

Career and Post-Secondary Readiness Component Technical Documentation



Career Technical Planning
District Report Card

2024-2025 School Year



Department of
Education &
Workforce

Revision History

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

Date	Effective	Description
		Updates for 2024-2025 Report Card

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

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before it is final and the Report Cards are released. *The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.* The [EMIS Validation and Report Explanations](#) webpage lists current Level 1 and 2 report explanations as well as a list of [General Issues Reports](#) that should be used to validate data. Another resource to validate data for students that cross LEAs is the [Ohio District Data Exchange \(ODDEX\)](#).

Secure Data Center Reports Breadcrumb Trails

CAREER AND POST-SECONDARY READINESS COMPONENT RATING

Report Portal > Secure Data Center > Local Report Card > CTPD Local Report Card > **Career & Post-Secondary Readiness**

CAREER AND POST-SECONDARY READINESS RATE

Report Portal > Secure Data Center > Career and Technical Education > **CTPD (or Member District) Career and Post-Secondary Readiness**

Table of Contents

REVISION HISTORY	1
<i>Secure Data Center Reports Breadcrumb Trails.....</i>	<i>1</i>
Career and Post-Secondary Readiness Component Rating.....	1
Career and Post-secondary Readiness Rate	1
TABLE OF CONTENTS	2
<i>Introduction</i>	<i>3</i>
<i>Business Rules</i>	<i>3</i>
Determining Students included in this Component	3
Readiness Measure Option 1	3
Emerging Readiness Measure Option 2.....	4
Career & Post-Secondary Readiness Elements.....	5
Career-Tech and Advanced Coursework Elements.....	7
Work-Based Learning Options Elements.....	9
Report ONLY Measures.....	10
<i>Career and Post-Secondary Readiness.....</i>	<i>12</i>
Career and Post-Secondary Readiness Calculation.....	13
<i>Career and Post-Secondary Readiness Component Rating Calculation and</i>	
<i>Description</i>	<i>14</i>
Calculation	14
Percentage to Points Scale	15
Component Rating Scale and Descriptions	15
<i>Appendix A Inclusion Criteria (EMIS).....</i>	<i>16</i>
Adjusted Graduation Cohort.....	16
Numerator.....	16

Introduction

The Career and Post-Secondary Readiness Component is used to evaluate the preparedness of students in Career Technical Planning Districts (CTPDs) for future careers and further education. This component has been expanded from the traditional district and school report card to better reflect the achievements of Career-Technical Education (CTE) students. It includes various elements that demonstrate a student's readiness, such as industry-recognized credentials and work-based learning experiences. This section outlines the calculation methods for these elements and explains how they contribute to the overall star rating of a CTPD. This component is designed to support Ohio's vision for student success by providing a clear and comprehensive evaluation of career readiness.

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

This component evaluates CTE Concentrators in the four-year graduation cohort. The definitions, business rules, and inclusion criteria for the CTE Four-Year Graduation Cohort can be found in the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) technical document.

READINESS MEASURE OPTION 1

For a student to earn a full point in readiness measure option one, 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 of 0.33 points by completing at least one Work-Based and Service-Learning element.

FIGURE 1: MEASURED ELEMENTS FOR CTPD READINESS MEASURE OPTION 1

Career & Post-Secondary Readiness (1.0) • Remediation Free (ACT/SAT) • Honors Diploma • 12 or more Industry Credential Points in a single Pathway • Military Readiness	Work-Based and Service Learning (0.33) • Internships • Pre-Apprenticeships and Apprenticeships • Service Learning* Data not available for this element • Other Work-based Learning • OhioMeansJobs-Readiness Seal
---	--

1.00 Points

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 in the emerging readiness measure option, 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.

FIGURE 2: MEASURED ELEMENTS FOR CTPD EMERGING MEASURE OPTION 2

Career Tech & Advanced Coursework (0.33)	Work-Based and Service Learning (0.33)
• Advanced Placement (AP) Assessment • International Baccalaureate (IB) assessment • Dual Enrollment- CCP courses • 4 CTE Courses in a Pathway • CTAG- non-CCP CTE Course - CTAG eligibility • CTE Pathway/CUM Assessment Score Proficient - Proficient Cumulative Technical Assessment • CTSO leadership and/or state participation • Partial Credentials <12 pts.	• Internships • Pre-Apprenticeships and Apprenticeships • Service Learning* Data not available for this element • Other Work-based Learning • OhioMeansJobs-Readiness-Seal

1.33 POINTS (FOUR ELEMENTS AT 0.33)

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 (THREE 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 (two 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 (one element at 0.33)

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

NOTES

- The possible points per student are: 0.00, 0.33, 0.67, 1.00, or 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. This student 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 ELEMENTS

REMEDATION FREE SCORES ACT/SAT

Students demonstrate readiness for 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:

TABLE 1: ACT REMEDIATION FREE SCORES

ACT Remediation Free Score	
English	18
Reading	22
Mathematics	22

TABLE 2: SAT REMEDIATION FREE SCORES

SAT Remediation Free Score	
English	480
Reading	480
Mathematics	530

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

The percentage of students in the cohort who met the remediation-free scores on all components of the ACT or SAT are reported. They’re included as one

element in the Career & Post-Secondary Readiness category to earn full credit (1.0 point) toward the measure.

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](#)

TWELVE OR MORE INDUSTRY CREDENTIAL POINTS IN A SINGLE CAREER FIELD

The process of earning an [industry-recognized credential](#) allows students to experience education *through work, about work and for work*. 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.

In order to count towards this measure, students must earn credentials totaling 12 points from the approved annual list. This can be a single credential worth 12 points or a bundle of credentials totaling 12 points **within the same career field**. Refer to the annual [Approved Credential List](#) for credential codes and associated career fields. Credentials must be earned on or before January 1st of the year after their anticipated graduation date.

Career Fields and Credential Lists

Agriculture/Environmental Systems
Business, Marketing, and Finance
Education and Training
Health
Human Services
Law and Public Safety
Transportation

Arts and Communications
Construction
Engineering
Hospitality and Tourism
Information Technology
Manufacturing

MILITARY READINESS

This measure reports the percentage 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:

- Provide the district or school with 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 achieving the required score on the ASVAB and completing the oath of enlistment, each recruit signs and is provided with a copy of his or her Department of Defense Form Enlistment/Reenlistment (DD Form 4) enlistment contract. Students must submit this documentation to demonstrate evidence of enlistment.

It is recommended that 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.

CAREER-TECH AND ADVANCED COURSEWORK ELEMENTS

ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) Advanced Placement (AP) or International Baccalaureate (IB) courses are administered at the end of the year. They measure knowledge of the 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. Course availability is determined by each school and district.

TABLE 3: AP/IB QUALIFYING SCORES

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

DUAL ENROLLMENT

Ohio offers students the ability to take courses that can earn credit towards high school and college graduation. This program is often referred to as “dual enrolment”. Some such programs are:

- advanced standing programs, such as the [College Credit Plus](#) program, under Chapter [3365](#) of the Revised Code,
- an early college high school program under section [3313.6013](#) of the Revised Code, or
- A state-approved career-technical course offered through dual enrollment or statewide articulation,

Credits appear on a student's college transcript issued by the institution of higher education where the student was educated. Credits reported under division [3302.03\(D\)\(1\)\(j\)\(iii\)](#), include credits that count toward the curriculum requirements for a degree, with the exception of remedial or developmental credits. College credits issued after the student has left secondary education can be included as long as the work (CTE, AP, or IB course and test) was completed before the student graduated.

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.

CAREER- TECHNICAL COURSES IN A PATHWAY

Districts report a Student Course Record (GN Record) for each year the student attends 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 two.

A student earns 0.33 points for any four workforce development courses in a single CTE pathway taken prior to the [2024-2025](#) school year. The courses that are included can be found in either [EMIS manual or the CTE Program and Assessment Matrix](#). The pathway in which the courses are offered does not have to align with the student's program of concentration.

CAREER-TECHNICAL EDUCATION ARTICULATED CREDIT (CTAG)

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, earned credit in one or more eligible CTAG (non-CCP CTE workforce development course) and scored proficient or higher on the aligned CTE Technical Assessment (prior to the [2024-2025](#) school year) earn .33 points. Only WebXam results are included in the calculation. Industry-Recognized credentials used in lieu of WebXams would not be eligible for CTAG credit in this measure. For additional information on Career-Technical Education Articulated Credit, please visit the [Higher Education](#) website.

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

All students, including students with disabilities, enrolled in an approved career- technical education program must take the CTE assessment for each course with an aligned assessment. Students who earned a cumulative, or pathway, CTE technical assessment score of proficient or higher (prior to the [2024-2025](#) school year) earned partial (.33) points towards the Emerging Readiness Measure Option two. Proficiency is obtained when the cumulative score meets or exceeds the cutoff score. If an assessment is taken more than once, the highest score is used in the calculation. 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

Two or more course-level CTE technical assessment results within a single pathway must be reported for each student in EMIS. Cumulative scores are calculated based upon the number of assessments taken and obtainment of a proficient score for that year. The cumulative score is the average of all the technical assessment scores for that student. The proficient cutoff is the average of all proficient technical assessment scores for that student. More detailed information on this calculation can be found in the [CTPD Achievement Technical Document](#).

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

There are several ways to earn partial (.33) points towards Emerging Readiness Measure option two.

Students who paid dues for a state and/or national career technical student organization and participated as a regional or state officers, Or

Students who paid dues for a state and/or national career technical student organization competed at or above the state level.

PARTIAL INDUSTRY CREDENTIAL POINTS

A single credential or bundle of industry credentials (within the same career field) will count toward the Career Tech & Advanced Coursework element earning partial points (0.33) toward the measure. The credentials must be from the approved list totaling between four and eleven points and reported prior to the [2024-2025](#) school year.

WORK-BASED LEARNING OPTIONS ELEMENTS

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. It may be paid or unpaid and have an established timeframe allowing a student to acquire work experience and explore short-term options for career pathways.

APPRENTICESHIP AND PRE-APPRENTICESHIP

Students who participate in qualifying apprenticeship and/or pre-apprenticeship programs earn partial (.33) points towards the Work-Based Learning Option. Pre-apprenticeship programs teach basic technical and job-readiness skills to prepare for formal apprenticeship programs. High school students who complete an ApprenticeOhio-recognized pre-apprenticeship program are included in this measure. Pre-apprenticeship curricula for in-school youth are developed in collaboration with the Ohio Department of Education and Workforce. Pre-apprenticeship curricula for out-of-school and adults are developed in collaboration with the Ohio Department of Education and Workforce and/or the university system of Ohio.

An apprentice is someone 16 or older who is learning a career from a skilled worker and paid while they learn. Each program includes a minimum of 2,000 hours of on-the-job training and 144 hours of classroom instruction each year. Apprenticeships offer the chance to gain skills that will lead to a higher salary and job opportunities. Apprenticeships are available in a variety of occupations, including health care, internet technology, advanced manufacturing, and construction. Once completed, they receive a certificate that is recognized nationally. The completed program must be registered with ApprenticeOhio. Apprenticeship and Pre-

Apprenticeship programs are reported as a program code or a course within the Student Course (GN) Record in EMIS.

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, or simulated environments at an educational institution. These work environments foster in-depth, firsthand engagement with the tasks required in a given career field and aligned to curriculum and instruction. When students are identified as ninth graders, they should start accumulating work-based learning hours aligned to their program of study, graduation plan 2025, or student success plan. Students may accumulate hours across multiple types of work-based learning experiences. This element is reported as a program code in EMIS.

OHIOMEANSJOBS-READINESS SEAL

Ohio high school students earn recognition by showing preparedness to contribute to the workplace and community. To earn the OhioMeansJobs-Readiness Seal, students must demonstrate certain professional skills required for success in the workplace. Students work with at least three experienced and trusted mentors who validate the demonstration of skills in school, work, or the community. Review the [Guide for earning the OhioMeansJobs-Readiness Seal](#).

Students receiving the OhioMeansJobs readiness seal earn partial (0.33) points toward the Emerging Readiness Measure Option two. This element is reported as a program code in EMIS.

SERVICE LEARNING

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

REPORT ONLY MEASURES

ACT PARTICIPATION

This measures the percentage of the four-year graduation cohort students who took the ACT test prior to the 2024-2025 school year. A student must be reported with a valid score in all sections of the ACT (listed above) to be counted as a participant to be included in the numerator.

SAT PARTICIPATION

This measures the percentage of students who took the SAT test prior to the 2024-2025 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.

ADVANCED PLACEMENT (AP) PARTICIPATION

This measures the percentage of students who took Advanced Placement courses prior to the 2024-2025 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.

INTERNATIONAL BACCALAUREATE (IB) PARTICIPATION

This measures the percentage of students that took IB exams prior to the 2024-2025 school year. Any IB exam reported is included, regardless of the score.

COLLEGE ENROLLMENT

The first measure reflects the percentage of students in the four year graduation cohort of 2020 who had CTE Concentrators and enrolled in a two or four year college within two years of their graduation cohort. Specifically, this element reflects the percentage of students enrolled in a two or four year college for at least 60 days within two years of high school graduation. The Department 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:

- Enrollment must have occurred at a two or four year institution of higher education.
- Enrollment must have occurred after the students' high school graduation date, unless the student earned a degree prior to high school graduation. In these scenarios, districts and schools will receive credit for student enrollment prior to the EMIS reported high school graduation date.
- Enrollment must have occurred prior to the end of the two year observation period for the four year cohort.
- NSC enrollment records must not have been marked with a "W (Withdrawal)", "D (Death)", or "A (Leave of Absence)".

COLLEGE GRADUATION

The second measure reflects the percentage of students who graduated from a two or four year college within six years of their cohort graduation date from high school. The student must earn at least an associate degree or higher from an institution of higher education to be counted as a graduate. The Department gathers this information from the National Student Clearinghouse Research Center (NSC; <http://nscresearchcenter.org/>). For the 2024-2025 CTPD Report Card, the denominator of the college graduation measure includes all students from CTPD member districts 2016 4yr graduation cohorts who were concentrators.

Because the high school graduation date for each student in the cohort is unique (i.e., students may graduate early, on time, or late), the calculation uses a college graduation deadline of Sept. 30. It must be six years after the cohort graduation year to give all students the full amount of time 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, 2024.

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

- College graduation must have occurred at a two or four year institute of higher education.
 - Students must earn an eligible degree (Associate's or higher).
 - In cases where degree title information is missing in the file, the degree will count as eligible.
- College graduation must have occurred on or after the student's EMIS-reported high school graduation date.

In cases where students earned an associate degree within three months prior to graduating from high school, districts and schools receive credit.

College graduation must have occurred prior to the end of the six year observation period (September 30, 2024) for the high school Class of 2017.

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: [College Graduation within 6 Years Technical Document](#)

Career and Post-Secondary Readiness

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 one captures students earning full credit, plus the option for a bonus by earning one of the Work-Based and Service-Learning elements. Option two captures students earning up to full credit, plus the option for bonus, by earning a combination of Emerging Readiness Measures.

To receive a score on the Career and Post-Secondary Readiness measure, a CTPD must have at least ten (10) accountable students in the four-year graduation cohort. In cases where a CTPD has fewer than ten unique students the data will be masked, and no Career and Post-Secondary Readiness percentage will be calculated.

- **Code Sections:** [Perkins legislation](#)
- **N-Size:** 10 accountable students
- **Elements:** Remediation Free Scores ACT/SAT, Honors Diploma, 12 or More Industry Credential Points in a single Career Field, Military Readiness, Advanced Placement (AP) and International Baccalaureate (IB), Dual Enrollment, Career- Technical Courses in a Pathway, Career-Technical Education Articulated Credit (CTAG), Career-Technical Pathway/Cumulative Assessment Score of Proficient or Higher, Career-Technical Student Organization Leadership and Student Organization State Competition Participation, <12 Pts Industry Credential Points, Internship, Apprenticeship and Pre-Apprenticeship, Other Work-Based Learning, OhioMeansJobs-Readiness Seal. 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 one or the Emerging Readiness Measure option two.

CAREER AND POST-SECONDARY READINESS CALCULATION

Once each student's weighting is determined, the points are totaled, and a Career and Post-Secondary Readiness percentage is derived.

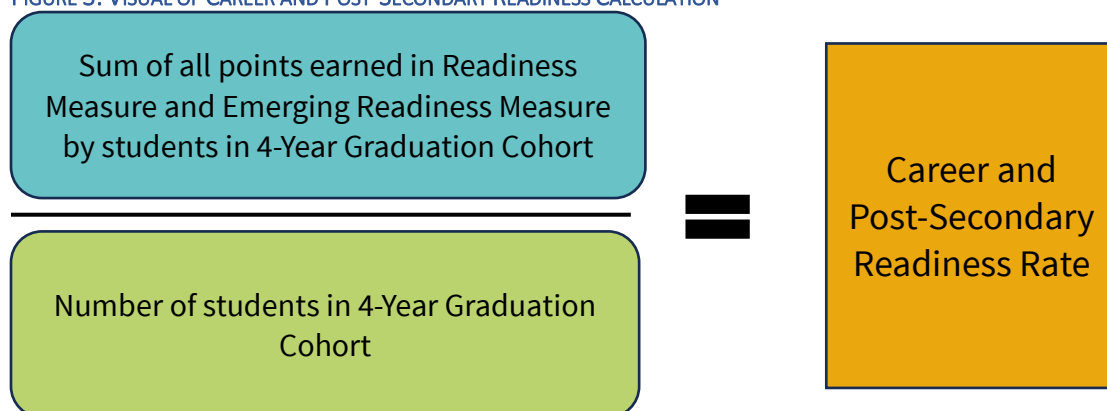
DENOMINATOR

The denominator includes all students in each CTPDs four-year graduation cohort. For 2025, the students in the class of 2024 are included, regardless of whether they graduate.

NUMERATOR

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 of 0.33 points with Work-Based and Service-Learning elements. A student can earn a full point on this measure with a combination of three 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.

FIGURE 3: VISUAL OF CAREER AND POST-SECONDARY READINESS CALCULATION



Ratings are assigned based on the following scale.

TABLE 4: CAREER AND POST-SECONDARY READINESS RATE SCALE AND DESCRIPTIONS

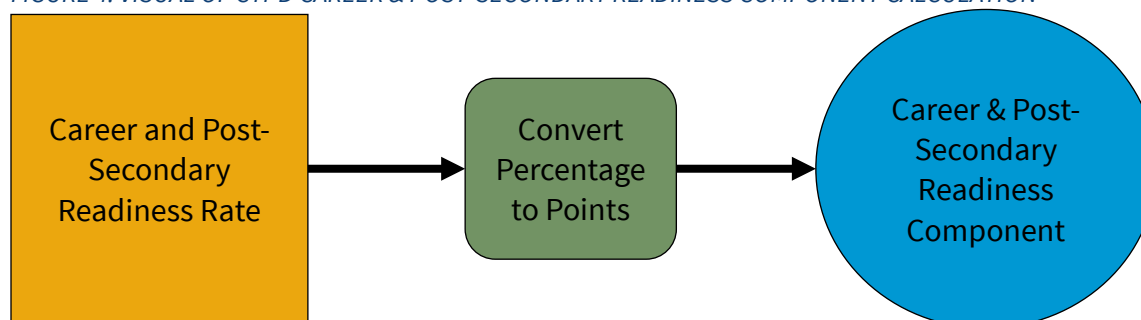
Career and Post-Secondary Readiness Rate	Rating	Rating Description
Greater than or equal to 93%	5 Stars	Significantly exceeds state standards in career and post-secondary readiness
Greater than or equal to 75% but less than 92.9%	4 Stars	Exceeds state standards in career and post-secondary readiness
Greater than or equal to 60% but less than 75%	3 Stars	Meets state standards in career and post-secondary readiness
Greater than or equal to 40% but less than 60%	2 Stars	Needs support to meet state standards in career and post-secondary readiness
Less than 40%	1 Star	Needs significant support to meet state standards in career and post-secondary readiness

Career and Post-Secondary Readiness Component Rating Calculation and Description

The Career and Post-Secondary Readiness Component includes the Career and Post-Secondary Readiness Percentage. 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.

CALCULATION

FIGURE 4: VISUAL OF CTPD CAREER & POST-SECONDARY READINESS COMPONENT CALCULATION



PERCENTAGE TO POINTS SCALE

TABLE 5: CTPD CAREER AND POST-SECONDARY READINESS PERCENTAGE TO POINTS

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

COMPONENT RATING SCALE AND DESCRIPTIONS

TABLE 7: CTPD CAREER & POST-SECONDARY READINESS COMPONENT RATING SCALE AND DESCRIPTIONS

CTPD CAREER & POST-SECONDARY READINESS COMPONENT RATING		
Total Points Earned	Rating	Rating Description
Greater than or equal to 4.125 Points	5 Stars	Significantly exceeds state standards in career and post-secondary readiness
Greater than or equal to 3.125 points but less than 4.125 points	4 Stars	Exceeds state standards in career and post-secondary readiness
Greater than or equal to 2.125 but less than 3.125 points	3 Stars	Meets state standards in career and post-secondary readiness
Greater than or equal to 1.125 points but less than 2.125 points	2 Stars	Needs support to meet state standards in career and post-secondary readiness
Less than 1.125 points	1 Star	Needs significant support to meet state standards in career and post-secondary readiness

Appendix A Inclusion Criteria (EMIS)

ADJUSTED GRADUATION COHORT

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

- Career and Post-Secondary Readiness Rate of the Career and Post-Secondary Component on the CTPD Report Card

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

[\(CTGR-424\) 2024 – CTE Grad Cohort - 4th Year Status](#)

NUMERATOR

In order for students to be counted in the numerator they must have at least one of the following reported in EMIS:

ELEMENT: REMEDIATION FREE SCORES ACT/SAT

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) $\leq$ 20XX10 AND Test Day of the Month (FA212) $\neq$ 00*

NOTE: Test Date and Test Day of the Month indicates that the test was taken no later than October 31 of the graduating year.

OR

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) $\leq$ 20XX10 AND Test Day of the Month (FA212) $\neq$ 00*

NOTE: Test Date and Test Day of the Month indicating that the test was taken no later than October 31 of the graduating year

NOTE: 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 to be included in the numerator.

NOTE: The highest score from all attempts is used for the calculation. Therefore, a student who meets the required scores across multiple attempts is included. The attempts must be within the same Test Type.

ELEMENT: HONORS DIPLOMA

Diploma Type Element (FN100) = 2, 4, 5, 6, 7, or 8

ELEMENT: 12 OR MORE INDUSTRY CREDENTIAL POINTS IN A SINGLE CAREER FIELD

Assessment type code (FA060) = GW AND Test Date (FA210) ≤ 20XX01 (indicating that the credential was earned no later than January 1 of the year following their anticipated graduation date) AND Score (FA240) ≠ N

NOTE: This can be a single credential worth 12 points or a bundle of credentials totaling 12 points **within the same career field**.

ELEMENT: MILITARY READINESS

Program Code (GQ060) = 520110 – Military- Intent to Enlist

NOTE: Student has documented intent to enlist in the military by sharing a completed Contract DD Form 4 with the district.

Element: Advanced Placement (AP)/International Baccalaureate (IB)

Assessment type code (FA060) = AP AND Score (FA240) ≥ 3 AND Test Date (FA210) ≤ 20XX10

OR

Assessment type code (FA060) = IB AND Score (FA240) ≥ 4 AND Test Date (FA210) ≤ 20XX10

NOTE: Test Date indicates that the test was taken no later than October 31 of the graduating year

NOTE: Must Receive qualifying scores on **at least three AP or IB exams**. The exams can be a combination of both AP and IB types.

ELEMENT: DUAL ENROLLMENT

Dual enrollment credit earned (GC110) ≥ 3

ELEMENT: CAREER-TECHNICAL COURSES IN A PATHWAY

At least four CTE Workforce Development Courses that were funded and reported with the following

High School Credit Earned (GN150) = Y

OR

High School Credit Earned (GN150) = P AND Partial/Override (GN152) > 0.0

ELEMENT: CAREER-TECHNICAL EDUCATION ARTICULATED CREDIT (CTAG)

A CTE Workforce Development Course that is approved for CTAG credit, funded, and reported with the following.

Subject Code (CN050) = CTAG eligible course subject codes AND High School Credit Earned (GN150) = Y

OR

High School Credit Earned (GN150) = P AND Partial/Override (GN152) > 0.0 AND Assessment type code (FA060) = GY AND Score (FA240) >= Benchmark Proficiency Score

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

More detailed information on this calculation can be found in the [CTPD Achievement Technical Document](#).

ELEMENT: CAREER-TECHNICAL STUDENT ORGANIZATION LEADERSHIP OR STUDENT ORGANIZATION STATE COMPETITION PARTICIPANT

Program Code (GQ060) = 410099 Career Technical Student Organization Leadership

OR

Program Code (GQ060) = 410010 Career Technical Student Organization State Competition Participation

ELEMENT: LESS THAN 12 INDUSTRY CREDENTIAL POINTS

Assessment type code (FA060) = GW AND Test Date (FA210) <= 20XX01 (indicating that the credential was earned no later than January 1) AND Score (FA240) ≠ N

NOTE: This can be a single credential worth 4-11 points or a bundle of credentials totaling 4-11 points **within the same career field**.

ELEMENT: INTERNSHIP

Program Code (GQ060) = 305012 Internship Completion

ELEMENT: APPRENTICESHIP OR PRE-APPRENTICESHIP

Program Code (GQ060) = 305014 Apprenticeship/Pre-Apprenticeship

OR

Subject Code (CN050) = 990365

NOTE: Course must be funded prior to 2024-2025 School Year

ELEMENT: OTHER WORK-BASED LEARNING

Program Code (GQ060) = **305099** Other Work-Based Learning

ELEMENT: OHIOMEANSJOBS READINESS SEAL

Program Code (GQ060) = **510001** Ohio Means Jobs

NOTE: For students to be included in the numerator, the program codes, credentials, and assessment records must be reported prior to the anticipated Graduation Collection. For example, if a student began ninth grade in 2019 becoming a 2024 Cohort Student, but deferred their diploma to complete a CTE pathway, any credential earned in the 5th year would not “count” towards Career and Post-Secondary Readiness.