LOCAL REPORT CARDS UNLOCKING INSIGHTS

October 9, 2024

Strong Principals, Strong Schools
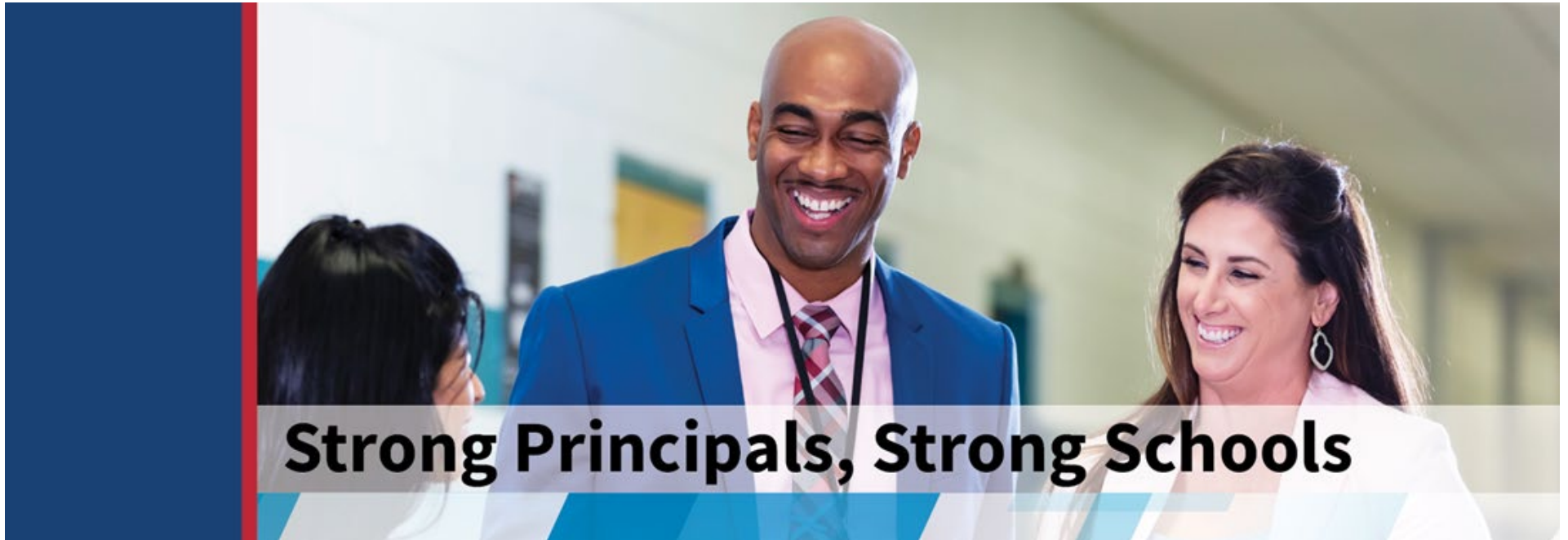
Today's Agenda

- Welcome & Updates
- Guest Speaker – Jessica Lauric, Office of Accountability
- Q & A
- Next Chat – Date

Ohio Department of Education & Workforce

Leadership Supports Webpage

- Administrative Calendar
- Resources

schooladmin@education.ohio.gov

Ohio Principal Leadership Supports

Ohio Principal Leadership Supports
Strong Principals, Strong Schools

The Ohio Department of Education and Workforce is committed to supporting all educators, including principals and assistant principals. A recent report on principal impact from the Wallace Foundation states, **"Principals really matter. Indeed, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership."** From promoting a positive culture and climate to acting as the instructional leader, principals and assistant principals play an invaluable role in our schools.

PRINCIPAL CHATS

Click on the buttons below to find information to support the work of principals and assistant principals.

- Administrator's Calendar
- Educator Licenses
- Professional Development
- Associations
- Higher Education
- Resources

SAS/EVAAS Webinar Series for Administrators

Click or Scan Below to Register!

https://bit.ly/Starting-Point-Webinars-24

Message from OAESA and OASSA

Now is the time to join your professional organization!

- OAESA Membership

- OASSA Membership

OAESA Events: https://oaesa.org/events/

OASSA Events: https://oassa.org/conferences/

Second-in-Command
October 24, 2024 ◆ OAESA Office Building

The "Second-in-Command" position is a diverse role with unique challenges. Join OAESA to explore the essential practices for school leadership, and make meaningful connections with colleagues across the state in similar roles.

AI Conference
October 31- November 1, 2024 ◆ Hilton Columbus at Easton

This OAESA/OASSA event will bring Eric Curts of Control Alt Achieve to lead educators and educational leaders in practical strategies to embrace the tools of AI. Sessions will include up-to-date "best practices," harnessing AI tools, and warnings against potential pitfalls when working with AI.

Visit our website, oaesa.org/events, for registration information and additional details regarding each of these professional development opportunities.

Literacy Summit

November 7, 2024 ◆ Virtual via Zoom

Attend the virtual Literacy Summit, designed to provide valuable tools to support the literacy needs of your staff and students. Come and learn about strategies and solutions that make reading accessible and attainable for ALL learners.

Secretaries Conference

November 21-22, 2024 ◆ Hilton Columbus at Polaris

Your office is the hub of the whole school, and this is your opportunity to give your essential office staff the tools to help them be successful in every situation. This practical, hands-on conference will take your secretary —and your school— to the next level.

Visit our website, oaesa.org/events, for registration information and additional details regarding each of these professional development opportunities.

OHIO STANDARDS FOR PRINCIPALS | 2018

Leadership		
Standard 1: Mission, Vision and Core Values	The effective educational leader develops, advocates and enacts a shared mission, vision and core values.
Standard 2: Ethics and Professional Norms	The effective educational leader acts ethically and according to professional norms.
Standard 3: School Improvement	The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.

Learning		
Standard 4: Curriculum, Instruction and Assessment	The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.
Standard 5: Professional Capacity of School Personnel	The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.

Culture		
Standard 6: Equity and Cultural Responsiveness	The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.
Standard 7: Community of Care and Support	The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.
Standard 8: Meaningful Engagement of Families and Community	The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.

Management		
Standard 9: Strategic Staffing	The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.
Standard 10: School Operations	The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

UNLOCKING INSIGHTS

Building Effective Data Teams to support
Ohio's Traditional Report Cards

JESSICA
LAURIC

Education Program Specialist

Office of Accountability

GOALS OF THIS PRESENTATION

Understanding Data Literacy: Its Definition and Significance

Explore the concept of data literacy, its components, and its critical importance in today's data-driven world within education.

The Role and Importance of Data Teams

Discuss the essential functions of data teams within a district and outline the potential roles and responsibilities of team members.

Locating and Utilizing Data and Technical Resources for Traditional Report Cards

Identify key data resources available for traditional report cards and provide guidance on how to effectively utilize these resources for quality data reporting and analysis.

FOUNDATIONS OF DATA LITERACY

DATA LITERACY

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.**

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.

Vendors- Vendor Help Desk

Your SIS- ITC (SIS Helpdesk)

Data Collector- ITC (EMIS Helpdesk)

- Level 2 Reports
- Gen Issues
- Files Distributed

ODDEX- ITC (EMIS Helpdesk)

- Records

Report Portal- Data Manager or Accountability email

- Public Data (Advanced Reports and School Recovery Dashboards)
- Secure Data Canter

Download Data Files- Data Manager or Accountability email

Local Report Card- Accountability email

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.

Gathering, combining, structuring and organizing data*

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

EMIS Alliance Training	Excel Tips & Tricks
	Troubleshooting EMIS Reports
	Troubleshooting Report Card Data
Department webpages	EMIS Training
	Report Card Training

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.

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, diagraming 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)](thoughtspot.com)

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

3C'S OF DATA LITERACY

Comprehension

- **Data Analysis:** The capacity to perform basic data analysis, such as calculating averages, identifying correlations, and conducting descriptive statistics.
- **Data Interpretation:** The skill to draw meaningful conclusions and insights from data, considering the broader context and implications.
- **Data Visualization:** The ability to create and interpret visual representations of data, like charts and graphs, to aid in understanding.

Communication

- **Data Storytelling:** The art of crafting narratives around data to make it relatable and compelling to diverse audiences.
- **Visualization Design:** Creating well-designed charts, graphs, and dashboards that convey information clearly and concisely.
- **Effective Reporting:** Developing reports and presentations that highlight key findings and recommendations from data analysis.

Critical Thinking

- **Data Evaluation:** The ability to assess the quality, reliability, and credibility of data sources and methods of data collection.
- **Hypothesis Testing:** Using data to test hypotheses and make data-driven decisions.
- **Ethical Considerations:** Recognizing and addressing ethical issues related to data, such as privacy, consent, and potential biases.

DISTRICT DATA TEAMS

District Data Teams are **pivotal in driving educational excellence** and **fostering a culture of data literacy**. These teams are dedicated to analyzing and utilizing data to **enhance student achievement** and **overall district performance**.

IMPACT OF PROMOTING DATA LITERACY

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.

BUILD YOUR DATA TEAM- KEY MEMBERS

Remember, a diverse set of knowledge and skills among team members ensures that the data collected can be disseminated throughout school operations, leading to informed decision-making and improved educational outcomes.

- Superintendent
- Treasurer
- EMIS Coordinator
- Principal and Vice Principal
- Curriculum Director
- Guidance Counselor
- Special Education Coordinator
- Testing Coordinator
- School Psychologist
- Lead Teachers
- Regional Data Leads (RDL)

WHEN TO REVIEW?

Districts should **not** wait on EMIS reports to begin validation of data

- District personnel know the district's data better than the Department
- Report what happened, reach out to EMIS support at contracted ITC if not sure

Data in local software to verify before reported to the Department through EMIS

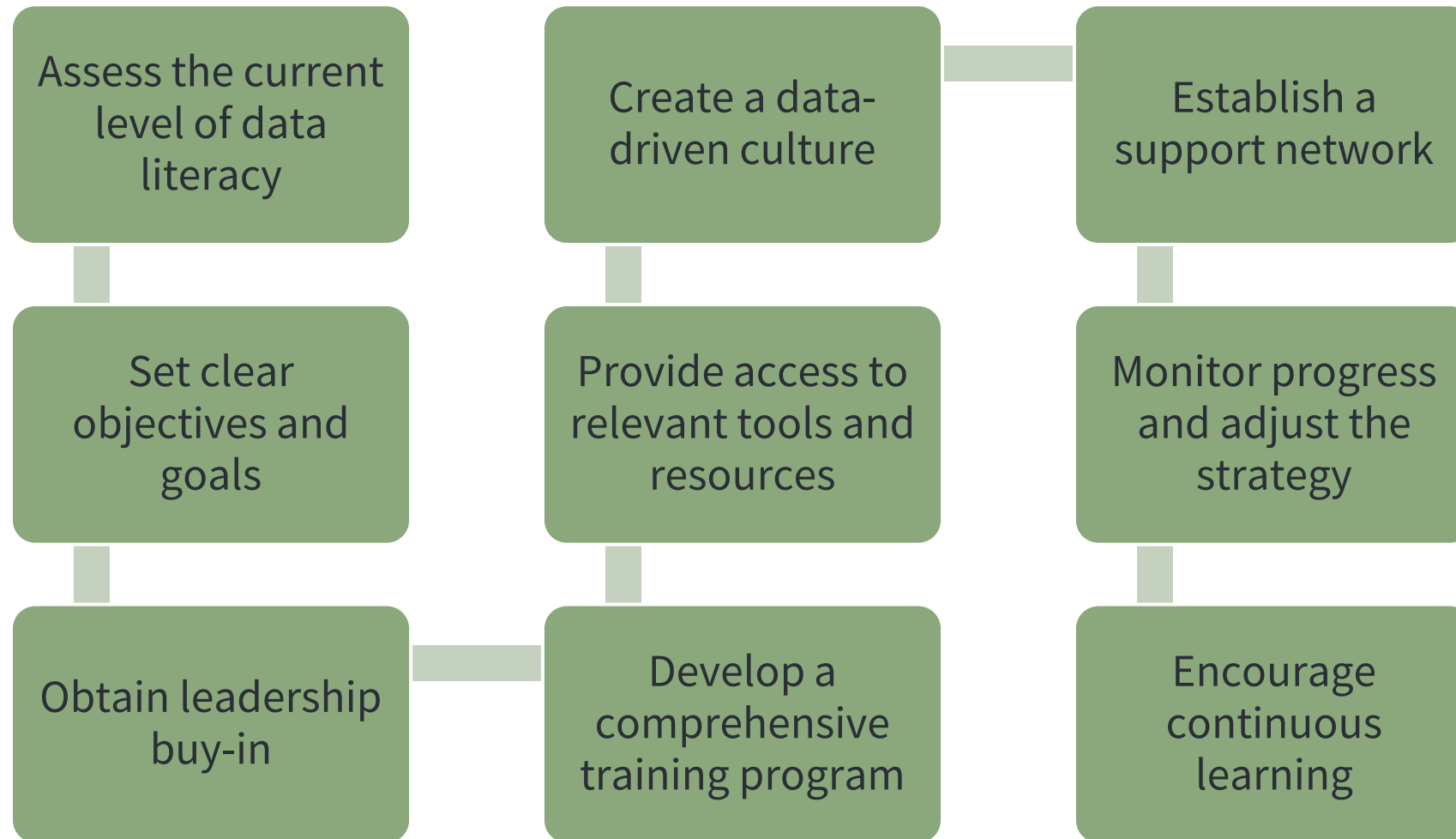EMIS Reports available through the Data Collector

ODDEX Modules to verify data about students reported or shared with other districts

Secure Data reports to validate to Report Card Data and Other Reports for analysis

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SUCCESSFULLY PROMOTE AND EXPAND DATA LITERACY TO BUILD AND STRENGTHEN DATA TEAMS

Assess the current level of data literacy

Create a data-driven culture

Establish a support network

Set clear objectives and goals

Provide access to relevant tools and resources

Monitor progress and adjust the strategy

Obtain leadership buy-in

Develop a comprehensive training program

Encourage continuous learning

QUALITY DATA

High-quality data is essential for making well-informed decisions, performing accurate analyses, and developing effective strategies.

Complete	Ensuring data completeness is crucial because incomplete data can lead to inaccurate analyses, poor decision-making, and unreliable outcomes
Valid	Ensuring data validity is crucial for maintaining the integrity and reliability of data analyses and decision-making processes
Accurate	Accurate data is free from errors and precisely captures the intended information, ensuring that analyses and decisions based on this data are trustworthy
Reliable	Reliable data produces the same results under consistent conditions, making it dependable for repeated analyses and decision-making
Useful	Useful data meets the specific needs of its users, providing meaningful insights and supporting effective decision-making
Timely	Timely data is up-to-date and accessible within the required timeframe, ensuring that decisions are based on the most current information

ROLE OF THE DATA STEWARD (PRINCIPALS)

Quality EMIS Data:
The Role of Principals

Why?

The data districts report to the Department through EMIS…
- Help determine state and federal funding
- Drive the school and district performance results on the Ohio School Report Cards
- Help determine the support and incentives the Department can provide to districts

What?

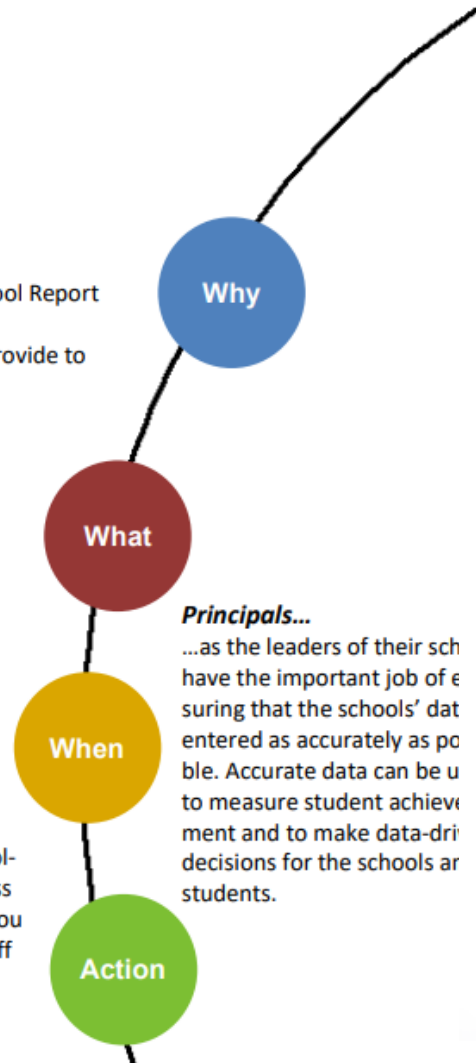Districts report several different categories of data to EMIS…
- Assessment
- Financial
- Graduate
- Staff/Course
- Calendar
- Five-Year Forecast
- Career-Technical Follow-up
- Student

When?

EMIS reporting is year-round. There is no EMIS holiday or summer vacation. There are many different collections by which your district reports data to the Department. There is always at least one collection open; often, there are several open at one time.

Take Action!

EMIS data are available for review in the Secure Data Center, the Data Collector, and the Ohio District Data Exchange. Be sure you are able to access these systems and are familiar with the kinds of data available. Be sure you are aware of reporting deadlines and share that information with the staff responsible for entering the data into local systems.

Why

What

When

Action

Principals…

…as the leaders of their sch
have the important job of e
suring that the schools' dat
entered as accurately as po
ble. Accurate data can be u
to measure student achieve
ment and to make data-dri
decisions for the schools ar
students.

Tips.

1. **Prioritize EMIS Work.** To accurately report all of the above-listed categories of data, your EMIS coordinator will need the assistance of multiple staff members throughout your building and district. Be sure staff are aware of this need.
2. **EMIS Takes Time.** Reporting all of a school's data takes time and is a year-round process. Make sure your staff is available to work with the district's EMIS coordinator on a regular basis and has the time to review reports and complete other EMIS data related tasks.
3. **Training.** EMIS reporting requirements change over time. Encourage your staff to attend professional development and training opportunities. Consider attending with them depending on the topics being discussed.
4. **Regular Data Team Meetings.** Participate in your district's data team meetings to review your school's data and any reporting issues your staff may be encountering.
5. **Stay Current.** Be sure to share and review EMIS data throughout the year in order to avoid major data issues that are difficult and time consuming to resolve at the last minute.
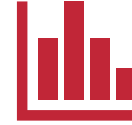
DATA AND TECHNICAL RESOURCES

- Data and technical resources for Ohio's report cards are crucial as they provide **transparent and detailed insights** into the performance and progress of schools and districts, helping educators, parents, and policymakers make informed decisions. These resources ensure **accountability and continuous improvement** in the education system by highlighting areas of success and identifying opportunities for growth.

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.

Report Card Page

Ohio School Report Cards are required by law to provide parents, caregivers, community members, educators and policymakers information about district and school performance — to celebrate successes and identify areas for improvement. The information provides transparent reporting to drive local conversations on continuous improvement and identify schools that need intensive supports. The report cards establish high expectations for the education community while showing progress toward equitable outcomes for all Ohio students.

Report cards are only one part of Ohio's education story. To get a more complete picture, it is essential to visit schools, talk to educators, parents and students, and review school or district websites. Many great things are happening every day in Ohio's schools!

Search for a school or district...

Report Card Resources
Report Card technical documentation and guides

Download Data
Data for a single year for every school or district available in Microsoft Excel format

Advanced Reports
Up to five years of longitudinal data for a single school or district

Rewards & Recognition
Recognition at the state or national level for academic performance

SECURE DATA CENTER

DIFFERENTIATING BETWEEN THE REPORT PORTAL AND SECURE DATA CENTER

- Contains the Secure Data Center

- Contains other public reports

  - Advanced Reports

  - District/School Dashboards

  - College and Career Readiness Dashboards

  - 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

DIFFERENTIATING BETWEEN THE REPORT PORTAL AND 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

- Available to school and district staff
- A way for staff to review data submitted to the department
- Accessed through OH|ID portal
- Must be assigned appropriate OEDS role
- SDC Resources

Secure Data Center

Ohio Revised Code and Ohio Administrative Code require districts to report data to EMIS and to verify and approve all EMIS data. Data should be reviewed and verified prior to the close of the different data collections. This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before the data is final and the Report Cards are released. **The SDC is the main resource districts should use to review Report Card Data.**

To access the SDC, log in to your OH|ID account and select the Report Portal tile. If you do not have the access needed to view the SDC, work with your district's OEDS administrator.

The Secure Data Center – Status of Reports webpage includes a listing of the reports included in the SDC and the years for which the data is available. This is the page to review to determine which data for the coming report card is currently available.

SDC RESOURCES AND HELP
The following resources provide information about the SDC, including information about the data and reports included, how to access the SDC, and how the SDC can benefit your district.

» New EMIS Coordinator Sessions
  - *Report Portal: Secure Data Center (SDC)*, April 19, 2024
  - *Secure Data Center (SDC)*, August 21, 2023
» OAEP Presentation
  - *Report Portal*, May 7, 2024
» Report Card Resources

If the above resources don't answer your questions about navigating the SDC or understanding what you are seeing in the SDC, or if you have other questions about the SDC, please send an email to datamanagement@education.ohio.gov.

For help with EMIS reporting, work with your EMIS coordinator and the documentation posted on the EMIS website. For additional assistance, contact your district's Information Technology Center (ITC).

SECURE DATA CENTER

STATUS OF REPORTS

Secure Data Center - Status of Reports

Reports listed below are available through the Ohio Department of Education and Workforce's Report Portal. For more information about the Secure Data Center (SDC)—including where to find it, how to access it, and where to find help—see the Secure Data Center webpage.

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.

Date Last Updated: July 11, 2024

» Career and Technical Education Tile Reports
» Discipline Tile Reports
» Enrollment Tile Reports
» Financial Tile Reports
» Graduation Tile Reports
» Improving At-Risk K-3 Readers Tile Reports

Improving At-Risk K-3 Readers Tile

Report Name	Status	Notes
District Improving At-Risk K-3 Reader	Ready	
School Improving At-Risk K-3 Reader	Ready	
District Diagnostic Report	Ready	
School Diagnostic Report	Ready	Data from 2020-2024
District Third Grade Reading Guarantee	Ready	
School Third Grade Reading Guarantee	Ready	
District Reading Subscore	Ready	
School Reading Subscore	Ready	Data for 2022-2024

Teacher and Staff Tile

Report Name	Status	Notes
District Principal	Ready	
School Principal	Ready	
District Teacher	Ready	Data from 2020-2024
School Teacher	Ready	
Educators in Your District	Not Ready	

SECURE DATA CENTER

REPORT 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.

Home ⌄

Career and Technical Education
Reports about Career Tech Education data.

Student Attendance
Reports about Absenteeism and Attendance.

Discipline
Reports about Disciplinary incidents.

Teacher and Staff
Reports about Principals, Teachers and Other Staff.

Enrollment
Reports about Student Enrollment.

Test Results
Reports about Ohio's State Tests.

Financial
Reports about Expenditures.

Value Added
Reports about Value Added data.

Graduation
Reports about High School Graduation Rates.

Local Report Card
Reports depicting local report card measures.

Improving At-Risk K-3 Readers
Reports about Diagnostic results, K-3 Literacy and Third Grade Reading Guarantee results.
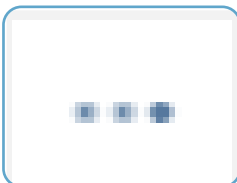
SECURE DATA CENTER

THINGS I NEED TO KNOW

ICONS ON RIGHT EDGE OF SCREEN

Help
- To Display the Help Information

Report Information
- To view the Information

Enter full screen mode
- To view in Full screen mode

Print
- To Print a report

Export
- To export as a CSV file

HOVER OPTIONS AT RIGHT EDGE OF VISUAL

Filters and slicers affecting this visual
- This displays the filters and slicers that are selected

Focus Mode
- This function enlarges the visual and allows the user to examine the visual and the data in more detail

More Options

- Export data
- Show as a table
- Spotlight
- Get insights
- Sort descending
- ✓ Sort ascending
- Sort by

SECURE DATA CENTER

EXAMPLE REPORTS

Enrollment
Reports about Student Enrollment.

District Enrollment
Enrollment for a district as reported on the report card.

School Enrollment
Enrollment for a school as reported on the report card.

Ohio Department of Education & Workforce

Enrollment by Student Demographic (District) - Overview

Choose a School Year

2023-2024 School Year
- ● 2023-2024 School Year
- ○ 2022-2023 School Year
- ○ 2021-2022 School Year
- ○ 2020-2021 School Year
- ○ 2019-2020 School Year

Compare Years

Choose a District

All

	Enrollment	% of Total
	,984	48.5%
	,669	51.5%
	,652	100.0%

Race/Ethnicity	Enrollment	% of Total
American Indian or Alaskan Native	2,367	0.1%
Asian or Pacific Islander	50,575	3.0%
Black, Non-Hispanic	282,275	17.0%
Hispanic	131,562	7.9%
Multiracial	104,302	6.3%
White, Non-Hispanic	1,093,571	65.7%
Total	1,664,652	100.0%

	Enrollment	% of Total
	,327	3.8%
Kindergarten	112,929	6.8%
1st Grade	119,672	7.2%
2nd Grade	124,358	7.5%
3rd Grade	117,592	7.1%
4th Grade	121,080	7.3%
5th Grade	121,994	7.3%
6th Grade	121,456	7.3%
7th Grade	123,073	7.4%
8th Grade	123,897	7.4%
9th Grade	133,913	8.0%
10th Grade	130,081	7.8%
11th Grade	128,388	7.7%
12th Grade	121,068	7.3%
Enrolled, completed course requirements but did has not passed graduation test and is attending school.	69	0.0%
Student with disability condition who has completed graduation requirements and elects to remain for further training	1,754	0.1%
Total	1,664,652	100.0%

English Learner Status	Enrollment	% of Total
EL Student in school < 1 year	19,168	1.2%
EL Student in his/her second year	13,816	0.8%
EL Student	44,560	2.7%
Not an EL Student	1,587,108	95.3%
Total	1,664,652	100.0%

Additional Subgroups	Enrollment	% of Total
Economic Disadvantaged	920,837	55.3%
Homeless Students	25,500	1.5%
Identified as Gifted	225,843	13.6%
Migrant Students	553	0.0%
Received Gifted Services	156,856	9.4%
Student With Disabilities	284,788	17.1%

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

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SECURE DATA CENTER

EXAMPLE REPORTS

Enrollment by Student Demographic (District) - Overview

Choose a School Year: 2023-2024 School Year

Choose a District: All

Gender	Enrollment	% of Total
Female	253	45.8%
Male	300	54.2%
Total	553	100.0%

Grade Level	Enrollment	% of Total
Preschool (Ages 3-5)	10	1.7%
Kindergarten	49	8.8%
1st Grade	29	5.3%
2nd Grade	40	7.2%
3rd Grade	48	8.7%
4th Grade	43	7.8%
5th Grade	50	9.0%
6th Grade	36	6.6%
7th Grade	47	8.5%
8th Grade	42	7.6%
9th Grade	51	9.2%
10th Grade	47	8.5%
11th Grade	42	7.6%
12th Grade	19	3.5%
Total	553	100.0%

Race/Ethnicity	Enrollment	% of Total
American Indian or Alaskan Native	6	1.1%
Asian or Pacific Islander	40	7.2%
Black, Non-Hispanic	47	8.6%
Hispanic	397	71.8%
Multiracial	4	0.6%
White, Non-Hispanic	59	10.7%
Total	553	100.0%

English Learner Status	Enrollment	% of Total
EL Student in school < 1 year	150	27.1%
EL Student in his/her second year	69	12.5%
EL Student	154	27.9%
Not an EL Student	180	32.5%
Total	553	100.0%

Additional Subgroups	Enrollment	% of Total
Economic Disadvantaged	920,837	55.3%
Homeless Students	25,500	1.5%
Identified as Gifted	225,843	13.6%
Migrant Students	553	0.0%
Received Gifted Services	156,856	9.4%
Student With Disabilities	284,788	17.1%

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

By selecting Migrant Students- all tables have changed to only show enrollment data for Migrant Students
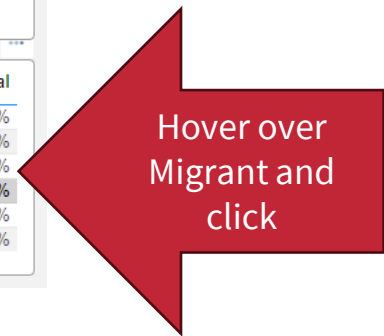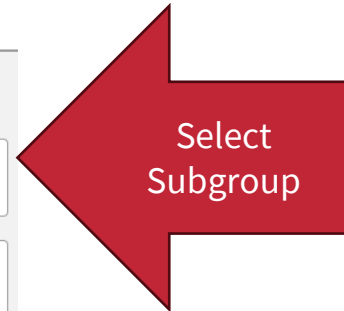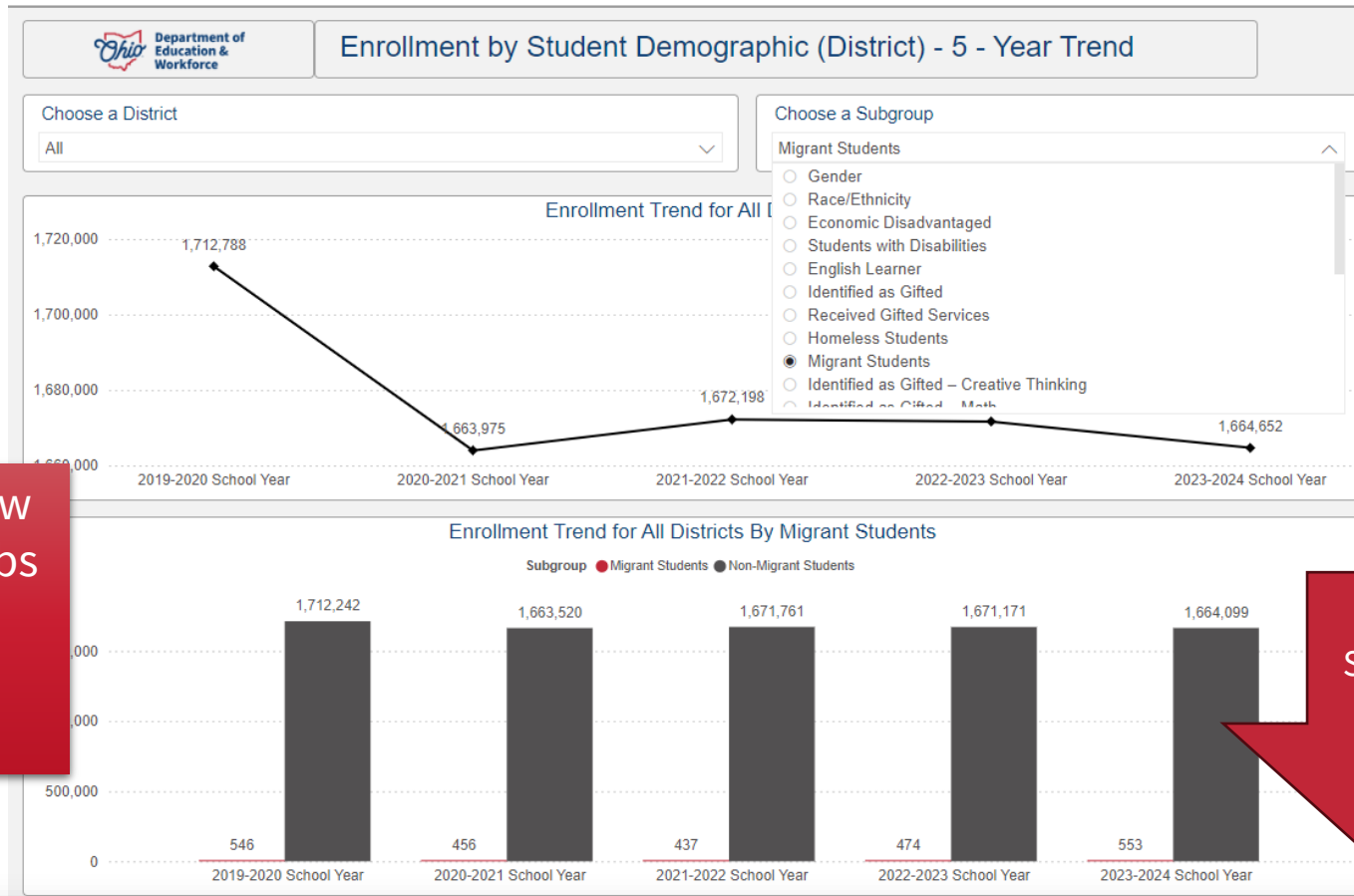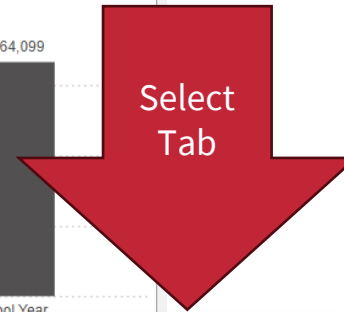
Hover over Migrant and click

SECURE DATA CENTER

TREND EXAMPLE

Department of Education & Workforce

Enrollment by Student Demographic (District) - 5 - Year Trend

Choose a District: All

Choose a Subgroup: Migrant 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 Thinking
- Identified as Gifted – Math

Select Subgroup

Enrollment Trend for All Districts

| 1,712,788 | 1,663,975 | 1,672,198 | | 1,664,652 |

2019-2020 School Year | 2020-2021 School Year | 2021-2022 School Year | 2022-2023 School Year | 2023-2024 School Year

Enrollment Trend for All Districts By Migrant Students

Subgroup ● Migrant Students ● Non-Migrant Students

| 1,712,242 | 1,663,520 | 1,671,761 | 1,671,171 | 1,664,099 |
| 546 | 456 | 437 | 474 | 553 |

2019-2020 School Year | 2020-2021 School Year | 2021-2022 School Year | 2022-2023 School Year | 2023-2024 School Year

Each tile overview will have data tabs to review that pertain to that specific report.

Select Tab

SSID Detail tab will allow districts to drill down to student level data

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

39

SECURE DATA CENTER

SCHOOL REPORTS

School Enrollment
Enrollment for a school as reported on the report card.

Important to Note: Community and STEM Schools will see their data information in the "School" Report Tiles

Enrollment by Student Demographic (School) - Overview

Choose a School Year: 2023-2024 School Year

Choose a School: All

Gender	Enrollment	% of Total
Female	806,984	48.5%
Male	857,669	51.5%
Total	1,664,652	100.0%

Race/Ethnicity	Enrollment	% of Total
American Indian or Alaskan Native	2,367	0.1%
Asian or Pacific Islander	50,575	3.0%
Black, Non-Hispanic	282,275	17.0%
Hispanic	131,562	7.9%
Multiracial	104,302	6.3%
White, Non-Hispanic	1,093,571	65.7%
Total	1,664,652	100.0%

Grade Level	Enrollment	% of Total
Preschool (Ages 3-5)	63,327	3.8%
Kindergarten	112,929	6.8%
1st Grade	119,672	7.2%
2nd Grade	124,358	7.5%
3rd Grade	117,592	7.1%
4th Grade	121,080	7.3%
5th Grade	121,994	7.3%
6th Grade	121,456	7.3%
7th Grade	123,073	7.4%
8th Grade	123,897	7.4%
9th Grade	133,913	8.0%
10th Grade	130,081	7.8%
11th Grade	128,388	7.7%
12th Grade	121,068	7.3%
Enrolled, completed course requirements but did has not passed graduation test and is attending school.	69	0.0%
Student with disability condition who has completed graduation requirements and elects to remain for further training	1,754	0.1%
Total	1,664,652	100.0%

English Learner Status	Enrollment	% of Total
EL Student in school < 1 year	19,168	1.2%
EL Student in his/her second year	13,816	0.8%
EL Student	44,560	2.7%
Not an EL Student	1,587,108	95.3%
Total	1,664,652	100.0%

Additional Subgroups	Enrollment	% of Total
Economic Disadvantaged	920,837	55.3%
Homeless Students	25,500	1.5%
Identified as Gifted	225,843	13.6%
Migrant Students	553	0.0%
Received Gifted Services	156,856	9.4%
Student With Disabilities	284,788	17.1%

Demographic Overview | School Disaggregate Data | Trend | SSID Detail

SECURE DATA CENTER

LOCAL REPORT CARD

Be sure to hover and Read Important Information

SECURE DATA CENTER

EXAMPLE GAP CLOSING

Be sure to follow all sub reports for related report card information

Important to Note: Ratings and measures are not final until the close of all applicable EMIS collection and appeals windows.

KEY RESOURCES

» **2023 Ohio School Report Cards Guide** 📄: A comprehensive document that provides an overview of the performance evaluation system for districts and schools in Ohio.

» **Understanding Student Placement for Ohio's Differentiated Accountability Systems** 📄: This new expanded guide includes the Where Kids Count Methodology as well as definitions and business rules for the Traditional Report Card, the Career Technical Planning District report card, and Dropout Prevention and Recovery Community School Report Card.

» **EMIS/Accountability Crosswalk for Administrators** 📊 The spreadsheet provides estimated timelines for the closure of EMIS collections and appeal dates, assisting districts in scheduling reviews of EMIS data within the Secure Data Center for Report Card purposes. Additionally, the 'Where Can I Find' pages offer breadcrumb trails leading to associated reports in the Download Data, Student Recovery Dashboards, Advanced Reports, and SDC.

Guide to 2023-2024 Ohio School Report Cards — September 2024 — Department of Education & Workforce

Understanding Student Placement for Ohio's Differentiated Accountability Systems — Where Kids Count Methodology and More — 2023-2024 School Year — Department of Education & Workforce
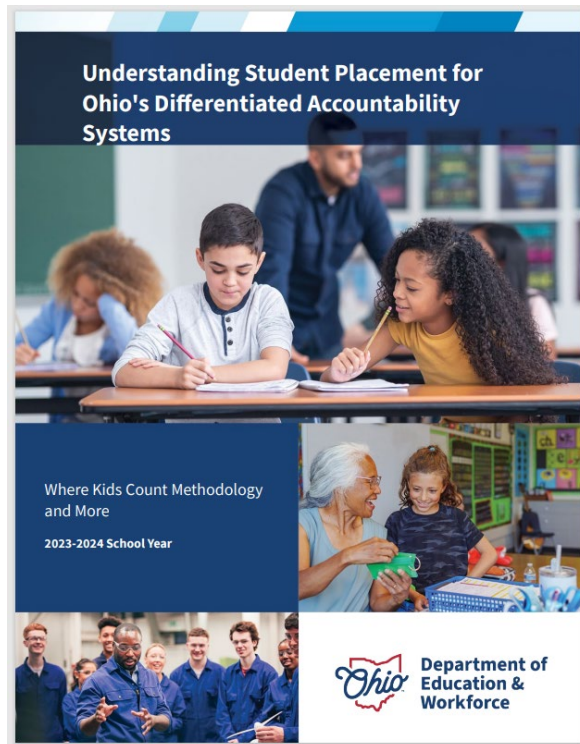
Traditional Report Cards

Career Technical Report Cards

Dropout Prevention and Recovery Report Cards

Federal School Improvement Identification

Supplemental Information

Rewards and Recognition

Traditional Report Cards

Ohio's Traditional School and District Report Cards provide valuable information about the performance of schools and districts. The Overall Ratings for Local Report Cards reflect the collective performance of schools and districts across various educational components. The elements of these ratings include:

> Schools and districts interested in additional resources can view this reference video or click on the resources below.

» **Star Rating System**: Schools and districts are rated on a scale of 1 to 5 stars, with half-star increments, providing a clear and accessible measure of performance. A 5-star school is higher performing than a 1-star school.

» **Five Key Components**: The overall rating is based on the performance in five components: achievement, progress, gap closing, early literacy, and graduation. Additional information about post-graduation readiness and technical documentation round out these components and provide a full picture of district and school performance.

» **Reform and Transparency**: This rating system was introduced as part of a reform to enhance transparency and accountability in Ohio's education system. To learn more, visit the following resources:
  - Overall and Component Rating Technical Documentation 📄
  - Deep Dive into the Traditional Overall and Component Rating Calculation 📄 | Video

While report cards provide essential data, visiting schools, talking to educators, parents, and students, and reviewing school or district webpages can provide a more complete picture.

For more detailed technical information, you can explore the documentation below.

🔍 **Find Your Report Card**

📥 **Download Report Card Data**

ACHIEVEMENT

The Achievement Component Technical Document provides a comprehensive guide to understanding how academic achievement is measured in Ohio's traditional district and [...] the two measures used: the Performance Index and the [...] the former being used to assign the Achievement Component [...] an overview of measures, business rules, calculation [...] criteria, ensuring transparency and clarity in the evaluation [...] io's State Tests. It serves as a crucial resource for educators and administrators in interpreting and utilizing report card data effectively.

The Performance Index measure as defined in ORC 3302.01(A) and 3302.03(D)(1)(c) uses the performance level results for students in grades 3 through high school on Ohio's State Tests. The Performance Index score accounts for the level of achievement of every student, not just whether they are "proficient." Each test a student takes is assigned an achievement level based on the test score with higher test scores resulting in higher achievement levels. On the Performance Index, the higher performance levels receive larger weights in the calculation – but all achievement levels are included. More information about test achievement levels is available annually in the Understanding Ohio's State Tests Reports guidance document.

The Performance Indicators measure (ORC 3302.02(A)) is a report-only measure within this component – meaning the data does not factor into the rating determination. The Performance Indicators measure reports the percentage of students scoring proficient or higher on each of Ohio's State Tests disaggregated by grade level and subject.

» Achievement Technical Document 📄
» Deep Dive into Achievement Calculation 📄 | Video
» Information about Ohio's Alternate Assessment Participation Waiver

Important to Note: Additional Resources such as Data Resources Video

Clickable to navigate directly to specific Component

VIDEOS AND COMPONENT CALCULATOR

Additional Technical Documentation and Resources

DEW provides resources to assist in understanding the local report cards.

» Getting Started
» Student Enrollment and School Choice
» Student Attendance

» Financial Data
» Positive Behavioral Intervention and Supports (PBIS)

» School Choice and Student Opportunity
» Wellness and Physical Education

GETTING STARTED
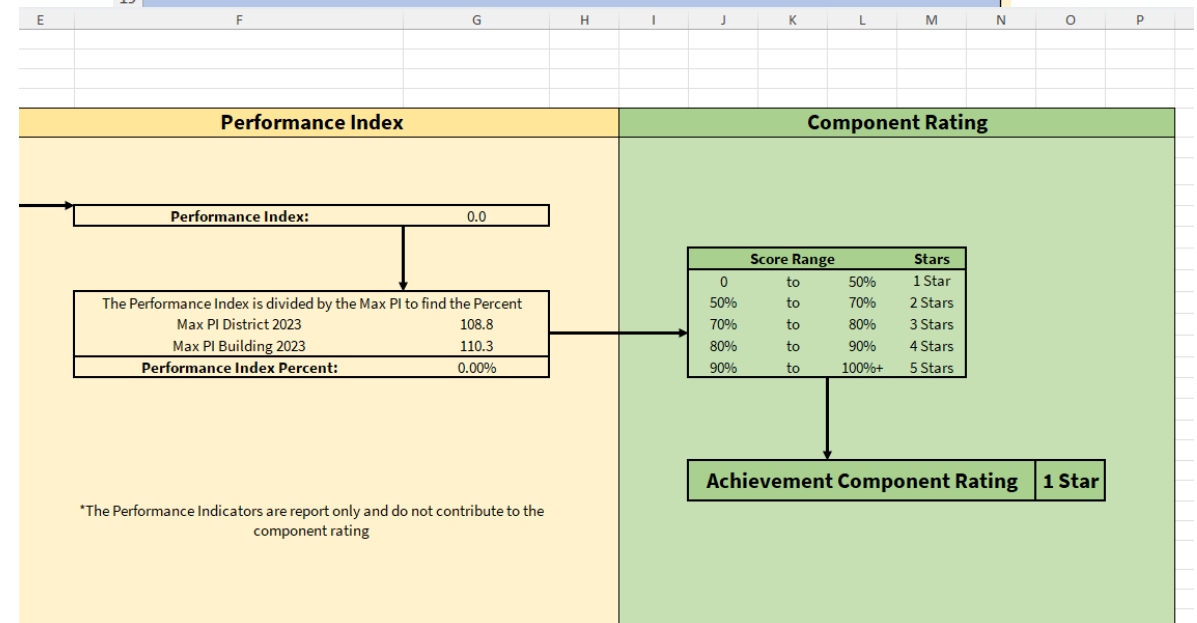
» Component Calculator for Traditional Report Cards 📊 |Presentation 📄 | Video
» Complete Traditional Report Card Technical Document 📄 |
  • Overview Presentation 📄 | Video

	A	B	C	D
1	**How To Use This Simulator:**			
2	To use this simulator. Enter your component measure percentages in the input boxes below (outlined in red).			
3	Select the "School" or "District" PI type to ensure the correct percentage is calculated.			
5	**Performance Index Inputs**			
7	**Input % of Students in Each Achievement Level**			
8	Achievement Level	% of Students	Points for this Level	Points Received
9	Advanced Plus		1.3	0.0
10	Advanced		1.2	0.0
11	Accomplished		1.1	0.0
12	Proficient		1	0.0
13	Basic		0.6	0.0
14	Limited		0.3	0.0
15	Untested		0	0
16	Total %	0		
18	Select PI Type	District		

Performance Index

Performance Index: 0.0

The Performance Index is divided by the Max PI to find the Percent
Max PI District 2023 — 108.8
Max PI Building 2023 — 110.3
Performance Index Percent: 0.00%

*The Performance Indicators are report only and do not contribute to the component rating

Component Rating

Score Range			Stars
0	to	50%	1 Star
50%	to	70%	2 Stars
70%	to	80%	3 Stars
80%	to	90%	4 Stars
90%	to	100%+	5 Stars

Achievement Component Rating	1 Star

ACHIEVEMENT

The Achievement Component Technical Document provides a comprehensive guide to understanding how academic achievement is measured in Ohio's traditional district and school report cards. It details the two measures used: the Performance Index and the Performance Indicators, with the former being used to assign the Achievement Component Rating. The document includes an overview of measures, business rules, calculation methods, and detailed inclusion criteria, ensuring transparency and clarity in the evaluation of student performance on Ohio's State Tests. It serves as a crucial resource for educators and administrators in interpreting and utilizing report card data effectively.

The Performance Index measure as defined in ORC 3302.01(A) and 3302.03(D)(1)(c) uses the performance level results for students in grades 3 through high school on Ohio's State Tests. The Performance Index score accounts for the level of achievement of every student, not just whether they are "proficient." Each test a student takes is assigned an achievement level based on the test score with higher test scores resulting in higher achievement levels. On the Performance Index, the higher performance levels receive larger weights in the calculation – but all achievement levels are included. More information about test achievement levels is available annually in the Understanding Ohio's State Tests Reports guidance document.

The Performance Indicators measure (ORC 3302.02(A)) is a report-only measure within this component – meaning the data does not factor into the rating determination. The Performance Indicators measure reports the percentage of students scoring proficient or higher on each of Ohio's State Tests disaggregated by grade level and subject.

» Achievement Technical Document 📄
» Deep Dive into Achievement Calculation 📄 | Video
» Information about Ohio's Alternate Assessment Participation Waiver

Achievement Component Technical Documentation

Traditional District and School Report Cards

2023-2024 School Year

Ohio Department of Education & Workforce

UPDATES TO TECHNICAL DOCUMENTATION

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections are not marked.

Date	Effective	Description

OHIO REVISED CODE and OHIO ADMINISTRATIVE CODE require districts to report data to EMIS and to verify and approve all EMIS data. It should be reviewed and verified prior to the close of the DIFFERENT DATA COLLECTIONS. This verification should include all relevant reports, including those in the Secure Data Center (SDC).

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before its final and the Report Cards are released. *The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.*

TABLE 1: BREADCRUMB TRAIL TO SECURE DATA CENTER REPORTS FOR DISTRICTS TO REVIEW

Component	Measure	SDC Breadcrumb Trail
Achievement Component		Report Portal > Secure Data Center > Local Report Card > CTPD Local Report Card > **Achievement**
	Technical Skill Attainment	Report Portal > Secure Data Center > Career and Technical Education > **CTPD (or Member District) Technical Skill Attainment**
	Performance Index	Report Portal > Secure Data Center > Career and Technical Education > **CTPD Proficiency Level Test Results**

UPDATES TO TECHNICAL DOCUMENTATION CONT.

FIGURE 2: VISUAL OF TECHNICAL SKILL ATTAINMENT CALCULATION

$$\frac{\text{Number of CY CTE Concentrators who received a Pathway Test Score of Proficient or higher}}{\text{Number of CY CTE Concentrators in the year for an aligned CTE technical assessment record}} = \text{Preliminary Technical Skill Attainment Percentage}$$
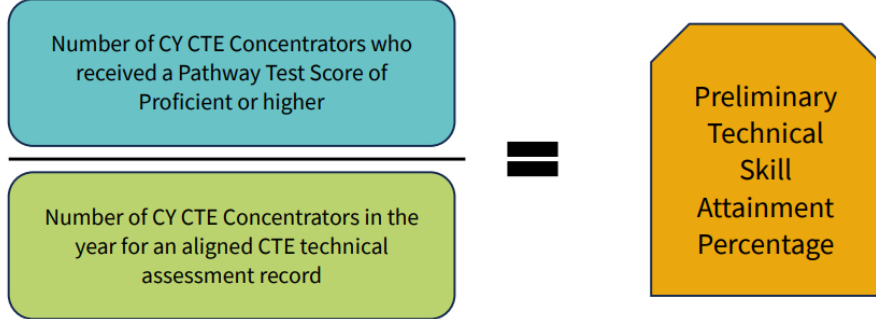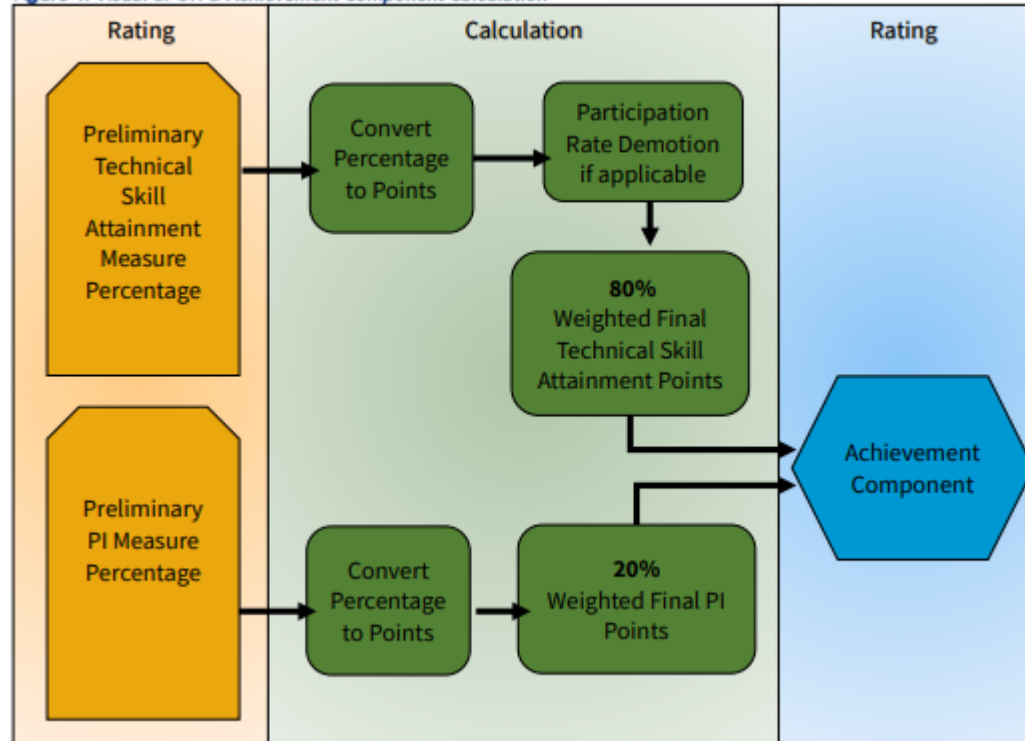

Figure 4: Visual of CTPD Achievement Component Calculation

Appendix A Inclusion Criteria

Students will count at the **Career Technical Planning District** for the following Measures/Indicators:

- Technical Skills Attainment in Achievement Component of the CTPD Report Card

IF the student is reported in the Education Management Information System (EMIS) with the following:

Student generates CTE FTE- See EMIS Validation and Reports Explanation on CTE FTE for more detailed information **AND** *Program of Concentration (FN290)* ≠ ** **AND** a completed a course aligned to their reported pathway **AND** *Assessment Type Code (FA060)* = **GY, GW AND** *Assessment Area Code (FA205)* = See CTE Program and Assessment Matrix each year for the aligned technical assessment for each CTE course **OR** *Assessment Type Code (FA060)* = **GY AND** *Assessment Area Code (FA205)* = See CTE Program and Assessment Matrix each year for the aligned technical assessment for each CTE course **AND** *Score Not Reported (FA235)* = **X**

OR

Student generates CTE FTE- See EMIS Validation and Reports Explanation on CTE FTE for more detailed information **AND** *The Department has derived a Program of Concentration* **AND** a completed a course aligned to their reported pathway **AND** *Assessment Type Code (FA060)* = **GY, GW AND** *Assessment Area Code (FA205)* = See CTE Program and Assessment Matrix each year for the aligned technical assessment for each CTE course **OR** *Assessment Type Code (FA060)* = **GY AND** *Assessment Area Code (FA205)* = See CTE Program and Assessment Matrix each year for the aligned technical assessment for each CTE course **AND** *Score Not Reported (FA235)* = **X**

CONTACT INFORMATION

SIS related questions: Contact SIS contractor (ITC or direct w/SIS)

EMIS related questions: Contact ITC, if needed they will put in EMISHelp Desk ticket

Data Review & Verification, Appeal, and Corrective Action Plan (CAP) related questions: dataquality@education.ohio.gov

Secure Data Center (SDC) related questions: datamanagement@education.ohio.gov

Report Card related questions: accountability@education.ohio.gov

Career Technical Education related questions: Program Responsibilities Contact List

RESOURCES

Understanding Ohio's State Tests Reports

Ohio Value-Added Ohio (sas.com) and EVAAS e-Learning

Ohio's Attendance Laws - Information and Resources

Identifying English Learners

Graduation Requirements - Information and Resources

Third Grade Reading Guarantee Resources

EMIS Resources

Traditional Report Card

QUESTIONS?

EDUCATION.OHIO.GOV

Ohio **Department of Education & Workforce**

NEXT PRINCIPAL CHAT

– Second Wednesday each month at 9:30 – 10:30am

– November 13, 2024, featuring Career Planning K-12

Contact: schooladmin@education.ohio.gov

EXIT SURVEY