Tools for Troubleshooting Data Associated with Report Card Measures

1

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Questions regarding appropriate use of EMIS Alliance materials, or requests for exception to the restrictions noted above, should be directed to Melissa Hennon [Melissa.Hennon@education.ohio.gov].

2

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Overview

- Purpose and Process
- Data Teams
- Secure Data Center
- Troubleshooting Data Issues in the SDC
- Resources

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Purpose

The purpose of this EMIS Alliance presentation is to assist Data Teams in building foundational skills to improve educators' ability to explore, understand, and communicate with data more meaningfully. This new module will include real data troubleshooting opportunities that reflect some of the reporting issues experienced with the Report Card.

Additionally, this presentation aims to help districts take the initiative to be proactive by reviewing their data throughout the school year to identify and address potential issues.

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Process

Last school year, 257 data appeals were approved in FY24. Through data analysis, these districts discovered and corrected issues with their data before the Local Report Card was published.

Regrettably, 13 watermark requests were submitted to the DEW's Office of Accountability. However, due to missed deadlines, these districts could not address their data issues in time, resulting in their data being published in the Local Report Card without corrections.

It is a matter of concern that some districts were unaware of data issues, leading to no appeals being filed or watermarks being requested. This brings to the forefront the need for proactive data management, where districts take the initiative to identify and address potential issues.

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What is a Data Team?

- Data teams work together to use data to plan and make decisions about programs and services
- Data teams serve multiple purposes and contribute their diverse perspectives to achieve that goal

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Data Teams – Purpose and Perspectives

PURPOSE

- Investigate critical questions
- Engage leadership and other stakeholders
- Monitors Trends
- Addresses challenges
- Celebrates successes!

PERSPECTIVES

- Individuals who understand the subject matter
- Individuals with experience in the subject area
- Individuals who are curious about the subject matter
- Individuals who use/consume the data
- Individuals who understand the data – including quality, limitations, strengths

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Building Your Data Team

- At a public Ohio school, a data team plays a crucial role in analyzing and utilizing educational data effectively
- Remember, a diverse set of knowledge and skills among team members ensures that the data collected can be disseminated throughout school operations, leading to informed decision-making and improved educational outcome
- District personnel know the district's data better than DEW, so assign appropriate data owners

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Building Your Data Team

Key members who should be part of your data team:

- Superintendent
- Assistant Superintendent
- Treasurer
- EMIS Coordinator
- Curriculum Director/Coordinator
- Special Education Coordinator
- Testing Coordinator
- Principal
- Assistant Principals
- Guidance Counselors
- Lead Teachers
- School Psychologists
- Regional Data Leads (RDL)

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Work of the Data Team

Reviewing data is a continuous process that should span the entire school year. This is where Data Teams play a pivotal role. They proactively initiate data analysis before, during, and after the school year has ended.

Data Teams utilize reports from their SIS systems, the Data Collector, ODDEX modules, the Secure Data Centers, and other areas to help them review their district's data throughout the school year. This practice is crucial as it allows districts to promptly identify and correct any issues with their data, avoiding the need for appeals or watermarks.

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Work of the Data Team Continued

Examples of data to review

- Data in local software before and during the reporting to the Department of Education and Workforce through EMIS
- ODDEX Modules to verify data about students reported or shared with other districts
- EMIS Reports and Received Files available through the Data Collector
  - Example: Where Kids Count Detail Report (WKCD-001)
- SDC reports to validate the Report Card and other reports for analysis

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Secure Data Center (SDC)

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What is the Secure Data Center (SDC)?

- An interactive tool that allows districts to review data well before the data is final and the Report Cards are released
- The main resource districts should use to review Report Card Data
  - Ohio Law requires districts to report data to EMIS and to verify and approve all EMIS data
  - This verification should include all relevant reports, including those in the SDC
  - Data should be reviewed and verified before the close of EMIS data collections

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How to Access the SDC

- Users must have an OH|ID Portal account
- To obtain access to the Secure Data Center (SDC) a user must have an assigned role in the Ohio Education Directory System (OEDS):
  - Secure Data Center – Standard Level Access **or**
  - Secure Data Center – Student Level Access
- If you do not have access to the SDC, only your OEDS Administrator or Treasurer can assign OEDS roles
- Please refer to the Secure Data Center Webpage
  - Contains SDC Resources and Help Videos

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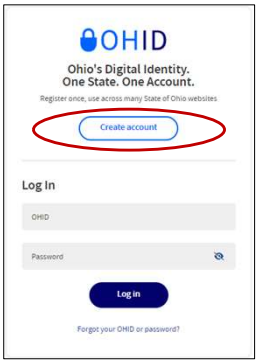
SDC Access – OH|ID Portal – Create an Account

- Click on the “Login” link on DEW’s website
- Click the “Create Account” option and follow the directions



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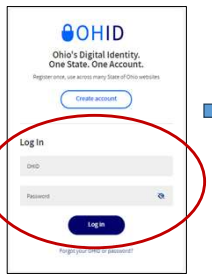
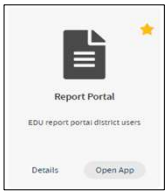
SDC Access - OH|ID Portal

- Once the OH|ID Portal account is active and a OEDS SDC role has been assigned
- Login into the OH|ID Portal
- Click on the “Reports Portal” tile
- Click on the Secure Data Center button





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Flow of Data

- EMIS data mainly comes from data entered or loaded into your Student Information System (SIS), Payroll and Accounting Systems, and the Flat File Editor (FFE)
- Much of the EMIS data that is submitted through the Data Collector Collections is loaded into the Secure Data Center and will appear on your District's Local Report Card
  - Student, Assessment, Staff and Course, Calendar, etc.
- Reports are generated and distributed to the Data Collector for review earlier than when they will appear in the SDC
- District personnel should review their data from the SDC, and compare it to the reports that are distributed to the Data Collector and self-generated reports from their SIS Data Reports

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Timelines

- EMIS Data Collection Calendar
  - Collection open and close dates
    - Search the DEW website for "EMIS Data Collection Calendars"
- Testing Dates
  - Testing windows and when results are available for download
    - Search the DEW website for "Test Dates"
- Timeline Example
  - The Spring End of Course State Assessment Collection (FY25) and Spring State Assessment Grades 3-8 Collection (FY25) are open for submission starting on 2/20/2025; however, test results are unavailable for download until mid-May to June

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SDC Data Loading Schedule

- Most Student SDC reports populated
  - Monday, Wednesday, and Friday
    - For example, data reported to DEW on Monday will appear in the SDC on Wednesday, and data reported on Thursday by 5 PM will appear on Friday
- CTE/Staff/Teacher/Course/Financial SDC Reports populated
  - Tuesday and Thursday
    - For example, data reported to DEW on Tuesday will appear in the SDC on Thursday, and data reported on Wednesday by 5 PM will appear on Thursday.

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SDC – Status of Reports

Contains Date Last Updated Status of the Reports Portal/SDC

Date Last Updated: April 8, 2025

- Career-Technical Education Tile Reports
- Discipline Tile Reports
- Enrollment Tile Reports
- Financial Tile Reports
- Graduation Tile Reports
- Improving At-Risk K-3 Readers Tile Reports
- Local Report Card Tile Reports
- Student Attendance Tile Reports
- Teacher and Staff Tile Reports
- Test Results Tile Reports
- Value Added Tile Reports

This is a partial snapshot of the Status of Reports grid. To see the entire grid, please refer to DEW's website and search for:

Student Attendance Tile

Report Name	Status	Notes
District Absenteeism and Attendance	Ready	Data from 2021-2025
School Absenteeism and Attendance	Ready	

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EMIS and Report Card Crosswalk for Administrators

Below is a partial snapshot of the Traditional School and District Tab of the EMIS and Report Card Crosswalk for Administrators Workbook

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	EMIS Collection	EMIS Close Date	Appeal	Appeal Close Date	Review & Verification	Review & Verification Close Date	Achievement Component	Progress Component	Gap Closing Component								
2									Chronic Absenteeism Improvement Indicator	English Language Proficiency Improvement Indicator	Gifted Identification and Services Element	Gifted Performance Index Element	Gifted Performance Progress Element	English Language Arts & Math Achievement Annual Performance Goals	English Language Arts & Math Progress Annual Performance Goals	Graduation Annual Performance Goals	Participation Rate
3	End of Year Student Collection or SOES End of Year Student Collection **Prior Year**	Mid July **Prior Year**	Student	**Prior Year** End July	FYXX Report Card	**Prior Year** Beg Sept										X	
4	Graduation Collection **Prior Year**	Mid Oct **Prior Year**	**Prior Year** Graduation	End Oct Prior Year	FYXX Graduation	**Prior Year** Beg Nov										X	
5	Initial Exiting Student Follow up	Beg Jan	Initial Exiting Student Follow up (CTE)	Mid Jan													
6	Kindergarten Readiness Assessment	Mid Feb	Kindergarten Readiness Assessment (KRA-R)	Beg Mar													

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What's in the SDC?

- Tiles appear for individuals based on the IRN of the district(s) assigning the OEDS SDC roles to their account
  - Users may not have access to all the available SDC Tiles
  - Example: The Career and Technical Education tile will only appear for CTPDs and Member Districts
- Underlying reports differ based on the district IRN access
  - Example 1: Extended graduation rate reports only appear for Dropout Prevention and Recovery Schools
  - Example 2: District reports will not appear for users with direct access if they do not select the District/School in the dropdown list

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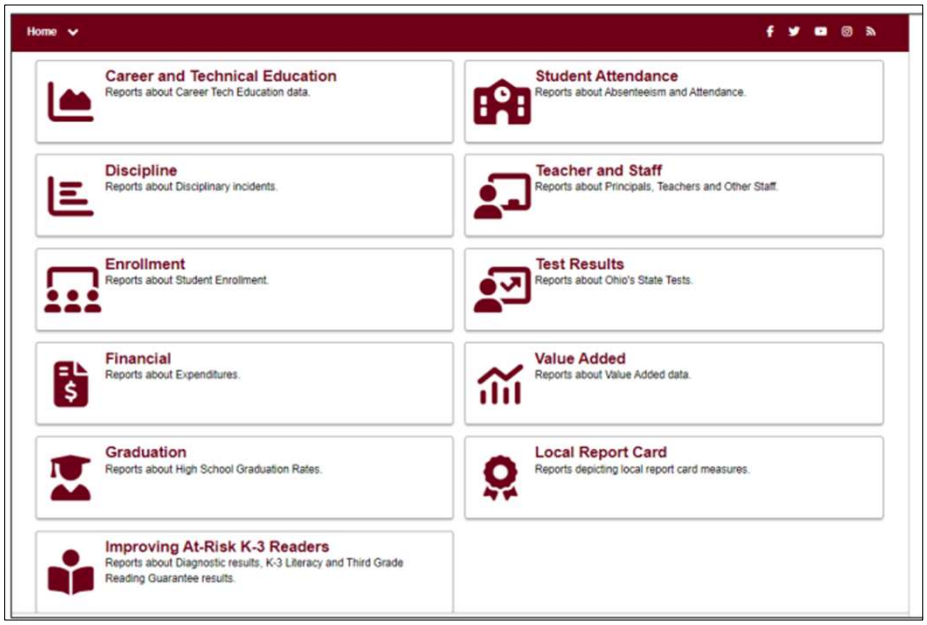
Secure Data Center Tiles



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Secure Data Center Navigation

In the next series of slides we will review

- SDC tiles and available sub-report tiles
- Review the layout of the Enrollment Overview Screen report
- Discuss the “target” improvement points required for a student to no longer be EL on the District OELPA Progress SSID Tab

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SDC – Report Reminders

- Most SDC student data reports contain SSID-level data with no student names
  - Exception - Reports within the Local Report Card folder do not contain SSID-level data
- Several sub-reports are designed to help districts evaluate data, and contain data not available in the public reports
- Accountability rules may be applied to specific tiles – refer to the Understanding Student Placement for Ohio's Differentiated Accountability Systems Guide
- Additional reports are included for CTPD, CTPD Member Districts, ITC, and Community School Sponsors

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SDC Data and Reports – Enrollment

Enrollment
Reports about Student Enrollment.

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

District Gifted Enrollment
Gifted enrollment information for a district.

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

School Gifted Enrollment
Gifted enrollment information for a school.

Important Note: Community and Stem Schools will see their data information in the "School" Report Tiles

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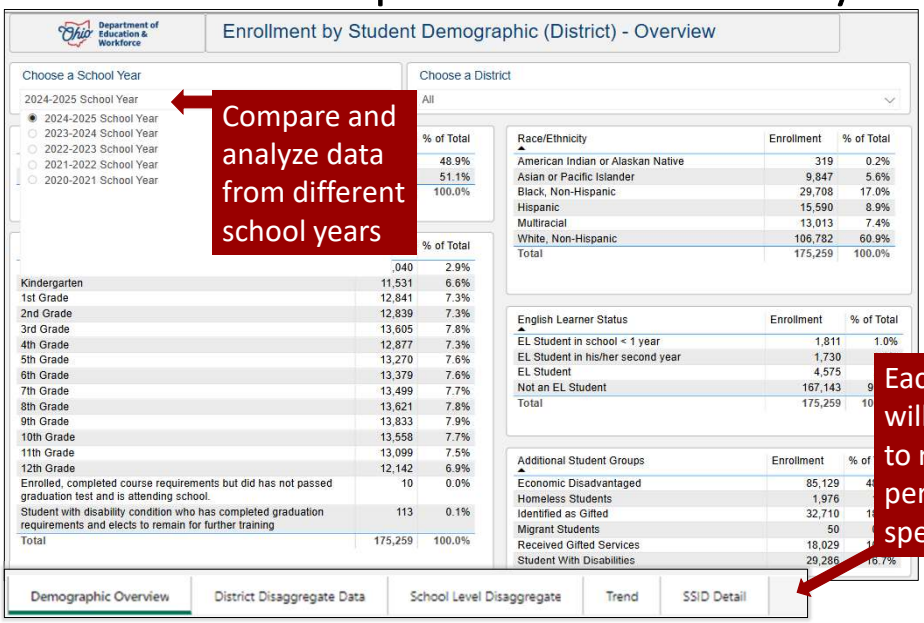
SDC Data and Reports – Overview Layout



Compare and analyze data from different school years

Each tile overview will have data tabs to review that pertain to that specific report

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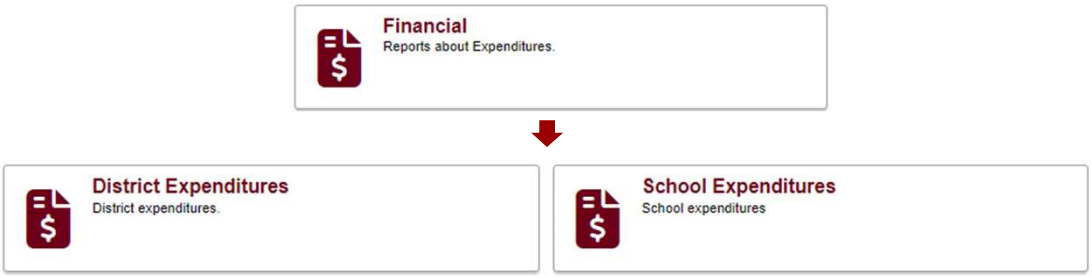
SDC Data and Reports – Financial



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SDC Data and Reports – Graduation

Graduation
Reports about High School Graduation Rates.

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

District 5-Year Longitudinal Graduation Rate
Graduation Rate results by district and demographics for students in the 5-year graduation rate.

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

School 5-Year Longitudinal Graduation Rate
Graduation Rate results by school and demographics for students in the 5-year graduation rate.

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

School 6-Year Longitudinal Graduation Rate
Graduation Rate results by school and demographics for students in the 6-year graduation rate. Extended cohrot graduation rate reports are calculated for Dropout Prevention and Recovery (DOPR) Community

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

School 7-Year Longitudinal Graduation Rate
Graduation Rate results by school and demographics for students in the 7-year graduation rate. Extended cohrot graduation rate reports are calculated for Dropout Prevention and Recovery (DOPR) Community

School 8-Year Longitudinal Graduation Rate
Graduation Rate results by school and demographics for students in the 8-year graduation rate. Extended cohrot graduation rate reports are calculated for Dropout Prevention and Recovery (DOPR) Community

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SDC Data and Reports– Improving At-Risk K-3 Readers

Improving At-Risk K-3 Readers
Reports about Diagnostic results, K-3 Literacy and Third Grade Reading Guarantee results.

District Improving At-Risk K-3 Reader
Improving At-Risk K3 Reader results by district, cohort and demographics for students included in the Improving At-Risk Readers calculation.

District Third Grade Reading Guarantee
Third Grade Reading Guarantee results by district, promotion status and demographics. Reports broken out by students included in the Third Grade Reading Guarantee calculation and students excluded

School Improving At-Risk K-3 Reader
Improving At-Risk K3 Reader results by district, cohort and demographics for students included in the Improving At-Risk Readers calculation.

School Third Grade Reading Guarantee
Third Grade Reading Guarantee results by school, promotion status and demographics. Reports broken out by students included in the Third Grade Reading Guarantee calculation and students excluded

District Diagnostic Report
Reading Diagnostic results by district, grade level, and demographics for students taking or expected to take the assessment.

District Reading Subscore
Reading subscore results by district and demographics. Reports broken out by students included in the Reading subscore calculation.

School Diagnostic Report
Reading Diagnostic results by school, grade level, and demographics for students taking or expected to take the assessment.

School Reading Subscore
Reading subscore results by school and demographics. Reports broken out by students included in the Reading subscore calculation.

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SDC Data and Reports – Student Attendance

Student Attendance
Reports about Absenteeism and Attendance.

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

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

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SDC Data and Reports – Teacher and Staff

Teacher and Staff
Reports about Principals, Teachers and Other Staff.

District Principal Report
Principal detail report by district.

School Teacher Report
Teacher detail report by school.

School Principal Report
Principal detail report by school.

Educators in Your District
Educators in Your District that aligns with Report Card measure.

District Teacher Report
Teacher detail report by district.

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SDC Data and Reports – Test Results

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.

District Kindergarten Readiness
District Kindergarten Readiness details by subject by demographic.

School Test Results and Proficiency Levels
Test Result and Proficiency Level details by school by assessment by demographic.

District OELPA Progress
District OELPA details.

District AMO Participation Rate
AMO Participation Rate details by district by assessment by demographic.

School OELPA Progress
School OELPA details.

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

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SDC Data and Reports – District OELPA Progress

Department of Education & Workforce

District English Learner Progress - SSID Detail

Select a School Year: All

Select a District: All

Select an SSID All

English Learner SSID Details for

Student Included/Excluded in Measure	Improvement Points Needed	Assessment Status	Growth Category	Exited EL Status Flag	EL Exemp Flag
Included in the English Learner AMO measure.	0	All subjects coded with a score not reported reason of L.	Did not meet the growth across 2 years of assessments.	*	Y
Included in the English Learner AMO measure.	0	All subjects coded with a score not reported reason of L.	Did not meet the growth across 2 years of assessments.	*	Y
Included in the English Learner AMO measure.	1	Exited the requirement based on assessment scores.	Exempt from meeting growth across 2 years of assessments.	Y	N
Included in the English Learner AMO measure.	1	Exited the requirement based on assessment scores.	Exempt from meeting growth across 2 years of assessments.	Y	N
Included in the English Learner AMO measure.	1	Exited the requirement based on assessment scores.	Exempt from meeting growth across 2 years of assessments.	Y	N
Included in the English Learner AMO measure.	1	Exited the requirement based on assessment scores.	Exempt from meeting growth across 2 years of assessments.	Y	N
Included in the English Learner AMO measure.	1	Exited the require			
Included in the English Learner AMO measure.	1	Exited the require			
Included in the English Learner AMO measure.	1	Exited the require			
Included in the English Learner AMO measure.	1	Exited the require			
Included in the English Learner AMO measure.	1	Exited the require			
Included in the English Learner AMO measure.	1	Exited the require			
Included in the English Learner AMO measure.	2	Exited the require			
Included in the English Learner AMO measure.	2	Exited the require			
Included in the English Learner AMO measure.	1	Exited the require			
Included in the English Learner AMO measure.	1	Exited the require			
Included in the English Learner AMO measure.	1	Exited the requirement based on assessment scores.	Exempt from meeting growth across 2 years of assessments.	Y	N

The District English Learner, Progress SSID Detail report, is the only place districts can currently see the Improvement Points needed for EL students!

Demographics | Assessment Status and Growth Category | Improvement Points/Exiting Status | Improvement Points/Exiting Status by Grade | Proficiency/Growth by Grade | SSID Detail

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SDC Data and Reports – Value Added

Value Added
Reports about Value Added data.

District Value Added – 4th – 8th Grade Subject Tests
Value Added growth determinations by district for 4th through 8th grade assessments by value added subgroup classifications.

School Value Added – End of Course Exams
Value Added growth determinations by school for End of Course assessments by value added subgroup classifications.

School Value Added – 4th – 8th Grade Subject Tests
Value Added growth determinations by school for 4th through 8th grade assessments by value added subgroup classifications.

District Value Added – Overall and Subject Composites
Value Added growth determinations by district for Overall and Subject Composites by value added subgroup classifications.

District Value Added – End of Course Exams
Value Added growth determinations by district for End of Course assessments by value added subgroup classifications.

School Value Added – Overall and Subject Composites
Value Added growth determinations by school for Overall and Subject Composites by value added subgroup classifications.

Important Note: Reports in the Value-Added section are not finalized until data is received from DEW's value-added vendor, approximately two weeks before the report card is released.

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SDC Data and Reports – Local Report Card

Local Report Card
Reports depicting local report card measures.

District Local Report Card
District report depicting report card measures.

District Local Report Card (ITC)
District report depicting report card measures.

School Local Report Card
School report depicting report card measures.

School Local Report Card (ITC)
School report depicting report card measures.

Dropout Recovery Program Report Card
Dropout Recovery Program depicting report card measures for Dropout Recovery Community Schools.

Dropout Recovery Program Report Card (ITC)
Dropout Recovery Program depicting report card measures for Dropout Recovery Community Schools.

CTPD Local Report Card
CTPD report depicting report card measures.

District Trends Dashboard
District-level report helpful for reviewing trends and identifying potential data quality issues related to Local Report Card measures.

Similar Districts
Ohio's Local Report Card starts with any given district and identifies up to 20 districts that are most similar according to certain criteria.

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SDC Data and Reports - Discipline

Discipline
Reports about Disciplinary incidents.

District Discipline Occurrences
Incident counts by school by discipline type and reason.

School Discipline Occurrences
Incident counts by district by discipline type and reason.

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SDC Data and Reports – Career and Technical

Career and Technical Education
Reports about Career Tech Education data.

Member District View

Member District 4-Year Longitudinal Graduation Rate (CTE Concentrator)
Graduation Rate results by member district and demographics for CTE Concentrators in the 4-year graduation rate.

Member District 5-Year Longitudinal Graduation Rate (CTE Concentrator)
Graduation Rate results by member district and demographics for CTE Concentrators in the 5-year graduation rate.

Member District Career and Post-Secondary Readiness
Career and Post-Secondary Readiness results by member district.

Member District Headcount of Students Participating in Career-Technical Courses
Headcount of Students Participating in Career-Technical Courses by member district. This report aligns to data that appear on the CTPD report card.

Member District Post Program Outcomes
Post Program Outcomes at member district level.

Member District Current Year Concentrators
Current Year Concentrators at member district level.

Member District Current Year Participants
Current Year Participants at member district level.

Member District Work-Based Learning Participation
Work Based Learning participation at member district level.

Member District Technical Skill Attainment
Technical Skill Attainment at member district level.

Member District Non-Traditional Program Enrollment
Non-Traditional Program Enrollment at member district level.

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SDC Data and Reports – Career and Technical

Career and Technical Education
Reports about Career Tech Education data.

CTPD View

CTPD 4-Year Longitudinal Graduation Rate
Graduation Rate results by CTPD and demographics for CTE Concentrators in the 4-year graduation rate.

CTPD Current Year Participants
Current Year Participants.

CTPD 5-Year Longitudinal Graduation Rate
Graduation Rate results by CTPD and demographics for CTE Concentrators in the 5-year graduation rate.

CTPD Proficiency Level Test Results
Proficiency Level details by CTPD by assessment by demographic.

CTPD Career and Post-Secondary Readiness
Career and Post-Secondary Readiness results by CTPD.

CTPD Quality Program Review
Quality Program Review reports.

CTPD Headcount of Students Participating in Career-Technical Courses
Headcount of Students Participating in Career-Technical Courses by CTPD. This report aligns to data that appear on the CTPD report card.

CTPD Work-Based Learning Participation
Work Based Learning participation at CTPD level.

CTPD Post Program Outcomes
Post Program Outcomes. This report aligns to data that appear on the CTPD report card.

CTPD Technical Skill Attainment
Technical Skill Attainment at CTPD level.

CTPD Current Year Concentrators
Current Year Concentrators.

CTPD Non-Traditional Program Enrollment
Non-Traditional Program Enrollment at CTPD level.

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Troubleshooting Data Issues in the SDC

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Accountability Report Card Work Sessions

Need additional help? Book an appointment!

The Office of Accountability is dedicated to answering questions and providing district staff members with training on Ohio's Report Card.

- Thirty-minute Report Card Work sessions are available from 9:00 AM – 3:00 PM weekly

Contact Information

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. **Bookings are available from 9 am - 3 pm weekly.**

Report Card Work Sessions

Click the Report Card Work Session link to book your appointment!

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Troubleshooting Data Issues

FY25 Troubleshooting Topics

- Assessments
- TGRG Diagnostics
- CCWMR

Troubleshooting Work Session Rules

- Review the Troubleshooting Topic
- Provide Quick Checks on the topic
- Data Teams will use a 15-minute work session to review and discuss the topic in their data

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Assessments

- Student assessment data is used in all components of the District Local Report Card, depending on the type of assessment
- Before getting started and reviewing your data, verify that all available assessment data has been loaded and submitted to DEW
- Missing assessment lists need to be reviewed and corrected
- Analyze the Where Kids Count report so you are aware if your students are counted at your district or the state level when the accountability rules are applied

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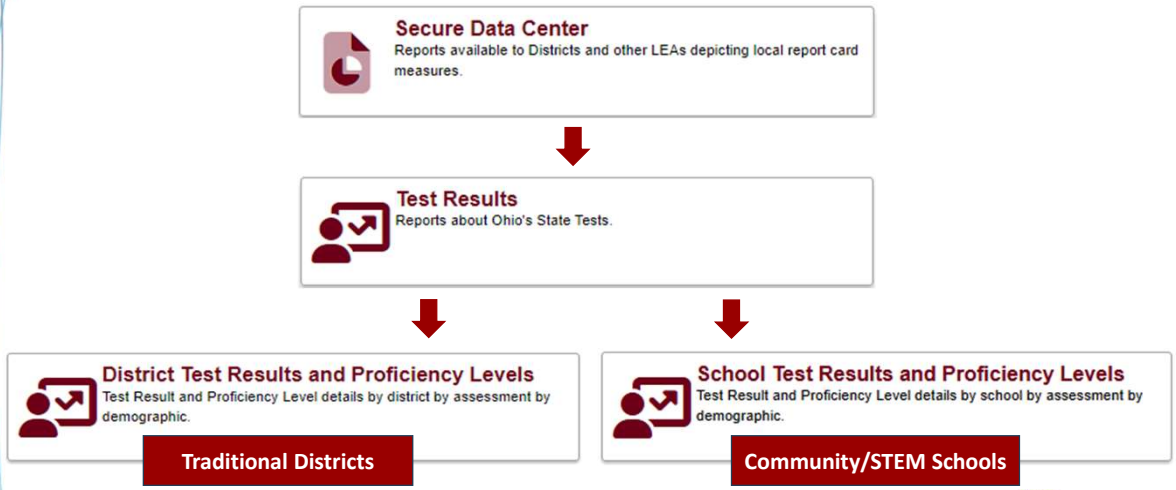
Assessments - District Test Results and Proficiency Levels



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Assessments - District Test Results Overview

District Test Results - Overview

Choose a School Year: All

Choose a District

Grade Level	School Year / Subject	2019-2020 School Year At Least Proficient	2019-2020 School Year Tested Count	2019-2020 School Year %	2020-2021 School Year At Least Proficient	2020-2021 School Year Tested Count	2020-2021 School Year %	2021-2022 School Year At Least Proficient	2021-2022 School Year Tested Count	2021-2022 School Year %	2022-2023 School Year At Least Proficient	2022-2023 School Year Tested Count	2022-2023 School Year %	2023-2024 School Year At Least Proficient	2023-2024 School Year Tested Count	2023-2024 School Year %
Third Grade	English Language Arts	36	79	45.6%	49	77	63.6%	55	64	85.9%	40	64	62.5%	46	59	78.0%
	Mathematics				56	76	73.7%	53	64	82.8%	37	64	57.8%	52	59	88.1%
Fourth Grade	English Language Arts				58	87	66.7%	52	79	65.8%	62	67	92.5%	44	61	72.1%
	Mathematics				69	88	78.4%	63	77	81.8%	58	67	86.6%	51	61	83.6%
Fifth Grade	English Language Arts				52	62	83.9%	65	91	71.4%	57	77	74.0%	59	68	86.8%
	Mathematics				40	61	65.6%	72	92	78.3%	58	76	76.3%	57	68	83.8%
	Science				45	61	73.8%	71	91	78.0%	53	76	69.7%	58	68	85.3%
Sixth Grade	English Language Arts				42	75	56.0%	35	66	53.0%	56	91	61.5%	40	82	48.8%
	Mathematics				43	75	57.3%	35	66	53.0%	51	92	55.4%	45	81	55.6%
Seventh Grade	English Language Arts				45	76	59.2%	43	73	58.9%	51	71	71.8%	71	94	75.5%
	Mathematics				51	76	67.1%	45	73	61.6%	45	72	62.5%	64	95	67.4%
Eighth Grade	English Language Arts				40	84	47.6%	44	78	56.4%	41	72	56.9%	31	68	45.6%
	Mathematics				34	56	60.7%	34	59	57.6%	25	54	46.3%	18	46	39.1%
	Science				50	84	59.5%	63	78	80.8%	57	72	79.2%	46	68	67.6%
High School	Algebra I	0	2	0.0%	62	82	75.6%	51	77	66.2%	73	83	88.0%	62	73	84.9%
	American US Government	27	30	90.0%	61	79	77.2%	62	73	84.9%	84	91	92.3%	63	75	84.0%
	American US History	1	2	50.0%	73	78	93.6%	78	89	87.6%	66	81	81.5%	67	77	87.0%
	Biology	1	1	100.0%	66	78	84.6%	78	88	88.6%	67	83	80.7%	59	73	80.8%
	English Language Arts I	0	1	0.0%												
	English Language Arts II	3	3	100.0%	57	84	67.9%	61	92	66.3%	55	86	64.0%	57	76	75.0%
	Geometry	0	3	0.0%	26	61	42.6%	43	86	50.0%	34	68	50.0%	47	90	52.2%
	Mathematics I	0	2	0.0%												
	Mathematics II	0	2	0.0%												

Test Results | Level | Test Results - 3-8 Demographics | Test Results - EOC Demographics | Trend - 3-8 Assessments | Trend - EOC Exams | Proficiency - 3-8 Demographics | Proficiency - EOC Demographics | Competency - EOC Demographics | SSID

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Assessments - District Proficiency Levels Overview

District Proficiency Levels - Overview

Choose a School Year: 2024-2025 School Year

Choose a District: District Name

Are all Proficiency Levels being displayed?

Grade Level	School Year / Proficiency Level Description / Subject	2024-2025 School Year Untested Count	Untested %	Limited Count	Limited %	Basic Count	Basic %	Proficient Count	Proficient %	Accomplished Count	Accomplished %	Advanced Count	Advanced %	Advanced Plus Count	Advanced Plus %	Total Count	Total %
Third Grade	English Language Arts	1,265	1.0%	42,919	34.5%	27,760	22.3%	19,336	15.5%	16,162	13.0%	16,960	13.6%	3	0.0%	124,405	100.0%
	Mathematics	4	4.4%	53	58.2%	8	8.8%	7	7.7%	10	11.0%	9	9.9%			91	100.0%
Fourth Grade	English Language Arts	5	5.8%	53	61.6%	6	7.0%	15	17.4%	3	3.5%	4	4.7%			86	100.0%
	Mathematics	5	5.7%	51	58.6%	18	20.7%	3	3.4%	5	5.7%	5	5.7%			87	100.0%
Fifth Grade	English Language Arts	7	9.2%	28	36.8%	21	27.6%	7	9.2%	6	7.9%	7	9.2%			76	100.0%
	Mathematics	8	10.5%	38	50.0%	10	13.2%	10	13.2%	4	5.3%	6	7.9%			76	100.0%
	Science	7	9.2%	32	42.1%	7	9.2%	12	15.8%	5	6.6%	13	17.1%			76	100.0%
[illegible]	[illegible]	5	5.5%	50	54.9%	11	12.1%	10	11.0%	7	7.7%	8	8.8%			91	100.0%
[illegible]	[illegible]	4	4.4%	62	68.9%	7	7.8%	7	7.8%	4	4.4%	6	6.7%			90	100.0%
[illegible]	[illegible]	5	8.2%	39	63.9%	5	8.2%	6	9.8%	4	6.6%	2	3.3%			61	100.0%
[illegible]	[illegible]	5	8.2%	38	62.3%	6	9.8%	7	11.5%			5	8.2%			61	100.0%
[illegible]	[illegible]	4	6.3%	39	60.9%	10	15.6%	2	3.1%	4	6.3%	5	7.8%			64	100.0%
[illegible]	[illegible]	4	6.2%	47	72.3%	7	10.8%	2	3.1%	2	3.1%	3	4.6%			65	100.0%
[illegible]	[illegible]	4	6.7%	39	65.0%	5	8.3%	4	6.7%	4	6.7%	4	6.7%			60	100.0%
[illegible]	[illegible]	10	0.1%	4,772	47.7%	1,746	17.5%	1,730	17.3%	1,265	12.6%	477	4.8%	4	0.0%	10,004	100.0%
[illegible]	[illegible]	29	0.1%	3,304	10.8%	5,952	19.5%	13,718	44.9%	4,745	15.5%	2,821	9.2%			30,569	100.0%
[illegible]	[illegible]	12	0.2%	1,280	18.2%	2,326	33.2%	2,048	29.2%	626	8.9%	724	10.3%			7,016	100.0%
[illegible]	[illegible]	8	0.1%	2,536	35.2%	1,694	23.5%	1,823	25.3%	471	6.5%	676	9.4%			7,208	100.0%
[illegible]	[illegible]			1	100.0%											1	100.0%
[illegible]	English Language Arts II	14	0.2%	3,494	39.3%	1,908	21.5%	2,053	23.1%	816	9.2%	599	6.7%			8,884	100.0%
[illegible]	Geometry	12	0.2%	4,969	67.1%	965	13.0%	711	9.6%	487	6.6%	259	3.5%	6	0.1%	7,409	100.0%
[illegible]	Mathematics I			155	59.8%	47	18.1%	30	11.6%	22	8.5%	5	1.9%			259	100.0%
[illegible]	Mathematics II			168	80.0%	14	6.7%	13	6.2%	11	5.2%	4	1.9%			210	100.0%
Total		1,417	0.7%	64,167	32.6%	42,533	21.6%	41,554	21.1%	24,663	12.5%	22,602	11.5%	13	0.0%	196,949	100.0%

Totals will not match CRS Reports. Accountability rules (WKC) are applied.

Test Results | Proficiency Level | Test Results - 3-8 Demographics | Test Results - EOC Demographics | Trend - 3-8 Assessments | Trend - EOC Exams | Proficiency - 3-8 Demographics | Proficiency - EOC Demographics | Competency - EOC Demographics | SSID

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Assessments - District Test Results SSID Detail

District Test Results SSID Detail

Choose a School Year: 2024-2025 School Year | Choose an Assessment Grade: All | Choose a Subject: All | Choose an Assessment Type: All | Choose an SSID: All

Grade Level	Subject Code	Subject Description	Proficiency Level	State Proficiency Level	Test Type Code	Score Not Reported Reason	Assessment Score	Count	Gender	Race/Ethnicity	ED Flag	SWD Flag	EL Code	Test Taken Above Student Grade Level	Identified as Gifte
High School	GEOM	Geometry	Basic	Basic	STR	*	685	1	F	H	N	Y	N	Y	N
High School	GOVM	American US Government	Proficient	Accomplished	STR	*	716	1	M	W	N	Y	N	Y	N
Third Grade	ELA	English Language Arts	Proficient	Accomplished	STR	*	701	1	M	B	Y	N	N	Y	Y
High School	ALG1	Algebra I	Proficient	Accomplished	STR	*	719	1	F	W	Y	N	N	Y	Y
High School	ALG1	Algebra I	Proficient	Accomplished	STR	*	715	1	F	M	N	N	N	Y	N
Third Grade	ELA	English Language Arts	Accomplished	Advanced	STR	*	742	1	M	B	Y	N	N	Y	N
Third Grade	ELA	English Language Arts	Accomplished	Advanced	STR	*	742	1	F	P	N	N	N	Y	Y
High School	ELA2	English Language Arts II	Accomplished	Advanced	STR	*	726	1	M	W	N	Y	N	Y	N
High School	ALG1	Algebra I	Accomplished	Advanced	STR	*	736	1	M	W	Y	N	N	Y	N
High School	GEOM	Geometry	Accomplished	Advanced	STR	*	729	1	M	B	N	N	N	Y	N
High School	GEOM	Geometry	Advanced	Advanced Plus	STR	*	794	1	F	A	N	N	N	Y	N
High School	GEOM	Geometry	Advanced	Advanced Plus	STR	*	756	1	M	A	N	N	N	Y	N
High School	GEOM	Geometry	Advanced	Advanced Plus	STR	*	759	1	M	A	N	N	N	Y	Y
High School	ALG1	Algebra I	Advanced	Advanced Plus	STR	*	792	1	M	W	N	N	N	Y	Y
				Advanced Plus	STR	*	780	1	F	M	Y	N	N	Y	Y
				Advanced Plus	STR	*	773	1	M	W	N	N	N	Y	N
				Advanced Plus	STR	*	756	1	M	B	N	N	N	Y	N
Third Grade	ELA	English Language Arts	Advanced	Advanced Plus	STR	*	763	1	F	W	N	N	N	Y	Y
High School	GEOM	Geometry	Advanced	Advanced	STR	*	765	1	F	W	N	N	N	Y	

Example of Accelerated "bump" in Proficiency Level

Test Results | Proficiency Level | Test Results - 3-8 Demographics | Test Results - EOC Demographics | Trend - 3-8 Assessments | Trend - EOC Exams | Proficiency - 3-8 Demographics | Proficiency - EOC Demographics | Competency - EOC Dem | SSID

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Assessments - District Test Results SSID Cont'd.

District Test Results SSID Detail

Choose a School Year: 2024-2025 School Year | Choose an Assessment Grade: All | Choose a Subject: All | Choose an Assessment Type: All | Choose an SSID: All

Test Taken Above Student Grade Level	Identified as Gifted	Receiving Gifted Services	Identified as Gifted in Math	Receiving Gifted Services in Math	Identified as Gifted in Reading	Receiving Gifted Services in Reading	Identified as Gifted in Science	Receiving Gifted Services in Science	Identified as Gifted in Social Studies	Receiving Gifted in Social St
Y	N	N	N	N	N	N	N	N	N	N
Y	N	N	N	N	N	N	N	N	N	N
Y	Y	N	Y	N	Y	N	N	N	N	N
Y	Y	Y	N	N	N	N	N	N	N	N
Y	N	N	N	N	N	N	N	N	N	N
Y	N	N	N	N	N	N	N	N	N	N
Y	Y	N	Y	N	Y	N	N	N	N	N
Y	N	N	N	N	N	N	N	N	N	N
Y	N	N	N	N	N	N	N	N	N	N
Y	N	N	N	N	N	N	N	N	N	N
Y	N	N	N	N	N	N	N	N	N	N
Y	N	N	N	N	N	N	N	N	N	N
Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y
Y	Y	Y	Y	Y	N	N	N	N	N	N
Y	Y	N	Y	N	Y	N	N	N	N	N
Y	N	N	N	N	N	N	N	N	N	N
Y	N	N	N	N	N	N	N	N	N	N
Y	Y	N	Y	N	Y	N	N	N	N	N

New columns to aid with Acceleration and Gifted Validations!

Test Results | Proficiency Level | Test Results - 3-8 Demographics | Test Results - EOC Demographics | Trend - 3-8 Assessments | Trend - EOC Exams | Proficiency - 3-8 Demographics | Proficiency - EOC Demographics | Competency - EOC Demo | SSID

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Assessments - Validate Students Who Don't Count

Example 1:

	E	F	G	H	I	J	K	L	M
	Grade Level	Subject Code	Subject Description	Proficiency Level	State Proficiency Level	Test Type Code	Score Not Reported Reason	Assessment Sco	Cou
907	High School	C	American US History	Limited	Limited	ALT	*	375	0
907	High School	S	Biology	Limited	Limited	ALT	*	363	0
907	High School	M	Geometry	Limited	Limited	ALT	*	459	0
907	High School	R	English Language Arts II	Basic	Basic	ALT	*	487	0

Verify in ODDEX, is the student a first time test taker?

Students with an SNR Reason & score will indicate which is used

Example 2:

	Grade Level	Subject Code	Subject Description	Proficiency Level	State Proficiency Level	Test Type Code	Score Not Reported Reason	Assessment Score	Count
74	Third Grade	ELA	English Language Arts	Untested	Untested	STR	E	0	0
74	Third Grade	ELA	English Language Arts	Proficient	Proficient	STR	*	720	1

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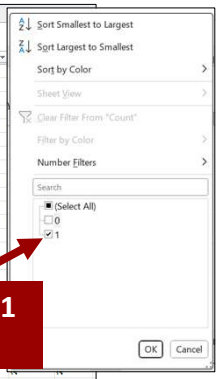
Assessments - Validate Students Who Count

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	District IRN	School IRN	School Name	SSID	Grade Level	Subject Code	Subject Description	Proficiency Level	State Proficiency Level	Test Type Code	Score Not Reported Reason	Assessment Sco	Cou	Gend	Race/Ethnicity	ED Fl
	District IRN	Element	Elementary 1	SSID	Fourth Grade	M	Mathematics	Limited	Limited	ALT	*	462	1	M	W	Y
	District IRN	Middle	Middle School	SSID	Sixth Grade	R	English Language Arts	Limited	Limited	ALT	*	224	1	F	B	N
	District IRN	Middle	Middle School	SSID	Sixth Grade	M	Mathematics	Limited	Limited	ALT	*	236	1	F	B	N
	District IRN	Middle	Middle School	SSID	Eighth Grade	R	English Language Arts	Limited	Limited	ALT	*	406	1	M	W	N
	District IRN	Middle	Middle School	SSID	Eighth Grade	M	Mathematics	Limited	Limited	ALT	*	418	1	M	W	N
	District IRN	Middle	Middle School	SSID	Eighth Grade	S	Science	Limited	Limited	ALT	*	465	1	M	W	N
	District IRN	Element	Elementary 3	SSID	Fifth Grade	R	English Language Arts	Limited	Limited	ALT	*	407	1	M	B	Y
	District IRN	Element	Elementary 3	SSID	Fifth Grade	M	Mathematics	Limited	Limited	ALT	*	277	1	M	B	Y
	District IRN	Element	Elementary 3	SSID	Fifth Grade	S	Science	Limited	Limited	ALT	*	426	1	M	B	Y
	District IRN	Element	Elementary 1	SSID	Fourth Grade	R	English Language Arts	Proficient	Proficient	ALT	*	512	1	M	W	Y
	District IRN	High Sc	High School	SSID	High School	R	English Language Arts II	Proficient	Proficient	ALT	*	521	1	M	W	Y
	District IRN	High Sc	High School	SSID	High School	S	Biology	Accomplished	Accomplished	ALT	*	545	1	M	W	Y
	District IRN	High Sc	High School	SSID	High School	C	American US History	Advanced	Advanced	ALT	*	578	1	M	W	Y
	District IRN	High Sc	High School	SSID	High School	M	Geometry	Advanced	Advanced	ALT	*	550	1	M	W	Y
	District IRN	High Sc	High School	SSID	High School	ELA2	English Language Arts II	Untested	Untested	STR	E	0	1	M	W	Y
	District IRN	High Sc	High School	SSID	High School	GOVM	American US Government	Untested	Untested	STR	E	0	1	M	W	Y
	District IRN	High Sc	High School	SSID	High School	GEOM	Geometry	Untested								
	District IRN	Middle	Middle School	SSID	Seventh Grade	M	Mathematics	Limited								
	District IRN	Middle	Middle School	SSID	Eighth Grade	M	Mathematics	Limited								
	District IRN	Middle	Middle School	SSID	Sixth Grade	ELA	English Language Arts	Limited								
	District IRN	Middle	Middle School	SSID	Sixth Grade	M	Mathematics	Limited								
	District IRN	Middle	Middle School	SSID	Sixth Grade	ELA	English Language Arts	Limited								
	District IRN	Middle	Middle School	SSID	Sixth Grade	M	Mathematics	Limited	Limited	STR	*	685	1	M	W	N
	District IRN	Middle	Middle School	SSID	Seventh Grade	ELA	English Language Arts	Limited	Limited	STR	*	667	1	M	W	N
	District IRN	Middle	Middle School	SSID	Seventh Grade	M	Mathematics	Limited	Limited	STR	*	677	1	M	W	N
	District IRN	Element	Elementary 1	SSID	Fifth Grade	ELA	English Language Arts	Limited	Limited	STR	*	601	1	M	W	N
	District IRN	Element	Elementary 1	SSID	Fifth Grade	M	Mathematics	Limited	Limited	STR	*	651	1	M	W	N
	District IRN	Element	Elementary 2	SSID	Third Grade	M	Mathematics	Limited	Limited	STR	*	678	1	F	W	N
	District IRN	Middle	Middle School	SSID	Eighth Grade	ELA	English Language Arts	Limited	Limited	STR	*	651	1	M	W	N
	District IRN	Middle	Middle School	SSID	Eighth Grade	M	Mathematics	Limited	Limited	STR	*	666	1	M	W	N
	District IRN	Middle	Middle School	SSID	Seventh Grade	ELA	English Language Arts	Limited	Limited	STR	*	651	1	M	W	N
	District IRN	Middle	Middle School	SSID	Seventh Grade	M	Mathematics	Limited	Limited	STR	*	637	1	M	W	N
	District IRN	Middle	Middle School	SSID	Seventh Grade	M	Mathematics	Limited	Limited	STR	*	681	1	M	W	N
	District IRN	Middle	Middle School	SSID	Eighth Grade	M	Mathematics	Limited	Limited	STR	*	675	1	M	H	Y
	District IRN	Middle	Middle School	SSID	Sixth Grade	ELA	English Language Arts	Limited	Limited	STR	*	663	1	M	W	N
	District IRN	Middle	Middle School	SSID	th Grade	M	Mathematics	Limited	Limited	STR	*	676	1	M	W	N



Filter Column M Count = 1 for students counting

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Assessments - District Proficiency Levels Overview Untested

	School Year			2023-2024 School Year											
	Proficiency Level Description	Untested		Limited		Basic		Proficient		Accomplished		Advanced		Total	
Grade Level	Subject	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Third Grade	English Language Arts	1	3.7%	5	18.5%	5	18.5%	14	51.9%	1	3.7%	1	3.7%	27	100.0%
	Mathematics			13	50.0%	4	15.4%	4	15.4%	4	15.4%	1	3.8%	26	100.0%
Fourth Grade	English Language Arts	1	3.6%	14	50.0%	9	32.1%	3	10.7%	1	3.6%			28	100.0%
	Mathematics			20	71.4%	5	17.9%	2	7.1%	1	3.6%			28	100.0%
Fifth Grade	English Language Arts	2	6.7%	9	30.0%	6	20.0%	10	33.3%	2	6.7%	1	3.3%	30	100.0%
	Mathematics	2	6.7%	26	86.7%	1	3.3%	1	3.3%					30	100.0%
	Science	2	6.7%	15	50.0%	9	30.0%	4	13.3%					30	100.0%
Sixth Grade	English Language Arts	1	4.3%	12	52.2%	7	30.4%	3	13.0%					23	100.0%
	Mathematics			21	91.3%	1	4.3%	1	4.3%					23	100.0%
Seventh Grade	English Language Arts	1	3.2%	12	38.7%	13	41.9%	4	12.9%	1	3.2%			31	100.0%
	Mathematics			22	71.0%	7	22.6%	2	6.5%					31	100.0%
Eighth Grade	English Language Arts			17	63.0%	5	18.5%	2	7.4%	3	11.1%			27	100.0%
	Mathematics			19	70.4%	2	7.4%	6	22.2%					27	100.0%
	Science			13	48.1%	6	22.2%	4	14.8%	4	14.8%			27	100.0%
High School	Algebra I	2	3.6%	34	60.7%	11	19.6%	8	14.3%	1	1.8%			56	100.0%
	American US Government	4	7.5%	8	15.1%	21	39.6%	14	26.4%	5	9.4%	1	1.9%	53	100.0%
	American US History	11	18.0%	21	34.4%	23	37.7%	4	6.6%	2	3.3%			61	100.0%
	Biology	11	17.7%	19	30.6%	17	27.4%	13	21.0%			2	3.2%	62	100.0%
	English Language Arts II	2	4.7%	14	32.6%	16	37.2%	11	25.6%					43	100.0%
	Geometry	1	2.5%	2	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]			40	100.0%
	Mathematics II	6	100.0%											6	100.0%
Total		47	6.6%	33	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	0.8%	709	100.0%

Test Results | Proficiency Level | esults - 3-8 Demographics | Test Results - EOC Demographics | Trend - 3-8 | Competency - EOC Demographics | SSID

47 Untested students, is this accurate? Could the wrong SNR reason been reported?

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Assessments - Validate State Proficiency Level

Filter to each State Proficiency Level

Example 1:

E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Grade Level	Subject Code	Subject Description	Proficiency Level	State Proficiency Level	Test Type Code	Score Not Reported Reason	Assessment Sco	Cou	Gend	Race/Ethnicity	ED Fl	SWD Fl	EL Co
High School	ELA2	English Language Arts II	Untested	Untested	STR	E	0	1	M	W	Y	N	N
High School	GOVM	American US Government	Untested	Untested	STR	E	0	1	M	W	N	Y	N
High School	GEOM	Geometry	Untested	Untested	STR	E	0	1	M	W	N	Y	N

Example 2:

E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Grade Level	Subject Code	Subject Description	Proficiency Level	State Proficiency Level	Test Type Code	Score Not Reported Reason	Assessment Score	Count	Gender	Race/Ethnicity	ED Flag	SWD Flag	EL Code
Third Grade	ELA	English Language Arts	Untested	Untested	STR	E	0	1	F	W	Y	N	N
Third Grade	ELA	English Language Arts	Untested	Untested	STR	F	0	1	M	H	N	Y	N
Third Grade	ELA	English Language Arts	Untested	Untested	STR	A	0	1	M	M	Y	N	N

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Quick Check – Assessments Questions

- Who are the students counting in this measure? Are they accurate?
- Are there students at each grade level and subject level for every school building?
- Does the school or district have all proficiency levels as expected? Are the accelerated students being accounted for with the "bump" in proficiency level in the State Proficiency Level column?
- Who are the untested students, and is this the correct reason the student was not assessed? Were they required to take an assessment?
- Are the AP/IB assessments showing in the testing records for those who take that assessment? If not, is there an EOC record with a higher proficiency level?

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15 Minute Work Session Assessment Data

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TGRG Data - Diagnostics

- Districts and Schools must adopt policies and procedures for annually assessing students in grades K-3
- Reading diagnostic must be administered for:
  - Grades 1 -3 by September 30th
  - Kindergarten students during the first 20 days of instruction
  - K-3 transfer students must be assessed within 30 days of the transfer date
  - For more detailed information, please refer to the Third Grade Reading Guarantee Guidance document on DEW's website
- It is important to understand the impact that prior years' data has on Local Report Card measures
- Diagnostic data does impact the Improving At-Risk K-3 Readers' measure on the Report Card for 2 years, as the previous year becomes the baseline for the next year in calculations

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TGRG Data – Diagnostics cont'd

- Reading diagnostic assessment results (scores) are reported directly to DEW via the Data Collector Reading Diagnostic Collection
- LTRC-001 Derived Reading Diagnostic Result Report
  - Level 2 Report in the Student Collections
  - Districts should use this report to manage their students in grades KG -03 to ensure students are properly assessed and monitor the students' reading diagnostic status

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TGRG Data – LTRC-001

LTRC-001 Derived Reading Diagnostic Result Report

- The report is looking at the Kindergarten Readiness Assessment and the Reading Diagnostic Collections
- The Report contains various result codes to identify students required to have a reading diagnostic assessment reported and the student's on-track/not on-track status for the reading diagnostic assessment

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TGRG Data – LTRC-001 cont'd

LTRC-001 Derived Reading Diagnostic Reports

- Reading Diagnostic Result Codes

Reading Diagnostic Result Code	Description
**	Not Required
AO	Assessed, On-Track
EX	Exempt from Diagnostic Assessment
NO	Assessed, Not On-Track
RN	Required, Not Assessed

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TGRG Data – LTRC-001 cont'd

LTRC-001 Derived Reading Diagnostic Reports

- Result Codes

Report Name	Result Code	Description
LTRC-001	LT0001	Required not assessed - Student assessed after required assessed date
	LT0002	Required not assessed – Student has no assessment reported
	LT0003	Assessed not on-track
	LT0004	Exempt from Diagnostic Assessment – Student on ALT via IEP
	LT0005	Exempt from Diagnostic Assessment – Student reported with SNR = L
	LT0006	Not required
	LT0007	Assessed on-track

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TGRG Data – Diagnostics

Score not Reported Reason of "L"

- Only reported for students with the most significant cognitive disabilities who did not take the Reading Diagnostic Assessment per their IEP and are not being reported with an IEP Special Education Event Record with a test type of ALT
  - Students with the ALT test type will automatically be reported as exempt. Districts should verify that their students are being reported with the appropriate IEP test type.
    - Normally, 3rd-grade students with the most significant cognitive disabilities would take the Alternate Assessment, not the OST standard tests
  - For further guidance, districts should use the "Ohio's Alternate Assessment Participation Decision-Making Tool" on DEW's website

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TGRG Data – Diagnostics cont'd

Score not Reported Reason of "L"

- Students who are exempt from the consequences of the Reading Diagnostic Assessment per their IEP <u>that are not students with the most significant cognitive disabilities</u> are required to take the reading diagnostic test
  - If the student did not take the test, then a different SNR reason will need to be chosen
  - These students should not be reported with an SNR reason of L

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TGRG Data – Verify Exempt Students cont'd

Verify the students on the Derived Reading Diagnostic Report

I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
LEVEL 2 REC TYPE COD	RESULT CODE	RESULT CODE DESCR	STATE EQUIV GRADE LEVEL CODE	TEST GRADE LEVEL CODE	TEST TAKEN LEA IRN	SCORE REASON CODE	TEST TAKEN DATE	TEST SCORE	ASESMNT SUBJCT CODE	ON TRACK FLAG	IEP ALT ASESMNT FLAG	ENRL LT 30 DAYS FLA	ASESMNT REQ BY DATE	READNG DIAG RESULT CODE
LTRC-001	LT0004	Exempt from Diagnostic Assessment - Student on ALT via IEP	03	03		*	2024-09-19 00:00:00.0	150	NWMG	N	Y	N	2024-09-30 00:00:00.0	EX
LTRC-001	LT0004	Exempt from Diagnostic Assessment - Student on ALT via IEP	03	**		L	2024-09-01 00:00:00.0	***	NWMG	N	Y	N	2024-09-30 00:00:00.0	EX
LTRC-001	LT0005	Exempt from Diagnostic Assessment - Student reported with SNR = L	03	**		L	2024-09-01 00:00:00.0	***	NWMG	N	N	N	2024-09-30 00:00:00.0	EX
LTRC-001	LT0005	Exempt from Diagnostic Assessment - Student reported with SNR = L	03	**		L	2024-09-01 00:00:00.0	***	NWMG	N	N	N	2024-09-30 00:00:00.0	EX
LTRC-001	LT0005	Exempt from Diagnostic Assessment - Student reported with SNR = L	03	**		L	2024-09-01 00:00:00.0	***	NWMG	N	N	N	2024-09-30 00:00:00.0	EX

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TGRG Data – Troubleshooting

In the following slides, we'll review examples of potential data issues that could appear on the SDC Diagnostic Reports. We'll also review how to verify students marked as "exempt from diagnostic assessment."

- Remember that for students in the past who were reported with an EX Reading Diagnostic result code in FY23 or prior, DEW is now looking at the student's special education event (GE) record for the test type or ALT or the student being reported with an SNR test record of "L"

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TGRG Data – Troubleshooting cont'd

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

Improving At-Risk K-3 Readers
Reports about Diagnostic results, K-3 Literacy and Third Grade Reading Guarantee results.

District Diagnostic Report
Reading Diagnostic results by district, grade level, and demographics for students taking or expected to take the assessment.

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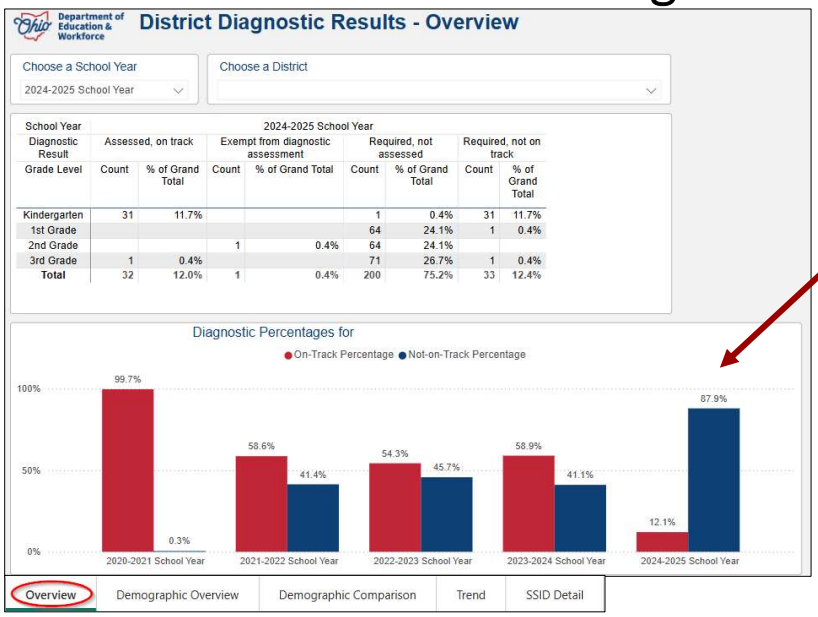
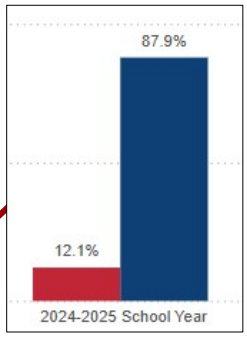
TGRG Data – Troubleshooting cont'd



School Year	2024-2025 School Year							
Diagnostic Result	Assessed, on track		Exempt from diagnostic assessment		Required, not assessed		Required, not on track	
Grade Level	Count	% of Grand Total	Count	% of Grand Total	Count	% of Grand Total	Count	% of Grand Total
Kindergarten	31	11.7%			1	0.4%	31	11.7%
1st Grade					64	24.1%	1	0.4%
2nd Grade			1	0.4%	64	24.1%		
3rd Grade	1	0.4%			71	26.7%	1	0.4%
Total	32	12.0%	1	0.4%	200	75.2%	33	12.4%



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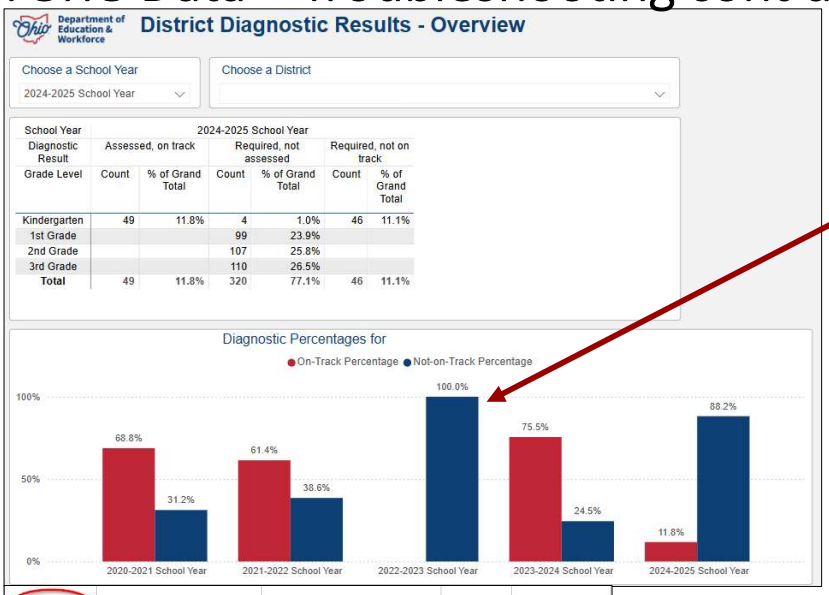
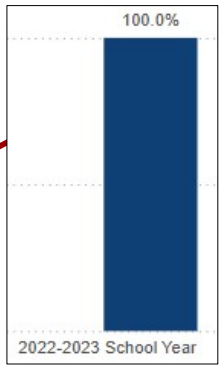
TGRG Data – Troubleshooting cont'd



School Year	2024-2025 School Year					
Diagnostic Result	Assessed, on track		Required, not assessed		Required, not on track	
Grade Level	Count	% of Grand Total	Count	% of Grand Total	Count	% of Grand Total
Kindergarten	49	11.8%	4	1.0%	46	11.1%
1st Grade			99	23.9%		
2nd Grade			107	25.8%		
3rd Grade			110	26.5%		
Total	49	11.8%	320	77.1%	46	11.1%



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TGRG Data – Troubleshooting cont'd

Verify Correct Diagnostic Result

Department of Education & Workforce

District Diagnostic Results - SSID Detail

Choose a School Year: 2024-2025 School Year

Choose a District: All

SSID	Gender	Race/Ethnicity	Grade Level	Diagnostic Result	Reading Improvement Plan	Count
	Male	Black, Non-Hispanic	Kindergarten	Required, not on track	Student on a Reading Improvement Plan	1
	Male	White, Non-Hispanic	Kindergarten	Required, not on track	Student on a Reading Improvement Plan	1
	Female	Black, Non-Hispanic	Kindergarten	Required, not on track	Student not on a Reading Improvement Plan	1
	Male	White, Non-Hispanic	Kindergarten	Required, not on track	Student not on a Reading Improvement Plan	1
	Female	White, Non-Hispanic	Kindergarten	Required, not on track	Student on a Reading Improvement Plan	1
	Male	White, Non-Hispanic	Kindergarten	Required, not on track	Student not on a Reading Improvement Plan	1
	Female	White, Non-Hispanic	Kindergarten	Required, not on track	Student not on a Reading Improvement Plan	1
	Male	White, Non-Hispanic	Kindergarten	Required, not on track	Student on a Reading Improvement Plan	1
	Male	Multiracial	Kindergarten	Required, not on track	Student not on a Reading Improvement Plan	1
	Male	Black, Non-Hispanic	Kindergarten	Required, not on track	Student not on a Reading Improvement Plan	1
	Male	White, Non-Hispanic	Kindergarten	Required, not on track	Student on a Reading Improvement Plan	1
	Male	White, Non-Hispanic	Kindergarten	Required, not on track	Student not on a Reading Improvement Plan	1
	Male	White, Non-Hispanic	Kindergarten	Required, not on track	Student on a Reading Improvement Plan	1
	Male	Hispanic	Kindergarten	Required, not on track	Student on a Reading Improvement Plan	1
	Male	White, Non-Hispanic	Kindergarten	Required, not on track	Student on a Reading Improvement Plan	1
	Male	White, Non-Hispanic	Kindergarten	Required, not on track	Student on a Reading Improvement Plan	1
	Female	Black, Non-Hispanic	Kindergarten	Required, not on track	Student not on a Reading Improvement Plan	1
	Female	White, Non-Hispanic	Kindergarten	Required, not on track	Student on a Reading Improvement Plan	1
	Male	White, Non-Hispanic	Kindergarten	Required, not on track	Student on a Reading Improvement Plan	1
	Female	Black, Non-Hispanic	Kindergarten	Required, not on track	Student on a Reading Improvement Plan	1
	Female	Multiracial	Kindergarten	Required, not on track	Student on a Reading Improvement Plan	1
	Male	White, Non-Hispanic	Kindergarten	Required, not on track	Student not on a Reading Improvement Plan	1
	Male	Multiracial	Kindergarten	Required, not on track	Student on a Reading Improvement Plan	1
	Male	White, Non-Hispanic	Kindergarten	Required, not on track	Student on a Reading Improvement Plan	1
	Female	White, Non-Hispanic	Kindergarten	Required, not on track	Student on a Reading Improvement Plan	1
	Female	Black, Non-Hispanic	Kindergarten	Required, not on track	Student on a Reading Improvement Plan	1
	Male	White, Non-Hispanic	Kindergarten	Required, not on track	Student not on a Reading Improvement Plan	1
Total						17,439

Overview | Demographic Overview | Demographic Comparison | Trend | SSID Detail

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TGRG Data – Troubleshooting cont'd

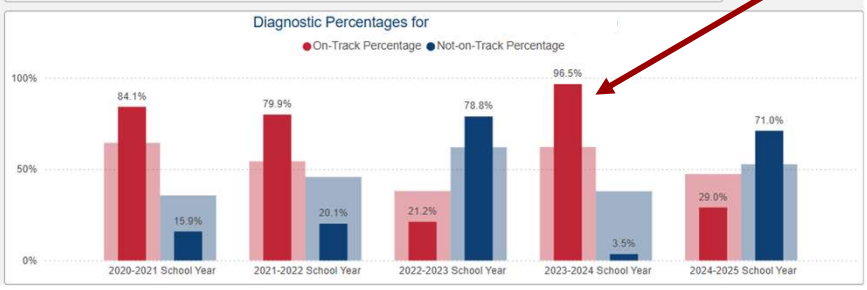
Department of Education & Workforce

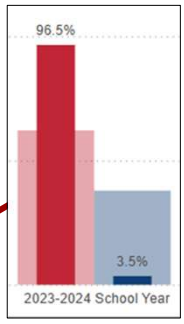
District Diagnostic Results - Overview

Choose a School Year: 2023-2024 School Year

Choose a District

School Year	2023-2024 School Year							
Diagnostic Result	Assessed, on track		Exempt from diagnostic assessment		Required, not assessed		Required, not on track	
Grade Level	Count	% of Grand Total	Count	% of Grand Total	Count	% of Grand Total	Count	% of Grand Total
Kindergarten	474	23.6%			12	0.6%	5	0.2%
1st Grade	273	13.6%	1	0.0%	12	0.6%	204	10.2%
2nd Grade	257	12.8%	2	0.1%	2	0.1%	280	14.0%
3rd Grade	241	12.0%					244	12.2%
Total	1,245	62.0%	3	0.1%	26	1.3%	733	36.5%





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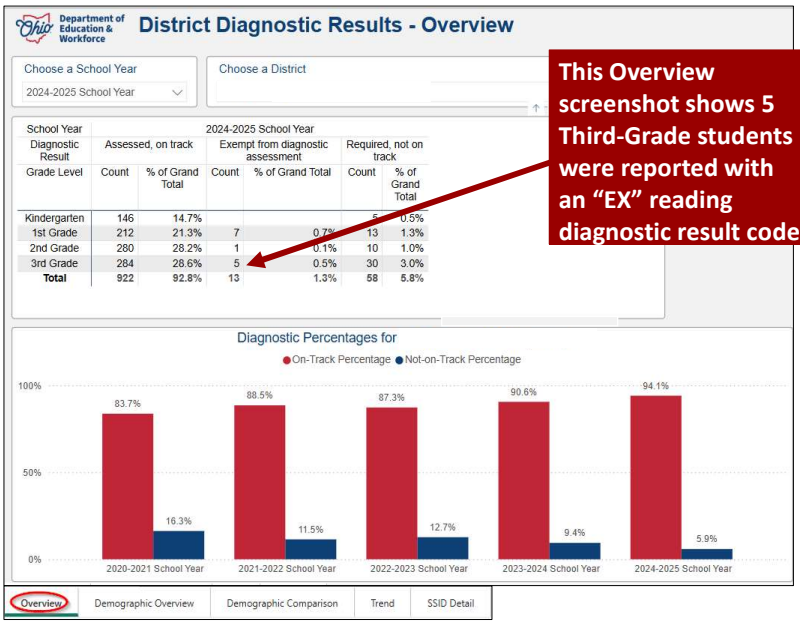
TGRG Data – Verify Exempt Students



School Year	2024-2025 School Year					
Diagnostic Result	Assessed, on track		Exempt from diagnostic assessment		Required, not on track	
Grade Level	Count	% of Grand Total	Count	% of Grand Total	Count	% of Grand Total
Kindergarten	146	14.7%			5	0.5%
1st Grade	212	21.3%	7	0.7%	13	1.3%
2nd Grade	280	28.2%	1	0.1%	10	1.0%
3rd Grade	284	28.6%	5	0.5%	30	3.0%
Total	**922**	**92.8%**	**13**	**1.3%**	**58**	**5.8%**

This Overview screenshot shows 5 Third-Grade students were reported with an "EX" reading diagnostic result code.

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TGRG Data – Verify Exempt Students Cont'd

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

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.

Once you are on the District Test Results Overview screen click on the SSID Tab, located at the bottom of the screen.

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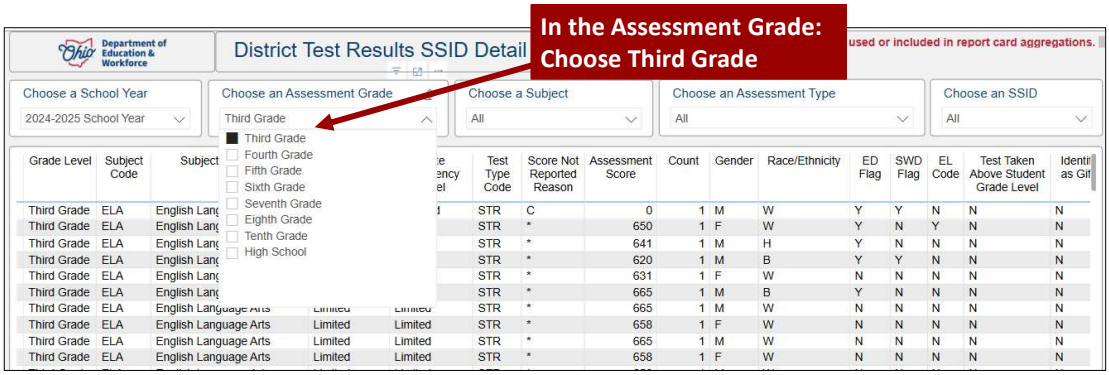
TGRG Data – Verify Exempt Students cont'd



- You want to drill down further and only have your third-grade students appear that took an Alternate Assessment

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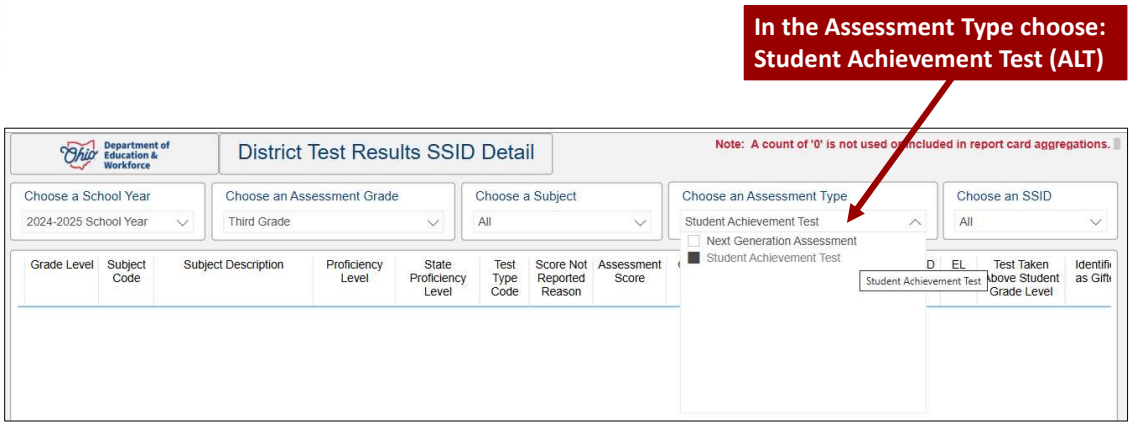
TGRG Data – Verify Exempt Students cont'd



- You are generating a list of all of your students who took an Alternate Assessment

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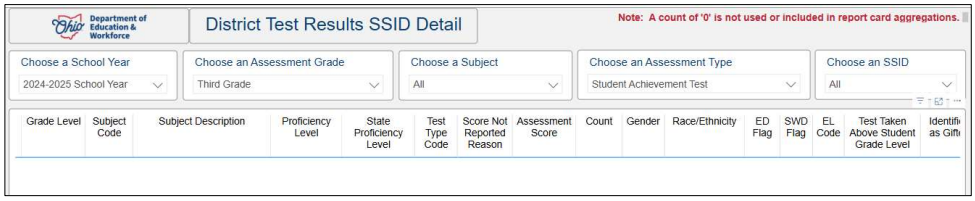
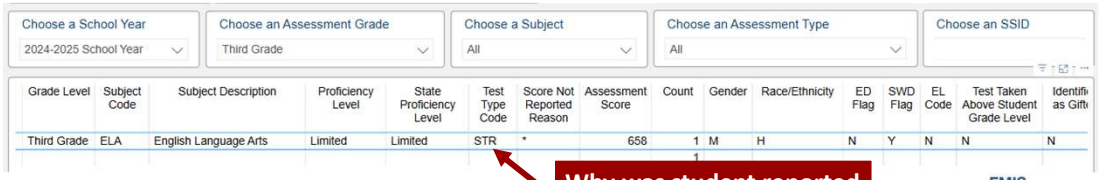
TGRG Data – Verify Exempt Students cont'd



- The above screenshot shows "zero" third-grade students took the Alternate Assessment as they have not been reported in EMIS yet
- The question is, how were these 5 students reported for the Fall 3rd Grade ELA?



Why was student reported with SNR reason "L"?

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Quick Checks - TGRG Diagnostic

- Has the EMIS Level 2 Derived Reading Diagnostic Report (LTRC-001) been verified?
- Are all Reading Diagnostic Results showing as expected?
- Have you reviewed and verified your students appearing as Exempt from the diagnostic?
- Review your Required Not Assessed. Are there scores that still need to be reported?
- Compare last year's data to this year in the District Improving At-Risk K-3 Readers tile.

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15 Minute Work Session
TGRG Diagnostic Data

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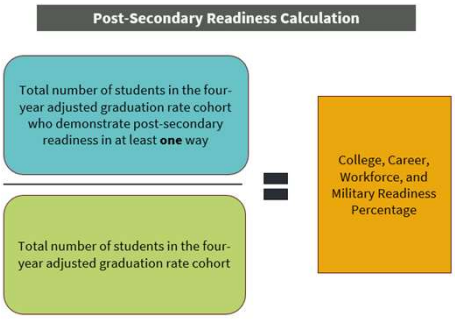
College, Career, Workforce, and Military Readiness

The College, Career, Workforce, and Military Readiness component (CCWMR) is intended to measure how prepared a graduating class is for post-secondary education, entering the workforce, or joining the armed forces

The CCWMR rating (2024 Cohort) will be publicly accessible and included in the overall rating for the 2025 Report Card



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CCWMR – Ways to Demonstrate Readiness

Ways to Demonstrate Post-Secondary Readiness	
Received an ACT or SAT Remediation Free score	FA Record: Assessment Record
Received an Honors Diploma	FN Record: Diploma Type
Any combination of 3 or more Advanced Placement OR International Baccalaureate tests with qualifying scores	FA Record: Assessment Record
Earned at least 12 College Credits	GC Record: Dual Enrollment Credit Earned
Enlisted in the Military	GQ Record: Program Code 520110
Earned at least 12 Industry Recognized Credential points in a single career field OR holds a State Recognized License	FA Record: Assessment Record
Evidence of acceptance into an apprenticeship program after high school (for students 18 and older)	GQ Record: Program Code 305016
Completed a Pre-Apprenticeship	FA Record: Assessment Record - Assessment Type Code GW AND - Assessment Area Code CJ99
Completed an Apprenticeship	GQ Record: Program Code 305018
Achieved proficiency on 3 or more technical assessments in a single career pathway	FA Record: Assessment Record
Obtained an Ohio Means Jobs Readiness Seal AND has 250 hours of internship/approved work-based learning	GQ Record: - Program Code 510001 OMJR Seal AND - Program Code 310499 (250-499 hours) or - Program Code 310500 (500+ hours)

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20XX_RPTCRD CCWMRdy Detail Report

- Contains preliminary information related to the College, Career, Workforce, and Military Readiness (CCWMR) measure. This measure is based on students in the 4-year graduation cohort only.
- Report is available in the data collector
  - Reports Tab > Received Files Details
- Report name is based on the District Local Report Card Year **not** Graduate Cohort year
  - **2025**_RPTCRD_CCWMRdy Detail Report
    - Contains 2024 Cohort Student Data
    - Early grads from other cohort years are not included
- 2026 Report for the 2025 grad cohort will not appear until late September

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20XX_RPTCRD CCWMRdy Detail Report cont'd

- Report displays all 11 options to demonstrate readiness with additional information
- Concentrate on ccwmr_ready_indicator (Column AA)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	LEA_IRN	cohort	dist_irn	org_irn	ssid	act	sat	act_sat_met	honors_diploma	total_ap_3_plus	total_ib_4_plus	met_ap_ib_req	dual_enroll_credits	college_credits_met
2	District IRN	2024	District IRN	HS Bldg IRN	SSID	No	No	No	Yes			No	53	Yes
3	District IRN	2024	District IRN	HS Bldg IRN	SSID	No	No	No	No			No	7	No
4	District IRN	2024	District IRN	HS Bldg IRN	SSID	No	No	No	No			No	6	No
5	District IRN	2024	District IRN	HS Bldg IRN	SSID	Yes	No	Yes	No			No	41	Yes
6	District IRN	2024	District IRN	HS Bldg IRN	SSID	No	No	No	No			No		No
7	Dist													

O	P	Q	R	S	T	U	V	W	X	Y	Z	AA
ccp_apprvd	ccp_not_apprvd_pending	CTAG_ELIGIBLE_COURSES	credential_12_points	pre_apprentice_complete	OMJ_Seal	wbl_250plus	omj_wbl	military_enlist	post_hs_apprentice	apprentice_completion	tech_skill_proficiency	ccwmr_ready_indicator
53	0		No	No	No	No	No	No	No	No	No	Yes
		3	Yes	No	Yes	Yes	Yes	No	No	No	Yes	Yes
6	0		No	No	No	No	No	No	No	No	No	No
41	0		No	No	No	No	No	No	No	No	No	Yes
			Yes	No	Yes	No	No	No	No	No	No	Yes

If a yes appears in the ccwmr_ready _indicator column, the student will be included in the numerator for the Post Secondary Readiness Calculation

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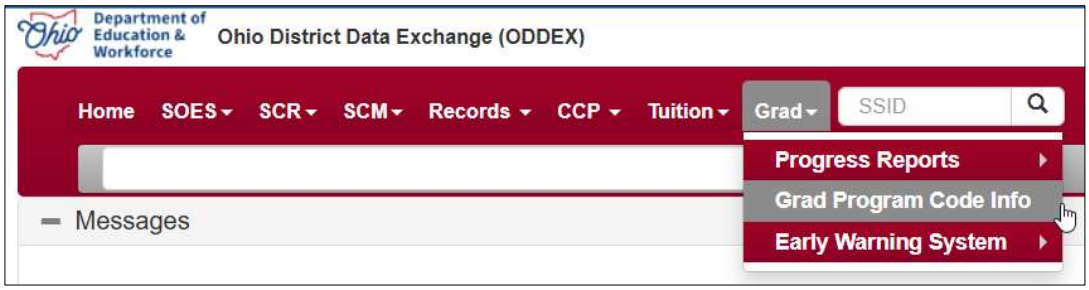
CCWMR rated – Grad Program Code cont'd

- ODDEX can help with the verification of program code reporting as it relates to CCWMR
- Access the Grad Program Code Info from the Grad menu in ODDEX



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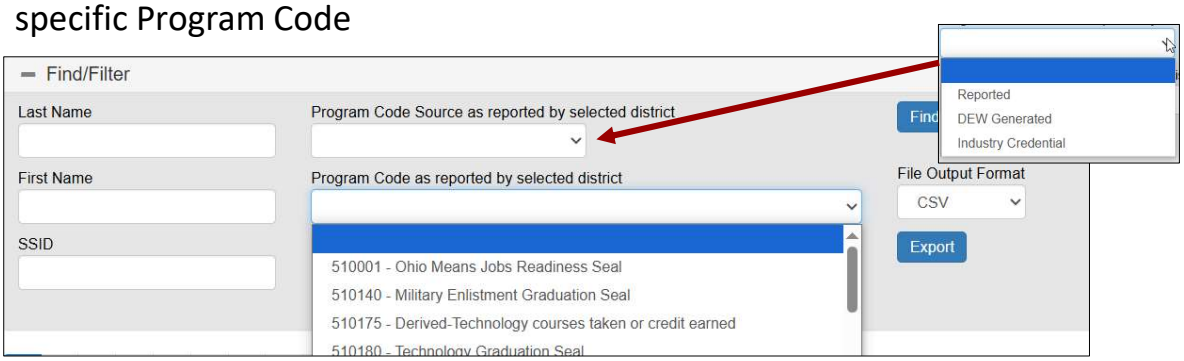
CCWMR rated – Grad Program Code cont'd

Use the filters to search by name, SSID, Program Code Source, or for a specific Program Code



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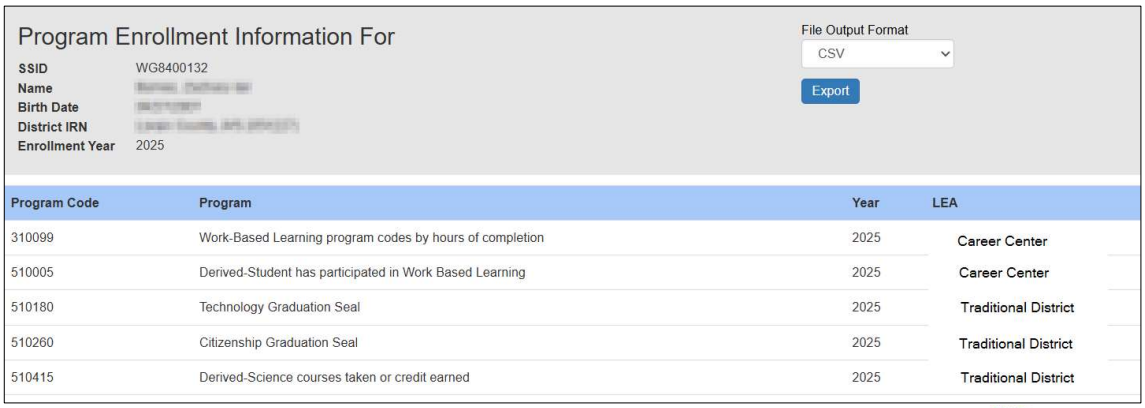
CCWMR rated – Grad Program Code cont'd

When viewing an individual student, users will see the program codes reported by all entities



Program Code	Program	Year	LEA
310099	Work-Based Learning program codes by hours of completion	2025	Career Center
510005	Derived-Student has participated in Work Based Learning	2025	Career Center
510180	Technology Graduation Seal	2025	Traditional District
510260	Citizenship Graduation Seal	2025	Traditional District
510415	Derived-Science courses taken or credit earned	2025	Traditional District

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Quick Check – CCWMR Detail

- Have I validated the students included in the 4-Year Graduation Cohort?
- Are you reporting all CCWMR data for Early Graduates?
- Are all the Dual Enrollment credits reported for students?
- Have all assessment data been reported (ACT/SAT, AP/IB, etc.)?
- Honors diploma reported?
- Military enlistment DD Form 4 – Did you report the correct program code?
- Are Industry-Recognized Credentials earned reported?
- Have I verified that a student attending a College didn't take an Industry-Recognized Credential?
- Are the students who earned WBL showing up as expected?

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15 Minute Work Session CCWMR Data

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Final Points

- Data Teams should review their data throughout the school year
- Identify the specific data elements within EMIS and their collection in relation to the issues you are investigating. Are there one or more elements/collections that may factor into the data points you are investigating?
- Double-check the timing of your submission and the timing of the report refresh schedule. Are the data just out of sync?
- Check for any gen issues or Level 2 reports that may assist in identifying or explaining anomalies
- If the calculation is complex, ensure that you understand all the technicalities that may impact what you are seeing
- Contact your ITC and enter an EMIS HelpDesk ticket if you still have questions related to reporting/SDC reports

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Resources

- Secure Data Center Webpage
  - Home > Data > EMIS > Resources > Secure Data Center
- Report Card Resources
  - Home > Data > Report Card Resources
- Report Card Training Hub
  - Home > Data > Report Card Resources > Report Card Training
- Derived Reading Diagnostic Result Report LTRC-001
- Home > EMIS > Data > Documentation > EMIS Validation and Report Explanation > Derived Reading Diagnostic Result Report

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Resources cont'd

- Early Literacy Component Technical Documentation
  - Home > Data > Report Card Resources > Traditional Report Card > Early Literacy Component Technical Documentation
- Third Grade Reading Guarantee Guidance
  - Home > Learning in Ohio > Literacy > Third Grade Reading Guarantee
- Alternate Assessment Decision Making Tool
  - Home > Test > Alternate Assessment > Alternate Assessment Decision Making Tool

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Resources cont'd

- CCWMR Component Technical Documentation
  - Home > Data > Report Card Resources > Traditional Report Card > CCWMR Component Technical Documentation
- Potential College Credit Report GRAD-003
  - Home > EMIS > Data > Documentation > EMIS Validation and Report Explanation > Potential College Credit Report
- DEW Accountability Office
  - Accountability@education.ohio.gov
  - datamanagement@education.ohio.gov
- Your ITC

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Questions?

If you would like a certificate of attendance for this training, you must complete the below feedback form within 5 business days of this training
https://tinyurl.com/EA-District-Feedback

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