Traditional District and School Report Card

Office of Accountability

WHAT IS CALCULATED IN THE **TRADITIONAL GAP CLOSING** COMPONENT

UNDERSTANDING OHIO'S GAP CLOSING COMPONENT

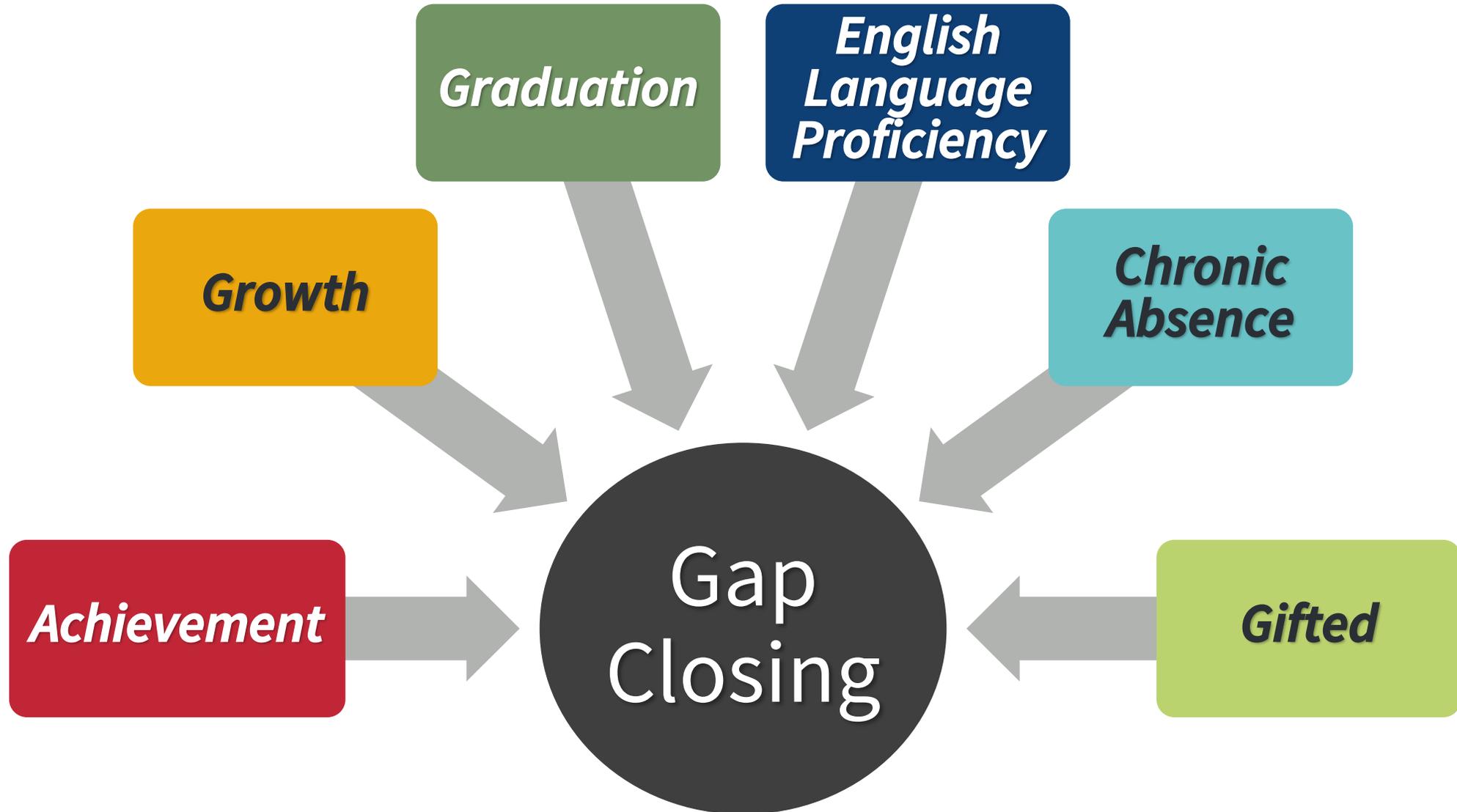Measures performance of students in disadvantaged groups.

Calculates improvement over time for specific student populations.

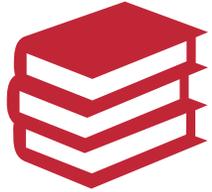Evaluates progress towards educational equity and success.

Incorporates data from standardized assessments and graduation rates.

Aims to identify and address achievement gaps effectively.

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

Ohio

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
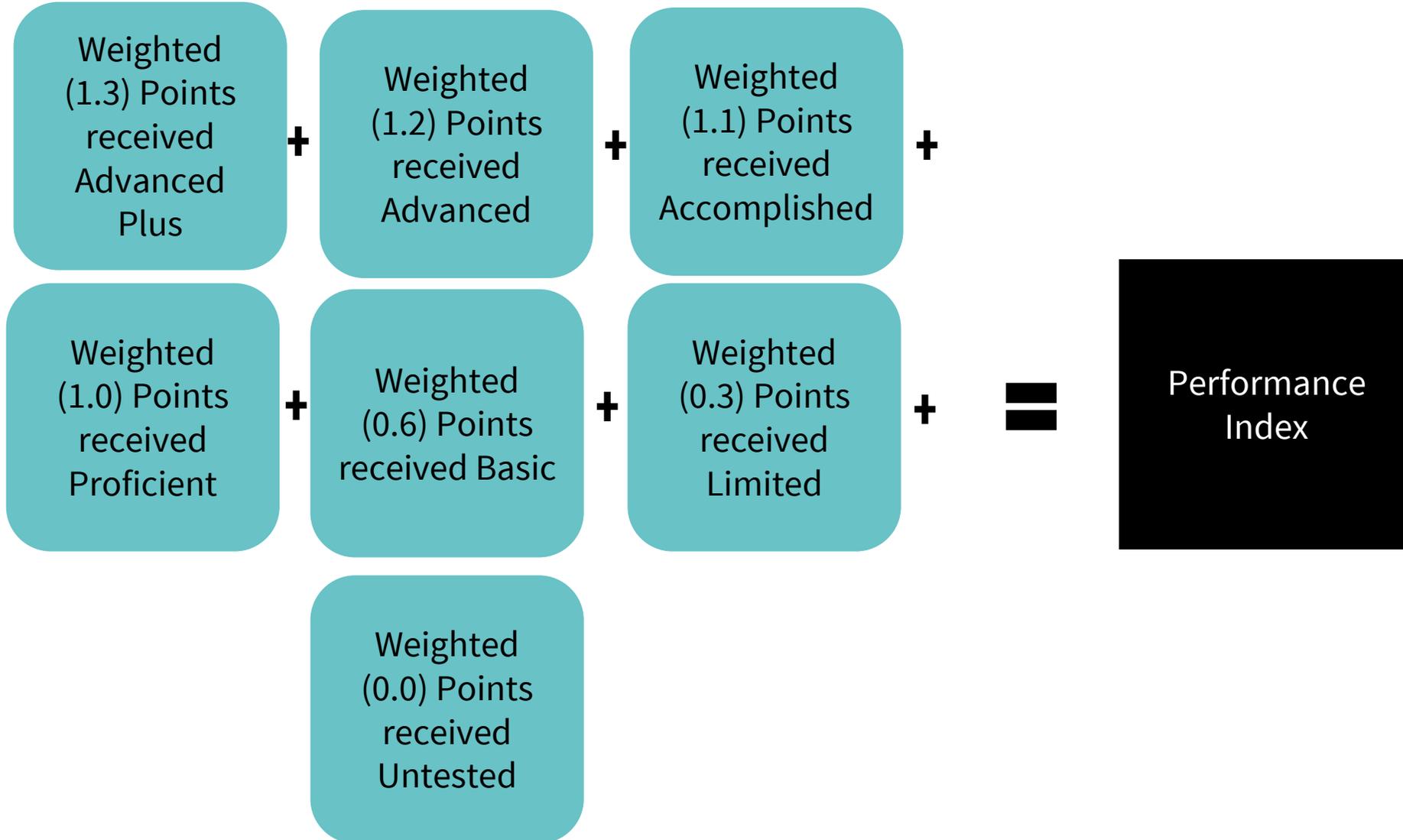- Comprehensive view of performance

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 INDEX CALCULATION

Weighted (1.3) Points received Advanced Plus **+** Weighted (1.2) Points received Advanced **+** Weighted (1.1) Points received Accomplished **+**

Weighted (1.0) Points received Proficient **+** Weighted (0.6) Points received Basic **+** Weighted (0.3) Points received Limited **+**

Weighted (0.0) Points received Untested

= Performance Index

ENGLISH LANGUAGE ARTS ANNUAL MEASURABLE GOALS
2024-2025 SCHOOL YEAR
EACH STUDENT GROUP MET = 1 POINT EARNED

All Students
- 85.71

Black, non-Hispanic
- 61.93

White, non-Hispanic
- 86.74

Multi-Racial
- 76.12

Hispanic
- 71.60

Economically Disadvantaged
- 69.87

English Learners
- 68.51

Asian/Pacific Islander
- 88.96

American Indian/Alaskan Native
- 74.46

Students with Disabilities
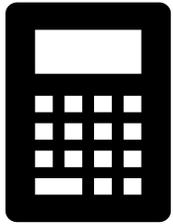- 58.43

MATHEMATICS ANNUAL MEASURABLE GOALS
2024-2025 SCHOOL YEAR
EACH STUDENT GROUP MET = 1 POINT 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
- **63.76**

Asian/Pacific Islander
- **86.47**

American Indian/Alaskan Native
- **66.98**

Students with Disabilities
- **54.12**

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

✓ (Number of Students Graduated in 4 Years) ÷ (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)

_____

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

4-YEAR GRADUATION RATE ANNUAL MEASURABLE GOALS

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%**

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, five points are assigned.

✓ If the percentage of ELs improving closes the gap to the annual goal by ≥10%, five points are assigned.

OVERALL PROFICIENCY LEVELS

Overall Proficiency Level	OELPA Domain Profile	Alt-OELPA Modality Profile	Status
Proficient	Level 4 or 5 in all nonexempt domains	Level 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	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

Enrolled Grade for Student's 1st OELPA	Sum of Initial OELPA Domain Scores	Target for Annual Improvement
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
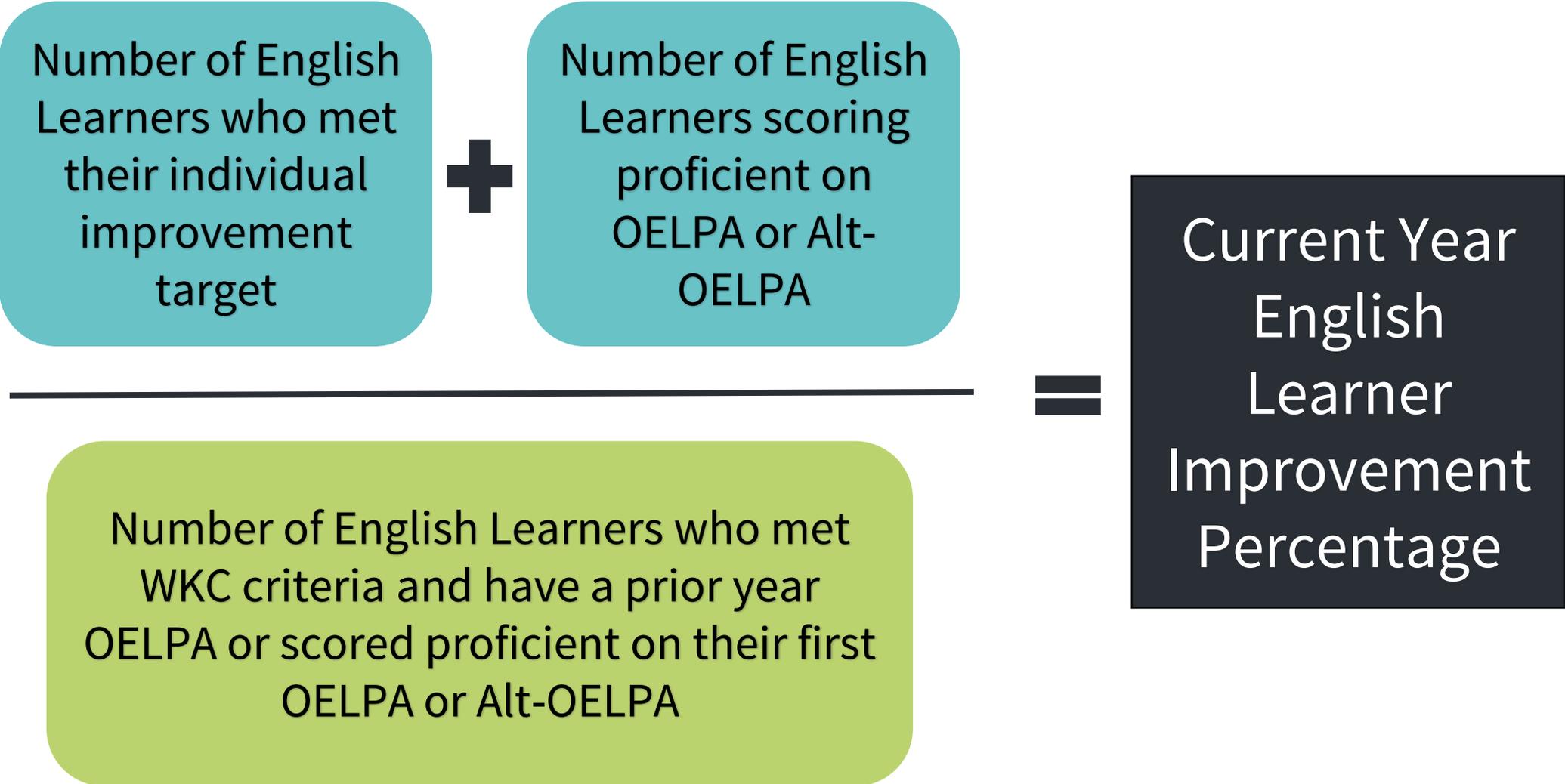
INDIVIDUAL STUDENT TARGETS OELPA – EXAMPLE B

Enrolled Grade for Student's 1st OELPA	Sum of Initial OELPA Domain Scores	Target for Annual Improvement
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

CALCULATION OF CURRENT YEAR IMPROVEMENT PERCENTAGE

$$\frac{\text{Number of English Learners who met their individual improvement target} + \text{Number of English Learners scoring proficient on OELPA or Alt-OELPA}}{\text{Number of English Learners who met WKC criteria and have a prior year OELPA or scored proficient on their first OELPA or Alt-OELPA}} = \text{Current Year English Learner Improvement Percentage}$$

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

Ohio

ENGLISH LANGUAGE IMPROVEMENT RATE CALCULATION IF GREATER THAN 10% 5 POINTS EARNED

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

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
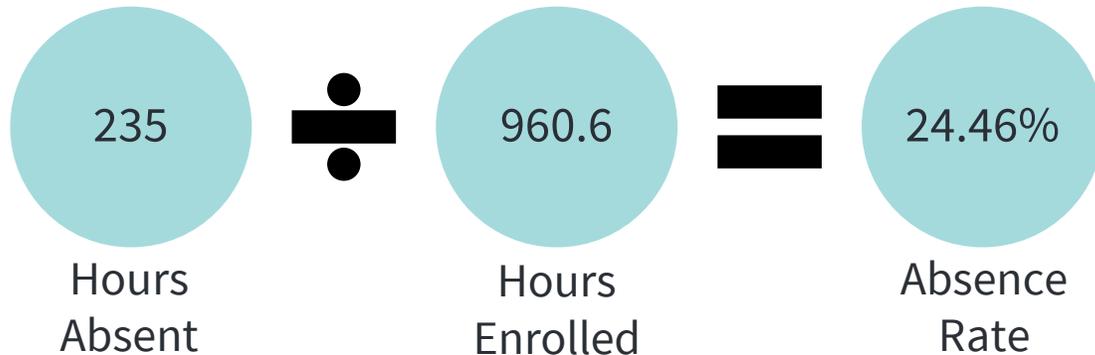
STUDENT CHRONIC ABSENCE RATE

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

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 ÷ 960.6 = 24.46%

Hours Absent   Hours Enrolled   Absence Rate

Student Attendance Technical Documentation

Traditional District and School, Dropout Prevention and Recovery, and Career-Technical Planning District Report Cards

2023-2024 School Year

Ohio Department of Education & Workforce

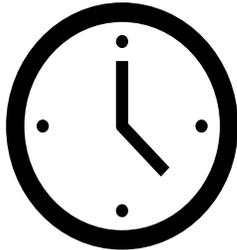# CHRONIC ABSENTEEISM

- 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).

235 ÷ 960.6 = 24.46%

Hours Absent

Hours Enrolled

Absence Rate
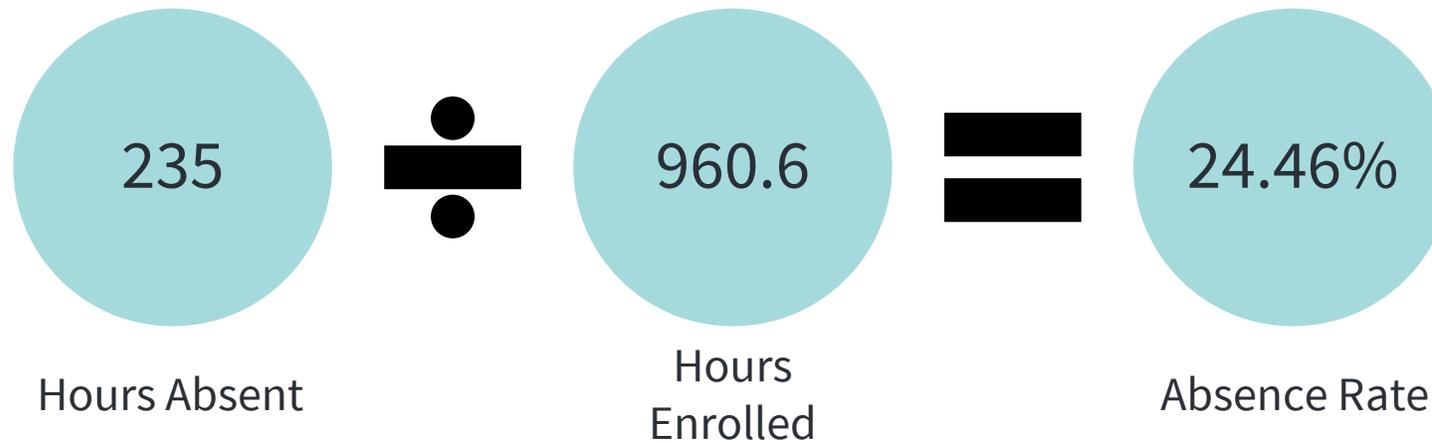
Student is Chronically Absent

CHRONIC ABSENTEEISM CALCULATION

CHRONIC ABSENTEEISM ANNUAL MEASURABLE GOALS

$$\frac{\text{Sum of FTEs for chronically absent students who have at least 100 hrs. possible attendance}}{\text{Sum of FTEs for all enrolled students who have at least 100 hrs. possible attendance}} = \text{Chronic Absenteeism Rate}$$
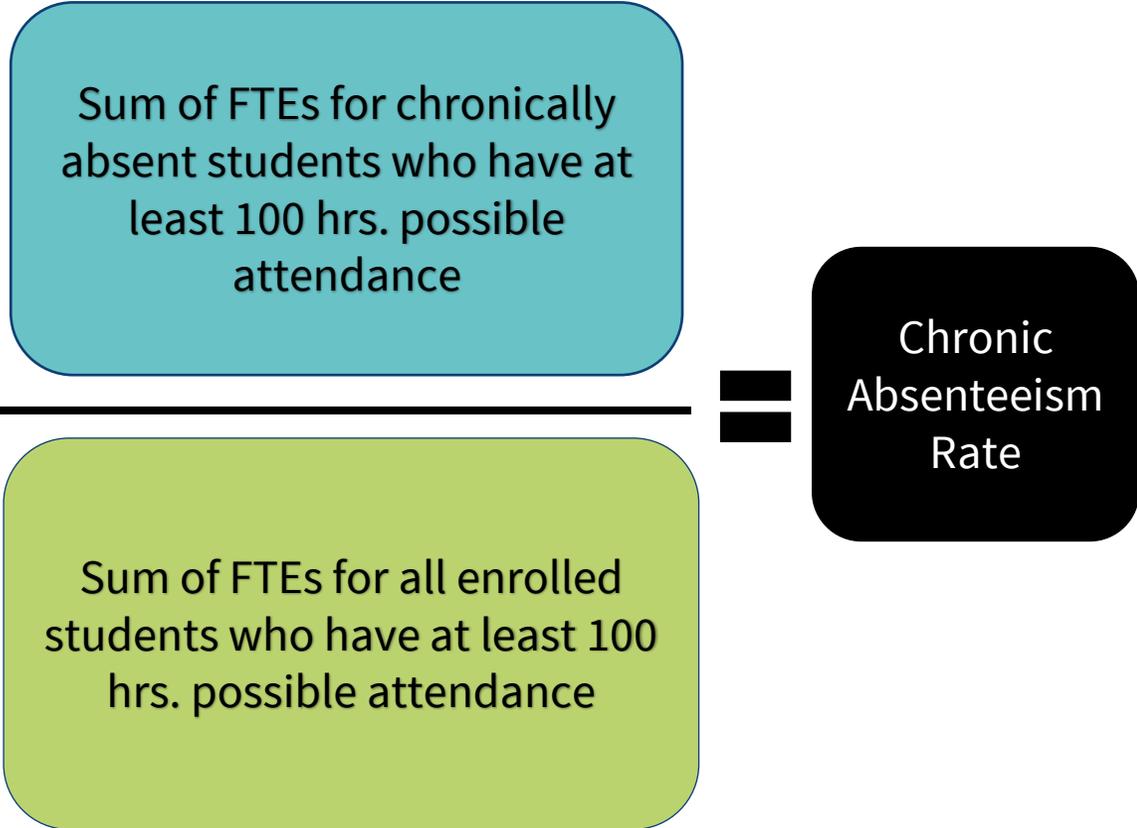
All Students

- 16.4%

2024-2025 School Year

IMPROVEMENT CALCULATION ABSOLUTE WHEN PRIOR YEAR IS 36.7% OR GREATER

Prior Year Chronic Absenteeism Percentage − Current Year Chronic Absenteeism Percentage = Actual Percentage Points Change
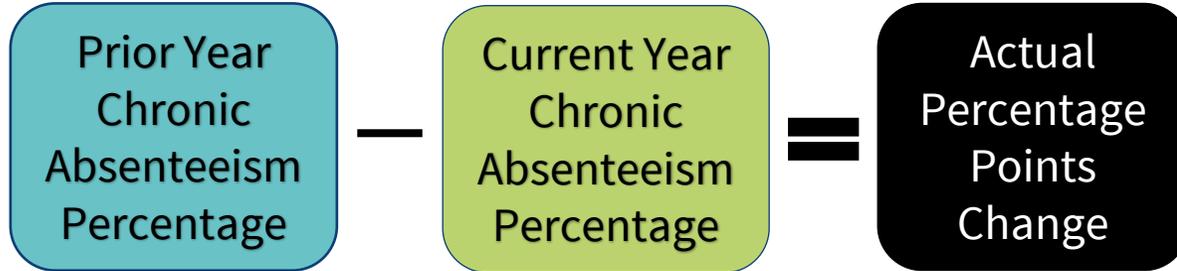
If >= 1.1 percentage point Improvement District or School has MET Improvement

IMPROVEMENT STARTING AT BELOW 36.7% CALCULATION

Prior Year Chronic Absenteeism Percentage × 3% = Relative Percent Change Needed

If >= 3% Improvement District or School has MET Improvement

2024-2025 School Year

IDENTIFYING GIFTED STUDENTS

Definition

- Gifted students perform or show potential for **remarkably high levels of accomplishment** compared to their peers.

Areas of Giftedness:

- **Superior Cognitive Ability**
- **Specific Academic Ability** (e.g., Math, Science, Reading/Writing, Social Studies)
- **Creative Thinking**
- **Visual or Performing Arts**

Identification Process

ORC 3324.03

- 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**.

"Once Identified, Always Identified" (OAC 3301-51-15)

- Once identified, a student remains gifted regardless of future tests or performance.
- Districts must report gifted status yearly in the **EMIS** records.

EMIS

- **GG200** Superior Cognitive
- **GG210** Math
- **GG220** Science
- **GG230** Reading/Writing
- **GG240** Social Studies
- **GG250** Creative Thinking
- **GG260** Visual/Performing Arts

Ohio

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

MAX PERFORMANCE INDEX

- Each year the maximum possible score is determined by the state average of the highest 2% performance index scores of gifted students. The state average is calculated at the district level and school level.

2023-2024

District Max Gifted PI

121.111

2023-2024

School Max Gifted PI

121.935

❖ **2024-2025 Max Gifted PI is pending close of FY 25 Final Correction Opportunities windows**

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

Several Different Percentages

Identification

Service

Representation Index

ACADEMIC IDENTIFICATION PERCENTAGES

District
- Superior Cognitive and Specific Academic Ability Identification Percentages
  - K-2 Grade Band
  - 3-6 Grade Band
  - 7-8 Grade Band
  - 9-12 Grade Band

School
- Superior Cognitive and Specific Academic Ability Identification Percentages
  - K-12 Grade Band

$$\frac{\text{Summed FTE of Students identified in Superior Cognitive and Specific Academic Ability in Grade Band}}{\text{Summed FTE of Students enrolled in Grade Band}} = \text{Superior Cognitive and Specific Academic Ability in Grade Band Identification Percentage}$$

ARTS IDENTIFICATION PERCENTAGES

District and School

- Creative Thinking and Visual or Performing Arts Ability Identification Percentages
  - K-12 Grade Band

Summed FTE of Students identified in Creative Thinking and Visual/Performing Arts in Grades KG-12

—————————————————

Summed FTE of Students enrolled in Grades KG-12

= Creative Thinking and Visual/Performing Arts in KG-12 Identification Percentage

SERVICING GIFTED STUDENTS

Definition	Areas of Giftedness:	Types of Gifted Services	Service Implementation	EMIS
• Ohio provides specific services to support the educational needs of gifted students. • Services are tailored to enhance students' skills in areas of exceptional ability, creativity, and performance.	• **Superior Cognitive Ability** • **Specific Academic Ability** (e.g., Math, Science, Reading/Writing, Social Studies) • **Creative Thinking** • **Visual or Performing Arts**	• Acceleration Programs • Advanced Courses: Honors, Advanced Placement (AP), or College Credit Plus (CCP) opportunities. • Specialized Instruction • Mentorships • Arts Programs	• Gifted services shall be guided by a Written Education Plan (WEP). • Educators trained in gifted education deliver instruction tailored to gifted students. • Districts track and report the gifted services provided via EMIS.	• **GG510** Superior Cognitive • **GG520** Math • **GG530** Science • **GG540** Reading/Writing • **GG550** Social Studies • **GG560** Creative Thinking • **GG570** Visual/Performing Art

Ohio

ACADEMIC SERVICE PERCENTAGES

District

- Superior Cognitive and Specific Academic Ability Identification Percentages
  - K-2 Grade Band
  - 3-6 Grade Band
  - 7-8 Grade Band
  - 9-12 Grade Band

School

- Superior Cognitive and Specific Academic Ability Identification Percentages
  - K-12 Grade Band

$$\frac{\text{Summed FTE of Students receiving services in Superior Cognitive and Specific Academic Ability in Grade Band}}{\text{Summed FTE of Students identified in Superior Cognitive and Specific Academic Ability in Grade Band}} = \text{Superior Cognitive and Specific Academic Ability in Grade Band Service Percentage}$$

Ohio

ARTS SERVICE PERCENTAGES

District and School

- Creative Thinking and Visual or Performing Arts Ability Identification Percentages
  - K-12 Grade Band

Summed FTE of Students receiving services in Creative Thinking and Visual/Performing Arts in Grades KG-12

―――――――――――――

Summed FTE of Students identified in Creative Thinking and Visual/Performing Arts in Grades KG-12

=

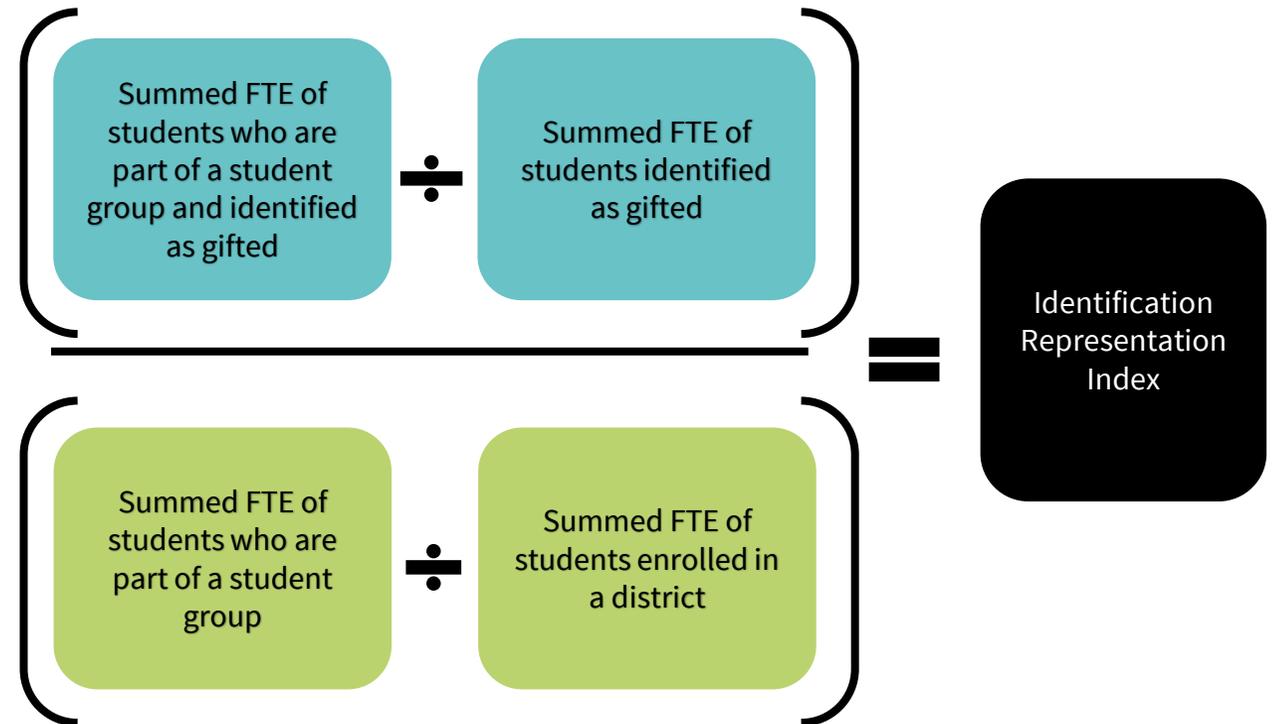Creative Thinking and Visual/Performing Arts in KG-12 Service Percentage

WHAT IS IDENTIFICATION REPRESENTATION INDEX?

- **Ratio of Percentages**
  - *Are students in a student group identified as often as students in the overall school population?*

- **Calculated for two student groups**
  - *Economically Disadvantaged*
  - **Underrepresented Minority*

$$\frac{\left[\begin{array}{c}\text{Summed FTE of students who are part of a student group and identified as gifted}\end{array} \div \begin{array}{c}\text{Summed FTE of students identified as gifted}\end{array}\right]}{\left[\begin{array}{c}\text{Summed FTE of students who are part of a student group}\end{array} \div \begin{array}{c}\text{Summed FTE of students enrolled in a district}\end{array}\right]} = \begin{array}{c}\text{Identification Representation Index}\end{array}$$

*Includes African American, Hispanic, Multi-Racial, American/Alaskan Native and Pacific Islander

WHAT IS SERVICE REPRESENTATION INDEX?

- **Ratio of Percentages**
  - *Are students in a student group served as often as students in the overall school population?*
- **Calculated for two student groups**
  - *Economically Disadvantaged*
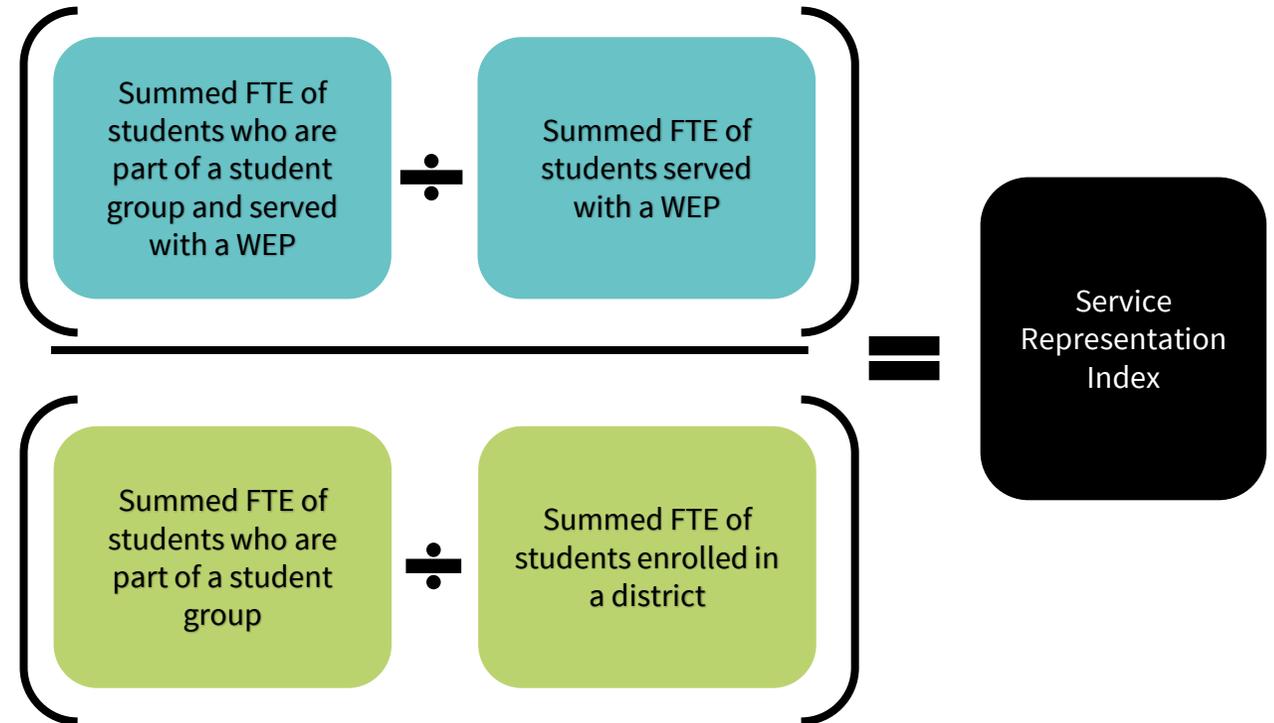 - **Underrepresented Minority*

*Includes African American, Hispanic, Multi-Racial, American/Alaskan Native and Pacific Islander

$$\frac{\left[\text{Summed FTE of students who are part of a student group and served with a WEP} \div \text{Summed FTE of students served with a WEP}\right]}{\left[\text{Summed FTE of students who are part of a student group} \div \text{Summed FTE of students enrolled in a district}\right]} = \text{Service Representation Index}$$

DISTRICT LEVEL SCORING
SUPERIOR COGNITIVE AND SPECIFIC ACADEMIC IDENTIFICATION AND SERVICES

District Superior Cognitive and Specific Academic Identification							
K-2 Grade Band		3-6 Grade Band		7-8 Grade Band		9-12 Grade Band	
Percent Identified	Points Earned	Percent Identified	Points Earned	Percent Identified	Points Earned	Percent Identified	Points Earned
0% to < 0.1%	0	0% to < 0.1%	0	0% to < 0.1%	0	0% to < 0.1%	0
>= 0.1% to < 1.0%	1	>= 0.1% to < 3.0%	1	>= 0.1% to < 3.0%	1	>= 0.1% to < 3.0%	1
>=1.0% to < 2.0%	5	>=3.0% to < 5.0%	2	>=3.0% to < 5.0%			
>=2.0% to < 5.0%	9	>=5.0% to < 10.0%	3	>=5.0% to < 10.0%			
>=5.0% to < 10.0%	12	>=10.0% to < 15.0%	4	>=10.0% to < 15.0%			
>=10.0%	15	>=15.0%	5	>=15.0%			

District Superior Cognitive and Specific Academic Services							
K-2 Grade Band		3-6 Grade Band		7-8 Grade Band		9-12 Grade Band	
Percent Served	Points Earned	Percent Served	Points Earned	Percent Served	Points Earned	Percent Served	Points Earned
0% to < 1.0%	0	0% to < 1.0%	0	0% to < 1.0%	0	0% to < 1.0%	0
>= 1.0% to < 10.0%	2	>= 1.0% to < 20.0%	2	>= 1.0% to < 20.0%	2	>= 1.0% to < 20.0%	2
>=10.0% to < 40.0%	4	>=20.0% to < 40.0%	4	>=20.0% to < 40.0%	4	>=20.0% to < 40.0%	4
>=40.0% to < 60.0%	6	>=40.0% to < 60.0%	6	>=40.0% to < 60.0%	6	>=40.0% to < 60.0%	6
>=60.0% to < 80.0%	8	>=60.0% to < 80.0%	8	>=60.0% to < 80.0%	8	>=60.0% to < 80.0%	8
>=80.0%	10	>=80.0%	10	>=80.0%	10	>=80.0%	10

70 POSSIBLE POINTS

DISTRICT LEVEL SCORING
CREATIVE THINKING AND VISUAL OR PERFORMING ARTS IDENTIFICATION AND SERVICES

District Creative Thinking and Visual or Performing Arts Identification	
Percent Identified	**Points Earned**
0% to < 0.1%	0
>= 0.1% to < 1.0%	1
>=1.0% to < 2.0%	2
>=2.0% to < 5.0%	3
>=5.0% to < 10.0%	4
>=10.0%	5

10 POSSIBLE POINTS

District Creative Thinking and Visual or Performing Arts Services	
Percent Served	**Points Earned**
0% to < 1.0%	0
>= 1.0% to < 10.0%	1
>=10.0% to < 40.0%	2
>=40.0% to < 60.0%	3
>=60.0% to < 80.0%	4
>=80.0%	5

Ohio

DISTRICT LEVEL SCORING
ECONOMIC DISADVANTAGE REPRESENTATION INDEX
UNDERREPRESENTED MINORITY REPRESENTATION INDEX

District Economically Disadvantaged Identification		District Underrepresented Minority Identification	
Representation Index	Points Earned	Representation Index	Points Earned
0 to < 0.4	0	0 to < 0.4	0
>= 0.4 to < 0.5	4	>= 0.4 to < 0.5	4
>=0.5 to < 0.6	8	>=0.5 to < 0.6	8
>=0.6 to < 0.7	12	>=0.6 to < 0.7	12
>=0.7 to < 0.8	16	>=0.7 to < 0.8	16
>=0.8	20	>=0.8	20

District Economically Disadvantaged Services		District Underrepresented Minority Services	
Representation Index	Points Earned	Representation Index	Points Earned
0 to < 0.4	0	0 to < 0.4	0
>= 0.4 to < 0.5	2	>= 0.4 to < 0.5	2
>=0.5 to < 0.6	4	>=0.5 to < 0.6	4
>=0.6 to < 0.7	6	>=0.6 to < 0.7	6
>=0.7 to < 0.8	8	>=0.7 to < 0.8	8
>=0.8	10	>=0.8	10

60 POSSIBLE POINTS

SCHOOL LEVEL SCORING
SUPERIOR COGNITIVE AND SPECIFIC ACADEMIC IDENTIFICATION AND SERVICES

School Superior Cognitive and Specific Academic Identification	
Percent Identified	**Points Earned**
0% to < 0.1%	0
>= 0.1% to < 1.0%	5
>=1.0% to < 2.0%	10
>=2.0% to < 5.0%	15
>=5.0% to < 10.0%	20
>=10.0% to <15.0%	25
>=15.0%	30

70 POSSIBLE POINTS

School Superior Cognitive and Specific Academic Services	
Percent Identified	**Points Earned**
0% to < 1.0%	0
>= 1.0% to < 10.0%	5
>=10.0% to < 40.0%	10
>=40.0% to < 60.0%	20
>=60.0% to < 80.0%	30
>=80.0%	40

SCHOOL LEVEL SCORING
CREATIVE THINKING AND VISUAL OR PERFORMING ARTS IDENTIFICATION AND SERVICES

10 POSSIBLE POINTS

School Creative Thinking and Visual or Performing Arts Ability Identification	
Percent Identified	**Points Earned**
0% to < 0.1%	0
>= 0.1% to < 1.0%	1
>=1.0% to < 2.0%	2
>=2.0% to < 3.0%	3
>=3.0% to < 5.0%	4
>=5.0%	5

School Creative Thinking and Visual or Performing Arts Ability Services	
Percent Served	**Points Earned**
0% to < 0.1%	0
>= 0.1% to < 10.0%	1
>=10.0% to < 40.0%	2
>=40.0% to < 60.0%	3
>=60.0% to < 80.0%	4
>=80.0%	5

Ohio

SCHOOL LEVEL REPRESENTATION INDEX

School Economically Disadvantaged Identification		School Underrepresented Minority Identification	
Representation Index	Points Earned	Representation Index	Points Earned
0 to < 0.4	0	0 to < 0.4	0
>= 0.4 to < 0.5	4	>= 0.4 to < 0.5	4
>=0.5 to < 0.6	8	>=0.5 to < 0.6	8
>=0.6 to < 0.7	12	>=0.6 to < 0.7	12
>=0.7 to < 0.8	16	>=0.7 to < 0.8	16
>=0.8	20	>=0.8	20

60 POSSIBLE POINTS

School Economically Disadvantaged Services		School Underrepresented Minority Services	
Representation Index	Points Earned	Representation Index	Points Earned
0 to < 0.4	0	0 to < 0.4	0
>= 0.4 to < 0.5	2	>= 0.4 to < 0.5	2
>=0.5 to < 0.6	4	>=0.5 to < 0.6	4
>=0.6 to < 0.7	6	>=0.6 to < 0.7	6
>=0.7 to < 0.8	8	>=0.7 to < 0.8	8
>=0.8	10	>=0.8	10

GIFTED IDENTIFICATION AND SERVICES CALCULATION

GIFTED IDENTIFICATION AND SERVICES GOAL

Sum of Points earned for each of the broad categories: Identification Points; Service Points; and Representation Indices

─────────────────────────────────

Sum of Possible Points for each of the broad categories: Identification Points; Service Points; and Representation Indices

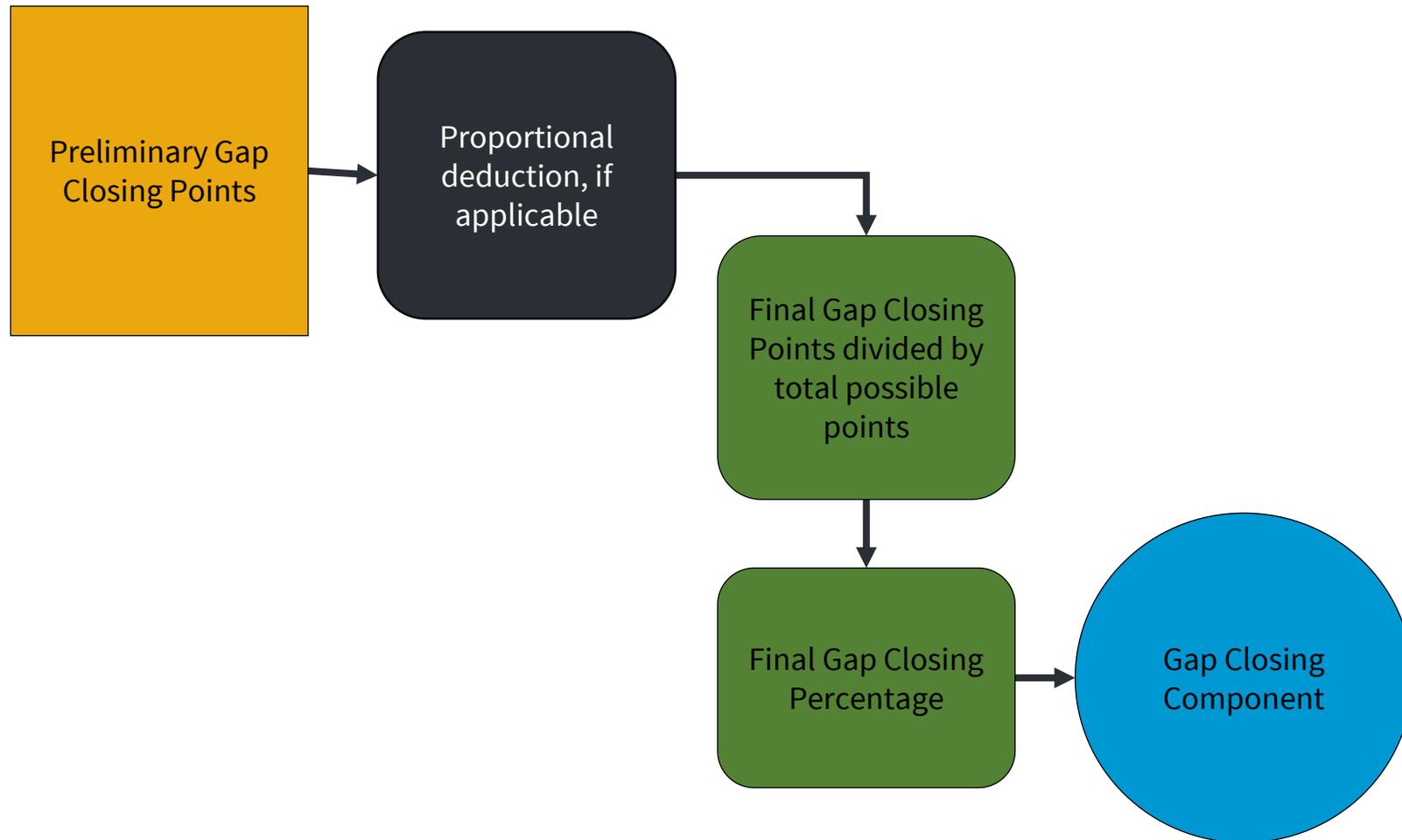= Gifted Identification and Services Percentage
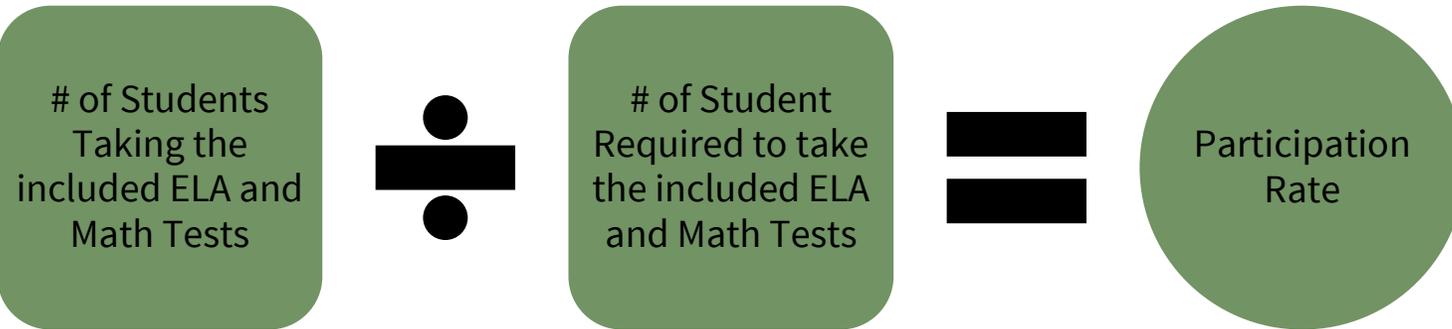
80%

2024-2025 School Year

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

of Students Taking the included ELA and Math Tests ÷ # of Student Required to take the included ELA and Math Tests = Participation Rate

Example

532 ÷ 565 = 94.2%
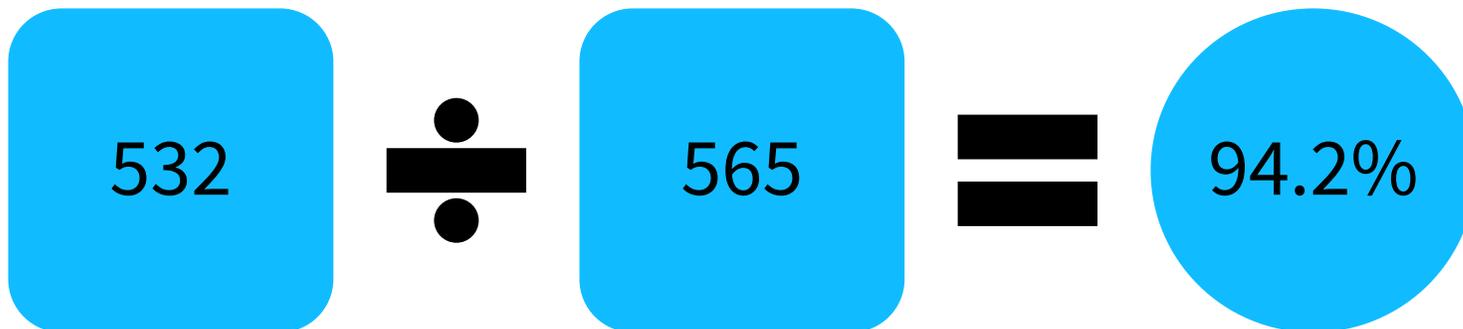
When Participation Rate is less than 95% a proportional reduction is applied

94.2% ÷ 95% = 99.2%

Ohio

PARTICIPATION RATE REDUCTION CALCULATION, IF APPLICABLE

Preliminary Points	✖	Proportional Reduction	=	Final Point Total

Example

28	✖	99.2%	=	27.776

CALCULATE COMPONENT RATING

| Final Point Total | ÷ | Max Possible Points | = | Gap Closing Percentage |

Example

| 27.776 | ÷ | 63 | = | 44.1% |
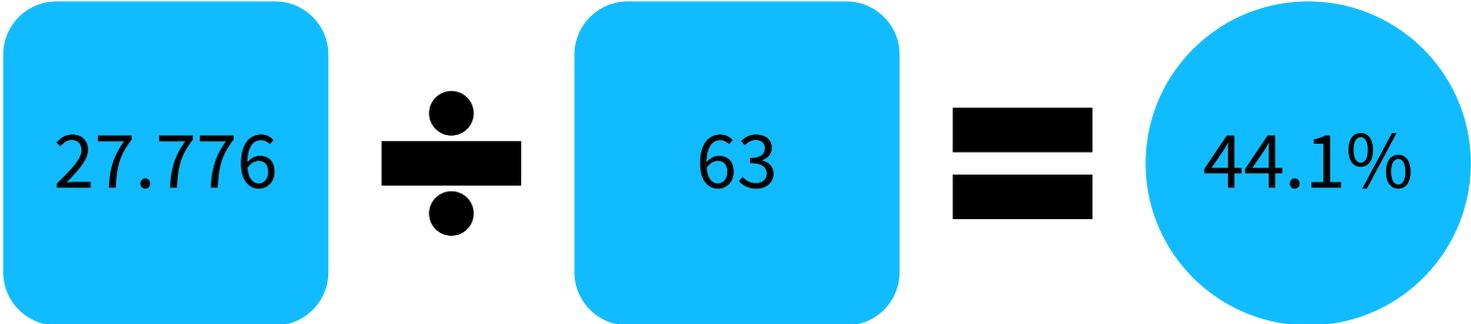
PERCENTAGE OF POINTS EARNED TO STAR RATING

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

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](#)
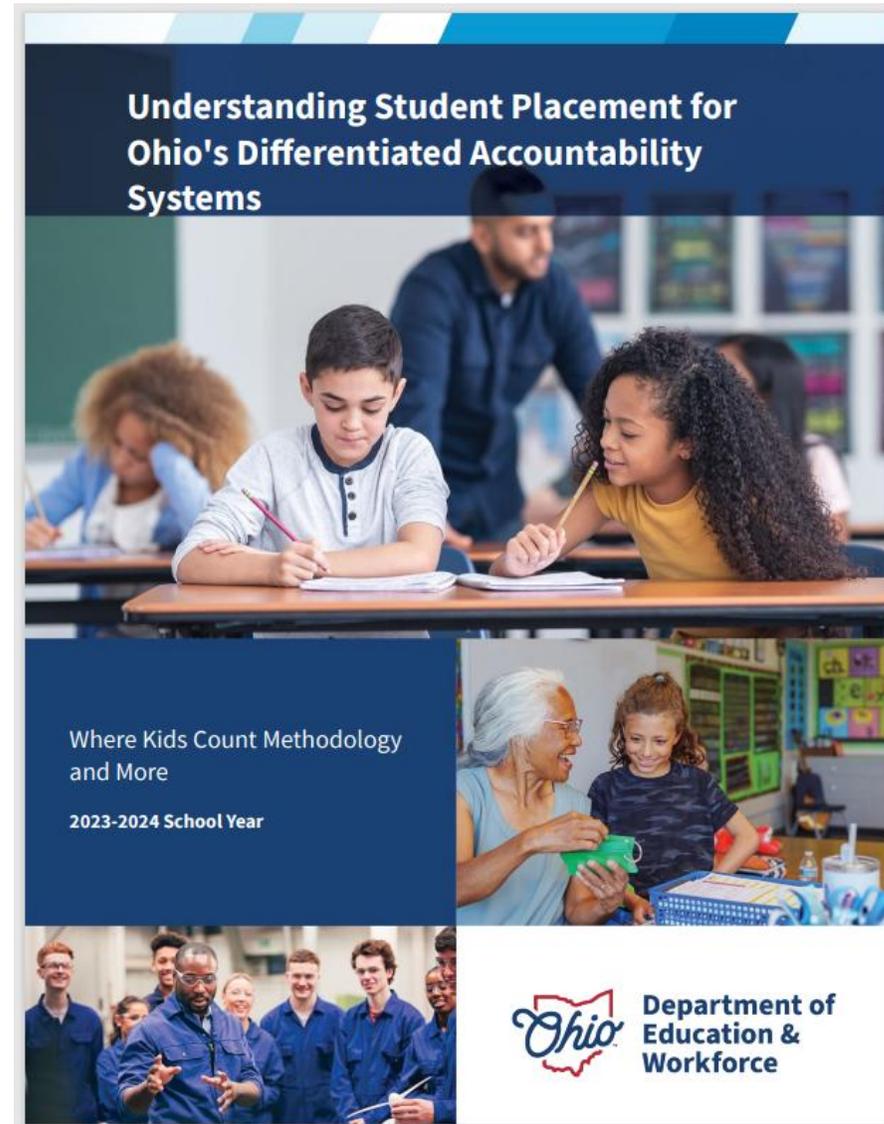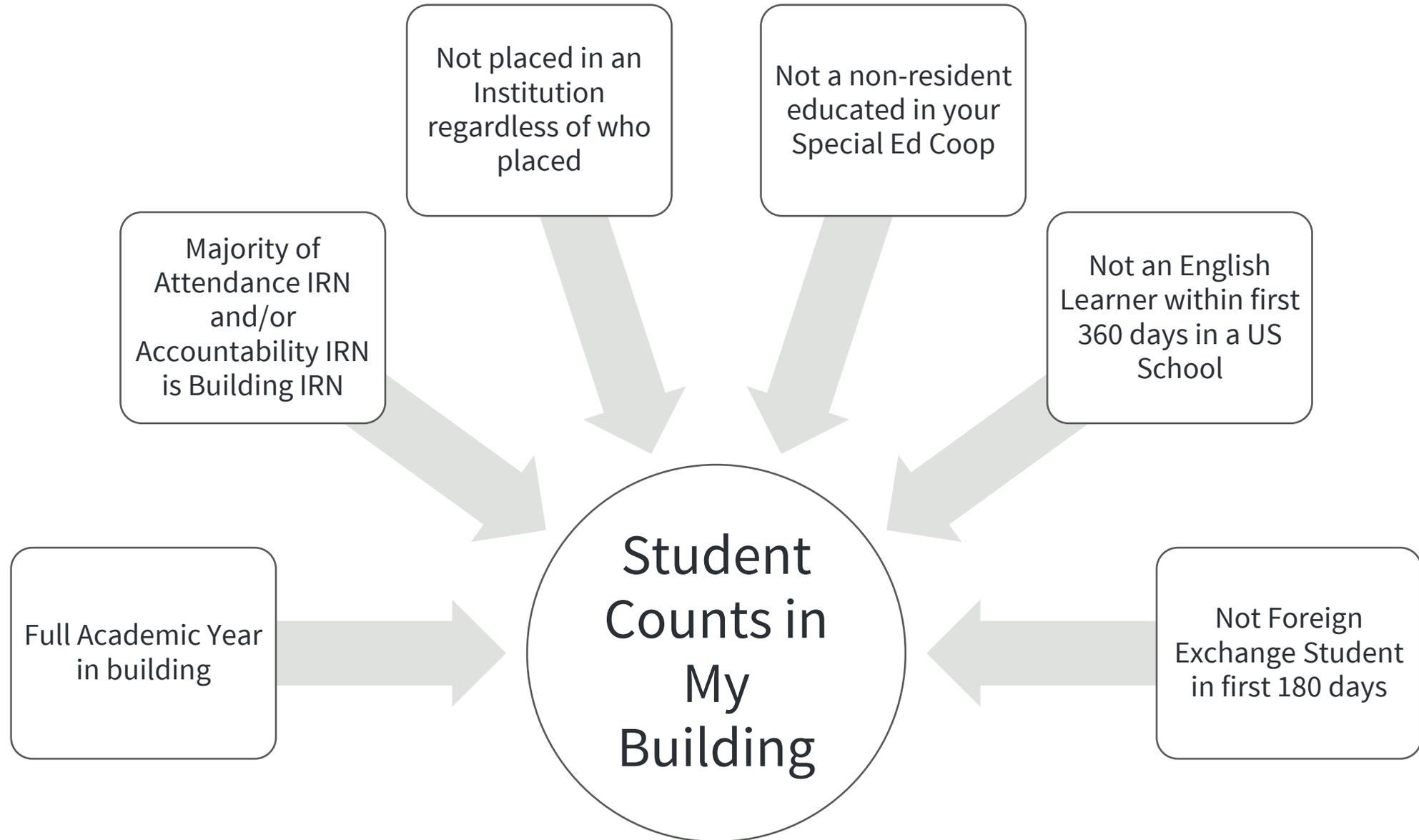
FULL ACADEMIC YEAR
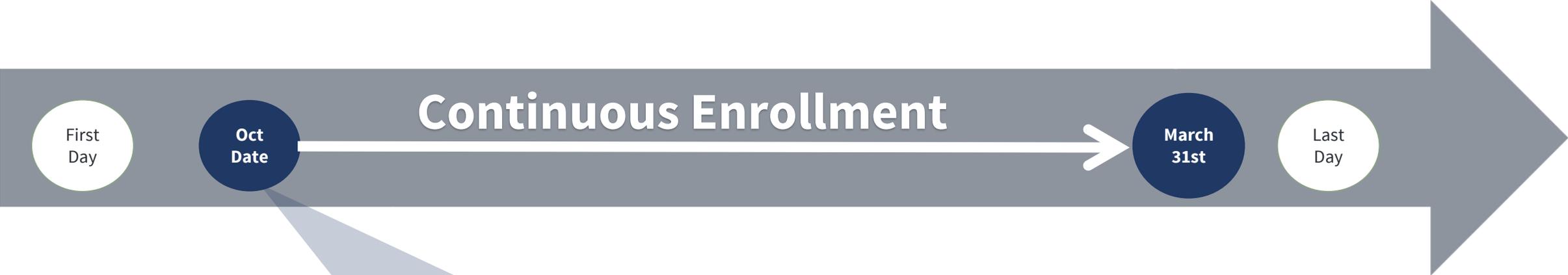
STUDENTS WHO COUNT IN MY BUILDING

Not placed in an Institution regardless of who placed

Not a non-resident educated in your Special Ed Coop

Majority of Attendance IRN and/or Accountability IRN is Building IRN

Not an English Learner within first 360 days in a US School

Full Academic Year in building

Student Counts in My Building

Not Foreign Exchange Student in first 180 days

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](#)

HOW ARE STUDENTS PLACED IN A COHORT?

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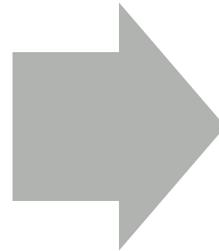
Based on Federal requirements Friday of the First full week in October

- If enrolled after, assigned the following year

Ohio

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](#)

OHIO ENGLISH LANGUAGE PROFICIENCY ASSESSMENT PROGRAM

OELPS

Diagnostic assessment

Identifies English learners

August 6, 2024 – June 30, 2025

OELPA

Annual summative assessment

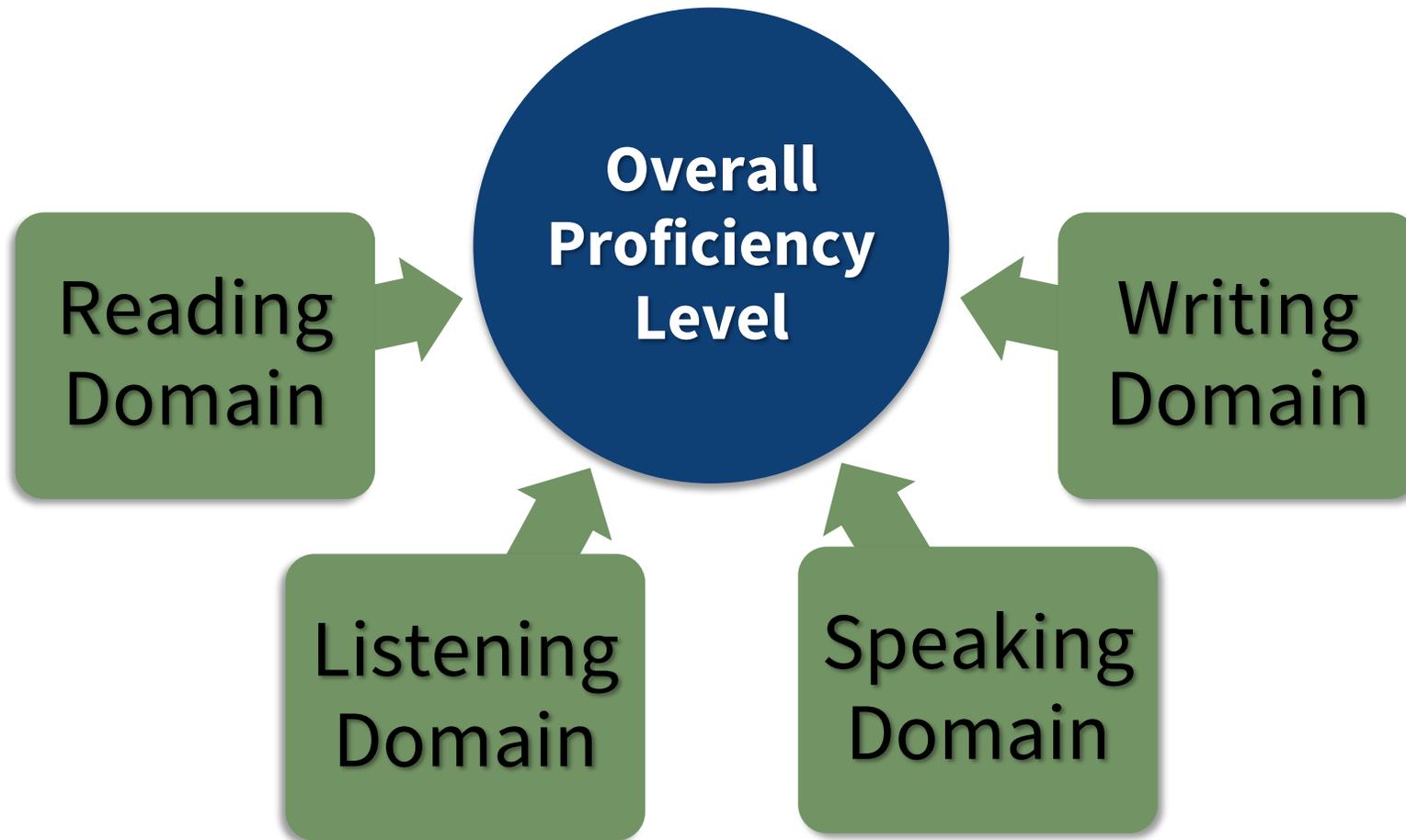Assesses progress and readiness to exit

February 3 – March 28, 2025

Alt-OELPA

Annual summative assessment

ELs with significant cognitive disabilities

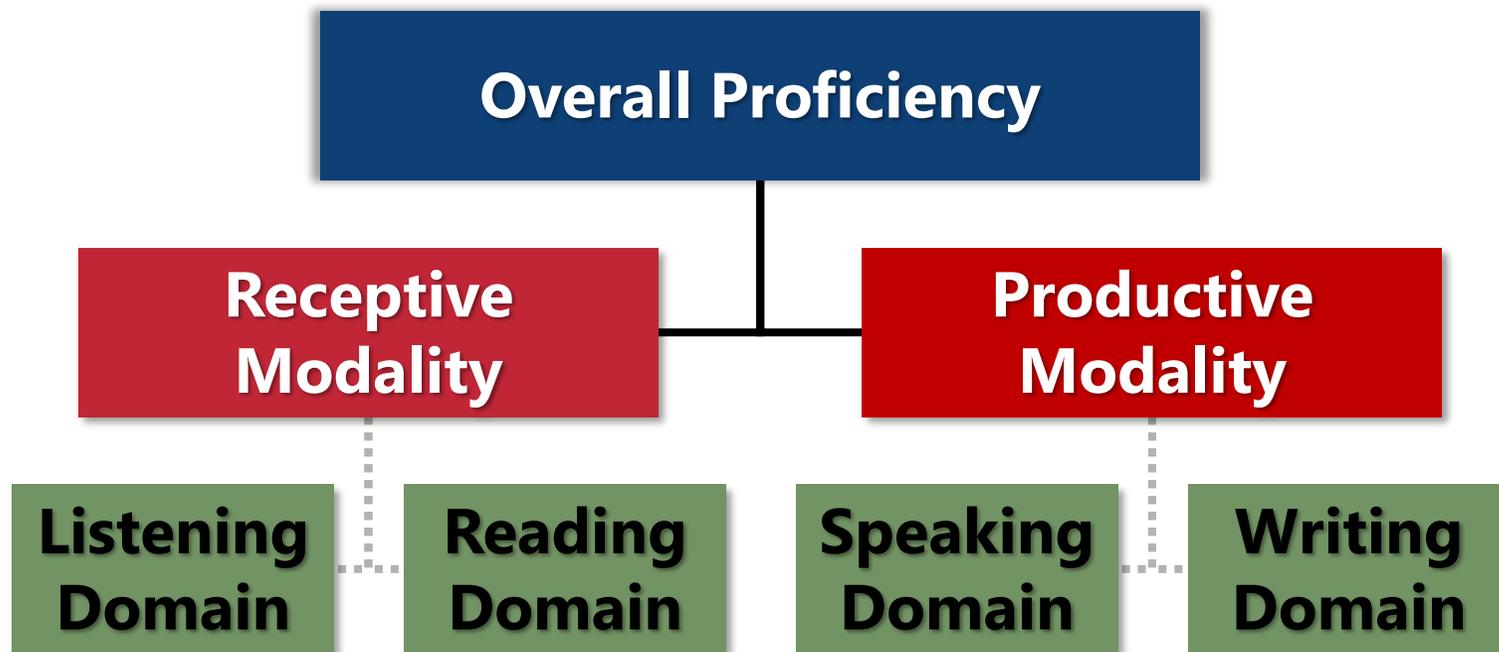February 3 – March 28, 2025

OELPA PERFORMANCE LEVELS

Overall Proficiency Level

Reading Domain

Listening Domain

Speaking Domain

Writing Domain

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

Receptive Modality

Productive Modality

Listening Domain

Reading Domain

Speaking Domain

Writing Domain

Overall Proficiency Determination
3 – Proficient
2 – Progressing
1 – Emerging

Modality and Domain Performance 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](#)
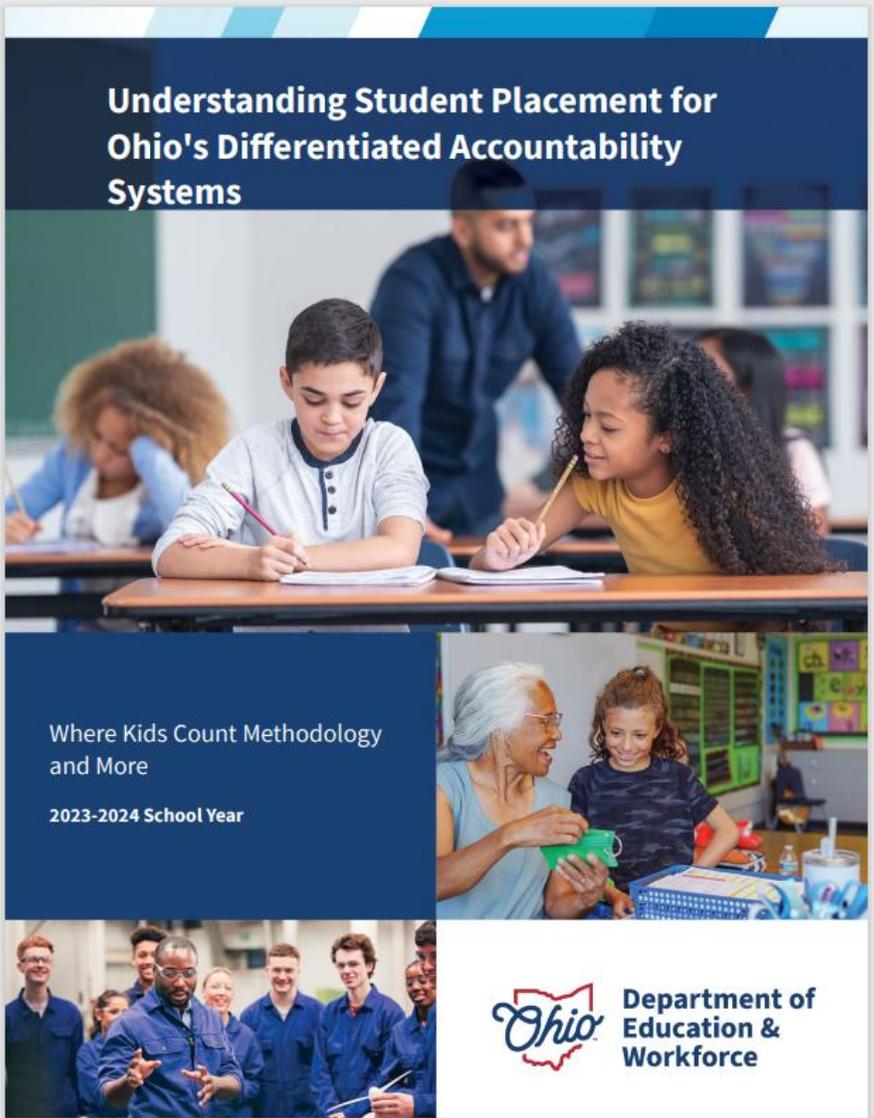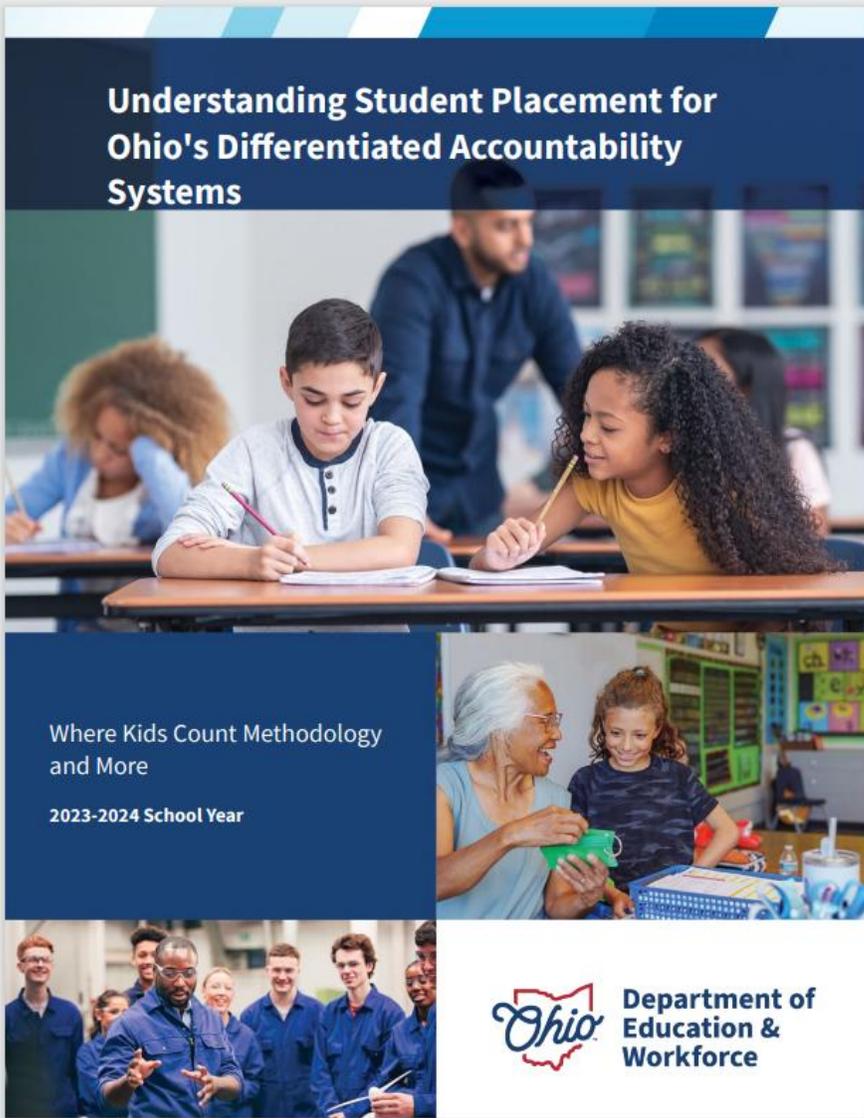
Which students count in the Gifted Performance Index and Growth?

First-Time Test-takers who meet the criteria for Where Kids Count AND tested in subject of Giftedness

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](#)

Which tests count in Gifted Performance Index?

ONLY TESTS TAKEN BY STUDENTS IDENTIFIED AS GIFTED IN THAT SUBJECT (E.G. GIFTED IN MATH AND TAKING THE MATH TEST) OR TAKEN BY STUDENTS IDENTIFIED WITH SUPERIOR COGNITIVE ABILITIES REGARDLESS OF TEST SUBJECT ARE INCLUDED.

State Tests

Grades 3-8 English Language Arts

Grades 3-8 Mathematics

Grades 5 & 8 Science

Grades 3-8 Alternate Assessment

End of Course Assessments

English Language Arts II

Algebra I or Mathematics I

Geometry or Mathematics II

Biology

American/United States Government

American/United States History

High School Alternate Assessment

Substitute Tests

Advanced Plus (AP)

International Baccalaureate (IB)

Which students count in the Gifted Identified and Service Measure?

Students Identified as Gifted and Identified Students receiving Gifted Services

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](#)

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 | Chronic Absenteeism Improvement Indicator | Gifted Performance Indicator |

15 Minimum based on whether the measure uses FTE or student count. Gifted identification and assessment subject area must match for Gifted PI.

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

POTENTIAL IMPACT ON GIFTED PERFORMANCE INDEX

Example: At **Evergreen Elementary**, the newly identified students were not identified before March 31st but were reported in GG Record . The school assumed the identifications would be included in the current school year, however the did not. If the identification was determined before March 31st then the following would have been included:14 students identified in Mathematics, 15 students identified in Reading, and 2 Superior Cognitive for the entire building, instead there were only 4 students identified in Mathematics and 10 in Reading for the entire building.

Current Identification Date after March 31st

Measure	Percent
Performance Index	83.8.%

Not Met

Identification Dates changed

Measure	Percent
Performance Index	98.0%

Met

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
» JVSDs
» 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, disadvantagement, 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
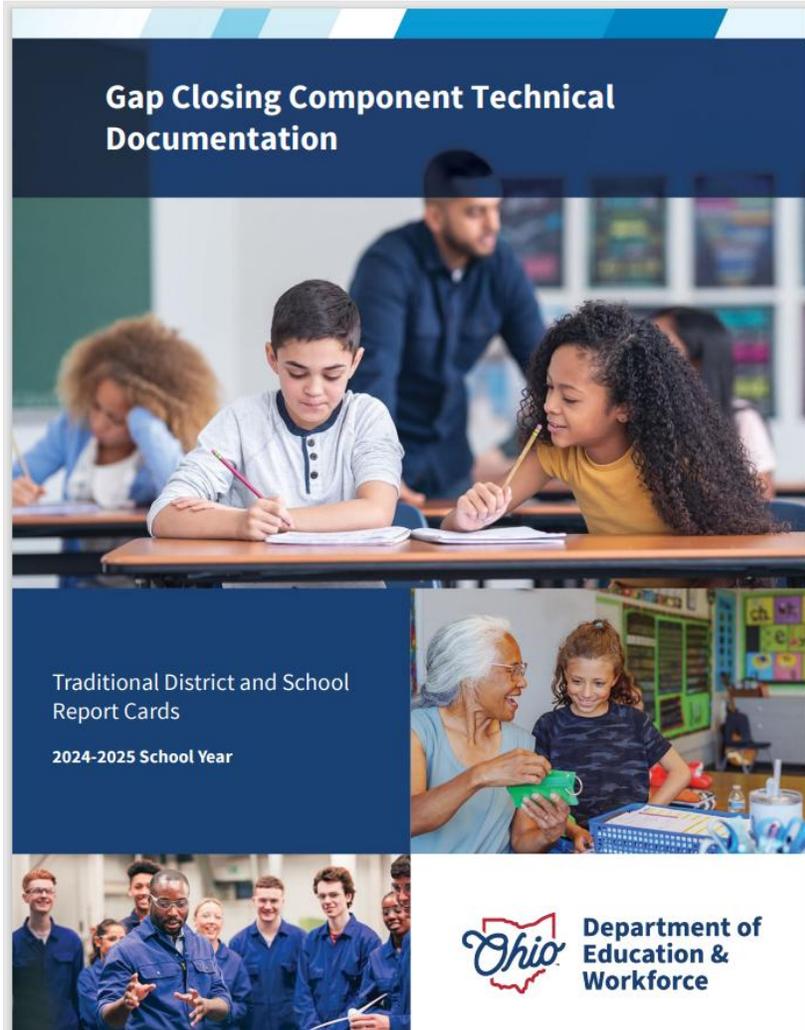
GAP CLOSING

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 Readi...

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

FY25 SPRING STATE ASSESSMENT GRADES 3-8

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

FY25 Collections Included

» FY25 Spring State Assessm... Collection (2025AGNSP)

» **Deadline to submit correc...** **opportunities is Aug. 1 at...**

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

Impacted Organizations

» FY25 Other Accountability Ass

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

FY25 ALTERNATE ASSESSMENT

Required to Approve: **Superintendent** (Instructions)
Opens: **Aug. 7, 2025**

Closes: **Aug. 15, 2025**

FY25 Collections Included

Impacted Organizations

» FY25 Spring Alternate Assessment Coll

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

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 EMIS for approved final correction opportunities is Aug. 1 at 5 p.m.**

Ohio

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

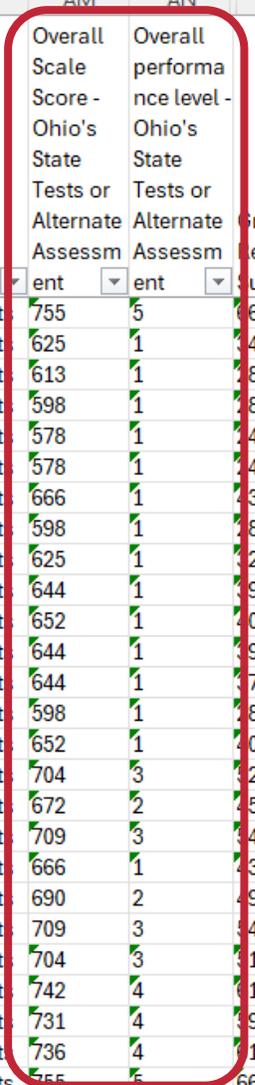- **How Reported:** Results uploaded into SIS and reported in EMIS

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 **<u>not</u>** 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.

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 > 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 INTO OH|ID

OPEN REPORT PORTAL APPLICATION
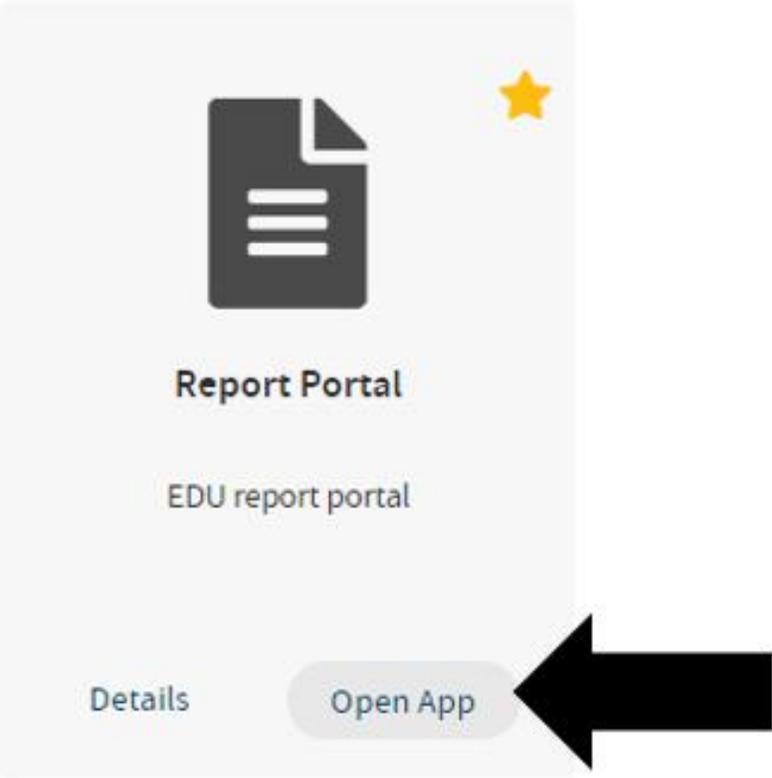
SELECT SECURE DATA CENTER TILE
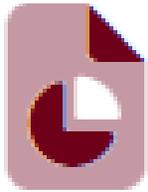
Secure Data Center
Reports available to Districts and other LEAs depicting local report card measures.

GAP CLOSING

Enrollment
Reports about Student Enrollment.

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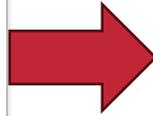
District Enrollment
Enrollment for a district as reported on the report card.

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.

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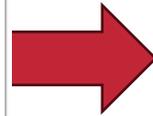
District Absenteeism and Attendance
Absenteeism and Attendance details by district by demographic.

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.

Ohio

GAP CLOSING

Test Results
Reports about Ohio's State Tests.

➡
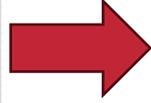
District Test Results and Proficiency Levels
Test Result and Proficiency Level details by district by assessment by demographic.

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.

District OELPA Progress
District OELPA details.

School AMO Participation Rate
AMO Participation Rate details by school by subject by demographic.

School OELPA Progress
School OELPA details.

Graduation
Reports about High School Graduation Rates.

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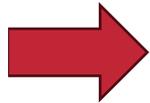
District 4-Year Longitudinal Graduation Rate
Graduation Rate results by district and demographics for students in the 4-year graduation rate.

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

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

- 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

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

ENGLISH LEARNER PROGRESS – SSID DETAIL

	Improvement Points Needed	Assessment Status	Growth Category	Exited EL Status Flag
	1	Needs to meet 1 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
	1	Needs to meet 1 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
	1	Needs to meet 1 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
	2	Needs to meet 2 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
	2	Needs to meet 2 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
	2	Needs to meet 2 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
	2	Needs to meet 2 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
	2	Needs to meet 2 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
	2	Needs to meet 2 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
	2	Needs to meet 2 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
	2	Needs to meet 2 point improvement across 2 years, did not exit.	Did not meet the growth across 2 years of assessments.	N
	1	Exited the requirement based on assessment scores.	Exempt from meeting growth across 2 years of assessments.	Y
	2	Exited the requirement based on assessment scores.	Exempt from meeting growth across 2 years of assessments.	Y
	1	Exited the requirement based on assessment scores.	Exempt from meeting growth across 2 years of assessments.	Y
	1	Exited the requirement based on assessment scores.	Exempt from meeting growth across 2 years of assessments.	Y
	1	Exited the requirement based on assessment scores.	Exempt from meeting growth across 2 years of assessments.	Y
	1	Needs to meet 1 point improvement across 2 years, did not exit.	Met the growth across 2 years of assessments.	N
	1	Needs to meet 1 point improvement across 2 years, did not exit.	Met the growth across 2 years of assessments.	N
	1	Needs to meet 1 point improvement across 2 years, did not exit.	Met the growth across 2 years of assessments.	N
	2	Needs to meet 2 point improvement across 2 years, did not exit.	Met the growth across 2 years of assessments.	N
	2	Needs to meet 2 point improvement across 2 years, did not exit.	Met the growth across 2 years of assessments.	N
	2	Needs to meet 2 point improvement across 2 years, did not exit.	Met the growth across 2 years of assessments.	N
	2	Needs to meet 2 point improvement across 2 years, did not exit.	Met the growth across 2 years of assessments.	N
	2	Needs to meet 2 point improvement across 2 years, did not exit.	Met the growth across 2 years of assessments.	N
	2	Needs to meet 2 point improvement across 2 years, did not exit.	Met the growth across 2 years of assessments.	N

STUDENT ATTENDANCE

ABSENTEEISM – SSID DETAIL

District Absenteeism - SSID Detail

Choose a School Year: 2023-2024 School Year

Choose a District: 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	243.00	243.00	0.21	0.0%	100.0%	Severe

nteeism - Overview | Absenteeism - Demographics | Absenteeism by SSID | Attendance Rate - Demographics

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.

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%

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

Gifted Identification and Services in Art Content Areas for All Schools

● Identified and Served ● Identified, Not Served ● Not Identified

1.2%

97.9%

Overview | Overview - Disaggregate | Representation Index | Gifted Content Areas | Report Card - Identification and Services | SSID Detail

Department of Education & Workforce
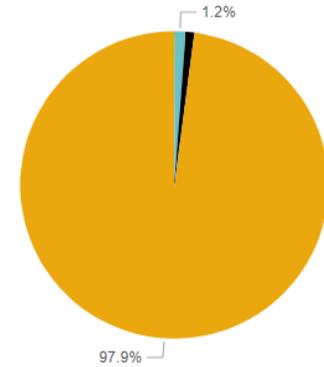
Choose a District: All

Choose Gifted Content Area: All

Choose a Grade Band: All

Gifted Content Area	Grade Band	2020 FTE	2020 %	2021 FTE	2021 %	2022 FTE	2022 %	2023 FTE	2023 %	2024 FTE	2024 %	Total FTE	Total %
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	74,526	21.3%	69,291	19.8%	68,580	19.6%	68,186	19.5%	68,876	19.7%	349,460	100.0%

Overview | Overview - Disaggregate | Representation Index | Gifted Content Areas | Report Card - Identification and Services | **SSID Detail**

District Gifted Enrollment - SSID Details

Choose a School Year
2023-2024 School Year
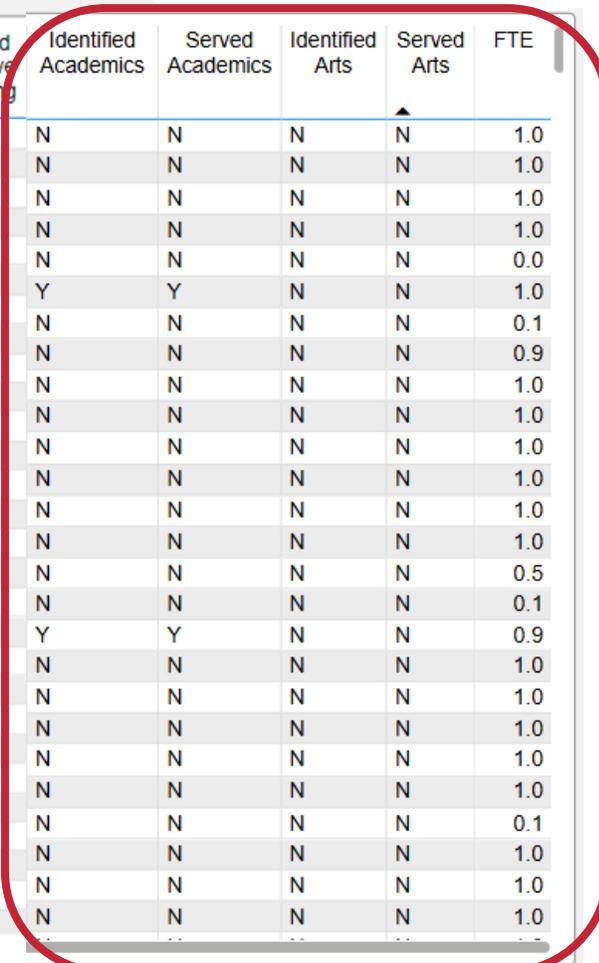
Choose a District
All

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	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	0.5
		W	N	7-8	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	0.1
		W	N	7-8	Y	Y	N	N	Y	N	N	Y	N	N	N	Y	N	N	N	N	N	N	0.9
		W	Y	K-2	N	N	N	N	N	N	N	N	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	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	0.1
		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	1.0
		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	

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.

Department of Education & Workforce

District AMO Participation Rate - Overview

Choose a School Year
Multiple selections

Choose a District
All

Grade Level	Subject	School Year	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**

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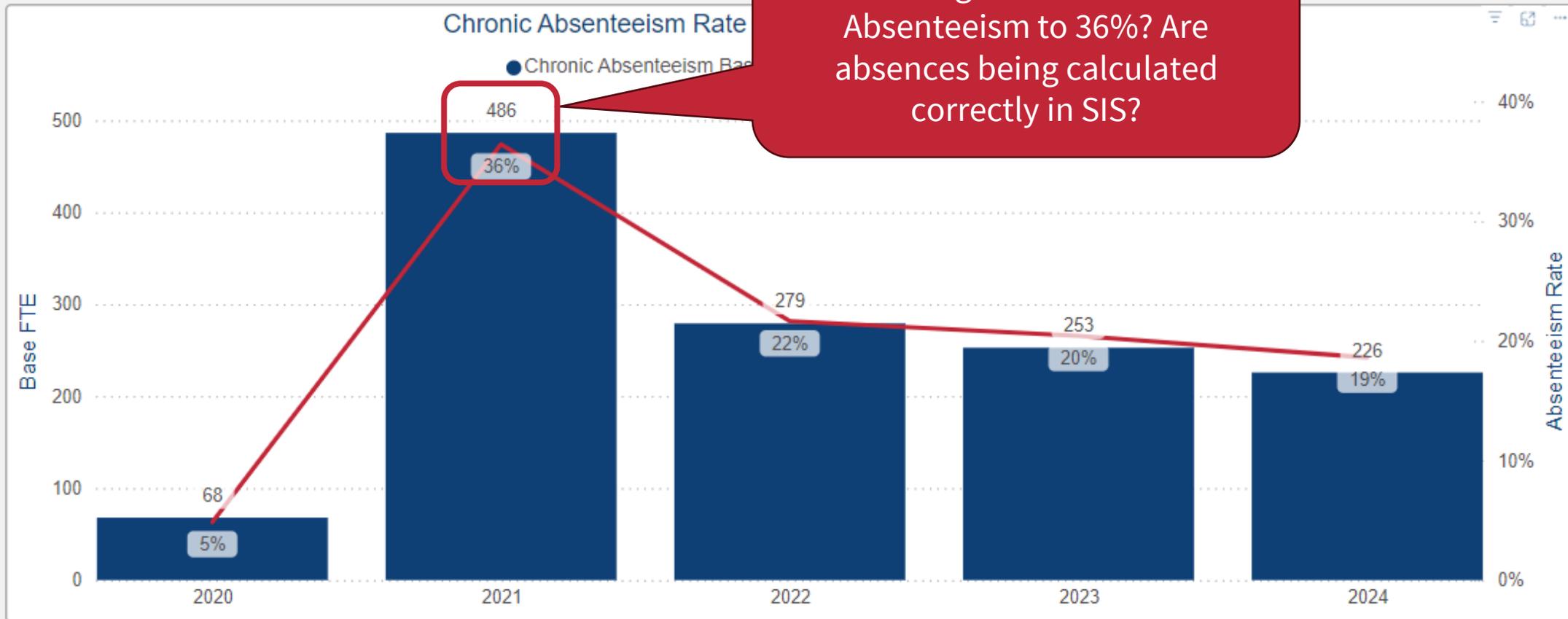
How did I go from 5% Chronic Absenteeism to 36%? Are absences being calculated correctly in SIS?

DO YOU SEE ANY ISSUES?

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

EXPORTING DATA IN THE SECURE DATA CENTER

Export in Excel format

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

Ohio

CONTACT

ACCOUNTABILITY GENERAL CONTACT

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.