Overall and Component Rating 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 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
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

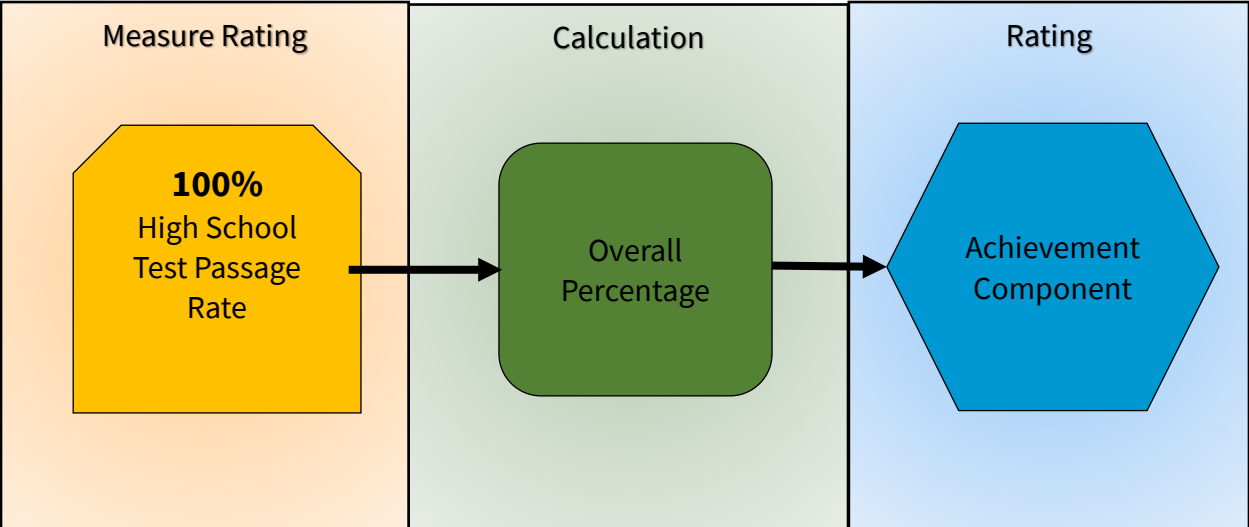*Figure 1: Visual of DPR Achievement Component Calculation*

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

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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

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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.

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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%

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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.

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