

Guide to 2025-2026 Dropout Prevention and Recovery Report Cards



**Department of
Education &
Workforce**

TABLE OF CONTENTS

Ohio School Report Cards.....2

What do the Dropout Prevention and Recovery Report Cards measure?3

Overall Rating 4

Achievement Component 5

Progress Component 6

Gap Closing Component..... 7

Graduation Component..... 9

Ohio School Report Cards

Ohio School Report Cards provide valuable information about school performance to parents, caregivers, community members, educators, and policymakers. They help identify areas for improvement and celebrate achievements. The transparent reporting drives local conversations on continuous improvement and identifies schools needing intensive support. The report cards set high expectations for the education community and show progress toward state targets for all Ohio students.

Community schools that primarily serve students through dropout prevention and recovery programs receive the Dropout Prevention and Recovery (DPR) Report Card. Ohio's DPR report cards offer an alternative rating system specifically designed for these community schools.

Report cards are just one part of Ohio's education story. To get a more complete picture, visit schools, talk to educators, parents, and students, and review school or district websites. Many great things are happening every day in Ohio's schools!

Find district and school report cards at
reportcard.education.ohio.gov

What do the Dropout Prevention and Recovery Report Cards measure?

Instead of receiving a rating between 1-5 stars, DPR report cards use the following designations: Exceeds Standards, Meets Standards, Does Not Meet Standards, or Not Reported. These designations reflect performance in various areas relevant to dropout prevention and recovery programs. In addition to an overall rating, schools receive ratings for four components: Achievement, Progress, Gap Closing, and Graduation.

DROPOUT PREVENTION AND RECOVERY



REPORT CARD RESOURCES AND TECHNICAL DOCUMENTATION

- View [Report Card Resources](#) online.
- Select [Dropout Prevention and Recovery Report Cards](#) on the Report Card Resources webpage to view a list of available documents for each component calculation.
- Select [Download Report Card Data](#) on the Dropout Prevention and Recovery Report Cards webpage to see all available Excel spreadsheets with annual report card data for this year and prior years.

Overall Rating

COMPONENTS

- Achievement
- Gap Closing
- Graduation
- Progress

Dropout Prevention and Recovery schools receive an overall rating based on performance of the four rated components. Each component is calculated with its associated measures and assigned a rating, and points are awarded based on the component ratings. For the Graduation component, a combined graduation rating is used to award points.

Component Ratings and Points Awarded:

Component	Exceeds Standards	Meets Standards	Does Not Meet Standards
Achievement	20	10	0
Progress	30	20	0
Gap Closing	20	10	0
Graduation Rate	30	20	0

Rating Scale:

DPR Overall Rating Scale and Descriptions	
Percentage of Maximum Points Earned	Rating Description
Greater than or equal to 80%	Exceeds Standards
Greater than or equal to 40% but less than 80%*	Meets Standards
Less than 40%	Does Not Meet Standards

*If a district or school initially earns a “Does Not Meet Standards” but then improves at least 10% on both the assessment passage rate and all individual graduation rates for two consecutive years, that school will earn a final rating of “Meet Standards.”

QUESTIONS TO CONSIDER

- Which components showed improvement from the previous academic year?
- Which components indicate that there is an opportunity for improvement?

TOOLS AND RESOURCES

- [Overall and Component Rating Technical Documentation](#)

Achievement Component

MEASURE

- High School Test Passage Rate

The DPR Achievement Component measures the percent of grade 12 students and students who are within three months of aging out of the K-12 system who have met the competency requirements for graduation on the English Language Arts II and Algebra I (or Integrated Mathematics I) end-of-course tests.

Rating Scale:

DPR Achievement Component Rating Scale and Descriptions	
Percentage of Maximum Points Earned	Rating Description
Greater than or equal to 68%	Exceeds Standards
Greater than or equal to 32% but less than 68%	Meets Standards
Less than 32%	Does Not Meet Standards

QUESTIONS TO CONSIDER

- What is the test passage rate trend over the last five years?
- What percentage of students are untested?

TOOLS AND RESOURCES

- [DPR Achievement Component Technical Documentation](#)
- [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#)
- [EMIS Manual](#)

Progress Component

MEASURES

- Reading Value-Added Measure
- Mathematics Value-Added Measure

The Progress Component evaluates student growth using the results of the Renaissance Star Reading and Star Mathematics assessments and compares students' actual progress to expected progress, regardless of their initial achievement level. Points are awarded based on how well students meet or exceed expected growth.

Rating Scale:

DPR Progress Component Rating Scale and Descriptions	
Growth Index	Rating Description
Greater than or equal to +1	Exceeds Standards
Less than +1 but greater than or equal to -3	Meets Standards
Less than -3	Does Not Meet Standards

QUESTIONS TO CONSIDER

- What percentage of students are untested?
- What percentage of students were administered both assessments?

TOOLS AND RESOURCES

- [DPR Progress Component](#)
- [SAS EVAAS Analysis Technical Document](#)
- [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#)
- [EMIS Manual](#)

Gap Closing Component

MEASURES

- English Language Arts, Mathematics Achievement by Student Group
- Graduation Goals by Student Group
- English Language Proficiency Improvement Indicator

The Gap Closing component shows how well schools are meeting the performance expectations for students in English language arts, math, and graduation. It also measures how schools are supporting English learners to increase language proficiency.

English Language Arts, Math Achievement by Student Group evaluates student group-specific Performance Index scores to determine whether each student group met their English language arts and math achievement goals. There must be at least 15 students per student group (as listed below) to be evaluated on this measure.

Graduation Goals by Student Group evaluates whether the applicable student groups for a school or district met their four-year graduation goal. There must be at least 15 students per student group (as listed below) to be evaluated on this measure.

English Language Proficiency Improvement Indicator measures the English language proficiency of students identified as English learners on the Ohio English Language Proficiency Assessment (OELPA) against annual goals and the improvement of proficiency.

STUDENT GROUPS:

- All students
- Asian or Pacific Islander
- Hispanic
- White, Non-Hispanic
- American Indian or Alaskan Native
- Black, Non-Hispanic
- Multiracial
- English Learner
- Economic Disadvantage
- Students with Disabilities

Rating Scale:

DPR Gap Closing Component Rating Scale and Descriptions	
Percentage of Maximum Points Earned	Rating Description
Greater than or equal to 36%	Exceeds Standards
Greater than or equal to 1% but less than 36%	Meets Standards
Less than 1%	Does Not Meet Standards

QUESTIONS TO CONSIDER

- What is the connection between chronic absenteeism and achievement?
- How are the school services and supports impacting English learner outcomes?

TOOLS AND RESOURCES

- [DPR Gap Closing Component Technical Documentation](#)
- [English Language Proficiency Improvement Indicator Details](#)
- [English Learners](#)
- [OCAI](#)

Graduation Component

MEASURES

- Four-Year Adjusted Cohort Graduation Rate
- Five-Year Adjusted Cohort Graduation Rate
- Six-Year Adjusted Cohort Graduation Rate
- Seven-Year Adjusted Cohort Graduation Rate
- Eight-Year Adjusted Cohort Graduation Rate

The Graduation Component looks at the percentage of students who are successfully finishing high school with a diploma in four, five, six, seven, or eight years.

The **four-year graduation rate** applies to students in the 2025 Graduation Cohort who graduated within four years. These students entered ninth grade in the fall of 2021 and graduated by the summer of 2025. 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 in the final adjusted cohort for the graduating class. Each of the remaining graduation rates is calculated in the same manner but includes students from the respective graduation cohorts:

- 2024 Graduation Cohort for the five-year graduation rate
- 2023 Graduation Cohort for the six-year graduation rate
- 2022 Graduation Cohort for the seven-year graduation rate
- 2021 Graduation Cohort for the eight-year graduation rate

The calculation combines all individual year numerators and all individual year denominators to produce a Combined Graduation rate. This Combined Graduation rate is used to assign the rating for the Graduation Component.

Rating Scale:

DPR Graduation Component Rating Scale and Descriptions	
Combined Graduation Rate	Rating Description
Greater than or equal to 40%	Exceeds Standards
Greater than or equal to 12% but less than 40%	Meets Standards
Less than 12%	Does Not Meet Standards

QUESTIONS TO CONSIDER

- Has the graduation rate remained steady, improved, or declined?
- Is there an increase in the number of students who graduate? Does that align with known efforts or programs to increase the number of students who graduate?
- What strategies are being implemented to increase the number of students who graduate?

TOOLS AND RESOURCES

- [DPR Graduation Component Technical Documentation](#)
- [Graduation Resources](#)

Ohio School Report Cards

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