

Executive Summary

The Performance and Impact Committee of the Ohio State Board of Education has discussed at length the required work before the Board to implement the new reformed Ohio School Report Cards. The provisions passed in House Bill 82 include revisions to calculations and components.

The immediate task for the State Board is to establish cut scores for assigning a rating to each component and for an overall rating.

The following proposal lays out a transition plan for the component and overall ratings. This proposal is responsive to the committee's discussion that Ohio have cut scores that are fair and valid, while also setting high expectations for all students, schools, and districts. The proposed approach is to set cut scores at the same level or similar to those currently used in the accountability system, to be used for the 2021-2022 and 2022-2023 school years. At that time, the Department will analyze two school years of results with the newly implemented report card system and will bring forward proposed cut scores to increase expectations for implementation on the 2023-2024 school year report card. Any proposed increases must be approved by the State Board of Education and revised in Administrative Code. The goal is to maintain stability and fairness as the new system is implemented in the context of the pandemic, while also building toward all students being proficient or higher, or achieving a successful level of performance on the accountability measures.

Guiding Principles

- ❖ **Ratings assigned should be a fair, valid and accurate representation of performance.**
- ❖ **The accountability system should be transparent and encourage high expectations for all students, schools, and districts.**
- ❖ **The implementation of the new report card ratings should include transition time** for students, schools, and districts to understand the new measures and build toward improvement.
- ❖ The transition time is meant to maintain stability by keeping the same, or similar, cut scores as the previous system, and then appropriately transition to higher expectations for all students. Ohio should expect all students to reach proficiency or higher.
- ❖ The proposal should **reflect the general expectations set forth by stakeholders** in the report card reform discussions (while recognizing that not all stakeholders will agree on all details).
- ❖ The accountability system and Ohio School Report Cards should **emphasize growth and improvement.**

Summary of Transitional Approach to Cut Scores

- ❖ **Achievement:** Initial cut scores will be set similar to prior system cut scores with the intent to revisit in two years to increase scores to a state standard of all students reaching or exceeding academic proficiency.
- ❖ **Graduation:** The proposed cut scores initially used a similar range to the prior system's cut scores but were adjusted to account for the 50% rating rule. The intent is to revisit in two years to increase scores accordingly to raise expectations in the new system.
- ❖ **Early Literacy:** The Early Literacy Component has two additional measures that had not been included in the rating in prior systems and therefore did not have existing cut scores to duplicate for this initial cut score setting. The approach taken was to set the school and district averages in the mid-range of the scale and evaluate in one year with intent to increase cut scores as appropriate.
- ❖ **Gap Closing:** While there are initial cut scores for the Gap Closing component from our prior accountability system, the measures and calculation methodology have changed so significantly that the prior system's cut scores are not an appropriate starting point. The proposed cut score range is purely a starting point to be evaluated in one year and adjusted to ensure cut scores used encourage high expectations and outcomes for all

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students. *It is crucial to note that the simulation data for Gap Closing is a very conservative estimation – with the new changes to the calculation and the revised approach for the Gifted Performance Indicator – this component cannot be fully simulated prior to full implementation.*

- **Gifted Performance Indicator:** As set forth in the legislation, the Department’s Gifted Advisory Council is heavily engaged in the development of the improved Gifted Performance Indicator, which will be reflected in the administrative rules (this indicator is included in Gap Closing).
- ❖ **Progress:** Initial cut scores could be set similar to previous system cut scores. The legislation did provide for the ability to adjust the final component ratings to reflect an “effect size”. Stakeholders support this conceptual addition while encouraging this change to be implemented for the 2022-2023 school year.
- ❖ **Overall Rating:** Initial cut scores will be set similar to previous system cut scores with the intent to analyze the system in two years and increase cut scores as appropriate. The overall rating will not be published until the 2022-2023 school year per legislation.
- ❖ **Descriptive labels:** The statute includes descriptive labels for the overall rating and the Board must develop related labels for each component. This proposal includes labels for each component based on the statutory language with specific descriptors relevant to each component.
- ❖ **Report Card Outcomes:** Maintaining similar cut scores from the previous accountability system (in place prior to the 2021-2022 school year) will not necessarily result in the same distribution of ratings when report cards are released in September 2022. Many calculations have been revised per Revised Code and the education performance context has changed over the last two years due to the pandemic.

Decision Point Checklist

The following list includes items required in Revised Code to be determined by the State Board of Education and included in Administrative Rule. The Performance and Impact Committee is scheduled to vote on all rules in February, so that the rules can be approved by the full Board no later than March 31, 2022, as required in law.

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Achievement Component

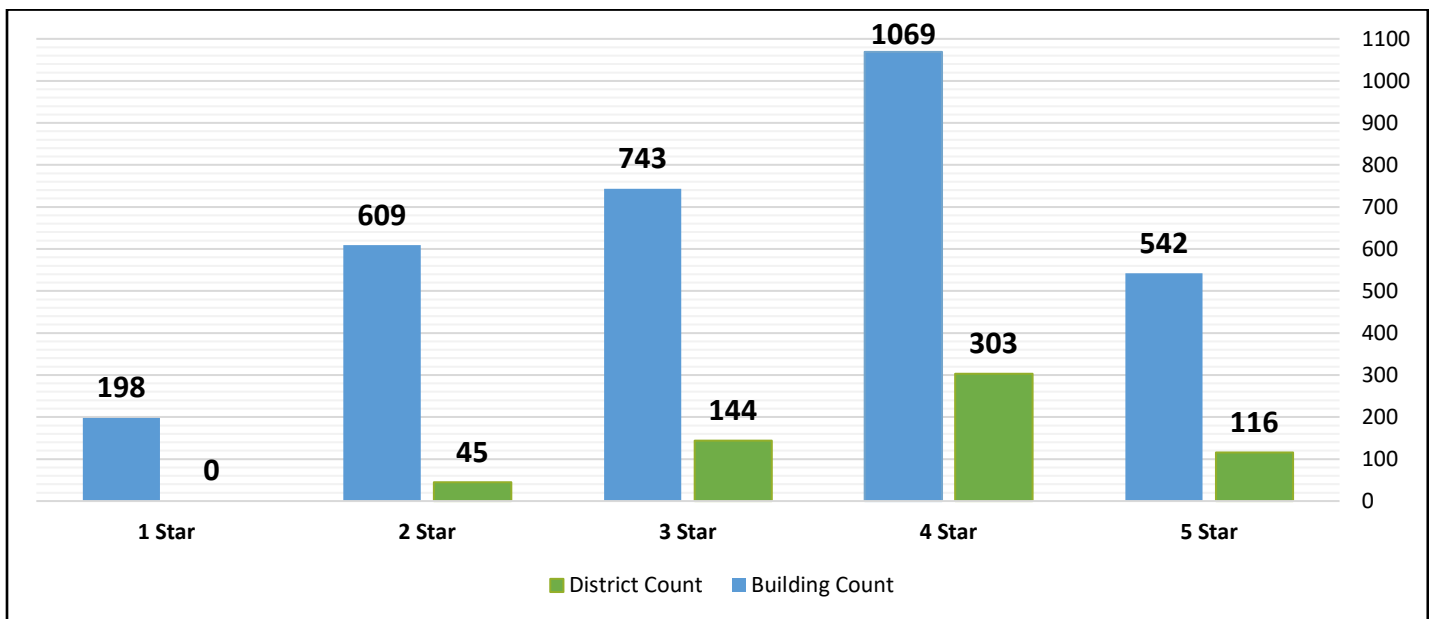
1. Description of Component

The Performance Index measures the achievement of every student, not just whether they reach “proficient.” Districts and schools receive points for every student’s level of achievement. Higher levels of achievement by a student will result in a higher weight for that student. The Performance Index measure for each district or building will be a percentage of the maximum Performance Index score established annually for districts and buildings as described in section 3302.03(D)(1)(c) of the Revised Code. The percent of the max score is used to assign ratings.

2. Proposed Component Cut Scores and Rating Descriptions

The following cut score ranges are the same as the prior system Achievement Component cut scores. The Performance Index is modeled using the 2018-2019 school year data. The simulation includes the additional tests and the max score calculation as required in Revised Code.

Rating	Range	District Count	% Districts	Building Count	% Schools
5 Star	Greater than or equal to 90% Max Scores	116	19.1%	542	17.1%
4 Star	From 80% to less than 90% Max Scores	303	49.8%	1069	33.8%
3 Star	From 70% to less than 80% Max Scores	144	23.7%	743	23.5%
2 Star	From 50% to less than 70% Max Scores	45	7.4%	609	19.3%
1 Star	Less than 50% of Max Scores	0	0.0%	198	6.3%



Rating	Proposed Rating Description for Achievement Component
5 Star	Significantly exceeds state standards in academic achievement
4 Star	Exceeds state standards in academic achievement
3 Star	Meets state standards in academic achievement
2 Star	Needs support to meet state standards in academic achievement
1 Star	Needs significant support to meet state standards in academic achievement

Graduation Component

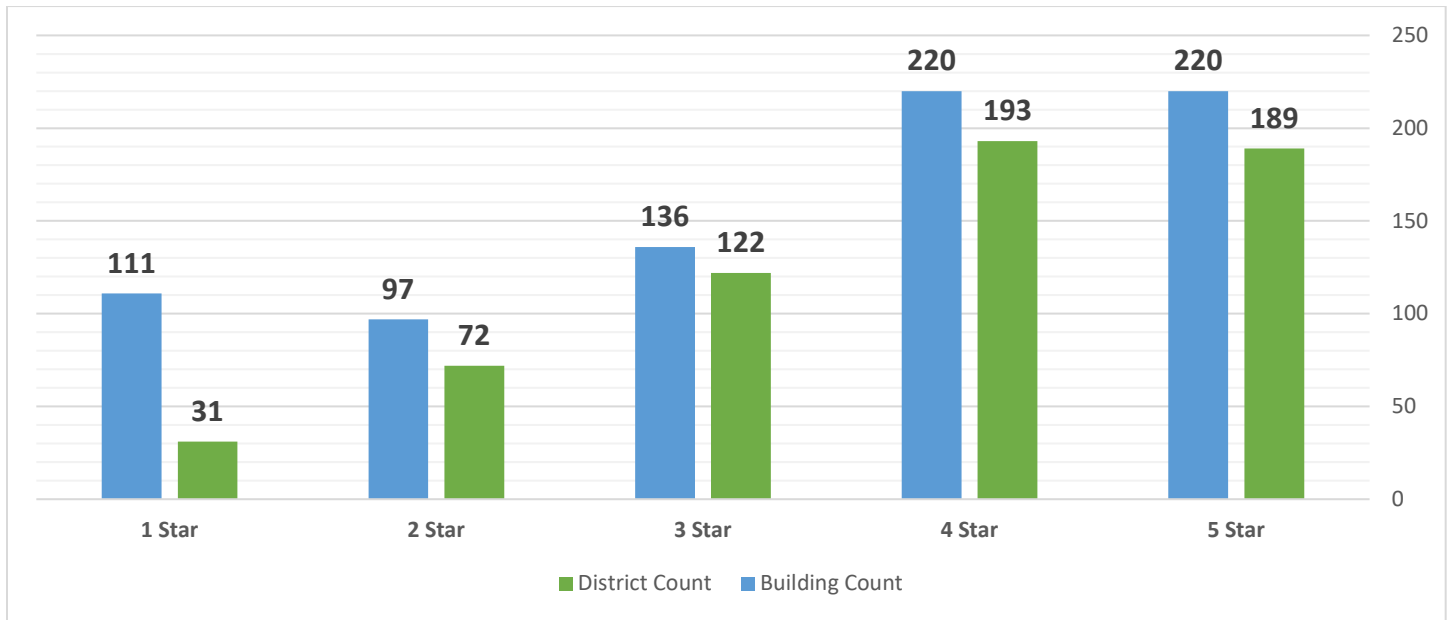
1. Description of Component

The Graduation Component includes two measures – the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate. Both rates will be reported on the Report Card. The graduation rates are weighted at 60% and 40% respectively to create a weighted graduation rate. The weighted graduation rate is then used to assign component ratings.

2. Proposed Component Cut Scores and Rating Descriptions

The proposed cut scores initially used a similar range to the prior system’s cut scores but was adjusted to account for the 50% rating rule. The intent is to revisit in two years to increase scores accordingly to raise expectations in the new system. The simulation of the weighted graduation rate uses the 2019 four-year adjusted cohort graduation rate and the 2018 five-year adjusted cohort graduation rate.

Rating	Range	District Count	% Districts	Building Count	% Schools
5 Star	Greater than or equal 96.5%	189	31.1%	220	28.1%
4 Star	From 93.5% to less than 96.5%	193	31.8%	220	28.1%
3 Star	From 90% to less than 93.5%	122	20.1%	136	17.3%
2 Star	From 84% to less than 90%	72	11.9%	97	12.4%
1 Star	Less than 84%	31	5.1%	111	14.2%



Rating	Proposed Rating Description for Graduation Component
5 Star	Significantly exceeds state standards in supporting students to reach graduation requirements
4 Star	Exceeds state standards in supporting students to reach graduation requirements
3 Star	Meets state standards in supporting students to reach graduation requirements
2 Star	Needs support to meet state standards in supporting students to reach graduation requirements
1 Star	Needs significant support to meet state standards in supporting students to reach graduation requirements

Early Literacy Component

1. Description of Component

The Improving At-Risk K – 3 Literacy Component was renamed and expanded into the new Early Literacy Component. While the previous iteration focused solely on improving reading proficiency only for struggling readers, the new component calculation includes a broader scope of reading proficiency for all students in kindergarten through third grade.

There are three measures that make up the Early Literacy Component. The details of the measures and how they are weighted to roll up to the component rating are included in Revised Code.

- **Proficiency in Third Grade Reading:** The percent of students who score proficient or higher on the reading segment of the third grade Ohio State Test in English language arts. The reading segment of the test is scored from 16 – 86 points; and a score of 50 is equivalent to scoring proficient.
- **Promotion to Fourth Grade:** The percent of students who are promoted to fourth grade and not subject to retention.
- **Improving K – 3 Literacy:** This measure is similar to the currently implemented measure in calculating whether a district or building is making progress in improving literacy for struggling readers in grades kindergarten through third grade. Unlike previous versions of the calculation, there will not be a deduction for students who do not score proficient and were not already on reading improvement and monitoring plans (RIMP). Another statutory change specifies if a district or building has fewer than 10% of students score below grade level (i.e., not on-track) on the diagnostic assessment in kindergarten, then this measure will not factor into the component rating for the district or school.

The performance on each measure is multiplied by the weight specified per Revised Code. The resulting percentages are summed from all three measures (or two measures as applicable) to create a combined percentage. The cut scores use the combined percentage to assign a component rating as shown in the example below.

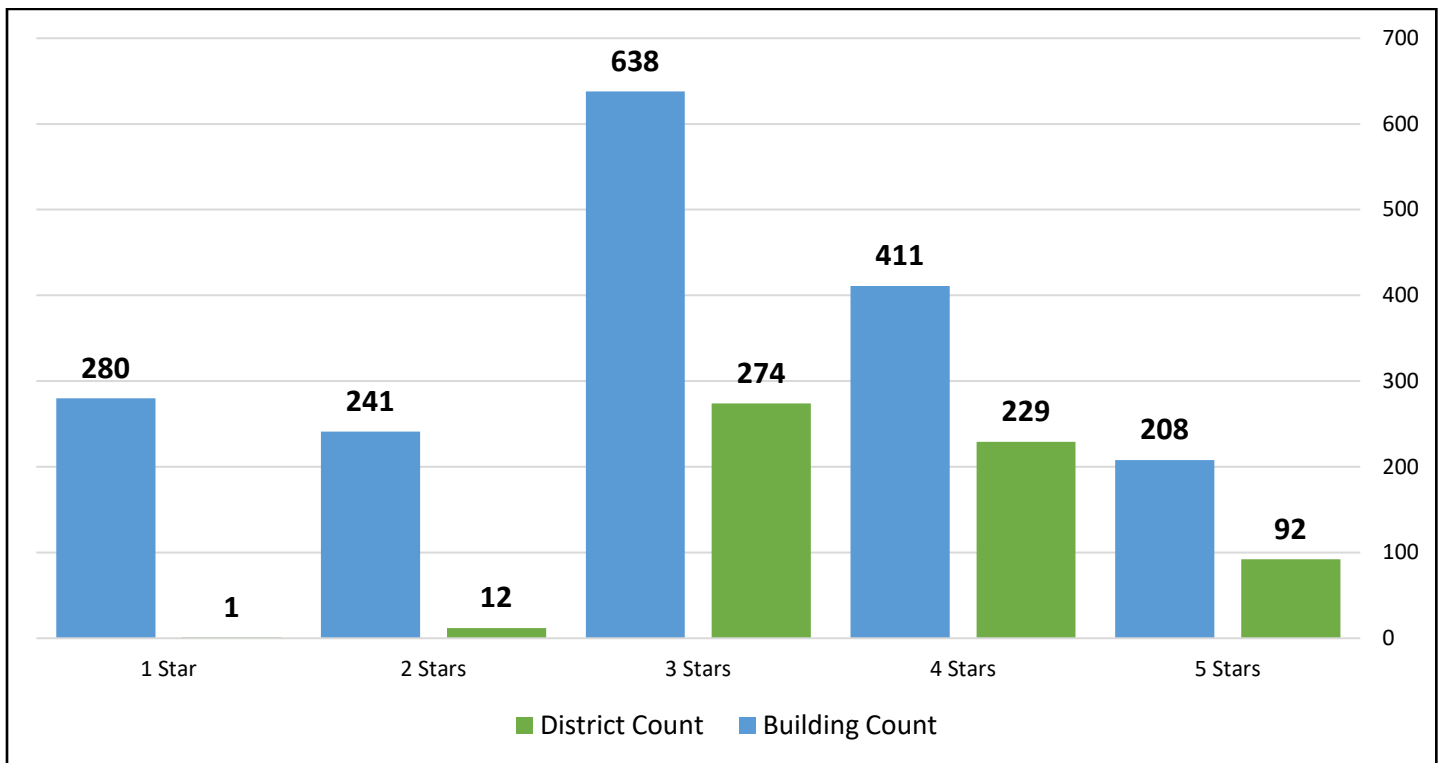
Measure Weighting (Ohio Revised Code 3302.03)			
If a school or district has all three measures:		If a school or district does not have Improving K-3 Literacy:	
Proficiency in Third Grade Reading	40%	Proficiency in Third Grade Reading	60%
Promotion to Fourth Grade	35%	Promotion to Fourth Grade	40%
Improving K – 3 Literacy	25%	Improving K – 3 Literacy	0%

Example of Early Literacy Component Calculation							
If a school or district has all three measures:				If a school or district does not have Improving K-3 Literacy:			
	Performance on Measure	Weight	Weighted Percentage		Performance on Measure	Weight	Weighted Percentage
Proficiency in Third Grade Reading	86%	.4	34.4	Proficiency in Third Grade Reading	86%	.6	51.6
Promotion to Fourth Grade	98%	.35	34.3	Promotion to Fourth Grade	98%	.4	39.2
Improving K – 3 Literacy	72%	.25	18	Improving K – 3 Literacy	N/A	0%	
Combined Component Percentage =			86.7%	Combined Component Percentage =			90.8%

2. Proposed Component Cut Scores and Rating Descriptions

Due to the addition of new measures in this component and a reconfiguration of the Improving K – 3 Literacy measure, all new cut scores must be established for assigning a rating to this component. The approach taken was to set the school and district averages in the mid-range of the scale and review after one year to determine if adjustments are needed once the calculation is fully implemented and results are analyzed. The data used below is from the 2018-2019 school year.

Stars	Range	District Count	% of Districts	Building Count	% of Buildings
5 Stars	Greater than or equal to 85%	92	15.1%	208	11.7%
4 Stars	From 75% to less than 85%	229	37.7%	411	23.1%
3 Stars	From 55% to less than 75%	274	45.1%	638	35.9%
2 Stars	From 25% to less than 55%	12	2.0%	241	13.6%
1 Stars	Less than 25%	1	0.2%	280	15.7%



Rating	Proposed Rating Description for Early Literacy Component
5 Star	Significantly exceeds state standards in early literacy
4 Star	Exceeds state standards in early literacy
3 Star	Meets state standards in early literacy
2 Star	Needs support to meet state standards in early literacy
1 Star	Needs significant support to meet state standard in early literacy

Gap Closing Component

1. Description of Component

The Gap Closing Component will reflect whether schools and districts meet the expected performance thresholds on the gifted performance indicator, chronic absenteeism indicator, English learner proficiency improvement indicator, graduation goals for student subgroups, academic achievement in English language arts and math for student subgroups, and academic progress (i.e., growth) in English language arts and math for student subgroups. The component will be a series of measures with “met” or “not met” determinations. The school or district performance on this component will be a percentage of how many measures were met out of the total applicable measures. The percentage of points earned out of the total possible will be used to assign the component rating. For a school or district with all 10 applicable student subgroups, the maximum possible points would be 75 as shown in the data table below. *(Visual example available in Appendix C.)*

Schools and districts, who have and meet the set thresholds on the Gifted Performance Indicator elements, will earn 5 points per element (Gifted Performance Index, Gifted Progress, and Gifted Identification and Services). Schools and districts with the English Learner proficiency improvement indicator must meet the annual goal or show sufficient improvement from the prior year to earn 5 points. All schools and districts who have at least 15 students and meet the annual goal will earn 5 points for the Chronic Absenteeism Indicator. All other measures have a possible 1 point per student subgroup for meeting the annual goal, with a possible 50 points. Partial points are not possible within this calculation.

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

2. Description of Proposed Gifted Performance Indicator

The Gifted Performance Indicator has three elements that receive “met” or “not met” determinations based on meeting minimum thresholds. Each element will receive points earned in the Gap Closing Component calculation. The three elements are Gifted Performance Index, Gifted Progress, and Gifted Identification and Services as required in Revised Code. *The following proposal was crafted in partnership with representatives of the [Gifted Advisory Council](#).*

Gifted Performance Index:

The Gifted Performance Index (Gifted PI) will use the same calculation rules as the Performance Index score calculated for all students including applicable tests as required in Ohio Revised Code. The index will be calculated using a new “max score” approach like the Performance Index calculation in the Achievement Component. Buildings or districts with fewer than 15 gifted students with applicable tests are not evaluated for this element.

The thresholds will increase over three years.

- A. In 2021-2022, buildings must earn at least 95% of the possible Index points using the Gifted Building Level Max Score. In 2021-2022, districts must earn at least 95% of the possible Index points using the Gifted District Level Max Score.
- B. In 2022-2023, buildings must earn at least 96.5% of the possible Index points using the Gifted Building Level Max Score. In 2022-2023, districts must earn at least 96.5% of the possible Index points using the Gifted District Level Max Score.
- C. In 2023-2024, buildings must earn at least 97.5% of the possible Index points using the Gifted Building Level Max Score. In 2023-2024, districts must earn at least 97.5% of the possible Index points using the Gifted District Level Max Score.

Gifted Progress:

Schools and districts will receive a ‘met’ determination if they would earn a “3 Star”, “4 Star” or “5 Star” rating on the value-added calculation for students identified as gifted using the methodology for the Progress Component.

Gifted Identification and Services:

The Gifted Identification and Services element (previously named ‘Gifted Inputs’) will include a calculation of points possible and points earned according to the following criteria:

- Use only those student subgroups that are underrepresented in the schools and districts for the underrepresented minority category
- Use two broad categories for identification and service: Superior Cognitive and Specific Academic; and Creativity, Visual or Performing Arts
 - District level uses K – 2, 3 – 6, 7 – 8, and 9 – 12 as the grade bands for Superior Cognitive and Specific Academic; and K – 12 as the grade band for Creativity, Visual or Performing Arts.
 - School level uses the K – 12 grade band for both categories
- Use 140-point scale for scoring to emphasize representation categories
- Possible points will be adjusted to each school and district’s applicable categories based on total enrollment and that of specific student subgroups

The threshold to meet the Gifted Identification and Services element of the Gifted Performance Indicator will phase in over three years. The proposed thresholds are as follows:

- A. 60% of possible points for the 2021-2022 school year
- B. 70% of possible points for the 2022-2023 school year
- C. 80% of possible points for the 2023-2024 school year, and each school year thereafter

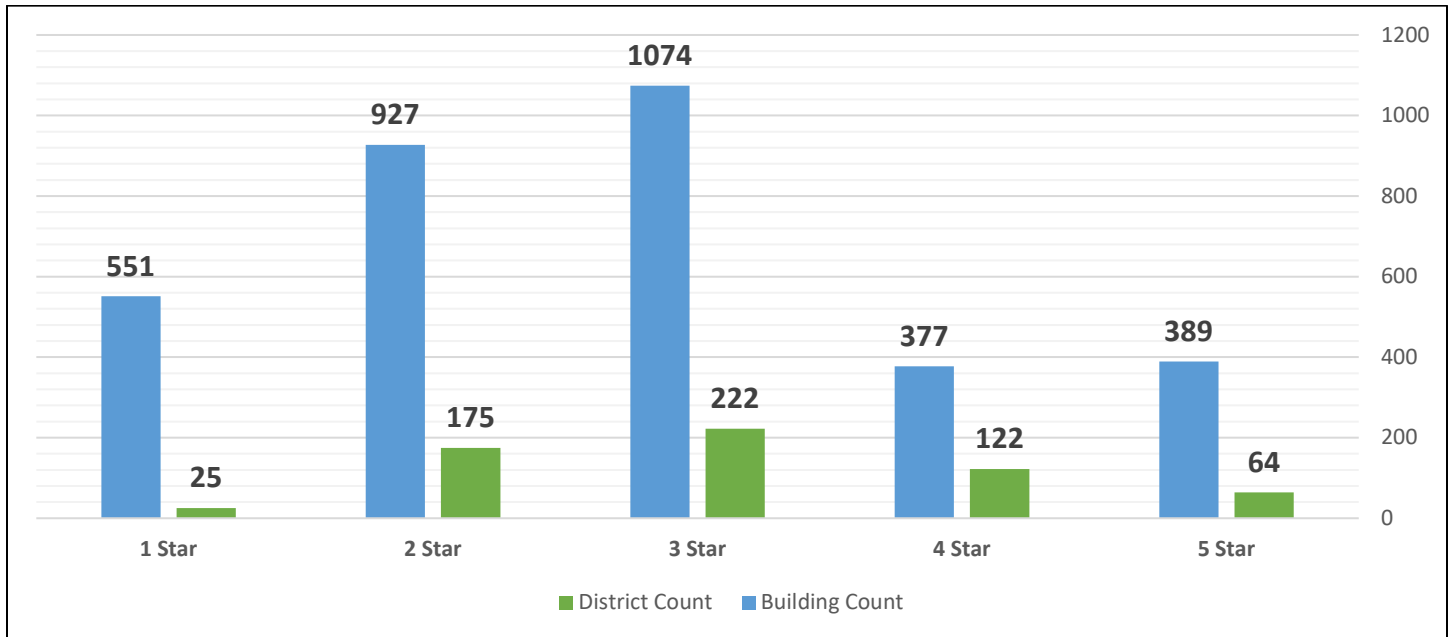
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The State Board, in consultation with the Gifted Advisory Council, is required to revisit the entire Gifted Performance Indicator in three years. The phase in approach proposes increases over three years for the Gifted Identification and Services element and the Gifted Performance Index element. The final thresholds will apply to all subsequent years unless otherwise adjusted by the State Board.

3. Proposed Component Cut Scores and Rating Descriptions

The distribution of ratings, and therefore setting of cut scores, in the following Gap Closing simulations are very conservative estimates. The proposed cut score range is a starting point to be evaluated in one year. The structure of the Gap Closing Component, and in particular the Gifted Performance Indicator, cannot be fully simulated at this time. For example, the prior system’s Gifted Indicator is a “met” or “not met” determination for the entire indicator – meaning the simulation can only assign ‘0’ or ‘15’ points to each school and district. Whereas in the proposed component and indicator, a possible ‘5’ points would be awarded for each of the three elements of the Gifted Performance Indicator.

Rating	Range	District Count	% Districts	Building Count	% Schools
5 Star	Greater than or equal to 60%	64	10.5%	389	11.7%
4 Star	From 45% to less than 60%	122	20.1%	377	11.4%
3 Star	From 30% to less than 45%	222	36.5%	1074	32.4%
2 Star	From 10% to less than 30%	175	28.8%	927	27.9%
1 Star	Less than 10%	25	4.1%	551	16.6%



Rating	Proposed Rating Description for Gap Closing Component
5 Star	Significantly exceeds state standards in closing educational gaps
4 Star	Exceeds state standards in closing educational gaps
3 Star	Meets state standards in closing educational gaps
2 Star	Needs support to meet state standards in closing educational gaps
1 Star	Needs significant support to meet state standard in closing educational gaps

Progress Component

1. Description of Component

Progress looks closely at the growth all students are making based on their past state test performances. The Progress Component uses a “value-added” model of measuring academic growth that compares the change in achievement of a group of students to an expected amount of change in achievement that is based on the students’ prior achievement history.

The previous component ratings were assigned based solely on a “growth index.” The growth index provides a level of evidence that the growth observed is statistically different than the growth expected. Another way to interpret this is that the growth index tells us how sure we are that the growth happened in comparison to what we expected.

As set forth in legislation, and through consultation with stakeholders, the reformed Progress Component will also include a second factor to assign ratings. The second factor is the “effect size.” The effect size is a measure of magnitude that helps standardize and interpret the value-added growth measurement. The effect size helps tell us about the amount of the growth that happened.

2. Proposed Component Cut Scores and Rating Descriptions

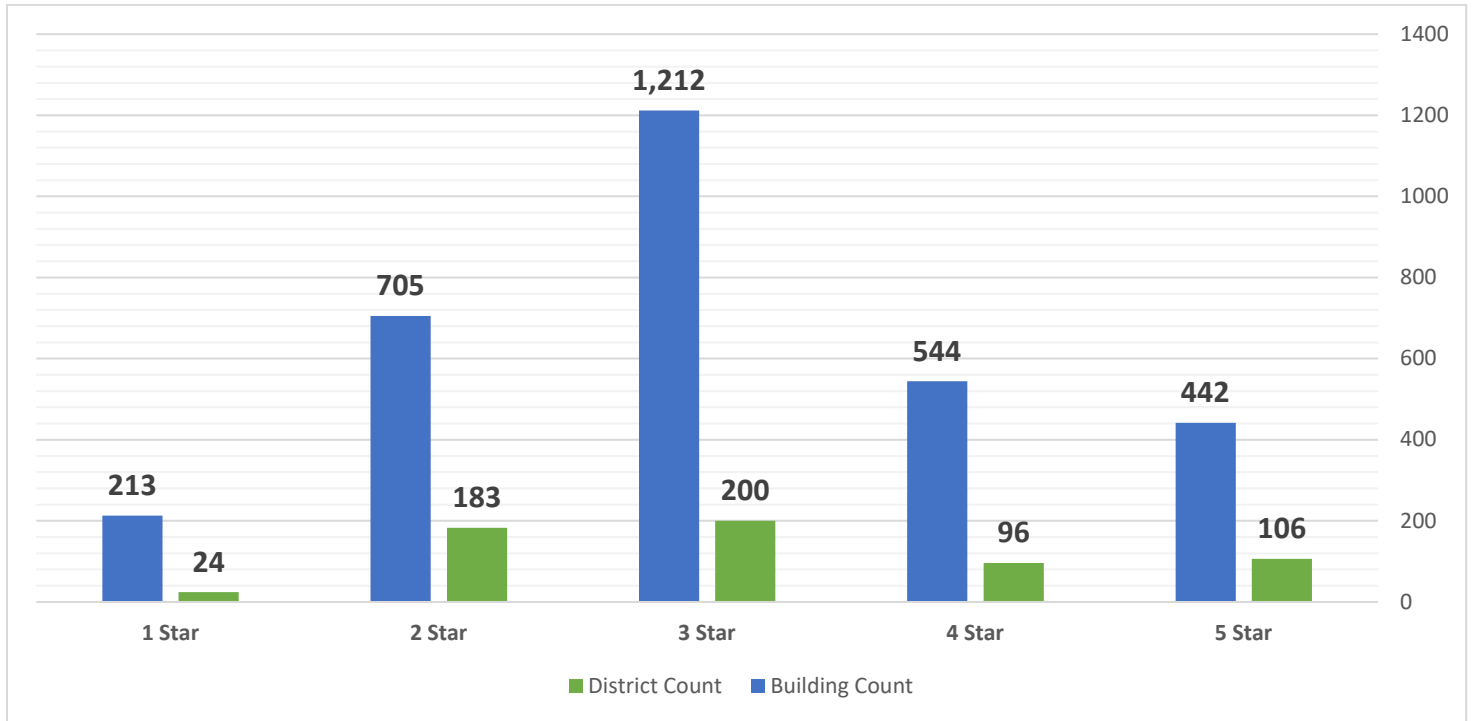
Policies from recent legislation have proposed that the ratings categories for the progress component should be asymmetric between the top and bottom, making the rules stricter for earning the lowest rating as compared to the highest rating.

At the same time, school level effect sizes are much more variable than district level effect sizes. This is because growth is the average across a group of students, and districts tend to be much larger than schools. The combination of maintaining consistent policy and accounting for the differences between schools and districts results in small, but important, differences for the cutoffs as they impact schools and districts.

District Level – Cut Score Range			
Rating		District Count	% Districts
5 Star	Earning a composite Growth Index of at least 2 and scoring an Effect Size of at least 0.1	106	17.4%
4 Star	Earning a composite Growth Index of at least 2 and scoring an Effect Size of less than 0.1	96	15.8%
3 Star	Earning a composite Growth Index greater than -2 but less than +2	200	32.8%
2 Star	Earning a composite Growth Index less than -2 and scoring an Effect Size at least -0.2	183	30.1%
1 Star	Earning a composite Growth Index less than -2 and scoring an Effect Size less than -0.2	24	3.9%

School Level – Cut Score Range			
Rating		Building Count	% Schools
5 Star	Earning a composite Growth Index of at least 2 and scoring an Effect Size of at least 0.2	442	14.18%
4 Star	Earning a composite Growth Index of at least 2 and scoring an Effect Size of less than 0.2	544	17.46%
3 Star	Earning a composite Growth Index greater than -2 but less than +2	1,212	38.9%
2 Star	Earning a composite Growth Index less than -2 and scoring an Effect Size at least -0.3	705	22.6%
1 Star	Earning a composite Growth Index less than -2 and scoring an Effect Size less than -0.3	213	6.8%

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While there are unique cut score ranges at the school level and the district level, the five-star rating descriptions apply to both.

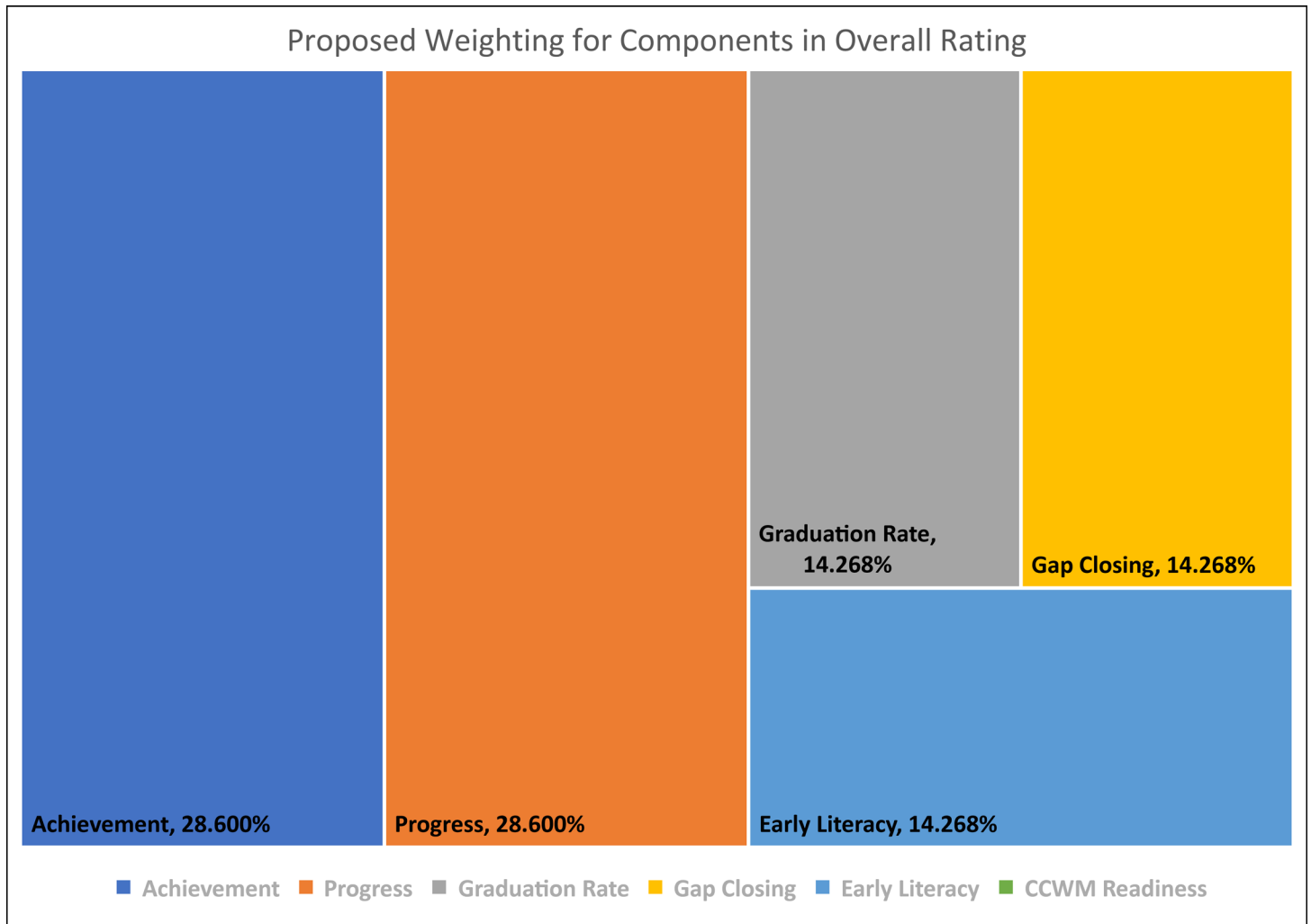
Rating	Proposed Rating Description for Progress Component
5 Star	Significant evidence that students exceeded the growth expectation by a larger magnitude
4 Star	Significant evidence that students exceeded the growth expectation
3 Star	Evidence that students have met the growth expectation
2 Star	Significant evidence that students fell short of the growth expectation
1 Star	Significant evidence that students fell short of the growth expectation by a larger magnitude

Overall Star Ratings for Districts and Schools

1. Component Weighting for Overall Star Ratings

The component weighting for the overall rating must adhere to the following criteria, until the College, Career, Workforce and Military Readiness Component is added to the overall rating calculation:

- Achievement and Progress must be equally weighted.
- Graduation, Early Literacy and Gap Closing must be equally weighted.
- Graduation, Early Literacy and Gap Closing must each individually be ½ the weight given to Achievement.



Once the weights are established, the Department will calculate weighted points for each component. This allows for standardization of the components as they are combined into the overall rating.

2. Overall Rating Cut Scores

Initial cut scores are proposed to be set similar to prior accountability system cut scores with the intent to analyze the system in two years and increase cut scores as appropriate. The overall rating will not be published until the 2022-2023 school year per legislation.

While the overall ratings will not be published until next year, the cut scores are needed to calculate equivalent ratings to use in sponsor evaluation and with federal school improvement identification. This also gives the Department an opportunity to evaluate the results of the overall cut scores and provide on-going analysis for the Board to review as the new accountability system is fully implemented.

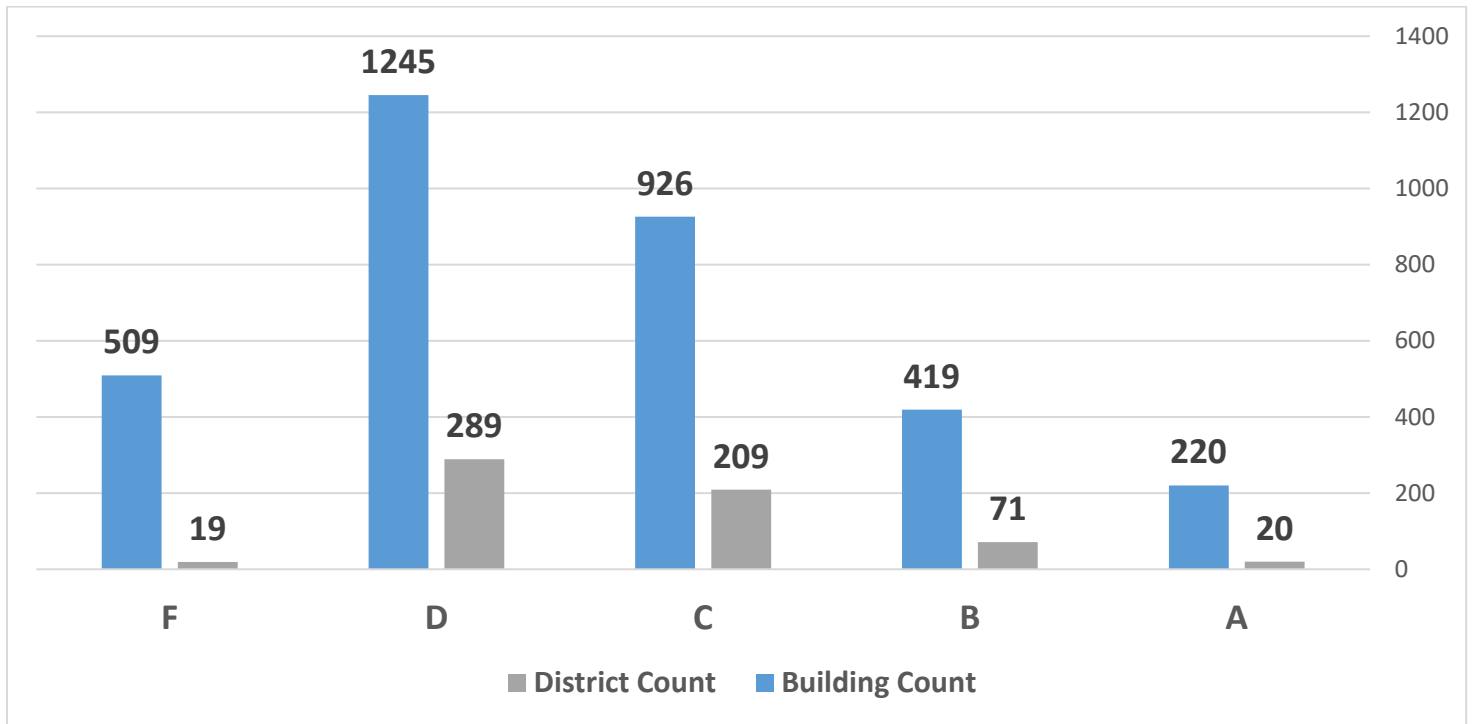
Note: The Overall Rating is the only rating that will receive half-stars. Components will receive only full stars.

Rating	Range	District Count	% Districts	Building Count	% Schools
5 Star	Greater than or equal to 4.125 Points	[Data Simulations Pending]			
4 ½ Star	From 3.625 to less than 4.125 Points				
4 Star	From 3.125 to less than 3.625 Points				
3 ½ Star	From 2.625 to less than 3.125 Points				
3 Star	From 2.125 to less than 2.625 Points				
2 ½ Star	From 1.625 to less than 2.125 Points				
2 Star	From 1.125 to less than 1.625 Points				
1 ½ Star	From 0.563 to less than 1.125 Points				
1 Star	Less than 0.563 Points				

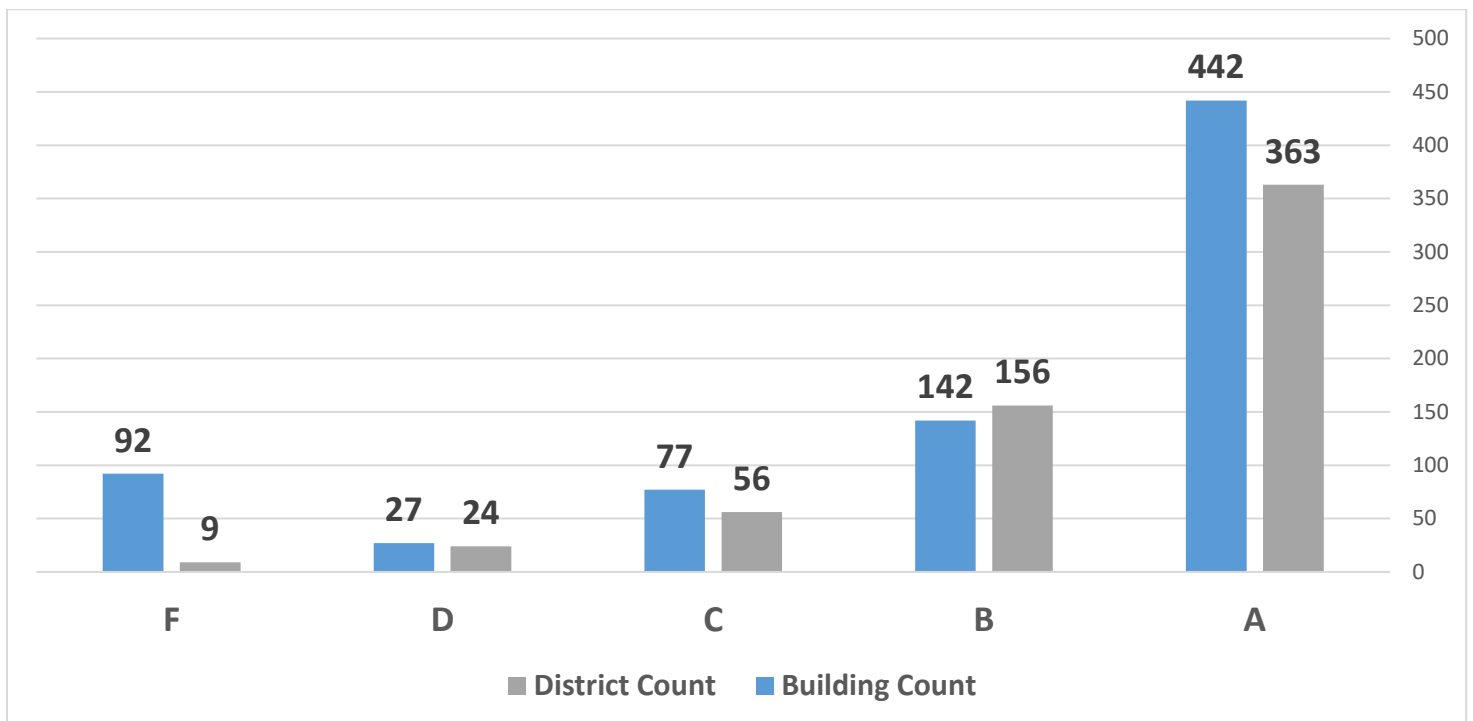
Rating	Rating Descriptions for Overall Rating – Per Revised Code 3302.03 (F)(2)
5 Star	Significantly Exceeds State Standards
4 ½ Star 4 Star	Exceeds State Standards
3 ½ Star 3 Star	Meets State Standards
2 ½ Star 2 Star	Needs Support to Meet State Standards
1 ½ Star 1 Star	Needs Significant Support to Meet State Standards

Appendix A: Prior Accountability System Grade Distributions (2018-2019 SY)

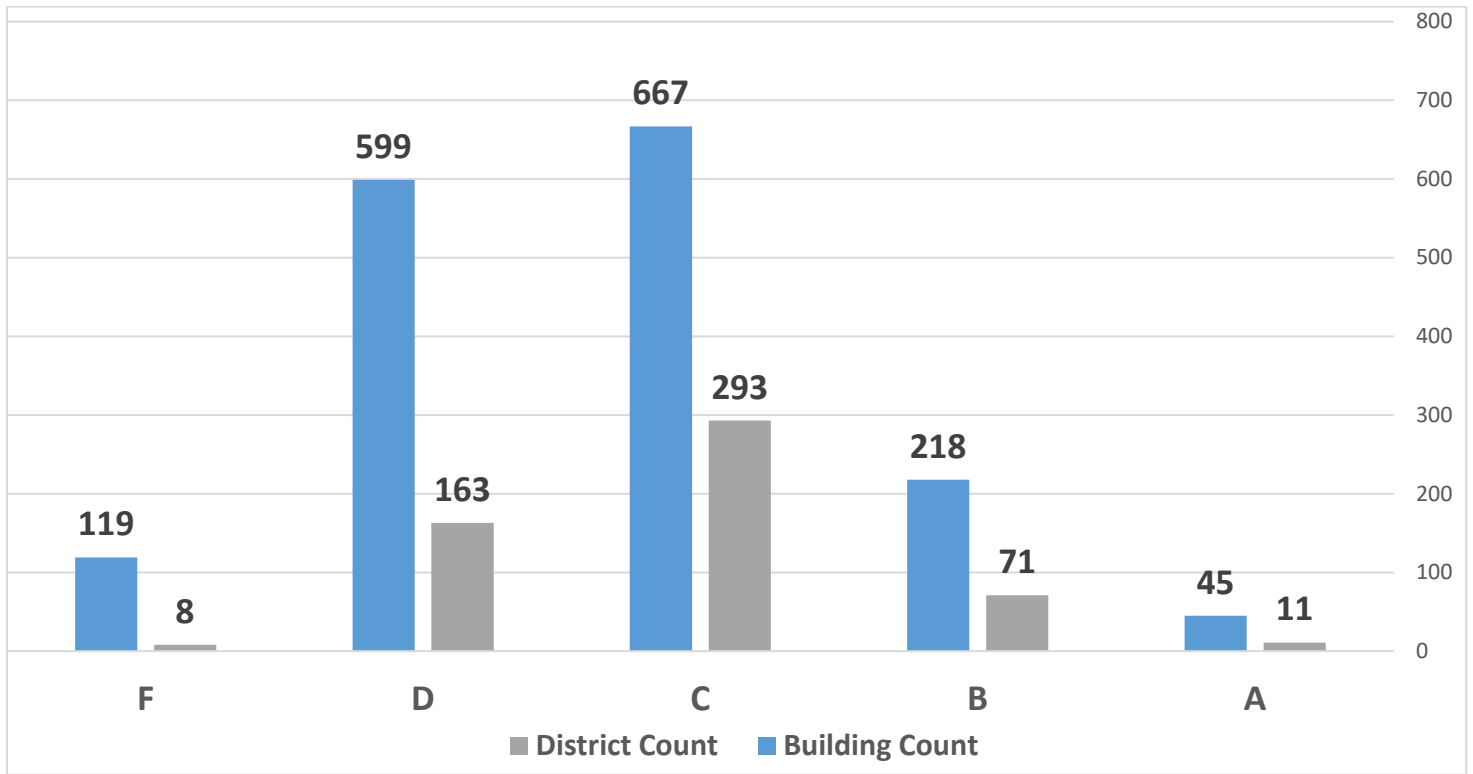
I. Achievement Component Grade Distribution from 2019 SY



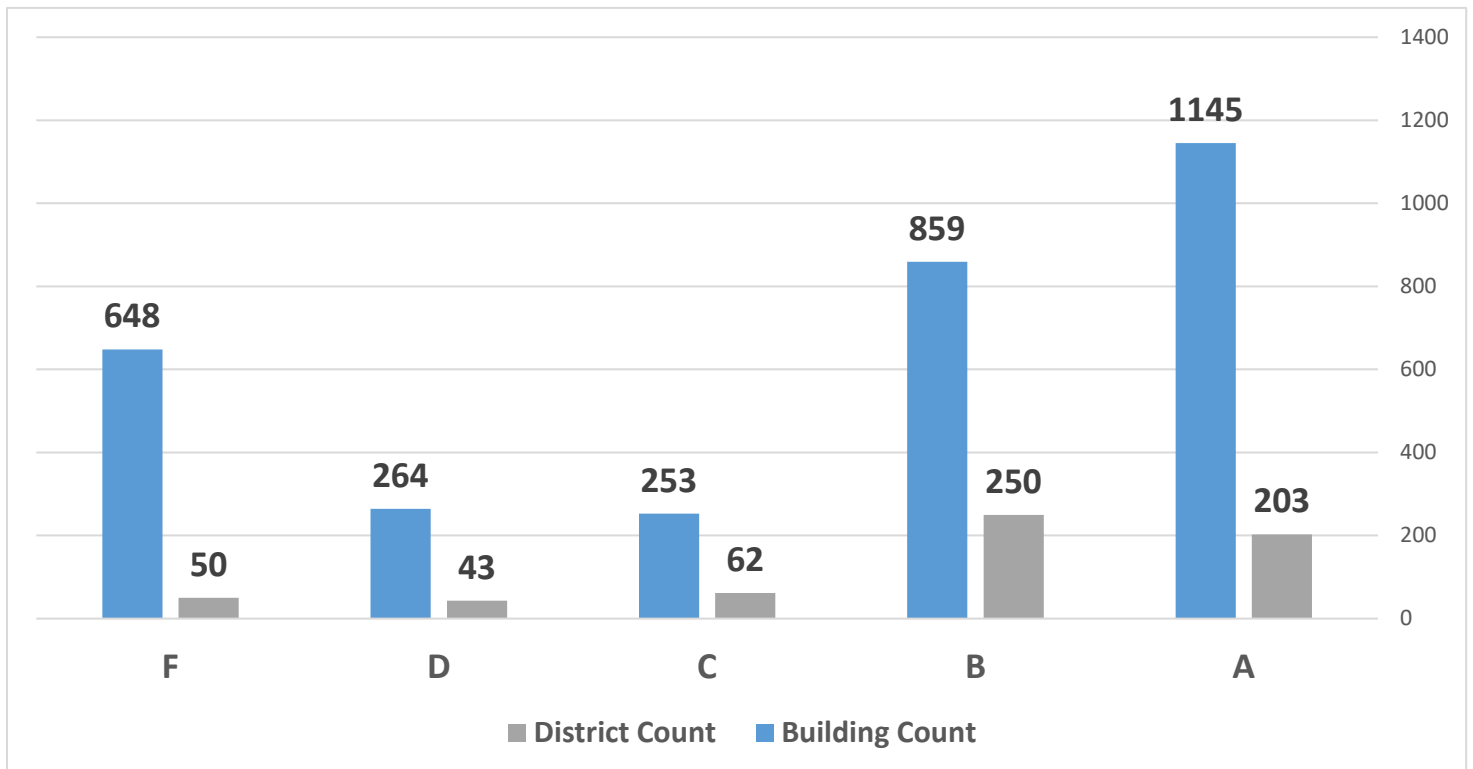
II. Graduation Component Grade Distribution from 2019 SY



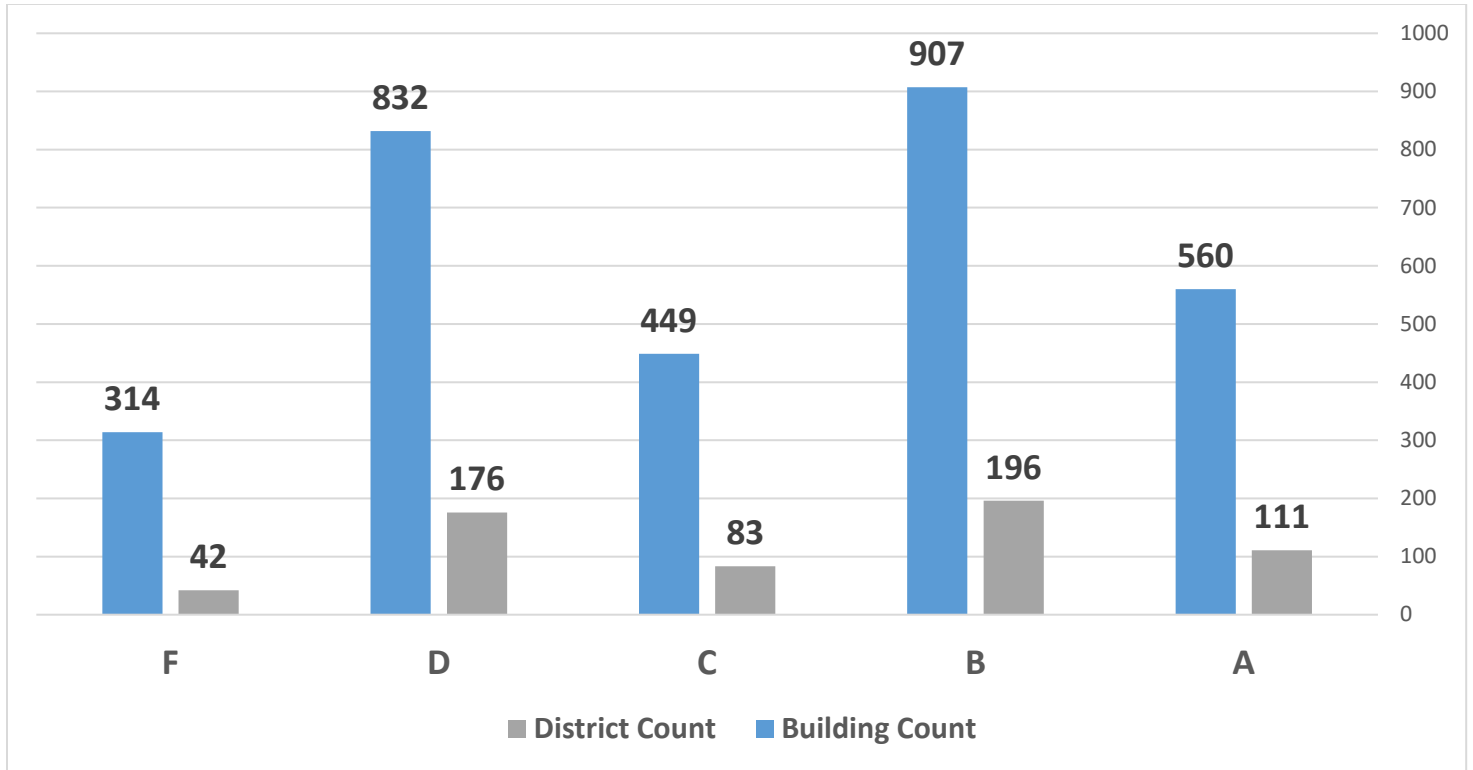
III. Improving At-Risk K – 3 Literacy Component Grade Distribution from 2019 SY



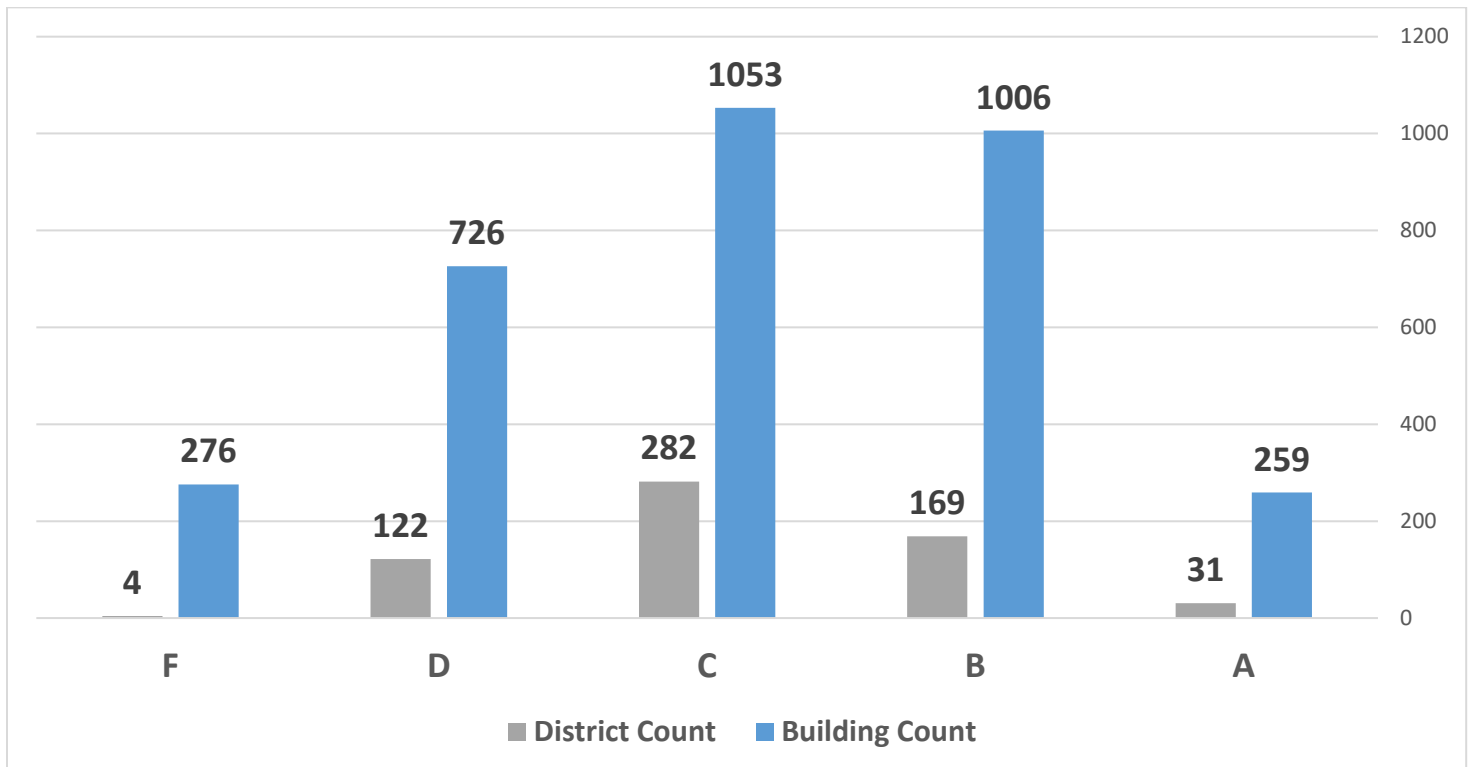
IV. Gap Closing Component Grade Distribution from 2019 SY



V. Progress Component Grade Distribution from 2019 SY

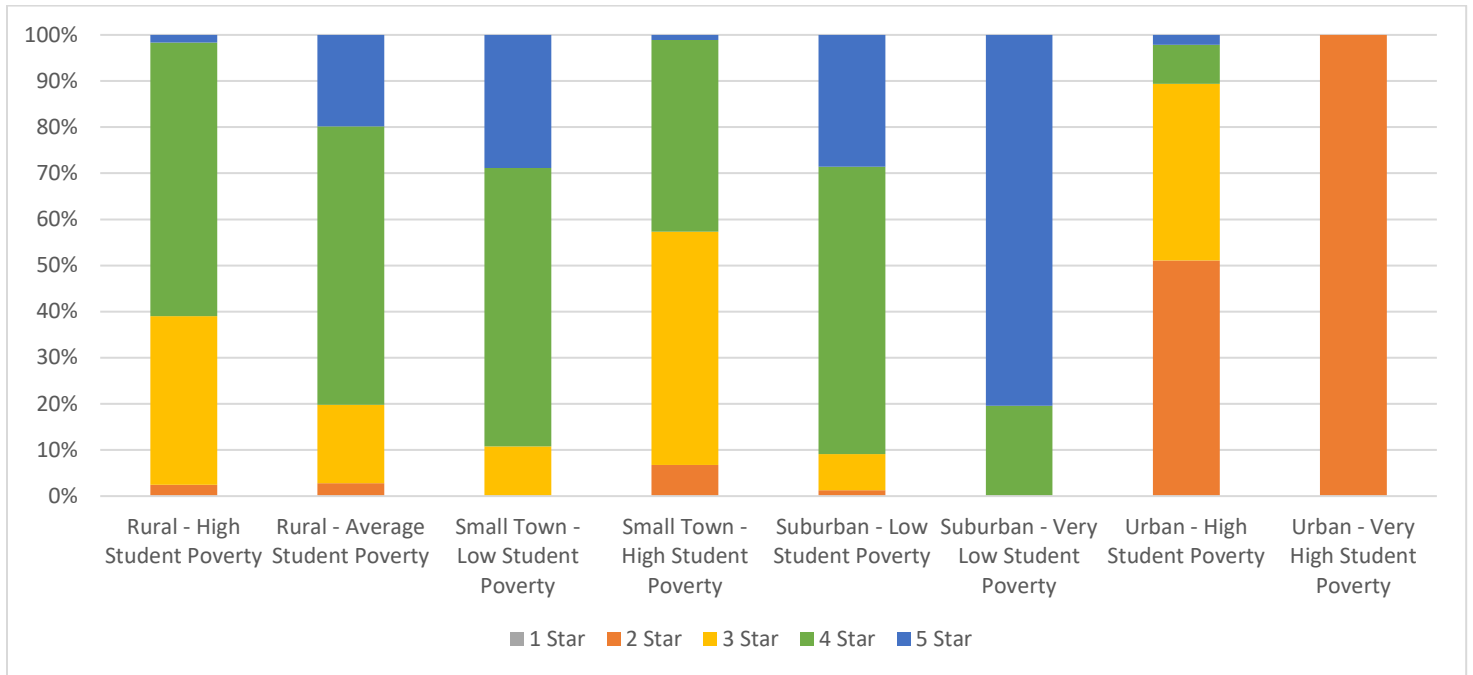


VI. Overall Grade Assigned Distribution from 2019 SY

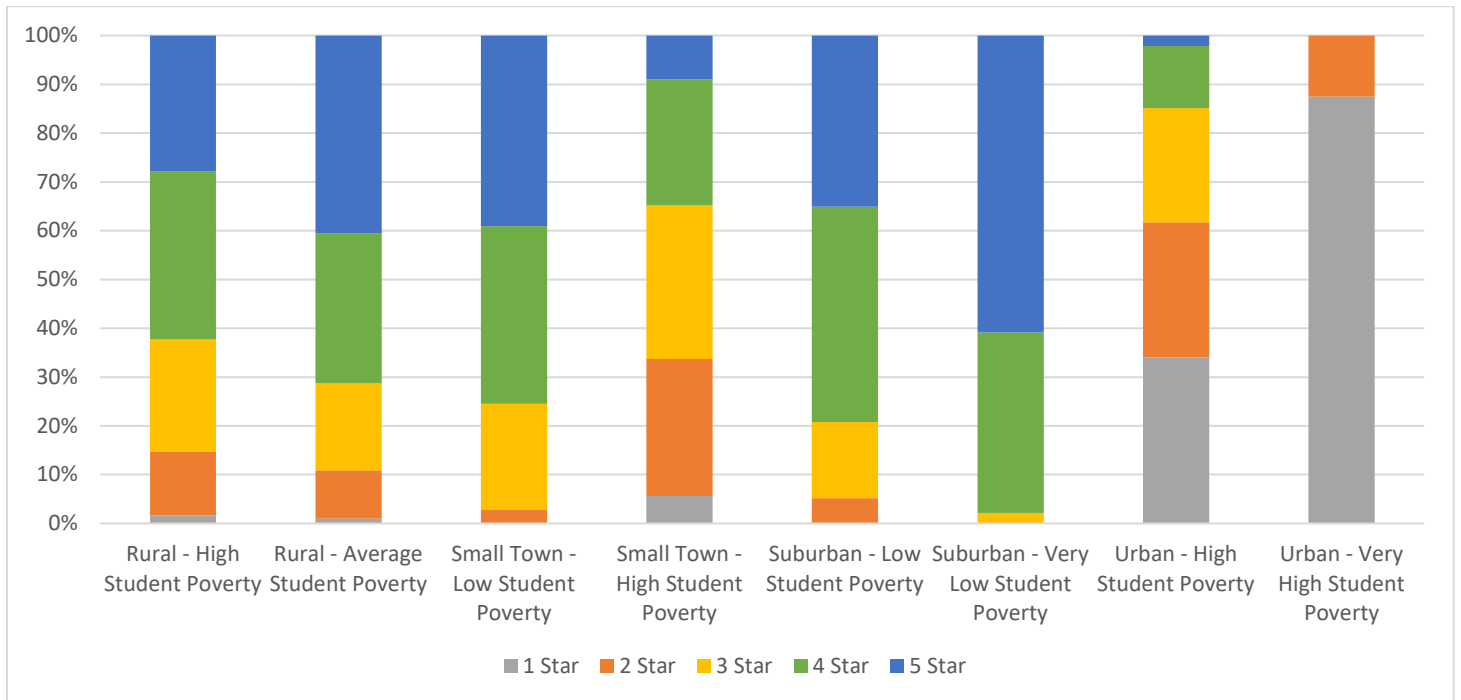


Appendix B: Proposed Cut Scores by District Typology

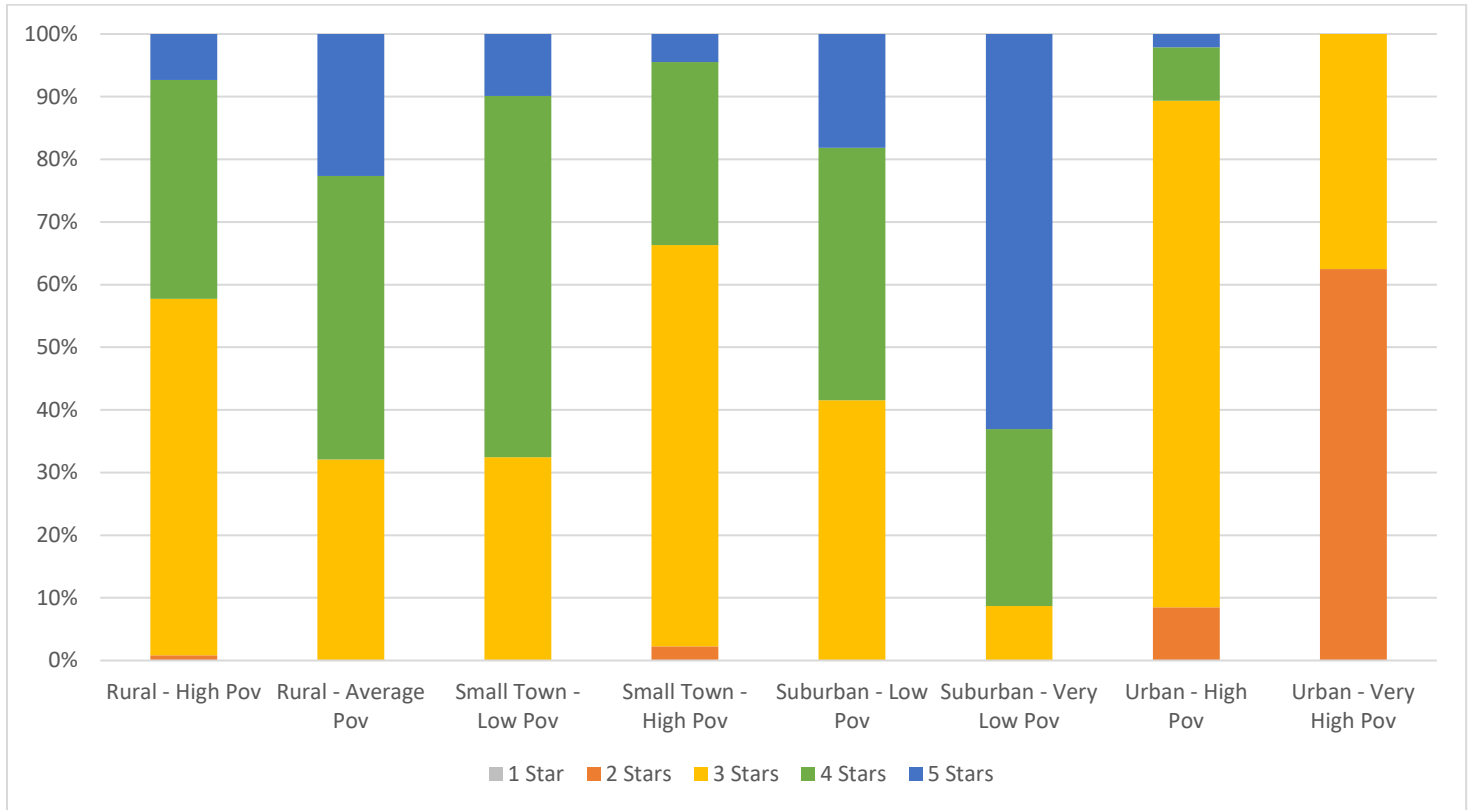
I. Achievement Component by District Typology – Simulation Data and Proposed Cut Scores



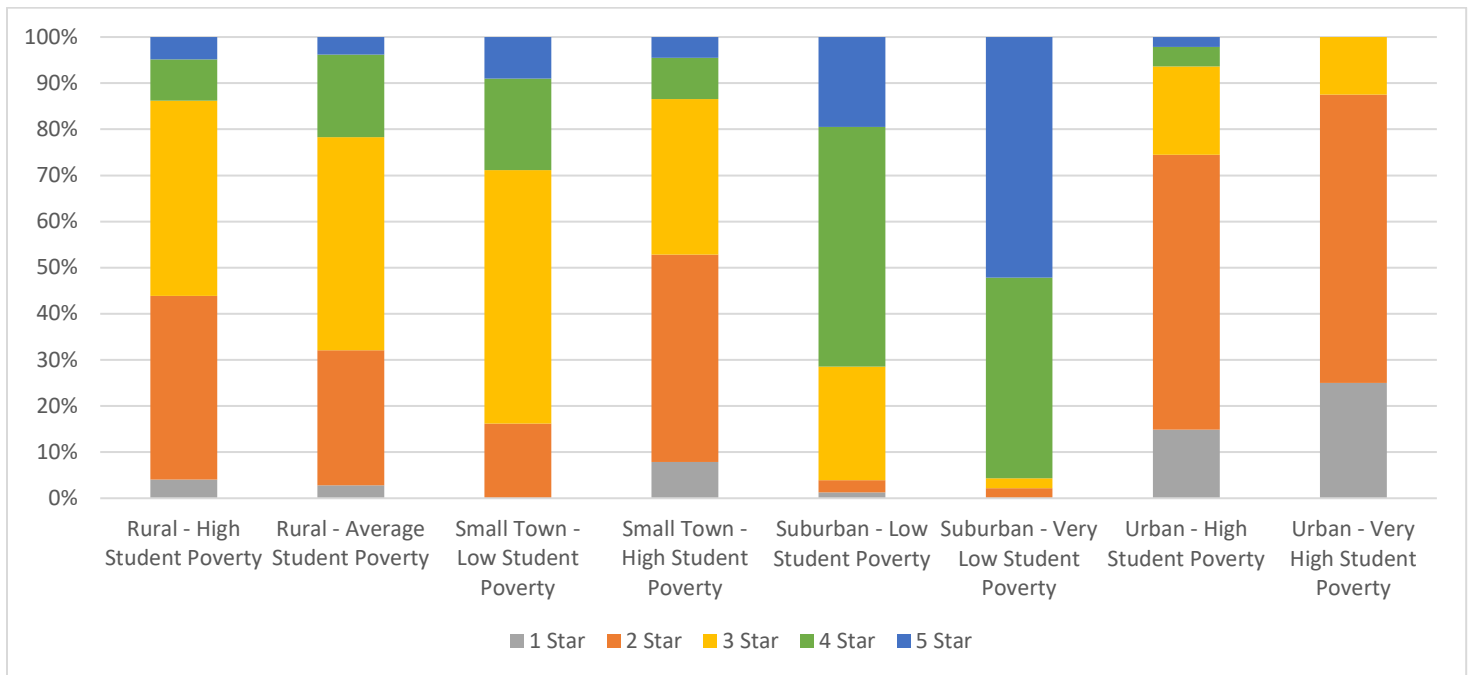
II. Graduation Component by District Typology – Simulation Data and Proposed Cut Scores



III. Early Literacy Component by District Typology – Simulation Data and Proposed Cut Scores



IV. Gap Closing Component by District Typology– Simulation Data and Proposed Cut Scores



V. Progress Component by District Typology – Data Simulations by Typology Pending

VI. Overall Grades by District Typology – Data Simulations Pending

Appendix C: Example of Gap Closing Component Calculation

EXAMPLE of GAP CLOSING COMPONENT CALCULATION PROPOSAL								
Measures		Goal	Subgroup (N = 15)	Total Points Available	Met	Not Met	Points Earned	Applicable Points Possible
Chronic Absenteeism Indicator		12.6%	Yes	5	X		5	5
Gifted Performance Indicator								
	Gifted Perform. Index	--	Yes	5		X	0	5
	Gifted Progress	--	No	5	N/A	N/A	N/A	0
	Gifted ID and Services	--	Yes	5	X		5	5
English Language Proficiency Improvement Indicator		54%	Yes	5		X	0	5
ELA – Achievement - All Students		85.8	Yes	1	X		1	1
ELA – Achievement - American Indian/Alaskan Native		79.8	No	1	N/A	N/A	N/A	0
ELA – Achievement - Asian/Pacific Islander		92.8	No	1	N/A	N/A	N/A	0
ELA – Achievement - Black, Non-Hispanic		65.4	Yes	1	X		1	1
ELA – Achievement - Hispanic		73.4	Yes	1		X	0	1
ELA – Achievement - Multiracial		79.5	No	1	N/A	N/A	N/A	0
ELA – Achievement - White, Non-Hispanic		87.1	Yes	1	X		1	1
ELA – Achievement - Economically Disadvantaged		72.4	Yes	1	X		1	1
ELA – Achievement - Students with Disabilities		59.6	Yes	1		X	0	1
ELA – Achievement - English Learners		67.5	Yes	1		X	0	1
ELA – Growth - All Students		+2	Yes	1	X		1	1
ELA – Growth - American Indian/Alaskan Native		+2	No	1	N/A	N/A	N/A	0
ELA – Growth - Asian/Pacific Islander		+2	No	1	N/A	N/A	N/A	0
ELA – Growth - Black, Non-Hispanic		+2	Yes	1	X		1	1
ELA – Growth - Hispanic		+2	Yes	1		X	0	1
ELA – Growth - Multiracial		+2	No	1	N/A	N/A	N/A	0
ELA – Growth - White, Non-Hispanic		+2	Yes	1	X		1	1
ELA – Growth - Economically Disadvantaged		+2	Yes	1	X		1	1
ELA – Growth - Students with Disabilities		+2	Yes	1		X	0	1
ELA – Growth - English Learners		+2	Yes	1		X	0	1
Math – Achievement - All Students		86.2	Yes	1	X		1	1
Math – Achievement - American Indian/Alaskan Native		78.1	No	1	N/A	N/A	N/A	0
Math – Achievement - Asian/Pacific Islander		97.9	No	1	N/A	N/A	N/A	0
Math – Achievement - Black, Non-Hispanic		63.5	Yes	1	X		1	1
Math – Achievement - Hispanic		73.8	Yes	1		X	0	1

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Math – Achievement - Multiracial	78.9	No	1	N/A	N/A	N/A	0
Math – Achievement - White, Non-Hispanic	88.3	Yes	1	X		1	1
Math – Achievement - Economically Disadvantaged	72.7	Yes	1	X		1	1
Math – Achievement - Students with Disabilities	60.5	Yes	1		X	0	1
Math – Achievement - English Learners	71.8	Yes	1		X	0	1
Math – Growth - All Students	+2	Yes	1	X		1	1
Math – Growth - American Indian/Alaskan Native	+2	No	1	N/A	N/A	N/A	0
Math – Growth - Asian/Pacific Islander	+2	No	1	N/A	N/A	N/A	0
Math – Growth - Black, Non-Hispanic	+2	Yes	1	X		1	1
Math – Growth - Hispanic	+2	Yes	1		X	0	1
Math – Growth - Multiracial	+2	No	1	N/A	N/A	N/A	0
Math – Growth - White, Non-Hispanic	+2	Yes	1	X		1	1
Math – Growth - Economically Disadvantaged	+2	Yes	1	X		1	1
Math – Growth - Students with Disabilities	+2	Yes	1		X	0	1
Math – Growth - English Learners	+2	Yes	1		X	0	1
Graduation - All Students	86%	Yes	1	X		1	1
Graduation - American Indian/Alaskan Native	79.9%	No	1	N/A	N/A	N/A	0
Graduation - Asian/Pacific Islander	89.3%	No	1	N/A	N/A	N/A	0
Graduation - Black, Non-Hispanic	70.3%	Yes	1	X		1	1
Graduation - Hispanic	76.2%	Yes	1		X	0	1
Graduation - Multiracial	81.0%	No	1	N/A	N/A	N/A	0
Graduation - White, Non-Hispanic	89.1%	Yes	1	X		1	1
Graduation - Economically Disadvantaged	75.7%	Yes	1	X		1	1
Graduation - Students with Disabilities	73.8%	Yes	1		X	0	1
Graduation - English Learners	61.2%	Yes	1		X	0	1
Points Possible (1 per applicable subgroup)	30						75
Points Earned (1 per each 'met' status)	55						
Component Percentage	= 54.55 %						