



2022-2023 School Year Report Only Non-Graduate Measures Technical Documentation

Introduction

The Department reports several measures to assist in understanding the various pathways of students who are listed as non-graduates in the 4- and 5-year graduation rates. This information is provided for informational purposes only. Technical documentation for the 4- and 5- year graduation cohort rates can be found [here](#).

The denominators of these measures consist of any student who has not been reported with a diploma issued by an eligible Ohio school by the time the graduation cohort reaches the 4th or 5th year of high school.

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Non-Graduate Measures

STUDENTS NO LONGER ENROLLED IN HIGH SCHOOL

This measure consists of any non-graduate in the 4- or 5- year rates who does not have enrollment and at least one hour of attendance in the school year following the cohort graduation year. For example, non-graduates in the 2022 4-year cohort who do not have enrollment and attendance in the 2023 school year are considered no longer enrolled.

STUDENTS WITH DISABILITIES STILL ENROLLED IN HIGH SCHOOL

This measure consists of non-graduates in the 4- or 5-year rates who were reported as a student with a disability (*reported with any disability code other than **) and who didn't meet a pathway to graduate but stayed on to keep working towards graduation.

These students *must* have enrollment and at least one hour of attendance in the current school year in any district/building in the state and *may not* have a grade level of 23 reported on March 31 of the current school year.

REGULAR EDUCATION STUDENTS STILL ENROLLED IN HIGH SCHOOL

This measure consists of non-graduates in the 4- or 5-year rates who were reported as regular education students (** disability condition code reported*) and who didn't meet a path to graduate but stayed on to keep working towards graduation.

These students *must* have enrollment and at least one hour of attendance in the current school year at any district/building in the state. Additionally, these students *cannot* be reported in grade 23 on March 31 of the current school year.

STUDENTS WITH DISABILITIES WHO MET GRADUATION REQUIREMENTS BUT DEFERRED THEIR DIPLOMA

This measure consists of non-graduates in the 4- and 5-year rates who were reported as a student with a disability (*reported with any disability code other than **) and who met a pathway to graduate but chose to defer their diploma and stay on for services.

These students *must* have enrollment at least one hour of attendance reported in the current school year in any district/building in the state and have a grade of 23 reported on March 31 of the current school year.

PERCENT OF NON-GRADUATES WHO, UPON ENROLLMENT IN DISTRICT/BUILDING FOR THE FIRST TIME, COMPLETED FEWER UNITS OF HS INSTRUCTION THAN OTHERS

This measure consists of any non-graduate in the 4 or 5-year rates who completed fewer credits than other students in the graduation rate upon first entry into the district/building. Credits reporting for all students started for the first time in 2021. This measure considers the average number of credits for students in the 4/5-year graduation cohorts at the district and building level during the 2021 and 2022 school years and compares the individual-level credits of non-graduates to the average to determine if non-graduate students were credit deficient when compared to their peers upon entry into the district/building for the first time.

The timing of the implementation of credit reporting means that this measure will be built out over time. For the 2023 report card, enrollment and credits are examined in the junior (2021) and senior (2022) years for the 4-year cohort, and the senior (2021) year only for the 5-year cohort.



Enrollment for the first time – For the 2023 school year, enrollment and attendance records were examined for the 2021 and 2022 school years. Students with any enrollment and at least one hour of attendance were considered enrolled in the building or district.

Credits earned by student – Only credits required for graduation are included in the total number of credits earned by student and the average credits calculated by district/building. Credits are reported in several Core Subject Areas:

English Language Arts: ENG

Health: HTH

Mathematics: MTA, MCT, MTO, TEM

Physical Education: PHE

Science: SCL, SAL, SCP, SAE, SAP, SCA, TES, SCO

Social Studies: SOG, SOH, SWH, SOO

Some credits are also reported as electives, and some students may be exempt from physical education requirements. Credits within the Core Subject areas are summed, and core elective credits are subtracted from the total core credits. For students who *are not* exempt from physical education requirements, the smaller of 5 or the sum of the core elective and other elective credits reported is added to the total credits earned.

For students who *are* exempt from physical education requirements, the smaller of 5.5 or the sum of the core elective and other elective credits reported is added to the total credits earned.

Average credits earned within district/building – The average number of credits earned each year is calculated for each district/building by averaging the number of credits reported by the number of students within the graduation cohort. **Buildings/districts reporting credits for fewer than 10 students will not have an average number of credits calculated and will also not receive a percentage for this metric.**

Determination of Fewer Credits for Non-Grads – The individual-level credits earned for each non-graduate in the 4/5 year graduation cohorts is compared to the average number of credits earned for all students in the 4/5 year graduation cohorts. Enrollment and attendance records are leveraged to determine the year of comparison.

For example, a student in the 4-year graduation cohort who entered the district/building for the first time in their senior year (2022) will have credits reported in 2022 compared to the 2022 average credits for the district/building. Students who entered for the first time in 2021 or prior years will have credits reported in 2021 compared to the 2021 average credits for the district/building. As credits continue to be reported each year the determination of fewer credits upon entry for each student will expand to include the freshman and sophomore years.