



**Department of
Education &
Workforce**

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

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Department of Education & Workforce

Ohio Education Data Professionals Network

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GOALS

Explain how Dropout Prevention and Recovery Community School Report Cards are calculated and what they measure



**Department of
Education &
Workforce**

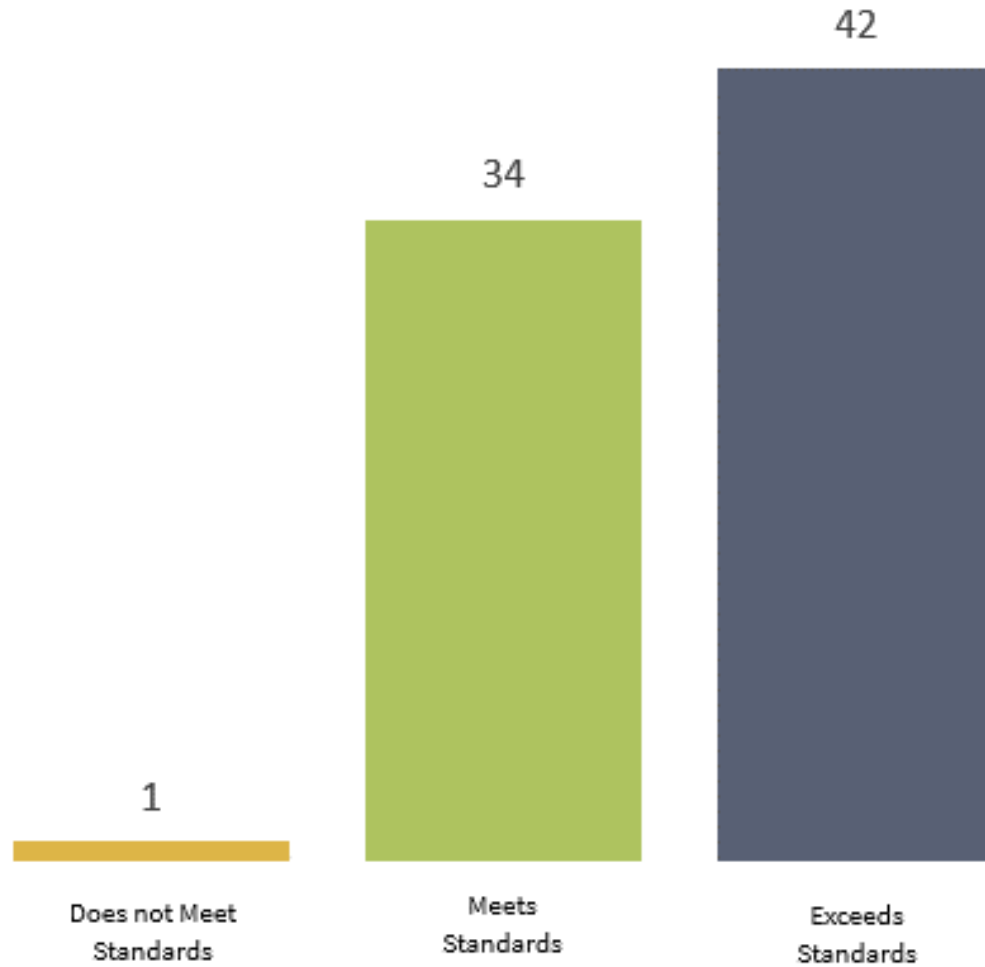
AGENDA

- **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

Overall Rating Distribution



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)	

AGENDA

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

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, ACHIEVEMENT COMPONENT

High School Test Passage Rate

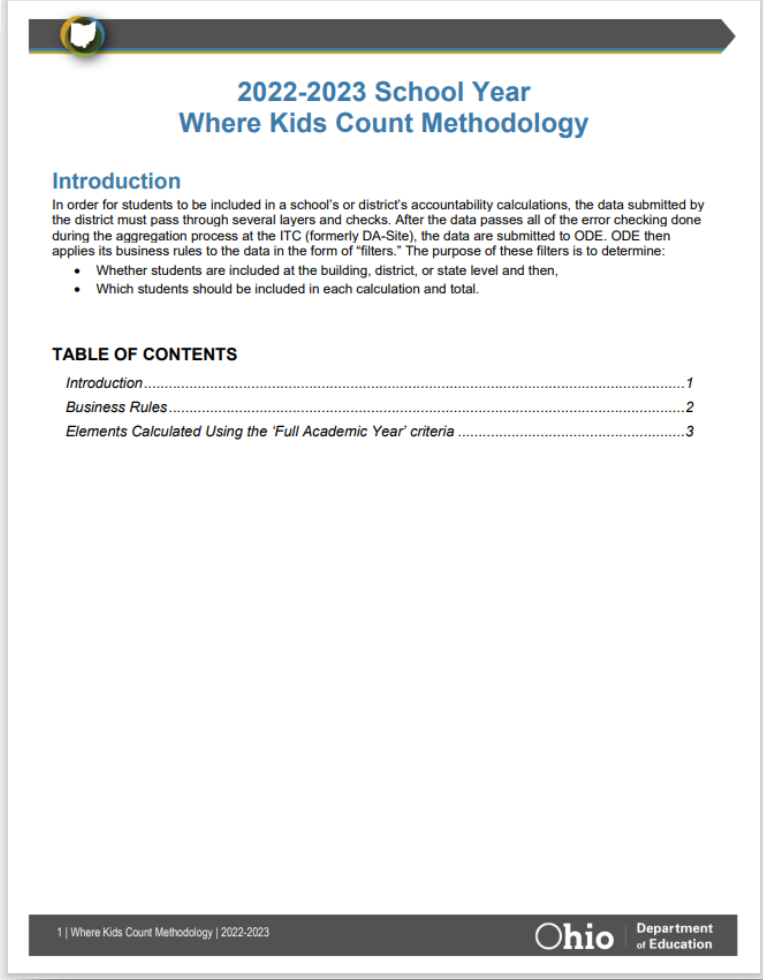
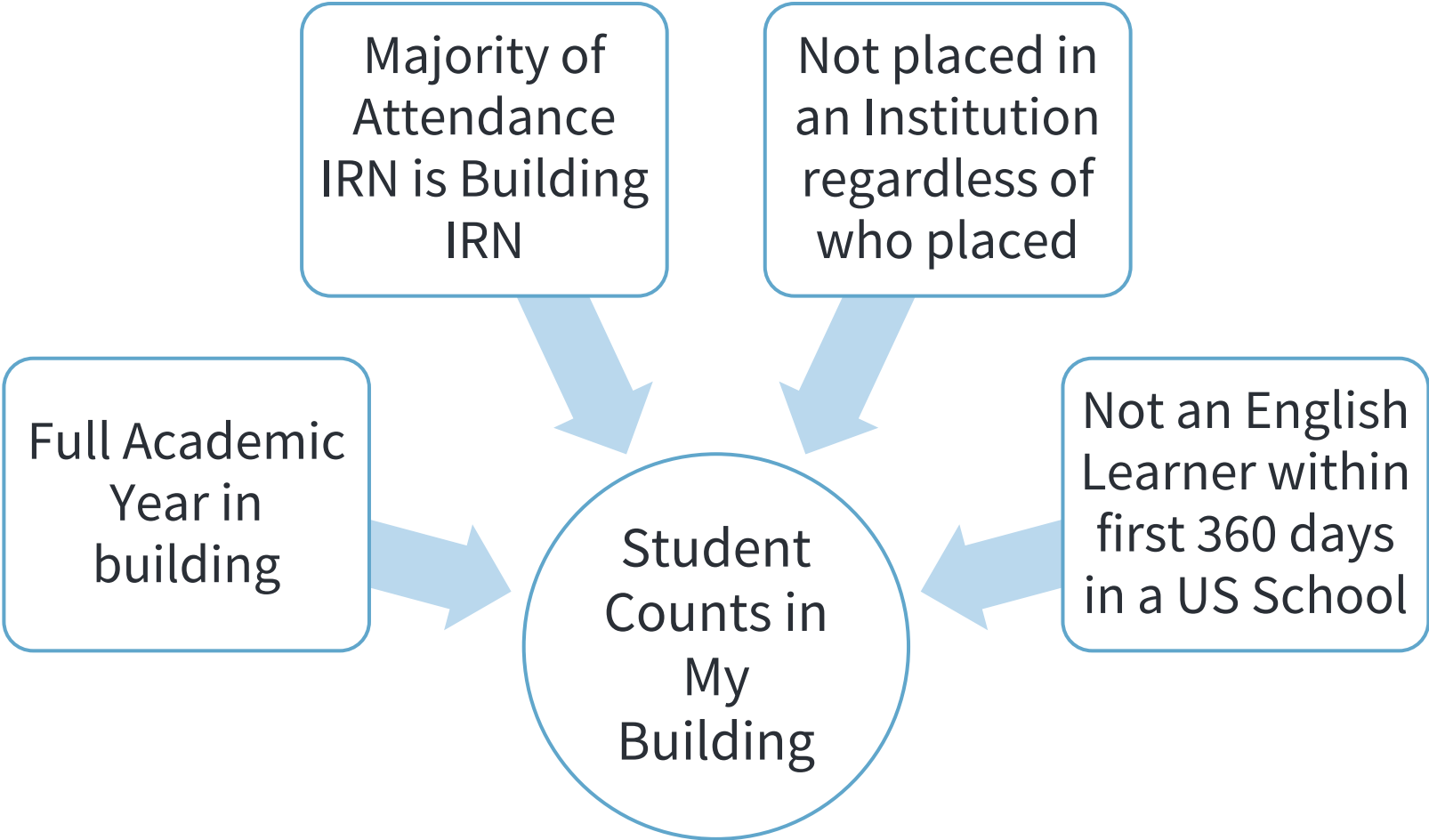
- Number of Students who met Assessment Criteria to Graduate

Students Meeting Applicable Criteria on Tests

 **59.1%**
Meets Standards

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

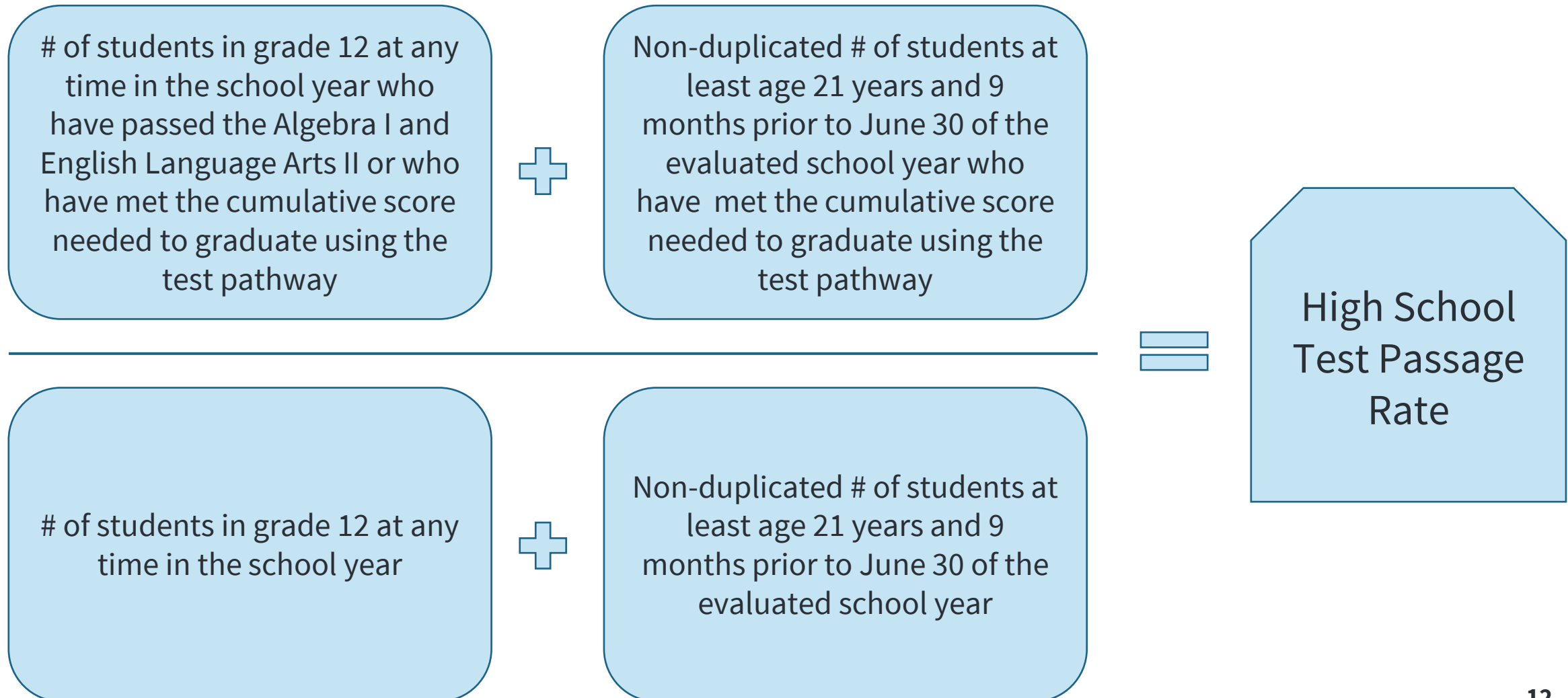
Who counts in the Achievement Component?



*10 accountable students taking one or more assessments to calculate



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



Class of 2018 thru 2022

Earn 18 points across 7 tests

Mathematics I OR Algebra

Physical Science (2018
ONLY) or Biology

Mathematics II OR Geometry

American History

English Language Arts I

Government

English Language Arts II

Substitution Assessments

Advanced Placement

International Baccalaureate

Course Grade Conversion (COVID)

Point Reduction for Transfers In

Class of 2023 and Beyond

Earn at least 684 on
2 tests

Mathematics I OR Algebra
English Language Arts II

Substitution
Assessments

Course Grade Conversion
(COVID)

Now What?

- No Student level reports available in Secure Data Center
- 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.

TEST YOUR KNOWLEDGE: PROGRESS COMPONENT

True or **False**

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

HERE'S WHAT, PROGRESS COMPONENT

Progress

- Growth made during school year

Exceeds Standards
School Rating

Progress

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

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

Progress Details
This table shows the Progress scores by test grade and subject, and includes up to three years of data as available.

Test Grade	Progress		
	Reading	Mathematics	All Tests
All Grades			

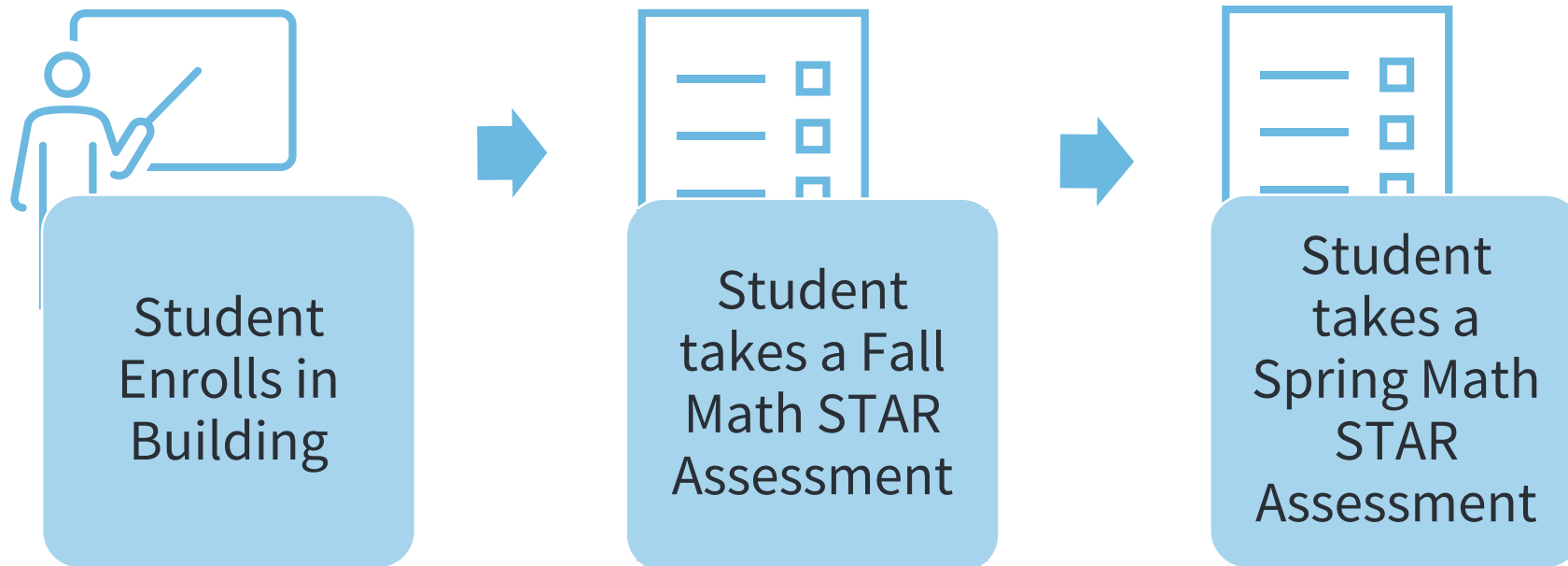
Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

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

Score	Rating
≥ 2	Exceeds Standards
< 2 but ≥ -2	Meets Standards
< -2	Does Not Meet Standards

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



Now What?

- No Student level reports available 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.)

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, GAP CLOSING

Meet or Improve

- English Language Arts
- Math
- Graduation
- English Language Proficiency

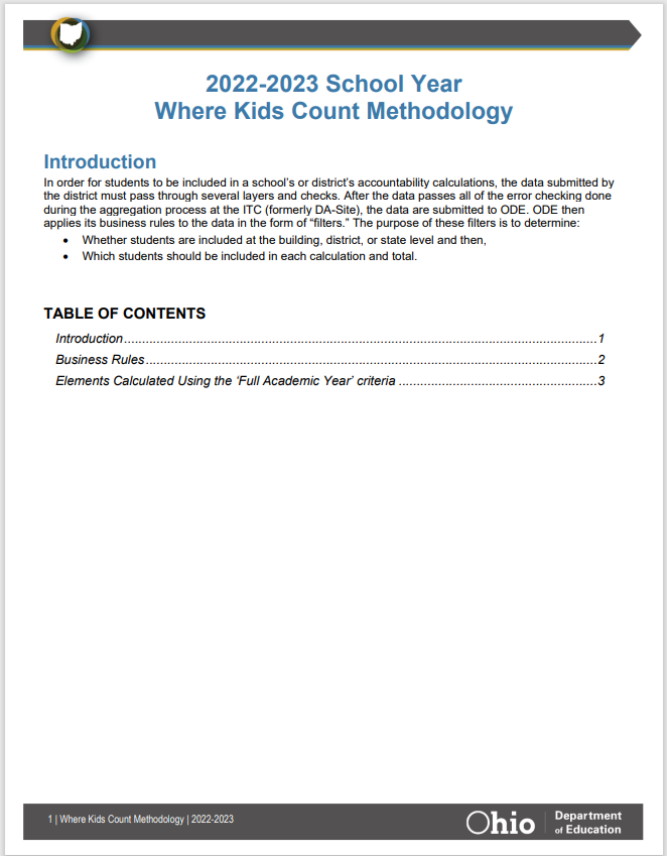
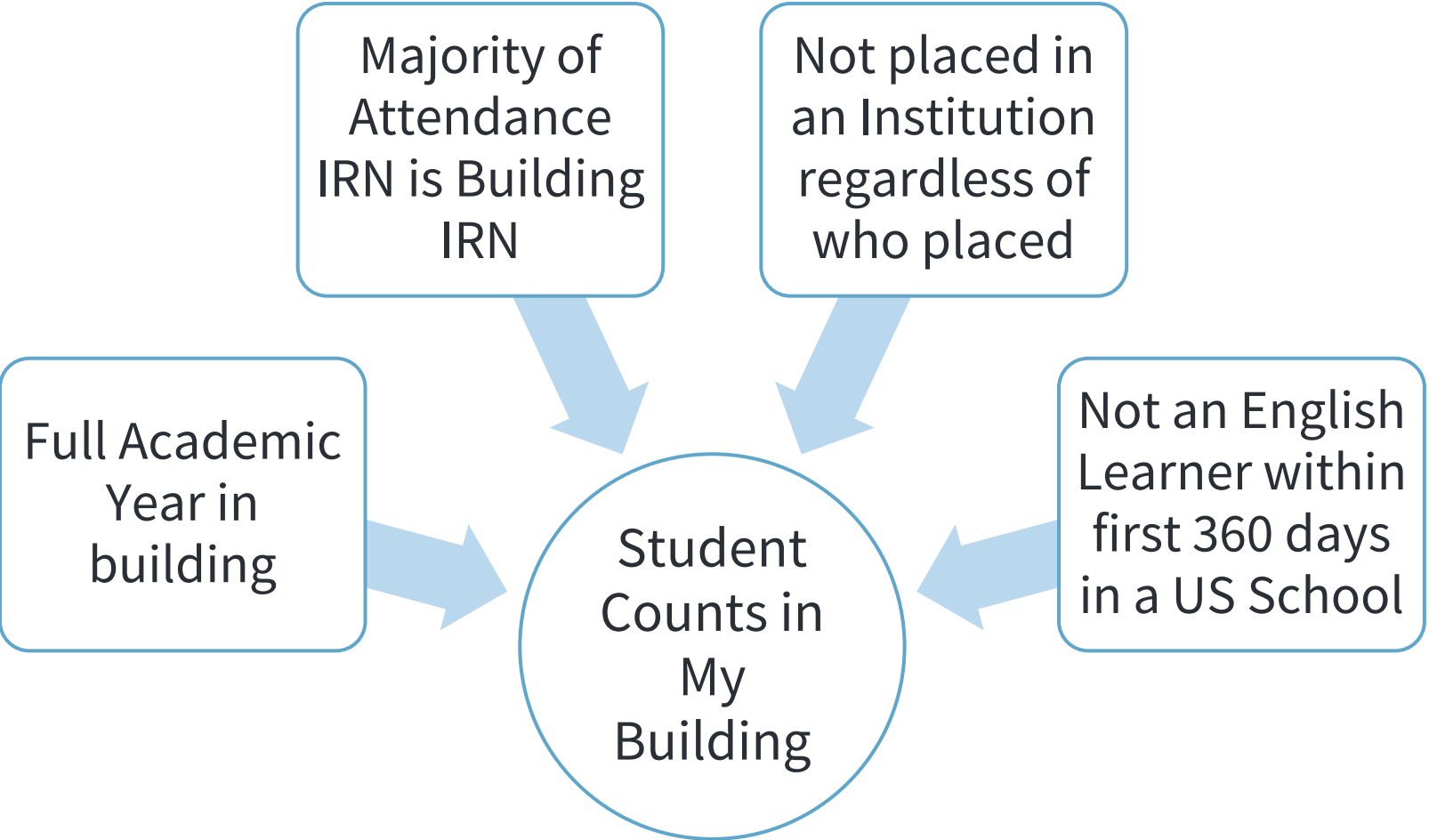
Annual Measurable Objectives

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

 **85.3%**
Exceeds Standards

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

Who counts in the Gap Closing Component?



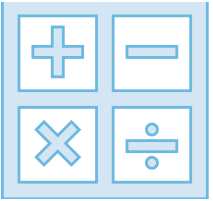
***15** accountable students taking one or more assessments to calculate



THREE PERFORMANCE CALCULATIONS EVALUATED AT THE STUDENT GROUP LEVEL INCLUDE:



Achievement in English Language Arts as measured by the Performance Index



Achievement in Math as measured by the Performance Index



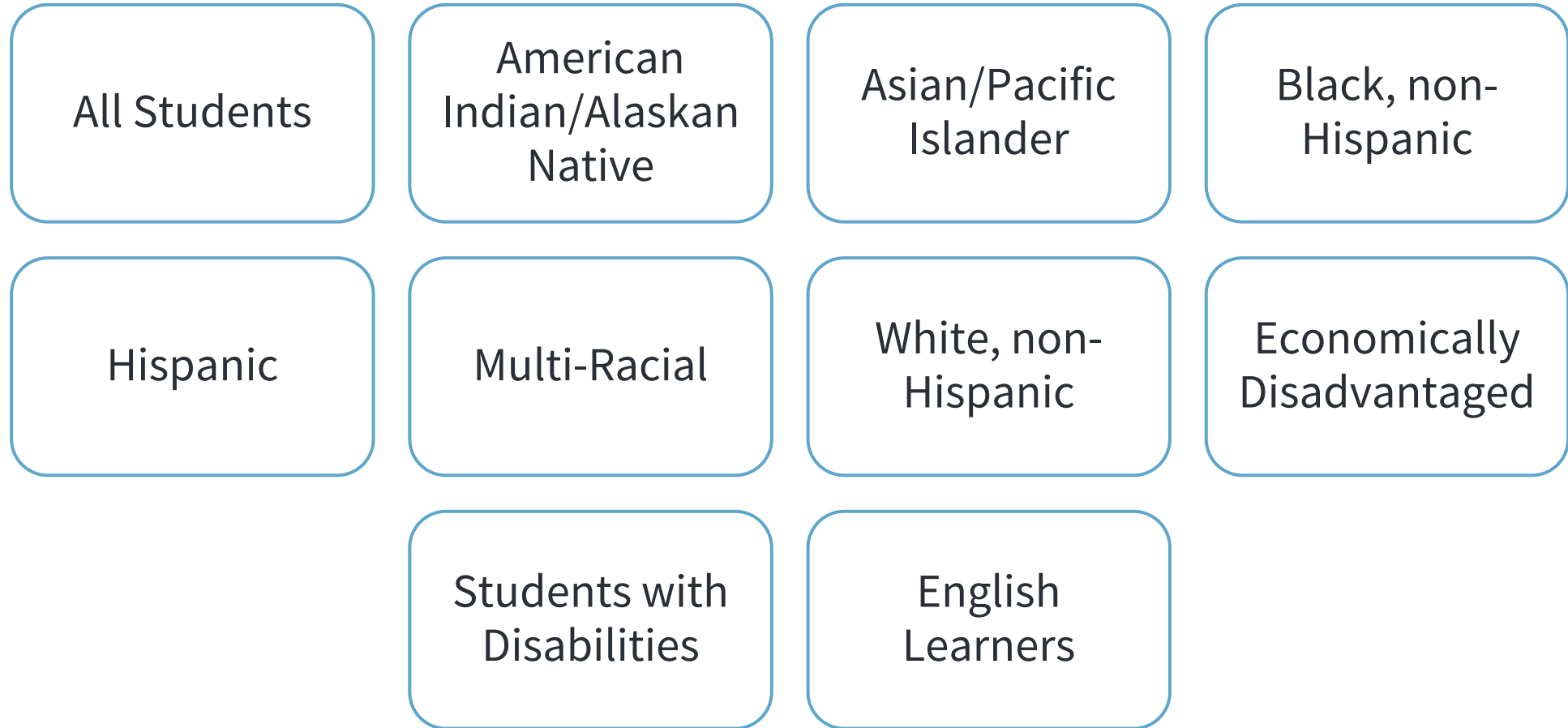
Success in meeting graduation requirements as measured by the four-year graduation rate

The fourth calculation:



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

STUDENT GROUPS CALCULATED



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%

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

Sum of Weighted points for
each Performance Level

=

Performance
Index

STUDENTS WHO COUNT AS UNTESTED

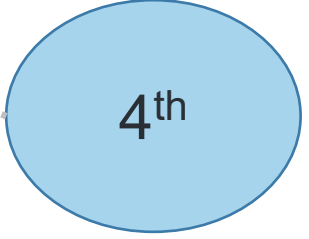
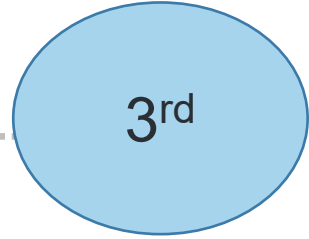
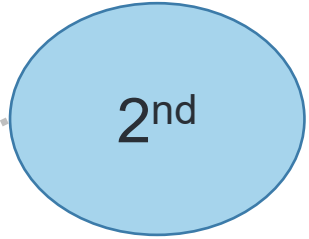
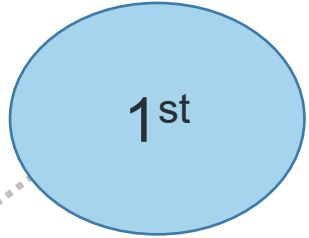
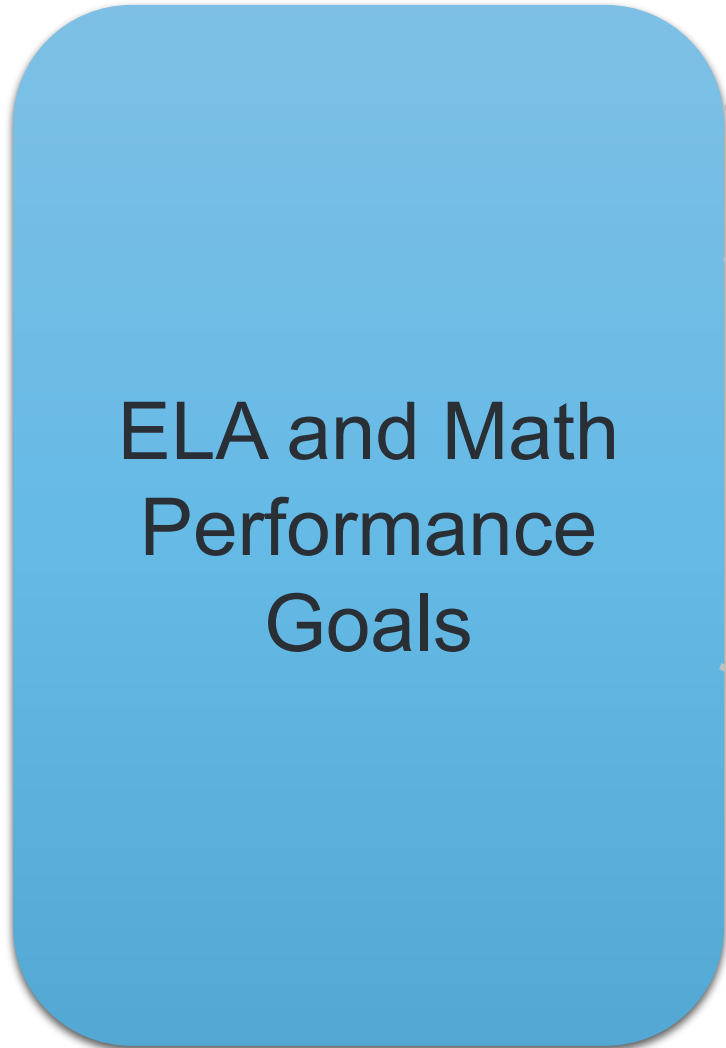
End of Course Assessment

- 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

CALCULATIONS



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

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

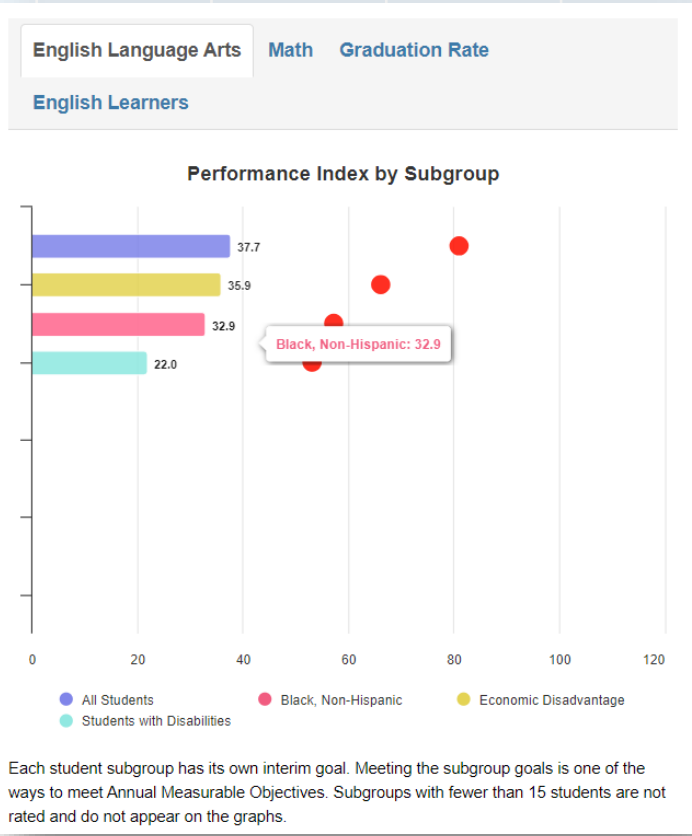
$$\left(\frac{\text{Current Year PI Score} - \text{Previous Year PI Score}}{\text{2031 Goal} - \text{Current Year PI Score}} \times 100 \right) = \left(\frac{\text{Amount of Improvement}}{\text{Current Year Gap to Goal}} \times 100 \right) = \text{Points Earned**}$$

If Value Added score ≥ 1 , then 100 pts earned

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

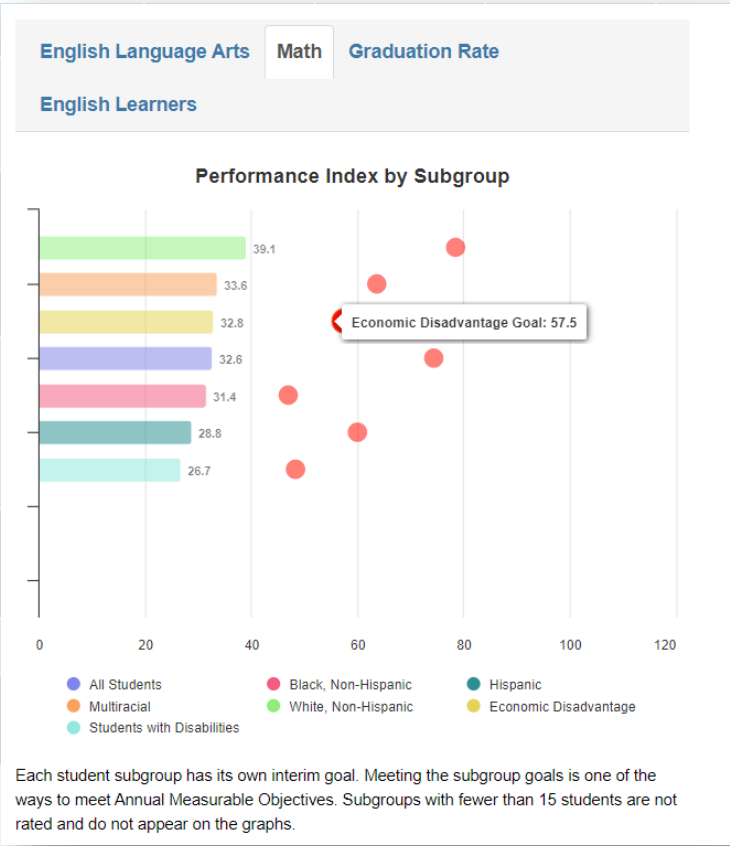
ANNUAL PERFORMANCE GOALS – ENGLISH LANGUAGE ARTS, PERFORMANCE INDEX SCORE

	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	72.45	74.42	76.39	78.36	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	82.43	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	79.10	80.59	82.08	83.57	85.08
White	83.43	84.26	85.09	85.92	86.74	87.57	88.39	89.21	90.03	90.85	91.72



ANNUAL PERFORMANCE GOALS – MATHEMATICS, PERFORMANCE INDEX SCORE

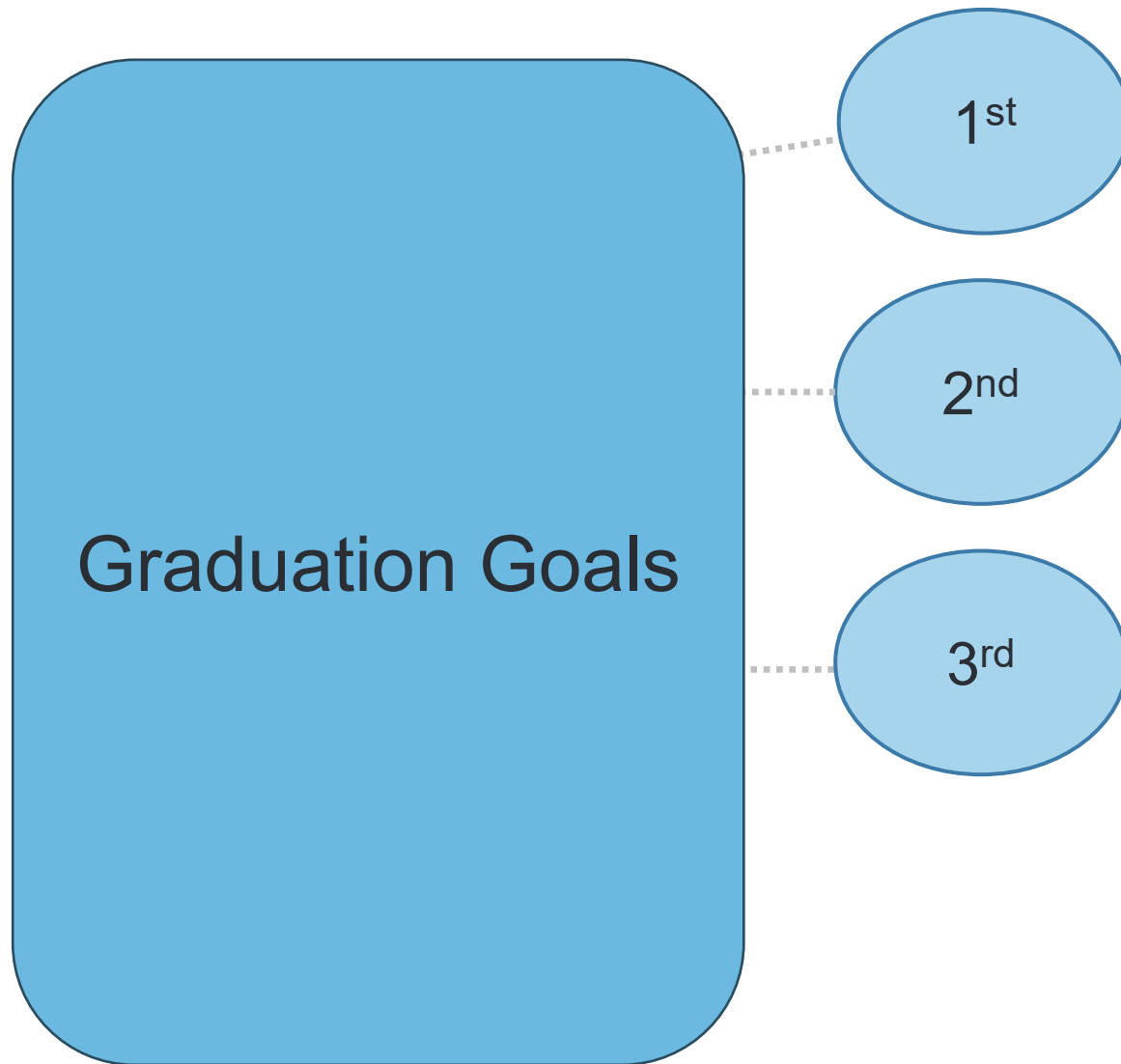
	2020-2021 Baseline	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students	67.91	71.12	74.33	77.54	80.75	83.96	87.16	90.37	93.58	96.79	100
Economic Disadvantaged	52.76	55.12	57.48	59.84	62.21	64.57	66.93	69.29	71.65	74.02	76.38
Students with Disabilities	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					
Black, non-Hispanic	41.14	44.09	47.03	49.97	52.92	55.86					
American Indian or Alaskan Native	58.72	60.79	62.85	64.91	66.98	69.04					
Asian/Pacific Islander/Native Hawaiian	83.09	83.93	84.78	85.62	86.47	87.32					
Hispanic or Latino	55.48	57.70	59.93	62.15	64.38	66.61					
Multi-Racial	59.71	61.72	63.73	65.75	67.76	69.78					
White	76.04	77.23	78.43	79.63	80.83	82.03					



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.



CALCULATIONS



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

$\geq 10\%$ 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 Students with Disabilities	78.40%	79.31%	80.21%	81.12%	82.02%	82.93%	83.83%	84.74%	85.64%	86.55%	87.45%
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%



ENGLISH LANGUAGE PROFICIENCY IMPROVEMENT

Identifying

Step 1: [Language Usage Survey](#)

Step 2: [Ohio English Language Proficiency Screener](#)

Assessing

Step 3: [Ohio English Language Proficiency Assessment](#) or [Alternate Ohio English Language Proficiency Assessment](#)

*2023 and 2024 Report Cards ONLY utilize STR OELPA Scores for EL Proficiency

- OELPA is administered to students identified as English learners in grades K-12 to determine an English learner's progress to English language proficiency and readiness to exit



There are four measurement areas on a 1-5 Scale

Reading
Writing
Listening
Speaking



There are three overall performance levels:

1 - Emerging
2 - Progressing
3 - Proficient



Students with an overall performance level of Proficient may be exited from English learner status.

HOW TO MEET THE GOAL

Students meet target for annual progress




Students reach English proficiency

Overall improvement of 10% or more

If the percentage of all ELs improving or reaching proficiency is greater than or equal to the annual goal, 100 are assigned.

If the percentage of all ELs improving increases by 10%, 100 points are assigned.

EXAMPLE STUDENT FIRST IDENTIFIED IN GRADE 3

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




Initial Score- Grade 3: Reading 3 Listening 4 Writing 2 Speaking 3

Prior Year Score- Grade 4: Reading 4 Listening 4 Writing 2 Speaking 3

Current Year Score- Grade 5: Reading 3 Listening 5 Writing 3 Speaking 3

PR =14 CY=14 Student did NOT meet Improvement for CY

EXAMPLE STUDENT FIRST IDENTIFIED IN GRADE 9

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

Initial Score- Grade 9: Reading 2 Listening 2 Writing 1 Speaking 2

Prior Year Score- Grade 11: Reading 4 Listening 4 Writing 3 Speaking 3

Current Year Score- Grade 12: Reading 4 Listening 5 Writing 4 Speaking 4

PR =14 CY=Exits Student did meet goal

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
Student K	1	13	2	15	MET
Student L	2	5	3	8	MET
Student M	1	10	2	12	MET
Student N	1	10	1	11	MET
Student O	2	10	1	11	NOT MET

10 out of 15 student met the Improvement Measure = 67%

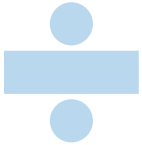
LONG-TERM GOALS: ENGLISH LANGUAGE PROFICIENCY IMPROVEMENT INDICATOR

ENGLISH LEARNER PROFICIENCY IMPROVEMENT INDICATOR INTERIM AND LONG-TERM GOALS											
	2020-2021 Baseline	2021 - 2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
English Learners	39.5%	43.05%	46.6%	50.15%	53.7%	57.25%	60.8%	64.35%	67.9%	71.45%	75%

67% Meets the Goal for 2023

2021-2022 Rate	2022-2023 Rate	Improvement %	Met
31.6%	26.9%	-9.7%	No

CY Met % -
PY Met %
26.9%-31.6%
= -4.7



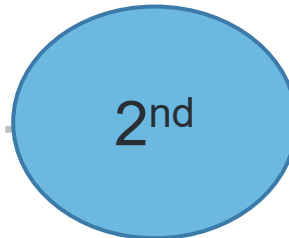
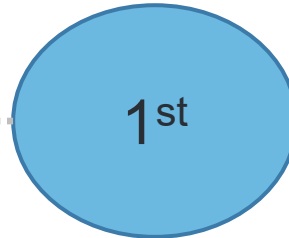
Long Term Goal -
CY Met %
75%-26.9%
= 48.10



Improvement
%
-9.7%



CALCULATIONS



CY Progress toward EL
Proficiency score is $\geq 46.60\%$,
then 100 pts earned

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

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

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

Participation Rate 92.3%

281.4/400

Preliminary score

= 70 pts

Less Deduct

= -5 pts

Component Points

65 pts

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

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, GRADUATION

Combined Graduation Rate

- 4-Year Rate
- 5-Year Rate
- 6-Year Rate
- 7-Year Rate
- 8-Year Rate

Combined Graduation Rate

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

 **29.6%**
Meets Standards

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

4-Year Graduation Rate

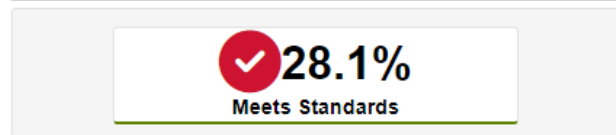
The 4-year graduation rate applies to the Class of 2022 who graduated within four years, i.e. students who entered the 9th grade in the fall of 2018 and graduated by the summer of 2022.



Percentage	Rating
36-100%	Exceeds Standards
8-35.9%	Meets Standards
<8%	Does Not Meet Standards

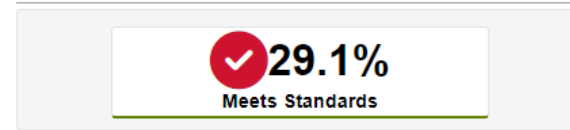
5-Year Graduation Rate

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.



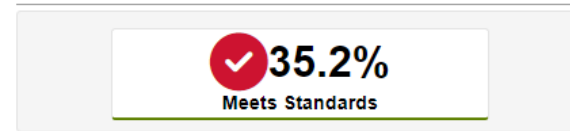
7-Year Graduation Rate

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.



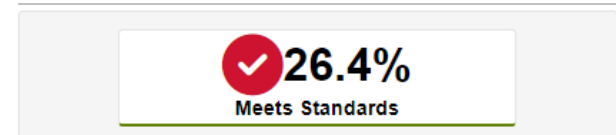
8-Year Graduation Rate

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.



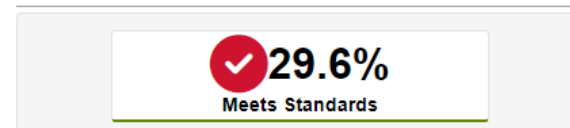
6-Year Graduation Rate

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.



Combined Graduation Rate

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



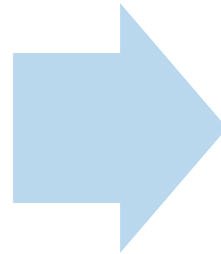
Percentage	Rating
40-100%	Exceeds Standards
12-39.9%	Meets Standards
<12%	Does Not Meet Standards

Data is lagged a year to allow for summer graduates

HOW ARE STUDENTS PLACED IN A COHORT?

Based on first year reported in any public-school Grade 9 or higher using one of the following:

- State Equivalent Grade Level
- Fiscal Year that Student Began Ninth Grade



Based on Federal requirements Friday of the First full week in October

- If enrolled after assigned the following year

INCLUDED IN DENOMINATOR

2023 Cohort (4-Year)

- First time ninth graders in FY2020
- Fiscal Year that Student Began Ninth Grade Element=2020

High School Dropouts

- WITHDRAWAL REASON = Withdrew Due to Truancy/Nonattendance, Pursued Employment/Work Permit, Over 18 Years of Age, Moved, Student Completed Course Requirements but did NOT pas the assessments required to graduate, Non-Attendance According to the 72 Hour Rule, Withdrew due to ORC 3314.26 (non-tested), Withdrew due to non-attendance at internet-based community schools, and no longer eligible to be enrolled in District

Non-graduates

- WITHDRAWAL REASON = Not Applicable

Transfer In

- Enrolled in District during HS

Reinstated Transfer

- WITHDRAWAL REASON = Transferred to Another Ohio School District however, no admission in an Ohio school reported

REMOVED FROM DENOMINATOR

Students Reported in Error

- WITHDRAWAL REASON = Never should have been reported

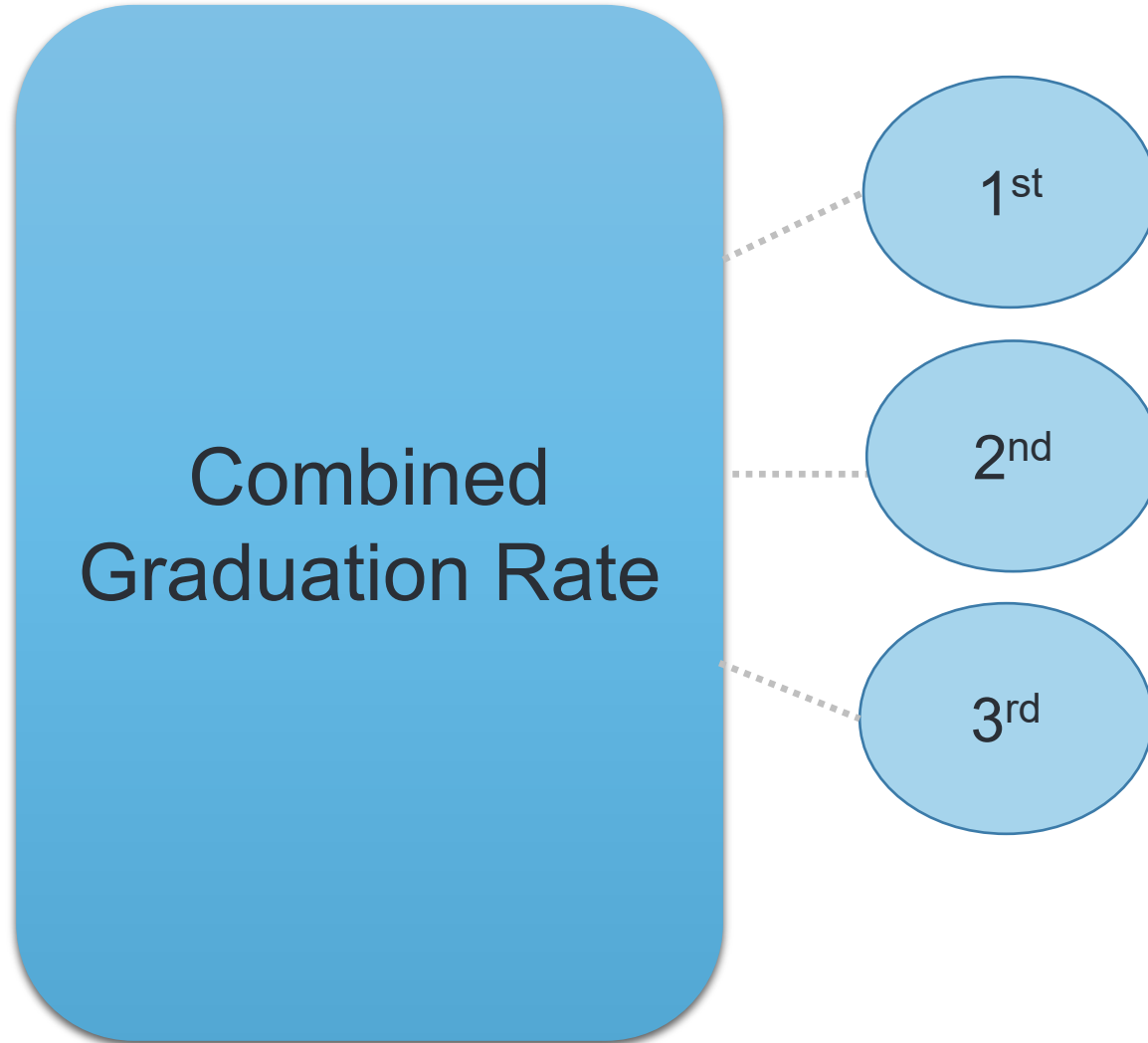
Transfer Out

- WITHDRAWAL REASON = Transferred to another school outside of Ohio, another Ohio school, home education, by court order or adjudication, or out of the United States

Students who are deceased

- WITHDRAWAL REASON = Death

EXAMPLE



Sum Numerator from 4-,5-,6-,7-,8-
Year Rate
 $20+12+20+30+50 = 132$

Sum Denominator from 4-,5-,6-,7-,
,8-Year Rate
 $60+30+40+75+100 = 305$

Numerator divided by
Denominator $132/305 = 43.3\%$

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

Percentage	Rating
$\geq 80\%$	Exceeds Standards
40-79.9%	Meets Standards
$< 40\%$	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%



CONTACT

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



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