



2022-2023 School Year

DROPOUT PREVENTION AND RECOVERY

COMMUNITY SCHOOL REPORT CARD

Introduction

Ohio statute outlines the required components for the Dropout Prevention and Recovery Report Card. Ohio Revised Code section 3314.017(A) says:

The state board of education shall prescribe by rules, adopted in accordance with Chapter 119 of the Revised Code, an academic performance rating and report card system that satisfies the requirements of this section for community schools that primarily serve students enrolled in dropout prevention and recovery programs as described in division (A)(4)(a) of section 3314.35 of the Revised Code, to be used in lieu of the system prescribed under sections 3302.03 and 3314.012 of the Revised Code beginning with the 2012-2013 school year. Each such school shall comply with the testing and reporting requirements of the system as prescribed by the state board.

This report card first was issued in 2013 and the elements were phased in over a three-year period (2013, 2014 and 2015). The report card includes four rated components: 1) Graduation, 2) Achievement, 3) Gap Closing, and 4) Progress.

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Definitions

Four-Year Graduates: These are FY2019 First Time 9th Graders reported as having a DIPLOMA DATE and a DIPLOMA TYPE no later than the 2022 Graduate “G” reporting period, excluding students reported with Student Status = P, Q or T.

Five-Year Graduates: These are FY2018 First Time 9th Graders reported as having a DIPLOMA DATE and a DIPLOMA TYPE no later than the 2022 Graduate “G” reporting period, excluding students reported with Student Status = P, Q or T.

Six-Year Graduates: These are FY2017 First Time 9th Graders reported as having a DIPLOMA DATE and a DIPLOMA TYPE no later than the 2022 Graduate “G” reporting period, excluding students reported with Student Status = P, Q or T.

Seven-Year Graduates: These are FY2016 First Time 9th Graders reported as having a DIPLOMA DATE and a DIPLOMA TYPE no later than the 2022 Graduate “G” reporting period, excluding students reported with Student Status = P, Q or T.

Eight-Year Graduates: These are FY2015 First Time 9th Graders reported as having a DIPLOMA DATE and a DIPLOMA TYPE no later than the 2022 Graduate “G” reporting period, excluding students reported with Student Status = P, Q or T.

High School Dropouts: The number of dropouts (WITHDRAWAL REASON = ‘71’, ‘72’, ‘73’, ‘74’, ‘75’, ‘76’, ‘77’, ‘78’ or ‘79’) from each school year (2019-2022 for four-year calculation, 2018-2022 for five-year calculation, 2017-2022 for six-year graduation, 2016-2022 for seven-year graduation, and 2015-2022 for eight-year graduation).

Students Reported in Error: The number of students (WITHDRAWAL REASON = ‘81’) reported in error by the school or district from each school year (2019-2022 for four-year calculation, 2018-2022 for five-year calculation, 2017-2022 for six-year graduation, 2016-2022 for seven-year graduation, and 2015-2022 for eight-year graduation).

Transfers In: Students who transfer to an Ohio public school sometime during their high school years (Grades 9-12). When a student enters the public school system for the first time, grade placement is a local decision and students are placed in the appropriate cohort based on the grade level reported in the first year that they are reported in any public school with a grade of 9 or higher. The graduating Class of 2022 includes all students who transferred in and were first reported with a grade of 9 sometime during the 2018-19 school year; first reported with a grade of 10 in the 2019-20 school year; first reported with a grade of 11 in the 2020-21 school year and first reported with a grade of 12 in the 2021-22 school year. The four other classes use the same rules for assigning a cohort based on when the student first enters high school.

Non-graduates: Students who remain in school at the end of four, five, six, seven or eight years who did not graduate for any reason including, but not limited to lack of credits, failure to pass the OGT (or the appropriate EOC exam(s)), regular education students enrolled in a program that takes longer than four years to complete and special education students who remain in high school per their IEP.

Transfers Out: Students in the five cohorts reported with a withdrawal code (WITHDRAWAL REASON = ‘40’, ‘41’, ‘42’, ‘43’, ‘45’, ‘46’) that indicates that the student transferred to some other school and is continuing with his or her education. ODE also removes students who become deceased (WITHDRAWAL REASON = ‘52’) from the calculation. Note that students coded with a transfer code of 41 MUST be picked up by another school or district to be removed from withdrawing entity’s graduation rate. Students not reported by some other public school or district become “reinstated transfers” which is defined below.



Reinstated Transfers: 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.

Overview of Graduation Rate

ORC 3314.017(C)(1) requires the report card to include five individual graduation rates that are combined into one graduation component. In accordance with Ohio law, the graduation rate for each of the following student cohorts is as follows:

1. The number of students who graduate in four years or less with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class;
2. The number of students who graduate in five years with a regular high school diploma divided by the number of students who form the adjusted cohort for the four-year graduation rate;
3. The number of students who graduate in six years with a regular high school diploma divided by the number of students who form the adjusted cohort for the four-year graduation rate;
4. The number of students who graduate in seven years with a regular high school diploma divided by the number of students who form the adjusted cohort for the four-year graduation rate;
5. The number of students who graduate in eight years with a regular high school diploma divided by the number of students who form the adjusted cohort for the four-year graduation rate.

The 2022 four-year and 2021 five-year adjusted cohort (“on-time”) graduation rates published as measures on the 2022-2023 Dropout Recovery Community School Report Card, use the same calculation as the graduation rates on the report cards received by traditional public schools and other community schools.

The 2022 cohort four-year rate is calculated by dividing the number of students who graduate in four years or less with a regular or honors diploma by the number of students who form the final adjusted cohort for the graduating class. The 2021 cohort five-year rate is calculated by dividing the number of students who graduate in five years or less with a regular or honors diploma by the number of students who form the final adjusted cohort for the graduating class. These final adjusted cohorts include students who are identified as first-time 9th graders four years earlier and five years earlier, respectively, and are adjusted by:

1. Adding any students who transfer into the cohort either later in the 9th grade or sometime in any of the next three years; and
2. Subtracting any students who transfer out, emigrate to another country, or become deceased during that same period. Note that students reported by the dropout recovery community school as transferring to another Ohio public school or district must also be reported as having been admitted to another Ohio public school or the student will be returned to the dropout recovery community school’s cohort. In this document, these students are referred to as “reinstated transfers.”

In order to include summer graduates in the graduation rate calculation, the four- and five-year graduation rates are lagged by one year. Thus, the four-year rate on the 2023 report card represents the rate for the graduating class of 2022, while the five-year graduation rate represents the rate for the graduating class of 2021 who graduated no later than the summer 2022 (end of 5th year of high school). The six-year, seven-year and eight-year adjusted cohort graduation rates are measures that are published only on the Dropout Recovery Community School Report Card.

The six-year rate on the 2023 report card represents data from the Class of 2020 and is calculated by dividing the number of students who graduate in six years or less with a regular or honors diploma by the number of students who form the final adjusted cohort for the graduating class. This final adjusted cohort includes students who are identified as first-time 9th graders six years earlier and are adjusted in the same way as noted above for the four-year and five-year rates.

The 2023 seven-year rate is calculated using data from the graduating Class of 2019 and is calculated by dividing the number of students who graduate in seven years or less with a regular or honors diploma by the



number of students who form the final adjusted cohort for the graduating class. This final adjusted cohort includes students who are identified as first-time 9th graders seven years earlier and are adjusted in the same way as noted above for the four-year and five-year rates.

The 2023 eight-year rate is calculated using data from the graduating Class of 2018 and is calculated by dividing the number of students who graduate in eight years or less with a regular or honors diploma by the number of students who form the final adjusted cohort for the graduating class. This final adjusted cohort includes students who are identified as first-time 9th graders eight years earlier and are adjusted in the same way as noted above for the four-year and five-year rates. The following formulas show how the graduation rates are calculated for the four-year, five-year, six-year, and seven-year and eight-year graduation rates, respectively.

Four-Year Graduation Rate =	# of 2022 Cohort Graduates (Summer Graduates Included)	X 100
	(# of FY2019 First Time Ninth Graders + # of FY2019 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2019-FY2022) - # of FY2019 First-Time Ninth Grader Transfers Out) (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are Reinstated Transfers that are returned to the withdrawing district/school)	

Five-Year Graduation Rate =	# of 2021 Cohort Graduates (Summer Graduates Included)	X 100
	(# of FY2018 First Time Ninth Graders + # of FY2018 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2018-FY2022) - # of FY2018 First-Time Ninth Grader Transfers Out) (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are Reinstated Transfers that are returned to the withdrawing district/school)	



Six-Year Graduation Rate =	# of 2020 Cohort Graduates (Summer Graduates Included)	X 100
	(# of FY2017 First Time Ninth Graders + # of FY2017 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2017-FY2022) - # of FY2017 First-Time Ninth Grader Transfers Out) (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are Reinstated Transfers that are returned to the withdrawing district/school)	

Seven-Year Graduation Rate =	# of 2019 Cohort Graduates (Summer Graduates Included)	X 100
	(# of FY2016 First Time Ninth Graders + # of FY2016 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2016-FY2022) - # of FY2016 First-Time Ninth Grader Transfers Out) (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are Reinstated Transfers that are returned to the withdrawing district/school)	



Eight-Year Graduation Rate =	# of 2018 Cohort Graduates (Summer Graduates Included)	X 100
	(# of FY2015 First Time Ninth Graders + # of FY2015 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2015-FY2022) - # of FY2015 First-Time Ninth Grader Transfers Out (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are Reinstated Transfers that are returned to the withdrawing district/school)	

FINAL RATINGS FOR GRADUATION MEASURES

Once each graduation rate is calculated, a rating is assigned to the measure based on the percentage of students who graduate. The scale for each year's rate is shown below:

4 Year Rate
 36%-100% = Exceeds Standards
 8% - 35.9% = Meets Standards
 <8% = Does Not Meet Standards

5 through 8 Year Rates
 40%-100% = Exceeds Standards
 12% - 39.9% = Meets Standards
 <12% = Does Not Meet Standards

GRADUATION COMPONENT RATING

State law requires the five individual graduation rates to be combined to produce a graduation component rating. The calculation combines all numerators and all denominators to produce this rate. The table below shows an example of the calculation. Each rate includes a numerator and denominator. The five numerators are summed to get a combined numerator. The five denominators are summed to get a combined denominator. The total percentage of graduates is awarded a rating using the scale below:

Data	4-Year Data	5-Year Data	6-Year Data	7-Year Data	8-Year Data	Combined Data
Numerator	20	12	20	30	50	132
Denominator	60	30	40	75	100	305
Percentage	33.3%	40.0%	50.0%	40.0%	50.0%	43.3%

Combined Component Rating
 40%-100% - Exceeds Standards
 12% - 39.9% - Meets Standards
 <12% - Does Not Meet Standards

Overview of Achievement Component

ORC 3314.017(C)(2) outlines the component called the Achievement Component, previously called the high school assessment passage rate. The law says the following:



(2) 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 or the cumulative performance score on the end-of-course examinations prescribed under division (B)(2) of section 3301.0712 of the Revised Code, whichever applies, 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 or the cumulative performance score on the end-of-course examinations, whichever applies, by their twenty-second birthday;

For students in the Class of 2017 and earlier, the “applicable tests” are the five Ohio Graduation Tests (OGT). For students in the Class of 2018 through 2022, their applicable tests are the seven End of Course (EOC) exams. For students in the Class of 2023 and beyond, while six EOC exams are required to be taken, the applicable tests for graduation are the Algebra 1 (or Integrated Mathematics 1) and English Language Arts II EOC Exams.

The calculation, published only on the Dropout Recovery Community School Report Card, changed in 2018 and again in 2023. Prior to the Class of 2018, 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. As students in the Class of 2018 through 2022 became 12th graders, or met the criteria to age out of school, the calculation also began pulling them into the calculation, looking at whether they met the “cumulative score” based on scores from all seven EOCs. Beginning with the Class of 2023, 12th graders need only meet the competency scores for Algebra 1 (or Integrated Mathematics 1) and English Language Arts II. More details on what it means to meet the cumulative score for the Class of 2028 through 2022 and the competency scores for 2023 and beyond are outlined below.

CLASS OF 2017 AND EARLIER

Based on the law, students who are assigned to the Class of 2017 or earlier need to score Proficient or higher on all five Ohio Graduation Tests. Students in this class also 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:

OGT	End-of-Course Exam
Science	Biology
Social Studies	American History or American Government
Mathematics	Integrated Math I, Integrated Math II, Algebra, or Geometry
Reading and Writing	English Language Arts I* or English Language Arts II

*Note that the ELA I test is no longer required for all students, but some students still may be permitted to take it since it was available when they first entered high school.

CLASS OF 2018 THROUGH 2022

The original law said that students in the Class of 2018 and later had to score Proficient on all seven end-of-course tests to be included in the numerator of the test passage calculation. In the summer of 2019, the law was changed to require students to meet the “cumulative score” on their applicable tests. A part of the law change, the legislature directed the Department of Education to recalculate the 2018 report cards using the new criteria.



The cumulative score was set by Ohio’s State Board of Education and it’s the score needed to graduate using the “test pathway”. Students need a total of 18 points across the seven tests. For each of the seven EOC exams, a student earns one to five graduation points. Thus, students have the potential to earn a total of 35 points. To meet this graduation pathway, a student must earn a minimum of 18 points from the seven exams. This pathway gives a student flexibility in accumulating the points. A high score on one test can balance a low score on another test. A student must earn a total of at least four points on the two English tests, four points on two math tests and six points on the three science and social studies tests combined, plus four additional points from one or more subject areas.

Ohio has two sets of math tests. Students can take algebra I and geometry or they can take integrated math 1 and integrated math 2. For testing purposes, Algebra I and integrated math 1 are interchangeable and geometry and integrated math 2 are interchangeable. A student is permitted to take all four tests to try and earn points towards their cumulative score, but only one test from each pairing can be used when calculating whether a student met the criteria to use the test pathway to graduate. The same rule applies when calculating whether the cumulative score was met for the high school test passage rate.

Students in the Class of 2018 only are able to use the physical science test or the biology test for graduation, but they cannot use both. The same rule applies when determining whether the cumulative score was met for the high school test passage rate. Students in the Class of 2019 through 2022 can ONLY use the biology test for points towards graduation and this same rule applies to high school test passage.

The law allows students to take substitute tests and to use course grades for physical science (Class of 2018 only), biology (any graduating Class), American history and American government subject areas. Because these substitutions are used to help students meet their cumulative score needed to graduate, they also can help a student move to the numerator of the 12th grade passage calculation.

It is important to note, while students can earn graduation points for CCP coursework and AP/IB test scores in biology, all schools must administer the biology end-of-course tests to all students in order to satisfy federal testing requirements. CCP students may use their course grade and AP/IB students may use their test scores OR the students can use the biology end-of-course test score to earn graduation points, whichever is higher. A student completing a CCP course in American history or American government will not need to sit for the end-of-course tests in the subject area and may earn graduation points based on the letter grade in the course. There are no CCP/AP/IB substitutions for mathematics or English language arts. Below is a list of the corresponding AP/IB exams that can be substituted for each EOC. These same tests can be used to help a student meet the cumulative score for high school test passage.

EOC Exam	Allowable AP and IB Exam Substitutes
American History	Advanced Placement United States History or International Baccalaureate History – Route Two – including study of the history of the Americas
American Government	Advanced Placement United States Government and Politics or International Baccalaureate Global Politics
Physical Science (2018 cohort only)	Advanced Placement Physics 1: Algebra-based, Advanced Placement Physics 2: Algebra-based, International Baccalaureate Physics Standard Level, or International Baccalaureate Physics Higher Level
Biology	Advanced Placement Biology or International Baccalaureate Biology



Below is the AP and IB Crosswalk to Graduation Points. This same crosswalk is used for the high school test passage calculation.

Advanced Placement	International Baccalaureate	Graduation Points
4 or 5	6 or 7	5
3	4 or 5	4
2	2 or 3	3
Not Applicable	Not Applicable	2
1	1	1

In addition, some students may have taken EOC exam eligible courses prior to the existence of EOC exams (for example, a student in the Class of 2018 took algebra I as an 8th grader in the 2013-14 school year). Students in this situation didn't have to take the state test when it became available, but instead could use their course grade to substitute for graduation points. In addition, because testing was cancelled in 2019-2020 and many students were unable to take tests in 2020-2021, state law was amended to permit some students to use their course grades for graduation points in those two school years. Below is the Crosswalk used to assign Graduation Points for students taking EOC exam eligible courses prior to the existence of EOC exams or during the two years when the pandemic was at its worst. Since these course grades can be used to help a student reach the cumulative score needed to graduate, they also can help a student move to the numerator of the high school test passage calculation.

High School Course Grade	Ohio Graduation Points
A	5
B	4
C	3
Earned Credit or Passed Course	
D	2
Not Applicable	1

There also is a special rule for out-of-state transfer students and for students who are home schooled. If a student transfers into an Ohio public school and has taken a course with an exam, he does not have to go back and take the exam that matches that course. Instead, the student's cumulative score is pro-rated based on the number of courses that are left to take.

Note that at a minimum, transfer students must take both English II and either integrated mathematics I or algebra I* and must earn a minimum of five points across the two exams.*

Students must also test in any other course that they have not yet completed as of the date they transferred to Ohio if the course has a corresponding end-of-course exam. Therefore, if a student transfers in with only biology and American government left to take, the student would be required to take the biology, American government, English II and Algebra I (or Integrated Math I) exams, and earn a total of 10 points, five of which must come from the English and mathematics tests. Below are the graduation point requirements for out of state transfer students:

Courses Remaining to be Taken at Time of Transfer from Out of State to an Ohio School	Points Still Required	Courses Remaining to be Taken at Time of Transfer from Out of State to an Ohio School	Points Still Required
7	18	4	10



6	15	3	8
5	13	2	5

The final criteria address the cumulative score for students who take the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). The AASCD includes only FOUR tests, which students take once in high school. Students must take all four tests to graduate, but because there are fewer tests, they do not need to meet the minimum 18 points, nor do they need to meet the minimums within each subject area. For the purpose of the high school test passage rate, a student taking the AASCD will meet the cumulative score and be in the numerator as long as he takes all four tests (ELA, math, science, social studies) and the school reports a valid score for each test.

CLASS OF 2023 AND BEYOND

The law changed again for the Class of 2023 and beyond. While these students are required to take six End of Course (EOC) exams (English Language Arts II, Integrated Math I or Algebra 1, Integrated Math II or Geometry, Biology, American History, and American Government), the only exam requirements they need to meet to graduate are the competency scores set for the Algebra 1 (or Integrated Mathematics 1) and English Language Arts II EOCs. The competency score for each of these tests is 684. Note that the full list of graduation requirements for the Class of 2023 and beyond can be found [here](#).

Calculation

The high school achievement rate is calculated by dividing the number of students who are in grade 12 at any time during the school year and have met the testing requirements for their graduation cohort 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. The following formula shows the achievement calculation:

Achievement Rate =	# of students in grade 12 at any time in the school year who have passed all sections of the Ohio Graduation Test or who have met the cumulative score needed to graduate using the test pathway + Non-duplicated # of students at least age 21 years and 9 months prior to June 30 of the evaluated school year who have passed all sections of the Ohio Graduation Test or who have met the cumulative score needed to graduate using the test pathway	X 100
	# of students in grade 12 at any time in the school year + Non-duplicated # of students at least age 21 years and 9 months prior to June 30 of the evaluated school year	

For the 2023 report card, a student is at least 21 years and 9 months if their birthdate falls between October 1, 2000 and September 30, 2001.



ACHIEVEMENT COMPONENT RATING

Once the assessment passage rate is calculated, a rating is assigned to the measure based on the percentage of students who meet the criteria outlined above. The rating scale is shown below.

Achievement Rating Scale
68% - 100% - Exceeds Standards
32% - 67.9% - Meets Standards
<32% - Does Not Meet Standards

Overview of Gap Closing Component

The Gap Closing component shows how well schools are meeting the performance expectations for all populations of students in English language arts, mathematics, and graduation. It also measures how schools are doing in helping English learners to become proficient in English. ORC 3314.017(C)(3) outlines the component called the Gap Closing Component, previously also known as the annual measurable objectives.

The Gap Closing component calculation published on the 2022-2023 Dropout Recovery Community School Report Card, is calculated using the same basic formula as the Gap Closing calculation on the report card received by traditional public and other community schools from the prior accountability system (prior to reforms in 2022). *However, instead of using the students in grades 3-8 and high school, the Dropout Prevention and Recovery Report Card uses only students taking end of course exams. Tests in grades 3-8 are not included even if the school does serve students in those grades.*

In the Gap Closing component calculation, the performance of each student group is compared to the expected performance goals for that group to determine if gaps exist. The goals were established in Ohio's Every Student Succeeds Act state plan and detailed below. The ultimate goal is for all groups to achieve at high levels and make annual improvement closing gaps that do exist.

The three performance calculations evaluated at the student subgroup include:

- Achievement in English Language Arts as measured by the Performance Index.
- Achievement in Math as measured by the Performance Index.
- Success in meeting graduation requirements as measured by the four-year graduation rate.

The fourth calculation evaluates the proficiency improvement of English Learners on the Ohio English Language Proficiency Assessment (OELPA).

The calculations for the ELA, mathematics, graduation, and English language proficiency improvement measures are done separately. Subgroups receive between zero and 100 points based on whether or not they meet the annual performance goal (also referred to as the annual measurable objective, 'AMO'). If the goal is not met, the subgroup can still contribute 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 measures, and then the four measures are averaged to assign a preliminary score.

Each dropout recovery school is expected to test all students and a participation rate of at least 95% is required for each group of students in order to reach the participation rate goal.

For the Dropout Prevention and Recovery Report Card only, a deduction of five points will be applied to the preliminary score in order to calculate the final Gap Closing score when one of more subgroups have a low participation rate (i.e. – it is lower than 95%). This deduction may or may not result in a lower rating for the component.



GENERAL BUSINESS RULES FOR ENGLISH LEARNER PROFICIENCY IMPROVEMENT PERFORMANCE GOALS

The English Language Proficiency Improvement Indicator measures the improvement English learners make toward English language proficiency. The measure relates to gains in proficiency as measured by individual student performance on the Ohio English Language Proficiency Assessment (OELPA) across two school years. Districts and schools identify an initial level of proficiency for each English learner using the OELPA taken in the prior year. Based on a student’s proficiency level on the initial administration of the assessment, a target for annual improvement is established and services are provided. When the student is administered the OELPA in the spring of the current school year, each student’s improvement is measured to evaluate whether the student meets the annual improvement target. These goals were approved by the U.S. Department of Education as of June 2023.

English Learners Annual Progress Toward Attaining English Language Proficiency											
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
	Baseline										
All English Learners	39.5	43.05	46.6	50.15	53.7	57.25	60.8	64.35	67.9	71.45	75

For detailed explanation of the business rules and calculation of this indicator, please refer to the English Learner Proficiency Improvement Indicator Technical Documentation for the 2022-2023 School Year.

GAP CLOSING COMPONENT RATING SCALE

Once the number of component points is calculated, a rating is assigned to the measure based on the percentage of total points earned. The rating scale is shown below.

Gap Closing Component Rating Scale

36% - 100% - Exceeds Standards

1% - 35.9% - Meets Standards

<1% - Does Not Meet Standards

GENERAL BUSINESS RULES FOR ELA AND MATH PERFORMANCE GOALS

The Performance Index score for ELA and for mathematics is calculated using end of course exams and the related alternate assessment. All tests are combined into one Performance Index score for English Language Arts and one Performance Index score for mathematics, for each of the student subgroups. Only those students who have been enrolled for a full academic year, who have taken the appropriate assessment, and who meet the student subgroup inclusion criteria are included in the current year Performance Index score. For each subject, there must be at least 15 students in a subgroup to be evaluated for the measure.

As was mentioned above, the ELA and mathematics measures are calculated separately, but the five 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 mathematics Performance Index score is greater than or equal to the current year performance goal, then 100 points are assigned.
2. If the subgroup fails to meet the annual performance goal but shows at least 10 percent improvement between the prior year and current year, then the full 100 points is assigned.
3. If the subgroup fails to meet the annual performance goal but the Performance Index score is improving and the amount of improvement is smaller than 10 percent, then points are awarded based on the following calculation:



$$\left(\frac{\text{Current Year PI Score} - \text{Previous Year PI Score}}{\text{2031 Goal} - \text{Current Year PI Score}} \times 100 \right) = \left(\frac{\text{Amount of Improvement}}{\text{Current Year Gap to Goal}} \times 100 \right) = \text{Points Earned**}$$

** The “Improvement” calculation will be done only if the subgroup was evaluated in the prior year’s calculation. For the purposes of the 2022-2023 report card, this means that a school receiving the dropout prevention and recovery report card’s subgroup must have contained at least 15 students in the 2021-2022 school year to be calculated under this option.

4. In addition, the Department receives ELA and mathematics value-added scores from its academic growth calculation vendor. Value-added scores are calculated for all ten subgroups 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 annual performance goal. If a subgroup’s composite mathematics or composite ELA value-added score equals +1.0 or higher, then the goal is met, and 100 points are earned.
5. If a subgroup fails to meet the annual performance goal, 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.

The tables below list the achievement goals by subgroup for each of the next 10 years. These goals are established in Ohio’s Every Student Succeeds Act state plan – these goals were approved by the U.S. Department of Education as of June 2023.

The goals are listed as Performance Index scores – with a range from 0 – 120. They are not percentages. In order to meet the established annual goal, for example, a school with more than 15 accountable English Learners must achieve a Performance Index score in English Language Arts of 64.57 points for the 2022-2023 school year.

ANNUAL PERFORMANCE GOALS – ENGLISH LANGUAGE ARTS, PERFORMANCE INDEX SCORE											
	2020-2021 Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	76.18	78.56	80.94	83.33	85.71	88.09	90.47	92.85	95.24	97.62	100
Economic Disadvantaged	62.33	64.22	66.10	67.98	69.87	71.75	73.63	75.52	77.40	79.28	81.17
Students with Disabilities	48.04	50.64	53.24	55.84	58.43	61.03	63.63	66.23	68.83	71.42	74.02
English Learners	60.63	62.60	64.57	66.54	68.51	70.48	72.44	74.41	76.38	78.35	80.32
Black, non-Hispanic	52.41	54.79	57.17	59.55	61.93	64.31	66.69	69.07	71.45	73.83	76.21
American Indian or Alaskan Native	68.07	69.67	71.26	72.86	74.46	76.05	77.65	79.24	80.84	82.44	84.03



Asian/Pacific Islander/Native Hawaiian	86.20	86.89	87.58	88.27	88.96	89.65	90.34	91.03	91.72	92.41	93.10
Hispanic or Latino	64.50	66.28	68.05	69.83	71.60	73.38	75.15	76.93	78.70	80.48	82.25
Multi-Racial	70.15	71.64	73.14	74.63	76.12	77.61	79.11	80.60	82.09	83.58	85.08
White	83.43	84.26	85.09	85.92	86.74	87.57	88.40	89.23	90.06	90.89	91.72

ANNUAL PERFORMANCE GOALS – MATHEMATICS, PERFORMANCE INDEX SCORE											
	2020-2021 Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	67.91	71.12	74.33	77.54	80.75	83.96	87.16	90.37	93.58	96.79	100
Economic Disadvantaged	52.76	55.12	57.48	59.84	62.21	64.57	66.93	69.29	71.65	74.02	76.38
Students with Disabilities	42.65	45.52	48.39	51.26	54.12	56.99	59.86	62.73	65.59	68.46	71.33
English Learners	54.71	56.97	59.23	61.50	63.76	66.03	68.29	70.56	72.82	75.09	77.35
Black, non-Hispanic	41.14	44.09	47.03	49.97	52.92	55.86	58.80	61.74	64.69	67.63	70.57
American Indian or Alaskan Native	58.72	60.79	62.85	64.91	66.98	69.04	71.11	73.17	75.23	77.30	79.36
Asian/Pacific Islander/Native Hawaiian	83.09	83.93	84.78	85.62	86.47	87.32	88.16	89.01	89.85	90.70	91.54
Hispanic or Latino	55.48	57.70	59.93	62.15	64.38	66.61	68.83	71.06	73.29	75.51	77.74
Multi-Racial	59.71	61.72	63.73	65.75	67.76	69.78	71.79	73.81	75.82	77.84	79.85
White	76.04	77.23	78.43	79.63	80.83	82.03	83.22	84.42	85.62	86.82	88.02



GENERAL BUSINESS RULES FOR GRADUATION PERFORMANCE GOALS

ANNUAL PERFORMANCE GOALS – GRADUATION RATE (4-YEAR RATE BY SUBGROUP)											
	2020-2021 Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	87.20%	88.13%	89.06%	89.99%	90.92%	91.85%	92.78%	93.71%	94.64%	95.57%	96.50%
Economic Disadvantaged	78.40%	79.31%	80.21%	81.12%	82.02%	82.93%	83.83%	84.74%	85.64%	86.55%	87.45%
Students with Disabilities	74.30%	75.41%	76.52%	77.63%	78.74%	79.85%	80.96%	82.07%	83.18%	84.29%	85.40%
English Learners	70.70%	71.99%	73.28%	74.57%	75.86%	77.15%	78.44%	79.73%	81.02%	82.31%	83.60%
Black, non-Hispanic	76.90%	77.88%	78.86%	79.84%	80.82%	81.80%	82.78%	83.76%	84.74%	85.72%	86.70%
American Indian or Alaskan Native	79.80%	80.64%	81.47%	82.31%	83.14%	83.98%	84.81%	85.65%	86.48%	87.32%	88.15%
Asian/Pacific Islander/Native Hawaiian	92.50%	92.70%	92.90%	93.10%	93.30%	93.50%	93.70%	93.90%	94.10%	94.30%	94.50%
Hispanic or Latino	78.80%	79.69%	80.57%	81.46%	82.34%	83.23%	84.11%	85.00%	85.88%	86.77%	87.65%
Multi-Racial	83.60%	84.25%	84.89%	85.54%	86.18%	86.83%	87.47%	88.12%	88.76%	89.41%	90.05%
White	90.10%	90.42%	90.74%	91.06%	91.38%	91.70%	92.02%	92.34%	92.66%	92.98%	93.30%

The graduation measure uses only the four-year adjusted cohort calculation. The rules are as follows:

1. If the subgroup's current year graduation rate is greater than or equal to the current year performance goal, then 100 points are assigned.
2. If the subgroup fails to meet the annual performance goal but shows at least 10 percent improvement between the prior year and current year, then the full 100 points is assigned.



- If the subgroup fails to meet the annual performance goal 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:

$$\left(\frac{\text{Current Year Rate} - \text{Previous Year Rate}}{\text{2031 Goal} - \text{Current Year Rate}} \times 100 \right) = \left(\frac{\text{Amount of Improvement}}{\text{Current Year Gap to Goal}} \times 100 \right) = \text{Points Earned}^{**}$$

** The "Improvement" calculation will be done only if the subgroup was evaluated in the prior year's calculation. For the purposes of the 2022-2023 report card, this means that a school receiving the dropout prevention and recovery report card's subgroup must have contained at least 15 students in the 2021-2022 school year to be calculated under this option.

- If a subgroup fails to meet the annual performance goal, fails to show improvement between the prior and current year, then no points are earned.

Overview of 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 Renaissance Star Reading & Star Math assessments. This test was identified through the competitive bidding process and only these scores are used for this component.

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.

Through the 2017-2018 school year, students tested in reading and math twice a year: once in the fall and again in the spring. Students in dropout schools are transient in nature, and the stakeholders working in the dropout recovery and prevention schools asked ODE to modify the calculation to capture students who didn't stay long enough to complete both rounds of tests. Growth can be measured with just 13 weeks of instruction so the 2018-2019 school year served as a transition to give schools greater flexibility in testing. For 2018-2019 and beyond, schools can continue to test in the fall and spring, or they can test once when the student enrolls and again after the student is enrolled for 13 weeks. Additional information on the new testing requirements for 2018-2019 and beyond can be found [here](#).

The 2022-2023 school year had two different test windows. The first window was open from August 2, 2022, through December 24, 2022. The second window opened on January 3, 2023, and ran through May 27, 2023. The ranges for the Progress rating are as follows:

Progress Score	Rating
>= +2	Exceeds Standards
< +2 but > = -2	Meets Standards
<-2	Does Not Meet Standards

In prior years there was a participation calculation that was applied to the rating. Schools that failed to meet the criteria had their final rating demoted. In 2021-22 and beyond, this calculation is no longer included, and no demotion is applied.



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 2023 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 postsecondary 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	Exceed Standards	Meet 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% of Possible Points	Meets Standards
Less than 40% of Possible Points	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 the individual graduation rates improve 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 Achievement Component falls short.

Example 1 --- rating increases to "Meets" standards

Element	Year 1 Percent	Year 2 Percent	Percent Improvement Year 1 to Year 2	Year 3 Percent	Percent Improvement Year 2 to Year 3



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%
Achievement	45.2%	49.8%	10.2%	55.6%	11.6%

Example 2 – rating remains “Does Not Meet” standards.

Element	Year 1 Percent	Year 2 Percent	Percent Improvement Year 1 to Year 2	Year 3 Percent	Percent Improvement Year 2 to Year 3
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%
Achievement	45.2%	49.8%	10.2%	54.5%	9.4%

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 or 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	Year 1 Percent	Year 2 Percent	Percent Improvement Year 1 to Year 2	Year 3 Percent	Percent Improvement Year 2 to Year 3
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%
Achievement	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.