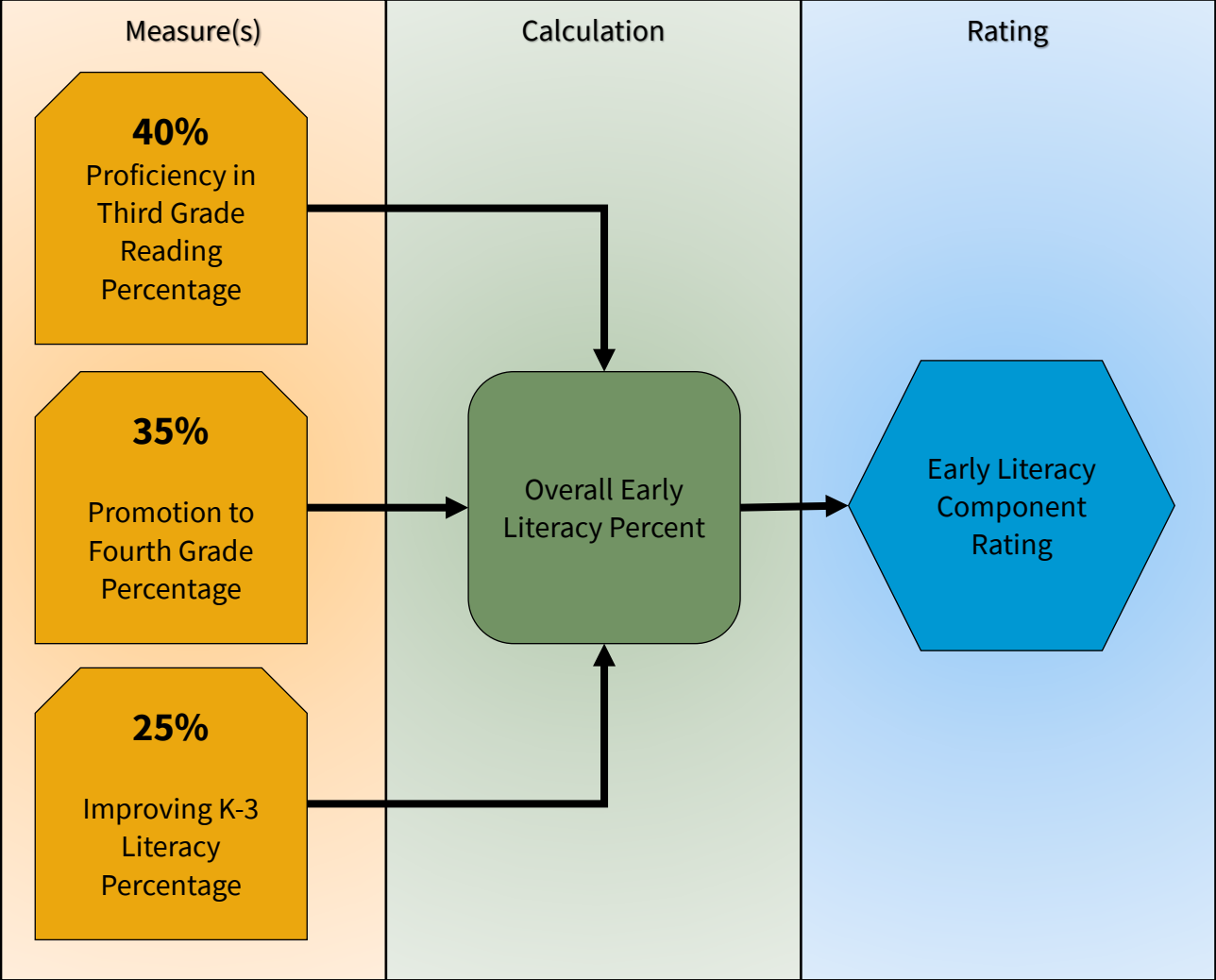
Figure 8: Example Calculation



Early Literacy Component Rating Calculations and Descriptions

The three measures are prescribed a weight in state law that must be applied before adding the results to create an Overall Early Literacy Percent. It is then compared to a range of scores to determine the star rating for the Early Literacy Component.

Figure 9: Visual of Early Literacy Component Calculation



It is important to note that two sets of weights are outlined in the law. In situations where the school or district **does not** have a measure for Improving K–3 Literacy, the Proficiency in Third Grade Reading contributes 60% of the overall component. The Promotion to Fourth Grade contributes 40%. The second set of weights is for situations where the school or district **does** have a measure for Improving K – 3 Literacy. In this case the Proficiency in Third Grade Reading contributes 40% to the overall component, the Promotion to Fourth Grade contributes 35%, and the Improving K–3 Literacy contributes 25%.

WEIGHTING ADJUSTMENTS

The weights listed above are written into Ohio Revised Code, however, there also may be circumstances where there are not enough accountable students for a measure to be calculated. In those situations, the weights will be adjusted using the following table.

Figure 10: Weight Adjustment

Measure	Measure Overall Percentage						
Proficiency in Third Grade Reading	40	60	60	N/A	100	N/A	N/A
Promotion to Fourth Grade	35	40	N/A	60	N/A	100	N/A

Improving K – 3 Literacy	25	N/A	40	40	N/A	N/A	100
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Figure 11: Early Literacy Component Rating Scale and Descriptions

EARLY LITERACY COMPONENT RATING SCALE AND DESCRIPTIONS		
Score Range	Rating	Rating Description
From 88% to 100%	5 Stars	Significantly exceeds state standards in early literacy
From 78% to less than 88%	4 Stars	Exceeds state standards in early literacy
From 68% to less than 78%	3 Stars	Meets state standards in early literacy
From 58% to less than 68%	2 Stars	Needs support to meet state standards in early literacy
From 0% to less than 58%	1 Star	Needs significant support to meet state standards in early literacy

EXAMPLE COMPONENT CALCULATIONS

Example 1: School with All Three Measures

Measure	Percentage	Weight	Overall Percentage
Proficiency in Third Grade Reading	56.4%	.40	22.56%
Promotion to Fourth Grade	100.0%	.35	35.00%
Improving K-3 Literacy	47.1%	.25	11.78%
TOTAL OVERALL PERCENTAGE			69.3% = “3 Stars”

Example 2: K-2 School with Improving K-3 Literacy Only

Measure	Percentage	Weight	Overall Percentage
Proficiency in Third Grade Reading	NC	NC	NC
Promotion to Fourth Grade	NC	NC	NC
Improving K-3 Literacy	47.1%	1.00	47.1%
TOTAL OVERALL PERCENTAGE			47.1% = “1 Star”

Appendix A Inclusion Criteria ([EMIS](#))

WHERE KIDS COUNT

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

- Proficiency in Third Grade Reading for the Early Literacy Component of the Traditional Report Card
- K-3 Improvement Measure of the Early Literacy Component of the Traditional Report Card for students in 3rd Grade to 3rd Grade ELA data pairing

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

*Majority of Attendance IRN Element (FN220) = **educating building/district IRN*** (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information **AND** *Grade Level (FN080) = **03*** **AND** *Assessment Type Code Element (FA060) = **GN*** **AND** *Assessment Area Code (FA205) = **R***

OR

*Majority of Attendance IRN Element (FN220) = **educating building/district IRN*** (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140) = **1*** **AND** *Sent Reason Element (FS200 or FS230) = **EX or NP*** **AND** *Sent Reason Percent of Time (FS220 or FS250) >**0*** **AND** *Grade Level (FN080) = **03*** **AND** *Assessment Type Code Element (FA060) = **GN*** **AND** *Assessment Area Code (FA205) = **R***

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

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

- Proficiency in Third Grade Reading for the Early Literacy Component of the Traditional Report Card
- K-3 Improvement Measure of the Early Literacy Component of the Traditional Report Card for students in 3rd Grade to 3rd Grade ELA data pairing

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

Educating District reports: *Majority of Attendance IRN Element (FN220) = **educating building/district IRN*** (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Sending District reports: *Sent Reason Element (FS200 or FS230) = **CR, CT, JV, MR, or OS*** **AND** *Grade Level (FN080) = **03*** **AND** *Assessment Type Code Element (FA060) = **GN*** **AND** *Assessment Area Code (FA205) = **R***

OR

Students sent to a special education cooperative program at another district. These students will be included in the sending district's calculation **only** based upon the data reported by the district educating the student. The educating district would report the students with a *How Received Element (FS180) = B AND Grade Level (FN080) = 03 AND Assessment Type Code Element (FA060) = GN AND Assessment Area Code (FA205) = R*

OR

For *How Received Element (FS180) = K*, the student counts at the STEM school. For district accountability, the student is moved from the STEM school to the student's resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district **AND** *Grade Level (FN080) = 03 AND Assessment Type Code Element (FA060) = GN AND Assessment Area Code (FA205) = R*

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

- Proficiency in Third Grade Reading for the Early Literacy Component of the Traditional Report Card
- K-3 Improvement Measure of the Early Literacy Component of the Traditional Report Card for students in 3rd Grade to 3rd Grade ELA data pairing

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

*Majority of Attendance IRN Element (FN220) = ******

OR

Students reported with a *How Received Element (FS180) = P, Q, or T*

OR

Students with Sent Reason 1 or 2 (FS200 or FS230) = AU, CE, CI, JP, or NI

OR

District Relationship Element (FS140) = 1 AND Sent Reason Element (FS200 or FS230) = EX AND Sent Reason Percent of Time (FS220 or FS250) = 0

OR

Students with EL Status Element (FD170) = L and S who have been in US schools for fewer than 360 school days (or the equivalent of two school years)

OR

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

EXTENDED WHERE KIDS COUNT

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

- Promotion to Fourth Grade measure of the Early Literacy Component of the Traditional Report Card

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

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

OR

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

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

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

- Promotion to Fourth Grade measure of the Early Literacy Component of the Traditional Report Card

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

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

OR

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

OR

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

MODIFIED WHERE KIDS COUNT

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

- K-3 Improvement Measure of the Early Literacy Component of the Traditional Report Card for students in KG to 1st Grade; 1st Grade to 2nd Grade; and 2nd Grade to 3rd Grade data pairings

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

Students are enrolled in the educating district for a full academic year in the **previous year**. *Majority of Attendance IRN Element (FN220) = educating building/district IRN* (Students are enrolled in the educating district in the **PREVIOUS YEAR** for a [full academic year \(FAY\)](#)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information **AND** *Grade Level (FN080) = KG, 01, 02, or 03* **AND** Student generates base FTE in the educating district in the **CURRENT YEAR** from first day of school through at least 30 days **AND** *Grade Level (FN080) = KG, 01, 02, or 03* **AND** *Sum of School Year Attendance Hours (FS320) AND School Year Excused Absence Hours (FS330) AND School Year Unexcused Absence Hours (FS340) >=125 hours* **AND For Prior Year kindergarten, first, second, and third grade students** Reading Diagnostic (FN370) = **NO** **AND For Current third Grade students and IF prior year Reading Diagnostic was required but missing** **AND** Reading Diagnostic Result Code = **NO** on the [Level 2 Derive Reading Diagnostic Result Report \(LTRC-001\)](#)

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district in the **PRIOR YEAR** for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140) = 1* **AND** *Sent Reason Element (FS200 or FS230) = EX or NP* **AND** *Sent Reason Percent of Time (FS220 or FS250) >0* **AND** *Grade Level (FN080) = KG, 01, 02, or 03* **AND** Student generates base FTE in the educating district in the **CURRENT YEAR** from first day of school through at least 30 days **AND** *Grade Level (FN080) = KG, 01, 02, or 03* **AND** *Sum of School Year Attendance Hours (FS320) AND School Year Excused Absence Hours (FS330) AND School Year Unexcused Absence Hours (FS340) >=125 hours* **AND For Prior Year kindergarten, first, second, and third grade students** Reading Diagnostic (FN370) = **NO** **AND For Current third Grade students and IF prior year Reading Diagnostic was required but missing** **AND** Reading Diagnostic Result Code = **NO** on the [Level 2 Derive Reading Diagnostic Result Report \(LTRC-001\)](#)

NOTE: Reading Diagnostic reporting changed for EMIS in the 2023-2024 school year per [EMIS Change 24-67](#)

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

Appendix B Retention Codes and Descriptions

*	Student was not retained at the end of the previous school year. This includes only third grade students promoted to fourth grade due to receiving the required promotion score on any administration of the third grade Ohio State Test (OST) for English language arts (ELA) before the start of the next school year.
1	Student was retained at end of the previous school year for reasons other than the Third Grade Reading Guarantee and is still retained.
2	Student was retained at the end of the previous school year for reasons other than the Third Grade Reading Guarantee, but advanced because of successful completion of summer school.
3	Student was retained at the end of the previous school year for reasons other than the Third Grade Reading Guarantee, but advanced at parent request.
4	Student was retained at the end of the previous school year for reasons other than the Third Grade Reading Guarantee, but advanced for a reason other than completion of summer school or parents' request.
5	Student demonstrated adequate performance on the Third Grade Reading Guarantee (TGRG) Alternative Assessment for promotion to fourth grade but was retained for reasons other than the Third Grade Reading Guarantee.
A	Student was retained at the end of the previous school year due to the Third Grade Reading Guarantee and is still retained.
D	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained because the student met the English learner exemption in law.
E	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained because the student met the Individualized Education Plan (IEP) exemption in law.
F	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was exempt from retention because student received intensive reading remediation for two years and was previously retained in any K-3 grade(s).
G	Student with significant cognitive disabilities was exempt from all reading requirements in the Third Grade Reading Guarantee and therefore was not retained.
H	Student was retained at the end of the previous school year due to the Third Grade Reading Guarantee but is not enrolled this school year.
J	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment (Iowa) before the start of the next school year.
K	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment (NWEA-MAP) before the start of the next school year.
L	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment – (Terra Nova) before the start of the next school year.
M	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment (STAR Reading) before the start of the next school year.
N	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment (iReady) before the start of the next school year.
P	Student was retained at the end of the previous school year due to the Third Grade Reading Guarantee but was not retained because of parent/guardian request as outlined in Ohio law.

Gap Closing Component Technical Documentation



Traditional District and School
Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before its final and the Report Cards are released. **The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.**

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

Component	Measure	Secure Data Center Breadcrumb Trail
Gap Closing Component		Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Gap Closing
	ELA & Math Achievement	Report Portal > Secure Data Center > Test Results > District (or School) Test Results and Proficiency Levels
	ELA & Math Growth	Report Portal > Secure Data Center > Value Added > District (or School) Value Added – Overall and Subject Composites
	Graduation	Report Portal > Secure Data Center > Graduation > District (or School) 4-Year Longitudinal Graduation Rate
	English Learner Proficiency Improvement Indicator	Report Portal > Secure Data Center > Test Results > District (or School) OELPA Progress

	Chronic Absenteeism Improvement Indicator	Report Portal > Secure Data Center > Student Attendance > District (or School) Absenteeism and Attendance
	Gifted Performance Indicators	Report Portal > Secure Data Center > Enrollment > District (or School) Gifted Enrollment

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Introduction

The Gap Closing Component is a critical aspect of Ohio's educational assessment system. It focuses on identifying and addressing achievement gaps among student groups. Here are the key points:

- **Performance Expectations:** Schools are evaluated based on their ability to meet performance expectations across various domains, including English language arts, mathematics, graduation rates, support for English learners, and more.
- **Annual Goals:** Ohio sets specific annual goals for student groups. These goals aim to reduce disparities and ensure equitable educational outcomes for all students.
- **Points System:** The component employs a points-based system to assess enrollment and performance indicators for federal student groups. Schools earn points based on their progress toward closing achievement gaps.
- **Student Group Focus:** Ohio emphasizes tracking the progress of different student groups (such as economically disadvantaged students, students with disabilities, and English learners). This targeted approach allows schools to provide tailored support and interventions.

In summary, the Gap Closing Component plays a crucial role in Ohio's commitment to closing educational gaps and fostering an inclusive learning environment.

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

This component includes students who meet the criteria for Student Group Where Kids Count (WKC) business rules. For detailed business rules, consult the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document. Additionally, refer to [Appendix A](#) for detailed Education Management Information System (EMIS) reporting and a description of the inclusion criteria.

English Language Arts (ELA) Achievement and Math Achievement

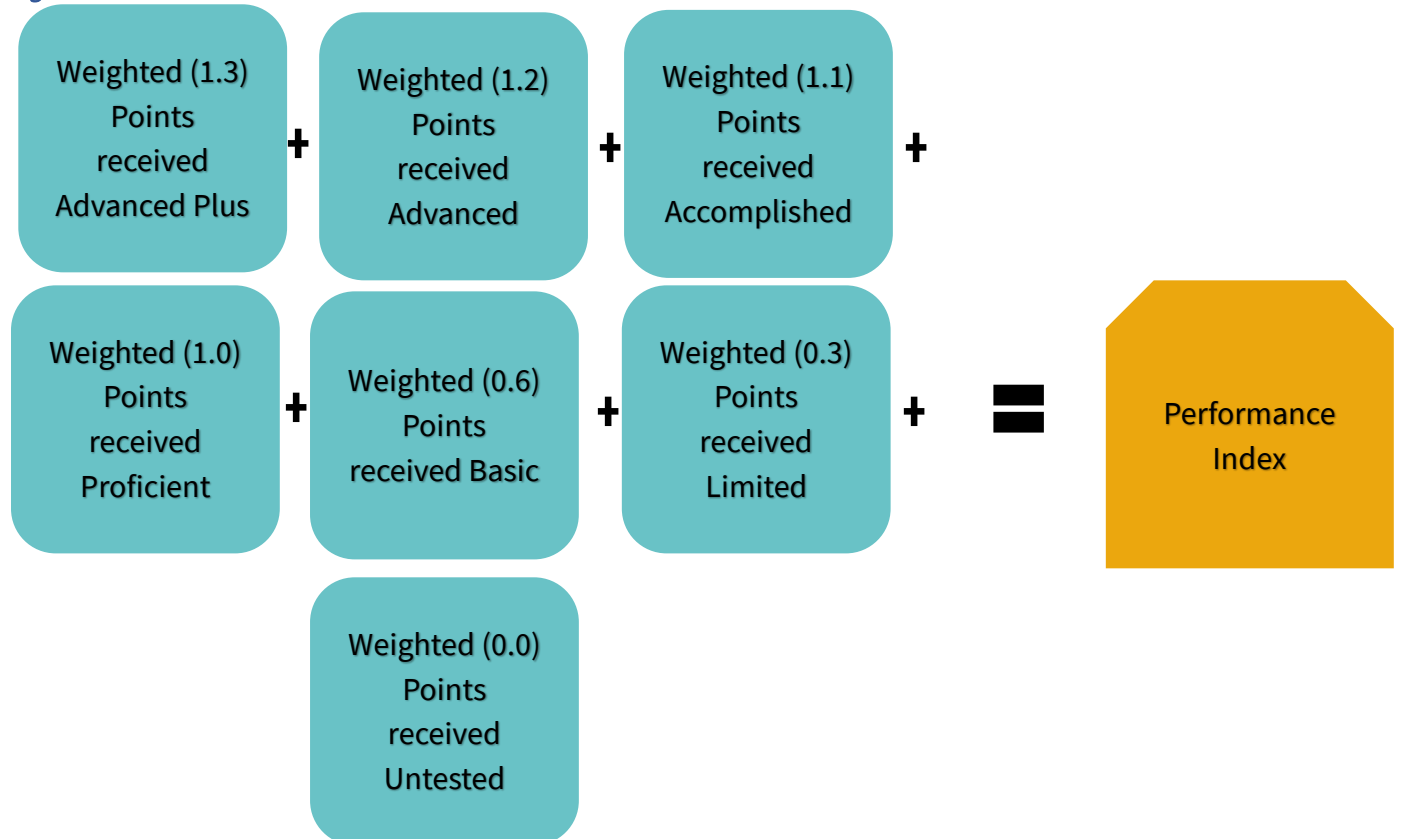
The ELA and math annual performance goals are calculated separately, but the rules governing how points are awarded are the same. A school or district must have at least 15 students that meet the full academic year criterion and have valid test records to have the student group evaluated. Groups with 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.

- **Code Sections:** [Ohio Revised Code 3302.03](#)
- **N-Size:** 15

- **Subjects:** ELA, Math
- **Student groups:** 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, High School
- **Tests:** 3-8 English language arts and math, 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 [Understanding Student Placement for Ohio’s Differentiated Accountability Systems document for details.](#)

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

Figure 1: Visual of Performance Index Calculation for ELA and Math



ANNUAL PERFORMANCE GOALS – ELA AND MATH PERFORMANCE INDEX

The tables below list the achievement goals by student group for each of the next 10 years. These goals are established in Ohio’s Every Student Succeeds Act state plan. The goals are listed as Performance Index scores – with a range from 0 – 120. They are not percentages. If the student group’s current year ELA or math PI score is greater than or equal to the current year annual performance goal highlighted in the tables below, then one point is awarded. If the goal is not met, then zero points are received. There are no partial points awarded for making improvement between the prior year and current year.

Table 2: English language arts Performance Index Annual Performance Goals by Student Group

	2020-2021	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

Table 3: Math Performance Index Annual Performance Goals by Student Group

	2020-2021	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

English Language Arts and Math Participation Calculation

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 student groups.

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.

- **N-Size:** 40
- **Subjects:** ELA, Math
- **Student groups:** All Students
- **Grades:** 3-8, High School
- **Tests:** 3-8 English language arts and math, Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA II
- **Alternate Assessments Included:** Yes
- **Full Academic Year:** Yes
- **Applicable to:** Districts, Schools

DENOMINATOR

The denominator is the 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 or ELA 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 or ELA assessment. Instead, the Department will use each student’s place of enrollment on the following dates to determine which school is responsible for testing the student.

Table 4: Date of enrollment for Participation Calculation

Student Grade and Test	Date
3rd Grade Taking the Standard ELA and/or Math Test	April 13

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

All grades and both subjects are combined into one total for each student group. 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, It is based on where the student is enrolled on the dates shown in the table above.

Since every student enrolled in a course with a corresponding test is required to take the test, the district or school must report a reason for any student who fails to take the test. The *Score Not Reported (FA235)* can be found in the **Student Assessment Record (FA)** of the [EMIS manual](#).

Certain codes exclude the test from being included in the Participation calculation. However, if the Score Not Reported reason does not exclude the test, it will be included in the Participation calculation and considered ‘Untested’. [Appendix B](#) can be used to determine whether an untested student will affect the calculation.

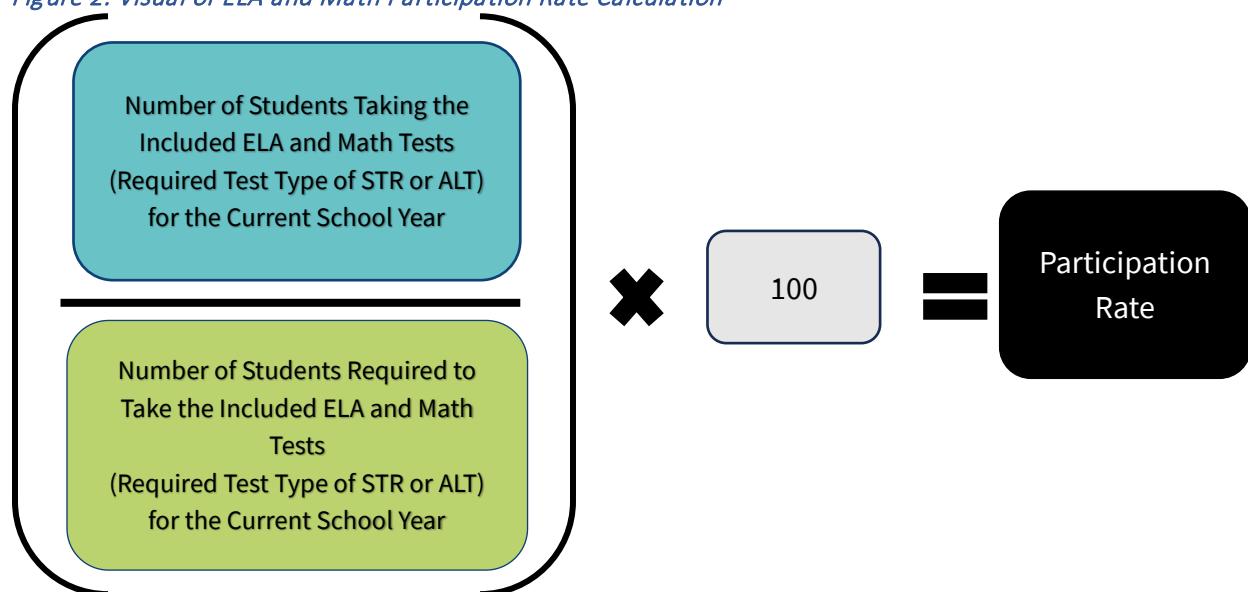
NUMERATOR

The numerator is the number of students in tested grades taking the test. This is the total number of students who were enrolled in the district and took the required test during the test window. All grades and both subjects are combined into one total for each student group. 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 the Department for a **medical emergency** (cases where a waiver is

approved and the initial Score Not Reported reason is updated by the Department 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 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 tests are administered in those grades. These assessment scores are not part of the gap closing component.

Figure 2: Visual of ELA and Math Participation Rate Calculation



English Language Arts (ELA) Growth and Math Growth

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

- **Code Sections:** [Ohio Revised Code 3302.03](#)
- **N-Size:** 15
- **Subjects:** ELA, Math
- **Student groups:** All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black Students, Non-Hispanic Students; Hispanic Students; Multi-Racial Students; White Students, Economically Disadvantaged Students; Students with Disabilities; and English Learners
- **Grades:** 4-8, High School

- **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:** Some English learners and Foreign Exchange Students – see [Understanding Student Placement for Ohio’s Differentiated Accountability Systems](#) document for details.

ANNUAL PERFORMANCE GOALS – ELA AND MATH GROWTH

The ELA and Math Growth calculation is based on one year value added gains. The ELA and math annual performance goals are calculated separately. The rules governing how points are awarded are the same. If the student group’s current year growth index is **+2 or higher**, then one point is awarded. If the goal is not met, then zero points are awarded. There are no partial points.

Graduation Rate

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 were enrolled. The Full Academic Year rule does not apply. If the number of accountable students in a particular student group is less than 15, the group is not evaluated for the graduation rate annual performance goal. The school/district will receive an “NR” (“Not Rated”) designation for that group.

- **Code Sections:** [Ohio Revised Code 3302.03](#)
- **N-Size:** 15
- **Subjects:** N/A
- **Student groups:** All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black Students, Non-Hispanic Students; Hispanic Students; Multi-Racial Students; White 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

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

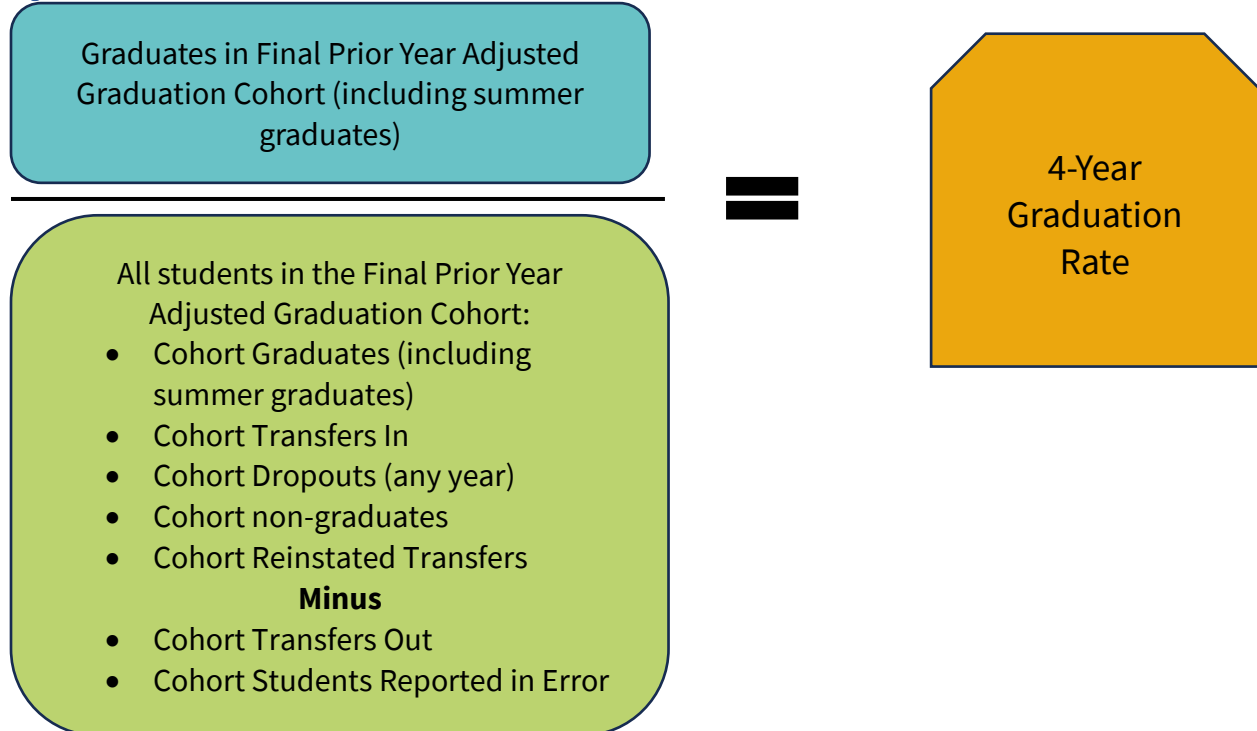
For the graduation rate annual performance goals, only the data from the **four-year longitudinal graduation rate** are used. This rate is calculated by dividing the number of

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 ninth graders four years earlier and is adjusted by:

- Adding students who transfer into the cohort late in the ninth grade or anytime during the next three years; and
- Subtracting any students who transfer out, emigrate to another country, or pass away 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 after the fourth year ends, but before the fifth year begins. To allow such graduates to be included, the rate is lagged by one year. The data on the 2023-2024 report card represents the rate for the graduating class of 2022-2023. They graduated prior to the start of the 2023-2024 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 2023-2024 report card, the following calculation will be used to determine the building or district’s graduation rate:

Figure 3: Visual of 4-Year Graduation Rate Calculation



ANNUAL PERFORMANCE GOALS – GRADUATION

If the student group’s four-year adjusted cohort meets or exceeds the annual performance goal, then one point is awarded. If the goal is not met, then zero points are awarded. The calculation is not performed for the five-year graduation rate and beyond. No partial points are awarded for making improvement between the prior year and current year.

Table 5: Graduation Rate (4-Year) Annual Performance Goals by Student Group

	2020-2021	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%

English Language Proficiency (ELP) Improvement Indicator

The English Language Proficiency Improvement Indicator measures the progress English learners make toward English language proficiency. It measures individual proficiency gains on the Ohio English Language Proficiency Assessment (OELPA) across two school years. Districts and schools determine an initial level of proficiency for each English learner using the OELPA administered in the prior year. Based on a student’s initial proficiency level on the first administration of the assessment, a target for annual improvement is established. When the OELPA is administered in the spring of the current school year, English proficiency is measured to determine if each student met their annual, student level, improvement target.

- **Code Sections:** [Ohio Revised Code 3302.03](#)

- **N-Size:** 15
- **Subjects:** English Language Proficiency
- **Student groups:** English Learners (EL)
- **Grades:** K – 12(including grades 13 and 23)
- **Tests:** Ohio English Language Proficiency Assessment (OELPA)
- **Alternate Assessments Included:** No
- **Full Academic Year:** Yes
- **Applicable to:** Districts, Schools
- **Exceptions:** N/A

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

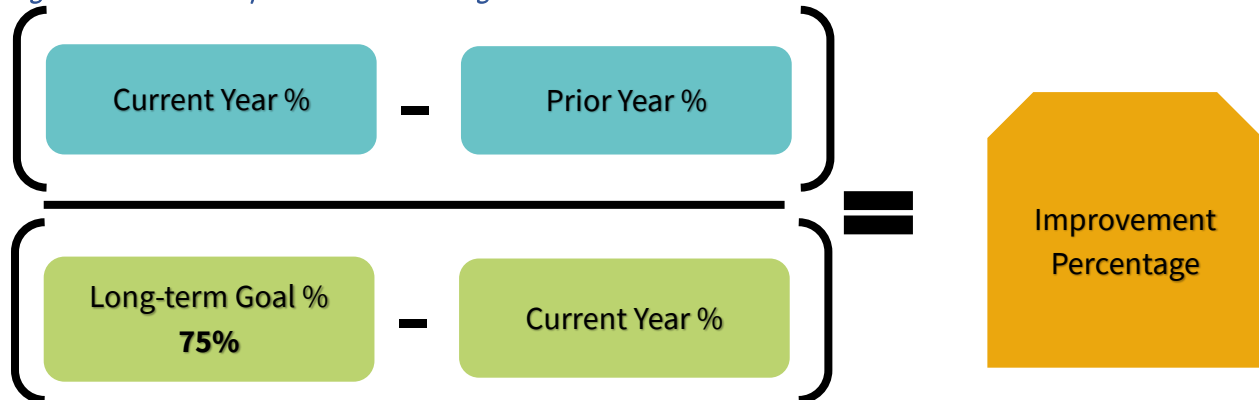
ANNUAL PERFORMANCE GOALS – ELP IMPROVEMENT INDICATOR

If the school or district’s current year English Learners’ improvement percentage is greater than or equal to the annual performance goal, or meets the improvement threshold of 10%, then five points are assigned. If it is not met, zero points are awarded. There are no partial points for demonstrating a smaller amount of improvement than outlined above.

Table 6: English Learners Annual Progress Toward Attaining English Language Proficiency

School Year	2020-2021	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%	46.60%	50.15%	53.7%	57.25%	60.8%	64.35%	67.9%	71.45%	75%

Figure 4: Visual of Improvement Percentage Calculation for a school or district



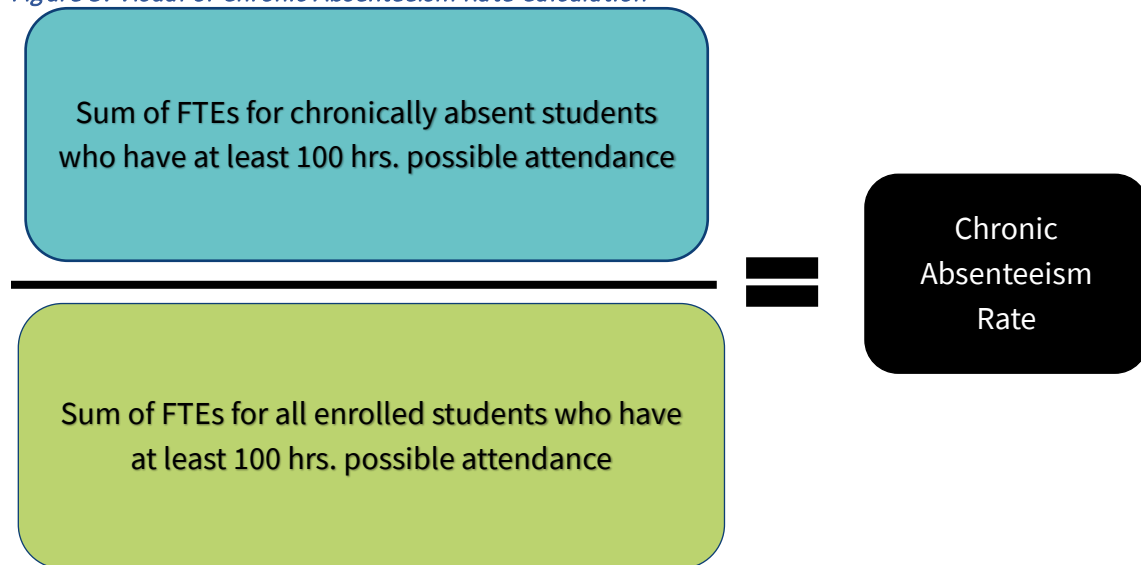
Chronic Absenteeism Improvement Indicator

In Ohio’s approved Every Student Succeeds Act (ESSA) plan, chronic absenteeism was identified as an additional measure of school quality or student success. 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 primary cause 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 Document](#).

- **Code Sections:** [Ohio Revised Code 3302.03](#)
- **N-Size:** 15
- **Subjects:** N/A
- **Student groups:** 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 within a district or school, respectively.
- **Applicable to:** Districts, Schools
- **Exceptions:** N/A

Figure 5: Visual of Chronic Absenteeism Rate Calculation



ANNUAL PERFORMANCE GOALS – CHRONIC ABSENTEEISM IMPROVEMENT

If the school or district’s chronic absenteeism rate is at or below the yearly goal, or meets the improvement standard, relative to the starting point of each 1.1 percentage points (or 3%), then five points are awarded. If the rate exceeds the goal and improvement does not meet the threshold, then zero points are awarded. There are no partial points for making a smaller amount of improvement than what is outlined above.

Table 7: Improvement Standard needed per Prior Year Chronic Absenteeism Rate

PRIOR YEAR CHRONIC ABSENTEEISM RATE	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 prior-year rates. The emphasis is to highlight the data and provide crucial supports to students in an effort to increase achievement.

Table 8: Chronic Absenteeism Indicator Annual Goals

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

Gifted Performance Indicator

The Gifted Performance Indicator is made up of three elements: Gifted Performance Index, Gifted Progress and Gifted Identification and Services. When a school or district meets the established goal, each element contributes five points toward the Gap Closing Component. The basic business rules and element descriptions can be found below. *For a more detailed explanation of the calculations, see the [Gifted Performance Indicator Technical Documentation](#).*

- **Code Sections:** [Ohio Revised Code 3302.03](#), [Ohio Administrative Code 3301-28-04](#)
- **N-Size:** 15
- **Subjects:** see the [Gifted Performance Indicator Technical Documentation](#).
- **Student groups:** Students Identified as Gifted
- **Grades:** 3-8, High School
- **Tests:** see the [Gifted Performance Indicator Technical Documentation](#).
- **Alternate Assessments Included:** No
- **Full Academic Year:** Yes; for the Performance Index score and value-added.
 - No; for gifted ID and service.
- **Applicable to:** Districts, Schools; Community Schools may 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 identified with a specific academic ability or superior cognitive ability and a test that matches the identified subject. Except for using a sub-set of tests, the gifted performance index uses the same methodology as the all-students’ performance index. The index percentage is calculated using a new ‘max score’ approach (similar to the all-students’

performance index), except this score is based on the average performance of the top 2% of districts and schools and the subset of tests taken by gifted students.

It is important to understand that because the law requires the Department to use **current** school year data, (i.e. the 2023-2024 maximum will use the average of the highest two percent of school or district Performance Index scores from the 2023-2024 year), the maximum Performance Index score will change throughout the reporting window. Additionally, Ohio state law also requires that summer third grade English language arts (ELA) scores are included in report card calculations. When all applicable reporting windows close, and appeals processed, the final maximum score will be calculated.

GIFTED PERFORMANCE PROGRESS ELEMENT

This element uses the gifted value-added calculation for schools and districts with at least 15 accountable students. They must be identified with a specific academic ability or superior cognitive ability and have a test that matches the identified. If a school or district earns the equivalent of a “3 – Star”, “4 – Star”, or “5 – Star” rating for the Gifted Progress calculation, five points will be allocated to the Gap Closing Component. This calculation uses the same business rules used to calculate the “Overall” or “all-students” value-added measure. 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 groups. Points are awarded on the Gifted Identification and Services matrix based on the identification and instruction for gifted students. Districts have 16 separate percentages that could factor into their total points on the matrix. Schools have eight separate percentages that could factor into their total points on the matrix.

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

ANNUAL PERFORMANCE GOALS – GIFTED PERFORMANCE INDICATOR

Table 9: Gifted Performance Indicator Annual Goals

	2021 -2022	2022-2023	2023-2024
Gifted Performance Index	95% of possible Index points	96.5% of possible Index points	97.5% of possible Index points
Gifted Progress	>-2 growth	>-2 growth	>-2 growth

Gifted Identification and Services	60% of possible points	70% of possible points	80% of possible points
-------------------------------------------	------------------------	------------------------	-------------------------------

If the gifted performance index of a school or district meets the yearly goal, five points are awarded. If the goal is not met, zero points are awarded. There are no partial points.

If the gifted progress goal is met, then 5 points are awarded. If the goal is not met, then zero points are awarded. There are no partial points.

If the gifted identification and service annual goal is met, five points are awarded. If the goal is not met, zero points are awarded. There are no partial points.

Gap Closing Component Rating Calculations and Descriptions

The calculations for the ELA, math, graduation, English Language Proficiency improvement, chronic absenteeism, and gifted measures are performed separately. Each student group receives one point for meeting or zero points for not meeting 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 student groups 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 points for a total of 15 possible points. There are no partial points for any of the Gap Closing measures. The goals for each measure are met or not met. If the goal is met, full points are earned. If the goal is not met, zero points are earned.

For English Language Proficiency and chronic absenteeism measures, there may be cases where a student group grows and moves from the status of not being evaluated for annual performance goals in the previous year to evaluated in the current year (e.g. – a student group increases from 14 accountable students in 2022-2023 school year to 15 in 2023-2024 school year). When this happens, the group cannot ‘meet’ the goal and earn 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 to earn points.

Measures	Maximum Points Possible
Gifted Identification and Service element	5
Gifted performance index element	5
Gifted performance progress element	5
Chronic absenteeism improvement indicator	5
English language proficiency indicator	5

Student group ESSA Graduation Targets (one point for each evaluated student group)	Up to 10
Student group Math ESSA Achievement Targets (one point for each evaluated student group)	Up to 10
Student group ELA ESSA Achievement Targets (one point for each evaluated student group)	Up to 10
Student group Math Progress Targets (one point for each evaluated student group)	Up to 10
Student group ELA Progress Targets (one point for each evaluated student group)	Up to 10
Total Maximum Points Possible for All Measures	Up to 75

Once points are awarded for each measure, they are summed and divided by the total possible points to receive a preliminary point total. The points possible will vary based on a school or district’s student population. No school or district is accountable for student groups or measures that have insufficient numbers of students. After the preliminary rating is computed, the participation proportional adjustment criteria are applied to traditional schools and districts.

To determine if a proportional adjustment is required, the participation rate is calculated for each traditional school and district that has at least 40 students taking an ELA and/or math assessment. If the combined rate is lower than 95 percent, the preliminary point total on the Gap Closing Component will be reduced proportional to the amount in which the goal was missed. The adjustment is made by creating a ratio between the percent tested and the 95 percent threshold to determine the proximity to the goal. This is derived by dividing the actual participation rate by the goal of 95 percent. The preliminary points are multiplied by the quotient to calculate the final points.

Figure 6: Visual of Gap Closing Component Calculation

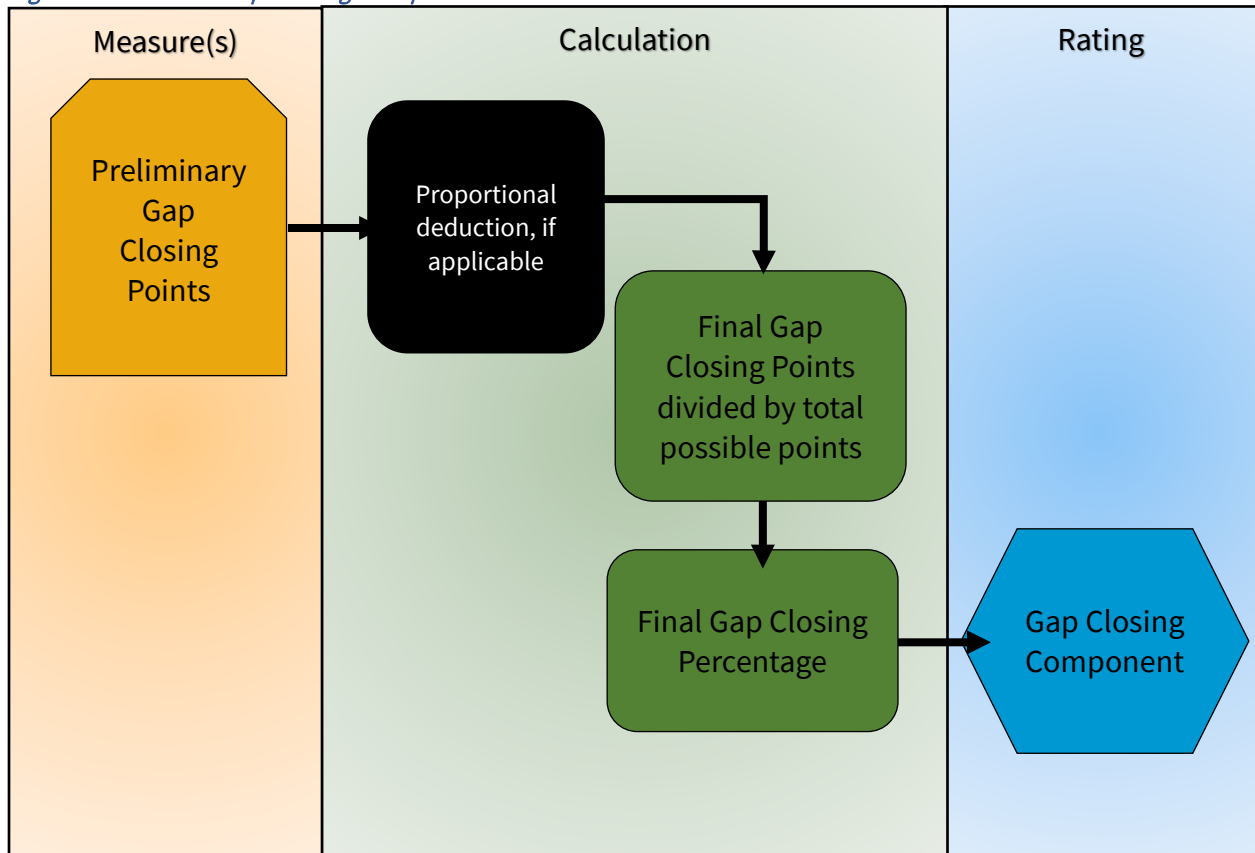


Table 9: Gap Closing Component Rating Scale and Descriptions

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

Example

Example 1: Points Earned and Points Possible

Measure	Points Earned	Points Possible
ELA Achievement	4	7

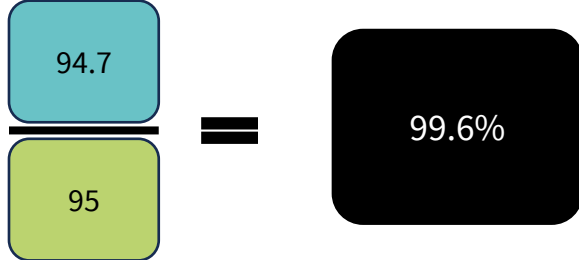
Math Achievement	1	9
ELA Growth	4	7
Math Growth	0	8
Graduation Rate	4	7
EL Proficiency	0	5
Chronic Absenteeism	5	5
Gifted Performance Index	0	5
Gifted Progress	5	5
Gifted Identification and Services	5	5
Total	28	63

Example 2: Participation Percentages per Student Group

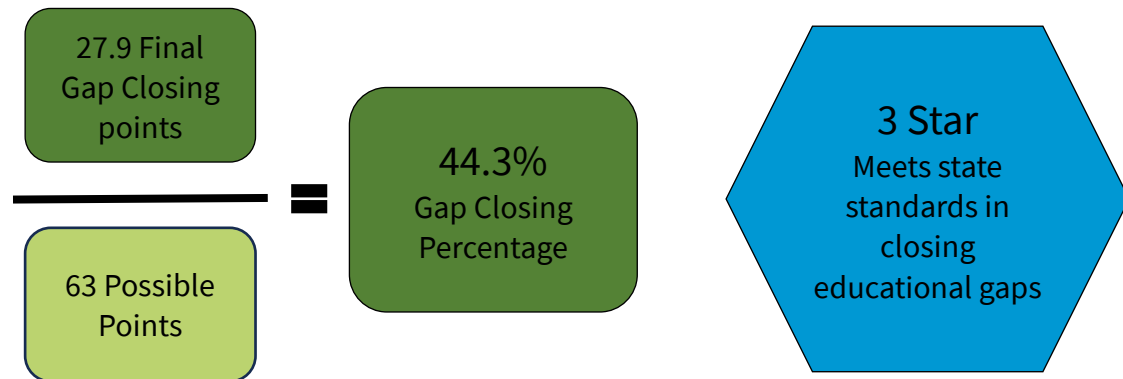
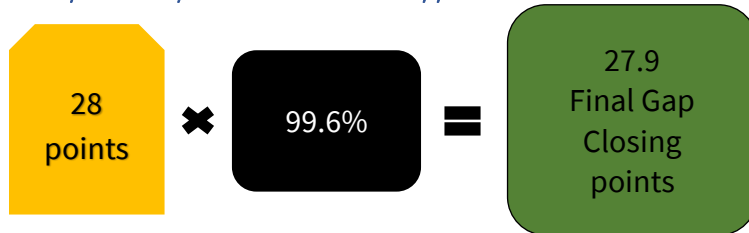
Student Group	Required to Participate	Participated	ELA Participations Rate	Required to Participate	Participated	Math Participation Rate
All Students	707	679	96.0	920	860	85.6
American Indian/Alaskan Native Students	0	0	NC	1	1	NC
Asian/Pacific Islander Students	3	3	NC	1	1	NC
Black, non-Hispanic Students	696	671	96.4	905	848	82.3
Hispanic Students	5	3	NC	5	3	NC
Multi-Racial Students	33	32	NC	23	22	NC
White, non-Hispanic Students	15	13	NC	5	3	NC
Economically Disadvantaged Students	707	679	96.0	920	860	87.2
Students with Disabilities	179	171	95.5	246	223	95.8

English Learners	2	2	NC	4	4	NC
	Total Required		Total Participated		Total Participation Rate	
All Students	1652		1564		94.7%	

Example 3: Visual of Proportional Adjustment for Participation Rate below 95%



Example 4: Proportional Deduction applied to Total Points



Appendix A Inclusion Criteria (EMIS)

STUDENT GROUP WKC

Students will count at the **educating building/district** for the following Gap Closing measures/indicators:

- ELA Achievement
- Math Achievement
- ELA Growth
- Math Growth
- Gifted Performance Index
- Gifted Value-Added

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

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information **AND** *Test Grade Level (FA200) = 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, or 23* **AND** *Assessment Type Code (FA060) = GN, GE, GA, or GX* **AND** *Assessment Area Code (FA205) = ELA, M, R, ALG1, ELA2, GEOM, MTH1, or MTH2* **AND** *Test Date (FA210) = 20XX07 – 20XX05* **AND** Specific criteria to be included in student group:

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

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140) = 1* **AND** *Sent Reason Element (FS200 or FS230) = EX or NP* **AND** *Sent Reason Percent of Time (FS220 or FS250) >0* **AND** *Test Grade Level (FA200) = 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, or 23* **AND** *Assessment Type Code (FA060) = GN, GE, GA, or GX* **AND** *Assessment Area Code (FA205) = ELA, M, R, ALG1, ELA2, GEOM, MTH1, or MTH2* **AND** *Test Date (FA210) = 20XX07 – 20XX05* **AND** Specific criteria to be included in student group:

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

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140) = 1 AND_Sent Reason Element (FS200 or FS230) = PI or PS AND Test Grade Level (FA200) = 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, or GX AND Assessment Area Code (FA205) = ELA, M, R, ALG1, ELA2, GEOM, MTH1, or MTH2 AND Test Date (FA210) = 20XX07 – 20XX05 AND* Specific criteria to be included in student group:

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

NOTE: If a student was expelled for a portion or the entire FAY, I but educated or receive services for the duration of the expulsion, FAY criteria has been met and they are included in the denominator.

NOTE: Test Date indicating that the test was taken between July of prior year through May of the current year.

Students will count at the **sending district** for the following Gap Closing measures/indicators:

- ELA Achievement
- Math Achievement
- ELA Growth
- Math Growth

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

Educating District reports: *Majority of Attendance IRN Element (FN220)* = **educating building/district IRN** (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Sending District reports: *Sent Reason Element (FS200 or FS230)* = **CR, CT, JV, MR, or OS AND Test Grade Level (FA200) = 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, or GX AND Assessment Area Code (FA205) = ELA, M, R, ALG1, ELA2, GEOM, MTH1, or MTH2 AND Test Date (FA210) = 20XX07 – 20XX05 AND** Specific criteria to be included in student group:

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

OR

Students sent to a special education cooperative program at another district. These students will be included in the sending district's calculation **only** based upon the data reported by the district educating the student. The educating district would report the students with a *How Received Element (FS180)* = **B AND Test Grade Level (FA200) = 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, or GX AND Assessment Area Code (FA205) = ELA, M, R, ALG1, ELA2, GEOM, MTH1, or MTH2 AND Test Date (FA210) = 20XX07 – 20XX05 AND** Specific criteria to be included in student group:

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

OR

For *How Received Element (FS180)* = **K**, the student counts at the STEM school. For district accountability, the student is moved from the STEM school to the student's resident district

for independent STEM schools or to the educating district for STEM schools operated by a traditional school district. **AND Test Grade Level (FA200) = 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, 13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, or GX AND Assessment Area Code (FA205) = ELA, M, R, ALG1, ELA2, GEOM, MTH1, or MTH2 AND Test Date (FA210) = 20XX07 – 20XX05 AND** Specific criteria to be included in student group:

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

Students will count at the **state level** for the following Gap Closing measures/indicators:

- ELA Achievement
- Math Achievement
- ELA Growth
- Math Growth

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

*Majority of Attendance IRN Element (FN220) = ******

OR

Students reported with a *How Received Element (FS180) = P, Q, or T*

OR

Students with Sent Reason 1 or 2 (FS200 or FS230) = AU, CE, CI, JP, or NI

OR

District Relationship Element (FS140) = 1 AND Sent Reason Element (FS200 or FS230) = EX AND Sent Reason Percent of Time (FS220 or FS250) = 0

OR

Students with EL Status Element (FD170) = L and S who have been in US schools for fewer than 360 school days (or the equivalent of two school years)

OR

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

GAP CLOSING PARTICIPATION RATE

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

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

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

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

OR

District Relationship Element (FS140) = **1** **AND** *Sent Reason Element (FS200 or FS230)* = **EX or NP** **AND** *Sent Reason Percent of Time (FS220 or FS250)* >**0** **AND** Enrolled on December 15th and required to take the following assessments: Standard end- of -course for English language arts II, and Algebra I, Geometry, Integrated Mathematics I or Integrated Mathematic II in the Fall (no Spring Assessments) **OR** Enrolled on March 19th and required to take the following assessments: Alternate Assessments **OR** Enrolled on April 13th and required to take the following assessments: Grade 3-8 English language Arts and Mathematics **OR** Standard end- of- course exams for English language arts II, and Algebra I, Geometry, Mathematics I or Mathematics II

OR

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

NOTE: If a student was expelled for the indicated dates but educated or received services for the duration of the expulsion, they have met criteria and are included in the denominator.

ADJUSTED GRADUATION COHORT

Students will count at the *last educating or sending district* for the following Gap Closing measures/indicators:

- Graduation Rate

IF the students in the Education Management Information System (EMIS) with the following: Student generates base FTE- See EMIS Validation and Reports Explanation on [FTE](#) for more detailed information

OR

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

OR

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

NOTE: *Full Academic Year* is **NOT** a requirement.

ENGLISH LEARNER STUDENT GROUP WKC

Students will count at the **educating building/district** for the following Gap Closing measures/indicators:

- English Learner Proficiency Improvement measure

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

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information **AND** English Learners- *FD170 = Y, L, or S* and **former English Learners** for four years after exiting EL Status **AND IF** the student was reported with a prior year OELPA assessment that sets the Initial Student Improvement Target **OR** earns an overall proficiency on the initial OELPA Assessment Type Code (*FA060*) = **GF** **AND** Assessment Area Code (*FA205*) = **LIST, R, SPKG, and W**

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140) = 1 AND Sent Reason Element (FS200 or FS230) = EX or NP AND Sent Reason Percent of Time (FS220 or FS250) >0* **AND** English Learners- *FD170 = Y, L, or S* and **former English Learners** for four years after exiting EL Status **AND IF** the student was reported with a prior year OELPA assessment that sets the

Initial Student Improvement Target OR earns an overall proficiency on the initial OELPA Assessment Type Code (FA060) = **GF**
AND Assessment Area Code (FA205) = **LIST, R, SPKG, and W**

OR

Majority of Attendance IRN Element (FN220) = **educating building/district IRN** (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY **AND** District Relationship Element (FS140) = **1** **AND** Sent Reason Element (FS200 or FS230) = **PI or PS** **AND** English Learners- FD170 = **Y, L, or S** and **former English Learners** for four years after exiting EL Status **AND IF** the student was reported with a prior year OELPA assessment that sets the Initial Student Improvement Target OR earns an overall proficiency on the initial OELPA Assessment Type Code (FA060) = **GF**
AND Assessment Area Code (FA205) = **LIST, R, SPKG, and W**

NOTE: If a student was expelled for a portion or the entire FAY but educated or received services for the duration of the expulsion, they met FAY criteria and are included in the denominator.

CHRONIC ABSENCE RATE

Students will count at the **educating district** for the following Gap Closing measures/indicators:

- Chronic Absenteeism Improvement Indicator

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

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

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

GIFTED IDENTIFIED STUDENT GROUP WKC

Students will count at the **educating building/district** for the following Gap Closing measures/indicators:

- Gifted Identification and Services

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

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

Explanation on [FTE Reports](#) for more detailed information **AND** Specific criteria to be included in student group *Gifted Identification Elements (GG250, GG210, GG230, GG220, GG240, GG200, or GG260)* = **Y**

OR

Majority of Attendance IRN Element (FN220) = **educating building/district IRN** (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140)* = **1** **AND** *Sent Reason Element (FS200 or FS230)* = **EX or NP** **AND** *Sent Reason Percent of Time (FS220 or FS250)* **>0** **AND** Specific criteria to be included in student group *Gifted Identification Elements (GG250, GG210, GG230, GG220, GG240, GG200, or GG260)* = **Y**

OR

Majority of Attendance IRN Element (FN220) = **educating building/district IRN** (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140)* = **1** **AND** *Sent Reason Element (FS200 or FS230)* = **PI or PS** **AND** Specific criteria to be included in student group *Gifted Identification Elements (GG250, GG210, GG230, GG220, GG240, GG200, or GG260)* = **Y**

NOTE: If a student was expelled for a portion or the entire FAY time but educated or received services for the duration of the expulsion, they met FAY criteria and are included in the denominator.

Appendix B

SCORE NOT REPORTED REASON AND AFFECT ON ACHIEVEMENT CALCULATION

CODE	DESCRIPTION	STATUS
A	Medical Reason – Used when a student fails to test because of an ongoing medical condition	Included in the denominator as a test not taken – zero points earned
B	Parent Refusal	Included in the denominator as a test not taken – zero points earned
C	Student Refusal	Included in the denominator as a test not taken – zero points earned
D	Suspension/Expulsion	Included in the denominator as a test not taken – zero points earned
E	Absent during the test administration window	Included in the denominator as a test not taken – zero points earned
F	Other (reason not listed)	Included in the denominator as a test not taken – zero points earned
G	EOC assessment (GE) not given for the course in which the student is enrolled within this district, includes courses that span multiple years	Test NOT included in the denominator of the calculation
H	SSID for a student appears on the assessment vendor file due to data error; student with this SSID was not required to be assessed	Test NOT included in the denominator of the calculation
I	Student took the test, but it was, for good cause, invalidated	Included in the denominator as a test that was taken in the Limited range
J	Student moved in or out of the district before the test was administered	Test NOT included in the denominator of the calculation
K	Test not required due to part time student status, home school, non-public school or not enrolled in a course for this assessment/subject area	Test NOT included in the denominator of the calculation
M	Medical Emergency**	Test NOT included in the denominator of the calculation
N	Student taking subject above grade level, no subject test at the higher grade	Test NOT included in the denominator of the calculation

P	Due to timing of the alternate assessment determination	Included in the denominator as a test not taken – zero points earned
S	Non-scorable assessment (used only for students taking the alternate assessment for students with significant cognitive disabilities)	Included in the denominator as a test that was taken in the Limited range
W	Assessment score not reported because student received graduation credit due to course completion prior to end-of-course assessment availability. or due to an assessment administration being canceled due to the COVID-19 ordered school building closure in school year 19-20 or due to the COVID-19 flexibility for juniors and seniors in 20-21	Test NOT included in the denominator of the calculation
X	Assessment score not reported because the student received graduation credit by completing a dual credit course	Test NOT included in the denominator of the calculation
Y	Student transferred in with the course already completed	Test NOT included in the denominator of the calculation
2	Assessment score not reported because the student received graduation credit for an alternative non-public school EOC assessment prior to public district enrollment	Test NOT included in the denominator of the calculation
5	Student assessed but results not available from the assessment vendor by the close of the collection	Included in the denominator as a test not taken – zero points earned

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

Appendix C

SCORE NOT REPORTED REASON AND AFFECT ON PARTICIPATION CALCULATION

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
B	Parent Refusal	Included in the denominator
C	Student Refusal	Included in the denominator
D	Suspension/Expulsion	Included in the denominator
E	Absent during the test administration window	Included in the denominator
F	Other (reason not listed)	Included in the denominator
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
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
I	Student took the test, but it was, for good cause, invalidated by the Ohio Department of Education & Workforce 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
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
M	Medical Emergency**	Test NOT included in the denominator
N	Student taking subject above grade level, no subject test at the higher grade	Test NOT included in the denominator
P	Due to timing of the alternate assessment determination	Test NOT included in the denominator
S	Non-scorable assessment (used only for students taking the alternate assessment for students with significant cognitive disabilities)	Included in the numerator as a test that

		was taken – 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
X	Assessment score not reported because the student received graduation credit for the assessment due to completion of a dual credit course	Test NOT included in the denominator
Y	Student transferred in with the course already completed; number of required graduation points reduced	Test NOT included in the denominator
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
5	Student assessed but results not available from the assessment vendor by the close of the reporting period	Included in the denominator

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

Appendix D

SCORE NOT REPORTED REASON AND AFFECT ON ENGLISH LEARNER PROFICIENCY IMPROVEMENT CALCULATION

CODE	DESCRIPTION	STATUS
A	Medical Reason – Used when a student fails to test because of an ongoing medical condition	Included in the denominator as a test not taken – zero points earned
B	Parent Refusal	Included in the denominator as a test not taken – zero points earned
C	Student Refusal	Included in the denominator as a test not taken – zero points earned
D	Suspension/Expulsion	Included in the denominator as a test not taken – zero points earned
E	Absent during the test administration window	Included in the denominator as a test not taken – zero points earned
F	Other (reason not listed)	Included in the denominator as a test not taken – zero points earned
H	SSID for this student appears on the assessment vendor file due to data error; student with this SSID was not required to be assessed	Test NOT included in the denominator of the calculation
I	Student took the test, but it was, for good cause, invalidated	Included in the denominator as a test not taken – zero points earned
J	Student moved in or out of the district before the test was administered	Test NOT included in the denominator of the calculation
L	Student has a disability condition for which no vendor accommodations exist	Treated as a first time test taker in the first year and removed from the denominator of the calculation
M	Medical Emergency**	Test NOT included in the denominator of the calculation

5	Student assessed but results not available from the assessment vendor by the close of the collection	Included in the denominator as a test not taken – zero points earned
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*****The “M” code (Medical Emergency) is not reported by districts. When the Ohio Department of Education and Workforce grants a medical emergency waiver for a student, the agency uses this code internally to denote that the student was ‘excused’ from testing.***

Gifted Performance Indicator Technical Documentation



Traditional District and School
Report Cards

2023-2024 School Year



Department of
Education &
Workforce

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before its final and the Report Cards are released. **The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.**

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

Component	Measure	SDC Breadcrumb Trail
Gap Closing Component		Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Gifted
	<i>Gifted Performance Index</i>	No SSID level reports currently
	<i>Gifted Progress</i>	Report Portal > Secure Data Center > Value Added > District (or School) Value Added – Overall and Subject Composites In the Value-Added Data tab: Overall Composite > Gifted Students > Three most recent years of gains combined
	<i>Gifted Identification and Services</i>	Report Portal > Secure Data Center > Enrollment > District (or School) Gifted Enrollment

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Introduction

The Gifted Performance Indicator plays a pivotal role in assessing the educational outcomes of students who are gifted, aligning with the following critical principles:

- **Legal Mandates**
 - [Ohio Revised Code \(ORC\) 3302.02 \(A\)](#) and [Ohio Administrative Code \(OAC\) 3301-28-04](#)
- **Accountability and Transparency**
 - Schools and districts are held accountable for the performance of students who are gifted.
 - Transparent reporting mechanisms provide stakeholders with insights into gifted education outcomes.
- **Equity and Access**
 - Equity drives efforts to eliminate disparities among students who are gifted, considering factors like race, ethnicity, English learner status, socioeconomic status, and disability.
 - Access ensures all gifted learners receive appropriate educational opportunities.
- **Data-Driven Decision Making**
 - Educators analyze data on the achievement, growth, and services of students who are gifted.
 - Evidence informs adjustments to instructional strategies and resource allocation.
- **Continuous Improvement**
 - Schools strive for ongoing enhancements in gifted education.
 - Regular assessments and feedback drive improvements in identification, services, and overall outcomes.

In summary, the Gifted Performance Index reflects Ohio's commitment to nurturing gifted potential while maintaining transparency, equity, and data-informed practices.

Definitions

REPRESENTATION INDEX (RI)

A ratio that demonstrates how well groups of students in the overall student population are represented in the gifted student population. This index is calculated by taking the percentage of students in the student group in the gifted population divided by the percentage of students in the student group in the overall student population.

UNDERREPRESENTED MINORITY (URM)

In Ohio schools, underrepresented minority (URM) refers to students who historically have comprised a minority of the U.S. population. Efforts to address these disparities are crucial for fostering educational equity and opportunity. The underrepresented minority student group

includes students reported with demographics of Black, Non-Hispanic; Hispanic; Multi-Racial; American/Alaskan Native; and Pacific Islander as of March 31.

ECONOMICALLY DISADVANTAGED (ED)

In Ohio, economically disadvantaged students are those who meet any of the following conditions:

- Qualification for free and reduced lunch.
- Identification as Medicaid eligible (direct certification).

These indicators help address poverty and its effects on students' educational outcomes. A higher RI indicates a more equitable representation of ED students. Schools should aim for a balanced and inclusive environment that supports all students, regardless of economic background.

The economically disadvantaged student group includes students reported with *Disadvantagement Element (FD110)* = 1, 3, 4, 5, 6, or 7.

FULL-TIME EQUIVALENT ENROLLMENT (FTE)

FTEs are generated for a student at a district or school that serves the student with educational programming. A student who is enrolled all day, every day, for an entire year in a district or school will have an FTE of 1.0. A student who is enrolled for less time each day or less days of the year will generate a partial FTE. Students that attend elsewhere may be included in a district or school's FTE if they came back to the district or school for educational programming (e.g., electives, arts, music, physical education).

FIRST-TIME TEST TAKERS

A student is considered a first-time test-taker when they take an assessment for the first time and have a valid proficiency score from the reported assessment. If the test was taken but invalidated (for good cause) or non-scoreable, it is reported with a *Score Not Reported (FA235) Reason*.

RE-TESTER

A student is considered a re-tester if they have previously taken the same assessment and received a valid proficiency score. However, 'Untested' is not considered a valid proficiency level in this context. Additionally, a student who takes an end-of-course exam but previously took a substitute assessment (such as AP or IB), is not categorized as a re-tester.

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS INDICATOR

This indicator includes students who are gifted and meet the Where Kids Count business rules criteria. For more details, consult, [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#). Additionally, refer to [Appendix A](#) for detailed information about Education Management Information System (EMIS) reporting and a description of the inclusion criteria.

EVALUATED ORGANIZATIONS

Traditional public schools and districts are evaluated for the Gifted Performance Indicator. Starting in the 2022-2023 school year, community schools (established under [ORC 3314](#)) are able to opt-in to receive the gifted performance indicator that contributes to the Gap Closing Component Rating.

IDENTIFICATION OF STUDENTS WHO ARE GIFTED

Ohio defines students who are gifted as students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience or environment. Students can be identified as gifted in **superior cognitive ability** ([ORC 3324.03\(A\)](#)), **specific academic ability** ([ORC 3324.03 \(B\)](#)), **creative thinking ability** ([ORC 3324.03\(C\)](#)) or **visual or performing arts ability** ([ORC 3324.03\(D\)](#)). More information can be found on the department’s [Gifted Screening and Identification](#) page.

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

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

Table 2: Student Gifted Education Record (GG) Identification EMIS Coding

EMIS ELEMENT	Area of Giftedness
GG200	Superior Cognitive
GG210	Math
GG220	Science
GG230	Reading/Writing
GG240	Social Studies
GG250	Creative Thinking
GG260	Visual/Performing Arts

SERVICE TO STUDENTS WHO ARE GIFTED

Students are considered to be “served” if they are identified as gifted with a Written Education Plan (WEP) in place and have a gifted service element reported. Students identified after March 31 of the current school year are not included in this calculation even if they receive gifted services. Any gifted services provided in the current school year are included in this calculation.

Table 3: Student Gifted Education Record (GG) Services EMIS Coding

EMIS ELEMENT	Area of Giftedness
GG510	Superior Cognitive
GG520	Math
GG530	Science
GG540	Reading/Writing
GG550	Social Studies
GG560	Creative Thinking
GG570	Visual/Performing Arts

UNTESTED

[ORC 3302.01\(A\)\(2\)](#) requires untested students to be included in the calculation but schools and districts will receive zero points. Thus, the first step is to determine the total number of students who *should* have taken the assessments. In prior years, some tests were not included. Starting in 2022 and beyond, the law requires all tests in all subjects to be used. Ohio’s current assessments include the following:

- English language arts and Math for grades 3-8
- Science for grades 5 and 8
- English language arts II, Algebra I, Geometry, Integrated Math I and II, Biology, American History and American Government for the high school level.
- Alternate Assessments for students with the most significant cognitive disabilities for all grade levels.

In addition, students can take substitute tests in Advanced Placement (AP) and International Baccalaureate (IB) if they are taking corresponding AP or IB courses. These substitute tests can be used to fulfill a graduation requirement for a seal. They are included in the Gifted Performance Index score calculation starting with the 2021-2022 school year and beyond. See [Achievement Component Appendix B](#) for the tests that are included in this calculation.

REPORTING UNTESTED STUDENTS:

Since every student enrolled in a course (with a corresponding test) is required to take the assessments, the district or school must report a reason for any student who doesn’t take it. The *Score Not Reported (FA235)* can be found in the **Student Assessment Record (FA)** of the [EMIS manual](#).

Certain codes exclude test scores from being included in the Gifted Performance Index calculation. However, if the Score Not Reported reason does not exclude the test score, it will be included in the Gifted Performance Index calculation as 'Untested'. [Achievement Component Appendix C](#) can be used to determine whether an untested student will affect the calculation.

SPECIAL CASES:

In two cases of *Score Not Reported (FA235) = I or S*, the student is considered as tested, and the score is identified in the 'Limited' range. For all other cases, the test either counts as a test not taken or excluded from the calculation.

Remember, accurate reporting and inclusion of untested students play a crucial role in assessing school performance.

ASSIGNING TESTS TO PERFORMANCE LEVELS

After determining which tests to include, they are sorted into seven performance levels or 'buckets' based on the score ranges aligned to performance levels. The performance level 'buckets' include:

- Advanced Plus
- Advanced
- Accomplished (*previously known as Accelerated*)
- Proficient
- Basic
- Limited
- Untested

Substitute tests taken in AP or IB courses are converted to the appropriate performance level bucket based on the crosswalk in [Achievement Component Appendix B](#).

CALCULATING POINTS FOR EACH PERFORMANCE LEVEL

Once all the tests are sorted into the appropriate performance level bucket, the percentage of tests are calculated and multiplied by the corresponding weight (shown in the table below). This results in a weighted score which is totaled to create an overall Gifted Performance Index Score.

Table 4: Weighting for each performance level

PERFORMANCE LEVEL	WEIGHT
Advanced Plus	1.3
Advanced	1.2
Accomplished	1.1
Proficient	1.0
Basic	0.6
Limited	0.3

ACCELERATED STUDENTS

[ORC 3302.01 \(A\)\(2\)](#) rewards schools and districts for students with a Formal Written Acceleration Plan (WAP) who are testing in a higher grade level and scoring in the Proficient or higher level. For example, a fifth-grade student (with a WAP) taking a sixth grade math class. This student's score will be eligible to earn a bonus weight if the result is 'Proficient' or higher on the sixth grade math assessment.

The bonus weight is applied by increasing the performance level of any qualifying assessment:

- Proficient range will count as Accomplished
- Accomplished range will count as Advanced
- Advanced range will count as Advanced Plus

The Department uses the **Student Acceleration Record (FB)** of the [EMIS manual](#) (from the current school year) to determine which tests are eligible for the bonus weight. This record is reported for a student who is placed on a Written Acceleration Plan (WAP) for one or more subjects and has a referral from the district's Acceleration Evaluation Committee. If a student is whole grade accelerated or participated in early entrance to kindergarten, an acceleration record is reported as all subjects. All tests in social studies, mathematics, reading/writing and science are eligible for the bonus weight. If a student has a WAP for a single subject, then only that subject's assessment is eligible for the bonus weight. For example, a typical fourth grade student for ELA is taking a fifth-grade math class but only the fifth- grade math test is eligible for the FB Record.

It is important to understand that an acceleration record must be reported **each year** that a student is accelerated for a particular subject. The Department only uses the **current year** acceleration record for the purpose of determining who is eligible for the bonus weight. Students continue to be considered formally accelerated when taking high school end-of-course assessments as long as they remain ahead of their peers. As such, a student who was formally accelerated in elementary or middle school will be eligible to earn the bonus weight on the high school end-of-course exams because those tests are taken one year earlier than a student on a "normal" trajectory.

If a student transfers to another district and continues to be accelerated, the new district should report the acceleration record to be eligible for the bonus weight on any tests taken in the accelerated subject(s).

An acceleration record stops being reported with *Accelerated Status Flag (FB100) = Y* if the student is no longer accelerated. For example, if a fourth-grade student (with a WAP) spent the 2022-2023 school year in fifth grade math, an acceleration record would have been reported for math in the 2022-2023 school year. If the district ends the student's acceleration

designation in 2022-2023, indicating the student does not move ahead to sixth grade math in 2023-2024, an *Accelerated Status Flag (FB100) = N* record is reported for that year. Students are required to take a test annually in third through eighth grade. A student who ends acceleration, takes the Ohio State Test (OST) that matches his or her grade level. This score is included in the Gifted Performance Index and appropriate test measure calculations.

Note: Not all students identified as gifted are accelerated and not all students accelerated are identified as gifted. A student who is accelerated has a formal WAP. A student who is being served in an area identified as gifted, has a WEP.

Gifted Performance Index Calculation

The Gifted Performance Index measure uses the Ohio State Test (OST) performance level results for students in third grade through high school) who are identified as gifted and tested in the corresponding subject of identification. The Gifted Performance Index score accounts for the level of achievement of every gifted learner with a specific academic ability or superior cognitive ability in an identified subject area. Each test is assigned a performance level based on the test score, with higher test scores resulting in higher performance levels. Furthermore, higher performance levels receive larger weights in the calculation – but all achievement levels are included. More information about test performance levels is available in the [Understanding Ohio's State Tests Reports](#) guidance document.

To receive a score in the Gifted Performance Index measure, a school or district must have at least 15 accountable students taking one or more Ohio State Tests (OST). In cases where a school or district has fewer than 15 unique students across all tested grades, the data will be masked, and no Gifted Performance Index Score will be calculated.

- **Code Sections:** [Ohio Revised Code 3302.01\(A\)](#) and [3302.03\(D\)\(1\)\(c\)](#)
- **N-Size:** fifteen (15) accountable students taking one or more assessments
- **Areas of Giftedness:** Superior Cognitive, Math, Science, Reading/Writing, Social Studies
- **Assessment Subjects:** All subjects
- **Grades:** 3-8, high school
- **Tests:** 3-8 English language arts, math, and science, Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA II, American History, American Government, Biology
- **Alternate Assessments Included:** Yes
- **Substitute Assessments Included:** Yes
- **Full Academic Year:** Yes
- **End-of-Course Retakes in the same school year:** Each subject's end-of-course test counts only one time in each school year and the highest score from all attempts is used for report card purposes.
- **End-of-Course Retakes in different school years:** End-of-course assessment retakes are not included if the previous assessment was already included for accountability purposes. Refer to the definition above on [Re-Testers](#). Retakes do not apply to the

grade 3-8 assessments. Students who retake these assessments are included each time if all other accountability rules are met.

DENOMINATOR

The maximum Gifted Performance Index score is derived by averaging the highest two percent of Gifted Performance Index Scores. This is done separately for schools and districts using the Gifted Performance Index Scores from the current school year. Community schools are included in the school-level calculation if they opt in.

It is important to understand that because the law requires the Department to use **current** school year data, (i.e. the 2023-2024 gifted maximum will be derived from the average of the highest two percent of school or district Gifted Performance Index scores from the 2023-2024 school year), the maximum Gifted Performance Index score **will change** throughout the reporting window. Additionally, the law requires summer third-grade English language arts (ELA) scores to be included in the Report Card calculations. When all applicable reporting windows close, and all appeals are processed, the final gifted maximum score will be calculated.

Table 5: District Maximum Performance Index

Year	Gifted Maximum Performance Index
2021-2022	120.489
2022-2023	120.556
2023-2024	TBD

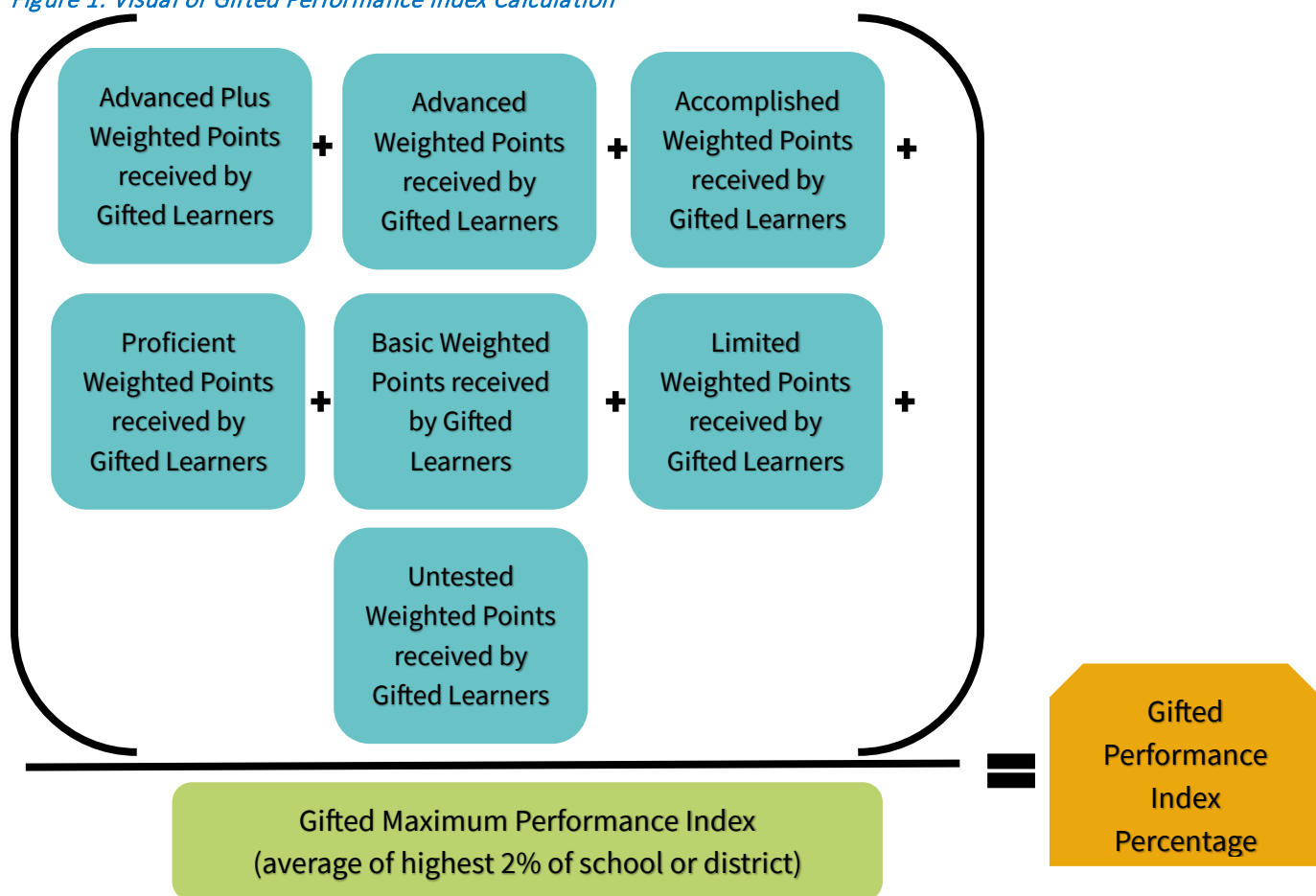
Table 6: School Maximum Performance Index

Year	Gifted Maximum Performance Index
2021-2022	121.114
2022-2023	121.496
2023-2024	TBD

NUMERATOR

The weighted scores for each performance level are summed to create an overall Gifted Performance Index Score.

Figure 1: Visual of Gifted Performance Index Calculation



MEETING THE GIFTED PERFORMANCE INDEX ELEMENT

A school or district can “meet” the Gifted Performance Index element by earning a certain percentage of the school or district maximum gifted performance index score. Districts and schools that meet the goal will earn 5 points towards the Gap Closing Component calculation. The annual goal for the Gifted Performance Index will transition in over three school years:

Table 7: Performance Index Percentage needed to meet Goal

SCHOOL YEAR	PERCENT OF GIFTED MAXIMUM PERFORMANCE INDEX SCORE – SCHOOL LEVEL	PERCENT OF GIFTED MAXIMUM PERFORMANCE INDEX SCORE – DISTRICT LEVEL
2021-2022	95%	95%
2022-2023	96.5%	96.5%
2023-2024	97.5%	97.5%

Gifted Progress Calculation

This element uses the gifted value-added calculation for schools and districts with at least 15 accountable students. The gifted progress element will be based on the value-added growth measure for students identified as gifted in a specific academic ability or superior cognitive

ability. The gifted progress gain index is calculated using the same tests and methodology as the all-student progress gain index that is described in the [Progress Component Technical Documentation](#). Like the Gifted Performance Index, a test is used only when it matches the subject where the student is identified as gifted.

- **Code Sections:** [Ohio Revised Code 3302.01\(A\)](#) and [3302.03\(D\)\(1\)\(c\)](#)
- **N-Size:** Fifteen (15) accountable students taking one or more assessments
- **Areas of Giftedness:** Superior Cognitive, Math, Science, Reading/Writing, Social Studies
- **Assessment Subjects:** All subjects
- **Grades:** 3-8, high school
- **Tests:** 3-8 English language arts, math, and science, Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA II, American History, American Government, Biology
- **Alternate Assessments Included:** Yes
- **Substitute Assessments Included:** Yes
- **Full Academic Year:** Yes
- **End of Course Retakes in the same school year:** Each subject's end-of-course test counts only one time in each school year and the highest score from all attempts is the one that is used for report card purposes.
- **End of Course Retakes in different school years:** End-of-course assessment retakes are not included if the previous assessment was already included for accountability purposes. Refer to the definition above on [Re-Testers](#). Retakes do not apply to the grade 3-8 assessments. Students who retake these assessments are included each time if all other accountability rules are met.

MEETING THE GIFTED PROGRESS ELEMENT

The Gifted Progress calculation is based on three consecutive years of data (when available). The Department weights the most recent year at 50% of the component rating, and 25% to each of the other years. If three consecutive years are not available, then the following applies:

- If two consecutive years of data are available, the Department weights the most recent year at 67% of the component rating, and 33% to the other year available.
- If two consecutive years of data are not available, the Department uses a single year to calculate the measure and component; weighted at 100%.

If a school or district earns the equivalent of a “3 – Star”, “4 – Star”, or “5 – Star” rating for the **Gifted** Progress calculation, the Gifted Progress element will be met, and five points will be counted toward the Gap Closing component.

The Department will use the methodology adopted by the State Board of Education for assigning a rating for the progress component as described in the [Progress Component Technical Documentation](#).

Gifted Identification and Services Calculation

The Gifted Identification and Services element is composed of several different identification and service calculations offering schools and districts the opportunity to earn up to 140 points. Each percentage or ratio is worth a specific number of points (outlined in the scoring sections below). The number of calculations at the school level differs from the district, as explained in separate scoring sections. The number of gifted calculations a school or district receives varies based on the unique enrollment and student group composition. More specifically, a school or district is only eligible to earn points if they have an enrollment Full Time Equivalent (FTE) of at least 15 in the applicable denominator.

- **Code Sections:** [Ohio Revised Code 3302.01\(A\)](#) and [3302.03\(D\)\(1\)\(c\)](#)
- **N-Size:** Fifteen (15) accountable students
- **Areas of Giftedness:** Superior Cognitive, Math, Science, Reading/Writing, Social Studies, Creative Thinking, or Visual/Performing Arts

While each identification and service calculation are unique, they can be grouped together into three broad categories:

- 1) Identification Percentages
- 2) Service Percentages
- 3) Representation Indices

Identification Percentages

Identification percentages represent the percentage of students within a school or district who are identified as gifted learners. The calculation is performed by dividing the FTE of students identified as gifted by the total FTE of all enrolled students. Separate percentages are calculated based on the student's area of giftedness. Students identified with Superior Cognitive or Specific Academic ability are grouped together. Students with Creative Thinking or Visual or Performing Arts ability are grouped together.

Figure 3: Visual of Grade Band Superior Cognitive and Specific Academic Ability Identification Percentage

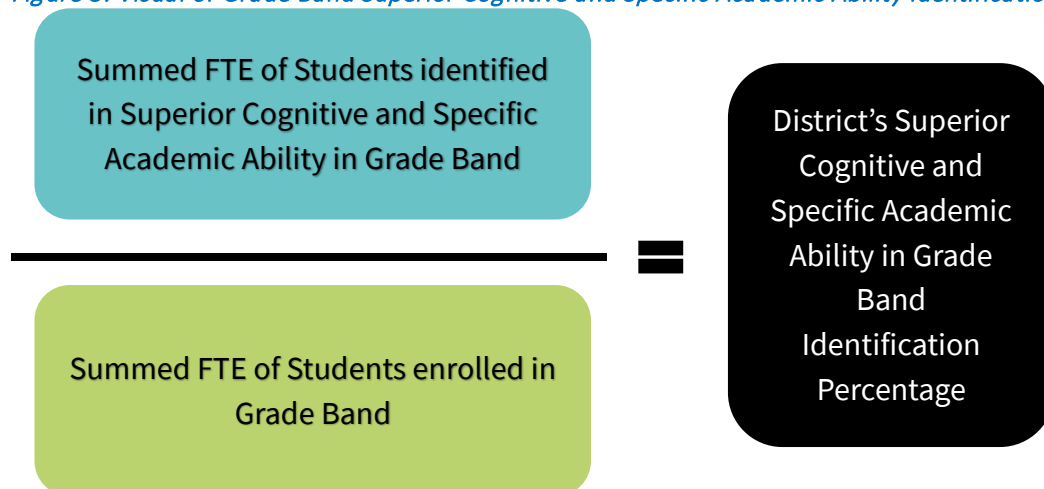
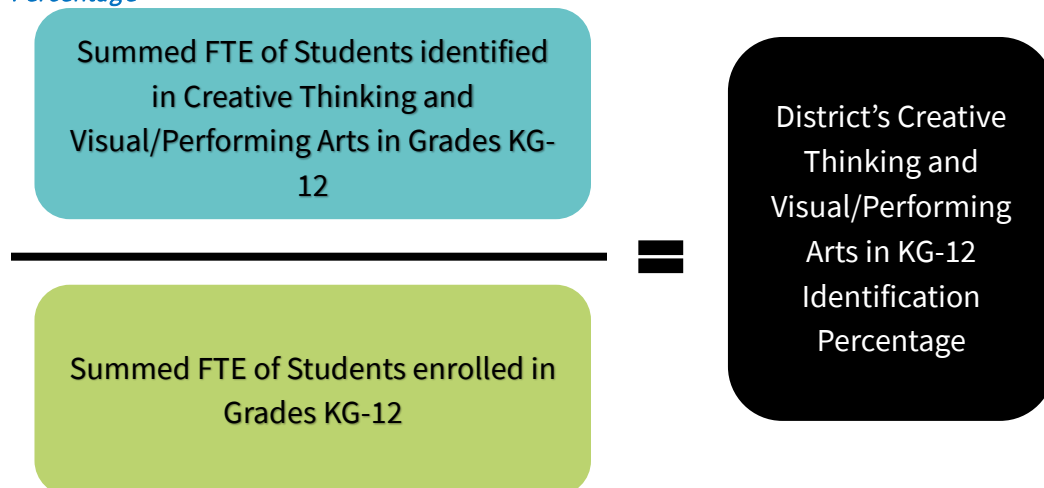


Figure 2: Visual of KG-12 Grade Band Creative Thinking and Visual or Performing Arts Identification Percentage



Service Percentages

Service Percentages represent the percentage of students identified as gifted within a school or district who are receiving gifted services per a current WEP. They are calculated by dividing the FTE of students who received gifted services during the current school year by the FTE of students identified as gifted. Like the Identification Percentages, separate percentages are calculated based on the area the student is receiving services. Students served with Superior Cognitive or Specific Academic ability services are grouped together, and students served with Creative Thinking or Visual or Performing Arts ability services are grouped together.

Figure 3: Visual of Grade Band Superior Cognitive and Specific Academic Ability Service Percentage

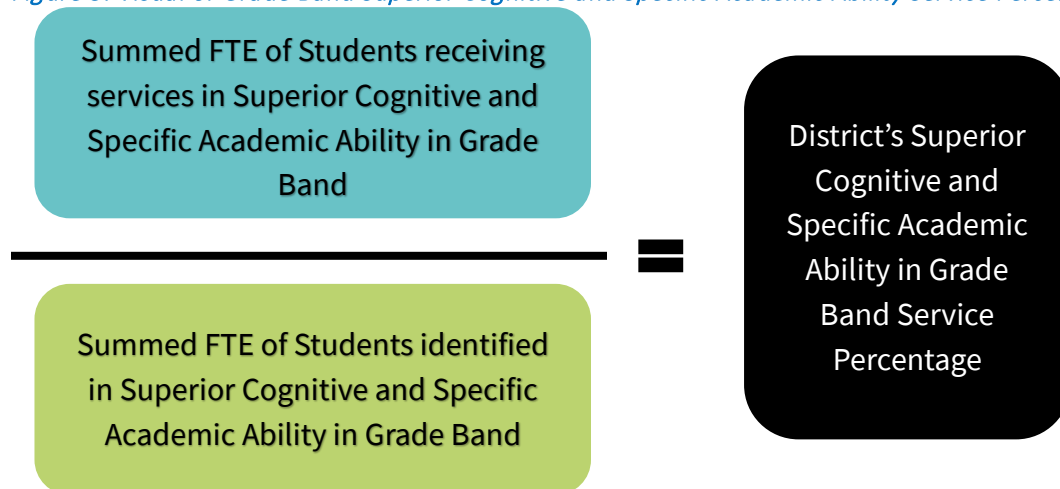
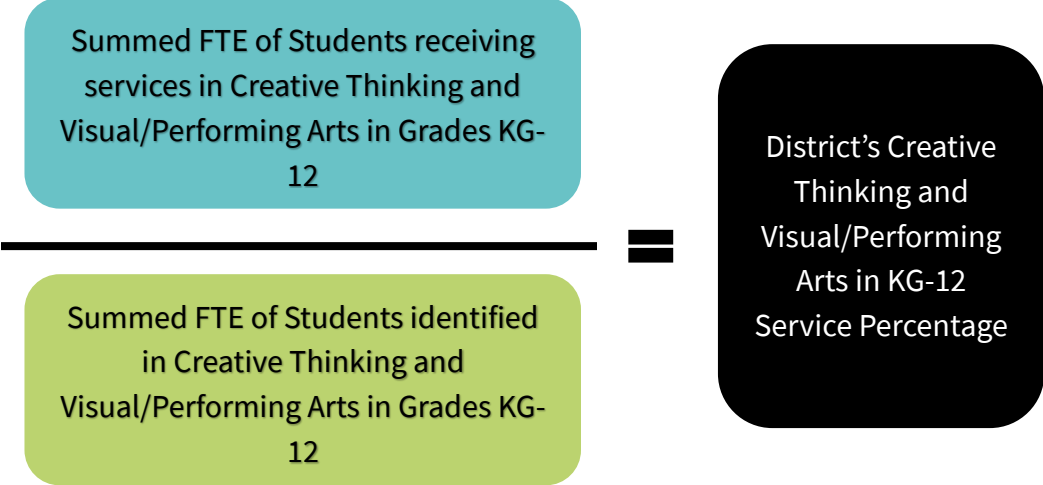


Figure 4: Visual of KG-12 Grade Band Creative Thinking and Visual or Performing Arts Service Percentage



Representation Indices

Representation Indices give an indication of the achievement of student groups represented in a gifted population. It is calculated by dividing the percentage of the gifted population who are a part of the student group by the percentage of the overall student population who are members of that same student group. When a group is the same percentage of the gifted population as the overall student population, the ratio will be close to one. This indicates the group is well represented in the gifted population. Alternatively, an index closer to 0.3 indicates students in that group are identified or served less than expected, based on the percentage of the overall student population of the group.

Separate indices are calculated for gifted identification and gifted service as well as - **economically disadvantaged students** and **underrepresented minority students**. Unlike the Identification and Service Percentages discussed above, all gifted students are grouped together regardless of the area of giftedness.

Figure 5: Visual of Representation Index Calculation for Identification

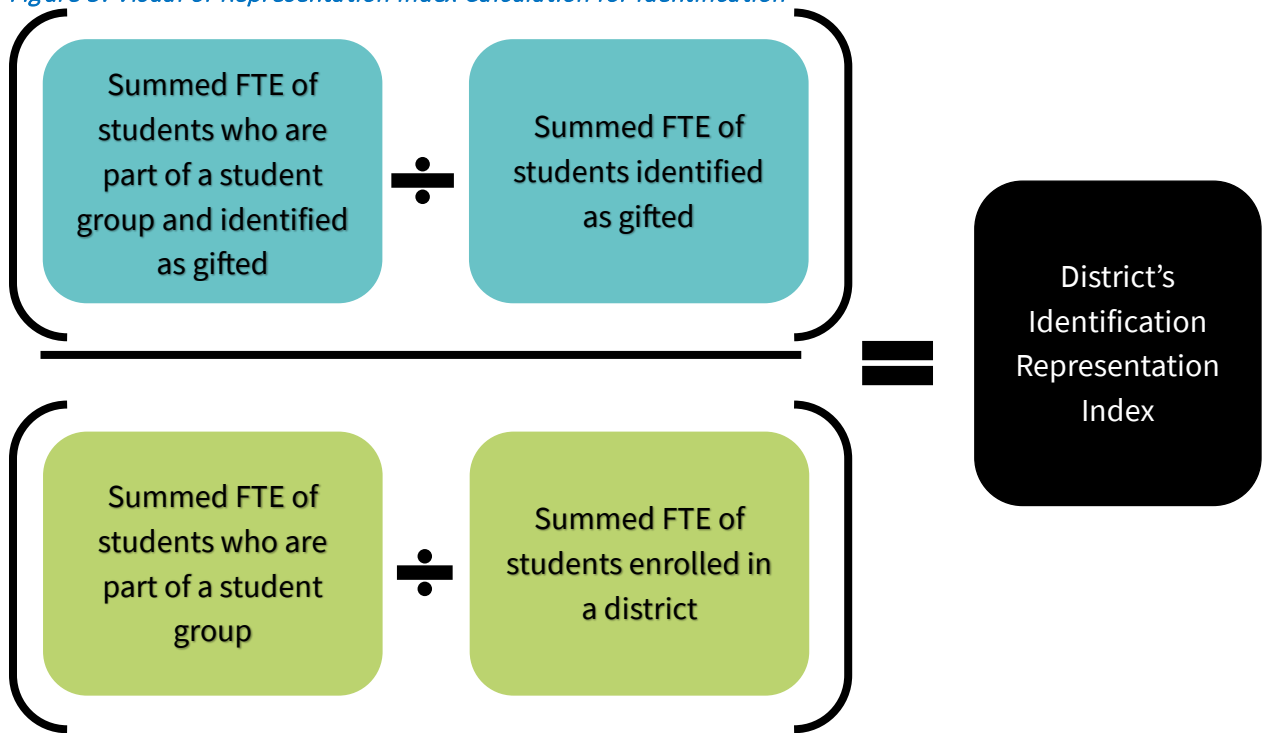
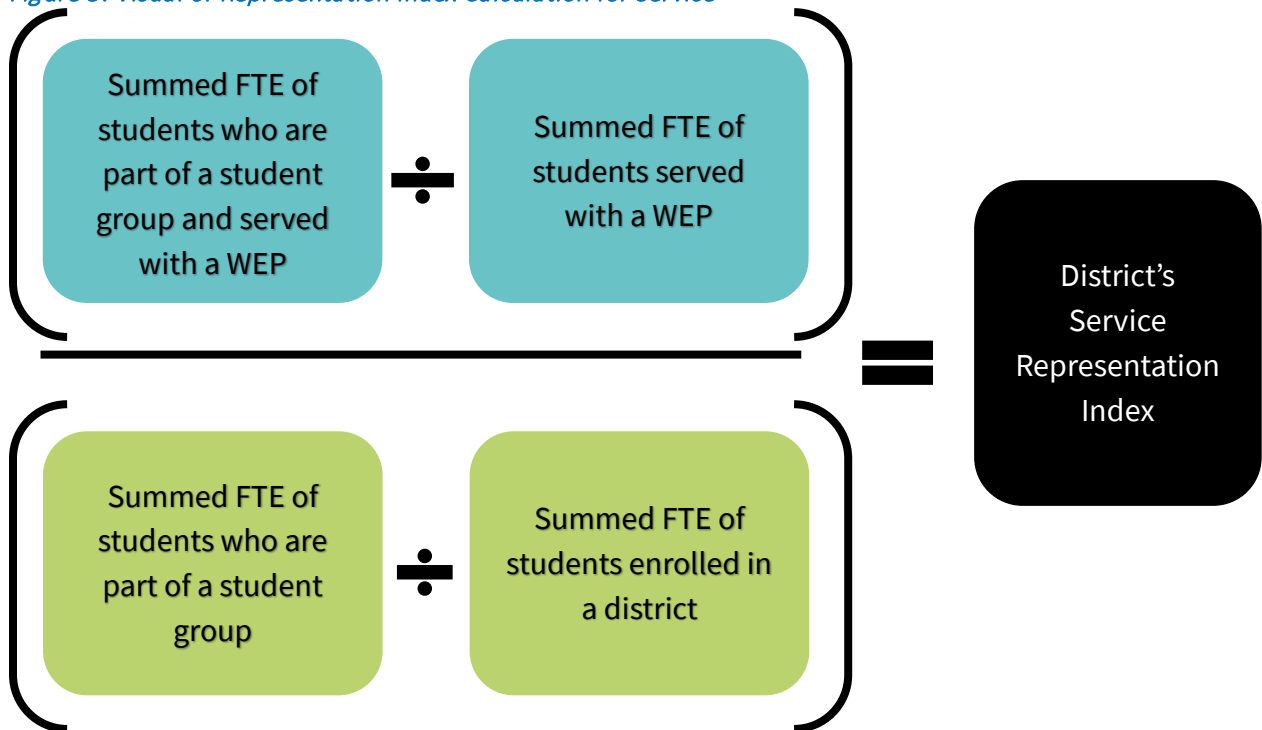


Figure 5: Visual of Representation Index Calculation for Service



DISTRICT LEVEL GIFTED IDENTIFICATION AND SERVICES SCORING

Districts can earn points up to **14** separate percentages or ratios.

Districts have the opportunity to earn points for **5** different **identification** percentages (up to 35 points)

- **4** - Superior Cognitive and Specific Academic Ability Identification Percentages
 - K-2 Grade Band (up to 15 points)
 - 3-6 Grade Band (up to 5 points)
 - 7-8 Grade Band (up to 5 points)
 - 9-12 Grade Band (up to 5 points)
- **1** - Creative Thinking and Visual or Performing Arts Ability Identification Percentages
 - K-12 Grade Band (up to 5 points)

Districts have the opportunity to earn points for **5** different **service** percentages (up to 45 points)

- **4** - Superior Cognitive and Specific Academic Ability Service Percentages
 - K-2 Grade Band (up to 10 points)
 - 3-6 Grade Band (up to 10 points)
 - 7-8 Grade Band (up to 10 points)
 - 9-12 Grade Band (up to 10 points)
- **1** - Creative Thinking and Visual or Performing Arts Ability Service Percentages
 - K-12 Grade Band (up to 5 points)

Districts have the opportunity to earn points for **4** different **Representation Indices** (up to 60 points)

- **2** - Identification Indices
 - Underrepresented Minority (up to 20 points)
 - Economically Disadvantaged (up to 20 points)
- **2** - Service Indices
 - Underrepresented Minority (up to 10 points)
 - Economically Disadvantaged (up to 10 points)

SCHOOL LEVEL GIFTED IDENTIFICATION AND SERVICES SCORING

Schools can earn points up to 8 separate percentages or ratios.

Schools have the opportunity to earn points for **2** different Identification Percentages.

- **1** - Superior Cognitive and Specific Academic Ability Identification Percentages
 - K-12 Grade Band
- **1** - Creative Thinking and Visual or Performing Arts Ability Identification Percentages
 - K-12 Grade Band

Schools have the opportunity to earn points for **4** different Representation Indices.

- **2** -Identification Indices
 - Underrepresented Minority
 - Economically Disadvantaged
- **2** - Service Indices
 - Underrepresented Minority
 - Economically Disadvantaged

Schools have the opportunity to earn points for **4** different Representation Indices.

- **2** - Identification Indices
 - Underrepresented Minority
 - Economically Disadvantaged
- **2** - Service Indices
 - Underrepresented Minority
 - Economically Disadvantaged

MEETING THE GIFTED IDENTIFICATION AND SERVICES ELEMENT

Schools or districts can meet the Gifted Identification and Services element of the Gifted Indicator if a certain percentage of possible points across Identification, Service, and Representation Index categories is earned. Districts and schools that meet the goal will earn five points toward the Gap Closing component calculation. The total possible points cannot exceed 140 points but may be less depending on the student groups in the school. The annual goal will transition over three school years as shown in the table below.

Table 8: Identification and Service Percentage Needed to Meet Goal

SCHOOL YEAR	PERCENT OF POSSIBLE GIFTED IDENTIFICATION AND SERVICE POINTS
2021-2022	60%
2022-2023	70%
2023-2024	80%

Student Examples

Grades Kindergarten-12th

- Student A is white, economically disadvantaged, and enrolled in the second grade at District 1 at Elementary 1 from the first day of school until the last day of school, generating a 1.0 FTE. The student is identified as gifted in Math (without a WEP) and does not receive gifted services.
- Student B is Hispanic, economically disadvantaged, and enrolled in the fourth grade at District 1 at Elementary 1 from the first day of school until the last day of school, generating a 1.0 FTE. The student is identified as gifted in Math and Science and being served in Math per a WEP. The student took the fourth grade Math assessment.
- Student C is Hispanic, economically disadvantaged, and enrolled in the ninth grade at the middle school in District 1, generating a .9 FTE. The student is identified as gifted in Reading, not receiving gifted services because a WEP is not in place and took the ELA II end-of-course exam. Furthermore, one course was taken at the joint vocational school.,
- Student D is white, economically disadvantaged, and enrolled in District 1 but attends a JVS (full-time) as an eleventh grader, generating 0 FTE. The student is identified as gifted in Social Studies but not receiving services because a WEP is not in place. The student took the Government end-of-course exam.
- Student E is white, economically disadvantaged, and enrolled in the eleventh grade at the high school in District 1, generating 0.54 FTE. The student is identified as gifted in superior cognitive ability, receiving services through a WEP and took three CCP courses. The student did not take any end-of -course exams.
- Student F is white, economically disadvantaged, and enrolled in the ninth grade at the high school in District 1, generating 1.0 FTE. The student is identified as gifted in Creative Thinking and receiving services through a WEP. The student took the Geometry end-of-course exam.

Example 1: Student Examples

	Student A	Student B	Student C	Student D	Student E	Student F
Gifted Performance Index Percentage	No	Yes	Yes	No	No	No
Gifted Progress	No	Yes	Yes	No	No	No
Gifted Identification FTE	1.0	1.0	0.9	0	0.54	1.0
Gifted Services FTE	0	1.0	0	0	0.54	1.0
Gifted Representation Index Underrepresented Minority FTE	0	1.0	0.9	0	0	0
Gifted Representation Index Economically Disadvantaged FTE	1.0	1.0	0.9	0	0	1.0

If a student is counted in the measures (Gifted PI or Gifted Progress) for the district or school, it will be indicated with **YES**.

For Identification and Services, the FTE will be the indication if the student is included, zero indicates “not included”, and anything greater than Zero is **YES**.

District Example Identification and Services

Example 2: District FTE per Student Group

Student Group	Grade Bands				
	KG-2	3-6	7-8	9-12	K-12
All Student FTE	7489.76	9392.75	4362.70	9326.98	30572.45
All Student Economically Disadvantaged FTE					26040.94
All Student Underrepresented Minority					23886.87
All Gifted Learners FTE					3862.28
All Gifted Learners Economically Disadvantage FTE					1767.05
All Gifted Learners Underrepresented Minority FTE					1450.59
All Served Gifted Learners FTE					1038.94
All Served Gifted Learners Economically Disadvantaged FTE					332.84
All Served Gifted Learners Underrepresented Minority FTE					323.50
All Gifted Learners in Academics	221.67	1343.72	709.94	1396.78	
All Gifted Learners in Arts					506.11
All Served Gifted Learners in Academics	3.73	77.72	110.00	629.12	
All Served Gifted Learners in Arts					249.08

Example 3: Calculations with the Points Earned and Points Possible

Grade Band and Area of Giftedness	Calculation	Points Earned	Points Possible
K-2 Grade Band Superior Cognitive and Specific Academic Identification	$221.67/7489.76 = 2.95\%$	9	15
3-6 Grade Band Superior Cognitive and Specific Academic Identification	$1441.45/9392.75 = 15.35\%$	4	5

7-8 Grade Band Superior Cognitive and Specific Academic Identification	$761.58/4362.70=17.46\%$	5	5
9-12 Grade Band Superior Cognitive and Specific Academic Identification	$1498.37/9326.98=16.06\%$	5	5
K-2 Grade Band Superior Cognitive and Specific Academic Served	$3.73/237.79=1.57\%$	2	10
3-6 Grade Band Superior Cognitive and Specific Academic Served	$77.72/1343.72=5.78\%$	2	10
7-8 Grade Band Superior Cognitive and Specific Academic Served	$110/709.94=15.49\%$	2	10
9-12 Grade Band Superior Cognitive and Specific Academic Served	$629.12/1396.78=45.04\%$	6	10
KG-12 Grade Band Creative Thinking and Visual or Performing Arts Identification	$506.11/30572.45=1.66\%$	2	5
KG-12 Grade Band Creative Thinking and Visual or Performing Arts Services	$249.08/506.11=49.21\%$	3	5
Representation Index for Economically Disadvantaged Identification	$1767.05/3862.28=45.75\%$ $26040.94/30572.45=85.18\%$ $45.75\%/85.18%=53.71\%$	8	20
Representation Index for Economically Disadvantaged Services	$332.84/1038.94=32.04\%$ $26040.94/30572.45=85.18\%$ $32.04\%/85.18%=37.61\%$	0	10
Representation Index for Underrepresented Minority Identification	$1450.59/3862.28=37.56\%$ $23886.87/30572.45=78.13\%$ $37.56\%/78.13%=48.07\%$	4	20
Representation Index for Underrepresented Minority Services	$323.50/1038.94=31.14\%$ $23886.87/30572.45=78.13\%$ $31.14\%/78.13%=39.86\%$	0	10
Totals		52	140
Percent of possible Gifted Identification and Service Points Earned		37.14% NOT MET	

School Example Identification and Services

Example 4: School Building FTE per Student Group

Student Group	K-12
All Student FTE	600
All Student Economically Disadvantaged FTE	125
All Student Underrepresented Minority	68
All Gifted Learners FTE	269
All Gifted Learners Economically Disadvantage FTE	8
All Gifted Learners Underrepresented Minority FTE	12
All Served Gifted Learners FTE	265
All Served Gifted Learners Economically Disadvantaged FTE	7
All Served Gifted Learners Underrepresented Minority FTE	10
All Gifted Learners in Academics	220
All Gifted Learners in Arts	30
All Served Gifted Learners in Academics	210
All Served Gifted Learners in Arts	30

Example 5: Calculations with the Points Earned and Points Possible

Grade Band and Area of Giftedness	Calculation	Points Earned	Points Possible
K-12 Grade Band Superior Cognitive and Specific Academic Identification	$220/600 = 36.67\%$	30	30
K-12 Grade Band Superior Cognitive and Specific Academic Served	$210/220 = 95.45\%$	40	40
KG-12 Grade Band Creative Thinking and Visual or Performing Arts Identification	$30/600 = 5\%$	5	5
KG-12 Grade Band Creative Thinking and Visual or Performing Arts Services	$30/30 = 100\%$	5	5
Representation Index for Economically Disadvantaged Identification	$8/269 = 2.97\%$ $125/600 = 20.83\%$ $2.97\%/20.83\% = 14.26\%$	0	20
Representation Index for Economically Disadvantaged Services	Denominator >20	0	0
Representation Index for Underrepresented Minority Identification	$10/269 = 3.72\%$ $68/600 = 11.33\%$ $3.72\%/11.33\% = 32.83\%$	0	20
Representation Index for Underrepresented Minority Services	Denominator >20	0	0
Totals		80	120
Percent of possible Gifted Identification and Service Points Earned		66.67% NOT MET	

Appendix A Inclusion Criteria (EMIS)

Students will count at the **educating building/district** for the following measures/indicators:

- Performance Index and Value Added of Gifted Performance Measure of the Traditional Gap Closing Component on the Traditional Report Card

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

Majority of Attendance IRN Element (FN220) = educating building/district IRN Students are enrolled in the educating district for a [full academic year \(FAY\)](#) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information **AND** Specific criteria to be included in student group Gifted- *GG250, GG210, GG230, GG220, GG240, GG200, or GG260 = Y with the Area of Giftedness in the subject area of assessment AND [First-time Test-Taker](#) as described in definition above and [Re-testers](#) in Grades 3-8 AND Test Grade Level (FA200) = 03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S*

NOTE: Test date indicates the test was taken between July of prior year through May of current year.

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN Students are enrolled in the educating district for a [full academic year \(FAY\)](#) **AND** Student generates base FTE for dates included in FAY **AND** District Relationship Element (FS140) = 1 **AND** Sent Reason Element (FS200 or FS230) = EX or NP **AND** Sent Reason Percent of Time (FS220 or FS250) >0 **AND** Specific criteria to be included in student group Gifted- *GG250, GG210, GG230, GG220, GG240, GG200, or GG260 = Y with the Area of Giftedness in the subject area of assessment AND [First-time Test-Taker](#) as described in definition above and [Re-testers](#) in Grades 3-8 AND Test Grade Level (FA200) = 03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S*

NOTE: Test date indicates the test was taken between July of the prior year through May of the current year.

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN Students are enrolled in the educating district for a [full academic year \(FAY\)](#) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140) = 1 AND_Sent Reason Element (FS200 or FS230) = PI or PS AND* Specific criteria to be included in student group Gifted- GG250, GG210, GG230, GG220, GG240, GG200, or GG260 = **Y with the Area of Giftedness in the subject area of assessment AND [First-time Test-Taker](#)** as described in definition above and [Re-testers](#) in Grades 3-8 **AND** *Test Grade Level (FA200) =*

03,04,05,06,07,08,09,10,11,12,13, or 23 AND *Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND* *Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND* *Test Date (FA210) = 20XX07 – 20XX05 AND* *Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S*

NOTE: Test Date indicates the test was taken between July of the prior year through May of the current year.

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

Students will count at the **sending district** for the Achievement Component if the students are reported in the Education Management Information System (EMIS) with the following by the educating district:

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

Educating District reports: *Majority of Attendance IRN Element (FN220) = educating building/district IRN* (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Sending District reports: *Sent Reason Element (FS200 or FS230) = CR, CT, JV, MR, or OS PS AND* Specific criteria to be included in student group Gifted- GG250, GG210, GG230, GG220, GG240, GG200, or GG260 = **Y with the Area of Giftedness in the subject area of assessment AND [First-time Test-Taker](#)** as described in definition above and [Re-testers](#) in Grades 3-8 **AND** *Test Grade Level (FA200) = 03,04,05,06,07,08,09,10,11,12,13, or 23 AND* *Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND* *Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND* *Test Date (FA210) = 20XX07 – 20XX05 AND* *Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S*

NOTE: Test date indicates the test was taken between July of the prior year through May of the current year.

OR

Students sent to a special education cooperative program at another district. These students will be included in the sending district's calculation **only** based upon the data reported by the district educating the student. The educating district would report the students with a *How Received Element (FS180)* = **B PS AND** Specific criteria to be included in student group Gifted-GG250, GG210, GG230, GG220, GG240, GG200, or GG260 = **Y with the Area of Giftedness in the subject area of assessment AND [First-time Test-Taker](#)** as described in definition above and [Re-testers](#) in Grades 3-8 **AND Test Grade Level (FA200) = 03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S**

NOTE: Test date indicates the test was taken between July of the prior year through May of the current year.

OR

For *How Received Element (FS180)* = **K**, the student counts at the STEM school. For district accountability, the student is moved from the STEM school to the student's resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district **PS AND** Specific criteria to be included in student group Gifted-GG250, GG210, GG230, GG220, GG240, GG200, or GG260 = **Y with the Area of Giftedness in the subject area of assessment AND [First-time Test-Taker](#)** as described in definition above and [Re-testers](#) in Grades 3-8 **AND Test Grade Level (FA200) = 03,04,05,06,07,08,09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GN, GE, GA, GX, AP, or IB AND Assessment Area Code (FA205) = ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26 AND Test Date (FA210) = 20XX07 – 20XX05 AND Score Not Reported (FA235) = A, B, C, D, E, F, I, P, or S**

NOTE: Test date indicates the test was taken between July of the prior year through May of the current year.

Students will count at the **educating building/district** for the following measures/indicators:

- Identification and Services of the Gifted Performance Measure of Traditional Gap Closing Component on the Traditional Report Card

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

Student generates base Full Time Equivalency (FTE) - See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information **AND** Specific criteria to be included in student group Gifted- GG250, GG210, GG230, GG220, GG240, GG200, or GG260 = **Y**

Appendix B District Level Scoring Tables

Table 9: K-2 Grade Band Superior Cognitive and Specific Academic Scoring for District Identification

K-2 Grade Band		3-6 Grade Band		7-8 Grade Band		9-12 Grade Band	
Percent Identified	Points Earned	Percent Identified	Points Earned	Percent Identified	Points Earned	Percent Identified	Points Earned
0% to < 0.1%	0	0% to < 0.1%	0	0% to < 0.1%	0	0% to < 0.1%	0
>= 0.1% to < 1.0%	1	>= 0.1% to < 3.0%	1	>= 0.1% to < 3.0%	1	>= 0.1% to < 3.0%	1
>=1.0% to < 2.0%	5	>=3.0% to < 5.0%	2	>=3.0% to < 5.0%	2	>=3.0% to < 5.0%	2
>=2.0% to < 5.0%	9	>=5.0% to < 10.0%	3	>=5.0% to < 10.0%	3	>=5.0% to < 10.0%	3
>=5.0% to < 10.0%	12	>=10.0% to < 15.0%	4	>=10.0% to < 15.0%	4	>=10.0% to < 15.0%	4
>=10.0%	15	>=15.0%	5	>=15.0%	5	>=15.0%	5

Table 10: KG-12 Grade Band Creative Thinking and Visual or Performing Arts Scoring for District Identification

Percent Identified	Points Earned
0% to < 0.1%	0
>= 0.1% to < 1.0%	1
>=1.0% to < 2.0%	2
>=2.0% to < 5.0%	3
>=5.0% to < 10.0%	4
>=10.0%	5

Table 11: K-2 Grade Band Superior Cognitive and Specific Academic Scoring for District Service

K-2 Grade Band		3-6 Grade Band		7-8 Grade Band		9-12 Grade Band	
Percent Served	Points Earned	Percent Served	Points Earned	Percent Served	Points Earned	Percent Served	Points Earned
0% to < 1.0%	0	0% to < 1.0%	0	0% to < 1.0%	0	0% to < 1.0%	0
>= 1.0% to < 10.0%	2	>= 1.0% to < 20.0%	2	>= 1.0% to < 20.0%	2	>= 1.0% to < 20.0%	2
>=10.0% to < 40.0%	4	>=20.0% to < 40.0%	4	>=20.0% to < 40.0%	4	>=20.0% to < 40.0%	4

>=40.0% to < 60.0%	6	>=40.0% to < 60.0%	6	>=40.0% to < 60.0%	6	>=40.0% to < 60.0%	6
>=60.0% to < 80.0%	8	>=60.0% to < 80.0%	8	>=60.0% to < 80.0%	8	>=60.0% to < 80.0%	8
>=80.0%	10	>=80.0%	10	>=80.0%	10	>=80.0%	10

Table 12: KG-12 Grade Band Creative Thinking and Visual or Performing Arts Scoring for District Service

Percent Identified	Points Earned
0% to < 1.0%	0
>= 1.0% to < 10.0%	1
>=10.0% to < 40.0%	2
>=40.0% to < 60.0%	3
>=60.0% to < 80.0%	4
>=80.0%	5

Table 13: Representation Index for Economically Disadvantaged and Underrepresented Minority Identification

Economically Disadvantaged		Underrepresented Minority	
Representation Index	Points Earned	Representation Index	Points Earned
0 to < 0.4	0	0 to < 0.4	0
>= 0.4 to < 0.5	4	>= 0.4 to < 0.5	4
>=0.5 to < 0.6	8	>=0.5 to < 0.6	8
>=0.6 to < 0.7	12	>=0.6 to < 0.7	12
>=0.7 to < 0.8	16	>=0.7 to < 0.8	16
>=0.8	20	>=0.8	20

Table 14: Representation Index for Economically Disadvantaged and Underrepresented Minority for Service

Economically Disadvantaged		Underrepresented Minority	
Representation Index	Points Earned	Representation Index	Points Earned
0 to < 0.4	0	0 to < 0.4	0
>= 0.4 to < 0.5	2	>= 0.4 to < 0.5	2
>=0.5 to < 0.6	4	>=0.5 to < 0.6	4
>=0.6 to < 0.7	6	>=0.6 to < 0.7	6
>=0.7 to < 0.8	8	>=0.7 to < 0.8	8
>=0.8	10	>=0.8	10

Appendix C School Level Scoring Tables

Table 15: KG-12 Grade Band Superior Cognitive or Specific Academic Ability Scoring for School Identification

Percent Identified	Points Earned
0% to < 0.1%	0
>= 0.1% to < 1.0%	5
>=1.0% to < 2.0%	10
>=2.0% to < 5.0%	15
>=5.0% to < 10.0%	20
>=10.0% to <15.0%	25
>=15.0%	30

Table 16: KG-12 Grade Band Creative Thinking and Visual or Performing Arts Scoring for School Identification

Percent Identified	Points Earned
0% to < 0.1%	0
>= 0.1% to < 1.0%	1
>=1.0% to < 2.0%	2
>=2.0% to < 3.0%	3
>=3.0% to < 5.0%	4
>=5.0%	5

Table 17: KG-12 Grade Band Superior Cognitive and Specific Academic Ability Scoring for School Services

Percent Identified	Points Earned
0% to < 1.0%	0
>= 1.0% to < 10.0%	5
>=10.0% to < 40.0%	10
>=40.0% to < 60.0%	20
>=60.0% to < 80.0%	30
>=80.0%	40

Table 18: KG-12 Grade Band Creative Thinking and Visual or Performing Arts Scoring for School Identification

Percent Identified	Points Earned
0% to < 0.1%	0
>= 0.1% to < 10.0%	1
>=10.0% to < 40.0%	2
>=40.0% to < 60.0%	3
>=60.0% to < 80.0%	4
>=80.0%	5

Table 19: Representation Index for Economically Disadvantaged and Underrepresented Minority Identification

Economically Disadvantaged		Underrepresented Minority	
Representation Index	Points Earned	Representation Index	Points Earned
0 to < 0.4	0	0 to < 0.4	0
>= 0.4 to < 0.5	4	>= 0.4 to < 0.5	4
>= 0.5 to < 0.6	8	>= 0.5 to < 0.6	8
>= 0.6 to < 0.7	12	>= 0.6 to < 0.7	12
>= 0.7 to < 0.8	16	>= 0.7 to < 0.8	16
>= 0.8	20	>= 0.8	20

Table 20: Representation Index for Economically Disadvantaged and Underrepresented Minority for Service

Economically Disadvantaged		Underrepresented Minority	
Representation Index	Points Earned	Representation Index	Points Earned
0 to < 0.4	0	0 to < 0.4	0
>= 0.4 to < 0.5	2	>= 0.4 to < 0.5	2
>= 0.5 to < 0.6	4	>= 0.5 to < 0.6	4
>= 0.6 to < 0.7	6	>= 0.6 to < 0.7	6
>= 0.7 to < 0.8	8	>= 0.7 to < 0.8	8
>= 0.8	10	>= 0.8	10

English Language Proficiency Improvement Indicator



Traditional District and School
and Dropout Prevention and
Recovery Community School
Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description
7/10/24	FY24	Added Business rules for Untested Students and Appendix B
7/10/24	FY24	Clarification added indicating highest score across LEAs are utilized
7/10/24	FY24	Updated Appendix A to include assessment info needed to be included in calculation

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before its final and the Report Cards are released. ***The SDC is the main resource districts should use to review Report Card Data but not inclusive. Please verify all relevant reports from EMIS.***

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

Component	Measure	SDC Breadcrumb Trail
Gap Closing Component		Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Gap Closing
	<i>ELP Improvement Indicator</i>	Report Portal > Secure Data Center > Testing Results > District (or School) OELPA Progress

REMINDER: AT THIS TIME THE DEPARTMENT IS NOT UTILIZING ALTERNATE OELPA RESULTS

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Introduction

The English Language Proficiency (ELP) Improvement Indicator is an essential component of Ohio's school accountability system. This indicator is designed to assess and promote the progress of students whose primary language is not English toward achieving fluency in the English language. Let's explore the key aspects of this indicator:

- **Legal Mandate**
 - The indicator is required by the Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA), a federal law that governs K-12 education in the United States.
 - Under ESSA, states must track the progress of English learners toward achieving English language proficiency.
 - The ELP Improvement Indicator ensures compliance with this federal mandate.
- **Accountability and Transparency**
 - Ohio's School Report Cards provide transparency to parents, educators, and the public about school performance.
 - Including the ELP data ensures that schools are held accountable for supporting English learners effectively.
- **Equity and Access**
 - English learners bring a wealth of cultural knowledge and experiences to the classroom but may face unique challenges due to language barriers.
 - This indicator promotes equity by focusing on English learners' progress and ensuring they have access to quality education.
- **Data-Driven Decision-Making**
 - By tracking ELP, schools can identify areas for improvement.
 - Schools can use the data to adjust instructional strategies, allocate resources, and support English learners more effectively.
- **Continuous Improvement**
 - The indicator encourages schools and districts to set improvement goals for English learners.
 - It fosters a culture of continuous improvement, benefiting both English learners and the entire school community.

In summary, the ELP Improvement Indicator serves as a vital tool for promoting educational equity, transparency, and data-driven decision-making in Ohio's schools.

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS INDICATOR

This Indicator includes English learners who meet the criteria for Where Kids Count business rules. For detailed business rules, consult the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document. Additionally, refer to [Appendix A](#) for detailed information about Education Management Information System (EMIS) reporting and a description of the inclusion criteria.

STUDENTS TAKING FOUR OELPA TESTS – STUDENT LEVEL IMPROVEMENT TARGET

The Ohio English Language Proficiency Assessment (OELPA) is comprised of four different tests that measure the various domains of the English language: reading, writing, listening, and speaking. When a student is making progress and approaching English proficiency, they should accrue more points on their current year test than they did on the prior year's test. A school or district gets credit for a student if their domain sum increases from one year to the next and the improvement target is met.

Thus, the first step in the calculation is to set each student's improvement target. The target is derived from the student's grade level at the time they first took the OELPA and their initial English language proficiency level. [If multiple assessments are reported for the initial year, the most recent test date will be used.](#) The proficiency level is determined by summing the performance levels from the nonexempt domain tests. The overarching goal for students is to reach a Proficient score in the range of 16 to 20 points on the OELPA, which is achieved by performing at levels four and/or five in all nonexempt domains. It is possible to have a domain sum that is not proficient (below 16 points). Students must attempt all nonexempt domain tests and perform at level four or five in each of the nonexempt domains to be considered proficient.

Students who enrolled for the first time in the 2016-2017 school year had their improvement target set using the 2017 OELPA and 2017 grade level. For students who were new to Ohio schools in the 2017-2018 school year, the Department used their 2018 OELPA and that year's grade level to set their improvement target and so on. In each school year, students who are new to Ohio will have their improvement target set using their first year's OELPA results (the domain sum) and their grade level at the time of that assessment.

The table below shows the number of points a student must improve from one year to the next based on the grade level and domain sum earned the first year of the assessment. Note that the improvement targets shown in the table are applicable only to students taking all four OELPA domains (reading, writing, listening, and speaking). Students who are exempt from one or more domain tests because of a disability always have an improvement target of one (1) point. This is explained more fully below.

Table 2: Annual Student Level English Language Proficiency Improvement Targets for English Learners

Student's Grade Level when Identified as English Learner	Sum of Student's Initial OELPA Domain Scores (point range)	Student Level Target for Annual Improvement (points/year)
Kindergarten – 8 th Grade	4 points – 11 points	Increase of 2 points per year
Kindergarten – 8 th Grade	12 points – 20 points	Increase of 1 point per year
9 th Grade – 12 th Grade	4 points – 7 points	Increase of 2 points per year
9 th Grade – 12 th Grade	8 points – 20 points	Increase of 1 point per year

A student's annual improvement target does not change once it is set, unless the number of domain tests a student takes changes due to application or removal of a domain exemption (more details below). To determine if the target is met, the Department always uses the prior and current year's assessment results. Students cannot 'bank' points if they exceed their improvement goal, nor do they need to 'make up' points if they fall short. The prior year's test is always the starting point when determining improvement, regardless of whether the student met the previous year's improvement goal.

- A student with an improvement target of two points who improves by four points (from the previous year) still has a goal of improving by two points the next year.
- A student with an improvement target of two points who only improves by one point does not need to 'make up' the deficit point by improving three points the following year. The two point improvement target still applies.

Example 1: Student A entered school in Ohio in third grade and was identified as an English learner. On their first OELPA, Student A's domain sum was 12 points (three (3) in Reading, two (2) in Writing, four (4) in Listening, and three (3) in Speaking). Based on Student A's being in third grade and a domain sum of 12 points on their initial OELPA, the student's improvement target is to increase their domain sum by one point each year. Thus, to be in the numerator of the ELP Improvement Indicator calculation, Student A must score at least 13 points across the four domains of the OELPA (12 points + 1 points = 13 total points) when they take the OELPA for the second time in fourth grade. The calculation does not require the student to earn points in any specific domain. If the domain sum is greater than or equal to 13, the student is counted as meeting their goal and is in the numerator regardless of the domains in which they improve.

Example 1: Determining Student A's Target for Annual Improvement

Enrolled Grade for Student's 1st OELPA	Sum of Initial OELPA Domain Scores	Target for Annual Improvement
K-8	4-11 points	+2 points per year
K-8	12-20 points	+1 point per year
9-12	4-7 points	+2 points per year
9-12	8-20 points	+1 point per year

STUDENTS WITH DOMAIN EXEMPTION – STUDENT LEVEL IMPROVEMENT TARGET

As mentioned earlier, the chart above ([Table 1](#)) is applicable only for students who are expected to complete all four domains (students without domain exemption(s)). Beginning in the 2017-2018 school year, domain exemptions became available on the OELPA for some students with disabilities. This policy allows a student’s Individualized Education Program (IEP) team or 504 Plan coordinator to exempt the student from one to three of the four domains, if a disability prohibits the student from meaningfully accessing the domain (see Section V of the [Accessibility Manual for OELPS and OELPA](#)). All domain exemptions must be documented in the student’s IEP or 504 plan. The annual improvement target is one point from the initial OELPA score, for any student exempt from one or more domains due to their disability.

If a student completed all four domains on the first attempt but then was exempted from one or more domains in a subsequent year, the Department will consider that student to be a first-time test taker. The student’s annual improvement target will be reassigned to one point (assuming it previously had been set at two points). This action will remove the student from the current year’s calculation. Any time the number of domain exemptions changes year-to-year, whether it is an increase or decrease in the number of domain tests required to be taken, the Department will consider that student as a first-time test taker and calculate a new domain sum.

For a student to be treated as a first-time test taker and have a new domain sum calculated, the district must report all exempted domain tests with a Score Not Reported code of “L” in the FA235 element. This indicates that the student has a disability for which no vendor accommodation exists. Any other Score Not Reported code will not result in a change in expectations for the student. If a district reports any Score Not Reported code other than “L”, the Department will count the student in the current year’s calculation using that domain sum in comparison to the domain sum from the prior year.

UNTESTED STUDENT - STUDENT LEVEL IMPROVEMENT TARGET

To identify untested students, the Department must determine the total number of tests that should have been taken. Every student identified as an English learner in grades kindergarten through high school must be annually assessed and required to take the OELPA or Alt-OELPA.

Since every student identified as an English learner is required to take the test, the district or school must report a reason for any student who does not take the test. The *Score Not Reported (FA235)* codes are in the **Student Assessment Record (FA)** of the [EMIS manual](#).

Certain codes exclude the test from being included in the student level improvement target calculation. However, if the Score Not Reported reason does not exclude the test, it will be included in the student level improvement target calculation and be awarded zero points for that domain. [Appendix B](#) can be used to determine whether an untested student will affect

the calculation. If a student is required to take a test and a Score Not Reported reason is not reported, the student will be included in the student level improvement target calculation and be awarded zero points as well for that domain.

Remember, accurate reporting and inclusion of untested students play a crucial role in assessing school and district performance.

ELP Improvement Calculation

To receive a score on the ELP Improvement indicator, a school or district must have at least fifteen (15) accountable English learners with OELPA results for the prior and current year. In cases where a school or district has fewer than fifteen English learners across all tested grades (kindergarten through grade 23) with OELPA results from the prior and current year, the data will be masked, and no ELP Improvement Indicator will be calculated.

- **Code Sections:** [Section 1111\(C\)\(4\)\(A\)\(ii\)](#) of ESSA
- **N-Size:** 15 students
- **Grades:** K-8, high school (including students in grades 13 and 23)
- **Tests:** Ohio English Language Proficiency Assessment (OELPA)
- **Full Academic Year:** Yes

After determining each student's improvement target, the Department assesses whether the student has "met" that target and made progress toward English proficiency. To determine adequate progress toward the improvement target, the sum of the performance levels from the nonexempt 2023 OELPA domain tests is compared to the sum of the performance levels from the nonexempt 2024 OELPA domain tests. [If multiple assessments are reported the highest score across LEAs is utilized.](#) If a student 'meets' the improvement target, they have made progress and are included in the numerator. Students who do not meet their targets are not part of the numerator. Additionally, students who are new to Ohio in the 2023-2024 school year will have their improvement targets set but will not be included in the numerator or denominator of the calculation until they have a second test in the 2024-2025 school year.

There are two exceptions to the rules set forth in the paragraph above. In the first exception, a student can be in the numerator for not meeting their improvement target if they demonstrate overall proficiency on the OELPA. The ultimate goal of this calculation is for each English learner to reach proficiency. At that time, the district exits the student from English learner status and does not administer the OELPA (unless the student is reidentified due to persistent language barriers identified during the required two-year monitoring period). As students approach English proficiency, they may need only one more point to exit. If they exit, the school or district will receive credit, and the student will be placed in the numerator, regardless of whether they meet their improvement target.

For example, if a student with an improvement target of two points had a domain sum of 15 on their prior year OELPA, they would need to increase the domain sum to 17 to "meet" the

improvement goal. However, if that student performed at level four in all domain tests on the current year’s OELPA, the domain sum would increase by only one point, moving from 15 to 16. This would signal overall proficiency and the student would exit English learner status. In this example, the student would be included in the numerator because they exited English learner status. However, the student’s domain sum needs at least two points of improvement to be included in the numerator.

If the student does not obtain a high enough performance level in each nonexempt domains to exit English learner status, the score is not included in the numerator.

If a student performed at level three in one domain and level four in the other three domains, the current year domain sum would be 15. This student would need a domain sum of 17 to be included in the numerator.

In their first year at an Ohio public school, a student qualifies for inclusion in the numerator of the calculation if they earn enough points on the nonexempt OELPA domain tests to exit English learner status. As previously mentioned, a student is considered proficient in English when they perform at levels four and/or five in all nonexempt domain tests. Once the student attains overall proficiency, the student exits English learner status and no longer participates in the OELPA. Schools or districts receive credit for all students who achieve proficiency, even if they earn a proficient score on their first OELPA.

Figure 3 illustrates how the improvement percentage is calculated.

Example 2: Example Calculation of Indicator/Measure

Student	Improvement Target	2023 OELPA Domain Sum	2024 OELPA Domain Sum	Improvement	Met or Not Met
Student A	2	4	7*	3	MET
Student B	2	5	6	1	NOT MET
Student C	1	8	9	1	MET
Student D	2	14	16	2	MET
Student E	1	13	13	0	NOT MET
Student F	2	16	17 (didn't exit)	1	NOT MET
Student G	1	11	12	1	MET
Student H	1	10	10	0	NOT MET
Student I	2	16	17 (exited)**	1	MET
Student J	2	8	10	2	MET
Student K	1	13	15	2	MET
Student L	2	5	8	3	MET
Student M	1	10	12	2	MET
Student N	1	10	11	1	MET
Student O	2	10	11	1	NOT MET
10 out of 15 students met the Improvement Indicator = 67%					

*Note that Student A exceeded their improvement target. They needed to increase their domain sum by two points, but they increased the sum by three points, moving from a domain sum of four in 2023 to a domain sum of seven in 2024. The extra point is not banked. In 2025, the expected improvement remains at two points for a sum of nine to be in the numerator of that year's calculation.

**Note that students "F" and "I" both have improvement targets of two points per year. The domain sums improved by one point, moving from 16 to 17. Student "F" did not exit English learner status; thus, not meeting the improvement target. Student "I" scored high enough on each domain test to be deemed proficient and exit. This school earns credit for both scores in the numerator.

STUDENTS WHO RE-ENTER ENGLISH LEARNER STATUS

As mentioned above, a student exits English learner status when they perform at levels four and/or five in all nonexempt domains of the OELPA. For at least two years after exiting, schools and districts monitor and regularly assess the progress of all reclassified English learners. When a school or district's monitoring of a former English learner indicates that a persistent language barrier may be the cause of academic difficulty, schools and districts should re-test the student with a valid and reliable, grade-appropriate, English language proficiency assessment to determine if there is a persistent language barrier. If the results of the re-testing qualify the student as an English learner, the student's English learner status will, and English language development services will be offered.

When this happens, the student's previous improvement target and previous year score are retained, and the calculation continues as if the student never exited English learner status.

- For example, in the 2015-2016 school year, a student was assigned an improvement target of 1-point based on their initial OELPA domain sum and grade level.
 - In 2018- 2019, the domain sum was 16 (all 4's), across the four domains. The student exited English learner status at the end of that year.
 - At the beginning of the 2019-2020 school year, the student was re-identified as an English learner. The district determined the student needed additional services to ensure language was not a barrier to learning. The student will take the OELPA assessment again and is expected to exit English learner status again by receiving a four or five on the domains or increasing the sum to 17 which meets the improvement target of one point.

Gap Closing Points Earned – Calculation

A traditional school or district can earn five points toward the traditional Gap Closing Component rating. A Dropout Prevention and Recovery community school can earn up to 100 points toward the Gap Closing Component rating. They must meet the state's annual goal for attaining English language proficiency or close the gap by 10 percentage points or more

Table 3: Annual Progress Goal

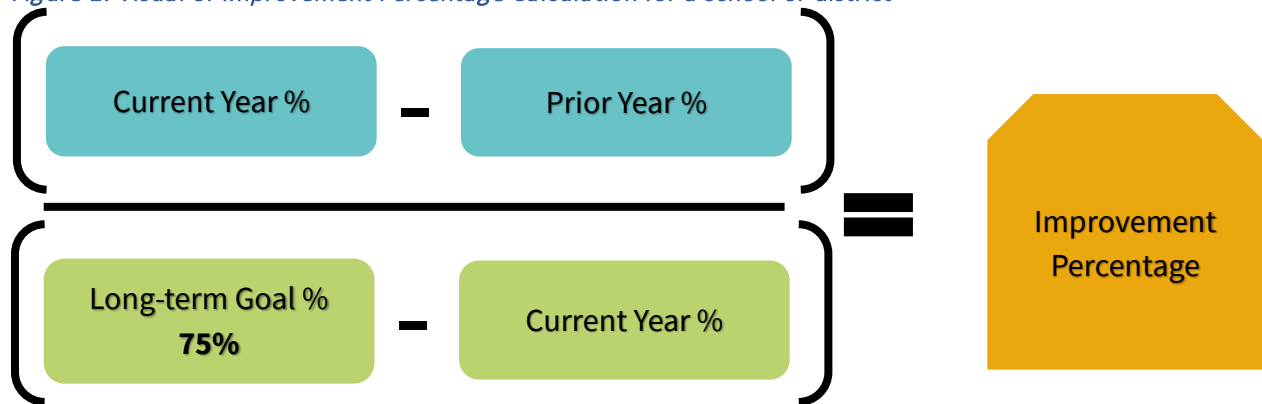
English Learners' Annual Progress Toward Attaining English Language Proficiency											
School Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
English Learners	39.5%	43.05%	46.60%	50.15%	53.7%	57.25%	60.8%	64.35%	67.9%	71.45%	75%

TRADITIONAL DISTRICTS/SCHOOLS

Meet the Annual Goal. Schools and districts earn **five points** if they meet the yearly goal set for English Learners' progress toward attaining English Language Proficiency.

Close the Gap by 10% or More. If the school or district fails to meet the yearly goal but shows at least a 10 percent improvement between the prior year and current year, then the full **five points** are assigned.

Figure 1: Visual of Improvement Percentage Calculation for a school or district



If the district or school's Improvement percentage is greater than or equal to 10%, then the full **five points** are assigned.

DROPOUT PREVENTION AND RECOVERY COMMUNITY SCHOOLS

Meet the Annual Goal. Schools and districts earn **one hundred points** if they meet the yearly goal.

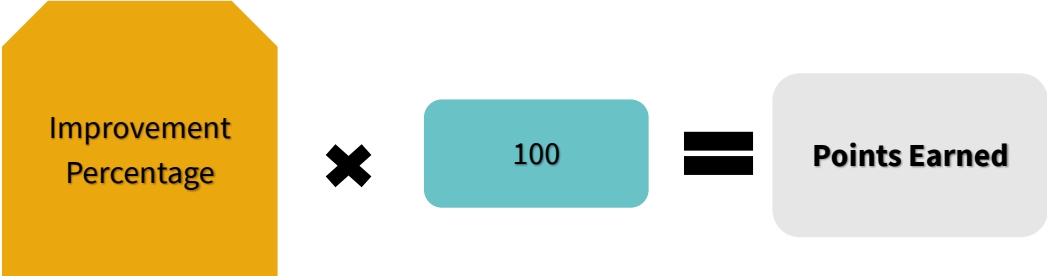
Close the Gap by 10% or More. If the school or district fails to meet the yearly goal but shows at least a 10% improvement between the prior year and current year, then the full **one hundred points** are assigned.

If the district or school's Improvement percentage is less than 10%, then the **partial points** are assigned.

** The "Improvement" calculation will be done only if the student group was evaluated in the prior year's calculation. For the purpose of the 2023-2024 report card, the Dropout Prevention

and Recovery school’s student group must have contained a minimum of 15 students in the 2022-2023 school year, to be calculated under this option.

Figure 2: Visual of Partial points earned Calculation for DPR Community Schools only



Appendix A Inclusion Criteria

STUDENT GROUP WHERE KIDS COUNT (WKC)

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

- English Learner Proficiency Improvement Measure of the Gap Closing Component on the Traditional Report Card
- English Learner Proficiency Improvement Measure of the DPR Gap Closing Component on the DPR Report Card

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

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information **AND** English Learners- *FD170 = Y, L, or S* and **former English Learners** for four years after exiting EL Status **AND IF** the student was reported with a prior year OELPA that sets the Initial Student Improvement Target **OR** earns an overall proficiency on the initial OELPA **AND** *Assessment Type Code (FA060) = GF AND Assessment Area Code (FA205) = LIST, R, SPKG, and W* **AND** English Learners- *FD170 = Y, L, or S* and **former English Learners** for four years after exiting English learner status

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140) = 1 AND_Sent Reason Element (FS200 or FS230) = EX or NP AND Sent Reason Percent of Time (FS220 or FS250) >0* **AND** English Learners- *FD170 = Y, L, or S* and **former English Learners** for four years after exiting EL Status **AND IF** the student was reported with a prior year OELPA that sets the Initial Student Improvement Target **OR** earns an overall proficiency on the initial OELPA **AND** *Assessment Type Code (FA060) = GF AND Assessment Area Code (FA205) = LIST, R, SPKG, and W* **AND** English Learners- *FD170 = Y, L, or S* and **former English Learners** for four years after exiting English learner status

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140) = 1 AND_Sent Reason Element (FS200 or FS230) = PI or PS* **AND** English Learners- *FD170 = Y, L, or S* and **former English Learners** for four years after exiting EL Status **AND IF** the student was reported with a prior year OELPA that sets the Initial Student Improvement Target **OR** earns an overall proficiency on the initial OELPA **AND** *Assessment Type Code (FA060) = GF AND Assessment Area*

Code (FA205) = LIST, R, SPKG, and W AND English Learners- FD170 = Y, L, or S and former English Learners for four years after exiting English learner status

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

Appendix B

SCORE NOT REPORTED REASON AND EFFECT ON ENGLISH LANGUAGE PROFICIENCY IMPROVEMENT CALCULATION

CODE	DESCRIPTION	STATUS
A	Medical Reason – Used when a student fails to test because of an ongoing medical condition	Included in the denominator as a test not taken – zero points earned
B	Parent Refusal	Included in the denominator as a test not taken – zero points earned
C	Student Refusal	Included in the denominator as a test not taken – zero points earned
D	Suspension/Expulsion	Included in the denominator as a test not taken – zero points earned
E	Absent during the test administration window	Included in the denominator as a test not taken – zero points earned
F	Other (reason not listed)	Included in the denominator as a test not taken – zero points earned
H	SSID for this student appears on the assessment vendor file due to data error; student with this SSID was not required to be assessed	Test NOT included in the denominator of the calculation
I	Student took the test, but it was, for good cause, invalidated	Included in the denominator as a test not taken – zero points earned
J	Student moved in or out of the district before the test was administered	Test NOT included in the denominator of the calculation
L	Student has a disability condition for which no vendor accommodations exist	Treated as a first-time test taker in the first year and removed from the denominator of the calculation
M	Medical Emergency*	Test NOT included in the denominator of the calculation
5	Student assessed but results not available from the assessment vendor by the close of the collection	Included in the denominator as a test not taken – zero points earned

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

Graduation Component Technical Documentation



Traditional District and School
Report Cards

2023-2024 School Year



Department of
Education &
Workforce

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The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before its final and the Report Cards are released. ***The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.***

TABLE 1: BREADCRUMB TRAIL TO SECURE DATA CENTER REPORTS FOR DISTRICTS TO REVIEW

Component	Measure	SDC Breadcrumb Trail
Graduation Component		Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Graduation
	4- Year Graduation Rate	Report Portal > Secure Data Center > Graduation > District (or School) 4-Year Longitudinal Graduation Rate
	5-Year Graduation Rate	Report Portal > Secure Data Center > Graduation > District (or School) 5-Year Longitudinal Graduation Rate

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Introduction

The Graduation Component is a crucial aspect of the Traditional District and School Report Cards, designed to evaluate and reflect the effectiveness of schools in guiding students towards successful completion of their high school education. This component assesses the proportion of students who achieve graduation within a specified timeframe. It is a significant indicator of a school's ability to prepare students for post-secondary opportunities and the workforce.

In the context of the Department's report card system, the Graduation Component serves as a measure of accountability, ensuring educational institutions provide the necessary support and resources for students to reach this pivotal educational milestone. It considers various factors that contribute to a student's journey towards graduation, including academic performance, attendance, and participation in college-preparatory coursework.

The technical documentation for the 2023-2024 school year outlines the methodologies used to calculate the Graduation Component rating, the inclusion criteria for student data, and the performance benchmarks that schools are expected to meet. By adhering to these guidelines, schools can focus on strategies that promote higher graduation rates and, consequently, foster long-term success for their students.

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

Both measures evaluate Adjusted Graduation Cohort students. The Four-Year Adjusted Graduation Cohort is the prior year adjusted graduation cohort. The Five-Year Adjusted Graduation Cohort is the two years prior adjusted graduation cohort. The definitions, business rules, and inclusion criteria related to the Adjusted Graduation Cohort can be found in the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) technical document.

The graduation rates on the report card always lag by one year to include summer graduates. To be considered a "summer graduate" a student must have a diploma date at least one day **before** 50% or more of the district's schools are educating students for the following school year (according to the school calendar). This cutoff date determines the year of graduation.

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

- The full academic year criteria **do not** apply to the graduation rate. Students are assigned to the **last** school and district where they are enrolled.

- 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.
- Graduation rates are calculated for any school with grade 12 that offers a high school diploma, regardless of whether the school serves any other grades.
- High school students with an Individualized Education Program (IEP) that do not graduate by the end of their 4th year count as nongraduates within the graduation rate calculation. They are identified in two different ways.
 - a. Students who meet the requirements for graduation but defer their diplomas to continue receiving educational services are coded as "Grade 23".
 - b. Students who do not meet graduation requirements but continue working towards completion are coded as a grade other than 23.
- Students who are homeschooled and attend part time are treated like other public-school students. They will be included in the graduation rate if inclusion criteria are met. If the student does not intend to graduate from the district, report a withdrawal code of "43". This indicates the student transferred back to a home school. The student will be considered a "Transfer Out" in the calculation.

Four-Year Graduation Rate Measure Calculation

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

To receive a score on the 4-Year Adjusted Cohort Graduation Rate measure, a school/district must have at least ten (10) accountable students in the Final Prior Year Adjusted Graduation Cohort. In cases where a school or district has fewer than ten unique students, the data will be masked, and the 4-Year Adjusted Cohort Graduation Rate won't be calculated.

- **Code Sections:** [Ohio Revised Code 3302.01\(G\)](#)
- **N-Size:** 10 accountable students
- **Graduation Cohort:** Final Prior Year Adjusted Graduation Cohort

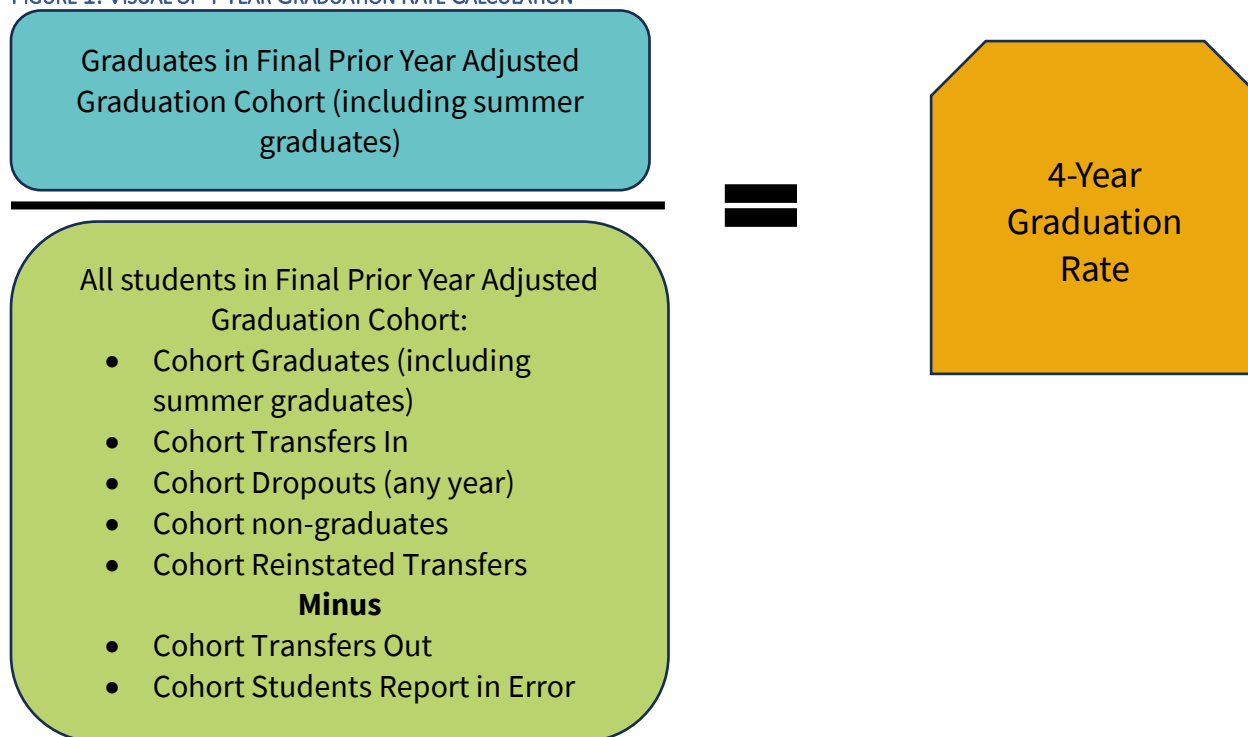
DENOMINATOR

The denominator includes all students in each school/district's Final Prior Year Adjusted Graduation Cohort. Students are included in the graduation cohort regardless of whether they graduated.

NUMERATOR

The numerator includes Final Prior Year Adjusted Graduation Cohort students who earned a regular or honors diploma before the cutoff date for the current school year.

FIGURE 1: VISUAL OF 4-YEAR GRADUATION RATE CALCULATION



Five-Year Graduation Rate Measure Calculation

The five-year graduation rate calculation (using the numerator and denominator described above) is the percentage of students in the Final Two Years Prior Adjusted Graduation Cohort who received a regular or honors diploma before the start of the current school year (including summer graduates).

To receive a score on the 5-Year Adjusted Cohort Graduation Rate measure, a school/district must have at least ten (10) accountable students in the Final Two Years Prior Adjusted Graduation Cohort. In cases where a school or district has fewer than ten unique students the data will be masked, and the 4-Year Adjusted Cohort Graduation Rate will not be calculated.

- **Code Sections:** [Ohio Revised Code 3302.01\(G\)](#)
- **N-Size:** 10 accountable students
- **Graduation Cohort:** Final Two Years Prior Adjusted Graduation Cohort

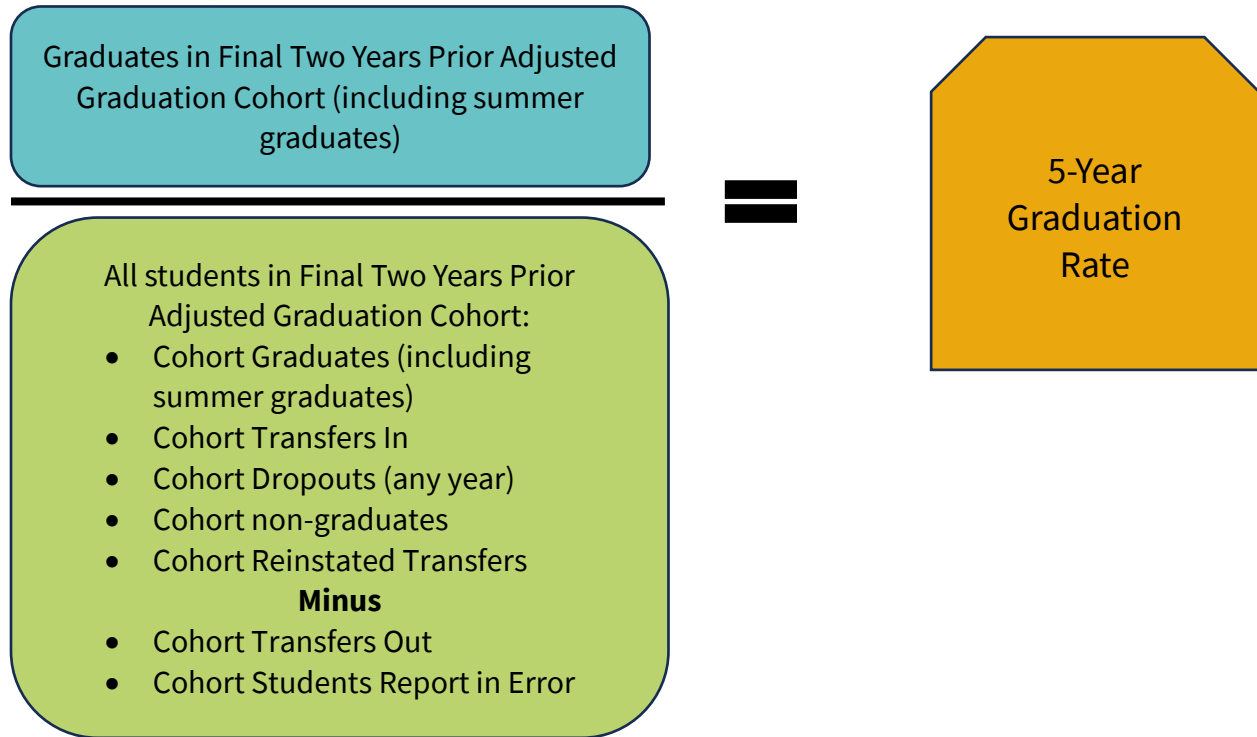
DENOMINATOR

The denominator includes all students in each school/district's Final Two Years Prior Adjusted Graduation Cohort. Students are included in the graduation cohort regardless of whether they graduated.

NUMERATOR

The numerator includes Final Two Years Prior Adjusted Graduation Cohort students who earned a regular or honors diploma before the cutoff date for the current school year.

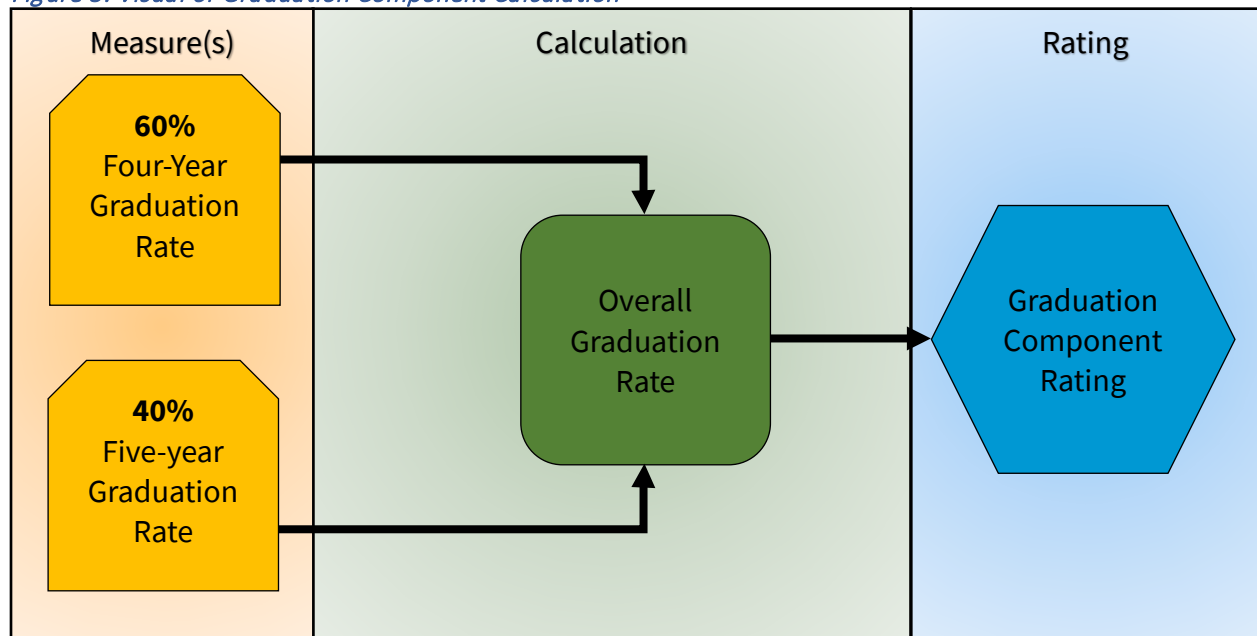
FIGURE 2: VISUAL OF 5-YEAR GRADUATION RATE CALCULATION



Graduation Component Rating and Descriptions

After both the **unrounded** four-year and five-year adjusted cohort graduation rates are calculated, they are weighted to create an overall graduation rate that is used to assign a rating to the Graduation Component. The four-year graduation rate is weighted at 60% of the overall graduation rate. The five-year graduation rate is weighted at 40% of the overall graduation rate.

Figure 3: Visual of Graduation Component Calculation



COMPONENT RATING SCALE AND DESCRIPTIONS

FIGURE 4: COMPONENT RATING SCALE AND DESCRIPTIONS

Overall Graduation Rate	Rating	Rating Description
Greater than or equal to 96.5%	5 Stars	Significantly exceeds state standards in graduation achievement
Greater than or equal to 93.5% but less than 96.5%	4 Stars	Exceeds state standards in graduation achievement
Greater than or equal to 90% but less than 93.5%	3 Stars	Meets state standards in graduation achievement
Greater than or equal to 84% but less than 90%	2 Stars	Needs support to meet state standards in graduation achievement
Less than 84%	1 Star	Needs significant support to meet state standards graduation achievement

Examples of Calculation

FIGURE 5: EXAMPLE 1

Measure	Weighted Points	Component Points
4-Year Rate	95.2% x 60% weight	.5712
5-Year Rate	92.0% x 40% weight	.368
Total Overall Graduation Rate		96.92% = 5 Stars

Appendix A Inclusion Criteria (EMIS)

ADJUSTED GRADUATION COHORT

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

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

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

Student generates base FTE- See EMIS Validation and Reports Explanation on [FTE](#) for more detailed information

OR

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

OR

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

NOTE: *Full Academic Year* is **NOT** a requirement.

Appendix B: Federal Graduation Rate

The Federal Graduation Rate differs from the State Graduation Rate in terms of students included in the numerator. The denominators are the same; students are included in the denominator of the 4-year rate based on the first time they entered 9th grade in an Ohio school.

Federal guidelines require that students in the numerator (graduates) must meet one of the [state-defined standard graduation pathways](#) open to all students. Federal requirements preclude students who earn a diploma via alternative means, such as through Special Education exemptions, or alternate End of Course tests, from being included in the numerator of the Federal Graduation Rate if they do not otherwise meet another traditional graduation pathway.

The difference lies in how they account for students with disabilities:

1. Ohio Graduation Rate:

- Measures the percentage of students successfully completing high school with a regular diploma within four or five years.
- State-level calculation.

2. Federal Graduation Rates:

- Also measures the percentage of students graduating within four years.
- Excludes students with disabilities who did not meet course requirements due to modifications or exemptions in their Individualized Education Program (IEP)

Both rates aim to assess graduation success, but their methodologies differ slightly.

Non-Graduate Measures Technical Documentation



Traditional District and School
Report Cards

2023-2024 School Year



Department of
Education &
Workforce

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before its final and the Report Cards are released. ***The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.***

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

Component	Measure	SDC Breadcrumb Trail
Graduation	Non-Graduate Measures	Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Non-Graduate Measures

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Introduction

The Department reports several measures to assist in understanding the various pathways of students who are listed as non-graduates in the four and five year graduation rates. This information is provided for informational purposes only.

DENOMINATOR

The denominators of these measures consist of any student who has not been reported with a diploma issued by an eligible Ohio school by the time the graduation cohort reaches the 4th or 5th year of high school.

Non-Graduate Measures

STUDENTS NO LONGER ENROLLED IN HIGH SCHOOL

This measure consists of any non-graduate in the four or five year cohorts who do not have enrollment and at least one hour of attendance in the school year following the cohort graduation year. For example, non-graduates in the 2022-2023 four-year cohort who do not have enrollment and attendance in the 2023-2024 school year are considered no longer enrolled.

STUDENTS WITH DISABILITIES STILL ENROLLED IN HIGH SCHOOL

This measure consists of non-graduates in the four or five year cohorts who were reported as a student with a disability (*reported with any disability code other than **) and don't meet a pathway to graduate but continued to work towards graduation.

These students *must* have enrollment and at least one hour of attendance in the current year (in any district or building in the state) and *cannot* have a grade level of 23 reported on March 31 of the current school year.

REGULAR EDUCATION STUDENTS STILL ENROLLED IN HIGH SCHOOL

This measure consists of non-graduates in the four or five year cohorts who were reported as regular education students (*reported with a disability condition code of **) and didn't meet a path to graduate but continued to work towards graduation.

These students *must* have enrollment and at least one hour of attendance in the current year (at any district/building in the state). Additionally, they *cannot* be reported in grade 23 on March 31 of the current year.

STUDENTS WITH DISABILITIES WHO MET GRADUATION REQUIREMENTS BUT DEFERRED THEIR DIPLOMA

This measure consists of non-graduates in the four and five year cohorts who were reported as a student with a disability (*reported with any disability code other than **) and met a pathway to graduate but chose to defer their diploma and stay to receive services.

These students *must* have enrolled for at least one hour of attendance reported in the current year in any district/building in the state and have a grade of 23 reported on March 31 of the current year.

PERCENT OF NON-GRADUATES WHO, UPON ENROLLMENT IN DISTRICT/BUILDING FOR THE FIRST TIME, COMPLETED FEWER UNITS OF HIGH SCHOOL INSTRUCTION THAN OTHERS

This measure consists of any non-graduate in the four or five year cohorts who completed fewer credits than other students in the graduation cohort (upon first entry into the district/building). Credits reporting for all students started for the first time in 2020-2021. This measure considers the average number of credits for students in the four and five-year graduation cohorts at the district and building level during the 2020-2021, 2021-2022, and 2022-2023 school years. It compares the individual-level credits of non-graduates to the average number of credits upon first entry to determine if non-graduate students are credit deficient compared to their peers.

This measure will be built out over time due to the timing of implementation of credit reporting. For the 2023-2024 report card, enrollment and credits are examined in the sophomore (2020-2021), junior (2021-2022) and senior (2022-2023) years for the four year cohort. The junior (2021-2022) and senior (2022-2023) years only for the five year cohort.

ENROLLMENT FOR THE FIRST TIME

For the 2023-2024 school year, enrollment and attendance records from the 2019-2020, 2020-2021, 2021-2022 and 2022-2023 school years were examined for the four year cohort. Enrollment and attendance records from the 2018-2019, 2019-2020, 2020-2021, and 2021-2022 school years were examined for the five-year cohort. Students with any enrollment and at least one hour of attendance were considered enrolled in the building or district.

CREDITS EARNED BY STUDENT

Credits required for graduation are included in the total number earned by student and the average calculated by district/building. Credits are reported in several Core Subject Areas:

English Language Arts: ENG

Health: HTH

Mathematics: MTA, MCT, MTO, TEM

Physical Education: PHE

Science: SCL, SAL, SCP, SAE, SAP, SCA, TES, SCO

Social Studies: SOG, SOH, SWH, SOO

Some credits are also reported as electives. Some students may be exempt from physical education requirements. Credits within the Core Subject areas are summed, and core elective credits are subtracted from the total core credits. For students who *are not* exempt from

physical education requirements, the smaller of five or the sum of the core elective and other credits are added to determine the total earned.

For students who *are* exempt from physical education requirements, the smaller of 5.5 or the sum of the core elective and other credits reported is added to determine the total credits earned.

AVERAGE CREDITS EARNED WITHIN DISTRICT/BUILDING

The average number of credits earned each year is calculated for each district and building by averaging the credits by the number of students within the graduation cohort. **Buildings and districts reporting credits for fewer than 10 students will not have an average number calculated and will also not receive a percentage for this metric.**

DETERMINATION OF FEWER CREDITS FOR NON-GRADS

Individual credits earned for each non-graduate in the four or five year graduation cohorts is compared to the average number earned for all students. Enrollment and attendance records are leveraged to determine the year of comparison.

For example, a new student in the four year graduation cohort who entered the district and building in their senior year (2022-2023) will have credits reported in 2022-2023 compared to the 2022-2023 average. New students who entered for the first time in 2021-2022 or prior years will have credits reported in 2021-2022, compared to the 2021-2022 average. The determination of fewer credits for each new student will expand to the freshman year for the four-year cohort and the freshman and sophomore years for the five-year cohort as credits continue to be reported each year.

Overall and Component Rating Technical Documentation



Traditional District and School
Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

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

Overall	Component	SDC Breadcrumb Trail
Overall		Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Overall
	Achievement	Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Achievement
	Progress	Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Progress
	Gap Closing	Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Gap Closing
	Graduation	Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Graduation
	Early Literacy	Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Early Literacy

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Introduction

The Department continues its commitment to assessing and evaluating schools and districts through a comprehensive framework. As part of this framework, the Department issues five component ratings to schools and districts, providing a holistic view of educational performance. These components include Achievement, Progress, Gap Closing, Graduation Rate, and Early Literacy. The aggregation of these component ratings culminates in an Overall Rating, reflecting the overall effectiveness of educational institutions across Ohio. In this document, we delve into the methodology behind the overall rating, emphasizing the importance of performance metrics and their impact on the overall assessment. Additionally, we explore potential future enhancements, such as the inclusion of the College, Career, Workforce, and Military Readiness Component.

Achievement Component

Measures student performance on state assessments in English language arts, mathematics, science, and social studies. Points are awarded based on performance levels, with higher levels earning more points.

MEASURES INCLUDED

Performance Index Percentage
Performance Indicators

WEIGHTS

Performance Index Score contributes **100%** to the Achievement Component Rating
Performance Indicators contributes **0%** to the Achievement Component Rating

Figure 1: Visual of Achievement Component Calculation

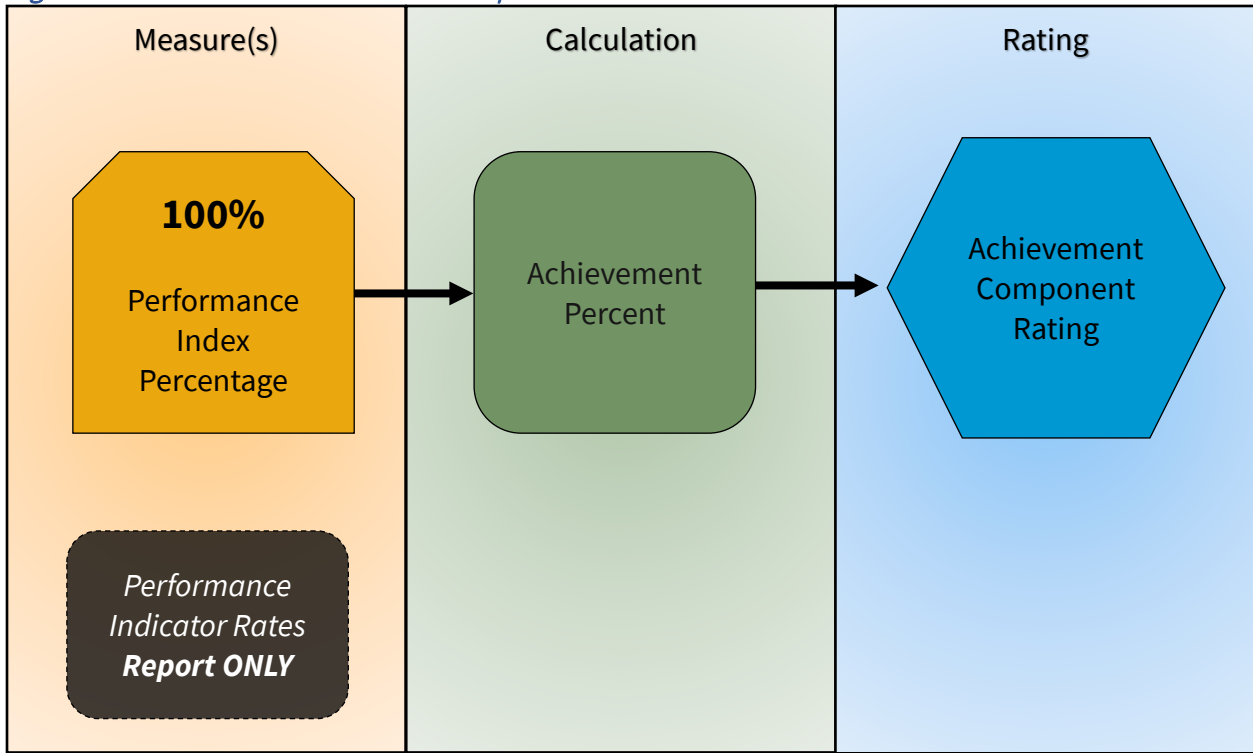


Table 2: Achievement Component Percentage to Points Conversion Chart

Component Rating	Percentage	Points
5 Star ≥90%	≥95% of Max Score	5
	≥92.5% to <95% of Max Score	4.75
	≥91 to <92.5% of Max Score	4.5
	≥90% to <91% of Max Score	4.25
4 Star ≥80% to <90%	≥87.5% to <90% of Max Score	4
	≥85 to <87.5% of Max Score	3.75
	≥82.5% to <85% of Max Score	3.5
	≥80% to <82.5% of Max Score	3.25
3 Star ≥70% to <80%	≥77.5% to <80% of Max Score	3
	≥75% to <77.5% of Max Score	2.75
	≥72.5% to <75% of Max Score	2.5
	≥70% to <72.5% of Max Score	2.25
2 Star ≥50% to <70%	≥65% to <70% of Max Score	2
	≥60% to <65% of Max Score	1.75
	≥55% to <60% of Max Score	1.5
	≥50% to <55% of Max Score	1.25
1 Star <50%	≥40% to <50% of Max Score	1
	≥30% to <40% of Max Score	0.75
	≥15% to <30% of Max Score	0.5
	≥0% to <15% of Max Score	0

Progress Component

Evaluates student growth over time, regardless of their initial achievement level. Compares students' actual progress to expected progress. Points are awarded based on how well students meet or exceed expected growth.

MEASURES INCLUDED

Value-Added Measure

WEIGHTS

For each school and district, the growth index will be used to reflect the reliability of data and the effect size will be used to indicate the amount of growth. Both are part of the value-added measure, which is weighted at **100%**. There are different cut scores for rating districts and schools.

Table 3: School Growth Index and Effect Size to Points Scale

Rating	Growth Index	Effect Size	Points
5 Star	≥ 2	≥ 0.2	5
4 Star	≥ 2	< 0.2	4
3 Star	≥ -2 to < 2	--	3
2 Star	< -2	≥ -0.2	2
1 Star	< -2	< -0.2	1

Table 4: District Growth Index and Effect Size to Points Scale

Rating	Growth Index	Effect Size	Points
5 Star	≥ 2	≥ 0.1	5
4 Star	≥ 2	< 0.1	4
3 Star	≥ -2 to < 2	--	3
2 Star	< -2	≥ -0.1	2
1 Star	< -2	< -0.1	1

Gap Closing Component

Focuses on closing achievement gaps among various student groups (e.g., economically disadvantaged, students with disabilities, English learners). Measures progress toward closing gaps in achievement and graduation rates. Points are awarded based on gap-closing performance.

MEASURES INCLUDED

Table 5: Gap Closing Measures and Possible Points

Measure/Indicator	Detail	Points Earned	Possible Points
English Language Arts Achievement	Met annual goal/individual student group level		10

Math Achievement	Met annual goal/individual student group level		10
English Language Arts Growth	Met annual goal/individual student group level		10
Math Growth	Met annual goal/individual student group level		10
Graduation	Met annual goal/individual student group level		10
English Learners	Meet annual goal or show improvement for prior year; English learners' performance on OELPA		5
Chronic Absenteeism	Met annual goal or show improvement from prior year		5
Gifted Performance Indicator	Gifted Progress		5
	Gifted Performance Index		5
	Gifted Identification and Services		5
Preliminary Points			75
Demotion Required		Yes/No	
Final Points			

WEIGHTS

There is a total of 75 possible points. The weight of each measure depends on the number of measures applicable based on student enrollment or assessments. The points earned are divided by the points possible to find the preliminary percentage. The school/district may also receive a demotion for failing to meet the 95% participation rate and receive a proportional deduction to their percentage. If a school/district has no rated measures, then there is no Gap Closing component rating.

Figure 6: Visual of Gap Closing Component Calculation

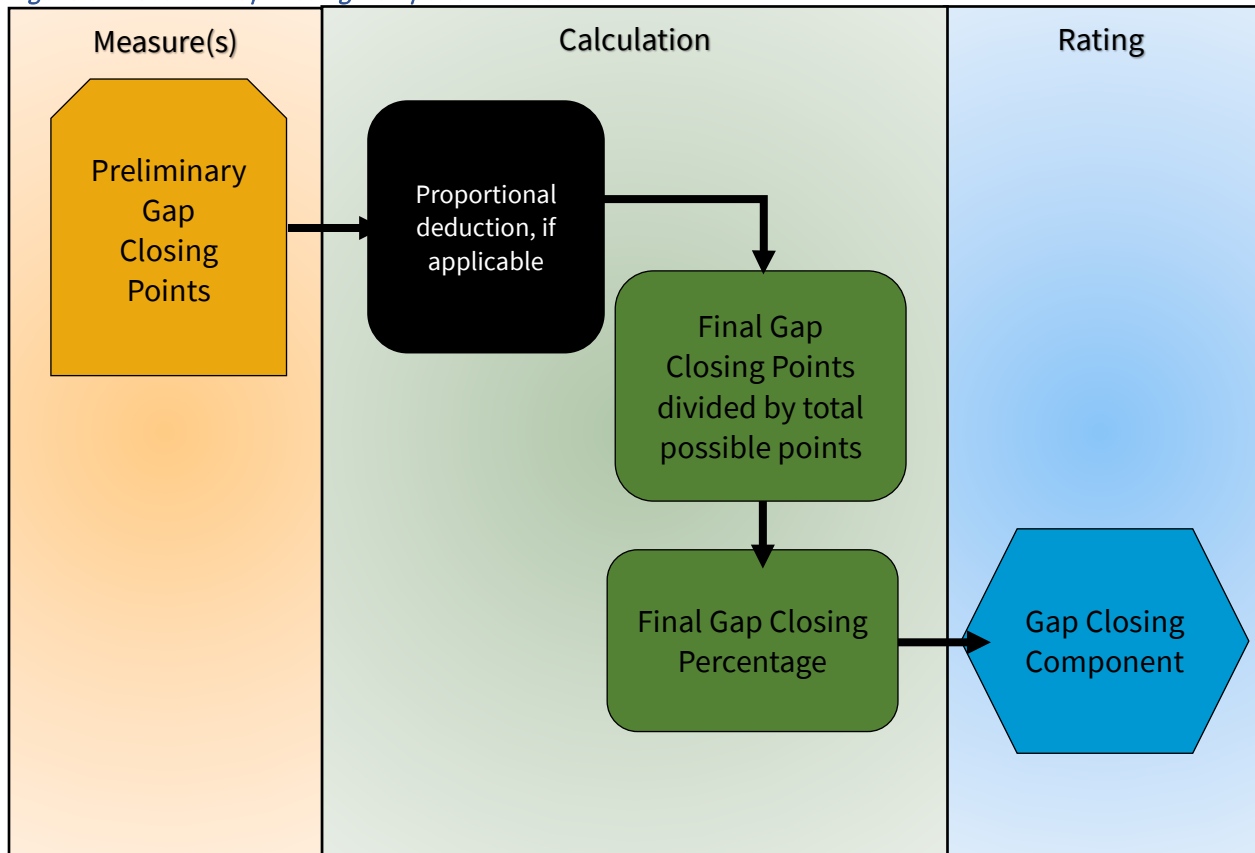


Table 6: Gap Closing Component Percentage to Points Conversion Chart

Component Rating	Percentage	Points
5 Star ≥60% to 100%	≥90% to 100%	5
	≥80% to <90%	4.75
	≥70% to <80%	4.5
	≥60% to <70%	4.25
4 Star ≥45% to <60%	≥56.25% to <60%	4
	≥52.5% to <56.25%	3.75
	≥48.75% to <52.5%	3.5
	≥45% to <48.75%	3.25
3 Star ≥30% to <45%	≥41.25% to <45%	3
	≥37.5% to <41.25%	2.75
	≥33.75% to <37.5%	2.5
	≥30% to <33.75%	2.25
2 Star ≥10% to <30%	≥25% to <30%	2
	≥20% to <25%	1.75
	≥15% to <20%	1.5
	≥10 to <15%	1.25
1 Star	≥7.5% to <10%	1

<10%	>=5% to <7.5%	0.75
	>=2.5% to <5%	0.5
	>=0% to <2.5%	0

Graduation Component

Assesses the percentage of students who graduate within four or five years. Includes both standard and extended graduation rates. Points are awarded based on graduation rate performance.

MEASURES INCLUDED

- 4-Year Graduation Rate
- 5-Year Graduation Rate

WEIGHTS

- 4-Year Graduation Rate contributes **60%** to the Graduation Component Rating
- 5-Year Graduation Rate contributes **40%** to the Graduation Component Rating

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

Figure 3: Visual of Graduation Component Calculation

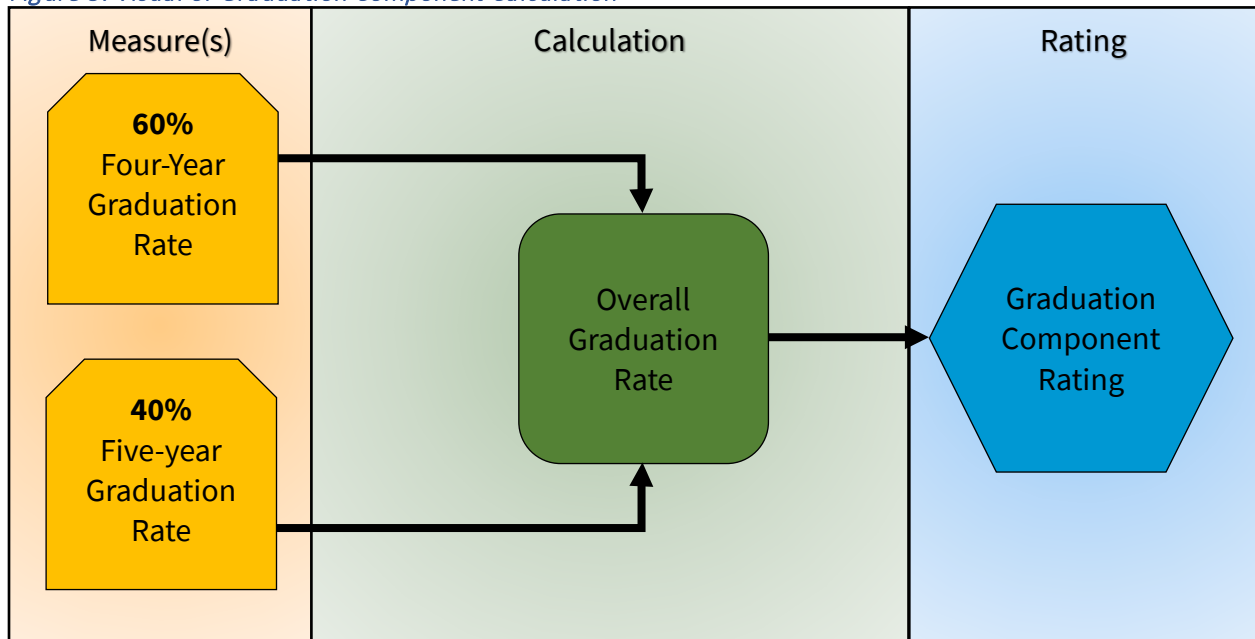


Table 7: Graduation Component Percentage to Points Conversion Chart

Component Rating	Percentage	Points
5 Star >=96.5% to 100%	>=99.125% to 100%	5
	>=98.25% to <99.125%	4.75
	>=97.375% to <98.25%	4.5

	>= 96.5% to <97.375%	4.25
4 Star >=93.5% to <96.5%	>=95.75% to <=96.5%	4
	>=95% to <95.75%	3.75
	>=94.25% to <95%	3.5
	>=93.5% to <94.25%	3.25
3 Star >=90% to <93.5%	>=92.625% to <93.5%	3
	>=91.75% to <92.625%	2.75
	>=90.875% to <91.75%	2.5
	>=90% to <90.875%	2.25
2 Star >=84% to <90%	>=88.5% to <90%	2
	>=87% to <88.5%	1.75
	>=85.5% to <87%	1.5
	>=84% to <85.5%	1.25
1 Star <84%	>=63% to <84%	1
	>=42% to <63%	0.75
	>=21% to <42%	0.5
	>=0% to < 21%	0

Early Literacy Component

Evaluates students' reading skills in grades K-3. Measures progress toward achieving early literacy benchmarks. Points are awarded based on early literacy performance.

MEASURES INCLUDED

Third Grade Reading Proficiency
 Promotion to Fourth Grade
 Improving K-3 Reading

WEIGHTS

Third Grade Reading Proficiency contributes **40%** to the Early Literacy Component Rating
 Promotion to Fourth Grade contributes **35%** to the Early Literacy Component Rating
 Improving K-3 Reading contributes **25%** to the Early Literacy Component Rating

If a school/district has no rated measures, then the component is not rated.

Figure 9: Visual of Early Literacy Component Calculation

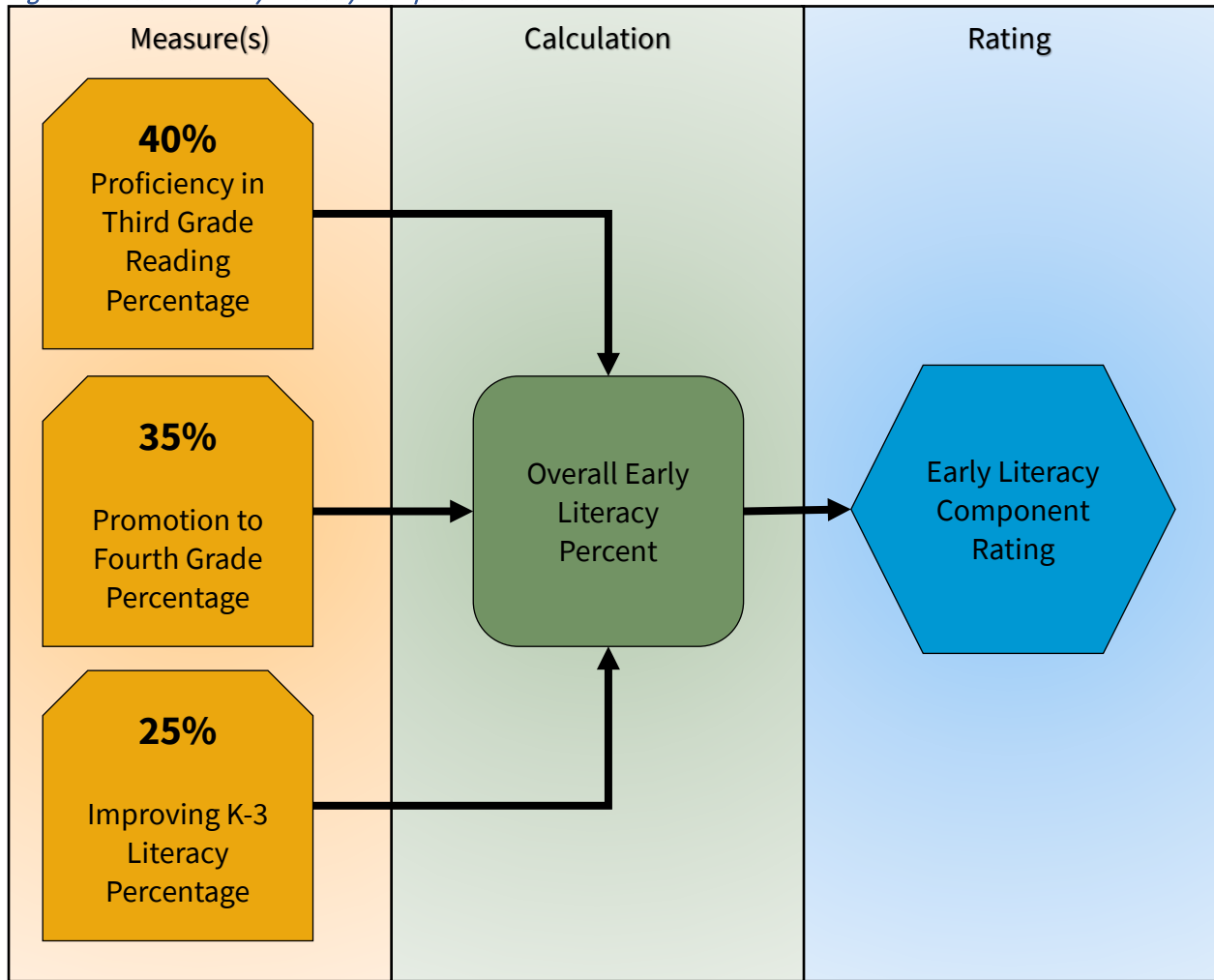


Table 8: Early Literacy Component Percentage to Points Conversion Chart

Component Rating Scale	Percentage	Points
5 Star ≥88% to 100%	≥97% to 100%	5
	≥94% to <97%	4.75
	≥91% to <94%	4.5
	≥88% to <91%	4.25
4 Star ≥78% to <88%	≥85.5% to <88%	4
	≥83% to <85.5%	3.75
	≥80.5% to <83%	3.5
	≥78% to <80.5%	3.25
3 Star ≥68% to <78%	≥75.5% to <78%	3
	≥73% to <75.5%	2.75
	≥70.5% to <73%	2.5
	≥68% to <70.5%	2.25

2 Star ≥58% to <68%	≥65.5% to <68%	2
	≥63% to <65.5%	1.75
	≥60.5% to <63%	1.5
	≥58% to <60.5%	1.25
1 Star <58%	≥43.5% to <58%	1
	≥29% to <43.5%	0.75
	≥14.5% to <29%	0.5
	<14.5%	0

Overall Rating

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

Table 9: Component Weight Distribution for Overall Rating

Component	Weight Towards Overall Rating
Achievement	28.601%
Progress	28.601%
Graduation Rate	14.266%
Gap Closing	14.266%
Early Literacy	14.266%

When one or more components are not rated (e.g. – an elementary school that has no Graduation Component or a high school that has no Early Literacy Component), the remaining components contribute proportionally to the overall rating.

There are numerous combinations of components that a school or district can have when looking at the five components. The table below outlines the weights for each possible combination.

Table 10 Possible Weight Combinations for Overall Rating

Component Combinations	Percent Contributed by Achievement Component	Percent Contributed by Progress Component	Percent Contributed by All Other Components
Achievement AND Progress AND 3 Other Components	28.601%	28.601%	14.266% Each
Achievement AND Progress AND 2 Other Components	33.3333%	33.3333%	16.6667% Each
Achievement and 3 Other Components	40%		20% Each

Progress and 3 Other Components		40%	20% Each
Achievement AND Progress AND 1 Other Component	40%	40%	20%
Achievement and 2 Other Components	50%		25% Each
Progress and 2 Other Components		50%	25% Each
Achievement AND Progress AND no Other Components	50%	50%	
Achievement AND No Other Components	100%		
Progress AND No Other Components		100%	
Achievement and 1 Other Component	66.6667%		33.3333%
Progress and 1 Other Component		66.6667%	33.3333%
No Achievement or Progress, 3 Other Components			33.33% Each
No Achievement or Progress, 2 Other Components			50% Each
No Achievement or Progress, 1 Other Component			100%
No Rated Components	No Overall Rating is Calculated		

Once the component ratings are assigned points, the points are weighted based on the percent that each component contributes to the overall rating using the weights in the tables above. The weighted points then are summed to determine the overall rating.

The table below shows the percentage that each measure contributes to its respective component (e.g. – the Performance Index contributes 100% to the Achievement component) and it visualizes the hierarchy that leads to the overall rating.

NOTE: that this table reflects the calculation of when all measures and all components have ratings. When one or more measures or components are not rated, the weights are adjusted proportionally.

Table 11: Measure contribution to Component points and Component points contribution to Overall Rating

Measure and Percent Contributed to Component Points	Component and Percent Contributed to Overall Rating Points	Overall Rating
Performance Indicators = 0%	Achievement Component = 28.601%	
Performance Index Score = 100%		
Overall Value-Added = 100%	Progress Component = 28.601%	
4-Year Graduation Rate = 60%	Graduation Component = 14.266%	
5-Year Graduation Rate = 40%		
Third Grade Reading Proficiency = 40% Fourth Grade Promotion = 35% Improving K-3 Literacy = 25%	Early Literacy Component = 14.266%	
Subgroup ELA Performance = 13.33% Subgroup Math Performance = 13.33% Subgroup ELA Progress = 13.33% Subgroup Math Progress = 13.33% Subgroup Graduation Rate = 13.33% EL Proficiency Improvement = 6.67% Chronic Absenteeism Indicator = 6.67% Gifted Performance Index Element = 6.67% Gifted Progress Element = 6.67% Gifted Identification and Services Element = 6.67%	Gap Closing Component = 14.266%	

For each applicable component, the total weighted component points will be calculated by taking the initial component value and multiplying by the weight assigned to the component per the business rules outlined above. The total weighted component points are summed to arrive at the total points, which are rounded to the thousandths for ease of display. The resulting total will be a number between 0 and 5.

Below are examples of schools and a district with various combinations of component ratings. In each case, the Total Points are converted to a star rating as provided in the following table.

Table 12: Total Points to Overall Rating with Descriptions

Total Points	Overall Rating	Rating Description
Greater than or equal to 4.125	5 Star	Significantly exceeds state standards
Greater than or equal to 3.625 but less than 4.125	4.5 Star	Exceeds state standards
Greater than or equal to 3.125 but less than 3.625	4 Star	Exceeds state standards
Greater than or equal to 2.625 but less than 3.125	3.5 Star	Meets state standards
Greater than or equal to 2.125 but less than 2.625	3 Star	Meets state standards
Greater than or equal to .625 but less than 2.125	2.5 Star	Needs support to meet state standards
Greater than or equal to 1.125 but less than 1.625	2 Star	Needs support to meet state standards
Greater than or equal to 0.563 but less than 1.125	1.5 Star	Needs significant support to meet state standards
Less than 0.563	1 Star	Needs significant support to meet state standards

EXAMPLE COMPONENT CALCULATIONS

Example 1: District with All Five Component Ratings

Component	Points Earned	Weight	Report Card Component Weighted Points*
Achievement	3.75	0.28601	1.07253750
Progress	4.0	0.28601	1.14404000
Graduation	4.75	0.14266	0.67763500
Gap Closing	3.5	0.14266	0.49931000
Early Literacy	2.75	0.14266	0.39231500
TOTAL WEIGHTED POINTS			3.786 = “4.5 Star”

*Note that when calculating the weighted points, each component is calculated to an unrounded number and those real numbers are summed to get the Total Weighted Points. As a last step, the Total Weighted Points are rounded for display.

Example 2: K-2 School with Early Literacy Component Only

Component	Points Earned	Weight	Report Card Component Weighted Points
Achievement			
Progress			
Graduation			
Gap Closing			
Early Literacy	2.75	1.00	2.750

TOTAL WEIGHTED POINTS	2.750 = “3.5 Star”
------------------------------	--------------------

Example 3: High School with 4 Components

Component	Points Earned	Weight	Report Card Component Weighted Points
Achievement	1.25	.333333	0.416666250
Progress	4.75	.333333	1.583331750
Graduation	1.50	.166667	0.250000500
Gap Closing	0.75	.166667	0.125000250
Early Literacy	---	---	
TOTAL WEIGHTED POINTS			2.375 = “3 Star”

Example 4: Middle School with 3 Components

Component	Points Earned	Weight	Report Card Component Weighted Points
Achievement	2.5	.4	1.000000
Progress	3.25	.4	1.300000
Graduation	---	---	
Gap Closing	3.0	.2	0.600000
Early Literacy	---	---	
TOTAL WEIGHTED POINTS			2.900 = “3.5 Star”

College, Career, Workforce, and Military Readiness Additional Data



Traditional District and School
Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

The revision history section provides a means for readers to easily navigate to the updates from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

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The Secure Data Center (SDC) is an interactive tool that allows schools to review data before it is final, and the Report Cards are released. **The SDC is the main resource schools should use to review Report Card Data but not inclusive. Please verify all relevant reports from EMIS, including General Issues Reports and Received Files with SSID level reports in the Data Collector.**

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

Component	Measure	SDC Breadcrumb Trail
College, Career, Workforce, and Military Readiness		Report Portal > Secure Data Center > Local Report Card > District (or School) Report Card > College, Career, Workforce, and Military Readiness Report Only

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Introduction

Beginning with the 2022-2023 school year, Ohio's State Report Cards included additional report-only metrics for post-high school graduates. These metrics leverage data from the [National Student Clearinghouse Research Center](#) (NSC), [Exiting Student Follow-Up Collection](#), and the [Federal Student Aid Office](#). Post-high school data is valuable for districts and schools because it provides insights into students' outcomes after graduation. By tracking college enrollment rates, employment status, and salaries, educational institutions can assess the effectiveness of programs and identify areas for improvement. Additionally, this data guides curriculum adjustments, career counseling, and resource allocation to better support students' success beyond high school.

Post-High School Pathways

The fall after high school graduation, districts report data on exiting students based on three data groups. Students are identified as Career Technical Education (CTE) students, students with disabilities, and graduates. Some students may have data reported by multiple districts or student group. The Department combines and utilizes the student data that results in the best outcome for the student. Districts can update the information throughout the initial and final reporting periods, but the Report Card metrics are from the final reporting period. The Department has partnered with the NSC to obtain information on college enrollment to assist districts in following up with students.

BUSINESS RULES FOR POST-HIGH SCHOOL PATHWAYS

The following business rules determine the responses used for a student within the measure.

1. Use the response from the Graduation (GRAD) accountable district when it is an affirmative or negative response ('Y' or 'N'). If the GRAD accountable district has a default value ("*" Unknown/Not Reported) then,
2. Use the response from Career Tech Education (CTE) accountable district or Students with Disabilities (SWD) accountable district for the student. If an affirmative ('Y') response,
 - a. Use the SWD accountable response if both the CTE accountable and SWD accountable district for the student report affirmative responses.
 - b. If the GRAD accountable district has default values and no affirmative responses have been reported by another source, then
3. Use the response from the CTE accountable district or SWD accountable district if a negative ('N') response.
 - a. Use the SWD accountable response if both the CTE and SWD accountable district report negative responses.
4. Leaving the responses as default ("*") when no data is reported.

A student is considered enrolled in college if they are identified by an external data source even if reported with a "No" or "Unknown value.

For more detailed information on the Exiting Student Follow-Up Collection and data processing, refer to : [Exiting Student Follow-Up Reporting | Ohio Department of Education](#).

Measures in Post-High School Pathways

ENROLLED IN POST-SECONDARY EDUCATION

This measure represents the percentage of graduates from the prior school year who are reported as enrolled in a post-secondary institution.

1. Data comes from the Exiting Student Follow-Up Collection (FW)
 - a. Record FW250: Students are considered as enrolled in post-secondary education when a “Y” is reported.
2. Data comes from the National Student Clearinghouse (NSC)
 - a. SSIDs found on the NSC file are included when the student is enrolled for at least one day.

ENROLLED IN A 2-YEAR POST-SECONDARY INSTITUTION

This measure represents the percentage of graduates from the prior school year who are reported as enrolled in a two year post-secondary institution.

1. Data comes from the Exiting Student Follow-Up Collection (FW)
 - a. Record FW250: Students are considered as enrolled in post-secondary education when a “Y” is reported.
 - b. Record FW260: Students are considered enrolled in post-secondary education at a two year university when ”2Y” is reported.
2. Data comes from the National Student Clearinghouse (NSC)
 - a. SSIDs found on the NSC file are included when the student is enrolled for one day at a university categorized by NSC as a two year Institute of Higher Education (IHE).

ENROLLED IN A 4-YEAR POST-SECONDARY INSTITUTION

This measure represents the percentage of graduates from the prior school year who are reported as enrolled in a four year post-secondary institution.

1. Data comes from the Exiting Student Follow-Up Collection (FW)
 - a. Record FW250: Students are considered enrolled in post-secondary education when a “Y” is reported.
 - b. Record FW260: Students are considered enrolled in post-secondary education at a four year university when ”4Y” is reported.
2. Data comes from the National Student Clearinghouse (NSC)
 - a. SSIDs found on the NSC file are included when the student is enrolled at least one day at a university categorized by NSC as a four-year IHE.

ENROLLED IN AN OHIO TECH SCHOOL

This measure represents the percentage of graduates from the prior school year who are reported as enrolled in an Ohio Technical School.

1. Data comes from the Exiting Student Follow-Up Collection (FW)

- a. Record FW250: Students are considered as enrolled in an Ohio Tech School when a “Y” is reported.
- b. Record FW260: Students are considered enrolled in an Ohio Tech School when “TC” is reported.

ENROLLED IN ANOTHER POST-SECONDARY INSTITUTION TYPE NOT LISTED

This measure represents the percentage of graduates from the prior school year who are reported as enrolled in a post-secondary institution.

1. Data comes from the Exiting Student Follow-Up Collection (FW)
 - a. Record FW250: Students are considered enrolled in a post-secondary institution when a “Y” is reported.
 - b. Record FW260: Students are considered enrolled in a post-secondary institution when “OT” is reported.
2. Data comes from the National Student Clearinghouse (NSC)
 - a. SSIDs found on the NSC file are included when the student is enrolled at least one day at a university that is not categorized as a two or four year IHE.

ENTERED INTO AN APPRENTICESHIP OR OTHER JOB TRAINING PROGRAM

This measure represents the percentage of graduates from the prior school year who are engaged in an apprenticeship or other job training program (post-high school).

1. Data comes from the Exiting Student Follow-Up Collection (FW).
 - a. Records FW230 and FW240: Students are counted as entering an apprenticeship or other job training program when a “Y” is reported for FW230 and an “A” for FW240.

GAINFUL EMPLOYMENT

This measure represents the percentage of graduates in the prior school year who are gainfully employed.

1. Data comes from the Exiting Student Follow-Up Collection (FW).
 - a. Record FW160 – Employment Status: Students are considered to be employed when a “Y” is reported for this element.
2. A formal definition of “gainful” employment is still under development.

MILITARY ENLISTMENT

This measure represents the percentage of graduates from the prior school year who are reported as enlisted in the military.

1. Data comes from the Exiting Student Follow-Up Collection (FW).
 - a. Record FW290: Students are counted as enlisted in the military when a “Y” is reported.

Free Applications for Federal Student Aid (FAFSA) Completed

The FAFSA Measure tracks the number of high school seniors who complete the Free Application for Federal Student Aid (FAFSA). This measure is crucial for understanding the number of students seeking financial aid for post-secondary education. The data is sourced from the Federal Student Aid (FSA) office and include only completed applications from the current FAFSA application cycle. This measure also reports the percentage of estimated graduating seniors who have completed the FAFSA, providing valuable insights into financial aid accessibility and application trends.

The FAFSA Measure relies on reports from the Federal Student Aid (FSA) office. These reports track submitted and completed FAFSA applications (by high school seniors) during the first 15 months of each 21-month application cycle. Only applications submitted for the most recent cycle are included in the measure. Seniors are defined as students who are no older than 19 (as of the cutoff date) and a recipient of a diploma before the start of the aid-seeking school year. The data is organized by state, district, and school building, providing insights into financial aid accessibility for graduating seniors

College Enrollment Calculation

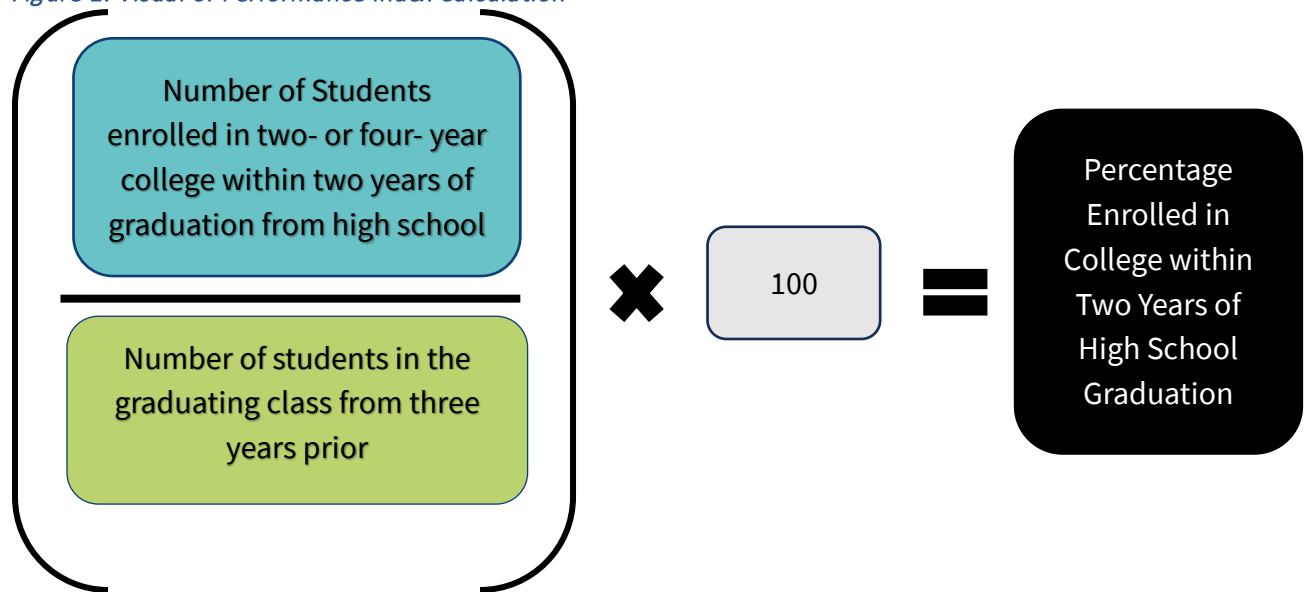
The first measure reflects the percentage of students in the four-year graduation cohort of 2020-2021, enrolled in a two- or four-year college within two years of the graduation cohort. Specifically, this element reflects the percentage of students enrolled in a two- or four-year college for at least 60 days and within two years of high school graduation. The Department obtains this information through the National Student Clearinghouse Research Center, NSC; <http://nscresearchcenter.org/>. NSC linkages are actively being improved. Some districts and schools may see a posted update (improvement) in this measure before the end of the calendar year.

To receive a score on the College Enrollment measure, a school or district must have at least ten accountable students. In cases of less than ten unique students, the data will be masked.

- **N-Size:** 10 students in the class of 2021
- **Type of Institution:** Two-year or Four-year IHE
- **Enrollment:** Prior to the end of the two-year period for the four-year cohort
- **Exclusions:** Enrollment marked “W (Withdrawal)”, “D (Death)”, or “A (Leave of Absence)”

For the 2023-2024 report card, the 2020-2021 four-year cohort is used.

Figure 1: Visual of Performance Index Calculation



DENOMINATOR

Number of students in the graduating class from three years prior to the Report Card

NUMERATOR

Number of students enrolled in a college for at least 60 days, during the two-year observation period. The numerator excludes enrollment periods marked with a death, leave of absence, or withdrawal. Additional exclusions include enrollment prior to high school graduation unless a degree was awarded.

College Graduation Calculation

The second measure reflects the percentage of students who graduated from a two- or four-year college within six years of their cohort graduation date. The student must earn at least an associate degree (or higher) from an institution of higher education to be counted as a graduate. The Department gathers this information from the National Student Clearinghouse Research Center, NSC; <http://nscresearchcenter.org/>. NSC linkages are actively being improved. Some districts and schools may see a posted update (improvement) in this measure before the end of the calendar year. For the 2023- 2024 Traditional Report Card, the denominator of the College Graduation measure includes all students from the 2016-2017 four-year graduation cohort.

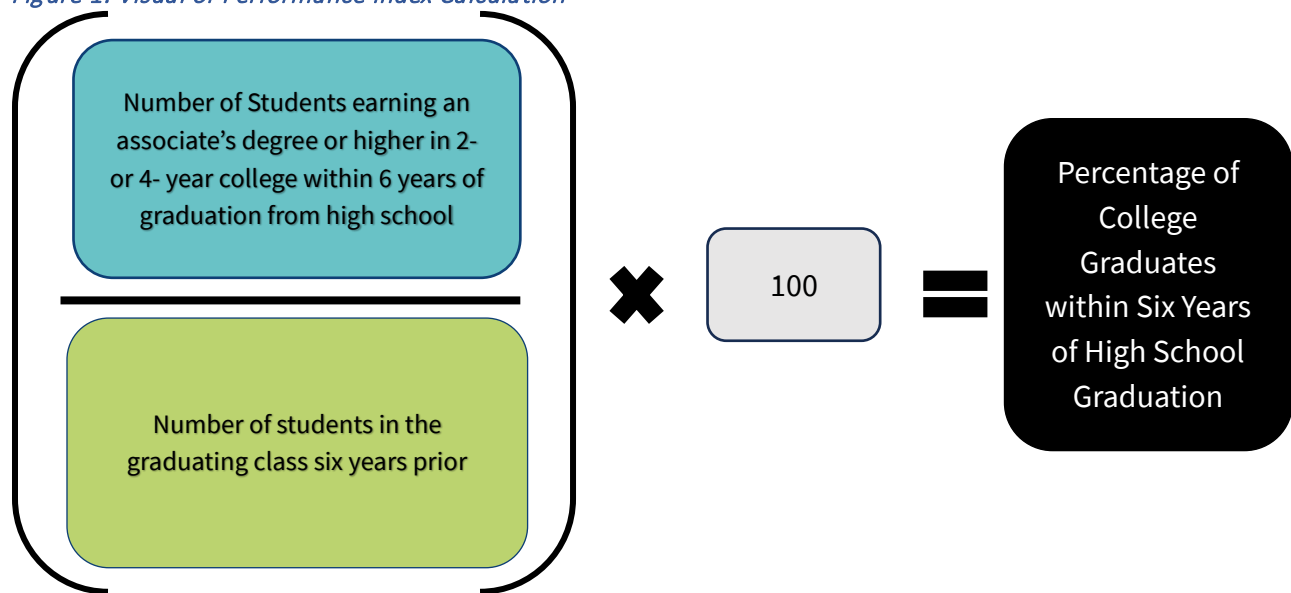
Because the high school graduation date for each student in the cohort is unique (i.e., students may graduate early, on time, or late), the calculation uses a college graduation deadline of Sept. 30. It must be six years after the cohort graduation year to give all students adequate time to earn a college degree. College graduation must have occurred prior to the end of the six-year observation period (Sept. 30, 2023) for the Class of 2017.

To receive a score on the College Graduation measure, a school or district must have at least ten accountable students. In cases of less than ten unique students, the data will be masked.

- **N-Size:** 10 students in the class of 2017
- **Type of Institution:** Two- or four-year Institute of Higher Education
- **Graduation:** eligible degree (Associate's or higher); date on or after the high school graduation date

In cases where students earned an associate degree, within three months prior to graduating from high school, districts and schools receive credit.

Figure 1: Visual of Performance Index Calculation



DENOMINATOR

Number of students in the graduating class six years prior.

NUMERATOR

Number of students earning an associate's degree or higher from a two or four-year college within six years of graduating from high school. Includes students who earn associate degrees within three months of high school graduation.

College, Career, Workforce, and Military Readiness Technical Documentation



Traditional District and School Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

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College, Career, Workforce, and Military Readiness		Report Portal > Secure Data Center > Local Report Card > District (or School) Report Card > College, Career, Workforce, and Military Readiness

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Introduction

The College, Career, Workforce, and Military Readiness component (CCWMR) is intended to measure how prepared a graduating class is for post-secondary education, entering the workforce, or joining the armed forces. The readiness of a graduating class is estimated by calculating the number of students who engage in one or more of these experiences.

This component will not be rated or included in the overall rating for schools and districts until the 2024-2025 school year at the earliest.

Data collections and business rules have not been finalized for this component. All currently available data for each measure will be reported and a preliminary component percentage displayed but this data should be considered for informational purposes only.

Data Availability

Due to significant updating of this component as well as the fact that the data are lagged, not all measures will have data available until the 2024-2025 school year. The following table details what measures will have data and if data will be shown on the report card web page or only available as a download file.

Measure	Status on 2024 Report Card	Business Rule Status
Received an ACT Remediation Free score OR Received an SAT Remediation Free score	Final	Final
Received an Honors Diploma	Final	Final
Any combination of 3 or more Advanced Placement OR International Baccalaureate tests with qualifying scores	Final	Final
Earned at least 12 credential points in a single career field OR Hold a State recognized license	Final	Final
Earned twelve or more College Credits	Final	Final
Enlisted in the Military	Final	Final
Has been accepted into an apprenticeship program, Post high school	Final	Final
Completed a Pre-Apprenticeship	Final	Final
Completed an Apprenticeship	Final	Final
Achieved proficiency on three or more technical assessments in a single path	Final	Final
Obtained an Ohio Means Jobs Readiness Seal And 250 hours of internship / Work based learning	Final	Final

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

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

COLLEGE, CAREER, WORKFORCE, AND MILITARY READINESS ELEMENTS

REMEDIATION FREE SCORES ACT/SAT

Students demonstrate readiness for this measure by earning a remediation-free score or higher on the ACT or SAT. Thresholds are set for each subject by the [Ohio Department of Higher Education](#).

The remediation-free scores are:

Table 2: ACT Remediation Free Scores

ACT Remediation Free Score	
English	18
Reading	22
Mathematics	22

Table 3: SAT Remediation Free Scores

SAT Remediation Free Score	
English	480
Reading	480
Mathematics	530

Students can take the assessments multiple times. Once a passing score is earned in a subject, the percentage of students who achieved the remediation free scores will be counted.

HONORS DIPLOMA

Students demonstrate readiness on this measure by earning one of the six honors diploma options and meeting all associated [diploma requirements](#).

Ohio students can choose to pursue one of six honors diplomas:

1. [Academic Honors Diploma](#)
2. [International Baccalaureate Honors Diploma](#)
3. [Career Tech Honors Diploma](#)
4. [STEM Honors Diploma](#)
5. [Arts Honors Diploma](#)
6. [Social Science and Civic Engagement Honors Diploma](#)

ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB)

Advanced Placement (AP) or International Baccalaureate (IB) courses are administered at the end of the year. They measure knowledge of the Ohio Learning Standards. This measure reports which students (among the graduation cohort) received qualifying scores on **at least**

three AP or IB exams. It can be a combination of both AP and IB assessments. Course availability is determined by each district.

Table 4: AP/IB Qualifying Scores

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

TWELVE OR MORE INDUSTRY CREDENTIAL POINTS IN A SINGLE CAREER FIELD OR A STATE RECOGNIZED LICENSE

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

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

Career Fields and Credential Lists

Agriculture/Environmental Systems
Business, Marketing, and Finance
Education and Training
Health
Human Services
Law and Public Safety
Transportation

Arts and Communications
Construction
Engineering
Hospitality and Tourism
Information Technology
Manufacturing

State recognized license

Students can also demonstrate readiness by obtaining a state agency or board license approved under section of the Ohio Revised Code that is issued by a state agency or board for practice in a vocation that requires an examination for issuance of that license. Section [3313.6114\(C\)\(1\)\(b\)](#) of the Ohio revised code outlines this inclusion. Both licenses and industry credentials are reported the same. However, state licenses are by default 12 points. [3313.6113](#) of the Ohio Revised Code. It is issued for practice in a vocation requiring an examination for a license. Industry credentials and licenses are reported the same but state issued licenses are 12 points Section [3313.6114\(C\)\(1\)\(b\)](#) (of the Ohio revised code) outlines this inclusion. .

TWELVE OR MORE COLLEGE CREDITS

Students demonstrate readiness by earning twelve or more college credits through:

- advanced standing programs, such as the [College Credit Plus](#) program, under Chapter [3365](#) of the Revised Code,
- an early college high school program under section [3313.6013](#) of the Revised Code, or
- A state-approved career-technical course offered through dual enrollment or statewide articulation,

Credits appear on a student's college transcript issued by the institution of higher education where the student was educated. Credits reported under division [3302.03\(D\)\(1\)\(j\)\(iii\)](#), include credits that count toward the curriculum requirements for a degree, with the exception of remedial or developmental credits. College credits issued after the student has left secondary education can be included as long as the work (CTE, AP, or IB course and test) was completed before the student graduated.

ENLISTMENT IN THE MILITARY

Students demonstrate readiness by providing evidence of enlistment into the US Armed Forces. If students can provide evidence of enlistment, they are included in this measure per Ohio Revised Code section [3313.6114\(D\)\(j\)\(ix\)](#).

Evidence of Enlistment

To show evidence of enlistment, a student will:

- Provide a signed copy of the Department of Defense Form Enlistment/Reenlistment (DD Form 4) contract.

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

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

COMPLETION OF A PRE-APPRENTICESHIP

Students demonstrate readiness by completing a pre-apprenticeship program per industry recognized credential, CJ99. These programs teach basic technical and job-readiness skills to prepare participants for formal apprenticeship programs. High school students who complete an ApprenticeOhio-recognized pre-apprenticeship program are included in this measure. Pre-apprenticeship curricula for in-school youth are developed in collaboration with the Ohio Department of Education and Workforce. Curricula for out-of-school and adults are developed in collaboration with the Ohio Department of Education and Workforce and/or the University System of Ohio.

ACCEPTANCE INTO AN APPRENTICESHIP POST-HIGH SCHOOL

Students demonstrate readiness by being accepted into an apprenticeship program post high school per program code 305016. An [apprentice](#) is 16 years or older and learning a career from a skilled worker while earning income. Each program must be registered with ApprenticeOhio and include a minimum of 2,000 hours of on-the-job training and 144 hours of classroom instruction each year. Apprenticeships offer the chance to acquire skills that will lead to higher salaries and extensive employment opportunities. Students can select a variety of occupations including health care, technology, advanced manufacturing, and construction. Once completed, they receive a nationally recognized certificate.

COMPLETION OF AN APPRENTICESHIP

Students demonstrate readiness by completing an apprenticeship registered through ApprenticeOhio and reported by program code 305018. This measure includes students 16 years or older who completed their [apprenticeship program](#) by meeting the minimum annual 2,000 hours of on-the-job training and 144 hours of classroom instruction. Additionally, they have received a nationally recognized certificate of completion.

ACHIEVED PROFICIENCY ON THREE OR MORE TECHNICAL ASSESSMENTS IN A SINGLE CAREER PATHWAY

Students demonstrate readiness by taking at least three modules, aligned industry-recognized credentials, College Credit Plus courses, or a combination to receive a cumulative score of “proficient” or “advanced” in a single career pathway. The cumulative technical assessment is not an individual score for each test taken, but an overall score across all modules.

The Department publishes a set of technical assessments (WebXam and industry-recognized credentials) required for each CTE course called the [Program and Assessment Matrix](#). More information on [WebXam](#) is published by the assessment vendor, CETE.

Course-level assessment scores are collected in EMIS. Assessment records aligned to a career pathway are included in the calculation of a summative, or pathway score. Pathway score calculations include all CTE technical assessments (WebXam), CTE College Credit Plus course grade substitutions, and Industry-Recognized Credentials taken throughout a student’s career-technical education coursework. Course enrollment is not considered in the calculation of student summative scores.

In the case of Career-Technical Education College Credit Plus (CCP) courses, grades are reported and used in lieu of a technical assessment module. CCP course grades are reported in EMIS as not proficient, proficient, or advanced. The calculation of a cumulative technical assessment score is derived from the average WebXam score for the reported proficiency band. The average proficient or nonproficient score is used for Industry-Recognized credentials.

If more than one technical assessment record is reported (for the same course), the highest score is used to calculate the cumulative score. A pathway proficiency benchmark is the average of all aligned assessments. Students are considered proficient if their score meets or exceeds the calculated pathway proficiency benchmark.

The formula for pathway, or summative assessment calculations is as follows, “s” represents a course-level technical assessment score, and “n” is the number of reported assessment records.

$$\frac{S_1 + S_2 + S_3 + \dots + S_n}{N \text{ (min of 3 required)}} = \text{Pathway Test Score}$$

For example, the following student would have a proficient pathway score for Agribusiness and Production Systems based upon their course assessments:

Student Summative Score Calculation, A0 Pathway				
Assessment Year	Assessment Subject Code	Proficient Benchmark	Advanced Benchmark	Student Assessment Score
2022	AAL5	59	91	73
2022	AAM5	63	79	88
2023	AAN5	62	93	85
2024	ADH0	59	76	73
Summative Score		59 + 63 + 62 + 59 = 243	91 + 79 + 93 + 76 = 339	73 + 88 + 85 + 73 = 319
		243/4 = 60.8	339/4 = 84.8	319/4 = 79.8

Each pathway has a specific set of assessments that measure the content. An assessment is only included if it aligns to the career pathway.

OHIO MEANS JOBS READINESS SEAL AND HAS 250 HOURS INTERNSHIP/WORK-BASED LEARNING
 Students demonstrate readiness by earning the OhioMeansJobs-Readiness Seal. Students must demonstrate certain professional skills required for success in the workplace. Students work with at least three experienced and trusted mentors who validate the demonstration of these skills in school, work, or the community. Review the [Guide for Earning the OhioMeansJobs-Readiness Seal](#).

Federal law defines work-based learning as “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”.

For students who are not enrolled in CTE coursework, work-based learning experiences must be approved by the district’s Business Advisory Council established under section [3313.82](#). For students who are enrolled in CTE coursework, work-based learning experiences must be aligned to the CTE pathway approved by the department in which the student is enrolled. Students should accumulate 250 hours of work-based learning experiences. Hours may be accumulated across multiple types of work-based learning experiences beginning with ninth graders. Review the [Guide for issuing credit for Work-Based Learning](#).

Experiences may include one or more of the following:

- Off Site Placement and Internship
- Apprenticeship & Pre-Apprenticeship
- Remote/Virtual Placement
- Entrepreneurship
- School-Based Enterprise
- Simulated Work Environment

REPORT ONLY MEASURES

These measures appear on the report card webpage but are not in the component calculations.

ACT PARTICIPATION

ACT participation measures the percentage of the four year graduation cohort students who took the ACT test.

SAT PARTICIPATION

SAT participation measures the percentage of the four year graduation cohort students who took the SAT test.

ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) PARTICIPATION

This measures the percentage of the four year graduation cohort who took the Advanced Placement or International Baccalaureate assessments.

COLLEGE, CAREER, WORKFORCE, AND MILITARY READINESS COMPONENT CALCULATION

This component includes measures to capture ways that students demonstrate readiness for their next step after high school – post-secondary education, workforce, or enlisting in the

military. This calculation includes all students in the 2023 four year graduation cohort since it is lagged a year like the graduation component. There are specific thresholds or requirements for students to demonstrate readiness. If a student meets the criteria in at least one measure, the student counts once in the numerator regardless of the number of measures the student has met. To receive a percent on the CCWMR measure, a school or district must have at least ten accountable students in the four-year graduation cohort. In cases where a school or district has fewer than ten unique students, the data will be masked, and no CCWMR percentage will be calculated.

- **Code Sections:** [Ohio Revised Code 3302.03\(D\)\(1\)\(j\)](#)
- **N-Size:** 10 accountable students
- **Elements:**
 - Remediation Free Scores ACT/SAT,
 - Honors Diploma,
 - AP score of >3 or IB score of >4,
 - >=12 Industry Credential Points in a single Career Field or State recognized license,
 - >=12 College Credits,
 - Military Readiness,
 - Completion of Pre-Apprenticeship,
 - Acceptance into an Apprenticeship post high school,
 - Achieved >=Proficiency on three or more technical assessments in a single career pathway,
 - Earned the OhioMeansJobs-Readiness Seal with 250 Work-Based Learning hours

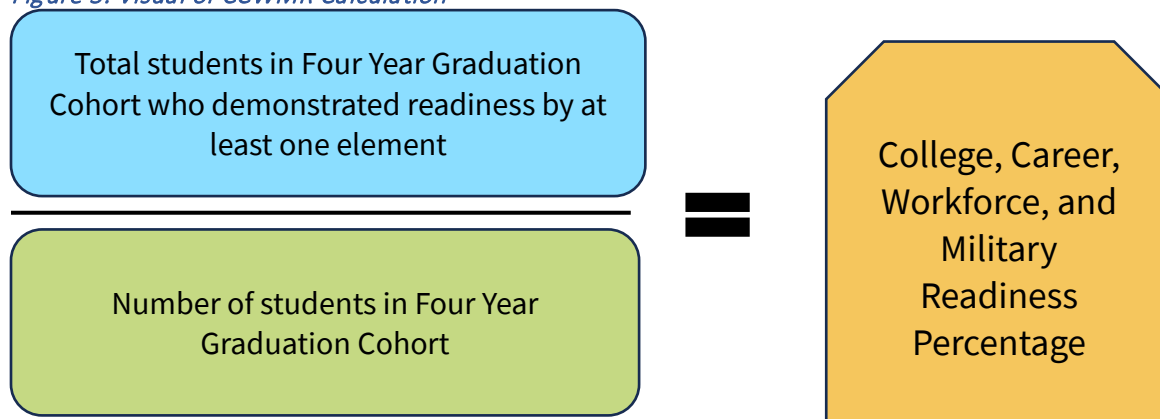
DENOMINATOR

The denominator includes all students in each four-year graduation cohort. For 2024, the students in the class of 2023 are included even if they did not graduate.

NUMERATOR

For a student to be included in the numerator, they must demonstrate readiness in one area. The student counts once even if readiness is demonstrated in multiple areas. There is no bonus points awarded.

Figure 3: Visual of CCWMR Calculation



Example Calculation

The following example shows the calculation of a cohort of four students and a list of the measures each has met or not met. This same process can be used to calculate the percentage for buildings or districts.

Measure	Met?	Student 1	Student 2	Student 3	Student 4
Received an ACT Remediation Free score OR Received an SAT Remediation Free score	Yes or No	Yes	No	No	No
Received an Honors Diploma	Yes or No	No	No	No	No
Any combination of three or more Advanced Placement OR International Baccalaureate tests with qualifying scores	Yes or No	Yes	No	No	Yes
Earned at least 12 credential points in a single career field OR Holds a State recognized license	Yes or No	No	Yes	No	No
Earned twelve or more College Career Plus Credits	Yes or No	No	No	No	No
Enlisted in the Military	Yes or No	No	No	No	No
Has been accepted into an apprenticeship program post high school	Yes or No	No	No	No	No
Completed a pre-apprenticeship	Yes or No	No	No	No	No
Completed an apprenticeship	Yes or No	No	Yes	No	No
Achieved proficiency on three or more technical assessments in a single path	Yes or No	No	No	No	No

Obtained an Ohio Means Jobs Readiness Seal And has 250 hours of internship / Work based learning	Yes or No	No	No	No	No
Count Student in the Numerator? (one or more measure met)	Yes	Yes	No	Yes	

There are four total students in this example cohort. Three students met at least one of the readiness measures and will be included in the numerator, The readiness percentage is calculated as

$$\frac{3}{4} = 75\%$$

Appendix A Inclusion Criteria

ADJUSTED GRADUATION COHORT

For the College, Career, Workforce, and Military Readiness Component, students will count in the numerator and denominator of the *last educating or sending district*, if the students are coded in the Education Management Information System (EMIS) with the following:
The students must be included in the 2023 Graduation Cohort **AND** meet the following requirements:

In order for students to be counted in the numerator and denominator for the College, Career, Workforce, and Military Readiness Component the students must be included in the 2023 Graduation Cohort **AND** meet the following requirements:

NUMERATOR

In order for students to be counted in the numerator they must have at least one of the following reported in EMIS:

Assessment type code (FA060) = **AC AND** Assessment Area Code (FA205) = **M, R, ENG** (all assessment type codes must be reported) **AND** Score (FA240) \geq **18** for English **AND** Score (FA240) \geq **22** for Mathematics **AND** Score (FA240) \geq **22** for Reading **AND** Test Date (FA210) \leq **20XX10** (CCYMM) **AND** Test Day of the Month (FA212) \leq **31** (indicating that the test was taken no later than October 31 of the cohort graduation year)

NOTE: 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 who meets the required scores **across multiple attempts** is included.

OR

Assessment type code (FA060) = **SA AND** Assessment Area Code (FA205) = **M, R** (both assessment type codes must be reported) **AND** Score (FA240) \geq **530** for Mathematics **AND** Score (FA240) \geq **480** for Evidence-Based Reading and Writing **AND** Test Date (FA210) \leq **20XX10 AND** Test Day of the Month (FA212) \leq **31** (indicating that the test was taken no later than October 31 of the cohort graduation year)

NOTE: The highest score from **all attempts** is used for the calculation. Therefore, a student that meets the required scores **across multiple administrations** is included.

OR

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

OR

AT LEAST THREE Assessment type code (FA060) = **AP AND** Score (FA240) **>= 3 AND** Test Date (FA210) **<= 20XX10 OR** Assessment type code (FA060) = **IB AND** Score (FA240) **>= 4 AND** Test Date (FA210) **<= 20XX10**

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

OR

Single credential worth 12 points or a bundle of credentials totaling 12 points **within the same career field:** Assessment type code (FA060) = **GW AND** Test Date (FA210) **<= 20XX01** (indicating that the credential was earned no later than January 1 of the year following their anticipated graduation date) **AND** Score (FA240) **≠ N**

OR

Dual enrollment credit earned (GC110) **>=12**

OR

Program Code (GQ060) = **520110** – Military- Intent to Enlist

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

OR

Assessment type code (FA060) = **GW AND** Assessment Area Code (FA205) = **CJ99**

OR

Program Code Apprenticeship Acceptance (GQ060) = **305016**

OR

Program Code Apprenticeship Completion (GQ060) = **305018**

OR

Achieved Proficiency on Three or more Technical Assessments in a Single Pathway
Assessment Type Code (FA060) = **GY, GW AND** Assessment Area Code (FA205) = See [CTE Program and Assessment Matrix](#) each year for the aligned technical assessment for each CTE course **OR**
Assessment Type Code (FA060) = **GY AND** Assessment Area Code (FA205) = See [CTE Program and Assessment Matrix](#) each year for the aligned technical assessment for each CTE course **AND**
Score Not Reported (FA235) = **X**

OR

Program Code Ohio Means Jobs (GQ060) = **510001 AND** Program Code Work Based Learning 250-499 hrs. (GQ060) = **310499**

OR

Program Code Ohio Means Jobs (GQ060) = 510001 AND Program Code Work Based Learning 500+ hrs. (GQ060) = 310500

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

ACT PARTICIPATION

In order for students to be counted in the numerator for ACT participation, the following conditions must be met:

Student is reported with an *Assessment type code (FA060) = AC AND Assessment Area Code (FA205) = M, R, ENG* (all assessment type codes must be reported) **AND Score (FA240) >= 1**, and **<= 36** (valid score ranges for the ACT) **AND Test Date (FA210) <= 20XX10 AND Test Day of the Month (FA212) <=31** (indicating that the test was taken no later than October 31 of the cohort graduation year)

NOTE: 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.

SAT PARTICIPATION

In order for students to be counted in the numerator for SAT participation, the following conditions must be met:

Student is reported with an *Assessment type code (FA060) = SA AND Assessment Area Code (FA205) = M, R* (both assessment type codes must be reported) **AND Score (FA240) >= 200**, and **<= 800** (valid score ranges for the SAT) **AND Test Date (FA210) <= 20XX10 AND Test Day of the Month (FA212) <=31** (indicating that the test was taken no later than October 31 of the cohort graduation year)

NOTE: A student must be reported with a valid score in **all sections** of either version of the SAT listed above to be included in the numerator

AP/IB PARTICIPATION

Assessment type code (FA060) = AP AND Score (FA240) >= 1, and **<= 5** (valid score ranges for the AP) **AND Test Date (FA210) <= 20XX10 AND Test Day of the Month (FA212) <=31** (indicating that the test was taken no later than October 31 of the cohort graduation year)

OR

Assessment type code (FA060) = **IB AND** Score (FA240) \geq **1**, and \leq **7** (valid score ranges for the IB) **AND** Test Date (FA210) \leq **20XX10 AND** Test Day of the Month (FA212) \leq **31** (indicating that the test was taken no later than October 31 of the cohort graduation year)

Enrollment Technical Documentation



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

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data before its final and the Report Cards are released. **The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.**

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

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

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Introduction

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

Student Enrollment

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

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

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

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

COUNT 1. STUDENTS ENROLLED IN THE DISTRICT WHERE THEY LIVE

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

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

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

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

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

COUNT 4. STUDENTS ENROLLED IN AN ONLINE COMMUNITY SCHOOL

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

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

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

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

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

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

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

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

COUNT 8. STUDENTS PARTICIPATING IN THE EDCHOICE EXPANSION PROGRAM

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

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

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

Headcount of Students Participating in Career-Technical Courses Measure

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

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

Appendix A Inclusion Criteria (EMIS)

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

- Student Enrollment

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

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

OR

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

OR

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

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

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

- Students Enrolled in the District where they live

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

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

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

- Students Enrolled in another Public District through Open Enrollment

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

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

OR

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

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

- Students Enrolled in another Public District through means other than Open Enrollment

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

Legal District of Residence (FS150) ≠ District of Enrollment (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = 3 **AND** District Relationship Element (FS140) = **1**

OR

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

OR

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

OR

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

OR

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

OR

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

OR

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

OR

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

OR

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

OR

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

OR

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

OR

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

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

- Students Enrolled in an Online Community School

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

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

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

- Students Enrolled in a Site-Based Community School

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

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

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

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

- Students Enrolled in a Dropout Prevention and Recovery Program (Online or Site-Based)

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

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

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

- Students Participating in the EdChoice Scholarship or Cleveland Scholarship Program

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

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

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

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

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

- Students Participating in the EdChoice Expansion Program

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

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

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

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

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

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

- Students Participating in the Ohio Autism Scholarship or Jon Peterson Special Needs Scholarship Program

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

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

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

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

- Student Participating in Career-Technical Course

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

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** They were funded in (**generated CTE FTE**) an approved CTE workforce development course (*Curriculum Code Element (CN310) = VN (for JTC only), VP, VT, or PS*) in the current year **AND** The student must have been enrolled for at least 90% of the course

OR

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

Student Attendance Technical Documentation



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

2023-2024 School Year



Department of
Education &
Workforce

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections - are not marked.

Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. Data should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data before it is final, and the Report Cards are released. **The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.**

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

Component	Measure	SDC Breadcrumb Trail
	Student Attendance Rate	Report Portal > Secure Data Center > Enrollment > District (or School) Enrollment
Gap Closing	Chronic Absenteeism Improvement Indicator	Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Chronic Absenteeism

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Introduction

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

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

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

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

Definitions

EXCUSED ABSENCE HOURS

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

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

UNEXCUSED ABSENCE HOURS

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

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

EXPULSION

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

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

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

IN-SCHOOL SUSPENSIONS

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

OUT-OF-SCHOOL SUSPENSIONS

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

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

SCHOOL SPONSORED FIELD TRIP

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

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

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

Business Rules

DETERMINING STUDENTS INCLUDED IN ATTENDANCE RATE AND CHRONIC ABSENTEEISM RATE

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

EXPULSIONS

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

IN-SCHOOL SUSPENSIONS

In-school suspensions are counted as attendance hours.

OUT-OF-SCHOOL SUSPENSIONS

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

SCHOOL SPONSORED FIELD TRIPS

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

STUDENTS ATTENDING SCHOOL LESS THAN FULL-TIME

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

AGGREGATE MEMBERSHIP

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

ATTENDANCE HOURS

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

STUDENT ABSENCE RATE

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

Attendance Rate

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

ATTENDANCE RATE - CALCULATION

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

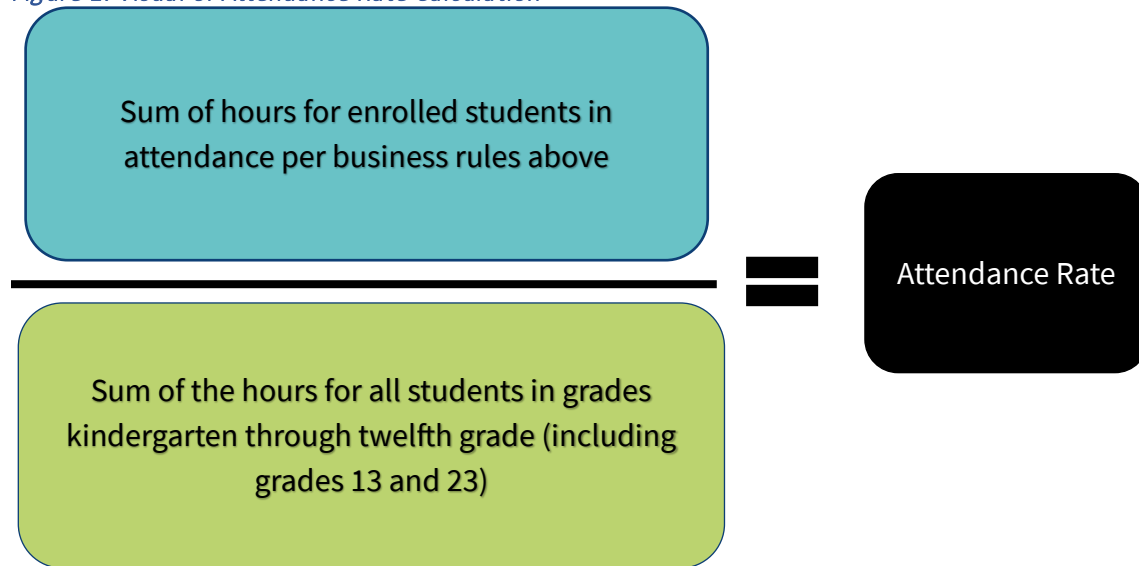
DENOMINATOR - AGGREGATE MEMBERSHIP

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

NUMERATOR - AGGREGATE ATTENDANCE

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

Figure 1: Visual of Attendance Rate Calculation



Chronic Absenteeism Rate

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

STUDENT ABSENCE RATE

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

CHRONIC ABSENTEEISM RATE – CALCULATION

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

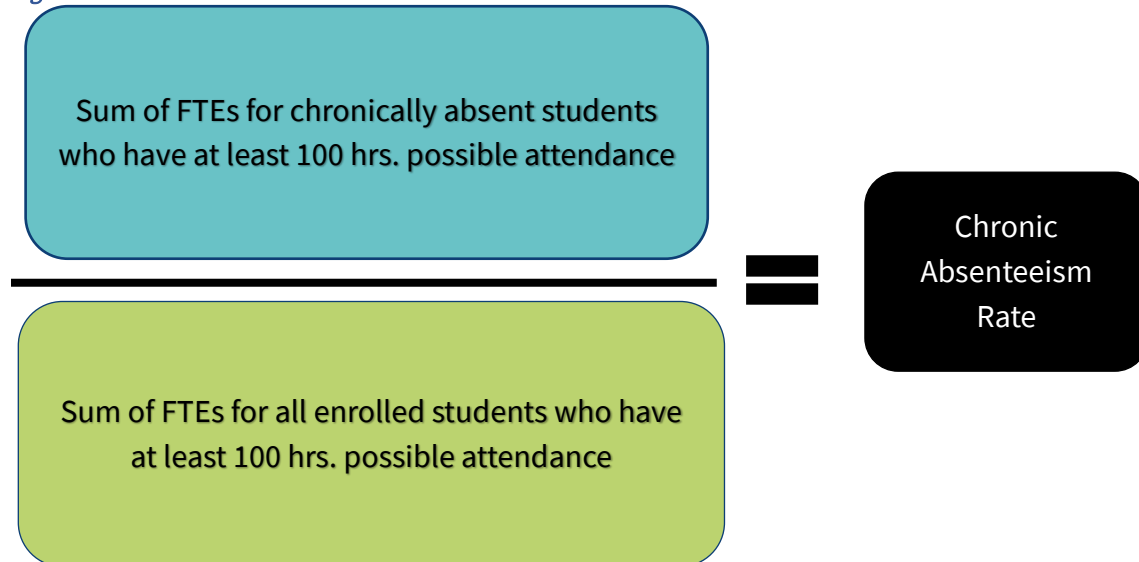
DENOMINATOR

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

NUMERATOR

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

Figure 2: Visual of Chronic Absenteeism Rate Calculation



Chronic Absenteeism Improvement Indicator

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

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

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

CHRONIC ABSENTEEISM INDICATOR INTERIM AND LONG-TERM GOALS

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

Table 1: Interim and Long-Term Goals

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

Table 2: Improvement Standard

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

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

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

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

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

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

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

Understanding Student Placement for Ohio's Differentiated Accountability Systems



Where Kids Count Methodology
and More

2023-2024 School Year



**Department of
Education &
Workforce**

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

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. Data should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before the data is final and the Report Cards are released. ***The SDC is the main resource districts should use to review Report Card data.***

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Introduction

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

This guide includes the following elements:

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

Business Rules: It outlines specific rules and guidelines that govern the inclusion or exclusion of student data. These rules help maintain fairness and accuracy in the accountability system.

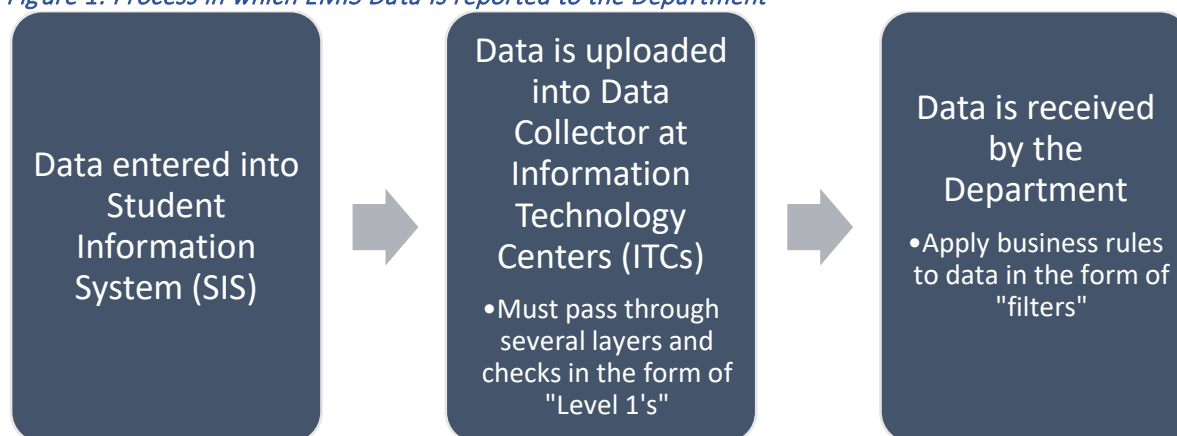
Inclusion and Exclusion Criteria: Educators and administrators can refer to this guide to determine which students should be included in the report card calculations. It clarifies scenarios where certain students may be excluded due to specific circumstances.

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

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

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

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



The purpose of these filters is to determine:

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

Definitions/Student Populations

TRADITIONAL PUBLIC DISTRICT/SCHOOL

In Ohio, public school districts are funded by public tax dollars. All school-age children in Ohio are entitled to attend the public schools in the district of their residence without charge.

These districts serve as the primary educational entities within the state, providing education to students from kindergarten through high school. Different types of school districts in Ohio include:

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

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

STEM DISTRICT/SCHOOL

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

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

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

In Ohio, there are **STEM and STEAM Designated Schools** that meet specific criteria outlined by the [Ohio Quality Model for STEM and STEAM Schools](#). The goal is to foster intellectual, entrepreneurial, and technical talent through design thinking, contributing to Ohio's future economic growth and prosperity.

[Ohio Revised Code 3302.03](#) requires the Department to create a report card for each school district and each school building, including STEM schools. STEM schools receive a **Traditional Report Card**.

COMMUNITY SCHOOLS

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

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

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

DROPOUT PREVENTION AND RECOVERY COMMUNITY SCHOOL

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

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

OR

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

OR

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

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

CAREER TECHNICAL PLANNING DISTRICT

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

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

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

ENROLLED STUDENT

A student who generates Base FTE and that meets the requirements defined in [ORC 3317.03](#).

FULL ACADEMIC YEAR

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

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

MAJORITY OF ATTENDANCE IRN

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

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

ACCOUNTABILITY IRN

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

- The student was enrolled in a building for a *Full Academic Year*.

AND

- The student was simultaneously enrolled in two or more buildings in the district.

OR

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

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

USE OF ACCOUNTABILITY IRN

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

REPORTING IRN

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

NOTE:

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

EXTENDED FULL ACADEMIC YEAR

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

MODIFIED FULL ACADEMIC YEAR

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

CAREER TECHNICAL EDUCATION

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

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

CAREER TECHNICAL EDUCATION WORKFORCE DEVELOPMENT PROGRAM

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

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

CAREER TECHNICAL EDUCATION WORKFORCE DEVELOPMENT COURSE

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

GRADUATE

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

HIGH SCHOOL DROPOUTS

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

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

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

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

STUDENTS REPORTED IN ERROR

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

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

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

TRANSFERS IN

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

REINSTATED TRANSFERS

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

TRANSFERS OUT

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

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

NON- RESIDENT SPECIAL EDUCATION COOPERATIVE STUDENT

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

COURT-PLACED OR PARENT-PLACED IN AN INSTITUTION STUDENT

Students who are court-placed or parent-placed in an institutional setting served by a district includes:

- Court ordered institutional placements other than foster care
- (Jail and residential treatment centers)

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

AUTISM OR JON PETERSON SCHOLARSHIP STUDENT

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

ENGLISH LEARNERS

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

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

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

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

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

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

FOREIGN EXCHANGE STUDENTS

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

CTE PARTICIPANT (PERKINS V)

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

CTE CONCENTRATOR (PERKINS V)

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

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

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

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

When one or more programs of concentration are derived in EMIS and not reported by the educating district, the Department will apply the following tie-breaker rules based on the following criteria.:

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

CURRENT YEAR CONCENTRATOR

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

CTE CONCENTRATOR WHO LEFT SECONDARY EDUCATION

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

Business Rules

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

WHERE KIDS COUNT (WKC)

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

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

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

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

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

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

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

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

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

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

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

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

EXTENDED WKC

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

MODIFIED WKC

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

STUDENT GROUP WKC

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

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

ADJUSTED GRADUATION COHORT

COHORT PLACEMENT

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

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

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

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

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

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

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

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

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

FINAL ADJUSTED COHORT

Students in the final adjusted cohort includes students who were placed into the cohort (see Cohort Placement above), as well as:

- Adding students who [Transfer In](#) later in ninth grade or the next three years
- AND**
- Subtracting any students who [Transfer Out](#) or reported in error by the district or pass away during that same period.

NOTE: Students reported as transferring to another Ohio public school by a sending district must be reported as having been admitted to a receiving public district. Otherwise, the student will be returned to the sending district’s cohort. This includes any students that another district has reported as a Student Reported in Error. In this document, these students are referred to as [Reinstated Transfers](#).

NOTE: Students who are reported as [High School Dropouts](#) or non-graduates are not removed from the Graduation Cohort.

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

Table 2: Cohort to Graduating Class

Cohort	Graduating Class
--------	------------------

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

PRIOR SCHOOL YEAR GRADUATE

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

CTE CONCENTRATOR

PERKINS V

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

Course Completion

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

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

AND

- They earned full or partial high school credit.

OR

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

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

Calculating Scheduled Hours

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

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

Denominator = Scheduled Instructional Hour Count Student Course Days.

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

Course Days

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

Scheduled Instructional Hour Count

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

Calculating Full or Partial Credit

A student is considered to have earned full or partial credit in a course when at least one of the following is met for the course. As reported on the *Student Course (GN) Record*:

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

Calculating the Count of Completed Courses

The Office of Career Technical Education has defined one completed course to be calculated as:

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

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

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

CTE CONCENTRATOR WHO LEFT SECONDARY EDUCATION CALCULATION

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

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

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

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

CTE ADJUSTED GRADUATION COHORT

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

CHRONIC ABSENCE RATE

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

TRADITIONAL PROGRESS

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

DPR PROGRESS

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

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

GAP CLOSING PARTICIPATION

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

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

Table 3: Gap Closing- Participation Rate Test Information

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

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

TECHNICAL SKILL PARTICIPATION RATE

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

STATUS KNOWN RATE

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

Student Accountability Chart

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

Table 4: Traditional Report Card

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

Table 5: Dropout Prevention and Recovery Community School Report Card

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

Table 6: Career Technical Planning District Report Card

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

Student Examples

Grades KG-6th

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

Table 7: KG-6th Grade Student Examples

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

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

Grades 7-12th and beyond

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

Table 8: 7-12th Grade Student Examples

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

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

Appendix A Denominator Inclusion Criteria

WHERE KIDS COUNT

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

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

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

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

OR

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

OR

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

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

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

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

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

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

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

OR

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

OR

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

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

- Performance Index used both in the Achievement Component and the Gap Closing Component of the Traditional Report Card.
- Early Literacy Component of the Traditional Report Card
- High school Test Passage Rate of the Achievement Component of the DPR Report Card.

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

Majority of Attendance IRN Element (FN220) = *********

OR

Students reported with a *How Received Element (FS180)* = **P, Q, or T**

OR

Students with Sent Reason 1 or 2 (FS200 or FS230) = **AU, CE, CI, JP, or NI**

OR

District Relationship Element (FS140) = **1** **AND** *Sent Reason Element (FS200 or FS230)* = **EX** **AND** *Sent Reason Percent of Time (FS220 or FS250)* = **0**

OR

Students with EL Status Element (FD170) = **L** and **S** who have been in US schools for fewer than 360 school days (or the equivalent of two school years)

OR

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

EXTENDED WHERE KIDS COUNT

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

- Promotion to Fourth Grade measure of the Early Literacy Component of the Traditional Report Card

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

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

OR

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

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

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

- Promotion to Fourth Grade measure of the Early Literacy Component of the Traditional Report Card

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

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

OR

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

OR

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

MODIFIED WHERE KIDS COUNT

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

- K-3 Improvement Measure of the Early Literacy Component of the Traditional Report Card

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

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

OR

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

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

STUDENT GROUP WKC

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

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

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

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

- Gifted- *GG250, GG210, GG230, GG220, GG240, GG200, or GG260 = Y*
- Economic Disadvantaged- *FD110 = 1, 3, 4, 5, 6, or 7*
- Students with a Disability- *FD130 ≠ ***
- English Learners- *FD170 = Y, L, or S* and **former English Learners** for four years after exiting EL Status
- Black, non-Hispanic- *G1090 = B*
- American Indian or Alaskan Native- *G1090 = I*
- Asian/Pacific Islander/Native Hawaiian- *G1090 = P*
- Hispanic or Latino- *G1580 = Y* and *G1090 = H*
- Multi-Racial- *G1090 = M*
- White- *G1090 = W*

OR

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

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

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

OR

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

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

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

ADJUSTED GRADUATION COHORT

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

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

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

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

Student generates base FTE- See EMIS Validation and Reports Explanation on [FTE](#) for more detailed information

OR

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

OR

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

NOTE: Full Academic Year is **NOT** a requirement.

CTE PARTICIPANT

Students will count in the **Career Technical Planning District** as a CTE Participant.

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

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** They were funded in (**generated CTE FTE**) an approved CTE workforce development course (*Curriculum Code Element (CN310) = VN* (for JTC only), **VP, VT**, or **PS**) in the current year **AND** The student must have been enrolled for at least 90% of the course

OR

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

CURRENT YEAR CTE CONCENTRATOR

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

- Technical Skills Attainment in Achievement Component of the CTPD Report Card
- Performance Index in Achievement Component of the CTPD Report Card

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

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND Program of Concentration (FN290) ≠ ** AND** a [completed](#) a course aligned to their reported pathway

OR

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** *The Department has derived a Program of Concentration* **AND** a [completed](#) a course aligned to their reported pathway

CTE CONCENTRATOR WHO LEFT SECONDARY EDUCATION

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

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

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

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

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

CTE ADJUSTED GRADUATION COHORT

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

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

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

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** *Program of Concentration (FN290) ≠ ***

OR

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** *The Department has derived a Program of Concentration*

OR

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

OR

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** *The Department has derived a Program of Concentration AND_District Relationship Element (FS140) = 1 AND_Sent Reason Element (FS200 or FS230) = EX or NP*

OR

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

OR

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

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

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

CHRONIC ABSENCE RATE

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

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

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

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

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

DPR PROGRESS

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

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

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

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

OR

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

GAP CLOSING PARTICIPATION RATE

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

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

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

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

OR

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

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

OR

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

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

TECHNICAL SKILLS PARTICIPATION

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

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

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

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

OR

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

STATUS KNOWN RATE

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

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

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

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

Positive Behavioral Intervention and Supports Technical Documentation



Traditional District and School
Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

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Introduction

PBIS is a framework that guides school teams in the selection, integration and implementation of evidence-based practices for improving academic, social and behavior outcomes for all students. The PBIS process emphasizes four integrated elements: data for decision making, evidence-based interventions and practices that support varying student needs (multi-tiered), systems that efficiently and effectively support implementation of these practices, and continual progress monitoring to ensure outcomes are met. PBIS is not a curriculum or a one-day training. It is a systems change process requiring an on-going commitment to create effective systems for teaching and addressing behavior and social-emotional skills. All schools are expected to move through the stages of PBIS implementation even preschools despite not receiving a report card. A traditional district's status is determined based on the implementation status of all schools.

Ohio Revised Code [3302.03\(C\)\(2\)\(h\)](#) requires the Department to report information about whether a school or district has implemented a Positive Behavior Intervention and Supports (PBIS) framework in compliance with the requirements of Section [3319.46](#) of the Revised Code and Administrative Code Rule [3301-35-15](#).

Reporting Codes

A = Work on implementing PBIS has not yet begun

Work on implementing PBIS has not yet begun; valid option for Attribute Number = 0 months.

B = Exploration and Adoption

Researching PBIS, exploring readiness, and securing staff and administration agreement to implement PBIS; valid options for Attribute Number = 1-999 months.

C = Installation

Creating the PBIS team, completing PBIS training, and establishing initial systems, data-decisions, policies, and practices that will be required to implement PBIS; valid options for Attribute Number = 1-999 months.

D = Initial Implementation

Rolling out and implementing PBIS schoolwide with a focus on Tier I supports; valid options for Attribute Number = 1-999 months.

E = Full Implementation

Implementing PBIS with all systemic components and a range of interventions (Tier I, II, and III supports); valid options for Attribute Number = 1-999 months.

F = Innovation and Sustainability

Implementing PBIS with all systemic components and a range of interventions (Tier I, II, and III supports) beyond one year *and* demonstrating routine annual reviews for implementation

with fidelity. The results of the Tiered Fidelity Inventory will be used to update and modify practices as needed; valid options for Attribute Number = 1-999 months.

Business Rules

A schools move through the stages of PBIS (across multiple years) the calculation ramps up the codes to earn a **“YES”** on the report card. When a new school opens, it isn’t expected to be at the same stage as a school that has been open for multiple years. See the chart below for the different codes to earn a **“YES”**, depending on how long the school has been open.

Districts receive a rating of **“YES”** or **“NO”** based on the ratings of all schools.

- If **all** schools, including free-standing preschools, and online schools earn a **“YES”** rating, the district also earns a **“YES”**.
- If **any** school is rated **“NO”**, the district earns a **“NO”**.

Table 2: PBIS ratings for schools- related to Stage reported in EMIS and Years Open

How long School has been Open	No PBIS Stage Reported	Stage A Reported	Stage B Reported	Stage C Reported	Stage D Reported	Stage E Reported	Stage F Reported
First Year	NO	NO	NO	YES	YES	YES	YES
Second Year	NO	NO	NO	NO	YES	YES	YES
At Least Three Years	NO	NO	NO	NO	NO	YES	YES

All schools are expected to move through the stages of PBIS and evaluated accordingly. This includes online schools and preschools. The ratings for preschools are used in district calculations even though they don’t receive a building level report card.

Student Opportunity Profiles



Traditional District and School
Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

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Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before its final and the Report Cards are released. ***The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.***

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

Component	SDC Breadcrumb Trail
Student Opportunity Profiles	Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Student Opportunity Profiles

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Introduction

The Traditional District and School Report Card will include several staff-and student level metrics related to opportunities for students. These metrics capture the broad spectrum of educational and extra-curricular activities that students can participate to support and enhance their educational and socio-emotional development. Several staff-related metrics provide insight into the capacity and availability of various support teams.

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

Business Rules

STUDENT-RELATED METRICS

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

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

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

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

Table 2: Physical Education or Wellness Courses and Course Codes

Course Name	Course Code
Physical Education	080300
Adapted Physical Education	080505
Lifetime Sports	080405
Outdoor Physical Education	080900
Other Physical Education	080999

Health Education	260101
Substance Abuse Prevention	260150
Safety/First Aid/CPR	260200
Sports Medicine	260410
Other Health	269999
Wellness	

THE PERCENTAGE OF STUDENTS ENROLLED IN A WORLD LANGUAGE COURSE

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

Table 3: World Language Courses and Course Codes

Course Name	Course Code
IB Second Language – Arabic	320250
IB Second Language – Chinese	320300
IB Second Language – Czech	320350
IB Second Language – French	320400
IB Second Language – German	320450
IB Second Language – Hebrew	320500
IB Second Language – Hindi	320525
IB Second Language – Italian	320550
IB Second Language – Japanese	320600
IB Second Language – Polish	320650
IB Second Language – Russian	320700
IB Second Language – Swahili	320750
IB Second Language – Spanish	320800
IB Classical Languages (Latin or Classical Greek)	320850
Arabic	060101
Chinese	060102
Greek	060103
Hebrew	060104
Latin	060107
Hindi	060139
Russian	060218
Swahili	060221

Czech	060227
French	060230
German	060235
Italian	060245
Japanese	060250
Polish	060255
Spanish	060265
World Language (Exploratory)	060900
American Sign Language (ASL)	061050
Latin: Vergil	069922
French Literature	069915
Spanish Literature	069935
Latin Literature	069925
Early Language Learning Arabic	069951
Early Language Learning Chinese	069952
Early Language Learning Japanese	069953
Early Language Learning Italian	069954
Early Language Learning German	069955
Early Language Learning Hebrew	069956
Early Language Learning French	069957
Early Language Learning Spanish	069958
Early Language Learning Swahili	069959
Early Language Learning Russian	069960
Early Language Learning Latin	069961
Early Language Learning Greek	069962
Early Language Learning American Sign Language	069963
Other World Language	069999

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

The denominator is a headcount of grades 7-12 students enrolled in a school, district or the state for at least .25 FTE. The numerator is a headcount of students who were enrolled, at any time, during the school year. Any student (in an approved course) who generates CTE weighted FTE is included if the course is not coded with a VA curriculum code indicating an integrated CTE academic course. Students who generate CTE weighted FTE in Senior-Only Industry Recognized Credential courses count towards the measure.

THE PERCENTAGE OF STUDENTS PARTICIPATING IN ONE OR MORE COCURRICULAR ACTIVITIES

The denominator is a headcount of students enrolled in a school, district or the state for at least .25 FTE. The numerator is a headcount of students enrolled or participating in the following courses or programs.:

Table 4: Cocurricular Courses and Course Codes

Course Name	Course Code
Introduction to Dance	080312
Comprehensive Dance	080315
Drama/Theatre in grades K-8	050337
Theatre Arts	050600
Music (K-8)	122000
General Music	120001
Music Theory	120300
Vocal/Choral Music	120400
Instrumental Music	120500
Music Appreciation	120800
Other Music Course	129999
Visual Art (K-12)	020012
Art Appreciation	020100
Art History	020101
Design	020210
Crafts	020240
Ceramics	020242
Drawing and Painting	020250
Photography and Film Making	020270
Printmaking	020280
Sculpture	020290
Advanced Visual Art	029902
Graphic Arts/Unified Arts	020320
Studio Art – Drawing	029100
Studio Art – 2D Design	029110
Studio Art – 3D Design	029120
Other Visual Art Course	029999
Family and Consumer Sciences	230001
Clothing and Textiles	230100
Foods and Nutrition	230140
Child Development and Parenting	230200
Consumer Education	230300

Family Living	230500
Housing and Home Furnishings	230600

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

Table 5: Cocurricular Programs and Program Codes

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

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

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

- Advanced Placement Courses – Students reported with the *Curriculum Element (CN310) = AP* are included.
- International Baccalaureate Courses – Students reported with a *Curriculum Element (CN310) = IA, IS or IH* are included.
- Honors Courses – Students reported with the *Course Level Element (CN080) = 6* (Advanced course) are included.
- College Credit Plus Courses – Students reported with a *Curriculum Element (CN310) = PS* are included.

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

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

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

Gifted identification

Ohio Administrative Code , Ohio Administrative Code [3301-51-15 \(C\) \(1\) \(e\)](#), states, “once identified, always identified” with respect to gifted identification. In conformance with this rule, after an initial gifted identification, a student shall remain identified regardless of subsequent testing or classroom performance. If the qualifying criteria for identification (in a prior year) was met, districts are expected to annually report the student as “identified”.

Current EMIS records are used to identify students as gifted. A student must be identified by March 31 of each year. Data does not need to be reported in EMIS by March 31, but the test score showing the student met the criteria must be completed no later than that date. Students identified on April 1 or later will be included in the school and district’s calculation the following year. To be counted, a gifted code must be reported annually. The Gifted Identification elements are reported for the Student Gifted Education (GG) Record. A “Y” code for the following element numbers indicates the student is gifted in the following areas:

Table 6: Areas of Giftedness and EMIS Element reported

Areas of Giftedness	Gifted Identification Element Number
Superior Cognitive	GG200
Math	GG210
Science	GG220
Reading/Writing	GG230
Social Studies	GG240
Creative Thinking	GG250
Visual/Performing Arts	GG260

Services

Students identified after March 31 of the current school year are not included in this calculation even if they do receive gifted services. Any gifted services provided at any time in the current school year are included in this calculation. District or School must Report student with a Program code with a **205XXX or 206XXX** extension or a Local Classroom code indicating the student is being taught in a course for a designated gifted population with *Student Population Element (CN340) = GA or GE AND a Y* code for the following element numbers with the following program codes indicate the student is receiving services in the following area:

Table 7: Area of Giftedness and EMIS Element reported

Area of Giftedness	Gifted Service Element Number
Superior Cognitive	GG510
Math	GG520
Science	GG530
Reading/Writing	GG540
Social Studies	GG550
Creative Thinking	GG560
Visual/Performing Arts	GG570

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

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

Table 8: Enrichment or Support Programs and Program Codes

Name	Program Code
National Honor Society	405001
Debate Team/Speech Club	405002
Drama Club/Thespians	405003
Foreign Language Clubs	405004
Yearbook Staff	405005
School Newspaper Staff	405006
Music Activities	405007
Computer Clubs	405008
Science Club	405009
Future Career Clubs	405010

National Vocational Technical Honor Society	405012
Visual Arts Club	405013
Dance Club	405014
Mathematics Club	405015
Other Academic Extracurricular Activities	405011
Pep Clubs	420001
Other – Athletics and Related Programs (not Interscholastic Athletics)	420015
Football	420002
Basketball	420003
Baseball	420004
Track and Field	420005
Wrestling	420006
Softball	420007
Golf	420008
Tennis	420009
Soccer	420010
Swimming and Diving	420011
Volleyball	420012
Other Interscholastic Athletics	420013
Intramural Athletics	420014
Cheerleading	420020
Other – participation in extracurricular programs and activities not identified in one of the above categories	490000

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

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

1. Schools and districts will have a value for this measure if they participate in a school breakfast program (see below).
2. For districts and the state, ‘eligible’ is defined as students enrolled in a building participating in a breakfast program. All students that do not participate are excluded from the denominator when calculating the percent of eligible students (see III-b4 below).
3. Data is submitted for participating schools via the Claims Reimbursement and Reporting System (CRRS).

- a. Only schools that participate in a breakfast program are included and have data for the Breakfast Student Opportunity Profile measure.
 - b. Data is collected in October.
 - c. Data pulled from the CRRS for this measure include Average Daily Participation (ADP), Average Daily Membership (ADM), Sponsor IRN, and Site School ID.
 - i. ADP is defined as the average daily number of students participating in a breakfast program at a building/site during the week the count was taken in October.
 - ii. ADM is defined as the average daily number of students present at the school/building during the week the count was taken in October.
 - iii. Sponsor IRN and Site School ID correspond to District IRN and Organization IRN, respectively, as defined in EMIS.
4. The Breakfast Provided measure is reported as a percent, rounded to the nearest tenth, by dividing the number of students participating in a breakfast program by the number of students eligible to participate.
- a. For buildings, the numerator is calculated using the 'Average Daily Participant' count provided by individual buildings/sites. The denominator is calculated using the 'Average Daily Membership' count.
 - b. For districts, the numerator is calculated by summing the 'Average Daily Participant' count for each individual building/site that participated in the breakfast program. The denominator is calculated by summing the 'Average Daily Membership' count for each individual building/site that participated in the breakfast program.
 - c. For the state, the numerator is calculated by summing the 'Average Daily Participant' count for all individual buildings/sites that participated in the breakfast program in Ohio. The denominator is calculated by summing the 'Average Daily Membership' count for all individual buildings/sites that participated in the breakfast program in Ohio.
 - d. For districts and the state, the denominator may be less than the total number of students enrolled in the districts. Only those students who attend a school building/site that participates in the breakfast program are included when summing the individual building/site values for the 'Average Daily Membership'.

THE PERCENTAGE OF STUDENTS WHO ARE TRANSPORTED BY A SCHOOL BUS EACH SCHOOL DAY
Data for this measure comes from T1 reports submitted by districts and a limited number of community schools. It includes the average number of students per method of transportation. This average is derived from daily counts of students (per each method of transportation)

during the first full week of October. T1 reporting instructions can be found here: [T1-instruction-FY19.pdf](#) (ohioschoolboards.org) The data is scheduled for release annually in February. Data may continue to be updated through spring and summer.

The Bus Transportation measure is the average count of students riding a district bus.

- During count week, districts identify all students who ride a bus with a district employed driver, regardless of where the student is counted for other report card measures.
- Districts transport and count students who aren't enrolled full-time. Therefore, the percentage of eligible students cannot be calculated.
- During count week, each district reports a separate rider count for each employed bus driver. Each form of transportation is classified as one of eight types (Type I, IA, II, III, IV, V, VI, and VII), as indicated by the variable: `trans_srvc_type_code`.
- Three codes indicate transportation by some form of school bus, `trans_srvc_type_code = I, IA, or II`.
- If the form of transportation did not involve a bus, report as `trans_srvc_type_code = III, IV, V, or VI` which will not be included.
- Type VII cases, `trans_srvc_type_code = VII`, are only for Community Schools where transportation was not explicitly stated to be a school bus. The codes, `entry_status_code = AP or SB`, indicate the reported data is in the final step of the submission process or formally approved after review.

Community Schools: Community schools are excluded from the measure for the following reasons:

- This exclusion is based on the difference in community school engagement with the transportation of students by school bus compared to engagement in this process by traditional school districts.
- Approximately 10% of community schools report transportation by any means.
- If the specific method of transportation is not stated, community school's report, `trans_srvc_type_code = VII`.

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

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

- **700201 – District Provided Computer:** The school or district provides a desktop, laptop, or tablet for the student to use to complete schoolwork at their primary residence.

- The Organization-General Information (DN) Record includes an attribute called **LEAPRVHARD**, reported when the district provides computer hardware (including desktops, laptops, or tablets) all grade levels for completing schoolwork at their primary residence. Districts using this element in one or more grades do not have to report the program codes for individual students so both sources of data are used in the calculation.

STAFF-RELATED METRICS

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

The student to staff ratios required by the new ORC compares the number of Student Enrollment Full-Time Equivalent (FTE) to a single staff Full-Time Equivalent (FTE). All ratios on the report cards are the *number of students per full staff member*. For example, a student-to-teacher ratio of 25 student FTE per each full-time teacher is expressed as “*25 students per teacher of record*”. The nurse ratio is now the “*number of students (FTE) per employee reported as a school nurse*”. Student to staff ratios is in this format, whether on the “Educators in Your District” section or the Student Opportunity Profile. The general formula for calculating these ratios is the following, with details for each measure defined below.

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

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

Average ratio of teachers of record to students in each grade level in a district or building.

- The numerator for this measure is the full-time equivalent of students enrolled in the district or school, per grade level in the school.
- Students per teacher is reported only for grade levels in a school or district where at least 10 unique students were enrolled at that grade level during the year. This means that in schools with few students, some grade levels may show “not calculated” on the report cards.

- The student portion in each public district or school is calculated as the student enrollment (full-time equivalent) per grade level. School-level ratios are displayed only for the grades within the reported grade range of the school.
- Staff members who are the teacher of record for at least one course are included in the denominator if reported with a *Teacher Assignment*, position code 230.
- Staff with a Teacher Assignment of no reported courses are not included in this measure.
- Teacher FTE is calculated according to the proportion of grade level courses out of all courses for that teacher.
 - Count the total number of courses taught by each teacher of record.
 - Count the number of courses taught per grade level.
 - Determine a percentage of courses taught for each grade level.
 - Multiply the teacher's reported FTE by that percentage.
 - Assign the resulting proportional FTE to the grade level.
 - Sum all grade-level proportional FTE within the district or school.
- Note that this measure is *not* directly related to classroom size per grade level. Classroom student counts are not used in calculating this measure.
- Express the ratio as the number of students for each teacher of record per grade level across the district, or in a single school.

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

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

The average ratio of mental health professionals to students per grade level in a district or building adheres to the following criteria:

- The title, *Mental Health Professional*, is not an option in the report. However, EMIS identifies several employee positions to serve as mental health professionals. For the purposes of this report card measure, *Mental Health Professionals*, is an umbrella term for three staff categories:
 - Social Workers
 - School Psychologists
 - School Counselors.
- The numerator (for these ratios) is the full-time equivalent of students enrolled in the district or school.

The ratio of social workers to students in a district or building.

- Sum of the FTE positions reported with a position code '323' in the district or building.
- Sum of the FTE enrolled students in the district or building.

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

The ratio of school psychologists to students in a district or building

- Sum of the FTE positions reported with a position code '318' in the district or building.
- Sum of the FTE enrolled students in the district or building.
- Calculate a ratio, expressing it as “X:1” “student FTE: School Psychologist FTE”, where X is determined by dividing the calculated enrolled student FTE by the calculated school psychologist FTE.

The ratio of school counselors to students in a district or building

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

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

The average ratio of licensed librarians and library media specialists to students in a district or building adheres to the following criteria:

- Calculate the denominator by using records of licensed librarians or library positions.
 - From CORE, the State’s database of record for educator credentials, identify the individuals who held active Librarian/Media Specialist licenses during the school year of the report card.
 - For example, SY2023 uses date logic to identify individuals with a valid license during SY2023, even AFTER SY2023 has passed and some credentials might be *expired*.
 - Identify employees reported with a position of ‘Librarian/Media Assignment’ (position code 203) or ‘Library Aide Assignment’ (position code 414).
 - Identify individuals in each district and school who had one of those positions (reported in EMIS) *and* held an active license.
 - Sum the FTE (of the result of the above step) for the denominator.
- Divide the student enrollment FTE by the total FTE obtained in step 1, to calculate a student: licensed librarian FTE.

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

- Sum of the FTE positions reported with position code '415' in the district or building.
- Sum of the FTE enrolled students in the district or building.
- Calculate a ratio, expressing it as "X:1" "student FTE: paraprofessional FTE," where X is determined by dividing the calculated enrolled student FTE by the calculated paraprofessional FTE.

THE RATIO OF NURSES TO STUDENTS IN A DISTRICT OR BUILDING

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

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

- The *total teacher FTE* is the sum of FTE positions reported with position codes '212' or '230' in the building.
- The *inexperienced teacher* has fewer than three years of authorized teaching experience. This FTE is the sum of the FTE positions reported with position codes '212' or '230'.
- Calculate the percentage of teachers with fewer than three years of experience by dividing the *inexperienced teacher FTE* by the *total teacher FTE*.

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

- The *total principal FTE* is the sum of the FTE positions reported with position codes '104' or '108'.
- The *FTE inexperienced principal* has fewer than three years of experience. It is the sum of FTE positions reported with position codes '104' or '108'.
- Calculate the percentage of teachers with fewer than three years of experience by dividing the *inexperienced principal FTE* by the *total principal FTE*.

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

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

- Whether a teacher’s credentials qualify them for teaching a course is evaluated during the Initial Staff/Course EMIS data collection, for each course and each teacher.
- The *core course count* is the sum of the number of core courses being taught.
- The *not properly certified course count* is the sum of the number of core courses determined to not be properly certified.
- Calculate the *percentage of not properly certified courses* by dividing the *not properly certified course count* by the *core course count*.
- The *total teacher FTE* is the sum of the FTE educators reported with position code '230', 'Teacher Assignment.
- The *not properly certified teacher FTE* is calculated by multiplying the *total teacher FTE* by the *percentage of not properly certified courses*.
- Calculate the percentage of teachers who are not teaching in the subject or field they are certified or licensed by dividing the *not properly certified teacher FTE* by the *total teacher FTE*.

Financial Data Technical Documentation



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

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before its final and the Report Cards are released. **The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.**

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

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

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Introduction

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

Definitions

FUNDS

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

FUNCTION

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

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

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

OBJECT

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

OPERATIONAL UNIT (OPU)

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

RECEIPT (SOURCE OF FUNDS)

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

OPERATING SPENDING PER PUPIL

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

COMPARISON GROUP

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

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

Expenditure Standards and Rules

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

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

The following is a list of expenditure-specific definitions:

OPERATING SPENDING

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

NON-OPERATING EXPENDITURES

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

CLASSROOM INSTRUCTION

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

NON-CLASSROOM SPENDING

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

INSTRUCTION

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

PUPIL SUPPORT SERVICES

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

INSTRUCTIONAL STAFF SUPPORT SERVICES

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

GENERAL ADMINISTRATION

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

SCHOOL ADMINISTRATION

Report expenditure for the office of principal services.

OPERATION AND MAINTENANCE OF PLANT

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

PUPIL TRANSPORTATION

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

OTHER AND NON-SPECIFIED SUPPORT SERVICES

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

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

FOOD SERVICE

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

ENTERPRISE OPERATIONS

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

NON-INSTRUCTIONAL – OTHER

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

COMMUNITY SERVICES

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

ADULT EDUCATION

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

NON-ELEMENTARY-SECONDARY PROGRAMS – OTHER

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

CONSTRUCTION

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

LAND AND EXISTING STRUCTURES

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

EQUIPMENT – INSTRUCTIONAL

Capital expenditure for all equipment recorded in general or operating funds under the “instruction” function.

EQUIPMENT – OTHER

Capital expenditure for all non-instructional equipment.

PAYMENT TO OTHER GOVERNMENTS

Used only at a statewide level, currently not collected at local level.

INTEREST ON DEBT

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

Calculating Expenditures

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

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

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

Table 1: Process in which Expenditures are calculated

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

Average Daily Membership (ADM)

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

UNWEIGHTED ADM

Year-end enrollment reported in EMIS that has implemented the following exclusions:

- Exclude kids who have an attending home status of Non-Instructing/MRDD (code 26)
- Exclude kids in community schools who rollup to districts

WEIGHTED ADM

Calculated using the unweighted ADM as a base where:

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

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

Economically Disadvantaged Weighting: **Weighted ADM = (P/A) * 0.1 * N**, where

- P = percent of district's ADM reported as eligible for free or reduced-price lunch
- A = average statewide percent of ADM reported as eligible for free or reduced-price lunch
- N = ADM reported as eligible for free or reduced-price lunch

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

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

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

Enrollment Clusters

EXPENDITURE RANKINGS

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

Districts are grouped according to the following ADM clusters:

Traditional Public-School Districts

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

Brick and Mortar Community Schools

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

Joint Vocational School Districts

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

STEM and E-Community Schools are their own clusters.

Example

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

Source of Funds (Revenue Standards)

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

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

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

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

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

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

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

The sum of **Local + Other Non-tax + State + Federal = Operating Revenue**.

It is the denominator determined by the percentage per fund source.

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

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

Expenditure/Financial Rankings

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

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

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

Federal, State and Local Expenditure Reporting

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

Current expenditures including the functions of:

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

For the above functions, the following expenditures are included:

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

The following items are **excluded** from current expenditures:

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

Additional ESSA guidance:

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

Wellness and Physical Education Data Technical Documentation



Traditional District and School
Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before its final and the Report Cards are released. ***The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.***

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Introduction

The national association for sport and physical education creates a set of guidelines for physical education in grades kindergarten through twelve. Ohio Revised Code [3301.079\(A\)\(3\)](#) states that either these guidelines or a set created by the state board of education must be adopted. This statute also requires that the state employ a full-time physical education coordinator to provide guidance and technical assistance to districts, community schools, and STEM schools on implementing the physical education standards.

To accompany this law, the legislature also adopted ORC Section [3302.032 \(A\)](#) and [3302.032\(B\)](#) to create wellness and physical education measures on the building and district report cards.

Physical Education and Wellness Measures

For district and school report cards, physical education and wellness data is reported through four measures.

1. The extent to which the students met physical education benchmarks
2. Whether the district implemented a local wellness policy (required by federal regulation)
3. Whether the building and/or district elected to administer Body Mass Index screenings to students (Data gathered by the Ohio Department of Health)
4. Participation in the Physical Education Pilot Program

These elements are reported in the Organization – General Information Record (DN Record).

Meeting Physical Education Standards

There are five physical education content standards and two benchmarks per standard per grade band. The standards are interrelated and contribute to a comprehensive physical education program. Students are required to test on each benchmark once per grade band (K-2, 3-5, 6-8, 9-12). Districts determine when a student is tested within the grade band.

For example, students must be tested on each benchmark sometime in the K-2 band, but districts decide if that occurs in kindergarten, first grade, second grade or a combination of two or all three.

The standards are located at the following link: [Physical Education Standards](#)

Students tested on the physical education benchmarks receive one of the following scores:

- 1, 2, or 3

The scores for all the benchmarks in which a student is assessed are averaged together and a student receives one of the following overall scores:

- 1 - Limited
- 2 - Proficient
- 3 - Advanced

The aggregated counts of students scoring in each range are reported to EMIS by grade band as part of the DN record.

Note: The grade span of a school may not align with the grade span required for testing and some schools may not have data to report.

For example, if a district has a building serving only Kindergarten students but waits to test in second grade (KG-2 band), data will not be available. When reporting data, this district would use the option with asterisks for that grade band. This indicates the building SERVES one or more grades in the grade band, but those students were not evaluated. (i.e. in the example above, the building would report data using the PHYSED**KG option).

A school may serve more than one grade band and have data in two or more bands. For example, if a school serves grades K-5, data would be reported in both the KG-2 and 3-5 band.

Data Elements

The data elements that are reported in the DN record are as follows:

Grade Band K-2

PHYSEDLMKG Count of students at the limited level in the KG-02 grade band
 PHYSEDPFKG Count of students at the proficient level in the KG-02 grade band
 PHYSEDADKG Count of students at the advanced level in the KG-02 grade band
 PHYSEDNEKG Count of students not evaluated in the KG-02 grade band
 PHYSED**KG Evaluation not conducted at this grade band for the building

Grade Band 3-5

PHYSEDLM03 Count of students at the limited level in the 03-05 grade band
 PHYSEDPF03 Count of students at the proficient level in the 03-05 grade band
 PHYSEDAD03 Count of students at the advanced level in the 03-05 grade band
 PHYSEDNE03 Count of students not evaluated in the 03-05 grade band
 PHYSED**03 Evaluation not conducted at this grade band for the building

Grade Band 6-8

PHYSEDLM06 Count of students at the limited level in the 06-08 grade band
 PHYSEDPF06 Count of students at the proficient level in the 06-08 grade band
 PHYSEDAD06 Count of students at the advanced level in the 06-08 grade band
 PHYSEDNE06 Count of students not evaluated in the 06-08 grade band

Grade Band 9-12

PHYSEDLM09 Count of students at the limited level in the 09-12 grade band

PHYSEDPF09 Count of students at the proficient level in the 09-12 grade band

PHYSEDAD09 Count of students at the advanced level in the 09-12 grade band

PHYSEDNE09 Count of students not evaluated in the 09-12 grade band

PHYSED**09 Evaluation not conducted at this grade band for the building

For the purpose of determining the rating displayed on the report card, schools and districts earn points for each student based on the level of proficiency in meeting the benchmarks. The table below details the points awarded based on student's overall score.

Student Overall Score	Points towards Benchmark
1 - Limited	1
2 - Proficient	2
3 - Advanced	3

If data is reported in more than one grade band, the number of students in each range are summed to award the points. For example, if a school reports 12 students in the Limited range for the KG-2 band and 8 students in the Limited range for the 3-5 band, a total of 20 students earn 1 point for the school.

The final number of points are averaged using the total enrollment of the school/district. The building or district receives a rating of High, Moderate, or Low Success based on the ranges of points shown in the table below.

Report Card Reporting	Average Student Score
High Success	Average student score 2.75-3.0 points
Moderate Success	Average student score 1.75-2.74 points
Low Success	Average student score 0.0-1.74 points

Example Calculation

School X, had the following data reported for 93 students:

- 14 students scored Advanced in meeting the benchmarks in their grade band.
- 71 students scored Proficient in meeting the benchmarks in their grade band.
- 8 students scored Limited in meeting the benchmarks in their grade band.

93 total students are in the calculation for this school

- $14 \times 3 \text{ points} = 42 \text{ points}$

- 71 x 2 points = 142 points
- 8 x 1 point = 8 points

93 students earned 192 points for an average of 2.06 points per student.

$192/93 = 2.06$ = Earning 2.06 points places the school in the “**Moderate Success**” range.

BODY MASS INDEX SCREENING

School districts and individual schools (within a district) have the **option** to administer Body Mass Index (BMI) screenings to students enrolled in kindergarten as well as grades three, five, and nine. This program is overseen by the [Ohio Department of Health](#). Technical questions on the BMI screening process, interpretation of the data, and how to use it should be directed to that agency. The Department of Health also provides a document with [Guidelines for Measuring Heights and Weights and Calculating BMI](#).

Districts **must** notify parents before taking the measurement and allow parents to opt out. While the Ohio Department of Education & Workforce reports if a school or district participates in screenings, it does not administer this program. At the end of each school year, the Ohio Department of Education & Workforce receives a list of schools and districts from which the Department of Health received data. It is used to issue a green check that is displayed on the report card to show the entity participated in the program. **No data for this element gets reported in EMIS.** The Department of Education & Workforce does not receive any data from the Department of Health beyond participation.

LOCAL WELLNESS POLICY

Federal regulation requires each school district participating in the National School Lunch Program or other federal Child Nutrition programs to establish a local school wellness policy for all schools under its jurisdiction.

The DN record in EMIS includes an element called **LCLWELLPOL**, which is where the district reports whether it does or does not have a policy. If a policy exists, districts report a “Y” for this field. If there is no policy, districts report “N”.

The United States Department of Agriculture (USDA) Food and Nutrition Service (FNS) oversees all school nutrition programs and publishes information on [Local School Wellness Program Policies](#).

Districts with a local wellness policy (signified by reporting a “Y” for this element) will receive a green checkmark on their report card. Schools belonging to a district with a “Y” will be credited with having a policy in place.

PHYSICAL EDUCATION PILOT PROGRAM

The Physical Education Pilot Program is **optional**. Schools and districts that choose to participate must provide every student with 30 minutes of moderate to rigorous physical activity daily or 150 minutes per week.

It is important to understand that districts or schools choosing to participate in this program **must** submit a participation form **no later than August 30** of that year. Additionally, at the end of the school year, the district or school must complete a brief summary form by late May to early June to report completion of the program. **No data for this element gets reported in EMIS.**

The Ohio Department of Education & Workforce uses the participation form and summary form, [Physical Activity Pilot Program and forms](#), to determine which districts and schools participated in the pilot versus using data reported in EMIS. , Districts and schools that participate and submit the required forms will receive a green checkmark on their report card.