



2022-2023 School Year Career Technical Planning District (CTPD) Report Card Technical Documentation

Introduction

Ohio School Report Cards give communities a clear picture of the progress of their schools in raising achievement and preparing students for the future. Career Technical Planning Districts are key partners in meeting Ohio’s vision for each student. The Career-Technical Planning District Report Cards support that work by examining key metrics of success such as career readiness – with a focus on equitable outcomes for all students.

Ohio law requires the Ohio Department of Education to create a career-technical planning district (CTPD) report card. With the unique mission of career-technical planning districts and the use of the shared-services model, the report card for CTPDs uses different accountability rules than those used for the traditional school and district report cards. The measures on the CTPD report card use one of two types of student populations: “concentrators” or “concentrators who left secondary education” as the cohort being evaluated. The definitions and calculation details are shared below to help better understand the Career-Technical Planning District (CTPD) report card.

The State Board of Education approved a transition from letter grades to star ratings starting with the release of the 2022-2023 CTPD report cards.

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Key Definitions

Career-Technical Education

The term 'career and technical education' (CTE) means organized educational activities that:

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

Career-Technical Education Workforce Development Program

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

Career-Technical Education Workforce Development Course

A workforce development course addresses some of the content standards of a workforce development program and in general contains content provided in a shorter time period (e.g., 60-280 hours). To be funded as a CTE workforce development course, the course must be aligned to a state-approved CTE program of concentration via an approved CTE-26 application. CTE workforce development courses are limited to those with curriculum codes VN (JTC programs only), VP, VT and PS (College-Credit Plus).

Student Populations

CTE Participant (Perkins V)

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

CTE Concentrator (Perkins IV)

A CTE Concentrator under Perkins IV was a student who has completed a minimum of 50% of the courses required for a single CTE workforce development program of concentration (e.g., Medical Biosciences or Marketing), and enrolled for additional credit at the secondary level within the same program.

A student enrolled in a CTE workforce development program of concentration who had a CTE credit flexibility plan reached CTE Concentrator status when they demonstrated attainment of 50% (half) of the CTE program of concentration competencies/learning outcomes and began work on the second half of the CTE program of concentration competencies/learning outcomes.

Traditional districts, joint vocational school districts (JVSD), community schools and Science, Technology, Engineering and Mathematics (STEM) schools report a CTE program of concentration element (FN290) in Education Management Information System (EMIS). This element, reported during the Student collections, designates the program of concentration where the secondary student achieved CTE concentrator status. Any



student in any secondary grade (e.g. – a student in a grade below 12) should be reported as a Concentrator if they meet concentrator status.

CTE Concentrator (Perkins V)

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

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

Although districts self-report students as CTE Concentrators, it is important to understand that the Ohio Department of Education (ODE) performs checks of the data to ensure accurate data reporting. Each program of concentration has a list of aligned courses. ODE checks the CTE program of concentration, and the courses reported for each student to ensure that there is alignment in the year that concentrator status is reported. A student is not included in calculations on the CTE report card if there is not alignment between the program of concentration and the courses which the student completed within the reporting district. The calculations section of this technical document below shows what elements are used when ODE performs its check to confirm that the student is indeed a CTE Concentrator.

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

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

1. When only one program of concentration is derived, that program of concentration will be chosen.
2. When more than one program of concentration is derived, the Department will choose the program of concentration among those derived for the student:
 - The program that was reported for the student by the district in the prior year. If none of the derived programs were reported, **then**;
 - The program that was reported for the student by any district in the prior year. If none of the derived programs were reported, **then**;
 - The program in which student has the greatest number of aligned courses. If the student has the same number of aligned courses across the programs, **then**;
 - The program in which the student has taken the greatest number of aligned CTE Technical Assessments (GY). If the student has taken the same number of CTE Technical Assessments across the derived programs, **then**;
 - The program that comes first when sorted alphabetically.



Current Year Concentrator

A student is considered to be a concentrator in the year in which they achieve CTE Concentrator status, and any subsequent year in which they complete a workforce development course aligned to their program of concentration.

CTE Concentrator Who Left Secondary Education

A CTE Concentrator Who Left Secondary Education is a secondary student who was a CTE Concentrator and is no longer is enrolled in secondary education. For example, a CTE Concentrator who graduated or otherwise left high school.

Student Population Calculations

CTE Participant

A CTE Participant is derived from data reported in the Education Management Information System (EMIS):

1. A student must be funded in a state approved CTE workforce development course (Curriculum Element 'VN', 'VT', 'VP', 'PS') in the current year, and,
2. The student must have been enrolled for at least 90% of the course, or,
3. The student must have a 'Y' (Yes) or 'P' (Partial/Override) reported for that course in the current year in the High School Credit Earned field (Student Course Record (GN), High School Credit Earned Element (GN150)).
 - a. If partial credit is reported in the High School Credit Earned element the Partial/Override Element (GN152) must be a number greater than '0.0' which indicates that some amount of credit was earned for that course.

CTE Concentrator (Perkins IV) Calculation

A student must have a value not equal to "***" in the CTE Program of Concentration Field (CTE Program of Concentration Element (FN290));

And

The student must have been funded in an aligned CTE workforce development course in the reporting year in the district reporting the *CTE Program of Concentration Element*. The course must be identified as a CTE anchor course (curriculum code 'VN', 'VT', 'VP', 'PS') and must be aligned to the student's CTE program of concentration.

The workforce development course in which the student was funded in the year must align to the program area of concentration being reported in the FN290 field. Students are not included in accountability calculations that use "CTE Concentrators" as the cohort to be evaluated in cases where there is misalignment between the program area of concentration and the course taken.

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

CTE Concentrator (Perkins V Calculation)

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

Course Completion

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

1. They were funded in (generated CTE FTE) an approved CTE workforce development course (curriculum codes VN (for JTC only), VP, VT, or PS), and,
 - a. They earned full or partial high school credit, or,
 - b. They were enrolled for 90% or more of the instructional hours of the course



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

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

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

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

Course Days:

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

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

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

1. High School Credit Earned Element (GN150) = 'Y', or
2. High School Credit Earned Element (GN150) = 'P'
 - a. and Partial/Override Credit Element (GN152) greater than 0.

Calculating the Count of Completed Courses: The Office of Career Technical Education has defined one completed course to be calculated as:

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

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

CTE Concentrator Who Left Secondary Education Calculation

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

1. Excludes any CTE Concentrator who is enrolled in current year, as reported in district enrollment data by the close of the initial Student (S) Collections in EMIS;
2. Excludes any CTE Concentrator who was withdrawn in the prior year (including summer withdrawals) with one of the following withdraw codes:
 - 40 Transferred to Another School District Outside of Ohio
 - 42 Transferred to a Private School (includes Ed Choice students)
 - 43 Transferred to Home Schooling Superintendent's approval on file.



- 45 Transferred by Court Order/Adjudication A public district other than yours has been designated as responsible for paying for the education. The resident district should not withdraw ANY students placed into the Department of Youth Services.
 - 46 Transferred out of the United States
 - 48 Expelled
 - 51 Verified Medical Reasons Doctor's authorization on file.
 - 52 Death
3. Students withdrawn with one of the following codes will be included in the follow-up file:
- 41 Transferred to Another Ohio School District
 - 47 Withdrew Pursuant to Yoder vs. Wisconsin Only use for 8th grade students.
 - 71 Withdrew Due to Truancy/Nonattendance
 - 72 Pursued Employment/Work Permit Superintendent Approval on file.
 - 73 Over 18 Years of Age
 - 74 Moved Not known to be continuing.
 - 75 Student Completed Course Requirements Student Completed Course Requirements but did NOT pass the appropriate statewide assessments required for graduation. In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates that the student completed course requirements but did not take the appropriate statewide assessments required for graduation.
 - 76 Non-Attendance According to the 72-Hour Rule
 - 77 Withdrew due to ORC §3314.26 (non-tested)
 - 79 No Longer Eligible to be Enrolled in District Student eligibility changed, district does not know where education will be continued.
 - 99 Completed High School Graduation Requirements Student completed course requirements and passed the appropriate statewide assessments required for high school graduation. In the case of a student on an IEP

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

Achievement Component Overview

The CTPD Achievement Component is comprised of two measures of student achievement. Technical Skill Attainment measures achievement in Career-Technical Education content using performance on aligned CTE technical assessments. Performance Index measures student academic achievement using performance on Ohio's State Tests.

Both measures evaluate current year CTE Concentrators, including students who were concentrators during the 2022-2023 school year.

Technical Skill Attainment

The Technical Skill Attainment measure reports the percentage of CTE Concentrators in the year who received a cumulative score of proficient or higher on the technical assessments aligned to their CTE program of concentration, or, who obtained aligned industry-recognized credentials. Some CTE pathways do not have technical assessments and those students are not included in this measure. The denominator of the passage rate only includes those Concentrators who had one or more technical assessment records (GY or GW records) reported that align to their program of concentration.



ODE publishes a set of technical assessments (WebXams and industry- recognized credentials) required for each CTE course. More information on [WebXams](#) is published by the assessment vendor, CETE. The cumulative WebXam technical assessment is comprised of at least two modules, which students take while enrolled in CTE courses. Students who take at least two modules, aligned industry-recognized credentials, College Credit Plus courses, or a combination of the three receive a cumulative score of “not proficient”, “proficient” or “advanced.” This is not an individual score for each test taken, but an overall score across all modules to make the cumulative technical assessment. Students who are reported as having taken less than two modules receive an incomplete summative score.

Course-level assessment scores are collected in EMIS and all reported assessment records which align to a student’s program of concentration are included in the calculation of a student’s summative, or pathway score. Pathway score calculations include all CTE technical assessments (WebXams), CTE College Credit Plus course grade substitutions and Industry-Recognized Credentials taken throughout a student’s career-technical education coursework. Course enrollment is not considered in the calculation of student summative scores in 2023.

In the case of Career-Technical Education College Credit Plus (CCP) courses, student’s course grades are reported and used in lieu of a technical assessment module. CCP course grades are reported in EMIS as not proficient, proficient or advanced. The average score on the corresponding WebXam for the reported proficiency band is used in the calculation of a student’s cumulative technical assessment score. For Industry-Recognized credentials earned in lieu of WebXam modules, the average proficient or nonproficient score on the corresponding WebXam is used.

If more than one technical assessment record is reported for the same course, the highest score is used in the calculation of the cumulative score. A student’s pathway proficiency benchmark is the average of all benchmarks of aligned assessments taken. Students are considered proficient if their score meets or exceeds their calculated pathway proficiency benchmark.

The formula for pathway, or summative assessment calculations is as follows, where “s” represents a course-level technical assessment score and “n’ the number of assessment records reported for the student.

$$\text{Pathway Test score} = \frac{s_1 + s_2 + s_3 + \dots + s_n}{n}$$

For example, the following student would have a proficient pathway score for Agribusiness and Production Systems based upon their course assessments:

Student Summative Score Calculation, A0 Pathway				
Assessment Year	Assessment Subject Code	Proficient Benchmark	Advanced Benchmark	Student Assessment Score
2022	AAL5	59	91	73
2022	AAM5	63	79	88
2022	AAN5	62	93	85
2023	ADH0	59	76	73
Summative Score		59 + 63 + 62 + 59 = 243 243/4 = 60.8	91 + 79 + 93 + 76 = 339 339/4 = 84.8	73 + 88 + 85 + 73 = 319 319/4 = 79.8



Technical Skill Attainment not only looks at whether students took technical assessments, but also includes a check to make sure that technical assessments align to student's CTE pathways. Each pathway has a specific set of assessments that measure the content of that pathway, and an assessment is only included in the calculation if the assessment aligns to the student's program of concentration. The [CTE Program and Assessment Matrix](#) published each year includes the aligned technical assessment for each CTE course.

While the passage rate determines the preliminary rating of the Technical Skill Achievement measure, Technical Assessment Participation also plays a role in assigning the final rating. Districts are required to test students if they complete an approved CTE course for which there is an aligned technical assessment. To ensure that districts are testing students, the Technical Assessment Participation rate is calculated and, if at least 80% but less than 90% of the students take a required technical assessment, the final rating for this measure is reduced by one star. Moreover, if less than 80% of the students take a required technical assessment, the final star rating for this measure is reduced by two star ratings.

The denominator of the Technical Skill Participation Rate calculation is the number of Concentrators in the year who were in a pathway that had a required technical assessment. The numerator is the number of those students for whom an aligned technical assessment record was reported in EMIS. The calculation of Technical Skill Attainment is based upon assessment data reported in EMIS during the Career-Tech Accountability Assessment (ACTSP) and Other Accountability Assessment (ANACC) Collections.

Student Assessment Record (FA)

- *Assessment Area Code* (FA205) and *Score* (FA240) elements

Technical Skill Attainment is also an indicator of performance for Perkins. As such, the measures are calculated for all student subgroups and special populations required in [Perkins legislation](#).

Technical Skill Attainment Participation Calculation

- Definition: Percent of CTE Concentrators in the year who participated in required CTE technical assessments.
- Numerator: Number of CTE Concentrators in the year for whom one or more required CTE technical assessment records were reported in EMIS.
- Denominator: Number of CTE Concentrators in the year who were in a pathway with required CTE technical assessments

Note: Students who took only one of the two technical assessments (or aligned substitutes) necessary to calculate a cumulative score, and as a result have a score of I- Incomplete, are included in the numerator and denominator of Technical Skill Participation. Since the calculation of the summative score is longitudinal, assessment records do not need to be from the current year to be included in the participation and passage calculations. Students in the following CTE Programs are excluded from the calculation of Technical Skill Attainment because there were no technical assessments aligned to the programs:

- H0 Government and Public Administration
- M2 Family and Community Services
- M3 Vocational Job Training Coordinating
- T6 Maritime Occupations

Technical Skill Attainment Calculation

- Definition: Percent of CTE Concentrators in the year who scored proficient or higher on the cumulative CTE technical assessment aligned to their CTE pathway.
- Numerator: Number of CTE Concentrators in the year who received a cumulative score of proficient or higher on the CTE technical assessment aligned to their pathway.



- Denominator: Number of CTE Concentrators in the year for whom an aligned CTE technical assessment record was reported in EMIS.

Students who took only one of the two technical assessments (or aligned substitutes) necessary to calculate a cumulative score and as a result have a score of I- Incomplete are included in the denominator of Technical Skill Attainment.

Once the Technical Skill Attainment calculation is completed and the Technical Assessment Participation rate is factored in, a star rating is assigned to this measure based on the following scale:

Technical Skill Attainment Rating Scale

Rate	Rating
90 – 100%	5 Stars
80 – 89.9%	4 Stars
70 – 79.9%	3 Stars
60 – 69.9%	2 Stars
<60%	1 Stars

Percentage to Points Scale

Technical Skill Attainment Percentage to Points		
Measure Grade Scale	Percentage	Points
90% - 100% - 5 Stars	>=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% - 4 Stars	>=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% - 3 Stars	>=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% - 2 Stars	>=67.5% but <70%	2
	>=65% but <67.5%	1.75
	>=62.5% but <65%	1.5
	>=60% but <62.5%	1.25
<60% - 1 Star	>=45% but <60%	1
	>=30% but <45%	0.75
	>=15% but <30%	0.5
	>=0% but <15%	0

Performance Index

Starting in 2019, the CTPD Report Card included the Performance Index Measure. The Performance Index includes first-time test results for students who were CTE concentrators during the 2022-2023 school year.

Under Perkins V, students are identified as CTE Concentrators after completing two workforce development courses (curriculum codes VN, VT, VP, PS) within a single CTE program. For additional detail on the definition of course completion, please reference the Key Definitions section of this document. Students who met the definition of a Perkins V concentrator in the year



who have also taken a state academic assessment in the current or a prior year are included in the calculation of Performance Index.

The Performance Index measures the achievement of every student, not just whether or not they reach “proficient.” Career-Technical Planning Districts, similar to schools and districts on the traditional report card, receive points for every student’s level of achievement. The higher the student’s performance, the more points the school earns toward its index. This rewards districts and schools that improve the performance of highest- and lowest-performing students.

For the purposes of assigning star ratings, a Performance Index Score of 120 is considered to be a "perfect" score because this score would be earned if 100% of the tests from nonaccelerated students were into the Advanced range. Career-Technical Planning Districts receive one of five-star ratings from five through one based on the percentage of total possible points earned. 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 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.

<i>Performance Index</i>	
Performance Level	Weight
Advanced Plus	1.3
Advanced	1.2
Accelerated	1.1
Proficient	1.0
Basic	0.6
Limited	0.3

The Performance Index for Career Technical Planning Districts is calculated the same as for traditional schools and districts with one exception: the CTPD Performance Index measure includes prior-year first-time results on high-school end of course assessments for current year concentrators. Prior-year tests for middle-grade students who are concentrators in the current year are not included in the calculation of the Performance Index measure. For more information about how the Performance Index is otherwise calculated, please see the [Performance Index technical documentation](#) for traditional schools and districts.

Performance Index for English Language Arts, Mathematics and Science are also indicators of performance for Perkins. As such, the measures are calculated for all student subgroups and special populations required in [Perkins legislation](#).

Once the Performance Index score and percent are calculated, a star rating is assigned to this measure based on the following scale:

Performance Index Rating Scale

Rate	Rating
85 - 100%	5 Stars
75 - 84.9%	4 Stars
60 - 74.9%	3 Stars
45 - 59.9%	2 Stars
<45%	1 Stars



Percentage to Points Scale

Performance Index Percentage to Points		
85 - 100% - 5 Stars	>= 96.25 to 100%	5
	>= 92.5% but < 96.25%	4.75
	>=88.75% but <92.5%	4.5
	>= 85% but < 88.75%	4.25
75 - 84.9% - 4 Stars	>= 82.43% but < 85%	4
	>= 79.95% but < 82.43%	3.75
	>=77.48% but < 79.95%	3.5
	>=75% but <77.48%	3.25
60 - 74.9% - 3 Stars	>=71.18% but < 75%	3
	>=67.45% but <71.18%	2.75
	>=63.73% but <67.45%	2.5
	>=60% but <63.73%	2.25
45 - 59.9% - 2 Stars	>=56.18% but <60%	2
	>=52.45% but <56.18%	1.75
	>=48.73% but < 52.45%	1.5
	>=45% but < 48.73%	1.25
<45% - 1 Star	>= 33.75% but <45%	1
	>=22.5% but < 33.75%	0.75
	>=11.25% but <22.5%	0.5
	>=0% but <11.25%	0

Achievement Component Calculation

The Achievement Component includes two measures: Technical Skill Attainment and Performance Index.

Measure and component point assignments for the Technical Skill Attainment measure are impacted by demotions based upon the Participation Rate.

Measure points for CTPDs that receive one demotion to the Technical Skill Attainment rating are assigned as the highest point value of the next star rating down. For example, a CTPD with four preliminary stars on Technical Skill Attainment would receive the highest number of points available for the three-star range, resulting in 3 points.

Measure points for CTPDs that receive two demotions to the Technical Skill Attainment rating are assigned as the highest point value of two star ratings down. For example, a CTPD with three preliminary stars on Technical Skill Attainment would receive the highest number of points available for the one-star range, resulting in 1 point.

A CTPD with one preliminary star that would otherwise be subject to a one star rating demotion would be assigned the next lowest point value available based on their Technical Skill Attainment Rate. For example, a CTPD with a Technical Skill Attainment Rate of 45% that would otherwise be subject to a one star rating demotion would receive 0.75 points. Similarly, the same CTPD, if otherwise subject to two star rating demotions based upon their Participation Rate would receive 0.5 points.

Starting in 2023, the Achievement Component will be weighted as follows:

- Performance Index contributes 20% to the Achievement Component
- Technical Skill Attainment contributes 80% of the Achievement Component



*If a CTPD has only one measure, then that one measure is used for the component. If neither measure is rated, then the component also is not rated.

Component Rating Scale

Achievement Component Rating Assignment	
Points	Star Rating
4.125 – 5.000	5 Stars
3.125 – 4.124	4 Stars
2.125 – 3.124	3 Stars
1.125 – 2.124	2 Stars
0 – 1.124	1 Star

Graduation Rate Component Overview

The CTPD report card includes a Graduation Rate Component which is made up of two measures: the four-year graduation rate and the five-year graduation rate. The calculation uses many of the same general accountability rules as the traditional school and district report card. A student is counted in the numerator of the rate if they earned a regular or honors diploma within four years (for the 4-year rate) or within five years (for the 5-year rate) of entering the 9th grade. Only students who meet CTE concentrator status (*definition above*) by their fourth year of high school are included in the CTPD graduation rate calculation.

The graduation rate on the CTPD report card is lagged by one year. This means that for the 2023 report card, the 4-year graduation rate will capture students from the Class of 2022 and the 5-year graduation rate will capture students from the Class of 2021. A student is placed into a graduating class based on when they first are reported as a 9th grade student. Students who move into an Ohio public school sometime later in their high school career are placed in a cohort based on the grade level that is reported first or based on their Fiscal Year Started 9th Grade element. For example – a student new to Ohio reported with a grade of ‘11’ during the 2018-2019 school year would be placed into the graduating class of 2020 as would a student reported with a Fiscal Year Starts 9th grade of 2017 while a student new to Ohio reported with a grade of ‘12’ in the 2020-2021 school year would be placed into the graduating class of 2021 as would a student reported with a Fiscal Year Started 9th Grade element of 2018.

The calculation uses data from the Student and Course collections to identify which students are CTE Concentrators and, as was mentioned above, the rule is “once a CTE Concentrator, always a CTE Concentrator.” This means the calculation may include students who were no longer CTE Concentrators in 2021 for the Class of 2021 or 2022 for the Class of 2022, but who were CTE Concentrators in a prior year. Any student who met the definition of a CTE Concentrator in secondary school will count in their CTPD’s calculation. If a student was a CTE concentrator in more than one district and/or CTPD during their secondary education, they will count in the graduation cohort of the district and CTPD in which they were most recently a CTE Concentrator. If a concentrator in more than one district in their final year of career-tech education, a student counts in the district and CTPD in which they had the highest CTE FTE.

In prior years, the CTPD cohorts were not updated between the fourth and fifth years of high school to account for transfers in or transfers out, so if a student changed CTPDs in the fifth year of high school, they stayed in the graduation rate of the CTPD where they were enrolled at the end of the fourth year. For 2021 and beyond, this has changed. Moving forward, a student will be included in the graduation rate of the CTPD in which they were most recently a CTE concentrator.

For the Career-Technical Planning District (CTPD) report card, there is one additional filter used to develop the cohort. For a traditional district, all students from the Classes of 2021 and 2022 are included if they otherwise are accountable to the district. For the CTPD report card, only students who met concentrator status by their fourth year of high school are included in the CTPD graduation rate calculation. Students who participate in CTE coursework, but don’t take enough courses to become Concentrators by their fourth year of high school



are not included, even if they later become Concentrators (i.e., they reach concentrator status in their fifth year of school).

The 4- and 5-year graduation rates are also indicators of performance for Perkins. As such, the measures are calculated for all student subgroups and special populations required in [Perkins legislation](#).

4-Year Graduation Rate Measure - Calculation

Definition: Percent of CTE Concentrators who graduated within four years of the fiscal year in which they were reported as a ninth grader for the first time (including summer graduates).

Numerator: Number of CTE Concentrators who graduated within four years of the fiscal year in which they were reported as a ninth grader for the first time (including summer graduates).

Denominator: Number of students who were ninth graders for the first time in fiscal year 2019, who met CTE Concentrator status.

From 2019, 2020, 2021, or 2022 EMIS:

In 2019 or 2020, or 2021 or 2022, a student has a value not equal to “***” in the CTE Program of Concentration Field (CTE Program of Concentration Element (FN290)) in the Student collections; and

Perkins IV Concentrators: Student must be funded in a CTE workforce development course (see definition for CTE Workforce Development Course) in the district reporting the CTE Program of Concentration Element aligned to their program of concentration in the year concentrator status was reported;

Perkins V Concentrators: Student must have completed a CTE workforce development course in the district reporting the *CTE Program of Concentration Element* aligned to their program of concentration in the year concentrator status was reported;

Starting with the 2020-2021 school year, students who achieve concentrators status and are not reported with a value not equal to “***” in the CTE Program of Concentration Field (CTE Program of Concentration Element (FN290)) by the LEA providing their CTE coursework will be derived as Concentrators in EMIS and included in accountability calculations. A student’s CTE coursework can span multiple districts and years.

4-Year Graduation Rate Measure - Rating Scale

Once the graduation rate is calculated, it is assigned a rating using the scale below:

4-year Graduation Rate Rating Scale

Rate	Rating
93 – 100%	5 Stars
89 – 92.9%	4 Stars
84 – 88.9%	3 Stars
79 – 83.9%	2 Stars
0 – 78.9%	1 Stars

5-Year Graduation Rate Measure - Calculation

Definition: Percent of CTE Concentrators who graduated within five years of the fiscal year in which they were reported as a ninth grader for the first time (including summer graduates).

Numerator: Number of CTE Concentrators who graduated within five years of the fiscal year in which they were reported as a ninth grader for the first time (including summer graduates).

Denominator: Number of **students** who were ninth graders for the first time in fiscal year 2018, who were ever reported as CTE Concentrators by the end of their fourth year of high school.



From Final Student collections 2018, 2019, 2020, or 2021 EMIS: A student has a value not equal to “***” in the CTE Program of Concentration Field (CTE Program of Concentration Element (FN290)) in Final Student collections; **and**

Perkins IV Concentrators: Student must be funded in a CTE workforce development course (see definition for CTE Workforce Development Course) in the district reporting the *CTE Program of Concentration Element* aligned to their program of concentration in the year concentrator status was reported;

Perkins V Concentrators: Student must have completed a CTE workforce development course in the district reporting the *CTE Program of Concentration Element* aligned to their program of concentration in the year concentrator status was reported.

Starting with the 2019-2020 school year, students who achieve concentrators status and are not reported with a value not equal to “***” in the CTE Program of Concentration Field (CTE Program of Concentration Element (FN290)) by the LEA providing their CTE coursework will be derived as Concentrators in EMIS and included in accountability calculations. A student’s CTE coursework can span multiple LEAs and years.

From Final Student collections 2018 EMIS or later have been assigned to the 2018 cohort: A student must have a Grade Level equal to ‘9’ on the State Equivalent Grade Level Element (GI370) or been assigned to the 2018 cohort based on the Fiscal Year Starts 9th grade element.

To be included in the numerator, students must meet the conditions above, AND be reported as having a DIPLOMA DATE and a DIPLOMA TYPE no later than the end of 2021s Graduate “G” reporting period.

5-Year Graduation Rate Measure - Rating Scale

Once the graduation rate is calculated, it is assigned a rating using the scale below:

5-year Graduation Rate Rating Scale

Rate	Rating
95 – 100%	5 Stars
90 – 94.9%	4 Stars
85 – 89.9%	3 Stars
80 – 84.9%	2 Stars
0 – 79.9%	1 Star

Graduation Component - Calculation

Measures Included and Weights

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

The weighting and calculation of the component considers the exact graduation rate and points are awarded for higher rates (shown below). The graduation rate is converted to a point scale, with the appropriate weight applied (either .6 or .4) and then a rating is assigned. If a CTPD has only one measure, then that one rated measure is used for the component. If neither measure is rated, then the component also is not rated.



Graduation Component Rating Scale

4-Year Graduation Rate Percentage to Points		
Measure Rating Scale	Percentage	Points
93% - 100% = 5 Stars	>=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% = 4 Stars	>=92% but <93%	4
	>=91% but <92%	3.75
	>=90% but <91%	3.5
	>=89% but <90%	3.25
84% - 88.9% = 3 Stars	>=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% = 2 Stars	>=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% = 1 Star	>=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 Rate Percentage to Points		
Measure Rating Scale	Percentage	Points
95% - 100% = 5 Stars	>=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% = 4 Stars	>=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% = 3 Stars	>=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% = 2 Stars	>=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% = 1 Star	>=60% but <80%	1
	>=40% but <60%	0.75
	>=20% but <40%	0.5
	>=0% but <20%	0

Points	Rating
4.125 – 5.000	5 Stars
3.125 – 4.124	4 Stars
2.125 – 3.124	3 Stars
1.125 – 2.124	2 Stars
0 – 1.124	1 Star

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 = 3 stars

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 = 2 stars

CAREER & POST-SECONDARY READINESS COMPONENT OVERVIEW

This component previously mirrored the Prepared for Success component on the traditional district and school report card, but now is expanded to better capture demonstrations of readiness by Career- Technical Education students. The elements included are defined below and were identified by the State Board of Education and the workgroup. This component will be fully implemented over three years as some elements are new and require additional time to collect data for implementation.



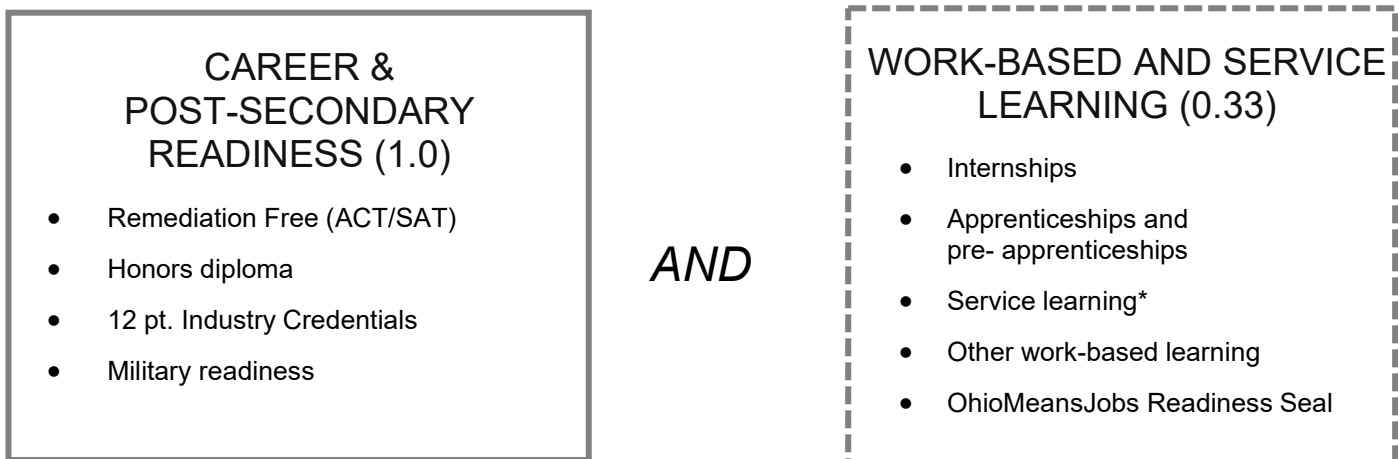
CAREER & POST-SECONDARY READINESS CALCULATION

There are two options for student performance and experience to count towards the Career and Post-Secondary Readiness Component for the Career-Technical Planning District report card. Option 1 captures students earning full credit, plus the option for a bonus by earning one of Work-Based and Service-Learning elements. Option 2 captures students earning up to full credit, plus the option for bonus, by earning a combination of Emerging Readiness Measures.

READINESS MEASURE OPTION (1): For a student to earn a full point on this measure, one of the four Career & Post-Secondary Readiness elements needs to be achieved. After completion of a Career & Post-Secondary Readiness element, a student may earn a bonus 0.33 points by completing at least one Work-Based and Service-Learning element.

- Numerator: CTE Concentrators that meet at least one readiness measure.
- Denominator: Number of CTE Concentrators in the lagged four-year graduation cohort.

MEASURED ELEMENTS for READINESS MEASURE OPTION (1):



*Data not available for this element

POINTS AWARDED for READINESS MEASURE OPTION (1):

1.00 POINT

- Students earn at least one item from the list of Career and Post-Secondary Readiness elements.

1.33 POINTS

- Students earn at least one item from the list of Career and Post-Secondary Readiness elements and at least one item from the list of Work-Based and Service-Learning elements.

EMERGING READINESS MEASURE OPTION (2): For a student to earn a full point on this measure, a combination of 3 elements between the two categories needs to be achieved. At least one item must be earned from each list. Bonus points are earned by achieving a fourth element from either list. Partial credit of 0.33 or 0.67 also can be earned.

- Numerator: A combination of emerging readiness measures (up to 3 unique elements across two categories; 0.33 per element).
- Denominator: Number of CTE Concentrators in the lagged four-year graduation cohort.



MEASURED ELEMENTS for EMERGING READINESS MEASURE OPTION (2):

**CAREER TECH &
ADVANCED
COURSEWORK
(0.33)**

- Advanced Placement (AP) assessment
- International Baccalaureate (IB) assessment
- CTAG; CTE technical assessments
- Credentials (Less than 12 pts.)
- College Credit Plus, dual enrollment
- 4 CTE courses in a pathway

AND

**WORK-BASED
AND SERVICE
LEARNING (0.33)**

- Internships
- Apprenticeships and pre-apprenticeships
- Service learning*
- Other work-based learning
- OhioMeansJobs-Readiness Seal

* Data not available for this element

POINTS AWARDED for EMERGING READINESS MEASURE OPTION (2):

1.33 POINTS

- Students earn three unique items from the list of Career Tech & Advanced Coursework elements and one item from the list of Work-Based and Service-Learning elements; OR three unique items from Work-Based and Service Learning and one item from Career Tech & Advanced Coursework; OR two unique items from Career Tech & Advanced Coursework and two unique items from Work-Based and Service Learning.

1.00 POINT (3 ELEMENTS AT 0.33)

- Students earn two unique items from the list of Career Tech & Advanced Coursework elements and one item from Work-Based and Service-Learning elements OR two unique items from Work-Based and Service-Learning elements and one item from Career Tech & Advanced Coursework elements.

0.67 POINT (2 ELEMENTS AT 0.33)

- Students earn two unique items from either the Career Tech & Advanced Coursework list or two unique items from the Work-Based and Service Learning or one unique item from each list.

0.33 POINT (1 element at 0.33)

- Students earn one unique item from either Career Tech & Advanced Coursework or Work-Based and Service Learning.

Calculation Details

- The possible points per student are: 0.00, 0.33, 0.67, 1.00, 1.33.
- Each student contributes 1.0 point to the denominator – meaning that a ‘perfect score’ per student is 1.0. The bonus points truly are considered a bonus.
- Each element earned must be unique – for example, a student earning a 12-point credential bundle will earn 1 point toward the numerator but cannot earn an additional 0.33 for the “less than 12-point credential” partial credit element in the Career Tech & Advanced Coursework list.



Career & Post-Secondary Readiness Option Elements

ELEMENT: ACT AND SAT SCORES AND PARTICIPATION

Students demonstrate readiness on this measure by earning a remediation-free score or higher on the SAT or ACT. Remediation-free scores are set for each section of the SAT and ACT by the [Ohio Department of Higher Education](#). The remediation-free scores are:

SAT Remediation Free Score	
English	480
Reading	480
Math	530

ACT Remediation Free Score	
English	18
Reading	22
Math	22

Students are counted as meeting an SAT or ACT remediation free score if each individual section score is met at least once across multiple test attempts on the respective tests.

Students earn two unique items from the list of Career Tech & Advanced Coursework elements and one item from Work-Based and Service-Learning elements OR two unique items from Work-Based and Service-Learning elements and one item from Career Tech & Advanced Coursework elements.

In order for students to be counted in the numerator for earning remediation-free score on the ACT, the following conditions must be met prior to the 2023 school year:

- 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 22 for Reading
- AND
- Test Date (FA210) \leq 31OCT20[XX]:00:00:00 (indicating that the test was taken no later than October 31).

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 who meets the required scores across multiple attempts is included.

In order for students to be counted in the numerator for earning remediation-free score on the SAT, the following conditions must be met prior to the 2023 school year:

- Student is reported with an Assessment type code (FA060) = SA
- AND
- Assessment Area Code (FA205) = M, R (both assessment type codes must be reported)
- AND
- Score (FA240) \geq 530 for Mathematics
- AND
- Score (FA240) \geq 480 for Evidence-Based Reading and Writing



AND

- Test Date (FA210) \leq 31OCT20[XX]:00:00:00 (indicating that the test was taken no later than October 31).

If a student has reported scores for only one format of the SAT, that student must be reported with a valid score at or above the remediation-free benchmark in all sections of that format 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. A student must meet the remediation-free standard on Math and the Reading and Writing standard.

The percentage of students in the cohort who met the remediation-free scores on all components of the ACT or SAT is reported and included as one of the elements in the Career & Post-Secondary Readiness category to earn full credit (1.0 point) toward the measure.

ACT and SAT Participation

Separate, report-only measures of ACT and SAT participation are included in the Career & Post-Secondary Readiness component, but do not factor into the calculation of the component rating.

ACT Participation

This measures the percentage of the 4-year gradation cohort students that sat for the ACT test prior to the 2023 school year. 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) \geq 1, and \leq 36 (valid score ranges for the ACT)

AND

- Test Date (FA210) \leq 31OCT20[XX]:00:00:00 (indicating that the test was taken no later than October 31)

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.

SAT Participation

This measures the percentage of students that took the SAT test prior to the 2023 school year. A student must be reported with a valid score in all sections of either version of the SAT listed above to be included in the numerator. 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 (both assessment type codes must be reported)

AND

- Score (FA240) \geq 200, and \leq 800 (valid score ranges for the SAT)

AND

- Test Date (FA210) \leq 31OCT20[XX]:00:00:00 (indicating that the test was taken no earlier than March 1, 2016 and no later than October 31).



ELEMENT: HONORS DIPLOMA

Students demonstrate readiness on this measure by earning one of the six honors diploma options and meeting all associated diploma requirements. Ohio students can choose to pursue one of six honors diplomas:

1. [Academic Honors Diploma](#)
2. [International Baccalaureate Honors Diploma](#)
3. [Career Tech Honors Diploma](#)
4. [STEM Honors Diploma](#)
5. [Arts Honors Diploma](#)
6. [Social Science and Civic Engagement Honors Diploma](#)

Students in the four-year graduation cohort who earn an honors diploma are coded with FN100 Diploma Type Element = 2, 4, 5, 6, 7, or 8.

ELEMENT: INDUSTRY-RECOGNIZED CREDENTIALS (12PTS)

The process of earning an [industry-recognized credential](#) allows students to experience education through work, about work and for work. Ohio Revised Code section [3313.6114\(C\)\(1\)](#) outlines the inclusion of an industry-recognized credential diploma seal.

An industry-recognized credential is a qualification of a specific set of competencies related to an industry or occupation. These credentials can take many different forms, including certificates, certifications, and licenses. To earn Ohio's Industry-Recognized Credential Seal, students must do one of the following:

1. Earn a 12-point industry-recognized credential; or
2. Earn a group of credentials totaling 12 points in a single career field – as outlined here.

Students earning credentials totaling 12 points from the approved annual list, either a single credential worth 12 points or bundle of credentials totaling 12 points **within the same career field**, count towards this measure. Please see the annual [Approved Credential List](#) for credential codes and associated career fields. Credentials must be earned on or before January 1st.

In order to be included in the numerator for this calculation, students must be reported no later than the Graduation Collection (G) with:

- Test Date (FA210) <= 01JAN20[XX]:00:00:00 (indicating that the credential was earned no later than January 1).
AND
- Score (FA240) not equal to 'N'

Career Fields and Credential Lists

- Agriculture/Environmental Systems
- Arts and Communications
- Business, Marketing, and Finance
- Construction
- Education and Training
- Engineering
- Health
- Hospitality and Tourism
- Human Services
- Information Technology
- Law and Public Safety
- Manufacturing
- Transportation



ELEMENT: MILITARY READINESS

This measure reports the percent of students who provide evidence of enlistment into the US Armed Forces. Military Readiness is included as one of the elements in the Career & Post-Secondary Readiness category to earn full credit (1.0 point) toward the measure.

Evidence of Enlistment

To show evidence of enlistment, a student will:

1. Provide to the district or school a signed copy of the Department of Defense Form Enlistment/Reenlistment (DD Form 4) enlistment contract. All branches of service offer a Delayed Entry program, which allows current high school students to enlist and begin training after graduation. After taking and achieving the required score on the ASVAB and completing the oath of enlistment into the Delayed Training Program, each recruit signs and is provided a copy of his or her Department Defense Form Enlistment/Reenlistment (DD Form 4) enlistment contract. Students must submit this documentation to demonstrate evidence of enlistment.
2. It is recommended the student take the oath of enlistment and complete the enlistment process no later than April 30 of the senior (graduating) year. This date can be modified based on local policies, requirements, or deadlines for participation in graduation-related activities. This is reported as part of the EMIS GQ records (GQ060) Graduation Pathway Programs with a program code of 520110 – Military- Intent to Enlist– Student has documented intent to enlist in the military by sharing a completed Contract DD Form 4 with the district

Career-Tech and Advanced Coursework Options

ELEMENTS: ADVANCED PLACEMENT OR INTERNATIONAL BACCALAUREATE

When a student takes Advanced Placement (AP) or International Baccalaureate (IB) courses, they take an assessment at the end of the year that measures the student’s knowledge of the course’s academic content standards. This measure reports which students among the graduation cohort received qualifying scores on at least three AP or IB exams. The exams can be a combination of both AP and IB types. AP and IB course availability is determined by each school and district.

Exam Type	Qualifying Scores
AP Exam	Score of 3 or higher
IB Exam	Score of 4 or higher

Advanced Placement (AP)

In order for a student’s exam results to be included toward the 3 exam scores needed to be counted in the numerator of the College, Career, Workforce, and Military Readiness Component as demonstrating readiness, students must be reported with the following prior to the 2023 school year:

- Score (FA240) >= 3
- AND
- Test Date (FA210) <= 01OCT20[XX]:00:00:00 (indicating that the test was taken no later than October 1).

Advanced Placement (AP) Participation

A separate, report-only measure of AP Participation is included in the Career & Post-Secondary Readiness component, but does not factor into the calculation of the component rating.

This measures the percentage of students that took Advanced Placement courses prior to the 2023 school year. 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. 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. If High School Credit Earned Element = Y, then High School Credit Element (CN200) must be greater than zero.

International Baccalaureate (IB)

In order for a student's exam results to be included toward the 3 exam scores needed to be counted in the numerator of the College, Career, Workforce, and Military Readiness Component as demonstrating readiness, students must be reported with the following prior to the 2023 school year:

- Assessment type code (FA060) = IB
AND
- Score (FA240) \geq 4
AND
- Test Date (FA210) \leq 01OCT20[XX]:00:00:00 (indicating that the test was taken no later than October 1).

International Baccalaureate (IB) Participation

A separate, report-only measure of IB Participation is included in the Career & Post-Secondary Readiness component, but does not factor into the calculation of the component rating.

This measures the percentage of students that took IB exams prior to the 2023 school year. Any IB exam reported is included, regardless of the score. In order for students to be counted in the numerator of this measure, the following conditions must be met:

- Assessment type code (FA060) = IB
AND
- Score (FA240) \geq 1
AND
- Test Date (FA210) \leq 01OCT20[XX]:00:00:00 (indicating that the test was taken no later than October 1).

ELEMENT: 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. Students earning at least three (3) dual enrollment/college credit plus credits earn partial (0.33) points toward the Emerging Readiness Measure Option (2) pending the other elements the student earns.

To be included in the numerator, students must be reported with the following information no later than the Graduation Collection (G):

- Dual enrollment credit earned (GC110) \geq 3.

ELEMENT: CAREER-TECHNICAL COURSES IN A PATHWAY

Districts report a Student Course Record (GN Record) for each year the student is in school. Students who complete at least four CTE courses in a single CTE pathway earn partial (0.33) points toward the Emerging Readiness Measure Option (2). To be included, a student must have been funded in and have a 'Y' (Yes) or 'P' (Partial/Override) reported for the High School Credit Earned element, (Student Course Record (GN), High School Credit Earned Element (GN150) for at least four CTE workforce development courses. If partial credit is



reported in the High School Credit Earned element, the Partial/Override Element (GN152) must be a number greater than '0.0' which indicates that some amount of credit was earned for that course.

Any four workforce development courses in a single CTE pathway taken prior to the 2023 school year will allow a student to earn 0.33 points. The courses that are included can be found in the [EMIS manual](#). The pathway in which the courses are offered does not have to align with the student's program of concentration.

ELEMENT: CAREER-TECHNICAL EDUCATION ARTICULATED CREDIT ELIGIBILITY

Upon enrollment in a post-secondary institution, students who successfully completed courses approved for statewide articulated career-technical credits are eligible to transfer credit. Students who were funded and earned credit in one or more eligible non-CCP CTE workforce development course who also scored proficient or higher on the aligned CTE Technical Assessment prior to the 2023 school year earn .33 points. To be included, a student must have been funded in and have a 'Y' (Yes) or 'P' (Partial/Override) reported for the High School Credit Earned element, (Student Course Record (GN), High School Credit Earned Element (GN150) for a course approved for CTAG credit. If partial credit is reported in the High School Credit Earned element, the Partial/Override Element (GN152) must be a number greater than '0.0' which indicates that some amount of credit was earned for that course. In addition, the student must have been reported with a score (FA240) that is proficient or higher on the WebXam aligned to the course. Only WebXam results are included in the calculation, Industry-Recognized credentials used in lieu of WebXams would not be eligible for CTAG credit in the measure. For additional information on Career-Technical Education Articulated Credit, please visit the following site:

<https://www.ohiohighered.org/transfer/ct2/ctags>

ELEMENT: CAREER-TECHNICAL PATHWAY/CUMULATIVE ASSESSMENT SCORE OF PROFICIENT OR HIGHER

All students, including students with disabilities, enrolled in coursework within an approved career- technical education program must take the CTE assessment for each course with an aligned assessment in which they are enrolled. Students who earn a cumulative, or pathway, CTE technical assessment score of proficient or higher prior to the 2023 school year earn partial (.33) points towards the Emerging Readiness Measure Option (2). To be included, two or more course-level CTE technical assessment results within a single pathway must have been reported for a student in EMIS. Cumulative scores are then calculated for those students based upon the number of assessments taken and proficient benchmarks for the assessments in the year that the assessments were taken. A student's cumulative score is the average of all scores of the technical assessments taken. A student's proficient cutoff is the average of all proficient cutoffs of technical assessments taken. A student is considered proficient only if the cumulative score meets or exceeds the cutoff. If an assessment is taken more than once the highest score is used in the calculation of the cumulative score. Any cumulative score of proficient or higher counts towards the measure. The pathway assessment is not required to be aligned to the student's program of concentration.

ELEMENTS: CAREER-TECHNICAL STUDENT ORGANIZATION LEADERSHIP AND CAREER-TECHNICAL STUDENT ORGANIZATION STATE COMPETITION PARTICIPATION

Students who were due paying state and national career technical student organization members who participated as a regional or state officers or who were dues paying state and national career technical student organization members who competed in a competitive competition at or above the state level earn partial (.33) points towards the Emerging Readiness Measure Option (2).

These elements are reported as a program code in EMIS. To earn credit, a student must be reported with a program code of 410099 (Career Technical Student Organization Leadership Program Code), or 410010



(Career Technical Student Organization State Competition Participation) no later than the Graduation Collection (G).

ELEMENT: PARTIAL INDUSTRY RECOGNIZED CREDENTIALS (<12PTS)

A single credential or bundle of industry credentials within the same career field from the approved list totaling between four and eleven points reported prior to the 2023 school year will count toward the Career Tech & Advanced Coursework element earning partial points (0.33) toward the measure.

Work-Based Learning Options Elements

ELEMENT: INTERNSHIP

Students who complete qualifying internship programs earn partial (.33) points towards the Work-Based Learning Option. Qualifying Internships are programs in the private and public sector that formally integrate students' academic and technical study that may be paid and/or unpaid and have an established timeframe which allows for a student to acquire real work experience to explore short-term options for their career pathway. This element is reported as a program code in EMIS. To earn credit, a student must be reported with a program code of 305012 (Internship Completion Program Code) no later than the Graduation Collection (G).

ELEMENT: APPRENTICESHIP & PRE-APPRENTICESHIP

Students who participate in qualifying apprenticeship and/or pre-apprenticeship programs earn partial (.33) points towards the Work-Based Learning Option. Qualifying Pre-Apprenticeship programs prepare students for on-the-job training for a formal Registered Apprenticeship training program. Apprenticeship programs are approved and recorded by the Employment and Training Administration (ETA)/Bureau of Apprenticeship and Training (BAT) or by a recognized State Apprenticeship Agency and/or State Apprenticeship Council that provides on the job training of a skilled occupation. Apprenticeship and Pre-Apprenticeship programs are reported as a program code or a course within the Student Course (GN) Record in EMIS. To earn credit, a student must be either reported with a program code of 305014 (Apprenticeship/Pre-Apprenticeship Program Code) no later than the Graduation Collection (G), or have been funded in a CTE Pre-Apprenticeship course with subject code (Element CN050) 990365 prior to the 2023 school year.

ELEMENT: OTHER WORK-BASED LEARNING

Students who participate in a qualifying work-based learning experience earn partial (.33) points towards the Work-Based Learning Option. Work-based learning experiences are sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction. Students should accumulate work-based learning hours aligned to their program of study, graduation plan 2023, or student success plan, beginning when students are identified as ninth graders. Students may accumulate hours across multiple types of work-based learning experiences. This element is reported as a program code in EMIS. To earn credit, a student must be reported with a program code of 305099 (Other Work-Based Learning Program Code) no later than the Graduation Collection (G).

ELEMENT: OHIOMEANSJOBS-READINESS SEAL

Ohio high school students now can earn recognition by showing they are prepared to contribute to the workplace and their communities. The OhioMeansJobs-Readiness Seal is a formal designation student can earn on their high school diplomas and transcripts indicating they have the personal strengths, strong work ethic and professional experience that businesses need. Information on the seal can be found [here](#). Students receiving the OhioMeansJobs readiness seal earn partial (0.33) points toward the Emerging Readiness Measure Option (2). This element is reported as a program code in EMIS. To earn credit, a student must be reported with a program code of 510001 (Ohio Means Jobs Program Code) no later than Graduation Collection (G).



ELEMENT: SERVICE LEARNING

No data are currently available to support the Service-Learning element.

College Readiness

As part of the Career & Post-Secondary Readiness Component, career-technical education planning districts also receive two report-only measures of college readiness.

REPORT ONLY: College Enrollment

The first measure reflects the percentage of students in the 4yr graduation cohort of 2020 who were ever CTE Concentrators who enroll in a 2- or 4-year college within two years of when their cohort graduates from high school. Specifically, this element reflects the percentage of students enrolled in a 2- or 4-year college for at least 60 days within two years of high school graduation. The agency obtains this information through the National Student Clearinghouse Research Center which can be found at the following site: (NSC; <http://nscresearchcenter.org/>).

For career-tech planning districts to receive credit for students' post-high school college enrollment, students must meet the following criteria:

1. Enrollment must have occurred at a 2- or 4-year institution of higher education.
2. Enrollment must have occurred after the students' high school graduation date, unless the student earned a degree prior to high school graduation. In cases where students earn a degree prior to graduating from high school, districts and schools receive credit for student enrollment occurring prior to the student's EMIS-reported high school graduation date.
3. Enrollment must have occurred prior to the end of the 2-year observation period for the 4- year cohort.
4. NSC enrollment records must not have been marked with a "W (Withdrawal)", "D (Death)", or "A (Leave of Absence)".

REPORT ONLY: College Graduation

The second measure reflects the percentage of students who graduate from a 2- or 4-year college within six years of when their cohort graduates from high school. To be counted as a graduate, the student must earn at least an associate degree or higher from an institution of higher education. ODE gathers this information through the National Student Clearinghouse Research Center (NSC; <http://nscresearchcenter.org/>). For the 2023 CTPD Report Card, the denominator of the college graduation measure includes all students from CTPD member districts 2016 4yr graduation cohorts who were ever concentrators.

Because the high school graduation date for each student in the graduation cohort is unique (i.e., students may graduate early, on time, or late), the calculation uses a college graduation deadline of Sept. 30 six years after the cohort graduation year to give all students the full six years to earn a college degree. To be included as a graduate, a student in the Class of 2016 must have earned a diploma no later than September 30, 2022. For career-tech planning districts to receive credit for students' post-high school college graduation, students must meet the following criteria:

1. College graduation must have occurred at a 2- or 4-year IHE.
2. Students must earn an eligible degree (Associate's or higher).
 - a. In cases where degree title information is missing in the file, the degree will count as eligible.
3. College graduation must have occurred on or after the student's EMIS-reported high school graduation date.
 - a. In cases where students earned an associate degree within 3 months prior to graduating from high school, districts and schools receive credit.
4. College graduation must have occurred prior to the end of the 6-year observation period (Sept. 30, 2022) for the high school Class of 2016.

The calculation of the report-only college readiness measures mirror those on the traditional report cards. Additional details on the calculation can be found at the following site:



<https://education.ohio.gov/Topics/Data/Report-Card-Resources/Resources-and-Technical-Document/College-Career-Workforce-and-Military-Readiness>

Calculating the Component Rating

The elements are calculated to tally how many elements are met by the students in the four-year graduation cohort according to either the Readiness Measure option (1) or the Emerging Readiness Measure option (2).

Denominator of the Component

The denominator includes all students in each CTPDs four-year graduation rate. For 2023, this data includes the students in the class of 2022. Students are included in the graduation cohort regardless of whether they graduated.

Numerator of the Component

For a student to earn a full point on this measure, one of the four Career & Post-Secondary Readiness elements needs to be achieved. After completion of a Career & Post-Secondary Readiness element, a student may earn a bonus 0.33 points with Work-Based and Service-Learning elements. A student also can earn a full point on this measure with a combination of 3 elements between the two emerging readiness categories. All three elements cannot be from the same category. Bonus points can be earned by achieving a fourth element from either list.

Once each student’s weighting is determined, the points are totaled, and a Career and Post-Secondary Readiness percentage is derived. Ratings are assigned based on the following scale. The percentage is associated with both a star rating and a point scale. The point scale is used for the additional calculation of the overall report card rating – which attributes higher percentages with higher points within a rating range.

CAREER & POST-SECONDARY READINESS RATING SCALE

Rate	Rating
93 – 100%	5 Stars
75 – 92.9%	4 Stars
60 – 74.9%	3 Stars
40 – 59.9%	2 Stars
0 – 39.9%	1 Star

PERCENTAGE TO POINTS SCALE

Career & Post-Secondary Readiness Rating Scale		
Rating Scale	Percentage	Points
93% - 100% = 5 Stars	>=98.3% to 100%	5
	>=96.5% but <98.3%	4.75
	>=94.8% but <96.5%	4.5
	>=93% but <94.8%	4.25
75% - 92.9% = 4 Stars	>=88.5% but <93%	4
	>=84% but <88.5%	3.75
	>=79.5% but <84%	3.5
	>=75% but <79.5%	3.25
60% - 74.9% = 3 Stars	>=71.3% but <75%	3
	>=67.5% but <71.3%	2.75
	>=63.8% but <67.5%	2.5
	>=60.0% but <63.8%	2.25
40% -59.9% = 2 Stars	>=55% but <60%	2
	>=50% but <55%	1.75
	>=45% but <50%	1.5



0% to 39.9% = 1 Star	>=40% but <45%	1.25
	>=30% but <40%	1
	>=20% but <30%	0.75
	>=10% but <20%	0.5
	>=0% but <10%	0

COMPONENT RATING SCALE

Career & Post-Secondary Readiness Component Rating Assignment	
Points	Rating
4.125 – 5.000	5 Stars
3.125 – 4.124	4 Stars
2.125 – 3.124	3 Stars
1.125 – 2.124	2 Stars
0 – 1.124	1 Star

Post-Program Outcomes Calculation Overview

The original design of the Career-Technical Planning District (CTPD) report card included the Post- Program Outcomes Component having two measures: Post-Program Placement and Industry- Recognized Credentials. Legislation enacted in late 2016 required the Ohio Department of Education to include industry-recognized credentials in the Achievement component of the report card. Due to the legislation and a desire not to include the industry-recognized credentials as separate measures in multiple components, the industry-recognized credentials are displayed in the Post-Program Outcomes section as report only, and do not factor into the component rating.

Post-Program Placement

The Post-Program Placement measure uses Concentrators Who Left Secondary Education as the cohort to be evaluated. This includes Concentrators who leave school because they graduated and those who leave for other reasons, such as dropping out. These data can be collected by surveying students several months after they leave school regarding their placement status and/or reaching out to students via social media and other sources. For this reason, data are lagged to allow for time to collect the data and report it to ODE. For the 2023 report card, Concentrators Who Left Secondary Education during the 2021-22 school year are reported.

The process begins when the ODE generates a list of students who met the definition of a CTE Concentrator and who have left school. Because the cohort includes students who left for any reason, the agency also performs an enrollment check early in the school year to determine if any students re-enrolled in the current school year. Students who left during the 2021-22 school year but re-enrolled early in the 2022-23 school year are removed from the cohort. Please see the Student Populations section of this document for additional details on who is included in this population, and where.

Districts begin following up their students in the fall after they leave, and the list generated by ODE allows them to know exactly who will be in the denominator of their measure. They ask students to report what they did professionally after leaving school, including whether they are in an apprenticeship, enrolled in post-secondary education, employed, joined the military, or a service program. It is important to understand that for this element, all data are self-reported by the former students. There is no confirmation check performed by ODE or by the districts.

The calculation of the post-program placement rate only includes students for whom status is known. If a district is unable to locate a student, the student is not included in the calculation of the placement percentages.

Federal [Perkins legislation](#) requires that CTE student follow-up be completed within two quarters of the student leaving secondary education. For that reason, only follow-up data collected during the Initial Exiting Student



Follow-up (S1EXT) collection are used in the calculation of the Post-Program Outcomes component. Student placement data that are updated during the final (S2EXT) collection are not included.

Status Known Rate

As part of the calculation, ODE also reports a “Status Known Rate” which represents the percent of Concentrators Who Left Secondary Education for whom the district was able to obtain placement data via one of several reliable means. Districts have multiple ways they obtain the data. Some common methods include:

1. Follow-up survey response, several months after leaving school, for placement status.
2. National Student Clearinghouse (NSC) for postsecondary enrollment data
3. State Web sites for State licensing and certification data
4. Social media
5. Information from others (e.g., friends/family) who know the student.

The Status Known Rate is not an indicator of performance but provides an indication of the reliability and validity of the Post-Program Placement performance results. Generally, the higher the status known rate, the more reliable and valid the Post-Program Placement performance results. To incentivize districts to work to collect these data, the calculation uses the Status Known Rate to affect the final rating for the Post-Program Outcomes component. If status is known for less than 85% of the students, the district receives a star demotion for this measure. If status is known for 95% or more of the students, the CTPD receives a one star promotion for the measure.

Post-Program Placement is also an indicator of performance for Perkins. As such, the measures are calculated for all student subgroups and special populations required in [Perkins legislation](#).

Status Known Rate Calculation

DEFINITION: The percent of CTE Concentrators Who Left Secondary Education the previous year for whom placement status is known.

NUMERATOR: The number of CTE Concentrators Who Left Secondary Education the previous year who were reported with any valid combination of placement values (YES, NO) in the Apprenticeship, Employment, Military Enlistment, Service Program or Postsecondary Education Status elements. Students reported as Status Unknown using the Other Follow-up Status (FW310) element option (U) with any valid combination of placement data are considered status known.

DENOMINATOR: The number of CTE Concentrators Who Left Secondary Education the previous year who were not reported as Deceased using Other Follow-up Status (FW310) option D.

Post-Program Placement Calculation

DEFINITION: The percent of status known CTE Concentrators Who Left Secondary Education the previous year and were enrolled in postsecondary education or advanced training, in military service, a service program, an apprenticeship or employed.

NUMERATOR: The number of status-known CTE Concentrators Who Left Secondary Education the previous year and, in the second (2nd) quarter following the program year in which they left secondary education, were enrolled in postsecondary education or advanced training, in military service, a service program, in an apprenticeship or employed (Exiting Student Follow-Up Record (FW), *Apprenticeship Status Element* (FW230), *Employment Status Element* (FW160), *Military Enlistment Status* (FW290), *Service Program Status Element* (FW300) and *Postsecondary Education Status Element* (FW250)).

DENOMINATOR: The number of CTE Concentrators Who Left Secondary Education the previous year who were not unreported, reported as Status Unknown (U) or Deceased (D), (Exiting Student Follow-Up Record (FW) *Other Follow-Up Status Element* (FW310)).

Students are in the numerator if reported with one or more of the following options:



Apprenticeship Status Element (FW240)

Y Yes, known to be in an apprenticeship program

Employed Status Element (FW160)

Y Yes, known to be employed

Military Enlistment Status Element (FW290)

Y Yes, known to be in the military

Postsecondary Education Status Element (FW260)

Y Yes, known to have been enrolled in postsecondary education or advanced training in the year since leaving school

Service Program Status Element (FW300)

Y Yes, known to be in a service program

Note: JVSD-type CTPDs also receive a separate, report-only measure of the JVSD Post-Placement Rate. The calculation of this measure is the same, though limited to just those students accountable to the JVSD in the Initial Exiting Student Follow-up (S1EXT) Collection.

Industry-Recognized Credentials

Industry credentials change over time as new content is added or outdated content is removed. In some cases, when an industry credential changes, the points will also change. The number of points is set for each industry credential based when the student first enters the 9th grade and once set, they never decrease for those students. This means if an industry credential is worth 5 points when the student enters the 9th grade but is only worth 4 points on the next year's industry credential list, the industry credential is worth 5 points for that student. However, if the content is revamped and the credential's points increase, the industry credential is worth the higher point value for the student. Depending on the CTPD type, the Post-Program Outcomes Component contains three report-only measures of Industry-Recognized Credential Attainment.

Industry-Recognized Credentials Calculations

Percentage of Students Earning Twelve Point Credentials:

DEFINITION: The percentage of CTE Concentrators Who Left Secondary Education the previous year, and who obtained industry-recognized credentials totaling at least 12 points within a single career field.

NUMERATOR: Number of CTE Concentrators Who Left Secondary Education the previous year and obtained industry-recognized credentials totaling at least 12 points with either a single credential or a bundle of credentials within a single career field.

DENOMINATOR: Number of CTE Concentrators Who Left Secondary Education the previous year

Note: Due to the shared-service model of Career-Technical Education, Industry Recognized Credentials reported by any LEA for a student in the denominator are included in the calculation. JVSD-type CTPDs also receive a separate, report-only measure of the 12-point credential attainment. The calculation of this measure is the same, though limited to just those students accountable to the JVSD in the Initial Exiting Student Follow-up Collection (S1EXT).

Percentage of Students Earning Any Credentials:

DEFINITION: The percentage of CTE Concentrators Who Left Secondary Education the previous year, and who obtained any industry-recognized credentials.



NUMERATOR: Number of CTE Concentrators Who Left Secondary Education the previous year and obtained any industry-recognized credentials, regardless of point value.

DENOMINATOR: Number of CTE Concentrators Who Left Secondary Education the previous year

Note: Due to the shared-service model of Career-Technical Education, Industry Recognized Credentials reported by any LEA for a student in the denominator are included in the calculation. JVSD-type CTPDs also receive a separate, report-only measure of any credential attainment. The calculation of this measure is the same, though limited to just those students accountable to the JVSD in the Initial Exiting Student Follow-up Collection (S1EXT).

Post-Program Outcomes Component Rating Calculation

Only the Post-Program Placement measure is included in the calculation of the Post-Program Outcomes Component Rating.

STATUS KNOWN RATE PROMOTION AND DEMOTION

Measure and component point assignments are impacted by demotions and promotions based upon the Status Known Rate. Measure points for CTPDs that receive promotions to the Post Program Outcomes rating are assigned as the lowest point value of the next star rating up. For example, a CTPD with a preliminary four-star rating on Post Program Outcomes would receive the lowest number of points available for the five-star range, resulting in 4.25 points. There are no point adjustments for CTPDs with five-star preliminary ratings that would otherwise be subject to a promotion. Measure points for CTPDs that receive a demotion to the Post Program Outcomes rating are assigned as the highest point value of the next star rating down. For example, a CTPD with a preliminary three-star rating on Post Program Outcomes would receive the highest number of points available for the two-star range, resulting in 2 points. A CTPD with a preliminary one-star rating that would otherwise be subject to a demotion would be assigned the next lowest point value available based on their Placement Rate. For example, a CTPD with a Placement Rate of 60% that would otherwise be subject to a star rating demotion would receive 0.75 points.

Percentage to Points Scale

Post-Program Placement Percentage to Points		
Measure Rating Scale	Percentage	Points
93% - 100% - 5 Stars	>=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% - 4 Stars	>=92% but <93%	4
	>=91% but <92%	3.75
	>=90% but <91%	3.5
	>=89% but <90%	3.25
84% - 88.9% - 3 Stars	>=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% - 2 Stars	>=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% - 1 Star	>=59.25% but <79%	1
	>=39.5% but <59.25%	0.75
	>=19.75% but <39.5%	0.5
	>=0% but < 19.75%	0



Component Rating Scale

Post-Program Outcomes Component Rating Assignment	
Points	Star Rating
4.125 – 5.000	5 Stars
3.125 – 4.124	4 Stars
2.125 – 3.124	3 Stars
1.125 – 2.124	2 Stars
0 – 1.124	1 Star

Overall Rating Calculation

CTPDs receive an Overall Rating based upon performance on the four rated components. Each component is calculated with its associated measures. If there is more than one measure in the component, those points are summed to get the total number of points earned for the component. In cases where there is just one measure in the component, the measure points and the component points are identical. Once the component points are calculated, the weights in the tables below are applied to issue an Overall Rating. The table below shows the percentage that each measure contributes to its respective component, and it visualizes the hierarchy that leads to the Overall Rating.

Measure and Percent Contributed to Component Points	Component and Weight Contributed to Overall Rating Points	Overall Rating
Technical Skill Attainment = 80%	Achievement Component = 25%	
Performance Index = 20%		
4-Year Graduation Rate = 60%	Graduation Component = 25%	
5-Year Graduation Rate = 40%		
Post-Program Placement = 100%	Post-Program Outcomes= 25%	
Career & Post-Secondary Readiness = 100%	Career & Post-Secondary Readiness Component = 25%	

Note that this table reflects the calculation when all measures and all components have star ratings. When one or more measures or components are unrated, the weights are adjusted proportionally.

A CTPD with just three rated components has a weighting of 33.33 percent towards the Overall Rating. If just two components are rated, they contribute 50%-50% to the Overall Rating and if a CTPD has just one rated component, that component represents 100% of the Overall Rating.

Rating Scale

Overall Rating Point Assignment	
Points	Star rating
4.125 – 5.000	5 Stars
3.625 – 4.124	4.5 Stars
3.125 – 3.624	4 Stars
2.625 – 3.124	3.5 Stars
2.125 – 2.624	3 Stars
1.625 – 2.124	2.5 Stars
1.125 – 1.624	2 Stars
0.563 – 1.124	1.5 Stars
0 – 0.562	1 Star



Report-Only CTE Enrollment Measure

The CTPD report card also includes a measure of enrollment for each CTPD. The Headcount of Students Participating in Career-Technical Courses measure reflects the number of students who were funded in a career-tech course aligned to a workforce development program with a curriculum code of VM, VN, VP, VT, or PS (Career-Tech College Credit Plus). The measure excludes Family & Consumer Science, Career-Based Intervention, Senior-Only Credential and V3 curriculum code courses.

Student counts are disaggregated by student subgroup and the CTPD member district that sent the student for their career-tech coursework. Since the district counts are based upon the district that sent the student for career-tech coursework, rather than educating district, Joint Vocational School Districts are not listed. In addition, any students who were sent by a district outside of the CTPD would be counted as sent by an “Other” district.

Joint Vocational School District Financial Data

Financial measures are available for Joint Vocational School Districts. These measures are only listed for JVSD-type Career-Technical Planning Districts. The financial measures provide information about spending on classroom instruction and comparisons to similarly sized JVSDs from the prior year. Additional information on the expenditure calculations can be found in the [Expenditure Calculations and Rankings Technical Documentation](#).

Federal Performance Indicators

Career-Technical Planning Districts (CTPD) are accountable to the United States Department of Education for nine indicators in relation to the [Carl D. Perkins Career and Technical Education Act](#).

Under Perkins V, states are required to report annually on the following core indicators of performance. States are also required to report disaggregated data on the performance of students by eighteen student subgroups and special populations. The student subgroups and special populations included to satisfy Perkins V reporting requirements are as follows:

- All Students
- Gender
 - Female
 - Male
- Race/Ethnicity:
 - American Indian or Alaskan Native
 - Asian
 - Black, Non-Hispanic
 - Hispanic
 - Multiracial
 - White, Non-Hispanic
- Economic Disadvantage
- English Learners
- Foster
- Homeless
- Migrant
- Military
- Non-traditional Concentrators
- Single parents
- Students with Disabilities



Career-Technical Planning District federal performance indicators are not calculated for subgroups with fewer than ten students.

CTPDs negotiate local targets that encourage continuous improvement with the State. For the 2022-2023 school year, CTPDs are required to meet 90% of the target per federal Perkins legislation.

FY23 CTPD Perkins Performance Targets		
Indicator	Target	90% of Target
Four-Year Graduation Rate (1S1)	89.0%	80.1%
Extended-Year Graduation Rate (1S2)	91.0%	81.9%
Academic Proficiency In Reading/Language Arts (2S1)	84.0	75.6
	70.0%	
Academic Proficiency In Mathematics (2S2)	60.0	54.0
	50.0%	
Academic Proficiency In Science (2S3)	84.0	75.6
	70.0%	
Post-Program Placement (3S1)	72.0%	64.8%
Non-Traditional Program Enrollment (4S1)	18.5%	16.7%
Work-Based Learning Participation (5S3)	13.0%	11.7%
Technical Skill Attainment (5S4)	69.0%	62.1%

The federal performance indicators for which the Department and all Career-Technical Planning Districts are accountable are as follows:

GRADUATION

FOUR-YEAR GRADUATION RATE (1S1):

The calculation of the four-year graduation rate for Perkins performance is identical to the lagged state CTE 4-year graduation rate. For additional details on the CTE 4-year Graduation Rate, please see the Graduation Component section of this document.

EXTENDED-YEAR GRADUATION RATE (1S2):

The calculation of the extended-year graduation rate for Perkins performance is identical to the lagged state CTE 5-year graduation rate. For additional details on the CTE 5-year Graduation Rate, please see the Graduation Component section of this document.

ACADEMIC PROFICIENCY

The academic attainment indicators are based upon current year CTE concentrators, including first-time test results for all students who were CTE concentrators during the 2022-2023 school year. The indicators are reading/language arts, mathematics, and science, and as outlined in ESSA, are measured using the Performance Index. Note that standard version of the Ohio Graduation Tests (OGTs) are NOT part of the PI Score calculation any longer. For additional details on the calculation of the Performance Index, please see the Achievement Component section of this document.

ACADEMIC PROFICIENCY IN READING/LANGUAGE ARTS (2S1):

Academic proficiency in Reading/Language Arts is measured as the weighted average of individual student performance levels on each achievement test in all subject areas for grades 3-8, plus the English language



arts alternate assessment for students in grade 10 and the applicable end-of-course assessments in English language arts (English Language Arts 1 and English Language Arts 2) for any student taking the end-of-course assessment for the first time in the current or a prior year. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.

ACADEMIC PROFICIENCY IN MATHEMATICS (2S2):

The weighted average of individual student performance levels on each achievement test in all subject areas for grades 3-8, plus the mathematics alternate assessment for students in grade 10 and the applicable end-of-course assessments in mathematics (Algebra 1, Geometry, Integrated Math 1 and Integrated Math 2) for any student taking the end-of-course assessment for the first time in the current or a prior year. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.

ACADEMIC PROFICIENCY IN SCIENCE (2S3):

The weighted average of individual student performance levels on each achievement test in all subject areas for grades 3-8 and the applicable end-of-course assessments in science for any student taking the end-of-course assessments (Biology) for the first time in the current or a prior year. For the purpose of creating the Performance Index score, all applicable assessments (both standard and alternate) are included.

POST-PROGRAM PLACEMENT (3S1):

The calculation of the Post-Program Placement rate for Perkins performance is identical to the state Placement rate element in the Post-Program Outcomes Component. For additional details on the indicator, please see the Post-Program Outcomes Component section of this document.

NON-TRADITIONAL PROGRAM ENROLLMENT (4S1):

DEFINITION: The Non-Traditional Program Enrollment indicator measures the percentage of career-technical education concentrators in career-technical education pathways that lead to employment in fields not traditional to their gender. The indicator is based upon current year CTE concentrators, including all students who were CTE concentrators during the 2022-2023 school year in a pathway with a non-traditional designation.

A pathway is considered as non-traditional if individuals from their reported gender comprise less than 25 percent of the individuals employed in the related occupation or field of work. Non-traditional program designations that apply for each pathway are outlined in the CTE Program Matrix, published annually on the Career-Tech [Website](#).

NUMERATOR: The number of career-technical education concentrators, in the reporting year, enrolled in pathways that leading to employment that is non-traditional for their gender.

DENOMINATOR: The number of career-technical education concentrators enrolled in the reporting year in pathways with non-traditional designations.

WORK-BASED LEARNING PARTICIPATION (5S3):

DEFINITION: Students enrolled in career-technical education courses should participate in experiences aligned to their program of study, and work-based learning completed before enrollment in career-technical education courses should be aligned to the student's graduation and/or student success plan. For detailed guidance and additional information, please visit the [Work-based Learning webpage](#). While many Career-Technical Planning Districts across Ohio have been offering work-based learning opportunities, the approved definition, requirements, and calculation of work-based learning is a new focus with Perkins V.

The Work-Based Learning Participation indicator measures the percentage of career-technical education concentrators who graduated in the lagged 4-year CTE graduation cohort having participated in a minimum of 250 hours of work-based learning.



NUMERATOR: The number of career-technical education concentrators who graduated in the lagged 4-year graduation cohort who were reported as having accumulated 250 or more hours in a qualified work-based learning experience using Program Codes (GQ060) 310499 or 310500 in the Student Program (GQ) Record in EMIS.

DENOMINATOR: The total number of career-technical education concentrators who graduated in the 4-year graduation cohort.

TECHNICAL SKILL ATTAINMENT (5S4):

The calculation of the Technical Skill Attainment Rate for Perkins performance is identical to the state Technical Skill Attainment Rate. For additional details on the Technical Skill Attainment Rate, please see the Achievement Component section of this document.