

Update to 2019-2020 Report Card Information

The U.S. Department of Education has provided states the ability to seek one-year waivers from the Every Student Succeeds Act's (ESSA) testing and accountability requirements. The Ohio General Assembly subsequently passed emergency legislation canceling the spring administration of Ohio's State Tests and waiving report card requirements other than reporting of some limited, available data. The legislation also put in place a "Safe Harbor" period for many elements of the accountability system. Accordingly, the Ohio Department of Education sought and received a federal ESSA waiver for the 2019-2020 school year.

This technical document details how the measure or calculation works in a typical school year. Ohio School Report Cards, Dropout Prevention and Recovery report cards and Career-Technical Planning District report cards all have multiple measures that use assessment data that are not available or are substantially limited this year.

Please visit the [Report Card FAQ](#) website for more information about data availability for the 2019-2020 report cards.

Contact accountability@education.ohio.gov with additional questions.

Ohio's Dropout Recovery Community School Report Card

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

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

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

Achievement: For students in the graduating Class of 2017 and earlier, this component measures the percentage of students who pass all five graduation tests (OGTs) by the time they reach the 12th grade or by the time they are within three months of turning age 22. For students in the Class of 2018 and later, it measures the percentage of students who attain the number of points needed to graduate using the 'test passage' graduation pathway by the time they reach the 12th grade or by the time they are within three months of turning age 22.

Gap Closing: This component measures how well a school is doing in narrowing gaps in reading, math and graduation rate among students identified in up to ten student subgroups. It also measures how well the schools are doing in helping English Learners to become proficient in English.

Progress: This component measures the average annual gain made by the group of students in reading and mathematics using the NWEA Measure of Academic Progress (MAP) assessment.

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

History

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

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

2018 and beyond

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

Understanding Ohio's New Dropout Recovery Community School Report Card

Component:	Graduation
Measures:	Four-Year Graduation Rate and Rating Five-Year Graduation Rate and Rating Six-Year Graduation Rate and Rating Seven-Year Graduation Rate and Rating Eight-Year Graduation Rate and Rating
Description:	<p>Graduation is measured by on-time and extended year cohort graduation rates.</p> <ul style="list-style-type: none">• The Four-Year Graduation Rate includes as graduates only those students who earn a diploma within four years of entering the ninth grade for the first time.• The Five-Year Graduation Rate includes those students who graduate within five years of entering ninth grade for the first time.• The Six-Year Graduation Rate includes those students who graduate within six years of entering ninth grade for the first time.• The Seven-Year Graduation Rate includes those students who graduate within seven years of entering ninth grade for the first time.• The Eight-Year Graduation Rate includes those students who graduate within eight years of entering ninth grade for the first time. <p>According to the U.S. Bureau of Labor Statistics, the median weekly earnings vary significantly among adults based on their level of education. In the third quarter of 2019, adults without a high school diploma had median weekly earnings of \$606, compared to \$749 for high school graduates, \$874 for those with some college and \$1,281 for those with a bachelor's degree.</p>
Technical Fact:	<p>In 2010, Ohio transitioned to a new method of calculating the graduation rate required by the federal government. This allows for comparisons of the Four-Year and Five-Year graduation rates between Ohio and other states. The Six-, Seven- and Eight-Year calculations are based on the same methodology used in calculating the earlier rates.</p>

Rating:

The ranges for the graduation rate measures vary. New ranges were adopted by the state board for the 2015 report card and continue to be used on the 2020 report card.

Four-Year Graduation Rate

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

Five-Year Graduation Rate

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

Six-Year Graduation Rate

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

Seven-Year Graduation Rate

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

Eight-Year Graduation Rate

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

Component:

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

Graduation Component Rating

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

Understanding Ohio's New Dropout Recovery Community School Report Card

Component: **Achievement**

Measures: **Assessment Passage Rate**

Description: Achievement is measured by the assessment passage rate. Students in Ohio's dropout recovery community schools take the same tests required of other Ohio students in order to graduate, currently the Ohio Graduation Tests (OGT) and the Ohio State Test end-of-course exams (EOCs). Students in the Class of 2018 and later take the EOCs while students starting high school prior to July 1, 2014 continue to be assessed using the OGT, which covers the content areas of Reading, Writing, Mathematics, Science and Social Studies. For students taking the OGT, the school earns credit for any students who score Proficient or higher on all five tests by the time they are in grade 12 or are within three months of turning age 22. For students taking EOCs, the school earns credit for students who earn enough points on the tests to graduate using the "test passage" graduation pathway by the time they are in grade 12 or are within three months of turning age 22.

Technical Facts: Students can meet a pathway to graduate by doing well on their required state tests. The assessment passage rate calculation includes only students who are in grade 12 or are within three months of turning age 22 and schools earn credit for students who "meet" their required test pathway to graduate.

Rating: Assessment passage rate was subject to a rating for the first time on the 2013-2014 Dropout Recovery Community School Report Card. New ranges were adopted by the state board of education for the 2014-15 report cards and will continue to be used in 2020.

Assessment Passage Rate

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

Understanding Ohio's New Dropout Recovery Community School Report Card

Component: **Gap Closing**

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

Description: Gap closing is measured by Annual Measurable Objectives or AMOs. The gap closing calculation examines the academic performance of specific subgroups of students in reading, mathematics and graduation. Each of these groups is compared against the collective performance of that subgroup across Ohio to determine if there are gaps in achievement between groups of students. Schools also are evaluated in how well they are doing to help English learners become proficient in English so that language is not a barrier to learning.

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

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

The calculation also evaluates the progress English learners are making to become proficient in English.

Rating: The ranges for Gap Closing and Annual Measurable Objectives ratings are outlined in Ohio's ESSA state plan approved by the U.S. Department of Education. New ranges were adopted by the state board of education for the 2014-15 report cards and continue to be used in 2020.

Annual Measurable Objectives

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

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

Component: **Progress**

Measures: **Reading Gains
Mathematics Gains**

Description: Progress is measured through the use of the NWEA Measure of Academic Progress (MAP) assessment. Students are tested twice a year in reading and mathematics, and the scores are used to measure the academic growth made by the students. Just because a school may have a low achievement level 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. The Progress component highlights the importance of providing the curriculum and instruction that will help *all* students to grow academically every year. A participation requirement also is applied to this calculation. Schools that fail to test at least 75% of their students receive an automatic rating of "Does Not Meet" standards.

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

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

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

Understanding Ohio's New Dropout Recovery Community School Report Card

Component: **Student Postsecondary Outcomes**

Measures: Postsecondary Credit Earned
Nationally Recognized Career or Technical Certification
Military Enlistment
Job Placement
Attendance Rate
Progress on Closing Achievement Gaps

Description: Student Postsecondary Outcomes is a unique component that speaks to college and career readiness. It contains six measures that do not receive a grade; they are only reported on the Dropout Recovery Community School Report Card. Additionally there is no component grade based on the percentage of a dropout recovery community school's graduating class's demonstration of student postsecondary outcomes.

Reporting multiple measures for postsecondary outcomes allows dropout recovery community schools to showcase their unique approaches for college and career readiness. For example, some schools may focus on military or other job placement while others focus on encouraging students to earn postsecondary credit.

Technical Facts: Schools were able to report some of these data for the first time in EMIS in late 2014 and early 2015. These data will be reported on the 2020 report card. Other data (such as military enlistment and job placement data) will be phased in as they become available to the department.

Rating: There are no ratings associated with Post-Secondary Outcomes or its measures.

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

Rating: Overall Rating

Components: Graduation
Assessment Passage Rate
Gap Closing
Progress

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

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

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

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

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

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