

# 2024-2025 Dropout Prevention and Recovery (DPR) Report Card

Office of Accountability



# WHAT IS CALCULATED IN THE **DPR GAP** **CLOSING** COMPONENT

# ***UNDERSTANDING OHIO'S GAP CLOSING COMPONENT***

Measures performance of students in disadvantaged groups.

Calculates improvement over time for specific student populations.

Evaluates progress towards educational equity and success.

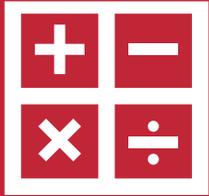
Incorporates data from standardized assessments and graduation rates.

Aims to identify and address achievement gaps effectively.

## **THREE PERFORMANCE CALCULATIONS EVALUATED AT THE STUDENT GROUP LEVEL INCLUDE:**



Achievement in English Language Arts as measured by the Performance Index



Achievement in Mathematics as measured by the Performance Index



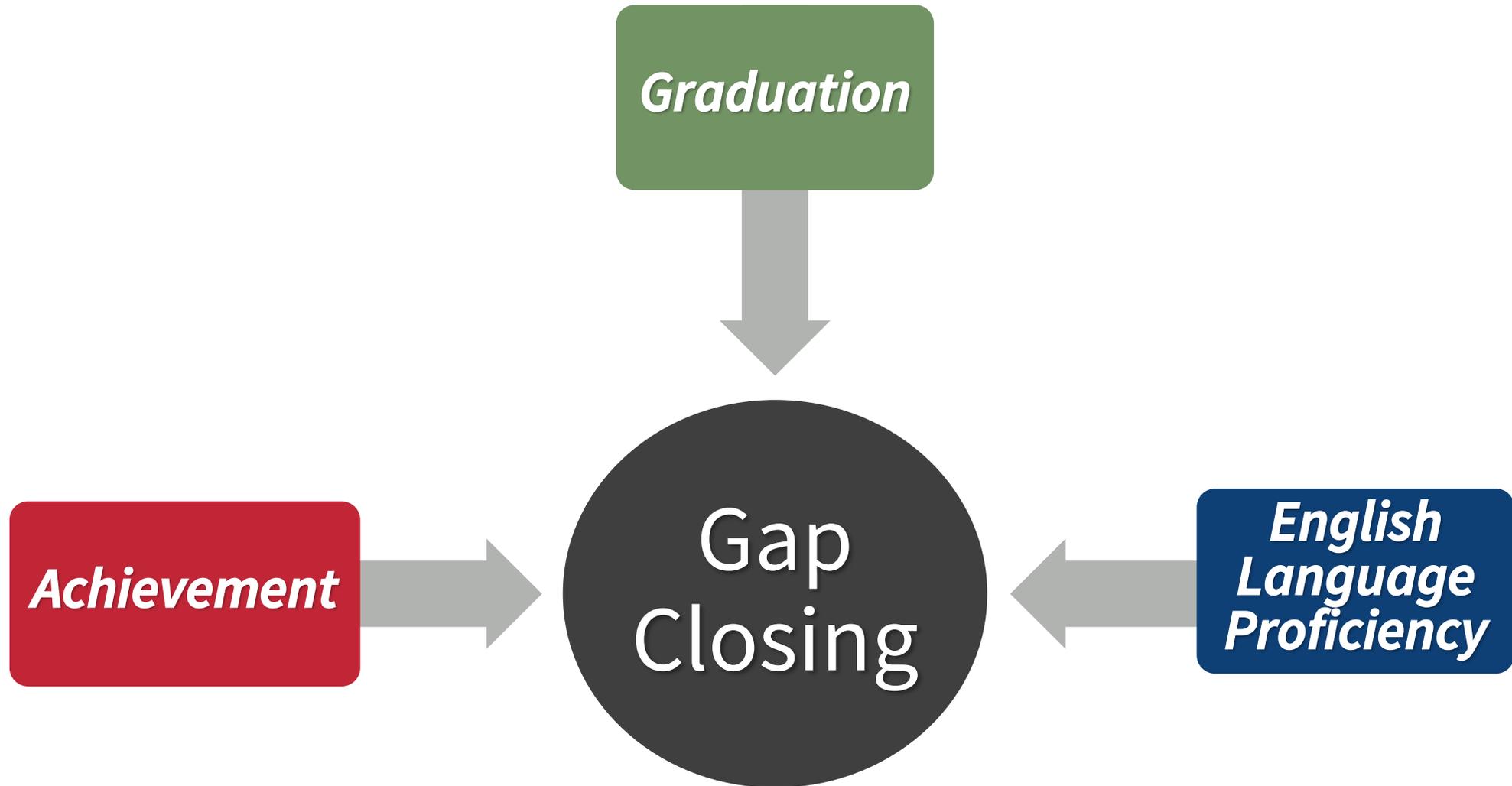
Success in meeting graduation requirements as measured by the four-year graduation rate

### **The fourth calculation:**

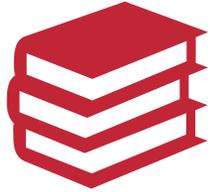


Evaluates the proficiency improvement of English Learners on the Ohio English Language Proficiency Assessment (OELPA)

# ***DPR GAP CLOSING COMPONENT***



# ***ELA AND MATH ANNUAL PERFORMANCE GOALS***



## **Overview**

- ✓ ELA and Math goals are calculated separately but follow the same scoring rules.



## **Performance Index Calculation**

- ✓ ELA Performance Index and Math Performance Index are based on each student group's performance.



## **Scoring**

- ✓ Each student group that has met N-Size requirement of 15 Students can earn 100 points (full) or partial points

# ***WHAT DOES THE PERFORMANCE INDEX MEASURE?***

## **Students**

- Performance Index evaluates the overall achievement of accountable students
- Accountable students meet Full Academic Year (FAY)

## **Test Results**

- Captures state test results from every student, including those below proficient
- Comprehensive view of performance

## **Points**

- Schools/districts earn points based on students' performance levels on state tests
- Higher performance yields more points

## **Index Score**

- Performance Index score is the summed total of weighted points
- Points assigned to each performance level are multiplied by the percentage of students in the school or district that achieve that performance level



# *Performance Levels and Points Awarded*

<b>PERFORMANCE LEVEL</b>	<b>WEIGHT</b>
<b>Advanced Plus</b>	1.3
<b>Advanced</b>	1.2
<b>Accomplished</b>	1.1
<b>Proficient</b>	1.0
<b>Basic</b>	0.6
<b>Limited</b>	0.3
<b>Untested</b>	0.0

# *Achieving the Advanced Plus and other “bumps” in performance level*

## Accelerated Students

Students on Formal Written Acceleration Plans are rewarded under state law.

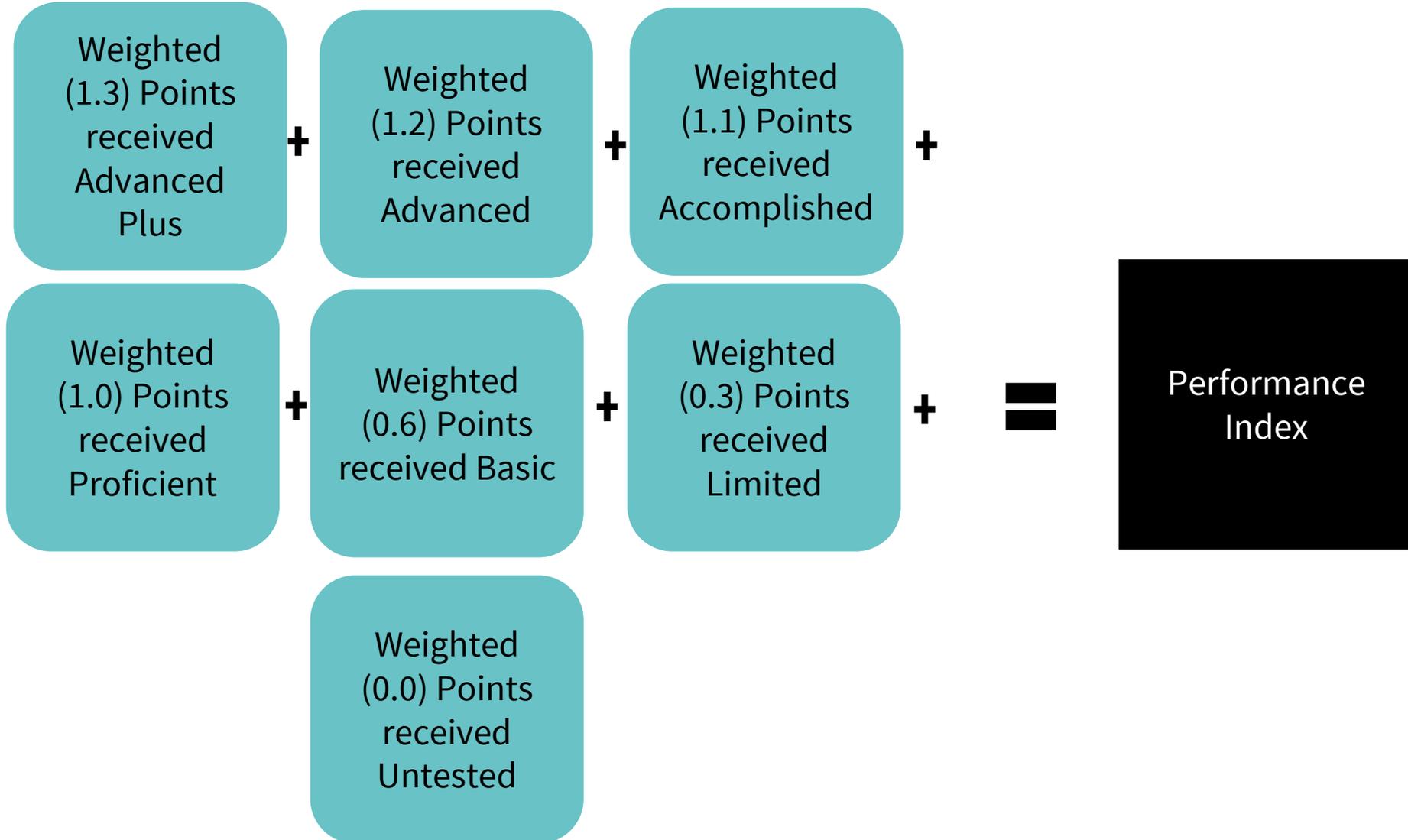
## EMIS Reporting Requirements

Students must be included in the Student Acceleration Record.  
Must be reported annually with FB100 = Y.

## Subjects Eligible

For whole grade acceleration, tests in all subjects are eligible for “bump” in performance level.  
For subject-specific acceleration, only the test for the accelerated subject is eligible.

# PERFORMANCE INDEX CALCULATION



# ENGLISH LANGUAGE ARTS ANNUAL MEASURABLE GOALS 2024-2025 SCHOOL YEAR EACH STUDENT GROUP MET = 100 POINTS EARNED



All Students  
• **85.71**



Multi-Racial  
• **76.12**



Asian/Pacific  
Islander  
• **88.96**



Black, non-  
Hispanic  
• **61.93**



Hispanic  
• **71.60**



American  
Indian/Alaskan  
Native  
• **74.46**



White, non-  
Hispanic  
• **86.74**



Economically  
Disadvantaged  
• **69.87**

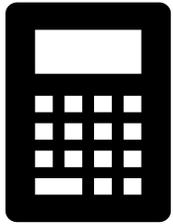


English  
Learners  
• **68.51**



Students with  
Disabilities  
• **58.43**

# MATHEMATICS ANNUAL MEASURABLE GOALS 2024-2025 SCHOOL YEAR EACH STUDENT GROUP MET = 100 POINTS EARNED



All Students  
• **80.75**



Black, non-Hispanic  
• **52.92**



White, non-Hispanic  
• **80.83**



Multi-Racial  
• **67.76**



Hispanic  
• **64.38**



Economically Disadvantaged  
• **62.21**



English Learners  
• **63.75**



Asian/Pacific Islander  
• **86.47**



American Indian/Alaskan Native  
• **66.98**



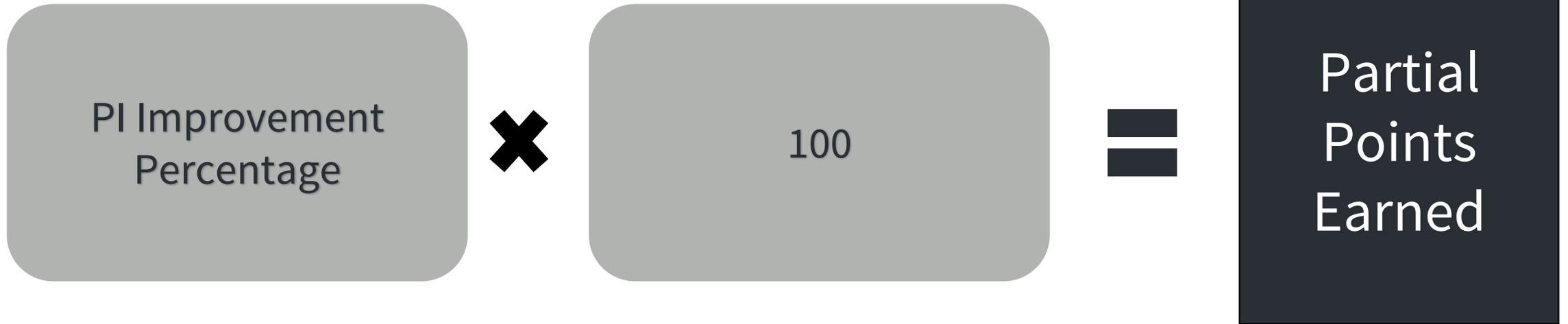
Students with Disabilities  
• **54.12**

# ***ELA AND MATH PI IMPROVEMENT RATE CALCULATION IF GREATER THAN 10% IMPROVEMENT = FULL 100 POINTS EARNED***

$$\frac{\left( \text{Current Year PI} - \text{Prior Year PI} \right)}{\left( \text{Long-term Goal PI} - \text{Current Year PI} \right)} = \text{Performance Index Improvement Rate}$$



# ***ELA AND MATH PI IMPROVEMENT RATE CALCULATION IF LESS THAN 10% IMPROVEMENT = PARTIAL POINTS EARNED***



# ELA AND MATH GROWTH IMPROVEMENT CALCULATION



## Overview

- ✓ ELA and Math growth goals are calculated separately but the goal is the same for all student groups.



## Growth

- ✓ Based on one-year value-added gains
- ✓ Determines whether observed growth is above or below expected growth

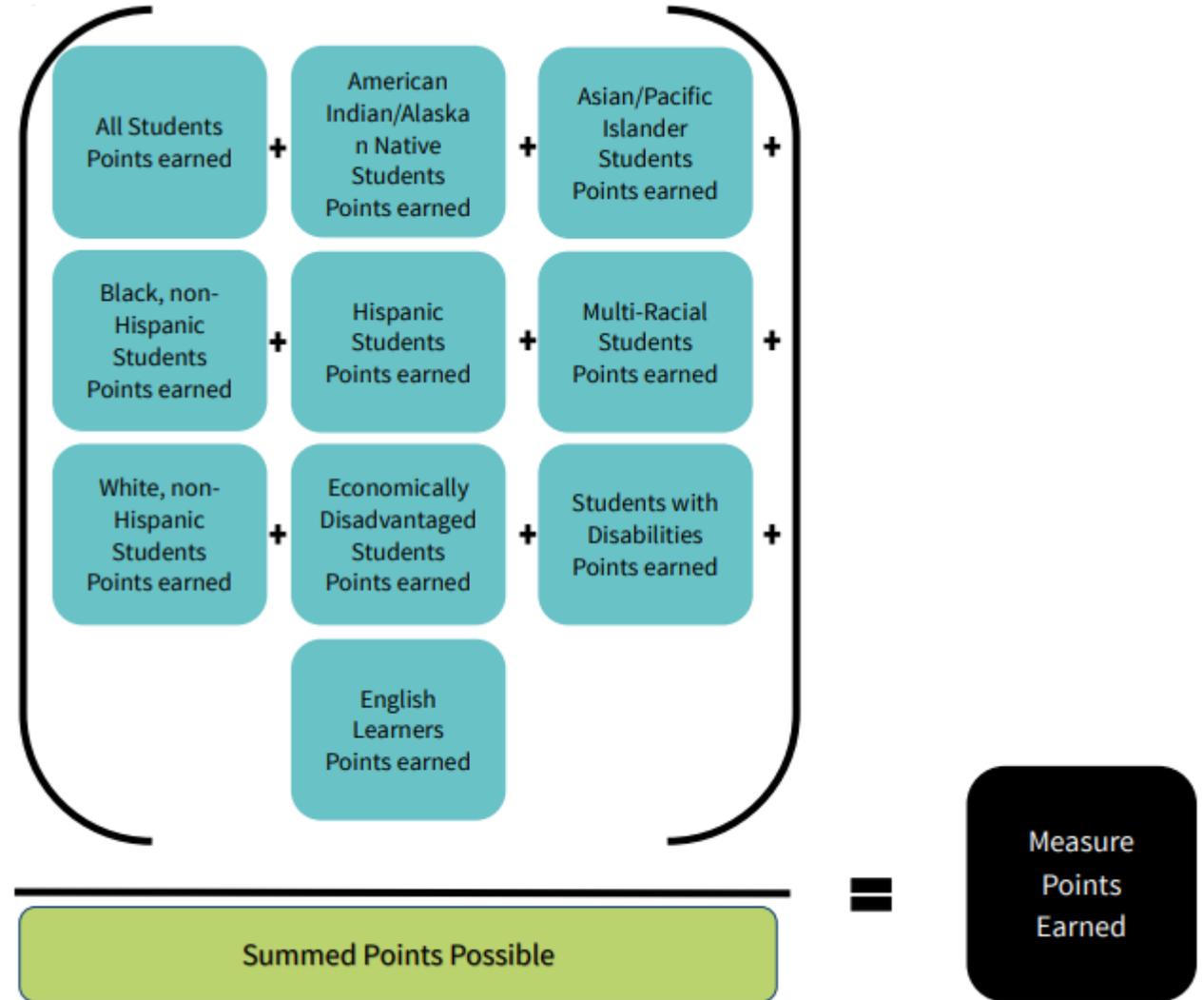


## Scoring

- ✓ If the student group has a +1 or higher growth index, one hundred points are assigned

# MAXIMUM POINTS POSSIBLE FOR ELA AND MATHEMATICS MEASURES

Measures	Maximum Points Possible
Student group Mathematics ESSA Achievement Targets (one hundred points for each evaluated student group)	1000
Student group Mathematics ESSA Achievement Targets (one hundred points for each evaluated student group)	1000



# GRADUATION RATE PERFORMANCE GOALS



## Overview

- ✓ Uses the 4-Year Longitudinal Graduation Rate for annual performance goals.
- ✓ Based on data from students graduating with a regular or honors diploma in four years or less.



## Graduation Rate

- ✓  $(\text{Number of Students Graduated in 4 Years}) \div (\text{Final Adjusted Cohort for Graduating Class})$ .



## Scoring

- ✓ Each student group that has met N-Size requirement of 15 Students can earn 100 points (full) or partial points

# 4-YEAR GRADUATION RATE CALCULATION

Graduates in Final Prior Year Adjusted  
Graduation Cohort (including summer  
graduates)

=

4-Year  
Graduation Rate

All students in the Final Prior Year  
Adjusted Graduation Cohort:  
Cohort Graduates (including  
summer graduates)  
Cohort Transfers In  
Cohort Dropouts (any year)  
Cohort non-graduates  
Cohort Reinstated Transfers  
**Minus**  
Cohort Transfers Out  
Cohort Students Reported in Error

# 4-YEAR GRADUATION RATE ANNUAL MEASURABLE GOALS 2024-2025 SCHOOL YEAR EACH STUDENT GROUP MET = 100 POINTS EARNED



All Students  
• **90.92%**



Multi-Racial  
• **86.18%**



Asian/Pacific  
Islander  
• **93.30%**



Black, non-  
Hispanic  
• **80.82%**



Hispanic  
• **82.34%**



American  
Indian/Alaskan  
Native  
• **83.14%**



White, non-  
Hispanic  
• **91.38%**



Economically  
Disadvantaged  
• **82.02%**



Students with  
Disabilities  
• **78.74%**



English  
Learners  
• **75.86%**

# **GRADUATION IMPROVEMENT RATE CALCULATION**

**IF GREATER THAN 10% IMPROVEMENT = FULL 100 POINTS EARNED**

$$\frac{\left( \begin{array}{c} \text{Current Year} \\ \text{Graduation Rate} \end{array} - \begin{array}{c} \text{Prior Year} \\ \text{Graduation Rate} \end{array} \right)}{\left( \begin{array}{c} \text{Long-term Goal} \\ \text{Graduation Rate} \end{array} - \begin{array}{c} \text{Current Year} \\ \text{Graduation Rate} \end{array} \right)} = \begin{array}{c} \text{Graduation} \\ \text{Improvement} \\ \text{Rate} \end{array}$$

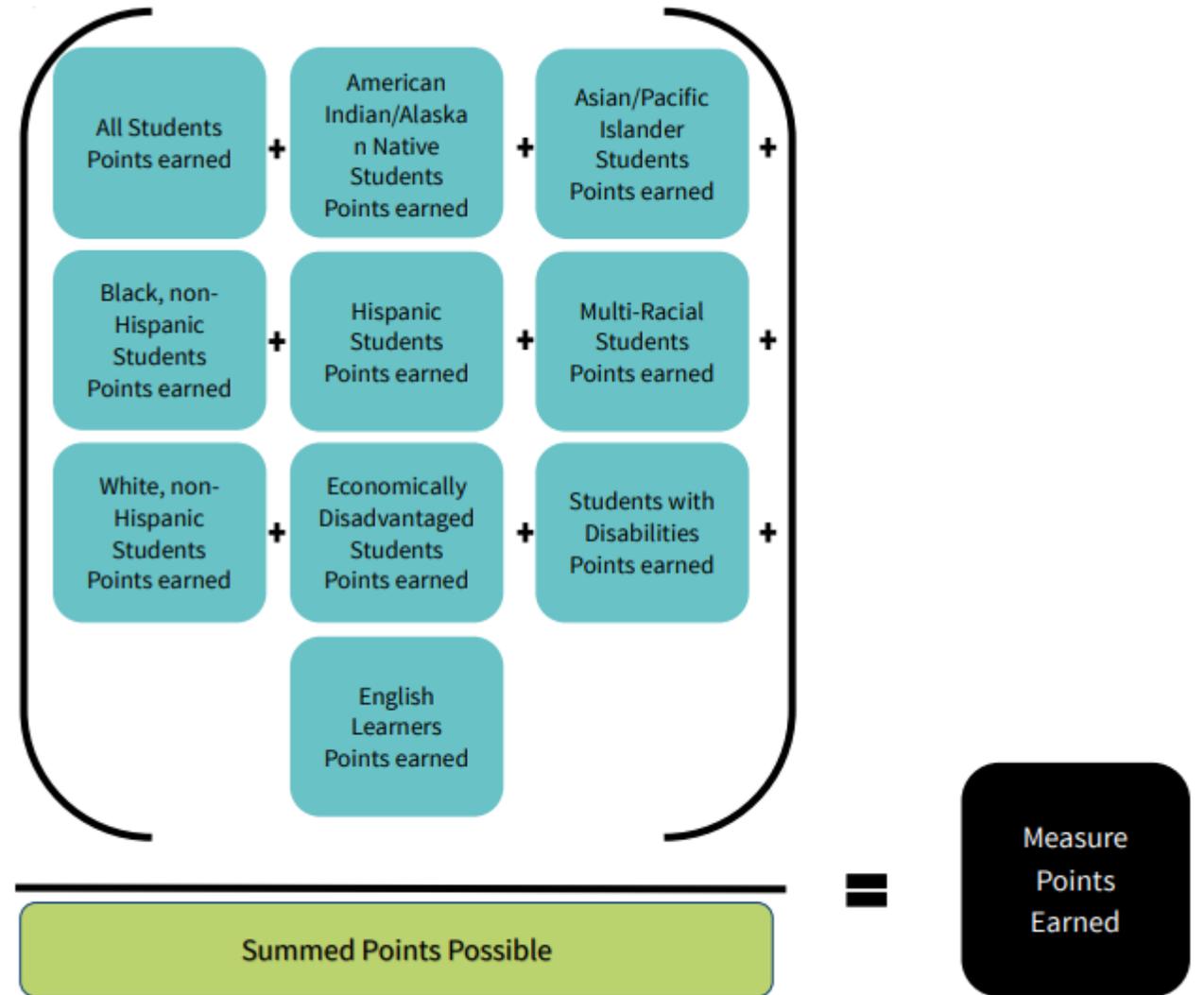


# **GRADUATION IMPROVEMENT RATE CALCULATION IF LESS THAN 10% IMPROVEMENT = PARTIAL POINTS EARNED**

$$\begin{array}{c} \text{Graduation} \\ \text{Improvement} \\ \text{Percentage} \end{array} \times 100 = \begin{array}{c} \text{Points} \\ \text{Earned} \end{array}$$

# MAXIMUM POINTS POSSIBLE FOR GRADUATION MEASURE

Measures	Maximum Points Possible
Student group ESSA Graduation Targets (one hundred points for each evaluated student group)	1000



# ENGLISH LANGUAGE PROFICIENCY (ELP) IMPROVEMENT INDICATOR



## Overview

- ✓ Measures English learners' (ELs) progress toward English language proficiency.
- ✓ Based on the Ohio English Language Proficiency Assessment ([OELPA](#)) results from prior to current year.



## Individual Targets

- ✓ Each student's initial OELPA results and grade level at the time of testing determine the student's individual improvement target.
- ✓ Annual improvement is measured from the prior year's OELPA results to the current year's OELPA results.



## Scoring

- ✓ If the percentage of all ELs meeting their target or reaching proficiency is greater than or equal to the annual goal, one hundred points are assigned.
- ✓ Full and partial points are possible depending on the rate of improvement

# OVERALL PROFICIENCY LEVELS

Overall Proficiency Level	OELPA Domain Profile	Alt-OELPA Modality Profile	Status
<b>Proficient</b>	Level 4 or 5 in all nonexempt domains	Level 3 or 4 in nonexempt modalities	Exits English learner status
<b>Progressing</b>	Above Level 2 and below Level 4 in at least one domain	Above Level 1 and below Level 3 in at least one modality	Continues as English learner
<b>Emerging</b>	Level 1 or 2 in all nonexempt domains	Level 1 in nonexempt modalities	Continues as English learner



[English Learner Exit Criteria](#)

# INDIVIDUAL STUDENT TARGETS OELPA – EXAMPLE A

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

## *Example A*

*Initial OELPA (Grade 3):*    Reading 3    Listening 4    Writing 2    Speaking 3



# INDIVIDUAL STUDENT TARGETS OELPA – EXAMPLE B

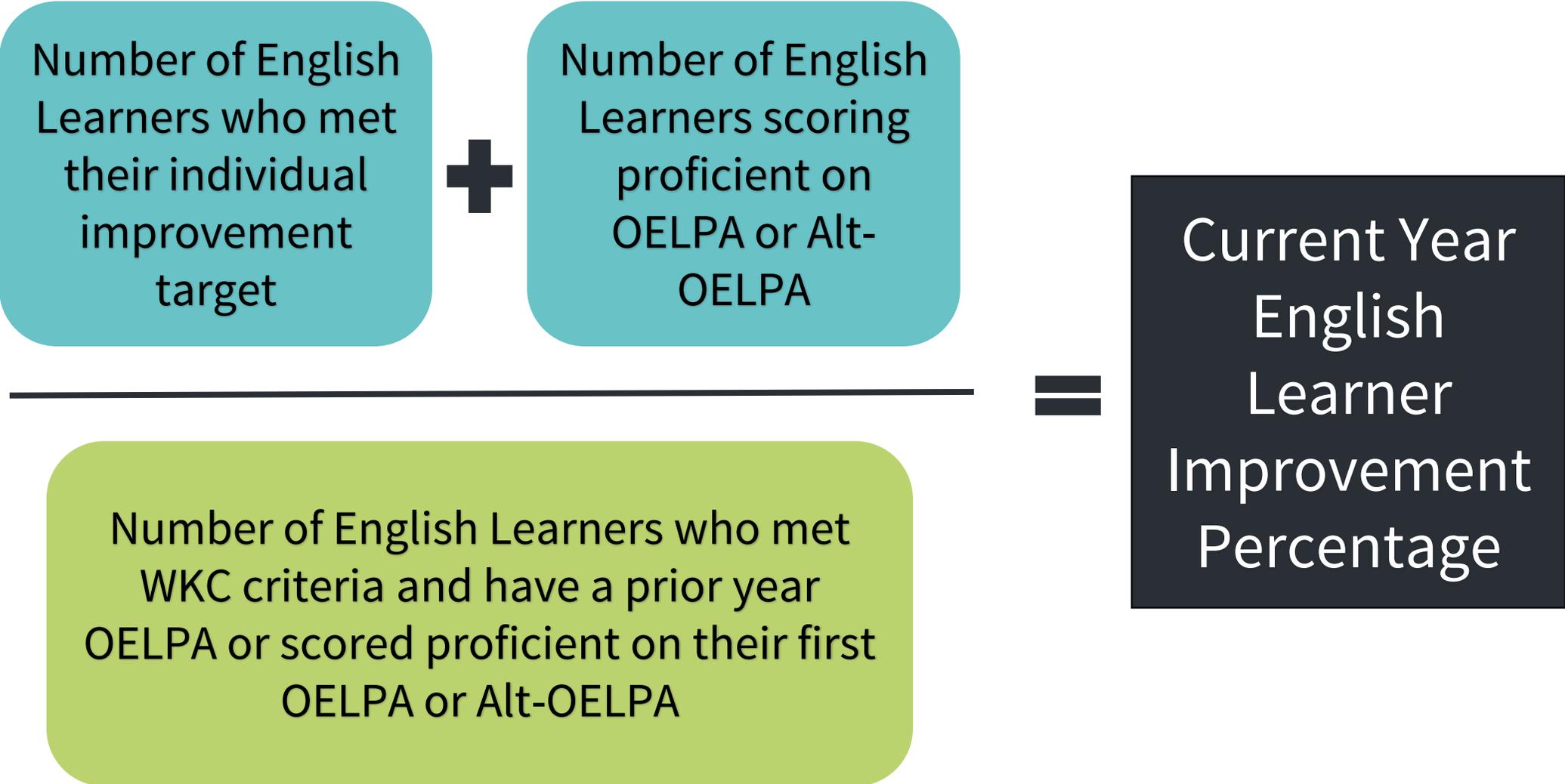
<i>Enrolled Grade for Student's 1st OELPA</i>	<i>Sum of Initial OELPA Domain Scores</i>	<i>Target for Annual Improvement</i>
K-8	4-11 points	<b>+2 points</b> per year
K-8	12-20 points	<b>+1 point</b> per year
 9-12	 4-7 points	 <b>+2 points</b> per year
9-12	8-20 points	<b>+1 point</b> per year

## *Example B*

**Initial OELPA (Grade 9):** Reading 1 Listening 2 Writing 1 Speaking



# ***CALCULATION OF CURRENT YEAR IMPROVEMENT PERCENTAGE***



# ***LONG-TERM GOALS FOR ALL ENGLISH LEARNERS IF CURRENT YEAR GOAL MET = 100 POINTS EARNED***

<b>School Year</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>	<b>2029-2030</b>	<b>2030-2031</b>
<b>English Learners</b>	39.5%	43.05%	46.60%	50.15%	53.7%	57.25%	60.8%	64.35%	67.9%	71.45%	75%

↑  
**Current Year Goal**

↑  
**Long Term Goal**



# ENGLISH LANGUAGE IMPROVEMENT RATE CALCULATION

IF GREATER THAN 10% IMPROVEMENT = FULL 100 POINTS EARNED

$$\frac{\left( \text{Current Year \%} - \text{Prior Year \%} \right)}{\left( \text{Long-term Goal \%} - \text{Current Year \%} \right)} = \text{English Learner Improvement Rate}$$

The diagram illustrates the calculation of the English Learner Improvement Rate. It features two rows of boxes. The top row contains two teal boxes: 'Current Year %' on the left and 'Prior Year %' on the right, separated by a minus sign. The bottom row contains two light green boxes: 'Long-term Goal %' on the left and 'Current Year %' on the right, also separated by a minus sign. A horizontal line is drawn between the two rows. To the right of the line is an equals sign, followed by a dark grey box containing the text 'English Learner Improvement Rate'. The 'Long-term Goal %' box in the bottom row includes the value '75%' below the text.

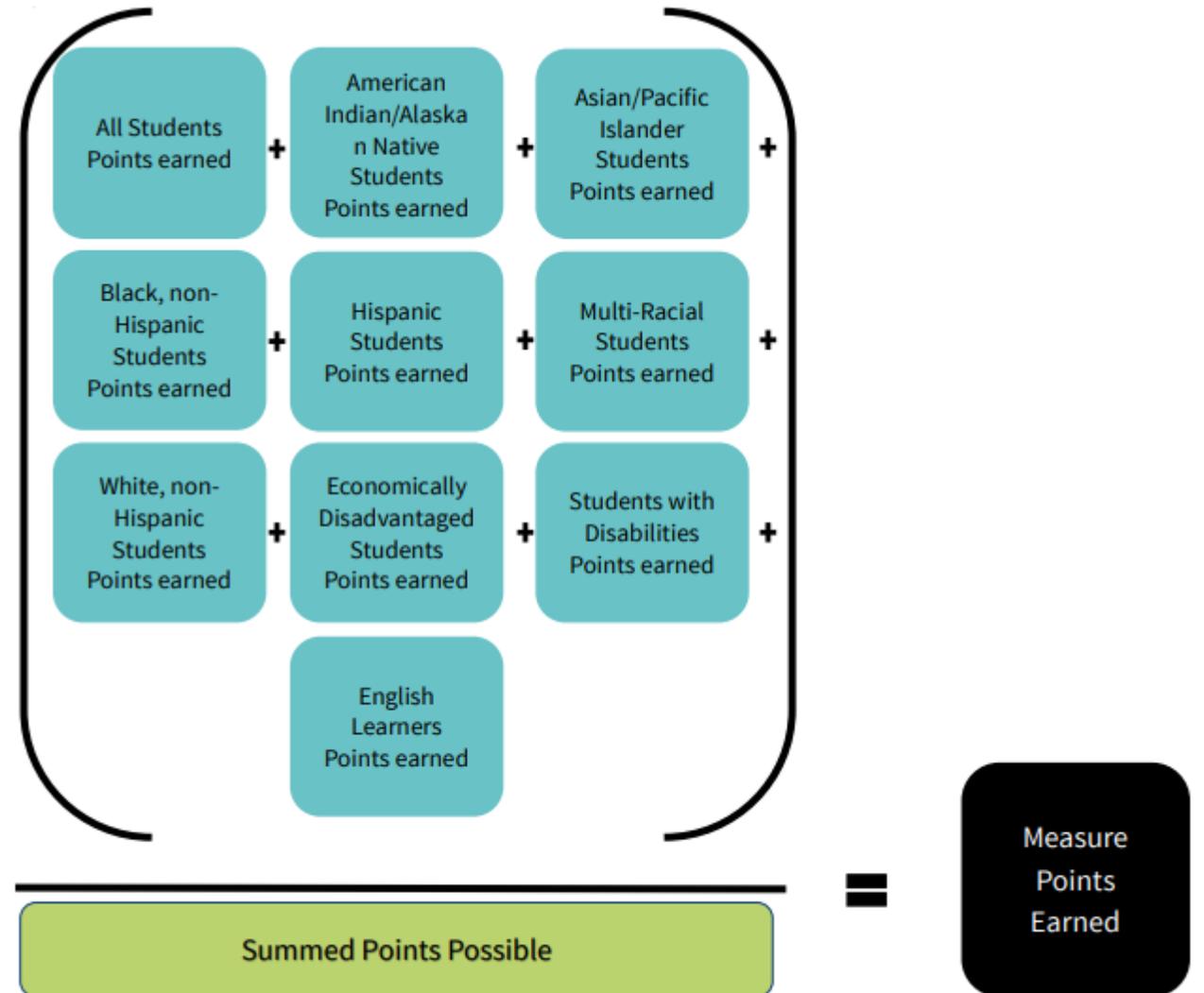


# ***ELP IMPROVEMENT RATE CALCULATION IF LESS THAN 10% IMPROVEMENT = PARTIAL POINTS EARNED***

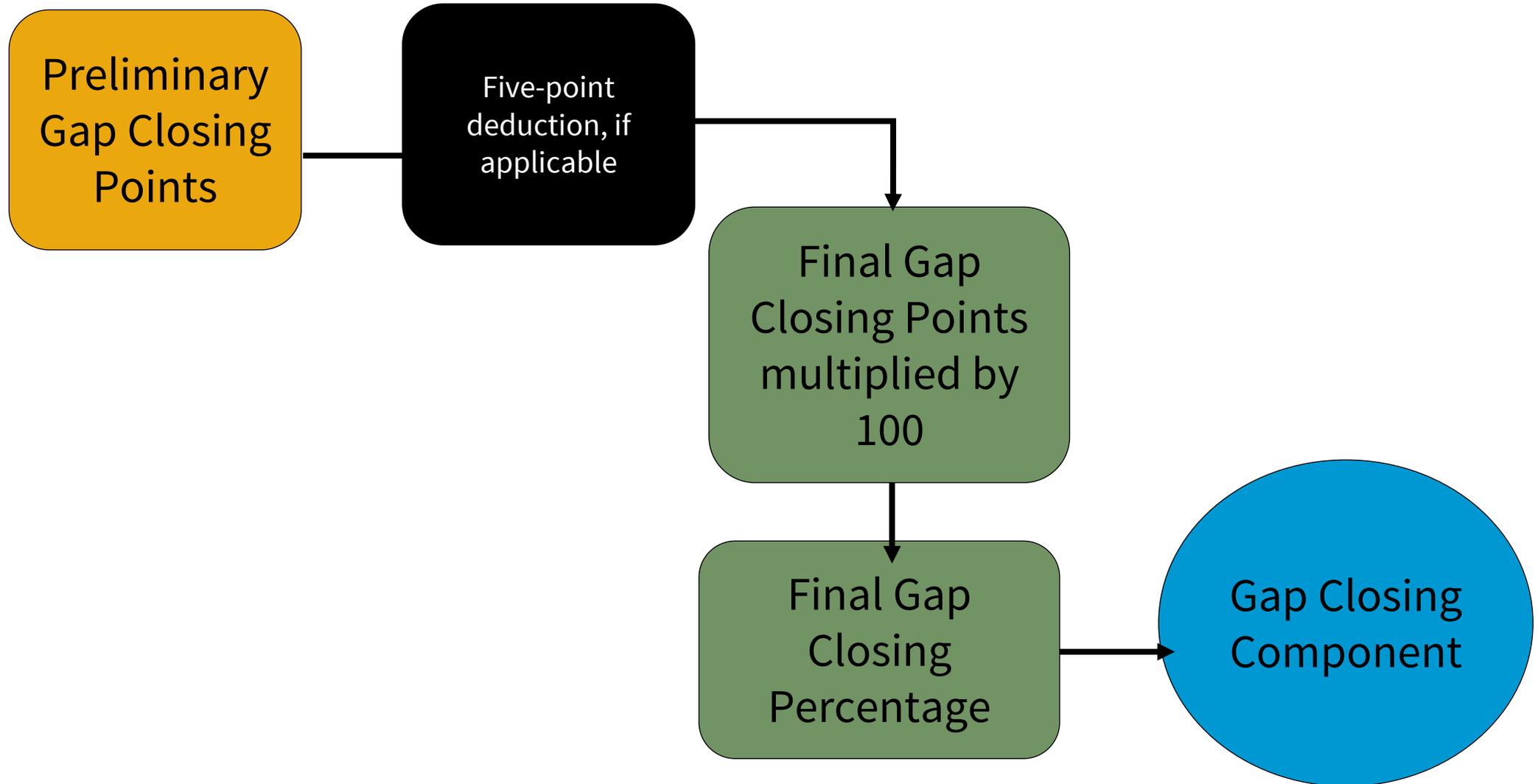
$$\begin{array}{c} \text{ELP Improvement} \\ \text{Percentage} \end{array} \times 100 = \begin{array}{c} \text{Points} \\ \text{Earned} \end{array}$$

# MAXIMUM POINTS POSSIBLE FOR GRADUATION MEASURE

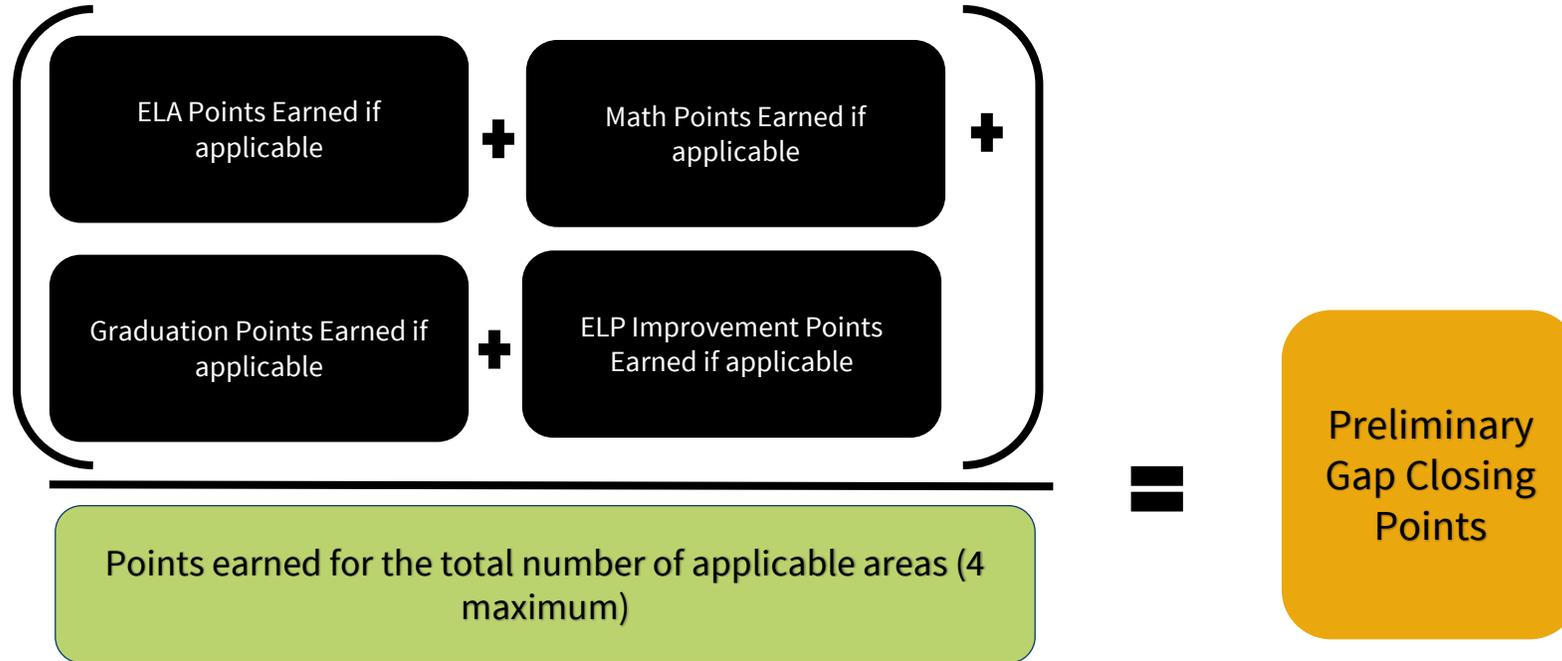
Measures	Maximum Points Possible
Student group ESSA Graduation Targets (one hundred points for each evaluated student group)	1000



# DPR GAP CLOSING COMPONENT CALCULATION



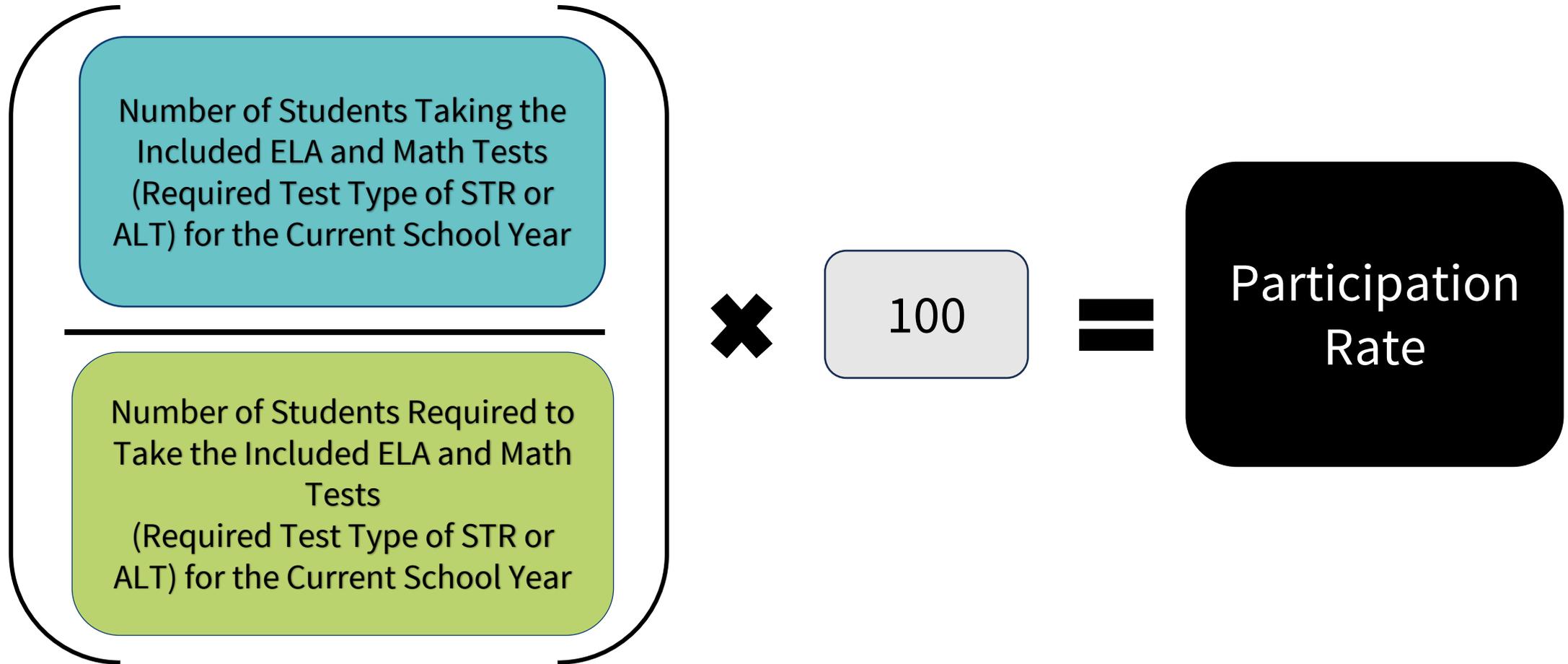
# CALCULATE PRELIMINARY POINTS



Measure	Summed Points Earned by Student Group	Points Possible	Total Points Earned
ELA Achievement	200	300	66.7
Math Achievement	225.4	500	45.1
Graduation Rate	300	700	42.9
EL Proficiency	0	0	0
<b>Total Preliminary Gap Closing Points Earned</b>			<b>51.6</b>



# ***CALCULATE PARTICIPATION RATE FOR EACH STUDENT GROUP IF LESS THAN 95% = 5 POINT REDUCTION***



# DPR GAP CLOSING COMPONENT RATING SCALE AND DESCRIPTION

DPR GAP CLOSING COMPONENT RATING SCALE AND DESCRIPTIONS		
Percentage of Points Earned out of Possible Points	Rating	Rating Description
Greater than or equal 36% but less than 100%	<b>Exceeds Standards</b>	Significantly exceeds state standards in closing educational gaps
Greater than or equal 1% but less than 35.9%	<b>Meets Standards</b>	Meets state standards in closing educational gaps
Less than 1%	<b>Does Not Meet Standards</b>	Needs significant support to meet state standards in closing educational gaps

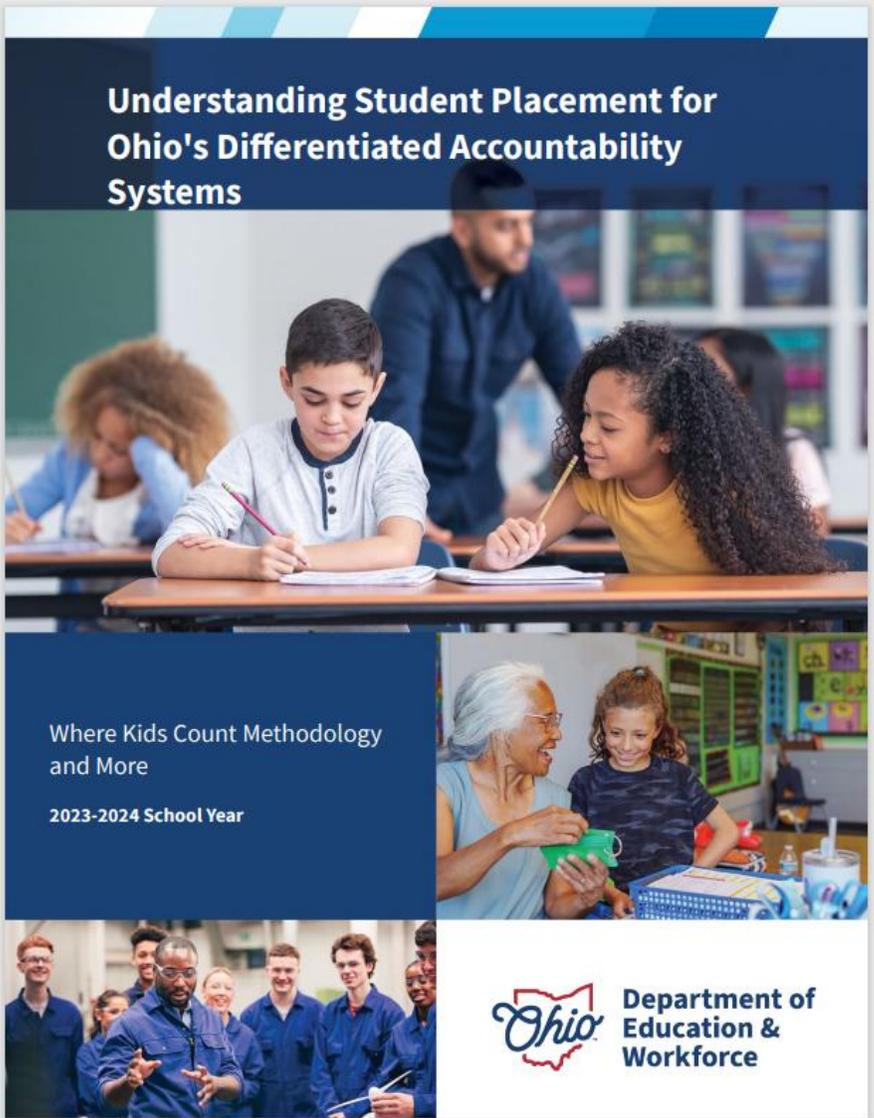
# WHAT COUNTS IN THE **TRADITIONAL GAP CLOSING** COMPONENT

# ***Which students count in the ELA and Math Achievement and Growth measures?***

***First-Time Test-takers who meet the criteria for Where Kids Count***

For the detailed business rules see the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document.

For detailed EMIS reporting and a description of the inclusion criteria, refer to Appendix A of [Gap Closing Technical Documentation](#)



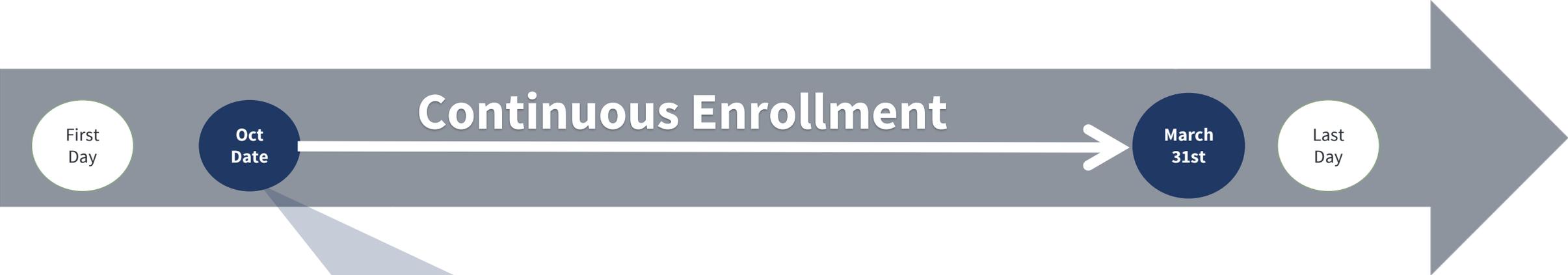
Understanding Student Placement for  
Ohio's Differentiated Accountability  
Systems

Where Kids Count Methodology  
and More  
2023-2024 School Year

**Ohio** Department of  
Education &  
Workforce



# FULL ACADEMIC YEAR

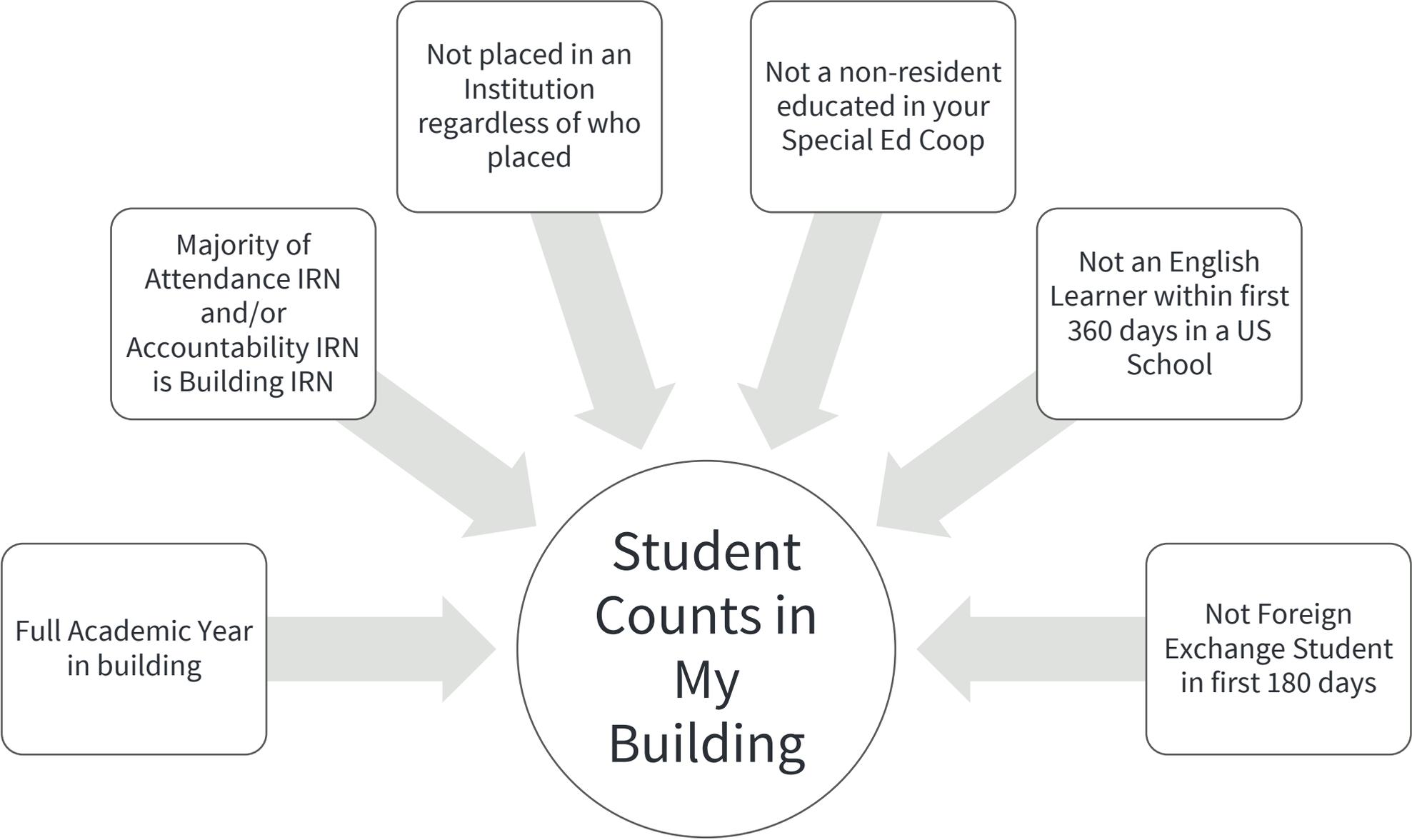


Enrolled in the building or district by the Friday of the first full week of October

Note: For the 2024-2025 Report Cards this would be 10/11/2024



# STUDENTS WHO COUNT IN MY BUILDING



# *Which tests count in English Language Arts/Math Achievement?*



## **State Tests**

Grades 3-8 English Language Arts

Grades 3-8 Mathematics

Grades 3-8 Alternate Assessment



## **End of Course Assessments**

English Language Arts II

Algebra I or Mathematics I

Geometry or Mathematics II

High School Alternate Assessment

# WHICH STUDENTS COUNT AS UNTESTED

- [Ohio Revised Code 3302.01\(A\)\(2\)](#) requires that untested students be included
  - Schools and Districts receive ZERO points
- Students can be included for multiple years if required to be assessed but **do not sit** for the assessment each year

• Score Not Reported  
Reasons that count: A, B, C, D, E, F, P, 5

• Score Not Reported  
Reasons that count: A, B, C, D, E, F, P, 5

Grade 3-8  
State  
Assessment

End of  
Course  
Assessment

Grade 3-8  
Alternate  
Assessment

High School  
Alternate  
Assessment

• Score Not Reported  
Reasons that count: A, B, C, D, E, F, S, 5

• Score Not Reported  
Reasons that count: A, B, C, D, E, F, S, 5

# DO RETAKES COUNT?

Taken in the  
Same Year

- Highest Score is used for Accountability

Taken in  
Separate  
Years

- End of course assessment retakes are not included if the previous test was already included for accountability purposes
- Grade 3-8 assessments are included

# **WHICH STUDENTS AND TESTS ARE INCLUDED IN ELA AND MATH GROWTH?**

**Same students in  
Performance  
Index who tested**

**Same tests in  
Performance  
Index**



# Which students count in the Graduation Rate Measure?

## 4-Year Graduation Rate: Prior Year Adjusted Graduation Cohort

For the detailed business rules see the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document.

For detailed EMIS reporting and a description of the inclusion criteria, refer to Appendix A of [Gap Closing Technical Documentation](#)

Understanding Student Placement for Ohio's Differentiated Accountability Systems

Where Kids Count Methodology and More  
2023-2024 School Year

Ohio Department of Education & Workforce

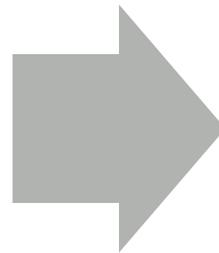


# HOW ARE STUDENTS PLACED IN A COHORT?

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

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



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

- If enrolled after, assigned the following year

# ***INCLUDED IN NUMERATOR FOR FOUR-YEAR GRADUATION RATE***

## Prior Year Cohort Graduates

- Diploma Date at least one day before the date when a majority (more than 50%) of the buildings in a district have students in session for the next school year using their calendars
- Diploma Type of '1' (REGULAR DIPLOMA) or '2', '4', '5', '6', '7', '8' (DIPLOMA WITH HONORS)

# ***INCLUDED IN DENOMINATOR***

## Prior Year Cohort

- First time ninth graders in FY20XX
- Fiscal Year that Student Began Ninth Grade Element=20XX

High School Dropouts- Withdrawn due to Truancy, Pursued employment, over 18 years of Age, Moved not known to be continuing, completed course requirements but did not pass appropriate testing to meet graduation requirements, nonattendance according to 72-hour rule for community schools, withdraw due to ORC 3314.26 or 3314.261 and No longer eligible to be enrolled in District

- WITHDRAWAL REASON = '71', '72', '73', '74', '75', '76', '77', '78', '79



# ***INCLUDED IN DENOMINATOR, CONT.***

## Non-graduates

- WITHDRAWAL REASON = '\*'

## Transfer In

- Enrolled in District during HS

Reinstated Transfer- students who were withdrawn stating they were going to another Ohio school , but no Ohio public school reported enrollment

- WITHDRAWAL REASON = '41' however, no admission in an Ohio school

# REMOVED FROM DENOMINATOR

## Students Reported in Error

- WITHDRAWAL REASON = '81'

Transfer Out- another school district outside of Ohio, another Ohio district, to a private school, homeschooling, by court order or adjudication, or transferred out of the United States

- WITHDRAWAL REASON = '40', '41', '42', '43', '45', '46'

## Students who are deceased

- WITHDRAWAL REASON = '52'



# Which students count in the ELP Improvement Indicator?

*English learners who meet the criteria OELPAs or first-time test for Where Kids Count Business Rules and taken two consecutive OELPA or Alt-OELPA and tested proficient*

For the detailed business rules see the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document.

For detailed EMIS reporting and a description of the inclusion criteria, refer to Appendix A of [Gap Closing Technical Documentation](#)

Understanding Student Placement for Ohio's Differentiated Accountability Systems

Where Kids Count Methodology and More  
2023-2024 School Year

Ohio Department of Education & Workforce



# ***OHIO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT PROGRAM***

## **OELPS**

Diagnostic  
assessment

Identifies English  
learners

August 6, 2024 –  
June 30, 2025

## **OELPA**

Annual summative  
assessment

Assesses progress  
and readiness to exit

February 3 –  
March 28, 2025

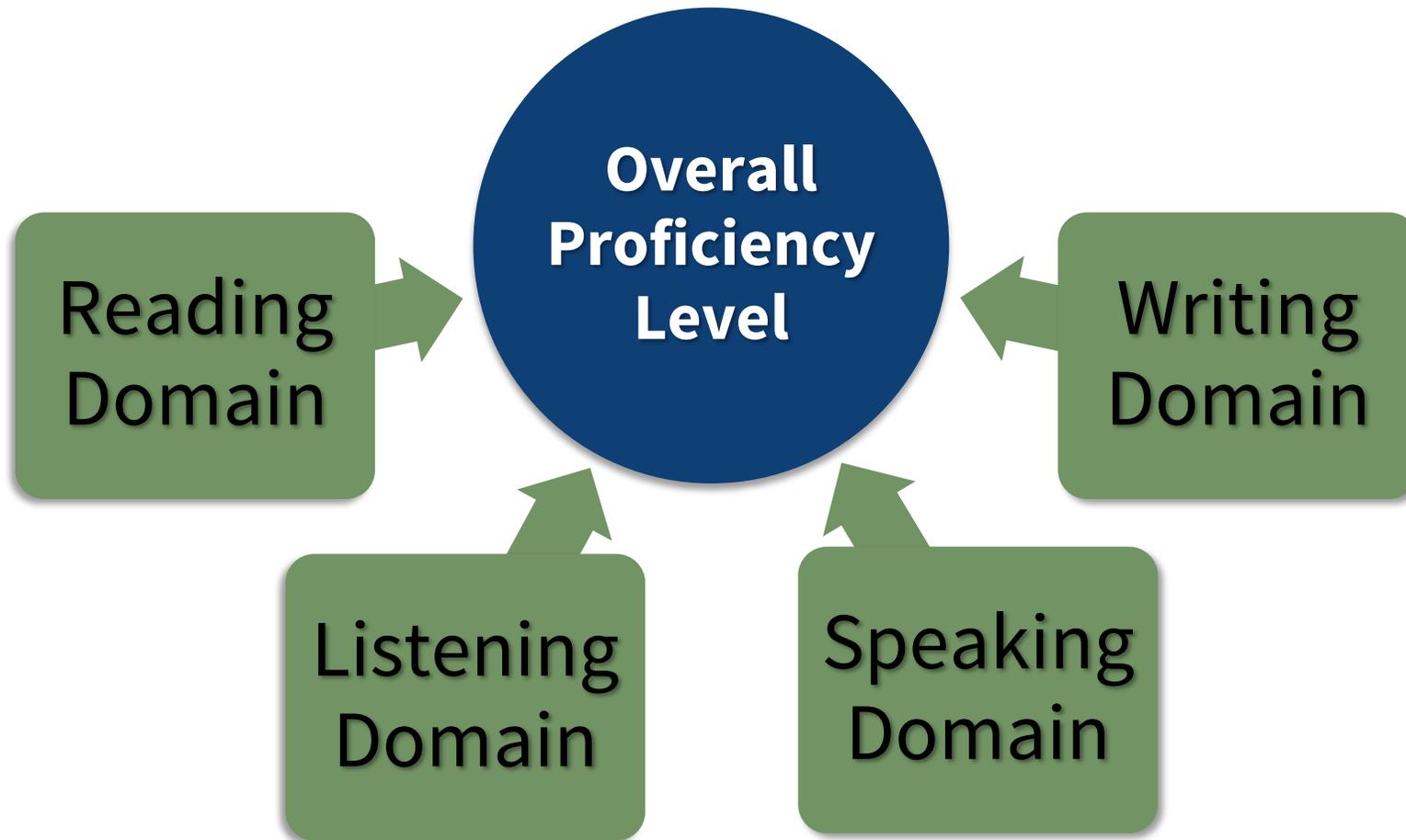
## **Alt-OELPA**

Annual summative  
assessment

ELs with significant  
cognitive disabilities

February 3 –  
March 28, 2025

# OELPA PERFORMANCE LEVELS



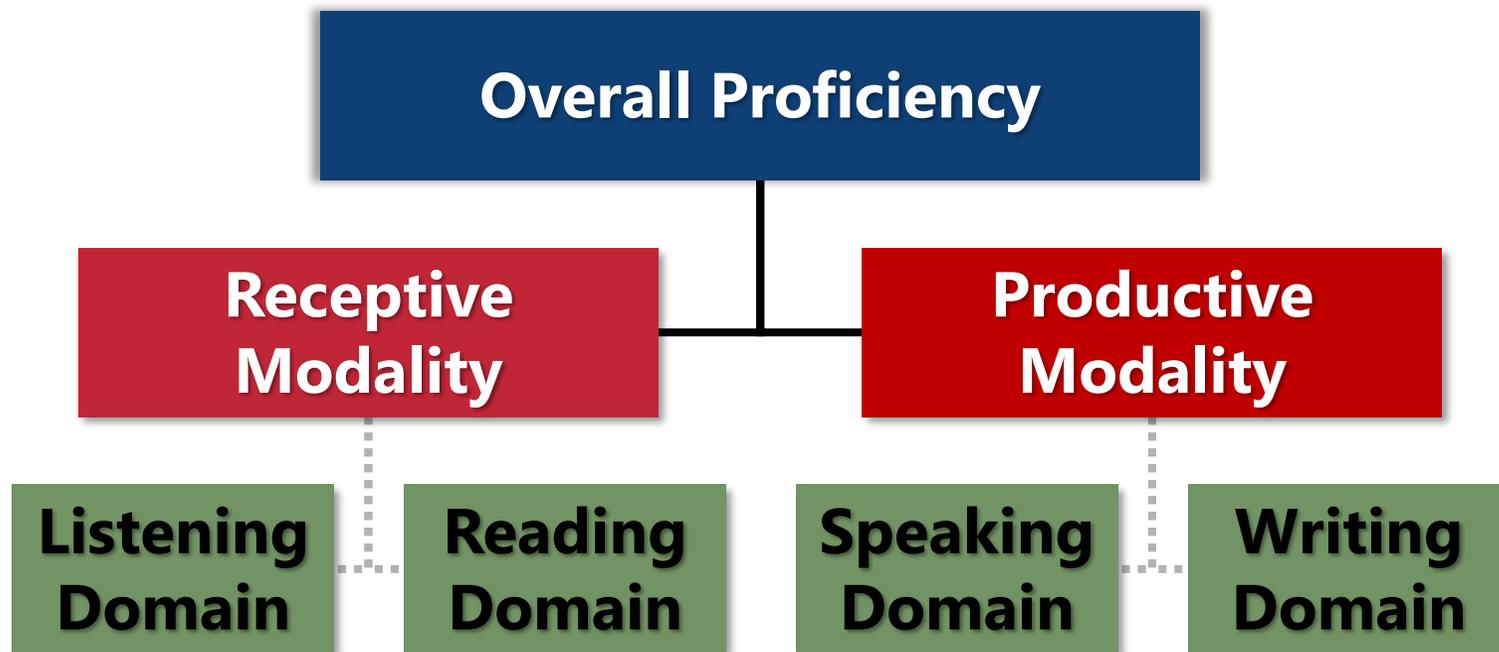
## Domain Performance Levels

- 5 – Advanced
- 4 – Early Advanced
- 3 – Intermediate
- 2 – Early Intermediate
- 1 – Beginning

## Overall Proficiency Levels

- 3 – Proficient
- 2 – Progressing
- 1 – Emerging

# Alt-OELPA PERFORMANCE LEVELS



## Overall Proficiency Determination

- 3 – Proficient
- 2 – Progressing
- 1 – Emerging

## Modality and Domain Performance Levels

- 4 – Advanced
- 3 – Early Advanced
- 2 – Intermediate
- 1 – Beginning

# ***HOW MANY STUDENTS NEEDED TO BE RATED?***

English  
Language  
Arts  
Achievement

Math  
Achievement

English  
Language  
Arts Growth

Math Growth

Graduation  
Rate

English  
Language  
Proficiency  
Improvement  
Indicator

**15 Minimum accountable students**

# VALIDATING DATA IN THE **TRADITIONAL GAP CLOSING** COMPONENT

# LAST CHANCE TO “FIX” STUDENT DATA ERRORS

- [2.2 Student Demographic Record \(GI\) 9.1](#)
- [2.3 Student Demographic - Race Detail Record \(GJ\) 8.0](#)
- [2.4 Student Standing Record \(FS\) 14.1](#)
- [2.5 Student Attributes - Effective Date Record \(FD\) 14.1](#)
- [2.6 Student Attributes - No Date Record \(FN\) 15.1](#)
- [2.7 Student Acceleration Record \(FB\) 7.0](#)
- [2.10 Student Gifted Education Record \(GG\) 8.0](#)

## FY25 STUDENT

Required to Approve: **Superintendent** ([Instructions](#))

Opens: **July 17, 2025**

Closes: **July 25, 2025**

### FY25 Collections Included

- » FY25 End of Year Student Collection (2025S3TRD)
- » FY25 SOES End of Year Student Collection (2025SBODE)

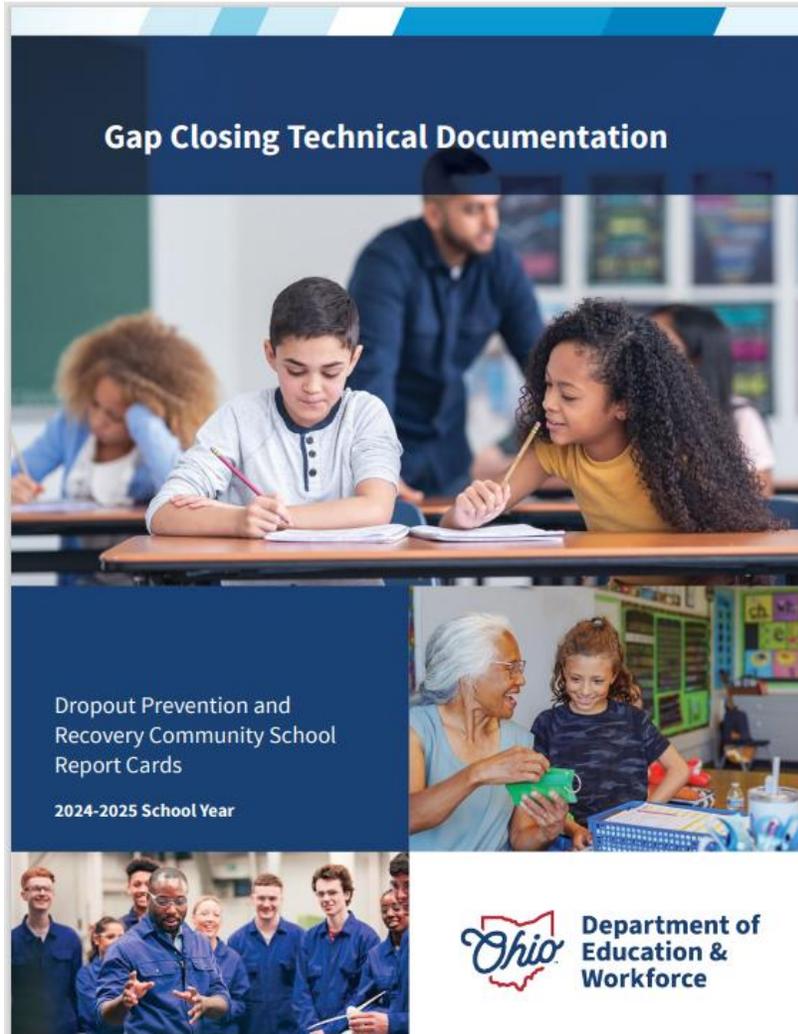
### Impacted Organizations

- » Traditional districts
- » Community schools
- » JVSs
- » ESCs
- » STEMs

- » Examples of student data impacting the Report Card and/or funding could include, but are not limited to: attendance, enrollment, percent of time, sent to/how received, RIMP codes, attributes (LEP, disability, disadvantage, grade level, etc.), gifted, majority of attendance, accountability IRN, accelerated, CTE program of concentration, etc.
- » This is the **only opportunity** for districts to correct data in their FY25 student data collection. A district's own student data will not be subject to correction during the FY25 funding final correction opportunity. Districts are encouraged to leverage all EMIS, funding and report card-related reports available to assess the accuracy of their student data before the deadline. The final funding correction opportunity will only include cross-district flags (such as community school flags and overlapping enrollment) that impact funding.
- » [CTE Program of Concentration Appeal Guidance](#)
- » **Deadline to submit corrected data in EMIS for approved final correction opportunities is Aug. 1 at 5 p.m.**



# VALIDATE ACCOUNTABILITY BUSINESS RULES



## GAP CLOSING

This shows how well schools are meeting performance expectations for all student populations in English language arts, mathematics, graduation, and English learner proficiency.

- » [DPR Gap Closing Component Technical Documentation](#) 
- » [English Language Proficiency Improvement Indicator Details](#) 

# VALIDATING STUDENT DATA

- [Current Enrollment Headcount Summary and Detail, Level 1](#)
- [Where Kids Count \(WKCD-001\), Level 2](#)
- [GNIS 0027, Received Files](#)

Result Code	Result Code Description	Adjustment	WKC Level
WK0001	Student enrolled in one building within a district for a full academic year	WKC IRN is set to building IRN when MOA IRN and Accountability IRN are the same.	Student counts at building where FAY criterion is met. Also counts at district, and state levels, for % proficient, performance index, and attendance rate calculations.
WK0002	Student enrolled in one building within a district for a full academic year and the Accountability IRN has been applied	WKC IRN is set to building IRN reported in Accountability IRN when MOA IRN and Accountability IRN are not the same.	Student counts at building level in building indicated in "Accountability IRN" by educating entity. Also counts at district, and state levels, for % proficient, performance index, and attendance rate calculations.
WK0003	Student enrolled in the district, but not in one building within the district for a full academic year	WKC IRN is set to district IRN to match MOA IRN.	Student counts at district and state level for % proficient, performance index, and attendance rate calculations.
WK0004	Student is NOT enrolled in the district for a full academic year	WKC IRN is set to ***** to match MOA IRN.	Student counts at state level for % proficient, performance index, and attendance rate calculations.
WK0005	Student placed in an institution either via a court placement or parent placement	WKC IRN is set to ***** when: How Received = P, Q, or T; <b>OR</b> How Received = P, Q, or T and Sent Reason = CT, JV, MR, OS, PS	Student counts at state level for % proficient, performance index, and attendance rate calculations.
WK0006	Student participates in a special education cooperative program in another district; and is in the educating district for a full academic year	WKC IRN is set to How Received IRN when: MOA IRN ≠ *****, How Received = B, and District Relationship = 1; <b>OR</b> MOA IRN ≠ *****, How Received = B, and Sent Reason = CT, JV, MR, OS, PS	Student counts in resident/sending district for % proficient, performance index, and attendance rate calculations. Student counts at educating district for participation rate.
WK0007	Student participates in the Autism Scholarship or Jon Peterson Scholarship	WKC IRN is set to *****, overriding MOA/Accountability IRN reporting.	Student counts in state-level calculations, if student has attendance or takes a statewide test in a public district.
WK0008	Recently arrived LEP student who has been enrolled in US schools less than 2 years	WKC IRN is set to ***** when Limited English Proficiency (LEP) = L or S.	Student counts in state-level calculations for % proficient, performance index, and participation rate for Reading.
WK0010	Majority of Attendance IRN not reported – No WKC IRN assigned	No WKC IRN can be assigned.	Student is not included in any calculations.
WK0011	Sent Reason - CO - Court Placed Out of State, LEA is responsible for paying cost of education	WKC IRN is set to *****, overriding MOA/Accountability IRN reporting.	Student counts in state-level calculations, if student has attendance or takes an Ohio statewide test.
WK0012	Recently arrived Foreign Exchange student	If Foreign Exchange Student Element = Y, and SSID not in previous year data, then WKC IRN is set to *****.	Student counts in state-level calculations for % proficient and performance index. Student counts in building/district for participation rate and attendance rate.



# FINAL CORRECTION OPPORTUNITIES ASSESSMENT DATA

## FY25 FALL 3RD GRADE ELA & READING

Required to Approve: **Superintendent** ([Instructions](#))  
 Opens: **July 17, 2025** Closes: **July 25, 2025**

### FY25 Collections Included

» FY25 Fall 3rd Gr ELA and Reading

## FY25 SPRING STATE ASSESSMENT GRADES 3-8

Required to Approve: **Superintendent** ([Instructions](#))  
 Opens: **July 17, 2025** Closes: **July 25, 2025**

» **Deadline to submit corrected opportunities is Aug. 1 at 5 p.**

### FY25 Collections Included

» FY25 Spring State Assessment Collection (2025AGNSP)

» **Deadline to submit corrected opportunities is Aug. 1 at 5 p.**

## FY25 SUMMER 3RD GRADE READING

Required to Approve: **Superintendent** ([Instructions](#))  
 Opens: **TBD** Closes: **TBD**

### FY25 Data Included

» Summer 3rd grade reading test vendor file

### Impacted Organizations

- » Traditional districts
- » Community schools
- » STEMs



# LAST CHANCE TO “FIX” ASSESSMENT DATA (CONTINUED)

## FY25 OTHER ACCOUNTABILITY ASSESSMENT

Required to Approve: **Superintendent** ([Instructions](#))

Opens: **Aug. 11, 2025**

Closes: **Aug. 15, 2025**

### FY25 Collections Included

» FY25 Other Accountability Ass

### Impacted Organizations

## FY25 ALTERNATE ASSESSMENT

Required to Approve: **Superintendent** ([Instructions](#))

Opens: **Aug. 7, 2025**

Closes: **Aug. 15, 2025**

» **Deadline to submit corrected opportunities is Aug. 22 at 5**

### FY25 Collections Included

» FY25 Spring Alternate Assessment Coll

### Impacted Organizations

## FY25 SPRING END OF COURSE ASSESSMENT

Required to Approve: **Superintendent** ([Instructions](#))

Opens: **July 17, 2025**

Closes: **July 25, 2025**

### FY25 Collections Included

» FY25 Spring End of Course State Assessment Collection (2025AGESP)

### Impacted Organizations

- » Traditional districts
- » Community schools
- » JVSDs
- » STEMs

» **Deadline to submit corrected data in opportunities is Aug. 22 at 5 p.m.**

» **Deadline to submit corrected data in EMIS for approved final correction opportunities is Aug. 1 at 5 p.m.**



# VALIDATING ASSESSMENT DATA

## *Example: Grade 3 English language arts* *Know the Test Date* Information

### *Fall*

- **Test Dates:** Mid October through Early November
- **Results Available:** Early December through Mid-December
- **How Reported:** Results uploaded into SIS and reported in EMIS

### *Spring*

- **Test Dates:** Mid March through Mid April
- **Results Available:** Mid May through Mid June
- **How Reported:** Results uploaded into SIS and reported in EMIS

### *Summer*

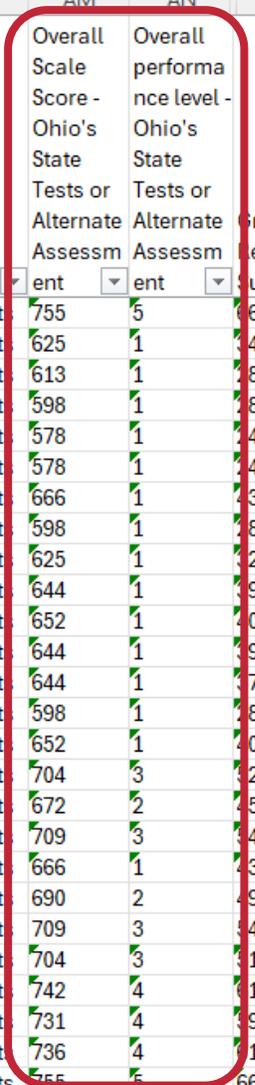
- **Test Dates:** Mid July
- **Results Available:** Late July through Mid Aug

- **How Reported** Results directly from Vendor and uploaded into EMIS by Department

# EXAMPLE DOWNLOAD DATA FROM ASSESSMENT VENDOR

\*Note: The Centralized Reporting System (CRS) and Ohio's Education Management Information System (EMIS) are **not** linked. There is no automated process that transmits scores from CRS to EMIS. It is the responsibility of each district to submit its students' scores into EMIS. Districts that receive student scores are responsible for sharing them with other districts that have authorized access to the scores when appropriate.

SSID	Enrolled grade	Administration	Test Date	Test name	Overall Scale Score - Ohio's State Tests or Alternate Assessment	Overall performance level - Ohio's State Tests or Alternate Assessment	Grade 3 Reading Subscore	Third Grade Reading Guarantee Promotion Score
DEMO08001	03	Spring2024	20240514	Grade 3 English Language Arts	755	5	66	Y
DEMO08002	03	Spring2024	20240514	Grade 3 English Language Arts	625	1	34	N
DEMO08003	03	Spring2024	20240514	Grade 3 English Language Arts	613	1	28	N
DEMO08004	03	Spring2024	20240514	Grade 3 English Language Arts	598	1	28	N
DEMO08005	03	Spring2024	20240514	Grade 3 English Language Arts	578	1	24	N
DEMO08006	03	Spring2024	20240514	Grade 3 English Language Arts	578	1	24	N
DEMO08007	03	Spring2024	20240514	Grade 3 English Language Arts	666	1	33	N
DEMO08008	03	Spring2024	20240514	Grade 3 English Language Arts	598	1	28	N
DEMO08009	03	Spring2024	20240514	Grade 3 English Language Arts	625	1	32	N
DEMO08010	03	Spring2024	20240514	Grade 3 English Language Arts	644	1	39	N
DEMO08011	03	Spring2024	20240514	Grade 3 English Language Arts	652	1	40	N
DEMO08012	03	Spring2024	20240514	Grade 3 English Language Arts	644	1	39	N
DEMO08013	03	Spring2024	20240514	Grade 3 English Language Arts	644	1	37	N
DEMO08014	03	Spring2024	20240514	Grade 3 English Language Arts	598	1	28	N
DEMO08015	03	Spring2024	20240514	Grade 3 English Language Arts	652	1	40	N
DEMO08016	03	Spring2024	20240514	Grade 3 English Language Arts	704	3	42	Y
DEMO08017	03	Spring2024	20240514	Grade 3 English Language Arts	672	2	35	N
DEMO08018	03	Spring2024	20240514	Grade 3 English Language Arts	709	3	44	Y
DEMO08019	03	Spring2024	20240514	Grade 3 English Language Arts	666	1	33	N
DEMO08020	03	Spring2024	20240514	Grade 3 English Language Arts	690	2	39	Y
DEMO08021	03	Spring2024	20240514	Grade 3 English Language Arts	709	3	44	Y
DEMO08022	03	Spring2024	20240514	Grade 3 English Language Arts	704	3	41	Y
DEMO08023	03	Spring2024	20240514	Grade 3 English Language Arts	742	4	41	Y
DEMO08024	03	Spring2024	20240514	Grade 3 English Language Arts	731	4	39	Y
DEMO08025	03	Spring2024	20240514	Grade 3 English Language Arts	736	4	41	Y
DEMO08026	03	Spring2024	20240514	Grade 3 English Language Arts	755	5	66	Y



# ***VALIDATING DATA WITH EMIS REPORTS***

## ***EMIS COLLECTIONS***

### ***Assessment Collections***

Summer and Fall End of Course Assessment Collection (FY25) (2025AGEFL)  
Kindergarten Readiness Assessment Collection (FY25) (2025AGOFL)  
Fall 3rd Gr ELA and Reading Collection (FY25) (2025AGNFL)  
Child Outcome Summary Assessment Collection (FY25) (2025AGMFY)  
DPR Growth Assessment Collection (FY25) (2025AGDFY)  
OELPA Assessment Collection (FY25) (2025AGFSP)  
Spring Alternate Assessment Collection (FY25) (2025AALTS)  
Career Tech Accountability Assessment Collection (FY25) (2025ACTSP)  
Other Accountability Assessments (FY25) (2025ANACC)  
Spring End of Course State Assessment Collection (FY25) (2025AGESP)  
Spring State Assessment Grades 3-8 Collection (FY25) (2025AGNSP)  
Tier 1 Dyslexia Screener Collection (FY25) (2025ADSFY)  
Reading Diagnostics Collection (FY25) (2025ARDFY)

## ***EMIS REPORTS***

- [Assessment Missing Reports, Level 1](#)



# REQUIRED OEDS ROLES AND SECURITY PROCESS

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



# ***VALIDATING DATA WITH SECURE DATA CENTER (SDC) REPORTS***

## **LOCAL REPORT CARD TILE**

Report Portal > Secure Data Center > Local Report Card > Dropout Prevention and Recovery > Local Report Card > **Gap Closing**

## **ENGLISH LANGUAGE ARTS AND MATHEMATIC ACHIEVEMENT**

Report Portal > Secure Data Center > Test Results > **District (or School) Test Results and Proficiency Levels**

## **ENGLISH LANGUAGE ARTS AND MATHEMATIC GROWTH**

Report Portal > Secure Data Center > Value Added > **District (or School) Value Added – Overall and Subject Composites**



# ***VALIDATING DATA WITH SECURE DATA CENTER (SDC) REPORTS, CONT.***

## **GRADUATION**

Report Portal > Secure Data Center > Graduation > **District (or School) 4-Year Longitudinal Graduation Rate**

## **ENGLISH LEARNER PROFICIENCY IMPROVEMENT INDICATOR**

Report Portal > Secure Data Center > Test Results > District (or School) OELPA Progress



# LOG INTO OH|ID

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PLEASE CHOOSE A LOGIN OPTION

If you are an Ohio Department of Education employee, please click the "Ohio Department of Education and Workforce Employees" button.

Ohio Department of Education and Workforce Employees

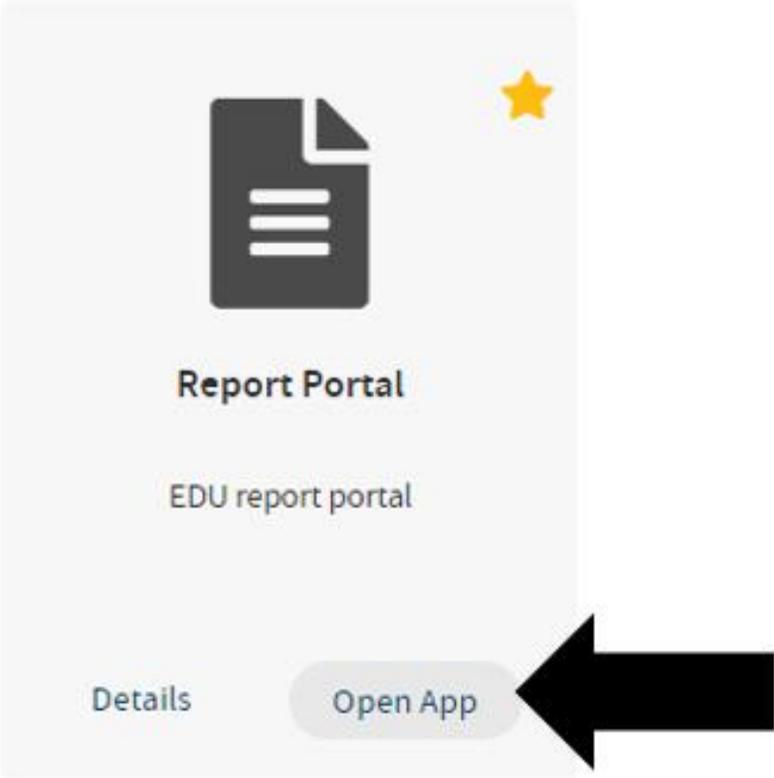
If you are a superintendent, principal, teacher, school administrator, parent or other user, please click the "All Other Users" button.

All Other Users



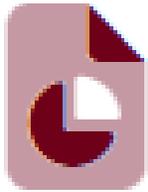
# ***OPEN REPORT PORTAL APPLICATION***

---



# ***SELECT SECURE DATA CENTER TILE***

---



## **Secure Data Center**

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

# GAP CLOSING



## Test Results

Reports about Ohio's State Tests.



## District Test Results and Proficiency Levels

Test Result and Proficiency Level details by district by assessment by demographic.



## School Test Results and Proficiency Levels

Test Result and Proficiency Level details by school by assessment by demographic.



## District AMO Participation Rate

AMO Participation Rate details by district by assessment by demographic.



## School AMO Participation Rate

AMO Participation Rate details by school by subject by demographic.



## District OELPA Progress

District OELPA details.



## School OELPA Progress

School OELPA details.



## District 4-Year Longitudinal Graduation Rate

Graduation Rate results by district and demographics for students in the 4-year graduation rate.



## School 4-Year Longitudinal Graduation Rate

Graduation Rate results by school and demographics for students in the 4-year graduation rate.



## Graduation

Reports about High School Graduation Rates.



# ***QUESTIONS TO AIDE IN VALIDATING DATA RELATED TO GAP CLOSING COMPONENT***

This is not meant to be an all-inclusive list just a starting point

- Have I validated my Achievement and Progress Components?
- Do I have English Learner Students?



# QUESTIONS TO AIDE IN VALIDATING DATA

## *Related to English Learners*

This is not meant to be an all-inclusive list just a starting point

- Which students identified as English Learners? Are these correct?
- What is the individual target for each English Learner student? Have they met that target?
- Has any student met proficiency in the prior year but not been exited?



# TEST RESULTS- OELPA PROGRESS

**Test Results**  
Reports about Ohio's State Tests.



**District OELPA Progress**  
District OELPA details.

**School OELPA Progress**  
School OELPA details.

District English Learner Progress - Overview

Select a School Year:

Select a District:

EL Met Proficiency/Growth Percent, EL Growth Percent and EL Proficiency Percent by School Year for

● EL Met Proficiency/Growth Percent ● EL Growth Percent ● EL Proficiency Percent

School Year	EL Met Proficiency/Growth Percent	EL Growth Percent	EL Proficiency Percent
2019-2020 School Year	56.4%	34.7%	21.6%
2020-2021 School Year	39.5%	25.3%	14.2%
2021-2022 School Year	53.5%	36.8%	16.7%
2022-2023 School Year	50.7%	34.3%	16.4%
2023-2024 School Year	51.7%	35.2%	16.5%

EL Met Proficiency/Growth Percent, EL Growth Percent and EL Proficiency Percent by School Year for

Select a School Year:	District IRN	EL Student Count	EL Students Included	EL Proficiency Student Count	EL Proficiency Percent	EL Growth Student Count	EL Growth Percent	EL Met Proficiency/Growth Student Count	EL Met Proficiency/Growth Percent
2023-2024 School Year	*****	2836	2591	458	17.7%	763	29.4%	1221	47.1%
2023-2024 School Year	000131	1	1	0	0.0%	1	100.0%	1	100.0%
2023-2024 School Year	000236	21	21	3	14.3%	8	38.1%	11	52.4%
2023-2024 School Year	000241	14	14	0	0.0%	4	28.6%	4	28.6%
2023-2024 School Year	000282	6	6	0	0.0%	0	0.0%	0	0.0%
2023-2024 School Year	000318	14	14	11	78.6%	3	21.4%	14	100.0%
2023-2024 School Year	000319	44	43	1	2.3%	8	18.6%	9	20.9%
2023-2024 School Year	000320	9	9	0	0.0%	6	66.7%	6	66.7%
2023-2024 School Year	000338	8	8	0	0.0%	3	37.5%	3	37.5%

English Learner Progress

Demographics

Assessment Status and Growth Category

Improvement Points/Exiting Status

Improvement Points/Exiting Status by Grade

Proficiency/Growth by Grade

SSID Detail



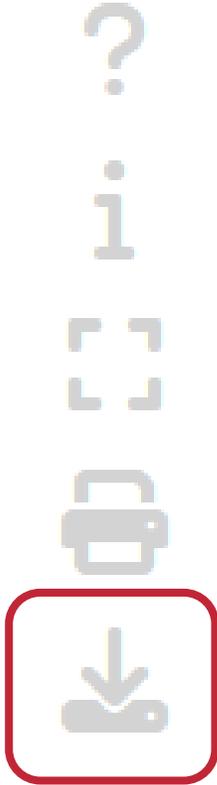


# EXPORTING DATA IN THE SECURE DATA CENTER

## Export in Excel format

The screenshot shows a 'Which data do you want to export?' dialog box. On the left, a menu is open with 'Export data' highlighted in a red box. A red arrow points from this menu item to the dialog box. The dialog box has a title bar with a close button. Below the title is a question: 'Which data do you want to export?'. A paragraph of text explains that the number of rows exported might be limited based on the file type, with a link to 'Learn more about exporting data'. There are three selection options, each with a radio button: 'Data with current layout' (selected), 'Summarized data', and 'Underlying data'. Below these is a 'File format:' dropdown menu set to '.xlsx (Excel 150,000-row max)'. At the bottom are 'Export' and 'Cancel' buttons. A red arrow points from the 'Data with current layout' option to the 'Export' button.

## Export in .CSV format



# **UPDATING THE STUDENT INFORMATION SOFTWARE (SIS), EXPORT DATA FROM SIS, UPLOAD TO DATA COLLECTOR, AND SUBMIT**

- If you are not familiar with where this data must be updated, you will need to reach out to the EMIS Coordinator or your ITC
- *The Department can help with the Secure Data Center and the Data Collector, but any SIS-specific questions must be directed to your SIS Help Desk or ITC.*
- If you are not familiar with this process your EMIS Coordinator or your ITC will be able to assist.



# ***VERIFY THE SUBMITTED DATA IN THE SDC***

- Any submissions made between Friday after 5pm and Sunday at 5pm will not be reflected in the SDC until Monday Morning
- Any submissions made between Sunday 5pm and Tuesday at 5pm will not be reflected in the SDC on Wednesday Morning
- Any submissions made between Tuesday after 5pm and Thursday at 5pm will not be reflected in the SDC until Friday Morning



# CONTACT

## **ACCOUNTABILITY GENERAL CONTACT**

[accountability@education.ohio.gov](mailto:accountability@education.ohio.gov)

## **ACCOUNTABILITY OFFICE HOURS**

The Office of Accountability is dedicated to help answer questions and provide trainings around Ohio's Report Cards for district staff members.