Office of Accountability Training Series



Early Literacy Component

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Office of Accountability



Ohio Department of Education & Workforce

WELCOME & HOUSEKEEPING

PowerPoint can be found on the Report Card Training Hub

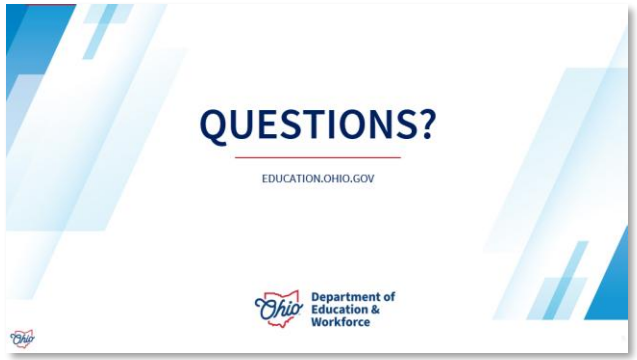
Videos off and sound muted

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

QUESTION STRUCTURE

When to Ask Questions?

- Quick Checks after key presentation points.



What Type of Questions?

Questions to ask:

- Clarifying questions pertaining to the measure or indicator.
- Questions about what has already been covered.

Questions to NOT ask:

- Questions about information that hasn't yet been covered.
- Questions about student data or scenarios (book a Report Card Work Session for these questions)

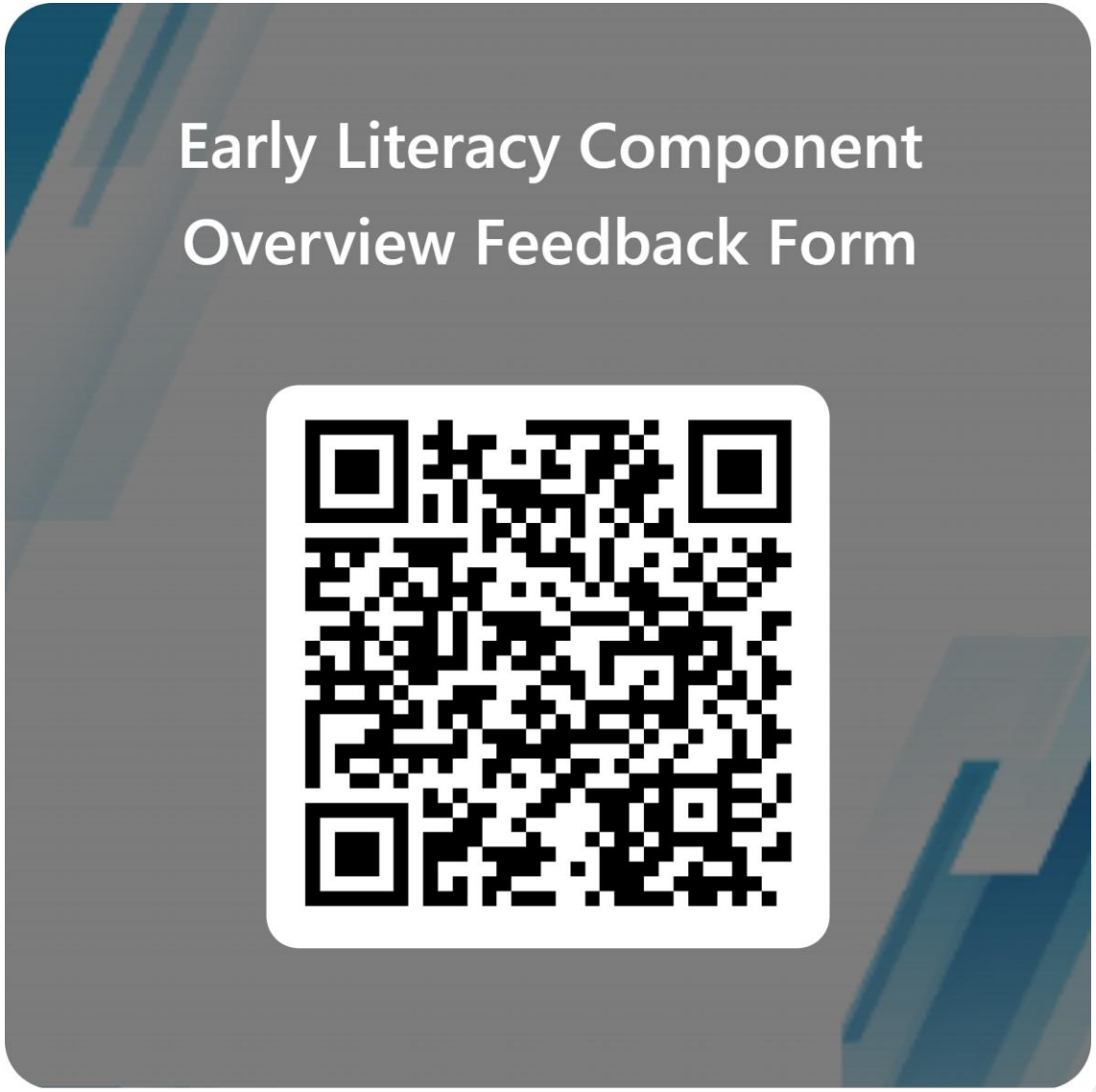
Where to Ask Questions?

- In the Microsoft Teams Chat.
- Through the Microsoft Teams form.



WE WOULD LOVE YOUR FEEDBACK!

At the end of today's meeting, please take a few moments to complete our Feedback Survey to support our continued improvement.



AGENDA

- Early Literacy Component Measures
- Early Literacy Component Data
- Data Questions and Interpretation

One component. Three different measures.

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 component rating.

70.0%

Measure	Unweighted Percent	Weight	Weighted Percent
Proficiency In Third Grade Reading	67.5%	40%	27.0%
Promotion to Fourth Grade by Meeting Test Score Requirements	92.1%	35%	32.2%
Improving K-3 Literacy	43.2%	25%	10.8%
Early Literacy Component			**70.0%**

PROFICIENCY IN THIRD GRADE READING

PROFICIENCY IN THIRD GRADE READING

- Percentage of eligible third-grade students who earn a reading subscore of 50 or higher on the ***reading segment*** of the Grade 3 ELA test or score proficient or higher on the AASCD Grade 3 ELA test.

Measure	Unweighted Percent
Proficiency In Third Grade Reading	67.5%
Promotion to Fourth Grade by Meeting Test Score Requirements	92.1%
Improving K-3 Literacy	43.2%

PROFICIENCY IN THIRD GRADE READING

Proficiency in Third Grade Reading = qualifying students ÷ eligible students

Qualifying Students

- 3rd grade students who meet Full Academic Year (FAY) and Where Kids Count criteria who earn a reading subscore of 50 or higher; also includes students proficient or higher on the Grade 3 AASCD ELA test

Eligible Students

- 3rd grade students who meet Full Academic Year (FAY) and Where Kids Count criteria

GRADE 3 ELA TEST SCALED SCORE VS. READING SUBSCORE

Grade 3 ELA Scaled Score

Scored on a scale of 545 – 863

Proficient: 700 or above

Reading Informational Text + Reading Literary Text + Writing

Grade 3 Reading Subscore

Scored on a scale of 16 - 86

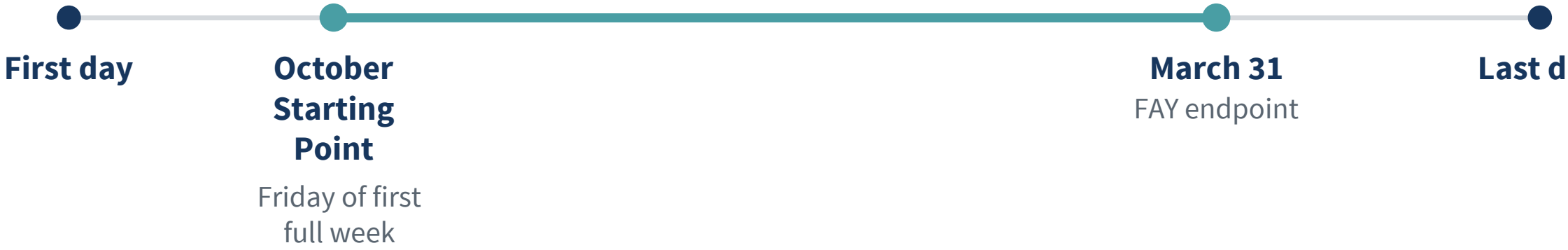
Proficient: 50 or above

Reading Informational Text + Reading Literary Text **only**

*Note: Only students who earn a Reading Subscore of 50 or higher are included as proficient in this measure. For example, a student who earns a 700 on the ELA assessment but a Reading Subscore of 48 would **not** be considered proficient for this measure.*

Full Academic Year (FAY)

To meet FAY, a student must be continuously enrolled in the building or district by the Friday of the first full week of October and remain enrolled through March 31.



Only students who meet FAY are included in the Proficiency in Third Grade Reading measure

Where Kids Count Criteria

MUST MEET ALL

Full Academic Year
The student meets FAY in the building.

How reported in EMIS
The majority of attendance IRN and/or the accountability IRN is the building IRN.

EXCLUDED IF ANY APPLY

Institutional placement
Regardless of who placed the student.

Non-resident student
Educated through the building's special education cooperative.

English learner
Within the first 360 days in a U.S. school.

Foreign exchange student
Within the first 180 days.

COUNTS IN THE BUILDING or DISTRICT only when both requirements are met and no exclusion applies.

STUDENT SCENARIOS

Student	Scenario	Included or Not Included	Reasoning
A	Reading = 51; ELA = 699		
B	Reading = 49; ELA = 705		
C	Reading = 51; ELA = 699; enrolled Dec. 1		
D	Reading = 51; ELA = 699; moved buildings within the same district Dec. 1		
E	Alternate assessment: proficient		
F	Alternate assessment: below proficient		
G	Reading = 52; ELA = 704; first year in U.S. schools English learner		

QUESTIONS?

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PROMOTION TO FOURTH GRADE BY MEETING TEST SCORE REQUIREMENTS

PROMOTION TO FOURTH GRADE BY MEETING TEST SCORE REQUIREMENTS

- Percentage of eligible third grade students who earn a score of 700 or higher on the English language arts test, earn a reading subscore of 50 or higher on the English language arts test, or meet the **required cut score** on an alternative reading assessment

Measure	Unweighted Percent
Proficiency In Third Grade Reading	67.5%
Promotion to Fourth Grade by Meeting Test Score Requirements	92.1%
Improving K-3 Literacy	43.2%

WHO COUNTS AS PROMOTED TO FOURTH GRADE

2024-2025 REPORT CARD

- ELA score of 700 or higher
- Reading score of 50 or higher
- Meets cut score on an alternative assessment
- IEP exemption
- Previously retained in K-3 grade
- Parent request

2025-2026 REPORT CARD AND BEYOND

- ELA score of 700 or higher
- Reading score of 50 or higher
- Meets **cut score** on an alternative assessment

Note: Students who participate in the AASCD and EL students who have been enrolled in US schools for less than three years are excluded from this measure per state law and Ohio's ESSA plan.

PROMOTION TO FOURTH GRADE BY MEETING TEST SCORE REQUIREMENTS

Promotion to Fourth Grade by Meeting Test Score Requirements = qualifying students ÷ eligible students

Qualifying Students

- 3rd grade students who meet Extended Full Academic Year (Extended FAY) and Where Kids Count criteria who earn a score of 700 or higher on the English language arts test, earn a reading subscore of 50 or higher on the English language arts test, or meet the **required cut score** on an alternative reading assessment

Eligible Students

- 3rd grade students who meet Extended Full Academic Year (FAY) and Where Kids Count criteria

Note: Students who participate in the AASCD and EL students who have been enrolled in US schools for less than three years are excluded from this measure per state law and Ohio's ESSA plan.

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 2026-2027

Vendor	Assessment Information	2026-2027 Promotion Score
Riverside Insights	Iowa Assessments™ Form E, F, and G Reading Test Part 1 and Part 2, Level 9 (Grade 3)	179
Northwest Evaluation Association (NWEA)	MAP Growth	196
Data Recognition Corporation	TerraNova Complete Battery, Third Edition, Grade 3	Complete Battery: 627 scale score (Raw Score 30/42)
Data Recognition Corporation	TerraNova NEXT	627 scale score
Renaissance Learning, Inc.	Star Reading Third Grade Proficiency Assessment	974
Curriculum Associates, LLC.	i-Ready® Assessment	524

Extended Full Academic Year

To meet Extended FAY, a student must be continuously enrolled in the building or district by the Friday of the first full week of October and remain enrolled through the last day of school.



First day

October starting point
Friday of first full week

Last day
Extended FAY endpoint

Only students who meet Extended FAY are included in the Promotion to Fourth Grade by Meeting Test Score Requirements

Where Kids Count Criteria

MUST MEET ALL

Full Academic Year
The student meets FAY in the building.

How reported in EMIS
The majority of attendance IRN and/or the accountability IRN is the building IRN.

EXCLUDED IF ANY APPLY

Institutional placement
Regardless of who placed the student.

Non-resident student
Educated through the building's special education cooperative.

English learner
Within the first 360 days in a U.S. school.

Foreign exchange student
Within the first 180 days.

COUNTS IN THE BUILDING or DISTRICT only when both requirements are met and no exclusion applies.

STUDENT SCENARIOS

Student	Scenario	Placement	Decisive fact
A	ELA = 705; reading subscore = 48		
B	ELA = 695; reading subscore = 52		
C	ELA = 684; reading subscore = 47; approved alternative assessment cut score met		
D	ELA = 699; reading = 49; promoted through parental decision		
E	Reading subscore = 53; AASCD participant		
F	ELA = 710; English learner in U.S. schools for fewer than three years		
G	Reading subscore = 51; enrolled by cutoff; left district before last day		

QUESTIONS?

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IMPROVING K–3 LITERACY

IMPROVING K-3 LITERACY

- This measure looks at students who were off track in reading and determines whether they became on track in reading. The 2025-2026 report card uses results from the Reading Diagnostics taken in the fall of 2024 and fall of 2025 as well as results from the 2025-2026 3rd Grade ELA OST.

Measure	Unweighted Percent
Proficiency In Third Grade Reading	67.5%
Promotion to Fourth Grade by Meeting Test Score Requirements	92.1%
Improving K-3 Literacy	43.2%

IMPROVING K-3 LITERACY

2025-2026 Improving K-3 Literacy = qualifying students ÷ eligible students

Qualifying Students

- K, 1st, and 2nd grade students who meet Modified Full Academic Year (Modified FAY) and Where Kids Count criteria; scored off track on the Fall 2024 reading diagnostic and then scored on track on the Fall 2025 reading diagnostic, AND
- 3rd grade students who meet FAY and Where Kids Count criteria; scored off track on the Fall 2025 reading diagnostic and then earned a score of 700 or higher on the Grade 3 ELA OST.

Eligible Students

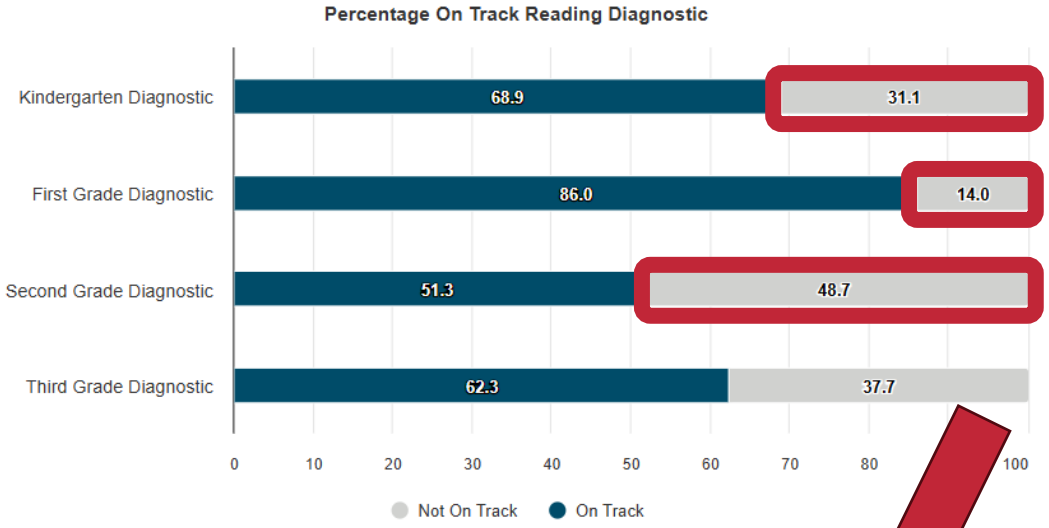
- K, 1st, and 2nd grade students who meet Modified Full Academic Year (Modified FAY) and Where Kids Count criteria; scored off track on the Fall 2024 reading diagnostic, AND
- 3rd grade students who meet FAY and Where Kids Count criteria; scored off track on the Fall 2025 reading diagnostic.

Kindergarten through 2nd Grade Improvement

Of the K, 1st, and 2nd grade students who scored not on track on the Fall 2024 reading diagnostics (i.e., only students in the gray), how many scored on track on the Fall 2025 reading diagnostics.

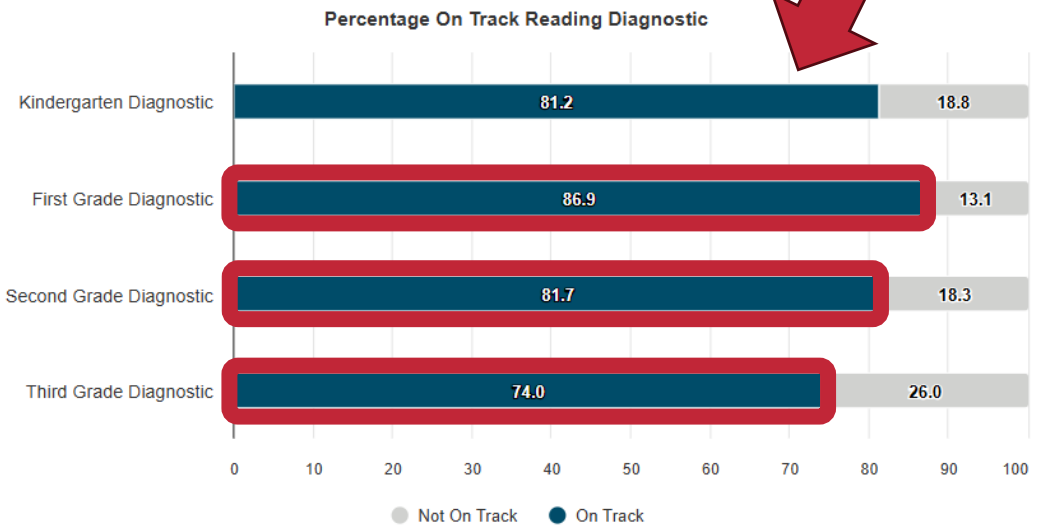
Fall 2024 Reading Diagnostics

The fall 2024 reading diagnostics in kindergarten through second grade are the baselines for kindergarten through second grade improvement on the 2026 Improving K-3 Literacy Measure.



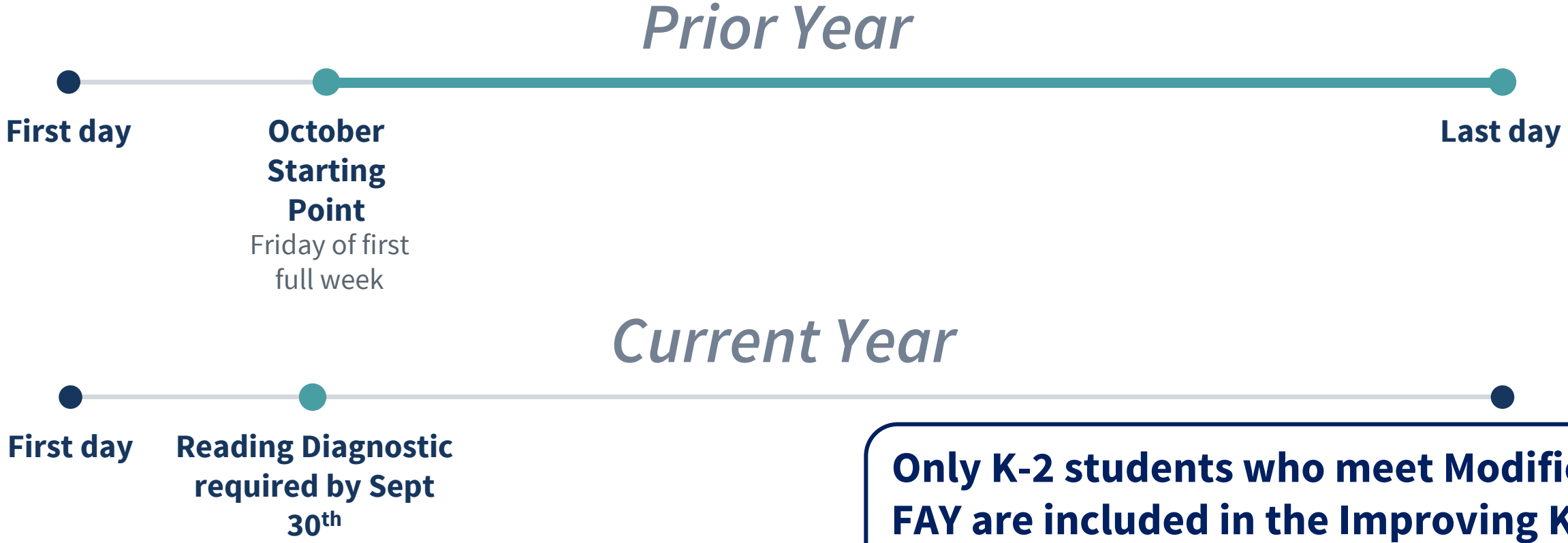
Fall 2025 Reading Diagnostics

The fall 2025 reading diagnostics in third grade are the baseline for third grade improvement on the 2026 Improvin Literacy Measure. If greater than 90% of the kindergarten students in the fall of 2025 were on track, the Improving K-3 Literacy Measure is not calculated s not contribute to the Early Literacy Component.



Modified Full Academic Year (FAY)

To meet Modified FAY, a student must be continuously enrolled in the building or district by the Friday of the first full week of October and remain enrolled through the last day of school and then be required to be assessed by September 30th in the same building/district the following year.



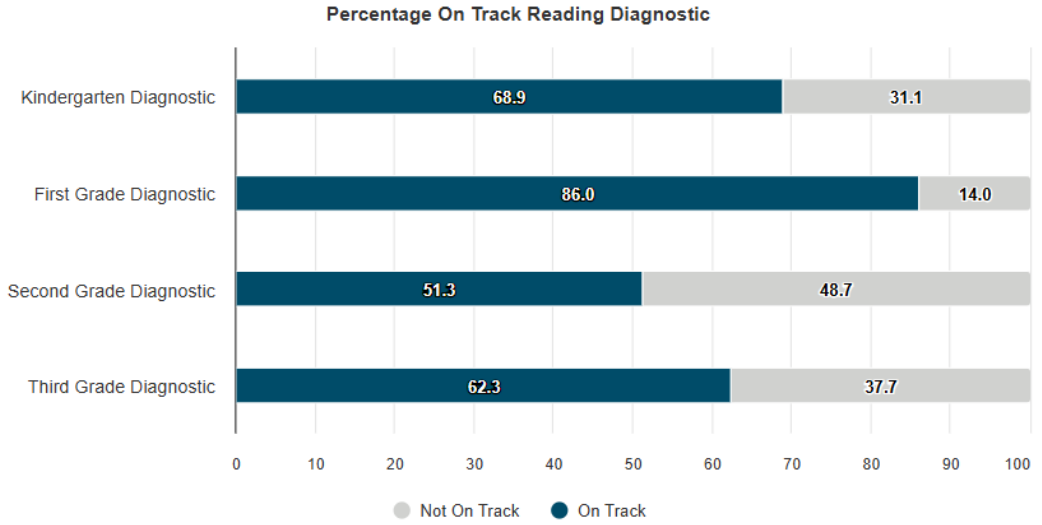
Only K-2 students who meet Modified FAY are included in the Improving K-3 Literacy measure

3rd Grade Improvement

Of the 3rd grade students who scored not on track on the Fall 2025 reading diagnostics (i.e., the 26% of students in grey), how many scored a 700 or higher on the 3rd grade ELA OST.

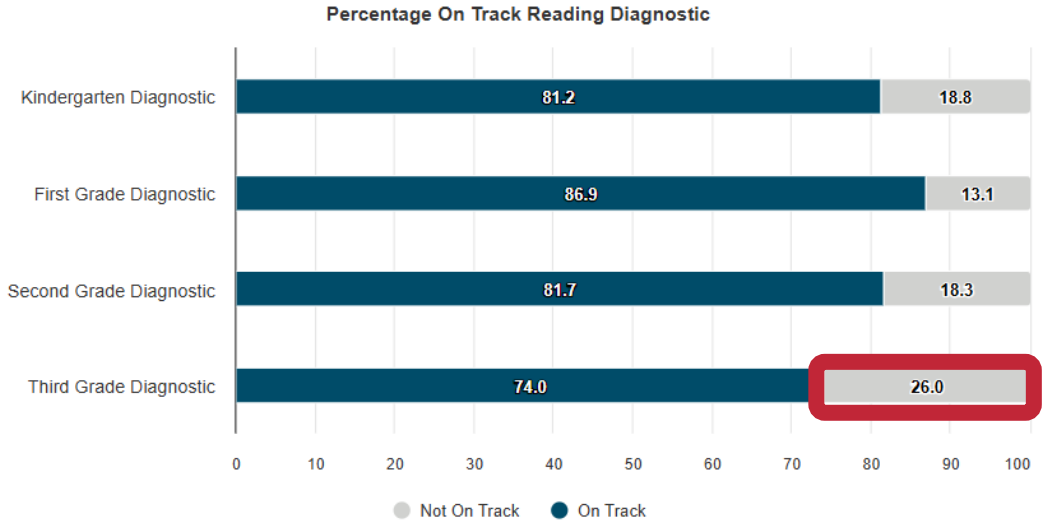
Fall 2024 Reading Diagnostics

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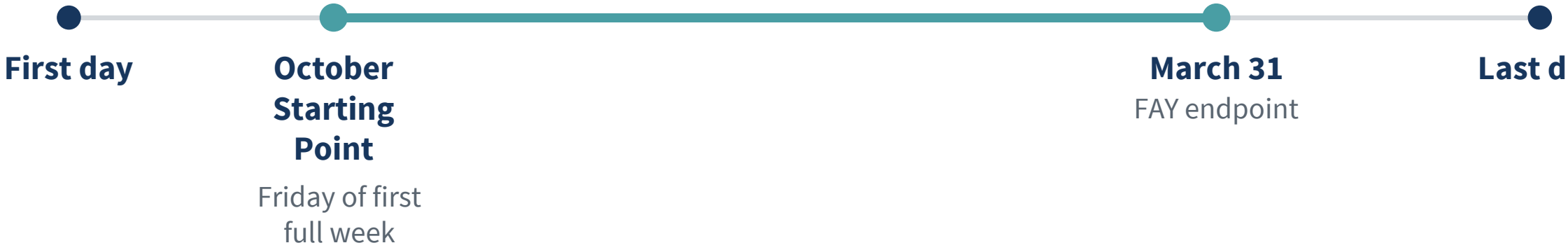
Fall 2025 Reading Diagnostics

The fall 2025 reading diagnostics in third grade are the baseline for third grade improvement on the 2026 Improving K-3 Literacy Measure. If greater than 90% of the kindergarten students in the fall of 2025 were on track, the Improving K-3 Literacy Measure is not calculated and does not contribute to the Early Literacy Component.



Full Academic Year (FAY)

To meet FAY, a student must be continuously enrolled in the building or district by the Friday of the first full week of October and remain enrolled through March 31.



Only 3rd grade students who meet FAY are included in Improving K-3 Literacy measure

Summary of Students Included

GRADES K–2 — MUST MEET BOTH

01 **Prior-year extended FAY + starting diagnostic of Not On Track**

Meets extended FAY and was deemed Not On Track.

02 **Current-year enrollment + diagnostic**

By Sept. 30; 30+ days enrolled; reading diagnostic.

GRADE 3 — MUST MEET BOTH

01 **Current-year FAY**

Meets FAY for the current school year.

02 **Fall reading diagnostic**

The student was deemed Not On Track.

Students Who Are Not Included in the Measure

EXCLUDED IF ANY APPLY

Repeat Grade 3 student
The student was counted in the first-year Grade 3 calculation.

Accelerated student
The student moved directly from Grade 2 to Grade 4.

K-2 student who scored On Track on the previous year's diagnostic
The student is not included in the measure if they score On Track on the previous year

3rd grade student who scored On Track on the previous year's diagnostic and On Track on the current year's diagnostic

DECIDE FIRST IS STUDENT INCLUDED IN DENOMINATOR, THEN ARE THEY INCLUDED IN NUMERATOR

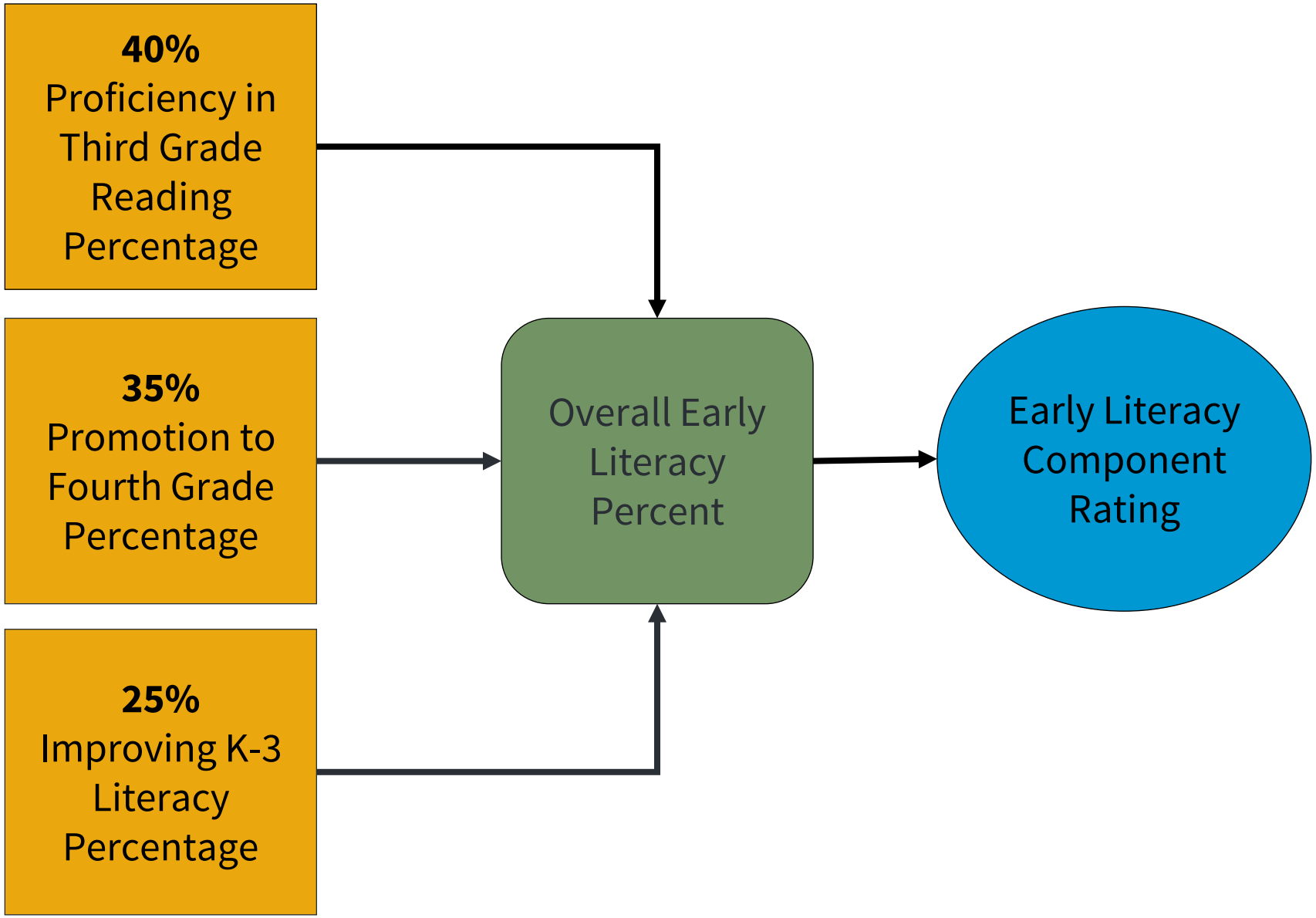
Student	Scenario	Placement	Decisive fact
A	K→1: prior FAY met; starts Not On Track; current requirements met; ends On Track		
B	1→2: prior FAY met; starts Not On Track; current requirements met; remains Not On Track		
C	2→3: starts Not On Track; later On Track; prior-year FAY not met		
D	K→1: prior FAY met; starts Not On Track; enrolled Oct. 1 for 25 days; diagnostic completed		
E	Grade 3: current FAY met; Fall Not On Track; highest ELA = 705		
F	Grade 3: current FAY met; Fall Not On Track; ELA = 695; alternative reading cut score met		
G	Grade 3: current FAY met; Fall On Track; highest ELA = 710		

RATING SCALE AND WEIGHTING

EARLY LITERACY RATING SCALE AND DESCRIPTIONS

EARLY LITERACY COMPONENT RATING SCALE AND DESCRIPTIONS		
Score Range	**Rating**	**Rating Description**
Greater than or equal to 89%	**5 Stars**	Significantly exceeds state standards in early literacy
Greater than or equal to 75% but less than 89%	**4 Stars**	Exceeds state standards in early literacy
Greater than or equal to 61% but less than 75%	**3 Stars**	Meets state standards in early literacy
Greater than or equal to 47% but less than 61%	**2 Stars**	Needs support to meet state standards in early literacy
Less than 47%	**1 Star**	Needs significant support to meet state standards in early literacy

EARLY LITERACY COMPONENT CALCULATION



WHEN IMPROVING K–3 LITERACY IS NOT INCLUDED

The measure is excluded from the Early Literacy Component calculation if either condition applies.

< 10

Required student N-size

The minimum N-size of 10 students is not met.

OR

> 90%

Kindergarten students On Track

More than 90% of current-year kindergarten students are On Track on the reading diagnostic.

RESULT

Improving K–3 Literacy is not included in the component calculation. Proficiency in Reading = 60% and Promotion to 4th Grade = 40%

K–2-Only Building: What Applies?

INCLUDED IN THE COMPONENT

Improving K–3 Literacy

100% of the component rating

Kindergarten diagnostic → Grade 1 diagnostic

Grade 1 diagnostic → Grade 2 diagnostic

NOT APPLICABLE FOR THIS GRADE SPAN

Proficiency in Reading

Promotion to 4th by meeting testing requirements

Improving K–3 Literacy

Grade 2 diagnostic → Grade 3 diagnostic

Grade 3 diagnostic→ Grade 3 ELA assessment

Grade 3-Only Building: What Applies?

INCLUDED IN THE COMPONENT

Proficiency in Reading
40% of the component rating

Promotion to 4th by meeting testing requirements
35% of the component rating

Improving K–3 Literacy
25% of the component rating

Grade 3 diagnostic→ Grade 3 ELA assessment

NOT APPLICABLE FOR THIS GRADE SPAN

Kindergarten diagnostic → Grade 1 diagnostic

Grade 1 diagnostic → Grade 2 diagnostic

Grade 2 diagnostic → Grade 3 diagnostic

QUESTIONS?

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EARLY LITERACY COMPONENT DATA

REPORT CARD DATA RESOURCES AVAILABLE

PUBLIC ACCESS



Report Card Page

View report card for any district or building.



Download Data

View data for every district/building for a single year



Public Reports

Up to five years of longitudinal data for a single district/building.



Public Dashboards

Longitudinal data in graph/chart format.

Can disaggregate & select multiple districts or buildings.

NO PUBLIC ACCESS



Secure Data Center

Access through OH|ID : Report Portal.

Access student level information

REPORT CARD WEBPAGE

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 component rating.

69.5%

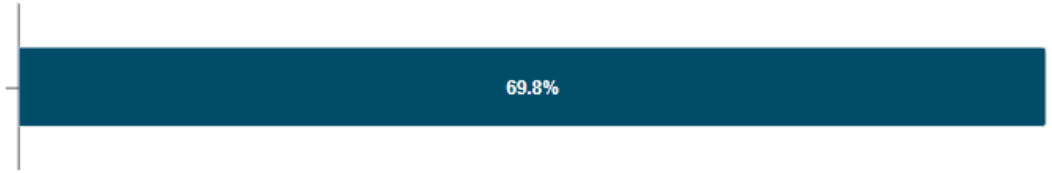
Measure	Unweighted Percent	Weight	Weighted Percent
Proficiency In Third Grade Reading	75.3%	40%	30.1%
Promotion to Fourth Grade by Meeting Test Score Requirements	77.3%	35%	27.1%
Improving K-3 Literacy	49.2%	25%	12.3%
Early Literacy Component			**69.5%**

EARLY LITERACY COMPONENT DETAILS

Early Literacy Component | Early Literacy Component Details | Fall Reading Diagnostics | Improving K-3 Literacy Measure Details

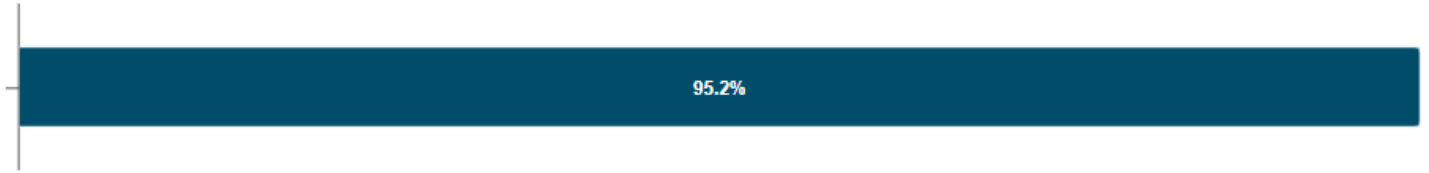
Proficiency in Third Grade Reading

The Proficiency in Third Grade Reading Measure is the percentage of third graders that scored proficient on the reading segment of the state English language arts test. Students have to earn a reading subscore of 50 or higher to earn credit for this measure.



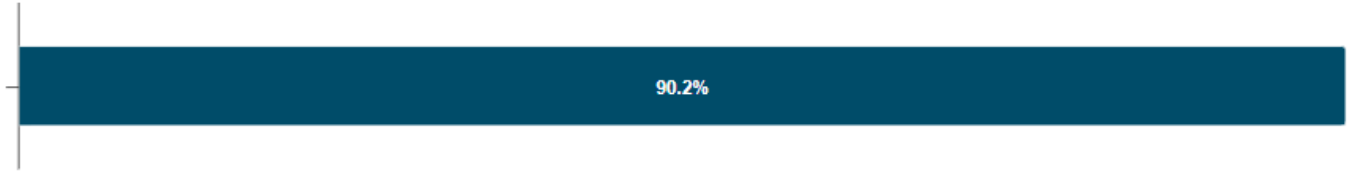
Promotion to Fourth Grade by Meeting Test Score Requirements

The Promotion to Fourth Grade by Meeting Test Score Requirements measure is the percentage of third grade students who earned a score of 700 or higher on the English language arts test, earned a reading subscore of 50 or higher on the English language arts test, or met the required cut score on an alternative reading assessment.



Improving K-3 Literacy

The Improving K-3 Literacy Measure evaluates reading improvement that occurs during kindergarten, first, second, and third grade. It looks at whether students that were previously off track are now on track and reading at grade level. It uses results from Fall Reading Diagnostics taken in the fall of 2024 and fall of 2025 as well as results from the 2025-2026 state English language arts test.



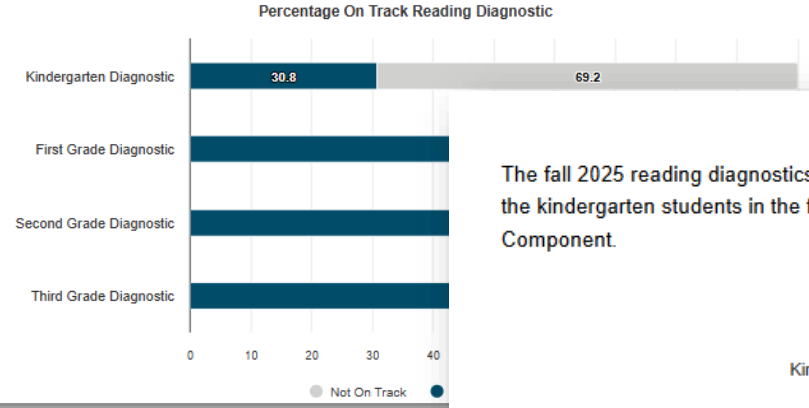
FALL READING DIAGNOSTICS FOR PRIOR YEAR AND CURRENT YEAR

Early Literacy Component | Early Literacy Component Details | Fall Reading Diagnostics | Improving K-3 Literacy Measure Details

Fall Reading Diagnostics provide a good snapshot of the K-3 literacy in a school or district. They are also used to evaluate year-over-year improvement on the Improving K-3 Literacy Measure.

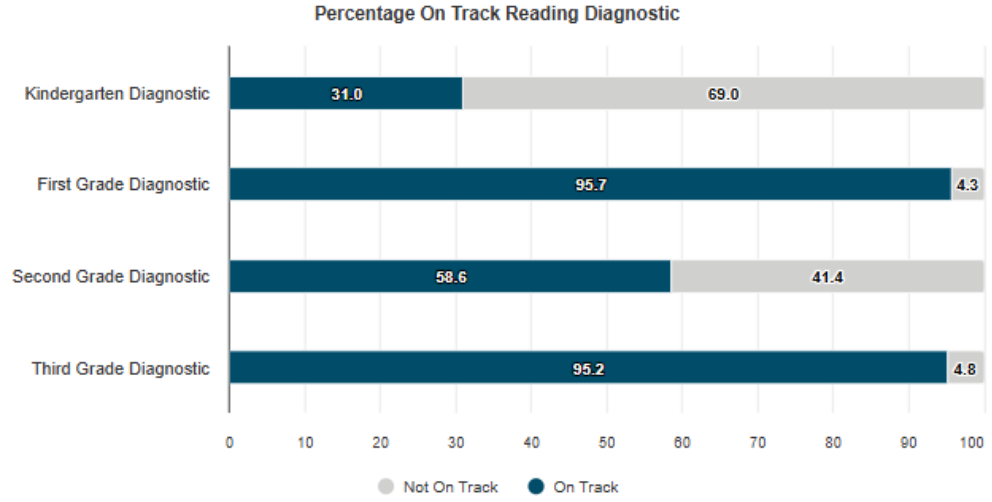
Fall 2024 Reading Diagnostics

The fall 2024 reading diagnostics in kindergarten through second grade are the baselines for kindergarten through second grade improvement on the 2026 Improving K-3 Literacy Measure.



Fall 2025 Reading Diagnostics

The fall 2025 reading diagnostics in third grade are the baseline for third grade improvement on the 2026 Improving K-3 Literacy Measure. If greater than 90% of the kindergarten students in the fall of 2025 were on track, the Improving K-3 Literacy Measure is not calculated and does not contribute to the Early Literacy Component.



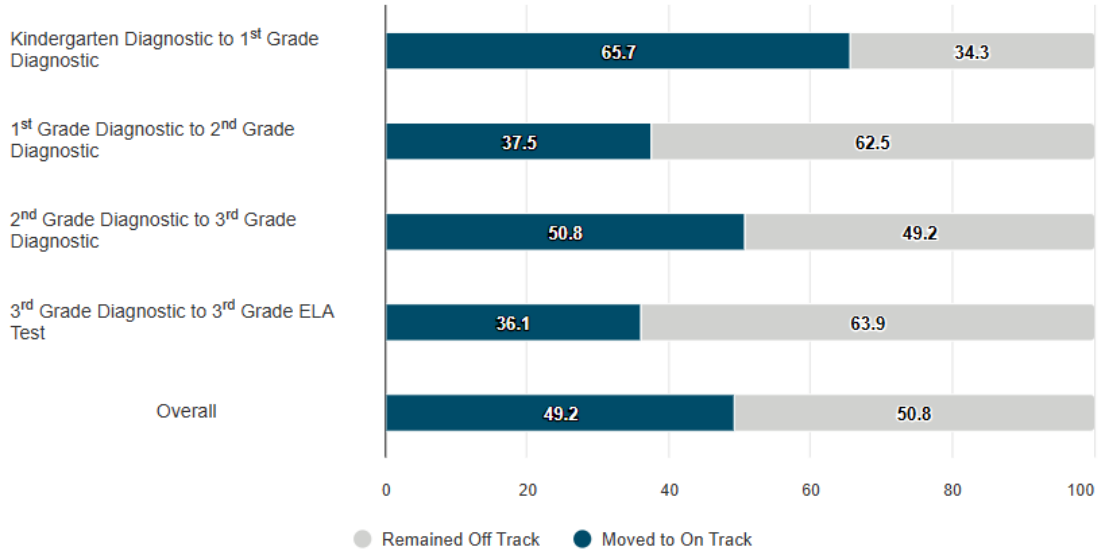
IMPROVING K-3 LITERACY MEASURE DETAILS

Early Literacy Component | Early Literacy Component Details | Fall Reading Diagnostics | Improving K-3 Literacy Measure Details

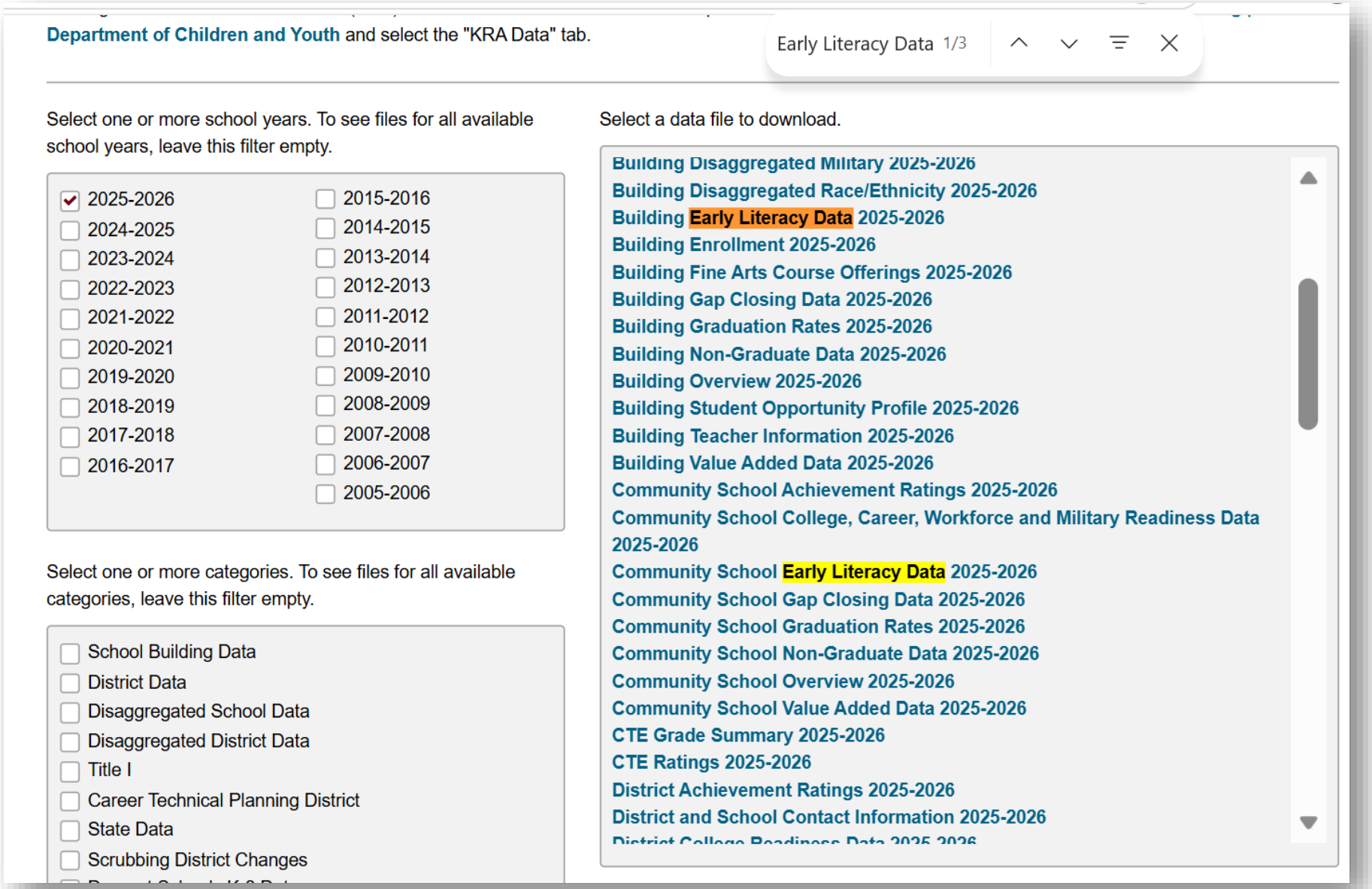
Additional Details on Improving K-3 Literacy

The Improving K-3 Literacy Measure evaluates reading improvement that occurs during kindergarten, first, second, and third grade. Kindergarten, first, and second grade improvement evaluates students that were previously off track (meaning they scored off track on the Fall 2024 reading diagnostic) to see if they improved to on track on the Fall 2025 reading diagnostic. Third grade improvement evaluates students that were previously off track (meaning they scored off track on the Fall 2025 reading diagnostic) to see if they scored a 700 or higher on the third grade English language arts test. The Improving K-3 Literacy Measure is not calculated for schools or districts that have greater than 90% of their kindergarteners reading on track based on the 2025 Fall Kindergarten Reading Diagnostic.

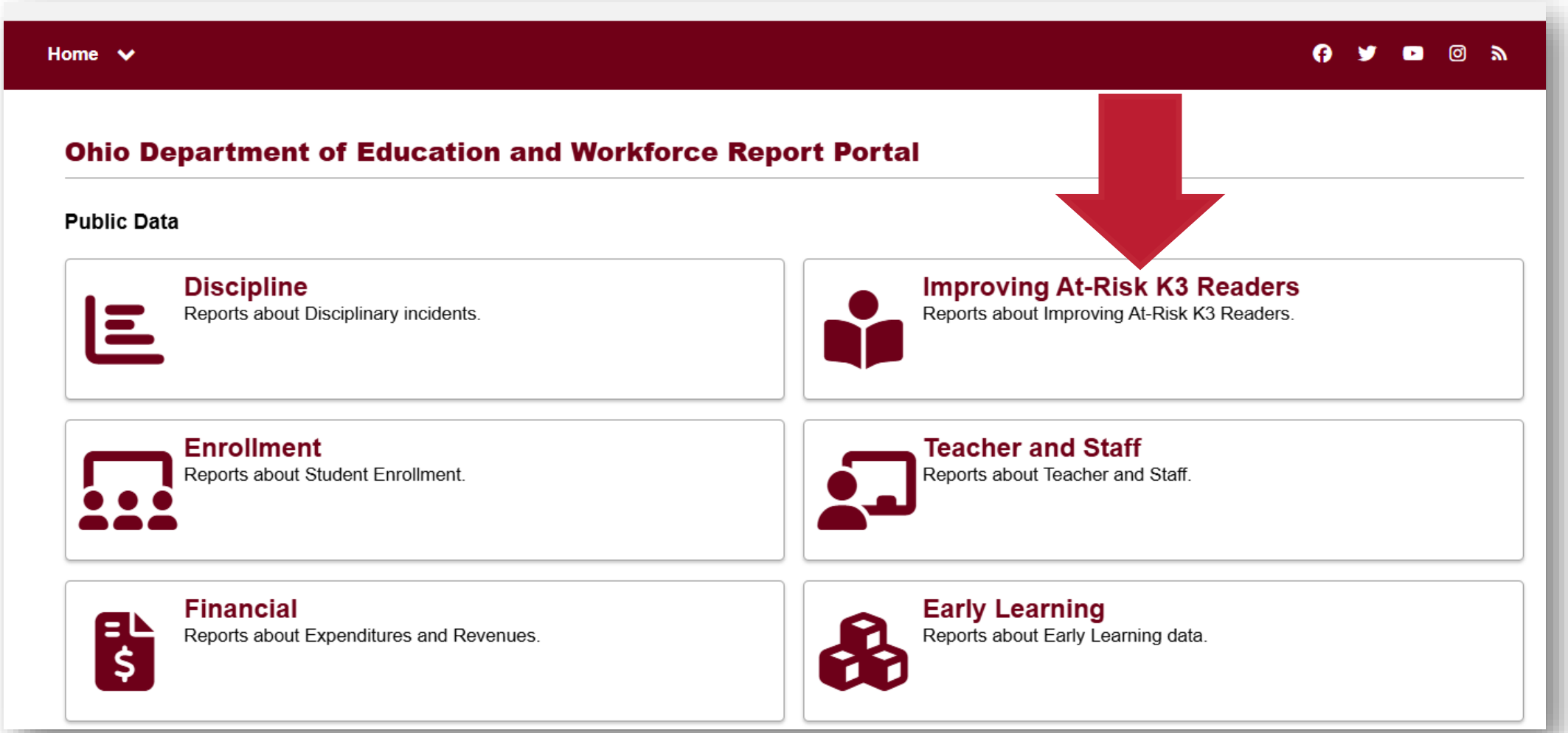
Percentage of Previously Off Track Students That Moved to On Track



DOWNLOAD DATA



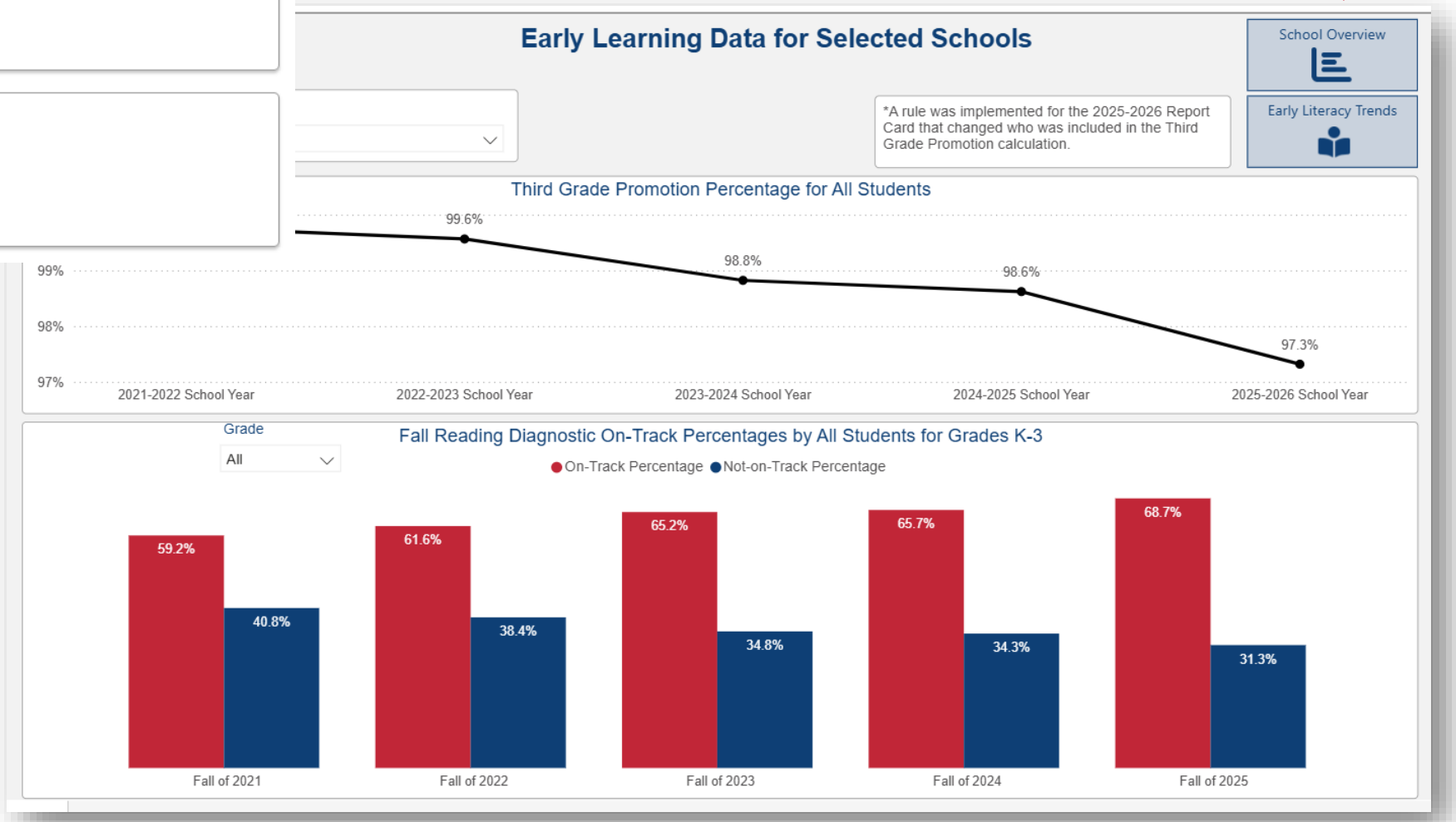
PUBLIC REPORTS



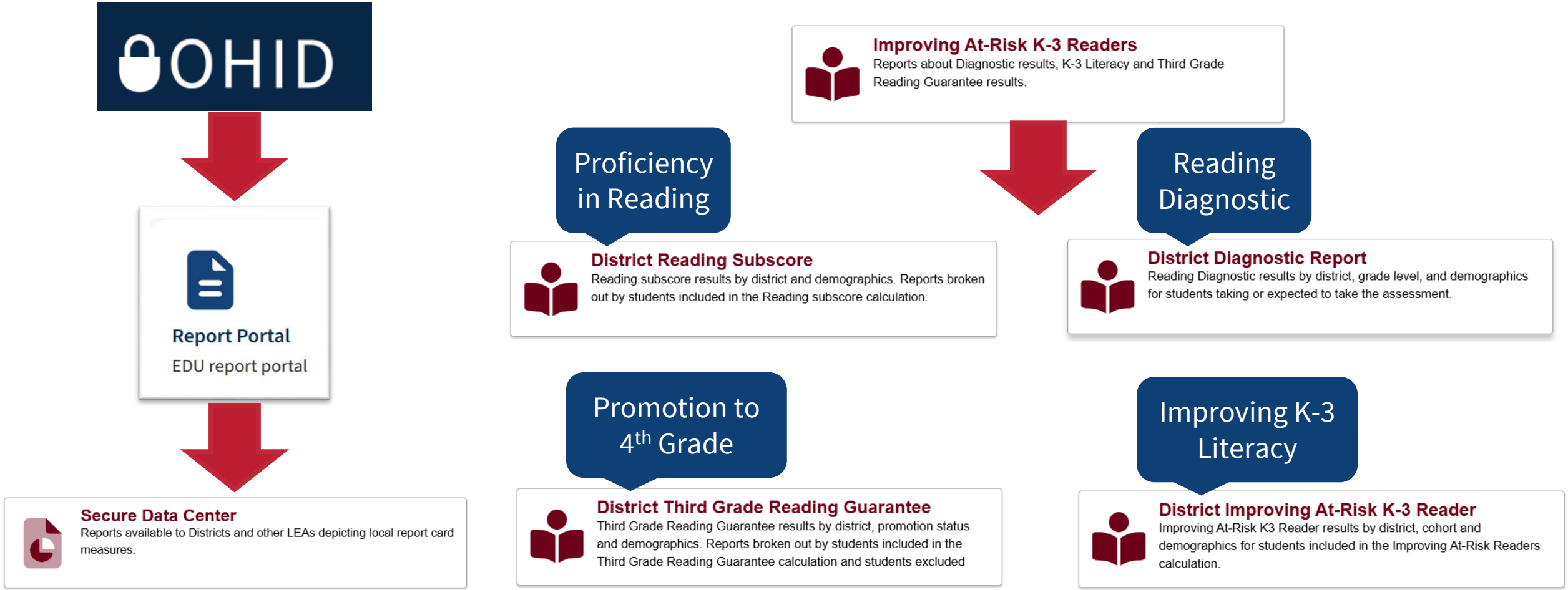
STUDENT RECOVERY DASHBOARDS

District Dashboard
Traditional Public District student data dashboard.

School Dashboard
School level data dashboard.



SECURE DATA CENTER (SDC) STUDENT LEVEL REPORTS



QUESTIONS?

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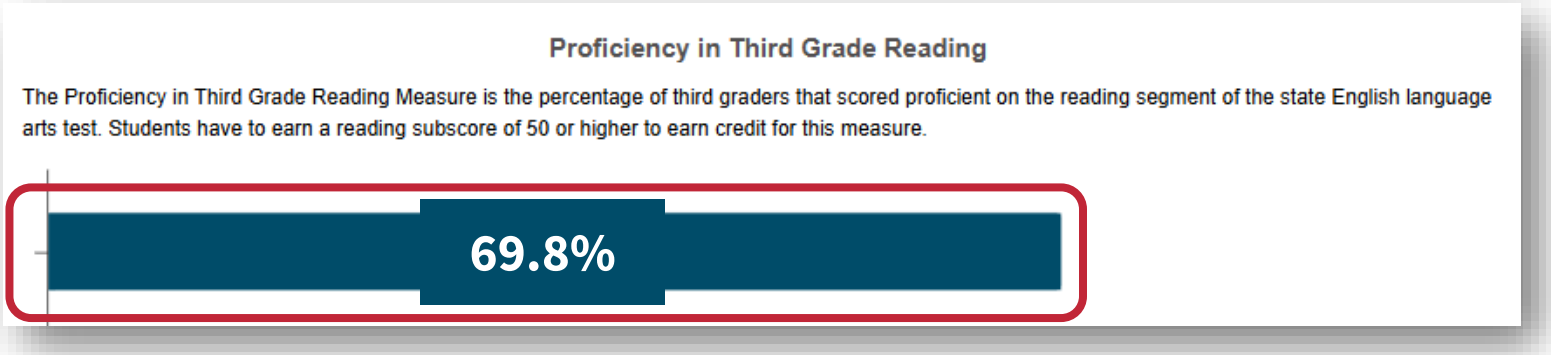
Department of Education & Workforce

DATA QUESTIONS AND INTERPRETATION

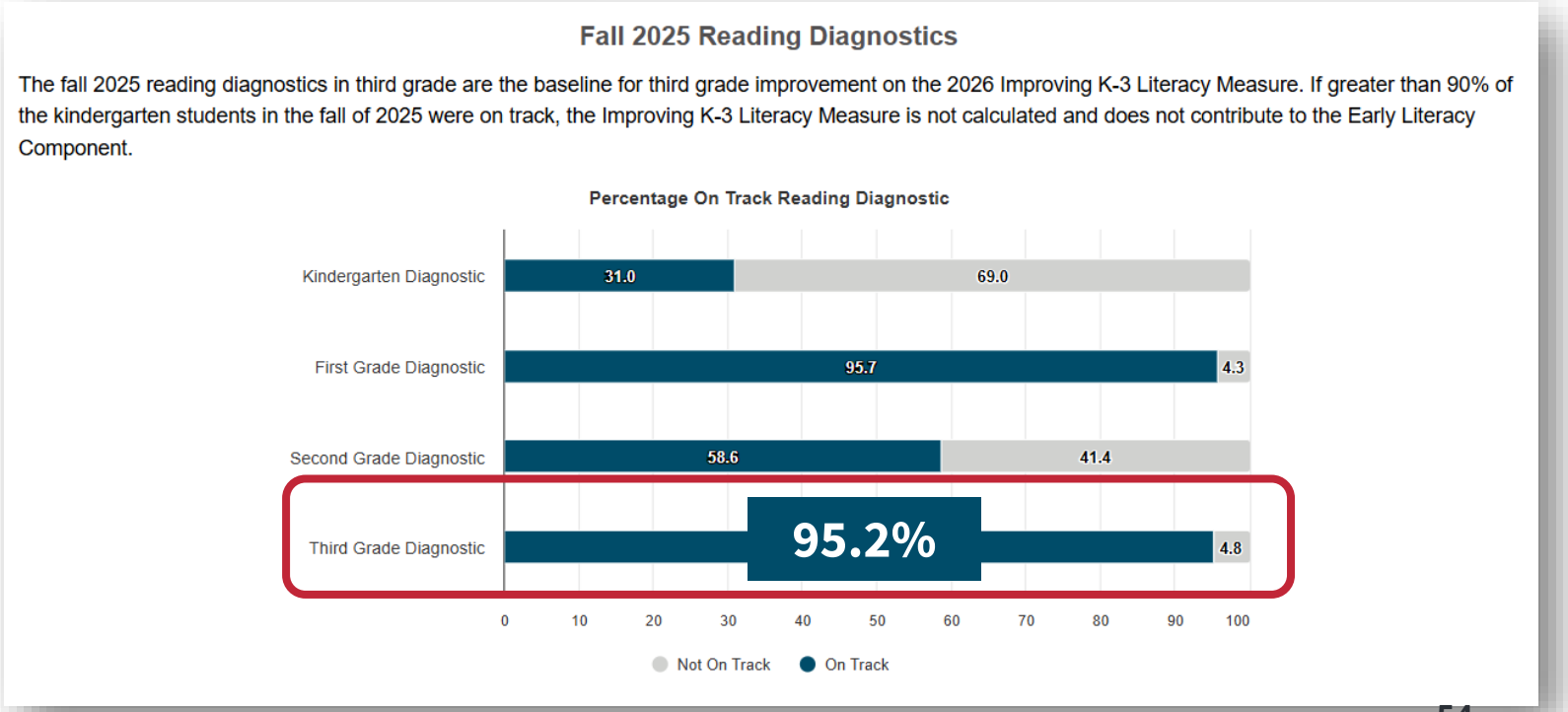
CONNECTING DATA TO PRACTICES

- Validity and reliability of reading diagnostic
- Effectiveness of core curriculum
- Effectiveness of interventions
- Interpretation cautions
- Next steps

VALIDITY AND RELIABILITY OF DIAGNOSTIC



If the % of students who scored proficient on the reading segment of the ELA test is much lower than the % of students 'On Track' on the Third Grade Diagnostic, then this is a sign to investigate further.

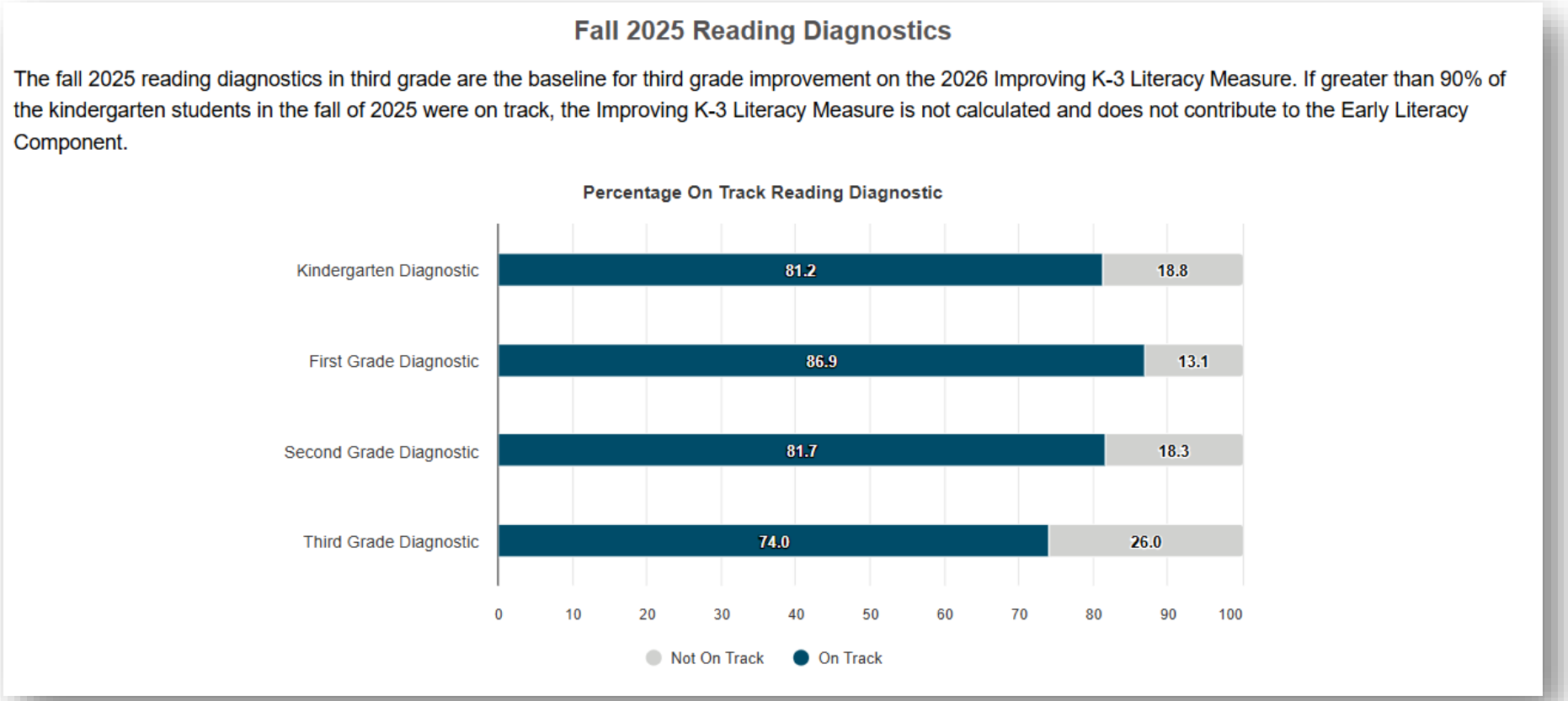


K-3 READING DIAGNOSTIC USE

- Under Ohio law, no school district shall administer diagnostic assessments from multiple providers to receive higher ratings on the state report card.
- However, a school district may administer additional diagnostic assessments to inform instruction and supports at the district level.
- Please see pages 8-9 of the Third Grade Reading Guarantee Guidance Manual for guidance on selecting and administering K-3 reading diagnostic assessments

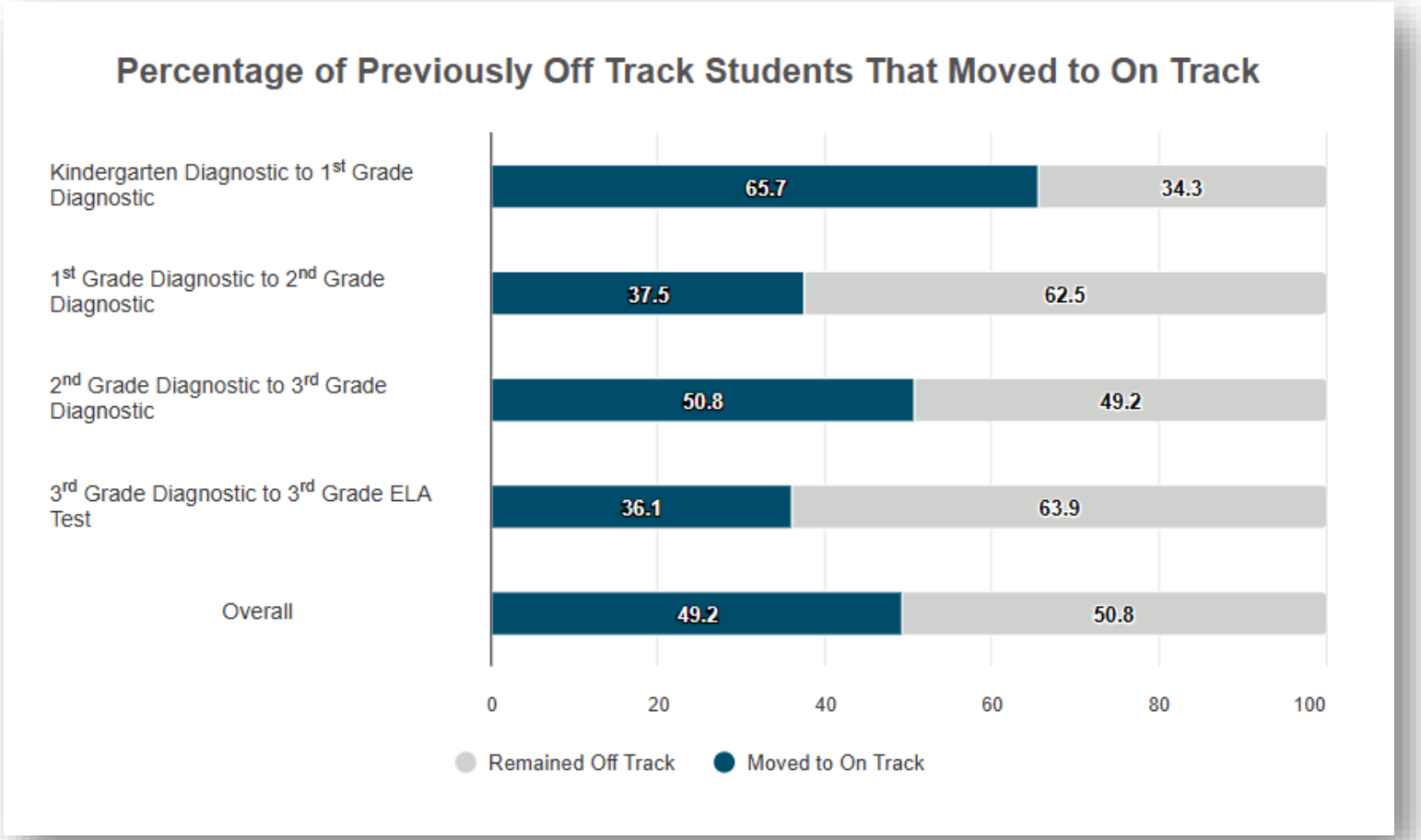
EFFECTIVENESS OF CORE INSTRUCTION

- The Fall Reading Diagnostic results provide insight into the core instruction of ***the prior year***.



EFFECTIVENESS OF INTERVENTION

- The Improving K-3 Literacy Measure details provide insight into the effectiveness of intervention at each grade level.



INTERPRETATION CAUTIONS

- Point to remember: The Improving K-3 Literacy measure applies **only** to students who were initially off-track.
- Only percentages are shown on the public website. Because some student groups are small, large changes in percentages may reflect only a few students and may not represent a meaningful change in performance.
- Ohio districts may use different approved reading diagnostics, and diagnostic assessments may vary by grade level. Because these assessments measure reading skills differently and use different cut scores to determine whether a student is on track, caution should be used when comparing diagnostic results within a district or across districts.

NEXT STEPS

Report Card Guide



TOOLS AND RESOURCES

- ReadOhio
- Early and Conventional Literacy: Supporting Learners in Kindergarten-Grade 5
- Early Literacy Component Technical Documentation
- Literacy Academy On Demand
- Ohio's Plan to Raise Literacy Achievement
- Third Grade Reading Guarantee
- Dyslexia Supports
- Reading Improvement and Monitoring Plan Intervention Video Series
- Ohio Statewide Family Engagement Center
- Ohio's Integrated Multi-Tiered System of Supports

QUESTIONS?

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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.

WE WOULD LOVE YOUR FEEDBACK!

At the end of today's meeting, please take a few moments to complete our Feedback Survey to support our continued improvement.

