

Ohio School Report Card Training Series



Gap Closing Component

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Office of Accountability

January 14, 2026

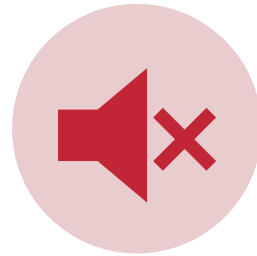


**Department of
Education &
Workforce**

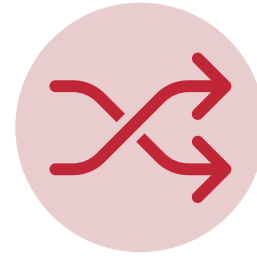
WELCOME & HOUSEKEEPING



PowerPoint can be found on the [Report Card Training Hub](#)



Videos off and sound muted



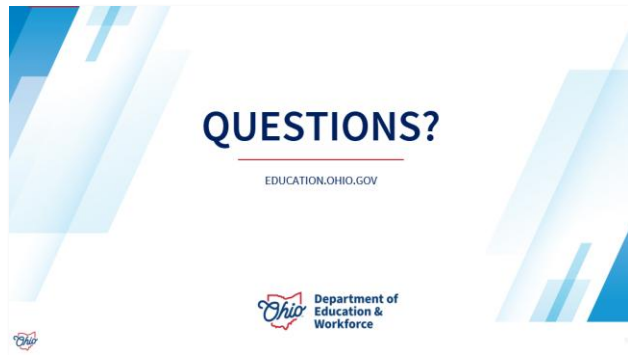
If you have difficulty accessing the chat, try accessing Microsoft Teams in a different way (e.g., in a browser or through the app)



QUESTION STRUCTURE

When to Ask Questions?

- Quick Checks after key presentation points.



What Type of Questions?

Questions to ask:

- Clarifying questions pertaining to the measure.
- Questions about what has already been covered.

Questions to NOT ask:

- Questions about information that hasn't yet been covered.
- Questions about student data or scenarios (book a [Report Card Work Session](#) for these questions)

Where to Ask Questions?

- In the Microsoft Teams Chat.
- Through the Microsoft Teams form.



WE WOULD LOVE YOUR FEEDBACK!

At the end of today's meeting, please take a few moments to complete our [Feedback Survey](#) to support our continued improvement.

Feedback Form: Traditional Gap Closing Component (No GPI)



Vision

Ohio students are prepared for success in the real world.



Mission

The Ohio Department of Education and Workforce supports Ohio's students, families, and educators to ensure every student gains the knowledge and life skills needed for the future.

EDUCATION PRIORITIES



Literacy: Building a foundation for lifelong success by ensuring every student is reading at or above grade level.



Accelerating Learning: Advancing academic achievement for all students through statewide implementation of high-quality instruction, assessments, and supports.



Student Wellness: Fostering safe and supportive environments where students feel engaged and equipped to reach their full potential.



Workforce Readiness: Preparing students for success in life and careers through real-world knowledge, skills, and experiences.



Organizational Effectiveness: Delivering high-quality services and resources to strengthen Ohio's education community.

GOAL OF THIS PRESENTATION



Build Data Literacy on Gap Closing Component

Allows individuals to **extract valuable insights**

Make **informed** decisions

Identify opportunities to **celebrate success**

Identify opportunities for **improvement**

Communicate your findings in a meaningful way

Ultimately **drive continuous improvement** for Ohio students

AGENDA

Who is Included

- **Identify Included Students:** Know which students are counted in each of the Gap Closing measures

What is Calculated

- **Understand Gap Closing Measure Calculations:** Learn how each of the measures are calculated and what factors affect the Gap Closing ratings.

Validating Data

- **Ensure Data Accuracy:** Learn how to validate data, identify errors, and use tools to ensure accurate gap closing component data.

UNDERSTANDING OHIO'S GAP CLOSING COMPONENT

Measures performance of students in disadvantaged groups.

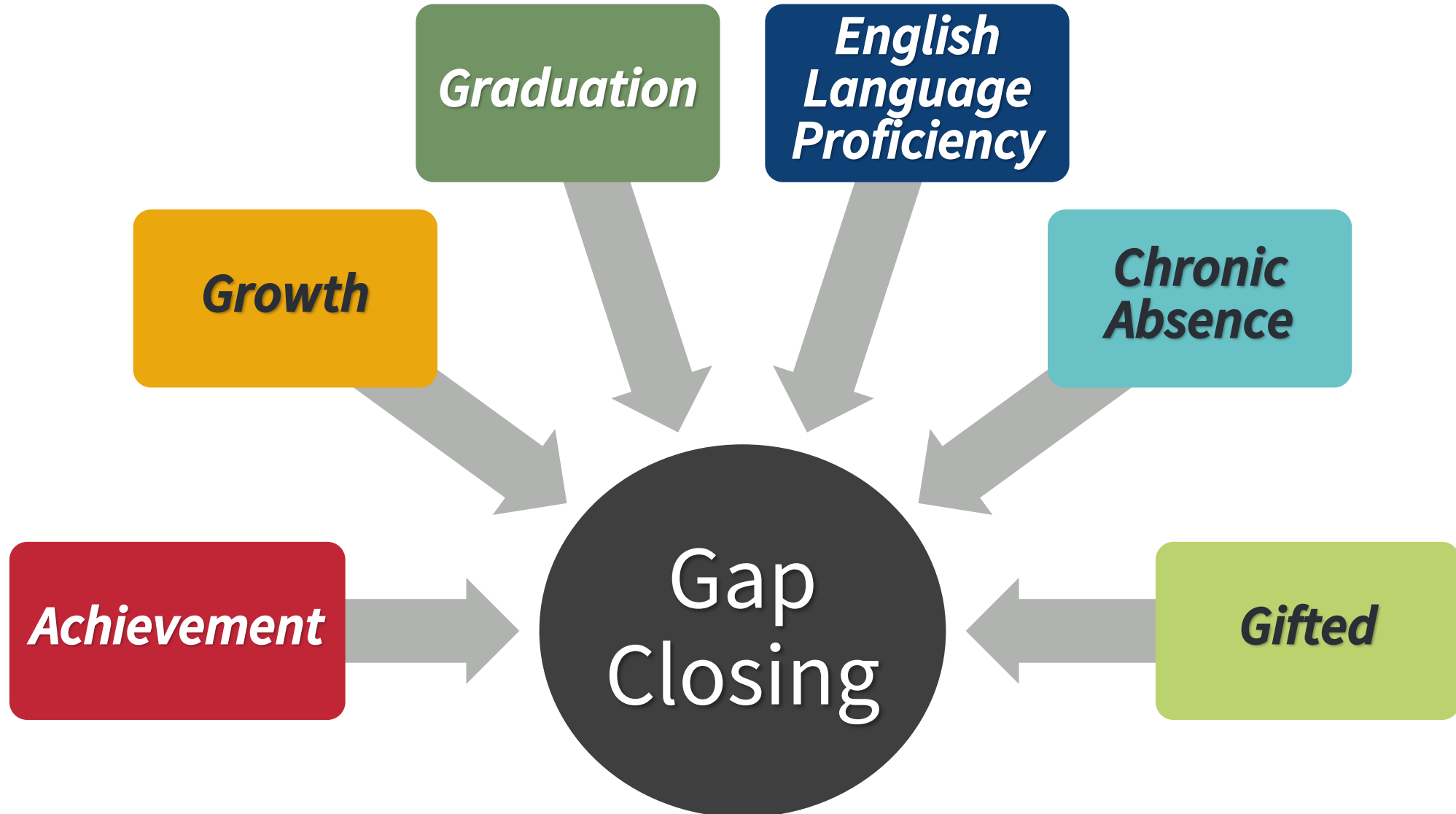
Calculates improvement over time for specific student populations.

Evaluates progress toward educational equity and success.

Incorporates data from standardized assessments and graduation rates.

Aims to identify and address achievement gaps effectively.

TRADITIONAL GAP CLOSING COMPONENT



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

HOW MANY STUDENTS ARE NEEDED TO BE RATED?

English
Language Arts
Achievement

Math
Achievement

English
Language Arts
Growth

Math Growth

Graduation
Rate

English
Language
Proficiency
Improvement
Indicator

Chronic
Absenteeism
Improvement
Indicator

Gifted
Performance
Indicator

15 FTE or 15 students depending on specific measure
Gifted identification and assessment subject area must match for Gifted PI

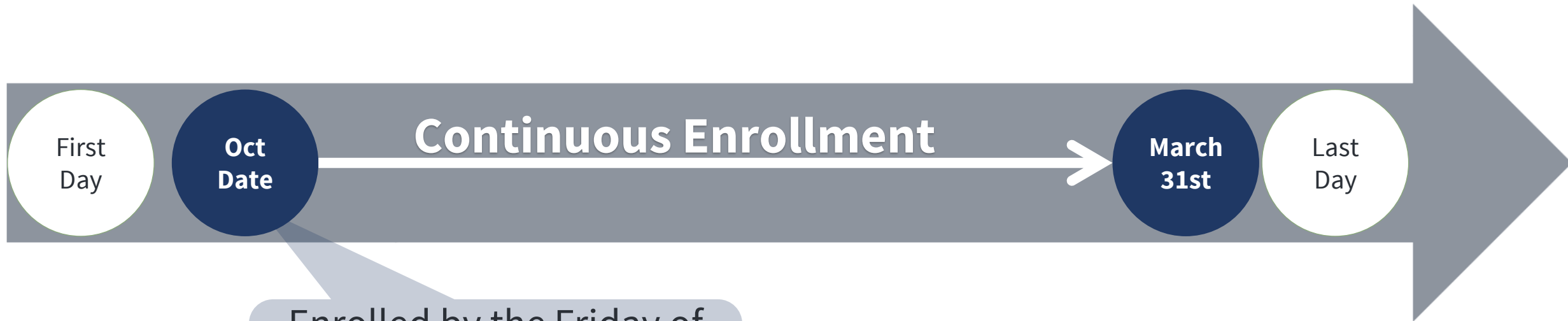
Which students count in the ELA and Math Achievement and Growth measures?

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

Resources:

- [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#)
- [Gap Closing Technical Documentation](#)

WKC ENROLLMENT REQUIREMENTS



Enrolled by the Friday of
the first full week of
October

Note: For the 2025-
2026 Report Cards this
would be 10/10/2025

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

Grade 3-8
State
Assessment

End-of-
Course
Assessment

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

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 School
Year**

- Highest Score is used for Accountability

**Taken in
Separate
School 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
who tested and
counted in
Performance
Index**

**Same tests in
Performance
Index except
Alternate
Assessments**

Which students count in the Graduation Rate Measure?

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

Resources:

- [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#)
- [Gap Closing Technical Documentation](#)

2025 GRADUATION COHORT

First time 9th graders 2021-2022 school year (FY2021)

Who Counts in the in the Cohort?

- Graduates
- Dropouts
- Reinstated Transfers
- Transfer In students

Who Doesn't Count in the Cohort?

- Students reported in error
- Transferred out
- Deceased

QUESTIONS?

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Which students count in the English Language Proficiency Improvement Indicator?

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

Resources:

- [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#)
- [Gap Closing Technical Documentation](#)
- [English Language Proficiency Improvement Indicator Details](#)

OHIO'S ENGLISH LANGUAGE PROFICIENCY ASSESSMENT PROGRAM

OELPS

Diagnostic assessment

Identifies students as English learners

Results not used in Report Cards

OELPA

Annual summative assessment

Assesses progress and readiness to exit

Results used in Gap Closing component

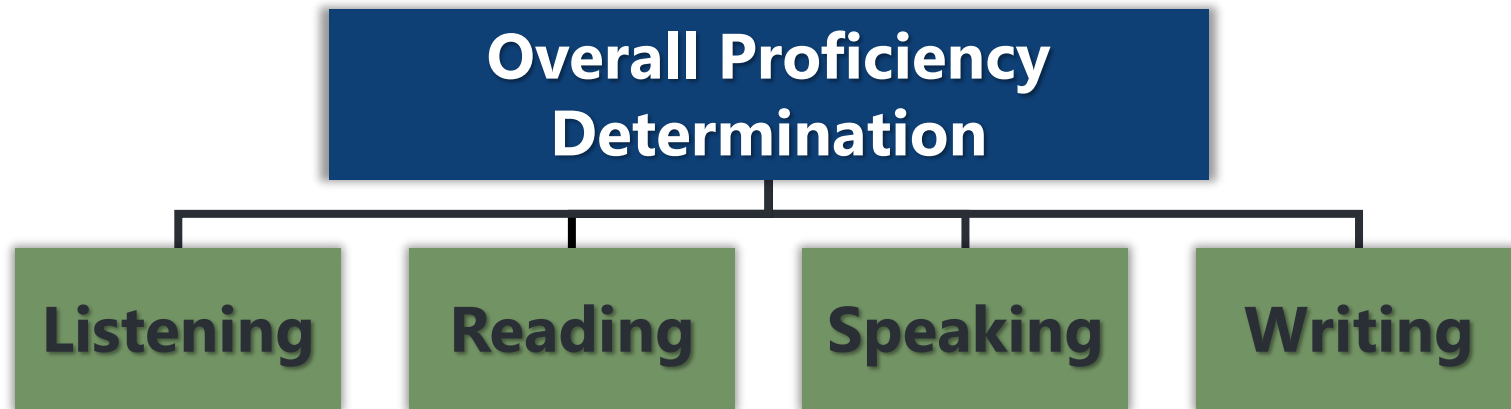
Alt-OELPA

Annual summative assessment

ELs with significant cognitive disabilities

Results used in Gap Closing component

OELPA PERFORMANCE LEVELS



Overall Levels

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

Domain Levels

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

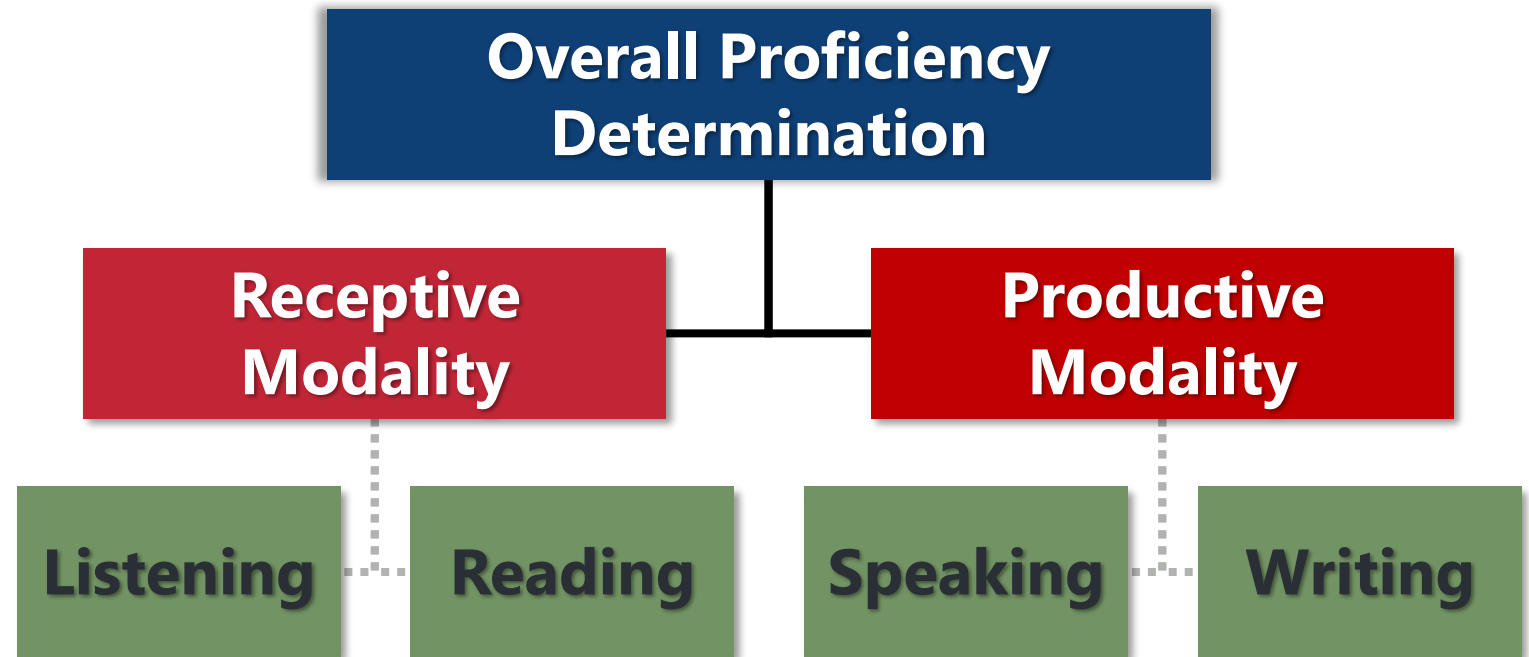
Alt-OELPA PERFORMANCE LEVELS

Overall Levels

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

Modality & Domain Levels

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



Which students count in the Chronic Absenteeism Improvement Indicator?

Students Enrolled and have at least 100 hours of possible attendance

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

QUESTIONS?

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WHAT IS CALCULATED IN THE **TRADITIONAL 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

- ✓ If the student group has a **Performance Index Score** that meets the **annual goal**, one point is assigned.

WHAT DOES THE PERFORMANCE INDEX MEASURE?

Students

- Performance Index evaluates the overall achievement of accountable students

Test Results

- Captures state test results from every student, including those below proficient

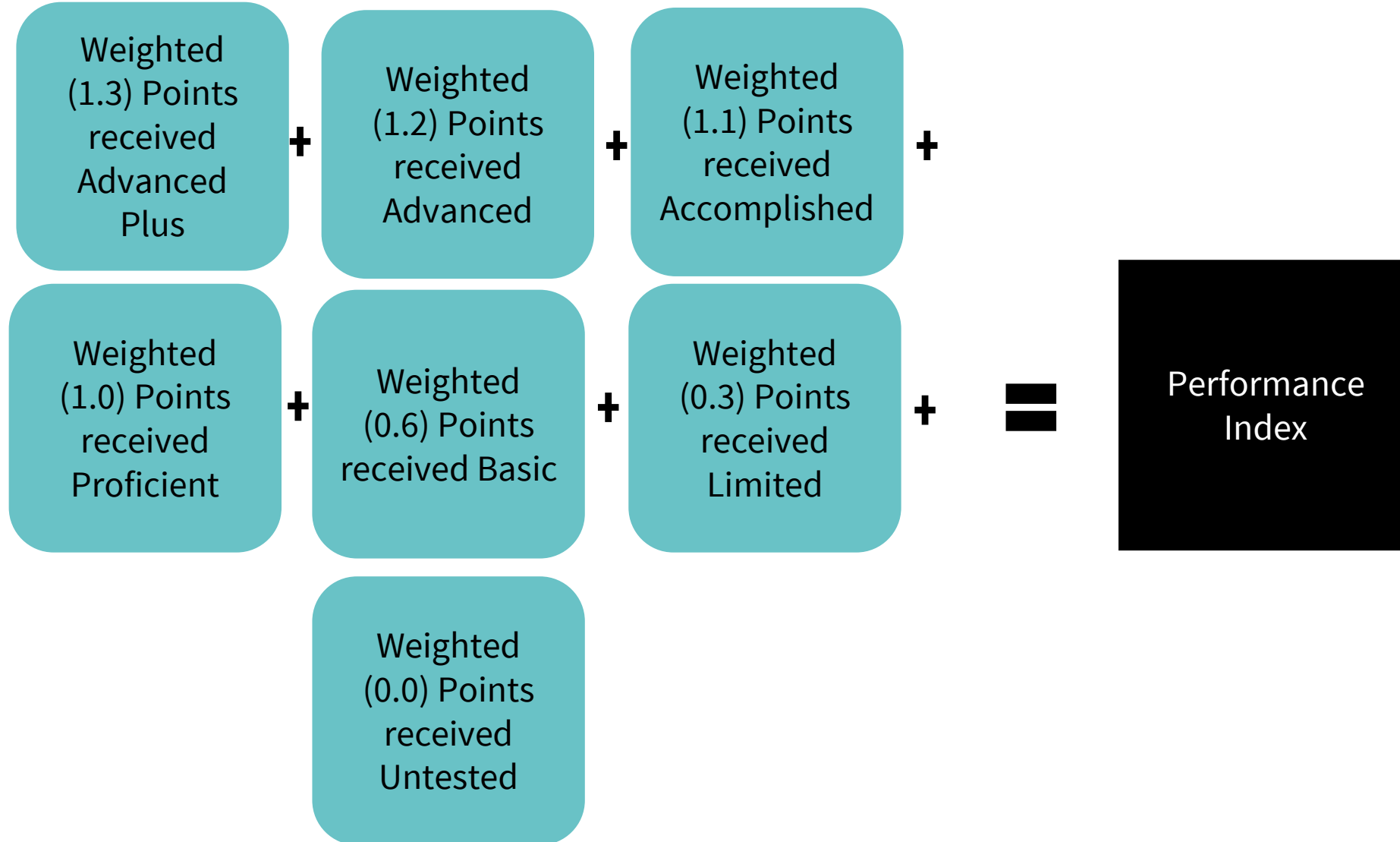
Points

- Points assigned to each performance level are multiplied by the percentage of students in the school or district that achieve that performance level

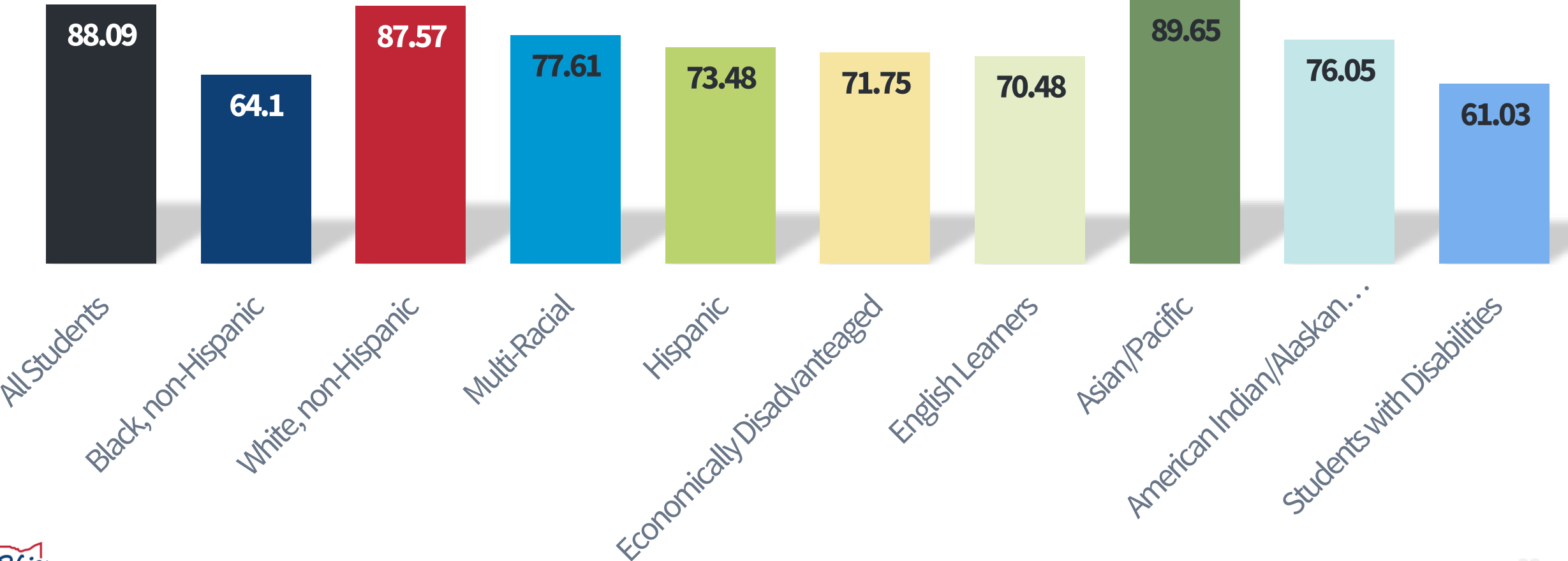
Index Score

- Performance Index score is the summed total of weighted points

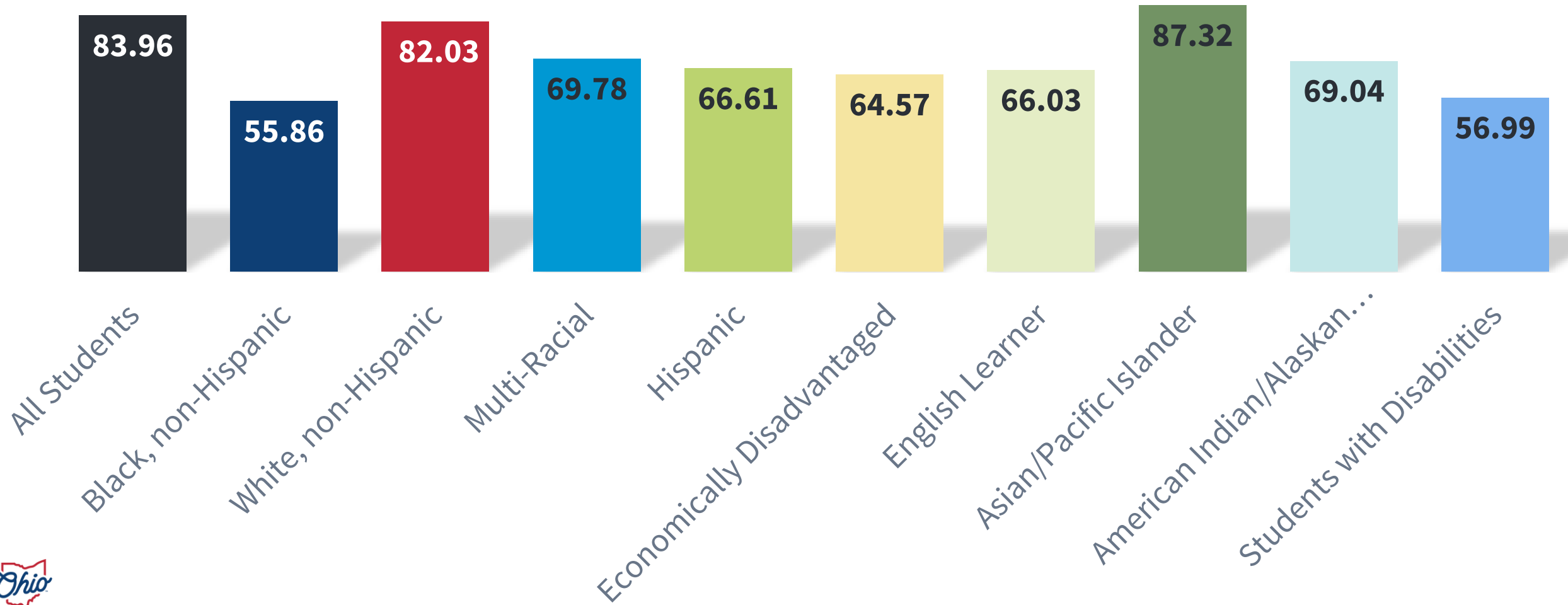
PERFORMANCE INDEX CALCULATION



ENGLISH LANGUAGE ARTS ANNUAL MEASURABLE GOALS 2025-2026 SCHOOL YEAR EACH STUDENT GROUP MET = 1 POINT EARNED



MATHEMATICS ANNUAL MEASURABLE GOALS 2025-2026 SCHOOL YEAR EACH STUDENT GROUP MET = 1 POINT EARNED



ELA AND MATH GROWTH GOALS



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 +2 or higher growth index, one point is assigned.

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

- ✓ If the Student group has a 4-Year graduation rate that meets the annual goal, one point is assigned.

4-YEAR GRADUATION RATE CALCULATION

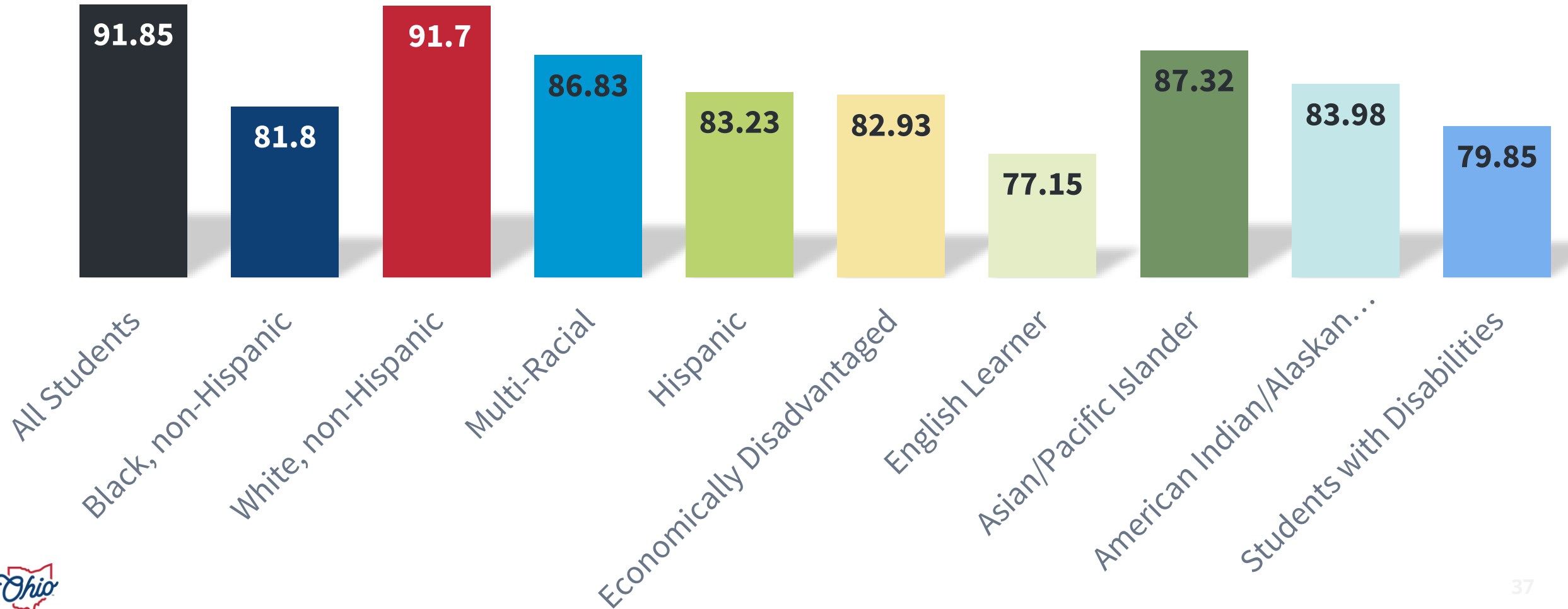
Graduates in Final Prior Year Adjusted
Graduation Cohort (including summer
graduates)

=

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 2025-2026 SCHOOL YEAR EACH STUDENT GROUP MET = 1 POINT EARNED



QUESTIONS?

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ENGLISH LANGUAGE PROFICIENCY (ELP) IMPROVEMENT INDICATOR



Overview

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



Individual Targets

- ✓ Each student's initial OELPA results and grade level at the time of testing or for Alt-OELPA, +1 point determine the student's individual improvement target
- ✓ Annual improvement is measured from the prior year results to the current year results.



Scoring

- ✓ If the percentage of ELs meeting their improvement targets or reaching proficiency is greater than or equal to the annual goal, five points are assigned.
- ✓ If the percentage of ELs improving closes the gap to the long-term goal by $\geq 10\%$, five points are assigned.




OVERALL PROFICIENCY LEVELS

| Overall Proficiency Level | OELPA Domain Profile | Alt-OELPA Modality Profile | Status |
|---------------------------|--|--|------------------------------|
| Proficient | Levels 4 or 5 in all nonexempt domains | Levels 3 or 4 in nonexempt modalities | Exits English learner status |
| Progressing | 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 |
| Emerging | Levels 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 | +2 points per year |
| K-8 |  12-20 points |  +1 point per year |
| 9-12 | 4-7 points | +2 points per year |
| 9-12 | 8-20 points | +1 point per year |

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 | +2 points per year |
| K-8 | 12-20 points | +1 point per year |
|  9-12 |  4-7 points |  +2 points per year |
| 9-12 | 8-20 points | +1 point per year |

Example B

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

INDIVIDUAL STUDENT TARGETS ALT-OELPA EXAMPLE C

| <i>Enrolled Grade for Student's 1st Alt-OELPA</i> | <i>Sum of Initial Alt- OELPA Domain Scores</i> | <i>Target for Annual Improvement</i> |
|---|--|--|
| K-12 | 1-16 points | +1 point per year |

All students taking Alt-OELPA have a target for annual improvement of 1 point, when considering the sum of domain levels from the prior year to the current year.

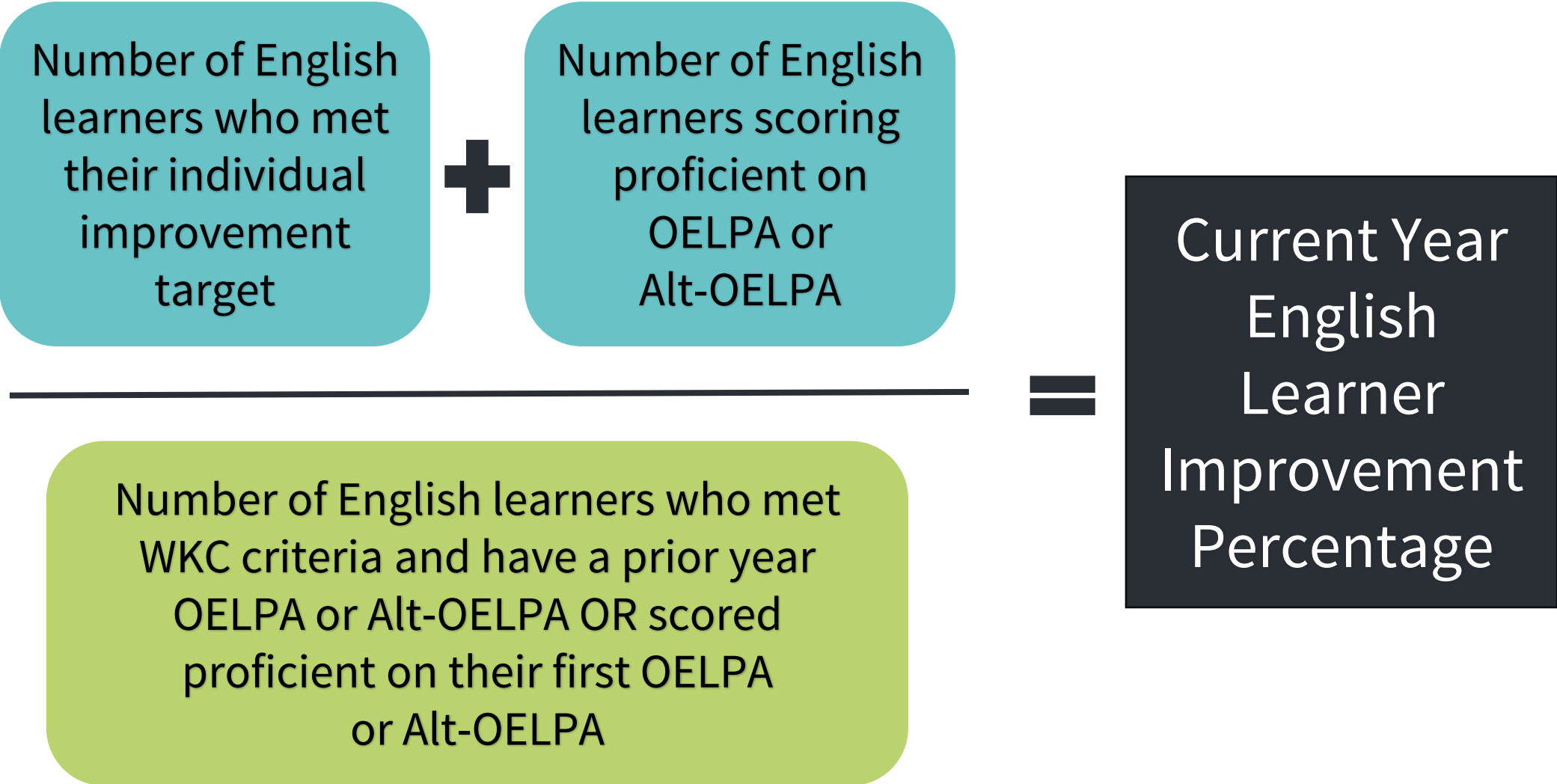
QUESTIONS?

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CALCULATION OF CURRENT YEAR IMPROVEMENT PERCENTAGE FOR THE ELP IMPROVEMENT INDICATOR



LONG-TERM GOALS FOR ALL ENGLISH LEARNERS

If current year goal met, 5 points Earned

| School Year | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 | 2029-2030 | 2030-2031 |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| English Learners | 39.5% | 43.05% | 46.60% | 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%, 5 Points Earned

$$\frac{\left(\text{Current Year \%} - \text{Prior Year \%} \right)}{\left(\text{Long-term Goal \% } 75\% - \text{Current Year \%} \right)} = \text{English Learner Improvement Rate}$$

Time for a Brain Break!



QUESTIONS?

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CHRONIC ABSENTEEISM PERFORMANCE GOALS



Overview

- ✓ Chronic absenteeism rates are evaluated annually to ensure schools and districts meet performance standards.
- ✓ Points are awarded based on achieving yearly goals or meeting improvement standards.



Improvement Target

- ✓ Schools with 36.7% or higher absenteeism must reduce rates by at least 1.1 percentage points.
- ✓ Schools with less than 36.7% absenteeism must reduce rates by 3%.



Scoring

- ✓ If the absenteeism rate is at or below the **annual goal** or meets the **improvement standard**, five points are assigned.

STUDENT CHRONIC ABSENCE RATE

$$\text{Absence Rate} = \frac{\text{Sum of Total Absence Hours (excused or unexcused)}}{\text{Total possible Attendance Hours}}$$

Example: The student is enrolled from October through the end of the school year.

Numerator: Total Absence Hours = 235 hours

Denominator: Total Enrolled Hours = 960.6 hours

$$235 \div 960.6 = 24.46\%$$

Hours Absent Hours Enrolled Absence Rate

**Student Absenteeism and Attendance
Technical Documentation**

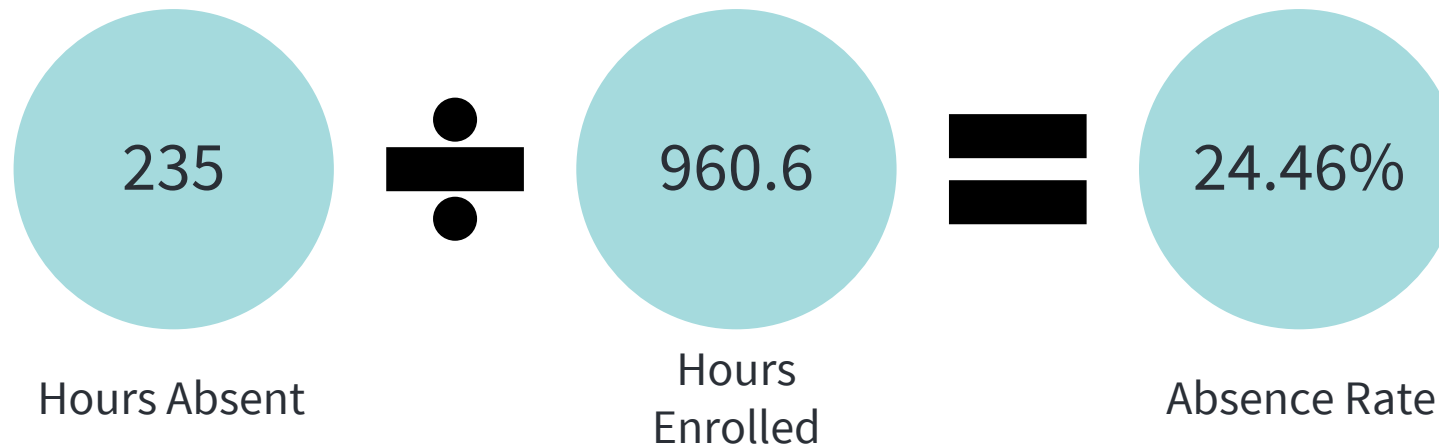
Traditional District and School,
Dropout Prevention and
Recovery

2025-2026 School Year

Ohio Department of
Education &
Workforce

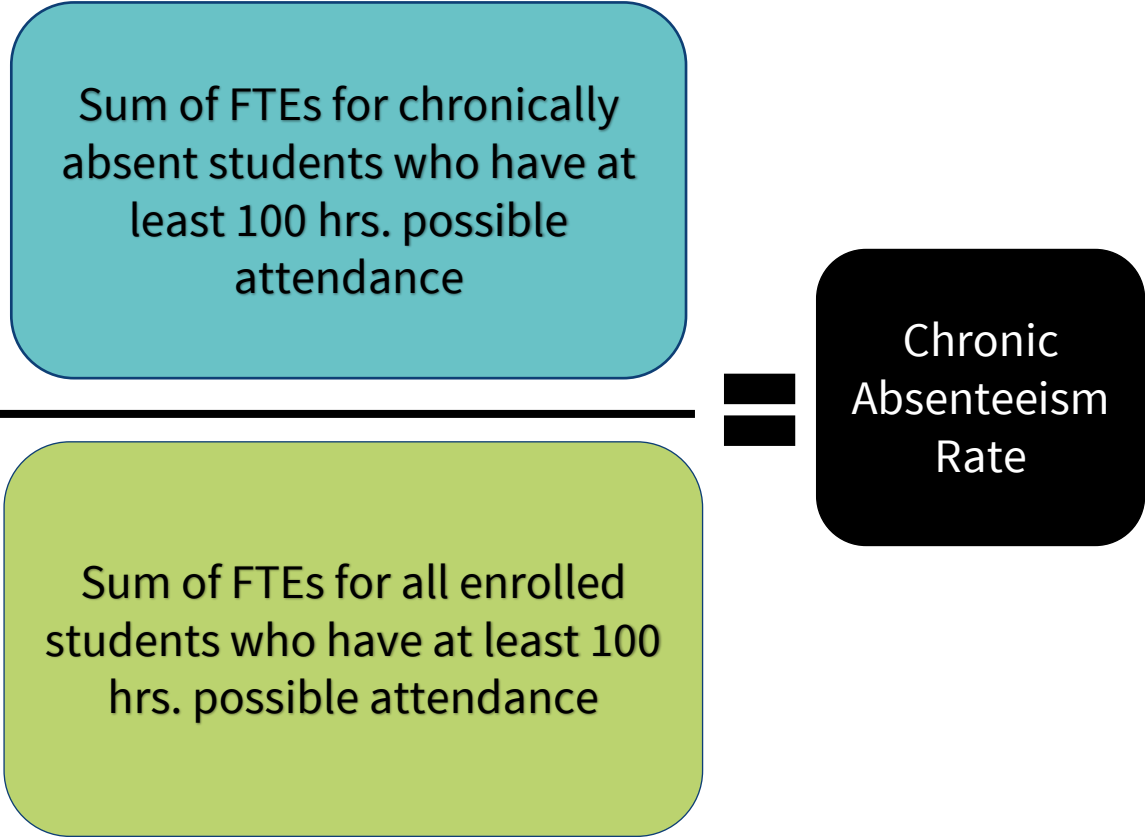
CHRONIC ABSENTEEISM

- Chronic absence is defined as a student missing 10% or more of the school year for any reason – excused, medically excused, unexcused, and suspensions.
- Chronic absence is different from other commonly tracked attendance metrics such as truancy and Average Daily Attendance (ADA).



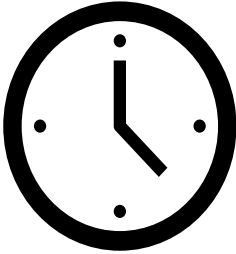
**Student is
Chronically
Absent**

CHRONIC ABSENTEEISM CALCULATION



CHRONIC ABSENTEEISM ANNUAL MEASURABLE GOALS

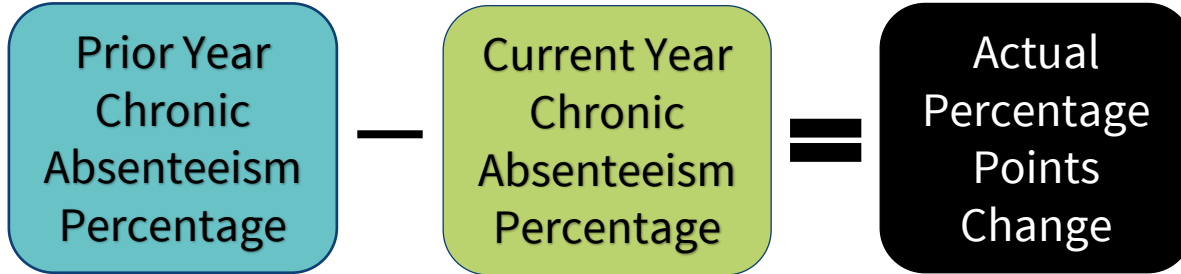
2025-2026 School Year



All Students

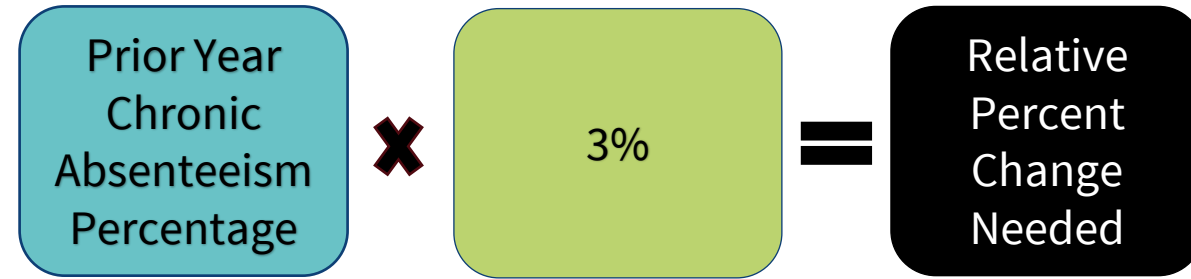
• 14.5%

IMPROVEMENT CALCULATION (ABSOLUTE REDUCTION) WHEN PRIOR YEAR IS 36.7% OR GREATER



If ≥ 1.1
percentage point
Improvement
District or School
has MET
Improvement

IMPROVEMENT STARTING AT BELOW 36.7% CALCULATION



If $\geq 3\%$
Improvement
District or School
has MET
Improvement

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IDENTIFYING GIFTED STUDENTS

| Definition | Areas of Giftedness: | Identification Process ORC 3324.03 | "Once Identified, Always Identified" (OAC 3301-51-15) | EMIS |
|--|---|---|---|--|
| <ul style="list-style-type: none">• Gifted students perform or show potential for remarkably high levels of accomplishment compared to their peers. | <ul style="list-style-type: none">• Superior Cognitive Ability• Specific Academic Ability (e.g., Math, Science, Reading/Writing, Social Studies)• Creative Thinking• Visual or Performing Arts | <ul style="list-style-type: none">• Students identified no later than March 31 of the school year are counted in the current year's report card.• Identification after March 31 applies to the next school year. | <ul style="list-style-type: none">• Once identified, a student remains gifted regardless of future tests or performance.• Districts must report gifted status yearly in the EMIS records. | <ul style="list-style-type: none">• GG200 Superior Cognitive• GG210 Math• GG220 Science• GG230 Reading/Writing• GG240 Social Studies• GG250 Creative Thinking• GG260 Visual/Performing Arts |

GIFTED PERFORMANCE INDEX



Overview

- ✓ The Gifted Performance Index measures test results for students identified as gifted when first time test takers in their area of giftedness.



Gifted Performance Index

- ✓ Gifted student's performance levels on state tests are converted into points
- ✓ The Gifted Performance Index score is calculated by dividing the total points by maximum possible score.



Scoring

- ✓ If the **Gifted Performance Index Percentage** is at or above the annual goal of **97.5%**, five points are assigned.

GIFTED PROGRESS

To earn 3 or more stars

Achieve a gain index of -2 or higher regardless of effect size

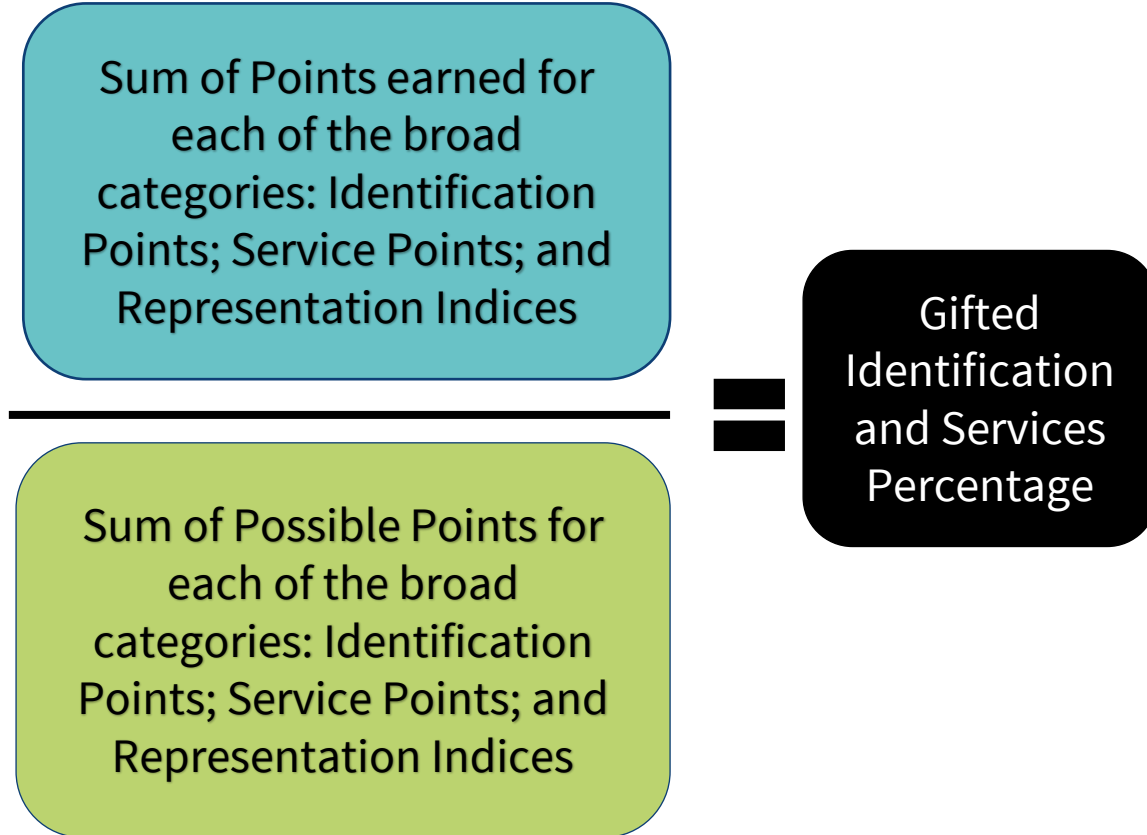
Calculated same as all-student value-added measure but with only gifted students

- Test is used only when it matches the subject where the student is identified as gifted

Must have 15 accountable students

Could have a gifted PI, but not a gifted value-added

GIFTED IDENTIFICATION AND SERVICES CALCULATION



GIFTED IDENTIFICATION AND SERVICES GOAL

80%

QUESTIONS?

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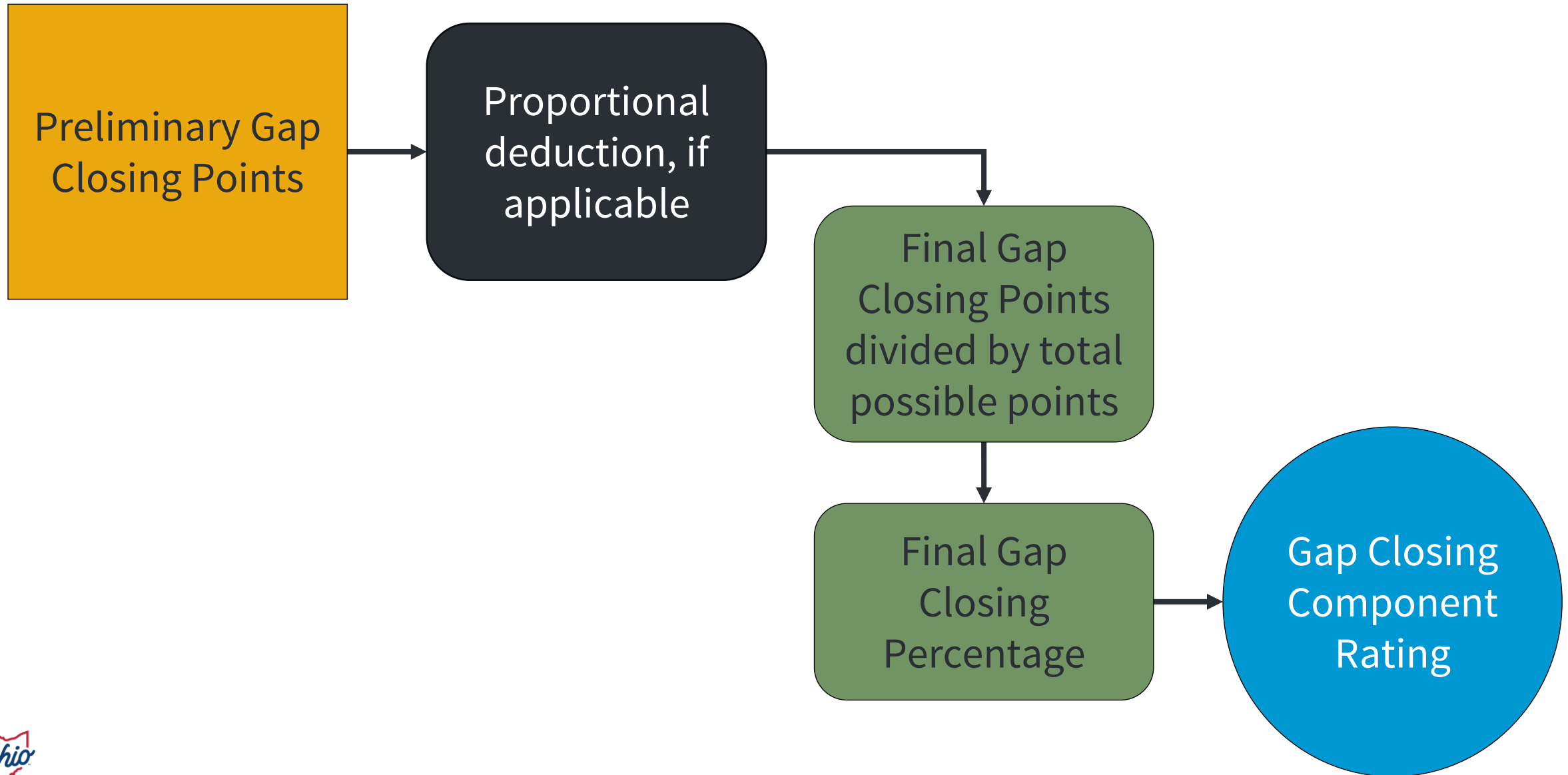


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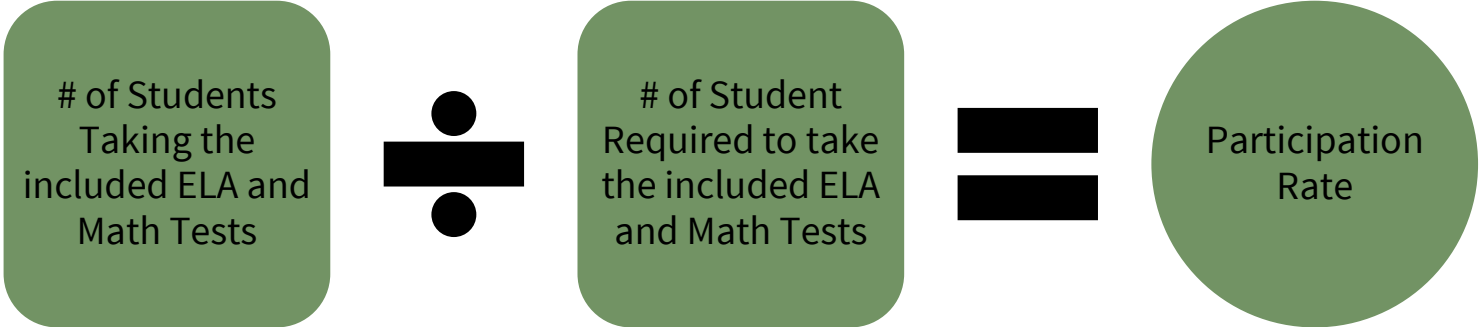
CALCULATE PRELIMINARY POINTS

| Measure | Points Earned | Points Possible |
|------------------------------------|----------------------|------------------------|
| ELA Achievement | 4 | 7 |
| Math Achievement | 1 | 9 |
| ELA Growth | 4 | 7 |
| Math Growth | 0 | 8 |
| Graduation Rate | 4 | 7 |
| EL Proficiency | 0 | 5 |
| Chronic Absenteeism | 5 | 5 |
| Gifted Performance Index | 0 | 5 |
| Gifted Progress | 5 | 5 |
| Gifted Identification and Services | 5 | 5 |
| Total | 28 | 63 |

GAP CLOSING COMPONENT CALCULATION



CALCULATE PARTICIPATION RATE WITH N-SIZE OF 40 STUDENTS OR MORE



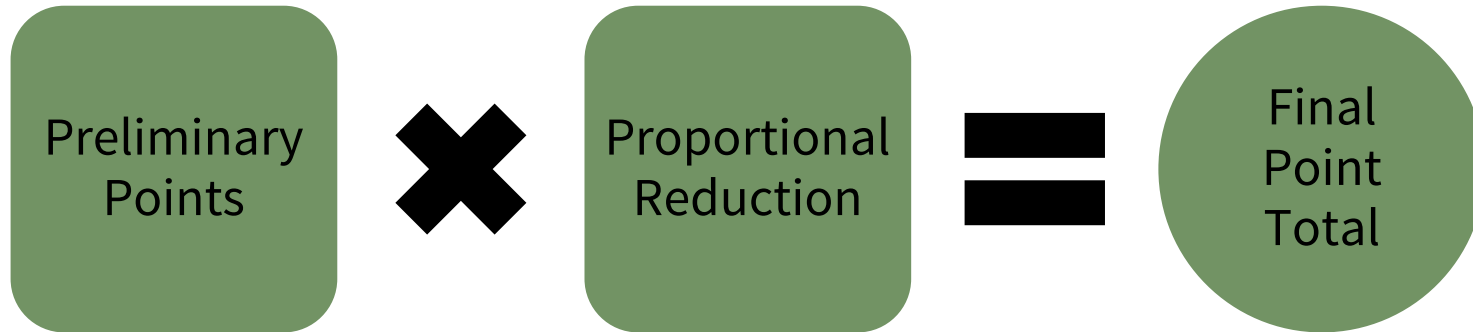
Example



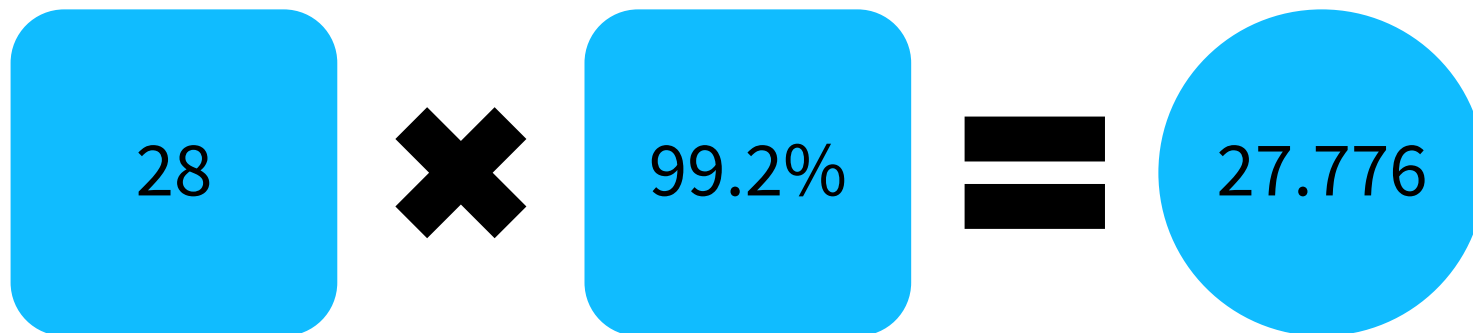
When Participation Rate is less than 95% a proportional reduction is applied

94.2% \div 95% = 99.2%

PARTICIPATION RATE REDUCTION CALCULATION, IF APPLICABLE



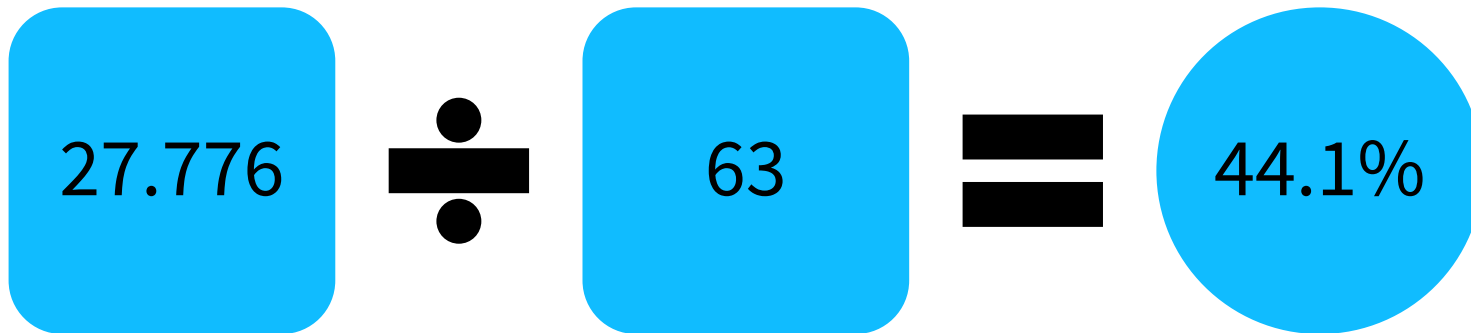
Example



CALCULATE COMPONENT RATING



Example



PERCENTAGE OF POINTS EARNED TO STAR RATING

| GAP CLOSING COMPONENT RATING | | |
|--|----------------|---|
| Percentage of Points Earned out of Possible Points | Rating | Rating Description |
| Greater than or equal to 60% | 5 Stars | Significantly exceeds state standards in closing educational gaps |
| Greater than or equal to 45% but less than 60% | 4 Stars | Exceeds state standards in closing educational gaps |
| Greater than or equal to 30% but less than 45% | 3 Stars | Meets state standards in closing educational gaps |
| Greater than or equal to 10% but less than 30% | 2 Stars | Needs support to meet state standards in closing educational gaps |
| Less than 10% | 1 Star | Needs significant support to meet state standards in closing educational gaps |

44.1%

Without
Reduction
44.4% still 3
Stars



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 Component Technical Documentation

Traditional District and School Report Cards

2024-2025 School Year

Ohio Department of Education & Workforce

GAP CLOSING

The Gap Closing component shows how well schools are meeting the performance expectations for students in English language arts, math, and graduation. It also measures how schools are doing in supporting English learners to increase language proficiency, reducing chronic absenteeism for all students, and identifying gifted students and providing gifted services.

- » [Gap Closing Technical Documentation](#) 📄
- » [Gifted Performance Indicator Details](#) 📄
- » [English Language Proficiency Improvement Indicator Details](#) 📄
- » [Chronic Absenteeism 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; OR 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; OR 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

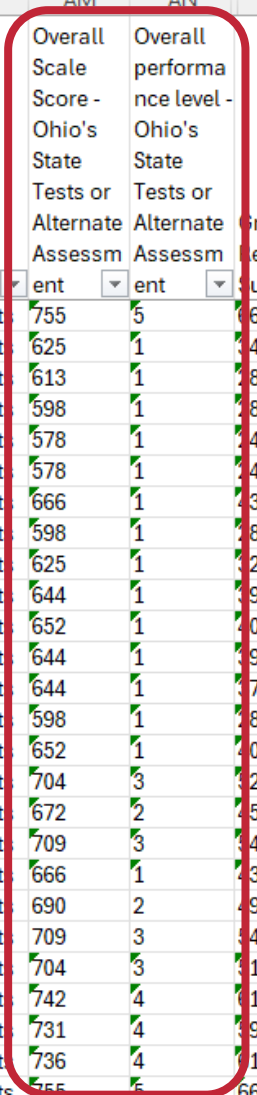
Summer

- **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 (FY26) (2026AGEFL)
Kindergarten Readiness Assessment Collection (FY26) (2026AGOFL)
Fall 3rd Gr ELA and Reading Collection (FY26) (2026AGNFL)
Child Outcome Summary Assessment Collection (FY26) (2026AGMFY)
DPR Growth Assessment Collection (FY26) (2026AGDFY)
OELPA Assessment Collection (FY26) (2026AGFSP)
Spring Alternate Assessment Collection (FY26) (2026AALTS)
Career Tech Accountability Assessment Collection (FY26) (2026ACTSP)
Other Accountability Assessments (FY26) (2026ANACC)
Spring End of Course State Assessment Collection (FY26) (2026AGESP)
Spring State Assessment Grades 3-8 Collection (FY26) (2026AGNSP)
Tier 1 Dyslexia Screener Collection (FY26) (2026ADSFY)
Reading Diagnostics Collection (FY26) (2026ARDFY)

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 based 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 > District (or School) 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**

CHRONIC ABSENTEEISM IMPROVEMENT INDICATOR

Report Portal > Secure Data Center > Student Attendance > **District (or School) Absenteeism and Attendance**

GIFTED PERFORMANCE INDICATORS

Report Portal > Secure Data Center > Enrollment > **District (or School) Gifted Enrollment**

LOG IN TO OH|ID ACCOUNT

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.

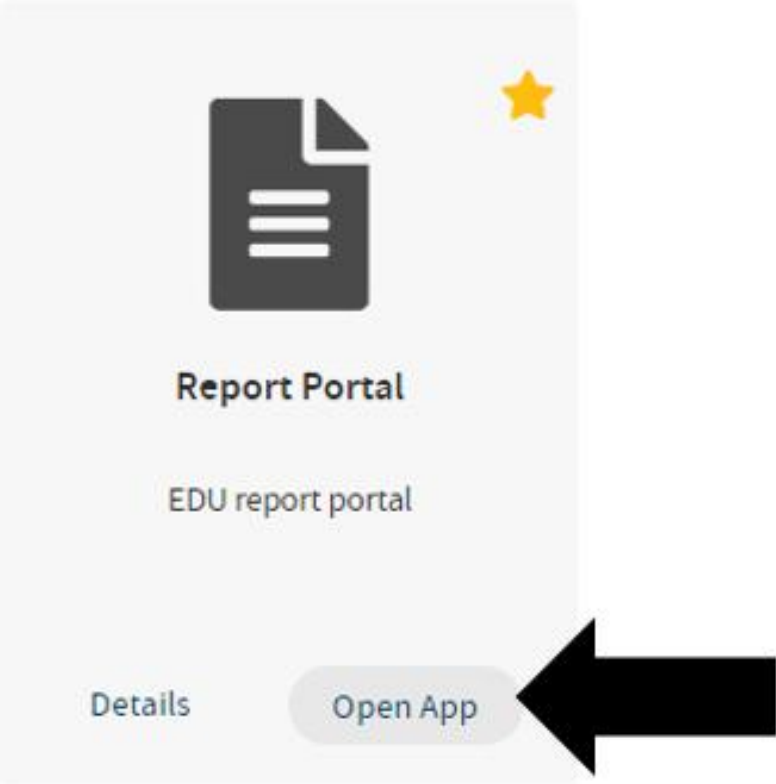
Ohio Department of Education and Workforce Employees

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

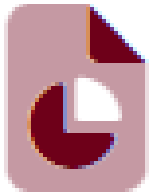
All Other Users



OPEN REPORT PORTAL APPLICATION




SELECT SECURE DATA CENTER TILE




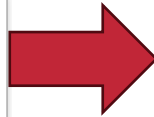
Secure Data Center

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


GAP CLOSING



Enrollment
Reports about Student Enrollment.




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




District Gifted Enrollment
Gifted enrollment information for a district.




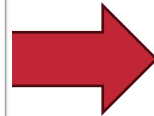
School Enrollment
Enrollment for a school as reported on the report card.




School Gifted Enrollment
Gifted enrollment information for a school.




Student Attendance
Reports about Absenteeism and Attendance.



District Absenteeism and Attendance
Absenteeism and Attendance details by district by demographic.




School Absenteeism and Attendance (Sponsors)
Absenteeism and Attendance details by school by demographic.





School Absenteeism and Attendance
Absenteeism and Attendance details by school by demographic.

GAP CLOSING, CONT.


 **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.

 **Graduation**
Reports about High School Graduation Rates.



 **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.

QUESTIONS TO AIDE IN VALIDATING DATA RELATED TO GAP CLOSING COMPONENT

This list of considerations is a starting point, not an exhaustive list

- Have I validated my Achievement and Progress Components?
- Do I have Gifted Students?
- Do I have English Learner Students?
- Is my Chronic Absenteeism Rate correct?

QUESTIONS TO AIDE IN VALIDATING DATA

Related to Gifted Identification and services

This list of considerations is a starting point, not an exhaustive list

- Are there students at each grade level and subject level that is in my building or school?
- Who are the students identified as gifted for each area? Are these correct?
- Who are the students indicated as being served for each area? Are these correct?
- Who are the students who are indicated as economically disadvantaged? Are these correct?
- Who are the student indicated as Underrepresented Minority? Are these correct?

QUESTIONS TO AIDE IN VALIDATING DATA, CONT.

Related to English Learners

This list of considerations is a starting point, not an exhaustive list

- 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:

All

Select a District:

All

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

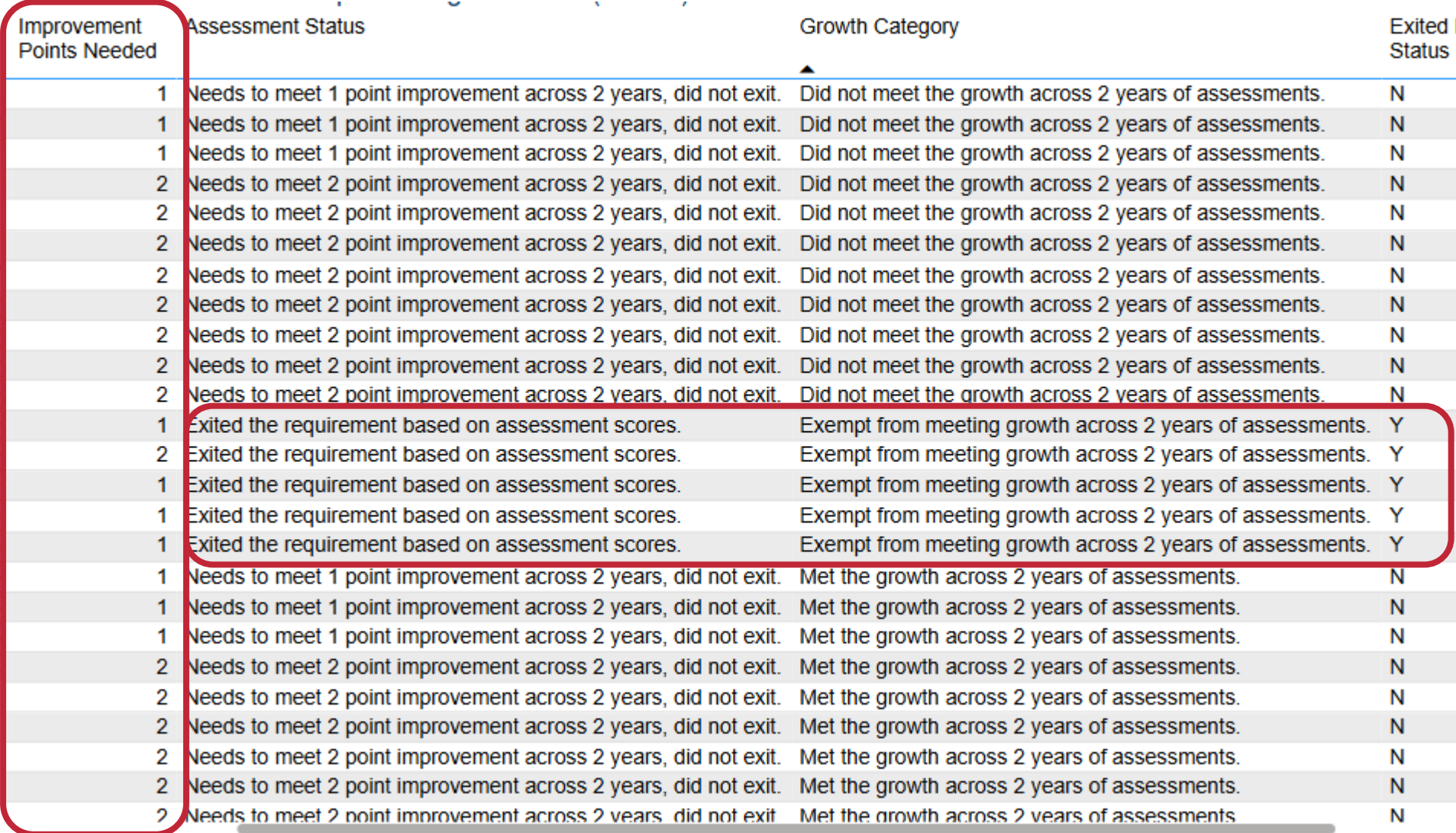
Improvement Points/Exiting Status by Grade

Proficiency/Growth by Grade

SSID Detail

ENGLISH LEARNER PROGRESS – SSID DETAIL

| English Learner SSID Details for | | | | Improvement Points Needed | Assessment Status | Growth Category | Exited EL Status Flag |
|----------------------------------|--------------|------|---------|---------------------------|---|---|-----------------------|
| School Year | District IRN | SSID | Student | | | | |
| 2023-2024 School Year | ***** | | Include | 1 | Needs to meet 1 point improvement across 2 years, did not exit. | Did not meet the growth across 2 years of assessments. | N |
| 2023-2024 School Year | ***** | | Include | 1 | Needs to meet 1 point improvement across 2 years, did not exit. | Did not meet the growth across 2 years of assessments. | N |
| 2023-2024 School Year | ***** | | Include | 1 | Needs to meet 1 point improvement across 2 years, did not exit. | Did not meet the growth across 2 years of assessments. | N |
| 2023-2024 School Year | ***** | | Include | 2 | Needs to meet 2 point improvement across 2 years, did not exit. | Did not meet the growth across 2 years of assessments. | N |
| 2023-2024 School Year | ***** | | Include | 2 | Needs to meet 2 point improvement across 2 years, did not exit. | Did not meet the growth across 2 years of assessments. | N |
| 2023-2024 School Year | ***** | | Include | 2 | Needs to meet 2 point improvement across 2 years, did not exit. | Did not meet the growth across 2 years of assessments. | N |
| 2023-2024 School Year | ***** | | Include | 2 | Needs to meet 2 point improvement across 2 years, did not exit. | Did not meet the growth across 2 years of assessments. | N |
| 2023-2024 School Year | ***** | | Include | 2 | Needs to meet 2 point improvement across 2 years, did not exit. | Did not meet the growth across 2 years of assessments. | N |
| 2023-2024 School Year | ***** | | Include | 2 | Needs to meet 2 point improvement across 2 years, did not exit. | Did not meet the growth across 2 years of assessments. | N |
| 2023-2024 School Year | ***** | | Include | 1 | Exited the requirement based on assessment scores. | Exempt from meeting growth across 2 years of assessments. | Y |
| 2023-2024 School Year | ***** | | Include | 2 | Exited the requirement based on assessment scores. | Exempt from meeting growth across 2 years of assessments. | Y |
| 2023-2024 School Year | ***** | | Include | 1 | Exited the requirement based on assessment scores. | Exempt from meeting growth across 2 years of assessments. | Y |
| 2023-2024 School Year | ***** | | Include | 1 | Exited the requirement based on assessment scores. | Exempt from meeting growth across 2 years of assessments. | Y |
| 2023-2024 School Year | ***** | | Include | 1 | Exited the requirement based on assessment scores. | Exempt from meeting growth across 2 years of assessments. | Y |
| 2023-2024 School Year | ***** | | Include | 1 | Needs to meet 1 point improvement across 2 years, did not exit. | Met the growth across 2 years of assessments. | N |
| 2023-2024 School Year | ***** | | Include | 1 | Needs to meet 1 point improvement across 2 years, did not exit. | Met the growth across 2 years of assessments. | N |
| 2023-2024 School Year | ***** | | Include | 1 | Needs to meet 1 point improvement across 2 years, did not exit. | Met the growth across 2 years of assessments. | N |
| 2023-2024 School Year | ***** | | Include | 2 | Needs to meet 2 point improvement across 2 years, did not exit. | Met the growth across 2 years of assessments. | N |
| 2023-2024 School Year | ***** | | Include | 2 | Needs to meet 2 point improvement across 2 years, did not exit. | Met the growth across 2 years of assessments. | N |
| 2023-2024 School Year | ***** | | Include | 2 | Needs to meet 2 point improvement across 2 years, did not exit. | Met the growth across 2 years of assessments. | N |
| 2023-2024 School Year | ***** | | Include | 2 | Needs to meet 2 point improvement across 2 years, did not exit. | Met the growth across 2 years of assessments. | N |
| 2023-2024 School Year | ***** | | Include | 2 | Needs to meet 2 point improvement across 2 years, did not exit. | Met the growth across 2 years of assessments. | N |
| 2023-2024 School Year | ***** | | Include | 2 | Needs to meet 2 point improvement across 2 years, did not exit. | Met the growth across 2 years of assessments. | N |



STUDENT ATTENDANCE


Student Attendance
Reports about Absenteeism and Attendance.



District Absenteeism and Attendance
Absenteeism and Attendance details by district by demographic.

School Absenteeism and Attendance
Absenteeism and Attendance details by school by demographic.

School Absenteeism and Attendance (Sponsors)
Absenteeism and Attendance details by school by demographic.



District Absenteeism - Overview

Choose a School Year

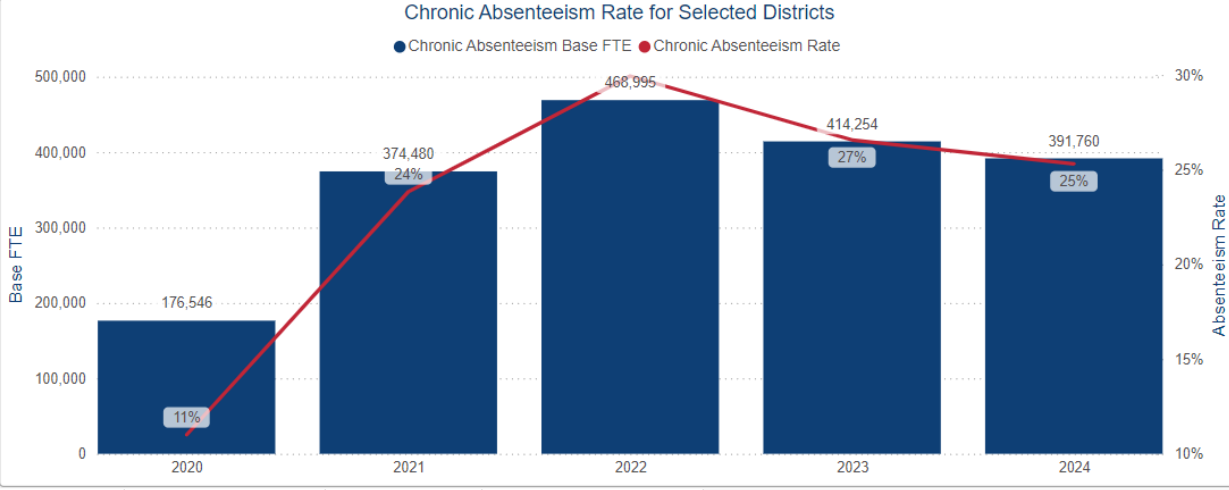
All

Choose a District

All

| Chronic Absenteeism Category | 2019-2020 School Year | 2020-2021 School Year | 2021-2022 School Year | 2022-2023 School Year | 2023-2024 School Year |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Satisfactory | 1,074,581.10 | 876,267.97 | 631,898.41 | 652,061.88 | 678,710.00 |
| At Risk | 252,170.04 | 200,126.04 | 165,864.54 | 100,104.00 | 177,660.50 |
| Moderate | 127,034.68 | 205,041.16 | 305,840.73 | 278,068.78 | 262,836.56 |
| Severe | 49,511.28 | 169,438.48 | 163,154.37 | 136,185.51 | 128,923.15 |
| Total Base FTE | 1,504,297.10 | 1,571,180.92 | 1,368,258.05 | 1,368,497.90 | 1,348,190.24 |

Chronic Absenteeism Rate for Selected Districts



| Year | Chronic Absenteeism Base FTE | Chronic Absenteeism Rate |
|------|------------------------------|--------------------------|
| 2020 | 176,546 | 11% |
| 2021 | 374,480 | 24% |
| 2022 | 468,995 | 34% |
| 2023 | 414,254 | 27% |
| 2024 | 391,760 | 25% |

Absenteeism - Overview

Absenteeism - Demographics

Absenteeism by SSID

Attendance Rate - Demographics

ABSENTEEISM – SSID DETAIL

| Ohio Department of Education & Workforce | | District Absenteeism - SSID Detail | | | | | | |
|--|------------------|------------------------------------|------------------------|-------------|----------|-----------------|-------------|----------------------|
| Choose a School Year | | Choose a District | | | | | | |
| 2023-2024 School Year | | All | | | | | | |
| SSID | Attendance Hours | Excused Absent Hours | Unexcused Absent Hours | Total Hours | Base FTE | Attendance Rate | Absent Rate | Absenteeism Category |
| | 0.00 | 0.00 | 909.50 | 909.50 | 1.00 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 369.13 | 369.13 | 0.35 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 112.20 | 112.20 | 0.10 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 129.57 | 129.57 | 0.12 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 130.17 | 130.17 | 0.13 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 110.50 | 110.50 | 0.10 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 126.60 | 126.60 | 0.12 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 6.25 | 6.25 | 0.01 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 909.50 | 909.50 | 1.00 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 104.00 | 104.00 | 0.09 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 110.77 | 110.77 | 0.12 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 256.50 | 256.50 | 0.22 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 1,111.65 | 1,111.65 | 0.01 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 129.73 | 129.73 | 0.11 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 222.00 | 222.00 | 0.22 | 0.0% | 100.0% | Severe |
| | 0.00 | 39.00 | 91.00 | 130.00 | 0.12 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 219.00 | 219.00 | 0.19 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 909.50 | 909.50 | 1.00 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 126.00 | 126.00 | 0.11 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 13.50 | 13.50 | 0.01 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 39.00 | 39.00 | 0.04 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 130.00 | 130.00 | 0.12 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 110.50 | 110.50 | 0.10 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 234.00 | 234.00 | 0.23 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 135.67 | 135.67 | 0.13 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 1,008.59 | 1,008.59 | 1.00 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 909.50 | 909.50 | 1.00 | 0.0% | 100.0% | Severe |
| | 0.00 | 0.00 | 242.00 | 242.00 | 0.24 | 0.0% | 100.0% | Severe |

Moderate and Severe Levels are considered Chronically Absent



GIFTED ENROLLMENT

Enrollment
Reports about Student Enrollment.



District Gifted Enrollment
Gifted enrollment information for a district.

School Gifted Enrollment
Gifted enrollment information for a school.

Department of Education & Workforce

School Gifted Performance Indicator - Identification and Services

Choose a School Year: 2023-2024 School Year

Choose a School: All

Choose a Grade Band: All

| Enrollment (FTE) | Identified (FTE) | Served (FTE) | Identified and Served | Identified, Not Served | Not Identified |
|------------------|------------------|--------------|-----------------------|------------------------|----------------|
| 1,552,483 | 216,186 | 150,204 | 9.7% | 4.3% | 86.1% |

| Enrollment (FTE) | Identified (FTE) | Served (FTE) | Identified and Served | Identified, Not Served | Not Identified |
|------------------|------------------|--------------|-----------------------|------------------------|----------------|
| 1,552,483 | 32,350 | 18,393 | 1.2% | 0.9% | 97.9% |

Department of Education & Workforce

School Gifted Representation Index

Choose a School Year: All

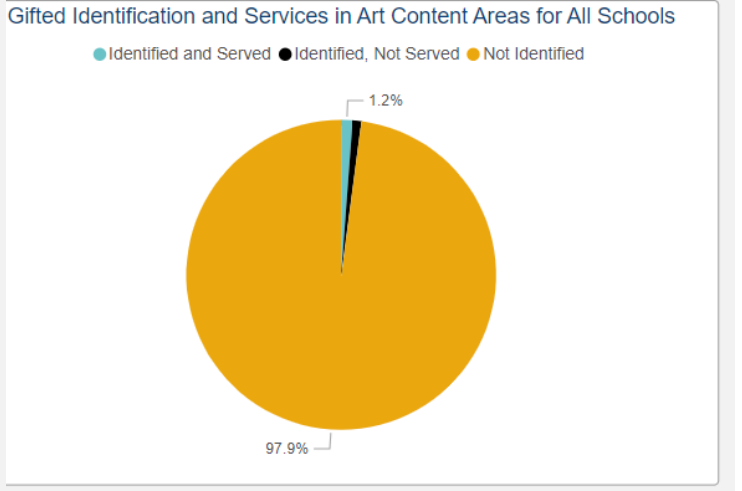
Choose a School: All

Identified as Gifted Representation Index by Race/Ethnicity

| School Year | American Indian or Alaskan Native | Asian | Black, Non-Hispanic | Hispanic | Multiracial | Pacific Islander | White, Non-Hispanic | Underrepresented Minority | Economic Disadvantaged |
|-------------|-----------------------------------|-------|---------------------|----------|-------------|------------------|---------------------|---------------------------|------------------------|
| 2020 | 0.72 | 1.93 | 0.28 | 0.47 | 0.79 | 0.61 | 1.21 | 0.43 | 0.45 |
| 2021 | 0.72 | 1.94 | 0.27 | 0.46 | 0.78 | 0.67 | 1.21 | 0.42 | 0.44 |
| 2022 | 0.71 | 1.96 | 0.27 | 0.46 | 0.78 | 0.67 | 1.22 | 0.42 | 0.44 |
| 2023 | 0.70 | 1.94 | 0.27 | 0.46 | 0.79 | 0.60 | 1.22 | 0.43 | 0.43 |
| 2024 | 0.69 | 1.95 | 0.28 | 0.46 | 0.81 | 0.62 | 1.23 | 0.43 | 0.46 |

Received Gifted Services Representation Index by Race/Ethnicity

| School Year | American Indian or Alaskan Native | Asian | Black, Non-Hispanic | Hispanic | Multiracial | Pacific Islander | White, Non-Hispanic | Underrepresented Minority | Economic Disadvantaged |
|-------------|-----------------------------------|-------|---------------------|----------|-------------|------------------|---------------------|---------------------------|------------------------|
| 2020 | 0.65 | 2.00 | 0.21 | 0.43 | 0.75 | 0.74 | 1.23 | 0.37 | 0.41 |
| 2021 | 0.64 | 1.98 | 0.20 | 0.41 | 0.73 | 0.68 | 1.24 | 0.36 | 0.41 |
| 2022 | 0.67 | 2.00 | 0.20 | 0.41 | 0.74 | 0.70 | 1.24 | 0.36 | 0.41 |
| 2023 | 0.66 | 1.92 | 0.22 | 0.43 | 0.77 | 0.61 | 1.25 | 0.38 | 0.41 |
| 2024 | 0.62 | 1.87 | 0.23 | 0.43 | 0.79 | 0.63 | 1.25 | 0.40 | 0.44 |



Choose a District

All

Choose Gifted Content Area

All

Choose a Grade Band

All

| Gifted Content Area | School Year Grade Band | 2020 | | 2021 | | 2022 | | 2023 | | 2024 | | Total | |
|-----------------------------|---------------------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|---------------|
| | | FTE | % | FTE | % | FTE | % | FTE | % | FTE | % | FTE | % |
| Gifted – Creative Thinking | K-2 | 1,062 | 20.7% | 600 | 11.7% | 924 | 18.0% | 1,307 | 25.5% | 1,237 | 24.1% | 5,131 | 100.0% |
| | 3-6 | 9,865 | 20.2% | 9,280 | 19.0% | 9,634 | 19.7% | 9,914 | 20.3% | 10,240 | 20.9% | 48,932 | 100.0% |
| | 7-8 | 4,705 | 16.5% | 5,278 | 18.5% | 5,771 | 20.2% | 6,207 | 21.7% | 6,620 | 23.2% | 28,581 | 100.0% |
| | 9-12 | 6,765 | 17.2% | 7,078 | 18.0% | 7,723 | 19.7% | 8,380 | 21.4% | 9,283 | 23.7% | 39,229 | 100.0% |
| | Total | 22,397 | 18.4% | 22,236 | 18.2% | 24,053 | 19.7% | 25,807 | 21.2% | 27,380 | 22.5% | 121,873 | 100.0% |
| Gifted – Math | K-2 | 10,512 | 30.5% | 4,824 | 14.0% | 5,740 | 16.7% | 6,319 | 18.3% | 7,069 | 20.5% | 34,464 | 100.0% |
| | 3-6 | 49,665 | 22.2% | 45,500 | 20.3% | 43,465 | 19.4% | 42,972 | 19.2% | 42,244 | 18.9% | 223,845 | 100.0% |
| | 7-8 | 28,285 | 20.5% | 27,676 | 20.0% | 27,195 | 19.7% | 27,087 | 19.6% | 27,824 | 20.2% | 138,067 | 100.0% |
| | 9-12 | 54,937 | 20.3% | 55,125 | 20.3% | 54,440 | 20.1% | 53,840 | 19.9% | 52,873 | 19.5% | 271,214 | 100.0% |
| | Total | 143,399 | 21.5% | 133,125 | 19.9% | 130,840 | 19.6% | 130,218 | 19.5% | 130,009 | 19.5% | 667,590 | 100.0% |
| Gifted – Reading | K-2 | 11,880 | 27.5% | 7,571 | 17.5% | 7,739 | 17.9% | 7,861 | 18.2% | 8,217 | 19.0% | 43,268 | 100.0% |
| | 3-6 | 51,160 | 20.4% | 47,964 | 19.2% | 49,454 | 19.8% | 50,433 | 20.1% | 51,338 | 20.5% | 250,350 | 100.0% |
| | 7-8 | 27,438 | 20.1% | 27,310 | 20.0% | 27,391 | 20.0% | 27,309 | 20.0% | 27,357 | 20.0% | 136,805 | 100.0% |
| | 9-12 | 50,232 | 19.7% | 50,706 | 19.8% | 50,982 | 20.0% | 51,935 | 20.3% | 51,648 | 20.2% | 255,503 | 100.0% |
| | Total | 140,710 | 20.5% | 133,550 | 19.5% | 135,566 | 19.8% | 137,538 | 20.1% | 138,560 | 20.2% | 685,925 | 100.0% |
| Gifted – Science | K-2 | 1,056 | 31.3% | 670 | 19.9% | 680 | 20.2% | 406 | 12.0% | 561 | 16.6% | 3,372 | 100.0% |
| | 3-6 | 9,964 | 26.1% | 8,114 | 21.2% | 7,162 | 18.7% | 6,722 | 17.6% | 6,277 | 16.4% | 38,239 | 100.0% |
| | 7-8 | 9,863 | 27.1% | 8,423 | 23.1% | 7,074 | 19.4% | 5,896 | 16.2% | 5,162 | 14.2% | 36,418 | 100.0% |
| | 9-12 | 26,605 | 24.5% | 24,081 | 22.1% | 21,901 | 20.1% | 19,234 | 17.7% | 16,914 | 15.6% | 108,735 | 100.0% |
| | Total | 47,488 | 25.4% | 41,289 | 22.1% | 36,817 | 19.7% | 32,257 | 17.3% | 28,914 | 15.5% | 186,764 | 100.0% |
| Gifted – Social Studies | K-2 | 826 | 32.1% | 641 | 24.9% | 444 | 17.3% | 329 | 12.8% | 333 | 13.0% | 2,573 | 100.0% |
| | 3-6 | 8,056 | 28.0% | 6,413 | 22.3% | 5,397 | 18.8% | 4,752 | 16.5% | 4,138 | 14.4% | 28,756 | 100.0% |
| | 7-8 | 8,223 | 28.9% | 6,637 | 23.3% | 5,421 | 19.0% | 4,438 | 15.6% | 3,762 | 13.2% | 28,482 | 100.0% |
| | 9-12 | 24,284 | 26.8% | 21,229 | 23.4% | 18,120 | 20.0% | 14,766 | 16.3% | 12,168 | 13.4% | 90,567 | 100.0% |
| | Total | 41,389 | 27.5% | 34,920 | 23.2% | 29,383 | 19.5% | 24,285 | 16.1% | 20,401 | 13.6% | 150,377 | 100.0% |
| Gifted – Superior Cognitive | K-2 | 3,453 | 21.7% | 2,084 | 13.1% | 2,989 | 18.8% | 3,544 | 22.3% | 3,838 | 24.1% | 15,908 | 100.0% |
| | 3-6 | 25,511 | 22.1% | 22,480 | 19.5% | 21,874 | 19.0% | 22,211 | 19.2% | 23,318 | 20.2% | 115,394 | 100.0% |
| | 7-8 | 15,725 | 21.0% | 15,595 | 20.9% | 15,056 | 20.1% | 14,337 | 19.2% | 14,050 | 18.8% | 74,763 | 100.0% |
| | 9-12 | 29,838 | 20.8% | 29,131 | 20.3% | 28,661 | 20.0% | 28,095 | 19.6% | 27,670 | 19.3% | 143,395 | 100.0% |
| | Total | 74,527 | 21.3% | 69,290 | 19.8% | 68,580 | 19.6% | 68,187 | 19.5% | 68,876 | 19.7% | 349,460 | 100.0% |



District Gifted Enrollment - SSID Details

Choose a School Year

2023-2024 School Year

Choose a District

All

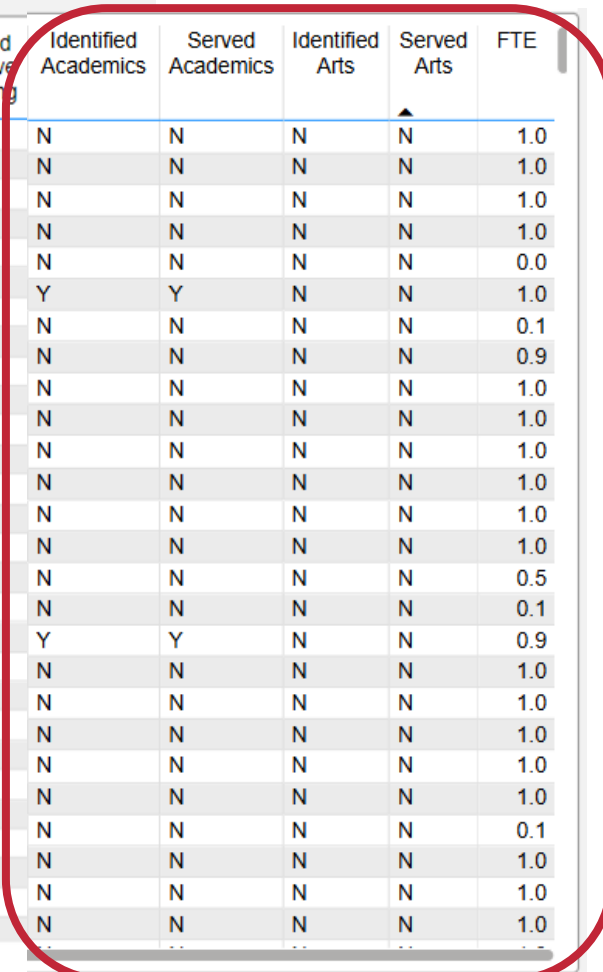
Choose a Grade Band

All

Choose an SSID

All

| SSID | School IRN | Race | ED Flag | Grade Band | Identified Math | Identified Reading | Identified Science | Identified Social Studies | Identified Superior Cognitive | Identified Visual Arts | Identified Creative Thinking | Served Math | Served Reading | Served Science | Served Social Studies | Served Superior Cognitive | Served Visual Arts | Served Creative Thinking | Identified Academics | Served Academics | Identified Arts | Served Arts | FTE | |
|------|------------|------|---------|------------|-----------------|--------------------|--------------------|---------------------------|-------------------------------|------------------------|------------------------------|-------------|----------------|----------------|-----------------------|---------------------------|--------------------|--------------------------|----------------------|------------------|-----------------|-------------|-----|-----|
| | | W | N | 9-12 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | A | N | 9-12 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | W | N | K-2 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | H | Y | 7-8 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | W | N | 3-6 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 0.0 | |
| | | W | Y | 3-6 | N | Y | N | N | N | N | N | N | Y | N | N | N | N | N | N | Y | Y | N | N | 1.0 |
| | | B | Y | 3-6 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 0.1 | |
| | | M | Y | 3-6 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 0.9 | |
| | | W | N | K-2 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | W | Y | K-2 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | W | N | 7-8 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | W | Y | 7-8 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | W | N | 7-8 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | B | Y | K-2 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | W | N | K-2 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | W | N | 7-8 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 0.5 | |
| | | W | N | 7-8 | Y | Y | N | N | Y | N | N | Y | N | N | N | Y | N | N | N | N | N | N | 0.1 | |
| | | W | Y | K-2 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | Y | Y | N | N | 0.9 |
| | | B | Y | 3-6 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | W | N | 9-12 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | W | Y | 3-6 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | M | Y | K-2 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | W | N | 3-6 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | B | Y | K-2 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | B | N | 3-6 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 0.1 | |
| | | B | Y | 3-6 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | W | N | K-2 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |
| | | W | Y | 7-8 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | 1.0 | |



TEST RESULTS- PARTICIPATION RATE

Test Results
Reports about Ohio's State Tests.



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.

Ohio Department of Education & Workforce

District AMO Participation Rate - Overview

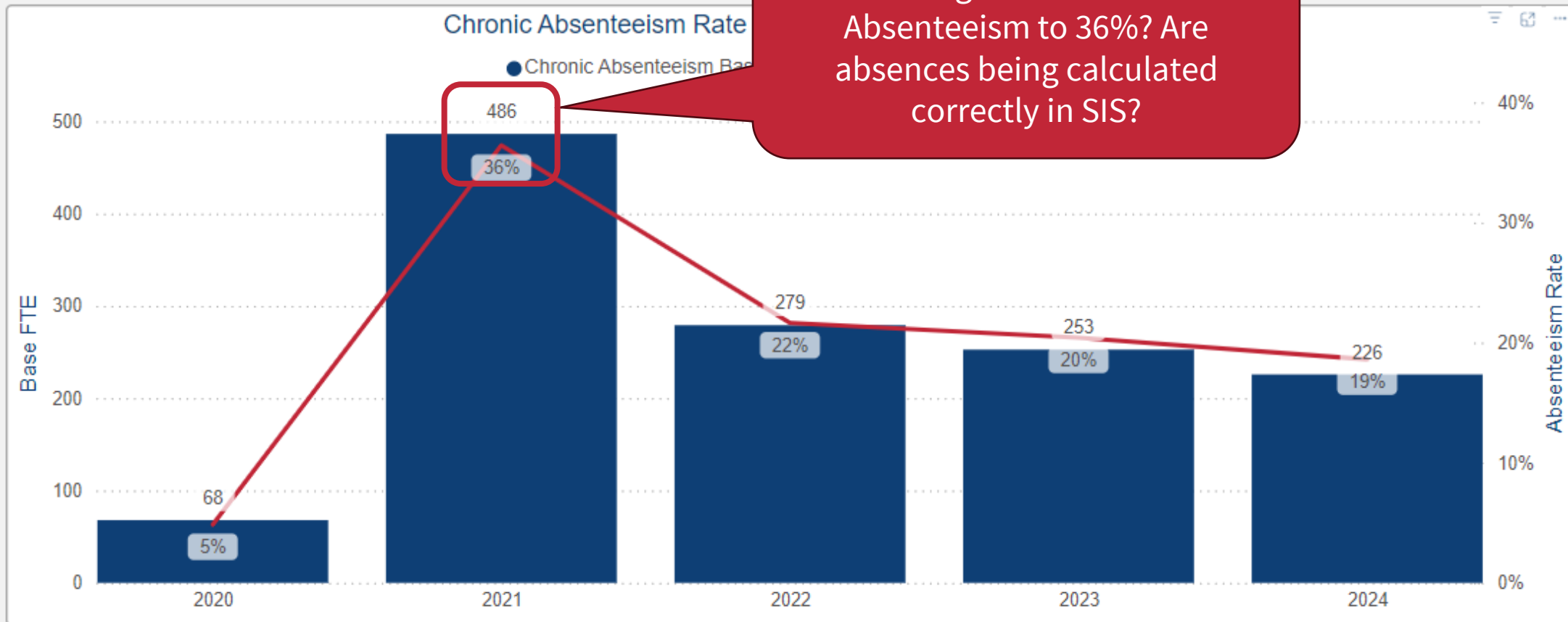
Choose a School Year: Multiple selections
Choose a District: All

| Grade Level | School Year Subject | 2020-2021 School Year | | | 2021-2022 School Year | | | 2022-2023 School Year | | | 2023-2024 School Year | | |
|---------------|--------------------------|-----------------------|------------------|--------------------|-----------------------|------------------|--------------------|-----------------------|------------------|--------------------|-----------------------|------------------|--------------------|
| | | Tests Taken | Required to Test | Participation Rate | Tests Taken | Required to Test | Participation Rate | Tests Taken | Required to Test | Participation Rate | Tests Taken | Required to Test | Participation Rate |
| Third Grade | English Language Arts | 118,268 | 123,988 | 95.4% | 124,800 | 125,569 | 99.4% | 124,859 | 125,429 | 99.5% | 121,309 | 121,790 | 99.6% |
| | Mathematics | 113,093 | 119,516 | 94.6% | 120,956 | 121,785 | 99.3% | 121,079 | 121,634 | 99.5% | 117,067 | 117,632 | 99.5% |
| Fourth Grade | English Language Arts | 114,803 | 121,347 | 94.6% | 119,733 | 120,756 | 99.2% | 121,585 | 122,224 | 99.5% | 121,164 | 121,668 | 99.6% |
| | Mathematics | 113,822 | 120,808 | 94.2% | 119,275 | 120,273 | 99.2% | 121,054 | 121,687 | 99.5% | 120,513 | 121,041 | 99.6% |
| Fifth Grade | English Language Arts | 115,364 | 122,271 | 94.4% | 121,423 | 122,525 | 99.1% | 120,955 | 121,661 | 99.4% | 122,007 | 122,530 | 99.6% |
| | Mathematics | 113,937 | 121,166 | 94.0% | 120,159 | 121,274 | 99.1% | 119,526 | 120,252 | 99.4% | 120,593 | 121,167 | 99.5% |
| Sixth Grade | English Language Arts | 118,915 | 126,784 | 93.8% | 122,083 | 123,593 | 98.8% | 122,278 | 123,272 | 99.2% | 121,347 | 122,093 | 99.4% |
| | Mathematics | 116,903 | 125,118 | 93.4% | 120,708 | 122,190 | 98.8% | 120,605 | 121,685 | 99.1% | 119,562 | 120,365 | 99.3% |
| Seventh Grade | English Language Arts | 120,748 | 129,549 | 93.2% | 126,180 | 128,247 | 98.4% | 123,109 | 124,517 | 98.9% | 122,871 | 123,986 | 99.1% |
| | Mathematics | 114,477 | 123,616 | 92.6% | 120,555 | 122,707 | 98.2% | 116,680 | 118,195 | 98.7% | 116,295 | 117,553 | 98.9% |
| Eighth Grade | English Language Arts | 122,370 | 131,873 | 92.8% | 128,353 | 130,802 | 98.1% | 127,370 | 129,154 | 98.6% | 124,084 | 125,485 | 98.9% |
| | Mathematics | 99,020 | 108,911 | 90.9% | 105,134 | 107,761 | 97.6% | 105,790 | 107,826 | 98.1% | 103,140 | 104,674 | 98.5% |
| High School | Algebra I | 125,252 | 133,552 | 93.8% | 144,272 | 148,969 | 96.8% | 138,621 | 142,630 | 97.2% | 133,509 | 136,695 | 97.7% |
| | English Language Arts I | 3,414 | 3,677 | 92.8% | | | | | | | | | |
| | English Language Arts II | 130,435 | 137,860 | 94.6% | 137,319 | 141,544 | 97.0% | 137,288 | 140,940 | 97.4% | 134,959 | 137,554 | 98.1% |
| | Geometry | 117,079 | 124,926 | 93.7% | 123,727 | 128,527 | 96.3% | 126,621 | 130,835 | 96.8% | 128,601 | 131,934 | 97.5% |
| | Mathematics I | 3,406 | 3,877 | 87.9% | 3,847 | 4,047 | 95.1% | 3,624 | 3,787 | 95.7% | 2,699 | 2,766 | 97.6% |
| Total | | 1,766,943 | 1,886,000 | 93.7% | 1,861,617 | 1,894,188 | 98.3% | 1,854,293 | 1,879,606 | 98.7% | 1,832,730 | 1,852,807 | 98.9% |

[Participation - Overview](#) |
 [Participation - Demographics](#) |
 [Participation - Trend](#) |
 [SSID Detail](#)

DO YOU SEE ANY ISSUES?


| Chronic Absenteeism Category | 2019-2020 School Year | 2020-2021 School Year | 2021-2022 School Year | 2022-2023 School Year | 2023-2024 School Year |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Satisfactory | 1,085.01 | 607.72 | 515.26 | 520.68 | 545.29 |
| At-Risk | 246.00 | 241.30 | 495.55 | 464.51 | 442.70 |
| Moderate | 63.71 | 341.01 | 203.71 | 206.61 | 175.86 |
| Severe | 4.23 | 145.46 | 75.48 | 46.13 | 49.95 |
| Total Base FTE | 1,398.95 | 1,335.49 | 1,290.00 | 1,237.93 | 1,213.80 |



How did I go from 5% Chronic Absenteeism to 36%? Are absences being calculated correctly in SIS?



DO YOU SEE ANY ISSUES? (CONT.)



District English Learner Progress - SSID Detail

Select a School Year:

All

Select a District:

All

Select an SSID

MZ4463401

| English Learner SSID Details for | | | | | | |
|----------------------------------|--------------|------|--|---------------------------|---|-------------------------------|
| School Year | District IRN | SSID | Student Included/Excluded in Measure | Improvement Points Needed | Assessment Status | Growth Category |
| 2023-2024 School Year | 01 | M | 1 Included in the English Learner AMO measure. | 1 | Exited the requirement based on assessment scores. | Exempt from meeting growth |
| 2022-2023 School Year | 01 | M | 1 Included in the English Learner AMO measure. | 1 | Exited the requirement based on assessment scores. | Exempt from meeting growth |
| 2021-2022 School Year | 01 | M | 1 Included in the English Learner AMO measure. | 1 | Needs to meet 1 point improvement across 2 years, did not exit. | Met the growth across 2 years |

If student exited in 2022-2023 school year, why were they still required to take OELPA? Was the student exited with EL Status = N?

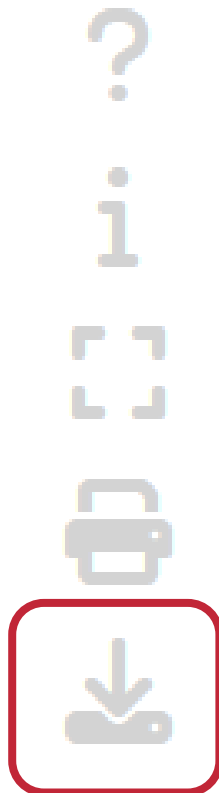
Exited the requirement based on assessment scores.

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. The main dialog has three options: 'Data with current layout' (selected with a radio button and circled in red), 'Summarized data', and 'Underlying data'. Below these is a 'File format' dropdown set to '.xlsx (Excel 150,000-row max)'. At the bottom, there are 'Export' and 'Cancel' buttons. A red arrow points from the 'Export data' menu item to the dialog, and another 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

- As the refresh schedule varies by report, be sure to check the date report was last updated and verify when data was submitted in EMIS

Data Last Refreshed:
12/16/2025 9:02:14 AM

Data Last Updated
9/10/2025 08:32:54 AM

FEEDBACK SURVEY

At the end of today's meeting, please take a few moments to complete our [Feedback Survey](#) to support our continued improvement.

Feedback Form: Traditional Gap Closing Component (No GPI)



CONTACT

ACCOUNTABILITY GENERAL CONTACT

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ACCOUNTABILITY OFFICE HOURS

The Department's Office of Accountability is dedicated to providing training and technical assistance about Ohio's School Report Cards to educators. Report Card Work Sessions can be booked through our booking page.