

## 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](mailto:accountability@education.ohio.gov) with additional questions.

## 2019-2020 AMO Gap Closing Measure

### *Annual Measurable Objectives (AMOs) Calculation*

#### **Introduction**

Ohio's Annual Measurable Objectives (AMO) measure was created to address requirements in the federal Elementary and Secondary Education Act (ESEA) also known as the No Child Left Behind Act (NCLB). The statute required states to measure gaps in English language arts and mathematics achievement and gaps in the graduation rates between subgroups of students. After the federal law was reauthorized as the Every Student Succeeds Act (ESSA), states submitted new plans outlining how they would continue to identify gaps between groups of students. Ohio wrote in its plan that the accountability system will continue to use the gap closing component, but the plan refines the Annual Measurable Objectives (AMO) calculation to better reflect when progress is being made and gaps are closing. Some things didn't change with the calculation. The calculation continued to measure the academic performance of specific groups of students using racial, ethnic and demographic data.

Each subgroup is compared to the expected performance goals for that subgroup to determine if there are gaps in academic achievement. The ten subgroups that are evaluated for the AMOs are: All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black, non-Hispanic Students; Hispanic Students; Multi-Racial Students; White, non-Hispanic Students; Economically Disadvantaged Students; Students with Disabilities (IEP); and Students with Limited English Proficiency which now are referred to as English Learners (EL).

For 2018 and beyond, there are three main changes to the AMO calculation. First, there now are four domains measuring gaps including English language arts and mathematics achievement, graduation rates, and a newer calculation that measures the progress English Learners are making in gaining English language proficiency. Second, for ELA and math achievement, a Performance Index Score now is calculated to measure gaps rather than using the percent of students scoring proficient or higher on those tests. Third, rather than using a single AMO goal that all subgroups are expected to reach, the ELA, math and graduation rate goals have individual PI scores or graduation rate percentages set based on the statewide performance of each subgroup.

#### **AMO Annual Targets – All Schools and Districts**

In the past, schools that primarily served students in a dropout prevention and recovery program had different AMO targets than traditional schools and districts. For 2018 and beyond, all entities have the same targets and only AIR tests are used when calculating the PI score. The Ohio Graduation Tests are not used.

The tables below outline the ELA, math and graduation rate AMOs approved by the U.S. Department of Education in Ohio's state plan. The highlighted columns are the goals used for the 2020 report cards. Note that the ELA and math goals are the numerical performance index (PI) scores needed for each subgroup to meet the AMO; they are not the percentage of possible points earned. In other words, a school's Economic Disadvantaged subgroup will meet the English AMO if the students in the group have a PI score of 74.0 points out of a possible 120 points using just the ELA tests taken by those students. The AMOs for each subgroup will increase annually through the 2025-2026 school year.

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<b>English Language Arts Performance Index Score– Includes Grades 3-8 ELA, ELA 1* and ELA II</b>											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	79.7	81.7	83.8	85.8	87.8	89.9	91.9	93.9	95.9	98	100
Economic Disadvantaged	67.5	69.1	70.8	72.4	74.0	75.6	77.3	78.9	80.5	82.1	83.8
Students with Disabilities	52.5	54.9	57.3	59.6	62.0	64.4	66.8	69.1	71.5	73.9	76.3
English Learners	61.8	63.7	65.6	67.5	69.4	71.4	73.3	75.2	77.1	79	80.9
African-American	59.3	61.3	63.4	65.4	67.4	69.5	71.5	73.5	75.6	77.6	79.7
American Indian or Alaskan Native	76.2	77.4	78.6	79.8	81.0	82.2	83.3	84.5	85.7	86.9	88.1
Asian/Pacific Islander/Native Hawaiian	91.5	91.9	92.4	92.8	93.2	93.6	94.1	94.5	94.9	95.3	95.8
Hispanic or Latino	68.7	70.3	71.8	73.4	75.0	76.5	78.1	79.7	81.2	82.8	84.4
Multi-Racial	75.9	77.1	78.3	79.5	80.7	81.9	83.1	84.3	85.5	86.7	88.0
White	84.8	85.6	86.3	87.1	87.8	88.6	89.4	90.1	90.9	91.6	92.4

\*Only first-time tests are included. Students in the Class of 2023 and beyond do not take the ELA 1 test, but if a student in the Class of 2022 or earlier takes that assessment for the first time in the 2019-20 school year, it will be included in the appropriate AMO calculations.

<b>Math Performance Index Score – Includes Grades 3-8 Math, Algebra I, Geometry*, Integrated Math I* &amp; 2*</b>											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	80.3	82.3	84.2	86.2	88.2	90.2	92.1	94.1	96.1	98	100
Economic Disadvantaged	67.9	69.5	71.1	72.7	74.3	75.9	77.5	79.1	80.7	82.3	84
Students with Disabilities	53.5	55.8	58.2	60.5	62.8	65.1	67.5	69.8	72.1	74.4	76.8
English Learners	66.8	68.5	70.1	71.8	73.4	75.1	76.8	78.4	80.1	81.7	83.4
African-American	57	59.2	61.3	63.5	65.6	67.8	69.9	72.1	74.2	76.4	78.5
American Indian or Alaskan Native	74.2	75.5	76.8	78.1	79.4	80.7	81.9	83.2	84.5	85.8	87.1
Asian/Pacific Islander/Native Hawaiian	97.5	97.6	97.8	97.9	98.0	98.1	98.3	98.4	98.5	98.6	98.8
Hispanic or Latino	69.2	70.7	72.3	73.8	75.4	76.9	78.4	80	81.5	83.1	84.6
Multi-Racial	75.2	76.4	77.7	78.9	80.2	81.4	82.6	83.9	85.1	86.4	87.6
White	86.2	86.9	87.6	88.3	89.0	89.7	90.3	91	91.7	92.4	93.1

\*As of now, districts must continue to administer all high school math EOC assessments to students taking those courses and they will be included in the AMO calculations. If the guidance changes with regard to taking high school math assessments, this document will be updated.

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Four-Year Cohort Graduation Rate											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	83.0%	84.0%	85.0%	86.0%	87.0%	88.0%	89.0%	90.0%	91.0%	92.0%	93.0%
Economic Disadvantaged	71.4%	72.8%	74.3%	75.7%	77.1%	78.6%	80.0%	81.4%	82.8%	84.3%	85.7%
Students with Disabilities	69.2%	70.7%	72.3%	73.8%	75.4%	76.9%	78.4%	80.0%	81.5%	83.1%	84.6%
English Learners	54.4%	56.7%	59.0%	61.2%	63.5%	65.8%	68.1%	70.4%	72.6%	74.9%	77.2%
African-American	65.0%	66.8%	68.5%	70.3%	72.0%	73.8%	75.5%	77.3%	79.0%	80.8%	82.5%
American Indian or Alaskan Native	76.4%	77.6%	78.8%	79.9%	81.1%	82.3%	83.5%	84.7%	85.8%	87.0%	88.2%
Asian/Pacific Islander/Native Hawaiian	87.7%	88.2%	88.8%	89.3%	89.8%	90.4%	90.9%	91.4%	91.9%	92.5%	93.0%
Hispanic or Latino	72.0%	73.4%	74.8%	76.2%	77.6%	79.0%	80.4%	81.8%	83.2%	84.6%	86.0%
Multi-Racial	77.7%	78.8%	79.9%	81.0%	82.2%	83.3%	84.4%	85.5%	86.6%	87.7%	88.9%
White	87.4%	88.0%	88.5%	89.1%	89.6%	90.2%	90.8%	91.3%	91.9%	92.4%	93.0%

The table above denotes that the AMO calculation will continue to use the four-year graduation rate and the columns represent the percentage of students in each subgroup that are expected to graduate in four years or less. This means that to reach the graduation AMO in 2020, the “All Students” subgroup is expected to have a four-year on-time graduation rate of at least 87.0%.

### ***General Business Rules for ELA and Math Proficiency***

The 2020 ELA and math AMO calculations will include the scores of full academic year students taking the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade state assessments in English language arts and math. In addition, results from students taking EOC exams for algebra I, geometry, integrated math I, integrated math II, and English language arts (ELA) II will be used in generating a Performance Index for the AMO calculation. Some districts and schools also may have a small number of ELA 1 tests included. The calculation includes only first-time test takers for students taking an end-of-course test. Students in the Class of 2023 and later do not take the ELA 1 test per state law. Some districts may have a small number of students in the Classes of 2022 or earlier taking the ELA 1 test for the first time in the 2019-20 school year. Those tests will be included if they exist. Students in all grades taking the ELA and math alternate assessment for students with cognitive disabilities (AASCD) also are included.

For schools that receive a dropout report card, only end of course exams are used. Tests from grades 3-8 ELA or math are not included. First-time tests in ELA 1 (if such tests exist), ELA 2 and the 10<sup>th</sup> grade alternate assessment (AASCD) in English language arts are used for the ELA calculation. Tests in Integrated math 1 and 2, algebra I and geometry and the 10<sup>th</sup> grade alternate assessment (AASCD) for math are used for the math calculation.

Each subgroup’s results are aggregated across all tested grades within a school building or school district to determine if the AMO is met. A subgroup must have at least 15 “accountable” students who meet the Full Academic Year to be evaluated for the ELA and math AMOs. If the number of accountable students in a particular subgroup taking the ELA and/or math test is less than 15 in the current year, the student group is not evaluated for the AMO on that test and the building/district will receive an “NR” (“Not Rated”) designation for that student group.

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The “Where Kids Count” accountability rules used to determine which test scores are included in the ELA and math AMO calculations are identical to those used for the state performance indicators. Please refer to the technical documentation on the Performance Indicators for additional information and to see the coding associated with each student’s scores that are included in the various proficiency calculations.

English Learners enrolled in U.S. schools for no more than two school years (2018-2019 and 2019-2020 school years) are not included in either the numerator or the denominator of the percent proficient calculation as long as they are reported with the “L” or “S” code. The rules, explained in more detail below in the participation rate section, require all EL students to take ELA and math tests from the time they enter an Ohio school. The students do not count for proficiency for two years, but are included for all subjects in the participation rate immediately.

**Foreign exchange students** who have been enrolled for less than 180 days also are not included in either the numerator or the denominator of the percent proficient calculation as long as they do not plan to graduate from their American school.

### **General Business Rules Graduation Rate**

To be evaluated for the graduation rate AMO, a student group for ALL schools (dropout and traditional) must have at least 15 students in the denominator of the calculation. Students are accountable to the last school and district where they are enrolled and the Full Academic Year Rules do not apply. If the number of accountable students in a particular subgroup is less than 15, the student group is not evaluated for the graduation rate AMO and the building/district will receive an “NR” (“Not Rated”) designation for that student group.

For the graduation rate AMO, the Where Kids Count accountability rules are identical to those used for the four-year graduation rate measure. Please refer to the technical documentation on the Four-Year Graduation Rate Measure for additional information about which students are included in the graduation calculation.

For the graduation rate AMO, only the data from the four-year longitudinal graduation rate are used. This 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. This final adjusted cohort includes students who are identified as first-time 9th graders four years earlier and is 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 as transferring to another Ohio public school by a sending district must be reported as having been admitted to a receiving public district or the student will be returned to the sending district’s cohort. In this document, these students are referred to as “reinstated transfers.”*

The AMO calculation continues to count summer graduates as being “on-time” in the calculation. A summer graduate is a student who receives a diploma sometime after the fourth year of high school ends, but BEFORE the fifth year begins. To allow such graduates to be included, the rate is lagged by one year which means that data on the 2020 report card

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represents the rate for the graduating class of 2019 who graduated sometime prior to the start of the 2019-2020 school year.

If a district has only one high school, the graduation rate for the high school may not be equal to the graduation rate for the district because some students may count in calculations only at the district level (please see the “Students Included in Calculations/WKC” document for further clarification).

For the 2020 report card, the following calculation will be used to determine the building’s or district’s graduation rate:

<b>Four-Year Graduation Rate =</b>	$  \begin{aligned}  & \frac{\# \text{ of FY2019 Cohort Graduates (Summer Graduates Included)}}{\# \text{ of FY2019 Cohort Graduates (including summer grads)}} \\  & + \\  & \# \text{ of FY2019 Cohort Transfers In} \\  & + \\  & \# \text{ of FY2019 Cohort Dropouts (in any year from FY2015-FY2018)} \\  & + \\  & \# \text{ of FY2019 Cohort Students Reported in Error} \\  & + \\  & \# \text{ of FY2019 Cohort Non-Graduates} \\  & + \\  & \# \text{ of FY2019 Cohort Reinstated Transfers} \\  & - \\  & \# \text{ of FY2019 Cohort Transfers Out (Transfers Out to Other Ohio} \\  & \text{Public Schools Must Be Picked Up By Another District or they are} \\  & \textbf{Reinstated Transfers} \text{ that are returned to the withdrawing} \\  & \text{district's/school's denominator)}  \end{aligned}  $	<b>X 100</b>
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### ***Definitions***

*FY2019 Cohort Graduates:* These are FY2016 First Time 9<sup>th</sup> Graders who are 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.

*FY2019 Cohort 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 nine 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.

*FY2019 High School Dropouts:* Are the number of students who are reported with a dropout withdrawal code (FS100 Record - WITHDRAWAL REASON = ‘71’, ‘72’, ‘73’, ‘74’, ‘75’, ‘76’, ‘77’, ‘79’) from any school year from 2015-2016 through 2018-2019.

*FY2019 Students Reported in Error:* Are the number of students (FS100 Record - WITHDRAWAL REASON = ‘81’) reported in error by the school or district from each school year (2016-2019) for that graduating cohort.

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*FY2019 Non-Graduates:* Are students who remain in school at the end of four years who did not graduate for any reason including, but not limited to lack of credits, regular education students enrolled in a program that takes longer than four years to complete and special education students who remain in high school for more than four years per their IEP.

*Reinstated Transfers:* Are FY2019 cohort 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.

*Transfers Out:* Are students in the FY2019 cohort who are reported between the 2015-2016 and 2018-2019 school years with a withdrawal code (FS100 Record - WITHDRAWAL REASON = '40', '41', '42', '43', '45', '46') that indicates the student transferred to some other school and is continuing with his or her education. ODE also removes students who become deceased (FS100 Record - 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 in order to be removed from the withdrawing entity's graduation rate. Students who are not reported by some other public school or district become "reinstated transfers" which is defined above.

### **General Business Rules-- English Language Proficiency Improvement**

In addition to the ELA, math, and graduation sub-components of the AMO, schools and districts also are evaluated based on how well they are doing in helping English Learners to become proficient in English. This calculation uses the Ohio English Language Proficiency Assessment (OELPA) to gauge whether students are showing improvement in their ability to read, write, speak and listen to English. The table below shows the percent of students in the EL subgroup who are expected to show improvement from one year to the next based on their OELPA scores. For 2020, 57% of a school's EL students are expected to show progress in learning English.

<b>English Learners Annual Progress Toward Attaining English Language Proficiency</b>											
	2015- 2016 Baseline	2016 - 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025	2025- 2026
English Learners	45%	48%	51%	54%	57%	60%	63%	66%	69%	72%	75%

For additional details on how improvement is calculated and how points are earned for this subgroup, please see the separate technical document for the "English Language Proficiency Improvement Measure".

### **AMO Information**

The calculations for the ELA, math, graduation and English Language Proficiency improvement sub-components are done separately. Subgroups receive between zero and 100 points based on the whether or not they meet the AMO. If the AMO is not met, they receive points based on the extent to which the gap has closed between the prior year and current year. The points earned by each subgroup are totaled separately for the four sub-components and then the four numbers are averaged to get a preliminary letter grade. Note that Dropout Recovery

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Community Schools do NOT receive letter grades. Instead, they receive a rating of “Exceeds Standards”, “Meets Standards” or “Does Not Meet Standards” for the AMO Measure.

For traditional schools and districts, once the preliminary grade is determined, the calculation applies additional criteria and if any of those conditions are met, it results in the preliminary grade being demoted by one letter grade. Dropout schools also have a demotion, but instead of being a one rating reduction, the school loses five points, which may or may not change the rating. Once those demotion/reduction criteria are applied, the final grade (or designation for Dropout Recovery Schools) is issued.

### ***ELA and Math Performance Index Calculation***

As was mentioned above, the ELA and math AMOs are calculated separately, but the four rules governing how points are awarded are the same for both subject areas. The rules are as follows:

1. If the subgroup’s current year ELA or math PI score is greater than or equal to the current year AMO highlighted in the tables above, then 100 points are assigned.
2. If the subgroup fails to meet the AMO goal, but shows at least a 10 percent improvement between the prior year and current year, then the full 100 points as assigned.
3. If a subgroup fails to meet the AMO, but the PI score is improving and the amount of improvement is smaller than 10 percent, then points are awarded based on the following calculation:

$$\left( \frac{\text{Current Year PI score} - \text{Previous Year PI score}}{\text{2026 AMO Goal} - \text{Current Year PI score}} \times 100 \right) = \left( \frac{\text{Amount of Improvement}}{\text{Current Year Gap}} \times 100 \right) = \text{Points Earned**}$$

\*\*Note that an “improvement” calculation will be done only if the subgroup was evaluated in the prior year’s calculation. For the purposes of the 2019-2020 Report Card, this means that a school or district’s subgroup must have contained at least 20 students in 2019 for points to be calculated under this option.

4. In addition, ODE receives ELA and math value-added gains from SAS, its value-added vendor. In prior years, of the ten subgroups evaluated for AMOs, only students with disabilities and “all students” received value-added reports. Starting in 2018 and continuing forward, gains are calculated for all ten groups as long as there are enough students to build the reports. These gains are used as another way for a subgroup to show improvement and meet the AMO. If a subgroup’s composite math or composite ELA value-added score equals +1.0 or higher, then the AMO is met and 100 points are earned.
5. If a subgroup fails to meet the AMO, fails to show improvement between the prior and current year, and fails to earn a +1 or higher on its value-added report, no points are earned.

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### **Definitions and Business Rules**

**Current Year Performance Index:** For traditional schools and districts the performance index for each subject and subgroup is calculated based on students who should have taken the ELA or math assessments in grades 3-8, the ELA or math alternate assessment and students in any grade taking algebra I, geometry, integrated Math I, integrated math II, ELA I (for some entities) or ELA II during the 2019-20 school year. Only first-time test takers are included, retakes do not count for this calculation. For dropout recovery schools, the PI score is calculated using just end of course tests and the 10<sup>th</sup> grade alternate assessment. All grade levels are combined into one PI score for each subject and for each student group. Only those students who have been enrolled for a full academic year, who have taken the appropriate standard assessment (with or without accommodations) or the alternate assessment, and who meet student subgroup inclusion criteria are included in the total. For each subject, there must be at least 15 students in a subgroup in order for the Performance Index for that subgroup to be calculated.

**Previous Year Performance Index:** For traditional schools and districts the performance index for each subject and subgroup is calculated based on students who should have taken the ELA or math assessments in grades 3-8, the ELA or math alternate assessment and students in any grade taking algebra I, geometry, integrated Math I, integrated math II, ELA I or ELA II during the 2018-19 school year. Only first-time test takers are included, retakes do not count for this calculation. For dropout recovery schools, the PI score is calculated using just end of course tests and the 10<sup>th</sup> grade alternate assessment. All grade levels are combined into one PI score for each subject and for each student group. Only those students who have been enrolled for a full academic year, who have taken the appropriate standard assessment (with or without accommodations) or the alternate assessment, and who meet student subgroup inclusion criteria are included in the total. For each subject, there must be at least 20 students in a subgroup in order for the Performance Index for that subgroup to be calculated.

**Amount of Improvement:** This number is computed by subtracting the previous year's performance index from the current year's performance index. If the calculation yields a positive number, it means that improvement has been made; a negative number means that no improvement was shown and the gap has grown.

**2026 AMO Goal:** This is the goal for each subgroup outlined in the PI score tables shown above in the column labeled 2025-2026 school year.

**Current Year Gap:** This number is computed by subtracting the current year's performance index from the 2026 AMO Goal. If the calculation yields a positive number, it means that the subgroup failed to meet the AMO and a gap exists; a negative number means that the AMO was met or exceeded and no gap exists. Note that if no gap exists, it will be displayed as N/A in the Secure Data Center.

### **Reduction in Subgroup Size**

Over the last three years, Ohio reduced the minimum number of students needed for a subgroup to be evaluated. In 2017 a subgroup needed 30 students to be included in the AMO calculation. In 2018 only 25 students were needed. In 2019 the number dropped to 20 and in 2020 and beyond it will be 15. With the reduction, there will be cases where a subgroup will go from having too few students to be evaluated in the prior year to having enough to be evaluated in the current year (e.g. a subgroup that had 19 accountable students in 2019 and continues to

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have 19 in 2020). There also may be cases where a subgroup grows in size and moves from the status of not being evaluated for the AMO in the prior year to one where it is evaluated in the current year (e.g. – a subgroup increases from 14 accountable students in 2019 to 15 in 2020).

Because the prior year's data (2019) were not used in the prior year's calculation (2019), those data also are NOT used to determine if the subgroup showed improvement in the current year (2020). A similar situation occurs when a new school building opens. Because the building is in its first year of operation, no prior year data exists for any subgroup. In this case, the only way to earn points is for the subgroup to meet the current year's AMO by having enough students score high enough to meet the PI score or to have a value-added gain of +1 or higher.

### ***Graduation Rate Calculation***

The formula for the graduation sub-component uses only the four-year adjusted cohort calculation for both traditional schools and for dropout schools. The five-year rate and beyond is not used. The four rules governing how points are awarded are identical to the methodology for awarding points for the ELA and math AMOs. The rules are as follows:

1. If the subgroup's current year graduation rate is greater than or equal to the current year's AMO, then 100 points are assigned.
2. If the subgroup fails to meet the AMO, but shows at least a 10 percent improvement between the prior year and current year, then the full 100 points as assigned.
3. If a subgroup fails to meet the AMO, but the graduation rate is improving and the amount of improvement is smaller than 10 percent, then points are awarded based on the following calculation:

$$\left( \frac{\text{Current Year Graduation Rate} - \text{Previous Year Graduation Rate}}{\text{2026 AMO Goal} - \text{Current Year Graduation Rate}} \right) \times 100 = \left( \frac{\text{Amount of Improvement}}{\text{Current Year Gap}} \right) \times 100 = \text{Points Earned}$$

4. If the subgroup's current year graduation rate is less than the AMO and also is less than the previous year's graduation rate, then the gap grew and zero points are awarded.

### **Definitions and Business Rules**

**Current Year Graduate Rate:** This is the percentage of students in the 2019 cohort who earned a regular or honors diploma within four years of entering high school.

**Previous Year Graduation Rate:** This is the percentage of students in the 2019 cohort who earned a regular or honors diploma within four years of entering high school.

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Amount of Improvement: This number is computed by subtracting the previous year's graduation rate from the current year's graduation rate. If the calculation yields a positive number, it means that improvement has been made; a negative number means that no improvement was shown and the gap has grown.

2026 AMO Goal: This is the goal for each subgroup outlined in the graduation table shown above in the column labeled 2025-2026 school year.

Current Year Gap: This number is computed by subtracting the current year's graduation rate from the 2026 AMO Goal. If the calculation yields a positive number, it means that the subgroup failed to meet the AMO and a gap exists; a negative number means that the AMO was met or exceeded and no gap exists. Note that if no gap exists, it will be displayed as N/A in the Secure Data Center.

### Reduction in Subgroup Size

Over the last three years, Ohio reduced the minimum number of students needed for a subgroup to be evaluated. In 2017 a subgroup needed 30 students to be included in the AMO calculation. In 2018 only 25 students were needed. In 2019 the number dropped to 20 and in 2020 and beyond it will be 15. With the reduction, there will be cases where a subgroup will go from having too few students to be evaluated in the prior year to having enough to be evaluated in the current year (e.g. a subgroup that had 19 accountable students in 2019 and continues to have 19 in 2020). There also may be cases where a subgroup grows in size and moves from the status of not being evaluated for the AMO in the prior year to one where it is evaluated in the current year (e.g. – a subgroup increases from 14 accountable students in 2019 to 15 in 2020).

Because the prior year's data (2019) were not used in the prior year's calculation (2019), those data also are NOT used to determine if the subgroup showed improvement in the current year (2020). A similar situation occurs when a new school building opens. Because the building is in its first year of operation, no prior year data exists for any subgroup. In this case, the only way to earn points is for the subgroup to meet the current year's AMO by having enough students graduate in four years or less.

### English Learner (EL) Progress Calculation

The formula for the EL Progress sub-component uses the same formula as the other AMOs. The rules are as follows:

1. If the subgroup's current year improvement percentage is greater than or equal to the current year's AMO, then 100 points are assigned.
2. If the subgroup fails to meet the AMO, but shows at least a 10 percent improvement between the prior year and current year, then the full 100 points as assigned.
3. If a subgroup fails to meet the AMO, but did increase the percentage of students showing progress in learning English and the amount of improvement is smaller than 10 percent, then points are awarded based on the following calculation:

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$$\left( \frac{\text{Current Year Improvement Percent} - \text{Previous Year Improvement Percent}}{\text{2026 AMO Goal} - \text{Current Year Improvement Percent}} \times 100 \right) = \left( \frac{\text{Amount of Improvement}}{\text{Current Year Gap}} \times 100 \right) = \text{Points Earned}$$

4. If the subgroup's current year improvement percentage is less than the AMO and also is less than the previous year's percentage, then the gap grew and zero points are awarded.

### **Definitions and Business Rules**

Current Year Improvement Percent: This is the percentage of students who made the required improvement (either one or two points) on their OELPA test in 2020.

Previous Year Improvement Percent: This is the percentage of students who made the required improvement (either one or two points) on their OELPA test in 2019.

Amount of Improvement: This number is computed by subtracting the previous year's improvement percent from the current year's improvement percent. If the calculation yields a positive number, it means that improvement has been made; a negative number means that no improvement was shown and the gap has grown.

2026 AMO Goal: This is the goal for the EL subgroup outlined in the EL Progress table shown above in the column labeled 2025-2026 school year. For this calculation, 75% is the 2026 goal.

Current Year Gap: This number is computed by subtracting the current year's improvement percent from the 2026 AMO Goal of 75%. If the calculation yields a positive number, it means that the subgroup failed to meet the AMO and a gap exists; a negative number means that the AMO was met or exceeded and no gap exists. Note that if no gap exists, it will be displayed as N/A in the Secure Data Center.

### **Preliminary Grade and Demotion Criteria**

Once the points are awarded for each subgroup using the rules outlined above, they are averaged by AMO to get a sub-component score. Once each sub-component score is calculated, the four numbers are averaged to determine the Preliminary Letter Grade (or Preliminary Designation for Dropout Recovery Community Schools) that will be awarded. It is common for districts and buildings to have a larger number of subgroups evaluated for the ELA and math AMOs compared to the number evaluated for the graduation rate AMO because the PI score calculations can include more than one tested grade while the graduation rate only includes those students assigned to the Class of 2019 (FY2016 First Time Ninth Grade Cohort). The EL Progress sub-component includes only one group, those students identified as English Learners. Each sub-component counts equally regardless of the number of subgroups evaluated.

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In some cases, a school or district may not have all four sub-components. For example, an elementary or middle school will have no graduation rate or a school may not have enough English Learners to be evaluated for EL Progress. In those cases, the preliminary grade is based on an average of whatever sub-component scores are available.

Averaging the sub-component scores will yield a number between zero and 100 points. Once this number is computed, three demotion criteria are applied to traditional schools and districts and one demotion is applied to dropout schools to determine if points must be subtracted to reduce the both final number of points and/or the final letter grade or designation for Dropout Recovery Schools that are assigned.

### ***Demotion Criteria***

In order to be subject to a demotion, the school or district must have had at least one subgroup evaluated for at least one AMO. If all of the school's or district's student groups are too small to meet the required evaluation size or if the entity has no tested grades and no graduation rate data (e.g. a single grade Kindergarten building) it will not be evaluated for any of the three demotion criteria, and will receive an "NR" for its AMO grade.

### **Low Performance by a Subgroup on ELA or Math**

Ohio's state plan says that a school or district cannot earn a final letter grade of "A" if any evaluated subgroup has a performance index score is lower than 60 points in either ELA or math. Thus, if the preliminary grade is an "A," this calculation is applied to determine if a demotion is required.

When applying this demotion, only those subgroups that have at least 15 accountable students are used in the calculation so the subgroup must have been evaluated for the ELA or math AMO to have its data used to demote the final letter grade. As was explained above, the preliminary grade is awarded based on an average of the points earned for each of the three sub-components. The "low subgroup performance" demotion is made by deducting 10 points from this preliminary grade so that the "A" grade falls to the "B" range. In the one special case where a school or district has earned the maximum number of points for each subgroup and the average is a perfect 100 points, a deduction of 10.1 points is made to take the entity to the very top of the "B" range (see table below for the points that are required for each letter grade).

**Note, this demotion criterion only applies to traditional schools and districts and to community schools that do not have the Dropout Recovery designation.**

### **Low Graduation Rate by a Subgroup**

Ohio's waiver states that a school or district cannot earn a final letter grade of "A" if any evaluated subgroup has a graduation rate that is lower than 70%. Thus, this calculation is only applied if the preliminary grade is an "A".

When applying this demotion, only those subgroups that have at least 15 students in the denominator of the graduation rate calculation evaluated, which means the subgroup must have been evaluated for the graduation AMO in order to have its data used to demote the final letter grade. As was explained above, the preliminary grade is awarded based on an average of the points earned for each of the three sub-components. The "low graduation" demotion is made by deducting 10 points from the preliminary grade so that the "A" grade falls to the "B" range. In

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the one special case where a school or district has earned the maximum number of points for each subgroup and the average is a perfect 100 points, a deduction of 10.1 points is made to take the entity to the very top of the “B” range (see table below for the points that are required for each letter grade).

**Note, this demotion criterion only applies to traditional schools and districts and to community schools that do not have the Dropout Recovery designation.**

### **Low Participation Rate by a Subgroup – Applies to Traditional And Dropout Schools**

Participation rate is used in the calculation for traditional schools and districts and for community schools that do not have the Dropout Recovery designation to determine if any letter grade from “A” through “F” should have points deducted. The participation rate goal remains at 95%.

Moreover, a subgroup must have at least 40 students enrolled during the test window to be evaluated for participation. If the number of students in a particular student subgroup is less than 40, the subgroup is not evaluated for participation and the building/district will receive an “NR” for that subgroup. The following formula shows how the participation rate is calculated:

<b>Participation Rate =</b>	$\frac{\text{Number of Students Taking the Included ELA and Math Tests (Required Test Type of STR or ALT) for the Current School Year}}{\text{Number of Students Required to Take the Included ELA and Math Tests (Required Test Type of STR or ALT) for the Current School Year}}$	<b>X 100</b>
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Number of students in tested grades required to take the test: The first step in calculating the participation rate is to determine which students were “required to test”. In prior years, a student was included in the calculation for the school and district where he/she was enrolled on the day that the math test was administered. With the move to electronic testing, this rule no longer works because there isn’t one single day when all the students are taking the math assessment. Instead, ODE will use each student’s place of enrollment on the following dates to determine which school is responsible for testing the student.

Student Grade and Test	Date
3 <sup>rd</sup> Grade Taking Standard Test	April 13
4 <sup>th</sup> Grade Taking Standard Test	April 13
5 <sup>th</sup> Grade Taking Standard Test	April 13
6 <sup>th</sup> Grade Taking Standard Test	April 13
7 <sup>th</sup> Grade Taking Standard Test	April 13
8 <sup>th</sup> Grade Taking Standard Test	April 13
End of Course Spring – Standard Test	April 13
End of Course Fall (no spring assessments) Standard Test	December 15
3 <sup>rd</sup> Grade Taking Alternate Assessment	March 19
4 <sup>th</sup> Grade Taking Alternate Assessment	March 19
5 <sup>th</sup> Grade Taking Alternate Assessment	March 19
6 <sup>th</sup> Grade Taking Alternate Assessment	March 19
7 <sup>th</sup> Grade Taking Alternate Assessment	March 19
8 <sup>th</sup> Grade Taking Alternate Assessment	March 19
10 <sup>th</sup> Grade Taking Alternate Assessment	March 19

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All grades are combined into one total for each subject and for each subgroup. This number includes all students reported in the numerator of the equation as well as students who did not take the tests even though they were required to take them.

It is important to understand that this total is **NOT** subject to “full academic year” criteria, but rather is based on where the student is enrolled on the dates shown in the table above.

For students without a score, the table below can be used to determine if the ELA or math test is included in the participation calculation. These codes represent the various reasons that districts report as reasons why the student didn’t take a test. Some reasons are filtered out because the student was not required to test. Other codes place the student in the calculation and he counts as being untested.

Code	Description	Status
A	Medical Reason – Used when a student fails to test because of an ongoing medical condition or some other medical issue that isn’t a medical emergency.	Included in the denominator as a test not taken
B	Parent Refusal	Included in the denominator as a test not taken
C	Student Refusal	Included in the denominator as a test not taken
D	Suspension/Expulsion	Included in the denominator as a test not taken
E	Absent during the test administration window	Included in the denominator as a test not taken
F	Other (reason not listed)	Included in the denominator as a test not taken
G	EOC assessment (GE) not given for the course in which the student is enrolled within this district, includes courses that span multiple years	Test NOT included in the denominator of the calculation
H	SSID for this student appears on the assessment vendor file due to data error; student with this SSID was not required to be assessed	Test NOT included in the denominator of the calculation
I	Student took the test, but it was, for good cause, invalidated by the Ohio Department of Education or the district	Included in the numerator as a test that was taken – treated as a failing test
J	Student moved in or out of the district before the test was administered	Test NOT included in the denominator of the calculation
K	Test not required due to part time student status, home school, non-public school and not enrolled in a course for this assessment/subject area	Test NOT included in the denominator of the calculation

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M	Medical Emergency**	Test NOT included in the denominator of the calculation
N	Student taking subject above grade level, no subject test at the higher grade	Test NOT included in the denominator of the calculation
P	Due to timing of the alternate assessment determination	Test NOT included in the denominator of the calculation
S	Non-scorable assessment (used only for students taking the alternate assessment for students with significant cognitive disabilities)	Included in the numerator as a test that was taken – treated as a failing test
W	Assessment score not reported because student received graduation credit for the assessment area due to course completion prior to the end-of-course assessment being available	Test NOT included in the denominator of the calculation
X	Assessment score not reported because the student received graduation credit for the assessment area due to completion of a dual credit course	Test NOT included in the denominator of the calculation
Y	Student transferred in with the course already completed; number of required graduation points reduced	Test NOT included in the denominator of the calculation
2	Assessment score not reported because the student received graduation credit for an alternative non-public school EOC assessment prior to public district enrollment	Test NOT included in the denominator of the calculation
5	Student assessed but results not available from the assessment vendor by the close of the reporting period	Included in the denominator as a test not taken

**\*\*The “M” code (Medical Emergency) is not reported by districts. When the Ohio Department of Education grants a medical emergency waiver for a student, the agency uses this code internally to denote that the student was ‘excused’ from testing.**

Number of students in tested grades taking the test: This is the total number of students who were enrolled in the district at the time of the test who actually took the test. All grades are combined into one total for each subject and for each subgroup. This number includes students who had their test scores invalidated, (reported with a Score Not Reported Element of “I”) as well as all students who took alternate assessments and received either a numerical score or had a non-scoreable assessment (reported with a Score Not Reported Element of “S”).

**Note:** Students reported as not taking the test because they received a waiver from ODE for a **medical emergency** (Score not reported of “M”) are not included in either the numerator or the denominator of the participation rate calculation.

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**Newly arrived LEP students (those coded with the LEP element of “L”) used to be exempt from taking the ELA assessment. However, beginning in 2016 this changed.** Such students now are required to take ALL assessments in all subjects from the time they enter an Ohio school. Those students also are included in the participation rate calculation for both ELA and math. Also note that newly arrived LEP student also is required to take the science and social studies assessments if such tests are given in the student’s grade.

In 2020, schools are testing almost exclusively using an online test. The test window is longer for those using the computer-based assessment in order to give the schools time to schedule each student on the computer. It’s possible that a school will have students who were enrolled on their respective participation dates (see table above), but moved prior to their scheduled date to test. In that case, the “J” code should be used in the Score Not Reported Element to indicate that the student “moved” prior to their scheduled date to test. This code will remove the student from the participation calculation.

For the purpose of determining if a letter grade demotion is required for traditional schools and districts, the participation rate is calculated for each subgroup that has at least 40 students who are required to take the ELA or math assessment and if one or more subgroups has a rate that is lower than 95%, a 10 point deduction is made to the preliminary score.

Because all students who are enrolled during the test window are expected to take the ELA and math assessments, schools and districts could have situations where a subgroup does not have at least 15 “accountable” (i.e. Full Academic Year) students to be evaluated for the ELA or math AMOs, but the subgroup does meet the required size of 40 “enrolled” students for the participation rate calculation. In those cases, if the subgroup has a participation rate below 95% it WILL demote the final letter grade even though that subgroup was not evaluated for the ELA or math proficiency AMOs.

As was explained above, the preliminary grade is awarded based on an average of the points earned for each of the three sub-components. The “participation rate” demotion is made by deducting 10 points from this average so that a preliminary grade of “A” through “D” falls to the next lowest range.

In the special case where a school or district has earned the maximum number of points for each subgroup and the average is a perfect 100 points, a deduction of 10.1 points is made to take the entity to the very top of the “B” range (see table below for the points that are required to be earned for each letter grade).

In cases where the school or district has an average score that is at least 10 points, but the average places the school or district in the “F” range, a demotion of ten points still is made so that the entity drops lower into the range. In cases where a building or district has fewer than 10 points when averaging its AMO scores, (e.g. a building’s average is 9.8 points) the demotion is made by deducting whatever number of points are needed to take the entity to the floor of zero points (9.8 points). Schools and districts cannot have a final score that is less than zero. Moreover, in that one case where a school or district earns zero points for each AMO and thus its sub-component average is zero, no demotion is made because that school or district is already at the floor.

Dropout Recovery Schools also are subject to the 95% participation rate and the calculation is identical to what is used for all other entities. The difference is that if a subgroup fails to meet

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the participation rate, a Dropout Recovery schools has just five (5) points deducted from its preliminary score and the deduction may or may not change its overall rating.

### ***Final Letter Grade and Grading Scale***

Once all of applicable demotion criteria are applied, a final letter grade is awarded to traditional districts, traditional schools and community schools that do not carry the Dropout Recovery designation. As was stated above, a school or district can have a maximum of ten points deducted (10.1 points will be deducted in the special case where the average is exactly 100 points). In addition, regardless of the number of demotion criteria that are met, the school or district will see its grade reduced by just one letter.

The table below shows the scale for each letter grade and the table on the following page shows an example of the AMO calculation.

<b>Average Number of Points Earned</b>	<b>Letter Grade Awarded</b>
<b>90.0% – 100%</b>	<b>A</b>
<b>80.0% - 89.9%</b>	<b>B</b>
<b>70.0% - 79.9%</b>	<b>C</b>
<b>60% - 69.9%</b>	<b>D</b>
<b>Less than 60%</b>	<b>F</b>

For Dropout Recovery Community Schools, once all of applicable demotion criteria are applied, a final designation is awarded. As was stated above, a Dropout Recovery Community School can have a maximum of five (5) percentage points deducted. In addition, regardless of the number of demotion criteria that are met, the school will see its rating reduced by a maximum of just one level.

The table below shows the scale for each rating.

<b>Average Number of Points Earned</b>	<b>Rating Awarded</b>
<b>36.0% - 100%</b>	<b>Exceeds Standards</b>
<b>1.0% – 35.9%</b>	<b>Meets Standards</b>
<b>Less Than 1.0%</b>	<b>Does Not Meet Standards</b>

### ***Conclusions***

If the school's "accountable" tested student count, its graduation cohort, or its EL student population are too small to have any student group evaluated for any of the four AMOs, or if the grade configuration of the building is such that no test data, no graduation rate data and no EL progress data exist, then no grade will be awarded and the school will see "NR" on its report card.