

# Achievement Component Technical Documentation



Dropout Prevention and  
Recovery Community 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.

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 > <b>Achievement</b>

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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*

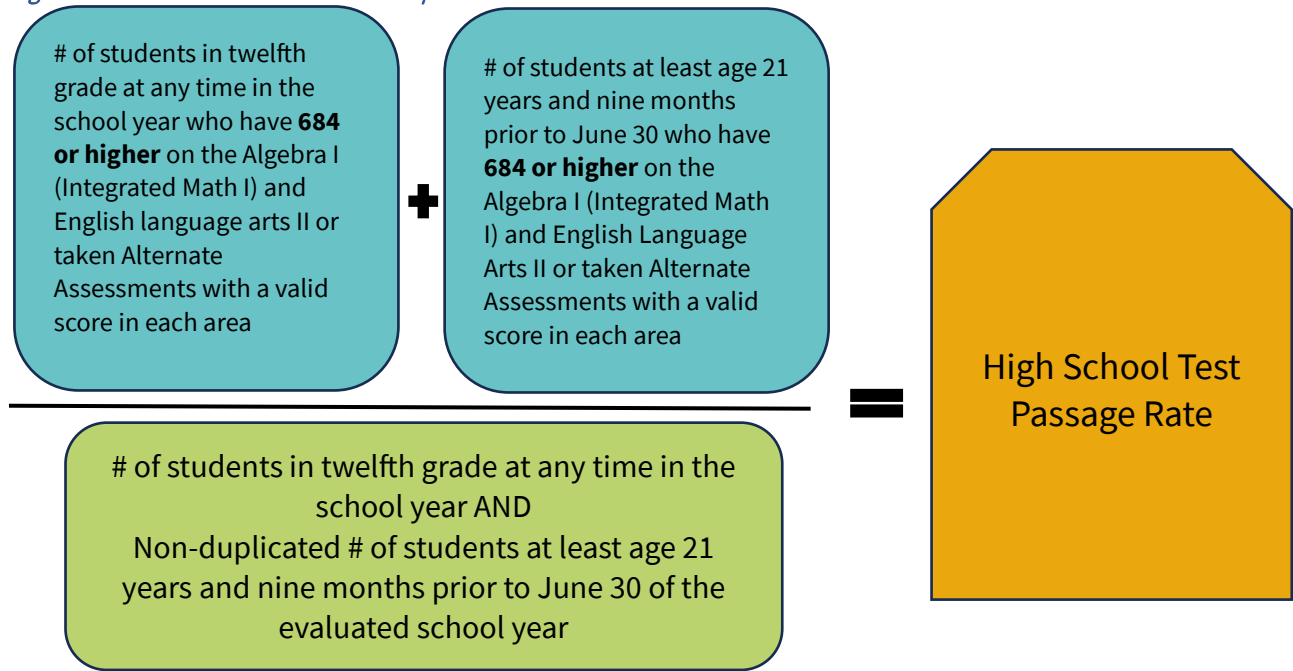
The number of students who are in twelfth grade and the number of additional students who reach age 21 years and nine months prior to June 30<sup>th</sup>.

#### *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

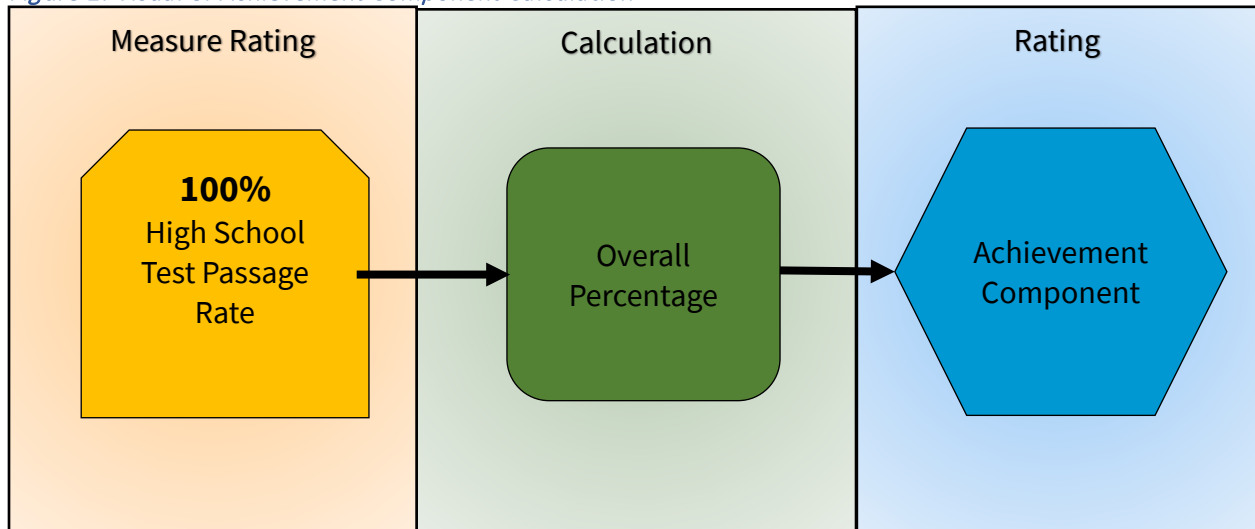


Table 1: Component Rating Scale and Descriptions

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%
<b>TOTAL WEIGHTED PERCENTAGE</b>			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.