

# Ohio's Dropout Recovery Community School Report Card

Ohio changed how it evaluates the academic performance of dropout recovery community schools with the introduction of the Dropout Recovery Community School Report Card, at the end of school year 2012-2013. The Dropout Recovery Community School Report Card was phased in over several years, with full implementation occurring with the 2014-2015 publication.

Beginning in August 2013, qualifying schools were evaluated on this report card using measures and labels that were alternative to those applied to traditional public schools, public districts and to traditional community schools. The 2012-2013 report card presented data for several components and indicators, but no ratings were assigned. The measures were rated for the first time on the 2013-2014 report card and some additional measures were reported in the same year. When the 2014-2015 report card is published, all components and indicators were reported and/or rated, and an overall rating was applied to each school.

The same measures and components will be graded and/or reported in 2015-16. The measures and components that will be on the 2015-16 report card are:

**Graduation:** This component separately measures the percentage of students who graduate within four, five, six, seven or eight years of entering the 9<sup>th</sup> grade in five measure ratings. The numerators and denominators from each of the five rates will be combined to create the graduation component rating.

**Achievement:** This component measures the percentage of students who pass all five graduation tests by the time they reach the 12<sup>th</sup> grade or by the time they are within three months of turning age 22.

**Gap Closing:** This component measures how well a school is doing in narrowing gaps in reading, math and graduation rate among students identified in up to ten student subgroups.

**Progress:** This component measures the average annual gain made by the group of students in reading and mathematics using the NWEA Measure of Academic Progress (MAP) assessment.

**Student Post-Secondary Outcomes:** This component reports additional student outcome data relevant to the college and career readiness of students enrolled in dropout recovery schools. (Note - This is not a rated component).

## **History**

In August, 2013, the Dropout Recovery Report Card reported performance on graduation (measured by the 4, 5 and 6 year graduation rates), achievement (measured by the assessment passage rate), and gap closing (measured by annual measurable objectives). Comparison data based on the data of all dropout recovery community schools was reported for graduation and achievement, but not for gap closing. The same measures were both reported AND rated on the 2013-2014 Dropout Recovery Report Card. In addition, a 7-year graduation rate was added in 2014 and it too received a rating.

The 2014-2015 Dropout Recovery Report Card added an 8-year graduation rate and a measure of progress, which used scores from the NWEA MAP assessment to gauge how much growth students in each school made in reading and math. Ratings were assigned for all measures, except for the Student Post-Secondary Outcomes measure, and an overall rating was assigned for each school.

## **Current Year – 2016 and beyond**

The pages below outline in more detail how each measure is calculated and how the ratings are derived.

## Understanding Ohio's New Dropout Recovery Community School Report Card

**Component:**           **Graduation**

**Measures:**           **Four-Year Graduation Rate and Rating**  
**Five-Year Graduation Rate and Rating**  
**Six-Year Graduation Rate and Rating**  
**Seven-Year Graduation Rate and Rating**  
**Eight-Year Graduation Rate and Rating**

**Description:**       Graduation is measured by on-time and extended year cohort graduation rates.

- The Four-Year Graduation Rate includes as graduates only those students who earn a diploma within four years of entering the ninth grade for the first time.
- The Five-Year Graduation Rate includes those students who graduate within five years of entering ninth grade for the first time.
- The Six-Year Graduation Rate includes those students who graduate within six years of entering ninth grade for the first time.
- The Seven-Year Graduation Rate includes those students who graduate within seven years of entering ninth grade for the first time.
- The Eight-Year Graduation Rate includes those students who graduate within eight years of entering ninth grade for the first time.

According to the U.S. Department of Education, the median of earnings in 2013 for young adults without a high school diploma or its equivalent was \$23,900, for those with a high school diploma or its equivalent was \$30,000, for those with an associate's degree was \$37,500, and for those with a bachelor's degree was \$48,500. In other words, young adults with a bachelor's degree earned more than twice as much as those without a high school diploma or its equivalent in 2010.

**Technical Fact:**    In 2010, Ohio transitioned to a new method of calculating the graduation rate required by the federal government. This allows for comparisons of the Four-Year and Five-Year graduation rates between Ohio and other states. The Six-, Seven- and Eight-Year calculations are based on the same methodology used in calculating the earlier rates.

**Rating:** The ranges for the graduation rate measures vary. New ranges were adopted by the state board for the 2015 report card and continue to be used on the 2016 report card.

**Four-Year Graduation Rate**

<b>Score</b>	<b>Rating</b>
36% - 100%	Exceeds Standards
8% - 35.9%	Meets Standards
Less than 8%	Does Not Meet Standards

**Five-Year Graduation Rate**

<b>Score</b>	<b>Rating</b>
40% - 100%	Exceeds Standards
12% - 39.9%	Meets Standards
Less than 12%	Does Not Meet Standards

**Six-Year Graduation Rate**

<b>Score</b>	<b>Rating</b>
40% - 100%	Exceeds Standards
12% - 39.9%	Meets Standards
Less than 12%	Does Not Meet Standards

**Seven-Year Graduation Rate**

<b>Score</b>	<b>Rating</b>
40% - 100%	Exceeds Standards
12% - 39.9%	Meets Standards
Less than 12%	Does Not Meet Standards

**Eight-Year Graduation Rate**

<b>Score</b>	<b>Rating</b>
40% - 100%	Exceeds Standards
12% - 39.9%	Meets Standards
Less than 12%	Does Not Meet Standards

**Component:** The numerators from the five individual graduation rates and the denominators from the five rates are combined to calculate a graduation component percentage. A rating will be assigned using the following scale.

**Graduation Component Rating**

<b>Score</b>	<b>Rating</b>
40% - 100%	Exceeds Standards
12% - 39.9%	Meets Standards
Less than 12%	Does Not Meet Standards

**Understanding Ohio's New  
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**Component:**        **Achievement**

**Measures:**        **Assessment Passage Rate**

**Description:**     Achievement is measured by the assessment passage rate. Students in Ohio's dropout recovery community schools take the same tests required of other Ohio students in order to graduate, currently the Ohio Graduation Tests and the new end-of-course exams. In 2016, the new assessments were administered only to students in grades 10 and lower (students starting high school on or after July 1, 2014). Students starting high school prior to July 1, 2014 continue to be assessed using the Ohio Graduation Test, which covers the content areas of Reading, Writing, Mathematics, Science and Social Studies. The Assessment Passage Rate is a measure of the percentage of students in grade 12, or within three months of turning age 22, who have passed all tests required for graduation. Because the new end-of-course assessments are being phased in, only the Ohio Graduation Test data will be used to calculate the 2016 ratings. In future years, when students in the 12<sup>th</sup> grade are taking the new assessments, the measure will incorporate these test scores into the calculation.

**Technical Facts:**   The assessment passage rate calculation includes only students who are in grade 12 or are within three months of turning age 22.

**Rating:**             Assessment passage rate was subject to a rating for the first time on the 2013-2014 Dropout Recovery Community School Report Card. New ranges were adopted by the state board of education for the 2014-15 report cards and will continue to be used in 2016.

**Assessment Passage Rate**

<b>Score</b>	<b>Rating</b>
68% - 100%	Exceeds Standards
32% - 67.9%	Meets Standards
Less than 32%	Does Not Meet Standards

## Understanding Ohio's New Dropout Recovery Community School Report Card

**Component:** Gap Closing

**Measures:** Annual Measurable Objectives (AMOs)

**Description:** Gap closing is measured by annual measurable objectives. Annual measurable objectives (AMOs) examine the academic performance of specific subgroups of students in reading, mathematics and graduation. Each of these groups is compared against the collective performance of all students in Ohio to determine if there are gaps in academic achievement between groups of students.

**Technical Facts:** Annual measurable objectives compare school performance for up to 10 student groups in reading, math and graduation to state performance for all students, assigning a rating for efforts to close achievement gaps in all applicable groups. These student groups, which are the same groups measured previously by Adequate Yearly Progress (AYP), are:

• All Students	• Multiracial
• American Indian/Alaskan Native	• White, non-Hispanic
• Asian/Pacific Islander	• Economically Disadvantaged
• Black, non-Hispanic	• Students with Disabilities
• Hispanic	• Limited English Proficiency

**Rating:** The ranges for Gap Closing and Annual Measurable Objectives ratings are outlined in Ohio's ESEA flexibility waiver. New ranges were adopted by the state board of education for the 2014-15 report cards and continue to be used in 2016.

### **Annual Measurable Objectives**

<b>Score</b>	<b>Rating</b>
36% - 100%	Exceeds Standards
1% - 35.9%	Meets Standards
Less than 1%	Does Not Meet Standards

**Understanding Ohio's New  
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**Component:**        **Progress**

**Measures:**        **Reading Gains  
Mathematics Gains**

**Description:**     Progress is measured through the use of the NWEA Measure of Academic Progress (MAP) assessment. Students are tested at least twice a year in reading and mathematics, and the scores are used to measure the academic growth made by the students. Just because a school may have a low achievement level in a given year does not mean that students are not learning. In fact, there may be a great deal of academic growth taking place moving students toward academic success. Conversely, there is a misconception that high achievers have met their potential and can no longer advance their learning. This measure highlights the importance of providing the curriculum and instruction that will help *all* students to grow academically every year.

**Technical Facts:**   NWEA's Measure of Academic Progress (MAP) assessment was identified through the competitive bidding process and students' scores will be used for this component.

**Rating:**            The ranges for the Progress rating are as follows:

<b><u>Progress Score</u></b>	<b>Rating</b>
+2 and higher	Exceeds Standards
Greater or equal to -2 but less than +2	Meets Standards
Less than -2	Does Not Meet Standards

## **Understanding Ohio's New Dropout Recovery Community School Report Card**

<b>Component:</b>	<b>Student Postsecondary Outcomes</b>
<b>Measures:</b>	Postsecondary Credit Earned Nationally Recognized Career or Technical Certification Military Enlistment Job Placement Attendance Rate Progress on Closing Achievement Gaps
<b>Description:</b>	<p>Student Postsecondary Outcomes is a unique component that speaks to college and career readiness. It contains six measures that do not receive a grade; they are only reported on the Dropout Recovery Community School Report Card. Additionally there is no component grade based on the percentage of a dropout recovery community school's graduating class's demonstration of student postsecondary outcomes.</p> <p>Reporting multiple measures for postsecondary outcomes allows dropout recovery community schools to showcase their unique approaches for college and career readiness. For example, some schools may focus on military or other job placement while others focus on encouraging students to earn postsecondary credit.</p>
<b>Technical Facts:</b>	Schools were able to report some of these data for the first time in EMIS in late 2014 and early 2015 and will be able to continue reporting in 2016 and beyond. These data will be reported on the 2016 report card. Other data (such as military enlistment and job placement data) will be phased in as they become available to the department.
<b>Rating:</b>	There are no ratings associated with Post-Secondary Outcomes or its measures.

**Understanding Ohio's New  
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**Rating:** Overall Rating

**Components:** Graduation  
Assessment Passage Rate  
Gap Closing  
Progress

**Description:** Schools are assigned points based on the rating assigned to each component using the table below.

<b>Component</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
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.

**Technical Facts:** If a component is not rated, it does not factor into the calculation.

**Rating:** A final rating is assigned based on the percentage of points earned using the table below.

<b>Component</b>	<b>Rating</b>
At least 80% of Possible Points	Exceeds Expectations
At least 40% but Less than 80%	Meets Expectations
Less than 40%	Does Not Meet Expectations