

Calculating Measures for Ohio's New Dropout Recovery Community School Report Card

Introduction

Ohio statute outlines the required components for the dropout recovery report card. Ohio Revised Code section 3314.017(A) says:

The state board of education shall prescribe by rules, adopted in accordance with Chapter 119. of the Revised Code, an academic performance rating and report card system that satisfies the requirements of this section for community schools that primarily serve students enrolled in dropout prevention and recovery programs as described in division (A)(4)(a) of section 3314.35 of the Revised Code, to be used in lieu of the system prescribed under sections 3302.03 and 3314.012 of the Revised Code beginning with the 2012-2013 school year. Each such school shall comply with the testing and reporting requirements of the system as prescribed by the state board.

This report card first was issued in 2013 and the elements were phased in over a three-year period (2013, 2014 and 2015). The report card includes four components: 1) Combined Graduation, 2) High School Assessment Passage Rate, 3) Annual Measurable Objectives, and 4) Progress. Each component is explained in greater detail below.

Graduation Rate

ORC 3314.017(C)(1) requires the report card to include five individual graduation rates that are combined into one graduation component. The law says:

(1) Graduation rate for each of the following student cohorts:

(a) The number of students who graduate in four years or less with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class;

(b) The number of students who graduate in five years with a regular high school diploma divided by the number of students who form the adjusted cohort for the four-year graduation rate;

(c) The number of students who graduate in six years with a regular high school diploma divided by the number of students who form the adjusted cohort for the four-year graduation rate;

(d) The number of students who graduate in seven years with a regular high school diploma divided by the number of students who form the adjusted cohort for the four-year graduation rate;

(e) The number of students who graduate in eight years with a regular high school diploma divided by the number of students who form the adjusted cohort for the four-year graduation rate.

The 2019 four-year and 2018 five-year adjusted cohort (“on-time”) graduation rates published as measures on the 2019-2020 Dropout Recovery Community School Report Card, use the same calculation as the graduation rates on the Report Card received by traditional public schools and community schools.

The 2019 cohort four-year 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. The 2018 cohort five-year 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. These final adjusted cohorts include students who are identified as first-time 9th graders four years earlier and five years earlier, respectively, and are 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 become deceased during that same period. Note that students reported by the dropout recovery community school as transferring to another Ohio public school or district must also be reported as having been admitted to another Ohio public school or the student will be returned to the dropout recovery community school’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- and five-year graduation rates are lagged by one year. Thus, the four-year rate on the 2020 report card represents the rate for the graduating class of 2019, while the five-year graduation rate represents the rate for the graduating class of 2018 who graduated no later than the summer 2019 (end of 5th year of high school).

The six-year, seven-year and eight-year adjusted cohort graduation rates are measures that are published only on the Dropout Recovery Community School Report Card.

The six-year rate on the 2020 report card represents data from the Class of 2017 and is calculated by dividing the number of students who graduate in six 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 six years earlier and are adjusted in the same way as noted above for the four-year and five-year rates.

The 2020 seven-year rate is calculated using data from the graduating Class of 2016 and is calculated by dividing the number of students who graduate in seven 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 seven years earlier and are adjusted in the same way as noted above for the four-year and five-year rates.

The 2020 eight-year rate is calculated using data from the graduating Class of 2015 and is calculated by dividing the number of students who graduate in eight 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 eight years earlier and are adjusted in the same way as noted above for the four-year and five-year rates. The following formulas show how the graduation rates are calculated for the four-year, five-year, six-year, and seven-year and eight year graduation rates, respectively.

Four-Year Graduation Rate =	<u># of 2019 Cohort Graduates (Summer Graduates Included)</u>	X 100
	(# of FY2016 First Time Ninth Graders + # of FY2016 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2016-FY2019) - # of FY2016 First-Time Ninth Grader Transfers Out (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are Reinstated Transfers that are returned to the withdrawing district/school)	

Five-Year Graduation Rate =	<u># of 2018 Cohort Graduates (Summer Graduates Included)</u>	X 100
	(# of FY2015 First Time Ninth Graders + # of FY2015 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2015-FY2019) - # of FY2015 First-Time Ninth Grader Transfers Out (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are Reinstated Transfers that are returned to the withdrawing district/school)	

Six-Year Graduation Rate =	<u># of 2017 Cohort Graduates (Summer Graduates Included)</u>	X 100
	(# of FY2014 First Time Ninth Graders + # of FY2014 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2014-FY2019) - # of FY2014 First-Time Ninth Grader Transfers Out (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are Reinstated Transfers that are returned to the withdrawing district/school)	

Seven-Year Graduation Rate =	<u># of 2016 Cohort Graduates (Summer Graduates Included)</u>	X 100
	(# of FY2013 First Time Ninth Graders + # of FY2013 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2013-FY2019) - # of FY2013 First-Time Ninth Grader Transfers Out (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are Reinstated Transfers that are returned to the withdrawing district/school)	

Eight-Year Graduation Rate =	<u># of 2015 Cohort Graduates (Summer Graduates Included)</u>	
	(# of FY2012 First Time Ninth Graders + # of FY2012 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2012-FY2019) - # of FY2012 First-Time Ninth Grader Transfers Out (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are Reinstated Transfers that are returned to the withdrawing district/school)	

Four-Year Graduates: These are FY2016 First Time 9th Graders reported as having a *DIPLOMA DATE* and a *DIPLOMA TYPE* no later than the 2019 Graduate “G” reporting period, excluding students reported with Student Status = P, Q or T.

Five-Year Graduates: These are FY2015 First Time 9th Graders reported as having a *DIPLOMA DATE* and a *DIPLOMA TYPE* no later than the 2019 Graduate “G” reporting period, excluding students reported with Student Status = P, Q or T.

Six-Year Graduates: These are FY2014 First Time 9th Graders reported as having a *DIPLOMA DATE* and a *DIPLOMA TYPE* no later than the 2019 Graduate “G” reporting period, excluding students reported with Student Status = P, Q or T.

Seven-Year Graduates: These are FY2013 First Time 9th Graders reported as having a *DIPLOMA DATE* and a *DIPLOMA TYPE* no later than the 2019 Graduate “G” reporting period, excluding students reported with Student Status = P, Q or T.

Eight-Year Graduates: These are FY2012 First Time 9th Graders reported as having a *DIPLOMA DATE* and a *DIPLOMA TYPE* no later than the 2019 Graduate “G” reporting period, excluding students reported with Student Status = P, Q or T.

High School Dropouts: Are the number of dropouts (WITHDRAWAL REASON = ‘71’, ‘72’, ‘73’, ‘74’, ‘75’, ‘76’, ‘77’ or ‘79’) from each school year (2016-2019 for four-year calculation, 2015-2019 for five-year calculation, 2014-2019 for six-year graduation, 2013-2019 for seven-year graduation, and 2012-2019 for eight-year graduation).

Students Reported in Error: Are the number of students (WITHDRAWAL REASON = ‘81’) reported in error by the school or district from each school year ((2016-2019 for four-year calculation, 2015-2019 for five-year calculation, 2014-2019 for six-year graduation, 2013-2019 for seven-year graduation, and 2012-2019 for eight-year graduation).

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 9 or higher. The graduating Class of 2019 includes all students who transferred in and were first reported with a grade of 9 sometime during the 2015-16 school year; first reported with a grade of 10 in the 2016-17 school year; first reported with a grade of 11 in the 2017-18 school year and first reported with a grade of 12 in the 2018-19 school year. The four other classes use the same rules for assigning a cohort based on when the student first enters high school.

Non-graduates: Are students who remain in school at the end of four, five, six, seven or eight years who did not graduate for any reason including, but not limited to lack of credits, failure to pass the OGT (or the appropriate EOC exam(s)), 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.

Transfers Out: Are students in the five cohorts reported with a withdrawal code (WITHDRAWAL REASON = '40', '41', '42', '43', '45', '46') 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 to be removed from withdrawing entity's graduation rate. Students not reported by some other public school or district become "reinstated transfers" which is defined below.

Reinstated Transfers: 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.

Final Ratings

Once each graduation rate is calculated, a rating is assigned to the measure based on the percentage of students who graduate. The scale for each year's rate is shown below

4 Year Rate

36%-100% - Exceeds Standards

8% - 35.9% - Meets Standards

<8% - Does Not Meet Standards

5 through 8 Year Rates

40%-100% - Exceeds Standards

12% - 39.9% - Meets Standards

<12% - Does Not Meet Standards

Combined Graduation Component

State law requires the five individual graduation rates to be combined to produce a graduation component rating. The calculation combines all numerators and all denominators to produce this rate. The table below shows an example of the calculation. Each rate includes a numerator and denominator. The five numerators are summed to get a combined numerator. The five denominators are summed to get a combined denominator. The total percentage of graduates is awarded a rating using the scale below:

Data	4-year Data		5-year Data	6-year Data	7-year Data	8-year Data	Combined Data
Numerator	20		12	20	30	50	132
Denominator	60		30	40	75	100	305
Percentage	33.3%		40%	50%	40%	50%	43.3%

Combined Component Rating

40%-100% - Exceeds Standards

12% - 39.9% - Meets Standards

<12% - Does Not Meet Standards

High School Assessment Passage Rate Calculation

ORC 3314.017(C)(2) outlines the component called the high school assessment passage rate. The law says the following:

(2) The percentage of twelfth-grade students currently enrolled in the school who have attained the designated passing score on all of the applicable state high school achievement assessments required under division (B)(1) or (2) of section 3301.0710 of the Revised Code or the cumulative performance score on the end-of-course examinations prescribed under division (B)(2) of section 3301.0712 of the Revised Code, whichever applies, and other students enrolled in the school, regardless of grade level, who are within three months of their twenty-second birthday and have attained the designated passing score on all of the applicable state high school achievement assessments or the cumulative performance score on the end-of-course examinations, whichever applies, by their twenty-second birthday;

The highlighted language is key to this section of the dropout report card. For students in the Class of 2017 and earlier, their “applicable tests” are the five Ohio Graduation Tests (OGT). For students in the Class of 2018 and later, their applicable tests are the seven End of Course (EOC) exams.

The calculation, published only on the Dropout Recovery Community School Report Card, changed in 2018 as students in the Class of 2018 became 12th graders. In the past, the calculation only measured how many students scored proficient or higher on all five OGTs because that was the only test applicable to students in 12th grade. In 2018 and beyond, the calculation also will pull in students from the Class of 2018 or later if they are labeled with a grade of 12 and for them it will look at whether they meet the “cumulative score” based on scores from all seven EOCs. More details on what it means to meet the cumulative score are outlined below.

Class of 2017 and Earlier

Based on the law, students who are assigned to the Class of 2017 or earlier need to score Proficient or higher on all five Ohio Graduation Tests. Students in this class also can be in the numerator for substituting a “Proficient” or higher score on an end-of-course (EOC) exam for a failing portion of the OGT. For example, if a student passes all OGT subjects except for Reading and Writing, the student can substitute the failing OGT Reading and Writing scores with a “Proficient” or higher score on the English Language Arts I or II EOC. Below is a list of the corresponding EOC exams that can substituted for each OGT:

End-of-Course Exam	OGT
Biology	Science
American History or American Government	Social Studies
Integrated Math I, Integrated Math II, Algebra, or Geometry	Mathematics
English Language Arts I or English Language Arts II	Reading and Writing

Class of 2018 and Later

The original law said that students in the Class of 2018 and later had to score Proficient on all seven end-of-course tests in order to be included in the numerator of the test passage calculation. In the summer of 2019, the law was changed to require students to meet the “cumulative score” on their applicable tests. A part of the law change, the legislature directed the Department of Education to recalculate the 2018 report cards using the new criteria.

The cumulative score was set by Ohio’s State Board of Education and it’s the score needed to graduate using the “test pathway”. Students need a total of 18 points across the seven tests. For each of the seven EOC exams, a student earns one to five graduation points. Thus, students have the potential to earn a total of 35 points. To meet this graduation pathway, a student must earn a minimum of 18 points from the seven exams. This pathway gives a student flexibility in accumulating the points. A high score on one test can balance a low score on another test. A student must earn a total of at least four points on the two English tests, four points on two math tests and six points on the three science and social studies tests combined, plus four additional points from one or more subject areas.

Ohio has two sets of math tests. Students can take algebra I and geometry or they can take integrated math 1 and integrated math 2. Algebra I and integrated math 1 are interchangeable and geometry and integrated math 2 are interchangeable. A student is permitted to take all four tests to try and earn points towards their cumulative score, but only one test from each pairing can be used when calculating whether a student met the criteria to use the test pathway to graduate. The same rule applies when calculating whether the cumulative score was met for the high school test passage rate.

Students in the Class of 2018 have the ability to use the physical science test or the biology test for graduation, but they cannot use both. The same rule applies when determining whether the cumulative score was met for the high school test passage rate. Students in the Class of 2019 and later can ONLY use the biology test for points towards graduation and this same rule applies to high school test passage.

The law allows students to take substitute tests and to use course grades for physical science (Class of 2018 only), biology (any class of students), American history and American government subject areas. Because these substitutions are used to help students meet their cumulative score needed to graduate, they also can help a student move to the numerator of the 12th grade passage calculation.

It is important to note, while students can earn graduation points for CCP coursework and AP/IB test scores in biology, all schools must administer the biology end-of-course tests to all students in order to satisfy federal testing requirements. CCP students may use their course grade and AP/IB students may use their test scores OR the students can use the biology end-of-course test score to earn graduation points, whichever is higher. A student completing a CCP course in American history or American government will not need to sit for the end-of-course tests in the subject area and may earn graduation

points based on the letter grade in the course. There are no CCP/AP/IB substitutions for mathematics or English language arts. Below is a list of the corresponding AP/IB exams that can be substituted for each EOC. These same tests can be used to help a student meet the cumulative score for high school test passage.

EOC Exam	Allowable AP and IB Exam Substitutes
American History	Advanced Placement United States History or International Baccalaureate History – Route Two – including study of the history of the Americas
American Government	Advanced Placement United States Government and Politics or International Baccalaureate Global Politics
Physical Science (2018 cohort only)	Advanced Placement Physics 1: Algebra-based, Advanced Placement Physics 2: Algebra-based, International Baccalaureate Physics Standard Level, or International Baccalaureate Physics Higher Level
Biology	Advanced Placement Biology or International Baccalaureate Biology

Below is the AP and IB Crosswalk to Graduation Points. This same crosswalk is used for the high school test passage calculation.

Advanced Placement	International Baccalaureate	Graduation Points
4 or 5	6 or 7	5
3	4 or 5	4
2	2 or 3	3
Not applicable	Not applicable	2
1	1	1

In addition, some students may have taken EOC exam eligible courses prior to the existence of EOC exams (for example, a student in the Class of 2018 took algebra I as an 8th grader in the 2013-14 school year). Students in this situation didn't have to take the state test when it became available, but instead could use their course grade to substitute for graduation points. Below is the Crosswalk used to assign Graduation Points for students taking EOC exam eligible courses prior to the existence of EOC exams. Since these course grades can be used to help a student reach the cumulative score needed to graduate, they also can help a student move to the numerator of the high school test passage calculation.

High School Grade	Ohio Graduation Points
A	5
B	4
C	3
Earned Credit or Passed Course	
D	2
Not applicable	1

There also is a special rule for out-of-state transfer students and for students who are home schooled. If a student transfers into an Ohio public school and has taken a course with a test, he does not have to go back and take the exam that matches that course. Instead, the student’s cumulative score is pro-rated based on the number of courses that are left to take.

Note that at a minimum, transfer students must take both English II and either integrated mathematics II or geometry* and must earn a minimum of five points across the two exams.*

**In the summer of 2019, the legislature enacted a law to reduce the number of high school tests. The law directed the Department of Education to seek an amendment to the plan submitted to the U.S. Department of Education to eliminate the geometry and integrated math 2 tests. If this happens, the state board of education will need to revisit the requirement for all students to take one of those two math tests and to earn a minimum of 5 points as a condition to graduate in Ohio.*

Students must also test in any other course that they have not yet completed as of the date when they transferred to Ohio if the course has a corresponding end-of-course test. Therefore, if a student transfers in with only biology and American government left to take, the student would be required to take the biology, American government, English II and Geometry (or Integrated Math II) tests, and earn a total of 10 points, five of which must come from the English and mathematics tests.

Below are the graduation point requirements for out of state transfer students.

Courses Remaining to be Taken at Time of Transfer from Out of State to an Ohio School	Points Still Required	Courses Remaining to be Taken at Time of Transfer from Out of State to an Ohio School	Points Still Required
7	18	4	10
6	15	3	8
5	13	2	5

The final criteria address the cumulative score for students who take the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). The AASCD includes only FOUR tests, which students take once in high school. Students must take all four tests to graduate, but because there are fewer tests, they do not need to meet the minimum 18 points, nor do they need to meet the minimums within each subject area. For the purpose of the high school test passage rate, a student taking the AASCD will meet the cumulative score and be in the numerator as long as he takes all four tests (ELA, math, science, social studies) and the school reports a valid score for each test.

Calculation

The high school assessment test passage is calculated by dividing the number of students who are in grade 12 at any time during the school year and have passed all required sections of the OGT or have met the cumulative score on all required EOCs plus the number of additional students who reach age 21 years and

9 months prior to June 30 and have passed all required sections of the OGT by the number of students who are in grade 12 and the number of additional students who reach age 21 years and 9 months prior to June 30.

The following formula shows the high school assessment passage rate calculation:

High School Assessment Passage Rate =	$\frac{\begin{aligned} &\# \text{ of students in grade 12 at any time in the school year who have passed} \\ &\text{all sections of the Ohio Graduation Test or who have met the cumulative} \\ &\text{score needed to graduate using the test pathway} \\ &+ \\ &\text{Non-duplicated \# of students at least age 21 years and 9 months prior to} \\ &\text{June 30 of the evaluated school year who have passed all sections of the} \\ &\text{Ohio Graduation Test or who have met the cumulative score needed to} \\ &\text{graduate using the test pathway} \end{aligned}}{\begin{aligned} &\# \text{ of students in grade 12 at any time in the school year} \\ &+ \\ &\text{Non-duplicated \# of students at least age 21 years and 9 months prior to} \\ &\text{June 30 of the evaluated school year} \end{aligned}}$	X 100
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For the 2020 report card, a student is at least 21 years and 9 months if the birthdate falls between October 1, 1997 and September 30, 1998.

Final Rating

Once the passage rate is calculated, a rating is assigned to the measure based on the percentage of students who pass all of their required exams. The rating scale is shown below.

Assessment Passage Rate Rating Scale

68%-100% - Exceeds Standards

32% - 67.9% - Meets Standards

<32% - Does Not Meet Standards

Annual Measurable Objectives Calculation

ORC 3314.017(C)(3) outlines the component called the Annual Measurable Objectives. The law says the following:

Annual measurable objectives as defined in section 3302.01 of the Revised Code;

The annual measurable objectives calculation published on the 2018-2019 Dropout Recovery Community School Report Card, is calculated using the same basic formula as the same measure on the Report Card received by traditional public schools and community schools in Ohio. However, instead of using just the students in grades 3-8 and high school, the Dropout Recovery Report Card just uses end of course tests. Tests in grades 3-8 are not included even if the school does serve students in those grades.

Information explaining how the AMOs are calculated can be found in the 2019-2020 Technical Documentation – AMO. The calculation used to assign points for each of the four AMOs is identical to the one used for traditional schools and for community schools that do not have the dropout recovery designation.

Dropout recovery schools have the same participation requirement as traditional districts and community schools that do not carry the dropout recovery designation. Each dropout recovery school is expected to test all students and a participation rate of at least 95% is expected for each group of students in order to reach the participation rate goal.

It is with the demotion criteria where differences are seen between the traditional schools' AMO calculation and the dropout recovery schools' AMO calculation. Traditional schools and non-dropout recovery community schools will have a letter grade of "A" demoted to a "B" if they have low subgroup performance on the reading, math, or graduation rate AMOs. This demotion criteria does not exist for Dropout Recovery Community Schools.

A final difference is seen in the number of points demoted. Traditional schools and non-dropout recovery community schools will have ten points deducted from the preliminary AMO score if they are subject to a demotion.

For the Dropout Recovery Report Card only, a deduction of five points will be applied to the final AMO score when one of more subgroups have a low participation rate (i.e. – it is lower than 95%).

Final Rating

Once the number of AMO points is calculated, a rating is assigned to the measure based on the percentage of total points earned. The rating scale is shown below.

36%-100% - Exceeds Standards
1% - 35.9% - Meets Standards
<1% - Does Not Meet Standards

Progress Component

ORC 3314.017(C)(4) outlines the component called Progress. The law says the following:

Growth in student achievement in reading, or mathematics, or both as measured by separate nationally norm-referenced assessments that have developed appropriate standards for students enrolled in dropout prevention and recovery programs, adopted or approved by the state board.

Because state law requires the use of a national test, Progress is measured with the NWEA Measure of Academic Progress (MAP) assessment. This test was identified through the competitive bidding process and only these scores are used for this component.

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.

Through the 2017-18 school year, students test in reading and math twice a year; once in the fall and again in the spring. Students in dropout schools are transient in nature, and the stakeholders working in the dropout recovery and prevention schools asked ODE to modify the calculation to capture students who didn't stay long enough to complete both rounds of tests. Growth can be measured with just 13 weeks of instruction so the 2018-19 school year served as a transition to give schools greater flexibility in testing. For 2018-19 and beyond, schools can continue to test in the fall and spring or they can test once when the student enrolls and again after the student is enrolled for 13 weeks. Additional information on the new testing requirements for 2018-2019 and beyond can be found [here](#).

To ensure the validity of this component, a minimum threshold for testing was set beginning with the 2015-16 school year. In that year, schools had to test at least 50% of the students enrolled during the fall test window, which ran from August 15th through November 30th and at least 50% of the students enrolled during the spring window, which ran from March 1 through June 15th to receive a rating. For the 2016-17 school year and beyond, the participation requirement is 75% for each test window.

For 2019-20, the fall testing window dates are a little different to allow for the flexibility in testing across the 13 week cycle. The fall test window runs from August 1 through October 31. The winter test window runs from November 1 through February 28 (or 29 in a Leap Year). The spring test window runs from March 1 through June 15.

Failing to meet the 75% participation requirement results in no calculation reported and the school receives a rating of “Does Not Meet” standards. Additional details on participation are below. For the 2019-20 school year, participation will be calculated using the same rules that were used in previous years. Only students in enrolled in the fall and spring windows will be expected to test. A winter test taken after 13 weeks of instruction will fulfill a second or ‘spring’ test.

The ranges for the Progress rating are as follows:

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

**This ratings scale was adopted by the State Board of Education in Ohio Administrative Code Section 3301-102-11. The scale was established to mimic the grade scale enacted in state law for use on Ohio’s traditional report cards (through 2019 +2 and higher was an “A” and <-2 was an “F”). In the summer of 2019, the legislature changed the grade scale used for the traditional report cards beginning with the 2020 report card. If the State Board of Education changes the rule for the dropout report card, an update will be made to this document.*

When calculating the participation rate, the following business rules are used for each calculation.

Fall Calculation - Denominator:

The first step is to determine who is expected to take the MAP test in the fall (the denominator of the calculation). The initial denominator includes students reported on March 31, 2019 with a grade of 9, 10, 11, 12, 13 or 23 with at least twenty days of enrollment reported between August 1, 2019 and October 31, 2020.

The following students are removed from the denominator:

- Students with a test record who appear in the vendor file by error (students with a Score Not Reported Reason of “H”) who also do not meet the required grade level (i.e. students reported with a grade of 8 or lower) or enrollment length (i.e. – students enrolled for less than 20 days).
- Students with a test record stating that they did not test due to a medical emergency (students with a Score Not Reported Reason of “M”). **Note that to use this code the school must submit a medical emergency waiver application to the Ohio Department of Education’s Office of Accountability and the medical emergency must be approved.**
- Students who were enrolled for fewer than 20 days during the administration window who have a test record saying they moved prior to the administration of the test (students with a Score Not Reported Reason of “J”) **Note that when this code is used, ODE will do an enrollment check to ensure**

that the student really did move before a test could be administered. Students with fewer than 20 days of enrollment will be removed. Students with at least 20 days of enrollment are expected to test and will remain in the denominator despite the “J” code.

- Students for whom ODE did not receive a MAP Assessment record and were enrolled less than 20 days during the administration window. **Note that schools MUST submit a test record with either a RIT score reported or a Score Not Reported Reason for EVERY student enrolled even one day in the reporting window. For students with enrollment, but no test record, ODE will do an enrollment check to ensure that the student really did have fewer than 20 days of enrollment. A student with fewer than 20 days will be removed. Students with at least 20 days of enrollment are expected to test and will remain in the denominator despite the fact that they had no test record reported.**
- Students with no MAP test record who took an alternate OGT any time from 2012-2020. ODE will use the OGT test records to determine which students took the alternate assessment. Such students are identified with a test type of ALT.
- Students with no MAP record who took an alternate EOC in 2020 or earlier. ODE will use the EOC test record to determine which students took the alternate assessment. Such students are identified with a test type of ALT.

Fall Calculation - Numerator:

The numerator includes any student who took both Reading and Math MAP between August 1, 2019 and February 29, 2020. Note that students should test immediately upon enrollment, but because ODE is offering flexibility, a school that tests in the winter window with a student’s ‘first’ test will be given credit as if the test were administered in the fall. A winter test only will be used as a “first” test in cases where the fall student did not take a test in the fall window. If a student tested in the fall window, the winter test will be used, as long as it is administered after 13 weeks of instruction, to fulfill the ‘second’ test requirement.

If at least 75% of the student have scores, then the participation rate for fall is met. **If fewer than 75% tested, the participation rate is not met and the school will be rated “Does Not Meet” Standards on the 2020 report card.**

In order to calculate growth a spring test also is needed. The following is the calculation used for the participation rate calculation for spring.

Spring Calculation - Denominator:

The first step is to determine who is expected to take the MAP test (the denominator of the calculation). The initial denominator includes students with a grade of 9, 10, 11, 12, 13 or 23 on March 31, 2019 with at least one day of enrollment reported between March 1, 2020 and June 15, 2020.

The following students are removed from the denominator:

- Students with a test record who appear in the vendor file by error (students with a Score Not Reported Reason of “H”).
- Students with a test record stating that they did not test due to a medical emergency (students with a Score Not Reported Reason of “M”). **Note that to use this code the school must submit a medical emergency waiver application to the Ohio Department of Education’s Office of Accountability and the medical emergency must be approved.**
- Students who were enrolled fewer than 20 days during the administration window who have a test record saying they moved prior to the administration of the test (students with a Score Not Reported Reason of “J”) **Note that when this code is used, ODE will do an enrollment check to ensure that the student really did move before a test could be administered. Students with fewer than 20 days of enrollment will be removed. Students with at least 20 days of enrollment are expected to test and will remain in the denominator despite the “J” code.**
- Students for whom ODE did not receive a MAP Assessment record and were enrolled less than 20 days during the administration window. **Note that schools were supposed to submit a test record with either a RIT score reported or a Score Not Reported Reason for EVERY student enrolled even one day in the reporting window. For students with enrollment, but no test record, ODE will do an enrollment check to ensure that the student really did have fewer than 20 days of enrollment. Students with fewer than 20 days of enrollment will be removed. Students with at least 20 days of enrollment are expected to test and will remain in the denominator despite the fact that they had no test record reported.**
- Students with no MAP test record who took an alternate OGT any time from 2012-2020. ODE will use the OGT test record to determine which students took the alternate assessment. Such students are identified with a test type of ALT.
- Students with no MAP record who took an alternate EOC in 2020 or earlier. ODE will use the EOC test record to determine which students took the alternate assessment. Such students are identified with a test type of ALT.

Spring Calculation - Numerator:

The numerator includes any student who took both Reading and Math MAP between November 1, 2019 and June 15, 2019. Note that a school may fulfill a spring test with either a winter or spring test date. Students who take their SECOND set of tests after completing 13 weeks of instruction will be given 'credit' for participating and will not need to test in the spring.

If at least 75% of the student have scores, then the participation rate for spring is met. **If fewer than 75% tested, the participation rate is not met and the school will be rated "Does Not Meet" Standards on the 2019 report card.**

Student Postsecondary Outcomes

ORC 3314.017(E)(3)(e) outlines an ungraded set of data that must be reported on the dropout report card. The law says the following:

The department shall also include student outcome data, including postsecondary credit earned, nationally recognized career or technical certification, military enlistment, job placement, attendance rate, and progress on closing achievement gaps for each school. This information shall not be included in the calculation of a school's performance rating.

Student Postsecondary Outcomes is a unique component that speaks to college and career readiness. It contains six measures that do not receive a grade; but are reported on the dropout 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.

The six measures include:

1. Postsecondary Credit Earned
2. Nationally Recognized Career or Technical Certification
3. Military Enlistment**
4. Job Placement**
5. Attendance Rate
6. Progress on Closing Achievement Gaps

**These currently are not reported due to a lack of data

Reporting multiple measures for postsecondary outcomes allows dropout recovery community schools to showcase their unique approaches for college and career readiness. For 2020 not all data points can be reported. Some elements, such as job placement and military enlistment are not available. All other data elements are collected in EMIS, but some schools may not have any students with the elements. For example, some schools have no students who earn post-secondary credits while in high school.

In the next few years, ODE will begin collecting additional data on career and post-secondary readiness. Additional data will be added to the dropout report card as they become available.

Overall Rating

Ohio law also defines the calculation for the final rating. ORC 3314.017 (D) says the following:

(1) The state board's rules shall prescribe the expected performance levels and benchmarks for each of the indicators prescribed by division (C) of this section based on the data gathered by the department under division (F) of this section. Based on a school's level of attainment or nonattainment of the expected performance levels and benchmarks for each of the indicators, the department shall rate each school in one of the following categories:

(a) Exceeds standards;

(b) Meets standards;

(c) Does not meet standards.

(2) The state board's rules shall establish all of the following:

(a) Not later than June 30, 2013, performance levels and benchmarks for the indicators described in divisions (C)(1) to (3) of this section;

(b) Not later than December 31, 2014, both of the following:

(i) Performance levels and benchmarks for the indicator described in division (C)(4) of this section;

(ii) Standards for awarding a community school described in division (A)(4)(a) of section 3314.35 of the Revised Code an overall designation, which shall be calculated as follows:

(I) Thirty per cent of the score shall be based on the indicators described in division (C)(1) of this section that are applicable to the school year for which the overall designation is granted.

(II) Thirty per cent of the score shall be based on the indicators described in division (C)(4) of this section.

(III) Twenty per cent of the score shall be based on the indicators described in division (C)(2) of this section.

(IV) Twenty per cent of the score shall be based on the indicators described in division (C)(3) of this section.

(3) If both of the indicators described in divisions (C)(1) and (2) of this section improve by ten per cent for two consecutive years, a school shall be rated not less than "meets standards."

Thus, per state law, the final rating is assigned using data from four components. The components include: Graduation, Assessment Passage Rate, Gap Closing, and Progress. For the graduation component, the combined rating is used for the purpose of awarding points. Schools receive points based on the rating assigned to each component using the table below.

Component	Exceeds Standards	Meets Standards	Does Not Meet Standards
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. If a school does not have a component it is not used in the calculation. A final rating is assigned based on the percentage of points earned using the table below.

Component	Rating
At least 80% of Possible Points	Exceeds Standards
At least 40% but Less than 80%	Meets Standards
Less than 40%	Does Not Meet Standards

One final calculation is performed for some schools before assigning the final rating. State law says if the assessment passage rate and each individual graduation rate improves by at least ten percent for two consecutive years, a school shall not be rated lower than “meets standards”.

Therefore, if a school’s initial rating places it in the “Does Not Meet” standards category, an additional calculation is performed to determine if the rating will increase to “Meets” standards.

This calculation looks at each element across the three most recent years to see whether enough improvement is made for two consecutive years. The tables below offer two examples of the calculation. In both cases, the school has very low graduation rates and a low assessment passage rate and likely would earn a rating of “Does Not Meet” standards.

In the first example, all elements show at least 10% improvement for two consecutive years. In the second example, the Assessment Passage rate falls short.

Example 1 --- rating increases to “Meets” standards

Element	2018 Percent	2019 Percent	Percent Improvement 18 to 19	2020 Percent	Percent Improvement 19-20
4-year Rate	12.5%	13.8%	10.4%	15.2%	10.1%
5-year Rate	14.7%	16.2%	10.2%	18.7%	15.4%
6-year Rate	8.6%	9.7%	12.8%	10.7%	10.3%
7-year Rate	10.8%	11.9%	10.2%	13.2%	10.9%
8-year Rate	22.7%	25.6%	12.8%	28.4%	10.9%
Assessment Passage Rate	45.2%	49.8%	10.2%	55.6%	11.6%

Example 2 – rating remains “Does Not Meet” standards.

Element	2018 Percent	2019 Percent	Percent Improvement 18 to 19	2020 Percent	Percent Improvement 19-20
4-year Rate	12.5%	13.8%	10.4%	15.2%	10.1%
5-year Rate	14.7%	16.2%	10.2%	18.7%	15.4%
6-year Rate	8.6%	9.7%	12.8%	10.7%	10.3%
7-year Rate	10.8%	11.9%	10.2%	13.2%	10.9%
8-year Rate	22.7%	25.6%	12.8%	28.4%	10.9%
Assessment Passage Rate	45.2%	49.8%	10.2%	54.5%	9.4%

There is one last thing to understand. State law is specific that a school must show two consecutive years of improvement to be eligible for the increase to the final rating. If one of more measures has no data to evaluate, the calculation cannot be performed and the school cannot see an increase in the rating. State and federal privacy laws require states to set minimums and to mask data when there are very small numbers. Ohio masks data when fewer than 10 students are in the sample. So, if fewer than 10 students were in one of the graduation cohorts, that cohort would not have a graduation rate displayed.

In such cases, the school cannot show the two consecutive years of improvement and thus is not eligible to have its rating increase. The table below offers an example of this.

Example 3 --- School ineligible for a rating increase because of missing data.

Element	2018 Percent	2019 Percent	Percent Improvement 18 to 19	2020 Percent	Percent Improvement 19-20
4-year Rate	12.5%	13.8%	10.4%	15.2%	10.1%
5-year Rate	14.7%	16.2%	10.2%	18.7%	15.4%
6-year Rate	8.6%	9.7%	12.8%	10.7%	10.3%
7-year Rate		11.9%		13.2%	10.9%
8-year Rate	22.7%	25.6%	12.8%	28.4%	10.9%
Assessment Passage Rate	45.2%	49.8%	10.2%	55.6%	11.6%

New schools with fewer than three consecutive years of data also are not eligible for a rating increase because of a lack of data.