Department of Education & Workforce

DEEP DIVE INTO OHIO'S SCHOOL REPORT CARDS

Gap Closing

JESSICA LAURIC

Office of Accountability

Ohio Department of Education & Workforce

January 2024

AGENDA

- Gifted Performance Indicator
- Chronic Absenteeism Improvement Indicator
- English Language Proficiency Improvement Indicator
- Graduation Goals by Student Subgroup
- English Language Arts, Math Achievement by Student Subgroup
- English Language Arts, Math Progress by Student Subgroup

https://reportcard.education.ohio.gov/

https://reportcard.education.ohio.gov/

Traditional School and District Report Cards

Districts and schools report information for the Ohio School Report Cards on specific measures within six broader components. The components are Achievement, Progress, Gap Closing, Early Literacy, Graduation, and College, Career, Workforce and Military Readiness (CCWMR). Districts and schools earn a star rating on the components and an overall star rating. This helps give Ohio parents and schools a snapshot of the quality of education they are providing to students. The complete technical document for the Traditional School Report Card walks through each component and calculation. For more information,

1. **Achievement Component**
2. **Progress Component**
3. **Gap Closing Component**
   - Chronic Absenteeism Improvement Indicator
   - English Language Proficiency Improvement Indicator
   - Gifted Performance Indicator
4. **Early Literacy Component**
5. **Graduation Component**
6. **College, Career, Workforce and Military Readiness Component**
7. **Overall and Component Ratings**
8. **Additional Data and Information**
   - Attendance Rate
   - Education Management Information System (EMIS)
   - Financial Data
   - Positive Behavioral Interventions and Supports (PBIS)
   - School Choice Options
   - Similar District Methodology
   - Student Opportunity Profiles
   - Wellness and Physical Education

Gap Closing Component

Overview

Print Component Information

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

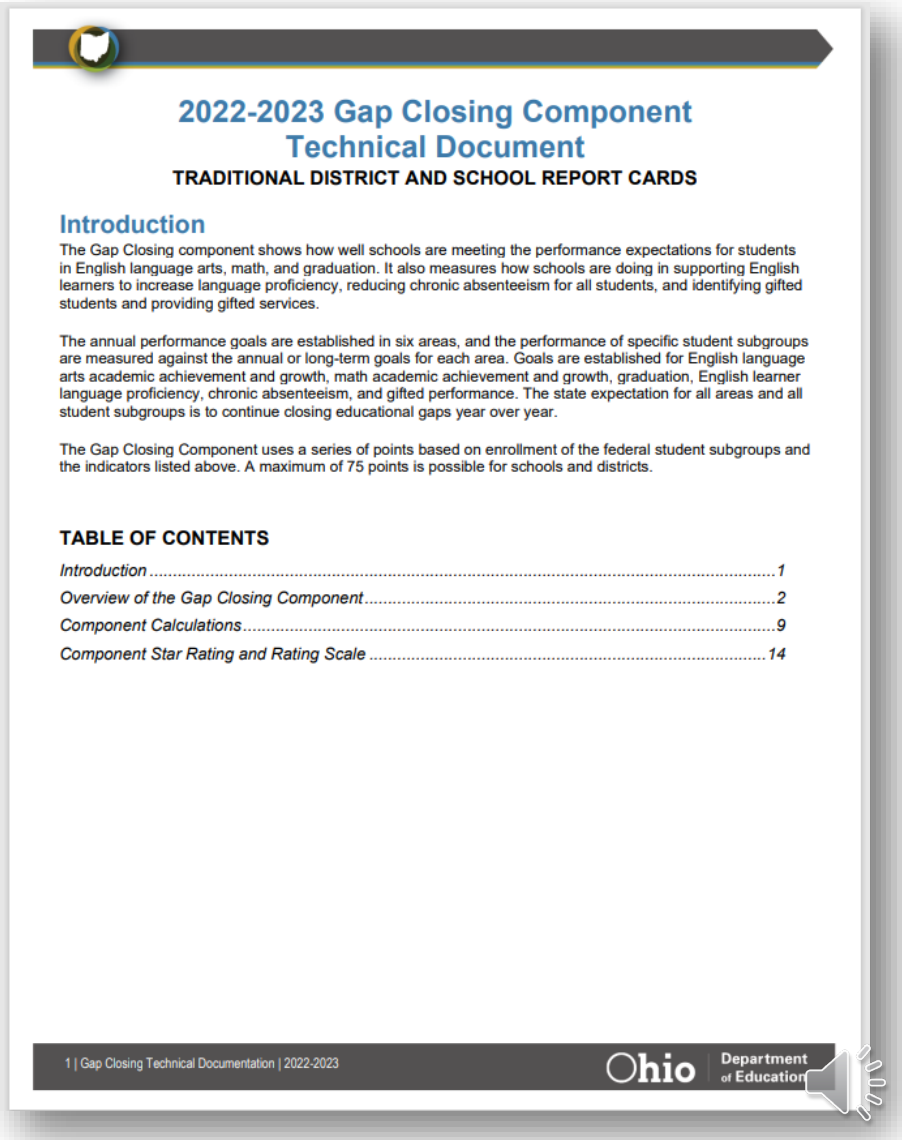
The annual performance goals are established in six areas, and the performance of specific student subgroups are measured against the annual or long-term goals for each area. Goals are established for English language arts academic achievement and growth, math academic achievement and growth, graduation,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

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

Technical Documentation and Resources

- 2022-2023 Gap Closing Technical Documentation
- Gifted Performance Indicator Details
- English Language Proficiency Improvement Indicator Details
- Chronic Absenteeism Improvement Indicator Details

Last Modified: 10/16/2023 12:04:48 PM



2022-2023 Gap Closing Component
Technical Document

TRADITIONAL DISTRICT AND SCHOOL REPORT CARDS

Introduction

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

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

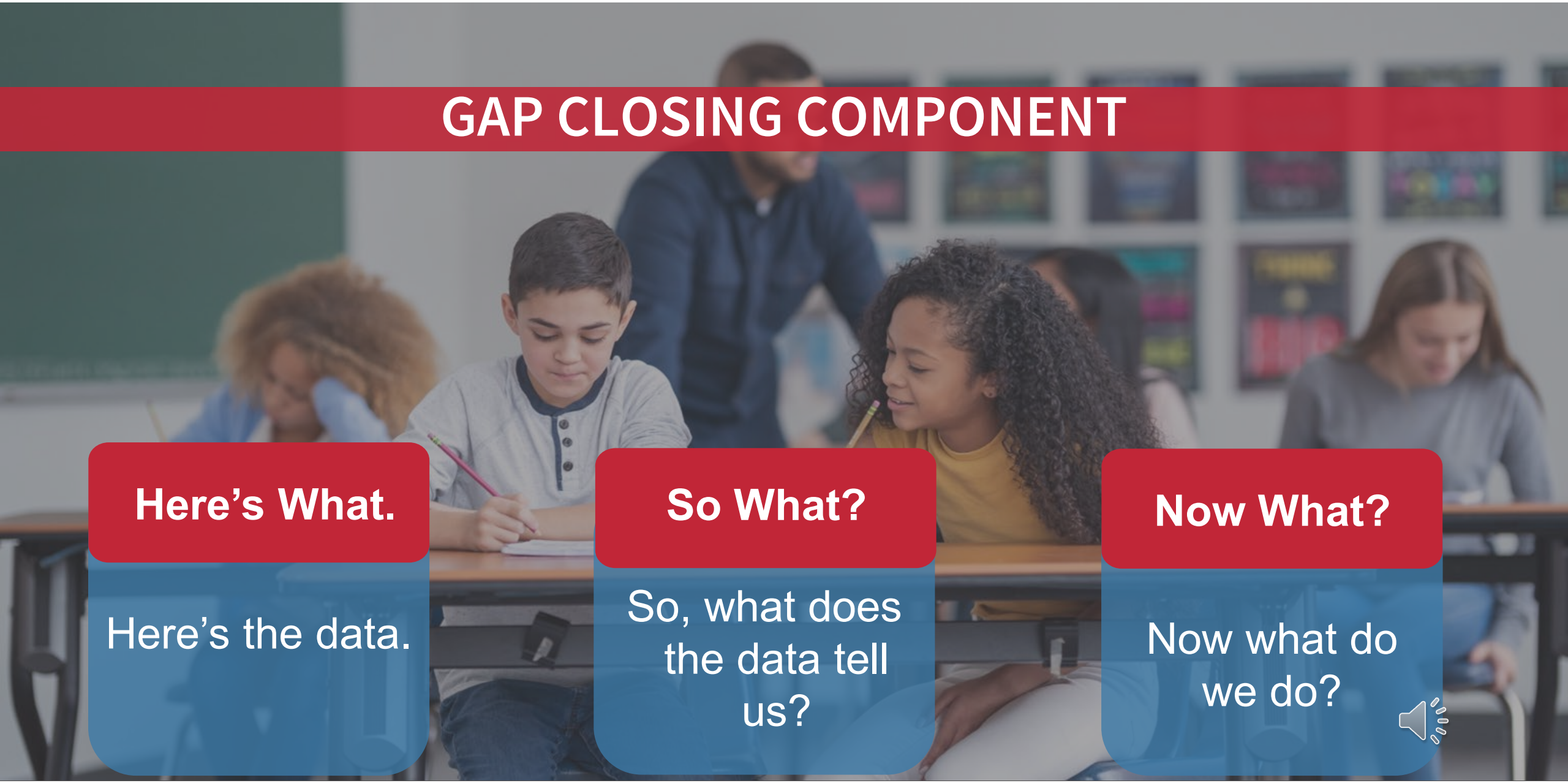
The Gap Closing Component uses a series of points based on enrollment of the federal student subgroups and the indicators listed above. A maximum of 75 points is possible for schools and districts.

TABLE OF CONTENTS

Introduction 1
Overview of the Gap Closing Component 2
Component Calculations 9
Component Star Rating and Rating Scale 14

Ohio Department of Education

GAP CLOSING COMPONENT



Here's What.

Here's the data.

So What?

So, what does the data tell us?

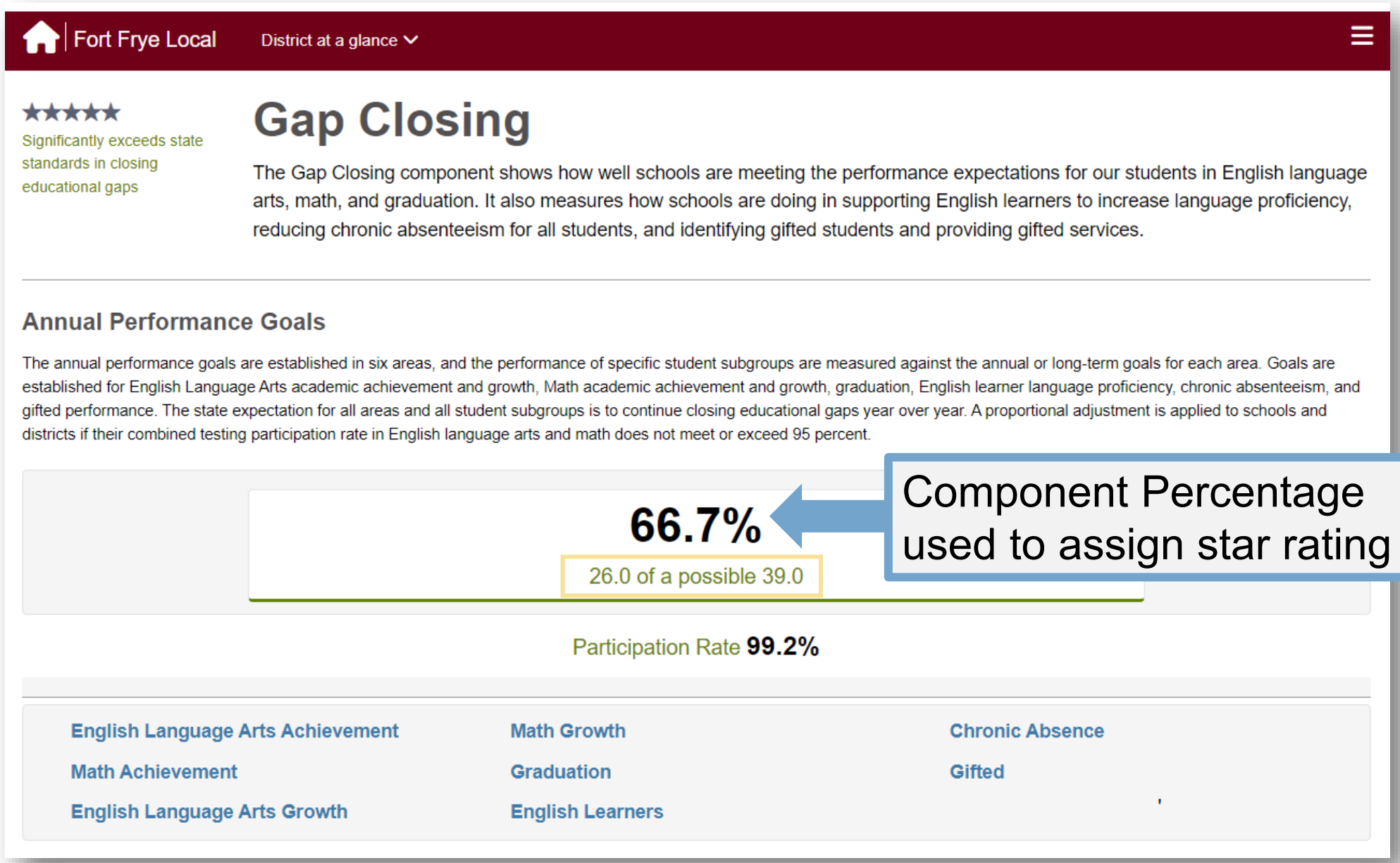
Now What?

Now what do we do?

TEST YOUR KNOWLEDGE: GAP CLOSING COMPONENT

True or **False**

For the gap closing component, the total number of possible points change based on whether there are enough students in a subgroup.


Fort Frye Local
District at a glance
★★★★★
Significantly exceeds state standards in closing educational gaps
Gap Closing
The Gap Closing component shows how well schools are meeting the performance expectations for our students in English language arts, math, and graduation. It also measures how schools are doing in supporting English learners to increase language proficiency, reducing chronic absenteeism for all students, and identifying gifted students and providing gifted services.
Annual Performance Goals
The annual performance goals are established in six areas, and the performance of specific student subgroups are measured against the annual or long-term goals for each area. Goals are established for English Language Arts academic achievement and growth, Math academic achievement and growth, graduation, English learner language proficiency, chronic absenteeism, and gifted performance. The state expectation for all areas and all student subgroups is to continue closing educational gaps year over year. A proportional adjustment is applied to schools and districts if their combined testing participation rate in English language arts and math does not meet or exceed 95 percent.
66.7%
26.0 of a possible 39.0
Component Percentage used to assign star rating
Participation Rate 99.2%
English Language Arts Achievement
Math Achievement
English Language Arts Growth
Math Growth
Graduation
English Learners
Chronic Absence
Gifted

Point Assignments for Measures/Indicators

Measure/Indicator	Details	Possible Points
Gifted Performance Indicator	Gifted Performance Index	**0 or 5**
	Gifted Progress (Growth)	**0 or 5**
	Gifted Identification and Services	**0 or 5**
Chronic Absenteeism Indicator	Meet annual goal or show improvement from prior year	**0 or 5**
English Learner Proficiency Improvement Indicator	Meet annual goal or show improvement from prior year; English learners' performance on OELPA	**0 or 5**
Graduation	Meet annual goal; at individual subgroup level	**Up to 10**
English Language Arts – Achievement	Meet annual goal; at individual subgroup level	**Up to 10**
English Language Arts – Progress (Growth)	Meet annual goal; at individual subgroup level	**Up to 10**
Mathematics – Achievement	Meet annual goal; at individual subgroup level	**Up to 10**
Mathematics – Progress (Growth)	Meet annual goal; at individual subgroup level	**Up to 10**
	Total Possible:	**75**

WHAT STUDENTS COUNT?

Full Academic Year -Yes

- English Language Proficiency Improvement Indicator
- Gifted Performance Indicator
- English Language Arts Achievement
- English Language Arts Growth
- Math Achievement
- Math Growth
- PI Score
- Value Added

HOW MANY STUDENTS NEEDED TO BE RATED?

- Chronic Absenteeism Improvement Indicator
- English Language Proficiency Improvement Indicator
- Gifted Performance Indicator
- English Language Arts Achievement
- English Language Arts Growth
- Math Achievement
- Math Growth
- Graduation Rate

15 Students Min

GIFTED PERFORMANCE INDICATOR MEASURE

Traditional School and District Report Cards

Districts and schools report information for the Ohio School Report Cards on specific measures within six broader components. The components are Achievement, Progress, Gap Closing, Early Literacy, Graduation, and College, Career, Workforce and Military Readiness (CCWMR). Districts and schools earn a star rating on the components and an overall star rating. This helps give Ohio parents and schools a snapshot of the quality of education they are providing to students. The complete technical document for the Traditional School Report Card walks through each component and calculation. For more information,

1. **Achievement Component**
2. **Progress Component**
3. **Gap Closing Component**
   - Chronic Absenteeism Improvement Indicator
   - English Language Proficiency Improvement Indicator
   - Gifted Performance Indicator
4. **Early Literacy Component**
5. **Graduation Component**
6. **College, Career, Workforce and Military Readiness Component**
7. **Overall and Component Ratings**
8. **Additional Data and Information**
   - Attendance Rate
   - Education Management Information System (EMIS)
   - Financial Data
   - Positive Behavioral Interventions and Supports (PBIS)
   - School Choice Options
   - Similar District Methodology
   - Student Opportunity Profiles
   - Wellness and Physical Education

Gifted Performance Indicator

Overview

Print Indicator Information

The Gifted Performance Indicator (ORC 3302.02 (A)) (OAC 3301-28-04)) is a group of three elements in the Gap Closing Component that evaluate the performance of gifted students. The three elements are the Gifted Performance Index, Gifted Progress (Growth), and Gifted Identification and Services. Each element is individually worth a possible 5 points in the Gap Closing Component.

GIFTED PERFORMANCE INDEX

The gifted performance index (ORC 3302.02 (A)) measures the performance of students who are gifted on state assessments by creating a performance index score (ORC 3302.01(A)) for these students.

GIFTED PROGRESS

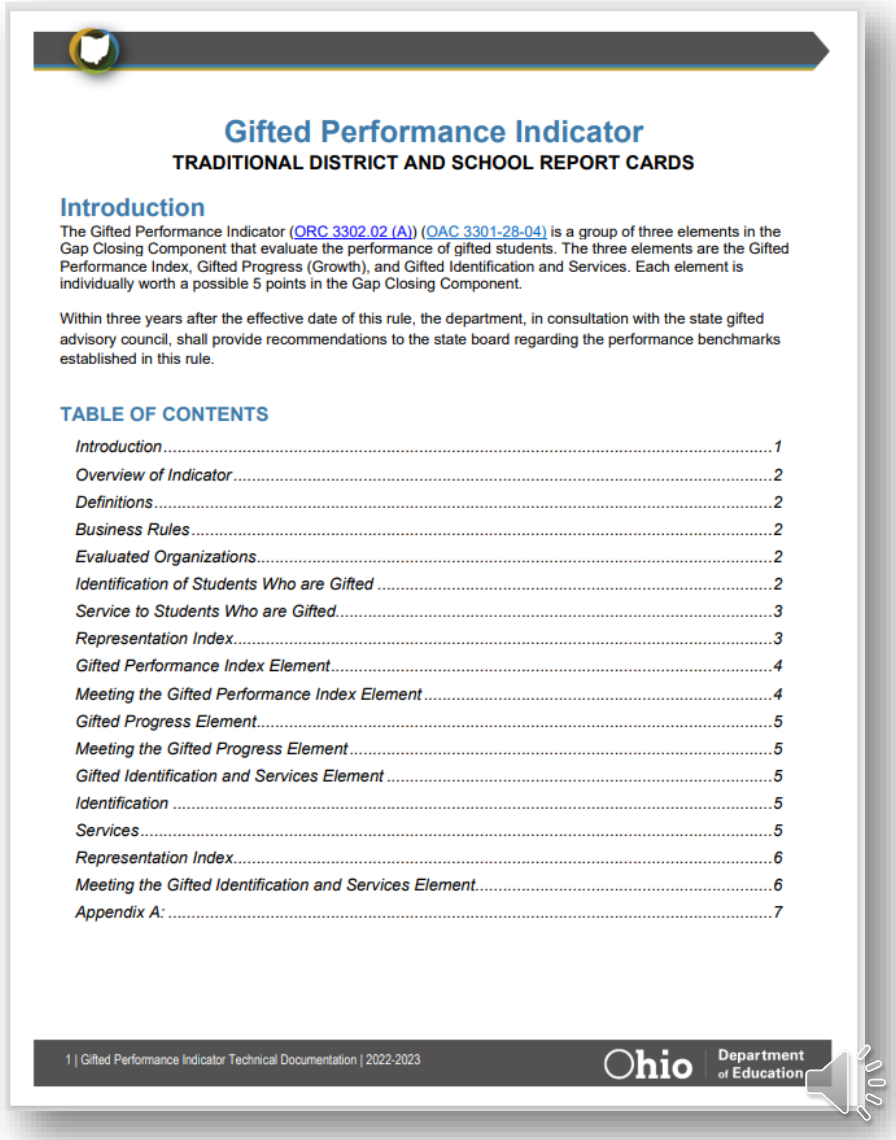
The gifted progress element (ORC 3302.02 (A)) measures the value-added growth (ORC 3302.021) for students who are gifted.

GIFTED IDENTIFICATION AND SERVICES

The Gifted Identification and Services element (ORC 3302.02 (A)) measures the percentage of students who are identified as gifted and the percentage of these identified students that received gifted services. Both measures are disaggregated by traditionally underrepresented and economically disadvantaged students as measured by the representation index defined in the section below.

Technical Documentation and Resources

- 2022-2023 Gifted Performance Indicator Technical Documentation
- 2022-2023 Gifted Performance indicator Presentation Slides and Data - *COMING SOON*
- Gifted Education in Ohio - Information and Resources



Gifted Performance Indicator

TRADITIONAL DISTRICT AND SCHOOL REPORT CARDS

Introduction

The Gifted Performance Indicator (ORC 3302.02 (A)) (OAC 3301-28-04) is a group of three elements in the Gap Closing Component that evaluate the performance of gifted students. The three elements are the Gifted Performance Index, Gifted Progress (Growth), and Gifted Identification and Services. Each element is individually worth a possible 5 points in the Gap Closing Component.

Within three years after the effective date of this rule, the department, in consultation with the state gifted advisory council, shall provide recommendations to the state board regarding the performance benchmarks established in this rule.

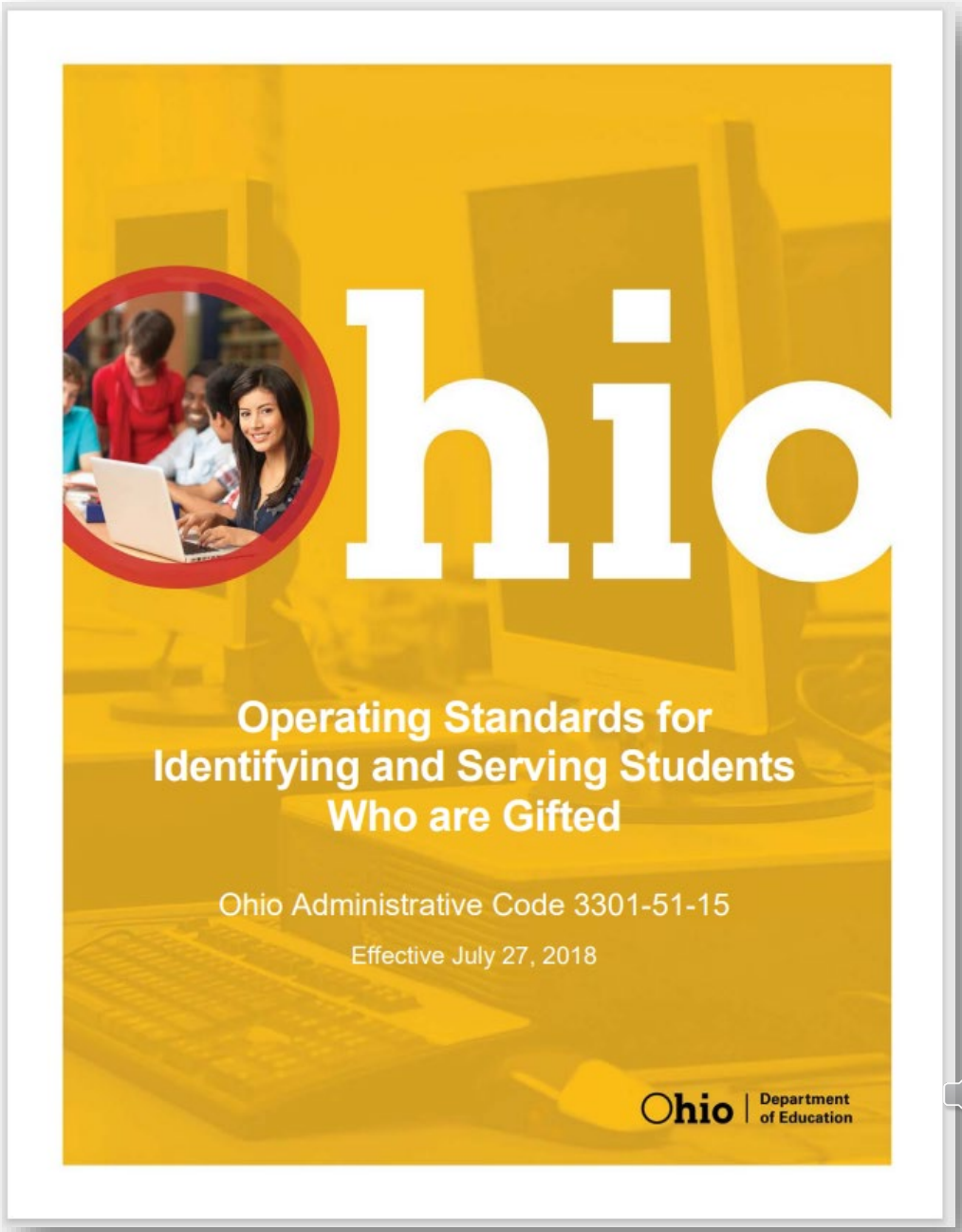
TABLE OF CONTENTS

Introduction 1
Overview of Indicator 2
Definitions 2
Business Rules 2
Evaluated Organizations 2
Identification of Students Who are Gifted 2
Service to Students Who are Gifted 3
Representation Index 3
Gifted Performance Index Element 4
Meeting the Gifted Performance Index Element 4
Gifted Progress Element 5
Meeting the Gifted Progress Element 5
Gifted Identification and Services Element 5
Identification 5
Services 5
Representation Index 6
Meeting the Gifted Identification and Services Element 6
Appendix A: 7

Ohio Department of Education

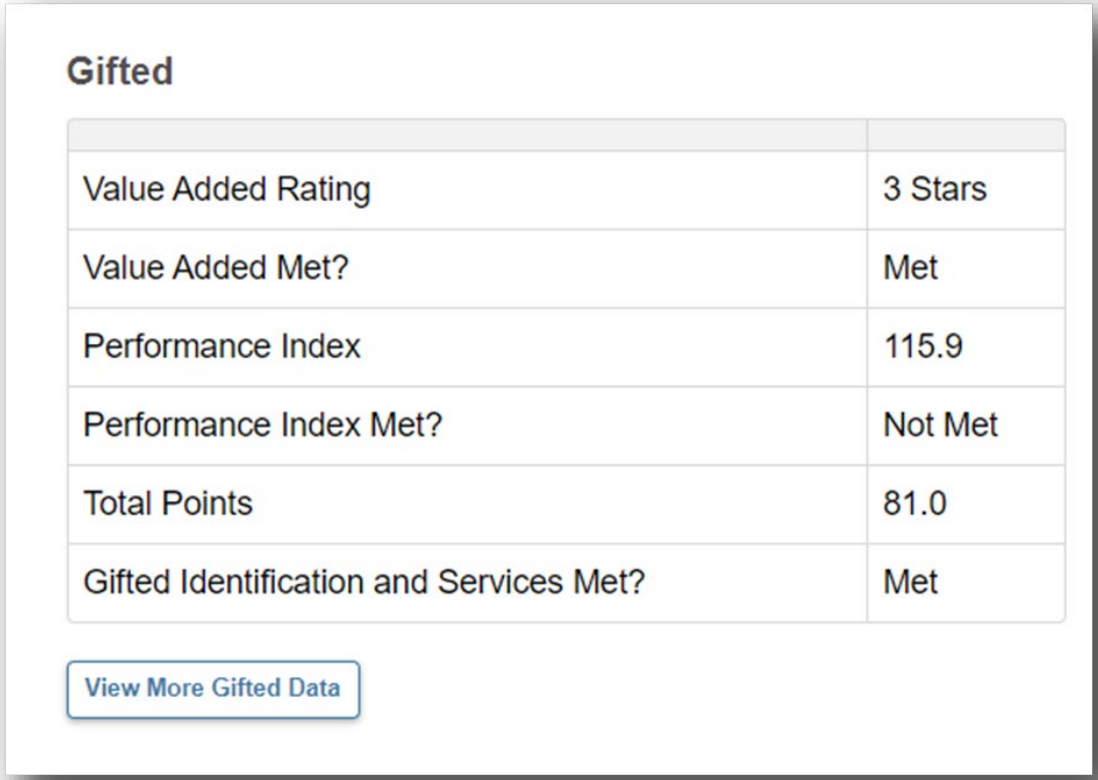
WHAT IS GIFTED IDENTIFICATION?

- Ohio defines gifted students 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.
  - Superior cognitive ability
  - Specific academic ability
  - Creative thinking ability
  - Visual or performing arts ability
- “Once Identified, Always Identified”



HERE'S WHAT

- Gifted Performance Indicator has 3 elements; points can be earned for each 'met' status.
  - Gifted Performance Index
  - Gifted Progress
  - Gifted Identification and Services



GIFTED PERFORMANCE INDEX

Only tests taken by students identified as gifted in that subject (e.g. gifted in Math and taking the Math test) or taken by students identified with Superior Cognitive abilities regardless of test subject are included.

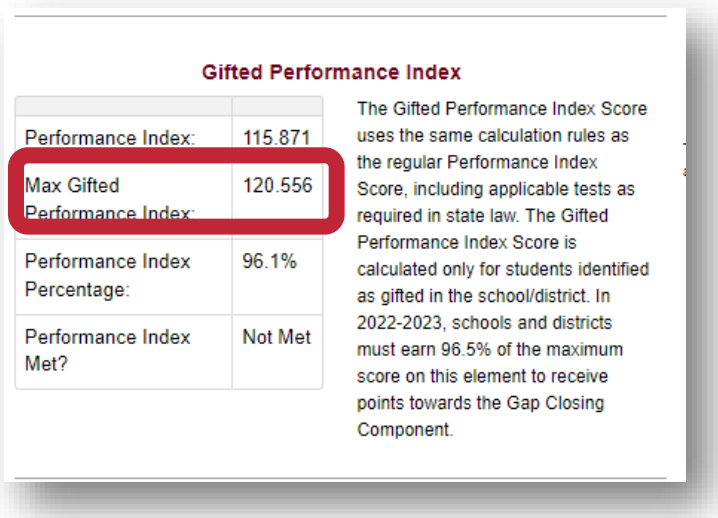
Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	6.5	X	1.3	=	8.4
Advanced	60.6	X	1.2	=	72.8
Accomplished	27.1	X	1.1	=	29.8
Proficient	4.5	X	1.0	=	4.5
Basic	0.6	X	0.6	=	0.4
Limited	0	X	0.3	=	0
Untested	0.6	X	0.0	=	0.0
					115.9

115.871 of a possible 120.556

MAX PERFORMANCE INDEX

- Each year the maximum possible score is determined by the state average of the highest 2% performance index scores of gifted students. The state average is calculated at the district level and school level.

District Max Gifted PI

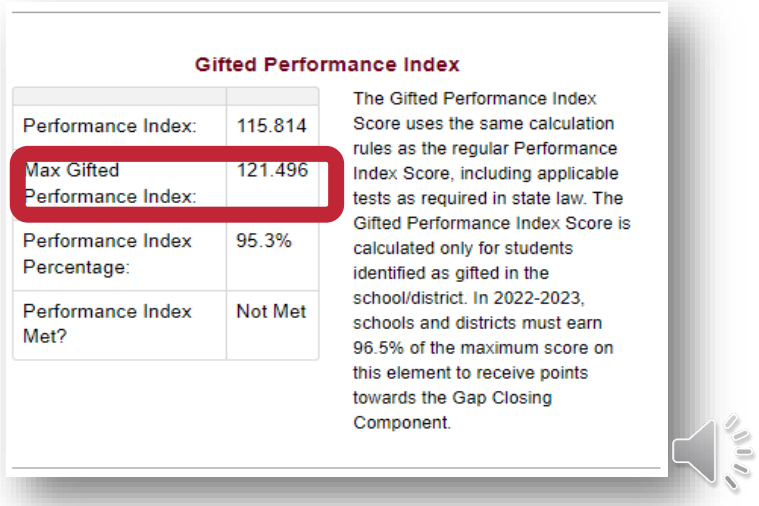


Gifted Performance Index

Performance Index:	115.871
Max Gifted Performance Index:	120.556
Performance Index Percentage:	96.1%
Performance Index Met?	Not Met

The Gifted Performance Index Score uses the same calculation rules as the regular Performance Index Score, including applicable tests as required in state law. The Gifted Performance Index Score is calculated only for students identified as gifted in the school/district. In 2022-2023, schools and districts must earn 96.5% of the maximum score on this element to receive points towards the Gap Closing Component.

School Max Gifted PI



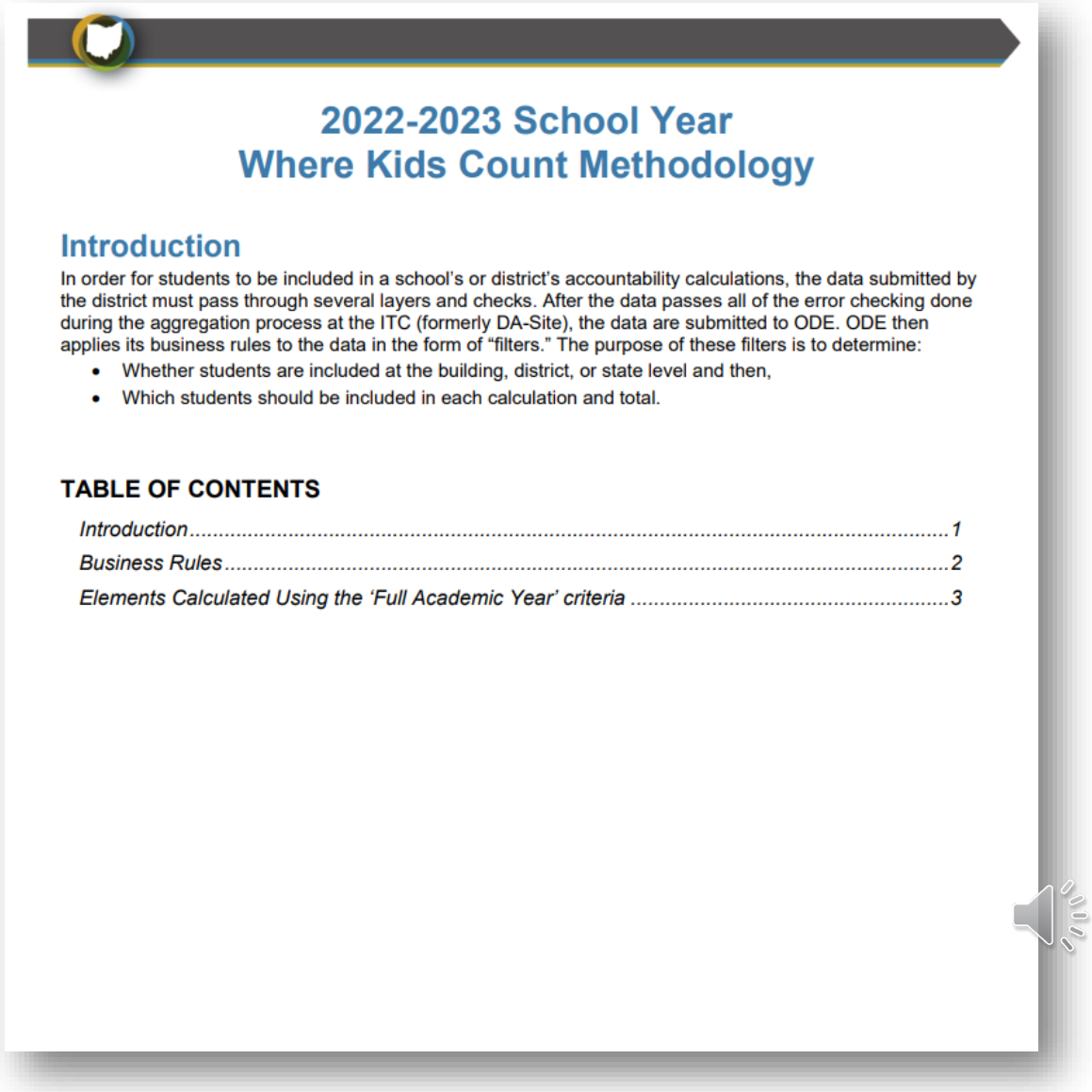
Gifted Performance Index

Performance Index:	115.814
Max Gifted Performance Index:	121.496
Performance Index Percentage:	95.3%
Performance Index Met?	Not Met

The Gifted Performance Index Score uses the same calculation rules as the regular Performance Index Score, including applicable tests as required in state law. The Gifted Performance Index Score is calculated only for students identified as gifted in the school/district. In 2022-2023, schools and districts must earn 96.5% of the maximum score on this element to receive points towards the Gap Closing Component.

What students count in the Gifted Performance Index Measure?

- Students who are identified as Gifted AND took the assessment in the subject area identified.



2022-2023 School Year
Where Kids Count Methodology

Introduction

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

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

TABLE OF CONTENTS

Introduction 1
Business Rules 2
Elements Calculated Using the 'Full Academic Year' criteria 3

What tests count in the Gifted Performance Index Measure?

- Only tests taken by students identified as gifted in that subject (e.g. gifted in Math and taking the Math test) or taken by students identified with Superior Cognitive abilities regardless of test subject are included.

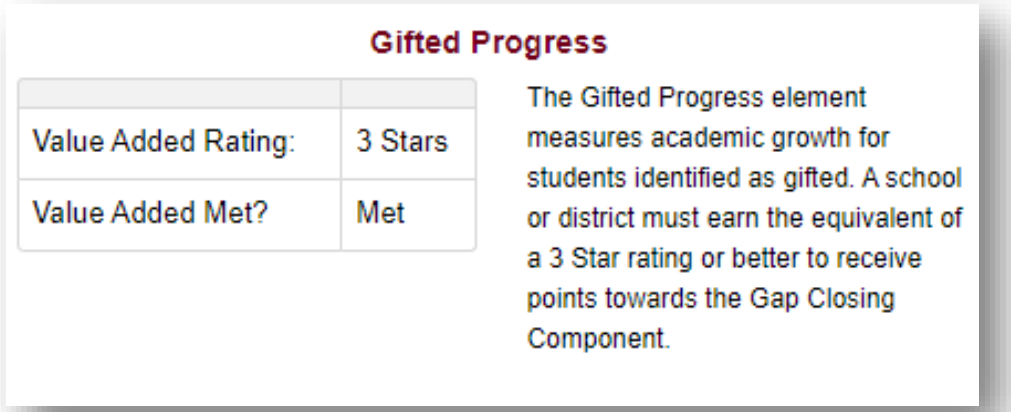
- State Tests
  - Ohio's State Test (GN)
  - End of Course Assessments (GE)
  - Alternate Assessments (GA or GX)
- Substitute Tests
  - Advanced Plus (AP)
  - International Baccalaureate (IB)

HOW MANY STUDENTS MUST WE HAVE?

- 15 accountable students taking assessment in the area of Giftedness
- Highmeadow- 16 total accountable tests taken
- Cottonwood- 5 total accountable tests taken

School & Grade Level	Tested Math	WKC Math	WKC and Gifted in Math
Highmeadow-Third Grade	39	20	**3**
Highmeadow-Fourth Grade	31	28	**4**
Highmeadow-Fifth Grade	50	40	**9**
Cottonwood-Third Grade	9	4	0
Cottonwood-Fourth Grade	8	5	2
Cottonwood-Fifth Grade	12	10	3

GIFTED PROGRESS



Gifted Progress

Value Added Rating:	3 Stars
Value Added Met?	Met

The Gifted Progress element measures academic growth for students identified as gifted. A school or district must earn the equivalent of a 3 Star rating or better to receive points towards the Gap Closing Component.

To earn 3 or more stars

Achieve a gain index of -2 or higher regardless of effect size

- The higher the gain index, the higher the star rating

Calculated same as all-student value-added measure but with only gifted students

- Test is used only when it matches the subject where the student is identified as gifted

Must have 15 accountable students

- 15 students accountable within a subject/grade level combination ***with*** tests in a prior year

Could have a gifted PI, but not a gifted value-added

GIFTED IDENTIFICATION AND SERVICES

Several Different Percentages

- Identification
- Service
- Representation Index

What students count in the Gifted Identification?

- Reported as Identified in Current Year
- Newly Identified students must be identified before March 31st of that school year

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

IDENTIFICATION PERCENTAGES

- Calculated by dividing the FTE of students identified as gifted by total FTE in the school or district
- Districts have the opportunity to earn points for 5 different identification percentages
- Schools have the opportunity to earn points for 2 different Identification Percentages.

District

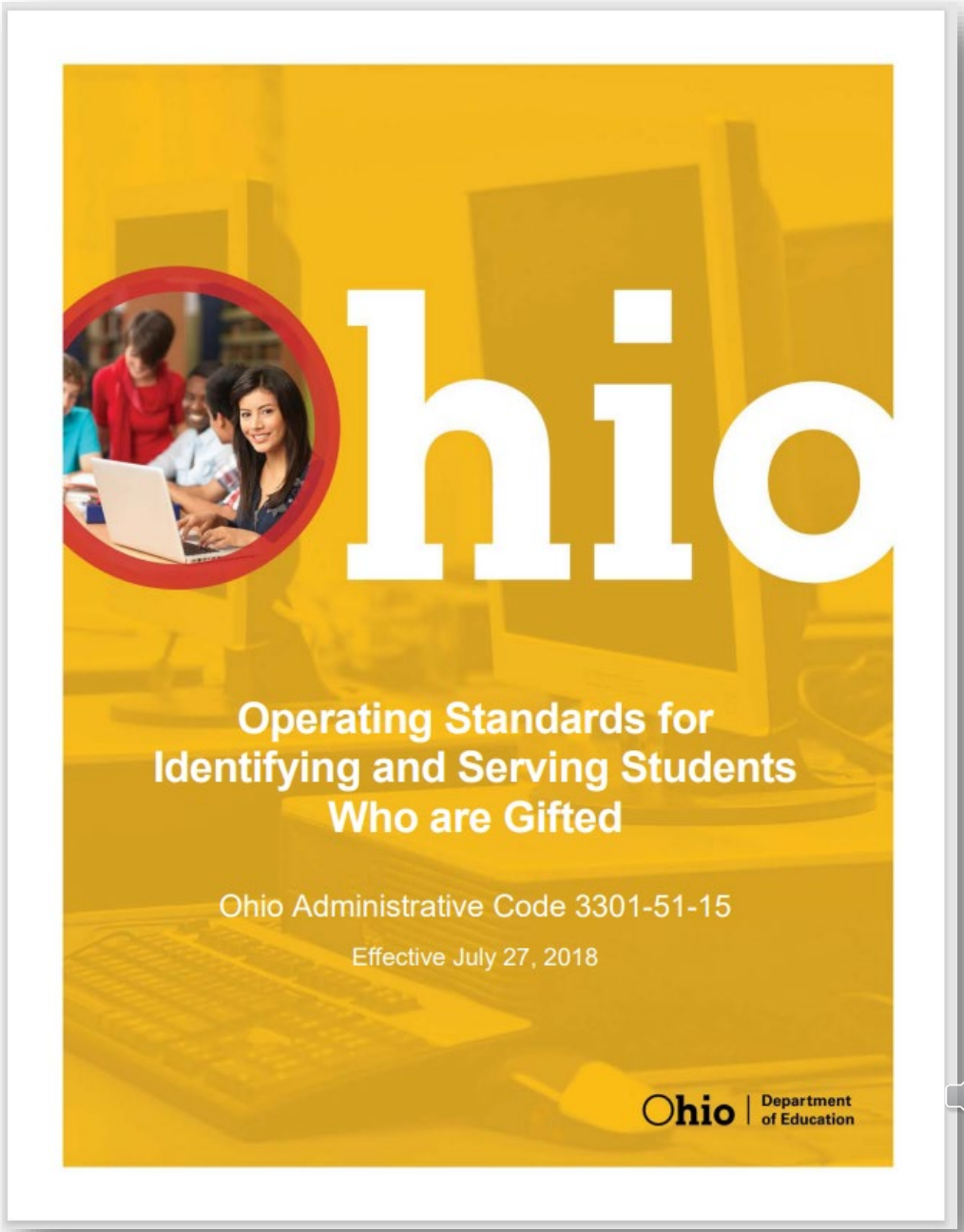
- Superior Cognitive and Specific Academic Ability Identification Percentages
  - K-2 Grade Band
  - 3-6 Grade Band
  - 7-8 Grade Band
  - 9-12 Grade Band
- Creative Thinking and Visual or Performing Arts Ability Identification Percentages
  - K-12 Grade Band

School

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

WHAT IS GIFTED SERVICES?

Gifted services shall be guided by a Written Education Plan (WEP). The district shall provide parents with periodic reports regarding the student's progress toward meeting goals and the effectiveness of the services provided in accordance with the Written Education Plan.



What students count in the Gifted Identification?

- Reported as Identified in Current Year and reported with Gifted Serve Element
  - Newly Identified students must be identified before March 31st of that school year
- Gifted services provided at any time in the Current Year

STUDENT GIFTED EDUCATION (GG) RECORD - SERVICES	
Code	**Area of Giftedness**
GG510	Superior Cognitive
GG520	Math
GG530	Science
GG540	Reading/Writing
GG550	Social Studies
GG560	Creative Thinking
GG570	Visual/Performing Arts

SERVICE PERCENTAGES

Calculated by dividing the FTE of students who received services by total FTE of students identified as gifted

Districts have the opportunity to earn points for 5 different identification percentages

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

District

- Superior Cognitive and Specific Academic Ability Service Percentages
  - K-2 Grade Band
  - 3-6 Grade Band
  - 7-8 Grade Band
  - 9-12 Grade Band
- Creative Thinking and Visual or Performing Arts Ability Identification Percentages
  - K-12 Grade Band

School

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

WHAT IS REPRESENTATION INDEX?

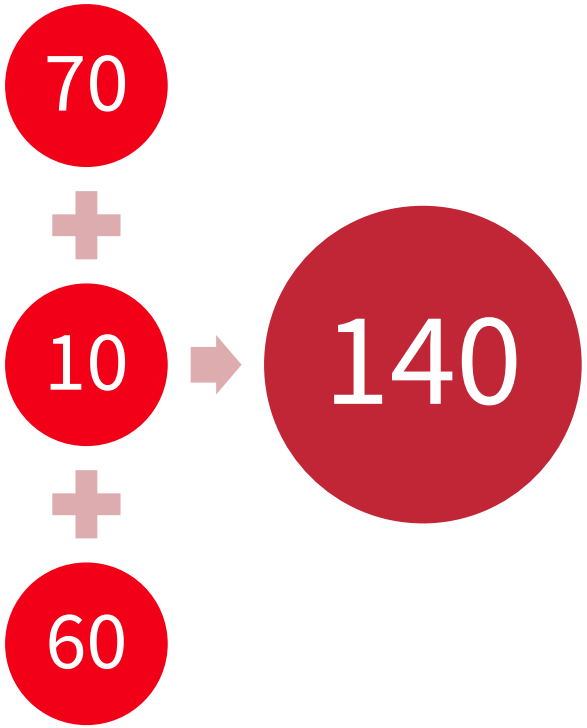
- **Ratio of Percentages**
  - *Are students in a subgroup identified (served) as often as students in the overall school population?*
- **Calculated for two subgroups**
  - *Economically Disadvantaged*
  - **Underrepresented Minority*
- **Calculated for**
  - *Identification*
  - *Service*

REPRESENTATION INDEX EXAMPLE		
STEP 1	**STEP 2**	**STEP 3**
Calculate the percentage of economically disadvantaged students in the all-student population	Calculate the percentage of economically disadvantaged students in the gifted student population	Calculate the Representation Index by dividing the representation among gifted students by the representation among all students
If there are 1,000 students in the all-student population and 200 students are identified as economically disadvantaged, 20% of the all-student population is economically disadvantaged	If there are 300 students in the gifted student population and 30 of those students are identified as economically disadvantaged, 10% of the gifted student population is economically disadvantaged	Representation Index = 10% of gifted student population is economically disadvantaged divided by 20% of the all-student population is economically disadvantaged

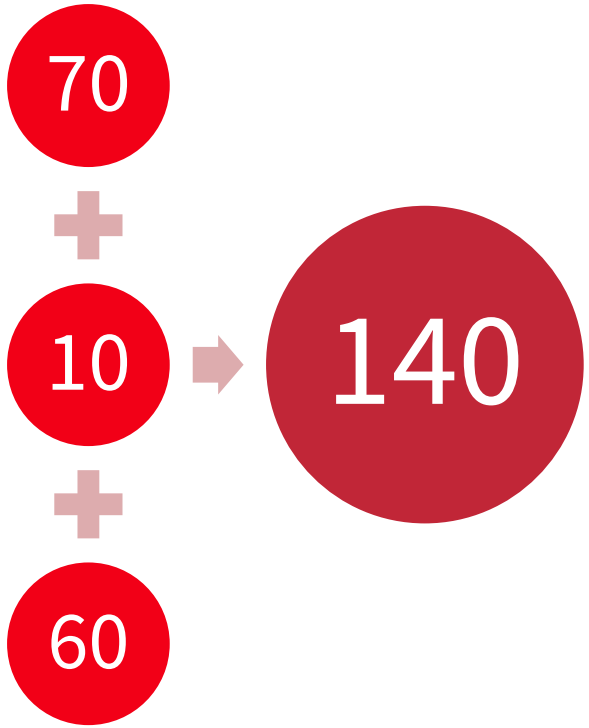
**Includes African American, Hispanic, Multi-Racial, American/Alaskan Native and Pacific Islander*

IDENTIFICATION AND SERVICES TOTAL POSSIBLE POINTS

DISTRICT LEVEL SCORING



SCHOOL LEVEL SCORING



DISTRICT LEVEL SCORING
SUPERIOR COGNITIVE AND SPECIFIC ACADEMIC IDENTIFICATION AND SERVICES

SUPERIOR COGNITIVE AND SPECIFIC ACADEMIC ABILITY IDENTIFICATION							
K-2 Grade Band		3-6 Grade Band		7-8 Grade Band		9-12 Grade Band	
Percent ***Identified***	Points	Percent ***Identified***	Points	Percent ***Identified***	Points	Percent ***Identified***	Points
0.0%	0 Points	0.0%	0 Points	0.0%	0 Points	0.0%	0 Points
0.1%	1 Points	0.1%	1 Points	0.1%	1 Points	0.1%	1 Points
1.0%	5 Points	3.0%	2 Points	3.0%	2 Points	3.0%	2 Points
2.0%	9 Points	5.0%	3 Points	5.0%	3 Points	5.0%	3 Points
5.0%	12 Points	10.0%	4 Points	10.0%	4 Points	10.0%	4 Points
10.0%	15 Points	15.0%	5 Points	15.0%	5 Points	15.0%	5 Points

70 POSSIBLE POINTS

SUPERIOR COGNITIVE AND SPECIFIC ACADEMIC ABILITY SERVICES							
K-2 Grade Band		3-6 Grade Band		7-8 Grade Band		9-12 Grade Band	
Percent ***Served***	Points	Percent ***Served***	Points	Percent ***Served***	Points	Percent ***Served***	Points
0.0%	0 Points	0.0%	0 Points	0.0%	0 Points	0.0%	0 Points
1.0%	2 Points	1.0%	2 Points	1.0%	2 Points	1.0%	2 Points
10.0%	4 Points	20.0%	4 Points	20.0%	4 Points	20.0%	4 Points
40.0%	6 Points	40.0%	6 Points	40.0%	6 Points	40.0%	6 Points
60.0%	8 Points	60.0%	8 Points	60.0%	8 Points	60.0%	8 Points
80.0%	10 Points	80.0%	10 Points	80.0%	10 Points	80.0%	10 Points

DISTRICT LEVEL SCORING
CREATIVE THINKING AND VISUAL OR PERFORMING ARTS IDENTIFICATION AND SERVICES

10 POSSIBLE POINTS

CREATIVE THINKING AND VISUAL OR PERFORMING ARTS ABILITY IDENTIFICATION AND SERVICES			
K-12 Grade Band			
Percent ***Identified***	Points	Percent ***Served***	Points
0.0%	0 Points	0.0%	0 Points
0.1%	1 Points	1.0%	1 Points
1.0%	2 Points	10.0%	2 Points
2.0%	3 Points	40.0%	3 Points
5.0%	4 Points	60.0%	4 Points
10.0%	5 Points	80.0%	5 Points

DISTRICT LEVEL SCORING
ECONOMIC DISADVANTAGE REPRESENTATION INDEX
UNDERREPRESENTED MINORITY REPRESENTATION INDEX

ECONOMIC DISADVANTAGE REPRESENTATION INDEX			
Identification		***Service***	
Representation Index	Points	Representation Index	Points
0.0	0 Points	0.0	0 Points
0.40	4 Points	0.40	2 Points
0.50	8 Points	0.50	4 Points
0.60	12 Points	0.60	6 Points
0.70	16 Points	0.70	8 Points
0.80	20 Points	0.80	10 Points

60 POSSIBLE POINTS

UNDERREPRESENTED MINORITY REPRESENTATION INDEX			
Identification		***Service***	
Representation Index	Points	Representation Index	Points
0.0	0 Points	0.0	0 Points
0.40	4 Points	0.40	2 Points
0.50	8 Points	0.50	4 Points
0.60	12 Points	0.60	6 Points
0.70	16 Points	0.70	8 Points
0.80	20 Points	0.80	10 Points

SCHOOL LEVEL SCORING
SUPERIOR COGNITIVE AND SPECIFIC ACADEMIC IDENTIFICATION AND SERVICES

70 POSSIBLE POINTS

SUPERIOR COGNITIVE AND SPECIFIC ACADEMIC ABILITY IDENTIFICATION AND SERVICES			
K-12 Grade Band			
Percent ***Identified***	Points	Percent ***Served***	Points
0.0%	0 Points	0.0%	0 Points
0.1%	5 Points	1.0%	5 Points
1.0%	10 Points	10.0%	10 Points
2.0%	15 Points	40.0%	20 Points
5.0%	20 Points	60.0%	30 Points
10.0%	25 Points	80.0%	40 Points
15.0%	30 Points		

SCHOOL LEVEL SCORING
CREATIVE THINKING AND VISUAL OR PERFORMING ARTS IDENTIFICATION AND SERVICES

10 POSSIBLE POINTS

CREATIVE THINKING AND VISUAL OR PERFORMING ARTS ABILITY IDENTIFICATION AND SERVICES			
K-12 Grade Band			
Percent Identified	Points	Percent Served	Points
0.0%	0 Points	0.0%	0 Points
0.1%	1 Points	1.0%	1 Points
1.0%	2 Points	10.0%	2 Points
2.0%	3 Points	40.0%	3 Points
3.0%	4 Points	60.0%	4 Points
5.0%	5 Points	80.0%	5 Points

SCHOOL LEVEL REPRESENTATION INDEX

ECONOMIC DISADVANTAGE REPRESENTATION INDEX			
Identification		*Service*	
Representation Index	Points	Representation Index	Points
0	0 Points	0	0 Points
0.4	4 Points	0.4	2 Points
0.5	8 Points	0.5	4 Points
0.6	12 Points	0.6	6 Points
0.7	16 Points	0.7	8 Points
0.8	20 Points	0.8	10 Points

UNDERREPRESENTED MINORITY REPRESENTATION INDEX			
Identification		*Service*	
Representation Index	Points	Representation Index	Points
0	0 Points	0	0 Points
0.4	4 Points	0.4	2 Points
0.5	8 Points	0.5	4 Points
0.6	12 Points	0.6	6 Points
0.7	16 Points	0.7	8 Points
0.8	20 Points	0.8	10 Points

60 POSSIBLE POINTS

MEETING THE GIFTED IDENTIFICATION AND SERVICES ELEMENT

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

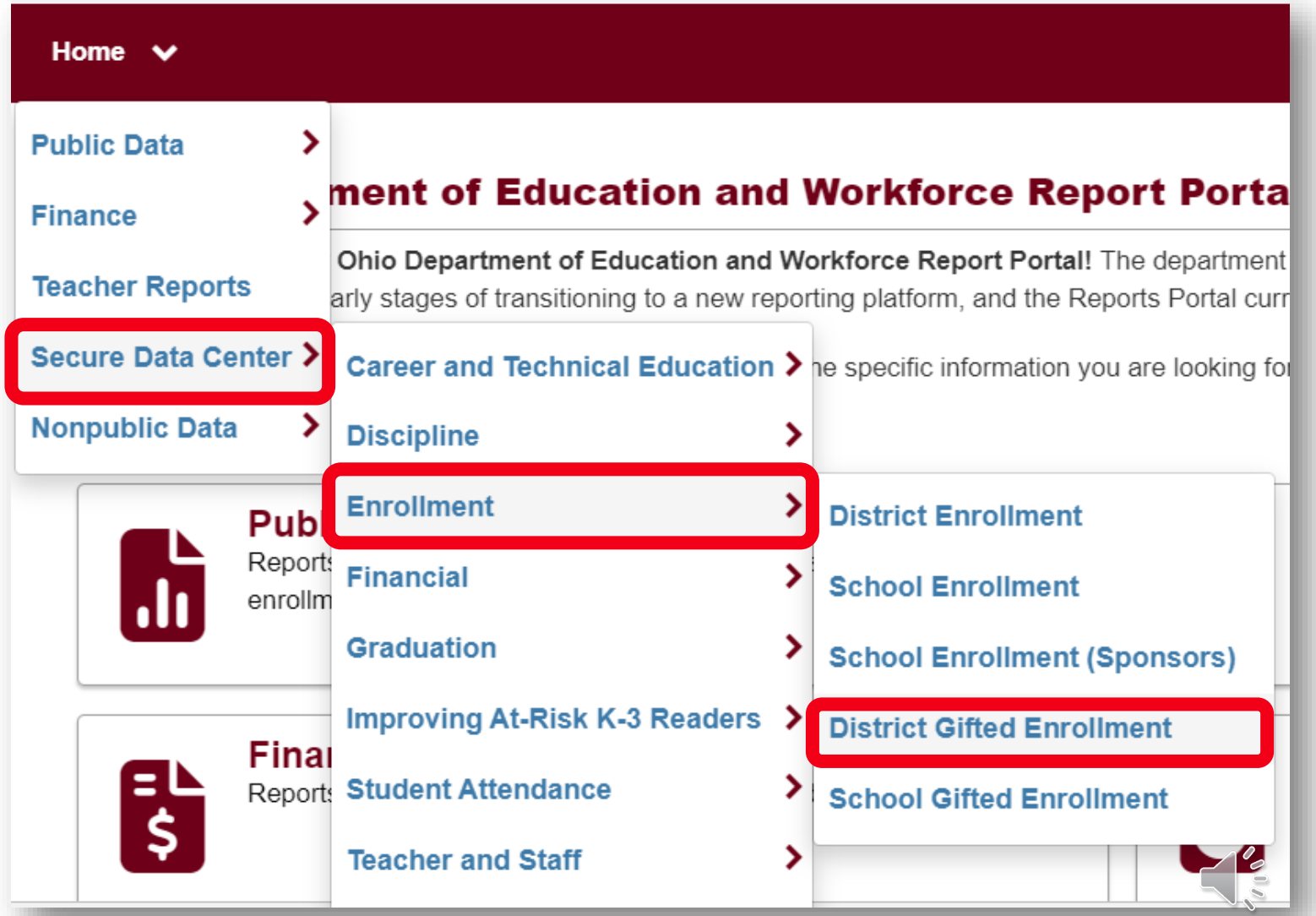
Total Points = 140

- 2021-2022: need 84 points to meet the 60% threshold
- 2022-2023: need 98 points to meet 70% threshold
- 2023-2024: need 112 points to meet the 80% threshold

Total Points = 110

- 2021-2022: need 66 points to meet the 60% threshold
- 2022-2023: need 77 points to meet the 70% threshold
- 2023-2024: need 88 points to meet the 80% threshold

SECURE DATA CENTER



District Gifted Enrollment - Overview

Choose a District: All (District Name)

Choose Gifted Content Area: All

Choose a Grade Band: All

Filters

Gifted Content Area	School Year / Grade Band	2019 FTE	2019 %	2020 FTE	2020 %	2021 FTE	2021 %	2022 FTE	2022 %	2023 FTE	2023 %	Total FTE	Total %
Gifted – Creative Thinking	K-2	1,063	21.5%	1,062	21.4%	600	12.1%	924	18.6%	1,307	26.4%	4,957	100.0%
	3-6	8,592	18.2%	9,865	20.9%	9,280	19.6%	9,634	20.4%	9,914	21.0%	47,284	100.0%
	7-8	4,079	15.7%	4,705	18.1%	5,278	20.3%	5,771	22.2%	6,207	23.8%	26,041	100.0%
	9-12	6,822	18.6%	6,765	18.4%	7,078	19.3%	7,723	21.0%	8,380	22.8%	36,768	100.0%
	Total	20,556	17.9%	22,397	19.5%	22,236	19.3%	24,053	20.9%	25,807	22.4%	115,050	100.0%
Gifted – Math	K-2	13,701	33.3%	10,512	25.6%	4,824	11.7%	5,740	14.0%	6,319	15.4%	41,096	100.0%
	3-6	48,663	21.1%	49,665	21.6%	45,500	19.8%	43,465	18.9%	42,972	18.7%	230,265	100.0%
	7-8	27,603	20.0%	28,285	20.5%	27,676	20.1%	27,195	19.7%	27,087	19.7%	137,847	100.0%
	9-12	52,610	19.4%	54,937	20.3%	55,125	20.3%	54,440	20.1%	53,840	19.9%	270,951	100.0%
	Total	142,577	21.0%	143,399	21.1%	133,125	19.6%	130,840	19.2%	130,218	19.1%	680,158	100.0%
Gifted – Reading	K-2	14,743	29.6%	11,880	23.9%	7,571	15.2%	7,739	15.5%	7,861	15.8%	49,794	100.0%
	3-6	49,486	19.9%	51,160	20.6%	47,964	19.3%	49,454	19.9%	50,433	20.3%	248,498	100.0%
	7-8	25,978	19.2%	27,438	20.3%	27,310	20.2%	27,391	20.2%	27,309	20.2%	135,426	100.0%
	9-12	47,396	18.9%	50,232	20.0%	50,706	20.2%	50,982	20.3%	51,935	20.7%	251,251	100.0%
	Total	137,604	20.1%	140,710	20.5%	133,550	19.5%	135,566	19.8%	137,538	20.1%	684,969	100.0%
Gifted – Science	K-2	772	21.5%	1,056	29.5%	670	18.7%	680	19.0%	406	11.3%	3,584	100.0%
	3-6	11,644	26.7%	9,964	22.8%	8,114	18.6%	7,162	16.4%	6,722	15.4%	43,606	100.0%
	7-8	10,950	25.9%	9,863	23.4%	8,423	20.0%	7,074	16.8%	5,896	14.0%	42,206	100.0%
	9-12	27,768	23.2%	26,605	22.2%	24,081	20.1%	21,901	18.3%	19,234	16.1%	119,588	100.0%
	Total	51,134	24.5%	47,488	22.7%	41,289	19.8%	36,817	17.6%	32,257	15.4%	208,985	100.0%
Gifted – Social Studies	K-2	759	25.3%	826	27.5%	641	21.4%	444	14.8%	329	11.0%	2,998	100.0%
	3-6	9,782	28.4%	8,056	23.4%	6,413	18.6%	5,397	15.7%	4,752	13.8%	34,400	100.0%
	7-8	9,845	28.5%	8,223	23.8%	6,637	19.2%	5,421	15.7%	4,438	12.8%	34,564	100.0%
	9-12	26,860	25.5%	24,284	23.1%	21,229	20.2%	18,120	17.2%	14,766	14.0%	105,259	100.0%
	Total	47,245	26.7%	41,389	23.4%	34,920	19.7%	29,383	16.6%	24,285	13.7%	177,221	100.0%
Gifted – Superior Cognitive	K-2	3,628	23.1%	3,453	22.0%	2,084	13.3%	2,989	19.0%	3,544	22.6%	15,698	100.0%
	3-6	25,613	21.8%	25,511	21.7%	22,480	19.1%	21,874	18.6%	22,211	18.9%	117,689	100.0%
	7-8	15,245	20.1%	15,725	20.7%	15,595	20.5%	15,056	19.8%	14,337	18.9%	75,958	100.0%
	9-12	30,961	21.1%	29,838	20.3%	29,131	19.9%	28,661	19.5%	28,095	19.2%	146,686	100.0%
	Total	75,447	21.2%	74,526	20.9%	69,291	19.5%	68,580	19.3%	68,186	19.2%	356,030	100.0%

Overview | Overview - Disaggregate | Representation Index | Gifted Content Areas | Report Card - Identification and Services | SSID Detail

District Gifted Representation Index

Choose a School Year: All

Choose a District: All

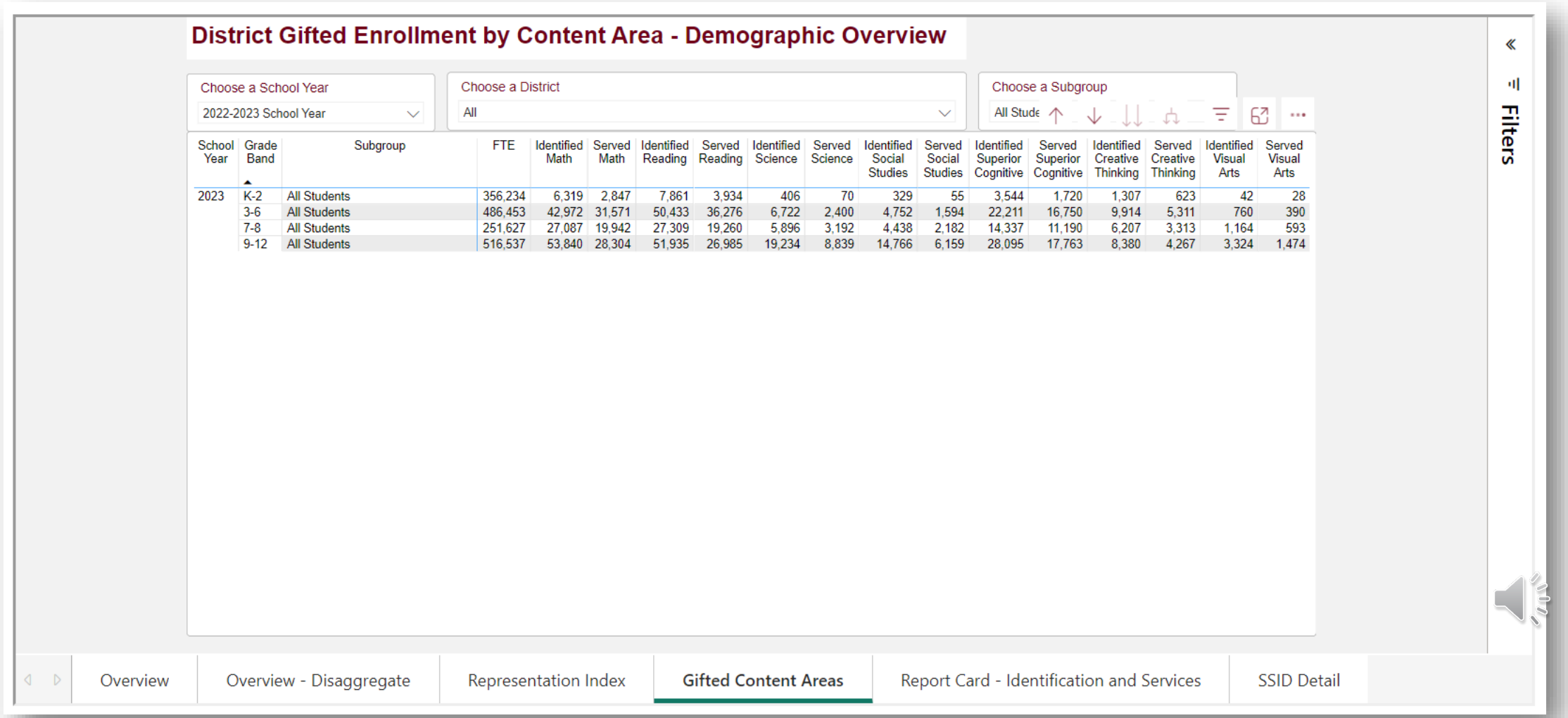
Filters

Identified as Gifted Representation Index by Race/Ethnicity

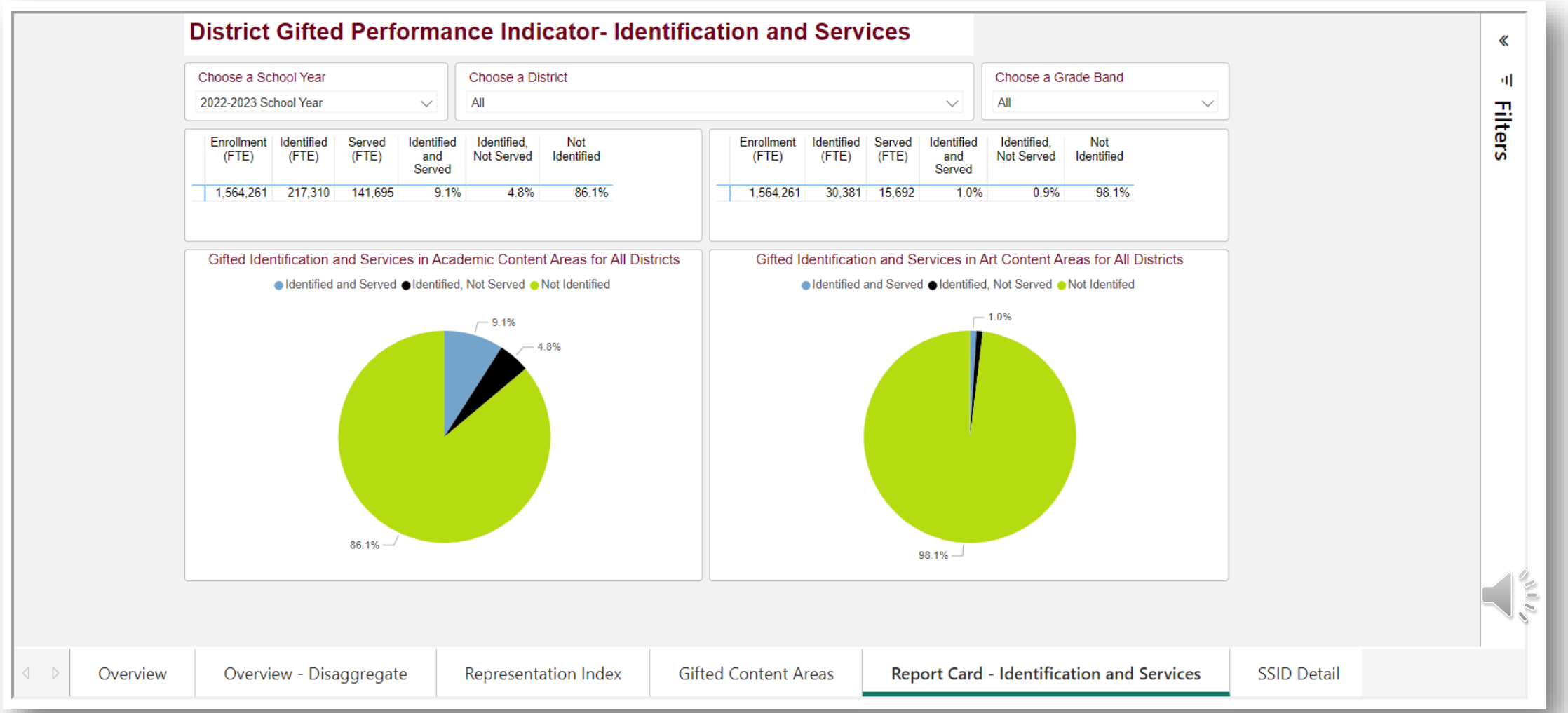
School Year	American Indian or Alaskan Native	Asian	Black, Non-Hispanic	Hispanic	Multiracial	Pacific Islander	White, Non-Hispanic	Underrepresented Minority	Economic Disadvantaged
2019	0.68	1.93	0.28	0.46	0.79	0.63	1.20	0.42	0.45
2020	0.72	1.93	0.28	0.47	0.79	0.61	1.21	0.43	0.45
2021	0.72	1.94	0.27	0.46	0.78	0.67	1.21	0.42	0.44
2022	0.71	1.96	0.27	0.46	0.78	0.67	1.22	0.42	0.44
2023	0.70	1.94	0.27	0.46	0.79	0.60	1.22	0.43	0.43

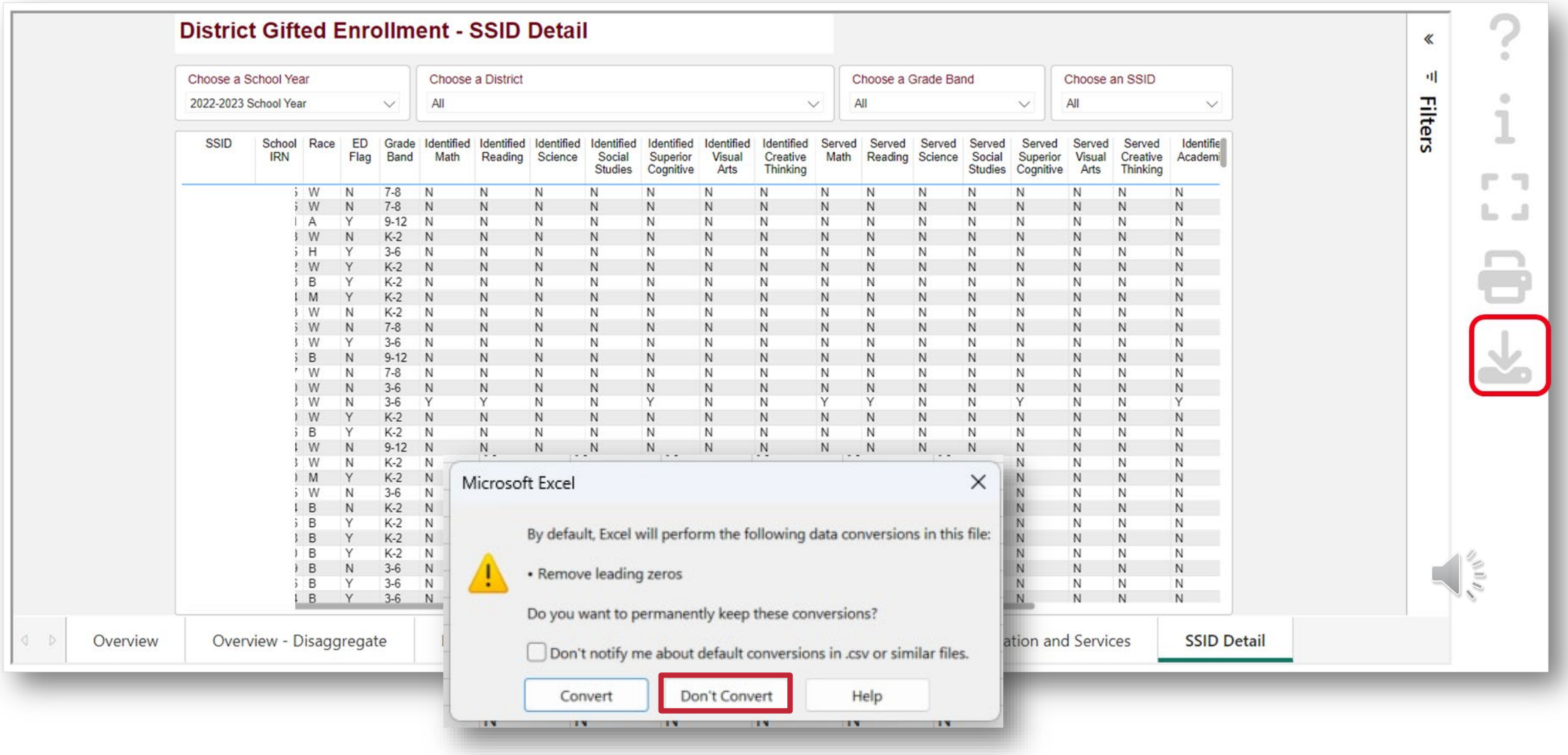
Received Gifted Services Representation Index by Race/Ethnicity

School Year	American Indian or Alaskan Native	Asian	Black, Non-Hispanic	Hispanic	Multiracial	Pacific Islander	White, Non-Hispanic	Underrepresented Minority	Economic Disadvantaged
2019	0.63	2.01	0.22	0.42	0.75	0.76	1.22	0.37	0.43
2020	0.65	2.00	0.21	0.43	0.75	0.74	1.23	0.37	0.41
2021	0.64	1.98	0.20	0.41	0.73	0.68	1.24	0.36	0.41
2022	0.67	2.00	0.20	0.41	0.74	0.70	1.24	0.36	0.41
2023	0.66	1.92	0.22	0.43	0.77	0.61	1.25	0.38	0.41

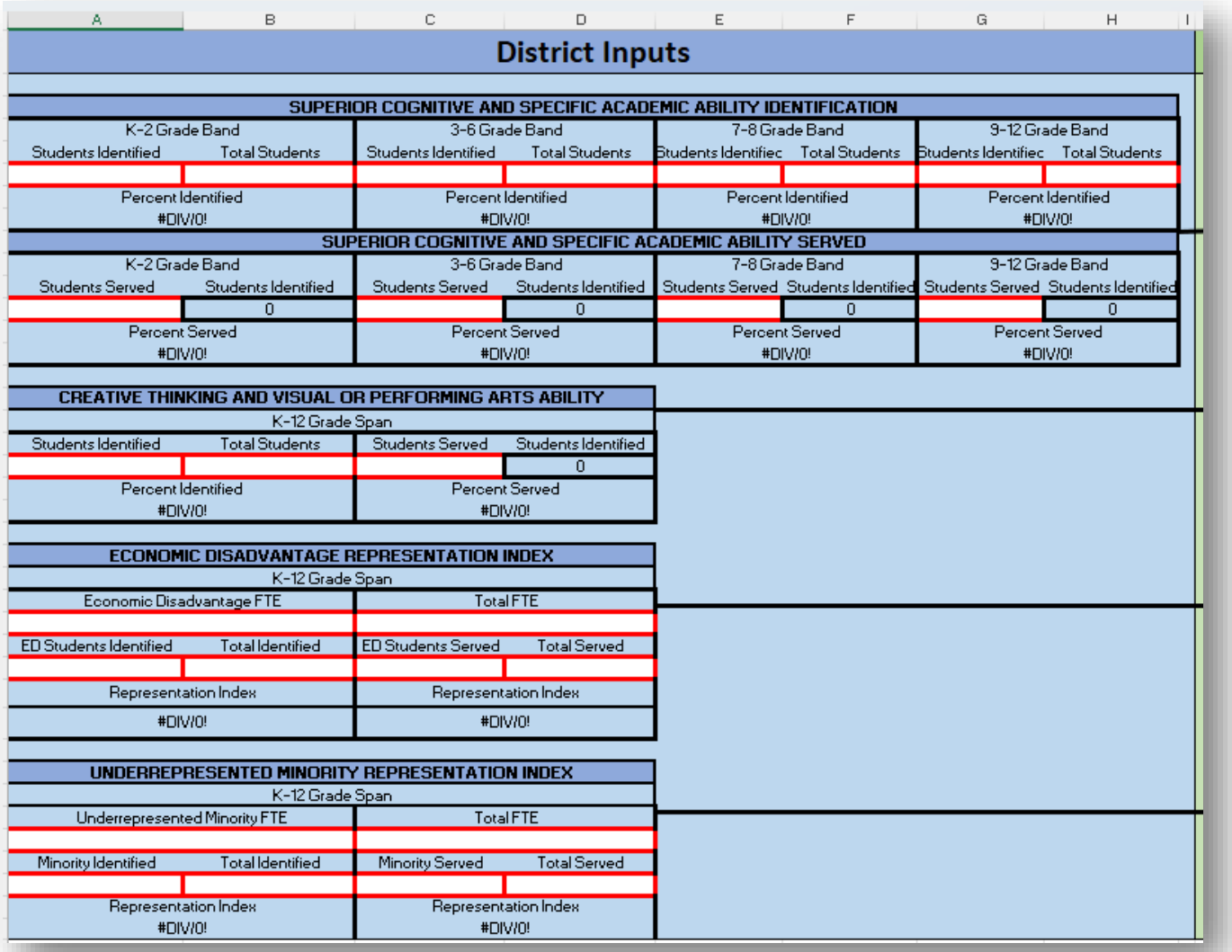


School Year	Grade Band	Subgroup	FTE	Identified Math	Served Math	Identified Reading	Served Reading	Identified Science	Served Science	Identified Social Studies	Served Social Studies	Identified Superior Cognitive	Served Superior Cognitive	Identified Creative Thinking	Served Creative Thinking	Identified Visual Arts	Served Visual Arts
2023	K-2	All Students	356,234	6,319	2,847	7,861	3,934	406	70	329	55	3,544	1,720	1,307	623	42	28
	3-6	All Students	486,453	42,972	31,571	50,433	36,276	6,722	2,400	4,752	1,594	22,211	16,750	9,914	5,311	760	390
	7-8	All Students	251,627	27,087	19,942	27,309	19,260	5,896	3,192	4,438	2,182	14,337	11,190	6,207	3,313	1,164	593
	9-12	All Students	516,537	53,840	28,304	51,935	26,985	19,234	8,839	14,766	6,159	28,095	17,763	8,380	4,267	3,324	1,474


District Gifted Performance Indicator- Identification and Services
Choose a School Year
2022-2023 School Year
Choose a District
All
Choose a Grade Band
All
Enrollment (FTE) | Identified (FTE) | Served (FTE) | Identified and Served | Identified, Not Served | Not Identified
1,564,261 | 217,310 | 141,695 | 9.1% | 4.8% | 86.1%
Enrollment (FTE) | Identified (FTE) | Served (FTE) | Identified and Served | Identified, Not Served | Not Identified
1,564,261 | 30,381 | 15,692 | 1.0% | 0.9% | 98.1%
Gifted Identification and Services in Academic Content Areas for All Districts
Identified and Served
Identified, Not Served
Not Identified
9.1%
4.8%
86.1%
Gifted Identification and Services in Art Content Areas for All Districts
Identified and Served
Identified, Not Served
Not Identifed
1.0%
98.1%
Filters
Overview
Overview - Disaggregate
Representation Index
Gifted Content Areas
Report Card - Identification and Services
SSID Detail


District Gifted Enrollment - SSID Detail
Choose a School Year
2022-2023 School Year
Choose a District
All
Choose a Grade Band
All
Choose an SSID
All
Filters
SSID
School IRN
Race
ED Flag
Grade Band
Identified Math
Identified Reading
Identified Science
Identified Social Studies
Identified Superior Cognitive
Identified Visual Arts
Identified Creative Thinking
Served Math
Served Reading
Served Science
Served Social Studies
Served Superior Cognitive
Served Visual Arts
Served Creative Thinking
Overview
Overview - Disaggregate
SSID Detail
Microsoft Excel
By default, Excel will perform the following data conversions in this file:
• Remove leading zeros
Do you want to permanently keep these conversions?
Don't notify me about default conversions in .csv or similar files.
Convert
Don't Convert
Help

COMPONENT CALCULATOR- DISTRICT/BUILDING GIFTED IDENTIFICATION AND SERVICES TAB



District Inputs

SUPERIOR COGNITIVE AND SPECIFIC ACADEMIC ABILITY IDENTIFICATION

K-2 Grade Band		3-6 Grade Band		7-8 Grade Band		9-12 Grade Band	
Students Identified	Total Students	Students Identified	Total Students	Students Identifiec	Total Students	Students Identifiec	Total Students
Percent Identified		Percent Identified		Percent Identified		Percent Identified	
#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	

SUPERIOR COGNITIVE AND SPECIFIC ACADEMIC ABILITY SERVED

K-2 Grade Band		3-6 Grade Band		7-8 Grade Band		9-12 Grade Band	
Students Served	Students Identified	Students Served	Students Identified	Students Served	Students Identified	Students Served	Students Identified
	0		0		0		0
Percent Served		Percent Served		Percent Served		Percent Served	
#DIV/0!		#DIV/0!		#DIV/0!		#DIV/0!	

CREATIVE THINKING AND VISUAL OR PERFORMING ARTS ABILITY

K-12 Grade Span

Students Identified	Total Students	Students Served	Students Identified
			0
Percent Identified		Percent Served	
#DIV/0!		#DIV/0!	

ECONOMIC DISADVANTAGE REPRESENTATION INDEX

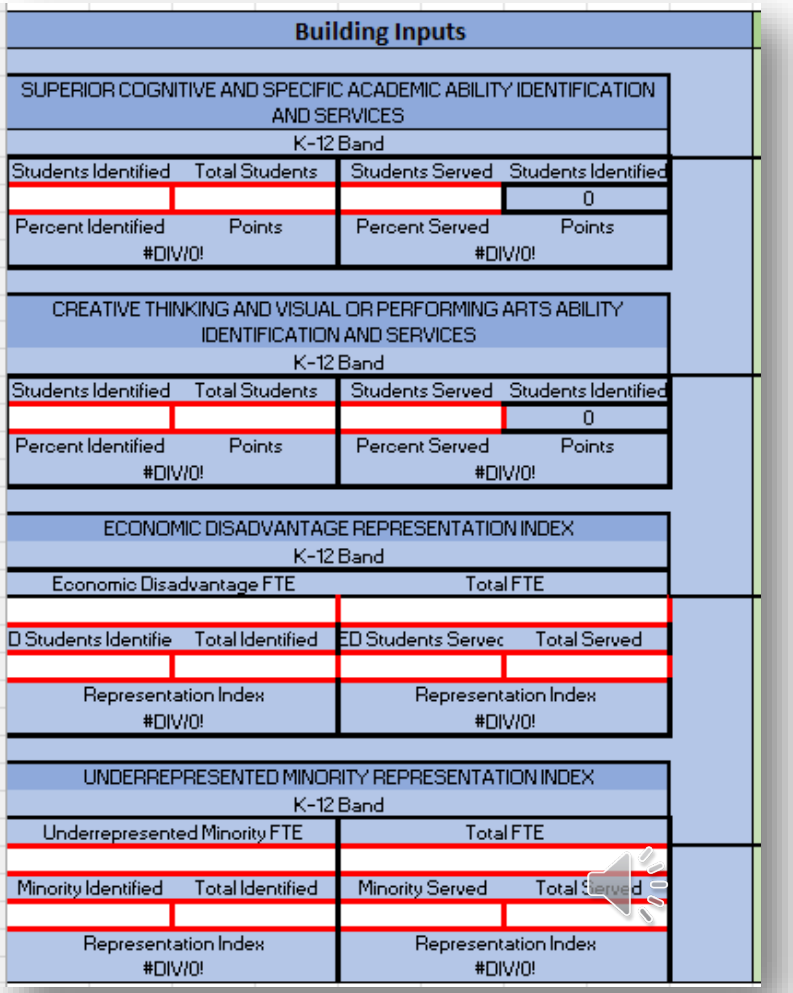
K-12 Grade Span

Economic Disadvantage FTE		Total FTE	
ED Students Identified	Total Identified	ED Students Served	Total Served
Representation Index		Representation Index	
#DIV/0!		#DIV/0!	

UNDERREPRESENTED MINORITY REPRESENTATION INDEX

K-12 Grade Span

Underrepresented Minority FTE		Total FTE	
Minority Identified	Total Identified	Minority Served	Total Served
Representation Index		Representation Index	
#DIV/0!		#DIV/0!	



Building Inputs

SUPERIOR COGNITIVE AND SPECIFIC ACADEMIC ABILITY IDENTIFICATION AND SERVICES

K-12 Band

Students Identified	Total Students		Students Served	Students Identified
				0
Percent Identified		Points	Percent Served	Points
#DIV/0!			#DIV/0!	

CREATIVE THINKING AND VISUAL OR PERFORMING ARTS ABILITY IDENTIFICATION AND SERVICES

K-12 Band

Students Identified	Total Students		Students Served	Students Identified
				0
Percent Identified		Points	Percent Served	Points
#DIV/0!			#DIV/0!	

ECONOMIC DISADVANTAGE REPRESENTATION INDEX

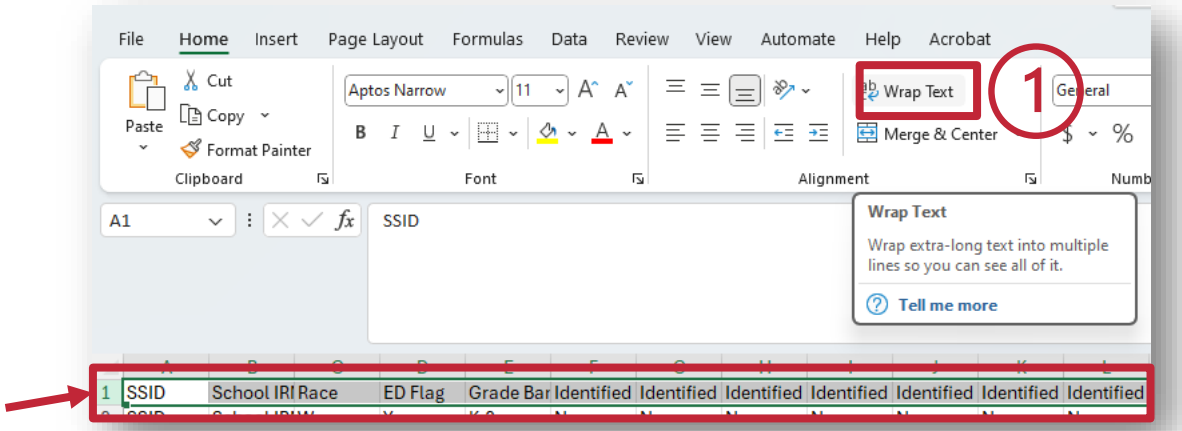
K-12 Band

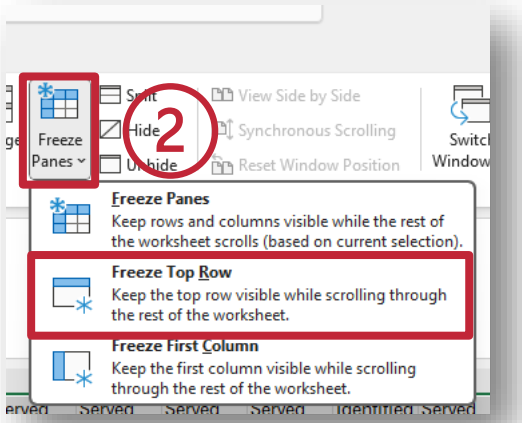
Economic Disadvantage FTE		Total FTE	
D Students Identifie	Total Identified	ED Students Servec	Total Served
Representation Index		Representation Index	
#DIV/0!		#DIV/0!	

UNDERREPRESENTED MINORITY REPRESENTATION INDEX

K-12 Band

Underrepresented Minority FTE		Total FTE	
Minority Identified	Total Identified	Minority Served	Total Served
Representation Index		Representation Index	
#DIV/0!		#DIV/0!	

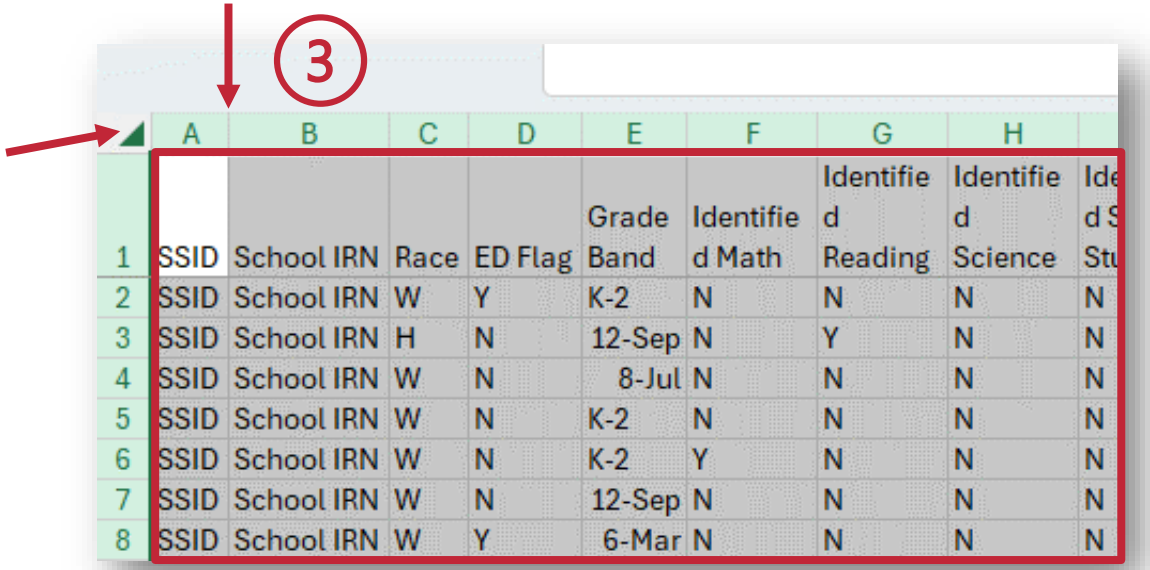


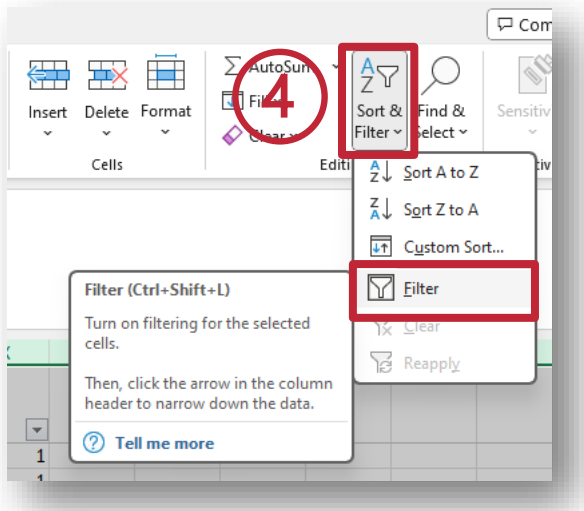


Format Sheet

1. Wrap Text
2. Freeze Top Row
3. Select all cells and auto fit width
4. Add Filters

OR Create a Macro!

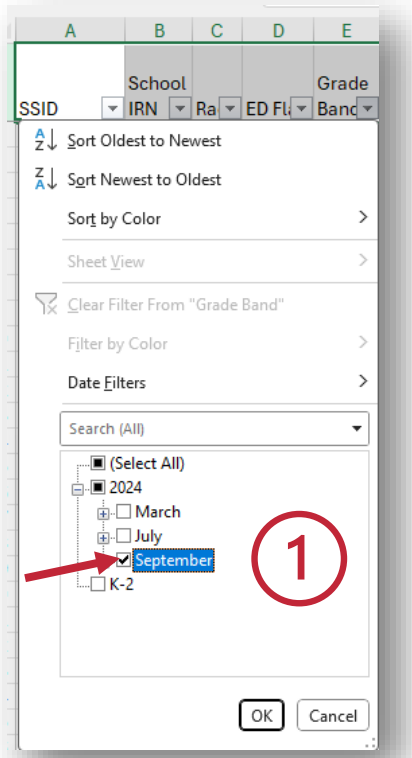


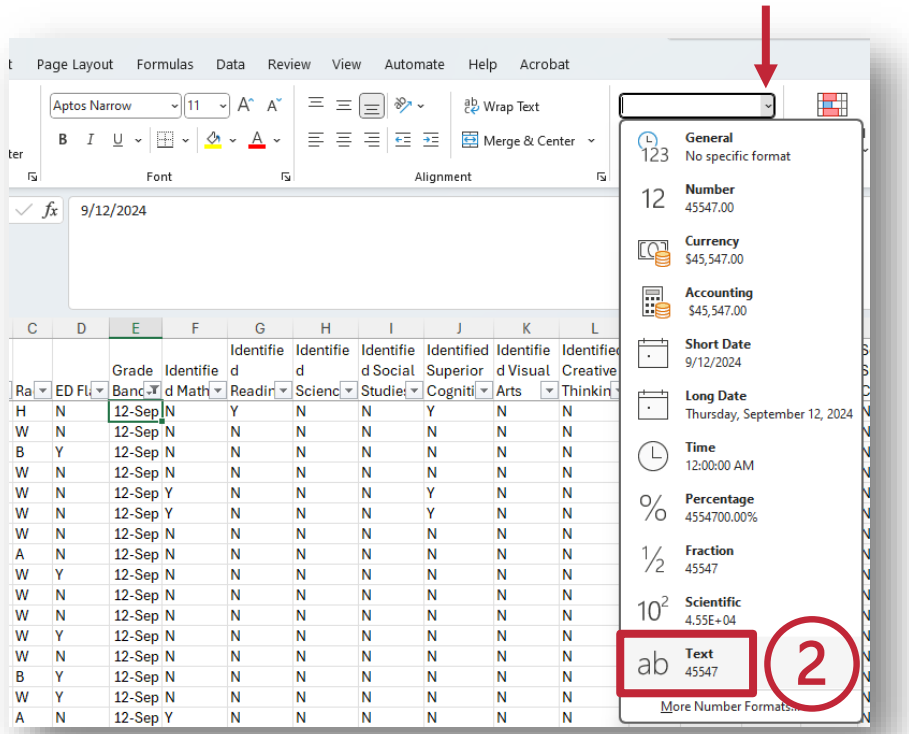


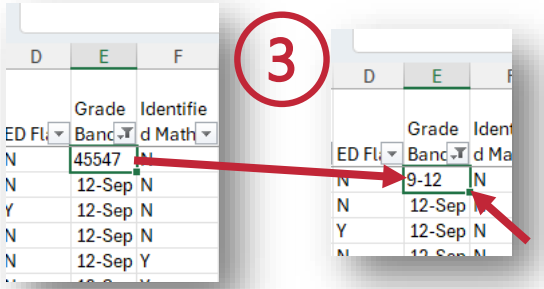
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
1	SS	School IF	Ra	ED Fl	Grade Banc	Identifie d Math	Identifie d Readir	Identifie d Scienc	Identifie d Social Studies	Identified Superior Cogniti	Identifie d Visual Arts	Identified Creative Thinkin	Served Math	Served Readi	Served Scien	Served Social Studi	Served Superior Cogniti	Served Visual Arts	Served Creative Thinki	Identified Academi cs	Served Academi cs	Identifie d Arts	Served Arts	FTE
2	SSID	School IRN	W	Y	K-2	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	1
3	SSID	School IRN	H	N	12-Sep	N	Y	N	N	Y	N	N	N	N	N	N	N	N	N	Y	N	N	N	1
4	SSID	School IRN	W	N	8-Jul	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	1
5	SSID	School IRN	W	N	K-2	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	1
6	SSID	School IRN	W	N	K-2	Y	N	N	N	Y	N	N	Y	N	N	N	Y	N	N	Y	Y	N	N	1
7	SSID	School IRN	W	N	12-Sep	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	1
8	SSID	School IRN	W	Y	6-Mar	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	1
9	SSID	School IRN	W	N	8-Jul	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	1
10	SSID	School IRN	W	N	8-Jul	N	N	N	N	N	N	N	N	Y	N	N	N	N	N	N	N	N	N	1
11	SSID	School IRN	H	N	K-2	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	1
12	SSID	School IRN	W	Y	8-Jul	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	1
13	SSID	School IRN	W	Y	K-2	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	1
14	SSID	School IRN	B	Y	12-Sep	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	0.994152
15	SSID	School IRN	W	N	6-Mar	Y	Y	N	N	Y	N	N	N	N	N	N	N	N	N	Y	N	N	N	1
16	SSID	School IRN	W	N	8-Jul	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	1
17	SSID	School IRN	W	N	12-Sep	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	0.122807
18	SSID	School IRN	W	N	12-Sep	Y	N	N	N	Y	N	N	N	N	N	N	N	N	N	Y	N	N	N	1
19	SSID	School IRN	W	N	6-Mar	N	N	N	N	Y	N	N	N	N	N	N	N	N	N	Y	N	N	N	1
20	SSID	School IRN	W	Y	K-2	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	0.994152
21	SSID	School IRN	W	N	6-Mar	N	Y	N	N	N	N	N	N	N	N	N	N	N	N	Y	N	N	N	1
22	SSID	School IRN	W	N	12-Sep	Y	N	N	N	Y	N	N	N	N	N	N	N	N	N	Y	N	N	N	1
23	SSID	School IRN	W	Y	6-Mar	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	1
24	SSID	School IRN	W	N	6-Mar	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	1
25	SSID	School IRN	W	N	6-Mar	N	Y	N	N	N	N	N	N	Y	N	N	N	N	N	Y	Y	N	N	1
26	SSID	School IRN	B	Y	8-Jul	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	1
27	SSID	School IRN	W	N	6-Mar	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	1
28	SSID	School IRN	W	N	6-Mar	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	1
29	SSID	School IRN	W	N	12-Sep	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	1
30	SSID	School IRN	W	N	6-Mar	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	0.02924
31	SSID	School IRN	W	N	6-Mar	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	1
32	SSID	School IRN	W	Y	K-2	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	1

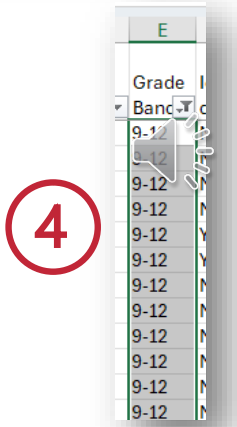
Step 1- Update the Grade Bands to text fields

1. Filter to a date in the Grade Band column
2. Change the cell to a Text Field
3. Update the cell to read as follows:
   - 12-Sep to 9-12
   - 8-Jul to 7-8
   - 6-Mar to 3-6
4. Copy the field down to bottom by double clicking the bottom right corner





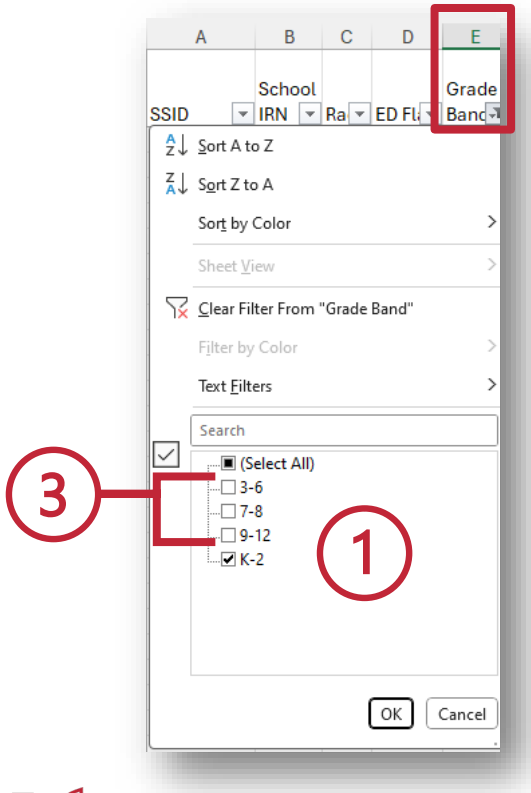


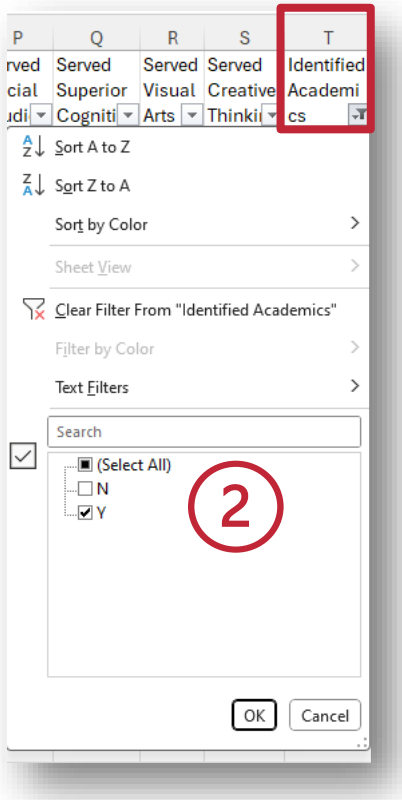


SUPERIOR COGNITIVE AND SPECIFIC ACADEMIC ABILITY IDENTIFICATION							
K-2 Grade Band		3-6 Grade Band		7-8 Grade Band		9-12 Grade Band	
Students Identified	Total Students	Students Identified	Total Students	Students Identified	Total Students	Students Identified	Total Students
13	547	173	734	114	406	191	712
Percent Identified 2.38%		Percent Identified 23.57%		Percent Identified 28.08%		Percent Identified 26.83%	

547 of 2399 records found

13 of 2399 records found



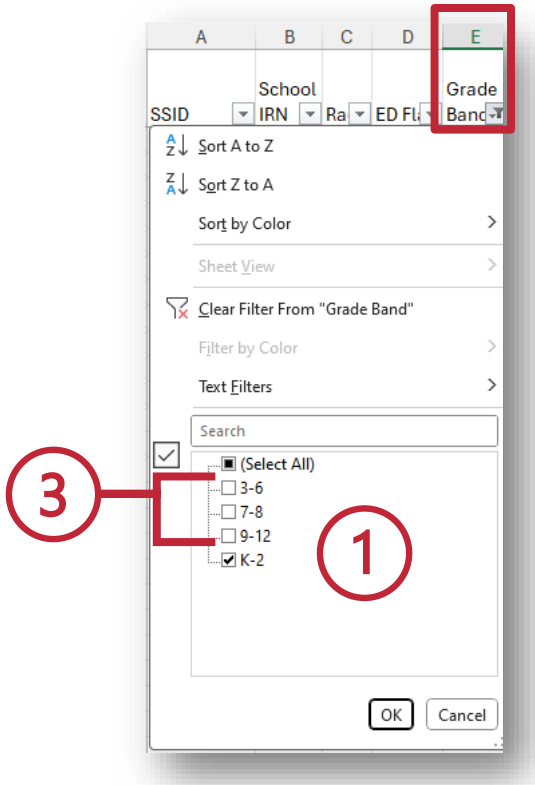


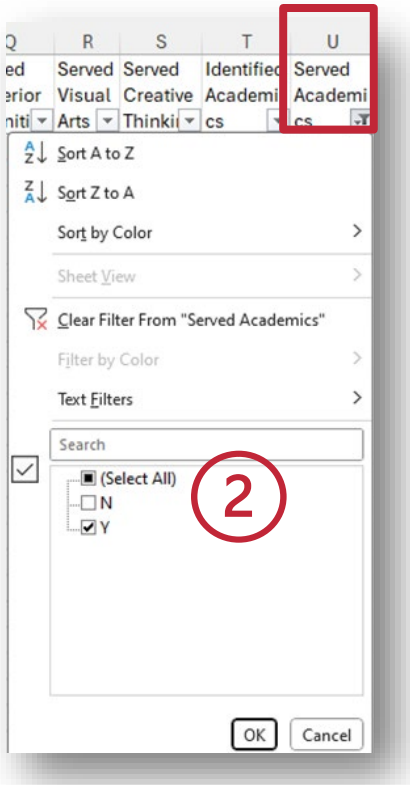
Step 2- Enter Superior Cognitive and Specific Academic Ability Identification Information

1. Filter to K-2 Grade Band
   - Enter count into total students
2. Filter Identified Academics Column to Y
   - Enter count into Students Identified
3. Repeat for Each of the other Grade Bands

SUPERIOR COGNITIVE AND SPECIFIC ACADEMIC ABILITY SERVED							
K-2 Grade Band		3-6 Grade Band		7-8 Grade Band		9-12 Grade Band	
Students Served	Students Identified	Students Served	Students Identified	Students Served	Students Identified	Students Served	Students Identified
8	13	81	173	21	114	1	191
Percent Served		Percent Served		Percent Served		Percent Served	
61.54%		46.82%		18.42%		0.52%	

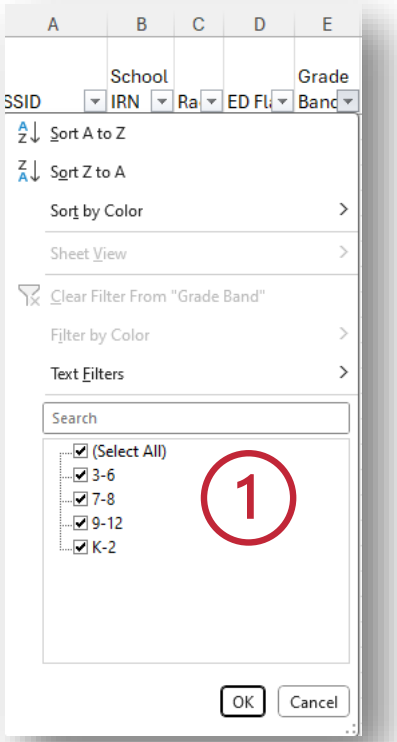
8 of 2399 records found





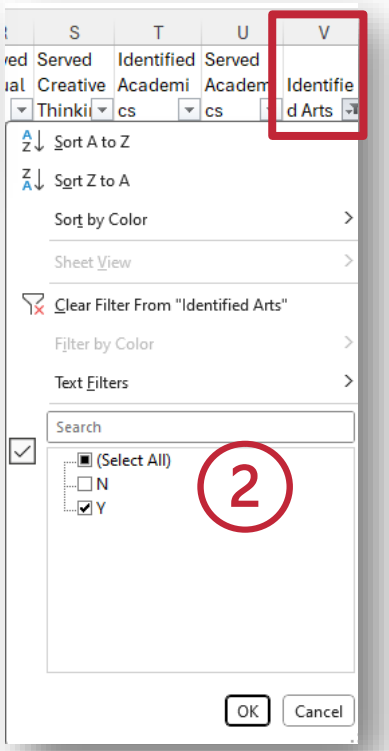
Step 3- Enter Superior Cognitive and Specific Academic Ability Served Information

1. Filter to K-2 Grade Band
   - Total will populate from Identified
2. Filter Served Academics Column to Y
   - Enter count into Students Served
3. Repeat for Each of the other Grade Bands

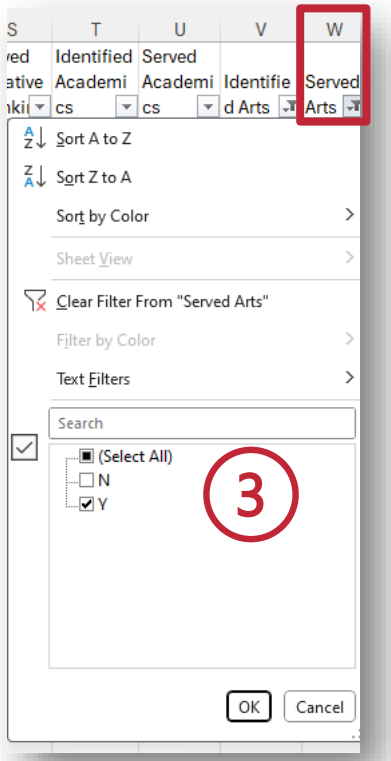


CREATIVE THINKING AND VISUAL OR PERFORMING ARTS ABILITY IDENTIFICATION AND SERVICES			
K-12 Grade Span			
Students Identified	Total Students	Students Served	Students Identified
57	2399	7	57
Percent Identified		Percent Served	
2.38%		12.28%	

57 of 2399 records found

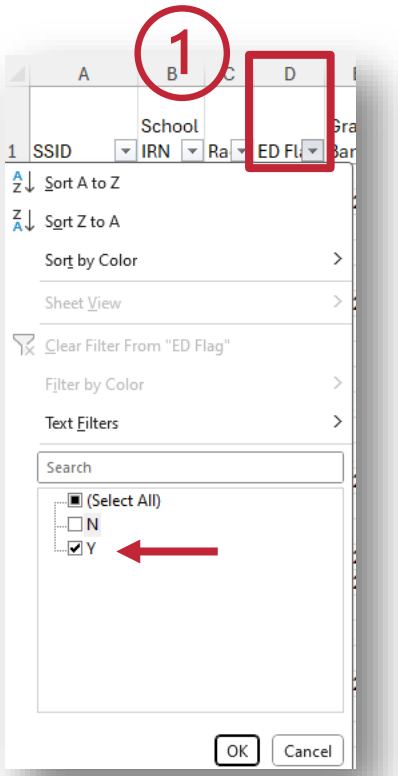


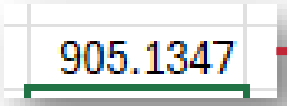
7 of 2399 records found

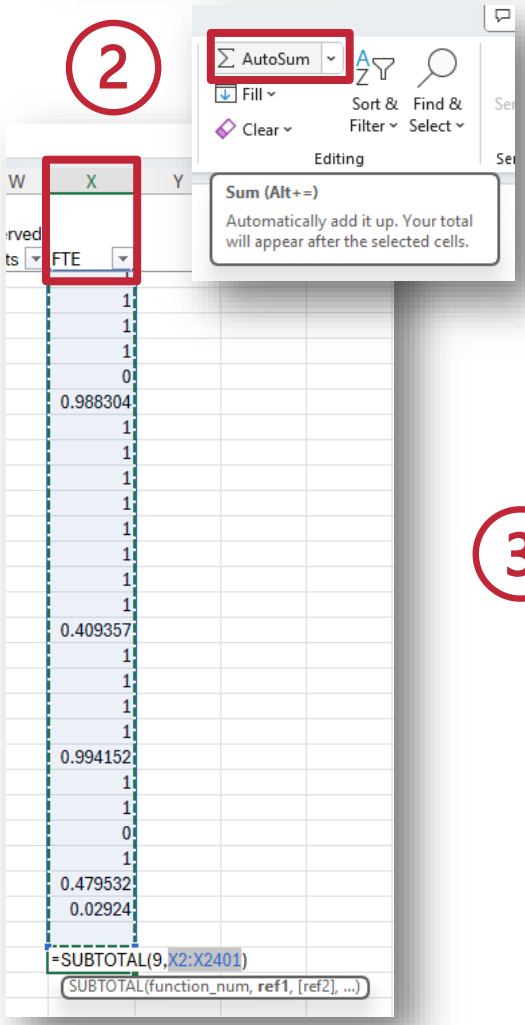


Step 4- Creative Thinking and Visual or Performing Arts Identification and Services

1. Clear Grade Band Filter-Select all
2. Filter Identified Arts Column to Y
   - Enter count into Students Identified
   - Enter count of records into Total Students
3. Filter Served Arts Column to Y
   - Enter count into Students Served







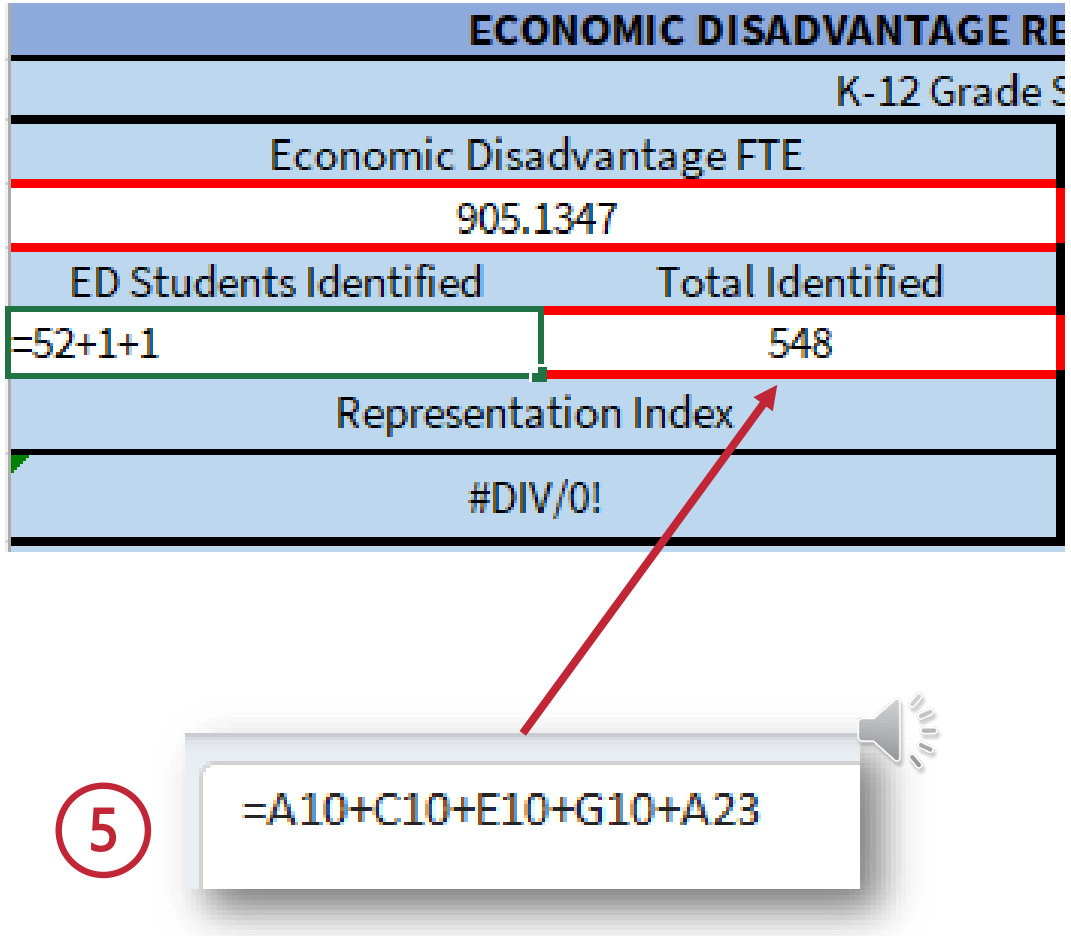
ECONOMIC DISADVANTAGE REPRESENTATION INDEX			
K-12 Grade Span			
Economic Disadvantage FTE		Total FTE	
905.1347		2240.518	
ED Students Identified	Total Identified	ED Students Served	Total Served
54	548	17	118
Representation Index		Representation Index	
0.24		0.36	

Step 5- Enter Economic Disadvantage Representation Index FTE

1. Filter ED Flag Column to Y
2. Add Subtotal to bottom of FTE Column
3. Clear all Filters to calculate Total FTE

Step 6- Enter Economic Disadvantage Representation Index Identification

1. Filter Identified Academic Flag Column to Y and Identified Arts Column to N- write total
2. Filter Identified Academic Flag Column to Y and Identified Arts Column to Y- write total
3. Filter Identified Academic Flag Column to N and Identified Arts Column to Y- write total
4. Sum totals for ED Students Identified
5. Enter Total Identified by summing cells in A10+C10+E10+G10+A23



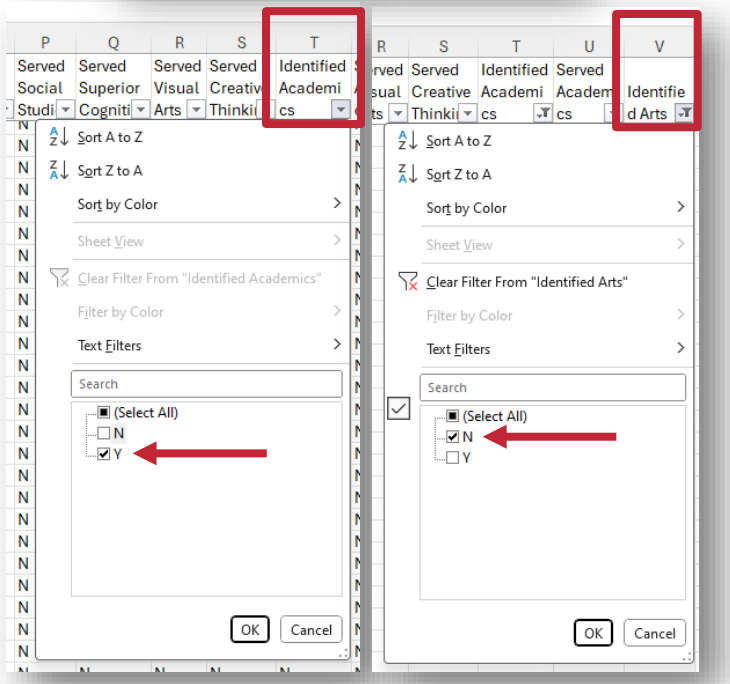
ECONOMIC DISADVANTAGE REPRESENTATION INDEX			
K-12 Grade Span			
Economic Disadvantage FTE		Total FTE	
905.1347			
ED Students Identified	Total Identified	ED Students Served	Total Served
=52+1+1	548		118
Representation Index		Representation Index	
#DIV/0!		#DIV/0!	

4

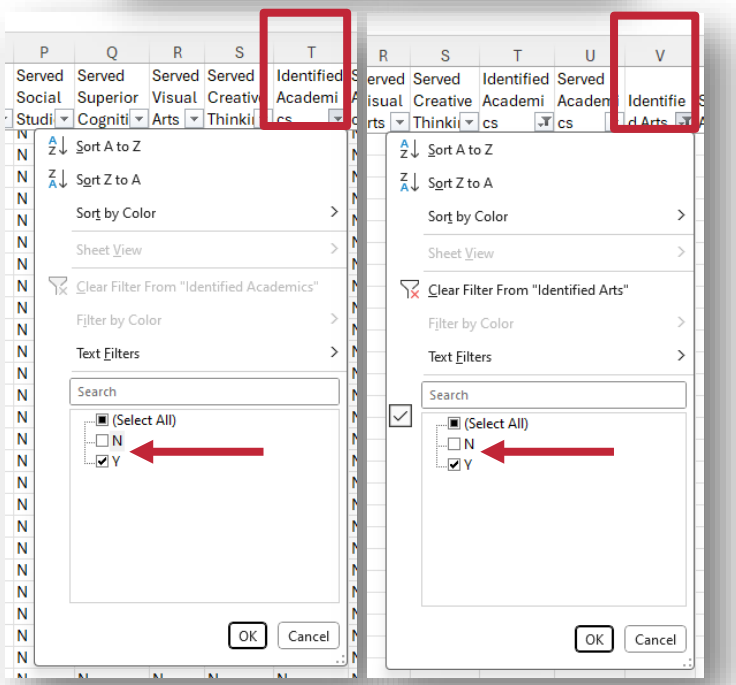
52 of 2399 records found

1 of 2399 records found

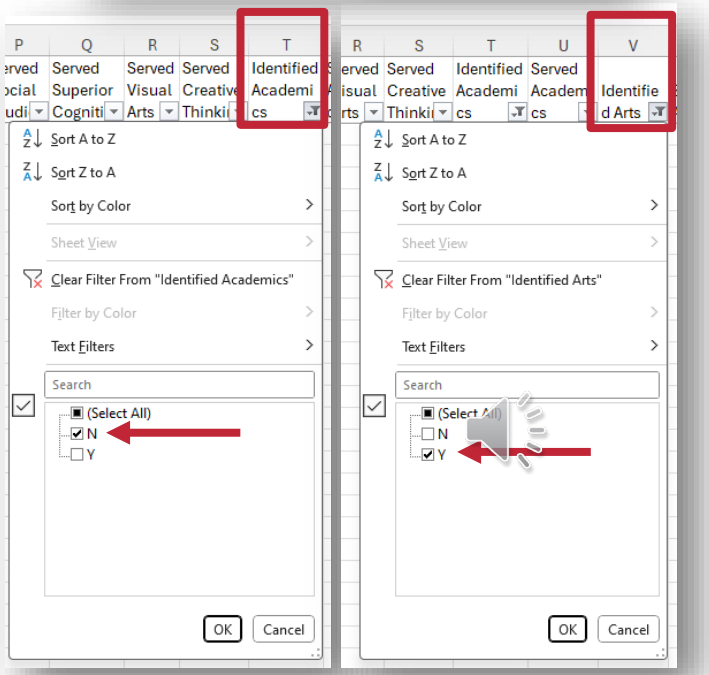
1 of 2399 records found



1



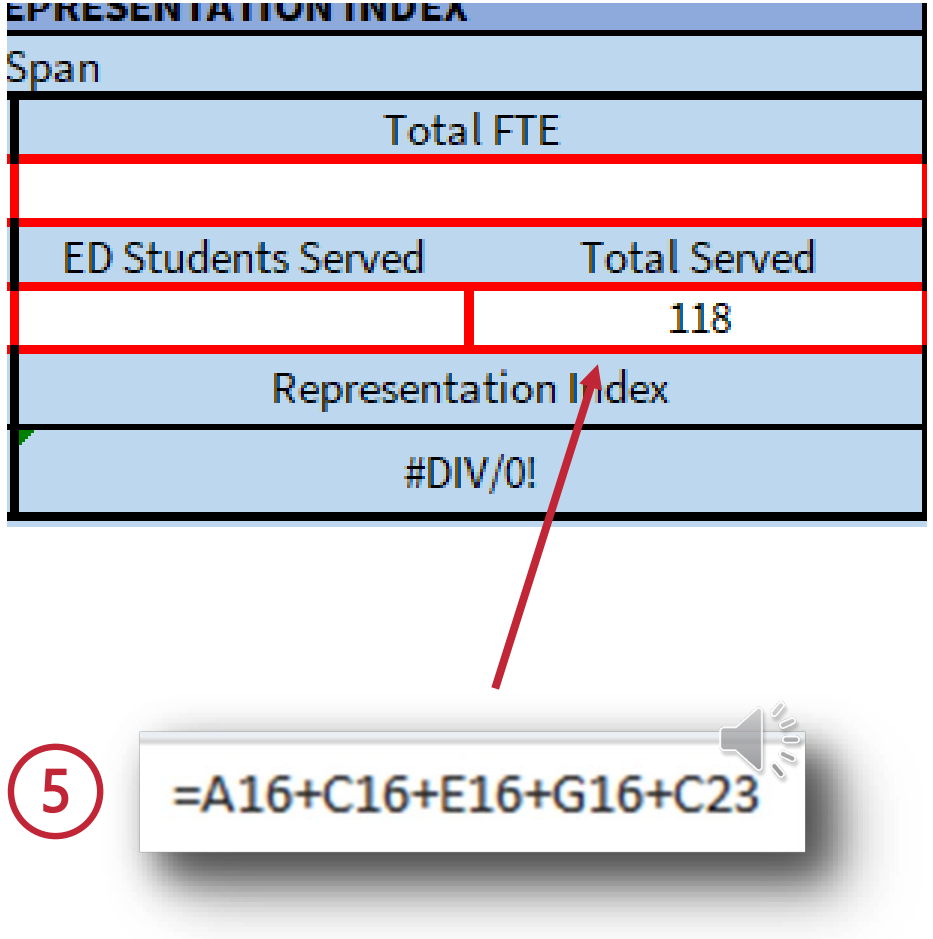
2



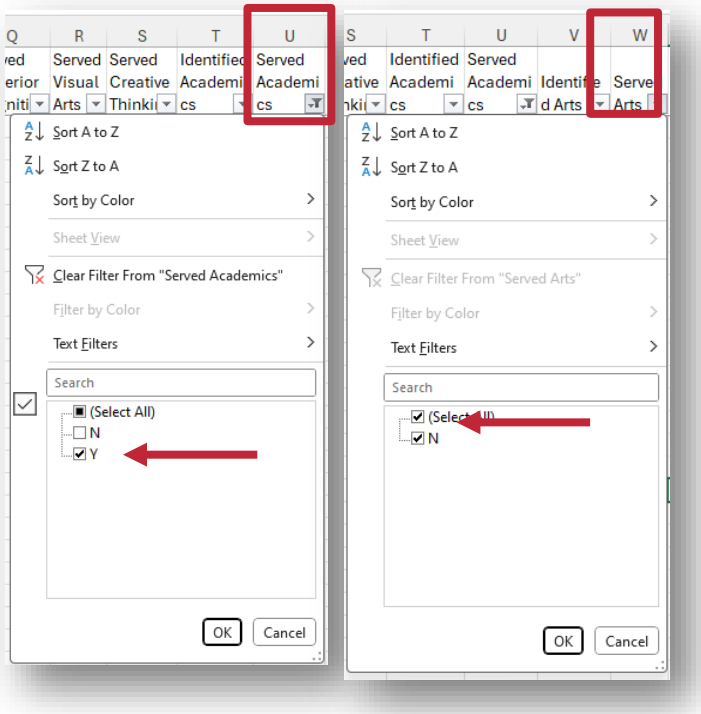
3

Step 7- Enter Economic Disadvantage Representation Index Services

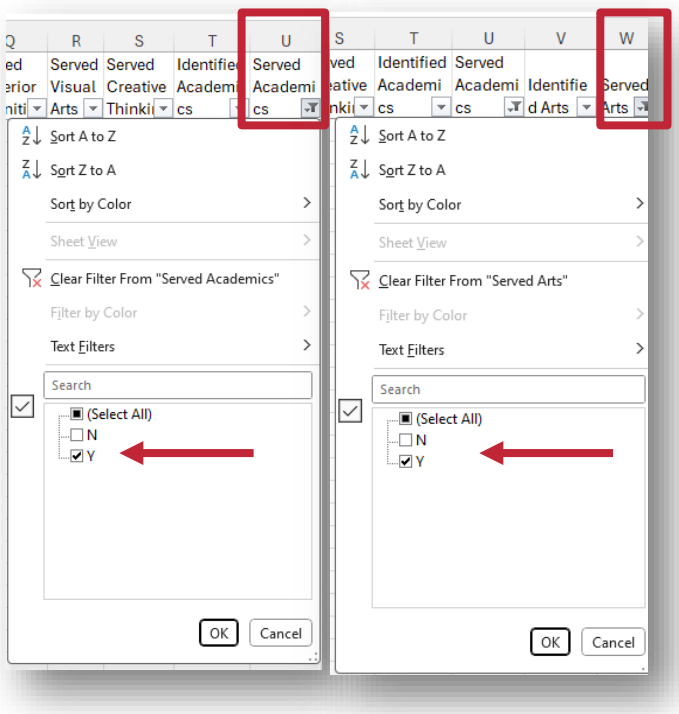
1. Filter Served Academic Flag Column to Y and Served Arts Column to N- write total
2. Filter Served Academic Flag Column to Y and Served Arts Column to Y- write total
3. Filter Served Academic Flag Column to N and Served Arts Column to Y- write total
4. Sum totals for ED Students Served
5. Enter Total Served by summing cells in A16+C16+E16+G16+C23



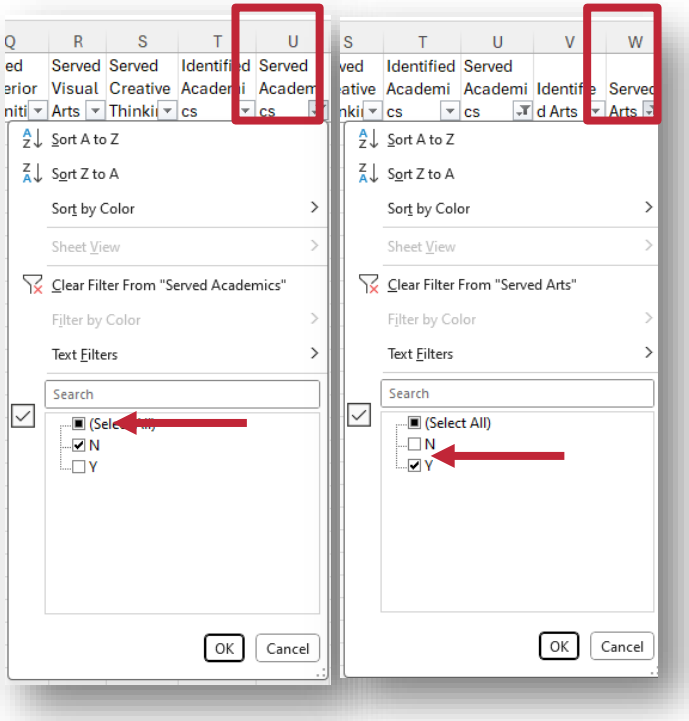
1



2



3

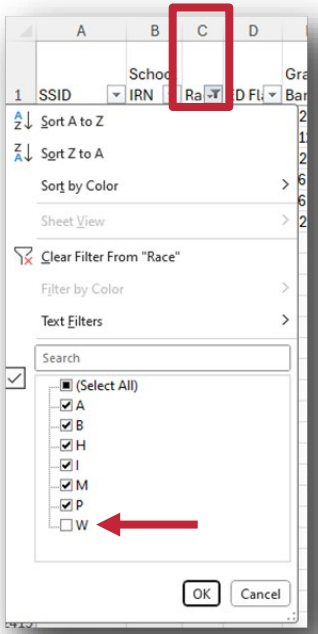


17 of 2399 records found

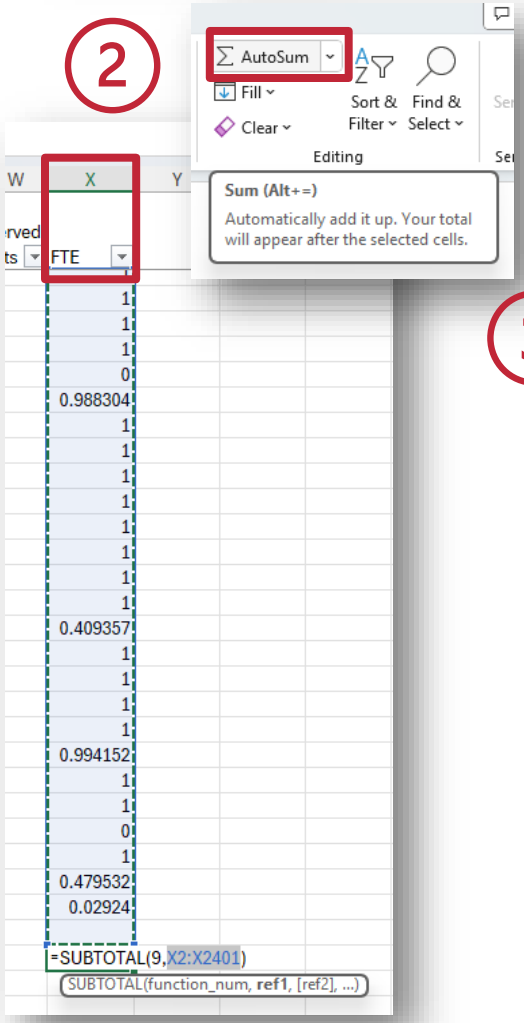
ECONOMIC DISADVANTAGE REPRESENTATION INDEX			
K-12 Grade Span			
Economic Disadvantage FTE		Total FTE	
905.1347		2240.518	
ED Students Identified	Total Identified	ED Students Served	Total Served
54	548	17	118
Representation Index		Representation Index	
0.24		0.36	

4

1



2



3

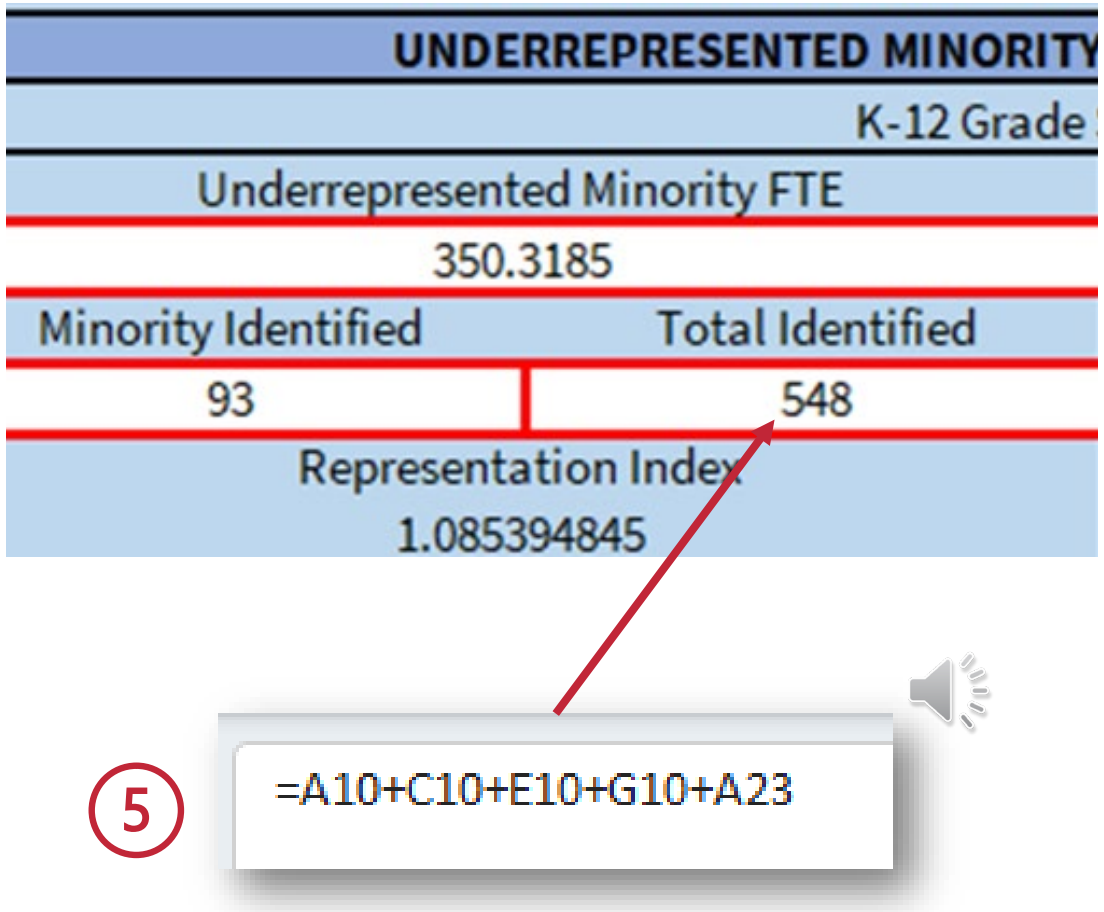
UNDERREPRESENTED MINORITY REPRESENTATION INDEX			
K-12 Grade Span			
Underrepresented Minority FTE		Total FTE	
350.3185		2240.518	
Minority Identified	Total Identified	Minority Served	Total Served
93	548	22	118
Representation Index		Representation Index	
1.085394845		1.192411177	

Step 8- Enter Underrepresented Minority Representation Index FTE

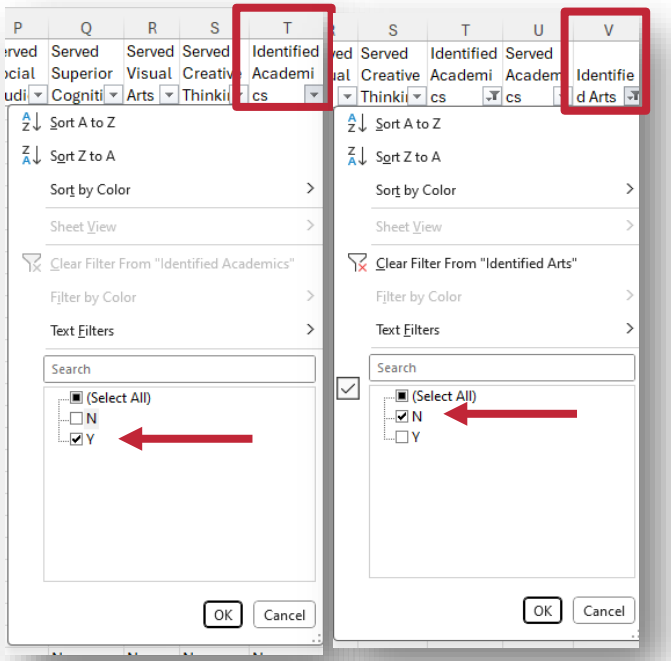
1. Filter Race Column to remove W
2. Add Subtotal Number to Underrepresented Minority FTE
3. Enter Total FTE from prior slides

Step 9- Enter Underrepresented Minority Representation Index Identification

1. Filter Identified Academic Flag Column to Y and Identified Arts Column to N- write total
2. Filter Identified Academic Flag Column to Y and Identified Arts Column to Y- write total
3. Filter Identified Academic Flag Column to N and Identified Arts Column to Y- write total
4. Sum totals for ED Students Identified
5. Enter Total Identified by summing cells in A10+C10+E10+G10+A23

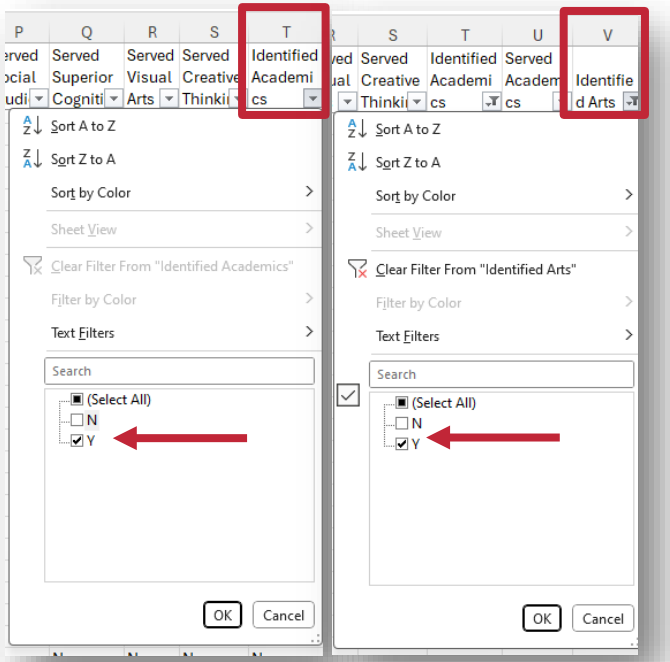


1



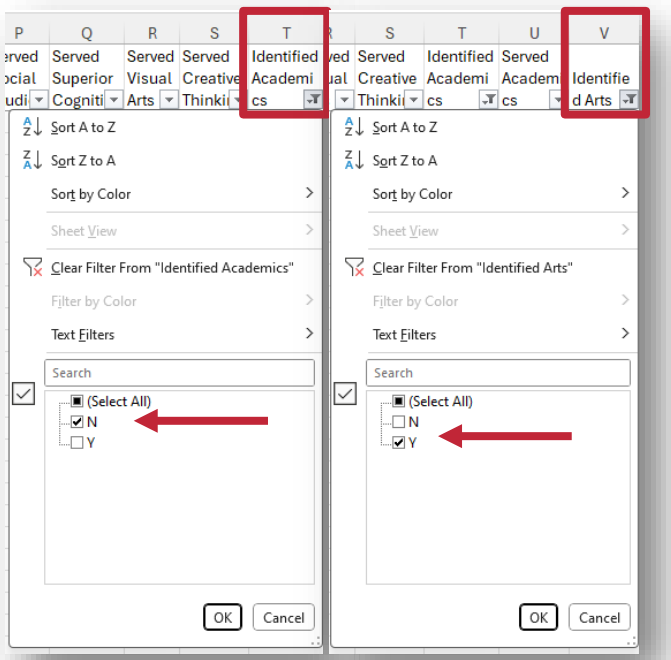
82 of 2399 records found

2



7 of 2399 records found

3



4 of 2399 records found

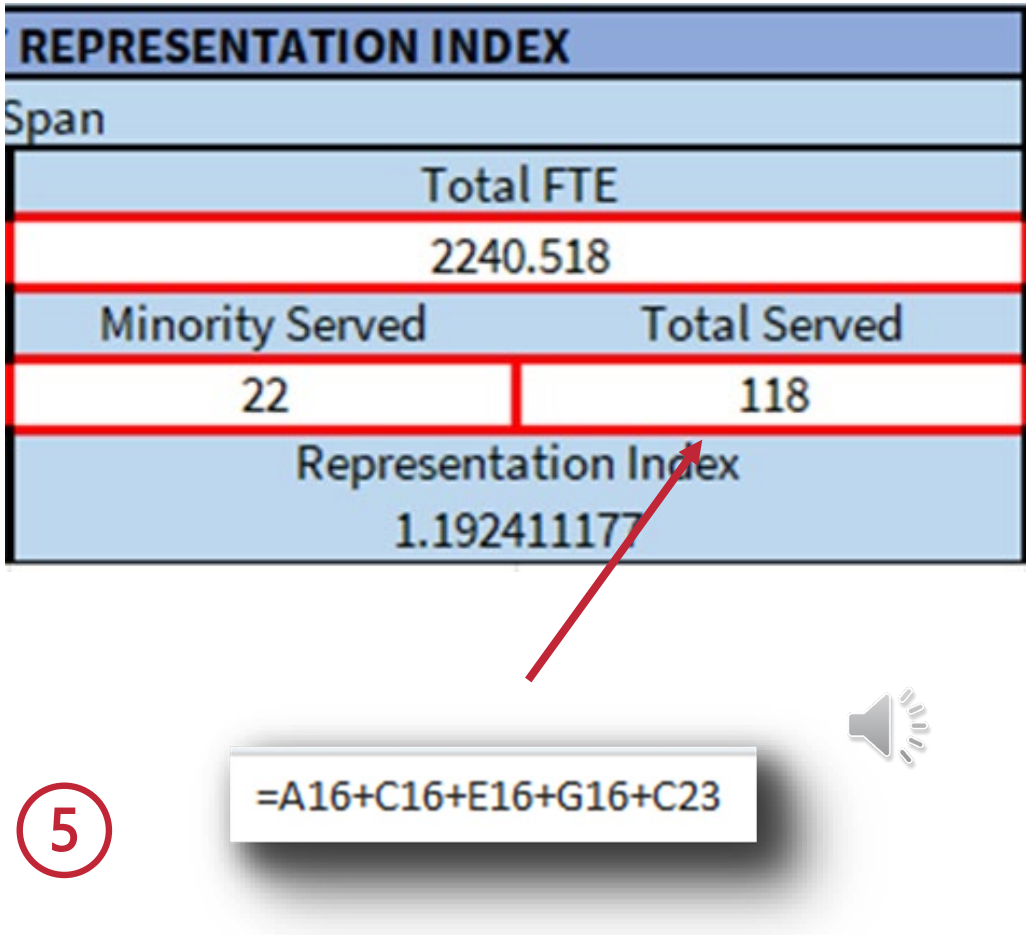
4

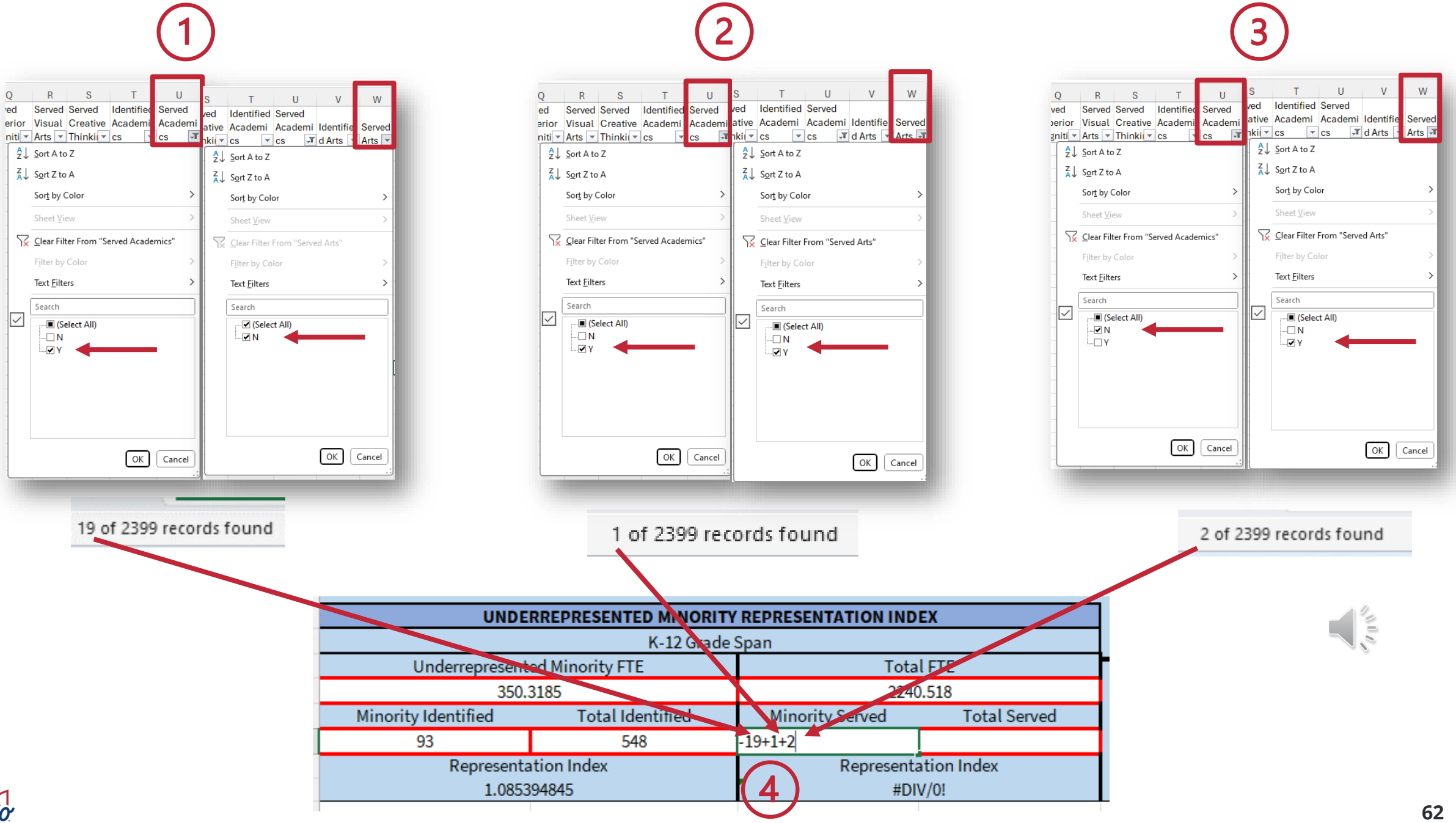
UNDERREPRESENTED MINORITY REPRESENTATION INDEX			
K-12 Grade Span			
Underrepresented Minority FTE		Total FTE	
350.3185		2240.518	
Minority Identified	Total Identified	Minority Served	Total Served
93	548	22	118
Representation Index		Representation Index	
1.085394845		1.192411177	

Step 10- Enter Underrepresented Minority Representation Index

Service

1. Filter Served Academic Flag Column to Y and Served Arts Column to N- write total
2. Filter Served Academic Flag Column to Y and Served Arts Column to Y- write total
3. Filter Served Academic Flag Column to N and Served Arts Column to Y- write total
4. Sum totals for ED Students Served
5. Enter Total Served by summing cells in A16+C16+E16+G16+C23




1
2
3
19 of 2399 records found
1 of 2399 records found
2 of 2399 records found
UNDERREPRESENTED MINORITY REPRESENTATION INDEX
K-12 Grade Span
Underrepresented Minority FTE
350.3185
Total FTE
2240.518
Minority Identified
93
Total Identified
548
Minority Served
-19+1+2
Total Served
Representation Index
1.085394845
Representation Index
#DIV/0!
4

		Gifted Identification Percent
Gifted Id and Services	Yes	51.50%

Point Totals

Superior Cognitive	Points Received	Points Possible
Identification K-2	9	15
Identification 3-6	5	5
Identification 7-8	5	5
Identification 9-12	5	5
Served K-2	<15 Students	0
Served 3-6	6	10
Served 7-8	2	10
Served 9-12	0	10

Creative Thinking/Visual Arts	Points Received	Points Possible
Identified	3	5
Served	2	5

ED Rep Index	Points Received	Points Possible
Identified	0	20
Served	0	10

Minority Rep Index	Points Received	Points Possible
Identified	20	20
Served	10	10

Category	Total Points	Total Possible
Identified	47	75
Served	20	55

Total Points	Total Possible	Final Percent	Indicator
67	130	51.5%	Not Met

SELECT YEAR: 2022-2023

SOURCE- SECURE DATA CENTER > LOCAL REPORT CARD > DISTRICT REPORT CARD > GIFTED AND GIFTED IDENTIFICATION AND SERVICES

Gifted Measure	Applicable	Performance Index Percent	2022-2023	Points	Points Possible
Gifted Performance Index	Yes	96.10%	96.5%	0	5
		Star Rating			
Gifted Progress	Yes	3 Star	3, 4, 5 Star	5	5
		Gifted Identification Percent			
Gifted Id and Services	Yes	70%	70.0%	5	5

Gifted Performance Index Percent

96.1

Gifted Value Added Grade

3 Stars

Percent of Possible Gifted Identification and Services Points Earned

70.4

CHRONIC ABSENTEEISM INDICATOR MEASURE

Traditional School and District Report Cards

Districts and schools report information for the Ohio School Report Cards on specific measures within six broader components. The components are Achievement, Progress, Gap Closing, Early Literacy, Graduation, and College, Career, Workforce and Military Readiness (CCWMR). Districts and schools earn a star rating on the components and an overall star rating. This helps give Ohio parents and schools a snapshot of the quality of education they are providing to students. The complete technical document for the Traditional School Report Card walks through each component and calculation. For more information,

1. **Achievement Component**
2. **Progress Component**
3. **Gap Closing Component**
   - » Chronic Absenteeism Improvement Indicator
   - » English Language Proficiency Improvement Indicator
   - » Gifted Performance Indicator
4. **Early Literacy Component**
5. **Graduation Component**
6. **College, Career, Workforce and Military Readiness Component**
7. **Overall and Component Ratings**
8. **Additional Data and Information**
   - » Attendance Rate
   - » Education Management Information System (EMIS)
   - » Financial Data
   - » Positive Behavioral Interventions and Supports (PBIS)
   - » School Choice Options
   - » Similar District Methodology
   - » Student Opportunity Profiles
   - » Wellness and Physical Education

Chronic Absenteeism Improvement Indicator

Overview

Print Indicator Information

Ohio's Every Student Succeeds Act (ESSA) plan identifies chronic absenteeism as an additional measure of school quality or student success as there is a significant body of research around the impact of chronic absenteeism on academic performance. A student is considered chronically absent if they miss at least 10 percent of instructional time (excused or unexcused) for any reason.

The Chronic Absenteeism Improvement Indicator (ORC 3302.02(A(3))) compares the chronic absenteeism rates of schools and districts against annual goals and benchmarks set for year over year improvement. For the 2022-2023 school year, this indicator will contribute a possible 5 points to the Gap Closing Component. Please refer to the Gap Closing Component Technical Documentation for detailed business rules and calculations.

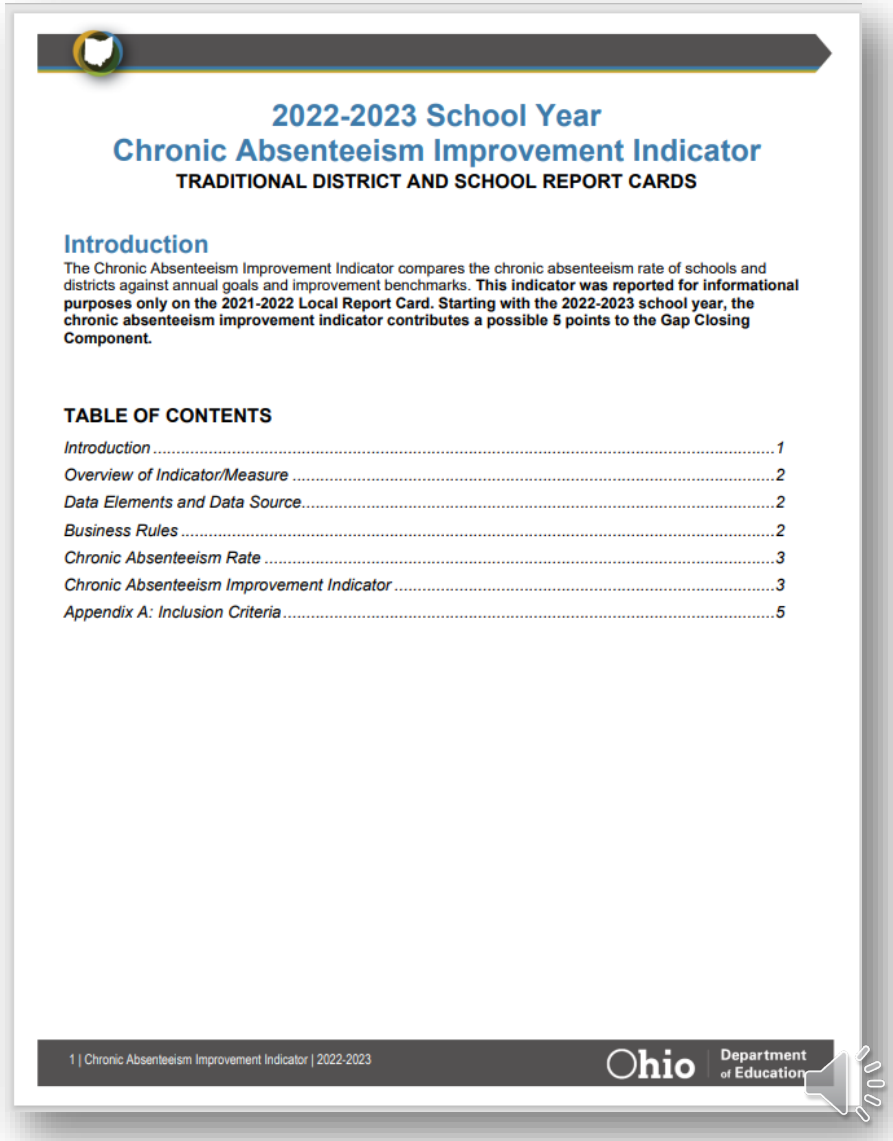
Districts and schools meet the indicator if they meet the established threshold or show improvement from the previous year by:

- Meeting or exceeding the annual goal for chronic absenteeism, or;
- Meeting an improvement standard relative to the starting point of each school or district via absolute or relative improvement.

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.

Technical Documentation and Resources

- 2022-2023 Chronic Absenteeism Improvement Indicator Technical Documentation
- Ohio's Attendance Laws and Chronic Absenteeism Resources



2022-2023 School Year
Chronic Absenteeism Improvement Indicator
TRADITIONAL DISTRICT AND SCHOOL REPORT CARDS

Introduction

The Chronic Absenteeism Improvement Indicator compares the chronic absenteeism rate of schools and districts against annual goals and improvement benchmarks. **This indicator was reported for informational purposes only on the 2021-2022 Local Report Card. Starting with the 2022-2023 school year, the chronic absenteeism improvement indicator contributes a possible 5 points to the Gap Closing Component.**

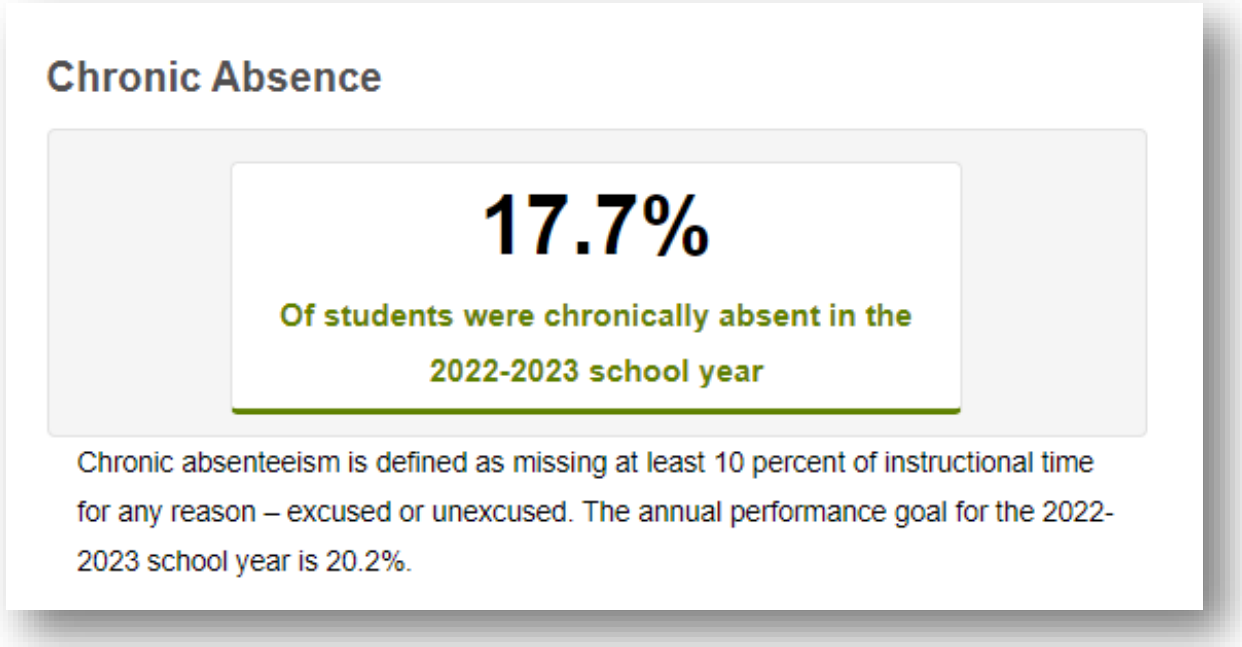
TABLE OF CONTENTS

Introduction 1
Overview of Indicator/Measure 2
Data Elements and Data Source 2
Business Rules 2
Chronic Absenteeism Rate 3
Chronic Absenteeism Improvement Indicator 3
Appendix A: Inclusion Criteria 5

Ohio Department of Education

HERE'S WHAT

- Districts and schools earn 5 points if they :
  - Meet or exceed the annual goal
  - Meet an improvement standard relative to the starting point of each district or school.



STUDENT ABSENCE RATE

$$\text{Absence Rate} = \frac{\text{Sum of Total Absence Hours (excused or unexcused)}}{\text{Total possible Attendance Hours}}$$

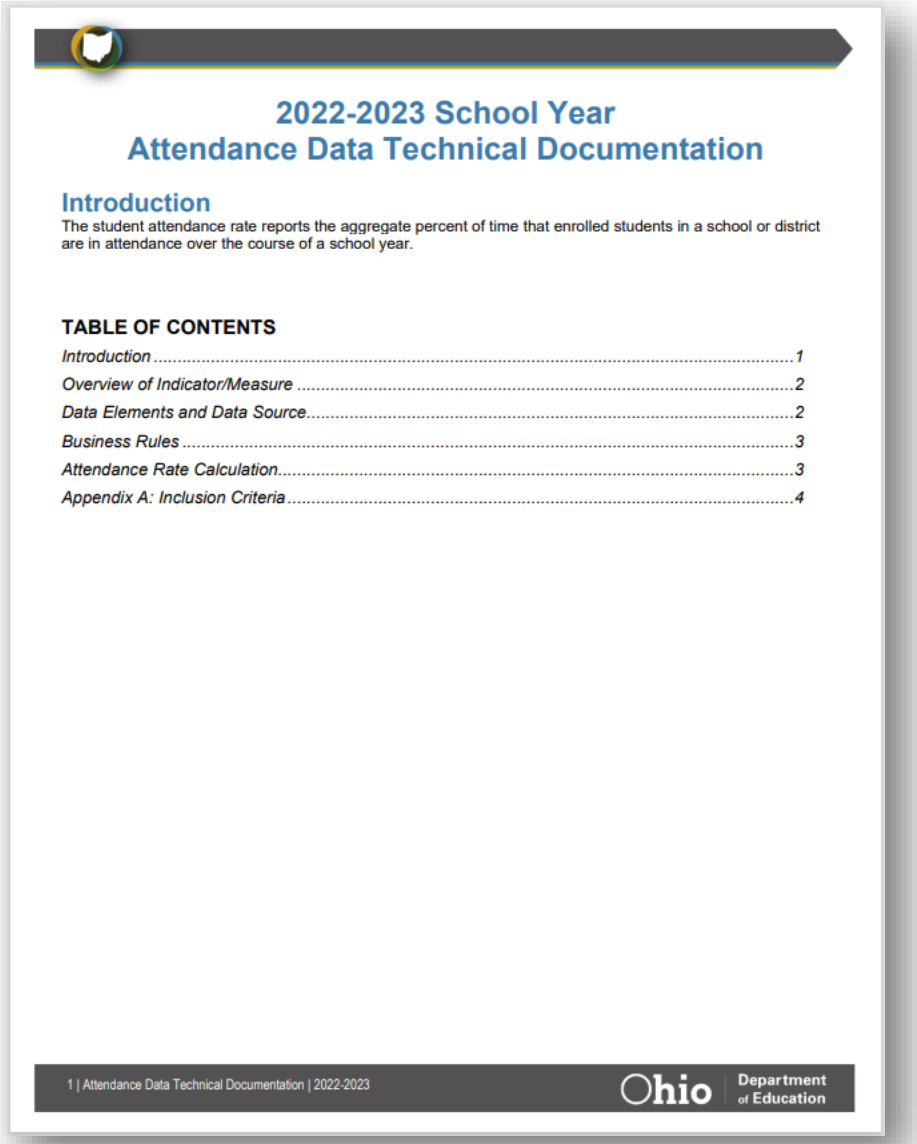
Example: : The student is enrolled from October through the end of the school year.

Numerator: Total Absence Hours = 235 hours

Denominator: Total Enrolled Hours = 960.6 hours

235 ÷ 960.6 = 24.463%

Hours Absent ÷ Hours Enrolled = Absence Rate



2022-2023 School Year
Attendance Data Technical Documentation

Introduction

The student attendance rate reports the aggregate percent of time that enrolled students in a school or district are in attendance over the course of a school year.

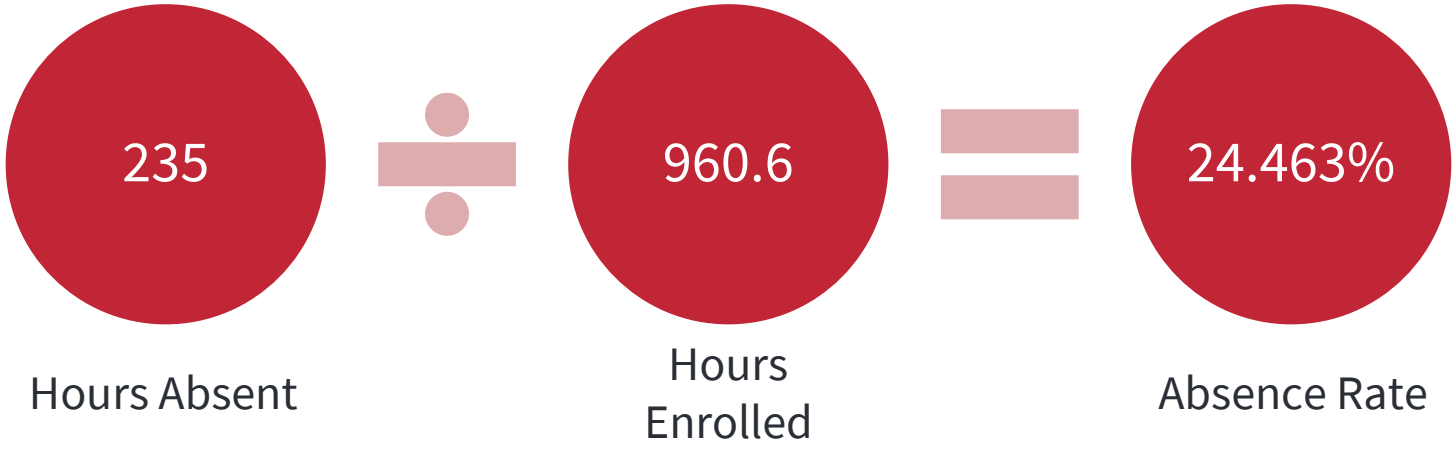
TABLE OF CONTENTS

Introduction 1
Overview of Indicator/Measure 2
Data Elements and Data Source 2
Business Rules 3
Attendance Rate Calculation 3
Appendix A: Inclusion Criteria 4

Ohio Department of Education

CHRONIC ABSENTEEISM

- Chronic absence is defined as a student missing 10% or more of the school year for any reason – excused, medically excused, unexcused and suspensions.
- Chronic absence is different from other commonly tracked attendance metrics such as truancy and Average Daily Attendance (ADA).



Student is Chronically Absent

BASE FTE

$$\text{Base FTE} = \frac{\text{Total Enrolled Hours x Total Percent of Time}}{\text{Total Instructional Hours}}$$

Example: The student is enrolled from October through the end of the school year.

Total Enrolled Hours = 960.6 hours

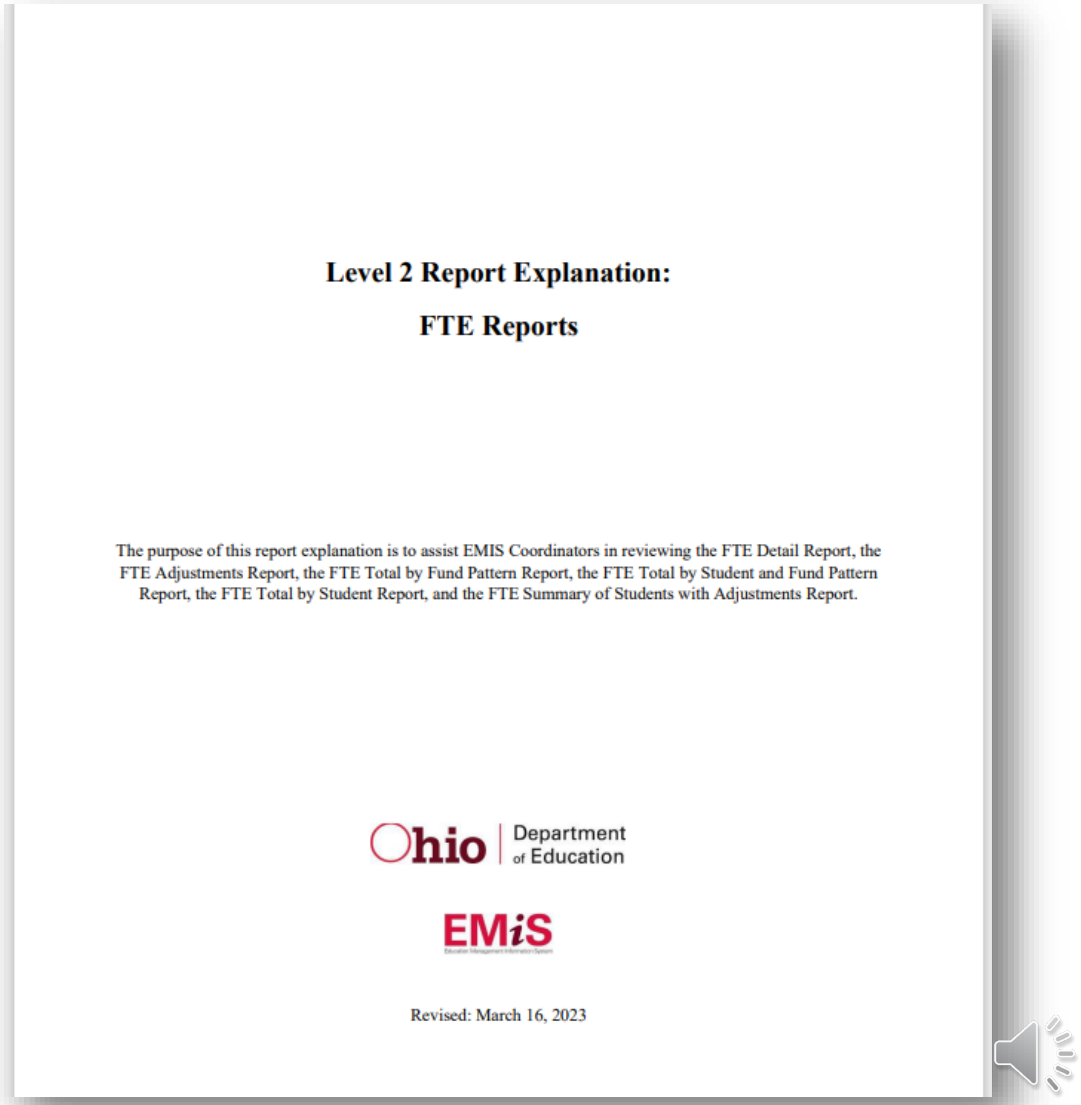
Total Percent of Time = 1.00 (100%)

Numerator = 960.6 x 1.00 = 960.6 hours

Denominator = 1,026 total instructional hours in Calendar

960.6 ÷ 1026.32 = 93.5965%

Enrolled Hours | Hours in Calendar | Base FTE



WHAT STUDENTS COUNT IN THE CHRONIC ABSENTEEISM MEASURE?

- Students who are enrolled and have at least 100 hours of possible attendance

Does NOT Count

- Hours of Enrollment – 30 (5 days, 6hrs per)

Does Count

- Hours of Enrollment- 150 (25 days, 6hrs per)

Does Count

- Hours of Enrollment- 960 (160 days, 6 hrs per)

CALCULATING CHRONIC ABSENTEEISM RATE

- Numerator- Sum of FTEs for students who are considered chronically absent
- Denominator- Sum of FTEs for all student enrolled

Chronic Absenteeism Category	2022-2023 School Year
Satisfactory	2,374.06
At-Risk	1,521.65
Moderate	389.54
Severe	71.50
Total Base FTE	**4,356.75**

$$\frac{461.04}{4356.75} = 11\%$$

MEET OR EXCEEDING ANNUAL GOAL

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

11% Chronic Absenteeism Rate = Goal Met

MEET IMPROVEMENT STANDARD

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

Absolute when baseline is 36.7% or greater

District/Building	2021-2022 Rate	2022-2023 Rate	Actual Change	Met
Fawnbrook	40.1%	39.0%	-1.1 points	Yes
Highmeadow	38.3%	37.9%	-0.4 points	No
Cottonwood	39.6%	34.8%	-4.8 points	Yes

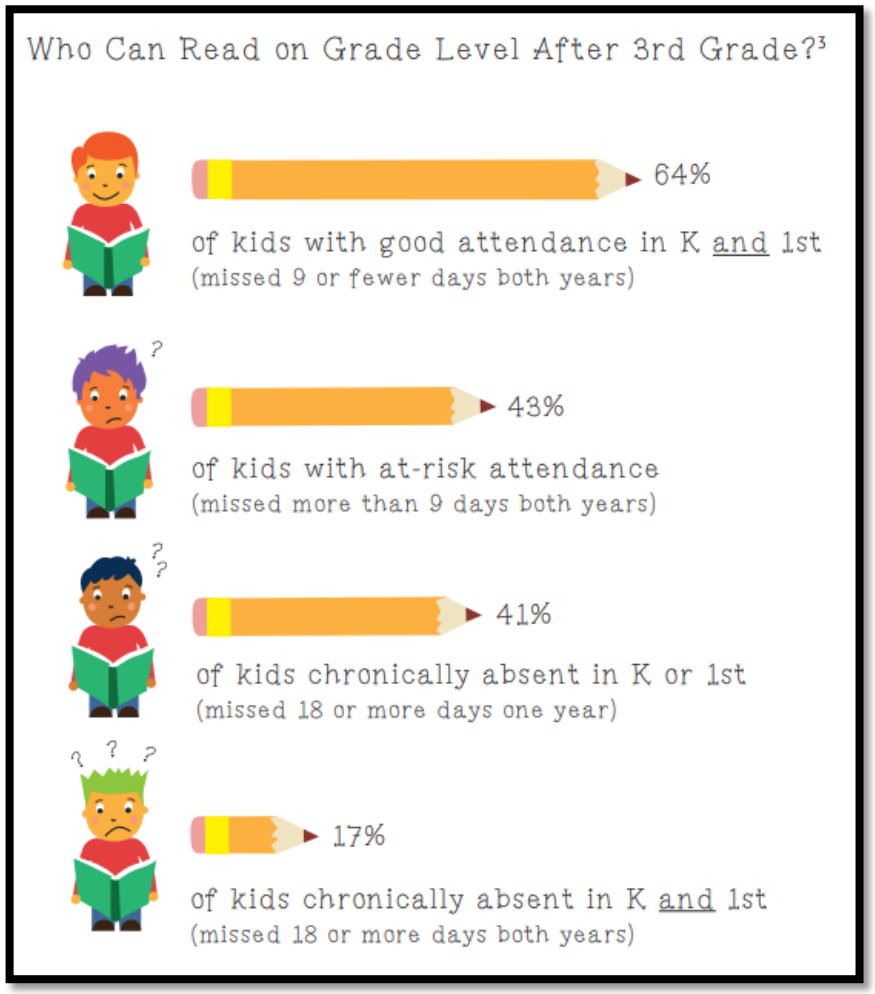
MEET IMPROVEMENT STANDARD

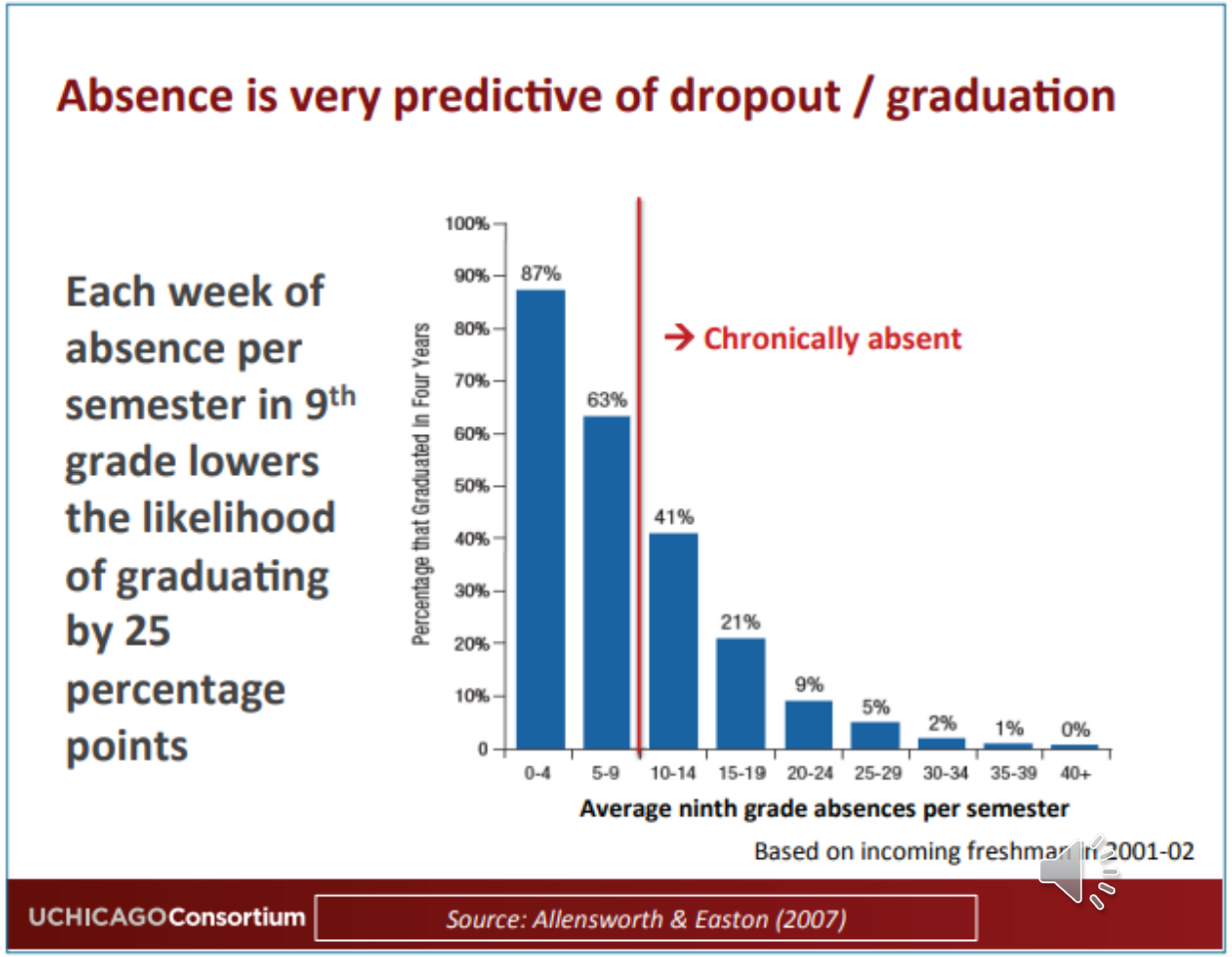
BASELINE CHRONIC ABSENTEEISM	IMPROVEMENT STANDARD
36.7% or higher	1.1 percentage points
Lower than 36.7%	3%

Relative when baseline is less than 36.7%

District/Building	2021-2022 Rate	2022-2023 Rate	What is a 3% Reduction From the 2021-2022 Rate?	Actual Change	Met
Fawnbrook	25%	24.25%	-0.750% (25% x 3%)	-0.75	Yes
Highmeadow	19.9%	19.1%	-0.597% (19.9%x 3%)	-0.8	Yes
Cottonwood	15.1%	14.9%	-0.453% (15.1% x 3%)	-0.2	No

EFFECTS OF CHRONIC ABSENTEEISM



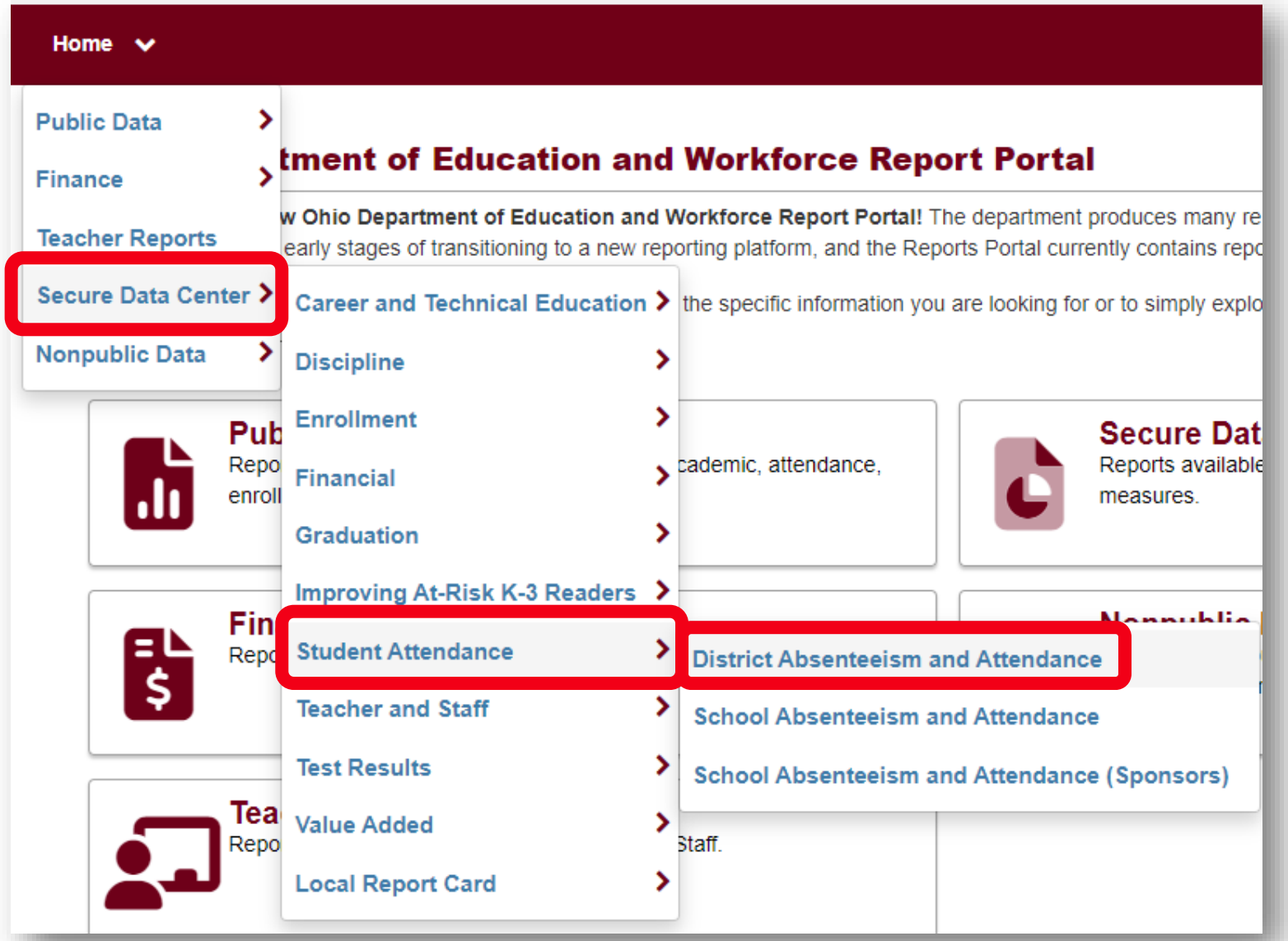


[Infographic - Attendance Works]

NOW WHAT?

- Ohio's Attendance Guide
  - District Self-Assessment Tool
- Ohio Statewide Family Engagement Center
- Ohio Attendance Taskforce Recommendations Report
- Stay in the Game! Network
- Attendance Works
- Ohio Supreme Court Toolkit: Developing an Effective School Attendance Program
- Attendance Playbook by FutureEd and Attendance Works

SECURE DATA CENTER

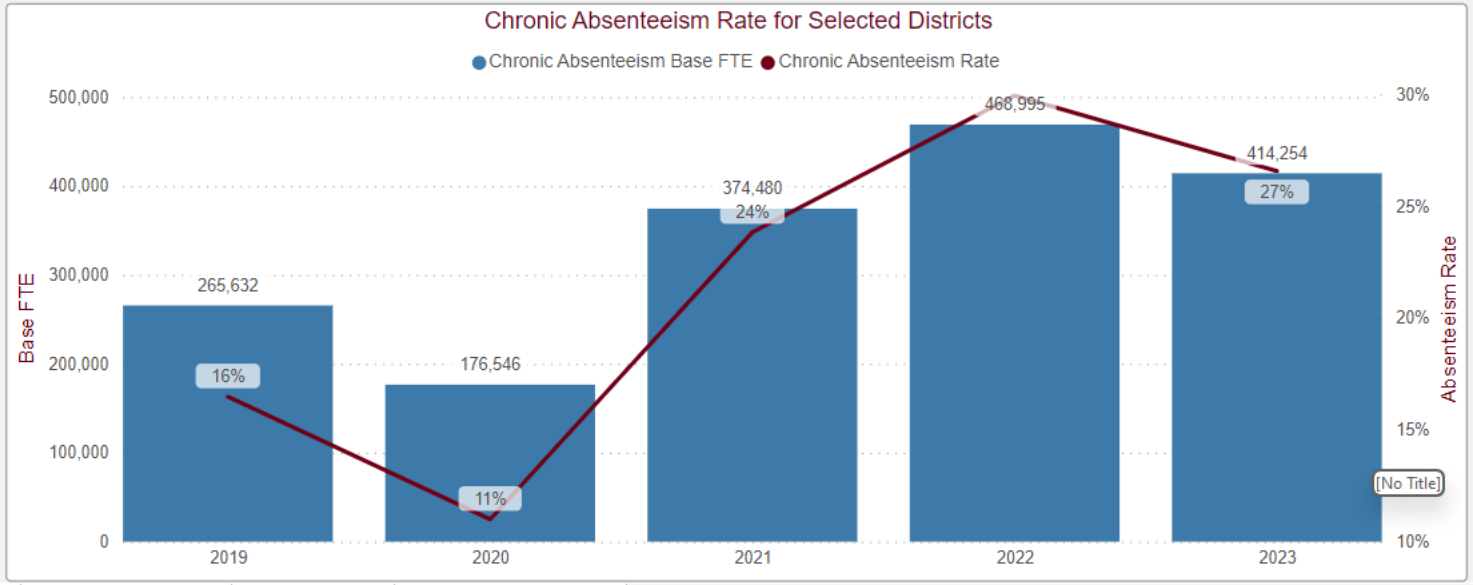


District Absenteeism - Overview

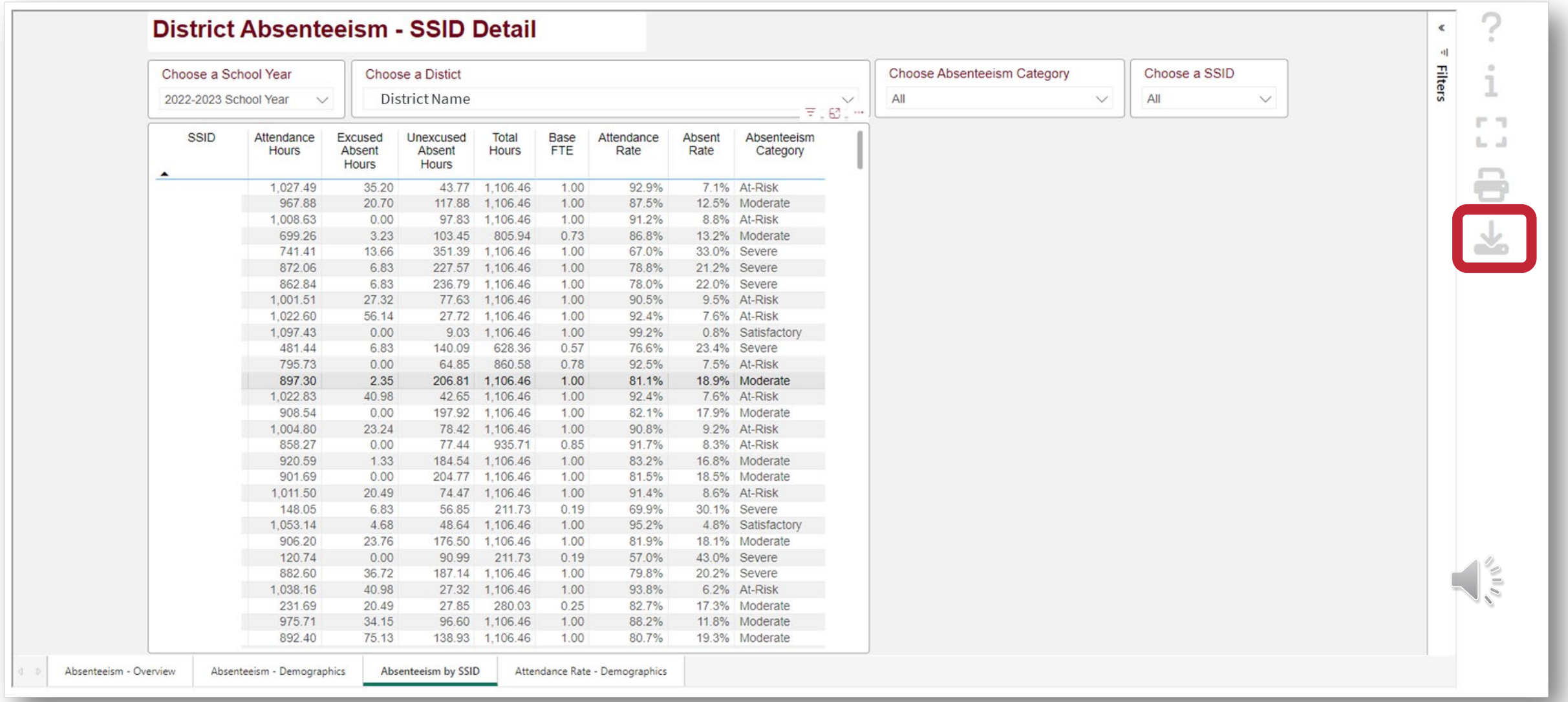
Choose a School Year: All

Choose a Distict: All

Chronic Absenteeism Category	2017-2018 School Year	2018-2019 School Year	2019-2020 School Year	2020-2021 School Year	2021-2022 School Year	2022-2023 School Year
Satisfactory	943,319.78	911,049.38	1,074,581.10	876,267.97	631,898.41	652,061.88
At-Risk	422,169.37	434,900.99	353,170.04	320,436.01	465,364.54	493,181.30
Moderate	180,235.62	186,233.91	127,034.68	205,041.16	305,840.73	278,068.78
Severe	74,039.20	79,398.24	49,511.28	169,438.48	163,154.37	136,185.51
Total Base FTE	**1,619,763.97**	**1,611,582.52**	**1,604,297.10**	**1,571,183.62**	**1,566,258.05**	**1,559,497.46**



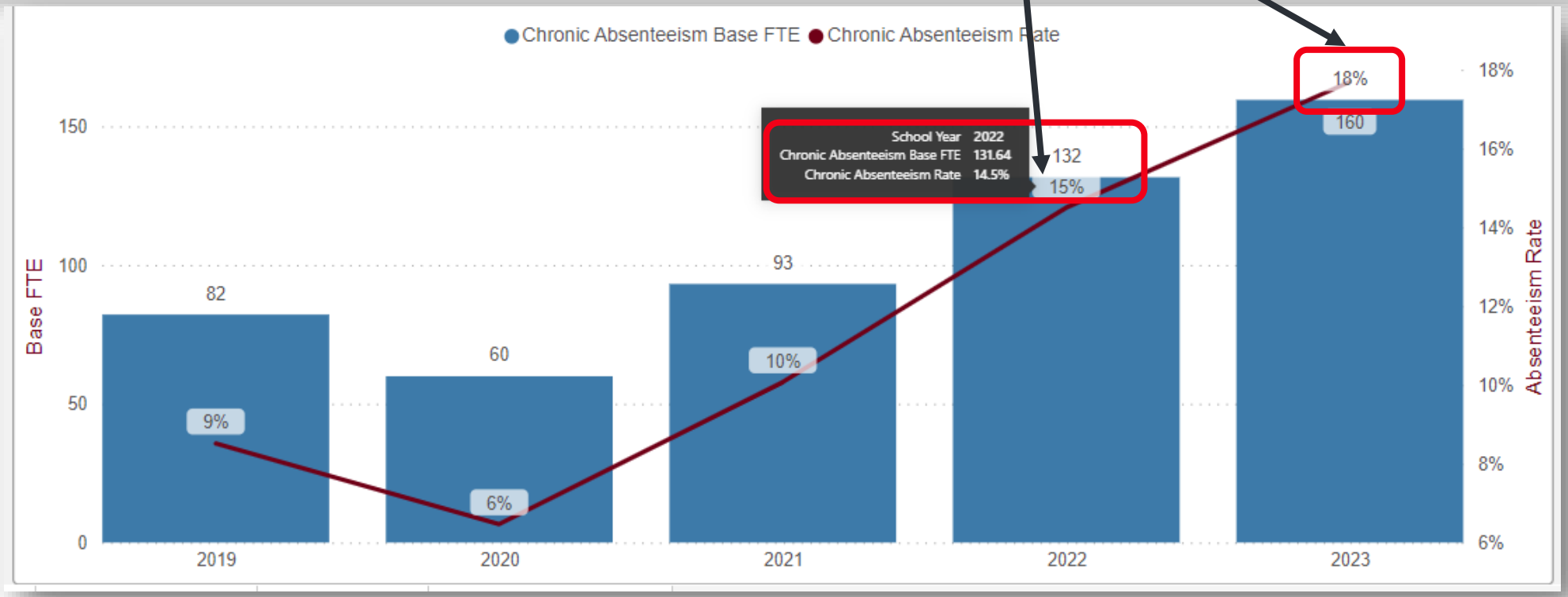
Absenteeism - Overview | Absenteeism - Demographics | Absenteeism by SSID | Attendance Rate - Demographics



SSID	Attendance Hours	Excused Absent Hours	Unexcused Absent Hours	Total Hours	Base FTE	Attendance Rate	Absent Rate	Absenteeism Category
	1,027.49	35.20	43.77	1,106.46	1.00	92.9%	7.1%	At-Risk
	967.88	20.70	117.88	1,106.46	1.00	87.5%	12.5%	Moderate
	1,008.63	0.00	97.83	1,106.46	1.00	91.2%	8.8%	At-Risk
	699.26	3.23	103.45	805.94	0.73	86.8%	13.2%	Moderate
	741.41	13.66	351.39	1,106.46	1.00	67.0%	33.0%	Severe
	872.06	6.83	227.57	1,106.46	1.00	78.8%	21.2%	Severe
	862.84	6.83	236.79	1,106.46	1.00	78.0%	22.0%	Severe
	1,001.51	27.32	77.63	1,106.46	1.00	90.5%	9.5%	At-Risk
	1,022.60	56.14	27.72	1,106.46	1.00	92.4%	7.6%	At-Risk
	1,097.43	0.00	9.03	1,106.46	1.00	99.2%	0.8%	Satisfactory
	481.44	6.83	140.09	628.36	0.57	76.6%	23.4%	Severe
	795.73	0.00	64.85	860.58	0.78	92.5%	7.5%	At-Risk
	897.30	2.35	206.81	1,106.46	1.00	81.1%	18.9%	Moderate
	1,022.83	40.98	42.65	1,106.46	1.00	92.4%	7.6%	At-Risk
	908.54	0.00	197.92	1,106.46	1.00	82.1%	17.9%	Moderate
	1,004.80	23.24	78.42	1,106.46	1.00	90.8%	9.2%	At-Risk
	858.27	0.00	77.44	935.71	0.85	91.7%	8.3%	At-Risk
	920.59	1.33	184.54	1,106.46	1.00	83.2%	16.8%	Moderate
	901.69	0.00	204.77	1,106.46	1.00	81.5%	18.5%	Moderate
	1,011.50	20.49	74.47	1,106.46	1.00	91.4%	8.6%	At-Risk
	148.05	6.83	56.85	211.73	0.19	69.9%	30.1%	Severe
	1,053.14	4.68	48.64	1,106.46	1.00	95.2%	4.8%	Satisfactory
	906.20	23.76	176.50	1,106.46	1.00	81.9%	18.1%	Moderate
	120.74	0.00	90.99	211.73	0.19	57.0%	43.0%	Severe
	882.60	36.72	187.14	1,106.46	1.00	79.8%	20.2%	Severe
	1,038.16	40.98	27.32	1,106.46	1.00	93.8%	6.2%	At-Risk
	231.69	20.49	27.85	280.03	0.25	82.7%	17.3%	Moderate
	975.71	34.15	96.60	1,106.46	1.00	88.2%	11.8%	Moderate
	892.40	75.13	138.93	1,106.46	1.00	80.7%	19.3%	Moderate

COMPONENT CALCULATOR- DISTRICT ABSENTEEISM OVERVIEW

Chronic Absenteeism Measure	Applicable	Chronic Absenteeism Percent	2022-2023	Points	Points Possible
Chronic Absenteeism Indicator	Yes	17.70%	20.20%	5	5
		Previous Year Percent	Change		
		14.50%	3.2%		



ENGLISH LANGUAGE PROFICIENCY IMPROVEMENT MEASURE

Traditional School and District Report Cards

Districts and schools report information for the Ohio School Report Cards on specific measures within six broader components. The components are Achievement, Progress, Gap Closing, Early Literacy, Graduation, and College, Career, Workforce and Military Readiness (CCWMR). Districts and schools earn a star rating on the components and an overall star rating. This helps give Ohio parents and schools a snapshot of the quality of education they are providing to students. The complete technical document for the Traditional School Report Card walks through each component and calculation. For more information,

1. **Achievement Component**
2. **Progress Component**
3. **Gap Closing Component**
   - » Chronic Absenteeism Improvement Indicator
   - » English Language Proficiency Improvement Indicator
   - » Gifted Performance Indicator
4. **Early Literacy Component**
5. **Graduation Component**
6. **College, Career, Workforce and Military Readiness Component**
7. **Overall and Component Ratings**
8. **Additional Data and Information**
   - » Attendance Rate
   - » Education Management Information System (EMIS)
   - » Financial Data
   - » Positive Behavioral Interventions and Supports (PBIS)
   - » School Choice Options
   - » Similar District Methodology
   - » Student Opportunity Profiles
   - » Wellness and Physical Education

English Language Proficiency Improvement Indicator

Overview

Print Indicator Information

The English language proficiency improvement measure (ELP Improvement) will give credit for English learners who achieve proficiency and for those who meet improvement goals for expected progress toward proficiency on the Ohio English Language Proficiency Assessment (OELPA). Points will be awarded based on the percent of English Learners' who show improvement from one year to the next and will contribute to the rating assigned to the Gap Closing component on the Ohio School Report Cards.

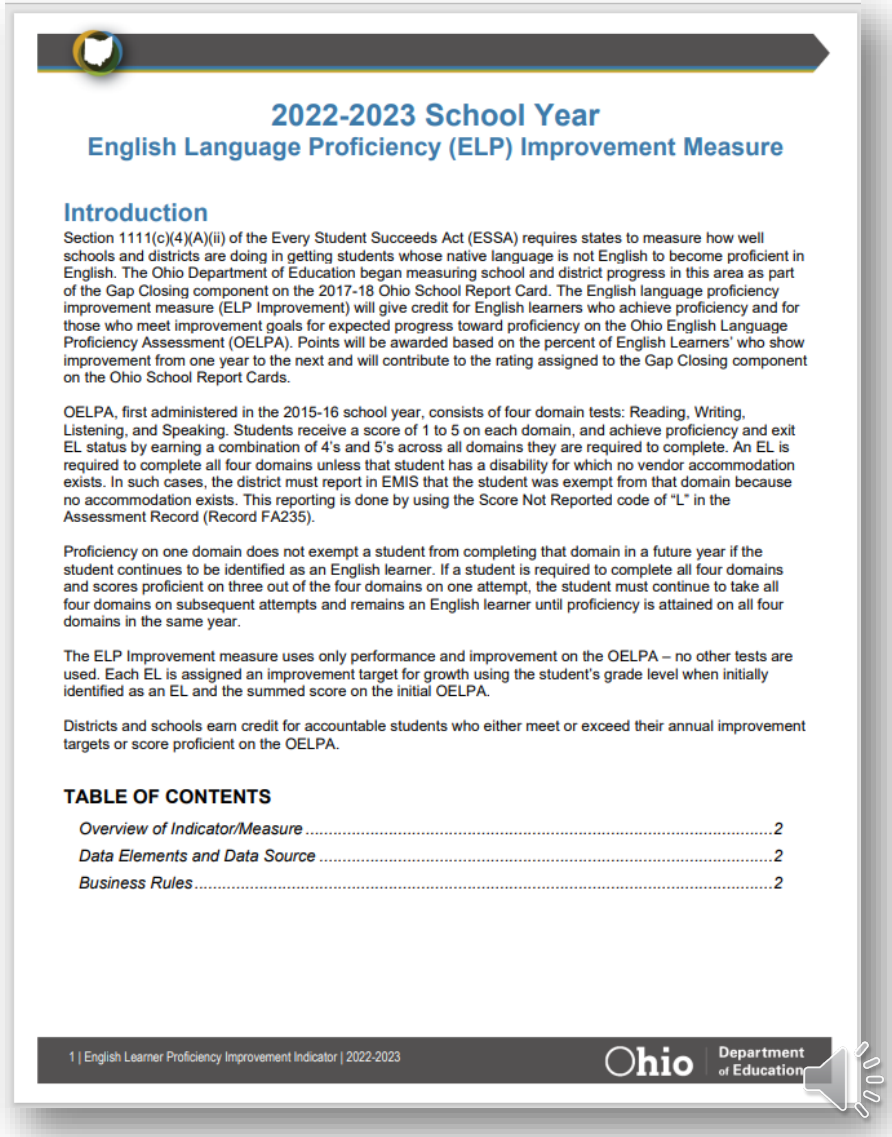
OELPA consists of four domain tests: Reading, Writing, Listening, and Speaking. Students receive a score of 1 to 5 on each domain, and achieve proficiency and exit EL status by earning a combination of 4's and 5's across all domains they are required to complete. An EL is required to complete all four domains unless that student has a disability for which no vendor accommodation exists. In such cases, the district must report in EMIS that the student was exempt from that domain because no accommodation exists.

Proficiency on one domain does not exempt a student from completing that domain in a future year if the student continues to be identified as an English learner. If a student is required to complete all four domains and scores proficient on three out of the four domains on one attempt, the student must continue to take all four domains on subsequent attempts and remains an English learner until proficiency is attained on all four domains in the same year.

The ELP Improvement measure uses only performance and improvement on the OELPA – no other tests are used. Each EL is assigned an improvement target for growth using the student's grade level when initially identified as an EL and the summed score on the initial OELPA. Districts and schools earn credit for accountable students who either meet or exceed their annual improvement targets or score proficient on the OELPA.

Technical Documentation and Resources

- 2022-2023 English Language Proficiency Improvement Indicator Technical Documentation
- Ohio English Language Proficiency Assessment (OELPA) Information and Resources



2022-2023 School Year

English Language Proficiency (ELP) Improvement Measure

Introduction

Section 1111(c)(4)(A)(ii) of the Every Student Succeeds Act (ESSA) requires states to measure how well schools and districts are doing in getting students whose native language is not English to become proficient in English. The Ohio Department of Education began measuring school and district progress in this area as part of the Gap Closing component on the 2017-18 Ohio School Report Card. The English language proficiency improvement measure (ELP Improvement) will give credit for English learners who achieve proficiency and for those who meet improvement goals for expected progress toward proficiency on the Ohio English Language Proficiency Assessment (OELPA). Points will be awarded based on the percent of English Learners' who show improvement from one year to the next and will contribute to the rating assigned to the Gap Closing component on the Ohio School Report Cards.

OELPA, first administered in the 2015-16 school year, consists of four domain tests: Reading, Writing, Listening, and Speaking. Students receive a score of 1 to 5 on each domain, and achieve proficiency and exit EL status by earning a combination of 4's and 5's across all domains they are required to complete. An EL is required to complete all four domains unless that student has a disability for which no vendor accommodation exists. In such cases, the district must report in EMIS that the student was exempt from that domain because no accommodation exists. This reporting is done by using the Score Not Reported code of "L" in the Assessment Record (Record FA235).

Proficiency on one domain does not exempt a student from completing that domain in a future year if the student continues to be identified as an English learner. If a student is required to complete all four domains and scores proficient on three out of the four domains on one attempt, the student must continue to take all four domains on subsequent attempts and remains an English learner until proficiency is attained on all four domains in the same year.

The ELP Improvement measure uses only performance and improvement on the OELPA – no other tests are used. Each EL is assigned an improvement target for growth using the student's grade level when initially identified as an EL and the summed score on the initial OELPA.

Districts and schools earn credit for accountable students who either meet or exceed their annual improvement targets or score proficient on the OELPA.

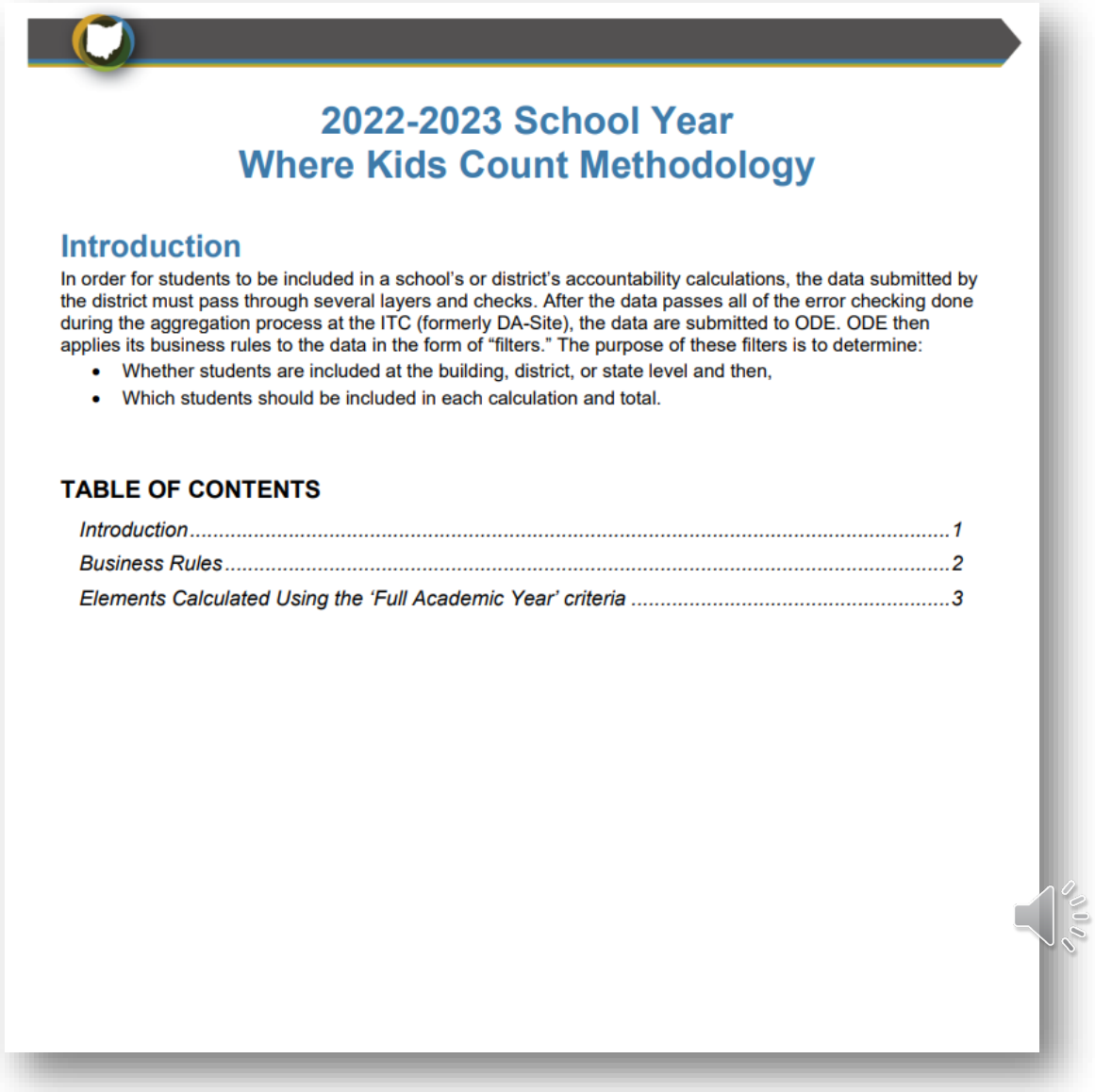
TABLE OF CONTENTS

Overview of Indicator/Measure 2
Data Elements and Data Source 2
Business Rules 2

Ohio Department of Education

What students count in the English Language Proficiency Measure?

- Students who are identified as English Learners who have taken two consecutive OELPA assessments or first-time test taker of OELPA and tested proficient



2022-2023 School Year
Where Kids Count Methodology

Introduction

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

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

TABLE OF CONTENTS

Introduction 1
Business Rules 2
Elements Calculated Using the 'Full Academic Year' criteria 3

IDENTIFYING ENGLISH LEARNERS

- **Step 1: Language Usage Survey**
  - Schools must identify students who are English learners **within 30 days of the student's enrollment**.
- **Step 2: Ohio English Language Proficiency Screener**
  - Parent and Family Notification of English Learner Identification

ASSESSING ENGLISH LEARNERS

Ohio English Language Proficiency Assessment (OELPA) is the state summative test that districts administer to students identified as English learners in grades K-12 to determine an English learner's progress to English language proficiency and readiness to exit from the English language development program.

There are three overall performance levels:

1 - Emerging
2 - Progressing
3 - Proficient

Students with an overall performance level of Proficient may be exited from English learner status.

LONG-TERM GOALS: ENGLISH LANGUAGE PROFICIENCY IMPROVEMENT INDICATOR

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

2022-2023 English Language Proficiency (ELP) Improvement Measure Technical Documentation

HOW TO MEET THE GOAL

Students meet target for annual progress

Students reach English proficiency

Overall improvement of 10% or more

If the percentage of all ELs improving or reaching proficiency is greater than or equal to the annual goal, five points are assigned.

If the percentage of all ELs improving increases by 10%, five points are assigned.

INDIVIDUAL STUDENT TARGETS FOR ENGLISH LANGUAGE PROFICIENCY (ELP) IMPROVEMENT INDICATOR

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

Example A

Grade 3: Reading 3 Listening 4 Writing 2 Speaking 3

[2022-2023 ELP Improvement Indicator Technical Documentation]

INDIVIDUAL STUDENT TARGETS FOR ENGLISH LANGUAGE PROFICIENCY IMPROVEMENT INDICATOR

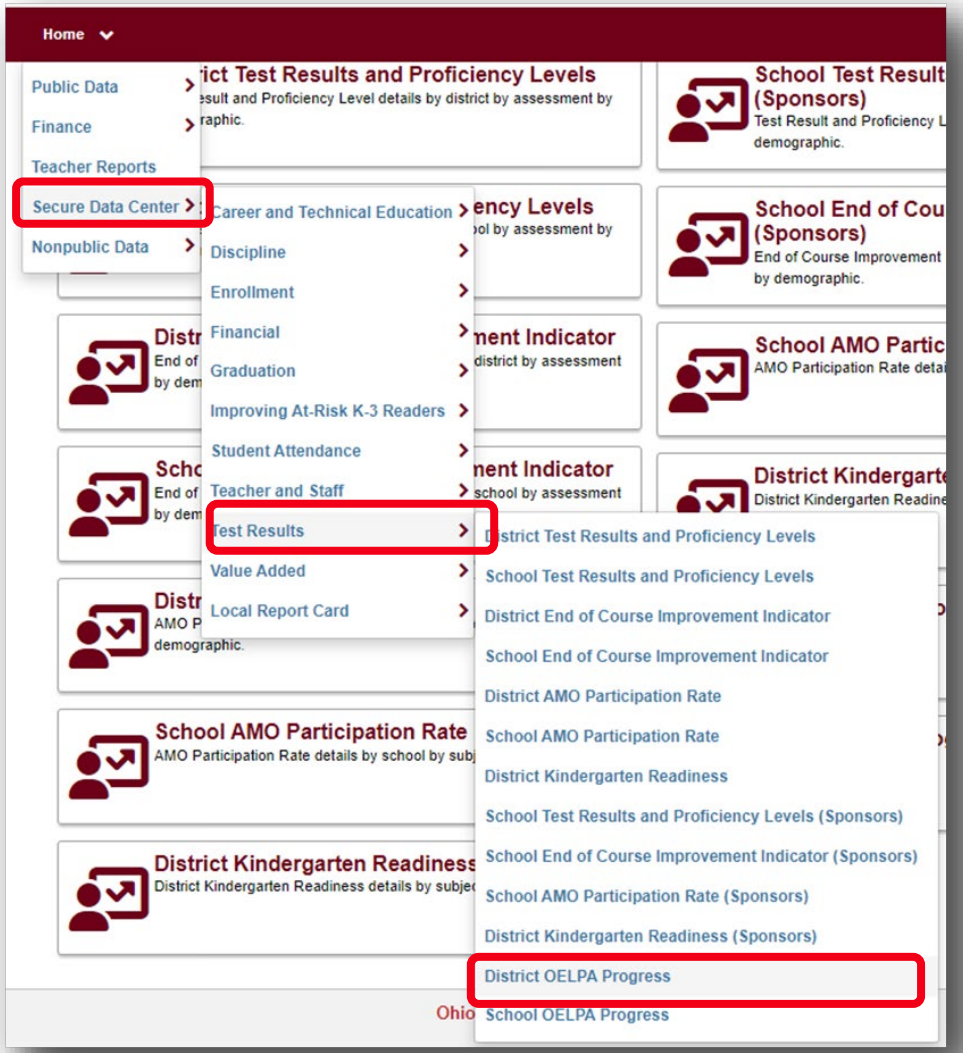
Enrolled Grade for Student's 1st OELPA	Sum of Initial OELPA Domain Scores	Target for Annual Improvement
K-8	4-11 points	**+2 points** per year
K-8	12-20 points	**+1 point** per year
9-12	4-7 points	**+2 points** per year
9-12	8-20 points	**+1 point** per year

Example B

Grade 9: Reading 1 Listening 2 Writing 1 Speaking 2

[2022-2023 ELP Improvement Indicator Technical Documentation]

SECURE DATA CENTER

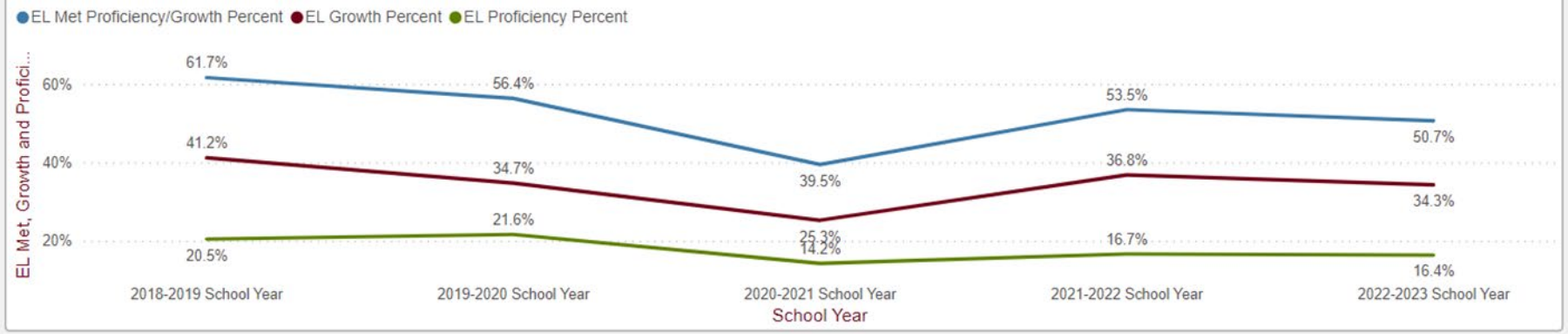


District English Learner Progress Overview

Select a School Year: All

Select a District: All

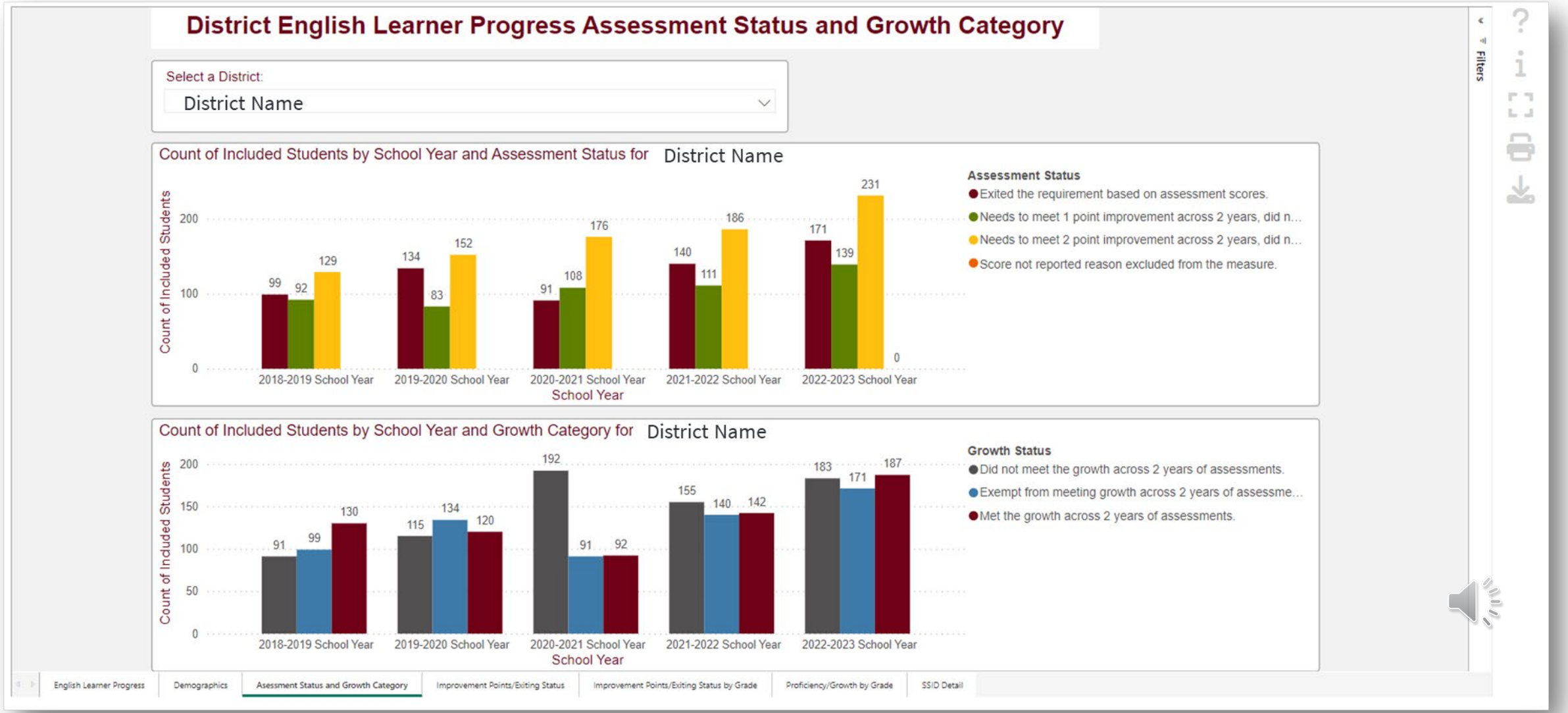
EL Met Proficiency/Growth Percent, EL Growth Percent and EL Proficiency Percent by School Year for

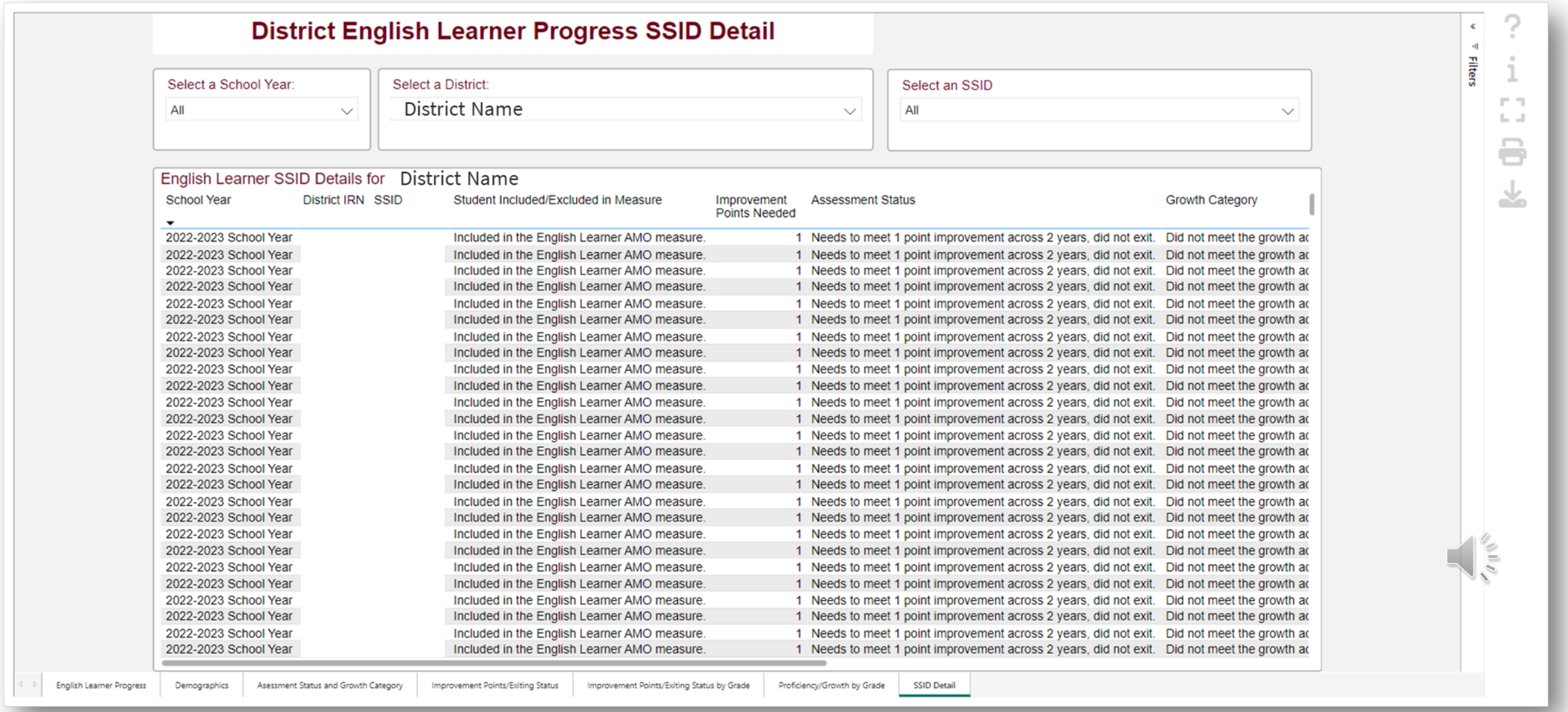


EL Met Proficiency/Growth Percent, EL Growth Percent and EL Proficiency Percent by School Year for

Select a School Year:	District IRN	EL Student Count	EL Students Included	EL Proficiency Student Count	EL Proficiency Percent	EL Growth Student Count	EL Growth Percent	EL Met Proficiency/Growth Student Count	EL Met Proficiency/Growth Percent
2022-2023 School Year	******	2557	2325	421	18.1%	670	28.8%	1091	46.9%
2022-2023 School Year		42	42	6	14.3%	17	40.5%	23	54.8%
2022-2023 School Year		2	2	0	0.0%	1	50.0%	1	50.0%
2022-2023 School Year		14	14	3	21.4%	3	21.4%	6	42.9%
2022-2023 School Year		6	6	0	0.0%	3	50.0%	3	50.0%
2022-2023 School Year		6	6	0	0.0%	1	16.7%	1	16.7%
2022-2023 School Year		1	1	0	0.0%	0	0.0%	0	0.0%
2022-2023 School Year		38	38	1	2.6%	10	26.3%	11	28.9%
2022-2023 School Year		4	4	0	0.0%	3	75.0%	3	75.0%
2022-2023 School Year		4	4	0	0.0%	2	50.0%	2	50.0%

English Learner Progress | Demographics | Asessment Status and Growth Category | Improvement Points/Exiting Status | Improvement Points/Exiting Status by Grade | Proficiency/Growth by Grade | SSID Detail


District English Learner Progress Assessment Status and Growth Category
Select a District:
District Name
Count of Included Students by School Year and Assessment Status for District Name
Count of Included Students
200
100
0
99
92
129
134
83
152
91
108
176
140
111
186
171
139
231
0
2018-2019 School Year
2019-2020 School Year
2020-2021 School Year
2021-2022 School Year
2022-2023 School Year
School Year
Assessment Status
Exited the requirement based on assessment scores.
Needs to meet 1 point improvement across 2 years, did n...
Needs to meet 2 point improvement across 2 years, did n...
Score not reported reason excluded from the measure.
Count of Included Students by School Year and Growth Category for District Name
Count of Included Students
200
150
100
50
0
91
99
130
115
134
120
192
91
92
155
140
142
183
171
187
2018-2019 School Year
2019-2020 School Year
2020-2021 School Year
2021-2022 School Year
2022-2023 School Year
School Year
Growth Status
Did not meet the growth across 2 years of assessments.
Exempt from meeting growth across 2 years of assessme...
Met the growth across 2 years of assessments.
Filters
English Learner Progress
Demographics
Asessment Status and Growth Category
Improvement Points/Exiting Status
Improvement Points/Exiting Status by Grade
Proficiency/Growth by Grade
SSID Detail


District English Learner Progress SSID Detail
Select a School Year:
All
Select a District:
District Name
Select an SSID
All
Filters
English Learner SSID Details for District Name
School Year
District IRN
SSID
Student Included/Excluded in Measure
Improvement Points Needed
Assessment Status
Growth Category
2022-2023 School Year
Included in the English Learner AMO measure.
1
Needs to meet 1 point improvement across 2 years, did not exit.
Did not meet the growth ac
English Learner Progress
Demographics
Asessment Status and Growth Category
Improvement Points/Exiting Status
Improvement Points/Exiting Status by Grade
Proficiency/Growth by Grade
SSID Detail

COMPONENT CALCULATOR- EL PROFICIENCY

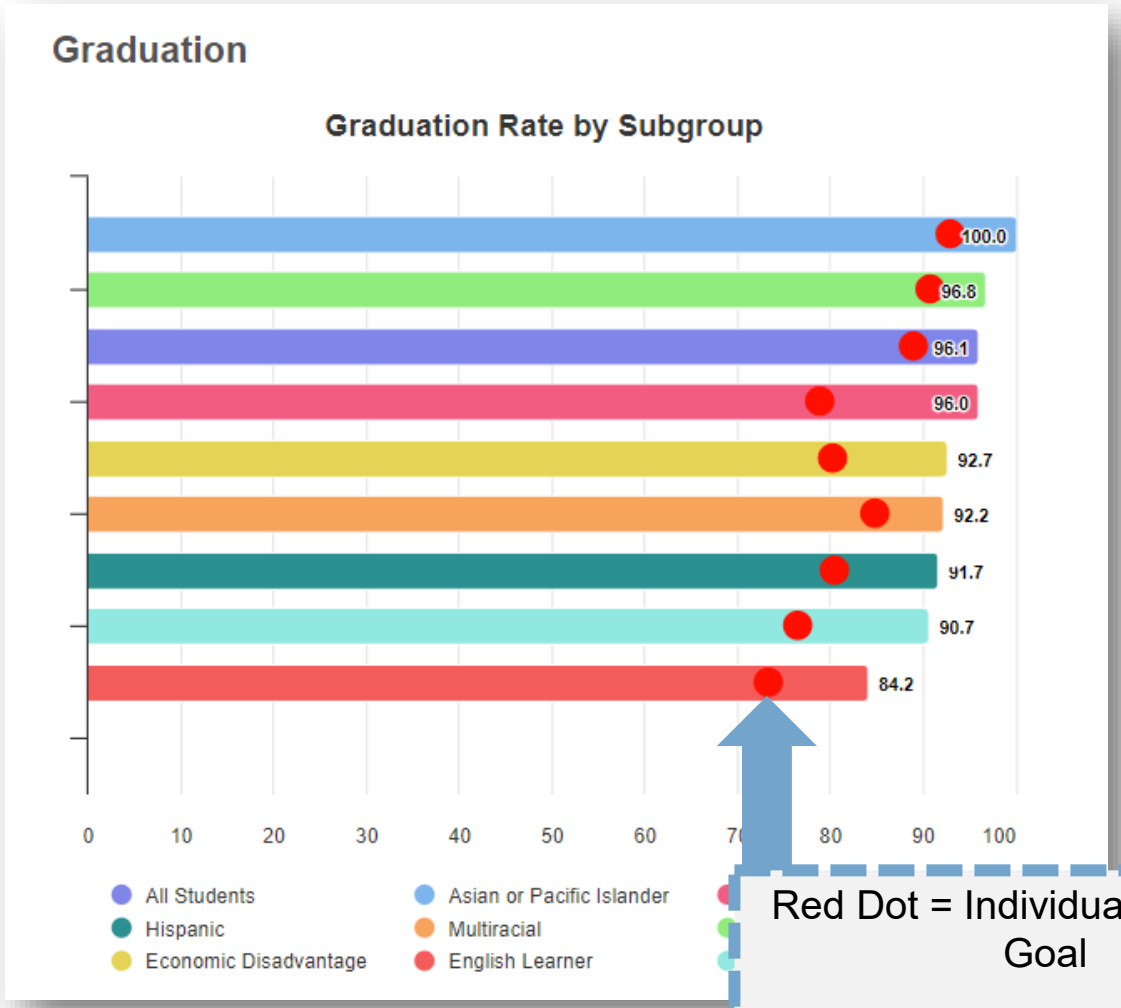
ELP Measure	Applicable	English Learner Proficiency	2022-2023	Points	Points Possible
English Language Proficiency Improvement Indicator	Yes	66%	46.60%	5	5
		Previous Year Proficiency	Change		
		65%	1.7%		

EL Met Proficiency/Growth Percent, EL Growth Percent and EL Proficiency Percent by School Year for

Select a School Year:	District IRN	EL Student Count	EL Students Included	EL Proficiency Student Count	EL Proficiency Percent	EL Growth Student Count	EL Growth Percent	EL Met Proficiency/Growth Student Count	EL Met Proficiency/Growth Percent
2022-2023 School Year		542	541	171	31.6%	187	34.6%	358	66.2%
2021-2022 School Year		437	437	140	32.0%	142	32.5%	282	64.5%
2020-2021 School Year		375	375	91	24.3%	92	24.5%	183	48.8%
2019-2020 School Year		369	369	134	36.3%	120	32.5%	254	68.8%
2018-2019 School Year		320	320	99	30.9%	130	40.6%	229	71.6%

GRADUATION GOALS BY STUDENT SUBGROUP MEASURE

HERE'S WHAT



Red Dot = Individual Subgroup Goal

Bar = Individual Subgroup Performance

HOW ARE STUDENTS PLACED IN A COHORT?

Based on first year reported in any public-school Grade 9 or higher using one of the following:

- State Equivalent Grade Level
- Fiscal Year that Student Began Ninth Grade

Based on Federal requirements Friday of the First full week in October

- If enrolled after assigned the following year

SUBGROUPS CALCULATED

- All Students
- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black, non-Hispanic
- Hispanic
- Multi-Racial
- White, non-Hispanic
- Economically Disadvantaged
- Students with Disabilities
- English Learners

INCLUDED IN DISAGGREGATED NUMERATOR

2022 Cohort Graduates

- Diploma Date before at least one day before the date when a majority (more than 50%) of the buildings in a district have students in session for the next school year using their calendars
- Diploma Type of ‘1’ (REGULAR DIPLOMA) or ‘2’, ‘4’, ‘5’, ‘6’, ‘7’, ‘8’ (DIPLOMA WITH HONORS)

INCLUDED IN DISAGGREGATED DENOMINATOR

2022 Cohort

- First time ninth graders in FY2019
- Fiscal Year that Student Began Ninth Grade Element=2019

High School Dropouts

- WITHDRAWAL REASON = ‘71’, ‘72’, ‘73’, ‘74’, ‘75’, ’76’, ’77’, ‘78’, ‘79

Non-graduates

- WITHDRAWAL REASON = ‘*’

Transfer In

- Enrolled in District during HS

Reinstated Transfer

- WITHDRAWAL REASON = ‘41’ however, no admission in an Ohio school

REMOVED FROM DENOMINATOR

Students Reported in Error

- WITHDRAWAL REASON = ‘81’

Transfer Out

- WITHDRAWAL REASON = ‘40’, ‘41’, ‘42’, ‘43’, ‘45’, ‘46’

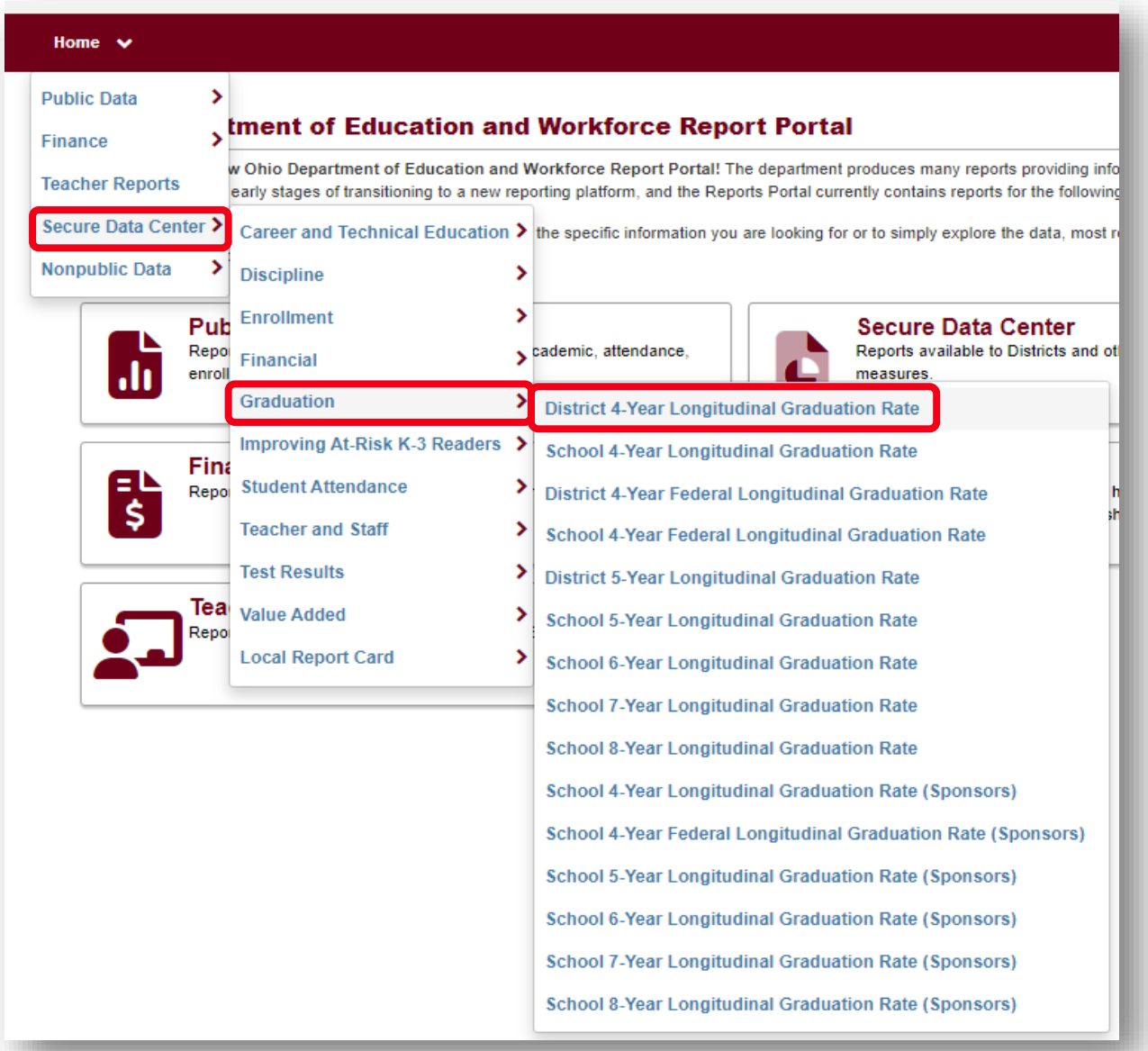
Students who are deceased

- WITHDRAWAL REASON = ’52’

GRADUATION GOALS

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

SECURE DATA CENTER

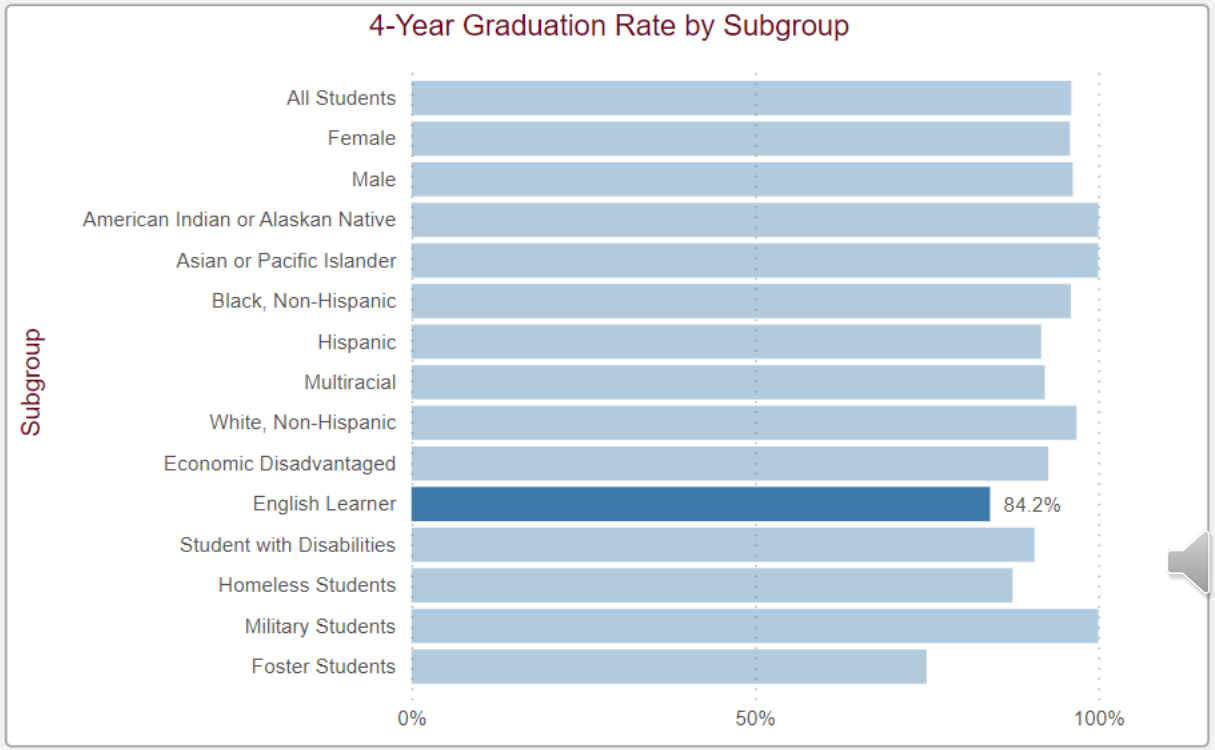


4-Year Longitudinal Graduation Rate (District) - Demographic Overview

Choose a Graduation Cohort: Class of 2022

Choose a District: District Name

Subgroup	Graduates	Non-Graduates	4-Year Graduation Rate
All Students	853	35	96.1%
Female	440	19	95.9%
Male	413	16	96.3%
American Indian or Alaskan Native	2	0	100.0%
Asian or Pacific Islander	42	0	100.0%
Black, Non-Hispanic	240	10	96.0%
Hispanic	55	5	91.7%
Multiracial	59	5	92.2%
White, Non-Hispanic	455	15	96.8%
Economic Disadvantaged	191	15	92.7%
English Learner	32	6	84.2%
Student with Disabilities	117	12	90.7%
Homeless Students	7	1	87.5%
Military Students	10	0	100.0%
Foster Students	6	2	75.0%



Filters

Demographic Overview | District Disaggregate | Trend | SSID Detail | School Disaggregate

COMPONENT CALCULATOR

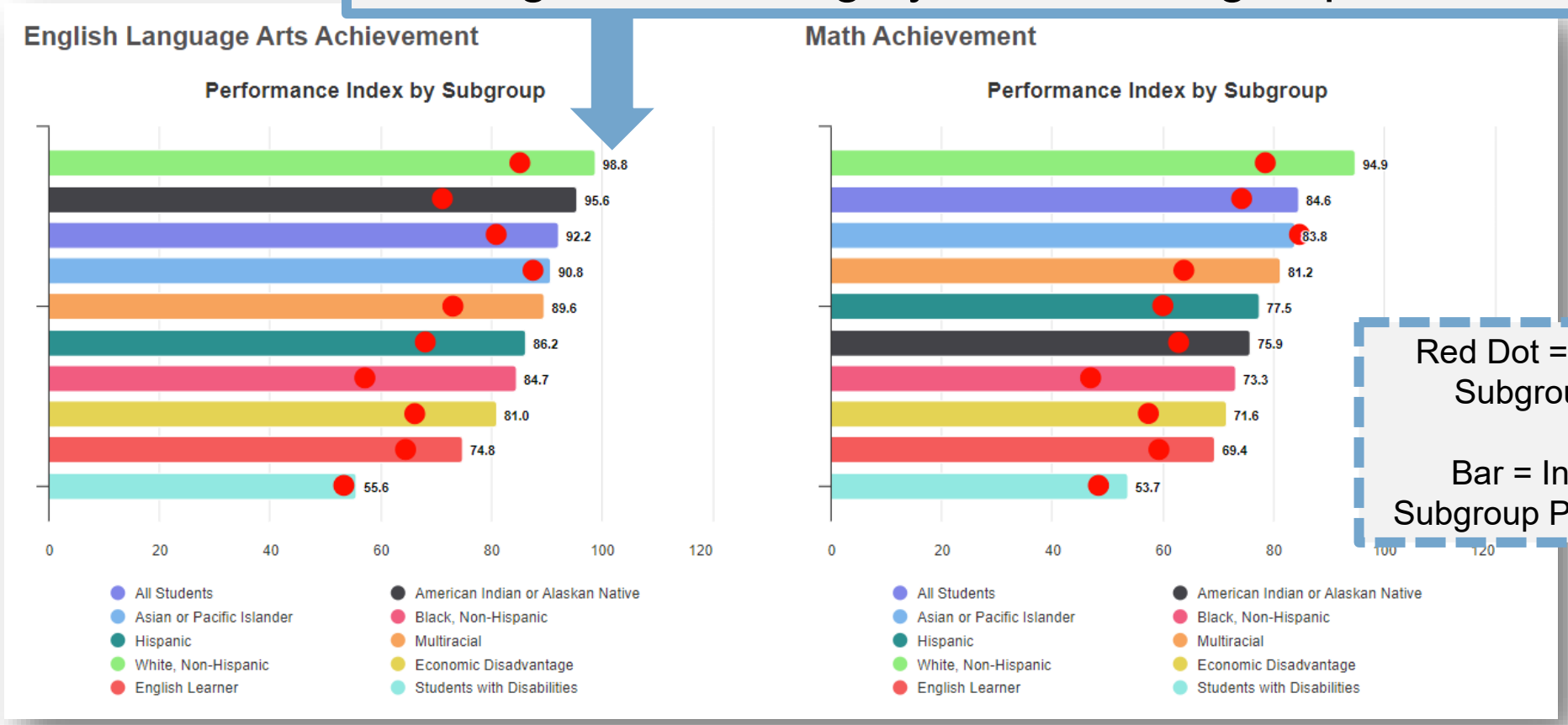
Graduation Measure	Applicable	Graduation Rate	2022-2023	Points	Points Possible
Graduation - All Students	Yes	96%	89.06	0	1
Graduation - American Indian/Alaskan Native	No		81.47	0	0
Graduation - Asian/Pacific Islander	Yes	100%	92.90	0	1
Graduation - Black, Non-Hispanic	Yes	96%	78.86	0	1
Graduation - Hispanic	Yes	92%	80.57	0	1
Graduation - Multiracial	Yes	92%	84.89	0	1
Graduation - White, Non-Hispanic	Yes	97%	90.74	0	1
Graduation - Economically Disadvantaged	Yes	93%	80.21	0	1
Graduation - English Learners	Yes	84%	76.52	0	1
Graduation - Students with Disabilities	Yes	91%	73.28	0	1

Subgroup	Graduates	Non-Graduates	4-Year Graduation Rate
All Students	853	35	96.1%
Female	440	19	95.9%
Male	413	16	96.3%
American Indian or Alaskan Native	2	0	100.0%
Asian or Pacific Islander	42	0	100.0%
Black, Non-Hispanic	240	10	96.0%
Hispanic	55	5	91.7%
Multiracial	59	5	92.2%
White, Non-Hispanic	455	15	96.8%
Economic Disadvantaged	191	15	92.7%
English Learner	32	6	84.2%
Student with Disabilities	117	12	90.7%

ENGLISH LANGUAGE ARTS, MATH ACHIEVEMENT BY STUDENT SUBGROUP MEASURE

HERE'S WHAT?

Underlying measure data is comparable to prior year's performance. Based on performance goals in Ohio's ESSA plan, meeting or exceeding by student subgroup.

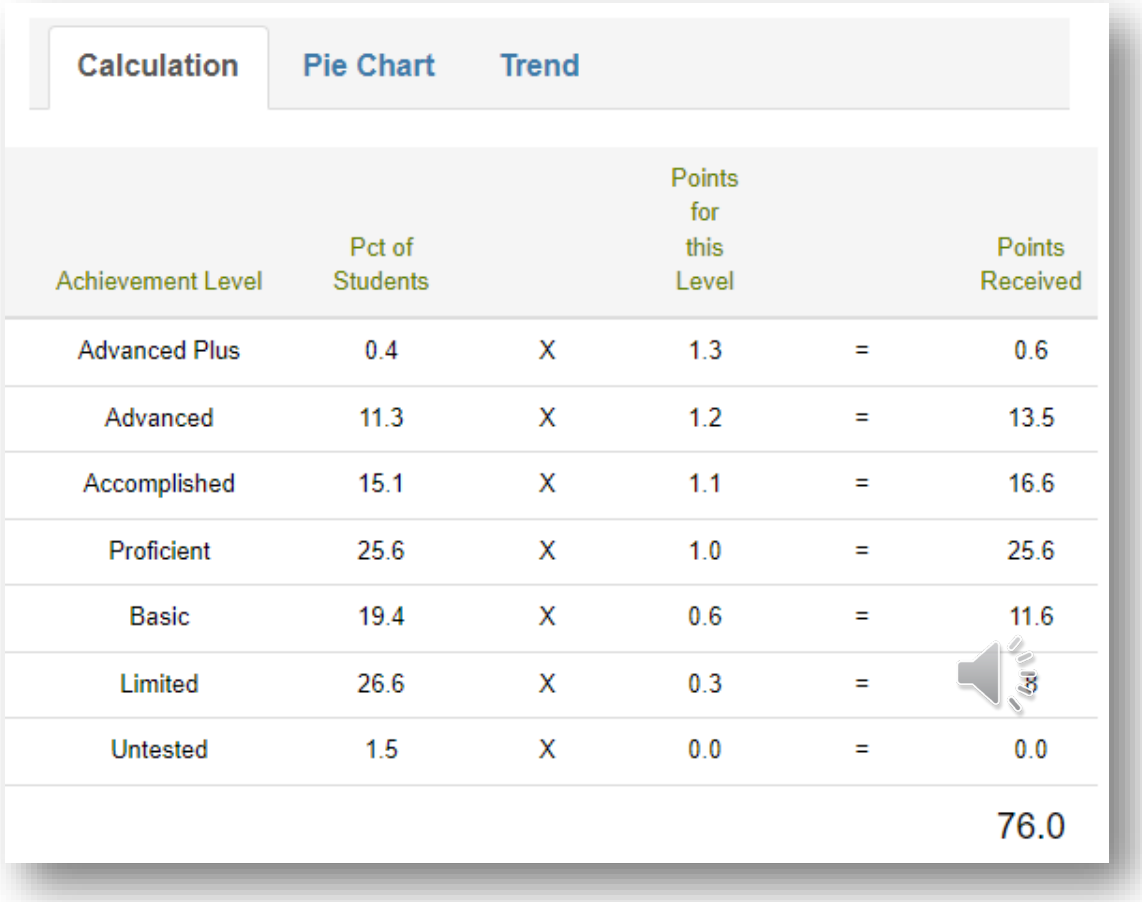


Red Dot = Individual Subgroup Goal

Bar = Individual Subgroup Performance

DISAGGREGATED PERFORMANCE INDEX

- The Performance Index measures the test results of every student, not just those who score proficient or higher. Schools and districts receive points on the index for every student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The index score is divided by the maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.



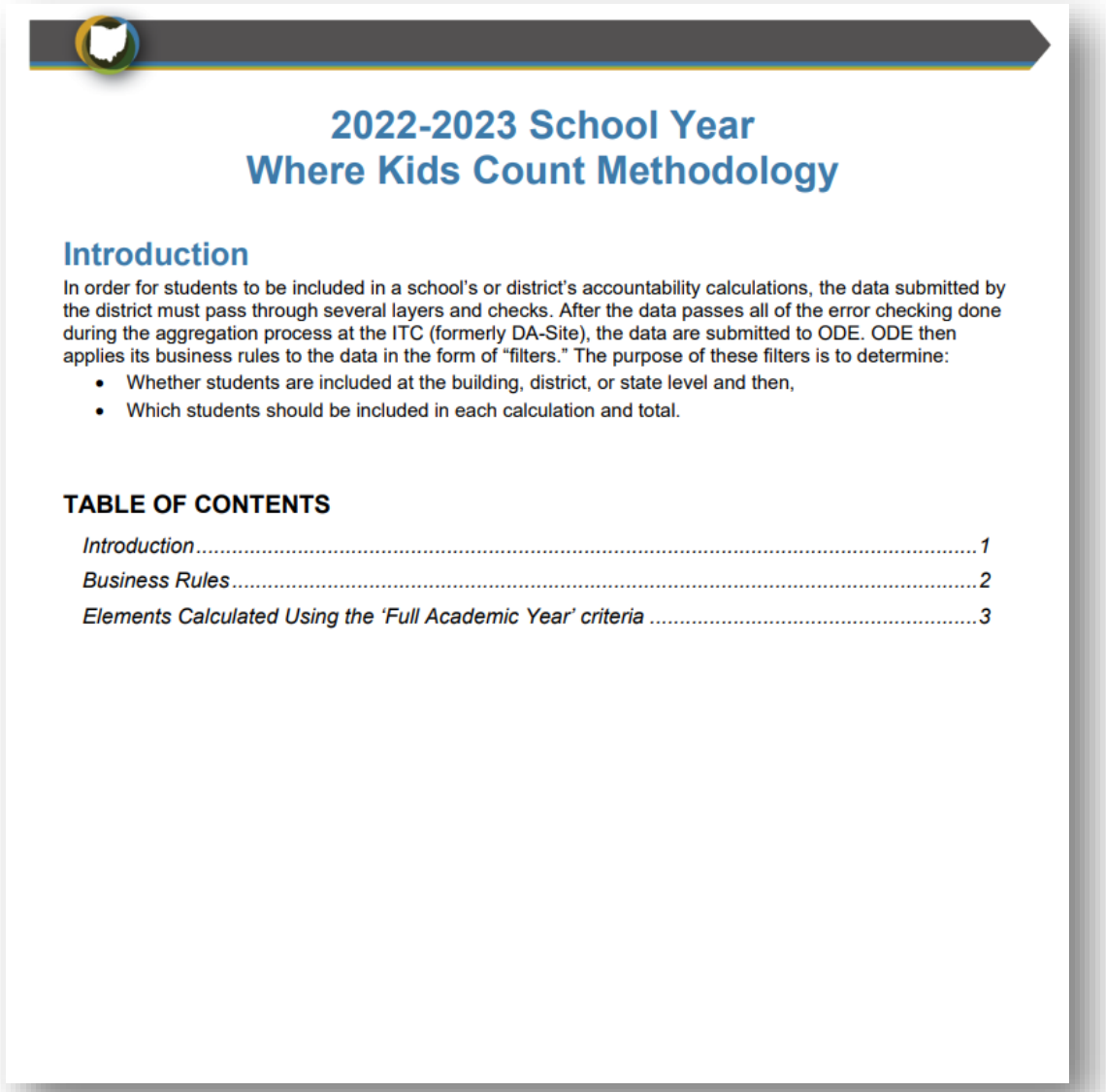
Calculation | Pie Chart | Trend

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.4	X	1.3	=	0.6
Advanced	11.3	X	1.2	=	13.5
Accomplished	15.1	X	1.1	=	16.6
Proficient	25.6	X	1.0	=	25.6
Basic	19.4	X	0.6	=	11.6
Limited	26.6	X	0.3	=	8
Untested	1.5	X	0.0	=	0.0
					76.0

SUBGROUPS CALCULATED

- All Students
- American Indian/Alaskan Native
- Asian/Pacific Islander
- Black, non-Hispanic
- Hispanic
- Multi-Racial
- White, non-Hispanic
- Economically Disadvantaged
- Students with Disabilities
- English Learners

What students count in the ELA, Math Achievement?



2022-2023 School Year
Where Kids Count Methodology

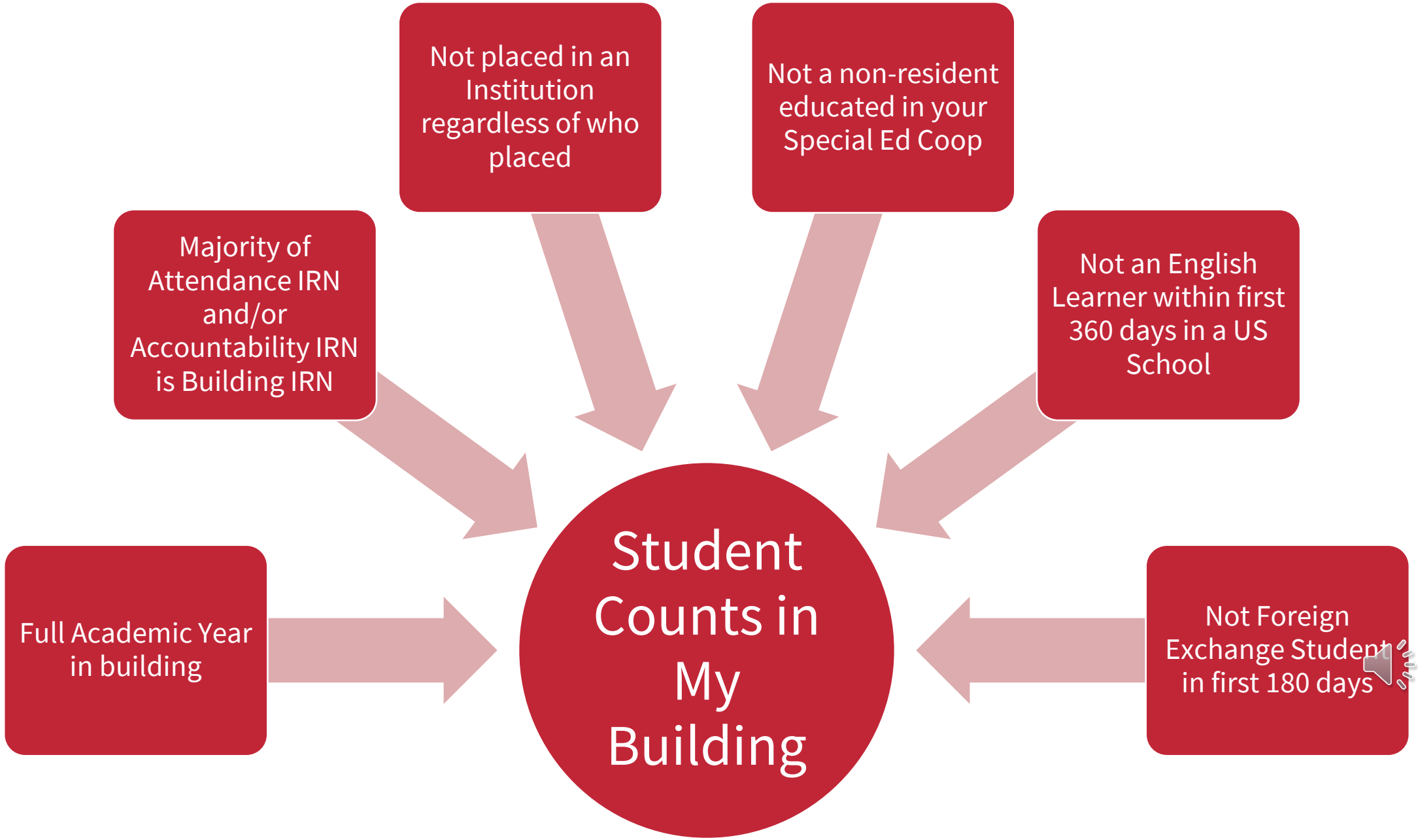
Introduction

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

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

TABLE OF CONTENTS

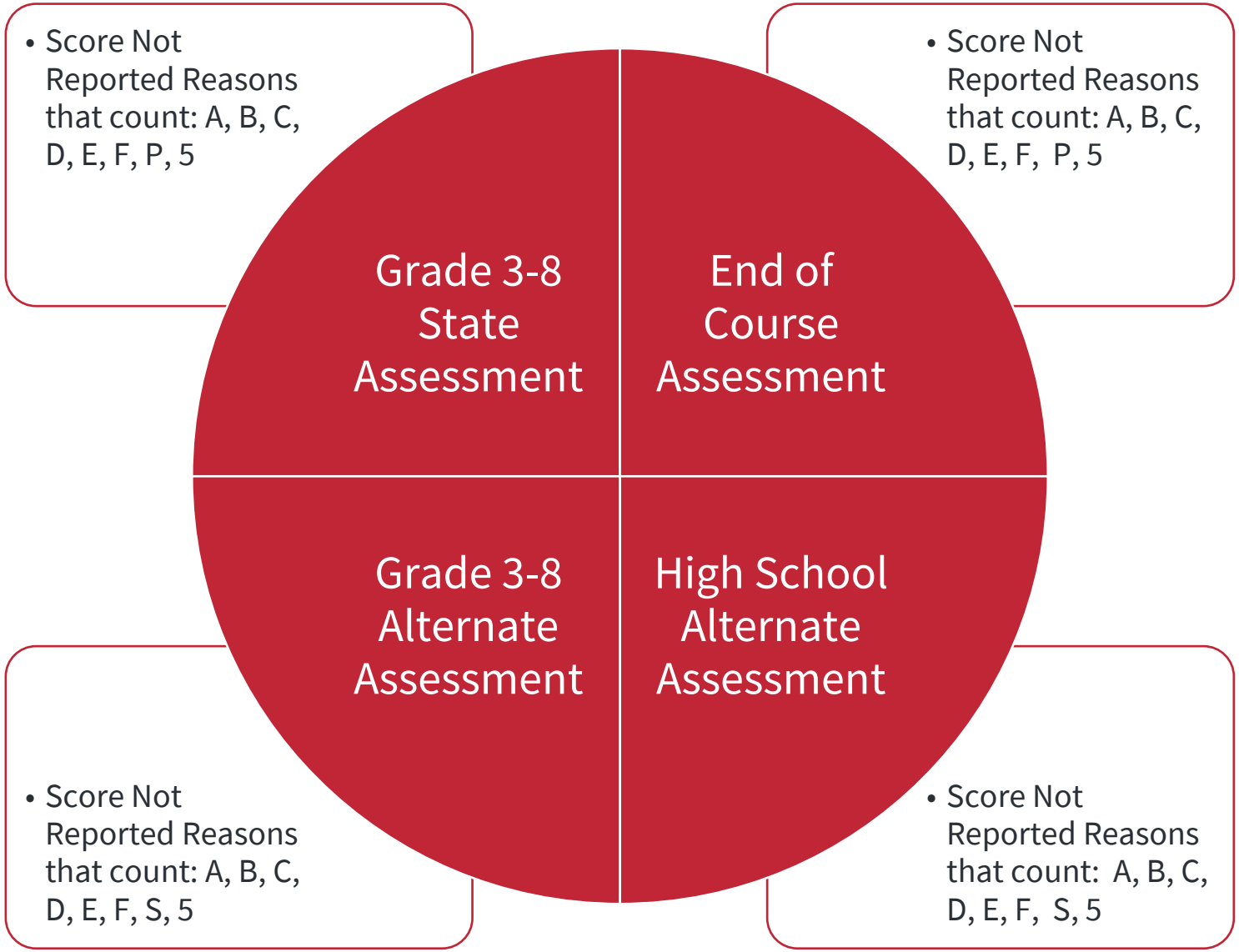
Introduction 1
Business Rules 2
Elements Calculated Using the 'Full Academic Year' criteria 3


Not placed in an Institution regardless of who placed
Not a non-resident educated in your Special Ed Coop
Majority of Attendance IRN and/or Accountability IRN is Building IRN
Not an English Learner within first 360 days in a US School
Full Academic Year in building
Student Counts in My Building
Not Foreign Exchange Student in first 180 days

What tests count in the Performance Index Measure?

- State Tests
  - Ohio's State Test (GN)
  - End of Course Assessments (GE)
  - Alternate Assessments (GA or GX)
- Substitute Tests
  - Advanced Plus (AP)
  - International Baccalaureate (IB)

STUDENTS WHO COUNT AS UNTESTED



DISAGGREGATED PERFORMANCE INDEX CALCULATION

Sum of Weighted points for each Performance Level

=

Performance Index

PI is calculated at each Subgroup Level

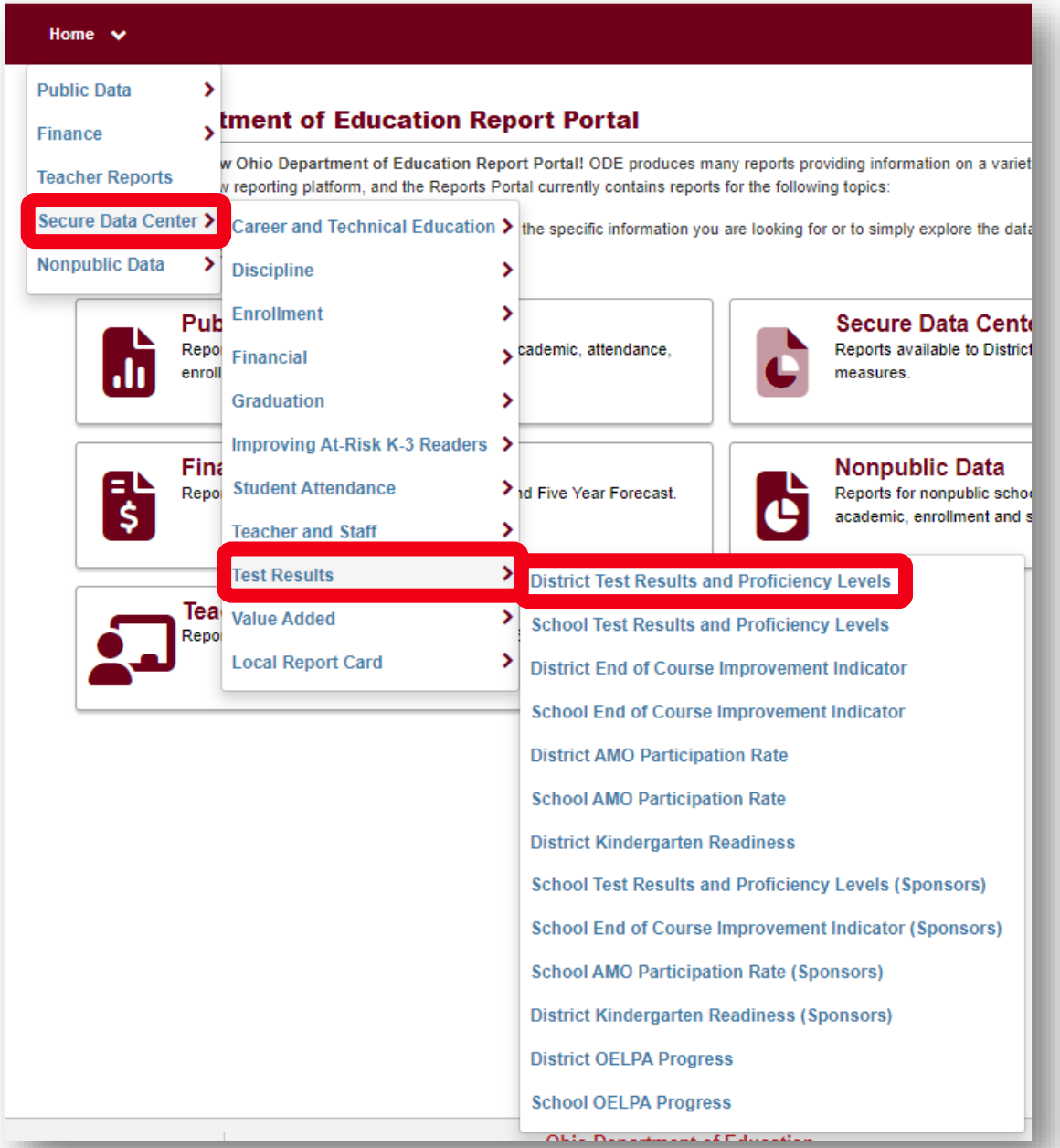
ANNUAL PERFORMANCE GOALS – ENGLISH LANGUAGE ARTS, PERFORMANCE INDEX SCORE

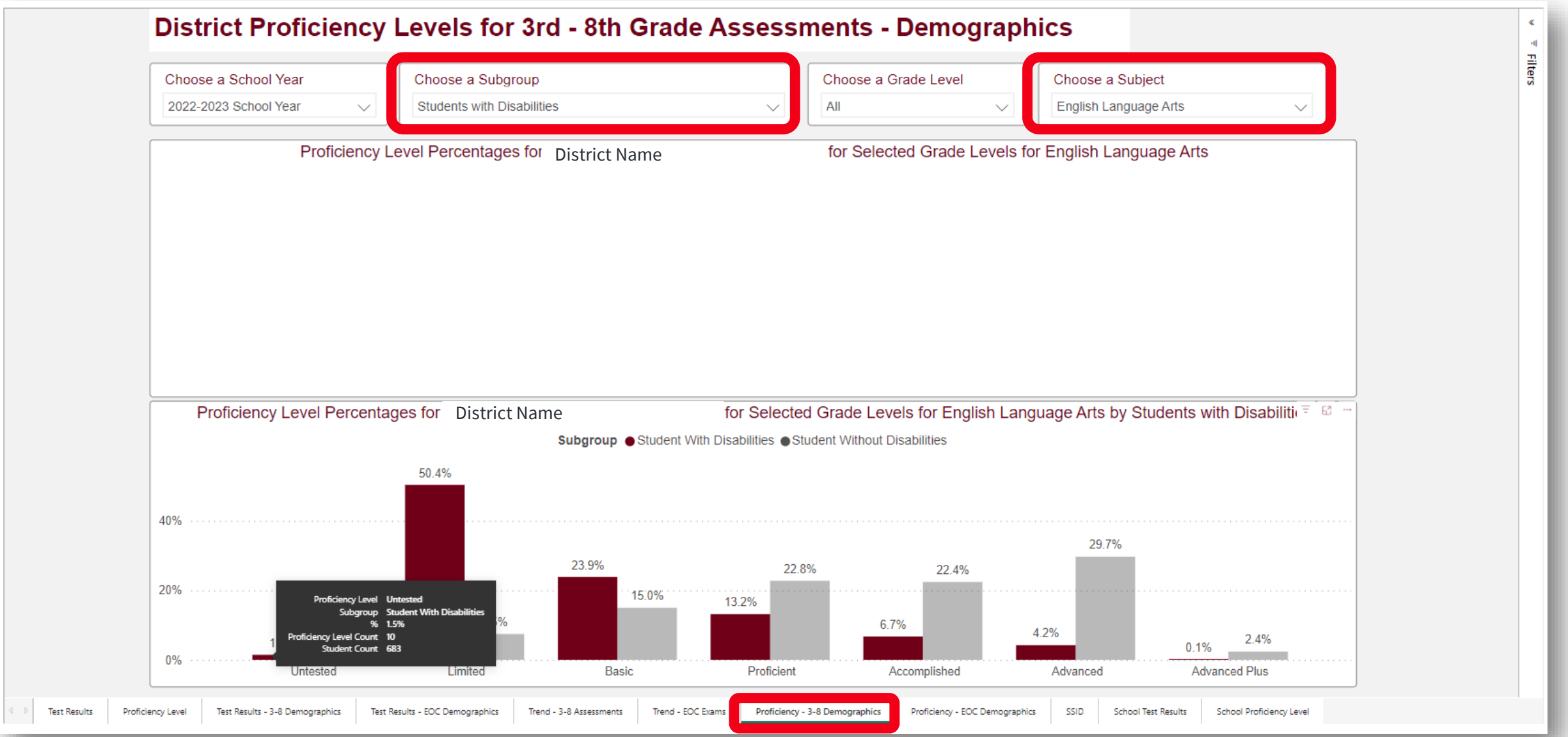
	2020-2021 Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	76.18	78.56	80.94	83.33	85.71	88.09	90.47	92.85	95.24	97.62	100
Economic Disadvantaged	62.33	64.22	66.10	67.98	69.87	71.75	73.63	75.52	77.40	79.28	81.17
Students with Disabilities	48.04	50.64	53.24	55.84	58.43						
English Learners	60.63	62.60	64.57	66.54	68.51						
Black, non-Hispanic	52.41	54.79	57.17	59.55	61.93						
American Indian or Alaskan Native	68.07	69.67	71.26	72.86	74.46						
Asian/Pacific Islander/Native Hawaiian	86.20	86.89	87.58	88.27	88.96						
Hispanic or Latino	64.50	66.28	68.05	69.83	71.60						
Multi-Racial	70.15	71.64	73.14	74.63	76.12						
White	83.43	84.26	85.09	85.92	86.74						

ANNUAL PERFORMANCE GOALS – MATHEMATICS, PERFORMANCE INDEX SCORE

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

SECURE DATA CENTER




District Proficiency Levels for 3rd - 8th Grade Assessments - Demographics
Choose a School Year
2022-2023 School Year
Choose a Subgroup
Students with Disabilities
Choose a Grade Level
All
Choose a Subject
English Language Arts
Filters
Proficiency Level Percentages for District Name for Selected Grade Levels for English Language Arts
Proficiency Level Percentages for District Name for Selected Grade Levels for English Language Arts by Students with Disabiliti
Subgroup Student With Disabilities Student Without Disabilities
40%
20%
0%
50.4%
23.9%
15.0%
13.2%
22.8%
6.7%
22.4%
4.2%
29.7%
0.1%
2.4%
Proficiency Level Untested
Subgroup Student With Disabilities
% 1.5%
Proficiency Level Count 10
Student Count 683
Untested
Limited
Basic
Proficient
Accomplished
Advanced
Advanced Plus
Test Results
Proficiency Level
Test Results - 3-8 Demographics
Test Results - EOC Demographics
Trend - 3-8 Assessments
Trend - EOC Exams
Proficiency - 3-8 Demographics
Proficiency - EOC Demographics
SSID
School Test Results
School Proficiency Level

District Proficiency Levels for End of Course Exams - Demographics

Choose a School Year: 2022-2023 School Year

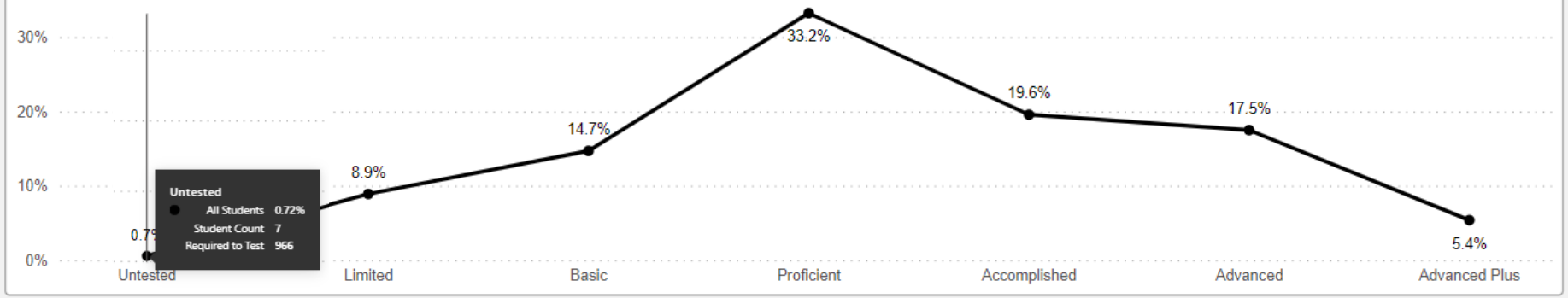
Choose a Subgroup: Students with Disabilities

Choose a Grade Level: All

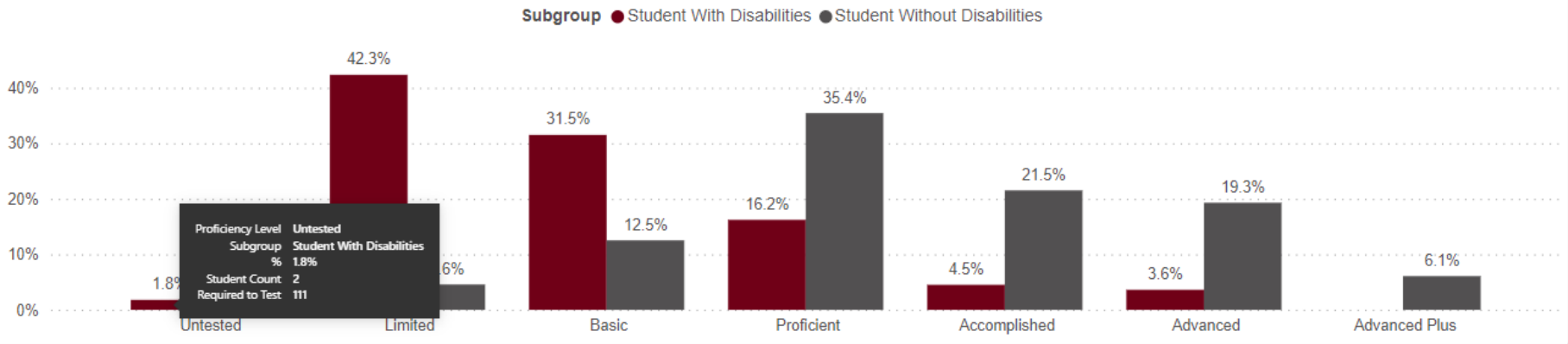
Choose a Subject: English Language Arts II

Filters

Proficiency Level Percentages for District Name for High School for English Language Arts II



Proficiency Level Percentages for District Name for High School for English Language Arts II by Students with Disabilities



Test Results | Proficiency Level | Test Results - 3-8 Demographics | Test Results - EOC Demographics | Trend - 3-8 Assessments | Trend - EOC Exams | Proficiency - 3-8 Demographics | Proficiency - EOC Demographics | SSID | School Test Results | School Proficiency Level

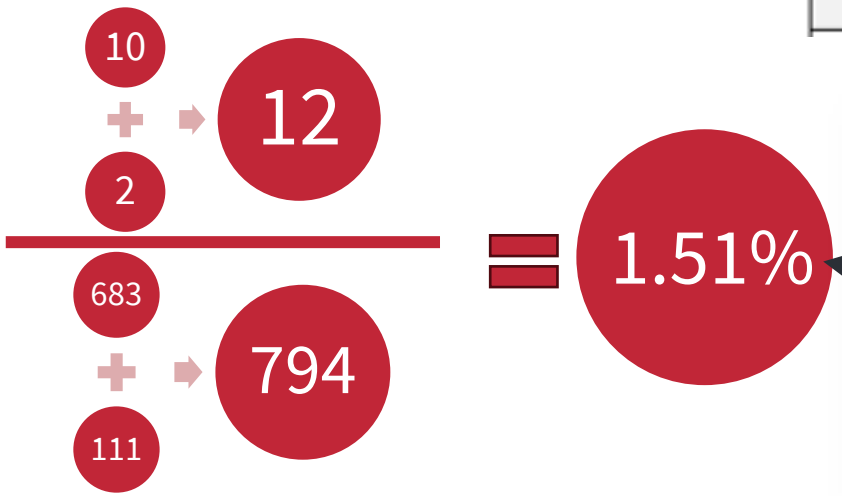
COMPONENT CALCULATOR

ELA Achievement Measure	Applicable	Performance Index	2022-2023	Points	Points Possible
ELA Achievement - All Students	Yes	92.20	80.94	1	1
ELA Achievement - American Indian/Alaskan Native	Yes	95.60	71.26	1	1
ELA Achievement - Asian/Pacific Islander	Yes	90.80	87.58	1	1
ELA Achievement - Black, Non-Hispanic	Yes	84.70	57.17	1	1
ELA Achievement - Hispanic	Yes	86.20	68.05	1	1
ELA Achievement - Multiracial	Yes	89.60	73.14	1	1
ELA Achievement - White, Non-Hispanic	Yes	98.80	85.09	1	1
ELA Achievement - Economic Disadvantaged	Yes	81.00	66.10	1	1
ELA Achievement - Students with Disabilities	Yes	55.60	53.24	1	1
ELA Achievement - English Learners	Yes	74.80	64.57	1	1

Performance Index:			55.6
Students with Disabilities	48.04	50.64	53.24

Proficiency Level	Untested
Subgroup	Student With Disabilities
%	1.5%
Proficiency Level Count	10
Student Count	683

Proficiency Level	Untested
Subgroup	Student With Disabilities
%	1.8%
Student Count	2
Required to Test	111



Achievement Level	% of Students
Advanced Plus	0.13
Advanced	4.16
Accomplished	6.42
Proficient	13.6
Basic	24.94
Limited	49.24
Untested	1.51
Total %	100
Select PI Type	District

COMPONENT CALCULATOR FROM LOCAL REPORT CARD >GAP CLOSING ELA DETAILS

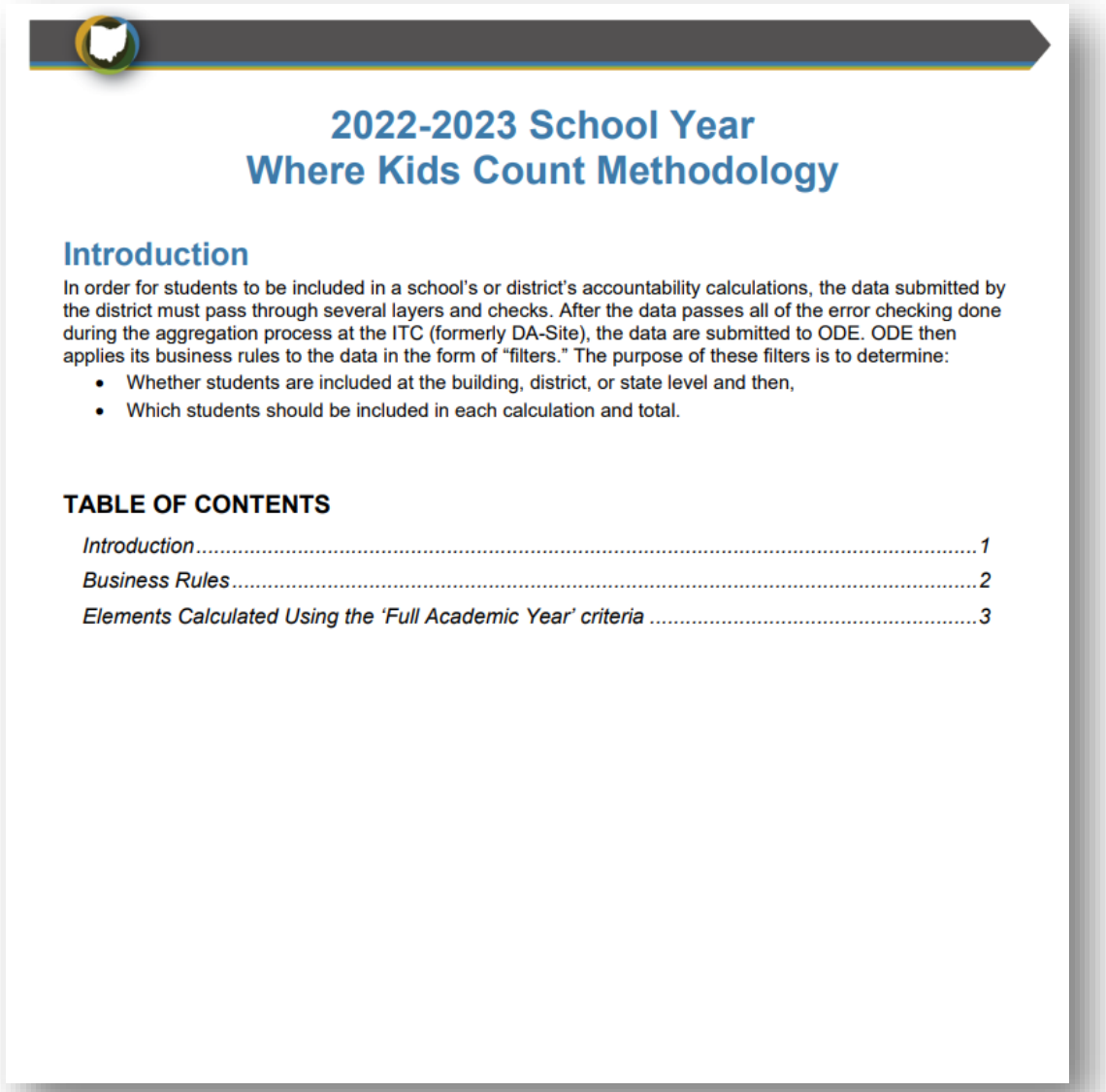
ELA Achievement Measure	Applicable	Performance Index	2022-2023	Points	Points Possible
ELA Achievement - All Students	Yes	92.20	80.94	1	1
ELA Achievement - American Indian/Alaskan Native	Yes	95.60	71.26	1	1
ELA Achievement - Asian/Pacific Islander	Yes	90.80	87.58	1	1
ELA Achievement - Black, Non-Hispanic	Yes	84.70	57.17	1	1
ELA Achievement - Hispanic	Yes	86.20	68.05	1	1
ELA Achievement - Multiracial	Yes	89.60	73.14	1	1
ELA Achievement - White, Non-Hispanic	Yes	98.80	85.09	1	1
ELA Achievement - Economic Disadvantaged	Yes	81.00	66.10	1	1
ELA Achievement - Students with Disabilities	Yes	55.60	53.24	1	1
ELA Achievement - English Learners				1	1

AMO - English Language Arts Proficiency

Subgroup	Took Test #	PI
American Indian or Alaskan Native	16	95.625
Black, Non-Hispanic	1,931	84.666
Students with Disabilities	794	55.554
Multiracial	455	89.604
Hispanic	387	86.202
Economic Disadvantage	1,959	81.041
White, Non-Hispanic	2,782	98.828
English Learner	613	74.829
All Students	6,022	92.169
Asian or Pacific Islander	451	90.798

ENGLISH LANGUAGE ARTS, MATH PROGRESS BY STUDENT SUBGROUP MEASURE

What students count in the ELA, Math Progress Measure?



2022-2023 School Year
Where Kids Count Methodology

Introduction

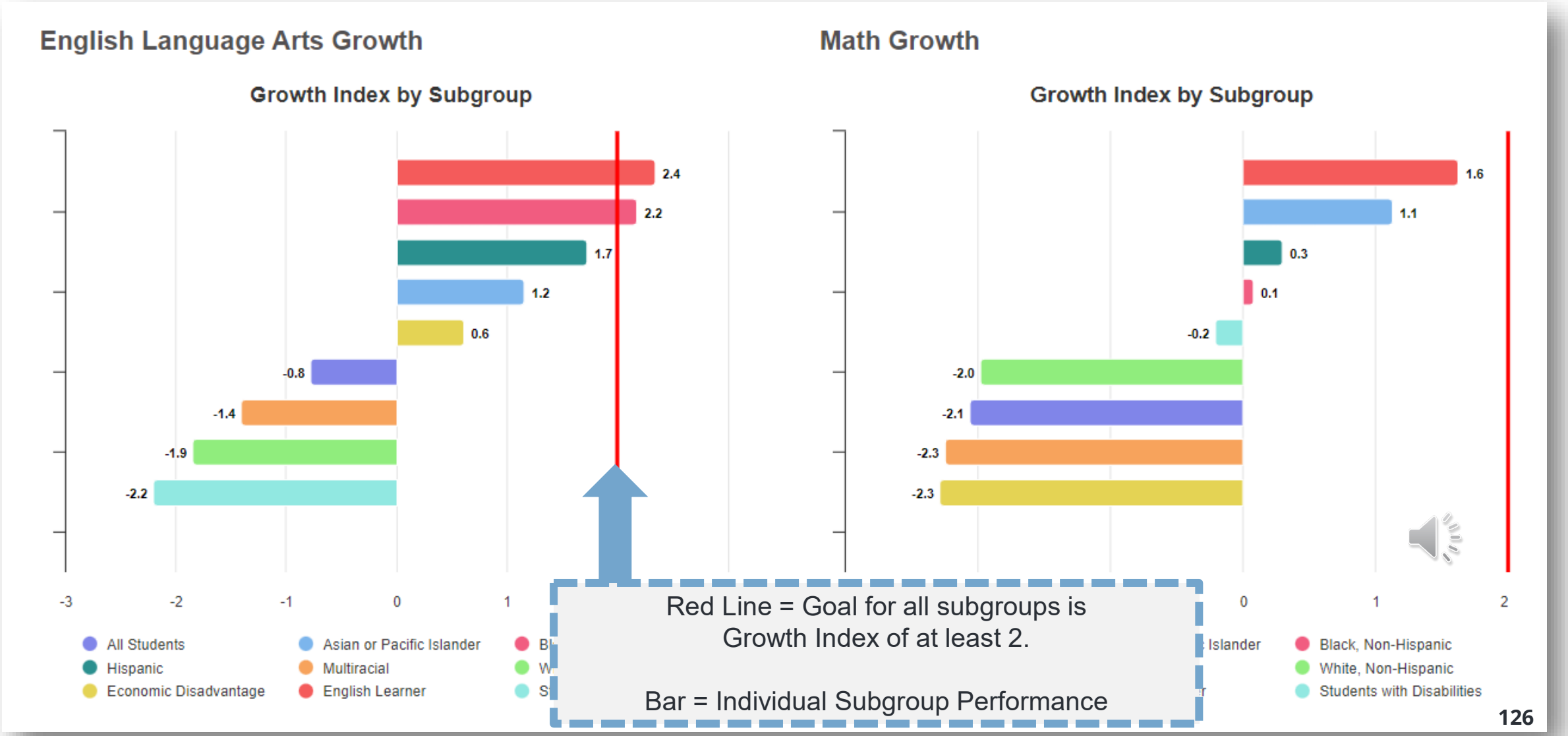
In order for students to be included in a school's or district's accountability calculations, the data submitted by the district must pass through several layers and checks. After the data passes all of the error checking done during the aggregation process at the ITC (formerly DA-Site), the data are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

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

TABLE OF CONTENTS

Introduction 1
Business Rules 2
Elements Calculated Using the 'Full Academic Year' criteria 3

HERE'S WHAT


English Language Arts Growth
Growth Index by Subgroup
2.4
2.2
1.7
1.2
0.6
-0.8
-1.4
-1.9
-2.2
-3
-2
-1
0
1
All Students
Hispanic
Economic Disadvantage
Asian or Pacific Islander
Multiracial
English Learner
Math Growth
Growth Index by Subgroup
1.6
1.1
0.3
0.1
-0.2
-2.0
-2.1
-2.3
-2.3
0
1
2
Black, Non-Hispanic
White, Non-Hispanic
Students with Disabilities
Red Line = Goal for all subgroups is Growth Index of at least 2.
Bar = Individual Subgroup Performance

What tests count in English Language Arts, Math Growth?

State Tests

Grades 4-8 English Language Arts

Grades 4-8 Mathematics

Grades 5 & 8 Science

End of Course Assessments

English Language Arts II

Algebra I

Geometry

Biology

American/United States Government

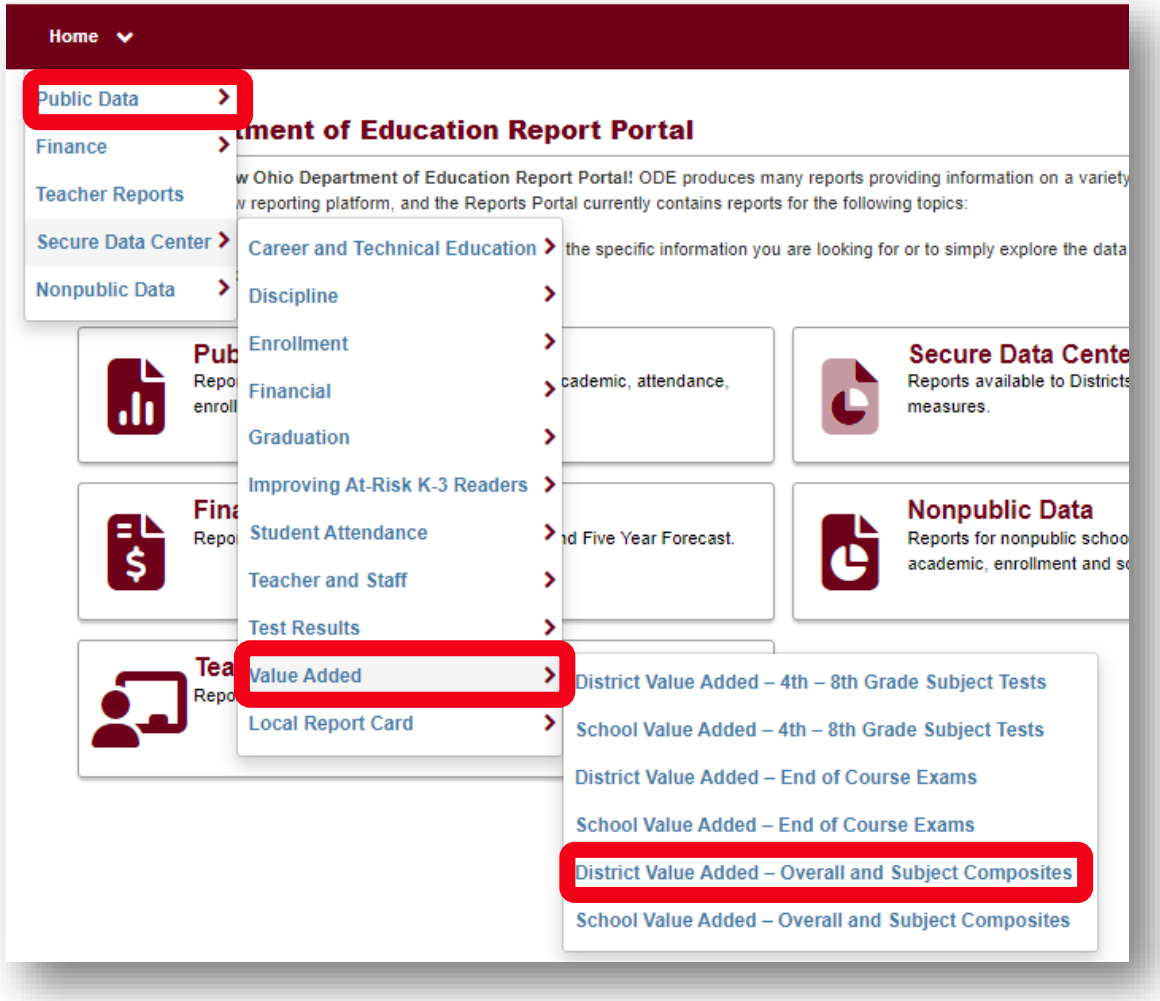
American/United States History

CALCULATING GROWTH

- Use the **growth index value to determine if there is statistical evidence** that the observed growth was indeed above or below the growth expectation

- The goal for English language arts and math for each student subgroup is a **growth index value of + 2 or higher**.

SECURE DATA CENTER



Ohio Department of Education — Value Added District - Overall and Subject Composites

Choose a School Year: 2022-2023 School Year

Choose a District: District Name

Choose a Subgroup: All

	Composite Year	Two most recent years of gains combined			Current year gains only		
	School Year	2022-2023 School Year			2022-2023 School Year		
Subject	Subgroup	Gain Index	Grade	Effect Size	Gain Index	Grade	Effect Size
Overall Composite	Overall	7.90	5 Stars	0.13	4.11	4 Stars	0.09
	Gifted Students	5.47	5 Stars	0.29	4.01	5 Stars	0.29
	Students with Disabilities	1.50	3 Stars	0.05	0.63	3 Stars	0.03
English Language Arts	Overall	0.88	3 Stars	0.03	-1.41	3 Stars	-0.05
	Gifted Students	1.17	3 Stars	0.10	0.94	3 Stars	0.11
	Students with Disabilities	-1.85	3 Stars	-0.11	-2.66	1 Star	-0.23
Mathematics	Overall	5.58	5 Stars	0.14	1.44	3 Stars	0.05
	Gifted Students	3.85	5 Stars	0.31	2.04	5 Stars	0.23
	Students with Disabilities	2.53	5 Stars	0.14	2.07	5 Stars	0.16
Science	Overall	13.78	5 Stars	0.52	11.70	5 Stars	0.60
	Gifted Students	6.46	5 Stars	0.65	6.01	5 Stars	0.70
	Students with Disabilities	4.73	5 Stars	0.36	3.94	5 Stars	0.41
Social Studies	Overall	-3.36	1 Star	-0.15	-1.36	3 Stars	-0.08
	Students with Disabilities	-2.17	1 Star	-0.20	-1.71	3 Stars	-0.22

Value-Added Data | Subject Composites

COMPONENT CALCULATOR FROM LOCAL REPORT CARD >GAP CLOSING ELA DETAILS

ELA Growth Measure	Applicable	Growth Index	2022-2023	Points	Points Possible
ELA Growth - All Students	Yes	3.10	2.00	1	1
ELA Growth - American Indian/Alaskan Native	No		2.00	0	0
ELA Growth - Asian/Pacific Islander	Yes	3.50	2.00	1	1
ELA Growth - Black, Non-Hispanic	Yes	0.40	2.00	0	1
ELA Growth - Hispanic	Yes	0.90	2.00	0	1
ELA Growth - Multiracial	Yes	0.50	2.00	0	1
ELA Growth - White, Non-Hispanic	Yes	1.80	2.00	0	1
ELA Growth - Economic Disadvantaged	Yes	1.00	2.00	0	1
ELA Growth - Students with Disabilities	Yes	-0.50	2.00	0	1
ELA Growth - English Learners	Yes	2.60	2.00	1	1

AMO - English Language Arts Proficiency

Subgroup		Goal	Long Term Goal	Long Term Gap	Took Test Last Year	PI Last Year	Improve	LT Gap Close %	VA Gain Index
American Indian or Alaskan Native	625	71.26	84.0	N/A					0.00
Black, Non-Hispanic	666	57.17	76.2	N/A					0.35
Students with Disabilities	554	53.24	74.0	N/A					-0.48
Multiracial	604	73.14	85.1	N/A					0.54
Hispanic	202	68.05	82.3	N/A					0.86
Economic Disadvantage	041	66.10	81.2	N/A					0.96
White, Non-Hispanic	328	85.09	91.7	N/A					1.82
English Learner	329	64.57	80.3	N/A					2.58
All Students	169	80.94	100.0	N/A					3.06
Asian or Pacific Islander	798	87.58	93.1	N/A					3.45

CALCULATING COMPONENT RATING
FIRST CALCULATE PRELIMINARY POINTS

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

SECOND CALCULATE PARTICIPATION RATE WITH N-SIZE OF 40 STUDENTS OR MORE

of Students Taking the included ELA and Math Tests ÷ # of Student Required to take the included ELA and Math Tests = Participation Rate

Example

532 ÷ 565 = 94.2%

When Participation Rate is less than 95% a proportional reduction is applied

94.2% ÷ 95% → 99.2%

THIRD CALCULATE APPLY PARTICIPATION RATE REDUCTION IF APPLICABLE

Preliminary Points — Proportional Reduction = Final Point Total

Example

28 — 99.2% = 27.776

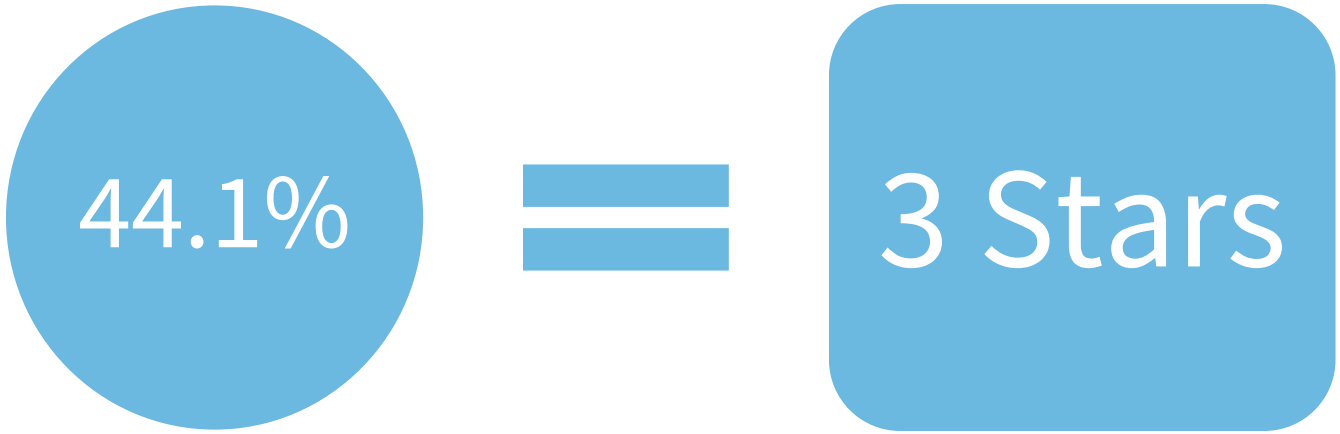
FINAL CALCULATE COMPONENT RATING

Example

PERCENTAGE OF POINTS EARNED TO STAR RATING

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



Without Reduction 44.4% still 3 Stars

CONTACT

Please contact the Office of Accountability with additional questions: **accountability@education.ohio.gov**

OHIO.ORG