Accountability Data Validation Guide: 2026–2027 Month-by-Month Checklist



Traditional Report Cards, CTPD Report Cards, DPR Report Cards, and Special Education Profiles





Department of Education & Workforce

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 RED underlined 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
11/04/2026	FY27	First publication

Ohio Revised Code and Ohio Administrative Code require districts to report data to EMIS and to verify and approve all submitted EMIS data. Districts should review and verify data before the applicable data collections close. This review 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 are final and School Report Cards are released. ***The SDC is the primary resource districts should use to validate School Report Card data; however, it is not the only resource. Districts should also review all relevant EMIS reports.*** The EMIS Validation and Report Explanations webpage provides current explanations for Level 1 and Level 2 reports. It also explains the General Issues Reports, which identify potential data issues that districts should review. For students whose records cross local educational agencies (LEAs), districts should also use the Ohio District Data Exchange (ODDEX).

Quick Start

Intended users: Superintendents, EMIS coordinators, district data teams, principals, program leads, special education staff, career-technical staff, and accountability staff.

How to Use This Guide

Use the guide as a recurring operational cycle rather than a one-time review. At each monthly data-team meeting:

1. **Confirm:** Verify official collection dates, correction opportunities, reporting years, report status, and current technical documentation.
2. **Assign:** Name a primary owner and supporting data owners for each validation area.
3. **Review:** Compare source documentation and local systems with applicable EMIS, ODDEX, and SDC reports.
4. **Correct:** Resolve issues through an open collection or an officially available correction process.
5. **Verify:** Confirm that corrections were received, processed, and reflected accurately in refreshed reports.
6. **Approve:** Record completion, unresolved exceptions, responsible owners, and final approval in Appendix A.

Standing Validation Rules

- **Use official dates:** EMIS calendars are posted as drafts and may change. Confirm dates through the current EMIS calendar and EMIS Newsflashes before acting.

- **Separate requirements from estimates:** Treat language labeled *Planning assumption—confirm before acting* as provisional, not as an announced deadline or guaranteed opportunity.
- **Confirm the reporting year:** A report marked ready may contain prior-year data. Check its label, covered years, refresh date, and notes before using it.
- **Use the correct measure rules:** Traditional, CTPD, DPR, and Special Education Profile measures may use different populations, attribution rules, source years, and calculations.
- **Validate beyond issue reports:** General Issues reports supplement, but do not replace, source-to-report review of applicable Level 1, Level 2, ODDEX, and SDC reports.
- **Allow time for processing:** Submit corrections early enough to confirm receipt, processing, and downstream report refreshes before the applicable deadline.

When a Validation Task Is Complete

A task is complete only when the source data have been reviewed, necessary corrections have processed, refreshed output has been checked, unresolved exceptions have been documented, and the responsible data owner has approved the result. Submitting a correction alone does not constitute completion.

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Introduction

The **Accountability Data Validation Guide: 2026–2027 Month-by-Month Checklist** is a practical guide for superintendents, EMIS coordinators, district data teams, principals, and accountability staff to support the accuracy and integrity of data used for Ohio accountability measures, including the Ohio School Report Cards and Special Education Profile Indicators. This guide clarifies the distinct roles of two essential reporting systems:

- **Secure Data Center (SDC):** SDC reports are the primary resource for districts to validate accountability data. These reports apply Ohio's accountability business rules, determining which students and outcomes are included in official calculations for graduation, readiness, and other performance measures. Reviewing SDC data throughout the year helps districts catch errors early, support building leaders with timely insights, and prepare for conversations with boards, families, and stakeholders.
- **Education Management Information System (EMIS):** EMIS reports primarily support data submission and validation. Depending on the report, they may display submitted records, validation results, derived values, exclusions, comparisons, or summaries. SDC reports apply accountability business rules used in report-card calculations, while EMIS reports help districts verify the completeness, accuracy, and processing of underlying data. EMIS validation is not solely the responsibility of EMIS coordinators; input from data owners and cross-functional teams is often needed to ensure data quality and compliance. This guide helps stakeholders understand which resources are available and how to use them.

EMIS reports are not simply raw data. They reflect submitted data and, depending on the report, validation results, derived values, summaries, or other processing used to support district review and troubleshooting. General Issues Reports are supplemental and should not be used as the primary or sole method for validating the accuracy or completeness of EMIS data. For a brief overview of the available EMIS report types, review the Introduction to EMIS Reports training video.

By understanding the distinction between SDC and EMIS reports and following this month-to-month validation framework, district teams can ensure that all relevant information is accurately reflected in Ohio's accountability system, supporting continuous improvement and compliance with state and federal requirements.

Data Governance and Internal Systems

Effective data governance is essential for maintaining the accuracy and integrity of accountability data. Districts should implement the following practical validation steps:

- ❑ **Assign Ownership**: Designate "owners" for each SDC accountability measure and build a district SDC data calendar.
- ❑ **Align Deadlines**: Coordinate EMIS deadlines using a crosswalk and maintain documentation of reporting procedures.
- ❑ **Conduct Monthly Checks**: Hold regular cross-team data reviews covering enrollment, testing, special education, gifted, CTE, graduation, and other key areas.

- ❑ **Collaborate Across Teams**: Engage data owners, EMIS coordinators, and relevant staff in data validation recognizing that EMIS data validation is a shared responsibility.
- ❑ **Review Reports**: Systematically review SDC and EMIS reports for errors, completeness, and business rule alignment.
- ❑ **Monitor Appeals and Corrections**: Track EMIS collection open and close dates, Districts and Schools Final Correction Opportunities, and EMIS Data Review and Verification dates to ensure timely data submission, correction, validation, certification, and verification.
- ❑ **Prepare for Stakeholder Communication**: Use validated data to support conversations with boards, families, and stakeholders, and to inform improvement planning.

By embedding these steps in their internal systems, districts can catch errors before they affect accountability, improve accuracy across collections, and strengthen communication and collaboration throughout the year.

Key Collaboration Roles in Data Validation

- **EMIS Coordinators**: Oversee the technical aspects of EMIS data submission and reporting, ensuring deadlines are met and data is formatted correctly.
- **Data Owners (e.g., Principals, Program Leads, Special Education Staff)**: Provide subject-matter expertise and verify the accuracy of data related to their areas (such as student enrollment, special education, CTE, graduation, and testing).
- **District Data Teams**: Facilitate cross-functional reviews, coordinate monthly validation routines, and ensure communication between departments.
- **Superintendents and Accountability Staff**: Set expectations for data quality, support validation efforts, and use validated data for stakeholder communication and improvement planning.

COLLABORATION IS ESSENTIAL

EMIS data validation is not solely the responsibility of EMIS coordinators. Data owners and cross-functional teams must help verify source records, reporting relationships, applicable business rules, and correction processing. Regular collaboration helps districts identify errors early and maintain the integrity of data used for the Ohio School Report Cards and Special Education Profile Indicators.

Attribution varies by measure. Report Card calculations may use adjusted cohorts, full academic year rules, or other assignment criteria, while Special Education Profile Indicators use indicator-specific rules. District teams should confirm the accountable entity in the applicable technical documentation rather than assume that district of residence, district of service, or Report Card attribution applies to every measure.

Quick-Reference Comparisons for Commonly Confused Measures

Use these tables to identify the correct framework before validation. They summarize the latest available guidance but do not replace current technical documentation. Final FY27 documentation controls if a population, attribution rule, calculation, threshold, label, or reporting process changes.

TRADITIONAL, CTPD, AND DPR REPORT-CARD FRAMEWORKS

Framework	Primary population	Major components	Rating form	Key distinction
Traditional Report Card	Students assigned under the rules for each component; populations can differ by component.	Achievement, Progress, Gap Closing, Early Literacy, Graduation, and College, Career, Workforce, and Military Readiness.	One to five stars, including half-star increments.	Do not assume Traditional full academic year, cohort, or readiness rules apply to CTPD, DPR, or Special Education Profile measures.
CTPD Report Card	CTE concentrators, including current concentrators, concentrators in graduation cohorts, and concentrators who left secondary education, as applicable.	Achievement, Career and Post-Secondary Readiness, Graduation, and Post-Program Outcomes.	One to five stars, including half-star increments.	Do not assume Traditional CCWMR populations, thresholds, attribution, or technical-assessment rules apply to CTPD measures.
DPR Report Card	Students included under DPR-specific age, enrollment, assessment, growth, and cohort rules.	Achievement, Progress, Gap Closing, and Graduation.	Exceeds Standards, Meets Standards, Does Not Meet Standards, or Not Reported.	Do not assume Traditional Performance Index, value-added, full academic year, or graduation rules apply to DPR measures.

GRADUATION AND EXIT MEASURES

Measure	Population and time frame	Accountable entity	Primary validation focus	Key distinction
Traditional Graduation	Separate four- and five-year adjusted graduation cohorts based on first-time ninth-grade cohort assignment.	District and school assignment under the applicable Traditional graduation rules.	Cohort year, diploma, transfers, withdrawals, reinstatement, pathways, and Grade 23 treatment.	Do not combine the four- and five-year rates or apply DPR extended-rate treatment.
CTPD Graduation	CTE four- and five-year adjusted graduation cohorts for applicable concentrators.	Accountable educating or sending entity under current CTPD rules.	Concentrator status, cohort membership, diploma, withdrawal, transfer, and entity assignment.	CTE cohort and assignment rules differ from Traditional Graduation rules.
DPR Graduation	Separate four-, five-, six-, seven-, and eight-year longitudinal graduation-rate measures combined in the DPR Graduation component.	School and district assignment under current DPR rules.	All five rates, cohort adjustments, graduation status, and accountable-entity assignment.	No full academic year requirement; the component is not limited to four- and five-year rates.
IDEA Indicator 1—Graduation	Lagged, exit-based population of students with disabilities ages 14–21 in applicable IDEA exit categories.	Educational agency assigned under current Indicator 1 attribution rules.	Disability status, age, exit category, withdrawal date and reason, diploma status, and reenrollment.	An exit-based IDEA graduation measure, not an adjusted-cohort Report Card rate.
IDEA Indicator 2—Dropout	Lagged, exit-based population of students with disabilities ages 14–21 in applicable IDEA exit categories.	Educational agency assigned under current Indicator 2 attribution rules.	Disability status, age, dropout-related exit category, withdrawal date and reason, and reenrollment.	A dropout measure; do not interpret it as the inverse of Indicator 1 or a Report Card cohort rate.

READINESS AND POST-SCHOOL OUTCOME MEASURES

Measure	Who is measured	What is measured	Timing and source	Key distinction
Traditional CCWMR	Applicable prior-year four-year adjusted graduation cohort assigned under Traditional CCWMR rules.	Qualifying readiness demonstrations, including college credit, credentials, assessments, military readiness, apprenticeships, and specified work-based learning.	Lagged cohort and applicable EMIS, received-file, and SDC records.	Do not apply CTPD point options or treat later post-school outcomes as CCWMR demonstrations.
CTPD Career and Post-Secondary Readiness	Prior-year CTE four-year adjusted graduation cohort assigned under CTPD rules.	Full-credit, emerging-readiness, and applicable bonus-point elements under current CTPD rules.	CTE cohort, pathway, assessment, credential, coursework, and work-based-learning records.	Do not apply Traditional technical-assessment or 250-hour rules unless current CTPD documentation requires them.
CTPD Post-Program Outcomes	Applicable CTE concentrators who left secondary education and are assigned under CTPD rules.	Placement and status known, including employment, apprenticeship, military, service programs, postsecondary education, and advanced training.	Required follow-up period and Initial Exiting Student Follow-Up reporting for the rated component.	The Final collection does not replace required Initial collection reporting; report-only credentials are not rated placement outcomes.
IDEA Indicator 14	Students with disabilities who meet current age, IEP-at-exit, exit, response, and inclusion rules.	Cumulative outcomes within one year after exit: 14a higher education; 14b higher education or competitive employment; 14c those outcomes or other education, training, or employment.	Exiting-student follow-up data validated by the educational agency assigned under current Indicator 14 rules.	Do not apply Report Card cohort, full academic year, or CTPD accountability rules.

Measure	Who is measured	What is measured	Timing and source	Key distinction
Traditional Post-High School Pathways	Students included under applicable Traditional report-only pathway rules.	Post-high-school outcome information displayed for context.	Record-level SDC and related outcome information.	Report-only information; do not treat it as rated CCWMR or Indicator 14.

ACCOUNTABLE ENTITY AND ATTRIBUTION CROSSWALK

Attribution concept	Typical use in this guide	Validation caution
Traditional Report Card assignment	Where Kids Count, adjusted cohorts, full academic year rules, and component-specific district or school assignment.	Confirm the rule for the component; a student can be assigned differently across enrollment, assessment, graduation, and readiness measures.
CTPD accountable entity	CTE program, concentrator, cohort, educating or sending entity, and CTPD assignment rules.	Validate Program of Concentration, pathway, CTE FTE, cohort, and current accountable-entity assignment; do not substitute Traditional assignment.
DPR school and district assignment	DPR-specific accountability placement, including Graduation.	Apply current DPR age, enrollment, assessment, growth, and cohort rules; do not import Traditional full academic year requirements.
District of residence	Used by specified Special Education Profile indicators when required by the indicator's current rules.	Residence does not control every indicator. Confirm current indicator-specific attribution and cross-district records.
District of service	Used by specified Special Education Profile assessment, discipline, or event rules.	Service attribution may be conditional; verify the accountable educational agency rather than applying a blanket rule.
Latest applicable enrollment or last-enrolled entity	Used in specified exit-based or special education measures, including Indicators 1 and 2 when required by current rules.	Validate enrollment chronology, exit events, cross-year records, and subsequent reenrollment before assigning responsibility.

Use note: When reports appear to disagree, first confirm the reporting year, population, accountable entity, measure, data source, and report status. A difference may reflect valid business-rule distinctions rather than a data error. Confirm final FY27 rules in the applicable technical documentation before acting.

Coordinating Monthly Validation Meetings

Monthly validation meetings support effective data governance by promoting consistent review, timely corrections, and shared accountability. Districts can coordinate these meetings by following the steps below.

1. **Schedule Regular Meetings**: Establish a recurring monthly meeting on the district calendar, ideally aligned with key EMIS deadlines and collections.
2. **Invite Key Stakeholders**: Include EMIS coordinators, data owners (such as principals, program leads, and special education staff), district data teams, and accountability staff. Ensure all relevant departments are represented.
3. **Develop a structured agenda that covers**:
    a. Review of ODDEX, SDC, and EMIS reports
    b. Updates on EMIS data collection dates and deadlines
    c. Identification of errors or discrepancies
    d. Discussion of corrections and upcoming reporting requirements
    e. Planning for stakeholder communication
4. **Share Data in Advance**: Distribute relevant reports and data summaries before the meeting so participants can review and prepare questions or concerns.
5. **Facilitate Collaborative Review**: During the meeting, encourage cross-functional discussion. Data owners should provide insights on their areas including compliance aspects, while EMIS coordinators address technical aspects.
6. **Document Action Items**: Record decisions, assignments, and follow-up tasks. Assign responsibility for corrections and additional validation steps.
7. **Monitor Progress**: Track completion of action items and review progress at subsequent meetings. Adjust routines as needed based on feedback and evolving requirements.
8. **Maintain Open Communication**: Foster ongoing dialogue between meetings, ensuring that issues are addressed promptly and that all team members are informed of changes or updates.

By following these steps, districts can ensure that monthly validation meetings are productive, collaborative, and aligned with the district's accountability goals.

TRANSITIONING TO THE MONTH-TO-MONTH CHECKLIST

With a strong foundation in data governance, collaborative roles, and validation routines, districts are now ready to implement practical month-to-month validation. The following checklist provides a structured timeline of tasks, aligned with EMIS and SDC reporting deadlines, to help districts proactively review, validate, and correct accountability data throughout the year.

Please note:

- This checklist highlights key tasks and reports for monthly validation. It is not an exhaustive list; districts should also review any additional files, EMIS reports, ODDEX modules, SDC reports, and other resources as they become available. The examples provided are intended to guide, not limit, your review process.

- The checklist indicates both when reports first become available for validation and the critical final deadlines for completing validation and corrections. Districts should begin reviewing each report as soon as it becomes available and continue validating data through the applicable final deadline.
- Some data elements reference prior years (e.g., graduation and readiness data) because they are included in the current year's report card. Where applicable, the checklist notes which data collections and reporting periods are relevant for each task.
- Each month's section highlights critical deadlines, recommended validation activities, and available reports, ensuring that all accountability measures are addressed in a timely and systematic manner. Early validation is essential. Districts should begin reviewing and validating data using EMIS Level 1 and Level 2 reports and the ODDEX platform as soon as collections open—not just during critical deadline months. Early use of these tools allows teams to catch errors, resolve discrepancies, and ensure accuracy well before final correction windows. By routinely checking EMIS and ODDEX throughout the year, districts can proactively address issues, support compliance, and avoid last-minute corrections. For current dates and requirements, refer to the EMIS Data Collection Calendar and the Districts and Schools Final Correction Opportunities page.

SPECIAL EDUCATION PROFILE RELEASE PHASES AND DATA YEARS

The Special Education Profile is released in phases, and the indicators included in each phase may change as methods and reporting processes are updated. Phase 1 generally includes indicators that may require corrective action or another educational-agency response. Phase 2 generally adds enrollment and student-outcome indicators, but placement in Phase 2 does not mean that an item has no accountability consequence. For example, Significant Disproportionality may require redirection of IDEA funds even when it does not generate the standard corrective-action process used for another Profile indicator. For the 2026–2027 Profile, the current project timeline targets Phase 2 for May 7, 2027.

Districts must confirm the release phase, Profile year, data year, and source year for each indicator before beginning validation. Indicators do not all use the same data year. Indicators 1 and 2 use lagged exit data. For the 2026–2027 Profile, Indicator 14 is planned for Phase 2 and uses students who exited during the 2024–2025 school year and were followed up during the 2025–2026 school year. A report's availability does not establish that it contains FY27 data. Review the report label, data notes, covered school year, release phase, and current technical documentation before using the results.

ACCOUNTABILITY CONSEQUENCES OF DATA QUALITY

Valid and reliable data reporting is part of the Special Education Rating process. Incorrect data that remain after reporting and correction windows close may affect an educational agency's rating and may lead to required monitoring or correction activity. Districts should therefore complete source-to-report validation and verify correction processing before the applicable collection or Final Correction Opportunity closes rather than rely on a later Profile appeal or correction process.

Standard Monthly Section Template

Each monthly section follows the sequence below. The format is designed to help teams identify priorities quickly, assign work, verify evidence, and distinguish confirmed requirements from planning estimates.

1. **Monthly objective:** The primary outcome the district should achieve.
2. **Confirmed deadlines and availability:** Officially posted openings, closings, releases, and correction windows.
3. **Planning assumptions—confirm before acting:** Estimated dates, anticipated opportunities, or rules awaiting final documentation.
4. **Required actions:** Work organized by validation area and written with action verbs.
5. **Completion evidence:** Reports, source records, approvals, and processing confirmation that demonstrate completion.
6. **Reports for validation:** Direct references to the report directories in Appendices B–D.
7. **Carry-forward items:** Unresolved issues, assigned owners, and work that continues into the next month.

Month-to-Month Tasks

August and September 2026

Monthly objective: Establish the district's recurring validation process and begin source-to-report review of current-year student, staff, course, assessment, career-technical, graduation, and readiness data. Identify discrepancies early, assign them to the appropriate data owners, and prepare unresolved FY26 graduation and readiness issues for the October deadlines.

CONFIRMED DEADLINES AND AVAILABILITY

- **August 6, 2026:** SOES Beginning of Year Student Collection opens; begin validating enrollment, demographics, disability, discipline, attendance, and related student records as reports become available.
- **August 13, 2026:** Beginning of Year Student Collection opens; begin the same current-year student validation for traditional districts.
- **August 20, 2026:** Initial Staff and Course Collection opens; begin validating staff, course, and staff-course relationship data as reports become available.
- **September 17, 2026:** Current Graduation Credit Progress and Summer and Fall End-of-Course Assessment collections open; begin reviewing associated reports as they become available.
- **September 24, 2026:** Initial Calendar Collection closes.

Planning assumption—confirm before acting: The FY27 EMIS calendar is a draft and may change. Confirm current dates through the EMIS Data Collection Calendars page and EMIS Newsflashes.

REQUIRED ACTIONS

ASSIGN OWNERSHIP AND BEGIN VALIDATION

Assign a primary owner and supporting data owners for each area below. Review newly available collections and reports, correct identified issues, confirm processing in refreshed output, and carry unresolved items forward with an owner and target date.

Traditional, CTPD, and DPR Graduation and Readiness

- ❑ Continue the validation of applicable lagged four- through eight-year graduation cohorts.
- ❑ Continue the validation of Readiness data elements and identify issues requiring correction before the October deadlines.
- ❑ CTPDs and Member Districts continue the validation of CTE four- and five-year graduation cohorts, Career and Post-Secondary Readiness records, and the applicable Post-Program Outcomes follow-up population.
- ❑ Assign identified Traditional, CTPD, and DPR issues to the appropriate data owners and verify corrections in applicable EMIS, ODDEX, and SDC reports.

Student Data

- ❑ Validate entry and withdrawal dates.
- ❑ Review student demographic information, including race/ethnicity and student group membership.
- ❑ Confirm enrollment reporting and accountability placement.
- ❑ Review ODDEX discrepancies and resolve cross-district reporting issues.

Testing Data

- ❑ Review summer and fall assessment reporting.
- ❑ Validate Reading Diagnostic data.
- ❑ Confirm that reported assessment types and accommodations align with IEP and Section 504 documentation.
- ❑ Resolve missing or conflicting assessment records.

Career-Technical Education

- ❑ Validate CTE course reporting and concentrator status.
- ❑ Review of CTE Level 2 reports for reporting, accountability, and funding issues.
- ❑ Submit CTE teacher licensure override requests when needed.
- ❑ Validate CTE assessment reporting and participation records.

Staff and Course Reporting

- ❑ Verify staff licensure and certification data.
- ❑ Review staff assignments and course reporting.
- ❑ Validate Initial Staff and Course Collection data.
- ❑ Identify and resolve teacher licensure and course assignment issues early.

COMPLETION EVIDENCE

- Expected students, staff, courses, assessments, and CTE records appear in the applicable source and validation reports.

- Identified discrepancies have an assigned owner, correction path, and target date.
- Submitted corrections are confirmed as received and processed in applicable status and refreshed reports.
- Unresolved graduation and readiness issues are documented for October follow-up.

REPORTS FOR VALIDATION

- **Appendix B — ODDEX:** History; Special Education; Assessments; Grad Cohort; Graduation Progress; Grad Program Code Info.
- **Appendix C— EMIS and Received Files:** Current Enrollment Headcount; ENRL-003; Assessment Missing; LTRC-001; GRAD-002; GRAD-4xx/5xx; GRAD-999; GRAD-003; GRAD-004; CTGR-4xx/5xx; CTE Concentrator; CTE FTE; ICAC-102; TLCS-001.
- **Appendix D— SDC:** Traditional, CTPD, and DPR Graduation; Traditional CCWMR; CTE Career and Postsecondary Readiness; Special Education Indicators 1 and 2.

October 2026

Monthly objective: Finalize FY26 graduation and readiness reporting, submit eligible correction requests within the official windows, and begin validation of newly opened FY27 calendar, assessment, follow-up, DPR growth, and special education collections.

CONFIRMED DEADLINES AND AVAILABILITY

- **October 9, 2026:** FY26 Graduation Collection closes.
- **October 12–23, 2026:** Request window for the FY26 Graduation and Graduate Cohort Final Correction Opportunity. Approved corrections are due November 6, 2026.
- **October 22–November 9, 2026:** FY27 CTE Program of Concentration Final Correction Opportunity.
- Review the official Districts and Schools Final Correction Opportunities page for request procedures, eligibility, and current deadlines.

REQUIRED ACTIONS

FINALIZE GRADUATION AND READINESS DATA

Graduation Data Elements

- Graduation Cohort
- Diploma Date
- Graduation Pathway Program Codes
- Withdrawal Codes

Traditional CCWMR Data Elements

- ACT or SAT remediation-free performance
- Honors Diploma
- Qualifying performance on three or more AP, IB, or CLEP examinations
- At least 12 college credits
- At least 12 industry-recognized credential points in one career field or a recognized state license
- Military readiness

- Acceptance into a post-high-school apprenticeship for an eligible student
- Completion of a qualifying pre-apprenticeship
- Completion of a registered apprenticeship
- Proficiency through at least three qualifying technical assessments, aligned credentials, College Credit Plus substitutions, or an applicable combination in one career pathway
- OhioMeansJobs Readiness Seal combined with 250 hours of internship or approved work-based learning

CTPD Career and Post-Secondary Readiness Data Elements

- ACT or SAT remediation-free performance
- Honors Diploma
- At least 12 industry-recognized credential points in one career field or a recognized state license
- Military readiness
- Qualifying AP or IB performance
- Dual enrollment
- Career-technical courses in a pathway
- Career-Technical Credit Transfer-eligible coursework
- Career-technical pathway or cumulative assessment proficiency
- Career-Technical Student Organization leadership or state competition participation
- Fewer than 12 industry-recognized credential points when allowed under the emerging-readiness option
- Internships, apprenticeships, pre-apprenticeships, and other work-based learning
- OhioMeansJobs Readiness Seal
- Other elements included under the current CTPD full-credit, emerging-readiness, and bonus-point rules

Required Activities

- ❑ Complete all applicable Traditional graduation and CCWMR corrections reportable through the FY26 Graduation Collection before October 9.
- ❑ For issues eligible for the FY26 Graduation and Graduate Cohort Final Correction Opportunity, submit the required request during October 12–23 and complete approved corrections by November 6.
- ❑ Validate Traditional CCWMR and CTPD Career and Post-Secondary Readiness separately. Do not apply Traditional readiness thresholds, technical-assessment rules, or the 250-hour work-based-learning rule to the CTPD component.
- ❑ Review refreshed Traditional graduation, Traditional CCWMR, CTPD graduation, CTPD readiness, ODDEX, and applicable Traditional and CTE graduation-cohort reports to confirm that corrections processed accurately and resolve any remaining discrepancies.

REPORTS FOR FINAL VALIDATION

- **Appendix B — ODDEX:** History; Assessments; Grad Cohort; Graduation Progress; Grad Program Code Info; Special Education.
- **Appendix C — EMIS and Received Files:** GRAD-002; GRAD-4xx/5xx; GRAD-999; GRAD-003; GRAD-004; CTGR-4xx/5xx; ICAC-102.
- **Appendix D — SDC:** Traditional, CTPD, and DPR Graduation; Traditional CCWMR; CTPD Career and Postsecondary Readiness; Special Education Indicators 1 and 2.

BEGIN VALIDATION OF NEW COLLECTIONS

- ❑ **October 1, 2026:** Final Calendar and Reading Diagnostics collections open; begin reviewing associated reports as they become available.
- ❑ **October 15, 2026:** Initial Exiting Student Follow-Up, Fall Third Grade ELA and Reading, Child Outcome Summary Assessment, and DPR Growth Assessment collections open; begin reviewing associated reports as they become available.
- ❑ Review CTE Program of Concentration data for CTE Exiting Student Follow-up and complete any eligible FY27 Final Correction Opportunity activity during October 22–November 9.

CONTINUE CURRENT-YEAR VALIDATION

Student Data

- ❑ Continue enrollment and demographic validation.
- ❑ Continue accountability placement reviews.
- ❑ Resolve Level 1 and Level 2 report issues.

Testing Data

- ❑ Continue validation of assessment reporting.
- ❑ Review newly available fall assessment reports.
- ❑ Verify student accommodations and participation records.

Career-Technical Education

- ❑ Continue CTE concentrator validation.
- ❑ Continue reviewing CTE accountability and funding-related reports.

Special Education

- ❑ **Indicators 1 and 2:** Validate exit categories, disability status, age, withdrawal dates and reasons, graduation records, subsequent reenrollment, and the last district where each student was enrolled, using the latest applicable enrollment date. Do not compare the Indicator 1 or Indicator 2 population directly with Report Card adjusted graduation cohorts.
- ❑ **Indicator 7:** Begin validating Child Outcome Summary entry, exit, and outcome records for preschool students with disabilities.
- ❑ **Indicators 11 and 12:** Validate initial-evaluation consent and completion dates and Part C-to-Part B transition events, including date of birth, Preschool Transition Conference date, eligibility, and IEP implementation date.

- ❑ **Indicator 13:** Validate secondary-transition records and required IEP transition components for eligible students.
- ❑ **Indicator 14:** Begin validating the population of students with disabilities requiring post-school follow-up. Indicator 14 is attributed to the district of residence and is not based on Report Card cohort or full academic year rules.

Staff and Course Reporting

- ❑ Continue validating staff licensure, course assignments, and reporting accuracy.

COMPLETION EVIDENCE

- FY26 graduation and readiness corrections are complete or have an approved correction path and assigned owner.
- Submitted corrections appear accurately in refreshed graduation, CCWMR, CTE, ODDEX, EMIS, and SDC reports.
- Newly opened FY27 collections have named owners, initial population checks, and documented discrepancies.
- Unresolved items are carried forward to November with a target date.

REPORTS FOR VALIDATION

- **Appendix B — ODDEX:** History; Assessments; Grad Cohort; Graduation Progress; Grad Program Code Info; Special Education.
- **Appendix C — EMIS and Received Files:** Current Enrollment Headcount Summary and Detail; Assessment Missing reports; Student Missing Level 1 Report; Staff Missing Level 1 Report; Current Enrollment Headcount; ENRL-003; Assessment Missing; LTRC-001; CTE Concentrator; CTE FTE; TLCS-001; STWD; FCCD-001; FCCS-001; FLUP-001; FLUP-003
- **Appendix D — SDC:** CTPD Post-Program Outcomes

November 2026

Monthly objective: Complete and verify all approved FY26 graduation and FY27 CTE Program of Concentration corrections, continue current-year validation, and prepare Beginning of Year Student and Initial Exiting Student Follow-Up data for the December and January deadlines.

CONFIRMED DEADLINES AND AVAILABILITY

- **November 6, 2026:** Approved FY26 Graduation and Graduate Cohort Final Correction Opportunity corrections are due.
- **November 9, 2026:** FY27 CTE Program of Concentration Final Correction Opportunity closes.
- Use the Districts and Schools Final Correction Opportunities page to confirm procedures and current status.
- Prepare Beginning of Year Student and SOES Beginning of Year Student data for the December 18, 2026, closing date.
- Continue reviewing Initial Exiting Student Follow-Up data before the January 5, 2027, closing date.

REQUIRED ACTIONS

CONTINUING VALIDATION

- ❑ Complete approved FY26 Graduation and Graduate Cohort corrections by November 6 and verify the corrected data in refreshed graduation, CCWMR, EMIS, ODDEX, and SDC reports.
- ❑ Complete eligible FY27 CTE Program of Concentration corrections by November 9 and verify that changes have processed.
- ❑ Continue validating the collections that opened October 1 and October 15.
- ❑ Review refreshed EMIS Level 1 and Level 2 reports and resolve student, assessment, CTE, calendar, and special education discrepancies.
- ❑ Use ODDEX to reconcile cross-district enrollment, assessment, graduation cohort, and special education records.
- ❑ Track assigned corrections and confirm that changes appear accurately in subsequent report refreshes.
- ❑ Review Beginning of Year Student and SOES Beginning of Year Student data for completeness and accuracy before the December deadline.
- ❑ Review Initial Exiting Student Follow-Up data and assign unresolved post-program outcome issues before the January deadline.

COMPLETION EVIDENCE

- Approved graduation, cohort, and CTE Program of Concentration corrections are submitted and verified as processed.
- Beginning of Year Student data have been reviewed for completeness, ownership, and December closeout risk.
- Initial Exiting Student Follow-Up discrepancies have assigned owners and January completion dates.
- Current-year student, assessment, calendar, CTE, and special education issues are documented in the district tracker.

REPORTS FOR VALIDATION

- **Appendix B— ODDEX:** History; Assessments; Grad Cohort; Special Education.
- **Appendix C— EMIS and Received Files:** Current Enrollment Headcount Summary and Detail; Assessment Missing reports; Student Missing Level 1 Report; Staff Missing Level 1 Report; Current Enrollment Headcount; ENRL-003; Assessment Missing; LTRC-001; CTE Concentrator; CTE FTE; TLCS-001; STWD; FCCD-001; FCCS-001; FLUP-001; FLUP-003
- **Appendix D— SDC:** Post Program Outcomes

December 2026

Monthly objective: Complete final validation of Beginning of Year Student and SOES Beginning of Year Student data—including the October 31 Federal Child Count—before December 18, while continuing assessment and Initial Exiting Student Follow-Up validation for January closeout.

CONFIRMED DEADLINES AND AVAILABILITY

- Beginning of Year Student Collection and SOES Beginning of Year Student Collection close **December 18, 2026**.
- FCC data reported through these collections support federal IDEA reporting and subsequent calculations for Special Education Profile **Indicators 5, 6, 9, and 10, as applicable**; complete validation and submit corrections early enough to confirm they have processed before the collections close.
- Fall Grade 3 ELA results are available to districts on **December 8, 2026** for online tests, **December 21, 2026** for paper tests, and **December 30, 2026** for late results; begin validating associated reports as each set becomes available.
- DPR mathematics, science, and social studies results are available immediately upon completion of assessment; DPR ELA results will be available **December 21, 2026**. Begin validating the related reports as results become available.
- Initial Exiting Student Follow-Up Collection remains open through **January 5, 2027**; continue validating follow-up data during December.
- EMIS collection calendars are posted as drafts and may change. Monitor EMIS Newsflashes and the EMIS Calendar for updated dates and requirements.

REQUIRED ACTIONS

VALIDATION

During December, districts should complete final validation of the Beginning of Year Student and SOES Beginning of Year Student collections and continue validating Initial Exiting Student Follow-Up records. Data owners should review source documentation, correct issues in local systems and EMIS, and verify in refreshed reports that submitted corrections have been processed before the applicable closing date.

Federal Child Count and Special Education Data

- ❑ **Student inclusion:** Confirm that every student with a disability who meets FCC inclusion criteria is reported in the appropriate Beginning of Year Student or SOES Beginning of Year Student collection and that ineligible students are excluded.
- ❑ **Enrollment and district relationships:** Validate entry and withdrawal dates, attending and resident district relationships, and other records that affect inclusion in the October 31 snapshot. Use ODDEX to resolve differences between the district of residence and district of service.
- ❑ **Disability Condition and demographics:** Verify each student's Disability Condition, race/ethnicity, grade level, and other required attributes against current source documentation. These data support FCC reporting and subsequent calculations for Indicators 9 and 10, as applicable.
- ❑ **Educational environment:** Confirm that school-age and preschool educational environment data accurately reflect each student's placement and services used in subsequent calculations for Indicators 5 and 6, as applicable.
- ❑ **Report review and correction processing:** Review EMIS Level 1 reports, FCCD-001, and relevant ODDEX records; correct discrepancies in local systems and EMIS; then

confirm that submitted corrections have processed and appear accurately in FCCD-001 before December 18.

- ❑ **Assurance and approval:** After validating the underlying student detail in FCCD-001, review and complete the FCCS-001 assurance process. Document final approval by the appropriate special education and EMIS data owners before the collections close.

Initial Exiting Student Follow-Up Data

- ❑ Review FLUP-001 and the applicable FA, FW, and GC records for CTE concentrators, prior-year graduates, and students with disabilities. Use the accountability flags and measure-specific reports to distinguish the populations, accountable entities, and reporting responsibilities.
- ❑ For CTPD Post-Program Outcomes, validate applicable CTE concentrators included in the technical document's designated CTE adjusted four-year graduation cohort and assigned to the last accountable educating or sending district, along with their employment, apprenticeship, military, service-program, postsecondary-education, and advanced-training outcomes within the required follow-up period.
- ❑ Validate the CTPD status-known rate. Missing or incomplete follow-up data may affect the component rating; a status-known rate below 85% may result in a one-star demotion, while a rate of at least 95% may result in a one-star promotion, except when the preliminary rating is already five stars, under the applicable technical rules.
- ❑ Complete CTPD Post-Program Outcomes reporting through the Initial Exiting Student Follow-Up Collection. Updates submitted only through the Final Exiting Student Follow-Up Collection do not replace timely Initial collection reporting for the CTPD component.
- ❑ Distinguish CTPD Post-Program Outcomes, Indicator 14 outcomes, Traditional CCWMR demonstrations, and Traditional Report Card post-high-school pathway measures. Their populations, attribution rules, reporting timelines, and calculations are not interchangeable.
- ❑ Review dual-enrollment credit and industry-recognized credential records reported through the collection and confirm how each record feeds the applicable Traditional, CTPD, report-only, or follow-up measure.
- ❑ Assign missing or conflicting records to the appropriate data owner and complete corrections before the January 5 closing date.

Testing Data

- ❑ Review Fall Grade 3 ELA and DPR results as each set becomes available.
- ❑ Confirm that expected students and assessment records appear in applicable reports.
- ❑ Review missing assessments and Score Not Reported reasons and resolve reporting issues.
- ❑ Verify assessment type, accommodations, participation, and student inclusion against source documentation.

COMPLETION EVIDENCE

- Federal Child Count detail agrees with source records, and the assurance process is complete with documented approval.

- Beginning of Year Student and SOES records are corrected and confirmed as processed before December 18.
- Fall Grade 3 ELA and DPR results released during December have been reconciled to expected students and source records.
- Initial Exiting Student Follow-Up exceptions are assigned for completion before January 5.

REPORTS FOR VALIDATION

- **Appendix B— ODDEX:** History; Special Education; Assessments.
- **Appendix C— EMIS and Received Files:** FCCD-001; FCCS-001; FLUP-001; FLUP-003/004/005; STAT-001; Students Missing from Follow-Up; applicable General Issues reports; 20XX_RPTCRD_DPR_STAR_SUBMITTED _<file date>.xls
- **Appendix D— SDC:** Post Program Outcomes

January 2027

Monthly objective: Complete final source-to-report validation of the Initial Exiting Student Follow-Up Collection before January 5, verify outcome and status-known reporting, and begin validation of newly opened midyear, SOES end-of-year, OELPA, and fall end-of-course data.

CONFIRMED DEADLINES AND AVAILABILITY

- Initial Exiting Student Follow-Up Collection closes **January 5, 2027**.
- Midyear Student Collection and SOES End of Year Student Collection open **January 5, 2027**; begin reviewing associated reports as they become available.
- OELPA Assessment Collection opens **January 25, 2027**.
- Online fall end-of-course mathematics, science, and social studies results are available **January 28, 2027**; begin validating associated records and reports when results are released.
- **Planning assumption—confirm before acting:** Based on FY26 timing, a short request window may occur in early to mid-January 2027, potentially January 7–14, for CTE follow-up data only. Graduate and students-with-disabilities follow-up data may not be included. Do not delay corrections or assume an opportunity will be offered; confirm official scope, dates, eligibility, approval requirements, and correction deadlines through Department communications.

REQUIRED ACTIONS

FINALIZE INITIAL EXITING STUDENT FOLLOW-UP DATA

Districts should complete final source-to-report validation for the Initial Exiting Student Follow-Up Collection. Review the extract and applicable FA, FW, and GC records; correct issues in local systems and EMIS; and confirm in refreshed reports that submissions have processed before the January 5 deadline.

Required Validation Activities

- ❑ **Population completeness:** Confirm that all expected CTE concentrators appear in FLUP-001.

- ❑ **CTPD Post-Program Outcomes population:** Confirm applicable CTE concentrators included in the technical document's designated CTE adjusted four-year graduation cohort, the last accountable educating or sending district, and the records used to determine placement and status known.
- ❑ **CTPD outcomes:** Validate employment, apprenticeship, military, service-program, postsecondary-education, and advanced-training outcomes. Confirm that reported outcomes occurred within the applicable follow-up period.
- ❑ **CTPD status known:** Resolve missing follow-up data that could reduce the status-known rate. Review the potential one-star demotion below 85% and one-star promotion at or above 95%, except when the preliminary rating is already five stars, under the current technical rules.
- ❑ **CTPD collection timing:** Complete CTPD Post-Program Outcomes reporting through the Initial Exiting Student Follow-Up Collection. Do not rely on the Final collection to replace records required for this component.
- ❑ **Related records:** Review applicable FA, FW, and GC records, including dual-enrollment credit and industry-recognized credential data reported through the collection.
- ❑ **Missing and conflicting records:** Resolve missing students, incomplete outcomes, invalid combinations, nonresponses, and General Issues before closeout. When multiple sources report values, review the applicable precedence rules for the final values.
- ❑ **Processing verification:** Confirm through STAT-001 and refreshed FLUP reports that submitted corrections were received, processed, and accurately reflected.
- ❑ **Final approval:** Document review and approval by the appropriate CTE and EMIS data owners.

COMPLETION EVIDENCE

- All expected CTE follow-up students and accountable entities are reconciled in FLUP-001.
- Outcome, status-known, related FA/FW/GC, and missing-record issues are resolved or documented.
- STAT-001 and refreshed FLUP reports confirm that corrections were received and processed.
- CTE and EMIS data owners have documented final approval; any official correction request has been tracked separately.

REPORTS FOR VALIDATION

- **Appendix B— ODDEX:** History; Special Education; Grad Cohort.
- **Appendix C— EMIS and Received Files:** FLUP-001; FLUP-003; STAT-001; Students Missing from Follow-Up; applicable General Issues reports.
- **Appendix D— SDC:** CTPD Post-Program Outcomes.

February 2027

Monthly objective: Finalize Initial Staff and Course reporting before February 3 and establish recurring validation for newly opened follow-up, alternate assessment, CTE assessment, other accountability assessment, final staff/course, and spring state assessment collections.

CONFIRMED DEADLINES AND AVAILABILITY

- Initial Staff and Course Collection closes **February 3, 2027**.
- Final Exiting Student Follow-Up, Spring Alternate Assessment, Career Tech Accountability Assessment, and Other Accountability Assessments collections open **February 4, 2027**.
- Final Staff and Course Collection opens **February 9, 2027**.
- Online fall end-of-course ELA results are available **February 15, 2027**; begin validating associated records and reports when results are released.
- Spring End-of-Course State Assessment and Spring State Assessment Grades 3–8 collections open **February 18, 2027**.

REQUIRED ACTIONS

FINALIZE INITIAL STAFF AND COURSE DATA

- ❑ Verify staff demographic, employment, position, assignment, and full-time equivalency data against source records.
- ❑ Confirm teacher licensure and certification align with reported courses and student populations.
- ❑ Validate course codes, subject areas, delivery models, section records, dates, and staff-course relationships.
- ❑ Review CTE course and instructor reporting, including licensure issues and applicable override status.
- ❑ Resolve fatal errors, warnings, and missing staff-course relationships; then confirm submitted corrections appear in refreshed reports before February 3.
- ❑ Document final review by human resources, curriculum, CTE, building, and EMIS data owners, as applicable.

BEGIN VALIDATION OF NEWLY OPENED COLLECTIONS

- ❑ Begin reviewing Final Exiting Student Follow-Up records for expected students and required outcomes.
- ❑ Begin validating alternate assessment, CTE assessment, AP/IB/CLEP, ACT/SAT, and other accountability assessment records as they become available.
- ❑ Establish review routines for the Final Staff and Course and spring state assessment collections.

COMPLETION EVIDENCE

- Staff, position, assignment, course, licensure, and staff-course relationships agree with source records.

- Fatal errors, warnings, missing relationships, and CTE licensure issues are resolved and verified in refreshed reports.
- Human resources, curriculum, CTE, building, and EMIS owners have documented review as applicable.
- Newly opened collections have defined owners, review schedules, and initial population checks.

REPORTS FOR VALIDATION

- **Appendix C— EMIS and Received Files:** TLCS-001; Staff and Course Level 1 and Level 2; applicable CTE reports; STAT-001; General Issues; ESSA State Licensure Assurances Report.

March 2027

Monthly objective: Complete final validation of fall Grade 3 ELA, reading, and summer/fall end-of-course assessment data before their March closing dates, including student inclusion, participation, exceptions, accommodations, and accountability placement.

CONFIRMED DEADLINES AND AVAILABILITY

- Paper fall end-of-course ELA, mathematics, science, and social studies results are available **March 1, 2027**.
- Fall Grade 3 ELA and Reading Collection closes **March 5, 2027**.
- Late and breach fall end-of-course results are available **March 8, 2027**.
- Summer and Fall End-of-Course Assessment Collection closes **March 19, 2027**.

REQUIRED ACTIONS

FINALIZE FALL ASSESSMENT DATA

- ❑ **Student completeness:** Confirm that all expected students and assessment records appear in the appropriate fall collections.
- ❑ **Student matching and placement:** Validate State Student IDs, enrollment dates, attending and resident district relationships, grade levels, and Where Kids Count placement.
- ❑ **Assessment details:** Verify subject, test administration, assessment type, test mode, score, performance level, applicable reading subscore data, and any reportable accommodation-related information against source documentation.
- ❑ **Participation and exceptions:** Review missing assessments and confirm that Score Not Reported reasons are valid, supported, and applied to the correct students.
- ❑ **Students with disabilities:** Confirm that assessment type aligns with each student's IEP and that any reportable accommodation-related information is accurate and supported by source documentation.
- ❑ **Accountability review:** Review student inclusion, full academic year status, student-group membership, and preliminary accountability placement where available.

- ❑ **Processing verification:** Correct issues in local systems and EMIS, then confirm in refreshed reports that submitted corrections have processed before each collection closes.

COMPLETION EVIDENCE

- All expected fall assessment records are present and matched to the correct students, subjects, and administrations.
- Score Not Reported reasons, assessment types, accommodations, and accountability placement are supported by source documentation.
- Corrections appear accurately in refreshed assessment, ODDEX, and accountability reports before each close date.
- Unresolved exceptions are documented with the responsible owner and escalation path.

REPORTS FOR VALIDATION

- **Appendix B— ODDEX:** Assessments; History.
- **Appendix C— EMIS and Received Files:** Assessment Missing; Assessment Level 1 and Level 2; WKCD-001; STAT-001.

April 2027

Monthly objective: Use available EMIS, ODDEX, and SDC reports to conduct broad source-to-accountability validation of enrollment, attendance, discipline, gifted, assessment, early literacy, CTE, and special education data, while beginning validation of the 2027 graduation cohort.

CONFIRMED DEADLINES AND AVAILABILITY

- Review OELPA and Alt-OELPA results if available and confirm release timing on the official 2026–2027 Testing Dates page.
- Track the testing-window close and results availability for the **Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD)** separately; do not assume results are available immediately when testing concludes. Alt-OELPA is a separate assessment program.
- Graduation Collection opens **April 29, 2027**; begin validating the 2027 graduation cohort and related records as reports become available.
- Testing and collection dates may change. Monitor official testing updates, EMIS Newsflashes, and the EMIS Data Collection Calendars page.

REQUIRED ACTIONS

STUDENT AND ENROLLMENT VALIDATION

Student Data

- ❑ **Enrollment and full-time equivalency (FTE):** Confirm that expected students appear in enrollment reports with accurate enrollment dates, attending and resident district relationships, grade levels, and FTE. Verify the students who meet FAY and other criteria to be included in the Where Kids Count reports.

- ❑ **Student groups and demographics:** Verify race and ethnicity, economic disadvantage, English learner, disability, gifted, and other applicable student-group membership against source documentation.
- ❑ **Attendance:** Confirm that expected students appear in attendance reports and that membership, absence, and attendance values align with local records.
- ❑ **Discipline:** Review discipline, removals, and related records for completeness, accuracy, and student matching.
- ❑ **Gifted:** Validate gifted identification, service, and enrollment data and resolve differences between local records, EMIS reports, and SDC reports.

ASSESSMENT AND EARLY LITERACY VALIDATION

- ❑ **Fall assessment results:** Validate fall Grade 3 ELA and fall end-of-course results for students included under the applicable full academic year business rule. Confirm student inclusion, subject, test administration, assessment type, test mode, score, performance level, Score Not Reported reason, and accountability placement.
- ❑ **Performance Index and achievement indicators:** Review available SDC test-result reports together to confirm that fall results are attributed to the correct district, school, student group, and accountability measure.
- ❑ **Early literacy:** Validate available fall Grade 3 reading-subscore, Third Grade Reading Guarantee, diagnostic, and Improving At-Risk K–3 Reader data. Apply the specific full academic year, extended full academic year, or modified full academic year rule used by each report.
- ❑ **Spring adult-tester ELA:** Review results available April 5 and resolve student matching, result, and accountability-placement issues.
- ❑ **Correction and processing verification:** Because the fall assessment collections have closed, make corrections only through an open collection or a formally available Final Correction Opportunity, as applicable. Confirm that processed corrections appear accurately in refreshed EMIS, ODDEX, and SDC reports.

ENGLISH LEARNER AND ALTERNATE ASSESSMENT PREPARATION

- ❑ Validate English learner identification, enrollment, participation, and student inclusion using current EMIS and SDC data.
- ❑ Review prior OELPA results and Alt-OELPA results if available, but do not treat current-year OELPA progress as final until current-year results are available.
- ❑ Review assessment participation using the applicable report name and business rules; use “AMO Participation Rate” only when referring to the specific SDC report.
- ❑ For students participating in the Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD), confirm that assessment type aligns with each student’s Individualized Education Program (IEP) and that reportable assessment information is supported by source documentation.
- ❑ Track the AASCD testing-window close and results availability as separate milestones. Treat Alt-OELPA as a separate assessment program.

CAREER-TECHNICAL PLANNING DISTRICT REPORT CARD VALIDATION

- ❑ **CTPD Achievement — student population:** Validate current-year CTE participants and concentrators separately. Confirm Program of Concentration, CTE full-time

equivalency, course completion, pathway alignment, assessment eligibility, and accountable-entity assignment.

- ❑ **CTPD Achievement — Technical Skill Attainment:** Validate technical-assessment participation, WebXam results, aligned industry-recognized credentials, applicable College Credit Plus substitutions, pathway scores, untested reasons, and student inclusion.
- ❑ **CTPD Achievement — Performance Index:** Validate applicable state-assessment records, test type, subject, performance level, current-year concentrator status, and assignment to the correct CTPD.
- ❑ **Technical-skill participation:** Review participation separately from proficiency. Under the current CTPD rating rules, participation of at least 80% but below 90% results in a one-star demotion, while participation below 80% results in a two-star demotion. Confirm these thresholds in the final FY27 technical documentation.
- ❑ **CTPD Career and Post-Secondary Readiness:** Begin validating the prior-year CTE four-year adjusted graduation cohort and the elements used under the full-credit, emerging-readiness, and work-based- or service-learning bonus options.
- ❑ **CTPD Graduation:** Validate the lagged CTE four- and five-year adjusted graduation cohorts, diploma dates, withdrawal reasons, transfers, reinstated students, and the last accountable educating or sending district. Review the applicable component weighting and single-measure treatment in the final FY27 CTPD Graduation technical documentation.
- ❑ **CTPD Post-Program Outcomes:** Review prior Initial Exiting Student Follow-Up records for applicable CTE concentrators included in the technical document's designated CTE adjusted four-year graduation cohort and assigned to the last accountable educating or sending district, including placement, status known, and report-only credential information.
- ❑ **Processing verification:** Reconcile local CTE records with EMIS, ODDEX, applicable CTE graduation-cohort reports, FLUP-003, and available SDC reports.

SPECIAL EDUCATION PROFILE INDICATOR VALIDATION

- ❑ **Indicator 3 — Assessment:** Validate assessment participation and proficiency for students with disabilities, including student inclusion, accountable district of service, assessment type, subject, performance result, and alignment with the IEP.
- ❑ **Indicator 4 — Discipline:** Validate suspensions, expulsions, removal duration, student matching, race and ethnicity, disability status, and the district of service where the discipline occurred.
- ❑ **Indicators 5 and 6 — Educational Environments:** Validate school-age and preschool educational-environment records against the IEP and October 31 Federal Child Count data, applying the district-of-residence attribution rules.
- ❑ **Indicator 7 — Preschool Outcomes:** Validate Child Outcome Summary entry and exit assessments, assessment dates, student inclusion, and the reported outcome in each required skill area.
- ❑ **Indicators 9 and 10 — Disproportionate Representation:** Validate disability category, race and ethnicity, child-count enrollment, and district-of-residence

attribution. Review identification, placement, and discipline separately under Significant Disproportionality.

- ❑ **Indicator 11 — Initial Evaluation Timelines:** Validate written parental consent for initial evaluation, initial-evaluation completion dates, exclusions and delay reasons, cross-reporting-period cases, and the accountable educational agency under the current Indicator 11 technical rules. Current documentation applies conditional district-of-service and district-of-residence logic, so districts should verify attribution in the final FY27 technical documentation rather than apply a blanket attribution rule. Do not report reevaluation consent as consent for an initial evaluation.
- ❑ **Indicator 12 — Part C to Part B Transition:** Validate date of birth, Preschool Transition Conference, referral and eligibility information, and initial IEP implementation. Confirm the IEP was in place by the third birthday or that an appropriate noncompliance reason was reported.
- ❑ **Indicator 13 — Secondary Transition:** Validate the eligible student population and all required IEP transition elements, including measurable postsecondary goals, age-appropriate transition assessment, transition services and courses of study, related annual goals, student invitation, and participating-agency invitation when applicable. Confirm the accountable educational agency under the final FY27 technical documentation; current project materials indicate that the latest applicable enrollment date is intended to prevent duplicate student attribution.
- ❑ **Indicator 14 — Postsecondary Outcomes:** Validate students identified on FLUP-001 with **SWD INCLD FLAG = Y**, district-of-residence responsibility, IEP-at-exit status, age, exit and exclusion criteria, response status, and outcome definitions. For the 2026–2027 Profile, confirm that validation is aligned to students who exited in 2024–2025 and were followed up in 2025–2026.

COMPLETION EVIDENCE

- Student populations, subgroup attributes, attendance, discipline, gifted, assessment, CTE, and special education records reconcile across source systems and applicable reports.
- Each SDC report used has been checked for reporting year, status, refresh timing, and applicable business rules.
- Source-data issues have an open collection or official correction path, assigned owner, and verification date.
- The 2027 graduation cohort review has begun, with exceptions documented for May follow-up.

REPORTS FOR VALIDATION

- **Appendix B— ODDEX:** History; Assessments; Special Education; Grad Cohort.
- **Appendix C— EMIS and Received Files:** Enrollment and FTE; ENRL-003; LTRC-001; Assessment Missing; CTE Concentrator and FTE; CTGR reports; FLUP-003; FCCD-001; applicable Level 1, Level 2, and General Issues reports.
- **Appendix D— SDC:** Enrollment; Gifted Enrollment; Attendance and Chronic Absenteeism; Test Results; Participation; OELPA Progress; Reading Subscore; Third

Grade Reading Guarantee; Improving At-Risk K–3 Reader; CTPD Participation, Performance Index, and Technical Skill Attainment; Special Education Indicators 1–14 and Significant Disproportionality, as available.

May 2027

Monthly objective: Validate newly available spring assessment and English learner results, continue graduation and readiness review, and examine Traditional, CTPD, DPR, early literacy, and special education previews only after confirming their reporting year and provisional status.

CONFIRMED DEADLINES AND AVAILABILITY

- DPR ELA results are available **May 3, 2027**, math, science, and social studies results available upon completion.
- Online spring mathematics, science, and social studies results are available **May 18, 2027**; online spring ELA results are available **May 26, 2027**. Confirm dates and any updates on the official 2026–2027 Testing Dates page.
- Review OELPA, Alt-OELPA, and AASCD results when available. Confirm release timing on the official testing schedule and current assessment communications rather than assuming a May release.
- Continue validating spring Grades 3–8 and end-of-course assessment records through the applicable open EMIS collections; confirm collection dates on the EMIS Data Collection Calendars page.
- Review available or refreshed Ohio School Report Card previews and provisional ratings only after confirming current report status, covered reporting years, and exact labels on the Secure Data Center — Status of Reports page. A report marked ready may contain prior-year data rather than FY27 data.

REQUIRED ACTIONS

STUDENT AND ENROLLMENT VALIDATION

Student Data

- ❑ **Enrollment:** Continue validating enrollment dates, attending and resident district relationships, grade levels, full-time equivalency, demographics, and student-group membership.
- ❑ **Attendance:** Validate membership, absence, and attendance values against local records; do not use attendance review as a substitute for enrollment FTE validation.
- ❑ **Discipline:** Validate discipline, removals, dates, durations, and student matching.
- ❑ **Processing verification:** Confirm that corrections submitted through an open collection or formally available Final Correction Opportunity appear accurately in refreshed reports.

SPRING ASSESSMENT, EARLY LITERACY, AND ENGLISH LEARNER VALIDATION

- ❑ **Spring assessment results:** Review available Grades 3–8 and end-of-course results for students included under the applicable full academic year business rule. Validate student inclusion, subject, administration, assessment type, test mode, score, performance level, Score Not Reported reason, and accountability placement.

- ❑ **Performance Index and achievement indicators:** Review available SDC test-result reports together. Treat the maximum Performance Index and related calculations as provisional while spring and AASCD reporting continues and while AP and IB assessment records are still being reported through applicable processes.
- ❑ **Early literacy:** Review available Grade 3 reading-subscore, Third Grade Reading Guarantee, diagnostic, Improving At-Risk K–3 Reader, and retention or promotion data under the specific business rule used by each report.
- ❑ **OELPA and Alt-OELPA:** Validate each program separately. Review current-year results, participation, and student inclusion when available; do not treat OELPA progress as final until the required current- and prior-year data and applicable business rules are reflected.
- ❑ **AASCD:** Validate participation, assessment type, student inclusion, and results separately from Alt-OELPA.
- ❑ **Corrections:** Resolve assessment issues through the applicable open collection or formally available Final Correction Opportunity and verify processing in refreshed EMIS, ODDEX, and SDC reports.

SPECIAL EDUCATION INDICATOR

- ❑ **Indicators 1 and 2 — Graduation and Dropout:** Validate disability status, age, exit category, withdrawal date and reason, graduation records, subsequent reenrollment, and the last district where each student was enrolled, using the latest applicable enrollment date. These are exit-based IDEA calculations and are not based on Report Card adjusted cohorts or full academic year rules. Confirm the lagged data year shown in each report.

AVAILABLE OHIO SCHOOL REPORT CARD PREVIEWS

Review available or refreshed previews only after confirming the reporting year and current status. Traditional, CTPD, and DPR report cards use different components, populations, business rules, and rating systems.

Traditional District and School Report Cards

- ❑ **Achievement:** Validate Performance Index, achievement indicators, assessment inclusion, student groups, and provisional maximum points.
- ❑ **Progress:** Review value-added data, student and educator attribution, and applicable overall and subject composites when released.
- ❑ **Gap Closing:** Validate achievement, assessment participation, chronic absenteeism, English learner progress, gifted measures, graduation, and other applicable goals and inputs.
- ❑ **Early Literacy:** Validate diagnostic, reading, promotion, retention, and Improving At-Risk K–3 Reader data under the business rule used for each measure.
- ❑ **Graduation:** Validate the four- and five-year adjusted graduation cohorts separately.
- ❑ **CCWMR:** Validate the lagged prior-year four-year adjusted graduation cohort and each qualifying Traditional readiness demonstration.
- ❑ **Overall rating and report-only information:** Treat ratings as provisional and review applicable PBIS, Student Opportunities Profile, post-high-school pathways, financial, enrollment, attendance, discipline, and other published measures.

Career-Technical Planning District Report Cards

- ❑ **Achievement:** Validate Technical Skill Attainment, Performance Index, and current-year concentrator accountability. Review technical-skill participation: at least 80% but below 90% results in a one-star demotion, and below 80% results in a two-star demotion under the current rules; confirm final FY27 thresholds.
- ❑ **Career and Post-Secondary Readiness:** Validate the prior-year CTE four-year adjusted graduation cohort, minimum group size, and the separate full-credit, emerging-readiness, and bonus-point options.
- ❑ **Graduation:** Validate CTE four- and five-year adjusted graduation cohorts and the last accountable educating or sending district. Review the applicable component weighting and single-measure treatment in the final FY27 CTPD Graduation technical documentation.
- ❑ **Post-Program Outcomes:** Validate placement, status known, employment, apprenticeship, military, service-program, postsecondary-education, and advanced-training outcomes for applicable CTE concentrators included in the technical document's designated CTE adjusted four-year graduation cohort and assigned to the last accountable educating or sending district. Review promotion or demotion based on the status-known rate, noting that no upward adjustment applies when the preliminary rating is already five stars, and treat industry credentials in this component as report-only information.
- ❑ **Overall rating:** Treat the overall and component star ratings as provisional until all applicable calculations are complete.

Dropout Prevention and Recovery Report Cards

- ❑ **Achievement:** Validate students and assessments included under the DPR Achievement rules rather than the Traditional Performance Index rules.
- ❑ **Progress:** Validate qualifying reading and mathematics growth assessments and the DPR-specific student, age, subject, and testing-interval rules.
- ❑ **Gap Closing:** Validate DPR ELA achievement, mathematics achievement, graduation, English language proficiency improvement, student groups, end-of-course assessment inclusion, and assessment participation.
- ❑ **Graduation:** Validate the combined four-, five-, six-, seven-, and eight-year adjusted graduation rates, including last-school and last-district assignment.
- ❑ **Overall rating:** Treat the component and overall designations of Exceeds Standards, Meets Standards, or Does Not Meet Standards as provisional until all applicable calculations are complete.

SPECIAL EDUCATION PROFILE INDICATOR VALIDATION

Continue the indicator-specific validation described in April, with emphasis on collections and reports approaching their final deadlines.

- ❑ Confirm the reporting year and release phase for every Special Education Profile or SDC indicator report. Indicators 1 and 2 use lagged exit data. For the 2026–2027 Profile, Indicator 14 is planned for Phase 2 and uses students who exited during 2024–2025 and were followed up during 2025–2026.

- ❑ Validate Indicator 3 assessment participation and proficiency and Indicator 4 discipline source records as current-year assessment, enrollment, and discipline data become available.
- ❑ Validate Indicators 5 and 6 educational environments against Federal Child Count and IEP source documentation.
- ❑ Continue validating Indicator 7 Child Outcome Summary records through the applicable August deadline and complete current Indicator 8 survey responsibilities.
- ❑ Validate Indicators 9 and 10 and Significant Disproportionality using the applicable child-count, identification, placement, and discipline records.
- ❑ Validate Indicators 11, 12, and 13 special education events, dates, timelines, and required IEP components. Apply the final FY27 indicator-specific attribution rules; do not assume that one district-of-residence or district-of-service rule applies to all three indicators.
- ❑ For Indicator 14, validate district-of-residence responsibility; students identified with **SWD INCLD FLAG = Y**; age and IEP-at-exit requirements; withdrawal, reenrollment, sent-reason, relationship, and exclusion rules; response status; and technical outcome thresholds.
- ❑ Track Indicator 18 findings and ensure individual corrections and evidence of systemic improvement are completed within required timelines.
- ❑ Verify submitted corrections in refreshed reports before collections close. Do not assume that a later Profile appeal will correct data that could have been corrected during the reporting or Final Correction Opportunity window.

TRADITIONAL 2027 GRADUATION COHORT VALIDATION

- ❑ Confirm cohort assignment based on the student's first year in ninth grade.
- ❑ Validate diploma dates, diploma types, graduation pathway program codes, and withdrawal dates and reasons.
- ❑ Review early graduates, transfer students, students returning after withdrawal, and other cohort exceptions.
- ❑ For students reported in grade level 23, validate enrollment, grade-level, graduation, withdrawal, and related program records against source documentation.
- ❑ Use available EMIS, ODDEX, and SDC student-level reports to reconcile cohort and graduation status.

TRADITIONAL NON-GRADUATE MEASURES

- ❑ Review report-only informational measures for non-graduates in the applicable four- and five-year adjusted graduation cohorts.
- ❑ Review students who are no longer enrolled but did not graduate and students who remain enrolled beyond their expected graduation year.
- ❑ For students with disabilities who met a graduation pathway but deferred their diplomas to continue receiving services, confirm student-with-disability status, completion of a graduation pathway, at least one hour of current-year attendance, and Grade 23 reported on March 31.

- ❑ Distinguish students who deferred a diploma from students who have not yet met graduation requirements.
- ❑ For the credit-comparison measure, confirm the credits completed by each non-graduate when the student first entered the district or building and compare that value with the applicable four- or five-year cohort average. Do not treat this measure as a simple count of credits still needed for graduation.
- ❑ Confirm that non-graduate classifications and underlying enrollment, attendance, grade-level, pathway, and credit records agree across local records, EMIS, ODDEX, and applicable SDC reports.

Scope note: These report-only non-graduate measures apply to Traditional district and school report cards. Do not apply them to the CTPD or DPR report cards without separate technical authority. CTPD uses CTE four- and five-year graduation rates, while DPR uses a combined Graduation component based on four- through eight-year rates. Verify final 2027 Grade 23 treatment in the applicable Traditional, CTPD, and DPR technical documentation.

DROPOUT PREVENTION AND RECOVERY REPORT CARD VALIDATION

- ❑ **Achievement:** Validate students in Grade 12 or within the applicable period before aging out, the assessments required for graduation, assessment type, score, alternate-assessment status when applicable, and student inclusion under the current DPR Achievement rules.
- ❑ **Progress population:** Confirm students meet the final FY27 age and enrollment rules for DPR Progress. Current planning materials describe students who turned at least age 14 by September 30 of the prior year and were no older than age 21 when enrolled; verify this rule in the final FY27 DPR Progress technical documentation. Do not apply Traditional value-added rules.
- ❑ **Progress assessments:** Validate the state-selected norm-referenced reading and mathematics assessments, subject matching, administration dates, scores, and student identifiers.
- ❑ **Progress interval:** Confirm the required interval between two same-subject qualifying assessments in the final FY27 DPR Progress technical documentation. Prior rules used at least 84 calendar days and no earlier than the first day of week 13, while FY27 planning materials contemplate a 16-week interval; do not treat either interval as final until the FY27 rule is published.
- ❑ **Progress exclusions:** Exclude substitute and alternate assessments when the DPR technical rules do not permit them. Do not apply a full academic year requirement to DPR Progress.
- ❑ **Multiple Progress assessments:** When more than two qualifying assessments exist, verify that the results used follow the current DPR methodology for selecting the applicable higher result.
- ❑ **Gap Closing:** Validate ELA achievement, mathematics achievement, graduation, and English language proficiency improvement. Use end-of-course assessments for ELA and mathematics; do not include Grades 3–8 assessments in the DPR Gap Closing calculation.

- ❑ **Participation:** Validate expected-test populations and participation separately for each applicable assessment and student group. Review the potential five-point deduction when the school fails the participation requirement on one or more applicable tests, using the final FY27 enrollment-date and expected-test rules.
- ❑ **Graduation:** Validate the four-, five-, six-, seven-, and eight-year adjusted cohorts and the combined Graduation component. Confirm last-school and last-district assignment and do not apply a full academic year criterion.
- ❑ **Ratings:** Confirm that Achievement, Progress, Gap Closing, Graduation, and Overall use Exceeds Standards, Meets Standards, or Does Not Meet Standards rather than Traditional or CTPD star ratings.

TRADITIONAL CCWMR VALIDATION

- ❑ Confirm the final prior-year four-year adjusted graduation cohort used for the Traditional CCWMR component and the last school and district assignment applied under CCWMR rules.
- ❑ Validate every applicable Traditional CCWMR demonstration: ACT or SAT remediation-free performance; Honors Diploma; qualifying performance on three or more AP, IB, or CLEP examinations; at least 12 college credits; at least 12 industry-recognized credential points in one career field or a recognized state license; military readiness; qualifying apprenticeship measures; technical-assessment proficiency; and the OhioMeansJobs Readiness Seal combined with 250 hours of internship or approved work-based learning.
- ❑ For technical-assessment proficiency, validate at least three qualifying technical assessments, aligned credentials, College Credit Plus substitutions, or an applicable combination within one career pathway under the current calculation.
- ❑ Validate completion of a qualifying pre-apprenticeship, acceptance into a post-high-school apprenticeship for an eligible student, and completion of a registered apprenticeship under the applicable Traditional CCWMR rules.
- ❑ Distinguish the rated Traditional CCWMR component from Traditional Report Card post-high-school pathway measures, CTPD Career and Post-Secondary Readiness, CTPD Post-Program Outcomes, and Indicator 14.
- ❑ Confirm that every readiness record is assigned to the correct student, cohort, school, district, program, and reporting period and is supported by source documentation.
- ❑ Verify Grade 23 and deferred-diploma treatment against the final 2027 Traditional graduation and CCWMR technical documentation before applying cohort rules.

CTPD CAREER AND POST-SECONDARY READINESS VALIDATION

- ❑ Confirm the prior-year CTE four-year adjusted graduation cohort and the last accountable educating or sending district.
- ❑ Confirm that the CTPD has at least 10 accountable students for a calculated rate; otherwise, expect masking and no calculated percentage.
- ❑ Validate the full-credit readiness option, emerging-readiness option, and applicable bonus points separately.
- ❑ Review ACT or SAT remediation-free performance, Honors Diploma, industry-recognized credentials, state licenses, military readiness, qualifying AP or IB results,

dual enrollment, career-technical courses in a pathway, CTAG-eligible coursework, career-technical pathway or cumulative assessment performance, CTSO leadership or state competition participation, internships, apprenticeships, pre-apprenticeships, other work-based learning, and the OhioMeansJobs Readiness Seal.

- ❑ Validate partial industry-credential points and other emerging-readiness elements under the CTPD point rules rather than Traditional CCWMR thresholds.
- ❑ Do not apply the Traditional three-technical-assessment requirement or the Traditional 250-hour OhioMeansJobs rule to the CTPD component unless the current CTPD technical documentation expressly requires it.
- ❑ Confirm that each element and point value are assigned to the correct student, CTE cohort, pathway, CTPD, member district, and reporting period.

COMPLETION EVIDENCE

- Available spring assessment, OELPA, Alt-OELPA, AASCD, early literacy, and student-inclusion records are reconciled to source documentation.
- Traditional, CTPD, DPR, and special education reports have been reviewed under their distinct populations, attribution rules, and data years.
- Every preview used has a confirmed reporting year and status and is clearly treated as provisional.
- Graduation, non-graduate, readiness, follow-up, and Grade 23 issues are assigned for June and July resolution.

REPORTS FOR VALIDATION

- **Appendix B— ODDEX:** History; Assessments; Grad Cohort; Graduation Progress; Special Education.
- **Appendix C— EMIS and Received Files:** Assessment and OELPA reports; GRAD and CTGR reports; GRAD-003/004; ICAC-102; CTE and follow-up reports; applicable Received Files.
- **Appendix D— SDC:** Traditional Achievement, Progress, Gap Closing, Early Literacy, Graduation, and CCWMR; CTPD Achievement, Readiness, Graduation, and Post-Program Outcomes; DPR Achievement, Progress, Gap Closing, and Graduation; applicable Special Education indicators.

June 2027

Monthly objective: Complete pre-close validation of student, spring and summer assessment, English learner, early literacy, CTE, special education, graduation, and readiness data so issues can be corrected and verified before July and August deadlines.
Planning assumption—confirm before acting: Treat all report-card previews, component calculations, maximum Performance Index values, and ratings as provisional until applicable collections and correction opportunities close. Confirm each report's status, covered years, and label before use.

CONFIRMED DEADLINES AND AVAILABILITY

- Paper spring Grade 3 ELA results are scheduled to be available **June 15, 2027**.

- For the summer Grade 3 ELA administration, districts select one consecutive week within the statewide **June 21–July 2, 2027** window.
- Remaining paper spring assessment results are scheduled to be available **June 28, 2027**.
- Confirm dates, assessment-specific details, and updates on the official 2026–2027 Testing Dates page.
- No major student or assessment collection closes in June under the currently posted FY27 calendar. Because posted calendars are drafts and may change, confirm current and upcoming deadlines on the EMIS Data Collection Calendars page and through EMIS Newsflashes.

REQUIRED ACTIONS

STUDENT, ENROLLMENT, ATTENDANCE, AND DISCIPLINE VALIDATION

Student Data

- ❑ **Enrollment:** Continue validating enrollment dates, attending and resident district relationships, grade levels, full-time equivalency, demographics, and student-group membership.
- ❑ **Attendance:** Validate membership, absence, and attendance values against local records; validate FTE separately through enrollment records.
- ❑ **Discipline:** Validate discipline, removals, dates, durations, and student matching.
- ❑ **Processing verification:** Confirm that corrections submitted through an open collection or formally available Final Correction Opportunity appear accurately in refreshed reports.

SPRING AND SUMMER ASSESSMENT, EARLY LITERACY, AND ENGLISH LEARNER VALIDATION

- ❑ **Spring assessment results:** Review online and paper Grades 3–8 and end-of-course results for students included under the applicable full academic year business rule. Validate student inclusion, subject, administration, assessment type, test mode, score, performance level, Score Not Reported reason, and accountability placement.
- ❑ **Performance Index and achievement indicators:** Review available SDC test-result reports together. Treat the maximum Performance Index and related calculations as provisional while assessment reporting remains open or incomplete.
- ❑ **Early literacy:** Validate available Grade 3 reading-subscore, Third Grade Reading Guarantee, diagnostic, Improving At-Risk K–3 Reader, retention, and promotion data under the specific business rule used by each report.
- ❑ **Summer Grade 3 ELA:** Confirm eligible students, administration dates, testing mode, and local procedures for the selected week within June 21–July 2. Begin reviewing results when they become available.
- ❑ **OELPA and Alt-OELPA:** Validate each program separately. Review results, participation, student inclusion, and progress inputs when available; do not treat progress or participation calculations as final until current-year data and applicable business rules are reflected.
- ❑ **AASCD:** Validate participation, assessment type, student inclusion, and results separately from Alt-OELPA.

- ❑ **Corrections:** Resolve assessment issues through the applicable open collection or formally available Final Correction Opportunity and verify processing in refreshed EMIS, ODDEX, and SDC reports.

CAREER-TECHNICAL EDUCATION VALIDATION

- ❑ Validate current-year CTE participants and concentrators separately and reconcile status with course-completion and program records.
- ❑ Review available technical assessment participation and results for the correct students, programs, and accountable entities.
- ❑ Review applicable CTE FTE and participation data and resolve reporting or funding discrepancies.

SPECIAL EDUCATION PROFILE INDICATOR VALIDATION

Use the indicator-specific procedures in **April 2027—Special Education Profile Indicator Validation**. In June, prioritize reports and collections approaching July or August deadlines, confirm the reporting year and release phase, and verify submitted corrections in refreshed reports.

AVAILABLE OHIO SCHOOL REPORT CARD PREVIEWS

Use the detailed Traditional, CTPD, and DPR preview procedures in **May 2027—Available Ohio School Report Card Previews**. In June, confirm the reporting year and current report status, incorporate newly released paper assessment results, and continue treating all previews, calculations, and ratings as provisional.

GRADUATION, NON-GRADUATE, DPR, AND READINESS VALIDATION

Continue the detailed procedures in **May 2027** for Traditional graduation cohorts and non-graduate measures, DPR validation, Traditional CCWMR, and CTPD Career and Post-Secondary Readiness. In June, focus on incorporating newly released assessment results, reconciling unresolved cohort and readiness records, confirming Grade 23 and measure-specific attribution rules, and resolving issues before July and August collection deadlines.

COMPLETION EVIDENCE

- New online and paper assessment results have been incorporated into student, achievement, early literacy, and participation review.
- Student, attendance, discipline, CTE, special education, graduation, and readiness discrepancies have assigned owners and correction paths.
- All SDC previews used are confirmed for reporting year and remain labeled provisional.
- July and August closeout risks are documented with internal deadlines that allow time to verify processing.

REPORTS FOR VALIDATION

- **Appendix B— ODDEX:** History; Assessments; Grad Cohort; Graduation Progress; Special Education.
- **Appendix C— EMIS and Received Files:** Spring and summer assessment reports; OELPA and AASCD reports; GRAD and CTGR reports; CTE reports; applicable Received Files.

- **Appendix D— SDC:** Traditional, CTPD, and DPR Report Card components; Early Literacy; OELPA Progress; graduation and readiness; CTE; applicable Special Education indicators.

July 2027

Monthly objective: Complete source-to-report validation for student, spring assessment, DPR growth, calendar, and staff-and-course collections before the July 14 and July 21 deadlines, verify processing, and prepare remaining August-bound collections for final closeout.

Planning assumption—confirm before acting: Prior-year timing suggests that short, superintendent-approved student and assessment correction-request windows may occur in mid-to-late July. Do not delay corrections or treat estimated dates as official. Continue treating report-card previews and ratings as provisional.

CONFIRMED DEADLINES AND AVAILABILITY

- **July 14, 2027:** End of Year Student Collection, SOES End of Year Student Collection, Spring State Assessment Grades 3–8 Collection, Spring End-of-Course State Assessment Collection, and DPR Growth Assessment Collection close.
- **July 21, 2027:** Final Calendar Collection and Final Staff and Course Collection close.
- The summer Grade 3 ELA administration ends July 2. Results are scheduled for August: online results on **August 5, 2027**, paper results on **August 16, 2027**, and late results on a date to be announced. Confirm updates on the official 2026–2027 Testing Dates page.
- The Tier 1 Dyslexia Screener, Diagnostics, OELPA Assessment, Final Exiting Student Follow-Up, Spring Alternate Assessment, and Career Tech Accountability Assessment collections close **August 4, 2027**. The Other Accountability Assessments Collection closes **August 6, 2027**, and the Child Outcome Summary Assessment Collection closes **August 20, 2027**. Because the posted FY27 calendar is a draft and may change, confirm current deadlines on the EMIS Data Collection Calendars page and through EMIS Newsflashes.
- **Planning assumption—confirm before acting:** Based on FY26 timing, a request window of approximately July 15–23, 2027, may be offered for selected student and assessment data, with approved corrections due later. These dates and included collections are not official; confirm all requirements through Department communications.

REQUIRED ACTIONS

COLLECTION CLOSEOUT AND PROCESSING VERIFICATION

Student, Enrollment, Attendance, and Discipline Data

- ❑ **End of Year Student and SOES End of Year Student:** Complete final validation of enrollment and withdrawal dates, attending and resident district relationships, grade levels, demographics, disability, gifted, and student-group membership before July 14.
- ❑ **Enrollment and FTE:** Validate full-time equivalency through enrollment records and reconcile student counts with local systems.

- ❑ **Attendance:** Validate membership, absence, and attendance values against local records.
- ❑ **Discipline:** Validate discipline, removals, dates, durations, and student matching.
- ❑ **Processing verification:** Submit corrections early and confirm receipt and processing in applicable EMIS status and Level 1/Level 2 reports before the collections close. Use refreshed ODDEX and SDC reports for cross-district and accountability validation as available, recognizing that SDC refreshes may lag behind EMIS processing.

Career-Technical Education Data

- ❑ Validate current-year CTE participants and concentrators separately and reconcile status with course-completion and program records.
- ❑ For Technical Skill Attainment, validate WebXam participation, results, program alignment, and accountable entity—not only scores.
- ❑ Review applicable CTE FTE, course, instructor, and participation data and resolve reporting or funding discrepancies.

ASSESSMENT, EARLY LITERACY, AND ENGLISH LEARNER VALIDATION

- ❑ **Spring Grades 3–8, end-of-course, and DPR growth:** Complete final source-to-report validation before July 14. Review student inclusion, subject, administration, assessment type, test mode, score, performance level, Score Not Reported reason, and accountability placement for students included under the applicable full academic year business rule.
- ❑ **Performance Index and achievement indicators:** Review available SDC test-result reports together and treat the maximum Performance Index and related calculations as provisional while applicable assessment reporting remains open or incomplete.
- ❑ **Summer Grade 3 ELA:** Confirm eligible students and administration records, but do not expect results in July. Review online, paper, and late results when they become available in August.
- ❑ **AP, IB, CLEP, ACT, and SAT:** Validate applicable records through the Other Accountability Assessments Collection, which remains open until August 6.
- ❑ **Early literacy:** Validate available reading-subscore, Third Grade Reading Guarantee, diagnostic, Improving At-Risk K–3 Reader, retention, and promotion data under the specific business rule used by each report.
- ❑ **OELPA and Alt-OELPA:** Validate each program separately. Review results, participation, student inclusion, and progress inputs when available; use “AMO Participation Rate” only when referring to that exact report.
- ❑ **AASCD:** Validate participation, assessment type, student inclusion, and results separately from Alt-OELPA.
- ❑ **Corrections:** Resolve issues through an applicable open collection or formally posted Final Correction Opportunity and verify receipt and processing in applicable EMIS status and Level 1/Level 2 reports before relying on refreshed SDC reports.

SPECIAL EDUCATION PROFILE INDICATOR VALIDATION

Use the indicator-specific procedures in **April 2027—Special Education Profile Indicator Validation**. In July, prioritize records tied to the July 14 and July 21 closeouts, continue Child Outcome Summary and other August-bound validation, confirm reporting year and release phase, and verify processing before each deadline.

AVAILABLE OHIO SCHOOL REPORT CARD PREVIEWS

Use the detailed Traditional, CTPD, and DPR preview procedures in **May 2027—Available Ohio School Report Card Previews**. In July, confirm the reporting year and report status after major collection closeouts, verify correction processing before relying on SDC refreshes, and continue treating all previews, calculations, and ratings as provisional.

GRADUATION, NON-GRADUATE, DPR, AND READINESS CLOSEOUT

Apply the detailed procedures in **May 2027** for Traditional graduation cohorts and non-graduate measures, DPR validation, Traditional CCWMR, and CTPD Career and Post-Secondary Readiness. In July, complete source-to-report reconciliation for records affected by the July closeouts, confirm final cohort and accountable-entity assignments, verify Grade 23 and measure-specific rules, and submit eligible correction requests only through officially posted opportunities.

COMPLETION EVIDENCE

- All July-closing student, assessment, DPR growth, calendar, and staff/course records have completed source-to-report review.
- Corrections are confirmed in EMIS status and Level 1/Level 2 reports before reliance on later SDC refreshes.
- Eligible official correction requests, if offered, are approved, submitted, and tracked separately from routine corrections.
- Remaining August-bound assessment, follow-up, diagnostic, and Child Outcome Summary issues have owners and internal deadlines.

REPORTS FOR VALIDATION

- **Appendix B— ODDEX:** History; Assessments; Grad Cohort; Graduation Progress; Special Education.
- **Appendix C— EMIS and Received Files:** Student and enrollment closeout; assessment and DPR reports; OELPA, AASCD, calendar, staff/course, CTE, graduation, readiness, and follow-up reports.
- **Appendix D— SDC:** Traditional, CTPD, and DPR Report Card components; Early Literacy; OELPA Progress; CTE; graduation and readiness; applicable Special Education indicators.

August 2027

Monthly objective: Complete FY27 closeout validation for diagnostics, OELPA and Alt-OELPA, alternate and CTE assessments, other accountability assessments, final exiting-student follow-up, Child Outcome Summary, and summer Grade 3 ELA data before their applicable August deadlines.

CONFIRMED DEADLINES AND AVAILABILITY

- **August 4, 2027:** Tier 1 Dyslexia Screener, Diagnostics, OELPA Assessment, Final Exiting Student Follow-Up, Spring Alternate Assessment, and Career Tech Accountability Assessment collections close.
- **August 5, 2027:** Online summer Grade 3 ELA results are scheduled to be available to districts.

- **August 6, 2027:** Other Accountability Assessments Collection closes.
- **August 16, 2027:** Paper summer Grade 3 ELA results are scheduled to be available to districts.
- **August 20, 2027:** Child Outcome Summary Assessment Collection closes.
- Late summer Grade 3 ELA results are scheduled for August; an exact date is not currently listed.
- **Planning assumption—confirm before acting:** Prior-year sequencing suggests that short correction-request windows may occur during August or early September for selected assessment, follow-up, funding, retention, Child Outcome Summary, or financial data. The Department may change, combine, omit, or reschedule these opportunities; confirm official dates, included data, approvers, and deadlines before acting.
- Confirm actual dates, included data, impacted organizations, approvers, request procedures, and correction deadlines on the Districts and Schools Final Correction Opportunities page and through EMIS Newsflashes before taking action.
- The FY27 EMIS calendar is posted as a draft and may change. Confirm current collection dates on the EMIS Data Collection Calendars page.

REQUIRED ACTIONS

VALIDATION

Testing Data

- ❑ **Summer Grade 3 ELA results:** Review online results beginning August 5, paper results beginning August 16, and late results when released. Confirm student matching, assessment records, scores, performance levels, Score Not Reported reasons, and accountability placement.
- ❑ **Performance Index:** Verify that eligible summer Grade 3 ELA results are assigned to the correct district, school, and student groups and are reflected accurately in the applicable testing and Performance Index reports under the full academic year business rules.
- ❑ **Achievement indicators:** Review the applicable proficiency and indicator reports separately to confirm the numerator, denominator, student inclusion, and subject-level results used in each indicator.
- ❑ **Early Literacy:** Validate the Grade 3 reading subscore in the Reading Subscore report for students meeting the applicable full academic year rule; validate the Grade 3 ELA result in the Third Grade Reading Guarantee report under the extended full academic year rule; and validate Improving At-Risk K–3 Reader data under the modified full academic year rule.
- ❑ **Assessment collections:** Complete final validation of Tier 1 Dyslexia Screener, diagnostics, OELPA and Alt-OELPA, spring alternate assessment, CTE assessments including WebXam results, and other accountability assessments before their closing dates. Confirm that corrections have processed in refreshed EMIS reports before relying on SDC updates.

Special Education Data

- ❑ **Child Outcome Summary:** Complete validation for preschool students with disabilities before the August 20 collection close, including student inclusion, assessment records, entry and exit data, and reported outcomes.
- ❑ **Final Exiting Student Follow-Up:** Complete validation of applicable Final Exiting Student Follow-Up records for students with disabilities and other populations served by that collection before the August 4 close. Do not treat the Final collection as a replacement for CTPD Post-Program Outcomes records required through the Initial Exiting Student Follow-Up Collection.
- ❑ **Processing verification:** Confirm that submitted corrections have been received, processed, and reflected accurately in applicable EMIS and follow-up reports before each deadline.

COMPLETION EVIDENCE

- Each August-closing collection has completed source-to-report validation and documented owner approval.
- Summer Grade 3 ELA, early literacy, OELPA, alternate, CTE, follow-up, and Child Outcome Summary records are reconciled to source data.
- Submitted corrections are confirmed as received, processed, and accurately reflected before each deadline.
- Any officially offered correction request is approved and tracked; remaining exceptions are documented for September communication and planning.

REPORTS FOR VALIDATION

- **Appendix B— ODDEX:** Assessments; History; Special Education.
- **Appendix C— EMIS and Received Files:** Summer G3 Vendor File; Assessment Missing; OELPA, alternate assessment, CTE assessment, follow-up, Child Outcome Summary, STAT-001, and applicable Level 1/Level 2 reports.
- **Appendix D— SDC:** Performance Index; Achievement Indicators; Reading Subscore; Third Grade Reading Guarantee; Improving At-Risk K–3 Reader; OELPA; CTE; applicable Special Education reports.

September 2027

Monthly objective: Validate confirmed public report-card and value-added results, prepare accurate stakeholder communications, and use the latest verified data to establish improvement priorities and carry-forward actions for the next reporting cycle.

CONFIRMED AVAILABILITY AND PLANNING ASSUMPTIONS

- **Planning assumption—confirm before acting:** Value-added results may become available during the fall. Confirm the release date, applicable reporting year, displayed label, and report status before using results in analysis or communication.

REQUIRED ACTIONS

VALIDATE AND COMMUNICATE RESULTS

- ❑ Confirm the reporting year, release status, and finality of each report-card, Progress, value-added, or comparison result used.
- ❑ Reconcile public-facing figures and narratives with the final validated data and applicable technical documentation.
- ❑ Prepare stakeholder communications that distinguish results, context, limitations, and next steps without overstating provisional information.
- ❑ Translate confirmed findings into specific improvement priorities, responsible owners, and monitoring measures for the next cycle.

COMPLETION EVIDENCE

- Every public figure and narrative has been checked against a confirmed report and reporting year.
- Progress and value-added results are used only when their availability and status are verified.
- Stakeholder communication materials have documented review and approval.
- Improvement priorities, owners, measures, and carry-forward items are recorded for the next reporting cycle.

REPORTS FOR VALIDATION

- **Appendix B— ODDEX:** Grad Cohort; Graduation Progress; Assessments, as needed.
- **Appendix C— EMIS and Received Files:** applicable status, staff/course, assessment, and graduation reports.
- **Appendix D— SDC:** Traditional Progress; Similar Districts; Value-Added Overall and Subject Composites.

Appendix A: Monthly Completion Checklist and Deadline Summary

HOW TO USE THIS TABLE

- **Use Appendix A as the district's primary completion-tracking tool** for monthly data-team meetings, assignments, status reviews, and follow-up. Record a Monthly Lead, Review Completed date, and notes or unresolved follow-up for each month.
- Appendix A is a summary and does not replace the detailed validation procedures. Use the corresponding section under **Month-to-Month Tasks** for required activities, business-rule cautions, report lists, and processing-verification steps; use Appendices B–D for report navigation.
- Check an item only after corrections have processed and results have been reviewed in the applicable EMIS, ODDEX, SDC, or other designated reports.
- The detailed monthly sections control if this summary differs from them. Dates are based on the draft FY27 EMIS calendar and may change; items labeled **Planning assumption** are not official opportunities or deadlines. Confirm current dates, report availability, and requirements through official Department communications before acting.

Checklist coordinator: **Review period: _____** **Last updated: _____**
_____

Overall notes or unresolved follow-up: _____

Month	Key Deadlines and Availability	Completion Checklist, Monthly Lead, Review Date, and Follow-Up
August–September 2026	• Aug. 6–20: BOY Student, SOES BOY Student, and Initial Staff and Course open. • Sept. 17: Graduation Credit Progress and Summer/Fall EOC open. • Sept. 24: Initial Calendar closes.	□ Begin student, staff/course, assessment, CTE, and calendar validation. □ Identify graduation, readiness, CTPD, and DPR issues for October correction. **Monthly Lead: _____** **Review Completed: _____** **Notes/Follow-Up: _____**
October 2026	• Oct. 9: FY26 Graduation closes. • Oct. 12–23: Graduation/Graduate Cohort FCO requests; approved corrections due Nov. 6. • Oct. 15: Follow-Up, Fall Grade 3 ELA/Reading, COS, and DPR Growth open. • Oct. 22–Nov. 9: CTE Program of Concentration FCO.	□ Complete graduation and readiness corrections. □ Submit eligible FCO requests and assign approved corrections. □ Verify corrections in refreshed EMIS, ODDEX, and SDC reports. **Monthly Lead: _____** **Review Completed: _____** **Notes/Follow-Up: _____**
November 2026	• Nov. 6: Approved Graduation/Graduate Cohort corrections due. • Nov. 9: CTE Program of Concentration FCO closes.	□ Confirm all approved FCO corrections processed accurately. □ Prepare BOY Student data for Dec. 18 and Follow-Up data for Jan. 5.

Month	Key Deadlines and Availability	Completion Checklist, Monthly Lead, Review Date, and Follow-Up
		Monthly Lead: _____ **Review Completed:** _____ **Notes/Follow-Up:** _____
December 2026	• Dec. 18: BOY Student and SOES BOY Student close. • Dec. 8, 21, and 30: Fall Grade 3 ELA results released by mode/timing. • Dec. 21: DPR ELA results available.	□ Validate FCC student detail and complete FCC assurance. □ Validate Fall Grade 3 ELA and DPR results as released. □ Complete Follow-Up corrections before Jan. 5. **Monthly Lead:** _____ **Review Completed:** _____ **Notes/Follow-Up:** _____
January 2027	• Jan. 5: Initial Exiting Student Follow-Up closes; Midyear and SOES EOY Student open. • Jan. 25: OELPA opens. • Jan. 28: Online fall EOC math, science, and social studies results available. • **Estimate:** CTE-only Follow-Up FCO may occur Jan. 7–14; confirm official dates.	□ Confirm Follow-Up population, outcomes, and accountable entities. □ Verify corrections in STAT-001 and FLUP reports. □ Submit an eligible CTE FCO request if officially offered. **Monthly Lead:** _____ **Review Completed:** _____ **Notes/Follow-Up:** _____
February 2027	• Feb. 3: Initial Staff and Course closes. • Feb. 4–18: Final Follow-Up, alternate/CTE/other assessments, Final Staff and Course, and spring state assessment collections open. • Feb. 15: Online fall EOC ELA results available.	□ Finalize staff licensure, assignments, courses, and relationships. □ Begin validating newly opened follow-up and assessment collections. **Monthly Lead:** _____ **Review Completed:** _____ **Notes/Follow-Up:** _____
March 2027	• Mar. 1 and 8: Remaining fall EOC results available. • Mar. 5: Fall Grade 3 ELA and Reading closes. • Mar. 19: Summer and Fall EOC closes.	□ Resolve missing tests, invalid SNR reasons, matching, type/mode, and accommodation issues. □ Confirm accountability placement and correction processing before close. **Monthly Lead:** _____ **Review Completed:** _____ **Notes/Follow-Up:** _____
April 2027	• Apr. 29: Graduation opens. • Apr. 30: Midyear Student closes.	□ Finalize Midyear enrollment, attendance, discipline, demographic, disability, and gifted data. □ Review available SDC, OELPA/Alt-OELPA, AASCD, CTE, and special education data. □ Begin 2027 graduation-cohort validation. **Monthly Lead:** _____ **Review Completed:** _____ **Notes/Follow-Up:** _____
May 2027	• May 3: DPR ELA results available.	□ Validate spring assessments, OELPA/Alt-OELPA, AASCD, early literacy, and student inclusion.

Month	Key Deadlines and Availability	Completion Checklist, Monthly Lead, Review Date, and Follow-Up
	• May 18 and 26: Online spring assessment results available.	□ Review Traditional, CTPD, and DPR reports under their separate rules. □ Confirm reporting year and treat previews and ratings as provisional. **Monthly Lead:** _____ **Review Completed:** _____ **Notes/Follow-Up:** _____
June 2027	• June 15 and 28: Paper spring results available. • June 21–July 2: Summer Grade 3 ELA window. • **Confirm before acting:** Verify any family-notification deadline for spring results in current assessment communications; it is not an EMIS collection deadline.	□ Continue spring assessment, student, CTE, special education, graduation, and readiness validation. □ Resolve issues before July and August collection deadlines. **Monthly Lead:** _____ **Review Completed:** _____ **Notes/Follow-Up:** _____
July 2027	• July 14: EOY/SOES EOY Student, spring assessments, and DPR Growth close. • July 21: Final Calendar and Final Staff and Course close. • **Estimate:** Student/assessment FCO requests may run July 15–23; confirm official dates.	□ Complete source-to-report validation for all July closeouts. □ Confirm corrections in EMIS before relying on refreshed SDC data. □ Submit eligible FCO requests if officially offered. **Monthly Lead:** _____ **Review Completed:** _____ **Notes/Follow-Up:** _____
August 2027	• Aug. 4: Diagnostics, OELPA, Final Follow-Up, alternate, and CTE assessments close. • Aug. 5 and 16: Summer Grade 3 ELA results available. • Aug. 6: Other Accountability Assessments close. • Aug. 20: Child Outcome Summary closes. **Planning assumption:** Additional correction opportunities may occur in August or early September; confirm official announcements.	□ Complete final validation for each closing collection. □ Validate summer Grade 3 ELA and applicable Early Literacy outputs. □ Verify processing and monitor official FCO announcements. **Monthly Lead:** _____ **Review Completed:** _____ **Notes/Follow-Up:** _____
September 2027	Value-added results may become available in the fall; confirm reporting year and status before use.	□ Validate Progress and value-added results when available. □ Confirm public report-card information before communication and planning. **Monthly Lead:** _____ **Review Completed:** _____ **Notes/Follow-Up:** _____

Appendix B: ODDEX Report Breadcrumb Directory

Use the breadcrumb trails below to locate Ohio District Data Exchange (ODDEX) views that support validation of Ohio School Report Card and special education data. Access ODDEX through the OH|ID Portal; available modules and records depend on the user's OEDS roles and authorized LEAs. Most submitted data are read-only, so corrections generally must be made in the source system and resubmitted through the EMIS-R Data Collector.

Navigation note: Select the applicable school year and IRN, use Global Find by SSID when a student-level search is needed, and confirm the current screen label because module names and available views may change. ODDEX helps reconcile records across LEAs; it does not replace EMIS Level 1, Level 2, or SDC validation.

ODDEX Breadcrumbs for Accountability and Special Education Validation

Validation Area	ODDEX Breadcrumb	Primary Validation Use
Enrollment, transfers, and withdrawal history	**ODDEX > Records > Individual Students > History**	Validate enrollment spans, entry and withdrawal events, district relationships, cohort placement, and cross-LEA discrepancies that may affect Report Card attribution or special education accountability.
Special education events and services	**ODDEX > Records > Individual Students > Special Education**	Review evaluations, IEP events, disability records, placements, and district-of-residence or district-of-service reporting; reconcile event sequence and missing or conflicting records.
Assessments	**ODDEX > Records > Individual Students > Assessments**	Review assessment history, participation, type, subject, result, and cross-LEA reporting. Use EMIS and SDC reports—not ODDEX alone—to determine final inclusion in Achievement, Gap Closing, Early Literacy, or Indicator 3.
Graduation cohort	**ODDEX > Records > Individual Students > Grad Cohort**	Review cohort events, accountable LEA information, initial cohort year, graduation status, and transfer or withdrawal history. Use the applicable EMIS, SDC, and technical documentation to determine Traditional, CTPD, or DPR calculation treatment.
Graduation progress	**ODDEX > Grad > Progress Reports > Individual Students**	Monitor student progress toward graduation using EMIS-derived information in the Grad module. Confirm the

Validation Area	ODDEX Breadcrumb	Primary Validation Use
		module's current update schedule and use source records and EMIS reports to resolve discrepancies.
Graduation program codes	**ODDEX > Grad > Grad Program Code Info**	Validate graduation pathway and program-code reporting used to support graduation status and related accountability review.
Bulk student review	**ODDEX > Records > Bulk Export**	Export authorized student records for systematic comparison with local source data, EMIS reports, and SDC student-level reports.

Appendix C: EMIS Reports and Received Files for Accountability Validation

Use this directory to identify EMIS Data Collector reports and Department-generated Received Files that support validation of Ohio School Report Card, career-technical, dropout prevention and recovery, and special education accountability data. Report availability depends on the collection, entity type, user access, processing schedule, and reporting year.

Navigation and use note: Select the applicable collection request, reporting entity, and fiscal year before opening a report. Level 1 reports are produced from locally collected data before submission; Level 2 reports are produced after Department processing and may include cross-LEA or derived information. Received Files are Department-generated and may follow a separate schedule. Confirm the report or file name, fiscal year, data-through date, refresh date, audience, and current explanation before use. File names and locations can change; use the current EMIS Report Catalog, Validation and Report Explanations page, File Descriptions page, and EMIS collection release notes as the controlling sources. The following video is also posted to give an introduction to EMIS Reports.

Level 1 Reports for Pre-Submission Validation

Report or file	Data Collector location	Primary validation use
Level 1 Preview reports by record type	Collection Request → Preview → Preview Reports	Compare record counts and values with source systems before submission.
Excluded Records	Collection Request → Preview → Level 1 Data Reports → Excluded	Resolve records omitted because they could not be processed.
Missing Records	Collection Request → Preview → Level 1 Data Reports → Missing	Identify expected student, assessment, course, staff, special education, or follow-up records that are absent.
Supplementary reports	Collection Request → Preview → Level 1 Data Reports → Supplementary	Review collection-specific counts, derivations, and supporting detail.
Level 1 Validation reports	Collection Request → Reports → Level 1 Reports	Resolve fatal, critical, warning, dependency, and informational messages. Records with fatal errors do not reach the Department.
Current Enrollment Headcount Summary and Detail	Applicable Student Collection → Level 1 Reports	Reconcile headcount, grade, building, and student-group populations.
Assessment Missing reports	Applicable Assessment Collection → Level 1 Reports	Identify expected assessments and validate SNR reasons, type, subject, administration, and student matching.

Report or file	Data Collector location	Primary validation use
Student Missing Level 1 Report	Applicable Student Collection → Level 1 Reports	Reconcile students missing required records, including SSID, enrollment, demographics, disability, and collection-specific data.
Staff Missing Level 1 Report	Applicable Staff and Course Collection → Level 1 Reports	Reconcile staff, position, assignment, course, and staff-course relationship records.

Primary Level 2 Reports for Accountability Validation

Validation Area	Report	Primary Use
Processing status	**STAT-001 — Level 2 Status Report**	Confirm that submissions and corrections were received and processed before reviewing refreshed Level 2, ODDEX, or SDC results.
Accountability placement	**WKCD-001 — Where Kids Count**	Validate the district and building where students are counted for accountability and investigate enrollment or relationship records affecting placement.
Enrollment and student groups	**ENRL-003 — Student English Learner Status** and applicable enrollment/FTE reports	Validate English learner status, enrollment, FTE, grade, demographics, and subgroup membership used in Achievement, Gap Closing, attendance, and other measures.
Early literacy	**LTRC-001 — Derive Reading Diagnostic Result**	Validate reading diagnostic reporting and derived on-track or off-track results used in early-literacy review.
Graduation cohort entry	**GRAD-002 — Newly Assigned to Grad Cohort**	Confirm newly assigned cohort years and investigate first-time ninth-grade, transfer, and enrollment records affecting graduation accountability.
Graduation cohort status	**GRAD-4xx and GRAD-5xx cohort reports**	Review first- through fifth-year cohort status, transfers, withdrawals, diploma records, early graduates, and students remaining enrolled beyond the expected graduation year.
Graduation issues	**GRAD-999 — Graduation Issues**	Identify errors or inconsistencies that may affect cohort membership or graduation calculations.

Validation Area	Report	Primary Use
College credit and readiness	**GRAD-003 — Potential College Credit**	Validate potential college-credit records used in readiness calculations, including applicable College Credit Plus and articulation data.
CCWMR	**GRAD-004 — CCWMR Gap**	Identify missing or conflicting College, Career, Workforce, and Military Readiness records for the applicable graduation cohort.
Industry credentials	**ICAC-102 — Industry Credential Career Field Points**	Validate credential status, points, career-field alignment, and readiness totals.
CTE graduation cohorts	**CTGR-4xx and CTGR-5xx cohort reports**	Validate CTE four- and five-year cohort membership, concentrator status, and accountable CTPD or member-district assignment.
CTE participation and funding	**CTE Concentrator and CTE FTE reports**	Confirm participants, concentrators, program alignment, course completion, and FTE used in CTPD accountability and funding review.
CTE technical assessments	**CTE Technical Assessment Summary Report**	Validate career-technical assessment participation and results by student, program, pathway, and reporting entity. Reconcile expected testers, WebXam or other approved technical assessments, untested or missing results, Program of Concentration, concentrator status, and accountable CTPD assignment used in Technical Skill Attainment and related CTPD accountability review.
Students with disabilities	**STWD — Students With Disabilities Report**	Validate the students identified as having disabilities and the underlying disability, enrollment, demographic, district-relationship, and special education data used in accountability and federal reporting. Reconcile unexpected inclusions, exclusions, or attributes with local IEP and enrollment records, ODDEX, Federal Child Count reports, assessment reports, and applicable SDC Special Education reports.
Staff and course alignment	**TLCS-001 — Teacher Licensure Course Status**	Validate educator licensure, course assignments, and alignment affecting compliance, educator attribution, and related reporting.
Federal Child Count	**FCCD-001 — Federal Child Count Detail**	Validate included students, disability condition, demographics, district relationships, grade, and educational environment used in federal reporting and subsequent special education calculations.

Validation Area	Report	Primary Use
Federal Child Count assurance	**FCCS-001 — Federal Child Count Statement of Assurances**	Complete assurance only after validating the underlying student detail and correction processing in FCCD-001.
Exiting-student follow-up population	**FLUP-001 — Exiting Student Follow-Up Extract**	Confirm students and accountable entities included for CTE, graduate, and students-with-disabilities follow-up purposes.
Exiting-student follow-up values	**FLUP-003, FLUP-004, and FLUP-005**	Validate reported follow-up values for CTE concentrators, prior-year graduates, and students with disabilities.
General Issues	**GNIS reports applicable to the collection or data area**	Investigate potential anomalies identified by Department business offices. Use as a supplemental review; a missing issue does not prove that the data are complete or correct.

Received Files Used in Accountability Validation

File Name	Data Collector Location	Validation Use
CTPD Report Card Post-Program Outcomes Measure—Report Only Industry-Recognized Credential Elements *File pattern: 2027_CTE_IC_<file date>.xls*	**Data Collector > Received Files**	For CTPD lead districts, validate industry-recognized credential elements displayed as report-only information in the CTPD Post-Program Outcomes measure. Confirm student identity, credential code and description, and CTPD assignment; do not treat this file as the rated placement or status-known calculation.
High School Test Passage Rate *File pattern: <year> RPTCRD DPR Assessment Pass Rate SSIDs <file date>.xls*	**Data Collector → Received Files** Use the current File Description for questions and interpretation.	Validate students and assessment results used in the DPR Report Card Achievement component's High School Test Passage Rate. Confirm SSID, expected graduation assessments, test results, alternate-assessment status when applicable, and inclusion under DPR-specific rules; reconcile differences with assessment collections, ODDEX, and the SDC DPR Achievement report.
STAR Assessments Submitted to EMIS *Current FY27 pattern: 2027_RPTCRD_DPR_STAR_SUBMITTED_<file date>.xlsx*	**Data Collector > Received Files**	Validate the completeness and accuracy of STAR records submitted for students while attending the DPR school. Confirm IRN, SSID, subject, test date, score reason, score, and identifier against local and vendor records. Apply the

File Name	Data Collector Location	Validation Use
	Questions should be directed to Karlyn Geis at Karlyn.Geis@education.ohio.gov.	current EMIS score-reporting rule and compare with missing-record reports.
Report Card Summer G3 Vendor File ELA and Reading Subscore Results *File pattern: 2027_RPTCRD_SummerG3Vendor_<file date>.csv*	**Data Collector → Received Files** Use the current File Description for questions and interpretation.	Verify FY27 summer Grade 3 ELA scores and reading subscores received from the testing vendor. Only results identified as Attempted appear. Review School Year, reporting LEA IRN, SSID, assessment type, tested grade, subject, test date, requested test type, student grade, accommodation, Score Not Reported reason, score, and proficiency-level description. Confirm assessment type GN, tested grade 03, subject ELA or R, requested test type STR, and accommodation code **. An asterisk in the score-reason field indicates no Score Not Reported reason; I identifies a vendor result marked invalidated. Reconcile student identity, attending-district attribution, scores, invalidations, and proficiency information with vendor records, EMIS assessment reports, ODDEX, and applicable SDC Achievement and Early Literacy reports. Confirm the FY27 default test date in the current file description.
2027 CTE Follow-Up Student File *File pattern: 2027_CTE_FOLLOWUP_STDNT_DRAFT_<file date>.xls*	**Data Collector > Received Files**	Review students expected in the Initial Exiting Student Follow-Up Collection and determine whether a CTE Concentrator appeal is needed to revise the listed Program of Concentration. Validate reporting LEA, SSID, Program of Concentration code and fiscal year, status, withdrawal reason, diploma date, and ITC.
2027 CTE Follow-Up Credentials Earned *File pattern: 2027_CTE_INDUSTRY_CREDENTIAL_<file date>.xls*	**Data Collector > Received Files**	For CTPD member districts, validate industry-recognized credentials associated with students in the CTE follow-up population. Reconcile reporting LEA, SSID, credential subject code, and credential description with local documentation and applicable EMIS credential records.

File Name	Data Collector Location	Validation Use
National Student Clearinghouse StudentTracker Aggregate Report *File pattern: 2027_STUDENT_NSC_AGG_RPT_##_<file date>.pdf*	**Data Collector → Received Files** Use the current File Description for questions and interpretation.	Use this complimentary high-school-level report for local benchmarking and planning only. Each PDF covers one high school and provides longitudinal measures for up to eight actual-graduation-year cohorts, including college enrollment timing and institution characteristics, freshman-to-sophomore persistence, degree attainment within six years, degree type and time to degree, cohort enrollment and progress, and common institutions of immediate fall enrollment. Review the report appendix before interpretation. NSC defines cohorts by actual graduation year, which differs from Ohio accountability cohort definitions. This report has no bearing on formal accountability and must be considered separately from similar Ohio School Report Card measures. The ## counter distinguishes reports when an LEA has more than one high school.

Recommended Review Sequence

Scope caution: This appendix identifies core reports and is currently documented named Received Files used for accountability validation; it is not exhaustive. Exact report and file names, year prefixes, distribution audiences, and availability can change. Review the current File Descriptions page for every newly posted file, especially any file with **Report Card**, **RPTCRD**, or **DPR** in its title—and add applicable resources to the local validation process. Also use the current EMIS Report Catalog, EMIS Validation and Report Explanations, collection release notes, EMIS Newsflashes, Report Card technical documentation, and file-specific instructions to confirm purpose, population, timing, records, and interpretation.

Appendix D: Secure Data Center Report Breadcrumb Directory

Use the table below to locate the Secure Data Center (SDC) reports referenced throughout this guide. Each entry identifies the **report type**, **SDC breadcrumb**, and **primary validation use**, including whether the resource is a student-level report, a Local Report Card report, or both. Report visibility depends on the IRN selected in the Report Portal, the user's OEDS access, entity type, reporting year, and current availability. CTPD and member-district reports require the appropriate CTPD or member-district IRN, and extended graduation reports are displayed only for eligible DPR schools.

Access the SDC through **OH|ID → Report Portal → Secure Data Center**. Before using any breadcrumb below, check the **Secure Data Center—Status of Reports** page for the current displayed name, status, covered years, and refresh information. The breadcrumbs are navigation aids; tile and report labels may change. A report marked **Ready** may contain prior-year rather than FY27 data.

The Department currently populates most SDC reports Monday, Wednesday, and Friday; a subset—including CTE, staff, teacher, course, and financial reports—is populated Tuesday and Thursday. These schedules can change and do not guarantee that every upstream correction will appear in the next refresh. Confirm processing in EMIS first, then check the current SDC status and notes.

Aggregated Data — Local Report Card Reports

These reports present aggregate component, rating, summary, or comparison information for Traditional, CTPD, or DPR Local Report Cards.

Validation Area	SDC Breadcrumb (all begin OH|ID → Report Portal → Secure Data Center)	Primary Validation Use
Traditional Report Card Enrollment Details	**Local Report Card → District (or School) Local Report Card → District Details**	Review Traditional enrollment information in the aggregate report-card preview.
CTPD Report Card Enrollment Details	**Local Report Card → CTPD Report Card → CTPD Details**	Review CTPD enrollment information in the aggregate report-card preview.
DPR Report Card Enrollment Details	**Local Report Card → DPR Report Card → School Details**	Review DPR enrollment information in the aggregate report-card preview.
Traditional Achievement Component	**Local Report Card → District (or School) Local Report Card → Achievement**	Review the Traditional Achievement component rating and related measures.
DPR Assessment Participation	**Local Report Card → Dropout Recovery Program Report Card → Gap Closing → Review Participation**	Review aggregate assessment participation by assessment and student group.
DPR Achievement Component	**Local Report Card → Dropout Recovery Program Report Card → Achievement**	Review the DPR Achievement component.

Validation Area	SDC Breadcrumb (all begin OH|ID → Report Portal → Secure Data Center)	Primary Validation Use
CTPD Achievement Component	**Local Report Card → CTPD Report Card → Achievement**	Review Technical Skill Attainment, Performance Index, participation, and the component rating.
Traditional Early Literacy Component	**Local Report Card → District (or School) Local Report Card → Early Literacy**	Review the Traditional Early Literacy component.
Traditional Progress Component	**Local Report Card → District (or School) Local Report Card → Progress**	Review the Traditional Progress component.
Traditional Gap Closing Component	**Local Report Card → District (or School) Local Report Card → Gap Closing**	Review the component; use the applicable detail reports in the student-level table to validate underlying measures.
Traditional Graduation Component	**Local Report Card → District (or School) Local Report Card → Graduation**	Review the Traditional Graduation component.
Traditional CCWMR Component	**Local Report Card → District (or School) Local Report Card → College, Career, Workforce, and Military Readiness**	Review the Traditional CCWMR component.
Traditional Non-Graduate Measures	**Local Report Card → District (or School) Local Report Card → Non-Graduate Measures**	Review aggregate measures for applicable students who did not graduate.
CTPD Overall Report Card	**Local Report Card → CTPD Report Card → CTPD Details**	Review CTPD component and overall results.
CTPD Career and Post-Secondary Readiness Component	**Local Report Card → CTPD Report Card → Career and Post-Secondary Readiness**	Review the CTPD Career and Post-Secondary Readiness component.
CTPD Post-Program Outcomes Component	**Local Report Card → CTPD Report Card → Post-Program Outcomes**	Review placement, status known, promotion or demotion, and the component rating.
CTPD Federal Performance Indicators	**Local Report Card → CTPD Report Card → Federal Performance Indicators**	Review federal indicators; use the applicable student-level reports to validate underlying measures.
DPR Overall Rating	**Local Report Card → Dropout Recovery Program Report Card → Overall Rating**	Review the DPR overall rating.
DPR Progress Component	**Local Report Card → Dropout Recovery Program Report Card → Progress**	Review reading, mathematics, and overall growth results.

Validation Area	SDC Breadcrumb (all begin OH|ID → Report Portal → Secure Data Center)	Primary Validation Use
DPR Gap Closing Component	**Local Report Card → Dropout Recovery Program Report Card → Gap Closing**	Review the component; use detail reports to validate achievement, graduation, OELPA, and participation measures.
DPR Graduation Component	**Local Report Card → Dropout Recovery Program Report Card → Graduation**	Review the DPR Graduation component and related longitudinal graduation-rate summaries.
Similar Districts	**Local Report Card → Similar Districts**	Compare applicable aggregate district results with similar districts.

Student-Level and Record-Detail Reports

These reports are used to inspect individual students, cohorts, assessments, program records, special education records, or educator assignments. Some reports may also include overview tabs, but they are not classified as Local Report Card reports.

Validation Area	SDC Breadcrumb (all begin OH|ID → Report Portal → Secure Data Center)	Primary Validation Use
Enrollment — Student-Level Report	**Enrollment → District (or School) Enrollment**	Validate enrollment, withdrawal, FTE, demographics, disability and English learner status, and student-group membership using SSID Details.
Gifted Enrollment	**Enrollment → District (or School) Gifted Enrollment**	Validate gifted identification, gifted services, enrollment, and student-group placement.
CTE Participation	**Career and Technical Education → CTPD (or Member District) Headcount of Students Participating in Career-Technical Courses**	Validate students participating in career-technical coursework.
Student Attendance and Chronic Absenteeism	**Student Attendance → District (or School) Absenteeism and Attendance**	Validate membership, absences, attendance, chronic-absence status, and student groups.
Traditional Performance Index and Proficiency Levels	**Test Results → District (or School) Test Results → Proficiency Levels**	Validate student inclusion, assessment type, subject, performance level, Performance Index inputs, and student groups.
Traditional Performance Indicators and Test Overview	**Test Results → District (or School) Test Results → Overview**	Review test-result records used in performance indicators and achievement summaries.

Validation Area	SDC Breadcrumb (all begin OH|ID → Report Portal → Secure Data Center)	Primary Validation Use
Assessment Participation	**Test Results → District (or School) Test Results → AMO Participation Rate**	Validate expected testers, tested students, participation by assessment and student group, and students affecting participation requirements.
OELPA Progress	**Test Results → District (or School) OELPA Progress**	Validate English learner inclusion, prior- and current-year results, progress toward proficiency, and student groups.
DPR ELA and Mathematics Achievement	**Test Results → School Test Results and Proficiency Levels**	Validate qualifying assessment results used in DPR Gap Closing.
CTPD Performance Index	**Career and Technical Education → CTPD Proficiency Level Test Results**	Validate state-assessment results and Performance Index inputs for applicable CTPD concentrators.
CTPD Technical Skill Attainment	**Career and Technical Education → CTPD (or Member District) Technical Skill Attainment**	Validate technical-assessment participation, proficiency, pathway alignment, and accountable-entity assignment.
Reading Subscore	**Improving At-Risk K–3 Readers → District (or School) Reading Subscore**	Validate Grade 3 reading-subscore data and the applicable full academic year rule.
Promotion to Fourth Grade by Meeting Test Requirements	**Improving At-Risk K–3 Readers → District (or School) Third Grade Reading Guarantee**	Validate Grade 3 ELA results, promotion information, exemptions, and the extended full academic year rule.
Diagnostic Results	**Improving At-Risk K–3 Readers → District (or School) Diagnostic Report**	Validate diagnostic results, on/off-track status, grade-level results, and reporting completeness.
Improving At-Risk K–3 Reader	**Improving At-Risk K–3 Readers → District (or School) Improving At-Risk K–3 Reader**	Validate inclusion, baseline and outcome status, literacy improvement, and the modified full academic year rule.
Value-Added	**Value Added → District (or School) Value Added – Overall and Subject Composites**	Validate overall and subject-level value-added results and student groups.
Traditional Four-Year Graduation Rate	**Graduation → District (or School) 4-Year Longitudinal Graduation Rate**	Validate cohort inclusion and adjustments, graduation status, accountable entity, and student groups.
Traditional Five-Year Graduation Rate	**Graduation → District (or School) 5-Year Longitudinal Graduation Rate**	Validate the five-year adjusted graduation cohort and outcomes.
Traditional CCWMR Student-Level Data	**Graduation → District (or School) College, Career, Workforce, and Military Readiness Data**	Validate the accountable cohort and each readiness demonstration.

Validation Area	SDC Breadcrumb (all begin OH|ID → Report Portal → Secure Data Center)	Primary Validation Use
Traditional CCWMR Post-High School Pathways	**Graduation → District (or School) College, Career, Workforce, and Military Readiness Post-High School Pathways**	Review record-level post-high-school outcomes.
CTPD Four-Year Graduation Rate	**Career and Technical Education → CTPD (or Member District) 4-Year Longitudinal Graduation Rate**	Validate the CTE four-year adjusted cohort and accountable educating or sending district.
CTPD Five-Year Graduation Rate	**Career and Technical Education → CTPD (or Member District) 5-Year Longitudinal Graduation Rate**	Validate the CTE five-year adjusted cohort and accountable educating or sending district.
CTPD Career and Post-Secondary Readiness Student-Level Report	**Career and Technical Education → CTPD (or Member District) Career and Postsecondary Readiness**	Validate full-credit, emerging-readiness, and applicable bonus elements.
CTPD Post-Program Outcomes Student-Level Report	**Career and Technical Education → CTPD (or Member District) Post-Program Outcomes**	Validate the CTE cohort, accountable entity, placement outcomes, and status-known records.
Special Education indicators—general	**Special Education → Select the current indicator-specific report**	Confirm the Profile year, source year, release phase, accountable educational agency, and exact displayed label. The entries below identify common reports and are not an exhaustive list of Indicators 1–14, Indicator 18, or Significant Disproportionality resources.
Indicator 1 — Graduation Rate	**Special Education → Graduation Rate**	Validate the exit-based graduation population and results using Overview and SSID Details.
Indicator 2 — Dropout Rate	**Special Education → Dropout Rate**	Validate the exit-based dropout population and results using Overview and SSID Details.
Indicator 3 — Participation and Assessment	**Special Education → Assessment Participation and Performance**	Validate assessment participation and proficiency for students with disabilities.
Indicator 4—Discipline	**Special Education → Select the current discipline indicator report**	Validate removals, duration, race and ethnicity, disability status, student inclusion, and indicator-specific attribution.
Indicator 5 — School-Age Educational Environments	**Special Education → School-Age Educational Environments**	Validate school-age educational-environment records.

Validation Area	SDC Breadcrumb (all begin OH|ID → Report Portal → Secure Data Center)	Primary Validation Use
Indicator 6 — Preschool Least Restrictive Environments	**Special Education → Preschool Least Restrictive Environments**	Validate preschool least-restrictive-environment records.
Indicator 7—Preschool Outcomes	**Special Education → Select the current preschool outcomes report**	Validate Child Outcome Summary entry and exit records, dates, inclusion, and outcomes.
Indicators 9 and 10 — Disproportionate Representation	**Special Education → Special Education Identification**	Validate disability category, race and ethnicity, student inclusion, and disproportionate-representation results.
Indicators 11–14— Timelines, transition, and post-school outcomes	**Special Education → Select the current indicator-specific report**	Validate indicator-specific populations, dates, events, IEP requirements, outcomes, source years, and attribution. Do not apply one residence, service, or last-enrollment rule to all four indicators.
Significant Disproportionality	**Special Education → Significant Disproportionality**	Validate identification, placement, and discipline views separately.
Principal Report	**District (School, or Sponsor) Principal Report**	Review principal assignments and related information when available.
Teacher Report	**District (School, or Sponsor) Teacher Report**	Review teacher assignments and course alignment when available.
Educators in Your District	**Educators in Your District**	Review educator listings and assignments.

Appendix E: Validation Questions to Guide Districts in Reviewing Data

General Data Governance and Workflow

- Are all relevant staff assigned correct OEDS roles and IRN access for Secure Data Center (SDC) and student-level validation?
- Are validation routines aligned to SDC refresh cycles and EMIS reporting windows?
- Are SSID detail reports exported and filtered for missing tests, mismatched levels, and outliers before corrections?
- Are validation workflows consistently applied: Source documentation → SIS → EMIS → ODDEX/General Issues → SDC?

Traditional, CTPD, and DPR Graduation Cohorts

- For Traditional district and school report cards, are all students correctly included in the applicable four- and five-year adjusted graduation cohorts?
- For the CTPD Report Card, are applicable concentrators correctly included in the CTE four- and five-year adjusted graduation cohorts and assigned under the current CTPD accountable-entity rules?
- For the DPR Report Card, are students correctly included in the separate four-, five-, six-, seven-, and eight-year longitudinal graduation-rate measures and assigned under current DPR rules?
- Are early graduates, transfer students, reinstated students, students returning after withdrawal, and other cohort exceptions handled under the correct report-card rules?
- Are diploma dates, withdrawal dates and reasons, diploma types, and graduation pathways accurate?
- Has the team avoided applying full academic year criteria to DPR Graduation?
- Has Grade 23 and deferred-diploma treatment been verified against the final 2027 technical documentation for the applicable report card?

SPECIAL EDUCATION PROFILE GRADUATION AND DROPOUT — INDICATORS 1 AND 2

- Has the team treated Indicators 1 and 2 as IDEA exit-based measures rather than as student-with-disabilities versions of the Report Card adjusted-cohort rates?
- Is each student age 14–21 and included in an applicable IDEA exit category?
- Are disability status, the last district where the student was enrolled based on the latest applicable enrollment date, exit date, withdrawal reason, graduation record, and subsequent reenrollment accurate?
- For Indicator 1, did the student graduate with a regular high school diploma under the applicable federal definition?
- Are students who received an alternate diploma or certificate, reached maximum age, or dropped out included or excluded correctly?
- Are students who transferred to regular education or moved and are known to continue in an educational program excluded as required?

- Have diploma pathways involving IEP goals, alternate assessment, or exemptions been reviewed to determine whether the student belongs in the Indicator 1 denominator but not the numerator?
- Has the team confirmed the lagged data year displayed in each Indicator 1 and Indicator 2 report?

TRADITIONAL COLLEGE, CAREER, WORKFORCE, AND MILITARY READINESS

- Has the team validated the final prior-year four-year adjusted graduation cohort and the school and district to which each student is assigned?
- Are all qualifying ACT or SAT results, Honors Diplomas, AP, IB, and CLEP results, college credits, industry-recognized credentials or licenses, military-readiness records, technical assessments, apprenticeship records, and OhioMeansJobs Readiness Seal and work-based-learning records complete and accurate?
- For technical-assessment proficiency, has the student met the current requirement through at least three qualifying technical assessments, aligned credentials, College Credit Plus substitutions, or an applicable combination within one career pathway?
- For the OhioMeansJobs readiness demonstration, are both the Readiness Seal and 250 hours of internship or approved work-based learning documented?
- Are qualifying pre-apprenticeship completions reported accurately?
- For eligible students, is acceptance into a post-high-school apprenticeship reported under the applicable Traditional CCWMR criteria?
- Are completed registered apprenticeships reported accurately?
- Has the team distinguished Traditional CCWMR demonstrations from Traditional post-high-school pathway measures, CTPD Career and Post-Secondary Readiness, CTPD Post-Program Outcomes, and Indicator 14 outcomes?
- Has Grade 23 and deferred-diploma treatment been verified against the final 2027 Traditional graduation and CCWMR technical documentation?

TRADITIONAL REPORT-ONLY NON-GRADUATE MEASURES

- For students with disabilities who met a graduation pathway but deferred their diplomas, are disability status, pathway completion, at least one hour of current-year attendance, and Grade 23 status as of March 31 reported accurately?
- For the non-graduate credit-comparison measure, are the credits completed when each student first entered the district or building accurate, and has that value been reviewed against the applicable four- or five-year cohort average?
- Has the team confirmed that these report-only measures are being applied only to Traditional district and school report cards?
- Has the team verified final 2027 Grade 23 treatment before completing validation?

Dual Credit and Industry-Recognized Credentials

- Are all dual enrollment credits earned by students accurately reported and validated?
- Are all industry-recognized credentials awarded to students correctly reported and validated?
- Do credential points meet minimum requirements for readiness measures?

SPECIAL EDUCATION DATA

- Is race and ethnicity data for all students (including SWD) accurately reported and compliant with federal/state requirements?
- Is each student's placement in the least restrictive environment (LRE) properly documented?
- Is disability status accurately reported for all students receiving special education services, with all relevant data elements complete and validated?
- Are preschool skills and growth outcomes validated for students with disabilities (Indicator 7)?
- Have applicable Indicator 8 parent-involvement survey responsibilities been completed according to current Department instructions, and have any required records been reviewed for completeness?
- Are disability category and race and ethnicity data reviewed for disproportionate representation under Indicators 9 and 10, and are identification, placement, and discipline patterns reviewed separately under Significant Disproportionality?
- Do reported service, placement, and enrollment records align with each student's IEP and relevant source documentation, and have any discrepancies that could affect IDEA reporting been resolved?

POSTSECONDARY OUTCOMES (INDICATOR 14)

- Is every student identified on FLUP-001 with **SWD INCLD FLAG = Y** reviewed by the district of residence?
- Was the student age 14–21, no longer in secondary school, and receiving services under an IEP when the student exited?
- Are the exit reason and later enrollment consistent with Indicator 14 inclusion?
- Have transfer-out students, students associated with excluded scholarship sent reasons, students receiving only special services, students with an excluded district relationship, deceased students, and other technical exclusions been handled correctly?
- Does the follow-up response status accurately distinguish respondents, nonrespondents, and students for whom no follow-up is required?
- Does higher-education enrollment meet the applicable timing and duration requirements within one year after exit?
- Does competitive employment meet the applicable duration, compensation, and setting requirements?
- Does other postsecondary education or training meet the applicable enrollment and duration requirements?
- Does other employment meet the applicable technical definition?
- Are apprenticeship outcomes supported by source documentation and categorized under the correct Indicator 14 measure?
- When multiple entities reported an outcome, did the team review the final value produced under the applicable precedence rules?
- Has the team distinguished Indicator 14 outcomes from CCWMR demonstrations and Report Card post-high-school pathway measures?

STUDENT DATA

- Are entry and withdrawal dates accurately reported for each student?
- Is student group membership validated for report card groups (SWD, EL, disadvantaged, gifted)?
- Is race and ethnicity data accurately reported for all students?
- Are all assessment results—summer, fall, and spring—including reading diagnostics, Grades 3–8 assessments, and end-of-course assessments accurately reported?
- For each student with an IEP, is the reported assessment type aligned with the IEP and accurately reported?
- Are AP, IB, and CLEP assessment records and scores accurately reported?
- Are students without reported test results included or excluded under the applicable accountability business rules, with valid Score Not Reported reasons reported where appropriate?

CAREER-TECHNICAL PLANNING DISTRICT REPORT CARD

CTPD Achievement

- Are current-year participants and concentrators identified separately and accurately?
- Are Program of Concentration, CTE full-time equivalency, course completion, pathway alignment, and accountable-entity records complete?
- Are Technical Skill Attainment participation and results accurate for the appropriate students and pathways?
- Do WebXam, industry-recognized credential, and applicable College Credit Plus substitution records align with the student's pathway?
- Are Performance Index assessment records accurate for applicable current-year concentrators?
- Has the team reviewed technical-skill participation separately from proficiency and applied the current demotion thresholds: one star for participation of at least 80% but below 90%, and two stars for participation below 80%, subject to confirmation in the final FY27 documentation?

CTPD Career and Post-Secondary Readiness

- Is the prior-year CTE four-year adjusted graduation cohort complete and assigned to the correct educating or sending district?
- Does the CTPD have at least 10 accountable students for a calculated readiness rate?
- Are the full-credit, emerging-readiness, and bonus-point options applied separately and accurately?
- Are ACT or SAT, Honors Diploma, credentials, licenses, military, AP or IB, dual enrollment, career-technical coursework, CTAG, technical assessments, CTSO, internships, apprenticeships, pre-apprenticeships, other work-based learning, and OhioMeansJobs Readiness Seal records complete?
- Are partial credential points and emerging-readiness combinations calculated under CTPD rules rather than Traditional CCWMR rules?
- Has the team avoided applying the Traditional three-technical-assessment and 250-hour requirements to CTPD unless required by the current CTPD documentation?

CTPD Graduation

- Are applicable concentrators correctly included in the CTE four- and five-year adjusted graduation cohorts?
- Are diploma dates, withdrawal reasons, transfers, reinstated students, and cohort exceptions accurate, and has the team reviewed the applicable component weighting and single-measure treatment in the final FY27 CTPD Graduation technical documentation?
- Is each student assigned to the correct last educating or sending district?

CTPD Post-Program Outcomes

- Are all applicable concentrators who left secondary education included?
- Is the last accountable educating or sending district correct?
- Are employment, apprenticeship, military, service-program, postsecondary-education, and advanced-training outcomes accurately reported within the required follow-up period?
- Is the status-known rate complete and accurate?
- Has the team reviewed the potential one-star demotion below 85% and one-star promotion at or above 95%?
- Were required outcomes reported through the Initial Exiting Student Follow-Up Collection?
- Has the team avoided relying on the Final Exiting Student Follow-Up Collection to replace Initial collection reporting for this component?
- Are industry-recognized credentials in the Post-Program Outcomes section treated as report-only information under the current technical rules?

STAFF AND COURSE REPORTING

- Is teacher licensure and certification validated for all staff before the Initial Staff and Course collection closes?
- Is staff data complete and accurate for all personnel?
- Are all courses properly documented and aligned with requirements?

INDICATOR-SPECIFIC CHECKS

- **Indicator 3 — Assessment:** Are participation, assessment type, subject, proficiency, student inclusion, and district-of-service attribution accurate for students with disabilities?
- **Indicator 4 — Discipline:** Are suspension and expulsion records, cumulative removal duration, race and ethnicity, disability status, and district-of-service attribution accurate?
- **Indicator 5 — School-Age Educational Environments:** Do the reported placement and time-inside-the-regular-class values agree with the IEP and October 31 child-count records?
- **Indicator 6 — Preschool Educational Environments:** Are preschool placement, program setting, services, and district-of-residence attribution accurate as of the applicable child-count date?

- **Indicator 7 — Preschool Outcomes:** Are entry and exit Child Outcome Summary assessments, dates, student inclusion, and outcomes accurate?
- **Indicator 8 — Family Involvement:** Has the educational agency completed the current survey process and reviewed required participation or response information?
- **Indicators 9 and 10 — Disproportionate Representation:** Are race and ethnicity, disability category, child-count enrollment, and district-of-residence attribution accurate?
- **Indicator 11 — Initial Evaluation Timelines:** Are written parental consent and initial-evaluation completion dates accurate? Are cross-year evaluations, exclusions, and delay reasons handled correctly? Has reevaluation consent been excluded? Has the accountable educational agency been determined under the current Indicator 11 technical rules rather than a blanket district-of-residence or district-of-service assumption?
- **Indicator 12 — Part C to Part B Transition:** Are date of birth, Preschool Transition Conference, eligibility, and IEP implementation dates accurate? Was the IEP in place by the third birthday, or was an appropriate noncompliance reason reported?
- **Indicator 13 — Secondary Transition:** Does each applicable IEP contain measurable postsecondary goals based on an age-appropriate transition assessment, transition services and courses of study, related annual goals, evidence that the student was invited, and an agency invitation with prior consent when appropriate? Has the accountable educational agency been verified using the final FY27 technical documentation and the applicable enrollment-date rule?
- **Indicator 14 — Postsecondary Outcomes:** Are district-of-residence responsibility, IEP-at-exit status, inclusion and exclusion criteria, response status, and technical outcome thresholds accurate?
- **Indicator 18 — General Supervision:** Were individual corrections and evidence of systemic improvement completed by the required dates, and was each finding corrected within 12 months?
- **Valid and reliable data:** Were source-data errors corrected before the applicable collection or Final Correction Opportunity closed, and has the team considered the potential effect of unresolved errors on the Special Education Rating?

DISPROPORTIONATE REPRESENTATION (INDICATORS 9 AND 10) AS OF OCT. 31

- Is disability category and race/ethnicity coding accurate for all students?
- Are identification patterns reviewed for disproportionate representation under Indicators 9 and 10, with identification, placement, and discipline patterns reviewed separately under Significant Disproportionality?

DROPOUT PREVENTION AND RECOVERY REPORT CARD

DPR Achievement

- Are students in Grade 12 or within the applicable period before aging out included correctly?
- Are the applicable assessments required for graduation, scores, performance results, and alternate-assessment records accurate?

- Has the team applied DPR Achievement rules rather than the Traditional Performance Index methodology?

DPR Progress

- Does each included student meet the applicable age and enrollment requirements?
- Are the state-selected norm-referenced reading and mathematics assessments reported accurately?
- Are two qualifying assessments in the same subject at least 84 calendar days apart?
- Was the second assessment administered no earlier than the first day of week 13?
- Have substitute and alternate assessments been excluded when required?
- Has the team avoided applying a full academic year requirement to DPR Progress?
- When more than two qualifying assessments exist, were the results selected under the current DPR methodology?

DPR Gap Closing

- Are ELA achievement, mathematics achievement, graduation, and English language proficiency improvement records accurate?
- Are only applicable end-of-course assessments included for ELA and mathematics?
- Have Grades 3–8 assessments been excluded from DPR Gap Closing even when the school serves those grades?
- Are student groups and expected-test populations accurate?
- Is the assessment participation rate accurate, and has the potential five-point deduction below 95% been reviewed?

DPR Graduation

- Are the four-, five-, six-, seven-, and eight-year adjusted graduation cohorts complete and accurate?
- Is each student assigned to the last school and district where the student was enrolled?
- Has the team avoided applying a full academic year criterion?
- Are all five rates represented accurately in the combined DPR Graduation component?
- Has Grade 23 and deferred-diploma treatment been verified against the final 2027 DPR technical documentation?

DPR Ratings

- Are Achievement, Progress, Gap Closing, Graduation, and Overall reported as Exceeds Standards, Meets Standards, or Does Not Meet Standards?
- Has the team avoided applying Traditional or CTPD star-rating terminology to DPR results?