

# LEVERAGING THE REPORT --- PORTAL TO ENSURE REPORTING ACCURACY

May 7, 2024

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**Department of  
Education &  
Workforce**

# GOALS

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Provide an overview of the Secure Data Center and reports/visuals available to districts. The presentation will include real data troubleshooting opportunities and strategies EMIS Coordinators, Administrators, and other Data Owners can use to improve data quality and making data-driven decisions.



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# DATA LITERACY

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The **ability to read, understand, analyze, and communicate** with data effectively.

It encompasses the **skills and knowledge required to work with data effectively**, allowing individuals to **extract valuable insights, make informed decisions, and communicate their findings** in a meaningful way.



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Key skills for data teams to perform analyses

Key skills for sharing analyses/information with others

**DATA LITERACY**

Communication

Data visualization

Analytical thinking and problem-solving

Data manipulation and cleaning

Understanding various data types, formats, and sources

**FOUNDATIONS OF DATA LITERACY**



## 1. UNDERSTANDING VARIOUS DATA TYPES, FORMATS, AND SOURCES

This includes knowing where to find relevant data, how it is structured, and how it can be used to address specific business questions.

- Where can you find resources to help you understand your data?
- [Report Card Resources](#)
- [EMIS Resources](#)

- Where can you find data about your students?
  - Your SIS
  - Data Collector
    - Level 2 Reports
    - Gen Issues
    - Files Distributed
  - ODDEX
  - Report Portal
  - Secure Data Center
  - Download Data Files
  - Local Report Card
  - Other places?



## 2. DATA MANIPULATION AND CLEANING

Data often needs to be cleaned, transformed, or aggregated before it can be analyzed. Data literacy includes understanding how to process and prepare data for analysis.

*\*Requires an understanding of the data, format, technical definitions, etc.*



### Data Processing

Gathering, combining, structuring and organizing data



### Department Resources

[EMIS Training Videos | Ohio Department of Education and Workforce](#)

### 3. ANALYTICAL THINKING AND PROBLEM-SOLVING

Data literacy involves the ability to critically assess and interpret data, identify trends and patterns, and draw meaningful conclusions. This requires a strong foundation in analytical thinking and problem-solving skills.

- **Problem Solving** - Evaluate, analyze, draw conclusions, offer different explanations/perspectives
  - **Analytical Thinking** - *use logic and critical thinking to analyze a situation*
    - Breaking complex problems into smaller, more manageable parts to find a solution
    - Cause and effect, similarities and differences, trends, associations between things, inter-relationships between the parts, the sequence of events, ways to solve complex problems, steps within a process, diagramming what is happening
  - **Critical Thinking** - *make reasoned judgments that are logical and well thought out*
    - Logical and reasoned judgement - question and want to make evidence-based decisions
    - “Is that a fact or just an opinion? Is this conclusion based on data or gut feel?” and “If you had additional data could there be alternative possibilities?”
    - conceptualize, apply, analyze, synthesize, and evaluate information to reach an answer or conclusion

# 4. DATA VISUALIZATION

- Being able to effectively visualize data helps make complex information more accessible and understandable. Data literacy includes understanding how to choose appropriate visualizations and present data in a clear and concise manner.
- [10 Types of Charts And Graphs For Data Visualization \(thoughtspot.com\)](https://thoughtspot.com/10-types-of-charts-and-graphs-for-data-visualization/)
- **Understanding Basic Data Visualizations**
  - Pie charts
  - Bar charts
  - Trend lines
  - Scatterplots
  - Area charts
  - Histograms



# DATA VISUALIZATION EXAMPLES

Purpose of the chart	Type of chart to use
Show trends over time.	Column chart, line chart, point chart
Compare data.	Bar chart, column chart
Show the relationship of parts to the whole or highlight proportions.	Pie chart
Show the parts that contribute to the total and compare change over time.	Stacked column chart
Show groups of related data.	Bar chart, column chart
Emphasize the magnitude of change over time.	Area chart
Show the relationship between two measures.	Scatter chart
Show the relationships between three measures.	Bubble chart
Show trends over time or compare data with two measures.	Combination chart
Identify patterns of high and low values.	Tree map

## 5. COMMUNICATION

Effectively communicating data-driven insights is an essential component of data literacy. This involves the ability to explain complex data concepts and insights to non-technical stakeholders in a clear and compelling way.

- Communicating Data-Driven Insights
  - Know your audience
  - Choose the right format
  - Use clear and simple language
  - Choose the right visualizations
  - Tell a compelling story with the data

# IMPACT OF PROMOTING DATA LITERACY

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Promoting data literacy across an organization **empowers team members to make better decisions, identify opportunities, and ultimately drive continuous improvement.** By understanding the impact of data literacy, individuals can appreciate its value and prioritize learning the necessary skills.












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# SECURE DATA CENTER ACCESS, STRUCTURE, AND PROCESSING SCHEDULE

# REQUIRED OEDS ROLES AND SECURITY PROCESS

- To obtain access to the Secure Data Center (SDC) a user must be assigned either the Secure Data Center – Standard Level Access **or** Secure Data Center – Student Level Access roles in [OEDS](#)
  - \*\*Either role will grant the user access to student-level data within the reports
- Security is now based primarily on the IRN as the driver.
  - When logging into the Report Portal system, users will be prompted to select from one or more IRNs to view reports
  - For example, users may be assigned access (via the OEDS SDC role) at the District IRN, School IRN, or a combination of both
  - Users with access to data from multiple IRNs must select the highest level in their hierarchy of access (i.e., District level) to view reports for the entire district
    - This is particularly important for CTPDs who are reviewing data. Lead districts may have access at the member district AND the CTPD level

# SDC ACCESS – OH|ID PORTAL, 1

 <b>CCIP</b> Grant application & planning system Details <a href="#">Open App</a>	 <b>Compliance</b> Tracks grant monitoring, program analysis, data Details <a href="#">Open App</a>	 <b>Data Submission Forms</b> Submit EMIS data appeals & waivers Details <a href="#">Open App</a>	 <b>Educator Licensure and Records (CORE)</b> Apply, renew, and maintain licenses Details <a href="#">Open App</a>	<b>Learning on Demand</b> Learning on Demand - Percipio Learning on Demand Details <a href="#">Open App</a>
 <b>Monitoring</b> Tracks grant monitoring, program analysis, data Details <a href="#">Open App</a>	 <b>myOhio</b> State of Ohio employee intranet with benefit, pay and ePerformance information. Details <a href="#">Open App</a>	 <b>O'Reilly Learning</b> O'Reilly books, videos, learning paths, tutorials, and more. Provided by the State Library of Details <a href="#">Open App</a>	 <b>OHMS Recruiting Center</b> Ohio Hiring Management System Recruiting Center Details <a href="#">Open App</a>	 <b>Report Portal</b> EDU report portal Details <a href="#">Open App</a>

# SDC ACCESS, OH|ID REPORT PORTAL, 2

## Ohio Department of Education Report Portal

Welcome to the new Ohio Department of Education Report Portal! ODE produces many reports providing information on a variety of topics. ODE is in the early stages of transitioning to a new reporting platform, and the Reports Portal currently contains reports for the following topics:

Select a report from the menu to run it. To help you zero in on the specific information you are looking for or to simply explore the data, most reports are interactive via dropdown lists, radio buttons, or check boxes.

### Public Data

Reports for public districts and schools using academic, attendance, enrollment and financial data.

### Secure Data Center

Reports available to Districts and other LEAs depicting local report card measures.

### Finance

Reports about School Foundation Payments and Five Year Forecast.

### Nonpublic Data

Reports for nonpublic schools and homeschool students using academic, enrollment and scholarship data.



# DIFFERENTIATING BETWEEN THE REPORT PORTAL AND SECURE DATA CENTER

## REPORT PORTAL

- Contains the Secure Data Center
- Contains other public reports
  - District/School Dashboards
  - College and Career Readiness Dashboards
    - College Credit Attainment
    - Industry Recognized Credential Attainment
    - Ohio Mean Jobs Readiness Seal Attainment
  - Similar Districts
- Reports are typically released annually
- Reports do not update during reporting windows
- Reports are masked for <10 students
- Reports do not contain SSID-level data

## SECURE DATA CENTER

- Most reports contain unmasked, SSID-level data
  - *Reports within the Local Report Card folder are an exception – they do NOT contain SSID-level data*
- Local Report Card Reports are available as a preview for districts to review and confirm data and prepare for conversations with the community and stakeholders
- Many reports contain additional metrics not located on public-facing reports to assist districts with data-driven decision making and continuous improvement
- Reports update during reporting windows to allow districts to review data prior to appeals and public release of data
- CTPD and Member District reports are available
- Reports for ITCs and Community School Sponsors



# SECURE DATA CENTER TILES

- 1) Tiles are visible based on IRN you have logged into the SDC with.
  - 1) Example: Career and Technical Education tile will only appear for CTPDs and Member districts.
- 2) Underlying reports differ based on IRN you have logged into SDC with.
  - 1) Example 1: Extended graduation rate reports will only appear for Dropout Prevention and Recovery schools.
  - 2) Example 2: District reports will not appear for users with district access if they do not log in with the District IRN.

The screenshot displays the SDC dashboard interface. At the top, there is a dark red navigation bar with a 'Home' dropdown menu on the left and social media icons (Facebook, Twitter, YouTube, Instagram, RSS) on the right. The main content area is a grid of report tiles, each with a red icon, a title, and a brief description:

- Career and Technical Education**: Reports about Career Tech Education data. (Icon: Bar chart)
- Student Attendance**: Reports about Absenteeism and Attendance. (Icon: School building)
- Discipline**: Reports about Disciplinary incidents. (Icon: Document with lines)
- Teacher and Staff**: Reports about Principals, Teachers and Other Staff. (Icon: Two people talking)
- Enrollment**: Reports about Student Enrollment. (Icon: Three people silhouettes)
- Test Results**: Reports about Ohio's State Tests. (Icon: Document with checkmark)
- Financial**: Reports about Expenditures. (Icon: Dollar sign on a document)
- Value Added**: Reports about Value Added data. (Icon: Bar chart with upward arrow)
- Graduation**: Reports about High School Graduation Rates. (Icon: Graduation cap)
- Local Report Card**: Reports depicting local report card measures. (Icon: Medal)
- Improving At-Risk K-3 Readers**: Reports about Diagnostic results, K-3 Literacy and Third Grade Reading Guarantee results. (Icon: Open book)

# SDC DATA PROCESSING SCHEDULE, 1

- Your district/school data as submitted to EMIS
  - Most Reports populated
    - **Monday, Wednesday and Friday**
      - *For example, data reported to ODE on Monday will appear in the SDC on Wednesday. Data reported on Thursday by 5pm will appear on Friday.*
  - CTE/Staff/Teacher/Course/Financial Reports populated
    - **Tuesday and Thursday**
      - *For example, data reported to ODE on Tuesday will appear in the SDC on Thursday. Data reported on Wednesday by 5pm will appear on Thursday.*



# SDC DATA PROCESSING SCHEDULE, 2

- Data is populated based on [EMIS Collection Schedules](#).
- ***\*\*Closely review collection open and close dates. Some collections may NOT have opportunities for Data Appeals.***
- [EMIS Data Appeals | Ohio Department of Education](#)



# STATUS OF REPORTS

[HTTP://EDUCATION.OHIO.GOV/TOPICS/DATA/EMIS/EMIS-DOCUMENTATION/SECURE-DATA-CENTER-STATUS-OF-REPORTS](http://education.ohio.gov/topics/data/emis/emis-documentation/secure-data-center-status-of-reports)

## Secure Data Center - Status of Reports

### SDC Reports and Status of Reports

Reports listed below are available through the Ohio Department of Education and Workforce's Report Portal.

#### Processing Schedule

- » The majority of reports are populated Monday, Wednesday, and Friday. For example, data reported to the Department on Monday will appear in the SDC on Wednesday; data reported on Thursday by 5 p.m. will appear on Friday.
- » A subset of reports--including Career Technical Education, staff, teacher, course, and financial reports--are populated on Tuesdays and Thursdays. For example, data reported to the Department on Tuesday will appear in the SDC on Thursday; data reported on Wednesday by 5 p.m. will appear on Thursday.

#### Report Status Last Updated: April 23, 2024

Tile Name	Report Name	Status	Notes
<b>Local Report Card</b>	District Local Report Card	Ready	Data from 2019 - 2023
	School Local Report Card	Ready	
	Dropout Recovery Program Report Card	Ready	
	CTPD Local Report Card	Ready	Data from 2019 - 2023
	District Absenteeism and Attendance	Ready	



# WHAT REPORTS SHOULD I FOCUS ON AND HOW DO I PREPARE?

# DRIVING QUESTIONS

- 1) **What data are currently being submitted?**

- Review the current EMIS Processing schedule [here](#).
- It is helpful to scroll through to the second page to see the collections arranged by open date.

- 2) **What data are currently available in the SDC?**

- Review the SDC Status of Reports page located [here](#).
- **\*\*\* Reports for the 2024 school year are being released throughout the month of May. Please subscribe to the EMIS Newsflash for updates on report releases!**

# ANALYSIS PREP

- Gather resources
  - 1) Review the [EMIS Manual](#) for understanding reporting elements
  - 2) Review [technical documentation](#) for understanding how reporting feeds into calculations (many are at least loosely based on Report Card calculations)
  - 3) Gather in-house resources for comparison (if possible)
  - 4) Identify any previous reporting challenges

# ASKING QUESTIONS OF YOUR DATA



# REVIEW REPORT INFORMATION

**Ohio** | Department of Education | Enrollment by Student Demographic (District) - Overview

Choose a School Year: 2022-2023 School Year  
Choose a District: All

Gender: Female, Male, Total  
Grade Level: Preschool (Ages 3-5), Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade

Enrollment % of Total: 1,671,645 100.0%

Enrollment % of Total: 220,304 13.2%, 474 0.0%, 147,143 8.8%, 279,546 16.7%

### Report information

The enrollment report shows the number of Full Time Equivalent (FTE) students who were enrolled in a school or district at any time in a school year. It is important to note that the FTE calculation used in this report is different from a headcount calculation. A headcount calculation counts the total number of students enrolled in a school or district on a specific date or series of dates. When reporting headcounts, each student who is enrolled on the date chosen will count as one student in the calculation. A student who withdraws prior to the chosen date is not included in the headcount, nor is a student who enrolls after the chosen date.

For these enrollment reports, all students are included in the calculation if they have any enrollment reported in the school year chosen by the user. Instead of counting all students as one full student, a full-time equivalent (FTE) percent is calculated based on the length of time each student is enrolled. For example, a student who is enrolled for the entire school year equals 1.0 FTE in the calculation; a student who is enrolled for half the school year is 0.5 FTE and a student who is enrolled for ten percent of the year is 0.1 FTE. Once an FTE is assigned to each student, the report sums the numbers to get the total full time equivalent students enrolled during are particular school year.

Demographic Overview | District Disaggregate Data | School Level Disaggregate | Trend | SSID Detail

# ENROLLMENT: OVERVIEW

Overview pages are useful for viewing high level statistics and quickly identifying issues like missing or inaccurate data.

Some questions to ask may include:

- 1) Does the total FTE match your expected total FTE (from another system)?
- 2) Does the FTE align with FTE for previous years?
- 3) Are there any student groups that seem missing, FTE too high, FTE too low?

**Ohio** | Department of Education | Enrollment by Student Demographic (District) - Overview

Choose a School Year: 2022-2023 School Year  
Choose a District: All

Gender	Enrollment	% of Total
Female	810,708	48.5%
Male	860,937	51.5%
<b>Total</b>	<b>1,671,645</b>	<b>100.0%</b>

Race/Ethnicity	Enrollment	% of Total
American Indian or Alaskan Native	2,204	0.1%
Asian or Pacific Islander	48,776	2.9%
Black, Non-Hispanic	280,481	16.8%
Hispanic	123,605	7.4%
Multiracial	102,447	6.1%
White, Non-Hispanic	1,114,132	66.6%
<b>Total</b>	<b>1,671,645</b>	<b>100.0%</b>

Grade Level	Enrollment	% of Total
Preschool (Ages 3-5)	60,794	3.6%
Kindergarten	114,261	6.8%
1st Grade	124,954	7.5%
2nd Grade	117,019	7.0%
3rd Grade	121,129	7.2%
4th Grade	121,595	7.3%
5th Grade	121,063	7.2%
6th Grade	122,666	7.3%
7th Grade	123,812	7.4%
8th Grade	127,816	7.6%
9th Grade	136,856	8.2%
10th Grade	131,344	7.9%
11th Grade	125,362	7.5%
12th Grade	121,020	7.2%
Enrolled, completed course requirements but did not pass graduation test and is attending school.	118	0.0%
Student with disability condition who has completed graduation requirements and elects to remain for further training	1,838	0.1%
<b>Total</b>	<b>1,671,645</b>	<b>100.0%</b>

English Learner Status	Enrollment	% of Total
EL Student in school < 1 year	14,687	0.9%
EL Student in his/her second year	12,509	0.7%
EL Student in trial mainstream program	3,127	0.2%
EL Student	38,976	2.3%
Not an EL Student	1,602,346	95.9%
<b>Total</b>	<b>1,671,645</b>	<b>100.0%</b>

Additional Subgroups	Enrollment	% of Total
Economic Disadvantaged	829,879	49.6%
Homeless Students	24,046	1.4%
Identified as Gifted	226,364	13.5%
Migrant Students	474	0.0%
Received Gifted Services	147,143	8.8%
Student With Disabilities	279,546	16.7%

# ENROLLMENT: DISTRICT DISAGGREGATE

District Disaggregate Detail pages are useful for viewing year-over-year comparison data for a wide range of student groups.

*Some questions to ask may include:*

- 1) Are there significant changes over time in specific student groups?
- 2) Are there student groups that are correlated with each other that can be examined?
  - 1) In this example, Gifted Identification and Gifted Services are selected. These student groups are highly correlated – looking at them together might help to identify reporting issues that might not be identified by viewing one group at a time.

Ohio Department of Education Enrollment by Student Demographic (District) - Disaggregate Detail

Choose a School Year: All  
Choose a District: All  
Choose a Subgroup: Multiple selections

Subgroup	2018-2019 School Year	2019-2020 School Year	2020-2021 School Year	2021-2022 School Year	2022-2023 School Year
Identified as Gifted	249,669	248,172	230,377	227,561	226,364
Not Identified as Gifted	1,466,643	1,464,616	1,433,598	1,444,638	1,445,281
Receive Gifted Services	146,049	149,898	130,890	140,406	147,143
Did not Receive Gifted Services	1,570,262	1,562,890	1,533,086	1,531,792	1,524,502

Subgroup Selections:  
 All Students  
 Gender  
 Race/Ethnicity  
 Economic Disadvantaged  
 Students with Disabilities  
 English Learner  
 Identified as Gifted  
 Received Gifted Services  
 Homeless Students  
 Migrant Students  
 Identified as Gifted - Creative T

Navigation: District Disaggregate Data | School Level Disaggregate | Trend | SSID Detail

# ENROLLMENT: SCHOOL DISAGGREGATE

School Disaggregate Detail pages are useful for identifying reporting issues for specific schools within a district.

*Some questions to ask may include:*

- 1) Are there any school IRNs that are missing data?
- 2) Are there any school IRNs that have significant changes in data over time?
- 3) Are there any school IRNs whose student group-level data seems inaccurate?

Ohio Department of Education Enrollment by Student Demographic (School) - Disaggregate Detail

Choose a School Year: All | Choose a District: [Redacted] | Choose a Subgroup: All Students

District IRN	School IRN	School Name	Subgroup	2018-2019 School Year	2019-2020 School Year	2020-2021 School Year	2021-2022 School Year	2022-2023 School Year
			All Students	535	537	472	470	519
			All Students	453	475	140	238	251
			All Students	381	385	397	393	393
			All Students	0				
			All Students	452	443	408	380	374
			All Students	1,313	1,319	1,283	1,264	1,299
			All Students	509	627	629	644	693
			All Students	226	207	230	245	251
			All Students	481	467	414	426	434
			All Students	600	587	542	582	540
			All Students	548	539	501	535	527
			All Students	432	399	349	378	389
			All Students	532	551	517	561	565
			All Students	647	663	570	573	568
			All Students	560	593	631	619	623
			All Students	583	600	507	481	485
			All Students	491	473	432	430	445
			All Students	81	76	71	76	65
			All Students	1,874	1,856	1,788	1,819	1,850
			All Students	1,794	1,834	1,822	1,824	1,775
			All Students	876	891	899	907	756
			All Students				522	638
			All Students	552	540	547		
			All Students	680	687	685	653	633
			All Students	593	612	610	604	669
			All Students	207	164	84	154	154
			All Students			9	18	18
			All Students	737	757	651	710	758
			All Students	703	602	523	542	542



# ENROLLMENT: SSID

The SSID level reports contain a variety of student demographic information that is useful in understanding how students may appear in Local Report Card measures.

In this example, enrollment FTE is reported on the far-right hand side of the report, and various other student-related data elements are listed.

You can search by SSID to easily find individual records for students. This data can also be exported for comparison to your system data.

Ohio Department of Education Enrollment by Student Demographic (District) - SSID Detail

Choose a School Year: 2022-2023 School Year | Choose a District: All | Choose SSID: All

Gender	Race/Ethnicity	Economic Disadvantaged	English Learner	Student with Disability	Disability Code	Homeless Student	Migrant Student	Military Student	Identified as Gifted	Received Gifted Services	Grade Level	LEA Relationship	Enroll Reason	Sent Reason	Enro
Female	Asian	Y	N	N	**	N	N	*	N	N	10	1	*	**	1.
Female	Hispanic	Y	N	N	**	N	N	*	N	N	06	1	*	**	1.
Female	White, Non-Hispanic	Y	N	N	**	N	N	*	N	N	02	1	9	**	1.
Female	Black, Non-Hispanic	Y	N	N	**	Y	N	*	N	N	02	1	*	**	0.
Female	Multiracial	Y	N	N	**	N	N	*	N	N	02	1	*	**	0.
Female	White, Non-Hispanic	Y	N	N	**	N	N	*	N	N	06	1	9	**	1.
Male	Black, Non-Hispanic	Y	N	Y	05	N	N	*	N	N	PS	1	*	**	0.
Male	Black, Non-Hispanic	Y	N	N	**	N	N	*	N	N	PS	1	E	**	1.
Female	White, Non-Hispanic	Y	N	N	**	N	N	*	N	N	KG	1	*	**	1.
Female	Black, Non-Hispanic	Y	N	N	**	N	N	*	N	N	02	1	M	**	1.
Female	Multiracial	Y	N	N	**	N	N	*	N	N	KG	1	*	**	1.
Male	Black, Non-Hispanic	Y	N	N	**	N	N	*	N	N	KG	1	*	**	0.
Male	Black, Non-Hispanic	Y	N	N	**	N	N	*	N	N	KG	1	*	**	0.
Male	Black, Non-Hispanic	Y	N	N	**	N	N	*	N	N	KG	1	M	**	0.
Female	Black, Non-Hispanic	Y	N	N	**	N	N	*	N	N	03	1	*	**	0.
Female	Black, Non-Hispanic	Y	N	N	**	N	N	*	N	N	03	1	*	**	0.
Female	White, Non-Hispanic	Y	N	N	**	N	N	*	N	N	07	1	*	**	0.
Female	White, Non-Hispanic	Y	N	N	**	N	N	*	N	N	07	1	*	**	0.
Female	Black, Non-Hispanic	Y	N	N	**	N	N	*	Y	N	03	1	*	**	1.
Female	Hispanic	Y	S	N	**	N	N	*	N	N	01	1	*	**	0.
Female	Hispanic	Y	S	N	**	N	N	*	N	N	01	1	*	**	0.
Female	Hispanic	Y	S	N	**	N	N	*	N	N	01	1	M	**	0.
Female	White, Non-Hispanic	Y	N	N	**	N	N	*	N	N	KG	1	*	**	0.
Female	White, Non-Hispanic	Y	N	N	**	N	N	*	N	N	08	1	*	**	0.
Female	White, Non-Hispanic	Y	N	N	**	N	N	*	N	N	08	1	*	JV	0.
Male	Black, Non-Hispanic	Y	N	Y	15	N	N	*	N	N	05	1	*	**	1.
Female	Black, Non-Hispanic	Y	L	N	**	N	N	*	N	N	KG	1	*	**	1.
															1,671



# INVESTIGATING GRADUATION RATE DATA ISSUE

# 4-YEAR GRADUATION RATE: OVERVIEW



Department of Education

## 4-Year Longitudinal Graduation Rate (District) - Demographic Overview

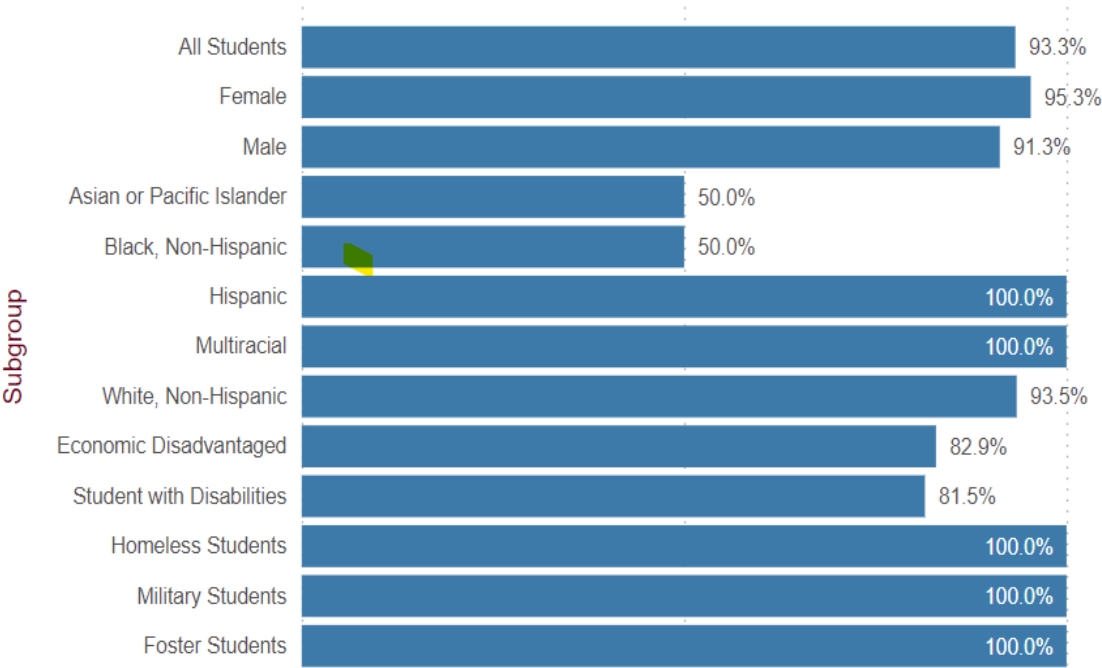
Choose a Graduation Cohort

Class of 2023

Choose a District

Subgroup	Graduates	Non-Graduates	4-Year Graduation Rate
All Students	237	17	93.3%
Female	122	6	95.3%
Male	115	11	91.3%
Asian or Pacific Islander	1	1	50.0%
Black, Non-Hispanic	1	1	50.0%
Hispanic	6	0	100.0%
Multiracial	14	0	100.0%
White, Non-Hispanic	215	15	93.5%
Economic Disadvantaged	34	7	82.9%
Student with Disabilities	22	5	81.5%
Homeless Students	2	0	100.0%
Military Students	4	0	100.0%
Foster Students	1	0	100.0%

4-Year Graduation Rate by Subgroup



Demographic Overview

District Disaggregate

Trend

SSID Detail

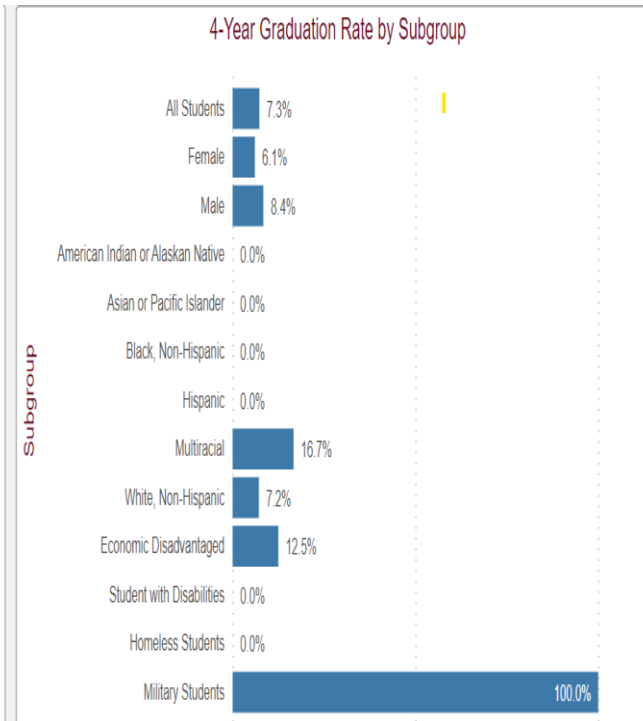
School Disaggregate



# IDENTIFY THE POTENTIAL REPORTING ISSUE(S)

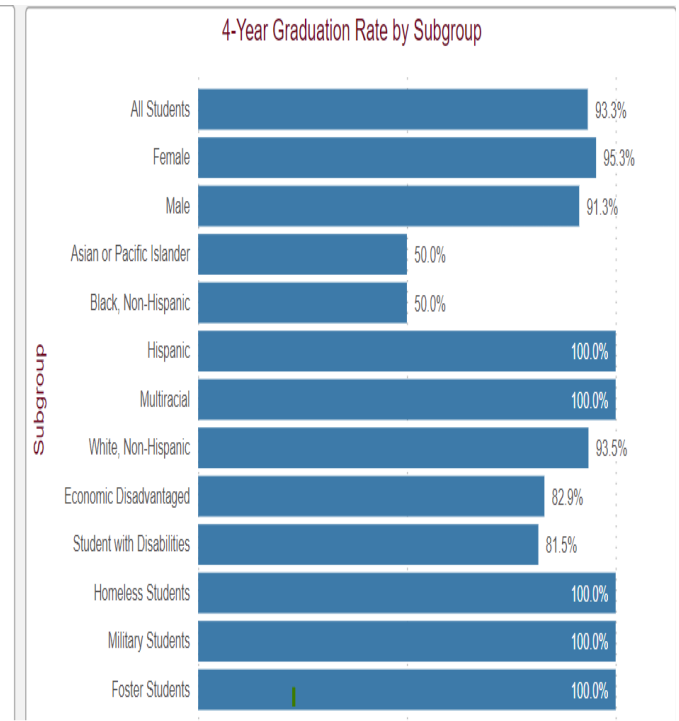
## WHAT I SEE

Subgroup	Graduates	Non-Graduates	4-Year Graduation Rate
All Students	18	228	7.3%
Female	7	108	6.1%
Male	11	120	8.4%
American Indian or Alaskan Native	0	1	0.0%
Asian or Pacific Islander	0	3	0.0%
Black, Non-Hispanic	0	2	0.0%
Hispanic	0	5	0.0%
Multiracial	2	10	16.7%
White, Non-Hispanic	16	207	7.2%
Economic Disadvantaged	4	28	12.5%
Student with Disabilities	0	24	0.0%
Homeless Students	0	1	0.0%
Military Students	1	0	100.0%



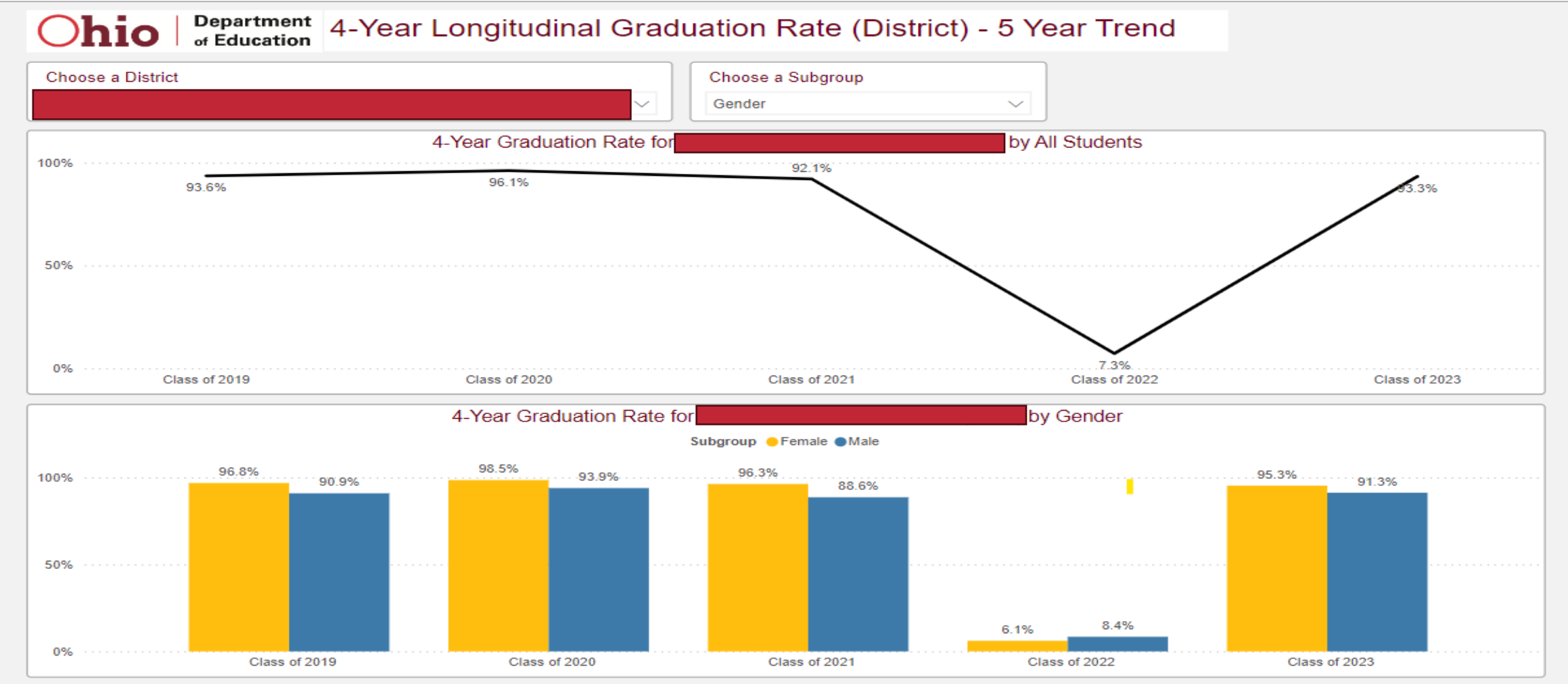
## WHAT I EXPECT TO SEE

Subgroup	Graduates	Non-Graduates	4-Year Graduation Rate
All Students	237	17	93.3%
Female	122	6	95.3%
Male	115	11	91.3%
Asian or Pacific Islander	1	1	50.0%
Black, Non-Hispanic	1	1	50.0%
Hispanic	6	0	100.0%
Multiracial	14	0	100.0%
White, Non-Hispanic	215	15	93.5%
Economic Disadvantaged	34	7	82.9%
Student with Disabilities	22	5	81.5%
Homeless Students	2	0	100.0%
Military Students	4	0	100.0%
Foster Students	1	0	100.0%





# 4-YEAR GRADUATION RATE - TREND



# 4-YEAR GRADUATION RATE: SSID, 1

The SSID detail on this report lists the graduation-related student groups.

Examining the technical documentation for graduation rate can help you understand why students may count in one group for graduation rate purposes and not for other measures.

This tab also lists whether the student will count in the state, federal, or both graduation rate calculations (also explained in technical documentation).

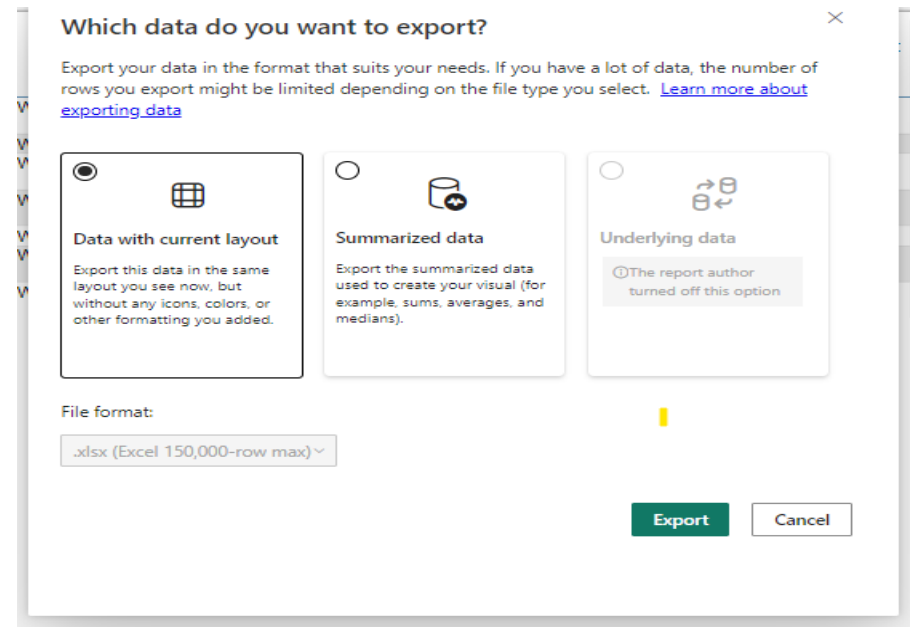
Gender	Race/Ethnicity	ED Status	EL Status	Student with Disability	Homeless Student	Migrant Student	Foster Student	Adjudicated Youth	Military Student	Diploma Type	Met Federal Requirement	Count	State Grad Outcome
Female	White, Non-Hispanic	Y	N	N	N	N	N	N	*	Diploma with Honors	Y	1	Graduate
Female	White, Non-Hispanic	N	Y	N	N	N	N	N	*	Regular Diploma	Y	1	Graduate
Female	White, Non-Hispanic	N	N	N	N	N	N	N	*	Non-Graduate	N	1	Non-Graduate
Female	White, Non-Hispanic	N	N	N	N	N	N	N	*	Regular Diploma	Y	1	Graduate
Male	Black, Non-Hispanic	N	Y	N	N	N	N	N	*	Non-Graduate	N	1	Non-Graduate
Male	Black, Non-Hispanic	Y	N	N	N	N	N	N	*	Regular Diploma	Y	1	Graduate
Male	Hispanic	N	N	N	N	N	Y	N	*	Regular Diploma	Y	1	Graduate
Male	Black, Non-Hispanic	Y	N	N	N	N	N	N	*	Regular Diploma	Y	1	Graduate
Male	Hispanic	N	N	N	N	N	N	N	*	Regular Diploma	Y	1	Graduate
Male	White, Non-Hispanic	N	N	N	N	N	N	N	*	Regular Diploma	Y	1	Graduate
Male	White, Non-Hispanic	Y	N	N	N	N	N	N	*	Regular Diploma	Y	1	Graduate
Male	Black, Non-Hispanic	Y	Y	N	Y	N	Y	N	*	Regular Diploma	Y	1	Graduate
Male	White, Non-Hispanic	N	N	N	N	N	N	N	*	Regular Diploma	Y	1	Graduate
Male	White, Non-Hispanic	N	N	N	N	N	N	N	*	Regular Diploma	Y	1	Graduate
Female	White, Non-Hispanic	N	N	N	N	N	N	N	*	Diploma with Honors	Y	1	Graduate
Female	White, Non-Hispanic	N	N	N	N	N	N	N	*	Diploma with Honors	Y	1	Graduate
Male	Hispanic	N	Y	N	N	N	N	N	*	Non-Graduate	N	1	Non-Graduate
Female	White, Non-Hispanic	N	N	N	N	N	N	N	*	Regular Diploma	Y	1	Graduate
Female	Hispanic	Y	N	N	N	N	N	N	*	Non-Graduate	N	1	Non-Graduate
Female	White, Non-Hispanic	N	N	N	N	N	N	N	*	Diploma with	Y	1	Graduate

# 4-YEAR GRADUATION RATE: SSID, 2

It may be useful to export the data for further review.

Additional questions to ask may include:

- 1) Of the additional data elements reported on the page (in this case diploma type and meeting state/federal requirements), does the distribution of the data appear accurate?
- 2) Do all expected codes appear? (e.g., diploma type)
- 3) You can use Pivot tables and other tools in your Excel toolbox to analyze the additional data points that don't appear in other visuals within the reports!



	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	Gender	Race/Ethnicity	ED Status	EL Status	Student with Disabilities	Homeless	Migrant	Foster	Adjudicated Youth	Military	Diploma Type	Met Federal Requirement	Count	State Grad Outcome
2	Female	White, Non-Hispanic	N	N	N	N	N	N	N	*	Career Tech Honors Diploma	Y	1	Graduate
3	Male	White, Non-Hispanic	N	N	N	N	N	N	N	*	Regular Diploma	Y	1	Graduate
4	Female	White, Non-Hispanic	N	N	N	N	N	N	N	*	Diploma with Honors	Y	1	Graduate
5	Female	White, Non-Hispanic	N	N	N	N	N	N	N	*	Diploma with Honors	Y	1	Graduate
6	Male	White, Non-Hispanic	N	N	N	N	N	N	N	*	Regular Diploma	Y	1	Graduate
7	Female	White, Non-Hispanic	N	N	N	N	N	N	N	*	Career Tech Honors Diploma	Y	1	Graduate
8	Male	White, Non-Hispanic	N	N	N	N	N	N	N	*	Non-Graduate	N	1	Non-Graduate



# INVESTIGATING ACCELERATION DATA ISSUE

# DISTRICT TEST RESULTS: OVERVIEW

- 1) **CRITICAL:** Verify that the assessments listed fully encompass the assessments given in your district/school with your assessment coordinator.
- 2) Review technical documentation for the Achievement calculations to assist in understanding Proficiency percentages and assignment of Proficiency Levels.
- 3) Review [Where Kids Count](#) technical documentation to understand how some students may or may not factor into Report Card calculations

Ohio Department of Education District Test Results - Overview

Choose a School Year: All | Choose a District: All

Grade Level	School Year Subject	2018-2019 School Year			2019-2020 School Year			2020-2021 School Year			2021-2022 School Year			2022-2023 School Year		
		At Least Proficient	Tested Count	%	At Least Proficient	Tested Count	%	At Least Proficient	Tested Count	%	At Least Proficient	Tested Count	%	At Least Proficient	Tested Count	%
Third Grade	English Language Arts	87,182	130,727	66.7%	53,993	122,242	44.2%	61,402	118,268	51.9%	74,639	124,800	59.8%	77,777	124,859	62.3%
	Mathematics	84,642	126,178	67.1%				63,028	113,093	55.7%	70,985	120,956	58.7%	75,325	121,079	62.2%
Fourth Grade	English Language Arts	80,713	127,599	63.3%				64,329	114,803	56.0%	74,841	119,733	62.5%	71,578	121,585	58.9%
	Mathematics	94,582	127,233	74.3%				67,663	113,822	59.4%	75,844	119,275	63.6%	80,886	121,054	66.8%
Fifth Grade	English Language Arts	90,702	129,899	69.8%				74,804	115,364	64.8%	78,219	121,423	64.4%	81,582	120,955	67.4%
	Mathematics	80,115	128,196	62.5%				54,635	113,937	48.0%	64,331	120,159	53.5%	67,610	119,526	56.6%
	Science	84,389	129,760	65.0%				66,300	114,547	57.9%	76,314	121,296	62.9%	77,262	120,928	63.9%
Sixth Grade	English Language Arts	73,667	131,258	56.1%				61,773	118,915	51.9%	68,104	122,083	55.8%	67,296	122,278	55.0%
	Mathematics	77,874	129,587	60.1%				53,700	116,903	45.9%	59,842	120,708	49.6%	60,322	120,605	50.0%
Seventh Grade	English Language Arts	87,985	129,923	67.7%				71,973	120,748	59.6%	76,141	126,180	60.3%	79,740	123,109	64.8%
	Mathematics	71,843	124,858	57.5%				50,725	114,477	44.3%	54,929	120,555	45.6%	55,557	116,680	47.6%
Eighth Grade	English Language Arts	73,502	126,063	58.3%				64,436	122,370	52.7%	67,662	128,353	52.7%	73,217	127,370	57.5%
	Mathematics	58,120	101,497	57.3%				42,140	99,020	42.6%	45,216	105,134	43.0%	49,067	105,790	46.4%
	Science	86,564	126,973	68.2%				71,930	121,006	59.4%	80,265	127,493	63.0%	81,323	127,015	64.0%
High School	Algebra I	75,432	123,496	61.1%	1,671	5,293	31.6%	61,923	125,252	49.4%	70,695	144,285	49.0%	73,403	138,627	53.0%
	American US Government	100,259	129,151	77.6%	26,235	36,063	72.7%	82,742	113,338	73.0%	90,511	122,861	73.7%	90,414	125,938	71.8%
	American US History	104,353	133,682	78.1%	8,623	12,362	69.8%	76,095	111,400	68.3%	92,878	136,231	68.2%	93,708	134,479	69.7%
	Biology	101,155	137,318	73.7%	6,423	9,684	66.3%	83,982	129,790	64.7%	89,651	138,713	64.6%	89,663	140,885	63.6%
	English Language Arts I	90,678	132,866	68.2%	893	2,791	32.0%	1,264	3,414	37.0%				274	1,476	18.6%
	English Language Arts II	89,169	135,001	66.1%	3,003	6,827	44.0%	80,841	130,432	62.0%	83,979	137,327	61.2%	83,278	137,297	60.7%
	Geometry	62,349	125,132	49.8%	1,653	7,201	23.0%	47,932	117,075	40.9%	51,082	123,743	41.3%	52,516	126,638	41.5%
	Mathematics I	4,137	9,510	43.5%	117	633	18.5%	1,230	3,406	36.1%	1,415	3,847	36.8%	1,420	3,624	39.2%
	Mathematics II	3,550	10,022	35.4%	116	886	13.1%	1,349	5,637	23.9%	1,054	3,094	34.1%	1,063	3,249	32.7%
	Physical Science	40	293	13.7%				2	2	100.0%						
	Science										14	14	100.0%	25	25	100.0%



# IDENTIFY THE POTENTIAL REPORTING ISSUE(S)

## WHAT I SEE

Grade Level	School Year Proficiency Level Description Subject	2022-2023 School Year										Total			
		Untested		Limited		Basic		Proficient		Accomplished		Advanced		Count	%
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
Third Grade	English Language Arts			35	9.4%	55	14.8%	62	16.7%	97	26.1%	122	32.9%	371	100.0%
	Mathematics			72	19.4%	39	10.5%	80	21.6%	87	23.5%	93	25.1%	371	100.0%
Fourth Grade	English Language Arts			47	12.4%	64	16.9%	77	20.3%	95	25.1%	96	25.3%	379	100.0%
	Mathematics			60	15.8%	30	7.9%	63	16.6%	97	25.6%	129	34.0%	379	100.0%
Fifth Grade	English Language Arts			31	8.9%	51	14.7%	71	20.4%	86	24.7%	109	31.3%	348	100.0%
	Mathematics	1	0.3%	60	17.3%	45	13.0%	92	26.5%	85	24.5%	64	18.4%	347	100.0%
	Science	1	0.3%	26	7.5%	101	29.1%	75	21.6%	85	24.5%	59	17.0%	347	100.0%
Sixth Grade	English Language Arts	1	0.2%	42	10.2%	96	23.2%	102	24.7%	109	26.4%	63	15.3%	413	100.0%
	Mathematics	5	1.2%	57	13.8%	74	17.9%	118	28.6%	76	18.4%	83	20.1%	413	100.0%
Seventh Grade	English Language Arts	3	0.8%	31	8.5%	59	16.3%	70	19.3%	98	27.0%	102	28.1%	363	100.0%
	Mathematics	3	0.8%	81	22.3%	63	17.4%	97	26.7%	89	24.5%	30	8.3%	363	100.0%
Eighth Grade	English Language Arts	2	0.5%	58	15.5%	61	16.3%	126	33.6%	78	20.8%	50	13.3%	375	100.0%
	Mathematics	6	2.5%	86	35.7%	42	17.4%	86	35.7%	14	5.8%	7	2.9%	241	100.0%
	Science	5	1.3%	34	9.1%	51	13.6%	89	23.7%	126	33.6%	70	18.7%	375	100.0%
High School	Algebra I	2	0.5%	79	19.4%	95	23.3%	105	25.8%	93	22.9%	33	8.1%	407	100.0%
	American US Government	6	1.5%	17	4.3%	58	14.7%	204	51.6%	64	16.2%	46	11.6%	395	100.0%
	American US History	6	1.5%	22	5.4%	84	20.4%	164	39.9%	61	14.8%	74	18.0%	411	100.0%
	Biology	5	1.2%	45	10.6%	65	15.3%	161	37.8%	48	11.3%	102	23.9%	426	100.0%
	English Language Arts I			3	60.0%	2	40.0%							5	100.0%
	English Language Arts II	1	0.2%	41	9.6%	89	20.9%	140	32.9%	95	22.4%	59	13.9%	425	100.0%
	Geometry	3	0.7%	94	23.0%	83	20.3%	120	29.3%	70	17.1%	39	9.5%	409	100.0%
	Mathematics I					2	66.7%	1	33.3%					3	100.0%
<b>Total</b>		50	0.7%	1,021	13.5%	1,307	17.3%	2,104	27.8%	1,654	21.9%	1,430	18.9%	7,566	100.0%

## WHAT I EXPECT TO SEE

Grade Level	School Year Proficiency Level Description Subject	2021-2022 School Year										Total					
		Untested		Limited		Basic		Proficient		Accomplished		Advanced		Advanced Plus		Count	%
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
Not Applicable	Not Applicable			4	50.0%	3	37.5%			1	12.5%					8	100.0%
Third Grade	English Language Arts	0	0.0%	25	6.9%	66	18.1%	67	18.4%	83	22.8%	123	33.8%			364	100.0%
	Mathematics			59	16.3%	37	10.2%	78	21.5%	85	23.4%	100	27.5%	4	1.1%	363	100.0%
Fourth Grade	English Language Arts	2	0.6%	40	11.5%	49	14.1%	78	22.5%	89	25.6%	88	25.4%	1	0.3%	347	100.0%
	Mathematics	1	0.3%	46	13.2%	33	9.5%	57	16.4%	107	30.7%	102	29.3%	2	0.6%	348	100.0%
Fifth Grade	English Language Arts	3	0.8%	36	9.1%	57	14.5%	86	21.8%	117	29.7%	95	24.1%			394	100.0%
	Mathematics	3	0.8%	80	20.3%	54	13.7%	111	28.2%	80	20.3%	65	16.5%	1	0.3%	394	100.0%
	Science	3	0.8%	35	8.9%	88	22.3%	87	22.1%	79	20.1%	101	25.6%	1	0.3%	394	100.0%
Sixth Grade	English Language Arts	4	1.1%	41	11.5%	72	20.3%	94	26.5%	91	25.6%	53	14.9%			355	100.0%
	Mathematics	4	1.1%	61	17.2%	50	14.1%	98	27.6%	66	18.6%	76	21.4%			355	100.0%
Seventh Grade	English Language Arts	3	0.8%	32	8.8%	64	17.7%	82	22.7%	90	24.9%	90	24.9%	1	0.3%	362	100.0%
	Mathematics	3	0.8%	86	23.8%	51	14.1%	106	29.4%	92	25.5%	22	6.1%	1	0.3%	361	100.0%
Eighth Grade	English Language Arts	11	2.9%	81	21.4%	63	16.6%	108	28.5%	65	17.2%	51	13.5%			379	100.0%
	Mathematics	12	5.0%	91	37.6%	51	21.1%	71	29.3%	17	7.0%					242	100.0%
	Science	16	4.2%	43	11.3%	48	12.7%	75	19.8%	122	32.2%	75	19.8%			379	100.0%
High School	Algebra I	5	1.1%	97	20.4%	115	24.2%	95	20.0%	73	15.4%	53	11.2%	37	7.8%	475	100.0%
	American US Government	18	4.4%	15	3.7%	58	14.2%	200	48.9%	59	14.4%	59	14.4%			409	100.0%
	American US History	30	6.7%	43	9.6%	78	17.5%	168	37.7%	61	13.7%	66	14.8%			446	100.0%
	Biology	12	2.6%	65	13.9%	85	18.2%	138	29.6%	49	10.5%	118	25.3%			467	100.0%
	English Language Arts II	5	1.1%	47	10.6%	79	17.8%	164	36.9%	96	21.6%	51	11.5%	2	0.5%	444	100.0%
	Geometry	7	1.6%	116	27.2%	87	20.4%	91	21.3%	62	14.5%	49	11.5%	15	3.5%	427	100.0%
	Mathematics I	2	66.7%					1	33.3%							3	100.0%
	Mathematics II							1	100.0%							1	100.0%
<b>Total</b>		144	1.9%	1,143	14.8%	1,288	16.7%	2,056	26.6%	1,584	20.5%	1,437	18.6%	65	0.8%	7,717	100.0%

# NEXT STEPS

- Review the technical documentation for Achievement to understand what EMIS elements identify students as accelerated and how the proficiency level bump is assigned
- Review the EMIS Manual for reporting instructions for Acceleration
  - **Note** – *Acceleration reporting has changed as of 2023*
  - **CRITICAL:** Stay up to date with the most recent [EMIS Changes](#) to understand how these may impact upcoming reporting

**OTHER POTENTIAL ISSUES THAT  
MAY NOT BE AS EASY TO IDENTIFY**



# DISTRICT TEST RESULTS: SSID

**CRITICAL:** Ensure all applicable test types are reported. This information can be verified with your Assessment Coordinator.

- Most districts administer either AP or IB exams.
- These exams can be reported in multiple manifests (ANACC and GRAD).
- *Only assessments reported in ANACC are included in these reports, consistent with Report Card Achievement calculations*

## Other questions to ask may include:

- 1) What students are counting on the report card?
  - 1) *The count column will contain a 1 for student assessments that are included in report card Achievement calculations and a 0 for student assessments that are not.*
- 2) Are any students missing?
  - 1) *Export the data and compare to your in-house resource. Make sure to review technical documentation to understand why students are missing.*
  - 2) **A common scenario for missing students is misreporting or misunderstanding of the Majority of Attendance IRN that drives Accountability placement ([Where Kids Count](#)).**

Grade Level	Subject Code	Subject Description	Assessment Type	Score Not Reported Reason	Assessment Score	Count
High School	AP02	Biology	Advanced Placement Assessment		1	1
High School	AP02	Biology	Advanced Placement Assessment		2	1
High School	AP02	Biology	Advanced Placement Assessment		2	1
High School	AP02	Biology	Advanced Placement Assessment		2	1
High School	AP02	Biology	Advanced Placement Assessment		2	1
High School	AP02	Biology	Advanced Placement Assessment		2	1
High School	AP32	American US Government	Advanced Placement Assessment		3	1
High School	AP32	American US Government	Advanced Placement Assessment	Accomplished	3	1



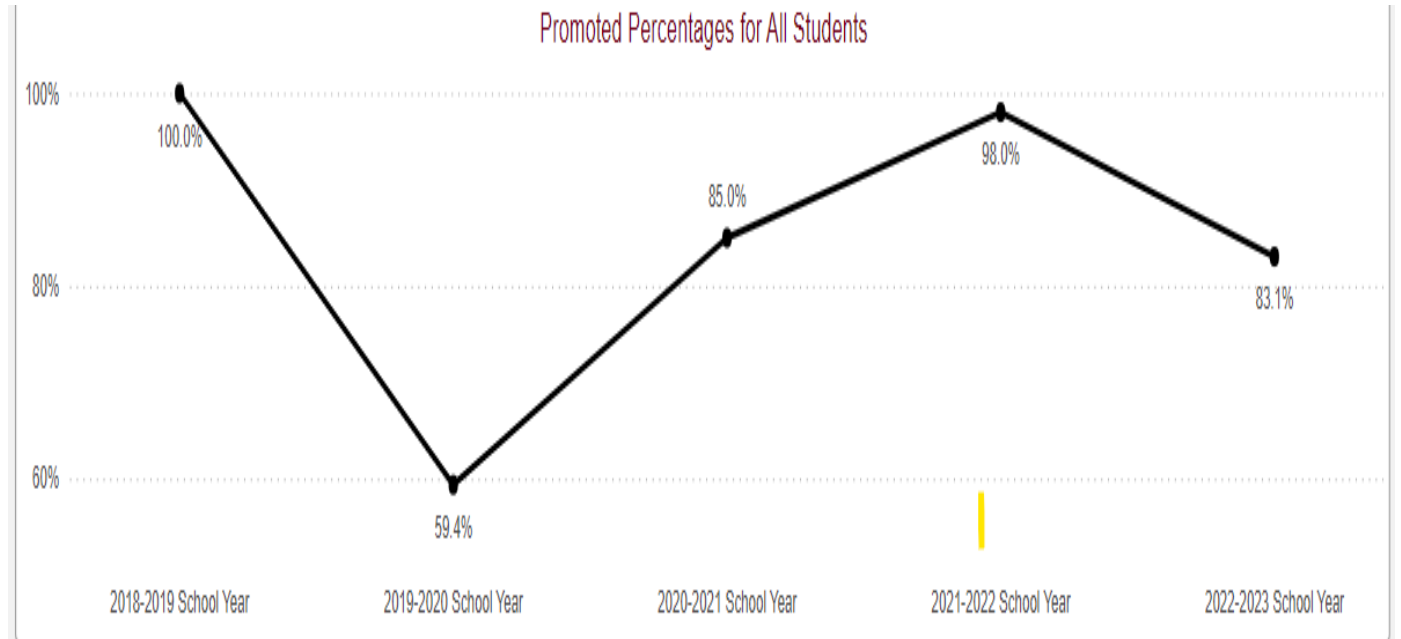
# DISTRICT TGRG: 5-YEAR TREND

**Trend charts are helpful for viewing changes in percentages over time.**

In general, trends tend to be relatively stable.

Significant swings in one direction or another over time could indicate data quality issues.

Other potential reasons include 1) changes in measurement – *always review technical documentation* and 2) demographic changes or 3) changes in educational policy/practice.



# DISTRICT DIAGNOSTIC RESULTS: OVERVIEW

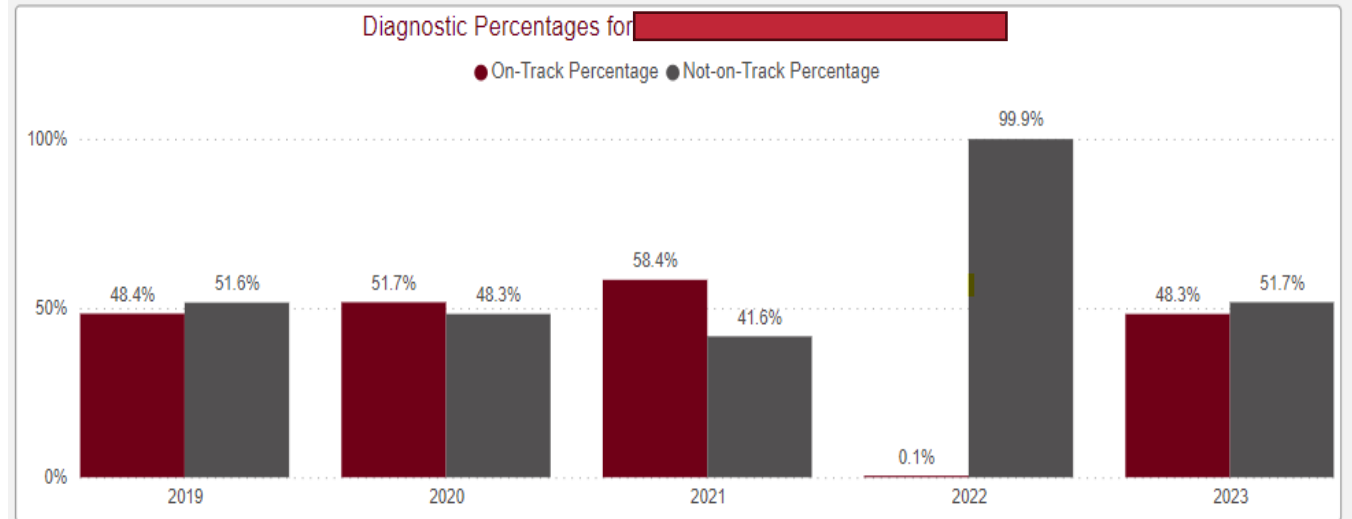
This report clearly shows a significant issue in reporting directly on the Overview page.

**CRITICAL:** It is important to understand the impact that prior year data have on Local Report Card measures.

These data impact the Improving At-Risk K-3 Readers measure on the Report Card for 2 years, as the previous year becomes the baseline for the next year.

*\*Realistically, many data points from a prior year can have a significant impact on current year Report Card calculations. This is why early and frequent data review and analysis is key to helping tell your district's/school's success story!*

Diagnostic Result	2022-2023 School Year					
	Assessed, on track		Not Required reported; time in district required diagnostic		Required, not on track	
Grade Level	Count	% of Grand Total	Count	% of Grand Total	Count	% of Grand Total
Kindergarten	504	18.6%	2	0.1%	139	5.1%
1st Grade	349	12.9%	9	0.3%	315	11.6%
2nd Grade	204	7.5%	9	0.3%	479	17.7%
3rd Grade	249	9.2%	5	0.2%	442	16.3%
<b>Total</b>	<b>1,306</b>	<b>48.3%</b>	<b>25</b>	<b>0.9%</b>	<b>1,375</b>	<b>50.8%</b>



# TROUBLESHOOTING ISSUES

- 1) Identify the specific data elements within EMIS and their collection in relation to the issues you are investigating. Are there one or more elements/collections that may factor into the data points you are investigating?
- 2) Double check the timing of your submission and the timing of the report refresh schedule. Are the data just out of sync?
- 3) Double check your submission – did you submit valid but incorrect data? (i.e., all students in the submission marked as non-graduates)
- 4) Check for any gen issues or Level 2 reports that may assist in identifying or explaining anomalies
- 5) If the calculation is complex, ensure that you understand all the technicalities that may impact what you are seeing
- 6) Contact your ITC and enter an EMIS HelpDesk ticket if you still have questions related to reporting/SDC reports

# QUESTIONS?

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**Department of  
Education &  
Workforce**

