# **Analyzing Building and District Level Data to** Impact Student Outcomes



June 8, 2023





## Rachel Wakefield, Ed.S. Interim Director, Office of Accountability

# Agenda

## Introduction

## **General Report Card** Resources

Achievement

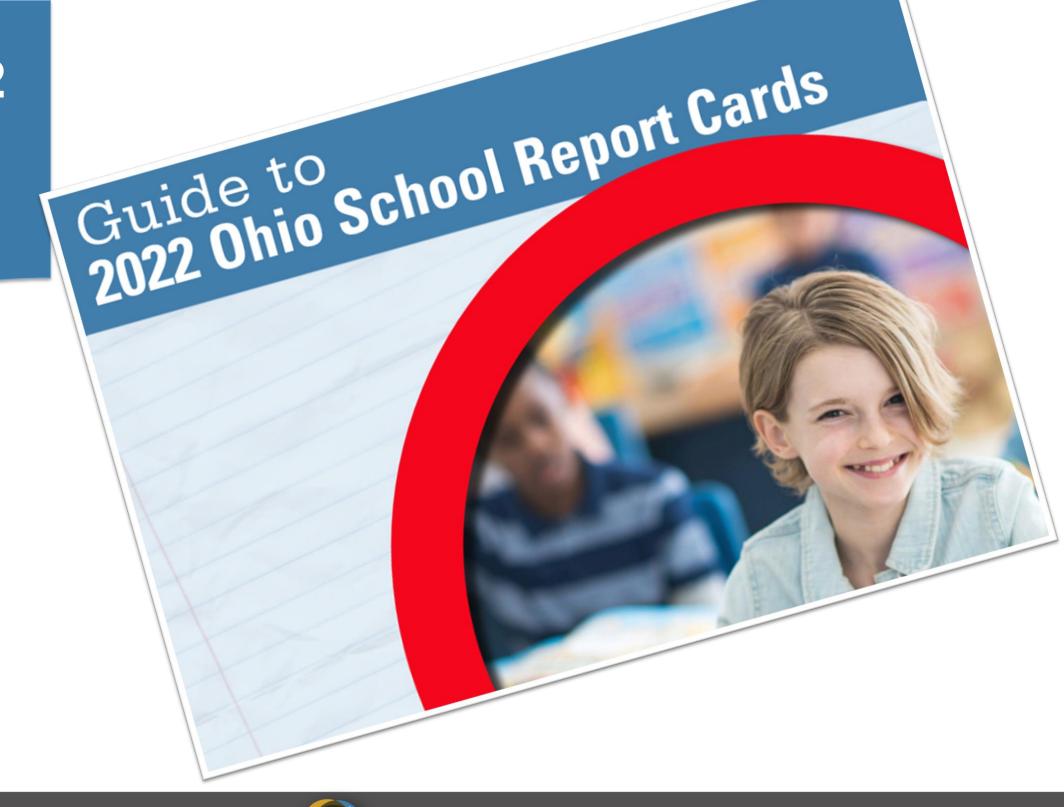
Early Literacy

Discussion





# Guide to 2022 Ohio School Report Card





# **Report Card** Resources

### SPREADSHEETS FOR THE 2021-2022 SCHOOL YEAR NOW AVAILABLE BELOW WITH THE OVERVIEW OF RATINGS AND GRADES.

All Districts 🗐 | Public Schools 🗐 | Community Schools 🗐 | Dropout Prevention and Recovery Schools 🗐 | Career Technical Planning Districts 🗐



Information on School and District Performance Management Data





### **Download Report** Card Data

### **Annual Reports** and Information

**Federal School** Improvement Identification

## **Technical Documents**

- **Overview of Measures**
- **Business Rules**
- Calculations
- **Component Ratings and** Descriptions

## **Report Card Component Calculator**

Excel spreadsheet with simulations

### **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 (CCWM) Readiness. 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. For more information, overview and detailed documents are available at the links below.

- 1. Achievement Component
- 2. Progress Component
- 3. Gap Closing Component
  - >> Chronic Absenteeism Improvement Indicator
  - English Learner 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
  - Positive Behavioral Interventions and Supports (PBIS)
  - » Opportunity to Learn
  - School Choice Options
  - » Wellness and Physical Education
  - » Attendance Rate
  - Expenditure Calculations and Rankings
  - Similar District Methodology
  - Education Management Information System (EMIS)
  - Report Card Component Calculator

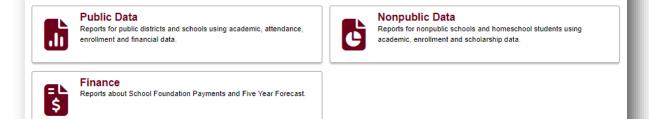


2022 Ohio School Report Card User Guide 🎵

### **Ohio Department of Education Report Portal**

Welcome to the new Ohio Department of Education Report Portal! ODE produces many reports providing information on a variety of topics. ODE is in the early stages of transitioning to a new reporting platform, and the Reports Portal currently contains reports for the following topics:

Select a report from the menu to run it. To help you zero in on the specific information you are looking for or to simply explore the data, most reports are interactive via dropdown lists, radio buttons, or check boxes.



## **Advanced Reports: Report Portal**

### **Download Data**

Data is available for all schools and districts in Microsoft Excel format.

2006-2007

2005-2006

Select one or more school years. To see files for all available school years, leave this filter empty.					
2021-2022	2013-2014				
2020-2021	2012-2013				
2019-2020	2011-2012				
2018-2019	2010-2011				
2017-2018	2009-2010				
2016-2017	2008-2009				
2015-2016	2007-2008				

2014-2015

**Building Achievement Ratin Building AMO Calculations Building AMO Calculations Building AMO Calculations Building AMO Calculations Building AMO Calculations** uilding AMO Calculat

Select a data file to download.

## **Download Data**

Exceeds state standards in	Achiev	vement				
cademic achievement	The Achievement Component measures students academic achievement using each level of performance on Ohio's State Tests.					
score proficient or higher. S student who takes a test. T	asures the test results o Schools and districts rece he higher the performance	f every student, not just those who eive points on the index for every ce level on the state tests, the more	The Performance proficient or highe	er on state tests. This	eports the percent of students v neasure does not factor into th for informational purposes only	e Achievement
	he maximum possible so e index scores in the sta		Indicators	Comparison	Achievement Levels	Trend
	84.8%	-		т	hird Grade	
	90.9 of a possible	9 107.3	E	nglish Language Art	5	82.5%
				Mathematics		78.1%
				Fe	ourth Grade	
			E	nglish Language Art	5	81.6%
						85.7%
Calculation Pie	Chart Trend			Mathematics		
Calculation Pie	Chart Trend	Duty.		F	ifth Grade	
Calculation Pie	Chart Trend	Points for	E			76.3%

**Report Card Page** 



## Student Recovery Dashboard





gs 2021-2022	<b>^</b>	
gs 2020-2021		
gs 2018-2019		
gs 2017-2018		
gs 2016-2017		
gs 2015-2016		
2020-2021		
2018-2019		
2017-2018		
2016-2017		
2015-2016		
2014-2015		

# **Achievement Component**

## Here's What.

## So What?

## Here's the data.

## So what does the data tell us?



hio

## **Now What?**

## Now what do we do?

### \*\*\*\*

Exceeds state standards in academic achievement

## Achievement

The Achievement Component measures students academic achievement using each level of performance on Ohio's State Tests.

### Performance Index

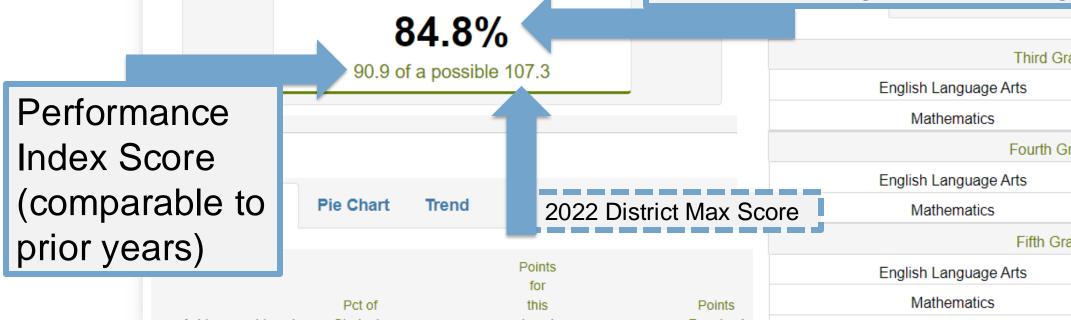
The Performance Index measures the test results of every student, not just those who score proficient or higher. Schools and districts receive points on the index for every student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The index score is divided by the ma

possible score. Each year the maximum possible score is determined by the the highest 2% performance index scores in the state.

### Performance Indicators

The Performance Indicators measure reports the percent of students who have scored proficient or higher on state tests. This measure does not factor into the Achievement Component rating - the data is reported for informational purposes only.

## Component Percentage used to assign star rating







g	vement Levels	Trend
Grad	e	
		82.5%
		78.1%
Grad	de	
		81.6%
		85.7%
Grade	e	
		76.3%
		71.2%

# **Achievement Component**

ACHIEVEMENT COMPONENT RATING SCALE AND DESCRIPTIONS						
Percentage of Maximum Points Earned	Rating	Rating Description				
Greater than or equal to 90% of Max Score	5 Stars	Significantly exceeds state standard achievement				
Greater than or equal to 80% but less than 90% of Max Score	4 Stars	Exceeds state standards in academ				
Greater than or equal to 70% but less than 80% of Max Score	3 Stars	Meets state standards in academic				
Greater than or equal to 50% but less than 70% of Max Score	2 Stars	Needs support to meet state st academic achievemer				
Less than 50% of Max Score	1 Star	Needs significant support to meet s in academic achieveme				

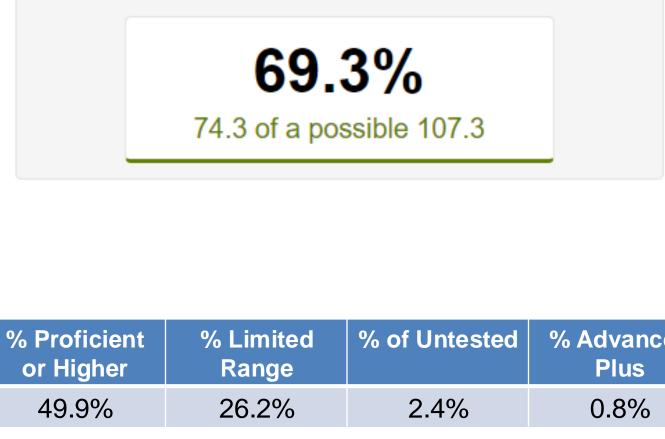
2021-2022 Achievement Component Technical Documentation



# rds in academic nic achievement ic achievement tandards in nt. state standards ent

# **Performance Index**

Calculation	Pie Chart	Trend			
Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.8	х	1.3	=	1
Advanced	9.4	x	1.2	=	11.3
Accomplished	15.5	x	1.1	=	17
Proficient	24.2	x	1.0	=	24.2
Basic	21.6	х	0.6	=	13
Limited	26.2	х	0.3	=	7.9
Untested	2.4	x	0.0	=	0.0
					74.3





Untested	% Advanced Plus
2.4%	0.8%



# **Performance Index**

Calculation	Pie Chart	Trend			
			Points		
			for		
	Pct of		this		Points
Achievement Level	Students		Level		Received
Advanced Plus	0.8	х	1.3	=	1
Advanced	9.4	x	1.2	=	11.3
Accomplished	15.5	x	1.1	=	17
Proficient	24.2	x	1.0	=	24.2
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Limited	26.2	х	0.3	=	7.9
Untested	2.4	х	0.0	=	0.0
					74.3

% Proficient or Higher	% Limited Range	% of
49.9%	26.2%	

### Across all subjects/grades...

- Around 50% of the students are proficient or higher.
- 1 in 4 students are REALLY struggling. •
- We have students in the Advanced Plus range. • How do students get in the Advanced Plus range?
- We are not testing over 2% of our students. What if we had tested those students? How would that have impacted our overall ranking?

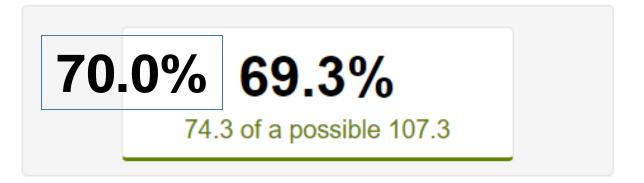


### Untested % Advanced Plus 2.4% 0.8%

# **Performance Index**

Calculation	Pie Chart	Trend			
			Points		
			for		
	Pct of		this		Points
Achievement Level	Students		Level		Received
Advanced Plus	0.8	х	1.3	=	1
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Accomplished	15.5	x	1.1	=	17
Proficient	24.2	х	1.0	=	24.2
Basic	21.6	х	0.6	=	13
Limited 28	8.6 26.2	х	0.3	= {	3.6 7.9
Untested	2.4	х	0.0	=	0.0
				75	.1 74.3

Greater than or equal to 70% but less to of Max Score Greater than or equal to 50% but less to of Max Score





than 80%	3 Stars
than 70%	2 Stars





# **Performance Index**

## **Grade/Subject Acceleration**

- How does this look in the district? What changes should we make (if any)? Are there other areas we need to consider within this area (e.g., EMIS reporting)

## **Untested Students**

- How can we get our "untested students" tested? Do we know who these untested students are? What has/hasn't worked in the past? What changes will be make moving forward?

## **Examine Other Data**

- What additional information do we need explore in order to do the "Now What" for student achievement?

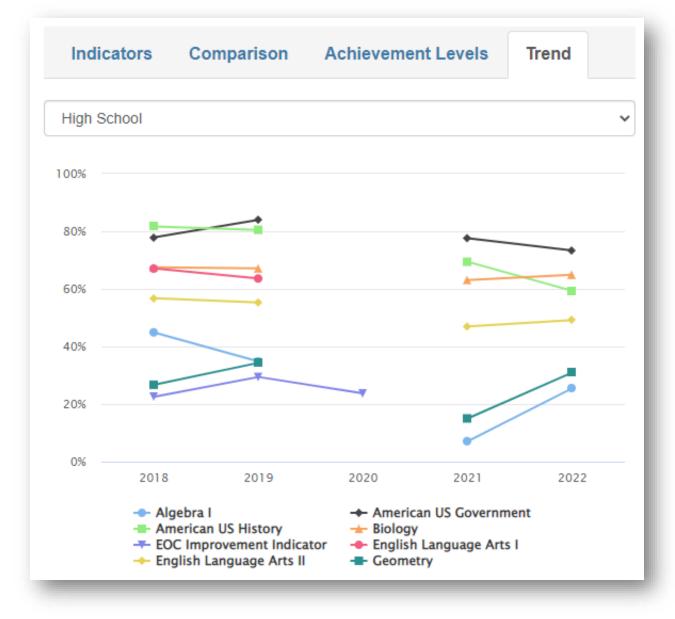




# **Performance Indicators**

### **Performance Indicators**

The Performance Indicators measure reports the perce proficient or higher on state tests. This measure does n Component rating - the data is reported for informations



Component rating	g - the data is reported	l for informatior
Indicators	Comparison	Achieven
	Se	venth Grade
E	nglish Language Art	s
	Mathematics	
	E	ighth Grade
E	nglish Language Art	s
	Mathematics	
	Science	
	Н	ligh School
	Algebra I	
Am	erican US Governme	ent
A	American US History	
	Biology	
En	glish Language Arts	П
	Geometry	



ent of students who have scored not factor into the Achievement nal purposes only.						
nen	nent Levels Trend					
	48.1%					
	43.3%					
	39.2%					
	25.5%					
	50.0%					
	34.6%					
	87.1%					
	67.9%					
	61.0%					
	57.6%					
	38.4%					

### Department of Education

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# **Performance Indicators**

Indicators	Comparison	Achievement Levels	Trend		
	Seventh Grade				
E	nglish Language Arts		48.1%		
	Mathematics		43.3%		
	Eig	jhth Grade			
E	nglish Language Arts		39.2%		
	Mathematics		25.5%		
	Science		50.0%		
	Hi	gh School			
	Algebra I		34.6%		
Am	erican US Governme	nt	87.1%		
F	American US History		67.9%		
	Biology		61.0%		
En	English Language Arts II		57.6%		
	Geometry		38.4%		

We can't intervene our way out of a Tier 1 problem.

Until we are at 80% proficiency, we need to first examine Tier 1 - Core Instruction.

Even after 80% proficiency, the first look needs to be at Tier 1 - Core Instruction.





# **Performance Indicators**

Indicators	Comparison	Achievement Levels	Trend		
	Seventh Grade				
E	nglish Language Arts		48.1%		
	Mathematics		43.3%		
	Eigl	hth Grade			
E	nglish Language Arts		39.2%		
	Mathematics		25.5%		
	Science		50.0%		
	Hig	ih School			
	Algebra I		34.6%		
Am	erican US Governmen	ıt	87.1%		
4	American US History		67.9%		
	Biology		61.0%		
Er	English Language Arts II		57.6%		
	Geometry		38.4%		

Is this a curriculum issue?

Is this an instruction issue?

Is this a chronic absenteeism issue?

Is this a combination of issues?





# **Performance Indicators**

Indicators	Comparison	Achievement Lev	els Trend	
Seventh Grade				
E	nglish Language Arts		48.1%	
	Mathematics		43.3%	
	Eig	hth Grade		
E	nglish Language Arts		39.2%	
	Mathematics		25.5%	
	Science		50.0%	
	Hi	gh School		
	Algebra I		34.6%	
Am	erican US Governme	nt	87.1%	
ŀ	American US History		67.9%	
	Biology		61.0%	
En	English Language Arts II		57.6%	
	Geometry		38.4%	

### Is this a curriculum issue?

- How do our curricular materials rate • on Ohio Materials Matter?
- If our curriculum is not listed on Ohio • Materials Matters, have we used the EdReports rubric to determine the strengths/weaknesses of our curriculum?



# **Performance Indicators**

Indicators	Comparison	Achievement Level	s Trend	
Seventh Grade				
E	nglish Language Arts	;	48.1%	
	Mathematics		43.3%	
	Ei	ghth Grade		
E	nglish Language Arts	;	39.2%	
	Mathematics		25.5%	
	Science		50.0%	
	н	igh School		
	Algebra I		34.6%	
Am	erican US Governme	ent	87.1%	
ŀ	American US History		67.9%	
	Biology		61.0%	
En	English Language Arts II		57.6%	
	Geometry		38.4%	

## Is this an instruction issue?

- Even if we have a High-Quality Instructional Materials (HQIM), are our teachers using them?
- What types of training and resources • are needed to help with implementation of HQIM?





# **Performance Indicators**

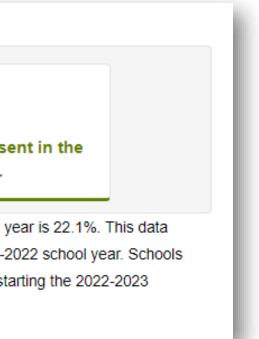
Indicators	Comparison	Achievement Levels	Trend		
	Seventh Grade				
E	nglish Language Arts	3	48.1%		
	Mathematics		43.3%		
	Ei	ghth Grade			
E	nglish Language Arts	3	39.2%		
	Mathematics		25.5%		
	Science		50.0%		
	н	igh School			
	Algebra I		34.6%		
Am	erican US Governme	ent	87.1%		
, And	American US History		67.9%		
	Biology		61.0%		
En	English Language Arts II		57.6%		
	Geometry		38.4%		

## Is this a chronic absenteeism issue? Chronic Absence 43.1% Of students were chronically absent in the 2021-2022 school year The annual performance goal for the 2021-2022 school year is 22.1%. This data

does not factor into the Gap Closing rating for the 2021-2022 school year. Schools and districts will be evaluated on chronic absenteeism starting the 2022-2023 school year.

\*The Chronic Absence rate can be found under the Gap Closing Component on the Report Card



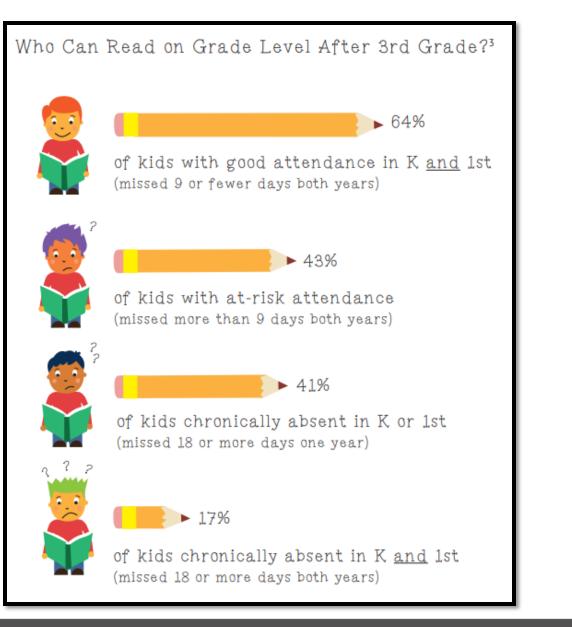






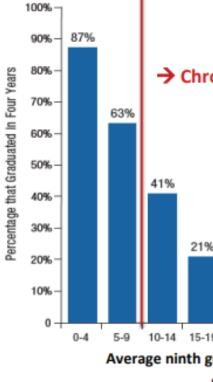
# **Performance Indicators**

### Is this a chronic absenteeism issue?



### Absence is very predictive of dropout / graduation 100% 90% 87% 80% Percentage that Graduated in Four Years → Chronically absent 70%semester in 9<sup>th</sup> 63% 60%· 50% 41% 40% 30%-21% 20% 10% 10-14 15-19 20-24 25-29 30-34 35-39 40 0-4Average ninth grade absences per semester Based on incoming freshman in 2001-02 UCHICAGO Consortium Source: Allensworth & Easton (2007)

Each week of absence per grade lowers the likelihood of graduating by 25 percentage points





Now What?

# **Performance Index & Indicators**

## Spend more time on...

- Examining proficiency trends in • grade levels and subjects
- **Ohio Materials Matter Reviews** •
- <u>Ohio's Plan to Raise Literacy</u> •
- **RIMP Intervention Codes & RIMP** • Intervention Videos
- Attendance Works •
- Ohio Statewide Family Engagement • Center

## Spend less time on...

"Don't focus on question types...but on five steps that can make students sophisticated and powerful readers." – Timothy Shanahan, How and How Not to Prepare Students for the **New Tests** 

"Focusing on the problem has likely districted us from focusing on the solution." Heather C. Hill, Does Studying Student Data **Really Raise Test Scores?** 

Think best instructional practices, effective interventions, and ways to get all students into complex texts











# **Performance Index & Indicators**

Follow the research and evidence!

- Performance Index 1.
  - Subject and/or grade level acceleration ullet
  - **Untested Students**  $\bullet$
  - % in Limited/Basic ullet
- Performance Indicators 2.
  - How is Tier 1/core across the board? Are we at 80% or higher? •
  - Is it a curriculum/instruction issue, a chronic absenteeism issue, or both? ullet
  - What trends do we notice across grade levels?  $\bullet$
- 3. EMIS







# Think – Pair – Share





## Ohio

# **Early Literacy Component**

## Here's What.

## So What?

## Here's the data.





## **Now What?**

### Department $\bigcirc$ hio

of Education

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

Early Literacy Component				
Measure	Percentage		<u>Weight</u>	
Proficiency in Third Grade Reading	50.0%	Х	40%	=
Promotion to Fourth Grade	100.0%	Х	35%	=
Improving K-3 Literacy	26.2%	Х	25%	=
Component Percent	61.6%			



## y literacy (K-3) acy (K-3) cy (K-3) ly literacy (K-3) in early literacy (K-3)

### Weighted %

20.0%

35.0%

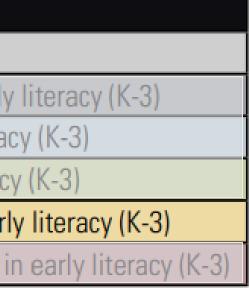
6.6%

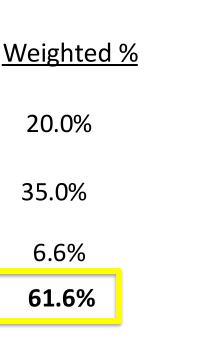
61.6%

Score Range	Rating		Rating Descript	tion
From 88% to 100%	5 Stars	Significantly exceed	ds state standard	ls in early
From 78% to less than 88%	4 Stars	Exceeds state standards in early li		arly litera
From 68% to less than 78%	3 Stars	Meets state	e standards in ea	rly literac
From 58% to less than 68%	2 Stars	Needs support to me	eet state standar	ds in earl
From 0% to less than 58%	1 Star	Needs significant support	to meet state st	andards i
	Early Li	teracy Compo	nent	
	Early Li	teracy Compo	nent	
Measure	Early Li	teracy Compo Percentage	nent <u>Weight</u>	<u>v</u>
Measure Proficiency in Third Grade Re				<u>v</u> =
	eading	Percentage	<u>Weight</u>	<u>\</u> = =
Proficiency in Third Grade Re	eading de	Percentage 50.0%	<u>Weight</u> X 40%	<u>\</u> 

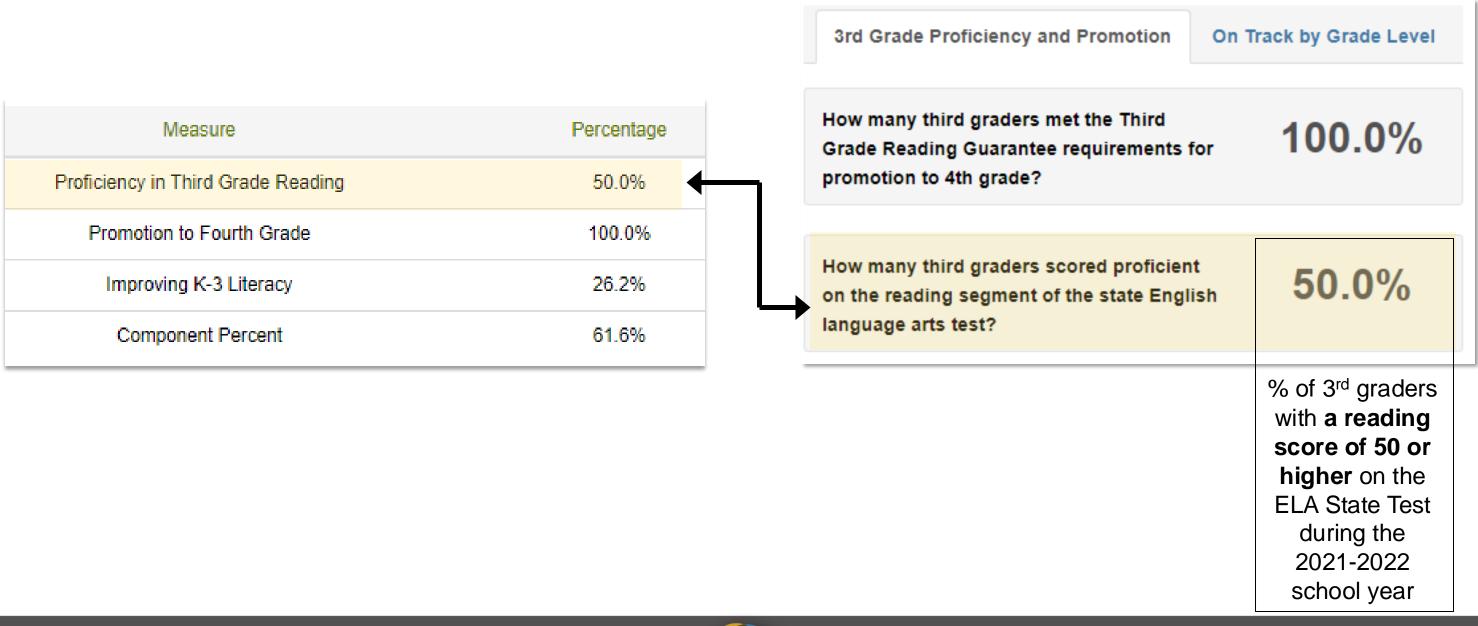








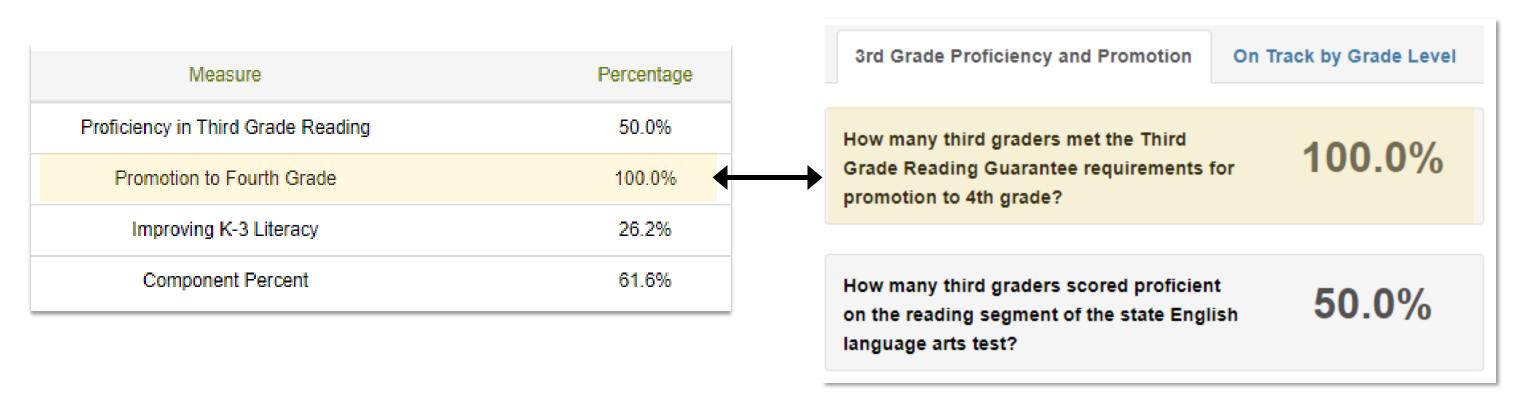
## **40%** of the **Proficiency in Third Grade Reading** Component







# **Promotion to Fourth Grade**



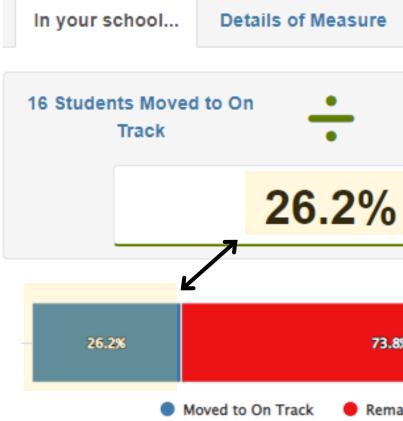






# **Improving K-3 Literacy**

Measure	Percentage
Proficiency in Third Grade Reading	50.0%
Promotion to Fourth Grade	100.0%
Improving K-3 Literacy	26.2%
Component Percent	61.6%



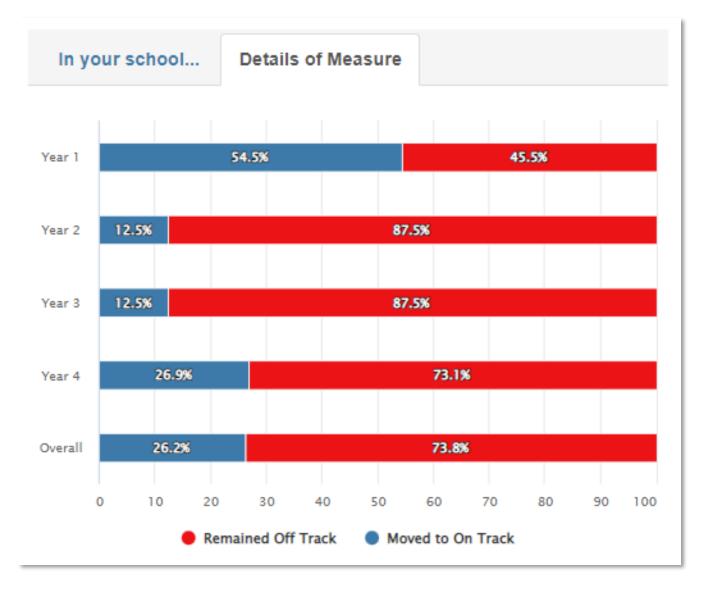


### 61 Students Started Off Track

73.8%

Remained Off Track

# **Improving K-3 Literacy**



**Year 1** = Of the Kindergarten students who scored off-track on the Fall 2020 diagnostic, what % moved on-track on the Fall 2021 diagnostic.

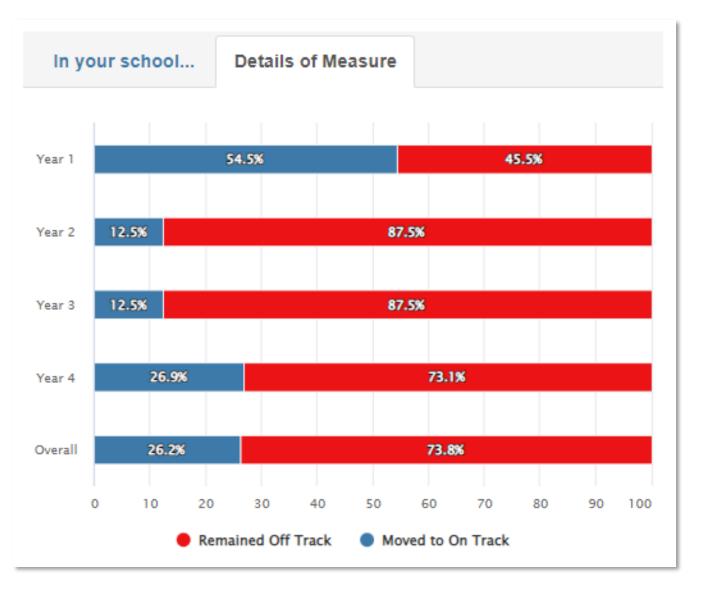
Year 2 = Of the 1st grade students who scored off-track on the Fall 2020 diagnostic, what % moved on-track on the Fall 2021 diagnostic.

Year 3 = Of the 2nd grade students who scored off-track on the Fall 2020 diagnostic, what % moved on-track on the Fall 2021 diagnostic.

**Year 4** = Of the 3rd grade students who scored off-track on the Fall 2021 diagnostic, what % moved on-track by scoring a 700 or higher on the ELA test in Fall 2021, Spring 2022, or Summer 2022



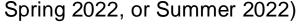
# **Improving K -3 Literacy**



Year 1 = Kindergarten Diagnostic (Fall 2020) to  $1^{st}$  Grade Diagnostic (Fall 2021)

Year  $3 = 2^{nd}$  Grade Diagnostic (Fall 2020) to  $3^{rd}$  Grade Diagnostic (Fall 2021)

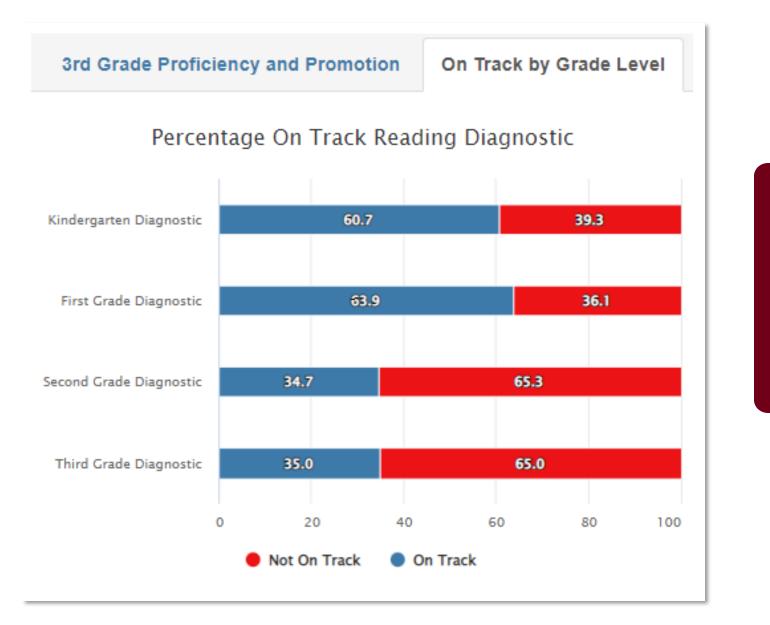
Year  $4 = 3^{rd}$  Grade Diagnostic (Fall 2021) to  $3^{rd}$  Grade ELA Test (Fall 2021,





### Year 2 = $1^{st}$ Grade Diagnostic (Fall 2020) to $2^{nd}$ Grade Diagnostic (Fall 2021)

# **Other Available Data**



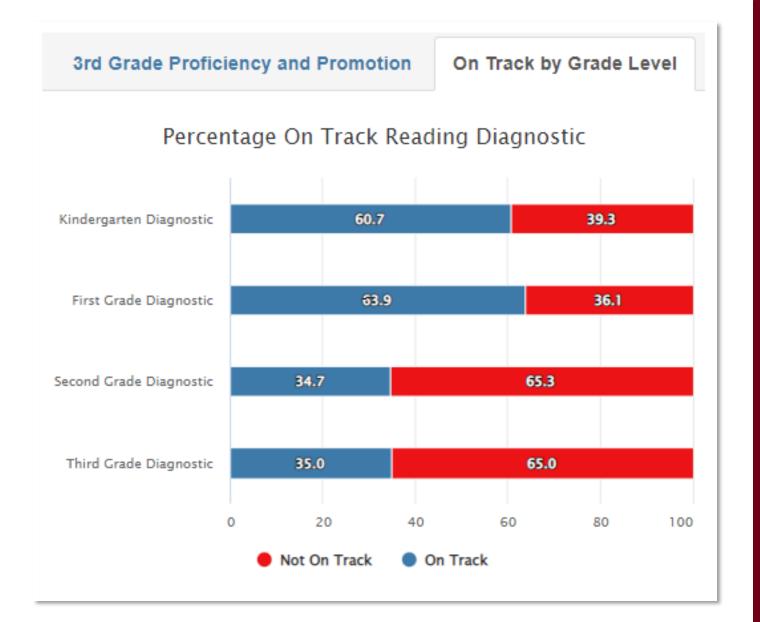
This chart displays the percent of students scoring on-track/off-track on the Fall 2021 diagnostic screening.







# 2022-2023 Improving K-3 Literacy Calculation



**Year 1** = Of the 39.3% of Kindergarten students who scored "Not On Track" on the Fall 2021 diagnostic, what % moved ontrack on the Fall 2022 diagnostic.

**Year 2** = Of the 36.1% of 1st grade students who scored "Not On Track" on the Fall 2021 diagnostic, what % moved on-track on the Fall 2022 diagnostic.

**Year 3** = Of the 65.3% of 2nd grade students who scored "Not On Track" on the Fall 2021 diagnostic, what % moved on-track on the Fall 2022 diagnostic.

Year 4 = Of the 3rd grade students who scored "Not On Track" on the Fall 2022 diagnostic, what % remained off-track throughout the school year and what % moved on-track by scoring a 700 or higher on the ELA test in Fall 2022, Spring 2023, or Summer 2023.



# Early Literacy Component

## Here's What.

## So What?

## Here's the data.

## So what does the data tell us?





## **Now What?**

## Department

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# Here's What....So What?

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



# How Valid is My Screener?

3rd Grade Proficiency and Promotion On Track by Grade Lev	el 3rd Grade Proficiency and Promotion
How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade?	Percentage On Track Readin Kindergarten Diagnostic 12.9
How many third graders scored proficient on the reading segment of the state English language arts test?	First Grade Diagnostic       9.1         Second Grade Diagnostic       26.0
If the % of students who scored proficient on the reading segment of the ELA test is approximately the same or higher than the % of students On Track on the Third Grade Diagnostic, then your screener is likely valid.	Of ON ON Track On





On Track



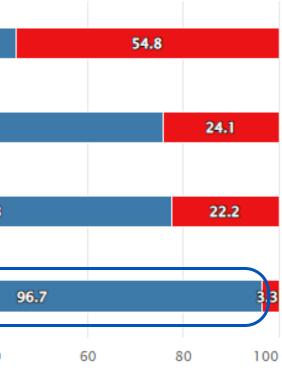
## How Valid is My Screener?

3rd Grade Proficiency and Promotion	On Track by Grade Level	3rd Grade Proficie	ency and Promotion
How many third graders met the Third Grade Reading Guarantee requirements f promotion to 4th grade?	or 100.0%	Percent Kindergarten Diagnostic	tage On Track Read 45.2
How many third graders scored proficient on the reading segment of the state Engli language arts test?		First Grade Diagnostic	75.9
If the % of students who so the reading segment of the lower than the % of student Third Grade Diagnostic, the investigate fur	ELA test is much s On Track on the en this is a sign to	Third Grade Diagnostic	) 20 40 • Not On Track • O



### On Track by Grade Level

### ding Diagnostic



On Track

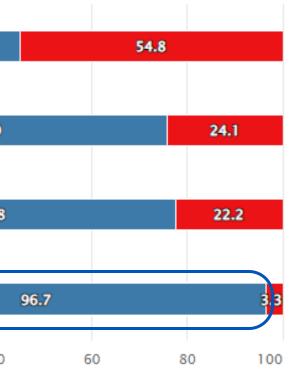
## How Valid is My Screener?

3rd Grade Proficiency and Promotion On Track	k by Grade Level	3rd Grade Proficie	ncy and Promotion
How many third graders met the Third Grade Reading Guarantee requirements for	100.0%	Percent	age On Track Read
promotion to 4th grade?		Kindergarten Diagnostic	45.2
How many third graders scored proficient on the reading segment of the state English language arts test?	80.0%	First Grade Diagnostic	75.9
		Second Grade Diagnostic	77.8
If the % of students who scored pr the reading segment of the ELA te		Third Grade Diagnostic	
lower than the % of students On Tr Third Grade Diagnostic, then this i investigate further.		0	20 40 Not On Track



### On Track by Grade Level

### ading Diagnostic



On Track

- Validity of Screener 1.
- 2. Tier 1
  - Is it a curriculum/instruction issue, a chronic absenteeism issue, or both?
- 3. Intervention effectiveness and the different grade levels
- EMIS 4.
- Connecting early literacy to overall achievement 5.



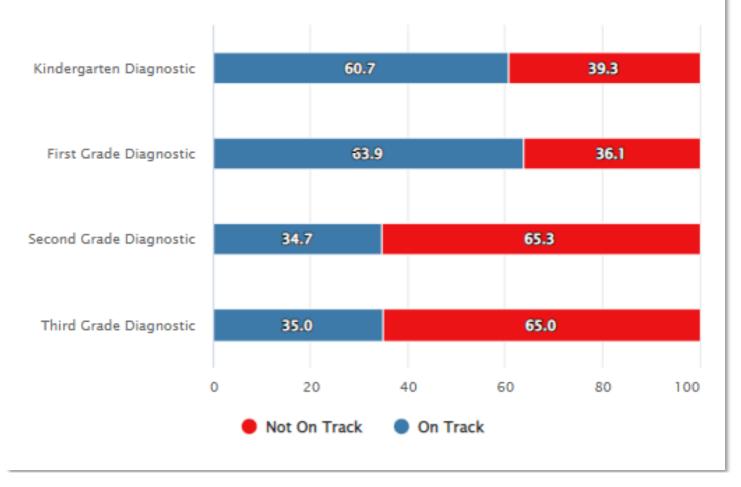


## Tier 1 - Core

**3rd Grade Proficiency and Promotion** 

On Track by Grade Level

### Percentage On Track Reading Diagnostic



Are we at 80% or higher proficient at each grade level diagnostic?

If not, let's examine possible causes.

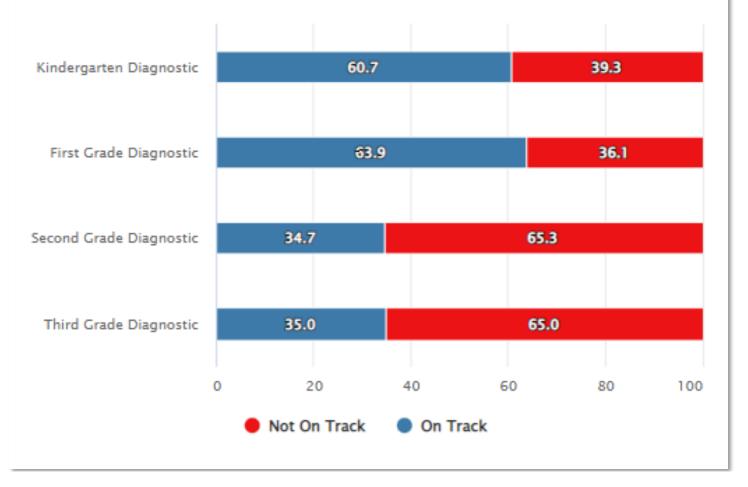




**3rd Grade Proficiency and Promotion** 

On Track by Grade Level

### Percentage On Track Reading Diagnostic



Since the screener happens at the very beginning of the year, the Kindergarten Diagnostic is mainly reflective of the PK curriculum/instruction, and First Grade Diagnostic is reflective of the Kindergarten curriculum/instruction, etc.

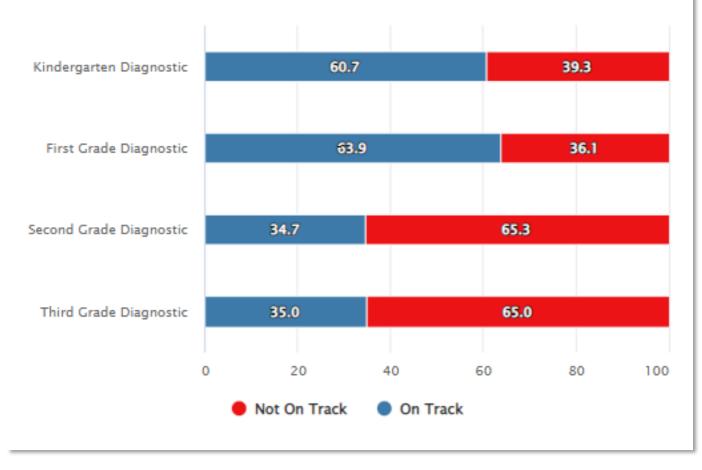


## Tier 1 – Core –

**3rd Grade Proficiency and Promotion** 

On Track by Grade Level

### Percentage On Track Reading Diagnostic



### Who Can Read on Grade Level After 3rd Grade?<sup>3</sup>



of kids with good attendance in K <u>and</u> 1st (missed 9 or fewer days both years)



of kids with at-risk attendance (missed more than 9 days both years)



of kids chronically absent in K or 1st (missed 18 or more days one year)



▶ 17%

of kids chronically absent in K <u>and</u> 1st (missed 18 or more days both years)

### Infographic from AttendanceWorks.org



▶ 64%

▶ 43%

▶ 41%

### Chronic Absence

### **49.8%**

Of students were chronically absent in the

2021-2022 school year

The annual performance goal for the 2021-2022 school year is 22.1%. This data does not factor into the Gap Closing rating for the 2021-2022 school year. Schools and districts will be evaluated on chronic absenteeism starting the 2022-2023 school year.

### Who Can Read on Grade Level After 3rd Grade?<sup>3</sup>



of kids with good attendance in K <u>and</u> 1st (missed 9 or fewer days both years)



of kids with at-risk attendance (missed more than 9 days both years)



of kids chronically absent in K or 1st (missed 18 or more days one year)



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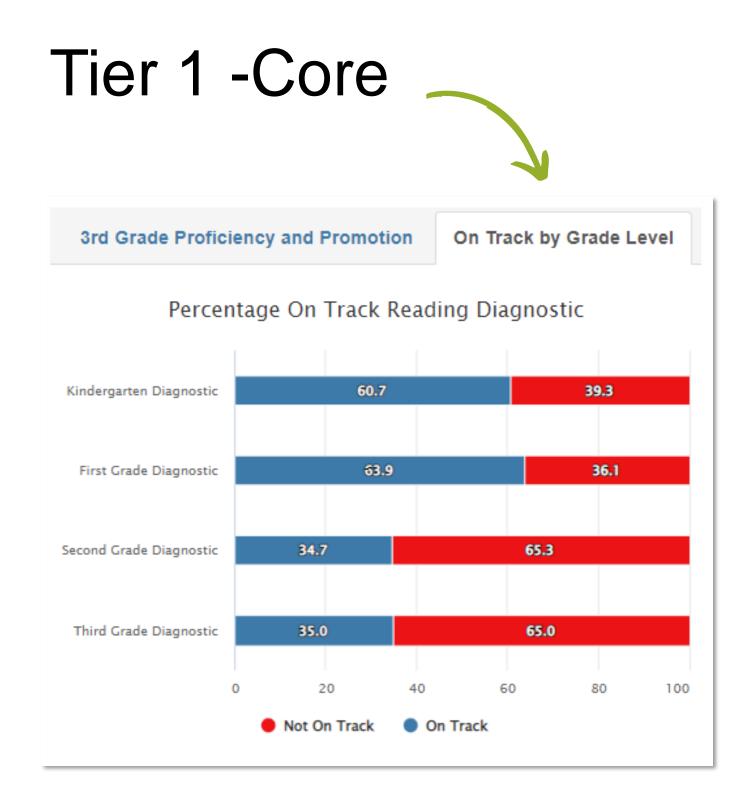
### Infographic from AttendanceWorks.org



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▶ 41%



- **Ohio Materials Matter Reviews** ullet
- **Ohio's Plan to Raise Literacy** •
- Ohio's Dyslexia Guidebook •



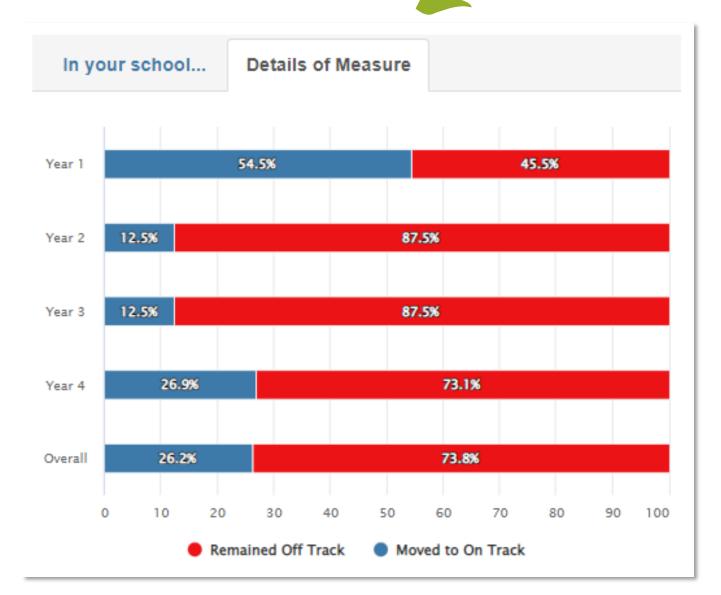
- Validity of Screener 1.
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- Intervention effectiveness and the different grade levels 3.
- EMIS 4.
- Connecting early literacy to overall achievement 5.





## Intervention

## Tier 1 - Core



**3rd Grade Proficiency and Promotion** Percentage On Track Reading Diagnostic 60.7 Kindergarten Diagnostic 63.9 First Grade Diagnostic 34.7 Second Grade Diagnostic Third Grade Diagnostic 35.0 20 0 Not On Track

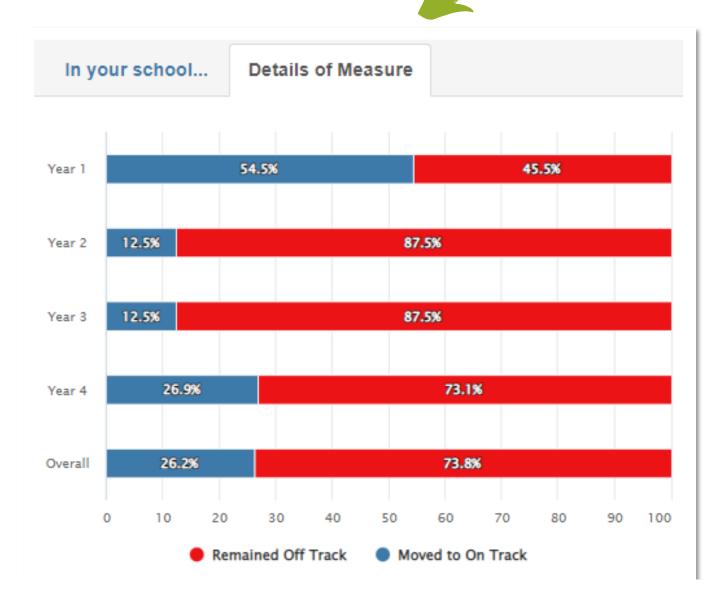




### On Track by Grade Level

		39.3	
		36.1	
	65.3		
	65.0		
40	60	80	100
On Trac	k		
- on mac			

## Intervention



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

**Intervention Videos** 



- Validity of Screener 1.
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  - Is it a curriculum/instruction issue, a chronic absenteeism issue, or both?  $\bullet$
- Intervention effectiveness and the different grade levels 3.
- EMIS 4.
- 5. Connecting early literacy to overall achievement





Look at your data. If there is anything that doesn't look right or seem right based on what you know about your district, then check your EMIS reporting.

If data isn't reported correctly, it does no good to analyze it.

Kindergarten Diagnostic 0.0 100.0 Third Grade Diagnostic 0.0 100.0 0 20 40 0.0 100.0 Year 3 100.0







- Validity of Screener 1.
- 2. Tier 1
  - Is it a curriculum/instruction issue, a chronic absenteeism issue, or both? •
- Intervention effectiveness and the different grade levels 3.
- EMIS 4.
- 5. Connecting early literacy to overall achievement





## Early Literacy Component

### Here's What.

### So What?

Here's the data.

### So what does the data tell us?



### **Now What?**

### Now what do we do?

## Here's What...So What...Now What?

**Possible questions:** 

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













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## Finding the Data



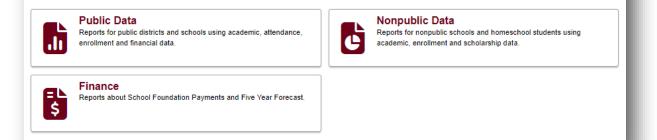




### **Ohio Department of Education Report Portal**

Welcome to the new Ohio Department of Education Report Portal! ODE produces many reports providing information on a variety of topics. ODE is in the early stages of transitioning to a new reporting platform, and the Reports Portal currently contains reports for the following topics:

Select a report from the menu to run it. To help you zero in on the specific information you are looking for or to simply explore the data, most reports are interactive via dropdown lists, radio buttons, or check boxes



### **Advanced Reports: Report Portal**

### **Download Data**

Data is available for all schools and districts in Microsoft Excel format.

2006-2007

2005-2006

Enrollment Trends

Percent Proficient Trends

School Year | 2018 | 2019 | 2021 | 202

Select one or more sch available school years,	nool years. To see files for all leave this filter empty.
2021-2022	2013-2014
2020-2021	2012-2013
2019-2020	2011-2012
2018-2019	2010-2011
2017-2018	2009-2010
2016-2017	2008-2009
2015-2016	2007-2008

2014-2015

**Building Achievement Ratin Building AMO Calculations Building AMO Calculations Building AMO Calculations Building AMO Calculations Building AMO Calculations** 

uilding AMO Calcula

K-3 On-Track Diagnostic Trends

23.4%

Select a data file to download.

### **Download Data**

District Profile for All Public Districts

Exceeds state standards in	Achi	evement					
cademic achievement	The Achieve on Ohio's St	ement Component measures stu tate Tests.	udents academic a	chieveme	nt using each level	of performance	
Performance Index The Performance Index measures the test results of every student, not just those who score proficient or higher. Schools and districts receive points on the index for every student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The index score is divided by the maximum		vho The F y profic nore Comp n	Performance Indicators The Performance Indicators measure reports the percent of students who have scored proficient or higher on state tests. This measure does not factor into the Achievement Component rating - the data is reported for informational purposes only.				
		sible score is determined by the average					
the highest 2% performance			_	licators	Comparison	Achievement Lo	evels Trend
the highest 2% performance	84.	8%	_	licators		Achievement Lo	evels Trend
the highest 2% performance		8%	_			hird Grade	evels Trend 82.5%
the highest 2% performance	84.	8%	_		T	hird Grade	
the highest 2% performance	84.	8%	_		T nglish Language Arts Mathematics	hird Grade	82.5%
	<b>84.</b> 90.9 of a pos	<b>8%</b> ssible 107.3	_	E	T nglish Language Arts Mathematics	hird Grade	82.5%
	84.	<b>8%</b> ssible 107.3	_	E	T nglish Language Arts Mathematics	hird Grade	82.5% 78.1%
	<b>84.</b> 90.9 of a pos	8% ssible 107.3	_	E	T nglish Language Arts Mathematics Fc nglish Language Arts Mathematics	hird Grade	82.5% 78.1% 81.6% 85.7%
	<b>84.</b> 90.9 of a pos	<b>8%</b> ssible 107.3	_	E	T nglish Language Arts Mathematics Fc nglish Language Arts Mathematics	hird Grade s ourth Grade ifth Grade	82.5% 78.1% 81.6%

**Report Card Page** 

2 Proficiency Level **.**... 4-Year Graduatio 5-Year Graduatio R 16.0% Microsoft Power BI

Ohio Department of Education

ESSER Funding ≡⊑ \$

KRA-R Κ Early Literac ŵ

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Absenteeisr Ĥ Test Result

### Student Recovery Dashboard





gs 2021-2022	Â	
gs 2020-2021		
gs 2018-2019		
gs 2017-2018		
gs 2016-2017		
gs 2015-2016		
2020-2021		
2018-2019		
2017-2018		
2016-2017		
2015-2016		
2014_2015		



### **Ohio** School Report Cards

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https://reportcard.education.ohio.gov/





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Public Data Reports for public districts and schools using academic, attendance, enrollment and financial data.



Nonpublic Data

Reports for nonpublic schools and homeschool students using academic, enrollment and scholarship data.



Finance Reports about School Foundation Payments and Five Year Forecast.

### https://reports.education.ohio.gov/overview

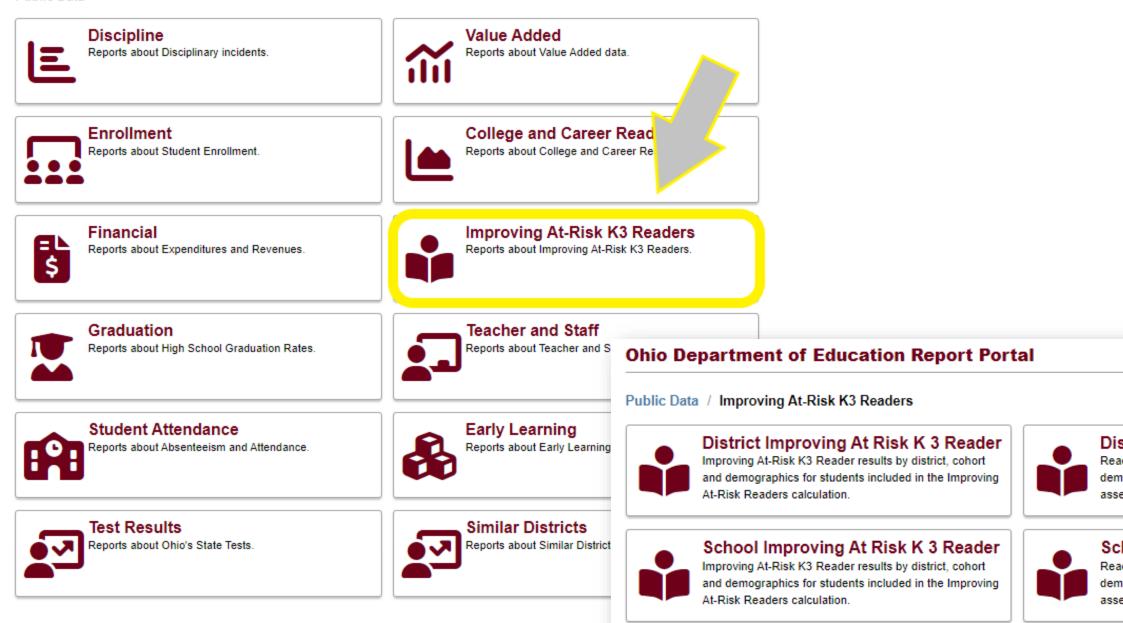






### **Ohio Department of Education Report Portal**

Public Data





### District Diagnostic Report

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

### School Diagnostic Report

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





