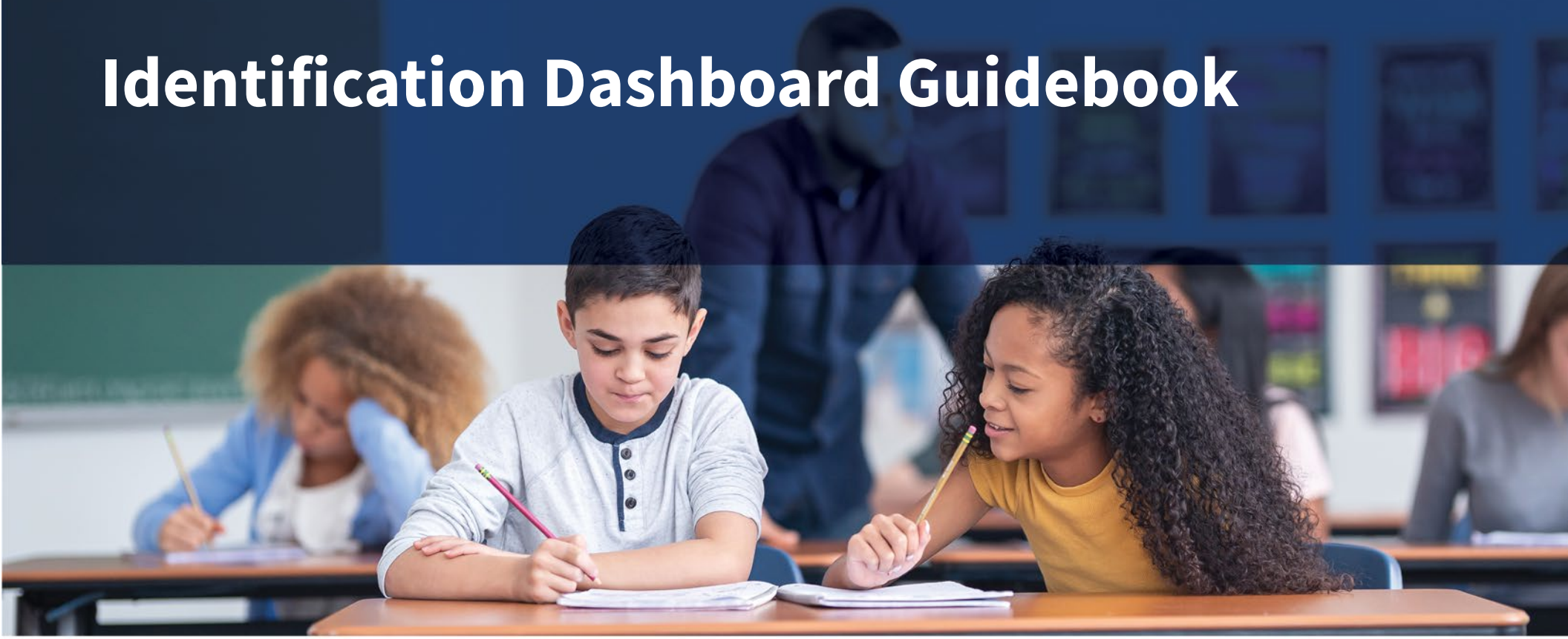
Identification Dashboard Guidebook



Identification Dashboard Guidebook

May 2025

Ohio Department of Education & Workforce

Table of Contents

TABLE OF CONTENTS **1**

IDENTIFICATION DASHBOARD GUIDEBOOK **2**

Identification Dashboard Overview *3*

A. Introduction to Dashboard Functionality 3
B. Federal identification Overview Pages 5
C. CSI/TSI/ATSI Visualizations 9
D. State Student Group Accountability Identification 14
E. IDEA Public Indicator Report 25

Identification Dashboard Scenarios *30*

Scenario 1: CSI Regional example 30
Scenario 2: ATSI Regional Example 36
Scenario 3: TSI Regional Example 39
Scenario 4: Regional CSI Exiting Example 44
Scenario 5: Student Group Identification Example 48
Scenario 6: Superintendent and Principal Example 56

Resources *61*

State Report Card vs. ESSA Report Card and Federal Identifications 61

Department of Education & Workforce

Identification Dashboard Guidebook

This guidebook provides state support teams, districts, and schools support in understanding how to navigate the Department of Education and Workforce (the Department) identification dashboard. The identification dashboard supports the on-going need for statewide data to drive continuous improvement. The identification dashboard is comprised of schools (including community schools) and districts identified by Ohio's federal and state accountability systems. This includes Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools, student group accountability schools and districts, and the special education public indicator report. The dashboard shows the cut scores for each identification type, as well as details about these calculations. This guidebook explains data visualizations and walks through several different scenarios. More information about the CSI/TSI/ATSI entry and exit criteria can be accessed in addition to the student group accountability identification FAQs, and the special education public indicator report.

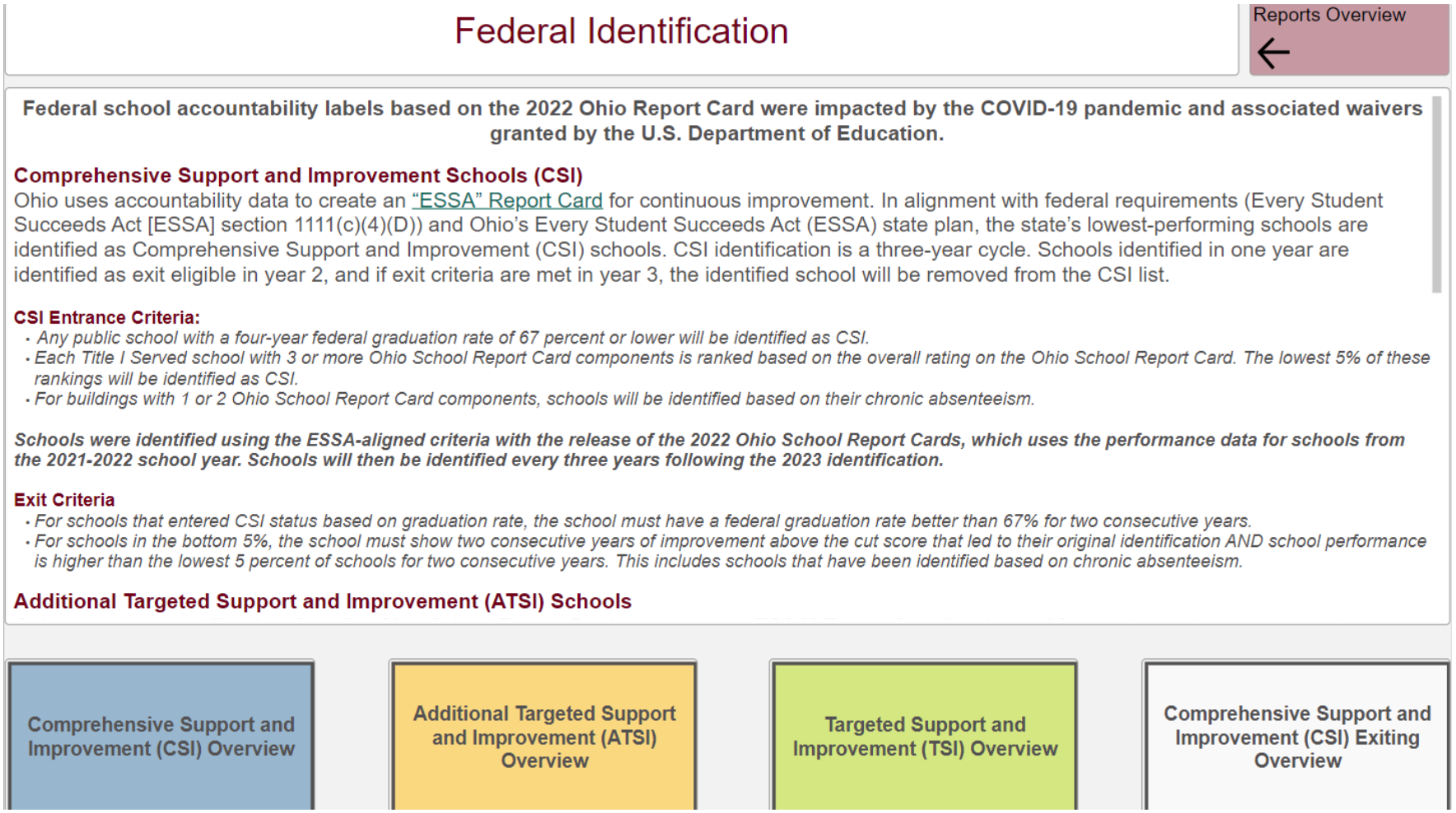
Identification Dashboard Overview

A. INTRODUCTION TO DASHBOARD FUNCTIONALITY

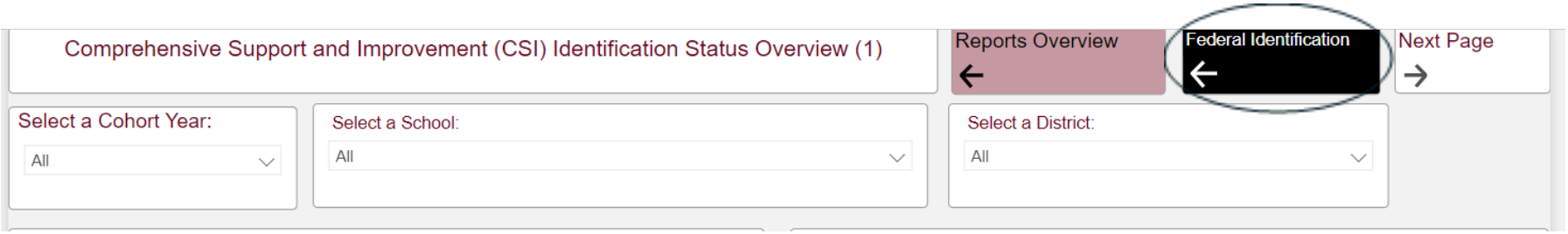
There are five tabs visibly displayed in the report.

1. ***Reports Overview*** contains an overview of the various sets of reports contained in the Identification Dashboard. Note that over time additional identification-related reports will be incorporated into the dashboard.
2. ***Federal Identification*** contains details about, and reports related to, Federal Identification.
3. ***ESSA Report Card Technical Documentation*** contains technical details related to the calculation of the ESSA Report Card. This federally driven accountability system feeds into the Federal Identification Process. Reviewing this document assists in understanding the data and calculations presented and differentiates them from the more public-facing state report card calculations.
4. ***State Student Group Accountability*** contains details about, and reports related to, state-driven student group identification.
5. ***IDEA Public Indicator Report*** contains the state targets for each indicator required in the state performance plan, provides the LEA performance on those indicators relative to the target, and whether the LEA met the target. Indicators included in the identification dashboard include the following:
    a. Indicator 1: Graduate Rate
    b. Indicator 2: Dropout Rate
    c. Indicator 3: Participation and Performance on State Assessments
    d. Indicator 4a: Discipline Discrepancies
    e. Indicator 4b: Discipline Discrepancies by Race
    f. Indicator 5: School-age Least Restrictive Environment (LRE)
    g. Indicator 6: Preschool LRE
    h. Indicator 7: Preschool Outcomes
    i. Indicator 8: Parent Involvement
    j. Indicator 9: Disproportionate Representation Across All Disability Categories
    k. Indicator 10: Disproportionate Representation in Specific Disability Categories
    l. Indicator 11: Initial Evaluation Timelines
    m. Indicator 12: Early Childhood Transition
    n. Indicator 13: Secondary Transition Planning
    o. Indicator 14: Post-school Outcomes

Use the colored tiles on the page to click through the reports.



The reports are designed to provide a high-level overview of the data with the ability to dive further into the details. All reports pages have a light red button in the upper right-hand corner called "Reports Overview" that will take the user back to the Overview page.

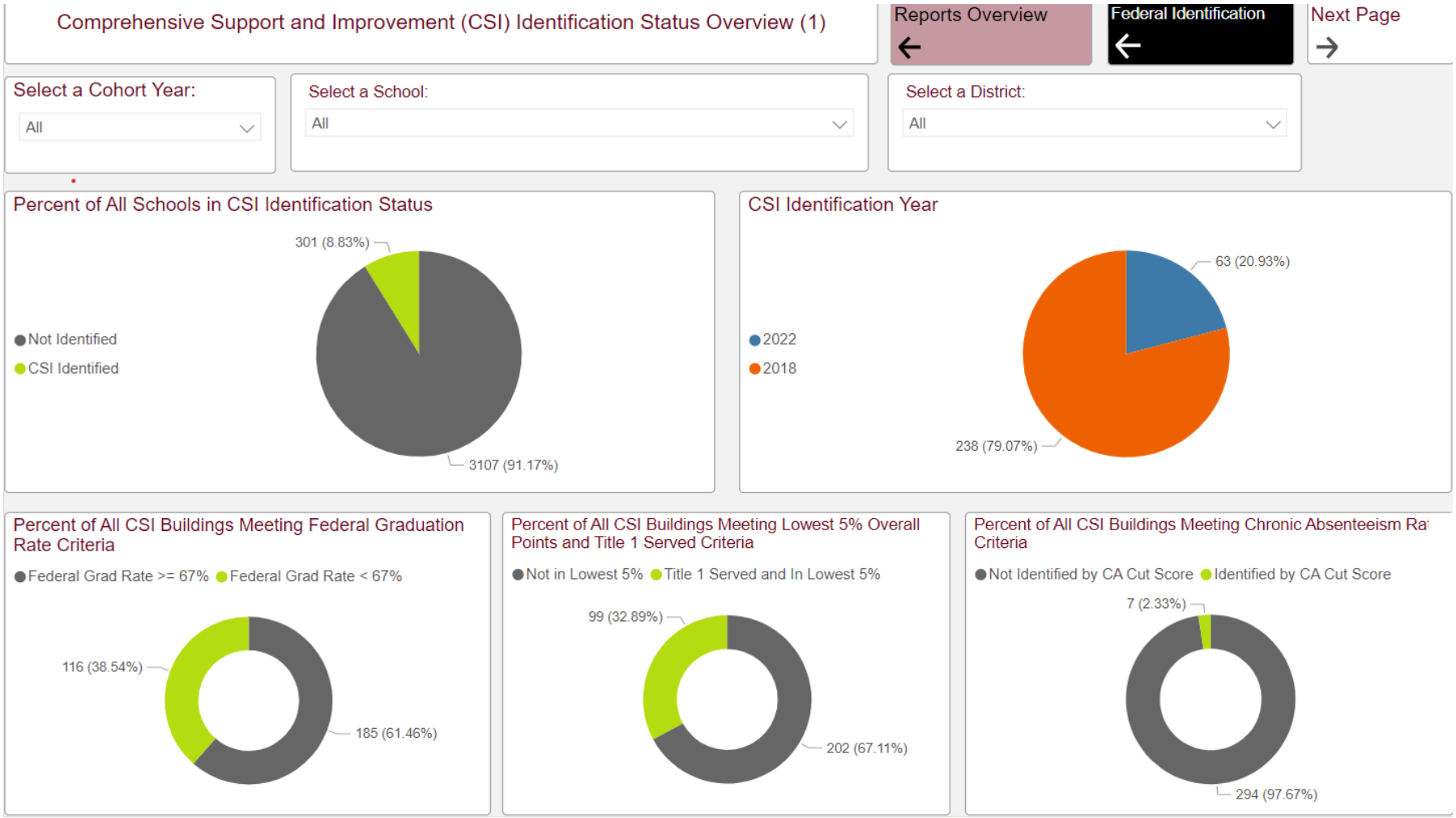


Additionally, the black button appears on most report pages and will take the user back to the main report page of that particular section. For instance, the black button on the screen above will take the user back to the main Federal Identification reports page, whereas the Reports Overview tab will take the user back to the main page containing the collection of all Identification-related reports. The user can select various options via “slicers” to filter the data displayed on the pages for specific schools or sets of schools within districts.

B. FEDERAL IDENTIFICATION OVERVIEW PAGES

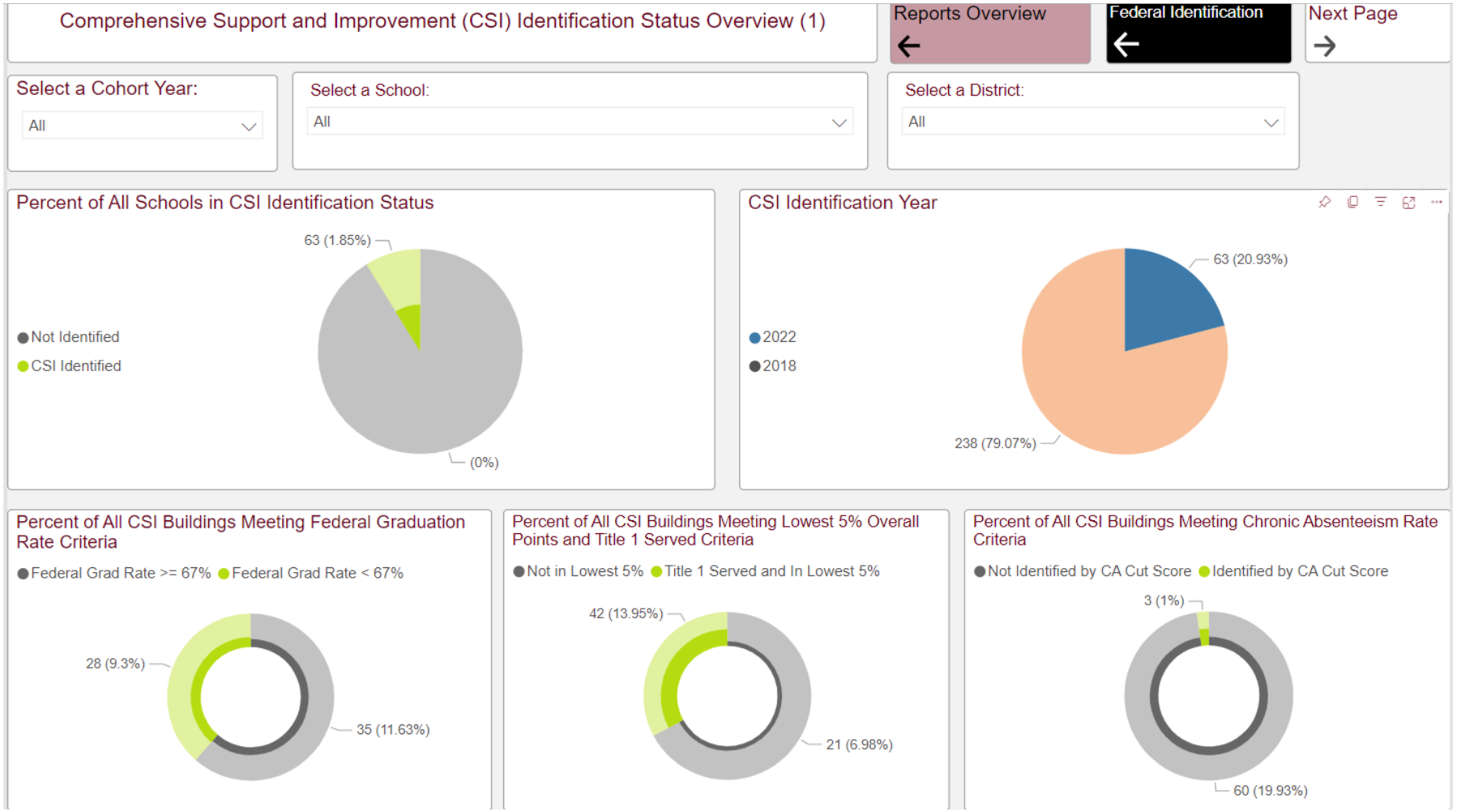
1. The overview pages of the reports are designed to give the user a high-level look at various data points of interest within the context of the specific Identification process displayed. These pages are interactive. To change visuals, use the traditional slicers located at the top of the page. Additionally, many visuals offer the ability for users to click on the visual to slice the data further. These clicks often impact other visuals and result in “subsets” of data with various additional statistics.
2. Holding +ctrl while clicking on the visual’s subsets the data even further.
3. See examples below of the overview pages and the interactions of the various filters.

Example 1: Unfiltered pie charts



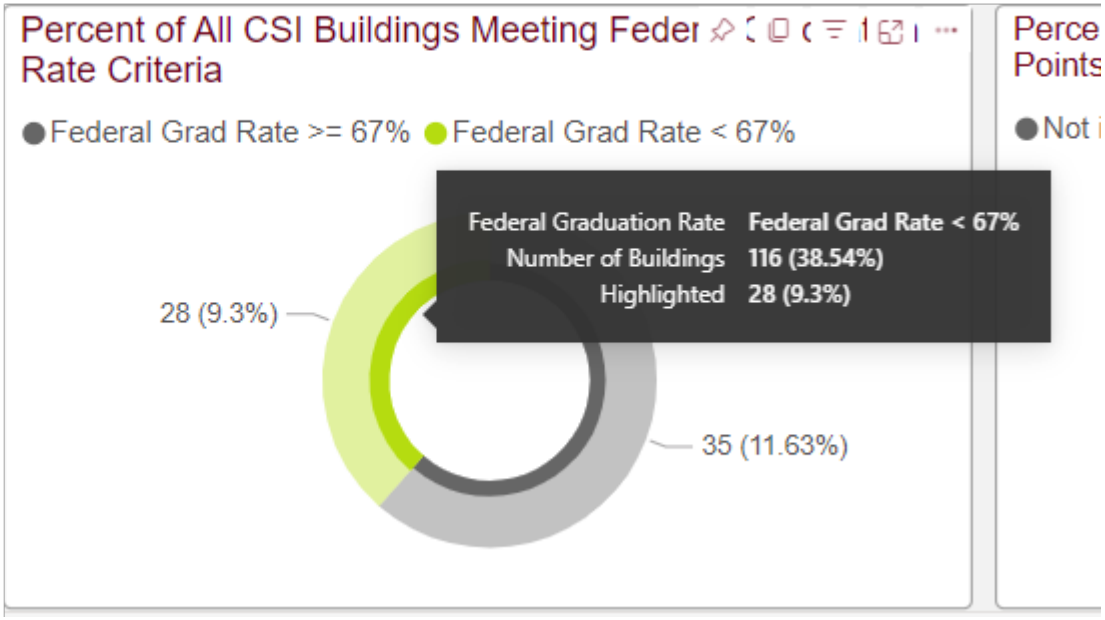
Example 2: Filtered pie charts

On the legend of the CSI Identification Year pie chart, click on 2022 to see how the other visualizations change.



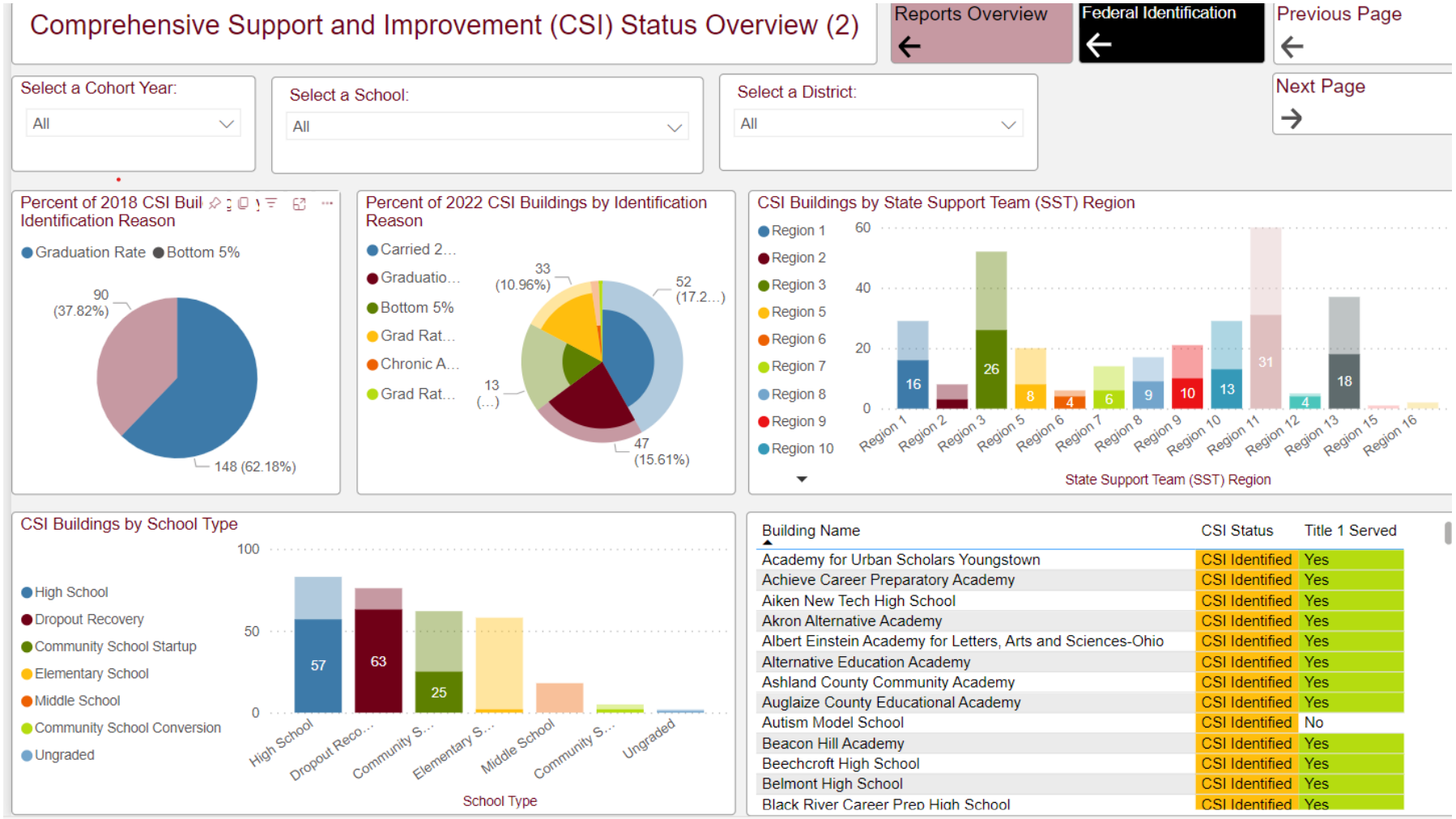
Example 2a: Tooltips

Hovering over the visual will display tooltips that allow the user to clearly see the relationship between the data displayed.



Example 3: Filtered pie charts

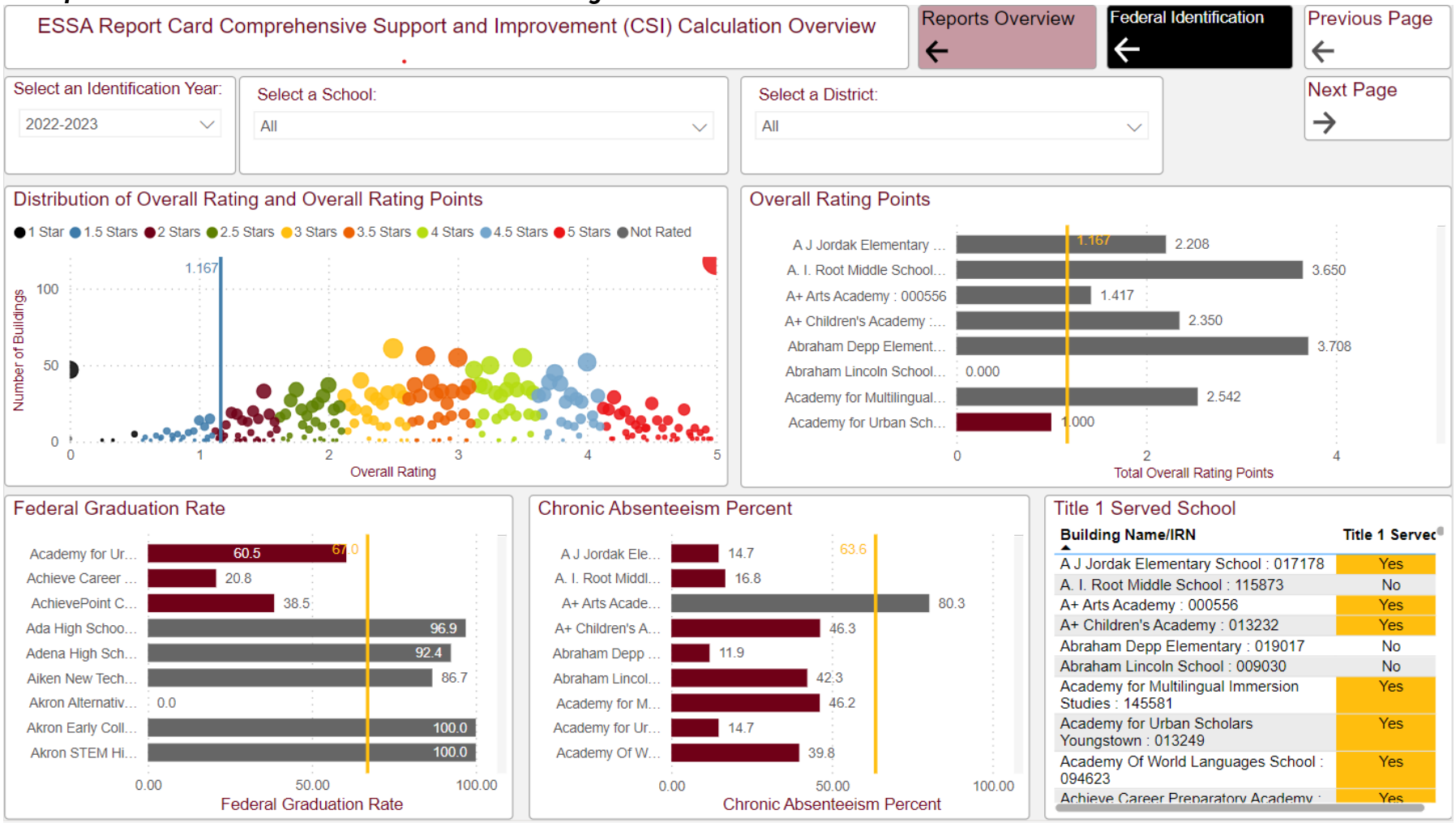
Example 3 is a visual that subsets, and shades/highlights the areas of overlap.



C. CSI/TSI/ATSI VISUALIZATIONS

1. The CSI/TSI/ATSI overview pages contain several different visualizations that allow the user to view the distribution as well as individual performance of schools on metrics that are directly related to the Identification criteria.
2. The examples below illustrate several different visualizations.

Example 4: Overall Distribution of ESSA Overall Rating and Total Points



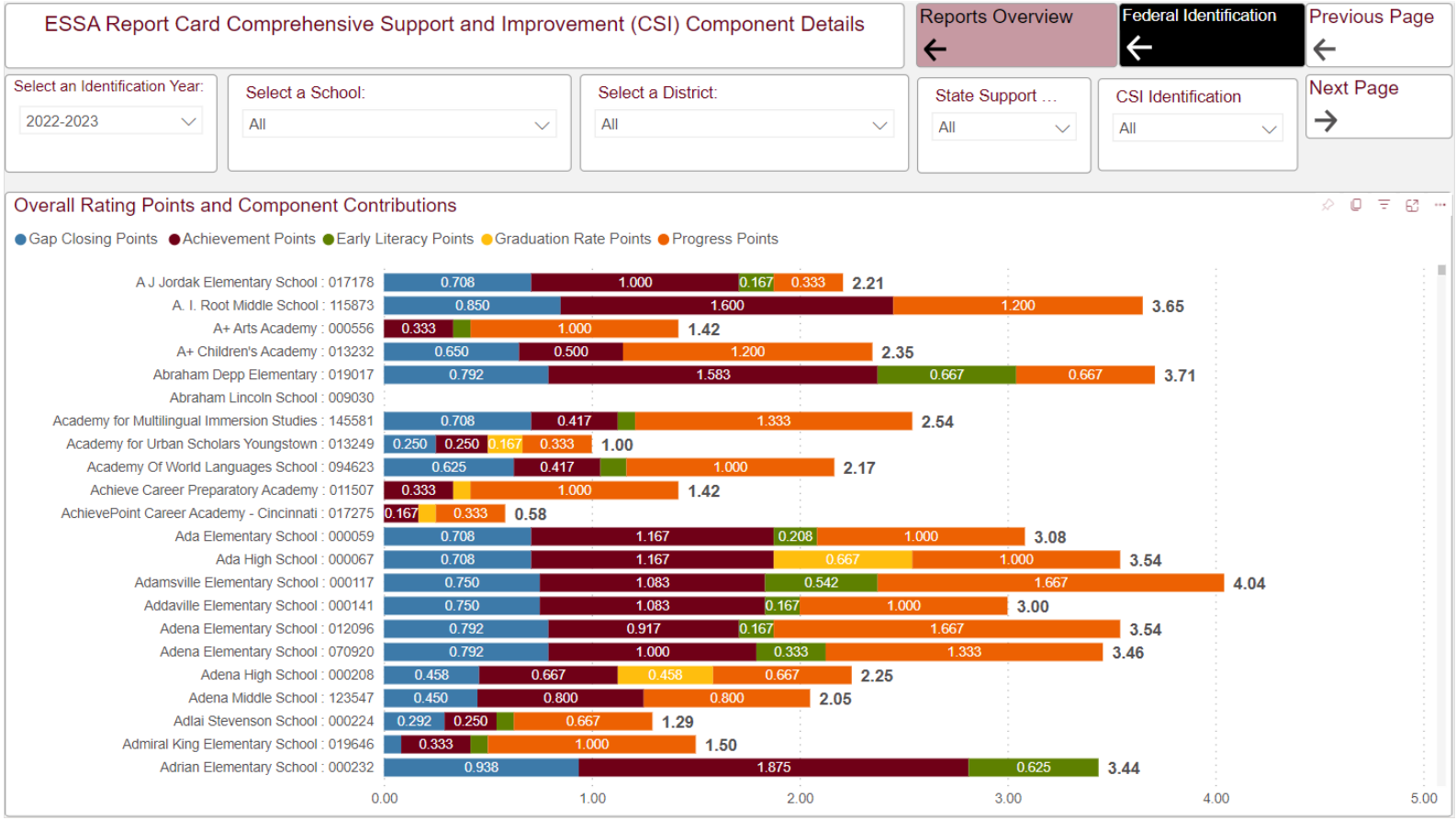
Example 4 shows the distribution of the ESSA Overall Rating and Total Points across the entire set of schools eligible for CSI Identification.

- The distribution of the overall rating and overall rating points shows the dots along the x-axis, which represent the total points earned by each school. The size and placement of the dots along the y-axis represent the number of buildings earning those

points, and the color of the dots indicates the Overall Rating assigned to the total points. The blue line indicates the current year criteria for total points and CSI Identification.

- The horizonal bar graphs display the performance of buildings across several identification-related metrics: Overall Rating Points, Federal Graduation Rate, and Chronic Absenteeism Percent.
- The yellow lines on the charts indicate the current year criteria for each metric. ***Colors have been purposefully incorporated into the reports as visual indicators of criteria met/not met or other important information to review.*** In these charts, the bars are color coded based on meeting or falling below the cut point.

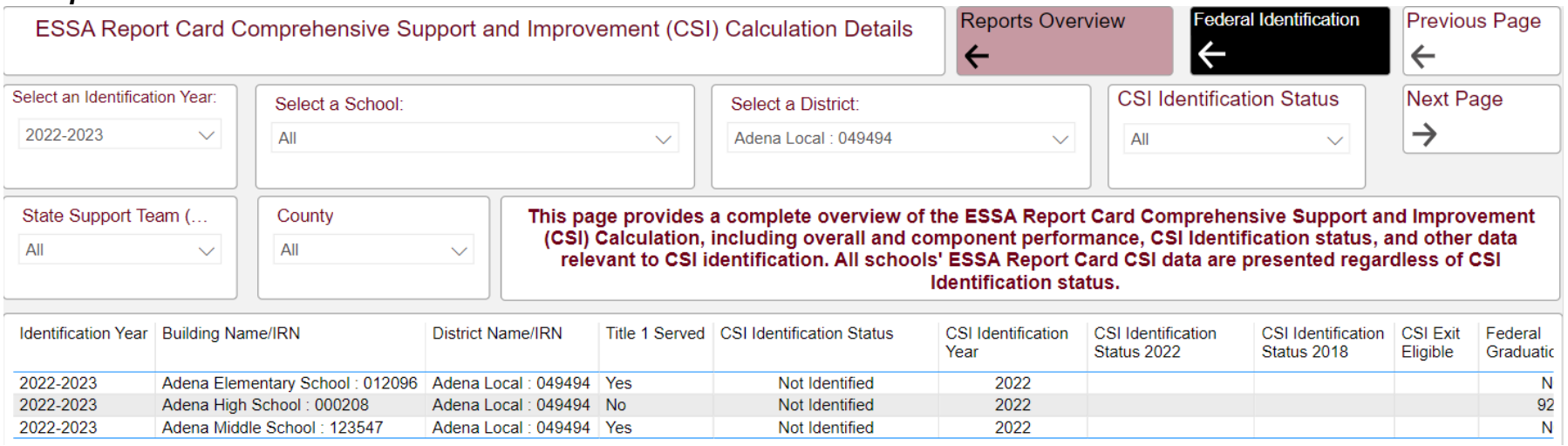
Example 4a: ESSA Report Card and CSI Component Details



Department of Education & Workforce

The ESSA Report Card and CSI Component screenshot above provides a snapshot of each report card component and the total overall rating points. The user can select a district to see the school's performance on each component. To find out whether any schools in the district are identified, the user can click "next page" and the Data Details page will appear.

Example 4b: CSI Data Details with District Filter

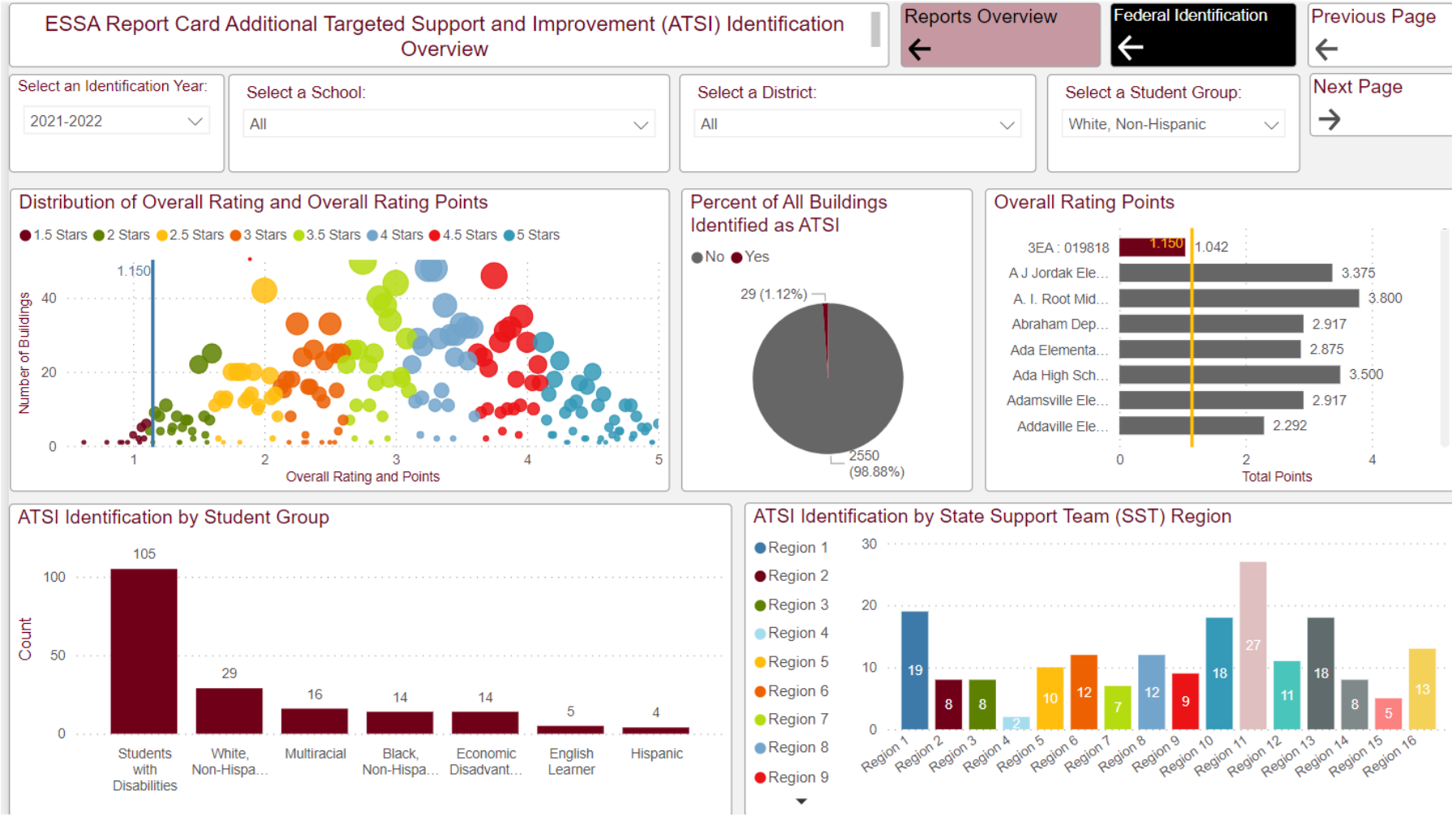


Identification Year	Building Name/IRN	District Name/IRN	Title 1 Served	CSI Identification Status	CSI Identification Year	CSI Identification Status 2022	CSI Identification Status 2018	CSI Exit Eligible	Federal Graduatic
2022-2023	Adena Elementary School : 012096	Adena Local : 049494	Yes	Not Identified	2022				N
2022-2023	Adena High School : 000208	Adena Local : 049494	No	Not Identified	2022				92
2022-2023	Adena Middle School : 123547	Adena Local : 049494	Yes	Not Identified	2022				N

In this example, Adena Local is selected from the district filter. This shows that no schools in the district are CSI identified.

Example 5: Distribution of ESSA Overall Rating and Total Points

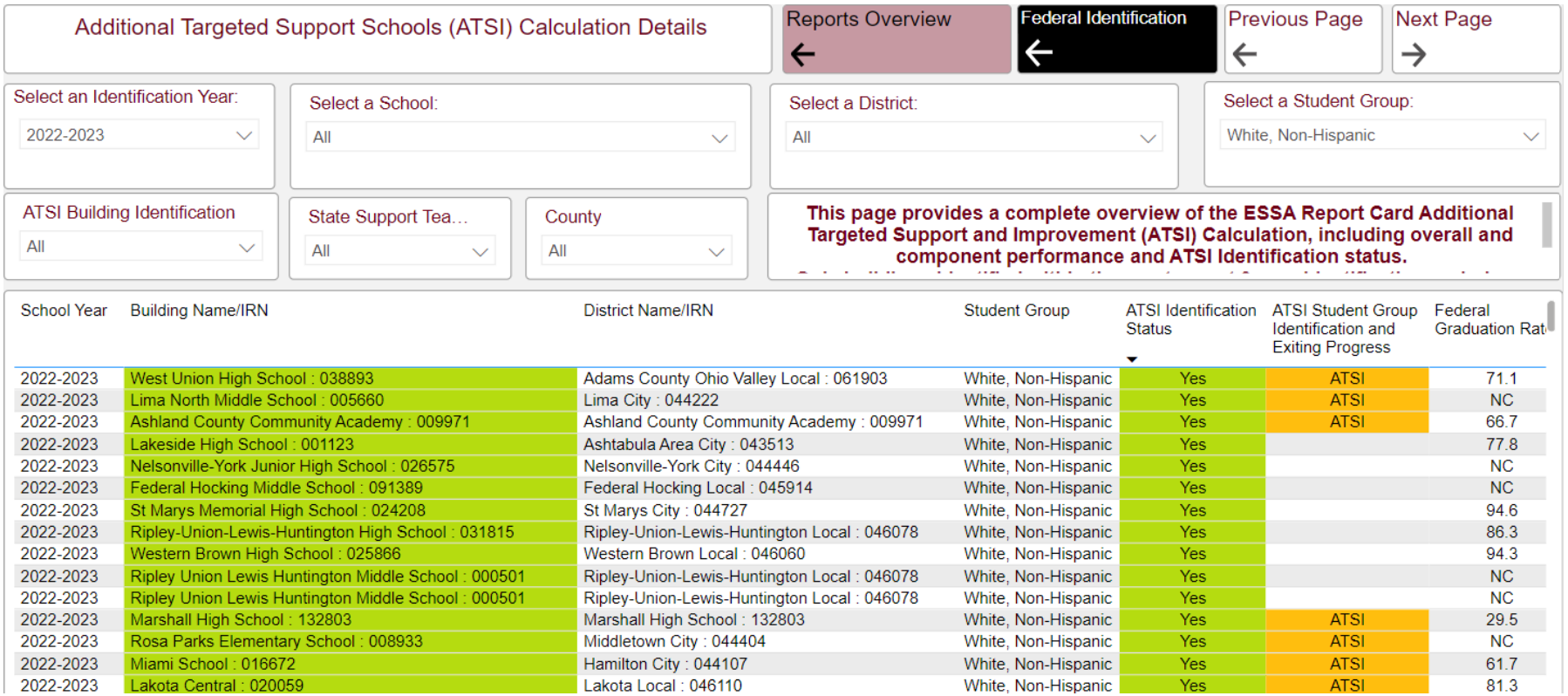
Similarly, example 5 shows the ATSI ESSA Report card calculations that are for student groups. This page displays the distribution of the total overall points and overall rating for each student group, as well as other high-level details that may be useful to support planning, resource allocation, and implementation.



Example 6: Data Details

Details Pages like the screen shot below contain an interactive spreadsheet that can be exported for various purposes. This spreadsheet contains a compilation of nearly all data points presented in the previous reports' pages. These spreadsheets are color coded to visually draw the user to important aspects of the data as it relates to the specific Identification process presented. *It is important to review the technical documentation about each identification entry and exit criteria to understand the data and the set of schools presented on each details page.*

Department of Education & Workforce

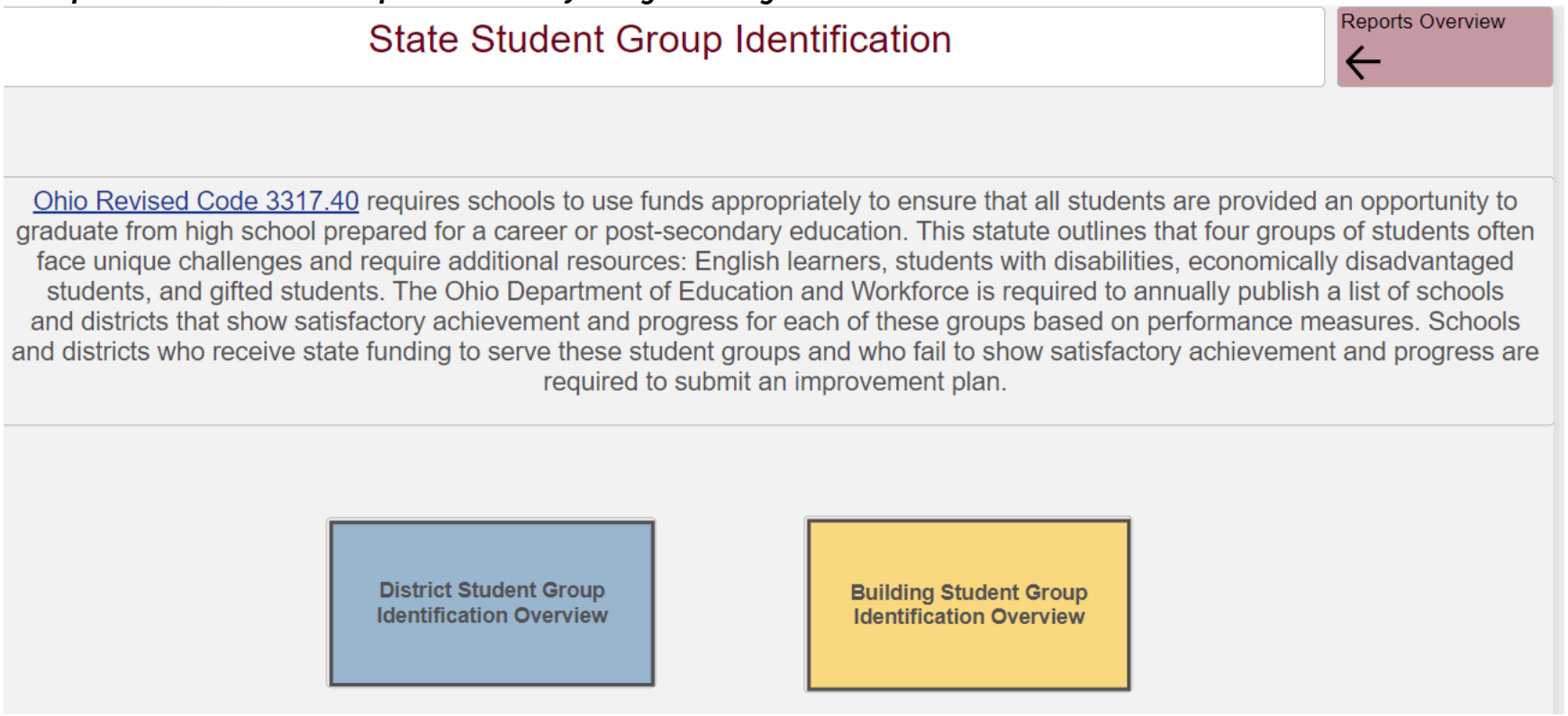


School Year	Building Name/IRN	District Name/IRN	Student Group	ATSI Identification Status	ATSI Student Group Identification and Exiting Progress	Federal Graduation Rat
2022-2023	West Union High School : 038893	Adams County Ohio Valley Local : 061903	White, Non-Hispanic	Yes	ATSI	71.1
2022-2023	Lima North Middle School : 005660	Lima City : 044222	White, Non-Hispanic	Yes	ATSI	NC
2022-2023	Ashland County Community Academy : 009971	Ashland County Community Academy : 009971	White, Non-Hispanic	Yes	ATSI	66.7
2022-2023	Lakeside High School : 001123	Ashtabula Area City : 043513	White, Non-Hispanic	Yes		77.8
2022-2023	Nelsonville-York Junior High School : 026575	Nelsonville-York City : 044446	White, Non-Hispanic	Yes		NC
2022-2023	Federal Hocking Middle School : 091389	Federal Hocking Local : 045914	White, Non-Hispanic	Yes		NC
2022-2023	St Marys Memorial High School : 024208	St Marys City : 044727	White, Non-Hispanic	Yes		94.6
2022-2023	Ripley-Union-Lewis-Huntington High School : 031815	Ripley-Union-Lewis-Huntington Local : 046078	White, Non-Hispanic	Yes		86.3
2022-2023	Western Brown High School : 025866	Western Brown Local : 046060	White, Non-Hispanic	Yes		94.3
2022-2023	Ripley Union Lewis Huntington Middle School : 000501	Ripley-Union-Lewis-Huntington Local : 046078	White, Non-Hispanic	Yes		NC
2022-2023	Ripley Union Lewis Huntington Middle School : 000501	Ripley-Union-Lewis-Huntington Local : 046078	White, Non-Hispanic	Yes		NC
2022-2023	Marshall High School : 132803	Marshall High School : 132803	White, Non-Hispanic	Yes	ATSI	29.5
2022-2023	Rosa Parks Elementary School : 008933	Middletown City : 044404	White, Non-Hispanic	Yes	ATSI	NC
2022-2023	Miami School : 016672	Hamilton City : 044107	White, Non-Hispanic	Yes	ATSI	61.7
2022-2023	Lakota Central : 020059	Lakota Local : 046110	White, Non-Hispanic	Yes	ATSI	81.3

D. STATE STUDENT GROUP ACCOUNTABILITY IDENTIFICATION

1. There are two overview pages that comprise the state student group accountability section of the dashboard (See example 7).
    a. District Student Group Identification Overview
    b. Building Student Group Identification Overview
2. Both pages present high-level statistics about student-group identification that can be interactively filtered and sub-set to obtain numerous informational statistics.
3. It is important to first understand the purpose of this identification and how a district or school meets the improvement plan criteria, as outlined in Ohio Revised Code.

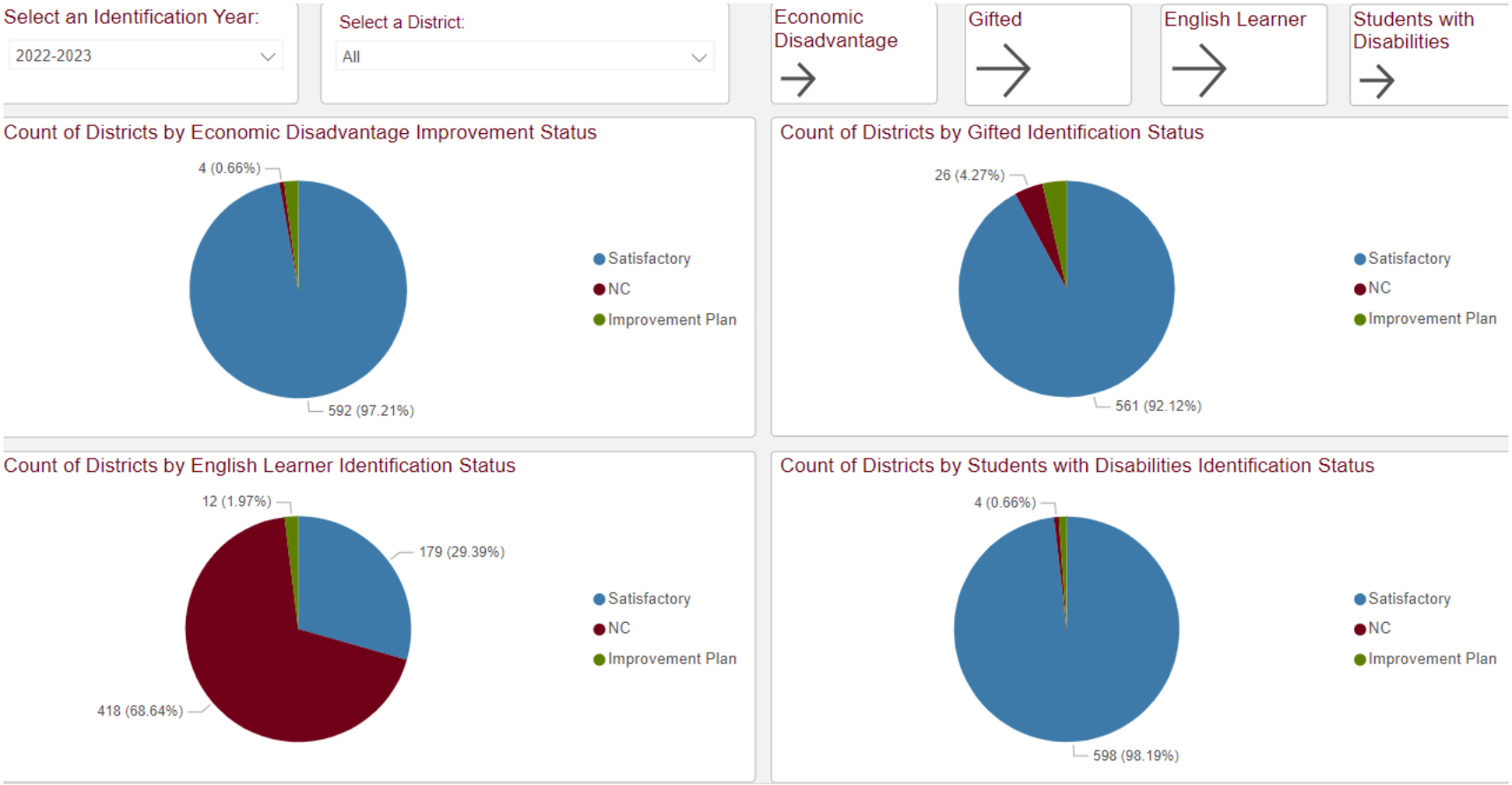
Example 7: State Student Group Accountability Navigation Page



Example 8: District Student Group Accountability

The district student group accountability overview page contains descriptive statistics on the number of districts that have met the satisfactory criteria or are on an improvement plan for each student group type. Based on the overview page, the user can hover over each pie chart to see the number of districts on an improvement plan.

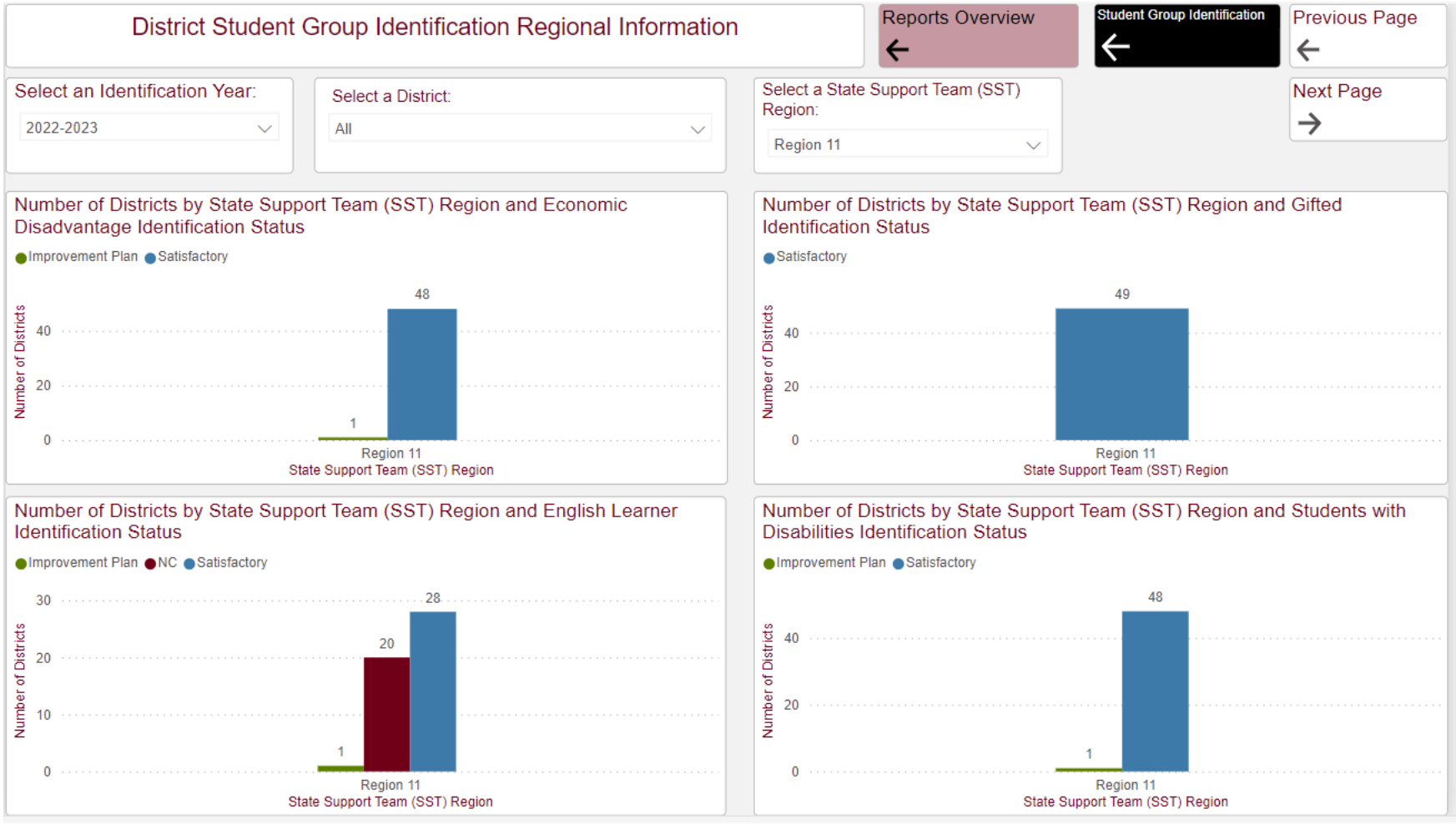
- Economic disadvantage student group: 13 districts are on an improvement plan.
- Gifted student group: 22 districts are on an improvement plan.
- English learner student group: 12 districts are on an improvement plan.
- Students with disabilities: 7 districts are on an improvement plan.



Clicking “next page” on the upper right hand of the screen will take the user to another overview page that details the number of districts on an improvement plan by region for each student group.

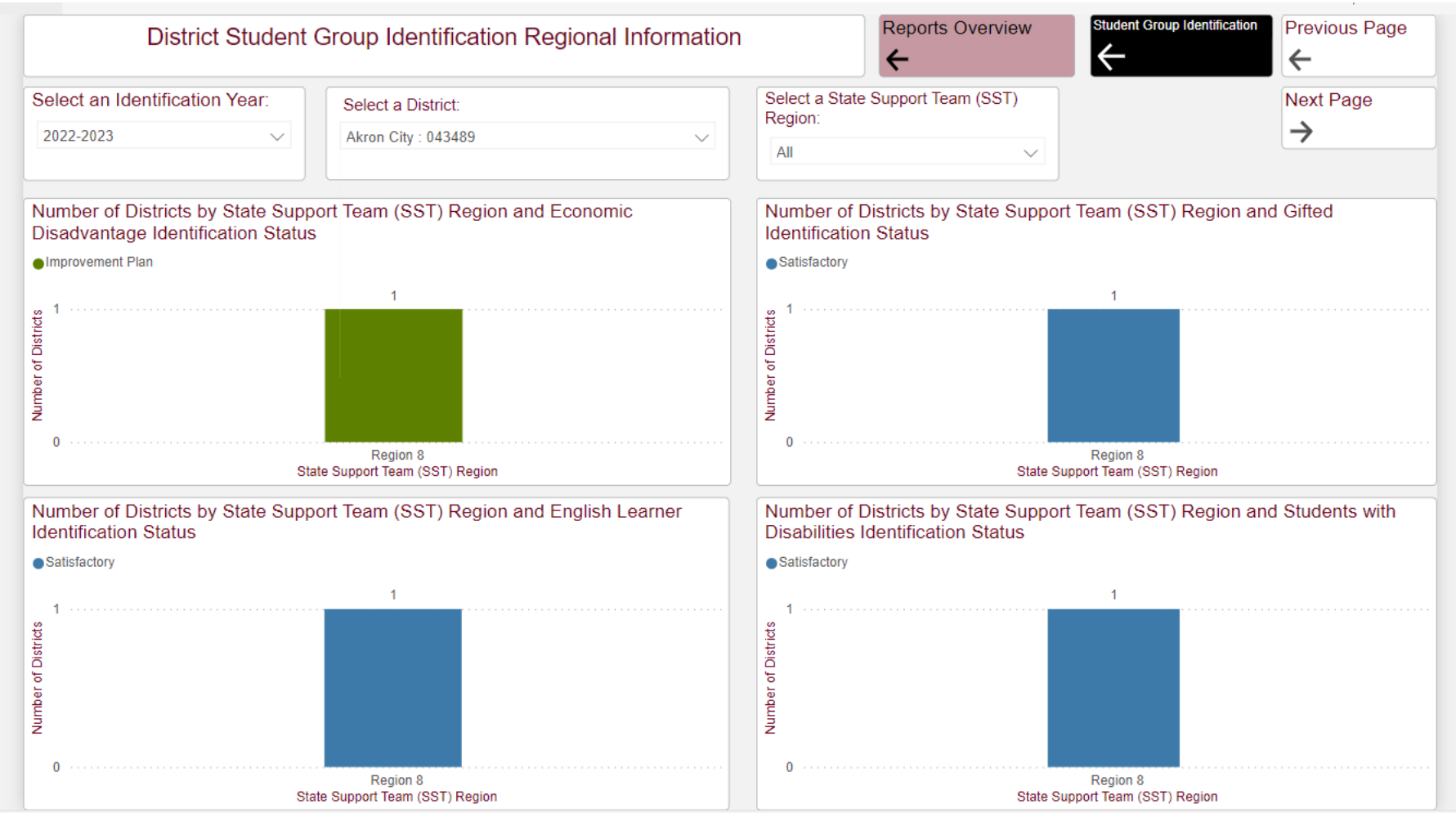
Example 9: District Student Group Accountability by Region

Filter on Region 11 from the top left-hand slicer. In Region 11, there is 1 district identified for economic disadvantage, 1 district for English learner identification status, and 1 district identified for students with disabilities.



Example 10: Select a District

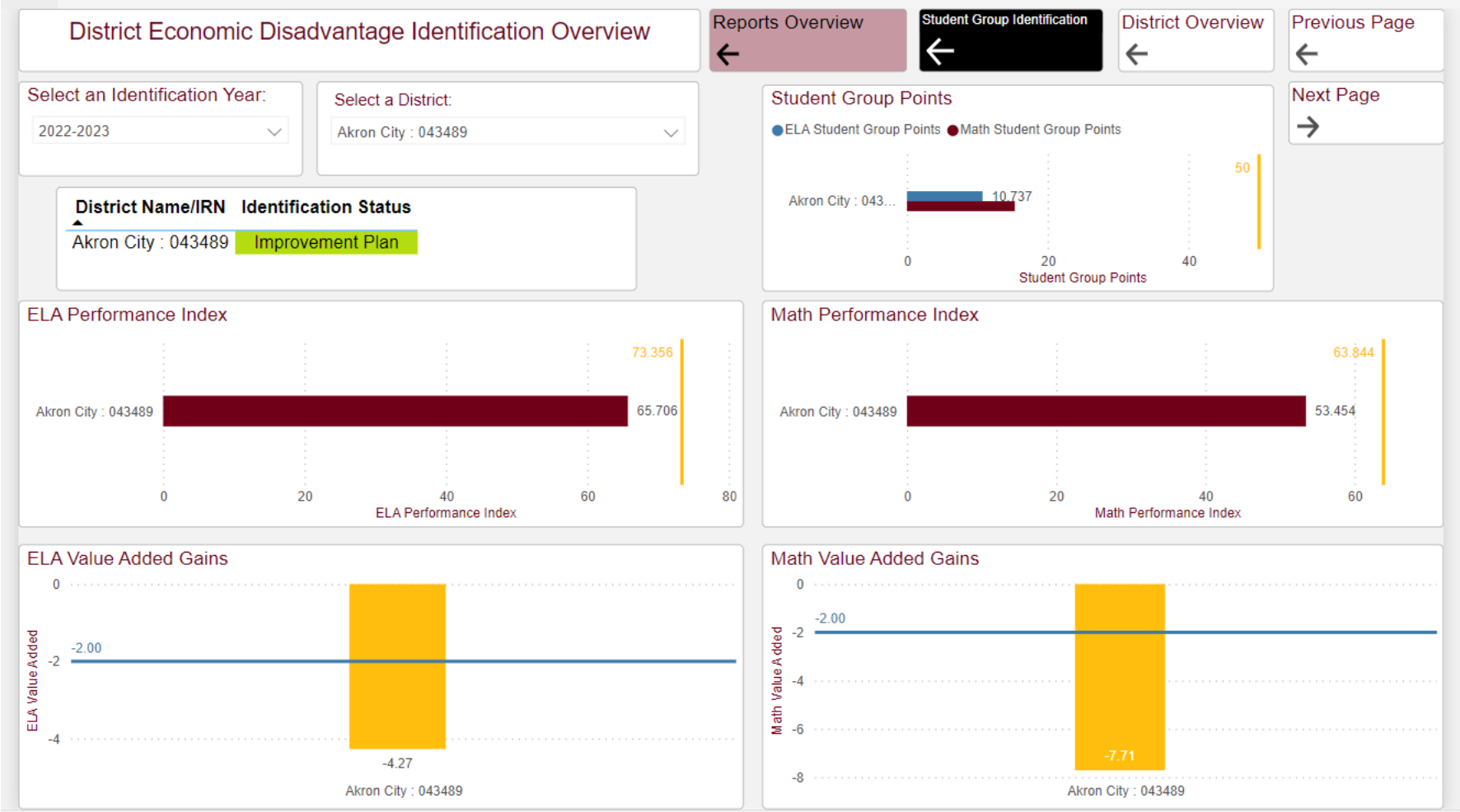
In the example below, Akron City was selected from the district slicer. This shows that Akron City did not meet satisfactory achievement and progress for the economic disadvantage student group. The green bar graph in the screen shot below illustrates that Akron City's economic disadvantaged student group is identified with the "improvement plan" status since satisfactory achievement and progress were not met.



Example 11: District Economic Disadvantage Identification Overview

Keeping the filter on Akron City and navigating to the next page two times, brings the user to the economic student group specific data for the district. Akron City had an ELA performance index of 65.706 as noted by the dark red bar compared to the yellow cut score bar line of 73.356. The math performance index earned by Akron City is 53.454 as noted by the dark red bar compared to the yellow cut score bar line of 63.844. Since Akron City is below the cut score for both ELA and math, the district did not meet satisfactory

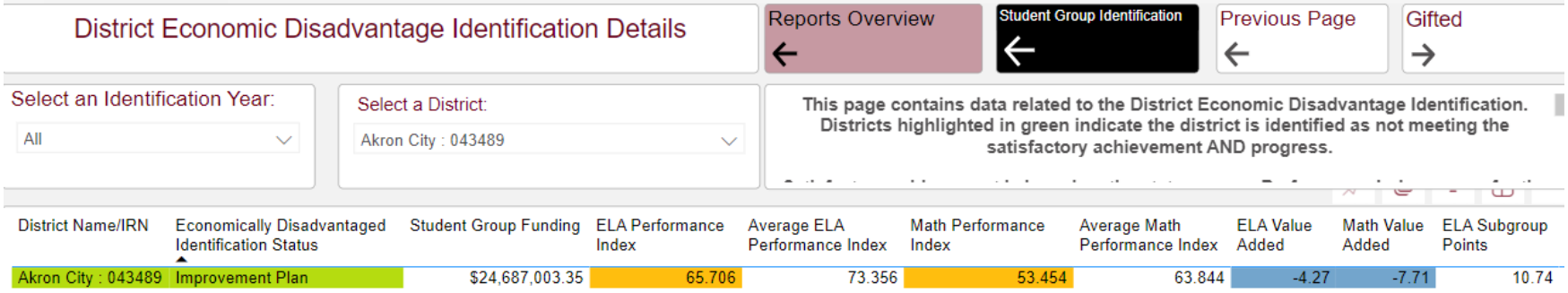
achievement for the economic disadvantage student group. To meet satisfactory progress, which is the value-added progress measure, Akron City had to have earned a one-year gain growth index greater than -2 in BOTH math and ELA. The blue line is showing the -2 cut score while the yellow bar graph indicates Akron City's one-year gain for progress. Akron City had an ELA value-added growth index of -4.27 for ELA and -7.71 for math.



Department of Education & Workforce

Example 12: District Economic Disadvantage Identification Overview Details

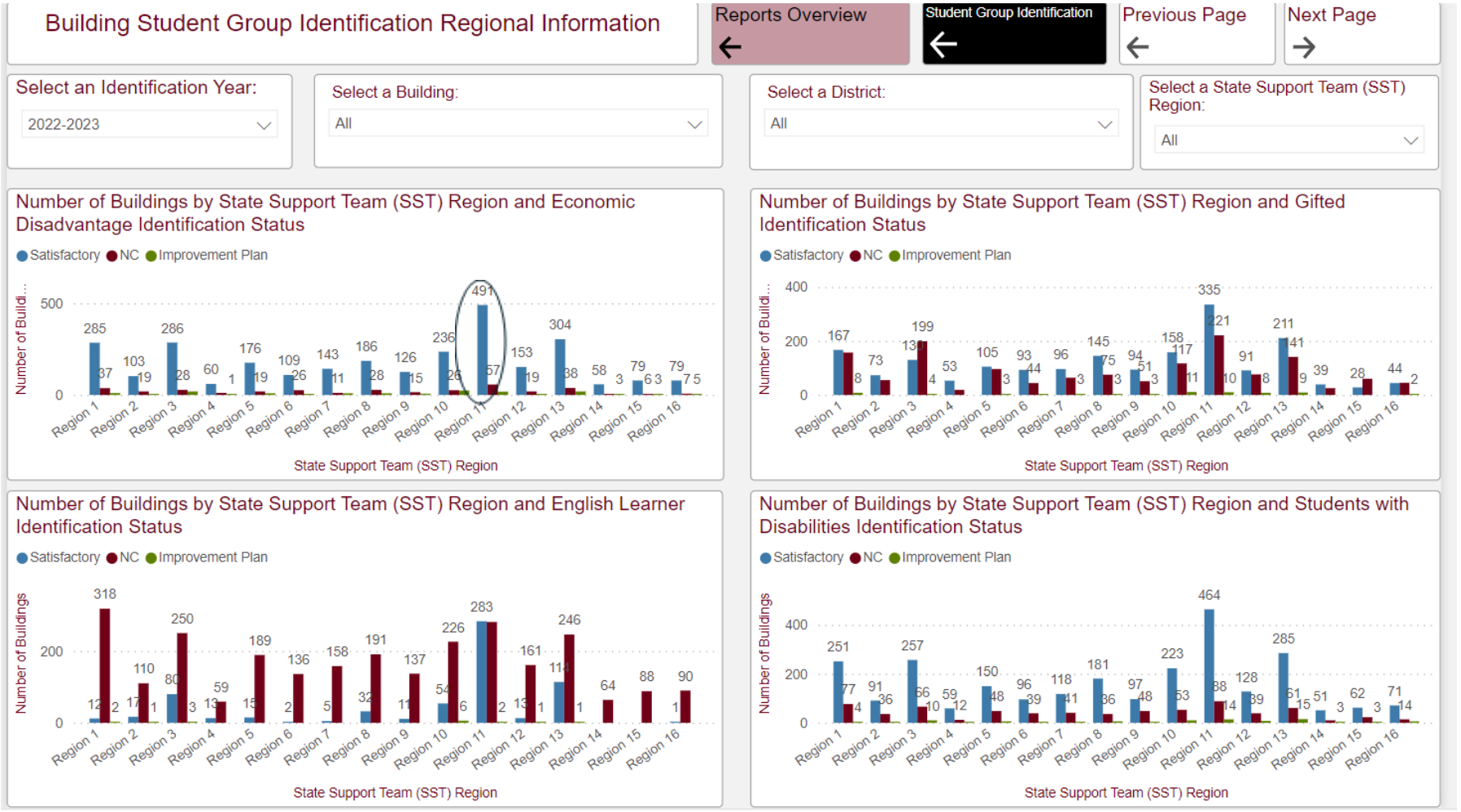
Navigating to the next page shows the details in a table form. Continue scrolling to the right to see all the information. Performance index and value added are color coded to show when a district is placed on an improvement for not showing satisfactory achievement and progress. Green shows that Akron City is identified and needs an improvement plan for the economic student group. The yellow highlighted cells indicate that ELA and math performance index scores are below the cut score. The blue highlighted cells indicate that ELA and math value-added are below the -2 one-year gain threshold.



District Name/IRN	Economically Disadvantaged Identification Status	Student Group Funding	ELA Performance Index	Average ELA Performance Index	Math Performance Index	Average Math Performance Index	ELA Value Added	Math Value Added	ELA Subgroup Points
Akron City : 043489	Improvement Plan	$24,687,003.35	65.706	73.356	53.454	63.844	-4.27	-7.71	10.74

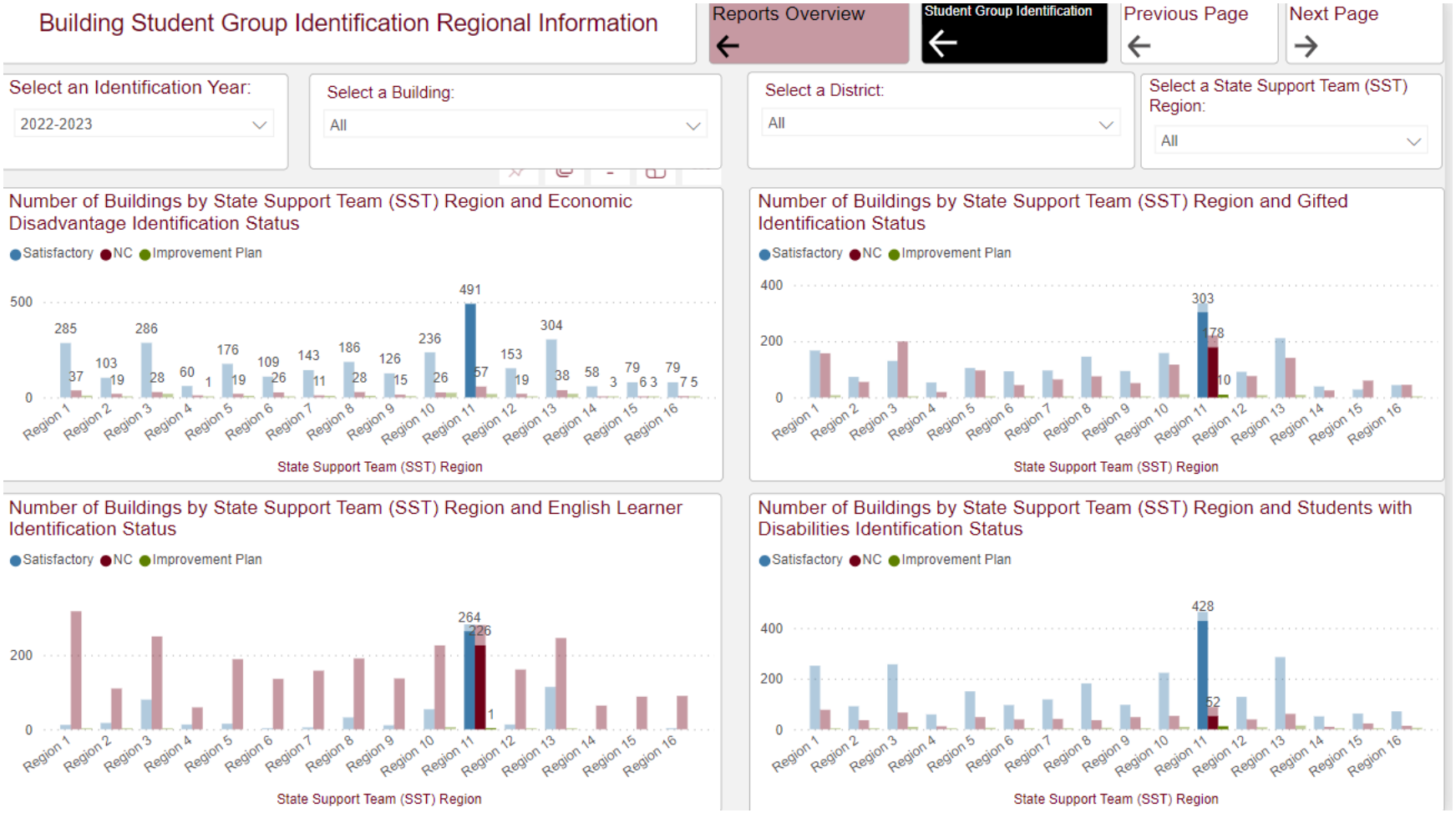
Example 13: Building Student Group Identification by Region

To get back to the Building Student Group Accountability page, select the black text box labeled student group identification and then building student group identification. Instead of selecting from a slicer, navigate to the next page at the upper right-hand screen. This page is called the Building Student Group Identification Regional Information. The user can use the slicers to filter by a building, district, or region. The screen shot below is an unfiltered view. Look at the economic disadvantage identification status for region 11. Of the 491 buildings that are satisfactory for this student group, what is the distribution of other student groups in region 11? Hovering over the highlighted bars from the other student group bar graphs will provide tooltips that allow the user to answer this and other questions. See Example 13a for answers to these questions.



Example 13a: Distribution of Identification Status for Buildings within a Region

The screen shot below tells the user that of the 491 buildings that are satisfactory for the Economic Disadvantage student group, 10 of those buildings are identified for gifted which are marked by the green bar. One building is identified for the English Learner student group, and 11 buildings are identified for students with disabilities.

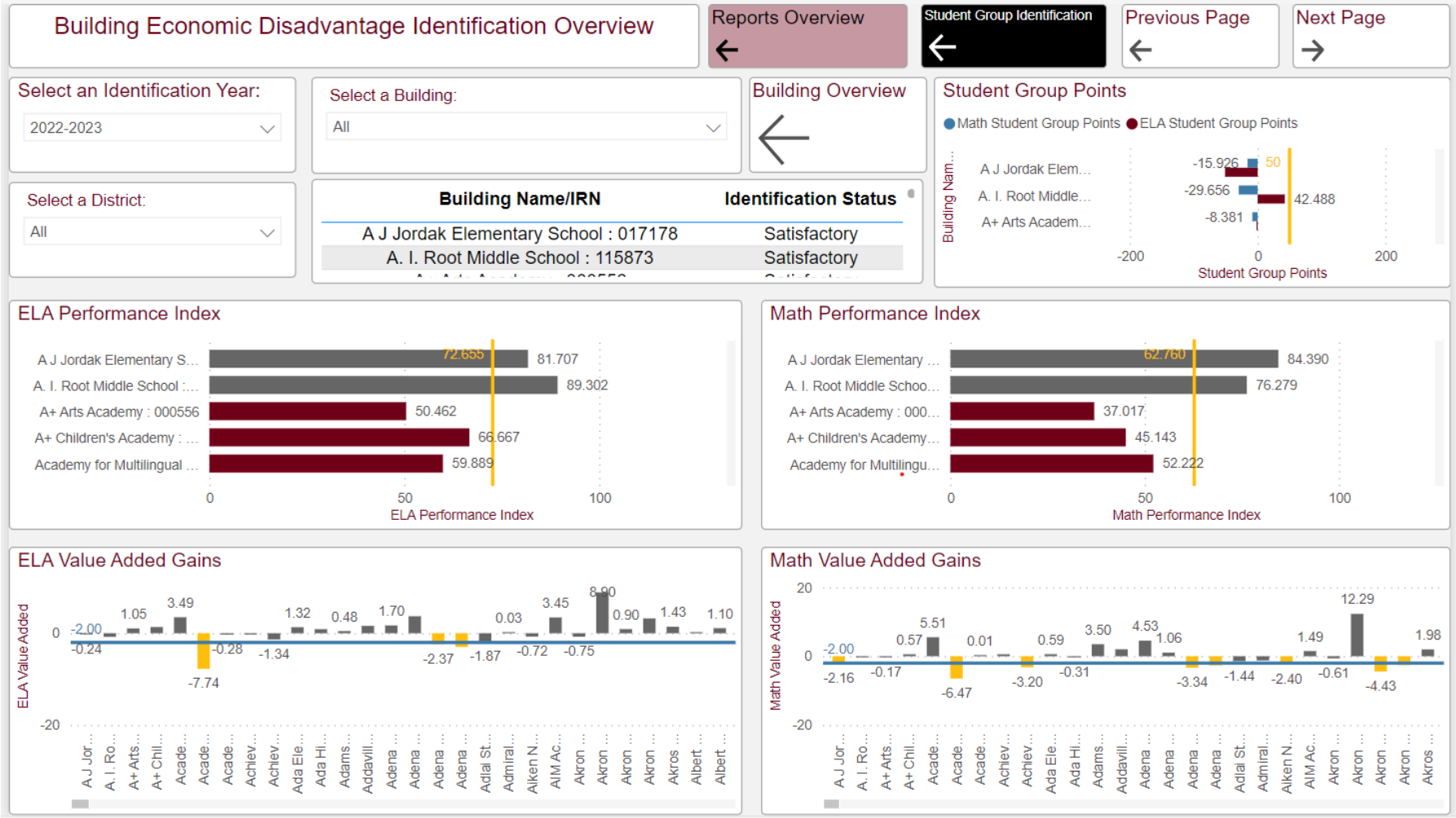


The student group overview pages contain several different visualizations that allow the user to view the distribution as well as individual performance of schools on metrics that are directly related to the Student Group Building Identification criteria.

Example 14: Student Group Accountability Identification Building Overview Page

The screen shot page below shows the identification status for each building, and the remaining visuals display data related to subgroup identification. The ELA/Math PI and VA visuals contain a yellow or blue line indicating the yearly target for each metric, and the bars are colored to visually indicate meeting or falling below the target. For ELA and math PI, gray bars indicate the building exceeding the target while a red bar indicates the building was below the PI cut score. The ELA and math value-added gains show

whether a building fell short or exceeded the one-year gain of -2. Value-added gray bars show a building exceeding the -2 threshold while yellow indicates the building fell short of the -2 threshold. In the upper left-hand side of the screen, the student group points are only used if a building or district did not have at least 15 students in a student group to calculate a one-year value added gain. To learn more about the criteria for student group accountability, please visit this FAQ page.



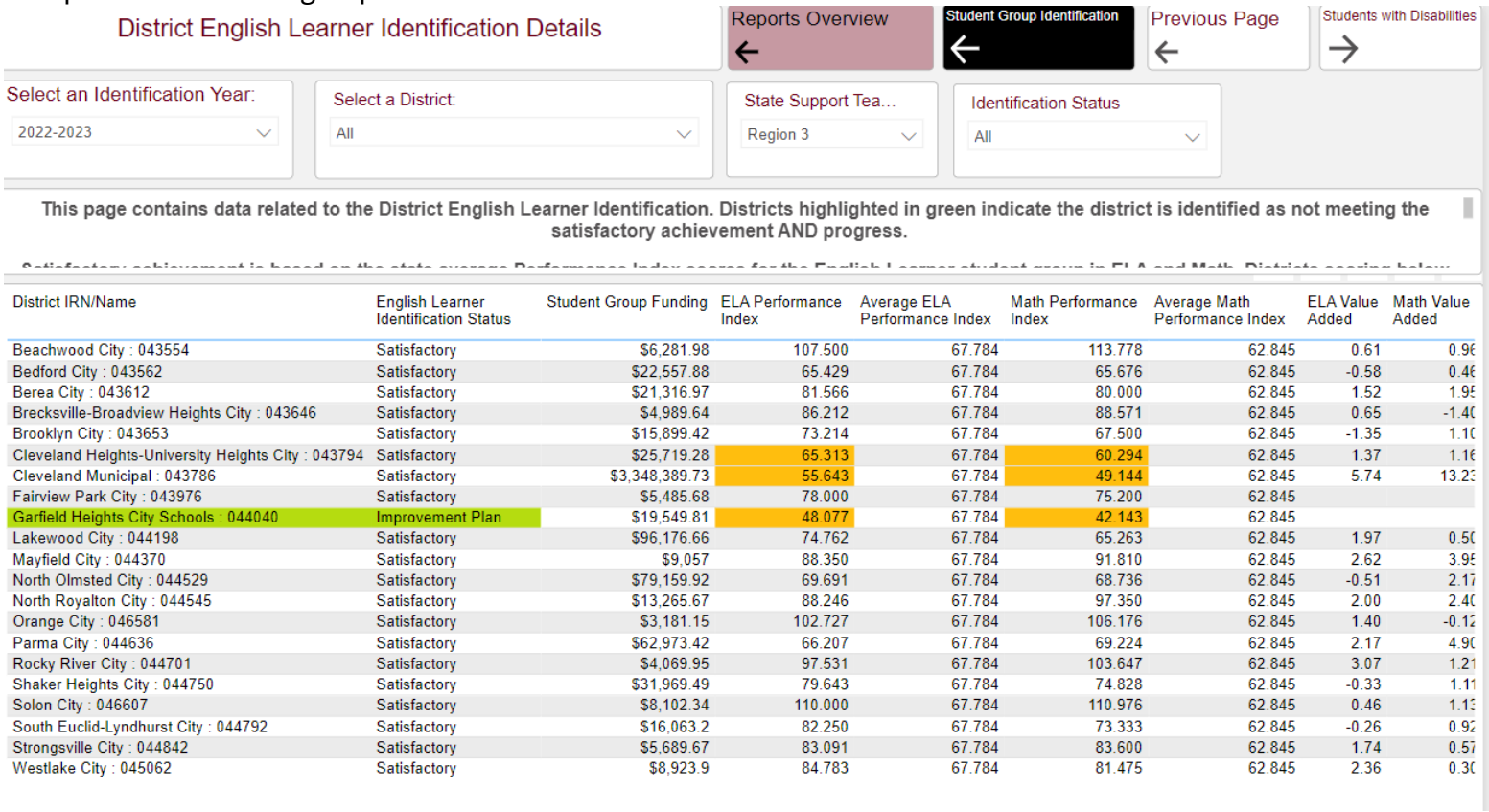
Department of Education & Workforce

Student Group Accountability Building Details Page

Details pages contain an interactive spreadsheet that can be exported for various purposes. The spreadsheet contains a compilation of nearly all data points presented in the previous reports' pages.

Example 15: Student Group Accountability Building Details Page

The Student Group Accountability Building Details page spreadsheet is color coded to visually draw the user to important aspects of the data as it relates to the specific identification process. The user can also filter by district or region. The orange highlighted cells indicate a district that was below the cut score for ELA or Math performance index, regardless of if the district met the improvement plan criteria. Highlighted blue cells indicate the district or building did not meet the ELA value-added or math value-added one year gain threshold. If the district or building is highlighted in green, the district or building is identified as needed an improvement plan for that particular student group.



District IRN/Name	English Learner Identification Status	Student Group Funding	ELA Performance Index	Average ELA Performance Index	Math Performance Index	Average Math Performance Index	ELA Value Added	Math Value Added
Beachwood City : 043554	Satisfactory	$6,281.98	107.500	67.784	113.778	62.845	0.61	0.9
Bedford City : 043562	Satisfactory	$22,557.88	65.429	67.784	65.676	62.845	-0.58	0.4
Berea City : 043612	Satisfactory	$21,316.97	81.566	67.784	80.000	62.845	1.52	1.9
Brecksville-Broadview Heights City : 043646	Satisfactory	$4,989.64	86.212	67.784	88.571	62.845	0.65	-1.4
Brooklyn City : 043653	Satisfactory	$15,899.42	73.214	67.784	67.500	62.845	-1.35	1.1
Cleveland Heights-University Heights City : 043794	Satisfactory	$25,719.28	65.313	67.784	60.294	62.845	1.37	1.1
Cleveland Municipal : 043786	Satisfactory	$3,348,389.73	55.643	67.784	49.144	62.845	5.74	13.2
Fairview Park City : 043976	Satisfactory	$5,485.68	78.000	67.784	75.200	62.845		
Garfield Heights City Schools : 044040	Improvement Plan	$19,549.81	48.077	67.784	42.143	62.845		
Lakewood City : 044198	Satisfactory	$96,176.66	74.762	67.784	65.263	62.845	1.97	0.5
Mayfield City : 044370	Satisfactory	$9,057	88.350	67.784	91.810	62.845	2.62	3.9
North Olmsted City : 044529	Satisfactory	$79,159.92	69.691	67.784	68.736	62.845	-0.51	2.1
North Royalton City : 044545	Satisfactory	$13,265.67	88.246	67.784	97.350	62.845	2.00	2.4
Orange City : 046581	Satisfactory	$3,181.15	102.727	67.784	106.176	62.845	1.40	-0.1
Parma City : 044636	Satisfactory	$62,973.42	66.207	67.784	69.224	62.845	2.17	4.9
Rocky River City : 044701	Satisfactory	$4,069.95	97.531	67.784	103.647	62.845	3.07	1.2
Shaker Heights City : 044750	Satisfactory	$31,969.49	79.643	67.784	74.828	62.845	-0.33	1.1
Solon City : 046607	Satisfactory	$8,102.34	110.000	67.784	110.976	62.845	0.46	1.1
South Euclid-Lyndhurst City : 044792	Satisfactory	$16,063.2	82.250	67.784	73.333	62.845	-0.26	0.9
Strongsville City : 044842	Satisfactory	$5,689.67	83.091	67.784	83.600	62.845	1.74	0.5
Westlake City : 045062	Satisfactory	$8,923.9	84.783	67.784	81.475	62.845	2.36	0.3

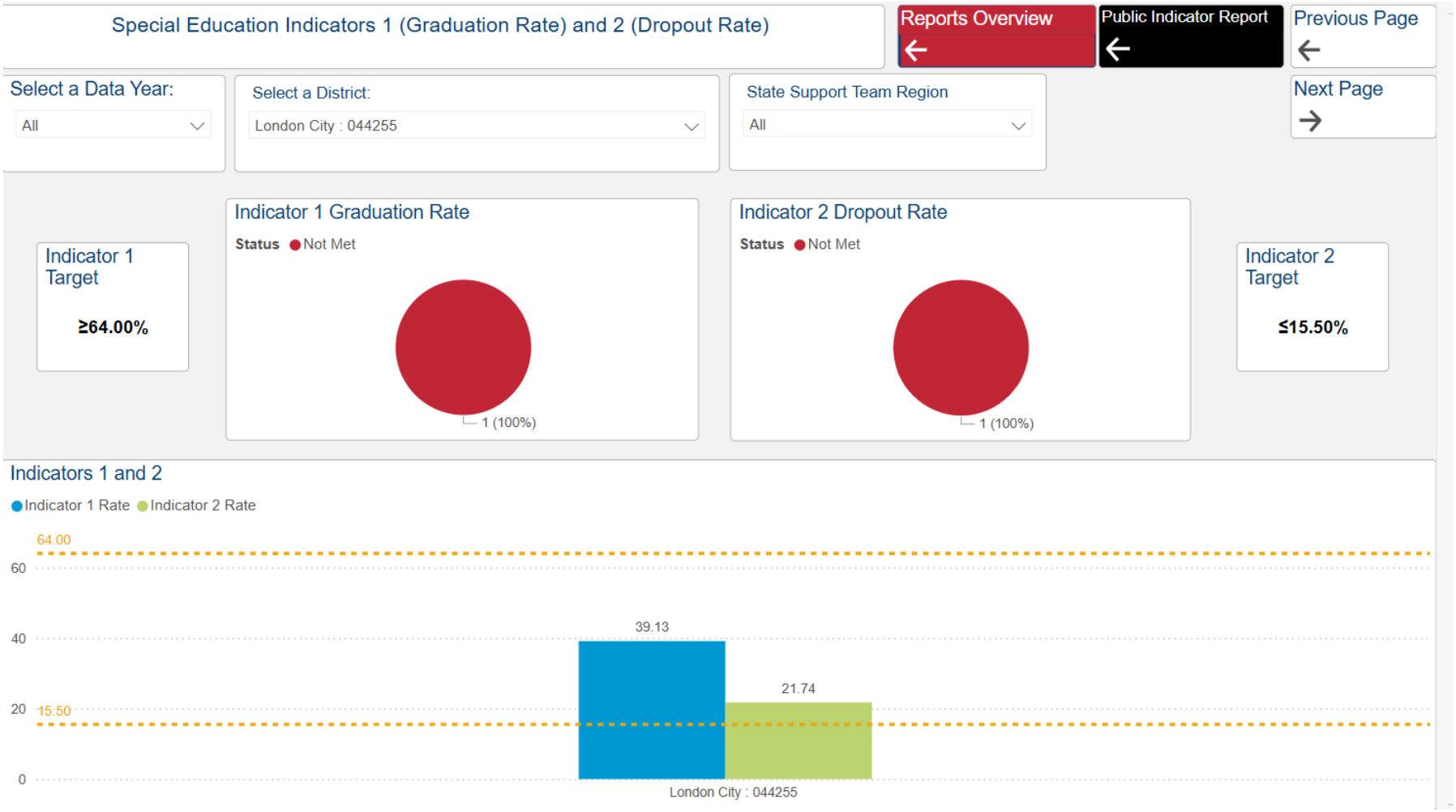
Department of Education & Workforce

E. IDEA PUBLIC INDICATOR REPORT

1. The IDEA Public Indicator Report page enables the user to click on specific special education indicators as well asan overview of statuses by region and indicator descriptions. Pages are interactive and allow users to apply filters or click on visuals to slice the data further. Filters selected impact visuals and result in “subsets” of data with additional statistics.
2. The indicator examples illustrate the interactions of the various filters.
3. The Public Indicator Report includes 2022-2023 school year data for all indicators displayed with the exception of Indicators 1 (Graduation Rate) and 2 (Drop Out) Rate being lagged one year. This means that data displayed for Indicators 1 and 2 reflect the students exiting special education from the 2021-2022 school year. Additional years of data will be included in the future.

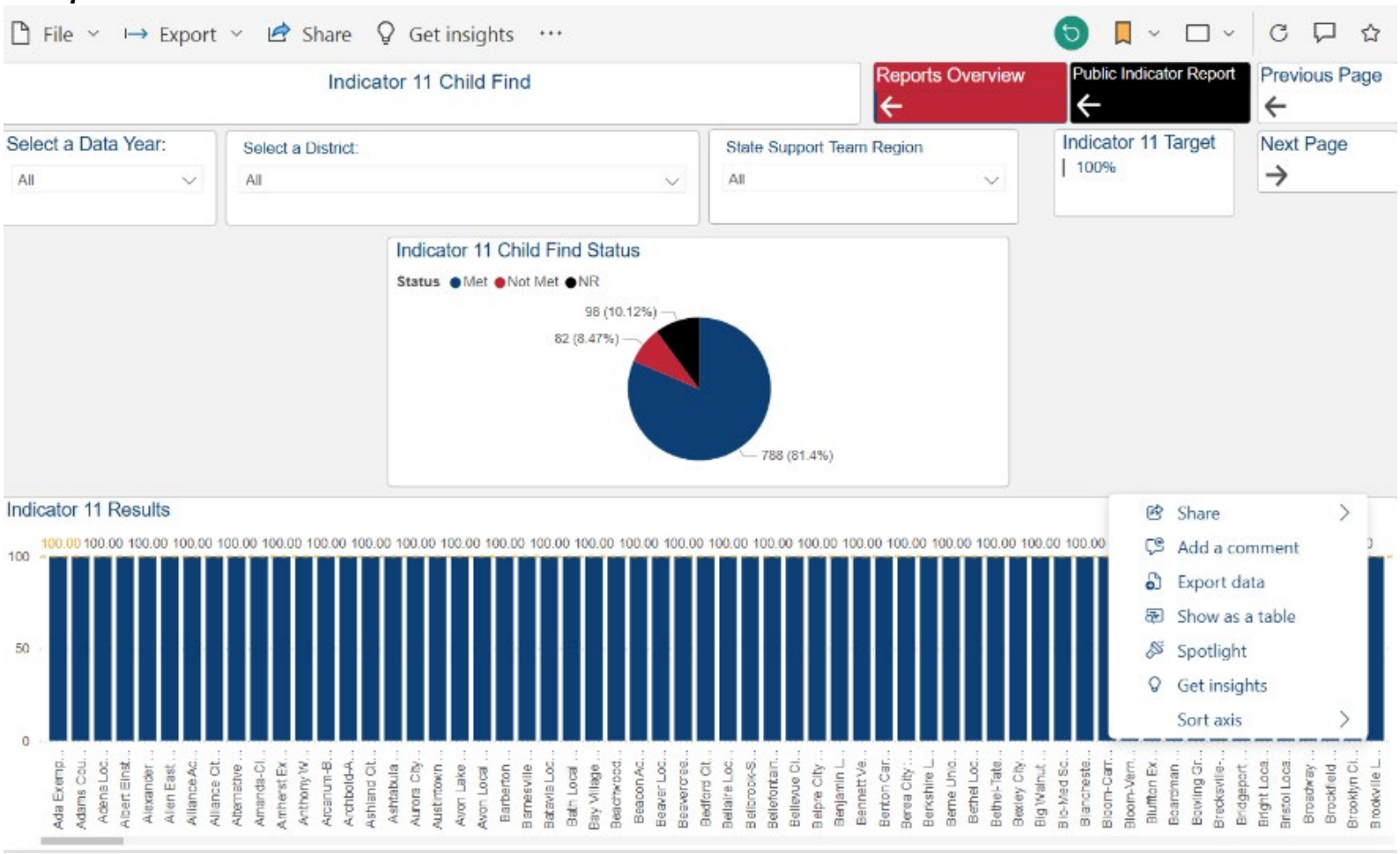
Example 16: Indicator 1 Graduation Rate and Indicator 2 Drop Out

Since Indicators 1 and 2 share a denominator, both indicators are displayed on the same page. The filters at the top right corner of the screen enable the user to filter by the data year which is the school year from which the data is derived, the district, or the state support team region. The Indicator 1 graduation rate target is displayed on the left-hand side of the screen along with the LEA “Met” or “Not Met” status. On the right-hand side of the screen is the Indicator 2 drop out rate target in addition to the “Met” or “Not Met” status for the selected LEA. A not met status is red while a met status is blue. The LEA’s performance on both indicators is displayed below the statuses with the indicator 1 rate color coded as light blue and indicator 2 rate color coded as green. In the example below, the district being displayed is London City with a status of “Not Met” for both graduation rate and drop out rate. The LEA result also includes the Indicator 1 and 2 targets as dashes across the graphic.



Department of Education & Workforce

Example 17: Indicator 11 Child Find

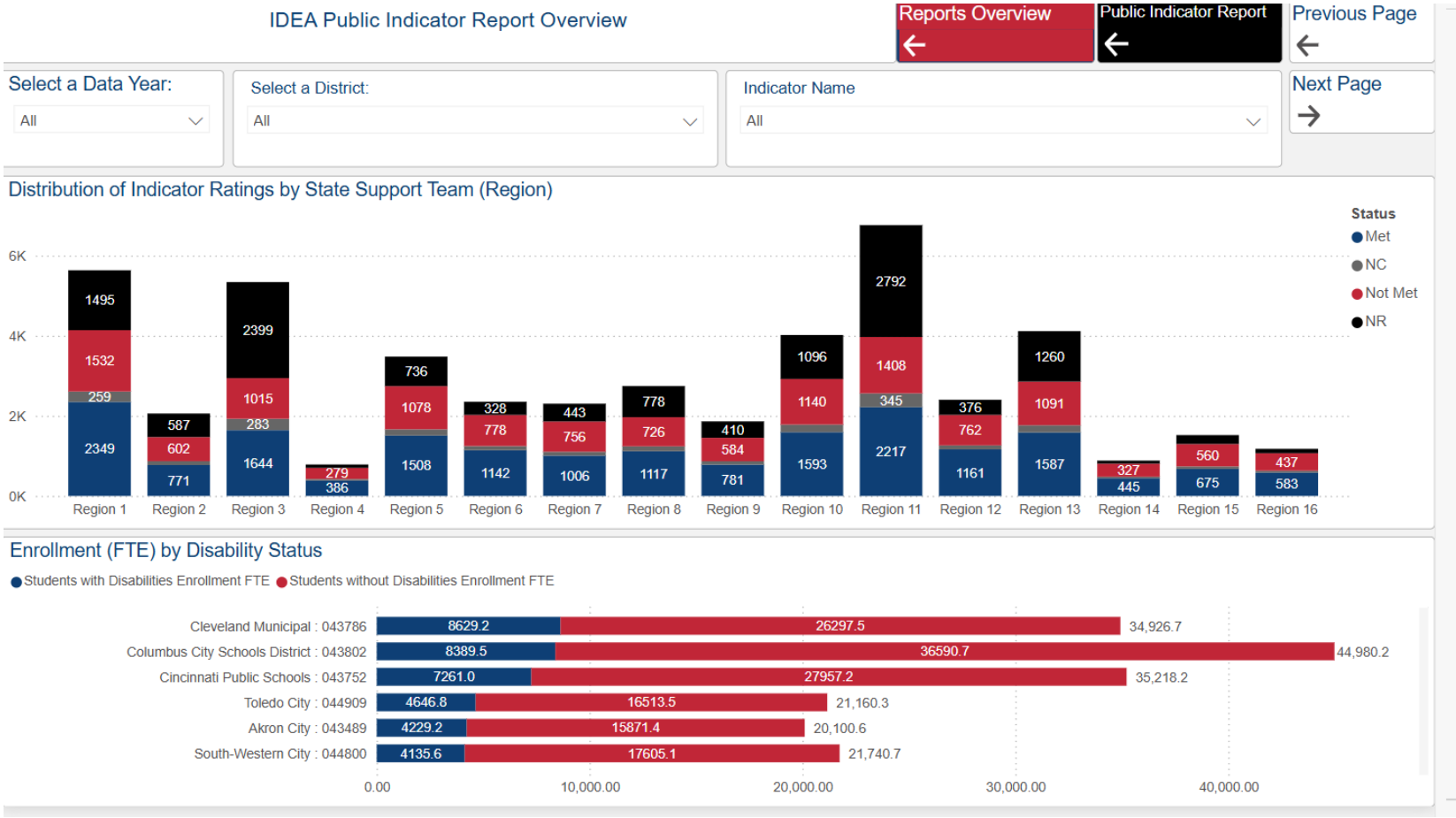


Indicator 11 (Child Find) measures the percentage of children with parental consent to evaluate, whose initial evaluations were completed within the 60-day timeline. At the top of the screen the filters are data year, district, and support team region. To the right of the support team region filter is the Indicator 11 target, which is 100 percent. The example displayed in the graphic is filtered on state support team region 13. The pie chart displays the number of LEAs in the state support region that have a status of “Met” in blue, “Not Met” in red, and “Not Rated” in black. In State Support Team region 13, 64 LEAs met the target, 9 did not meet the target, and 11 were not rated. The Indicator 11 results visual shows the performance for all LEAs in the region. The user has the ability to download the

data or show the data in a table form by clicking on the “Focus mode” icon when hovering over the right-hand side of the graphic and then selecting the three dots with a submenu that includes the option to export the data or show as a table.

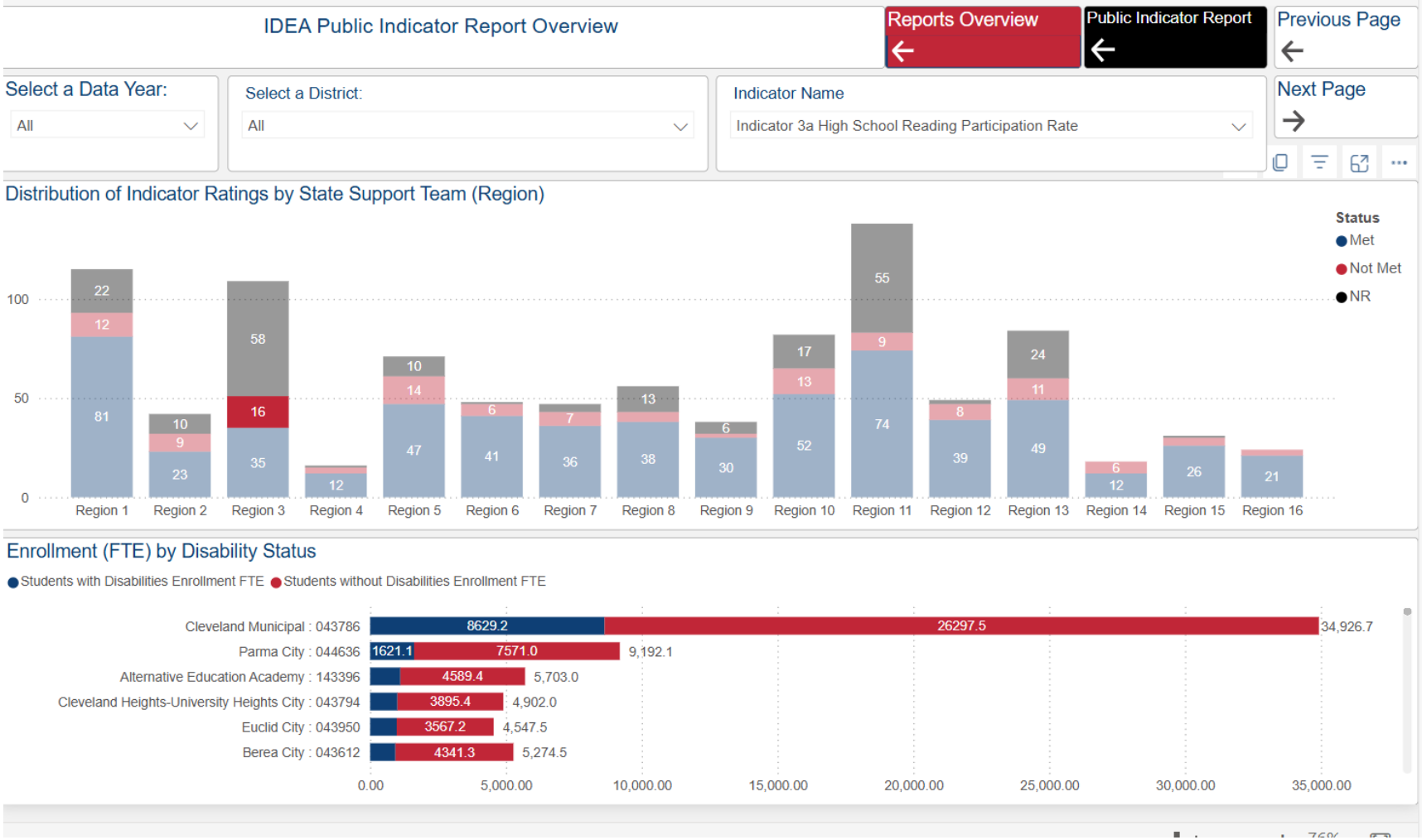
Example 18a: Overview

The overview page enables users to filter data by district or indicator. When no filters are applied, the graphs show the distribution of LEAs' indicator report statuses by State Support Team region. The stacked bar chart uses blue for “Met”, red for “Not Met”, black for “Not Rated”, and green for “Not Counted”. The second graph displayed is the full-time equivalency (FTE) enrollment for students with disabilities compared to students without disabilities by LEA. The horizontal bar chart displaying enrollment FTE uses blue for students with disabilities and red for students without disabilities.



Example 18b: Overview with Indicator Selection

In the display below, the Indicator 3a high school participation rate for the state standard reading and language arts assessments has been selected. Choosing an indicator updates the distribution of the SSTs to show the number of LEAs that met, did not meet, were not rated, or were not counted for this indicator. The graphic reveals that region 3 has the highest number of LEAs with a “Not Met” status, totaling 16. To highlight which LEAs who have a “Not Met” status in region 3, users can click on the number 16 within the stacked bar chart. This action will further filter the enrollment by disability status graph, displaying only the 16 LEAs with a “Not Met” status for Indicator 3a high school reading and language arts participation.



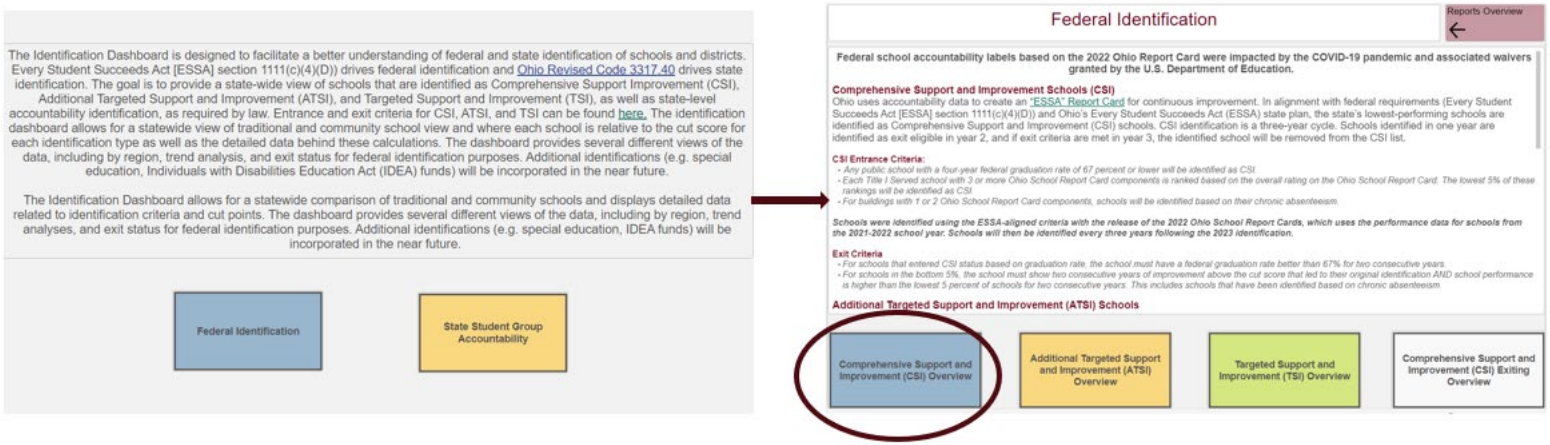
Department of Education & Workforce

Identification Dashboard Scenarios

SCENARIO 1: CSI REGIONAL EXAMPLE

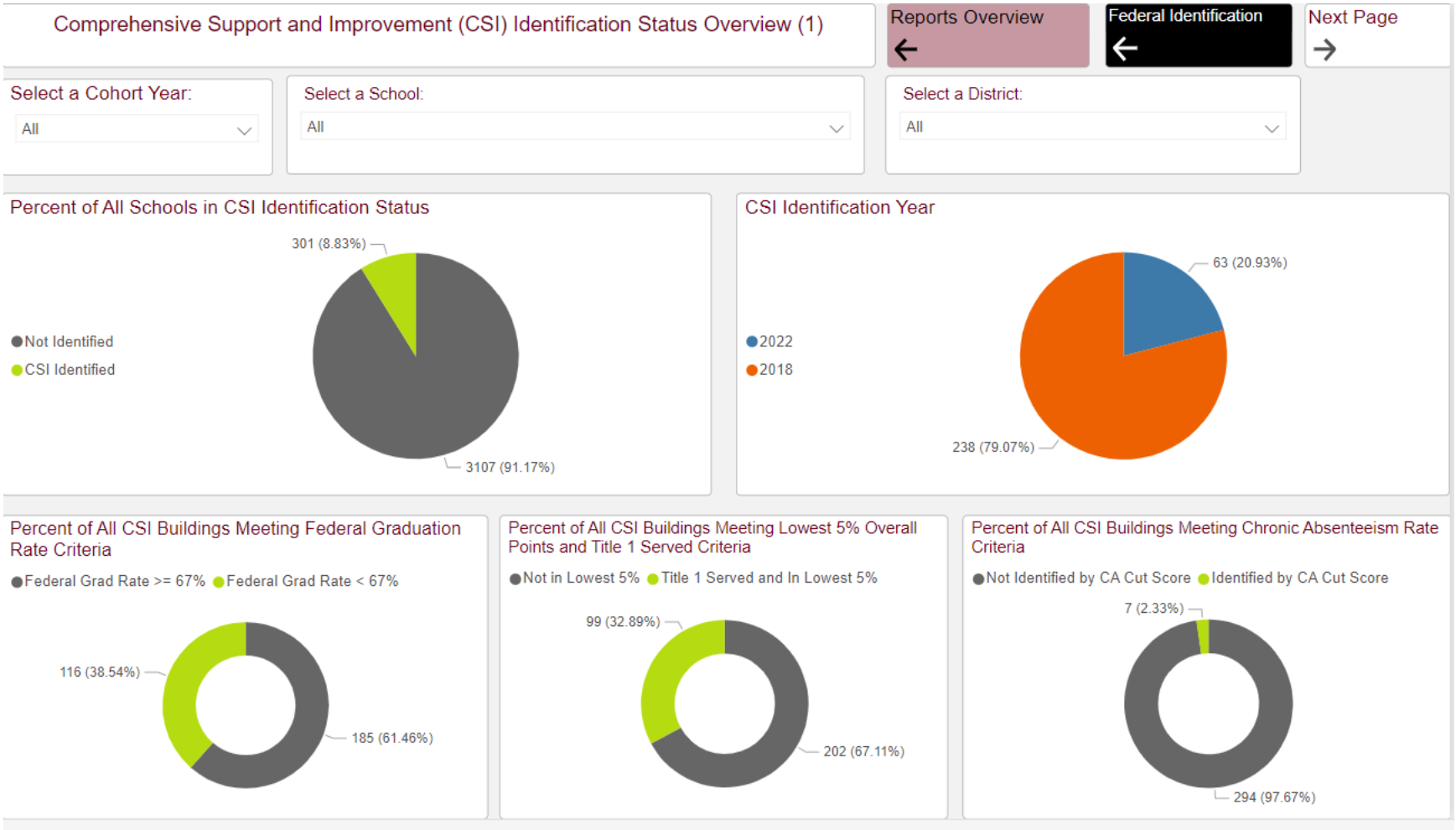
I am supporting districts in region 3 and would like to know how many buildings are CSI identified.

1. Select the federal identification page and then select CSI identification from the Federal Identification dashboard.

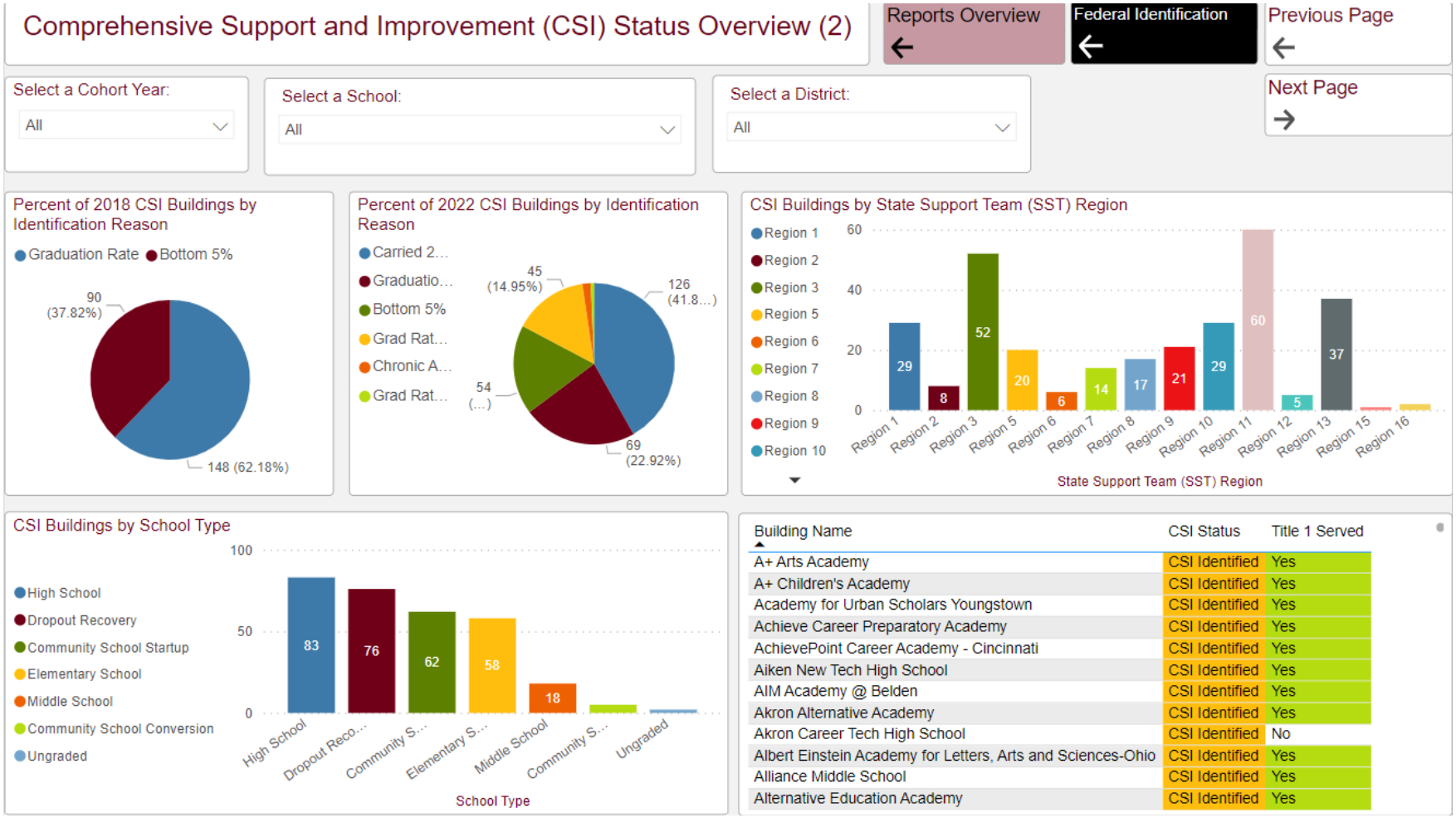


2. The user will see the CSI Status Overview page 1.

Department of Education & Workforce

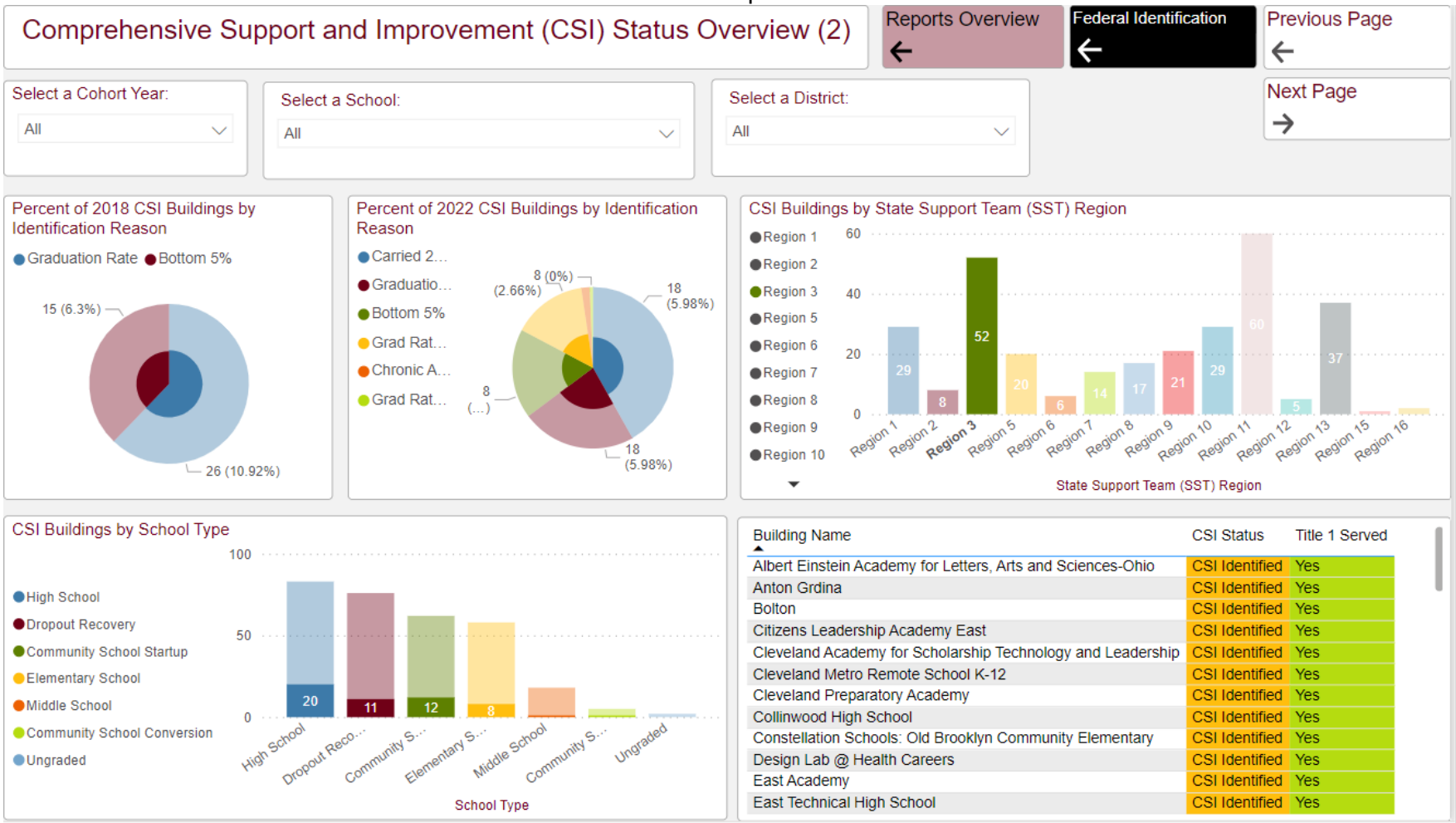


3. Navigate to the "next page" to see the 2nd overview page. Notice the CSI Status Overview page is marked with (2).



4. How many buildings are CSI Identified in Region 3?
   a. Locate the CSI Buildings by SST Region visual and find Region 3. Hover over the bar to see more details.
   b. 52 buildings are CSI identified in region 3.
5. Next, select the green bar to filter the other visuals for region 3.
   a. The visuals will adjust to display details for buildings in region 3. The 2018 CSI buildings subset is displaying that 15 buildings in region 3 were identified for being in the bottom 5% while 26 buildings were identified due to their federal graduation rate. The pie chart in the middle of the screen indicates that 8 buildings were identified due to graduation rate

and bottom 5% (yellow), 18 buildings were carried from 2018 identification (blue), 8 were identified for bottom 5% (dark green). The CSI buildings by school type shows that 20 of the buildings are high schools (blue), 11 are dropout prevention and recovery schools, 12 are community school start-ups, 1 building is a middle school, and 1 is a community school conversion. This information can be used to answer the questions below.

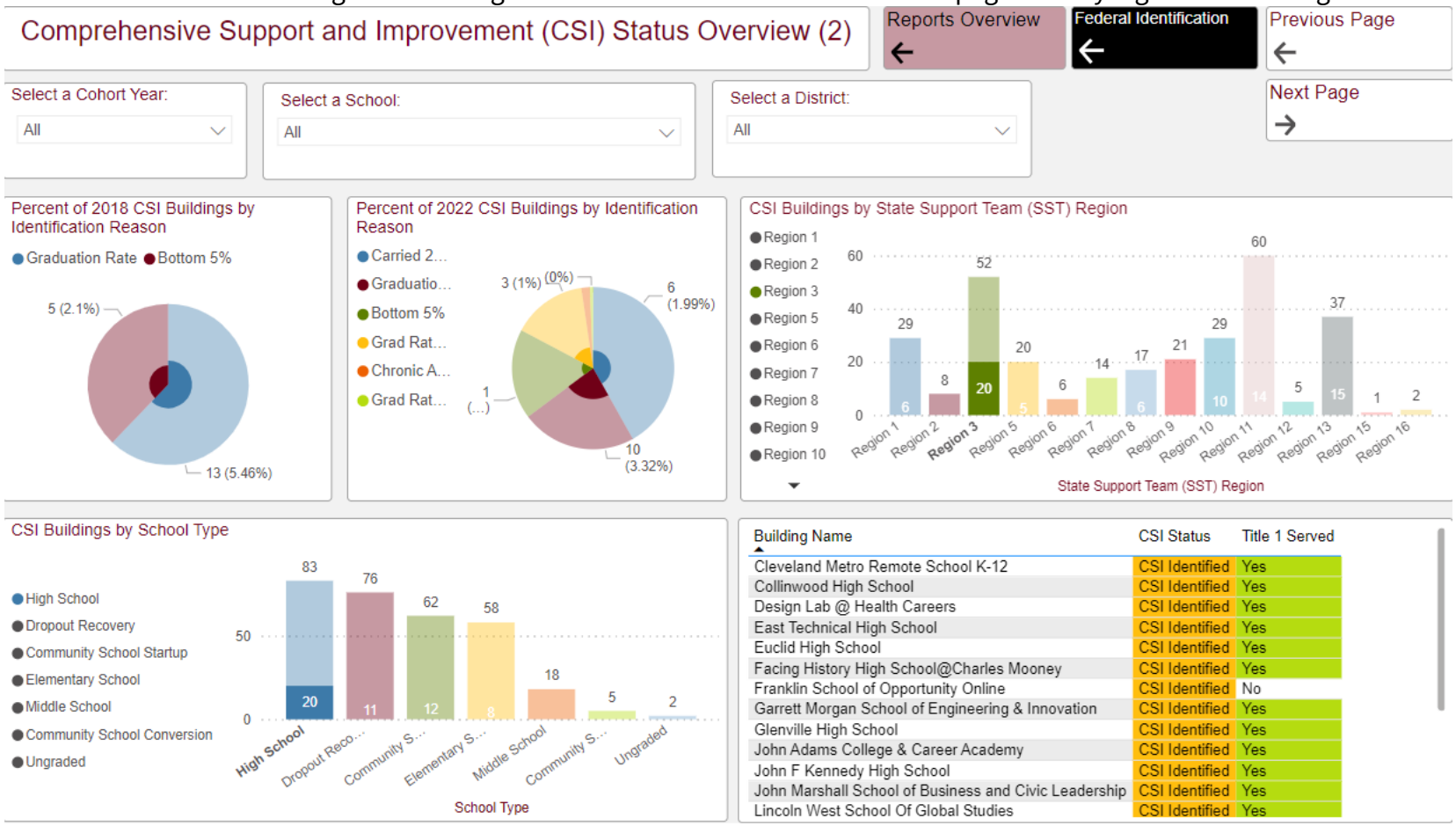


6. Of the 52 buildings in region 3 who are CSI identified, what were the reasons for identification?
   a. Hover over the highlighted pieces of the visuals to display tooltips.

Department of Education & Workforce

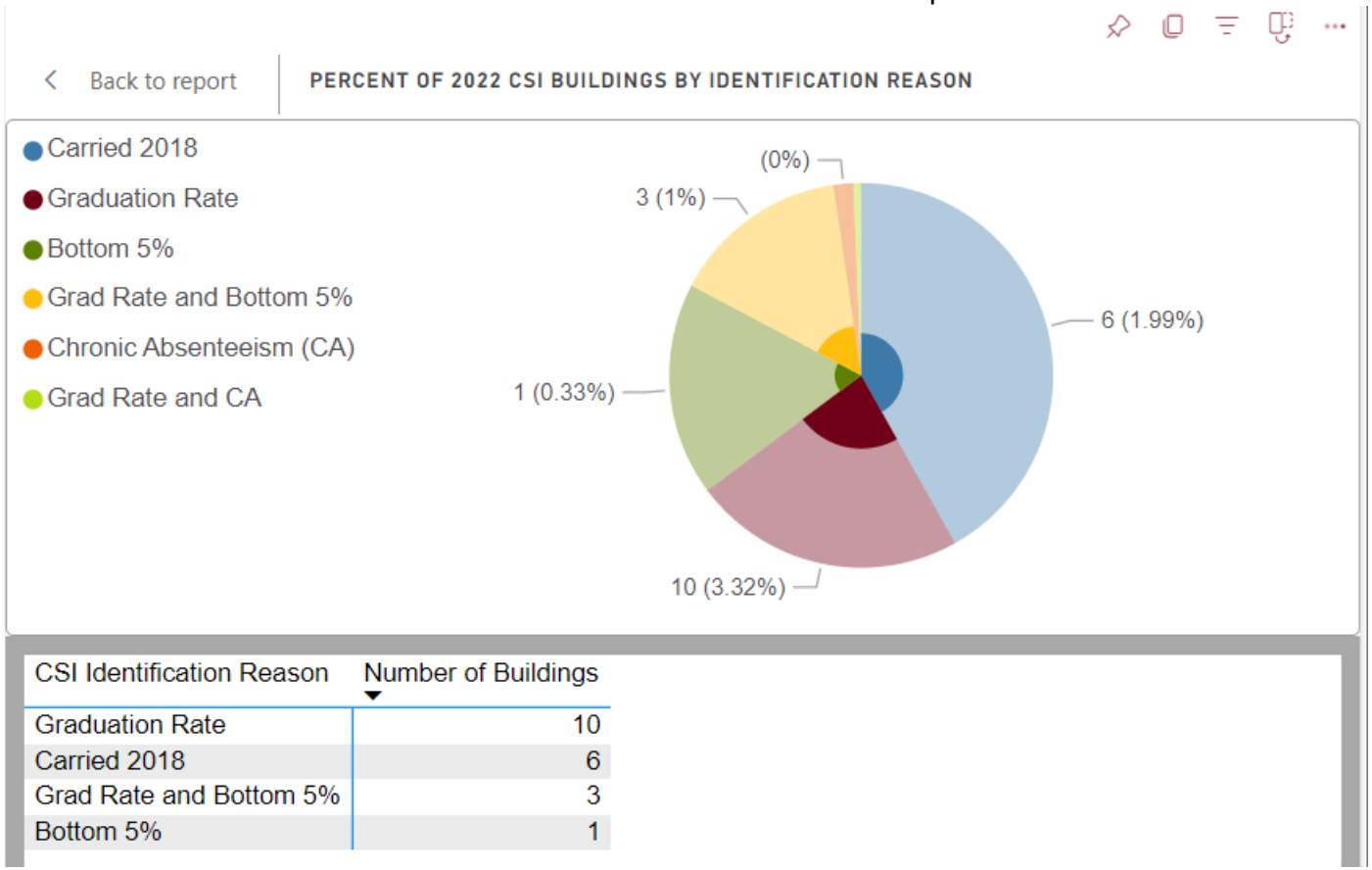
b. Of the buildings in region 3 who were CSI identified in 2018, 15 were identified for Bottom 5% and 26 were identified for Grad Rate.
c. Locate the numbers for 2022 Identification for Region 3.

7. Of the 52 buildings in region 3 who were CSI identified, how many were high schools?
   a. Find the CSI Buildings by School Type visual and locate the largest highlighted bar. Hover over to display tooltip.
   b. 20 buildings were high schools.
8. What is the list of schools who were identified?
   a. The chart on the bottom right-hand side of the report will show only those schools in region 3 who were CSI Identified.
9. Hold +CTRL and then click again on the high school bar to filter the visuals on the page for only high schools in region 3.



Ohio Department of Education & Workforce

10. Using the information from the screen shot above, of the high schools identified in region 3, how many were originally identified in 2018?
    a. Hover over the highlighted slices of the 2018 CSI Identification pie. Add the slicers together.
    b. 18 high schools were originally identified in 2018.
11. Of the high schools identified in region 3, what were the reasons for identification in 2022?
    a. Hover over the 2022 Identification visual and click on the ellipsis for more actions. Select Show as a Table.

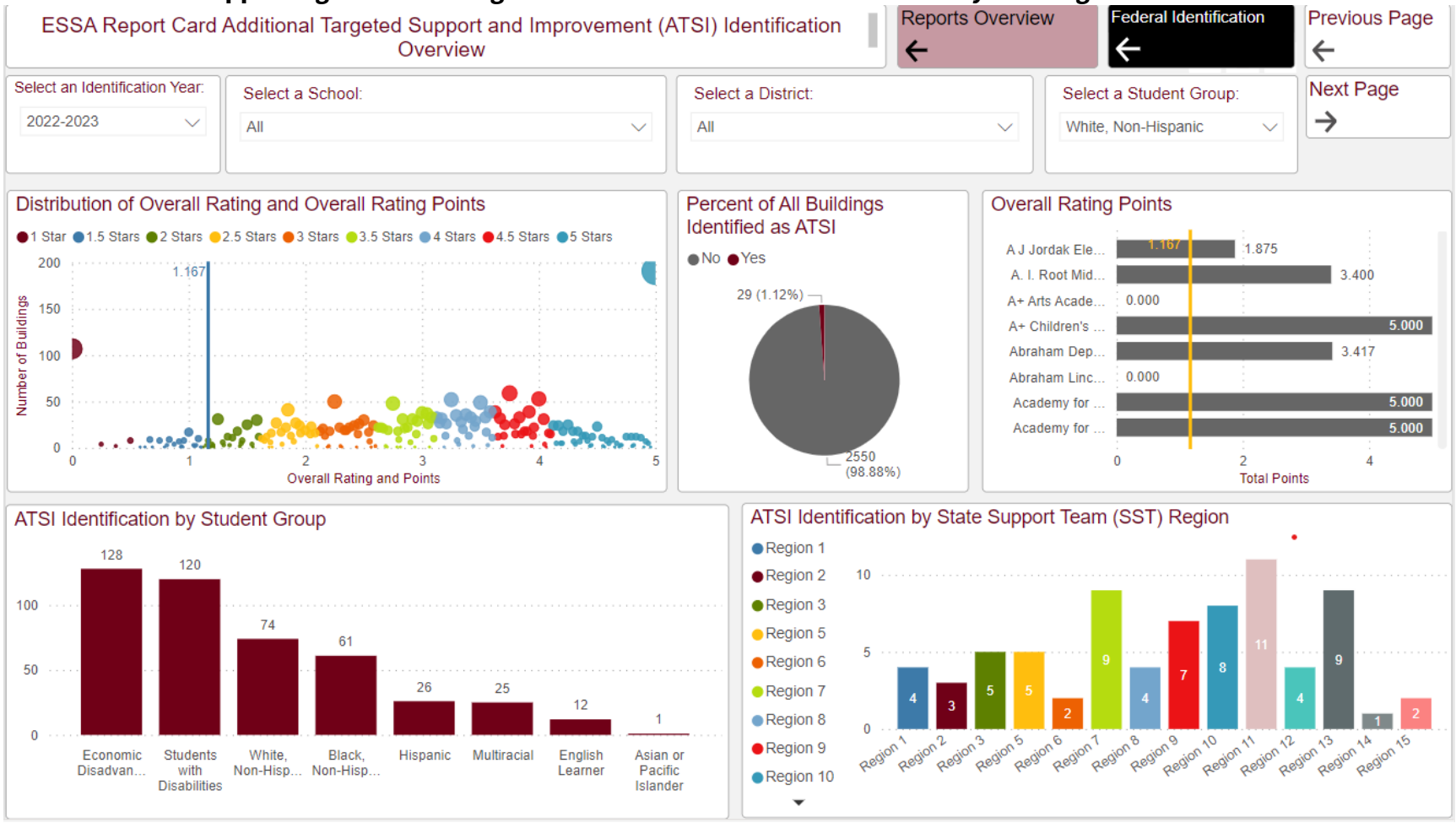


CSI Identification Reason	Number of Buildings
Graduation Rate	10
Carried 2018	6
Grad Rate and Bottom 5%	3
Bottom 5%	1

    b. The school list is also updated to display the specific school names.

SCENARIO 2: ATSI REGIONAL EXAMPLE

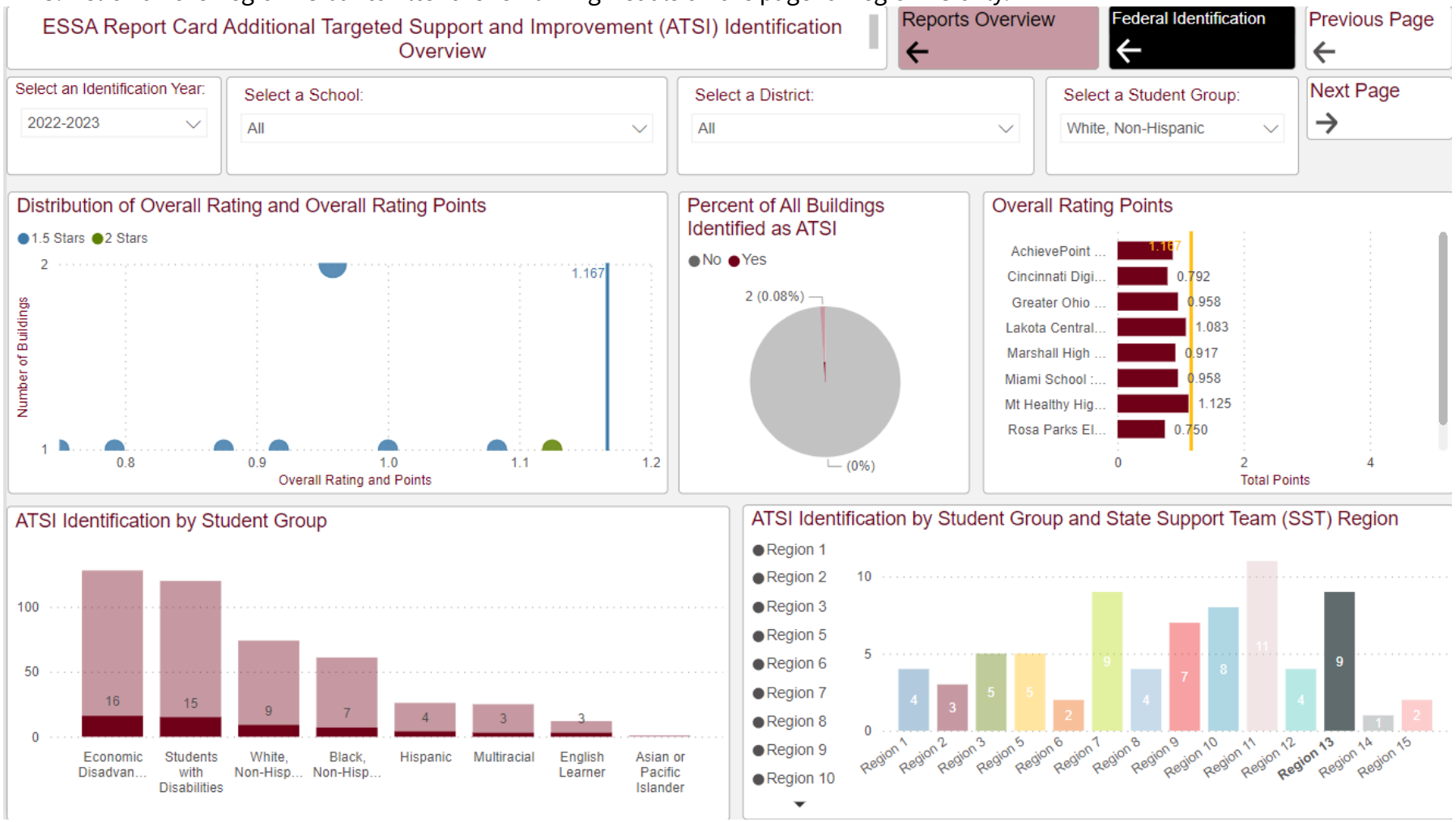
Scenario 2: I am supporting districts in region 13 and would like to know how many buildings are ATSI identified.



1. How many buildings are identified in region 13 for the White, non-Hispanic student group?
   a. Locate the Regional distribution of ATSI Identification by Student Group and find the bar for region 13.
   b. 9 buildings were ATSI identified for the White, Non-Hispanic student group.
2. Of the buildings in region 13, what were the student groups for which they were ATSI Identified and that may need targeted support?

Department of Education & Workforce

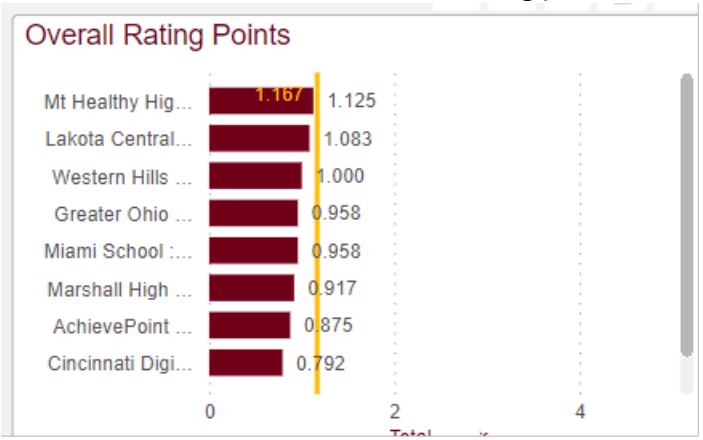
3. Click on the Region 13 bar to filter the remaining visuals on the page for region 13 only.



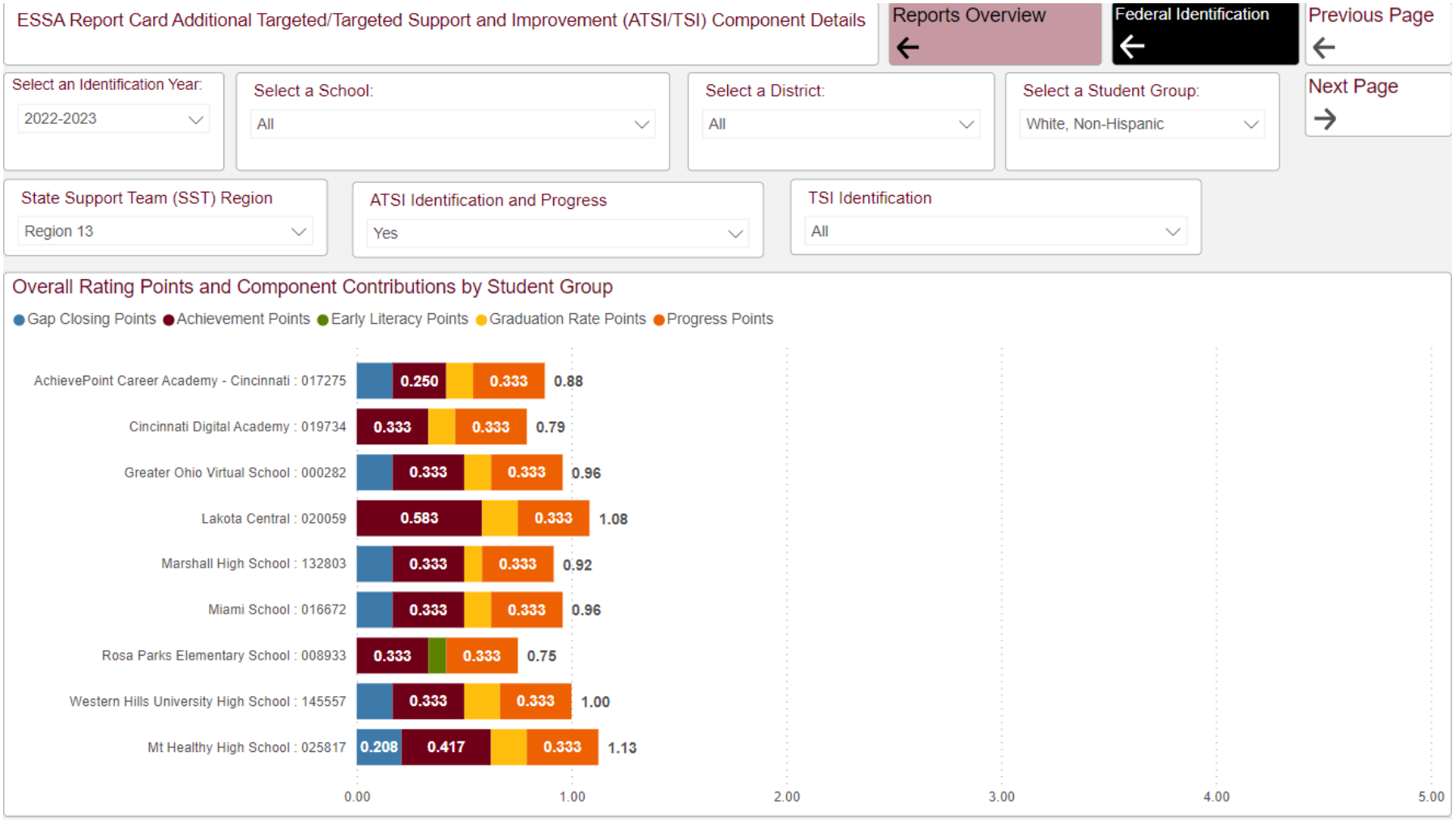
4. The bar chart on the bottom left-hand side now shows the distribution of ATSI student group identification for region 13 only.
5. What is the list of schools who are ATSI identified for each student group in region 13?
   a. The Overall Rating Points visual displays the filtered school list for region 13, White, Non-Hispanic ATSI Identification. Change the dropdown filter to see identification for the other student groups.

Department of Education & Workforce

6. What schools within region 13 are performing the best within the White, Non-Hispanic subgroup?
    a. Hover over the Overall Rating points visual and click the ellipses. Sort the visual by total points, descending.



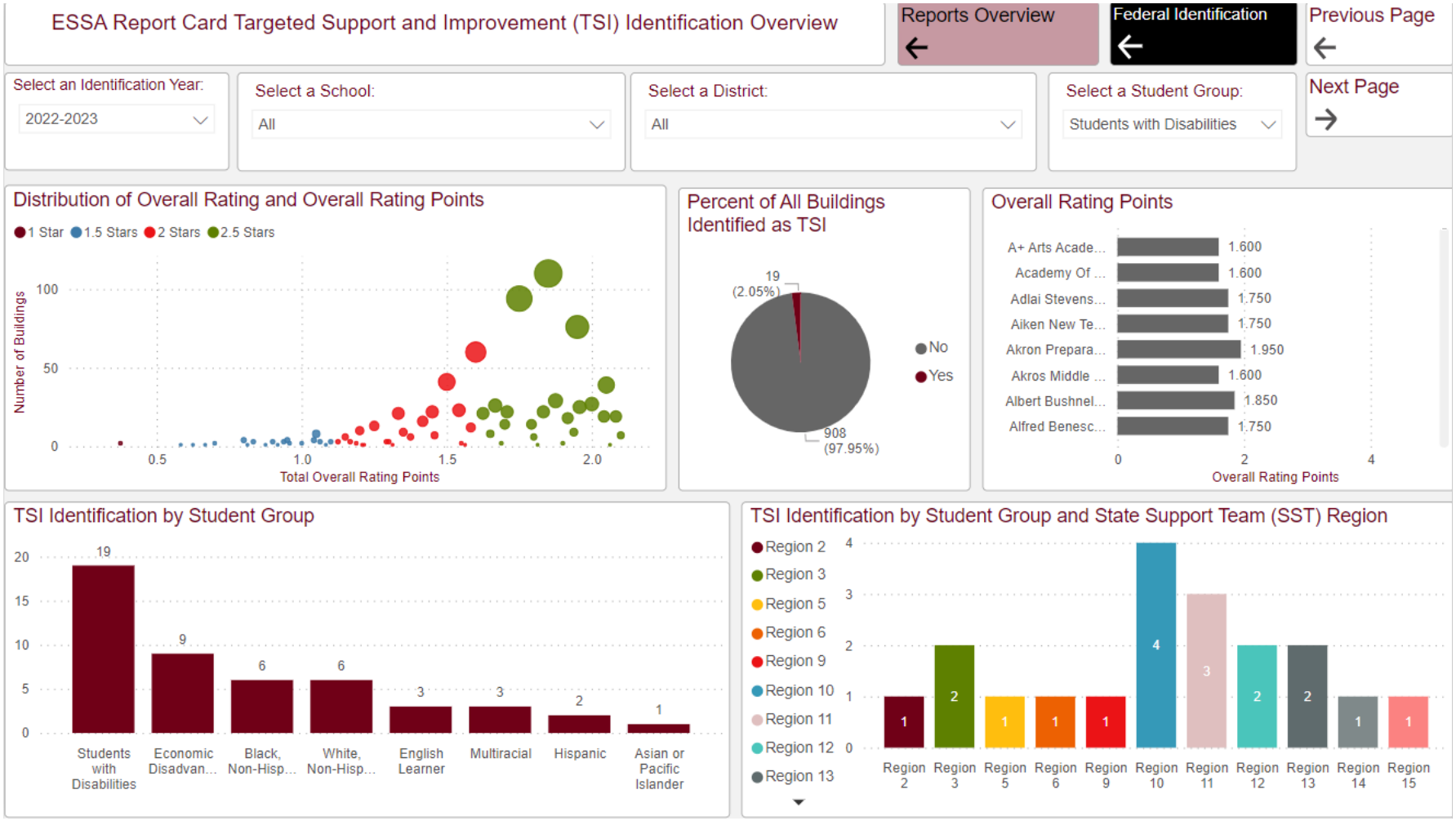
    b. Mount Healthy High School is performing the best among the schools identified for ATSI in Region 13 for the White, Non-Hispanic student group.
7. Navigate to the next page and use the filters to select Region 13 and “Yes” on the ATSI Identification and Progress filter. The page now displays the Overall Rating Points and Component-level points that contributed to the Overall Rating.



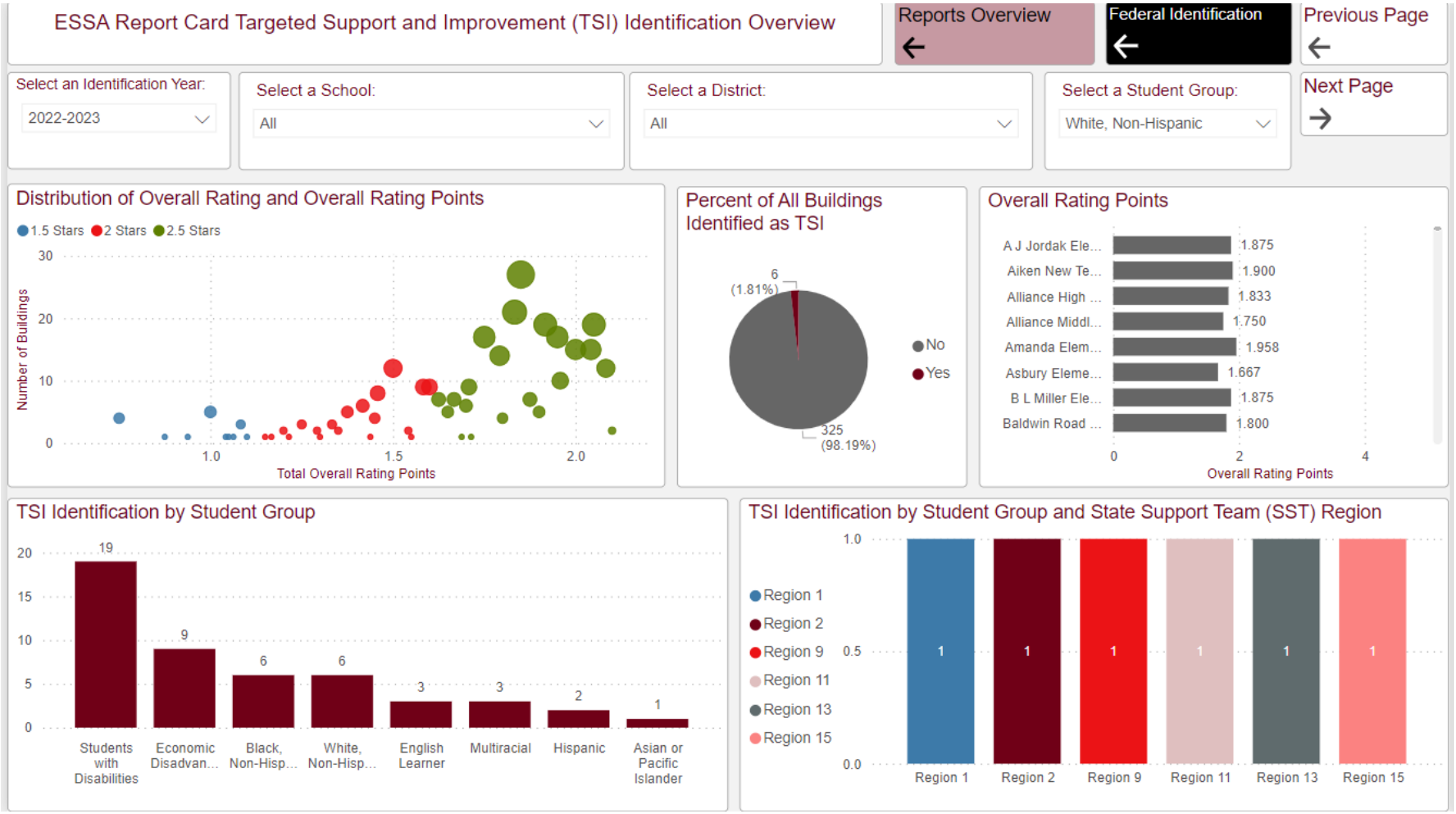
SCENARIO 3: TSI REGIONAL EXAMPLE

I am working with districts in region 10. We have been asked to investigate TSI Identification for the Students with Disabilities student group within our region.

Department of Education & Workforce



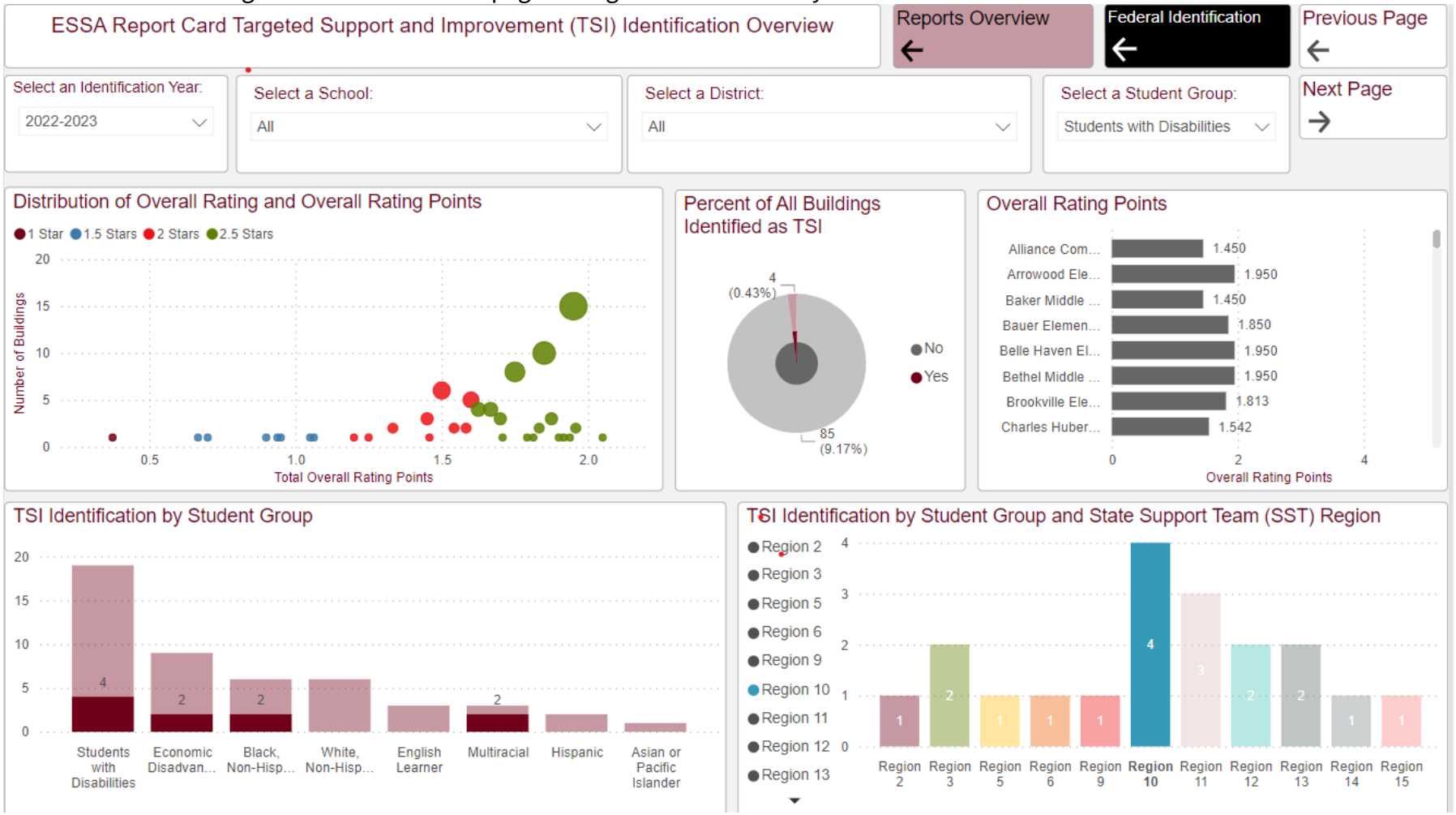
Department of Education & Workforce



1. The default display is the White, Non-Hispanic Student group.
2. Change the filter to Students with Disabilities.
3. How many buildings within region 10 were identified?
   a. Locate TSI Identification by Student Group and SST Region.
   b. 4 buildings were identified.
4. How does that compare to the state?

a. The TSI Identification by Student Group visual shows that 19 buildings across the state were identified for the Students with Disabilities student group.
b. The TSI Identification by Student group and SST visual shows the regional breakdown of buildings with TSI Identification for the Students with Disabilities student group.

5. Click on the Region 10 bar to filter the page for region 10 schools only.

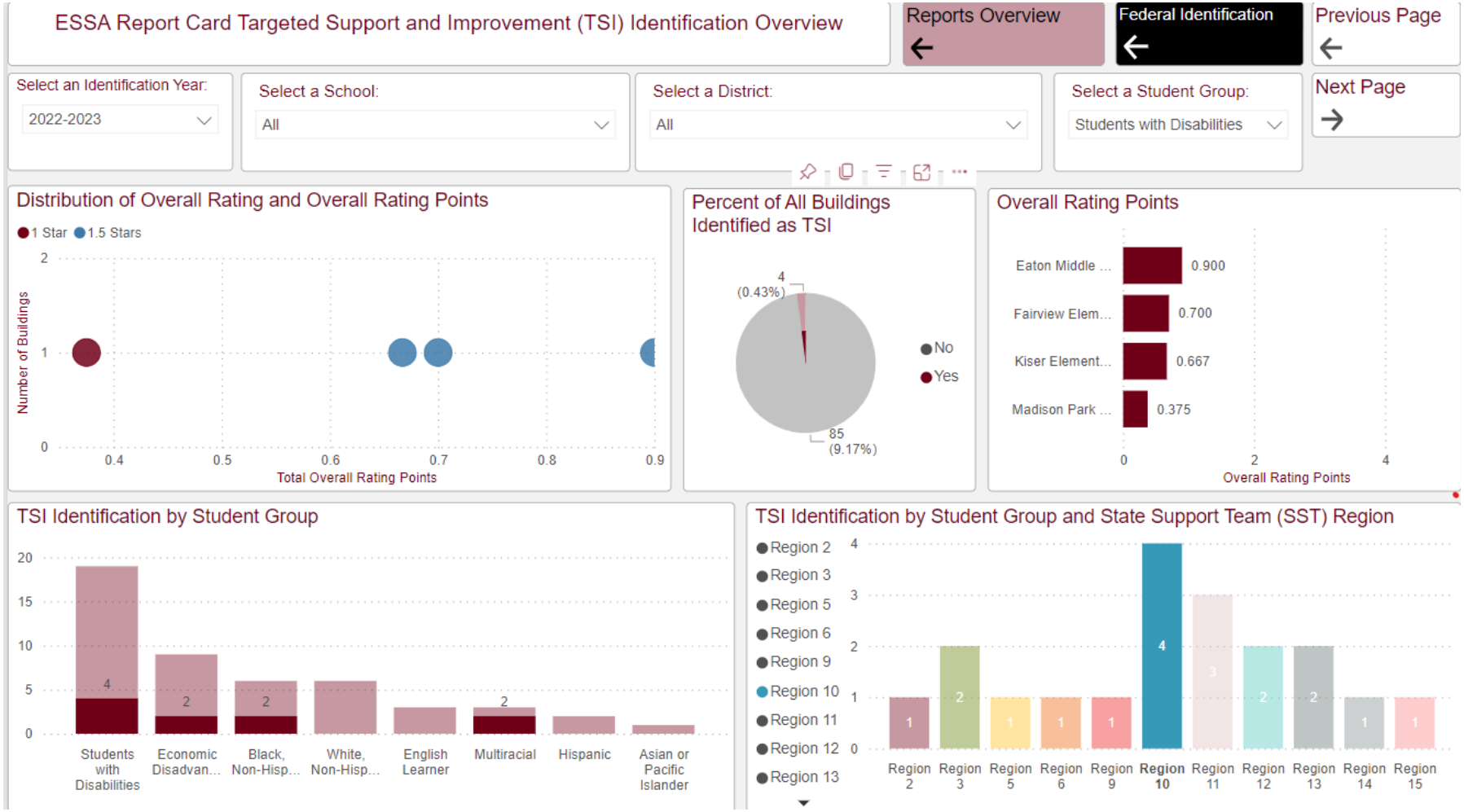


6. What other student groups were identified within region 10?

Department of Education & Workforce

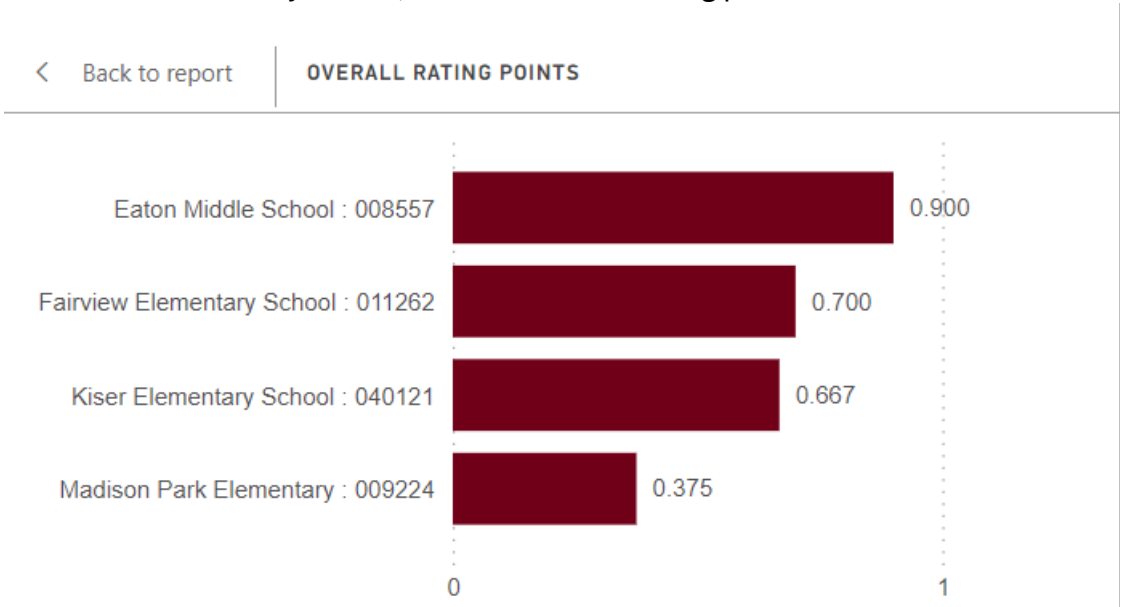
a. TSI Identification group visual shows the distribution of the student group identification and number of buildings identified within each student group for region 10.

7. What are the 4 buildings identified for the Students with Disabilities student group in region 10?
   a. Hold +CTRL and click on the “Yes” slice in the TSI Identification pie to further subset the data.



Department of Education & Workforce

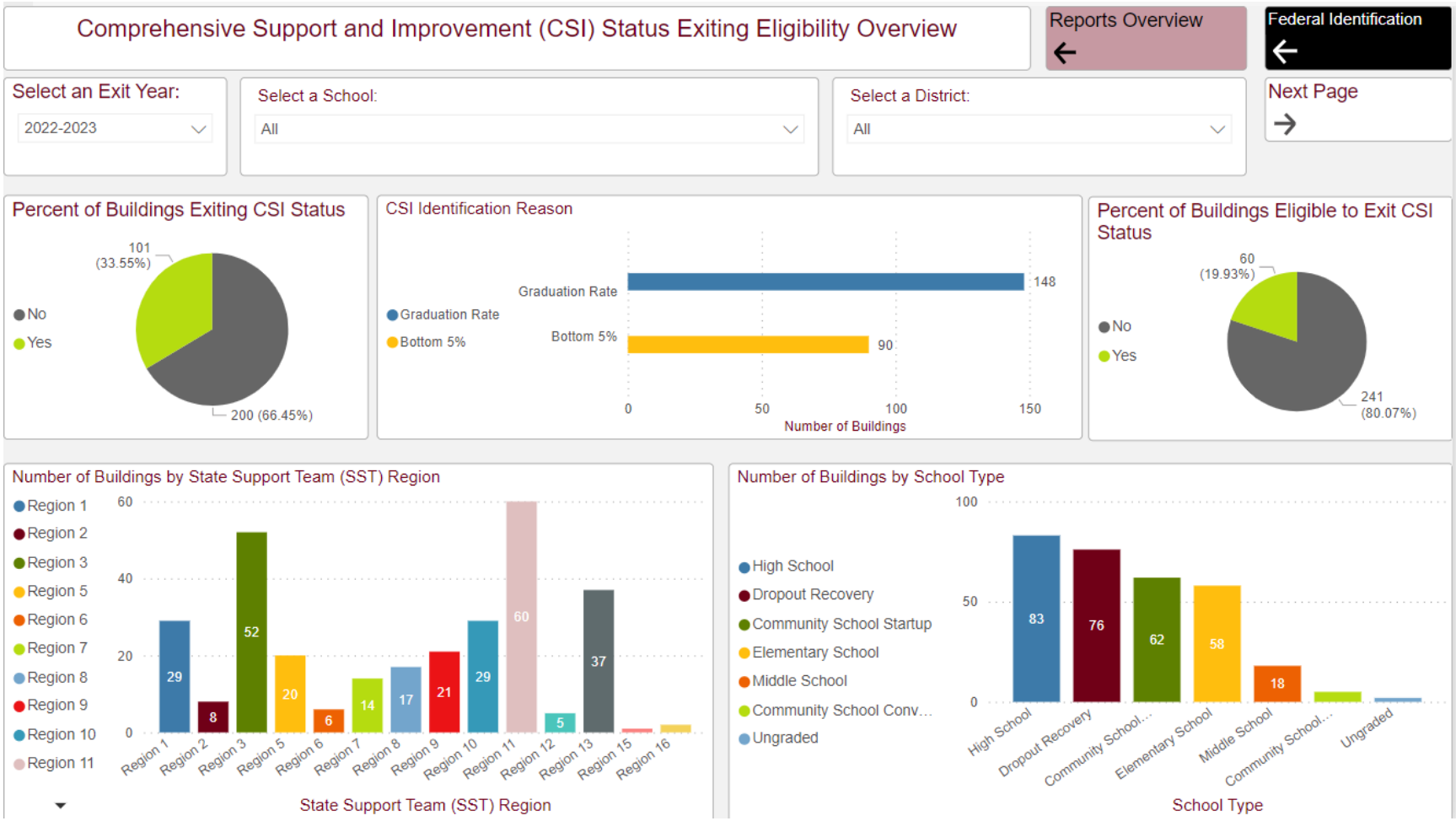
b. The 4 schools are now displayed in the Overall Rating points chart.
c. Hover over the Overall Rating Points chart and click on the ellipsis. Select “Show as a Table”.
d. The four schools (Eaton Middle School, Fairview Elementary School, Kiser Elementary School, and Madison Park Elementary school) and their overall rating points and the overall are listed in the screenshot below.



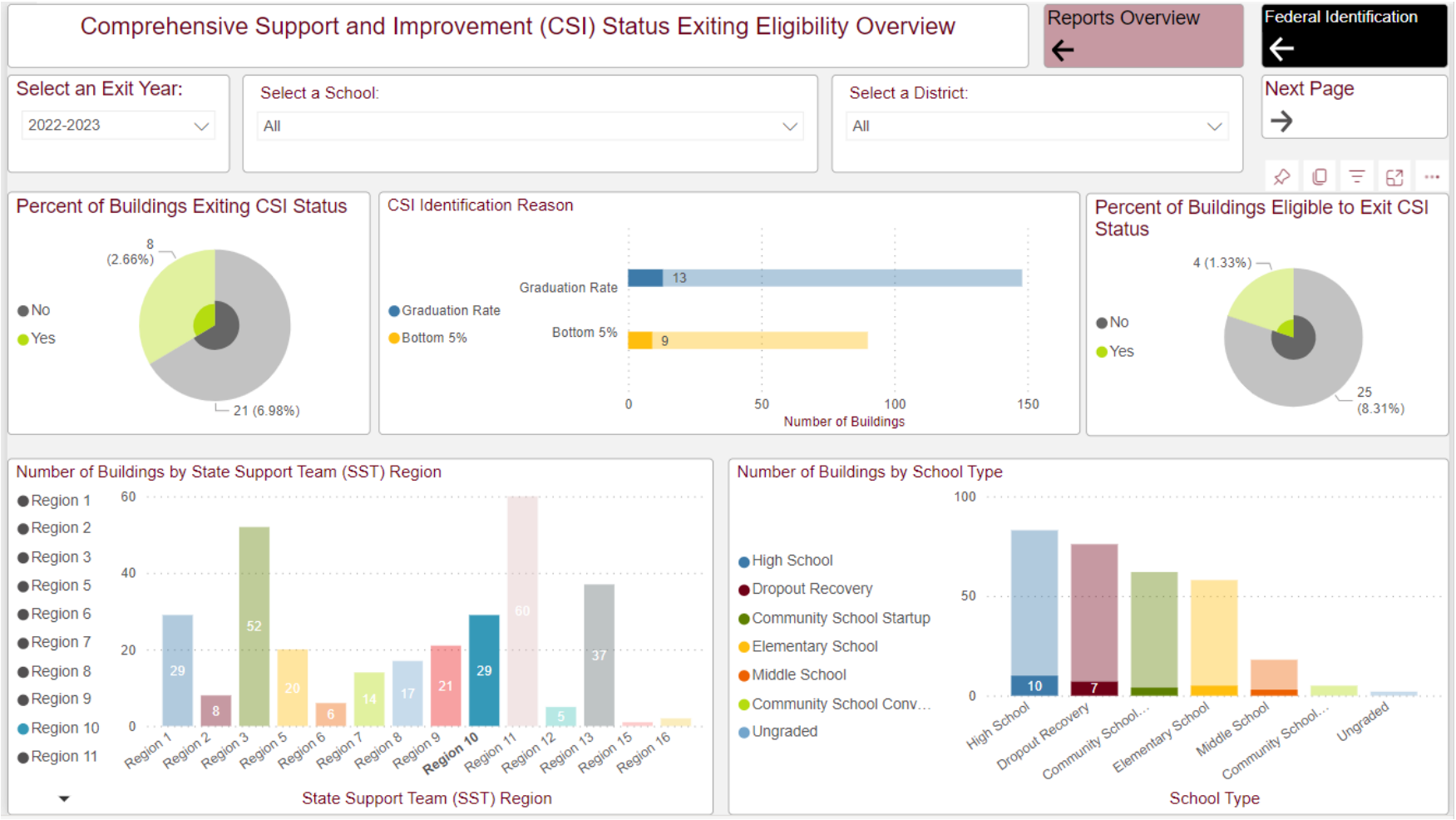
Building Name/IRN	Overall Rating Points	Overall Rating
Eaton Middle School : 008557	0.90	1.5 Stars
Fairview Elementary School : 011262	0.70	1.5 Stars
Kiser Elementary School : 040121	0.67	1.5 Stars
Madison Park Elementary : 009224	0.38	1 Star

SCENARIO 4: REGIONAL CSI EXITING EXAMPLE

I am working with districts in region 10.

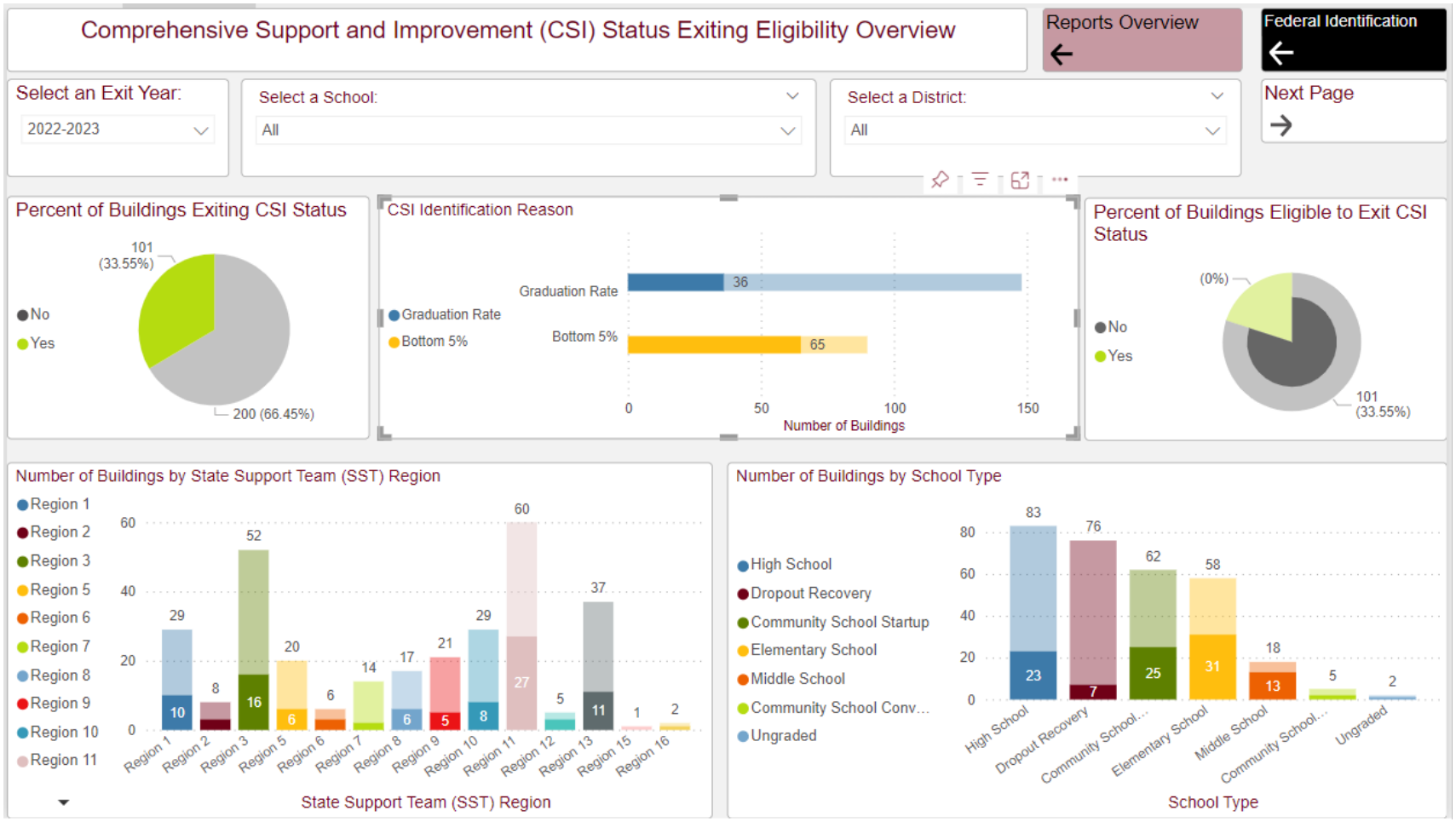


1. Select the bar for region 10 on the Number of Buildings by SST Region visual to filter the page for region 10 schools only.



2. How many buildings within region 10 Exited CSI Status?
   a. 8 buildings
3. How many buildings within region 10 were eligible to Exit CSI Status?
   a. 4 buildings
4. Hold +CTRL and select the High School bar on the Number of Buildings by School Type to further subset the data for High Schools within Region 10.

5. Of the High schools in region 10, how many exited?
   a. 2 buildings were high schools.
6. Clear out the filters and click on the “Yes” slice of the Percent of Exiting CSI status to filter the visuals for only schools who exited.



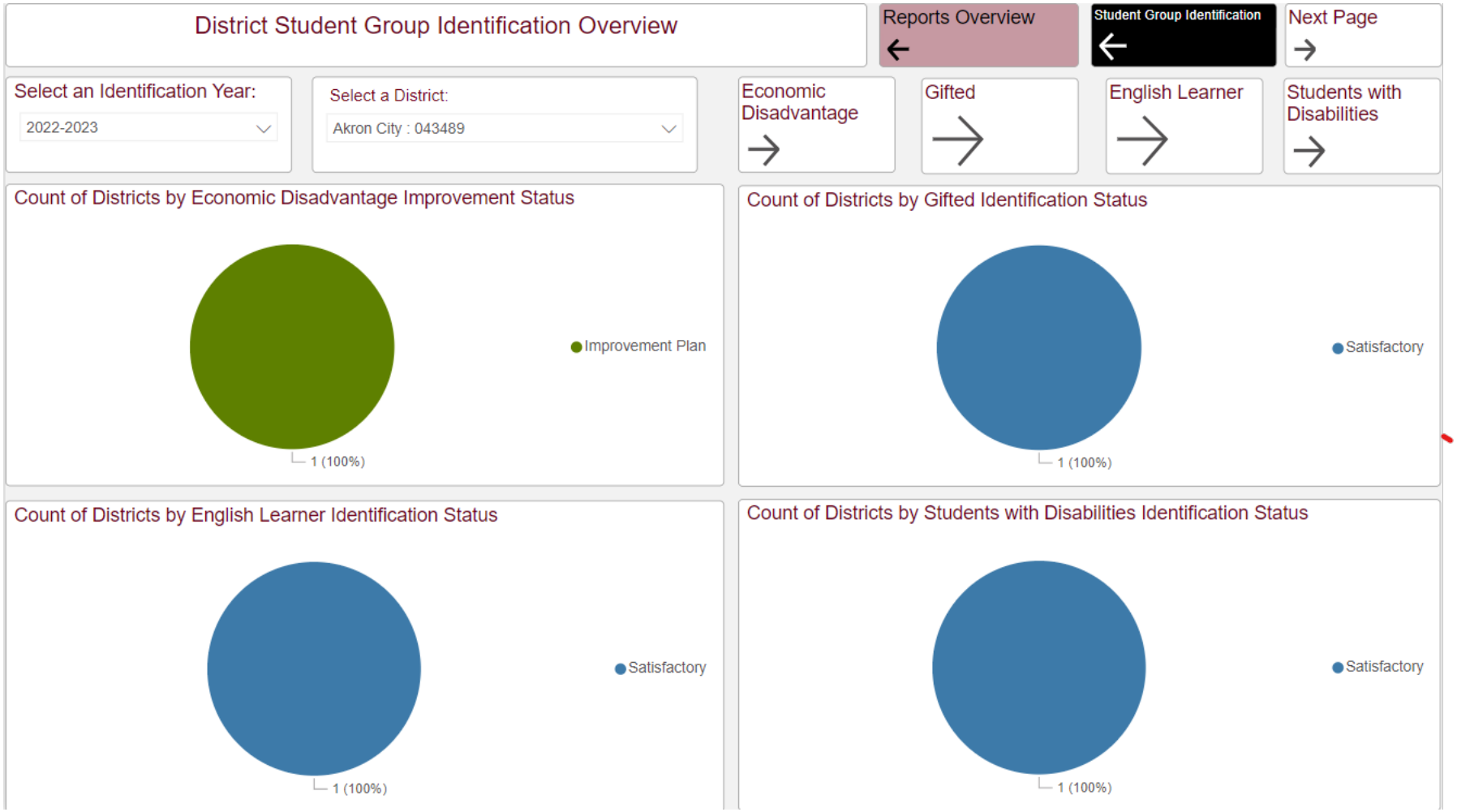
7. How does the percentage of schools exiting in Region 10 compare with other Regions?
   a. Examine the Buildings by SST Region chart to view the distribution and percentage exiting by region.

SCENARIO 5: STUDENT GROUP IDENTIFICATION EXAMPLE

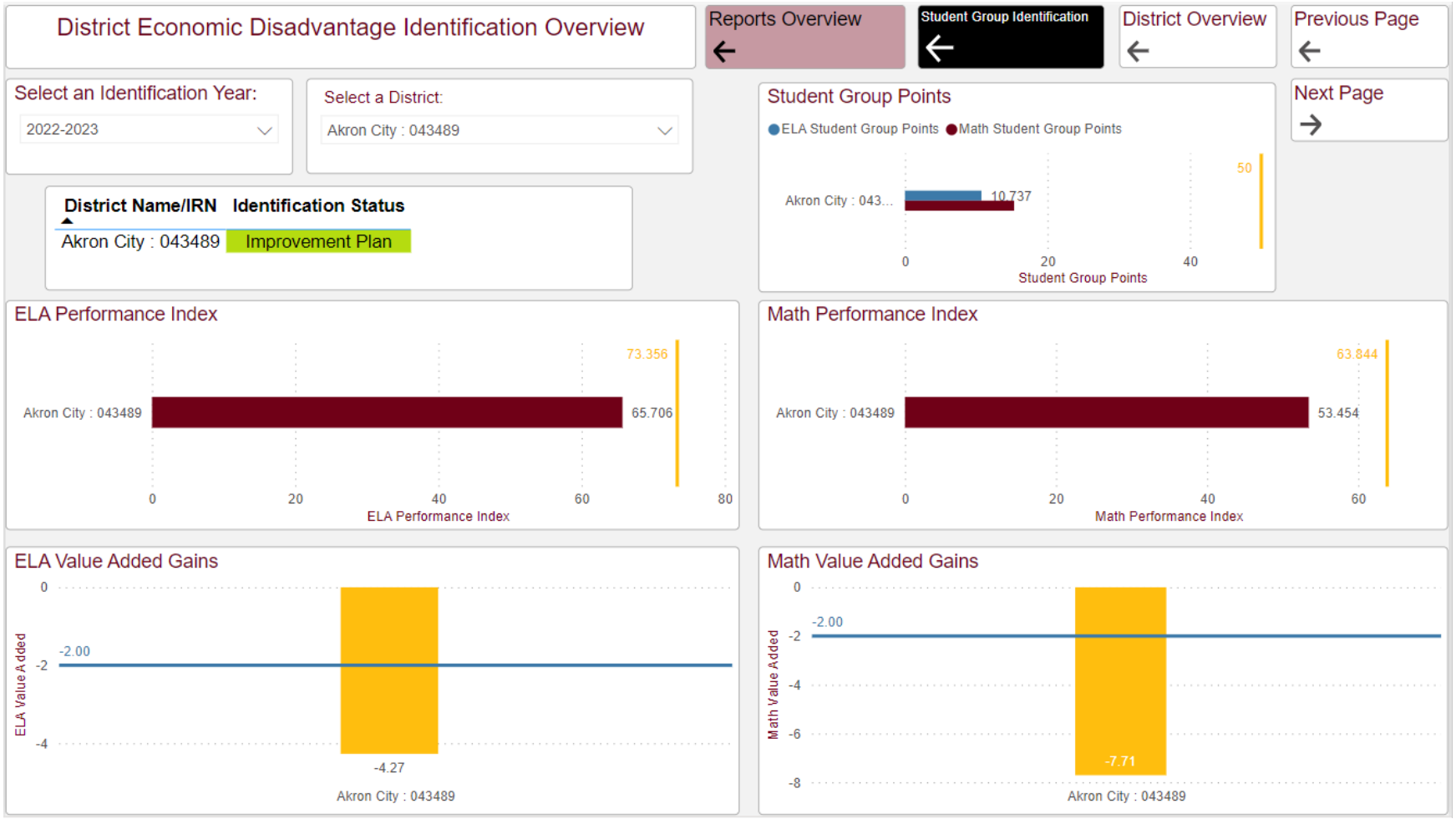
I am working with Akron City Schools. They have asked me to help them understand what student groups were identified, and how they were identified.

1. Select Akron City from the dropdown menu.

Department of Education & Workforce

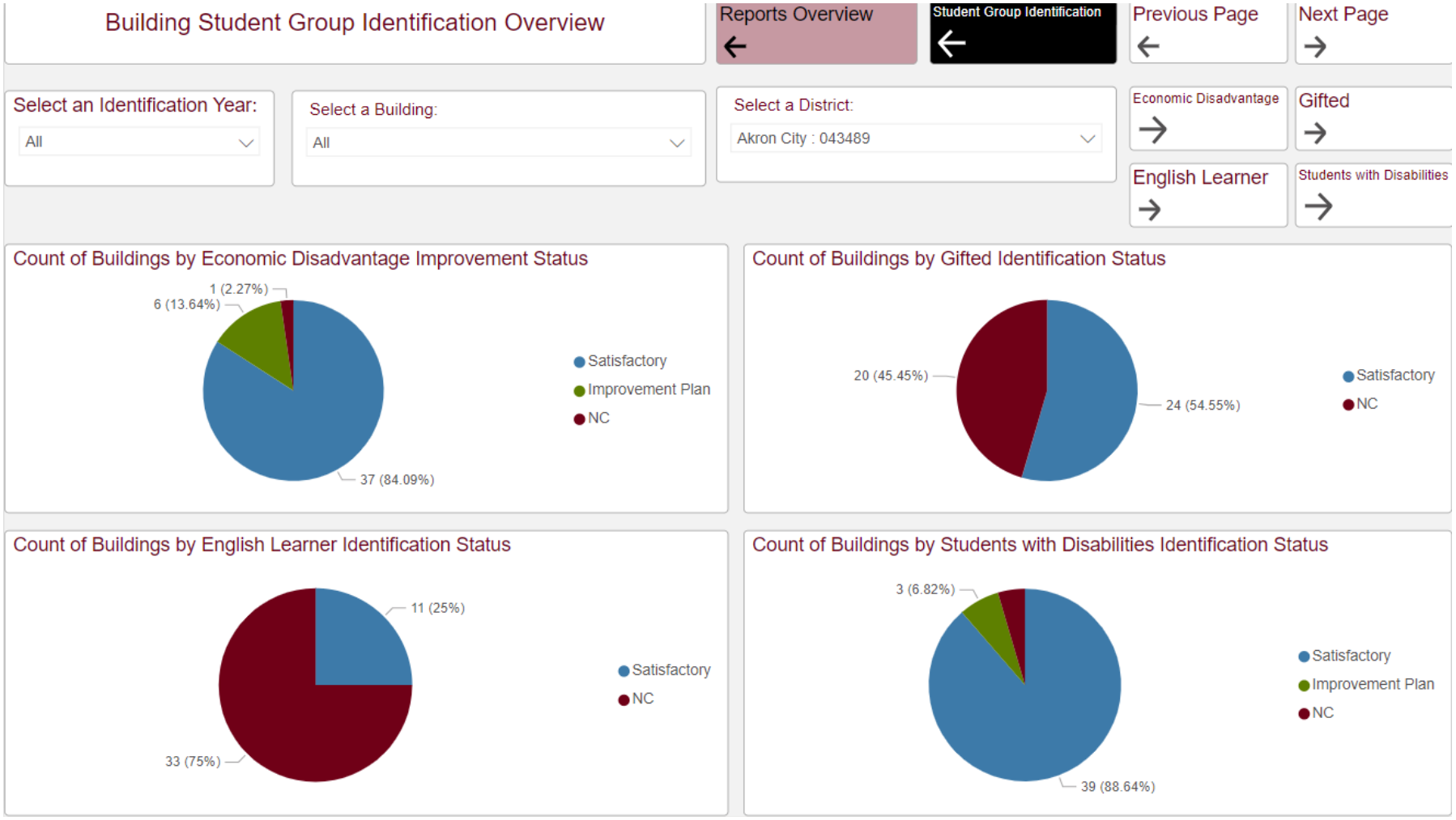


2. What student group(s) does Akron City have an improvement plan for?
   a. Economic Disadvantage
3. Navigate to the Economic Disadvantage button to see Akron's data.



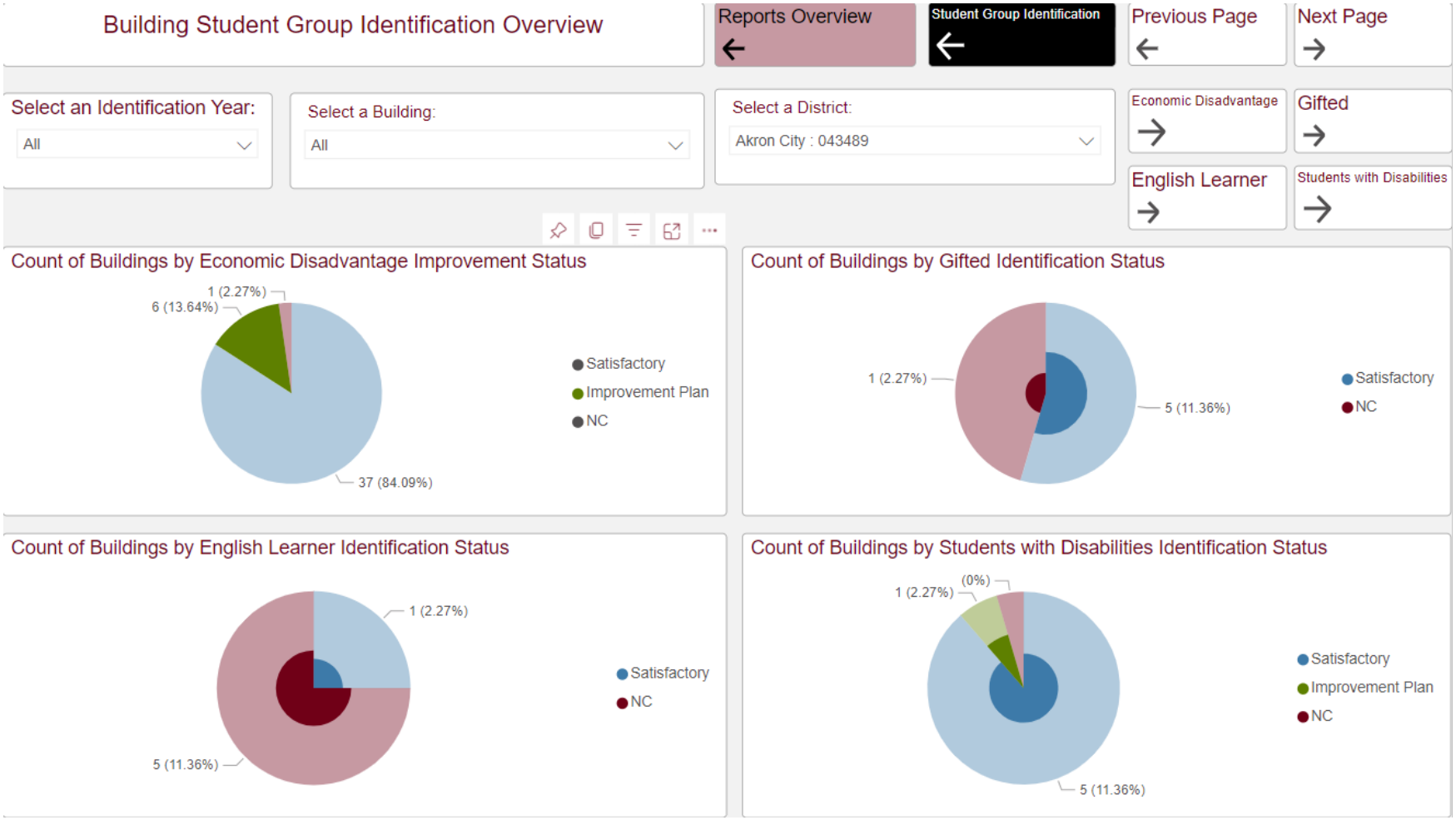
4. Why was Akron Placed on an improvement plan?
   a. The ELA/Math Performance Index and VA Gains fell below the cut points for each metric.
   b. Student group points are displayed but are not leveraged for Akron because Value Added data were calculated.
5. How many buildings in Akron City are on an Improvement Plan and for what student groups?

Department of Education & Workforce

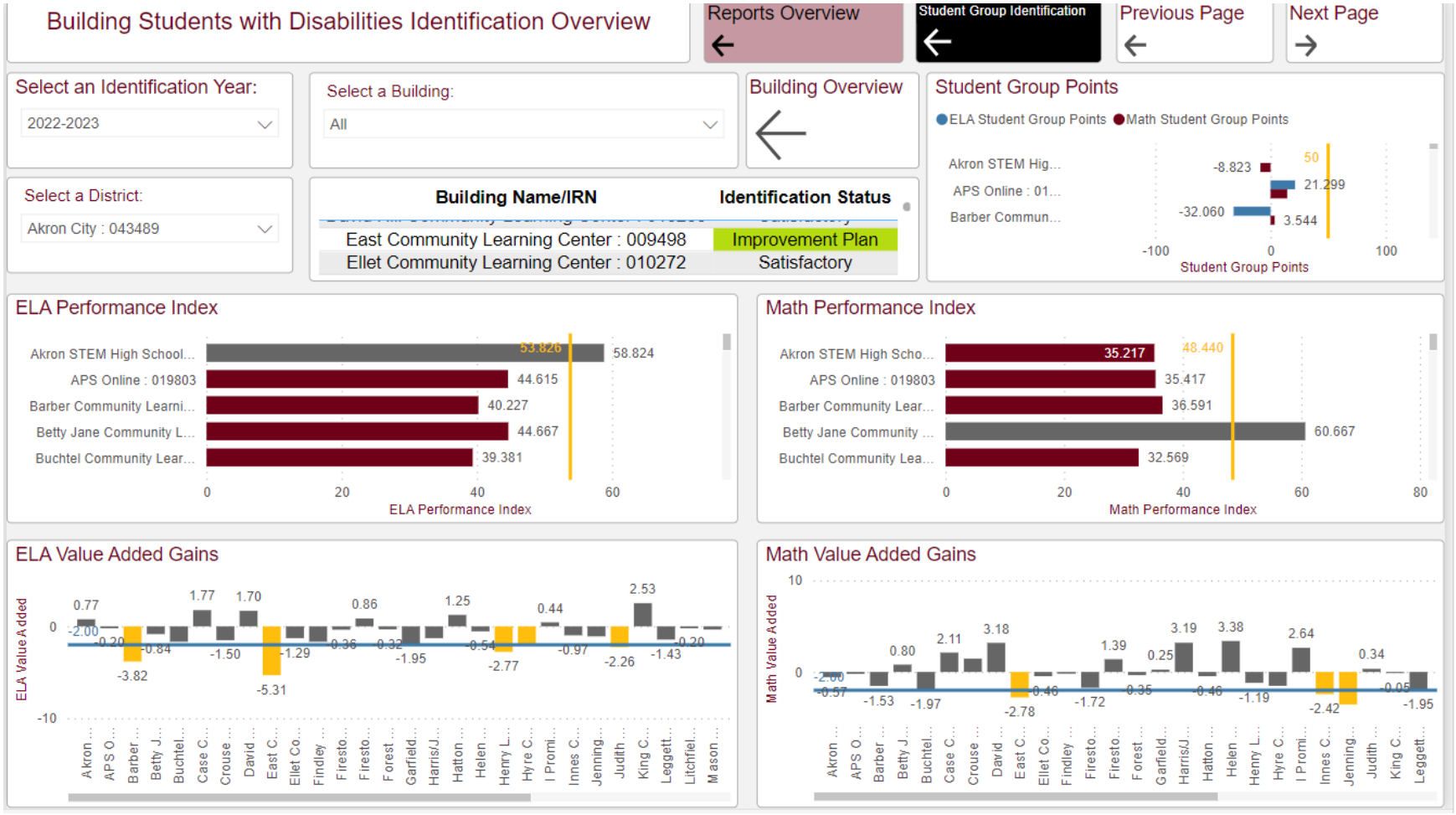


a. 6 on plan for Economic Disadvantage
b. 0 for Gifted
c. 3 for SWD
d. 0 for English Learner

6. Select the “Improvement Plan” slice on the Economic Disadvantage Improvement Status pie to filter the visuals.

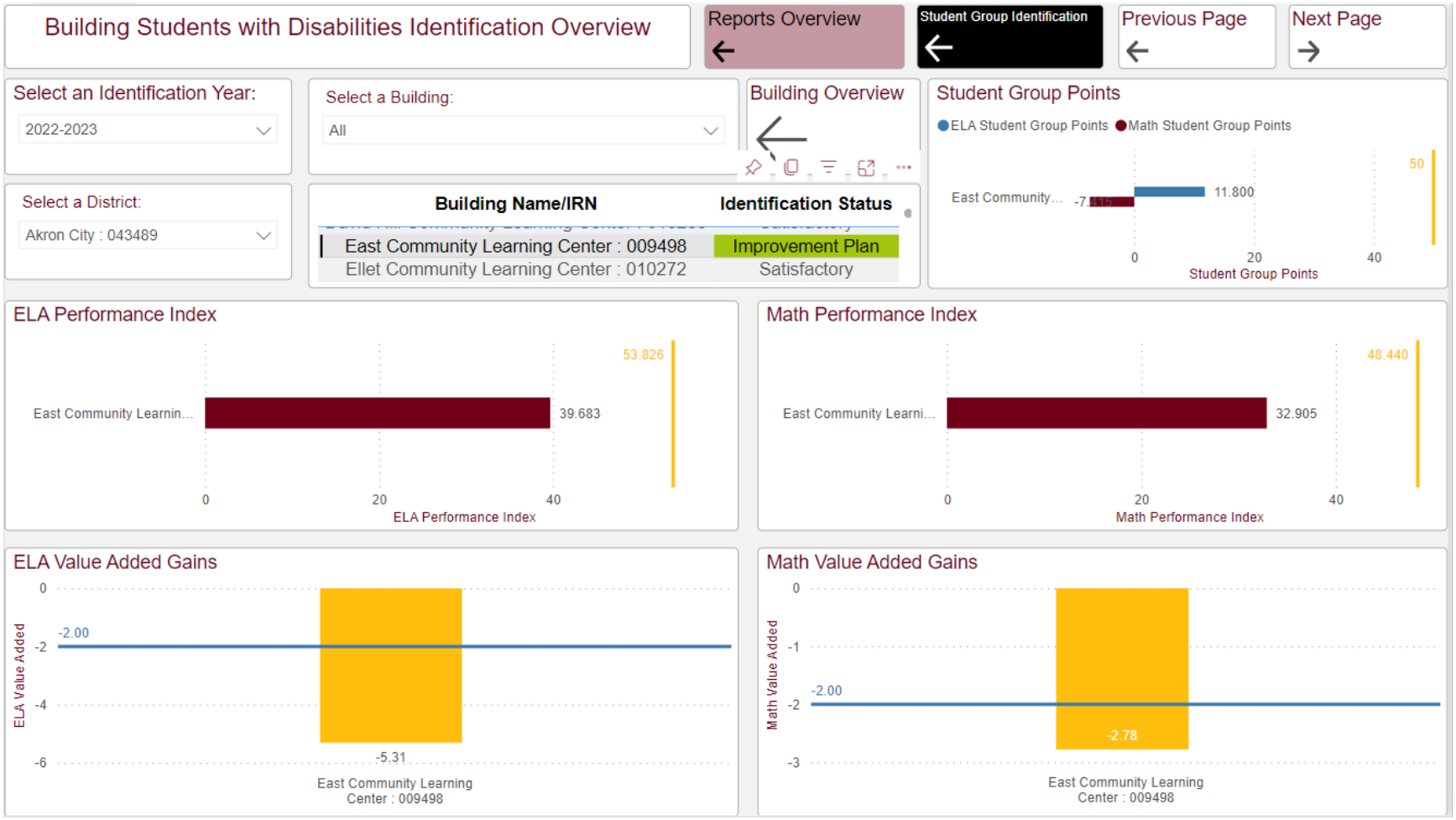


7. Of the buildings on an Improvement Plan for Economic Disadvantage, are they on Improvement Plans for other student groups?
   a. 1 building is also on an Improvement Plan for Students with Disabilities
8. Navigate to the Students with Disabilities Report. The report is already filtered for Akron City. Hover over the list of schools and scroll to find the school on an Improvement plan.

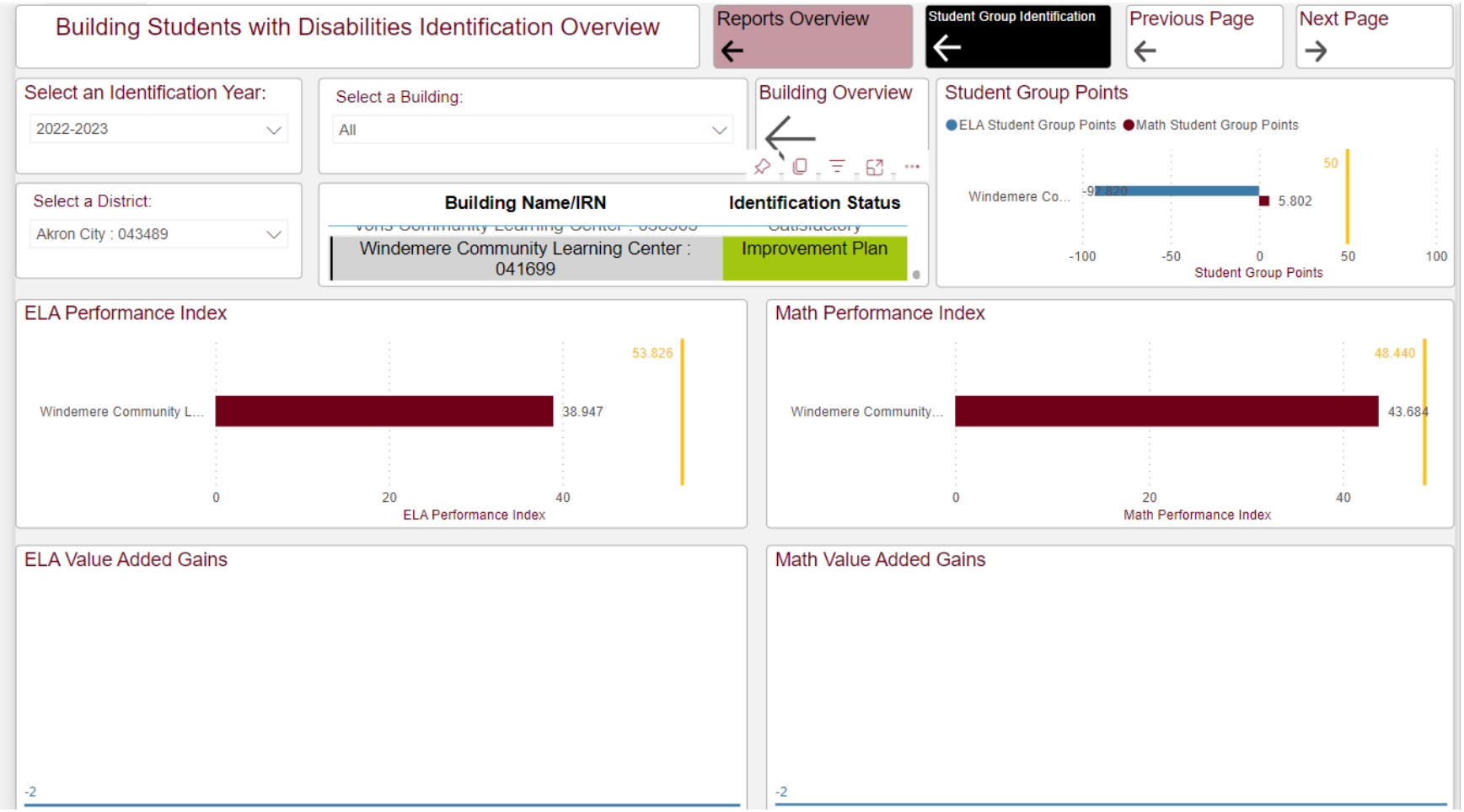


9. To find a specific building in Akron City Schools, the user can select the row for East Community Learning Center from the building name/IRN table to filter the visuals for that school.

Department of Education & Workforce



10. Examine the school list closely to view data for other schools on an Improvement Plan for Students with Disabilities (we only identified the 1 school with overlap between the Economic Disadvantage and Students with Disabilities Improvement Plans earlier). The main page indicated that there were 3 buildings within Akron City identified.
11. To see Windemere Community Learning Center, select the building from the building name/IRN to filter the page for that school.

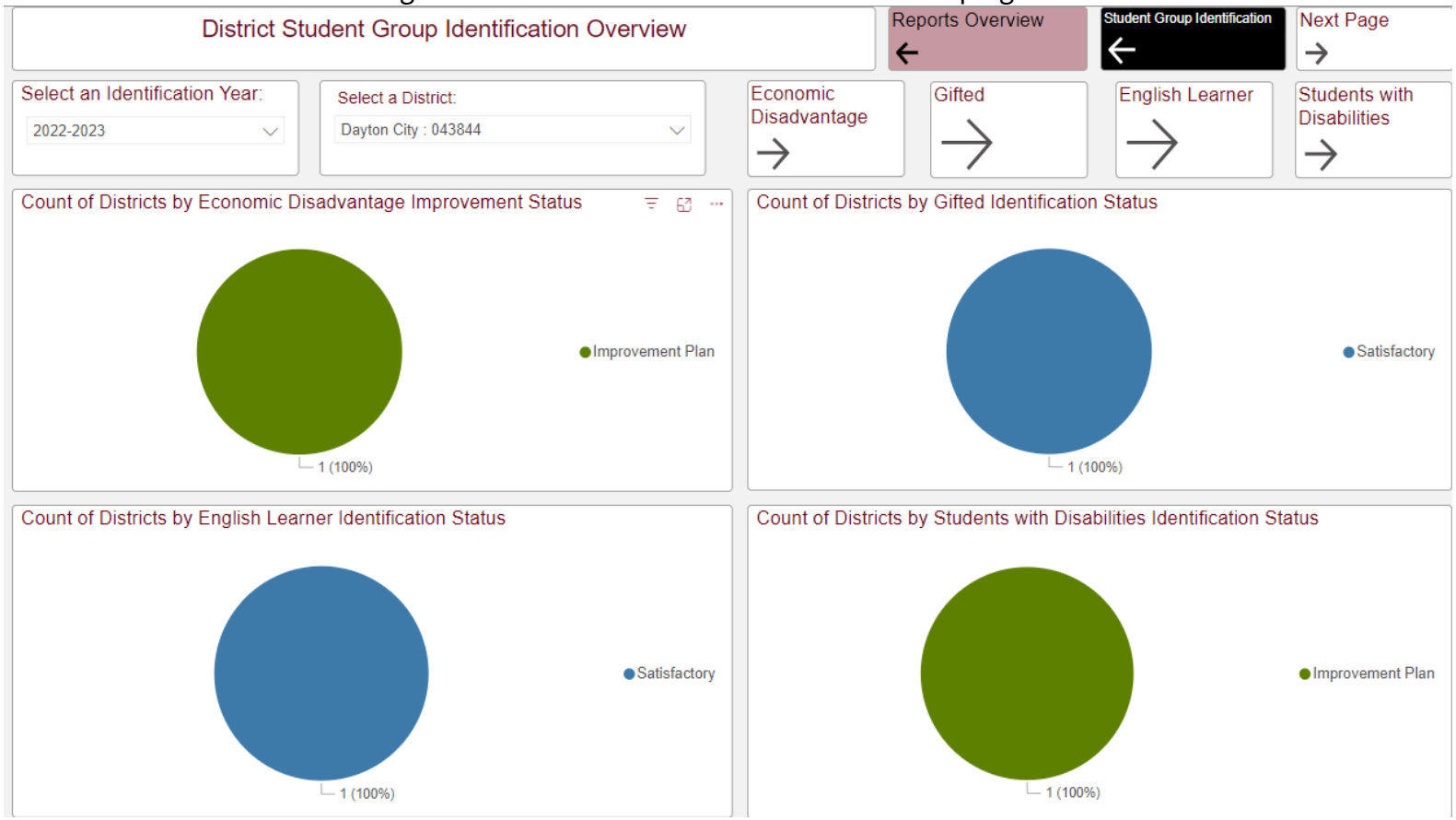


12. Based on the data appearing on the screen, how did Windemere Community Learning Center meet the criteria to be placed on an Improvement Plan?
    a. The ELA/Math Performance Indexes were lower than the cut points for those metrics.
    b. There was no Value-Added data to examine.
    c. Both the ELA and Math student group points calculations were lower than the 50 points required. *Student points are used only as a substitute in cases where Value Added data are not calculated.*

SCENARIO 6: SUPERINTENDENT AND PRINCIPAL EXAMPLE

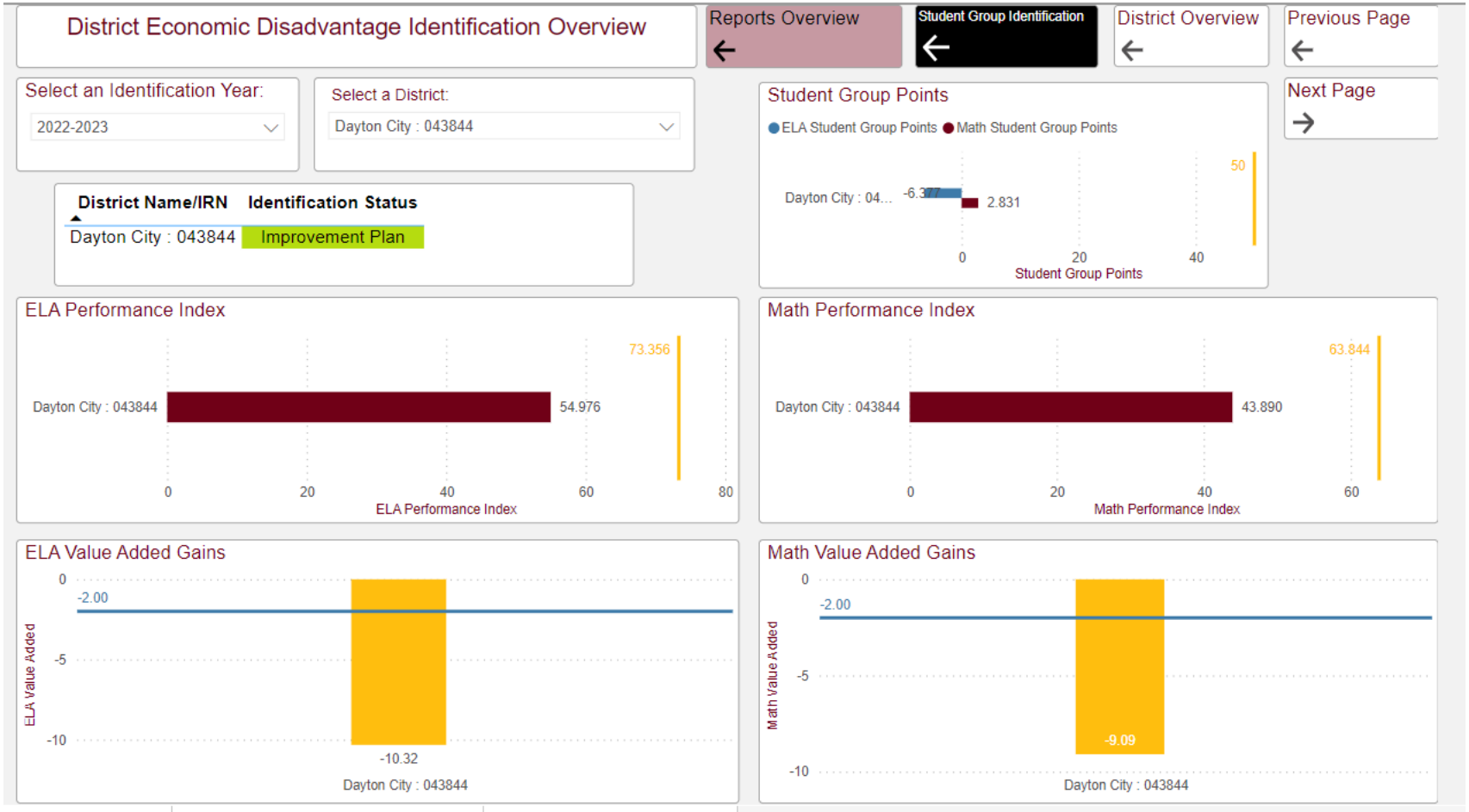
I am the Superintendent of Dayton City Schools and want to know if my district or buildings are identified for student group accountability.

1. Student Group Accountability by District à Select the District Student Group Identification Overview
   a. Select a district (Dayton City) from the overview page.
   b. This shows that Dayton City did not earn satisfactory achievement and progress for the Economic Disadvantage and Students with Disabilities student groups.
   c. The pie charts depicted in the screen shot below display the four student groups and the number of buildings in Dayton City that are on an improvement plan or met satisfactory achievement. To take a deeper dive into the data, select either economic disadvantage or students with disabilities arrow at the top right-hand side of the screen.

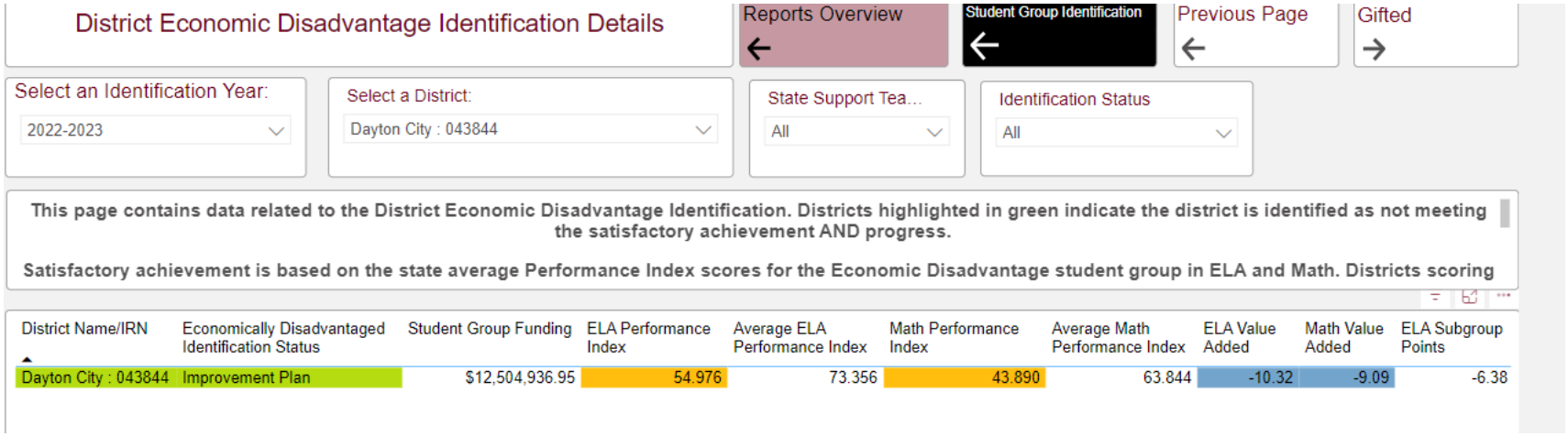


Department of Education & Workforce

2. The District Economic Disadvantage Identification Overview page allows the user to determine the performance on ELA and math performance index, and ELA and math value-added. The performance of Dayton City can be seen relative to the cut score. This step can be repeated for students with disabilities.

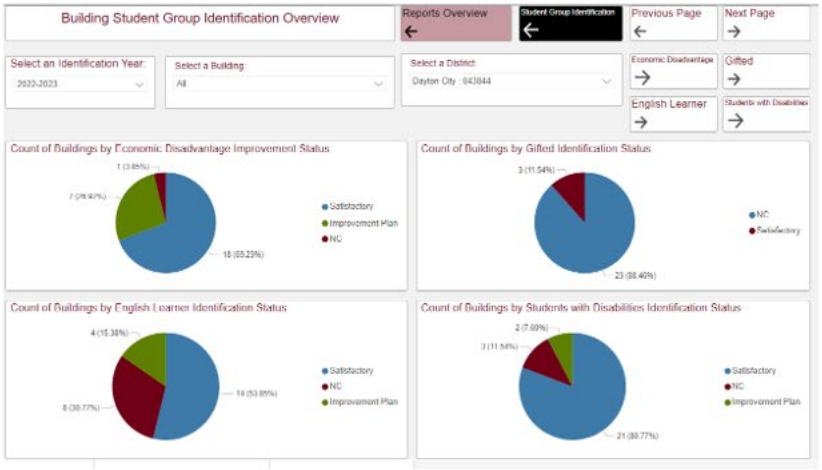


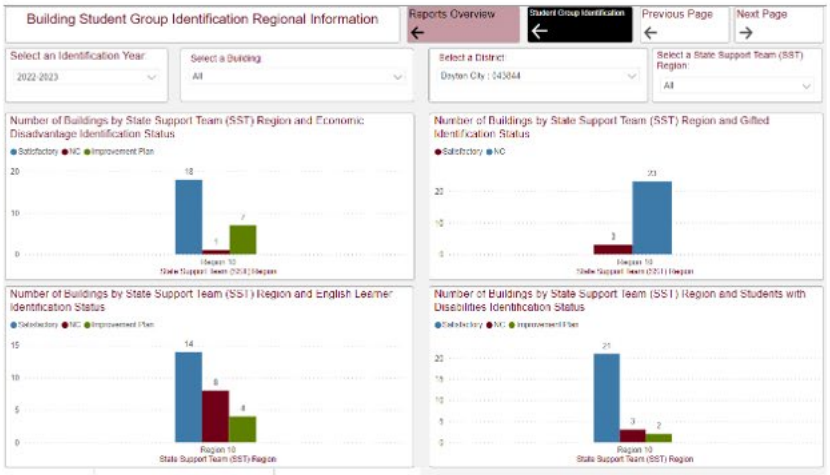
3. Selecting the next page takes the user to the data details, which displays the underlying data for Dayton City for all performance indicators.



District Name/IRN	Economically Disadvantaged Identification Status	Student Group Funding	ELA Performance Index	Average ELA Performance Index	Math Performance Index	Average Math Performance Index	ELA Value Added	Math Value Added	ELA Subgroup Points
Dayton City : 043844	Improvement Plan	$12,504,936.95	54.976	73.356	43.890	63.844	-10.32	-9.09	-6.38

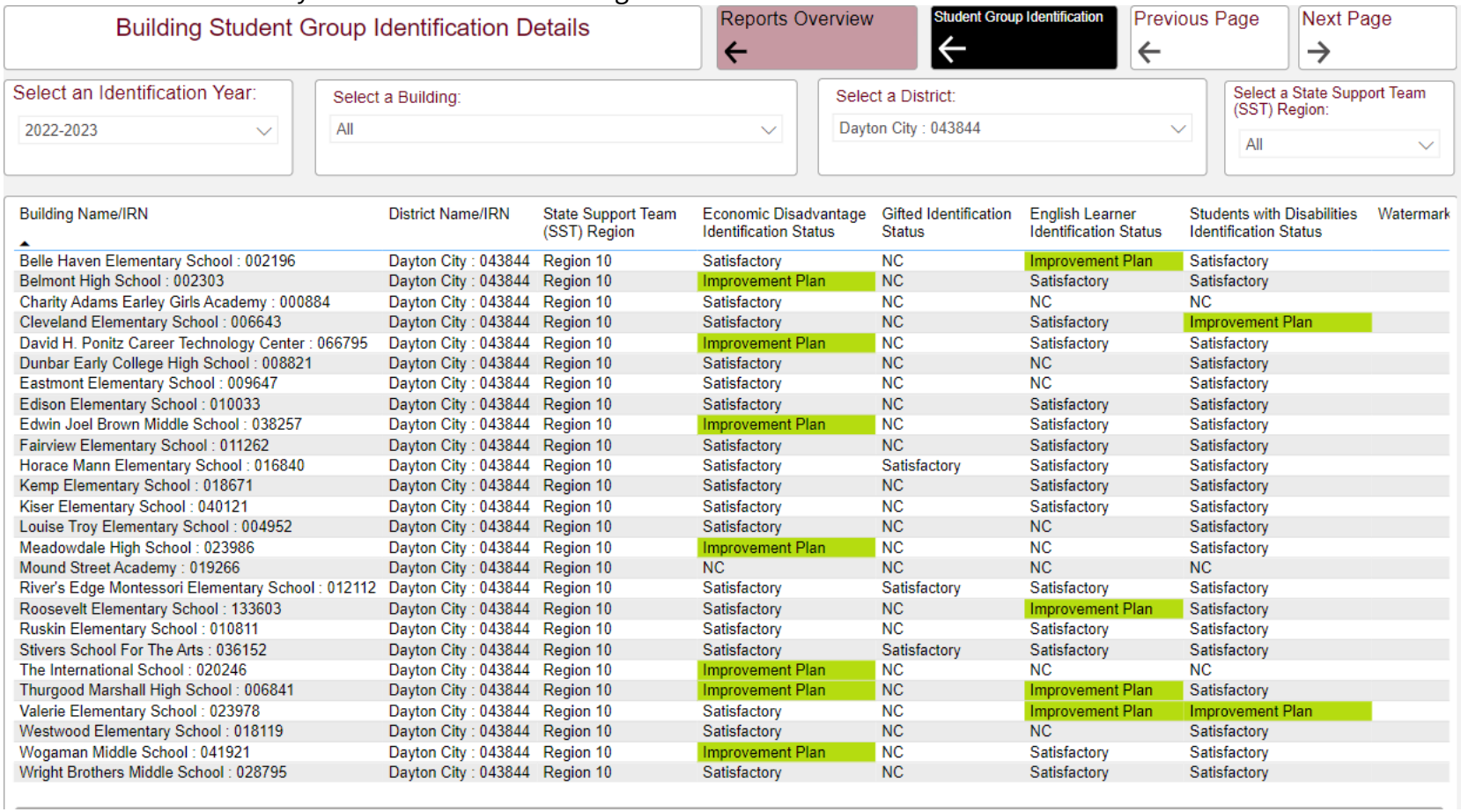
4. If the superintendent would like to determine the number of buildings in their district that are identified for student group accountability purposes, navigate back to the home screen and select building student group identification overview. The overview page provides high-level details on the count of buildings that are noted as needing an improvement plan or are satisfactory. NC (no-count) means there were not enough students in the student group. This high-level overview shows in Dayton City, 7 buildings did not meet satisfactory achievement and progress for the economic disadvantage student group, 4 buildings for English learner, and 2 buildings for students with disabilities. Selecting on the next page will show this information as a bar graph.





Ohio Department of Education & Workforce

5. Selecting the next page to determine if a building is identified for one or more student groups. The data details page shows that Valerie Elementary School is identified for English learners and students with disabilities.



Building Student Group Identification Details

Reports Overview | Student Group Identification | Previous Page | Next Page

Select an Identification Year: 2022-2023

Select a Building: All

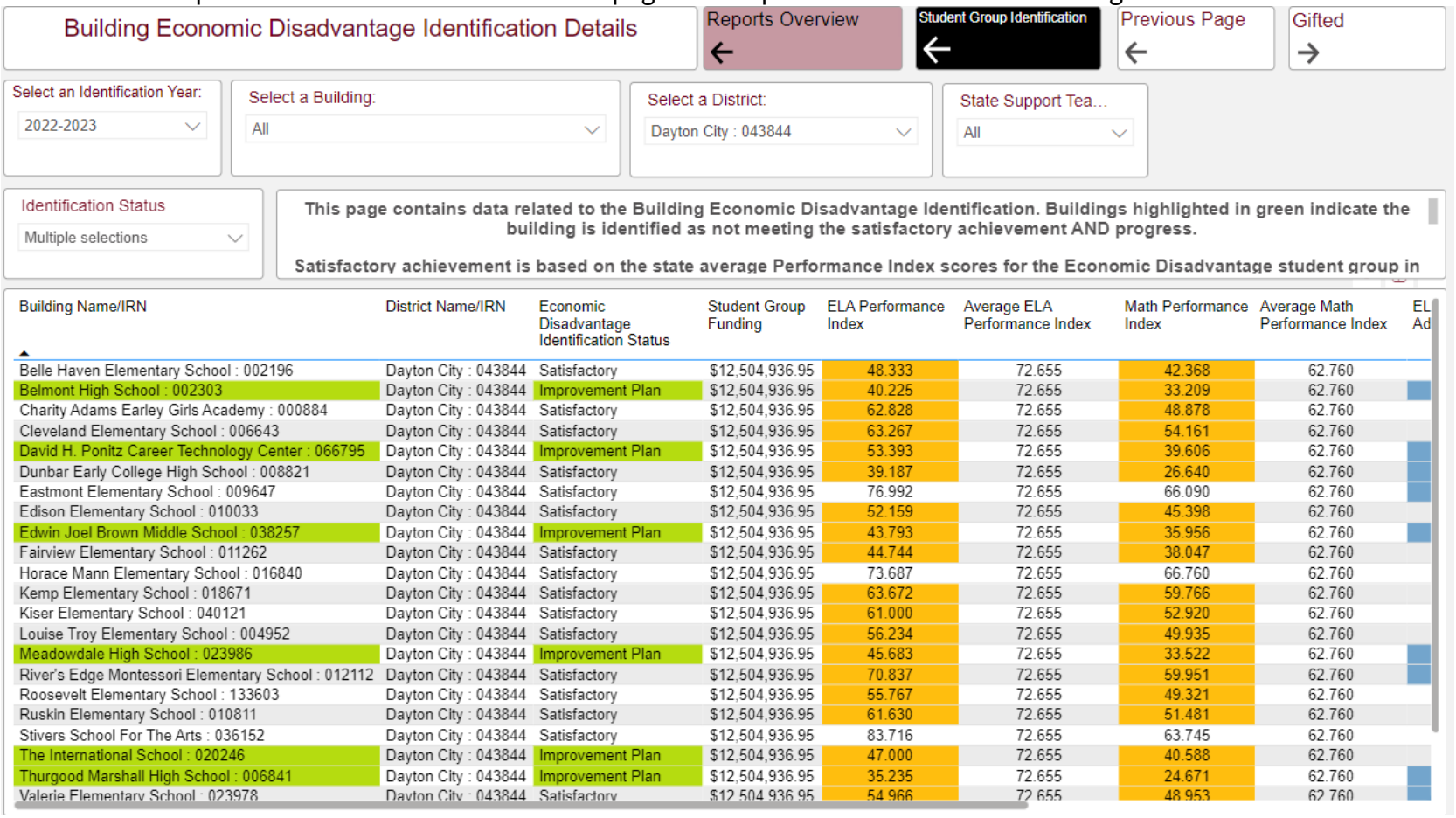
Select a District: Dayton City : 043844

Select a State Support Team (SST) Region: All

Building Name/IRN	District Name/IRN	State Support Team (SST) Region	Economic Disadvantage Identification Status	Gifted Identification Status	English Learner Identification Status	Students with Disabilities Identification Status	Watermark
Belle Haven Elementary School : 002196	Dayton City : 043844	Region 10	Satisfactory	NC	Improvement Plan	Satisfactory	
Belmont High School : 002303	Dayton City : 043844	Region 10	Improvement Plan	NC	Satisfactory	Satisfactory	
Charity Adams Earley Girls Academy : 000884	Dayton City : 043844	Region 10	Satisfactory	NC	NC	NC	
Cleveland Elementary School : 006643	Dayton City : 043844	Region 10	Satisfactory	NC	Satisfactory	Improvement Plan	
David H. Ponitz Career Technology Center : 066795	Dayton City : 043844	Region 10	Improvement Plan	NC	Satisfactory	Satisfactory	
Dunbar Early College High School : 008821	Dayton City : 043844	Region 10	Satisfactory	NC	NC	Satisfactory	
Eastmont Elementary School : 009647	Dayton City : 043844	Region 10	Satisfactory	NC	NC	Satisfactory	
Edison Elementary School : 010033	Dayton City : 043844	Region 10	Satisfactory	NC	Satisfactory	Satisfactory	
Edwin Joel Brown Middle School : 038257	Dayton City : 043844	Region 10	Improvement Plan	NC	Satisfactory	Satisfactory	
Fairview Elementary School : 011262	Dayton City : 043844	Region 10	Satisfactory	NC	Satisfactory	Satisfactory	
Horace Mann Elementary School : 016840	Dayton City : 043844	Region 10	Satisfactory	Satisfactory	Satisfactory	Satisfactory	
Kemp Elementary School : 018671	Dayton City : 043844	Region 10	Satisfactory	NC	Satisfactory	Satisfactory	
Kiser Elementary School : 040121	Dayton City : 043844	Region 10	Satisfactory	NC	Satisfactory	Satisfactory	
Louise Troy Elementary School : 004952	Dayton City : 043844	Region 10	Satisfactory	NC	NC	Satisfactory	
Meadowdale High School : 023986	Dayton City : 043844	Region 10	Improvement Plan	NC	NC	Satisfactory	
Mound Street Academy : 019266	Dayton City : 043844	Region 10	NC	NC	NC	NC	
River's Edge Montessori Elementary School : 012112	Dayton City : 043844	Region 10	Satisfactory	Satisfactory	Satisfactory	Satisfactory	
Roosevelt Elementary School : 133603	Dayton City : 043844	Region 10	Satisfactory	NC	Improvement Plan	Satisfactory	
Ruskin Elementary School : 010811	Dayton City : 043844	Region 10	Satisfactory	NC	Satisfactory	Satisfactory	
Stivers School For The Arts : 036152	Dayton City : 043844	Region 10	Satisfactory	Satisfactory	Satisfactory	Satisfactory	
The International School : 020246	Dayton City : 043844	Region 10	Improvement Plan	NC	NC	NC	
Thurgood Marshall High School : 006841	Dayton City : 043844	Region 10	Improvement Plan	NC	Improvement Plan	Satisfactory	
Valerie Elementary School : 023978	Dayton City : 043844	Region 10	Satisfactory	NC	Improvement Plan	Improvement Plan	
Westwood Elementary School : 018119	Dayton City : 043844	Region 10	Satisfactory	NC	NC	Satisfactory	
Wogaman Middle School : 041921	Dayton City : 043844	Region 10	Improvement Plan	NC	Satisfactory	Satisfactory	
Wright Brothers Middle School : 028795	Dayton City : 043844	Region 10	Satisfactory	NC	Satisfactory	Satisfactory	

6. To see individual building results, select the next page, which will show the building economic disadvantage identification details for Dayton City.
   a. The user can continue clicking through each identification to see the data behind the calculations.

b. Data details pages can be exported and then combined with the other identification statues to determine the performance of all buildings in Dayton City.
c. Principals can also utilize the data details page to see specific results for their building.



Building Economic Disadvantage Identification Details

Reports Overview | Student Group Identification | Previous Page | Gifted

Select an Identification Year: 2022-2023

Select a Building: All

Select a District: Dayton City : 043844

State Support Tea... All

Identification Status: Multiple selections

This page contains data related to the Building Economic Disadvantage Identification. Buildings highlighted in green indicate the building is identified as not meeting the satisfactory achievement AND progress.

Satisfactory achievement is based on the state average Performance Index scores for the Economic Disadvantage student group in

Building Name/IRN	District Name/IRN	Economic Disadvantage Identification Status	Student Group Funding	ELA Performance Index	Average ELA Performance Index	Math Performance Index	Average Math Performance Index	EL Ad
Belle Haven Elementary School : 002196	Dayton City : 043844	Satisfactory	$12,504,936.95	48.333	72.655	42.368	62.760	
Belmont High School : 002303	Dayton City : 043844	Improvement Plan	$12,504,936.95	40.225	72.655	33.209	62.760	
Charity Adams Earley Girls Academy : 000884	Dayton City : 043844	Satisfactory	$12,504,936.95	62.828	72.655	48.878	62.760	
Cleveland Elementary School : 006643	Dayton City : 043844	Satisfactory	$12,504,936.95	63.267	72.655	54.161	62.760	
David H. Ponitz Career Technology Center : 066795	Dayton City : 043844	Improvement Plan	$12,504,936.95	53.393	72.655	39.606	62.760	
Dunbar Early College High School : 008821	Dayton City : 043844	Satisfactory	$12,504,936.95	39.187	72.655	26.640	62.760	
Eastmont Elementary School : 009647	Dayton City : 043844	Satisfactory	$12,504,936.95	76.992	72.655	66.090	62.760	
Edison Elementary School : 010033	Dayton City : 043844	Satisfactory	$12,504,936.95	52.159	72.655	45.398	62.760	
Edwin Joel Brown Middle School : 038257	Dayton City : 043844	Improvement Plan	$12,504,936.95	43.793	72.655	35.956	62.760	
Fairview Elementary School : 011262	Dayton City : 043844	Satisfactory	$12,504,936.95	44.744	72.655	38.047	62.760	
Horace Mann Elementary School : 016840	Dayton City : 043844	Satisfactory	$12,504,936.95	73.687	72.655	66.760	62.760	
Kemp Elementary School : 018671	Dayton City : 043844	Satisfactory	$12,504,936.95	63.672	72.655	59.766	62.760	
Kiser Elementary School : 040121	Dayton City : 043844	Satisfactory	$12,504,936.95	61.000	72.655	52.920	62.760	
Louise Troy Elementary School : 004952	Dayton City : 043844	Satisfactory	$12,504,936.95	56.234	72.655	49.935	62.760	
Meadowdale High School : 023986	Dayton City : 043844	Improvement Plan	$12,504,936.95	45.683	72.655	33.522	62.760	
River's Edge Montessori Elementary School : 012112	Dayton City : 043844	Satisfactory	$12,504,936.95	70.837	72.655	59.951	62.760	
Roosevelt Elementary School : 133603	Dayton City : 043844	Satisfactory	$12,504,936.95	55.767	72.655	49.321	62.760	
Ruskin Elementary School : 010811	Dayton City : 043844	Satisfactory	$12,504,936.95	61.630	72.655	51.481	62.760	
Stivers School For The Arts : 036152	Dayton City : 043844	Satisfactory	$12,504,936.95	83.716	72.655	63.745	62.760	
The International School : 020246	Dayton City : 043844	Improvement Plan	$12,504,936.95	47.000	72.655	40.588	62.760	
Thurgood Marshall High School : 006841	Dayton City : 043844	Improvement Plan	$12,504,936.95	35.235	72.655	24.671	62.760	
Valerie Elementary School : 023978	Dayton City : 043844	Satisfactory	$12,504,936.95	54.966	72.655	48.953	62.760	

Resources

STATE REPORT CARD VS. ESSA REPORT CARD AND FEDERAL IDENTIFICATIONS

	Traditional State Report Card	ESSA Report Card (Traditional and DOPR Buildings)	Federal Identifications
Achievement Component	Performance Index *Includes acceleration bump and many AP/IB test substitutes	Performance Index Does not include acceleration bump or certain AP/IB test substitutes *Each building receives up to 10 achievement ratings for each student group if there is a minimum of 15 students	Used to calculate overall rating
Graduation Component	4-year adjusted weighted graduation rate (.60) + 5-year adjusted weighted graduation rate (.40)	4-year Federal graduation rate (.60) + 5-year Federal graduation rate (.40) *Each building receives up to 10 gap closing ratings for each student group if there is a minimum of 15 students	4-Year Federal Graduation rate <= 67%
Early Literacy Component	3 rated measures: • Improving K-3 literacy • 3rd grade proficiency on the reading portion • Promotion to 4th grade	Percent proficient in 3rd grade ELA (rated at 100%) *Each building receives up to 10 gap closing ratings for each student group if there is a minimum of 15 students	Used to calculate the overall rating
Gap Closing Component	Comprised of the following measures for up to 75 points possible:	Comprised of the following measures for up to 85 points possible: • Chronic absenteeism	Used to calculate overall rating

	• Graduation rate for each student group (4-year state and 5-year state) • Achievement for ELA and Math by student group • Progress for ELA and Math by student group • Chronic Absenteeism • English Language Proficiency Improvement Indicator • Gifted Performance Indicator	• English Learner proficiency (up to 30 points) • 4-year federal graduation rate • Achievement in ELA and Math by student group • Progress in ELA and math by student group *Each building receives up to 10 gap closing ratings for each student group if there is a minimum of 15 students	

Progress Component	• State's growth model by looking at current achievement compared to prior achievement
	• 2022-2023 report card weight is 67% of the component rating and 33% from the year prior
	• Two numbers are used to assign a component rating:
	  ○ Growth Index
	  ○ Effect Size
		• Utilizes the same calculation as the Ohio Report Card
		• All buildings with at least 15 students in each student group receive a Progress component rating
			Used to calculate overall rating

Overall Rating	• Summative scores are computed for each district and building • The raw scores from the performance of each component are assigned a weighting • Some buildings will only have 2 components while other buildings will have all 5 • The weighted summation is converted to points to obtain the final overall star rating on a 1-5 scale in half-star increments • Each district and building receives a star rating	• CSI Overall Rating ○ Single rating for each building calculated in the same manner as the Ohio Report Card based on the number of components a building has and the weights assigned • Buildings may have up to 10 ESSA Overall Ratings • For example, if a school has more than 15 students identified as Hispanic then the school will have an ESSA Overall Rating calculated based solely on the performance of the Hispanic student population in the school. This process is repeated for all applicable federally defined student groups per school.	CSI Identification: • Based on overall rating bottom 5%, chronic absenteeism, and/or <=67% 4-year federal graduation rate ATSI Identification: • All 10 federal student groups, with at least 15 students minus the CSI schools; any student group below the CSI threshold TSI Identification: • Remove CSI and ATSI, federal student groups with at least 15 students; lowest 2% performance in a student group are AND has to have 2.5 stars or less on the ESSA report card for that particular student group

**For a detailed explanation of the ESSA Report Card, review the technical documentation.*