Achievement Component Technical Documentation



Traditional District and School Report Cards

2025-2026 School Year





Department of Education & Workforce

Revision History

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

Date	Effective	Description
9/16/2026	FY26	Updated Maximum PIs for the 2025-2026 Report Card
8/6/2026	FY26	Revised Appendix B to display the applicable substitute AP/IB exams
7/28/2026	FY26	Removed ACT/SAT Substitution; will be implemented FY27
6/11/2026	FY26	Added clarification information for denominator
	FY25	Updated for 2024-2025 school year
9/10/2024	FY24	Added 2023-2024 Final District and School Gifted Max Performance Index

Ohio Revised Code and Ohio Administrative Code require districts to report data to EMIS and to verify and approve all EMIS data. Data should be reviewed and verified prior to the close of the different data collections. This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before its final and the Report Cards are released. ***The SDC is the main resource districts should use to validate Report Card Data but, but it is not the only resource. Please verify all relevant reports from EMIS.*** The EMIS Validation and Report Explanations webpage lists current Level 1 and 2 report explanations as well as a list of General Issues Reports that should be used to validate data. Another resource to validate data for students that cross LEAs is the Ohio District Data Exchange (ODDEX).

Secure Data Center Reports Breadcrumb Trails

The breadcrumb trails outlined in this section guide users through the SDC interface to locate specific reports related to indicators or measures. These navigation paths are essential for verifying student group performance and preparing accountability reviews.

- **Achievement Component Rating**
  - Report Portal>Secure Data Center>Local Report Card> Local Report Card > **Achievement**
- **Performance Index**
  - Report Portal > Secure Data Center > Test Results > District (or School) Test Results > **Proficiency Levels**
- **Performance Indicators**
  - Report Portal > Secure Data Center > Test Results > District (or School) Test Results > **Overview**

TABLE OF CONTENTS

ACHIEVEMENT COMPONENT TECHNICAL DOCUMENTATION 0

Revision History *1*

Secure Data Center Reports Breadcrumb Trails *1*

INTRODUCTION 3

Definitions *3*

Accountable Test Takers 3

Student with Prior Valid Attempt 3

Business Rules *3*

Determining Students Included in this Component 3

Alternate Assessment Waiver 3

Untested Students 4

Accelerated students 5

Assigning Tests to Performance Levels 6

Calculating points for each performance level 7

Performance Index Calculation *8*

Included Assessments 8

Assessments Included in the Measure 9

Calculation Steps *9*

How the Score Is Calculated 9

Performance Indicators –Report Only Data *11*

Included Assessments 11

Assessments Included in the Measure 11

Achievement Component Rating Calculations and Descriptions *12*

Example Component Calculations 13

Appendix A Inclusion Criteria (EMIS) *14*

Appendix B *19*

Applicable AP/IB Substitute Tests with Score to Proficiency Level Conversions 19

~~*Appendix C*~~ *21*

~~Applicable ACT/SAT Substitute Tests with Score to Proficiency Level Conversions*~~ 21

Appendix D *22*

Score not reported Reason and affect on Achievement Calculation 22

Introduction

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

Definitions

ACCOUNTABLE TEST TAKERS

A student who is expected to participate in state assessments for their grade and subject, in accordance with Ohio's accountability rules. Accountable Test Takers include all students for whom a test is required in the current school year regardless of whether the student is taking the assessment for the first time, repeating a grade that requires testing, or retaking an assessment within the same school year. Any required assessment attempt is included in the Performance Index calculation unless excluded under specific Score Not Reported rules.

STUDENT WITH PRIOR VALID ATTEMPT

A student who has previously taken the same assessment and earned a valid performance level on that assessment. A prior attempt does **not** count as valid when the earlier result was reported as "Untested," nor does it count when the student previously completed an approved substitute assessment and is now taking the corresponding end-of-course exam. A Student With Prior Valid Attempt is included in the Performance Index calculation only when the current attempt meets all applicable accountability rules.

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

Accountable Test Takers who meet the criteria for Where Kids Count business rules are included in this component. For the detailed business rules see the Understanding Student Placement for Ohio's Differentiated Accountability Systems document. For detailed EMIS reporting and a description of the inclusion criteria, refer to Appendix A.

ALTERNATE ASSESSMENT WAIVER

Prior to 2017-2018, districts were subject to a 1.0% cap on alternate assessment scores that could count as Proficient or higher. The Every Student Succeeds Act (ESSA, 2015) limits the total number of students with the most significant cognitive disabilities who are assessed statewide with an alternate assessment to 1% of the total number of students in the state who are

assessed. If a district exceeded its cap, scores were demoted from their "actual" level of 'Proficient', 'Accomplished' or 'Advanced' to the 'Basic' level and were counted at a weight of 0.6.

In 2018 and beyond, the 1.0% cap moved from districts to the state for the total number of students who participated in the alternate assessment. The agency received a waiver from the U.S. Department of Education in 2018 to test more than 1.0% of the total number of students who participated in the alternate assessment. From 2019 to 2023 the U.S. Department of Education approved extensions to the waiver.
In the current year, the ESSA waiver continues to eliminate demotion, and all scores are included at their real performance level for alternate assessments.

Assessment participation plays a central role in measuring achievement. The next section clarifies how untested students are handled and how their inclusion affects the Performance Index.

UNTESTED STUDENTS

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

Ohio's current tests include:

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

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

REPORTING UNTESTED STUDENTS:

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

Certain codes exclude the test from being included in the Performance Index calculation.

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

SPECIAL CASES:

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

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

USE OF SUBSTITUTE TESTS

For students who take an approved AP or IB exam instead of a state test, results are converted to the appropriate performance level using the state's AP/IB crosswalk found in the Achievement Component Appendix B.

~~**High School Accountability for Students Taking High School Assessments in Middle School**~~

~~A very small number of Ohio students complete all required end-of-course (EOC) assessments for a given subject area before they enter high school. Historical data show that:~~

- ~~Fewer than **0.5%** of Ohio students complete all high-school math EOCs before entering high school.~~
- ~~Fewer than **0.1%** complete all ELA EOCs before entering high school.~~
- ~~Fewer than **0.15%** complete all science EOCs before entering high school.~~

~~When a student finishes all required EOCs before entering high school, the state must still meet federal high-school testing requirements for that student. To satisfy this requirement, Ohio uses the student's ACT or SAT score from the statewide test administration that occurs during the student's junior year. The ACT or SAT results are converted to the appropriate performance level using the scale found in the Achievement Component Appendix C.~~

ACCELERATED STUDENTS

Students with a **Formal Written Acceleration Plan (WAP)** can earn additional credit in the Gifted Performance Index when they take assessments above their enrolled grade level and score at Proficient or higher. This bonus recognizes the advanced instructional path of accelerated learners.

WHO QUALIFIES FOR THE BONUS WEIGHT

A student is eligible for the accelerated bonus weight when:

- The student has a **current-year WAP** reported through the Student Acceleration (FB) Record.
- The student takes an assessment **above their enrolled grade level** in the subject(s) covered by the WAP.
- The student scores **Proficient or higher** on the accelerated test.

For students identified as Superior Cognitive, all subjects are eligible because they may be accelerated across multiple content areas.

HOW THE BONUS WEIGHT WORKS

If a student meets the criteria above, the performance level assigned to their qualifying assessment is increased by one level:

- Proficient → **Accomplished**
- Accomplished → **Advanced**
- Advanced → **Advanced Plus**

This adjustment rewards accelerated learners for strong performance in more rigorous coursework.

REPORTING REQUIREMENTS

Districts must report an acceleration record **every year** a student is accelerated in a subject. Only the **current-year** acceleration record is used to determine bonus eligibility.

- If a student stops being accelerated, the district must report **FB100 = N**, and the student's assessments revert to normal grade-level accountability.
- Students who were accelerated earlier in their academic career remain eligible for bonus weighting on high school end-of-course exams if they continue testing ahead of peers.

Examples of When Bonus Weight Applies

- A 5th-grade student taking **6th-grade math** due to a WAP and scoring at least Proficient earns the bonus weight.
- A high school student who began acceleration in earlier grades continues to earn the bonus on **end-of-course assessments** taken earlier than typical grade peers.

IMPORTANT DISTINCTION: ACCELERATION VS. GIFTED SERVICES

- **WAP** = acceleration
- **WEP** = gifted services

A student may be accelerated but not identified as gifted, or identified as gifted but not accelerated; these are separate processes and reported differently.
With weights, levels, and special rules defined, the full calculation of the Gifted Performance Index comes into focus. This section details how all components combine into a single accountability measure.

ASSIGNING TESTS TO PERFORMANCE LEVELS

After determining which assessments to include in the Gifted Performance Index, each test is assigned to one of seven performance levels. These levels correspond to Ohio's achievement bands and ensure every included test contributes appropriately to the overall calculation.

PERFORMANCE LEVEL CATEGORIES

Each test result is placed into one of the following performance levels:

- **Advanced Plus**

- **Advanced**
- **Accomplished** *(previously called Accelerated)*
- **Proficient**
- **Basic**
- **Limited**
- **Untested**

These levels reflect the full range of student performance, including students who did not test but were required to.

PURPOSE OF PERFORMANCE LEVEL ASSIGNMENT

Assigning every included test to a performance level ensures:

- All achievement levels—from highest to lowest—are represented in the Gifted Performance Index.
- Weighted scoring can be applied consistently across schools and districts.
- Both participation and performance are captured in the final calculation.

Once assessments are sorted into the correct levels, the score calculation process begins. The following section outlines how weighted values are applied to create the Gifted Performance Index score.

CALCULATING POINTS FOR EACH PERFORMANCE LEVEL

After each included assessment is placed into a performance level, the Gifted Performance Index score is calculated by applying a **weight** to each level and then summing the weighted results. This process ensures that higher achievement contributes more points while still accounting for all tested (and untested) students.

STEP 1: DETERMINE THE PERCENTAGE OF TESTS IN EACH PERFORMANCE LEVEL

For every applicable assessment, determine the percentage of tests that fall into each level—Advanced Plus through Untested. These percentages represent the distribution of gifted learners' performance across all required tests.

STEP 2: APPLY THE STATE-DEFINED WEIGHTS

Each performance level is multiplied by an assigned weight:

- Advanced Plus — **1.3**
- Advanced — **1.2**
- Accomplished — **1.1**
- Proficient — **1.0**
- Basic — **0.6**
- Limited — **0.3**
- Untested — **0.0**

These weights reflect the value Ohio assigns to increasing levels of achievement.

STEP 3: SUM ALL WEIGHTED VALUES

After applying the weights, the weighted results for all levels are added together to create the **overall Gifted Performance Index Score**. This final value represents the combined performance of gifted students across all included assessments.

PURPOSE OF WEIGHTED SCORING

Weighted calculations ensure that:

- Higher achievement levels contribute more to a district or school's score.
- All student outcomes—including low performance and nonparticipation—are represented.
- The measure reflects both achievement and assessment participation patterns.

Table 4: Weighting for each performance level

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

Some gifted learners participate in coursework above their enrolled grade level. The next section explains how Ohio awards bonus credit to students with acceleration plans who demonstrate strong performance on advanced assessments.

Performance Index Calculation

The Performance Index measures student achievement by assigning weighted values to assessment results across all tested grade levels and subjects. Each included test taken by Accountable Test Takers contributes to the overall score, ensuring that performance across the full achievement spectrum is represented in the final calculation.

INCLUDED ASSESSMENTS

The Performance Index includes assessment results for students who meet **all** applicable accountability rules, including enrollment, participation, and test-taking requirements. Students are included when they are:

Accountable Test Takers, as defined in this document.

- Completing assessments aligned to their enrolled grade level or approved accelerated placement.
- Assigned to the district or school based on Full Academic Year (FAY) rules and EMIS reporting criteria.

ASSESSMENTS INCLUDED IN THE MEASURE

- Grades 3–8 English language arts, mathematics, and science
- High school end-of-course (EOC) assessments in:
  - English Language Arts II
  - Algebra I
  - Geometry / Integrated Math I and II
  - Biology
  - American History
  - American Government
- Alternate Assessments
- AP/IB or ACT/SAT substitute assessments included through established crosswalks

Calculation Steps

HOW THE SCORE IS CALCULATED

1. **Assign each test to a performance level.**
   Tests are placed into seven performance categories from Advanced Plus to Untested.
2. **Apply weighting.**
   Higher performance levels receive larger weights. All levels count, including Untested. Weighted values are summed to produce the school or district's Gifted Performance Index score.
3. **Check minimum N-size.**
   A school or district must have **at least 10 accountable students** with included assessments to receive a Performance Index score. If fewer than 10 students qualify, the score is masked and not reported.
4. **Calculate the final performance percentage.**
   The final percentage is created by comparing the school or district's score to the **maximum Performance Index**, which is recalculated each year using the average of the highest 2% of scores statewide.
   - This maximum changes annually as new data are reported.
   - Once reporting windows close and appeals are resolved, Ohio finalizes the statewide maximum.

Table 2: District Maximum Performance Index

Year	Maximum Performance Index
2021-2022	107.254
2022-2023	108.791
2023-2024	109.261
2024-2025	109.802
2025-2026	110.249

Table 3: School Maximum Performance Index

Year	Maximum Performance Index
2021-2022	109.130
2022-2023	110.325
2023-2024	110.488
2024-2025	111.332
2025-2026	111.491

ADDITIONAL RULES

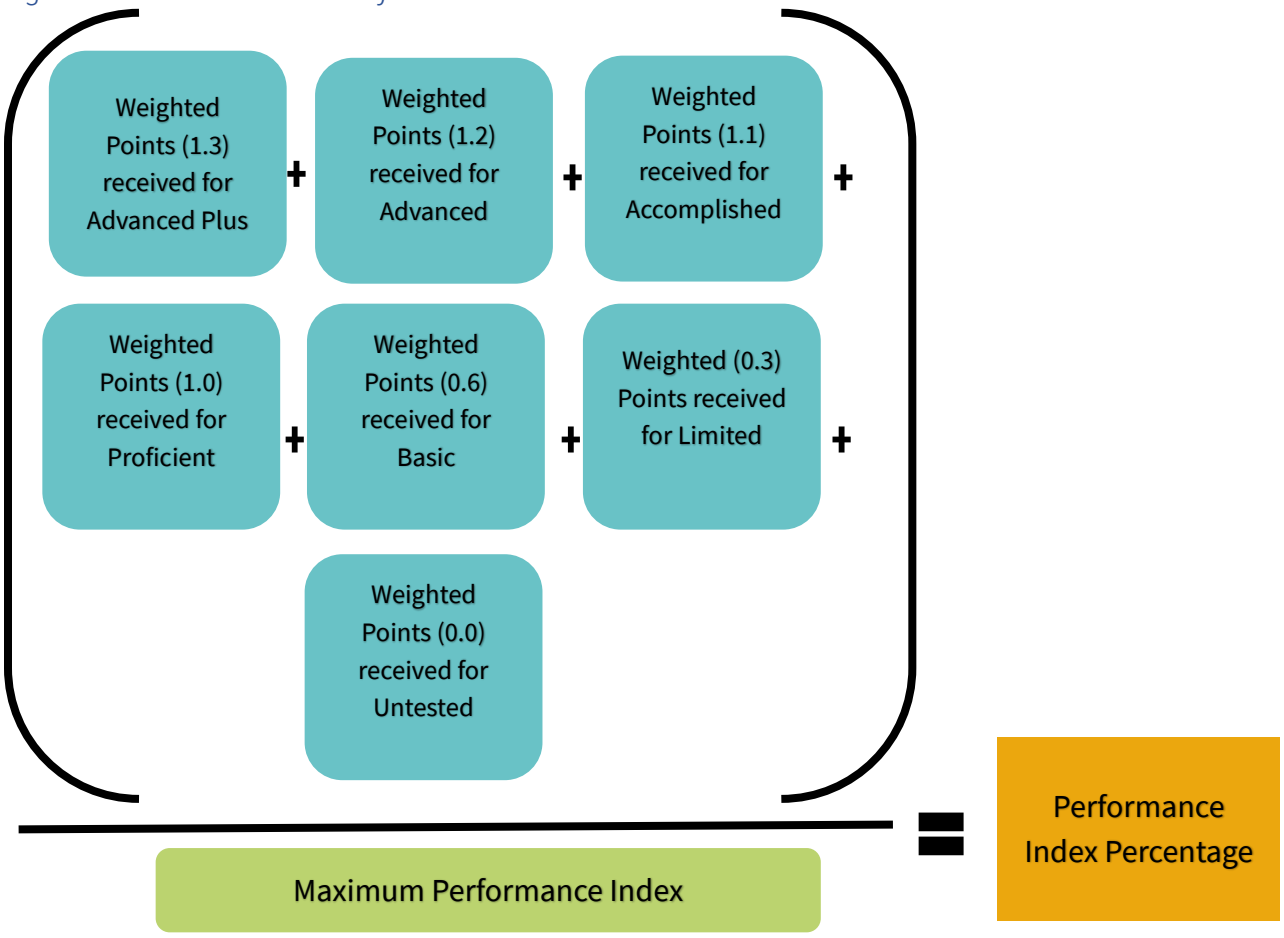
- Each end-of-course exam counts **once per school year**; the highest score is used.
- Retakes across years are excluded if the first attempt already counted for accountability.
- AP/IB ~~or ACT/SAT~~ substitute tests are included if they meet crosswalk rules.

PURPOSE OF THE INDEX

This measure ensures that:

- All gifted assessments—high and low—contribute to accountability.
- Higher performance yields greater weight and recognition.
- Schools are evaluated on both rigor and broad participation in required assessments.

Figure 1: Enhanced Visual Performance Index Calculation



Performance Indicators –Report Only Data

The Performance Indicators measure reports the percentage of students who achieve at or above the Proficient level on each state assessment. This measure reflects the extent to which students meet Ohio's proficiency expectations across tested grades and subjects. Performance Indicators do **not** contribute to the Achievement Component rating but provide additional transparency into subject-level performance.

INCLUDED ASSESSMENTS

The Performance Index includes assessment results for students who meet **all** applicable accountability rules, including enrollment, participation, and test taking requirements. Students are included when they are:

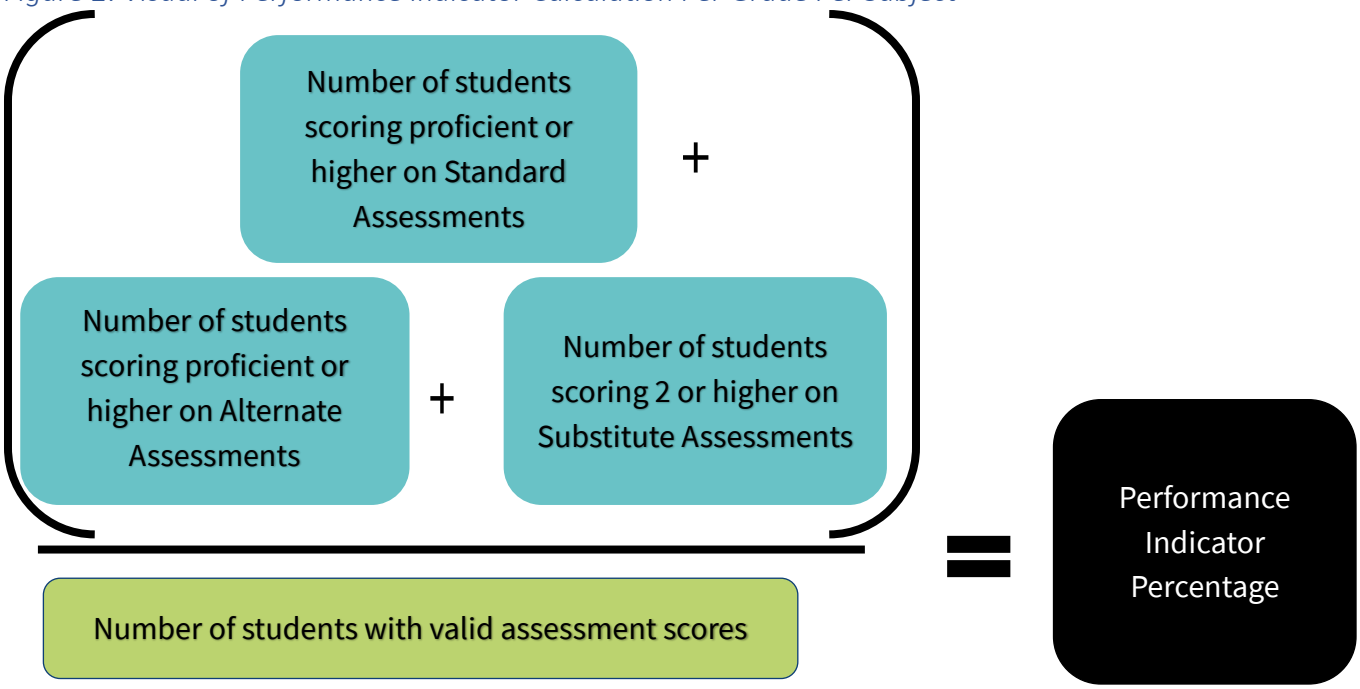
Accountable Test Takers, as defined in this document.

- Completing assessments aligned to their enrolled grade level or approved accelerated placement.
- Assigned to the district or school based on Full Academic Year (FAY) rules and EMIS reporting criteria.

ASSESSMENTS INCLUDED IN THE MEASURE

- Grades 3–8 English language arts, mathematics, and science
- High school end-of-course (EOC) assessments in:
    - English Language Arts II
    - Algebra I
    - Geometry / Integrated Math I and II
    - Biology
    - American History
    - American Government
- Alternate Assessments
- AP/IB ~~or~~ ~~ACT/SAT~~ substitute assessments included through established crosswalks

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



Achievement Component Rating Calculations and Descriptions

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

Figure 3: Visual of Achievement Component Calculation

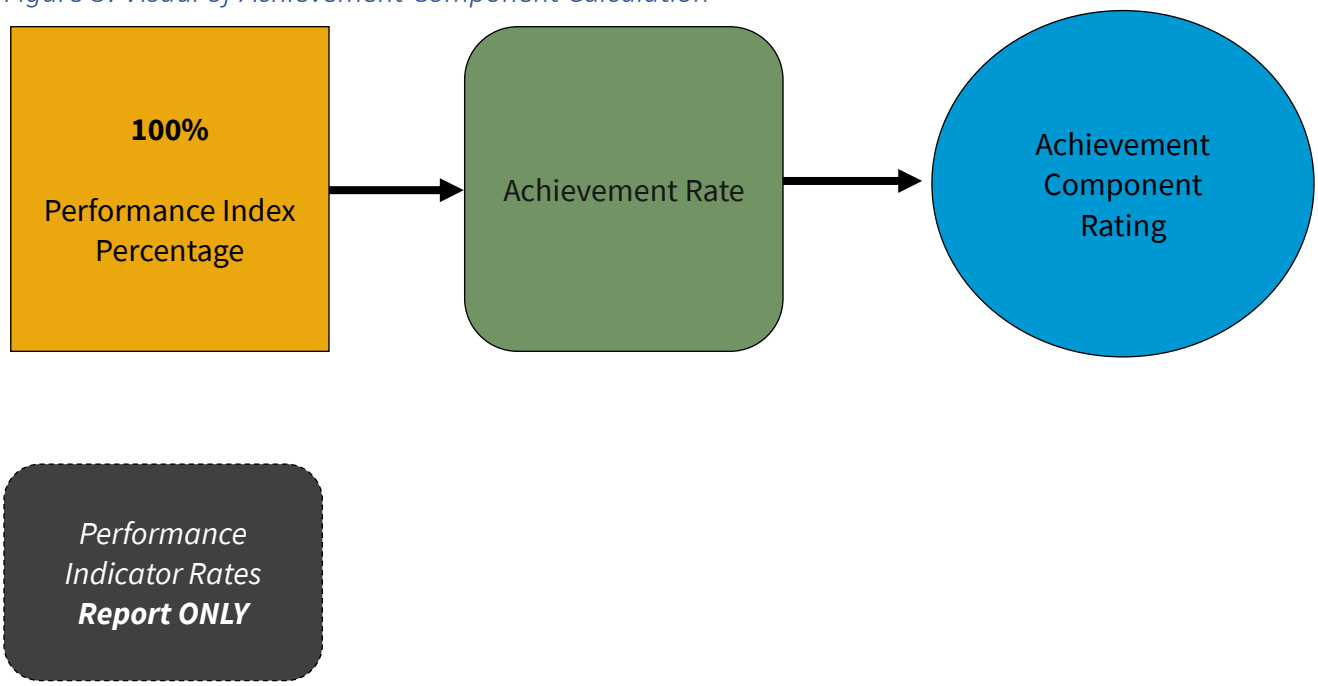


Table 4: Achievement Component Rating Scale and Descriptions

ACHIEVEMENT COMPONENT RATING SCALE AND DESCRIPTIONS		
Achievement Rate	**Rating**	**Rating Description**
Greater than or equal to 90%	**5 Stars**	Significantly exceeds state standards in academic achievement
Greater than or equal to 80% but less than 90%	**4 Stars**	Exceeds state standards in academic achievement
Greater than or equal to 70% but less than 80%	**3 Stars**	Meets state standards in academic achievement
Greater than or equal to 50% but less than 70%	**2 Stars**	Needs support to meet state standards in academic achievement
Less than 50%	**1 Star**	Needs significant support to meet state standards in academic achievement

EXAMPLE COMPONENT CALCULATIONS

Example 1: School with Performance Index Percentage

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

Appendix A Inclusion Criteria (EMIS)

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

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

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

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

OR

Majority of Attendance IRN Element (FN220) **= educating building/district IRN** (Students are enrolled in the educating district for a full academic year (FAY)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140)* **= 1 AND** *Sent Reason Element (FS200 or FS230)* **= EX or NP AND** *Sent Reason Percent of Time (FS220 or FS250)* **>0 AND** Accountable Test Takers as described in definition above and Students With Prior Valid Attempt in Grades 3-8 **AND** *Test Grade Level (FA200)* **= 03,04,05,06,07,08,09,10,11,12,13, or 23 AND** *Assessment Type Code (FA060)* **= GN, GE, GA, GX, AP, or IB AND** *Assessment Area Code (FA205)* **= ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26**
AND *Test Date (FA210)* **= 20XX07 – 20XX05 AND** *Score Not Reported (FA235)* **= A, B, C, D, E, F, I, P, or S**

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

OR

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

for dates included in FAY **AND** *District Relationship Element (FS140)* **= 1 AND** *Sent Reason Element (FS200 or FS230)* **= PI or PS AND** Accountable Test Takers as described in definition above and Students With Prior Valid Attempt in Grades 3-8 **AND** *Test Grade Level (FA200)* **= 03,04,05,06,07,08,09,10,11,12,13, or 23 AND** *Assessment Type Code (FA060)* **= GN, GE, GA, GX, AP, or IB AND** *Assessment Area Code (FA205)* **= ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26**
AND *Test Date (FA210)* **= 20XX07 – 20XX05 AND** *Score Not Reported (FA235)* **= A, B, C, D, E, F, I, P, or S**
NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

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

Students will count at the **sending district** for the Achievement Component if the students are reported in the Education Management Information System (EMIS) with the following by the educating district:
IF the students are reported in the Education Management Information System (EMIS) with the following:
Educating District reports: *Majority of Attendance IRN Element (FN220)* **= educating building/district IRN** (Students are enrolled in the educating district for a full academic year (FAY)) **AND** Sending District reports: *Sent Reason Element (FS200 or FS230)* **= CR, CT, JV, MR, or OS PS AND** Accountable Test Takers as described in definition above and Students With Prior Valid Attempt in Grades 3-8 **AND** *Test Grade Level (FA200)* **= 03,04,05,06,07,08,09,10,11,12,13, or 23 AND** *Assessment Type Code (FA060)* **= GN, GE, GA, GX, AP, or IB AND** *Assessment Area Code (FA205)* **= ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26**
AND *Test Date (FA210)* **= 20XX07 – 20XX05 AND** *Score Not Reported (FA235)* **= A, B, C, D, E, F, I, P, or S**
NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

OR

Students sent to a special education cooperative program at another district. These students will be included in the sending district's calculation **only** based upon the data reported by the district educating the student. The educating district would report the students with a *How Received Element (FS180)* **= B PS AND** Accountable Test Takers as described in definition above and Students With Prior Valid Attempt in Grades 3-8 **AND** *Test Grade Level (FA200)* **= 03,04,05,06,07,08,09,10,11,12,13, or 23 AND** *Assessment Type Code (FA060)* **= GN, GE, GA, GX,**

AP, or IB AND *Assessment Area Code (FA205)* **= ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26**
AND *Test Date (FA210)* **= 20XX07 – 20XX05 AND** *Score Not Reported (FA235)* **= A, B, C, D, E, F, I, P, or S**
NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

OR

For *How Received Element (FS180)* **= K**, the student counts at the STEM school. For district accountability, the student is moved from the STEM school to the student's resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district **PS AND** Accountable Test Takers as described in definition above and Students With Prior Valid Attempt in Grades 3-8 **AND** *Test Grade Level (FA200)* **= 03,04,05,06,07,08,09,10,11,12,13, or 23 AND** *Assessment Type Code (FA060)* **= GN, GE, GA, GX, AP, or IB AND** *Assessment Area Code (FA205)* **= ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26**
AND *Test Date (FA210)* **= 20XX07 – 20XX05 AND** *Score Not Reported (FA235)* **= A, B, C, D, E, F, I, P, or S**
NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

Students will count at the **state level district** for the Achievement Component if the students are reported in the Education Management Information System (EMIS) with the following by the educating district:
Majority of Attendance IRN Element (FN220) **= ****** PS AND** Accountable Test Takers as described in definition above and Students With Prior Valid Attempt in Grades 3-8 **AND** *Test Grade Level (FA200)* **= 03,04,05,06,07,08,09,10,11,12,13, or 23 AND** *Assessment Type Code (FA060)* **= GN, GE, GA, GX, AP, or IB AND** *Assessment Area Code (FA205)* **= ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26**
AND *Test Date (FA210)* **= 20XX07 – 20XX05 AND** *Score Not Reported (FA235)* **= A, B, C, D, E, F, I, P, or S**
NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

OR
Students reported with a *How Received Element (FS180)* **= P, Q, or T PS AND** Accountable Test Takers as described in definition above and Students With Prior Valid Attempt in Grades 3-8 **AND** *Test Grade Level (FA200)* **= 03,04,05,06,07,08,09,10,11,12,13, or 23 AND** *Assessment Type*

Code (FA060) **= GN, GE, GA, GX, AP, or IB AND** *Assessment Area Code (FA205)* **= ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26**
AND *Test Date (FA210)* **= 20XX07 – 20XX05 AND** *Score Not Reported (FA235)* **= A, B, C, D, E, F, I, P, or S**
NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

OR
Students with Sent Reason 1 or 2 (FS200 or FS230) **= AU, CE, CI, JP, or NI PS AND** Accountable Test Takers as described in definition above and Students With Prior Valid Attempt in Grades 3-8 **AND** *Test Grade Level (FA200)* **= 03,04,05,06,07,08,09,10,11,12,13, or 23 AND** *Assessment Type Code (FA060)* **= GN, GE, GA, GX, AP, or IB AND** *Assessment Area Code (FA205)* **= ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26**
AND *Test Date (FA210)* **= 20XX07 – 20XX05 AND** *Score Not Reported (FA235)* **= A, B, C, D, E, F, I, P, or S**
NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

OR
District Relationship Element (FS140) **= 1 AND** *Sent Reason Element (FS200 or FS230)* **= EX AND** *Sent Reason Percent of Time (FS220 or FS250)* **=0 PS AND** Accountable Test Takers as described in definition above and Students With Prior Valid Attempt in Grades 3-8 **AND** *Test Grade Level (FA200)* **= 03,04,05,06,07,08,09,10,11,12,13, or 23 AND** *Assessment Type Code (FA060)* **= GN, GE, GA, GX, AP, or IB AND** *Assessment Area Code (FA205)* **= ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26**
AND *Test Date (FA210)* **= 20XX07 – 20XX05 AND** *Score Not Reported (FA235)* **= A, B, C, D, E, F, I, P, or S**
NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

OR
Students with EL Status Element (FD170) **= L** and **S** who have been in US schools for fewer than 360 school days (or the equivalent of two school years) **PS AND** Accountable Test Takers as described in definition above and Students With Prior Valid Attempt in Grades 3-8 **AND** *Test Grade Level (FA200)* **= 03,04,05,06,07,08,09,10,11,12,13, or 23 AND** *Assessment Type Code (FA060)* **= GN, GE, GA, GX, AP, or IB AND** *Assessment Area Code (FA205)* **= ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26**

AND *Test Date (FA210)* **= 20XX07 – 20XX05 AND** *Score Not Reported (FA235)* **= A, B, C, D, E, F, I, P, or S**
NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

OR
Students reported with *Foreign Exchange Student Element (FD190)* **= Y**, who have been in US schools less than 180 days. If SSID is found in a prior year, will count at the building/district level if all other criteria are met **PS AND** Accountable Test Takers as described in definition above and Students With Prior Valid Attempt in Grades 3-8 **AND** *Test Grade Level (FA200)* **= 03,04,05,06,07,08,09,10,11,12,13, or 23 AND** *Assessment Type Code (FA060)* **= GN, GE, GA, GX, AP, or IB AND** *Assessment Area Code (FA205)* **= ELA, M, R, S, ALG1, GOVM, HIST, BIOL, ELA2, GEOM, MTH1, MTH2, C, AP02, AP05, AP35, AP36, AP23, AP23, AP24, AP32, AP33, IB10, IB50, IB12, IB52, IB16, IB56, IB58, IB49, IB77, IB93, IB94, IB91, IB92 or IB26**
AND *Test Date (FA210)* **= 20XX07 – 20XX05 AND** *Score Not Reported (FA235)* **= A, B, C, D, E, F, I, P, or S**
NOTE: Test Date indicating that the test was taken between July of prior year through May of current year.

Appendix B

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

TEST CODE	SUBJECT	UNTESTED	LIMITED	BASIC	PROFICIENT	ACCOMPLISHED	ADVANCED
AP02	Biology	Test was required, but was not taken	1	N/A	2	3	4 or 5
~~AP05~~	~~Chemistry~~	~~Test was required, but was not taken~~	~~1~~	~~N/A~~	~~2~~	~~3~~	~~4 or 5~~
~~AP35~~	~~Physics 1~~	~~Test was required, but was not taken~~	~~1~~	~~N/A~~	~~2~~	~~3~~	~~4 or 5~~
~~AP36~~	~~Physics 2~~	~~Test was required, but was not taken~~	~~1~~	~~N/A~~	~~2~~	~~3~~	~~4 or 5~~
~~AP23~~	~~Physics C: Electricity and Magnetism~~	~~Test was required, but was not taken~~	~~1~~	~~N/A~~	~~2~~	~~3~~	~~4 or 5~~
~~AP24~~	~~Physics C: Mechanics~~	~~Test was required, but was not taken~~	~~1~~	~~N/A~~	~~2~~	~~3~~	~~4 or 5~~
IB10	Biology Higher Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
IB50	Biology Standard Level	Test was required, but was not taken	1	N/A	2 or 3	4 or 5	6 or 7
~~IB12~~	~~Chemistry - Higher Level~~	~~Test was required, but was not taken~~	~~1~~	~~N/A~~	~~2 or 3~~	~~4 or 5~~	~~6 or 7~~
~~IB52~~	~~Chemistry - Standard Level~~	~~Test was required, but was not taken~~	~~1~~	~~N/A~~	~~2 or 3~~	~~4 or 5~~	~~6 or 7~~
~~IB16~~	~~Design Technology - Higher Level~~	~~Test was required, but was not taken~~	~~1~~	~~N/A~~	~~2 or 3~~	~~4 or 5~~	~~6 or 7~~
~~IB 56~~	~~Design Technology - Standard Level~~	~~Test was required, but was not taken~~	~~1~~	~~N/A~~	~~2 or 3~~	~~4 or 5~~	~~6 or 7~~
~~IB 58~~	~~Environmental Systems and Societies - Standard Level~~	~~Test was required, but was not taken~~	~~1~~	~~N/A~~	~~2 or 3~~	~~4 or 5~~	~~6 or 7~~

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

Appendix C

APPLICABLE ACT/SAT SUBSTITUTE TESTS WITH SCORE TO PROFICIENCY LEVEL CONVERSIONS*

TEST	SUBJECT	LIMITED	BASIC	PROFICIENT	ACCOMPLISHED	ADVANCED
SAT	Math	<420	420-460	470-530	540-610	620+
ACT	Math	<14	14-16	17-19	20-23	24+
SAT	Reading	<400	400-450	460-510	520-570	580+
ACT	Reading	<12	12-15	16-18	19-22	23+
ACT	Science	<14	14-16	17-19	20-23	24+

*Note: The ACT and SAT performance levels are used solely when a student has completed all applicable end-of-course exams prior to entering high school.

Appendix D

SCORE NOT REPORTED REASON AND AFFECT ON ACHIEVEMENT CALCULATION

CODE	DESCRIPTION	STATUS
A	Medical Reason – Used when a student fails to test because of an ongoing medical condition	Included in the denominator as a test not taken – zero points earned
B	Parent Refusal	Included in the denominator as a test not taken – zero points earned
C	Student Refusal	Included in the denominator as a test not taken – zero points earned
D	Suspension/Expulsion	Included in the denominator as a test not taken – zero points earned
E	Absent during the test administration window	Included in the denominator as a test not taken – zero points earned
F	Other (reason not listed)	Included in the denominator as a test not taken – zero points earned
G	**EOC assessment (GE) not given for the course in which the student is enrolled within this district, includes courses that span multiple years**	**Test NOT included in the denominator of the calculation**
H	**SSID for this student appears on the assessment vendor file due to data error; student with this SSID was not required to be assessed**	**Test NOT included in the denominator of the calculation**
I	Student took the test, but it was, for good cause, invalidated	Included in the denominator as a test that was taken in the Limited range
J	**Student moved in or out of the district before the test was administered**	**Test NOT included in the denominator of the calculation**
K	**Test not required due to part time student status, home school, non-public school or not enrolled in a course for this assessment/subject area**	**Test NOT included in the denominator of the calculation**
M	**Medical Emergency****	**Test NOT included in the denominator of the calculation**
N	**Student taking subject above grade level, no subject test at the higher grade**	**Test NOT included in the denominator of the calculation**
P	Due to timing of the alternate assessment determination	Included in the denominator as a test not taken – zero points earned
S	Non-scorable assessment (used only for students taking the alternate assessment for students with significant cognitive disabilities)	Included in the denominator as a test that was taken in the Limited range
W	**Assessment score not reported because student received graduation credit due to course completion prior to end-of-course assessment availability. or due to an assessment administration being canceled due to the COVID-19 ordered school building closure in school year 19-20 or due to the COVID-19 flexibility for juniors and seniors in 20-21**	**Test NOT included in the denominator of the calculation**

X	**Assessment score not reported because the student received graduation credit for the assessment due to completion of a dual credit course**	**Test NOT included in the denominator of the calculation**
Y	**Student transferred in with the course already completed**	**Test NOT included in the denominator of the calculation**
2	**Assessment score not reported because the student received graduation credit for an alternative non-public school EOC assessment prior to public district enrollment**	**Test NOT included in the denominator of the calculation**
5	Student assessed but results not available from the assessment vendor by the close of the collection	Included in the denominator as a test not taken – zero points earned

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