

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 explained individually 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 2016 four-year and 2015 five-year adjusted cohort (“on-time”) graduation rates published as measures on the 2016-2017 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 in Ohio.

The 2016 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 2015 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 die 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 2017 report card represents the rate for the graduating class of 2016, while the five-year graduation rate represents the rate for the graduating class of 2015 who graduated by the end of summer 2016.

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 2017 report card represents data from the Class of 2014 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 2017 seven-year rate is calculated using data from the graduating Class of 2013 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 2017 eight-year rate is calculated using data from the graduating Class of 2012 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 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-FY2016) - # 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)	

Five-Year Graduation Rate =	<u># of 2015 Cohort Graduates (Summer Graduates Included)</u>	X 100
	(# of FY2012 First Time Ninth Graders + # of FY2012 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2012-FY2016) - # 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)	

Six-Year Graduation Rate =	<u># of 2014 Cohort Graduates (Summer Graduates Included)</u>	X 100
	(# of FY2011 First Time Ninth Graders + # of FY2011 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2011-FY2016) - # of FY2011 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 2013 Cohort Graduates (Summer Graduates Included)</u>	X 100
	(# of FY2010 First Time Ninth Graders + # of FY2010 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2010-FY2016) - # of FY2010 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 2012 Cohort Graduates (Summer Graduates Included)</u>
	(# of FY2009 First Time Ninth Graders + # of FY2009 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2009-FY2016) - # of FY2009 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 FY2013 First Time 9th Graders reported as having a *DIPLOMA DATE* and a *DIPLOMA TYPE* no later than the 2016 Graduate “G” reporting period, excluding students reported with Student Status = P, Q or T.

Five-Year Graduates: These are FY2012 First Time 9th Graders reported as having a *DIPLOMA DATE* and a *DIPLOMA TYPE* no later than the 2016 Graduate “G” reporting period, excluding students reported with Student Status = P, Q or T.

Six-Year Graduates: These are FY2011 First Time 9th Graders reported as having a *DIPLOMA DATE* and a *DIPLOMA TYPE* no later than the 2016 Graduate “G” reporting period, excluding students reported with Student Status = P, Q or T.

Seven-Year Graduates: These are FY2010 First Time 9th Graders reported as having a *DIPLOMA DATE* and a *DIPLOMA TYPE* no later than the 2016 Graduate “G” reporting period, excluding students reported with Student Status = P, Q or T.

Eight-Year Graduates: These are FY2009 First Time 9th Graders reported as having a *DIPLOMA DATE* and a *DIPLOMA TYPE* no later than the 2016 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 (2013-2016 for four-year calculation, 2012-2016 for five-year calculation, 2011-2016 for six-year graduation, 2010-2016 for seven-year graduation, and 2009-2016 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 (2013-2016 for four-year calculation, 2012-2016 for five-year calculation, 2011-2016 for six-year graduation, 2010-2016 for seven-year graduation, and 2009-2016 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 2016 includes all students who transferred in and were first reported with a grade of 9 sometime during the 2012-13 school year; first reported with a grade of 10 in the 2013-14 school year; first reported with a grade of 11 in the 2014-15 school year and first reported with a grade of 12 in the 2015-16 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 between the 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 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:

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 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 by their twenty-second birthday;

The high school assessment test passage rate is a measure for Ohio that is published only on the Dropout Recovery Community School Report Card. For 2017, the high school assessment test passage is calculated by dividing the number of students who are in grade 12 and have passed all required sections of the Ohio Graduation Test (OGT) 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. In addition to passing all required sections of the OGT, students 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 or Physical Science	Science
History or 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

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

High School Assessment Passage Rate =	$\frac{\begin{aligned} &\# \text{ of students in grade 12 who have passed all sections of the high school} \\ &\text{assessment required for graduation} \\ &+ \\ &\text{Non-duplicated \# of students at least age 21 years and 9 months prior to} \\ &\text{June 30 of the evaluated school year who have passed all sections of the} \\ &\text{high school assessment required for graduation} \end{aligned}}{\begin{aligned} &\# \text{ of students in grade 12} \\ &+ \\ &\text{Non-duplicated \# of students at least age 21 years and 9 months prior to} \\ &\text{June 30 of the evaluated school year} \end{aligned}}$	X 100
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For the 2017 report card, a student is at least 21 years and 9 months if the birthdate falls between October 1, 1994 and September 20, 1995.

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 2016-2017 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 10, the Dropout Recovery Report Card also includes students in grade 12 and students who are at least 21 and 9 months by June 30th (the same students used in the 12th grade passage rate calculation). In addition, the Dropout Recovery Report Card has different demotion rules for this measure.

Information explaining how the AMOs are calculated can be found in the 2016-2017 Technical Documentation – AMO. The calculation used to assign points for each of the three AMOs is similar to the one used for traditional schools and for community schools that do not have the dropout recovery designation. Note again that the one difference is that instead of using data for just students in grades 3-8 and 10 who take the ELA and math tests, the dropout schools also uses Ohio Graduation Test data for students with a grade of 12 and those who are at least 21 years and 9 months old as of June 30th. The calculation will transition to using just end of course data as students in grade 12 are subject to those tests for graduation.

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.

Students test twice a year (fall and spring of each school 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.

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 runs from August 15th through November 30th and at least 50% of the students enrolled during the spring window, which runs 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.

Failing to meet the participation requirement results in no calculation reported and the school receives a rating of “Does Not Meet” standards. Additional details on participation are below.

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

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, 2017 with a grade of 9, 10, 11, 12, 13 or 23 with at least one day of enrollment reported between August 15, 2016 and November 30, 2016.

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 20 days or less).
- 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 no more 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 no more than 20 days of enrollment will be removed. Students with more than 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 just 20 days or fewer of enrollment. Students with no more than 20 days of enrollment will be removed. Students with more than 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 2011-2017. 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 2017 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 15, 2016 and November 30, 2016.

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 2017 report card.**

Note that for the 2015-16 school year, schools that failed to meet the participation rate using just fall scores could meet if they tested the required percentage in either the fall or winter test windows. This calculation is not being done for the 2016-17 school year. Schools must meet using just fall test window data.

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, 2017 with at least one day of enrollment reported between March 1, 2017 and June 15, 2017.

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 no more 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 no more than 20 days of enrollment will be removed. Students with more than 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 just 20 days or fewer of enrollment. Students with no more than 20 days of enrollment will be removed. Students with more than 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 2011-2017. 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 2017 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 March 1, 2017 and June 15, 2017.

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 2017 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 2017 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.

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	2015 Percent	2016 Percent	Percent Improvement 15 to 16	2017 Percent	Percent Improvement 16-17
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	2015 Percent	2016 Percent	Percent Improvement 15 to 16	2017 Percent	Percent Improvement 16-17
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	2015 Percent	2016 Percent	Percent Improvement 15 to 16	2017 Percent	Percent Improvement 16-17
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.