

John R. Kasich, Governor  
Dr. Lonny J. Rivera, Interim Superintendent of Public Instruction

February 24, 2016

Stefan Huh  
Director  
Charter Schools Program  
U.S. Department of Education  
400 Maryland Ave. S.W.  
Washington, D.C. 20202

Dear Director Huh:

Thank you for your recent request for additional information in support of Ohio's Charter School Program Grant Award of September 2015. The Ohio Department of Education appreciates your commitment to ensuring rigorous community school accountability. Please find enclosed the requested definitions and school lists of academically high-quality and poor-performing community schools.

I hope this provides needed clarity to Ohio's definitions of academically poor-performing and high-quality community schools. Once again, thank you for the opportunity to offer more information on how Ohio holds its community schools accountable. If you have additional questions, please contact Dr. Steve Gratz at [Steve.Gratz@education.ohio.gov](mailto:Steve.Gratz@education.ohio.gov).

Sincerely,



Dr. Lonny J. Rivera  
Superintendent of Public Instruction



Ohio		
ED Definition	State Operationalization of ED Definition, July 2015	State Definition, Fall 2015
<p><u>Academically poor-performing charter school</u> means—</p> <p>(a) A charter school that has been in operation for at least three years and that –</p> <p>(1) Has been identified as being in the lowest-performing five percent of all schools in the State and has failed to improve school performance (based on the SEA’s accountability system under the ESEA) over the past three years; and</p> <p>(2) Has failed to demonstrate student academic growth of at least an average of one grade level for each cohort of students in each of the past three years, as demonstrated by statewide or other assessments approved by the authorized public chartering agency;</p>	<p><u>Academically poor-performing charter school</u> means—<sup>1,2</sup></p> <p>(a) A charter school that has been in operation for at least three years and that –</p> <p>(1) Has been identified as being in the lowest-performing five percent of Performance Index Scores of all schools in the State over the past three years; and</p> <p>(2) Has failed to demonstrate student academic growth of at least an average of one grade level in each of the past three years, operationalized as a Value-Added Grade of D or F, or Value-Added Rating of Below.</p>	<p><u>Academically poor-performing charter school</u> means—<sup>1,2</sup></p> <p>General Education Charter School:</p> <p>(a) A charter school that in a given year –</p> <p>(1) Received a Performance Index Grade of D or F, or a score below 70%; and</p> <p>(2) Failed to demonstrate student academic growth of at least an average of one grade level, operationalized as a Value-Added Grade of D or F, or Value-Added Rating of Below.</p> <p>Dropout Prevention and Recovery Charter School:</p> <p>(a) A charter school that in a given year –</p> <p>(1) Received an Overall Rating of Does Not Meet Expectations</p> <p>Ohio considers the state definition to be more rigorous because:</p> <p>In contrast to the federal definition, the state definition allows a school to be identified as poor performing prior to being in operation for three years. In addition, it allows a school to be identified as poor performing in a single year whereas the ED definition limits to only those schools with low performance in three consecutive years. Using the Performance Index Grade, rather than lowest 5% of Performance Index Scores, also significantly increases the number of schools that can be identified as poor performing.</p>

ED Definition	State Operationalization of ED Definition	State Definition
<p><u>High-quality charter school</u> means—</p> <p>(a) A charter school that shows evidence of strong academic results for the past three years (or over the life of the school, if the school has been open for fewer than three years), based on the following factors:</p> <p>(1) Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including, as applicable, <u>educationally disadvantaged students</u> served by the charter school;</p> <p>(2) Either—</p> <p>(i) Demonstrated success in closing historic achievement gaps for the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA (20 U.S.C. 6311(b)(2)(C)(v)(II)) at the charter school; or</p> <p>(ii) No significant achievement gaps between any of the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA (20 U.S.C. 6311) at the charter school and significant gains in student academic achievement for all populations of students served by the charter school;</p> <p>(3) Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other <u>educationally disadvantaged students</u> served by the charter school that are above the average</p>	<p><u>High-quality charter school</u> means—<sup>1,2</sup></p> <p>(a) A charter school that shows evidence of strong academic results for the past three years (or over the life of the school, if the school has been open for fewer than three years), based on the following factors:</p> <p>(1) Demonstrated student academic achievement or growth as operationalized as either —</p> <p>(i) A Value-Added grade of A,B or C, or a Value-Added rating of Met and an Attendance Rate of at least 93%; or</p> <p>(ii) A Performance Index Grade of A, B or C or 70% and an Attendance Rate of at least 93%; or</p> <p>(iii) A Four-Year Graduation Rate Grade of A, B or C or 84% and an Attendance Rate of at least 93%;</p> <p>OR—</p> <p>(2) No significant achievement gaps between any of the subgroups of students operationalized as an Annual Measurable Objectives (AMO) Grade of A, B or C, or Adequate Yearly Progress (AYP) Rating of Met.</p> <p>AND—</p> <p>(3) No <u>significant compliance issues</u>, particularly in the areas of student safety, financial management, and equitable treatment of students operationalized as the school being rated in partial or overall compliance with their contract by the school’s sponsor, and auditable by the Ohio Auditor of State.</p>	<p><u>High-quality charter school</u> means—<sup>2</sup></p> <p>General Education Charter School:</p> <p>(a) A charter school that shows evidence of strong academic results based on the following factors:</p> <p>(1) Demonstrated student academic achievement or growth as operationalized as either —</p> <p>(i) A Value-Added grade of A or B and</p> <p>a. Performance Index Grade of A, B or C or an increase in Performance Index for the last three years. Or, if the school did not receive a Value-Added Grade</p> <p>(ii) A Four-Year Graduation Rate Grade of A or B and</p> <p>a. Performance Index Grade of A, B or C or an increase in Performance Index for the last three years. Or, if the school received neither a Value-Added Grade or Four-Year Graduation Rate Grade</p> <p>(iii) A K-3 Literacy Improvement Grade of A or B.</p> <p>*Only one year of data (2013-2014) available because the K-3 Literacy Improvement Grade was new in 2014.</p> <p>Dropout Prevention and Recovery Charter School:</p> <p>(a) A charter school that in a given year –</p> <p>(2) Received an Overall Rating of Exceeds Expectations</p>

ED Definition	State Operationalization of ED Definition	State Definition
<p>academic achievement results for such students in the State;</p> <p>(4) Results on a performance framework established by the State or authorized public chartering agency for the purpose of evaluating charter school quality; and</p> <p>(5) No <u>significant compliance issues</u>, particularly in the areas of student safety, financial management, and equitable treatment of students.</p>		<p>Ohio considers the state definition to be more rigorous because:</p> <p>The ED definition of high quality schools relied on one academic measure, meeting a Grade of C or higher or the equivalent under Ohio’s old report card system (Value-Added, Performance Index, 4-Year Graduation Rate, or Annual Measureable Objectives). Identifying schools as high quality on the basis of any one of four academic measures allows a school to be identified as high quality while performing poorly on other measures, and risks identifying schools as high quality when they would not be considered high performing within the context of Ohio’s Report Card system. The updated criteria are believed to improve the comparability of results to Ohio’s Report Card system, and limit the number of schools viewed favorably, by relying on two academic measures for most schools and requiring a higher level of performance, a Grade of A or B, on Value-Added and 4-Year Graduation Rate. Please see the attached technical documentation for additional details on the calculation of Ohio’s local report card measures.</p>

<sup>1</sup>The calculation of Ohio’s report card measures changed over the analysis time period. In addition to calculation changes, report card measures also went from being rated to graded. The federally approved gap closing measure changed from AYP to AMO in 2013.

<sup>2</sup>eschools are not included in the data provided since they are not eligible for the CSP subgrant as originally outlined in our proposal. Dropout prevention and recovery schools are not included in the data provided because they have a separate accountability system, which is not yet fully implemented.



**Schools Identified as High Quality under Federal Definition:**

School IRN	School Name
000138	Pathway School of Discovery
000222	Wildwood Environmental Academy
000316	Constellation Schools: Westpark Community Middle
000318	Menlo Park Academy
000320	Constellation Schools: Lorain Community Middle
000321	Constellation Schools: Old Brooklyn Community Middle
000420	Columbus Bilingual Academy
000510	Springfield Preparatory and Fitness Academy
000511	Northland Preparatory and Fitness Academy
000534	Constellation Schools: Puritas Community Middle
000543	Pinnacle Academy
000546	Winterfield Venture Academy
000553	Columbus Humanities, Arts and Technology Academy
000557	Columbus Arts & Technology Academy
000558	Columbus Preparatory Academy
000559	Orion Academy
000560	Apex Academy
000577	Emerson Academy
000613	Heir Force Community School
000629	Summit Academy Community School - Painesville
000679	Oakstone Community School
000736	HBCU Preparatory School 1
000843	Bennett Venture Academy
000858	Horizon Science Academy-Cleveland Middle School
000875	Westside Academy
000930	Cleveland Entrepreneurship Preparatory School
000941	Par Excellence Academy
000951	Toledo Preparatory and Fitness Academy
000952	Columbus Preparatory and Fitness Academy
000953	Mt. Healthy Preparatory and Fitness Academy
007995	Cleveland Arts and Social Sciences Academy
008065	Imani Learning Academy
008278	Noble Academy-Cleveland
008280	Noble Academy-Columbus
009122	Columbus Collegiate Academy
009149	Constellation Schools: Westside Community School of the Arts
009164	Central Academy of Ohio
009179	Horizon Science Academy Columbus Middle School
009181	Clay Avenue Community School
009192	Foundation Academy
009283	Dayton Early College Academy, Inc
009909	Constellation Schools: Mansfield Community Middle
009955	Madison Avenue School of Arts
009964	Sciotoville Elementary Academy
009990	Horizon Science Academy Elementary School
009997	KIPP Columbus
010007	Horizon Science Academy Denison Elementary School
011291	Village Preparatory School
011381	Greater Summit County Early Learning Center
011468	Columbus Bilingual Academy-North
011470	A.B. Graham Academy
011487	Falcon Academy of Creative Arts
011533	Horizon Science Academy Lorain
011967	Richland Academy School of Excellence
011986	Horizon Science Academy Youngstown
011986	Horizon Science Academy Youngstown

**Schools Removed from High Quality under State Definition:**

School IRN	School Name
000138	Pathway School of Discovery
000222	Wildwood Environmental Academy
000316	Constellation Schools: Westpark Community Middle
000318	Menlo Park Academy
000321	Constellation Schools: Old Brooklyn Community Middle
000420	Columbus Bilingual Academy
000510	Springfield Preparatory and Fitness Academy
000534	Constellation Schools: Puritas Community Middle
000546	Winterfield Venture Academy
000559	Orion Academy
000560	Apex Academy
000629	Summit Academy Community School - Painesville
000679	Oakstone Community School
000843	Bennett Venture Academy
000875	Westside Academy
000952	Columbus Preparatory and Fitness Academy
008065	Imani Learning Academy
008278	Noble Academy-Cleveland
009164	Central Academy of Ohio
009181	Clay Avenue Community School
009909	Constellation Schools: Mansfield Community Middle
009955	Madison Avenue School of Arts
009964	Sciotoville Elementary Academy
009990	Horizon Science Academy Elementary School
009997	KIPP Columbus
010007	Horizon Science Academy Denison Elementary School
011291	Village Preparatory School
011381	Greater Summit County Early Learning Center
011468	Columbus Bilingual Academy-North
011470	A.B. Graham Academy
011487	Falcon Academy of Creative Arts
011533	Horizon Science Academy Lorain
011967	Richland Academy School of Excellence
011986	Horizon Science Academy Youngstown
012029	Citizens Leadership Academy
012060	Akros Middle School
012501	Beacon Hill Academy
012513	Madisonville SMART Elementary
012536	Newbridge Math & Reading Preparatory Academy
012558	Global Village Academy
012924	DECA PREP
014121	Imagine Leadership Academy
132761	Summit Academy Community School Alternative Learners -Xenia
132969	Constellation Schools: Elyria Community
133280	Washington Park Community School
133330	T.C.P. World Academy
133512	Cincinnati College Preparatory Academy
133629	Horizon Science Acad Cleveland
133660	Horizon Science Academy Columbus
133942	Toledo School For The Arts
134072	Youngstown Community School
134098	Constellation Schools: Old Brooklyn Community Elementary
134197	Green Inspiration Academy
134213	Middlebury Academy
143172	International Acad Of Columbus

**Additional Schools Identified as High Quality under State Definition:**

School IRN	School Name
000576	King Academy Community School
000610	Summit Academy Middle School - Columbus
000725	Zenith Academy
000780	Midnimo Cross Cultural Community School
000855	Stambaugh Charter Academy
008061	Arts & Sciences Preparatory Academy
008287	Groveport Community School
009171	Star Academy of Toledo
009957	Klepinger Community School
010005	Horizon Science Academy Cleveland Elementary School
011511	Lakeland Academy Community School
011923	Northeast Ohio College Preparatory School
011972	Graham Expeditionary Middle School
012644	STEAM Academy of Warren
012852	Citizens Academy East
012951	Columbus Collegiate Academy - West
013255	Canton College Preparatory School
132779	Summit Academy Akron Middle School
132944	Miami Valley Academies
133322	Summit Academy Community School Alternative Learners-Lorain
133819	Lincoln Preparatory School
142943	Focus Learning Academy of Northern Columbus
143495	Constellation Schools: Mansfield Community Elementary

**Schools Identified as High Quality under Federal Definition:**

School IRN	School Name
012009	Zenith Academy East
012029	Citizens Leadership Academy
012030	Near West Intergenerational School
012031	Entrepreneurship Preparatory School - Woodland Hills Campus
012045	Patriot Preparatory Academy
012060	Akros Middle School
012501	Beacon Hill Academy
012513	Madisonville SMART Elementary
012536	Newbridge Math & Reading Preparatory Academy
012558	Global Village Academy
012924	DECA PREP
014121	Imagine Leadership Academy
132761	Summit Academy Community School Alternative Learners -Xenia
132951	Constellation Schools: Lorain Community Elementary
132969	Constellation Schools: Elyria Community
132993	Constellation Schools: Westpark Community Elementary
133215	Intergenerational School, The
133256	Constellation Schools: Parma Community
133280	Washington Park Community School
133330	T.C.P. World Academy
133439	Cornerstone Academy Community
133504	Phoenix Community Learning Ctr
133512	Cincinnati College Preparatory Academy
133520	Citizens Academy
133629	Horizon Science Acad Cleveland
133660	Horizon Science Academy Columbus
133942	Toledo School For The Arts
134072	Youngstown Community School
134098	Constellation Schools: Old Brooklyn Community Elementary
134148	Aurora Academy
134197	Green Inspiration Academy
134213	Middlebury Academy
143172	International Acad Of Columbus
143214	Middletown Fitness & Prep Acad
143479	Constellation Schools: Puritas Community Elementary
143529	North Dayton School Of Science & Discovery
143602	Hamilton Cnty Math & Science
143610	Arts & College Preparatory Academy

**Schools Removed from High Quality under State Definition:**

School IRN	School Name
143479	Constellation Schools: Puritas Community Elementary
143529	North Dayton School Of Science & Discovery

**Additional Schools Identified as High Quality under State Definition:**

School IRN	School Name
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\*Schools that were previously identified as high quality under the federal definition that are not identified as high quality or poor performing under Ohio’s definition did not meet either category. The definitions of high quality and poor performing are not exhaustive, resulting in unrated schools. The differences between the federal and Ohio’s definitions resulted in the exclusion of schools which met neither the definition of high quality nor poor performing.

\* eschools are not included in the data provided since they are not eligible for the CSP subgrant as originally outlined in our proposal. Dropout prevention and recovery schools are not included in the data provided because they have a separate accountability system, which is not yet fully implemented.



**Schools Identified as Poor Performing under Federal Definition:**

School IRN	School Name
012684	Broadway Academy
143453	Mollie Kessler
012626	OAK Leadership Institute
000304	Summit Academy Community School-Toledo
000564	Virtual Schoolhouse, Inc.*
012557	Woodland Academy

\*Virtual Schoolhouse, Inc. is a site-based community school

**\*No schools originally identified as poor performing were removed under the state definition.**

**Additional Schools Identified as Poor Performing under State Definition:**

School IRN	School Name
013232	A+ Children's Academy
000139	Alliance Academy of Cincinnati
013164	Believe to Achieve-Canton
011390	Bella Academy of Excellence
013198	Brookwood Academy
014060	Brown Street Academy
014061	Chapelside Cleveland Academy
009154	Cincinnati Leadership Academy
013967	Cincinnati Learning Schools
000781	Cincinnati Speech & Reading Intervention Center
013864	Cincinnati Technology Academy
134247	City Day Community School
012011	Columbus Performance Academy
012026	Constellation Schools: Collinwood Village Academy
012025	Constellation Schools: Stockyard Community Middle
133454	Dayton Leadership Academies-Dayton View Campus
143552	Eagle Academy
014187	East Academy
133538	Edge Academy, The
000585	FCI Academy
012033	Foxfire Intermediate School
143198	Great Western Academy
008286	Harvard Avenue Community School
000575	Hope Academy Northwest Campus
011534	Horizon Science Academy Dayton High School
000804	Horizon Science Academy-Cincinnati
000838	Horizon Science Academy-Denison Middle School
013173	Imagine Hill Avenue
012631	Impact Academy Cincinnati
143503	Lake Erie Academy
014065	Lincoln Park Academy
014066	Main Street Preparatory Academy
000396	Mansfield Elective Academy
010180	Mount Auburn International Academy
012054	North Central Academy
012556	Pearl Academy
010182	Performance Academy Eastland
011439	Renaissance Academy
133736	Richard Allen Academy
143560	Richard Allen Academy II
143578	Richard Allen Academy III
012627	STEAM Academy of Akron
133587	Summit Academy Akron Elementary School
000303	Summit Academy Secondary - Youngstown
000634	Summit Academy Secondary School - Middletown
000909	V L T Academy
000949	Villaview Community School
014189	West Park Academy
143313	West Preparatory Academy
000509	Whitehall Preparatory and Fitness Academy
013174	Young Scholars Prep School

\* eschools are not included in the data provided since they are not eligible for the CSP subgrant as originally outlined in our proposal. Dropout prevention and recovery schools are not included in the data provided because they have a separate accountability system, which is not yet fully implemented.



## 2013-2014 AMO Gap Closing Measure

### **Annual Measurable Objectives (AMOs) Calculation**

#### **Introduction**

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

Like AYP, the AMO calculation measures the academic performance of specific groups of students using racial, ethnic and demographic data. Each of these groups is compared against the collective performance of all students in Ohio to determine if there are gaps in academic achievement between the different groups of students. The ten subgroups that are evaluated for the AMOs are: All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black, non-Hispanic Students; Hispanic Students; Multi-Racial Students; White, non-Hispanic Students; Economically Disadvantaged Students; Students with Disabilities (IEP); and Students with Limited English Proficiency (LEP).

As written in Ohio's ESEA waiver, there are three AMOs with targets that increase each year; one for reading proficiency, one for math proficiency, and one for graduation rate and each student group is expected to meet each AMO. The reading and math AMOs are based on Ohio's current assessments and the waiver included a statement that the annual targets would be revisited in 2015 when Ohio implements its new assessments.

#### **AMO Annual Targets**

The table below outlines the AMOs as they were approved by the U.S. Department of Education for each school year. This table can be interpreted to mean that for the 2013-14 school year, in order to reach the reading proficiency AMO, all subgroups of sufficient size are expected to have at least 84.9%% of the students score Proficient or higher; to reach the math AMO all subgroups of sufficient size will be expected to have at least 80.5% of the students score Proficient or higher; and to reach the graduation AMO all subgroups of sufficient size will be expected to have a four-year on-time graduation rate of at least 78.2%. The graduation rate data will continue to be lagged by a year as it was in the old AYP calculation, so the 2013-14 AMO will be applied to the graduating Class of 2013.

<b>Annual Measurable Objectives (AMOs)</b>								
<b>Subject Area</b>	<b>2011-12 (Baseline Targets)</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Reading	81.9%	83.4%	84.9%	86.4%	87.9%	89.4%	90.9%	
Mathematics	76.5%	78.5%	80.5%	82.5%	84.5%	86.5%	88.5%	
Four-Year Graduation Rate	73.6%	75.9%	78.2%	80.5%	82.8%	85.1%	87.4%	90.0%

Note: Per Ohio's waiver, the AMOs that are highlighted will be revisited when Ohio implements the new assessments in 2015.

## 2013-2014 AMO Gap Closing Measure

### ***General Business Rules for Reading and Math Proficiency***

Just like the old AYP calculation, the reading and math proficiency calculations include the scores of full academic year students taking the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Ohio Achievement Assessments and the 10<sup>th</sup> grade Ohio Graduation Tests. 11<sup>th</sup> Grade cumulative OGT results are not included. Each subgroup's results are aggregated across all tested grades within a school building or school district to determine if the AMO is met.

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

The "Where Kids Count" accountability rules used to determine which test scores are included in the reading and math AMO calculations are identical to those used for the state performance indicators EXCEPT no 11<sup>th</sup> grade test data are used in the AMO calculations. Please refer to the technical documentation on the Performance Indicators for additional information and to see the coding associated with each student's scores that are included in the various proficiency calculations.

LEP students enrolled in U.S. schools for no more than 180 days of the 2013-2014 school year are not included in either the numerator or the denominator of the percent proficient calculation as long as they have not been exempted in a prior year.

10<sup>th</sup> grade foreign exchange students who have been enrolled for less than 180 days also are not included in either the numerator or the denominator of the percent proficient calculation.

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

### ***General Business Rules Graduation Rate***

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

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

For the graduation rate AMO, only the data from the four-year longitudinal graduation rate are used. This rate is calculated by dividing the number of students who graduate in four years or less with a regular or honors diploma by the number of students who form the *final adjusted cohort* for the graduating class. This final adjusted cohort includes students who are identified as first-time 9th graders four years earlier and is adjusted by:

## 2013-2014 AMO Gap Closing Measure

- Adding any students who transfer into the cohort either later in the 9th grade or sometime in any of the next three years; and
- Subtracting any students who transfer out, emigrate to another country, or die during that same period. *Note that students reported as transferring to another Ohio public school by a sending district must be reported as having been admitted to a receiving public district or the student will be returned to the sending district's cohort. In this document, these students are referred to as "reinstated transfers."*

Just as with the old AYP calculation, the new AMO calculation continues to count summer graduates as being "on-time" in the calculation. To allow such graduates to be included, the rate is lagged by one year which means that data on the 2014 report card represents the rate for the graduating class of 2013.

If a district has only one high school, the graduation rate for the high school may not be equal to the graduation rate for the district because some students may count in calculations only at the district level (please see the "Students Included in Calculations/WKC" document for further clarification).

For the 2014 report card, the following calculation will be used to determine the building's or district's graduation rate:

<b>Four-Year Graduation Rate =</b>	$  \begin{aligned}  & \frac{\text{\# of FY2013 Cohort Graduates (Summer Graduates Included)}}{\text{\# of FY2013 Cohort Graduates (including summer grads)}} \\  & + \\  & \text{\# of FY2013 Cohort Transfers In} \\  & + \\  & \text{\# of FY2013 Cohort Dropouts (in any year from FY2010-FY2013)} \\  & + \\  & \text{\# of FY2013 Cohort Non-Graduates} \\  & + \\  & \text{\# of FY2013 Cohort Reinstated Transfers} \\  & - \\  & \text{\# of FY2013 Cohort Transfers Out (Transfers Out to Other Ohio} \\  & \text{Public Schools Must Be Picked Up By Another District or they are} \\  & \text{\b Reinstated Transfers that are returned to the withdrawing} \\  & \text{district's/school's denominator)}  \end{aligned}  $	<b>X 100</b>
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### ***Definitions***

*FY2013 Cohort Graduates:* These are FY2010 First Time 9<sup>th</sup> Graders who are reported as having a *DIPLOMA DATE* and a *DIPLOMA TYPE* no later than the 2013 Graduate "G" reporting period, excluding students reported with Student Status = P or T.

*FY2013 Cohort Transfers In:* These are students who transfer to an Ohio public school sometime during their high school years (Grades 9-12). When a student enters the public school system for the first time, grade placement is a local decision and students are placed in the appropriate cohort based on the grade level reported in the first year that they are reported in any public school with a grade of nine or higher. The graduating Class of 2013 includes all

## 2013-2014 AMO Gap Closing Measure

students who transferred in and were first reported with a grade of 9 sometime during the 2009-10 school year; first reported with a grade of 10 in the 2010-11 school year; first reported with a grade of 11 in the 2011-12 school year and first reported with a grade of 12 in the 2012-13 school year.

*FY2013 High School Dropouts:* Are the number of students who are reported with a dropout withdrawal code (WITHDRAWAL REASON = '71', '72', '73', '74', '75', '76', '77', '79' ) from any school year from 2009-2010 through 2012-2013.

*FY2013 Non-Graduates:* Are students who remain in school at the end of four years who did not graduate for any reason including, but not limited to lack of credits, failure to pass the OGT, regular education students enrolled in a program that takes longer than four years to complete and special education students who remain in high school for more than four years per their IEP.

*Reinstated Transfers:* Are FY2013 cohort students reported as transferring to another Ohio Public School (WITHDRAWAL REASON = '41') who subsequently are not reported as being admitted to any receiving public district.

*Transfers Out:* Are students in the FY2013 cohort who are reported between the 2009-2010 and 2012-2013 school years with a withdrawal code (WITHDRAWAL REASON = '40', '41', '42', '43', '45', '46', '47') that indicates that the student transferred to some other school and is continuing with his or her education. ODE also removes students who become deceased (WITHDRAWAL REASON = '52') from the calculation. Note that students coded with a transfer code of 41 MUST be picked up by another school or district in order to be removed from withdrawing entity's graduation rate. Students who are not reported by some other public school or district become "reinstated transfers" which is defined above.

### ***Additional Information***

The calculations for the reading, math and graduation AMO sub-components are done separately. Subgroups receive between zero and 100 points based on the whether or not they meet the AMO, and if the AMO is not met they receive points based on the extent to which the gap has closed between the prior year and current year. The points earned by each subgroup are totaled separately for the three sub-components and then the three numbers are averaged to get a preliminary letter grade. Note that Dropout Recovery Community Schools do NOT receive letter grades. Instead, beginning in 2014 they will receive a rating of "Exceeds Standards", "Meets Standards" or "Does Not Meet Standards" for the AMO Measure.

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

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

## 2013-2014 AMO Gap Closing Measure

### ***Reading and Math Proficiency Calculation***

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

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

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

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

### **Definitions and Business Rules**

**Current Year Passing Percentage:** This is the number of students identified with a grade of 3 through 8 during the 2013-14 school year who took the Reading and Math Ohio Achievement Assessments (OAAs) or students with a grade of 10 who took the Reading and Math Ohio Graduation Tests (OGTs) and scored at or above the proficient level. All grades, 3 through 8 and 10, are combined into one total for each subject and for each student subgroup. Only those students who have been enrolled for a full academic year, who have taken the appropriate standard assessment (with or without accommodations) or the alternate assessment, and who meet student subgroup inclusion criteria are included in the total.

**Previous Year Passing Percentage:** This is the number of students identified with a grade of 3 through 8 during the 2012-13 school year who took the Reading and Math OAAs or students with a grade of 10 who took the Reading and Mathematics OGTs and scored at or above the proficient level. All grades, 3 through 8 and 10, are combined into one total for each subject and for each student subgroup. Only those students who have been enrolled for a full academic year, who have taken the appropriate standard assessment (with or without accommodations) or the alternate assessment, and who meet student subgroup inclusion criteria are included in the total.

## 2013-2014 AMO Gap Closing Measure

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

AMO Goal: This is the goal outlined in the table shown above. For 2013-14, the reading goal is 84.9% and the math goal is 80.5%

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

In some cases, a subgroup may be gaining population and go from having fewer than 30 accountable students in the prior year (2013) to having 30 or more in the current year (2014). This means that the subgroup moves from the status of not being evaluated for the AMO to one where it is evaluated. Because the prior year's data (2013) were not used in the prior year's calculation (2013), those data also are NOT used to determine if the subgroup showed improvement in the current year (2014). In this situation, the only way that the subgroup can earn points is by having enough students pass the assessments in the current year to meet the AMO. A similar situation occurs when a new school building opens. Because the building is in its first year of operation, no prior year's data exists for any subgroup. In this case, the only way to earn points is for the subgroup to meet the current year's AMO by having enough students pass the test.

### **Graduation Rate Calculation**

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

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



## 2013-2014 AMO Gap Closing Measure

3. If the subgroup fails to meet the AMO, but the subgroup's graduation rate is improving and the amount of improvement is smaller than the current year's gap, then points awarded will be based on the following calculation:

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

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

### **Definitions and Business Rules**

**Current Year Graduate Rate:** This is the percentage of students in the 2013 cohort who earned a regular or honors diploma within four years of entering high school.

**Previous Year Graduation Rate:** This is the percentage of students in the 2012 cohort who earned a regular or honors diploma within four years of entering high school.

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

**AMO Goal:** This is the goal outlined in the table above. For the 2013-14 report card, the graduation goal is 78.2%

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

In some cases, a subgroup may be gaining population and go from having fewer than 30 students in the prior year (Class of 2012 reported in 2013) to having 30 or more in the current year (Class of 2013 reported in 2014). This means that the subgroup moves from the status of not being evaluated for the AMO to being evaluated. Because the prior year's data from the 2012 cohort were not used in the prior year's (2013) report card calculation, those data also are NOT used to determine if the subgroup showed improvement in the current year (2014 calculation). In this situation, the only way that the subgroup can earn points is by having enough students graduate to meet the AMO. A similar situation occurs when a new school building opens. In cases where no prior year data exists for any subgroup, the only way to earn points is for the subgroup to meet the current year's AMO by having enough students graduate.

## 2013-2014 AMO Gap Closing Measure

### ***Preliminary Grade and Demotion Criteria***

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

It is common for districts and buildings to have a larger number of subgroups evaluated for the reading and math AMOs than are evaluated for the graduation rate AMO because the proficiency calculations can include more than one tested grade while the graduation rate only includes those students assigned to the Class of 2013 (FY2010 First Time Ninth Grade Cohort).

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

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

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

### ***Demotion Criteria***

Four demotion criteria were originally included in Ohio's ESEA Flexibility Waiver, but Ohio received approval in August 2014 to amend its waiver for the 2013-14 school year so now there are just three criteria. For 2014, the attendance rate demotion, whereby a grade would be reduced for having a subgroup with an attendance rate less than 93% no longer applies. The three demotion criteria that still are used will be described below. Two of the criteria only apply if the preliminary grade is an "A". The other one applies to ALL letter grades.

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

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

### ***Low Performance by a Subgroup on Reading Proficiency or Math Proficiency***

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

## 2013-2014 AMO Gap Closing Measure

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

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

### Low Graduation Rate by a Subgroup

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

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

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

### Low Participation Rate by a Subgroup

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

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

## 2013-2014 AMO Gap Closing Measure

The following formula shows how the participation rate is calculated:

<b>2013-2014 Participation Rate =</b>	$\frac{\text{Number of Students in Grades 3-8 and 10 Taking the Test(Required Test Type of STR or ALT) for the 2013-2014 School Year}}{\text{Number of Students in Grades 3-8 and 10 Required to Take the Test(Required Test Type of STR or ALT) for the 2013-2014 School Year}}$	<b>X 100</b>
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*Number of students in tested grades taking the test:* This is the total number of students who were enrolled in the district at the time of the March (10<sup>th</sup> grade OGT) or May (3-8 grade OAA) mathematics test administration who actually took the test. All grades, 3 through 8 and 10, are combined into one total for each subject and for each subgroup. This number includes students who had their test scores invalidated, (reported with a Score of “I”) as well as all students who took alternate assessments and received either a numerical score or had a non-scoreable assessment (reported with a Score of “S”).

*Number of students in tested grades required to take the test:* This is the total number of students who were enrolled in the district at the time of the March (10<sup>th</sup> grade OGT) or May (3-8 grade OAA) mathematics test administration who were required to take the tests. All grades, 3 through 8 and 10, are combined into one total for each subject and for each subgroup. This number includes all students reported in the numerator of the equation as well as students who did not take the tests even though they were required to take them.

It is important to understand that this total is **NOT** subject to “full academic year” criteria.

**Note:** Students reported as not taking the test because they received a waiver from ODE for a **medical emergency** are not included in either the numerator or the denominator of the participation rate calculation. LEP students enrolled in U.S. schools for the first time on or after the first day of school of the 2013-2014 school year (LEP Code = “L”) are not included in either the numerator or the denominator of the participation rate calculation for reading only. Newly arrived LEP students ARE required to take the math test and are included in that subject’s participation rate. Please note that a newly arrived LEP student also is required to take the science, social studies and writing assessments if such tests are given in the student’s grade.

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

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

As was explained above, the preliminary grade is awarded based on an average of the points earned for each of the three sub-components. The “participation rate” demotion is made by

## 2013-2014 AMO Gap Closing Measure

deducting 10 points from this average so that a preliminary grade of “A” through “D” falls to the next lowest range.

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

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

Dropout Recovery Schools also are subject to the 95% participation rate and the calculation is identical to what is used for all other entities. The difference is that if a subgroup fails to meet the participation rate, a Dropout Recovery schools has just five (5) points deducted from its preliminary score and the deduction may or may not change its overall rating.

### Low Attendance Rate by a Subgroup

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

### **Final Letter Grade and Grading Scale**

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

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

<b>Average Number of Points Earned</b>	<b>Letter Grade Awarded</b>
<b>90 - 100</b>	<b>A</b>
<b>80 - 89.9</b>	<b>B</b>
<b>70 - 79.9</b>	<b>C</b>
<b>60 - 69.9</b>	<b>D</b>
<b>Less than 60</b>	<b>F</b>

## 2013-2014 AMO Gap Closing Measure

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

The table below shows the scale for each rating.

Average Number of Points Earned	Rating Awarded
33 - 100	Exceeds Standards
5 – 32.9	Meets Standards
Less Than 5	Does Not Meet Standards

### Conclusions

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

Under the old AYP rules, a school or district also could have its AYP rating assigned using only participation rate or attendance rate data. For the new AMO calculation, these criteria are applied ONLY for the purpose of demoting a letter grade. To be evaluated for a letter grade demotion, the school must have had at least one subgroup evaluated for at least one AMO.

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

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

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

## 2013-2014 AMO Gap Closing Measure

Reading AMO Calculation									AMO Points	AMO Avg
Subgroup	2013-14% Passing	Reading AMO	Gap	AMO Status	2012-13% Passing	Improvement	Points	How Points Awarded	738.1/900 = 82.0 Reading Points	82.0 + 90.0 + 100 = 272
All Students	85%	84.9%	N/A	Met	84.5%	0.5%	100.0	AMO Met		
Black	83.9%	84.9%	1.0%	Not Met	80.9%	3.0%	100.0	Gap cut >50%		
Am. Ind./ Alas.Natve	NR	84.9%	NR	NR	NR	NR	NR	NR <30		
Asian/P Isl	86.5%	84.9%	N/A	Met	87.1%	-0.6%	100.0	AMO Met		
Hispanic	74.4%	84.9%	10.5%	Not Met	70.4%	4.0%	38.1	Gap cut <50%		
Multi-Racial	84.9%	84.9%	N/A	Met	85.2%	-0.3%	100.0	AMO Met		
White	86.2%	84.9%	N/A	Met	85.9%	0.3%	100.0	AMO Met		
Economic Disadvantgd	85.6%	84.9%	N/A	Met	82.1%	3.5%	100.0	AMO Met		
IEP	74.9%	84.9%	10%	Not Met	60.1%	14.8%	100.0	Gap cut >50%		
LEP**	82.0%	84.9%	1.4%	Not Met	NR	NR	0	AMO Not Met		
Total Points Earned By All Subgroups							738.1			
Total Possible Points							900			

\*\* - LEP subgroup was not evaluated in 2011-12, thus points can be awarded only for meeting the AMO

Math AMO Calculation									809.6/900 = 90 Math Points	Preliminary Letter Grade
Subgroup	2013-14 % Passing	Reading AMO	Gap	AMO Status	2012-13 % Passing	Improvement	Points	How Points Awarded		272/3 = 90.7 = "A"
All Students	82.3%	80.5%	N/A	Met	81.9%	0.4%	100.0	AMO Met		
Black	76.5%	80.5%	4.0%	Not Met	70.0%	6.5%	100.0	Gap cut >50%		
Am. Ind./ Alas.Natve	NR	80.5%	NR	NR	NR	NR	NR	NR <30		
Asian/P Isl	89.6%	80.5%	N/A	Met	93.9%	-4.3%	100.0	AMO Met		
Hispanic	72.6%	80.5%	7.9%	Not Met	67.0%	5.6%	70.9	Gap cut <50%		
Multi-Racial	80.5%	80.5%	N/A	Met	81.0%	-0.5%	100.0	AMO Met		
White	82.6%	80.5%	N/A	Met	82.9%	-0.3%	100.0	AMO Met		
Economic Disadvantgd	81.6%	80.5%	N/A	Met	78.0%	3.6%	100.0	AMO Met		
IEP	56.2%	80.5%	24.3%	Not Met	46.8%	9.4%	38.7	Gap cut <50%		
LEP**	80.6%	80.5%	N/A	Met	NR	NR	100.0	AMO Met		
Total Points Earned By All Subgroups							809.6			
Total Possible Points							900			
Math AMO Sub-Component Score							93.0			

\*\* - LEP subgroup was not evaluated in 2011-12, thus points can be awarded only for meeting the AMO

Graduation Rate AMO									400/400 = 100 Graduation Points	Final Grade
Subgroup	2012-13 % Passing	Reading AMO	Gap	AMO Status	2011-12 % Passing	Improvement	Points	How Points Awarded		Preliminary Grade = "A"; IEP subgroup has low performance in math (56.2% passing). 90.7 - 10 = 80.7 = "B"
All Students	82.0%	75.9%	N/A	Met	83.0%	-1.0%	100.0	AMO Met		
Black	78.0%	75.9%	N/A	Met	74.0%	4.0%	100.0	AMO Met		
Am. Ind./ Alas.Natve	NR	75.9%	NR	NR	NR	NR	NR	NR <30		
Asian/P Isl	NR	75.9%	NR	NR	NR	NR	NR	NR <30		
Hispanic	NR	75.9%	NR	NR	NR	NR	NR	NR <30		
Multi-Racial	NR	75.9%	NR	NR	NR	NR	NR	NR <30		
White	88.0%	75.9%	N/A	Met	81.0%	7.0%	100.0	AMO Met		
Economic Disadvantgd	84.0%	75.9%	N/A	Met	84.0%	0.0%	100.0	AMO Met		
IEP	NR	75.9%	NR	NR	NR	NR	NR	NR <30		
LEP**	NR	75.9%	NR	NR	NR	NR	NR	NR <30		
Total Points Earned By All Subgroups							400.0			
Total Possible Points							400			
Graduation AMO Sub-Component Score							100.0			





Ohio Department of Education

## Technical Documentation of EVAAS Analyses

<http://education.ohio.gov/getattachment/Topics/Data/Report-Card-Resources/Progress-Measure/Technical-Documentation-of-EVAAS-Analysis.pdf.aspx>

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

### ***Four-Year Graduation Rate***

The four-year adjusted cohort (“on time”) graduation rate is calculated by dividing the number of students who graduate in four years or less with a regular or honors diploma by the number of students who form the *final adjusted cohort* for the graduating class. This final adjusted cohort includes students who are identified as first-time 9th graders four years earlier and is adjusted by:

- Adding any students who transfer into the cohort either later in the 9th grade or sometime in any of the next three years; and
- Subtracting any students who transfer out, emigrate to another country, or die during that same period. *Note that students reported as transferring to another Ohio public school by a sending district must be reported as having been admitted to a receiving public district or the student will be returned to the sending district’s cohort. In this document, these students are referred to as “reinstated transfers.”*

In order to include summer graduates in the graduation rate calculation, the four-year graduation rate is lagged by one year so the rate on the 2014 report card represents the Four-Year rate for the graduating class of 2013.

*FY2013 Cohort Graduates:* These are FY2010 First Time 9<sup>th</sup> Graders who are reported as having a *DIPLOMA DATE* and a *DIPLOMA TYPE* no later than the 2013 Graduate “G” reporting period, excluding students reported with Student Status = P, Q or T.

Grade placement is a local decision and students are placed in the appropriate cohort based on the grade level reported in the first year that they are reported in any public school with a grade of nine (9) or higher. The graduating Class of 2013 includes all students who had previously been in an Ohio public school and were first reported with a grade of 9 during the 2009-2010 school year.

The cohort also includes students who were new to Ohio and who transferred in with a grade of 9 sometime during the 2009-10 school year; transfers who were first reported with a grade of 10 in the 2010-11 school year; transfers who were first reported with a grade of 11 in the 2011-12 school year and transfers first reported with a grade of 12 in the 2012-13 school year.

- If a district has only one high school, the graduation rate for the high school may not be equal to the graduation rate for the district because some students may count in calculations only at the district level (please see the “Students Included in Calculations/WKC” document for further clarification).
- Graduation rates will only be calculated for a high school that includes students in grades 10-12, inclusive. If a building does not educate the entire 10-12 grade span then a graduation rate would not be calculated for that building. A graduation rate would be calculated for the district if the district includes grades 10 through 12.

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

- The graduation rate formula is consistent with the U.S. Department of Education’s December 2008 guidance document regarding the adjusted cohort longitudinal graduation rate.
- Students from the 2013 cohort who do not receive a diploma prior to the start of the 2013-2014 school year are counted as non-graduates and are included in the denominator of the calculation regardless of the reason that they did not graduate. This includes:
  - Students who drop out during any of the four years that the cohort is in high school
  - Non-graduates who remain in school, but did not graduate for any reason (including students who remain for more than four years per an IEP, students in a program that takes longer than four years to complete, students who fail a required course and students who fail one or more parts of the OGT)
  - Reinstated transfers who were reported as transferring to another Ohio public school for whom no admission was ever reported by the receiving district.
- Once a student is assigned to a graduation cohort, the cohort will not change regardless of the situation.

<b>2013-14 Four-Year Graduation Rate Measure (Class 2013 Reported on 2014 LRC)</b>	
Definition:	<p>Percentage of students in the 2013 cohort that received a regular or honors diploma during or before the end of the 2012-13 school year (INCLUDING summer 2013 graduates).</p> <p><u><i>FY2013 Cohort Graduates:</i></u> Are FY2010 First Time 9<sup>th</sup> Graders assigned to the 2013 cohort who are reported during or before the FY2013 Period G (“graduate”) with a <i>DIPLOMA DATE</i> and a <i>DIPLOMA TYPE</i> (including summer graduates).</p> <p>NOTES: If the district has only one high school, the “Graduation Rate” on the Building LRC may not be equal to the district level “Graduation Rate.”</p> <p>Graduation rates will be calculated for a high school that includes grades 10-12. If a building does not educate students in the entire 10-12 grade span then a graduation rate would NOT be calculated for that building. A graduation rate would be calculated for the district if the district includes grades 10 through 12.</p> <p><u><i>High School Dropouts:</i></u> Are the number of dropouts (WITHDRAWAL REASON = ‘71’, ‘72’, ‘73’, ‘74’, ‘75’, ‘76’, ‘77’, ‘79’) from each school year (2010-2013) for that graduating cohort.</p> <p><u><i>Non-graduates:</i></u> Are students who remain in school at the end of four years who did not graduate for any reason including, but not limited to lack of credits, failure to pass the OGT, regular education students enrolled in a program that takes longer than four years to complete and special education students who remain in high school per their IEP.</p> <p><u><i>Transfers In:</i></u> These are students who transfer to an Ohio public school sometime during their high school years (Grades 9-12). When a student enters the public school system for the first time, grade placement is a local decision</p>

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

2013-14 Four-Year Graduation Rate Measure (Class 2013 Reported on 2014 LRC)				
	<p>and students are placed in the appropriate cohort based on the grade level reported in the first year that they are reported in any public school with a grade of nine or higher. The graduating Class of 2013 includes all students who transferred in and were first reported with a grade of 9 sometime during the 2009-10 school year; first reported with a grade of 10 in the 2010-11 school year; first reported with a grade of 11 in the 2011-12 school year and first reported with a grade of 12 in the 2012-13 school year.</p> <p><u>Reinstated Transfers:</u> Are students reported as transferring to another Ohio Public School (WITHDRAWAL REASON = '41') who subsequently are not reported as being admitted to any receiving public district.</p> <p><u>Transfers Out:</u> Are students in the FY2013 cohort who are reported between the 2009-2010 and 2012-2013 school years with a withdrawal code (WITHDRAWAL REASON = '40', '41', '42', '43', '45', '46', '47') that indicates that the student transferred to some other school and is continuing with his or her education. ODE also removes students who become deceased (WITHDRAWAL REASON = '52') from the calculation. Note that students coded with a transfer code of 41 <b>MUST</b> be picked up by another school or district in order to be removed from withdrawing entity's graduation rate. Students who are not reported by some other public school or district become "reinstated transfers" which is defined above.</p>			
Calculation:	<table style="width: 100%; border: none;"> <tr> <td style="width: 15%;"></td> <td style="text-align: center; border: 1px solid black; border-radius: 15px; padding: 10px;"> <div style="text-align: center;"># of 2013 Cohort Graduates</div> <hr style="width: 80%; margin: 0 auto;"/> <div style="text-align: center;">                     # of FY2013 Cohort Graduates (including summer grads)                      +                      # of FY2013 Cohort Transfers In                      +                      # of Dropouts (in any year from FY2010-FY2013)                      +                      # of FY2013 Cohort Non-Graduates                      +                      # of FY2013 Cohort Reinstated Transfers                      -                      # of FY2013 cohort Transfers Out (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are <b>Reinstated Transfers</b> that are returned to the withdrawing district's/school's denominator)                 </div> </td> <td style="width: 10%; vertical-align: middle; text-align: right;">X 100</td> </tr> </table>		<div style="text-align: center;"># of 2013 Cohort Graduates</div> <hr style="width: 80%; margin: 0 auto;"/> <div style="text-align: center;">                     # of FY2013 Cohort Graduates (including summer grads)                      +                      # of FY2013 Cohort Transfers In                      +                      # of Dropouts (in any year from FY2010-FY2013)                      +                      # of FY2013 Cohort Non-Graduates                      +                      # of FY2013 Cohort Reinstated Transfers                      -                      # of FY2013 cohort Transfers Out (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are <b>Reinstated Transfers</b> that are returned to the withdrawing district's/school's denominator)                 </div>	X 100
	<div style="text-align: center;"># of 2013 Cohort Graduates</div> <hr style="width: 80%; margin: 0 auto;"/> <div style="text-align: center;">                     # of FY2013 Cohort Graduates (including summer grads)                      +                      # of FY2013 Cohort Transfers In                      +                      # of Dropouts (in any year from FY2010-FY2013)                      +                      # of FY2013 Cohort Non-Graduates                      +                      # of FY2013 Cohort Reinstated Transfers                      -                      # of FY2013 cohort Transfers Out (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are <b>Reinstated Transfers</b> that are returned to the withdrawing district's/school's denominator)                 </div>	X 100		

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

<b>2013-14 Four-Year Graduation Rate Measure (Class 2013 Reported on 2014 LRC)</b>	
Data Elements:	<p><i>FISCAL YEAR THAT STUDENT BEGAN NINTH GRADE ELEMENT</i>  <i>STUDENT PERCENT OF TIME</i>  <i>HOW RECEIVED AND SENT REASON ELEMENTS</i>  <i>ATTENDING BUILDING IRN ELEMENT</i>  <i>SENT TO PERCENT OF TIME ELEMENT</i>  <i>DIPLOMA DATE</i>  <i>DIPLOMA TYPE</i>  <i>EFFECTIVE END DATE</i>  <i>WITHDRAWAL REASON</i>  <i>ADMISSION DATE</i>  <i>PROGRAM CODE</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• How Received Element = “*”, “3”, “7”, “8”, “9”, “A”, “C”, “K”, “M”, “S”, “U”, “W”, and “Y”; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Contract vocational students, resident students attending an ESC, JVS or a post-secondary institution and students attending an MR/DD program or a State School Program [Sent Reason Element of ‘CT’, ‘JV,’ ‘ES’, ‘PS’, ‘MR’, ‘OS’ ‘CR’ ]</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Were assigned to the 2013 graduation cohort; [<i>FISCAL YEAR THAT STUDENT BEGAN NINTH GRADE ELEMENT=2010</i>]</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <b>For Graduates</b> – Includes all students enrolled in the district’s 2013 cohort who have a valid diploma date and diploma type reported during or before the 2013 G reporting period.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Tuition Type Element = “D and “T”</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <b>For Dropouts - # of 2013 Cohort dropouts in FY2010-FY2013</b> - taken from the FY2010-2013 data files that meet the criteria under “Other Criteria for Dropouts” below.</li> </ul> <p>AND</p> <p><b>Other Criteria for Dropouts (FY2010-FY2013)</b></p> <ul style="list-style-type: none"> <li>• Have a <i>WITHDRAWAL REASON</i>= ‘71’, ‘72’, ‘73’, ‘74 or ‘75’, ‘76’, ‘77’, ‘79’.</li> </ul>

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

2013-14 Four-Year Graduation Rate Measure (Class 2013 Reported on 2014 LRC)																					
	<p>AND</p> <ul style="list-style-type: none"> <li>• <b>For Non-Graduates - # of 2013 Cohort students</b> who remain in school, and did not graduate prior to the start of the 2013-2014 school year for any reason.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <b>For Reinstated Transfers - # of 2013 Cohort students</b> - taken from the FY2010-2013 data files that meet the criteria under “Other Criteria for “Reinstated Transfers” below.</li> </ul> <p>AND</p> <p><b>Other Criteria for Reinstated Transfers (FY2010-FY2013)</b></p> <ul style="list-style-type: none"> <li>• Have a <i>WITHDRAWAL REASON</i> = ‘41’ and subsequently were never reported as being admitted to any receiving public school district.</li> </ul>																				
Data Source:	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%; text-align: center;">FY2013 Four-Year Graduation Rate</th> <th style="width: 25%; text-align: center;">Reported During</th> <th style="width: 25%; text-align: center;">School Year Dropouts</th> <th style="width: 25%; text-align: center;">Summer Dropouts</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">FY2010 First time 9<sup>th</sup> Graders</td> <td style="text-align: center;">FY2010 K or FY2010 N</td> <td style="text-align: center;">FY 2010 N</td> <td style="text-align: center;">FY 2011 K</td> </tr> <tr> <td style="text-align: center;">FY2011 First time 10<sup>th</sup> Graders</td> <td style="text-align: center;">FY2011 K or FY2011 N</td> <td style="text-align: center;">FY2011 N</td> <td style="text-align: center;">FY2012 K</td> </tr> <tr> <td style="text-align: center;">FY2012 First time 11<sup>th</sup> Graders</td> <td style="text-align: center;">FY2012 K or FY2012 N</td> <td style="text-align: center;">FY2012 N</td> <td style="text-align: center;">FY2013 K</td> </tr> <tr> <td style="text-align: center;">FY2013 First time 12<sup>th</sup> Graders</td> <td style="text-align: center;">FY2013 K or FY2013 N</td> <td style="text-align: center;">FY2013 N</td> <td style="text-align: center;">FY2014 K</td> </tr> </tbody> </table>	FY2013 Four-Year Graduation Rate	Reported During	School Year Dropouts	Summer Dropouts	FY2010 First time 9 <sup>th</sup> Graders	FY2010 K or FY2010 N	FY 2010 N	FY 2011 K	FY2011 First time 10 <sup>th</sup> Graders	FY2011 K or FY2011 N	FY2011 N	FY2012 K	FY2012 First time 11 <sup>th</sup> Graders	FY2012 K or FY2012 N	FY2012 N	FY2013 K	FY2013 First time 12 <sup>th</sup> Graders	FY2013 K or FY2013 N	FY2013 N	FY2014 K
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FY2013 First time 12 <sup>th</sup> Graders	FY2013 K or FY2013 N	FY2013 N	FY2014 K																		

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

<b>Four-Year Graduation Rate Measure - Letter Grade Assigned</b>	
Definition:	This calculation shows which letter grade will be assigned to the schools and districts for their Four-Year Graduation Rate Measure.
Calculation:	<p>Once the Four-Year Graduation Rate is calculated using the methodology described above, a letter grade is assigned based on the following scale:</p> <p>93% - 100% - "A"</p> <p>89% - 92.9% - "B"</p> <p>84% - 88.9% - "C"</p> <p>79% - 83.9% - "D"</p> <p>0% - 78.9% - "F"</p>
Data Elements:	N/A
Filter(s):	N/A
Data Source:	N/A

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

<b>Number of High School Graduates Class of 2012-13</b>	
Definition:	<p>This is the numerator for the four-year graduation rate and includes the number of students in the 2013 cohort that received a regular or honors diploma during or before the 2012-13 school year (INCLUDING summer 2013 graduates).</p> <p><i>Graduates:</i> Are students assigned to the 2013 cohort who are reported during or before the FY2013 Period G (“graduate”) with a <i>DIPLOMA DATE</i> and a <i>DIPLOMA TYPE</i> (including summer graduates).</p> <p>NOTES: If the district has only one high school, the “Graduation Rate” on the Building LRC may not be equal to the district level “Graduation Rate.”</p> <p>Graduation rates will be calculated for a high school that includes grades 10-12. If a building does not educate students in the entire 10-12 grade span then a graduation rate would NOT be calculated for that building. A graduation rate would be calculated for the district if the district includes grades 10 through 12.</p>
Calculation:	<p>A count is taken of the number of students in the 2013 cohort reported with a <i>DIPLOMA DATE</i> and <i>DIPLOMA TYPE</i> during or before the FY2013 Period G. The full academic year criterion does NOT apply to the graduation rate.</p>
Data Elements:	<p><i>FISCAL YEAR THAT STUDENT BEGAN NINTH GRADE ELEMENT</i>  <i>STUDENT PERCENT OF TIME</i>  <i>HOW RECEIVED AND SENT REASON ELEMENTS</i>  <i>ATTENDING BUILDING IRN ELEMENT</i>  <i>SENT TO PERCENT OF TIME ELEMENT</i>  <i>DIPLOMA DATE</i>  <i>DIPLOMA TYPE</i>  <i>EFFECTIVE END DATE</i>  <i>WITHDRAWAL REASON</i>  <i>ADMISSION DATE</i>  <i>PROGRAM CODE</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Received a diploma: <i>DIPLOMA TYPE</i> = ‘1’ (Regular diploma), or ‘2’ (diploma with honors).</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• How Received Element = “*”, “3”, “7”, “8”, “9”, “A”, “C”, “K”, “M”, “S”, “U”, “W” and “Y”; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Contract vocational students, students attending a JVS or a post-secondary institution full time and students attending an MR/DD program or a State School Program [Sent Reason Element of ‘CT’, ‘JV,’ ‘PS’, ‘ES’, ‘MR’ or ‘OS’ ‘CR’]</li> </ul> <p>AND</p> <p>Were assigned to the 2013 graduation cohort; [<i>FISCAL YEAR THAT STUDENT BEGAN NINTH GRADE ELEMENT=2010</i>]</p> <p>AND</p>



## 2013-2014 Four-Year Five-Year Graduation Rate Measures

Number of High School Graduates Class of 2012-13	
	<ul style="list-style-type: none"><li>Tuition Type Element = "D" and "T"</li></ul>
Data Source:	Reported by the district through EMIS in FY2013 Period G or earlier

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

Number of Students in the Four-Year Graduation Rate Cohort for Class of 2013	
Definition:	<p>This is the denominator for the graduation rate, which includes the number of students from the FY2013 cohort that received a high school diploma during or before the 2012-13 school year <i>plus</i> students who transfer in during the 2009-2010 through 2012-2013 school years, <i>plus</i> the number of high school dropouts for that graduating cohort <i>plus</i> any students who remained in school, but who did not earn a diploma before the beginning of the 2013-2014 school year for any reason <i>plus</i> any students reported as transferring to another Ohio public high school who were not subsequently reported as having been admitted to any receiving district.</p> <p><u>2013 Cohort Graduates:</u> These are FY2010 First Time 9<sup>th</sup> Graders who are reported as having a <i>DIPLOMA DATE</i> and a <i>DIPLOMA TYPE</i> no later than the 2013 Graduate “G” reporting period, excluding students reported with Student Status = P, Q or T.</p> <p><u>Transfers In:</u> These are students who transfer to an Ohio public school sometime during their high school years (Grades 9-12). When a student enters the public school system for the first time, grade placement is a local decision and students are placed in the appropriate cohort based on the grade level reported in the first year that they are reported in any public school with a grade of nine or higher. The graduating Class of 2013 includes all students who transferred in and were first reported with a grade of 9 sometime during the 2009-10 school year; first reported with a grade of 10 in the 2010-11 school year; first reported with a grade of 11 in the 2011-12 school year and first reported with a grade of 12 in the 2012-13 school year.</p> <p><u>High School Dropouts:</u> Are the number of dropouts (WITHDRAWAL REASON = ‘71’, ‘72’, ‘73’, ‘74’, ‘75’, ‘76’, ‘77’, ‘79’) from each school year (2010-2013) for that graduating cohort.</p> <p><u>Non-graduates:</u> Are students who remain in school at the end of four years who did not graduate for any reason including, but not limited to lack of credits, failure to pass the OGT, regular education students enrolled in a program that takes longer than four years and special education students who remain in high school per their IEP.</p> <p><u>Transfers Out:</u> Are students in the FY2013 cohort who are reported between the 2009-2010 and 2012-2013 school years with a withdrawal code (WITHDRAWAL REASON = ‘40’, ‘41’, ‘42’, ‘43’, ‘45’, ‘46’, ‘47’) that indicates that the student transferred to some other school and is continuing with his or her education. ODE also removes students who become deceased (WITHDRAWAL REASON = ‘52’) from the calculation. Note that students coded with a transfer code of 41 MUST be picked up by another school or district in order to be removed from withdrawing entity’s graduation rate. Students who are not reported by some other public school or district become “reinstated transfers” which is defined above.</p> <p><u>Reinstated Transfers:</u> Are students reported as transferring to another Ohio Public School (WITHDRAWAL REASON = ‘41’) who subsequently are not reported as being admitted to any receiving public district.</p>

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

<b>Number of Students in the Four-Year Graduation Rate Cohort for Class of 2013</b>	
Calculation:	<p>= # of 2013 Cohort Graduates Including Summer Graduates            + # of 2013 Cohort Transfers In            + # of 2013 Cohort Dropouts in FY2010 – 2013            + # of 2013 Cohort Non-Graduates            + # of 2013 Cohort Reinstated Transfers            - # of 2013 Cohort Transfers Out</p>
Data Elements:	<p><i>FISCAL YEAR THAT STUDENT BEGAN NINTH GRADE ELEMENT</i>  <i>STUDENT PERCENT OF TIME</i>  <i>HOW RECEIVED AND SENT REASON ELEMENTS</i>  <i>ATTENDING BUILDING IRN ELEMENT</i>  <i>SENT TO PERCENT OF TIME ELEMENT</i>  <i>DIPLOMA DATE</i>  <i>DIPLOMA TYPE</i>  <i>EFFECTIVE END DATE</i>  <i>WITHDRAWAL REASON</i>  <i>ADMISSION DATE</i>  <i>PROGRAM CODE</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• How Received Element = “*”, “3”, “7”, “8”, “9”, “A”, “C”, “K”, “M”, “S”, “U”, “W”, and “Y”; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Contract vocational students, resident students attending an ESC, JVS or a post-secondary institution and students attending an MR/DD program or a State School Program [Sent Reason Element of ‘CT’, ‘JV,’ ‘PS’, ‘ES’, ‘MR’, ‘OS’, ‘CR’ ]</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Tuition Type Element = “D” and “T”</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Were assigned to the 2013 graduation cohort; [<i>FISCAL YEAR THAT STUDENT BEGAN NINTH GRADE ELEMENT=2010</i>]</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <b>For Graduates</b> – Includes all 2013 cohort students enrolled in the district who have a valid diploma date and diploma</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <b>For Dropouts</b> - # of 2013 Cohort dropouts in FY2010-FY2013 - taken from the FY2010-2013 data files that meet the criteria under “Other Criteria for Dropouts” below.</li> </ul>

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

Number of Students in the Four-Year Graduation Rate Cohort for Class of 2013	
	<p>AND</p> <p><b>Other Criteria for Dropouts (FY2010-FY2013)</b></p> <ul style="list-style-type: none"> <li>• Have a <i>WITHDRAWAL REASON</i> = '71', '72', '73', '74 or '75', '76', '77', '79'.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <b>For Non-Graduates - # of 2013 Cohort students</b> who remain in school, and did not graduate prior to the start of the 2013-2014 school year for any reason.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <b>For Reinstated Transfers - # of 2013 Cohort students</b> - taken from the FY2010-2013 data files that meet the criteria under "Other Criteria for "Reinstated Transfers" below.</li> </ul> <p>AND</p> <p><b>Other Criteria for Reinstated Transfers (FY2010-FY2013)</b></p> <ul style="list-style-type: none"> <li>• Have a <i>WITHDRAWAL REASON</i> = '41' who subsequently are not reported as being admitted to any receiving public district.</li> </ul>
Data Source:	Reported by the district through EMIS in FY2010 Oct. K and Yearend N; FY2011 Oct. K and Yearend N; FY2012 Oct. K and Yearend N; FY2013 Oct. K and Yearend N; Graduate G for FY2013 or earlier and FY2014 Oct. K.

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

### ***Five-Year Graduation Rate***

The five-year adjusted cohort graduation rate is calculated by dividing the number of students who graduate in five years or less with a regular or honors diploma by the number of students who form the *final adjusted cohort* for the graduating class. This final adjusted cohort includes students who are identified as first-time 9th graders five years earlier and is adjusted by:

- Adding any students who transfer into the cohort either later in the 9th grade or sometime in any of the next three years; and
- Subtracting any students who transfer out, emigrate to another country, or die during that same period. Note that students reported as transferring to another Ohio public school by a sending district must be reported as having been admitted to a receiving public district or the student will be returned to the sending district's cohort. In this document, these students are referred to as **"reinstated transfers."**

In order to include summer graduates in the graduation rate calculation, the five-year graduation rate is lagged by one year so the rate on the 2014 report card represents the rate for the graduating class of 2012.

*2012 Cohort Graduates:* Are students in the 2012 Graduating Cohort who are reported during or before the FY2013 G ("graduate") reporting period with a *DIPLOMA DATE* and a *DIPLOMA TYPE*.

- Grade placement is a local decision and students are placed in the appropriate cohort based on the grade level reported in the first year that they are reported in any public school with a grade of nine (9) or higher. The graduating Class of 2012 includes all students who transferred in and were first reported with a grade of 9 sometime during the 2008-09 school year; first reported with a grade of 10 in the 2009-10 school year; first reported with a grade of 11 in the 2010-11 school year and first reported with a grade of 12 in the 2011-12 school year.
- If the district has only one high school, the "Graduation Rate" on the Building Accountability Report may not be equal to the "Graduation Rate" on the District Accountability Report.
- Graduation rates will only be calculated for a high school that includes students in grades 10-12, inclusive. If a building does not educate the entire 10-12 grade span then a graduation rate would not be calculated for that building. A graduation rate would be calculated for the district if the district includes grades 10 through 12.
- The graduation rate formula is consistent with the U.S. Department of Education's December 2008 guidance document regarding the adjusted cohort longitudinal graduation rate.
- Students from the 2012 cohort who do not receive a diploma prior to the start of the 2013-2014 school year are counted as non-graduates and are included in the denominator of the calculation regardless of the reason that they did not graduate. This includes students who dropout during any of the five years that the cohort is in high school, non-graduates who remain in school, but who do not graduate for any reason (including students who remain for more than five years

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

per an IEP, students in a program that takes longer than five years to complete, students who failed a required course and students who failed one or more parts of the OGT) and reinstated transfers who were reported as transferring to another Ohio public school for whom no admission was ever reported by the receiving district.

- Once a student is assigned to a graduation cohort, the cohort will not change regardless of the situation.

<b>2013-14 Five-Year Graduation Rate Measure (Class 2012 Reported on 2014 LRC)</b>	
Definition:	<p>Percentage of students in the 2012 cohort that received a regular or honors diploma during or before the end of the 2012-13 school year (INCLUDING summer 2013 graduates).</p> <p><u>Graduates:</u> Are students assigned to the 2012 cohort who are reported during or before the FY2013 Period G (“graduate”) with a <i>DIPLOMA DATE</i> and a <i>DIPLOMA TYPE</i> (including summer graduates).</p> <p>NOTES: If the district has only one high school, the “Graduation Rate” on the Building LRC may not be equal to the district level “Graduation Rate.”</p> <p>Graduation rates will be calculated for a high school that includes grades 10-12. If a building does not educate students in the entire 10-12 grade span then a graduation rate would NOT be calculated for that building. A graduation rate would be calculated for the district if the district includes grades 10 through 12.</p> <p><u>High School Dropouts:</u> Are the number of dropouts (WITHDRAWAL REASON = ‘71’, ‘72’, ‘73’, ‘74’, ‘75’, ‘76’, ‘77’, ‘79’) from each school year (2009-2013) for that graduating cohort.</p> <p><u>Non-graduates:</u> Are students who remain in school at the end of five years who did not graduate for any reason including, but not limited to lack of credits, failure to pass the OGT, regular education students enrolled in a program that takes longer than five years to complete and special education students who remain in high school per their IEP.</p> <p><u>Transfers In:</u> These are students who transfer to an Ohio public school sometime during their high school years (Grades 9-12). When a student enters the public school system for the first time, grade placement is a local decision and students are placed in the appropriate cohort based on the grade level reported in the first year that they are reported in any public school with a grade of nine or higher. The graduating Class of 2012 includes all students who transferred in and were first reported with a grade of 9 sometime during the 2008-09 school year; first reported with a grade of 10 in the 2009-10 school year; first reported with a grade of 11 in the 2010-11 school year and first reported with a grade of 12 in the 2011-12 school year.</p> <p><u>Reinstated Transfers:</u> Are students reported as transferring to another Ohio Public School (WITHDRAWAL REASON = ‘41’) who subsequently are not reported as being admitted to any receiving public district.</p> <p><u>Transfers Out:</u> Are students in the FY2012 cohort who are reported between the 2008-2009 and 2012-2013 school years with a withdrawal code (WITHDRAWAL REASON = ‘40’, ‘41’, ‘42’, ‘43’, ‘45’, ‘46’, ‘47’) that indicates that the student</p>

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

<b>2013-14 Five-Year Graduation Rate Measure (Class 2012 Reported on 2014 LRC)</b>	
	<p>transferred to some other school and is continuing with his or her education. ODE also removes students who become deceased (WITHDRAWAL REASON = '52') from the calculation. Note that students coded with a transfer code of 41 MUST be picked up by another school or district in order to be removed from withdrawing entity's graduation rate. Students who are not reported by some other public school or district become "reinstated transfers" which is defined above.</p>
Calculation:	<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <math display="block">\frac{\text{\# of 2012 Cohort Graduates}}{\begin{aligned} &amp;\text{\# of FY2012 Cohort Graduates (including summer grads)} \\ &amp;+ \\ &amp;\text{\# of FY2012 Cohort Transfers In} \\ &amp;+ \\ &amp;\text{\# of Dropouts (in any year from FY2009-FY2013)} \\ &amp;+ \\ &amp;\text{\# of FY2012 Cohort Non-Graduates} \\ &amp;+ \\ &amp;\text{\# of FY2012 Cohort Reinstated Transfers} \\ &amp;- \\ &amp;\text{\# of FY2012 Cohort Transfers Out (Transfers Out to Other} \\ &amp;\text{Ohio Public Schools Must Be Picked Up By Another District} \\ &amp;\text{or they are <b>Reinstated Transfers</b> that are returned to the} \\ &amp;\text{withdrawing district's/school's denominator).} \end{aligned}} \times 100</math> </div>
Data Elements:	<p><i>FISCAL YEAR THAT STUDENT BEGAN NINTH GRADE ELEMENT</i>  <i>STUDENT PERCENT OF TIME</i>  <i>HOW RECEIVED AND SENT REASON ELEMENTS</i>  <i>ATTENDING BUILDING IRN ELEMENT</i>  <i>SENT TO PERCENT OF TIME ELEMENT</i>  <i>DIPLOMA DATE</i>  <i>DIPLOMA TYPE</i>  <i>EFFECTIVE END DATE</i>  <i>WITHDRAWAL REASON</i>  <i>ADMISSION DATE</i>  <i>PROGRAM CODE</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• How Received Element = "*", "3", "7", "8", "9", "A", "C", "K", "M", "S", "U", "W", and "Y"; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Contract vocational students, resident students attending an ESC, JVS or a post-secondary institution and students attending an MR/DD program or a State School Program [Sent Reason Element of 'CT', 'JV,' 'PS', 'ES', 'MR', 'OS' 'CR']</li> </ul>

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

2013-14 Five-Year Graduation Rate Measure (Class 2012 Reported on 2014 LRC)	
	<p>AND</p> <ul style="list-style-type: none"><li>• Were assigned to the 2012 graduation cohort; [<i>FISCAL YEAR THAT STUDENT BEGAN NINTH GRADE ELEMENT=2009</i>]</li></ul>
	<p>AND</p> <ul style="list-style-type: none"><li>• <b>For Graduates</b> – Includes all students enrolled in the district's 2012 cohort who have a valid diploma date and diploma type reported during or before the 2013 G reporting period.</li></ul>
	<p>AND</p> <ul style="list-style-type: none"><li>• Tuition Type Element = “D and “T”</li></ul>
	<p>AND</p> <ul style="list-style-type: none"><li>• <b>For Dropouts - # of 2012 Cohort dropouts in FY2009-FY2013</b> - taken from the FY2009-2013 data files that meet the criteria under “Other Criteria for Dropouts” below.</li></ul>
	<p>AND</p> <p><b>Other Criteria for Dropouts (FY2009-FY2013)</b></p> <ul style="list-style-type: none"><li>• Have a <i>WITHDRAWAL REASON</i> = ‘71’, ‘72’, ‘73’, ‘74’, ‘75’, ‘76’, ‘77’, ‘79’.</li></ul>
	<p>AND</p> <ul style="list-style-type: none"><li>• <b>For Non-Graduates - # of 2012 Cohort students</b> who remain in school, and did not graduate prior to the start of the 2013-2014 school year for any reason.</li></ul>
	<p>AND</p> <ul style="list-style-type: none"><li>• <b>For Reinstated Transfers - # of 2012 Cohort students</b> - taken from the FY2009-2013 data files that meet the criteria under “Other Criteria for “Reinstated Transfers” below.</li></ul>
	<p>AND</p> <p><b>Other Criteria for Reinstated Transfers (FY2009-FY2013)</b></p> <ul style="list-style-type: none"><li>• Have a <i>WITHDRAWAL REASON</i> = ‘41’ and subsequently were never reported as being admitted to any receiving public school district.</li></ul>



## 2013-2014 Four-Year Five-Year Graduation Rate Measures

2013-14 Five-Year Graduation Rate Measure (Class 2012 Reported on 2014 LRC)				
Data Source:	<b>FY2012 Five-Year Graduation Rate</b>	<b>Reported During</b>	<b>School Year Dropouts</b>	<b>Summer Dropouts</b>
	FY2009 First time 9 <sup>th</sup> Graders	FY2009 K or FY2009 N	FY 2009 N	FY 2010 K
	FY2010 First time 10 <sup>th</sup> Graders	FY2010 K or FY2010 N	FY2010 N	FY2011 K
	FY2011 First time 11 <sup>th</sup> Graders	FY2011 K or FY2011 N	FY2011 N	FY2012 K
	FY2012 First time 12 <sup>th</sup> Graders	FY2012 K or FY2012 N	FY2012 N	FY2013 K

Five-Year Graduation Rate Measure - Letter Grade Assigned	
Definition:	This calculation shows which letter grade will be assigned to the schools and district for their Five-Year Graduation Rate Measure.
Calculation:	<p>Once the Five-Year Graduation Rate is calculated using the methodology described above, a letter grade is assigned based on the following scale:</p> <p>95% - 100% - "A"</p> <p>90% - 94.9% - "B"</p> <p>85% - 89.9% - "C"</p> <p>80% - 84.9% - "D"</p> <p>0% - 79.9% - "F"</p>
Data Elements:	N/A
Filter(s):	N/A
Data Source:	N/A

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

<b>Number of High School Graduates Class of 2011-12</b>	
Definition:	<p>This is the numerator for the five-year graduation rate and includes the cumulative number of students in the 2012 cohort that received a regular or honors diploma during or before the 2012-13 school year (INCLUDING summer 2013 graduates).</p> <p><u>Graduates:</u> Are students assigned to the 2012 cohort who are reported during or before the FY2013 Period G (“graduate”) with a <i>DIPLOMA DATE</i> and a <i>DIPLOMA TYPE</i> (including summer graduates).</p> <p>NOTES: If the district has only one high school, the “Graduation Rate” on the Building LRC may not be equal to the district level “Graduation Rate.”</p> <p>Graduation rates will be calculated for a high school that includes grades 10-12. If a building does not educate students in the entire 10-12 grade span then a graduation rate would NOT be calculated for that building. A graduation rate would be calculated for the district if the district includes grades 10 through 12.</p>
Calculation:	<p>A count is taken of the number of students in the 2012 cohort reported with a <i>DIPLOMA DATE</i> and <i>DIPLOMA TYPE</i> during or before the FY2013 Period G. The full academic year criterion does NOT apply to the graduation rate.</p>
Data Elements:	<p><i>FISCAL YEAR THAT STUDENT BEGAN NINTH GRADE ELEMENT</i>  <i>STUDENT PERCENT OF TIME</i>  <i>HOW RECEIVED AND SENT REASON ELEMENTS</i>  <i>ATTENDING BUILDING IRN ELEMENT</i>  <i>SENT TO PERCENT OF TIME ELEMENT</i>  <i>DIPLOMA DATE</i>  <i>DIPLOMA TYPE</i>  <i>EFFECTIVE END DATE</i>  <i>WITHDRAWAL REASON</i>  <i>ADMISSION DATE</i>  <i>PROGRAM CODE</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Received a diploma: <i>DIPLOMA TYPE</i> = ‘1’ (Regular diploma), or ‘2’ (diploma with honors).</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• How Received Element = “*”, “3”, “7”, “8”, “9”, “A”, “C”, “K”, “M”, “S”, “U”, “W” and “Y”; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Contract vocational students, students attending a JVS or a post-secondary institution full time and students attending an MR/DD program or a State School Program [Sent Reason Element of ‘CT’, ‘JV,’ ‘PS’, ‘ES’, ‘MR’ or ‘OS’ ‘CR’]</li> </ul> <p>AND</p> <p>Were assigned to the 2012 graduation cohort; [<i>FISCAL YEAR THAT STUDENT BEGAN NINTH GRADE ELEMENT</i>=2009]</p>

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

Number of High School Graduates Class of 2011-12	
	AND <ul style="list-style-type: none"><li>Tuition Type Element = "D" and "T"</li></ul>
Data Source:	Reported by the district through EMIS in FY2013 Period G or earlier

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

<b>Number of Students in the Five-Year Graduation Rate Cohort for Class of 2012</b>	
Definition:	<p>This is the denominator for the graduation rate, which includes the number of students from the FY2012 cohort that received a high school diploma during or before the 2012-13 school year <i>plus</i> students who transfer in during the 2008-2009 through 2012-2013 school years, <i>plus</i> the number of high school dropouts for that graduating cohort <i>plus</i> any students who remained in school, but who did not earn a diploma before the beginning of the 2013-2014 school year for any reason <i>plus</i> any students reported as transferring to another Ohio public high school who were not subsequently reported as having been admitted to any receiving district.</p> <p><u>2012 Cohort Graduates:</u> These are FY2009 First Time 9<sup>th</sup> Graders who are reported as having a <i>DIPLOMA DATE</i> and a <i>DIPLOMA TYPE</i> no later than the 2013 Graduate “G” reporting period, excluding students reported with Student Status = P or T.</p> <p><u>Transfers In:</u> These are students who transfer to an Ohio public school sometime during their high school years (Grades 9-12). When a student enters the public school system for the first time, grade placement is a local decision and students are placed in the appropriate cohort based on the grade level reported in the first year that they are reported in any public school with a grade of nine or higher. The graduating Class of 2012 includes all students who transferred in and were first reported with a grade of 9 sometime during the 2008-09 school year; first reported with a grade of 10 in the 2009-10 school year; first reported with a grade of 11 in the 2010-11 school year and first reported with a grade of 12 in the 2011-12 school year.</p> <p><u>High School Dropouts:</u> Are the number of dropouts (WITHDRAWAL REASON = ‘71’, ‘72’, ‘73’, ‘74’, ‘75’, ‘76’, ‘77’, ‘79’) from each school year (2009-2013) for that graduating cohort.</p> <p><u>Non-graduates:</u> Are students who remain in school at the end of five years who did not graduate for any reason including, but not limited to lack of credits, failure to pass the OGT, regular education students enrolled in a program that takes longer than five years and special education students who remain in high school per their IEP.</p> <p><u>Transfers Out:</u> Are students in the FY2012 cohort who are reported between the 2008-2009 and 2012-2013 school years with a withdrawal code (WITHDRAWAL REASON = ‘40’, ‘41’, ‘42’, ‘43’, ‘45’, ‘46’, ‘47’) that indicates that the student transferred to some other school and is continuing with his or her education. ODE also removes students who become deceased (WITHDRAWAL REASON = ‘52’) from the calculation. Note that students coded with a transfer code of 41 MUST be picked up by another school or district in order to be removed from withdrawing entity’s graduation rate. Students who are not reported by some other public school or district become “reinstated transfers” which is defined above.</p> <p><u>Reinstated Transfers:</u> Are students reported as transferring to another Ohio Public School (WITHDRAWAL REASON = ‘41’) who subsequently are not reported as being admitted to any receiving public district.</p>

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

<b>Number of Students in the Five-Year Graduation Rate Cohort for Class of 2012</b>	
Calculation:	<p>= # of 2012 Cohort Graduates Including Summer Graduates            + # of 2012 Cohort Transfers In            + # of 2012 Cohort Dropouts in FY2009 – 2013            + # of 2012 Cohort Non-Graduates            + # of 2012 Cohort Reinstated Transfers            - # of 2012 Cohort Transfers Out</p>
Data Elements:	<p><i>FISCAL YEAR THAT STUDENT BEGAN NINTH GRADE ELEMENT</i>  <i>STUDENT PERCENT OF TIME</i>  <i>HOW RECEIVED AND SENT REASON ELEMENTS</i>  <i>ATTENDING BUILDING IRN ELEMENT</i>  <i>SENT TO PERCENT OF TIME ELEMENT</i>  <i>DIPLOMA DATE</i>  <i>DIPLOMA TYPE</i>  <i>EFFECTIVE END DATE</i>  <i>WITHDRAWAL REASON</i>  <i>ADMISSION DATE</i>  <i>PROGRAM CODE</i></p>
Filter(s):	<p>Includes students who meet the following criteria:</p> <ul style="list-style-type: none"> <li>• How Received Element = “*”, “3”, “7”, “8”, “9”, “A”, “C”, “K”, “M”, “S”, “U”, “W”, and “Y”; <b>AND</b> Student Percent of Time &gt; 0.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Contract vocational students, resident students attending an ESC, JVS or a post-secondary institution and students attending an MR/DD program or a State School Program [Sent Reason Element of ‘CT’, ‘JV,’ ‘PS’, ‘ES’, ‘MR’, ‘OS’, ‘CR’ ]</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Tuition Type Element = “D” and “T”</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• Were assigned to the 2012 graduation cohort; [<i>FISCAL YEAR THAT STUDENT BEGAN NINTH GRADE ELEMENT=2009</i>]</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <b>For Graduates</b> – Includes all 2012 cohort students enrolled in the district who have a valid diploma date and diploma</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <b>For Dropouts</b> - # of 2012 Cohort dropouts in FY2009-FY2013 - taken from the FY2009-2013 data files that meet the criteria under “Other Criteria for Dropouts” below.</li> </ul>

## 2013-2014 Four-Year Five-Year Graduation Rate Measures

Number of Students in the Five-Year Graduation Rate Cohort for Class of 2012	
	<p>AND</p> <p><b>Other Criteria for Dropouts (FY2009-FY2013)</b></p> <ul style="list-style-type: none"> <li>• Have a <i>WITHDRAWAL REASON</i> = '71', '72', '73', '74', '75', '76', '77', '79'.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <b>For Non-Graduates - # of 2012 Cohort students</b> who remain in school, and did not graduate prior to the start of the 2013-2014 school year for any reason.</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• <b>For Reinstated Transfers - # of 2012 Cohort students</b> - taken from the FY2009-2013 data files that meet the criteria under "Other Criteria for "Reinstated Transfers" below.</li> </ul> <p>AND</p> <p><b>Other Criteria for Reinstated Transfers (FY2009-FY2013)</b></p> <ul style="list-style-type: none"> <li>• Have a <i>WITHDRAWAL REASON</i> = '41' who subsequently are not reported as being admitted to any receiving public district.</li> </ul>
Data Source:	Reported by the district through EMIS in FY2009 Oct. K and Yearend N; FY2010 Oct. K and Yearend N; FY2011 Oct. K and Yearend N; FY2012 Oct. K and Yearend N; FY2013 Oct K and Yearend N; Graduate G for FY2013 or earlier and FY2014 Oct. K.

## 2013-2014 Performance Index Score

The Performance Index (PI) Score measures the achievement of every student regardless of their level of proficiency. Schools receive points for every level of achievement, with more points being awarded for higher passing scores. Untested students also are included in the calculation and schools and districts receive zero points for them.

For the purposes of assigning the letter grades, a PI Score of 120 is considered to be a "perfect" score. Districts and schools will receive one of five letter grades from "A" through "F" based on the percentage of total possible points earned.

Beginning with the 2012-13 school year and beyond, schools and districts will be rewarded for having students on a Formal Acceleration Plan where the student passes over a grade and takes an assessment that is in a higher grade than the student's overall grade provided the student scores Proficient or higher (such as might happen if a 5th grader takes a 6th grade math class and thus takes the 6th grade math OAA).

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

Students who are formally accelerated with an accelerated-subject level of ten (10) or higher, but who have an "overall" grade of nine (9) or lower are NOT permitted to take the OGT early. They MUST wait until their overall grade is 10 to take the graduation test. However, when students who are accelerated do finally reach the 10<sup>th</sup> grade and take the OGT, their scores from any accelerated subjects WILL be included at the higher weight and districts will get credit for them despite the fact that they no longer are taking a test in a grade that is higher than their overall grade level.

The PI is calculated by using a weighted average of individual student performance levels on the achievement and graduation tests for grades three (3) through eight (8) and ten (10). For the purpose of creating the PI Score, ALL assessments (both standard and alternate) in ALL subject areas in the school or district are included. Note that 11th grade tests are NOT part of the PI Score calculation.

The calculation below shows the weights used in the Performance Index Score calculation.

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

## 2013-2014 Performance Index Score

Each weighted score is multiplied by the percentage of student scores at that level. The “Where Kids Count” accountability rules used to determine which test scores are included in the PI score calculation are identical to those used for the state performance indicators EXCEPT no 11<sup>th</sup> grade test data are used in the PI Score calculation. Please refer to the technical documentation on the Performance Indicators for additional information and to see the coding associated with each student’s scores that are included in the calculation.

LEP students enrolled in U.S. schools for no more than 180 days of the 2013-2014 school year are not included in the calculation as long as they have not been exempted in a prior year.

10<sup>th</sup> grade foreign exchange students who have been enrolled for less than 180 days also are not included.

Per federal guidance, the calculation is subject to the 1.0% cap on alternate assessment scores that may count as proficient for an LEA. If a district exceeds its cap, scores are demoted from their “actual” level of Proficient, Accelerated or Advanced to the “Basic” level and will be counted at a weight of 0.6. The total count of all student scores can include up to five tests per student for students taking the OGT and two or three tests per student for those taking the OAA.

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

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

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



## 2013-2014 Value-Added Progress Dimension

### ***Background***

Ohio first incorporated a value-added progress dimension into its accountability system in 2007. The calculation is designed to estimate the influence of school districts and buildings have on the academic gain of student populations. Specifically, the calculation measures district and school value-added effects for each subject and grade tested in consecutive year/grade combinations.

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

### ***2012-2013 Report Card and Beyond***

Beginning with the 2012-2013 school year, the value-added calculation is being used differently.

Under the "old" system, a school or district could see its final rating increase or decrease based on its value-added score. In the new system, this no longer is the case. Value-added results still are reported for the Ohio Achievement Assessments (OAA) in math and reading for fourth through eighth grades using the scores of "all students" in the school or district, but instead of receiving one of three possible ratings that affect the overall designation, districts and buildings now receive one of five letter grades of A, B, C, D, and F.

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

Moreover, district and school value-added effects now are disaggregated for three subgroups of students. The subgroups that now receive reports include: a "gifted" value-added report; a "students with disabilities" value-added report; and a report that includes students whose performance places them in the "lowest quintile for achievement" on a statewide basis.

Each subgroup is a separate graded measure so districts and some schools receive up to four value-added letter grades on their report card. Just like the "overall" or "all students" value-added report, the value-added results for each subgroup analysis are reported for math, reading, and composite across grades. Because this is only the second year of disaggregating the data, a multi-year average using up to two years of data will be used to issue the letter grades for the three subgroup measures. In the future, these grades also will be assigned using a multi-year average with up to three years of data.

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

## 2013-2014 Value-Added Progress Dimension

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

For the all students or 'overall' value-added grade, all students in grades 4-8 are used in the calculation. The paragraphs below describe which students are included in each of the three subgroup calculations.

### ***Gifted Value Added***

The Gifted value-added measure includes the math assessments from students identified as gifted in mathematics, the reading assessments of students identified as gifted in reading and both the reading and math assessments of students identified as being superior cognitive gifted.

Note that students are included in this calculation if they are *IDENTIFIED* with the appropriate gifted label; they need not be served.

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

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

### ***Students with Disabilities Value Added***

The Students with Disabilities value added measure includes ALL students who are identified with ANY disability as of the first day of the testing window, not just those students whose disability requires an accommodation for reading or mathematics.

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

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

## 2013-2014 Value-Added Progress Dimension

### ***Lowest 20% Value Added***

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

Because the current calculation is estimating the growth for the 2013-14 school year, students were identified as being in the lowest 20% by averaging their scores from the current and previous school years with each subject being averaged separately.

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

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

Beginning in 2016, the four value added letter grades (Overall, Gifted, Students with Disabilities and Lowest 20%) will be combined to produce a Progress Component grade. The state board of education will be working on the methodology to combine the grades in the future.

### ***High Mobility Value Added***

Beginning in 2014, an additional value added letter grade is being produced for schools and districts that have a large percentage of students who are new to the school or district. This calculation, described below, is referred to as the 'high mobility' value added and it is calculated only for those entities that have a mobility rate of 25% or higher in the current school year (2013-14 for the 2014 report card). Because this grade is calculated only for a very small minority of schools and districts, it will not be used to generate the Progress Component Grade starting in 2016.

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

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

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

## 2013-2014 Value-Added Progress Dimension

Because this is the first year that this calculation has been performed, it uses just a single year of data. In future years, a school or district will have a calculation based on up to three years of data if it has a high mobility rate for multiple years in a row.

### ***SAS Technical Documentation***

Ohio uses a contractor to calculate the value-added progress dimension scores. Additional technical documentation about the calculations can be found by clicking [here](#). This document will provide readers with information about the current calculation and about the calculation that will be used as Ohio transitions to the next generation of assessments for the 2014-15 school year.

## 2013-2014 K-3 Literacy Measure

### ***K-3 Literacy Measure***

#### ***Introduction***

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

For the 2014 report card, the measure looks at which students were deemed to be “not on track” on the Kindergarten diagnostic taken in the fall of the 2012-2013 school year and gives credit for those students who improve to “on track” following the first grade diagnostic taken in the fall of the 2013-2014 school year.

Similarly, it measures the percentage of improvement from the fall 2012-13 school year first grade diagnostic to the fall 2013-14 school year second grade diagnostic, the fall 2012-13 second grade diagnostic to the fall 2013-14 third grade diagnostic and from the fall 2013-14 third grade diagnostic to the fall or spring 2013-14 school year third grade OAA.

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

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

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

#### ***Students Included in the Calculation***

Like other accountability calculations, this measure relies on the “Where Kids Count” rules to determine whether a district or school should be held accountable for a student’s improvement. However, because the calculation follows some students across two school years, some of the timeframes are modified from what is used for other accountability calculations. The 2014 calculation includes two different timeframes for accountability.

Students who were in Kindergarten, Grade 1 or Grade 2 during the 2012-13 school year were required to be tested no later than **September 30, 2012** using whichever approved reading diagnostic that each district chose to use. Districts were required to place the K-2 students on a RIMP for the 2012-13 school year if they were deemed to be “not on track” with their literacy skills and they had to serve them with one or more reading interventions that were designed to improve their reading skills.

## 2013-2014 K-3 Literacy Measure

Students were then tested a second time before September 30, 2013 to determine whether those interventions were successful in improving the students' literacy levels by the time they moved to the next grade level. Because the reading interventions took place during the 2012-2013 school year, the calculation includes that school year when determining whether a district or school should be held accountable for a student's improvement. The business rules below outline which school year's data is used for each element when determining accountability. For students reported in Kindergarten through Grade 2 in the 2012-13 school year, a district will be held accountable if the following apply:

- The student was enrolled in a district for a full academic year as reported in the Majority of Attendance IRN element for the **2012-2013** school year.

AND

- The student was enrolled in the same district as of the Friday of October Count Week for the **2013-2014** School Year.

AND

- Student How Received Element for the **2012-2013** and **2013-2014** school year = "\*", "3", "7", "8", "9", "A", "C", "M", "S", "U", "W", and "Y"; and Student Percent of Time for both school years > 0.

OR

- **2012-2013** and **2013-2014** school year Sent Reason Element = "CT," "JV," "ES", "PS," "MR," "OS" or "CR" (note that some codes may not be used for students in grades K-3).

OR

- For the **2012-2013** and **2013-2014** school years the student is one that your district sent to a special education cooperative program at another district. These students will be included in your district's calculation based upon the data reported by the district educating the student. The educating district would report the students with a How Received Element = "B".

AND

- For the **2012-2013** and **2013-2014** school years the Tuition Type Element = "D" and "T"

AND

- Excludes students with LEP = "L" and foreign exchange students who have been in US schools for fewer than 180 days during the **2012-2013** or **2013-14** school years.

## 2013-2014 K-3 Literacy Measure

Students in the third grade during the 2013-2014 school year were required to be tested no later than **September 30, 2013** and they, too, had to be placed on a RIMP and offered interventions if they were deemed to be “not on track.” The goal for districts was to improve the third graders’ reading level so that they would pass the OAA either in the October 2013 or May 2014 administrations. Since these interventions took place entirely during the 2013-14 school year, the calculation looks only at that timeframe when determining whether a district or school should be held accountable for the student’s improvement. A district will be held accountable for a third grade student if all of the following apply:

- The student was enrolled in a district for a full academic year as reported in the Majority of Attendance IRN element for the **2013-2014** school year.

AND

- Student How Received Element for the **2013-2014** school year = “\*”, “3”, “7”, “8”, “9”, “A”, “C”, “M”, “S”, “U”, “W”, and “Y”; and Student Percent of Time for both school years > 0.

OR

- **2013-2014** school year Sent Reason Element = “CT,” “JV,” “ES,” “PS,” “MR,” “OS” or “CR” (note that some of these codes may not be used for 3<sup>rd</sup> grade students).

OR

- For the **2013-2014** school year the student is one that your district sent to a special education cooperative program at another district. These students will be included in your district’s calculation based upon the data reported by the district educating the student. The educating district would report the students with a How Received Element = “B”.

AND

- For the **2013-2014** school year the Tuition Type Element = “D” and “T”

AND

- Excludes students with LEP = “L” and foreign exchange students who have been in US schools for fewer than 180 days during the **2013-2014** school year.

### **Calculation**

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

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

## 2013-2014 K-3 Literacy Measure

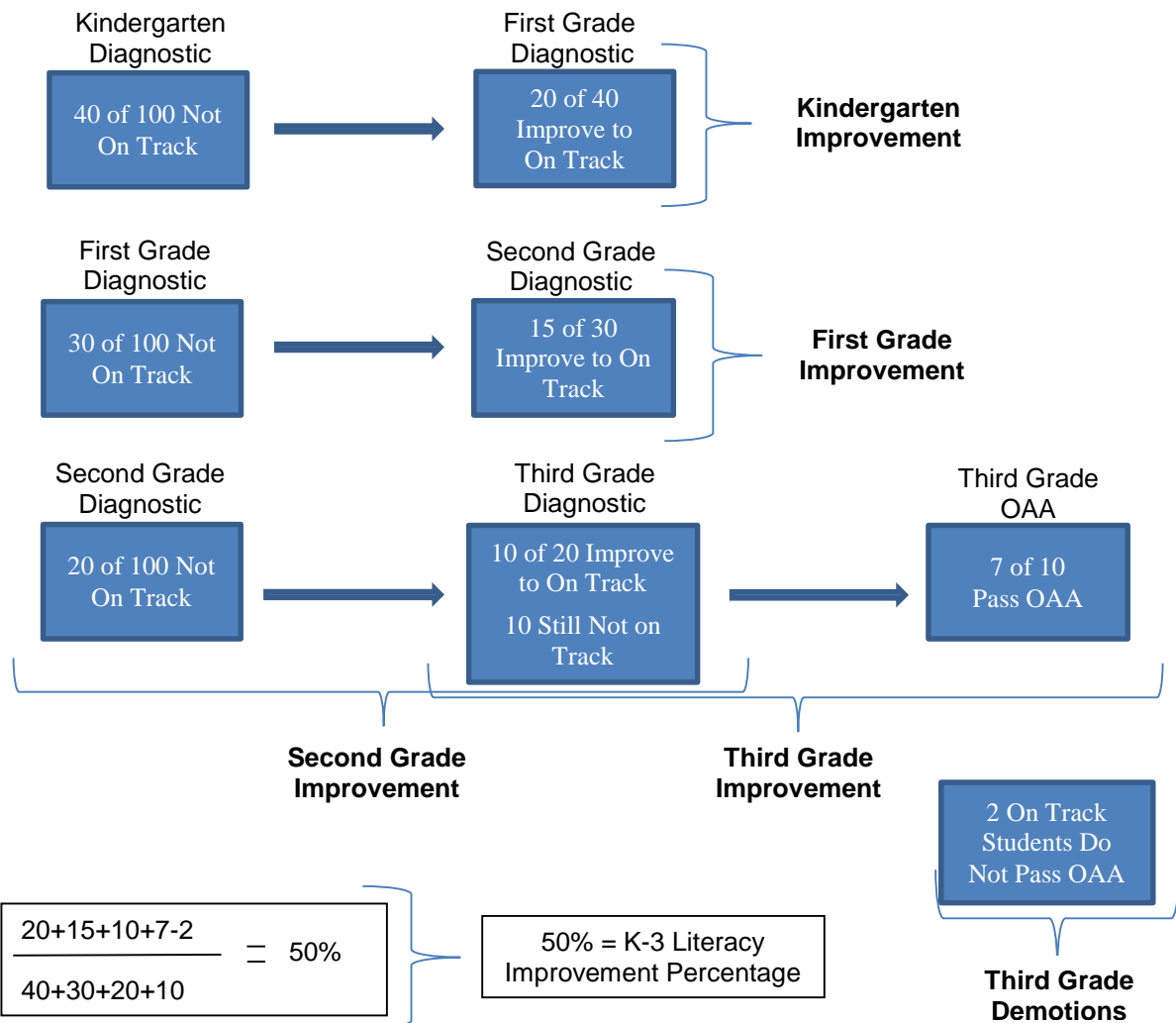
of 100 Kindergartners were not on track on the fall kindergarten test, then the percentage is calculated based on how many of those 40 students improve to be on track on the first grade test.

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

The measure also considers students who are not on a RIMP and do not reach proficient (score of 400) on the third grade Reading OAA. The K-3 Literacy score decreases the overall improvement percentage by one student for each student who has never been on or who was removed from a RIMP and does not meet the proficiency standard.

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

### 2012-13 School Year → 2013-14 School Year





## 2013-2014 K-3 Literacy Measure

### ***Additional Business Rules***

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

A scaled score of 400 is needed for a student to reach the Proficient range on the third grade reading OAA and this is the minimum score that will place the student in the numerator when calculating the third grade improvement percentage. This is different than the score needed for a student to be promoted to the fourth grade. For the 2013-14 school year, a student needed a score of 392 or higher to be promoted. For 2014-15 the minimum promotion score will be 394.

Students who did not reach the promotion score on the fall or spring OAA had the opportunity to retake the test in the summer of 2014 and if they reached the minimum score they could be promoted over the summer to the fourth grade. For the purpose of the K-3 Literacy calculation, only the fall and spring OAA scores are used when calculating the third grade improvement percentage.

Students who failed to reach the promotion score on the third grade OAA also had the opportunity to take an alternative vendor assessment and if they reached the designated score for that assessment they could be promoted to the fourth grade. The K-3 Literacy calculation does not use alternative vendor assessments when calculating the third grade improvement percentage. For that calculation, only the state's fall and spring OAA scores are used.

Accountable students who were retained in Kindergarten, Grade 1 or Grade 2 between the 2012-13 and the 2013-14 school years are included in the calculation if they were deemed to be not on track in the 2012-13 school year. However, instead of looking at whether the student improved from not on track to on track across two grades (i.e. improving between Kindergarten and Grade 1) the calculation looks at whether the student improved from not on track to on track within the same grade (i.e. Kindergarten diagnostic taken in the 2012-13 school year to Kindergarten diagnostic taken in the 2013-14 school year).

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

Students who are formally accelerated from Kindergarten to Grade 2 or Kindergarten to Grade 3 or who are formally accelerated from Grade 1 to Grade 3 are included if their 2012-13 reading diagnostic identified them as not being on track in that school year. The calculation will look at whether the student improved from not on track to become on track from the original grade to the accelerated grade (e.g. from Kindergarten to Grade 2).

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

## 2013-2014 K-3 Literacy Measure

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

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

State law requires that a conversion community school’s data be rolled up to the public school district that sponsors the conversion school unless the school is a dropout recovery school. For the purpose of the K-3 Literacy measure, if the conversion school’s accountability data rolled up in both 2012-13 and 2013-14, then the K-3 Literacy data will be included in the list of elements that roll to the district that sponsors the school in 2014.

The law also permits a start-up community school to have a data roll up agreement with the school district where the start-up school is located if the two entities so desire. For the purpose of the K-3 Literacy measure, if the start-up school’s accountability data rolled up to its resident district in both 2012-13 and 2013-14, then the K-3 Literacy data will be included in the list of elements that roll to the district in 2014.

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

<b>2012-13 School Year</b>	<b>2013-14 School Year</b>	<b>Result for K-3 Calculation</b>
Tested with diagnostic – deemed to be not on track	Required to be tested, but test never administered	Deemed to be not on track; Included in denominator, but not numerator
Tested with diagnostic – deemed to be on track	Required to be tested, but test never administered	Not included in calculation because of 2012-13 “on track” status
Required to be tested, but test never administered	Tested with diagnostic – deemed to be not on track or tested with OAA and did not pass	Deemed to be not on track based on current year’s status; Included in denominator, but not numerator
Required to be tested, but test never administered	Tested with diagnostic – deemed to be on track or tested with OAA and passed	Not included in calculation because of the 2013-14 ‘on track’ or passing status

As was mentioned above, state law requires that the statewide average improvement percentage is the percentage that represents the bottom of the “C” grade range. The total range between the statewide average and 100% will be divided into three equal

## 2013-2014 K-3 Literacy Measure

intervals for the purpose of setting the “A”, “B” and “C” grade ranges. An equal interval will be subtracted from the statewide average for the purpose of setting the “D” grade range. Because the state average will not be known until all reporting is final, no letter grades will be awarded until just before the report cards are released.

Finally, a provision in state law says that any school or district that has fewer than five percent of their Kindergartners reading below grade level in the current school year (2013-14 for the 2014 report card) will not receive a letter grade for this measure.



## Ohio's Dropout Recovery Community School Report Card

Ohio changed how it evaluated the academic performance of dropout recovery community schools with the introduction of the Dropout Recovery Community School Report Card, at the end of school year 2012-2013. The Dropout Recovery Community School Report Card is being phased in over several years, with full implementation occurring with the 2014-2015 publication.

Beginning in August 2013, qualifying schools were evaluated on this report card using measures and labels that were alternative to those applied to traditional public schools and districts and alternative to traditional community schools. The 2012-2013 report card presented data for several components and indicators, but no ratings were assigned. The measures were rated for the first time on the 2013-2014 report card and some additional measures were reported in the same year. When the 2014-2015 report card is published, all components and indicators will be reported and/or rated, and an overall rating will be applied to each school.

The measures and components that will be on the 2014-15 report card are:

**Graduation:** This component separately measures the percentage of students who graduate within four, five, six, seven or eight years of entering the 9<sup>th</sup> grade in five measure ratings. The numerators and denominators from each of the five rates will be combined to create the graduation component rating.

**Achievement:** This component measures the percentage of students who pass all five graduation tests by the time they reach the 12<sup>th</sup> grade or by the time they are within three months of turning age 22.

**Gap Closing:** This component measures how well a school is doing in narrowing gaps in reading, math and graduation rate among students identified in up to ten student subgroups.

**Progress:** This component measures the average annual gain made by the group of students in reading and mathematics.

**Student Post-Secondary Outcomes:** This component reports additional student outcome data relevant to the college and career readiness of students enrolled in dropout recovery schools. (Note - This is not a rated component)

## History

In August, 2013, the Dropout Recovery Report Card reported performance on graduation (measured by the 4, 5 and 6 year graduation rates), achievement (measured by the assessment passage rate), and gap closing (measured by annual measurable objectives). Comparison data based on the data of all dropout recovery community schools was reported for graduation and achievement, but not for gap closing. The same measures were both reported AND rated on the 2013-2014 Dropout Recovery Report Card. In addition, a 7-year graduation rate was added in 2014 and it too received a rating.

## Current Year

The 2014-2015 Dropout Recovery Report Card will add an 8-year graduation rate and a measure of progress, which will use scores from the NWEA MAP assessment to gauge how much growth students in each school made in reading and math. Ratings will be assigned for all measures, except for the Student Post-Secondary Outcomes measure, and an overall rating will also be assigned for each school.

The pages below outline in more detail how each measure is calculated and how the ratings are derived.

**Understanding Ohio's New  
Dropout Recovery Community School Report Card**

<b>Component:</b>	<b>Graduation</b>
<b>Measures:</b>	<b>Four-Year Graduation Rate and Rating Five-Year Graduation Rate and Rating Six-Year Graduation Rate and Rating Seven-Year Graduation Rate and Rating Eight-Year Graduation Rate and Rating</b>
<b>Description:</b>	<p>Graduation is measured by on-time and extended year cohort graduation rates.</p> <ul style="list-style-type: none"><li>• The Four-Year Graduation Rate includes as graduates only those students who earn a diploma within four years of entering the ninth grade for the first time.</li><li>• The Five-Year Graduation Rate includes those students who graduate within five years of entering ninth grade for the first time.</li><li>• The Six-Year Graduation Rate includes those students who graduate within six years of entering ninth grade for the first time.</li><li>• The Seven-Year Graduation Rate includes those students who graduate within seven years of entering ninth grade for the first time.</li><li>• The Eight-Year Graduation Rate includes those students who graduate within eight years of entering ninth grade for the first time.</li></ul> <p>According to the U.S. Department of Education, the median of earnings in 2013 for young adults without a high school diploma or its equivalent was \$23,900, for those with a high school diploma or its equivalent was \$30,000, for those with an associate's degree was \$37,500, and for those with a bachelor's degree was \$48,500. In other words, young adults with a bachelor's degree earned more than twice as much as those without a high school diploma or its equivalent in 2010.</p>
<b>Technical Fact:</b>	<p>In 2010, Ohio transitioned to a new method of calculating the graduation rate required by the federal government. This allows for comparisons of the Four-Year and Five-Year graduation rates between Ohio and other states. The Six-, Seven- and Eight-Year</p>

calculations are based on the same methodology used in calculating the earlier rates.

**Rating:** The ranges for the graduation rate measures vary. New ranges were adopted by the state board for the 2014-15 report card.

**Four-Year Graduation Rate**

<b>Score</b>	<b>Rating</b>
36% - 100%	Exceeds Standards
8% - 35.9%	Meets Standards
Less than 8%	Does Not Meet Standards

**Five-Year Graduation Rate**

<b>Score</b>	<b>Rating</b>
40% - 100%	Exceeds Standards
12% - 39.9%	Meets Standards
Less than 12%	Does Not Meet Standards

**Six-Year Graduation Rate**

<b>Score</b>	<b>Rating</b>
40% - 100%	Exceeds Standards
12% - 39.9%	Meets Standards
Less than 12%	Does Not Meet Standards

**Seven-Year Graduation Rate**

<b>Score</b>	<b>Rating</b>
40% - 100%	Exceeds Standards
12% - 39.9%	Meets Standards
Less than 12%	Does Not Meet Standards

**Eight-Year Graduation Rate**

<b>Score</b>	<b>Rating</b>
40% - 100%	Exceeds Standards
12% - 39.9%	Meets Standards
Less than 12%	Does Not Meet Standards

**Component:** The numerators from the five individual graduation rates and the denominators from the five rates are combined to calculate a graduation component percentage. A rating will be assigned using the following scale.

**Graduation Component Rating**

<b>Score</b>	<b>Rating</b>
40% - 100%	Exceeds Standards
12% - 39.9%	Meets Standards
Less than 12%	Does Not Meet Standards



**Understanding Ohio’s New  
Dropout Recovery Community School Report Card**

**Component:** Achievement

**Measures:** Assessment Passage Rate

**Description:** Achievement is measured by the assessment passage rate. Students in Ohio’s dropout recovery community schools take the same tests required of other Ohio students in order to graduate, currently the Ohio Graduation Tests and the new end-of-course exams. In 2015, the new assessments were administered only to students in grades 9 and lower. Students in grades 10 and higher continued to be assessed using the Ohio Graduation Test, which covers the content areas of Reading, Writing, Mathematics, Science and Social Studies. The Assessment Passage Rate is a measure of the percentage of students in grade 12, or within three months of turning age 22, who have passed all tests required for graduation. Because the new assessments are being phased in, only the Ohio Graduation Test data will be used to calculate the 2015 ratings. In future years, when students in the 12<sup>th</sup> grade are taking the new assessments, the measure will incorporate these test scores into the calculation.

**Technical Facts:** The assessment passage rate calculation includes only students who are in grade 12 or are within three months of turning age 22.

**Rating:** Assessment passage rate was subject to a rating for the first time on the 2013-2014 Dropout Recovery Community School Report Card. New ranges were adopted by the state board of education for the 2014-15 report cards.

**Assessment Passage Rate**

<b>Score</b>	<b>Rating</b>
68% - 100%	Exceeds Standards
32% - 67.9%	Meets Standards
Less than 32%	Does Not Meet Standards

**Understanding Ohio’s New  
Dropout Recovery Community School Report Card**

**Component:**           **Gap Closing**

**Measures:**           **Annual Measurable Objectives (AMOs)**

**Description:**       Gap closing is measured by annual measurable objectives. Annual measurable objectives (AMOs) examine the academic performance of specific subgroups of students in reading, mathematics and graduation. Each of these groups is compared against the collective performance of all students in Ohio to determine if there are gaps in academic achievement between groups of students.

**Technical Facts:**   Annual measurable objectives compare school performance for up to 10 student groups in reading, math and graduation to state performance for all students, assigning a rating for efforts to close achievement gaps in all applicable groups. These student groups, which are the same groups measured previously by Adequate Yearly Progress (AYP), are:

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

**Rating:**               The ranges for Gap Closing and Annual Measurable Objectives ratings are outlined in Ohio’s ESEA flexibility waiver. New ranges were adopted by the state board of education for the 2014-15 report cards.

**Annual Measurable Objectives**

<b>Score</b>	<b>Rating</b>
36% - 100%	Exceeds Standards
1% - 35.9%	Meets Standards
Less than 1%	Does Not Meet Standards

**Understanding Ohio's New  
Dropout Recovery Community School Report Card**

**Component:** Progress

**Measures:** Reading Gains  
Mathematics Gains

**Description:** Progress is measured through the use of the NWEA Measure of Academic Progress (MAP) assessment. Students are tested at least twice a year in reading and mathematics, and the scores are used to measure the academic growth made by the students. Just because a school may have a low achievement level in a given year does not mean that students are not learning. In fact, there may be a great deal of academic growth taking place moving students toward academic success. Conversely, there is a misconception that high achievers have met their potential and can no longer advance their learning. This measure highlights the importance of providing the curriculum and instruction that will help *all* students to grow academically every year.

**Technical Facts:** NWEA's Measure of Academic Progress (MAP) assessment was identified through the competitive bidding process and students' scores will be used for this component.

**Rating:** The ranges for the Progress rating are as follows:

<u>Progress Score</u>	Rating
+2 and higher	Exceeds Standards
Greater or equal to -2 but less than +2	Meets Standards
Less than -2	Does Not Meet Standards

**Understanding Ohio's New  
Dropout Recovery Community School Report Card**

<b>Component:</b>	<b>Student Postsecondary Outcomes</b>
<b>Measures:</b>	Postsecondary Credit Earned Nationally Recognized Career or Technical Certification Military Enlistment Job Placement Attendance Rate Progress on Closing Achievement Gaps
<b>Description:</b>	<p>Student Postsecondary Outcomes is a unique component that speaks to college and career readiness. It contains six measures that do not receive a grade; they are only reported on the Dropout Recovery Community School Report Card. Additionally there is no component grade based on the percentage of a dropout recovery community school's graduating class's demonstration of student postsecondary outcomes.</p> <p>Reporting multiple measures for postsecondary outcomes allows dropout recovery community schools to showcase their unique approaches for college and career readiness. For example, some schools may focus on military or other job placement while others focus on encouraging students to earn postsecondary credit.</p>
<b>Technical Facts:</b>	Schools were able to report some of these data for the first time in EMIS in late 2014 and early 2015. These data will be reported on the 2015 report card. Other data (such as military enlistment and job placement data) will be phased in as they become available to the department.
<b>Rating:</b>	There are no ratings associated with Post-Secondary Outcomes or its measures.

**Understanding Ohio's New  
Dropout Recovery Community School Report Card**

**Rating:** Overall Rating

**Components:** Graduation  
Assessment Passage Rate  
Gap Closing  
Progress

**Description:** Schools are assigned points based on the rating assigned to each component using the table below.

<b>Component</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
Graduation	30	20	0
Assessment Passage Rate	20	10	0
Gap Closing	20	10	0
Progress	30	20	0

The points are totaled for each school and the total is divided by the number of points possible.

**Technical Facts:** If a component is not rated, it does not factor into the calculation.

**Rating:** A final rating is assigned based on the percentage of points earned using the table below.

<b>Component</b>	<b>Rating</b>
At least 80% of Possible Points	Exceeds Expectations
At least 40% but Less than 80%	Meets Expectations
Less than 40%	Does Not Meet Expectations