

Complete Dropout Prevention and Recovery Report Card Technical Documentation



2023-2024



**Department of
Education &
Workforce**

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Understanding Student Placement for Ohio's Differentiated Accountability Systems



Where Kids Count Methodology
and More

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections - are not marked.

Date	Effective	Description
<u>7/09/2024</u>	FY24	Updated definition of <u>Modified Full Academic Year</u> and <u>Appendix A</u>
<u>6/5/2024</u>	FY24	Added Enrolled Student definition and updated Appendix A to refer to the FTE Report Explanation to determine EMIS coding for enrolled student
<u>6/5/2024</u>	FY24	Added Instructional Services definition
<u>6/5/2024</u>	FY24	Updated EMIS coding for enrolled students to reflect the FTE funded students from FTE Detail AND enrolled CTE students to reflect the CTE FTE funded students

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. Data should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before the data is final and the Report Cards are released. ***The SDC is the main resource districts should use to review Report Card data.***

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Introduction

This comprehensive educational accountability guide plays a crucial role in addressing the fundamental question: “Does this student count on the report card?”. It serves as a valuable roadmap for educators, administrators, and policymakers, guiding them through the intricate processes that ensure accurate representation of students in our state’s accountability calculations.

This guide includes the following elements:

Definitions: This guide provides clear and precise definitions related to educational outcomes. These definitions help establish a common understanding among stakeholders, ensuring consistency in how student performance is assessed.

Business Rules: It outlines specific rules and guidelines that govern the inclusion or exclusion of student data. These rules help maintain fairness and accuracy in the accountability system.

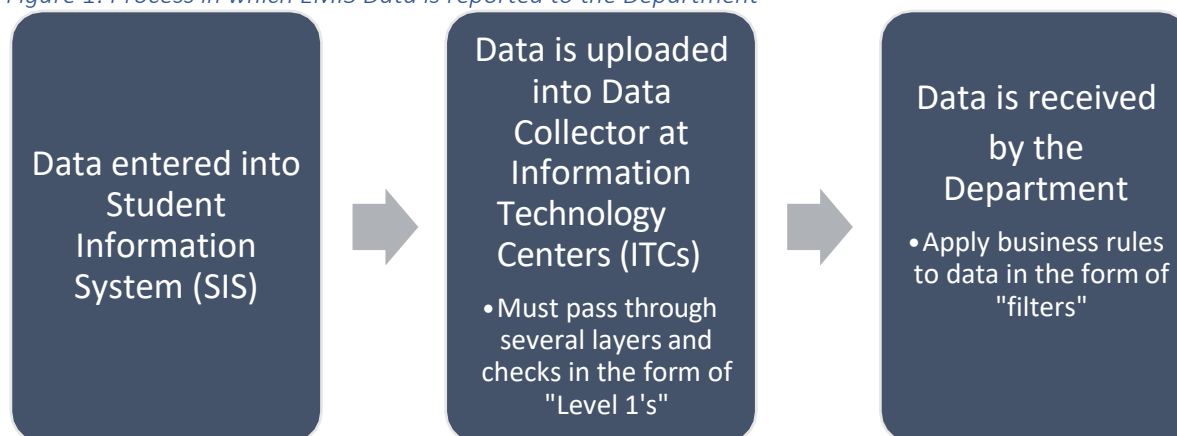
Inclusion and Exclusion Criteria: Educators and administrators can refer to this guide to determine which students should be included in the report card calculations. It clarifies scenarios where certain students may be excluded due to specific circumstances.

Transparency and Trust: By providing transparency into the measurement of educational outcomes, this guide fosters trust in the system. When stakeholders understand the processes and criteria, they are more likely to have confidence in the reported results.

Improving Educational Outcomes: Ultimately, the purpose of this guide extends beyond data collection. It aims to leverage accurate information to drive positive educational outcomes. By analyzing the data, identifying trends, and making informed decisions, policymakers and educators can enhance the learning experience for all students.

Remember, an accountable and transparent system benefits everyone involved—students, educators, and the community at large.

Figure 1: Process in which EMIS Data is reported to the Department



The purpose of these filters is to determine:

- Whether students are included at the building, district, or state level
- Which students should be included in each calculation and total

Definitions/Student Populations

TRADITIONAL PUBLIC DISTRICT/SCHOOL

In Ohio, public school districts are funded by public tax dollars. All school-age children in Ohio are entitled to attend the public schools in the district of their residence without charge.

These districts serve as the primary educational entities within the state, providing education to students from kindergarten through high school. Different types of school districts in Ohio include:

- **City School Districts:** These districts serve urban areas and are typically located within city boundaries.
- **Exempted Village School Districts:** These districts are exempted from county boards of education. They operate independently and have their own governance structure.
- **Local School Districts:** Local school districts remain under county school board supervision. They serve specific geographic areas and provide education to students within those boundaries.

[Ohio Revised Code 3302.03](#) requires the Department to create a report card for each school district and building. Report cards for districts and schools are known as **Traditional Report Cards**.

STEM DISTRICT/SCHOOL

STEM (Science, Technology, Engineering, and Mathematics) education in Ohio is a learner-centered approach that provides students with a problem-based, transdisciplinary, and personalized learning experience. It integrates foundational practices and skills from core disciplines such as **Science, Technology, Engineering, the Arts and Humanities, and Mathematics**. Here are some key points about STEM education in Ohio:

- **Holistic Learning:** STEM education challenges students to think critically, design solutions, and make evidence-based explanations through real-world, authentic learning experiences. It goes beyond traditional subject boundaries and encourages cross-disciplinary thinking.
- **Pathways to Success:** STEM education creates meaningful pathways to post-secondary success for K-12 students. By fostering partnerships and career exploration with community entities, it prepares students for future endeavors.
- **Inclusivity and Relevance:** STEM Education aims to engage students at every level, accelerate learning through innovative approaches, and provide culturally responsive experiences. It encourages the development of life skills such as empathy, collaboration, communication, and critical thinking.
- **STEM and STEAM Designation:** The [Ohio STEM and STEAM School Designation](#) recognizes schools that exemplify STEM and STEAM education. These designated

schools employ highly effective teachers, have well-established community partnerships, and prepare students for post-high school success.

In Ohio, there are **STEM and STEAM Designated Schools** that meet specific criteria outlined by the [Ohio Quality Model for STEM and STEAM Schools](#). The goal is to foster intellectual, entrepreneurial, and technical talent through design thinking, contributing to Ohio's future economic growth and prosperity.

[Ohio Revised Code 3302.03](#) requires the Department to create a report card for each school district and each school building, including STEM schools. STEM schools receive a **Traditional Report Card**.

COMMUNITY SCHOOLS

Community Schools are public schools that offer additional choices for families seeking non-traditional K-12 educational settings for their children. A community school can be online, or site based. Listed below are some key characteristics of community schools:

- Nature and Funding:
 - Community schools are public, nonprofit, and nonreligious institutions.
 - They receive state and federal funding.
 - These schools operate independently of traditional school districts.
- Independence and Choice:
 - Community schools are independent of any school district.
 - Families can choose community schools as an alternative to traditional public schools.
 - They provide tuition-free education for Ohio students.
- Sponsors and Contracts:
 - Sponsors play a crucial role in community schools.
 - They ensure that schools adhere to their contracts.
 - Sponsors make important decisions, including whether to renew contracts with community schools.
- Types of Community Schools:
 - **Start-up community schools:** Newly established schools.
 - **Conversion community schools:** Previously traditional public schools that converted to community schools.
- Empowering Parents:
 - Ohio parents have the power to choose the best educational option for their child(ren).
 - Community schools provide a tailored education experience that recognizes that one size doesn't fit all.

[Ohio Revised Code 3302.03](#) requires the Department to create a report card for each school district and each school building, including community schools. Community schools receive a **Traditional Report Card**.

DROPOUT PREVENTION AND RECOVERY COMMUNITY SCHOOL

In accordance with [Ohio Administrative Code \(OAC\) 3301-102-10](#), a community school is considered a dropout prevention and recovery school if any of the following applies:

- The community school operates a drug recovery program in cooperation with a court.

OR

- The community school serves most of the enrolled students through a dropout prevention and recovery program operated by the school that meets the following criteria:
 - The program only serves students older than sixteen years of age and less than twenty-one years.
 - At the time of initial enrollment, students are at least one grade level behind their cohort age groups or experience crises that significantly interfere with their academic progress. These conditions are not mutually exclusive. They do not allow students to continue their education in traditional programs.
 - The program requires students to attain at least the applicable score designated for each of the assessments prescribed under division (B)(1) of section [3301.0710](#) of the Revised Code or, to the extent prescribed by rule of the state board of education under division (B)(2) or (D)(5) of section [3301.0712](#) of the Revised Code.
 - The program develops an individual career plan that specifies the student's matriculating to a two-year degree program, acquiring a business and industry credential, or entering an apprenticeship.
 - The program provides counseling and support related to the plan developed under division (A)(4) of section [3314.26](#) of the Revised Code during the remainder of the student's high school experience.
 - The program's instructional plan demonstrates how the academic content standards adopted by the state board of education under section [3301.079](#) of the Revised Code are taught and assessed.

OR

- The community school is a conversion community school whose sponsoring district has received a waiver from having the school's academic data rolled up into the district's local report card. because The school primarily enrolls students between sixteen and twenty-two years of age who dropped out of high school or are at risk of dropping out due to poor attendance, disciplinary problems, or suspensions.

[Ohio Revised Code 3314.017](#) requires the Department to create a report card for each Dropout Prevention and Recovery School. The Department refers to these report cards as **Dropout Prevention and Recovery Community School Report Cards (DPR)**.

CAREER TECHNICAL PLANNING DISTRICT

In Ohio, a Career-Technical Planning District (CTPD) is a local education agency configuration that meets the minimum requirements of law and subsequent standards to offer state-sanctioned career-technical programming. These districts play a crucial role in providing career and technical education (CTE) to students within their member districts. CTPDs serve

as key partners in meeting Ohio’s vision for each student by focusing on career readiness and equitable outcomes for all students. They handle administrative duties related to CTE programs and ensure that students receive coherent and rigorous content aligned with academic standards and relevant technical knowledge and skills. CTPDs collaborate with schools, educators, and industry partners to prepare students for further education and careers in current or emerging professions.

[Ohio Revised Code 3302.033](#) requires the Department to create a report card for each Career-Technical Planning District. The Department refers to these report cards as **Career Technical Planning District Report Cards (CTPD)**.

ENROLLED STUDENT

A student who generates Base FTE and that meets the requirements defined in [ORC 3317.03](#).

FULL ACADEMIC YEAR

When a student is continuously enrolled in the building/district from the Friday of the first full week of October (used to be October Count Week) through March 31.

NOTE: if the school year ends prior to the relevant *Majority of Attendance* date, then the *Majority of Attendance* end date is the last day of the school year. In addition, if a school year starts after the Friday of the first full week of October, the *Majority of Attendance* start date is the first day the school is open.

MAJORITY OF ATTENDANCE IRN

The Majority of Attendance IRN definition has the same definition as the *Full Academic Year*. The Department uses the *Majority of Attendance Element (FN220)* to determine if the student meets the *Full Academic Year* at the building/district level. The following steps are taken to determine if the student meets the *Full Academic Year* criteria at the building level, and then at the district level:

- If the *Majority of Attendance Element (FN220)* is a building within the district, then the student meets the *Full Academic Year* criteria at the building level.
- If the *Majority of Attendance Element (FN220)* is the district IRN, then the student meets the *Full Academic Year* criteria at the district level, but not at a building level.
- If the *Majority of Attendance Element (FN220)* is = *****, then the student does not meet *Full Academic Year* criteria at either the building or district level for the reporting district.

ACCOUNTABILITY IRN

In the *Accountability IRN Element (FN140)*, a district may enter the IRN of a specific building within their district to be accountable for a specific student’s performance results when one of the following criteria are true:

- The student was enrolled in a building for a *Full Academic Year*.

AND

- The student was simultaneously enrolled in two or more buildings in the district.

OR

- The student participates in a special program in another building other than the building that is in the *Majority of Attendance Element (FN220)*. An example of this would be a student with a disability who attends a different building because the special program that he/she attends is housed in that building. If the district does not enter an IRN in the *Accountability IRN Element (FN140)*, the student would be included in the results of the building where that special education program is located. However, the district may enter the IRN of the building that the student would otherwise attend if the student were not in that special program (the resident building IRN) and in such cases, the student would then count at the resident building.

NOTE: It is not necessary for districts to manually enter the *Accountability IRN* if the student is not enrolled in a building within the district for a *Full Academic Year* but was enrolled in the district. **ONLY** a building IRN of a building within the district can be entered into the *Accountability IRN*. An IRN of another district should never be entered.

USE OF ACCOUNTABILITY IRN

If the *Full Academic Year* criteria are met at the building level, and the district has entered another building IRN in the *Accountability IRN Element (FN140)*, then the Department will use the *Accountability IRN Element (FN140)* to determine in which building the student's attendance data and test results will be included (this does not apply to the participation rate; for this calculation students always are attributed to the school where they are educated during the test window).

REPORTING IRN

The *Attending Building IRN Element (FS160)* reported by school districts on the *Student Standing (FS) Record* is considered the *Reporting IRN*.

NOTE:

- If a city, local or exempted village district is instructing and reporting the student, then this IRN must belong to a public-school building located within the district.
- When a district is not instructing the student, the building IRN where the student would have been enrolled in the district is reported.
 - EXCEPT in cases in which "How Received" is a student:
 - Attending Nonpublic School
 - Receiving non-instructional, supplementary, or related services
 - Court Placed excluding foster care
 - Non-court ordered placement in institutions
 - Pre-school evaluated only.

NOTE: In these cases, the district's IRN can be used as the *Attending Building IRN Element (FN160)* value.
 - For ESC's reporting students, the IRN of the ESC is to be used in the *Attending Building IRN Element (FN160)*.

EXTENDED FULL ACADEMIC YEAR

When a student is continuously enrolled in the building/district from the Friday of the first full week of October (used to be October Count Week) through March 31 and stays enrolled in the school or district through the end of the school year. This ensures the school or district has the full opportunity to serve the students and prepare them to meet a pathway to promotion.

MODIFIED FULL ACADEMIC YEAR

Student is continuously enrolled in the building/district from the Friday of the first full week of October (used to be October Count Week) through March 31 of the **prior year** and continues enrollment into the current year to be required to take the reading diagnostic at the same school or district. This ensures the school has the full opportunity to provide the supports needed to help struggling readers become on track with their reading.

CAREER TECHNICAL EDUCATION

Career and technical education (CTE) describe organized educational activities that offer a sequence of courses:

- To provide individuals with coherent and rigorous content aligned with challenging academic standards. Content includes relevant technical knowledge and skills to prepare for further education and careers in current or emerging professions
- To provide technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and
- May include prerequisite courses (other than a remedial course) to meet the requirements of this subparagraph; and
- Include competency-based applied learning that contributes to the academic knowledge, higher- order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

CAREER TECHNICAL EDUCATION WORKFORCE DEVELOPMENT PROGRAM

The definition of CTE Programs is embodied in the definition of career and technical education in the *Strengthening Career and Technical Education for the 21st Century Act* ([Perkins V](#)). A workforce development program of study at the secondary level requires local recipients to:

- Offer a minimum of four secondary career-technical courses.
- Identify at least one opportunity for secondary students to receive articulated or transcribed college credit.
- Identify the appropriate academic courses needed for success in the career pathway
- Specify an example set of aligned postsecondary courses in the pathway.

CAREER TECHNICAL EDUCATION WORKFORCE DEVELOPMENT COURSE

A workforce development course addresses some of the content standards of a workforce development program and in general contains content provided in a shorter time period (e.g., 60-280 hours). To be funded as a CTE workforce development course, it must be aligned to a state-approved CTE program of concentration via an approved CTE-26 application. Courses are limited to those with curriculum codes indicating the course is a CTE Non-Workforce Development based anchor course, CTE Workforce Development placement anchor course, CTE Workforce Development based anchor course, or CTE College Credit Plus course.

GRADUATE

A student who has successfully completed graduation requirements and finished formal secondary education.

HIGH SCHOOL DROPOUTS

Students reported with a *Withdrawal Reason Element (FS100) = 7x* are considered dropouts. Those withdrawal reasons include:

- Withdrew Due to Truancy/Nonattendance
- Pursued Employment (Work Permit Superintendent Approval on file)
- Over 18 Years of Age
- Moved Not known to be continuing
- Student Completed Course Requirements but did NOT pass the appropriate statewide assessments required for graduation.

In the case of a student on an IEP who has been excused from the individual consequences of the statewide assessments, using this code indicates:

- The student completed course requirements but did not take the appropriate statewide assessments required for graduation.
- Non-Attendance According to the 72-Hour Rule
- Withdrew due to ORC §3314.26 (non-tested)
- Withdrew due to ORC §3314.261(C) (non-attendance at internet-based community schools), or
- Student eligibility changed; district does not know where education will be continued.

STUDENTS REPORTED IN ERROR

Students reported with a *Withdrawal Reason Element (FS100)*, indicates the student was reported in error by the school or district. These students never should have been reported.

If the student was not enrolled in the district in the prior year and—despite having completed enrollment paperwork—has not attended at all in the current year (no Admission Date to report), then *Withdrawal Reason Element (FS100) = 81* is reported in the current year. This indicates there was no enrollment for the student. Note that an 81-withdrawal record for this student is only required if the student has been reported to [EMIS](#) via an FS Record showing an

enrollment. If an 81 withdrawal is reported and the student enrolls later and attends the district in the same school year, the 81 records should no longer be reported.

TRANSFERS IN

These are students who transfer to an Ohio public school 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. Students are placed in the appropriate cohort based on the *Fiscal Year that Student Began Ninth Grade Element (FN110)* reported in the year they transfer. Note that if a student transfers after the first Friday in October, their *State Equivalent Grade Level Element (FD090)* will be used. They will be assigned a cohort based on the grade reported in the following year.

REINSTATED TRANSFERS

Students reported as transferring to another Ohio Public School, who subsequently are not reported as admitted to a receiving public district. These students remain in the cohort of the district from which they withdrew. This includes students that the district withdrew and the new school enrolled. At later time, the receiving district reports a Withdrawal code indicating the student was reported in error.

TRANSFERS OUT

Students reported with a Withdrawal Reason element, indicates the student transferred to another school and is continuing education outside of Ohio, at another district in Ohio, at a private school, through Home Education, through Court Order/Adjudication, or outside of the United States.

The Department also removes students who are reported as deceased from the calculation. Home Educated students who are not graduating from the district can be removed from the calculation using Withdraw Reason Transferred to Home Education. Note that students coded with a transfer code indicating they are transferring to another Ohio School District must be picked up by another school or district 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.

NON- RESIDENT SPECIAL EDUCATION COOPERATIVE STUDENT

Students with disabilities being educated via a cooperative agreement in a district other than the district of residence (or sending district).

COURT-PLACED OR PARENT-PLACED IN AN INSTITUTION STUDENT

Students who are court-placed or parent-placed in an institutional setting served by a district includes:

- Court ordered institutional placements other than foster care
- (Jail and residential treatment centers)

- Court-ordered placements into facilities defined by [Ohio Revised Code §2151.65](#) or [§2152.41](#)
- T Reporting district is educating the student
- Institutional placements that are not court ordered or foster care, such as those by parents.

AUTISM OR JON PETERSON SCHOLARSHIP STUDENT

Students participating in the [Autism Scholarship or Jon Peterson Scholarship](#).

ENGLISH LEARNERS

In Ohio schools, a student is considered an [English learner](#) if the Language Usage Survey indicates a primary or home language other than English and the student's Ohio English Language Proficiency Screener (OELPS) results indicate the student is not proficient in English. Ohio's public districts and schools are required to identify and serve students who are English learners.

Beginning in the 2015-2016 school year, English learners who have been enrolled in U.S. schools for no more than two school years (*English Learner Status Element (FD170) = L or S*) will be removed from all proficiency calculations (Gap Closing, Indicators, Performance Index Score and Early Literacy).

Prior to 2016, students were exempt only during their first year in a U.S. school. This change was implemented in Ohio's Every Student Succeeds Act (ESSA) Plan. In return, Ohio agreed to test first-year English learners in all subjects and use the results in the growth calculation (Progress component). In prior years, first-year English learners were exempt from taking the state's English language Arts (ELA) and reading diagnostic assessments. This first year exemption is no longer in place, and English learners participate in all tests for their enrolled grade level. Students with an *English Learner Status Element (FD170) = L or S* in [EMIS](#) are included in their school and district's Gap Closing participation rate calculations for both ELA and math.

In addition, students identified and reported as English learners must take the Ohio English Language Proficiency Assessment (OELPA) or Alternate Ohio English Language Proficiency Assessment (Alt-OELPA) annually. They are included in the [English Language Proficiency Improvement Indicator](#) calculation after they have two consecutive years of tests. The assessment has to be the same for both years (e.g., both OELPA or both Alt-OELPA) in order to calculate student growth.

Per Ohio's ESSA plan and beginning with the 2017-2018 school year's data, students who exit English learner status are included in the English learner subgroup for four school years after they are reclassified (exited). This was a change from previous calculations. In 2016-2017 and earlier, a student was included in the English learner subgroup for only two years after exiting English learner status.

A student exits English learner status when they attain an overall proficiency level of Proficient (i.e., performance level rating of four and/or five on all nonexempt OELPA domain tests or performance level ratings of three and/or four on all nonexempt modalities of the Alt-OELPA). The Department uses students' OELPA and Alt-OELPA results and their *English Learner Status Element (FD170)* to determine when a student exited English learner status. Students are included in the English learner gap closing subgroup calculation every year they are coded as an English learner (English Learner Status Element (FD170) = **L**, **S**, or **Y**). This occurs throughout the four years immediately following the year they exited English learner status. Example: Student meets criteria and exits in the 2023-2024 school year. The ELA state assessment scores will be included in the English learner subgroup for that year and for 2024-2025, 2025-2026, 2026-2027, and 2027-2028 school years.

FOREIGN EXCHANGE STUDENTS

An Ohio foreign exchange student is a high school student who travels from a foreign country to live and study in Ohio, as part of an exchange student program. These students attend classes at a local high school as part of their current course of study.

CTE PARTICIPANT (PERKINS V)

A secondary student who has completed one or more workforce development courses in any CTE pathway. To be a CTE Participant, a secondary student must also have been funded in the state approved CTE workforce development course. Students who are not funded are not considered CTE Participants.

CTE CONCENTRATOR (PERKINS V)

The federal Perkins V act changed the definition of a CTE Concentrator. In preparation for the implementation of Perkins V, beginning in the 2018-2019 school year, the Department began identifying students as Concentrators under the Perkins V definition. The new definition includes students who completed two or more CTE workforce development courses within a single pathway. CTE workforce development courses of 120 hours or more count towards concentrator status. Two workforce development courses of 60 hours count as one course. Courses may be taken in one or more districts and years. To be considered a concentrator in the current year, at least one course must have been completed in that reporting year. These students may not have been identified as CTE Concentrators by a district in EMIS.

Ohio has a “once identified, always identified” rule for CTE Concentrators for accountability purposes. Once identified, students remain a CTE Concentrator for the rest of their schooling, even if they do not continue working to complete a CTE pathway. Districts report students as concentrators in the year they achieve concentrator status, and any subsequent year a course aligned to their program is completed. Programs of concentration are not reported in years that students are not active in their CTE pathway. Only one program of concentration can be reported each year.

Although districts self-report students as CTE Concentrators, it is important to understand the Ohio Department of Education and Workforce (DEW) checks the data to ensure accurate reporting. Each program of concentration has a list of aligned courses. DEW verifies the CTE program of concentration, and the courses reported for each student to ensure there is alignment in the year the concentrator status is reported. A student is not included in calculations (on the CTE report card) if there is no alignment between the program of concentration and the courses which the student completed.

Furthermore, students who achieve CTE concentrator status and are not reported by the educating entity will be derived as CTE concentrators under Perkins V. These students will be included in accountability calculations for the program in which they are derived. Districts should carefully review Concentrator reports each year to ensure accuracy of reporting.

When one or more programs of concentration are derived in EMIS and not reported by the educating district, the Department will apply the following tie-breaker rules based on the following criteria.:

- Criteria A: When only one program of concentration is derived, that program of concentration will be chosen.
- Criteria B: When more than one program of concentration is derived, the Department will choose the program of concentration among those derived for the student:
 - First-the program that was reported for the student by the district in the prior year. If none of the derived programs were reported
then
 - Second- The program that was reported for the student by any district in the prior year. If none of the derived programs were reported
then
 - Third- The program in which students have the greatest number of aligned courses. If the student has the same number of aligned courses across the programs
then
 - Fourth- The program in which the student has taken the greatest number of aligned *CTE Technical Assessments (GY) Record* (if the student has taken the same number of CTE Technical Assessments across the derived programs
then
 - Fifth- The program that comes first when sorted alphabetically.

CURRENT YEAR CONCENTRATOR

A student is considered to be a concentrator in the year CTE Concentrator status is earned. This continues into any subsequent year a workforce development course aligned to the program of concentration is completed. Students can be concentrators in multiple Lea's and are included in the calculation for each district.

CTE CONCENTRATOR WHO LEFT SECONDARY EDUCATION

A CTE Concentrator Who Left Secondary Education is a secondary student who was a CTE Concentrator and is no longer enrolled in secondary education. For example, a CTE Concentrator who graduated or otherwise left high school. Students who were CTE concentrators in more than one LEA during their secondary education are only included in the follow-up file of the LEA in which they were most recently a CTE concentrator. Students who were concentrators in more than one LEA in their final year of their CTE program are included in the follow-up file of the LEA with the highest CTE FTE for the student.

Business Rules

There are business rules that apply system wide, **Where Kids Count** (WKC), and business rules specific to a single calculation. Since multiple entities can report the same student, the system-wide business rules or “filters” are designed to determine which students count at which level and entity for each measure and component.

WHERE KIDS COUNT (WKC)

The main system wide business rules are based on records effective March 31, 2024. This date was used for the first time for the 2014-15 report card. Previously, the student's status on the last day of school or date of withdrawal was used. Students will count at the receiving or educating building/district based on the following criteria:

- Students that are receiving instruction, in whole or part, from the reporting district
- Student is a resident of the district
- Unauthorized student (e.g.: Student is resident outside of Ohio)
- Non-resident student residing with grandparent
- Non-resident student in his/her senior year,
- Open-enrolled student from another Ohio district,
- Non-resident student with a parent who is a district employee,
- Foster placed student,
- Non-foster court placed student,
- Foster placed student open enrolled out to another district,
- Non-foster, non-court placed student,
- Student attending STEM district,
- Student attending community school,
- Jon Peterson Scholarship Program Participant,
- Non-resident student attending through superintendent agreement,
- Non-resident student attending under Title I public school choice,
- Student placed in Department of Youth Services (DYS) if they meet the *Full Academic Year* criteria at the building/district.

NOTE: Any students still being educated through Title I Public School Choice (How Received = W) will be included in the totals in the building and/or district at the educating district if *Full Academic Year* criteria is met.

- Students attending a community school will count at the community school if they meet the *Full Academic Year* criteria.
 - If the Community School is a Conversion Community School, the students will also be included in the sponsoring district’s accountability calculations unless the school is designated as a dropout recovery and prevention school.
 - If the Community School is a Start-Up Community School, the students will NOT be included in any traditional school district’s accountability calculations unless the community school and traditional school district have filed a “District Roll-Up of Affiliated New Start-Up Community School Performance Data FY2024” through the Office of Accountability.
- Students attending a STEM district (How Received = K) count at the STEM school for accountability. For district accountability, the student is moved to the resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district.
 - STEM providers who direct the operations of more than one STEM school are required to receive a report card that aggregates the data for all the schools. Thus, students attending a STEM school that is part of a group of schools (overseen by a single provider) will have their data included in the accountability calculations of the provider as well as the STEM building and either the district of residence or educating district.
- Students who are sent to career-technical education via a contractual arrangement will count at the building/district of residence if they meet the *Full Academic Year* criteria. The student must attend one of these schools:
 - Joint Vocational School District (JVSD)
 - County Board of Developmental Disabilities (BDD)
 - non-public school at district expense or a state school
 - state school (OSB or OSD)
 - Postsecondary Institution (College Credit Plus or Proprietary Institution program participant)

NOTE: Community school students attending a resident district career technical program count at the community school where enrolled.

- Students who have been expelled after March 31st but met all other Full Academic Year Criteria will count at the building /district level.
- Students who have been expelled before March 31st but are still receiving instruction and meet all other Full Academic Year Criteria will count at the building/district level.
- Students who have been expelled before March 31st and are not receiving education or services during the expulsion will count only at the state level. They have not met Full Academic year criteria.
- Non-resident students who are attending a special education cooperative will have a **Where Kids Count** IRN (How Received IRN) if the student meets the *Full Academic Year* criteria in the educating district.

NOTE: These students will count in the educating (receiving) school and district for the Gap Closing participation rate calculation used to adjust the final points for the Gap Closing component.

- Students placed in an institution, regardless of who placed them (court ordered or parent placed) will not count in building or district level of the following reports:
 - Achievement Component
 - Progress Component
 - Gap Closing Component except participation rate
 - They are expected to take the appropriate assessments to be included at the educating building/district level for the Gap Closing participation rate calculation.
 - Graduation Component
 - Early Literacy Component
 - College, Career, Workforce, and Military Readiness Component

NOTE: These codes are used for students who are institutionally placed, not for students who are placed in foster homes or court placed with a relative.

- If a student attend and/or takes a statewide test in a public district participating in the Autism Scholarship or Jon Peterson Scholarship, they will count at the state level for these calculations.
- English Learners (EL) who have been enrolled in U.S. schools for no more than two school years will be removed from all proficiency calculations (Gap Closing, Indicators, Performance Index Score and Early Literacy).

NOTE: These students will count at the educating district for the Gap Closing participation rate calculation used to adjust the final points for the Gap Closing component.

- These students must take the Ohio English Language Proficiency Assessment (OELPA). The scores are included in the English Language Proficiency Improvement Indicator calculation once they have two years of test scores.
- For the purpose of determining who is included in the EL subgroup for the various gap closing calculations, students will be included in the subgroup for the year they exit EL status and four years immediately following the exited year.
- Foreign exchange students who have been enrolled for less than 180 days will count at the state level for proficiency calculations. They are expected to take all assessments (assigned to their enrolled grade level) and included in the district's participation rate. Foreign exchange students can be exempted from American history and government EOC exams if they meet certain criteria. [Rule 3301-16-04 - Ohio Administrative Code | Ohio Laws](#). If a Foreign exchange student's SSID is found in a prior year and the student meets **Where Kids Count** criteria, they will count at the district/building level.
- Students who only receive special services from a district are not included in the accountability calculations for the reporting district or building.

EXTENDED WKC

When a student meets the [WKC criteria](#) above and [Extended Full Academic Year](#).

MODIFIED WKC

When a student meets the [WKC criteria](#) above and [Modified Full Academic Year](#).

STUDENT GROUP WKC

When a student meets the WKC criteria above and belong to one of the following Student Groups utilized in Gap Closing Component:

- Gifted
- Economic Disadvantaged
- Students with a Disability
- English Learners
- Black
- American Indian or Alaskan Native
- Asian/Pacific Islander/Native Hawaiian
- Hispanic or Latino
- Multi-Racial
- White

ADJUSTED GRADUATION COHORT

COHORT PLACEMENT

Students are placed in the appropriate graduation cohort based on the grade level reported in the first year reported in any public school with a grade of nine (09) or higher. Cohort placement (also called Graduating Class placement) is done annually in early October to comply with federal reporting requirements.

Students who enroll in an Ohio public school after the October deadline are assigned to their graduating class the following year.

- For example, if a student enrolls as a ninth grader on November 1, they will not be assigned to that year's ninth grade cohort. Instead, they will be assigned to a graduating class based on the grade level reported at the beginning of the following year. If this student advances through high school at a normal pace, they will be reported with a grade of 10 in September of the following year. They will be placed in the same graduating class as if they had entered the Ohio public school earlier in their 9th grade year.

This calculation uses two different elements, *State Equivalent Grade Level Element (FD090)* and *Fiscal Year that Student Began Ninth Grade Element (FN110)*, to assign students to the correct graduating class. For students who were enrolled in an Ohio public school in the year prior to the cohort assignment, the calculation uses the *State Equivalent Grade Level Element (FD090)* to place the student in the correct graduating class.

- For example, a student with a *State Equivalent Grade Level Element (FD090)* = 08 in the prior school year and 09 in the current school year, will be placed in the cohort four

years (expected graduation) from the year the data was reported. The *State Equivalent Grade Level Element (FD090) = 09* will be used to drive that assignment.

On the other hand, if a student was not reported by any Ohio public school in the year prior to the assignment, the *Fiscal Year that Student Began Ninth Grade Element (FN110)* is used. The table below shows the graduating class students are assigned based on the year the district reports the student began ninth grade. Note the year reported in the element reflects the end of each school year, not the beginning. In other words, a district would use **2019** to report that a student began 9th grade in the fall of the 2018-2019 school year. Once a student is assigned a graduation cohort, it will not change, regardless of the situation.

Table 1: Graduation cohort assignment based on Fiscal Year started 9th grade

FISCAL YEAR STARTED NINTH GRADE ELEMENT	GRADUATING CLASS
2019	2022
2020	2023
2021	2024
2022	2025
2023	2026
2024	2027
2025	2028
2026	2029
2027	2030

FINAL ADJUSTED COHORT

Students in the final adjusted cohort includes students who were placed into the cohort (see Cohort Placement above), as well as:

- Adding students who [Transfer In](#) later in ninth grade or the next three years
- AND
- Subtracting any students who [Transfer Out](#) or reported in error by the district or pass away during that same period.

NOTE: 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. Otherwise, the student will be returned to the sending district’s cohort. This includes any students that another district has reported as a Student Reported in Error. In this document, these students are referred to as [Reinstated Transfers](#).

NOTE: Students who are reported as [High School Dropouts](#) or non-graduates are not removed from the Graduation Cohort.

Graduation rates on a school or district’s report card are lagged by a year so that summer graduates can be included:

Table 2: Cohort to Graduating Class

Cohort	Graduating Class
--------	------------------

4-Year Adjusted Graduation Cohort	Prior Year Adjusted Graduation Cohort
5-Year Adjusted Graduation Cohort	Two Years Prior Adjusted Graduation Cohort
6-Year Adjusted Graduation Cohort	Three Years Prior Adjusted Graduation Cohort
7-Year Adjusted Graduation Cohort	Four Years Prior Adjusted Graduation Cohort
8-Year Adjusted Graduation Cohort	Five Years Prior Adjusted Graduation Cohort

PRIOR SCHOOL YEAR GRADUATE

Students who graduated during the prior school year, including summer graduates, regardless of the year they were expected to graduate.

CTE CONCENTRATOR

PERKINS V

Perkins V defines a Career-Technical Education Concentrator as follows: “at the secondary school level, a student served by an eligible recipient who has completed at least two courses in a single approved *career technical education* program or program of study.”

Course Completion

Completion of a CTE workforce development course is foundational in the definitions of CTE student populations under Perkins V. CTE students are considered as having completed a course when:

- They are funded in (**generated CTE FTE**) an approved CTE workforce development course (*Curriculum Code Element (CN310) = VN (for JTC only), VP, VT, or PS*).

AND

- They earned full or partial high school credit.

OR

- They were enrolled for 90% or more of the instructional hours of the course.

Note: Student grade level at the time of the course does not matter. Workforce development courses taken by middle grade students count towards concentrator status.

Calculating Scheduled Hours

A student is considered to be enrolled for 90% or more of the scheduled hours when the following calculation is greater than or equal to .90.

Numerator = (Student Course Days/Course Days Count) * (Scheduled Instructional Hour Count)

Denominator = Scheduled Instructional Hour Count Student Course Days.

The number of calendar days between the *Course Enrollment Start Date Element (GN160)* and the *Course Enrollment End Date Element (GN170)* as reported on the *Student Course (GN) Record*. Calendar days are based on the reported calendar assigned to the student. If a student has multiple *Student Standing (FS) Record/Student Attributes – Effective Date (FD) Record* combinations, then the Student Course Days will be further subdivided.

Course Days

The number of calendar days between the *Course Start Date Element (CN280)* and the *Course End Date Element (CN290)* as reported on the *Course Master (CN) Record*. Calendar days are based on the reported calendar assigned to the student.

Scheduled Instructional Hour Count

The annual instructional hours a teacher spends for the course/subject reported on the *Course Master (CN) Record* with the *Length of Scheduled Instruction Element (CN100)*.

Calculating Full or Partial Credit

A student is considered to have earned full or partial credit in a course when at least one of the following is met for the course. As reported on the *Student Course (GN) Record*:

- *High School Credit Earned Element (GN150) = Y*
- OR**
- *High School Credit Earned Element (GN150) = P*
 - and *Partial/Override Credit Element (GN152) > 0*.

Calculating the Count of Completed Courses

The Office of Career Technical Education has defined one completed course to be calculated as:

- *Length of Scheduled Instruction Element (CN100)* must be a minimum of 120 days
- OR**
- Courses that have a *Length of Scheduled Instruction Element (CN100)* of 60 days but less than 120 days (same subject code), meet the definition of a completed course. They are added together to reach the 120 days minimum and count as one completed course.
- Courses count for a student across districts.

Only courses that meet all the conditions above may be included in a student's status of CTE Concentrator.

This calculation only applies to students who achieved concentrator status during the 2020 school year to present.

CTE CONCENTRATOR WHO LEFT SECONDARY EDUCATION CALCULATION

The population of CTE concentrators who left school, starts with any student identified as a concentrator, and enrolled in an Ohio public school in the prior year, **then**:

- Excludes any CTE Concentrator who is enrolled in the current year, as reported in district enrollment data, by the close of the **Initial Student (S) Collections** in EMIS.
- Excludes any CTE Concentrator in the following categories:
 - Withdrawn in the prior year (including summer withdrawals)
 - Transferred to Another School District Outside of Ohio

- Transferred to a Private School (includes Ed Choice)
- Transferred to Home Education
- Transferred by Court Order/Adjudication
- Transferred out of the United States,
- Verified Medical Reasons Doctor’s authorization on file
- Death
- Includes any CTE Concentrator (in the follow-up file) if they meet the following conditions:
 - Transferred to Another Ohio School District
 - Withdrew pursuant to Yoder vs. Wisconsin
 - Withdrew due to Truancy/Nonattendance
 - Pursued Employment/Work Permit
 - Over 18 Years of Age
 - Moved Not known to be continuing
 - Completed Course Requirements
 - Non-Attendance According to the 72-Hour Rule
 - Withdrew due to ORC §3314.26(non-tested)
 - No Longer Eligible to be Enrolled in District
 - Completed high school graduation requirements

Students who were CTE concentrators in more than one LEA are only included in (the follow-up file) the LEA they were most recently identified. Students who were concentrators in more than one LEA in their final year of their CTE program are included in (the follow-up file) the LEA with the highest CTE FTE.

CTE ADJUSTED GRADUATION COHORT

The CTE Adjusted Graduation Cohort includes students who meet the Adjusted Graduation Cohort business rules outlined above as well as the CTE Concentrator business rules.

CHRONIC ABSENCE RATE

The Chronic Absence rate only includes students with at least 100 hours of possible attendance in the district or school (see [Student Attendance](#) technical document for additional information on this calculation). This is used for the Chronic Absenteeism Improvement Indicator of the Gap Closing Component.

TRADITIONAL PROGRESS

The Traditional Report Card Progress component utilizes the *Full Academic Year criteria* as well as the business rules set by our third-party vendor, SAS.

DPR PROGRESS

The Dropout Prevention and Recovery Progress Component does not utilize the *Full Academic Year criteria*, but instead students are included in the measure based on criteria set forth by

our third-party vendor [SAS](#). Students take assessments upon entering the dropout recovery programs and again after receiving at least 84 days of instruction. Growth is measured through a gain-based approach using the two test scores (same subject) within a given year.

GAP CLOSING PARTICIPATION

The **Participation Rate** used for the purpose of adjusting the preliminary points in the Gap Closing Component is calculated based upon where the student is enrolled on a specific date of the year. It is calculated for ELA and math tests so there is no participation date for students taking only science and social studies. Understand, however, this does not mean they are not required to test. The Performance Index score uses all tests required by law, but students are included in that calculation using the [Majority of Attendance](#) rules above.

The table below can be used to determine who is expected to take the test during the 2023-2024 school year.

Table 3: Gap Closing- Participation Rate Test Information

Grade	Test	Participation Date
Any Grade	Taking the Alternate Assessment (AASCD)	March 19
Grades 3-8	Taking ELA/Math (including the end-of-course tests below)	April 13
Any Grade	Taking fall ELA 2, Algebra I, Geometry, or Integrated Math 1 & 2	December 15
Any Grade	Taking spring ELA 2, Algebra I, Geometry, or Integrated Math 1 & 2	April 13

The Department uses the date reported along with data from the *Student Standing (FS) Record* to determine where the student was enrolled on the date in the table above.

TECHNICAL SKILL PARTICIPATION RATE

The Participation Rate used for the purpose of adjusting the preliminary points is calculated based upon the percentage of [CTE Concentrators](#) who participated in required CTE technical assessments.

STATUS KNOWN RATE

The Status Known Rate used for the purpose of adjusting the preliminary points is calculated based on the percentage of [CTE Concentrators Who Left Secondary Education](#) the previous year.

Student Accountability Chart

The tables below indicate the inclusion criteria that are used in each of the report card measures and components.

Table 4: Traditional Report Card

	<u>WKC</u>	<u>Extended WKC</u>	<u>Modified WKC</u>	<u>Student Group WKC</u>	<u>Traditional Progress</u>	<u>Prior Year Grad Cohort</u>	<u>Two Years Prior Grad Cohort</u>	Gap Closing Participation	Chronic Absence Rate
Performance Index	X								
Value-added					X				
Proficiency in 3 rd Reading	X								
Promotion to 4 th		X							
Improving Literacy-Grades K-2			X						
Improving Literacy-Grade 3	X		X						
Gifted Performance Index				X					
Gifted Value-added					X				
Gifted Id & Service									
Chronic Absenteeism									X
EL Proficiency Improvement				X					
ELA & Math Achievement				X					
ELA & Math Growth					X				
Gap Closing Graduation Rate						X			
Gap Closing Participation								X	
4- Year Graduation Rate						X			
5- year Graduation Rate							X		

Table 5: Dropout Prevention and Recovery Community School Report Card

	<u>WKC</u>	<u>Student Group WKC</u>	<u>DPR Progress</u>	<u>Prior Year Grad Cohort</u>	<u>Two Years Prior Grad Cohort</u>	<u>Three-Five Years Prior Grad Cohort</u>
High School Test Passage Rate	X					
DPR Value Added			X			
EL Proficiency Improvement		X				
ELA & Math Achievement		X				
Gap Closing Graduation Rate				X		
4- Year Graduation Rate				X		
5- year Graduation Rate					X	
6-8 Year Graduation Rate						X

Table 6: Career Technical Planning District Report Card

	<u>Current Year CTE Concentrator</u>	<u>CTE Concentrator who left Secondary Education</u>	<u>CTE Participant</u>	<u>Technical Skills Participation</u>	<u>Prior Year Grad Cohort</u>	<u>Two Years Prior Grad Cohort</u>	<u>Status Known</u>
Technical Skill Attainment	X			X			
Performance Index	X						
CTE 4-Year Graduation Rate					X		
CTE 5-Year Graduation Rate						X	
Career & Post-Secondary Readiness		X					
Post- Program Placement		X					X
Industrial Credentials		X					

Student Examples

Grades KG-6th

- Student A is enrolled in District one at Elementary one in the 4th Grade, from the first day of school until the last day of school and took the Alternate Assessment.
- Student B is enrolled in District one at Elementary one on the first day of school in 5th grade, then was accelerated to the 6th grade moving to middle school building on January 4th until the last day of school.
- Student C lives within the boundaries of Elementary two but attends the Special Education Coop in Elementary one in the 2nd Grade. He has attended the program for the last two years. The district has not reported an Accountability IRN for the student. A Reading Diagnostic score was reported the prior year in 1st Grade as “not on track”.
- Student D is enrolled in District two but is sent to District one’s Special Education Coop at Elementary one starting in 5th Grade on the first day of school until the last day.
- Student E is court placed into a foster home for two weeks during the ELA testing window. Student lives in District one’s boundaries after leaving District two in the 6th Grade.
- Student F is enrolled from October 1 through March 1st in Elementary one as a 3rd grade student and took the 3rd grade Alternate Assessment.
- Student G is enrolled in Elementary one as a 3rd grade student from the start of the year to the end of the year and scored “not on track” for the 3rd Grade Reading diagnostic in 2nd and 3rd grades. The student was promoted to 4th grade.

Table 7: KG-6th Grade Student Examples

	Student A	Student B	Student C	Student D	Student E	Student F	Student G
WKC Educating Building	YES	No	YES	No	No	No	YES
WKC Educating District	YES	YES	YES	No	No	No	YES
WKC Sending Building	NA	NA	NA	YES	No	NA	NA
WKC Sending District	NA	NA	NA	YES	No	NA	No
Extended WKC Building	NA	NA	NA	NA	NA	NA	YES
Modified WKC Building	NA	NA	YES	NA	NA	NA	YES
Educating Building Chronic Absence Rate	YES	YES	YES	No	No	YES	YES
Educating Participation Gap Closing	YES	YES	YES	YES	YES	YES	YES

*If a student counts in the “filter” it will be indicated with **YES**, if not included then **No**. NA will indicate the student is not considered for the “filter”.

Grades 7-12th and beyond

- Student H is enrolled in a Dropout Recovery High School in the 12th grade taking several courses in a CTE pathway from Oct 31st to the end of the year. The student took the fall and spring Math and Reading STAR Assessment.
- Student I is enrolled in District one at a high school Building in 9th Grade from September 1st through the end of the year, taking their first CTE course in AG Pathway.
- Student J graduated from District one last year and was a CTE Concentrator.
- Student K is enrolled in District one at a joint vocational school in 12th Grade from the first day until the last day of the year as a Concentrator in the Welding program.
- Student L is enrolled in District one at the high school building in the 11th grade from the beginning of the year to the end of the year, taking College Credit Plus courses full time at the local community college.
- Student M is enrolled in District two but has open-enrollment to District one at the middle school building for the entire year. Student is accelerated in 8th grade Math, taking Algebra I.
- Student N was enrolled in the 11th grade last year at District one but dropped out in April of the prior year. The student was a concentrator in AG at the high school.

Table 8: 7-12th Grade Student Examples

	Student H	Student I	Student J	Student K	Student L	Student M	Student N
WKC Educating Building	No	YES	NA	YES	YES	YES	NA
WKC Educating District	No	YES	NA	YES	YES	YES	NA
WKC Sending Building	NA	NA	NA	YES	NA	No	NA
WKC Sending District	NA	NA	NA	YES	NA	No	NA
WKC State	YES	YES	NA	YES	YES	YES	NA
Educating Building Chronic Absence Rate	YES	YES	NA	YES	YES	YES	NA
Traditional Progress	NA	YES	NA	YES	YES	YES	NA
DPR Progress	YES	NA	NA	NA	NA	NA	NA
Educating Participation Gap Closing	YES	YES	NA	YES	YES	YES	NA
Current Year Participant	YES	YES	NA	YES	NA	NA	NA
Current Year Concentrator	YES	No	NA	YES	NA	NA	NA
CTE Concentrator Who Left Secondary Education	NA	NA	YES	NA	NA	NA	YES
Graduation (prior year)	NA	NA	YES	NA	NA	NA	NA
Participation Technical Skills	YES	YES	NA	YES	NA	NA	NA
Participation Post Program	NA	NA	YES	NA	NA	NA	YES
Report Card(s) included in	DPR & CTPD	Trad & CTPD	Trad & CTPD	Trad & CTPD	Trad	Trad	CTPD

*If a student counts in the “filter”, it will be indicated with **YES**, if not included then **No**. NA will indicate that the student is not considered for the “filter”.

Appendix A Inclusion Criteria

WHERE KIDS COUNT

Students will count at the **educating building/district** for the following Measures/Indicators:

- Performance Index used in the Achievement Component and the Gap Closing Component of the Traditional Report Card.
- Proficiency in Third Grade Reading for the Early Literacy Component of the Traditional Report Card.
- Improving K-3 Literacy measures for the Early Literacy Component of the Traditional Report Card.
- High School Test Passage Rate for the Achievement Component of the DPR Report Card.

IF the students are reported in the Education Management Information System (EMIS) with the following:

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140) = 1 AND Sent Reason Element (FS200 or FS230) = EX or NP AND Sent Reason Percent of Time (FS220 or FS250) >0*

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140) = 1 AND Sent Reason Element (FS200 or FS230) = PI or PS*

NOTE: Whether a student is expelled for the entire FAY time period or only a portion of that time, if they are being educated or receiving services for the duration of the expulsion, then they have met FAY criteria and are included in the denominator.

Students will count at the **sending district** for the Measures/Indicators:

- Performance Index used both in the Achievement Component and the Gap Closing Component of the Traditional Report Card.
- Proficiency in Third Grade Reading and Improving K-3 Literacy Measures of the Early Literacy Component of the Traditional Report Card.

- High School Test Passage Rate of the Achievement Component of the DPR Report Card

IF the students are reported in the Education Management Information System (EMIS) with the following:

Educating District reports: *Majority of Attendance IRN Element (FN220)* = **educating building/district IRN** (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Sending District reports: *Sent Reason Element (FS200 or FS230)* = **CR, CT, JV, MR, or OS**

OR

Students sent to a special education cooperative program at another district. These students will be included in the sending district's calculation **only** based upon the data reported by the district educating the student. The educating district would report the students with a *How Received Element (FS180)* = **B**

OR

For *How Received Element (FS180)* = **K**, the student counts at the STEM school. For district accountability, the student is moved from the STEM school to the student's resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district.

Students will count at the **state level district** for the following Measures/Indicators:

- Performance Index used both in the Achievement Component and the Gap Closing Component of the Traditional Report Card.
- Early Literacy Component of the Traditional Report Card
- High school Test Passage Rate of the Achievement Component of the DPR Report Card.

IF the students are reported in the Education Management Information System (EMIS) with the following:

Majority of Attendance IRN Element (FN220) = *********

OR

Students reported with a *How Received Element (FS180)* = **P, Q, or T**

OR

Students with Sent Reason 1 or 2 (FS200 or FS230) = **AU, CE, CI, JP, or NI**

OR

District Relationship Element (FS140) = **1** **AND** *Sent Reason Element (FS200 or FS230)* = **EX** **AND** *Sent Reason Percent of Time (FS220 or FS250)* = **0**

OR

Students with EL Status Element (FD170) = **L** and **S** who have been in US schools for fewer than 360 school days (or the equivalent of two school years)

OR

Students reported with *Foreign Exchange Student Element (FD190)* = **Y**, have been in U.S. schools less than 180 days. If SSID is found in a prior year, the student will count at the building/district level if all other criteria are met.

EXTENDED WHERE KIDS COUNT

Students will count at the **educating building/district** for the Measures/Indicators:

- Promotion to Fourth Grade measure of the Early Literacy Component of the Traditional Report Card

IF the students are reported in the Education Management Information System (EMIS) with the following:

Majority of Attendance IRN Element (FN220) = **educating building/district IRN** (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY through last day of school- See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information

OR

Majority of Attendance IRN Element (FN220) = **educating building/district IRN** (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY through last day of school **AND** *District Relationship Element (FS140)* = **1** **AND** *Sent Reason Element (FS200 or FS230)* = **EX or NP** **AND** *Sent Reason Percent of Time (FS220 or FS250)* > **0**

NOTE: Whether a student is expelled for the entire FAY through the last day of school or only a portion of that time, if they are being educated or receiving services for the duration of the expulsion, then they have met FAY criteria and are included in the denominator.

Students will count at the **sending district** for the Measures/Indicators:

- Promotion to Fourth Grade measure of the Early Literacy Component of the Traditional Report Card

IF the students are reported in the Education Management Information System (EMIS) with the following:

Educating District reports: *Majority of Attendance IRN Element (FN220)* = **educating building/district IRN** (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Sending District reports: *Sent Reason Element (FS200 or FS230)* = **MR or OS**

OR

Students sent to a special education cooperative program at another district. These students will be included in the sending district's calculation **only** based upon the data reported by the district educating the student. The educating district would report the students with a *How Received Element (FS180)* = **B**

OR

For *How Received Element (FS180) = K*, the student counts at the STEM school. For district accountability, the student is moved from the STEM school to the student's resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district.

MODIFIED WHERE KIDS COUNT

Students will count at the **educating building/district** for the following Measures/Indicators:

- K-3 Improvement Measure of the Early Literacy Component of the Traditional Report Card

IF the students are reported in the Education Management Information System (EMIS) with the following:

Students are enrolled in the educating district for a full academic year in the **previous year**. *Majority of Attendance IRN Element (FN220) = educating building/district IRN* (Students are enrolled in the educating district in the **PREVIOUS YEAR** for a [full academic year \(FAY\)](#)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information **AND** *Grade Level (FN080) = KG, 01, 02, or 03* **AND** Student generates base FTE in the educating district in the **CURRENT YEAR** from first day of school through at least 30 days **AND** *Grade Level (FN080) = KG, 01, 02, or 03* **AND** *Sum of School Year Attendance Hours (FS320)* **AND** *School Year Excused Absence Hours (FS330)* **AND** *School Year Unexcused Absence Hours (FS340) >=125 hours*

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district in the **PRIOR YEAR** for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140) = 1* **AND** *Sent Reason Element (FS200 or FS230) = EX or NP* **AND** *Sent Reason Percent of Time (FS220 or FS250) >0* **AND** *Grade Level (FN080) = KG, 01, 02, or 03* **AND** Student generates base FTE in the educating district in the **CURRENT YEAR** from first day of school through at least 30 days **AND** *Grade Level (FN080) = KG, 01, 02, or 03* **AND** *Sum of School Year Attendance Hours (FS320)* **AND** *School Year Excused Absence Hours (FS330)* **AND** *School Year Unexcused Absence Hours (FS340) >=125 hours*

NOTE: Whether a student is expelled for the entire FAY time period or only a portion of that time, if they are being educated or receiving services for the duration of the expulsion, then they have met **PRIOR YEAR** FAY criteria as **CURRENT YEAR** criteria and are included in the denominator.

STUDENT GROUP WKC

Students will count at the **educating building/district** for the following Measures/Indicators:

- Performance Index and Value Added of Gifted Performance Measure of Traditional Gap Closing Component on the Traditional Report Card
- English Learner Proficiency Improvement Measure of the Gap Closing Component on the Traditional Report Card
- English Learner Proficiency Improvement Measure of the DPR Gap Closing Component on the DPR Report Card
- ELA Achievement of the of the Gap Closing Component on the Traditional Report Card
- ELA Achievement of the of the DPR Gap Closing Component on the DPR Report Card
- Math Achievement of the Gap Closing Component on the Traditional Report Card
- Math Achievement of the of the DPR Gap Closing Component on the DPR Report Card
- ELA Growth of the Gap Closing Component on the Traditional Report Card
- Math Growth of the Gap Closing Component on the Traditional Report Card

IF the students are reported in the Education Management Information System (EMIS) with the following:

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information **AND** Specific criteria to be included in student group

- Gifted- *GG250, GG210, GG230, GG220, GG240, GG200, or GG260 = Y*
- Economic Disadvantaged- *FD110 = 1, 3, 4, 5, 6, or 7*
- Students with a Disability- *FD130 ≠ ***
- English Learners- *FD170 = Y, L, or S* and **former English Learners** for four years after exiting EL Status
- Black, non-Hispanic- *GI090 = B*
- American Indian or Alaskan Native- *GI090 = I*
- Asian/Pacific Islander/Native Hawaiian- *GI090 = P*
- Hispanic or Latino- *GI580 = Y* and *GI090 = H*
- Multi-Racial- *GI090 = M*
- White- *GI090 = W*

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base

FTE for dates included in **FAY AND District Relationship Element (FS140) = 1 AND Sent Reason Element (FS200 or FS230) = EX or NP AND Sent Reason Percent of Time (FS220 or FS250) >0 AND**

Specific criteria to be included in student group

- Gifted- *GG250, GG210, GG230, GG220, GG240, GG200, or GG260* = **Y**
- Economic Disadvantaged- *FD110* = **1, 3, 4, 5, 6, or 7**
- Students with a Disability- *FD130* ≠ ******
- English Learners- *FD170* = **Y, L, or S** and **former English Learners** for four years after exiting EL Status
- Black, non-Hispanic- *GI090* = **B**
- American Indian or Alaskan Native- *GI090* = **I**
- Asian/Pacific Islander/Native Hawaiian- *GI090* = **P**
- Hispanic or Latino- *GI580* = **Y** and *GI090* = **H**
- Multi-Racial- *GI090* = **M**
- White- *GI090* = **W**

OR

Majority of Attendance IRN Element (FN220) = **educating building/district IRN** (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in **FAY AND District Relationship Element (FS140) = 1 AND Sent Reason Element (FS200 or FS230) = PI or PS AND** Specific criteria to be included in student group

- Gifted- *GG250, GG210, GG230, GG220, GG240, GG200, or GG260* = **Y**
- Economic Disadvantaged- *FD110* = **1, 3, 4, 5, 6, or 7**
- Students with a Disability- *FD130* ≠ ******
- English Learners- *FD170* = **Y, L, or S** and **former English Learners** for four years after exiting EL Status
- Black, non-Hispanic- *GI090* = **B**
- American Indian or Alaskan Native- *GI090* = **I**
- Asian/Pacific Islander/Native Hawaiian- *GI090* = **P**
- Hispanic or Latino- *GI580* = **Y** and *GI090* = **H**
- Multi-Racial- *GI090* = **M**
- White- *GI090* = **W**

NOTE: Whether a student is expelled for the entire FAY time period or only a portion of that time, if they are being educated or receiving services for the duration of the expulsion, then they have met FAY criteria and are included in the denominator.

ADJUSTED GRADUATION COHORT

Students will count at the **LAST educating or sending district** for the following Measures/Indicators:

- 4-Year Graduation Rate of the Graduation Component on the Traditional Report Card
- 5-Year Graduation Rate of the Graduation Component on the Traditional Report Card

- Graduation Rate (4-Year Rate) of Gap Closing Component on the Traditional Report Card

IF the students in the Education Management Information System (EMIS) with the following:

Student generates base FTE- See EMIS Validation and Reports Explanation on [FTE](#) for more detailed information

OR

District Relationship Element (FS140) = 1 AND Sent Reason Element (FS200 or FS230) = EX or NP

OR

Sent Reason Element (FS200 or FS230) = CR, CT, JV, MR, OS, PI, PS or SE

NOTE: Full Academic Year is **NOT** a requirement.

CTE PARTICIPANT

Students will count in the **Career Technical Planning District** as a CTE Participant.

IF reported in the Education Management Information System (EMIS) with the following:

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** They were funded in (**generated CTE FTE**) an approved CTE workforce development course (*Curriculum Code Element (CN310) = VN (for JTC only), VP, VT, or PS*) in the current year **AND** The student must have been enrolled for at least 90% of the course

OR

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** They were funded in (**generated CTE FTE**) an approved CTE workforce development course (*Curriculum Code Element (CN310) = VN (for JTC only), VP, VT, or PS*) in the current year **AND High School Credit Earned Element (GN150) = Y or P IF partial credit High School Credit Earned Element the Partial/Override Element (GN152) >0**

CURRENT YEAR CTE CONCENTRATOR

Students will count at the **Career Technical Planning District** for the following Measures/Indicators:

- Technical Skills Attainment in Achievement Component of the CTPD Report Card
- Performance Index in Achievement Component of the CTPD Report Card

IF the student is reported in the Education Management Information System (EMIS) with the following:

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND Program of Concentration (FN290) ≠ ** AND a [completed](#) a course aligned to their reported pathway**

OR

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** *The Department has derived a Program of Concentration* **AND** a [completed](#) a course aligned to their reported pathway

CTE CONCENTRATOR WHO LEFT SECONDARY EDUCATION

Students will count in the **Career Technical Planning District** for the following Measures/Indicators:

- Career & Post-Secondary Readiness Measure of the Career & Post-Secondary Readiness Component on the CTPD Report Card
- Post-Program Placement measure of the Post Program Component on the CTPD Report Card

IF the students are reported in the prior year in the Education Management Information System (EMIS) with the following:

The population of CTE concentrators who left school starts with any student who has ever been a concentrator, and were enrolled in an Ohio public school in the prior school year, then:

Excludes any CTE Concentrator who is enrolled in the current year. Student generates base FTE- See EMIS Validation and Reports Explanation on [FTE](#) for more detailed information by the close of the **Initial Student (S) Collections** **AND Excludes** any CTE Concentrator who was withdrawn in the prior year (including summer withdrawals) with *Withdraw Reason Element (FS100) = 40, 42, 43, 45, 46, 51, or 52* **AND Includes** any students withdrawn with *Withdraw Reason Element (FS100) = 41, 47, 71, 72, 73, 74, 75, 76, 77, 79, or 99*

CTE ADJUSTED GRADUATION COHORT

Students will count at the **LAST educating or sending district** for the following Measures/Indicators:

- 4-Year Graduation Rate of the Graduation Component of the CTPD Report Card
- 5-Year Graduation Rate of the Graduation Component of the CTPD Report Card

IF the students are reported in the Education Management Information System (EMIS) with the following:

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** *Program of Concentration (FN290) ≠ ***

OR

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** *The Department has derived a Program of Concentration*

OR

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** *Program of Concentration (FN290) ≠ *** **AND** *District Relationship Element (FS140) = 1* **AND** *Sent Reason Element (FS200 or FS230) = EX or NP*

OR

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** *The Department has derived a Program of Concentration* **AND** *District Relationship Element (FS140) = 1* **AND** *Sent Reason Element (FS200 or FS230) = EX or NP*

OR

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** *Program of Concentration (FN290) ≠ *** **AND** *Sent Reason Element (FS200 or FS230) = CR, CT, JV, MR, OS, PI, PS or SE*

OR

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** *The Department has derived a Program of Concentration* **AND** *Sent Reason Element (FS200 or FS230) = CR, CT, JV, MR, OS, PI, PS or SE*

NOTE: Program of Concentration could have been reported or derived at any time before the student's fourth year of high school.

NOTE: Whether a student is expelled for the entire FAY time period or only a portion of that time, if they are being educated or receiving services for the duration of the expulsion, then they have met FAY criteria and are included in the denominator.

CHRONIC ABSENCE RATE

Students will count at the **educating district** for the following Measures/Indicators:

- Chronic Absence Rate in the Chronic Absenteeism Indicator of the Traditional Gap Closing Component of the Traditional Report Card

IF the student is reported in the Education Management Information System (EMIS) with the following:

Sum of *School Year Attendance Hours (FS320)* **AND** *School Year Excused Absence Hours (FS330)* **AND** *School Year Unexcused Absence Hours (FS340)* ≥ 100 hours

NOTE: For *How Received Element (FS180) = K*, the student counts at the STEM school. For district accountability, the student is moved from the STEM school to the student's resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district.

DPR PROGRESS

Students will count at the **educating district** for the following Measures/Indicators:

- English Language Arts Value-Added in the Progress Component on the DPR Report Card
- Mathematics Value-Added in the Progress Component on the DPR Report Card

IF the student is reported in the Education Management Information System (EMIS) with the following:

STAR assessment FA Record with *Assessment type code (FA060) = GD AND Assessment Area Code (FA205) = M AND Score (FA240) is valid AND Test Dates (FA210) <20XX08 AND Test Day of the Month (FA212) <= 01 AND* Second STAR assessment FA Record with *Assessment type code (FA060) = GD AND Assessment Area Code (FA205) = M AND Score (FA240) is valid AND Test Dates (FA210) <13 weeks from previous test record*

OR

STAR assessment FA Record with *Assessment type code (FA060) = GD AND Assessment Area Code (FA205) = R AND Score (FA240) is valid AND Test Dates (FA210) <20XX08 AND Test Day of the Month (FA212) <= 01 AND* Second STAR assessment FA Record with *Assessment type code (FA060) = GD AND Assessment Area Code (FA205) = R AND Score (FA240) is valid AND Test Dates (FA210) <13 weeks from previous test record*

GAP CLOSING PARTICIPATION RATE

Students will count at the **educating district** for the following Measures/Indicators:

- English Language Arts and Mathematics Participation Rate used to adjust the final points for the Gap Closing component on the Traditional Report Card
- English Language Arts and Mathematics Participation Rate used to adjust the final points for the Gap Closing component on the DPR Report Card

IF the student is reported in the Education Management Information System (EMIS) with the following:

Student generates base FTE- See EMIS Validation and Reports Explanation on [FTE](#) for more detailed information **AND** Enrolled on December 15th and required to take the following assessments: Standard end of course for English language arts II, and Algebra I, Geometry, Integrated Mathematics I or Integrated Mathematic II in the Fall (no Spring Assessments) **OR** Enrolled on March 19th and required to take the following assessments: Alternate Assessments **OR** Enrolled on April 13th and required to take the following assessments: Grade 3-8 English Language Arts and Mathematics **OR** Standard end of course exams for English language arts II, and Algebra I, Geometry, Mathematics I or Mathematics II

OR

District Relationship Element (FS140) = 1 AND Sent Reason Element (FS200 or FS230) = EX or NP AND Sent Reason Percent of Time (FS220 or FS250) >0 AND Enrolled on December 15th and required to take the following assessments: Standard end of course for English language arts

II, and Algebra I, Geometry, Integrated Mathematics I or Integrated Mathematic II in the Fall (no Spring Assessments) **OR** Enrolled on March 19th and required to take the following assessments: Alternate Assessments **OR** Enrolled on April 13th and required to take the following assessments: Grade 3-8 English Language Arts and Mathematics **OR** Standard end of course exams for English language arts II, and Algebra I, Geometry, Mathematics I or Mathematics II

OR

Sent Reason Element (FS200 or FS230) = CE, CI, NI, PI, or PS **AND** Enrolled on December 15th and required to take the following assessments: Standard end of course for English language arts II, and Algebra I, Geometry, Integrated Mathematics I or Integrated Mathematic II in the Fall (no Spring Assessments) **OR** Enrolled on March 19th and required to take the following assessments: Alternate Assessments **OR** Enrolled on April 13th and required to take the following assessments: Grade 3-8 English Language Arts and Mathematics **OR** Standard end of course exams for English language arts II, and Algebra I, Geometry, Mathematics I or Mathematics II

NOTE: Whether a student is expelled for the indicated dates, if they are being educated or receiving services for the duration of the expulsion, then they have met criteria and are included in the denominator.

TECHNICAL SKILLS PARTICIPATION

Students will count at the **Career Technical Planning District** (including the students in a member district CTE Pathways) for the following Measures/Indicators:

- Technical Skills Participation Rate calculation used to adjust the final points for the Technical Skills Attainment Measure in the CTPD Achievement Component on the CTPD Report Card

IF the student is reported in the Education Management Information System (EMIS) with the following:

*Program of Concentration Element (FN290) ≠ **, H0, M2, M3, or T6* **AND** Completed an aligned workforce development course in the reporting LEA.

OR

The Department has derived a *Program of Concentration Element (FN290) ≠ **, H0, M2, M3, or T6* **AND** Completed an aligned workforce development course in the reporting LEA.

STATUS KNOWN RATE

Students will count at the **Career Technical Planning District** (including the students in a member district CTE Pathways) for the following Measures/Indicators:

- Status Known Rate calculation used to adjust the final points for the Post-Program Placement Measure in the Post-Program Outcomes Component on the CTPD Report Card

IF the student is report in the Education Management Information System (EMIS) with the following:

The population of withdrawn CTE concentrators includes any student who was a concentrator and enrolled in an Ohio public school in the prior year. **Excludes** any CTE Concentrator who is enrolled in the current year. Student generates base FTE- See EMIS Validation and Reports Explanation on [FTE](#) for more detailed information by the close of the **Initial Student (S)**

Collections Excludes any CTE Concentrator who was withdrawn in the prior year (including summer withdrawals) with *Withdraw Reason Element (FS100)* = **40, 42, 43, 45, 46, 51, or 52**

Includes any students withdrawn with *Withdraw Reason Element (FS100)* = **41, 47, 71, 72, 73, 74, 75, 76, 77, 79, or 99 AND Other Follow-up Status (FW310) ≠ D**

Student Attendance Technical Documentation



Traditional District and School,
Dropout Prevention and
Recovery, and Career-Technical
Planning District Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections - are not marked.

Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. Data should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data before it is final, and the Report Cards are released. ***The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.***

Table 1: Breadcrumb Trail to Secure Data Center Reports for Districts to Review

Component	Measure	SDC Breadcrumb Trail
	Student Attendance Rate	Report Portal > Secure Data Center > Enrollment > District (or School) Enrollment
Gap Closing	Chronic Absenteeism Improvement Indicator	Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Chronic Absenteeism

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Introduction

In the pursuit of academic excellence and student well-being, schools must monitor attendance diligently. The Department monitors student attendance using two different measures – the Attendance Rate and the Chronic Absenteeism Rate, with the latter feeding directly into the Chronic Absenteeism Improvement Indicator. This introduction offers a high-level overview of both measures, underlining their significance and interconnected roles in assessing and enhancing student attendance. The technical documentation that follows will detail the definitions, business rules, calculation methods, and inclusion criteria, providing transparency and clarity in the reporting process.

The **Attendance Rate** measures the total time students spend in school against the total enrolled time, acting as a gauge for the school environment’s effectiveness in promoting regular attendance.

The **Chronic Absenteeism Rate** tracks the percentage of students who are chronically absent, indicating they miss a significant portion (10% or more) of the school year. Schools use this data to identify trends in absenteeism and implement targeted interventions that improve student attendance and academic success. It’s a crucial measure because missing too much school, whether excused or unexcused, has detrimental effects on a student’s learning trajectory. By identifying trends, districts and schools can direct support toward students’ needs.

Detailed data elements and business rules inform both measures, ensuring their accuracy and consistency across districts. These measures play a crucial role in Ohio’s educational accountability system, fostering a learning-friendly environment.

Definitions

EXCUSED ABSENCE HOURS

Number of hours the student was absent for excused reasons ([Ohio Administrative Code 3302-69-02](#)) from the school or district during the time the student was enrolled. Hours before the student enrolls, or after the student withdraws, are not included. An absence may be excused for various reasons, please refer to the [Attendance Law FAQs](#) for more detailed information.

These excused absences are recognized and documented by the school to ensure accurate attendance records and appropriate support for students.

UNEXCUSED ABSENCE HOURS

Number of hours the student was absent for reasons not listed in ([Ohio Administrative Code 3302-69-02](#)) from the school or district during the time the student was enrolled. Hours before the student enrolls, or after the student withdraws, are not included. In Ohio public schools, an unexcused absence occurs when a student is absent without a legitimate excuse. These unexcused absences can impact a student’s educational progress and overall

achievement. It's essential for students to attend school regularly to maximize their learning opportunities.

EXPULSION

An expulsion involves the removal of a student from the school or district for a specified period due to serious behavioral issues. Here are the key points about expulsions in Ohio:

- **Duration:** Students can be expelled for up to 80 school days for severe behavioral violations.
- **Serious Offenses:** Expulsion can last up to one year in rare circumstances involving:
 - Bringing a gun or knife to school.
 - Making a bomb threat.
 - Committing a crime that results in serious physical harm to another person or property.

Remember that expulsions are significant actions taken by schools to address severe misconduct and maintain a safe learning environment.

IN-SCHOOL SUSPENSIONS

An in-school suspension is the suspension of the student's normal instructional activities by the superintendent or school principal due to discipline reasons. The student attends school but is assigned a special placement that allows him/her to do schoolwork but does not specifically address the behavior(s) that resulted in discipline.

OUT-OF-SCHOOL SUSPENSIONS

An out of school suspension involves temporarily removing a student from school for violating school policies or rules. This includes the suspension of the student's normal instructional activities by the superintendent or school principal due to discipline reasons. Here are the key points about suspensions in Ohio:

- **Duration:** The school can suspend a student for up to 10 school days in a single school year ([Ohio Revised Code 3313.66\(A\)](#)).
- **Review for Disabilities:** If the school wants to suspend a student for more than 10 days, they must review the student's history to determine if a disability causes their behavior.
- **Make-Up Work:** Students have the right to make up schoolwork they miss during the suspension

SCHOOL SPONSORED FIELD TRIP

A "school sponsored field trip" refers to an educational outing organized by the school district. Here are some key points about field trips:

- Purpose: These trips serve educational purposes, allowing students to learn beyond the classroom environment.
- Arrangements: Schools make proper arrangements with the business or organization at least two weeks in advance.
- Communication: Students inform other instructors whose classes might be affected by the trip.
- Inclusion: Field trips must be inclusive of students with disabilities, as required by Section 504 of the Rehabilitation Act of 1973.

Remember, these trips enhance students' learning experiences and provide valuable real-world context to their studies.

Business Rules

DETERMINING STUDENTS INCLUDED IN ATTENDANCE RATE AND CHRONIC ABSENTEEISM RATE

Neither rate utilizes the business rules for Where Kids Count (WKC) to determine whether a school or district is held accountable for a student. Rather, to be included in a school or district's rate, students must be enrolled and have at least 100 hours of **possible** attendance (i.e. they were enrolled for at least 100 hours). A student will count in all schools and all districts where they meet the enrollment threshold. For the detailed definitions, business rules, and specific student inclusion criteria see the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document. For detailed EMIS reporting and a description of the inclusion criteria, refer to Appendix A of the Understanding Student Placement for Ohio's Differentiated Accountability Systems.

EXPULSIONS

Expulsions are counted as attendance hours if the student is receiving instructional services from the school or district. If they are not receiving instructional services from the school or district, that time will not be included in the calculations of either the Attendance or Chronic Absenteeism Rate.

IN-SCHOOL SUSPENSIONS

In-school suspensions are counted as attendance hours.

OUT-OF-SCHOOL SUSPENSIONS

Out-of-school suspensions are counted as attendance hours if the student is receiving instructional services from the school or district. If they are not receiving instructional services from the school or district, the hours are counted as an unexcused absence.

SCHOOL SPONSORED FIELD TRIPS

School sponsored events outside the classroom are counted as attendance hours.

STUDENTS ATTENDING SCHOOL LESS THAN FULL-TIME

Students attending school less than full-time should not be counted as being in attendance more than the portion of the day they are scheduled to attend. Fractional hours (up to two decimal places) are permitted.

AGGREGATE MEMBERSHIP

Sum of the hours for all students in kindergarten through twelfth grade (including grades 13 and 23), as well as students who reside in the district but attend a post-secondary institution, a board of Developmental Disabilities, or a non-public school at the resident district's expense.

ATTENDANCE HOURS

Actual number of hours the student was in attendance in the district during the time the student was enrolled in the district. This includes in-school suspensions, school sponsored field trips, and the number of hours a student received instructional services from the school district while expelled or serving an out-of-school suspension. While students are suspended, they can make up missed assignments if they are not receiving instructional services. but those hours do not count for attendance. Hours before the student enrolls or after the student withdraws from the district are not counted. Hours the students are absent due to personal illness, legal excuse, religious holiday, illness in the home, or any other reason are not counted as attendance hours.

STUDENT ABSENCE RATE

The student absence rate is the ratio of the total number of absence hours (excused or unexcused) during the school year to the number of total possible attendance hours for the student.

Attendance Rate

According to [Ohio Administrative Code 3301-18-01](#), enrolled students' attendance rate is calculated as the ratio of the time they are present during the school year to the total possible attendance hours.

ATTENDANCE RATE - CALCULATION

The Attendance Rate calculation is the sum of the total aggregate hours of attendance divided by the total aggregate hours of all students.

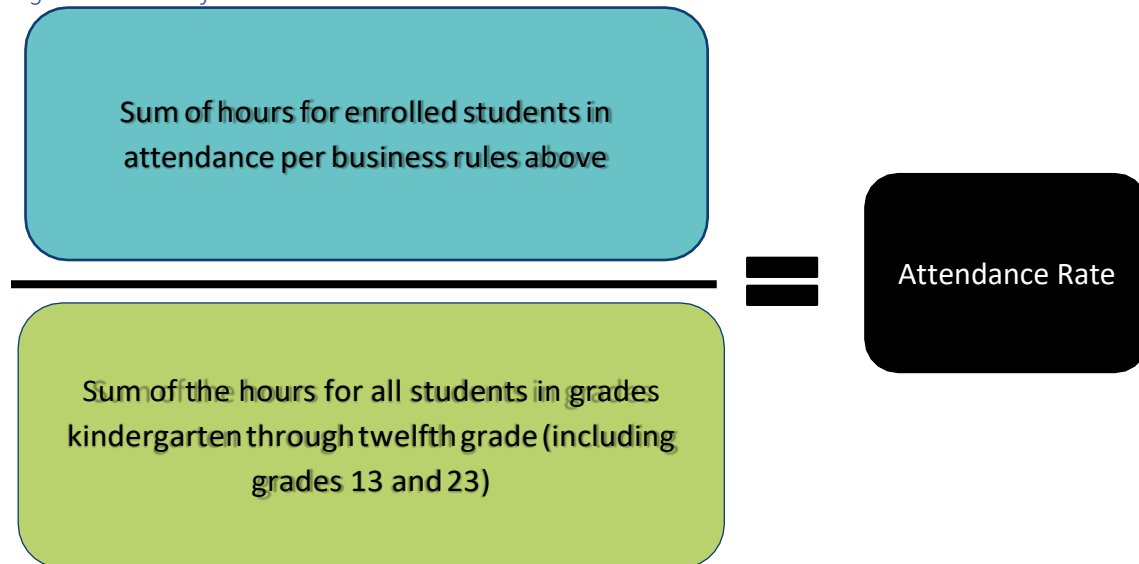
DENOMINATOR - AGGREGATE MEMBERSHIP

The denominator for the attendance rate is the sum of total attendance hours (hours the students were in attendance), excused absence hours, and unexcused absence hours for all students who meet the [criteria](#) listed in the Business Rules section of this calculation.

NUMERATOR - AGGREGATE ATTENDANCE

The numerator for the attendance rate is the sum of total attendance hours for students who meet the [criteria](#) listed in the Business Rules section of this calculation.

Figure 1: Visual of Attendance Rate Calculation



Chronic Absenteeism Rate

This is the percentage of students in a school or district who are deemed chronically absent. Students are chronically absent if they miss at least 10% of the possible attendance hours for any reason (excused or unexcused) based on the individual student absence rate as described below. This calculation is done by turning each student into a full-time equivalent (FTE) based on the number of hours they are enrolled. A student who is enrolled all year is 1.0 FTE. A student who is there less than the full year counts as a partial student based on the number of hours enrolled (e.g. – a student with half a year of enrollment equals 0.5 FTE). Students need at least 100 hours of possible attendance to be included in this calculation.

STUDENT ABSENCE RATE

The [student absence rate](#) is the ratio of the total number of absence hours (excused or unexcused) during the school year to the number of total possible attendance hours for the student as described above.

CHRONIC ABSENTEEISM RATE – CALCULATION

The chronic absenteeism rate, using the numerator and denominator as described above, is the percentage of students in a school or district that are chronically absent.

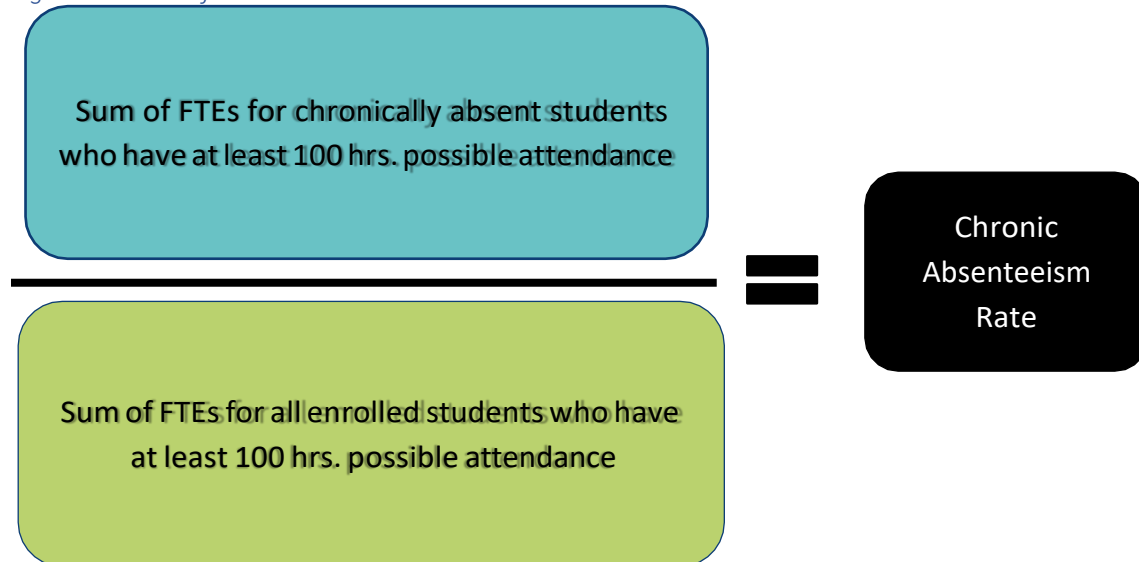
DENOMINATOR

The denominator of the Chronic Absenteeism Rate is the sum of FTEs for all students enrolled in the school or district that have at least 100 hours of possible attendance.

NUMERATOR

The numerator for the Chronic Absenteeism Rate is the sum of FTEs for students who are considered chronically absent, based on their individual absence rate, and have at least 100 hours of possible attendance.

Figure 2: Visual of Chronic Absenteeism Rate Calculation



Chronic Absenteeism Improvement Indicator

The Chronic Absenteeism Improvement Indicator ([Ohio Revised Code 3302.02\(A\)\(3\)](#)) assesses schools and districts by comparing their chronic absenteeism rates against annual goals and benchmarks for year-over-year improvement. In the 2023-2024 school year, this indicator contributes up to five points to the Traditional Report Card Gap Closing Component. Schools or districts successfully meet the Chronic Absenteeism Improvement Indicator if they achieve or exceed the annual goal or demonstrate sufficient improvement from the previous year.

Once calculated, the Chronic Absenteeism Rate is used to determine whether a school or district meets the Chronic Absenteeism Improvement Indicator. The indicator can be met through two different pathways:

- **Meeting or exceeding the annual goal for chronic absenteeism:** In Ohio’s pending Every Student Succeeds Act Plan with the U.S. Department of Education, Ohio set a long-term goal of reducing Ohio’s chronic absenteeism rate to 5% by the 2030-2031 school year. As part of that state plan, Ohio also submitted a series of interim targets leading to the long-term goal. The 2023-2024 interim target is 18.3%. This means that a school or district will “meet” the indicator if their chronic absenteeism rate is 18.3% or lower.

CHRONIC ABSENTEEISM INDICATOR INTERIM AND LONG-TERM GOALS

	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	24%	22.1%	20.2%	18.3%	16.4%	14.5%	12.6%	10.7%	8.8%	6.9%	5.0%

Table 1: Interim and Long-Term Goals

- Meeting an improvement standard relative to the starting point of the school or district via absolute or relative improvement:** If the school or district’s prior year chronic absenteeism rate is less than 36.7%, then the school or district can meet the indicator by reducing their rate by 3 percent, also known as relative improvement. If a school or district’s prior year chronic absenteeism rate is 36.7% or higher, they can meet the indicator by improving their rate by 1.1 percentage points, also known as absolute improvement. The reason behind this is that 36.7% is the point where a 3 percent reduction is equal to 1.1 percentage points. This means that any prior-year percentage of greater than 36.7% will require the school or district to improve by more than 1.1 percentage points. Capping the improvement threshold at 1.1 percentage points, allows for attainable improvement for all districts and schools – regardless of their baseline or prior-year rates.

Table 2: Improvement Standard

PRIOR YEAR CHRONIC ABSENTEEISM RATE	IMPROVEMENT STANDARD
36.7% or higher	1.1 percentage points
Lower than 36.7%	3%

- Absolute when prior year is 36.7% or greater:** A school or district will meet this pathway if it shows a reduction of at least 1.1 percentage points from one year to the next (see example below).

Table 3: Example of Districts needing 1.1 percentage points to show improvement

District	2022-2023 Rate	2023-2024 Rate	Actual Change	Met
District 1	40.1%	39.0%	-1.1 points	Yes
District 2	38.3%	37.9%	-0.4 points	No
District 3	39.6%	34.8%	-4.8 points	Yes

- Relative when prior year is less than 36.7%:** To help schools/districts as they approach the target, this calculation will allow a school/district to meet the indicator if it reduces its chronic absenteeism rate by 3%. Note this is a percent reduction not a points reduction (see example below).

Table 4: Example of Districts needing 3% to show improvement

District	2022-2023 Rate	2023-2024 Rate	What is a 3% Reduction From the 2023-2024 Rate?	Actual Change	Met
District 4	25%	24.25%	-0.750% (25% x 3%)	-0.75	Yes
District 5	19.9%	19.1%	-0.597% (19.9% x 3%)	-0.8	Yes
District 6	15.1%	14.9%	-0.453% (15.1% x 3%)	-0.2	No

Enrollment Technical Documentation



Traditional District and School,
Dropout Prevention and
Recovery, and Career-Technical
Planning District Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data before its final and the Report Cards are released. ***The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.***

Table 1: Breadcrumb Trail to Secure Data Center Reports for Districts to Review

Report Card	Measure	SDC Breadcrumb Trail
Traditional		Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > District Details
Dropout Prevention and Recovery		Report Portal > Secure Data Center > Local Report Card > Dropout Prevention and Recovery Report Card > School Details
Career Technical Planning District		Report Portal > Secure Data Center > Local Report Card > CTPD Report Card > CTPD Details
Traditional and Dropout Prevention and Recovery		Report Portal > Secure Data Center > Enrollment > District (or School) Enrollment
Career Technical Planning District	<i>Participating in CTE</i>	Report Portal > Secure Data Center > Career and Technical Education > CTPD (or Member District) Headcount of Students Participating in Career-Technical Courses

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Introduction

The Ohio Report Cards provide a comprehensive overview of student enrollment across various educational settings, including **Traditional Districts**, **Dropout Prevention and Recovery (DPR) Schools**, and **Career Technical Planning Districts (CTPD)**. These measures capture the diverse educational choices, such as enrollment in community schools, participation in scholarship programs, and attendance in specialized programs. By examining these enrollment metrics, stakeholders can gain insights into student mobility, school choice options, and the effectiveness of different educational pathways in meeting the needs of Ohio's diverse student population.

Student Enrollment

The Traditional Report Card and DPR Report Card include all students enrolled in the district or school in grades preschool-high school (including Grades 13 and 23). Student counts are disaggregated by student group.

School Choice Options: Place of Enrollment for Students Residing in A District Measures

The Traditional Report Card includes the School Choice Options report which is a series of nine counts that describe the places of enrollment for students residing in each school district. These figures are not required to be reported but Ohio Revised Code Section [3302.034 \(A\)](#) allows the state Board of Education to include additional information on the report card (at their discretion). The board has chosen to include the data for all traditional public districts.

The School Choice Options report provides readers with an understanding of the number of students who are partaking in enrollment options either at their district of residence or in a district other than their own. The data does not reflect the quantity or quality of options within each category. Knowledge of school locations, enrollment policies, and voucher qualifications would be required to achieve a full understanding of school choice.

COUNT 1. STUDENTS ENROLLED IN THE DISTRICT WHERE THEY LIVE

This is the count of students receiving educational instruction from the public school district of residence.

COUNT 2. STUDENTS ENROLLED IN ANOTHER PUBLIC DISTRICT THROUGH OPEN ENROLLMENT

Open Enrollment allows a student to attend a public-school, tuition-free, in a district other than the district of residence. A district may elect not to participate in open enrollment or create policies allowing students living in adjacent districts or statewide to enroll. For this count, independent STEM districts are treated as open-enrollment districts. For more information, refer to the Department webpage on [Open Enrollment](#).

COUNT 3. STUDENTS ENROLLED IN ANOTHER PUBLIC DISTRICT BY MEANS OTHER THAN OPEN ENROLLMENT

For this count, reasons “other than open enrollment” by which a non-resident student can attend the district include foster placement, institutional placement, senior year exception, parent as district employee, superintendent agreement, and several other situations.

COUNT 4. STUDENTS ENROLLED IN AN ONLINE COMMUNITY SCHOOL

An Ohio E-school is an online Ohio public school. This count includes enrollment in both statewide and district-sponsored online community schools. Enrollment may be limited to students residing in the sponsoring or surrounding districts. This count includes online Dropout Prevention and Recovery programs. For more information, see the Department webpage, [E-Schools](#). Note: These counts only include students attending a community school designated as an online school. Students attending an online school owned by a traditional district are included in Count 1.

COUNT 5: STUDENTS ENROLLED IN A SITE-BASED COMMUNITY SCHOOL

Most community schools are site-based schools, also known as “brick and mortar” schools. Enrollment policies at these public schools vary by sponsoring entity, educational model, or other criteria. This count includes site-based Dropout Prevention and Recovery Programs. For more information see the Department webpage, [Community-Schools](#).

COUNT 6. STUDENTS ENROLLED IN A DROPOUT PREVENTION AND RECOVERY PROGRAM (ONLINE OR SITE-BASED)

Dropout Prevention and Recovery Programs are community schools that primarily serve students 17 and older who have previously dropped out of school or at-risk for dropout. Dropout Prevention and Recovery Programs can be either site-based or E-schools.

COUNT 7. STUDENTS PARTICIPATING IN THE EDCHOICE SCHOLARSHIP OR CLEVELAND SCHOLARSHIP PROGRAM

The EdChoice Scholarship Program provides state-funded scholarships to students in K-12 who attend or assigned to attend a designated, low-performing public school. The voucher is used for a participating private school. For more information see the Department webpage, [EdChoice Scholarship Program](#).

A separate but similar program, the Cleveland Scholarship Program, gives students who reside in the Cleveland Municipal School District the opportunity to attend private schools in Cleveland. For more information see the Department webpage, [Cleveland Scholarship Program](#).

COUNT 8. STUDENTS PARTICIPATING IN THE EDCHOICE EXPANSION PROGRAM

Students not assigned to an EdChoice-designated public school, can apply for a voucher through EdChoice Expansion. It is available to students whose family income was at or below 250% of the Federal Poverty Guidelines, or renewing an existing application, at or below 400% of Federal Poverty Guidelines.

COUNT 9. STUDENTS PARTICIPATING IN THE OHIO AUTISM SCHOLARSHIP OR JON PETERSON SPECIAL NEEDS SCHOLARSHIP PROGRAM

Both the Autism Scholarship Program and the Jon Peterson Special Needs (JPSN) Scholarship Program give the parents of children with autism or disabilities, the choice to send their child to a special education program. The program is not operated by their school district of residence that provides services outlined in the individualized education program (IEP). For more information, see the Department webpage, [Jon Peterson Special Needs Scholarship Program](#).

Headcount of Students Participating in Career-Technical Courses Measure

The CTPD Report card includes the Headcount of Students Participating in Career-Technical Courses Measure. It provides a comprehensive overview of student participation in courses aligned to workforce development programs. These measures track the number of students enrolled in state-approved CTE courses, ensuring they receive the necessary technical skills and academic knowledge for future careers. By monitoring enrollment, schools can assess the effectiveness of programs and make data-driven decisions to enhance educational outcomes. The focus is on equitable access, opportunities for all students, and preparation for successful transitions into post-secondary education or workforce.

The Headcount of Students Participating in Career-Technical Courses measure reflects the number of students who were funded in a career-tech course aligned to a workforce development program with a curriculum code of VM, VN, VP, VT, or PS (Career-Tech College Credit Plus). The measure excludes the courses coded as Family & Consumer Science, Career-Based Intervention, Senior-Only Credential and V3 curriculum. Student counts are disaggregated by student group and the CTPD member district sending the student for career-tech coursework. Since the counts are based upon the district that sent the student for coursework, rather than educating district, Joint Vocational School Districts are not listed. In addition, any students who were sent by a district outside of the CTPD, would be counted as sent by an "Other" district.

Appendix A Inclusion Criteria (EMIS)

Students will count at the **district or school** for the following Measures/Indicators:

- Student Enrollment

IF the students are reported in the Education Management Information System (EMIS) with the following:

District Relationship Element (FS140) = 1 AND How Received Element (FS180) ≠ 6, F, I, or V

OR

District Relationship Element (FS140) = 1 AND How Received Element (FS180) ≠ 6, F, I, or V AND Sent Reason Element (FS200 or FS230) = EX or NP

OR

District Relationship Element (FS140) = 1 AND How Received Element (FS180) ≠ 6, F, I, or V AND Sent Reason Element (FS200 or FS230) = PI or PS

Note: For preschool, only students with a disability condition generate FTE/are included in enrollment

Students will count at the **district** for the following Measures/Indicators:

- Students Enrolled in the District where they live

IF the students are reported in the Education Management Information System (EMIS) with the following:

*Legal District of Residence (FS150) = District of Enrollment AND How Received Element (FS180) = * AND District Relationship Element (FS140) = 1*

Students will count at the **district** for the following Measures/Indicators:

- Students Enrolled in another Public District through Open Enrollment

IF the students are reported in the Education Management Information System (EMIS) with the following:

*Legal District of Residence (FS150) ≠ District of Enrollment (meaning students are **not** residing in the same district as the one in which they're enrolled) AND How Received Element (FS180) = 9 AND District Relationship Element (FS140) = 1*

OR

Legal District of Residence (FS150) ≠ District of Enrollment (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = K **AND** District Relationship Element (FS140) = 1

Students will count at the **district** for the following Measures/Indicators:

- Students Enrolled in another Public District through means other than Open Enrollment

IF the students are reported in the Education Management Information System (EMIS) with the following:

Legal District of Residence (FS150) ≠ District of Enrollment (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = 3 **AND** District Relationship Element (FS140) = 1

OR

Legal District of Residence (FS150) ≠ District of Enrollment (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = 7 **AND** District Relationship Element (FS140) = 1

OR

Legal District of Residence (FS150) ≠ District of Enrollment (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = 8 **AND** District Relationship Element (FS140) = 1

OR

Legal District of Residence (FS150) ≠ District of Enrollment (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = A **AND** District Relationship Element (FS140) = 1

OR

Legal District of Residence (FS150) ≠ District of Enrollment (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = B **AND** District Relationship Element (FS140) = 1

OR

Legal District of Residence (FS150) ≠ District of Enrollment (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = C **AND** District Relationship Element (FS140) = 1

OR

Legal District of Residence (FS150) ≠ District of Enrollment (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = D **AND** District Relationship Element (FS140) = 1

OR

Legal District of Residence (FS150) ≠ District of Enrollment (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = P **AND** District Relationship Element (FS140) = 1

OR

Legal District of Residence (FS150) ≠ District of Enrollment (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = QK **AND** District Relationship Element (FS140) = 1

OR

Legal District of Residence (FS150) ≠ District of Enrollment (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = S **AND** District Relationship Element (FS140) = 1

OR

Legal District of Residence (FS150) ≠ District of Enrollment (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = T **AND** District Relationship Element (FS140) = 1

OR

Legal District of Residence (FS150) ≠ District of Enrollment (meaning students are **not** residing in the same district as the one in which they're enrolled) **AND** How Received Element (FS180) = W **AND** District Relationship Element (FS140) = 1

Students will count at the **district** for the following Measures/Indicators:

- Students Enrolled in an Online Community School

IF the students are reported in the Education Management Information System (EMIS) with the following:

OEDS designation: District of Enrollment Organization Type = **Community School** (6) (meaning that the district the student enrolled in is a community school) **AND** OEDS designation: E-school Flag = **Yes** (meaning that this community school is considered an E-school or an online school) **AND** *District Relationship Element (FS140) = 1*

Students will count at the **district** for the following Measures/Indicators:

- Students Enrolled in a Site-Based Community School

IF the students are reported in the Education Management Information System (EMIS) with the following:

OEDS designation: District of Enrollment Organization Type = **Community School** (6) (meaning that the district the student enrolled in is a community school) **AND** OEDS

designa~~tion~~: E-school Flag = **No** (meaning that this community school is not considered an E school or an online school) **AND** *District Relationship Element (FS140) = 1*

Students will count at the **district** for the following Measures/Indicators:

- Students Enrolled in a Dropout Prevention and Recovery Program (Online or Site-Based)

IF the students are reported in the Education Management Information System (EMIS) with the following:

OEDS designation: District of Enrollment Organization Type = **Community School (6)** (meaning that the district the student enrolled in is a community school) **AND** OEDS designa~~tion~~: Dropout Preven~~tion~~ and Recovery Program Flag = **Yes** (meaning that this community school is considered a DORP school) **AND** *District Relationship Element (FS140) = 1*

Students will count at the **district** for the following Measures/Indicators:

- Students Participating in the EdChoice Scholarship or Cleveland Scholarship Program

IF the students are reported in the Scholarship Portal with the following:

Application state = **'Accepted' or 'Terminated'** status (meaning the scholarship was awarded, accepted, and optionally terminated by the student) **AND** Program period = **EdChoice FY20XX or Cleveland FY20XX** (meaning that program was either EdChoice or Cleveland Scholarship during the 20XX-20XX school year) **AND** Have an **'Active'** relationship with an approved provider with the **'Never Attend School'** flag unchecked (meaning the student's application is properly linked to an authorized provider and the student attended the provider for at least one day)

NOTE: EdChoice and Cleveland Scholarships, students are assigned to only one district of residence. The chosen district is the last listed district with the **'Did Not Reside in District'** flag unchecked before the start of the first provider (nonpublic school) enrollment date.

NOTE: All Cleveland Scholarship participants are assigned to the Cleveland Municipal School District. Please note that scholarship data for the prior school year is finalized after publication of that school year's report card; for the most up-to-date information reflecting data in the Scholarship Portal, please see the Report Portal in the OH|ID system.

Students will count at the **district** for the following Measures/Indicators:

- Students Participating in the EdChoice Expansion Program

IF the students are reported in the Scholarship Portal with the following:

Application state = **'Accepted' or 'Terminated'** status (meaning the scholarship was awarded, accepted, and optionally terminated by the student) **AND** Program period = **EdChoice-Exp FY20XX** (meaning that program was EdChoice Expansion Scholarship during the 20XX-20XX

school year) **AND** Have an **'Active'** relationship with an approved provider with the **'Never Attend School'** flag unchecked (meaning the student's application is properly linked to an authorized provider and the student attended the provider for at least one day)

NOTE: For EdChoice Expansion, students are assigned to only one district of residence. The chosen district is the last listed district with the **'Did Not Reside in District'** flag unchecked before the start of the first provider (nonpublic school) enrollment date.

NOTE: Scholarship data for the prior school year is finalized after publication of that school year's report card; for the most up-to-date information reflecting data in the Scholarship Portal, please see the Report Portal in the OH|ID system.

Students will count at the **district** for the following Measures/Indicators:

- Students Participating in the Ohio Autism Scholarship or Jon Peterson Special Needs Scholarship Program

IF the students are reported in the Scholarship Portal with the following:

Application state = **'Accepted'** or **'Terminated'** status (meaning the scholarship was awarded, accepted, and optionally terminated by the student) **AND** Program period = **Autism FY20XX** or **JPSN FY20XX** (meaning that the student was either in the Autism program or the JPSN program during the 20XX-20XX school year) **AND** Have an **'Active'** relationship with an approved provider with the **'Never Attend School'** flag unchecked (meaning the student's application is properly linked to an authorized provider and the student attended the provider for at least one day)

NOTE: For JPSN and Autism, students may be assigned to multiple districts of residence. All districts listed on the application between the scholarship start and end dates with the **'Did Not Reside in District'** flag unchecked are included. Note that scholarship data is finalized after publication of the report card; for the most up-to-date information reflecting data in the Scholarship Portal, please see the Report Portal in the OH|ID system.

Students will count in the **Career Technical Planning District** for the following Measures/Indicators:

- Student Participating in Career-Technical Course

IF reported in the Education Management Information System (EMIS) with the following:

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** They were funded in (**generated CTE FTE**) an approved CTE workforce development course (*Curriculum Code Element (CN310)*) = **VN** (for JTC only), **VP**, **VT**, or **PS**) in the current year **AND** The student must have been enrolled for at least 90% of the course

OR

Student generates CTE FTE- See EMIS Validation and Reports Explanation on [CTE FTE](#) for more detailed information **AND** They were funded in (**generated CTE FTE**) an approved CTE workforce development course (*Curriculum Code Element (CN310)*) = **VN** (for JTC only), **VP**, **VT**, or **PS**) in the current year **AND High School Credit Earned Element (GN150)** = **Y or P IF** partial credit *High School Credit Earned Element the Partial/Override Element (GN152)* >0

Achievement Component Technical Documentation



Dropout Prevention and Recovery Community School Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

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Date	Effective	Description
<u>6/20/2024</u>	FY24	Updated business rules to account for ELA I removal from state testing

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require schools to report data to EMIS and to verify and approve all EMIS data. Data should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows schools to review data before it is final, and the Report Cards are released. ***The SDC is the main resource schools should use to review Report Card Data but not inclusive. Please verify all relevant reports from EMIS, including General Issues Reports and Received Files with SSID level reports in the Data Collector.***

Table 1: Breadcrumb Trail to Secure Data Center Reports for School to Review

Component	Measure	SDC Breadcrumb Trail
Achievement	High School Test Passage Rate	Report Portal > Secure Data Center > Local Report Card > Dropout Recovery Program Report Card > Achievement

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Introduction

The Achievement Component is a crucial part of the Dropout Prevention and Recovery Community School Report Card, which evaluates the percentage of twelfth grade students and additional students who are within three months of their twenty-second birthday and aging out of the public education system. They have attained the designated passing score on all applicable state high school achievement assessments. This component reflects the school's success in preparing students to meet state academic standards and is a key indicator of the school's effectiveness in delivering quality education to students at risk of dropping out. The component's rating is based on the percentage of students meeting the outlined criteria, with a scale that categorizes schools as Exceeds Standards, Meets Standards, or Does Not Meet Standards.

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

The Where Kids Count business rules are included in this Component. For the detailed business rules see the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document. For detailed EMIS reporting and a description of the inclusion criteria, refer to [Appendix A](#).

CLASS OF 2018 AND LATER

Originally, state law required students to attain designated passing scores on all the applicable state high school achievement assessments required to graduate.

- For students in the Class of 2017 and earlier, their “applicable tests” were the five Ohio Graduation Tests (OGT).
- For students in the Class of 2018 through 2022, their applicable tests were the seven end-of- course (EOC) exams.
- For students in the Class of 2023 and beyond, while six end-of-course EOC exams are required to be taken, the applicable tests and scores for graduation are meeting “competency” on the Algebra 1 (or Integrated Mathematics 1) and English language arts II end-of-course exams. These scores are included in the numerator of the test passage calculation.
 - Currently the competency score for each of these tests is **684**. A complete list of graduation requirements for the Class of 2023 and beyond are on the Department's Graduation [page](#).

Additionally, for students entering ninth grade on or after July 1, 2019, the state removed the English language arts I (ELA I) test as a mandatory assessment in the state testing system (Ohio Revised Code 3301.0712(B)(2)(b) as enacted in House Bill 166). The last administration of the ELA I assessment occurred during the Summer 2023 testing window. Consequently, students from the 2018-2022 Cohort must now adhere to the Class of 2023 and beyond requirements and meet competency scores for the Algebra I (or Integrated Mathematics 1) and ELA II end-of-course assessments.

For students who take the Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD), the assessment includes only FOUR tests, which are administered once in high school. Students must take all four tests to graduate. For the purpose of the High School Test Passage Rate, a student taking the AASCD will be in the numerator as long as they take all four tests (ELA, math, science, social studies) and the school reports a valid score for each test.

High School Test Passage Rate Measure

This calculation, published only on the Dropout Recovery Community School Report Card, changed in 2018, 2023, and again in 2024. Beginning with the Class of 2023, twelfth graders need to only meet the competency scores for Algebra I (or Integrated Mathematics 1) and English language arts II.

In the Fall of 2023, the English language arts I assessment was eliminated from the state testing system. As students in the Class of 2018 through 2022 became twelfth graders or met the criteria to age out of school, they were included in the numerator of the calculation. To receive a score on the measure, a school must have at least ten (10) accountable students. In cases where a school has fewer than ten unique students in the denominator, the data will be masked, and no rating will be calculated.

- **Code Section(s):** [Ohio Revised Code 3314.017\(C\)\(2\)](#) and [Ohio Revised Code 3301.0712\(B\)\(2\)\(b\)](#)
- **N-Size:** 10 accountable students
- **Grades:** high school
- **Tests:** Algebra I, Integrated Math I, English language arts II
- **Alternate Assessments Included:** Yes
- **Substitute Assessments Included:** No
- **Full Academic Year:** Yes

HIGH SCHOOL TEST PASSAGE RATE - CALCULATION

The High School Test Passage Rate is calculated by dividing the number of twelfth grade students and those nearing their twenty-second birthday who have met the competency requirements by the number of students who are in twelfth grade students and those nearing their twenty-second birthday.

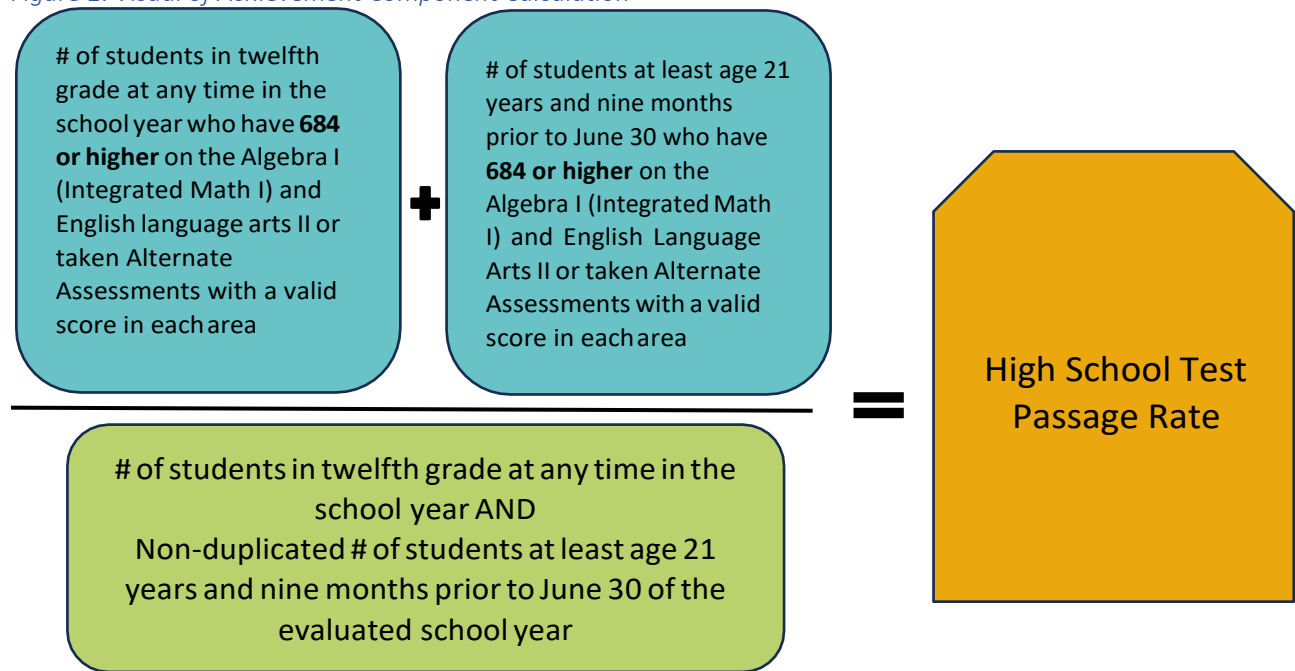
DENOMINATOR

The number of students who are in twelfth grade and the number of additional students who reach age 21 years and nine months prior to June 30th.

NUMERATOR

The number of students who are in twelfth grade at any time during the school year plus the number of additional students (regardless of grade level) who reach age 21 years and nine months prior to June 30 and have met the competency requirements.

Figure 1: Visual of Achievement Component Calculation



For the 2024 report card, a student is at least 21 years and nine months if their birthdate falls between October 1, 2001, and September 30, 2002.

Achievement Component Rating and Descriptions

Once the High School Test Passage Rate is calculated, a rating is assigned to the measure based on the percentage of students who met the criteria outlined above. The rating scale is shown below.

Figure 2: Visual of Achievement Component Calculation

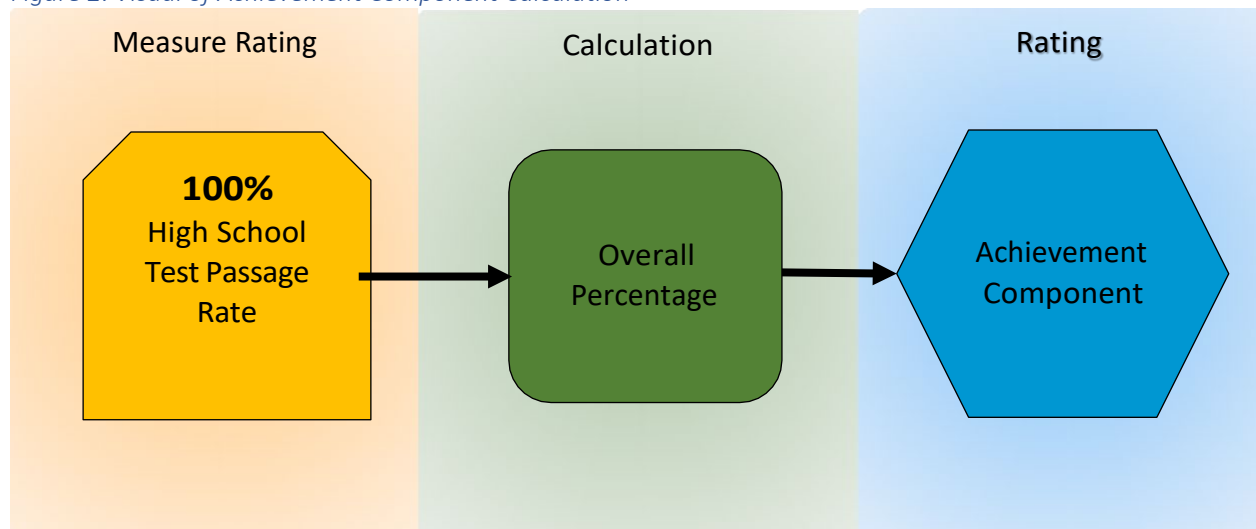


Table 1: Component Rating Scale and Descriptions

Percentage of Maximum Points Earned	Rating Description
68% - 100%	Exceeds Standards
32% - 67.9%	Meets Standards
<32%	Does Not Meet Standards

EXAMPLE COMPONENT CALCULATIONS

Example 1: School with High School Test Passage Rate Percentage

Measure	Percentage	Weight	Weighted Percentage
High School Test Passage Rate Percentage	82%	1.00	82%
TOTAL WEIGHTED PERCENTAGE			82% = "Exceeds Standards"

Appendix A Inclusion Criteria

Students will count at the **educating building/district** for the following Measures/Indicators:

- High School Test Passage Rate for the Achievement Component of the DPR Report Card.

IF the students are reported in the Education Management Information System (EMIS) with the following:

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information **AND** *Test Grade Level (FA200) = 09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GE or GX AND Assessment Area Code (FA205) = M, R, S, C, ALG1, ELA2, or MTH1*

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140) = 1 AND Sent Reason Element (FS200 or FS230) = EX or NP AND Sent Reason Percent of Time (FS220 or FS250) > 0 AND Test Grade Level (FA200) = 09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GE or GX AND Assessment Area Code (FA205) = M, R, S, C, ALG1, ELA2, or MTH1*

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140) = 1 AND Sent Reason Element (FS200 or FS230) = PI or PS AND Test Grade Level (FA200) = 09,10,11,12,13, or 23 AND Assessment Type Code (FA060) = GE or GX AND Assessment Area Code (FA205) = M, R, S, C, ALG1, ELA2, or MTH1*

NOTE: Whether a student is expelled for the entire FAY time period or only a portion of that time, if they are being educated or receiving services for the duration of the expulsion, then they have met FAY criteria and are included in the denominator.

Progress Component Technical Documentation



Dropout Prevention and Recovery Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before its final and the Report Cards are released. ***The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.***

Table 1: Breadcrumb Trail to Secure Data Center Reports for Districts to Review

Component	Measure	Secure Data Center Breadcrumb Trail
DPR Progress Component		Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Progress

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Introduction

Per state law, a growth measure is required for community schools that are designated as dropout prevention and recovery (DPR) schools. Given the unique challenges faced by students enrolled in dropout recovery programs, the Department customized the value-added model and data inputs to provide a more meaningful growth measure.

Definitions

VALUE-ADDED

Value-added is a statistical analysis used to measure the impact of districts, schools, and teachers on the academic progress rates of groups of students from year to year. Conceptually and as a simple explanation, a value-added measure is calculated in the following manner: Growth = Current achievement compared to all prior achievement with achievement being measured by a quality assessment.

Business Rules

DETERMINING STUDENTS INCLUDED

The Progress (growth) component includes students who meet the criteria for inclusion in the DPR Progress business rules. For detailed business rules, consult the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document. Students take assessments upon entering the dropout recovery programs and again after they have received at least 84 days of instruction.

DETERMINING ASSESSMENTS INCLUDED

State law requires the use of a national test, progress is measured using the results from the Renaissance Star Reading & Star Mathematics assessments. This test was identified through the competitive bidding process and only these scores are used for this component. One property of the selected assessments is that they are computer adaptive so the grade level can be difficult to determine for some students.

MEASURING GROWTH

In a given year, a school may have a low achievement level, but that does not mean students are not learning. In fact, there may be a great deal of academic growth taking place. Conversely, there is a misconception that high achievers have met their potential and can no longer advance their learning. This growth measure highlights the importance of providing the curriculum and instruction that will help all students grow academically every year.

Throughout the 2017-2018 school year, students tested in reading and mathematics in the fall and again in the spring. Because students enrolled in dropout schools may be transient in nature and not enrolled long enough to complete both rounds of testing, stakeholders requested that the Department modify the calculation to better capture students' growth. Growth can be measured across as few as 13 weeks of instruction. Beginning in the 2018-2019

school year, the Department transitioned test administration windows to provide greater flexibility. For the 2018-2019 school year and beyond, schools can test in the fall and spring, or test when the student enrolls and again after 13 weeks.

- **Code Sections:** [Ohio Revised Code 3314.017\(C\)\(4\)](#)
- **N-Size:** ten accountable students taking one or more assessments
- **Subjects:** Mathematics and Reading
- **Grades:** high school
- **Tests:** Renaissance Star Reading & Star Mathematics assessments
- **Alternate Assessments Included:** No
- **Substitute Assessments Included:** No
- **Full Academic Year:** No
- **Retakes in the same school year:** Each subject must have a second assessment taken at least 13 weeks apart
- **Retakes in a prior year:** No

Growth is measured through a gain-based approach using the two test scores in the same subject within a given year. More information on the modeling approach that SAS, utilizes to calculate progress can be found in the [SAS EVAAS Value-Added Measures for Dropout Recovery Programs](#) documentation.

Progress Component Rating Calculations and Descriptions

The Dropout Prevention and Recovery Progress Component is based on growth in academic achievement in reading and mathematics for students enrolled in grades 9 through 12. This measure is based on student growth between two time points in the same school year. A rating is assigned for Mathematics as well as a Reading. An Overall rating is calculated on all assessments. Each Rating uses the same Value- Added Rating Scale.

Table 2: DPR Reading Value-Added, Mathematics Value-added, and Progress Component Rating and Description

Growth Index	Rating Description
≥ 1	Exceeds Standards in closing educational gaps
< 1 but ≥ -3	Meets Standards in closing educational gaps
< -3	Does Not Meet Standards in closing educational gaps

Gap Closing Technical Documentation



Dropout Prevention and
Recovery Community School
Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

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The Secure Data Center (SDC) is an interactive tool that allows schools to review data before it is final, and the Report Cards are released. ***The SDC is the main resource schools should use to review Report Card Data but not inclusive. Please verify all relevant reports from EMIS, including General Issues Reports and Received Files with SSID level reports in the Data Collector.***

Table 1: Breadcrumb Trail to Secure Data Center Reports for Schools to Review

Component	Measure	Secure Data Center Breadcrumb Trail
DPR Gap Closing Component		Report Portal > Secure Data Center > Local Report Card > Dropout Recovery Program Report Card > Gap Closing
	ELA & Math Achievement	Report Portal > Secure Data Center > Test Results > School Test Results and Proficiency Levels
	Graduation	Report Portal > Secure Data Center > Graduation > School 4-Year Longitudinal Graduation Rate
	English Learner Proficiency Improvement Indicator	Report Portal > Secure Data Center > Test Results > School OELPA Progress

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Introduction

The Gap Closing Component is a critical aspect of Ohio’s educational assessment system. It focuses on identifying and addressing achievement gaps among student groups. Here are the key points:

- **Performance Expectations:** Schools are evaluated based on their ability to meet performance expectations across various domains, including English language arts, mathematics, graduation rates, and support for English learners.
- **Annual Goals:** Ohio sets specific annual goals for student groups. These goals aim to reduce disparities and ensure equitable educational outcomes for all students.
- **Points System:** The component employs a points-based system to assess enrollment and performance indicators for federal student groups. Schools earn points based on their progress toward closing achievement gaps.
- **Student Group Focus:** Ohio emphasizes tracking the progress of different student groups (such as economically disadvantaged students, students with disabilities, and English learners). This targeted approach allows schools to provide tailored support and interventions.

In summary, the Gap Closing component plays a crucial role in Ohio’s commitment to closing educational gaps and fostering an inclusive learning environment. The Gap Closing component calculation for the Dropout Recovery Community School Report Card, is calculated with the same formula as the Gap Closing calculation for the traditional public and community school report card based on the prior accountability system (reformed 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.*

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

This component includes students who meet the criteria for Student Group Where Kids Count (WKC) business rules. For detailed business rules, consult the [Understanding Student Placement for Ohio’s Differentiated Accountability Systems](#) document. Additionally, refer to Appendix A for detailed Education Management Information System (EMIS) reporting and a description of the inclusion criteria.

English Language Arts (ELA) and Mathematics Achievement

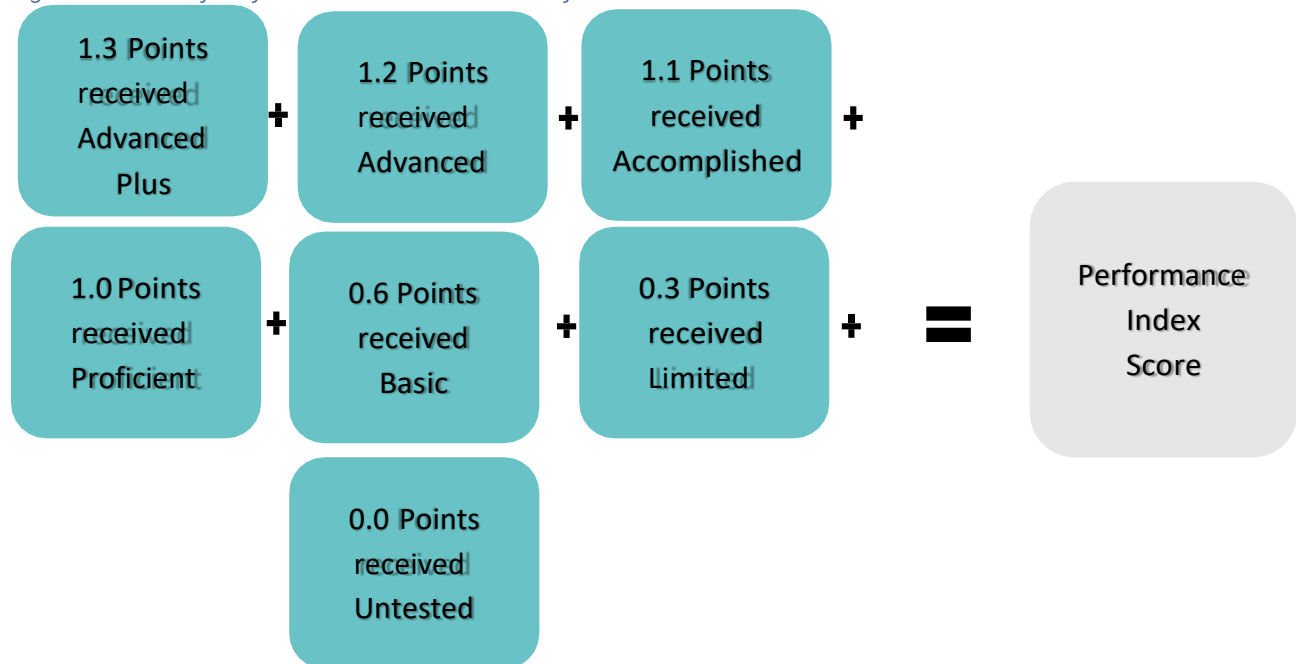
The ELA and mathematics annual performance goals are calculated separately, but the rules governing how points are awarded are the same. A school must have at least 15 students that meet the full academic year criterion and have valid test records to have the student group evaluated. Groups with fewer than 15 students are not evaluated and do not contribute to this measure. The performance on all English language arts tests is used to calculate the Performance Index. The performance on all mathematics tests is used to calculate a Performance Index for each individual student group. There are up to 20 unique calculations.

Students in all grades taking the ELA and mathematics Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) are included in each calculation.

- **Code Sections:** [Ohio Revised Code 3302.03](#)
- **N-Size:** 15
- **Subjects:** ELA, Mathematics
- **Student groups:** All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black Students, Non-Hispanic Students; Hispanic Students; Multi-Racial Students; White Students; Economically Disadvantaged Students; Students with Disabilities; and English Learners.
- **Grades:** High School
- **Tests:** Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA II
- **Alternate Assessments Included:** Yes
- **Full Academic Year:** Yes
- **Exceptions:** Some English learners and Foreign Exchange Students – see [Understanding Student Placement for Ohio’s Differentiated Accountability Systems document for details.](#)

A Performance Index Score is calculated for each student group using the applicable state tests. The scores are compared to the annual performance goals established in Ohio’s Every Student Succeeds Act (ESSA) plan. All Ohio schools and districts have the same student group annual performance goals, by subject (ELA, mathematics) – see tables below.

Figure 1: Visual of Performance Index Calculation for ELA and Mathematics



ANNUAL PERFORMANCE GOALS – ENGLISH LANGUAGE ARTS AND MATHEMATICS PERFORMANCE INDEX

The tables below list the achievement goals by student group. These goals are established in Ohio’s Every Student Succeeds Act state plan. The goals are listed as Performance Index scores – with a range from 0–120. They are not percentages.

Table 2: English language arts Performance Index Annual Performance Goals by Student Group

	2020-2021	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

Table 3: Mathematics Performance Index Annual Performance Goals by Student Group

	2020-2021	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

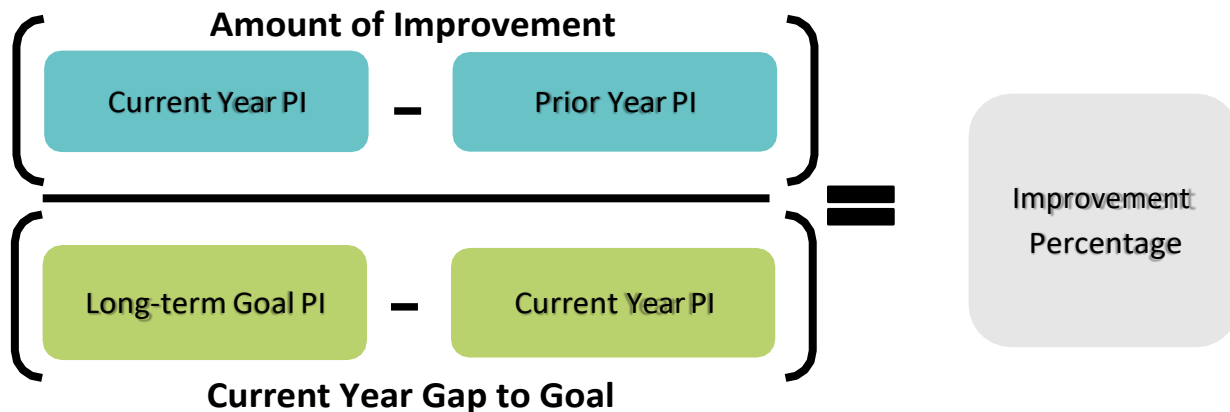
Hispanic or Latino	55.48	57.70	59.93	62.15	64.38	66.61	68.83	71.06	73.29	75.51	77.74
Multi-Racial	59.71	61.72	63.73	65.75	67.76	69.78	71.79	73.81	75.82	77.84	79.85
White	76.04	77.23	78.43	79.63	80.83	82.03	83.22	84.42	85.62	86.82	88.02

CALCULATION OF POINTS- ELA AND MATHEMATICS

As 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:

- If the student group current year ELA or mathematics Performance Index score is greater than or equal to the current year performance goal, then 100 points are assigned.
- If the student group 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 are assigned.

Figure 2: Visual of Improvement Percentage Calculation for ELA and Mathematics



- If the student group fails to meet the annual performance goal but the improvement for the Performance Index score is less than 10 percent, points are awarded based on the following calculation:

Figure 3: Visual of Partial Points earned for ELA and Mathematics



** The “Improvement” calculation will be done if the student group was evaluated in the prior year’s calculation. For the 2023-2024 report card, a school receiving the Dropout Prevention

and Recovery report card’s student group must have at least 15 students in the 2022-2023 school year.

- In addition, the Department receives ELA and mathematics value-added scores from a vendor who calculates academic growth. Value-added scores are calculated for all ten student groups as long as there are enough students. These gains are used as another way for a student group to show improvement and meet the annual performance goal. If the composite mathematics or ELA value-added score equals +1.0 or higher, the goal is met, and 100 points are earned.
- If a student group fails to meet the annual performance goal, show improvement (between the prior and current year), or earn +1 or higher on the value-added report, no points are earned.

DENOMINATOR

Summed Total Possible Points by each applicable student group: All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black Students; Hispanic Students; Multi-Racial Students; White Students, Non-Hispanic Students; Economically Disadvantaged Students; Students with Disabilities; and English Learners. The points possible will vary based on student population. No school or district is accountable for student groups or measures that have insufficient numbers of students for the calculations.

Table 4: Maximum Points Possible for ELA and Mathematics Measures

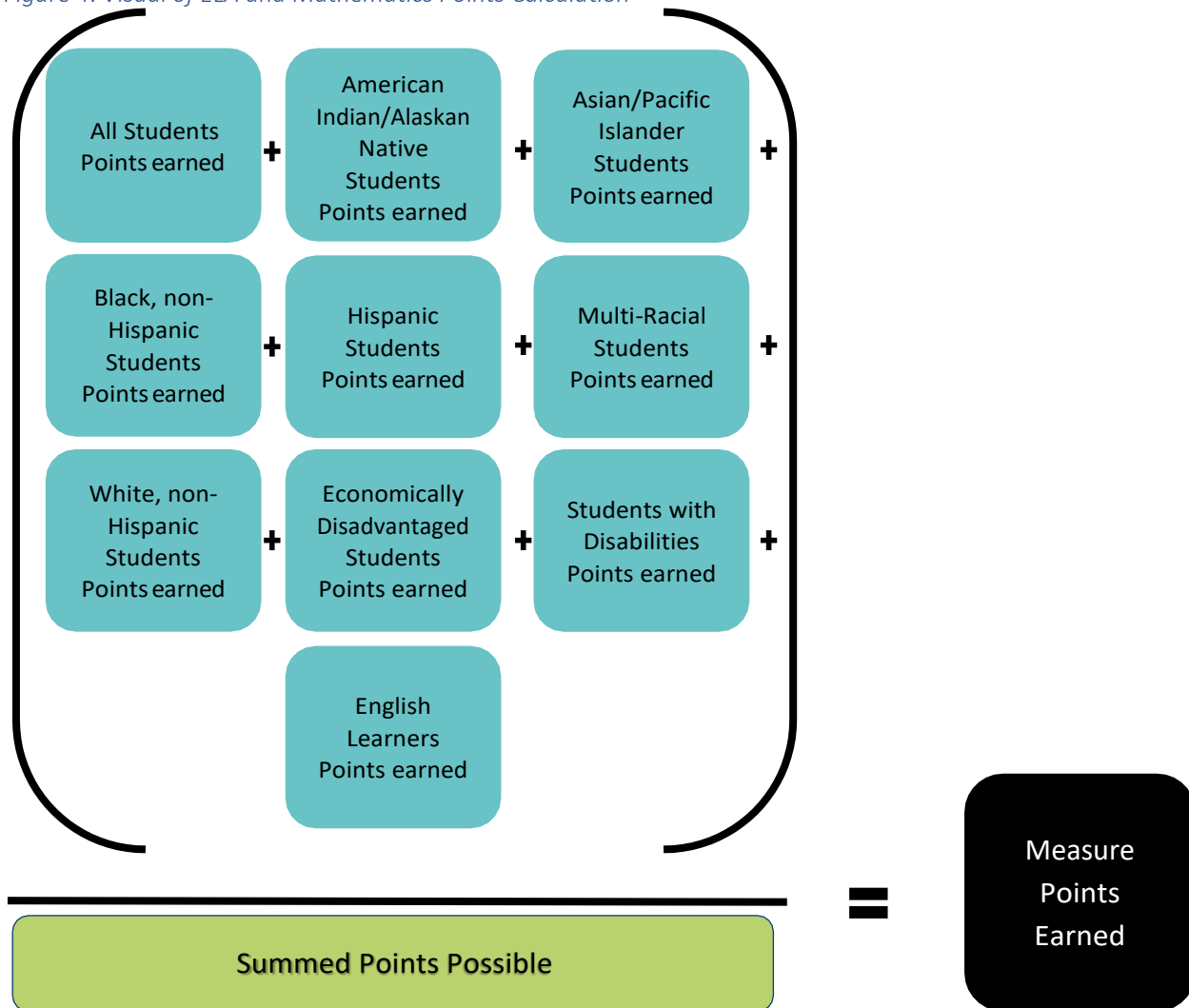
Measures	Maximum Points Possible
Student group Mathematics ESSA Achievement Targets (one hundred points for each evaluated student group)	1000
Student group Mathematics ESSA Achievement Targets (one hundred points for each evaluated student group)	1000

NUMERATOR

Summed total of points earned by each applicable student group: All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black Students, Non-Hispanic Students; Hispanic Students; Multi-Racial Students; White Students; Economically Disadvantaged Students; Students with Disabilities; and English Learners.

ENGLISH LANGUAGE ARTS AND MATHEMATICS POINTS CALCULATION

Figure 4: Visual of ELA and Mathematics Points Calculation



English Language Arts and Mathematics Participation Calculation

A demotion of 5 points is applied to schools Final Gap Closing points if one or more student groups have a participation rate that does not meet or exceed 95 percent. A point demotion may not result in a rating demotion.

The adjustment to the preliminary points is applied only to those schools who are evaluated for the annual performance goals in achievement. The proportional adjustment is related to test participation rates only.

- **Subjects:** ELA, Mathematics
- **Student groups:** All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black Students, Non-Hispanic Students; Hispanic Students; Multi-

Racial Students; White; Economically Disadvantaged Students; Students with Disabilities; and English Learners.

- **Grades:** High School
- **Tests:** Algebra I, Geometry, Integrated Math I, Integrated Math II, ELA II
- **Alternate Assessments Included:** Yes
- **Full Academic Year:** Yes

DENOMINATOR

The denominator is the number of students in a tested grade required to take an assessment. The first step to 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) based on enrollment on the day the mathematics test was administered. With the move to online testing, this rule no longer applies because all students are not assessed on the same day. Instead, DEW will use each student’s place of enrollment on the following dates to determine the school responsible for testing. This total is **not** based on the “full academic year” criteria.

Table 4: Date of enrollment for Participation Calculation

Student Grade and Test	Date
End-of-Course Spring – Taking the Standard ELA and/or Math Test	April 13
End-of-Course Fall Taking the Standard Test (no spring assessments)	December 15
High School Taking the Alternate Assessment ELA and/or Math Test	March 19

All grades and both subjects are combined into one total for each student group. 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).

Since every student enrolled in a course with a corresponding test is required to take the assessment, a reason must be reported for any student who does not take it. The *Score Not Reported (FA235)* can be found in the **Student Assessment Record (FA)** of the [EMIS manual](#).

Certain codes exclude the test from the Participation calculation.

However, if the Score Not Reported reason does not exclude the test, it will be included in the Participation calculation and considered ‘Untested’. [Appendix B](#) can be used to determine whether an untested student will affect the calculation.

NUMERATOR

The numerator is the number of students enrolled during the testing window who took a required assessment for their corresponding grade level and subject. All grades and both subjects are combined into one total per student group. This number includes:

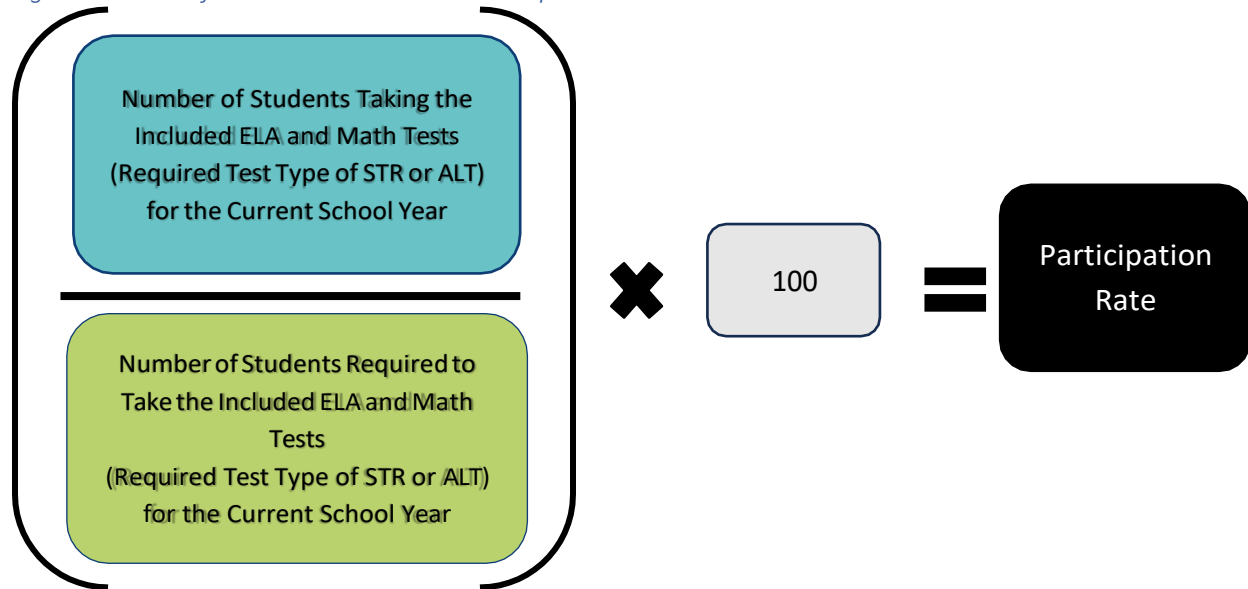
- Students who had their test scores invalidated, (reported with a Score Not Reported Element of “I”)

- Students who took alternate assessments and received a numerical score or a non-scoreable assessment (reported with a Score Not Reported Element of “S”)
- **Note:** Students coded as not tested, due to a **medical emergency**, and the Department approved a waiver. The initial Score Not Reported reason is updated, by the Department, to a Score Not Reported of “M”. These scores are not included in the numerator or denominator of the participation rate calculation.

Newly arrived English learners (coded with the LEP element of “L”) are required to take all assessments in all subjects from the time of enrollment in an Ohio school. Those students are included in the participation rate calculation for both ELA and mathematics. Also note these students are required to take the science and social studies assessments if administered in the students’ grade. These assessments are not part of the Gap Closing component.

ENGLISH LANGUAGE ARTS AND MATHEMATICS PARTICIPATION CALCULATION

Figure 2: Visual of ELA and Mathematics Participation Rate Calculation



Graduation Rate

To be evaluated for the graduation rate annual performance goal, a student group must have at least 15 students in the denominator of the calculation. Students are accountable to the last school and district of enrollment. The Full Academic Year rule does not apply. If the number of accountable students in a particular student group is less than 15, it is not evaluated for the graduation rate annual performance goal. The school and district will receive an “NR” (“Not Rated”) designation.

- **Code Sections:** [Ohio Revised Code 3302.03](#)
- **N-Size:** 15

- **Subjects:** N/A
- **Student groups:** All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black Students, Non-Hispanic Students; Hispanic Students; Multi-Racial Students; White; Economically Disadvantaged Students; Students with Disabilities; and English Learners.
- **Grades:** N/A
- **Tests:** N/A
- **Alternate Assessments Included:** N/A
- **Full Academic Year:** No

For more information about the students included in the four-year graduation rate (used in the annual performance goal), please refer to the [DPR Graduation Component Technical Document](#).

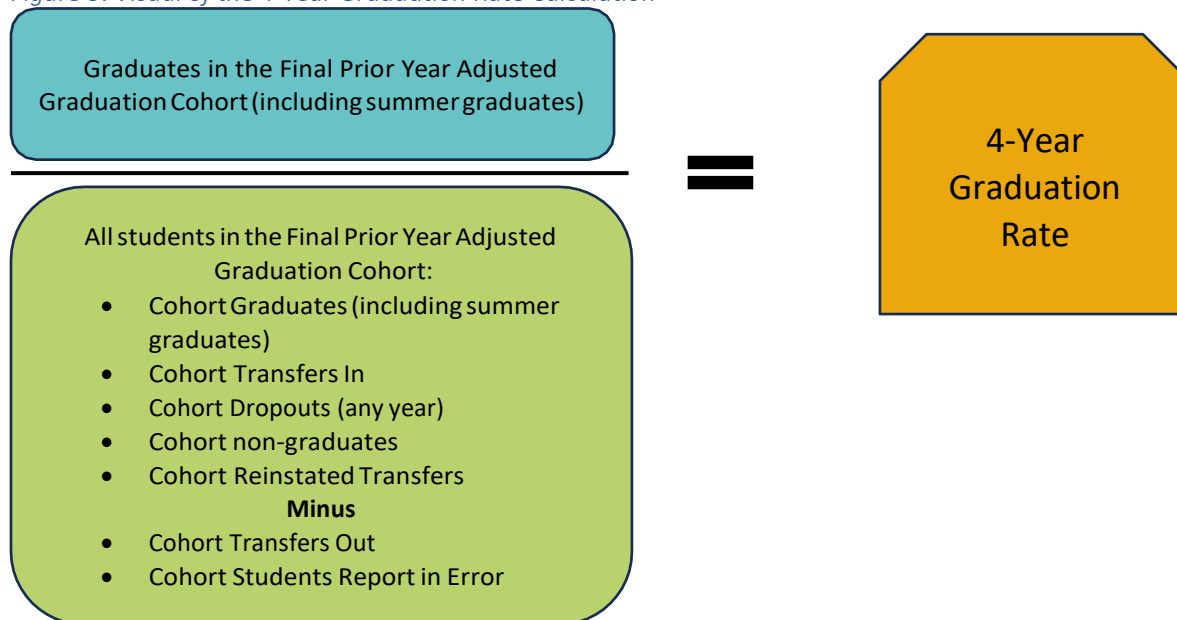
For the graduation rate annual performance goals, only the data from the **four-year longitudinal graduation rate** will be used. This rate is calculated by dividing the number of students who graduate with a regular or honors diploma within four years by the number of students in the final adjusted cohort for the graduating class. This cohort includes students who are identified, four years prior, as first-time ninth graders. It is adjusted by:

- Adding any students who transfer into the cohort later in the ninth grade or in any of the next three years; and
- Subtracting any students who transfer out, emigrate to another country, or pass away during that same period.

Note: *Students reported as transferring to another Ohio public school by a sending district must be reported as admitted to a receiving public district. If not, the student will be returned to the sending district’s cohort. In this document, these students are referred to as “reinstated transfers.”*

The annual performance goal calculation continues to count summer graduates as being “on-time”. A summer graduate is a student who receives a diploma after the fourth year of high school, but before the fifth year begins. To allow such graduates to be included, the rate is lagged by one year. The data on the 2023-2024 report card represents the rate for the graduating class of 2022-2023 who graduated prior to the start of the 2023-2024 school year. If a district has only one high school, the graduation rate may not be equal to the rate for the district. Some students may count in calculations only at the district level. For the 2023-2024 report card, the following calculation will be used to determine the building or district’s graduation rate:

Figure 3: Visual of the 4-Year Graduation Rate Calculation



ANNUAL PERFORMANCE GOALS – GRADUATION

The table below lists the graduation goals by student group. These goals are established in Ohio’s Every Student Succeeds Act state plan.

Table 5: Graduation Rate (4-Year) Annual Performance Goals by Student Group

	2020-2021	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 four rules governing how points are awarded for graduation goals are as follows:

- If the student group’s current year graduation rate is greater than or equal to the current year performance goal, then 100 points are assigned.
- If the student group fails to meet the annual performance goal but demonstrates at least 10 percent improvement between the prior year and current year, the full 100 points are assigned. See [Improvement Percentage](#) calculation above from the ELA/Math Achievement section.
- If the student group 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 improvement, see [calculation above](#) from ELA/Math Achievement for visual.

** The “Improvement” calculation will be computed if the student group was evaluated in the prior year’s calculation. For the purposes of the 2023-2024 Dropout Prevention and Recovery report card, the schools evaluated for student group must have at least 15 students in the 2022-2023 school year.

- Points are not earned if a student group fails to meet the annual performance goal and lacks improvement between the prior and current year.

DENOMINATOR

The denominator is the sum of the Total Possible Points by each applicable student group: All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black, Non-Hispanic Students; Hispanic Students; Multi-Racial Students; White Students; Economically Disadvantaged Students; Students with Disabilities; and English Learners. The points possible will vary based on student population. No school or district is accountable for student groups or measures that have insufficient numbers of students for the calculations.

Table 4: Maximum Points Possible for Graduation Measures

Measures	Maximum Points Possible
Student group ESSA Graduation Targets (one hundred points for each evaluated student group)	1000

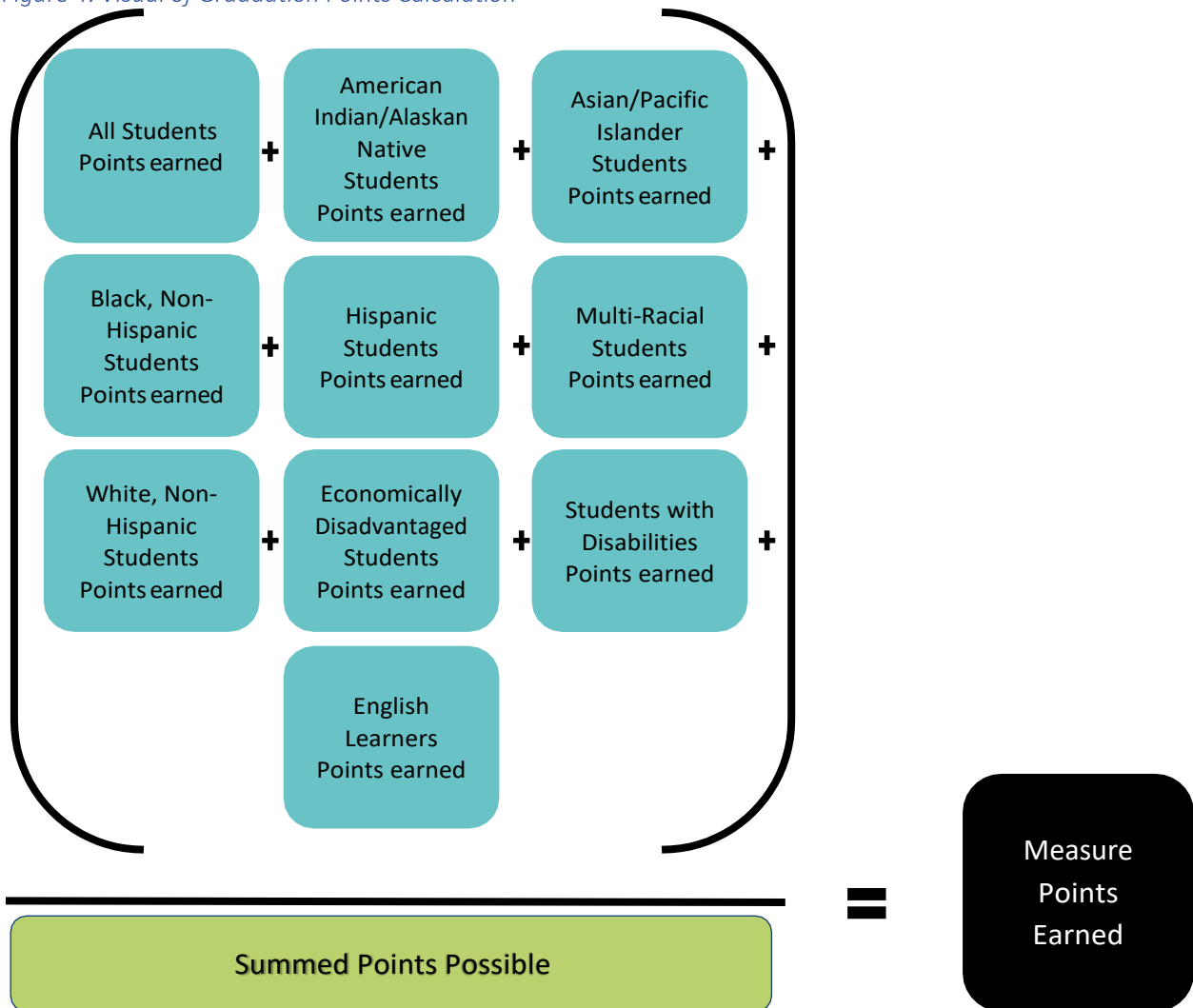
NUMERATOR

The numerator is the sum of the total of points earned by each applicable student group: All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black

Students, Non-Hispanic Students; Hispanic Students; Multi-Racial Students; White; Economically Disadvantaged Students; Students with Disabilities; and English Learners.

GRADUATION POINTS CALCULATION

Figure 4: Visual of Graduation Points Calculation



English Language Proficiency (ELP) Improvement Indicator

The English Language Proficiency Improvement Indicator measures the progress English learners make toward English language proficiency. This indicator measures growth through individual student performance on the Ohio English Language Proficiency Assessment (OELPA) across two school years. Districts and schools use the first administration of the assessment to identify a base level of proficiency and create an annual improvement target. When the student is administered the OELPA in the spring of the current year, English proficiency is measured to determine if the annual, student level, improvement target was met.

- **Code Sections:** [Ohio Revised Code 3302.03](#)
- **N-Size:** 15

- **Subjects:** English Language Proficiency
- **Student groups:** English Learners (EL)
- **Grades:** K–12 (including grades 13 and 23)
- **Tests:** Ohio English Language Proficiency Assessment (OELPA)
- **Alternate Assessments Included:** No
- **Full Academic Year:** Yes
- **Exceptions:** N/A

For a detailed explanation of the business rules and calculation of this indicator, please refer to the [English Learner Proficiency Improvement Indicator Technical Documentation](#).

ANNUAL PERFORMANCE GOALS – ELP IMPROVEMENT INDICATOR

The table below lists the ELP Improvement goals. These goals are established in Ohio’s Every Student Succeeds Act stateplan.

Table 6: English Learners Annual Progress Toward Attaining English Language Proficiency

School Year	2020-2021	2021 – 2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
English Learners	39.5%	43.05%	46.60%	50.15%	53.7%	57.25%	60.8%	64.35%	67.9%	71.45%	75%

There are four rules governing how points are awarded for the ELP Improvement goals:

- If the school’s current year ELP Improvement rate is greater than or equal to the current year performance goal, then 100 points are assigned.
- If the school 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 are assigned. See [Improvement Percentage](#) calculation above.
- If the school fails to meet the annual performance goal but the ELP Improvement rate is less than 10 percent, points are awarded based on the amount of growth, see the [calculation above](#) from ELA/Math Achievement.

The “Improvement” calculation will be computed if the student group was evaluated in the prior year’s calculation. For the purposes of the 2023-2024 Dropout Prevention and Recovery report card, the schools evaluated for student group must have at least 15 students in the 2022-2023 school year.

- Points are not earned if a student group fails to meet the annual performance goal and lacks improvement between the prior and current year.

DENOMINATOR

Maximum Possible Points

Table 4: Maximum Points Possible for ELP Improvement Indicator

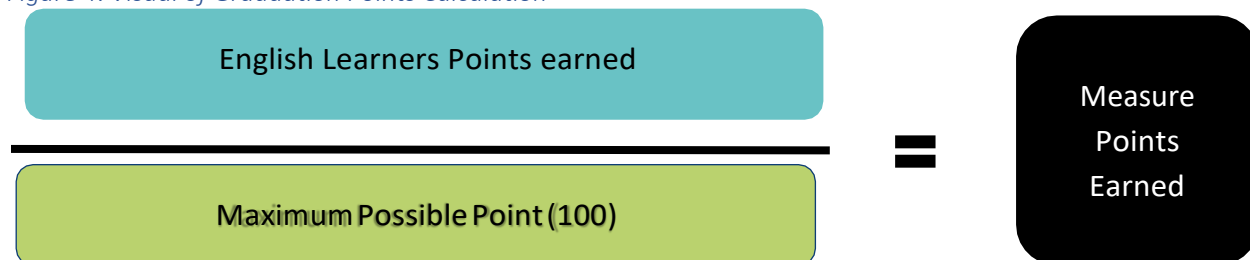
Measures	Maximum Points Possible
English language proficiency indicator	100

NUMERATOR

Total Points Earned

ENGLISH LANGUAGE PROFICIENCY IMPROVEMENT POINTS CALCULATION

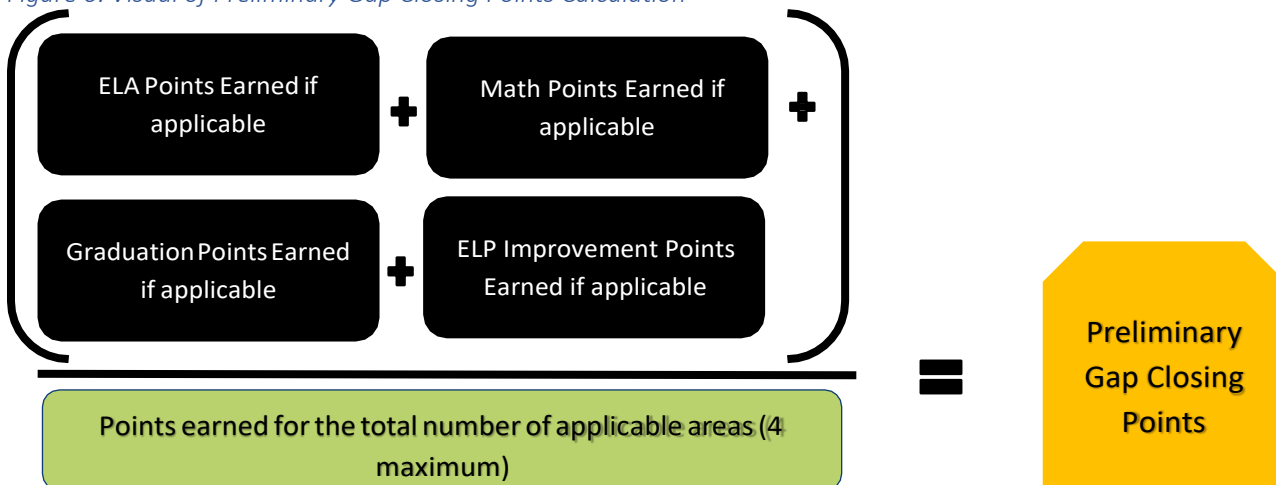
Figure 4: Visual of Graduation Points Calculation



Gap Closing Component Rating Calculations and Descriptions

The DPR Gap Closing component includes four measures: ELA Performance Index, Math Performance Index, Graduation Rate, and the ELP Improvement Indicator. The Preliminary Gap Closing points are calculated by finding the average number of points for the four measures.

Figure 6: Visual of Preliminary Gap Closing Points Calculation



Once Preliminary Gap Closing Points are calculated, the five point deduction is applied (if applicable) to determine the Final Gap Closing Points. These points are multiplied by 100 to determine the final Gap Closing Percentage and assign a rating

Figure 6: Visual of the Gap Closing Component Calculation

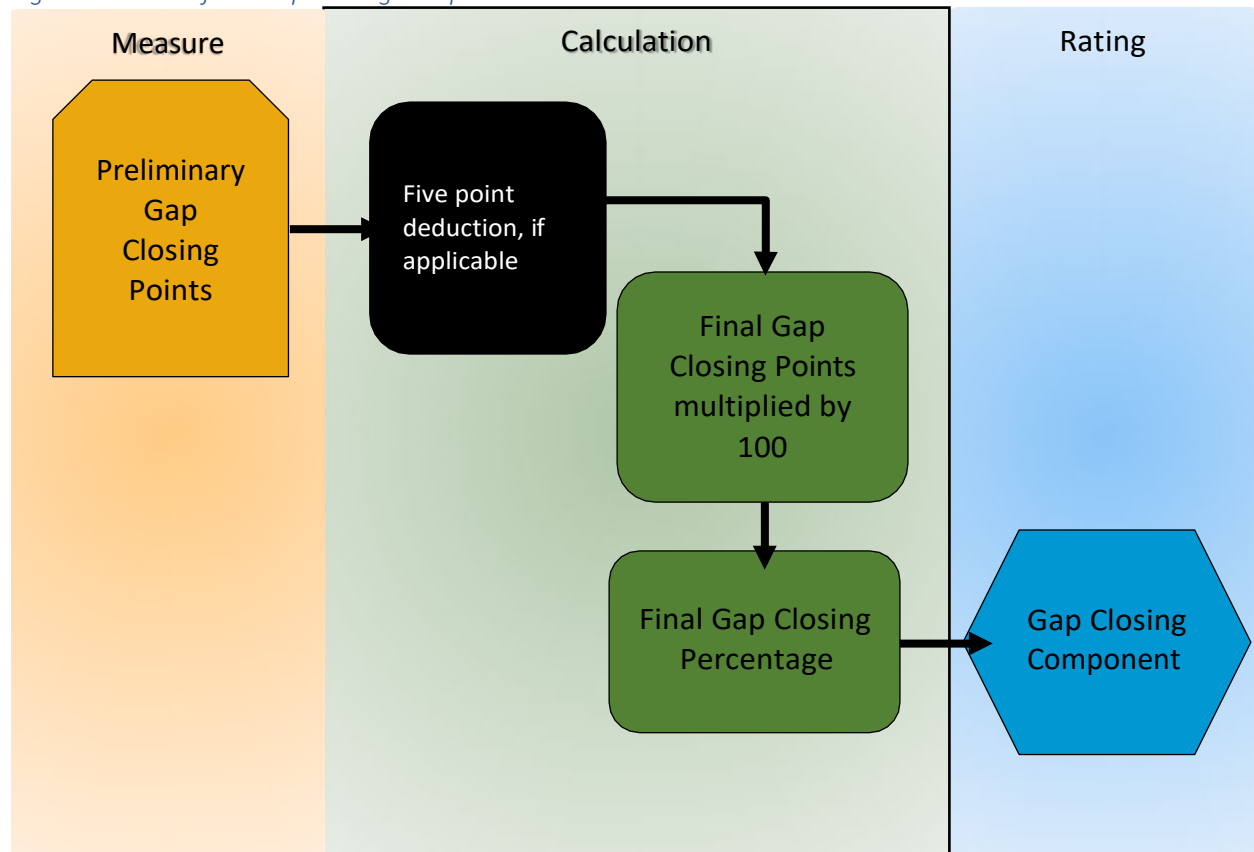


Table 5: DPR Gap Closing Component Rating and Description

Percentage of Maximum Points Earned	Rating Description
36%-100%	Exceeds Standards in closing educational gaps
1% - 35.9%	Meets Standards in closing educational gaps
<1%	Does Not Meet Standards in closing educational gaps

Example

Example 1: Points Earned and Points Possible

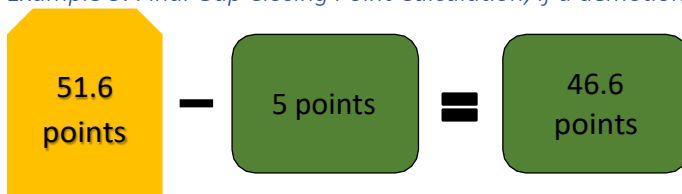
Measure	Summed Points Earned by Student Group	Points Possible	Total Points Earned
ELA Achievement	200	300	66.7

Math Achievement	225.4	500	45.1
Graduation Rate	300	700	42.9
EL Proficiency	0	0	0
Total Preliminary Gap Closing Points Earned			51.6

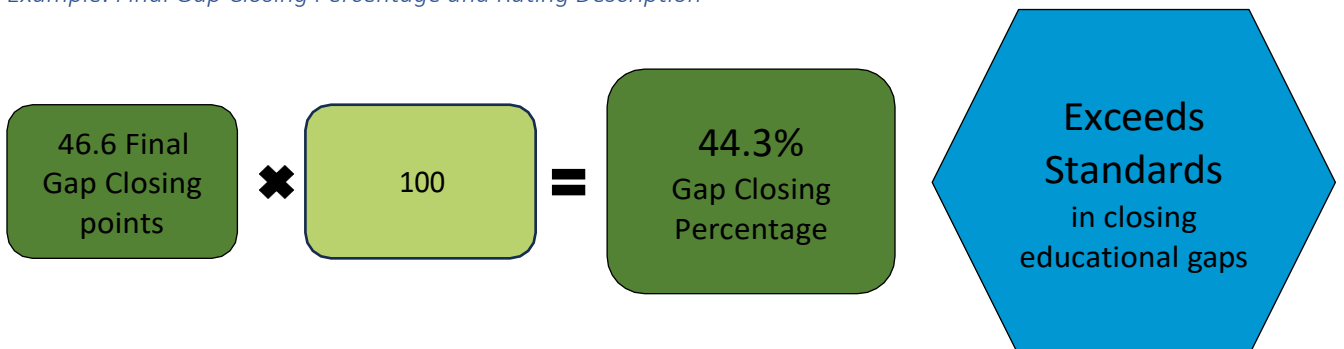
Example 2: Participation Percentages per Student Group

Student Group	ELA Participations Rate	Math Participation Rate
All Students	85.0	85.6
American Indian/Alaskan Native Students		
Asian/Pacific Islander Students		
Black, non-Hispanic Students	83.2	82.3
Hispanic Students		87.2
Multi-Racial Students		
White, non-Hispanic Students		
Economically Disadvantaged Students	87.3	85.6
Students with Disabilities		95.8
English Learners		
Total applicable deduction		5 points

Example 3: Final Gap Closing Point Calculation, if a demotion is applicable



Example: Final Gap Closing Percentage and Rating Description



Graduation Component Technical Documentation



Dropout Prevention and Recovery School Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections - are not marked.

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Table 1: Breadcrumb Trail to Secure Data Center Reports for School to Review

Component	Measure	SDC Breadcrumb Trail
DPR Graduation Component		Report Portal > Secure Data Center > Local Report Card > Dropout Recovery Program Report Card > Graduation
	4-Year Graduation Rate	Report Portal > Secure Data Center > Graduation > School 4-Year Longitudinal Graduation Rate
	5-Year Graduation Rate	Report Portal > Secure Data Center > Graduation > School 5-Year Longitudinal Graduation Rate
	6-Year Graduation Rate	Report Portal > Secure Data Center > Graduation > School 6-Year Longitudinal Graduation Rate
	7-Year Graduation Rate	Report Portal > Secure Data Center > Graduation > School 7-Year Longitudinal Graduation Rate

***8-Year
Graduation
Rate***

Report Portal > Secure Data Center > Graduation >
School 8-Year Longitudinal Graduation Rate

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Introduction

The Graduation Component of the Dropout Prevention and Recovery Report Card is designed to evaluate and reflect the effectiveness of schools in helping students meet all graduation requirements. This component encompasses five distinct graduation rates, each representing a different cohort of students based on when a student entered ninth grade for the first time. The rates are calculated by dividing the number of graduates by the adjusted cohort for each graduating class, with adjustments made for transfers in and out, as well as other factors. The combined graduation rate is used to assign a rating indicating whether a school exceeds, meets, or does not meet the established standards. This introduction sets the stage for a detailed analysis of the graduation rates and their impact on the overall performance of dropout prevention and recovery community schools.

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

All five measures evaluate students in the Adjusted Graduation Cohort. Ohio report cards utilize graduation rates that lag a year. As a result, the Four-Year Adjusted Graduation Cohort is the prior year adjusted graduation cohort. The Five-Year Adjusted Graduation Cohort is the two years prior adjusted graduation cohort, and so forth. The definitions, business rules, and inclusion criteria related to the Adjusted Graduation Cohort can be found in the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) technical document.

The graduation rates on the report card are lagged by one year to include summer graduates. To be considered a “summer graduate”, a student must have a diploma date at least one day **before** the school is educating students for the following year according to the school calendar. This cutoff date determines the graduation year.

For example: The students in the 2023 graduating cohort who graduated in the summer of 2023, the cutoff date is the day **before** the school is educating students for the 2023-2024 school year (according to the school calendar). A student who graduates on or before the cutoff date is considered a 2023 graduate. A student who graduates after the cutoff date is considered a 2024 graduate. Note that each district creates its own calendar, so the cutoff dates will vary based on when the district “opens” the schools for the 2023-2024 school year.

- The full academic year criteria **do not** apply to the graduation rate. Students are assigned to the **last** school and district where they are enrolled.
- Graduation rates are calculated for any school with grade 12 that offers a high school diploma, regardless of whether the school serves any other grades.
- High school students with an Individualized Education Program (IEP) that do not graduate by the end of their 4th year count as nongraduates within the graduation rate calculation. They are identified in two different ways.
 - Students who meet the requirements for graduation but defer their diplomas to continue receiving educational services are coded as "Grade 23"

- Students who do not meet graduation requirements but continue to work towards completion are coded as a grade other than 23.

Four-Year Graduation Rate Measure

To receive a score on the four-Year Adjusted Cohort Graduation Rate measure, a school/district must have at least ten accountable students in the Final Prior Year Adjusted Graduation Cohort. In cases where a school or district has fewer than ten unique students, the data will be masked, and the 4-Year Adjusted Cohort Graduation Rate won't be calculated.

- **Code Sections:** [Ohio Revised Code 3314.017\(C\)\(1\)](#)
- **N-Size:** 10 accountable students
- **Graduation Cohort:** Final Prior Year Adjusted Graduation Cohort

FOUR-YEAR GRADUATION RATE CALCULATION

The four-year graduation rate calculation, (using the numerator and denominator described above), is the percentage of students in the Final Prior Year Adjusted Graduation Cohort who received a regular or honors diploma before the start of the current school year (including summer graduates).

DENOMINATOR

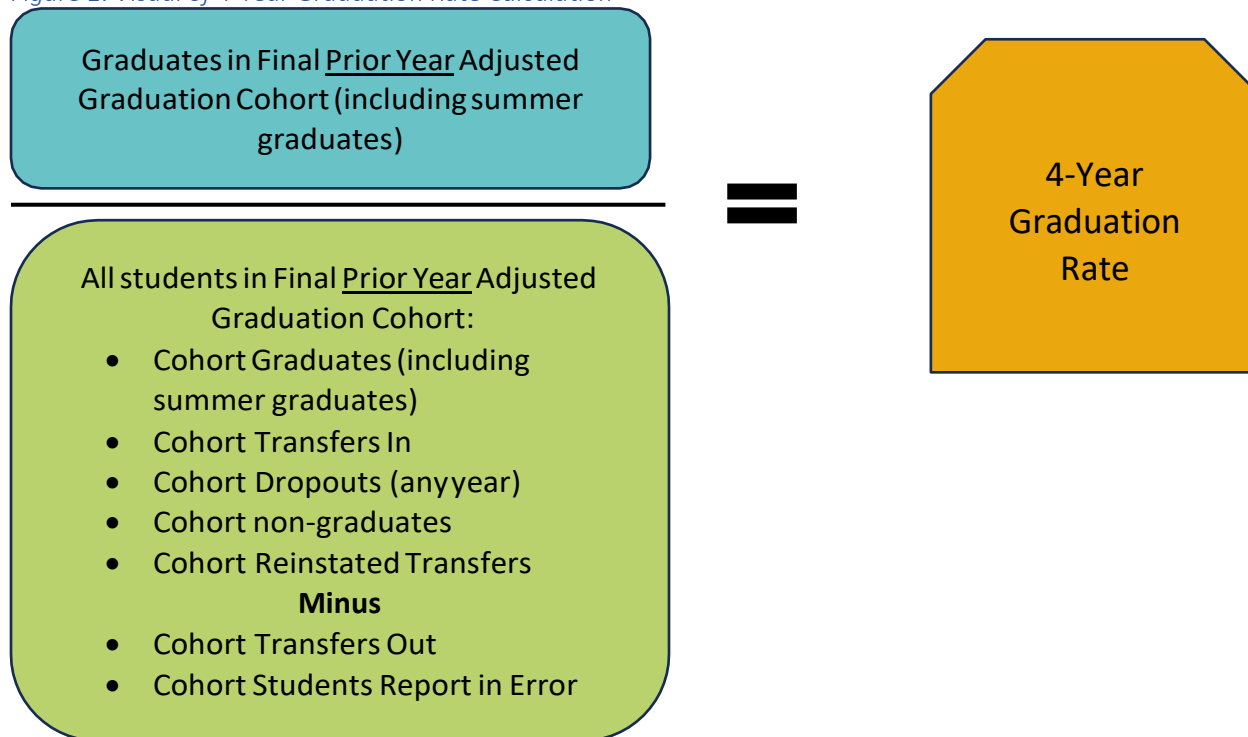
The denominator includes all students in each school/district Final Prior Year Adjusted Graduation Cohort. Students are included in the graduation cohort regardless of whether they graduated.

NUMERATOR

The numerator includes Final Prior Year Adjusted Graduation Cohort students who earn a regular or honors diploma sometime before the cutoff date for the current school year.

The visual graphic below depicts the 4-Year Graduation Rate, but fifth through eighth Year Graduation Rates are calculated the same except for the Graduation Cohort. This graphic can be used for the others replacing the underlined graduation cohort with the one that is applicable per rate.

Figure 1: Visual of 4-Year Graduation Rate Calculation



Five-Year Graduation Rate Measure

To receive a score on the fifth Year Adjusted Cohort Graduation Rate measure, a school/district must have at least ten accountable students in the Final Two Years Prior Adjusted Graduation Cohort. In cases where a school or district has fewer than ten unique students the data will be masked, and the 5-Year Adjusted Cohort Graduation Rate won't be calculated.

- **Code Sections:** [Ohio Revised Code 3314.017\(C\)\(1\)](#)
- **N-Size:** 10 accountable students
- **Graduation Cohort:** Final Two Years Prior Adjusted Graduation Cohort

FIVE-YEAR GRADUATION RATE CALCULATION

The five-year graduation rate calculation, (using the numerator and denominator described above,) is the percentage of students in the Final Two Years Prior Adjusted Graduation Cohort who received a regular or honors diploma before the start of the current year (including summer graduates).

DENOMINATOR

The denominator includes all students in each school/district's Final Two Years Prior Adjusted Graduation Cohort. Students are included in the graduation cohort regardless of whether they graduated.

NUMERATOR

The numerator includes Final Two Years Prior Adjusted Graduation Cohort students who earn a regular or honors diploma sometime before the cutoff date for the current school year.

Six-Year Graduation Rate Measure

To receive a score on the six-Year Adjusted Cohort Graduation Rate measure, a school/district must have at least ten accountable students in the Final Three Years Prior Adjusted Graduation Cohort. In cases where a school or district has fewer than ten unique students, the data will be masked, and the six-Year Adjusted Cohort Graduation Rate will not be calculated.

- **Code Sections:** [Ohio Revised Code 3314.017\(C\)\(1\)](#)
- **N-Size:** 10 accountable students
- **Graduation Cohort:** Final Three Years Prior Adjusted Graduation Cohort

SIX-YEAR GRADUATION RATE CALCULATION

The six-year graduation rate calculation, (using the numerator and denominator described above), is the percentage of students in the Final Three Years Prior Adjusted Graduation Cohort who received a regular or honors diploma before the start of the current year (including summer graduates).

DENOMINATOR

The denominator includes all students in each school's Final Three Years Prior Adjusted Graduation Cohort. Students are included in the graduation cohort regardless of whether they graduated.

NUMERATOR

The numerator includes Final Three Years Prior Adjusted Graduation Cohort students who earn a regular or honors diploma sometime before the cutoff date for the current year.

Seven-Year Graduation Rate Measure

To receive a score on the seven-Year Adjusted Cohort Graduation Rate measure, a school/district must have at least ten accountable students in the Final Four Years Prior Adjusted Graduation Cohort. In cases where a school or district has fewer than ten unique students the data will be masked, and Seven-Year Adjusted Cohort Graduation Rate will not be calculated.

- **Code Sections:** [Ohio Revised Code 3314.017\(C\)\(1\)](#)
- **N-Size:** 10 accountable students
- **Graduation Cohort:** Final Four Years Prior Adjusted Graduation Cohort

SEVEN-YEAR GRADUATION RATE CALCULATION

The seven-year graduation rate calculation, (using the numerator and denominator described above), is the percentage of students in the Final Four Years Prior Adjusted Graduation Cohort who received a regular or honors diploma before the start of the current year (including summer graduates).

DENOMINATOR

The denominator includes all students in each school's Final Four Years Prior Adjusted Graduation Cohort. Students are included in the graduation cohort regardless of whether they graduated.

NUMERATOR

The numerator includes Final Four Years Prior Adjusted Graduation Cohort students who earn a regular or honors diploma sometime before the cutoff date for the current year.

Eight-Year Graduation Rate Measure

To receive a score on the eight-Year Adjusted Cohort Graduation Rate measure, a school must have at least ten accountable students in the Final Five Years Prior Adjusted Graduation Cohort. In cases where a school or district has fewer than ten unique students the data will be masked, and the Eight -Year Adjusted Cohort Graduation Rate will not be calculated.

- **Code Sections:** [Ohio Revised Code 3314.017\(C\)\(1\)](#)
- **N-Size:** 10 accountable students
- **Graduation Cohort:** Final Five Years Prior Adjusted Graduation Cohort

EIGHT-YEAR GRADUATION RATE CALCULATION

The eighth-year graduation rate calculation, (using the numerator and denominator described above), is the percentage of students in the Final Five Years Prior Adjusted Graduation Cohort who received a regular or honors diploma before the start of the current year (including summer graduates).

DENOMINATOR

The denominator includes all students in each school's Final Five Years Prior Adjusted Graduation Cohort. Students are included in the graduation cohort regardless of whether they graduated.

NUMERATOR

The numerator includes Final Five Years Prior Adjusted Graduation Cohort students who earn a regular or honors diploma before the cutoff date for the current year.

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

Table 2: 4-Year Graduation Rating Scale and Descriptions

Percentage of Maximum Points Earned	Rating Description
36%-100%	Exceeds Standards
8% - 35.9%	Meets Standards
<8%	Does Not Meet Standards

Table 3: 5-8-Year Graduation Rating Scale and Descriptions

Percentage of Maximum Points Earned	Rating Description
40%-100%	Exceeds Standards
12% - 39.9%	Meets Standards
<12%	Does Not Meet Standards

Graduation Component Rating and Descriptions

[Ohio Revised Code 3314.017\(C\)\(1\)](#) requires the report card to include five individual graduation rates that are combined into one graduation component. This 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:

Figure 6: Visual of Combined Graduation Rate Calculation

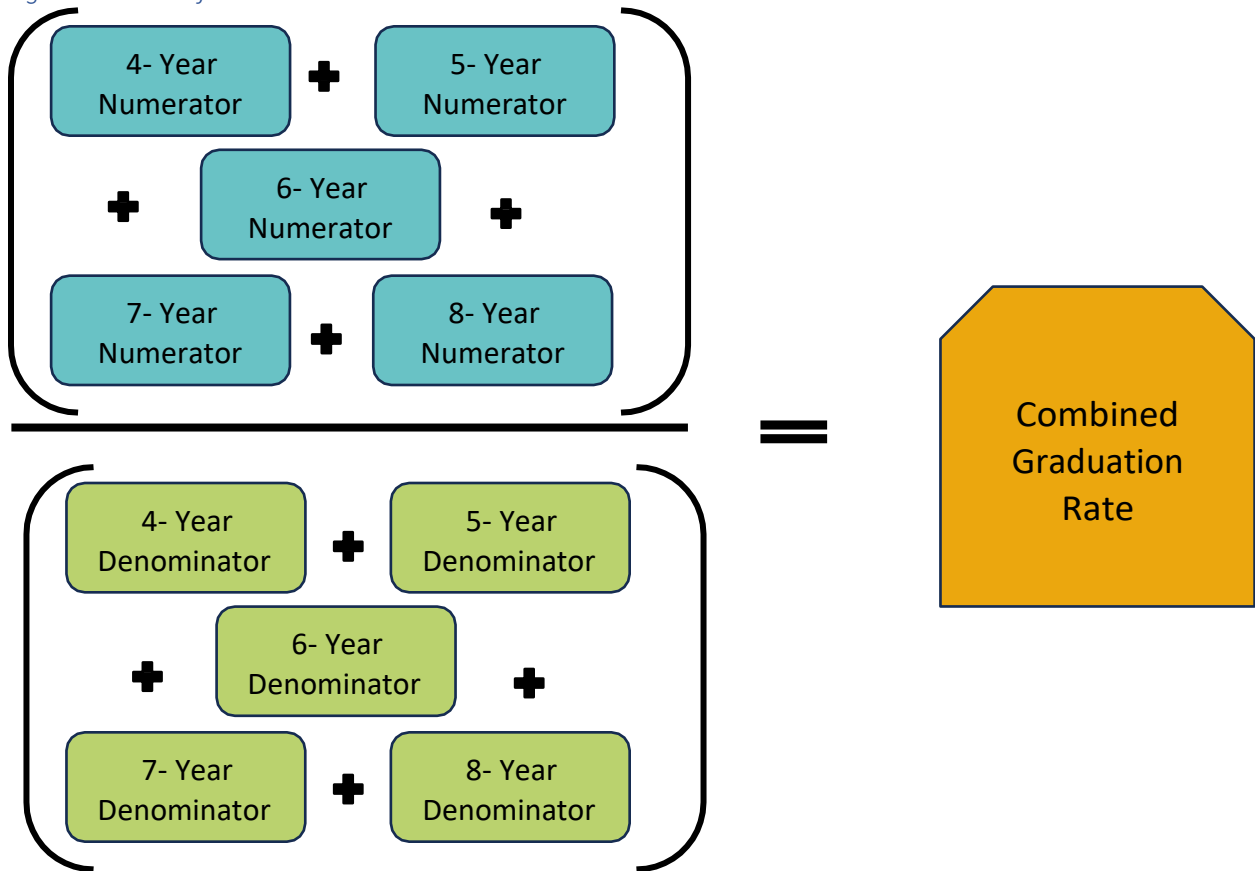


Table 5: DPR Graduation Component Rating and Description

Combined Graduation Rate	Rating Description
40%-100%	Exceeds Standards
12% - 39.9%	Meets Standards
<12%	Does Not Meet Standards

Table 4: Example Combined Graduation Rate Calculation

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%

Overall and Component Rating Technical Documentation



Dropout Prevention and Recovery Report Cards

2023-2024 School Year



**Department of
Education &
Workforce**

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Table 1: Breadcrumb Trail to Secure Data Center Reports for School to Review

Component	Measure	SDC Breadcrumb Trail
Overall		Report Portal > Secure Data Center > Local Report Card > Dropout Recovery Program Report Card > Overall
	Achievement	Report Portal > Secure Data Center > Local Report Card > Dropout Recovery Program Report Card > Achievement
	Gap Closing	Report Portal > Secure Data Center > Local Report Card > Dropout Recovery Program Report Card > Gap Closing
	Graduation	Report Portal > Secure Data Center > Local Report Card > Dropout Recovery Program Report Card > Graduation
	Progress	Report Portal > Secure Data Center > Local Report Card > Dropout Recovery Program Report Card > Progress

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Introduction

Ohio’s Dropout Prevention and Recovery (DPR) report cards provide alternative ratings for community schools that predominantly serve students through dropout prevention and recovery programs. These specialized report cards offer a comprehensive evaluation method, combining multiple components to assess a school’s performance. The Overall Calculation from the DPR Community School Report Card provides a holistic assessment of each school’s effectiveness in supporting at-risk students and promoting academic progress. Let’s delve into the details of this essential resource.

Achievement Component

The Achievement Component measures twelfth graders and students who are within three months of aging out of the requirements for state assessments for graduation (English language arts II, Algebra I, or Mathematics I or high school Alternate Assessment).

MEASURE INCLUDED

High School Test Passage Rate

WEIGHT

High School Test Passage Rate contributes **100%** to the Achievement Component Rating

Figure 1: Visual of DPR Achievement Component Calculation

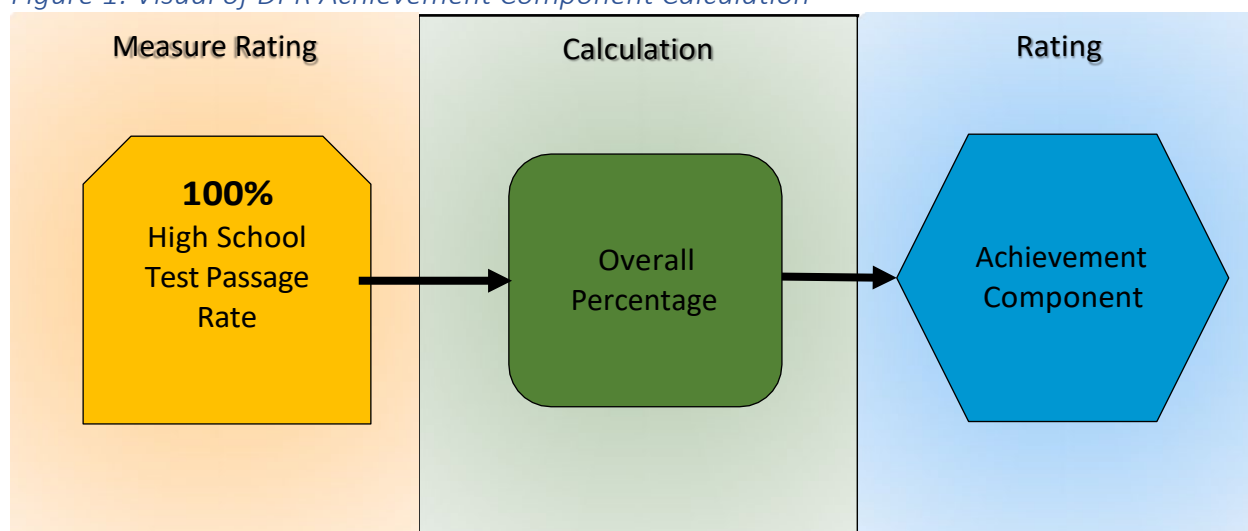


Table 1: DPR Achievement Component Rating Scale and Descriptions

Percentage of Maximum Points Earned	Rating Description
68% - 100%	Exceeds Standards
32% - 67.9%	Meets Standards
<32%	Does Not Meet Standards

Progress Component

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

MEASURE INCLUDED

Value-Added Measure

WEIGHT

For each school, the effect size will be used to indicate the amount of growth.

Table 2: DPR Reading Value-Added, Mathematics Value-added, and Progress Component Rating and Description

Growth Index	Rating Description
≥ 1	Exceeds Standards in closing educational gaps
< 1 but ≥ -3	Meets Standards in closing educational gaps
< -3	Does Not Meet Standards in closing educational gaps

Gap Closing Component

The Gap Closing component calculation for the Dropout Recovery Community School Report Card, is calculated based on the prior accountability system which was reformed in 2022 for Traditional Report Cards. The differences are partial points are still awarded for each measure and the DPR 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.

MEASURES INCLUDED

English Language Arts Achievement
Mathematics Achievement
Graduation Rate
English Language Proficiency Improvement Indicator

Graduation Component

The Graduation Component assesses the percentage of students who graduate within four, five, six, seven, or eight years. It includes both standard and extended graduation rates. Points are awarded based on graduation rate performance.

MEASURES INCLUDED

4-Year Graduation Rate
5-Year Graduation Rate

6-Year Graduation Rate
 7-Year Graduation Rate
 8-Year Graduation Rate

Overall Rating

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 to award 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 states “A school shall not be rated lower than “Meets Standards”, if the assessment passage rate and the individual graduation rates improve by at least ten percent for two consecutive years”.

Therefore, if a school’s initial rating is “Does Not Meet” standards, 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 if improvement was made for two consecutive years. The tables below offer two examples. In both cases, the school has very low graduation rates and assessment passage rate and likely 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 requires two consecutive years of improvement to be eligible for the increase in the final rating. If one or more measures has no data, the calculation cannot be performed. The school will not see a rating increase. State and federal privacy laws require states to set minimums and mask data when there are very small numbers. Ohio masks data if less than ten students are in the sample. For example, if eight students were the graduation cohort, there would not be a graduation rate. In such cases, the school cannot show two consecutive years of improvement and not eligible for a 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 are not eligible for a rating increase due to a lack of data.