Graduation (Indicator 1) & Dropout (Indicator 2) Frequently Asked Questions

The Ohio Department of Education and Workforce (the Department) has consolidated questions most frequently asked about Indicators 1 (graduation rate) and 2 (dropout rate) and answered them in this document. The 2024-25 Special Education Profile includes required actions for Indicators 1 and 2, based on data from the 2022-23 school year.

Indicator 1: Graduation Rate

Indicator 1 measures the percentage of students with disabilities, ages 14-21, who exited special education due to graduating by meeting the same requirements as students without disabilities.

The target for the 2022-23 school year is 66.61 percent or greater.

1) **How are cohorts considered for Indicator 1?**

   Cohorts are not considered for special education Indicator 1. Indicator 1 includes every student with a disability, age 14-21, exiting special education regardless of grade level or cohort.

2) **Students in my district/school are listed as 'received certificate' in the state's records for review file but have met the Long-Term Graduation Requirements (e.g., regular high school diploma). How do we proceed?**

   Verify the student met graduation requirements to earn a regular high school diploma under the Long-Term Graduation Requirements. Students must complete all three parts of these requirements. Students with IEPs who met graduation requirements and earned a regular high school diploma via ways that are not available to all students are not counted as graduates by federal law. Instead, these students are listed as receiving a certificate.

   Long-Term Graduation Requirements are as follows:

   (1) **Credit Requirements:** Students must earn a minimum total of 20 credits in specific subject areas and take required tests. Students who met the state minimum 20 credits in specific subject areas are considered to have met the graduation requirements available to all students and are reported as students who graduated with a regular diploma. Students who met credit requirements through IEP goals are reported as a Special Education Exempted student and will be listed as 'received certificate'.

   (2) **Competency:** There are five options used to determine whether a student met competency. These options include:

   - earn a "competency" score on the English language arts II and Algebra I (or integrated math I) end-of course assessment, OR
   - Career Readiness, OR
   - College Credit Plus, OR
   - Military Enlistment, OR
   - ACT/SAT remediation free requirement or ACT/SAT Pathway

   Students who met competency through one of these five options are considered to have met the graduation requirements available to all students and are reported as students who graduated with a regular high school diploma. Students with disabilities who meet competency requirements using scores on the Ohio Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD) or whose IEP team excuses them from earning the required score(s) on the end-of-course (EOC) assessment or AASCD are reported as a Special Education Exempted Student and are listed as 'received certificate.'

   (3) **Readiness:** Students are required to earn at least two diploma seals, one of which must be state defined. Ohio's 12 diploma seals are:

   - OhioMeansJobs Readiness Seal (State-Defined)
   - Industry-Recognized Credential Seal (State-Defined)

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- College-Ready Seal (State-Defined)
- Military Seal (State-Defined)
- Citizenship Seal (State-Defined)
- Science Seal (State-Defined)
- Honors Diploma Seal (State-Defined)
- Seal of Biliteracy (State-Defined)
- Technology Seal (State-Defined)
- Community Service Seal (Locally-Defined)
- Fine and Performing Arts Seal (Locally-Defined)
- Student Engagement Seal (Locally-Defined)

If the district/school can provide documentation that a student met the requirements for a regular high school diploma as outlined above, the district/school is encouraged to submit a data reporting error verification form with supporting documentation:

- Verify where in EMIS the data was reported inaccurately. The following EMIS codes are used to determine that a student did not graduate with a regular high school diploma:

  - GRAD_REQ_EXMPT_CODE(FN300) = 3 (Student met IEP goals), OR
  - IEP_REQ_TEST_TYPE_CODE(FA215) = 'ALT' (Student took the AASCD)

- GRAD Event is found in ODDEX GRAD Tab:

  - GRAD_EVENT_CODE = ('SPALT', 'SPEXP')

    - The SPALT event is created if a student did not meet any of the alternate demonstrations of competency (College Credit Plus, ACT/SAT, Career Experience and Technical Skill, Military Enlistment) and only met English or Math competency based on the results of AASCD; OR
    - The SPEXP event is created if a student did not meet any of the alternate demonstrations of competency (College Credit Plus, ACT/SAT, Career Experience and Technical Skill, Military Enlistment) and only met English or Math competency based on an IEP exemption on either the AASCD or the EOC.

3) **How are students who defer their diploma counted for Indicator 1?**

Students are included based on the diploma receive date. If a student does not have a diploma receive date, then the student is not considered a graduate. This student would still be showing as enrolled at that district or community school and thus would not be considered an exiter either. This means the student would not be included in either the numerator or the denominator for the calculation. Each student will count only once in the year they receive their diploma.

4) **What is the data reporting range for Indicator 1?**

The reporting period for Indicator 1 runs from July 1 through June 30. For the 2022-23 school year, this is July 1, 2022, to June 30, 2023.

Indicator 2: Dropout Rate

Indicator 2 measures the percentage of students with disabilities, ages 14-21, who exited special education due to dropping out.

The target for the 2022-23 school year is 18.36 percent or less.

1) **Who counts as a dropout for the Indicator 2 calculation?**

Indicator 2 includes every student with a disability, ages 14-21, with any of the relevant withdrawal codes. The EMIS withdrawal codes used to count a 'dropout' include:

- 71 – Withdrew Due to Truancy/Non-attendance;

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- 72 – Pursued Employment/Work Permit;
- 73 – Reached Maximum Age;
- 74 – Moved (not known to be continuing);
- 75 – Student Completed Course Requirements (but did not pass assessments);
- 76 – Non-attendance According to the 72-Hour Rule;
- 77 – Withdrew due to ORC §3314.26 (non-tested);
- 78 – Withdrew due to ORC §3314.261(C) (non-attendance at internet-based community schools);
- 79 – No longer eligible to be enrolled in district; and
- 48 – Expelled.

2) **How was the dropout methodology updated to reflect reenrollment within the same reporting period?**

The methodology for the dropout (Indicator 2) calculation was previously a dropout event count: any student with a disability, aged 14-21, who exited special education with a relevant dropout code was counted as a dropout event regardless of subsequent events in the same or later reporting periods.

Beginning with the 2022-23 school year, students who withdraw from one district/school and then re-enroll in the same or another district/school within the same reporting period no longer count as dropouts. This change to the methodology takes effect with the 2022-23 school year reported in the 2024-25 Special Education Profile, targeted for release in December 2024.

3) **Community schools are required to use EMIS code 76 when students are withdrawn due to non-attendance after 72 hours. How does this impact the school's dropout rate?**

Any student with a disability between the ages of 14-21 reported with EMIS code 76 during the 2022-23 school year was included as a dropout for the reporting school. Any district/school that did not meet the target for Indicators 1 or 2 must complete the required actions as outlined in the Special Education Profile, which asks districts/schools to review their current processes for needed improvements via an indicator analysis and improvement plan.

4) **What is the data reporting range for Indicator 2?**

The reporting period for Indicator 2 runs from July 1 through June 30. For the 2022-23 school year, this is July 1, 2022, to June 30, 2023.

5) **Is EMIS code 99 a dropout code?**

EMIS code 99 Completed High School Graduation Requirements is an exiting code but not a dropout code. This code is included in the denominators for Indicators 1 and 2. This code is also included in the numerator for Indicator 1, but not the numerator for Indicator 2.

6) **If a dropout code is not reported until August following the reporting period, would that dropout be counted in the data for the 2022-23 school year?**
For the 2021-22 school year, if a student is reported with a dropout code in August 2022, which is after the end of the reporting period, that student would count as a dropout in the 2022-23 school year unless that student subsequently re-enrolls within the reporting period for the 2022-23 school year.
For the 2022-23 school year, if a student is reported with a dropout code in August 2023, which is after the end of the reporting period, that student would count as a dropout in the 2023-24 school year unless that student subsequently re-enrolls within the reporting period for the 2023-24 school year.

General

1) **Which students count as exiters in the denominator for the graduation rate and the dropout rate calculations?**

The denominator for Indicators 1 and 2 is the same. The denominator includes students with disabilities, ages 14-21, who: (a) Graduated with a regular high school diploma; (b) Graduated with a state-defined alternate diploma; (c) Received a certificate; (d) Reached maximum age; or (e) Dropped out. The following students on an IEP who graduate with an Ohio diploma are included in the denominator but NOT included in the numerator for this

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indicator: Students who use IEP goals to meet curricular requirements, students who take the Alternate Assessment for Students with Significant Cognitive Disabilities, students who are exempted from obtaining an end-of-course exam or the Alternate Assessment for Students with Significant Cognitive Disabilities competency score requirements.

2) **If my district/school has required actions for both Indicators 1 and 2, do we need to complete the process once for graduation and again for dropout?**

No. If a district/school has a Not Met status for both Indicators 1 and 2, that district/school may complete only one indicator analysis and one improvement plan addressing both graduation and dropout.

3) **For Indicators 1 and 2, do students count at the district of residence or the district of service?**

For Indicators 1 and 2, the state is required to align to the federal EDFacts[1] Exiting Report. This report takes the student record with the latest effective end date reported by each LEA to count students only once at each LEA in the 2022-23 school year. Thus, some students are counted at the legal district of residence and some students are counted at the district of service.

4) **My district/school does not serve high school students. Why does my district have data for Indicators 1 and 2?**

The business rules[2] for Indicators 1 and 2 align to the federally mandated state calculation, which includes every student with a disability, ages 14-21, exiting special education, regardless of grade level or cohort. Districts/schools that do not serve high school students **and** did not meet the target for Indicator 1 will see their data as reported but will not have required actions.

5) **Where can I find the list of students included in the calculation of Indicators 1 and 2 for my district/school?**

In the 2024-25 Special Education Profile, navigate to Indicator 1 or 2. Select "More Information." The list of SSIDs included in the district/school's calculation is the link titled, "Records for Review." The Records for Review file is only available for districts/schools with a status of Not Met and required actions, which are indicated by the exclamation point icon preceding the Not Met as well as the action statement under "More Information."

6) **Are students who turn 22 within the reporting period included in the calculation? Asked another way, is it such that if the student is 21 at any point during the reporting period, they are included in the calculation?**

No, only students with ages 14 through 21 were reported in this file. If a student's age is calculated as 22, this student was removed from the calculation. When determining age of a student the following business rules apply:

a) The Department uses October 31 as the date to determine student age.
b) The Department uses the students' withdrawal date to determine if age should be calculated based on the current year (October 31, 2024) or prior year (October 31, 2023).
c) There is a ranking system in place that assigns various statuses to students (see below).

GHS (Graduate)	Student who has graduated with the highest honors or status.	1 (*Highest*)
RC (Regulation Completion)	Student who has graduated with a regular diploma.	2
D (Died)	Student who passed away before completing their education.	3
TRAN (Transferred to Regular Education)	This indicates a student who transferred to a regular education setting.	4
RMA (Reached Maximum Age)	This indicates a student who left school because they reached the maximum age for receiving education services.	5
MKC (Moved, Known to be Continuing	This indicates a student who moved to another location but is known to be continuing their education elsewhere	6

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[1] ED*Facts* is a centralized data reporting system for state education agencies, required by the U.S. Department of Education.
[2] "Business rules" is a general term for the technical process of defining and restricting data from various sources to create the needed calculation.

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DROPOUT	This indicates a student who dropped out of school without completing their education.	7 (*Lowest*)

For example, if the students' withdrawal took place on or after October 31 within a year (example 2024), then the students' age is calculated as of October 31 of that year (example October 31, 2024). If the withdrawal date is prior to October 31 of a year (example 2024) then the students' age is calculated as of October 31 of the prior year (October 31, 2023). Students who are below age 14 or over age 21 based on the criteria above are excluded from the calculation. Students who are not removed, but who withdraw after October 31 of the current year and who turn 22 later in the school year will be coded as RMA, so long as there are no other higher-ranking statuses that come into play.

7) **Do students using Autism Scholarship and Jon Peterson Scholarship count toward the number of dropouts for Indicator 2?**

Yes, these students will be included when calculating the indicator.

8) **If a student who was on an IEP was moved to a 504, should they be included in the data?**

Yes, these indicators include all special education students that exited and does not exclude those that were moved to a 504 plan. These students are included in the indicator calculation.

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