

Ohio

APPENDIX B: ESSA Sections A.1-A.4

Appendix B – ESSA Sections A.1-A.4

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Languages indicated on home language on Survey 2013–2014 (Alphabetical Order)

Akan	Malay
Albanian	Malayalam
Amharic	Mandingo
Arabic	Marathi
Armenian	Mongolian
Bambara	Navajo
Basaa	Nyanja
Bengali	Oromo
Bosnian	Panjabi
Bulgarian	Persian
Burmese	Polish
Central Khmer	Portuguese
Chinese	Pushto
Louisiana Creole French	Romanian
Croatian	Russian
Danish	Serbian
Dinka	Shona
English	Sinhala
Ewe	Somali
Filipino	Spanish
French	Swahili
Fulah	Swedish
Georgian	Tagalog
German	Tamil
Greek	Telugu
Gujarati	Thai
Hebrew	Tigrinya
Hindi	Tswana
Hmong	Turkish
Hungarian	Twi
Igbo	Ukrainian
Indonesian	Urdu
Italian	Uzbek
Japanese	Vietnamese
Karen	Wolof
Kikuyu	Yoruba
Kinyarwanda	
Korean	
Krahn	
Krio	
Kurdish	
Lao	
Lithuanian	
Maay	
Macedonian	

Every Student Succeeds Act

Topic Discussion Guide

Under the Every Student Succeeds Act (ESSA), Ohio will create a plan to better align our local, state and federal programs to help all students be successful.

The Ohio Department of Education is committed to meaningfully engaging a diverse group of stakeholders through a variety of methods and opportunities to solicit thoughts, opinions and recommendations concerning provisions in Ohio's state plan. Everyone's input is required to create a plan that is deeply rooted in the needs of Ohio's students.

Ohio is conducting a series of topic specific webinars. Each topic will have a detailed discussion guide. The first topic, "Minimum N-size for subgroup evaluation," is discussed below.

Minimum "N-size" for Subgroup Evaluation

WHAT IS N-SIZE?

The "N-size" is a statistical determination that is used for accountability and data reporting. Ohio will be reporting on the academic achievement and graduation rates of several groups of students that have historically not performed at the same levels as the rest of their peers. This is commonly referred to as the "achievement gap."

These groups include students with disabilities, children in poverty and several others. Schools and districts are held accountable for the performance of these students to ensure all students are learning. To do so, the state must determine how many students a school must have in each subgroup before the student subgroup is included in the analysis. This number needs to include a fair and valid number of students, and simultaneously protect student privacy.

WHAT DOES ESSA REQUIRE?

States must identify an N-size, or the minimum number of students from a group that a school or district would need for that group to count as a viable group for evaluation purposes in the accountability system. This determination must be made with input from Ohio stakeholders. This determination will be used for disaggregated reporting and accountability for subgroups on academic performance in mathematics and English language arts, graduation and participation in state assessments. New subgroups have been added for reporting purposes (military dependents, homeless, migrant, foster children).

The draft ESSA rules allow an N-size above 30 to be chosen, but the state must justify the decision. The proposed rules clarify that the determination must be statistically sound, the same for all subgroups and sufficient to not reveal any personally identifiable information. States must describe the N-size on the report cards, and the state plan must demonstrate how it meets the regulatory requirements.

HOW IS N-SIZE CURRENTLY ADDRESSED?

Ohio currently uses 30 tested students as the minimum number required to form a rated subgroup. Students who are potential test takers, but do not take the test, are not included in this minimum count. More information about Ohio's current implementation of Annual Measurable Objectives (AMOs) is [available here](#).

The Ohio Department of Education generally uses 10 as the minimum threshold for aggregate publicly reported student data. This maximizes the policy of transparency of the information while maintaining the confidentiality of students.

WHAT DOES THE DATA SAY ABOUT N-SIZE IN OHIO?

- Ohio is among 23 states that have a minimum N-size of 30 or greater. Some of those states have provisions that reduce the N-size for small schools.
- The U.S. Department of Education has indicated that increasing to more than 30 students would require specific information explaining why this is necessary. There is strong indication that a request to increase the N-size above 30 students would not be accepted.

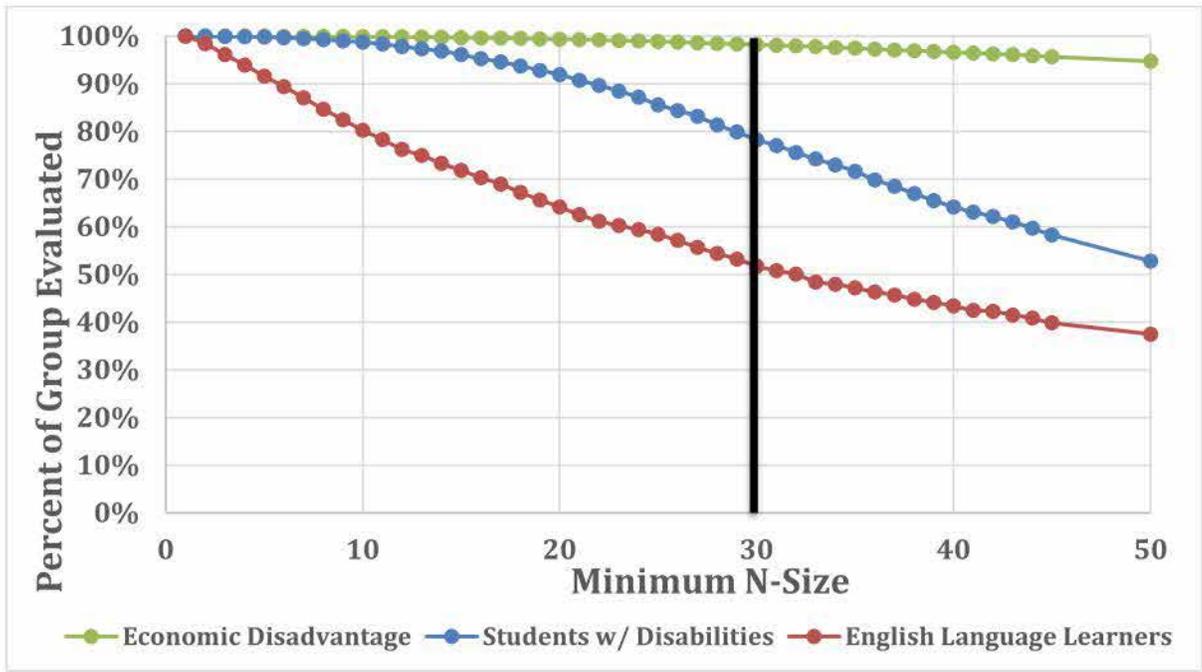
State Level

The following table looks at what percentage of students, in each subgroup statewide, would be included in the accountability system based on N-size determinations. Decreasing the N-size would include more students in their respective subgroups statewide. This is especially pronounced with students with disabilities and English learners (ELs), as well as Black, Hispanic, multiracial and Asian-Pacific Islander students. For example, only 51.8 percent of ELs and 51.5 percent of Hispanic students statewide are included in their school subgroup analysis with the current policy of N-size equaling 30. Adjusting the N-size to 10 would increase those numbers to 80.3 percent and 82.6 percent respectively.

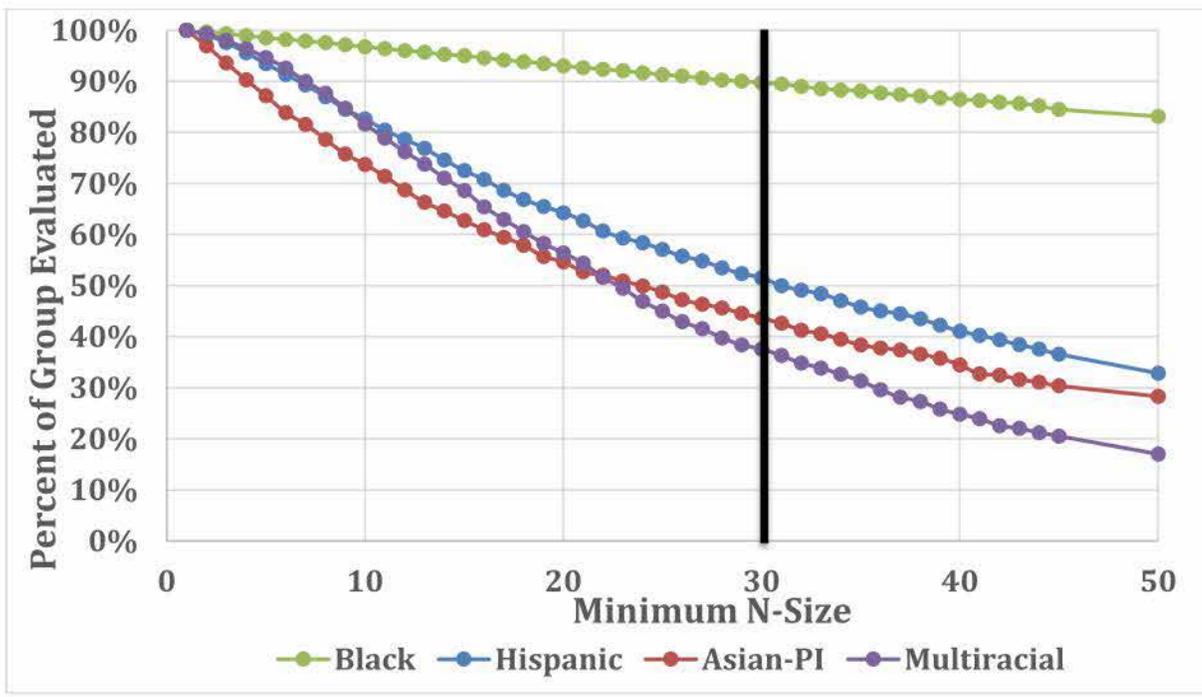
	Sub-group	All Students	Students with disabilities	Econ. Disadvantaged	English learners	White	Black	Hispanic	Multiracial	Asian-PI	American Indian
	Total Tested	875503	128821	422402	21495	645361	130733	40161	39914	18265	1069
N-Size											
10		100.0%	98.8%	99.9%	80.3%	99.8%	96.8%	82.6%	81.6%	73.7%	2.8%
15		99.9%	96.1%	99.7%	71.9%	99.7%	95.0%	72.6%	68.6%	62.8%	1.5%
20		99.9%	91.9%	99.3%	64.1%	99.6%	93.1%	64.3%	56.4%	54.7%	0.0%
25		99.9%	85.6%	98.9%	58.4%	99.5%	91.3%	57.1%	45.0%	48.7%	0.0%
30		99.8%	78.3%	98.2%	51.8%	99.2%	89.7%	51.5%	37.6%	43.6%	0.0%

Using a benchmark of 95 percent of students statewide included in their schools' subgroup analysis, we can demonstrate how different N-sizes have different impacts. The **Green** shows if/where the 95 percent threshold is met (or the highest simulated base for this analysis). **Red** cells are percentages based on current policy that do not meet that threshold.

The data can be plotted to see how each subgroup is included at each possible N-size. The following chart looks at the percent of economically disadvantaged students, students with disabilities and English learners.



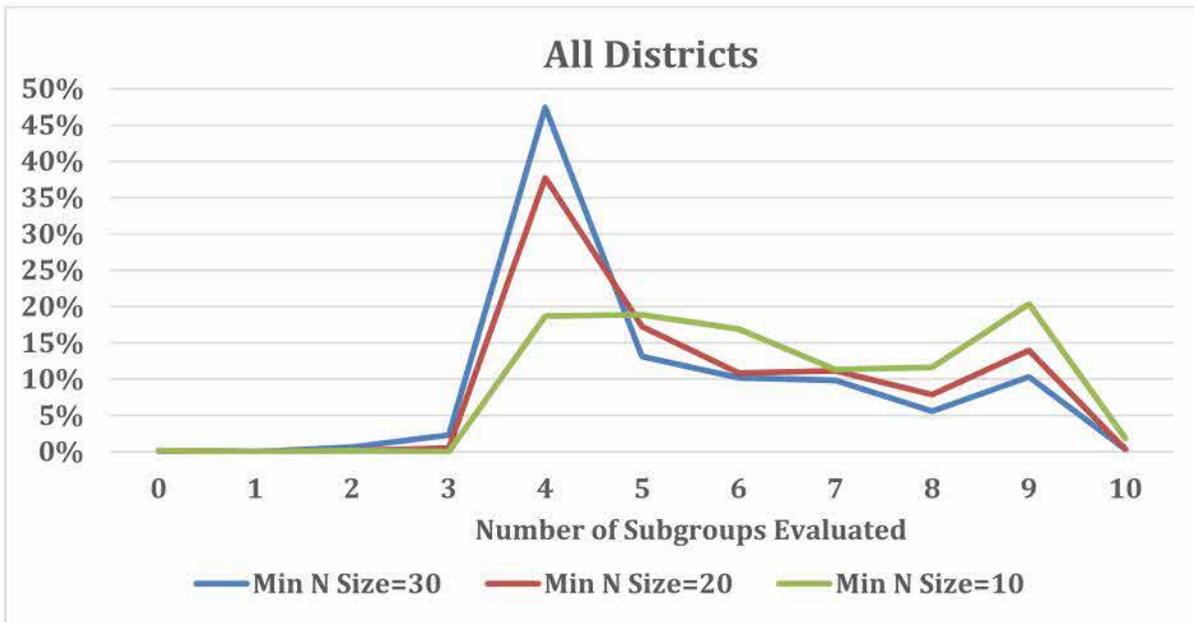
Similarly, this chart shows the same trends for Black, Hispanic, Asian-Pacific Islander and multiracial students at the school level.



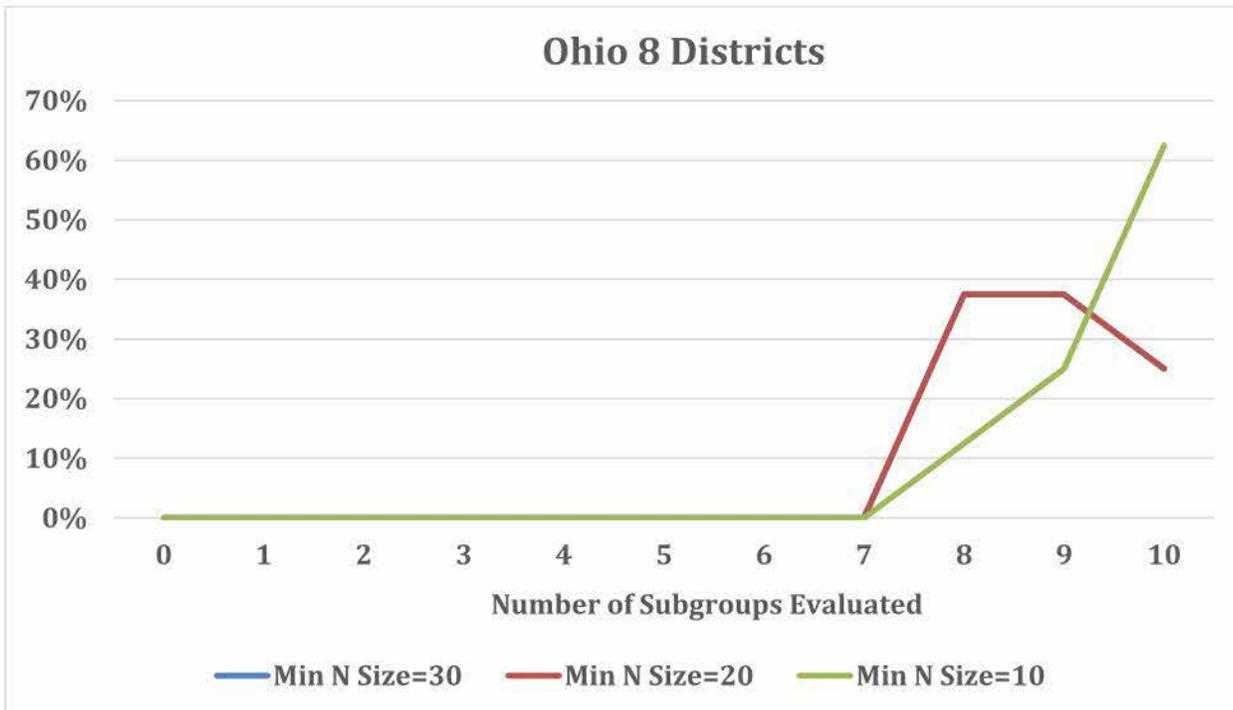
The trend is consistent. The lower the N-size, the more students get included at the school level.

District Level

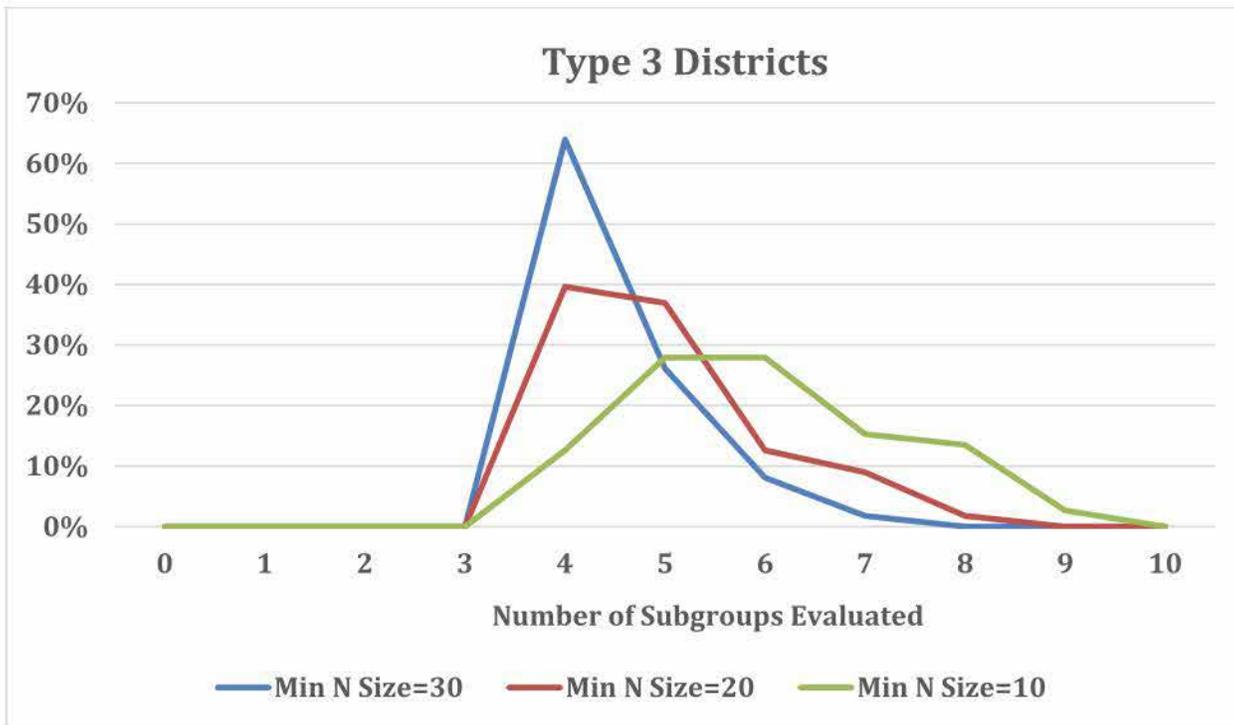
The district level data (all public districts) shows that decreasing the N-size would have a corresponding increase to the number of subgroups evaluated in districts. This data is displayed in the following chart.



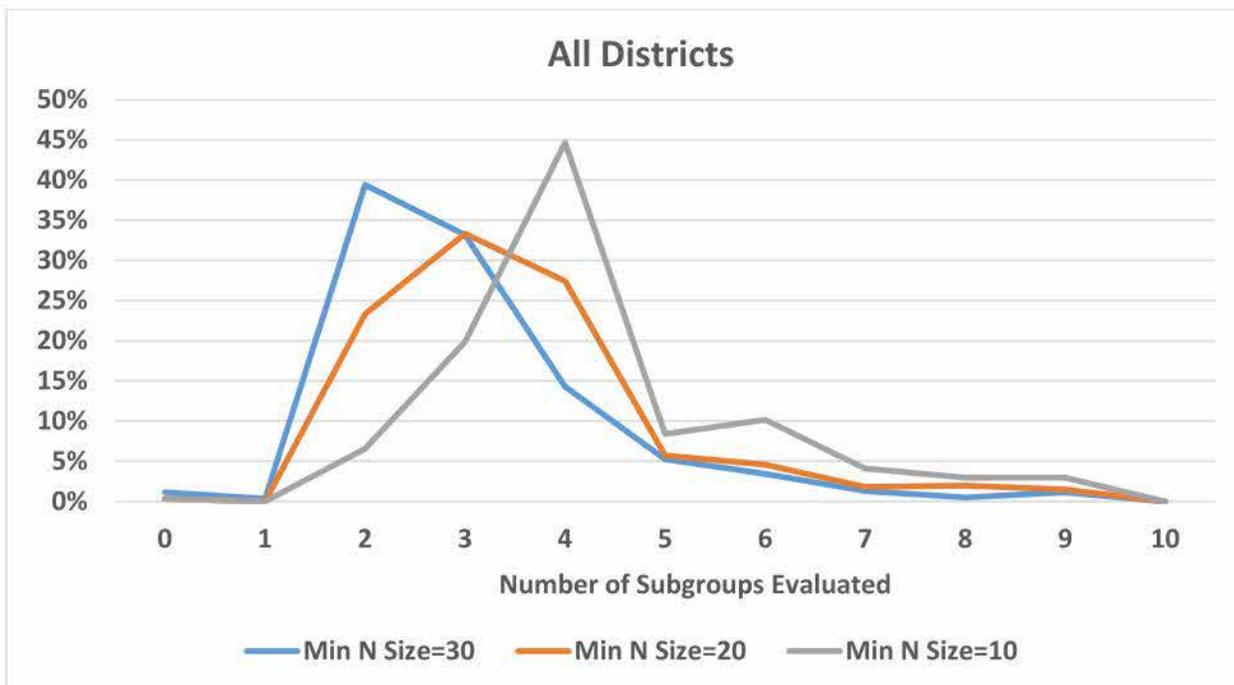
The Ohio Department of Education utilizes a district [typology](#) to analyze demographically similar districts. Ohio’s large, urban districts (commonly referred to as the Ohio 8) are currently being evaluated on most subgroups. The following table displays that information.



Decreasing the minimum N-size would have an impact in other areas of the state, including small rural schools. For example, Type 3 districts (which tend to be small towns in rural counties, with low levels of racial/ethnic diversity and poverty) would have more student groups evaluated as the N-size decreases.

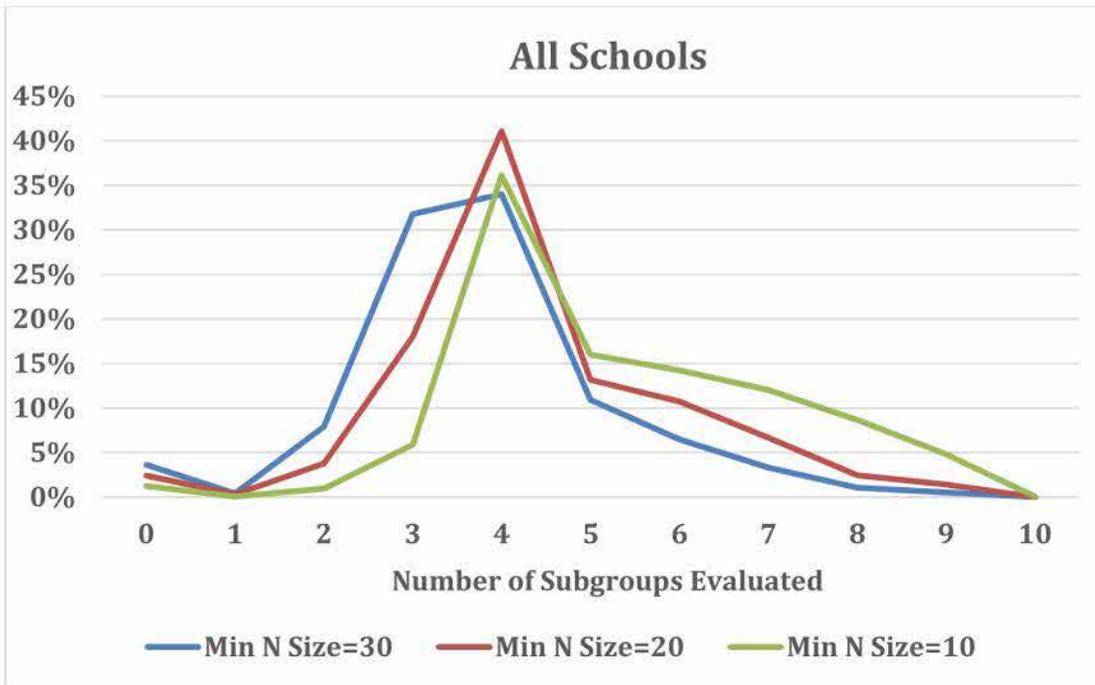


This can also be shown with graduation data at the district level.

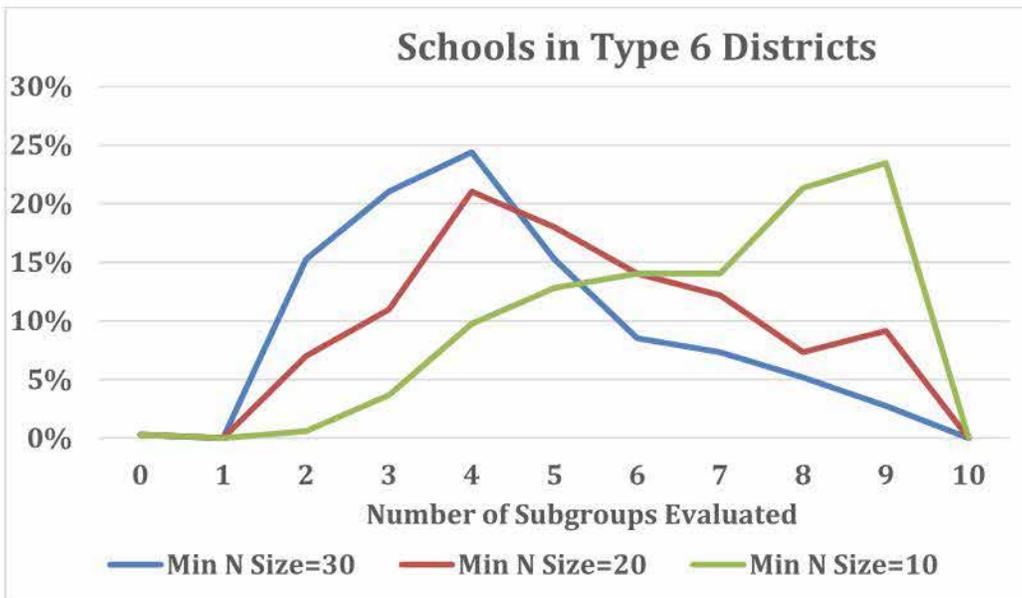


School Level

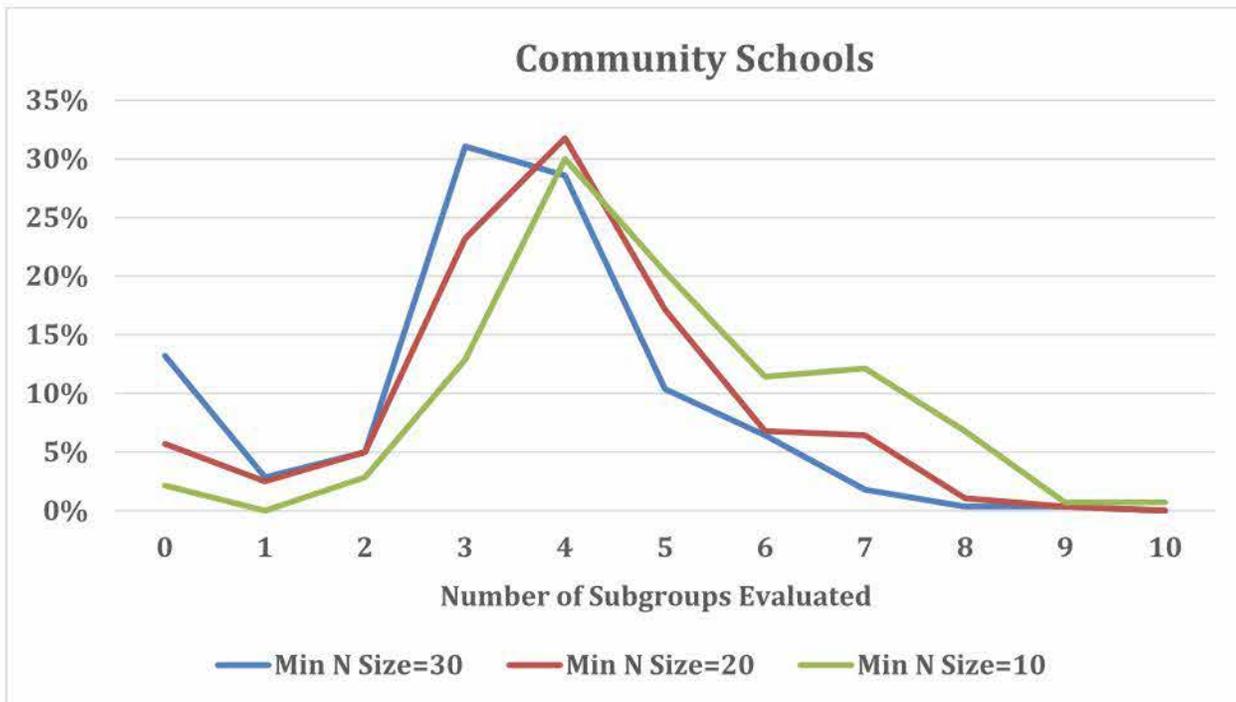
The school level analysis shows similar trends. As displayed below, decreasing the N-size would have a corresponding increase to the number of subgroups evaluated in schools.



Type 6 suburban districts are impacted the most by potential changes in N-size. Decreasing the N-size would lead to many more subgroups being evaluated in suburban schools.



Due to their small student populations, many community schools are not evaluated at all. Decreasing the N-size would increase the number of schools evaluated, and the number of subgroups evaluated.



WHAT ARE THE OPTIONS AND THE IMPLICATIONS?

Ohio must include in its state plan a determination of N-size. This number must ensure equity of all students while protecting student privacy. Based on the data that has been reviewed, three options are discussed.

1) Status Quo: N=30

This is the current N-size and would not result in a change to the accountability system. Given the ESSA emphasis on subgroup inclusion, this option likely does not meet spirit of the law. Under the current determination, a significant number of schools are only evaluated (mathematics and English language arts) for the “All Students” and “White, non-Hispanic” subgroups. Over 20 percent of community schools have fewer than 30 students in tested grades and therefore are not rated at all for AMO. Among dropout prevention and recovery schools, nearly 40 percent have fewer than 30 students in tested grades.

2) N=20

This option significantly increases the inclusion of the students with disabilities subgroup, as well as English learners, Hispanic, Asian and multiracial subgroups. Some subgroups remain below 70 percent participation.

- The most significant impact of reducing N-size from 30 to 20 on assessments is with the following groups:
 - **Multiracial.** 38 percent inclusion (N=30) to 56 percent inclusion (N=20): **18 percent increase**
 - **Hispanic.** 51 percent to 64 percent: **13 percent increase**
 - **Students with disabilities.** 80 percent to 92 percent: **12 percent increase**
 - **English learners.** 52 percent to 64 percent: **12 percent increase**
 - **Asian-Pacific Islanders.** 44 percent to 55 percent: **11 percent increase**
- The impact in graduation analysis is with the following groups:
 - **Students with disabilities.** 56 percent to 74 percent: **18 percent increase**
 - **English learners:** 25 percent to 41 percent: **16 percent increase**
 - **Multiracial.** 20 percent to 36 percent: **16 percent increase**
 - **Hispanic.** 33 percent to 48 percent: **15 percent increase**
 - **Asian-Pacific Islanders.** 27 percent to 40 percent: **13 percent increase**
- More subgroups would be evaluated in more districts and schools

Added Subgroups	Number of Districts	Number of Schools
0	422	1813
1	141	1196
2	40	260
3	5	70
4	1	4
5		1

3) N=10

This option significantly increases all subgroups with the exception of American Indian. (Ohio population of American Indian students is too small to create subgroups except in two schools). This increases the modal number of school subgroups evaluated from three to four.

- The most significant impact of reducing from 30 to 10 on assessments is with the following groups:
 - **Multiracial.** 38 percent to 82 percent: **44 percent increase**
 - **Hispanic.** 51 percent to 83 percent: **32 percent increase**
 - **Asian-Pacific Islanders.** 44 percent to 74 percent: **30 percent increase**
 - **English learners.** 52 percent to 80 percent: **28 percent increase**
 - **Students with disabilities.** 80 percent to 99 percent: **19 percent increase**

- The impact in graduation analysis is with the following groups:
 - **Multiracial.** 20 percent to 61 percent: **41 percent increase**
 - **Asian-Pacific Islanders.** 27 percent to 64 percent: **37 percent increase**
 - **English learners.** 25 percent to 61 percent: **36 percent increase**
 - **Students with disabilities.** 56 percent to 92 percent: **36 percent increase**
 - **Hispanic.** 33 percent to 67 percent: **34 percent increase**

- More subgroups would be evaluated in more districts and schools

Added Subgroups	Number of Districts	Number of Schools
0	202	643
1	209	1266
2	142	813
3	46	430
4	10	153
5		31
6		7
7		1

To get a sense of the practical impact of these decisions, the following table represent data from a K-4 school that gained seven subgroups based on this analysis.

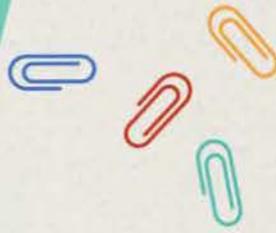
Group	FY15 Enrollment
All students	185
SWD	25
Econ. Disadvantaged	25
LEP	15
White	123
Black	12
Hispanic	11
Multiracial	11
Asian-Pacific Islander	28
American Indian	0
Typology	6

WHAT ARE THE RELATED ESSA ISSUES?

- Ohio also needs to review and, possibly, revise its Gap Closing measure, as well as develop a measure of English language proficiency. Both of these measures will be impacted by the N-size determination. It is important that the Gap Closing measure fairly and meaningfully distinguish school performance and give credit for improvement.
- *Statistical validity* – As the group size approaches 10, the variability caused by each student result increases. For a group size of 20, each student contributes 5 percent to the overall result. For a group size of 10, that impact doubles to 10 percent.
- *Variability of group sizes within a school* – With more groups being evaluated, there will be more variability among the groups in the range of sizes. This has an impact on the relative contribution of each group to the overall Gap Closing rating for the school.
- Related uses of minimum N-size within ESSA
 - The minimum participation rate allowed (without demotion) is 95 percent. Currently, the threshold for evaluating participation that the department uses is 40, which allows the possibility that at least two students in a school/subgroup can be non-test takers before the participation penalty is triggered.

WHAT WAS THE METHODOLOGY FOR THIS ANALYSIS?

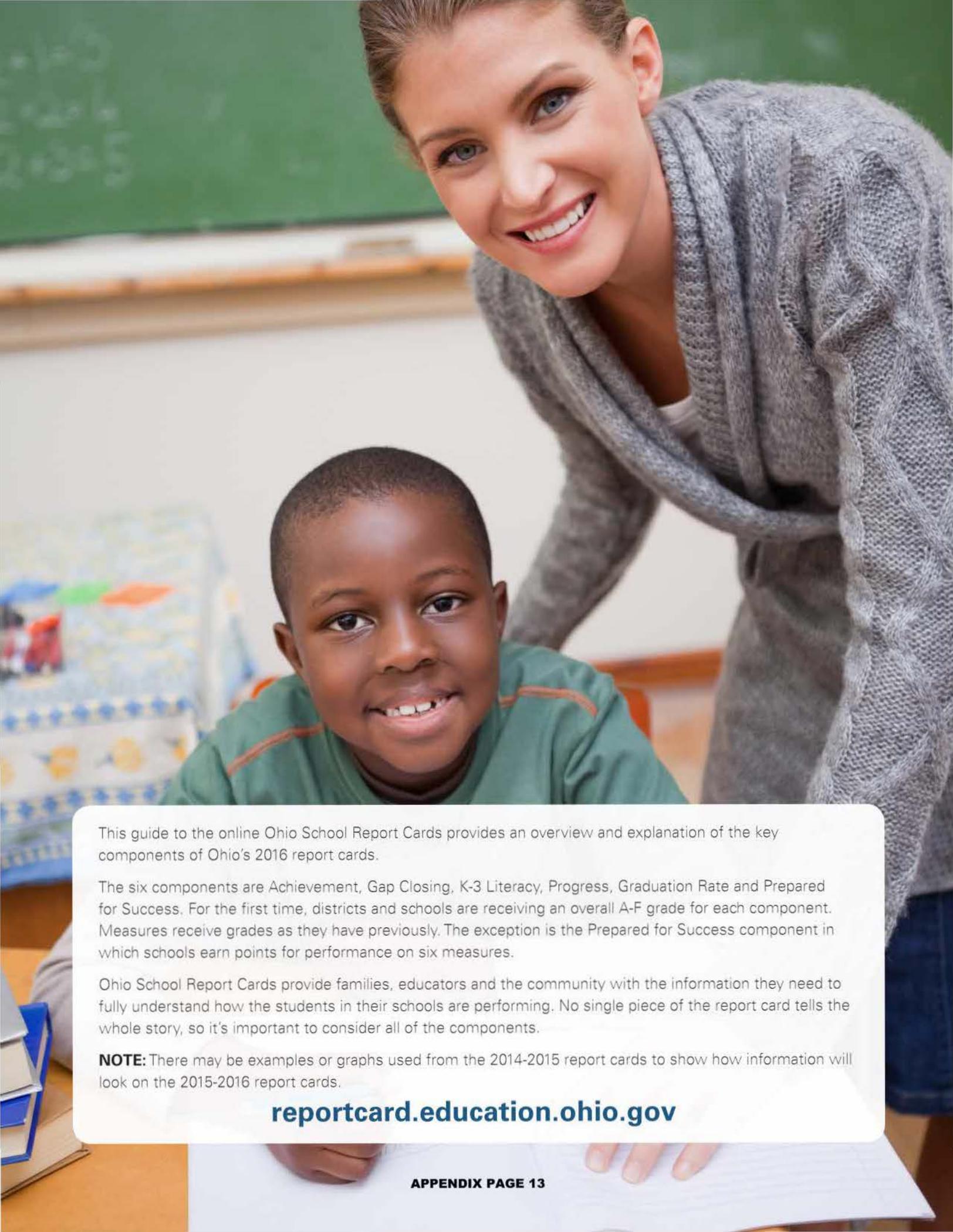
The Ohio Department of Education's analysis of the potential impact to N-size change used a simplified model of which students factored into the AMO calculation, i.e., students in grades 3-8 and 10 for whom a school or district were accountable in academic year 2015. Notably, this initial analysis does not incorporate all students used in the actual AMO calculation, such as those who took applicable end-of-course high school assessments or those in the cohort graduation rate for 2014. Also, this analysis does not exclude students who, for any reason, were untested or had invalid scores.



Ohio

Guide to 2016 Ohio School Report Cards





This guide to the online Ohio School Report Cards provides an overview and explanation of the key components of Ohio's 2016 report cards.

The six components are Achievement, Gap Closing, K-3 Literacy, Progress, Graduation Rate and Prepared for Success. For the first time, districts and schools are receiving an overall A-F grade for each component. Measures receive grades as they have previously. The exception is the Prepared for Success component in which schools earn points for performance on six measures.

Ohio School Report Cards provide families, educators and the community with the information they need to fully understand how the students in their schools are performing. No single piece of the report card tells the whole story, so it's important to consider all of the components.

NOTE: There may be examples or graphs used from the 2014-2015 report cards to show how information will look on the 2015-2016 report cards.

reportcard.education.ohio.gov

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Why does Ohio have school and district report cards?

The release of the Ohio School Report Cards is an important yearly milestone for our state's K-12 education system. The report cards give Ohioans a look at how their local schools and districts are performing in six key areas that focus on the needs of all students as we prepare them for success in higher education, careers and life.

The indicators used in the report cards reflect our aspirations for our schools. We want them to show students reaching levels of proficiency, as well as show expected or above expected learning progress. We want all students graduating on time in four – and at most five – years. We want students to be reading on grade level early in their academic experiences, so they have the skills they need to keep learning throughout their school years. And we have high expectations and a strong commitment to high academic achievement for students from every background, culture and income level.

The information shown on the report cards can lead to a wide range of reactions. Some will be excited at reaching certain performance levels or demonstrating improvement in key areas. Others may be frustrated or disappointed that the improvement efforts that are showing positive results at the local level are not yet having an impact on the state report card. We recognize that Ohio's assessment system is in transition, so the results on the report cards should be viewed in that context. History has shown us that our students, educators, administrators, parents and communities rise to the occasion when the state transitions to new or different tests or raises the expectations we have for our schools and districts. We then begin to see positive results soon after implementation.

Ohio has everything it takes to create the best education system in the nation – clear learning standards, an end-focus on careers, the ability to help all of our students learn and grow and a collective commitment to helping our students achieve.

To be the best, and regardless of whether our report cards are exciting or disappointing, we must renew our shared commitment to continue getting better.

We must learn what we can from the results but also examine other indicators of our progress and success. The 2016 Ohio School Report Cards are one piece of evidence and a credible gauge of where we are and where we need to go.

We hope these report cards will start productive discussions that drive our continuing improvement efforts. You, as a parent, local school board member or citizen of your community, should talk with your school and district leaders to better understand the factors that contribute to the report card grades and talk about strategies that can make a difference going forward. Reflect on the report card results, and consider them in relation to the aspirations we have for all of our schools and districts. Also remember that the other factors that you see, like school culture, leadership quality and community support, help schools to better meet the needs of our students. Whatever grades your school and district receive on their report cards, you can take part in helping them improve. We know from experience that all schools, even high-performing ones, can get better. The schools, educators and children of your community are counting on you!



Tom Gunlock
President
State Board of Education



Paolo DeMaria
Superintendent of
Public Instruction

What do the Ohio School Report Cards measure?

Schools and districts report information for the Ohio School Report Cards on specific marks of performance – called measures – within six broad categories or components. The components are Achievement, Progress, Gap Closing, Graduation Rate, K-3 Literacy and Prepared for Success. While the department has given letter grades on most of the individual measures for several years, new this year are letter grades on each of the six components. This will help give Ohio parents and schools an even more complete snapshot of the quality of education they are providing their children.



Achievement

The Achievement component of the report card represents whether student performance on state tests met established thresholds and how well students performed on tests overall.



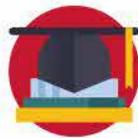
Progress

The Progress component looks closely at the growth that all students are making based on their past performances.



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.



Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

Measures

- College entrance exam remediation-free scores.
- An honors diploma.
- An industry-recognized credential or group of credentials worth 12 points.
- Advanced Placement tests scores.
- International Baccalaureate tests scores.
- College Credit Plus credits.

How do I use this information?

Examine the grades for your district or school. Ask questions about what you see.



Achievement

The Achievement component of the report card represents whether student performance on state tests met established thresholds and how well students performed on tests overall.

What is being graded?

1. Indicators Met – Did the percent of students scoring at least proficient meet established thresholds?
2. Performance Index – How well did students perform on the tests overall?

Why is this important?

- It shows if students are meeting grade-level expectations.
- It shows how far above or below grade-level expectations students performed.

What is an A?

- You must exceed state standards.
- Your grade will improve as students score higher on tests.

Questions to ask

Some students will not achieve at the highest levels, even in a school with a good grade.

- Which students are performing well and which are not?
- In which subjects and grades are students doing well? Why?
- In which subjects and grades are students not doing well? Why?
- Which districts, similar to ours, are doing better than we are? What are they doing?



Progress

The Progress component of the report card looks closely at the growth that all students are making based on their past performances.

What is being graded?

Progress of:

1. All students;
2. Gifted students;
3. Lowest 20 percent of students in achievement;
4. Students with disabilities.

Why is this important?

- All students should make progress in each subject or they will fall behind.
- Making progress is the expectation of parents and the community.
- Your school's grade will improve as students make more progress.

What is an A?

- The group of students makes more than expected progress.

What is a C?

- The group of students makes expected progress.

Questions to ask

- Which students are making progress and which are not?
- How can we change instruction for groups that are not making progress every year?
- Which districts, similar to ours, are doing better than we are? What are they doing?



Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation, so that all of Ohio's students can be successful.

What is being graded?

Annual Measurable Objectives – How does the performance of student groups in my district or school compare to a state goal?

Why is this important?

Every student should succeed in learning. When groups of students are not succeeding, educators need to review why and make changes.

What is an A?

Every group of students must be proficient.

Questions to ask

- How are different groups of students performing?
- What information is available to determine which groups are doing well and which are not?
- How can we change instruction for groups that are not succeeding?
- Which districts, similar to ours, are doing better than we are? What are they doing?



Graduation Rate

The Graduation Rate component of the report card looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

What is being graded?

1. Four-Year Graduation Rate – How many students graduated in four years or less?
2. Five-Year Graduation Rate – How many students graduated in five years or less?

Why is this important?

Almost all jobs require skills and education beyond a high school diploma. Measuring the five-year rate gives districts credit for helping students, who just missed graduating on time, finish their diplomas.

Questions to ask

- What are the reasons students are not graduating?
- Are there certain subjects that are holding students back?
- What are we doing to grow the number of students who graduate?
- Which districts, similar to ours, are doing better than we are? What are they doing?



K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

What is being graded?

K-3 Literacy Improvement – How well did your school move students at each level – kindergarten and grades 1 and 2 who were not on track to read at grade level at the beginning of the 2014-2015 school year to being on track at the beginning of the 2015-2016 school year? In third grade, how well did your school move students who were not on track at the beginning of the 2015-2016 school year to proficient on the state's third grade English language arts test by the end of the 2015-2016 school year?

Why is this important?

- Early reading predicts how students will do throughout the remainder of their school careers.
- For the 2015-2016 school year, students receiving scores of 42 or higher on the reading section of the Ohio English language arts test are eligible for promotion under the Third Grade Reading Guarantee. This is a different score than the score for proficient (700) that is used on the Ohio School Report Cards for the K-3 Literacy Improvement Measure.

What is an A?

All students who are not on track in reading receive interventions and improve to being on track.

Questions to ask

- What are we doing to help our struggling readers?
- Do we have specialists, intervention services or outside assistance in place to meet the needs of struggling readers?
- How many students enter our schools struggling to read and how successful are we in helping them catch up?
- Which districts, like ours, are doing better than we are? What are they doing?



Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

What are the measures?

Primary measures:

- College entrance exam remediation-free scores;
- An honors diploma; or
- An industry-recognized credential or group of credentials worth 12 points.

Bonus measures:

- Advanced Placement tests scores;
- International Baccalaureate tests scores; or
- College Credit Plus credits.

Why is this important?

- Graduation is not enough. Students must be prepared for further education or work after high school.
- Whether training in a technical field or preparing for work or college, these indicators measure preparedness for all educational tracks.
- All districts and community schools must provide and promote ways for high schools to offer college credit.

Questions to ask

- Which of the elements in the Prepared for Success component are our schools providing?
- Why are we not offering other elements?
- Are those moving on to college able to do college-level work immediately?
- How do we inform parents and encourage students to get involved in these opportunities?

Understanding Ohio School Report Cards



Achievement Component

Measures: **Indicators Met**
Performance Index

Description: The Achievement component of the report card represents whether student performance on state tests met established thresholds and how well students performed on tests overall.

The **Indicators Met** measure represents whether student performance on state tests met established thresholds. They are based on a series of up to 31 state tests that measure the percent of students proficient or higher in a grade and subject. Schools and districts also are evaluated on the gifted indicator, giving them up to 32 possible indicators.

The **Performance Index** measures the achievement of every student, not just whether or not he or she reaches “proficient.” Districts and schools receive points for every student’s level of achievement. The higher the student’s level, the more points the school earns toward its index. This rewards schools and districts that improve the performance of highest- and lowest-performing students.

New this Year: While schools and districts have received A-F letter grades on Indicators Met and Performance Index for several years, the percent of students needing to score proficient or higher on each state test increased. Additionally, the five 10th-grade Ohio Graduation Tests are no longer included. For the first time in 2016, there will be a letter grade on the larger Achievement component.

A-F Rating: The ranges for both achievement measure grades are the same and partially prescribed by law.

Score	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
50% - 69.9%	D
Below 50%	F

Component Grade:

75%

75 percent of the grade comes from the **Performance Index** score: the level of achievement for each student on each state test. The possible levels are Advanced, Accelerated, Proficient, Basic and Limited. Schools and districts receive points for every student’s level of achievement.

25%

25 percent of the grade comes from the **Indicators Met** score: how many students show “Proficient” knowledge on state tests in each grade and subject. In other words, how many students have met the basic expectations.



Progress Component

Measures: **Progress** for all students in the school together
Progress for gifted students
Progress for students with disabilities
Progress for students whose academic performance is in the lowest 20 percent of students statewide

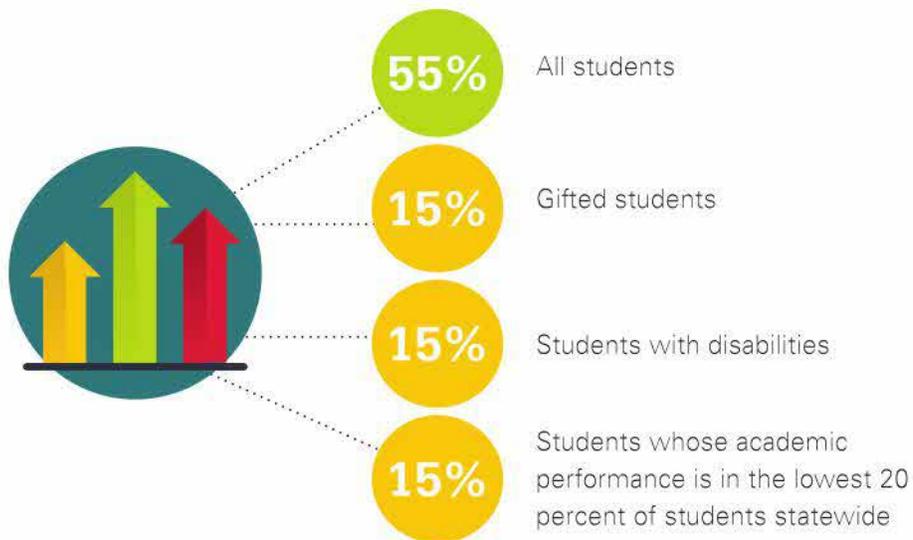
Description: Not all children start out at the same place with their learning, but every student should learn and grow throughout the school year. Progress looks closely at the growth that all students are making based on their past performances. Progress measures have previously been based on state test results in English language arts and math in grades 4-8.

New this Year: The Progress measures add state tests in grades 5 and 8 science and grade 6 social studies as well as English language arts and math end-of-course high school exams.

Technical Fact: The state examines students' state tests through a series of calculations to produce a "value-added" rating for your school or district for each of the four groups listed above.

Expected growth by a student group gives the school or district a C grade. A group that has made more than expected growth earns the school or district an A or B grade, depending on the amount of growth. A student group that has made less than expected growth results in a D or F grade for the school or district.

Component Grade:





Gap Closing Component

Measures: Annual Measurable Objectives

Description: Schools must close the gaps that exist in the achievement between groups of students that may be based on income, race, ethnicity or disability. This component shows how well schools are meeting performance expectations for our most vulnerable students in English language arts, math and graduation.

It compares the academic performance of nine student groups against the performance of a 10th group, all students in Ohio.

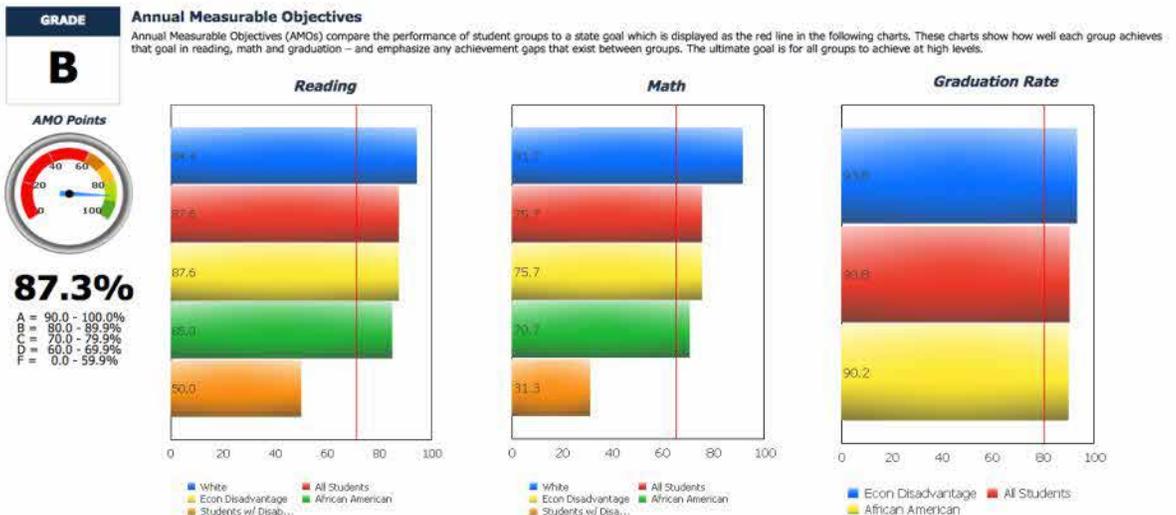
Technical Fact: A district or school cannot receive an A if one of its groups is not reaching the annual goal for all students. The goals for all student groups are called Annual Measurable Objectives. A grade is assigned after a review of the results of all 10 student groups in English language arts, math and graduation rate and for efforts to close the achievement gaps in the following groups of students:

- All Students;
- American Indian/Alaskan Native;
- Asian/Pacific Islander;
- Black, Non-Hispanic;
- Hispanic;
- Multiracial;
- White, Non-Hispanic;
- Economically Disadvantaged;
- Students with Disabilities; and
- Limited English Proficiency.

A-F Rating: Ohio's ESEA flexibility waiver outlines the targets for the Annual Measurable Objectives.

Score	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
60% - 69.9%	D
Less than 60%	F

Component Grade:





Graduation Rate Component

Measures: **Four-Year Graduation Rate**
Five-Year Graduation Rate

Description: The Four-Year Graduation Rate includes as graduates only those students who earn diplomas within four years of entering ninth grade for the first time. The Five-Year Graduation Rate includes those students who graduate within five years of entering ninth grade for the first time.

Technical Fact: In 2010, Ohio transitioned to a new method of calculating the graduation rate. The federal government set this rate to allow for comparisons between Ohio and other states. The calculation for the Four-Year Graduation Rate divides the number of students who graduate high school in four years or less by the number of students who form the adjusted group for the graduating class. The calculation of the Five-Year Graduation Rate divides the number of students who graduate high school in five years or less by the number of students who form the adjusted group for the graduating class. The adjusted group includes all students who entered ninth grade for the first time four years earlier. A group is adjusted by adding any students who transfer into the group later during the ninth grade and the next three years and subtracting students who transferred out. A student can be in only one group.

A-F Rating: The ranges for the graduation rate measures are different and partially prescribed in law.

Four-Year Graduation Rate

Score	Letter Grade
93% - 100%	A
89% - 92.9%	B
84% - 88.9%	C
79% - 83.9%	D
Less than 79%	F

Five-Year Graduation Rate

Score	Letter Grade
95% - 100%	A
90% - 94.9%	B
85% - 89.9%	C
80% - 84.9%	D
Less than 80%	F

Component Grade:



The letter grade for the Four-Year Graduation Rate.



The letter grade for the Five-Year Graduation Rate.



K-3 Literacy Component

Measures: K-3 Literacy Improvement

Description: Reading is the foundation for all learning. That is why it is critical to fund and address reading issues for a student as early as possible. K-3 Literacy looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

The measure and component relate to Ohio's Third Grade Reading Guarantee, which aims to make sure that all students are reading at grade level by the end of third grade. The guarantee drives attention to students from kindergarten through third grade who are struggling readers and makes sure they get the help they need to succeed in reading. Through this initiative, districts and schools diagnose reading issues, create individualized reading improvement and monitoring plans, and provide intensive reading interventions.

New this Year: K-3 Literacy Improvement uses results from two assessments: a reading diagnostic given to all students in kindergarten through grade 3 at the beginning of the school year and Ohio's state third grade English language arts test given to third-graders twice during the school year. For the 2015-2016 school year, students took the new state test in English language arts that included writing as well as reading. The new test replaced the previous Ohio Achievement Assessment given in 2014-2015.

Technical Fact: Any school or district that had fewer than 5 percent of its kindergartners reading below grade level at the beginning of the 2015-2016 school year will not receive a letter grade for this measure. The minimum range of a C grade will be the prior year's statewide average value for this measure. Students who do not score Proficient or higher on the state's third grade English language arts test and are not receiving services through a reading improvement and monitoring plan are deducted from a district's or school's score.

A-F Rating: The grade for the measure is based on the prior year's state average. State law requires that the statewide average represents the bottom of the C range.

Component Grade: The grades for this measure and component are based on the percentage of students in each of the following situations:

- Students who were not on track in reading last year in kindergarten and now are on track in first grade;
- Students who were not on track in reading in first grade and now are on track in second grade;
- Students who were not on track in reading in second grade and now are on track in third grade; and
- Students who were not on track in reading at the beginning of third grade who scored "Proficient" on Ohio's third grade English language arts test.



Prepared for Success Component

Measures:

**College entrance exam
Honors Diploma
Industry-recognized credentials**

**Advanced Placement
International Baccalaureate tests
College Credit Plus**

Description:

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio’s students are for all future opportunities.

Using multiple measures for college and career readiness enables districts to showcase their unique approaches to prepare students for success after high school. For example, some school districts may focus on Advanced Placement courses while others focus on College Credit Plus credits.

New this Year:

Districts and schools will receive A-F letter grades on the Prepared for Success component for the first time this year. A Prepared for Success letter grade is based on how well the students performed on these six measures:

Primary measures

A district earns 1 point for every student who earns any of the following:

1. College entrance exam remediation-free scores* (18 for ACT English, 22 for ACT math and 21 for ACT reading; or 430 for SAT writing, 520 for SAT math and 450 for SAT reading);
2. An Honors Diploma; or
3. Twelve points through an industry-recognized credential or group of credentials in one of 13 high-demand career fields.

If a student achieves more than one of the above, the district still earns 1 point for that student.

Bonus measures

For every student who earns 1 point plus one of the following, a district earns 0.3 additional points:

1. Advanced Placement tests – Scores 3 points or more on at least one test;
2. International Baccalaureate tests – Scores 4 points or more on at least one test;
3. College Credit Plus – Earns at least 3 credits.

If a student achieves more than one of the above, the district still earns 0.3 bonus points for that student.

A-F Rating:

Add the total points the district earned on the six measures, then divide that number by the total number of students in the adjusted classes of 2014 and 2015. The maximum points possible are 1.3 per student.

Here’s what the letter grade calculation looks like:

$$\frac{\text{Points district earned}^1}{\text{Students in adjusted classes of 2014 and 2015}^2} = \frac{762}{1,000} = 76.2\% \text{ or B}$$

*Ohio’s university presidents set these scores, which are subject to change.

¹ Based on six measures.

² All students who started ninth grade five years ago (class of 2014) plus those who started ninth grade four years ago (class of 2015). Both numbers are adjusted by adding in students who moved into the district – and by subtracting those who moved out – since ninth grade began.

Other Report Card Information



Gifted Students

This information identifies the number of your district's students who are determined to be gifted and how many of them are receiving gifted services from the district or school. Additionally, it shows how your gifted students are performing academically. You can find this information in the Achievement component section.

Example:

Gifted Indicator

Overview Performance Index Gifted Inputs

The Gifted Indicator is derived from three components: Gifted Value Added, the Performance Index for gifted students, and a Gifted Inputs score.

Gifted Value Added

Value Added Grade:	NR	Districts must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component. A grade of NR results in Not Met if the district has an Enrollment of 600 or more.
Enrollment:	4,593	
Value Added Met?	NR	

Gifted Performance Index

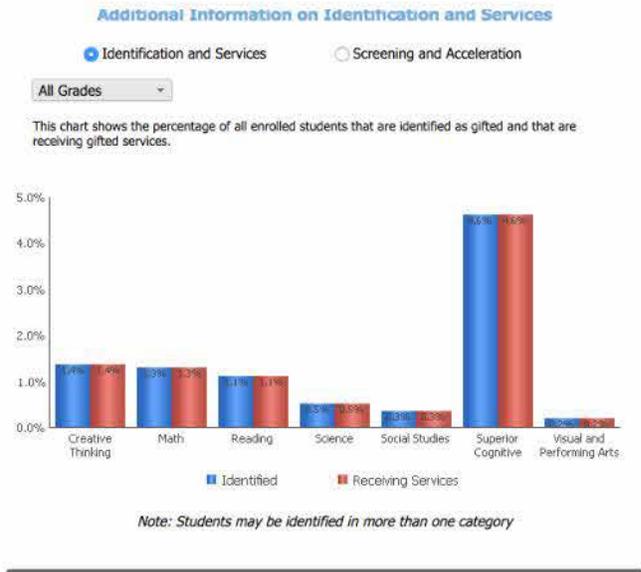
Performance Index:	123.849	Districts with at least 10 unique students in the Gifted Performance Index calculation must score 116.0 or better to meet the Gifted Performance Index component.
Performance Index Met?	Met	

Gifted Inputs

Total Points:	65.0	Points are earned based on identification and services provided to gifted students. Districts must earn at least 60 points out of a possible 100 to meet the Gifted Inputs component.
Gifted Inputs Met?	Met	

Gifted Indicator Final Result

INDICATOR	The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however; if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.
Met	



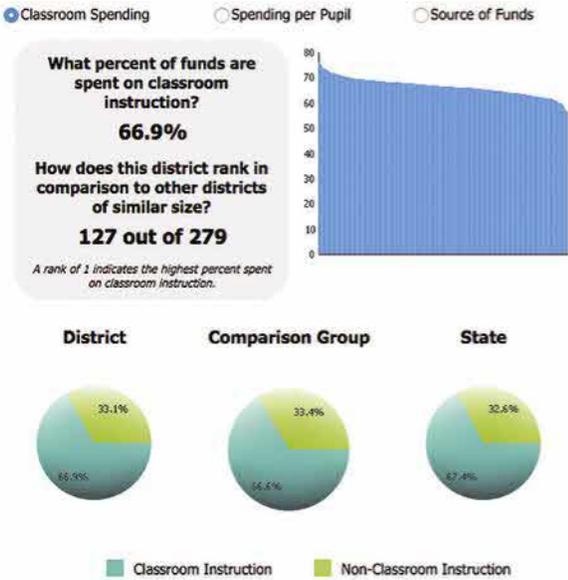


Financial Data

These measures answer several questions about spending and performance. How much is spent on classroom instruction? How much, on average, is spent on each student? What is the source of the revenue? How do these measures compare to other districts and schools?

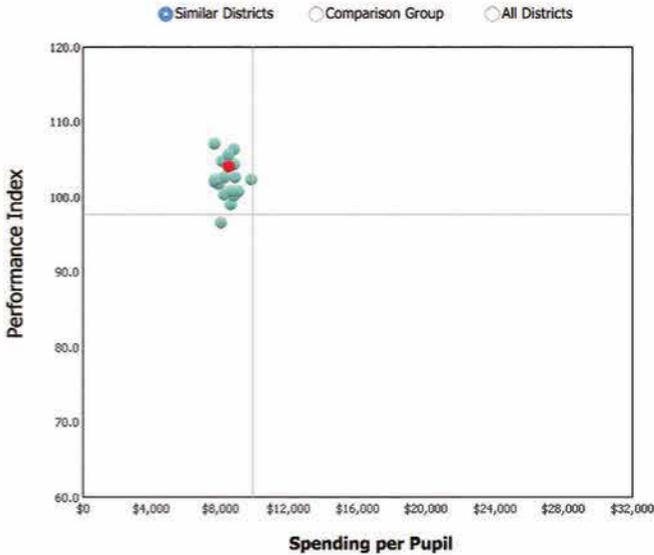
Example:

Spending Data



Spending and Performance

This measure answers the question – what is the relationship of average spending per student to performance, and how does that compare to similar districts and schools?



Comparison Group: Enrollment between 1000 and 2499

Every district and school report card includes this financial information.

Report Card for Career-Technical Planning Districts

Students included in this report card have completed at least half of their career-technical education and are enrolled for the second half. There are five components on this report card – Achievement, Graduation Rate, Prepared for Success, Post-Program Outcomes and Federal Accountability Results.



Achievement Component

Technical Skill Attainment shows the proportion of students passing technical assessments. These assessments are designed to measure the skills and knowledge learned in a student's career-technical program.

What is being graded?

1. Percent of students participating in assessments.
2. Of those participating, the percent of students passing technical assessments.

Questions to ask

Some students will not achieve at the highest levels, even in a school with a good grade.

- Why are students not participating in assessments?
- What are we doing to increase participation?
- What help do our students need to pass assessments?
- Which career-tech centers, similar to ours, are doing better than we are? What are they doing?

How is the grade determined?

The **Technical Skill Attainment Rate** reflects the proportion of students who passed the technical tests in their career-tech programs. Only students who took tests are included in the passage rate.

Score	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
65% - 69.9%	D
Less than 60%	F

This grade also reflects the testing participation rate. Districts that have less than 90 percent test participation receive a one letter grade demotion. For less than 80 percent participation, the district receives a letter demotion of two grades.

Effect	Test Participation Rate
Decrease of one letter grade	<90%
Decrease of two letter grades	<80%



Graduation Rate Component

This grade measures the percent of students who concentrate in career-technical education and graduate from high school within four or five years.

What is being graded?

1. Four-Year Graduation Rate – How many students graduated in four years or less?
2. Five-Year Graduation Rate – How many students graduated in five years or less?

Why is this important?

Almost all jobs require skills and education beyond a high school diploma. Measuring the five-year rate gives districts credit for helping students, who just missed graduating on time, finish their diplomas.

Questions to ask

- What are the reasons students are not graduating?
- Are there certain subjects that are holding students back?
- What are we doing to grow the number of students who graduate?
- Which districts, similar to ours, are doing better than we are? What are they doing?

How is the grade determined?

The **Four-Year Graduation Rate** includes only those students who earn diplomas within four years after entering ninth grade for the first time and concentrated in career-technical education.

Score	Letter Grade
93% - 100%	A
89% - 92.9%	B
84% - 88.9%	C
79% - 83.9%	D
Less than 79%	F

The **Five-Year Graduation Rate** includes those students who graduate within five years after entering ninth grade for the first time and concentrated in career-technical education by the end of their fourth year.

Score	Letter Grade
95% - 100%	A
90% - 94.9%	B
85% - 89.9%	C
80% - 84.9%	D
Less than 80%	F

Component Grade

60%

The letter grade for the Four-Year Graduation Rate.

40%

The letter grade for the Five-Year Graduation Rate.



Prepared for Success Component

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

How is the grade* determined?

- College entrance exam remediation-free scores.
- Honors Diploma.
- Industry-recognized credentials or group of credentials worth 12 points.
- Advanced Placement test score of 3 points or more on at least one test.
- International Baccalaureate test score of 4 points or more on at least one test.
- College Credit Plus of at least 3 credits.

Why is this important?

- Graduation is not enough. Students must be prepared for further education or work after high school.
- Whether training in a technical field or preparing for work or college, these indicators measure preparedness for all educational tracks.
- All districts must provide and promote ways for high schools to provide college credit.

Questions to ask

- Which elements measured in Prepared for Success are our schools providing?
- Why are we not offering other elements?
- Are those moving on to college able to do college-level work immediately?
- How do we inform parents and encourage students to get involved in these opportunities?
- How prepared are our students to get good jobs in area businesses?

*See page 13 for a full explanation of the Prepared for Success component.



Post-Program Outcomes Component

This shows the percent of students who are employed, in apprenticeships, in the military, or enrolled in postsecondary education or advanced training within six months of graduating high school.

A second ungraded measure reports information on industry-recognized credentials. Students must earn 12 points for an industry-recognized credential or group of credentials before they leave high school or in the six-month period after leaving school to be counted in this measure.

What is being graded?

- Percent of graduates who are employed, in apprenticeships, in the military, or enrolled in postsecondary education or advanced training within six months after graduation.

What is being reported?

- Percent of graduates who earn one or more credentials or certificates before graduation or within six months after graduation. There is currently no grade attached to the credentials measure.

Why is this important?

- All graduates should move on to their next steps in higher education or jobs.
- Earning a credential or certificate ensures that the student has an employable skill.

Questions to ask

- Why are students not taking their next steps after graduation on to higher education or jobs?

How is the grade determined?

The Post-Program Placement Rate reflects the proportion of students who left school and, in the subsequent months after leaving, were employed, in the military, in apprenticeships or enrolled in postsecondary education or advanced training. Only students who responded to surveys six- to nine-months after leaving school are included in this rate.

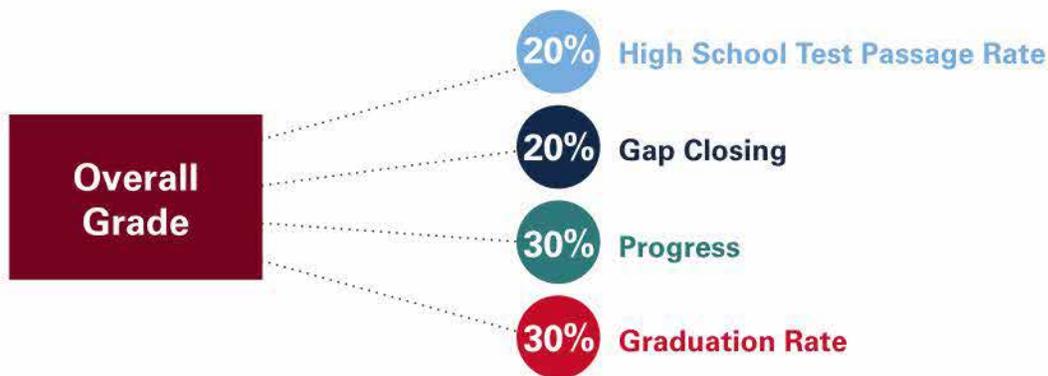
Score	Letter Grade
93% - 100%	A
89% - 92.9%	B
84% - 88.9%	C
79% - 83.9%	D
Less than 79%	F

The Post-Program grade also considers the proportion of students who were surveyed. This is called the *Status Known Rate*. The Post-Program grade is increased by one letter grade for Career-Technical Planning Districts with high Status Known Rates and decreased by one letter grade for Career-Technical Planning Districts with low Status Known Rates.

<u>Status Known Rate</u>	<u>Effect</u>
95% - 100%	Letter grade increased one level.
85% - 94.9%	No change to initial letter grade.
Less than 85%	Letter grade decreased one level.

Report Card for Dropout Prevention and Recovery Schools

Community schools that serve a majority of their students through dropout prevention and recovery programs receive this report card. Rather than A-F grades, dropout prevention and recovery schools receive one of the following ratings for report card measures – Exceeds Standards, Meets Standards, Does Not Meet Standards or Not Rated (used when there are too few data to issue a rating).



High School Test Passage Rate

This rating reports the percentage of students who passed all five subjects of the Ohio Graduation Tests as required for high school graduation.



Graduation Rate

This rating reports the number of students graduating from the school in four, five, six, seven or eight years.



Gap Closing

This rating shows how well schools are meeting the performance expectations for students in English language arts, math and graduation.



Progress

This rating is the school's average progress for its students in math and reading, using the NWEA Measure of Academic Progress (MAP) in grades 9-12. Progress looks closely at the growth that all students are making.

4-YEAR RATING Meets Standards	5-YEAR RATING Meets Standards	6-YEAR RATING Meets Standards
7-YEAR RATING Meets Standards	8-YEAR RATING Exceeds Standards	COMBINED RATING Meets Standards



High School State Test Passage Rate

This rating reports the percentages of students who passed all five subjects of the Ohio Graduation Tests as required for high school graduation.

What is being rated?

The number of students who have passed all five Ohio Graduation Tests.

Why is this important?

Every student deserves to succeed in learning.

Questions to ask

- Are students in this school succeeding academically in this program?
- If not, why?

Example:

Students Who Passed All Five Tests



58.6%

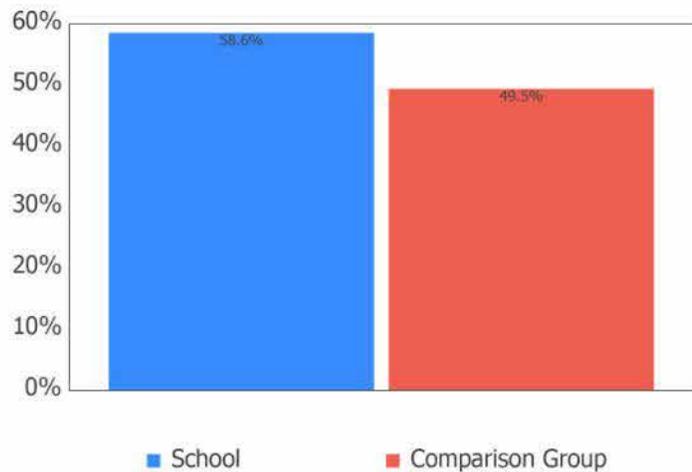
Score

68% - 100%
32% - 67.9%
Less than 32%

Rating

Exceeds
Meets
Does Not Meet

How Does This School Compare to the Other Dropout Recovery Program Schools in Ohio?





Gap Closing

This rating shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

What is being rated?

Annual Measurable Objectives – How does the performance of student groups in my school compare to a state goal?

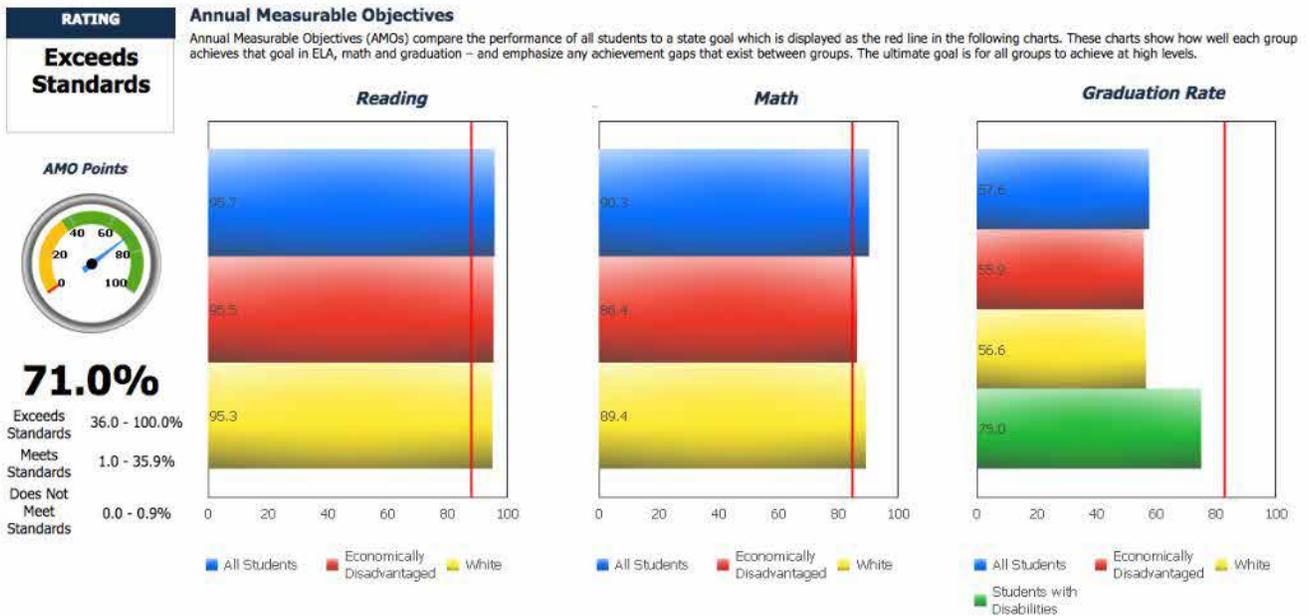
Why is this important?

Every student should succeed in learning. When a group or groups of students are not succeeding, educators need to review why and make changes.

Questions to ask

- How are different groups of students performing?
- What information is available to determine who is doing well and who is not?
- How can we change instruction for groups who are not succeeding?

Example:



The red line on each graph identifies the Annual Measurable Objective. The 2016 AMO for ELA is 87.9%, for Math is 84.5%, and for Graduation Rate is 82.8%. Subgroups with fewer than 30 students are not rated and do not appear on the graphs.



Graduation Rate

This rating reports the number of students graduating from your school in four, five, six, seven or eight years.

What is being rated?

1. The number of students who graduated in four years or less.
2. The number of students who graduated in five years or less.
3. The number of students who graduated in six years or less.
4. The number of students who graduated in seven years or less.
5. The number of students who graduated in eight years or less.

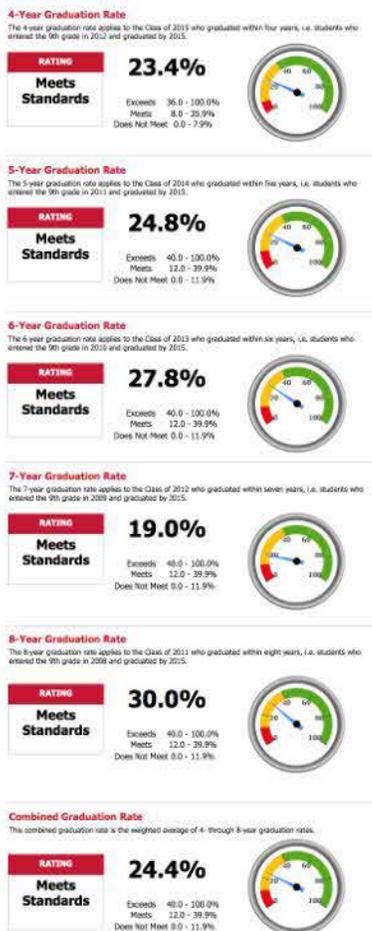
Why is this important?

Almost all jobs require skills and education beyond a high school diploma. Measuring the four-, five-, six-, seven- and eight-year graduation rates gives the school credit for helping students finish their diplomas.

Questions to ask

- If students are not graduating, why?

Example:





Progress Component

This rating is your school's average progress for its students in math and reading using the NWEA Measure of Academic Progress (MAP) in grades 9-12. Progress looks closely at the growth that all students are making based on their past performances.

Example:

GRADE	Overall
Meets Standards	This measures the progress for all students in math and reading, grades 9-12 using the NWEA MAP test.

COMPONENT GRADE	
Meets Standards	

Progress Details
 This table shows the Progress scores by test grade and subject, and includes up to three years of data as available.

Test Grade	Progress Score		
	Reading	Mathematics	All Tests
All Grades	0.2	-1.8	-0.9

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

Exceeds	2.00 and up
Meets	-2.00 to 1.99
Does Not Meet	below -2.00



What is Safe Harbor?

The General Assembly directed the Ohio Department of Education to transition to new state tests in mathematics and English language arts for the 2014-2015 school year. To give schools, teachers and students time to adjust, new Ohio law suspends many of the consequences of the tests for the 2014-2015, 2015-2016 and 2016-2017 school years.

Safe Harbor for School Districts

School officials might find it helpful to communicate with parents about safe harbor as meaning “no impact.” School districts can become eligible for certain programs or interventions based on their report card performance. Safe harbor – or no impact – for school districts means the following programs or interventions will be suspended:

Challenged School District Designation

When the state designates a school district as “challenged,” new startup community schools can open within the district’s boundaries. Safe harbor means the state will designate no new school districts as challenged until it releases the 2018 report cards.

Educational Choice Scholarship Program

Students attending persistently poor performing schools can become eligible for vouchers to pay the costs of attending private schools. Safe harbor means Ohio will include no new public school buildings in the program until the 2019-2020 school year.

Academic Distress Commissions

Ohio forms these commissions to help improve a school district after three consecutive years of poor results on its report cards. The 2016 report cards and report cards thereafter count toward the three consecutive years for the formation of new academic distress commissions, and safe harbor does not apply to the existing academic distress commissions.

Community School Closure

The majority of community schools receive the same traditional report cards as other public schools. Community schools can be closed by law for continued poor performance. That said, Ohio’s current safe harbor provisions say the state will not use grades published on the 2014-2015, 2015-2016 and 2016-2017 report cards to judge whether it will close a school.

School Restructuring

When traditional public schools receive low report card grades, there are several laws that require them to restructure or even close. Safe harbor means that no new school buildings will be required to restructure because of state law based on the 2014-2015, 2015-2016 or 2016-2017 report cards. However, there are restructuring requirements included in federal law that are not covered by Ohio's safe harbor provisions. This state portion of restructuring affects only a few schools.

Safe Harbor for Students

Schools and districts may not use test results during the 2014-2015, 2015-2016 and 2016-2017 school years to grant credits to students or to promote or deny students' promotion to higher grade levels, except in the cases of the Third Grade Reading Guarantee and graduation requirements. Test vendors can release a student's test score reports only to the school district, the student and the student's parent or guardian.

Schools must still retain in third grade a child who does not meet the "promotion score" on Ohio's grade three English language arts test. Some students may be exempted from this requirement. Exemption information is on the department's website at education.ohio.gov, search Third Grade Reading Guarantee.

The graduating classes of 2018 and after are taking end-of-course tests to earn graduation points. A student's performance on these tests will impact a student's graduation. However, safe harbor allows any student to retake any end-of-course tests. Students also have other options to earn high school diplomas.

Safe Harbor for Teachers and Principals

Student growth makes up a significant portion of an evaluation for teachers and principals. State tests are one of the ways to calculate this student growth. Due to the transition to new assessments, there no longer will be consequences tied to the results of the state tests given in the 2014-2015 and 2015-2016 school years. Additionally, teachers and principals will not use value-added ratings from state tests for the 2014-2015 and 2015-2016 school years as part of their evaluations or when making decisions regarding dismissal, retention, tenure or compensation unless they choose to use the data. The law provides other options for districts to address student growth measures as a part of teacher evaluations. Discuss this with your district leaders.

Rewards and Recognition

Ohio recognizes schools for maintaining high academic achievement among their students, including many from economically disadvantaged circumstances that can make learning difficult. Visit education.ohio.gov/Rewards-and-Recognition to view the full list of Reward Schools. Reward Schools for 2016 were not awarded at the time this guide was published.



Schools of Promise – 22 recognized in 2014-2015 school year

These schools meet these criteria:

- Serve at least 40 percent economically disadvantaged students.
- Achieve Proficient scores in reading and math with 80 percent or more of students in grades that took the 2014-2015 Ohio Achievement Assessments and Ohio Graduation Tests. Student groups include racial and ethnic, economically disadvantaged, students with disabilities and English language learners.
- Score grades of A or B on the Ohio School Report Cards for their Annual Measurable Objectives, to narrow performance gaps between student groups.
- Receive grades of A or B on student learning progress through the school year. Additionally, a grade of A or B on high school graduation rate, if the building is a high school.



High Performing Schools of Honor – 14 recognized in 2014-2015 school year

The High Performing Schools of Honor exceed the criteria of Schools of Promise. These schools must:

- Be Title I eligible and serve 40 percent or more economically disadvantaged students.
- Have 90 percent or more of all students score Proficient on the Ohio Achievement Assessments and Ohio Graduation Tests over the last five years.
- Have 80 percent of all subgroups who are Proficient in the most recent school year. Student groups include racial and ethnic, economically disadvantaged, students with disabilities and English language learners.
- Have a 93 percent graduation rate over the last five years, if the building is a high school.
- Earn grades of C or higher for their Annual Measurable Objectives and grades of B or higher for student learning progress.



High Progress Schools of Honor – 4 recognized in 2014-2015 school year

The High Progress Schools of Honor made the greatest five-year gains in proficiency and graduation rates, although they may still have work to do to achieve at the level of High Performing Schools of Honor. These buildings must be Title I eligible and serve 40 percent or more economically disadvantaged students.



All A Award – 2 districts, 46 schools recognized in 2014-2015 school year

The State Board of Education recognizes districts and schools that earned straight A's on all of their applicable report card components and measures.



Momentum Award – 53 districts and 165 schools recognized in 2014-2015 school year

The State Board of Education recognizes districts and schools that exceed expectations in student growth for the year.



Blue Ribbon Schools – 14 schools recognized in 2015 school year

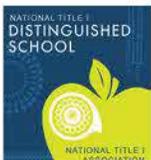
The U.S. Department of Education recognizes Ohio elementary and secondary schools that make significant progress in closing achievement gaps or whose students achieve at the highest levels in the state.

The Ohio Department of Education nominates 15 public schools each year. At least five must have 40 percent or more students who qualify for free or reduced-price lunches.

There are two categories for nomination:

- Exemplary High Performing Schools – Performing in the top 15 percent of schools in the state using state assessments in both reading and mathematics.
- Schools with Exemplary Improvement – Showing the most progress in reducing achievement gaps and in improving student performance using state assessments in both reading and mathematics. In addition, at least 40 percent of the school's students are from disadvantaged backgrounds.

The schools with 40 percent or more poverty may fall into either category. Schools with less than 40 percent poverty only qualify for the high performing category.



National Title I Distinguished Schools Program – 2 schools recognized in 2015 school year

The National Title I Association selects examples of superior Title I school programs. Selected schools qualify in one of the following categories:

- Exceptional student performance for two or more consecutive years.
- Closing the achievement gap between student groups.
- Excellence in serving special populations of students (e.g. homeless, migrant, English learners, etc. – new in 2016).

The association uses academic achievement of students and the creative and innovative programs that contribute to the school's success for this national recognition.

These schools demonstrate a wide array of strengths. This includes team approaches to teaching and learning, focused professional development opportunities for staff, individualized programs for student success and strong partnerships between the school, parents and community.



Green Ribbon Schools – 1 recognized in 2016 school year

The U.S. Department of Education recognizes schools and districts for their outstanding, comprehensive approaches to being green in learning and operations. Their efforts include reducing environmental impact and utility costs. Additionally, they promote better health and have effective environmental education such as civics and green career pathways.

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K-3 Literacy Improvement Measure

Introduction

The K-3 Literacy Improvement Measure was created to report whether a school district or building is making progress in improving literacy in grades kindergarten through three. The measure uses the results from the fall reading diagnostics taken in grades Kindergarten through Grade 3 and the results from the third grade Ohio State Test (OST) to measure the improvement schools and districts are making moving students from “not on track” to “on track” and eventually to proficient on the OST.

For the 2017 report card, the measure looks at which students were deemed to be “not on track” on the Kindergarten diagnostic taken in the fall of the 2015-2016 school year and gives credit for those students who improve to “on track” following the first grade diagnostic taken in the fall of the 2016-2017 school year.

Similarly, it measures the percentage of improvement from the fall 2015-16 school year first grade diagnostic to the fall 2016-17 school year second grade diagnostic, the fall 2015-16 second grade diagnostic to the fall 2016-17 third grade diagnostic and from the fall 2016-17 third grade diagnostic to the fall or spring 2016-17 school year third grade OST.

Additionally, the measure identifies students who were never on or were removed from a Reading Improvement and Monitoring Plan** (RIMP), but do not achieve proficiency on the OST by the spring of the third grade and uses such students to ‘demote’ the improvement percentage aggregated from the grade pairs described above.

***Note that schools must put students identified as “not on track” on the fall reading diagnostic on a Reading Improvement and Monitoring Plan within 60 days of when they take the diagnostic. The plan must identify the student’s specific reading deficiencies and must outline one or more interventions, services or supports that will be implemented to improve their level of literacy.*

The improvement for each grade pair is calculated separately, but the results are aggregated so that a school or district will receive just a single improvement percentage that is used to assign the K-3 Literacy Improvement letter grade.

Students Included in the Calculation

Like other accountability calculations, this measure relies on the “Where Kids Count” rules to determine whether a district or school should be held accountable for a student’s improvement. However, because the calculation follows some students across two school years, some of the timeframes are modified from what is used for other accountability calculations. The 2017 calculation includes two different timeframes for accountability.

Students who were in Kindergarten, Grade 1 or Grade 2 during the 2015-16 school year were required to be tested no later than **September 30, 2015** using whichever approved reading diagnostic that each district chose to use. Districts were required to place the K-2 students on a RIMP for the 2015-16 school year if they were deemed to be “not on track” with their literacy skills and they had to serve them with one or more reading interventions that were designed to improve their reading skills.

Students were then tested a second time before September 30, 2016 to determine whether those interventions were successful in improving the students' literacy levels by the time they moved to the next grade level. Because the reading interventions took place during the 2015-2016 school year, the calculation includes that school year when determining whether a district or school should be held accountable for a student's improvement. The business rules below outline which school year's data is used for each element when determining accountability. For students reported in Kindergarten through Grade 2 in the 2015-16 school year, a district will be held accountable if the following apply:

- The student was enrolled in a district for a full academic year as reported in the Majority of Attendance IRN element for the **2015-2016** school year.

AND

- The student was enrolled in the same district as of the Friday of the first full week in October (formerly called October Count Week) for the **2016-2017** School Year.

AND

- Student How Received Element for the **2015-2016** and **2016-2017** school year = "*", "3", "7", "8", "9", "A", "C", "M", "S", "U", "W", and "Y"; and Student Percent of Time for both school years > 0.

OR

- **2015-2016** and **2016-2017** school year Sent Reason Element = "CT," "JV," "ES", "PS," "MR," "OS" or "CR" (note that some codes may not be used for students in grades K-3).

OR

- For the **2015-2016** and **2016-2017** school years the student is one that your district sent to a special education cooperative program at another district. These students will be included in your district's calculation based upon the data reported by the district educating the student. The educating district would report the students with a How Received Element = "B".

AND

- For the **2015-2016** and **2016-2017** school years the Tuition Type Element = "D" and "T"

AND

- Excludes students with LEP = "L" and "S" and foreign exchange students who have been in US schools for fewer than 180 days during the **2015-2016** and **2016-2017** school years.

Students in the third grade during the 2016-2017 school year were required to be tested no later than **September 30, 2016** and they, too, had to be placed on a RIMP within 60 days of taking the diagnostic and offered interventions if they were deemed to be “not on track.” The goal for districts was to improve the third graders’ reading level so that they would pass the OST either in the fall 2016 or spring 2017 administrations. Since these interventions took place entirely during the 2016-17 school year, the calculation looks only at that timeframe when determining whether a district or school should be held accountable for the student’s improvement. A district will be held accountable for a third grade student if all of the following apply:

- The student was enrolled in a district for a full academic year as reported in the Majority of Attendance IRN element for the **2016-2017** school year.

AND

- Student How Received Element for the **2016-2017** school year = “*”, “3”, “7”, “8”, “9”, “A”, “C”, “M”, “S”, “U”, “W”, and “Y”; and Student Percent of Time for both school years > 0.

OR

- **2016-2017** school year Sent Reason Element = “CT,” “JV,” “ES,” “PS,” “MR,” “OS” or “CR” (note that some of these codes may not be used for 3rd grade students).

OR

- For the **2016-2017** school year the student is one that your district sent to a special education cooperative program at another district. These students will be included in your district’s calculation based upon the data reported by the district educating the student. The educating district would report the students with a How Received Element = “B”.

AND

- For the **2016-2017** school year the Tuition Type Element = “D” and “T”

AND

- Excludes students with LEP = “L” or “S” and foreign exchange students who have been in US schools for fewer than 180 days during the **2016-2017** school year.

Calculation

As was explained above, the measure focuses on students who are not on track and follows whether they improve on the next assessment to reach the on track status. The calculation is the percentage of not on track students who improve to on track or who score proficient on the OST.

For example, a district will get credit for a student who was not on track on the kindergarten diagnostic, but improved to on track on the first grade diagnostic. If 40 out

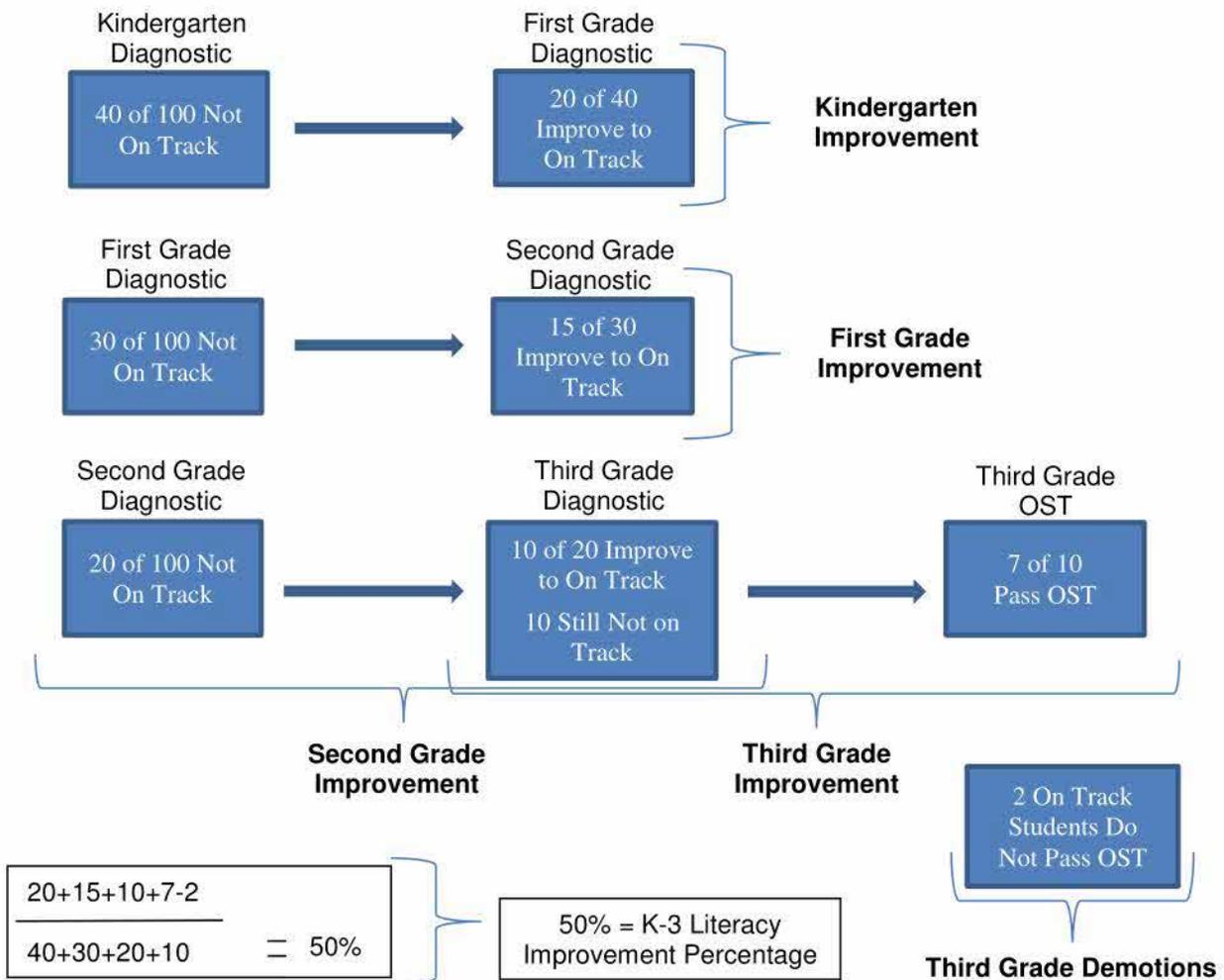
of 100 Kindergartners were not on track on the fall kindergarten test, then the percentage is calculated based on how many of those 40 students improve to be on track on the first grade test.

Similarly, the calculation provides credit for not on track first graders who improve to be on track in the second grade, and not on track second graders who improve to be on track in the third grade. In addition, credit is given for third grade students who were not on track on the fall third grade diagnostic but who score at least proficient on the third grade OST either in the fall (December) or spring administrations.

The measure also considers students who are not on a RIMP and do not reach proficient (score of 700) on the third grade ELA OST. The K-3 Literacy Improvement score decreases the overall improvement percentage by one student for each student who has never been on or who was removed from a RIMP and does not meet the proficiency standard.

The state average will represent the minimum of the “C” range on the A-F report card. The grade range will depend on the yearly average and may change from year to year. The boxes below depict how the calculation will work.

2015-16 School Year → 2016-2017 School Year



Additional Business Rules

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

Beginning in 2015-16, 3rd grade students who take the state's 3rd grade ELA test will receive both a scale score for the entire test, which includes reading AND writing standards, and a sub-score to gauge proficiency on just the reading standards. For the purpose of being promoted to the 4th grade, either the reading sub-score or the full scale score is used (see Technical Documentation on Third Grade Reading Guarantee for more information on this calculation).

Per state law, the K-3 Literacy Improvement calculation uses only the scale score from the entire ELA test – not the reading sub-score. Thus students need a scale score of 700 to reach the Proficient range on the third grade ELA OST and this is the minimum score that places the student in the numerator when calculating the third grade improvement percentage. Again – to clarify this is different than the score needed for a student to be promoted to the fourth grade. For the 2016-17 school year, a student can be promoted using either a reading sub-score of 44 or higher or a full scale score of 700 or higher.

In addition, students who do not reach the promotion score on the fall or spring OST have the opportunity to retake the test in the summer of 2017 and if they reached the minimum score they can be promoted over the summer to the fourth grade. For the purpose of the K-3 Literacy Improvement calculation, only the fall and spring OST scores are used when calculating the third grade improvement percentage. The summer scores come back too late to be included.

Moreover, students who fail to reach the promotion score on the third grade OST also have the opportunity to take an alternative vendor assessment and if they reach the designated score for that assessment they can be promoted to the fourth grade. The K-3 Literacy Improvement calculation does not use alternative vendor assessments when calculating the third grade improvement percentage. For that calculation, only the state's fall and spring OST scores are used.

Accountable students who were retained in Kindergarten, Grade 1 or Grade 2 between the 2015-16 and the 2016-17 school years are included in the calculation if they were deemed to be not on track in the 2016-17 school year. However, instead of looking at whether the student improved from not on track to on track across two grades (i.e. improving between Kindergarten and Grade 1) the calculation looks at whether the student improved from not on track to on track within the same grade (i.e. Kindergarten diagnostic taken in the 2015-16 school year to Kindergarten diagnostic taken in the 2016-17 school year).

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

Students who are formally accelerated from Kindergarten to Grade 2 or Kindergarten to Grade 3 or who are formally accelerated from Grade 1 to Grade 3 are included if their 2015-16 reading diagnostic identified them as not being on track in that school year. The calculation will look at whether the student improved from not on track to become on track from the original grade to the accelerated grade (e.g. from Kindergarten to Grade 2).

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

Students who are exempt from taking the diagnostic assessments due to a 'significant cognitive disability' are not included in the calculation.

For ANY student with ANY disability, it is up to the student's IEP team to decide whether he or she should be subject to retention in the third grade for failing to meet the promotion score on the third grade OST and in some cases a student may be exempt from retention. It is important to understand that while some students are exempt from the consequences of not meeting the promotion score, their OST data are still included in the K-3 Literacy Improvement measure for the purpose of calculating the third grade improvement percentage EXCEPT in cases where the student is deemed to have a significant cognitive disability.

State law requires that a conversion community school's data be rolled up to the public school district that sponsors the conversion school unless the school is a dropout recovery school. For the purpose of the K-3 Literacy Improvement measure, if the conversion school's accountability data rolled up in both 2015-16 and 2016-17, then the K-3 Literacy Improvement data will be included in the list of elements that roll to the district that sponsors the school in 2017.

The law also permits a start-up community school to have a data roll up agreement with the school district where the start-up school is located if the two entities so desire. For the purpose of the K-3 Literacy Improvement measure, if the start-up school's accountability data rolled up to its resident district in both 2015-16 and 2016-17, then the K-3 Literacy Improvement data will be included in the list of elements that roll to the district in 2017.

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

2015-16 School Year	2016-17 School Year	Result for K-3 Calculation
Tested with diagnostic deemed to be not on track	Required to be tested, but test never administered	Deemed to be not on track; Included in denominator, but not numerator because of 15-16 not on track score
Tested with diagnostic deemed to be on track	Required to be tested, but test never administered	Not included in calculation because of 2015-16 "on track" status
Required to be tested, but test never administered	Tested with diagnostic or OST – deemed to be not on track or failed OST	Deemed to be not on track based on current year's status; Included in denominator, but not numerator
Required to be tested, but test never administered	Tested with diagnostic or OST - deemed to be on track or passed OST	Not included in calculation because of the 2015-16 'on track' or passing status

As was mentioned above, state law requires that the statewide average improvement percentage is the percentage that represents the bottom of the "C" grade range. For 2014, the calculation used the CURRENT YEAR's average because it was the first year that the measure was calculated. For 2015 and beyond, the PRIOR YEAR's average will be used. This means that for 2017, the 2016 statewide average will be used to determine the grade ranges.

When setting the grade ranges, the total range between the statewide average and 100% will be divided into three equal intervals for the purpose of setting the "A", "B" and "C" grade ranges. An equal interval will be subtracted from the statewide average for the purpose of setting the "D" grade range. Using the prior year's average will allow schools to know what amount of improvement must be made to achieve each letter grade.

The 2017 grade scale is as follows:

2016-17 K-3 Grading Scale
A = 74.7% – 100%
B = 49.3% – 74.6%
C = 23.9% – 49.2%
D = -1.5 – 23.8%
F = <= -1.6%

Note that because districts and schools receive demotions for students who are not on a reading improvement and monitoring plan who also don't pass their 3rd grade OST, it is possible to receive a negative percentage for their K-3 literacy improvement score.

In the illustration above, the hypothetical entity used in the example received a 50% improvement percentage.

$$\frac{20+15+10+7-2}{40+30+20+10} = 50/100 = 50\%$$

This entity received two demotions for students who were not on a reading improvement and monitoring plan who also did not pass the 3rd grade OST. If this number instead had been 53 demotions the end result would have looked like this.

$$\frac{20+15+10+7-53}{40+30+20+10} = -1/100 = -1.0\%$$

No Grade If Fewer than 5% of Kindergarten Students Score Not On Track

A final provision in state law says that any school or district that has fewer than five percent of their Kindergartners reading below grade level in the current school year (2016-17 for the 2017 report card) will not receive a letter grade for this measure.

Component: Achievement

Measures: Indicators Met – Contributes 25% toward component grade
 Performance Index – Contributes 75% toward component grade

Description: The **Indicators Met** measure shows how many students have a minimum, or proficient, level of knowledge. These indicators are not new to Ohio students or teachers. They are based on a series of 26 state tests that measure the level of achievement for each student in a grade and subject. Schools and districts also will be evaluated on the new Gifted Indicator for a total of 27 indicators. 80% of students must score “proficient” or higher to get credit for the corresponding indicator. That is commonly called “meeting” the indicator.

The **Performance Index** measures the achievement of every student, not just whether or not they reach “proficient.” Schools receive points for every student’s level of achievement. The higher the student’s level, the more points the school earns towards its index. This encourages schools and districts to work with all students to continue to improve, regardless of the student’s level of achievement. Untested students also are included in the Performance Index Score.

Technical Fact: The A-F grade on the report card is determined by the number of indicators “met” out of the total number evaluated. The letter grade for the Performance Index is calculated by dividing the number of points earned by the school or district by 120.

A-F Rating: The ranges for both achievement measure grades are the same and partially prescribed by law.

Score	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
50% - 69.9%	D
Below 50%	F

Component: Progress

Measures: All Students – Contributes 55% toward component grade
 Gifted Students – Contributes 15% toward component grade
 Students with Disabilities – Contributes 15% toward component grade
 Students in the Lowest 20 Percent of Achievement Statewide – Contributes 15% toward component grade

Description: The data from state tests over multiple years are examined through a series of calculations to produce a **Value-Added** designation for each school and district. Additionally, the tests also are examined to determine progress of three specific groups of students.

The five designations – determined in law – are the same ranges of growth that are used to compute teacher Value-Added performance. Also like the teacher Value-Added performance measure, up to three years of growth computations are used to assure the accuracy and precision of the measure. Because of the transition to new assessments up to two years of gains will be used to calculate the school and district grades in 2017. A single year of gains will be used to calculate teacher ratings in 2017.

Just because a school may have a low achievement level in a given year does not mean that students are not learning. In fact, there may be a great deal of academic growth taking place moving students toward academic success. Conversely, there is a misconception that high achievers have met their potential and can no longer advance their learning. This measure highlights the importance of providing the curriculum and instruction that will help *all* students to grow academically every year.

Technical Fact: Value-Added grades are based on a scale that measures a “Growth Index.” This is the same index that has been used for report card purposes since Ohio adopted its use in 2007. A range of “-1 to +1” represents “one year of growth” and is given a “C” grade.

A-F Rating: The grade ranges for all measures in the Progress component are the same and prescribed by law.

Score	Letter Grade
+2 or greater	A
Greater or equal to +1 but less than +2	B
Greater or equal to -1 but less than +1	C
Greater or equal to -2 but less than -1	D
Less than -2	F

Component: Graduation Rate

Measures: Four-Year Graduation Rate – Contributes 60% toward component grade
 Five-Year Graduation Rate – Contributes 40% toward component grade

Description: The Four-Year Graduation Rate includes students who began 9th grade for the first time in a given school year. Students are counted as graduates in the four- and five-year graduation rates if they earn a diploma within four or five years of entering the 9th grade, respectively.

Technical Fact: In 2010, Ohio transitioned to a new method of calculating the graduation rate set by the federal government to allow for comparisons between Ohio and other states. The four-year graduation rate is calculated by dividing the number of students who graduate high school in four years or less by the number of students who form the adjusted cohort for the graduating class. The five-year graduation rate is calculated by dividing the number of students who graduate high school in five years by the number of students who form the adjusted cohort for the graduating class. The adjusted cohort includes all students who are entering 9th grade for the first time in a given school year. The cohort is adjusted by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting students who transfer out. A student can only be assigned to one cohort.

A-F Rating: The ranges for the graduation rate measures are different and partially prescribed in law.

Four-Year Graduation Rate

Score	Letter Grade
93% - 100%	A
89% - 92.9%	B
84% - 88.9%	C
79% - 83.9%	D
Less than 79%	F

Five-Year Graduation Rate

Score	Letter Grade
95% - 100%	A
90% - 94.9%	B
85% - 89.9%	C
80% - 84.9%	D
Less than 80%	F

Component: Gap Closing

Measures: Annual Measurable Objectives (AMOs) – Single measure in component grade

Description: Annual Measurable Objectives (AMOs) measure the academic performance of specific groups of students, such as racial and demographic groups. Each of these groups is compared against the collective performance of all students in Ohio. This allows us to determine if there are gaps in academic achievement between groups of students. Ohio has made strides over the years to reduce these gaps. However, much work still is needed to *eliminate* achievement gaps and bring all students up to the same high level of achievement.

Technical Facts: This component reviews 10 student groups in reading, math and graduation rate and assigns a grade for efforts to close achievement gaps in all groups. A school or district cannot get an “A” on this measure if one of its groups has a significant gap in achievement or graduation. These student groups, which are the same groups measured by Adequate Yearly Progress (AYP), are:

- All Students;
- American Indian/Alaskan Native;
- Asian/Pacific Islander;
- Black, non-Hispanic;
- Hispanic;
- Multiracial;
- White, non-Hispanic;
- Economically Disadvantaged;
- Students with Disabilities; and
- Limited English Proficiency.

A-F Rating: The ranges for the Annual Measurable Objectives grades are outlined in Ohio’s ESEA flexibility waiver.

Score	Letter Grade
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
60% - 69.9%	D
Less than 60%	F

Component: K-3 Literacy

Measure: K-3 Literacy Improvement – Single measure in component grade

Description: Reading is the foundation for all learning. That is why it is critical to find and address reading issues for a student as early as possible. **K-3 Literacy Improvement** measures how well schools and districts are helping young students who are reading below grade level.

The measure and component relate to Ohio’s Third Grade Reading Guarantee which aims to ensure that all students are reading at grade level by the end of third grade. The guarantee drives attention to students from kindergarten to third grade who are struggling readers and makes sure they get the help they need to succeed in reading. Through this initiative, school districts and community schools diagnose reading issues, create individualized reading improvement and monitoring plans, and provide intensive reading interventions.

Technical Facts: Any school or district that has less than five percent of their kindergartners reading below grade level will not receive a letter grade for this measure or component. The minimum range of a “C” grade will be the prior year’s statewide average value for this measure.

This measure will use results from reading diagnostic assessments given to all students in kindergarten through grade three at the beginning of the year to report the number of students who move from not on-track to on-track from one year to the next.

A-F Rating: The grade for the measure is based on the prior year’s state average. State law requires that the state average represents the bottom of the “C” range with equal percentages set for the “A”, “B”, “C” and “D” ranges. Districts and schools receive a demotion for every student who is not on a Reading Improvement and Monitoring Plan who fails to score Proficient or higher on the 3rd grade state ELA test. Because of the demotions, a school or district can have an improvement percentage that is a negative number. The 2017 grade scale is:

Score	Letter Grade
74.9% - 100%	A
49.4% - 74.8%	B
23.9% - 49.3%	C
-1.6% - 23.8%	D
<= -1.7%	F

Component: Prepared for Success

- Measures:**
- ¹**College Admission Test** *(percent receiving non-remediation score)*
 - ¹**Industry-Recognized Credentials** *(percent with a credential)*
 - ¹**Honors Diplomas Awarded** *(percent with an Honors Diploma)*
 - ²**Advanced Placement** *(percent scoring three or above)*
 - ²**International Baccalaureate** *(percent scoring four or above)*
 - ²**Dual Enrollment Credits** *(percent earning at least three credits)*
 - ¹Having any or all contributes a weight of 1.0 toward component
 - ²Having any item in 1 and any or all in 2 contributes an additional weight of 0.3 toward component

Description: When students graduate from high school, they must be ready for success in college and careers without needing to take remedial classes. This goal is measured by the **Prepared for Success** component.

Prepared for Success is a unique component. It contains six measures that do not receive a grade. Beginning in 2016, the component will be graded based on the percentage of a school's or district's four- and five-year graduation cohorts that demonstrate college- and career-readiness. Using multiple measures for college- and career-readiness allows districts to showcase their unique approaches for preparing students. Some schools may focus on industry credentials while others focus on ACT scores.

Technical Fact: A school earns a point for every student in the four- and five-year graduation cohorts who either: (a) achieves a remediation free score on all parts of the ACT or SAT; (b) earns an industry-recognized credential; or (c) receives an honors diploma. A student earns an additional 0.3 points for completing one or more criteria from the list above and also: (a) earning a three or higher on an AP exam; (b) earning a four or higher on an international baccalaureate exam; or (c) earning three or more college credits through college credit plus. The maximum points that any individual student can earn is 1.3 regardless of how many criteria are met.

A-F Rating: The grade scale increases over the next three years. The 2017 scale is:

Score	Letter Grade
90% - 100%	A
70% - 89.9%	B
45% - 69.9%	C
25% - 44.9%	D
Less than 25%	F

Component Grades

Background

State law requires the Ohio Department of Education to issue six component grades to schools and districts beginning with the 2016 report cards. The six graded components include:

1. Achievement
2. Progress
3. Gap Closing
4. K3 Literacy Improvement
5. Prepared for Success
6. Graduation Rate

The Ohio Administrative Code (OAC) 3301-28-09 describes the methodology used to calculate each component grade. Three of the six components (Achievement, Graduation Rate and Progress) have multiple measures that are combined to get the component grades. For two measures, (AMO and K-3 Literacy Improvement), the measure grade IS the component grade. The final component (Prepared for Success) is unique in that it is comprised of a series of ungraded measures that are aggregated to produce a component grade.

This document will outline how the measure grades and ungraded Prepared for Success data are aggregated to get the six component grades. Additional technical documents exist for each of the ten measures that contribute to the components. For more information on how each of the measure grades are calculated, please refer to the respective technical documents.

Weighting and General Rules for All Calculations

The state board of education determined the weighting that each measure contributes to the component. The weighting is as follows:

- **Achievement** includes the Performance Index Score weighted at 75%, and the Indicators Met measure weighted at 25%.
- **Graduation Rate** includes the 4-year Graduation Rate weighted at 60%, and the 5-Year Graduation Rate weighted at 40%.
- **Progress** includes the Overall Value-Added weighted at 55%, Gifted Value-Added weighted at 15%, Students with Disabilities Value-Added weighted at 15%, and Students in the Lowest 20% of Statewide Achievement Value-Added weighted at 15%.

If a school/district has only one measure in the Achievement or Graduation Rate component, then that one graded measure contributes 100% to the component. If neither measure is graded, then the component also is not graded. For Progress, if fewer than four measures are graded, the remaining measures are used in the same proportion to issue the component grade. If the school or district has no value-added grades, then the Progress component also remains ungraded.

The component grades are assigned by converting the measure grades to points using the tables shown below and calculating a weighted average of points earned which translates into a component letter grade. For example, if the range for an “A” is 90% to 100%, a high “A” of 100% would earn more points than a low “A” of 90%.

It is important to understand, that for each component calculation, even those where there is just one measure, the percentage still will be converted to points based on where the grade falls within the range. This is because the components eventually will be rolled up to assign an overall grade to the school or district so points are needed for all six components. More details for each component are found on the pages below.

Achievement Component

Measures Included

1. Indicators Met
2. Performance Index Score

Weights*

1. Indicators Met contributes 25% to the Achievement Component Grade
2. Performance Index Score contributes 75% of the Achievement Component Grade

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

Indicators		
Percent to Points Conversion		
Measure Grade Scale	Percentage	Points
90%-100% – A	>=97.5% to 100%	5
	>=95% but <97.5%	4.75
	>=92.5 but <95%	4.5
	>=90% but <92.5%	4.25
80%-89.9% – B	>=87.5% but <90%	4
	>=85 but <87.5%	3.75
	>=82.5% but <85%	3.5
	>=80% but <82.5%	3.25
70%-79.9% – C	>=77.5% but <80%	3
	>=75% but <77.5%	2.75
	>=72.5% but <75%	2.5
	>=70% but <72.5%	2.25
50%-69.9% – D	>=65% but <70%	2
	>=60% but <65%	1.75
	>=55% but <60%	1.5
	>=50% but <55%	1.25
<50 – F	>=37.5% but <50%	1
	>=25% but <37.5%	0.75
	>=12.5% but <25%	0.5
	>=0% but <12.5%	0

PI Score		
Percent to Points Conversion		
Measure Grade Scale	Percentage	Points
90%-100% – A	>=95% to 100%	5
	>=92.5% but <95%	4.75
	>=91 but <92.5%	4.5
	>=90% but <91%	4.25
	>=87.5% but <90%	4
80%-89.9% – B	>=85 but <87.5%	3.75
	>=82.5% but <85%	3.5
	>=80% but <82.5%	3.25
	>=77.5% but <80%	3
70%-79.9% – C	>=75% but <77.5%	2.75
	>=72.5% but <75%	2.5
	>=70% but <72.5%	2.25
	>=65% but <70%	2
50%-69.9% – D	>=60% but <65%	1.75
	>=55% but <60%	1.5
	>=50% but <55%	1.25
	>=40% but <50%	1
<50 – F	>=30% but <40%	0.75
	>=15% but <30%	0.5
	>=0% but <15%	0

Component Grade Scale

Achievement Component Grade Assignment	
Points	Letter Grade
4.125 – 5.000	A
3.125 – 4.124	B
2.125 – 3.124	C
1.125 – 2.124	D
0 – 1.124	F

Example of Calculation

Measure	Weighted Points	Component Points
Indicators Met	$84.7\% = 3.5 \text{ Points} \times 0.25 \text{ weight}$	0.875 points
PI Score	$91.5\% = 4.5 \text{ points} \times 0.75 \text{ weight}$	3.375 points
Total		4.25 points = "A" Component grade

Measure	Weighted Points	Component Points
Indicators Met	$87.2\% = 3.75 \text{ Points} \times 0.25 \text{ weight}$	0.9375 points
PI Score	$89.9\% = 4.0 \text{ points} \times 0.75 \text{ weight}$	3.0 points
Total		3.9375 points = "B" Component grade

Graduation Component

Measures Included

1. 4-year Graduation Rate
2. 5-Year Graduation Rate

Weights*

1. 4-year Graduation Rate contributes 60% to the Graduation Component Grade
2. 5-Year Graduation Rate contributes 40% of the Graduation Component Grade

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

Percentage to Points Scale

4-Year Graduation Percentage to Points		
Measure Grade Scale	Percentage	Points
93% - 100% - A	>=98.25% to 100%	5
	>=96.5% but <98.25%	4.75
	>=94.75% but <96.5%	4.5
	>= 93% but <94.75%	4.25
89% - 92.9% - B	>=92% but <93%	4
	>=91% but <92%	3.75
	>=90% but <91%	3.5
	>=89% but <90%	3.25
84% - 88.9% - C	>=87.75% but <89%	3
	>=86.5% but <87.75%	2.75
	>=85.25% but <86.5%	2.5
	>=84% but <85.25%	2.25
79% - 83.9% - D	>=82.75% but <84%	2
	>=81.5% but <82.75%	1.75
	>=80.25% but <81.5%	1.5
	>=79% but <80.25%	1.25
<79% - F	>=59.25% but <79%	1
	>=39.5% but <59.25%	0.75
	>=19.75% but <39.5%	0.5
	>=0% but < 19.75%	0

5-Year Graduation Percentage to Points		
Measure Grade Scale	Percentage	Points
95% - 100% - A	>=98.75% to 100%	5
	>=97.5% but <98.75%	4.75
	>=96.25% but <97.5%	4.5
	>=95% but <96.25%	4.25
90% - 94.9% - B	>=93.75% but <95%	4
	>=92.5% but <93.75%	3.75
	>=91.25% but <92.5%	3.5
	>=90% but <91.25%	3.25
85% - 89.9% - C	>=88.75% but <90%	3
	>=87.5% but <88.75%	2.75
	>=86.25% but <87.5%	2.5
	>=85% but <86.25%	2.25
80% - 84.9% - D	>=83.75% but <85%	2
	>=82.5% but <83.75%	1.75
	>=81.25% but <82.5%	1.5
	>=80% but <81.25%	1.25
<80% - F	>=60% but <80%	1
	>=40% but <60%	0.75
	>=20% but <40%	0.5
	>=0% but <20%	0

Component Grade Scale

Graduation Component Grade Assignment	
Points	Letter Grade
4.125 – 5.000	A
3.125 – 4.124	B
2.125 – 3.124	C
1.125 – 2.124	D
0 – 1.124	F

Examples of Calculation

Measure	Weighted Points	Component Points
4-Year Rate	95.2% = 4.5 Points x 0.60 weight	2.7 Points
5-Year Rate	92.0% = 3.5 points x 0.40 weight	1.4 Points
Total		4.10 points = "B" Component grade

Measure	Weighted Points	Component Points
4-Year Rate	81.6% = 1.75 Points x 0.60 weight	1.05 Points
5-Year Rate	89.2% = 3 points x 0.40 weight	1.2 Points
Total		2.25 points = "C" Component grade

Gap Closing Component

Measure Included

1. AMO Measure

Weights*

1. The AMO Measure contributes 100% to the Gap Closing Component Grade

*If a school/district has no AMO measure grade, then there is no Gap Closing component grade.

Percentage to Points Scale

AMO Percentage to Points		
Measure Grade Scale	Percentage	Points
90% - 100% - A	>=97.5% to 100%	5
	>=95% but <97.5%	4.75
	>=92.5 but <95%	4.5
	>=90% but <92.5%	4.25
80% 89.9% - B	>=87.5% but <90%	4
	>=85% but <87.5%	3.75
	>=82.5% but <85%	3.5
	>=80% but <82.5%	3.25
70% - 79.9% - C	>=77.5% but <80%	3
	>=75% but <77.5%	2.75
	>=72.5% but <75%	2.5
	>=70% but <72.5%	2.25
60% - 69.9% - D	>=67.5% but <70%	2
	>=65% but <67.5%	1.75
	>=62.5% but <65%	1.5
	>=60% but <62.5%	1.25
<60% - F	>=45% but <60%	1
	>=30% but <45%	0.75
	>=15% but <30%	0.5
	>=0% but <15%	0

Component Grade Scale

Gap Closing Component Grade Assignment	
Points	Letter Grade
4.125 – 5.000	A
3.125 – 4.124	B
2.125 – 3.124	C
1.125 – 2.124	D
0 – 1.124	F

Examples of Calculation

Measure	Weighted Points	Component Points
AMO Measure	$42.5\% = 0.75 \text{ points} \times 1.0 \text{ weight}$	0.75 points
Total		0.75 points = "F" Component grade

Measure	Weighted Points	Component Points
AMO Measure	$84.2\% = 3.5 \text{ points} \times 1.0 \text{ weight}$	3.5 points
Total		3.5 points = "B" Component grade

Progress Component

Measures Included

1. Overall Value-Added
2. Gifted Value-Added
3. Students with Disabilities Value-Added
4. Lowest 20% Value-Added

Weights*

Because there are more than two measures and the weighting is not equal, the percentage that each contributes to the component must be adjusted in cases where there are two or three graded value-added measures. When all four measures exist, the percentages are as follows:

1. Overall Value-Added contributes 55% to the Progress Component Grade
2. Gifted Value-Added contributes 15% to the Progress Component Grade
3. Students with Disabilities Value-Added contributes 15% to the Progress Component Grade
4. Lowest 20% Value-Added contributes 15% to the Progress Component Grade

*Note that a school/district will never have a subgroup grade unless it also has an Overall grade.

If three grades exist the percentages are as follows:

1. Overall Value-Added contributes 63.25% to the Progress Component Grade
2. Subgroup 1 contributes 18.375% to the Progress Component Grade
3. Subgroup 2 contributes 18.375% to the Progress Component Grade

*Note that a school/district will never have a subgroup grade unless it also has an Overall grade.

If two grades exist the percentages are as follows:

1. Overall Value-Added contributes 71.5% to the Progress Component Grade
2. Subgroup 1 contributes 28.5% to the Progress Component Grade

*Note that a school/district will never have a subgroup grade unless it also has an Overall grade.

In cases where no subgroup grades exist, the Overall grade will also be the component grade. If a school or district has no measures with grades, then the Progress Component also is not graded.

Additional Rules

Per Ohio law, the Progress Component grade cannot be an “A” unless all of the subgroup measure grades are “B” or higher. A subgroup is only evaluated for this “B or higher rule” if an A-F letter grade actually is assigned. If the subgroup is not graded (NR) then it does not affect the component grade. In cases where the ‘preliminary’ number of points total 4.125 or higher, and one or more subgroups has earned a “C”, “D” or “F” grade, points will be deducted to take the ‘final’ number of points down to 4.124 (the highest number of

points in the “B” range) and a grade of “B” will be assigned. Note that the exact number of points to be deducted will vary based on where the school or district falls within the “A” range.

Gain Index to Points Scale

Overall, Gifted, SWD, Lowest 20% Value-Added Gain Index to Points	
Gain index	Points
+2 or Greater - A	5
>=+1 but <+2 - B	4
>= -1 but <+1 - C	3
>= -2 but < -1 - D	2
< -2 - F	1

Component Grade Scale

Progress Component Grade Assignment	
Points	Letter Grade
4.125 – 5.000	A
3.125 – 4.124	B
2.125 – 3.124	C
1.125 – 2.124	D
0 – 1.124	F

Example – 55% weight to Overall and 15% each weight to Sub-Group VA (4 VA grades)

Measure	Weighted Points	Component Points
Overall	+2.75 Gain Index = 5 points x .55 weight	2.75 Points
SWD	+1.72 Gain Index = 4 Points x .15 weight	0.6 Points
Low 20%	-0.89 Gain index = 3 points x .15 weight*	0.45 Points
Gifted	-4.24 = 1 points x .15 weight*	0.15 Points
Total		3.95 Points = B Grade*
<i>*In this example, the number of points does not place the school or district in the “A” range so no demotion is required.</i>		

Example – 63.25% weight to Overall and 18.375% each weight to Sub-Group VA (3 VA grades)

Measure	Weighted Points	Component Points
Overall	+2.75 Gain Index = 5 points x .6325 weight	3.1625 Points
First Subgroup	+1.72 Gain Index = 4 Points x .18375 weight	0.735 Points
Second Subgroup	-0.89 Gain index = 3 points x .18375 weight*	0.55125 Points
Total		4.44875 Points = A Grade*
<i>*A subgroup has a grade lower than “B” so points must be deducted to demote the final grade to the top of the “B” range.</i>		
		4.44875 – 0.32475 = 4.124 = B Grade

Example – 71.5% weight to Overall and 28.5% each weight to Sub-Group VA (2 VA grades)

Measure	Weighted Points	Component Points
Overall	+2.75 Gain Index = 5 points x .715 weight	3.575 Points
First Subgroup	-1.72 Gain Index = 4 Points x .285 weight*	1.14 Points
Total		4.715 Points = A Grade
<i>*All subgroup grades are "B" or higher so no deduction of points is made and the "A" grade is awarded.</i>		

K-3 Literacy Component

Measure Included

1. K-3 Literacy Improvement Measure

Weights*

1. The K-3 Literacy Improvement Measure contributes 100% to the K-3 Literacy Component Grade

*If a school/district has no K-3 measure grade, then there is no K-3 component grade.

Percentage to Points Scale

The grade scale for the K-3 Literacy Improvement measure changes annually because state law says that the state average percentage of improvement is the bottom of the “C” range. The table shown below was created using the ranges set for the 2017 report card.

2017 K-3 Literacy Percentage to Points (using 2016 Average)		
Measure Grade Scale	Percentage	Points
74.7% - 100 - A	>=93.7% - 100%	5
	>=87.4% - <93.7%	4.75
	>=81.0% - <87.4%	4.5
	>=74.7% - <81.0%	4.25
49.3% - 74.6% – B	>=68.3% - <74.7%	4
	>=62.0% - <68.3%	3.75
	>=55.6% - <62.0%	3.5
	>=49.3% - <55.6%	3.25
23.9% - 49.2% – C	>=42.9% - <49.3%	3
	>=36.6% - <42.9%	2.75
	>=30.2% - <36.6%	2.5
	>=23.9% - <30.2%	2.25
-1.5% – 23.8% - D	>=17.5% but <23.9%	2
	>=11.2% - <17.5%	1.75
	>=4.8% - <11.2%	1.5
	>= -1.5% but <4.8%	1.25
<-1.5% - F	>= -2.5% but < -1.5%	1
	>= -5.0% but < -2.5%	0.75
	>= -7.5% but < -5.0%	0.5
	< -7.5%	0

Component Grade Scale

K3 Component Grade Assignment	
Points	Letter Grade
4.125 – 5.000	A
3.125 – 4.124	B
2.125 – 3.124	C
1.125 – 2.124	D
0 – 1.124	F

Examples of Calculation

Measure	Weighted Points	Component Points
K-3 Measure	42.5% = 2.75 points x 1.0 weight	2.75 points
Total		2.75 points = "C" Component grade

Measure	Weighted Points	Component Points
K-3 Measure	84.2% = 4.5 points x 1.0 weight	4.5 points
Total		4.5 points = "A" Component grade

Prepared for Success Component

Measures Included

The Prepared for Success Component is calculated using a series of ungraded measures. The denominator of the calculation includes all students in the denominators of the 4-year and 5-year graduation rates. A student must do one or more of the following to be in the numerator:

1. Earn a remediation free score on all parts of the ACT or SAT
2. Earn an honors diploma
3. Earn an industry-recognized credential

Bonus points are awarded if the student earns one of the above and also does one of the following:

1. Earns a three or higher on at least one AP exam
2. Earns a four or higher on at least one IB exam
3. Earns at least three college credits before leaving high school

Weights*

2. The Prepared for Success measures are ungraded, but are used to calculate the Component Grade

*If a school/district has no Prepared for Success measures with data, then there is no Prepared for Success component grade.

Percentage to Points Scale

The Prepared for Success component grade scale increases in each of the next three years. Because of this, the “percentage to points” conversion table also will change. Shown below is the table that will be used in 2017 to award points for this component. Note that this table shows the COMPONENT grade scale – not the measure grade scale.

Prepared for Success Percentage to Points – 2017 Only		
COMPONENT Grade Scale	Percentage	Points
90% - 100% - A	>=97.5% to 100%	5
	>=95.0% but <97.5%	4.75
	>=92.5% but <95.0%	4.5
	>=90% but <92.5%	4.25
70% - 89.9% - B	>=85% but <90%	4
	>=80% but <85%	3.75
	>=75% but <80%	3.5
	>=70% but <75%	3.25
45% - 69.9% - C	>=63.8% but <70%	3
	>=57.5% but <63.8%	2.75
	>=51.3% but <57.5%	2.5
	>=45% but <51.3%	2.25
25% - 44.9% - D	>=40% but <45%	2
	>=35% but <40%	1.75
	>=30% but <35%	1.5
	>=25% but <30%	1.25
<25% - F	>=18.8% but <25%	1
	>=12.5% but <18.8%	0.75
	>=6.3% but <12.5%	0.5
	>=0% but <6.3%	0

Component Grade Scale

Prepared for Success Component Grade Assignment	
Points	Letter Grade
4.125 – 5.000	A
3.125 – 4.124	B
2.125 – 3.124	C
1.125 – 2.124	D
0 – 1.124	F

Examples of Calculation

This calculation is very different from the others because the measures are ungraded. The denominator of the calculation is the number of students in the school's or district's 4-year and 5-year graduation rates, regardless of whether the student graduated. A student has multiple ways to be counted in the numerator and also to earn a bonus weight for the numerator. The grade is awarded based on the percentage of students that have demonstrated they are prepared for success after high school. In the example below, there are 10 students that make up the denominator of the calculation.

Student	Students Count 1.0 in PFS Numerator with One of More of These*			Students in Numerator Earn 0.3 Bonus Weight with One of More of These**			Total Points for Student
	ACT/SAT Remediation Free	Honors Diploma	Industry-Recognized Credential	AP Test 3 or Higher	IB test 4 or Higher	Three or More College Credits	
Student 1	YES	YES	No	YES	No	YES	1.3
Student 2	No	No	YES	No	No	No	1
Student 3	No	No	No	No	No	No	0
Student 4	No	No	YES	YES	No	No	1.3
Student 5	No	No	No	No	No	No	0
Student 6	No	No	No	No	No	No	0
Student 7	No	YES	No	No	No	No	1
Student 8	No	No	No	No	No	No	0
Student 9	No	YES	No	No	YES	No	1.3
Student 10	YES	No	No	No	No	YES	1.3
TOTAL POINTS EARNED							7.2

*A student counts 1.0 in the numerator regardless of how many elements are earned from the left side of the table (yellow shading).

**A maximum bonus of 0.3 earned for having one or more elements from the right side of the table (green shading).

2017 Component*	Weighted Points	Component Points
PFS Component	72% (7.2 of 10) = 3.25 points x 1.0 weight	3.25 points
Total		3.25 points = "B" Component grade

*Note this grade and points earned are calculated using the 2017 table. The points for each grade range will change in future years.

The Performance Index (PI) Score is one of ten graded measures of the report card. This measure is required by statute.

Ohio Revised Code Section 3302.01 (A) says:

"Performance index score" means the average of the totals derived from calculations, for each subject area, of the weighted proportion of untested students and students scoring at each level of skill described in division (A)(2) of section [3301.0710](#) of the Revised Code on the state achievement assessments, as follows:

For the assessments prescribed by division (A)(1) of section [3301.0710](#) of the Revised Code, the average for each of the subject areas of English language arts, mathematics, science, and social studies.

For the assessments prescribed by division (B)(1) of section [3301.0710](#) and division (B) (2) of section [3301.0712](#) of the Revised Code, the average for each of the subject areas of English language arts and mathematics.

*The department of education shall assign weights such that **students who do not take an assessment receive a weight of zero** and students who take an assessment receive progressively larger weights dependent upon the level of skill attained on the assessment. The department shall assign additional weights to students who have been permitted to pass over a subject in accordance with a student acceleration policy adopted under section [3324.10](#) of the Revised Code. If such a student attains the proficient score prescribed under division (A)(2)(c) of section [3301.0710](#) of the Revised Code or higher on an assessment, the department shall assign the student the weight prescribed for the next higher scoring level. If such a student attains the advanced score, prescribed under division (A)(2)(a) of section [3301.0710](#) of the Revised Code, on an assessment, the department shall assign to the student an additional proportional weight, as approved by the state board. For each school year that such a student's score is included in the performance index score and the student attains the proficient score on an assessment, that additional weight shall be assigned to the student on a subject-by-subject basis.*

Students shall be included in the "performance index score" in accordance with division (K) (2) of section [3302.03](#) of the Revised Code.

Because of the provision highlighted in red above, untested students must be included in the calculation and schools and districts receive zero points for them. For tests that are taken, schools and districts receive some points for each test regardless of the score received. As students answer more questions correctly and move to a higher achievement level, the number of points earned for the PI score also increases.

When doing the calculation, the first step is to determine the total number of tests that should have been taken. This is the denominator of the calculation. The state law shown above requires all subjects, ELA, math, science and social studies, to be included in the calculation for tests taken in grades 3-8. For the high school end-of-course tests, only the tests in ELA and mathematics are used. This is because students have alternative options that they can use for the purpose of earning graduation points in science and social studies.

Although students have options to earn graduation points, it is important to understand that **ALL** students must take a state test in science sometime during their high school career to fulfill federal reporting requirements. The state’s biology test fulfills that requirement and for students in the Class of 2018, physical science also can be used. However, even though students must TAKE a state science test, they don’t have to use it for graduation. Instead, state law allows a student to substitute an AP or IB test for the purpose of earning graduation points. A student also can substitute a college credit plus course grade for graduation. Thus, while all students do TAKE the state’s science test (currently biology), there will be cases where there are no stakes attached to it for the student. Students also can substitute an AP or IB test or a college credit plus course grade for the state’s end-of-course tests in American history or government and because there is no federal reporting requirement, students who choose this option do not need to take a state assessment in the course being subbed.

For tests that are not taken, ODE uses the *Score Not Reported* reason (Record FA235) to determine whether a test is included in the PI Score calculation. Except for the cases outlined in the paragraph above, all students are expected to take the test if they are enrolled in a course that has a corresponding test. If a student fails to take the test, the district must submit a Score Not Reported reason to explain why the test was not taken.

In some cases, if a student fails to test, that record is included in the denominator of the Performance Index Score as a test not taken and zero points are earned. The table below can be used to determine whether an untested student will affect the calculation or not. Note that in two cases (Code “I” and Code “S”), the student is considered to have tested and the test is treated as a “Limited” range test. For all other cases, the test either counts in the denominator as a test not taken or it is not included in the 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 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	Truancy	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 not given for the course in which the student is enrolled within this district	Tests NOT included in the denominator of the calculation
H	SSID for this student appears on the assessment vendor file due to data error; student with this SSID was not required to be assessed	Tests NOT included in the denominator of the calculation
I	Student took the test, but it was, for good cause, invalidated by the Ohio Department of Education or by the district	Included in the denominator as a test that was taken – 0.3 points earned (test is in the Limited range)
J	Student moved in or out of the district before the test was administered	Tests NOT included in the denominator of the calculation

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	Tests NOT included in the denominator of the calculation
M	Medical Emergency**	Tests NOT included in the denominator of the calculation
N	Accelerated student, no subject test at the accelerated grade	Tests NOT included in the denominator of the calculation
P	Due to timing of the alternate assessment determination	Tests NOT included in the denominator of the calculation
S	Non-scorable assessment (used only for students taking the alternate assessment for students with cognitive disabilities)	Included in the denominator as a test that was taken – 0.3 points earned (test is in the Limited range)
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	Tests NOT included in the denominator of the calculation
X	Assessment score not reported because the student received graduation credit for the assessment area due to completion of a dual credit course	Tests NOT included in the denominator of the calculation
Y	Student transferred in with the course already completed; number of required graduation points reduced	Tests NOT included in the denominator of the calculation

****The "M" code (Medical Emergency) can only be used for those students who are granted a medical emergency waiver by the Ohio Department of Education.**

Once the denominator is determined, the tests are sorted into seven "buckets" based on the range of score. The buckets include:

- Advanced Plus
- Advanced
- Accelerated
- Proficient
- Basic
- Limited
- Tests Not taken

Points are assigned based on the percent of total tests that fall into each bucket.

The law rewards schools and districts for having students on a Formal Written Acceleration Plan where the student takes an assessment that is in a higher grade than the student's overall grade, provided the student scores Proficient or higher (such as might happen if a 5th grader takes a 6th grade math class and thus takes the 6th grade math assessment).

For the purpose of calculating the PI score, a formally accelerated student's assessment that scores in the "Proficient" range will count as if it is in the "Accelerated" range; an assessment in the "Accelerated" range will count as if it is in the "Advanced" range and an assessment in the "Advanced" range will be given a new weight of 1.3 points in the new "Advanced Plus" range.

ODE uses the Student Acceleration Record (FB Record) from the current school year to determine which tests are eligible for the bonus weight. This record is reported for a student who has a referral from the district's Acceleration Evaluation Committee and who is placed on a Written Acceleration Plan (WAP) for one or more subject areas. If a student is whole grade accelerated, an acceleration record is reported for each of the FIVE subject areas (social studies, mathematics, reading, science, writing) and ALL tests in ALL subjects are eligible for the bonus weight. If a student is single subject accelerated (for example, a student is a typical fourth grader for ELA and social studies, but is taking 5th grade math after being placed on a Written Acceleration Plan), an FB Record is reported for math and only that test is eligible for the bonus weight.

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

An acceleration record stops being reported if the student no longer is accelerated. For example – if a 4th grade student with a WAP spent the 2015-16 school year in 5th grade math, an acceleration record would have been reported for math in the 15-16 school year. If a district decides to end the student's acceleration in 2016-17 so that he doesn't move ahead to 6th grade math in the year when his overall grade is five, no record is reported for the 16-17 school year.

For the purposes of assigning the letter grades, a PI Score of 120 is considered to be a "perfect" score because this score would be earned if 100% of the tests from non-accelerated students were into the Advanced range. Districts and schools will receive one of five letter grades from "A" through "F" based on the percentage of total possible points earned.

For 2017, the PI Score will be calculated by using a weighted average of individual student performance levels on each achievement test in all subject areas for grades three (3) through eight (8), plus the English Language Arts and math *alternate assessments* for students in grade ten, and the ELA and math end of course exams (algebra I, integrated math I, geometry, integrated math 2, ELA I and ELA 2) for any student taking it for the first time. For the purpose of creating the PI Score, ALL applicable assessments (both standard and alternate) are included. Note that standard version of the Ohio Graduation Tests (OGTs) are NOT part of the PI Score calculation any longer and per state law, at the high school level no science or social studies assessments are included for either the end of course assessments or the alternate assessment taken by students with significant cognitive disabilities.

The calculation below shows the points earned in the Performance Index Score calculation for the percent of tests that fall into each range.

Proficiency Level	Weight
Advanced Plus	1.3
Advanced	1.2
Accelerated	1.1
Proficient	1.0
Basic	0.6
Limited	0.3
Tests Not Taken	0.0

Each weighted score is multiplied by the percentage of student scores at that level. The “Where Kids Count” accountability rules used to determine which test scores are included in the PI score calculation are identical to those used for the state performance indicators EXCEPT at the high school level no science and social studies courses are included. Please refer to the technical documentation on the Performance Indicators for additional information and to see the coding associated with each student’s scores that are included in the calculation.

LEP students enrolled in U.S. schools for no more than two years during the 2016-2017 school year are not included in the calculation as long as they are coded with the “L” or “S” code.

Foreign exchange students who have been enrolled for less than 180 days also are not included.

Per federal guidance, the calculation is subject to the 1.0% cap on alternate assessment scores that may count as proficient for an LEA. If a district exceeds its cap, scores are demoted from their “actual” level of Proficient, Accelerated or Advanced to the “Basic” level and will be counted at a weight of 0.6.

In order to have a Performance Index Score calculated, a school or district must have at least ten (10) accountable students taking one or more assessments. In cases where a school or district has fewer than ten unique students across all tested grades who have taken assessments, the data will be masked and the Performance Index Letter Grade will not be calculated.

Once the PI Score is calculated, a letter grade will be assigned based on the percentages shown below.

Percentage of Total Points Earned	Letter Grade Assigned
90% - 100%	A
80% - 89.9%	B
70% - 79.9%	C
50% - 69.9%	D
<50%	F

2016-2017 Indicator Targets (27 Possible)

Science and Social Studies Indicators	
Exam	Percentage Needed to Meet the Indicator
Grade 4 Social Studies	80%
Grade 5 Science	80%
Grade 6 Social Studies	80%
Grade 8 Science	80%
Physical Science*	80%
Biology	80%
American History	80%
American Government	80%
Math and English Language Arts Indicators	
Exam	Percentage Needed to Meet the Indicator
Grade 3 Math	80%
Grade 3 English Language Arts	80%
Grade 4 Math	80%
Grade 4 English Language Arts	80%
Grade 5 Math	80%
Grade 5 English Language Arts	80%
Grade 6 Math	80%
Grade 6 English Language Arts	80%
Grade 7 Math	80%
Grade 7 English Language Arts	80%
Grade 8 Math	80%
Grade 8 English Language Arts	80%
Algebra 1	80%
Geometry	80%
Integrated Math I	80%
Integrated Math II	80%
English Language Arts I	80%
English Language Arts II	80%
Gifted Indicator**	
Gifted PI Score	117 or higher
Gifted Value-Added	Grade of "C" or higher
Input Points	80 or more

*A school/district only will have a physical science indicator if it has at least 10 students who previously scored below proficient (below 3) on the test retaking it during the 2016-17 school year.

**The three elements of the gifted indicator are combined to get one rating of "met" or "not met"

Annual Measurable Objectives (AMOs) Calculation

Introduction

In July, 2013, Ohio submitted an ESEA Flexibility Waiver to the U.S. Department of Education. The waiver included a proposal to stop using the old Adequate Yearly Progress (AYP) calculation and to replace it with a new Annual Measurable Objectives (AMO) Calculation. Some of the features of the AMO calculation are very similar to the AYP calculation. Other features are very different.

Like AYP, the AMO calculation measures the academic performance of specific groups of students using racial, ethnic and demographic data. Each of these groups is compared against the collective performance of all students in Ohio to determine if there are gaps in academic achievement between the different groups of students. The ten subgroups that are evaluated for the AMOs are: 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 (IEP); and Students with Limited English Proficiency (LEP).

As written in Ohio's ESEA waiver, there are three AMOs with targets that increase each year; one for English Language Arts (ELA) proficiency, one for math proficiency, and one for graduation rate and each student group is expected to meet each AMO. The ELA and math AMO targets originally were based on Ohio's OAA and OGT assessments and the waiver included a statement that the annual targets would be revisited in 2015 when Ohio implemented its new state assessments.

AMO Annual Targets – Traditional Schools

The table below outlines the AMOs as they were approved by the U.S. Department of Education for each school year through 2014. For 2015 through 2017, Ohio's AMOs were submitted to the federal agency, but because of the reauthorization of the Elementary and Secondary Education Act, the agency acknowledged submittal, but did not issue a formal letter of approval. For the 2017-18 school year, all states must submit a state plan to the U.S. Department of Education explaining how they will measure gaps between groups of students. Ohio is working on its plan so readers of this document should understand that this calculation most likely will change in 2018. However, for 2017, the table below lists the targets that will be used for this calculation.

When using this table, it can be interpreted to mean that for the 2016-2017 school year, in order to reach the ELA proficiency AMO, all subgroups of sufficient size are expected to have at least 77.1% of the students score Proficient or higher; to reach the math AMO all subgroups of sufficient size are expected to have at least 72.0% of the students score Proficient or higher; and to reach the graduation AMO all subgroups of sufficient size are expected to have a four-year on-time graduation rate of at least 85.1%.

Subject Area	2011-12 (Baseline Targets)	2012-13	2013-14	2014-15	2015-16	2016-2017
Reading	81.9%	83.4%	84.9%	71.3%	74.2%	77.1%
Mathematics	76.5%	78.5%	80.5%	65.0%	68.5%	72.0%
Four-Year Graduation Rate	73.6%	75.9%	78.2%	80.5%	82.8%	85.1%

AMO Annual Targets – Dropout Recovery Schools

The ELA and math proficiency calculation for schools operating a dropout prevention and recovery program is similar, but not identical to the one used for traditional schools. These schools often serve students who are older than traditional students. As such, their students most likely still are required to use the old Ohio Graduation Test as their test for graduation. Because they are not widely using the new end of course assessments, Ohio’s ESEA waiver said that the state would continue to use the ELA and math OGTs for the high school test in the AMO calculation until such time as the schools began to have enough end of course test data to evaluate the subgroups for gaps. Because this calculation uses the old OGT, Ohio did not receive permission to modify the AMO targets for these schools. The targets in the table below are the original goals approved by the U.S. Department of Education in 2013. Note that the graduation target is the same for ALL schools; both dropout recovery and traditional schools. This is because ALL students in the Class of 2017 are able to graduate based on the “old” OGT standards and since there was no increase to the rigor needed for this cohort to graduate, the USDOE did not approve a modification to the original AMO goals.

Subject Area	2011-12 (Baseline Targets)	2012-13	2013-14	2014-15	2015-16	2016-2017
Reading	81.9%	83.4%	84.9%	86.4%	87.9%	89.4%
Mathematics	76.5%	78.5%	80.5%	82.5%	84.5%	86.5%
Four-Year Graduation Rate	73.6%	75.9%	78.2%	80.5%	82.8%	85.1%

General Business Rules for Reading and Math Proficiency

Just like in prior years, the 2017 reading and math proficiency calculations will include the scores of full academic year students taking the 3rd, 4th, 5th, 6th, 7th, and 8th grade state assessments in English language arts and math. The U.S. Department of Education also requires students to test once in high school between grades ten and twelve. Ohio’s Geometry, Integrated Math II and English Language Arts (ELA) II assessments are the tests that best meet the federal requirements to measure high school proficiency and are the assessments that Ohio will use for the AMO calculation to measure high school proficiency in 2017. Students in all grades taking the ELA and math alternate assessment for students with cognitive disabilities (AASCD) also are included.

For dropout recovery schools, the calculation uses Ohio Graduation Tests for ELA and math rather than the Geometry, Integrated Math II and ELA II tests. Students with a grade of 10 are included and so are students with a grade of 12 or those who are within three months of turning 22 years old, regardless of the reported grade. This ensures that all students are included at least once during their high school career and it provides an opportunity for these schools to show improvement for the oldest students in grade 12 or who are about to age out of the K-12 education system.

For both traditional schools and dropout schools, each subgroup’s results are aggregated across all tested grades within a school building or school district to determine if the AMO is met. A subgroup must have at least 30 “accountable” students who meet the Full Academic

Year to be evaluated for the reading and math AMOs. If the number of accountable students in a particular subgroup taking the reading and/or math test is less than 30 in the current year, the student group is not evaluated for the AMO on that test and the building/district will receive an “NR” (“Not Rated”) designation for that student group.

The “Where Kids Count” accountability rules used to determine which test scores are included in the reading and math AMO calculations are identical to those used for the state performance indicators, except that only the Geometry, Integrated Math II, and ELA II assessments are used in the AMO calculations. Please refer to the technical documentation on the Performance Indicators for additional information and to see the coding associated with each student’s scores that are included in the various proficiency calculations.

LEP students enrolled in U.S. schools for no more than two school years (2015-2016 and 2016-2017 school years) are not included in either the numerator or the denominator of the percent proficient calculation as long as they are reported with the “L” or “S” code. **This is a change from how the calculation was done in 2015 and earlier when only the first year LEP students (those with the “L” code) were exempt from the proficiency calculation.** Note that the rules for LEP participation also changed. The rules, explained in more detail below in the participation rate section, now require all LEP students to take ELA and math tests from the time they enter an Ohio school. The students do not count for proficiency for two years, but are included for all subjects in the participation rate immediately.

Foreign exchange students who have been enrolled for less than 180 days also are not included in either the numerator or the denominator of the percent proficient calculation as long as they do not plan to graduate from their American school.

Per federal guidance, percent proficient calculations are subject to the 1.0% cap on alternate assessment scores that may count as proficient for an LEA.

General Business Rules Graduation Rate

To be evaluated for the graduation rate AMO, a student group for ALL schools (dropout and traditional) must have at least 30 students in the denominator of the calculation. Students are accountable to the last school and district where they are enrolled and the Full Academic Year Rules do not apply. If the number of accountable students in a particular subgroup is less than 30, the student group is not evaluated for the graduation rate AMO and the building/district will receive an “NR” (“Not Rated”) designation for that student group.

For the graduation rate AMO, the Where Kids Count accountability rules are identical to those used for the four-year graduation rate measure. Please refer to the technical documentation on the Four-Year Graduation Rate Measure for additional information about which students are included in the graduation calculation.

For the graduation rate AMO, 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 9th graders four years earlier and is adjusted by:

- Adding any students who transfer into the cohort either later in the 9th grade or sometime in any of the next three years; and

- Subtracting any students who transfer out, emigrate to another country, or die 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."*

Just as with the old AYP calculation, the AMO calculation continues to count summer graduates as being "on-time" in the calculation. To allow such graduates to be included, the rate is lagged by one year which means that data on the 2017 report card represents the rate for the graduating class of 2016.

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 (please see the "Students Included in Calculations/WKC" document for further clarification).

For the 2017 report card, the following calculation will be used to determine the building's or district's graduation rate:

Four-Year Graduation Rate =	$\frac{\begin{aligned} &\# \text{ of FY2016 Cohort Graduates (Summer Graduates Included)} \\ &\# \text{ of FY2016 Cohort Graduates (including summer grads)} \\ &+ \\ &\# \text{ of FY2016 Cohort Transfers In} \\ &+ \\ &\# \text{ of FY2016 Cohort Dropouts (in any year from FY2013-FY2016)} \\ &+ \\ &\# \text{ of FY2016 Cohort Students Reported in Error} \\ &+ \\ &\# \text{ of FY2016 Cohort Non-Graduates} \\ &+ \\ &\# \text{ of FY2016 Cohort Reinstated Transfers} \\ &- \\ &\# \text{ of FY2016 Cohort Transfers Out (Transfers Out to Other Ohio} \\ &\text{Public Schools Must Be Picked Up By Another District or they are} \\ &\textbf{Reinstated Transfers} \text{ that are returned to the withdrawing} \\ &\text{district's/school's denominator)} \end{aligned}}{\begin{aligned} &\# \text{ of FY2016 Cohort Graduates (including summer grads)} \\ &+ \\ &\# \text{ of FY2016 Cohort Transfers In} \\ &+ \\ &\# \text{ of FY2016 Cohort Dropouts (in any year from FY2013-FY2016)} \\ &+ \\ &\# \text{ of FY2016 Cohort Students Reported in Error} \\ &+ \\ &\# \text{ of FY2016 Cohort Non-Graduates} \\ &+ \\ &\# \text{ of FY2016 Cohort Reinstated Transfers} \\ &- \\ &\# \text{ of FY2016 Cohort Transfers Out (Transfers Out to Other Ohio} \\ &\text{Public Schools Must Be Picked Up By Another District or they are} \\ &\textbf{Reinstated Transfers} \text{ that are returned to the withdrawing} \\ &\text{district's/school's denominator)} \end{aligned}}$	X 100
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Definitions

FY2016 Cohort Graduates: These are FY2013 First Time 9th Graders who are reported as having a *DIPLOMA DATE* and a *DIPLOMA TYPE* no later than the 2016 Graduate "G" reporting period, excluding students reported with Student Status = P, Q or T.

FY2016 Cohort 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 grade level reported in the first year that they are reported in any public school with a grade of nine or higher. The graduating Class of 2016 includes all students who transferred in and were first reported with a grade of 9 sometime during the 2012-13 school year; first reported with a grade of 10 in the 2013-14 school year; first reported with a

grade of 11 in the 2014-15 school year and first reported with a grade of 12 in the 2015-16 school year.

FY2016 High School Dropouts: Are the number of students who are reported with a dropout withdrawal code (WITHDRAWAL REASON = '71', '72', '73', '74', '75', '76', '77', '79') from any school year from 2012-2013 through 2015-2016.

FY2016 Students Reported in Error: Are the number of students (WITHDRAWAL REASON = '81') reported in error by the school or district from each school year (2013-2016) for that graduating cohort.

FY2016 Non-Graduates: Are students who remain in school at the end of four years who did not graduate for any reason including, but not limited to lack of credits, failure to pass the OGT, regular education students enrolled in a program that takes longer than four years to complete and special education students who remain in high school for more than four years per their IEP.

Reinstated Transfers: Are FY2016 cohort students reported as transferring to another Ohio Public School (WITHDRAWAL REASON = '41') who subsequently are not reported as being admitted to any receiving public district.

Transfers Out: Are students in the FY2016 cohort who are reported between the 2012-2013 and 2015-2016 school years with a withdrawal code (WITHDRAWAL REASON = '40', '41', '42', '43', '45', '46', '47') that indicates that the student transferred to some other school and is continuing with his or her education. ODE also removes students who become deceased (WITHDRAWAL REASON = '52') from the calculation. Note that students coded with a transfer code of 41 MUST be picked up by another school or district in order to be removed from withdrawing entity's graduation rate. Students who are not reported by some other public school or district become "reinstated transfers" which is defined above.

Additional Information

The calculations for the reading, math and graduation AMO sub-components are done separately. Subgroups receive between zero and 100 points based on the whether or not they meet the AMO, and if the AMO is not met they receive points based on the extent to which the gap has closed between the prior year and current year. The points earned by each subgroup are totaled separately for the three sub-components and then the three numbers are averaged to get a preliminary letter grade. Note that Dropout Recovery Community Schools do NOT receive letter grades. Instead, they receive a rating of "Exceeds Standards", "Meets Standards" or "Does Not Meet Standards" for the AMO Measure.

For traditional entities, once the preliminary grade is determined, the calculation applies three additional criteria and if any of those conditions are met, it results in the preliminary grade being demoted by one letter grade.

Once those three demotion criteria are applied, the final grade (or designation for Dropout Recovery Schools) is issued.

Reading and Math Proficiency Calculation

As was mentioned above, the reading and math proficiency AMOs are calculated separately, but the four rules governing how points are awarded are the same for both subject areas. The rules are as follows:

1. If the subgroup's current year percent proficient is greater than or equal to the current year's AMO, then 100 points are assigned.
2. If the subgroup fails to meet the AMO, but the amount of improvement in the passing percentage between the previous year and the current year is greater than or equal to the current year's gap, then 100 points are assigned (Note: this condition is met when the current year's gap is cut by more than half over the previous year's gap).
3. If the subgroup fails to meet the AMO, but the subgroup's passing percentage is improving and the amount of improvement is smaller than the current year's gap, then points awarded will be based on the following calculation:

$$\left(\frac{\text{Current Year Passing Percentage} - \text{Previous Year Passing Percentage}}{\text{AMO Goal} - \text{Current Year Passing Percentage}} \times 100 \right) = \left(\frac{\text{Amount of Improvement}}{\text{Current Year Gap}} \times 100 \right) = \text{Points Earned}$$

4. If the subgroup's current year passing percentage is less than the AMO and also is less than the previous year's passing percentage, then the gap grew and zero points are awarded.

Definitions and Business Rules

Current Year Passing Percentage: This is the number of students identified with a grade of 3 through 8 during the 2016-17 school year who took the state's ELA and Math Assessments, all students taking the ELA and math alternate assessment and students in any grade who took the Geometry, Integrated Math II or ELA II end of course assessments and scored at or above the proficient level. For dropout schools, the OGT is the high school test used and it includes all students in grades 10 and 12 plus students who are within 3 months of turning 22. All grade levels are combined into one total for each subject and for each student subgroup. Only those students who have been enrolled for a full academic year, who have taken the appropriate standard assessment (with or without accommodations) or the alternate assessment, and who meet student subgroup inclusion criteria are included in the total.

Previous Year Passing Percentage: This is the number of students in grades 3-8 during the 2015-16 school year who took the ELA and Math assessments, all students who took the ELA and math alternate assessment, and 10th grade students who took the ELA and Math OGTs and scored at or above the proficient level. For dropout schools, the OGT is the high school test used and it includes all students in grades 10 and 12 plus students who are within 3 months of turning 22. All grades are combined into one total for each subject and for each student

subgroup. Only those students who have been enrolled for a full academic year, who have taken the appropriate standard assessment (with or without accommodations) or the alternate assessment, and who meet student subgroup inclusion criteria are included in the total.

Amount of Improvement: This number is computed by subtracting the previous year's passing percentage from the current year's passing percentage. If the calculation yields a positive number, it means that improvement has been made; a negative number means that no improvement was shown and the gap has grown.

AMO Goal: This is the goal outlined in the table shown above. For 2016-17, the reading goal is 77.1% and the math goal is 72.0% for traditional schools and 89.4% and 86.5% for dropout schools.

Current Year Gap: This number is computed by subtracting the current year's passing percentage from the AMO Goal. If the calculation yields a positive number, it means that the subgroup failed to meet the AMO and a gap exists; a negative number means that the AMO was met or exceeded and no gap exists. Note that if no gap exists, it will be displayed as N/A in the Secure Data Center.

In some cases, a subgroup may be gaining population and go from having fewer than 30 accountable students in the prior year (2016) to having 30 or more in the current year (2017). This means that the subgroup moves from the status of not being evaluated for the AMO to one where it is evaluated. Because the prior year's data (2016) were not used in the prior year's calculation (2016), those data also are NOT used to determine if the subgroup showed improvement in the current year (2017). In this situation, the only way that the subgroup can earn points is by having enough students pass the assessments in the current year to meet the AMO. A similar situation occurs when a new school building opens. Because the building is in its first year of operation, no prior year's data exists for any subgroup. In this case, the only way to earn points is for the subgroup to meet the current year's AMO by having enough students pass the test.

Graduation Rate Calculation

The formula for the graduation sub-component uses only the four-year adjusted cohort calculation for both traditional schools and for dropout schools. The five-year rate and beyond is not used. The four rules governing how points are awarded are identical to the methodology for awarding points for the reading and math AMOs. The rules are as follows:

1. If the subgroup's current year graduation rate is greater than or equal to the current year's AMO, then 100 points are assigned.
2. If the subgroup fails to meet the AMO, but the amount of improvement in the graduation rate between the previous year and the current year is greater than or equal to the current year's gap, then 100 points are assigned (Note: this condition is met when the current year's gap is cut by more than half over the previous year's gap).
3. If the subgroup fails to meet the AMO, but the subgroup's graduation rate is improving and the amount of improvement is smaller than the current year's gap, then points awarded will be based on the following calculation:

$$\left(\frac{\text{Current Year Graduation Rate} - \text{Previous Year Graduation Rate}}{\text{AMO Goal} - \text{Current Year Graduation Rate}} \times 100 \right) = \left(\frac{\text{Amount of Improvement}}{\text{Current Year Gap}} \times 100 \right) = \text{Points Earned}$$

4. If the subgroup's current year graduation rate is less than the AMO and also is less than the previous year's graduation rate, then the gap grew and zero points are awarded.

Definitions and Business Rules

Current Year Graduate Rate: This is the percentage of students in the 2016 cohort who earned a regular or honors diploma within four years of entering high school.

Previous Year Graduation Rate: This is the percentage of students in the 2015 cohort who earned a regular or honors diploma within four years of entering high school.

Amount of Improvement: This number is computed by subtracting the previous year's graduation rate from the current year's graduation rate. If the calculation yields a positive number, it means that improvement has been made; a negative number means that no improvement was shown and the gap has grown.

AMO Goal: This is the goal outlined in the table above. For the 2016-17 report card, the graduation goal is 85.1% for ALL schools and districts.

Current Year Gap: This number is computed by subtracting the current year's graduation rate from the AMO Goal. If the calculation yields a positive number, it means that the subgroup failed to meet the AMO and a gap exists; a negative number means that the AMO was met or exceeded and no gap exists. Note that if no gap exists, it will be displayed as N/A in the Secure Data Center.

In some cases, a subgroup may be gaining population and go from having fewer than 30 students in the prior year (Class of 2015 reported in 2016) to having 30 or more in the current year (Class of 2016 reported in 2017). This means that the subgroup moves from the status of not being evaluated for the AMO to being evaluated. Because the prior year's data from the 2015 cohort were not used in the prior year's (2016) report card calculation, those data also are NOT used to determine if the subgroup showed improvement in the current year (2017 calculation). In this situation, the only way that the subgroup can earn points is by having enough students graduate to meet the AMO. A similar situation occurs when a new school building opens. In cases where no prior year data exists for any subgroup, the only way to earn points is for the subgroup to meet the current year's AMO by having enough students graduate.

Preliminary Grade and Demotion Criteria

Once the points are awarded for each subgroup using the rules outlined above, they are averaged by AMO to get a sub-component score. Once each sub-component score is calculated, the three numbers are averaged to determine the Preliminary Letter Grade (or Preliminary Designation for Dropout Recovery Community Schools) that will be awarded.

It is common for districts and buildings to have a larger number of subgroups evaluated for the reading and math AMOs than are evaluated for the graduation rate AMO because the proficiency calculations can include more than one tested grade while the graduation rate only includes those students assigned to the Class of 2016 (FY2013 First Time Ninth Grade Cohort).

Ohio's ESEA Flexibility Waiver outlined that the business rule for averaging the three AMO scores would be to count each sub-component equally regardless of the number of subgroups that were evaluated for the purpose of obtaining that score.

In some cases, a school or district may not have all three sub-components. For example, an elementary or middle school will have no graduation rate and a high school that serves just 11th and 12th grade students may not have ELA or math end of course scores. In those cases, the preliminary grade is based on an average of whatever sub-component scores are available.

Averaging the sub-component scores will yield a number between zero and 100 points. Once this number is computed, the three demotion criteria are applied to determine if points must be subtracted to reduce the both final number of points and the final letter grade (or designation for Dropout Recovery Schools) that are assigned.

Demotion Criteria

Four demotion criteria were originally included in Ohio's ESEA Flexibility Waiver, but Ohio received approval in August 2014 to amend its calculation beginning with the 2013-14 school year so now there are just three criteria. Prior to 2014, schools and districts were subject to an attendance rate demotion, whereby a grade would be reduced for having a subgroup with an attendance rate less than 93%. As of 2014, this demotion no longer applies.

The three demotion criteria that still are used will be described below. Two of the criteria only apply if the preliminary grade is an "A". The other one applies to ALL letter grades.

A school or district is evaluated for all applicable demotion criteria, but can receive a maximum of only one letter grade demotion (or one designation for Dropout Recovery Schools) regardless of the number of conditions met.

In order to be subject to a demotion, the school or district must have had at least one subgroup evaluated for at least one AMO. If all of the school's or district's student groups are too small to meet the required evaluation size or if the entity has no tested grades and no graduation rate data (e.g. a single grade Kindergarten building) it will not be evaluated for any of the three demotion criteria, and will receive an "NR" for its AMO grade.

Low Performance by a Subgroup on Reading Proficiency or Math Proficiency

Ohio's waiver states that a school or district cannot earn a final letter grade of "A" if any evaluated subgroup has a proficiency percentage that is lower than 70% in either ELA or math proficiency. Thus, if the preliminary grade is an "A," this calculation is applied to determine if a demotion is required.

When applying this demotion, only those subgroups that have at least 30 accountable students are used in the calculation so the subgroup must have been evaluated for the ELA or math AMO to have its data used to demote the final letter grade. As was explained above, the preliminary grade is awarded based on an average of the points earned for each of the three sub-components. The "low subgroup performance" demotion is made by deducting 10 points from this preliminary grade so that the "A" grade falls to the "B" range. In the one special case where a school or district has earned the maximum number of points for each subgroup and the average is a perfect 100 points, a deduction of 10.1 points is made to take the entity to the very top of the "B" range (see table below for the points that are required for each letter grade).

Note, this demotion criterion only applies to traditional schools and districts and to community schools that do not have the Dropout Recovery designation.

Low Graduation Rate by a Subgroup

Ohio's waiver states that a school or district cannot earn a final letter grade of "A" if any evaluated subgroup has a graduation rate that is lower than 70%. Thus, this calculation is only applied if the preliminary grade is an "A".

When applying this demotion, only those subgroups that have at least 30 students in the denominator of the graduation rate calculation evaluated, which means the subgroup must have been evaluated for the graduation AMO in order to have its data used to demote the final letter grade. As was explained above, the preliminary grade is awarded based on an average of the points earned for each of the three sub-components. The "low graduation" demotion is made by deducting 10 points from the preliminary grade so that the "A" grade falls to the "B" range. In the one special case where a school or district has earned the maximum number of points for each subgroup and the average is a perfect 100 points, a deduction of 10.1 points is made to take the entity to the very top of the "B" range (see table below for the points that are required for each letter grade).

Note, this demotion criterion only applies to traditional schools and districts and to community schools that do not have the Dropout Recovery designation.

Low Participation Rate by a Subgroup – Applies to Traditional And Dropout Schools

Participation rate is used in the new calculation for traditional schools and districts and for community schools that do not have the Dropout Recovery designation to determine if any letter grade from "A" through "F" should have points deducted. The participation rate goal has not changed from the old AYP calculation; it remains at 95%.

Moreover, as with the former AYP calculation, a subgroup must have at least 40 students enrolled during the test window to be evaluated for participation. If the number of students in a particular student subgroup is less than 40, the subgroup is not evaluated for participation and the building/district will receive an "NR" for that subgroup.

The following formula shows how the participation rate is calculated:

2016-2017 Participation Rate =	$\frac{\text{Number of Students Taking the Included ELA and Math Tests(Required Test Type of STR or ALT) for the 2016-2017 School Year}}{\text{Number of Students Required to Take the Included ELA and Math Tests(Required Test Type of STR or ALT) for the 2016-2017 School Year}}$	X 100
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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 he/she was enrolled on the day that the math test was administered. With the move to electronic testing, this rule no longer works because there isn’t one single day when all the students are taking the math assessment. Instead, ODE will use each student’s place of enrollment on the following dates to determine which school is responsible for testing the student.

Student Grade	Date
3	April 13,2017
4	April 13,2017
5	April 13,2017
6	April 13,2017
7	April 13,2017
8	April 13,2017
End of Course Spring - all assessments	April 13, 2017
End of Course Fall Block (no spring assessments)	December 15, 2016
Ohio Graduation Test (Dropout Schools Only)	March 19, 2017

All grades are combined into one total for each subject and for each subgroup. 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, but rather is based on where the student is enrolled on the dates shown in the table above.

Number of students in tested grades taking the test: This is the total number of students who were enrolled in the district at the time of the test who actually took the test. All grades are combined into one total for each subject and for each subgroup. 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 reported as not taking the test because they received a waiver from ODE for a **medical emergency** (Score not reported of “M”) are not included in either the numerator or the denominator of the participation rate calculation.

Newly arrived LEP students (those coded with the LEP element of “L”) used to be exempt from taking the ELA assessment. However, beginning in 2016 this changed. Ohio was granted an additional year of exempting new LEP students from the proficiency calculations

(see change noted above in the proficiency section) but in return for this additional year of exemption from proficiency, students now are required to take ALL assessments in all subjects from the time they enter an Ohio school. Those students also are included in the participation rate calculation for both ELA and math. Also note that newly arrived LEP student also is required to take the science and social studies assessments if such tests are given in the student's grade.

In 2017, schools are testing almost exclusively using an online test. The test window is longer for those using the computer-based assessment in order to give the schools time to schedule each student on the computer. It's possible that a school will have students who were enrolled on their respective participation dates (see table above), but moved prior to their scheduled date to test. In that case, the "J" code should be used in the Score Not Reported Element to indicate that the student "moved" prior to the test being administered. This code will remove the student from the participation calculation.

For the purpose of determining if a letter grade demotion is required for traditional schools and districts, the participation rate is calculated for each subgroup that has at least 40 students who are required to take the reading or math assessment and if one or more subgroups has a rate that is lower than 95%, a 10 point deduction is made to the preliminary score.

Because all students who are enrolled during the test window are expected to take the reading and math assessments, schools and districts could have situations where a subgroup does not have at least 30 "accountable" (i.e. Full Academic Year) students to be evaluated for the reading or math AMOs, but the subgroup does meet the required size of 40 "enrolled" students for the participation rate calculation. In those cases, if the subgroup has a participation rate below 95% it WILL demote the final letter grade even though that subgroup was not evaluated for the reading or math proficiency AMOs.

As was explained above, the preliminary grade is awarded based on an average of the points earned for each of the three sub-components. The "participation rate" demotion is made by deducting 10 points from this average so that a preliminary grade of "A" through "D" falls to the next lowest range.

In the one special case where a school or district has earned the maximum number of points for each subgroup and the average is a perfect 100 points, a deduction of 10.1 points is made to take the entity to the very top of the "B" range (see table below for the points that are required to be earned for each letter grade).

In cases where the school or district has an average score that is at least 10 points, but the average places the school or district in the "F" range, a demotion of ten points still is made so that the entity drops lower into the range. In cases where a building or district has fewer than 10 points when averaging its AMO scores, (e.g. a building's average is 9.8 points) the demotion is made by deducting whatever number of points are needed to take the entity to the floor of zero points (9.8 points). Schools and districts cannot have a final score that is less than zero. Moreover, in that one case where a school or district earns zero points for each AMO and thus its sub-component average is zero, no demotion is made because that school or district is already at the floor.

Dropout Recovery Schools also are subject to the 95% participation rate and the calculation is identical to what is used for all other entities. The difference is that if a subgroup fails to meet

the participation rate, a Dropout Recovery schools has just five (5) points deducted from its preliminary score and the deduction may or may not change its overall rating.

Low Attendance Rate by a Subgroup

Ohio’s original flexibility waiver in included a provision to demote a letter grade in cases where a subgroup had an attendance rate lower than 93% for traditional schools and 75% for dropout schools. The state submitted an amendment to its waiver for the 2013-14 school year to remove this demotion and that proposal was approved by the U.S. Department of Education in August 2014. Therefore, in 2014 and later, no attendance rate demotions will be made.

Final Letter Grade and Grading Scale

Once all of applicable demotion criteria are applied, a final letter grade is awarded to traditional districts, traditional schools and community schools that do not carry the Dropout Recovery designation. As was stated above, a school or district can have a maximum of ten points deducted (10.1 points will be deducted in the special case where the average is exactly 100 points). In addition, regardless of the number of demotion criteria that are met, the school or district will see its grade reduced by just one letter.

The table below shows the scale for each letter grade and the table on the following page shows an example of the AMO calculation.

Average Number of Points Earned	Letter Grade Awarded
90.0% – 100%	A
80.0% - 89.9%	B
70.0% - 79.9%	C
60% - 69.9%	D
Less than 60%	F

For Dropout Recovery Community Schools, once all of applicable demotion criteria are applied, a final designation is awarded. As was stated above, a Dropout Recovery Community School can have a maximum of five (5) percentage points deducted. In addition, regardless of the number of demotion criteria that are met, the school will see its rating reduced by a maximum of just one level.

The table below shows the scale for each rating.

Average Number of Points Earned	Rating Awarded
36.0% - 100%	Exceeds Standards
1.0% – 35.9%	Meets Standards
Less Than 1.0%	Does Not Meet Standards

Conclusions

The old AYP calculation yielded EVERY district and school an official rating of “met” or “not met.” Some schools that served students only in untested grades (e.g. a K-2 building) received the AYP rating of the school to which its students fed. ODE referred to this as a “feeder school rating.” The new AMO calculation does not use this methodology to award a letter grade to a school that, because of its grade configuration, has no proficiency or graduation rate data to evaluate.

Under the old AYP rules, a school or district also could have its AYP rating assigned using only participation rate or attendance rate data. For the new AMO calculation, the attendance rate data are not used and the participation rate is applied ONLY for the purpose of demoting a letter grade. To be evaluated for a letter grade demotion, the school must have had at least one subgroup evaluated for at least one AMO (ELA or math proficiency or graduation rate).

Because of the change to the business rules, some schools may not receive an AMO letter grade. As was explained, in order to receive a grade, a school or district must have at least one subgroup evaluated for at least one AMO among the three; reading proficiency, math proficiency or graduation rate.

If the school’s “accountable” tested student count or graduation cohort is too small to have any student group evaluated for any of the three AMOs, or if the grade configuration of the building is such that no test data and no graduation rate data exist, then no grade will be awarded and the school will see “NR” on its report card.

Finally, the old AYP calculation included a “growth” calculation that allowed schools and districts to count students who were on track towards proficiency as being proficient in the current year even though they really failed the current year’s assessments. The new AMO calculation does not include a growth calculation. Instead, each of the calculations described above are done using only the actual passing percentages from the current year and the prior year.

Introduction

Ohio's report card includes four value-added measures that receive letter grades. These measures comprise the value-added progress dimension and state law requires them to be graded.

Ohio Revised Code Section 3302.03 (C)(1)(e) and 3302.03(C)(1)(f) say:

(e) The overall score under the value-added progress dimension, or another measure of student academic progress if adopted by the state board, of a school district or building, for which the department shall use up to three years of value-added data as available.

In adopting benchmarks for assigning letter grades for overall score on value-added progress dimension under division (C)(1)(e) of this section, the state board shall prohibit the assigning of a grade of "A" for that measure unless the district's or building's grade assigned for value-added progress dimension for all subgroups under division (C)(1)(f) of this section is a "B" or higher.

For the metric prescribed by division (C)(1)(e) of this section, the state board may adopt a student academic progress measure to be used instead of the value-added progress dimension. If the state board adopts such a measure, it also shall prescribe a method for assigning letter grades for the new measure that is comparable to the method prescribed in division (A)(1)(e) of this section.

(f) The value-added progress dimension score of a school district or building disaggregated for each of the following subgroups: students identified as gifted in superior cognitive ability and specific academic ability fields under Chapter 3324. of the Revised Code, students with disabilities, and students whose performance places them in the lowest quintile for achievement on a statewide basis, as determined by a method prescribed by the state board. Each subgroup shall be a separate graded measure.

Background – Through 2012

Ohio first incorporated a value-added progress dimension into its accountability system in 2007. The calculation is designed to estimate the influence that school districts and buildings have on the academic progress rates of student populations from year to year. Specifically, the calculation measures district and school value-added effects for each subject and grade tested. When it was first implemented, the measure included only those tests administered in consecutive year/grade combinations (i.e. it was calculated for grades 4-8 in reading and math using the data from all tests administered in grades 3-8).

From 2007 through 2012, the estimates were computed based on a single year's growth reported for the Ohio Achievement Assessments (OAAs) in math and reading for fourth through eighth grades using test data for all of the students in the school or district. Scores of "Above", "Met" or "Below" expected growth were assigned based on the amount of growth made by the students. The value added ratings were used to increase or decrease a school's or district's final overall rating

2013 and 2014

Beginning with the 2012-2013 school year, the value-added calculation changed.

Under the “old” system, a school or district might see its final rating increase or decrease based on its value-added score. As of 2013 this no longer was the case. In 2013, value-added results still used the state’s assessments in math and reading from 4th through 8th grades, but instead of receiving one of three possible ratings that affected the overall designation, districts and buildings received one of five letter grades of A, B, C, D, and F.

In addition, in 2013 and 2014, the calculation not only provided a single year’s estimate for math, reading, and a composite for each grade and across grades, but where possible the letter grades were assigned using a multi-year average composite gain with up to three years of data.

2015 Report Card

In the 2014-2015 school year, the state switched to new state assessments in English language arts, math, science and social studies. The change required the calculation to be reset so that only one year of gains were included when calculating the 2015 letter grades. 2015 also began a two-year transition to use tests in new grades and subjects for each of the calculations.

Ohio’s end of course assessments were phased in slowly, and for the 2014-15 school year only students in grades nine and lower took those assessments while students in grades ten and higher took the OGT. The agency produced and reported a growth calculation using end-of-course exams in 2015, but that growth calculation did not receive a grade. The 2015 report cards included an additional value-added report using end of course exams in algebra I, integrated math 1 and English language arts 1. Any school or district that administered these exams received a report referred to as ‘high school’ on the report card. The report displayed data only – no letter grades because this was the first year that the data were available.

2016 Report Card and Beyond

In 2016, all ELA and math assessments were included to calculate the four graded measure gains at the high school level (algebra I, integrated math 1, English language arts 1, geometry, integrated math 2 and ELA 2). In future years, these six assessments will continue to contribute data towards the four letter grades

The 2016 report card also included additional tests in the calculation for elementary and middle school grades. For the first time, the calculation included the 5th and 8th grade science tests and the 6th grade social studies test.

To explain why these additional tests can be used, it is helpful to understand how the new assessments are different from the old ones. In order to be used in a value-added analysis, a test must meet three criteria. These criteria include:

1. **The test must have sufficient stretch in the scale.** This means that the students’ scores are distributed across the entire range of scores and there are not large numbers of students either scoring too close to the floor of the test or large numbers topping out and earning a perfect score. Sufficient stretch is required to ensure that progress can be measured for both low-achieving and high-achieving students.

2. **The test must be highly related to the academic standards for each grade and subject.** In other words, the test does a good job at measuring the academic content that students are expected to know and be able to do for each subject and grade. This is needed so that progress (or a lack of progress) can be gauged across years.
3. **The test must have a scale that is sufficiently reliable from one year to the next.** Another way to say this is that the test is measuring the same thing from year to year. Students who take the test in different school years will earn a similar score if they have a similar level of knowledge of the standards being tested.

Among Ohio's "old" OAA and OGT assessments, only the reading and math assessments in grades 3-8 met all three of these criteria and were able to be used to measure growth.

Students took OAA tests in science in grades 5 and 8 and they also took five OGT assessments in the 10th grade. All of Ohio's assessments had sufficient stretch in the scales and were reliable across years, but the science tests and the OGT were designed to measure standards across several grades (sometimes called a 'grade band assessment') rather than being highly related to the standards written for just the one grade where the test was administered.

The new state tests in these subjects are not grade band tests. The 5th and 8th grade science assessments align to just the state's standards in those grades and thus can be used in the calculations. Similarly, the new 6th grade social studies assessment aligns to that grade's standards and can be used.

Because Ohio transitioned to new science and social studies assessments in 2015 AND because these subject areas had never been included before, the decision was made to wait until there were two years of "new" test data to include these tests in the calculation. Thus, the science and social studies assessments in elementary and middle school will become part of the A-F letter grade for the first time in 2016.

The 4th grade social studies assessment also aligns to its grade's standards, but won't be included in the new calculation because students in the 4th grade won't have enough prior year (3rd grade) tests to calculate growth for 4th grade social studies.

Moreover, per state law, only ELA and math assessments are used to measure growth at the high school level. This is because students have options in the science and social studies content areas and can use other assessments (AP or IB) or a college credit plus course grade to fulfill graduation requirements.

In 2016, the calculation used a single year of gains to calculate the letter grades because of the change in test vendors for ELA and math between 2015 and 2016. Beginning in 2017, the calculation will use two years of data and in 2018 and beyond the calculation once again will use up to three years of data.

Subgroup Value-Added

Beginning in 2013, state law created three new value-added calculations. The report card now contains district and school value-added grades disaggregated for three subgroups of students. The subgroups that now receive reports include: a "gifted" value-added report; a "students with disabilities" value-added report; and a report that includes students whose performance places them in the "lowest quintile for achievement" on a statewide basis.

Each subgroup is a separate graded measure so districts and some schools receive up to four value-added letter grades on their report card. Just like the “overall” or “all students” value-added report, the value-added results for each subgroup analysis calculated in 2013 and 2014 used the math and reading assessments in grades 3-8 to produce a composite gain using all grades between 4-8. The new subgroup calculations began in 2013 so only one year of data was used to build those letter grades. 2014 was the second year of disaggregating the data, and a multi-year average using up to two years of data was used to generate the letter grades. In 2015 and 2016 the data again used only a single year because of the switch to the new state assessments. In 2017, the calculation will use up to two years of gains and in 2018 and beyond three years will be used.

Just like the overall value-added calculation, the three subgroups used additional tests beginning in 2016. If students meet the criteria to be included in a subgroup’s calculation (criteria are outlined in each subgroup’s description) and they are taking tests in the table below, they are included in the calculation.

Grade	Tests Included
4	ELA, Math
5	ELA, Math, Science
6	ELA, Math, Social Studies
7	ELA, Math
8	ELA, Math, Science
End-of Course	Subject
ELA	ELA I, ELA 2
Math	Algebra, I, Integrated Math I, Geometry, Integrated Math 2

Grade Scale

Once the growth estimate is calculated, each of the four value-added measures have the estimate divided by the standard error to obtain a growth index. The growth index is used to determine which letter grade the school or district receives. The letter grades are as follows:

Growth Index	Grade
Greater than or equal to +2	A
Greater than or equal to +1 but less than +2	B
Greater than or equal to -1 but less than +1	C
Greater than or equal to -2 but less than -1	D
Less than -2	F

The paragraphs below describe which students are included in each of the three subgroup calculations.

Gifted Value Added

The Gifted value-added measure includes students identified with each of the five types of academic giftedness. The table below shows which assessments place the student in the calculation based on the type of identification made. Note that students are included in this calculation if they are *IDENTIFIED* with the appropriate gifted label; they need not be served.

Gifted Identification Label	Test(s) Included
Reading	4 – 8 grades English Language Arts assessments, ELA I, ELA 2
Mathematics	4 – 8 grades Math assessments, algebra I, geometry, integrated math I, integrated math 2
Science	5 th and 8 th grade Science assessment
Social Studies	6 th grade Social Studies assessment
Superior Cognitive	Any ELA, Math, Science and Social Studies assessments from those listed above

To be included in the gifted value-added calculation a student must be identified on or before March 31st of the current school year. Thus, for the 2017 calculation, a student must be identified on or before March 31, 2017. A student identified on April 1, 2017 or later will not be included in the 2017 calculation, but will be included in 2018 and beyond.

The scale used to award the letter grades is as follows:

Gain Index	Grade
Greater than or equal to +2	A
Greater than or equal to +1 but less than +2	B
Greater than or equal to -1 but less than +1	C
Greater than or equal to -2 but less than -1	D
Less than -2	F

Students with Disabilities Value Added

The same March 31, 2017 date applies to students identified with a disability. The Students with Disabilities value added measure includes ALL students identified with ANY disability as of March 31, 2017, not just those students whose disability requires an accommodation for the tested subject. Any tests taken from the list below are used for a student who is identified with a disability.

Academic Content Area	Test(s) Included
English Language Arts	4 – 8 grades English Language Arts assessments, ELA I, ELA 2
Mathematics	4 – 8 grades Math assessments, algebra I, geometry, integrated math I, integrated math 2
Science	5 th and 8 th grade Science assessment
Social Studies	6 th grade social studies assessment

The scale used to award the letter grades is as follows:

Gain Index	Grade
Greater than or equal to +2	A
Greater than or equal to +1 but less than +2	B
Greater than or equal to -1 but less than +1	C
Greater than or equal to -2 but less than -1	D
Less than -2	F

Lowest 20% Value Added

This calculation measures the growth of students whose test scores place them in the lowest 20% using a statewide distribution of all scores. More information on how students are identified as being in the lowest 20% can be found [here](#).

Because the current calculation is estimating the growth for the 2016-17 school year, students are identified as being in the lowest 20% by averaging their scores from the current (2017) and previous (2016) school years with each subject being averaged separately. Thus a student can be identified as being in the lowest 20% for one subject (such as ELA) but not for any other subject (such as math, science or social studies). A student can also be identified as being in the lowest 20% for all subjects or no subjects.

The scale used to award the letter grades is as follows:

Gain Index	Grade
Greater than or equal to +2	A
Greater than or equal to +1 but less than +2	B
Greater than or equal to -1 but less than +1	C
Greater than or equal to -2 but less than -1	D
Less than -2	F

Beginning in 2016, the four value added letter grades (Overall, Gifted, Students with Disabilities and Lowest 20%) will be combined to produce a Progress Component grade. A separate technical document will address how the component grade is derived.

High Mobility Value Added

Beginning in 2014, the agency produced an additional value added letter grade for schools and districts that had a large percentage of students who were new to the school or district. This calculation, described below, is referred to as the 'high mobility' value added and it is calculated only for those entities that have a mobility rate of 25% or higher in the current school year (2016-17 for the 2017 report card). Because this grade is calculated only for a very small minority of schools and districts, it is not be used to generate the Progress Component Grade.

In cases where at least 25% of the students are new to the school or district in the current school year, the high mobility grade is calculated using only the test data from students who have been in the entity for at least two years. This report is designed to provide data about how well students are being served when they remain stable, in the same school or district, for multiple years in a row.

The scale used to award the letter grades is as follows:

Gain Index	Grade
Greater than or equal to +2	A
Greater than or equal to +1 but less than +2	B
Greater than or equal to -1 but less than +1	C
Greater than or equal to -2 but less than -1	D
Less than -2	F

Because 2014 was the first year that this calculation was performed, it used just a single year of data. With the new assessments in 2015 and 2016, the calculation continued to use just a single year of data. Moving forward, a school or district will have a calculation based on up to three years of data if it has a high mobility rate for multiple years in a row.

SAS Technical Documentation

2016-2017 Value-Added Progress Dimension

Ohio uses a contractor, SAS, Inc., to calculate the value-added progress dimension scores. Additional technical documentation about the calculations can be found by clicking [here](#). These documents will provide readers with information about the older calculations and the one that used today.

EVAAS Website

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

Introduction

Prepared for Success is one of six graded components on the report card. This component is required by statute.

Ohio Revised Code Section 3302.03(C)(3)(f) says:

*Prepared for success, which shall include the performance measures in divisions (C)(2)(a), (b), (c), (d), (e), and (f) of this section. The state board shall develop a method to determine a grade for the component in division (C)(3)(f) of this section using the performance measures in divisions (C)(2)(a), (b), (c), (d), (e), and (f) of this section. When available, the state board may incorporate the performance measure under division (C)(2)(g) of this section into the component under division (C)(3)(f) of this section. When determining the overall grade for the prepared for success component prescribed by division (C)(3)(f) of this section, no individual student shall be counted in more than one performance measure. However, if a student qualifies for more than one performance measure in the component, the state board may, in its method to determine a grade for the component, specify an additional weight for such a student that is not greater than or equal to 1.0. In determining the overall score under division (C)(3)(f) of this section, the state board shall ensure that **the pool of students included in the performance measures aggregated under that division are all of the students included in the four- and five-year adjusted graduation cohort.***

Background

Beginning with the 2013-14 report card, schools and districts reported data as part of a new component called Prepared for Success. For 2013-2014 and 2014-2015 report cards, the data consisted of a series of ungraded measures that allow students to demonstrate college and career readiness in multiple ways. In 2016, the agency combined the ungraded measures for the first time to assign a letter grade to the Prepared for Success component.

Many of the elements of this component were new in EMIS and had not been reported to ODE prior to 2014. Because of this this, the denominator for the 2014 and 2015 ungraded measures were the school's or district's denominator of the four-year graduation rate (Class of 2013 in the 2014 report card and Class of 2014 on the 2015 report card).

When ODE issued the first letter grades in 2016, the Prepared for Success component grade was calculated using BOTH the four- and five-year graduation cohorts, because of the requirement outlined in the law above (see language in red). More information on how the four- and five-year graduation denominators are determined can be found [here](#). The 2017 Prepared for Success calculation combines the denominators of a school's or district's four- and five-year graduation rates (4-Year Class of 2016 and 5-Year Class of 2015) to build the component.

The ungraded measures include the pieces of data defined below.

ACT and SAT Data

Many colleges and universities use ACT and SAT scores to determine if a student is ready for college level coursework. Remediation-free scores have been set for each component of the ACT and SAT by the Ohio Department of Higher Education.

2017 ACT Remediation-Free Scores

English	18
Mathematics	22
Reading	21**

**The Department of Higher Education increased the ACT reading score to 22 in May 2016. ODE will use 21 for the 2017 report card calculation because that score was the remediation free standard when the Classes of 2015 and 2016 took this test.

2017 SAT Remediation-Free Scores**

Critical Reading	450
Writing	430
Mathematics	520

**College Board redesigned the SAT in March 2016. The Department of Higher Education will recommend new scores in the future. ODE will use the scores above for the 2017 report card because those scores were the remediation free standard when the Classes of 2015 and 2016 took the test.

Four of the Prepared for Success measures reported on the 2017 report card contain data on ACT and SAT participation and scores.

- The number of students participating in the ACT, by school and district
- The number of students participating in the SAT, by school and district
- The number of students scoring at or above remediation-free levels on all parts of the ACT
- The number of students scoring at or above remediation-free levels on all parts of the SAT

ACT and SAT data participation and score data are reported through EMIS by schools and districts.

ACT and SAT Participation

Two measures will report the percentage of students in the 2015 and 2016 graduation cohorts who took the ACT and SAT, at the school and district levels. These calculations are:

Number of students who took the ACT
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

In order for students to be counted in the numerator for ACT participation, the following conditions must be met:

- Student is reported with an Assessment type code (FA060) = AC

AND
- Assessment Area Code (FA205) = M, R, ENG (all assessment type codes must be reported)

AND
- Score (FA240) ≥ 1 , and ≤ 36 (valid score ranges for the ACT)

AND
- Test Date (FA210) ≤ 201610 (indicating that the test was taken no later than October 2016).

A student must be reported with a valid score in **all sections** of the ACT listed above to be counted as a participant and thus included in the numerator.

Number of students who took the SAT
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

In order for students to be counted in the numerator for SAT participation, the following conditions must be met:

- Student is reported with an Assessment type code (FA060) = SA

AND

- Assessment Area Code (FA205) = M, R, W (all assessment type codes must be reported)

AND

- Score (FA240) ≥ 200 , and ≤ 800 (valid score ranges for the SAT)

AND

- Test Date (FA210) ≤ 201610 (indicating that the test was taken no later than October 2016).

A student must be reported with a valid score in **all sections** of the SAT listed above to be included in the numerator.

ACT and SAT Remediation Free

Two measures report the percentage of students in the cohort who met the remediation-free scores on all components of the ACT or SAT. These calculations are:

Number of students who scored remediation-free on all components of the ACT
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

In order for students to be counted in the numerator for ACT remediation free, the following conditions must be met:

- Student is reported with an Assessment type code (FA060) = AC

AND

- Assessment Area Code (FA205) = M, R, ENG (all assessment type codes must be reported)

AND

- Score (FA240) \geq 18 for English

AND

- Score (FA240) \geq 22 for Mathematics

AND

- Score (FA240) \geq 21 for Reading

AND

- Test Date (FA210) \leq 201610 (indicating that the test was taken no later than October 2016).

A student must be reported with a valid score at or above the remediation free benchmark in **all sections** of the ACT listed above to be included in the numerator. Note that the highest score from all attempts is used for the calculation. Therefore, a student that meets the required scores across multiple administrations is included. For example, if a takes the ACT three times, and scores remediation free in reading on the first test, remediation-free in math on the second test and remediation-free in English on the third test, the student is considered to be remediation-free on the ACT and will be in the numerator.

Number of students who scored remediation-free on all components of the SAT
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

In order for students to be counted in the numerator for SAT remediation free, the following conditions must be met:

- Student is reported with an Assessment type code (FA060) = SA

AND

- Assessment Area Code (FA205) = M, R, W (all assessment type codes must be reported)

AND

- Score (FA240) \geq 430 or Writing

AND

- Score (FA240) \geq 520 for Mathematics

AND

- Score (FA240) \geq 450 for Reading

AND

- Test Date (FA210) \leq 201610 (indicating that the test was taken no later than October 2016).

A student must be reported with a valid score at or above the remediation free benchmark in **all sections** of the SAT listed above to be included in the numerator. Note that the highest score from all attempts is used for the calculation. Therefore, a student that meets the required scores across multiple administrations is included. For example, if a takes the ACT three times, and scores remediation free in critical reading on the first test, remediation-free in math on the second test and remediation-free in writing on the third test, the student is considered to be remediation-free on the ACT and will be in the numerator.

It is important to note that a student must meet the remediation-free threshold for all ACT or SAT subjects to be included in the numerator. The table below helps to further clarify when a student is deemed remediation free.

ACT Subject	Attempt 1	Attempt 2	Attempt 3
Math	Not Remediation Free (Score less than 22)	<u>Remediation Free</u> (Score 22+)	<u>Remediation Free</u> (Score 22+)
Reading	<u>Remediation Free</u> (Score 21+)	Not Remediation Free (Score less than 21)	Not Remediation Free (Score less than 21)
English	<u>Remediation Free</u> (Score 18+)	<u>Remediation Free</u> (Score 18+)	Not Remediation Free (Score less than 18)

In the example above, the student took the ACT three times, and earned remediation free scores in all subjects across the three administrations, but never within the same administration. This student would be considered remediation free.

In order to be included in the numerator, all remediation free scores must come from the same assessment – scores from ACT and SAT may not be combined. For example, if a student were remediation free on the ACT in Reading and English but not Math, and remediation free in only Math on the SAT, this student **would not** be considered remediation free because they did not earn remediation free scores on all three sections of either the ACT or SAT.

Honors Diploma

Students have the ability to earn an honors diploma through one of three pathways. An ungraded Prepared for Success measure will report the percentage of students who graduate from high school with one of the three types of honors diplomas described in the [Ohio Honors Diploma Requirements](#).

The calculation for this measure is:

Students in the denominator of the 4- and 5-year graduation cohorts who earned an honors diploma within 4- or 5-years of entering ninth grade (FN100 Diploma Type Element = 2)
 Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

Industry-Recognized Credentials

The State Board of Education approved a methodology in 2014 for identifying approved industry-recognized credentials for inclusion in the Prepared for Success component. The state board of education updated the methodology in 2015 to align with Ohio's new high school graduation requirements and to reflect industry demand. The ungraded measure on 2015 report card, included all credentials from the approved 2014 list. In order to align the Prepared for Success component to Ohio's new high school graduation requirements, the new list contained only those credentials that were also valid options for meeting graduation requirements.

For the report cards in 2016 and beyond, only credentials totaling 12 points from the approved 2015 list, either individually or totaled (within the same career field), count towards the Prepared for Success component. Please see the Appendix for the approved credential list, credential codes, and associated career fields. Note that this list changes annually.

The calculation for this measure is:

Students in the denominator of the 4- and 5-year cohorts who earned industry-recognized credentials totaling 12 points in a single career field (Industry-recognized credentials reported as GW-type assessments (FA060))
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

- Test Date (FA210) <= 201701 (indicating that the credential was earned no later than January 2017).

Advanced Placement

There are currently over 30 Advanced Placement (AP) courses offered in multiple subject areas. Each high school determines locally which courses it will offer and not all courses are offered by each school or district. When a student takes an AP course, he or she can take an assessment at the end of the year that measures the student's knowledge of the course's academic content standards. Students who perform well enough (usually a score of 3 or higher) on the AP exam can receive college credit for that course when they eventually graduate from high school and enroll in college.

Two of the ungraded measures reported on the 2016 report card contain data pertaining to Advanced Placement.

The first measure will report the percentage of students in the 2015 and 2016 graduation cohorts who took at least one AP course while in high school. This calculation is based on EMIS student course data.

Students in the denominator of the 4- and 5-year graduation cohorts who earned credit in one or more AP courses while in high school
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

In order for students to be counted in the numerator of this measure, the following conditions must be met.

Student course data must include:

- Curriculum Element (CN310) = AP

AND

- High School Credit Earned Element (GN150) = Y or P

AND

- If High School Credit Earned Element = P, then Partial/Override Credit Element (GN152) must be greater than zero

AP courses taken at any point prior to data publication are included in this measure. For example, a student who earns credit in an AP course during their freshman year will be included in this measure, but those data will not be published until the student's 4-year cohort graduates.

An additional AP measure reports the percentage of students in the cohort who received a score of three (3) or higher on a corresponding AP test. AP tests score data is reported by school districts through EMIS.

Number of students who scored three (3) or higher on an AP test
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

AND

- Score (FA240) >= 3

AND

- Test Date (FA210) <= 201610 (indicating that the test was taken no later than October 2016).

International Baccalaureate

There are many International Baccalaureate (IB) courses offered in multiple subject areas. Each high school determines locally which courses it will offer and not all courses are offered by each school or district. When a student takes an IB course, he or she can take an assessment at the end of the year that measures the student's knowledge of the course's academic content standards. Students who perform well enough (usually a score of 4 or higher) on the IB exam can receive college credit for that course when they eventually graduate from high school and enroll in college.

Two of the ungraded measures reported on the 2017 report card contain data pertaining to International Baccalaureate.

The first measure will report the percentage of students in the 2015 and 2016 graduation cohorts who took at least one IB course while in high school. This calculation is based on EMIS student course data.

Students in the denominator of the 4- and 5-year graduation cohorts who earned credit in
one or more IB courses while in high school
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

In order for students to be counted in the numerator of this measure, the following conditions must be met.

Student course data must include:

- Curriculum Element (CN310) = IB

AND

- High School Credit Earned Element (GN150) = Y or P

AND

- If High School Credit Earned Element = P, then Partial/Override Credit Element (GN152) must be greater than zero

IB courses taken at any point prior to data publication are included in this measure. For example, a student who earns credit in an IB course during their freshman year will be included in this measure, but those data will not be published until the student's 4-year cohort graduates.

An additional IB measure reports the percentage of students in the cohort who received a score of four (4) or higher on a corresponding IB test. IB tests score data is reported by school districts through EMIS.

Number of students who scored four (4) or higher on an IB test
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

In order to be included in the numerator for this calculation, students must be reported with:

- Assessment type code (FA060) = IB

AND

- Score (FA240) ≥ 4

AND

- Test Date (FA210) ≤ 201610 (indicating that the test was taken no later than October 2016).

Dual Enrollment

Ohio offers students the ability to take courses at a local college or university. If students take advantage of this option they can earn credit that counts towards high school graduation and also counts toward college graduation. The credit will be 'banked' until such time as the student graduates from high school and enrolls in college. This program is often referred to as "dual enrollment" and students can earn up to a year or more of college credit by taking advantage of this program.

One of the ungraded Prepared for Success measures reported in 2017 contains data pertaining to Dual Enrollment. It reports the percentage of students in the 2015 and 2016 graduation cohorts who earned at least three (3) dual enrollment/college credit plus credits while still in high school.

Number of students who earn at least three (3) dual enrollment/post-secondary credits
Students in the denominator of the 4- and 5-year graduation cohorts (Classes of 2015 and 2016)

In order to be included in the numerator, students must be reported with the following information:

- Dual enrollment credit earned (GC110) ≥ 3

Calculating the Component Grade

Once each ungraded measure is calculated, the elements are combined to determine how many students from the four-year and five-year graduation cohorts meet the definition to be deemed Prepared for Success. The calculation is as follows:

Denominator of the Component

The denominator of the calculation includes ALL students in the denominators of the 4-year and 5-year graduation rates. For 2017, the data include the classes of 2016 (4-year rate) and 2015 (5-year rate). Students are included regardless of whether they graduated in one of those years or not. Please note, students who do not graduate will be included in the numerator of the component calculation if they meet the criteria to be placed there (i.e. scoring remediation-free on the ACT or SAT or earning an industry-recognized credential).

Numerator of the Component

A student must do one or more of the following to be in the numerator:

1. Earn a remediation free score on all parts of the ACT or SAT
2. Earn an honors diploma
3. Earn an industry-recognized credential

Students receive a weight of 1.0 for meeting one or more of the criteria above. This means they count as one student in the numerator.

A student can earn an additional weight of 0.3 points to the numerator for completing one or more of the criteria listed above AND also doing one of the following:

1. Earn a three or higher on at least one AP exam
2. Earn a four or higher on at least one IB exam
3. Earn at least three college credits before leaving high school

Students meeting the bonus criteria will count as 1.3 students in the numerator. A student cannot earn the 0.3 bonus weight unless they also do something to from the first list to earn the initial weight of 1.0. Thus a student can only count in the numerator with a weight of 1.0 or 1.3.

Once each student's weighting is determined, the points are totaled and a Prepared for Success percentage is derived.

Letter grades are assigned based on the following scale.

Range	Grade
90% - 100%	A
70% - 89.9%	B
45% - 69.9%	C
25% - 44.9%	D
0.0% - 24.9%	F

Examples of Calculation

This calculation is very different from the others because the measures are ungraded and a student has multiple ways to be counted in the numerator and also to earn a bonus weight for the numerator. The grade is awarded based on the total percentage of weighted students that have demonstrated they are prepared for success after high school. In the example below, there are 10 students that make up the denominator of the calculation.

Student	Students Count 1.0 in Numerator with One of More of These*			Students in Numerator Earn 0.3 Bonus Weight with One of More of These*			Total Points for Student
	ACT/SAT Remediation Free	Honors Diploma	Industry-Recognized Credential	AP Test 3 or Higher	IB test 4 or Higher	Three or More College Credits	
Student 1	YES	YES	No	YES	No	YES	1.3
Student 2	No	No	YES	No	No	No	1
Student 3	No	No	No	No	No	No	0
Student 4	No	No	YES	YES	No	No	1.3
Student 5	No	No	No	No	No	YES	0
Student 6	No	No	No	No	No	No	0
Student 7	No	YES	No	No	No	No	1
Student 8	No	No	No	No	No	No	0
Student 9	No	YES	No	No	YES	No	1.3
Student 10	YES	No	No	No	No	YES	1.3
TOTAL POINTS EARNED							7.2
GRADE ASSIGNMENT							7.2/10 = 72% = B

*A student counts 1.0 in the numerator regardless of how many elements are earned from the left side of the table shaded in blue. A maximum bonus of 0.3 earned for having one or more elements from the right side of the table shaded in yellow.

Appendix
2015 Approved Industry Credentials List
Only These Credentials Place a Student in the Numerator
(Note: A Student Must Earn At Least 12 Points in ONE Career Field)

EMIS Credential Code	Credential Title	Points	Career Field
CB62	CPR First Aid	1	Agriculture
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Agriculture
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Agriculture
CJ37	Ohio Certified Nursery Technician - Grower	12	Agriculture
CJ38	Ohio Certified Nursery Technician - Landscape	12	Agriculture
CJ39	Ohio Certified Nursery Technician - Garden Center	12	Agriculture
CJ40	Ohio Certified Nursery Technician - Master Technician	12	Agriculture
CA49	Adobe Acrobat X Pro	4	Arts and Communications
CA50	Adobe Acrobat XI Pro	4	Arts and Communications
CA51	Adobe After Effects CS6	4	Arts and Communications
CA52	Adobe After Effects CS5	4	Arts and Communications
CA53	Adobe Captivate 5.5	4	Arts and Communications
CA60	Adobe Dreamweaver CC	4	Arts and Communications
CA61	Adobe Dreamweaver CS6	4	Arts and Communications
CA62	Adobe Flash CS6	4	Arts and Communications
CA63	Adobe Flash CS5	4	Arts and Communications
CA64	Adobe FrameMaker 10	4	Arts and Communications
CA65	Adobe Illustrator CS5	4	Arts and Communications
CA66	Adobe Illustrator CS6	4	Arts and Communications
CA67	Adobe InDesign CS5	4	Arts and Communications
CA68	Adobe InDesign CS6	4	Arts and Communications
CA69	Adobe LiveCycle Designer	4	Arts and Communications
CA70	Adobe LiveCycle Server	4	Arts and Communications
CA71	Adobe Photoshop CC	4	Arts and Communications
CA72	Adobe Photoshop CS6	4	Arts and Communications
CA73	Adobe Premiere Pro CC	4	Arts and Communications
CA74	Adobe Premiere Pro CS6	4	Arts and Communications
CB62	CPR First Aid	1	Arts and Communications
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Arts and Communications
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Arts and Communications
CM02	PrintEd	4	Arts and Communications
CM04	ProTools	4	Arts and Communications
CM05	ProTools- Expert Music	4	Arts and Communications
CM06	ProTools- Expert Post	4	Arts and Communications
CM07	ProTools- ICON Mixer	4	Arts and Communications
CM08	ProTools- Operator Music	4	Arts and Communications
CM09	ProTools- Operator Post	4	Arts and Communications

EMIS Credential Code	Credential Title	Points	Career Field
CM10	ProTools- User	4	Arts and Communications
CM11	ProTools- VENUE Operator	4	Arts and Communications
CM12	ProTools- Worksurface Operator	4	Arts and Communications
CA11	Adobe Certified Expert Coldfusion 9	4	Arts and Communications
CA12	Adobe Certified Expert Coldfusion 8	4	Arts and Communications
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Business and Finance
CB62	CPR First Aid	1	Business and Finance
CG20	Microsoft Office Specialist Excel 2013	3	Business and Finance
CG21	Microsoft Office Specialist Powerpoint 2013	3	Business and Finance
CG22	Microsoft Office Specialist Access 2013	3	Business and Finance
CG23	Microsoft Office Specialist Outlook 2013	3	Business and Finance
CG24	Microsoft Office Specialist Sharepoint 2013	3	Business and Finance
CG25	Microsoft Office Specialist OneNote2013	3	Business and Finance
CG26	Microsoft Office Specialist Word 2010	3	Business and Finance
CG27	Microsoft Office Specialist Excel 2010	3	Business and Finance
CG28	Microsoft Office Specialist Powerpoint 2010	3	Business and Finance
CG29	Microsoft Office Specialist Access 2010	3	Business and Finance
CG30	Microsoft Office Specialist Outlook 2010	3	Business and Finance
CG31	Microsoft Office Specialist Sharepoint 2010	3	Business and Finance
CG33	Microsoft Office Specialist Word 2013 Expert	3	Business and Finance
CG34	Microsoft Office Specialist Excel 2013 Expert	3	Business and Finance
CG35	Microsoft Office Specialist Word 2010 Expert	3	Business and Finance
CG36	Microsoft Office Specialist Excel 2010 Expert	3	Business and Finance
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Business and Finance
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Business and Finance
CJ19	Microsoft Office Specialist Word 2013	3	Business and Finance
CA28	Air Conditioning Contractors of America (ACCA) HVAC Universal	12	Construction
CB62	CPR First Aid	1	Construction
CC02	Environmental Protection Agency (EPA) Refrigerant Recovery Core + Level 1 (Small Appliances)	12	Construction
CC03	Environmental Protection Agency (EPA) Refrigerant Recovery Core + Level 2 (High Pressure)	12	Construction
CC04	Environmental Protection Agency (EPA) Refrigerant Recovery Core + Level 3 (Low Pressure)	12	Construction
CC05	Environmental Protection Agency (EPA) Refrigerant Recovery Universal	12	Construction
CC06	Environmental Protection Agency (EPA) Refrigeration Service Engineer-Type II	12	Construction
CE15	International Society of Certified Electronics Technicians (ISCET) Certified Electronics Technician	12	Construction
CF02	Journeyman certification in any trade	12	Construction

EMIS Credential Code	Credential Title	Points	Career Field
CH89	NCCER Core and Level One Certification	12	Construction
CH90	North American Technician Excellence HVACR Certification (Installation, Service, or Senior Levels)	12	Construction
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Construction
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Construction
CB14	Council for Professional Recognition - Child Development Associate Credential (CDA)	12	Education and Training
CB62	CPR First Aid	1	Education and Training
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Education and Training
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Education and Training
CA76	American Society for Quality (ASQ) Certified Quality Inspector	12	Engineering
CB62	CPR First Aid	1	Engineering
CH83	National Association of Stationary Operating Engineers Third Class Power Engineer License	12	Engineering
CH88	National Institute for Certification in Engineering Technologies (NICET) Level II Certification or higher	12	Engineering
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Engineering
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Engineering
CL04	State of Ohio High Pressure Boiler Operator License	12	Engineering
CL05	State of Ohio Low Pressure Boiler Operator License	12	Engineering
CL06	State of Ohio Steam Engineer License	12	Engineering
CA02	Accreditation Council of Optometric Education/American Optometric Association (AOA) - Certified Paraoptometric Assistant (CPOA)	12	Health
CA34	American Health Information Management Association (AHIMA) - Certified Coding Specialist (CCS)	12	Health
CA35	American Health Information Management Association (AHIMA) - Certified Coding Specialist- Physician (CCS-P)	12	Health
CA38	American Medical Technologist (AMT) - Registered Phlebotomy Technician (RPT)	12	Health
CA39	American Medical Technologists (AMT) - Medical Assistant (MA)	12	Health
CA40	American Medical Technologists (AMT) - Certified Medical Laboratory Technician (CMLT)	12	Health
CA45	American Society for Clinical Pathology (ASCP) - Phlebotomy Technician (PBT)	12	Health
CA46	American Society of Phlebotomy Technicians (ASPT) - Certified Phlebotomy Technician (CPT)	12	Health

EMIS Credential Code	Credential Title	Points	Career Field
CA75	American Medical Technologists (AMT) - Registered Dental Assistant (RDA) AND Ohio State Dental Board - Dental Assistant Radiographer's Certificate	12	Health
CB60	Commission on Ohio Dental Assistants Certification (CODA) - Ohio Certified Dental Assistant AND Ohio State Dental Board - Dental Assistant Radiographer's Certificate	12	Health
CB62	CPR First Aid	1	Health
CH27	National Healthcareer Association (NHA) - Certified Electronic Health Records Specialist (CEHRS)	12	Health
CH28	National Healthcareer Association (NHA) - Certified Billing & Coding Specialist (CBCS)	12	Health
CH30	National Healthcareer Association (NHA) - Certified Phlebotomy Technician (CPT)	12	Health
CH31	National Healthcareer Association (NHA) - Certified Professional Coder (CPC)	12	Health
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Health
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Health
CJ14	Ohio Department of Health - Radiographer	12	Health
CJ16	Ohio Department of Health - State Tested Nurse Assistant (STNA)	12	Health
CJ19	Ohio Department of Public Safety, Division of EMS - EMT - Basic	12	Health
CJ20	Ohio Department of Public Safety, Division of EMS - EMT - Paramedic	12	Health
CJ21	Ohio Department of Public Safety, Division of EMS - EMT - Intermediate	12	Health
CJ33	Ohio State Board of Nursing - Licensed Practical Nurse (LPN)	12	Health
CJ34	Ohio State Board of Pharmacy - Certified Pharmacy Technician (CPhT)(ExCPT)	12	Health
CJ43	Ohio State Occupational Therapy, Physical Therapy, and Athletic Trainers Board - Physical Therapy Assistant (PTA) License	12	Health
CA33	American Culinary Federation - Certified Culinarian (CC)	9	Hospitality and Tourism
CA48	Association of Nutrition & Foodservice Professionals (ANFP) - Certified Dietary Manager (CDM)	12	Hospitality and Tourism
CB62	CPR First Aid	1	Hospitality and Tourism
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Hospitality and Tourism
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Hospitality and Tourism
CL03	ServSafe	3	Hospitality and Tourism
CM03	ProStart Certificate of Achievement	9	Hospitality and Tourism
CB62	CPR First Aid	1	Human Services
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Human Services

EMIS Credential Code	Credential Title	Points	Career Field
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Human Services
CJ28	Ohio State Board of Cosmetology - Esthetician	12	Human Services
CJ29	Ohio State Board of Cosmetology - License of Cosmetology	12	Human Services
CJ30	Ohio State Board of Cosmetology - Managing Cosmetologist	12	Human Services
CJ31	Ohio State Board of Cosmetology - Manicurist	12	Human Services
CA06	Adobe Certified Expert Acrobat XI Pro	4	Information Technology
CA07	Adobe Certified Expert Acrobat X Pro	4	Information Technology
CA08	Adobe Certified Expert After Effects CS5	4	Information Technology
CA09	Adobe Certified Expert After Effects CS6	4	Information Technology
CA10	Adobe Certified Expert Captivate 5.5	4	Information Technology
CA11	Adobe Certified Expert Coldfusion 9	4	Information Technology
CA12	Adobe Certified Expert Coldfusion 8	4	Information Technology
CA13	Adobe Certified Expert Dreamweaver CC	4	Information Technology
CA14	Adobe Certified Expert Dreamweaver CS6	4	Information Technology
CA15	Adobe Certified Expert Flash CS5	4	Information Technology
CA16	Adobe Certified Expert Flash CS6	4	Information Technology
CA17	Adobe Certified Expert FrameMaker 10	4	Information Technology
CA18	Adobe Certified Expert Illustrator CS5	4	Information Technology
CA19	Adobe Certified Expert Illustrator CS6	4	Information Technology
CA20	Adobe Certified Expert InDesign CS5	4	Information Technology
CA21	Adobe Certified Expert InDesign CS6	4	Information Technology
CA22	Adobe Certified Expert LiveCycle Designer	4	Information Technology
CA23	Adobe Certified Expert LiveCycle Server	4	Information Technology
CA24	Adobe Certified Expert Photoshop CC	4	Information Technology
CA25	Adobe Certified Expert Photoshop CS6	4	Information Technology
CA26	Adobe Certified Expert Premiere Pro CC	4	Information Technology
CA27	Adobe Certified Expert Premiere Pro CS6	4	Information Technology
CA54	Adobe Certified Associate Graphic Design & Illustration Using Adobe Illustrator	4	Information Technology
CA55	Adobe Certified Associate Interactive Media Using Adobe Flash Professional	4	Information Technology
CA56	Adobe Certified Associate Print & Digital Media Publication Using Adobe InDesign	4	Information Technology
CA57	Adobe Certified Associate Video Communication Using Adobe Premiere Pro	4	Information Technology
CA58	Adobe Certified Associate Visual Communication Using Adobe Photoshop	4	Information Technology
CA59	Adobe Certified Associate Web Authoring Using Adobe Dreamweaver	4	Information Technology
CB02	CIW Web Foundations Associate	4	Information Technology
CB06	CIW Web Development Professional	4	Information Technology
CB10	CIW Web Security Professional	4	Information Technology
CB11	CIW Web Security Specialist	4	Information Technology

EMIS Credential Code	Credential Title	Points	Career Field
CB12	CIW Web Security Associate	4	Information Technology
CB15	Cisco Certified Network Associate	12	Information Technology
CB17	Cisco Certified Entry Network Technician	6	Information Technology
CB18	Cisco Certified Technician Datacenter	6	Information Technology
CB19	Cisco Certified Technician Telepresence	6	Information Technology
CB20	Cisco Certified Technician Routing and Switching	6	Information Technology
CB21	Cisco Certified Network Associate - Data Center	12	Information Technology
CB22	Cisco Certified Network Associate - Routing and Switching	12	Information Technology
CB23	Cisco Certified Network Associate - Security	12	Information Technology
CB24	Cisco Certified Network Associate - Service Provider	12	Information Technology
CB26	Cisco Certified Network Associate - Video	12	Information Technology
CB27	Cisco Certified Network Associate - Voice	12	Information Technology
CB28	Cisco Certified Network Associate - Wireless	12	Information Technology
CB29	Cisco Certified Network Professional - Data Center	12	Information Technology
CB30	Cisco Certified Network Professional - Routing and Switching	12	Information Technology
CB31	Cisco Certified Network Professional - Security	12	Information Technology
CB32	Cisco Certified Network Professional - Service Provider	12	Information Technology
CB34	Cisco Certified Network Professional - Voice	12	Information Technology
CB35	Cisco Certified Network Professional - Wireless	12	Information Technology
CB36	Cisco Certified Design Associate	12	Information Technology
CB37	Cisco Certified Design Professional	12	Information Technology
CB39	CompTIA Server+	6	Information Technology
CB40	CompTIA A+	6	Information Technology
CB41	CompTIA Healthcare IT Technician	6	Information Technology
CB42	CompTIA Network +	6	Information Technology
CB44	CompTIA Security+	6	Information Technology
CB45	CompTIA Strata IT Fundamentals	6	Information Technology
CB46	CompTIA CDIA+	6	Information Technology
CB47	CompTIA Cloud +	6	Information Technology
CB48	CompTIA CTT+	6	Information Technology
CB49	CompTIA Linux+	6	Information Technology
CB50	CompTIA Mobile App Security +	6	Information Technology
CB51	CompTIA Mobility+	6	Information Technology
CB52	CompTIA Project+	6	Information Technology
CB53	CompTIA Storage+	6	Information Technology
CB54	CompTIA Cloud Essentials	6	Information Technology
CB55	Certified Information Systems Security Professional (CISSP)	12	Information Technology
CB56	Cisco Certified Network Associate - Collaboration	12	Information Technology
CB57	Cisco Certified Network Professional - Collaboration	12	Information Technology
CB58	CIW Web and Mobile Design Professional	4	Information Technology
CB59	CIW Web Design Professional	4	Information Technology
CB61	CompTIA Home Technology Integrator (HTI+)	6	Information Technology

EMIS Credential Code	Credential Title	Points	Career Field
CB62	CPR First Aid	1	Information Technology
CE12	IC3	2	Information Technology
CE14	Information Technology Infrastructure Library (ITiL)	6	Information Technology
CG03	Microsoft Technology Associate Database	6	Information Technology
CG04	Microsoft Technology Associate Developer	6	Information Technology
CG05	Microsoft Technology Associate IT Infrastructure	6	Information Technology
CG06	Microsoft Certified Solutions Associate Windows Server 2012	12	Information Technology
CG07	Microsoft Certified Solutions Associate Windows Server 2008	12	Information Technology
CG08	Microsoft Certified Solutions Associate Windows7	12	Information Technology
CG09	Microsoft Certified Solutions Associate Windows 8	12	Information Technology
CG10	Microsoft Certified Solutions Associate SQL Server 2012	12	Information Technology
CG19	Microsoft Office Specialist Word 2013	3	Information Technology
CG20	Microsoft Office Specialist Excel 2013	3	Information Technology
CG21	Microsoft Office Specialist Powerpoint 2013	3	Information Technology
CG22	Microsoft Office Specialist Access 2013	3	Information Technology
CG23	Microsoft Office Specialist Outlook 2013	3	Information Technology
CG24	Microsoft Office Specialist Sharepoint 2013	3	Information Technology
CG25	Microsoft Office Specialist OneNote2013	3	Information Technology
CG26	Microsoft Office Specialist Word 2010	3	Information Technology
CG27	Microsoft Office Specialist Excel 2010	3	Information Technology
CG28	Microsoft Office Specialist Powerpoint 2010	3	Information Technology
CG29	Microsoft Office Specialist Access 2010	3	Information Technology
CG30	Microsoft Office Specialist Outlook 2010	3	Information Technology
CG31	Microsoft Office Specialist Sharepoint 2010	3	Information Technology
CG32	Microsoft Office Specialist Office 365	3	Information Technology
CG33	Microsoft Office Specialist Word 2013 Expert	3	Information Technology
CG34	Microsoft Office Specialist Excel 2013 Expert	3	Information Technology
CG35	Microsoft Office Specialist Word 2010 Expert	3	Information Technology
CG36	Microsoft Office Specialist Excel 2010 Expert	3	Information Technology
CG38	Microsoft Certified Professional	3	Information Technology
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CG40	Microsoft Certified Solutions Developer	12	Information Technology
CG41	Microsoft Certified Solutions Developer - Application Lifecycle	12	Information Technology
CG42	Microsoft Certified Solutions Developer - Sharepoint Applications	12	Information Technology
CG43	Microsoft Certified Solutions Developer - Web Applications	12	Information Technology
CG44	Microsoft Certified Solutions Developer - Windows Store Apps	12	Information Technology
CG45	Microsoft Certified Solutions Expert	12	Information Technology
CG46	Microsoft Certified Solutions Expert Business Intelligence	12	Information Technology
CG47	Microsoft Certified Solutions Expert Communication	12	Information Technology
CG48	Microsoft Certified Solutions Expert Data Platform	12	Information Technology

EMIS Credential Code	Credential Title	Points	Career Field
CG49	Microsoft Certified Solutions Expert Desktop Infrastructure	12	Information Technology
CG50	Microsoft Certified Solutions Expert Messaging	12	Information Technology
CG51	Microsoft Certified Solutions Expert Private Cloud	12	Information Technology
CG52	Microsoft Certified Solutions Expert Server Infrastructure	12	Information Technology
CG53	Microsoft Certified Solutions Expert Sharepoint	12	Information Technology
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Information Technology
CJ44	Oracle Certified Associate - Java	6	Information Technology
CJ45	Oracle Certified Master - Java	12	Information Technology
CJ46	Oracle Certified Professional - Java	12	Information Technology
CM05	ProTools- Expert Music	4	Information Technology
CM06	ProTools- Expert Post	4	Information Technology
CM07	ProTools- ICON Mixer	4	Information Technology
CM08	ProTools- Operator Music	4	Information Technology
CM09	ProTools- Operator Post	4	Information Technology
CM10	ProTools- User	4	Information Technology
CM11	ProTools- VENUE Operator	4	Information Technology
CM12	ProTools- Worksurface Operator	4	Information Technology
CA79	ASP Baton Certification	1	Law and Public Safety
CA80	Association of Public-Safety Communications Officials (APCO) 911	4	Law and Public Safety
CA81	Association of Public-Safety Communications Officials (APCO) 911	4	Law and Public Safety
CB62	CPR First Aid	1	Law and Public Safety
CH84	National Incident Management System 100	4	Law and Public Safety
CH85	National Incident Management System 700	4	Law and Public Safety
CJ01	Occupational Safety and Health Administration (OSHA) - 30-Hour Training	1	Law and Public Safety
CJ02	Occupational Safety and Health Administration (OSHA) - 10-Hour Training	1	Law and Public Safety
CJ19	Ohio Department of Public Safety, Division of EMS EMT - Basic	12	Law and Public Safety
CJ20	Ohio Department of Public Safety, Division of EMS EMT - Paramedic	12	Law and Public Safety
CJ21	Ohio Department of Public Safety, Division of EMS EMT - Intermediate	12	Law and Public Safety
CJ22	Ohio Department of Public Safety, Division of EMS Ohio Firefighter I	12	Law and Public Safety
CJ23	Ohio Department of Public Safety, Division of EMS Ohio Firefighter II	12	Law and Public Safety
CJ36	OC/Pepper Spray	1	Law and Public Safety
CJ42	Ohio Peace Officer Training Academy Private Security Certification	4	Law and Public Safety
CP01	Taser Certification	1	Law and Public Safety

3301-28-10 Overall grade for school districts and buildings.

(A) Beginning with the school year as specified in division (C)(3) of section [3302.03](#) of the Revised Code, and annually thereafter, the district and school report cards established in section [3302.03](#) of the Revised Code shall include an overall grade for each school district and building using the requirements established in section [3302.03](#) of the Revised Code.

(B) The overall grade shall be calculated using the six component grades defined in rule 3301-28-09 of the Administrative Code. In cases where a school district or building has letter grades for all six components, each component shall be weighted such that:

- (1) The achievement component shall contribute twenty per cent towards the overall grade;
- (2) The progress component shall contribute twenty per cent towards the overall grade.
- (3) The graduation rate component shall contribute fifteen per cent towards the overall grade.
- (4) The gap closing component shall contribute fifteen per cent towards the overall grade.
- (5) The prepared for success component shall contribute fifteen per cent towards the overall grade.
- (6) The K-3 literacy improvement component shall contribute fifteen per cent towards the overall grade.

(C) In cases where a school district or building has letter grades for fewer than six components, the non-graded components shall not be included in the calculation and the percentages for the remaining graded components defined in paragraphs (B)(1) to (B)(6) of this rule shall be adjusted to maintain the same proportional weight within the calculation.

Effective: 2/22/2016

Five Year Review (FYR) Dates: 02/22/2021

Promulgated Under: [119.03](#)

Statutory Authority: [3301.07](#), [3302.02](#), [3302.03](#)

Rule Amplifies: [3302.02](#), [3302.03](#)

3314.03 Specifications of contract between sponsor and governing authority - specifications of comprehensive plan.

A copy of every contract entered into under this section shall be filed with the superintendent of public instruction. The department of education shall make available on its web site a copy of every approved, executed contract filed with the superintendent under this section.

(A) Each contract entered into between a sponsor and the governing authority of a community school shall specify the following:

(1) That the school shall be established as either of the following:

(a) A nonprofit corporation established under Chapter 1702. of the Revised Code, if established prior to April 8, 2003;

(b) A public benefit corporation established under Chapter 1702. of the Revised Code, if established after April 8, 2003.

(2) The education program of the school, including the school's mission, the characteristics of the students the school is expected to attract, the ages and grades of students, and the focus of the curriculum;

(3) The academic goals to be achieved and the method of measurement that will be used to determine progress toward those goals, which shall include the statewide achievement assessments;

(4) Performance standards, including but not limited to all applicable report card measures set forth in section [3302.03](#) or [3314.017](#) of the Revised Code, by which the success of the school will be evaluated by the sponsor;

(5) The admission standards of section [3314.06](#) of the Revised Code and, if applicable, section [3314.061](#) of the Revised Code;

(6)

(a) Dismissal procedures;

(b) A requirement that the governing authority adopt an attendance policy that includes a procedure for automatically withdrawing a student from the school if the student without a legitimate excuse fails to participate in one hundred five consecutive hours of the learning opportunities offered to the student.

(7) The ways by which the school will achieve racial and ethnic balance reflective of the community it serves;

(8) Requirements for financial audits by the auditor of state. The contract shall require financial records of the school to be maintained in the same manner as are financial records of school districts, pursuant to rules of the auditor of state. Audits shall be conducted in accordance with section [117.10](#) of the Revised Code.

(9) An addendum to the contract outlining the facilities to be used that contains at least the following information:

(a) A detailed description of each facility used for instructional purposes;

(b) The annual costs associated with leasing each facility that are paid by or on behalf of the school;

(c) The annual mortgage principal and interest payments that are paid by the school;

(d) The name of the lender or landlord, identified as such, and the lender's or landlord's relationship to the operator, if any.

(10) Qualifications of teachers, including a requirement that the school's classroom teachers be licensed in accordance with sections [3319.22](#) to [3319.31](#) of the Revised Code, except that a community school may engage noncertificated persons to teach up to twelve hours per week pursuant to section [3319.301](#) of the Revised Code.

(11) That the school will comply with the following requirements:

(a) The school will provide learning opportunities to a minimum of twenty-five students for a minimum of nine hundred twenty hours per school year.

(b) The governing authority will purchase liability insurance, or otherwise provide for the potential liability of the school.

(c) The school will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and will not be operated by a sectarian school or religious institution.

(d) The school will comply with sections [9.90](#), [9.91](#), [109.65](#), [121.22](#), [149.43](#), [2151.357](#), [2151.421](#), [2313.19](#), [3301.0710](#), [3301.0711](#), [3301.0712](#), [3301.0715](#), [3301.948](#), [3313.472](#), [3313.50](#), [3313.536](#), [3313.539](#), [3313.608](#), [3313.609](#), [3313.6012](#), [3313.6013](#), [3313.6014](#), [3313.6015](#), [3313.6020](#), [3313.643](#), [3313.648](#), [3313.6411](#), [3313.66](#), [3313.661](#), [3313.662](#), [3313.666](#), [3313.667](#), [3313.67](#), [3313.671](#), [3313.672](#), [3313.673](#), [3313.69](#), [3313.71](#), [3313.716](#), [3313.718](#), [3313.719](#), [3313.7112](#), [3313.721](#), [3313.80](#), [3313.814](#), [3313.816](#), [3313.817](#), [3313.86](#), [3313.89](#), [3313.96](#), [3319.073](#), [3319.321](#), [3319.39](#), [3319.391](#), [3319.41](#), [3319.46](#), [3321.01](#), [3321.041](#), [3321.13](#), [3321.14](#), [3321.17](#), [3321.18](#), [3321.19](#), [3321.191](#), [3327.10](#), [4111.17](#), [4113.52](#), and [5705.391](#) and Chapters 117., 1347., 2744., 3365., 3742., 4112., 4123., 4141., and 4167. of the Revised Code as if it were a school district and will comply with section [3301.0714](#) of the Revised Code in the manner specified in section [3314.17](#) of the Revised Code.

(e) The school shall comply with Chapter 102. and section [2921.42](#) of the Revised Code.

(f) The school will comply with sections [3313.61](#), [3313.611](#), and [3313.614](#) of the Revised Code, except that for students who enter ninth grade for the first time before July 1, 2010, the requirement in sections [3313.61](#) and [3313.611](#) of the Revised Code that a person must successfully complete the curriculum in any high school prior to receiving a high school diploma may be met by completing the curriculum adopted by the governing authority of the community school rather than the curriculum specified in Title XXXIII of the Revised Code or any rules of the state board of education. Beginning with students who enter ninth grade for the first time on or after July 1, 2010, the requirement in sections [3313.61](#) and [3313.611](#) of the Revised Code that a person must successfully complete the curriculum of a high school prior to receiving a high school diploma shall be met by completing the requirements prescribed in division (C) of section [3313.603](#) of the Revised Code, unless the person qualifies under division (D) or (F) of that section. Each school shall comply with the plan for awarding high school credit based on demonstration of subject area competency, and beginning with the 2016-2017 school year, with the updated plan that permits students enrolled in seventh and eighth grade to meet curriculum requirements based on subject area competency adopted by the state board of education under divisions (J)(1) and (2) of section [3313.603](#) of the Revised Code.

(g) The school governing authority will submit within four months after the end of each school year a report of its activities and progress in meeting the goals and standards of divisions (A) (3) and (4) of this section and its financial status to the sponsor and the parents of all students enrolled in the school.

(h) The school, unless it is an internet- or computer-based community school, will comply with section [3313.801](#) of the Revised Code as if it were a school district.

(i) If the school is the recipient of moneys from a grant awarded under the federal race to the top program, Division (A), Title XIV, Sections 14005 and 14006 of the "American Recovery and Reinvestment Act of 2009," Pub. L. No. 111-5, 123 Stat. 115, the school will pay teachers based upon performance in accordance with section [3317.141](#) and will comply with section [3319.111](#) of the Revised Code as if it were a school district.

(j) If the school operates a preschool program that is licensed by the department of education under sections [3301.52](#) to [3301.59](#) of the Revised Code, the school shall comply with sections [3301.50](#) to [3301.59](#) of the Revised Code and the minimum standards for preschool programs prescribed in rules adopted by the state board under section [3301.53](#) of the Revised Code.

- (k) The school will comply with sections 3313.6021 and 3313.6023 of the Revised Code as if it were a school district unless it is either of the following:
- (i) An internet- or computer-based community school;
 - (ii) A community school in which a majority of the enrolled students are children with disabilities as described in division (A)(4)(b) of section [3314.35](#) of the Revised Code.
- (12) Arrangements for providing health and other benefits to employees;
- (13) The length of the contract, which shall begin at the beginning of an academic year. No contract shall exceed five years unless such contract has been renewed pursuant to division (E) of this section.
- (14) The governing authority of the school, which shall be responsible for carrying out the provisions of the contract;
- (15) A financial plan detailing an estimated school budget for each year of the period of the contract and specifying the total estimated per pupil expenditure amount for each such year.
- (16) Requirements and procedures regarding the disposition of employees of the school in the event the contract is terminated or not renewed pursuant to section [3314.07](#) of the Revised Code;
- (17) Whether the school is to be created by converting all or part of an existing public school or educational service center building or is to be a new start-up school, and if it is a converted public school or service center building, specification of any duties or responsibilities of an employer that the board of education or service center governing board that operated the school or building before conversion is delegating to the governing authority of the community school with respect to all or any specified group of employees provided the delegation is not prohibited by a collective bargaining agreement applicable to such employees;
- (18) Provisions establishing procedures for resolving disputes or differences of opinion between the sponsor and the governing authority of the community school;
- (19) A provision requiring the governing authority to adopt a policy regarding the admission of students who reside outside the district in which the school is located. That policy shall comply with the admissions procedures specified in sections [3314.06](#) and [3314.061](#) of the Revised Code and, at the sole discretion of the authority, shall do one of the following:
- (a) Prohibit the enrollment of students who reside outside the district in which the school is located;
 - (b) Permit the enrollment of students who reside in districts adjacent to the district in which the school is located;
 - (c) Permit the enrollment of students who reside in any other district in the state.
- (20) A provision recognizing the authority of the department of education to take over the sponsorship of the school in accordance with the provisions of division (C) of section [3314.015](#) of the Revised Code;
- (21) A provision recognizing the sponsor's authority to assume the operation of a school under the conditions specified in division (B) of section [3314.073](#) of the Revised Code;
- (22) A provision recognizing both of the following:
- (a) The authority of public health and safety officials to inspect the facilities of the school and to order the facilities closed if those officials find that the facilities are not in compliance with health and safety laws and regulations;
 - (b) The authority of the department of education as the community school oversight body to suspend the operation of the school under section [3314.072](#) of the Revised Code if the department has evidence of conditions or violations of law at the school that pose an imminent danger to the health and safety of the school's students and employees and the sponsor refuses to take such action.

(23) A description of the learning opportunities that will be offered to students including both classroom-based and non-classroom-based learning opportunities that is in compliance with criteria for student participation established by the department under division (H)(2) of section [3314.08](#) of the Revised Code;

(24) The school will comply with sections [3302.04](#) and [3302.041](#) of the Revised Code, except that any action required to be taken by a school district pursuant to those sections shall be taken by the sponsor of the school. However, the sponsor shall not be required to take any action described in division (F) of section [3302.04](#) of the Revised Code.

(25) Beginning in the 2006-2007 school year, the school will open for operation not later than the thirtieth day of September each school year, unless the mission of the school as specified under division (A)(2) of this section is solely to serve dropouts. In its initial year of operation, if the school fails to open by the thirtieth day of September, or within one year after the adoption of the contract pursuant to division (D) of section [3314.02](#) of the Revised Code if the mission of the school is solely to serve dropouts, the contract shall be void.

(26) Whether the school's governing authority is planning to seek designation for the school as a STEM school equivalent under section [3326.032](#) of the Revised Code;

(27) That the school's attendance and participation policies will be available for public inspection;

(28) That the school's attendance and participation records shall be made available to the department of education, auditor of state, and school's sponsor to the extent permitted under and in accordance with the "Family Educational Rights and Privacy Act of 1974," 88 Stat. 571, 20 U.S.C. 1232g, as amended, and any regulations promulgated under that act, and section [3319.321](#) of the Revised Code;

(29) If a school operates using the blended learning model, as defined in section [3301.079](#) of the Revised Code, all of the following information:

(a) An indication of what blended learning model or models will be used;

(b) A description of how student instructional needs will be determined and documented;

(c) The method to be used for determining competency, granting credit, and promoting students to a higher grade level;

(d) The school's attendance requirements, including how the school will document participation in learning opportunities;

(e) A statement describing how student progress will be monitored;

(f) A statement describing how private student data will be protected;

(g) A description of the professional development activities that will be offered to teachers.

(30) A provision requiring that all moneys the school's operator loans to the school, including facilities loans or cash flow assistance, must be accounted for, documented, and bear interest at a fair market rate;

(31) A provision requiring that, if the governing authority contracts with an attorney, accountant, or entity specializing in audits, the attorney, accountant, or entity shall be independent from the operator with which the school has contracted.

(B) The community school shall also submit to the sponsor a comprehensive plan for the school. The plan shall specify the following:

(1) The process by which the governing authority of the school will be selected in the future;

(2) The management and administration of the school;

(3) If the community school is a currently existing public school or educational service center building, alternative arrangements for current public school students who choose not to attend the converted school and for teachers

who choose not to teach in the school or building after conversion;

(4) The instructional program and educational philosophy of the school;

(5) Internal financial controls.

When submitting the plan under this division, the school shall also submit copies of all policies and procedures regarding internal financial controls adopted by the governing authority of the school.

(C) A contract entered into under section [3314.02](#) of the Revised Code between a sponsor and the governing authority of a community school may provide for the community school governing authority to make payments to the sponsor, which is hereby authorized to receive such payments as set forth in the contract between the governing authority and the sponsor. The total amount of such payments for monitoring, oversight, and technical assistance of the school shall not exceed three per cent of the total amount of payments for operating expenses that the school receives from the state.

(D) The contract shall specify the duties of the sponsor which shall be in accordance with the written agreement entered into with the department of education under division (B) of section [3314.015](#) of the Revised Code and shall include the following:

(1) Monitor the community school's compliance with all laws applicable to the school and with the terms of the contract;

(2) Monitor and evaluate the academic and fiscal performance and the organization and operation of the community school on at least an annual basis;

(3) Report on an annual basis the results of the evaluation conducted under division (D)(2) of this section to the department of education and to the parents of students enrolled in the community school;

(4) Provide technical assistance to the community school in complying with laws applicable to the school and terms of the contract;

(5) Take steps to intervene in the school's operation to correct problems in the school's overall performance, declare the school to be on probationary status pursuant to section [3314.073](#) of the Revised Code, suspend the operation of the school pursuant to section [3314.072](#) of the Revised Code, or terminate the contract of the school pursuant to section [3314.07](#) of the Revised Code as determined necessary by the sponsor;

(6) Have in place a plan of action to be undertaken in the event the community school experiences financial difficulties or closes prior to the end of a school year.

(E) Upon the expiration of a contract entered into under this section, the sponsor of a community school may, with the approval of the governing authority of the school, renew that contract for a period of time determined by the sponsor, but not ending earlier than the end of any school year, if the sponsor finds that the school's compliance with applicable laws and terms of the contract and the school's progress in meeting the academic goals prescribed in the contract have been satisfactory. Any contract that is renewed under this division remains subject to the provisions of sections [3314.07](#), [3314.072](#), and [3314.073](#) of the Revised Code.

(F) If a community school fails to open for operation within one year after the contract entered into under this section is adopted pursuant to division (D) of section [3314.02](#) of the Revised Code or permanently closes prior to the expiration of the contract, the contract shall be void and the school shall not enter into a contract with any other sponsor. A school shall not be considered permanently closed because the operations of the school have been suspended pursuant to section [3314.072](#) of the Revised Code.

Amended by 131st General Assembly File No. TBD, HB 113, §1, eff. 9/14/2016.

Amended by 131st General Assembly File No. TBD, HB 2, §1, eff. 2/1/2016.

Amended by 131st General Assembly File No. TBD, HB 64, §101.01, eff. 9/29/2015.

Amended by 130th General Assembly File No. TBD, HB 178, §1, eff. 3/23/2015.

Amended by 130th General Assembly File No. TBD, HB 487, §1, eff. 9/17/2014.

Amended by 130th General Assembly File No. TBD, HB 393, §1, eff. 9/17/2014.

Amended by 130th General Assembly File No. TBD, HB 362, §1, eff. 9/11/2014.

Amended by 130th General Assembly File No. TBD, HB 264, §1, eff. 9/11/2014.

Amended by 130th General Assembly File No. 25, HB 59, §101.01, eff. 9/29/2013.

Amended by 129th General Assembly File No. 192, HB 143, §1, eff. 4/26/2013.

Amended by 129th General Assembly File No. 128, SB 316, §101.01, eff. 9/24/2012.

Amended by 129th General Assembly File No. 81, HB 268, §3, eff. 5/13/2012.

Amended by 129th General Assembly File No. 81, HB 268, §1, eff. 5/13/2012.

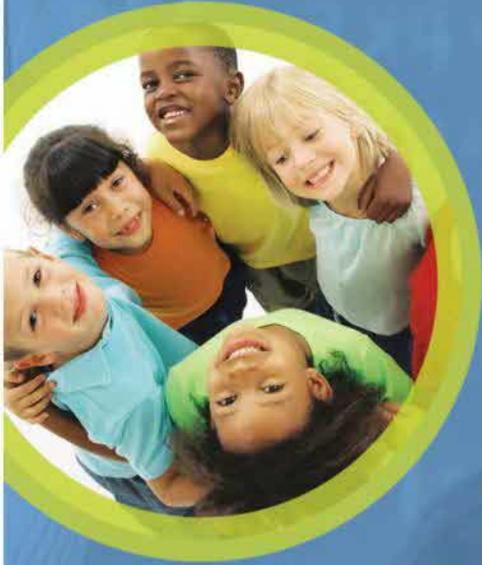
Amended by 129th General Assembly File No. 28, HB 153, §101.01, eff. 9/29/2011.

Amended by 128th General Assembly File No. 49, SB 210, §1, eff. 9/17/2010 and 7/1/2011.

Amended by 128th General Assembly File No. 9, HB 1, §101.01, eff. 7/17/2009 and 10/16/2009.

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Related Legislative Provision: See *128th General Assembly File No. 9, HB 1, §812.30.*



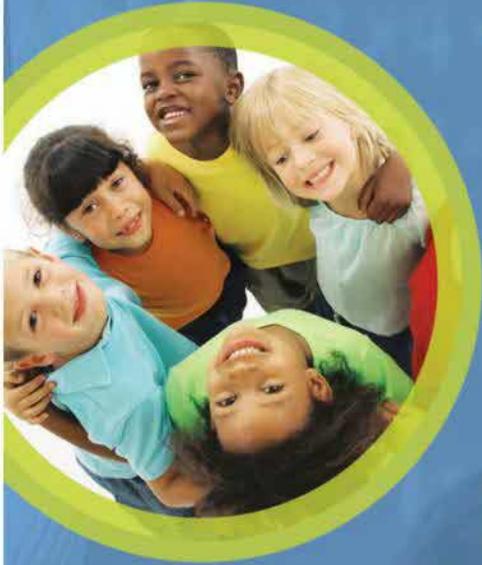
Ohio

APPENDIX C: ESSA Sections A.5 - I

Appendix C – ESSA Sections A.5 - I

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Ohio's 2015 Plan to Ensure Equitable Access to Excellent Educators

OHIO DEPARTMENT OF EDUCATION

SEPTEMBER 2015

Ohio | Department
of Education

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Ohio's 2015 Plan to Ensure Equitable Access to Excellent Educators

Too often, poor and minority students receive less effective teachers than their counterparts (U.S. Department of Education, 2014). Since teachers are the most important school-based factor affecting student achievement (Rivkin, Hanushek, & Kain, 2005) and school leaders are second (Waters, Marzano, & McNulty, 2003), Ohio's education reform efforts must focus on ensuring all students have equitable access to excellent educators.

As part of the *Excellent Educators for All Initiative* led by the U.S. Department of Education, this plan meets Ohio's requirement to develop a State Plan to Ensure Equitable Access to Excellent Educators. The purpose of the state plans is to work toward ensuring that poor and minority children are not taught by unqualified, inexperienced or out-of-field teachers at higher rates than other children. There are six outlined requirements (U.S. Department of Education, 2014) for the state equity plans:

1. Describe and provide documentation of stakeholder consultation regarding the state plan;
2. Identify equity gaps;
3. Conduct a root-cause analysis;
4. Outline steps to eliminate equity gaps;
5. Describe measures that will be used to evaluate progress toward eliminating equity gaps; and
6. Describe how the state will publicly report progress.

The Ohio Department of Education brought together a diverse group of stakeholders to create a context-driven state educator equity plan for ensuring equitable access to excellent educators for poor and minority students. These stakeholders identified Ohio's educator equity gaps and possible strategies to address them.

Ohio's Current Educational Context

The Ohio Department of Education has worked hard for many years to address equitable access for all students to a high-quality education. Ohio is in the midst of fulfilling many education reforms to ensure that *every child* will graduate from high school prepared to succeed in college, other postsecondary training or a skilled job. Current Ohio reforms include:

- A Third Grade Reading Guarantee to promote early literacy;
- An early detection and intervention system for students at risk of dropping out;
- Multiple new pathways to graduation that accommodate a diverse student population;
- An expanded career-technical education system;
- A College Credit Plus program that provides free college credit to academically eligible middle and high school students; and
- A refined, statewide teacher evaluation system that promotes instructional improvement.

Ohio also has adopted more rigorous K-12 learning standards, launched matching online assessments and established a stronger accountability system in its annual A-F district and school report cards. Finally, Ohio Gov. John Kasich and state lawmakers have created the \$250 million

Straight A Fund to promote teaching and learning innovation in Ohio schools. Straight A is the largest state fund for K-12 education innovation in U.S. history.

Leaders of Ohio's K-12 system recognize that excellent teachers and principals are essential to carrying out the state's reform goals at the classroom level. State Superintendent Richard A. Ross agrees with the findings contained in a Fordham report: "Policy changes and budgetary manipulations alone will not drive student gains...any real gains to Ohio's school and student performance will be primarily the result of work done by district leaders, school principals and teachers (Farkas & Duffett, 2013, p.5)." Superintendent Ross recognizes that excellent teachers and principals are Ohio's "boots on the ground."

Ohio's education leaders have long recognized the need for strong teachers and principals in the state's many high-poverty, high-minority schools. The state's Schools of Promise program recognizes schools that serve 40 percent or more economically disadvantaged students who are achieving academic proficiency. In each of the identified schools, 80 percent of students are scoring proficient or higher in reading and mathematics. Last year, Ohio recognized 98 Schools of Promise. Clearly, excellent teachers and principals make a difference in these schools.

Another Ohio award program, the High Performing Schools of Honor, recognizes schools that have 80 percent of all subgroups of students who are proficient on state achievement tests in reading and mathematics. These subgroups include students of various racial and ethnic groups, those who are economically disadvantaged, students with disabilities and English language learners. Last year, Ohio recognized 48 High Performing Schools of Honor. In addition, the state awarded 27 buildings a third designation – High Progress Schools of Honor – for making the highest five-year gains in student achievement.

Still, state leaders know they must do more to recruit excellent teachers and principals to high-poverty and high-minority schools. For example, the Ohio Department of Education, the Ohio Business Roundtable and The Ohio State University have just selected their first team of 30-40 principals for the Bright Leaders for Ohio Schools program. These proven leaders from business and education will each serve in a high-poverty Ohio public school for 12 months, while simultaneously training in leadership at Ohio State. This report will describe Bright Leaders for Ohio Schools and other strategies to increase the number of excellent educators in Ohio's high-poverty and high-minority schools.

First Steps of the Journey: Ohio's 2006 Teacher Equity Plan

Ohio's effort to give poor and minority students' equitable access to high-quality educators is not new. In 2004, the Joyce Foundation approved a grant through The Education Trust to bring together key state leaders in Ohio, Illinois and Wisconsin to improve the distribution of high-quality teachers to low-income, minority and low-performing students. Ohio Department of Education staff and key stakeholders, including representatives from different branches of government, K-12 and higher education, teacher unions, and business and community leaders, conducted Ohio's Teacher Distribution Project.

Phase I of the project focused on a quantitative statewide analysis of district-level and school-level teacher, school and student characteristics. Ohio's Phase II analysis included case study data of

teachers characteristics in Ohio's Schools of Promise, where a high percentage of low-income and minority students are achieving at high levels.

Phase III called for the development of a state plan outlining strategies to improve the distribution of high quality teachers in Ohio. The strategies included in Ohio's 2006 Teacher Equity Plan were the result of findings from extensive data analyses, the expertise of the project's stakeholder group and national research on teacher quality. The full plan and executive summary can be found on the [Ohio Department of Education's website](#).

As a result of Ohio's 2006 Teacher Equity Plan, Ohio monitored the percentage of courses taught by highly-qualified teachers. In the 2005-2006 school year Ohio had 94.4 percent of courses being taught by highly-qualified teachers¹, and in 2013-2014 Ohio progressed to having 98.7 percent of courses being taught by highly-qualified teachers. With Ohio's 2015 Plan to Ensure Equitable Access to Excellent Educators, Ohio will continue its journey to ensure equitable access to excellent educators.

Continuing the Journey: Ohio's 2015 Plan to Ensure Equitable Access to Excellent Educators

Ohio's 2015 Plan to Ensure Equitable Access to Excellent Educators (hereafter referred to as Ohio's Educator Equity Plan) presents the state's renewed commitment to provide equitable access to excellent educators for poor and minority students. Ohio's Educator Equity Plan is divided into six sections:

- Section one describes how the department engaged both external and internal stakeholders in the development of the plan.
- Section two outlines Ohio's educator equity gaps.
- Section three highlights the possible root causes for educator equity gaps in Ohio.
- Section four explores the steps Ohio will take to eliminate identified educator equity gaps. It describes specific strategies to address identified gaps and includes an implementation timeline. This section also describes how the state will monitor local efforts to provide equitable access to qualified and effective educators, as outlined in the Elementary and Secondary Education Act sections 9304(a)(3)(B) and 1112(c)(1)(L).
- Section five reports the measures the state will use to gauge progress toward eliminating educator equity gaps, as well as the method and timeline for this evaluation.
- Section six describes how Ohio will publicly report its progress on eliminating educator equity gaps.

The data analyses conducted for this report show that Ohio's poor and minority students experience inequitable access to excellent educators. The Excellent Educators for All Initiative propelled Ohio

¹ A highly qualified teacher is one who holds at least a bachelor's degree, a license appropriate to the assignment, and evidence of content knowledge in the core academic subject(s) he or she is teaching.

toward a renewed commitment to eliminating Ohio's identified educator equity gaps. This plan is the next important step toward ensuring that poor and minority children are not taught at higher rates than other children by unqualified, inexperienced or out-of-field teachers.

Section 1. Stakeholder Engagement

Immediately following the release of the “State Plans to Ensure Equitable Access to Excellent Educators, Frequently Asked Questions” publication in November 2014, the Ohio Department of Education formed an external stakeholder group to consult on the development of Ohio’s Educator Equity Plan. Department staff developed a list of Ohio stakeholder organizations representing the broad and comprehensive perspectives of Ohio educators in each of the four school district typologies: urban, suburban, rural and small town. On Jan. 6, 2015, the senior director of the agency’s Center for the Teaching Profession e-mailed invitation letters (see Appendix A for sample) to solicit representatives from identified stakeholder groups (i.e., organizations representing teachers, higher education, school boards, community groups, and school and district leaders). As a result, Ohio’s Equity Plan Work Group included 28 external stakeholders (see Appendix B for the stakeholder list).

Department staff believed it was vital to have stakeholder involvement throughout four critical development stages of Ohio’s Educator Equity Plan. The first stage was an analysis of data to determine if and what educator equity gaps exist in Ohio. The second stage was an analysis of “root causes” to better understand why particular gaps exist. The third stage involved the identification of strategies to address Ohio’s educator equity gaps. Finally, department staff sought feedback on the draft equity plan. Three of these four stages required in-person meetings with the external stakeholders.

The department developed a time frame for in-person, external stakeholder group involvement spanning from January to March. The department set three external meeting dates:

1. Friday, Jan. 23, 2015;
2. Friday, Feb. 20, 2015; and
3. Monday, March 23, 2015.

Department staff intentionally scheduled stakeholder meetings a month apart so they could use feedback from each meeting to inform subsequent meetings. The department cancelled one of the set dates due to inclement weather and added another meeting on Monday, April 13, 2015, to ensure we held three external stakeholder meetings. Each of the three meetings ran for approximately five hours.

Recognizing that external stakeholders would offer critical insights from the local level to create a context-driven state plan, department staff developed meeting agendas that allowed stakeholders to provide input on key decision points for the state plan. In particular, we sought input on the following areas:

1. Defining key terms;
2. Determining appropriate data measures;
3. Reviewing equity gap data;
4. Determining appropriate monitoring tool(s);
5. Analyzing root cause(s) for equity gaps; and
6. Identifying strategies.

In each meeting, stakeholders had sufficient time and opportunity to give feedback through a variety of methods. First, during the meetings, stakeholders could offer direct feedback through whole group

discussions or small group discussions when appropriate. Secondly, stakeholders were provided an opportunity to give written feedback through guided question sheets and surveys. Note: external stakeholders who could not attend a meeting received the appropriate materials and updates so they could provide feedback in future stakeholder meetings.

At the first meeting and each subsequent meeting thereafter, the department communicated the purpose of the Ohio Equity Plan Work Group as follows:

1. Consult the department in creating a state equity plan; and
2. Provide communication and advocacy for Ohio's state equity plan to their respective stakeholder constituencies.

Because the department was seeking to solicit informed and actionable feedback on key decision points for the state equity plan, department staff enlisted the assistance of two external facilitators from *Battelle for Kids*. These facilitators helped plan and facilitate each of the three external stakeholder meetings.

Stakeholder Meeting One

Meeting one was held on Jan. 23, 2015 (for agenda, see Appendix C). Twenty-four of the 28 stakeholders attended. This first external meeting focused on five objectives:

1. Establish a working community;
2. Review the history of Ohio's equity work;
3. Recognize state requirements for the Excellent Educators for All Initiative;
4. Provide input on an approach to assessing and monitoring educator equity gaps at the local level; and
5. Discuss required and optional data measures.

At this initial meeting, external stakeholders learned about the requirements for the State Plan to Ensure Equitable Access to Excellent Educators. Building this understanding was important for soliciting feedback in the development of the state equity plan. An overview of Ohio's 2006 Teacher Equity Plan was shared to highlight how Ohio has been doing this work over the last nine years. For the 2015 equity plan, external stakeholders agreed with the department's suggestion to look beyond using only the measures unqualified, out-of-field and inexperienced and consider the measures of teacher and principal effectiveness ratings, as defined by the state's educator evaluation system.

Stakeholder Meeting Two

The external stakeholder group met again on March 23, 2015 (for agenda, see Appendix D). Twenty-one of our 28 stakeholders attended. The meeting content focused on five objectives:

1. Review stakeholder feedback from the Jan. 23rd meeting;
2. Make recommendations on the definitions of key terms;
3. Give input on what measures to include in the plan;
4. Examine possible local monitoring tools; and
5. Introduce the root-cause analysis process.

The second external stakeholder meeting provided the group an opportunity to examine 2013-2014 state-level equity data through an "equity data walk." In the data walk, stakeholders broke into small

groups where they viewed displays of data which highlighted the three required measures and additional department- and stakeholder-proposed measures from meeting one. In small groups, the stakeholders discussed and reacted to the data at each station.

Each stakeholder completed an online survey at two different times during the meeting. The first survey sought feedback on proposed definitions of key terms. The second survey asked for input on what measures to include in the plan as well as on possible local monitoring tools. If meeting participants felt the need to elaborate on their responses or choices, they had options for doing so within the survey through dialogue boxes.

Stakeholder Meeting Three

The external stakeholder group held its third meeting on April 13, 2015 (for agenda, see Appendix E). Sixteen of our 28 stakeholders attended the session, which centered on two objectives:

1. Conduct root-cause analysis for identified educator equity gaps; and
2. Identify existing and new strategies to reduce and eliminate these gaps.

At the third and final external stakeholder meeting, participants received equity gap statements to inform the root-cause analysis and strategy development. Battelle for Kids facilitators guided the root-cause analysis process. In small groups, stakeholders conducted a root-cause analysis on the educator equity gap statements they received from the department.

Once root causes were identified for each educator equity gap, our stakeholders identified existing and new strategies that both state and local education leaders could implement to address the identified educator equity gaps. Stakeholders were encouraged to consider local strategies, state initiatives or research-based practices that may help to address educator equity gaps in Ohio.

Departmental Involvement

The development of the 2015 Ohio's Educator Equity Plan involved many offices and centers within the Ohio Department of Education. This involvement included participation in the external stakeholder meetings and internal departmental meetings focused on each requirement outlined by the Excellent Educators for All Initiative. The following entities participated:

1. Center for the Teaching Profession;
2. Ohio Department of Higher Education;
3. Office of Exceptional Children;
4. Office of Education Policy and Research;
5. Office of Accountability;
6. Office of School Choice;
7. Office of Data Quality and Governance;
8. Legal Counsel; and
9. Office of the Superintendent.

Ohio's Educator Equity Project Staff

Julia L. Simmerer, Senior Executive Director, Center for the Teaching Profession
Cheryl A. Krohn, Ohio's Educator Equity Project Director, Center for the Teaching Profession

Rebecca S. Schell, Ohio's Educator Equity Project Advisor, Center for the Teaching Profession

Final Stages of Equity Plan Development

The final draft of Ohio's Educator Equity Plan was shared with the external stakeholder group, internal stakeholder group and the Ohio State Consortium for Educator Effectiveness state team. Department staff sent the plan via e-mail to these groups on Monday, May 18, 2015 with a request to review and provide input, for consideration in the development of the final draft.

Department leaders understand that much of the work for the Excellent Educators for All Initiative will continue after the state plan is approved. This work will include long-term involvement from our external stakeholders via annual, in-person meetings with a subset of the larger stakeholder group. The department also plans to post Ohio's Educator Equity Plan on its [equity homepage at education.ohio.gov](http://equity.homepage.at.education.ohio.gov), once approved by the U.S. Department of Education.

Section 2. Equity Gap Analysis

To meet the goal of ensuring Ohio’s poor and minority students have equitable access to qualified, appropriately licensed, experienced and effective educators, the Ohio Department of Education conducted a quantitative analysis of state data sources. Staff in the department’s Office of Data Quality and Governance and Office of Policy and Research conducted the data analysis. Department staff, working with our external stakeholder group, gathered data on educator assignments to understand where, and to what extent, inequities exist in the state.

Ohio has focused on improving equitable access to Highly Qualified Teachers for more than a decade. Since 2003, Ohio has collected data on measures of educator quality. Of all Ohio teachers, 98.7 percent hold at least a bachelor’s degree, 98.7 percent of teachers of academic core courses meet federal content knowledge qualifications, and 98.1 percent of those courses are taught by appropriately licensed educators.

Ohio’s Educator Equity Plan incorporates educator effectiveness data (ratings from the Ohio Teacher and Principal Evaluation Systems) into the analysis of equitable access to excellent educators. An overview of Ohio’s five educator measures forms the analytic basis for the state plan: courses taught by *unqualified* teachers; courses taught by *out-of-field* teachers; *inexperienced* teachers among all teachers; *ineffective* teachers; and *ineffective* principals among those evaluated.

Definitions and Measures

Department staff engaged external stakeholders and performed school- and district-level analyses to determine the measures used in Ohio’s Educator Equity Plan. Ohio’s stakeholders acknowledged that the three federally required measures alone did not adequately define educator quality for the purpose of the Ohio’s Educator Equity Plan. For this plan, the measures include the three required by the U.S. Department of Education for this plan, as well as two additional measures that are available from Ohio’s evaluation systems: *ineffective* teacher and *ineffective* principal.

Defining Equity Gap

The Ohio Department of Education uses the term “equity gap” to refer to the difference between the rate at which poor and minority students are educated by excellent educators (captured in the measures described below) compared to other students. Ohio has taken the percentage difference between the average of educators found in high-poverty schools and those found in low-poverty schools; and high-minority schools and those found in low-minority schools to calculate the equity gaps for each measure. *Ohio considers an equity gap to be any degree of difference that suggests poor and minority students are receiving less access to excellent educators than other students.*

Required Measures

Ohio defines the three required teacher measures as follows.

1. **An *unqualified* teacher is one teaching a core academic subject course for which he or she is not designated highly qualified with respect to the content knowledge requirements.** Districts, charter and STEM schools report into Ohio’s Educational

Management Information System evidence of content knowledge – or lack thereof -- in the core academic subject of each course assignment. Districts and schools report core academic courses as “non-HQT” if the teacher does not hold the highly qualified designation as evidence of content knowledge in the course subject area.

2. **An *out-of-field teacher* is one who is teaching a core academic course that he or she is not licensed to teach.** Ohio districts code their courses in alignment to proper licensure in the Educational Management Information System. A flag in reporting arises when a course is taught by a teacher whose license is not valid for teaching the classroom grade level, the student population or the course subject area.
3. **An *inexperienced teacher* is one who is in his or her first or second year of teaching.** This is a teacher with zero to one year of previous teaching experience. Districts report this element annually.

The first two measures capture the relationship between the qualifications of teachers and the subject matter, grade span and student populations in their classrooms. These measures relate to administrative choices about teacher hiring, assignment and placement, as well as to qualifications of individual teachers. Strategies to address gaps revealed by these two measures should address both sides of this relationship.

In its 2006 equity gap analysis, Ohio defined *inexperienced teachers* as those with zero to three years of prior teaching experience. The Ohio Department of Education revised this definition (for equity planning) going forward for both programmatic and analytic reasons. The revised definition allowed variations across schools and districts to be more visible. This definition of *inexperience* also anticipates coming changes in the age structure of the teacher workforce in Ohio as described in Ohio’s 2013 Supply and Demand Report.

Additional Measures

The Excellent Educators for All Initiative allows states to add measures that help identify equity gaps for assessing whether or not poor or minority students have equitable access to excellent educators. The Ohio Department of Education, with advisement from external stakeholders, determined that adding the following two measures of educator effectiveness helps capture the context in Ohio and aids in identifying educator equity gaps.

1. **An *ineffective teacher* is a teacher who received a final summative rating² of “Ineffective” on the Ohio Teacher Evaluation System (OTES).** Ineffective is the lowest of the four ratings in the evaluation system. School- and district-level aggregate effectiveness ratings are self-reported to the department annually through the electronic reporting system³.

² Final Summative Ratings in the teacher evaluation system consists of a combination of results from various components (Teacher Performance, Student Growth Measures, Alternative Components if applicable) to produce a final summative evaluation rating.

³ The Ohio Teacher and Principal Evaluation Systems (eTPES) is an online, electronic educator evaluation reporting system for statewide use by Ohio districts and schools.

2. **An ineffective principal is a principal who received a final summative rating⁴ of “Ineffective” on the Ohio Principal Evaluation System (OPES).** Ineffective is the lowest of the four ratings in the principal evaluation system. School- and district-level aggregate effectiveness ratings are self-reported to the department annually through the electronic reporting system.

Student Dimensions

The five measures discussed above describe potential weak points in Ohio’s educator workforce at schools, districts, or across the state. Turning to the student dimensions of the equity equation, Ohio examined the potential for educator equity gaps between schools with relatively higher or lower enrollment of poor or minority students.

- **In Ohio’s analysis, student poverty (poor student) is reported to the Ohio Department of Education at the student level as economic disadvantage⁵.** In our analysis, schools in the highest quartile of poverty enrollment have greater than 75 percent of their Average Daily Enrollment represented by students reported as economically disadvantaged. In the lowest quartile of schools as defined by poverty enrollment, less than 30 percent of students are economically disadvantaged.
- **Minority students are members of African-American, Multiracial, Hispanic, Native Hawaiian / Pacific Islander, American Indian / Alaskan Native, or Asian ethnic and racial groups.** In schools in the highest quartile of minority enrollment, 43 percent or more of their students are members of these groups. The lowest minority quartile consists of schools with less than six percent of students in these groups.

Data Sources

Ohio’s analysis drew from three data sources at the Ohio Department of Education. Traditional public school districts, community schools, career and technical districts and other public educational entities report primary and secondary educational data to the Ohio Department of Education’s longitudinal data system, the Education Management Information System. This system stores staff, student, district and building data and serves as the source of measures reported to the U.S. Department of Education’s *EDfacts*. The department checks the district- and school-reported course data against its licensure database, called Connected Ohio Records for Educators, to determine whether each course is taught by an appropriately certified teacher. The third source of data underlying our equity analysis is school-level evaluation results from Ohio’s electronic Teacher and Principal Evaluation System. The electronic reporting system supports districts and schools as they implement the teacher and principal evaluation systems, and it stores data on each evaluation.

⁴ Final Summative Ratings in the principal evaluation system consists of a combination of results from various components (Principal Performance, Student Growth Measures) to produce a final summative evaluation rating.

⁵ The Ohio Department of Education’s definition of *economic disadvantage* includes any student who is known to the district to meet any of the following conditions: either the students is eligible to receive free or reduced price lunch themselves or a member of a household is so eligible; students who themselves or whose guardians are known to be recipients of public assistance; and students whose guardians meet the Title I income guidelines.

Data for this analysis is taken from the 2013-2014 school year, the first year of full implementation of the educator evaluation system in the majority of public school districts and community schools. This analysis includes data from 609 of Ohio’s traditional public school districts, 303 of its 381 community schools (also known as charter schools), and two of its four STEM schools.⁶

Equity Gaps: Quantitative Data Analysis

The analysis reported here was focused at the school level, for several reasons. First, while data on students, teachers, principals and courses are available at finer-grained levels, the Ohio Department of Education has legal access to teacher and principal evaluation data aggregated by school, but not to individual-level evaluations (per Ohio Revised Code 3319.111(G)). Second, since 2006 when Ohio released its first equity plan, stakeholders statewide have reported that planning for educator equity can best be supported by data tools that focus on the school as a whole. Finally, a school-level analysis can better reveal the impact across the student population, while a district-level analysis can mask large differences across schools. For an overview of Ohio’s distribution of schools, students, and enrollment by typology see Appendix F.

Data Overview: Equity Gaps in Ohio

Ohio Department of Education staff used two vantage points to examine equity gaps on each of the educator quality measures. First, we described the equity gaps as shown in Table 1 and Table 2 below, naming the percentage point difference between the highest and lowest quartile on poverty and minority enrollment for each of the five measures. Second, we describe the inequity in terms of the relatively higher burden on high-poverty and high-minority schools for each measure. For example, 19.6 percent of all courses are taught in schools with the highest enrollments of students in poverty, but 58.7 percent of the *out-of-field* courses statewide are taught in these schools (see Appendix G for more detail).

Equity Gaps: Poverty

Table 1 shows the equity gaps on the five educator measures, expressed as the number of percentage points between values for the highest and lowest quartiles of poverty in the student population. Table 1 illustrates the percentage difference and multiplier for five, school-level measures, comparing schools in the highest and lowest quartiles on student poverty enrollment.

⁶ This is the number of public school districts, charter schools and STEM schools in operation during the 2013-2014 school year, who reported data into EMIS for at least the three required measures.

Table 1. 2013-2014 Equity Gaps by Poverty Enrollment

<i>Schools by Poverty Enrollment</i>	% Courses with Unqualified Teacher (Nc = 504,398)	% Courses with Out-of-Field Teacher (Nc = 504,398)	% Teachers 0-1 year prior experience (Nt= 108,983)	% Teachers evaluated Ineffective (Nt evaluated = 81,780 ⁷)	% Principals evaluated Ineffective (Np evaluated = 5,213)
All Schools	1.2% (N=6,138)	1.9% (N=9,548)	15.7% (N=17,115)	1.0% (N=794)	0.5% (N=28)
Schools in Highest Quartile (>76%)	3.8% (N=3,758)	5.7% (N=5,608)	21.4% (N=4,847)	2.7% (N=506)	1.3% (N=16)
Schools in Lowest Quartile (<30%)	0.3% (N=522)	0.6% (N=976)	12.6% (N=3,978)	0.2% (N=50)	0.1% (N=1)
Poverty Equity Gap	3.5 % pts	5.1 % pts	8.8 % pts	2.5 % pts	1.2 % pts
Multiplier⁸	12.7 x	9.5 x	1.7 x	13.5 x	13.0 x

Courses in schools with the highest enrollments of students in poverty are roughly 11 times more likely to be taught by either an *unqualified* teacher or an *out-of-field* teacher, as compared to those with the lowest enrollment.

- Ohio has held steady the rate of courses taught by teachers *who lack* the content knowledge qualifications required by No Child Left Behind, with rates of between 1.8 and 1.0 percent for the last four years. In 2013-2014, that rate was 1.2 percent, but these courses are inequitably distributed. The percentage rate per school ranges from 0.3 percent in schools with the lowest rates of poverty, to 3.8 percent in schools with the highest rates. This is a difference of 3.5 percentage points (Equity Gap One).
- Similarly, the proportion of core academic courses taught by teachers across the state *who lack appropriate certification* (what Ohio is calling *out-of-field courses*) ranged from 1 to 1.9 percent in the last six years. However, schools in the highest quartile on student poverty have a 5.7 percentage rate of such courses, a 5.1 percentage point disadvantage when compared to schools in the lowest quartile of student poverty (Equity Gap Two).
- While there appears to be a relatively small difference between these two quartiles along these measures of educator qualifications, the level of inequity also is visible in the statewide distribution of these courses. While just under 20 percent of all courses in the state are taught in schools with higher enrollment of poor students, 61.2 percent of *unqualified courses* and 58.7 percent of *out-of-field courses* are in these schools. (For more detail, see Appendix G).

Teacher inexperience is nearly two times more prevalent in high poverty schools than in low poverty schools.

⁷ Ohio school districts implement the evaluation systems in accordance with the timing set out in their contract agreements. Not all districts implemented the teacher evaluation system in the 2013-2014 school year; therefore, the denominator for the *ineffective teachers* measure is smaller than that for the *inexperienced teachers* measure.

⁸ The multipliers in Table 1 and 2 were calculated by dividing the schools in highest quartile percentage by the schools in the lowest quartile percentage for each of the five measures.

- Statewide, 15.7 percent of all teachers are *inexperienced*; they are in their first or second year of teaching. *Inexperienced teachers* make up only 12.6 percent of the staff in schools with the lowest rates of poverty among their students. That ratio rises to 21.4 percent in the schools in the highest quartile by poverty. This is an 8.8 percentage point difference (Equity Gap Three).
- There are slightly more inexperienced teachers in the state's high-poverty schools, when comparing them to all teachers. Where 20.8 percent of all teachers statewide teach in these schools, 28.3 percent of the *inexperienced teachers* teach in these schools.

Schools in the highest quartile by student poverty are staffed by 13 times the proportion of ineffective teachers and ineffective principals than in those in the lowest quartile.

During the 2013-2014 school year, most public school districts and community schools implemented the Ohio Teacher Evaluation System and the Ohio Principal Evaluation System for the first time.⁹ An *Ineffective* rating in this first year of implementation was quite rare; only 1 percent (N = 794) of teachers statewide received this lowest evaluation rating.

- While 0.2 percent of teachers in low-poverty schools were evaluated as *ineffective*, 2.7 percent of teachers in schools with the highest levels of student poverty received an *ineffective* evaluation rating. This is a difference of 2.5 percentage points (Equity Gap Four).
- *Ineffective teachers* are distributed unevenly across schools categorized by the quartile of poverty enrollment. Among the districts implementing the evaluation system for teachers, 22.9 percent of evaluated teachers were in schools with high levels of poverty among students. Those same schools, however, employed 63.7 percent of the *ineffective teachers* in the state (For more details, see Appendix G).
- In 2013-2014, it was rare for principals to receive an *Ineffective* rating on the Ohio Principal Evaluation System rating scale. Nonetheless, the small numbers of ineffective schools leaders are distributed inequitably. While 0.1 percent of principals in low-poverty schools were evaluated as *ineffective*, 1.3 percent of principals in schools with the highest levels of student poverty received an *ineffective* evaluation rating. This is a difference of 1.2 percentage points (Equity Gap Five).

Equity Gaps: Minority

Table 2 shows the equity gaps on the five school-level measures, expressed as the number of percentage points between values for the highest and lowest quartiles of minority membership in the student population. Table 2 illustrates the percentage difference and multiplier for five, school-level measures, comparing schools in the highest and lowest quartile on minority student enrollment.

⁹ Community schools are not required by law to implement the teacher evaluation system among their staff. About two-thirds of community schools implemented OTES in 2013-2014. Their results are included with this analysis.

Table 2. 2013-2014 Equity Gaps by Minority Enrollment

<i>Schools by Minority Enrollment</i>	% Courses with Unqualified Teacher (Nc = 504,398)	% Courses with Out-of-Field Teacher (Nc = 504,398)	% Teachers 0-1 year prior experience (Nt= 108,983)	% Teachers evaluated Ineffective (Nt evaluated = 81,780)	% Principals evaluated Ineffective (Np evaluated = 5,213)
All Schools	1.2% (N=6,138)	1.9% (N=9,548)	15.7% (N=17,115)	1.0% (N=794)	0.5% (N=28)
Schools in Highest Quartile (>43%)	4.3% (N=4,667)	5.9% (N=6,357)	21.7% (N=5,274)	2.5% (N=506)	1.3% (N=17)
Schools in Lowest Quartile (<6%)	0.4% (N=422)	1.0% (N=1,067)	12.8% (N=2,991)	0.5% (N=86)	0.5% (N=6)
Minority Equity Gap	3.9 % pts	4.9 % pts	8.9 % pts	2.0 % pts	0.8 % pts
Multiplier	10.8 x	5.9 x	1.7 x	5.0 x	2.6 x

Courses in schools with the highest enrollments of minority students are ten times more likely to be taught by *unqualified* teachers, and five times more likely to be taught by *out-of-field* teachers.

- In schools in the highest quartile by minority enrollment *unqualified teachers* instruct 4.3 percent of courses. In schools with low minority enrollment, the rate is .4 percent on the *Percent of Unqualified Courses* measure. This is a difference of 3.9 percentage points (Equity Gap Six).
- The equity gap for *out-of-field courses* is 4.9 percentage points (Equity Gap Seven).
- While 21.5 percent of courses statewide are taught in these high minority schools, 76.0 percent of all *unqualified courses* and 66.6 percent of all *out-of-field courses* are located in these schools (For more details, see Appendix G).

Schools with the highest rates of minority enrollments have nearly twice the rate of *inexperienced* teachers on their teaching staffs.

- The rates of *inexperience* among teachers in schools with the highest minority enrollments repeat the pattern with poverty enrollment. In high-minority schools, 21.7 percent of teachers are inexperienced, whereas 12.8 percent of teachers in low-minority schools are inexperienced; a difference of 8.9 percent (Equity Gap Eight).

Students in schools with the highest minority enrollments are five times more likely to encounter *ineffective* educators.

- 2.5 percent of teachers in high-minority schools received *ineffective* evaluation ratings, whereas 0.5 percent of teachers in low-minority schools received this rating, a difference of two percentage points (Equity Gap Nine).

- Schools with low minority enrollments (less than 6 percent of the student population) employ 10.8 percent of the state’s 794 *ineffective teachers* (N=86), while 63.7 percent of *ineffective teachers* are in schools with the highest rates of minority enrollment (For more details, see Appendix G).
- In 2013-2014, it was rare for principals to receive an *Ineffective* rating on the Ohio Principal Evaluation System rating scale. Nonetheless, the small numbers of ineffective schools leaders are distributed inequitably. In high-minority schools, 1.3 percent of principals were rated ineffective, whereas 0.5 percent of principals were rated ineffective in low-minority schools; a difference of 0.8 percent (Equity Gap Ten).

Early in the analysis, the department considered how closely the five educator measures correlate with one another. Strong correlations would indicate that they measure the same aspect; conversely, weak or no correlation would indicate that each measure describes a different aspect of the set of educators and their assignments within schools or districts. We found negligible to weak, positive correlations among the five educator measures, with a moderate, positive correlation between the two measures related to courses (unqualified and out-of-field). This means that each educator measure speaks to some distinct aspect of educator quality or effectiveness.

The next step in our analysis was to consider a way to combine the measures for use at both the state and local level. Section four introduces the Educator Workforce Strength Index and addresses the combination of these five measures for state and local use. Data analysis on the index also will be discussed in that section.

State Equity Gap Summary

The state equity gap analysis for Ohio shows that poor and minority students experience inequitable access to excellent educators more than other students on every measure analyzed for Ohio. In future work Ohio will conduct a parallel analysis of gaps in access to excellent educators for students with disabilities and English language learners.

To effectively address Ohio’s educator equity gaps, education leaders must understand *why* the gaps are occurring in schools with high-poverty and high-minority student enrollment. The next section describes how Ohio’s stakeholder groups identified the possible root-causes of these gaps.

Section 3. Root-Cause Analysis

All students deserve to have excellent educators teaching and leading their schools. This equity plan delineates an excellent educator using the five measures illustrated in Figure 1. As identified in section two, the plan outlines Ohio’s educator equity gaps based upon these measures. To address these equity gaps, Ohio must first understand why these gaps exist in our high-poverty and high-minority schools.

FIGURE 1. FIVE MEASURES FOR OHIO’S EDUCATOR EQUITY PLAN



Framing the Root-Cause Analysis

Ohio’s stakeholders conducted a root-cause analysis process to better understand the “*systems challenges*” Ohio faces in achieving equitable access to excellent educators. The analysis process provided clarity to the possible causes for Ohio’s identified equity gaps. This process also provided a foundational rationale for identifying and selecting strategies that have the most potential to advance equitable access to excellent educators for poor and minority students.

Department staff framed the root-cause analysis process on *human capital management*, defined by Sigler and Kashyap (2008) as, “...how an organization tries to acquire, increase and sustain that talent level over time...the entire continuum of activities and policies that affect teachers over their work life at a given school district (p.5)”. Activities and policies found in this management continuum encompass from recruitment, selection, hiring, induction, deployment, evaluation, training and career advancement. The department’s belief that focusing on human capital management will help ensure equitable access to excellent educators, framed the root-cause analysis conducted by stakeholders as they addressed the following questions.

Do Ohio’s high-poverty and high-minority schools succeed at,

- Attracting excellent educators?

- Assigning excellent educators?
- Developing excellent educators?
- Retaining excellent educators?
- If not, why?

Root-Cause Analysis Process

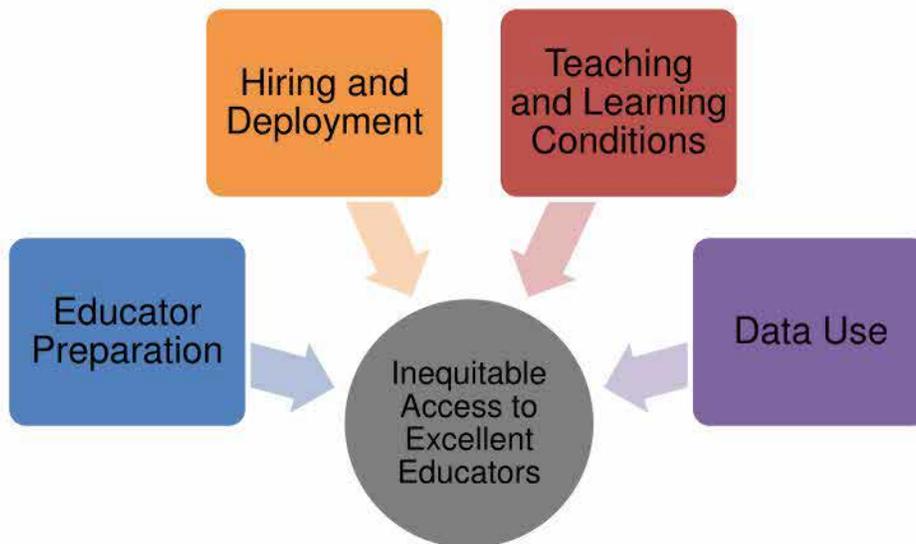
In the third external stakeholder meeting, stakeholders brainstormed possible root causes for Ohio’s 2013-2014 educator equity gaps in high-poverty and high-minority schools. Ohio utilized state data to engage stakeholders in the root-cause analysis process. Equity gap statements using the following five measures were presented: teacher ineffectiveness, principal ineffectiveness, out-of-field teachers, inexperienced teachers and unqualified teachers. The equity gap statements (outlined in section two) highlighted for stakeholders the differences in equitable access to excellent educators in high-poverty and high-minority schools.

Stakeholders broke into small groups to conduct a root-cause analysis on the equity gap statements and engaged in discussion about *why* the particular equity gaps exist in Ohio. As stakeholders presented their explanations, they recorded them on post-it notes, which were then categorized onto a fishbone diagram. This process identified four overarching root-cause categories that explain some of Ohio’s challenges to equitable access to excellent educators for high-poverty and high-minority schools.

Findings from Ohio’s Root-Cause Analysis

Since education is a complex social system, stakeholders could not isolate just one single root cause in every case for a particular equity gap. As they categorized the causes, it became clear that one root-cause category could be linked to several equity gaps. Taking this into consideration, four categories of root causes (see Figure 2) emerged: educator preparation, hiring and deployment, teaching and learning conditions, and data use. A description of each category follows.

FIGURE 2. OHIO’S FOUR ROOT-CAUSE CATEGORIES



Category One: Educator Preparation

Stakeholders believed that the preparation teachers and principals receive for schools with high-poverty, and high-minority enrollments, can influence their effectiveness in these settings. Not all novice educators are prepared similarly. Two particular aspects of educator preparation surfaced from the root-cause analysis.

Experience with Students, Schools, Policies and Cultural Competencies. Pre-service teacher education students may have limited or no experience with poor or minority students. If educator preparation programs do not provide this experience, graduates may come unprepared to teach in those settings, even though many graduates begin their careers in high-poverty and high-minority schools. These graduates also lack awareness and understanding of educational procedures and practices used in Ohio's schools. For instance, many novice teachers do not understand the evaluation system they will engage in, beginning with their first year of teaching. The 2013 Educator Preparation Performance Statewide Report included survey responses from resident educators stating that their program did not prepare them well for understanding Value-Added Growth Measures.¹⁰

Program Variation. Educator preparation program structures can vary from institution to institution. This inconsistency means that novice educators come to schools with varying levels of preparedness and training. One example highlighting this issue comes in the average number of clock hours required for student teaching, which in 2012-2013 ranged from 300 clock hours to 640 in Ohio's various preparation programs for teacher certification.¹¹ Principal preparation programs also can vary based on the institutions' beliefs about the role of the principal. Whether a university views the principal more as an instructional leader or as a chief human resources administrator, its preparation program will be built to support that role.

Category Two: Hiring and Deployment

Ohio stakeholders believe that district hiring and deployment practices should address equitable access to excellent educators. However, they view hiring and deployment of educators in high-minority and high-poverty schools as a significant challenge in Ohio. Six particular aspects of hiring and deployment surfaced from the root-cause analysis.

Hiring Timelines. Too often, high-poverty and high-minority schools have late hiring timelines due to the late timeline for the release of federal funds. This can lead to hiring less effective teachers (Papay & Kraft, 2015). Late hiring was cited as an issue for many Ohio schools as many teachers are paid out of those federal funds in high-poverty and high-minority schools.

Transfer & Placement. Deployment of teachers is also a concern when it comes to inequitable access to effective teachers. Often schools find that their effective and/or experienced teachers transfer to schools with fewer poor and minority students. As a result, less effective and/or inexperienced teachers may be placed into the high-needs positions left vacant. Language in

¹⁰ Respondents gave a 2.61 mean score on a 4-point Likert scale with 1=strongly disagree and 4=strongly agree.

¹¹ Statistics are self-reported in the Title II Report by Ohio's Institutions of Higher Education on an annual basis, located at <https://title2.ed.gov/Public/Report/PrintSection.aspx?Year=2014&StateID=39&Section=130150>.

collective bargaining agreements may allow for these types of movements, creating barriers to placing effective and/or experienced teachers in high-poverty and high-minority schools.

Salary. High-poverty and high-minority schools often offer lower salaries than their low-poverty and low-minority counterparts. For instance, Ohio's large, wealthy suburban districts pay on average \$67,500 as compared to the state average of \$57,000 in 2011 (Ohio Education Research Center, 2013).

Negative Perceptions. Many effective and/or experienced teachers who may be willing to move to high-needs schools often have concerns about the move and the impact it may have on their own career and development. When teachers hold negative perceptions of working in high-poverty and high-minority schools, it can impede them from applying for or taking positions in those schools where their talents are needed. When teachers do move to these high-needs positions, support may be lacking for a successful transition.

Assigning Educators. Parents, school leaders, requirements and scheduling are all factors that have a bearing on the teacher assignment process (Kalogrides, Loeb, & Betiello, 2012). Too often the most effective and/or experienced educators are assigned only to the higher-achieving students, leaving students who need more assistance with less effective or inexperienced educators. The assignment of teachers to students needs a targeted approach to ensure that the right educators are strategically assigned.

Postings in Shortage Areas. Many of the job openings in high-poverty and high-minority schools tend to be in the documented shortage areas in Ohio: English/language arts, foreign languages, mathematics, science, social studies, special education, speech/language pathology and teaching English to speakers of other languages. Due to these shortages, schools often place unqualified and/or out-of-field teachers in high-poverty and high-minority schools if they cannot find qualified applicants to fill those positions.

Category Three: Teaching and Learning Conditions

Stakeholders noted that an effective teacher's decision to stay in a high-poverty and high-minority school is greatly influenced by the quality of the school's teaching and learning conditions. These conditions also can decrease or increase educator equity gaps for properly certified or experienced teachers in these schools. Three particular aspects related to teaching and learning conditions arose: professional learning opportunities, teacher leadership and school leadership.

Professional Learning Opportunities

Time and Opportunity. Improving teaching and learning conditions depends on providing educators with opportunities for growth and development. Educators are often not provided sufficient time and opportunity for necessary professional learning experiences both individually and collaboratively. For example, district and building schedules may create barriers for offering professional learning to educators.

Quality. Some professional learning for educators lacks in quality or relevance, as these programs often use one-size fits all approaches that do not meet the needs of all the

educators. Professional learning is often deficient in alignment to the educator evaluation system (professional growth plans, improvement plans, goal-setting, observation results and final summative rating results) and therefore does not help ineffective educators or effective educators, both whom value learning and growth but have different professional learning needs.

Implementation. Novice teachers have specialized professional learning needs and teacher induction programs should be designed to meet those needs. When districts do not properly implement high-quality induction programs, novice teachers do not gain the potential benefits of professional learning that help them grow in effectiveness. Lack of solid residency programs can negatively influence the decisions of beginning teachers to continue to teach at high-poverty and high-minority schools.

Teacher Leadership

Career Pathways. Teachers need pathways that provide them with opportunities for leadership; these opportunities encourage them to stay in the classroom. Lack of career pathways can decrease the retention of strong teachers (Doyle, 2015). Teachers who do exceptional work in the classroom should be rewarded and it is important to re-conceptualize the roles of – and incentives for – teachers who want to pursue leadership opportunities (Curtis, 2013).

School Leadership

School Leader Assignment. Assigning strong leaders to schools with populations of high-poverty and high-minority students helps to retain effective teachers in those schools. Often, leaders are not assigned to buildings where their strengths are aligned with the needs of the school.

Supportive Leadership. Leaders influence both staff and structures in a school building. If teachers experience a lack of support and/or structures for teaching and learning, there is a greater chance they will leave the school when given the opportunity.

Leaders Short on Time. Too often, school leaders face barriers that keep them from providing instructional support, such as the coaching of teachers. Principals often feel stretched thin with their various roles and responsibilities, especially as those continue to expand.

Category Four: Data Use

Stakeholders revealed that educators may not be using data in large-scale, strategic ways to benefit equitable access. The use of data, however, can help address all equity gaps in Ohio. Two aspects of data use arose.

Accessibility of Data. Schools often have massive amounts of data available for use, but it can be challenging to locate data and determine what data are applicable for various purposes. Data come from multiple sources and it is possible that educators in many districts need assistance in understanding and using it appropriately.

Data-based Decisions. Educators need data to make informed human capital management decisions. Too often, schools are not using the data available to make strategic staffing decisions, which impacts equitable access to excellent educators.

Summary

Ohio's root-cause analysis process uncovered four root-cause categories that impact equitable access to excellent educators in our high-poverty and high-minority schools. The root causes outlined in this section are both anecdotal, from our broad group of stakeholders, and data-based when data were available for that particular category. These root-causes were used to help identify strategies to help close Ohio's educator equity gaps. The next section outlines and describes those strategies.

Section 4a. Strategies to Eliminate Identified Educator Equity Gaps

In Ohio's approach to ensuring that poor and minority students have equitable access to excellent educators, Ohio identified four main strategies, illustrated in Figure 3. These improvement strategies are targeted to address the four root-cause categories as described in the previous chapter. These strategies are:

1. Strengthen educator preparation;
2. Target hiring and deployment barriers;
3. Improve teaching and learning conditions; and
4. Provide data to encourage strategic staffing and educator development.

FIGURE 3. FOUR STRATEGIES FOR ELIMINATING IDENTIFIED EDUCATOR EQUITY GAPS



This strategy section of Ohio's Educator Equity Plan is organized around four strategies to eliminate identified educator equity gaps. These four strategies meet one or more of the following criteria:

1. Research-based;
2. Currently in practice or in developmental stages and therefore have impetus and support; and/or
3. Address the root-causes identified by stakeholders.

Ultimately, it may take more than one strategy to alleviate the equity gaps occurring in Ohio's high-poverty and high-minority schools. Our state wanted to tailor the strategies so schools could resolve equity gaps using various options that meet the local context and environment. For this reason, we identified four strategies and a number of sub-strategies that are aligned to the four root cause categories and included them in Ohio's Educator Equity Plan.

This section also spotlights current initiatives that show strong potential for reducing Ohio's educator equity gaps, which we call spotlight strategies. Each of the four strategy areas concludes with a listing of several sub-strategies identified by the department and the stakeholder group that are specific and actionable. Some sub-strategies are ongoing established initiatives while others will take longer-term planning and support for development. Appendix H highlights the time frames for strategy

implementation in Ohio. The department plans to continually revisit these time frames during the course of the next five years.

Strategy One: Strengthen Educator Preparation

Ohio's teachers and leaders enter the beginning stage of career development during their academic preparation. This pre-service entry point provides the foundation that can cultivate knowledge and skills leading to effective teaching and leading (Council of Chief State School Officers, 2012) and positively impact student learning. When educators are well-prepared in this phase of development, they are more likely to be excellent educators in schools. Strengthening educator preparation can help strengthen Ohio's educator workforce.

Educator Preparation Accountability

Ohio has 51 preparation institutions preparing future educators through a wide-ranging array of delivery methods and experiences. This variation in programs could lead to inconsistent results in the success realized by the state's teachers and leaders. Thus, the accountability of these college and university educator preparation programs is an essential part of strengthening them.

Spotlight Strategy: Ohio has worked hard to ensure educator preparation program accountability. Beginning in 2013 the Ohio Department of Higher Education released the first annual educator preparation performance reports for all 51 preparation institutions. The reports include performance data on various metrics for teachers and principal preparation programs. The quality measurements included in these reports are: a) assurances, b) continuous improvement, and c) excellence and innovation. The reports are currently used for program approval through legislation 3333.048 of the Ohio Revised Code and are publicly available. Ohio will continue to develop the educator preparation reports and encourage the use of the reports by various stakeholders.

Pre-Kindergarten through Grade 12 Classroom Connections

Educator preparation programs are responsible for preparing future educators for the realities of the classroom, and those realities include training on topics like data-driven instruction (Council of Chief State School Officers, 2012). Understanding and using data to inform instruction can be influential in reducing achievement gaps when educating disadvantaged students (Greenberg & Walsh, 2012). Yet, some researchers have found that preparation programs do not adequately cover data use or assessment with their candidates (Greenberg & Walsh, 2012).

Spotlight Strategy: The Ohio Department of Higher Education, Department of Education and Battelle for Kids are partnering together to offer the Ohio's Higher Education Value-Added Leaders for Understanding and Using Value-Added Measures professional development opportunity for faculty in Ohio's educator programs. The training will offer in-depth professional development to help institutions infuse value-added understanding into their programs, so that teachers and leaders are better prepared for the realities of the P-12 classroom.

Improved Clinical Experiences

The standard in educator preparation is to focus on academic coursework with some school-based experiences (The National Council for Accreditation of Teacher Education, 2010). Yet; these school-based experiences often are disconnected from the campus portion of the educator program (Zeichner, 2010). Strengthening educator preparation requires a more clinically-based approach that closely connects the academic content and clinical experience to prepare effective teachers (The National Council for Accreditation of Teacher Education, 2010).

Spotlight Strategy: Ohio's educator preparation programs are taking on this challenge in partnership with school districts. Participating colleges, universities, and other interested entities formed the Ohio Clinical Educator Alliance. The alliance is working to implement Blue Ribbon Panel Recommendations to foster innovative clinical preparation (such as designing, pilot testing and researching new initiatives) across Ohio. The alliance partners closely with pre-kindergarten through grade 12 schools, promoting the understanding that a quality clinical program for educators has mutual benefits.

Strategy One: Strengthen Educator Preparation in Institutions of Higher Education

1.1 Disseminate Educator Preparation Reports in Ohio that provide data on passing rates and the number and specialization of educators produced by each institution of higher education; continue expanding performance measures contained in these reports.

1.2 Offer professional development for educator preparation faculty on Value-Added Measures to encourage the embedding of value-added learning in coursework at the educator preparation level.

1.3 Conduct research on the link between educator preparation and student performance data; use data to inform preparation program improvement.

1.4 Support clinical field experience initiatives by universities and pre-kindergarten through grade 12 education.

1.5 Require teacher preparation programs to include cultural competency in their curricula that will help new educators be successful with the students, families and communities they serve.

Strategy Two: Target Hiring and Deployment Barriers

Staffing schools with qualified and effective educators persists as a problem for many schools (Ingersoll & Perda, 2009). Staffing issues occur for various reasons. In some cases, the supply of teachers is lower than the demand. Most recently, the supply of special education, math, foreign language, and science education teachers has been lower than the demand in Ohio. In some cases, the supply of teachers is not the issue, instead it is teachers choosing to teach in particular locations that plays a role in staffing problems (Boyd, Grossman, Ing, Lankford, Loeb, & Wyckoff, 2005; Loeb & Reininger, 2004). Studies have shown that often educators seek to teach in schools similar to, or near, their homes. This factor makes some districts and schools particularly hard to staff, especially if most available teachers are not interested in teaching in those communities.

Addressing Teacher Shortage Areas

While Ohio is typically known as an oversupply state, the 2013 Teacher Supply and Demand study identified specific teacher shortage areas. Ohio is working to increase the supply of teachers in its identified shortage areas. The field of intervention specialists (special educators) has the highest demand in Ohio, and in 2012 only 14.9 percent (N=1066) of our newly licensed teachers were in special education.

Spotlight Strategy: The department, various institutes of higher education and other Ohio entities formed the Ohio Dean's Compact on Exceptional Children to promote shared understanding and implementation of effective practices that contribute to improved results for all of the state's students. The goal of the compact is to increase the level of collaborative inquiry among Ohio's institutions of higher education, thereby improving the capacity of preparation programs to better prepare professional educators to effectively teach and support every child. Through the Dean's Compact, colleges and universities create innovative programs to improve the preparation of professionals who work with children receiving special education services. One particular project offers students in special education a dual enrollment option, in which they can gain the preparation for licensure in both special education and a content area, preparing them for inclusion model classrooms. This project has potential to both increase the supply of special educators in Ohio as well as better prepare them for the pre-kindergarten through grade 12 classrooms.

Developing Principal Leadership to Transform Schools

School leadership is the second most important factor contributing to student learning in schools (Leithwood, Seashore Louis, Anderson, & Walstrom, 2004). The recruitment of the right leader(s) matters for all schools. School districts often report that recruiting principals can be a challenge; especially the urban and rural districts that struggle to improve student achievement, and have high poverty rates (Clifford, 2012; Olson, 2008; & The New Teacher Project, 2006). Often schools that need the strongest leaders, struggle to recruit high-quality principal candidates.

Spotlight Strategy: Ohio has developed a program targeted at developing educational leaders who are prepared to work in hard-to-staff schools. [BRIGHT New Leaders for Ohio Schools](#) is authorized and funded by the Ohio General Assembly and developed through collaboration with the Ohio Department of Education, Ohio Business Roundtable and the Fisher College of Business at The Ohio State University. The BRIGHT fellowship program offers a highly selective process to advance candidates from various walks of life who have the potential to be strong, transformative leaders. Those selected serve a 12-month fellowship in an Ohio school under the mentorship of an accomplished school principal and business leader, while earning a master's degree in business administration. Once fellows complete placement and degree requirements, they are fully certified to serve as principals. The program will target placement of graduates into high-poverty, low-performing schools.

Strategy Two: Target Hiring and Deployment Barriers

2.1 Pilot recruitment programs designed to prepare educators for high-needs fields and hard-to-staff schools.

2.2 Encourage incentives for teachers to teach in high-needs fields.

2.3 Promote partnerships that help districts recruit and hire qualified international teachers in the state's identified shortage areas.

2.4 Utilize a Credential Review Board to review the licensure applications of out-of-state candidates as well as candidates requesting licensure through alternative routes.

2.5 Provide funds to institutions of higher education to create and implement dual-certification routes for special educators.

2.6 Offer a statewide Web-based Recruitment System; provide technical assistance to hard-to-staff schools to help them fully utilize the system.

2.7 Support the continued partnerships between institutions of higher education and school districts to provide professional development for teachers in high-needs schools.

2.8 Publish a supply and demand study (every three to five years).

2.9 Encourage local stakeholders to work collaboratively to review collective bargaining agreements to determine appropriate and effective ways of placing teachers.

Strategy Three: Improve Teaching and Learning Conditions

Attracting and retaining qualified and effective teachers can be challenging for some schools due to high rates of teacher turnover. One particular topic arises as a reason for high turnover: the inadequate teaching and learning conditions found within the schools (Ingersoll & Perda, 2009). Teachers report that most often their reason for leaving a school is inadequate teaching and learning conditions (or working conditions) that inhibit the growth and development of teachers and students. Teacher turnover is highest in high-poverty, high-minority, urban and rural schools (Ingersoll, 2014).

Teaching and learning conditions can influence teachers' career plans (Boyd, Lankford, Loeb, & Wyckoff, 2011; & Ladd, 2011). Teachers want supportive conditions that allow them to be successful (Johnson, Kraft, & Papay, 2012). Improving teaching and learning conditions has the potential to lower the amount of teacher turnover found in schools (Ingersoll & Perda, 2009).

Updating Professional Development Standards

Meaningful professional development is considered one of the most important conditions schools can provide to teachers (Leithwood & Mcadie, 2007). High-quality professional development provided to teachers should be sustained over time, focused on specific content areas or instructional strategies, collective, aligned with school and teacher goals, and offer opportunity to practice and apply new knowledge. Schools need to create professional development systems which advance the effectiveness of staff, benefitting both teachers and students (National Comprehensive Center for Teaching Quality, n.d.). Standards for professional development can help schools design, implement, and evaluate professional development.

Spotlight Strategy: To ensure that schools across Ohio implement strong systems of professional learning, the department developed standards for professional development in 2005-2006. During the past two years, Ohio's Educator Standards Board updated Ohio's standards for professional development. The resulting Ohio Standards for Professional Development, which were adopted by the State Board of Education in April 2015, include seven standards:

- Standard 1: Learning Communities
- Standard 2: Leadership
- Standard 3: Resources
- Standard 4: Data
- Standard 5: Learning Designs
- Standard 6: Implementation
- Standard 7: Outcomes

The revised standards reflect the nation's expanding knowledge – and numerous shifts in thinking – about what constitutes effective professional learning. For example, the new standards reflect the idea that learning communities offer teacher teams professional learning that is sustained and has impact on classroom practices. These updated standards are intended to help various stakeholders in Ohio design, implement and evaluate professional development in schools.

Developing Supports for Beginning Principal Mentoring

School leadership is another critical component of teaching and learning conditions. The principal role can be a challenging one and often principals have high rates of turnover (Burkhauser, Gates, Hamilton, & Ikemoto, 2012), which in turn affects teacher turnover (Beteille, Kalogrides, & Loeb, 2011; Fuller, Baker, & Young, 2007) and student achievement (Beteille et al., 2011). Providing support to newly appointed principals is important for student, teacher and school success.

As new principals gain experience, they become more effective (Beteille et al., 2011; Branch, Hanushek, & Rivkin, 2012; Clark, Martorell, & Rockoff, 2009; Seashore-Louis, Dretzke, & Wahlstrom, 2010). This presents challenges for high-poverty and high-minority schools, because more advantaged schools tend to attract and employ more experienced principals (Loeb, Kalogrides, & Horng, 2010). The National Association of Elementary School Principals has called for principal mentoring to help address leadership turnover (Scott, n.d.).

Spotlight Strategy: Ohio has worked in recent years to build a statewide structure for the Beginning Principal Mentoring Program for newly appointed school principals, assistant principals or persons in charge of school sites. The program offers novice principals coaching by trained mentors who tailor their support to the needs of individual school leaders. Areas often addressed in the program include instructional leadership, communication, team building, family engagement, time management and use of data to improve student achievement. Originally a part of competitive awards for the Race to the Top grant, many of the entities that won the award have built and expanded capacity to continue the program across the state.

Increasing Career Advancement Opportunities

Teaching is known as a “flat profession” (Danielson, 2007), a career with little advancement opportunity unless a teacher decides to leave the classroom. Schools struggle to provide teachers opportunities for leadership while they are still teaching in the classroom. Lack of career advancement can cause teacher turnover (The New Teacher Project, 2012). Schools need to provide conditions in which teachers can exercise leadership and school-level decision making while keeping the capacity to teach students. Giving teachers the ability to extend themselves across and beyond the school, can help teachers realize their potential and also help to improve schools (Danielson, 2007).

Spotlight Strategy: Ohio recognizes the importance of building the capacity for teacher leadership in schools. One example of these efforts is the Teacher Leader Endorsement program. In this initiative, teachers and districts partnering with a university engage in a program model where teachers can take leadership courses while engaging in projects to address specific issues in their building or districts. For example, some teacher-administrator teams developed new teacher mentoring programs in their district as part of the program. As of January 2015, more than 400 teachers have engaged in work for the teacher leader endorsement and those in the program have noted a change in culture in their buildings. Teachers now feel empowered to make a difference in their school and beyond, and the capacity of teachers to become leaders has been strengthened in these districts.

Strategy Three: Improve Teaching and Learning Conditions

- 3.1 Require high-quality induction for all new teachers, including those who enter the profession through alternative routes.
- 3.2 Provide a state-developed list of trained mentors for beginning principals; explore partnerships with educational service centers and principal organizations to provide models of beginning principal mentoring programs for use at local levels.
- 3.3 Advocate the use of Ohio’s updated Professional Development Standards in designing high-quality professional learning experiences; provide educators with tools to help them use the new standards.
- 3.4 Provide a teaching and learning conditions survey for districts; explore opportunities to expand the use of a survey.
- 3.5 Support local educators with field specialists who offer expertise in areas such as student growth measures, assessment literacy, Resident Educator program for beginning teachers and the Ohio Teacher and Principal Evaluation Systems.
- 3.6 Conduct a co-observation pilot¹² to understand the potential opportunities for teacher leadership.
- 3.7 Provide a teacher exit survey for districts and schools.
- 3.8 Assist districts and schools in utilizing the educator evaluation systems in Ohio for educator professional growth and development.
- 3.9 Pilot various teacher leadership programs or models.

¹² The co-observation pilot is currently in development for a small subset of Teacher Incentive Fund districts in Ohio. The model has teacher leaders and principals engaging in a process where they co-observe teachers in the evaluation cycle. Teacher leaders and principals partner together in this model to enhance the feedback and professional learning opportunities given to teachers.

Strategy Four: Provide Data to Encourage Strategic Staffing and Educator Development

To improve education and help students succeed, appropriate data systems should be in place (U.S. Department of Education, 2010), so that educators can use the data for decision making, especially in eliminating equity gaps. Data-driven decision-making happens in a continuous cycle (U.S. Department of Education, 2010). Effective use of gathering, intersecting and organizing a variety of data can help schools target strategies to improve learning for all students (Bernhardt, 2003).

Spotlight Strategy: To help districts in planning for equitable access to excellent educators, the Ohio Department of Education is working to produce an Educator Workforce Strength Index. Through this index, the department will gather data from multiple systems and compile it into a working tool that will allow districts to view various data measures school by school. Each school will receive an index value as an indicator that will help districts pinpoint possible areas to begin action planning. The department will be refining the index, as well as developing resources for utilizing the index over the 2015-2016 year.

Strategy Four: Provide Data to Encourage Strategic Staffing and Educator Development

4.1 Encourage strategic staffing decisions using student and educator data to cultivate an environment with high-quality instruction and high expectations.

4.2 Provide a data tool to aid districts in monitoring students' equitable access to excellent educators within and across schools.

4.3 Advocate for data systems that report the number of teachers changing schools within districts, changing positions within their districts, moving to other districts or into administration or leaving the profession.

4.4 Expand reports available in the electronic Teacher and Principal Evaluation System to help districts understand patterns and trends in schools.

4.5 Provide report cards about district and school progress, such as student performance, enrollment, graduation rate, education funding and teacher qualifications.

4.6 Consider expanding student subgroups to the Educator Workforce Strength Index utilizing external stakeholder input (ex. English language learners, special education).

4.7 Establish a clearinghouse of best practices at the local and regional levels that focuses on ensuring equitable access to excellent educators.

4.8 Expand research on the impact of current Ohio initiatives through the Ohio Education Research Center.

4.9 Partner with regional centers and organizations to offer trainings on using evaluation data to inform professional learning.

This section of Ohio's Educator Equity Plan has identified four overarching strategies and outlined multiple supporting sub-strategies that will help Ohio in eliminating educator equity gaps. These strategies encompass all components of the human capital management continuum and will help

improve poor and minority students' access to excellent educators. To see how each strategy aligns to the educator equity gaps in Ohio, see Appendix I.

Section 4b. Monitoring Equitable Access at the Local Level

The state of Ohio as well as its local districts and schools must work together to ensure that excellent educators teach the state's poor and minority students. In accordance with the Elementary and Secondary Education Act¹³, Ohio will continue to monitor local educational agencies in their efforts to reduce educator equity gaps and also look closely at state patterns and trends.

This chapter briefly outlines Ohio's current local monitoring procedures and introduces the newly created monitoring tool called the Educator Workforce Strength Index. The calculation of the index is described, along with the long-term action plan for using it at a local level. Lastly, readers will view the state equity gap data analysis using the index.

Current Monitoring Procedures in Ohio

On an annual basis, districts and community schools are informed of their progress in meeting highly-qualified teacher goals. A letter is sent to districts by the department notifying them of one of the following scenarios:

1. 100 percent of core subject courses are taught by highly-qualified teachers;
2. First year of not having 100 percent of core subject courses being taught by highly-qualified teachers; or
3. Second straight year of not having 100 percent core subject courses being taught by highly-qualified teachers.

Districts and/or community schools informed of scenario three will work on action plans to resolve issues in meeting the 100 percent highly-qualified teacher goals in the state's Comprehensive Continuous Improvement Plan (CCIP).

Districts and/or community schools have the ability to access a Teacher Distribution File (see Appendix I) provided to them by the department to conduct a teacher distribution data analysis for CCIP planning. The department creates a file specific to each district and community school with data for each of its buildings. The data included are:

- The number and percentage of courses taught by highly qualified teachers and the percentage of courses not taught by highly qualified teachers in core subject areas;
- School poverty level;
- Number and percentage of inexperienced teachers teaching minority and economically disadvantaged students by core subject areas;
- Number and percentage of teachers who do not have the highly qualified teacher designation but are teaching minority and economically disadvantaged students by core subject areas; and
- Inexperienced teacher count and percentage by core subject areas.

¹³ Sections 9304(a)(3)(B) and 1112(c)(1)(L),

Through the use of annual letters regarding highly qualified teacher goals and teacher distribution files, the department has supplied districts and community schools with data and information to help them monitor whether their poor and minority students are taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers. These tools and continuous monitoring through the CCIP have helped Ohio move the mark on the goals set in our 2006 Ohio Teacher Equity Plan.¹⁴

A New Direction for District Monitoring

As Ohio engaged with stakeholders on the development of Ohio's Educator Equity Plan, it became apparent that using the three measures of unqualified, inexperienced and out-of-field provided a good foundation in helping address equitable access to excellent educators. This foundation needed to be built upon to provide a more comprehensive and relevant perspective to districts and schools in their planning. The addition of educator effectiveness measures addressed this need. With two additional measures (teacher and principal ineffectiveness) it became clear that it was time for the department to review the tools we offer to districts for monitoring their progress, while streamlining the data in the process. Ohio had to consider a way to capture a combination of these measures to aid in the monitoring of the strength of the educator workforce within educational organizations.

Ohio's Educator Workforce Strength Index

Department staff developed the *Educator Workforce Strength Index* as a way to combine the five measures of excellent educators as identified throughout this plan, while capturing the various qualities of a school's educator workforce. Where earlier efforts at improving equity focused on teachers, the measures included in the index address the effectiveness of both teachers and principals. The measures capture the qualifications and effectiveness of educators, and speak to how well educator placements match teacher qualifications with course subject, grade levels and the needs of particular student populations.

Using the Index for Equitable Access Planning

The Educator Workforce Strength Index is a tool created for state and local use in monitoring equitable access to excellent educators. Index values will be calculated at the state, district, and school levels and can help inform leadership at various levels as they plan and allocate resources for equitable access purposes. State level index values help the department compare the current status of our educator workforce statewide over time and will be used to monitor progress (described further in section 6 of this plan) as a state.

To support equitable access planning at the local level, Ohio will provide districts with the Educator Workforce Strength Index values for each of its schools, along with a composite district-level calculation (see sample format in Appendix J). The index values provide a starting point for making comparisons between schools within districts in a given year. Using the index, district leaders can pinpoint *which schools* could most benefit from educator-level interventions as each building will have a value ranging from 0-100, with 100 being the strongest. For districts with only one school and community schools, they will receive only an index value for that school.

¹⁴ For example, in 2005-2006 school year Ohio had 94.4 percent courses being taught by highly qualified teachers and in 2012-2013 Ohio had 99 percent courses taught by highly qualified teachers.

The Educator Workforce Strength Index provides a snapshot of each of the available data measures used to calculate the index. This will allow districts and community schools to see what particular measures are causing their index to go up or down in each school and help leaders target specific needs in particular schools. Leaders can then tailor strategies for schools according to which measures contribute to a weaker index score.

Over the course of the next year, the Ohio Department of Education will convene an internal working group to create an action plan for integrating the Educator Workforce Strength Index into the Comprehensive Continuous Improvement Plan by the end of the 2015-2016 school year. The department will revise the CCIP and develop resources to help districts use both the index for CCIP planning. Our external stakeholders provided input on the usefulness of the index at the district and school level. Many of these group members will continue to advise the department as we develop and implement the CCIP revisions over the 2015-2016 school year.

Calculating the Educator Workforce Strength Index

The Educator Workforce Strength Index is calculated by adding the percentage point values for each available measure per school or district, dividing by the number of available measures, and subtracting from 100. Index values range from zero to 100, with 100 being a perfect score. Table 3 shows an example of the index calculation for a set of schools within a district.

Table 3. Example Calculations of Educator Workforce Strength Index at the School Level.

School	Courses		Teachers		Calculation		
	% Unqualified	% Out-of-field	% Inexperienced (> 10%)	% Ineffective	Sum	Divide by N of variables	Subtract from 100 INDEX
ABC Elem	4.8	6.7	12.0	13.0	36.5	$36.5 / 4 = 9.1$	90.9
XYZ Elem	1.9	3.5	12.0	25.0	42.3	$42.3 / 4 = 10.6$	89.4
MNOP Elem	0.5	0.9	0.0	5.0	6.4	$6.4 / 4 = 1.6$	98.4

Districts and community schools in Ohio may have fluctuating amounts of available measures that are included in their index value calculation due to varying educator evaluation implementation requirements.

As an ideal, schools would have no courses taught by unqualified or out-of-field teachers, and they would have zero ineffective teachers. However, it is unreasonable and arguably unhealthy as a human capital management goal to hire no new teachers into a district or school. Therefore, for the purposes of calculating an index value for districts and schools, the department removed 10 percent off the top of the *inexperience* calculation. *Teacher inexperience* is entered into the Educator Workforce Strength Index ranging from 0 to 90 percent. For example, a school with 20 percent *inexperienced* teachers would have 10 percentage points entered into its Educator Workforce Strength Index.

Analyzing the Educator Workforce Strength Index

To better understand the implications of using this index at the state and local levels, department staff analyzed the index in two ways:

- 1) Looking for possible correlations of the index (as well as the individual measures) to student achievement; and
- 2) Calculating state equity gaps using the index.

Correlations. Department staff first examined the relationship between the individual educator measures chosen for Ohio’s Educator Equity Plan and student achievement. For example, as the percentage of unqualified courses rises, can we predict that student achievement also will rise? With the exception of the percentage of ineffective teachers in a school, the individual educator measures are not strongly related to student performance in schools.¹⁵ To a moderate extent, the more *ineffective teachers* on staff in a school, the lower student achievement in a school is likely to be. This means that we cannot predict levels of student achievement in a school based solely on the value of any of the individual measures. The individual educator measures also have a relatively weak relationship with the proportion of poor and minority students enrolled in the school.¹⁶

Next, department staff examined the relationship between the Educator Workforce Strength Index values and student achievement. Compared to the individual measures, the index values are somewhat more strongly correlated with Ohio’s measures of student achievement at the school level ($r = 0.33 - 0.34$). The index values are more strongly correlated with poverty and minority enrollment in schools ($r = -0.35$, and $r = -0.42$), than any one of the single educator measures. In other words, schools with lower index values are also more likely to have lower student achievement overall. This stronger relationship suggests that, more than any single educator measure; the measures captured in an index value may operate together to influence student achievement.

Our findings on these relationships suggest that improving student achievement requires a *comprehensive approach to strengthening the educator workforce in a school*. The index will offer districts a tool to help them in taking a comprehensive approach to strengthening their educator workforce, especially in schools with high enrollment of poor and minority students.

Equity Gaps. Department staff used state data to determine if there were statewide equity gaps using the average index values. Table 4 shows gaps statewide along the poverty and minority dimensions of student enrollment. Each cell in the table below shows the average index value for all schools in that designated group. The overall average index value for all students in all schools is 96.3. All students in high-poverty schools have a 92.3 index value and all students in high-minority schools are at a 92.2 index value.

¹⁵ The achievement measures per school are: the Performance Index, the Percent of Standards Met, and the Performance Index Percentile. The r value for the educator quality measures range between from $r = -0.20$ for Teacher Inexperience and the “Percent of Standards Met” measure on a school’s annual report card (for 2013-2014), to -0.27 for Teacher Ineffectiveness with all three achievement measures. At the district level, *Percent of Ineffective Teachers* correlates with the Performance index at $r = 0.44$, a strong relationship.

¹⁶ Percent of Ineffective Teachers is positively correlated with minority enrollment ($r = 0.31$), and correlations with other educator measures are weaker.

Table 4. Average Educator Workforce Strength Index values across schools in Ohio, by quartile of poverty and minority enrollment.

<i>Educator Workforce Strength Index</i>	In High Minority schools	In Medium-High Minority schools	In Medium-Low Minority schools	In Low Minority schools	Poverty Quartiles
In High Poverty schools	91.5	94.8	93.1	97.1	92.3
In Medium-High Poverty schools	93.9	96.6	97.7	98.0	96.8
In Medium-Low Poverty schools	95.4	97.3	97.9	98.1	97.7
In Low Poverty schools	98.2	97.7	98.3	98.0	98.1
Minority Quartiles:	92.2	96.9	97.9	98.0	96.3

Schools in the highest poverty quartile have lower Educator Workforce Strength Index values than those in the lowest poverty quartile. The conclusion is based on these findings: high poverty schools (specifically, the average school in the highest poverty quartile, which has greater than a 75 percent poverty) has an index value nearly six points less than that of low poverty schools (the average school in the lowest poverty quartile, which has less than 25 percent of enrolled students in poverty).

High minority schools also tend to have a lower Educator Workforce Strength Index value than low minority schools. This conclusion is based on a comparison of the average school in the group with the highest minority enrollment (greater than a 43 percent minority rate) with the average school in the group with the lowest minority enrollment (less than 6 percent). There is a gap of 5.8 points between the two, which have index values of 98.0 (low minority) and 92.2 (high minority).

Thus, when we take the educator measures together as a collective indicator of the relative strength or weakness of the educators in a school, the gaps for poor and minority students remain. Schools in the highest quartiles of student poverty and minority status are at a disadvantage when we look at the overall quality of educators in their schools (index value), as compared to schools in the lowest quartiles on these two student dimensions.

Based on the findings outlined in this section, Ohio’s education leaders are confident that the Educator Workforce Strength Index will help districts and community schools in their CCIP planning to ensure equitable access to excellent educators for poor and minority students. Districts will be able to begin CCIP planning with the Educator Workforce Strength Index at the end of the 2015-2016 school year. The department will offer technical assistance to districts in this planning.

Section 5. Evaluating Progress

Contextual Considerations for Ohio

Ohio's Educator Equity Plan was developed to improve the equitable access of poor and minority students to excellent educators. As part of this plan, baseline educator equity gaps have been determined and progress on reducing those gaps will be monitored. Department staff acknowledged that three contextual considerations must be taken into account in development of the method and timeline for evaluating progress.

Retirements

In recent years, all five of Ohio's retirement systems changed their plans to include stricter eligibility requirements and lower payments to retirees. Due to changes in these systems, Ohio has had high levels of retirement among teachers and leaders since fiscal year 2011. This trend is anticipated to continue through July 2015.

Local Implementation of Teacher Evaluation System

In 2011, Ohio introduced a new teacher evaluation framework into law. State law allowed districts to adopt the evaluation framework at the expiration of local collective bargaining agreements. Some districts will not begin implementing and reporting teacher evaluation final summative ratings until the 2015-2016 school year.

Changes to Evaluation System Final Summative Rating Calculations

State law (Ohio House Bill 362) brought changes to the Ohio Teacher Evaluation System for the 2014-2015 school year and beyond. This particular change will allow districts a choice between: 1) the current (original) teacher evaluation structure (based on teacher performance rating and student growth rating, each at 50 percent); and 2) the new alternative teacher evaluation framework, which weights teacher performance and student growth equally, but also includes an additional component as 15 percent of the total. The new structure of evaluation led to a change in the calculation of final summative ratings. Our 2013-2014 final summative ratings for educators, which were determined using a matrix system, will serve as the baseline for monitoring the educator effectiveness equity gaps. Beginning in 2014-2015, Ohio will calculate educator final summative ratings using a formula that was made necessary by the change in the evaluation system structure.

While developing the Ohio's Educator Equity Plan, stakeholders discussed changes to the state's educator retirement system and the educator evaluation system. These changes could have an impact on the ability to reduce Ohio's identified equity gaps and were considered in the development of the state's progress measures.

Method and Timeline for Evaluating Progress

As part of this plan, we have identified the state's educator equity baseline gaps and have determined a method and timeline for evaluating progress towards eliminating identified educator equity gaps. The department will use its data systems to monitor the state's progress. The 2013-2014 educator

equity gap data presented in section two will serve as the baseline equity gap measures. The method for evaluation will be the *reduction of the baseline equity gap measures*. Ohio is looking to reduce the baseline equity gap measures by half. The timeline for this reduction is at the conclusion of the 2019-2020 school year, and was set taking into consideration the three contextual reasons explained previously in this section.

Each baseline equity gap measure and progress measure can be found below. Ohio has set progress measures for each educator equity gap identified. This includes the Educator Workforce Strength Index gaps.

Progress Measures: Poverty

Ohio has established progress measures for its identified poverty equity gaps. The chart below outlines each of the five excellent educator terms along with the equity gap statements for that particular measure. We established baselines by calculating the gap between the high-poverty quartile and the low-poverty quartile for each measure. Ohio established our goal year for the end of school year 2019-2020. For each measure, Ohio plans to reduce the gap by half as illustrated below.

Excellent Educator Terms	Equity Gap Statement	Baseline Equity Gap Measure (2013-2014)	Progress Measures for End of SY 2019-2020
Ineffective Teachers	In high-poverty schools, 2.7 percent of teachers received ineffective ratings, whereas 0.2 percent of teachers in low-poverty schools received this rating, a difference of 2.5 percentage points.	2.5 points	1.25 points
Ineffective Principals	In high-poverty schools, 1.3 percent of principals received ineffective ratings, whereas 0.1 percent of principals in low-poverty schools received this rating, a difference of 1.2 percentage points.	1.2 points	.6 points
Unqualified Teachers	In high-poverty schools, teachers without content knowledge qualifications (as required by the No Child Left Behind Act) taught 3.8 percent of courses, whereas in low-poverty schools, unqualified teachers taught 0.3 percent of courses, a difference of 3.5 percentage points.	3.5 points	1.75 points
Out-of-Field Teachers	In high-poverty schools, teachers whose licenses were not appropriate for the courses they instructed, taught 5.7 percent of courses, whereas in low-poverty schools, out-of-field teachers taught 0.6 percent of courses, a difference of 5.1 percentage points.	5.1 points	2.5 points
Inexperienced Teachers	In high-poverty schools, 21.4 percent of teachers were inexperienced, whereas 12.6 percent of teachers in low-poverty schools were inexperienced, a difference of 8.8 percentage points.	8.8 points	4.4 points

Progress Measures: Minority

Ohio has established progress measures for its identified minority equity gaps. The chart below outlines each of the five measures along with the equity gap statements for that particular measure. We established baselines by calculating the gap between the high-minority quartile and the low-minority quartile for each measure. Ohio established our progress measures for the end of school year 2019-2020. For each measure, Ohio plans to reduce the gap by half as illustrated below.

Excellent Educator Terms	Equity Gap Statement	Baseline Equity Gap Measure (2013-2014)	Progress Measures for End of SY 2019-2020
Ineffective Teacher	In high-minority schools 2.5 percent of teachers received ineffective ratings, whereas 0.5 percent of teachers in low-minority schools received this rating, a difference of 2 percent.	2.0 points	1.0 points
Ineffective Principal	In high-minority schools, 1.3 percent of principals received ineffective ratings, whereas 0.5 percent of principals in low-minority schools received this rating, a difference of 0.8 percent.	.8 points	.4 points
Unqualified Teacher	In high-minority schools, teachers without content knowledge qualifications (as required by the No Child Left Behind Act) taught 4.3 percent of courses, whereas in low-minority schools, unqualified teachers taught 0.4 percent of courses, a difference of 3.9 percent.	3.9 points	2 points
Out-of-Field Teachers	In high-minority schools, teachers whose licenses are not appropriate for the courses they instruct taught 5.9 percent of courses, whereas in low-minority schools, out-of-field teachers instruct 1.0 percent of courses, a difference of 4.9 percent.	4.9 points	2.5 points
Inexperienced Teacher	In high-minority schools, 21.7 percent of teachers were inexperienced, whereas 12.8 percent of teachers in low-minority schools were inexperienced, a difference of 8.9 percent.	8.9 points	4.4 points

Progress Measures: Educator Workforce Strength Index

Ohio has established progress measures for its identified Educator Workforce Strength Index gaps. We established baselines by calculating the gaps between the high-poverty quartile and the low-poverty quartile and high-minority and low-minority quartile for each measure. Ohio established our goal for the end of school year 2019-2020. For each measure, Ohio plans to reduce the gap by half as illustrated below.

Excellent Educator Terms	Equity Gap Statement	Baseline Equity Gap Measure	Progress Measures for End of
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		(2013-2014)	SY 2019-2020
<p>Educator Workforce Strength Index (Poverty)</p>	<p>The Average Workforce Index in Ohio's high-poverty schools is 92.3; in Ohio's low-poverty schools it is 98.1, a difference of 5.8 percentage points.</p>	<p>5.8 points</p>	<p>2.9 points</p>
<p>Educator Workforce Strength Index (Minority)</p>	<p>The Average Workforce Index in Ohio's high-minority schools is 92.2; in Ohio's low-minority schools it is 98, a difference of 5.8 percentage points.</p>	<p>5.8 points</p>	<p>2.9 points</p>

Ohio will track each of the progress measures at the state level on an annual basis and publicly report this information as outlined in the next section.

Section 6. Publicly Reporting Progress

Ohio understands the importance of monitoring statewide progress toward eliminating identified equity gaps and reporting it to the public. The department will first build public awareness of our baseline equity gaps and our state plan to address these gaps. Secondly, we will update the public on the annual progress toward meeting our five-year progress measures. The department will use the following three methods to publicly report progress.

Three Methods to Publicly Report Progress

ODE Equity Website

Once approved, Ohio will post the Ohio Educator Equity Plan on the [department's website at education.ohio.gov](http://education.ohio.gov). The website currently hosts Ohio's 2006 Teacher Equity Plan and 2008 Progress Monitoring Report. On this website, we also will post our state-level progress measures and will update the progress on those measures on a yearly basis (we anticipate summer or fall of each year).

Meetings and Conferences

The department has reported on the equity plan development at various professional meetings and conferences such as the Educator Standards Board, and the Ohio Association of Administrators of State and Federal Education Programs Title I/Federal Programs Fall and Spring Conferences. Ohio will continue to build public awareness of both the plan and the progress measures through professional meetings and conferences.

Long-term Stakeholder Engagement

The external stakeholder group will be notified once Ohio's Educator Equity Plan is approved by the U.S. Department of Education. They also will receive an electronic copy of the full plan with an executive summary to distribute to their representative constituents. A smaller subset of the external group will convene at least once in the 2015-2016 school year to address long-term strategy development, such as the addition of special education and English language learners as part of the student subgroups. Members of the smaller subset could engage in monitoring activities as we gather enough data to gauge progress and problem-solve if issues arise.

The department's Center for the Teaching Profession will seek additional opportunities for publicly reporting progress on the goals established in the 2015 plan by working closely with the department's senior leadership and its communications office. The department also will seek input from the smaller external stakeholder group about other possible methods for informing the public of this critical work to ensure that all students have equitable access to excellent educators.

Conclusion

As part of the *Excellent Educators for All Initiative* led by the U.S. Department of Education, this plan meets Ohio's requirement to develop a State Plan to Ensure Equitable Access to Excellent Educators. The purpose of the Ohio's plan is to work toward ensuring that poor and minority students are not taught by unqualified, inexperienced or out-of-field teachers at higher rates than other

students. This plan fulfills all of the following six outlined requirements (U.S. Department of Education, 2014) for the state equity plans:

1. Describe and provide documentation of stakeholder consultation regarding the state plan;
2. Identify equity gaps;
3. Conduct a root-cause analysis;
4. Outline steps to eliminate equity gaps;
5. Describe measures that will be used to evaluate progress toward eliminating equity gaps; and
6. Describe how the state will publicly report progress.

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Appendices

Appendix A. Sample External Stakeholder Invitation Letter

January 6, 2015

Name, Title
Organization
Address Line 1
Address Line 2

Dear Name:

The Ohio Department of Education invites you or a representative of your organization to get involved with the Excellent Educators for All Initiative announced by the U.S. Department of Education in July. This initiative is targeted to help states and school districts support great educators for the students who need them the most. One key piece of this initiative is the comprehensive educator equity plan due to the U.S. Department of Education in June 2015. The plan will describe the steps that the state is taking to ensure students from minority and poverty backgrounds are not taught at higher rates than other children by unqualified, inexperienced or out-of-field teachers. This has been required since 2002 with the reauthorization of the Elementary and Secondary Education Act.

It is vital to have stakeholder involvement throughout the four stages of development of Ohio's Equity Plan. The first stage is an analysis of data to determine if/what equity gaps exist in Ohio. The second stage is an analysis of "root causes" to better understand why/how particular gaps exist. The third stage involves the development of strategies to address the identified equity gaps. Lastly, feedback will be elicited on a draft written equity plan.

Ohio stakeholder groups will be critical to the crafting of a strong state plan with locally driven solutions. Please nominate a representative for the Ohio Equity Plan Work Group, which is tentatively scheduled to meet on:

- Friday, January 30, 2015 from 9 a.m. to 3:30 p.m.
- Friday, February 20, 2015 from 9 a.m. to 3:30 p.m.
- Monday, March 23, 2015 from 9 a.m. to 3:30 p.m.

All meetings will be held at Quest Business Center located at 8405 Pulsar Place, Columbus, Ohio 43240. The department will reimburse mileage costs.

Please send the name, organization and email address of your nominee to serve on the Ohio Equity Plan Work Group by Monday, January 12, 2015 to cheryl.krohn@education.ohio.gov.

Sincerely

(b)(6)

Julia Simmerer
Senior Executive Director
Ohio Department of Education

Appendix B. Ohio Equity Plan Work Group

Ohio Equity Plan Work Group	
Wendy Adams [Ohio Department of Higher Education]	Ellen Adornetto [Ohio Education Association]
Patty Nyquist [Ohio Education Association]	Jesse Truett [Ohio Alliance for Public Charter Schools]
Mike Rarick [Ohio Association of School Personnel Administrators]	Ken Baker [Ohio Association of Secondary School Administrators]
Deb Tully [Ohio Federation of Teachers]	Terri Hook [Ohio Federation of Teachers]
Dr. Beverly Good [Central Ohio English Language Learners' Education Collaborative/Otterbein]	Dr. Brenda Custodio [Ohio TESOL/Ohio State University]
Aretha Paydock [Ohio Association of Elementary School Administrators]	Yenetta Harper [Cincinnati Public Schools]
Jackie Arendt [Ohio Parent Teacher Association]	Tracey Johnson [Columbus Education Association]
Dr. John Stanford [Columbus City Schools]	Cynthia Lemmerman [Lorain City Schools]
Rhonda Johnson [City of Columbus]	Sharon McDermott [Ohio Appalachian Collaborative]
Dr. Thomas Tucker [Lorain City Schools]	Debbie Aimes [Rolling Hills School District]
Dave Axner [BASA]	Luther Johnson, Jr. [Cleveland Metropolitan School District]
Damon Asbury [Ohio School Board Association]	Terri McIntee [OCECD]
Lisa Heins [Circleville City School District]	Dr. Nancy Nestor-Baker [United Way of Central Ohio]
Craig Burford [OESCA]	Lynn Smith [Toledo Federation of Teachers]

Appendix C. Meeting One Agenda

Ohio's Equity Stakeholder Meeting One

Date: Friday, January 30, 2015

Time: 9:00 a.m. to 3:45 p.m.

Location: Quest Business Center (Capitol Room)

9:00 a.m.	Introductions, Objectives
	History of Equity Work
	Excellent Educators for All Initiative Overview
	A Glimpse at US DoE Educator Equity Profile for Ohio
11:30 a.m. – 1 p.m.	Lunch (on own)
	Definitions of Required Terms
	Understanding Data Sources and Measures
	Review Approaches for Educator Equity Gap Analysis
3:45 p.m.	Closing

Appendix D. Meeting Two Agenda

Ohio's Equity Stakeholder Meeting Two

Date: Monday, March 23, 2015

Time: 9:00 a.m. to 3:30 p.m.

Location: Quest Business Center (Worthington Room)

9:00 a.m.	Introductions, Objectives, Excellent Educators for All Initiative Overview
	Update from Federal Convening, and Reviewing Stakeholder Meeting One
	Equity Gap Data Review & Feedback
12:00-1:30 p.m.	Lunch (on own)
	Progress Monitoring Review & Feedback
	Overview of Root-Cause Analysis Process
3:30 p.m.	Closing

Appendix E. Meeting Three Agenda

Ohio's Equity Stakeholder Meeting Three

Date: Monday, April 13, 2015

Time: 9:00 a.m. to 3:30 p.m.

Location: Quest Business Center

- | | |
|-----------------|---|
| 9:00 a.m. | Introductions, Objectives, Excellent Educators for All Initiative Overview |
| | Feedback from March <ul style="list-style-type: none">• Definitions• Measures to Include |
| | Root-Cause Analysis Process
Root-Cause Analysis and Strategy Development <ul style="list-style-type: none">• Teacher Effectiveness |
| 11:30-1:00 p.m. | Lunch (on own) |
| 1:00 p.m. | Root-Cause Analysis and Strategy Development <ul style="list-style-type: none">• Principal Effectiveness• Unqualified Educators• Inexperienced Educators• Out-of-Field Educators |
| 3:30 p.m. | Closing |

Appendix F. Overview of Ohio Schools: Poverty, Minority and Region

With respect to student racial and socioeconomic status, enrollment in Ohio's 614 traditional public school districts and 385 charter and STEM schools is diverse. Table F-1 shows the distribution of public schools across a matrix intersecting the poverty and minority quartiles, with schools placed into quartiles based on their enrollment characteristics.

TABLE F-1. COUNT OF SCHOOLS, STATEWIDE, BY POVERTY AND MINORITY QUARTILE OF SCHOOL ENROLLMENT.¹⁷

Total Schools	In High Minority schools	In Medium-High Minority schools	In Medium-Low Minority schools	In Low Minority schools	Poverty Quartiles
In High Poverty schools	640	130	21	37	828
In Medium-High Poverty schools	150	239	201	274	864
In Medium-Low Poverty schools	33	225	282	341	881
In Low Poverty schools	15	253	343	208	819
Minority Quartiles:	838	847	847	860	3,392

Table F-2 shows the distribution of student population in Ohio's public schools,¹⁸ split into the same standard matrix of poverty and minority quartiles. The numbers here represent all students enrolled in these schools, not only the students who have poverty or minority status. In illustration, there are 250,688 students enrolled in the 640 schools in the upper left corner of the matrix. While these 640 schools fall into the highest quartile for both poverty and minority percentage of enrollment, certainly some of those students are not economically disadvantaged, and some of those students are white.

TABLE F-2. STUDENT ENROLLMENT, STATEWIDE, BY POVERTY AND MINORITY QUARTILE.

Total Enrollment	In High Minority schools	In Medium-High Minority schools	In Medium-Low Minority schools	In Low Minority schools	Poverty Quartiles
In High Poverty schools	241,746	66,370	5,790	12,125	326,032
In Medium-High Poverty schools	78,922	137,029	89,060	105,569	410,580
In Medium-Low Poverty schools	19,471	137,310	135,995	143,704	436,480
In Low Poverty schools	7,884	177,744	219,567	90,556	495,750
Minority Quartiles:	348,023	518,453	450,412	351,954	1,668,842

¹⁷ The statewide quartiles for poverty enrollment and minority enrollment encompass a larger universe of schools than is included in the equity gap analysis. For example, public preschools and vocational schools are part of the standard determination of quartiles; however, neither of these school types is applicable for the equity gap analysis due to reporting conventions.

¹⁸ Enrollment here refers to Average Daily Membership for school year 2013-2014.

High poverty and minority enrollments do tend to co-occur in Ohio, as in many states, and these demographic dimensions intersect with the rural-to-urban spectrum of districts. In urban districts and charter schools, higher poverty rates tend to coincide with higher minority rates. In rural districts, we find many schools with medium-to-high rates of student poverty, but relatively low minority enrollment. Schools in suburban districts, on the other hand, may have medium-to-high rates of minority enrollment, but most have medium-to-low levels of economic disadvantage. Ohio’s District Typology includes a rural-to-urban categorization. Community schools are treated as a separate type, but the majority are located in urban district boundaries. Ohio’s “Urban 8” districts include Akron, Canton, Cincinnati, Columbus, Cleveland, Dayton, Toledo, and Youngstown. Table F-3 shows the distribution of schools by type, again crossed by the poverty and minority quartiles.

TABLE F-3. COUNT OF SCHOOLS, STATEWIDE, BY POVERTY AND MINORITY QUARTILE AND DISTRICT TYPE.

<i>Total Schools</i>	High Minority	Medium-High Minority	Medium-Low Minority	Low Minority
High Poverty				
Rural	0	1	4	33
Small Town	4	20	13	3
Suburban	7	1	1	0
Urban (other)	112	54	1	0
Urban 8	323	29	0	0
Community School	194	25	2	1
Medium-High Poverty				
Rural	0	6	59	220
Small Town	10	94	121	51
Suburban	43	37	7	1
Urban (other)	32	76	7	0
Urban 8	40	9	0	0
Community School	25	17	7	2
Medium-Low Poverty				
Rural	0	5	61	230
Small Town	0	41	143	103
Suburban	23	126	69	8
Urban (other)	1	40	7	0
Urban 8	5	5	0	0
Community School	4	8	2	0
Low Poverty				
Rural	0	2	12	76
Small Town	0	8	66	95
Suburban	11	229	258	37
Urban (other)	1	5	6	0
Urban 8	1	5	0	0
Community School	2	4	1	0

Appendix G. Supporting Materials for Quantitative Data Analysis

RATES BY POVERTY AND MINORITY QUARTILES

For further detail on each educator quality measure, taking into account relative enrollment of *both* economically disadvantaged and students of color, the following tables depict the rate on each measure, **for the set of schools in each poverty/minority cell of the matrix.**

TABLE G-1. PERCENT UNQUALIFIED CORE COURSES, STATEWIDE, BY POVERTY AND MINORITY QUARTILE.

<i>Unqualified</i>	In High Minority schools	In Medium-High Minority schools	In Medium-Low Minority schools	In Low Minority schools	Poverty Quartiles
In High Poverty schools	4.7	0.7	1.3	1.9	3.8
In Medium-High Poverty schools	3.9	0.5	0.3	0.4	1.1
In Medium-Low Poverty schools	2.4	0.3	0.2	0.3	0.4
In Low Poverty schools	0.9	0.6	0.2	0.3	0.3
Minority Quartiles:	4.3	0.5	0.2	0.4	1.2

TABLE G-2. PERCENT OUT-OF-FIELD CORE COURSES, STATEWIDE, BY POVERTY AND MINORITY QUARTILE.

<i>Out-of-Field</i>	In High Minority schools	In Medium-High Minority schools	In Medium-Low Minority schools	In Low Minority schools	Poverty Quartiles
In High Poverty schools	6.7	2.1	1.3	3.5	5.7
In Medium-High Poverty schools	4.7	0.8	0.7	1.0	1.6
In Medium-Low Poverty schools	1.1	0.6	0.7	0.9	0.8
In Low Poverty schools	2.7	0.7	0.5	0.7	0.6
Minority Quartiles:	5.9	0.9	0.6	1.0	1.9

TABLE G-3. PERCENT INEXPERIENCED TEACHERS, STATEWIDE, BY POVERTY AND MINORITY QUARTILE.

<i>Inexperienced Teachers</i>	In High Minority schools	In Medium-High Minority schools	In Medium-Low Minority schools	In Low Minority schools	Poverty Quartiles
In High Poverty schools	23.0	17.1	23.6	8.5	21.4
In Medium-High Poverty schools	19.7	17.1	14.6	13.2	16.0
In Medium-Low Poverty schools	16.1	15.8	14.1	12.9	14.3
In Low Poverty schools	13.5	12.6	12.5	12.9	12.6
Minority Quartiles:	21.7	15.1	13.6	12.8	15.7

TABLE G-4. PERCENT INEFFECTIVE TEACHERS, STATEWIDE, BY POVERTY AND MINORITY QUARTILE.

<i>Teachers Rated Ineffective</i>	In High Minority schools	In Medium-High Minority schools	In Medium-Low Minority schools	In Low Minority schools	Poverty Quartiles
In High Poverty schools	3.1	1.6	0.4	0.7	2.7
In Medium-High Poverty schools	1.2	0.6	0.4	0.3	0.6
In Medium-Low Poverty schools	1.1	0.5	0.3	0.7	0.5
In Low Poverty schools	0.5	0.2	0.2	0.4	0.2
Minority Quartiles:	2.5	0.6	0.3	0.5	1.0

TABLE G-5. PERCENT INEFFECTIVE PRINCIPALS, STATEWIDE, BY POVERTY AND MINORITY QUARTILE.

<i>Principals Rated Ineffective</i>	In High Minority schools	In Medium-High Minority schools	In Medium-Low Minority schools	In Low Minority schools	Poverty Quartiles
In High Poverty schools	1.6	0.0	0.0	0.0	1.3
In Medium-High Poverty schools	0.4	0.5	0.0	0.8	0.5
In Medium-Low Poverty schools	0.0	0.3	0.2	0.6	0.4
In Low Poverty schools	0.0	0.0	0.2	0.0	0.1
Minority Quartiles:	1.3	0.2	0.2	0.5	0.5

DISTRIBUTIONS OF COURSES, TEACHERS, AND SCHOOL LEADERS

When comparing core courses across the state, the *out-of-field* and *unqualified* courses are over-represented in schools with higher enrollments of students in poverty *and* those with higher enrollments of minority students. The first set of three tables shows the numbers of courses and then *unqualified* and *out-of-field* courses, by poverty and minority quartiles.

TABLE G-6. TOTAL CORE COURSES, STATEWIDE, BY POVERTY AND MINORITY QUARTILE.

<i>Total Courses</i>	In High Minority schools	In Medium-High Minority schools	In Medium-Low Minority schools	In Low Minority schools	Poverty Quartiles
In High Poverty schools	75,513	17,553	2,028	3,895	98,989
In Medium-High Poverty schools	24,565	35,730	25,988	31,134	117,417
In Medium-Low Poverty schools	6,367	40,401	43,698	45,061	135,527
In Low Poverty schools	2,012	53,693	67,478	29,282	152,465
Minority Quartiles:	108,457	147,377	139,192	109,372	504,398

TABLE G-7. UNQUALIFIED CORE COURSES, STATEWIDE, BY POVERTY AND MINORITY QUARTILE.

<i>Unqualified</i>	In High Minority schools	In Medium-High Minority schools	In Medium-Low Minority schools	In Low Minority schools	Poverty Quartiles
In High Poverty schools	3,531	128	26	73	3,758
In Medium-High Poverty schools	963	182	86	119	1,350
In Medium-Low Poverty schools	154	119	90	145	508
In Low Poverty schools	19	311	107	85	522
Minority Quartiles:	4,667	740	309	422	6,138

TABLE G-8. OUT-OF-FIELD CORE COURSES, STATEWIDE, BY POVERTY AND MINORITY QUARTILE.

<i>Out-of-Field</i>	In High Minority schools	In Medium-High Minority schools	In Medium-Low Minority schools	In Low Minority schools	Poverty Quartiles
In High Poverty schools	5,078	369	26	135	5,608
In Medium-High Poverty schools	1,156	297	169	308	1,930
In Medium-Low Poverty schools	68	237	324	405	1,034
In Low Poverty schools	55	363	339	219	976
Minority Quartiles:	6,357	1,266	858	1,067	9,548

Schools with high levels of poverty and minority among the student population are more likely to encounter an *inexperienced teacher* in their classroom. The following set of tables shows the numbers of teachers in each quartile statewide, and then the number of *inexperienced teachers* by quartile.

TABLE G-9. TOTAL TEACHERS, STATEWIDE, BY POVERTY AND MINORITY QUARTILE.

<i>Total Teachers</i>	In High Minority schools	In Medium-High Minority schools	In Medium-Low Minority schools	In Low Minority schools	Poverty Quartiles
In High Poverty schools	17,230	4,171	445	836	22,682
In Medium-High Poverty schools	5,279	8,145	5,939	7,189	26,552
In Medium-Low Poverty schools	1,289	8,768	8,792	9,384	28,233
In Low Poverty schools	498	11,368	13,781	5,869	31,516
Minority Quartiles:	24,296	32,452	28,957	23,278	108,983

TABLE G-10. INEXPERIENCED TEACHERS, STATEWIDE, BY POVERTY AND MINORITY QUARTILE.

<i>Inexperienced Teachers</i>	In High Minority schools	In Medium-High Minority schools	In Medium-Low Minority schools	In Low Minority schools	Poverty Quartiles
In High Poverty schools	3,958	713	105	71	4,847
In Medium-High Poverty schools	1,041	1,390	869	950	4,250
In Medium-Low Poverty schools	208	1,384	1,238	1,210	4,040
In Low Poverty schools	67	1,428	1,723	760	3,978
Minority Quartiles:	5,274	4,915	3,935	2,991	17,115

When comparing the effectiveness of teachers and principals across the quartiles, we also find that *ineffectiveness* is inequitably distributed. The following set of tables shows the numbers of teachers and principals evaluated statewide, by poverty and minority quartiles, followed by the distribution of *ineffective teachers* and *ineffective principals* across schools in these quartiles.

TABLE G-11. TOTAL TEACHERS EVALUATED, STATEWIDE, BY POVERTY AND MINORITY QUARTILE.

<i>Evaluated Teachers</i>	In High Minority schools	In Medium-High Minority schools	In Medium-Low Minority schools	In Low Minority schools	Poverty Quartiles
In High Poverty schools	14,113	3,531	245	833	18,722
In Medium-High Poverty schools	4,521	6,676	4,456	5,459	21,112
In Medium-Low Poverty schools	942	6,457	6,008	6,447	19,854
In Low Poverty schools	364	7,194	9,946	4,588	22,092
Minority Quartiles:	19,940	23,858	20,655	17,327	81,780

TABLE G-12. TEACHERS RATED AS INEFFECTIVE, STATEWIDE, BY POVERTY AND MINORITY QUARTILE.

<i>Teachers Rated as Ineffective</i>	In High Minority schools	In Medium-High Minority schools	In Medium-Low Minority schools	In Low Minority schools	Poverty Quartiles
In High Poverty schools	441	58	1	6	506
In Medium-High Poverty schools	53	40	17	19	129
In Medium-Low Poverty schools	10	35	21	43	109
In Low Poverty schools	2	11	19	18	50
Minority Quartiles:	506	144	58	86	794

TABLE G-13. TOTAL PRINCIPALS EVALUATED, STATEWIDE, BY POVERTY AND MINORITY QUARTILE.

<i>Principals Evaluated</i>	In High Minority schools	In Medium-High Minority schools	In Medium-Low Minority schools	In Low Minority schools	Poverty Quartiles
In High Poverty schools	975	184	25	42	1,226
In Medium-High Poverty schools	254	366	301	370	1,291
In Medium-Low Poverty schools	60	385	413	475	1,333
In Low Poverty schools	20	478	574	291	1,363
Minority Quartiles:	1,309	1,413	1,313	1,178	5,213

TABLE G-14. PRINCIPALS RATED AS INEFFECTIVE, STATEWIDE, BY POVERTY AND MINORITY QUARTILE.

<i>Principals Rated as Ineffective</i>	In High Minority schools	In Medium-High Minority schools	In Medium-Low Minority schools	In Low Minority schools	Poverty Quartiles
In High Poverty schools	16	0	0	0	16
In Medium-High Poverty schools	1	2	0	3	6
In Medium-Low Poverty schools	0	1	1	3	5
In Low Poverty schools	0	0	1	0	1
Minority Quartiles:	17	3	2	6	28

PREVALENCE OF WORKFORCE WEAKNESSES ACROSS SCHOOLS

The following set of tables describes the number of Ohio schools that have a low versus high or very high value on a given measure of educator quality. Schools are divided into two groups—(1) those that fall within the highest poverty and/or highest minority quartile of schools statewide and (2) the remainder of schools in the state. For each of the two groups of schools, we present a distribution of the members that are at various levels of severity for the measure. The distributions allow for comparisons such as the following: Among schools that are high poverty and/or high minority enrollment, 17.3% (or 178 schools) have at least one out of every 10 core courses taught by a teacher without proper licensure; the same is true of only 1.5% (36) of all other schools statewide.

TABLE G-15. SCHOOLS, STATEWIDE, BY PERCENT UNQUALIFIED CORE COURSES.

<i>Unqualified</i>	High Poverty or High Minority Schools	Pct	All Other Schools	Pct
With fewer than 2% of courses	776	75.6	2,272	96.0
With 2.0 - 4.9% of courses	78	7.6	52	2.2
With 5.0 - 9.9% of courses	65	6.3	24	1.0
With 10% or more of courses	107	10.4	18	0.8
All schools	1,026	100.0	2,366	100.0

TABLE G-16. SCHOOLS, STATEWIDE, BY PERCENT OUT-OF-FIELD CORE COURSES.

<i>Out-of-Field</i>	High Poverty or High Minority Schools	Pct	All Other Schools	Pct
With fewer than 2% of courses	613	59.7	2,091	88.4
With 2.0 - 4.9% of courses	135	13.2	160	6.8
With 5.0 - 9.9% of courses	100	9.7	79	3.3
With 10% or more of courses	178	17.3	36	1.5
All schools	1,026	100.0	2,366	100.0

TABLE G-17. SCHOOLS, STATEWIDE, BY PERCENT INEXPERIENCED TEACHERS.

<i>Inexperienced Teachers</i>	High Poverty or High Minority Schools	Pct	All Other Schools	Pct
With fewer than 10% of teachers	376	36.6	1,138	48.1
With 10-.0 - 14.9% of teachers	138	13.5	427	18.0
With 15.0 - 24.9% of teachers	186	18.1	440	18.6
With 25.0 - 39.9% of teachers	116	11.3	226	9.6
With 40% or more of teachers	210	20.5	135	5.7
All schools	1,026	100.0	2,366	100.0

TABLE G-18. SCHOOLS, STATEWIDE, BY PERCENT TEACHERS RATED INEFFECTIVE.

Teachers Rated as Ineffective	High Poverty or High Minority Schools	Pct	All Other Schools	Pct
With fewer than 2% of teachers	630	72.0	1,661	92.2
With 2.0 - 4.9% of teachers	96	11.0	91	5.1
With 5.0 - 9.9% of teachers	86	9.8	40	2.2
With 10% or more of teachers	63	7.2	9	0.5
All schools	875	100.0	1,801	100.0

Appendix H. Ohio's Timeline for Implementing Strategies

Strategy One: Strengthen Educator Preparation	Implementation Time Frame	SEA Staff
1.1 Disseminate Educator Preparation Reports in Ohio that provide data on passing rates and the number and specialization of educators produced by each institution of higher education; continue expanding performance measures contained in these reports.	Began 2012; Ongoing	Dept. of Higher Education, Center for Teaching Profession
1.2 Offer professional development for educator preparation faculty on Value-Added Measures to encourage the embedding of value-added learning in coursework at the educator preparation level.	2015-2016	Dept. of Higher Education, Ed Policy, Center for Teaching Profession
1.3 Conduct research on the link between educator preparation and student performance data; use data to inform preparation program improvement.	Begin 2015-2016	Dept. of Higher Education, Office of Accountability, Center for Teaching Profession
1.4 Support clinical field experience initiatives by universities and pre-kindergarten through grade 12 education.	Began 2012; Ongoing	Dept. of Higher Education
1.5 Require teacher preparation programs to include cultural competency in their curricula that will help new educators be successful with the students, families and communities they serve.	Began 2005; Ongoing	Dept. of Higher Education

Strategy Two: Target Hiring and Deployment Barriers	Implementation Time Frame	SEA Staff
2.1 Pilot recruitment programs designed to prepare educators for high-needs fields and hard-to-staff schools.	Begin 2015	Dept. of Higher Education
2.2 Encourage incentives for teachers to teach in high-needs fields.	Began 2010; Ongoing	Dept. of Higher Education, Center for Teaching Profession
2.3 Promote partnerships that help districts recruit and hire qualified international teachers in the state's identified shortage	Began 2007; Ongoing	Curriculum

areas.		
2.4 Utilize a Credential Review Board to review the licensure applications of out-of-state candidates as well as candidates requesting licensure through alternative routes.	Began 2005; Ongoing	Center for Teaching Profession
2.5 Provide funds to institutions of higher education to create and implement dual-certification routes for special educators.	Begin 2015	Dept. of Higher Education, Office of Exceptional Children, Center for Teaching Profession
2.6 Offer a statewide Web-based Recruitment System; provide technical assistance to hard-to-staff schools to help them fully utilize the system.	Began 2008; Ongoing	Center for Teaching Profession
2.7 Support the continued partnerships between institutions of higher education and school districts to provide professional development for teachers in high-needs schools.	Began 2009; Ongoing	Dept. of Higher Education, Curriculum
2.8 Publish a supply and demand study (every three to five years).	Began 2004; Ongoing periodic report	Center for Teaching Profession, Office of Educational Policy & Research
2.9 Encourage local stakeholders to work collaboratively to review collective bargaining agreements to determine appropriate and effective ways of placing teachers.	Begin 2015-2016	Center for Teaching Profession

Strategy Three: Improve Teaching and Learning Conditions	Implementation Time Frame	SEA Staff
3.1 Require high-quality induction for all new teachers, including those who enter the profession through alternative routes.	Began 2011; Ongoing	Center for Teaching Profession
3.2 Provide a state-developed list of trained mentors for beginning principals; explore partnerships with educational service centers and principal organizations to provide models of beginning principal mentoring programs for use at local levels.	Begin 2015-2016	Center for Teaching Profession
3.3 Advocate the use of Ohio's updated Professional Development Standards in designing high-quality professional learning experiences; provide educators with tools to help them use the new standards.	Begin 2015-2016	Center for Teaching Profession

3.4 Provide a teaching and learning conditions survey for districts; explore opportunities to expand the use of a survey.	Began 2012; Ongoing	Center for Teaching Profession
3.5 Support local educators with field specialists who offer expertise in areas such as student growth measures, assessment literacy, Resident Educator program for beginning teachers and the Ohio Teacher and Principal Evaluation Systems.	2015-2016	Center for Teaching Profession
3.6 Conduct a co-observation pilot ¹⁹ to understand the potential opportunities for teacher leadership.	Begin 2015	Center for Teaching Profession
3.7 Provide a teacher exit survey for districts and schools.	Begin 2015-2016	Center for Teaching Profession
3.8 Assist districts and schools in utilizing the educator evaluation systems in Ohio for educator professional growth and development.	Began 2014; Ongoing	Center for Teaching Profession
3.9 Pilot various teacher leadership programs or models.	Began 2011; Ongoing	Center for Teaching Profession

Strategy Four: Provide Data to Encourage Strategic Staffing and Educator Development	Implementation Time Frame	SEA Staff
4.1 Encourage strategic staffing decisions using student and educator data to cultivate an environment with high-quality instruction and high expectations.	Begin 2016	Center for Teaching Profession
4.2 Provide a data tool to aid districts in monitoring students' equitable access to excellent educators within and across schools.	Begin 2015-2016	Center for Teaching Profession, Data,
4.3 Advocate for data systems that report the number of teachers changing schools within districts, changing positions within their districts, moving to other districts or into administration or leaving the profession.	Begin 2015-2016	Center for Teaching Profession
4.4 Expand reports available in the electronic Teacher and Principal Evaluation System to help districts understand patterns and trends in schools.	Begin 2015	Center for Teaching Profession
4.5 Provide report cards about district and school progress, such as student performance, enrollment, graduation rate, education funding and teacher qualifications.	Began 1999; Ongoing	Office of Accountability
4.6 Consider expanding student subgroups to the Educator Workforce Strength Index utilizing external stakeholder input (ex. English language learners, special education).	Begin 2015-2016	Center for Teaching Profession

¹⁹ The co-observation pilot is currently in development for a small subset of Teacher Incentive Fund districts in Ohio. The model has teacher leaders and principals engaging in a process where they co-observe teachers in the evaluation cycle. Teacher leaders and principals partner together in this model to enhance the feedback and professional learning opportunities given to teachers.

4.7 Establish a clearinghouse of best practices at the local and regional levels that focuses on ensuring equitable access to excellent educators.	Begin 2015-2016	Center for Teaching Profession
4.8 Expand research on the impact of current Ohio initiatives through the Ohio Education Research Center.	Begin 2015-2016	Ed Policy
4.9 Partner with regional centers and organizations to offer trainings on using evaluation data to inform professional learning.	Began 2014; Ongoing	Center for Teaching Profession

Appendix I. Root-Cause/Strategy and Equity Gap Alignment

The table below aligns each of Ohio’s four root-cause categories and four strategies to the related equity gap(s) in Ohio’s Educator Equity Plan. When an x is indicated in the chart below, the strategy listed is an option for schools to utilize when addressing that particular educator equity gap.

Root Cause: Educator Preparation Strategy One: Strengthen Educator Preparation	Related Equity Gap				
	Unqualified	Out-of-Field	Inexperienced	Ineffective Teachers	Ineffective Principals
1.1 Disseminate Educator Preparation Reports in Ohio that provide data on passing rates and the number and specialization of educators produced by each institution of higher education; continue expanding performance measures contained in these reports.			x	x	x
1.2 Offer professional development for educator preparation faculty on Value-Added Measures to encourage the embedding of value-added learning in coursework at the educator preparation level.			x	x	x
1.3 Conduct research on the link between educator preparation and student performance data; use data to inform preparation program improvement.			x	x	x
1.4 Support clinical field experience initiatives by universities and pre-kindergarten through grade 12 education.			x	x	x
1.5 Require teacher preparation programs to include cultural competency in their curricula that will help new educators be successful with the students, families and communities they serve.			x	x	x

Root Cause: Hiring and Deployment Barriers Strategy Two: Target Hiring and Deployment Barriers	Related Equity Gap				
	Unqualified	Out-of-Field	Inexperienced	Ineffective Teachers	Ineffective Principals
2.1 Pilot recruitment programs designed to prepare educators for high-needs fields and hard-to-staff schools.	x	x	x	x	x
2.2 Encourage incentives for teachers to teach in high-needs fields.	x	x	x	x	x
2.3 Promote partnerships that help districts recruit and hire qualified international teachers in the state’s identified shortage areas.	x	x	x	x	x
2.4 Utilize a Credential Review Board to review the licensure	x	x	x	x	x

applications of out-of-state candidates as well as candidates requesting licensure through alternative routes.					
2.5 Provide funds to institutions of higher education to create and implement dual-certification routes for special educators.	X	X	X	X	
2.6 Offer a statewide Web-based Recruitment System; provide technical assistance to hard-to-staff schools to help them fully utilize the system.	X	X	X		
2.7 Support the continued partnerships between institutions of higher education and school districts to provide professional development for teachers in high-needs schools.	X	X	X	X	
2.8 Publish a supply and demand study (every three to five years).	X	X	X		
2.9 Encourage local stakeholders to work collaboratively to review collective bargaining agreements to determine appropriate and effective ways of placing teachers.	X	X	X	X	

Root Cause: Teaching and Learning Conditions Strategy Three: Improve Teaching and Learning Conditions	Related Equity Gap				
	Unqualified	Out-of-Field	Inexperienced	Ineffective Teachers	Ineffective Principals
3.1 Require high-quality induction for all new teachers, including those who enter the profession through alternative routes.			X	X	
3.2 Provide a state-developed list of trained mentors for beginning principals; explore partnerships with educational service centers and principal organizations to provide models of beginning principal mentoring programs for use at local levels.					X
3.3 Advocate the use of Ohio's updated Professional Development Standards in designing high-quality professional learning experiences; provide educators with tools to help them use the new standards.	X	X	X	X	X
3.4 Provide a teaching and learning conditions survey for districts; explore opportunities to expand the use of a survey.	X	X	X	X	X
3.5 Support local educators with field specialists who offer expertise in areas such as student growth measures, assessment literacy, Resident Educator program for beginning teachers and the Ohio Teacher and Principal Evaluation Systems.			X	X	X
3.6 Conduct a co-observation pilot to understand the potential opportunities for teacher leadership.			X	X	
3.7 Provide a teacher exit survey for districts and schools.	X	X	X	X	
3.8 Assist districts and schools in utilizing the educator evaluation systems in Ohio for educator professional growth and development.				X	X
3.9 Pilot various teacher leadership programs or models.			X	X	

Root Cause: Teaching and Learning Conditions Strategy Three: Improve Teaching and Learning Conditions	Related Equity Gap				
	Unqualified	Out-of-Field	Inexperienced	Ineffective Teachers	Ineffective Principals
4.1 Encourage strategic staffing decisions using student and educator data to cultivate an environment with high-quality instruction and high expectations.	x	x	x	x	x
4.2 Provide a data tool to aid districts in monitoring students' equitable access to excellent educators within and across schools.	x	x	x	x	x
4.3 Advocate for data systems that report the number of teachers changing schools within districts, changing positions within their districts, moving to other districts or into administration or leaving the profession.	x	x	x	x	
4.4 Expand reports available in the electronic Teacher and Principal Evaluation System to help districts understand patterns and trends in schools.				x	x
4.5 Provide report cards about district and school progress, such as student performance, enrollment, graduation rate, education funding and teacher qualifications.	x	x	x	x	
4.6 Consider expanding student subgroups to the Educator Workforce Strength Index utilizing external stakeholder input (ex. English language learners, special education).	x	x	x	x	x
4.7 Establish a clearinghouse of best practices at the local and regional levels that focuses on ensuring equitable access to excellent educators.	x	x	x	x	x
4.8 Expand research on the impact of current Ohio initiatives through the Ohio Education Research Center.	x	x	x	x	x
4.9 Partner with regional centers and organizations to offer trainings on using evaluation data to inform professional learning.			x	x	x

Appendix J. Sample Teacher Distribution File (TDF)

(IRN001) Equity High School

1.) Identify where more than 10% of the core courses are being taught by not highly qualified teachers by core subject area and by school.

Core Subject Area	HQT Course Count	Core Course Count	HQT Percent	Not HQT Percent
Arts	6	19	31.6%	68.4%
Civics and Government	10	10	100.0%	0.0%
Economics	10	10	100.0%	0.0%
English	9	16	56.3%	43.8%
Foreign Language	9	21	42.9%	57.1%
History	16	18	88.9%	11.1%
Language Arts	43	47	91.5%	8.5%
Mathematics	44	50	88.0%	12.0%
Science	37	42	88.1%	11.9%

2.) Identify the percentage of highly qualified and not highly qualified teachers in high-poverty and low-poverty schools.

School Poverty Level
Not Applicable

3.) Identify the percentage of minority and economically disadvantaged students who are taught by inexperienced teachers.

Core Subject Area	Number of Minority and Economically Disadvantaged Students Being Taught by an Inexperienced Teacher	Number of Minority and Economically Disadvantaged Students	Percent of Minority and Economically Disadvantaged Students Being Taught by an Inexperienced Teacher	Number of All Students Being Taught by an Inexperienced Teacher	Number of All Students	Percent of All Students Being Taught by an Inexperienced Teacher
Arts	0	171	0.0%	0	337	0.0%
Civics and Government	0	89	0.0%	0	231	0.0%
Economics	0	94	0.0%	0	239	0.0%
English	21	126	16.7%	52	313	16.6%
Foreign Language	58	175	33.1%	111	410	27.1%
History	0	209	0.0%	0	369	0.0%
Language Arts	0	362	0.0%	0	764	0.0%
Mathematics	117	360	32.5%	303	732	41.4%
Science	76	354	21.5%	130	711	18.3%

4.) Identify the percentage of minority and economically disadvantaged students who are taught by not highly qualified teachers.

Core Subject Area	Number of Minority and Economically Disadvantaged Students Being Taught By a Not Highly Qualified Teacher	Number of Minority and Economically Disadvantaged Students	Percent of Minority and Economically Disadvantaged Students Being Taught By a Not Highly Qualified Teacher	Number of All Students Being Taught By a Not Highly Qualified Teacher	Number of All Students	Percent of All Students Being Taught By a Not Highly Qualified Teacher
Arts	123	171	71.9%	239	337	70.9%
Civics and Government	0	89	0.0%	0	231	0.0%
Economics	0	94	0.0%	0	239	0.0%
English	45	126	35.7%	129	313	41.2%
Foreign Language	110	175	62.9%	246	410	60.0%
History	4	209	1.9%	7	369	1.9%
Language Arts	29	362	8.0%	58	764	7.6%
Mathematics	35	360	9.7%	65	732	8.9%
Science	21	354	5.9%	59	711	8.3%

5.) Identify the percentage of inexperienced teachers (less than 3 years) in high-poverty and low-poverty schools by core subject area.

School Poverty Level
Not Applicable

Core Subject Area	Inexperienced Teacher Count	Total Teacher Count	Percent of Inexperienced Teachers
Arts	0	5	0.00%
Civics and Government	0	5	0.00%
Economics	0	5	0.00%
English	1	8	12.50%
Foreign Language	1	4	25.00%
History	0	6	0.00%
Language Arts	0	8	0.00%
Mathematics	3	11	27.27%
Science	1	12	8.33%

Four-Tiered Teacher Licensure Structure

Resident Educator License / Alternative Resident Educator License – 4-Year Renewable/Extendable

Resident Educator License Requirements	Alternative Resident Educator License Requirements
<ul style="list-style-type: none"> Bachelor’s degree, an approved program of teacher preparation, pass examinations prescribed by State Board of Education, and 12 semester hours of reading coursework for early childhood, middle childhood, intervention specialist and early childhood intervention specialist licenses, OR Bachelor’s degree, GPA of 2.5 or higher, pass an examination in the subject area to be taught, successfully complete the summer training institute operated by Teach For America, and be assigned to teach in Ohio as a participant in the Teach For America program 	<p><i>Designated Subjects, World Languages, Intervention Specialist, Montessori Education</i></p> <ul style="list-style-type: none"> Bachelor’s degree Twenty-four semester hours (36 quarter hours) in the subject area to be taught with a 2.5 GPA or higher (integrated language arts, science, and social studies require 48 semester or 72 quarter hours) Completion of an Intensive Pedagogical Training Institute (IPTI) Content area examination <p><i>Career-Technical Workforce Development</i></p> <ul style="list-style-type: none"> This license is also issued for teaching in career-technical workforce development areas that require a candidate to have experience in the career area to be taught and completion of an approved summer training institute but not hold a bachelor’s degree, as defined by Ohio law.

Professional Educator License –5-Year Renewable

Requirements
<ul style="list-style-type: none"> Bachelor’s degree (except career-technical workforce development) Successful completion of the Ohio Resident Educator Program Alternative license advance/renewal/extension requires successful completion of all additional requirements for professional license

(Professional license RENEWAL requires 6 semester hours/18 CEUs, as approved by the Local Professional Development Committee of the employing school or district, to be completed after issue date of license being renewed and before September 1 of license expiration year)

Senior Professional Educator License - 5-Year Renewable

A + B +C

A	B	C
Degree Requirement	Experience	Demonstration of Practice at the Accomplished/Distinguished Level
<ul style="list-style-type: none"> Master’s degree or higher from an institution of higher education accredited by a regional accrediting organization 	<ul style="list-style-type: none"> Nine years under a standard teaching license with 120 days of service as defined by Ohio law, of which at least five years are under a professional/permanent license/certificate 	<ul style="list-style-type: none"> Successful completion of the Master Teacher Portfolio

Lead Professional Educator License - 5-Year Renewable

A + B +C

A	B	C	
Degree Requirement	Experience	Demonstration of Practice at the Distinguished Level	
<ul style="list-style-type: none"> Master’s degree or higher from an institution of higher education accredited by a regional accrediting organization 	<ul style="list-style-type: none"> Nine years under a standard teaching license with 120 days of service as defined by Ohio law, of which at least five years are under a professional/permanent license/certificate or a Senior Professional Educator License 	<ul style="list-style-type: none"> Earn the Teacher Leader Endorsement AND successful completion of the Master Teacher Portfolio, OR 	<ul style="list-style-type: none"> Hold active National Board Certification (NBPTS)

(Senior and Lead license RENEWAL require 6 semester hours/18 CEUs, as approved by the Local Professional Development Committee of the employing school or district, to be completed after issue date of license being renewed and before September 1 of license expiration year)

LICENSURE TYPE AND TEACHING FIELD CODES

EARLY CHILDHOOD (PK-3)

MIDDLE CHILDHOOD (4-9)

050150 Language Arts & Reading (4-9)
110100 Mathematics (4-9)
130102 Science (4-9)
150003 Social Studies (4-9)

ADOLESCENCE TO YOUNG ADULT (7-12)

050145 Integrated Language Arts
110094 Integrated Mathematics
150004 Integrated Social Studies
132010 Integrated Science
132020 Physical Science (Physics & Chemistry)
132150 Physical Sciences: Chemistry
132160 Physical Sciences: Physics
132030 Life Sciences
132034 Life Sciences/Earth Sciences
132035 Life Sciences/Physics
132036 Life Sciences/Chemistry
132040 Earth Sciences
132045 Earth Sciences/Physics
132046 Earth Sciences/Chemistry

MULTI-AGE (PK-12)

050090 American Sign Language
111780 Computer Information Science
080302 Dance
050338 Drama/Theater
080115 Health
050675 Library/Media
060101 Arabic
060102 Chinese
060230 French
060235 German
060150 Greek
060135 Hebrew
060245 Italian
060250 Japanese
060107 Latin
060625 Russian
060265 Spanish
120050 Music
080305 Physical Education
050250 TESOL (Teaching English to Speakers of Other Languages)
020012 Visual Arts

EARLY CHILDHOOD INTERVENTION SPECIALIST (PK-3)

INTERVENTION SPECIALIST

196212 Gifted (K-12)
196140 Mild/Moderate Needs (K-12)
196142 Moderate/Intensive Needs (K-12)
196109 Visually Impaired (PK-12)
196116 Hearing Impaired (PK-12)

CAREER-TECHNICAL

010100 Agriscience
140550 Integrated Business
040800 Marketing
090120 Family & Consumer Sciences
160610 Technology Education

ENDORSEMENTS

080505 Adapted Physical Education (limited to Physical Education license)
111770 Computer/Technology
196210 Gifted Intervention Specialist K-12
050315 Literacy Specialist
059902 Reading K-12
600100 Career Based Intervention
050275 TESOL (Teaching English to Speakers of Other Languages)
185000 Early Childhood (Grades 4-5) Generalist (limited to Early Childhood P-3 license)
600120 Career-Technical Work-Site Teacher/Coordinator (limited to Career-Tech license)
600010 Transition to Work (limited to Intervention Specialist license or Career-Tech)
180108 Prekindergarten
196097 Prekindergarten Special Needs
110315 P-6 Mathematics Specialist
550100 Teacher Leader

MIDDLE CHILDHOOD GENERALIST ENDORSEMENTS

050155 Language Arts & Reading 4-6
110155 Mathematics 4-6
130155 Science 4-6
150155 Social Studies 4-6

FIVE-YEAR **ASSOCIATE**

180109 Prekindergarten Associate
282100 Educational Paraprofessional
282200 Interpreter for the Hearing Impaired
270550 Occupational Therapy Assistant
270650 Physical Therapy Assistant

PUPIL SERVICES

270100 School Audiologist
270200 School Counselor
270300 School Social Worker
270400 School Speech-Language Pathologist
270700 School Psychologist
270800 School Nurse
270900 Orientation & Mobility Specialist
270500 Occupational Therapist
270600 Physical Therapist

PRINCIPAL

280100 Principal (grades PK-6)
280200 Principal (grades 4-9)
280300 Principal (grades 5-12)

ADMINISTRATIVE SPECIALIST

281100 Educational Research
281200 Educational Staff Personnel Administration
281300 Curriculum, Instruction & Professional Development
281400 Pupil Services Administration
281500 School-Community Relations
281600 Vocational Education Administration

SUPERINTENDENT

LICENSURE TYPE AND TEACHING FIELD CODES

CAREER-TECHNICAL WORKFORCE DEVELOPMENT LICENSES

Agriculture

010101 Animal Production
010200 Agribusiness
010300 Agricultural Industrial Equipment
010400 Food Science
010500 Horticulture
010600 Natural Resources
012100 Agricultural Biotechnology

Arts & Communications

340100 Visual Design Imaging
340125 Media Arts
340130 Performing Arts

Business & Administrative Services

140300 Administrative Office Technology
140350 Legal Office Management
140370 Medical Office Management
140800 Business Administration & Management

Construction Technology

170100 Air Conditioning/Heating
171001 Carpentry
171002 Electrical Trades
171003 Heavy Equipment (Construction)
171004 Masonry
171005 Interior Design Applications
171007 Plumbing & Pipefitting
171011 Building & Property Maintenance
171017 Building Technology
171100 Custodial Services
173601 Millwork & Cabinet Making
179960 Diversified Cooperative Training

Education & Training

090201 Early Childhood Education & Care

Engineering & Science Technology

171402 Power Transmission
171504 Telecommunications
171650 Energy Science
171807 Engineering Technology-Design
171808 Engineering Technology-Process
171809 Engineering Technology-Product/Services
172000 Chemical Laboratory Assisting
172004 Industrial Lab Assisting

Finance

140100 Accounting

Government & Public Administration

360224 Government & Public Administration

Health Science

070101 Dental Assisting
070103 Dental Laboratory Technology
070203 Medical Laboratory Assisting
070204 Phlebotomy
070302 Practical (Vocational) Nurse
070303 Nurse Assisting
070305 Surgical Technology
070307 Home Health Aide
070410 Fitness Aide/Athletic Trainer Assisting
070603 Optometric Occupations
070904 Medical Assisting

Health Science (Continued)

070906 Community Health Aide
070912 Pharmacy Assisting
070913 Health Unit Coordinator
070994 Patient Care Technician
070998 Diversified Health Occupations (DHO)
074820 Tech Prep Diagnostic Cluster
074830 Tech Prep Therapeutic Cluster
074840 Health Support Systems
074850 Biotechnology
074890 Tech Prep Information Cluster

Hospitality & Tourism

041118 Travel & Tourism Marketing
090203 Culinary Arts & Food Service Management
090205 Hotels & Resorts

Human Services

172601 Barbering
172602 Cosmetology
172610 Family & Community Services

Information & Technology

140200 Business & Information Services

Law & Public Safety

172801 Firefighter Training
172802 Criminal Justice
172808 Private Security
172809 Fundamentals of Public Safety
172810 Career Paths for the Law Profession
172811 Emergency Medical Technician-Secondary

Manufacturing Technologies

170200 Appliance Repair
170375 Automation & Robotics
170380 Manufacturing Operations
171012 Industrial Maintenance & Repair
171300 Drafting Occupations
171503 Electronics
172302 Precision Machining
172303 Manufacturing Operations
172306 Welding & Cutting

Marketing Education

047000 Marketing Communications
040810 Marketing Management
041900 Acquisition & Logistics
044105 Entrepreneurship

Transportation Systems

170301 Auto Collision Repair
170302 Auto Technology
170303 Auto Specialization
170400 Aviation Occupations
170401 Aircraft Maintenance
170403 Ground Operations
171200 Medium/Heavy Truck Technician
173100 Power Equipment