

Ohio School Report Card Training Series



Gifted Performance Indicator

Jessica Lauric
Office of Accountability

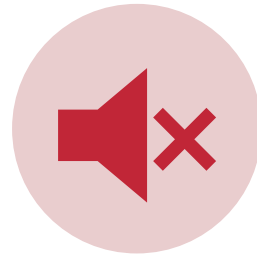


**Department of
Education &
Workforce**

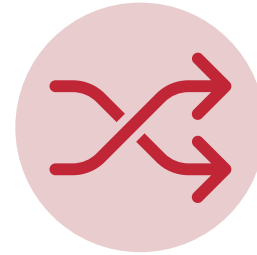
WELCOME & HOUSEKEEPING



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



Videos off and sound muted



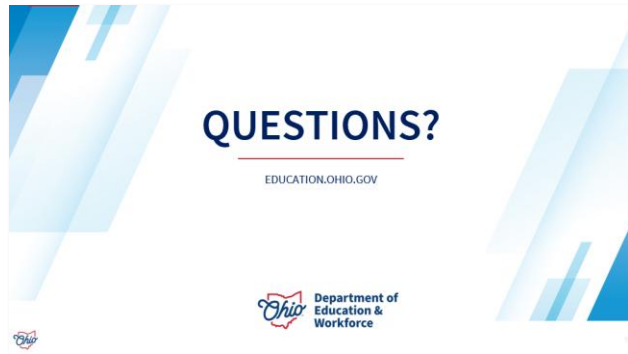
If you have difficulty accessing the chat, try accessing Microsoft Teams in a different way (e.g., in a browser or through the app)



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 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 Gifted
Performance Indicator



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.

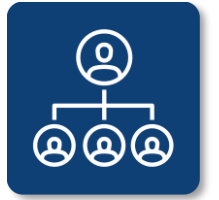


Workforce Readiness: Preparing students for success in life and careers through real-world knowledge, skills, and experiences.



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

GOAL OF THIS PRESENTATION



Build Data Literacy on Gifted Performance Indicators

Allow 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 and elements that indicate Gifted Identification and Services, Gifted Performance Index, and Gifted Progress

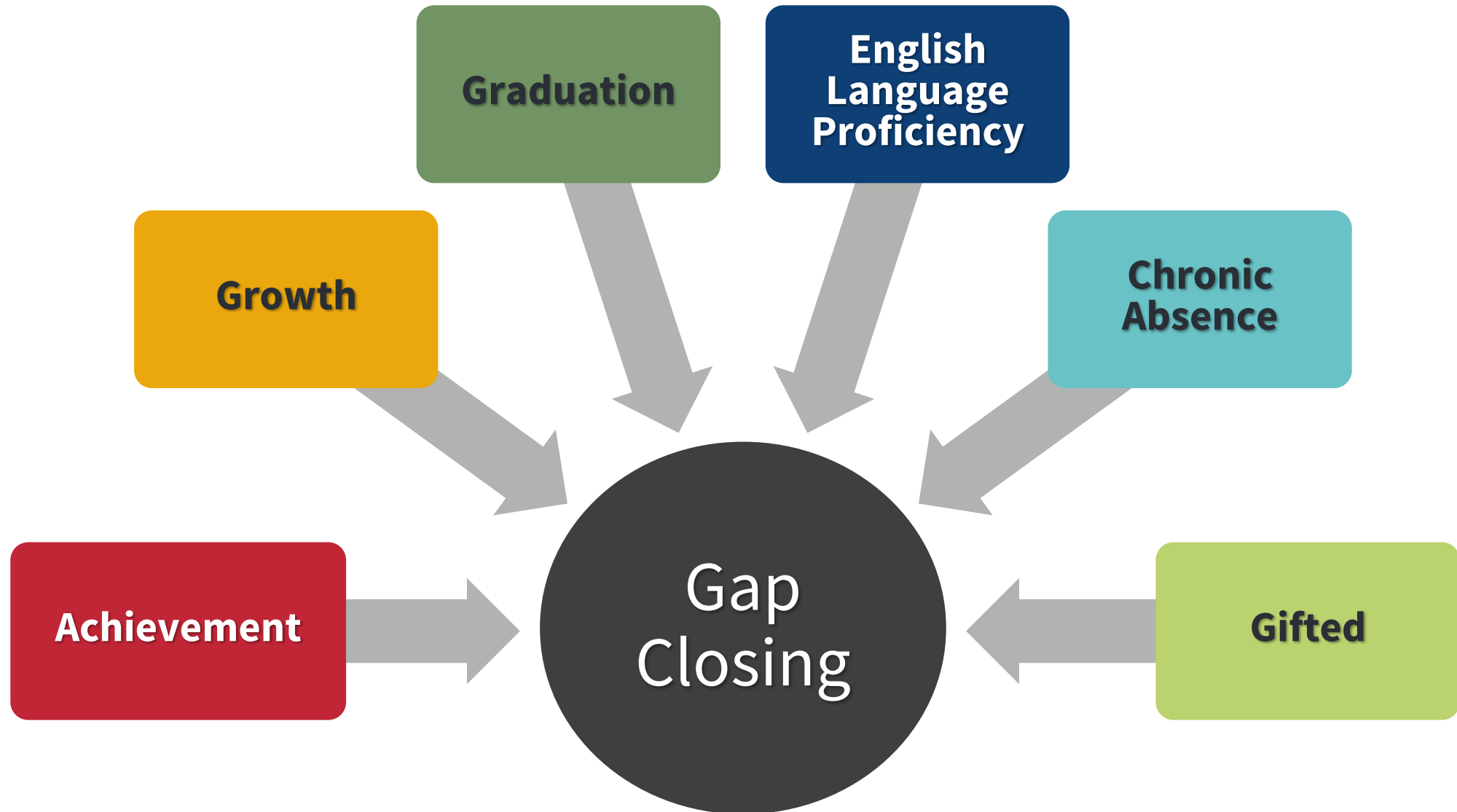
What is Calculated

- **Understand Gifted Performance Indicators:** Learn how the calculations in the Gifted Performance Indicators are calculated and what factors affect these ratings

Validating Data

- **Ensure Data Accuracy:** Learn how to validate data, identify errors, and use tools to ensure accurate gifted data

TRADITIONAL GAP CLOSING COMPONENT



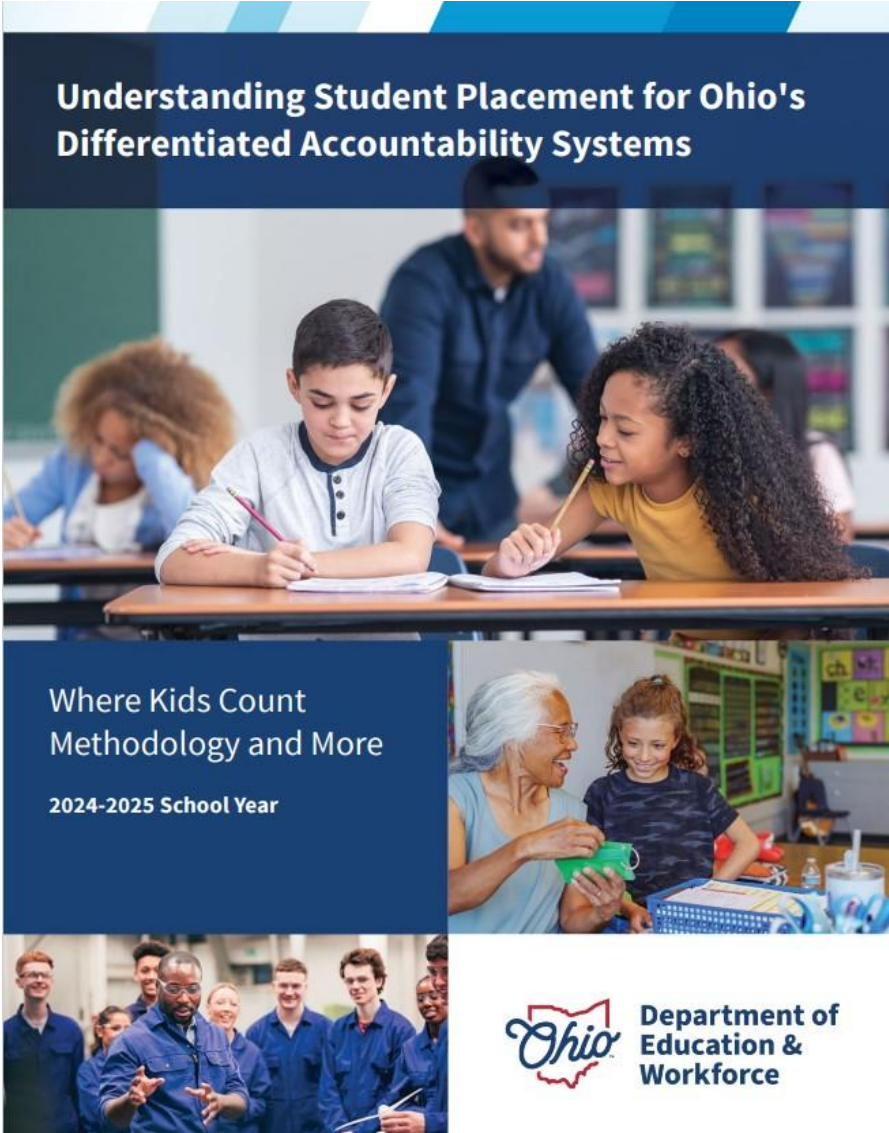
WHAT COUNTS IN THE **GIFTED** **PERFORMANCE INDICATORS** COMPONENT

Which students count in the Gifted Performance Index and Progress?

Students must meet WKC criteria, first-time test takers, and either:


- Gifted in the subject being tested
- Identified as Superior Cognitive (any subject applies)

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

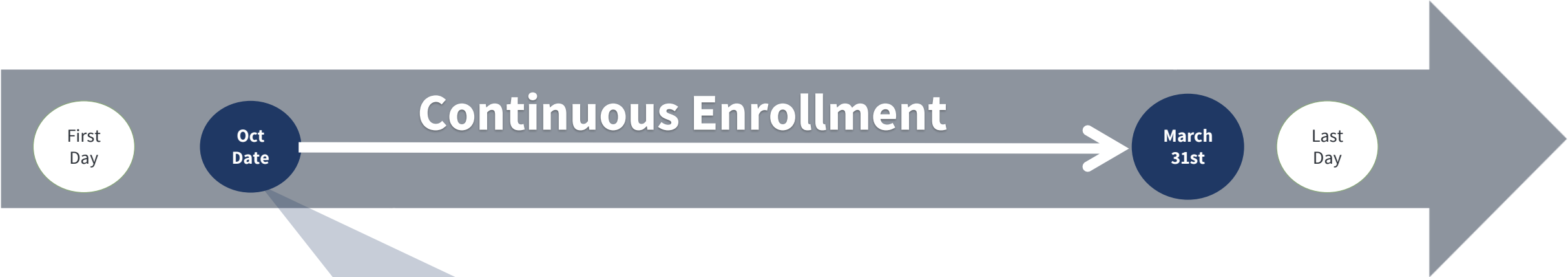


Understanding Student Placement for Ohio's Differentiated Accountability Systems

Where Kids Count Methodology and More
2024-2025 School Year

 Department of Education & Workforce

FULL ACADEMIC YEAR (FAY)

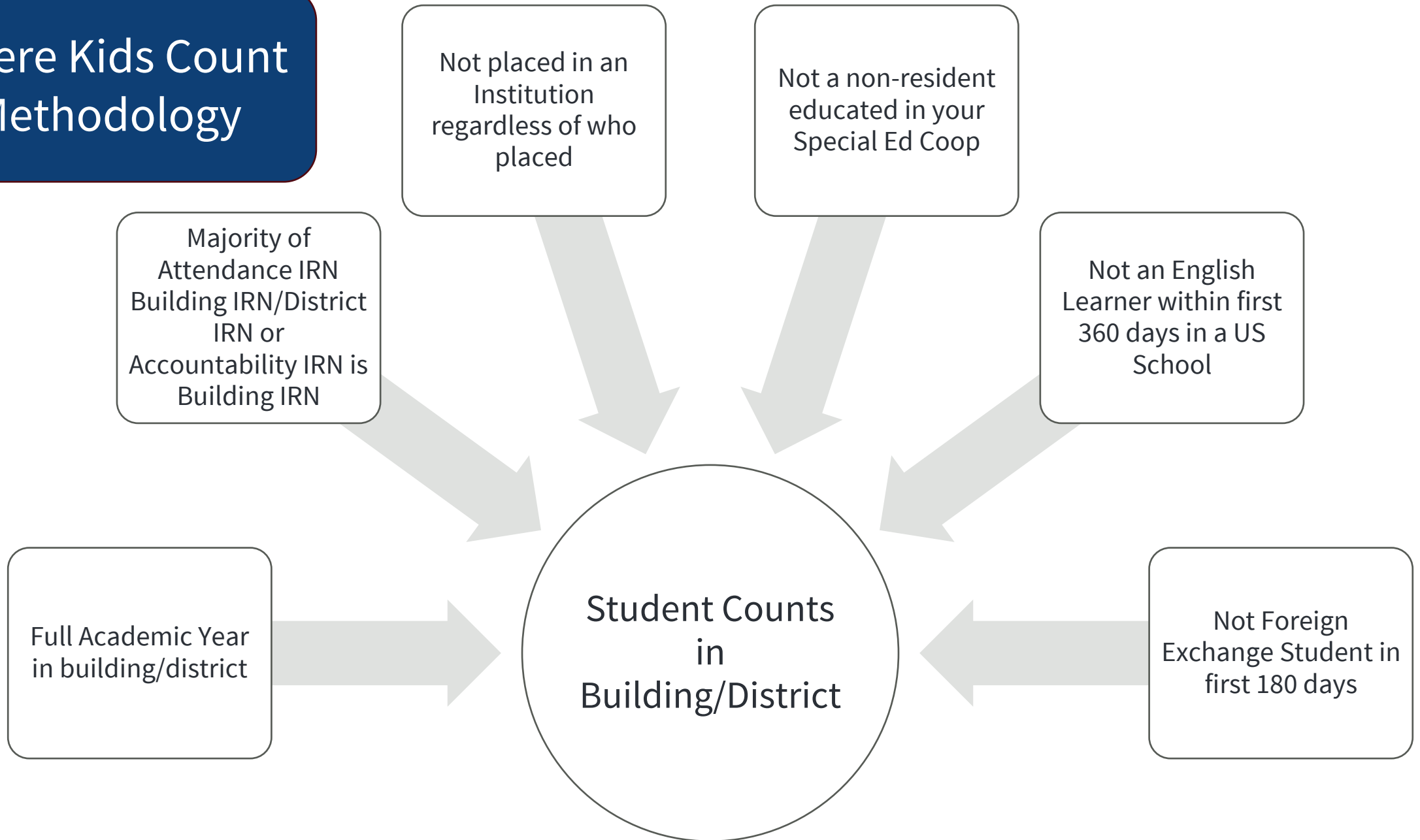


Enrolled in the building or district by the Friday of the first full week of October

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



Where Kids Count Methodology



Which tests count in Gifted Performance Index and Gifted Progress?

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)

WHAT STUDENTS COUNT AS UNTESTED

- [Ohio Revised Code 3302.01\(A\)\(2\)](#) requires that untested be included
 - Schools and Districts receive ZERO points
- Students can be included for multiple years if required to be assessed and **does 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

SUBSTITUTE ASSESSMENTS

Science

- AP02 Biology
- AP05 Chemistry
- AP35 Physics 1
- AP36 Physics 2
- AP23 Physics C: Electricity and Magnetism
- AP24 Physics C: Mechanics
- IB10 Biology Higher Level
- IB50 Biology Standard Level
- IB12 Chemistry - Higher Level
- IB52 Chemistry - Standard Level
- IB16 Design Technology - Higher Level
- IB 56 Design Technology - Standard Level
- IB 58 Environmental Systems and Societies
- IB 49 Physics – Higher Level
- IB 77 Physics - Standard Level
- IB 93 Sports, Exercise and Health Science - Higher Level
- IB 94 Sports, Exercise and Health Science - Standard Level

Government

- AP32 US Government and Politics
- IB91 Global Politics Higher Level
- IB92 Global Politics Standard Level

History

- AP33 US History
- IB26 History 2: Americas Higher Level
- AP32 U.S. Government and Politics

AP/IB RESULTS TO PERFORMANCE LEVELS

AP Assessments

Score on AP	Performance Level
1	Limited
N/A	Basic
2	Proficient
3	Accomplished
4 or 5	Advanced

IB Assessments

Score on IB	Performance Level
1	Limited
N/A	Basic
2 or 3	Proficient
4 or 5	Accomplished
6 or 7	Advanced

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](#) or [Gifted Performance Indicator Details](#) document.

The image shows the cover of a report card titled "Gifted Performance Indicator Technical Documentation". The cover features a collage of three photographs: a teacher interacting with students in a classroom, an older woman (likely a grandparent) interacting with a young girl, and a group of diverse young men in blue work shirts. The text on the cover includes "Traditional District and School Report Cards" and "2024-2025 School Year". The logo for the Ohio Department of Education & Workforce is in the bottom right corner.



HOW MANY STUDENTS NEEDED TO BE RATED?

Gifted Performance Index

- 15 per building or district
- Identified as gifted in subject being taken or identified as superior cognitive

Gifted Progress

- 15 per building or district
- Identified as gifted in subject being taken or identified as superior cognitive

Gifted Identification and Services

- 15 FTE per calculation
- Identification denominator = Enrolled Students
- Services denominator = Identified students

QUESTIONS?

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Education &
Workforce**

WHAT IS CALCULATED IN THE **GIFTED** **PERFORMANCE INDICATORS** COMPONENT

IDENTIFYING GIFTED STUDENTS

Definition	Areas of Giftedness	Identification Process ORC 3324.03	"Once Identified, Always Identified" (OAC 3301-51-15)	EMIS Gifted Identification Elements
<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 the maximum possible score



Scoring

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

Performance Levels and Points Awarded

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

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

Accelerated Students

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

EMIS Reporting Requirements

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

Subjects Eligible

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

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.

2024-2025

District Max Gifted PI

121.134

2024-2025

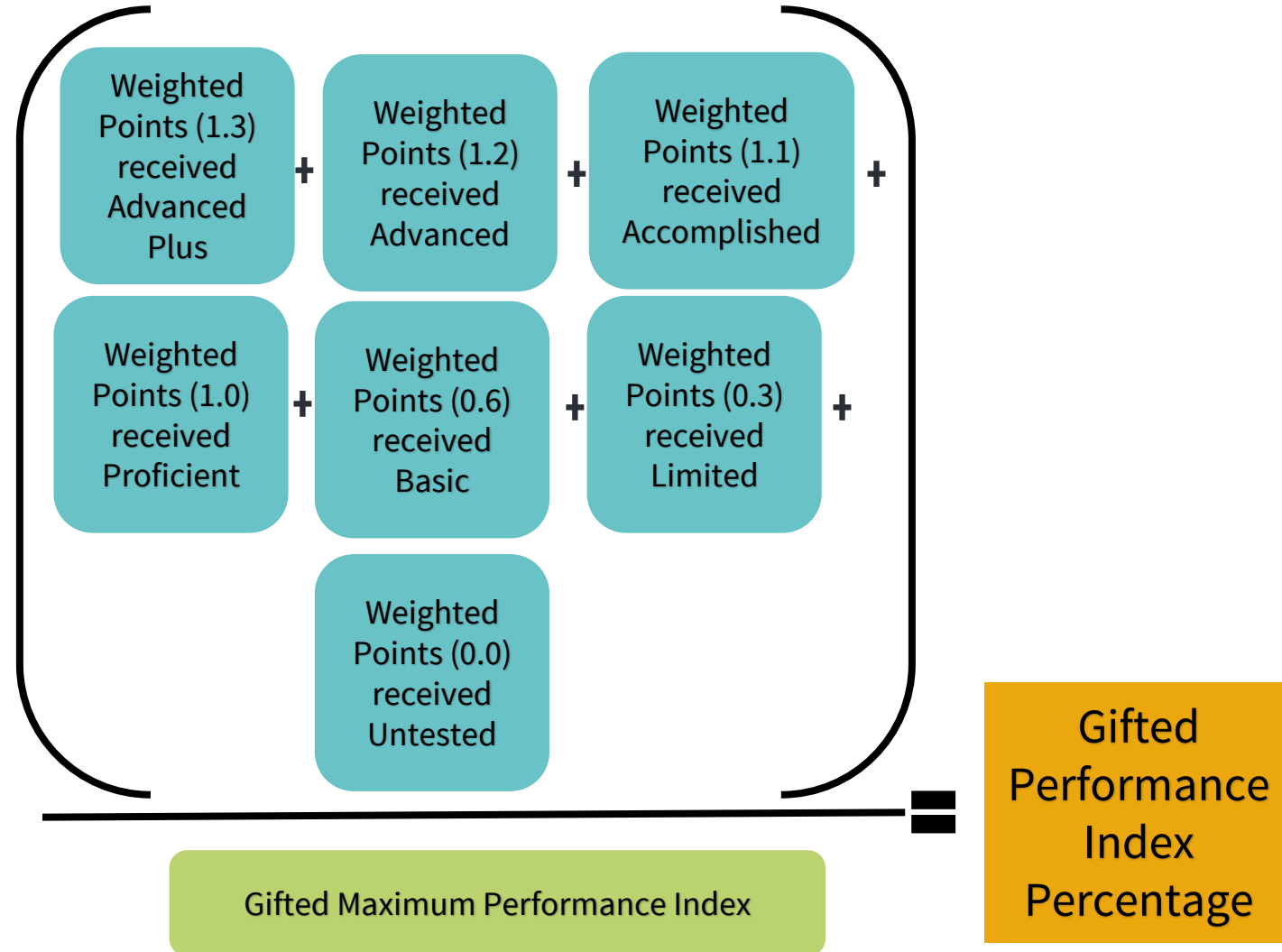
School Max Gifted PI

121.911

2025-2026 Max Gifted PI is pending close of FY 26 Final Correction Opportunities windows

GIFTED PERFORMANCE INDEX MEASURE CALCULATION

The weighted scores for each performance level are summed to create an overall Performance Index Score which is then divided by the Gifted Maximum Performance Index to create Gifted Performance Index Percentage



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

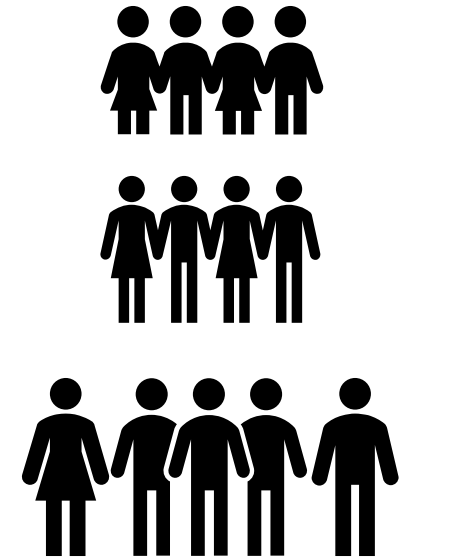
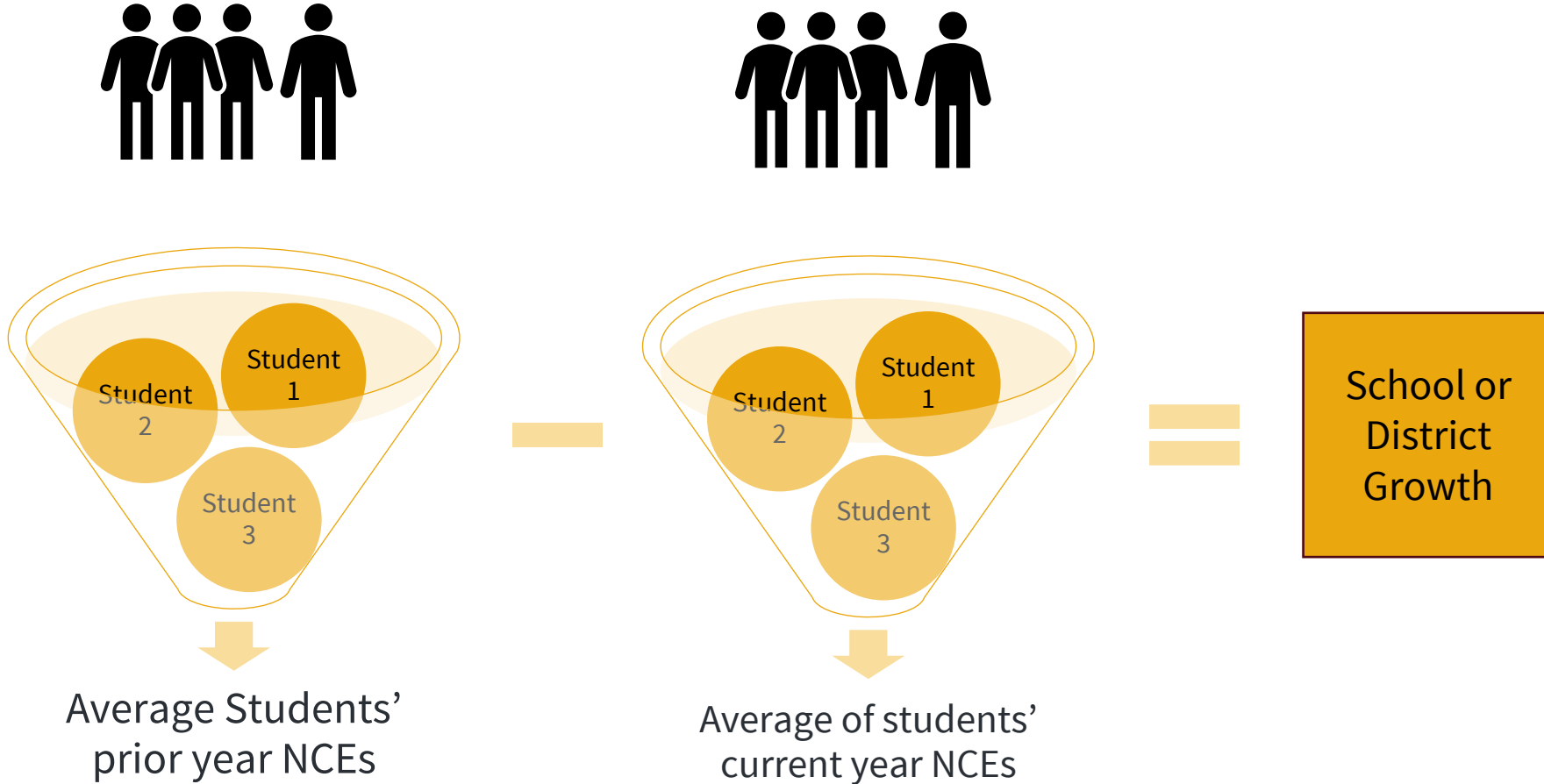
Test is used only when it matches the subject where the student is identified as gifted

Must have 15 accountable students

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

GAIN MODEL

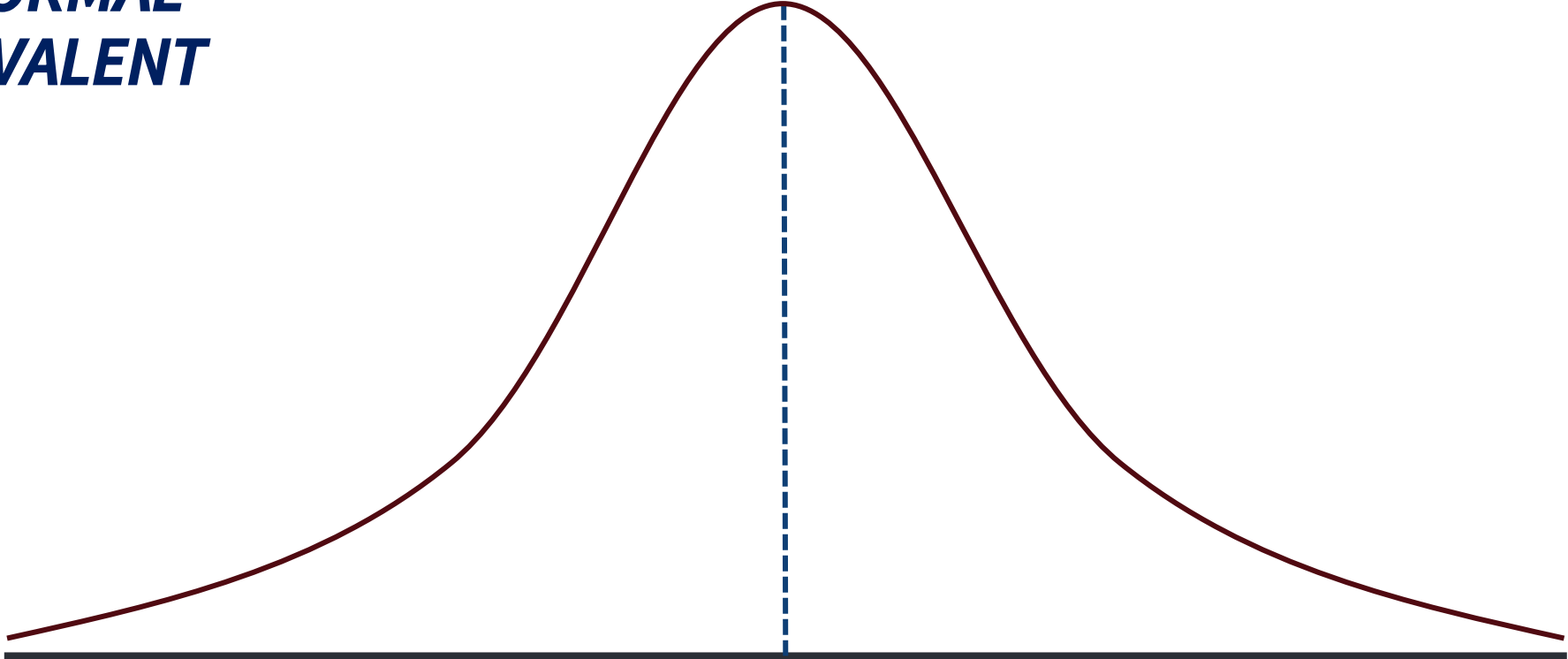
4TH – 8TH GRADE MATH AND ELA



Regardless of entering achievement, students are expected to maintain their achievement relative to other students statewide who took the same assessment

WHAT IS A NORMAL CURVE EQUIVALENT (NCE)

Distribution of Achievement



Normal Curve Equivalents

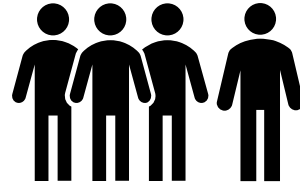
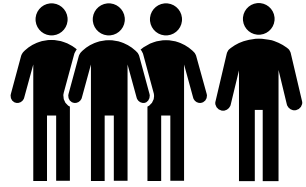


Percentile Equivalents

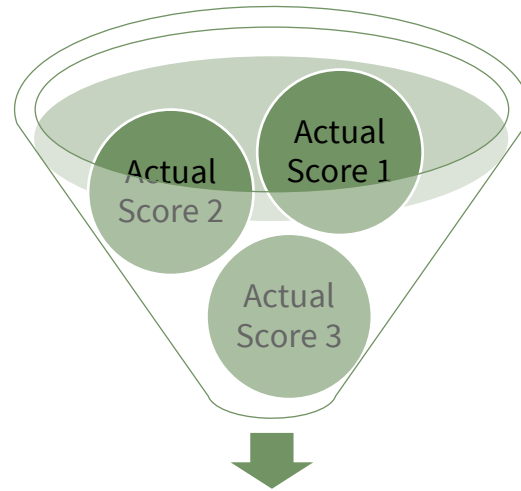


PREDICTIVE MODEL

5TH and 8TH GRADE SCIENCE AND EOC



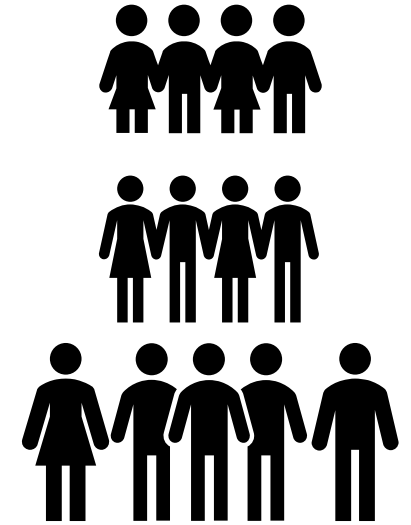
Average Expected Score



Average Actual Score



School or District Growth

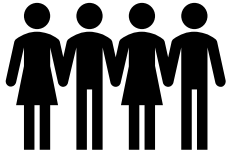


Regardless of entering achievement, students should at least meet expected scores. These are calculated relative to other students across the state who took the same assessment in the same year.

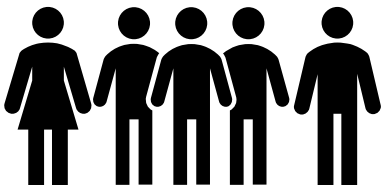
PREDICTIVE MODEL DETERMINING STUDENT EXPECTED SCORES



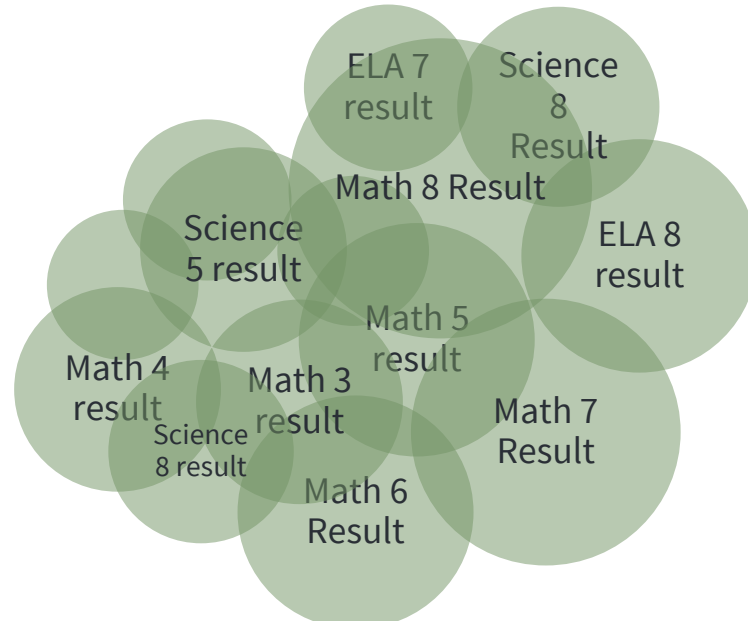
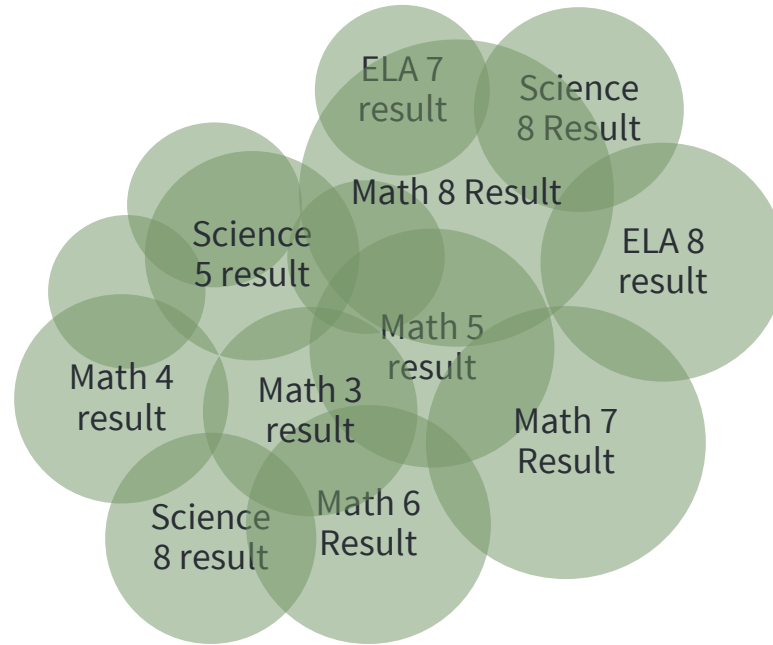
Student's
Testing History



Testing History
of all students
in Ohio



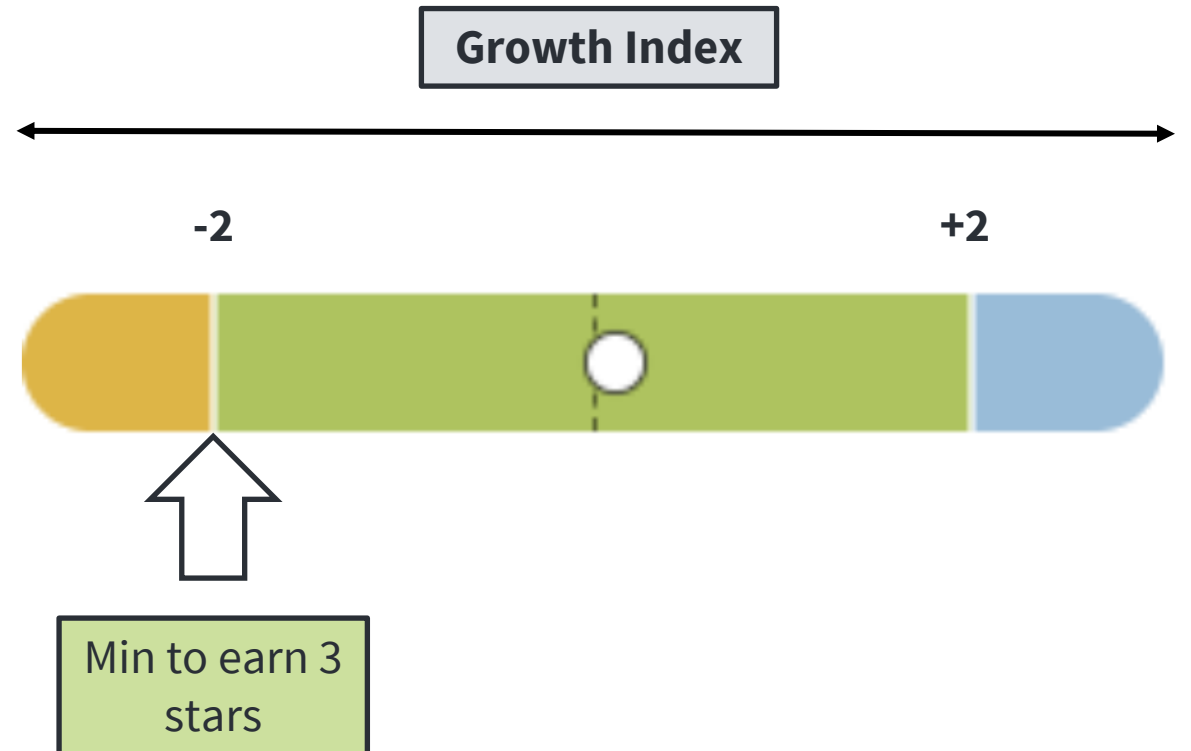
Current Exam



Student
Expected
Scale
Score

TO ASSIGN COMPONENT RATING

- Use the **growth index** to determine if there is **statistical evidence** that the observed growth is above or below the growth expectation



QUESTIONS?

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Time for a Brain Break!



GIFTED IDENTIFICATION AND SERVICES

Several Different Percentages

Identification

Service

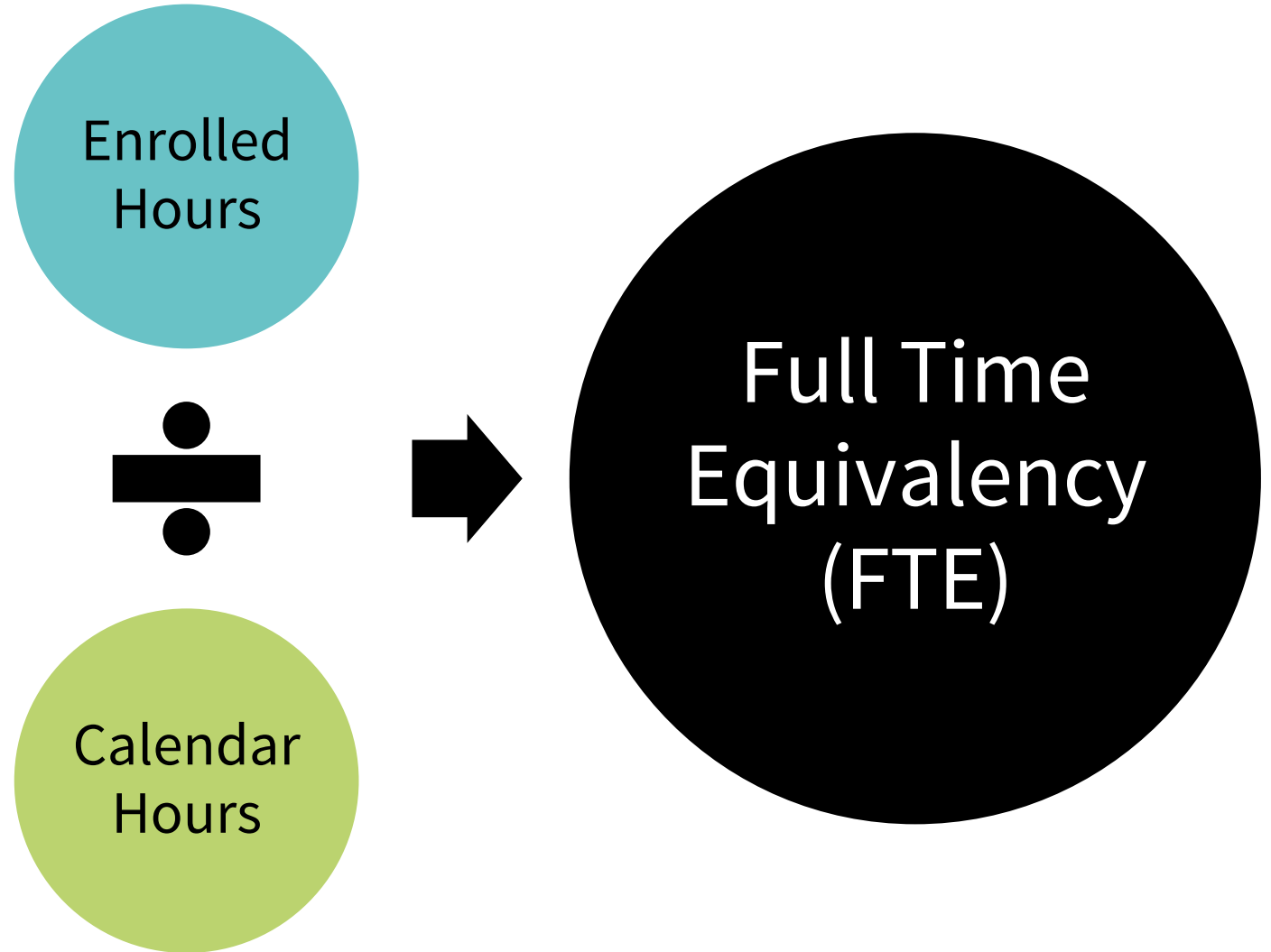
Representation Index

CALCULATING STUDENT FTE

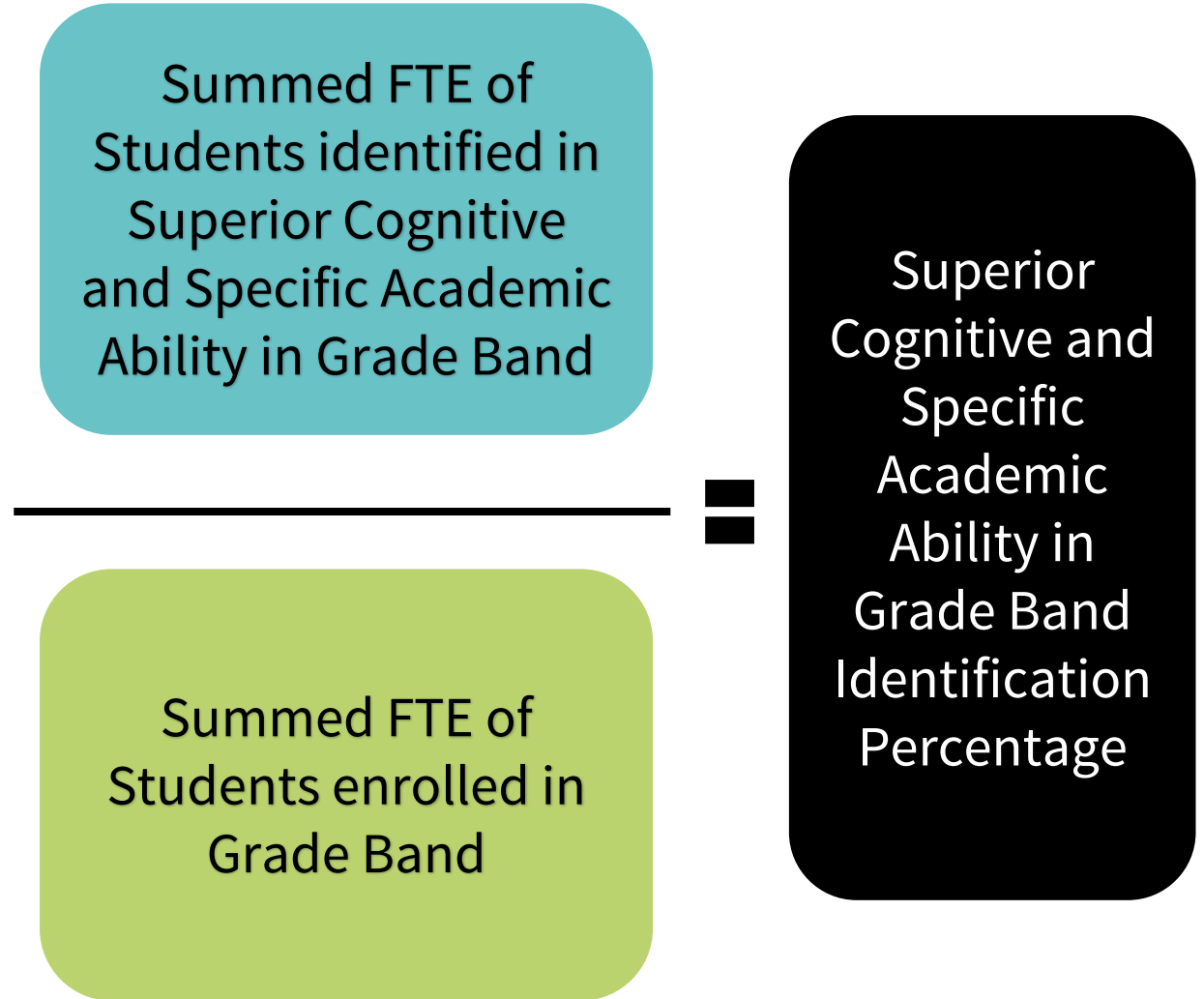
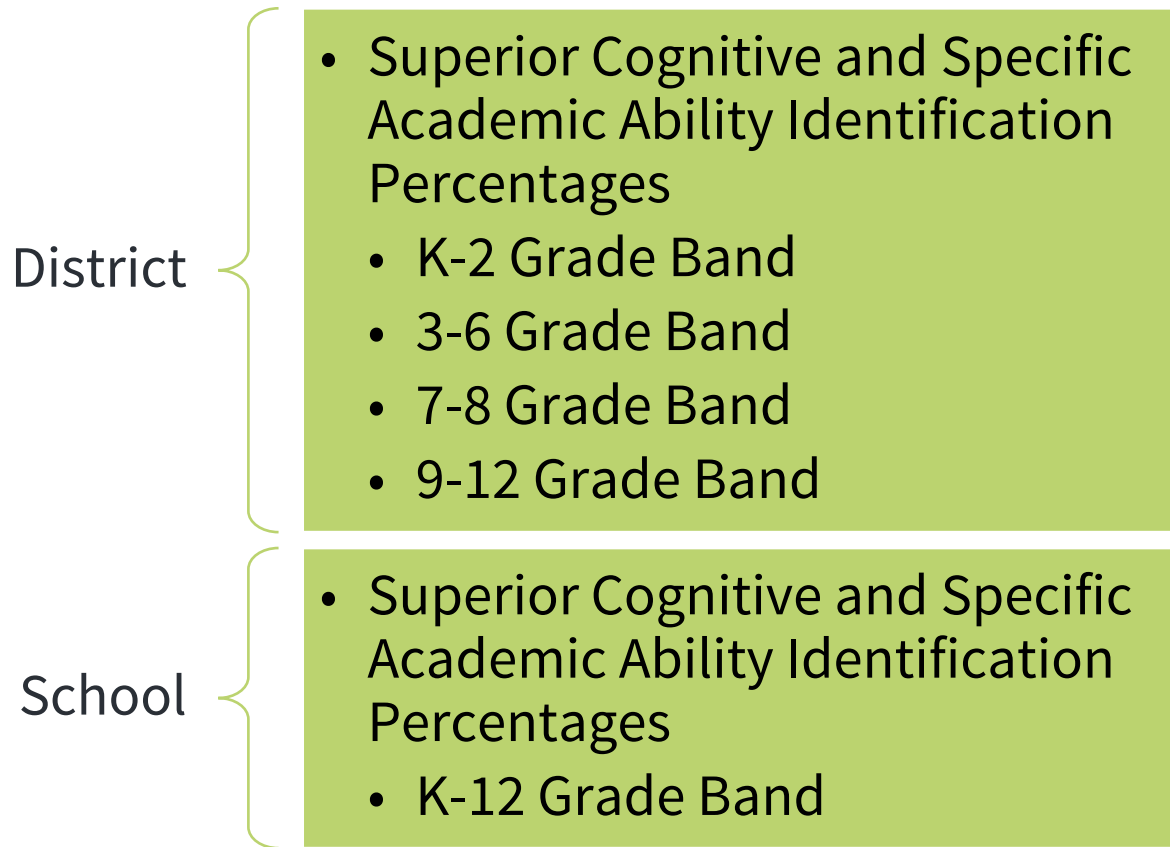
Example: The student is enrolled from October through the end of the school year.

Numerator: Total Enrolled Hours = 960.6 hours

Denominator: Total Calendar Hours = 1001 hours



SUPERIOR COGNITIVE AND SPECIFIC ACADEMIC ABILITY IDENTIFICATION PERCENTAGES



CREATIVE THINKING AND VISUAL/PERFORMING 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 K-12

Summed FTE of Students enrolled in Grades K-12

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

SERVICING GIFTED STUDENTS

Definition

- 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

Areas of Giftedness

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

Types of Gifted Services

- Acceleration Programs
- Advanced Courses: Honors, Advanced Placement (AP), or College Credit Plus (CCP) opportunities
- Specialized Instruction
- Mentorships
- Arts Programs

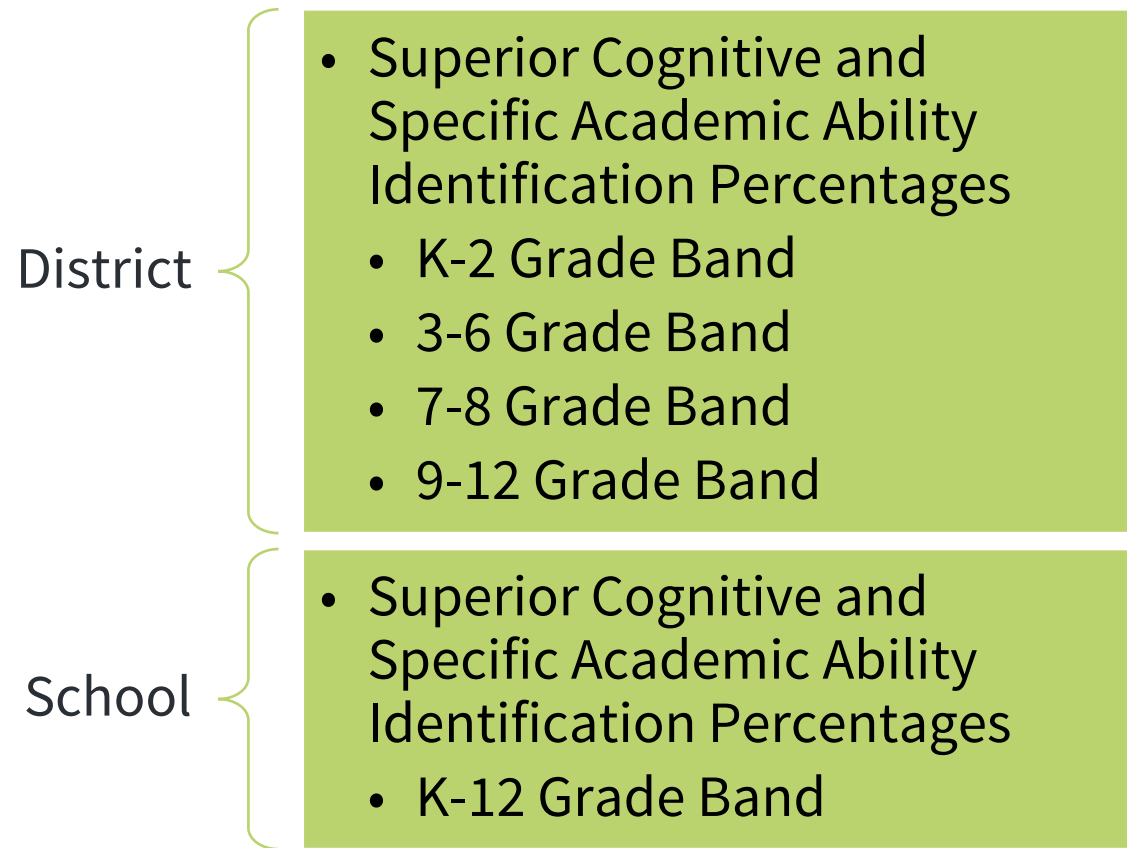
Service Implementation

- 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

EMIS Gifted Served Elements

- **GG510** Superior Cognitive
- **GG520** Math
- **GG530** Science
- **GG540** Reading/Writing
- **GG550** Social Studies
- **GG560** Creative Thinking
- **GG570** Visual/Performing Art

SUPERIOR COGNITIVE AND SPECIFIC ACADEMIC ABILITY IDENTIFICATION PERCENTAGES



Summed FTE of Students receiving services in Superior Cognitive and Specific Academic Ability in Grade Band



Summed FTE of Students identified in Superior Cognitive and Specific Academic Ability in Grade Band



Superior Cognitive and Specific Academic Ability in Grade Band Service Percentage

CREATIVE THINKING AND VISUAL/PERFORMING ARTS SERVICES PERCENTAGES

District and School

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

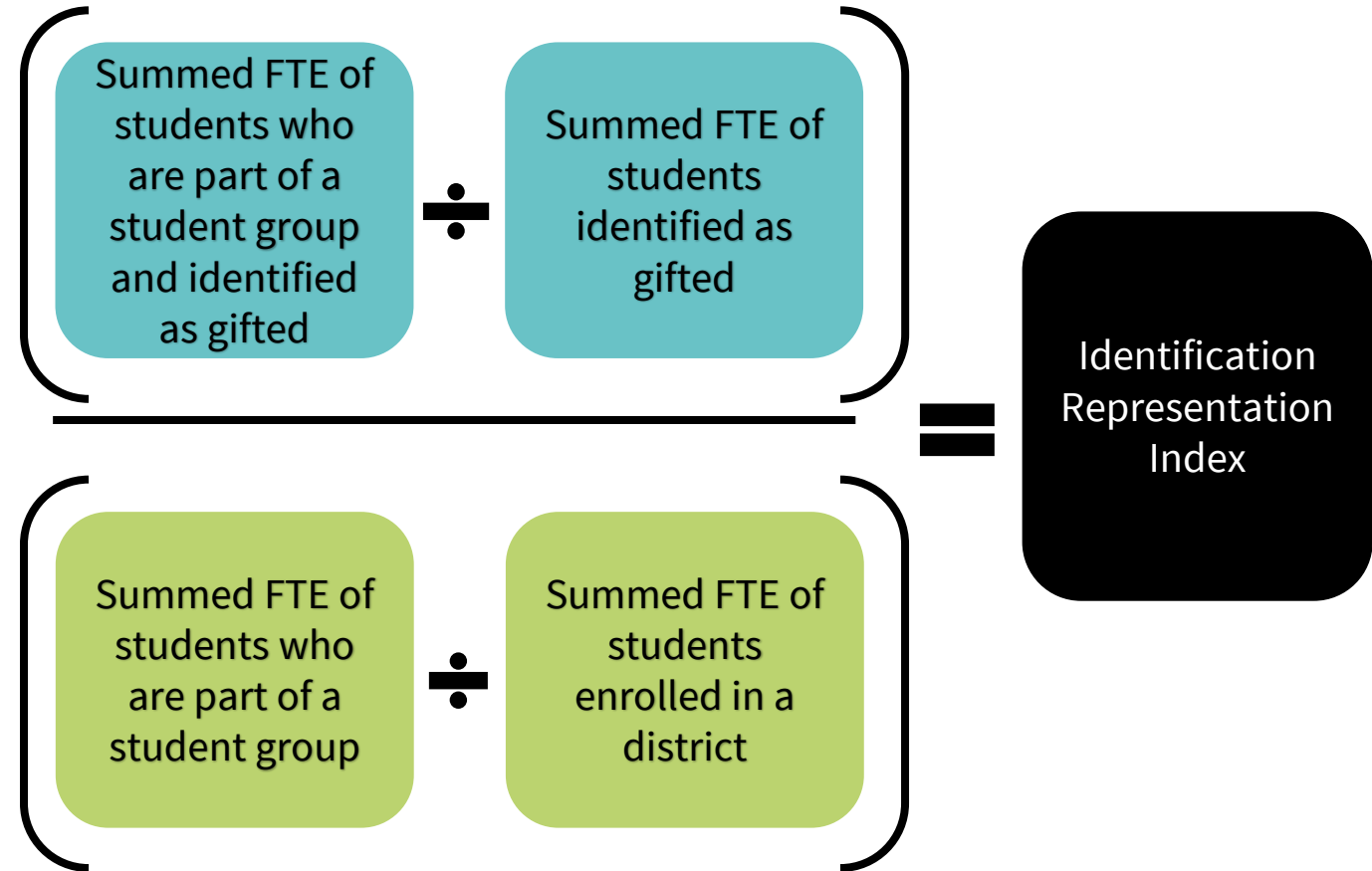
Summed FTE of Students receiving services in Creative Thinking and Visual/Performing Arts in Grades K-12

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

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

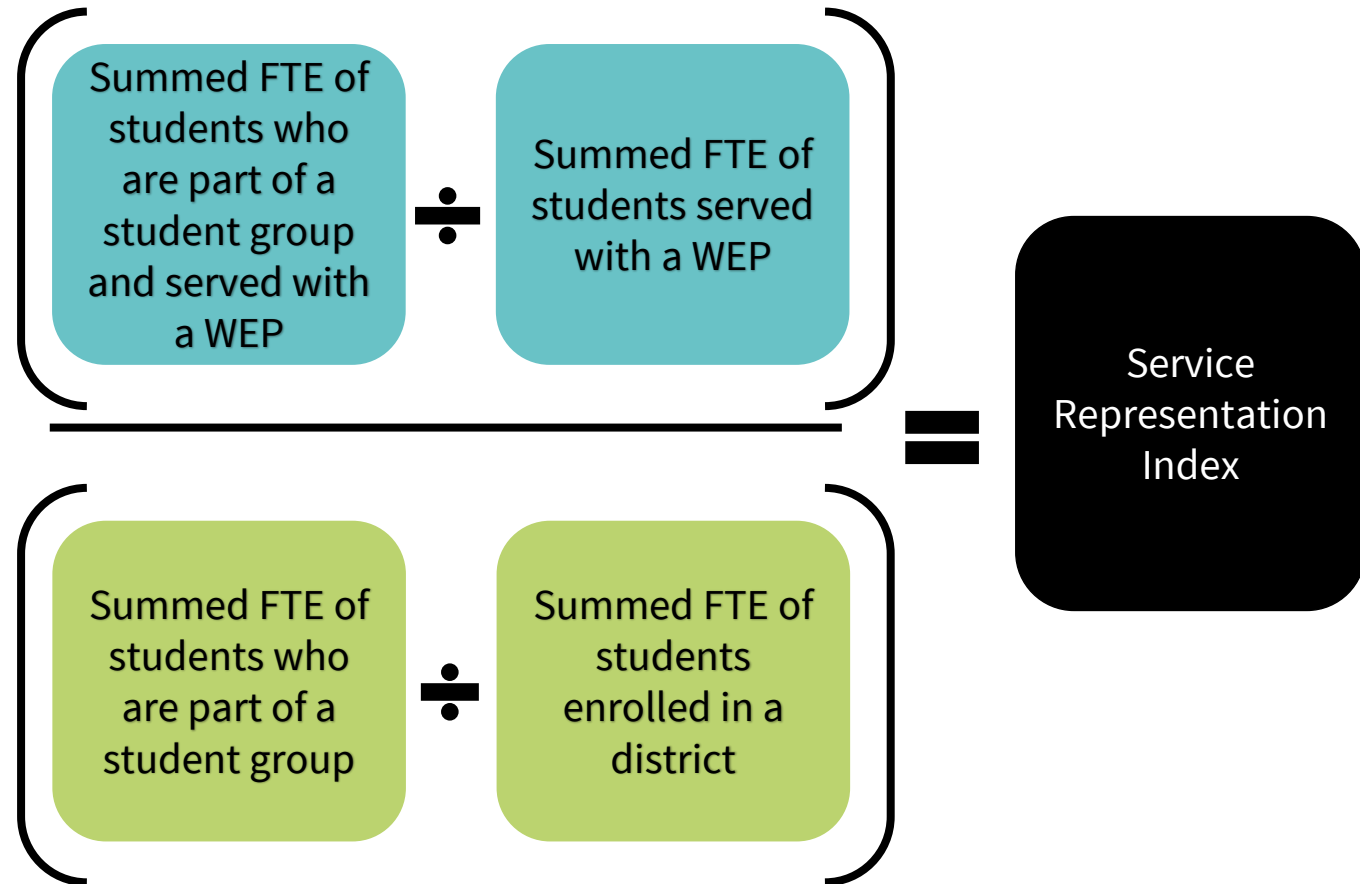
WHAT IS IDENTIFICATION REPRESENTATION INDEX?

- **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*



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*

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	>= 3.0% to < 5.0%	2
>= 2.0% to < 5.0%	9	>= 5.0% to < 10.0%	3	>= 5.0% to < 10.0%	3	>= 5.0% to < 10.0%	3
>= 5.0% to < 10.0%	12	>= 10.0% to < 15.0%	4	>= 10.0% to < 15.0%	4	>= 10.0% to < 15.0%	4
>= 10.0%	15	>= 15.0%	5	>= 15.0%	5	>= 15.0%	5

70 POSSIBLE POINTS

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



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

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

60 POSSIBLE POINTS

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



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

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

10 POSSIBLE POINTS

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

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

GIFTED IDENTIFICATION AND SERVICES GOAL

80%

2024-2025 School Year



QUESTIONS?

EDUCATION.OHIO.GOV



**Department of
Education &
Workforce**

VALIDATING DATA IN THE **GIFTED** **PERFORMANCE INDICATORS** COMPONENT

POTENTIAL IMPACT ON GIFTED PERFORMANCE INDEX

Example: At **Evergreen Elementary**, the newly identified students' results were received in February, however the GG Record was not updated with that identification information. The following set of students were not included in the PI calculations: 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. The students' performance scores not included were at the advanced levels.

Data Reporting Error

Measure	Percent
Performance Index	83.8%

Not Calculated

Corrected Data Reporting

Measure	Percent
Performance Index	98.0%

Met



FINAL CORRECTION OPPORTUNITY STUDENT DATA

- [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](#)

FY26 STUDENT

Required to Approve: **Superintendent**

Opens: **July 16, 2026**

Closes: **July 24, 2026**

FY26 Collections Included

- » FY26 End of Year Student Collection (2026S3TRD)
- » FY26 SOES End of Year Student Collection (2026SBODE)

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, 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 FY26 student data collection. A district's own student data will not be subject to correction during the FY26 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 July 31 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

FY26 FALL 3RD GRADE ELA & READING

Required to Approve: **Superintendent**

Opens: **July 16, 2026**

Closes: **July 24, 2026**

FY26 Collections Included

- » FY26 Fall 3rd Gr ELA and Read Collection (2026AGNFL)

- » **Deadline to submit correct opportunities is July 31 at 5**

FY26 SPRING STATE ASSESSMENT GRADES 3-8

Required to Approve: **Superintendent**

Opens: **July 16, 2026**

Closes: **July 24, 2026**

FY26 Collections Included

- » FY26 Spring State Assessment Collection (2026AGNSP)

- » **Deadline to submit correct opportunities is July 31 at 5**

Impacted Organizations

FY26 SUMMER 3RD GRADE READING

Required to Approve: **Superintendent**

Opens: **TBD**

Closes: **TBD**

FY26 Data Included

- » Summer 3rd grade reading test vendor file data: Student Grade Level, Test Accommodation Code, and Score

Impacted Organizations

- » Traditional districts
- » Community schools
- » STEMs

FINAL CORRECTION OPPORTUNITY ASSESSMENT DATA (CONTINUED)

FY26 OTHER ACCOUNTABILITY ASSESSMENT

Required to Approve: **Superintendent**

Opens: **Aug. 10, 2026**

Closes: **Aug. 14, 2026**

FY26 Collections Included

- » FY26 Other Accountability Asses: (2026ANACC)

- » **Deadline to submit corrected d opportunities is Aug. 21 at 5 p.**

FY26 ALTERNATE ASSESSMENT

Required to Approve: **Superintendent**

Opens: **Aug. 6, 2026**

Closes: **Aug. 14, 2026**

FY26 Collections Included

- » FY26 Spring Alternate Assessment Colle

- » **Deadline to submit corrected data in opportunities is Aug. 21 at 5 p.m.**

FY26 SPRING END OF COURSE ASSESSMENT

Required to Approve: **Superintendent**

Opens: **July 16, 2026**

Closes: **July 24, 2026**

FY26 Collections Included

- » FY26 Spring End of Course State Assessment Collection (2026AGESP)

Impacted Organizations

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

- » **Deadline to submit corrected data in EMIS for approved final correction opportunities is July 31 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 in the Fall 3rd Gr ELA and Reading Collection

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 in the Spring State Assessment Grades 3-8 Collection

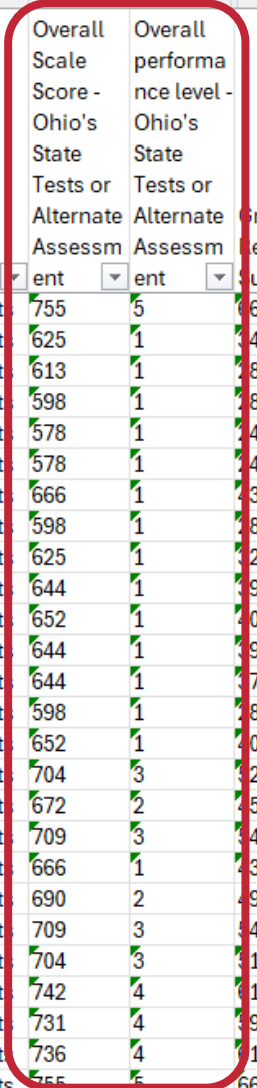
Summer

- **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	555	5	66	Y



VALIDATING DATA WITH EMIS REPORTS

Assessment Collections

Summer and Fall End of Course Assessment Collection (FY26) (2026AGEFL)	A	9/18/2025	3/20/2026
Kindergarten Readiness Assessment Collection (FY26) (2026AGOFL)	A	9/18/2025	3/27/2026
Fall 3rd Gr ELA and Reading Collection (FY26) (2026AGNFL)	A	10/16/2025	3/6/2026
Child Outcome Summary Assessment Collection (FY26) (2026AGMFY)	A	10/16/2025	8/21/2026
DPR Growth Assessment Collection (FY26) (2026AGDFY)	A	10/16/2025	7/15/2026
OELPA Assessment Collection (FY26) (2026AGFSP)	A	1/22/2026	8/5/2026
Spring Alternate Assessment Collection (FY26) (2026AALTS)	A	2/5/2026	8/5/2026
Career Tech Accountability Assessment Collection (FY26) (2026ACTSP)	A	2/5/2026	8/5/2026
Other Accountability Assessments (FY26) (2026ANACC)	A	2/5/2026	8/7/2026
Spring End of Course State Assessment Collection (FY26) (2026AGESP)	A	2/19/2026	7/15/2026
Spring State Assessment Grades 3-8 Collection (FY26) (2026AGNSP)	A	2/19/2026	7/15/2026
Tier 1 Dyslexia Screener Collection (FY26) (2026ADSFY)	A	10/2/2025	8/5/2026
Reading Diagnostics Collection (FY26) (2026ARDFY)	A	10/2/2025	8/5/2026

- [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

GIFTED PERFORMANCE INDICATORS

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

LOG INTO OH|ID

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.

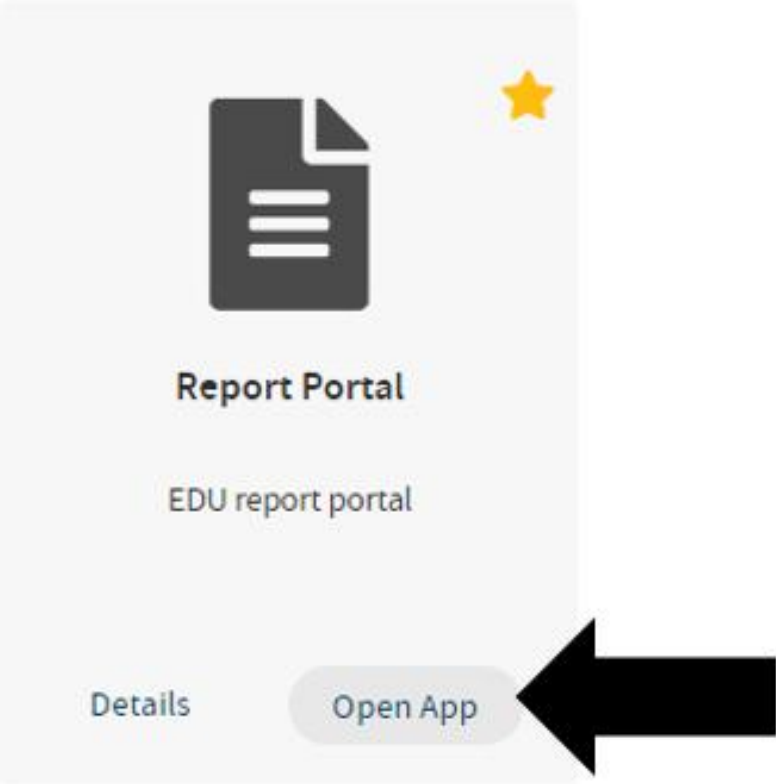
Ohio Department of Education and Workforce Employees

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

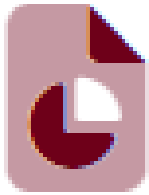
All Other Users



OPEN REPORT PORTAL APPLICATION




SELECT SECURE DATA CENTER TILE




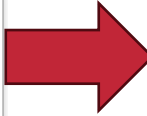
Secure Data Center

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


GAP CLOSING




Enrollment
Reports about Student Enrollment.




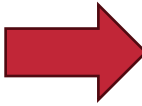
District Gifted Enrollment
Gifted enrollment information for a district.




School Gifted Enrollment
Gifted enrollment information for a school.



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.

QUESTIONS TO AIDE IN VALIDATING DATA

Related to Gifted Performance Indicators

- Are there students at each grade level and subject level that are 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 students indicated as Underrepresented Minority? Are these correct?
- Have I validated my Gifted PI and Progress Components?

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

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.

Ohio 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%

Ohio Department of Education & Workforce
School Gifted Representation Index

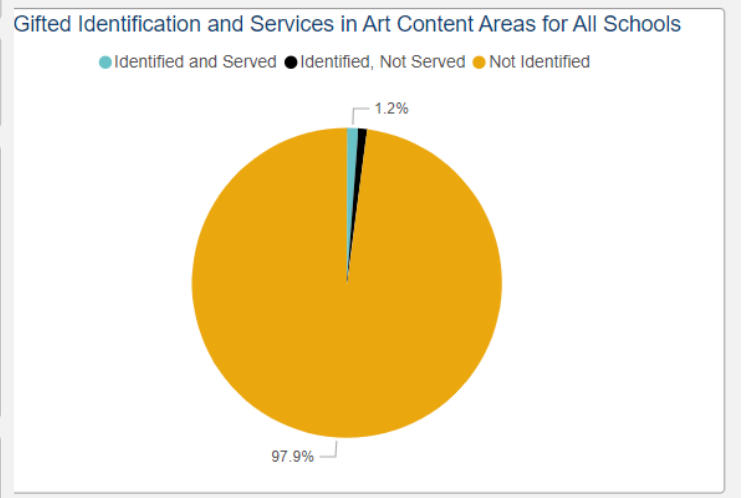
Choose a School Year: All
 Choose a School: All

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

2022-2023 School Year

Choose a District

All

Choose a Grade Band

All

Choose an SSID

All

Choose Gifted Status

All

Gifted Identified

N

Y

Gifted Served

N

Y

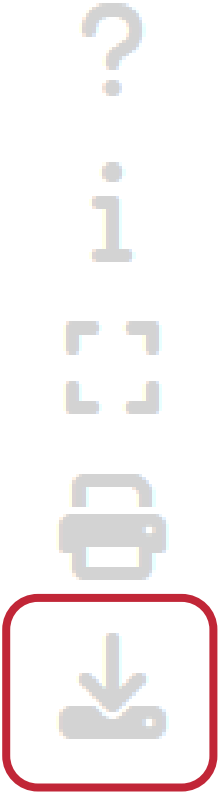
Race	ED Flag	Grade Band	Identified as Gifted	Identified Math	Identified Reading	Identified Science	Identified Social Studies	Identified Superior Cognitive	Identified Visual Arts	Identified Creative Thinking	Receiving Gifted Services	Served Math	Served Reading	Served Science	Served Social Studies	Served Superior Cognitive	Served Visual Arts	Served Creative Thinking	Identified Academics	Served Academics	Identified Arts	Served Arts	FTE
W	N	7-8	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	0.9
W	N	7-8	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	0.1
A	Y	9-12	N	N	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	N	N	1.0
H	Y	3-6	N	N	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	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	N	N	0.6
M	Y	K-2	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	0.3
W	N	K-2	N	N	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	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	N	N	1.0
B	N	9-12	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	0.2
W	N	7-8	N	N	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	N	N	0.1
W	Y	K-2	N	N	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	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	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	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	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	N	N	1.0
B	N	K-2	N	N	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	N	N	0.0
B	Y	K-2	N	N	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	N	N	0.6

EXPORTING DATA IN THE SECURE DATA CENTER

Export in Excel format

The screenshot shows the 'Export data' dialog box. On the left, a sidebar menu is visible with 'Export data' highlighted in a red box. A red arrow points from this menu item to the main dialog. The dialog title is 'Which data do you want to export?'. Below the title is a paragraph of text: 'Export your data in the format that suits your needs. If you have a lot of data, the number of rows you export might be limited depending on the file type you select. [Learn more about exporting data](#)'. There are three radio button options: 'Data with current layout' (selected and circled in red), 'Summarized data', and 'Underlying data'. Below these options is a 'File format:' dropdown menu set to '.xlsx (Excel 150,000-row max)'. At the bottom are 'Export' and 'Cancel' buttons. A red arrow points from the 'Data with current layout' option to the 'Export' button.

Export in .CSV format



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

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

VERIFY THE SUBMITTED DATA IN THE SDC

- The majority of reports are populated Monday, Wednesday, and Friday. For example, data reported to the Department on Monday will appear in the SDC on Wednesday; data reported on Thursday by 5 p.m. will appear on Friday
- A subset of reports--including staff, teacher, course, and financial reports--are populated on Tuesdays and Thursdays. For example, data reported to the Department on Tuesday will appear in the SDC on Thursday; data reported on Wednesday by 5 p.m. will appear on Thursday
- Some reports pull data from two different areas and need both days to completely refresh the data (ex. CCWMR reports)

QUESTIONS?

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**Department of
Education &
Workforce**

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.

FEEDBACK FORM

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 Gifted
Performance Indicator

