

# Gap Closing 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

[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 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 > <b>Gap Closing</b>
	ELA & Math Achievement	Report Portal > Secure Data Center > Test Results > <b>School Test Results and Proficiency Levels</b>
	Graduation	Report Portal > Secure Data Center > Graduation > <b>School 4-Year Longitudinal Graduation Rate</b>
	English Learner Proficiency Improvement Indicator	Report Portal > Secure Data Center > Test Results > <b>School OELPA Progress</b>

# Table of Contents

<i>Revision History</i> .....	1
<b>TABLE OF CONTENTS</b> .....	<b>2</b>
<i>Introduction</i> .....	3
<i>Business Rules</i> .....	3
Determining Students Included in this Component.....	3
<i>English Language Arts (ELA) and Mathematics Achievement</i> .....	3
Annual Performance Goals – English language arts and Mathematics Performance Index..	5
Calculation of Points- ELA and Mathematics.....	6
English Language Arts and Mathematics Points Calculation .....	8
<i>English Language Arts and Mathematics Participation Calculation</i> .....	8
English Language Arts and Mathematics Participation Calculation .....	10
<i>Graduation Rate</i> .....	10
Annual Performance Goals – Graduation .....	12
Graduation Points Calculation.....	14
<i>English Language Proficiency (ELP) Improvement Indicator</i> .....	14
Annual Performance Goals – ELP Improvement Indicator .....	15
English Language Proficiency Improvement Points Calculation.....	16
<i>Gap Closing Component Rating Calculations and Descriptions</i> .....	16
<i>Example</i> .....	17

## 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.

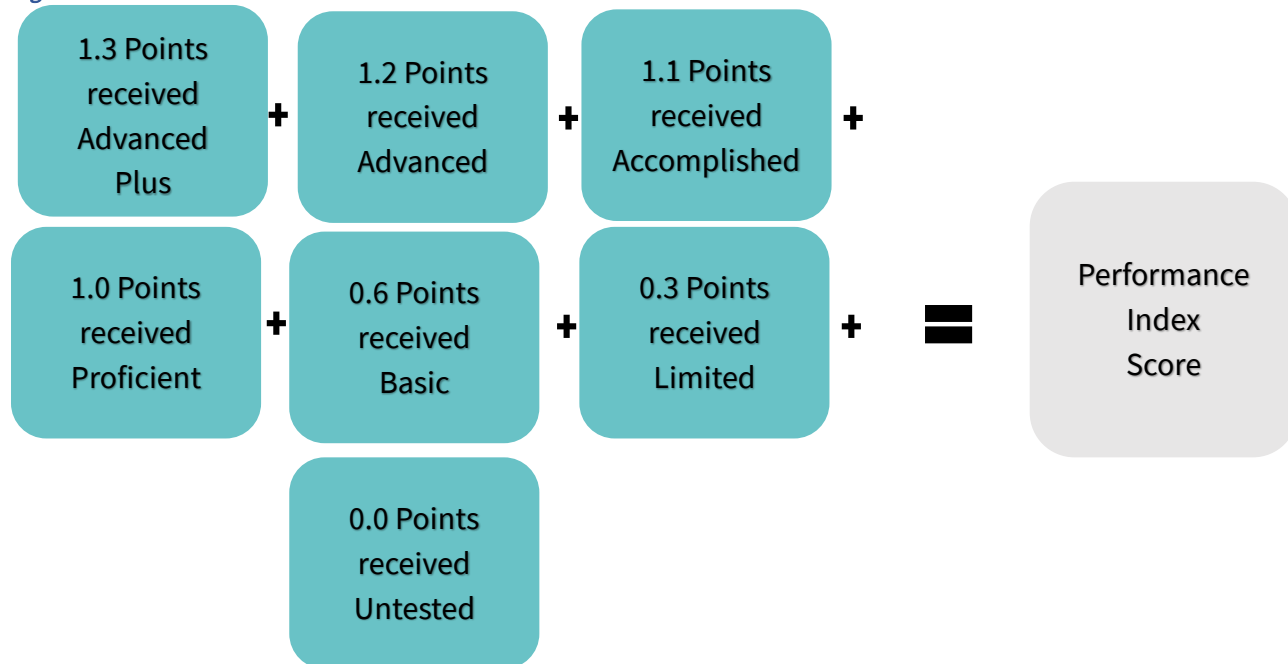


Students in all grades taking the ELA and mathematics Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) are included in each calculation.

- **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
<b>All Students</b>	76.18	78.56	80.94	<b>83.33</b>	85.71	88.09	90.47	92.85	95.24	97.62	100
<b>Economic Disadvantaged</b>	62.33	64.22	66.10	<b>67.98</b>	69.87	71.75	73.63	75.52	77.40	79.28	81.17
<b>Students with Disabilities</b>	48.04	50.64	53.24	<b>55.84</b>	58.43	61.03	63.63	66.23	68.83	71.42	74.02
<b>English Learners</b>	60.63	62.60	64.57	<b>66.54</b>	68.51	70.48	72.44	74.41	76.38	78.35	80.32
<b>Black, Non-Hispanic</b>	52.41	54.79	57.17	<b>59.55</b>	61.93	64.31	66.69	69.07	71.45	73.83	76.21
<b>American Indian or Alaskan Native</b>	68.07	69.67	71.26	<b>72.86</b>	74.46	76.05	77.65	79.24	80.84	82.44	84.03
<b>Asian/Pacific Islander/Native Hawaiian</b>	86.20	86.89	87.58	<b>88.27</b>	88.96	89.65	90.34	91.03	91.72	92.41	93.10
<b>Hispanic or Latino</b>	64.50	66.28	68.05	<b>69.83</b>	71.60	73.38	75.15	76.93	78.70	80.48	82.25
<b>Multi-Racial</b>	70.15	71.64	73.14	<b>74.63</b>	76.12	77.61	79.11	80.60	82.09	83.58	85.08
<b>White</b>	83.43	84.26	85.09	<b>85.92</b>	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
<b>All Students</b>	67.91	71.12	74.33	<b>77.54</b>	80.75	83.96	87.16	90.37	93.58	96.79	100
<b>Economic Disadvantaged</b>	52.76	55.12	57.48	<b>59.84</b>	62.21	64.57	66.93	69.29	71.65	74.02	76.38
<b>Students with Disabilities</b>	42.65	45.52	48.39	<b>51.26</b>	54.12	56.99	59.86	62.73	65.59	68.46	71.33
<b>English Learners</b>	54.71	56.97	59.23	<b>61.50</b>	63.76	66.03	68.29	70.56	72.82	75.09	77.35
<b>Black, Non-Hispanic</b>	41.14	44.09	47.03	<b>49.97</b>	52.92	55.86	58.80	61.74	64.69	67.63	70.57
<b>American Indian or Alaskan Native</b>	58.72	60.79	62.85	<b>64.91</b>	66.98	69.04	71.11	73.17	75.23	77.30	79.36
<b>Asian/Pacific Islander/Native Hawaiian</b>	83.09	83.93	84.78	<b>85.62</b>	86.47	87.32	88.16	89.01	89.85	90.70	91.54

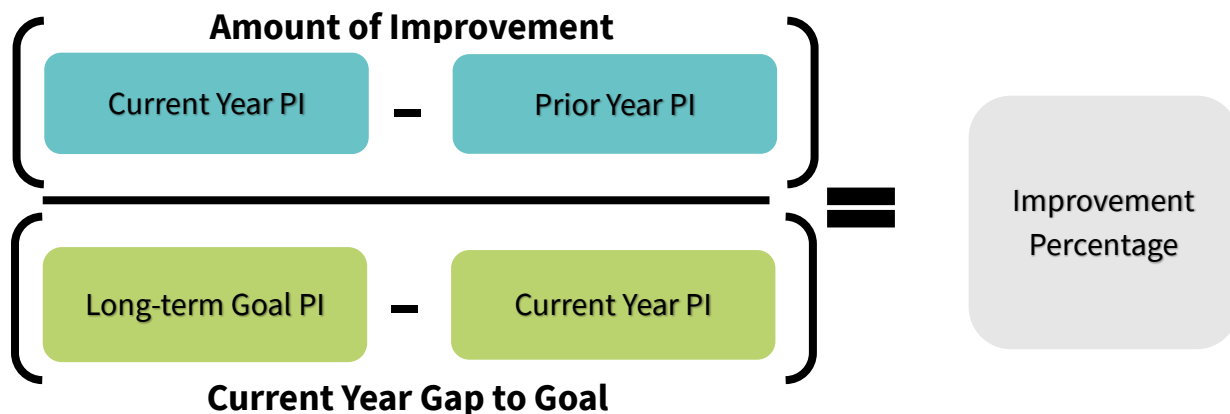
<b>Hispanic or Latino</b>	55.48	57.70	59.93	<b>62.15</b>	64.38	66.61	68.83	71.06	73.29	75.51	77.74
<b>Multi-Racial</b>	59.71	61.72	63.73	<b>65.75</b>	67.76	69.78	71.79	73.81	75.82	77.84	79.85
<b>White</b>	76.04	77.23	78.43	<b>79.63</b>	80.83	82.03	83.22	84.42	85.62	86.82	88.02

## 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:

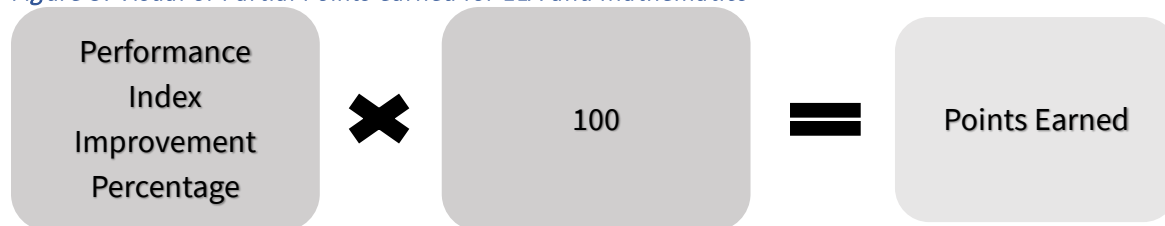
- If the student group current year ELA or mathematics Performance Index score is greater than or equal to the current year performance goal, then 100 points are assigned.
- If the student group fails to meet the annual performance goal but shows at least 10 percent improvement between the prior year 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
<b>Student group Mathematics ESSA Achievement Targets (one hundred points for each evaluated student group)</b>	1000
<b>Student group Mathematics ESSA Achievement Targets (one hundred points for each evaluated student group)</b>	1000

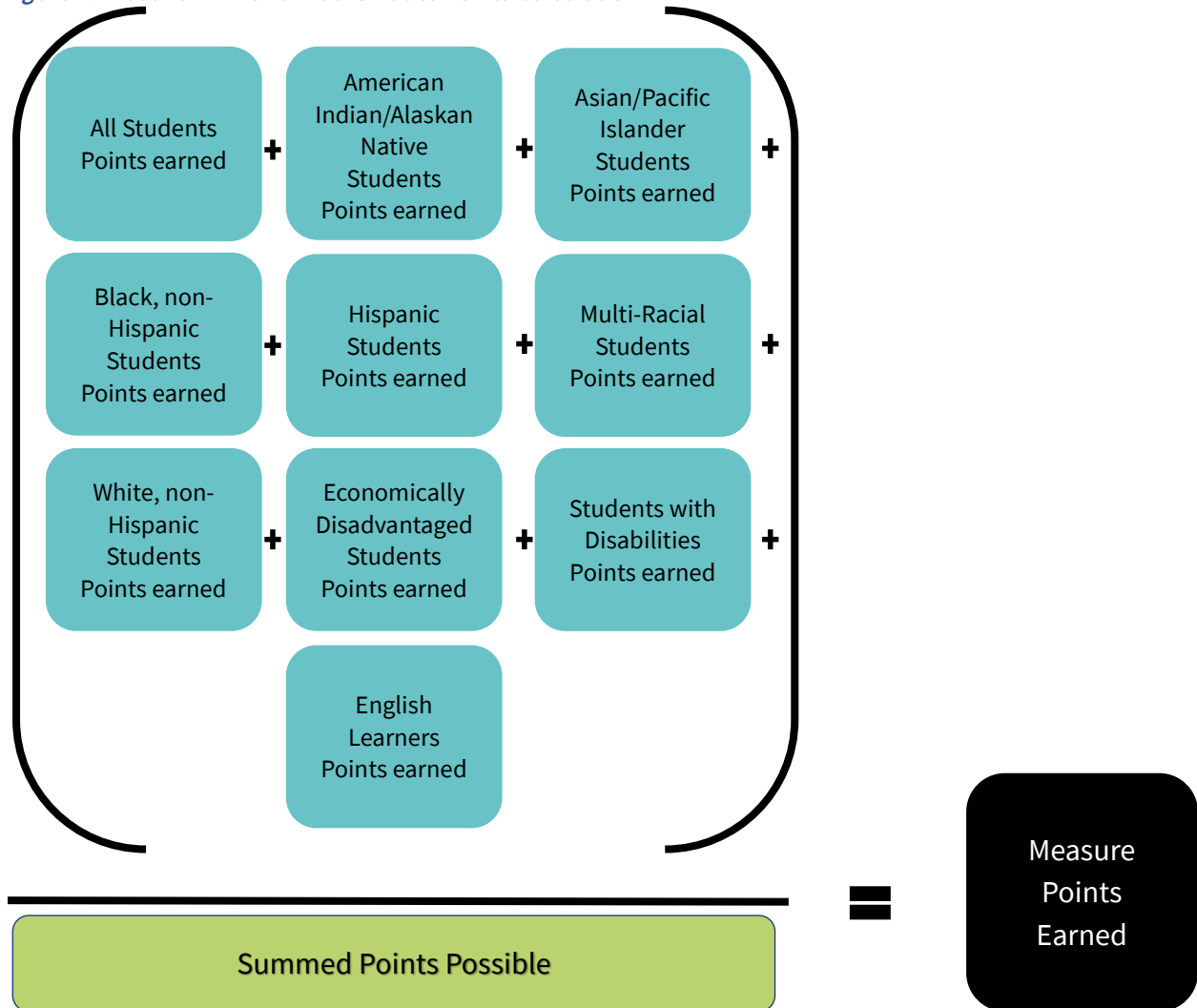
**NUMERATOR**

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:

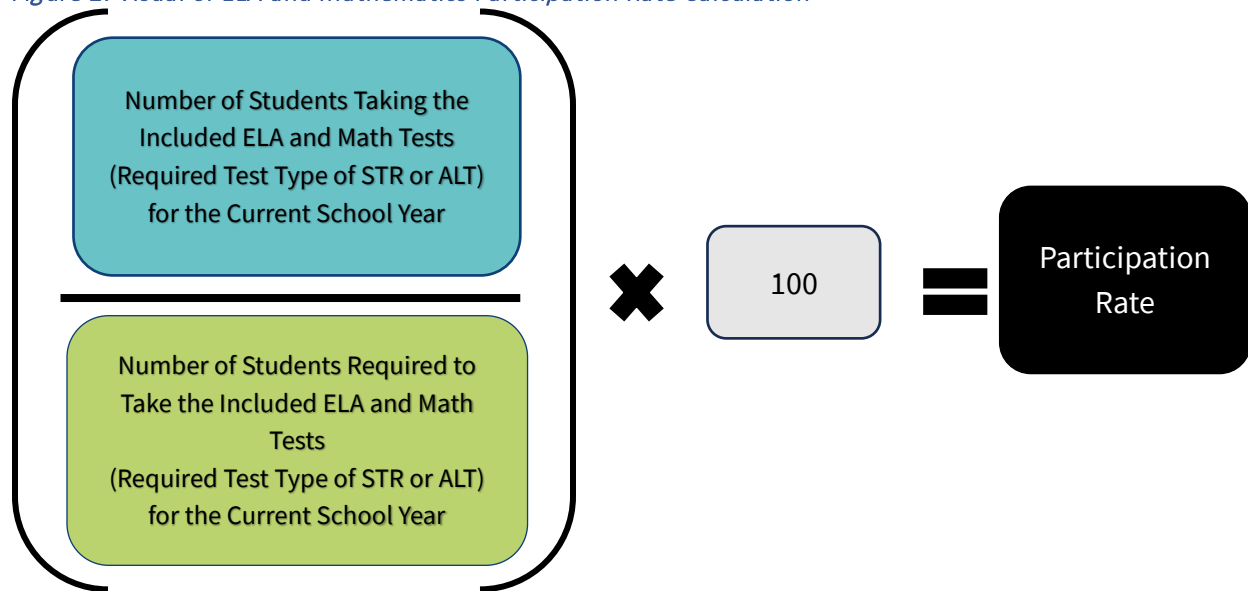
- Students who had their test scores invalidated, (reported with a Score Not Reported Element of “I”)

- 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](#).

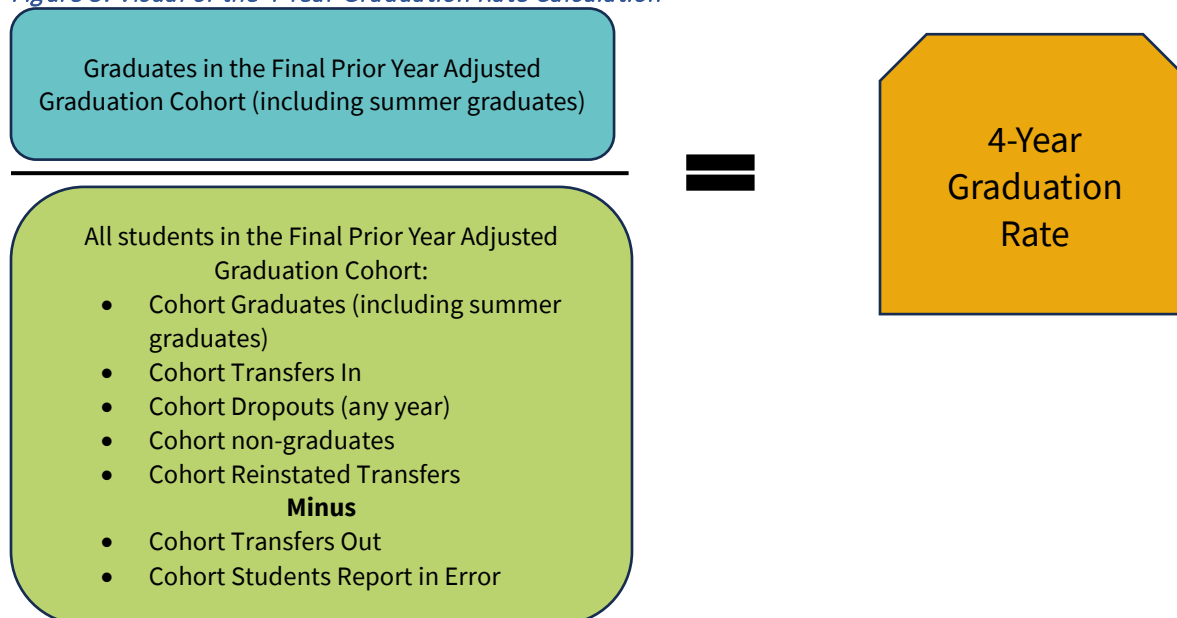
For the graduation rate annual performance goals, only the data from the **four-year longitudinal graduation rate** will be used. This rate is calculated by dividing the number of students who graduate with a regular or honors diploma within four years by the number of students in the final adjusted 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
<b>All Students</b>	87.20%	88.13%	89.06 %	<b>89.99%</b>	90.92%	91.85%	92.78%	93.71%	94.64%	95.57%	96.50%
<b>Economic Disadvantaged</b>	78.40%	79.31%	80.21 %	<b>81.12%</b>	82.02%	82.93%	83.83%	84.74%	85.64%	86.55%	87.45%
<b>Students with Disabilities</b>	74.30%	75.41%	76.52 %	<b>77.63%</b>	78.74%	79.85%	80.96%	82.07%	83.18%	84.29%	85.40%
<b>English Learners</b>	70.70%	71.99%	73.28 %	<b>74.57%</b>	75.86%	77.15%	78.44%	79.73%	81.02%	82.31%	83.60%
<b>Black, Non-Hispanic</b>	76.90%	77.88%	78.86 %	<b>79.84%</b>	80.82%	81.80%	82.78%	83.76%	84.74%	85.72%	86.70%
<b>American Indian or Alaskan Native</b>	79.80%	80.64%	81.47 %	<b>82.31%</b>	83.14%	83.98%	84.81%	85.65%	86.48%	87.32%	88.15%
<b>Asian/Pacific Islander/Native Hawaiian</b>	92.50%	92.70%	92.90 %	<b>93.10%</b>	93.30%	93.50%	93.70%	93.90%	94.10%	94.30%	94.50%
<b>Hispanic or Latino</b>	78.80%	79.69%	80.57 %	<b>81.46%</b>	82.34%	83.23%	84.11%	85.00%	85.88%	86.77%	87.65%

<b>Multi-Racial</b>	83.60%	84.25%	84.89 %	<b>85.54%</b>	86.18%	86.83%	87.47%	88.12%	88.76%	89.41%	90.05%
<b>White</b>	90.10%	90.42%	90.74 %	<b>91.06%</b>	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
<b>Student group ESSA Graduation Targets (one hundred points for each evaluated student group)</b>	1000

#### NUMERATOR

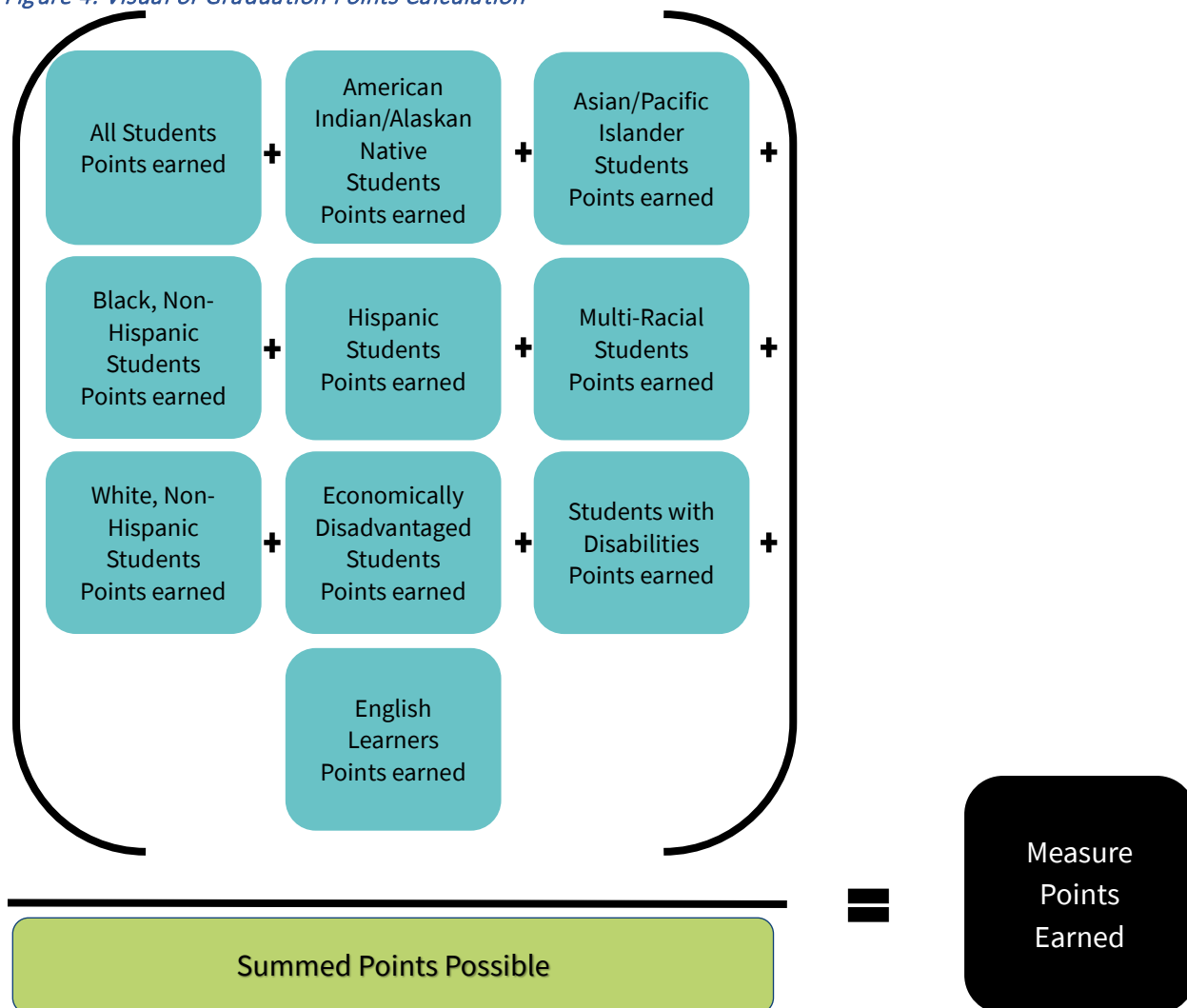
The numerator is the sum of the total of points earned by each applicable student group: All Students; American Indian/Alaskan Native Students; Asian/Pacific Islander Students; Black



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 state plan.

*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

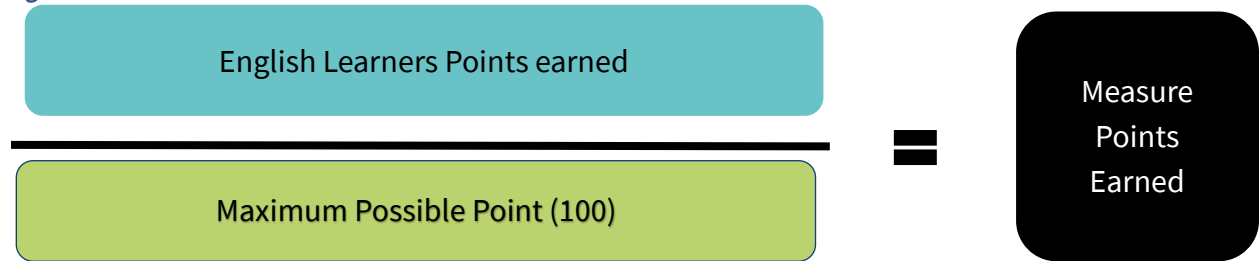
Measures	Maximum Points Possible
English language proficiency indicator	100

**NUMERATOR**

Total Points Earned

**ENGLISH LANGUAGE PROFICIENCY IMPROVEMENT POINTS CALCULATION**

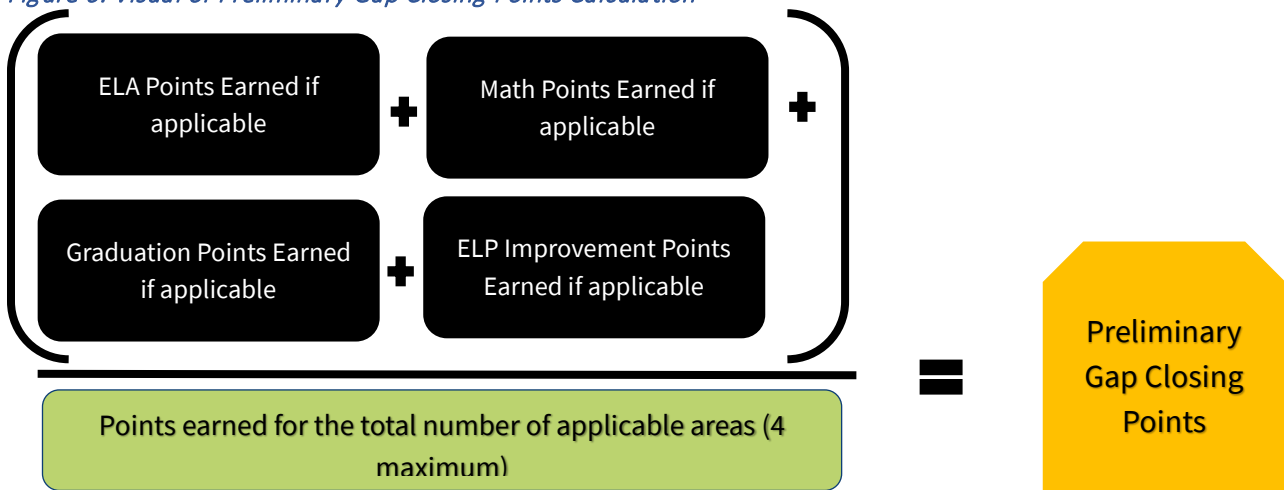
Figure 4: Visual of Graduation Points Calculation



**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

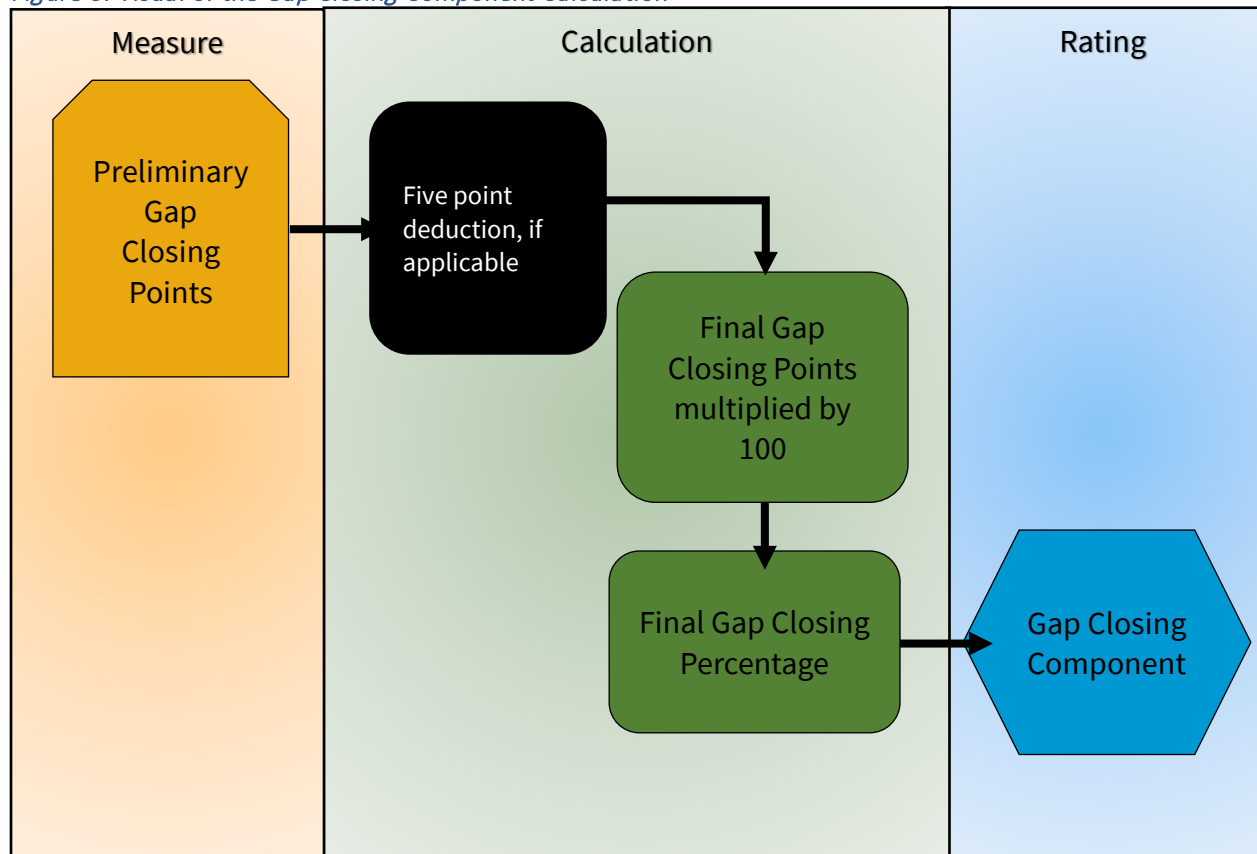


Table 5: DPR Gap Closing Component Rating and Description

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

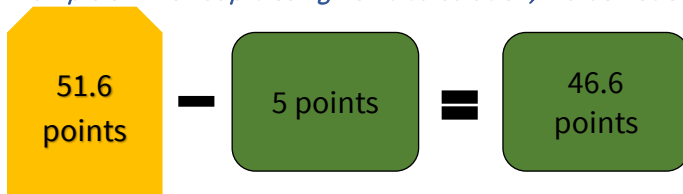
Measure	Summed Points Earned by Student Group	Points Possible	Total Points Earned
ELA Achievement	200	300	66.7

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

*Example 2: Participation Percentages per Student Group*

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

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



*Example: Final Gap Closing Percentage and Rating Description*

