

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 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, will change in 2018 as students in the Class of 2018 become 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. This year, the calculation also will pull in students from the Class of 2018 if they are labeled with a grade of 12 and for them it will look at whether they scored proficient or higher on all seven EOCs.

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 OGT or 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. In addition to passing all required sections of the OGT, students from the graduating Class of 2017 and earlier 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

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

High School Assessment Passage Rate =	$\frac{\begin{array}{c} \text{\# of students in grade 12 who have passed all sections of the high school} \\ \text{assessment required for graduation} \\ + \\ \text{Non-duplicated \# of students at least age 21 years and 9 months prior to} \\ \text{June 30 of the evaluated school year who have passed all sections of the} \\ \text{high school assessment required for graduation} \end{array}}{\begin{array}{c} \text{\# of students in grade 12} \\ + \\ \text{Non-duplicated \# of students at least age 21 years and 9 months prior to} \\ \text{June 30 of the evaluated school year} \end{array}}$	X 100
--	---	--------------

For the 2018 report card, a student is at least 21 years and 9 months if the birthdate falls between October 1, 1995 and September 30, 1996.

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 2017-2018 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 2017-2018 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.

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 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.

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, 2018 with a grade of 9, 10, 11, 12, 13 or 23 with at least one day of enrollment reported between August 15, 2017 and November 30, 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”) 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 2011-2018. 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 2018 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, 2017 and November 30, 2017.

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 2016-17 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 2017-18 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, 2018 with at least one day of enrollment reported between March 1, 2018 and June 15, 2018.

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 2011-2018. 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 2018 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, 2018 and June 15, 2018.

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 2018 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	2016 Percent	2017 Percent	Percent Improvement 16 to 17	2018 Percent	Percent Improvement 17-18
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	2016 Percent	2017 Percent	Percent Improvement 16 to 17	2018 Percent	Percent Improvement 17-18
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	2016 Percent	2017 Percent	Percent Improvement 16 to 17	2018 Percent	Percent Improvement 17-18
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.