

Ohio School Report Card Training Series



Dropout Prevention and Recovery

Jessica Lauric
Office of Accountability

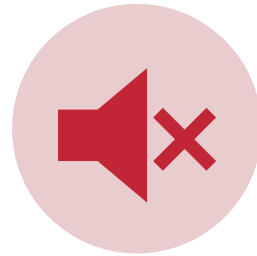


**Department of
Education &
Workforce**

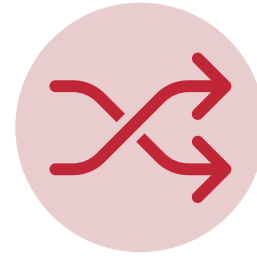
WELCOME & HOUSEKEEPING



PowerPoint can be found on the [Report Card Training Hub](#)



Videos off and sound muted



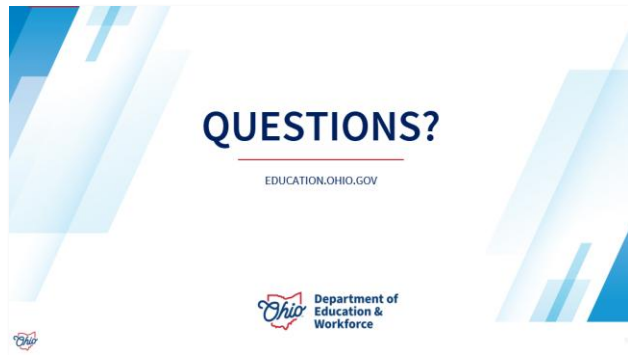
If you have difficulty accessing the chat, try accessing Microsoft Teams in a different way (e.g., in a browser or through the app)



QUESTION STRUCTURE

When to Ask Questions?

- Quick Checks after key presentation points.



What Type of Questions?

Questions to ask:

- Clarifying questions pertaining to the measure.
- Questions about what has already been covered.

Questions to NOT ask:

- Questions about information that hasn't yet been covered.
- Questions about student data or scenarios (book a [Report Card Work Session](#) for these questions)

Where to Ask Questions?

- In the Microsoft Teams Chat.
- Through the Microsoft Teams form.



WE WOULD LOVE YOUR FEEDBACK!

At the end of today's meeting, please take a few moments to complete our [Feedback Survey](#) to support our continued improvement.

Feedback Form: DPR - Report Card
Training Series



Vision

Ohio students are prepared for success in the real world.



Mission

The Ohio Department of Education and Workforce supports Ohio's students, families, and educators to ensure every student gains the knowledge and life skills needed for the future.

EDUCATION PRIORITIES



Literacy: Building a foundation for lifelong success by ensuring every student is reading at or above grade level.



Accelerating Learning: Advancing academic achievement for all students through statewide implementation of high-quality instruction, assessments, and supports.



Student Wellness: Fostering safe and supportive environments where students feel engaged and equipped to reach their full potential.



Workforce Readiness: Preparing students for success in life and careers through real-world knowledge, skills, and experiences.



Organizational Effectiveness: Delivering high-quality services and resources to strengthen Ohio's education community.

GOAL OF THIS PRESENTATION



Build Data Literacy on Dropout Prevention and Recovery Report Card

Allows individuals to **extract valuable insights**

Make **informed** decisions

Identify opportunities to **celebrate success**

Identify opportunities for **improvement**

Communicate your findings in a meaningful way

Ultimately **drive continuous improvement** for Ohio students

AGENDA

Resources

- **DPR Report Card Resources:** Overview of available tools and data sources
- **Last Year's Numbers:** Overview of 2024-2025 DPR Report Cards

What is Calculated

- **Understand Component Calculations:** Learn how each of the measures are calculated and what factors affect the Overall ratings.

Validating Data

- **Ensure Data Accuracy:** Learn how to validate data, identify errors, and use tools to ensure accurate DPR component data.





DPR REPORT CARD RESOURCES



Ohio School Report Cards are **required by law** to provide parents, caregivers, community members, educators and policymakers information about district and school performance — to celebrate successes and identify areas for improvement. The information provides transparent reporting to drive local conversations on continuous improvement and identify schools that need intensive supports. The report cards establish high expectations for the education community while showing progress toward equitable outcomes for all Ohio students.

Report cards are only one part of Ohio's education story. To get a more complete picture, it is essential to visit schools, talk to educators, parents and students, and review school or district websites. Many great things are happening every day in Ohio's schools!

Search for a school or district...


 Report Card Resources Report Card technical documentation and guides	 Download Data Data for a single year for every school or district available in Microsoft Excel format
 Advanced Reports Up to five years of longitudinal data for a single school or district	 Rewards & Recognition Recognition at the state or national level for academic performance



TECHNICAL DOCUMENTATION

ACHIEVEMENT

Achievement measures the percentage of twelfth-grade students and those close to their twenty-second birthday who have passed all applicable state high school achievement assessments.

- » [DPR Achievement Technical Document](#) 
- » [Information about Ohio's Alternate Assessment Participation Waiver](#)

PROGRESS

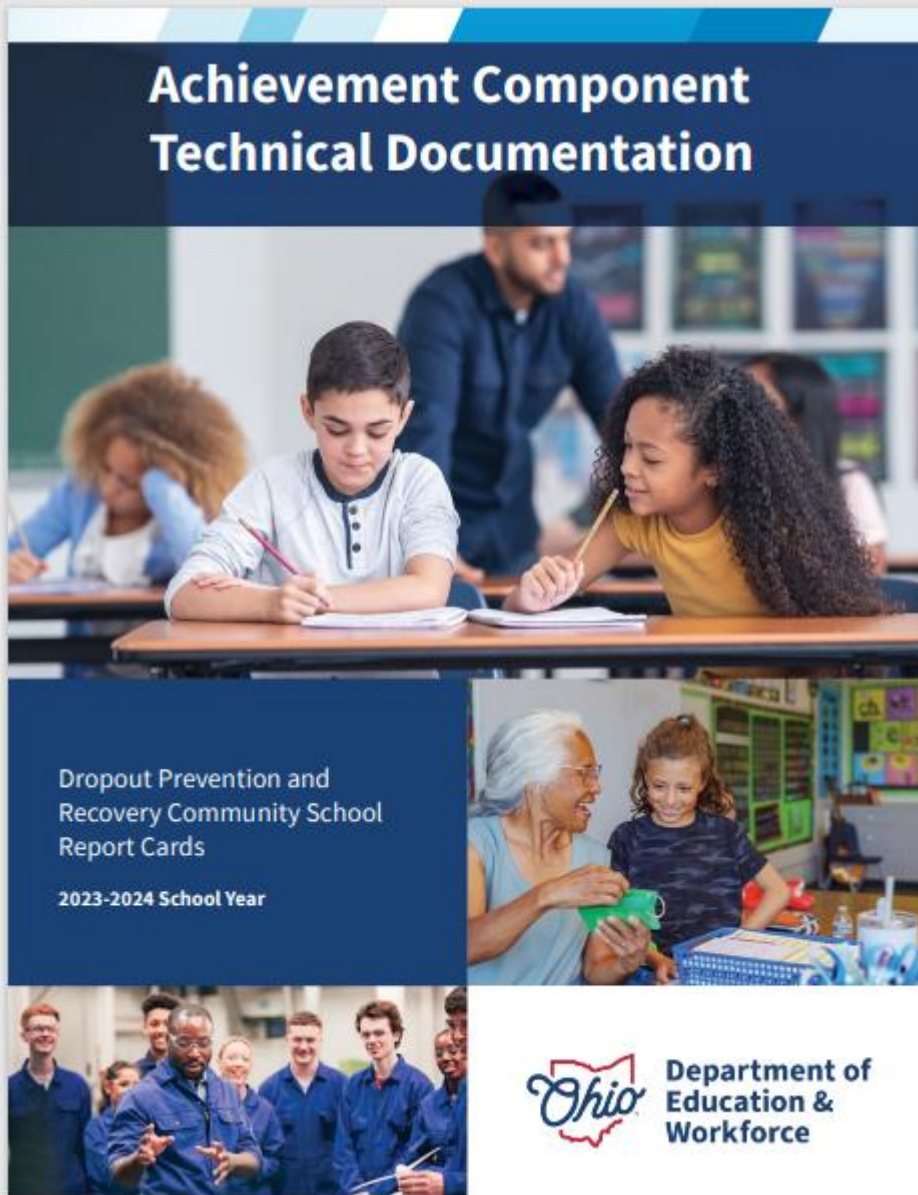
Assesses growth in student achievement in reading and mathematics using the Renaissance Star Reading & Math assessments.

- » [DPR Progress Component Technical Documentation](#) 
- » [SAS EVAAS Analysis Technical Documentation](#) 

GAP CLOSING


This shows how well schools are meeting performance expectations for all student populations in English language arts, mathematics, graduation, and English learner proficiency.

- » [DPR Gap Closing Component Technical Documentation](#) 
- » [English Language Proficiency Improvement Indicator Details](#) 



**Achievement Component
Technical Documentation**

Dropout Prevention and
Recovery Community School
Report Cards
2023-2024 School Year

 Department of
Education &
Workforce

The cover page features a collage of images: a classroom scene with students and a teacher, a close-up of an older woman and a young girl, and a group of young men in blue shirts. The text is overlaid on a dark blue background at the top and bottom.

PUBLIC ACCESS



Report Card Page

View report card for any district or building.



Download Data

View data for every district/building for a single year



Advanced Reports

Up to five years of longitudinal data for a single district/building.



Student Recovery Dashboard

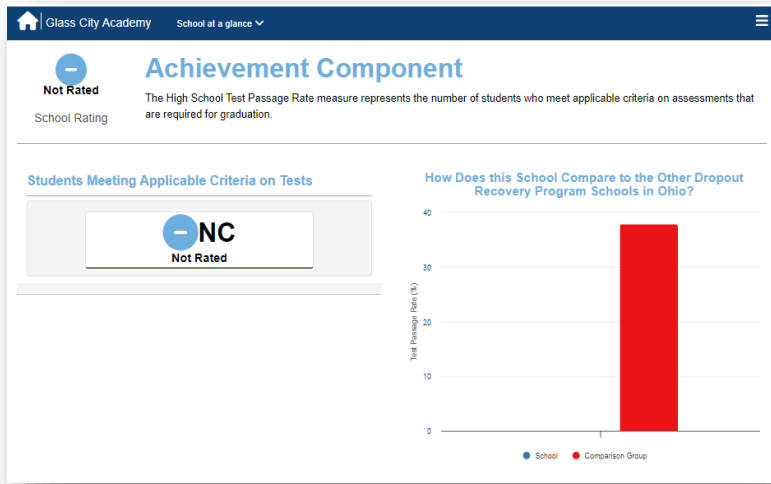
Longitudinal data in graph/chart format.
Can disaggregate & select multiple districts or buildings.

NO PUBLIC ACCESS



Secure Data Center

Access through OH|ID : Report Portal.
Critical to check for report card purposes. Access student level information



Report Card Page

Download Data

Data is available for all schools and districts in Microsoft Excel format.

Select one or more school years. To see files for all available school years, leave this filter empty.

- 2023-2024
- 2022-2023
- 2021-2022
- 2020-2021
- 2019-2020
- 2018-2019
- 2017-2018
- 2016-2017
- 2015-2016
- 2014-2015
- 2013-2014
- 2012-2013
- 2011-2012
- 2010-2011
- 2009-2010
- 2008-2009
- 2007-2008
- 2006-2007
- 2005-2006

Select a data file to download.

- ATSI Schools 2021-2022
- Building Achievement Ratings 2023-2024
- Building Achievement Ratings 2022-2023
- Building Achievement Ratings 2021-2022
- Building Achievement Ratings 2020-2021
- Building Achievement Ratings 2018-2019
- Building Achievement Ratings 2017-2018
- Building Achievement Ratings 2016-2017
- Building Achievement Ratings 2015-2016
- Building AMO Calculations 2020-2021
- Building AMO Calculations 2018-2019
- Building AMO Calculations 2017-2018
- Building AMO Calculations 2016-2017

Download Data

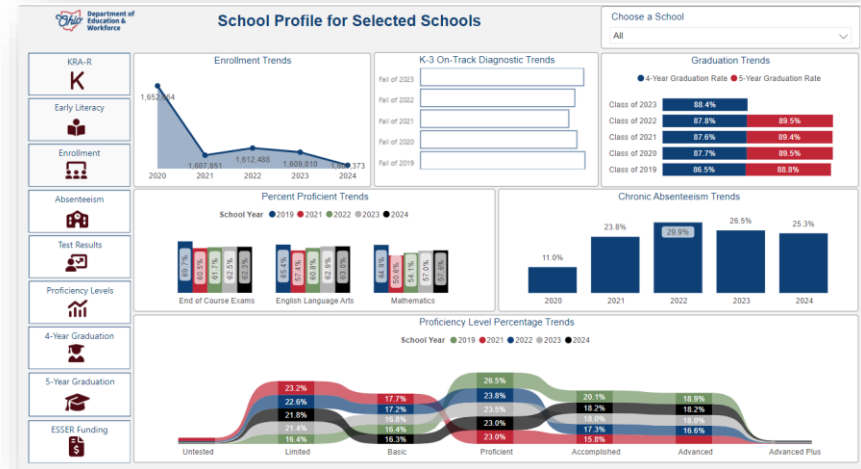
Ohio Department of Education Report Portal

Welcome to the new Ohio Department of Education Report Portal! ODE produces many reports providing information on a variety of topics. ODE is in the early stages of transitioning to a new reporting platform, and the Reports Portal currently contains reports for the following topics:

Select a report from the menu to run it. To help you zero in on the specific information you are looking for or to simply explore the data, most reports are interactive via dropdown lists, radio buttons, or check boxes.

- Public Data**
 Reports for public districts and schools using academic, attendance, enrollment and financial data.
- Nonpublic Data**
 Reports for nonpublic schools and homeschool students using academic, enrollment and scholarship data.
- Finance**
 Reports about School Foundation Payments and Five Year Forecast.

Advanced Reports: Report Portal



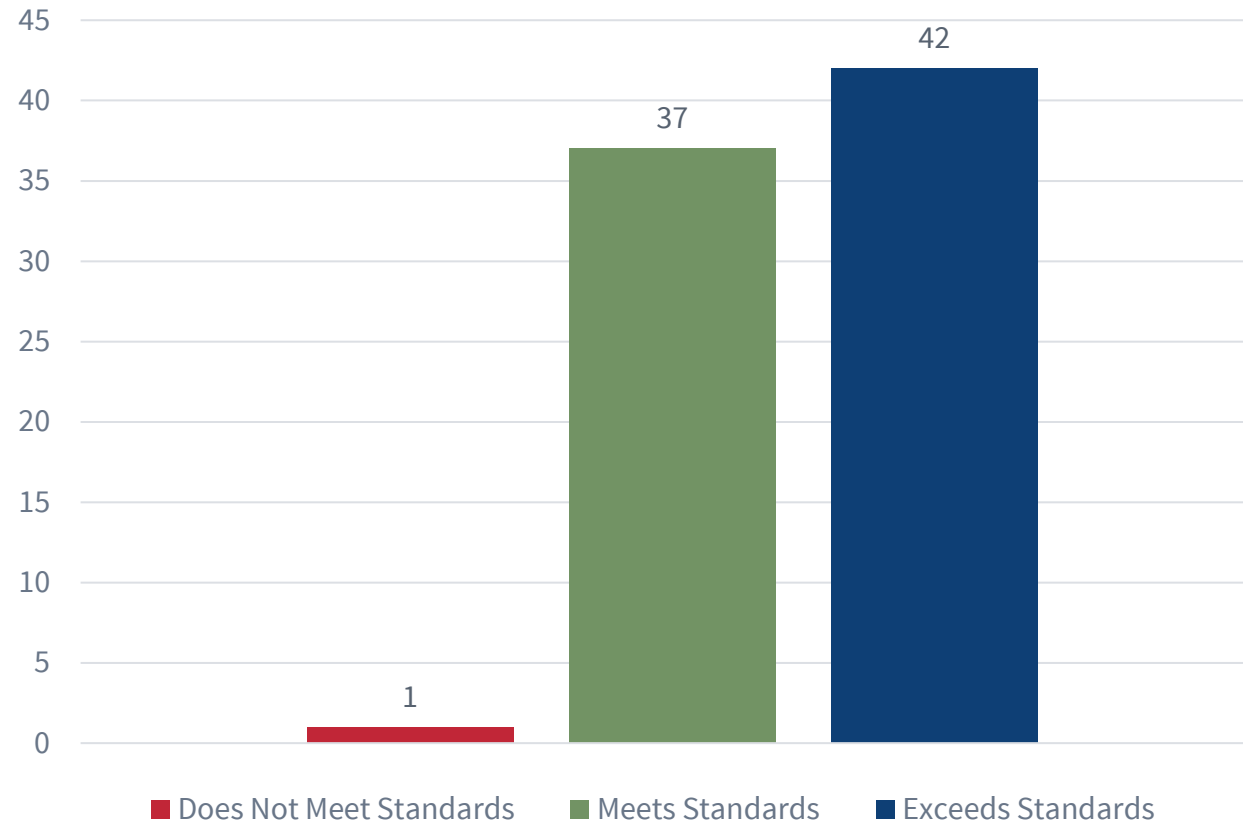
Student Recovery Dashboard

PUBLIC DATA RESOURCES

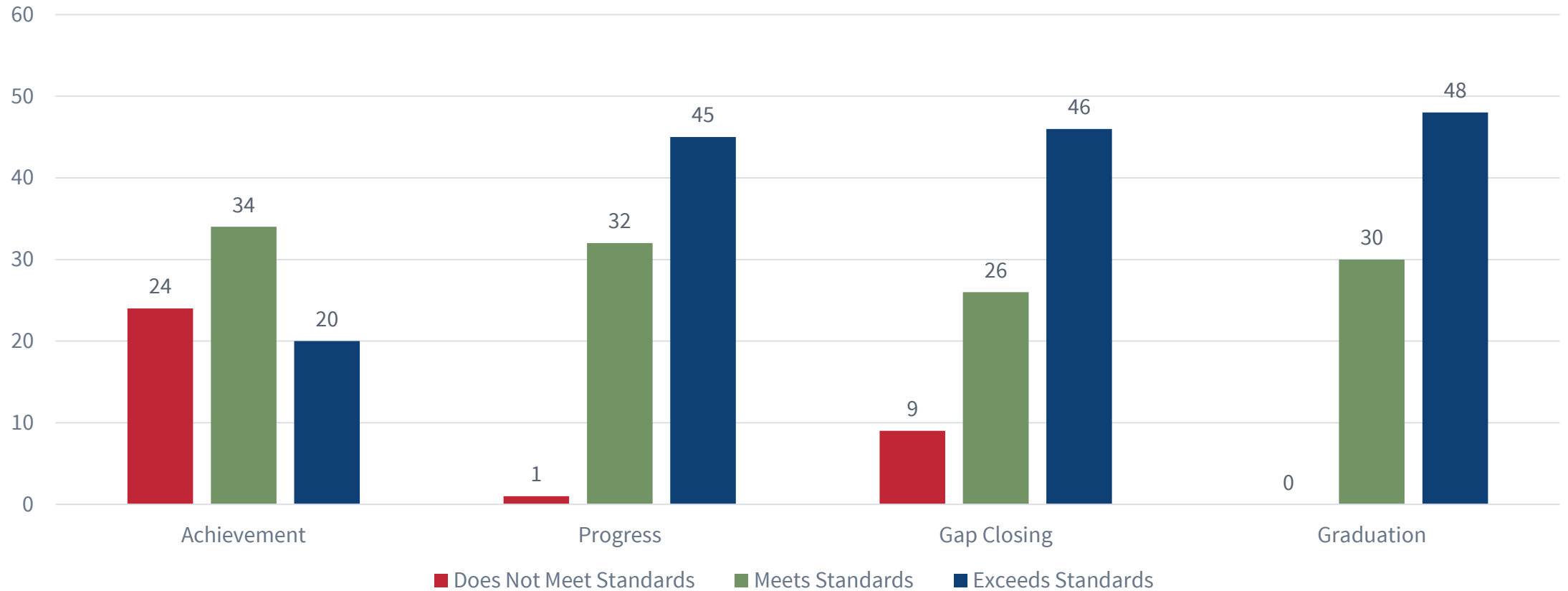
2024-2025 DROPOUT PREVENTION AND RECOVERY COMMUNITY SCHOOL REPORT CARDS

- **Overall Rating** – Rated as Exceeds Standards, Meets Standards, or Does Not Meet Standards
 - **Four Rated Components** – Rated as Exceeds Standards, Meets Standards, or Does Not Meet Standards
 - Achievement Component
 - Progress Component
 - Gap Closing Component
 - Graduation Component

2024-2025 OVERALL RATING DISTRIBUTION



2024-2025 COMPONENT DISTRIBUTION



QUESTIONS?

EDUCATION.OHIO.GOV



**Department of
Education &
Workforce**

ACHIEVEMENT COMPONENT



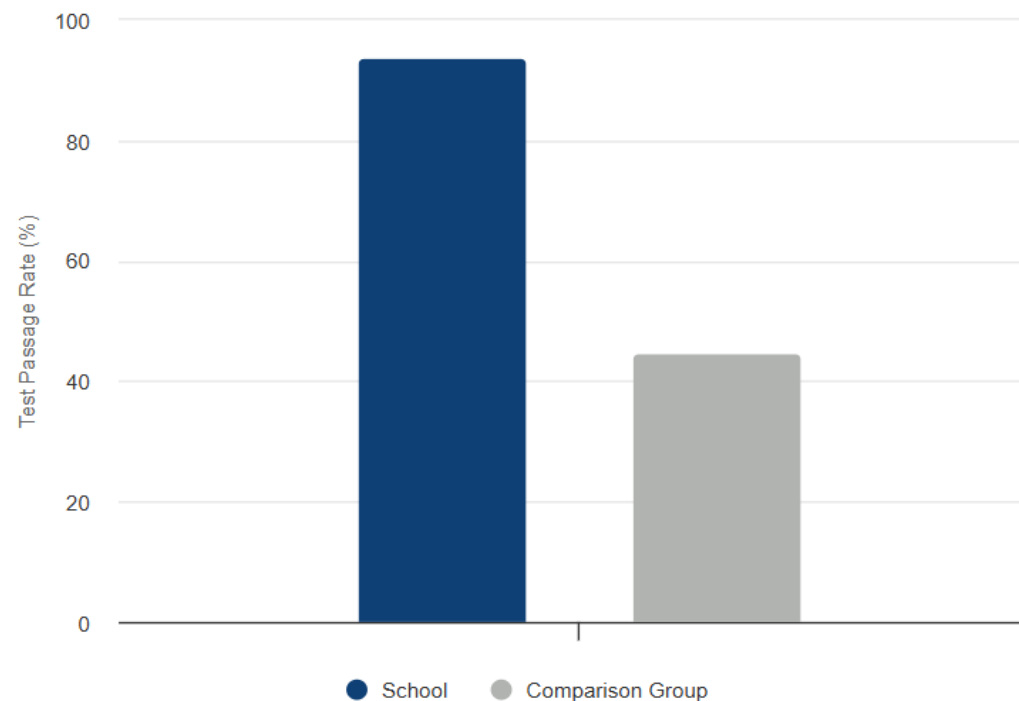
Achievement Component

The High School Test Passage Rate measure represents the number of students who meet applicable criteria on assessments that are required for graduation.

Students Meeting Applicable Criteria on Tests

 **93.8%**
Exceeds Standards

How Does this School Compare to the Other Dropout Recovery Program Schools in Ohio?



Who and What is being used to calculate?

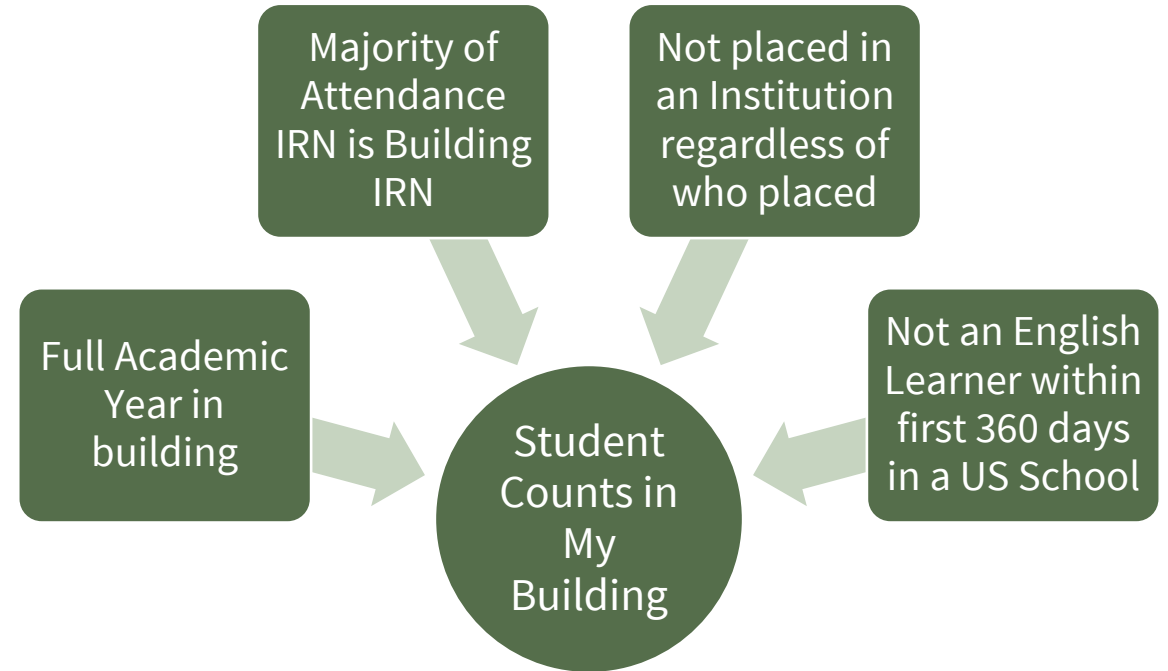
EOC Exam score of 684

Integrated Mathematics I OR Algebra

English Language Arts II

EOC Exams Required to be taken:

- **English Language Arts II**
- **Integrated Mathematics I or Algebra 1**
- **Integrated Mathematics II or Geometry**
- **Biology**
- **American History**
- **American Government**



- **Students in 12th Grade at anytime during the year**
- **Students within 3 months of aging out**
- **10 accountable students required to be rated**

MEASURING ACHIEVEMENT ON TESTS

of students in twelfth grade at any time in the school year who have **684 or higher** on the Algebra I (Integrated Mathematics I) and English language arts II or taken Alternate Assessments with a valid score in each area

+

of students at least age 21 years and nine months prior to June 30 who have **684 or higher** on the Algebra I (Integrated Mathematics I) and English Language Arts II or taken Alternate Assessments with a valid score in each area

=

High School Test Passage Rate

of students in twelfth grade at any time in the school year AND Non-duplicated # of students at least age 21 years and nine months prior to June 30 of the evaluated school year

DPR ACHIEVEMENT COMPONENT RATING SCALE AND DESCRIPTIONS

Percentage of Maximum Points Earned	Rating Description
Greater than or equal 68% but less than 100%	Exceeds Standards
Greater than or equal 32% but less than 67.9%	Meets Standards
Less than 32%	Does Not Meet Standards

PROGRESS COMPONENT

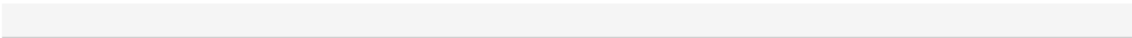


Progress

The Progress component looks closely at the growth that students are making during the school year.

Overall

This measures the progress for all students in math and English language arts using Renaissance Learning's STAR assessments in reading and mathematics.



Progress Details

This table shows the Progress scores by test grade and subject.

Test Grade	Progress		
	Reading	Mathematics	All Tests
All Grades			

- Exceeds Standards
- Meets Standards
- Does Not Meet Standards
- Value Added data is not available

SAS TECHNICAL DOCUMENTATION

Students in dropout recovery schools take nationally normed assessments in reading and math that are used to measure whether students maintained their same relative position, grew, or declined in comparison to the nationally normed referenced group from an initial test to a second test taken after 12 weeks.



SAS® EVAAS

Value-Added Measures for Dropout Recovery Programs

Introduction

Growth measures are required for dropout recovery programs, and given the unique nature of student enrollment, student grade, and student testing in these programs, the Ohio Department of Education (ODE) has customized the value-added modeling and data inputs for a more meaningful growth measure. The purpose of this document is to give a technical overview of this customized approach for the schools participating in these programs.

Data Inputs

Students take assessments upon entering the dropout recovery programs and again after they have received at least 84 days of instruction.

The tests used in this analysis were selected by ODE through a competitively bid contract. One property of the selected assessments is that they are computer adaptive since the grade level can be difficult to determine for some students. More information about these assessments can be found [on ODE's site](#).

Modeling Approach

The value-added model for dropout recovery programs is similar to the multivariate response model currently used for OST Math and Reading in non-dropout recovery schools in the state. (For more information, view the [Statistical Models and Business Rules](#) document.) In less technical terms, growth is measured through a gain-based approach using the two test scores in the same subject within a given year. The growth measure itself is the estimated *change in achievement* for a group of students with a specific program relative to the norm referenced population for that subject and grade. This measure considers the entering achievement of the group of students.

The distribution of scores for a subject/grade/test window are mapped to a normal curve equivalent distribution using the norm data provided by the test vendor. This norm information is from a typical 10th grader testing in April. This does not assume anything about the achievement of individuals included in the analysis; it only puts them on a referenced curve of achievement to be able to compare their scores over time with an equal expectation of growth. The average score for the first test of a specific program is compared to its average score for the second test. The expected growth is that students will maintain their achievement levels between the two tests relative to the norm-referenced population, and the growth measure is the difference between the two achievement levels.

To determine whether the growth measure represents significantly more or less progress than the expected growth, a growth index is then calculated by dividing the growth measure by its standard error. The growth index is categorized into three levels: Exceeds Standards, Meets Standards, and Does Not Meet Standards. Multi-year growth measures are also reported where sufficient data exist. Prior to the 2019 reporting, the norms used were different. They represented a complete school year instead of the 84 days of instruction that is currently used. The difference in the interpretation from the OST growth measure is that the non-dropout recovery schools are measuring whether students maintained their same relative position in the distribution of statewide student achievement from one year to the

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Who and What is being used to calculate Progress?

- Tests
 - Renaissance Star Reading
 - Renaissance Star Mathematics
- Students taking two or more assessments at least 12 weeks apart
- At least 10 accountable students to calculate

DPR PROGRESS COMPONENT RATING SCALE AND DESCRIPTIONS	
Growth Index	Rating Description
Greater than or equal to +1	Exceeds Standards
Less than +1 but greater than or equal to -3	Meets Standards
Less than -3	Does Not Meet Standards

GAP CLOSING COMPONENT

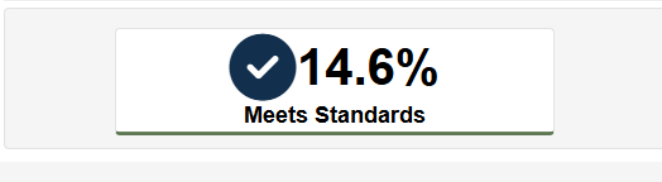


Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for students in English language arts, math, and graduation. It also measures how schools are doing in helping English learners become proficient in English.

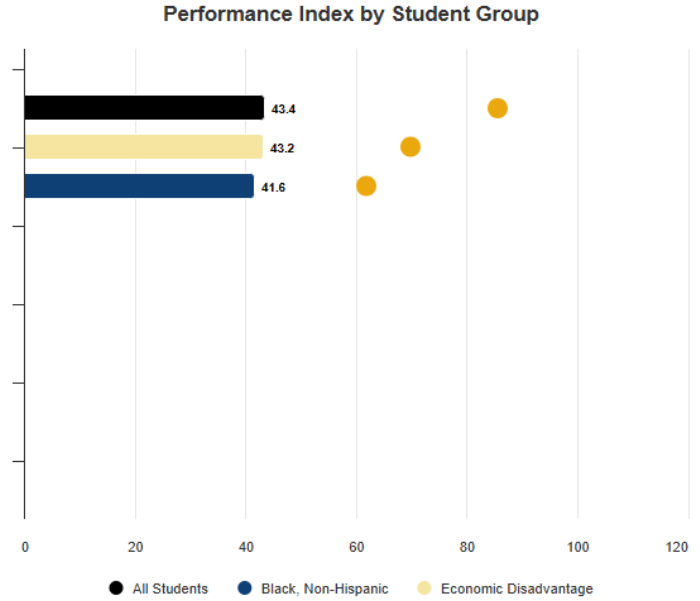
Annual Measurable Objectives

Annual Measurable Objectives (AMOs) compare the performance of each student group to the expected performance goals for that group to determine if gaps exist. These charts show how well each group compares to the state average in ELA, math, and graduation. A fourth AMO measures whether English Learners are making progress towards becoming proficient in English. The ultimate goal is for all groups to achieve at high levels.



English Language Arts **Math** Graduation Rate

English Learners



Each student group has its own interim goal. Meeting the student group goal is one of the ways to meet Annual Measurable Objectives. Student groups with fewer than 15 students are not rated and do not appear on the graphs.

STUDENT GROUPS CALCULATED

All Students

American
Indian/Alaskan
Native

Asian/Pacific
Islander

Black, non-
Hispanic

Hispanic

Multi-Racial

White, non-
Hispanic

Economically
Disadvantaged

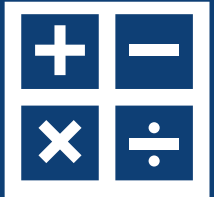
Students with
Disabilities

English
Learners

THREE PERFORMANCE CALCULATIONS EVALUATED AT THE STUDENT SUBGROUP INCLUDE:



Achievement in English Language Arts as measured by the Performance Index



Achievement in Mathematics as measured by the Performance Index



Success in meeting graduation requirements as measured by the four-year graduation rate

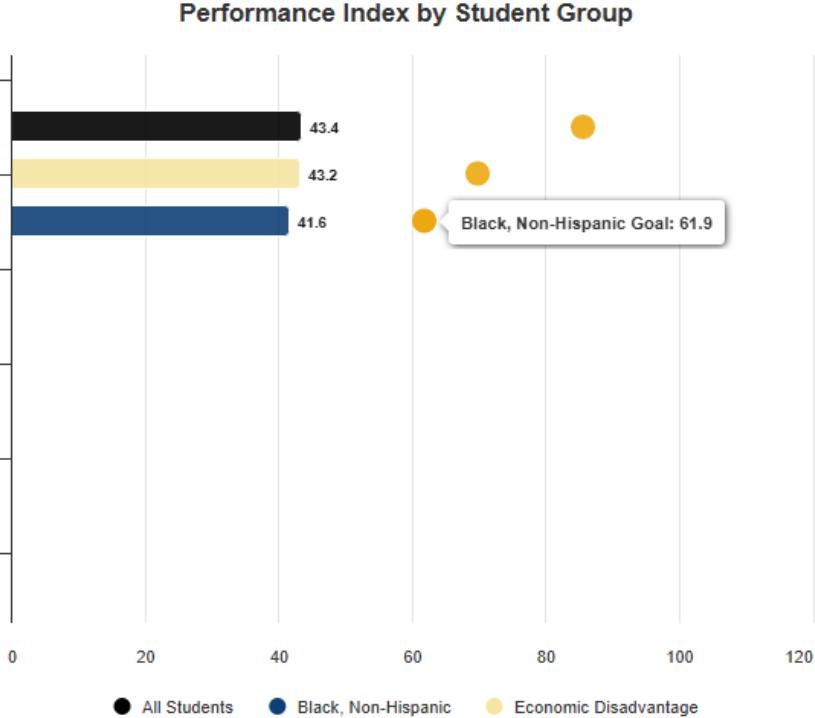
The fourth calculation:



Evaluates the proficiency improvement of English Learners on the Ohio English Language Proficiency Assessment (OELPA)

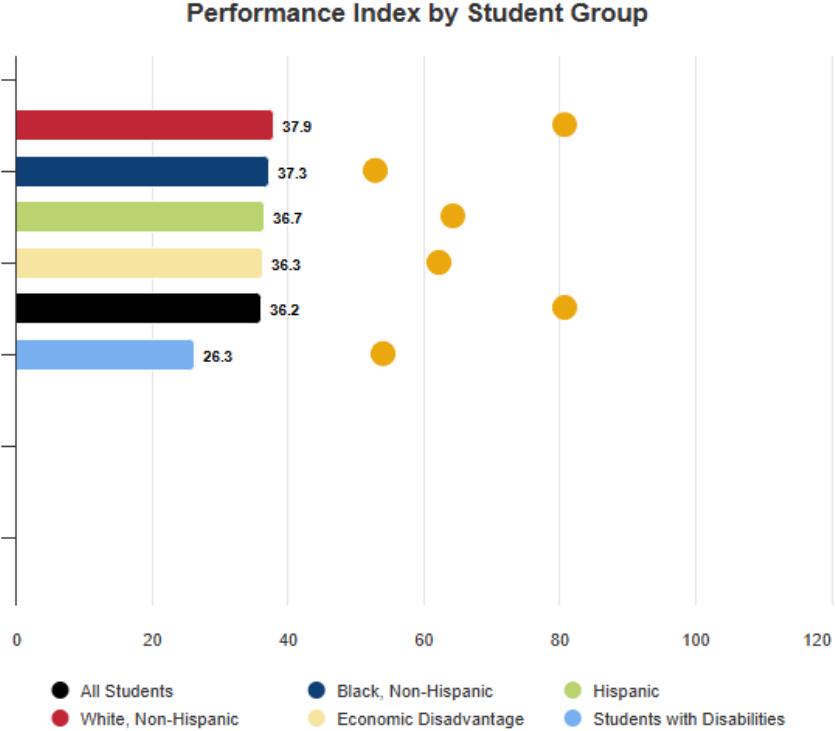
REPORT CARD EXAMPLE

ELA ACHIEVEMENT



Each student group has its own interim goal. Meeting the student group goal is one of the ways to meet Annual Measurable Objectives. Student groups with fewer than 15 students are not rated and do not appear on the graphs.

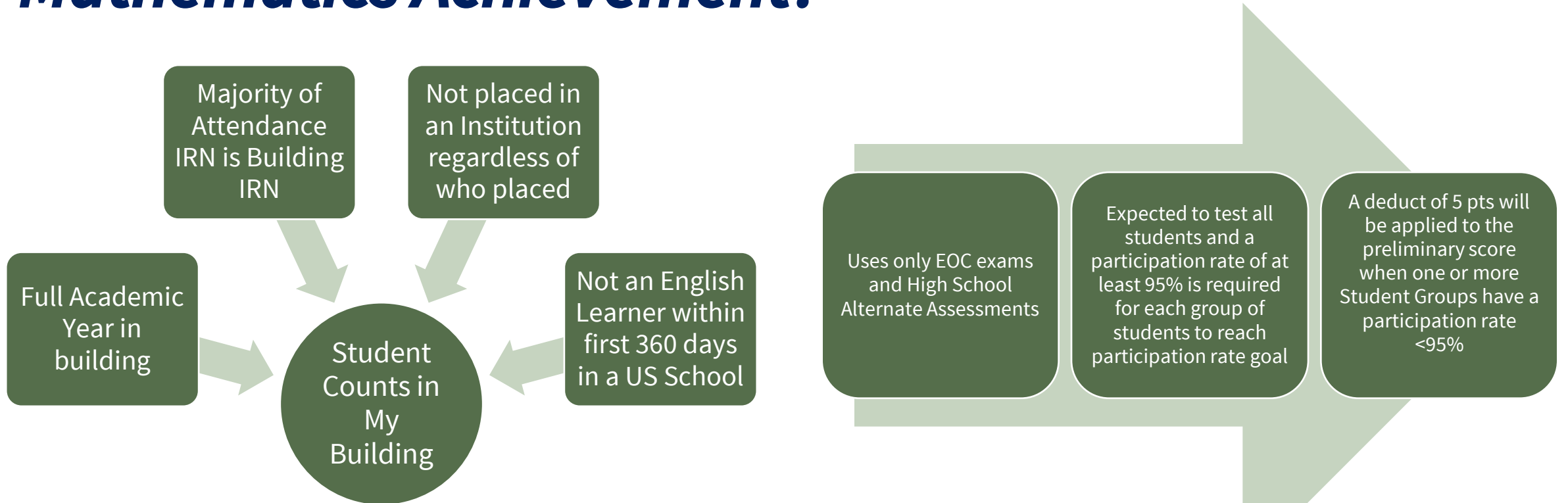
MATHEMATICS ACHIEVEMENT



Each student group has its own interim goal. Meeting the student group goal is one of the ways to meet Annual Measurable Objectives. Student groups with fewer than 15 students are not rated and do not appear on the graphs.



Who and What is being used to calculate ELA and Mathematics Achievement?



- **Students taking the High School Assessments**
- **15 accountable students required to be rated**

Performance Index

PERFORMANCE LEVEL	WEIGHT
Advanced Plus	1.3
Advanced	1.2
Accomplished	1.1
Proficient	1.0
Basic	0.6
Limited	0.3
Untested	0.0

- **Accelerated Students** score in Proficient will count as Accomplished; Accomplished will count as Advanced; and Advanced will count as Advanced Plus

STUDENTS WHO COUNT AS UNTESTED

End of Course Assessment

- Score Not Reported Reasons that count: A, B, C, D, E, F, P, 5

High School Alternate Assessment

- Score Not Reported Reasons that count: A, B, C, D, E, F, S, 5

ELA ACHIEVEMENT GOALS

ANNUAL PERFORMANCE GOALS – ENGLISH LANGUAGE ARTS, PERFORMANCE INDEX SCORE											
	2020-2021 Baseline	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



MATHEMATICS ACHIEVEMENT GOALS

ANNUAL PERFORMANCE GOALS – MATHEMATICS, PERFORMANCE INDEX SCORE											
	2020-2021 Baseline	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

DN1



CALCULATIONS

ELA and Mathematics Performance Goals

Rule One

If CY PI score is \geq to CY Goal, then 100 pts earned

Rule Two

$\geq 10\%$ improvement between CY and PY, then 100 pts earned

Rule Three

$$\left(\frac{\text{Current Year PI Score} - \text{Previous Year PI Score}}{2031 \text{ Goal} - \text{Current Year PI Score}} \times 100 \right) = \left(\frac{\text{Amount of Improvement}}{\text{Current Year Gap to Goal}} \times 100 \right) = \text{Points Earned**}$$

Rule Four

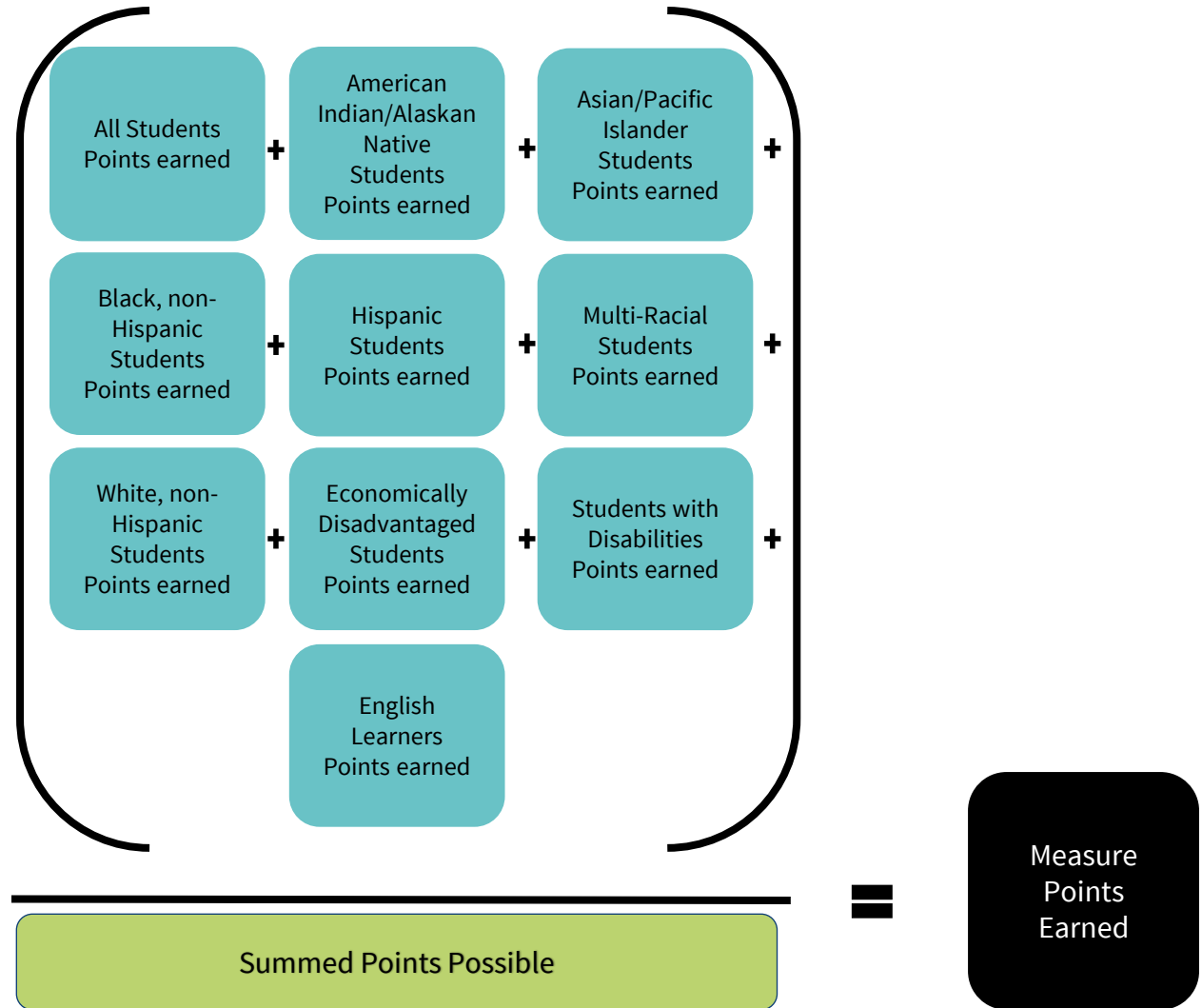
If Value Added score $\geq +1$, then 100 pts earned

Rule Five

If fail to meet any of above, then 0 pts earned

ELA AND MATHEMATICS POINTS CALCULATION

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



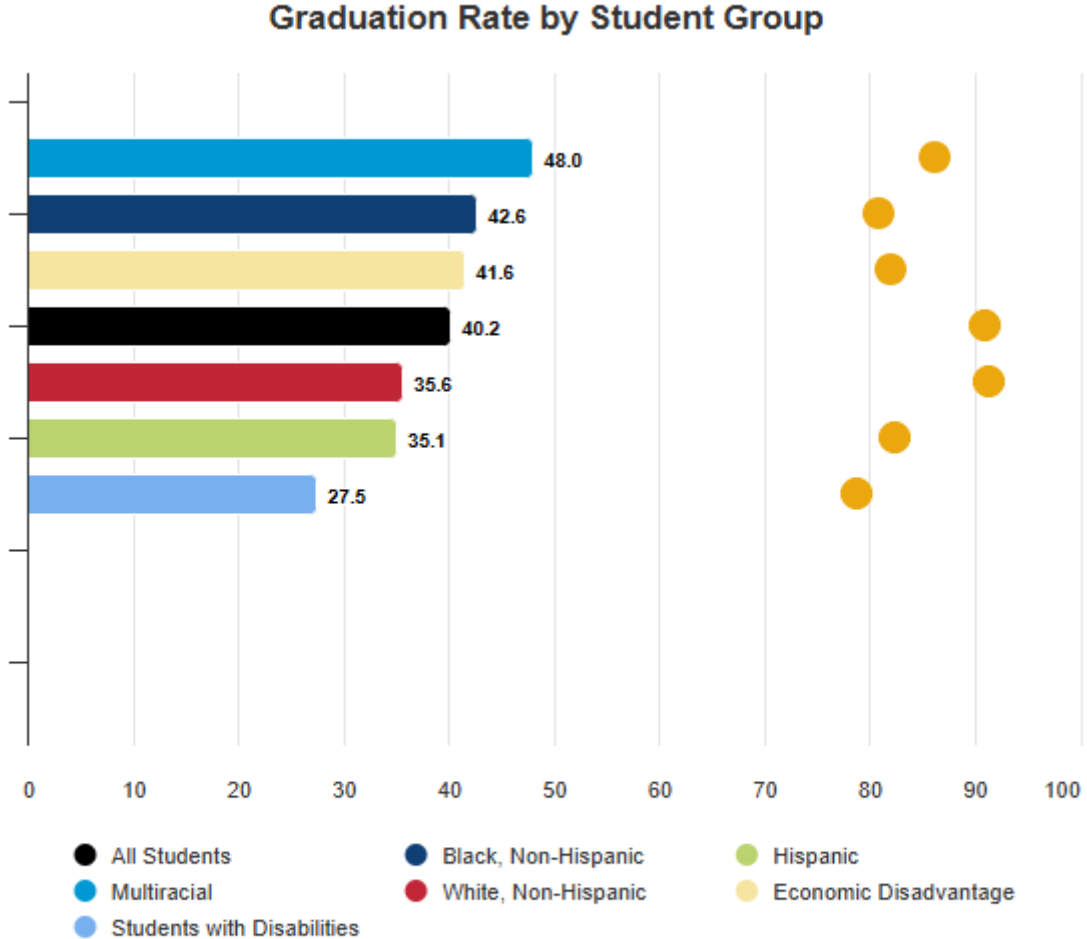
QUESTIONS?

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SUCCESS IN MEETING GRADUATION REQUIREMENTS



Each student group has its own interim goal. Meeting the student group goal is one of the ways to meet Annual Measurable Objectives. Student groups with fewer than 15 students are not rated and do not appear on the graphs.



GRADUATION GOALS

ANNUAL PERFORMANCE GOALS – Graduation											
	2020-2021 Baseline	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%



GRADUATION CALCULATIONS

Graduation Goals

Rule One

If CY Grad Rate is \geq to CY Goal, then 100pts earned

Rule Two

$\geq 10\%$ improvement between CY and PY, then 100 pts earned

Rule Three

$$\left(\frac{\text{Current Year Rate} - \text{Previous Year Rate}}{\text{2031 Goal} - \text{Current Year Rate}} \times 100 \right) = \left(\frac{\text{Amount of Improvement}}{\text{Current Year Gap to Goal}} \times 100 \right) = \text{Points Earned}^{**}$$

Rule Four

If fail to meet any of above, then 0 pts earned

LONG-TERM GOALS: ENGLISH LANGUAGE PROFICIENCY IMPROVEMENT INDICATOR

<i>Goals (Amended 2022)</i>											
School Year	20-21 Baseline	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31
% of all English Learners	39.5	43.05	46.6	50.15	53.7	57.25	60.8	64.35	67.9	71.45	75

Which students count in the English Language Proficiency Improvement Indicator?

- ***English learners who meet the criteria for Where Kids Count Business Rules and have taken two consecutive OELPA or Alt-OELPA tests or first-time OELPA or Alt-OELPA test takers who tested proficient***

Resources:

- [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#)
- [Dropout Prevention and Recovery Gap Closing Component Technical Documentation](#)
- [English Language Proficiency Improvement Indicator Details](#)

OHIO'S ENGLISH LANGUAGE PROFICIENCY ASSESSMENT PROGRAM

OELPS

Diagnostic assessment

Identifies students as English learners

Results not used in Report Cards

OELPA

Annual summative assessment

Assesses progress and readiness to exit

Results used in Gap Closing component

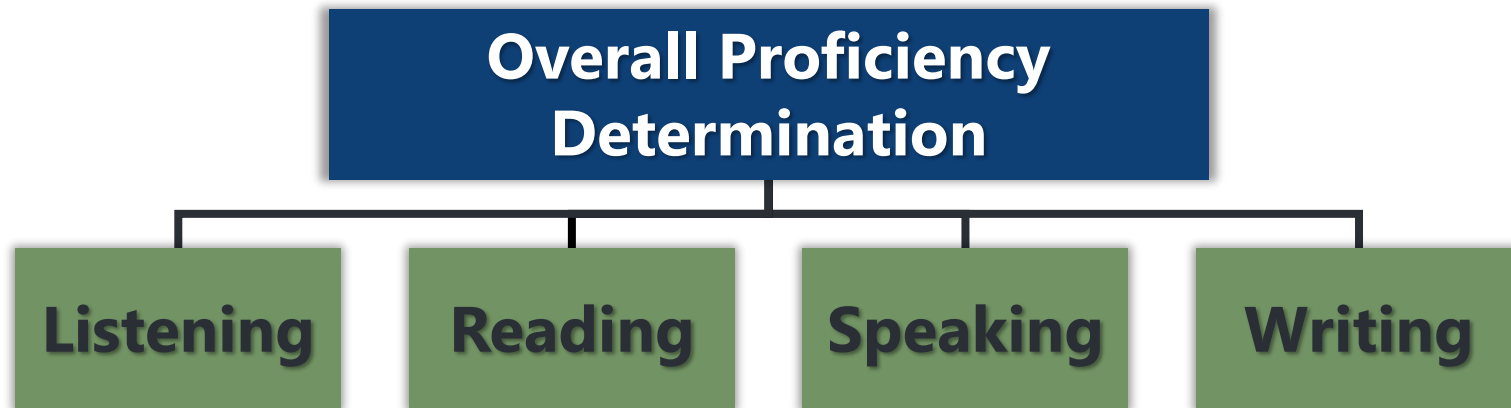
Alt-OELPA

Annual summative assessment

ELs with significant cognitive disabilities

Results used in Gap Closing component

OELPA PERFORMANCE LEVELS



Overall Levels

- 3 - Proficient
- 2 - Progressing
- 1 - Emerging

Domain Levels

- 5 - Advanced
- 4 - Early Advanced
- 3 - Intermediate
- 2 - Early Intermediate
- 1 - Beginning

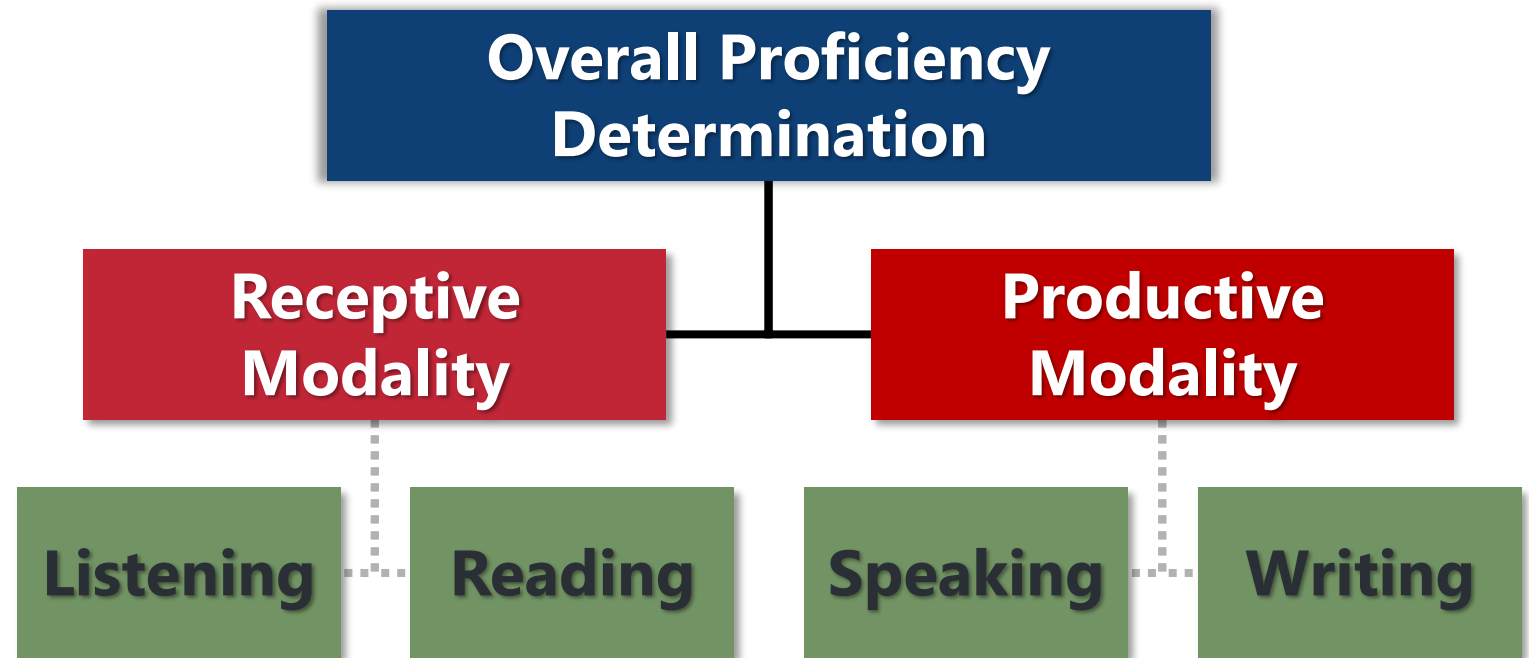
Alt-OELPA PERFORMANCE LEVELS

Overall Levels

- 3 – Proficient
- 2 – Progressing
- 1 – Emerging

Modality & Domain Levels

- 4 – Advanced
- 3 – Early Advanced
- 2 – Intermediate
- 1 – Beginning



ENGLISH LANGUAGE PROFICIENCY (ELP) IMPROVEMENT INDICATOR



Overview

- ✓ Measures English learners' (ELs) progress toward English language proficiency.
- ✓ Based on the [OELPA](#) or Alt-OELPA results from prior to current year.



Individual Targets

- ✓ Each student's initial OELPA results and grade level at the time of testing or for Alt-OELPA, +1 point determine the student's individual improvement target
- ✓ Annual improvement is measured from the prior year results to the current year results.



Scoring

- ✓ If the percentage of ELs meeting their improvement targets or reaching proficiency is greater than or equal to the annual goal, five points are assigned.
- ✓ If the percentage of ELs improving closes the gap to the long-term goal by $\geq 10\%$, five points are assigned.




OVERALL PROFICIENCY LEVELS

Overall Proficiency Level	OELPA Domain Profile	Alt-OELPA Modality Profile	Status
Proficient	Levels 4 or 5 in all nonexempt domains	Levels 3 or 4 in nonexempt modalities	Exits English learner status
Progressing	Above Level 2 and below Level 4 in at least one domain	Above Level 1 and below Level 3 in at least one modality	Continues as English learner
Emerging	Levels 1 or 2 in all nonexempt domains	Level 1 in nonexempt modalities	Continues as English learner



[English Learner Exit Criteria](#)




INDIVIDUAL STUDENT TARGETS OELPA – EXAMPLE A

<i>Enrolled Grade for Student's 1st OELPA</i>	<i>Sum of Initial OELPA Domain Scores</i>	<i>Target for Annual Improvement</i>
 K-8	4-11 points	+2 points per year
K-8	 12-20 points	 +1 point per year
9-12	4-7 points	+2 points per year
9-12	8-20 points	+1 point per year

Example A

Initial OELPA (Grade 3): Reading 3 Listening 4 Writing 2 Speaking 3

INDIVIDUAL STUDENT TARGETS OELPA – EXAMPLE B

<i>Enrolled Grade for Student's 1st OELPA</i>	<i>Sum of Initial OELPA Domain Scores</i>	<i>Target for Annual Improvement</i>
K-8	4-11 points	+2 points per year
K-8	12-20 points	+1 point per year
 9-12	 4-7 points	 +2 points per year
9-12	8-20 points	+1 point per year

Example B

Initial OELPA (Grade 9): Reading 1 Listening 2 Writing 1 Speaking 2

INDIVIDUAL STUDENT TARGETS ALT-OELPA EXAMPLE C

<i>Enrolled Grade for Student's 1st Alt-OELPA</i>	<i>Sum of Initial Alt- OELPA Domain Scores</i>	<i>Target for Annual Improvement</i>
K-12	1-16 points	+1 point per year

All students taking Alt-OELPA have a target for annual improvement of 1 point, when considering the sum of domain levels from the prior year to the current year.

GRADUATION COMPONENT

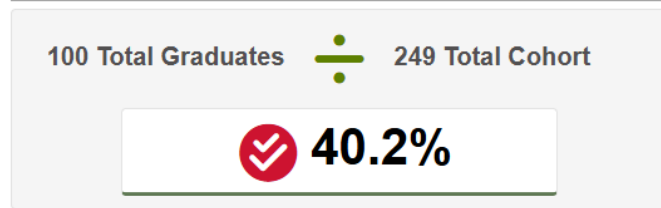


Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four, five, six, seven, or eight years.

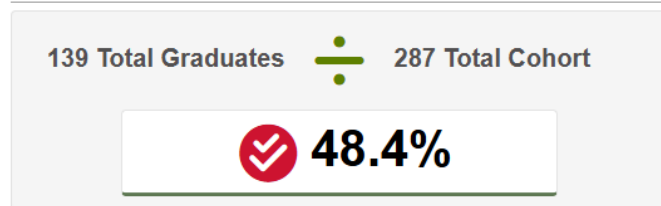
4-Year Graduation Rate

The 4-year graduation rate applies to the Class of 2024 who graduated within four years, i.e. students who entered the 9th grade in the fall of 2020 and graduated by the summer of 2024.



5-Year Graduation Rate

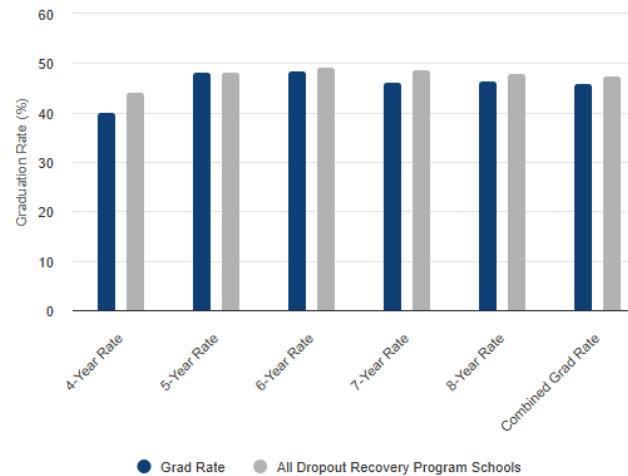
The 5-year graduation rate applies to the Class of 2023 who graduated within five years, i.e. students who entered the 9th grade in the fall of 2019 and graduated by the summer of 2024.



Comparison

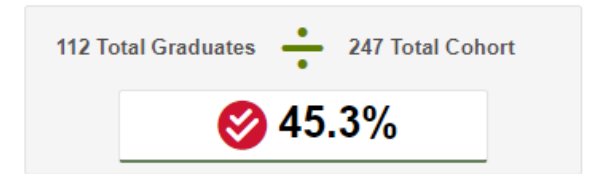
Trend

How Does this School Compare to the Other Dropout Recovery Program Schools in Ohio?



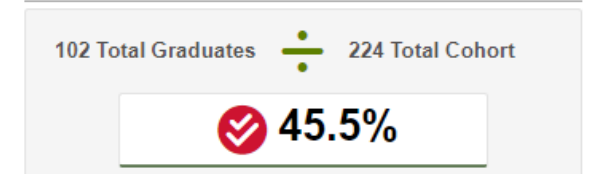
6-Year Graduation Rate

The 6-year graduation rate applies to the Class of 2021 who graduated within six years, i.e. students who entered the 9th grade in the fall of 2017 and graduated by the summer of 2023.



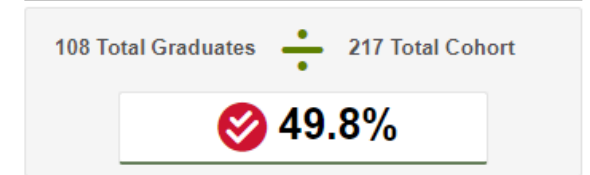
7-Year Graduation Rate

The 7-year graduation rate applies to the Class of 2020 who graduated within seven years, i.e. students who entered the 9th grade in the fall of 2016 and graduated by the summer of 2023.



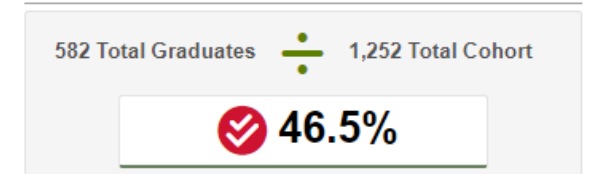
8-Year Graduation Rate

The 8-year graduation rate applies to the Class of 2019 who graduated within eight years, i.e. students who entered the 9th grade in the fall of 2015 and graduated by the summer of 2023.



Combined Graduation Rate

This combined graduation rate is the weighted average of 4- through 8-year graduation rates.



Data are lagged a year to allow for summer graduates



4-YEAR GRADUATION RATE CALCULATION

Graduates in Final Prior Year
Adjusted Graduation Cohort
(including summer graduates)

=

4-Year
Graduation
Rate

All students in Final Prior Year
Adjusted Graduation Cohort:
Cohort Graduates (including
summer graduates)
Cohort Transfers In
Cohort Dropouts (any year)
Cohort non-graduates
Cohort Reinstated Transfers
Minus
Cohort Transfers Out
Cohort Students Report in Error

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

5-YEAR THROUGH 8-YEAR GRADUATION RATE CALCULATION

Graduates in X Years Prior Final Adjusted Graduation Cohort (including summer graduates)

All students in X Years Prior Final Adjusted Graduation Cohort:
 Cohort Graduates (including summer graduates)
 Cohort Transfers In
 Cohort Dropouts (any year)
 Cohort non-graduates
 Cohort Reinstated Transfers
Minus
 Cohort Transfers Out
 Cohort Students Report in Error

=

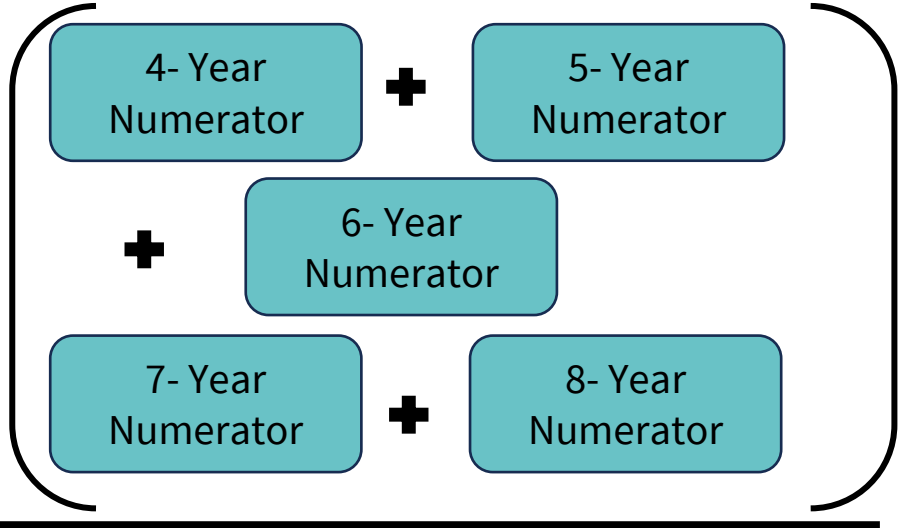
X-Year Graduation Rate

Years Prior	Graduation Rate
Two	5
Three	6
Four	7
Five	8

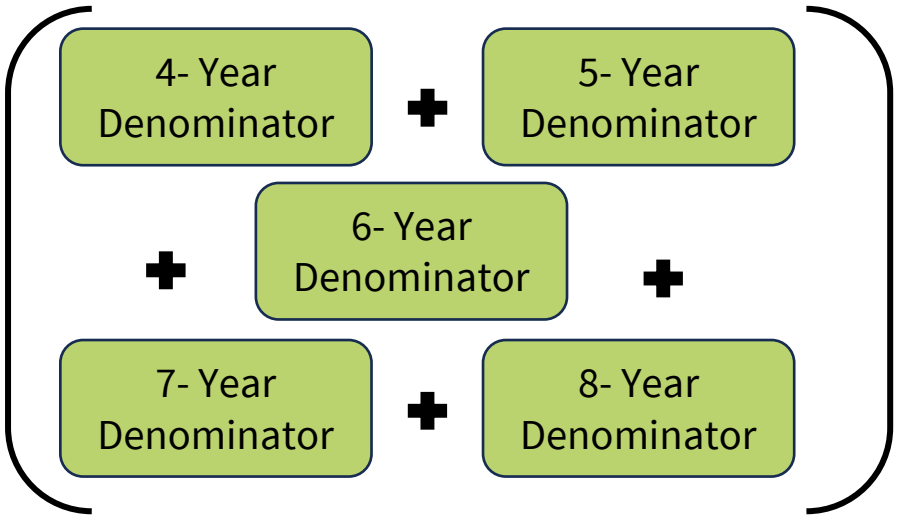
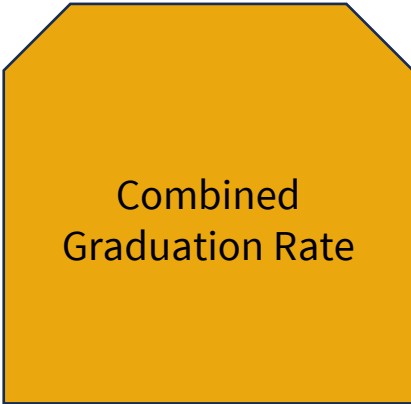
Percentage of Maximum Points Earned	Rating Description
40%-100%	Exceeds Standards
12% - 39.9%	Meets Standards
<12%	Does Not Meet Standards



COMPONENT RATED BASED ON COMBINED GRADUATION RATE CALCULATION



=



DPR GRADUATION COMPONENT RATING SCALE AND DESCRIPTIONS	
Combined Graduation Rate	Rating Description
Greater than or equal to 40% but less than 100%	Exceeds Standards
Greater than or equal to 12% but less than 39.9%	Meets Standards
Less than 12%	Does Not Meet Standards



OVERALL RATING

Component	Exceeds Standards	Meet Standards	Does Not Meet Standards
	Points Awarded	Points Awarded	Points Awarded
Achievement	20	10	0
Progress	30	20	0
Gap Closing	20	10	0
Graduation Rate	30	20	0

DPR OVERALL RATING SCALE AND DESCRIPTIONS	
Percentage of Maximum Points Earned	Rating Description
Greater than or equal to 80% but less than 100%	Exceeds Standards
Greater than or equal to 40% but less than 79.9%	Meets Standards
Less than 40%	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”.

QUESTIONS?

EDUCATION.OHIO.GOV



**Department of
Education &
Workforce**

VALIDATING DATA IN THE **SECURE DATA CENTER** AND **EMIS REPORTS**

LAST CHANCE TO “FIX” STUDENT DATA ERRORS

- [2.2 Student Demographic Record \(GI\) 9.1](#)
- [2.3 Student Demographic - Race Detail Record \(GJ\) 8.0](#)
- [2.4 Student Standing Record \(FS\) 14.1](#)
- [2.5 Student Attributes - Effective Date Record \(FD\) 14.1](#)
- [2.6 Student Attributes - No Date Record \(FN\) 15.1](#)
- [2.7 Student Acceleration Record \(FB\) 7.0](#)
- [2.10 Student Gifted Education Record \(GG\) 8.0](#)

FY26 STUDENT

Required to Approve: **Superintendent**

Opens: **July 16, 2026**

Closes: **July 24, 2026**

FY26 Collections Included

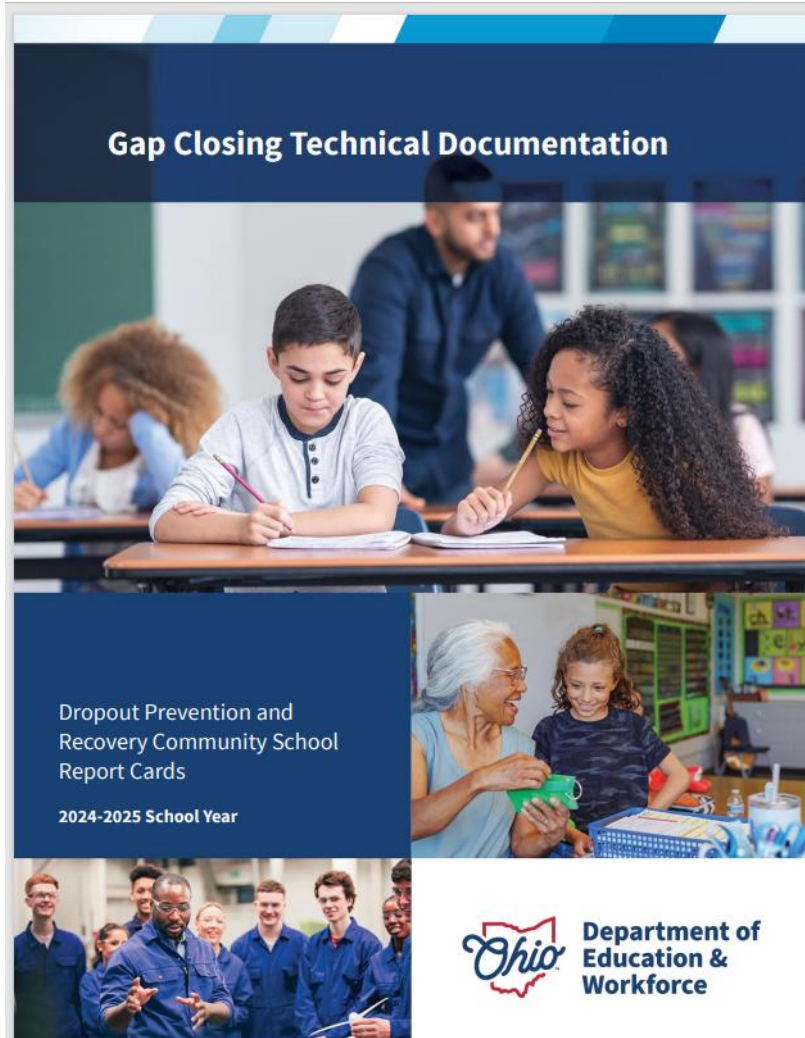
- » FY26 End of Year Student Collection (2026S3TRD)
- » FY26 SOES End of Year Student Collection (2026SBODE)

Impacted Organizations

- » Traditional districts
- » Community schools
- » JVSs
- » ESCs
- » STEMs

- » Examples of student data impacting the Report Card and/or funding could include, but are not limited to: attendance, enrollment, percent of time, sent to/how received, RIMP codes, attributes (LEP, disability, disadvantage, grade level, etc.), gifted, majority of attendance, accountability IRN, accelerated, CTE program of concentration, etc.
- » This is the **only opportunity** for districts to correct data in their FY26 student data collection. A district’s own student data will not be subject to correction during the FY26 funding final correction opportunity. Districts are encouraged to leverage all EMIS, funding and report card-related reports available to assess the accuracy of their student data before the deadline. The final funding correction opportunity will only include cross-district flags (such as community school flags and overlapping enrollment) that impact funding.
- » [CTE Program of Concentration Appeal Guidance](#)
- » **Deadline to submit corrected data in EMIS for approved final correction opportunities is July 31 at 5 p.m.**

VALIDATE ACCOUNTABILITY BUSINESS RULES



GAP CLOSING

This shows how well schools are meeting performance expectations for all student populations in English language arts, mathematics, graduation, and English learner proficiency.

- » [DPR Gap Closing Component Technical Documentation](#) 
- » [English Language Proficiency Improvement Indicator Details](#) 

VALIDATING STUDENT DATA

- [Current Enrollment Headcount Summary and Detail, Level 1](#)
- [Where Kids Count \(WKCD-001\), Level 2](#)
- [GNIS 0027, Received Files](#)

Result Code	Result Code Description	Adjustment	WKC Level
WK0001	Student enrolled in one building within a district for a full academic year	WKC IRN is set to building IRN when MOA IRN and Accountability IRN are the same.	Student counts at building where FAY criterion is met. Also counts at district, and state levels, for % proficient, performance index, and attendance rate calculations.
WK0002	Student enrolled in one building within a district for a full academic year and the Accountability IRN has been applied	WKC IRN is set to building IRN reported in Accountability IRN when MOA IRN and Accountability IRN are not the same.	Student counts at building level in building indicated in "Accountability IRN" by educating entity. Also counts at district, and state levels, for % proficient, performance index, and attendance rate calculations.
WK0003	Student enrolled in the district, but not in one building within the district for a full academic year	WKC IRN is set to district IRN to match MOA IRN.	Student counts at district and state level for % proficient, performance index, and attendance rate calculations.
WK0004	Student is NOT enrolled in the district for a full academic year	WKC IRN is set to ***** to match MOA IRN.	Student counts at state level for % proficient, performance index, and attendance rate calculations.
WK0005	Student placed in an institution either via a court placement or parent placement	WKC IRN is set to ***** when: How Received = P, Q, or T; OR How Received = P, Q, or T and Sent Reason = CT, JV, MR, OS, PS	Student counts at state level for % proficient, performance index, and attendance rate calculations.
WK0006	Student participates in a special education cooperative program in another district; and is in the educating district for a full academic year	WKC IRN is set to How Received IRN when: MOA IRN ≠ *****, How Received = B, and District Relationship = 1; OR MOA IRN ≠ *****, How Received = B, and Sent Reason = CT, JV, MR, OS, PS	Student counts in resident/sending district for % proficient, performance index, and attendance rate calculations. Student counts at educating district for participation rate.
WK0007	Student participates in the Autism Scholarship or Jon Peterson Scholarship	WKC IRN is set to *****, overriding MOA/Accountability IRN reporting.	Student counts in state-level calculations, if student has attendance or takes a statewide test in a public district.
WK0008	Recently arrived LEP student who has been enrolled in US schools less than 2 years	WKC IRN is set to ***** when Limited English Proficiency (LEP) = L or S.	Student counts in state-level calculations for % proficient, performance index, and participation rate for Reading.
WK0010	Majority of Attendance IRN not reported – No WKC IRN assigned	No WKC IRN can be assigned.	Student is not included in any calculations.
WK0011	Sent Reason - CO - Court Placed Out of State, LEA is responsible for paying cost of education	WKC IRN is set to *****, overriding MOA/Accountability IRN reporting.	Student counts in state-level calculations, if student has attendance or takes an Ohio statewide test.
WK0012	Recently arrived Foreign Exchange student	If Foreign Exchange Student Element = Y, and SSID not in previous year data, then WKC IRN is set to *****.	Student counts in state-level calculations for % proficient and performance index. Student counts in building/district for participation rate and attendance rate.



FINAL CORRECTION OPPORTUNITIES ASSESSMENT DATA

FY26 DROPOUT PREVENTION & RECOVERY GROWTH ASSESSMENT

Required to Approve: **Superintendent**

Opens: **July 16, 2026**

Closes: **July 24, 2026**

FY26 Collections Included

- » FY26 DPR Growth Assessment Collection (2026AGDFY)

Impacted Organizations

- » Community Schools required to administer the STAR assessment

- » **Deadline to submit corrected data in EMIS for approved final correction opportunities is July 31 at 5 p.m.**

FY26 SPRING END OF COURSE ASSESSMENT

Required to Approve: **Superintendent**

Opens: **July 16, 2026**

Closes: **July 24, 2026**

FY26 Collections Included

- » FY26 Spring End of Course State Assessment Collection (2026AGESP)

Impacted Organizations

- » Traditional districts
- » Community schools
- » JVSDs
- » STEMs

- » **Deadline to submit corrected data in EMIS for approved final correction opportunities is July 31 at 5 p.m.**



VALIDATING DATA WITH EMIS REPORTS

EMIS COLLECTIONS

Assessment Collections

Summer and Fall End of Course Assessment Collection (FY26) (2026AGEFL)
Kindergarten Readiness Assessment Collection (FY26) (2026AGOFL)
Fall 3rd Gr ELA and Reading Collection (FY26) (2026AGNFL)
Child Outcome Summary Assessment Collection (FY26) (2026AGMFY)
DPR Growth Assessment Collection (FY26) (2026AGDFY)
OELPA Assessment Collection (FY26) (2026AGFSP)
Spring Alternate Assessment Collection (FY26) (2026AALTS)
Career Tech Accountability Assessment Collection (FY26) (2026ACTSP)
Other Accountability Assessments (FY26) (2026ANACC)
Spring End of Course State Assessment Collection (FY26) (2026AGESP)
Spring State Assessment Grades 3-8 Collection (FY26) (2026AGNSP)
Tier 1 Dyslexia Screener Collection (FY26) (2026ADSFY)
Reading Diagnostics Collection (FY26) (2026ARDFY)

EMIS REPORTS

- [Assessment Missing Reports, Level 1](#)

Data Manager Reports

- Currently no SSID Level Reports in Secure Data Center for Achievement Component
- Data Manager sends reports directly to schools at least once per week during EMIS reporting through Data Collector
 - Each report will have the SSID of the students and whether they are included in the denominator and/or numerator.
 - A second worksheet includes the Calculation information with the percentage of passed tests as well as how many tests taken and the number of passed tests.

	A	B	C	D	E
1	ORG_IRN	ALL_TESTS_PCT	ALL_TESTS_TAKEN	ALL_TESTS_PASSED	identifier
2	000001	93.8	16	15	1
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					

	A	B	C	D	E
1	ORG_IRN	SSID	SSID_in_Denominator	SSID_in_Numerator	identifier
2	000001	AA1111111	Yes	Yes	1
3	000001	AA1111112	Yes	Yes	1
4	000001	AA1111113	Yes	Yes	1
5	000001	AA1111114	Yes	Yes	1
6	000001	AA1111115	Yes	Yes	1
7	000001	AA1111116	Yes	Yes	1
8	000001	AA1111117	Yes	Yes	1
9	000001	AA1111118	Yes	Yes	1
10	000001	AA1111119	Yes	Yes	1
11	000001	AA1111120	Yes	Yes	1
12	000001	AA1111121	Yes	Yes	1
13	000001	AA1111122	Yes	Yes	1
14	000001	AA1111123	Yes	No	1
15	000001	AA1111124	Yes	Yes	1
16	000001	AA1111125	Yes	Yes	1
17	000001	AA1111126	Yes	Yes	1
18					
19					
20					
21					
22					
23					
24					



Data Manager Reports, cont.

- Currently no SSID Level Reports for Progress in Secure Data Center
- Data Manager sends reports directly to Schools at least once per week during the EMIS reporting
 - Each report will indicate the SSID of the student and the Star assessment Date, score, and Score Not Reported Reason if applicable
 - Reading scores are in first columns with Mathematics to follow

(note: additional rows created when one or more schools has more than one reading or Mathematics test. Number at end of column name changes to match.)

REQUIRED OEDS ROLES AND SECURITY PROCESS

- To obtain access to the Secure Data Center (SDC) a user must be assigned either the **Secure Data Center – Standard Level Access** *or* **Secure Data Center – Student Level Access** role in [OEDS](#)
 - **Either role will grant the user access to student-level data within the reports
- Security is based on the IRN as the driver.
 - When logging into the Report Portal system, users will be prompted to select from one or more IRNs to view reports
 - For example, users may be assigned access (via the OEDS SDC role) at the District IRN, School IRN, or a combination of both
 - Users with access to data from multiple IRNs must select the highest level in their hierarchy of access (i.e., District level) to view reports for the entire district

VALIDATING DATA WITH SECURE DATA CENTER (SDC) REPORTS

Dropout Prevention and Recovery REPORT CARD TILE

Report Portal > Secure Data Center > Dropout Prevention and Recovery Report Card

ENGLISH LANGUAGE ARTS AND MATHEMATIC ACHIEVEMENT

Report Portal > Secure Data Center > Test Results > **School Test Results and Proficiency Levels**

GRADUATION

Report Portal > Secure Data Center > Graduation > **District (or School) 4-Year Longitudinal Graduation Rate**

ENGLISH LEARNER PROFICIENCY IMPROVEMENT INDICATOR

Report Portal > Secure Data Center > Test Results > **District (or School) OELPA Progress**

LOG IN TO OH|ID ACCOUNT

PLEASE CHOOSE A LOGIN OPTION

If you are an Ohio Department of Education employee, please click the "Ohio Department of Education and Workforce Employees" button.

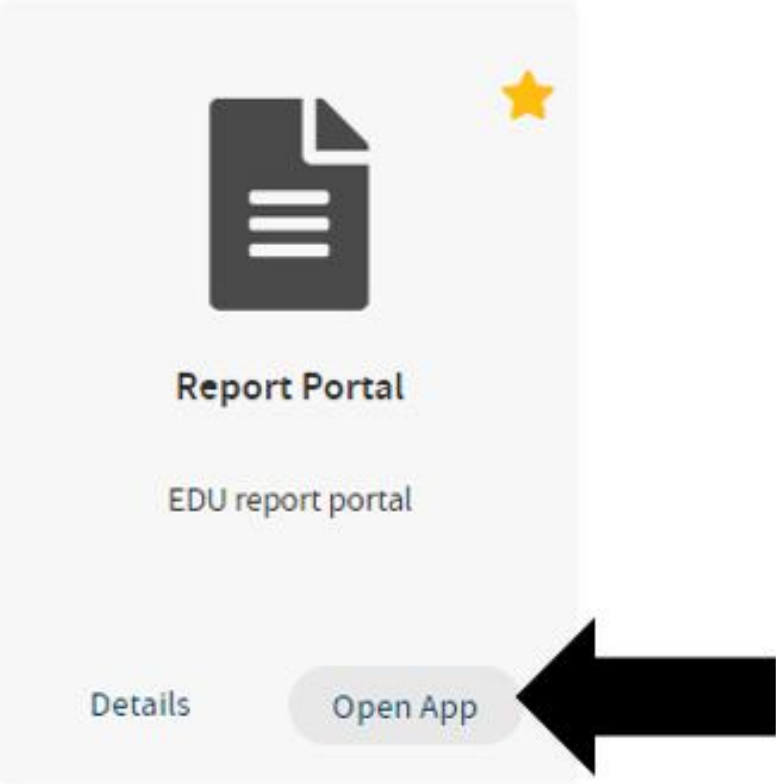
Ohio Department of Education and Workforce Employees

If you are a superintendent, principal, teacher, school administrator, parent or other user, please click the "All Other Users" button.

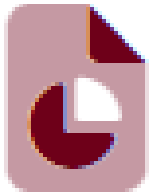
All Other Users



OPEN REPORT PORTAL APPLICATION



SELECT SECURE DATA CENTER TILE



Secure Data Center

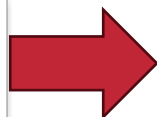
Reports available to Districts and other LEAs depicting local report card measures.

GAP CLOSING



Enrollment

Reports about Student Enrollment.



School Enrollment

Enrollment for a school as reported on the report card.



Test Results

Reports about Ohio's State Tests.



School Test Results and Proficiency Levels

Test Result and Proficiency Level details by school by assessment by demographic.



School AMO Participation Rate

AMO Participation Rate details by school by subject by demographic.



School OELPA Progress

School OELPA details.



Graduation

Reports about High School Graduation Rates.



School 4-Year Longitudinal Graduation Rate

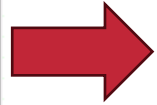
Graduation Rate results by school and demographics for students in the 4-year graduation rate.

GRADUATION



Graduation

Reports about High School Graduation Rates.



School 4-Year Longitudinal Graduation Rate

Graduation Rate results by school and demographics for students in the 4-year graduation rate.



School 5-Year Longitudinal Graduation Rate

Graduation Rate results by school and demographics for students in the 5-year graduation rate.



School 6-Year Longitudinal Graduation Rate

Graduation Rate results by school and demographics for students in the 6-year graduation rate. Extended cohort graduation rate reports are calculated for Dropout Prevention and Recovery (DOPR) Community



School 7-Year Longitudinal Graduation Rate

Graduation Rate results by school and demographics for students in the 7-year graduation rate. Extended cohort graduation rate reports are calculated for Dropout Prevention and Recovery (DOPR) Community

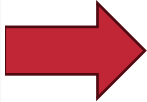



School 8-Year Longitudinal Graduation Rate

Graduation Rate results by school and demographics for students in the 8-year graduation rate. Extended cohort graduation rate reports are calculated for Dropout Prevention and Recovery (DOPR) Community


REPORT CARD TILE


 **Dropout Recovery Program Report Card**
Dropout Recovery Program depicting report card measures for Dropout Recovery Community Schools.



 Department of Education & Workforce

Dropout Prevention and Recovery Report Card 3EA : 019818



 Select a New School

Select a School Year
2024-2025

Overall Ratings School Details Graduation Rates Other Student Outcomes

Achievement Progress Gap Closing

TEST RESULTS - OELPA PROGRESS

Test Results
Reports about Ohio's State Tests.



District OELPA Progress
District OELPA details.

School OELPA Progress
School OELPA details.

District English Learner Progress - Overview

Select a School Year:

Select a District:

EL Met Proficiency/Growth Percent, EL Growth Percent and EL Proficiency Percent by School Year for

● EL Met Proficiency/Growth Percent ● EL Growth Percent ● EL Proficiency Percent

School Year	EL Met Proficiency/Growth Percent	EL Growth Percent	EL Proficiency Percent
2019-2020 School Year	56.4%	34.7%	21.6%
2020-2021 School Year	39.5%	25.3%	14.2%
2021-2022 School Year	53.5%	36.8%	16.7%
2022-2023 School Year	50.7%	34.3%	16.4%
2023-2024 School Year	51.7%	35.2%	16.5%

EL Met Proficiency/Growth Percent, EL Growth Percent and EL Proficiency Percent by School Year for

Select a School Year:	District IRN	EL Student Count	EL Students Included	EL Proficiency Student Count	EL Proficiency Percent	EL Growth Student Count	EL Growth Percent	EL Met Proficiency/Growth Student Count	EL Met Proficiency/Growth Percent
2023-2024 School Year	*****	2836	2591	458	17.7%	763	29.4%	1221	47.1%
2023-2024 School Year	000131	1	1	0	0.0%	1	100.0%	1	100.0%
2023-2024 School Year	000236	21	21	3	14.3%	8	38.1%	11	52.4%
2023-2024 School Year	000241	14	14	0	0.0%	4	28.6%	4	28.6%
2023-2024 School Year	000282	6	6	0	0.0%	0	0.0%	0	0.0%
2023-2024 School Year	000318	14	14	11	78.6%	3	21.4%	14	100.0%
2023-2024 School Year	000319	44	43	1	2.3%	8	18.6%	9	20.9%
2023-2024 School Year	000320	9	9	0	0.0%	6	66.7%	6	66.7%
2023-2024 School Year	000338	8	8	0	0.0%	3	37.5%	3	37.5%

English Learner Progress

Demographics

Assessment Status and Growth Category

Improvement Points/Exiting Status

Improvement Points/Exiting Status by Grade

Proficiency/Growth by Grade

SSID Detail

ENGLISH LEARNER PROGRESS – SSID DETAIL

English Learner SSID Details for				Improvement Points Needed	Assessment Status	Growth Category	Exited EL Status Flag
School Year	District IRN	SSID	Student				
2023-2024 School Year	*****		Include	1	Needs to meet 1 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
2023-2024 School Year	*****		Include	1	Needs to meet 1 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
2023-2024 School Year	*****		Include	1	Needs to meet 1 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
2023-2024 School Year	*****		Include	2	Needs to meet 2 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
2023-2024 School Year	*****		Include	2	Needs to meet 2 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
2023-2024 School Year	*****		Include	2	Needs to meet 2 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
2023-2024 School Year	*****		Include	2	Needs to meet 2 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
2023-2024 School Year	*****		Include	2	Needs to meet 2 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
2023-2024 School Year	*****		Include	2	Needs to meet 2 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
2023-2024 School Year	*****		Include	1	Exited the requirement based on assessment scores.	Exempt from meeting growth across 2 years of assessments.	Y
2023-2024 School Year	*****		Include	2	Exited the requirement based on assessment scores.	Exempt from meeting growth across 2 years of assessments.	Y
2023-2024 School Year	*****		Include	1	Exited the requirement based on assessment scores.	Exempt from meeting growth across 2 years of assessments.	Y
2023-2024 School Year	*****		Include	1	Exited the requirement based on assessment scores.	Exempt from meeting growth across 2 years of assessments.	Y
2023-2024 School Year	*****		Include	1	Exited the requirement based on assessment scores.	Exempt from meeting growth across 2 years of assessments.	Y
2023-2024 School Year	*****		Include	1	Needs to meet 1 point improvement across 2 years, did not exit.	Met the growth across 2 years of assessments.	N
2023-2024 School Year	*****		Include	1	Needs to meet 1 point improvement across 2 years, did not exit.	Met the growth across 2 years of assessments.	N
2023-2024 School Year	*****		Include	1	Needs to meet 1 point improvement across 2 years, did not exit.	Met the growth across 2 years of assessments.	N
2023-2024 School Year	*****		Include	2	Needs to meet 2 point improvement across 2 years, did not exit.	Met the growth across 2 years of assessments.	N
2023-2024 School Year	*****		Include	2	Needs to meet 2 point improvement across 2 years, did not exit.	Met the growth across 2 years of assessments.	N
2023-2024 School Year	*****		Include	2	Needs to meet 2 point improvement across 2 years, did not exit.	Met the growth across 2 years of assessments.	N
2023-2024 School Year	*****		Include	2	Needs to meet 2 point improvement across 2 years, did not exit.	Met the growth across 2 years of assessments.	N
2023-2024 School Year	*****		Include	2	Needs to meet 2 point improvement across 2 years, did not exit.	Met the growth across 2 years of assessments.	N
2023-2024 School Year	*****		Include	2	Needs to meet 2 point improvement across 2 years, did not exit.	Met the growth across 2 years of assessments.	N



TEST RESULTS- PARTICIPATION RATE

Test Results
Reports about Ohio's State Tests.



District AMO Participation Rate
AMO Participation Rate details by district by assessment by demographic.

School AMO Participation Rate
AMO Participation Rate details by school by subject by demographic.

		2020-2021 School Year			2021-2022 School Year			2022-2023 School Year			2023-2024 School Year		
Grade Level	School Year Subject	Tests Taken	Required to Test	Participation Rate	Tests Taken	Required to Test	Participation Rate	Tests Taken	Required to Test	Participation Rate	Tests Taken	Required to Test	Participation Rate
Third Grade	English Language Arts	118,268	123,988	95.4%	124,800	125,569	99.4%	124,859	125,429	99.5%	121,309	121,790	99.6%
	Mathematics	113,093	119,516	94.6%	120,956	121,785	99.3%	121,079	121,634	99.5%	117,067	117,632	99.5%
Fourth Grade	English Language Arts	114,803	121,347	94.6%	119,733	120,756	99.2%	121,585	122,224	99.5%	121,164	121,668	99.6%
	Mathematics	113,822	120,808	94.2%	119,275	120,273	99.2%	121,054	121,687	99.5%	120,513	121,041	99.6%
Fifth Grade	English Language Arts	115,364	122,271	94.4%	121,423	122,525	99.1%	120,955	121,661	99.4%	122,007	122,530	99.6%
	Mathematics	113,937	121,166	94.0%	120,159	121,274	99.1%	119,526	120,252	99.4%	120,593	121,167	99.5%
Sixth Grade	English Language Arts	118,915	126,784	93.8%	122,083	123,593	98.8%	122,278	123,272	99.2%	121,347	122,093	99.4%
	Mathematics	116,903	125,118	93.4%	120,708	122,190	98.8%	120,605	121,685	99.1%	119,562	120,365	99.3%
Seventh Grade	English Language Arts	120,748	129,549	93.2%	126,180	128,247	98.4%	123,109	124,517	98.9%	122,871	123,986	99.1%
	Mathematics	114,477	123,616	92.6%	120,555	122,707	98.2%	116,680	118,195	98.7%	116,295	117,553	98.9%
Eighth Grade	English Language Arts	122,370	131,873	92.8%	128,353	130,802	98.1%	127,370	129,154	98.6%	124,084	125,485	98.9%
	Mathematics	99,020	108,911	90.9%	105,134	107,761	97.6%	105,790	107,826	98.1%	103,140	104,674	98.5%
High School	Algebra I	125,252	133,552	93.8%	144,272	148,969	96.8%	138,621	142,630	97.2%	133,509	136,695	97.7%
	English Language Arts I	3,414	3,677	92.8%									
	English Language Arts II	130,435	137,860	94.6%	137,319	141,544	97.0%	137,288	140,940	97.4%	134,959	137,554	98.1%
	Geometry	117,079	124,926	93.7%	123,727	128,527	96.3%	126,621	130,835	96.8%	128,601	131,934	97.5%
	Mathematics I	3,406	3,877	87.9%	3,847	4,047	95.1%	3,624	3,787	95.7%	2,699	2,766	97.6%
Total		1,766,943	1,886,000	93.7%	1,861,617	1,894,188	98.3%	1,854,293	1,879,606	98.7%	1,832,730	1,852,807	98.9%

Participation - Overview

Participation - Demographics

Participation - Trend

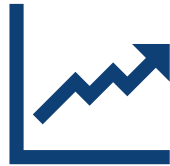
SSID Detail

DPR RC Eligibility Criteria



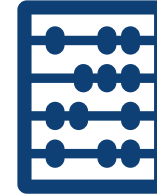
Achievement

- Full Academic Year
- 12 Grade at anytime during the year
- Students within 3 months of aging out



Progress

- Students taking two or more Renaissance Star Reading and/or Star Mathematics at least 12 weeks apart



Gap Closing

ELA and Math Achievement

- Full Academic Year

ELA and Math Progress

- Full Academic Year

Graduation

- 4-Year Graduation Cohort

English Language Improvement

- Full Academic Year

Participation Rate

- Participation Date



Graduation

4-Year Graduation Rate

- 4-Year Graduation Cohort

5-Year Graduation Rate

- 5-Year Graduation Cohort

6-Year Graduation Rate

- 6-Year Graduation Cohort

7-Year Graduation Rate

- 7-Year Graduation Cohort

8-Year Graduation Rate

- 8-Year Graduation Cohort

QUESTIONS?

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FEEDBACK FORM

At the end of today's meeting, please take a few moments to complete our [Feedback Survey](#) to support our continued improvement.

Feedback Form: DPR - Report Card Training Series



CONTACT

ACCOUNTABILITY GENERAL CONTACT

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ACCOUNTABILITY OFFICE HOURS

The Department's Office of Accountability is dedicated to providing training and technical assistance about Ohio's School Report Cards to educators. Report Card Work Sessions can be booked through our booking page.

[Report Card Work Sessions](#)