

Gap Closing Component Technical Documentation



Traditional District and School
Report Cards

2024-2025 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
		Updated for 2024-2025 school year

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

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

GAP CLOSING COMPONENT RATING

Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > **Gap Closing**

ENGLISH LANGUAGE ARTS AND MATHEMATICS ACHIEVEMENT

Report Portal > Secure Data Center > Test Results > **District (or School) Test Results and Proficiency Levels**

ENGLISH LANGUAGE ARTS AND MATHEMATICS GROWTH

Report Portal > Secure Data Center > Value Added > **District (or School) Value Added – Overall and Subject Composites**

GRADUATION

Report Portal > Secure Data Center > Graduation > **District (or School) 4-Year Longitudinal Graduation Rate**

ENGLISH LEARNER PROFICIENCY IMPROVEMENT INDICATOR

Report Portal > Secure Data Center > Test Results > District (or School) OELPA Progress

CHRONIC ABSENTEEISM IMPROVEMENT INDICATOR

Report Portal > Secure Data Center > Student Attendance > **District (or School) Absenteeism and Attendance**

GIFTED PERFORMANCE INDICATORS

Report Portal > Secure Data Center > Enrollment > **District (or School) Gifted Enrollment**

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Introduction

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

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

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

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

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

English Language Arts (ELA) Achievement and Mathematics (Math) Achievement

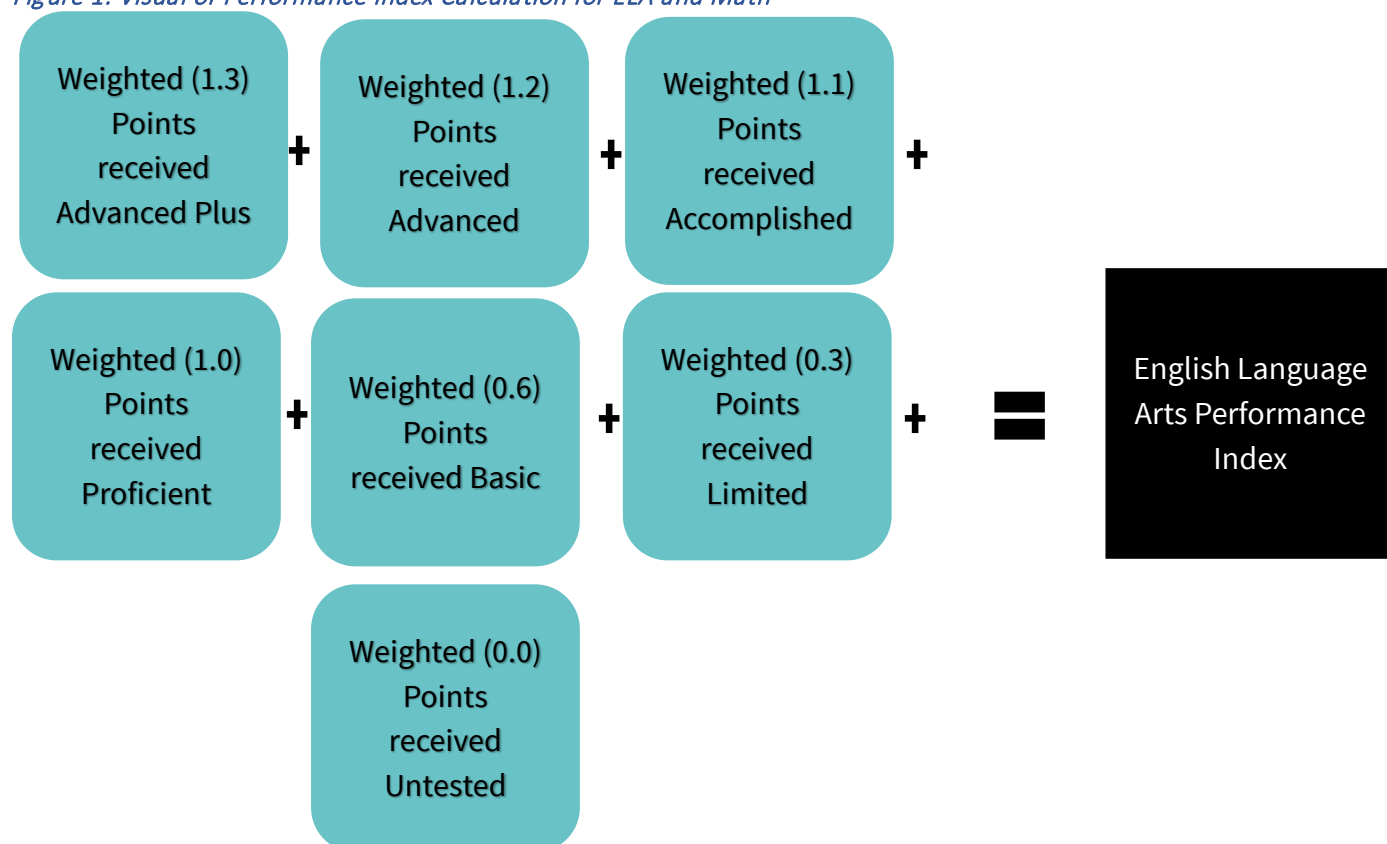
The ELA and math annual performance goals are calculated separately, but the rules governing how points are awarded are the same. A school or district must have at least 15 students that meet the full academic year criterion and have valid test records to have the student group evaluated. Groups with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

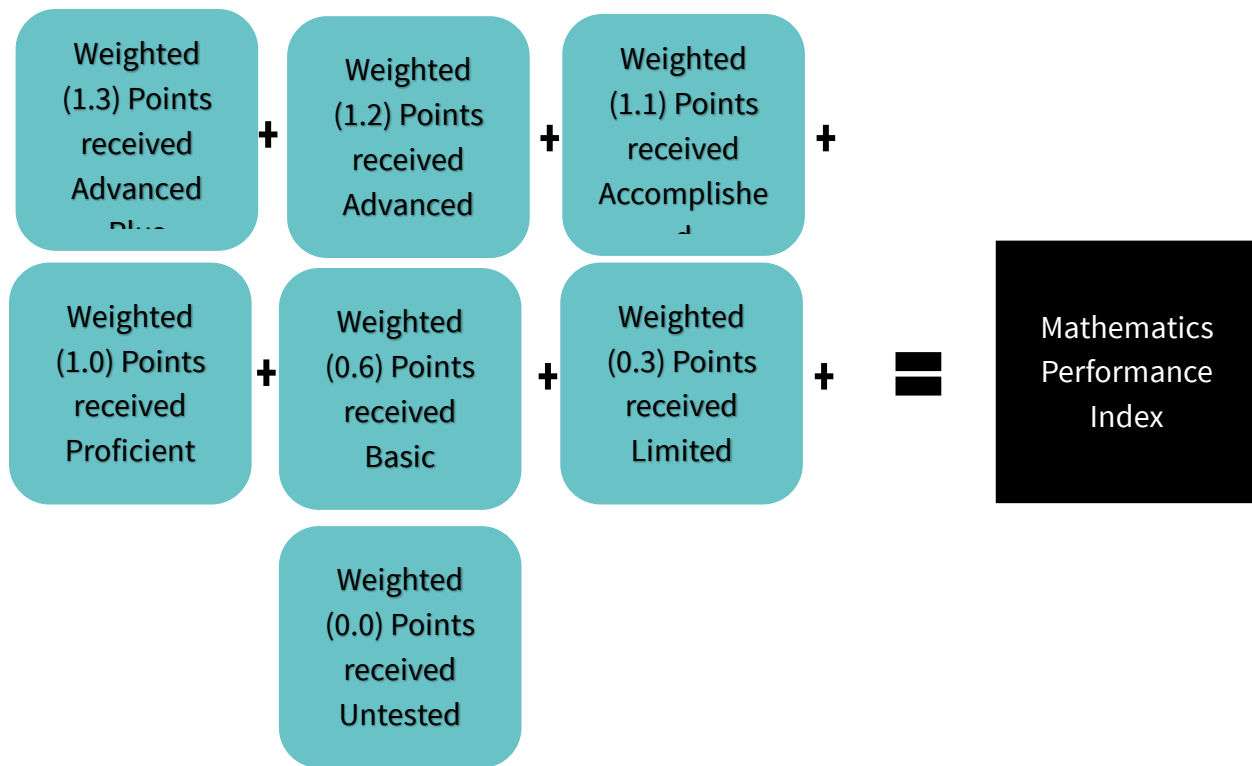
- **Code Sections:** [Ohio Revised Code 3302.03](#)
- **N-Size:** 15

- **Subjects:** ELA, Math
- **Student groups:** All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black, non-Hispanic Students; Hispanic Students; Multi-Racial Students; White, non-Hispanic Students; Economically Disadvantaged Students; Students with Disabilities; and English learners.
- **Grades:** 3-8, High School
- **Tests:** 3-8 ELA and math, Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA II
- **Alternate Assessments Included:** Yes
- **Full Academic Year:** Yes
- **Applicable to:** Districts, Schools
- **Exceptions:** Some English learners and Foreign Exchange Students – see [*Understanding Student Placement for Ohio's Differentiated Accountability Systems*](#) document for details.

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

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





ANNUAL PERFORMANCE GOALS – ELA AND MATH PERFORMANCE INDEX

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

Table 2: ELA Performance Index Annual Performance Goals by Student Group

Student Group	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	76.18	78.56	80.94	83.33	85.71	88.09	90.47	92.85	95.24	97.62	100
Economic Disadvantaged	62.33	64.22	66.10	67.98	69.87	71.75	73.63	75.52	77.40	79.28	81.17
Students with Disabilities	48.04	50.64	53.24	55.84	58.43	61.03	63.63	66.23	68.83	71.42	74.02
English Learners	60.63	62.60	64.57	66.54	68.51	70.48	72.44	74.41	76.38	78.35	80.32
Black, non-Hispanic	52.41	54.79	57.17	59.55	61.93	64.31	66.69	69.07	71.45	73.83	76.21
American Indian or Alaskan Native	68.07	69.67	71.26	72.86	74.46	76.05	77.65	79.24	80.84	82.44	84.03
Asian/Pacific Islander/Native Hawaiian	86.20	86.89	87.58	88.27	88.96	89.65	90.34	91.03	91.72	92.41	93.10

Hispanic or Latino	64.50	66.28	68.05	69.83	71.60	73.38	75.15	76.93	78.70	80.48	82.25
Multi-Racial	70.15	71.64	73.14	74.63	76.12	77.61	79.11	80.60	82.09	83.58	85.08
White	83.43	84.26	85.09	85.92	86.74	87.57	88.40	89.23	90.06	90.89	91.72

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

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

ELA and Math Participation Calculation

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

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

- **N-Size:** 40
- **Subjects:** ELA, Math
- **Student groups:** All Students

- **Grades:** 3-8, High School
- **Tests:** 3-8 ELA and math, Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA II
- **Alternate Assessments Included:** Yes
- **Full Academic Year:** Yes
- **Applicable to:** Districts, Schools

DENOMINATOR

The denominator is the number of students in tested grades required to take the test. The first step in calculating the participation rate is to determine which students were “required to test”. In prior years, a student was included in the calculation for the school and district where they were enrolled on the day the math or ELA test was administered. With the move to electronic testing, this rule no longer applies because there is not one single day when all the students are taking the math or ELA assessment. Instead, the Department will use each student’s place of enrollment on the following dates to determine which school is responsible for testing the student.

Table 4: Date of enrollment for Participation Calculation

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

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

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

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

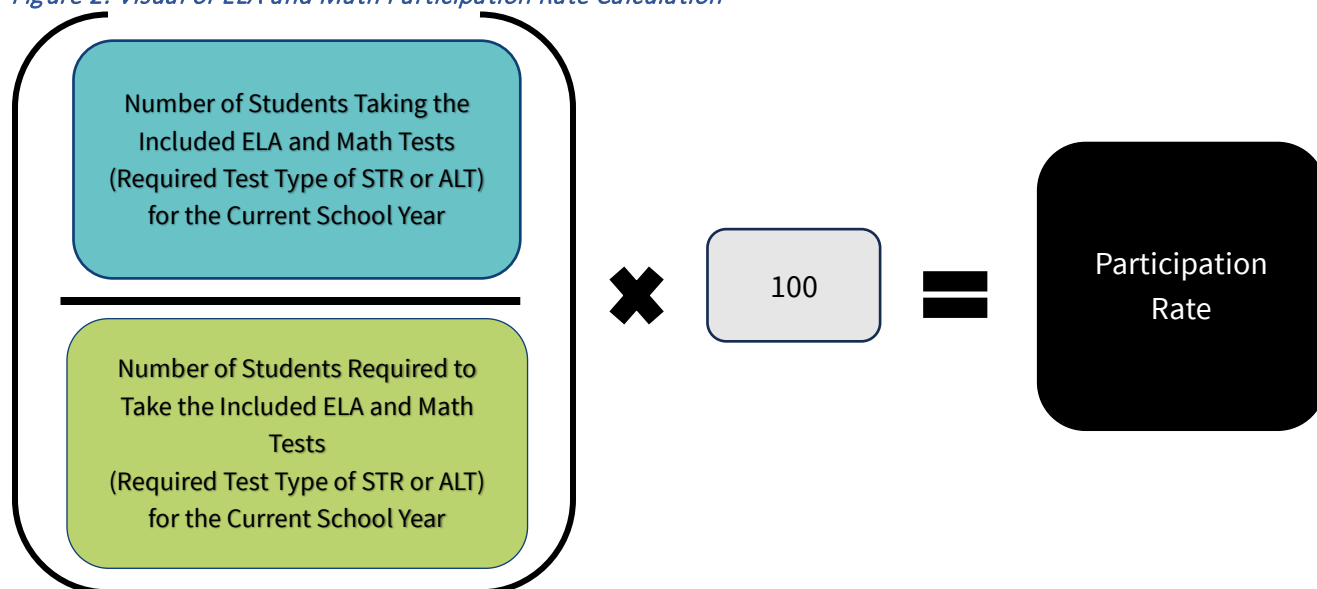
Certain codes exclude the test from being included in the Participation calculation. However, if the Score Not Reported reason does not exclude the test, it will be included in the Participation calculation and considered 'Untested'. [Appendix B](#) can be used to determine whether an untested student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

NUMERATOR

The numerator is the number of students in tested grades taking the test. This is the total number of students who were enrolled in the district and took the required test during the test window. All grades and both subjects are combined into one total for each student group. This number includes students who had their test scores invalidated, (reported with a Score Not Reported Element of "I"), as well as all students who took alternate assessments and received either a numerical score or had a non-scoreable assessment (reported with a Score Not Reported Element of "S"). **Note:** Students coded as not taking the test because they received a waiver from the Department for a **medical emergency** (cases where a waiver is approved and the initial Score Not Reported reason is updated by the Department to a Score Not Reported of "M") are not included in either the numerator or the denominator of the participation rate calculation.

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

Figure 2: Visual of ELA and Math Participation Rate Calculation



ELA Growth and Math Growth

In order to be included in the ELA and math growth measures, a school or district must have at least 15 accountable students who were included in the specific value-added calculation per subject, by student group. Student gains are calculated using the value-added model and disaggregated by student group and subject (ELA, and math). The ELA and math goal for **each student group is a growth index value of + 2 or higher**. For additional information on the growth calculation, please refer to the [Progress Component Technical Documentation](#).

- **Code Sections:** [Ohio Revised Code 3302.03](#)
- **N-Size:** 15
- **Subjects:** ELA, Math
- **Student groups:** All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black Students, Non-Hispanic Students; Hispanic Students; Multi-Racial Students; White Students, Economically Disadvantaged Students; Students with Disabilities; and English Learners
- **Grades:** 4-8, High School
- **Tests:** ELA (4-8), Math (4-8), ELA II, Algebra I, Geometry, Integrated Math I, Integrated Math II
- **Alternate Assessments Included:** No
- **Full Academic Year:** Yes
- **Applicable to:** Districts, Schools
- **Exceptions:** Some English learners and Foreign Exchange Students – see [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document for details.

ANNUAL PERFORMANCE GOALS – ELA AND MATH GROWTH

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

Graduation Rate

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

- **Code Sections:** [Ohio Revised Code 3302.03](#)
- **N-Size:** 15
- **Subjects:** N/A
- **Student groups:** All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black Students, Non-Hispanic Students; Hispanic Students; Multi-Racial Students; White Students, Economically Disadvantaged Students; Students with Disabilities; and English Learners.
- **Grades:** N/A
- **Tests:** N/A
- **Alternate Assessments Included:** N/A
- **Full Academic Year:** No
- **Applicable to:** Districts, Schools

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

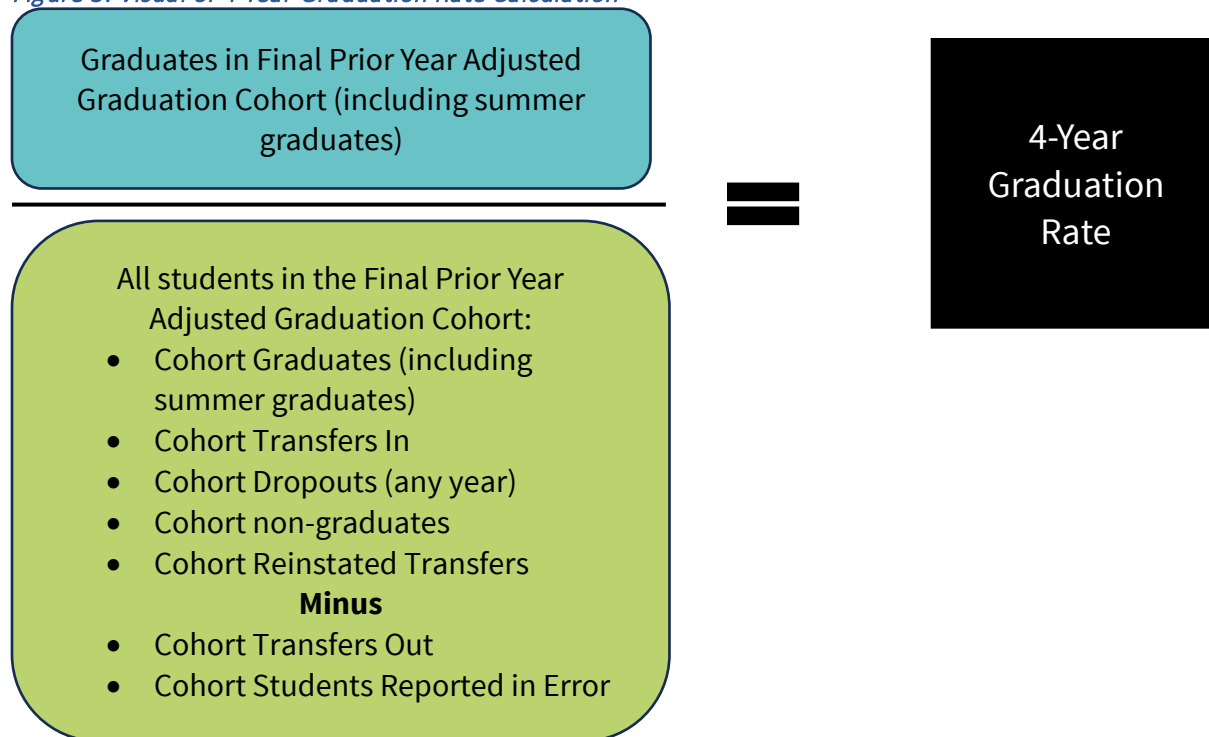
For the graduation rate annual performance goals, only the data from the **four-year longitudinal graduation rate** are used. This rate is calculated by dividing the number of students who graduate in four years (or less) with a regular or honors diploma by the number of students who form the final adjusted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

- Adding students who transfer into the cohort late in the ninth grade or anytime during the next three years; and
- Subtracting any students who transfer out, emigrate to another country, or pass away during that same period. *Note that students reported as transferring to another Ohio public school by a sending district must be reported as having been admitted to a receiving public*

district or the student will be returned to the sending district's cohort. In this document, these students are referred to as “reinstated transfers.”

The annual performance goal calculation continues to count summer graduates as being “on-time”. A summer graduate is a student who receives a diploma after the fourth year ends, but before the fifth year begins. To allow such graduates to be included, the rate is lagged by one year. The data on the 2024-2025 report card represents the rate for the graduating class of 2023-2024. They graduated prior to the start of the 2024-2025 school year. If a district has only one high school, the graduation rate for the high school may not be equal to the graduation rate for the district because some students may count in calculations only at the district level. For the 2024-2025 report card, the following calculation will be used to determine the building or district's graduation rate:

Figure 3: Visual of 4-Year Graduation Rate Calculation



ANNUAL PERFORMANCE GOALS – GRADUATION

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

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

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

English Language Proficiency (ELP) Improvement Indicator

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

- **Code Sections:** [Ohio Revised Code 3302.03](#)
- **N-Size:** 15
- **Subjects:** English Language Proficiency
- **Student groups:** English Learners (EL)
- **Grades:** K – 12(including grades 13 and 23)
- **Tests:** Ohio English Language Proficiency Assessment (OELPA)
- **Alternate Assessments Included:** Yes, if determined to be proficient
- **Full Academic Year:** Yes
- **Applicable to:** Districts, Schools
- **Exceptions:** N/A

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

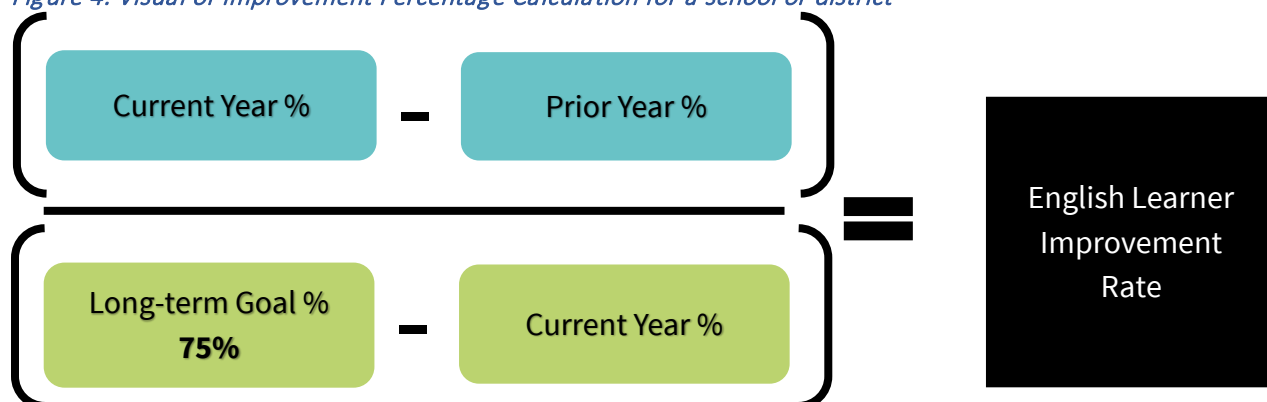
ANNUAL PERFORMANCE GOALS – ELP IMPROVEMENT INDICATOR

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

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

Student Group	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
English Learners	39.5%	43.05%	46.60%	50.15%	53.7%	57.25%	60.8%	64.35%	67.9%	71.45%	75%

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



Chronic Absenteeism Improvement Indicator

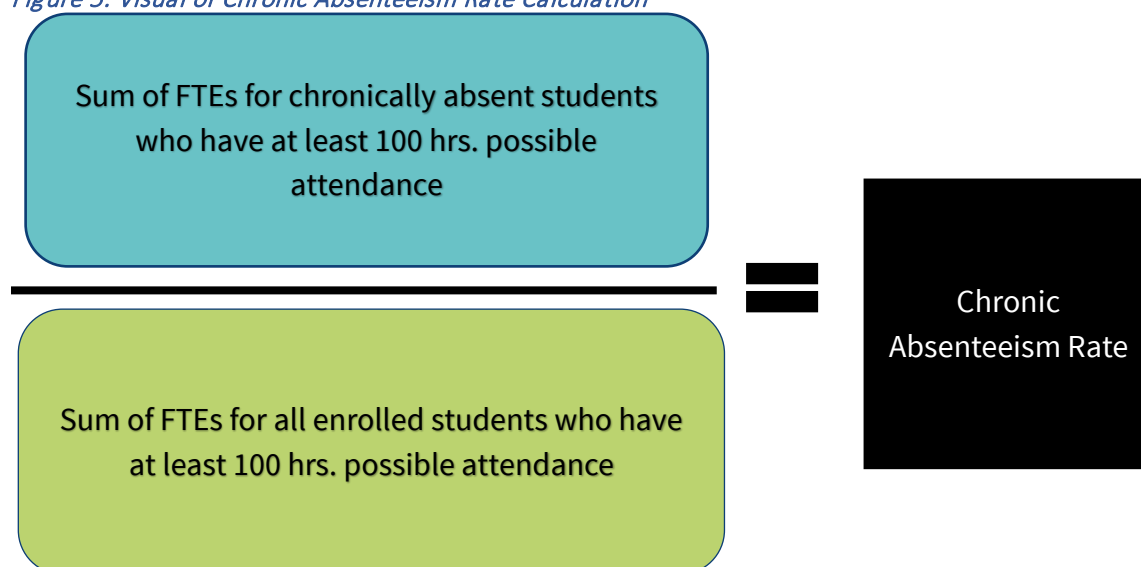
In Ohio's approved Every Student Succeeds Act (ESSA) plan, chronic absenteeism was identified as an additional measure of school quality or student success. There is a significant body of research around the impact of chronic absenteeism on academic performance. Research supports that chronic absenteeism,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

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

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

- **Subjects:** N/A
- **Student groups:** All Students
- **Grades:** K-12, 13 and 23
- **Tests:** N/A
- **Alternate Assessments Included:** N/A
- **Full Academic Year:** No; students are included if they have at least 100 hours of possible attendance within a district or school, respectively.
- **Applicable to:** Districts, Schools
- **Exceptions:** N/A

Figure 5: Visual of Chronic Absenteeism Rate Calculation



ANNUAL PERFORMANCE GOALS – CHRONIC ABSENTEEISM IMPROVEMENT

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

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

PRIOR YEAR CHRONIC ABSENTEEISM RATE	IMPROVEMENT STANDARD
36.7% or higher	1.1 percentage points
Lower than 36.7%	3%

The two improvement standards allow for attainable improvement for all districts and schools – regardless of their prior-year rates. The emphasis is to highlight the data and provide crucial supports to students in an effort to increase achievement.

Table 8: Chronic Absenteeism Indicator Annual Goals

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

Gifted Performance Indicator

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

- **Code Sections:** [Ohio Revised Code 3302.03](#), [Ohio Administrative Code 3301-28-04](#)
- **N-Size:** 15
- **Subjects:** see the [Gifted Performance Indicator Technical Documentation](#).
- **Student groups:** Students Identified as Gifted
- **Grades:** 3-8, High School
- **Tests:** see the [Gifted Performance Indicator Technical Documentation](#).
- **Alternate Assessments Included:** **Yes**
- **Full Academic Year:** Yes; for the Performance Index score and value-added.
 - No; for gifted ID and service.
- **Applicable to:** Districts, Schools; Community Schools may opt-in starting 2022-2023.
- **Exceptions:** N/A

GIFTED PERFORMANCE INDEX ELEMENT

The gifted performance index is calculated for schools and districts that have at least 15 accountable students identified with a specific academic ability or superior cognitive ability and a test that matches the identified subject. Except for using a sub-set of tests, the gifted performance index uses the same methodology as the all-students' performance index. The index percentage is calculated using a new 'max score' approach (similar to the all-students' performance index), except this score is based on the average performance of the top 2% of districts and schools and the subset of tests taken by gifted students.

It is important to understand that because the law requires the Department to use **current** school year data, (i.e. the 2024-2025 maximum will use the average of the highest two percent of school or district Performance Index scores from the 2024-2025 year), the maximum Performance Index score will change throughout the reporting window. Additionally, Ohio state law also requires that summer third grade ELA (ELA) scores are included in report card

calculations. When all applicable reporting windows close, and appeals processed, the final maximum score will be calculated.

GIFTED PERFORMANCE PROGRESS ELEMENT

This element uses the gifted value-added calculation for schools and districts with at least 15 accountable students. They must be identified with a specific academic ability or superior cognitive ability and have a test that matches the identified. If a school or district earns the equivalent of a “3 – Star”, “4 – Star”, or “5 – Star” rating for the Gifted Progress calculation, five points will be allocated to the Gap Closing Component. This calculation uses the same business rules used to calculate the “Overall” or “all-students” value-added measure. Any school with a growth index of -2.0 or higher, (regardless of effect size), will meet this piece of the indicator.

GIFTED IDENTIFICATION AND SERVICES ELEMENT

The Gifted Identification and Services point matrix has a total of 140 points; however, each school and district’s total possible points is based on applicable categories using total enrollment and enrollment of specific student groups. Points are awarded on the Gifted Identification and Services matrix based on the identification and instruction for gifted students. Districts have 16 separate percentages that could factor into their total points on the matrix. Schools have eight separate percentages that could factor into their total points on the matrix.

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

ANNUAL PERFORMANCE GOALS – GIFTED PERFORMANCE INDICATOR

If the gifted performance index of a school or district meets 97.5% of possible Index points, five points are awarded. If the goal is not met, zero points are awarded. There are no partial points.

If the gifted progress is greater than negative two (>-2), then 5 points are awarded. If the goal is not met, then zero points are awarded. There are no partial points.

If the gifted identification and service is 80% of possible points, five points are awarded. If the goal is not met, zero points are awarded. There are no partial points.

Gap Closing Component Rating Calculations and Descriptions

The calculations for the ELA, math, graduation, English Language Proficiency improvement, chronic absenteeism, and gifted measures are performed separately. Each student group receives one point for meeting or zero points for not meeting the annual performance goals

for ELA and math achievement, ELA and math progress, and graduation. Each school or district can have a maximum of 10 applicable student groups for a total of 50 points for those measures. The English Language Proficiency improvement and chronic absenteeism improvement indicator are each worth 5 points. The gifted elements are each worth 5 points for a total of 15 possible points. There are no partial points for any of the Gap Closing measures. The goals for each measure are met or not met. If the goal is met, full points are earned. If the goal is not met, zero points are earned.

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

Measures	Maximum Points Possible
Student group Math ESSA Achievement Targets (one point for each evaluated student group)	Up to 10
Student group ELA ESSA Achievement Targets (one point for each evaluated student group)	Up to 10
Student group Math Progress Targets (one point for each evaluated student group)	Up to 10
Student group ELA Progress Targets (one point for each evaluated student group)	Up to 10
Student group ESSA Graduation Targets (one point for each evaluated student group)	Up to 10
English language proficiency indicator	5
Chronic absenteeism improvement indicator	5
Gifted Identification and Service element	5
Gifted performance index element	5
Gifted performance progress element	5
Total Maximum Points Possible for All Measures	Up to 75

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

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

Figure 6: Visual of Gap Closing Component Calculation

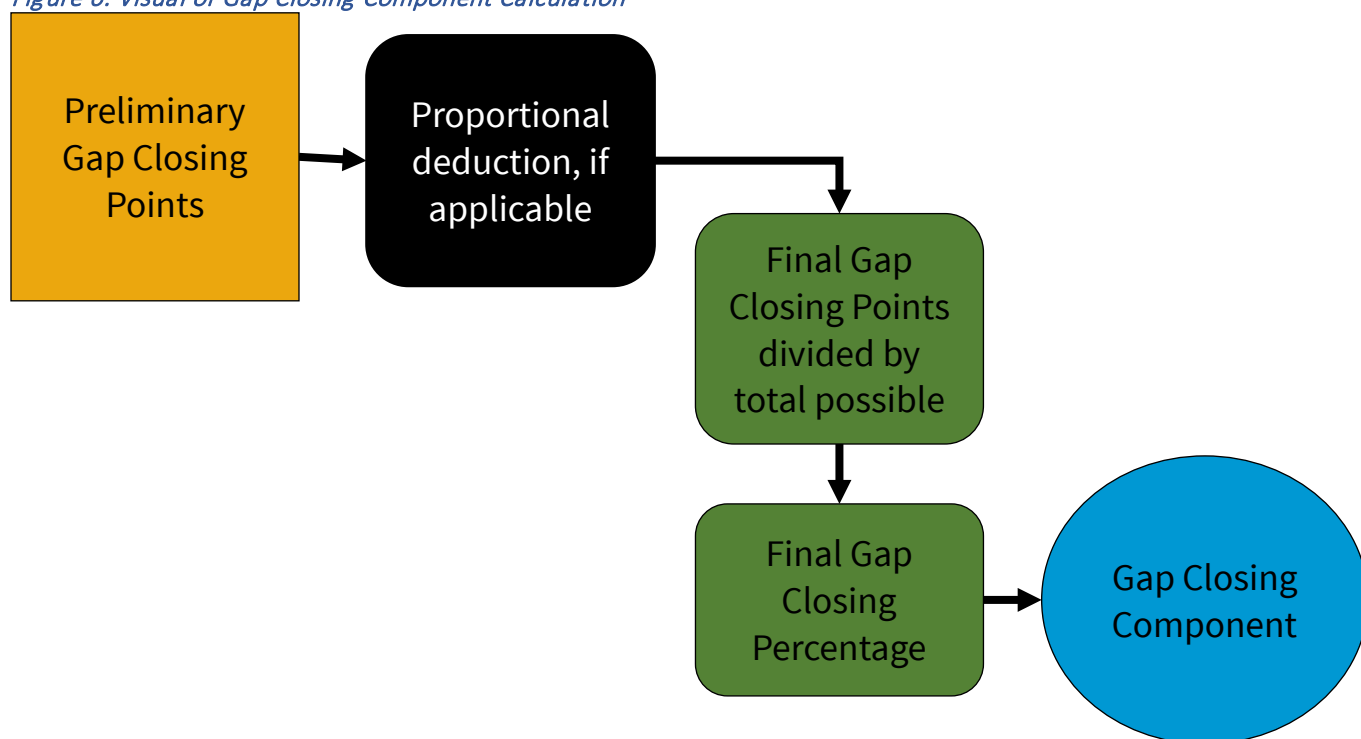


Table 9: Gap Closing Component Rating Scale and Descriptions

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

Example

Example 1: Points Earned and Points Possible

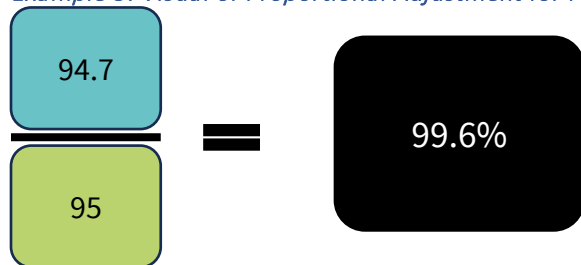
Measure	Points Earned	Points Possible
ELA Achievement	4	7
Math Achievement	1	9
ELA Growth	4	7
Math Growth	0	8
Graduation Rate	4	7
EL Proficiency	0	5
Chronic Absenteeism	5	5
Gifted Performance Index	0	5
Gifted Progress	5	5
Gifted Identification and Services	5	5
Total	28	63

Example 2: Participation Percentages per Student Group

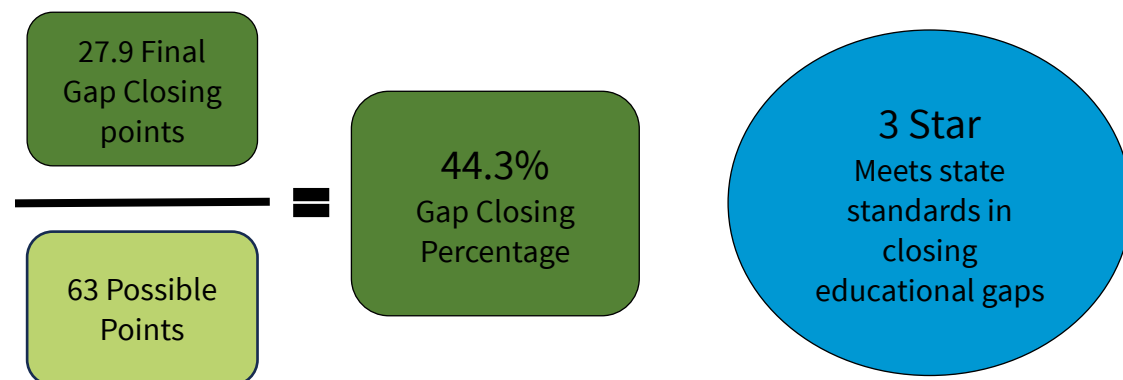
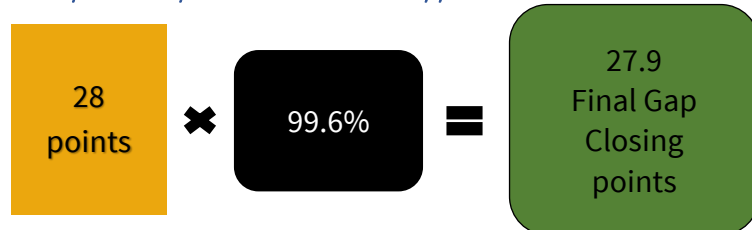
Student Group	Required to Participate	Participated	ELA Participation Rate	Required to Participate	Participated	Math Participation Rate
All Students	707	679	96.0	920	860	85.6
American Indian/Alaskan Native Students	0	0	NC	1	1	NC
Asian/Pacific Islander Students	3	3	NC	1	1	NC
Black, non-Hispanic Students	696	671	96.4	905	848	82.3
Hispanic Students	5	3	NC	5	3	NC
Multi-Racial Students	33	32	NC	23	22	NC

White, non-Hispanic Students	15	13	NC	5	3	NC
Economically Disadvantaged Students	707	679	96.0	920	860	87.2
Students with Disabilities	179	171	95.5	246	223	95.8
English Learners	2	2	NC	4	4	NC
	Total Required		Total Participated		Total Participation Rate	
All Students	1652		1564		94.7%	

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



Example 4: Proportional Deduction applied to Total Points



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

STUDENT GROUP WKC

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

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

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

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

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

OR

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

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

OR

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

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

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

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

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

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

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

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

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

OR

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

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

OR

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

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

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

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

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

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

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

OR

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

OR

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

OR

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

OR

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

OR

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

GAP CLOSING PARTICIPATION RATE

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

- ELA and Math Participation Rate used to adjust the final points for the Gap Closing component on the Traditional Report Card.
- ELA and Math Participation Rate used to adjust the final points for the Gap Closing component on the DPR Report Card.

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

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

OR

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

OR

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

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

ADJUSTED GRADUATION COHORT

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

- 4-Year Graduation Rate of the Gap Closing Component on the TraditionaI Report Card

If the students in the Education Management Information System (EMIS) are included in the following for the LEA:

(GRAD-424) 2024 - Grad Cohort - 4th Year Status

ENGLISH LEARNER STUDENT GROUP WKC

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

- English Learner Proficiency Improvement measure

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

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

OR

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

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140) = 1* **AND** *Sent Reason Element (FS200 or FS230) = PI or PS* **AND** English Learners- *FD170 = Y, L, or S* and **former**

English Learners for four years after exiting EL Status **AND IF** the student was reported with a prior year OELPA assessment that sets the Initial Student Improvement Target OR earns an overall proficiency on the initial OELPA Assessment Type Code (FA060) = **GF** **AND** Assessment Area Code (FA205) = **LIST, R, SPKG, and W**

OR

Majority of Attendance IRN Element (FN220) = **educating building IRN** (Students are enrolled in the educating school for a full academic year (FAY)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on FTE Reports for more detailed information **AND** English Learners- FD170 = **Y, L, or S** and **former English Learners** for four years after exiting EL Status **AND IF** the student earns an overall proficiency on the ALT OELPA Assessment Type Code (FA060) = **GF** **AND** Assessment Area Code (FA205) = **PROD, RECE**

OR

Majority of Attendance IRN Element (FN220) = **educating building/district IRN** (Students are enrolled in the educating district for a full academic year (FAY)) **AND** Student generates base FTE for dates included in FAY **AND** District Relationship Element (FS140) = **1** **AND** Sent Reason Element (FS200 or FS230) = **EX or NP** **AND** Sent Reason Percent of Time (FS220 or FS250) **>0** **AND** English Learners- FD170 = **Y, L, or S** and **former English Learners** for four years after exiting EL Status **AND IF** the student earns an overall proficiency on the ALT OELPA Assessment Type Code (FA060) = **GF** **AND** Assessment Area Code (FA205) = **PROD, RECE**

OR

Majority of Attendance IRN Element (FN220) = **educating building/district IRN** (Students are enrolled in the educating district for a full academic year (FAY)) **AND** Student generates base FTE for dates included in FAY **AND** District Relationship Element (FS140) = **1** **AND** Sent Reason Element (FS200 or FS230) = **PI or PS** **AND** English Learners- FD170 = **Y, L, or S** and **former English Learners** for four years after exiting EL Status **AND IF** the student earns an overall proficiency on the ALT OELPA Assessment Type Code (FA060) = **GF** **AND** Assessment Area Code (FA205) = **PROD, RECE**

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

CHRONIC ABSENCE RATE

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

- Chronic Absenteeism Improvement Indicator

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

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

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

GIFTED IDENTIFIED STUDENT GROUP WKC

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

- Gifted Identification and Services

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

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information **AND** Specific criteria to be included in student group *Gifted Identification Elements (GG250, GG210, GG230, GG220, GG240, GG200, or GG260) = Y*

OR

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

OR

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

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

Appendix B

SCORE NOT REPORTED REASON AND AFFECT ON ACHIEVEMENT CALCULATION

CODE	DESCRIPTION	STATUS
A	Medical Reason – Used when a student fails to test because of an ongoing medical condition	Included in the denominator as a test not taken – zero points earned
B	Parent Refusal	Included in the denominator as a test not taken – zero points earned
C	Student Refusal	Included in the denominator as a test not taken – zero points earned
D	Suspension/Expulsion	Included in the denominator as a test not taken – zero points earned
E	Absent during the test administration window	Included in the denominator as a test not taken – zero points earned
F	Other (reason not listed)	Included in the denominator as a test not taken – zero points earned
G	EOC assessment (GE) not given for the course in which the student is enrolled within this district, includes courses that span multiple years	Test NOT included in the denominator of the calculation
H	SSID for a student appears on the assessment vendor file due to data error; student with this SSID was not required to be assessed	Test NOT included in the denominator of the calculation
I	Student took the test, but it was, for good cause, invalidated	Included in the denominator as a test that was taken in the Limited range
J	Student moved in or out of the district before the test was administered	Test NOT included in the denominator of the calculation
K	Test not required due to part time student status, home school, non-public school or not enrolled in a course for this assessment/subject area	Test NOT included in the denominator of the calculation
M	Medical Emergency**	Test NOT included in the denominator of the calculation
N	Student taking a 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	Test NOT included in the denominator of the calculation

	19-20 or due to the COVID-19 flexibility for juniors and seniors in 20-21	
X	Assessment score not reported because the student received graduation credit by completing a dual credit course	Test NOT included in the denominator of the calculation
Y	Student transferred in with the course already completed	Test NOT included in the denominator of the calculation
2	Assessment score not reported because the student received graduation credit for an alternative non-public school EOC assessment prior to public district enrollment	Test NOT included in the denominator of the calculation
5	Student assessed but results not available from the assessment vendor by the close of the collection	Included in the denominator as a test not taken – zero points earned

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

Appendix C

SCORE NOT REPORTED REASON AND AFFECT ON PARTICIPATION CALCULATION

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

X	Assessment score not reported because the student received graduation credit for the assessment due to completion of a dual credit course	Test NOT included in the denominator
Y	Student transferred in with the course already completed; number of required graduation points reduced	Test NOT included in the denominator
2	Assessment score not reported because the student received graduation credit for an alternative non-public school EOC assessment prior to public district enrollment	Test NOT included in the denominator
5	Student assessed but results not available from the assessment vendor by the close of the reporting period	Included in the denominator

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

Appendix D

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

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

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