

Understanding Student Placement for Ohio's Differentiated Accountability Systems



Where Kids Count Methodology
and More

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

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

Date	Effective	Description

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Introduction

This comprehensive educational accountability guide plays a crucial role in addressing the fundamental question: “Does this student count on the report card?”. It serves as a valuable roadmap for educators, administrators, and policymakers, guiding them through the intricate processes that ensure accurate representation of students in our state’s accountability calculations.

This guide includes the following elements:

Definitions: The guide provides clear and precise definitions related to educational outcomes. These definitions help establish a common understanding among stakeholders, ensuring consistency in how student performance is assessed.

Business Rules: It outlines specific rules and guidelines that govern the inclusion or exclusion of student data. These rules help maintain fairness and accuracy in the accountability system.

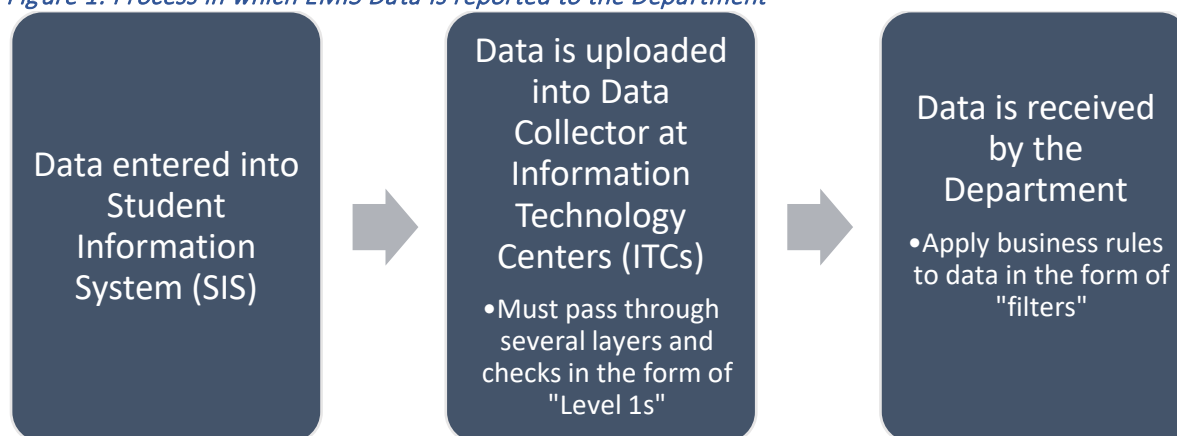
Inclusion and Exclusion Criteria: Educators and administrators can refer to this guide to determine which students should be included in the report card calculations. It clarifies scenarios where certain students may be excluded due to specific circumstances.

Transparency and Trust: By providing transparency into the measurement of educational outcomes, the guide fosters trust in the system. When stakeholders understand the processes and criteria, they are more likely to have confidence in the reported results.

Improving Educational Outcomes: Ultimately, the purpose of this guide extends beyond data collection. It aims to leverage accurate information to drive positive educational outcomes. By analyzing the data, identifying trends, and making informed decisions, policymakers and educators can enhance the learning experience for all students.

Remember, an accountable and transparent system benefits everyone involved—students, educators, and the community at large.

Figure 1: Process in which EMIS Data is reported to the Department



The purpose of these filters is to determine:

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

Definitions/Student Populations

TRADITIONAL PUBLIC DISTRICT/SCHOOL

In Ohio, public school districts are funded by public tax dollars. All school-age children in Ohio are entitled to attend the public schools in the district of their residence without charge.

These districts serve as the primary educational entities within the state, providing education to students from kindergarten through high school. Different types of school districts in Ohio include:

- **City School Districts:** These districts serve urban areas and are typically located within city boundaries.
- **Exempted Village School Districts:** These districts are exempted from county boards of education. They operate independently and have their own governance structure.
- **Local School Districts:** Local school districts remain under county school board supervision. They serve specific geographic areas and provide education to students within those boundaries

[Ohio Revised Code 3302.03](#) requires the Department to create a report card for each school district and building. Report cards for districts and schools are known as **Traditional Report Cards**.

STEM DISTRICT/SCHOOL

STEM (Science, Technology, Engineering, and Mathematics) education in Ohio is a learner-centered approach that provides students with a problem-based, transdisciplinary, and personalized learning experience. It integrates foundational practices and skills from core disciplines such as **Science, Technology, Engineering, the Arts and Humanities, and Mathematics**. Here are some key points about STEM education in Ohio:

- **Holistic Learning:** STEM education challenges students to think critically, design solutions, and make evidence-based explanations through real-world, authentic learning experiences. It goes beyond traditional subject boundaries and encourages cross-disciplinary thinking
- **Pathways to Success:** STEM education creates meaningful pathways to post-secondary success for K-12 students. By fostering partnerships and career exploration with community entities, it prepares students for future endeavors
- **Inclusivity and Relevance:** STEM Education aims to engage students at every level, accelerate learning through innovative approaches, and provide culturally responsive experiences. It encourages the development of life skills such as empathy, collaboration, communication, and critical thinking
- **STEM and STEAM Designation:** The [Ohio STEM and STEAM School Designation](#) recognizes schools that exemplify STEM and STEAM education. These designated

schools employ highly effective teachers, have well-established community partnerships, and prepare students for post-high school success

In Ohio, there are **STEM and STEAM Designated Schools** that meet specific criteria outlined by the [Ohio Quality Model for STEM and STEAM Schools](#). The goal of STEM and STEAM schools is to foster intellectual, entrepreneurial, and technical talent through design thinking, contributing to Ohio's future economic growth and prosperity.

[Ohio Revised Code 3302.03](#) requires the Department to create a report card for each school district and each school building, including STEM schools. STEM schools receive a **Traditional Report Card**.

COMMUNITY SCHOOLS

Community Schools are public schools that offer additional choices for families seeking non-traditional K-12 educational settings for their children. A community school can be online, or site based. Listed below are some key characteristics of community schools: can be found below:

- Nature and Funding:
 - Community schools are public, nonprofit, and nonreligious institutions.
 - They receive state and federal funding.
 - These schools operate independently of traditional school districts.
- Independence and Choice:
 - Community schools are independent of any school district.
 - Families can choose community schools as an alternative to traditional public schools.
 - They provide tuition-free education for Ohio students.
- Sponsors and Contracts:
 - Sponsors play a crucial role in community schools.
 - They ensure that schools adhere to their contracts.
 - Sponsors make important decisions, including whether to renew contracts with community schools.
- Types of Community Schools:
 - **Start-up community schools:** Newly established schools.
 - **Conversion community schools:** Previously traditional public schools that converted to community schools.
- Empowering Parents:
 - Ohio parents have the power to choose the best educational option for their child(ren).
 - Community schools provide a tailored education experience that recognizes that one size doesn't fit all.

[Ohio Revised Code 3302.03](#) requires the Department to create a report card for each school district and each school building, including community schools. Community schools receive a **Traditional Report Card**.

DROPOUT PREVENTION AND RECOVERY COMMUNITY SCHOOL

In accordance with [Ohio Administrative Code \(OAC\) 3301-102-10](#), a community school is considered a dropout prevention and recovery school if any of the following applies:

- The community school operates a drug recovery program in cooperation with a court
- OR**
- The community school serves the majority of enrolled students through a dropout prevention and recovery program operated by the school that meets the following criteria:
 - The program only serves students older than sixteen years of age and less than twenty-one years of age
 - The program enrolls students who, at the time of their initial enrollment, either are at least one grade level behind their cohort age groups or experience crises that significantly interfere with their academic progress not allowing them to continue their traditional programs. These conditions are not mutually exclusive.
 - The program requires students to attain at least the applicable score designated for each of the assessments prescribed under division (B)(1) of section [3301.0710](#) of the Revised Code or, to the extent prescribed by rule of the state board of education under division (B)(2) or (D)(5) of section [3301.0712](#) of the Revised Code
 - The program develops an individual career plan for the student that specifies the student's matriculating to a two-year degree program, acquiring a business and industry credential, or entering an apprenticeship
 - The program provides counseling and support for the student related to the plan developed under division (A)(4) of section [3314.26](#) of the Revised Code during the remainder of the student's high school experience
 - The program's instructional plan demonstrates how the academic content standards adopted by the state board of education under section [3301.079](#) of the Revised Code are taught and assessed

OR

- The community school is a conversion community school whose sponsoring district has received a waiver from having the school's academic data rolled up into the district's local report card because the school primarily enrolls students between sixteen and twenty-two years of age who dropped out of high school or are at risk of dropping out of high school due to poor attendance, disciplinary problems, or suspensions.

[Ohio Revised Code 3314.017](#) requires the Department to create a report card for each Dropout Prevention and Recovery School. The Department refers to these report cards as **Dropout Prevention and Recovery Community School Report Cards (DPR)**.

CAREER TECHNICAL PLANNING DISTRICT

In Ohio, a Career-Technical Planning District (CTPD) is a local education agency configuration that meets the minimum requirements of law and subsequent standards to offer state-

sanctioned career-technical programming. These districts play a crucial role in providing career and technical education (CTE) to students within their member districts. CTPDs serve as key partners in meeting Ohio’s vision for each student by focusing on career readiness and equitable outcomes for all students. They handle administrative duties related to CTE programs and ensure that students receive coherent and rigorous content aligned with academic standards and relevant technical knowledge and skills. CTPDs collaborate with schools, educators, and industry partners to prepare students for further education and careers in current or emerging professions.

[Ohio Revised Code 3302.033](#) requires the Department to create a report card for each Career-Technical Planning District. The Department refers to these report cards as **Career Technical Planning District Report Cards (CTPD)**.

FULL ACADEMIC YEAR

When a student is continuously enrolled in the building/district from the Friday of the first full week of October (used to be October Count Week) through March 31.

NOTE: if the school year ends prior to the relevant *Majority of Attendance* date, then the *Majority of Attendance* end date is the last day of the school year. In addition, if a school year starts after the Friday of the first full week of October, the *Majority of Attendance* start date is the first day the school is open.

MAJORITY OF ATTENDANCE IRN

Since the Majority of Attendance IRN definition has the same definition as the *Full Academic Year*, the Department uses the *Majority of Attendance* IRN to determine if the student meets the *Full Academic Year* at the building/district level. The following steps are taken to determine if the student meets the *Full Academic Year* criteria at the building level, and then at the district level:

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

ACCOUNTABILITY IRN

In the Accountability IRN element, a district may enter the IRN of a specific building within their district to be accountable for a specific student’s performance results when one of the following criteria are true:

- The student was enrolled in a building for a *Full Academic Year*.

AND

- The student was simultaneously enrolled in two or more buildings in the district.

OR

- The student participates in a special program in another building other than the building that is in the *Majority of Attendance* element. An example of this would be a

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

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

USE OF ACCOUNTABILITY IRN

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

REPORTING IRN

The Attending Building IRN reported by school districts on the Student Standing Record is considered the "*Reporting IRN*."

NOTE:

- If a city, local or exempted village district is instructing the student, then this IRN must belong to a public-school building located within the district which is reporting the student.
- When a district is not instructing the student, the building IRN where the student would have been enrolled in the district is reported in this field EXCEPT in cases in which How Received is a student attending Nonpublic School, student receiving non-instructional, supplementary, or related services, Court Placed students excluding Foster Care, students non-court ordered placement in institutions, or pre-school evaluated only. In these excepted cases, the district's IRN can be used as the *Attending Building IRN's* value.
- For ESC's reporting students, the IRN of the ESC is to be used in the *Attending Building IRN* field.

EXTENDED FULL ACADEMIC YEAR

When a student is continuously enrolled in the building/district from the Friday of the first full week of October (used to be October Count Week) through March 31 and stays enrolled in the school or district through the end of the school year. This ensures the school or district has the full opportunity to serve the students and prepare them to meet a pathway to promotion.

MODIFIED FULL ACADEMIC YEAR

When a student is continuously enrolled in the building/district from the Friday of the first full week of October (used to be October Count Week) through March 31 of the **prior year** and continues enrollment in the current year taking the reading diagnostic at the same school or district. This ensures the school has the full opportunity to provide the supports needed to help struggling readers become on track with their reading.

CAREER TECHNICAL EDUCATION

'Career and technical education' (CTE) describe organized educational activities that:

- Offer a sequence of courses that
 - Provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions
 - provide technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and
 - may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and
- Include competency-based applied learning that contributes to the academic knowledge, higher- order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

CAREER TECHNICAL EDUCATION WORKFORCE DEVELOPMENT PROGRAM

The definition of CTE Programs is embodied in the definition of 'career and technical education' in the *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*. A workforce development program of study at the secondary level requires local recipients to offer a minimum of four secondary career-technical courses, identify at least one opportunity for secondary students to receive articulated or transcribed college credit, identify the appropriate academic courses needed for success in the career pathway, and specify an example set of aligned postsecondary courses in the pathway.

CAREER TECHNICAL EDUCATION WORKFORCE DEVELOPMENT COURSE

A workforce development course addresses some of the content standards of a workforce development program and in general contains content provided in a shorter time period (e.g., 60-280 hours). To be funded as a CTE workforce development course, the course must be aligned to a state-approved CTE program of concentration via an approved CTE-26 application. CTE workforce development courses are limited to those with curriculum codes indicating the course is a CTE Non-Workforce Development based anchor course, CTE Workforce Development placement anchor course, CTE Workforce Development based anchor course, and CTE College Credit Plus course.

GRADUATE

Student who has successfully completed graduation requirements and finished formal secondary education.

HIGH SCHOOL DROPOUTS

Students reported with a withdrawal reason of '7x' are considered dropouts. Those Withdrawal Reasons are: withdrew Due to Truancy/Nonattendance, Pursued Employment/Work Permit Superintendent Approval on file, Over 18 Years of Age, Moved Not known to be continuing, Student Completed Course Requirements but did NOT pass the appropriate statewide assessments required for graduation. In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student either completed course requirements but did not take the appropriate statewide assessments required for graduation, Non-Attendance According to the 72-Hour Rule, Withdrew due to ORC §3314.26 (non-tested), Withdrew due to ORC §3314.261(C) (non-attendance at internet-based community schools), or Student eligibility changed, district does not know where education will be continued.

STUDENTS REPORTED IN ERROR

Students reported with a withdrawal reason indicating student was reported in error by the school or district. These students never should have been reported by the school or district.

If the student was not enrolled in the district in the prior year and—despite having completed enrollment paperwork—has not attended at all in the current year (so there is no Admission Date to report), then Withdrawal Reason 81 is reported in the current year to indicate that there was no enrollment for the student. Note that an 81-withdrawal record for this student is only required if the student has been reported to [EMIS](#) via an FS Record showing an enrollment. If an 81 withdrawal is reported and the student later enrolls and attends the district in the same school year, the 81 record should no longer be reported.

TRANSFERS IN

These are students who transfer to an Ohio public school sometime during their high school years (Grades 9-12). When a student enters the public school system for the first time, grade placement is a local decision, and students are placed in the appropriate cohort based on the **Fiscal Year that Student Began Ninth Grade element** reported in the year they transfer. Note that if a student transfers in after the first Friday in October, their **State Equivalent Grade Level element** will be used, and they will be assigned a cohort based on the grade reported in the following year.

REINSTATED TRANSFERS

Students reported as transferring to another Ohio Public School, who subsequently are not reported as being admitted to any receiving public district. These students remain in the cohort of the district from which they withdrew. This includes students that the district

withdrew and the new school enrolled, but later the receiving district reports a Withdrawal code indicating the student was reported in error.

TRANSFERS OUT

Students reported with a Withdraw Reason element that indicates that the student transferred to some other school and is continuing with his or her education outside of Ohio, at another district within Ohio, at a private school, through Home Education, through Court Order/Adjudication, or outside of the United States. The Department also removes students who are reported as deceased from the calculation. Home Educated students who are not graduating from the district can be removed from the calculation using Withdraw Reason Transferred to Home Education. Note that students coded with a transfer code indicating they are transferring to another Ohio School District must be picked up by another school or district to be removed from the withdrawing entity's graduation rate. Students who are not reported by some other public school or district become *reinstated transfers*, which is defined above.

NON- RESIDENT SPECIAL EDUCATION COOPERATIVE STUDENT

Students with disabilities being educated via a cooperative agreement in a district other than the district of residence (or sending district).

COURT-PLACED OR PARENT-PLACED IN AN INSTITUTION STUDENT

Students who are court-placed or parent-placed in an institutional setting served by a district. This includes court ordered institutional placements other than foster care (this includes jails and residential treatment centers, court-ordered placements into facilities defined by ORC §2151.65 or §2152.41 and the reporting district is educating the student, or institutional placements that are not court ordered or foster care, such as those by parents.

AUTISM OR JON PETERSON SCHOLARSHIP STUDENT

Students participating in the [Autism Scholarship or Jon Peterson Scholarship](#).

ENGLISH LEARNERS

In Ohio schools, a student is considered an English learner ([20 USC § 7801\(20\)](#)) if the Language Usage Survey indicates a primary or home language other than English and the student's Ohio English Language Proficiency Screener (OELPS) results indicate the student is not yet proficient in English. Ohio's public districts and schools are required to identify and serve students who are English learners.

Beginning in the 2015-2016 school year, English learners who have been enrolled in U.S. schools for no more than two school years (English Learner Status element FD170 = "L" or "S") will be removed from all proficiency calculations (Gap Closing, Indicators, Performance Index Score and Early Literacy). Prior to 2016, such students were exempt only during their first year in a U.S. school. This change was implemented in Ohio's Every Student Succeeds Act (ESSA)

Plan. In return, Ohio agreed to test first-year English learners in all subjects during those years and to use those results in the growth calculations (the Progress component). In prior years, first-year English learners were exempt from taking the state’s English Language Arts (ELA) and reading diagnostic assessments. This first-year exemption is no longer in place, and English learners participate in all tests for their enrolled grade level. Students with an English Learner Status Element (FD170) of “L” or “S” in [EMIS](#) are included in their school and district’s Gap Closing participation rate calculations for both ELA/reading and math. Students identified and reported as English learners also must take the Ohio English Language Proficiency Assessment (OELPA) or Alternate Ohio English Language Proficiency Assessment (Alt-OELPA) annually and are included in the [English Language Proficiency Improvement Indicator](#) calculation once they have two consecutive years of tests. The two consecutive years have to be from the same test (e.g., both OELPA or both Alt-OELPA)

Per Ohio’s ESSA plan and beginning with the 2017-2018 school year’s data, students who exit English learner status are included in the English learner subgroup for four school years after they are reclassified (exited). This was a change from how it was calculated in prior years. For calculations made in 2016-17 and earlier, a student was included in the English learner subgroup for only two years after exiting English learner status. A student exits English learner status when they attain an overall proficiency level of Proficient (i.e., performance levels 4’s and/or 5’s on all nonexempt OELPA domain tests or performance levels 3’s and/or 4’s on all nonexempt modalities of the Alt-OELPA). The Department uses students’ OELPA and Alt-OELPA results and their English Learner Status element (FD170) to determine when a student has exited English learner status. For the purpose of determining who is included in the English learner subgroup for the gap closing calculations, students are included in the subgroup every year they are coded as an English learner (FD170 codes L, S, and Y) through the four years immediately following the year in which they exit English learner status. Thus, a student who exits English learner status based on the OELPA or Alt-OELPA taken in the 2023-2024 school year will be included in the English learner subgroup for that year and for the, 2024-2025, 2025-2026, 2026-2027, and 2027-2028 school years.

FOREIGN EXCHANGE STUDENTS

An Ohio foreign exchange student is a high school student who travels from a foreign country to live and study in Ohio, as part of a foreign exchange student program. These students attend classes at a local high school as part of their current course of study.

CTE PARTICIPANT (PERKINS V)

A secondary student who has completed one or more workforce development courses in any CTE pathway. To be a CTE Participant, a secondary student must also have been funded in the state approved CTE workforce development course. Students who are not funded in a workforce development course are not considered CTE Participants.

CTE CONCENTRATOR (PERKINS V)

The federal Perkins V act changed the definition of what it means to be a CTE Concentrator. In preparation for the implementation of Perkins V, beginning with the 2018-2019 school year, the Department began identifying students as Concentrators under the Perkins V definition. The new definition includes students who completed two or more CTE workforce development courses within a single pathway. CTE workforce development courses of 120 hours or more count towards concentrator status. Two workforce development courses of 60 hours count as one course. Courses may be taken within one, or across districts and years, however, to be considered a concentrator in a year at least one course must have been completed in the reporting year. These students may not have been identified as CTE Concentrators by a district in EMIS.

Ohio has a “once identified, always identified” rule for CTE Concentrators for accountability purposes, so once a student is identified, they remain a CTE Concentrator for the rest of their schooling, even if he/she does not continue working to complete a CTE pathway. Districts report students as concentrators in the year that they achieve concentrator status, and any subsequent year in which they complete a course aligned to their program of concentration. Programs of concentration are not reported in years that students are not active in their CTE pathway. Only one program of concentration can be reported by a district for each student in a year.

Although districts self-report students as CTE Concentrators, it is important to understand that the Ohio Department of Education (ODE) performs checks of the data to ensure accurate data reporting. Each program of concentration has a list of aligned courses. ODE checks the CTE program of concentration, and the courses reported for each student to ensure that there is alignment in the year that concentrator status is reported. A student is not included in calculations on the CTE report card if there is no alignment between the program of concentration and the courses which the student completed within the reporting district.

Furthermore, students who achieve CTE concentrator status and are not reported as such by the educating entity will be derived as CTE concentrators under Perkins V. These students, though not reported as concentrators by the educating district, will be included in accountability calculations in the program in which they are derived. Districts should carefully review Concentrator reports each year to ensure accuracy of reporting.

When programs of concentration are derived in EMIS, rather than reported by the educating district, the Department may apply the following tie-breaker rules where more than one program of concentration is derived based upon the student’s course completion patterns:

- When only one program of concentration is derived, that program of concentration will be chosen.
- When more than one program of concentration is derived, the Department will choose the program of concentration among those derived for the student:
 - The program that was reported for the student by the district in the prior year. If none of the derived programs were reported

then

- The program that was reported for the student by any district in the prior year. If none of the derived programs were reported

then

- The program in which students have the greatest number of aligned courses. If the student has the same number of aligned courses across the programs

then

- The program in which the student has taken the greatest number of aligned CTE Technical Assessments (GY). If the student has taken the same number of CTE Technical Assessments across the derived programs

then

- The program that comes first when sorted alphabetically.

CURRENT YEAR CONCENTRATOR

A student is considered to be a concentrator in the year in which they achieve CTE Concentrator status, and any subsequent year in which they complete a workforce development course aligned to their program of concentration. Students can be concentrators in more than one LEA in a year and for measures based upon current year concentrators they count in any LEA in which they are a concentrator in the year

CTE CONCENTRATOR WHO LEFT SECONDARY EDUCATION

A CTE Concentrator Who Left Secondary Education is a secondary student who was a CTE Concentrator and is no longer enrolled in secondary education. For example, a CTE Concentrator who graduated or otherwise left high school. Students who were CTE concentrators in more than one LEA during their secondary education are only included in the follow-up file of the LEA in which they were most recently a CTE concentrator. Students who were concentrators in more than one LEA in their final year of their CTE program are included in the follow-up file of the LEA with the highest CTE FTE for the student.

Business Rules

There are business rules that apply system-wide that are referred to as **Where Kids Count** (WKC) and business rules that are specific to a single calculation. Since multiple entities can report the same student, the system-wide business rules or “filters” are designed to determine which students should count at which level and entity for each measure and component.

WHERE KIDS COUNT (WKC)

The main system wide business rules are based on the records that are effective on March 31, 2024, for each student. The March 31st date was used for the first time for the 2014-15 report card. Previously the student's status on the last day of school or date of withdrawal was used. The main system wide rules include:

- The students that will count at the receiving or educating building/district level are students that are receiving instruction, in whole or part, from the reporting district and the student is a resident of the district, unauthorized student (e.g.: Student is resident outside of Ohio), non-resident student residing with grandparent, non-resident student in his/her senior year, open-enrolled student from another Ohio district, non-resident student with a parent who is a district employee, foster placed student, non-foster court placed student, foster placed student open enrolled out to another district, non-foster non-court placed student, student attending STEM district, student attending community school, Jon Peterson Scholarship Program Participant, non-resident student attending through superintendent agreement, non-resident student attending under Title I public school choice, and student placed in DYS if they meet the *Full Academic Year* criteria at the building/district.

NOTE: Any students still being educated through Title I Public School Choice (How Received = W) will be included in the totals in the building and/or district at the educating district if they meet the *Full Academic Year* criteria.

- Students attending a community school will count at the community school if they meet the *Full Academic Year* criteria.
 - If the Community School is a Conversion Community School, the students will also be included in the sponsoring district’s accountability calculations unless the school is designated as a dropout recovery and prevention school.
 - If the Community School is a Start-Up Community School, the students will NOT be included in any traditional school district’s accountability calculations unless the community school and traditional school district where the school is located have filed a “District Roll-Up of Affiliated New Start-Up Community School Performance Data FY2024” through the Office of Accountability.
- Students attending a STEM district count at the STEM school for school accountability. 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.
 - STEM providers who direct the operations of more than one STEM school are required to receive a report card that aggregates the students’ data for all the schools that they direct. Thus, students attending a STEM school that is part of a group of schools overseen by a single provider will have their data included in the accountability calculations of the provider as well as their STEM building and either the district of residence or educating district.
- Students who are sent to career-technical education via a contractual arrangement, attending a JVSD, MRDD, non-public school at district expense or a state school, attending a state school, or Postsecondary Institution (College Credit Plus or Proprietary Institution program participant) will count at the resident district at the building/district level if they meet the *Full Academic Year* criteria at the building/district level.

NOTE: Community school students attending a resident district career technical program count back at the community school where they otherwise are enrolled.

- Students who have been expelled after March 31st and met all other Full Academic Year Criteria will count at the building /district level. Students who have been expelled before March 31st who are still receiving instruction and meet all other Full Academic Year Criteria will count at the building/district level. Students who have been expelled before March 31st and are not receiving education or services during the expulsion will count only at the state level as they have not met Full Academic year criteria.
- Non-resident students who are attending a special education cooperative will have a **Where Kids Count** IRN that is the How Received IRN if the student otherwise meets the *Full Academic Year* criteria in the educating district.

NOTE: These students will count in the educating (receiving) school and district for the Gap Closing participation rate calculation used to adjust the final points for the Gap Closing component.

- Students placed in an institution, regardless of who placed them (Court ordered or Parent placed) will not count on any building or district level reports for the Gap Closing component and state performance indicators percent proficient calculations, nor do they count in the performance index calculation, the Early Literacy calculation, the graduation rate calculations or chronic absence calculations, but they are expected to take the appropriate assessments and will be included at the educating building/district level for the Gap Closing participation rate calculation.

NOTE: these codes are used for students who are institutionally placed, not for students who are placed in foster homes or are court-placed with a relative.

- If a student has attendance or takes a statewide test in a public district that participates in the Autism Scholarship or Jon Peterson Scholarship, they will count at the state level for these calculations.
- Students who are a recently arrived English Learners (EL) who have been enrolled in U.S. schools for no more than two school years will be removed from all proficiency calculations (Gap Closing, Indicators, Performance Index Score and Early Literacy).

NOTE: These students will count at the educating district for the Gap Closing participation rate calculation used to adjust the final points for the Gap Closing component.

- These students also must take the Ohio English Language Proficiency Assessment (OELPA) and are included in the English Language Proficiency Improvement Indicator calculation once they have two years of tests.
- For the purpose of determining who is included in the EL subgroup for the various gap closing calculations, students will be included in the subgroup for the year that they exit EL status and for the four years immediately following the year that they exit.
- Foreign exchange students who have been enrolled for less than 180 days will count at the state level for proficiency calculations but are expected to take all assessments assigned to their enrolled grade level and are included in the district's participation rate. Foreign exchange students can be exempted from American history and government EOC if they meet certain criteria. [Rule 3301-16-04 - Ohio Administrative Code | Ohio Laws](#). If a Foreign exchange student's SSID is found in a prior year and the student meets all other **Where Kids Count** criteria, they will count at the district/building level.

- Students who only receive special services from a district are not included in the accountability calculations for the reporting district or building.

EXTENDED WKC

When a student meets the [WKC criteria](#) above and [Extended Full Academic Year](#).

MODIFIED WKC

When a student meets the [WKC criteria](#) above and [Modified Full Academic Year](#).

STUDENT GROUP WKC

When a student meets the WKC criteria above and belong to one of the following Student Groups utilized in Gap Closing Component: Gifted, Economic Disadvantaged, Students with a Disability, English Learners, Black, American Indian or Alaskan Native, Asian/Pacific Islander/Native Hawaiian, Hispanic or Latino, Multi-Racial, and White.

ADJUSTED GRADUATION COHORT

COHORT PLACEMENT

Students are placed in the appropriate graduation cohort based on the grade level reported in the first year that they are reported in any public school with a grade of nine (09) or higher. Cohort placement (also called Graduating Class placement) is done in early October of each school year to comply with federal reporting requirements. Students who enroll in an Ohio public school after the October deadline are assigned to their graduating class the following year. For example, if a student enrolls as a ninth grader on November 1, they will not be assigned to that year's ninth grade cohort. Instead, they will be assigned to a graduating class based on the grade level reported at the beginning of the following school year. If this student is advancing through high school at a normal pace, they will be reported with a grade of 10 in September of the following year and will be placed in the same graduating class as they otherwise would have been if they had come into the Ohio public school earlier in their 9th grade year.

The calculation uses two different elements, **State Equivalent Grade Level element** and **Fiscal Year that Student Began Ninth Grade element**, to assign students to their correct graduating class. For students who were enrolled in an Ohio public school in the year prior to when the cohort assignment is made, the calculation uses the **State Equivalent Grade Level element** to place the student in the correct graduating class. For example, a student with a **State Equivalent Grade Level element** = 08 in the prior school year and 09 in the current school year will be placed in the cohort that is expected to graduate four years from the year when these data are reported, and that **State Equivalent Grade Level element** = 09 will be used to drive that cohort assignment.

On the other hand, if a student was not reported by any Ohio public school in the year prior to when the assignment is made, the **Fiscal Year that Student Began Ninth Grade element** is used. The table below shows the graduating class to which students are assigned based on

the year the district reports that the student began ninth grade. Note that in each case, the year reporting in the element reflects the end of each school year, not the beginning. In other words, a district would use “2019” to report that a student began 9th grade in the 2018-2019 school year, which starts in the fall of 2018 and ends in the spring of 2019. Once a student is assigned to a graduation cohort, the cohort will not change regardless of the situation.

Figure 2: Graduation cohort assignment based on Fiscal Year started 9th grade

FISCAL YEAR STARTED NINTH GRADE ELEMENT	GRADUATING CLASS
2019	2022
2020	2023
2021	2024
2022	2025
2023	2026
2024	2027
2025	2028
2026	2029
2027	2030

FINAL ADJUSTED COHORT

Students in the final adjusted cohort includes students who were placed into the cohort based on the Cohort Placement above, as well as:

- Adding students who are [Transfers In](#) either later in the ninth grade or sometime in any of the next three years

AND

- Subtracting any students who are [Transfers Out](#) or are reported in error by district or die during that same period.

NOTE: Students reported as transferring to another Ohio public school by a sending district must be reported as having been admitted to a receiving public district or the student will be returned to the sending district’s cohort. This includes any students that another district has reported as a Student Reported in Error. In this document, these students are referred to as [Reinstated Transfers](#)

NOTE: Students who are reported as [High School Dropouts](#) or non-graduates are not removed from the Graduation Cohort.

Graduation rates on a school or district’s report card are lagged by a year so that summer graduates can be included:

Figure 3:

Cohort	Graduating Class
4-Year Adjusted Graduation Cohort	Prior Year Adjusted Graduation Cohort
5-Year Adjusted Graduation Cohort	Two Years Prior Adjusted Graduation Cohort

6-Year Adjusted Graduation Cohort	Three Years Prior Adjusted Graduation Cohort
7-Year Adjusted Graduation Cohort	Four Years Prior Adjusted Graduation Cohort
8-Year Adjusted Graduation Cohort	Five Years Prior Adjusted Graduation Cohort

PRIOR SCHOOL YEAR GRADUATE

Students who graduated during the prior school year, including summer graduates, regardless of the year they were expected to graduate.

CTE CONCENTRATOR

PERKINS V

Perkins V defines a Career-Technical Education Concentrator as follows: “at the secondary school level, a student served by an eligible recipient who has completed at least two courses in a single approved *career technical education* program or program of study.”

Course Completion

Completion of a CTE workforce development course is foundational in the definitions of CTE student populations under Perkins V. CTE students are considered as having completed a course when:

- They were funded in (generated CTE FTE) an approved CTE workforce development course (curriculum codes VN (for JTC only), VP, VT, or PS)

AND

- They earned full or partial high school credit

OR

- They were enrolled for 90% or more of the instructional hours of the course

Note: Student grade level at the time of the course does not matter. Workforce development courses taken by middle grade students count towards concentrator status.

Calculating Scheduled Hours

A student is considered to be enrolled for 90% or more of the scheduled hours when the following calculation is greater than or equal to .90.

Numerator = (Student Course Days/Course Days Count) * (Scheduled Instructional Hour Count)

Denominator = Scheduled Instructional Hour Count Student Course Days. The number of calendar days between the Course Enrollment Start Date and the Course Enrollment End Date as reported on the Student Course (GN) Record. Calendar days are based on the reported calendar that is assigned to the student. If a student has multiple FS/FD combinations, then the Student Course Days will be further subdivided.

Course Days

The number of calendar days between the Course Start Date and the Course End Date as reported on the Course Master (CN) Record. Calendar days are based on the reported calendar that is assigned to the student.

Scheduled Instructional Hour Count

The hours per year that a teacher spends in instruction for the course/subject reported on the Course Master (CN) Record.

Calculating Full or Partial Credit

A student is considered to have earned full or partial credit in a course when at least one of the following is met for the course. As reported on the Student Course (GN) Record:

- High School Credit Earned Element (GN150) = Y
- OR**
- High School Credit Earned Element (GN150) = P
 - and Partial/Override Credit Element (GN152) greater than 0.

Calculating the Count of Completed Courses

The Office of Career Technical Education has defined one completed course to be calculated as:

- Scheduled Instructional Hour Count must be a minimum of 120
- OR**
- Courses that have a Scheduled Instructional Hour Count of 60 but less than 120 of the same subject code, and meet the definition of a completed course, are added together to reach the 120 minimum and count as one (1) completed course
- Courses count for a student across districts

Only courses that meet all the conditions above may be included in a student's status of CTE Concentrator.

This calculation only applies to students who achieved concentrator status during the 2020 school year to present.

CTE CONCENTRATOR WHO LEFT SECONDARY EDUCATION CALCULATION

The population of CTE concentrators who left school starts with any student who has ever been a concentrator, and who was enrolled in an Ohio public school in the prior school year, **then:**

- Excludes any CTE Concentrator who is enrolled in current year, as reported in district enrollment data by the close of the initial Student (S) Collections in EMIS
- Excludes any CTE Concentrator who was withdrawn in the prior year (including summer withdrawals) transferred to Another School District Outside of Ohio, transferred to a Private School (includes Ed Choice students), transferred to Home

Education, transferred by Court Order/Adjudication, transferred out of the United States, verified Medical Reasons Doctor's authorization on file, or death

- Students will be included in the follow-up file transferred to Another Ohio School District, withdrew Pursuant to Yoder vs. Wisconsin, withdrew Due to Truancy/Nonattendance, pursued Employment/Work Permit, Over 18 Years of Age, moved Not known to be continuing, student Completed Course Requirements, non-Attendance According to the 72-Hour Rule, withdrew due to ORC §3314.26 (non-tested), no Longer Eligible to be Enrolled in District, or completed High School Graduation Requirements

Students who were CTE concentrators in more than one LEA during their secondary education are only included in the follow-up file of the LEA in which they were most recently a CTE concentrator. Students who were concentrators in more than one LEA in their final year of their CTE program are included in the follow-up file of the LEA with the highest CTE FTE for the student.

CHRONIC ABSENCE RATE

The Chronic Absence rate only includes students with at least 100 hours of possible attendance in the district or school (see technical document on attendance for additional information on this calculation). This is used for the Chronic Absenteeism Improvement Indicator of the Gap Closing Component.

TRADITIONAL PROGRESS

The Traditional Report Card Progress component utilizes the *Full Academic Year criteria* as well as the business rules set by our third-party vendor, [SAS](#).

DPR PROGRESS

The Dropout Prevention and Recovery Progress Component does not utilize the *Full Academic Year criteria*, but instead students are included in the measure on criteria set forth by our third-party vendor [SAS](#). Students take assessments upon entering the dropout recovery programs and again after they have received at least 84 days of instruction. Growth is measured through a gain-based approach using the two test scores in the same subject within a given year.

GAP CLOSING PARTICIPATION

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

The table below can be used to determine who is expected to take the test during the 2023-2024 school year.

Figure 4: Gap Closing- Participation Rate Test Information

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

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

TECHNICAL SKILL PARTICIPATION RATE

The Participation Rate used for the purpose of adjusting the preliminary points is calculated based upon the percentage of CTE Concentrators in the year who participated in required CTE technical assessments.

STATUS KNOWN RATE

The Status Known Rate used for the purpose of adjusting the preliminary points is calculated based on the percentage of CTE Concentrators Who Left Secondary Education the previous year for whom placement status is known.

Student Accountability Chart

The tables below indicate the inclusion criteria that are used in each of the report card measures and components.

Figure 5: Traditional Report Card

	<u>WKC</u>	<u>Extended WKC</u>	<u>Modified WKC</u>	<u>Student Group WKC</u>	<u>Traditional Progress</u>	<u>Prior Year Grad Cohort</u>	<u>Two Years Prior Grad Cohort</u>	<u>Gap Closing Participation</u>	<u>Chronic Absence Rate</u>
Performance Index	X								
Value-added					X				
Proficiency in 3 rd Reading	X								
Promotion to 4 th		X							
Improving Literacy-Grades K-2			X						
Improving Literacy-Grade 3	X		X						
Gifted Performance Index				X					
Gifted Value-added					X				
Gifted Id & Service									
Chronic Absenteeism									X
EL Proficiency Improvement				X					
ELA & Math Achievement				X					
ELA & Math Growth					X				
Gap Closing Graduation Rate						X			
Gap Closing Participation								X	
4- Year Graduation Rate						X			
5- year Graduation Rate							X		

Figure 6: Dropout Prevention and Recovery Community School Report Card

	<u>WKC</u>	<u>Student Group WKC</u>	<u>DPR Progress</u>	<u>Prior Year Grad Cohort</u>	<u>Two Years Prior Grad Cohort</u>	<u>Three-Five Years Prior Grad Cohort</u>
High School Test Passage Rate	X					
DPR Value Added			X			
EL Proficiency Improvement		X				
ELA & Math Achievement Gap Closing Graduation Rate		X				
4- Year Graduation Rate				X		
5- year Graduation Rate					X	
6-8 Year Graduation Rate						X

Figure 7: Career Technical Planning District Report Card

	<u>Current Year CTE Concentrator</u>	<u>CTE Concentrator who left Secondary Education</u>	<u>CTE Participant</u>	<u>Technical Skills Participation</u>	<u>Status Known</u>
Technical Skill Attainment Performance Index	X			X	
CTE 4-Year Graduation Rate		X			
CTE 5-Year Graduation Rate		X			
Career & Post-Secondary Readiness		X			
Post- Program Placement		X			X
Industrial Credentials		X			

Student Examples

Grades KG-6th

- Student A enrolled in District 1 at Elementary 1 in the 4th Grade from the first day of school until the last day of school and took the Alternate Assessment.
- Student B enrolled in District 1 at Elementary 1 on the first day of school in 5th grade, then was accelerated to the 6th grade moving to MS Building on January 4th until the last day of school.
- Student C lives within the boundaries of Elementary 2 but attends the Special Education Coop in Elementary 1 in the 2nd Grade. He has attended the program for the last two years. The district has not reported an Accountability IRN for the student and reported a Reading Diagnostic the prior year in 1st Grade as not being on track.
- Student D is enrolled in District 2 but is being sent to District 1’s Special Education Coop at Elementary 1 in the 5th Grade from the first day of school until the last day of school.
- Student E is court placed into a foster home within District 1’s boundaries from District 2 in the 6th Grade for 2 weeks during the ELA testing window.
- Student F is enrolled in Elementary 1 as a 3rd grade student from October 1 through March 1st, the student took the 3rd grade Alternate Assessment.
- Student G is enrolled in Elementary 1 as a 3rd grade student from the start of the year to the end of the year and scored a Not on track for their 3rd Grade Reading diagnostic in 2nd and 3rd grades. The student was promoted to 4th grade.

Figure 8:

	Student A	Student B	Student C	Student D	Student E	Student F	Student G
WKC Educating Building	YES	No	YES	No	No	No	YES
WKC Educating District	YES	YES	YES	No	No	No	YES
WKC Sending Building	NA	NA	NA	YES	No	NA	NA
WKC Sending District	NA	NA	NA	YES	No	NA	No
Extended WKC Building	NA	NA	NA	NA	NA	NA	YES
Modified WKC Building	NA	NA	YES	NA	NA	NA	YES
Educating Building Chronic Absence Rate	YES	YES	YES	No	No	YES	YES
Educating Participation Gap Closing	YES	YES	YES	YES	YES	YES	YES

If a student is to count in “filter” it will be indicated with **YES**, if not included then No. NA will indicate that the student is not considered for the “filter”

Grades 7-12th and beyond

- Student H is enrolled in a Dropout Recovery High School in the 12th grade taking several courses in a CTE pathway from Oct 31st to the end of the year. The student took the Fall and Spring Math and Reading STAR Assessment.
- Student I enrolled in District 1 at HS Building in 9th Grade from September 1st through the end of the year, taking their first CTE course in AG Pathway.
- Student J graduated from District 1 last school year and was a CTE Concentrator.
- Student K enrolled in District 1 at JVS in 12th Grade from start of school until the end of year in the Welding program. They are a Concentrator in Welding
- Student L is a student enrolled in District 1 at the HS building in the 11th grade from the beginning of the year to the end of the year, taking College Credit Plus courses full time at the local community college.
- Student M is a student enrolled in District 2 open-enrolled to District 1 at the MS building in the 8th grade for the entire school year. Student is accelerated in Math taking Algebra I.
- Student N is a student that was in the 11th grade last year at District 1 but dropped out in April of the prior year. The student was a concentrator in AG at the High School.

Figure 9:

	Student H	Student I	Student J	Student K	Student L	Student M	Student N
WKC Educating Building	No	YES	NA	YES	YES	YES	NA
WKC Educating District	No	YES	NA	YES	YES	YES	NA
WKC Sending Building	NA	NA	NA	YES	NA	No	NA
WKC Sending District	NA	NA	NA	YES	NA	No	NA
WKC State	YES	YES	NA	YES	YES	YES	NA
Educating Building Chronic Absence Rate	YES	YES	NA	YES	YES	YES	NA
Traditional Progress	NA	YES	NA	YES	YES	YES	NA
DPR Progress	YES	NA	NA	NA	NA	NA	NA
Educating Participation Gap Closing	YES	YES	NA	YES	YES	YES	NA
Current Year Participant	YES	YES	NA	YES	NA	NA	NA
Current Year Concentrator	YES	No	NA	YES	NA	NA	NA
CTE Concentrator Who Left Secondary Education	NA	NA	YES	NA	NA	NA	YES
Graduation (prior year)	NA	NA	YES	NA	NA	NA	NA
Participation Technical Skills	YES	YES	NA	YES	NA	NA	NA
Participation Post Program	NA	NA	YES	NA	NA	NA	YES
Report Card(s) included in	DPR & CTPD	Trad & CTPD	Trad & CTPD	Trad & CTPD	Trad	Trad	CTPD

If a student is to count in “filter” it will be indicated with **YES**, if not included then No. NA will indicate that the student is not considered for the “filter”

Appendix A Inclusion Criteria (EMIS)

WHERE KIDS COUNT

Students will count at the **educating building/district** for the Performance Index used both in the Achievement Component and the Gap Closing Component of the Traditional Report Card, the Proficiency in 3rd Grade and Improving Literacy- Grade 3 measure of the Early Literacy Component of the Traditional Report Card, and the High School Test Passage Rate of the Achievement Component of the Dropout Prevention and Recovery Community School Report Card if the students are reported in the Education Management Information System (EMIS) with the following:

- Students are enrolled in the educating district for a full academic year as reported in the *Majority of Attendance* IRN element. Refer to [Full Academic Year definition](#) above for details.

AND

- District Relationship element (FS140) = 1 **AND** Student Percent of Time (FS120) > 0 **AND** How Received Element (FS080) = *, 3, 7, 8, 9, A, C, D, G, J, K, M, R, S, W, and Y

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

OR

- Sent Reason Element (FS200 or FS230) = PI or PS

Students will count at the **sending district** for the Performance Index used both in the Achievement Component and the Gap Closing Component of the Traditional Report Card, the Proficiency in 3rd Grade and Improving Literacy- Grade 3 measure of the Early Literacy Component of the Traditional Report Card, and the High School Test Passage Rate of the Achievement Component of the Dropout Prevention and Recovery Community School Report Card if the students are reported in the Education Management Information System (EMIS) with the following:

- Students are enrolled in the educating district for a full academic year as reported in the *Majority of Attendance* IRN element. Refer to [Full Academic Year definition](#) above for details.

AND

- Sent Reason Element (FS200 or FS230) = CR, CT, JV, MR, OS,

OR

- Students that the district 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 = B

OR

- For How Received Element (FS080) = K, the student counts at the STEM school but for district accountability, the student is moved from the STEM school to the student's

resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district.

Students will count at the **state level district** for the Performance Index used both in the Achievement Component and the Gap Closing Component of the Traditional Report Card, the Early Literacy Component of the Traditional Report Card, and the High School Test Passage Rate of the Achievement Component of the Dropout Prevention and Recovery Community School Report Card if the students are reported in the Education Management Information System (EMIS) with the following:

- Students reported with a How Received Element (FS080) = 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, 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.

EXTENDED WHERE KIDS COUNT

Students will count at the **educating building/district** for the Promotion to Fourth Grade measure of the Early Literacy component if the students are reported in the Education Management Information System (EMIS) with the following:

- Students are enrolled in the educating district for a full academic year as reported in the *Majority of Attendance* IRN element. Refer to [Full Academic Year definition](#) above for details.

AND

District Relationship element (FS140) = 1 **AND** Student Percent of Time (FS120) > 0 **AND** How Received Element (FS080) = *, 3, 7, 8, 9, A, C, D, G, J, K, M, R, S, W, and Y **AND** Grade Level (FN080) = 03

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** Grade Level (FN080) = 03

MODIFIED WHERE KIDS COUNT

Students will count at the **educating building/district** for the K-3 Improvement measure of the Early Literacy component if the students are reported in the Education Management Information System (EMIS) with the following:

- Students are enrolled in the educating district for a full academic year in the previous year as reported in the *Majority of Attendance* IRN element. Refer to [Full Academic Year definition](#) above for details

AND

District Relationship element (FS140) = 1 **AND** Student Percent of Time (FS120) > 0 **AND** How Received Element (FS080) = *, 3, 7, 8, 9, A, C, D, G, J, K, M, R, S, W, and Y **AND** Grade Level (FN080) = KG, 01, or 02

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** Grade Level (FN080) = KG, 01, or 02

AND

- Reading Diagnostic (FN370) = NO

AND

- Enrolled in the educating district in the current year

AND

District Relationship element (FS140) = 1 **AND** Student Percent of Time (FS120) > 0 **AND** How Received Element (FS080) = *, 3, 7, 8, 9, A, C, D, G, J, K, M, R, S, W, and Y **AND** Grade Level (FN080) = 01, 02, or 03

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** Grade Level (FN080) = KG, 01, or 02

AND

- Assessment record with Assessment Type (FA060) = RD **AND** valid Score (FA240)

OR

- Assessment record with Assessment Type (FA060) = RD **AND** Score (FA240) = * **AND** Score Not Reported Reason =

STUDENT GROUP WKC

Students will count at the **educating building/district** for the Performance Index and Value Added of Gifted Performance measure, EL Proficiency Improvement measure, ELA Achievement, Math Achievement, ELA Growth and Math Growth measures of the Gap Closing component if the students are reported in the Education Management Information System (EMIS) with the following:

- Students are enrolled in the educating district for a full academic year as reported in the *Majority of Attendance* IRN element. Refer to [Full Academic Year definition](#) above for details.

AND

- District Relationship element (FS140) = 1 **AND** Student Percent of Time (FS120) > 0 **AND** How Received Element (FS080) = *, 3, 7, 8, 9, A, C, D, G, J, K, M, R, S, W, and Y

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

OR

- Sent Reason Element (FS200 or FS230) = PI or PS

AND

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

ADJUSTED GRADUATION COHORT

Students will count at the *last educating or sending district* for the 4-Year and 5-Year Graduation measures of the Graduation Component of the Local Report Card and the Graduation measure of Gap Closing Component if the students in the Education Management Information System (EMIS) with the following:

- District Relationship element (FS140) = 1 **AND** Student Percent of Time (FS120) > 0 **AND** How Received Element (FS080) = *, 3, 7, 8, 9, A, C, D, G, J, K, M, R, S, W, and Y

OR

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

OR

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

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

CTE PARTICIPANT

Students will count in the **Career Technical Planning District** as a CTE Participant from data reported in the Education Management Information System (EMIS) with the following:

- Students are enrolled in the educating district **AND** District Relationship element (FS140) = 1 **AND** Student Percent of Time (FS120) > 0 **AND** How Received Element (FS080) = *, 3, 7, 8, 9, A, C, D, G, J, K, M, R, S, W, and Y

AND

- A student must be funded in a state approved CTE workforce development course (Curriculum Element VN, VT, VP, or PS with Delivery Method CP) in the current year,

AND

- The student must have been enrolled for at least 90% of the course,

OR

- The student must have a Y (Yes), or P (Partial/Override) reported for that course in the current year in the High School Credit Earned field (Student Course Record (GN), High School Credit Earned Element (GN150).
 - If partial credit is reported in the High School Credit Earned element the Partial/Override Element (GN152) must be a number greater than 0.0 which indicates that some amount of credit was earned for that course.

CURRENT YEAR CTE CONCENTRATOR

Students will count at the **Career Technical Planning District** for the Technical Skills Attainment and Performance Index in Achievement Component of the Career Technical Planning District Report Card if the student is reported in the Education Management Information System (EMIS) with the following:

- Students are enrolled in the educating district **AND** District Relationship element (FS140) = 1 **AND** Student Percent of Time (FS120) > 0 **AND** How Received Element (FS080) = *, 3, 7, 8, 9, A, C, D, G, J, K, M, R, S, W, and Y

AND

- Program of Concentration (FN290) ≠ **

OR

- The Department has derived a Program of Concentration

CTE CONCENTRATOR WHO LEFT SECONDARY EDUCATION

Students will count in the **Career Technical Planning District** for the CTE 4-Year and CTE 5-Year Graduation Rates of the Graduation Component, Career & Post Secondary Readiness Component, and Post-Program Placement measure of the Post Program Component of the Career Technical Planning District Report Card if the students are reported in the prior year in the Education Management Information System (EMIS) with the following:

- The population of CTE concentrators who left school starts with any student who has ever been a concentrator, and who were enrolled in an Ohio public school in the prior school year, then:
 - **Excludes** any CTE Concentrator who is enrolled in current year, as reported in district enrollment data by the close of the initial Student (S) Collections in EMIS
 - **Excludes** any CTE Concentrator who was withdrawn in the prior year (including summer withdrawals) with one of the following withdraw codes: 40, 42, 43, 45, 46, 51, or 52
 - **Includes** any students withdrawn with one of the following codes:
 - 41, 47, 71, 72, 73, 74, 75, 76, 77, 79, or 99

CHRONIC ABSENCE RATE

Students will count at the **educating district** for Chronic Absence Rate 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

DPR PROGRESS

Students will count at the **educating district** for Dropout Prevention and Recovery Community School Progress measure if the student is reported in the Education Management Information System (EMIS) with the following:

- STAR assessment record with Assessment type code (FA060) = GD **AND** Assessment Area Code (FA205) = M **AND** Score (FA240) is valid **AND** Test Dates (FA210) $< 20XX08$ **AND** Test Day of the Month (FA212) ≤ 01
- 2nd STAR assessment record with Assessment type code (FA060) = GD **AND** Assessment Area Code (FA205) = M **AND** Score (FA240) is valid **AND** Test Dates (FA210) < 13 weeks from previous test record

OR

- STAR assessment record with Assessment type code (FA060) = GD **AND** Assessment Area Code (FA205) = R **AND** Score (FA240) is valid **AND** Test Dates (FA210) $< 20XX08$ **AND** Test Day of the Month (FA212) ≤ 01
- 2nd STAR assessment record with Assessment type code (FA060) = GD **AND** Assessment Area Code (FA205) = R **AND** Score (FA240) is valid **AND** Test Dates (FA210) < 13 weeks from previous test record

GAP CLOSING PARTICIPATION RATE

Students will count at the **educating district** for the Gap Closing participation rate calculation used to adjust the final points for the Gap Closing component if the student is reported in the Education Management Information System (EMIS) with the following:

- District Relationship element (FS140) = 1 **AND** Student Percent of Time (FS120) > 0 **AND** How Received Element (FS080) = *, 3, 7, 8, 9, A, C, D, G, J, K, M, P, Q, R, S, T, W, and Y

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

OR

- Sent Reason Element (FS200 or FS230) = CE, CI, NI, PI, or PS

AND

- Enrolled on December 15th and required to take the following assessments:
 - Standard End of Course for English Language Arts II, Algebra I, Geometry, Mathematics I or Mathematic II

OR

- Enrolled on March 19th and required to take the following assessments:
 - Alternate Assessment

OR

- Enrolled on April 13th and required to take the following assessments:
 - Grade 3-8 English Language Arts and Mathematics

- Standard End of Course for English Language Arts II, Algebra I, Geometry, Mathematics I or Mathematic II

TECHNICAL SKILLS PARTICIPATION

Students will count at the **Career Technical Planning District** (including the students in a member district CTE Pathways) for the Technical Skills participation rate calculation used to adjust the final points for the Technical Skills Attainment Measure and Achievement Component if the student is reported in the Education Management Information System (EMIS) with the following:

- Program of Concentration (FN290) is not equal to **, H0, M2, M3, or T6

OR

- The Department has derived a Program of Concentration that is not equal to H0, M2, M3, or T6

AND

- Completed an aligned workforce development course in the reporting LEA in the year

STATUS KNOWN RATE

Students will count at the Career Technical Planning District (including the students in a member district CTE Pathways) for the Status Known Rate calculation used to adjust the final points for the Post-Program Placement Measure if the student is report in the Education Management Information System (EMIS) with the following:

- The population of CTE concentrators who left school starts with any student who has ever been a concentrator, and who were enrolled in an Ohio public school in the prior school year, then:
 - **Excludes** any CTE Concentrator who is enrolled in current year, as reported in district enrollment data by the close of the initial Student (S) Collections in EMIS
 - **Excludes** any CTE Concentrator who was withdrawn in the prior year (including summer withdrawals) with one of the following withdraw codes: 40, 42, 43, 45, 46, 51, or 52
 - **Includes** any students withdrawn with one of the following codes:
 - 41, 47, 71, 72, 73, 74, 75, 76, 77, 79, or 99

AND

- Other Follow-up Status (FW310) ≠ D