Department of Education & Workforce

2022-2023 DROPOUT PREVENTION AND RECOVERY COMMUNITY SCHOOL REPORT CARD OVERVIEW

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Department of Education & Workforce

January 2024

GOALS OF THIS PRESENTATION

- **Explain** how state report cards are calculated and what they measure
- **Provide** resources and tools for accessing and analyzing state report card data

AGENDA

- **Report Card Resources**
- Overview of 2022-2023 Dropout Prevention and Recovery Community School Report Cards
- Report Card Component Details

Report Card Resources

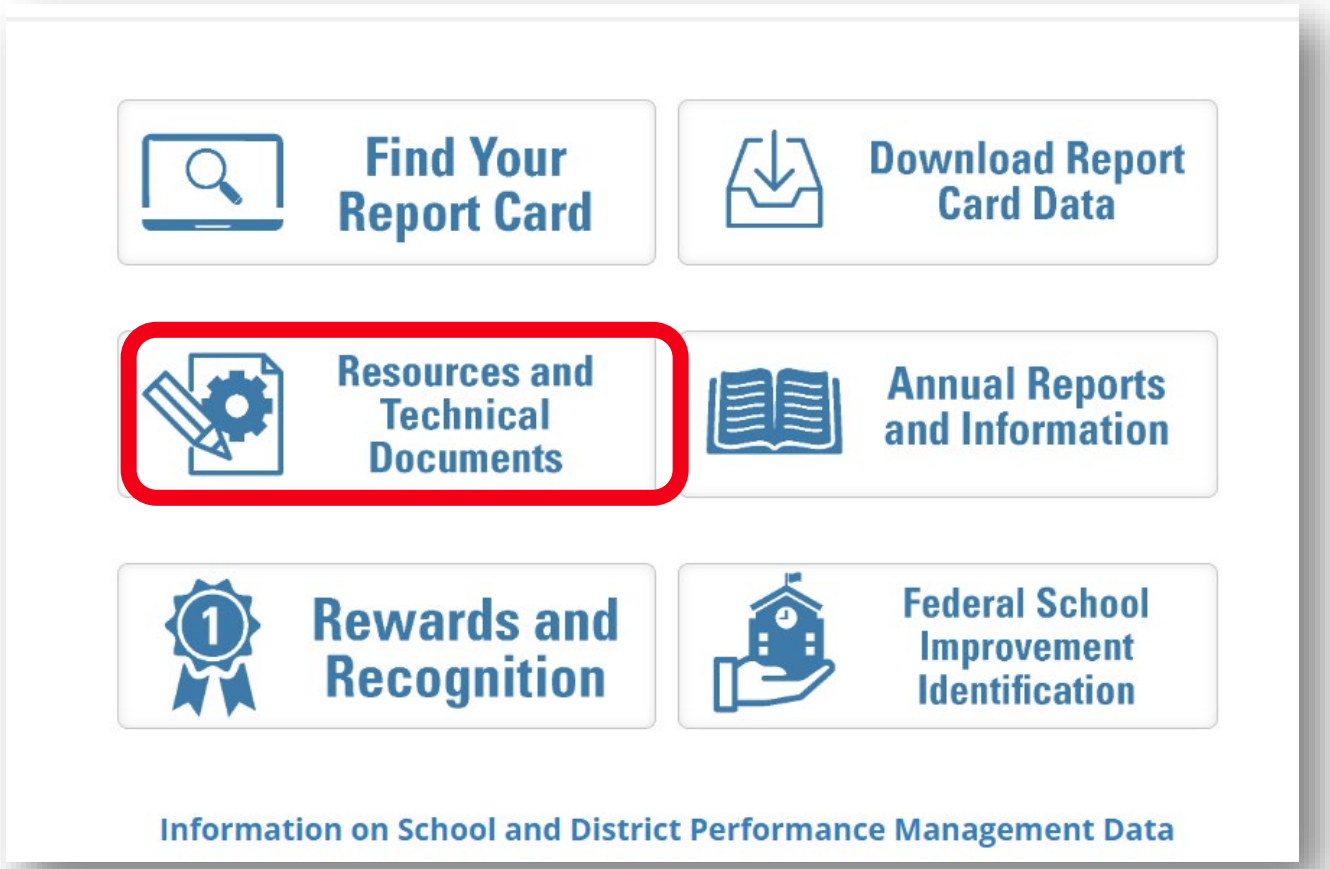
http://reportcard.education.ohio.gov

Report Card Resources

NEW!
Report Card Component Walkthroughs

*Traditional Report Card Overview
*Traditional Disctrict Data Resources
*Career-Technical Planning Districts Data Resources

More videos TBA!



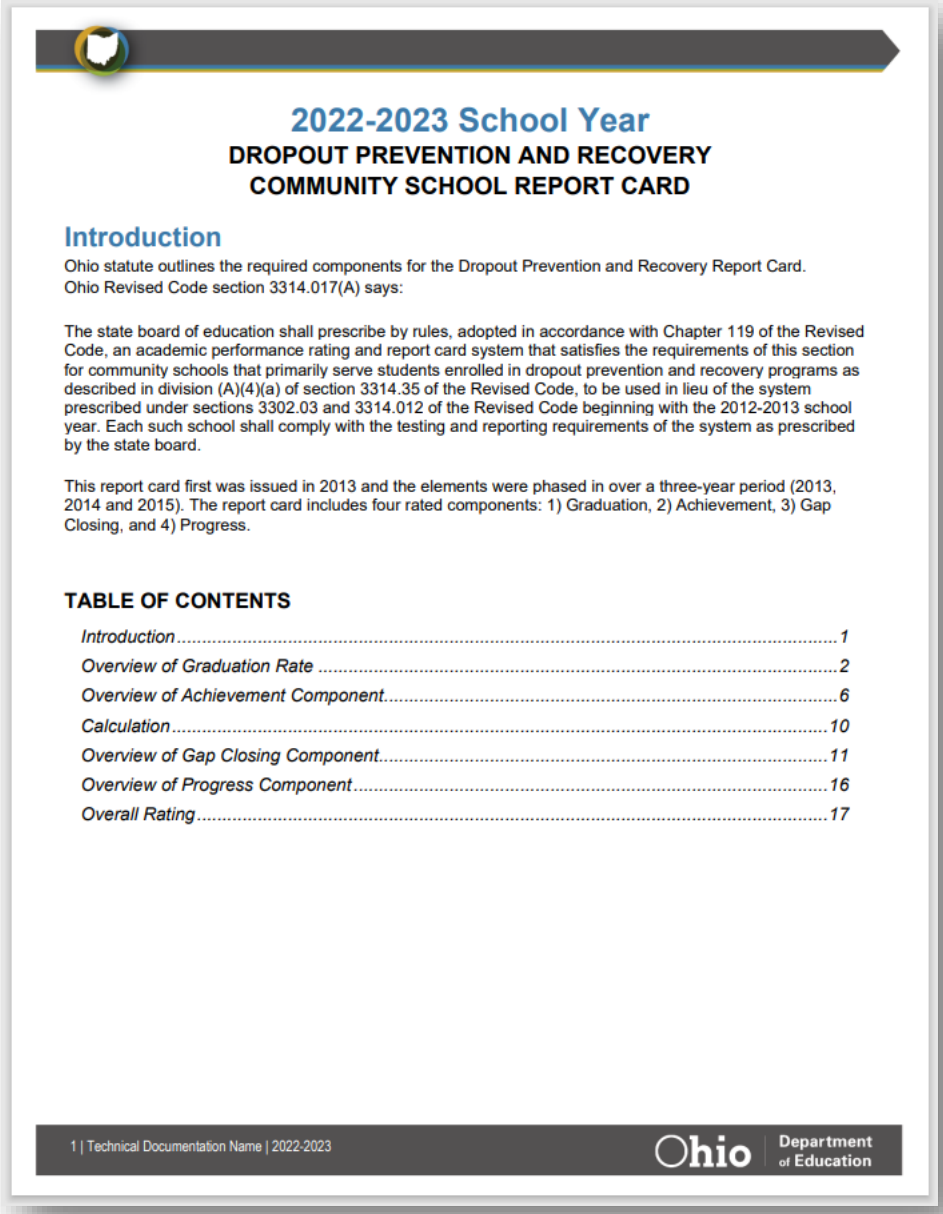
For detailed information about each report card component calculation, please visit the Report Card Resources and Technical Documents Website.

TECHNICAL DOCUMENTATION

Dropout Prevention and Recovery Report Cards

Community schools that serve a majority of their students through dropout prevention and recovery programs receive the dropout prevention and recovery report card. The dropout prevention and recovery report card has four components and uses three ratings for each measure – Exceeds Standards, Meets Standards, or Does Not Meet Standards. The complete technical document for the Dropout Prevention and Recovery Report Card walks through each component and calculation.

Technical documentation about the previous accountability system and report cards are available for the 2019-2020 school year.



2022-2023 School Year

DROPOUT PREVENTION AND RECOVERY
COMMUNITY SCHOOL REPORT CARD

Introduction

Ohio statute outlines the required components for the Dropout Prevention and Recovery Report Card. Ohio Revised Code section 3314.017(A) says:

The state board of education shall prescribe by rules, adopted in accordance with Chapter 119 of the Revised Code, an academic performance rating and report card system that satisfies the requirements of this section for community schools that primarily serve students enrolled in dropout prevention and recovery programs as described in division (A)(4)(a) of section 3314.35 of the Revised Code, to be used in lieu of the system prescribed under sections 3302.03 and 3314.012 of the Revised Code beginning with the 2012-2013 school year. Each such school shall comply with the testing and reporting requirements of the system as prescribed by the state board.

This report card first was issued in 2013 and the elements were phased in over a three-year period (2013, 2014 and 2015). The report card includes four rated components: 1) Graduation, 2) Achievement, 3) Gap Closing, and 4) Progress.

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Overview of Achievement Component 6
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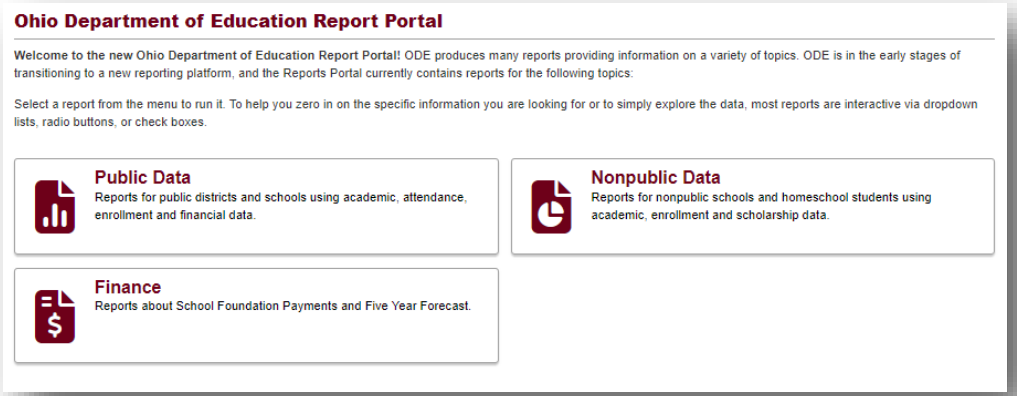
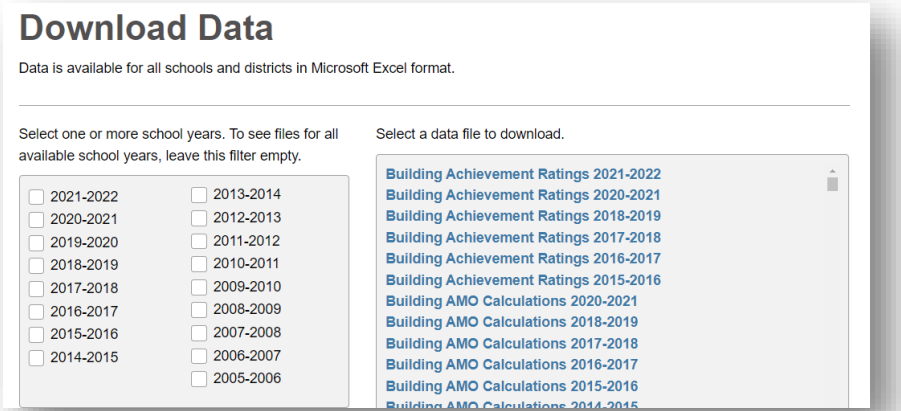
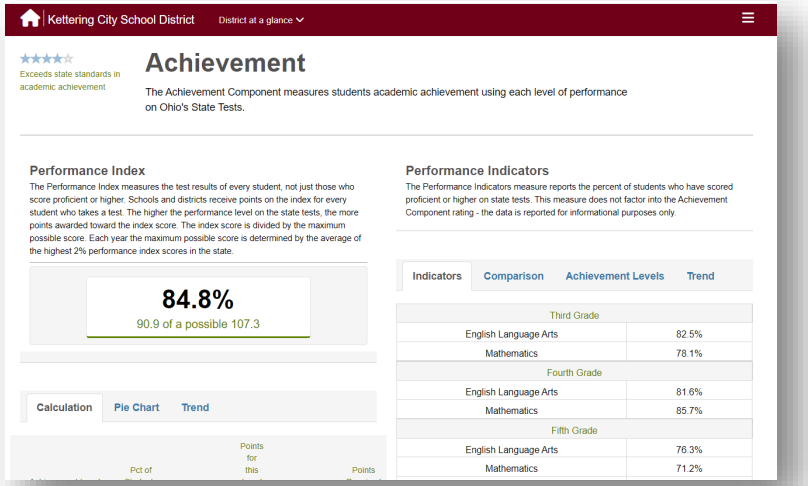
Overview of Gap Closing Component 11
Overview of Progress Component 16
Overall Rating 17



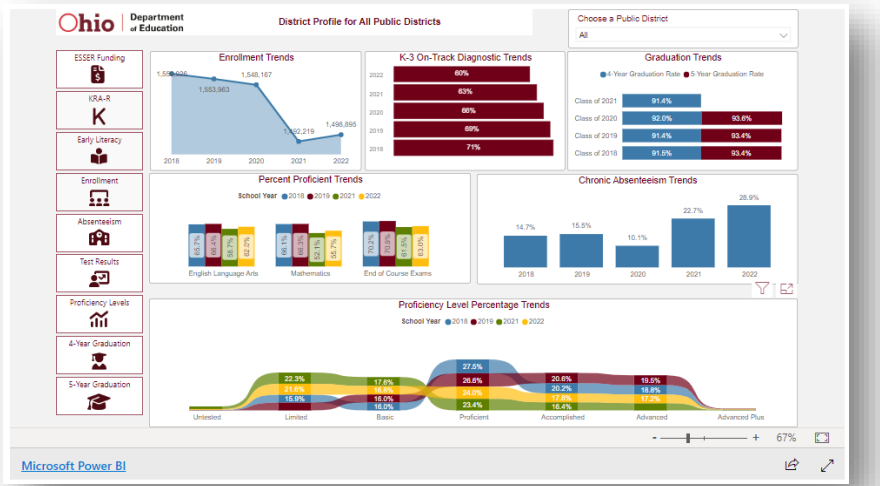
Advanced Reports: Report Portal



Download Data

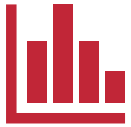


Report Card Page



Student Recovery Dashboard

DATA RESOURCES

				
Report Card Page	**Download Data**	**Advanced Reports**	**Student Recovery Dashboard**	**Secure Data Center**
Public Access	Public Access	Public Access	Public Access	No Public Access
View report card for any district or building.	View data for every district/building for a single year.	Up to five years of longitudinal data for a single district/building.	Longitudinal data in graph/chart format. Can disaggregate & select multiple districts or buildings.	Access through OH|ID : Report Portal. Critical to check for report card purposes. Access student level information.

http://reportcard.education.ohio.gov

AGENDA

- Report Card Resources
- **Overview of 2022-2023 Dropout Prevention and Recovery Community School Report Cards**
- Report Card Component Details

2022-2023 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

Total of 77 Dropout Prevention and Recovery Community School

RATING DISTRIBUTIONS OF COMPONENTS

Drop-Out Recovery School Rating Distributions of Components				
	Does Not Meet Standards	Meets Standards	Exceeds Standards	Not Rated
Achievement	23.38% (18)	29.87% (23)	32.68% (25)	14.29% (11)
Progress	3.90% (3)	41.56% (32)	46.75% (36)	7.79% (6)
Gap Closing	20.78% (16)	33.77% (26)	42.86% (33)	2.60% (2)
Graduation Rate	2.60% (2)	44.16% (34)	53.25% (41)	

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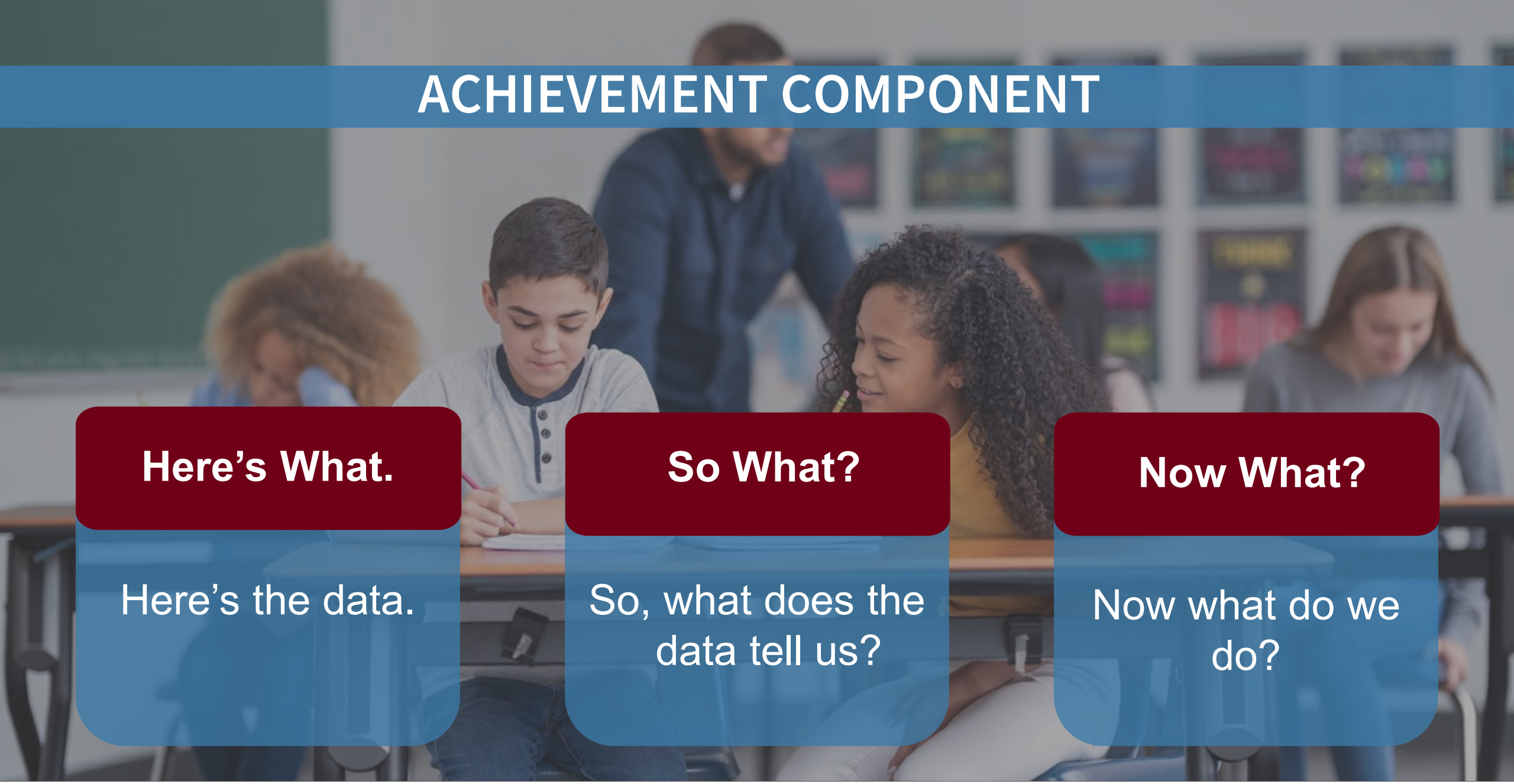
ACHIEVEMENT COMPONENT



Here's What.	So What?	Now What?
Here's the data.	So, what does the data tell us?	Now what do we do?

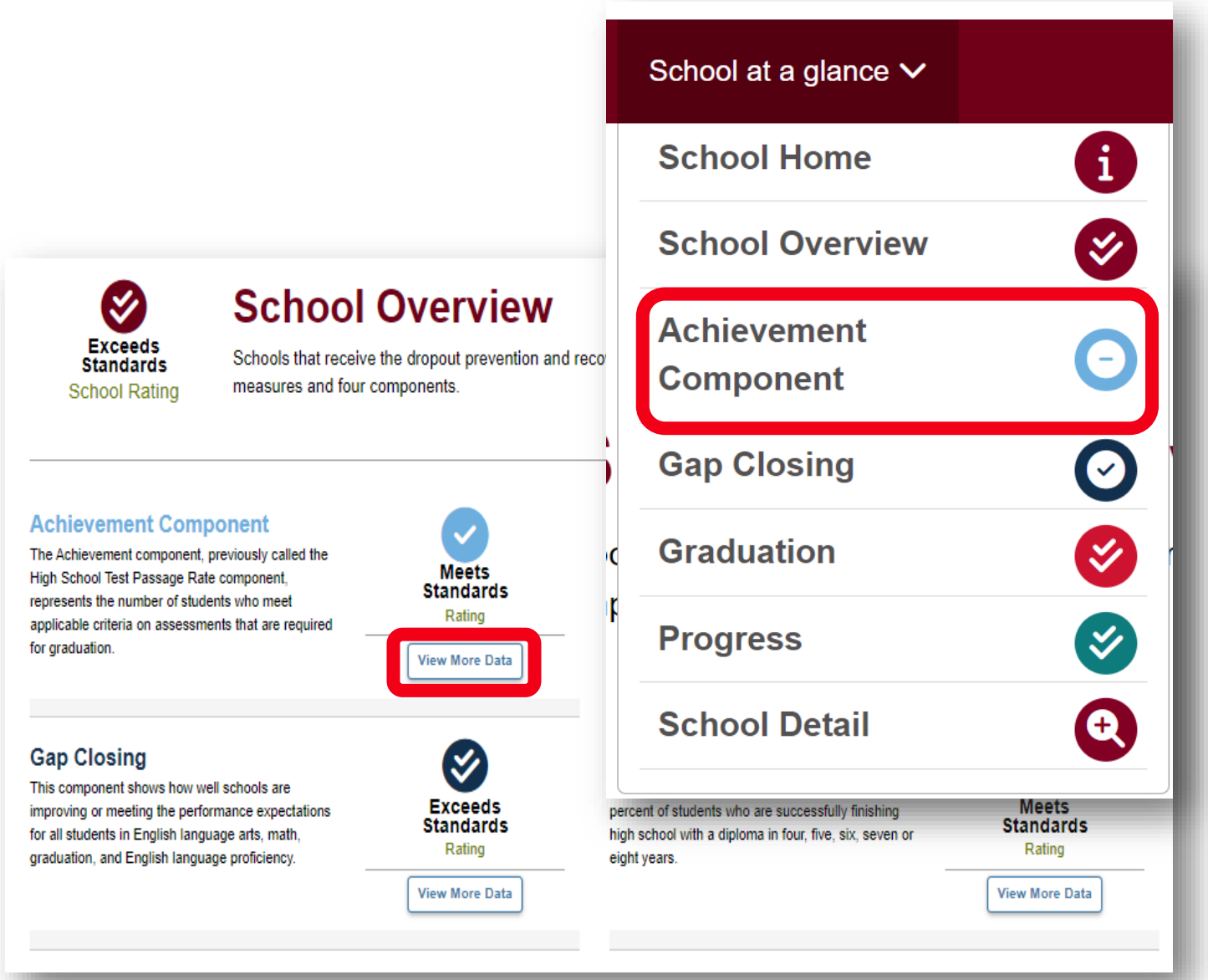
TEST YOUR KNOWLEDGE: ACHIEVEMENT COMPONENT

True or **False**

The Achievement Component uses Where Kids Count Methodology for the students who count in this measure?

HERE'S WHAT

- The Achievement component, previously called the High School Test Passage Rate component, represents the number of students who meet applicable criteria on assessments that are required for graduation



ACHIEVEMENT COMPONENT

Meets Standards
School Rating

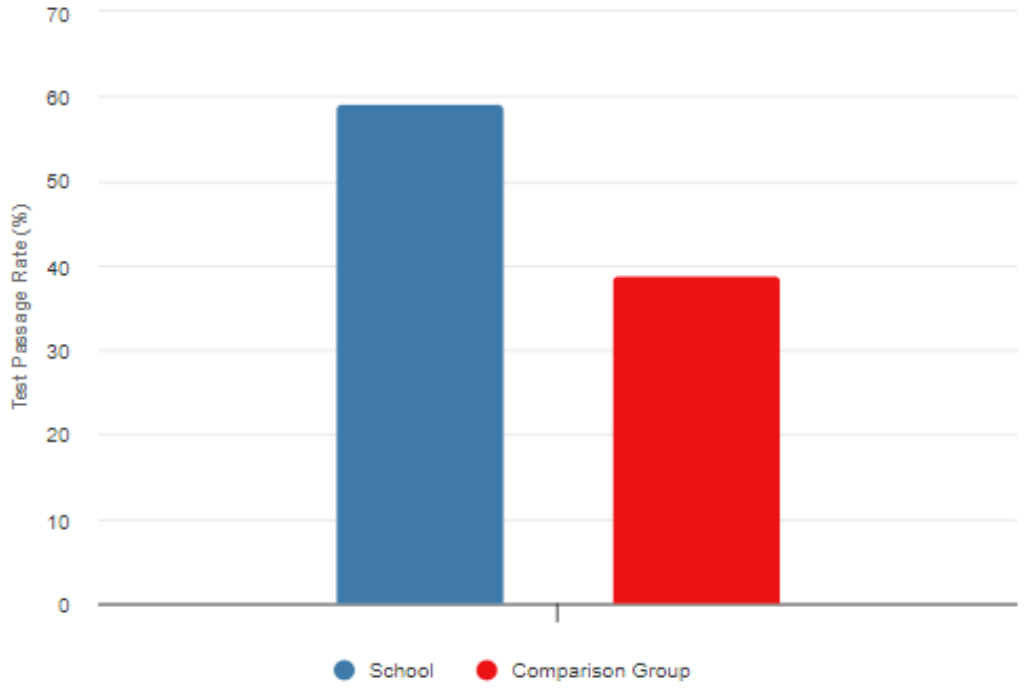
Achievement Component

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

59.1%
Meets Standards

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



What students count in the Achievement Component?

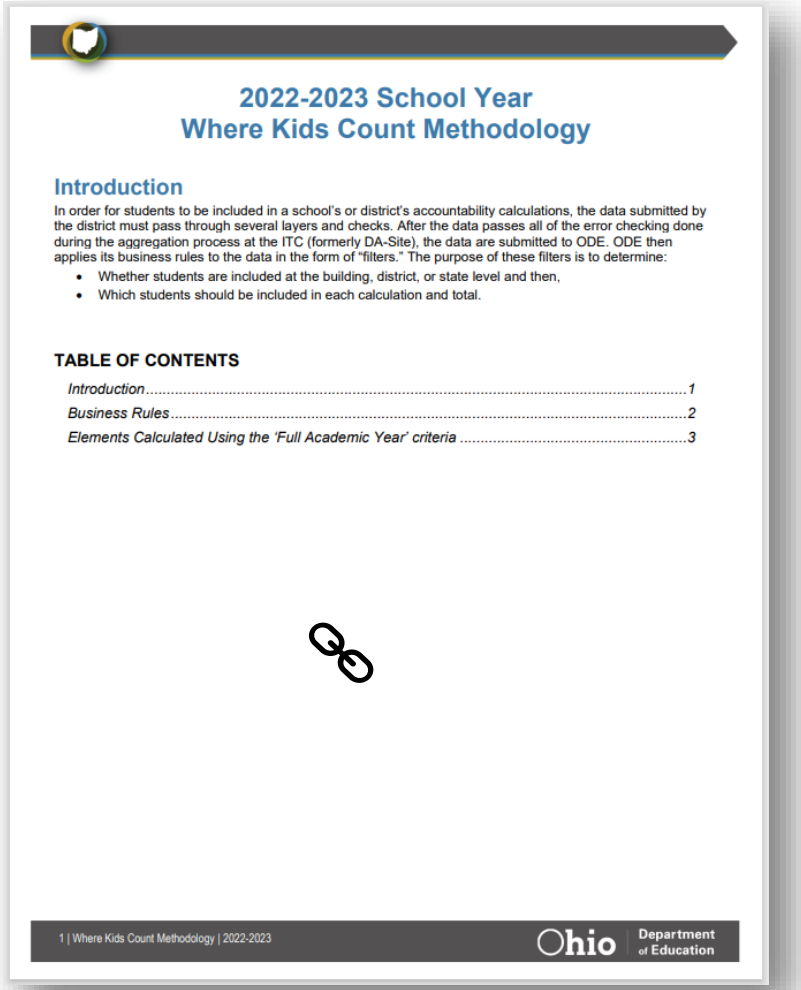
Majority of Attendance IRN is Building IRN

Not placed in an Institution regardless of who placed

Full Academic Year in building

Student Counts in My Building

Not an English Learner within first 360 days in a US School



2022-2023 School Year
Where Kids Count Methodology

Introduction

In order for students to be included in a school's or district's accountability calculations, the data submitted by the district must pass through several layers and checks. After the data passes all of the error checking done during the aggregation process at the ITC (formerly DA-Site), the data are submitted to ODE. ODE then applies its business rules to the data in the form of "filters." The purpose of these filters is to determine:

- Whether students are included at the building, district, or state level and then,
- Which students should be included in each calculation and total.

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*10 accountable students taking one or more assessments to calculate

SO WHAT? THIS IS MEASURING ACHIEVEMENT ON TESTS – NOT GRADUATION.

$$\frac{\text{\# of students in grade 12 at any time in the school year who have passed the Algebra I and English Language Arts II or who have met the cumulative score needed to graduate using the test pathway} + \text{Non-duplicated \# of students at least age 21 years and 9 months prior to June 30 of the evaluated school year who have met the cumulative score needed to graduate using the test pathway}}{\text{\# of students in grade 12 at any time in the school year} + \text{Non-duplicated \# of students at least age 21 years and 9 months prior to June 30 of the evaluated school year}} = \text{High School Test Passage Rate}$$

Achievement Rate	Rating
68%-100%	Exceeds Standards
32%-67.9%	Meets Standards
<32%	Does Not Meet Standards

Class of 2018 to 2022

Students needed 18 points across seven tests

EOC Exam
Physical Science (2018 ONLY) or Biology
American History and American Government
Integrated Math I and Integrated Math II OR Algebra and Geometry
English Language Arts I and English Language Arts II

Class of 2023 and Beyond

EOC Exam score of 684
Integrated Math I OR Algebra
English Language Arts II

EOC Exams Required for Graduation:

- **Algebra 1 (or Integrated Mathematics 1**
- **English Language Arts II**

EOC Exams Required to be taken:

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

Substitution

Students also can use approved substitute tests for science/social studies and those tests DO count

EOC Exam	TEST CODE	SUBJECT
Biology	AP02	Biology
Biology	IB10	Biology Higher Level
Biology	IB50	Biology Standard Level
American History	AP33	U.S. History
American History	IB26	History 2: Americas Higher Level
American Government	AP32	U.S. Government and Politics
American Government	IB91	Global Politics Higher Level
American Government	IB92	Global Politics Standard Level

Course during Covid

During COVID, students could use a course grade in lieu of using a test score and these do count in the calculation using this crosswalk

High School Grade	Graduation Points
A	5
B	4
C	3
Earned Credit or Passed Course	
D	2
Not applicable	1

Transfer In from Out of State or Nonpuplic

Students needed 18 points across seven tests

Students who transfer in after taking a course with a test have points reduced based on the number of courses taken before coming to Dropout Prevention and Recovery School

All students must accrue at least 5 points

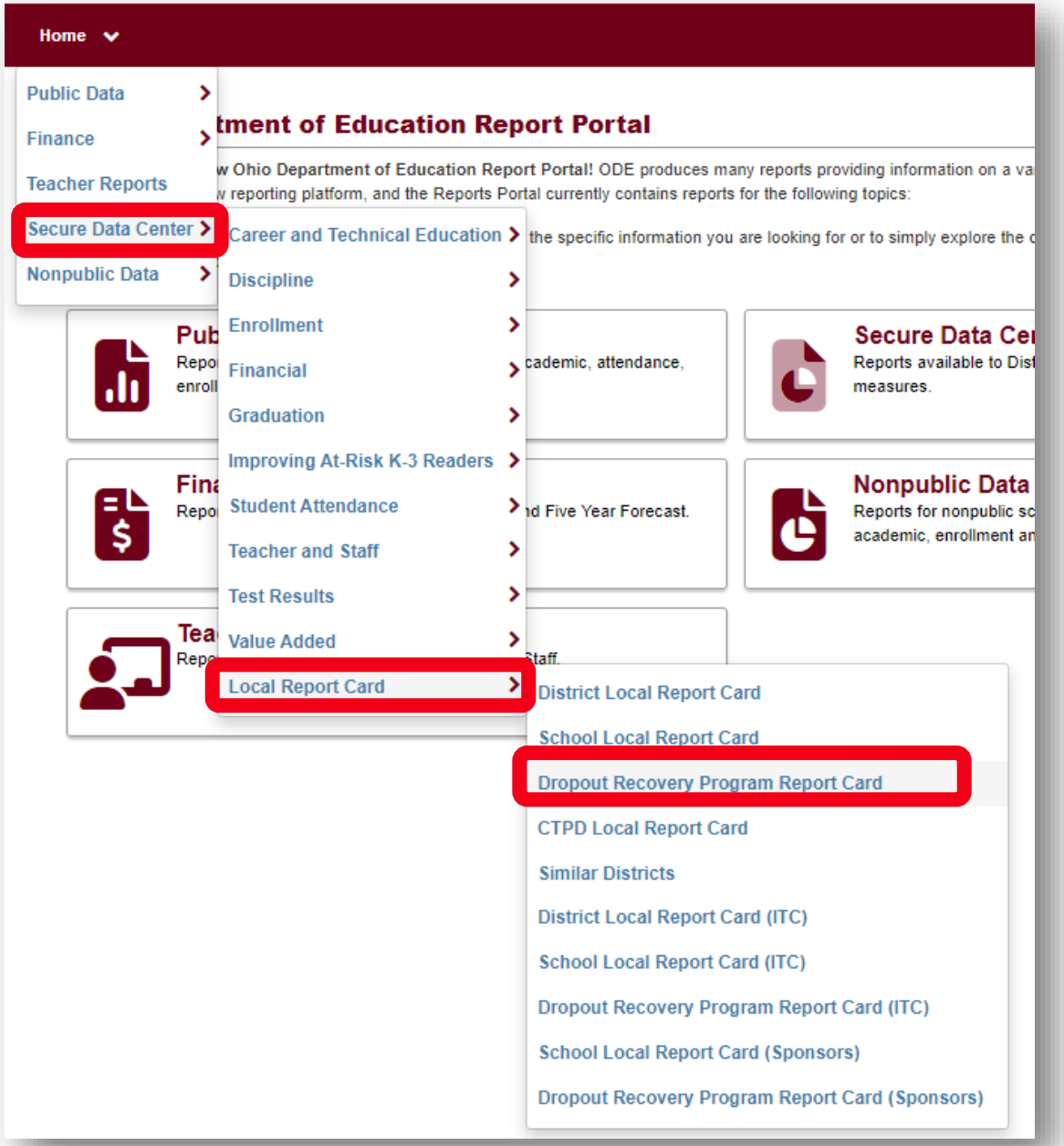
Courses Remaining	Points Required
7	18
6	15
5	13
4	10
3	8
2	5

Data Manager Reports

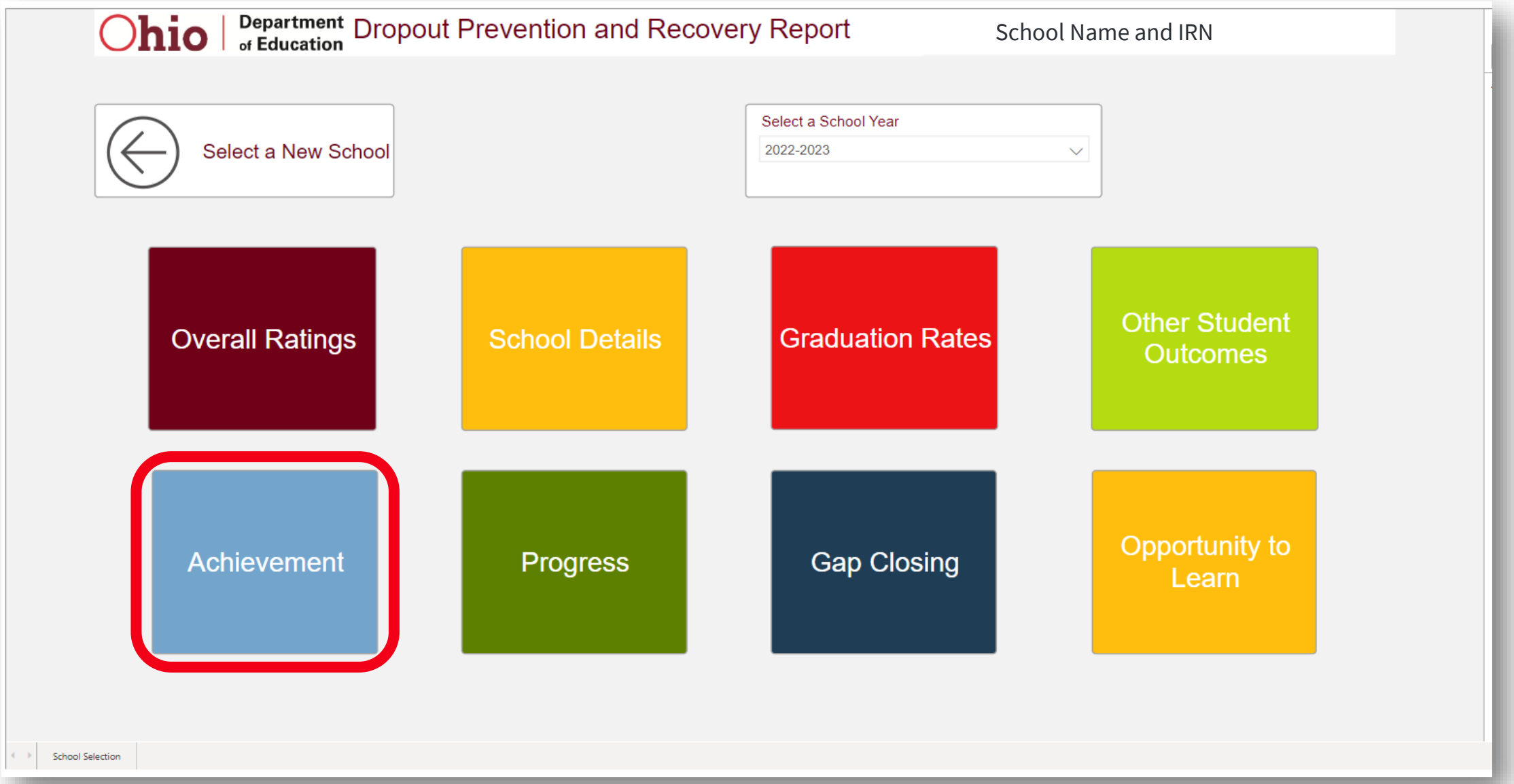
NOW WHAT?

- Currently no SSID Level Reports in Secure Data Center besides Graduation
- Data Manager sends reports directly to schools twice per week during the 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.

SECURE DATA CENTER



SDC ACHIEVEMENT



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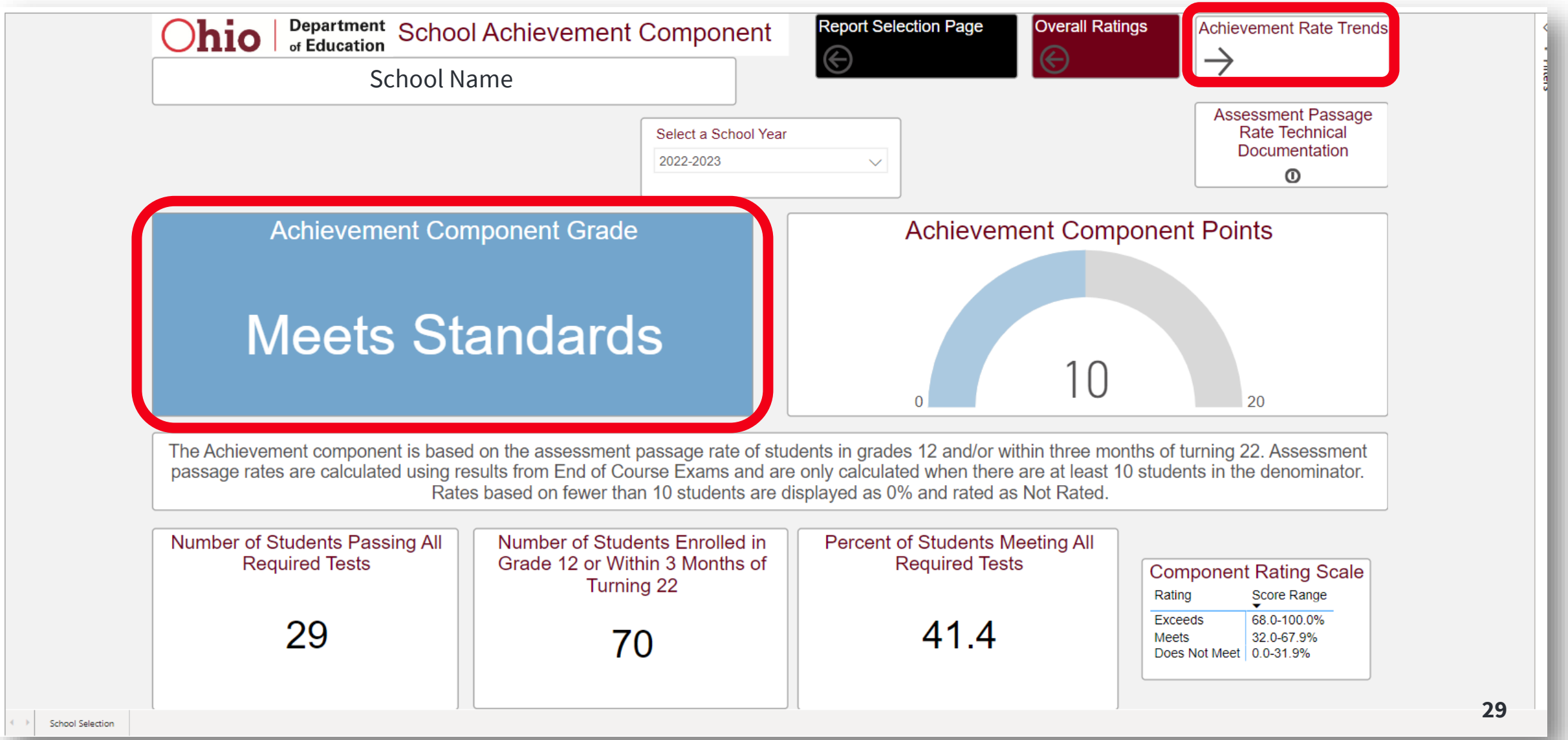
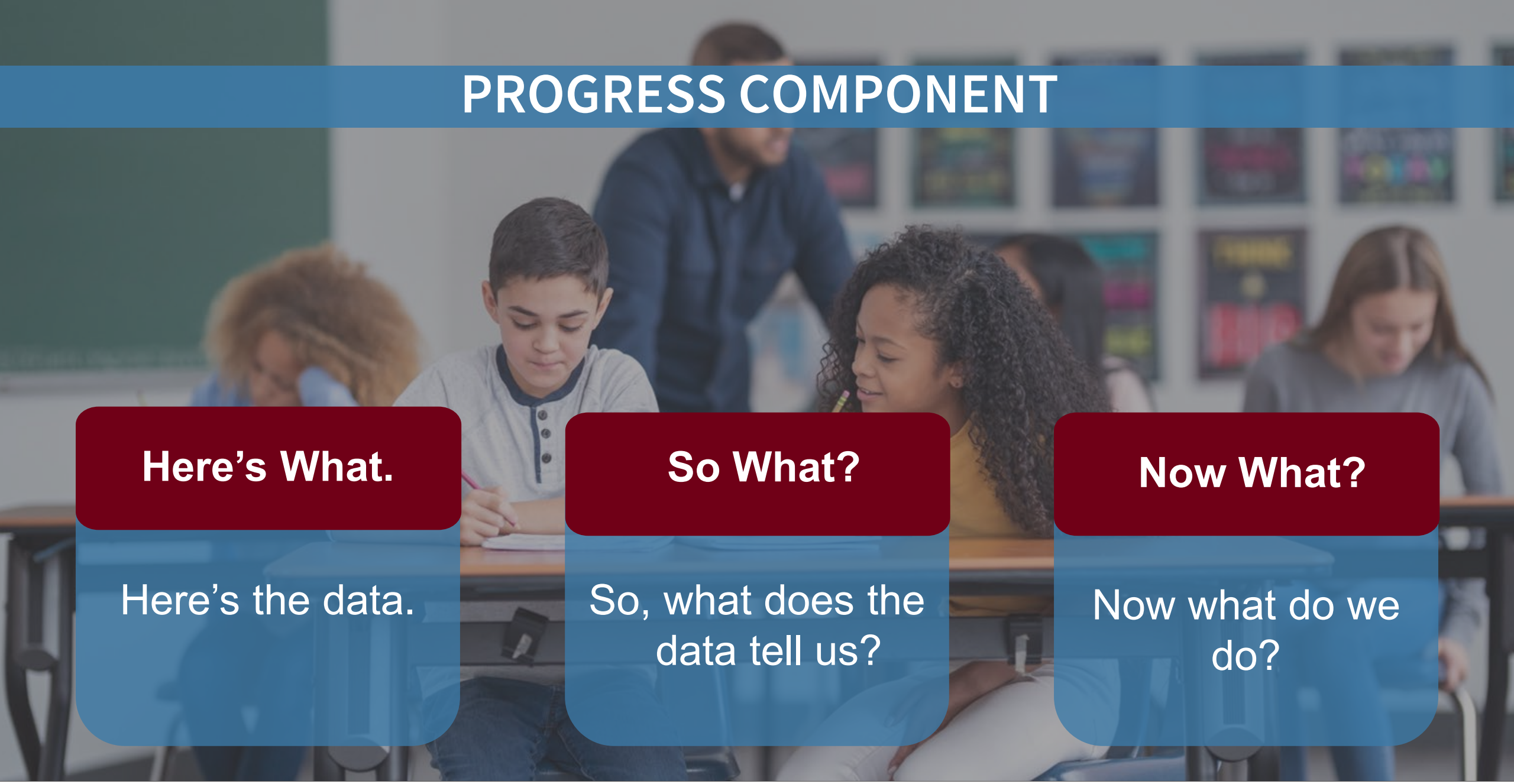


PROGRESS COMPONENT



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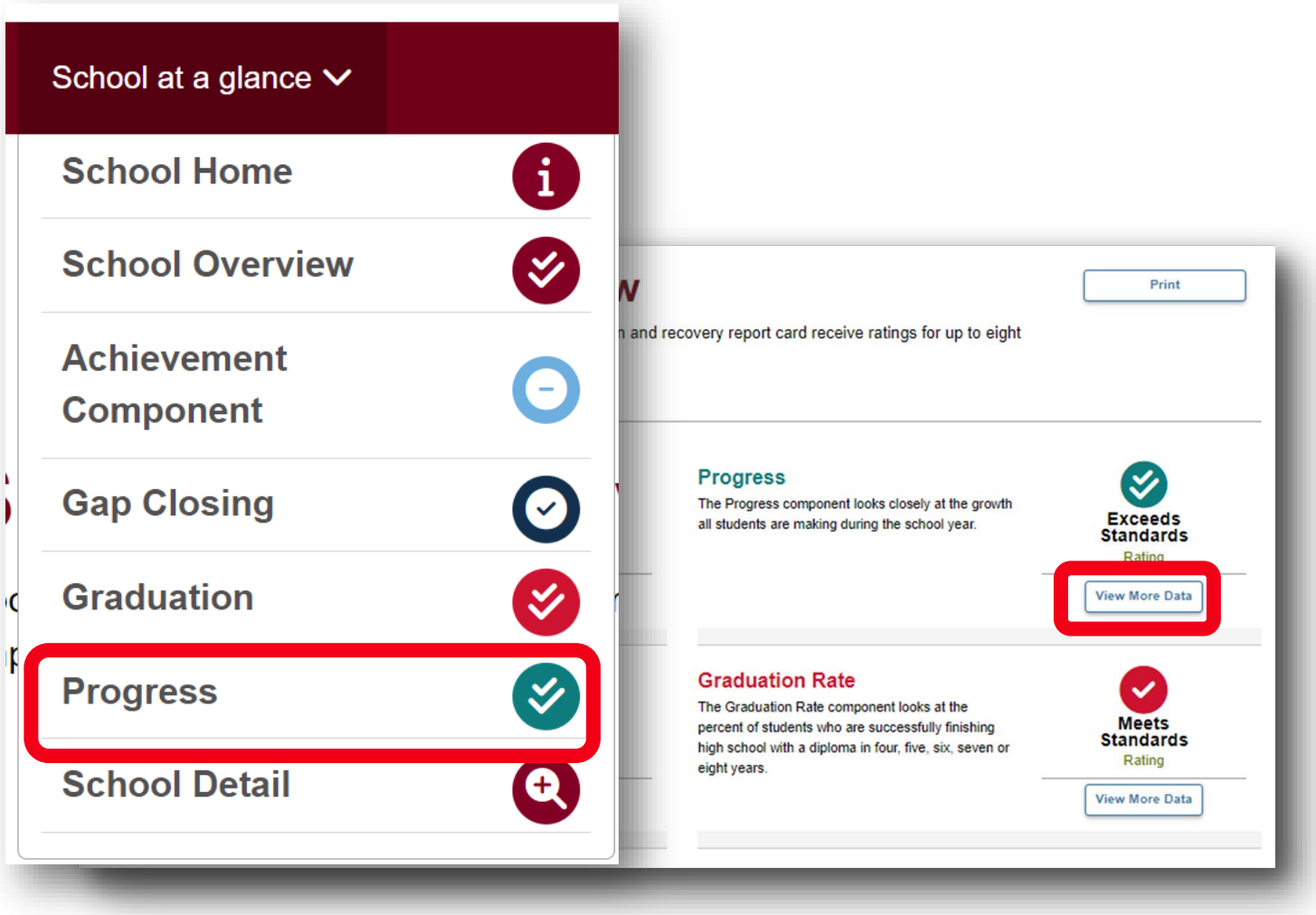
TEST YOUR KNOWLEDGE: PROGRESS COMPONENT

True or **False**

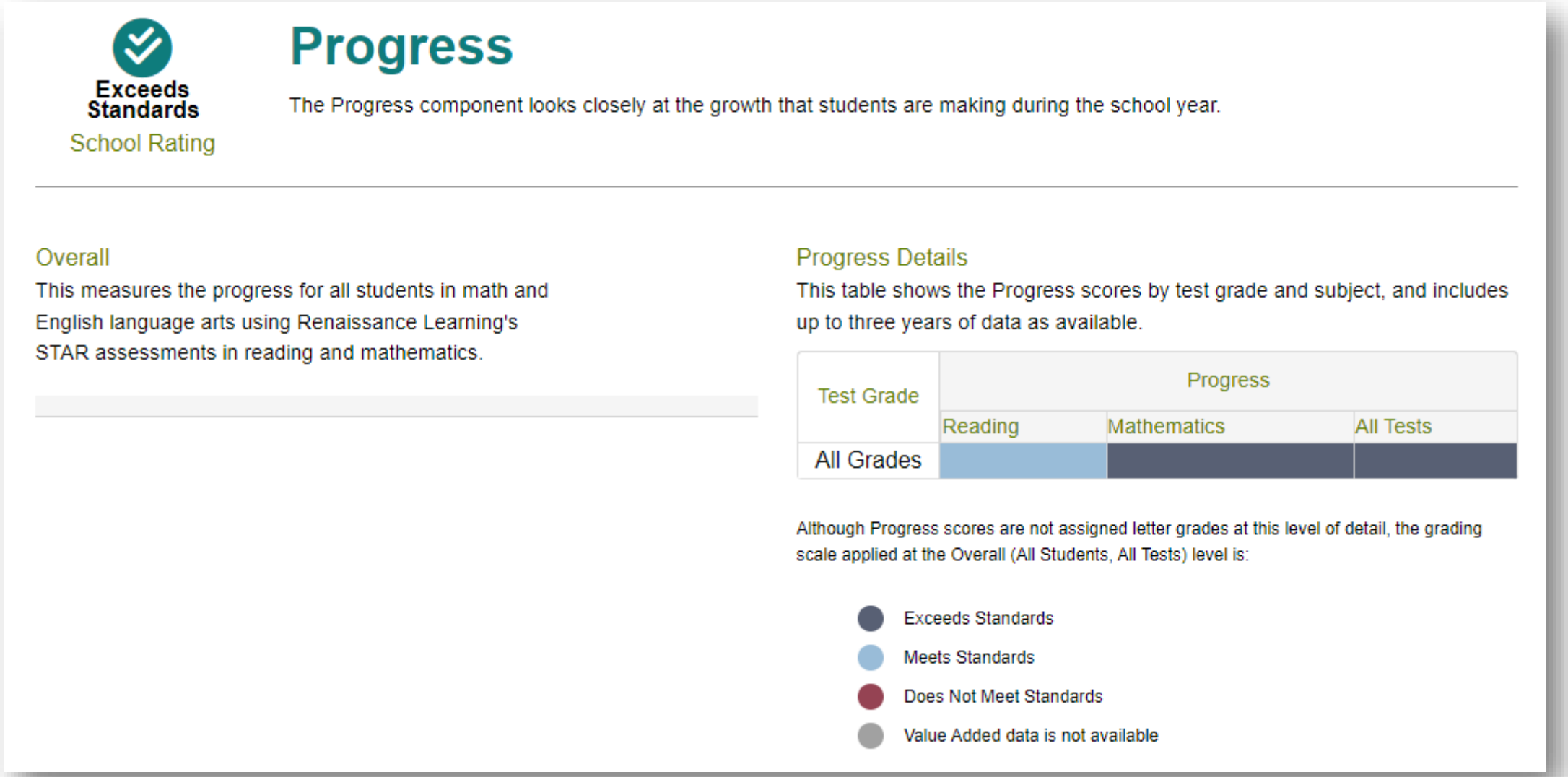
End-of-Course Exams are included in the calculation of the Progress Component.

HERE'S WHAT

- The Progress component looks closely at the growth all students are making during the school year

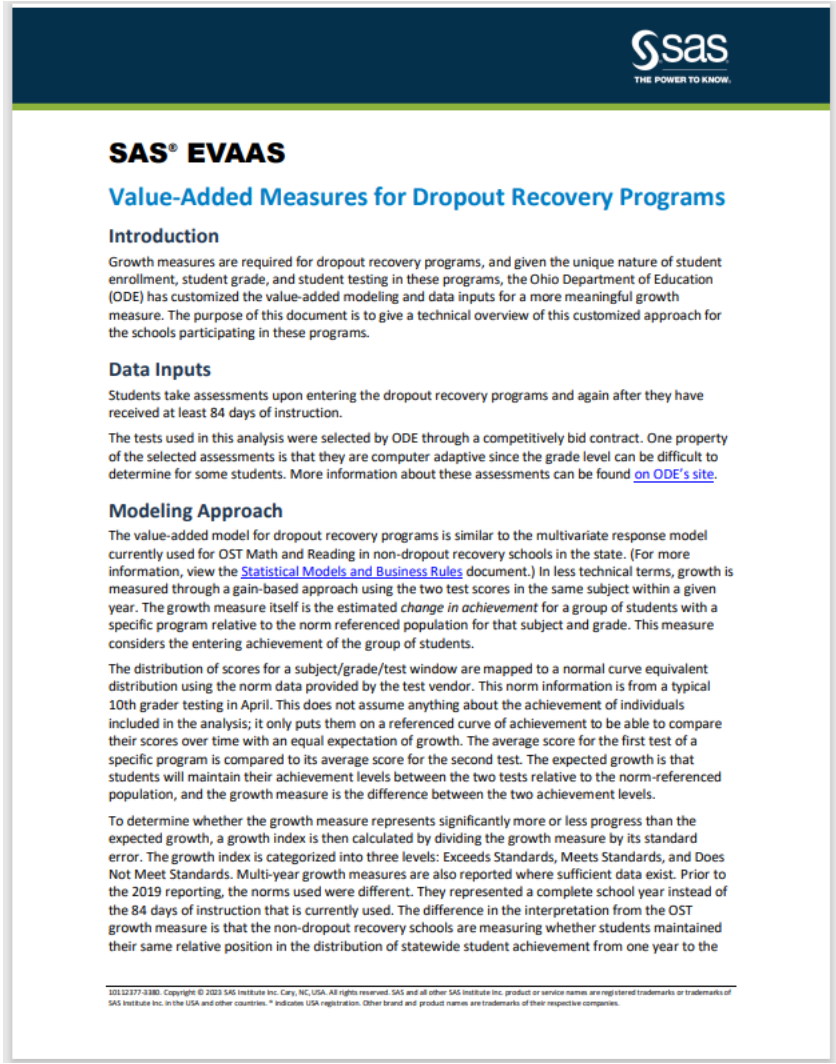


PROGRESS COMPONENT



SAS TECHNICAL DOCUMENTATION

Dropout recovery schools use a national norm assessment and measure whether students maintained their same relative position in that national norm referenced group from the initial test at the time of program entry to the second assessment after 13 weeks.



sas
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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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What students count in the Progress Component?

- Any student who has taken the Star Math or Star Reading Assessment twice with at least 13 weeks between.
- 10 accountable students taking two or more assessments to calculate

SO WHAT?

- **STUDENTS TESTED TWICE PER YEAR WITH AT LEAST 13 WEEKS BETWEEN.**

  THE 2022-2023 SCHOOL YEAR HAD TWO DIFFERENT TEST WINDOWS.

  WINDOW 1:AUGUST 2, 2022 THROUGH DECEMBER 24, 2022

  WINDOW 2:JANUARY 3, 2023 THROUGH MAY 27, 2023

Progress is measured with the Renaissance Star Reading & Star Math assessments

Progress Score	Rating
>=+2	Exceeds Standards
<+2 but>=-2	Meets Standards
<-2	Does Not Meet Standards

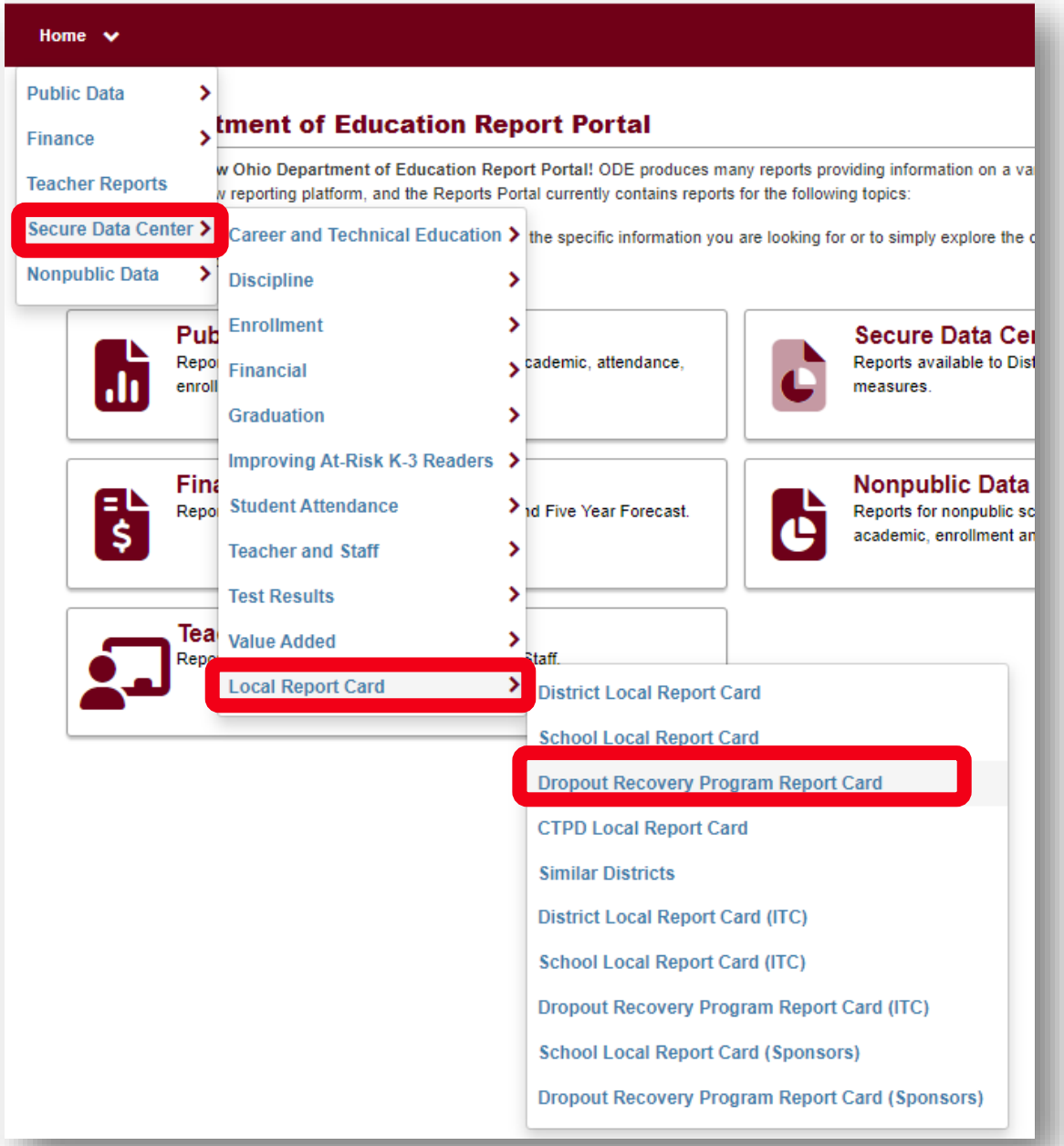
Data Manager Reports

NOW WHAT?

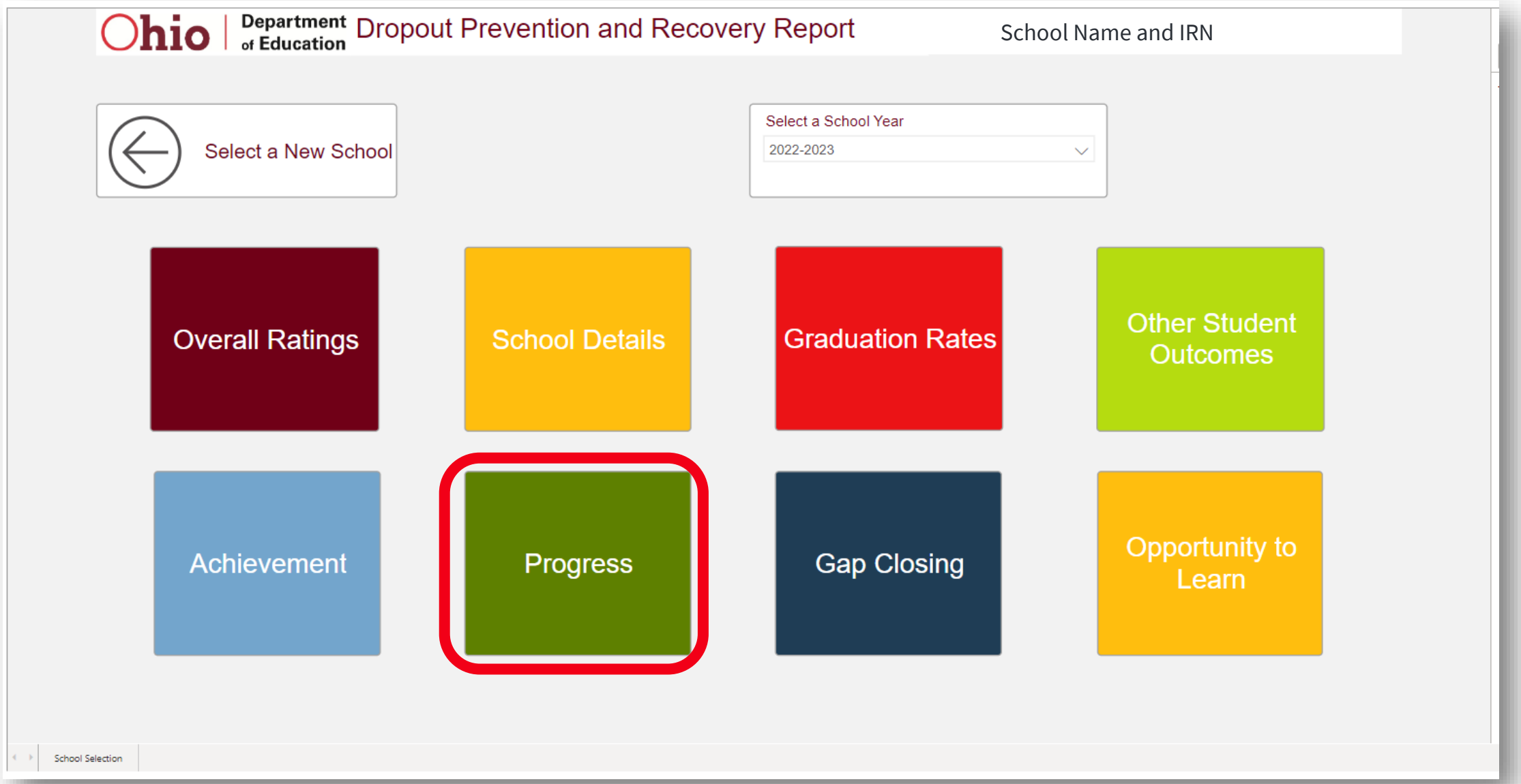
- Currently no SSID Level Reports in Secure Data Center
- Data Manager sends reports directly to Schools twice per week during the EMIS reporting
  - Each report will indicate the SSID of student and the Star assessment information of Date, score, and Score Not Reported Reason if applicable
    - Reading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

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

SECURE DATA CENTER



SDC PROGRESS



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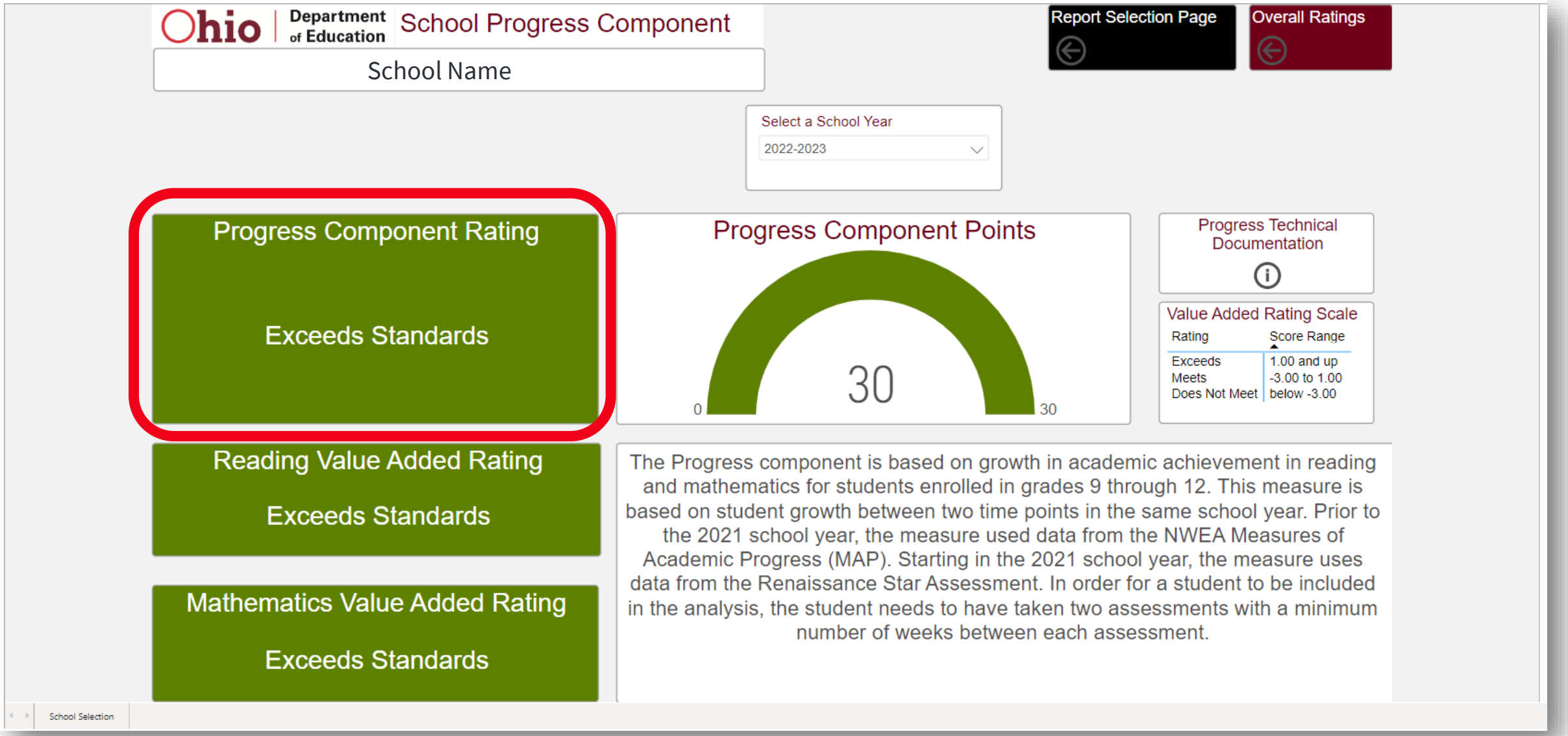
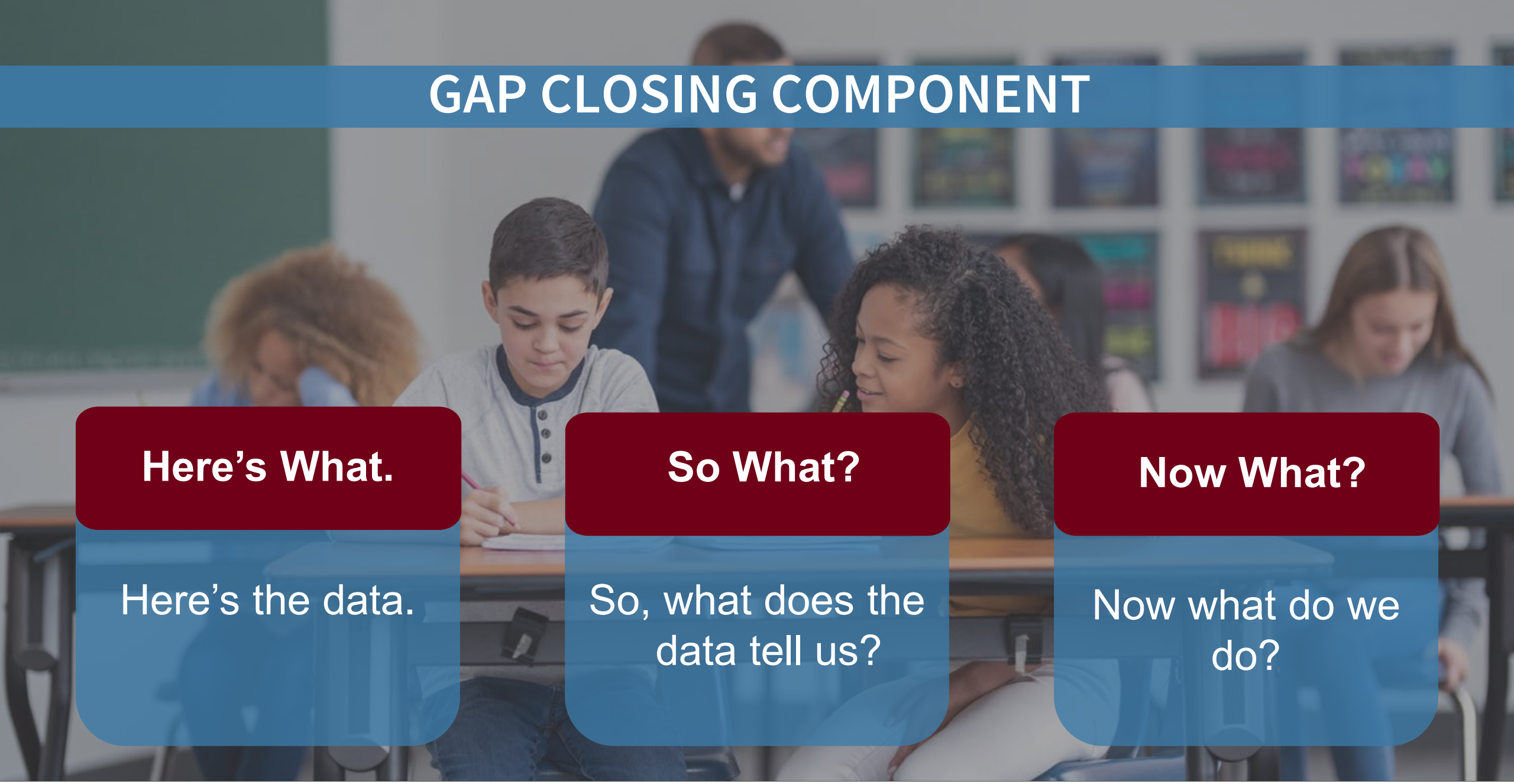


GAP CLOSING COMPONENT



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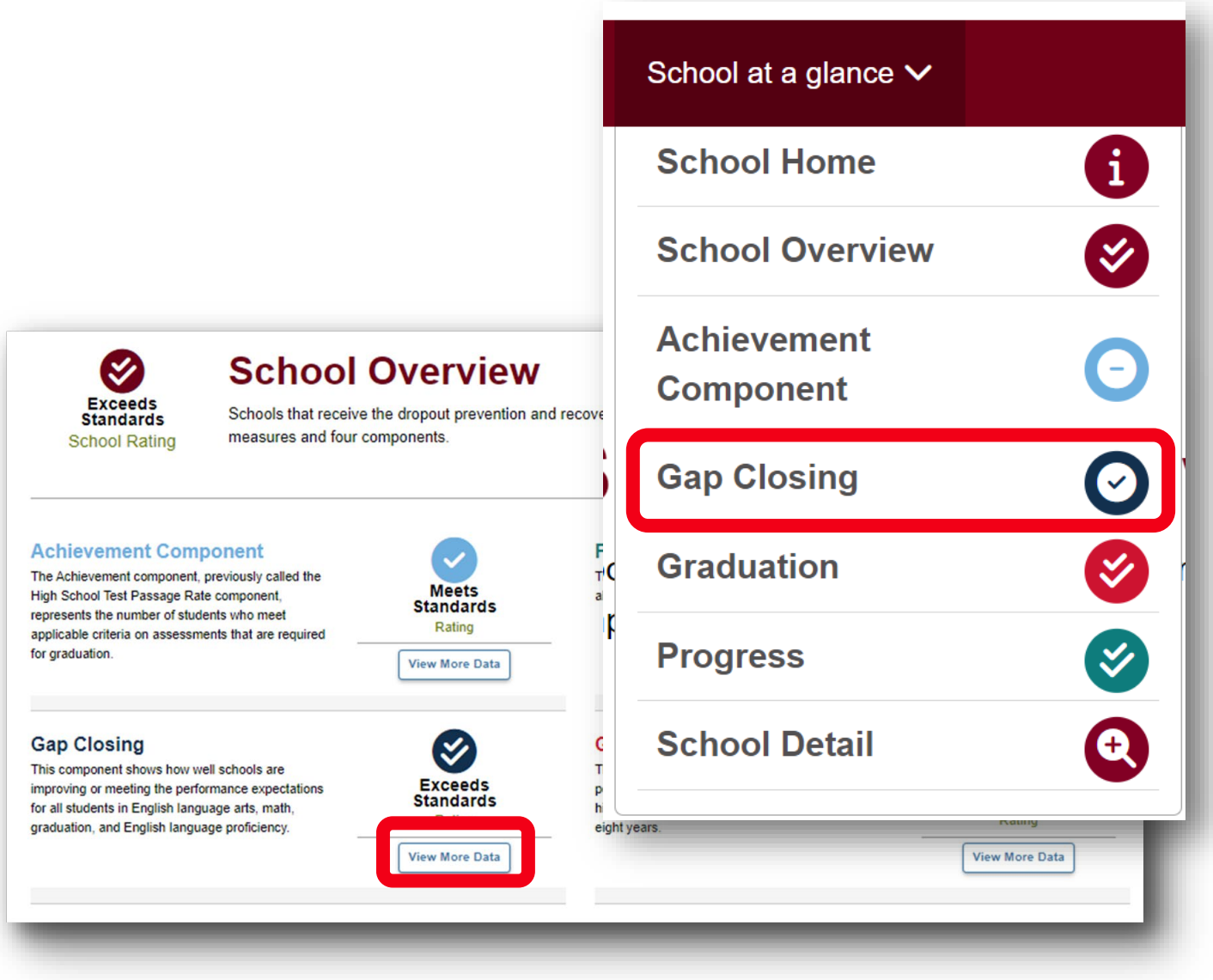
TEST YOUR KNOWLEDGE: GAP CLOSING COMPONENT

True or **False**

In the Gap Closing Component, only 10 students are needed to receive a rating?

HERE'S WHAT

- This component shows how well schools are improving or meeting the performance expectations for all students in English language arts, math, graduation, and English language proficiency.



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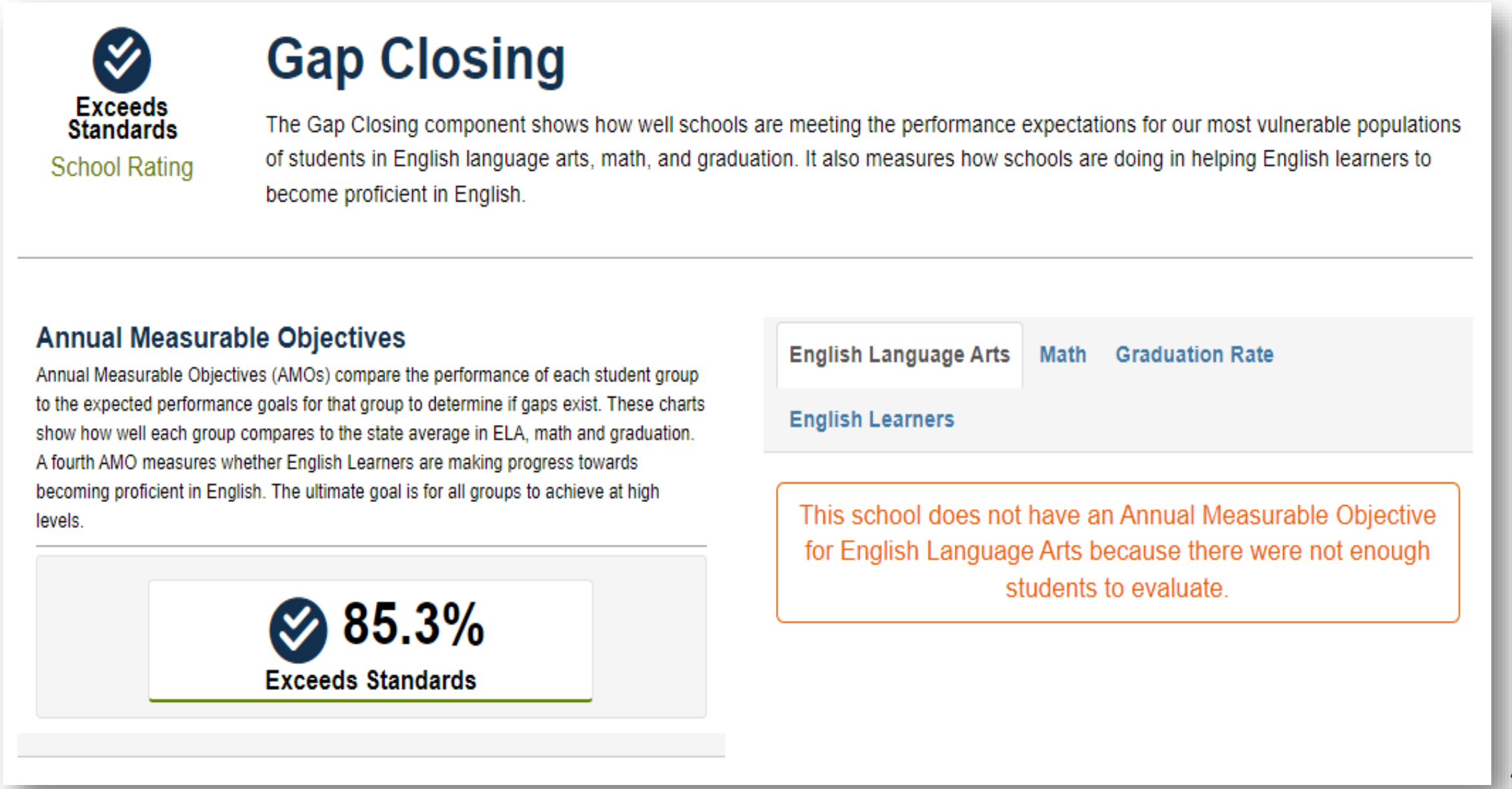


What students count in the Gap Closing Component?

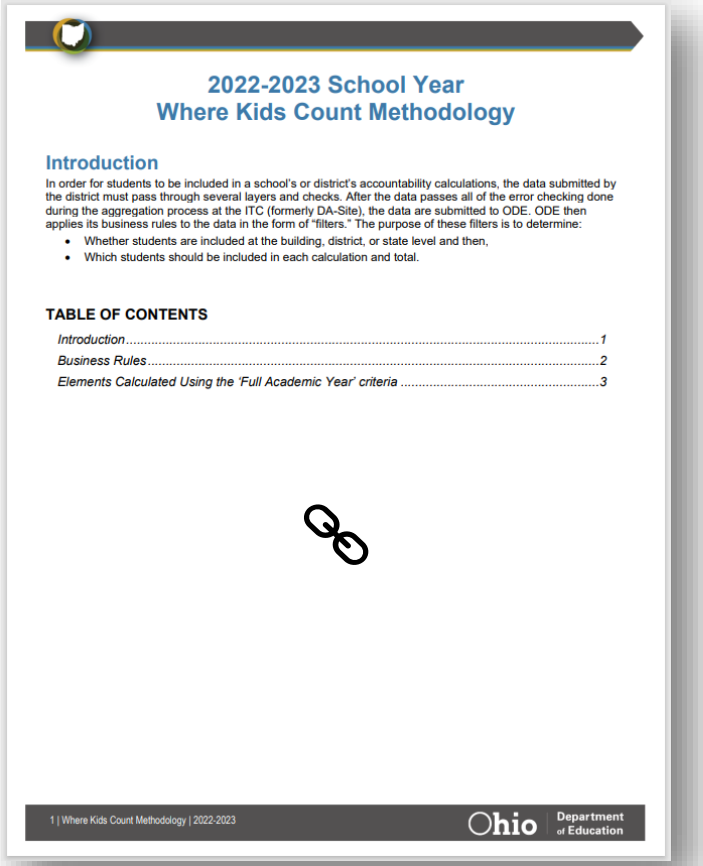
Majority of Attendance IRN is Building IRN

Not placed in an Institution regardless of who placed

Full Academic Year in building

Not an English Learner within first 360 days in a US School

Student Counts in My Building



2022-2023 School Year
Where Kids Count Methodology

Introduction

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*15 accountable students taking one or more assessments to calculate

SUBGROUPS 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

SO WHAT?

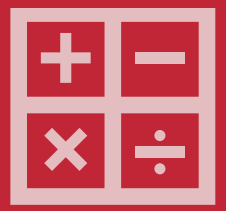
Uses only EOC exams and High School Alternate Assessments

Expected to test all students and a participation rate of at least 95% is required for each group of students to reach participation rate goal

A deduct of 5 pts will be applied to the preliminary score when one or more subgroups have a participation rate <95%

THREE PERFORMANCE CALCULATIONS EVALUATED AT THE STUDENT SUBGROUP INCLUDE:

Achievement in English Language Arts as measured by the Performance Index



Achievement in Math 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)

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

DISAGGREGATED PERFORMANCE INDEX CALCULATION

Sum of Weighted points for each Performance Level

=

Performance Index

PI is calculated at each Subgroup Level

CALCULATIONS

ELA and Math Performance Goals

- Rule One
- Rule Two
- Rule Three
- Rule Four
- Rule Five

If CY PI score is >= to CY Goal, then 100 pts earned

>=10% improvement between CY and PY, then 100 pts earned

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

If Value Added score >=+1, then 100 pts earned

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

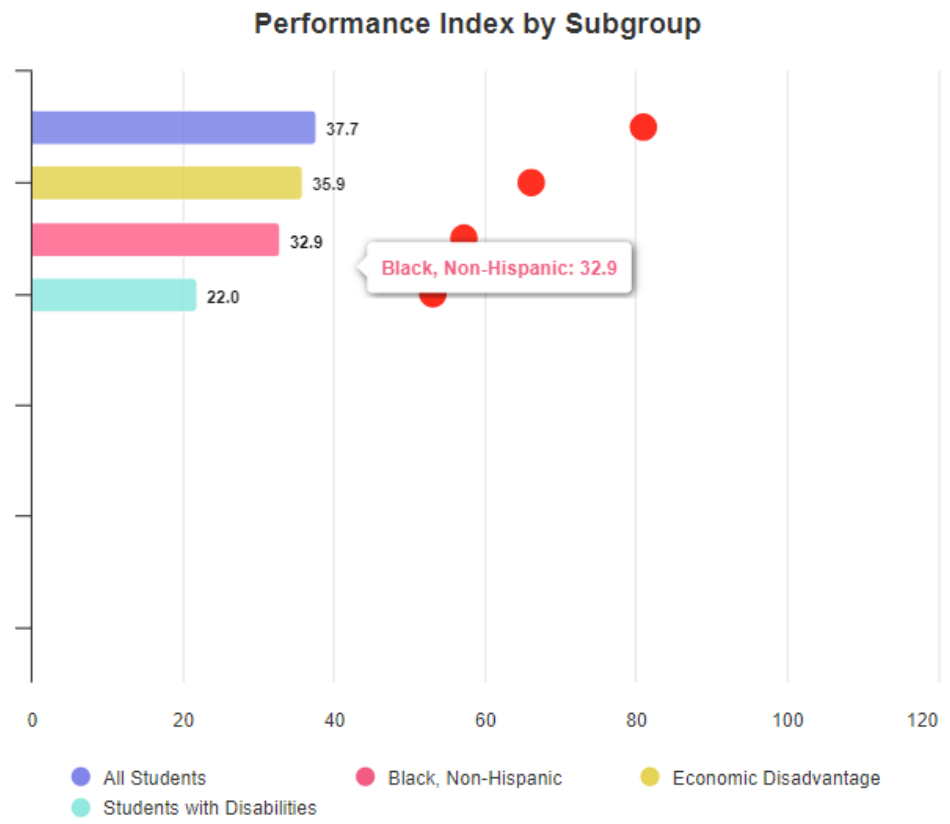
ANNUAL PERFORMANCE GOALS – ENGLISH LANGUAGE ARTS, PERFORMANCE INDEX SCORE

	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

ANNUAL PERFORMANCE GOALS – MATHEMATICS, PERFORMANCE INDEX SCORE

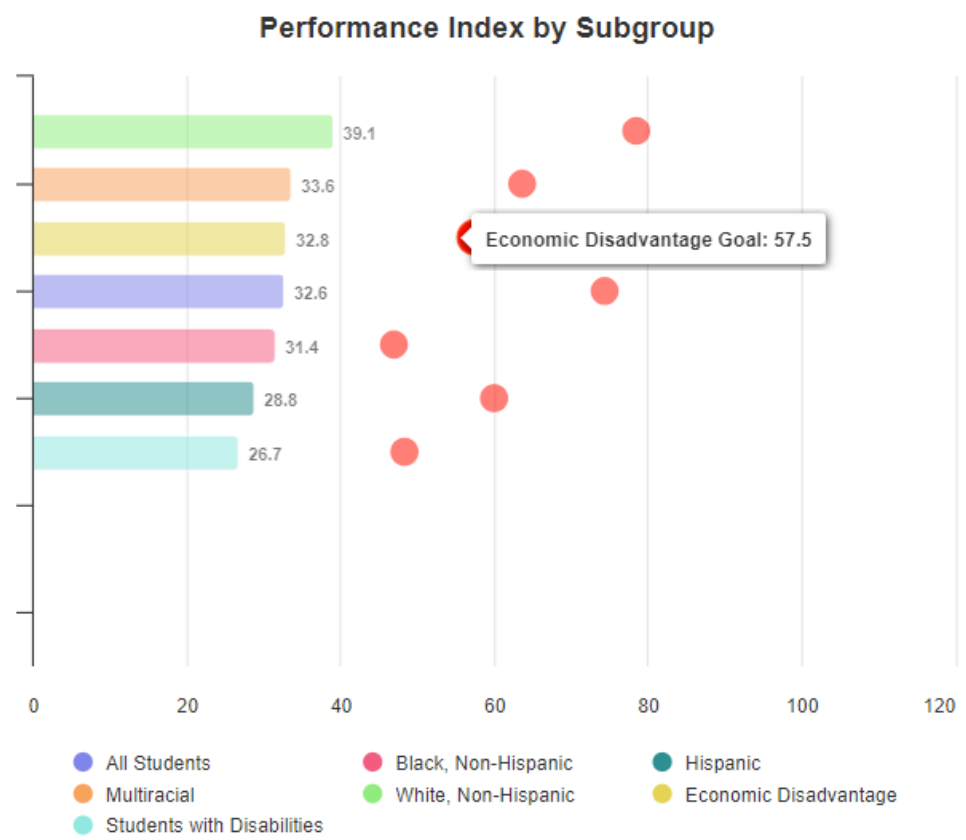
	2020-2021 Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	67.91	71.12	74.33	77.54	80.75	83.96	87.16	90.37	93.58	96.79	100
Economic Disadvantaged	52.76	55.12	57.48	59.84	62.21	64.57	66.93	69.29	71.65	74.02	76.38
Students with Disabilities	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

English Language Arts | Math | Graduation Rate | English Learners



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

English Language Arts | Math | Graduation Rate | English Learners



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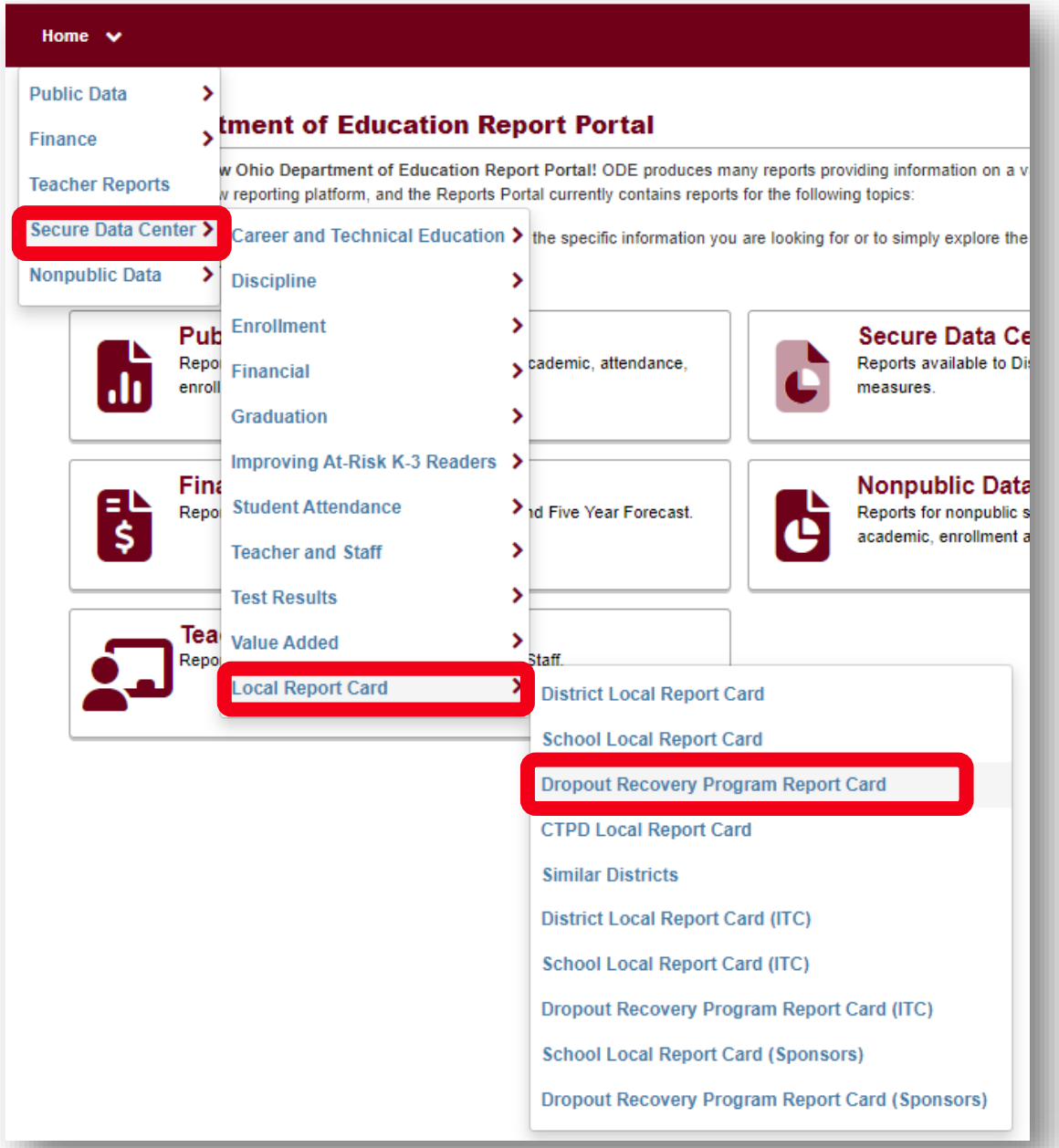
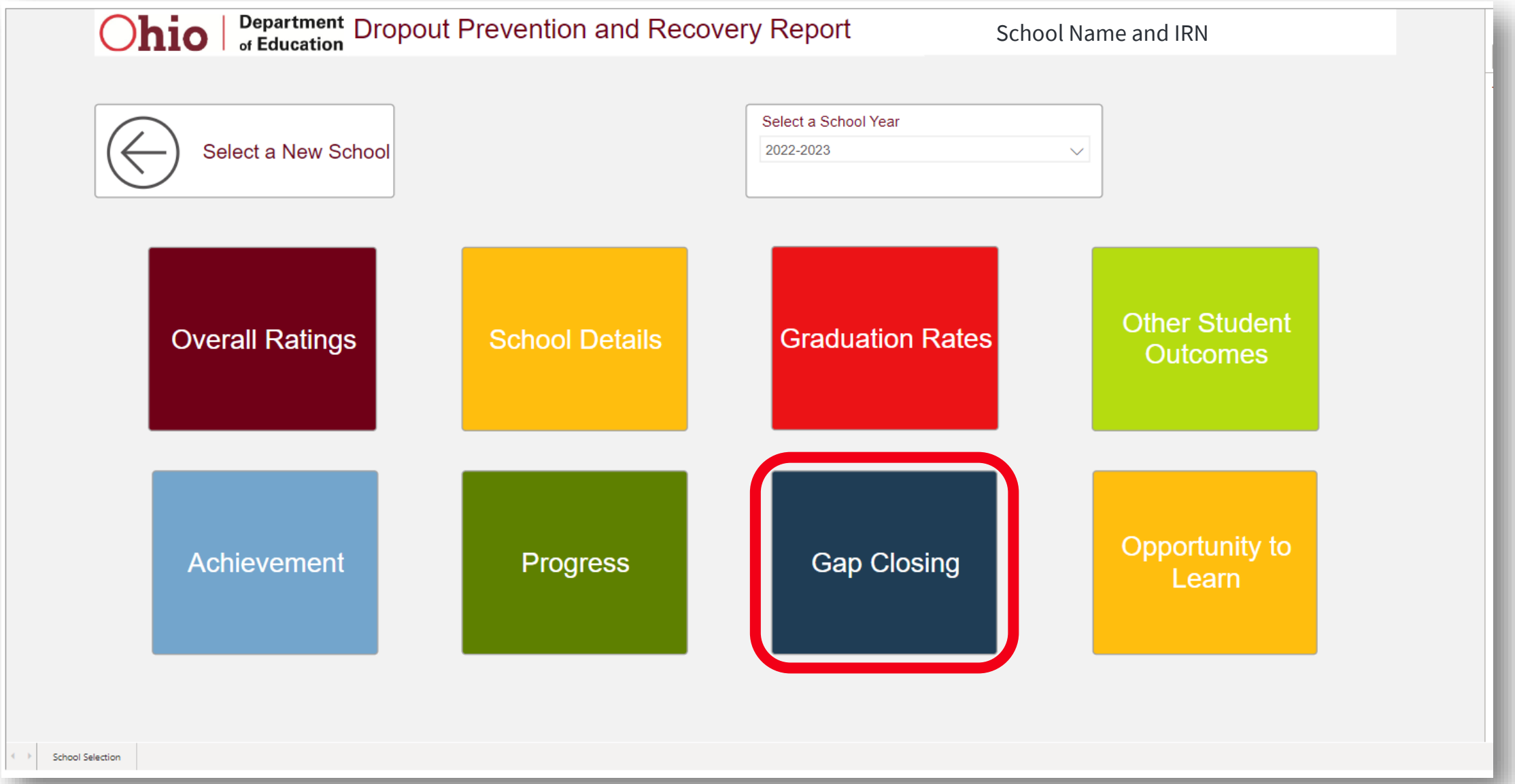
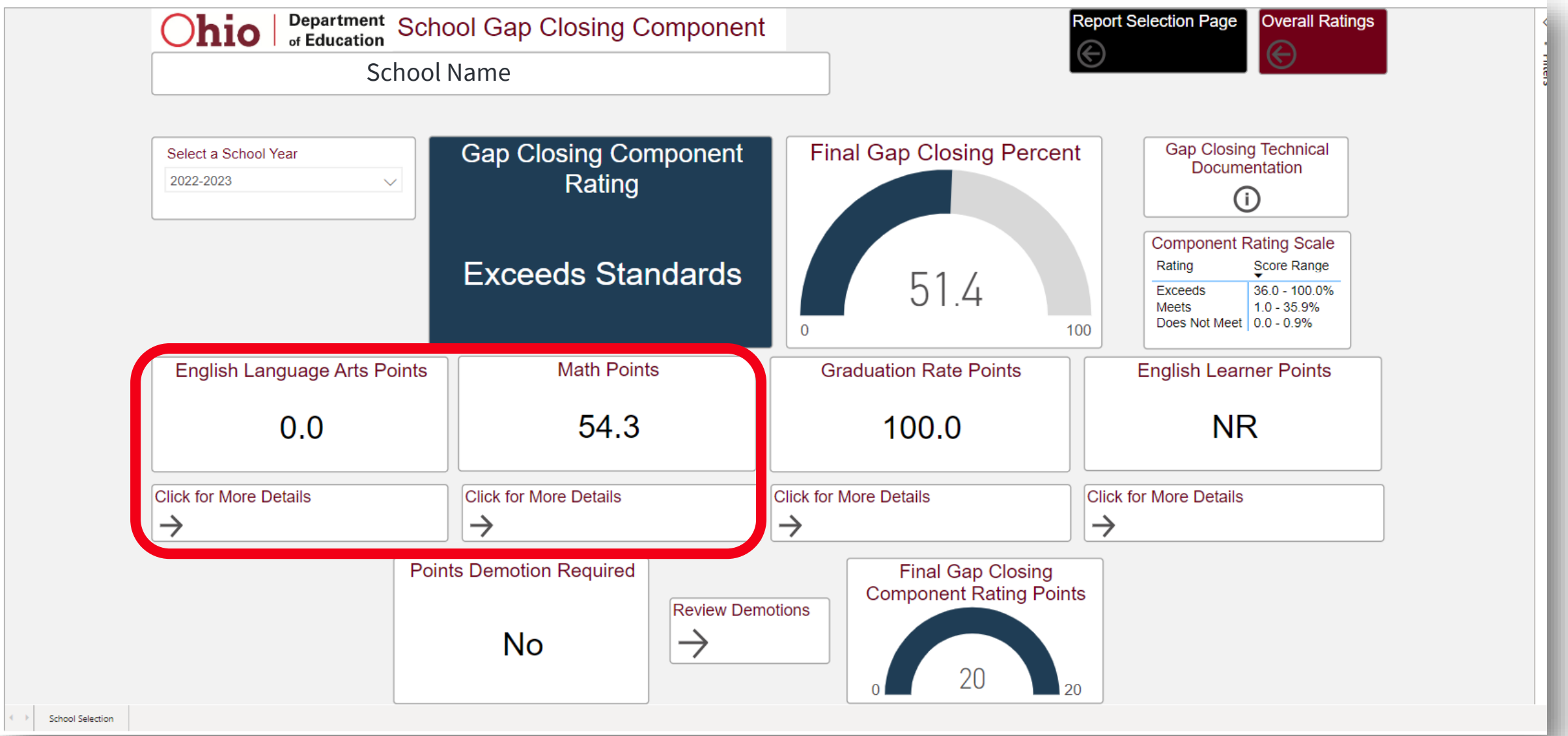
SECURE DATA CENTER



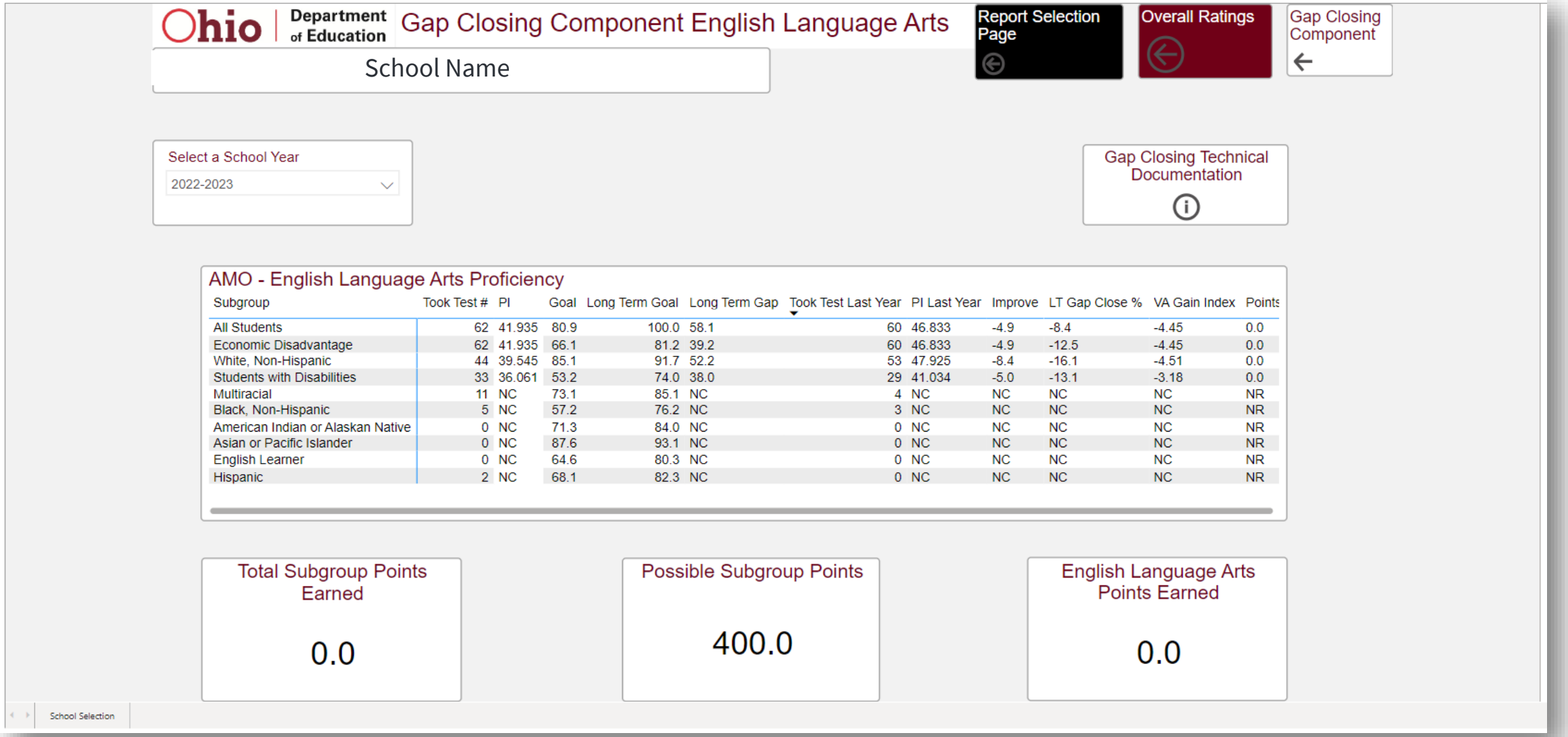
GAP CLOSING IN SDC



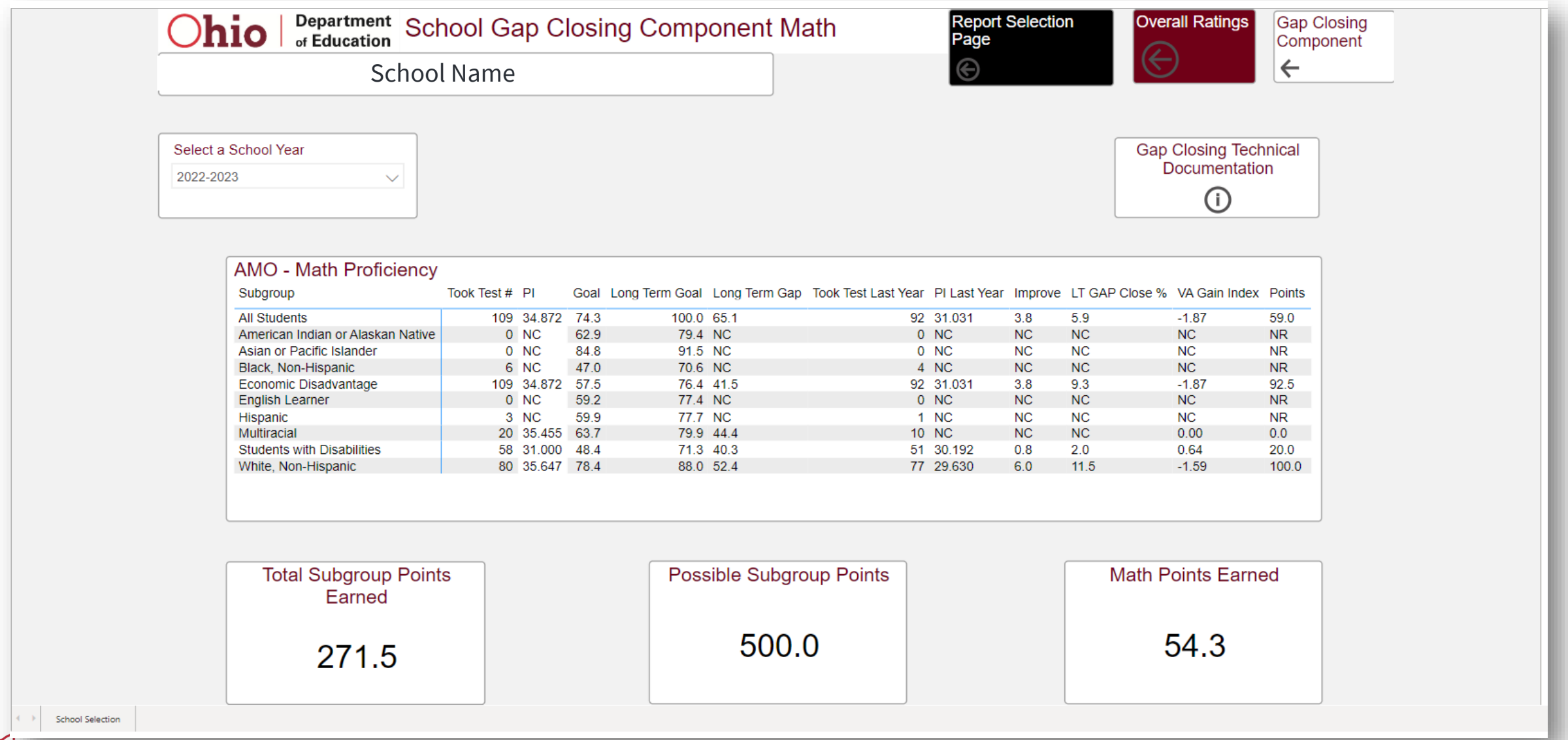
GAP CLOSING


Ohio | Department of Education
School Gap Closing Component
School Name
Report Selection Page
Overall Ratings
Select a School Year
2022-2023
Gap Closing Component Rating
Exceeds Standards
Final Gap Closing Percent
51.4
0
100
Gap Closing Technical Documentation
Component Rating Scale
Rating
Score Range
Exceeds
36.0 - 100.0%
Meets
1.0 - 35.9%
Does Not Meet
0.0 - 0.9%
English Language Arts Points
0.0
Math Points
54.3
Graduation Rate Points
100.0
English Learner Points
NR
Click for More Details
Click for More Details
Click for More Details
Click for More Details
Points Demotion Required
No
Review Demotions
Final Gap Closing Component Rating Points
20
0
20
School Selection

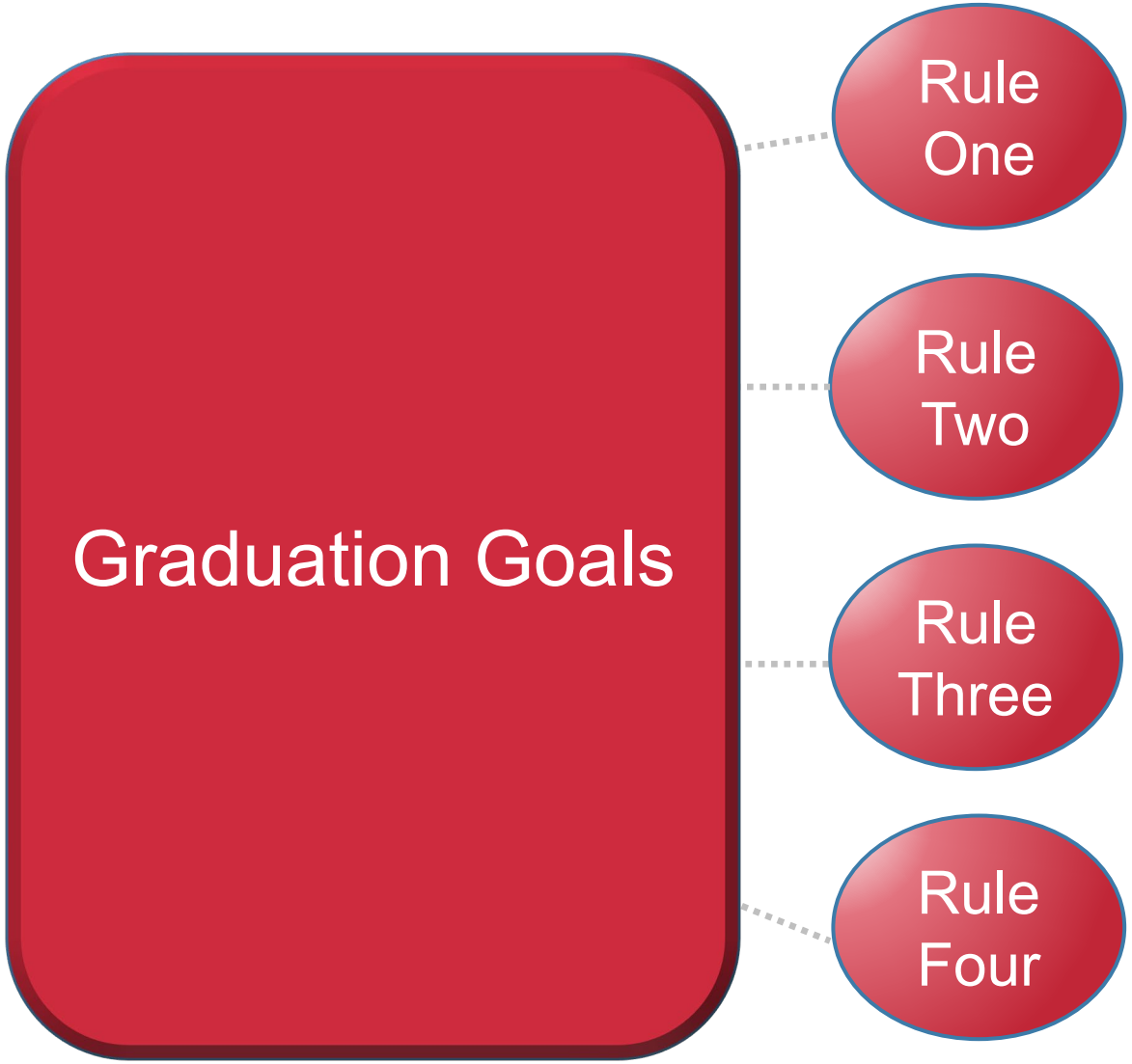
ELA AMO


Ohio | Department of Education
Gap Closing Component English Language Arts
Report Selection Page
Overall Ratings
Gap Closing Component
School Name
Select a School Year
2022-2023
Gap Closing Technical Documentation
AMO - English Language Arts Proficiency
Subgroup | Took Test # | PI | Goal | Long Term Goal | Long Term Gap | Took Test Last Year | PI Last Year | Improve | LT Gap Close % | VA Gain Index | Points
All Students | 62 | 41.935 | 80.9 | 100.0 | 58.1 | 60 | 46.833 | -4.9 | -8.4 | -4.45 | 0.0
Economic Disadvantage | 62 | 41.935 | 66.1 | 81.2 | 39.2 | 60 | 46.833 | -4.9 | -12.5 | -4.45 | 0.0
White, Non-Hispanic | 44 | 39.545 | 85.1 | 91.7 | 52.2 | 53 | 47.925 | -8.4 | -16.1 | -4.51 | 0.0
Students with Disabilities | 33 | 36.061 | 53.2 | 74.0 | 38.0 | 29 | 41.034 | -5.0 | -13.1 | -3.18 | 0.0
Multiracial | 11 | NC | 73.1 | 85.1 | NC | 4 | NC | NC | NC | NC | NR
Black, Non-Hispanic | 5 | NC | 57.2 | 76.2 | NC | 3 | NC | NC | NC | NC | NR
American Indian or Alaskan Native | 0 | NC | 71.3 | 84.0 | NC | 0 | NC | NC | NC | NC | NR
Asian or Pacific Islander | 0 | NC | 87.6 | 93.1 | NC | 0 | NC | NC | NC | NC | NR
English Learner | 0 | NC | 64.6 | 80.3 | NC | 0 | NC | NC | NC | NC | NR
Hispanic | 2 | NC | 68.1 | 82.3 | NC | 0 | NC | NC | NC | NC | NR
Total Subgroup Points Earned
0.0
Possible Subgroup Points
400.0
English Language Arts Points Earned
0.0
School Selection

MATH AMO


Ohio | Department of Education
School Gap Closing Component Math
Report Selection Page
Overall Ratings
Gap Closing Component
School Name
Select a School Year
2022-2023
Gap Closing Technical Documentation
AMO - Math Proficiency
Subgroup Took Test # PI Goal Long Term Goal Long Term Gap Took Test Last Year PI Last Year Improve LT GAP Close % VA Gain Index Points
All Students 109 34.872 74.3 100.0 65.1 92 31.031 3.8 5.9 -1.87 59.0
American Indian or Alaskan Native 0 NC 62.9 79.4 NC 0 NC NC NC NC NR
Asian or Pacific Islander 0 NC 84.8 91.5 NC 0 NC NC NC NC NR
Black, Non-Hispanic 6 NC 47.0 70.6 NC 4 NC NC NC NC NR
Economic Disadvantage 109 34.872 57.5 76.4 41.5 92 31.031 3.8 9.3 -1.87 92.5
English Learner 0 NC 59.2 77.4 NC 0 NC NC NC NC NR
Hispanic 3 NC 59.9 77.7 NC 1 NC NC NC NC NR
Multiracial 20 35.455 63.7 79.9 44.4 10 NC NC NC 0.00 0.0
Students with Disabilities 58 31.000 48.4 71.3 40.3 51 30.192 0.8 2.0 0.64 20.0
White, Non-Hispanic 80 35.647 78.4 88.0 52.4 77 29.630 6.0 11.5 -1.59 100.0
Total Subgroup Points Earned
271.5
Possible Subgroup Points
500.0
Math Points Earned
54.3
School Selection

CALCULATIONS



If CY Grad Rate is >= to CY Goal, then 100pts earned

>=10% improvement between CY and PY, then 100 pts earned

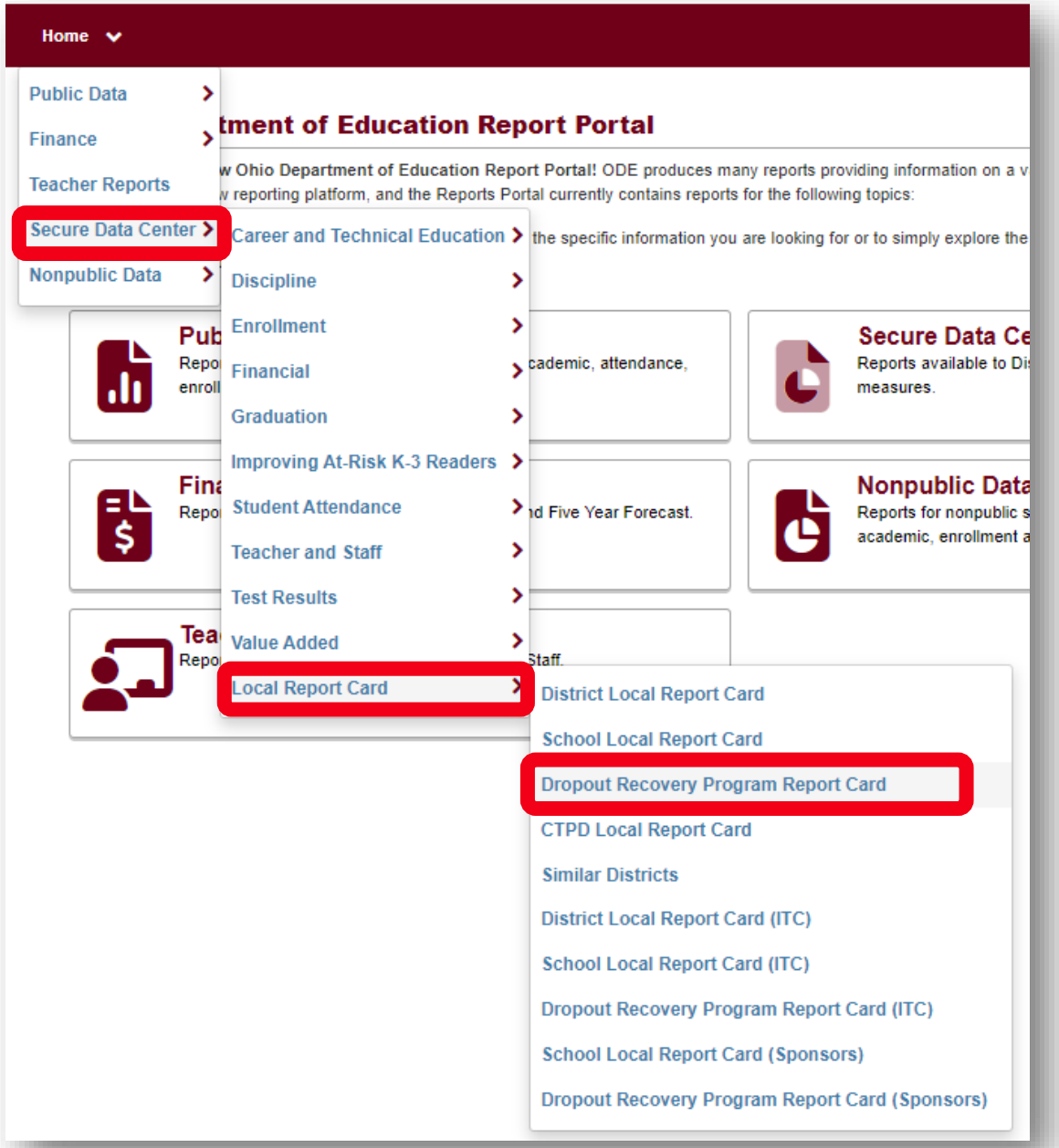
$$\left(\frac{\text{Current Year Rate} - \text{Previous Year Rate}}{\text{2031 Goal} - \text{Current Year Rate}} \times 100\right) = \left(\frac{\text{Amount of Improvement}}{\text{Current Year Gap to Goal}} \times 100\right) = \text{Points Earned}^{**}$$

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

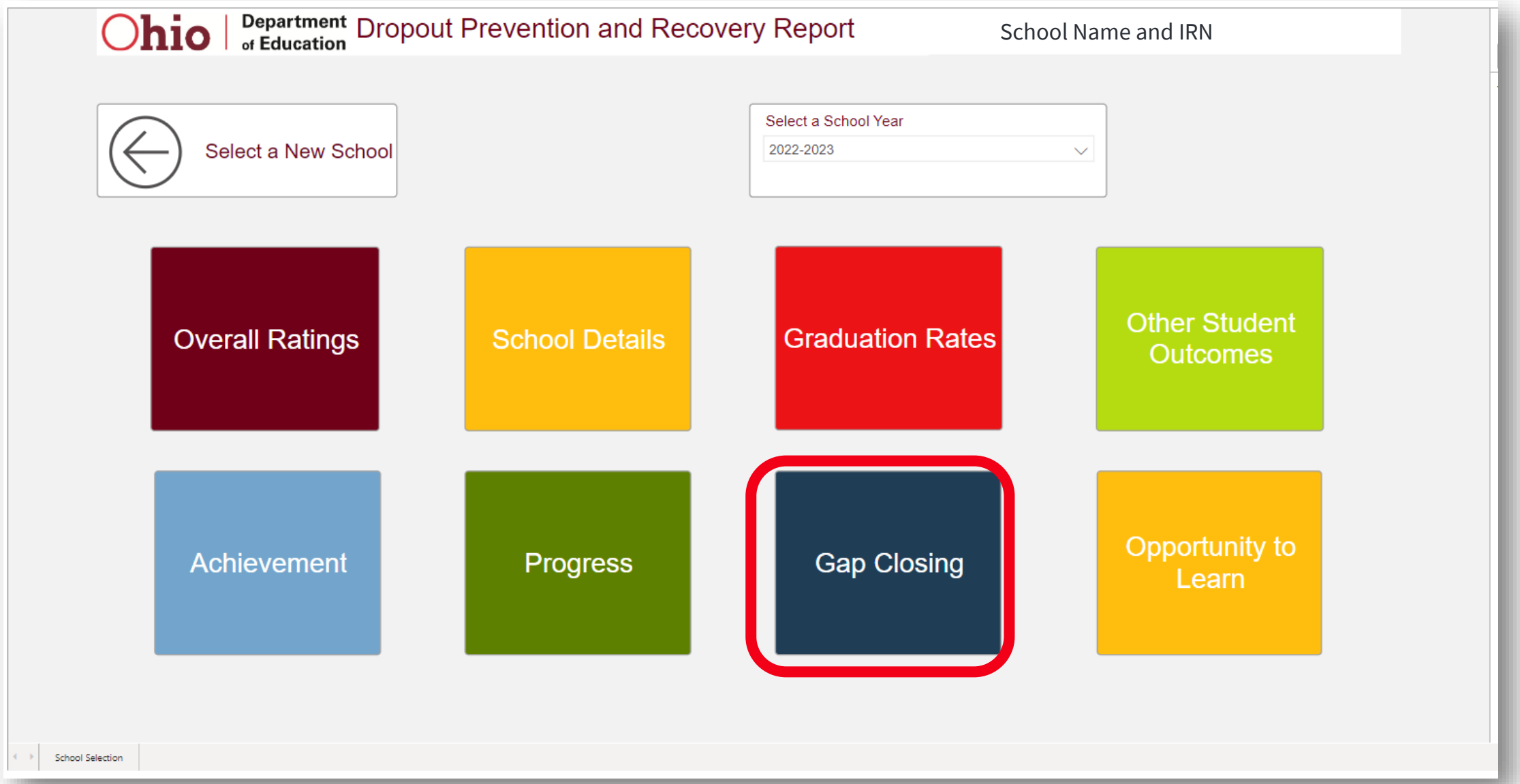
ANNUAL PERFORMANCE GOALS – Graduation

	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%

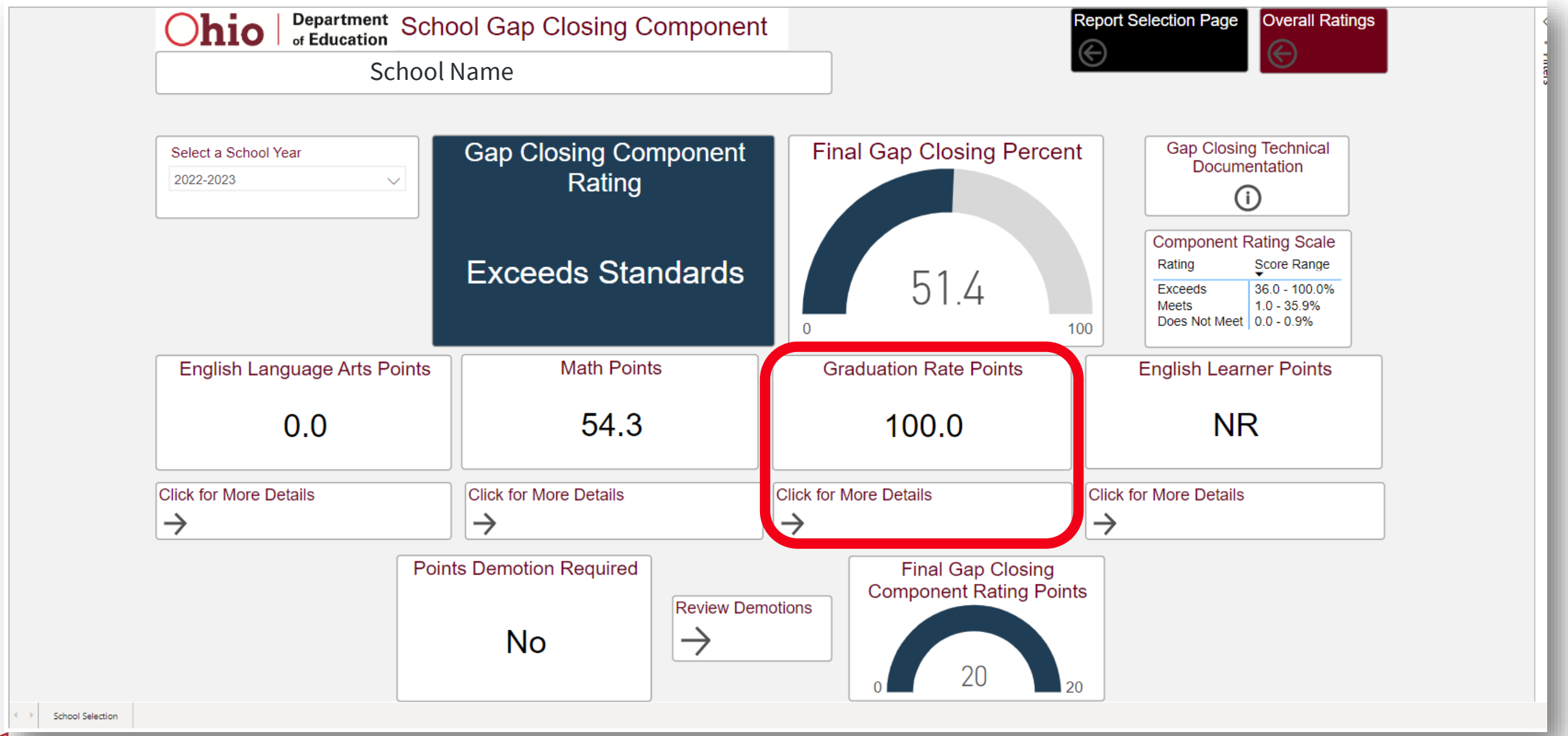
SECURE DATA CENTER



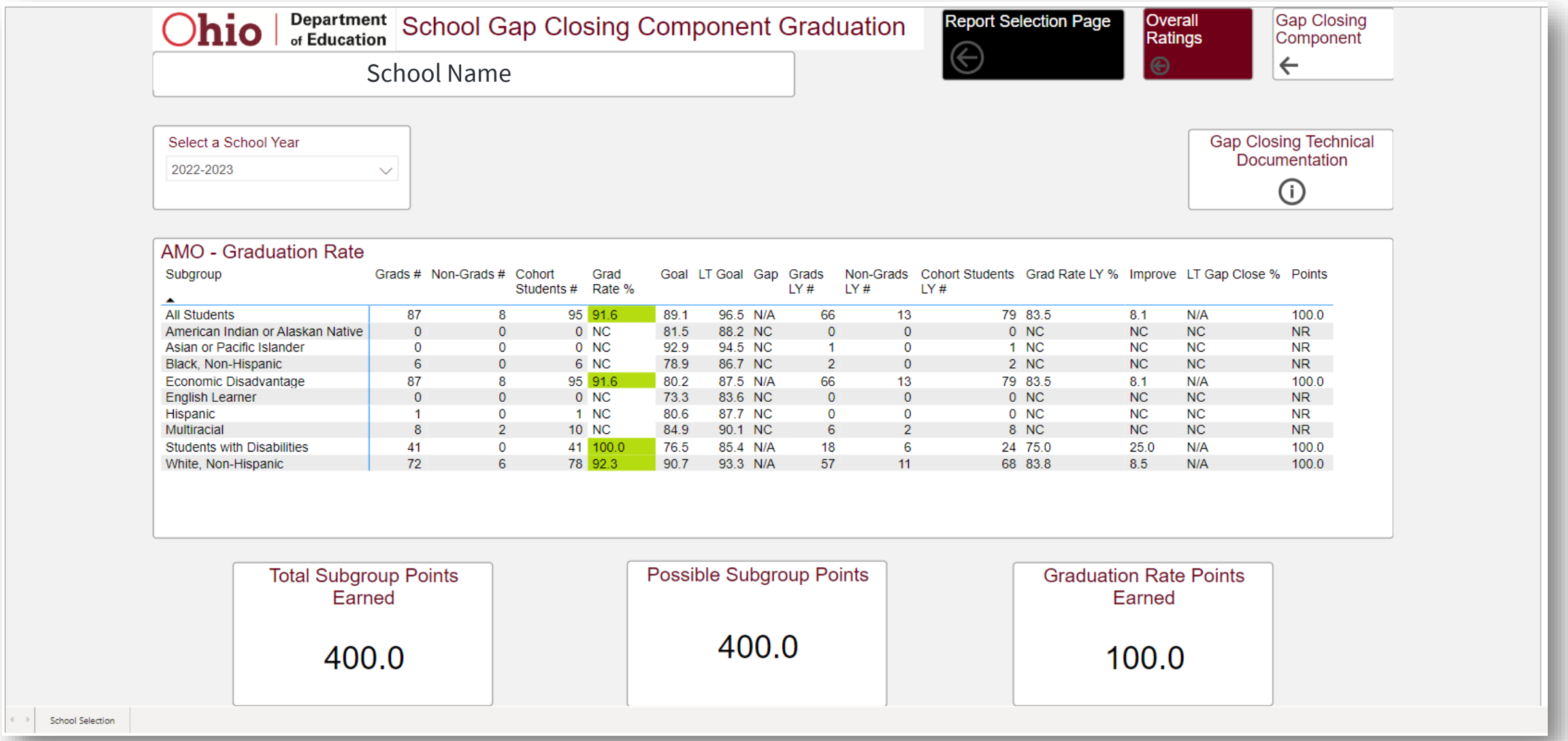
GAP CLOSING SDC



GAP CLOSING GRADUATION



GRADUATION AMO



Subgroup	Grads #	Non-Grads #	Cohort Students #	Grad Rate %	Goal	LT Goal	Gap	Grads LY #	Non-Grads LY #	Cohort Students LY #	Grad Rate LY %	Improve	LT Gap Close %	Points
All Students	87	8	95	91.6	89.1	96.5	N/A	66	13	79	83.5	8.1	N/A	100.0
American Indian or Alaskan Native	0	0	0	NC	81.5	88.2	NC	0	0	0	NC	NC	NC	NR
Asian or Pacific Islander	0	0	0	NC	92.9	94.5	NC	1	0	1	NC	NC	NC	NR
Black, Non-Hispanic	6	0	6	NC	78.9	86.7	NC	2	0	2	NC	NC	NC	NR
Economic Disadvantage	87	8	95	91.6	80.2	87.5	N/A	66	13	79	83.5	8.1	N/A	100.0
English Learner	0	0	0	NC	73.3	83.6	NC	0	0	0	NC	NC	NC	NR
Hispanic	1	0	1	NC	80.6	87.7	NC	0	0	0	NC	NC	NC	NR
Multiracial	8	2	10	NC	84.9	90.1	NC	6	2	8	NC	NC	NC	NR
Students with Disabilities	41	0	41	100.0	76.5	85.4	N/A	18	6	24	75.0	25.0	N/A	100.0
White, Non-Hispanic	72	6	78	92.3	90.7	93.3	N/A	57	11	68	83.8	8.5	N/A	100.0

OHIO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (OELPA)

Reading (1 – 5)	Writing (1 – 5)	Listening (1 – 5)	Speaking (1 – 5)
1	+ 1	+ 2	+ 3

= 7 points (summed score)

Student Level Targets

Figure 1: Annual Student Level English Language Proficiency Improvement Targets for English Learners

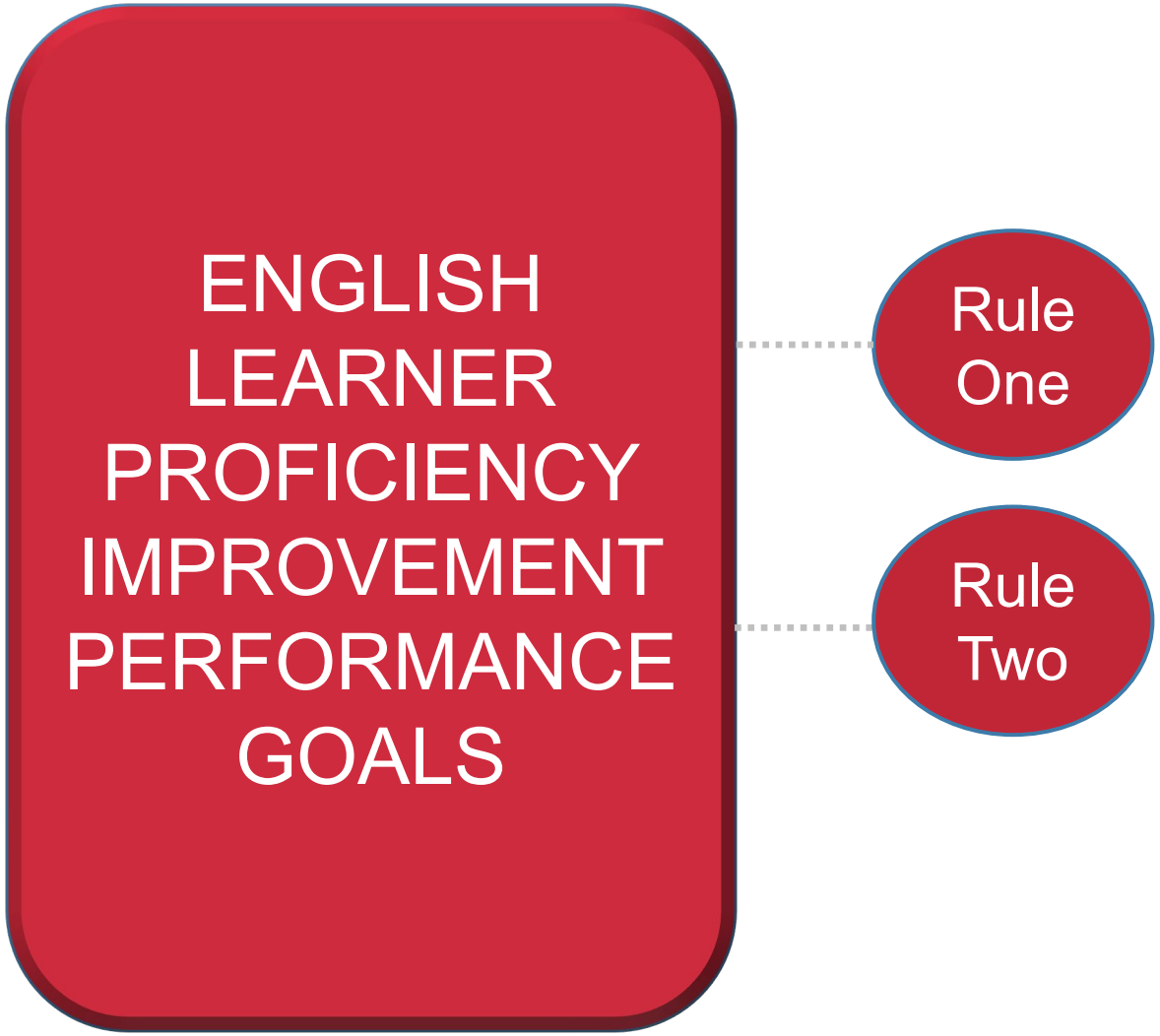
Student's Grade Level when Identified as English Learner	Sum of Student's Initial OELPA Domain Score (point range)	Student Level Target for Annual Improvement (points/year)
Kindergarten – 8th Grade	4 points – 11 points	Increase of **2 points** per year
Kindergarten – 8th Grade	12 points – 20 points	Increase of **1 point** per year
9th Grade – 12th Grade	4 points – 7 points	Increase of **2 points** per year
9th Grade – 12th Grade	8 points – 20 points	Increase of **1 point** per year

LONG TERM GOALS

These goals were approved by the U.S. Department of Education as of June 2023.

English Learners Annual Progress Toward Attaining English Language Proficiency											
	2020-2021 Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All English Learners	39.5	43.05	46.6	50.15	53.7	57.25	60.8	64.35	67.9	71.45	75%

CALCULATIONS



CY Progress toward EL Proficiency score is >=46.60% , then 100 pts earned

>=10% improvement between CY and PY, then 100 pts earned

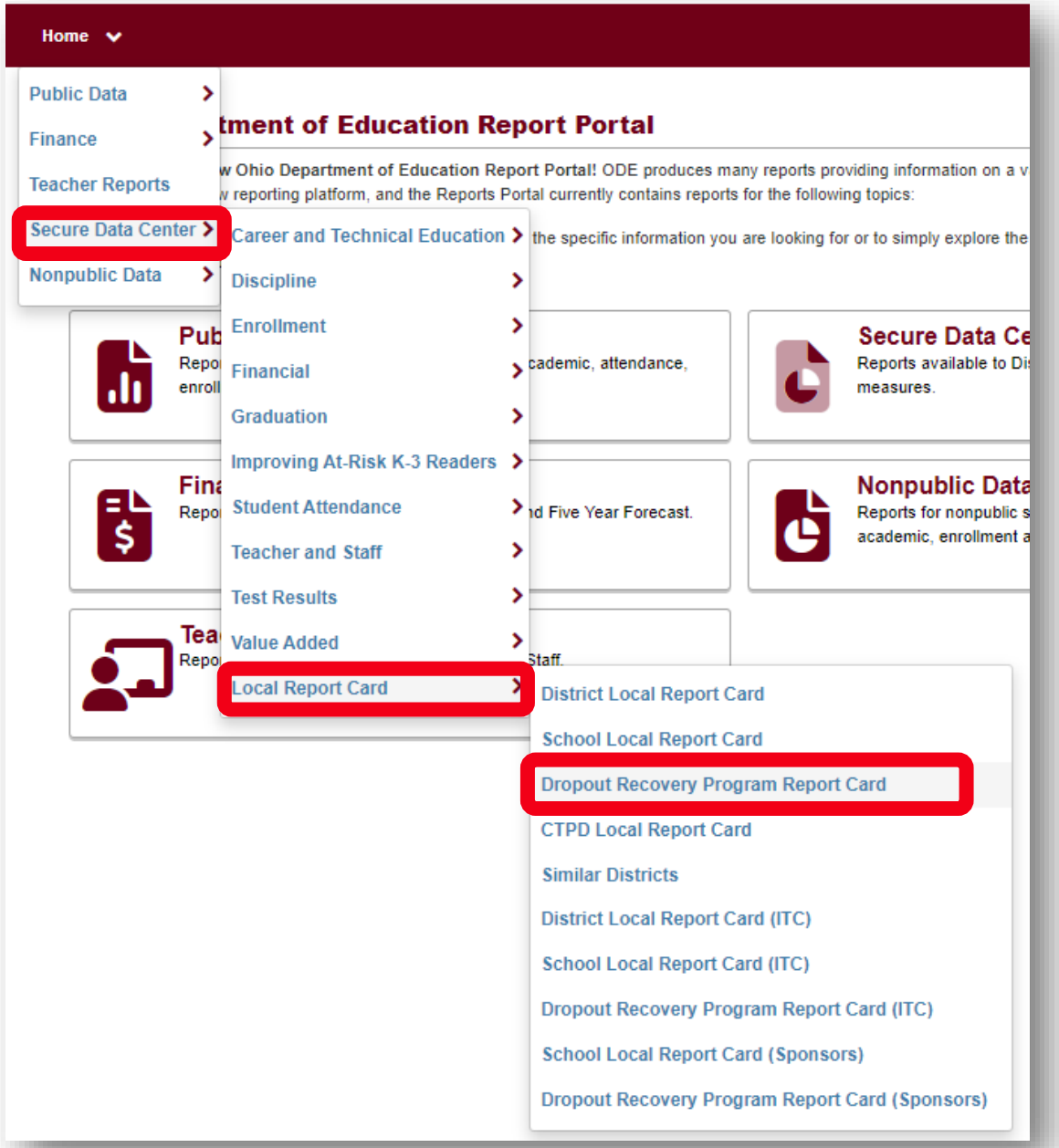
IMPROVEMENT MEASURE

Figure 2: ELP Improvement Example

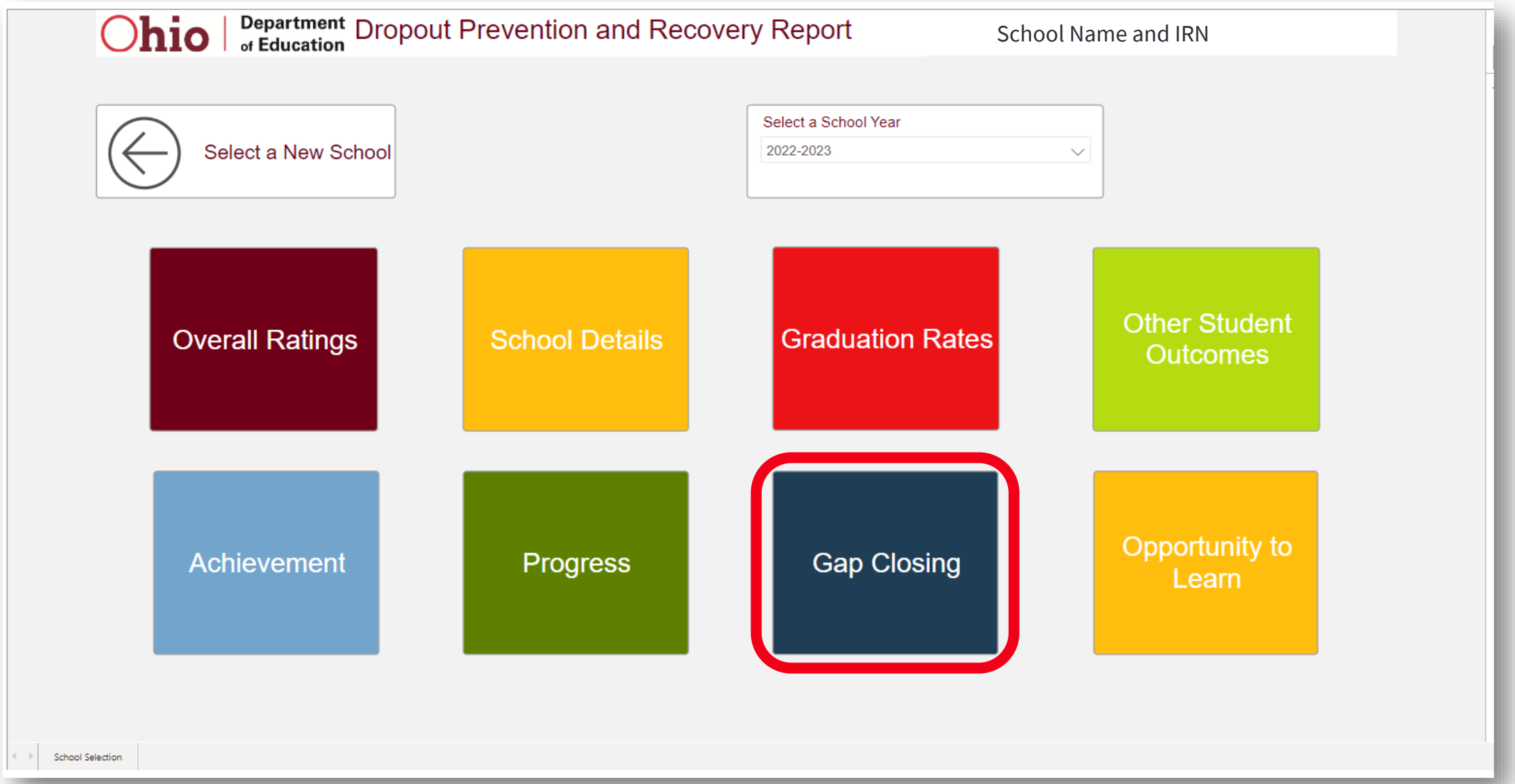
Student	Improvement Target	2022 Score	Points Earned	2023 Score	Met or Not Met
Student A	2	4	3	7*	MET
Student B	2	5	1	6	NOT MET
Student C	1	8	1	9	MET
Student D	2	14	2	16	MET
Student E	1	13	0	13	NOT MET
Student F	2	16	1	17 (did not exit)*	NOT MET
Student G	1	11	1	12	MET
Student H	1	10	0	10	NOT MET
Student I	2	16	1	17 (exited)*	MET
Student J	2	8	2	10	MET
6 out of 10 students met the Improvement Measure = 60%					

- Students deemed as Proficient and Exit are considered MET
- Students who Re-Enter EL Status, the calculation continues as if the student never exited EL status

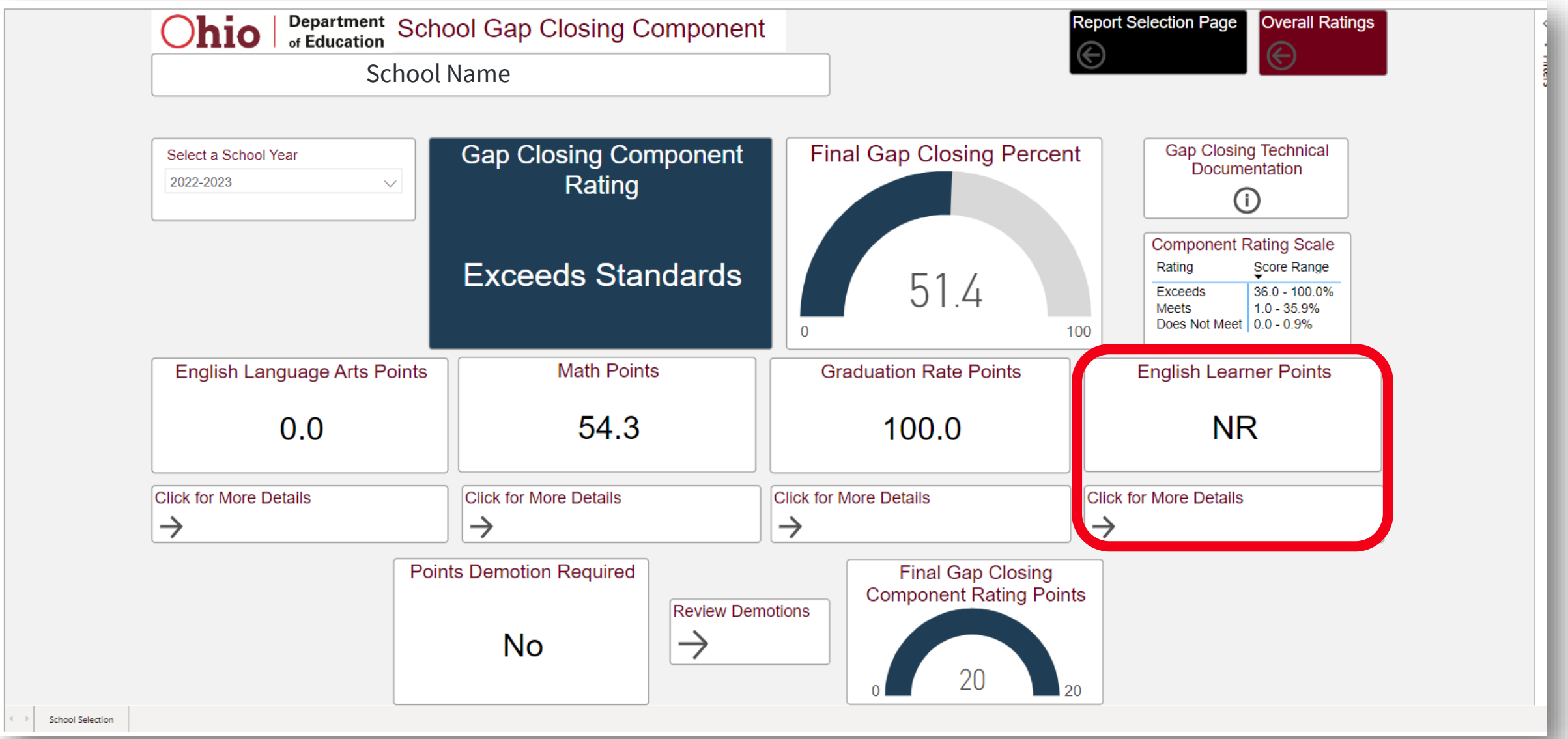
SECURE DATA CENTER



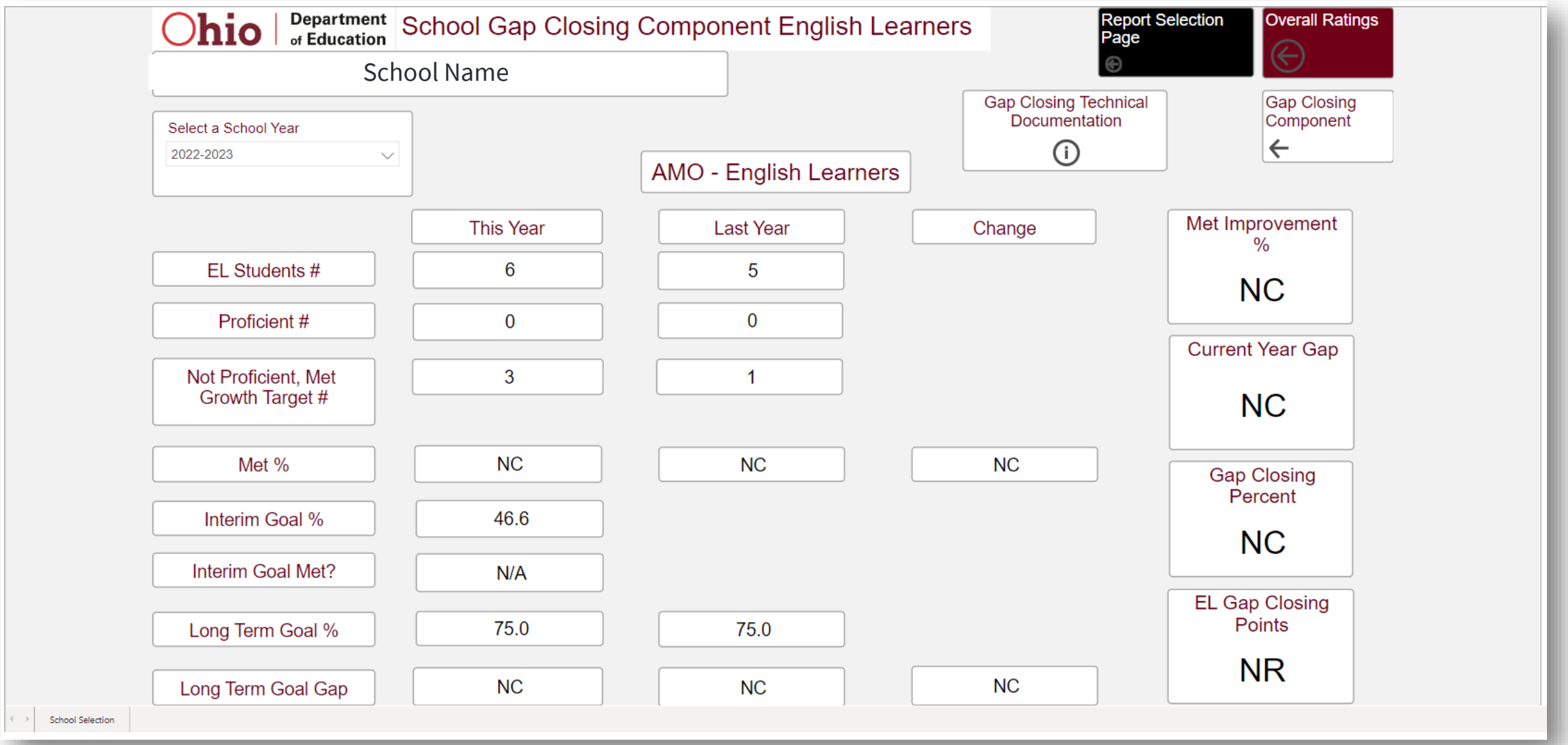
GAP CLOSING SDC



ENGLISH LEARNER SDC



ENGLISH LEARNER AMO



COMPONENT CALCULATION

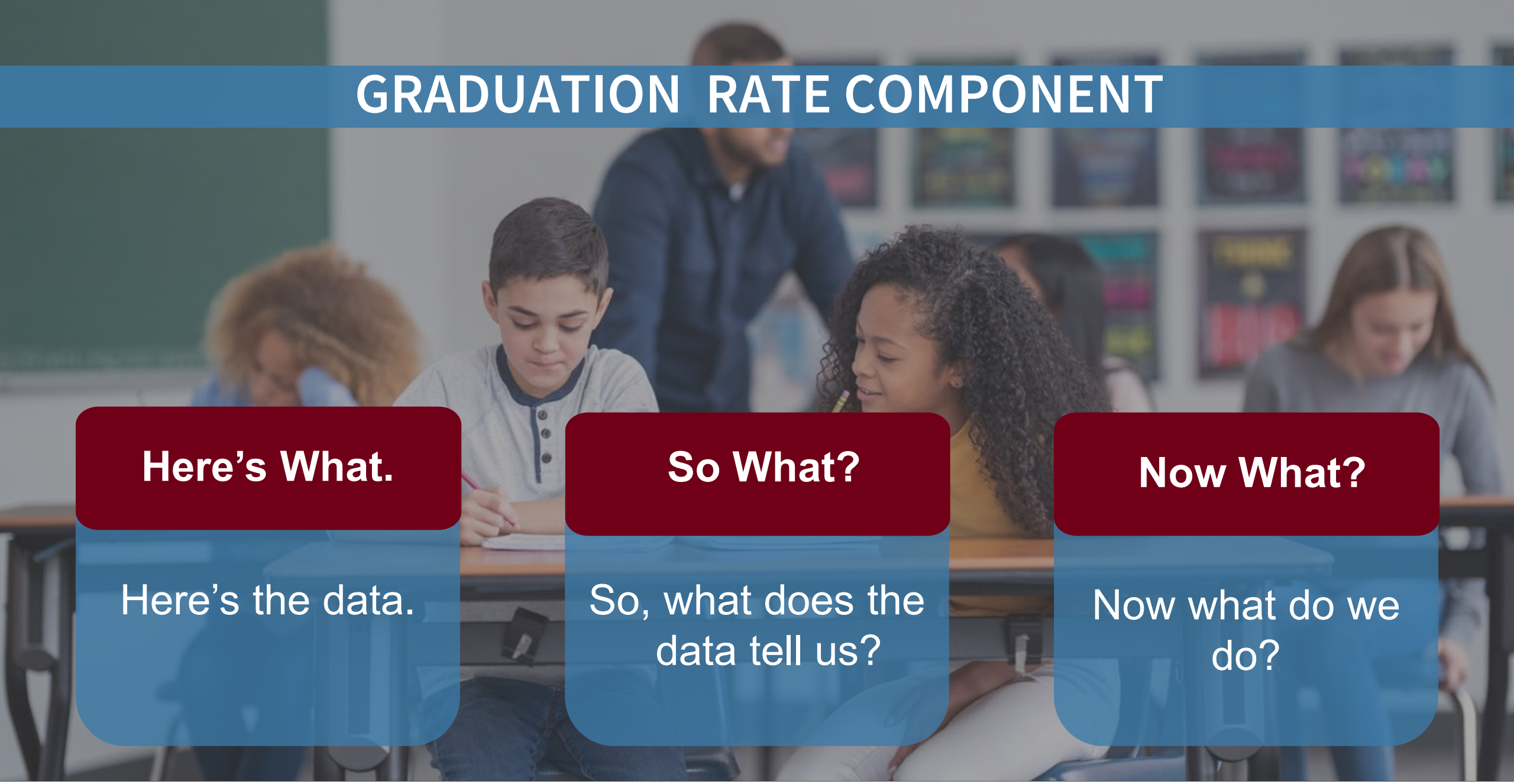
The preliminary grade is calculated as an average of the four sub-component grades:

ELA Points:	46.4
Math Points:	40.0
Graduation Points:	95.0
EL Improvement:	100.0
	281.4/400
Preliminary score	***= 70 pts***
Less Deduct	***= -5 pts***
Component Points	***65 pts***

Participation Rate 92.3%

% total Points	Rating
36%-100%	Exceeds Standards
1%-35.9%	Meets Standards
<1%	Does Not Meet Standards

GRADUATION RATE COMPONENT



Here's What.	So What?	Now What?
Here's the data.	So, what does the data tell us?	Now what do we do?

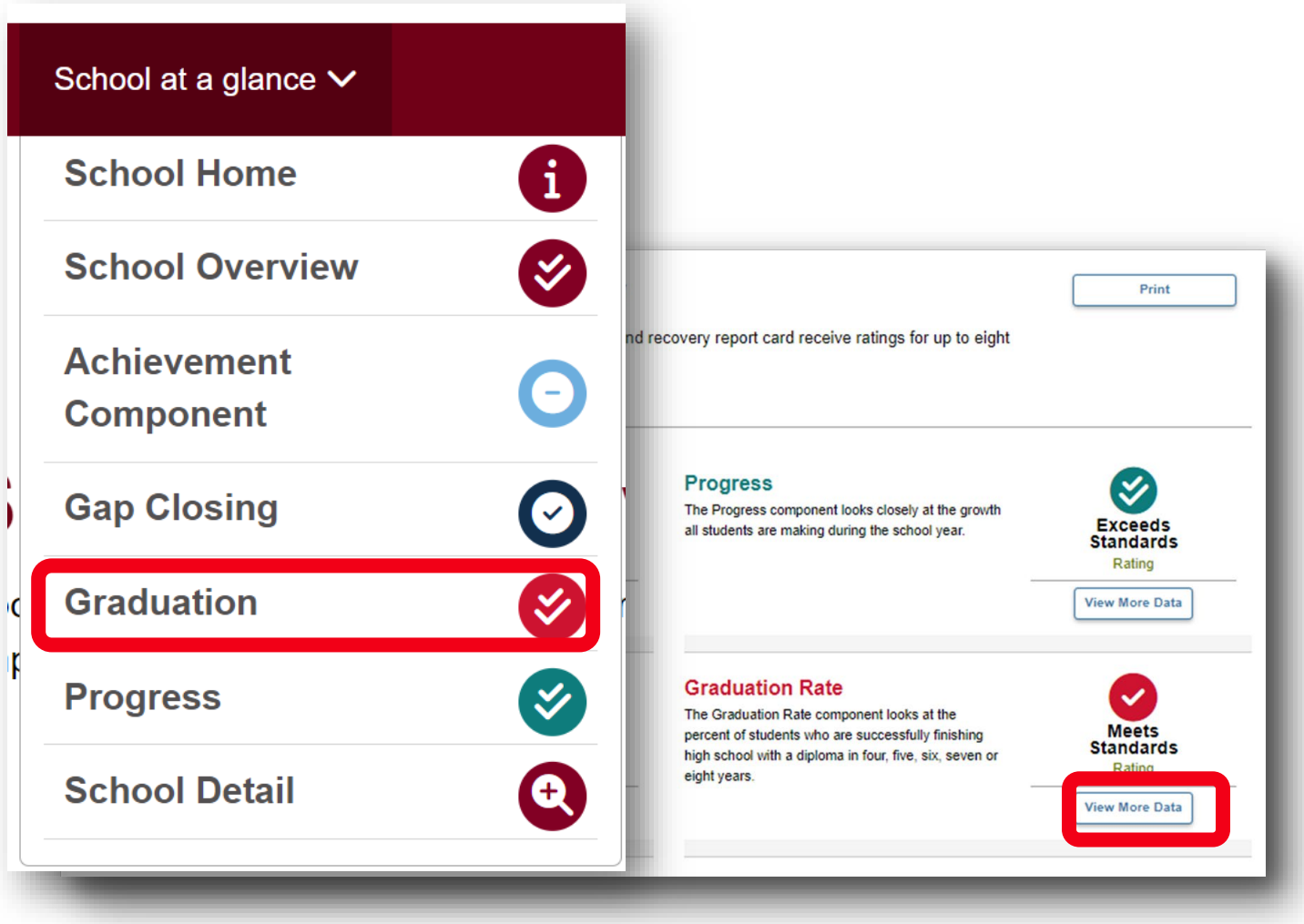
TEST YOUR KNOWLEDGE: GRADUATION RATE COMPONENT

True or **False**

Are the General Issues Reports sent out during End of Year Accountability Reporting?

HERE'S WHAT

- 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



GRADUATION RATE

Meets Standards
School Rating

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 2022 who graduated within four years, i.e. students who entered the 9th grade in the fall of 2018 and graduated by the summer of 2022.

28.1%
Meets Standards

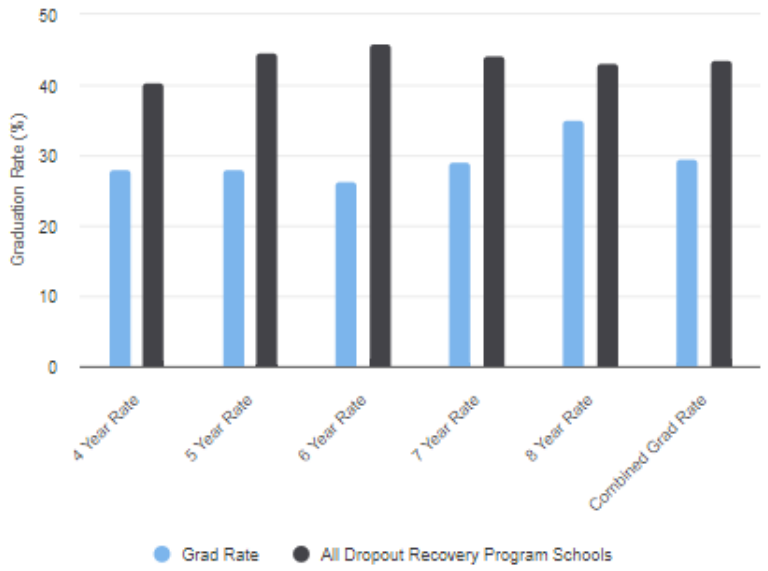
5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2021 who graduated within five years, i.e. students who entered the 9th grade in the fall of 2017 and graduated by the summer of 2022.

28.1%
Meets Standards

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 2020 who graduated within six years, i.e. students who entered the 9th grade in the fall of 2016 and graduated by the summer of 2022.

26.4%
Meets Standards

7-Year Graduation Rate

The 7-year graduation rate applies to the Class of 2019 who graduated within seven years, i.e. students who entered the 9th grade in the fall of 2015 and graduated by the summer of 2022.

29.1%
Meets Standards

8-Year Graduation Rate

The 8-year graduation rate applies to the Class of 2018 who graduated within eight years, i.e. students who entered the 9th grade in the fall of 2014 and graduated by the summer of 2022.

35.2%
Meets Standards

Combined Graduation Rate

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

29.6%
Meets Standards

Data is lagged a year to allow for summer graduates

SO WHAT?

Four-Year Graduation Rate =	# of 2022 Cohort Graduates (Summer Graduates Included)	**X 100**
	(# of FY2019 First Time Ninth Graders + # of FY2019 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2019-FY2022) - # of FY2019 First-Time Ninth Grader Transfers Out) (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are Reinstated Transfers that are returned to the withdrawing district/school)	

4 year Rate	Rating
36% - 100%	Exceeds Standards
8% - 35.9%	Meets Standards
<8%	Does Not Meet Standards

Five-Year Graduation Rate =	# of 2021 Cohort Graduates (Summer Graduates Included) (# of FY2018 First Time Ninth Graders + # of FY2018 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2018-FY2022) - # of FY2018 First-Time Ninth Grader Transfers Out) (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are Reinstated Transfers that are returned to the withdrawing district/school)	**X 100**

Six-Year Graduation Rate =	# of 2020 Cohort Graduates (Summer Graduates Included) (# of FY2017 First Time Ninth Graders + # of FY2017 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2017-FY2022) - # of FY2017 First-Time Ninth Grader Transfers Out) (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are Reinstated Transfers that are returned to the withdrawing district/school)	**X 100**

5-8 year Rates	Rating
40% - 100%	Exceeds Standards
12% - 39.9%	Meets Standards
<12%	Does Not Meet Standards

Seven-Year Graduation Rate =	# of 2019 Cohort Graduates (Summer Graduates Included) (# of FY2016 First Time Ninth Graders + # of FY2016 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2016-FY2022) - # of FY2016 First-Time Ninth Grader Transfers Out) (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are Reinstated Transfers that are returned to the withdrawing district/school)	**X 100**

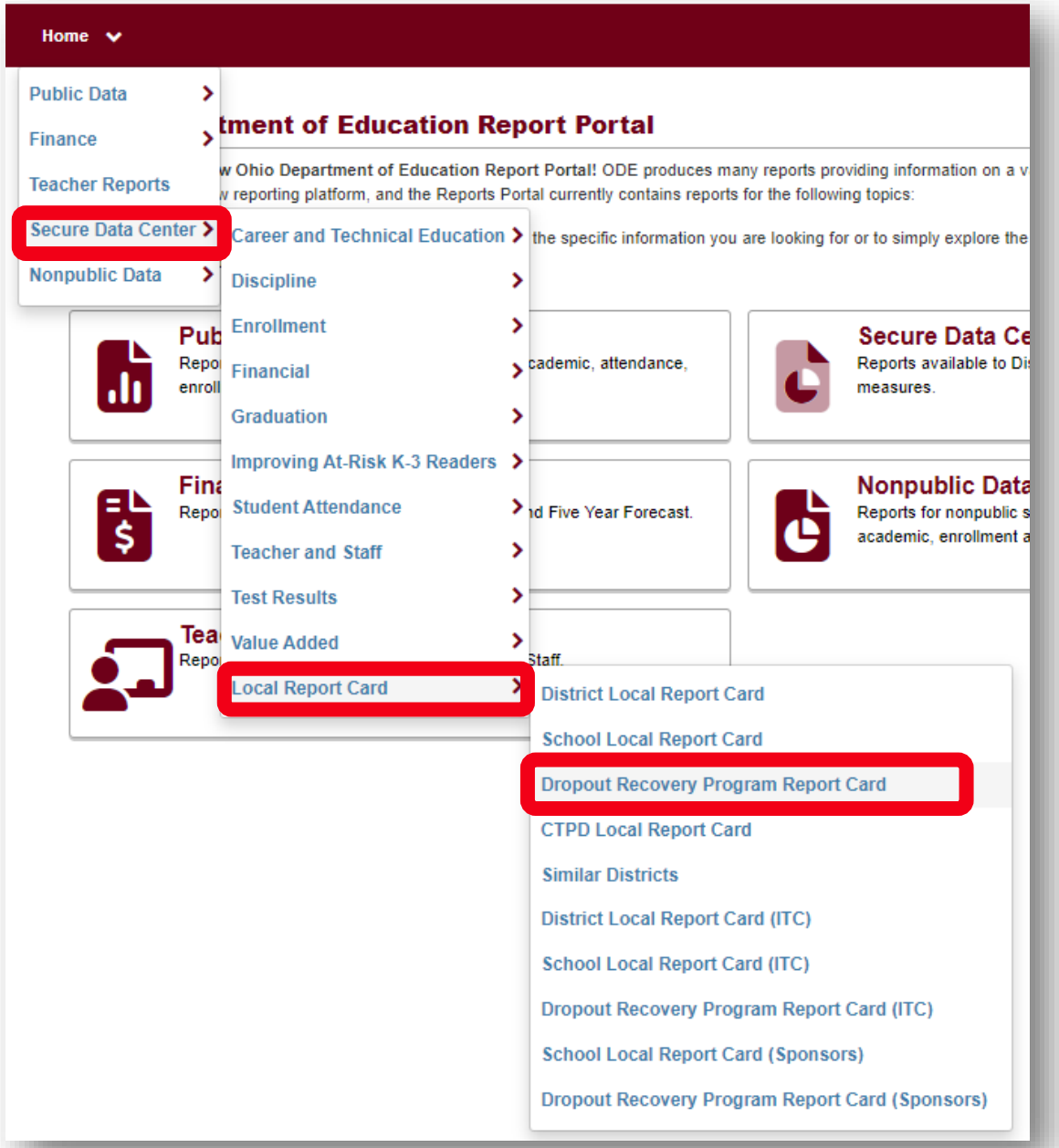
Eight-Year Graduation Rate =	# of 2018 Cohort Graduates (Summer Graduates Included) (# of FY2015 First Time Ninth Graders + # of FY2015 First Time Ninth Grader Transfers In + # of Dropouts (in any year from FY2015-FY2022) - # of FY2015 First-Time Ninth Grader Transfers Out (Transfers Out to Other Ohio Public Schools Must Be Picked Up By Another District or they are Reinstated Transfers that are returned to the withdrawing district/school)	**X 100**

Combined Rate	Rating
40% - 100%	Exceeds Standards
12% - 39.9%	Meets Standards
<12%	Does Not Meet Standards

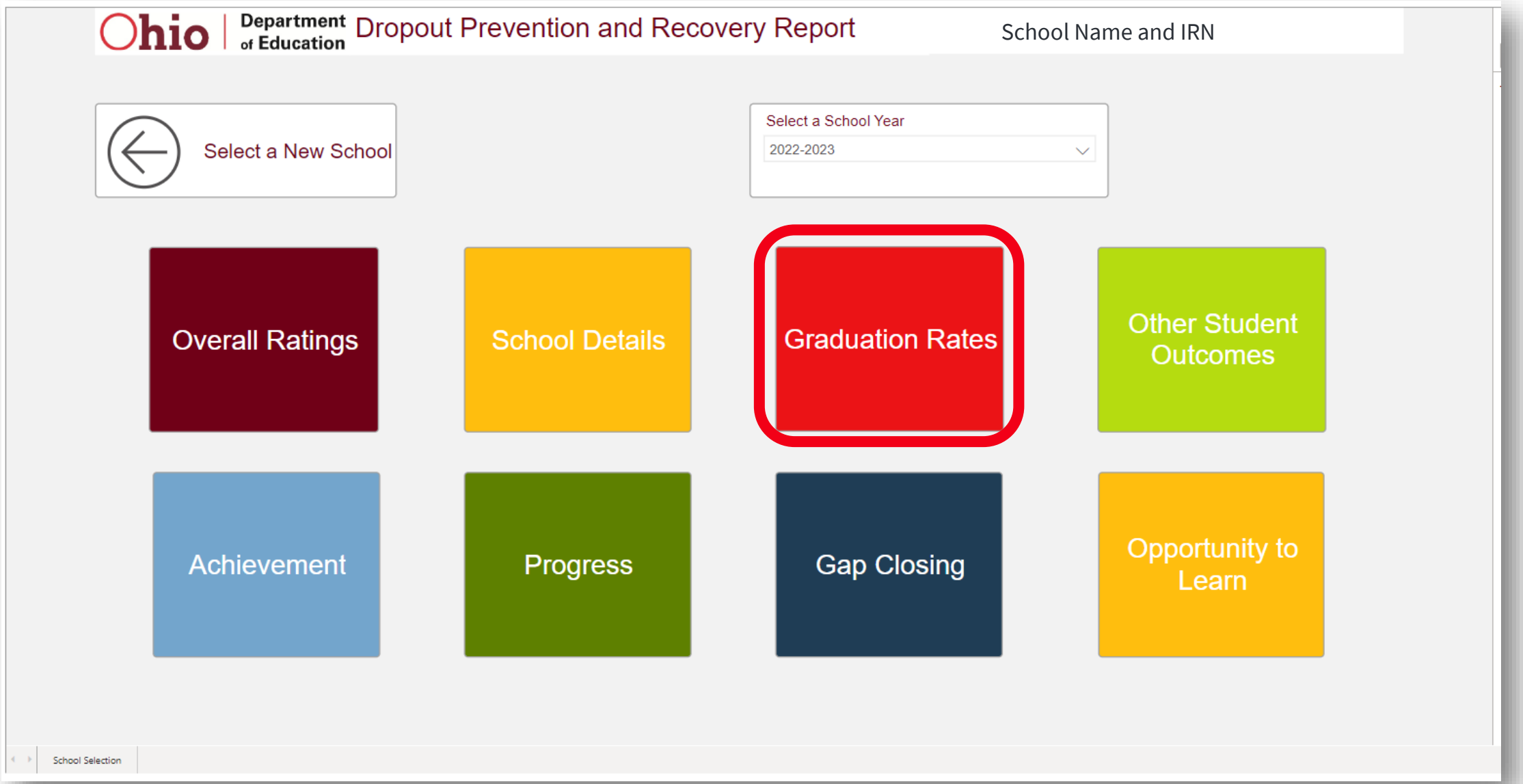
Data	4-Year Data	5-Year Data	6-Year Data	7-Year Data	8-Year Data	Combined Data
Numerator	20	12	20	30	50	132
Denominator	60	30	40	75	100	305
Percentage	33.3%	40.0%	50.0%	40.0%	50.0%	43.3%

Five numerators are summed to get a combined numerator
Five denominators are summed to get a combined denominator.

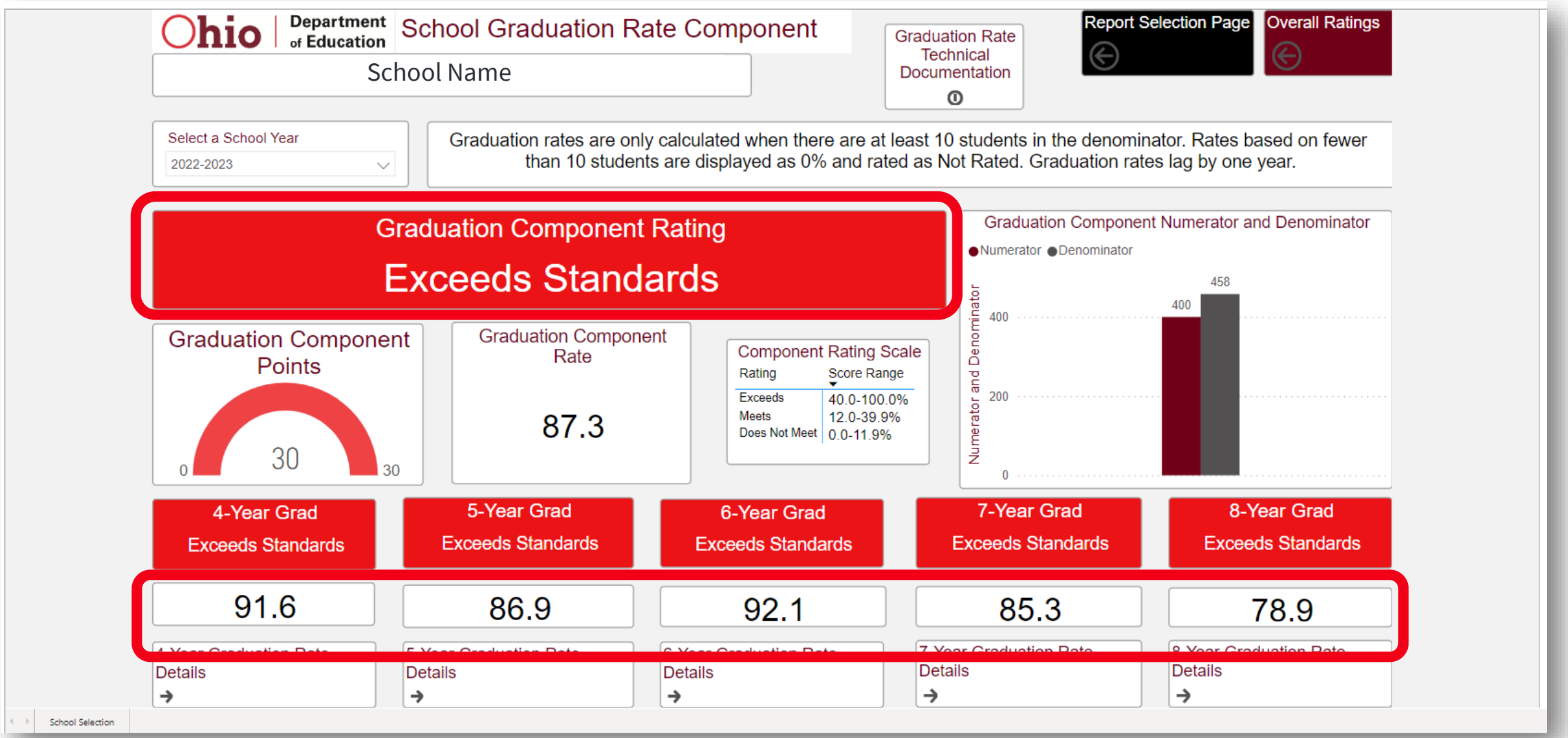
SECURE DATA CENTER



GRADUATION RATE SDC



GRADUATION COMPONENT SDC



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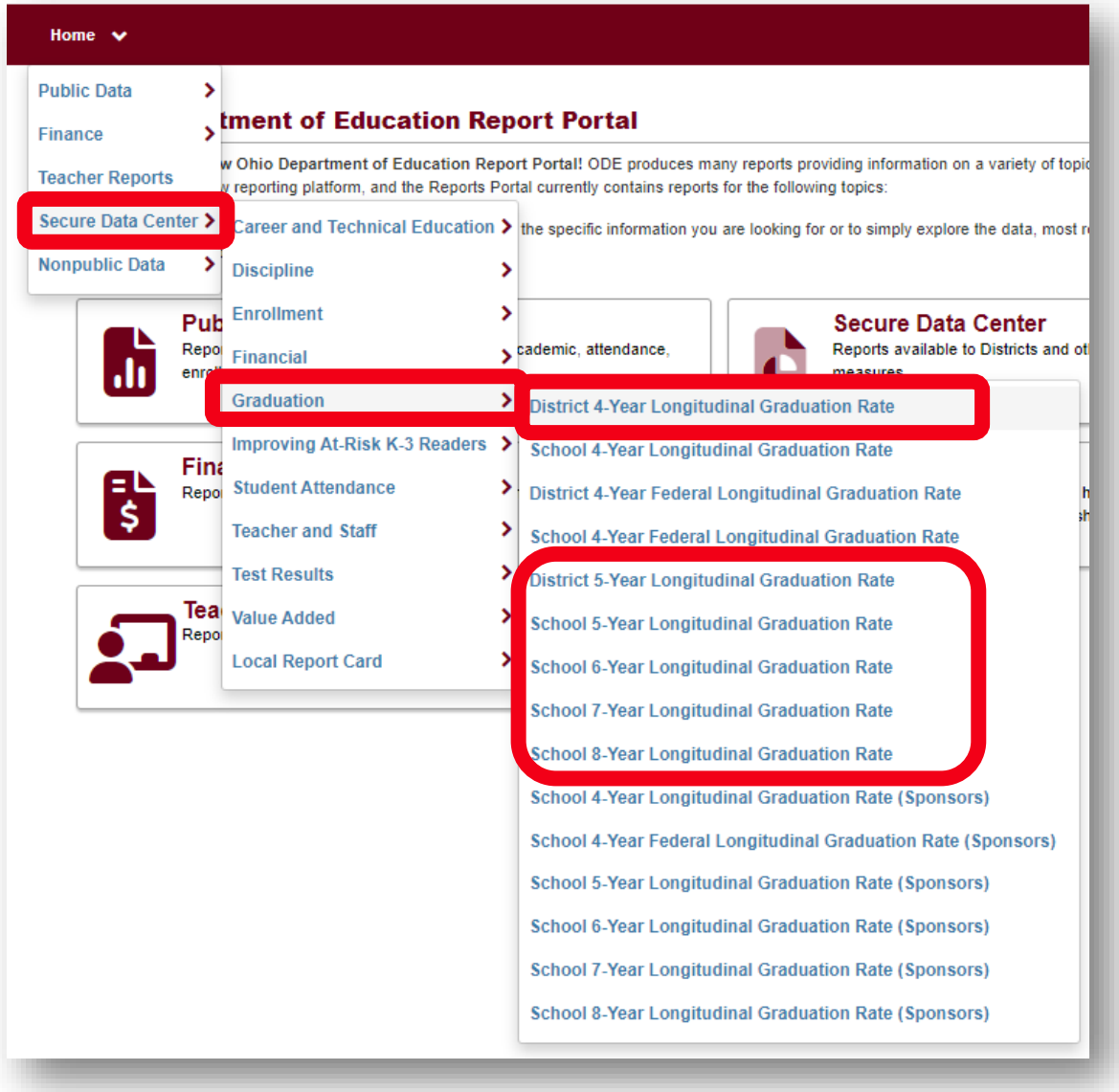
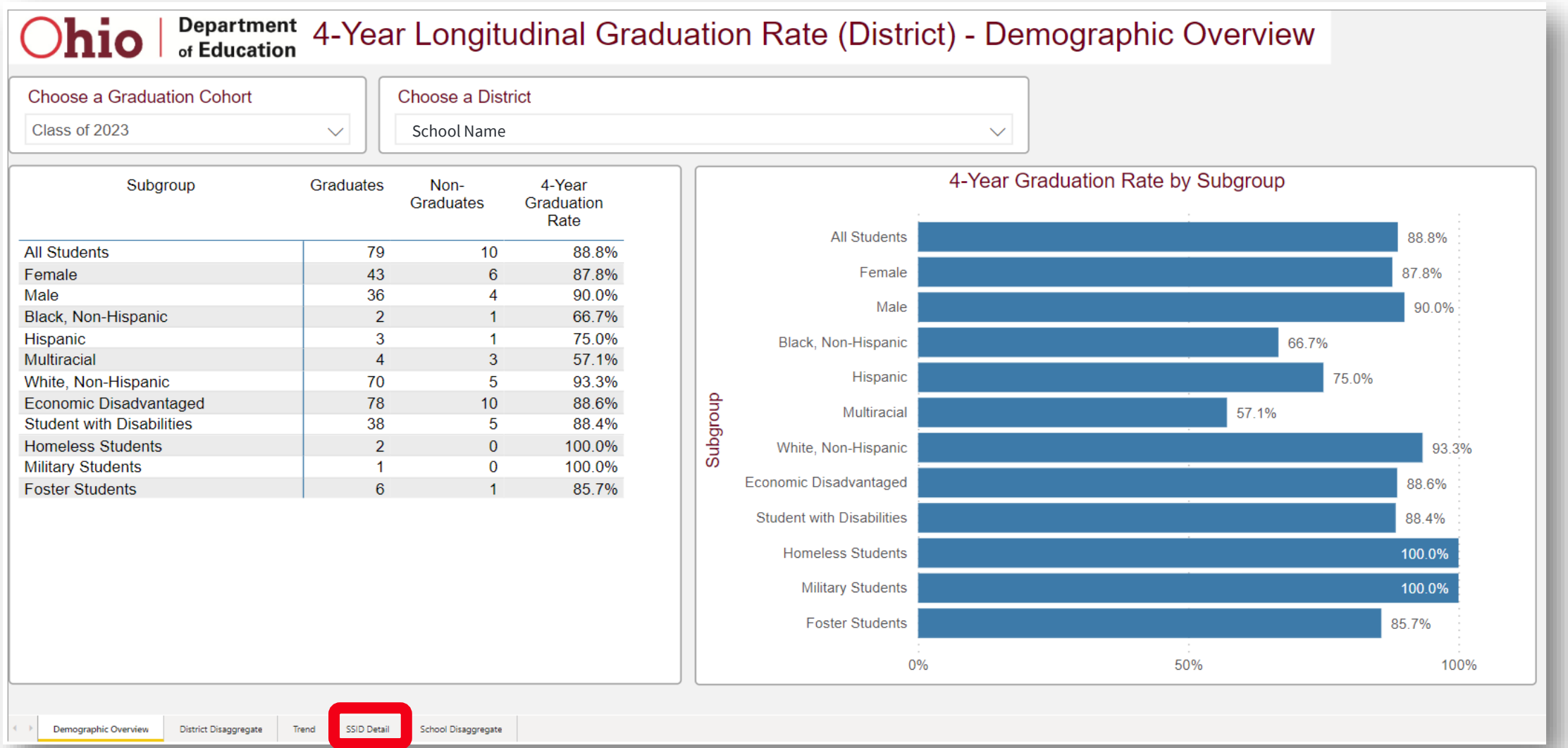
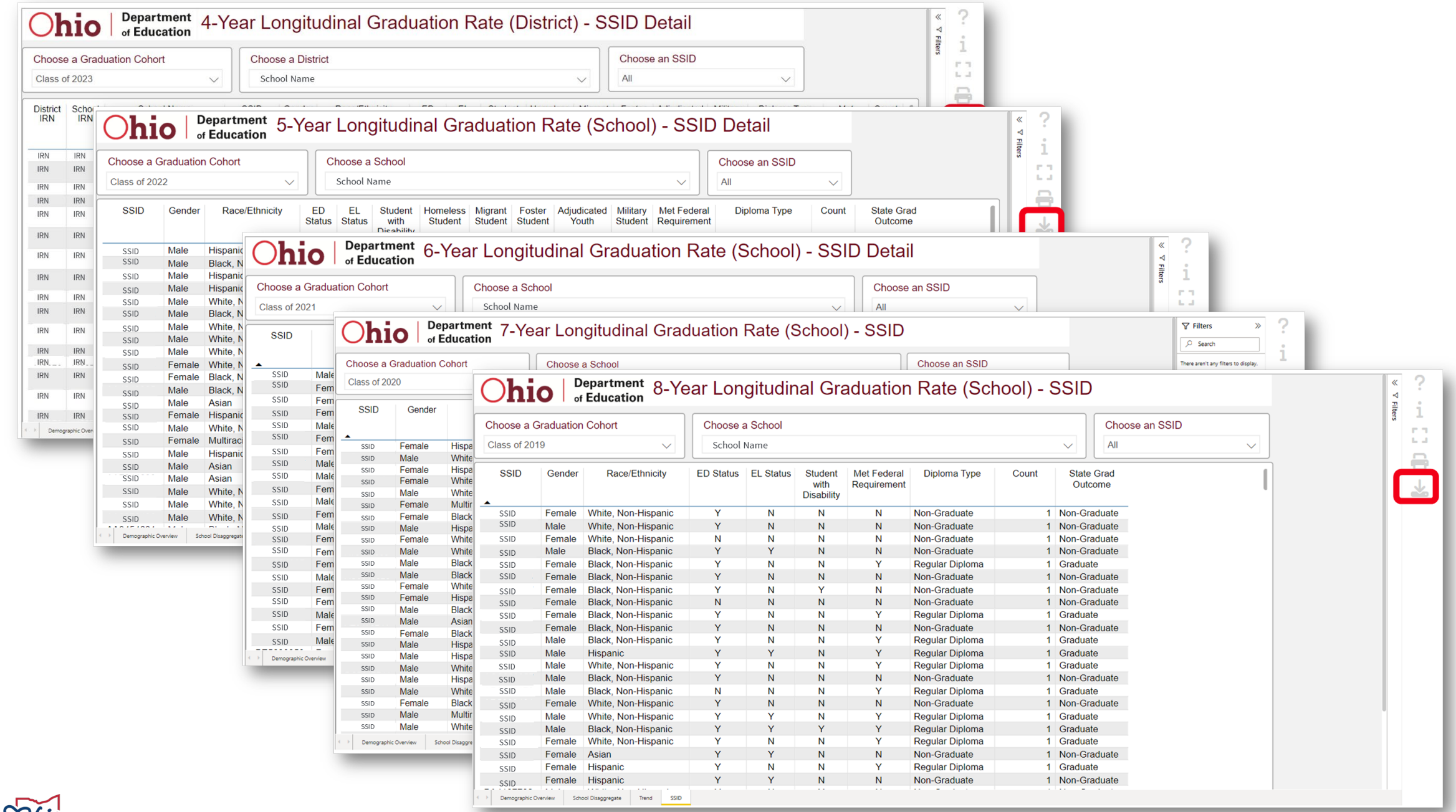


4 YEAR GRAD RATE SDC




Ohio | Department of Education
4-Year Longitudinal Graduation Rate (District) - SSID Detail
Choose a Graduation Cohort
Class of 2023
Choose a District
School Name
Choose an SSID
All
Ohio | Department of Education
5-Year Longitudinal Graduation Rate (School) - SSID Detail
Choose a Graduation Cohort
Class of 2022
Choose a School
School Name
Choose an SSID
All
SSID
Gender
Race/Ethnicity
ED Status
EL Status
Student with Disability
Homeless Student
Migrant Student
Foster Student
Adjudicated Youth
Military Student
Met Federal Requirement
Diploma Type
Count
State Grad Outcome
Ohio | Department of Education
6-Year Longitudinal Graduation Rate (School) - SSID Detail
Choose a Graduation Cohort
Class of 2021
Choose a School
School Name
Choose an SSID
All
Ohio | Department of Education
7-Year Longitudinal Graduation Rate (School) - SSID
Choose a Graduation Cohort
Class of 2020
Choose a School
Choose an SSID
Filters
Search
There aren't any filters to display.
Ohio | Department of Education
8-Year Longitudinal Graduation Rate (School) - SSID
Choose a Graduation Cohort
Class of 2019
Choose a School
School Name
Choose an SSID
All
SSID Gender Race/Ethnicity ED Status EL Status Student with Disability Met Federal Requirement Diploma Type Count State Grad Outcome
SSID Female White, Non-Hispanic Y N N N Non-Graduate 1 Non-Graduate
SSID Male White, Non-Hispanic Y N N N Non-Graduate 1 Non-Graduate
SSID Female White, Non-Hispanic N N N N Non-Graduate 1 Non-Graduate
SSID Male Black, Non-Hispanic Y Y N N Non-Graduate 1 Non-Graduate
SSID Female Black, Non-Hispanic Y N N Y Regular Diploma 1 Graduate
SSID Female Black, Non-Hispanic Y N N N Non-Graduate 1 Non-Graduate
SSID Female Black, Non-Hispanic Y N Y N Non-Graduate 1 Non-Graduate
SSID Female Black, Non-Hispanic N N N N Non-Graduate 1 Non-Graduate
SSID Female Black, Non-Hispanic Y N N Y Regular Diploma 1 Graduate
SSID Female Black, Non-Hispanic Y N N N Non-Graduate 1 Non-Graduate
SSID Male Black, Non-Hispanic Y N N Y Regular Diploma 1 Graduate
SSID Male Hispanic Y Y N Y Regular Diploma 1 Graduate
SSID Male White, Non-Hispanic Y N N Y Regular Diploma 1 Graduate
SSID Male Black, Non-Hispanic Y N N N Non-Graduate 1 Non-Graduate
SSID Male Black, Non-Hispanic N N N Y Regular Diploma 1 Graduate
SSID Female White, Non-Hispanic Y N N N Non-Graduate 1 Non-Graduate
SSID Male White, Non-Hispanic Y Y N Y Regular Diploma 1 Graduate
SSID Male Black, Non-Hispanic Y Y Y Y Regular Diploma 1 Graduate
SSID Female White, Non-Hispanic Y N N Y Regular Diploma 1 Graduate
SSID Female Asian Y Y N N Non-Graduate 1 Non-Graduate
SSID Female Hispanic Y N N Y Regular Diploma 1 Graduate
SSID Female Hispanic Y Y N N Non-Graduate 1 Non-Graduate
Demographic Overview
School Disaggregate
Trend
SSID

DROPOUT PREVENTION AND RECOVERY COMMUNITY SCHOOL REPORT CARD

- Ratings for 8 measures and 4 components
  - Points are assigned to each Component based on the Rating
  - Combined Rating is used for Graduation Component

Component	Exceed Standards	Meet Standards	Does Not Meet Standards
Graduation	30	20	0
Assessment Passage Rate	20	10	0
Gap Closing	20	10	0
Progress	30	20	0

OVERALL RATING

- Points are totaled and divided by number of points possible

Component	Rating
At least 80% of Possible Points	Exceeds Standards
At least 40% but less than 80% of Possible Points	Meets Standards
Less than 40% of Possible Points	Does Not Meet Standards

- One final calculation is performed for some schools before assigning the final rating. State law says if the assessment passage rate and the individual graduation rates improve by at least ten percent for two consecutive years, a school shall not be rated lower than “Meets Standards”.

Example 1 --- rating increases to "Meets" standards

Element	Year 1 Percent	Year 2 Percent	Percent Improvement Year 1 to Year 2	Year 3 Percent	Percent Improvement Year 2 to Year 3
4-Year Rate	12.5%	13.8%	10.4%	15.2%	10.1%
5-Year Rate	14.7%	16.2%	10.2%	18.7%	15.4%
6-Year Rate	8.6%	9.7%	12.8%	10.7%	10.3%
7-Year Rate	10.8%	11.9%	10.2%	13.2%	10.9%
8-Year Rate	22.7%	25.6%	12.8%	28.4%	10.9%
Achievement	45.2%	49.8%	10.2%	55.6%	11.6%

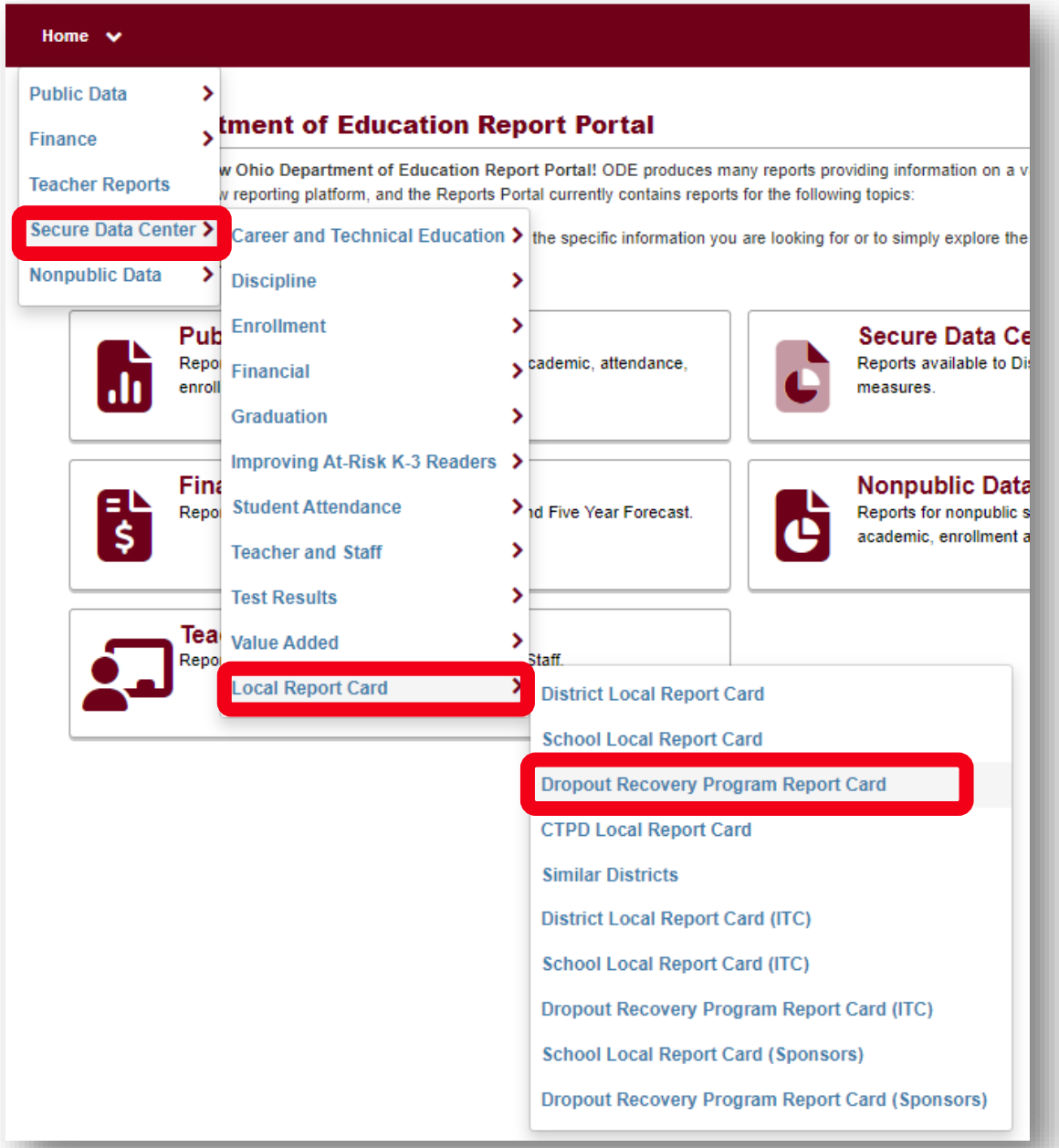
Example 2 – rating remains "Does Not Meet" standards.

Element	Year 1 Percent	Year 2 Percent	Percent Improvement Year 1 to Year 2	Year 3 Percent	Percent Improvement Year 2 to Year 3
4-Year Rate	12.5%	13.8%	10.4%	15.2%	10.1%
5-Year Rate	14.7%	16.2%	10.2%	18.7%	15.4%
6-Year Rate	8.6%	9.7%	12.8%	10.7%	10.3%
7-Year Rate	10.8%	11.9%	10.2%	13.2%	10.9%
8-Year Rate	22.7%	25.6%	12.8%	28.4%	10.9%
Achievement	45.2%	49.8%	10.2%	54.5%	9.4%

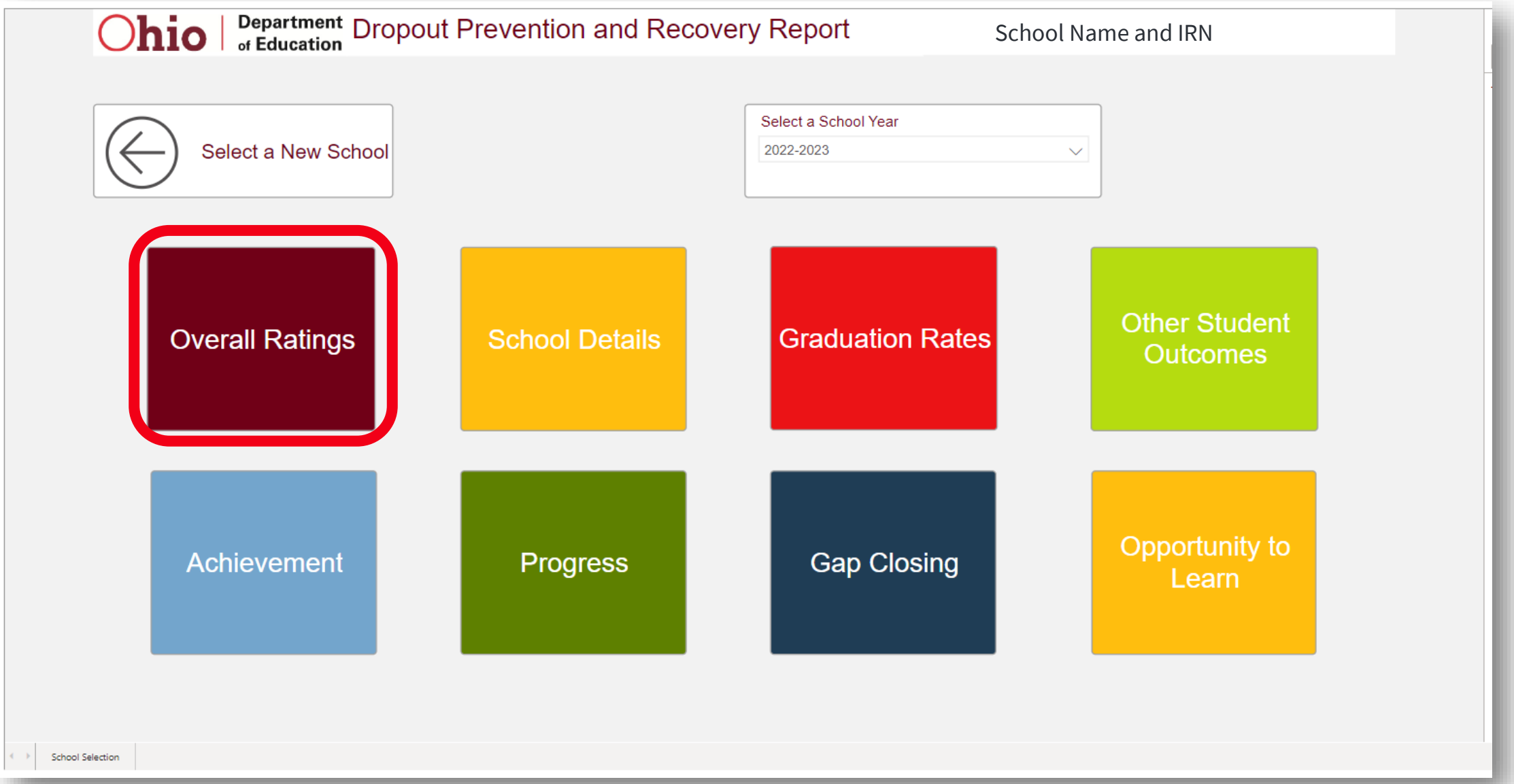
Example 3 --- School ineligible for a rating increase because of missing data.

Element	Year 1 Percent	Year 2 Percent	Percent Improvement Year 1 to Year 2	Year 3 Percent	Percent Improvement Year 2 to Year 3
4-Year Rate	12.5%	13.8%	10.4%	15.2%	10.1%
5-Year Rate	14.7%	16.2%	10.2%	18.7%	15.4%
6-Year Rate	8.6%	9.7%	12.8%	10.7%	10.3%
7-Year Rate		11.9%		13.2%	10.9%
8-Year Rate	22.7%	25.6%	12.8%	28.4%	10.9%
Achievement	45.2%	49.8%	10.2%	55.6%	11.6%

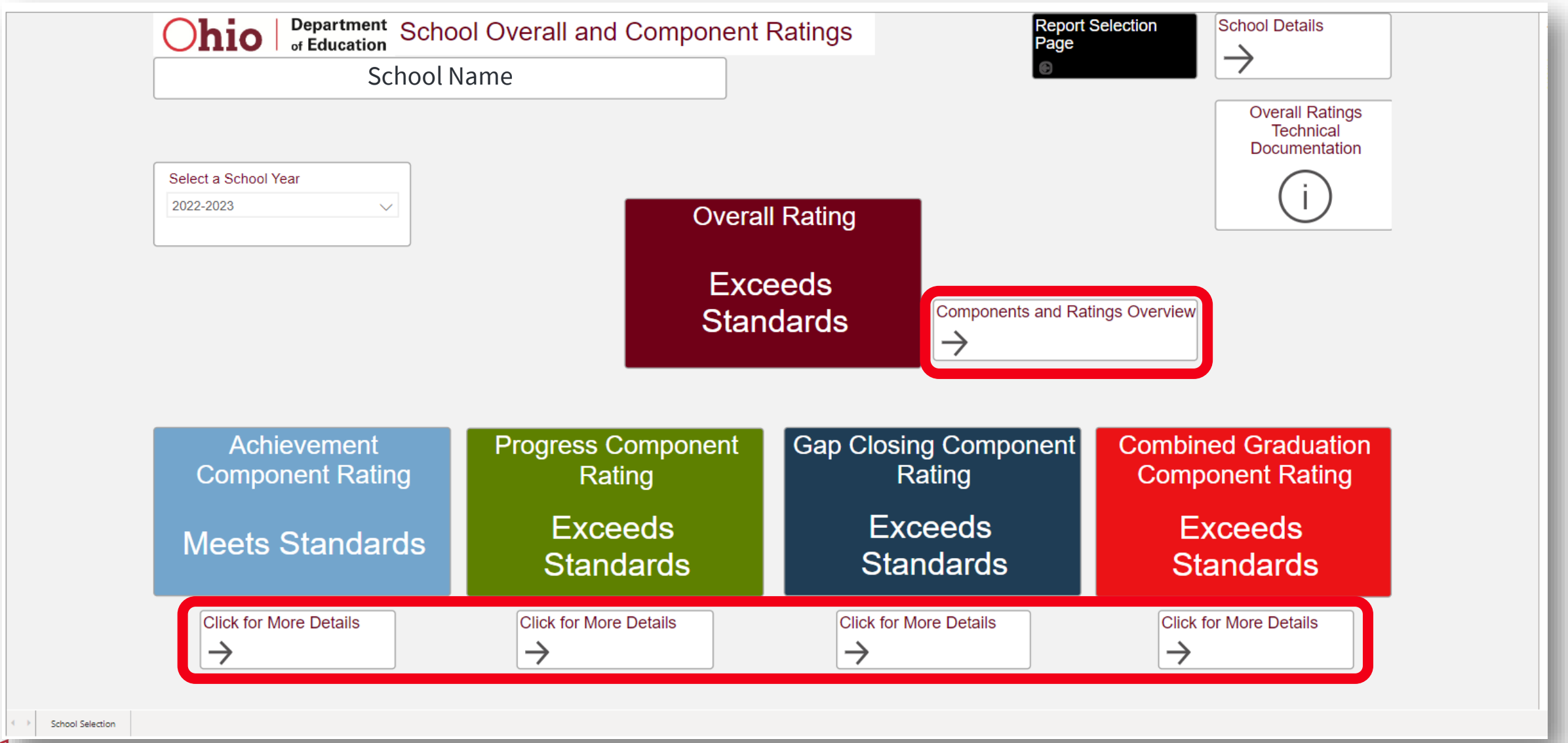
SECURE DATA CENTER

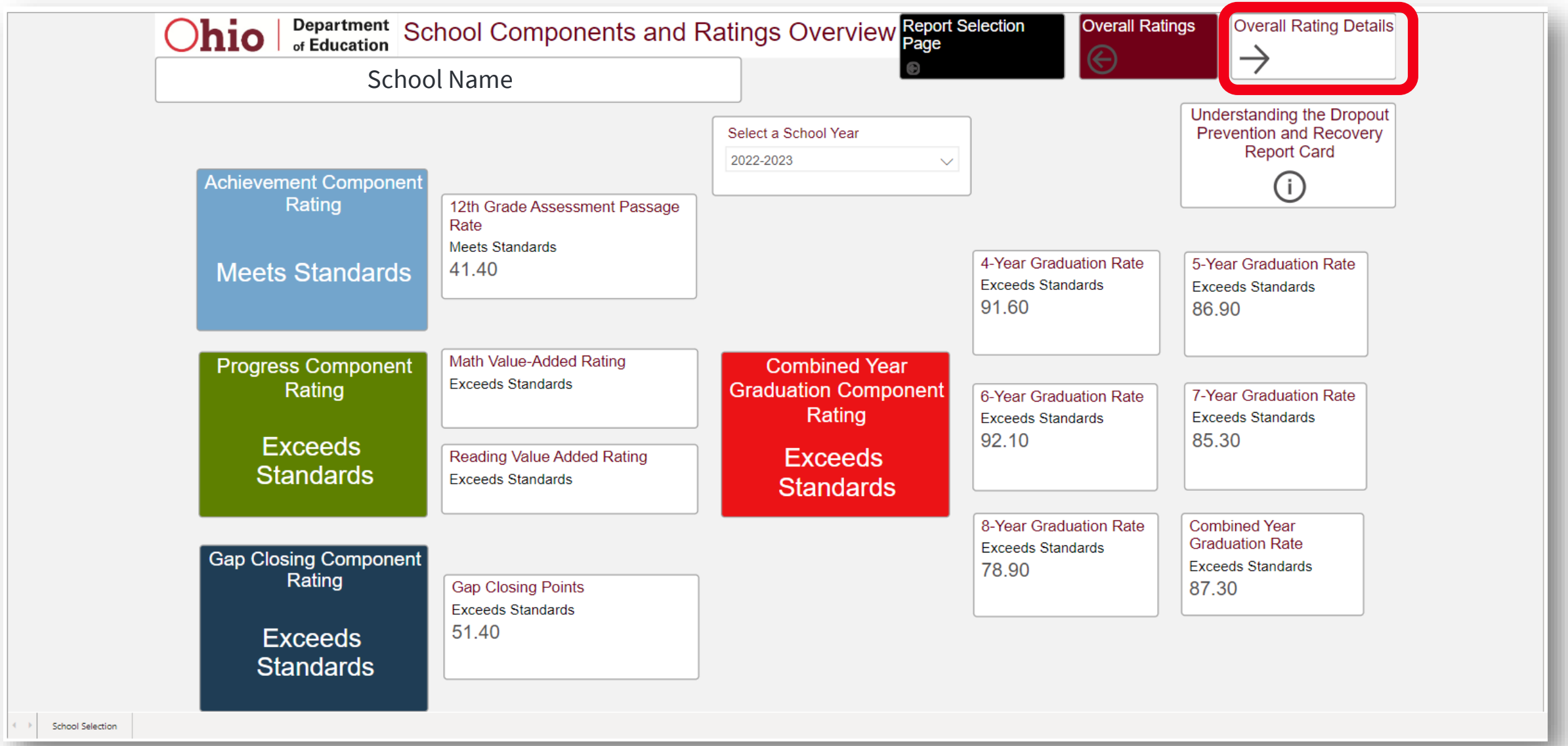


OVERALL RATING SDC

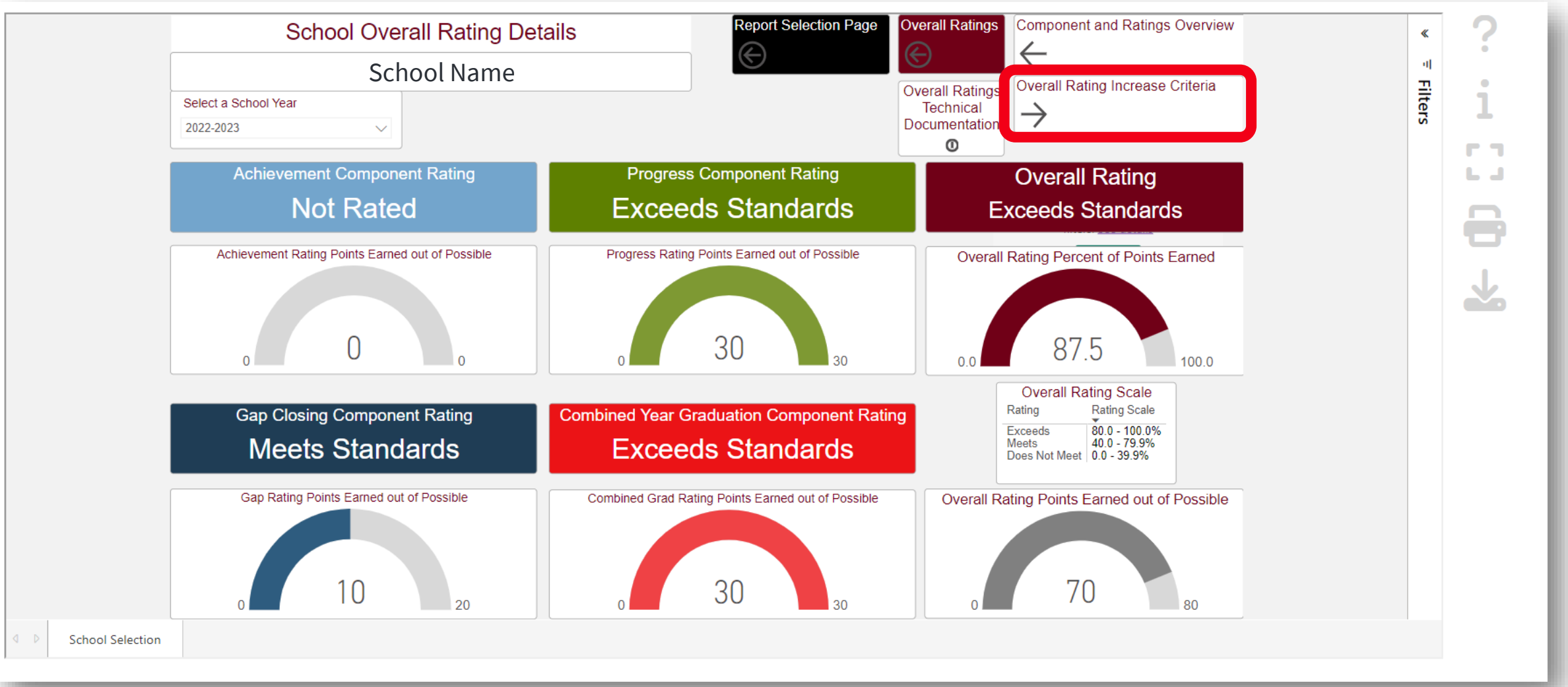


OVERALL AND COMPONENT RATING SDC

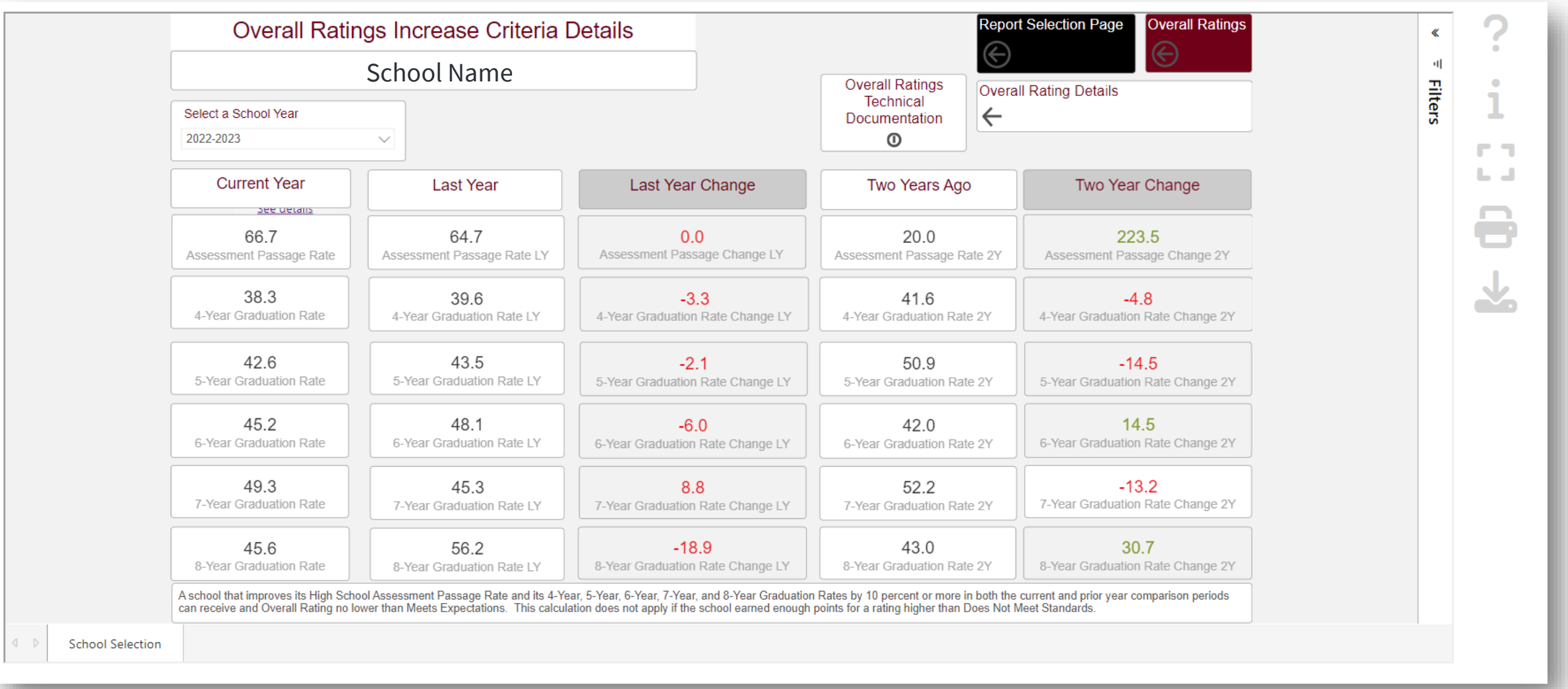



Ohio | Department of Education
School Components and Ratings Overview
Report Selection Page
Overall Ratings
Overall Rating Details
School Name
Select a School Year
2022-2023
Understanding the Dropout Prevention and Recovery Report Card
Achievement Component Rating
Meets Standards
12th Grade Assessment Passage Rate
Meets Standards
41.40
4-Year Graduation Rate
Exceeds Standards
91.60
5-Year Graduation Rate
Exceeds Standards
86.90
Progress Component Rating
Exceeds Standards
Math Value-Added Rating
Exceeds Standards
Reading Value Added Rating
Exceeds Standards
Combined Year Graduation Component Rating
Exceeds Standards
6-Year Graduation Rate
Exceeds Standards
92.10
7-Year Graduation Rate
Exceeds Standards
85.30
Gap Closing Component Rating
Exceeds Standards
Gap Closing Points
Exceeds Standards
51.40
8-Year Graduation Rate
Exceeds Standards
78.90
Combined Year Graduation Rate
Exceeds Standards
87.30
School Selection

OVERALL RATING DETAILS SDC



CRITERIA DETAIL FOR FINAL CALCULATION



Overall Ratings Increase Criteria Details

School Name

Select a School Year: 2022-2023

Report Selection Page | Overall Ratings

Overall Ratings Technical Documentation

Overall Rating Details

Filters

See details

Current Year	Last Year	Last Year Change	Two Years Ago	Two Year Change
66.7 Assessment Passage Rate	64.7 Assessment Passage Rate LY	0.0 Assessment Passage Change LY	20.0 Assessment Passage Rate 2Y	223.5 Assessment Passage Change 2Y
38.3 4-Year Graduation Rate	39.6 4-Year Graduation Rate LY	-3.3 4-Year Graduation Rate Change LY	41.6 4-Year Graduation Rate 2Y	-4.8 4-Year Graduation Rate Change 2Y
42.6 5-Year Graduation Rate	43.5 5-Year Graduation Rate LY	-2.1 5-Year Graduation Rate Change LY	50.9 5-Year Graduation Rate 2Y	-14.5 5-Year Graduation Rate Change 2Y
45.2 6-Year Graduation Rate	48.1 6-Year Graduation Rate LY	-6.0 6-Year Graduation Rate Change LY	42.0 6-Year Graduation Rate 2Y	14.5 6-Year Graduation Rate Change 2Y
49.3 7-Year Graduation Rate	45.3 7-Year Graduation Rate LY	8.8 7-Year Graduation Rate Change LY	52.2 7-Year Graduation Rate 2Y	-13.2 7-Year Graduation Rate Change 2Y
45.6 8-Year Graduation Rate	56.2 8-Year Graduation Rate LY	-18.9 8-Year Graduation Rate Change LY	43.0 8-Year Graduation Rate 2Y	30.7 8-Year Graduation Rate Change 2Y

A school that improves its High School Assessment Passage Rate and its 4-Year, 5-Year, 6-Year, 7-Year, and 8-Year Graduation Rates by 10 percent or more in both the current and prior year comparison periods can receive and Overall Rating no lower than Meets Expectations. This calculation does not apply if the school earned enough points for a rating higher than Does Not Meet Standards.

School Selection

CONTACT

Please contact the Office of Accountability with additional questions: **accountability@education.ohio.gov**

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