Department of Education & Workforce

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DEEP DIVE INTO OHIO'S SCHOOL REPORT CARDS

Early Literacy

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Office of Accountability
Department of Education & Workforce

January 2024

AGENDA

- Proficiency in Third Grade Reading
- Promotion to Fourth Grade
- Improving K-3 Literacy

WHERE TO FIND TECHNICAL DOCUMENTATION

Traditional School and District Report Cards

Districts and schools report information for the Ohio School Report Cards on specific measures within six broader components. The components are Achievement, Progress, Gap Closing, Early Literacy, Graduation, and College, Career, Workforce and Military Readiness (CCWMR). Districts and schools earn a star rating on the components and an overall star rating. This helps give Ohio parents and schools a snapshot of the quality of education they are providing to students. The complete technical document for the Traditional School Report Card walks through each component and calculation. For more information,

1. **Achievement Component**
2. **Progress Component**
3. **Gap Closing Component**
   - Chronic Absenteeism Improvement Indicator
   - English Language Proficiency Improvement Indicator
   - Gifted Performance Indicator
4. **Early Literacy Component**
5. **Graduation Component**
6. **College, Career, Workforce and Military Readiness Component**
7. **Overall and Component Ratings**
8. **Additional Data and Information**
   - Attendance Rate
   - Education Management Information System (EMIS)
   - Financial Data
   - Positive Behavioral Interventions and Supports (PBIS)
   - School Choice Options
   - Similar District Methodology
   - Student Opportunity Profiles
   - Wellness and Physical Education

CONT.

Early Literacy Component

Overview

Print Component Information

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.

PROFICIENCY IN THIRD GRADE READING

This measure reports how many students score proficient or higher on the **reading segment** of the Third Grade English Language Arts test. It is important to note that this score is separate from reaching overall proficiency on the Third Grade English Language Arts test.

PROMOTION TO FOURTH GRADE

This measure reports the percentage of students in the third grade who were promoted to the fourth grade and were not subject to retention.

IMPROVING K-3 LITERACY

This measure uses two consecutive years of data to evaluate how well schools and districts are doing at providing the supports needed to help struggling readers become on track with their reading. The calculation starts by identifying the number of students who were not on-track (i.e., were not reading at grade level) based on reading diagnostic assessments given at the beginning of the prior school year, or the current school year for 3rd graders. Students scoring not-on-track are required to be placed on a Reading Improvement and Monitoring Plan for that school year. The students come back to school the following year, and take another diagnostic. Third graders who remain in the school take the Ohio State Test in the spring. The calculation measures how many students are identified as being on track (i.e., reading at grade level) on that second reading diagnostic assessment or Ohio State Test in 3rd grade.

Technical Documentation and Resources

- 2022-2023 Early Literacy Component Technical Documentation
- Third Grade Reading Guarantee Resources
- Literacy in Ohio - Information and Resources

2022-2023 School Year
Early Literacy Component
TRADITIONAL DISTRICT AND SCHOOL REPORT CARDS

Introduction

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. The details of each measure and how the rating is assigned for this component can be found in this technical document.

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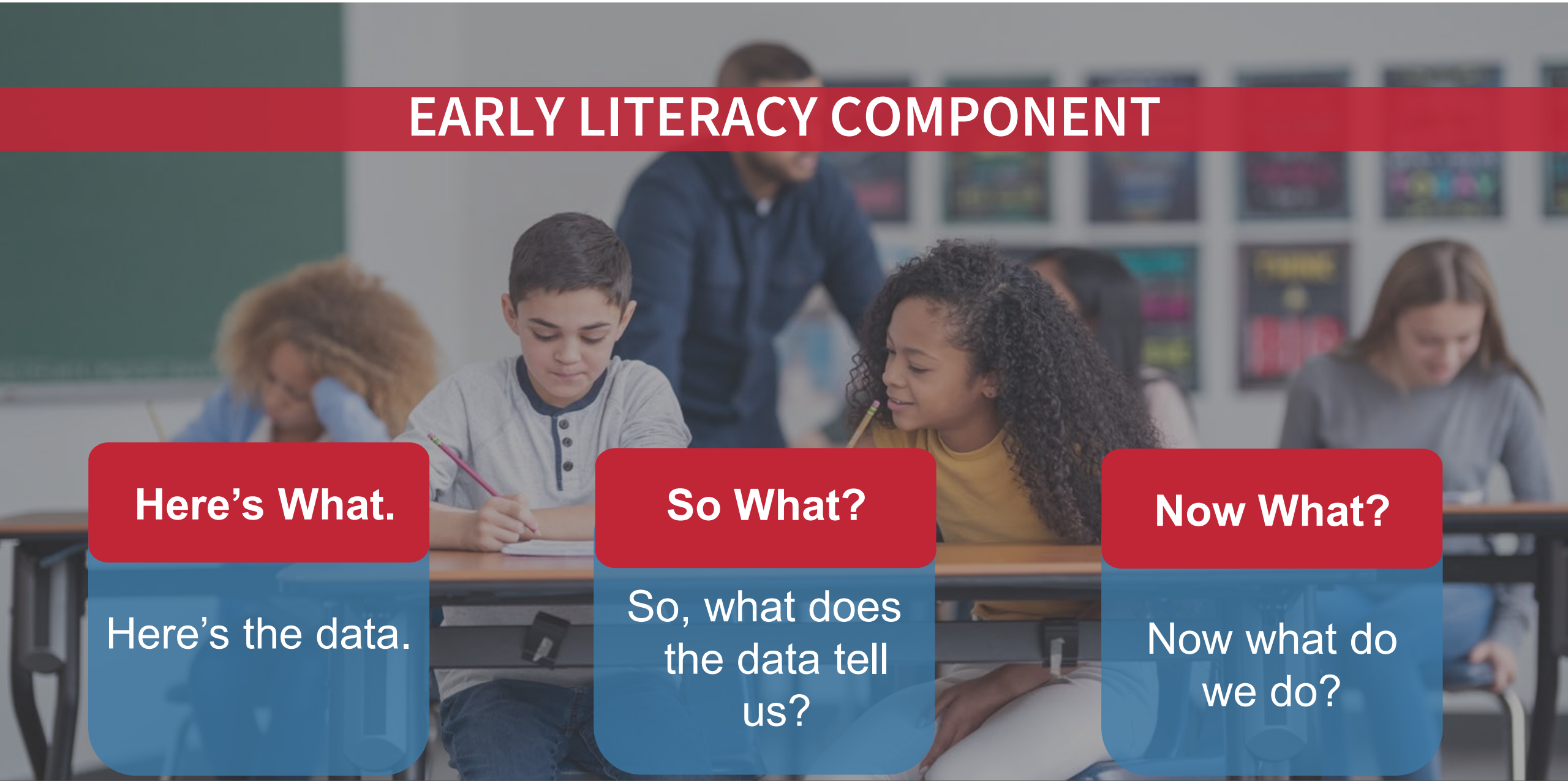
EARLY LITERACY COMPONENT



Here's What.

Here's the data.

So What?

So, what does the data tell us?

Now What?

Now what do we do?

TEST YOUR KNOWLEDGE: EARLY LITERACY COMPONENT

True or **False**

The early literacy component has Reading Improvement and Monitoring Plan (RIMP) deductions.

EARLY LITERACY COMPONENT RATING DESCRIPTIONS		
Score Range	**Rating**	**Rating Description**
From 88% to 100%	5 Stars	Significantly exceeds state standards in early literacy (K-3)
From 78% to less than 88%	4 Stars	Exceeds state standards in early literacy (K-3)
From 68% to less than 78%	3 Stars	Meets state standards in early literacy (K-3)
From 58% to less than 68%	2 Stars	Needs support to meet state standards in early literacy (K-3)
From 0% to less than 58%	1 Star	Needs significant support to meet state standards in early literacy (K-3)

Early Literacy Component

Measure	Measure Percentage		Weight		Weighted %
Proficiency In Third Grade Reading	59.4%	X	40%	=	23.8%
Promotion to Fourth Grade	100.0%	X	35%	=	35.0%
Improving K-3 Literacy	49.2%	X	25%	=	12.3%
Early Literacy Component	**71.1%**				71.1%

WHAT IF I DON'T HAVE GRADES K-3 IN A BUILDING?

WEIGHTING ADJUSTMENTS

The weights listed above are written into Ohio Revised Code, however, there also may be circumstances where there are not enough accountable students for a measure to be calculated. In those situations, the weights will be adjusted using the following table.

Measure	Measure Weighted Percentage						
Proficiency in Third Grade Reading	40	60	60	N/A	100	N/A	N/A
Promotion to Fourth Grade	35	40	N/A	60	N/A	100	N/A
Improving K – 3 Literacy	25	N/A	40	40	N/A	N/A	100

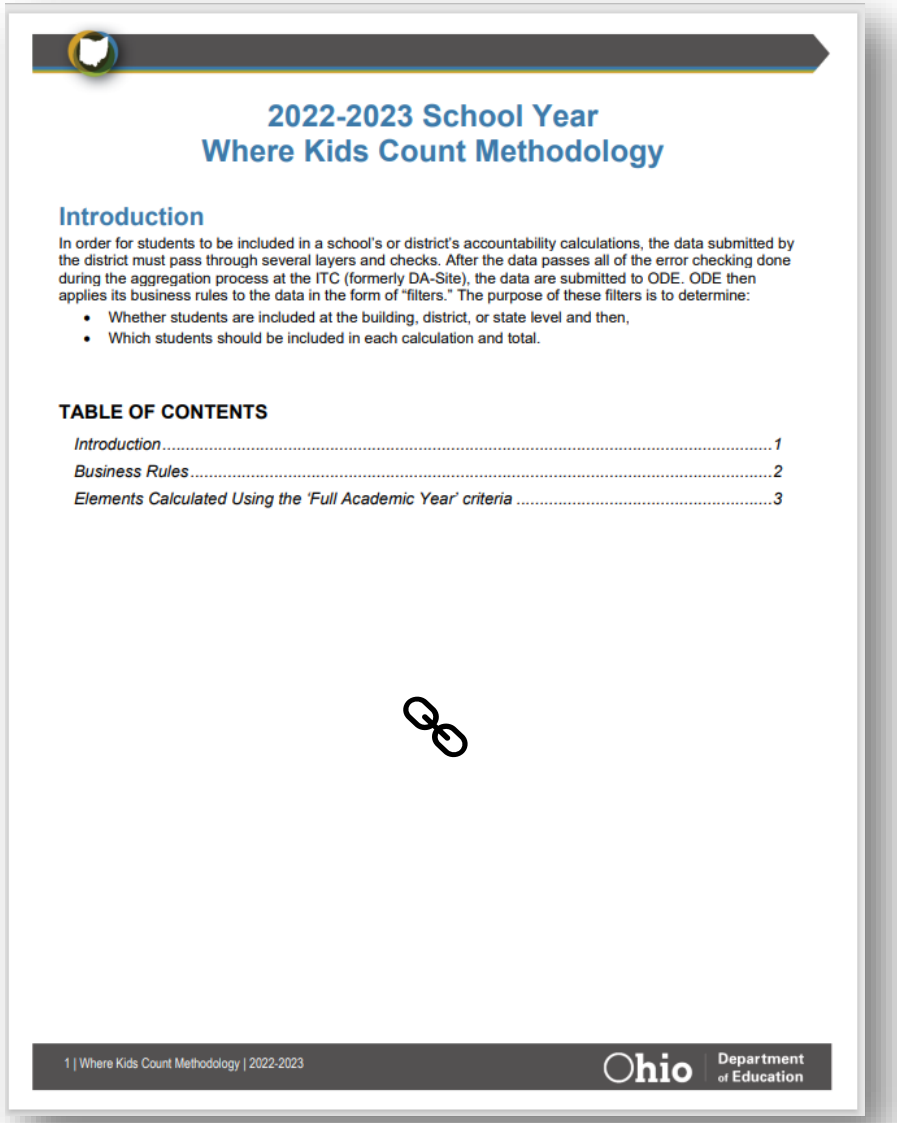
PROFICIENCY IN THIRD GRADE READING

HERE'S WHAT

- 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.

Measure	Measure Percentage
Proficiency In Third Grade Reading	59.4%
Promotion to Fourth Grade	100.0%
Improving K-3 Literacy	49.2%
Early Literacy Component	**71.1%**

What students count in the Proficiency in 3rd Grade Reading?



2022-2023 School Year
Where Kids Count Methodology

Introduction

In order for students to be included in a school's or district's accountability calculations, the data submitted by the district must pass through several layers and checks. After the data passes all of the error checking done during the aggregation process at the ITC (formerly DA-Site), the data are submitted to ODE. ODE then applies its business rules to the data in the form of "filters." The purpose of these filters is to determine:

- Whether students are included at the building, district, or state level and then,
- Which students should be included in each calculation and total.

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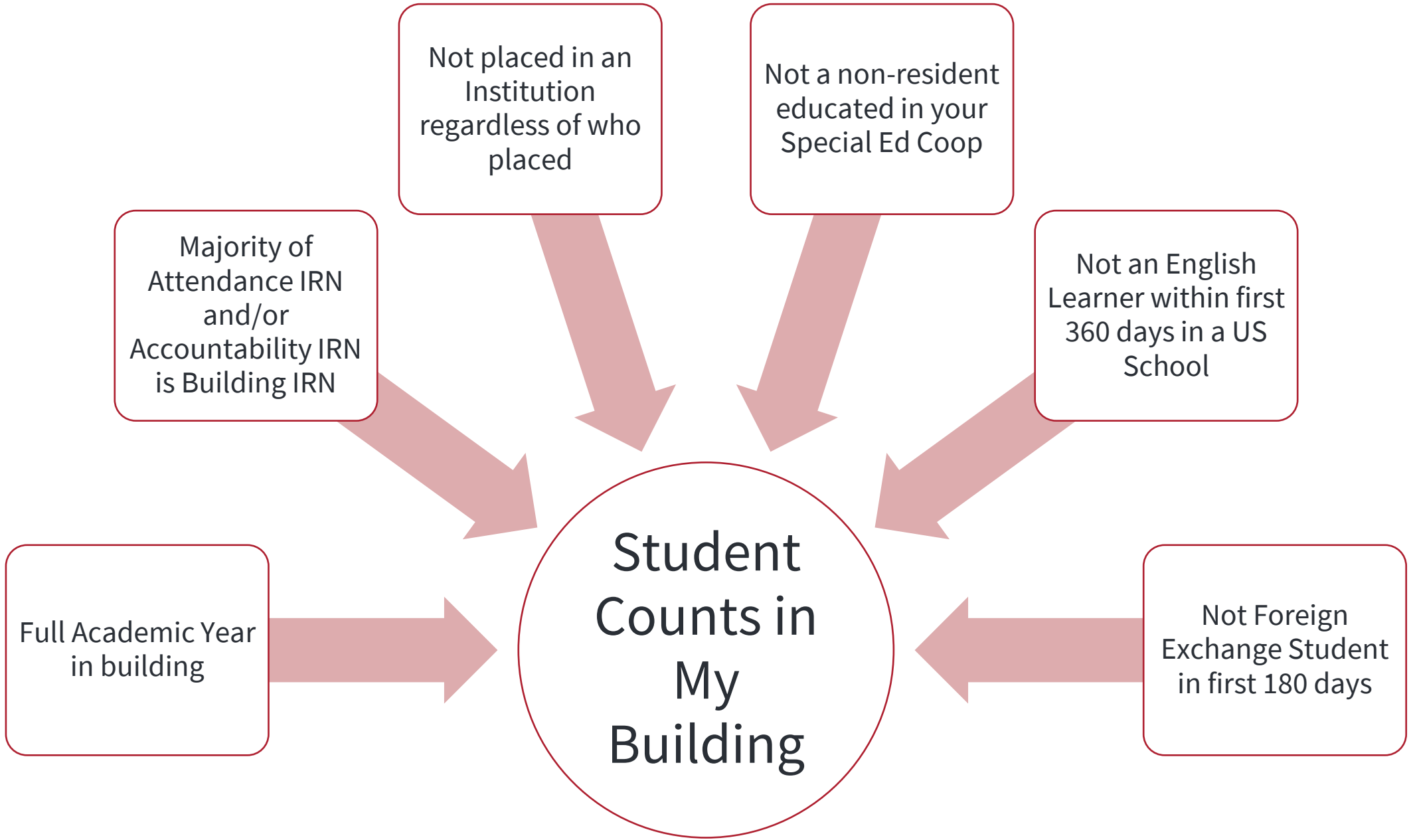
FULL ACADEMIC YEAR (FAY)

Date:
March 31st

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

Note: For the 2022-2023 report cards, the date was 10/7/2022

STUDENTS WHO COUNT IN MY BUILDING



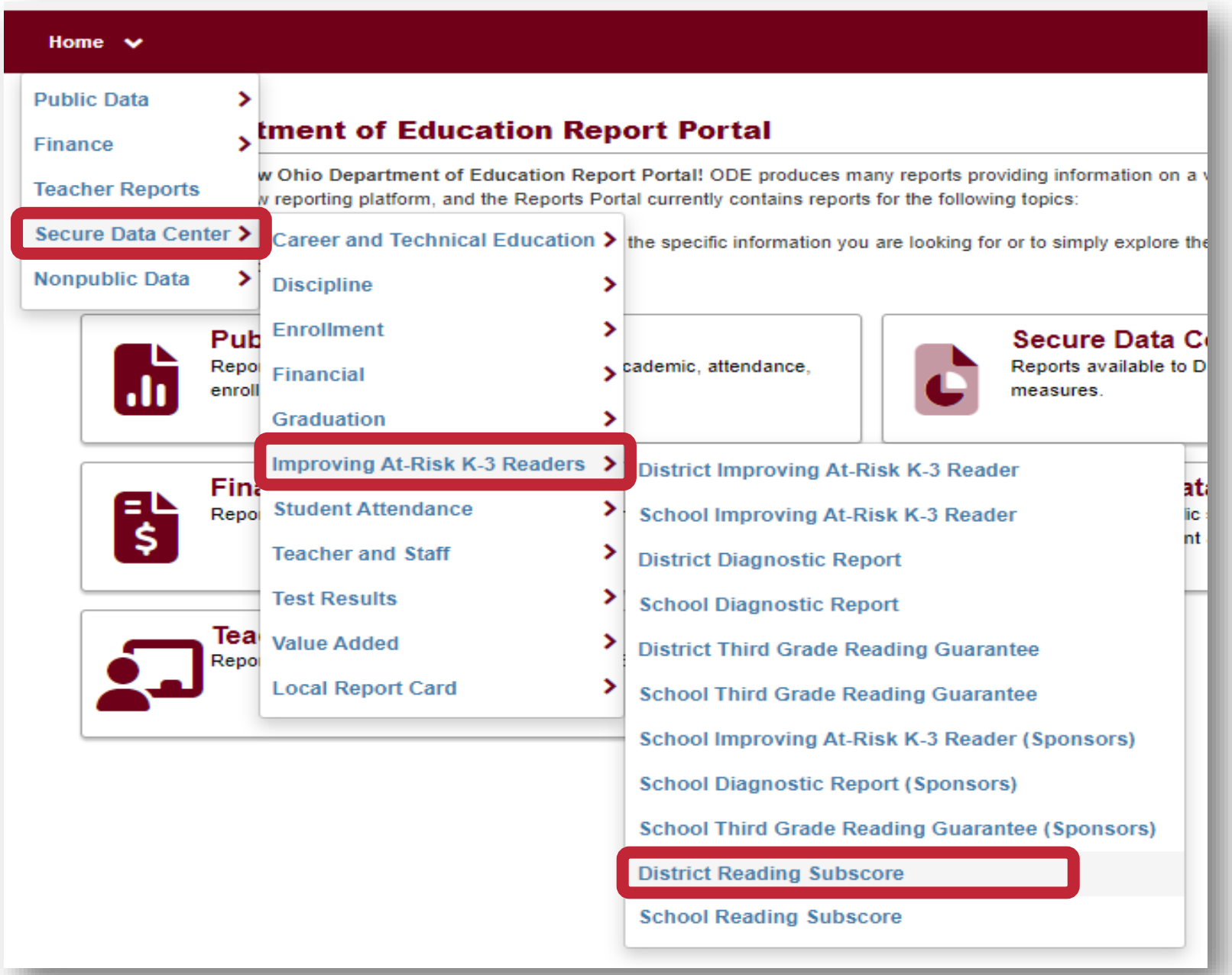
PROFICIENCY IN 3RD GRADE READING CALCULATION

Numerator: Proficient Count

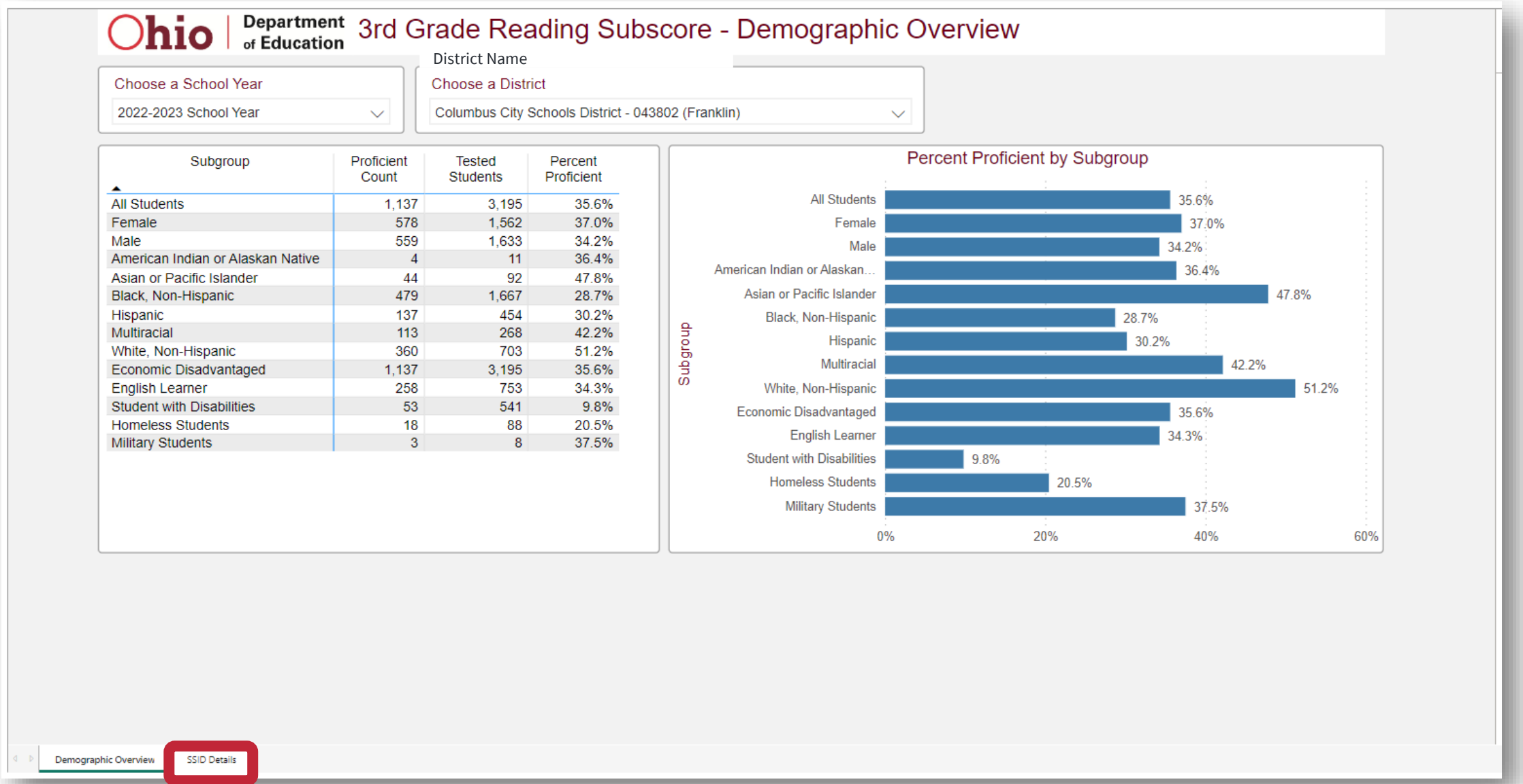
Denominator: Tested Students

Rate

SECURE DATA CENTER

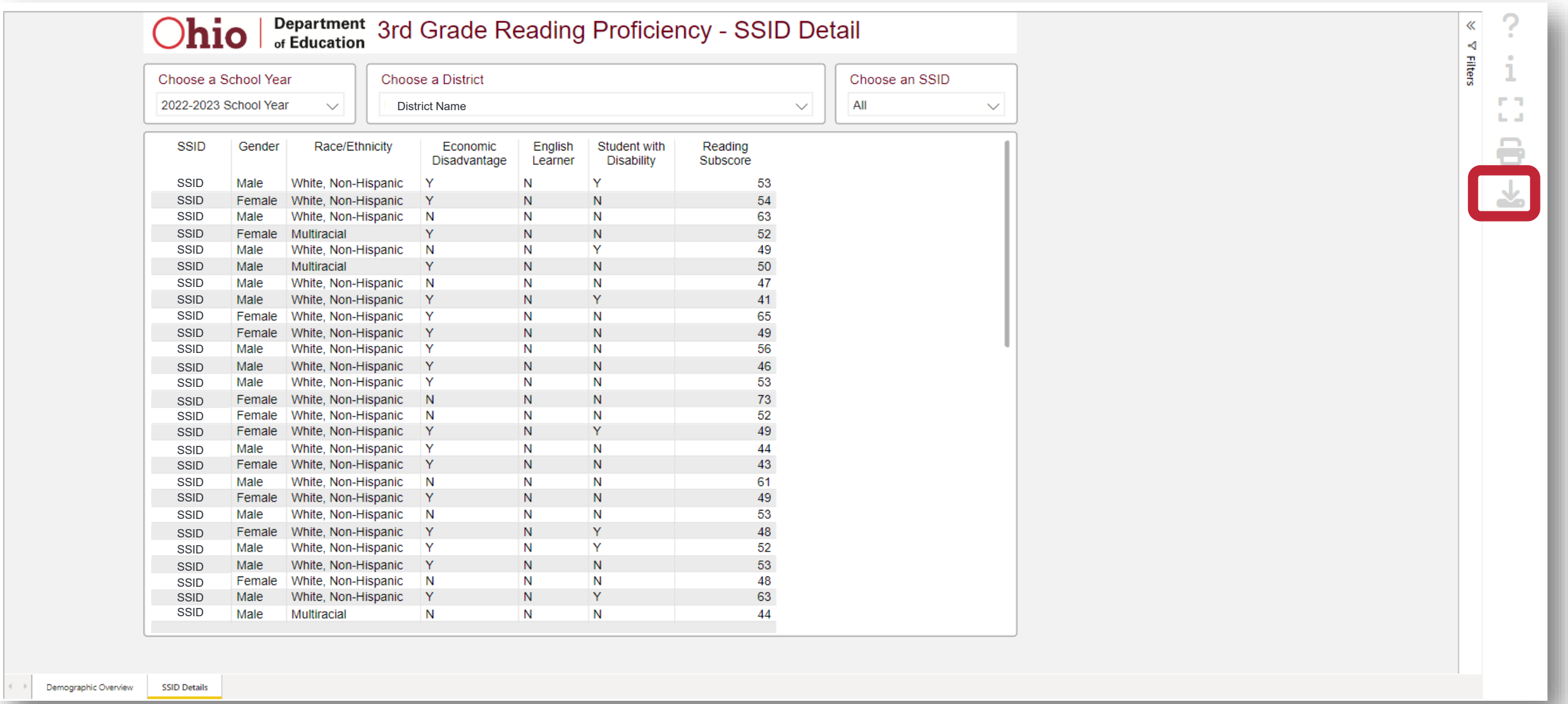


3RD GRADE READING SUBSCORE-SDC

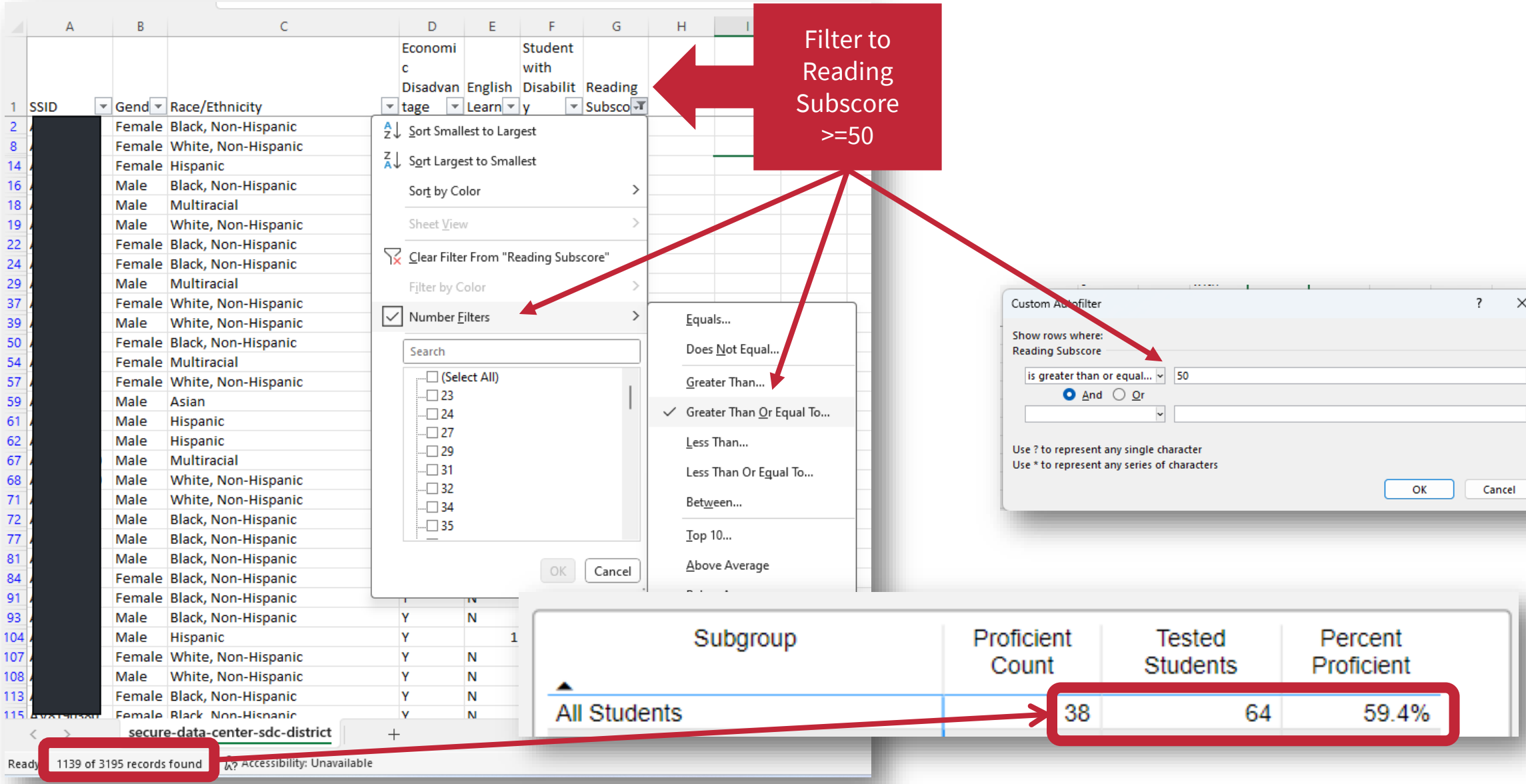


Subgroup	Proficient Count	Tested Students	Percent Proficient
All Students	1,137	3,195	35.6%
Female	578	1,562	37.0%
Male	559	1,633	34.2%
American Indian or Alaskan Native	4	11	36.4%
Asian or Pacific Islander	44	92	47.8%
Black, Non-Hispanic	479	1,667	28.7%
Hispanic	137	454	30.2%
Multiracial	113	268	42.2%
White, Non-Hispanic	360	703	51.2%
Economic Disadvantaged	1,137	3,195	35.6%
English Learner	258	753	34.3%
Student with Disabilities	53	541	9.8%
Homeless Students	18	88	20.5%
Military Students	3	8	37.5%

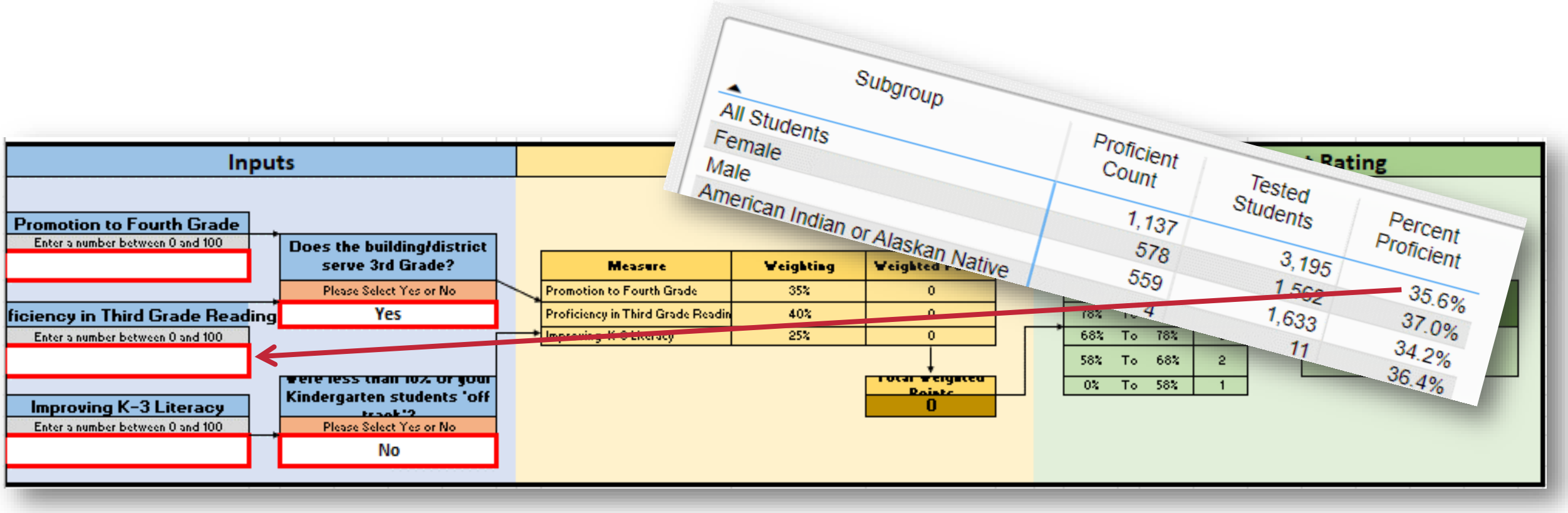
SSID DETAIL



SSID	Gender	Race/Ethnicity	Economic Disadvantage	English Learner	Student with Disability	Reading Subscore
SSID	Male	White, Non-Hispanic	Y	N	Y	53
SSID	Female	White, Non-Hispanic	Y	N	N	54
SSID	Male	White, Non-Hispanic	N	N	N	63
SSID	Female	Multiracial	Y	N	N	52
SSID	Male	White, Non-Hispanic	N	N	Y	49
SSID	Male	Multiracial	Y	N	N	50
SSID	Male	White, Non-Hispanic	N	N	N	47
SSID	Male	White, Non-Hispanic	Y	N	Y	41
SSID	Female	White, Non-Hispanic	Y	N	N	65
SSID	Female	White, Non-Hispanic	Y	N	N	49
SSID	Male	White, Non-Hispanic	Y	N	N	56
SSID	Male	White, Non-Hispanic	Y	N	N	46
SSID	Male	White, Non-Hispanic	Y	N	N	53
SSID	Female	White, Non-Hispanic	N	N	N	73
SSID	Female	White, Non-Hispanic	N	N	N	52
SSID	Female	White, Non-Hispanic	Y	N	Y	49
SSID	Male	White, Non-Hispanic	Y	N	N	44
SSID	Female	White, Non-Hispanic	Y	N	N	43
SSID	Male	White, Non-Hispanic	N	N	N	61
SSID	Female	White, Non-Hispanic	Y	N	N	49
SSID	Male	White, Non-Hispanic	N	N	N	53
SSID	Female	White, Non-Hispanic	Y	N	Y	48
SSID	Male	White, Non-Hispanic	Y	N	Y	52
SSID	Male	White, Non-Hispanic	Y	N	N	53
SSID	Female	White, Non-Hispanic	N	N	N	48
SSID	Male	White, Non-Hispanic	Y	N	Y	63
SSID	Male	Multiracial	N	N	N	44


Filter to Reading Subscore >=50
SSID
Gend
Race/Ethnicity
Economic Disadvantage
English Learn
Student with Disability
Reading Subsco
Female Black, Non-Hispanic
Female White, Non-Hispanic
Female Hispanic
Male Black, Non-Hispanic
Male Multiracial
Male White, Non-Hispanic
Female Black, Non-Hispanic
Female Black, Non-Hispanic
Male Multiracial
Female White, Non-Hispanic
Male White, Non-Hispanic
Female Black, Non-Hispanic
Female Multiracial
Female White, Non-Hispanic
Male Asian
Male Hispanic
Male Hispanic
Male Multiracial
Male White, Non-Hispanic
Male White, Non-Hispanic
Male Black, Non-Hispanic
Male Black, Non-Hispanic
Male Black, Non-Hispanic
Female Black, Non-Hispanic
Female Black, Non-Hispanic
Male Black, Non-Hispanic
Male Hispanic
Female White, Non-Hispanic
Male White, Non-Hispanic
Female Black, Non-Hispanic
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)
23
24
27
29
31
32
34
35
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
Custom Autofilter
Show rows where:
Reading Subscore
is greater than or equal...
50
And
Or
Use ? to represent any single character
Use * to represent any series of characters
OK
Cancel
Subgroup
Proficient Count
Tested Students
Percent Proficient
All Students
38
64
59.4%
secure-data-center-sdc-district
Ready
1139 of 3195 records found
Accessibility: Unavailable

SECURE DATA CENTER DATA



[Report Card Component Calculator]

- Early Literacy Tab

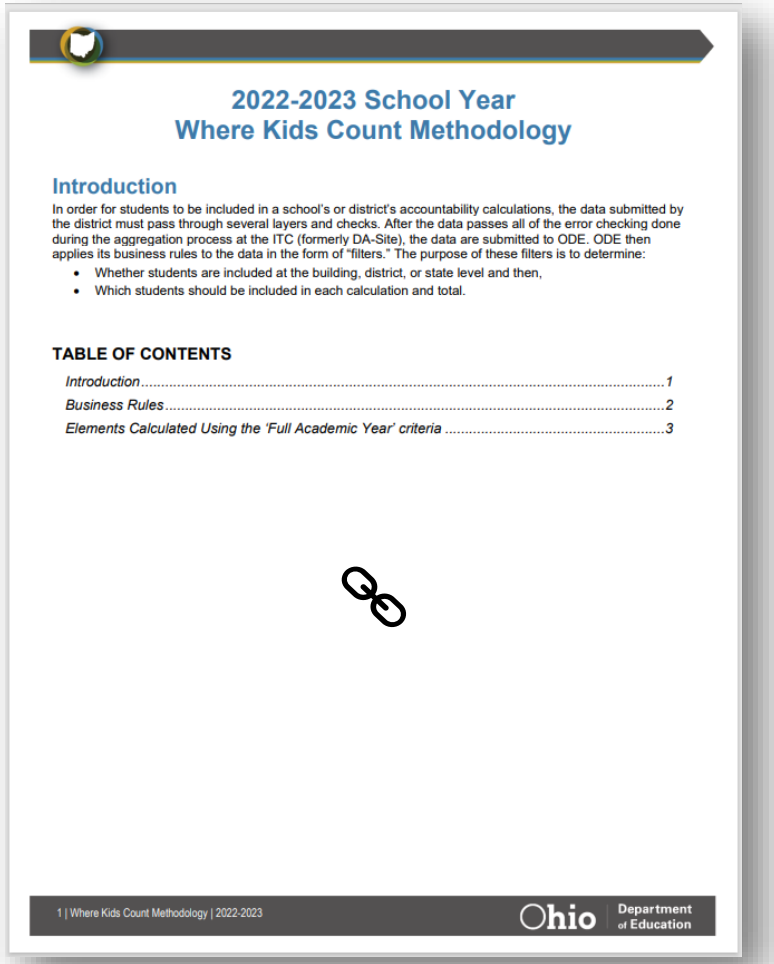
PROMOTION TO FOURTH GRADE

HERE'S WHAT

- The Promotion to Fourth Grade measure is the percentage of third grade students who were promoted to fourth grade

Measure	Measure Percentage
Proficiency In Third Grade Reading	59.4%
Promotion to Fourth Grade	100.0%
Improving K-3 Literacy	49.2%
Early Literacy Component	**71.1%**

What students count in the Promotion to Fourth Grade measure?



2022-2023 School Year
Where Kids Count Methodology

Introduction

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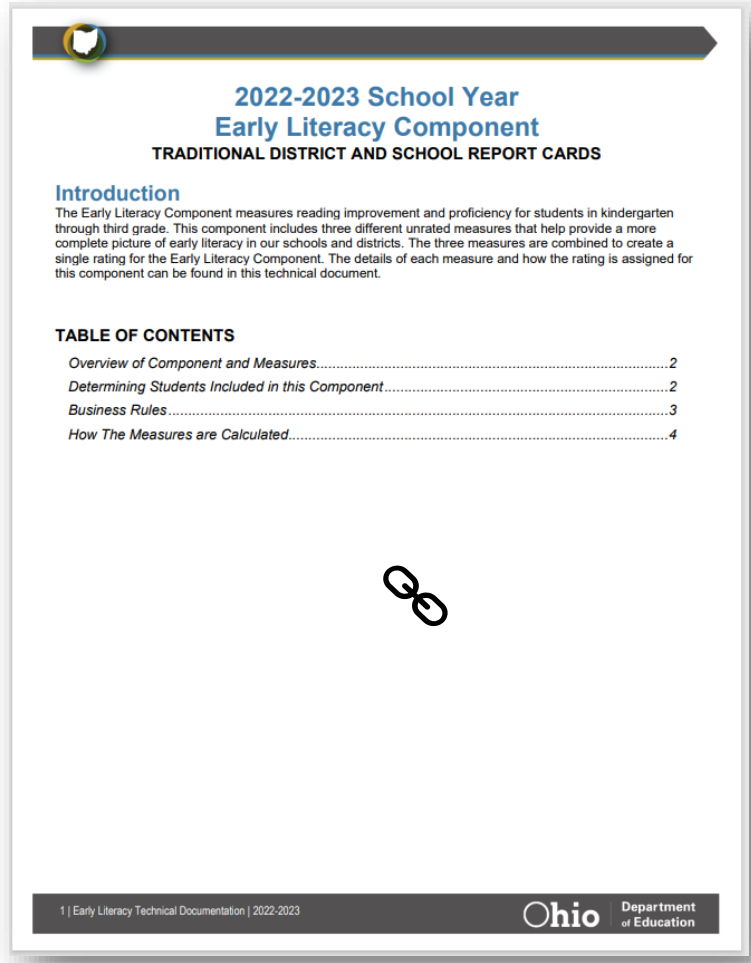
1 | Where Kids Count Methodology | 2022-2023 Ohio Department of Education



2022-2023 School Year
Early Literacy Component
TRADITIONAL DISTRICT AND SCHOOL REPORT CARDS

Introduction

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. The details of each measure and how the rating is assigned for this component can be found in this technical document.

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1 | Early Literacy Technical Documentation | 2022-2023 Ohio Department of Education

EXTENDED FULL ACADEMIC YEAR (FAY)

WHO ELSE DOESN'T COUNT?

- Repeat 3rd Graders
    - Student counted in the first-year calculation

- Students who took Alternate Assessment but was not reported with Retention Code "G"

HOW MANY STUDENTS MUST WE HAVE?

- 10 Students

School & Grade Level	Tested ELA	WKC ELA	Extended FAY
Meadowbrook Third Grade	39	25	**22**
Cottonwood Third Grade	9	4	4

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 >=685**
  - Ohio's State Test Alternate (GA)
    - Grade 3 Reading
      - **Reading Subscore >=47**

- Could be taken during Fall, Spring, or Summer Testing Windows
  - Highest score will be used

ALTERNATIVE READING ASSESSMENTS

- Iowa Assessments
- Measurement of Academic Progress (MAP)
- Terra Nova 3
- STAR Reading
- i-Ready

Alternative Reading Assessments 2023-2024

Assessment	Service Summary	2023-2024 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)	Measurement of Academic Progress (MAP) for Reading Assessments	192
Terra Nova 3	Terra Nova, Third Edition Reading Grade 3	Complete Battery: Raw Score 28/42 Survey: Raw Score 20/30
Renaissance Learning STAR Reading Third Grade Reading Proficiency Assessment	STAR Reading Third Grade Proficiency Assessment	961
Curriculum Associates, LLC.	i-Ready	515

HOW DO I REPORT PROFICIENCY ON ALTERNATIVE TEST?

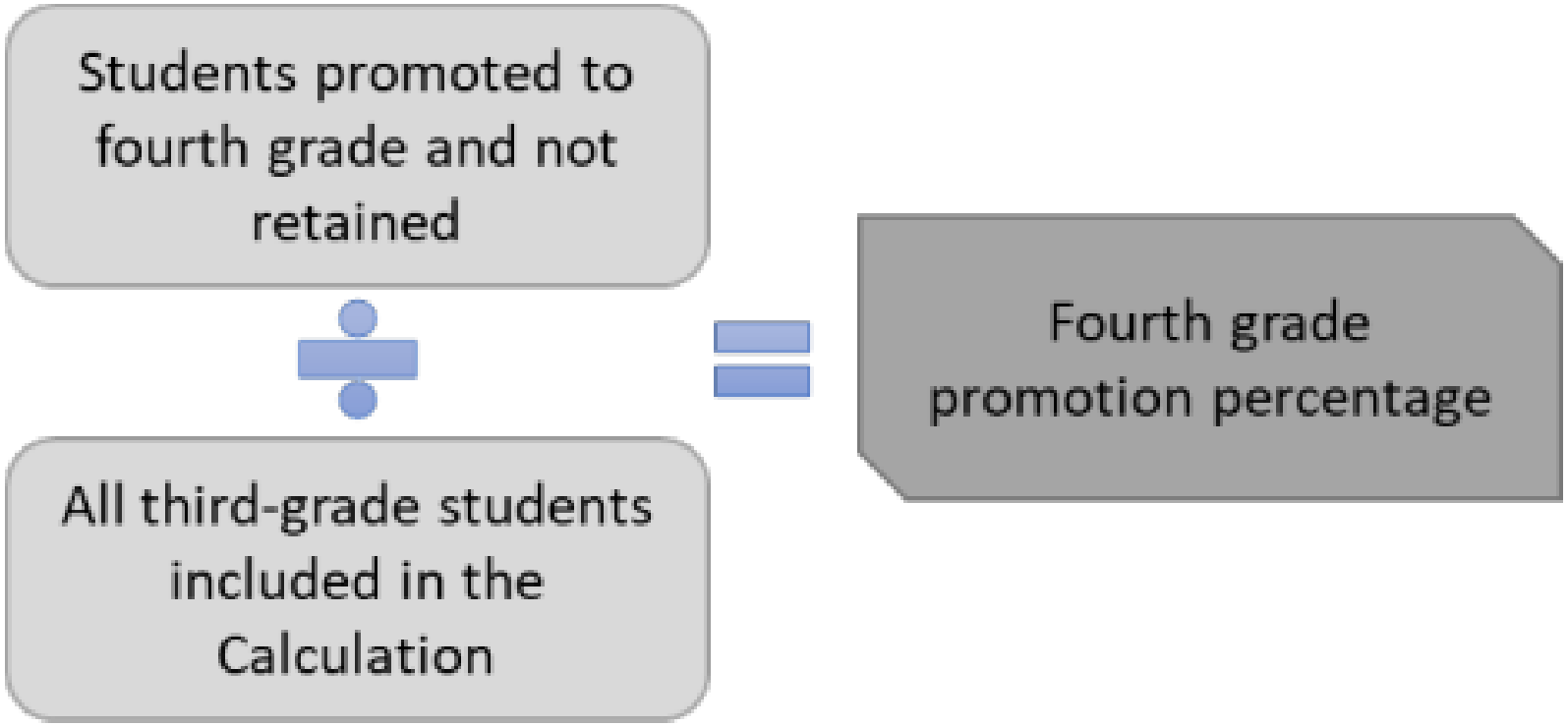
Reading Promotion Score Met	Retention Code Reported
Iowa Assessments	J
NWEA-MAP	K
Terra Nova 3	L
STAR Reading	M
i-Ready	N

HOW DO WE REPORT PROMOTION?

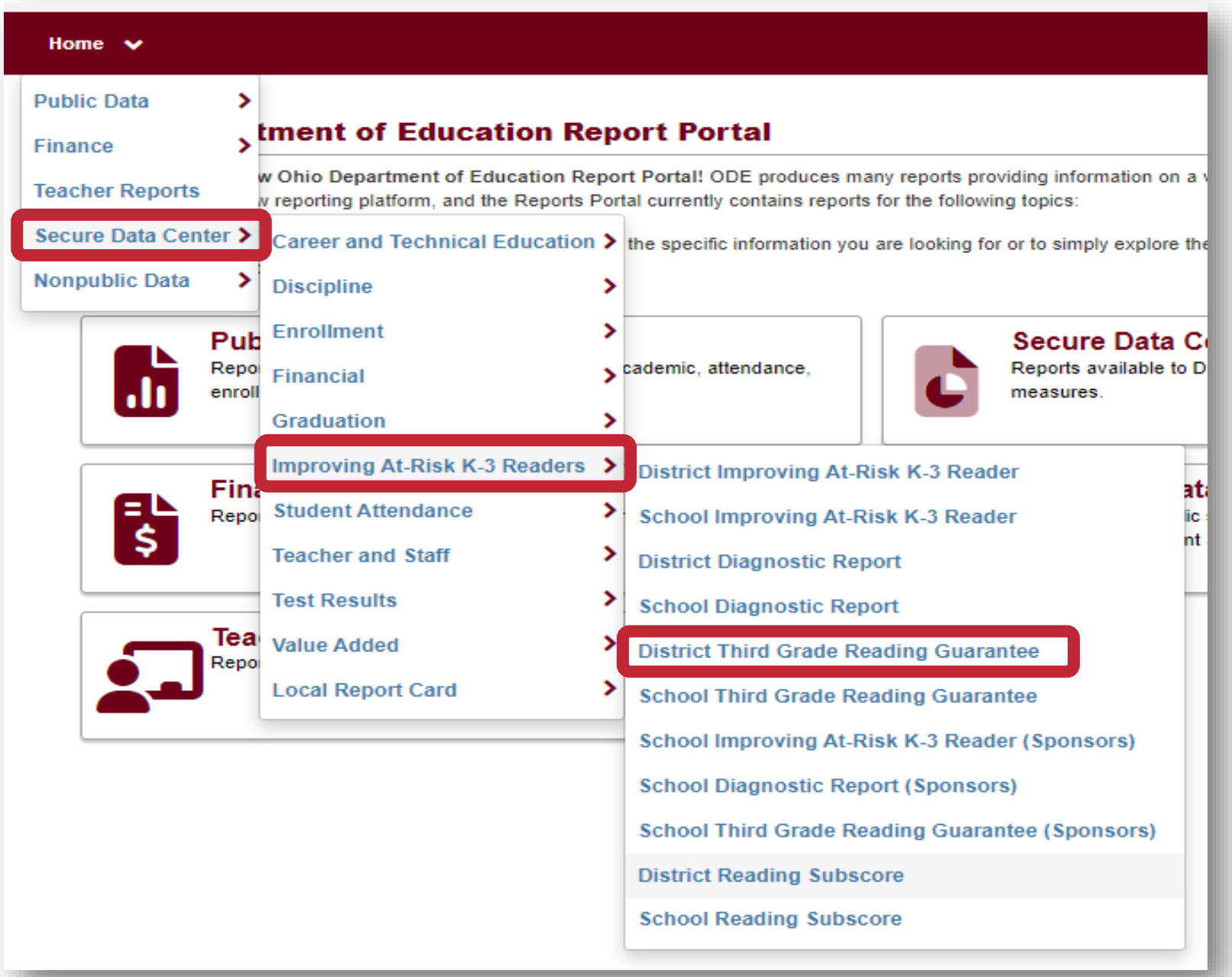
- Retention/Promotion Codes that indicate a student is promoted
  - “*”, “D”, “E”, “F”, “G”, “J”, “K”, “L”, “M”, “N”, “2”, “3”, “4”
  - Numerator

- 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

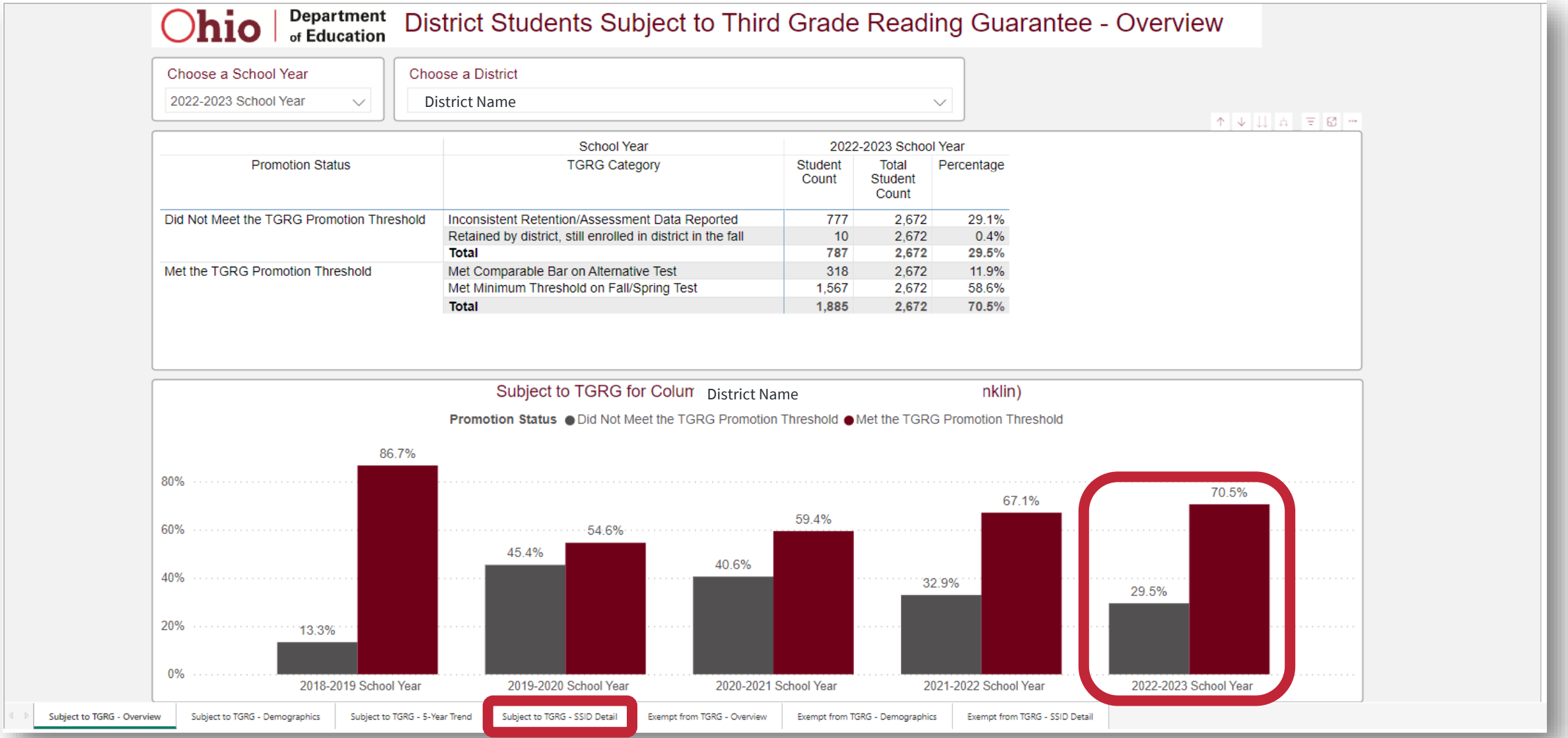
CALCULATION 4TH GRADE PROMOTION



SECURE DATA CENTER

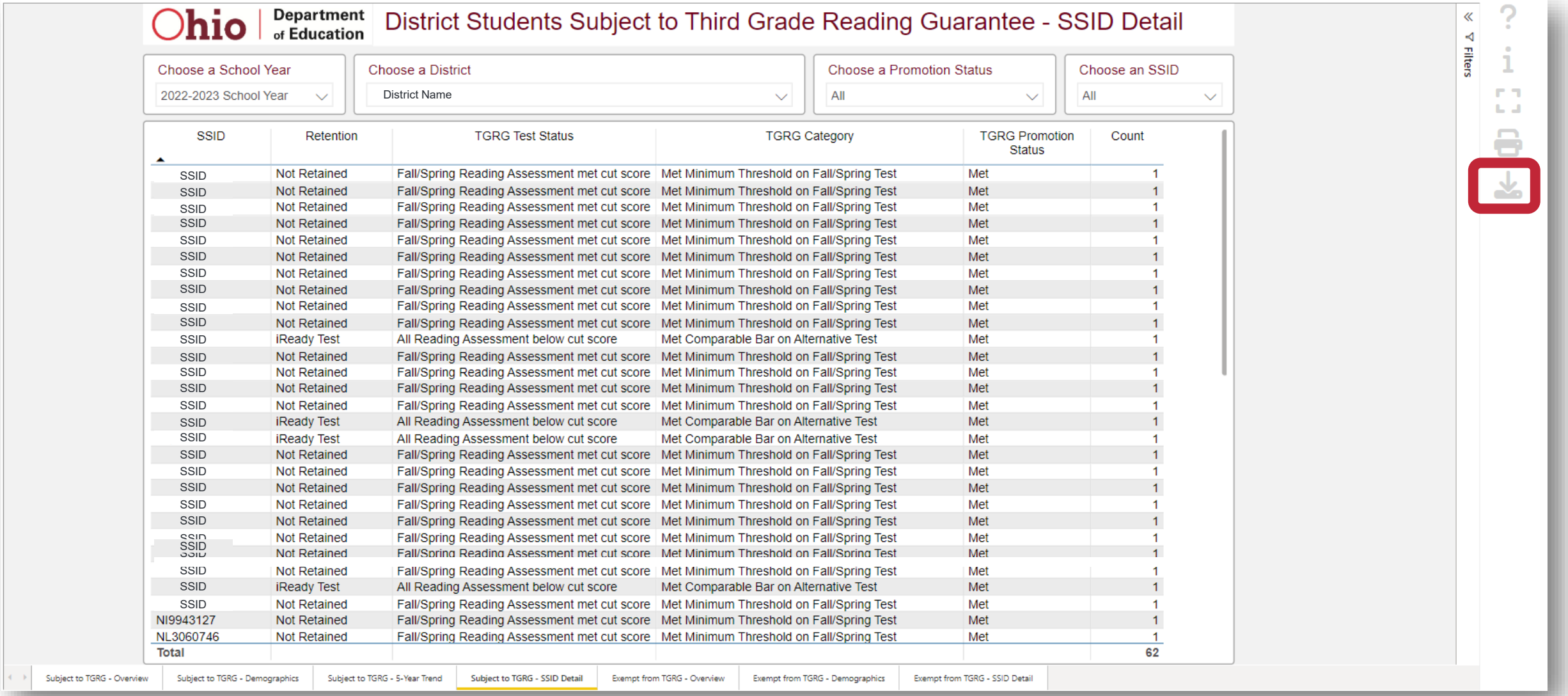


STUDENTS SUBJECT TO 3RD GRADE READING GUARANTEE



Promotion Status	School Year TGRG Category	2022-2023 School Year Student Count	Total Student Count	Percentage
Did Not Meet the TGRG Promotion Threshold	Inconsistent Retention/Assessment Data Reported	777	2,672	29.1%
	Retained by district, still enrolled in district in the fall	10	2,672	0.4%
	Total	**787**	**2,672**	**29.5%**
Met the TGRG Promotion Threshold	Met Comparable Bar on Alternative Test	318	2,672	11.9%
	Met Minimum Threshold on Fall/Spring Test	1,567	2,672	58.6%
	Total	**1,885**	**2,672**	**70.5%**

SSID DETAIL


Ohio | Department of Education
District Students Subject to Third Grade Reading Guarantee - SSID Detail
Choose a School Year
2022-2023 School Year
Choose a District
District Name
Choose a Promotion Status
All
Choose an SSID
All
Filters
SSID | Retention | TGRG Test Status | TGRG Category | TGRG Promotion Status | Count
SSID | Not Retained | Fall/Spring Reading Assessment met cut score | Met Minimum Threshold on Fall/Spring Test | Met | 1
SSID | Not Retained | Fall/Spring Reading Assessment met cut score | Met Minimum Threshold on Fall/Spring Test | Met | 1
SSID | Not Retained | Fall/Spring Reading Assessment met cut score | Met Minimum Threshold on Fall/Spring Test | Met | 1
SSID | Not Retained | Fall/Spring Reading Assessment met cut score | Met Minimum Threshold on Fall/Spring Test | Met | 1
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SSID | Not Retained | Fall/Spring Reading Assessment met cut score | Met Minimum Threshold on Fall/Spring Test | Met | 1
SSID | iReady Test | All Reading Assessment below cut score | Met Comparable Bar on Alternative Test | Met | 1
SSID | Not Retained | Fall/Spring Reading Assessment met cut score | Met Minimum Threshold on Fall/Spring Test | Met | 1
SSID | Not Retained | Fall/Spring Reading Assessment met cut score | Met Minimum Threshold on Fall/Spring Test | Met | 1
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SSID | Not Retained | Fall/Spring Reading Assessment met cut score | Met Minimum Threshold on Fall/Spring Test | Met | 1
SSID | iReady Test | All Reading Assessment below cut score | Met Comparable Bar on Alternative Test | Met | 1
SSID | Not Retained | Fall/Spring Reading Assessment met cut score | Met Minimum Threshold on Fall/Spring Test | Met | 1
NI9943127 | Not Retained | Fall/Spring Reading Assessment met cut score | Met Minimum Threshold on Fall/Spring Test | Met | 1
NL3060746 | Not Retained | Fall/Spring Reading Assessment met cut score | Met Minimum Threshold on Fall/Spring Test | Met | 1
Total | | | | | 62
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

FILTERING TO STUDENT

Note: A count of '0' is not used or included in report card aggregations.

	A	B	C	D	E	F
1	SSID	Retention	TGRG Test Status	TGRG Category	TGRG Promotion Statu	Cou
2	SSID	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
3	SSID	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
4	SSID	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
5	SSID	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
6	SSID	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
7	SSID	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
8	SSID	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
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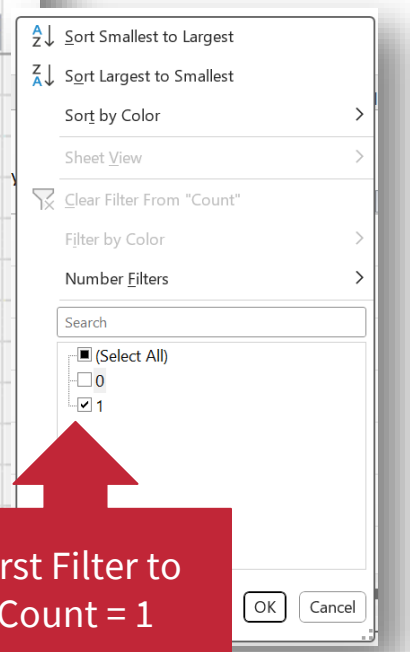
10	SSID	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
11	SSID	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
12	SSID	iReady Test	All Reading Assessment below cut score	Met Comparable Bar on Alternative Test	Met	1
13	SSID	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	
14	SSID	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	
15	SSID	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	
16	SSID	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	
17	SSID	iReady Test	All Reading Assessment below cut score	Met Comparable Bar on Alternative Test	Met	1
18	SSID	iReady Test	All Reading Assessment below cut score	Met Comparable Bar on Alternative Test	Met	1
19	SSID	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1



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CONT.

Next Filter to Met

	A	B	C	D	E	F
1	SSID	Retention	TGRG Test Status	TGRG Category	TGRG Promotion Statu	Cou
2	SSID	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
3	SSID	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
4	SSID	Not Retained	Fall/Spring Reading Assessment met cut score	Met Minimum Threshold on Fall/Spring Test	Met	1
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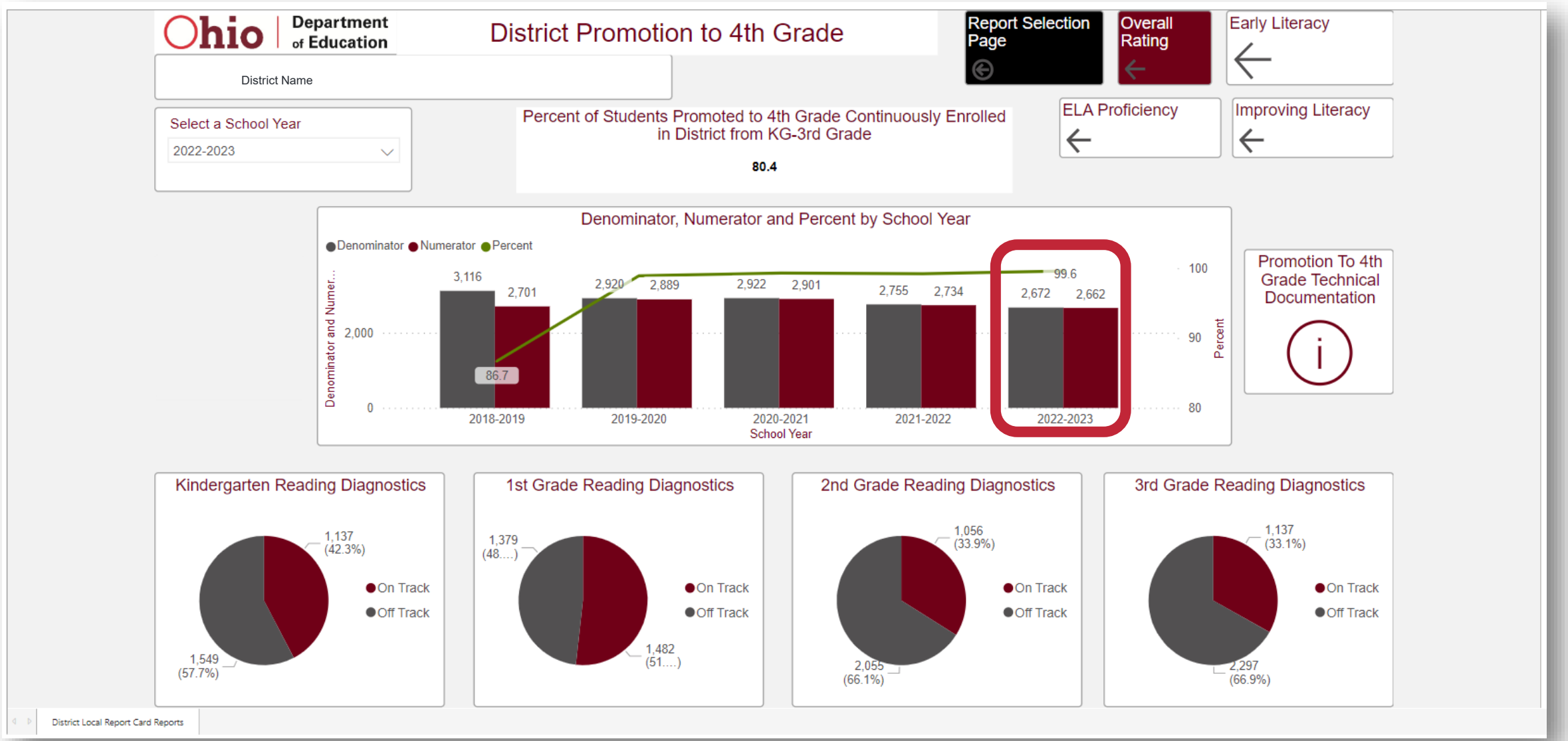
17	SSID	iReady Test	All Reading Assessment below cut score	Met Comparable Bar on Alternative Test	Met	1
18	SSID	iReady Test	All Reading Assessment below cut score	Met Comparable Bar on Alternative Test	Met	1

PROMOTION TO 4TH GRADE ON REPORT CARD



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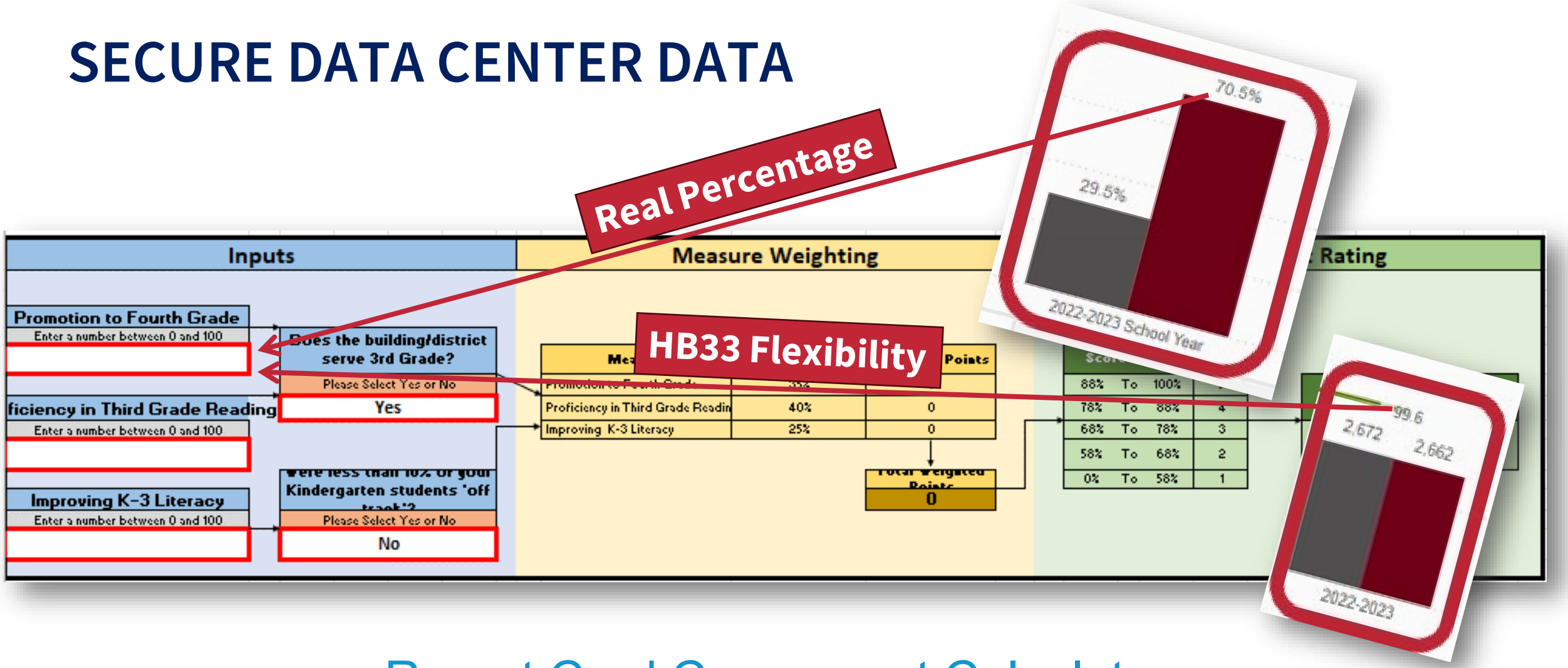


[Report Card Component Calculator]

- Early Literacy Tab

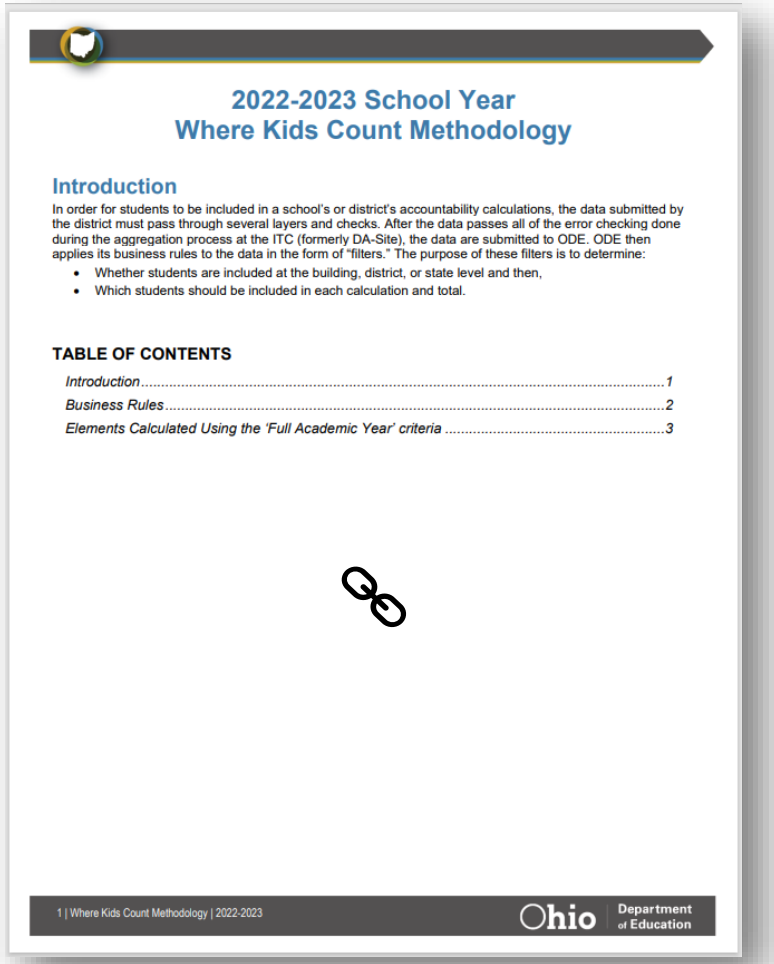
IMPROVING K-3 LITERACY

HERE'S WHAT

- 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 2021 and fall of 2022 as well as results from the 2022-2023 state English language arts test.

Measure	Measure Percentage
Proficiency In Third Grade Reading	59.4%
Promotion to Fourth Grade	100.0%
Improving K-3 Literacy	49.2%
Early Literacy Component	**71.1%**

What students count in the Promotion to Fourth Grade measure?



2022-2023 School Year
Where Kids Count Methodology

Introduction

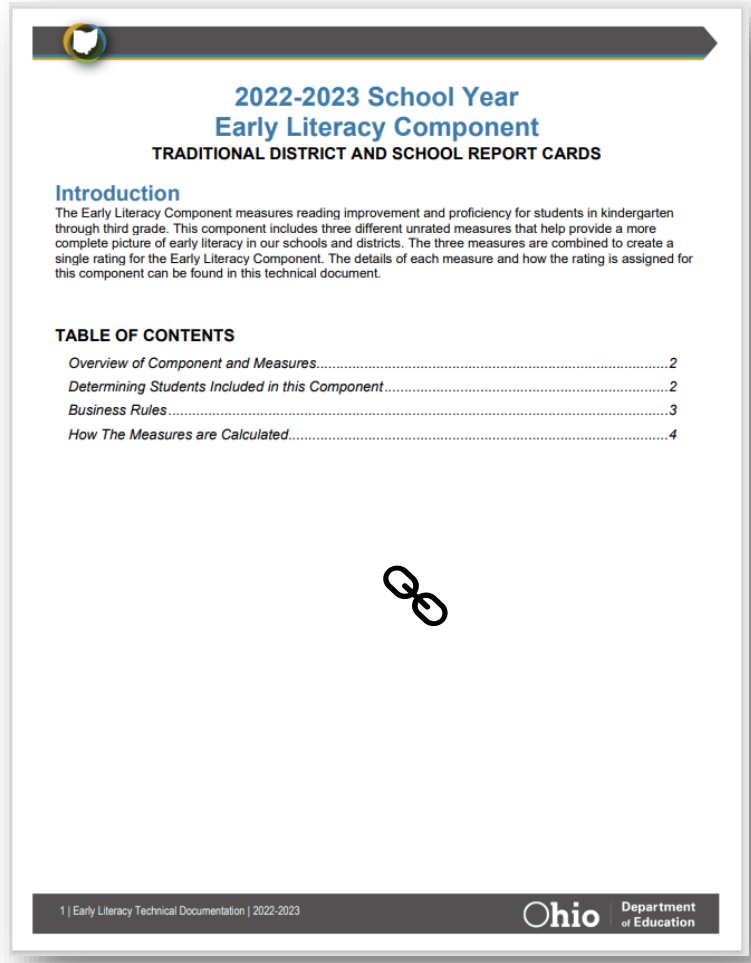
In order for students to be included in a school's or district's accountability calculations, the data submitted by the district must pass through several layers and checks. After the data passes all of the error checking done during the aggregation process at the ITC (formerly DA-Site), the data are submitted to ODE. ODE then applies its business rules to the data in the form of "filters." The purpose of these filters is to determine:

- Whether students are included at the building, district, or state level and then,
- Which students should be included in each calculation and total.

TABLE OF CONTENTS

Introduction 1
Business Rules 2
Elements Calculated Using the 'Full Academic Year' criteria 3

1 | Where Kids Count Methodology | 2022-2023 Ohio Department of Education



2022-2023 School Year
Early Literacy Component
TRADITIONAL DISTRICT AND SCHOOL REPORT CARDS

Introduction

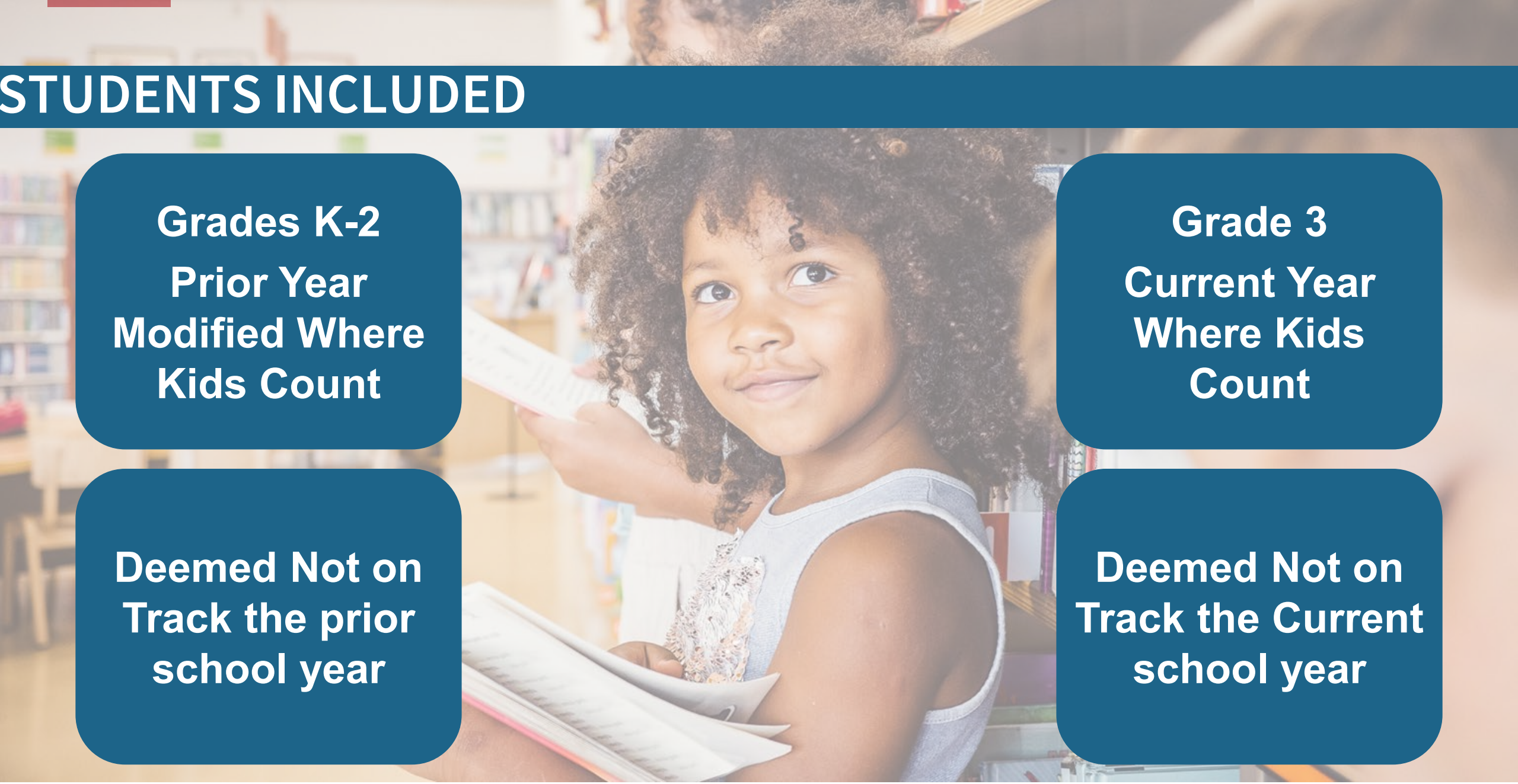
The Early Literacy Component measures reading improvement and proficiency for students in kindergarten through third grade. This component includes three different unrated measures that help provide a more complete picture of early literacy in our schools and districts. The three measures are combined to create a single rating for the Early Literacy Component. The details of each measure and how the rating is assigned for this component can be found in this technical document.

TABLE OF CONTENTS

Overview of Component and Measures 2
Determining Students Included in this Component 2
Business Rules 3
How The Measures are Calculated 4

1 | Early Literacy Technical Documentation | 2022-2023 Ohio Department of Education

STUDENTS INCLUDED



Grades K-2

Prior Year Modified Where Kids Count

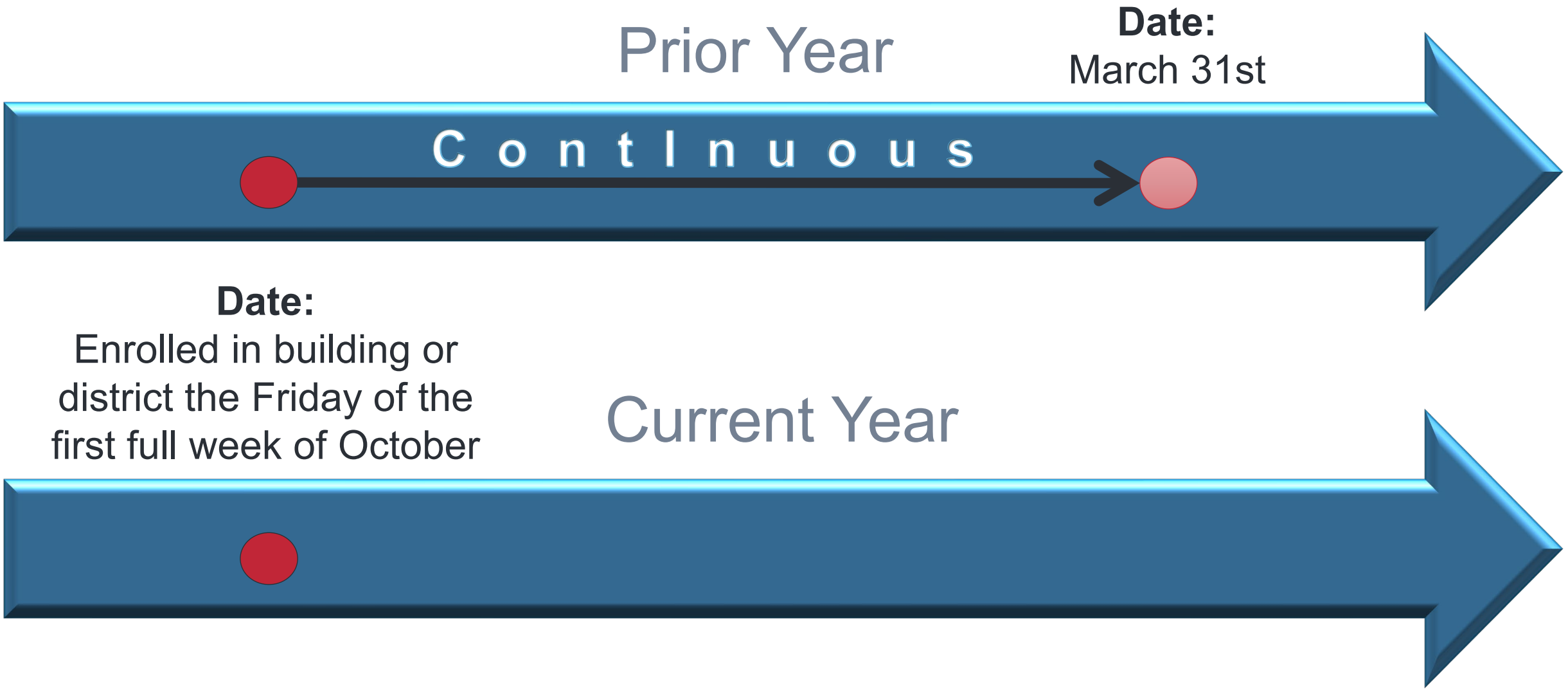
Deemed Not on Track the prior school year

Grade 3

Current Year Where Kids Count

Deemed Not on Track the Current school year

MODIFIED FULL ACADEMIC YEAR (FAY)



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'

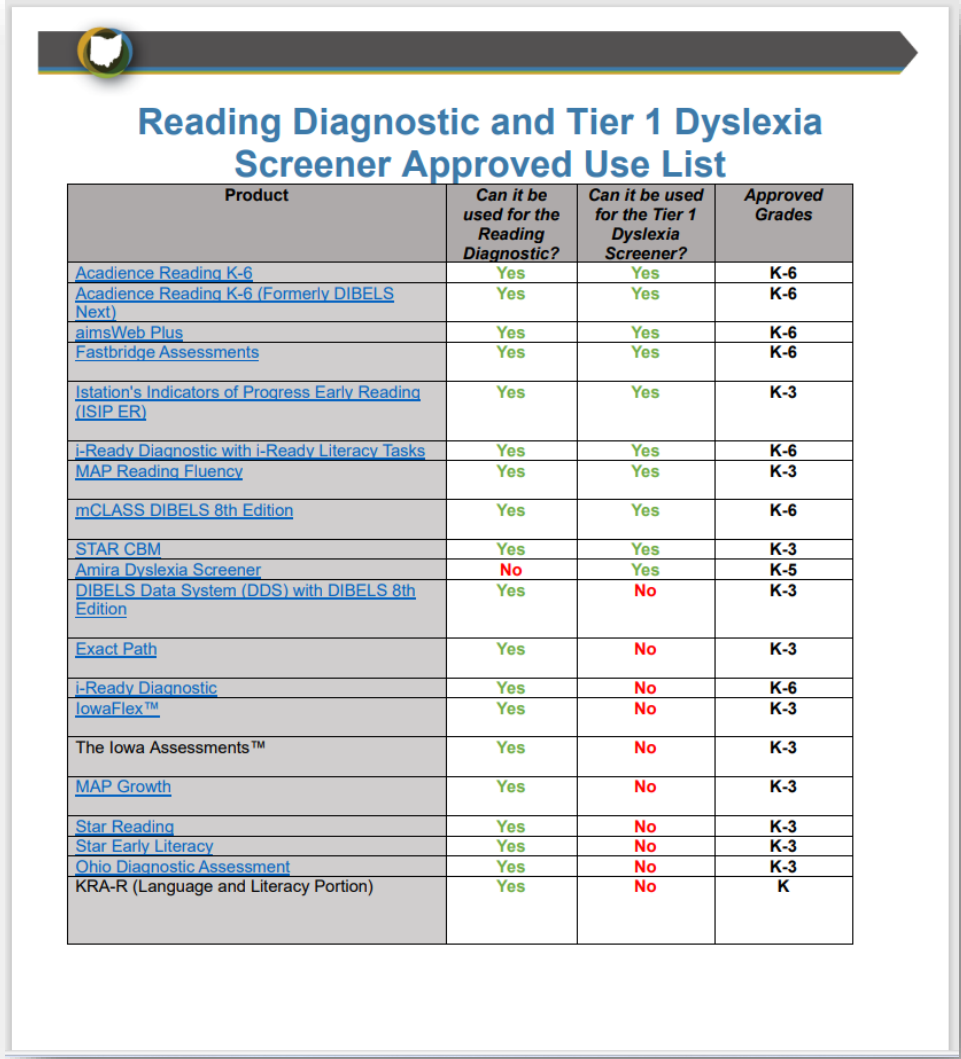
HOW MANY STUDENTS MUST WE HAVE?

- 10 Students

School & Grade Level	WKC ELA	Fall Reading Diagnostic- Off Track
Meadowbrook Third Grade	25	15
Cottonwood Third Grade	4	3

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



Reading Diagnostic and Tier 1 Dyslexia Screener Approved Use List

Product	Can it be used for the Reading Diagnostic?	Can it be used for the Tier 1 Dyslexia Screener?	Approved Grades
Acadience Reading K-6	Yes	Yes	K-6
Acadience Reading K-6 (Formerly DIBELS Next)	Yes	Yes	K-6
aimsWeb Plus	Yes	Yes	K-6
Fastbridge Assessments	Yes	Yes	K-6
Istation's Indicators of Progress Early Reading (ISIP ER)	Yes	Yes	K-3
i-Ready Diagnostic with i-Ready Literacy Tasks	Yes	Yes	K-6
MAP Reading Fluency	Yes	Yes	K-3
mCLASS DIBELS 8th Edition	Yes	Yes	K-6
STAR CBM	Yes	Yes	K-3
Amira Dyslexia Screener	No	Yes	K-5
DIBELS Data System (DDS) with DIBELS 8th Edition	Yes	No	K-3
Exact Path	Yes	No	K-3
i-Ready Diagnostic	Yes	No	K-6
IowaFlex™	Yes	No	K-3
The Iowa Assessments™	Yes	No	K-3
MAP Growth	Yes	No	K-3
Star Reading	Yes	No	K-3
Star Early Literacy	Yes	No	K-3
Ohio Diagnostic Assessment	Yes	No	K-3
KRA-R (Language and Literacy Portion)	Yes	No	K

DATA PAIRS

Year 1

Students deemed to be ‘Not on Track’ on KG reading Diagnostic

What percentage became ‘On Track’ on their 1st Grade Reading Diagnostic?

What percentage remained ‘Off Track’ on their 1st Grade Reading Diagnostic?

DATA PAIRS

Year 2

Students deemed to be ‘Not on Track’ on 1st Grade reading Diagnostic

What percentage became ‘On Track’ on their 2nd Grade Reading Diagnostic?

What percentage remained ‘Off Track’ on their 2nd Grade Reading Diagnostic?

DATA PAIRS

Year 3

Students deemed to be ‘Not on Track’ on 2nd reading Diagnostic

What percentage became ‘On Track’ on their 3rd Grade Reading Diagnostic?

What percentage remained ‘Off Track’ on their 3rd Grade Reading Diagnostic?

DATA PAIRS

Year 4

Students deemed to be ‘Not on Track’ on 3rd reading Diagnostic

What percentage became ‘On Track’(Proficient) on their 3rd Grade ELA Assessment?

What percentage remained ‘Off Track’ on their 3rd Grade ELA Assessment?

DATA PAIRS

Overall

Total Number of Students across the fours grades who were deemed to be ‘Not on Track’ with on of the Reading Diagnostic tests

What percentage became ‘On Track’ on the next test?

What percentage remained ‘Off Track’ on the next test?

	Kindergarten Diagnostic Fall 2020	1st Grade Diagnostic Fall 2021	2nd Grade Diagnostic Fall 2022	3rd Grade Diagnostic Fall 2023	3rd Grade ELA OST Score (highest score from Winter 23, Spring 24, Summer 24)
Sam	on-track	on-track	on-track	on-track	Scored a 752
Frank	on-track	off-track	on-track	off-track	Scored a 712
Ella	off-track	off-track	off-track	off-track	Scored a 684
Sara	off-track	on-track	off-track	on-track	Scored a 698

2021-2022 Report Card

Ella and **Sara** are included in the I**mproving K-3 measure** on the 2021-2022 report card. These two students were off-track when they took the diagnostic in the Fall of 2020, and the measure looks at whether the students who scored off-track were then able to get on-track when they took the diagnostic in the Fall of 1st grade.

2022-2023 Report Card

Frank and **Ella** are included on the **Improving K-3 Measure** on the 2022-2023 report card. These two students were off-track when they took the diagnostic in the Fall of 2021, and the measure looks at whether these students were able to get on-track when they took the diagnostic in the Fall of 2nd grade.

2023-2024 Report Card

Ella and **Sara** are included in the I**mproving K-3 measure** on the 2023-2024 report card. These two students were off-track when they took the diagnostic in the Fall of 2022, and the measure looks at whether the students who scored off-track were then able to get on-track when they took the diagnostic in the Fall of 3rd grade.

2023-2024 Report Card

Frank and **Ella** are included on the **Improving K-3 Measure** on the 2023-2024 report card. These two students were off-track when they took the diagnostic in the Fall of 2023, and the measure looks at whether these students were able to get on-track by scoring at least a 700 on the ELA Ohio State Test.

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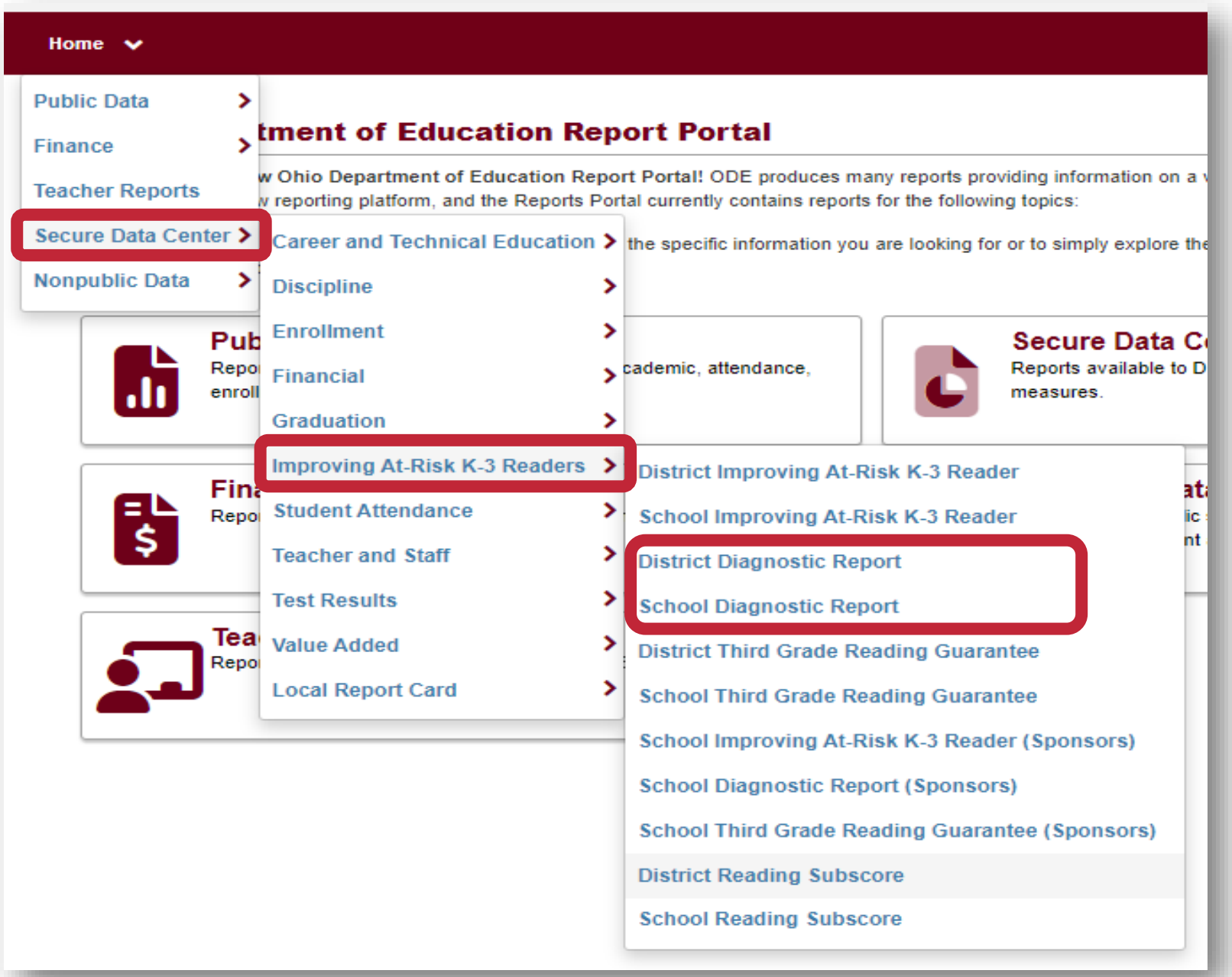


DIAGNOSTIC RESULTS

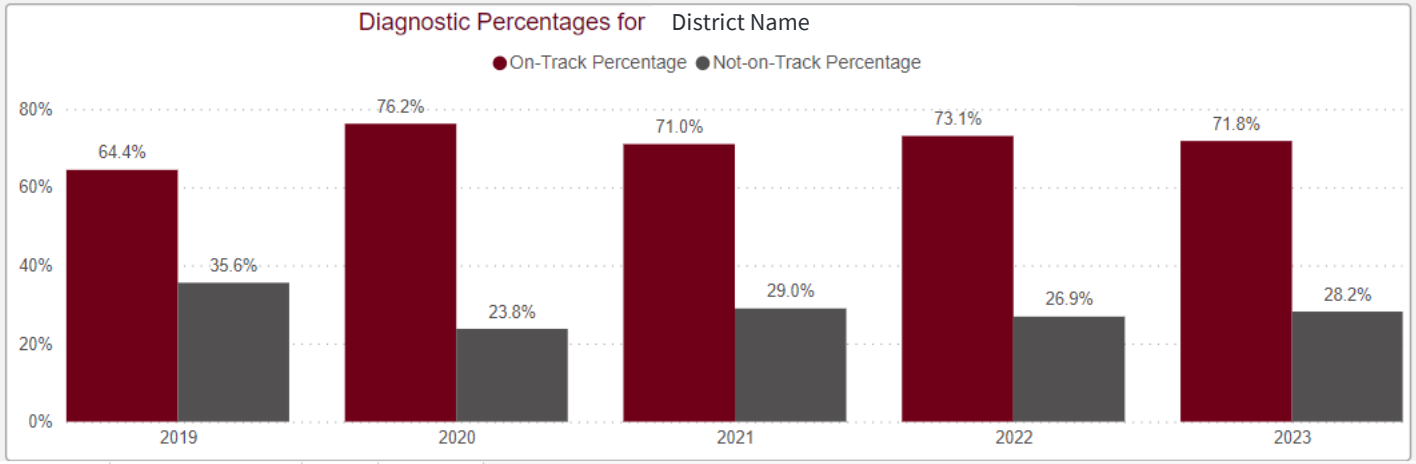
Ohio | Department of Education

District Diagnostic Results - Overview

Choose a School Year: 2022-2023 School Year

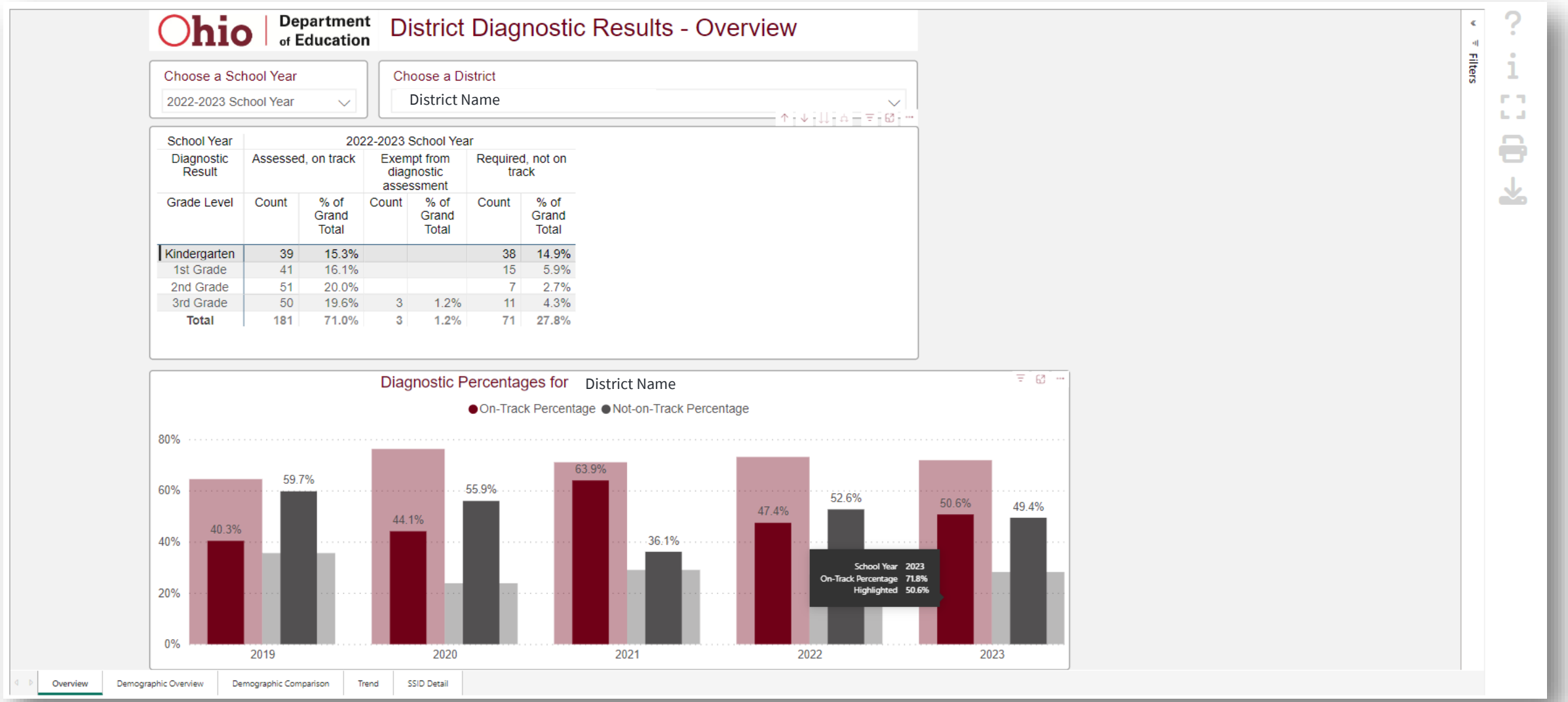
Choose a District: District Name

School Year	2022-2023 School Year					
Diagnostic Result	Assessed, on track		Exempt from diagnostic assessment		Required, not on track	
Grade Level	Count	% of Grand Total	Count	% of Grand Total	Count	% of Grand Total
Kindergarten	39	15.3%			38	14.9%
1st Grade	41	16.1%			15	5.9%
2nd Grade	51	20.0%			7	2.7%
3rd Grade	50	19.6%	3	1.2%	11	4.3%
Total	**181**	**71.0%**	**3**	**1.2%**	**71**	**27.8%**



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

DIAGNOSTIC RESULTS



School Year	2022-2023 School Year					
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Grade Level	Count	% of Grand Total	Count	% of Grand Total	Count	% of Grand Total
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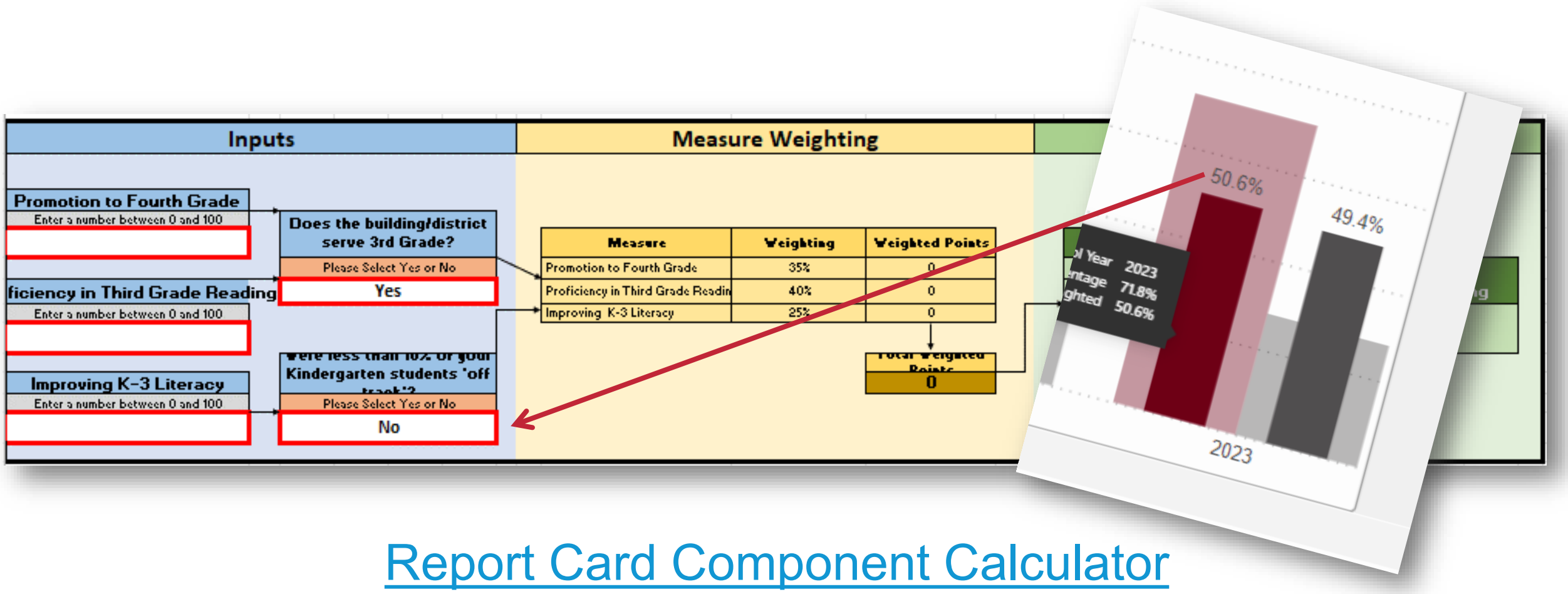

[Report Card Component Calculator]

- Early Literacy Tab

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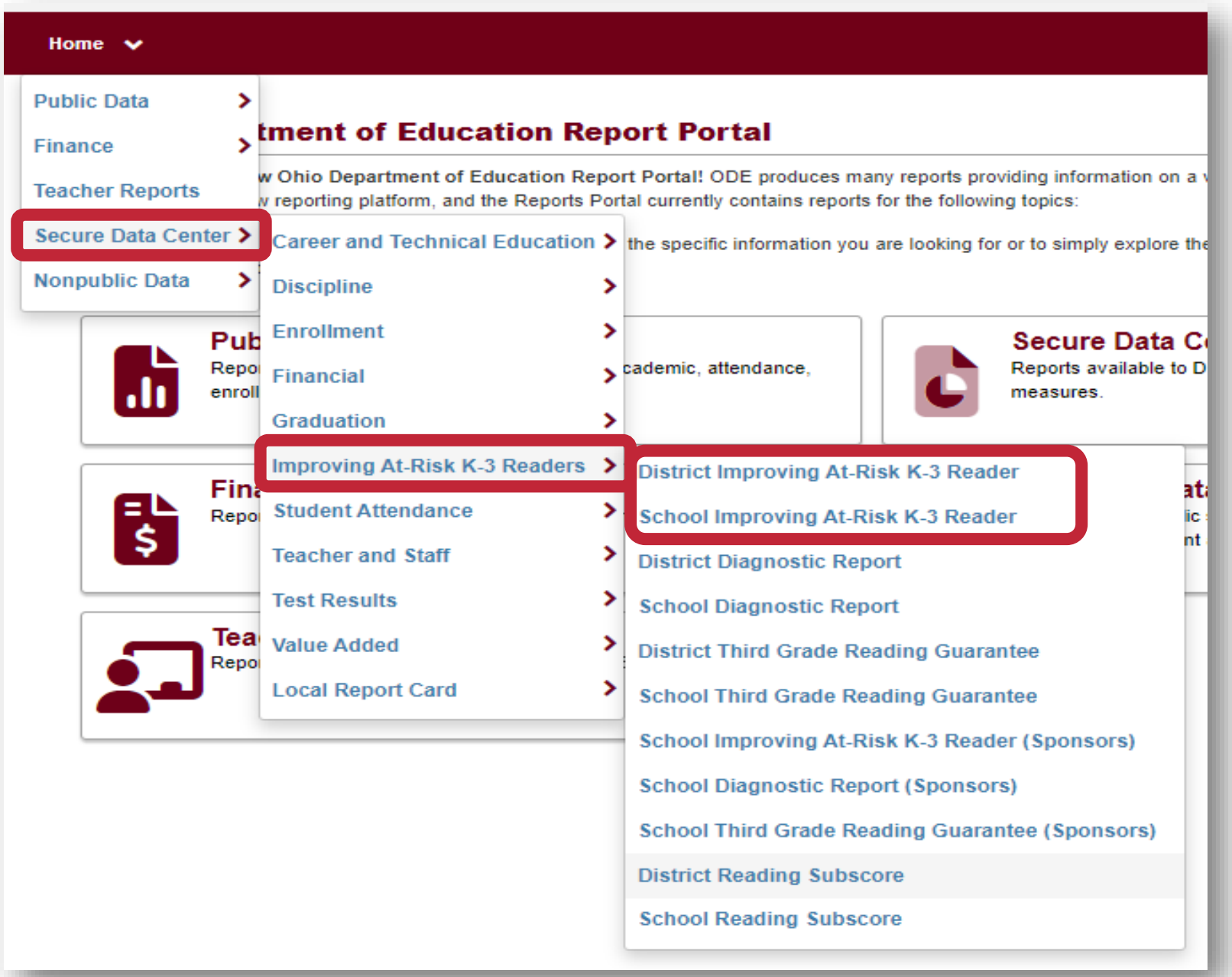
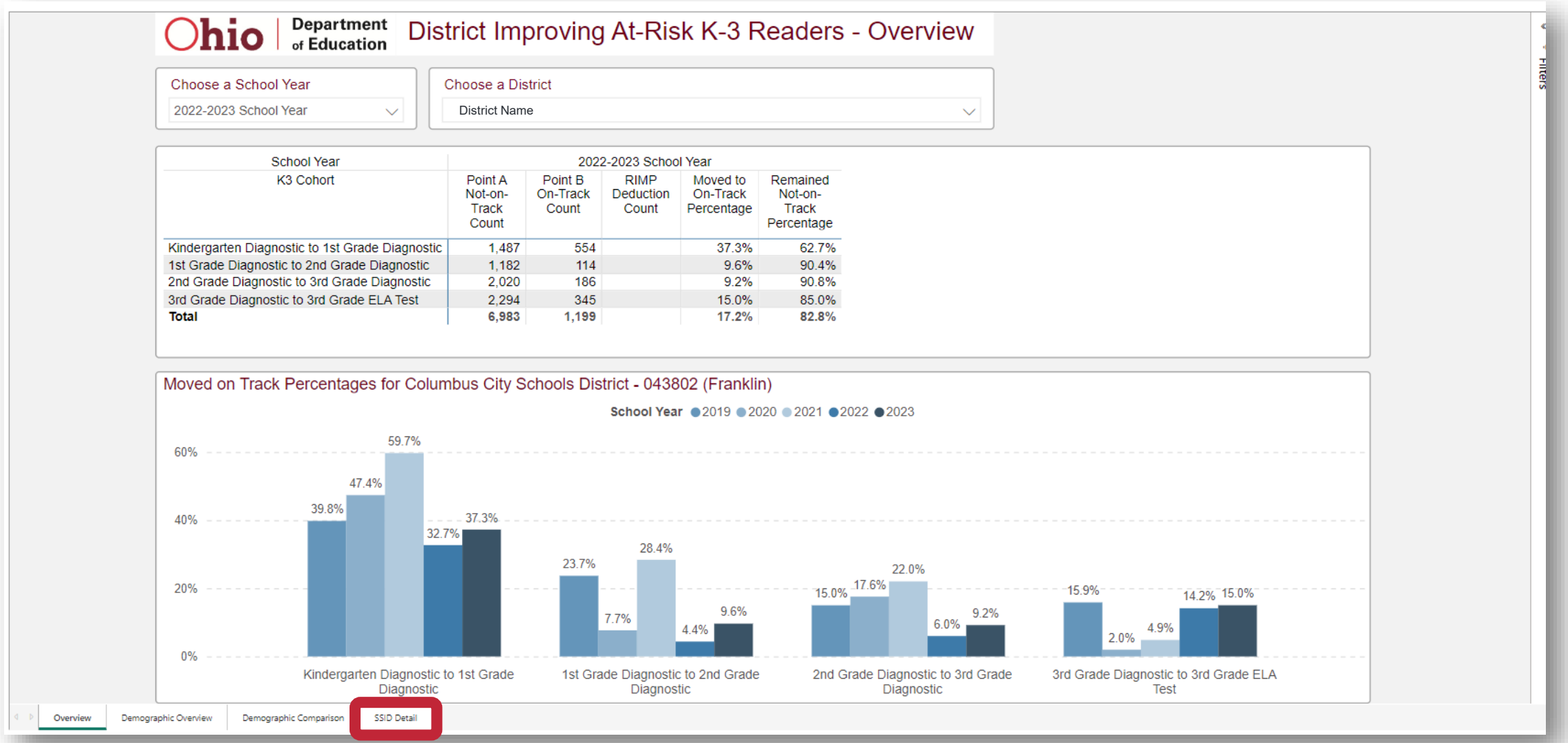
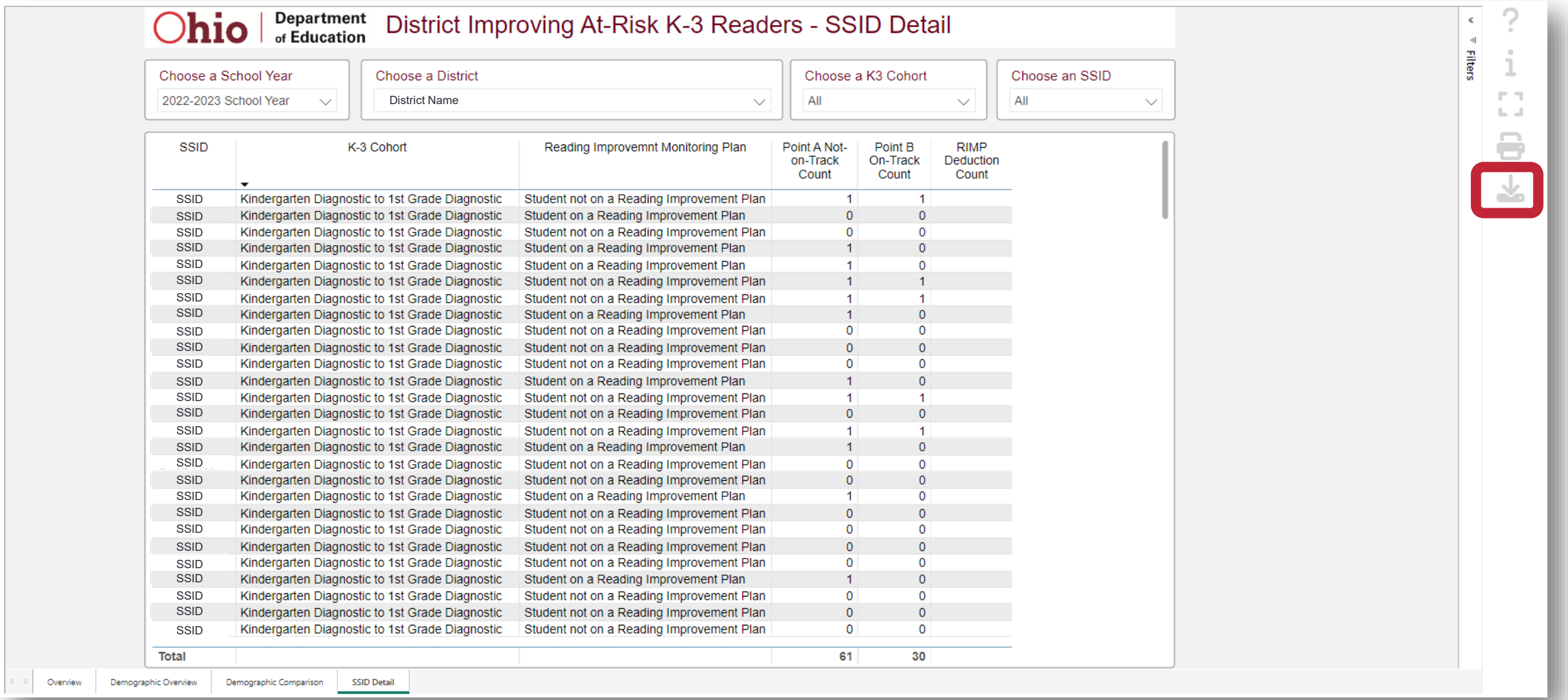


IMPROVING AT RISK K-3 READERS



School Year	2022-2023 School Year				
K3 Cohort	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	1,487	554		37.3%	62.7%
1st Grade Diagnostic to 2nd Grade Diagnostic	1,182	114		9.6%	90.4%
2nd Grade Diagnostic to 3rd Grade Diagnostic	2,020	186		9.2%	90.8%
3rd Grade Diagnostic to 3rd Grade ELA Test	2,294	345		15.0%	85.0%
Total	**6,983**	**1,199**		**17.2%**	**82.8%**

SSID DETAIL



SSID	K-3 Cohort	Reading Improvemnt Monitoring Plan	Point A Not-on-Track Count	Point B On-Track Count	RIMP Deduction Count
SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student not on a Reading Improvement Plan	1	1	
SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on a Reading Improvement Plan	0	0	
SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student not on a Reading Improvement Plan	0	0	
SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on a Reading Improvement Plan	1	0	
SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on a Reading Improvement Plan	1	0	
SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student not on a Reading Improvement Plan	1	1	
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SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on a Reading Improvement Plan	1	0	
SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student not on a Reading Improvement Plan	0	0	
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SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student not on a Reading Improvement Plan	1	1	
SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on a Reading Improvement Plan	1	0	
SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student not on a Reading Improvement Plan	0	0	
SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student not on a Reading Improvement Plan	0	0	
SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on a Reading Improvement Plan	1	0	
SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student not on a Reading Improvement Plan	0	0	
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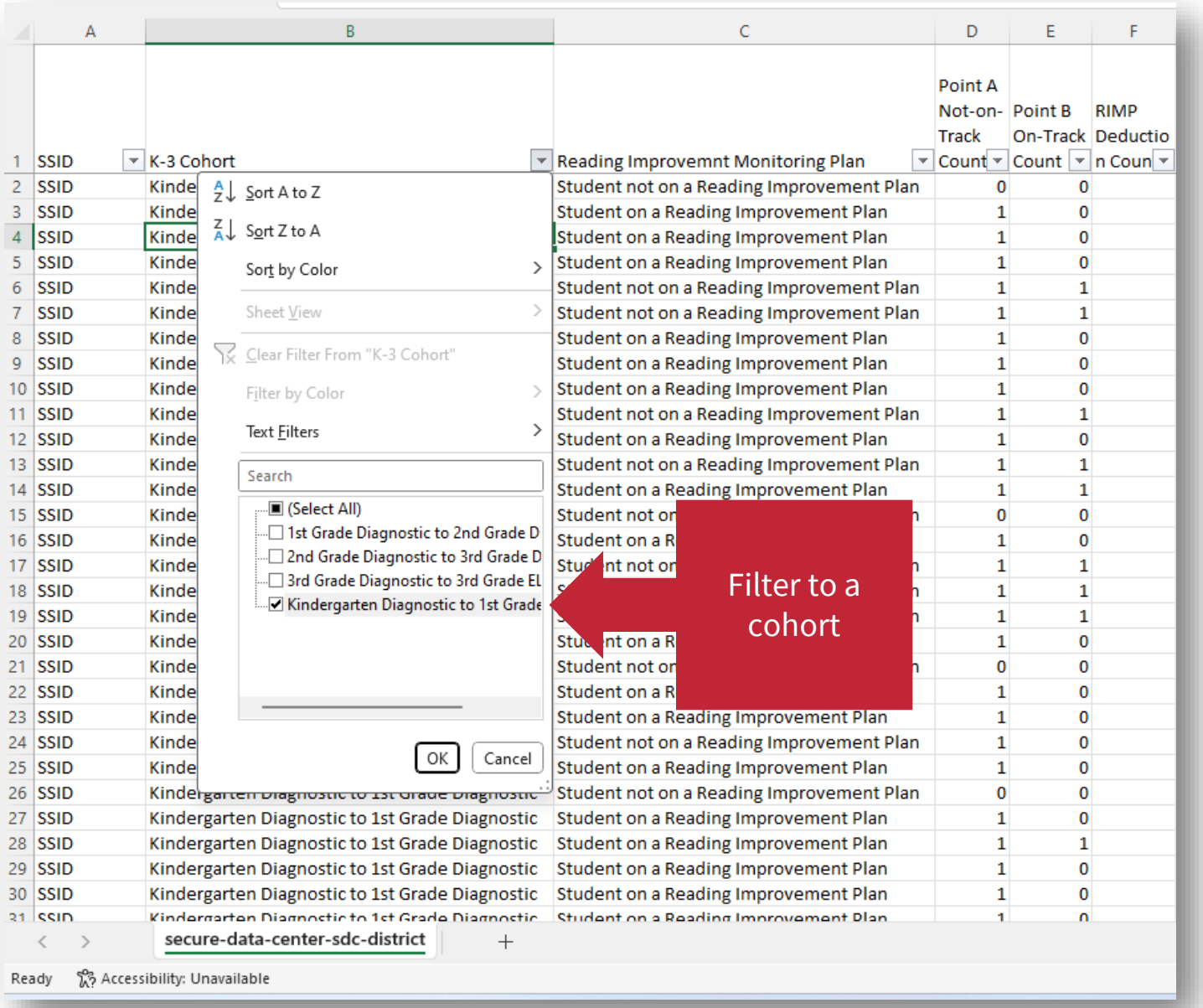
SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on a Reading Improvement Plan	1	0	
SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student not on a Reading Improvement Plan	0	0	
SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student not on a Reading Improvement Plan	0	0	
SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student not on a Reading Improvement Plan	0	0	
Total			**61**	**30**	

FILTERING TO STUDENTS



FILTERING TO STUDENTS

School Year		2022-2023 School Year			
K3 Cohort	Point A Not-on-Track Count	Point B On-Track Count	RIMP Deduction Count	Moved to On-Track Percentage	Remained Not-on-Track Percentage
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	A	B	C	D	E
1	SSID	K-3 Cohort	Reading Improvemnt Monitoring Plan	Point A Not-on-Track Count	Point B On-Track Count
3	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on		0
4	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on		0
5	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on		0
6	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student not		1
7	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student not		1
8	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on		0
9	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on		0
10	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on		0
11	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student not		1
12	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on		0
13	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student not		1
		Grade Diagnostic	Student on		
		Grade Diagnostic	Student on		
		Grade Diagnostic	Student not		
		Grade Diagnostic	Student not		
		Grade Diagnostic	Student not		
		Grade Diagnostic	Student on		
		Grade Diagnostic	Student on		
		Grade Diagnostic	Student on		0
		Grade Diagnostic	Student not		0
		Grade Diagnostic	Student on		0
27	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on		0
28	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on		1
29	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on		0
30	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on a Reading Improvement Plan	1	0
31	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on a Reading Improvement Plan	1	0
33	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on a Reading Improvement Plan	1	0
34	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student on a Reading Improvement Plan	1	0
35	SSID	Kindergarten Diagnostic to 1st Grade Diagnostic	Student not on a Reading Improvement Plan	1	0

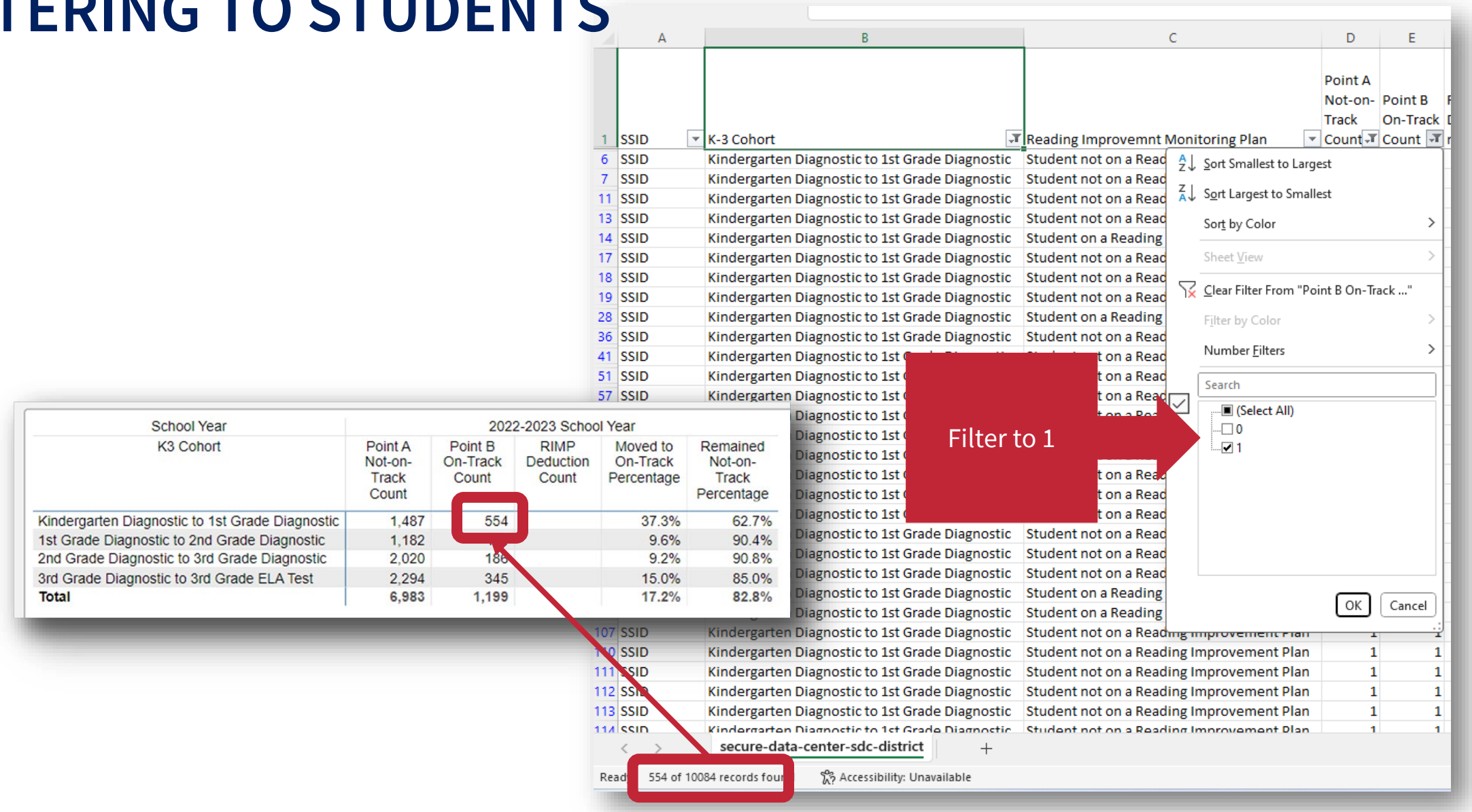
Sort Smallest to Largest
Sort Largest to Smallest
Sort by Color
Sheet View
Clear Filter From "Point A Not-on-Tr..."
Filter by Color
Number Filters
Search
(Select All)
0
1
OK
Cancel

Filter to 1

secure-data-center-sdc-district

Ready | 1487 of 10084 records found | Accessibility: Unavailable

FILTERING TO STUDENTS



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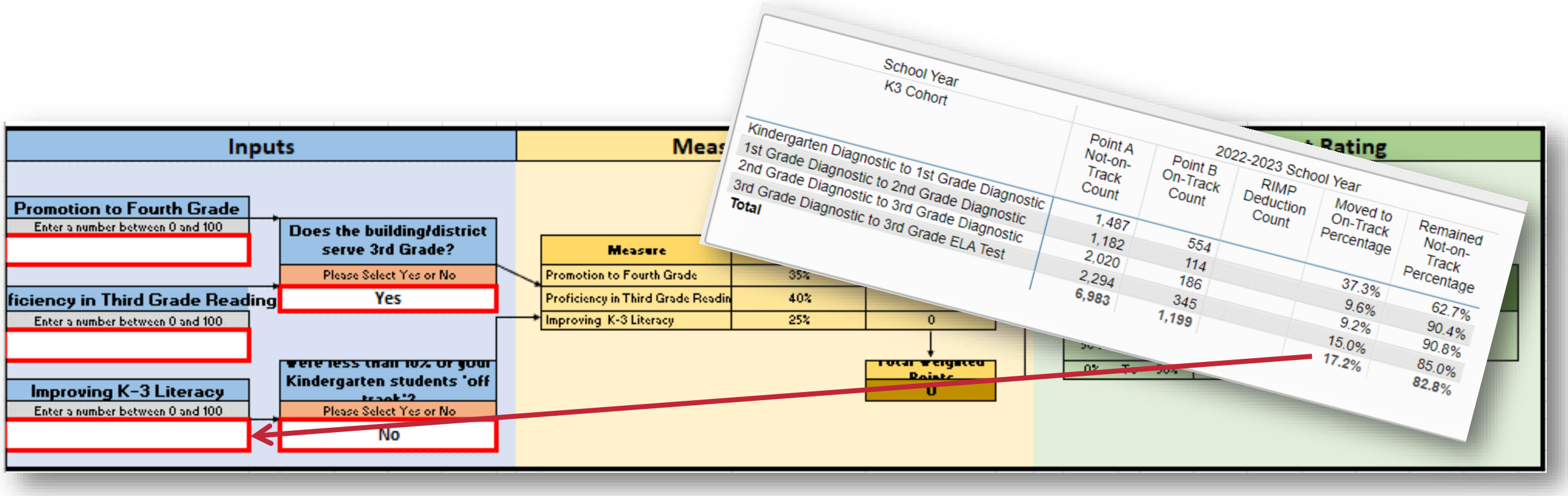
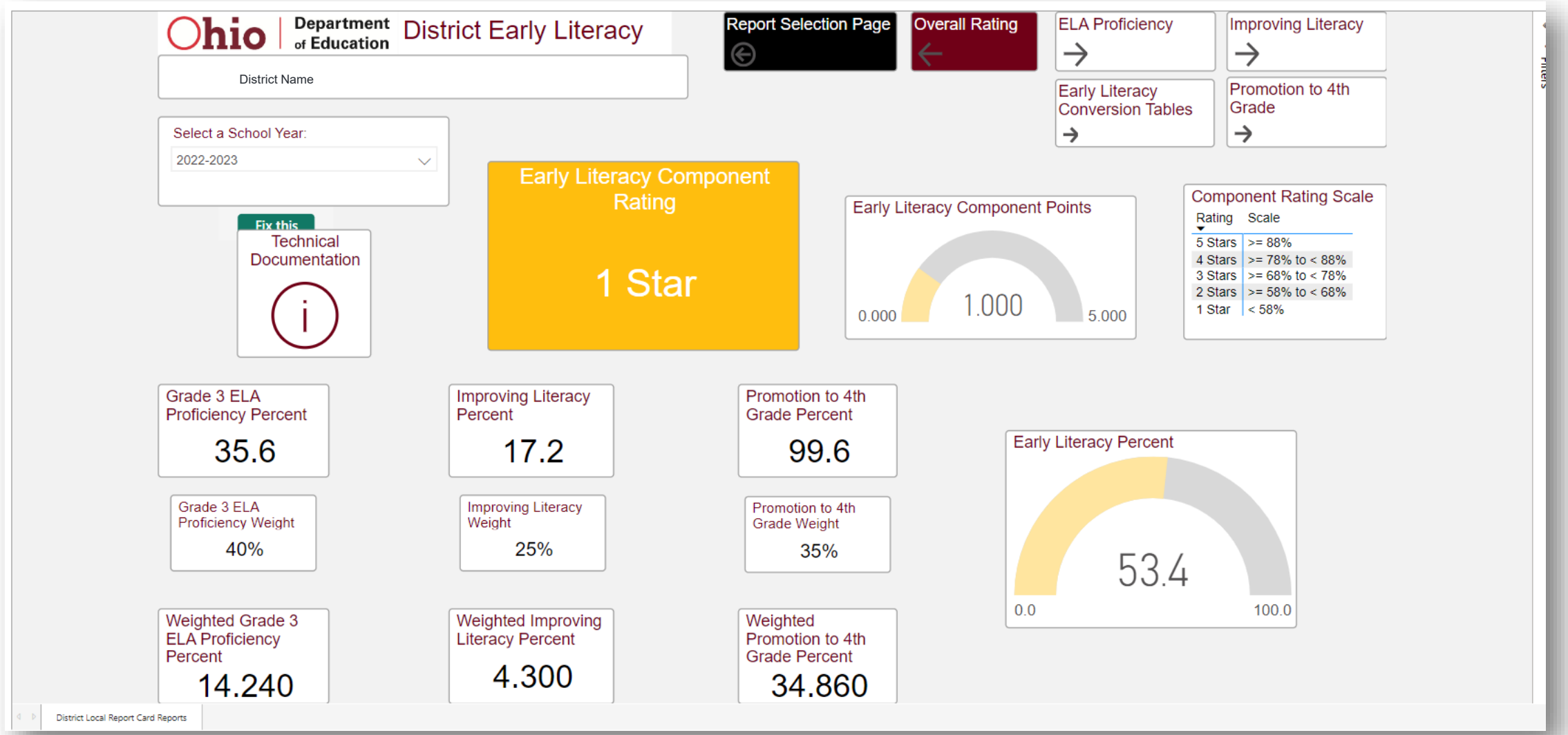


[Report Card Component Calculator]

- Early Literacy Tab

EARLY LITERACY REPORT CARD SDC



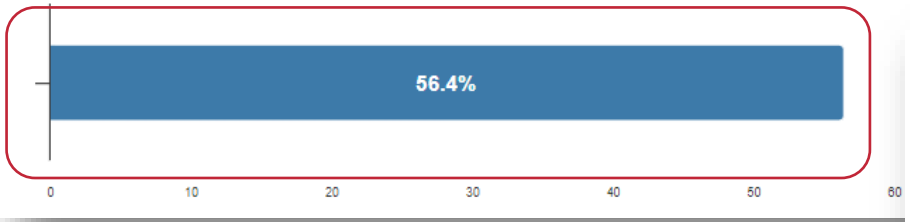
SO, WHAT?

- Validity of Screener
- Tier 1
- Is it a curriculum/instruction issue, a chronic absenteeism issue, or both?
- Intervention effectiveness and the different grade levels
- EMIS
- Connecting early literacy to overall achievement

HOW VALID IS MY SCREENER?

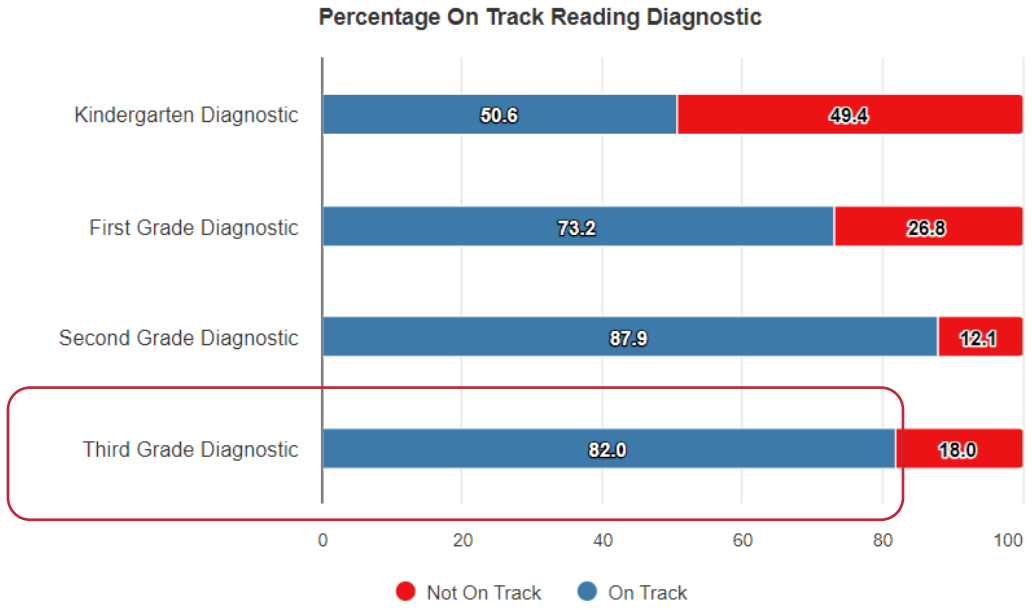
Proficiency in Third Grade Reading

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.



Fall 2022 Reading Diagnostics

The fall 2022 reading diagnostics in third grade are the baseline for third grade improvement on the 2023 Improving K-3 Literacy Measure. If greater than 90% of the kindergarten students in the fall of 2022 are not on track, the Improving K-3 Literacy Measure is not calculated and does not contribute to the Early Literacy Component.



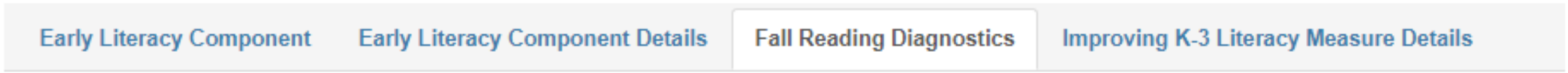
Fall Reading Diagnostics: Tier 1 - Core

- Ohio Materials Matter Reviews
- Ohio's Plan to Raise Literacy
- Read Ohio
- Literacy Academy on Demand
- Implementing Ohio's Plan to Raise Literacy Achievement: Resources for School Leaders

WHERE CAN I FIND?

Tier 1 - Core

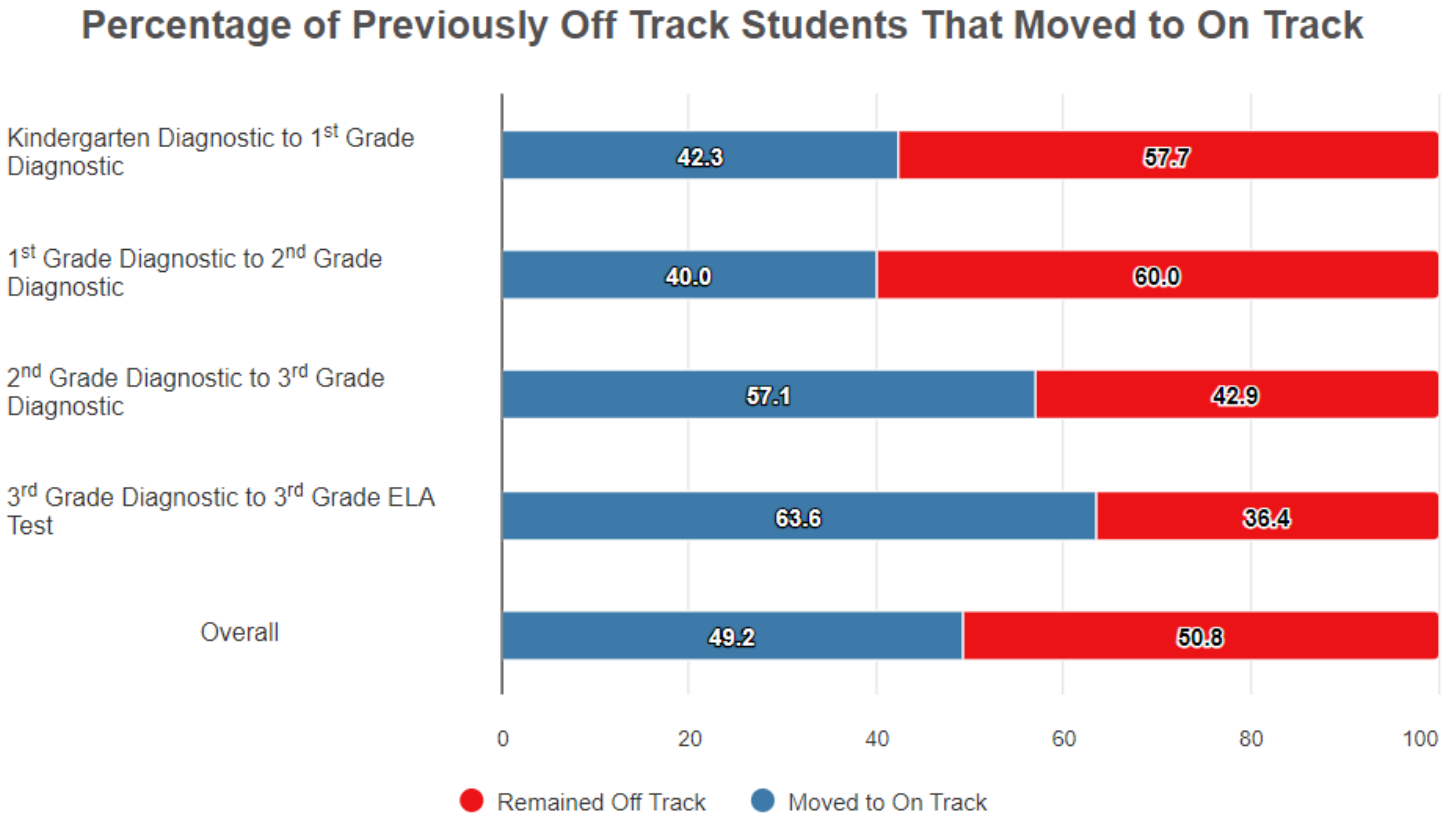
Intervention



Intervention

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

- Ohio Materials Matter Reviews
- Ohio's Plan to Raise Literacy
- Ohio's Dyslexia Guidebook
- RIMP Intervention Codes & RIMP Intervention Videos
- Read Ohio



NOW WHAT?

- What has been the focus to improve achievement?
- What does the data say in terms of how that has worked so far?
- Where are the bright spots? What is happening there?
- What is happening at Tier 1?
- What is happening for Intervention?
- Who is at the table discussing these things? Who might be missing from the table who needs to be there?
- In what ways can we shift our focus from admiring the problem to implementing best instructional practices?

CONTACT

Please contact the Office of Accountability with additional questions: **accountability@education.ohio.gov**

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