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**

Department of Education & Workforce

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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

Ohio Department of Education & Workforce