

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.

2019-2020 EOC Improvement Indicator

Introduction and Background

In September 2017, Ohio submitted its Consolidated State Plan to the U.S. Department of Education. This plan outlined how the state would comply with the school and district accountability requirements specified in the federal Every Student Succeeds Act. A sentence in the plan says:

End-of-Course Improvement Indicator: *Based on stakeholder feedback, especially from high school principals, Ohio proposes to add a “retake indicator” as part of the Indicators Met measure.*

Once Ohio’s plan was approved by the U.S. Department of Education, the State Board of Education followed through with its proposal and adopted a resolution to create an End-Of-Course (EOC) Improvement Indicator that is one indicator in the Indicators Met measure.

Through 2017, the calculation of the subject-specific indicators (e.g. Algebra I or American History) included both first-time tests and retaken tests where the student had not scored proficient or higher in a prior year. In 2018 and later, the first-time tests are separated from retakes. First-time tests are included in the subject-specific indicators and retakes, where the student had not scored proficient or higher, are included in EOC Improvement Indicator. This document explains the steps taken to calculate the EOC Improvement Indicator.

General Rules

Retakes from ALL EOC subjects are included in this one EOC improvement indicator. This includes tests in ELA 1* and 2, algebra I, geometry, integrated math 1 and 2, biology, physical science*, American history and American government.

*It should be noted that in the summer of 2019, the legislature eliminated the ELA 1 test for students in the graduating class of 2023 and later. Students in the Class of 2022 and earlier will be retaking this test for several years and thus the test will remain in the EOC Improvement Indicator calculation. Similarly, the physical science test was administered only to students in the graduating class of 2018. That test will soon be phased out, but if physical science tests are retaken in the 2019-2020 school year, they will be used in this calculation.

Students are permitted to retake tests during any administration. There will be cases where an individual student will retake more than one subject’s test in the current year such as retaking ELA 1 in the summer, algebra I in the fall and ELA 2 in the spring. If multiple tests are eligible for inclusion in the calculation (i.e. the student did not score proficient or higher in a prior year), then they are included. Thus, while each TEST counts only once in the denominator using the rules described below, a STUDENT can be included multiple times for multiple tests. Each test is evaluated separately and districts receive credit for each TEST where improvement is shown.

The Denominator

The denominator for this calculation includes tests that meet the conditions to be included. The first step is to determine whether a test is a first-year test and thus is included in its individual subject indicator, or whether it’s a retake and thus is eligible to be included in the EOC improvement indicator. For the 2020 report card, if a student has a test score reported for a subject with a test date of June

2019-2020 EOC Improvement Indicator

2019 or earlier and then also has a score for that same subject with a test date of July 2019 or later, the later test, is considered to be a retake. If the initial test reported for that subject has a test date of July 2019 or later, the test is a first-year test and is included in its individual subject indicator. Note that Ohio first administered end of course tests during the 2014-15 school year, and for each current year test, a check will be done of ALL prior school years back to 2014-15 to search for a prior year test.

Once a test is determined to be a retake, a second filter looks at all prior year scores for that subject to determine if the retaken test is eligible to be included in the EOC indicator. The denominator of the EOC improvement indicator includes only those tests where the student scored in the Limited or Basic (Level 1 or 2) range on all prior administrations. If a prior year test with a Proficient or higher score is found, the current year test is not included.

Another filter removes substitute tests, such as AP exams or IB exams from the EOC improvement indicator, though these tests are included in their respective subject-specific indicator for first year test takers.

It also is important to note that in order for an exam to be counted as a retake, a student must have retaken the exact same EOC exam initially taken in a prior school year. For high school math, students have two paths of tests to earn points to graduate. Algebra I and Integrated Math 1 are interchangeable for graduation points and Geometry and Integrated Math 2 are interchangeable. These pairs of tests are NOT interchangeable when looking at whether a test is retaken or not. What this means is that if a student took the Algebra I EOC test in 2018-2019 and takes the Integrated Math I EOC test in 2019-2020, the Integrated Math I test is not considered to be a “retaken” test, and will not be included in the EOC Improvement Indicator. Instead, the IM 1 test is a first-year test and is included in that subject indicator.

The 2020 EOC improvement indicator includes retaken tests in any subject reported from three different test administrations; summer 2019, fall 2019 and spring 2020. If a student retakes the same subject test multiple times during the current school year (e.g. once in the fall and once in the spring), the exam is included in the denominator only once. See the table below for examples. The yellow represents prior year tests, while the blue are tests administered in the current school year.

Example	Score in 2016-2017	Score in 2017-2018	Score in 2018-2019	Score in Summer 2019	Score in Fall 2019	Score in Spring 2020	Included in the EOC Retake Denominator?
Student 1	--	--	Basic	--	--	--	No, the test was not retaken in the current year
Student 2	--	--	Basic	Basic	Limited		Yes, the Basic score is used
Student 3	--	--	Limited	Limited	--	Limited	Yes, one Limited score is used
Student 4	--	--	Proficient		--	Accelerated	No, the student scored Proficient in a prior year
Student 5	--	--	--		Limited	Basic	No, this is a first-time tester
Student 6	--	--	Limited		Basic	Basic	Yes, one Basic score is used
Student 7	Basic	--	--		--	Basic	Yes, the Basic score is used
Student 8	--	--	Proficient		--	Basic	No, the student scored Proficient in a prior year
Student 9	Proficient	--	--		--	Accelerated	No, the student scored Proficient in a prior year
Student 10	--	Limited	--	Limited	Basic	Proficient	Yes, the Proficient test is used

2019-2020 EOC Improvement Indicator

The Numerator

Of the tests included in the denominator, both a “previous high range” and a “current high range” are calculated. For 2020, the previous high range is the highest range of score a student received on the test in any previous administration through the spring of 2019. For example, in the table above, Student 7 has a previous high range of Basic as that is the highest range attained through spring 2019.

Likewise, the current highest range is the maximum range a student receives on the test of all administrations in the current school year. For example, Student 2’s current year highest range is Basic.

When building the numerator, three rules apply:

1. If the current highest range is equal to or less than the previous highest range, the test is not included in the numerator because no improvement occurred.
2. If the current highest range is greater than the previous range by 1 level (e.g. – moving from Limited to Basic or Basic to Proficient), the test counts as a 1 in the numerator and the district is given credit for improvement.
3. If the current highest range is greater than the previous highest range by 2 or more levels (e.g. the student initially scored Limited, but moved to Proficient or higher or initially scored Basic, but moved to Accelerated or higher), the test counts as a 1.3 in the numerator and the district is given an additional 0.3 points “bonus” for making significant improvement.

Once each student’s improvement is calculated, the points are then summed to get the numerator. As was mentioned above, in instances where an exam is included in the denominator and the student retakes the exam more than one time in the current school year, only the highest score will be used to determine the points to be allocated in the numerator.

The table below shows examples of how the points are awarded.

Example	Score in 2017-2018	Score in 2018-2019	Score in Fall 2019	Score in Spring 2020	Points in Numerator (Improvement Level)
1	--	Limited	--	Basic	1 (Up 1 level)
2	--	Basic	--	Proficient	1 (Up 1 level)
3	--	Basic	--	Basic	0 (Stay same)
4	--	Basic	--	Limited	0 (Down one level)
5	--	Limited	--	Proficient	1.3 (Up 2 levels)
6	--	Proficient	--	Accelerated	0 (not in denominator because of prior Proficient score)
7	Limited	Limited	Basic	Basic	1 (Up one level)
8	Limited	Basic	Basic	--	0 (Stay same)
9	Basic	Limited	Proficient	Basic	1 (Up one level)
10	Limited			Basic	1 (Up one level)
Total					6.3/10 = 63%

2019-2020 EOC Improvement Indicator

Meeting the Indicator

In order to be evaluated for this indicator, a school or district must have at least 10 tests in the denominator; otherwise, the EOC Improvement Indicator is not calculated and does not factor into the indicators met measure. After calculating the numerator and the denominator in accordance with the rules above, the numerator is divided by the denominator.

If the quotient is 25.0% or greater, the school or district meets the EOC Improvement Indicator. Otherwise, the school or district does not meet the indicator.

Additional Rules

When a student fails to test, districts report a Score Not Reported reason in EMIS. This code, as the name implies, tells ODE why the student has no score for a required test. These codes sometimes place the student in an accountability calculation as an untested student (e.g. – the student counts as being untested in the PI score or the AMO participation rate).

When determining whether a student is a first-year “taker” or a “retaker” for the purpose of the EOC improvement indicator, ODE will look to see if a numerical scale score exists for a prior year. In order to be counted as a retake, the student had to take the test and receive a valid NUMERICAL score in a prior year. Students who have a prior year Score Not Reported reason for a particular test will not be counted as retakers, but instead will count as first-year takers.

This includes cases where the student took a test, but the test was invalidated (Score Not reported of "I") for good cause. It also includes cases where a student took an alternate assessment and it was deemed to be non-scorable (Score Not Reported reason of "N"). In cases where the "I" or "N" codes were reported in a prior year, a current year test in that same subject will NOT count as a "retake" for the indicator; it will be counted as a first time test and that current year score will be used in its subject specific test indicator, not the EOC Improvement Indicator.