

Traditional School and District Report Card

Office of Accountability



WHAT IS CALCULATED IN THE **TRADITIONAL EARLY LITERACY** COMPONENT

EARLY LITERACY



Meets state standards in early literacy (K-3).

Early Literacy

The Early Literacy Component is a measure of reading improvement and proficiency for students in kindergarten through third grade.

Early Literacy Component

Early Literacy Component Details

Fall Reading Diagnostics

Improving K-3 Literacy Measure Details

Early Literacy Component

[Ohio's Plan to Raise Literacy Achievement](#) provides a proactive approach to reading supports beginning in kindergarten. The Early Literacy Component examines the effectiveness of the reading and literacy supports provided to children in kindergarten through third grade. It is composed of three unrated measures that contribute to the overall rating.

77.8%

Measure	Unweighted Percent	Weight	Weighted Percent
Proficiency In Third Grade Reading	76.7%	40%	30.7%
Promotion to Fourth Grade	100.0%	35%	35.0%
Improving K-3 Literacy	48.6%	25%	12.2%

Early Literacy Component

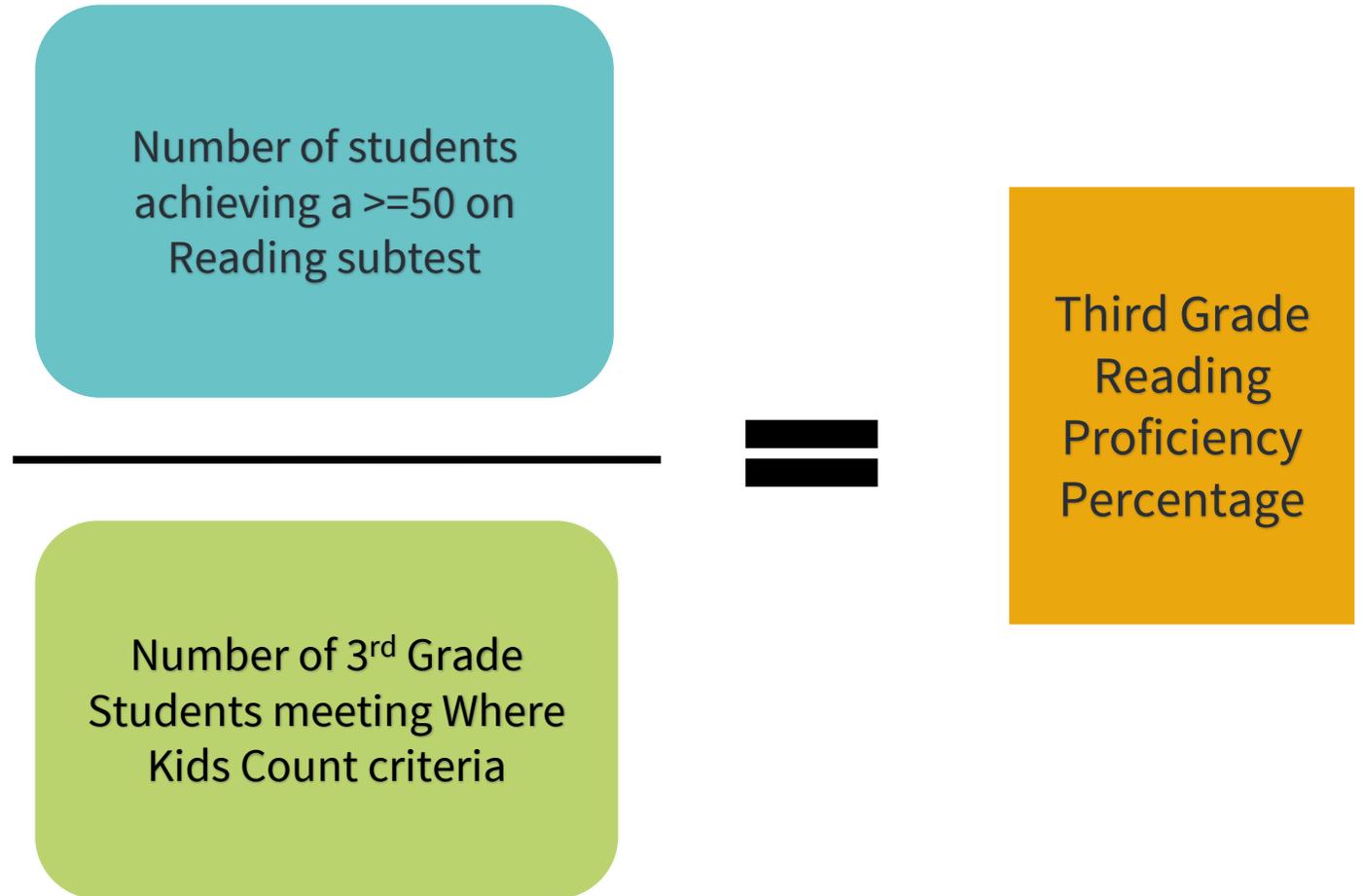
77.8%



WHAT DOES PROFICIENCY IN THIRD GRADE READING MEASURE?

Proficiency in third grade reading is determined by how many students score proficient or higher on the reading segment of the third Grade English language arts (ELA) test. Students who reach proficiency on the reading segment.

It's important to note that this score is separate from overall proficiency on the third Grade English language arts (ELA) test.



WHAT DOES PROMOTION TO FOURTH GRADE MEASURE?

The Promotion to Fourth Grade measure reports the percentage of third grade students who were promoted to fourth grade without being subject to retention.

The promotion score for Grade 3 ELA has been set at **700**

Number of 3rd Grade students reported with *, J, K, L, M, N, P, 2, 3, or 4 Retention Codes and/or met minimum threshold

Number of 3rd Grade Students meeting Extended Where Kids Count criteria

=

Fourth Grade Promotion Percentage

HELPING STRUGGLING READERS BECOME PROFICIENT FROM KG THROUGH 2ND GRADE



Fall Screener/Reading Diagnostic determines Off-Track



Diagnostics guide Individual Instruction, Intervention, and Tutoring



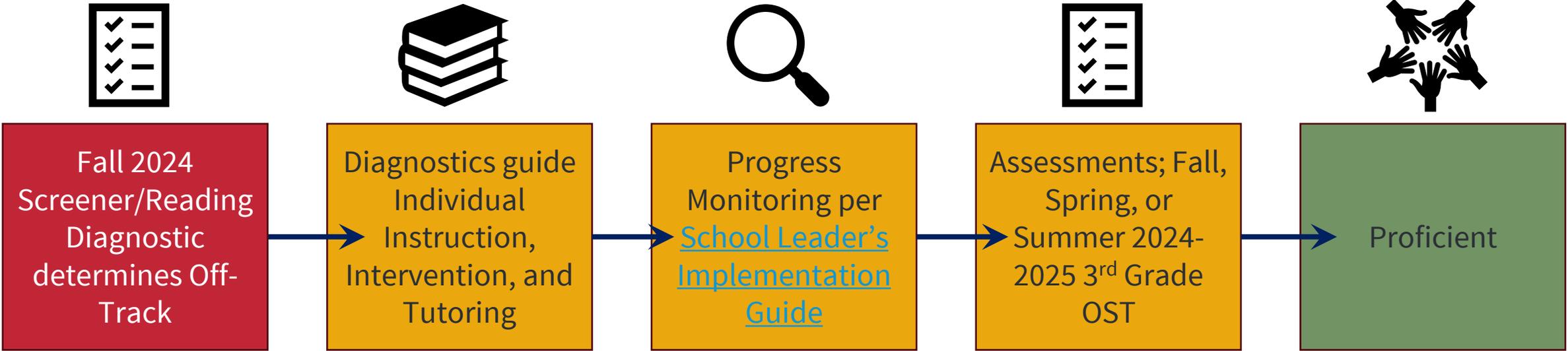
Progress Monitoring per [School Leader's Implementation Guide](#); consideration of summer services as needed



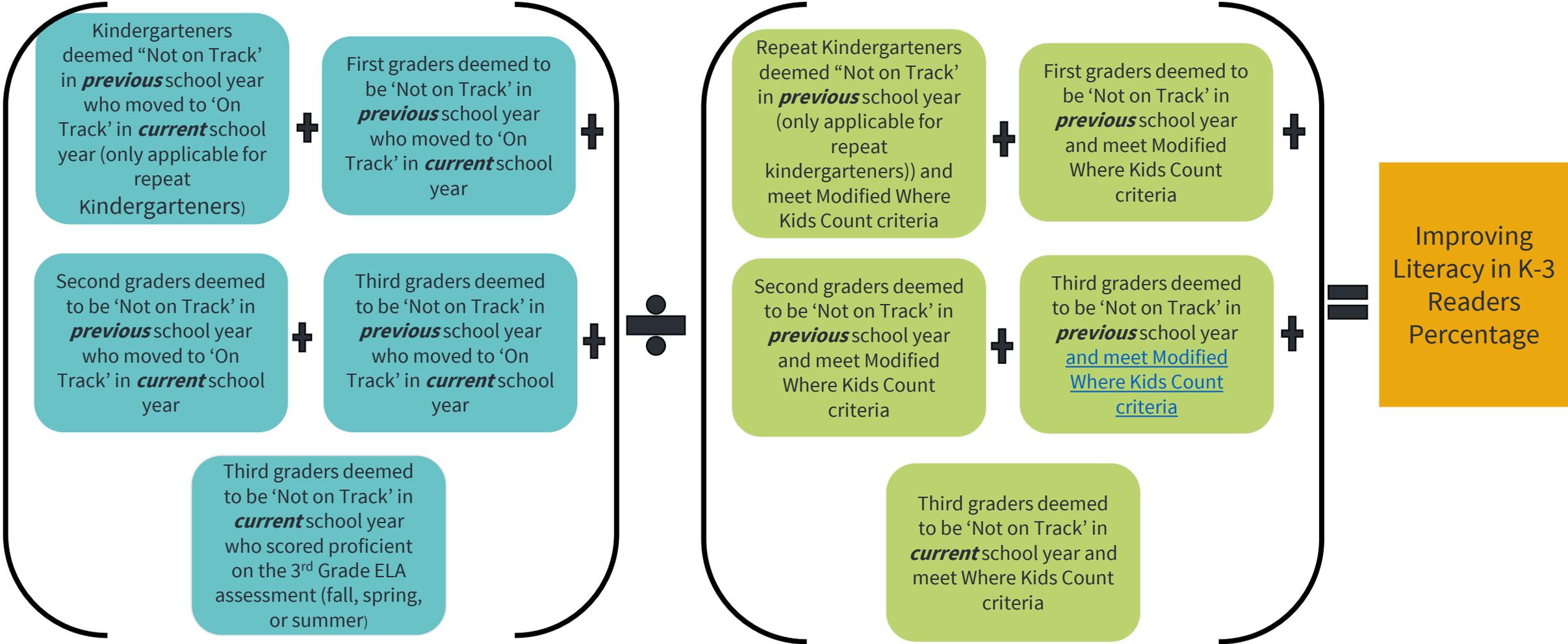
Fall Screener/Reading Diagnostic determines On-Track



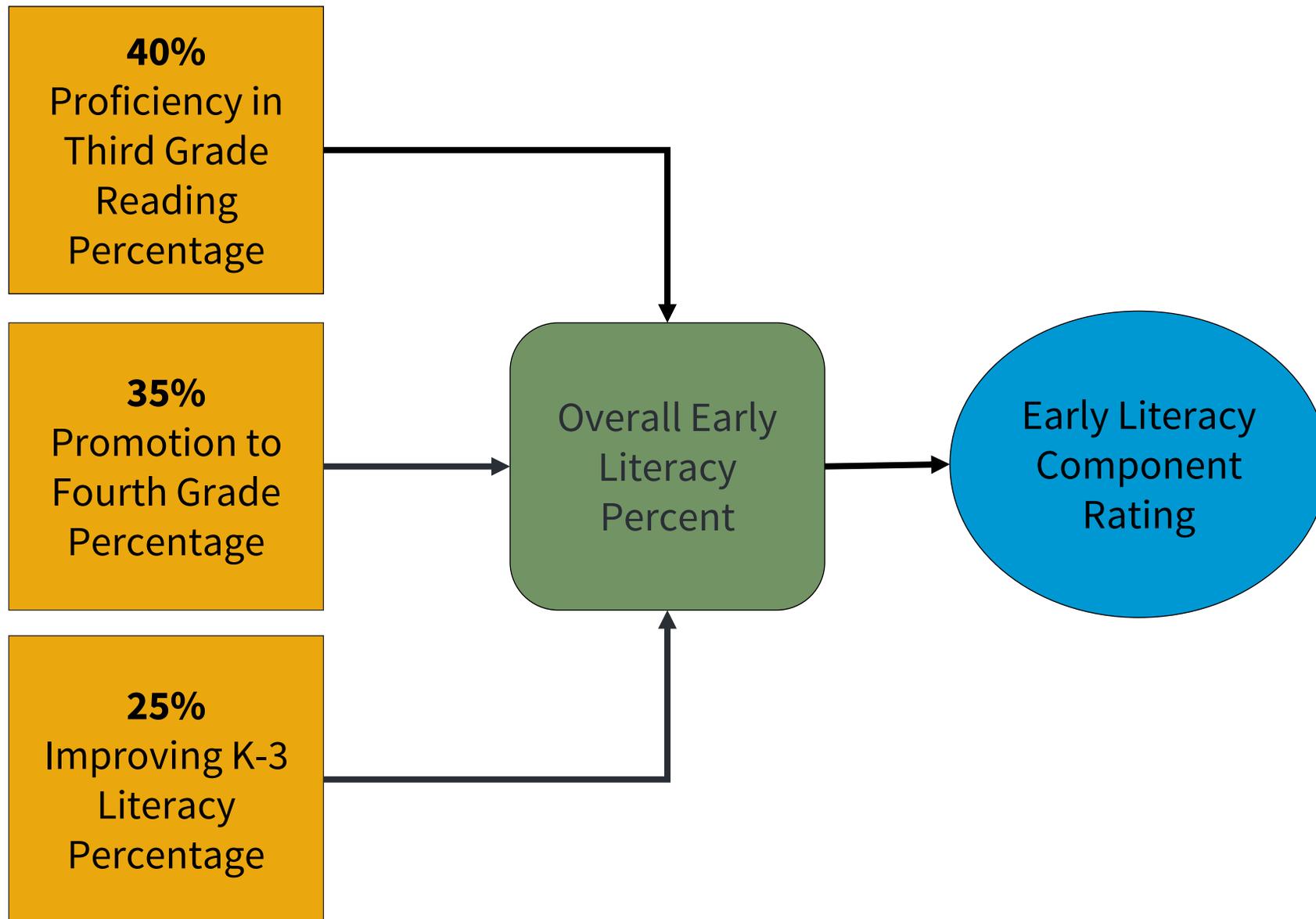
HELPING STRUGGLING THIRD GRADE READERS BECOME PROFICIENT



IMPROVING K-3 LITERACY CALCULATION



EARLY LITERACY COMPONENT CALCULATION



EARLY LITERACY RATING SCALE AND DESCRIPTIONS

EARLY LITERACY COMPONENT RATING SCALE AND DESCRIPTIONS		
Score Range	Rating	Rating Description
Greater than or equal to 88%	5 Stars	Significantly exceeds state standards in early literacy
Greater than or equal to 78% but less than 88%	4 Stars	Exceeds state standards in early literacy
Greater than or equal to 68% but less than 78%	3 Stars	Meets state standards in early literacy
Greater than or equal to 58% but less than 68%	2 Stars	Needs support to meet state standards in early literacy
Less than 58%	1 Star	Needs significant support to meet state standards in early literacy



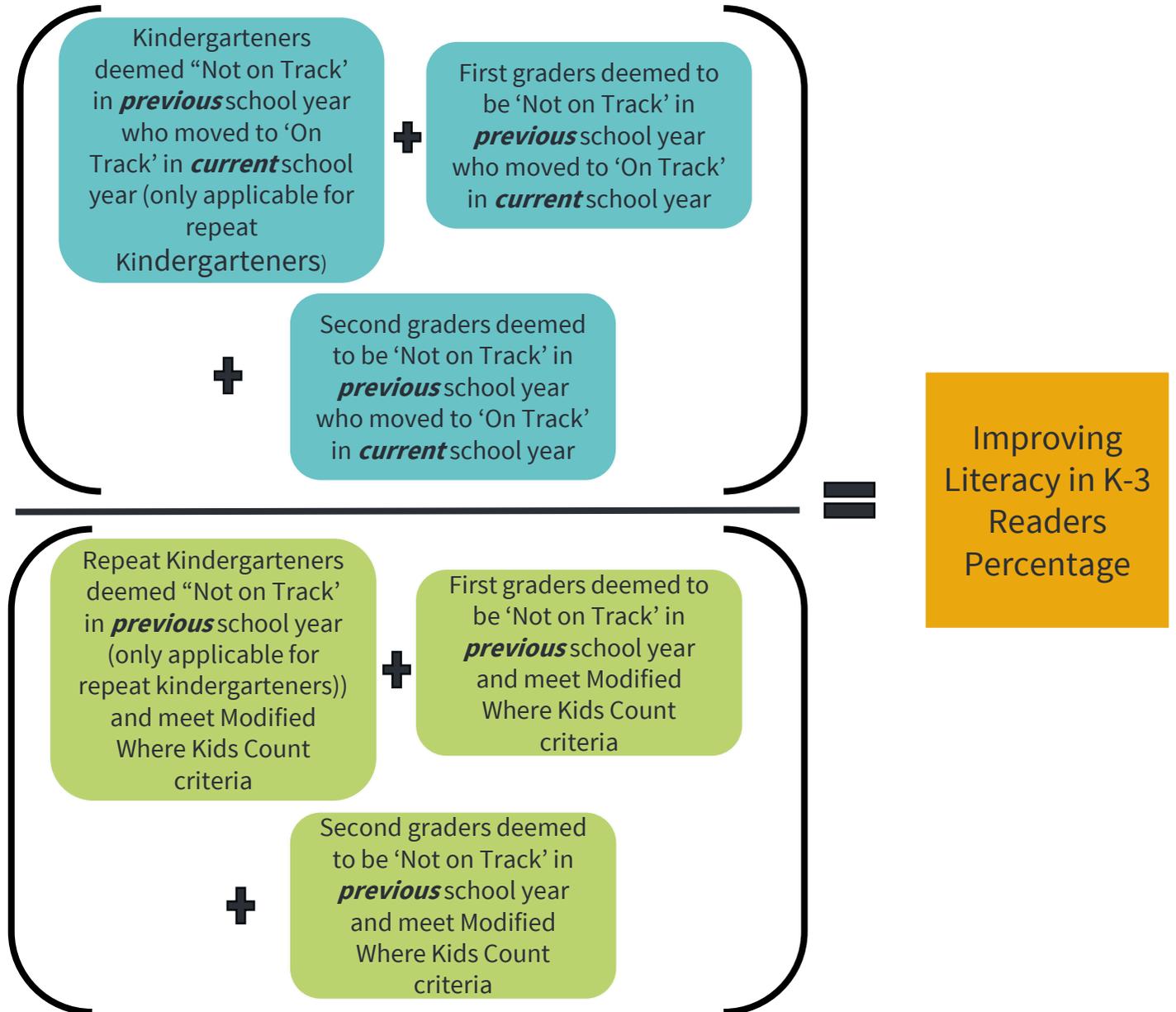
WHAT IF I ONLY HAVE K-2 IN MY BUILDING

What components are included?

- Improving K-3 Literacy weighted at 100% of Component rating

How is the calculation different?

- Will not included 2nd RD to 3rd RD
- Will not included 3rd grade RD to 3rd Grade ELA



WHAT IF I ONLY HAVE GRADE 3 IN MY BUILDING

What components are included?

- Proficiency in 3rd Grade Reading weighted at 40%
- Promotion to 4th Grade weighted at 35%
- Improving K-3 Literacy weighted at 25%

How is the calculation different?

- Will not included KG RD to 1st RD
- Will not included 1st RD to 2nd RD
- Will not included 2nd RD to 3rd RD

Third graders deemed to be 'Not on Track' in **current** school year who scored proficient on the 3rd Grade ELA assessment (fall, spring, or summer)

Third graders deemed to be 'Not on Track' in **current** school year and meet Where Kids Count criteria



Improving Literacy in K-3 Readers Percentage

WHAT COUNTS IN THE **TRADITIONAL EARLY LITERACY** MEASURES?

What students count in the Early Literacy Measures?

Where Kids Count

Each measure uses either the Full Academic Year, Extended Full Academic Year, or Modified Full Academic Year definitions.

For the detailed definitions and business rules see the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document.

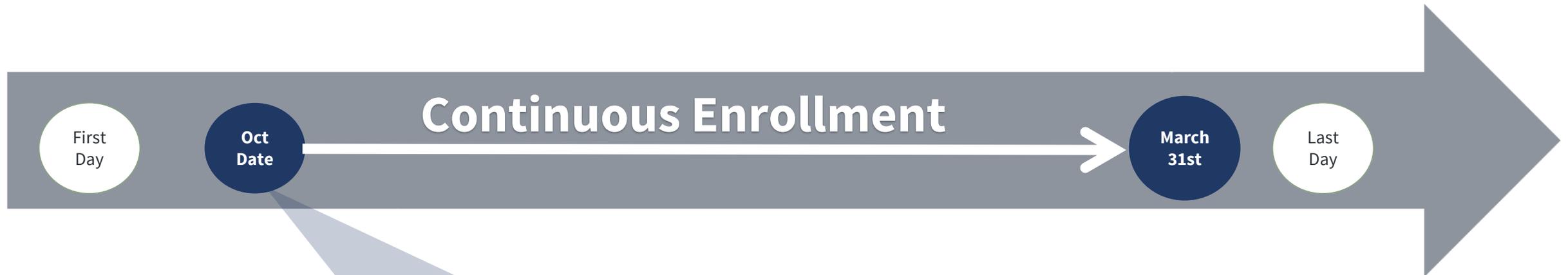
For detailed EMIS reporting and a description of the inclusion criteria, refer to Appendix A.

Understanding Student Placement for
Ohio's Differentiated Accountability
Systems

Where Kids Count Methodology
and More
2023-2024 School Year

Ohio Department of
Education &
Workforce

PROFICIENCY IN THIRD GRADE READING UTILIZES FULL ACADEMIC YEAR

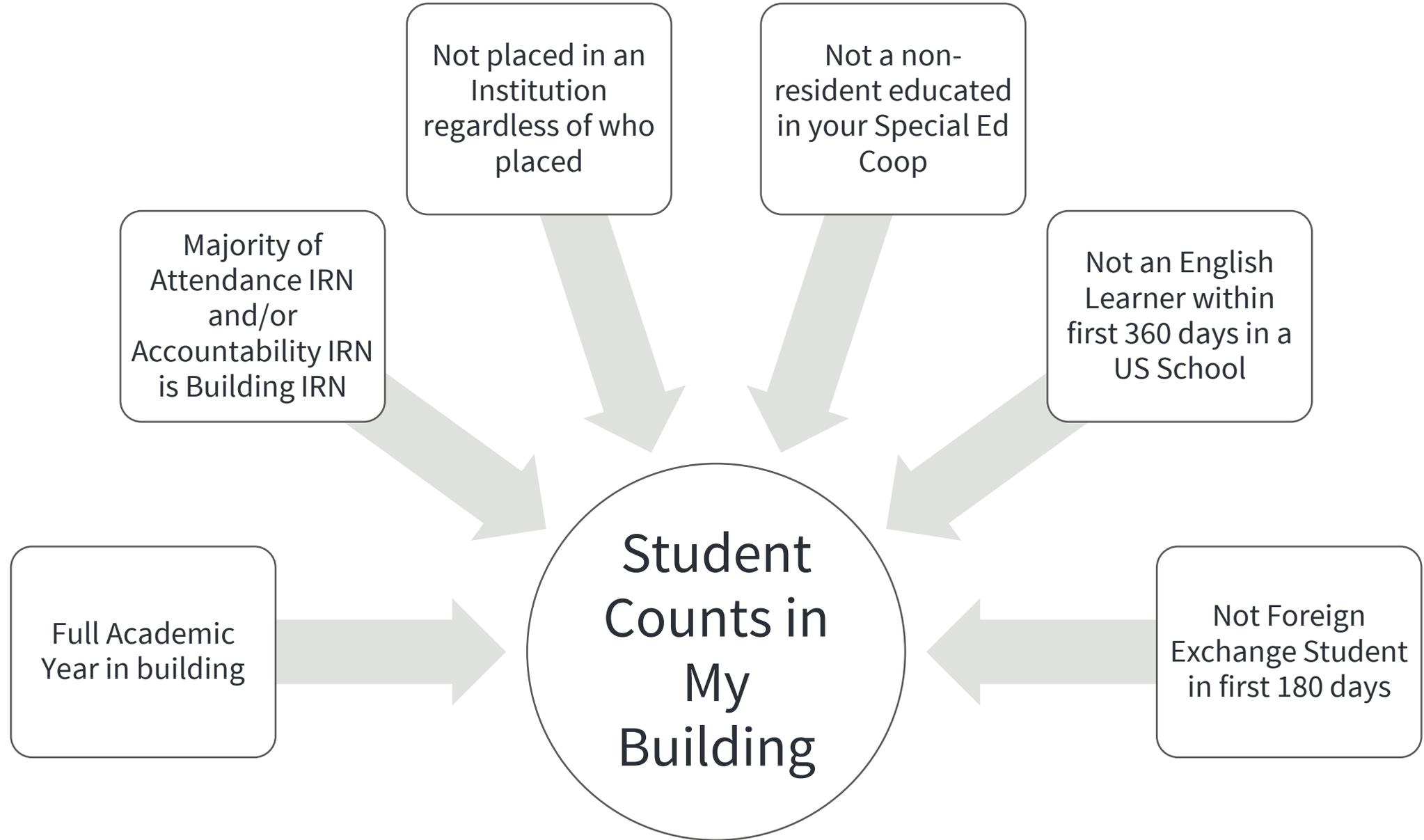


Enrolled in the building or district by the Friday of the first full week of October

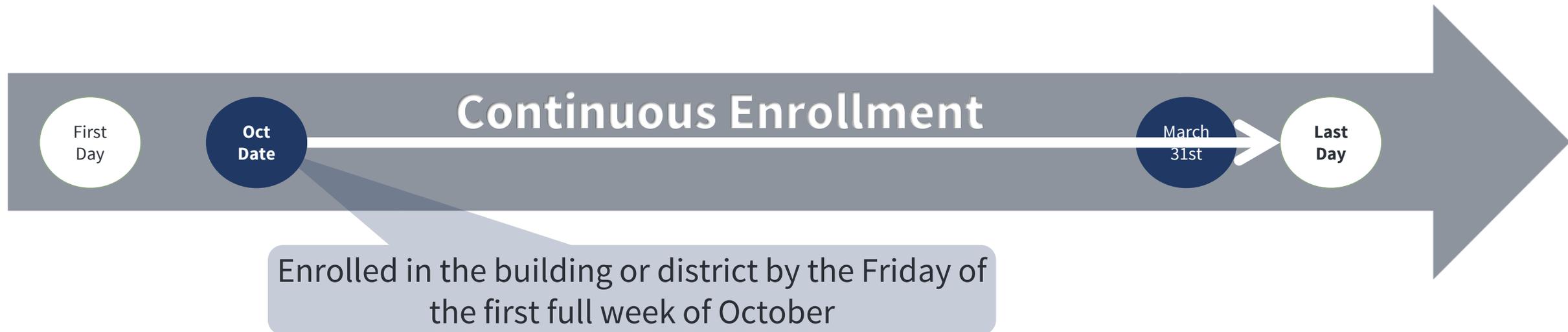
Note: For the 2024-2025 Report Cards this would be 10/11/2024



WHERE KIDS COUNT DETERMINATION



PROMOTION TO FOURTH GRADE UTILIZES EXTENDED FULL ACADEMIC YEAR



Note: For the 2024-2025 Report Cards this would be 10/11/2024



HOW DO WE REPORT PROMOTION?

Retention/Promotion Codes that indicate a student is promoted

- Met required promotion score on any administration of the 3rd Grade ELA
- Adequate performance on TGRG Alternative Assessment Iowa
- Adequate performance on TGRG Alternative Assessment NWEA-MAP
- Adequate performance on TGRG Alternative Assessment Terra Nova
- Adequate performance on TGRG Alternative Assessment STAR Reading
- Adequate performance on TGRG Alternative Assessment iReady
- Parent Request to Promote

Retention/Promotion Codes that indicate a student has been retained

- Student was retained at end of school year due to TGRG and remains retained
- Student was retained at end of school year due to TGRG but is not enrolled this school year
- Student was retained for reasons other than TGRG; met promotion score on 3rd ELA
 - If a student is found to have met the promotion scores, they will be added to the numerator
- Student was retained for reason other than TGRG; adequate performance on TGRG Alternative Assessment

Retention/Promotion Codes that indicate a student is exempt from retention

- Student did not meet TGRG but has EL exemption
- Student did not meet TGRG but has IEP exemption
- Student did not meet TGRG but has received intensive reading remediation for 2 years and was previously retained
- Student did not meet TGRG but has significant cognitive disabilities
- Student accelerated beyond third-grade reading

What tests count in the Promotion to 4th Grade Measure?

- State Tests
 - Ohio's State Test (GN)
 - Grade 3 English Language Arts
 - **Grade 3 English Language Arts ≥ 700**
 - Ohio's State Test Alternate (GA)
 - Grade 3 Reading
 - **Reading Subscore ≥ 50**
- Could be taken during Fall, Spring, or Summer Testing Windows
 - Highest score will be used



HOW DO WE REPORT PROMOTION?

Retention/Promotion Codes that indicate a student is promoted

- *, J, K, L, M, N, 2, 3, 4

Retention/Promotion Codes that indicate a student has been retained

- A, H, 1 and 5
- If a student reported with a “1” is found to have met the promotion scores, they will be added to the numerator

Retention/Promotion Codes that indicate a student is exempt from retention

- D, E, F, and G
- Student accelerated beyond third-grade reading

CODE	DESCRIPTION	STATUS
*	Student was not retained at the end of the previous school year. This includes only third grade students promoted to fourth grade due to receiving the required promotion score on any administration of the third grade Ohio State Test (OST) for English language arts (ELA) before the start of the next school year.	Included in Numerator if 3rd Grade ELA proficiency met
1	Student was retained at end of the previous school year for reasons other than the Third Grade Reading Guarantee and is still retained.	Included in Numerator if 3rd Grade ELA proficiency met
5	Student demonstrated adequate performance on the Third Grade Reading Guarantee (TGRG) Alternative Assessment for promotion to fourth grade but was retained for reasons other than the Third Grade Reading Guarantee.	Included in Numerator
A	Student was retained at the end of the previous school year due to the Third Grade Reading Guarantee and is still retained.	Included in Denominator but NOT Included in Numerator
D	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained because the student met the English learner exemption in law.	Removed from Denominator
E	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained because the student met the Individualized Education Plan (IEP) exemption in law.	Removed from Denominator
F	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was exempt from retention because student received intensive reading remediation for two years and was previously retained in any K-3 grade(s).	Removed from Denominator
G	Student with significant cognitive disabilities was exempt from all reading requirements in the Third Grade Reading Guarantee and therefore was not retained.	Removed from Denominator
H	Student was retained at the end of the previous school year due to the Third Grade Reading Guarantee but is not enrolled this school year.	Included in Denominator but NOT Included in Numerator
J	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment (Iowa) before the start of the next school year.	Included in Numerator
K	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment (NWEA-MAP) before the start of the next school year.	Included in Numerator
L	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment – (Terra Nova) before the start of the next school year.	Included in Numerator
M	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment (STAR Reading) before the start of the next school year.	Included in Numerator
N	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment (iReady) before the start of the next school year.	Included in Numerator
P	Student was retained at the end of the previous school year due to the Third Grade Reading Guarantee but was not retained because of parent/guardian request as outlined in Ohio law.	Included in Numerator



ALTERNATIVE READING ASSESSMENTS

Reading Promotion Score Met	Retention Code Reported
Iowa Assessments	J
NWEA-MAP	K
Terra Nova 3	L
STAR Reading	M
i-Ready	N

Alternative Reading Assessments 2024-2025

Assessment	Assessment Information	2024-2025 Promotion Score
Iowa Assessments - Form E, F and G Reading Test Part 1 and Part 2, Level 9 (Grade 3)	Iowa Assessments - Form E, F and G Reading Test Part 1 and Part 2, Level 9 (Grade 3)	179
Northwest Evaluation Association (NWEA)- Measurement of Academic Progress (MAP) . * This approval does not extend to the updated version of MAP Growth, released in summer 2024. Please see the Approved Assessments List FAQ for more information.	Traditional MAP Growth	196
Data Recognition Corporation, Terra Nova 3, Complete Battery	Terra Nova, Third Edition Reading Grade 3, Complete Battery	Complete Battery: Raw Score 30/42
Renaissance Learning, Inc. STAR Reading Third Grade Reading Proficiency Assessment	STAR Reading Third Grade Proficiency Assessment	974
Curriculum Associates, LLC. i-Ready Assessment	i-Ready	524



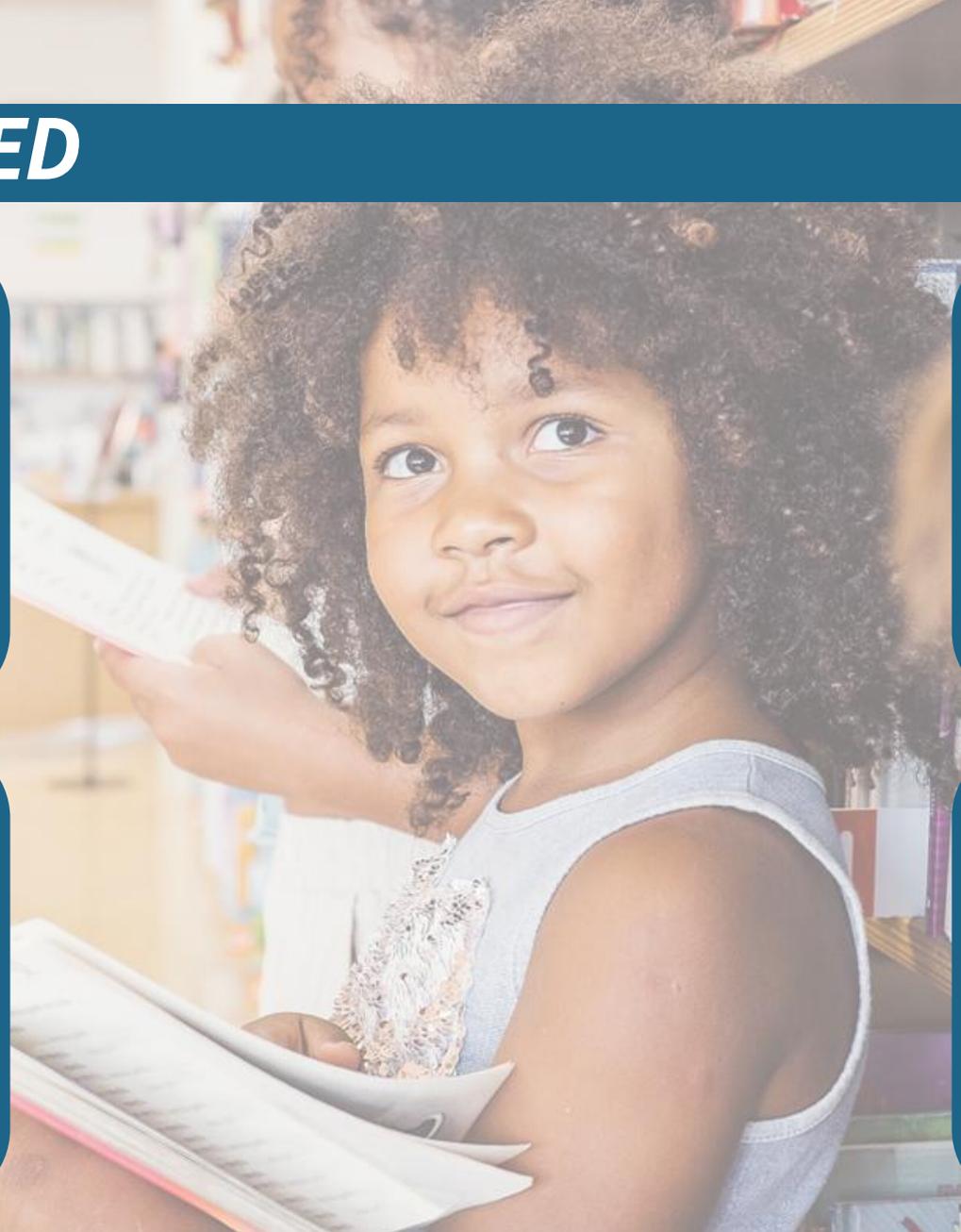
STUDENTS INCLUDED

**Grades K-2
Prior Year
Modified Where
Kids Count**

**Deemed Not on
Track the prior
school year**

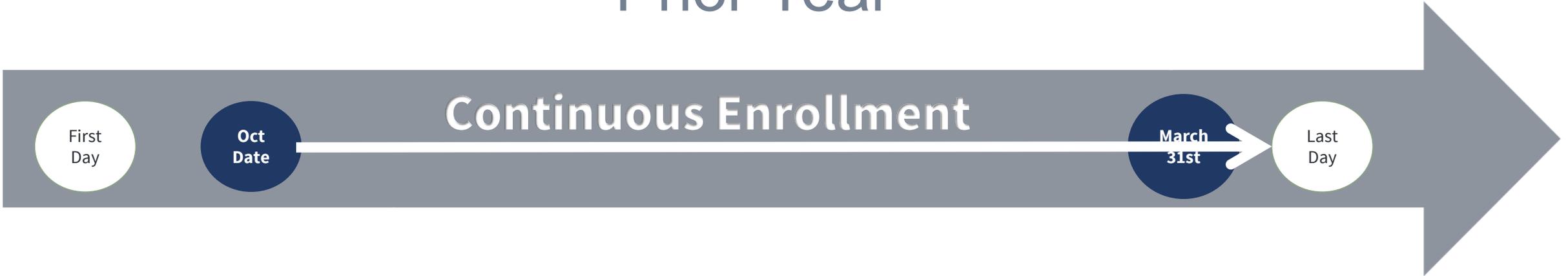
**Grade 3
Current Year
Where Kids
Count**

**Deemed Not on
Track the Current
school year**

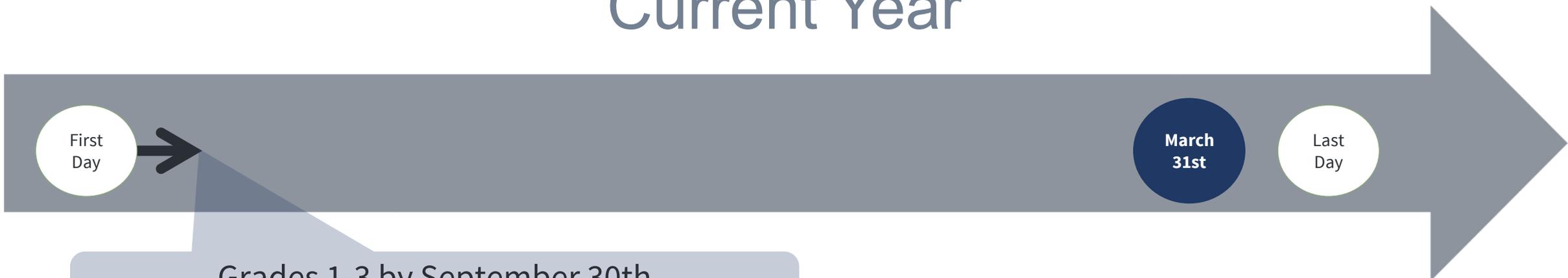


MODIFIED FULL ACADEMIC YEAR (FAY)

Prior Year



Current Year



Grades 1-3 by September 30th
Grade KG within first 20 days of instruction



WHO ELSE DOESN'T COUNT?

- Repeat 3rd Graders
 - Student counted in the first-year of 3rd Grade calculation
- Students who were accelerated from 2nd to 4th
- Students who are exempt due to a 'significant cognitive disability'

What tests count in the Improving K-3 Literacy Measure?

- Reading Diagnostics
- State Tests
 - Ohio's State Test (GN)
 - Grade 3 English Language Arts
 - **Grade 3 English Language Arts ≥ 700**
- Could be taken during Fall, Spring, or Summer Testing Windows
 - Highest score will be used



VALIDATING DATA FOR **PROFICIENCY IN THIRD GRADE READING MEASURE**

POTENTIAL IMPACT ON EARLY LITERACY RATING

Example: At Evergreen Elementary, all third-grade students were mis-reported with the same reading sub-scores in the fall and spring. The fall scores were uploaded into the SIS with fall dates and spring dates.

Data Reporting Error

Measure	Percent	Weight	Weighted Percent
Proficiency in 3 rd Grade Reading	40.3%	40%	= 16.12%
Promotion to 4 th Grade	100%	35%	= 35.00%
Improving K-3 Literacy	42.5%	25%	= 10.63%
Weighted Early Literacy Score			61.75%

Correctly Reported Data

Measure	Percent	Weight	Weighted Percent
Proficiency in 3 rd Grade Reading	65.1%	40%	= 26.04%
Promotion to 4 th Grade	100%	35%	= 35.00%
Improving K-3 Literacy	42.5%	25%	= 10.63%
Weighted Early Literacy Score			71.67%

Early Literacy Rating Scale

Score Range	Rating
From 88% to 100%	5 Stars
From 78% to less than 88%	4 Stars
From 68% to less than 78%	3 Stars
From 58% to less than 68%	2 Stars
From 0% to less than 58%	1 Star

Early Literacy Rating Scale

Score Range	Rating
From 88% to 100%	5 Stars
From 78% to less than 88%	4 Stars
From 68% to less than 78%	3 Stars
From 58% to less than 68%	2 Stars
From 0% to less than 58%	1 Star



QUESTIONS TO AIDE IN VALIDATING DATA RELATED TO EARLY LITERACY COMPONENT

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

- Have I verified the testing results for 3rd Grade ELA?
- Are all students who didn't pass the 3rd Grade ELA but did meet the criteria for alternative assessment showing as exempted?
- Are the Parent promoted students showing as expected?
- Are all Reading Diagnostic Results showing as expected? Have I verified the EMIS Level 2 Derived Reading Diagnostic Report?
- Are there students showing as Required not tested? Is this correct?
- If I click on the Kindergarten grade level of the current year Reading Diagnostic report, does it show the correct percentage of on track students? Is it over 90%?

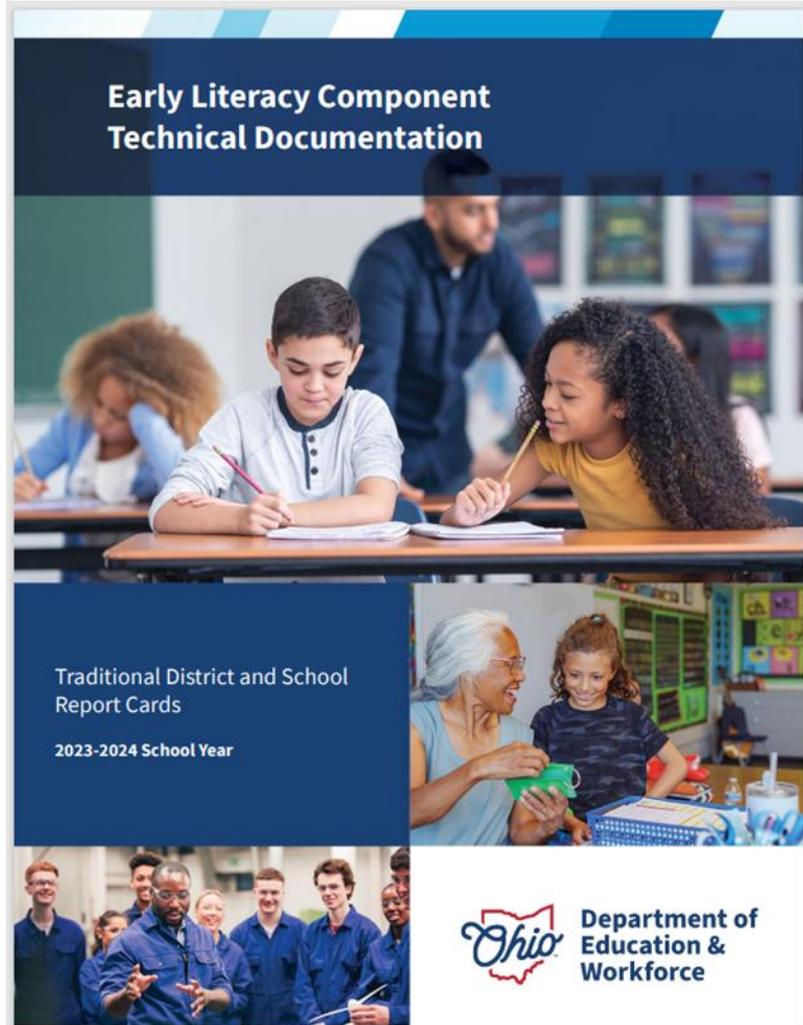
LAST CHANCE TO “FIX” STUDENT DATA ERRORS

- [2.4 Student Standing Record \(FS\) 14.1](#)
- [2.5 Student Attributes - Effective Date Record \(FD\) 14.1](#)
- [2.6 Student Attributes - No Date Record \(FN\) 15.1](#)

FY24 STUDENT	
<i>Required to Approve: Superintendent (instructions)</i>	
Appeal Opens: July 18, 2024	Appeal Closes: July 26, 2024
FY24 Collections Included	Impacted Organizations
<ul style="list-style-type: none">» FY24 End of Year Student Collection (2024S3TRD)» FY24 SOES End of Year Student Collection (2024SBODE)	<ul style="list-style-type: none">» Traditional districts» Community schools» JVSDs» ESCs» STEMs
<ul style="list-style-type: none">» Examples of student data impacting the Report Card and/or funding could include, but are not limited to: attendance, enrollment, percent of time, sent to/how received, reading diagnostics, RIMP codes, attributes (LEP, disability, disadvantage, grade level, etc.), gifted, majority of attendance, accountability IRN, accelerated, CTE program of concentration, etc.» This is the only opportunity for districts to correct data in their FY24 student data collection. A district's own student data will not be subject to appeal during the FY24 funding appeals. Districts are encouraged to leverage all EMIS, funding and report card-related reports available to assess the accuracy of their student data before the deadline. The funding data appeals will only include cross-district flags (such as community school flags and overlapping enrollment) that impact funding.» CTE Program of Concentration Appeal Guidance» Deadline to submit corrected data in EMIS for approved appeals is Aug. 2 at 5 p.m.	



VALIDATE ACCOUNTABILITY BUSINESS RULES



EARLY LITERACY

The Early Literacy Component measures reading improvement and proficiency for students in kindergarten through third grade. This component includes three different unrated measures that help provide a more complete picture of early literacy in our schools and districts. The three measures are combined to create a single rating for the Early Literacy Component.

- » [Early Literacy Component Technical Documentation](#) 
- » [Deep Dive into Early Literacy Component](#)  | [Video](#)
- » [Third Grade Reading Guarantee Resources](#)
- » [Literacy in Ohio - Information and Resources](#)

VALIDATING STUDENT DATA

- [Current Enrollment Headcount Summary and Detail, Level 1](#)
- [Where Kids Count \(WKCD-001\), Level 2](#)
- [GNIS 0027, Received Files](#)

Result Code	Result Code Description	Adjustment	WKC Level
WK0001	Student enrolled in one building within a district for a full academic year	WKC IRN is set to building IRN when MOA IRN and Accountability IRN are the same.	Student counts at building where FAY criterion is met. Also counts at district, and state levels, for % proficient, performance index, and attendance rate calculations.
WK0002	Student enrolled in one building within a district for a full academic year and the Accountability IRN has been applied	WKC IRN is set to building IRN reported in Accountability IRN when MOA IRN and Accountability IRN are not the same.	Student counts at building level in building indicated in "Accountability IRN" by educating entity. Also counts at district, and state levels, for % proficient, performance index, and attendance rate calculations.
WK0003	Student enrolled in the district, but not in one building within the district for a full academic year	WKC IRN is set to district IRN to match MOA IRN.	Student counts at district and state level for % proficient, performance index, and attendance rate calculations.
WK0004	Student is NOT enrolled in the district for a full academic year	WKC IRN is set to ***** to match MOA IRN.	Student counts at state level for % proficient, performance index, and attendance rate calculations.
WK0005	Student placed in an institution either via a court placement or parent placement	WKC IRN is set to ***** when: How Received = P, Q, or T; OR How Received = P, Q, or T and Sent Reason = CT, JV, MR, OS, PS	Student counts at state level for % proficient, performance index, and attendance rate calculations.
WK0006	Student participates in a special education cooperative program in another district; and is in the educating district for a full academic year	WKC IRN is set to How Received IRN when: MOA IRN ≠ *****, How Received = B, and District Relationship = 1; OR MOA IRN ≠ *****, How Received = B, and Sent Reason = CT, JV, MR, OS, PS	Student counts in resident/sending district for % proficient, performance index, and attendance rate calculations. Student counts at educating district for participation rate.
WK0007	Student participates in the Autism Scholarship or Jon Peterson Scholarship	WKC IRN is set to *****, overriding MOA/Accountability IRN reporting.	Student counts in state-level calculations, if student has attendance or takes a statewide test in a public district.
WK0008	Recently arrived LEP student who has been enrolled in US schools less than 2 years	WKC IRN is set to ***** when Limited English Proficiency (LEP) = L or S.	Student counts in state-level calculations for % proficient, performance index, and participation rate for Reading.
WK0010	Majority of Attendance IRN not reported – No WKC IRN assigned	No WKC IRN can be assigned.	Student is not included in any calculations.
WK0011	Sent Reason - CO - Court Placed Out of State, LEA is responsible for paying cost of education	WKC IRN is set to *****, overriding MOA/Accountability IRN reporting.	Student counts in state-level calculations, if student has attendance or takes an Ohio statewide test.
WK0012	Recently arrived Foreign Exchange student	If Foreign Exchange Student Element = Y, and SSID not in previous year data, then WKC IRN is set to *****.	Student counts in state-level calculations for % proficient and performance index. Student counts in building/district for participation rate and attendance rate.



LAST CHANCE TO “FIX” ASSESSMENT DATA

FY24 FALL 3RD GRADE ELA & READING

Required to Approve: [Superintendent \(instructions\)](#)

Appeal Opens: **July 18, 2024**

Appeal Closes: **July 26, 2024**

FY24 Collections Included

» FY24 Fall 3rd Gr ELA and Reading

FY24 SPRING STATE ASSESSMENT GRADES 3-8

Required to Approve: [Superintendent \(instructions\)](#)

Appeal Opens: **July 18, 2024**

Appeal Closes: **July 26, 2024**

» **Deadline to submit correct**

FY24 Collections Included

» FY24 Spring State Assessment (2024AGNSP)

» **Deadline to submit correct**

FY24 SUMMER 3RD GRADE READING

Required to Approve: [Superintendent \(instructions\)](#)

Appeal Opens: **Aug. 19, 2024**

Appeal Closes: **Aug. 23, 2024**

FY24 Data Included

» Summer 3rd grade reading test vendor file

Impacted Organizations

- » Traditional districts
- » Community schools
- » STEMs



LAST CHANCE TO “FIX” ASSESSMENT DATA

FY24 FALL 3RD GRADE ELA & READING

Required to Approve: [Superintendent \(instructions\)](#)

Appeal Opens: **July 18, 2024**

Appeal Closes: **July 26, 2024**

FY24 Collections Included

» FY24 Fall 3rd Gr ELA and Rea

FY24 SPRING STATE ASSESSMENT GRADES 3-8

Required to Approve: [Superintendent \(instructions\)](#)

Appeal Opens: **July 18, 2024**

Appeal Closes: **July 26, 2024**

» **Deadline to submit correct**

FY24 Collections Included

» FY24 Spring State Assessme
(2024AGNSP)

FY24 SUMMER 3RD GRADE READING

Required to Approve: [Superintendent \(instructions\)](#)

Appeal Opens: **Aug. 19, 2024**

Appeal Closes: **Aug. 23, 2024**

» **Deadline to submit correc**

FY24 Data Included

» Summer 3rd grade reading test vendor file

Impacted Organizations

- » Traditional districts
- » Community schools
- » STEMs



VALIDATING ASSESSMENT DATA

Example: Grade 3 English language arts

Know the Test Date Information

Fall

- **Test Dates:** Mid October through Early November
- **Results Available:** Early December through Mid-December
- **How Reported:** Results uploaded into SIS and reported in EMIS

Spring

- **Test Dates:** Mid March through Mid April
- **Results Available:** Mid May through Mid June
- **How Reported:** Results uploaded into SIS and reported in EMIS

Summer

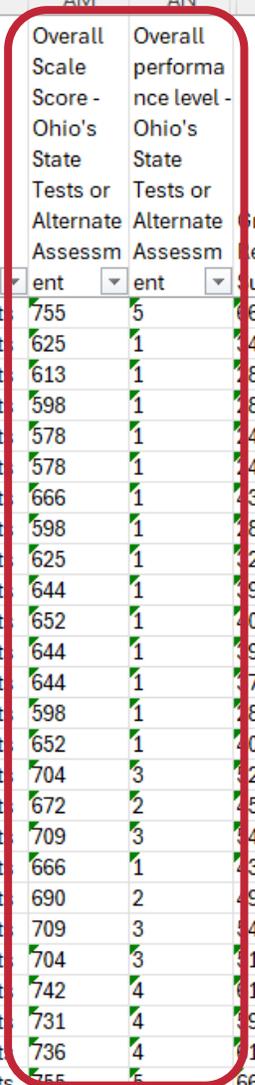
- **Test Dates:** Mid July
- **Results Available:** Late July through Mid Aug

• **How Reported** Results directly from Vendor and uploaded into EMIS by Department

EXAMPLE DOWNLOAD DATA FROM ASSESSMENT VENDOR

*Note: The Centralized Reporting System (CRS) and Ohio's Education Management Information System (EMIS) are **not** linked. There is no automated process that transmits scores from CRS to EMIS. It is the responsibility of each district to submit its students' scores into EMIS. Districts that receive student scores are responsible for sharing them with other districts that have authorized access to the scores when appropriate.

SSID	Enrolled grade	Administration	Test Date	Test name	Overall Scale Score - Ohio's State Tests or Alternate Assessment	Overall performance level - Ohio's State Tests or Alternate Assessment	Grade 3 Reading Subscore	Third Grade Reading Guarantee Promotion Score
DEMO08001	03	Spring2024	20240514	Grade 3 English Language Arts	755	5	66	Y
DEMO08002	03	Spring2024	20240514	Grade 3 English Language Arts	625	1	34	N
DEMO08003	03	Spring2024	20240514	Grade 3 English Language Arts	613	1	28	N
DEMO08004	03	Spring2024	20240514	Grade 3 English Language Arts	598	1	28	N
DEMO08005	03	Spring2024	20240514	Grade 3 English Language Arts	578	1	24	N
DEMO08006	03	Spring2024	20240514	Grade 3 English Language Arts	578	1	24	N
DEMO08007	03	Spring2024	20240514	Grade 3 English Language Arts	666	1	33	N
DEMO08008	03	Spring2024	20240514	Grade 3 English Language Arts	598	1	28	N
DEMO08009	03	Spring2024	20240514	Grade 3 English Language Arts	625	1	32	N
DEMO08010	03	Spring2024	20240514	Grade 3 English Language Arts	644	1	39	N
DEMO08011	03	Spring2024	20240514	Grade 3 English Language Arts	652	1	40	N
DEMO08012	03	Spring2024	20240514	Grade 3 English Language Arts	644	1	39	N
DEMO08013	03	Spring2024	20240514	Grade 3 English Language Arts	644	1	37	N
DEMO08014	03	Spring2024	20240514	Grade 3 English Language Arts	598	1	28	N
DEMO08015	03	Spring2024	20240514	Grade 3 English Language Arts	652	1	40	N
DEMO08016	03	Spring2024	20240514	Grade 3 English Language Arts	704	3	42	Y
DEMO08017	03	Spring2024	20240514	Grade 3 English Language Arts	672	2	35	N
DEMO08018	03	Spring2024	20240514	Grade 3 English Language Arts	709	3	44	Y
DEMO08019	03	Spring2024	20240514	Grade 3 English Language Arts	666	1	33	N
DEMO08020	03	Spring2024	20240514	Grade 3 English Language Arts	690	2	39	Y
DEMO08021	03	Spring2024	20240514	Grade 3 English Language Arts	709	3	44	Y
DEMO08022	03	Spring2024	20240514	Grade 3 English Language Arts	704	3	41	Y
DEMO08023	03	Spring2024	20240514	Grade 3 English Language Arts	742	4	41	Y
DEMO08024	03	Spring2024	20240514	Grade 3 English Language Arts	731	4	39	Y
DEMO08025	03	Spring2024	20240514	Grade 3 English Language Arts	736	4	41	Y
DEMO08026	03	Spring2024	20240514	Grade 3 English Language Arts	755	5	66	Y



VALIDATING DATA WITH EMIS REPORTS

EMIS COLLECTIONS

Assessment Collections

Summer and Fall End of Course Assessment Collection (FY25) (2025AGEFL)
Kindergarten Readiness Assessment Collection (FY25) (2025AGOFL)
Fall 3rd Gr ELA and Reading Collection (FY25) (2025AGNFL)
Child Outcome Summary Assessment Collection (FY25) (2025AGMFY)
DPR Growth Assessment Collection (FY25) (2025AGDFY)
OELPA Assessment Collection (FY25) (2025AGFSP)
Spring Alternate Assessment Collection (FY25) (2025AALTS)
Career Tech Accountability Assessment Collection (FY25) (2025ACTSP)
Other Accountability Assessments (FY25) (2025ANACC)
Spring End of Course State Assessment Collection (FY25) (2025AGESP)
Spring State Assessment Grades 3-8 Collection (FY25) (2025AGNSP)
Tier 1 Dyslexia Screener Collection (FY25) (2025ADSFY)
Reading Diagnostics Collection (FY25) (2025ARDFY)

EMIS REPORTS

- [Assessment Missing Reports, Level 1](#)



VALIDATING DATA WITH SECURE DATA CENTER (SDC) REPORTS

Local Report Card Tile

Report Portal > Secure Data Center > Local Report Card > District
(or School) Local Report Card > **Early Literacy**

Proficiency in Third Grade Reading

Report Portal > Secure Data Center > Improving At-Risk K-3
Readers > **District (or School) Reading Subscore**



VALIDATING DATA WITH SECURE DATA CENTER (SDC) REPORTS

Promotion to Fourth Grade

Report Portal > Secure Data Center > Improving At-Risk K-3 Readers >
District (or School) Third Grade Reading Guarantee

Improving K-3 Literacy

Report Portal > Secure Data Center > Improving At-Risk K-3 Readers >
District (or School) Diagnostic Report

Report Portal > Secure Data Center > Improving At-Risk K-3 Readers >
District (or School) Improving At-Risk K-3 Reader



REQUIRED OEDS ROLES AND SECURITY PROCESS

- To obtain access to the Secure Data Center (SDC) a user must be assigned either the **Secure Data Center – Standard Level Access** *or* **Secure Data Center – Student Level Access** roles in [OEDS](#)
 - **Either role will grant the user access to student-level data within the reports
- Security is now based primarily on the IRN as the driver.
 - When logging into the Report Portal system, users will be prompted to select from one or more IRNs to view reports
 - For example, users may be assigned access (via the OEDS SDC role) at the District IRN, School IRN, or a combination of both
 - Users with access to data from multiple IRNs must select the highest level in their hierarchy of access (i.e., District level) to view reports for the entire district



LOG INTO OH|ID

PLEASE CHOOSE A LOGIN OPTION

If you are an Ohio Department of Education employee, please click the "Ohio Department of Education and Workforce Employees" button.

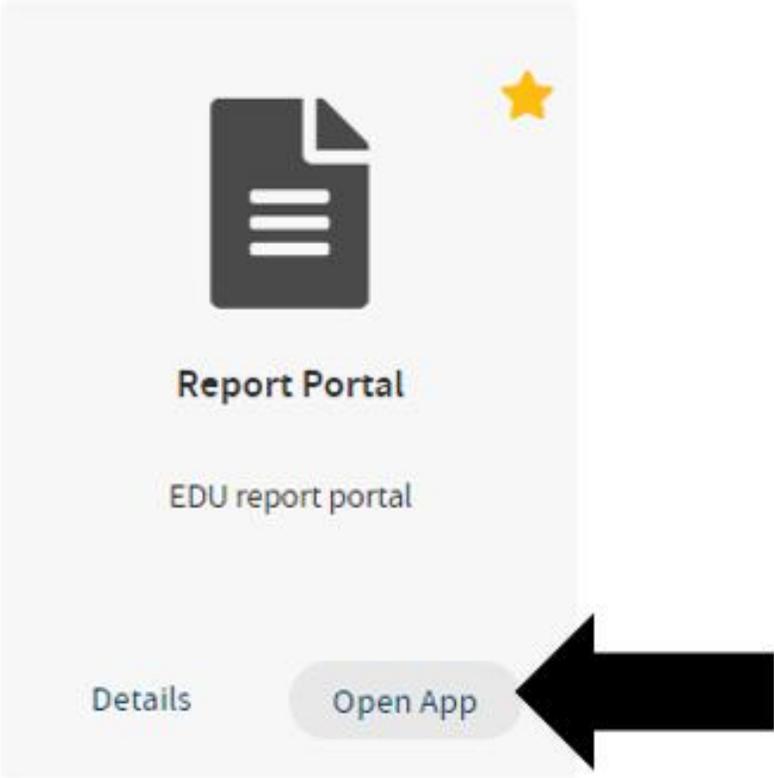
Ohio Department of Education and Workforce Employees

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

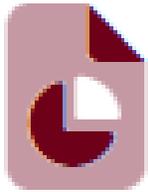
All Other Users



OPEN REPORT PORTAL APPLICATION



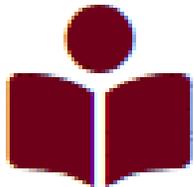
SELECT SECURE DATA CENTER TILE



Secure Data Center

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

SELECT TEST RESULTS TILE



Improving At-Risk K-3 Readers

Reports about Diagnostic results, K-3 Literacy and Third Grade Reading Guarantee results.

SELECT DISTRICT OR SCHOOL

Traditional
Districts Select



District Reading Subscore

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

Community and
STEM Schools
Select



School Reading Subscore

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

LOCATE THE SSID DETAIL TAB



3rd Grade Reading Subscore - Demographic Overview

Choose a School Year

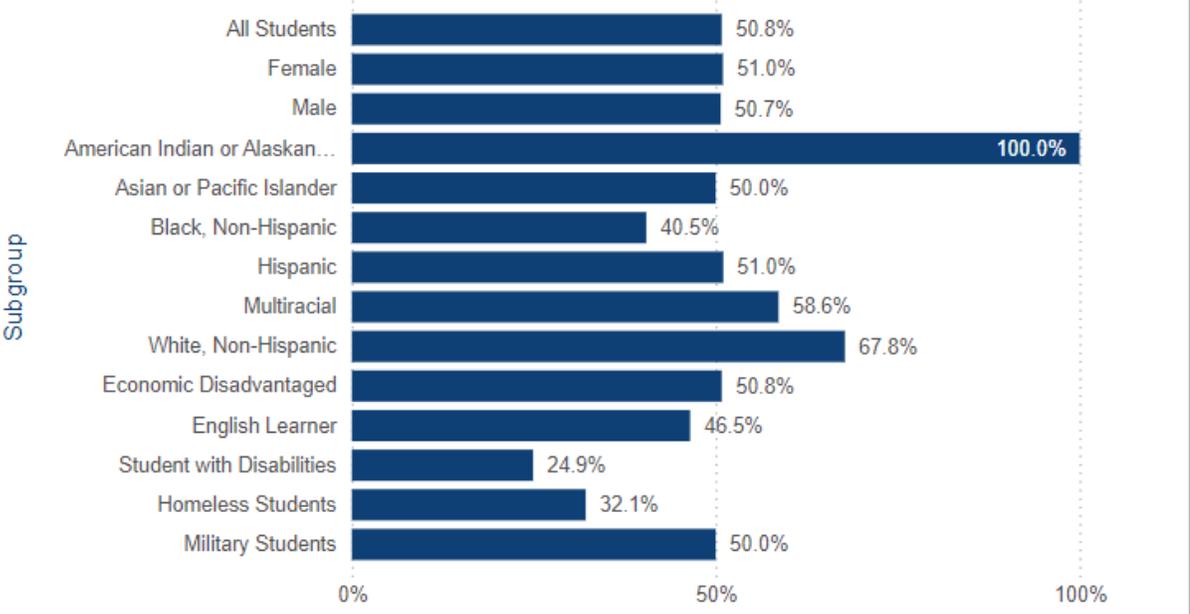
2023-2024 School Year

Choose a District

District Name

Subgroup	Proficient Count	Tested Students	Percent Proficient
All Students	646	1,271	50.8%
Female	309	606	51.0%
Male	337	665	50.7%
American Indian or Alaskan Native	1	1	100.0%
Asian or Pacific Islander	57	114	50.0%
Black, Non-Hispanic	246	608	40.5%
Hispanic	49	96	51.0%
Multiracial	85	145	58.6%
White, Non-Hispanic	208	307	67.8%
Economic Disadvantaged	646	1,271	50.8%
English Learner	86	185	46.5%
Student with Disabilities	69	277	24.9%
Homeless Students	18	56	32.1%
Military Students	1	2	50.0%

Percent Proficient by Subgroup



Demographic Overview

Trend

SSID Details



VERIFY THE STUDENT'S READING SUBSCORE

Ohio Department of Education & Workforce

3rd Grade Reading Proficiency - SSID Detail

Choose a School Year: 2023-2024 School Year

Choose a District: [Redacted]

Choose an SSID: All

SSID	Gender	Race/Ethnicity	Economic Disadvantage	English Learner	Student with Disability	Reading Subscore
[Redacted]	Male	Black, Non-Hispanic	Y	N	N	47
[Redacted]	Female	White, Non-Hispanic	Y	N	N	50
[Redacted]	Female	White, Non-Hispanic	Y	N	N	47
[Redacted]	Male	Black, Non-Hispanic	Y	N	N	51
[Redacted]	Female	Black, Non-Hispanic	Y	N	N	42
[Redacted]	Male	Black, Non-Hispanic	Y	N	Y	40
[Redacted]	Female	Black, Non-Hispanic	Y	N	N	49
[Redacted]	Female	Black, Non-Hispanic	Y	N	N	51
[Redacted]	Female	White, Non-Hispanic	Y	N	N	49
[Redacted]	Female	Multiracial	Y	N	N	59
[Redacted]	Male	Black, Non-Hispanic	Y	N	N	55
[Redacted]	Female	Asian	Y	Y	N	45
[Redacted]	Male	White, Non-Hispanic	Y	N	Y	34
[Redacted]	Female	Asian	Y	Y	N	42
[Redacted]	Female	Black, Non-Hispanic	Y	N	N	51
[Redacted]	Female	Hispanic	Y	Y	N	52
[Redacted]	Male	White, Non-Hispanic	Y	N	N	49
[Redacted]	Male	Black, Non-Hispanic	Y	N	N	40
[Redacted]	Male	Black, Non-Hispanic	Y	N	N	61
[Redacted]	Male	Multiracial	Y	N	N	46
[Redacted]	Male	Black, Non-Hispanic	Y	N	N	68
[Redacted]	Male	Black, Non-Hispanic	Y	N	N	39
[Redacted]	Male	Black, Non-Hispanic	Y	N	N	59
[Redacted]	Male	Black, Non-Hispanic	Y	N	N	58
[Redacted]	Female	Black, Non-Hispanic	Y	N	N	49
[Redacted]	Male	White, Non-Hispanic	Y	N	Y	54
[Redacted]	Female	Black, Non-Hispanic	Y	N	N	55
[Redacted]	Female	Multiracial	Y	N	N	50



HOW CAN I FILTER TO STUDENTS WHO DIDN'T MEET

1	SSID	Gender	Economic Disadvantage	English Language Learner	Student with Disability	Reading Subscore
3		Female			N	50
5		Male			N	51
9		Female			N	51
11		Female			N	59
12		Male			N	55
16		Female			N	51
17		Female			N	52
20		Male			N	61
22		Male			N	68
24		Male			N	59
25		Male			N	58
27		Male			Y	54
28		Female				
29		Female				
35		Female				
36		Male				
38		Male				
40		Female				
41		Female				
42		Male				
43		Female				
46		Male				
47		Female				
49		Female				
53		Male				
54		Female				
55		Male				
56		Female				
57		Female	Black, Non-Hispanic	Y	N	
59		Male	Black, Non-Hispanic	Y	N	
67		Male	Black, Non-Hispanic	Y	N	
68		Male	White, Non-Hispanic	Y	N	
70		Female	Black, Non-Hispanic	Y	N	
71		Male	Asian	Y	Y	
73		Male	Black, Non-Hispanic	Y	N	

Filter to Reading Subscore <50

Sort Smallest to Largest
Sort Largest to Smallest
Sort by Color
Sheet View
Clear Filter From "Reading Subscore"
Filter by Color
Number Filters

Search

- (Select All)
- 16
- 27
- 32
- 33
- 34
- 36
- 37
- 38

OK Cancel

Equals...
Does Not Equal...
Greater Than...
Greater Than Or Equal To...
 Less Than...
Less Than Or Equal To...
Between...
Top 10...
Above Average
Below Average
Custom Filter...

Custom Autofilter

Show rows where:
Reading Subscore

is less than 50

And Or

Use ? to represent any single character
Use * to represent any series of characters

OK Cancel



VALIDATING DATA FOR THE **PROMOTION** **TO FOURTH GRADE** MEASURE

POTENTIAL IMPACT ON EARLY LITERACY RATING

Example: At Evergreen Elementary, even though some students did not reach the required promotion score on the Third Grade Reading Guarantee, all 3rd grade students were promoted to the 4th grade in Evergreen Elementary.

Data Reporting Error

Measure	Percent	Weight	Weighted Percent
Proficiency in 3 rd Grade Reading	65.1%	x 40%	= 26.04%
Promotion to 4 th Grade	71.2%	x 35%	= 24.92%
Improving K-3 Literacy	42.5%	x 25%	= 10.63%
Weighted Early Literacy Score			61.59%

Correctly Reported Data

Measure	Percent	Weight	Weighted Percent
Proficiency in 3 rd Grade Reading	65.1%	x 40%	= 26.04%
Promotion to 4 th Grade	100%	x 35%	= 35.00%
Improving K-3 Literacy	42.5%	x 25%	= 10.63%
Weighted Early Literacy Score			71.67%

Early Literacy Rating Scale

Score Range	Rating
From 88% to 100%	5 Stars
From 78% to less than 88%	4 Stars
From 68% to less than 78%	3 Stars
From 58% to less than 68%	2 Stars
From 0% to less than 58%	1 Star

Early Literacy Rating Scale

Score Range	Rating
From 88% to 100%	5 Stars
From 78% to less than 88%	4 Stars
From 68% to less than 78%	3 Stars
From 58% to less than 68%	2 Stars
From 0% to less than 58%	1 Star



QUESTIONS TO AIDE IN VALIDATING DATA RELATED TO EARLY LITERACY COMPONENT

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

- Have I verified the testing results for 3rd Grade ELA?
- Are all students who didn't pass the 3rd Grade ELA but did meet the criteria for alternative assessment showing as exempted?
- Are the Parent promoted students showing as expected?
- Are all Reading Diagnostic Results showing as expected? Have I verified the EMIS Level 2 Derived Reading Diagnostic Report?
- Are there students showing as Required not tested? Is this correct?
- If I click on the Kindergarten grade level of the current year Reading Diagnostic report, does it show the correct percentage of on track students? Is it over 90%?

LAST CHANCE TO “FIX” RETENTION DATA ERRORS

- [2.6 Student Attributes - No Date Record \(FN\) 15.1](#)

FY25 RETENTION	
<i>Required to Approve: Superintendent (instructions)</i>	
Opened: Sept. 6, 2024	Closed: Sept. 6, 2024 by 3 p.m.
FY25 Collections Included	Impacted Organizations
» FY25 Retention - Grade 3 Only (2025SRTNT)	» Traditional districts » Community schools » JVSDs » STEMs
» Deadline to submit corrected data in EMIS for approved final correction opportunities was Saturday, Sept. 7 by 5 p.m.	



VALIDATING DATA FOR INCONSISTENCIES ASSESSMENT/RETENTION DATA

- **Assessment Data:** District or School Test Results
- **Retention Data:** District or School Third Grade Reading Guarantee Reports in the Secure Data Center within the Report Portal Application

VALIDATING DATA FOR RETENTION DATA

Valid Third Grade Reading Guarantee Retention Codes

D	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained because the student met the English learner exemption in law.
E	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained because the student met the Individualized Education Plan (IEP) exemption in law.
F	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was exempt from retention because student received intensive reading remediation for two years and was previously retained in any K-3 grade(s).
G	Student with significant cognitive disabilities was exempt from all reading requirements in the Third Grade Reading Guarantee and therefore was not retained.
J	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment (Iowa) before the start of the next school year.
K	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment (NWEA-MAP) before the start of the next school year.
L	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment – (Terra Nova) before the start of the next school year.
M	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment (STAR Reading) before the start of the next school year.
N	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment (iReady) before the start of the next school year.
P	Student was retained at the end of the previous school year due to the Third Grade Reading Guarantee but was not retained because of parent/guardian request as outlined in Ohio law.



SELECT DISTRICT OR SCHOOL THIRD GRADE

READING GUARANTEE TILE

Traditional
Districts Select



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

Community and
STEM Schools
Select



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

VERIFY THAT YOU HAVE SELECTED THE CORRECT SCHOOL YEAR ON THE OVERVIEW REPORT

Choose a School Year

2023-2024 School Year ▼

Choose a District

All ▼

Promotion Status	School Year TGRG Category	2023-2024 School Year		
		Student Count	Total Student Count	%
Did Not Meet the TGRG Promotion Threshold	Inconsistent Retention/Assessment Data Reported	6,794	106,898	6.4%
	Retained by district, no longer enrolled in district	5	106,898	0.1%
	Retained by district, still enrolled in district in the fall		106,898	0.8%
	Total		106,898	7.3%
Met the TGRG Promotion Threshold	Met Comparable Bar on Alternative Test		6,098	5.9%
	Met Minimum Threshold on Fall/Spring Test		83,798	77.8%
	Parent promoted via state law, retained by district.		16,998	9.0%
	Total		96,894	92.7%



Data Reporting Errors

Subject to TGRG - Overview
Subject to TGRG - Demographics
Subject to TGRG - 5-Year Trend
Subject to TGRG - SSID Detail
Exempt from TGRG - Overview
Exempt from TGRG - Demographics
Exempt from TGRG - SSID Detail



NAVIGATE TO THE SUBJECT TO TGRG – SSID DETAIL



District Students Subject to Third Grade Reading Guarantee - SSID Detail

Choose a School Year

2023-2024 School Year ▼

Choose a District

All ▼

Choose a Promotion Status

All ▼

Choose an SSID

All ▼

SSID	Retention	TGRG Test Status	TGRG Category	TGRG Promotion Status	Count
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	Parent Promotion	All Reading Assessment below cut score	Parent promoted via state law, retained by district.	Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	iReady Test	Fall/Spring Reading Assessment met cut score	Met Comparable Bar on Alternative Test	Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	Non-TGRG Parent Req Promt	All Reading Assessment below cut score	Inconsistent Retention/Assessment Data Reported	Not Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	NWEA-MAP Test	All Reading Assessment below cut score	Met Comparable Bar on Alternative Test	Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	STAR Test	All Reading Assessment below cut score	Met Comparable Bar on Alternative Test	Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	Iowa Test	Fall/Spring Reading Assessment met cut score	Met Comparable Bar on Alternative Test	Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
██████████	Parent Promotion	All Reading Assessment below cut score	Parent promoted via state law, retained by district.	Met	1
██████████	Retained, Enrolled	No Reading Assessment Available	Retained by district, still enrolled in district in the fall	Not Met	1
██████████	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1

Subject to TGRG - Overview

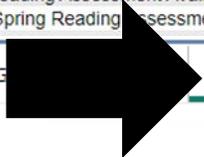
Subject to TGRG - Demographics

Subject to TGRG - SSID Detail

Exempt from TGRG - Overview

Exempt from TGRG - Demographics

Exempt from TGRG - SSID Detail



FILTER PROMOTION STATUS TO NOT MET

Choose a School Year: 2023-2024 School Year

Choose a District: All

Choose a Promotion Status: **Not Met**

Choose an SSID: All

SSID	Retention	TGRG Test Status	TGRG Category	Promotion	Count
[REDACTED]	Not Retained	All Reading Assessment below cut score	Inconsistent Retention/Assess		1
[REDACTED]	Retained, Enrolled	All Reading Assessment below cut score	Retained by district, still enroll		1
[REDACTED]	Retained, Not Enrolled	All Reading Assessment below cut score	Retained by district, no longer		1
[REDACTED]	Not Retained	All Reading Assessment below cut score	Inconsistent Retention/Assess		1
[REDACTED]	Not Retained	All Reading Assessment below cut score	Inconsistent Retention/Assess		1
[REDACTED]	Not Retained	All Reading Assessment below cut score	Inconsistent Retention/Assess		1
[REDACTED]	Not Retained	No Reading Assessment Available	Inconsistent Retention/Assess		1
[REDACTED]	Not Retained	All Reading Assessment below cut score	Inconsistent Retention/Assessment Data Reported	Not Met	1
[REDACTED]	Not reported	All Reading Assessment below cut score	Inconsistent Retention/Assessment Data Reported	Not Met	1
[REDACTED]	Not Retained	All Reading Assessment below cut score	Inconsistent Retention/Assessment Data Reported	Not Met	1
[REDACTED]	Not reported	All Reading Assessment below cut score	Inconsistent Retention/Assessment Data Reported	Not Met	1
[REDACTED]	Not Retained	All Reading Assessment below cut score	Inconsistent Retention/Assessment Data Reported	Not Met	1
[REDACTED]	Not Retained	All Reading Assessment below cut score	Inconsistent Retention/Assessment Data Reported	Not Met	1



STUDENTS WHO ARE EXEMPT CAN BE VERIFIED ON THE EXEMPT FROM TGRG – SSID DETAIL TAB



District Students Exempt from Third Grade Reading Guarantee - SSID Detail

Choose a School Year

2023-2024 School Year ▼

Choose a District

All ▼

Choose an SSID

All ▼

SSID	Retention	TGRG Test Status	TGRG Category	TGRG Promotion Category	Count
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	ELL	All Reading Assessment below cut score	Not Retained, ELL Exemption	Exempt from TGRG Promotion Threshold	1
	Not Retained	Took Alternate Reading Assessment	Took Alternate Test	Took Alternate Test	1
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	Prior Retention	All Reading Assessment below cut score	Not Retained, Prior Retention Exemption	Exempt from TGRG Promotion Threshold	1
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	ELL	All Reading Assessment below cut score	Not Retained, ELL Exemption	Exempt from TGRG Promotion Threshold	1
	Not Retained	Took Alternate Reading Assessment	Took Alternate Test	Took Alternate Test	1
	Prior Retention	All Reading Assessment below cut score	Not Retained, Prior Retention Exemption	Exempt from TGRG Promotion Threshold	1
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	Prior Retention	All Reading Assessment below cut score	Not Retained, Prior Retention Exemption	Exempt from TGRG Promotion Threshold	1
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	ELL	All Reading Assessment below cut score	Not Retained, ELL Exemption	Exempt from TGRG Promotion Threshold	1
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	Not Retained	Took Alternate Reading Assessment	Took Alternate Test	Took Alternate Test	1
	Not Retained	Took Alternate Reading Assessment	Took Alternate Test	Took Alternate Test	1
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	IEP	All Reading Assessment below cut score	Not Retained, IEP Exemption	Exempt from TGRG Promotion Threshold	1
	ELL	All Reading Assessment below cut score	Not Retained, ELL Exemption	Exempt from TGRG Promotion Threshold	1

Subject to TGRG - SSID Detail

Exempt from TGRG - Overview

Exempt from TGRG - Demographics

Exempt from TGRG - SSID Detail



VALIDATING DATA FOR THE **IMPROVING K-3 LITERACY** MEASURE

POTENTIAL IMPACT ON EARLY LITERACY RATING

Example: At Evergreen Elementary, even though some students did not reach the required promotion score on the Third Grade Reading Guarantee, all 3rd grade students were promoted to the 4th grade in Evergreen Elementary.

Data Reporting Error

Measure	Percent	Weight	Weighted Percent
Proficiency in 3 rd Grade Reading	65.1%	x 40%	= 26.04%
Promotion to 4 th Grade	71.2%	x 35%	= 24.92%
Improving K-3 Literacy	42.5%	x 25%	= 10.63%
Weighted Early Literacy Score			61.59%

Correctly Reported Data

Measure	Percent	Weight	Weighted Percent
Proficiency in 3 rd Grade Reading	65.1%	x 40%	= 26.04%
Promotion to 4 th Grade	100%	x 35%	= 35.00%
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Weighted Early Literacy Score			71.67%

Early Literacy Rating Scale

Score Range	Rating
From 88% to 100%	5 Stars
From 78% to less than 88%	4 Stars
From 68% to less than 78%	3 Stars
From 58% to less than 68%	2 Stars
From 0% to less than 58%	1 Star

Early Literacy Rating Scale

Score Range	Rating
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From 78% to less than 88%	4 Stars
From 68% to less than 78%	3 Stars
From 58% to less than 68%	2 Stars
From 0% to less than 58%	1 Star



QUESTIONS TO AIDE IN VALIDATING DATA RELATED TO EARLY LITERACY COMPONENT

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

- Have I verified the testing results for 3rd Grade ELA?
- Are all students who didn't pass the 3rd Grade ELA but did meet the criteria for alternative assessment showing as exempted?
- Are the Parent promoted students showing as expected?
- Are all Reading Diagnostic Results showing as expected? Have I verified the EMIS Level 2 Derived Reading Diagnostic Report?
- Are there students showing as Required not tested? Is this correct?
- If I click on the Kindergarten grade level of the current year Reading Diagnostic report, does it show the correct percentage of on track students? Is it over 90%?

LAST CHANCE TO “FIX” ASSESSMENT DATA

FY24 READING DIAGNOSTICS	
Required to Approve: Superintendent (instructions) Appeal Opens: Aug. 8, 2024	Appeal Closes: Aug. 16, 2024
FY24 Collections Included	Impacted Organizations
» FY24 Reading Diagnostics Collection (2024ARDFY)	» Traditional districts » Community schools » STEMs
» Deadline to submit corrected data in EMIS for approved appeals is Aug. 23 at 5 p.m.	



LAST CHANCE TO “FIX” ASSESSMENT DATA

FY24 FALL 3RD GRADE ELA & READING

Required to Approve: [Superintendent \(instructions\)](#)

Appeal Opens: **July 18, 2024**

Appeal Closes: **July 26, 2024**

FY24 Collections Included

» FY24 Fall 3rd Gr ELA and Rea

FY24 SPRING STATE ASSESSMENT GRADES 3-8

Required to Approve: [Superintendent \(instructions\)](#)

Appeal Opens: **July 18, 2024**

Appeal Closes: **July 26, 2024**

» **Deadline to submit correct**

FY24 Collections Included

» FY24 Spring State Assessme
(2024AGNSP)

FY24 SUMMER 3RD GRADE READING

Required to Approve: [Superintendent \(instructions\)](#)

Appeal Opens: **Aug. 19, 2024**

Appeal Closes: **Aug. 23, 2024**

» **Deadline to submit correc**

FY24 Data Included

» Summer 3rd grade reading test vendor file

Impacted Organizations

- » Traditional districts
- » Community schools
- » STEMs



VALIDATING DATA FOR ASSESSMENT DATA

Reading Diagnostic

- Test Dates:
 - Grades 1-3 by September 30th
 - Grade KG within first 20 days of instruction
- [Scoring Information](#)
- How Reported: Results uploaded in the SIS and reported in EMIS as an FA Record

EXAMPLE FAQ EXPORTS FROM READING DIAGNOSTIC VENDOR I- READY

*Note: The Vendor and Ohio's Education Management Information System (EMIS) are **not** linked. There is no automated process that transmits scores from Vendors to EMIS. It is the responsibility of each district to submit its students' scores into EMIS. Districts that receive student scores are responsible for sharing them with other districts that have authorized access to the scores when appropriate.

Reading Diagnostic reporting instructions are described on pages 9-20 of [Section 2.8 of the EMIS manual](#).

The on-track scores/performance levels/percentiles for each approved reading diagnostic are in [this document](#).

What student data points are included?

Student information included in the exports includes:

- Last name
- First name
- Student ID
- Student grade
- Academic year
- Subject*
- School
- Enrolled*
- Username
- Demographics: Sex, Hispanic, Race, English Learner, Special Education, Economically Disadvantaged, Migrant
- Class(es): Names of class(es) the student is enrolled in
- Report Group(s): Name of Report Group(s) the student is enrolled in
- State IDs*
 - District State ID
 - Account State ID
 - School State ID
 - Student State ID
- Additional State Demographics*

Diagnostic Completion Export

About the data:

- The export includes one row per student.
- The export identifies the number of Diagnostics completed in a selected window (district-defined windows or norming windows).
- The export includes data for all students who have completed a Diagnostic in the selected window regardless of whether they are currently enrolled in an *i-Ready* class.

Export	Provides Data On
Number of Diagnostics Completed in the Window	The total number of Diagnostic assessments the listed student has completed in the selected time frame.

*Only included in select exports

**State demographics vary by state. Talk with your partner success manager if you have questions about your state demographics options.

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i-Ready | 2



SELECT DISTRICT OR SCHOOL

Traditional
Districts Select



District Diagnostic Report

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

Community and
STEM Schools
Select



School Diagnostic Report

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

VALIDATING DATA FOR EMIS REPORTS

Derive Reading Diagnostic Result Report (LTRC-001)

Result Code Explanation and Determination

Result codes are set based on a combination of a student's required reading diagnostic status, reading diagnostic assessment reported status, reading diagnostic test score, and reported IEP Test Type (EMIS Manual Section 2.13 Student Special Education (GE) Record; GE160).

Result Code = LT0001: Student has a reading diagnostic assessment reported but the test taken date was after the assessment required by date.

- READNG_DIAG_RESULT_CODE = 'RN' and
- Student has a valid reported reading diagnostic assessment

Result Code = LT0002: Student is required to have a reading diagnostic assessment but no valid reading diagnostic assessment is reported in the current FY.

- READNG_DIAG_RESULT_CODE = 'RN' and
- Student has no valid reported reading diagnostic assessment

Result Code = LT0003: Student is required to have a reading diagnostic assessment—and has a valid reading diagnostic assessment reported—but the reported test score is not equal to or greater than the test score required to meet on-track status.

- READNG_DIAG_RESULT_CODE = 'NO'

Result Code = LT0004: Student is exempt from the reading diagnostic due to being on the alternative assessment via an IEP.

- READNG_DIAG_RESULT_CODE = 'EX' and
- IEP_ALT_ASESMNT_FLAG = 'Y'

Result Code = LT0005: Student is exempt from the reading diagnostic due to having a disability condition for which no vendor accommodation exists.

- READNG_DIAG_RESULT_CODE = 'EX' and
- IEP_ALT_ASESMNT_FLAG = 'N' and
- SCORE_REASON_CODE = 'L'

Result Code = LT0006: Student is not required to have a reading diagnostic administered due to the student not being enrolled in the district for at least 30 contiguous days or is reported in a grade outside of KG-03 on the test taken date.

- READNG_DIAG_RESULT_CODE = '***'

Reading Code = LT0007: Student is required to take the reading diagnostic and has a reading diagnostic reported with a reported test score that is equal to or greater than the test score required to meet on-track status.

- READNG_DIAG_RESULT_CODE = 'AO'

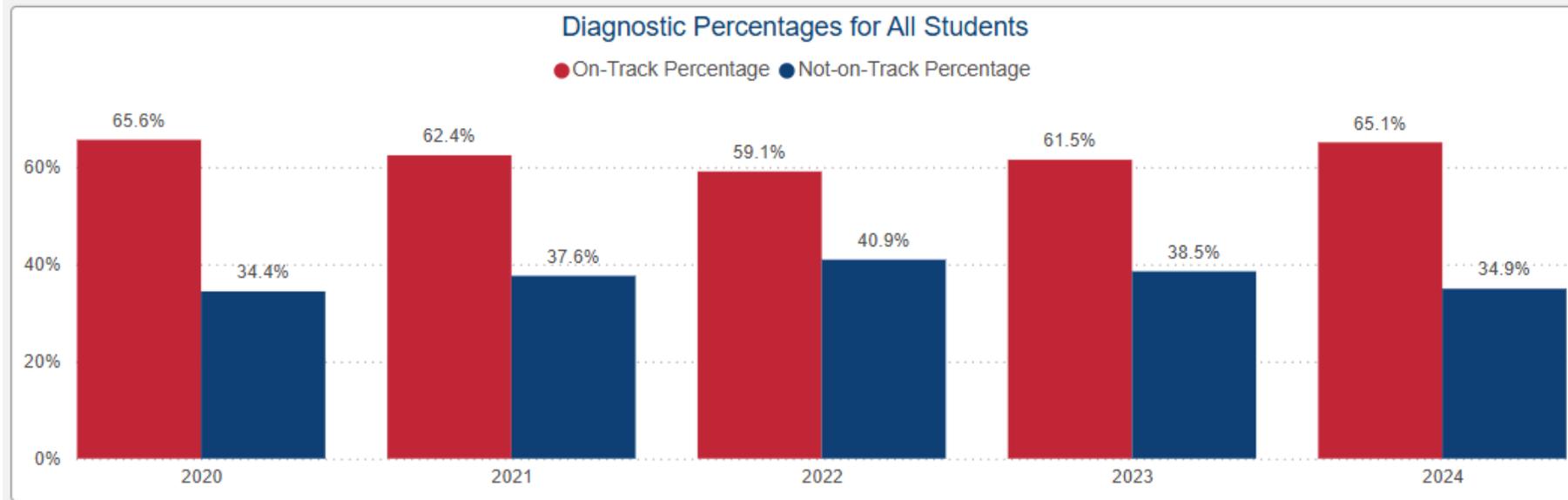


DIAGNOSTIC RESULTS

Choose a School Year: 2023-2024 School Year

Choose a District: All

School Year	2023-2024 School Year									
	Assessed, on track		Exempt from diagnostic assessment		Not Required		Required, not assessed		Required, not on track	
Diagnostic Result	Count	% of Grand Total	Count	% of Grand Total	Count	% of Grand Total	Count	% of Grand Total	Count	% of Grand Total
Kindergarten	65,661	15.0%	370	0.1%	1	0.0%	1,069	0.2%	36,665	8.4%
1st Grade	70,419	16.0%	540	0.1%	5	0.0%	2,526	0.6%	32,782	7.5%
2nd Grade	76,274	17.4%	974	0.2%	6	0.0%	2,137	0.5%	38,860	8.9%
3rd Grade	71,798	16.4%	164	0.0%	4	0.0%	1,839	0.4%	36,700	8.4%
Total	284,152	64.8%	2,048	0.5%	16	0.0%	7,571	1.7%	145,007	33.0%



IS KG ON-TRACK PERCENTAGE ABOVE 90%?



District Diagnostic Results - Overview

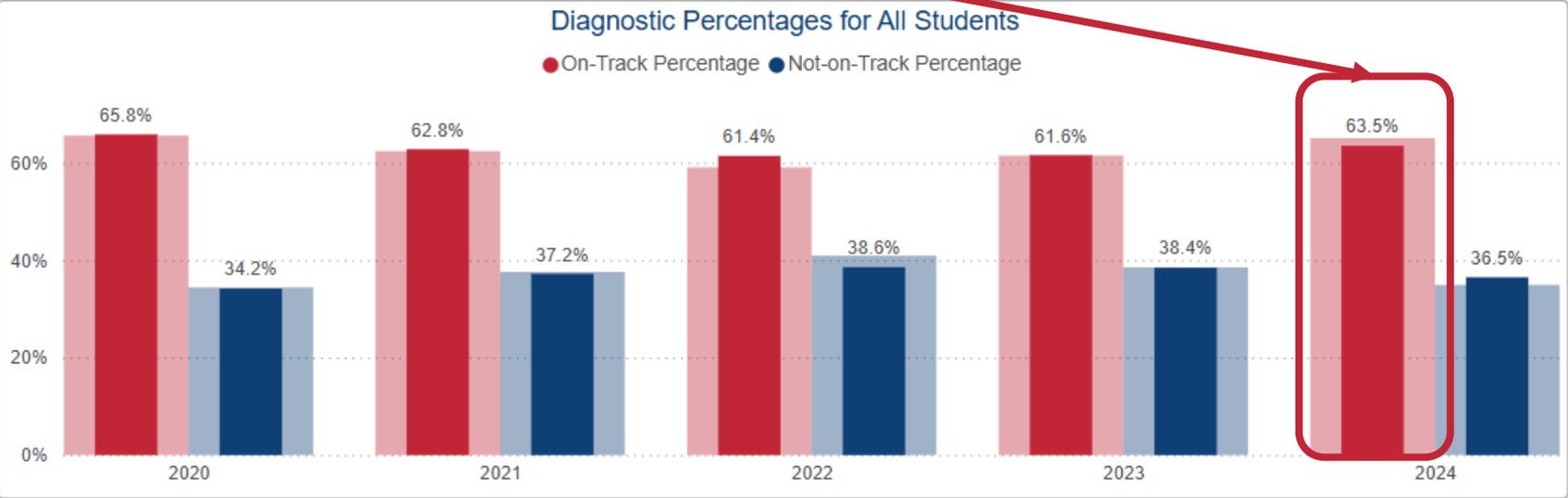
Choose a School Year

2023-2024 School Year

Choose a District

All

School Year	2023-2024 School Year									
	Assessed, on track		Exempt from diagnostic assessment		Not Required		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	Count	% of Grand Total
Kindergarten	65,661	15.0%	370	0.1%	1	0.0%	1,069	0.2%	36,665	8.4%
1st Grade	70,419	16.0%	540	0.1%	5	0.0%	2,526	0.6%	32,782	7.5%
2nd Grade	76,274	17.4%	974	0.2%	6	0.0%	2,137	0.5%	38,860	8.9%
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Total	284,152	64.8%	2,048	0.5%	16	0.0%	7,571	1.7%	145,007	33.0%



SELECT DISTRICT OR SCHOOL

Traditional
Districts Select



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.

Community and
STEM Schools
Select



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.

IMPROVING AT RISK K-3 READERS



District Improving At-Risk K-3 Readers - Overview

Choose a School Year

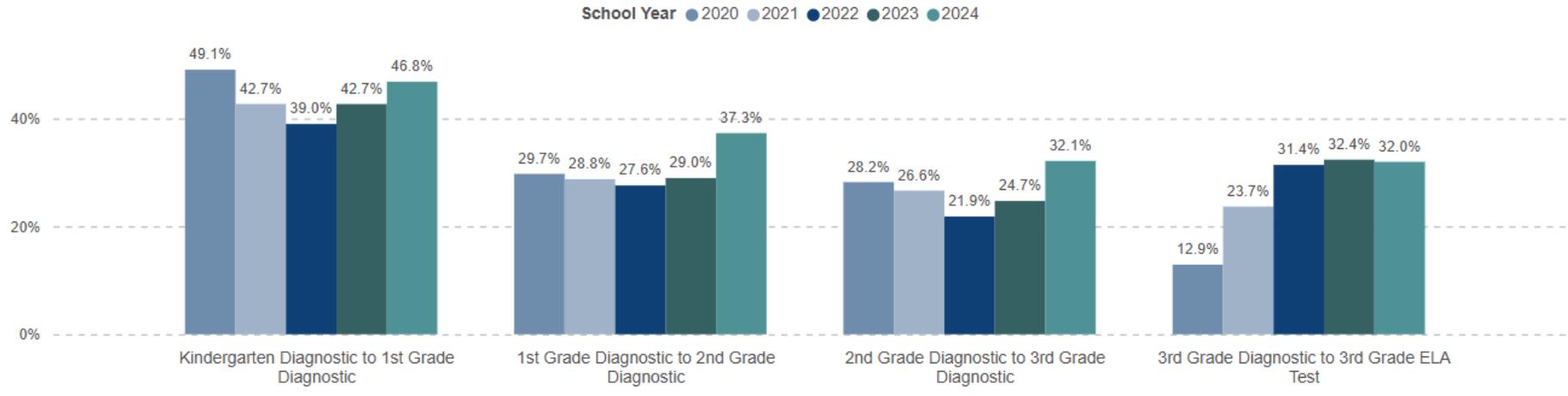
Multiple selections

Choose a District

District Name

School Year K3 Cohort	2022-2023 School Year					2023-2024 School Year				
	Point A Not-on-Track Count	Point B On-Track Count	RIMP Deduction Count	Moved to On-Track Percentage	Remained Not-on-Track Percentage	Point A Not-on-Track Count	Point B On-Track Count	RIMP Deduction Count	Moved to On-Track Percentage	Remained Not-on-Track Percentage
Kindergarten Diagnostic to 1st Grade Diagnostic	36,205	15,454		42.7%	57.3%	35,154	16,465		46.8%	53.2%
1st Grade Diagnostic to 2nd Grade Diagnostic	32,579	9,435		29.0%	71.0%	32,395	12,082		37.3%	62.7%
2nd Grade Diagnostic to 3rd Grade Diagnostic	41,893	10,353		24.7%	75.3%	38,794	12,471		32.1%	67.9%
3rd Grade Diagnostic to 3rd Grade ELA Test	45,578	14,754		32.4%	67.6%	38,463	12,296		32.0%	68.0%
Total	156,255	49,996		32.0%	68.0%	144,806	53,314		36.8%	63.2%

Moved on Track Percentages for All Districts

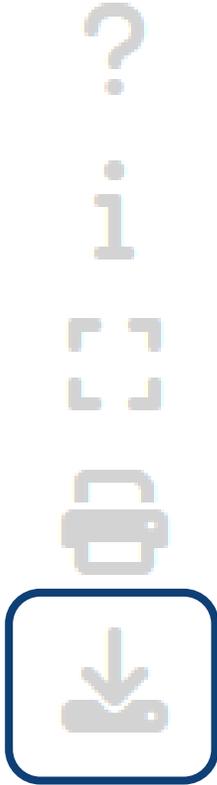


EXPORTING DATA IN THE SECURE DATA CENTER

Export in Excel format

The screenshot shows a 'Which data do you want to export?' dialog box. On the left, a menu is open with 'Export data' highlighted. The dialog contains three options: 'Data with current layout' (selected), 'Summarized data', and 'Underlying data'. Below these is a 'File format' dropdown set to '.xlsx (Excel 150,000-row max)'. At the bottom are 'Export' and 'Cancel' buttons. A blue box highlights the 'Export data' menu item, and another blue box highlights the 'Data with current layout' option. A blue arrow points from the 'Export data' menu item to the 'Data with current layout' option, and another blue arrow points from the 'Data with current layout' option to the 'Export' button.

Export in .CSV format



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

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



VERIFY THE SUBMITTED DATA IN THE SDC

- Any submissions made between Friday after 5pm and Sunday at 5pm will not be reflected in the SDC until Monday Morning
- Any submissions made between Sunday 5pm and Tuesday at 5pm will not be reflected in the SDC on Wednesday Morning
- Any submissions made between Tuesday after 5pm and Thursday at 5pm will not be reflected in the SDC until Friday Morning



CONTACT

ACCOUNTABILITY GENERAL CONTACT

accountability@education.ohio.gov

ACCOUNTABILITY OFFICE HOURS

The Office of Accountability is dedicated to help answer questions and provide trainings around Ohio's Report Cards for district staff members.

