Analyzing Building and District Level Data to Impact Student Outcomes

FUTURE FORWARD OHIO

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Office of Accountability

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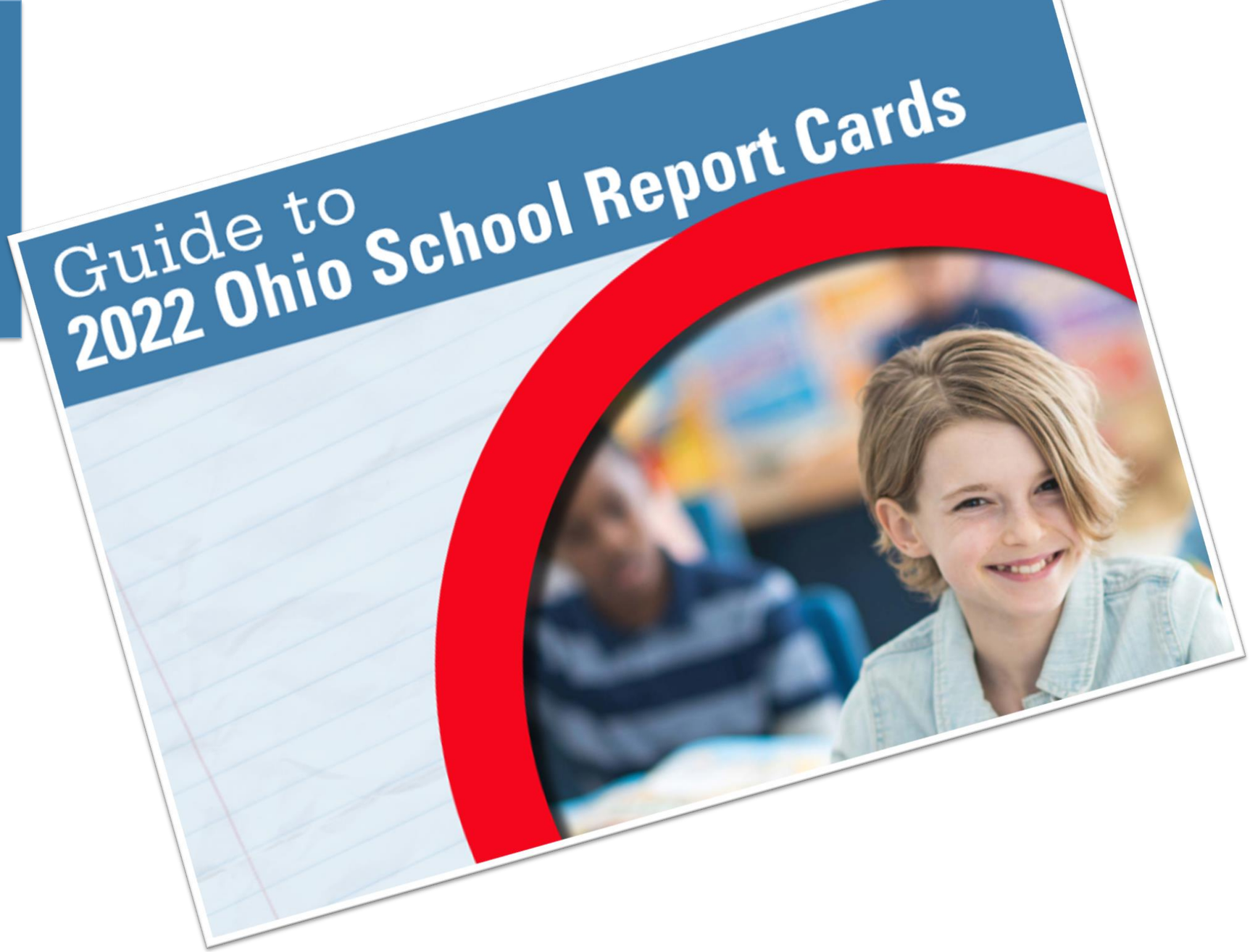
Ohio Department of Education

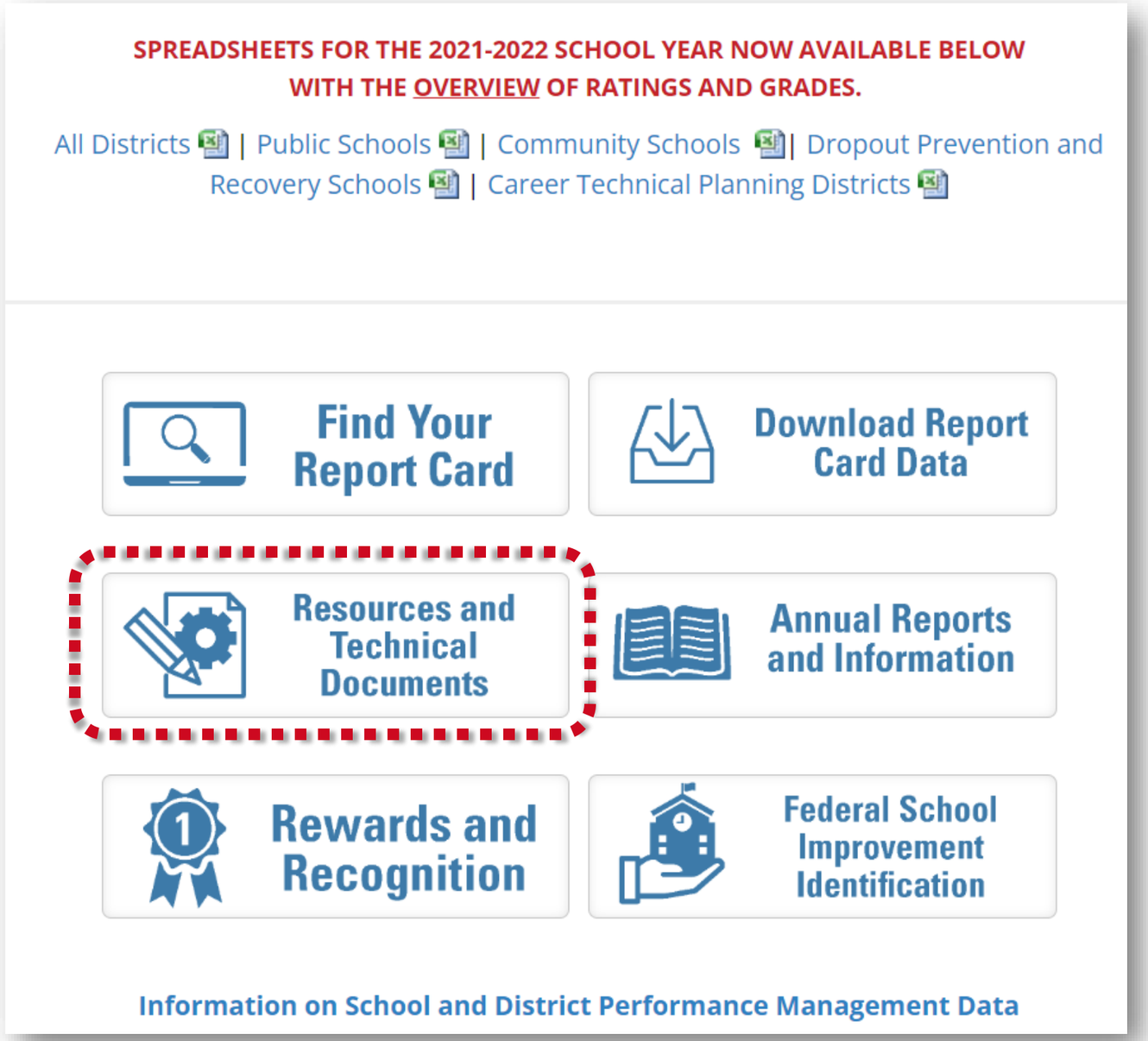
Agenda

- Introduction
- General Report Card Resources
- Achievement
- Early Literacy
- Discussion

Guide to 2022 Ohio School Report Card



Report Card Resources



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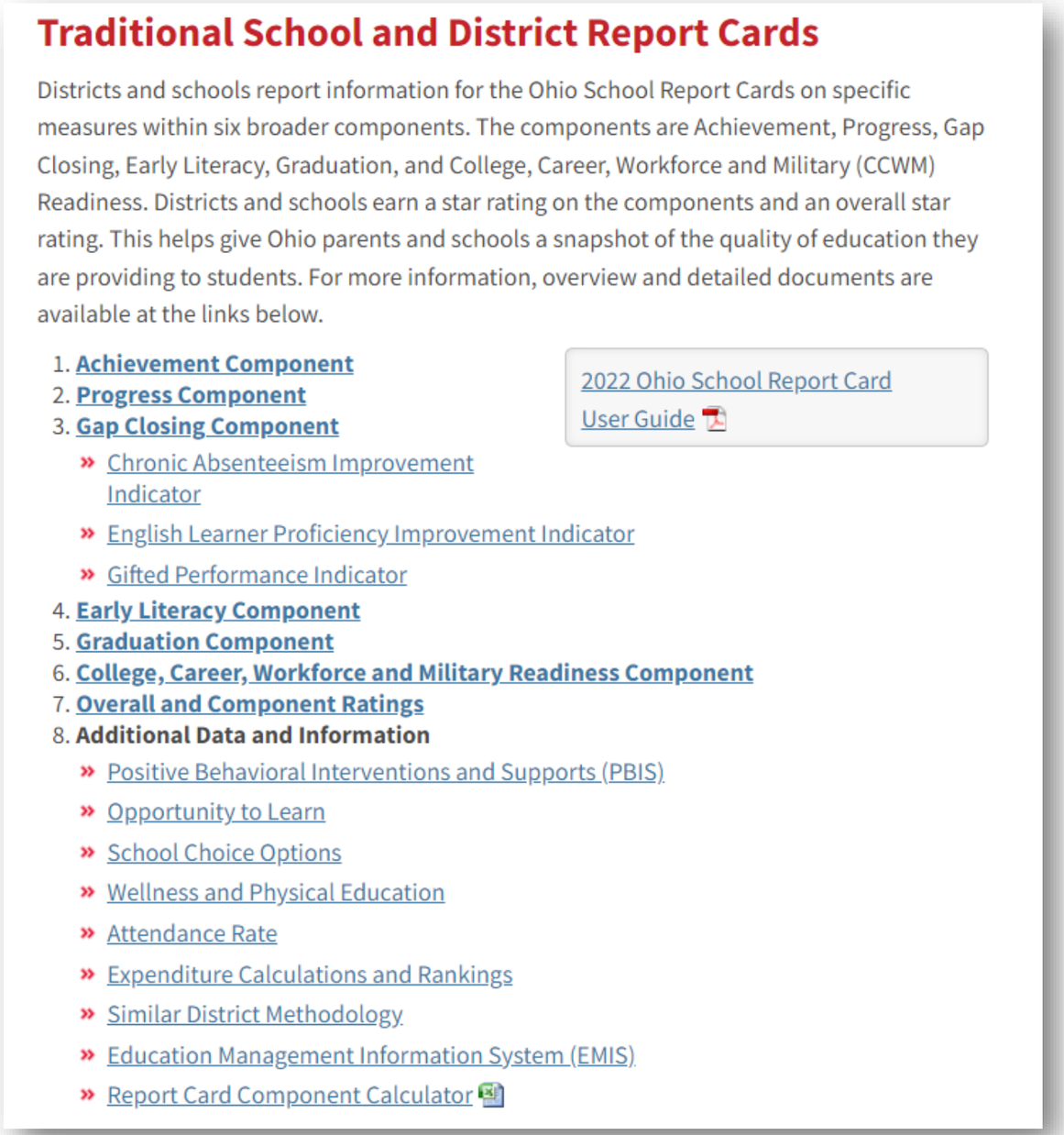
Technical Documents

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

Report Card Component Calculator

- Excel spreadsheet with simulations

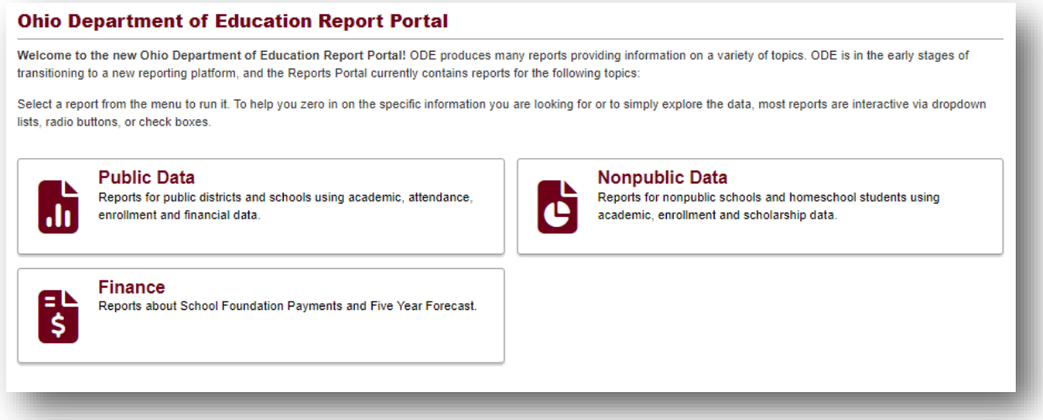


Traditional School and District Report Cards

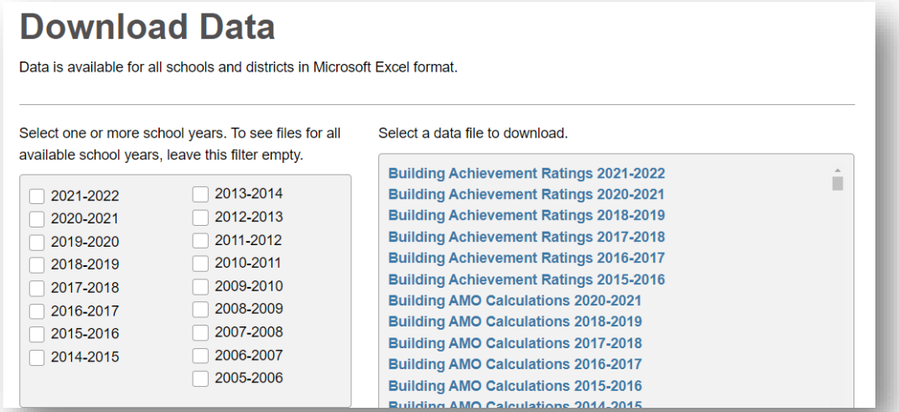
Districts and schools report information for the Ohio School Report Cards on specific measures within six broader components. The components are Achievement, Progress, Gap Closing, Early Literacy, Graduation, and College, Career, Workforce and Military (CCWM) Readiness. Districts and schools earn a star 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



[Advanced Reports: Report Portal]



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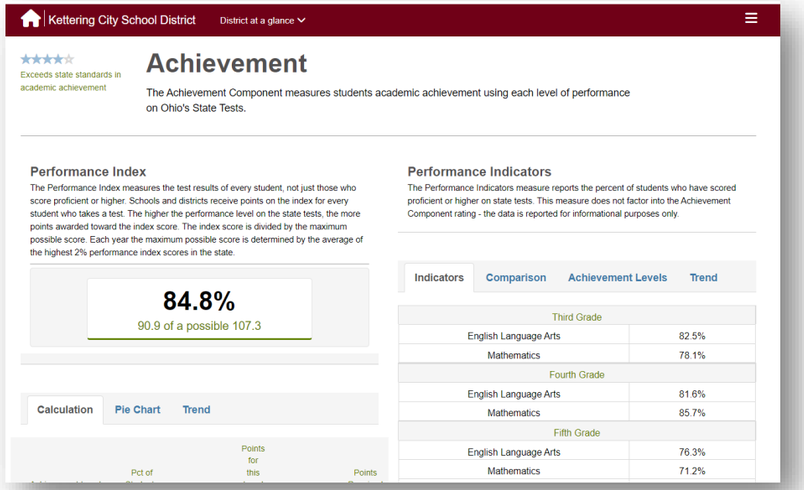
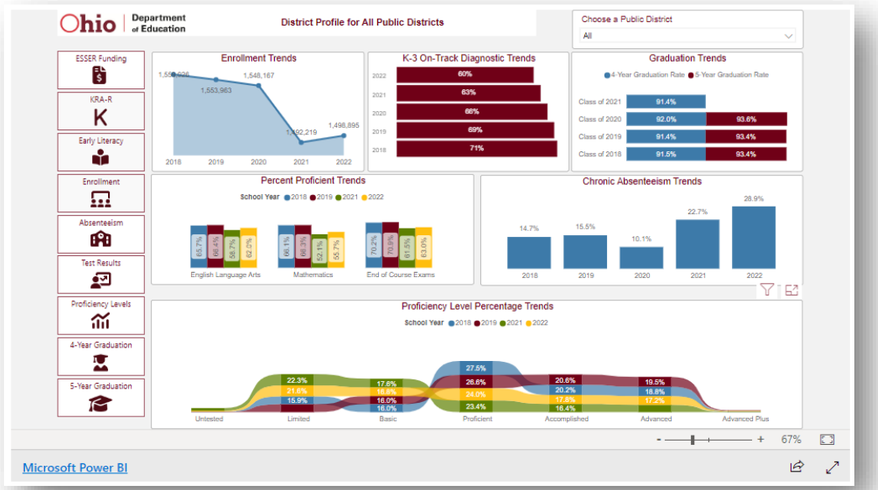


[Report Card Page]



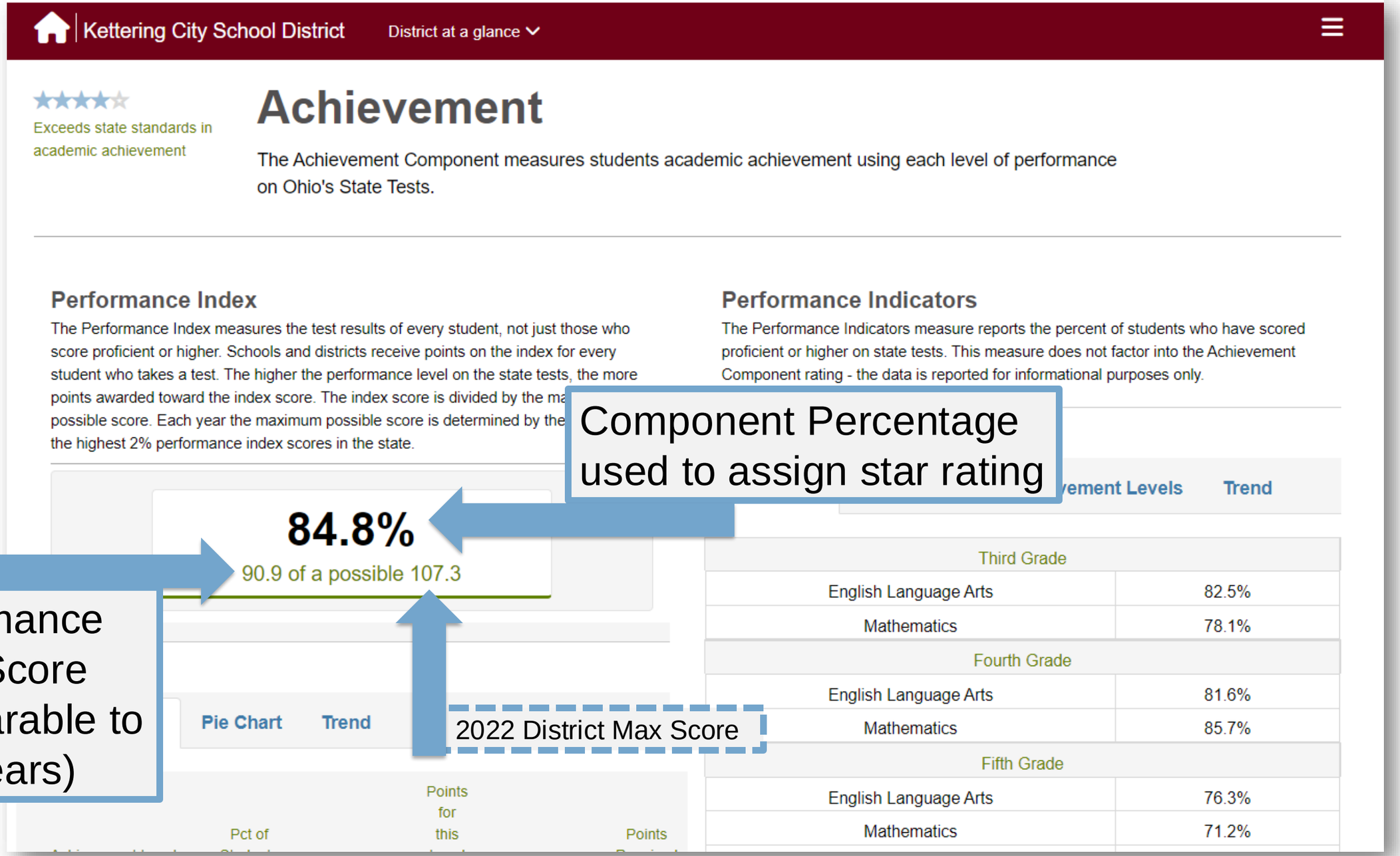
[Student Recovery Dashboard]

Ohio Department of Education

Achievement Component

Here's What.	So What?	Now What?
Here's the data.	So what does the data tell us?	Now what do we do?

Here's What



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Here's What

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 standards in academic achievement
Greater than or equal to 80% but less than 90% of Max Score	4 Stars	Exceeds state standards in academic achievement
Greater than or equal to 70% but less than 80% of Max Score	3 Stars	Meets state standards in academic achievement
Greater than or equal to 50% but less than 70% of Max Score	2 Stars	Needs support to meet state standards in academic achievement
Less than 50% of Max Score	1 Star	Needs significant support to meet state standards in academic achievement

2021-2022 Achievement Component Technical Documentation

Here's What

Performance Index

Calculation | Pie Chart | Trend

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0.8	X	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	X	0.6	=	13
Limited	26.2	X	0.3	=	7.9
Untested	2.4	X	0.0	=	0.0
					74.3

69.3%

74.3 of a possible 107.3

% Proficient or Higher	% Limited Range	% of Untested	% Advanced Plus
49.9%	26.2%	2.4%	0.8%

So What?

Performance Index

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% Proficient or Higher	% Limited Range	% of Untested	% Advanced Plus
49.9%	26.2%	2.4%	0.8%

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?

So What?

Performance Index

Calculation | Pie Chart | Trend

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Advanced Plus	0.8	X	1.3	=	1
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Proficient	24.2	X	1.0	=	24.2
Basic	21.6	X	0.6	=	13
Limited	28.6	26.2	X	0.3	= 8.6	7.9
Untested	0.0	2.4	X	0.0	=	0.0
					75.1	74.3

Greater than or equal to 70% but less than 80% of Max Score	3 Stars
Greater than or equal to 50% but less than 70% of Max Score	2 Stars

70.0% **69.3%**

74.3 of a possible 107.3

Now What?

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

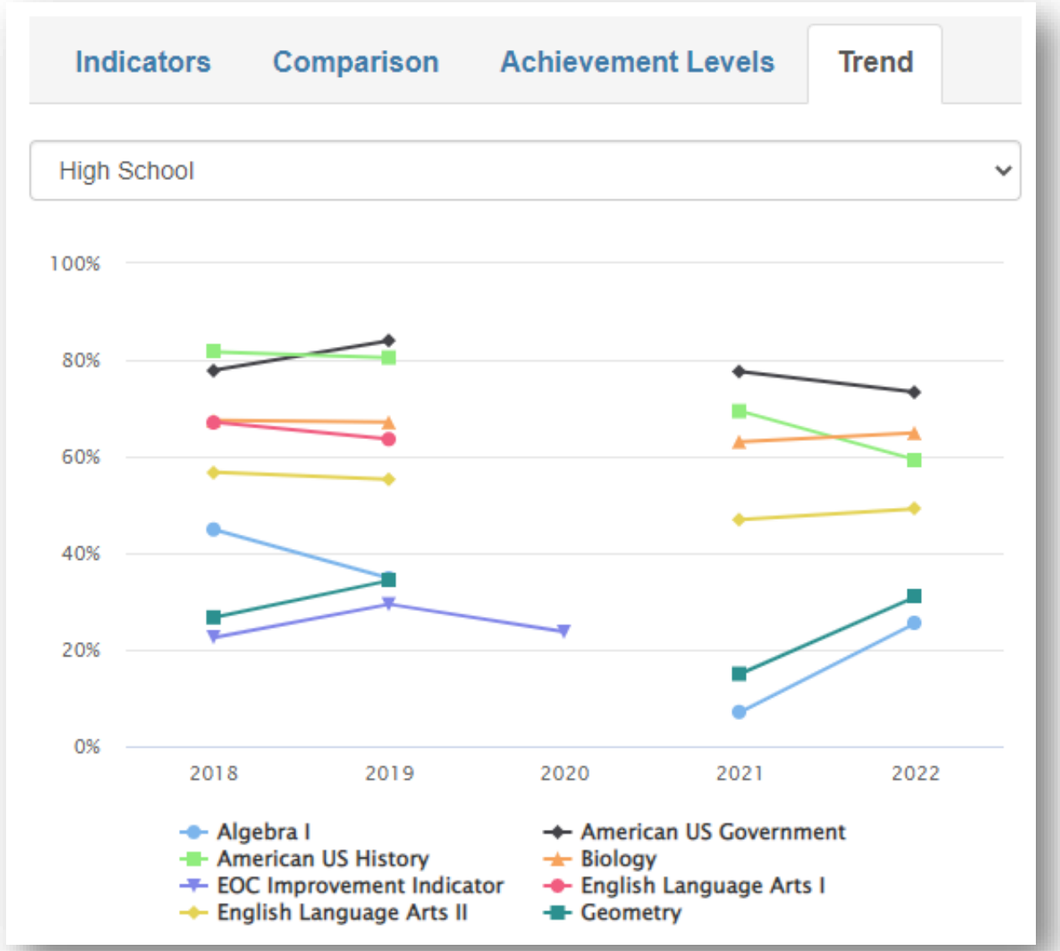
- How can we get our “untested students” tested? Do we know who these untested students are? What has/hasn’t worked in the past? What changes will be make moving forward?

Examine Other Data

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

Here's What

Performance Indicators



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.

Indicators | Comparison | Achievement Levels | Trend

Seventh Grade	
English Language Arts	48.1%
Mathematics	43.3%
Eighth Grade	
English Language Arts	39.2%
Mathematics	25.5%
Science	50.0%
High School	
Algebra I	34.6%
American US Government	87.1%
American US History	67.9%
Biology	61.0%
English Language Arts II	57.6%
Geometry	38.4%

So What?

Performance Indicators

Indicators | Comparison | Achievement Levels | Trend

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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.

So What?

Performance Indicators

Indicators | Comparison | Achievement Levels | Trend

Seventh Grade	
English Language Arts	48.1%
Mathematics	43.3%
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Biology	61.0%
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?

So What?

Performance Indicators

Indicators | Comparison | Achievement Levels | Trend

Seventh Grade	
English Language Arts	48.1%
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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?

So What?

Performance Indicators

Indicators | Comparison | Achievement Levels | Trend

Seventh Grade	
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Biology	61.0%
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?

So What?

Performance Indicators

Indicators | Comparison | Achievement Levels | Trend

Seventh Grade	
English Language Arts	48.1%
Mathematics	43.3%
Eighth Grade	
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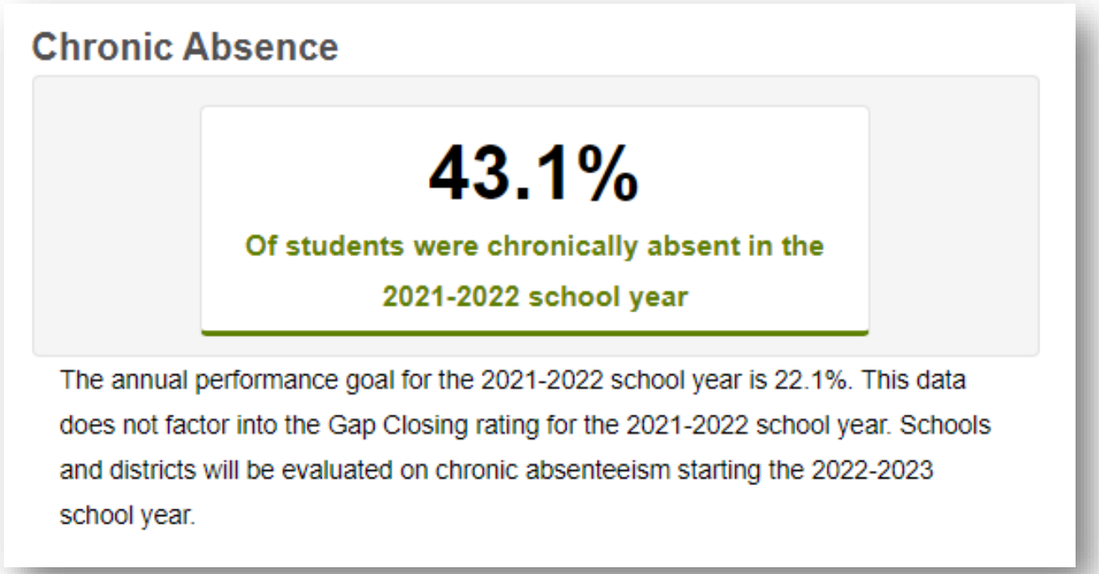
Is this a chronic absenteeism issue?

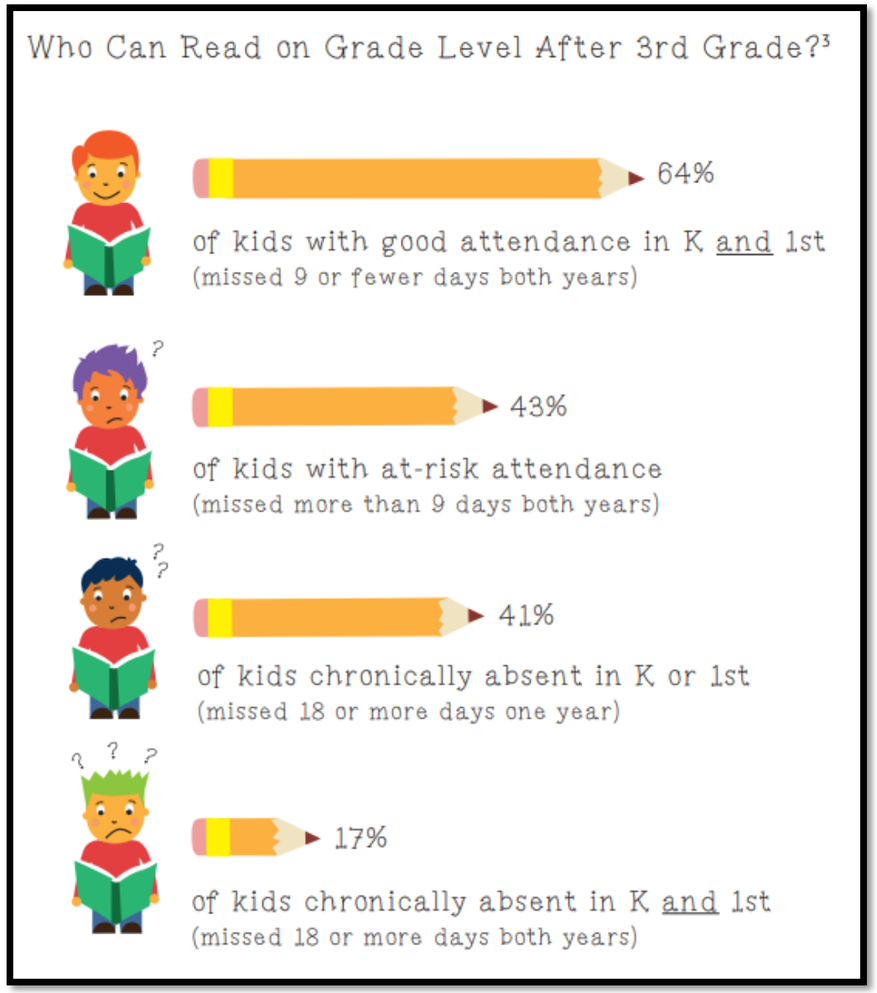


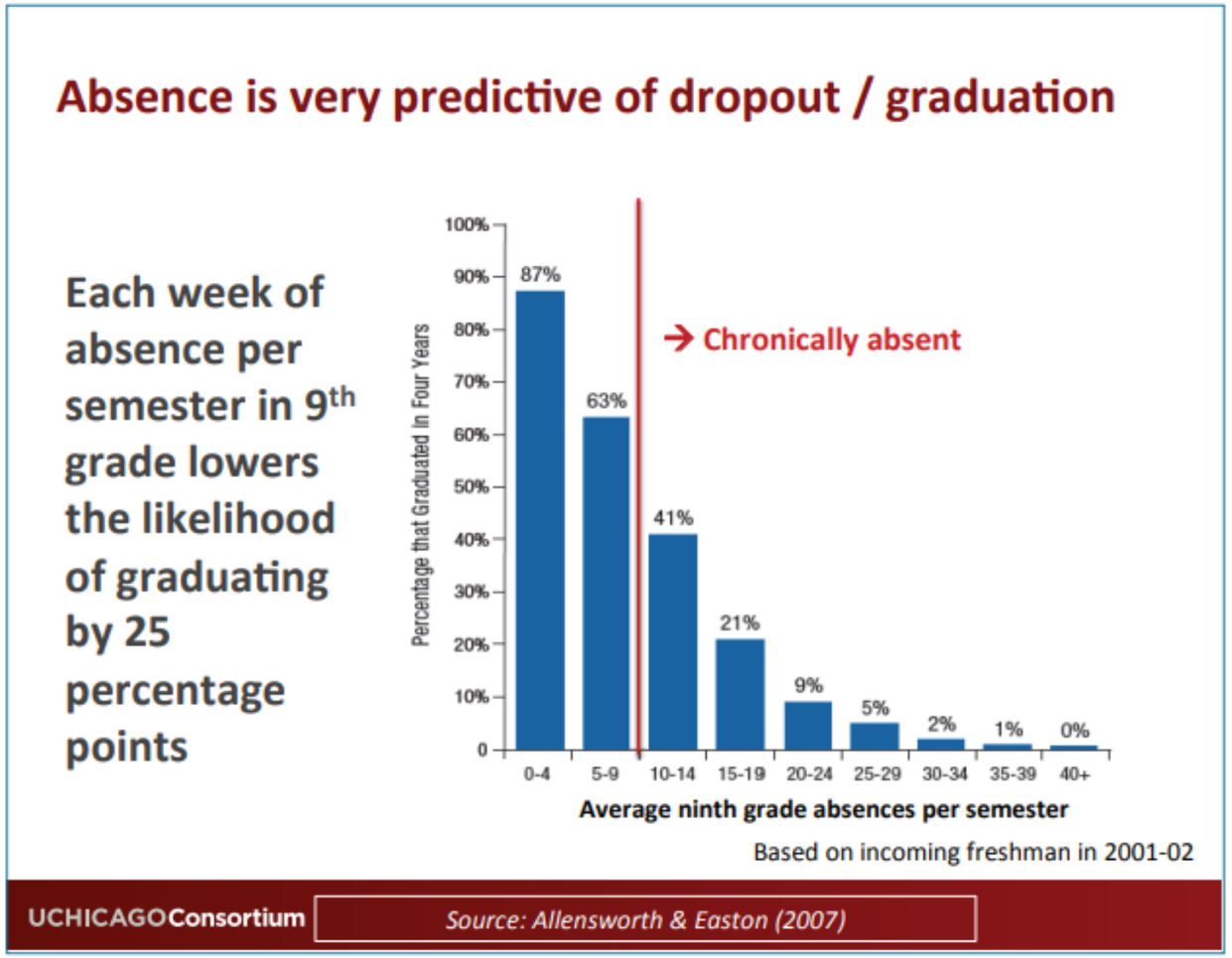
**The Chronic Absence rate can be found under the Gap Closing Component on the Report Card*

So What?

Performance Indicators

Is this a chronic absenteeism issue?





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Now What?

Performance Index & Indicators

Spend more time on…

- Examining proficiency trends in grade levels and subjects
- Ohio Materials Matter Reviews
- Ohio's Plan to Raise Literacy
- 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

Now What?

Performance Index & Indicators

Follow the research and evidence!

1. Performance Index
   - Subject and/or grade level acceleration
   - Untested Students
   - % in Limited/Basic

2. Performance Indicators
   - 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?
   - What trends do we notice across grade levels?

3. EMIS

Think – Pair – Share

Early Literacy Component

Here's What.

Here's the data.

So What?

Now What?

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	Percentage		Weight		Weighted %
Proficiency in Third Grade Reading	50.0%	X	40%	=	20.0%
Promotion to Fourth Grade	100.0%	X	35%	=	35.0%
Improving K-3 Literacy	26.2%	X	25%	=	6.6%
Component Percent	61.6%				61.6%

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)
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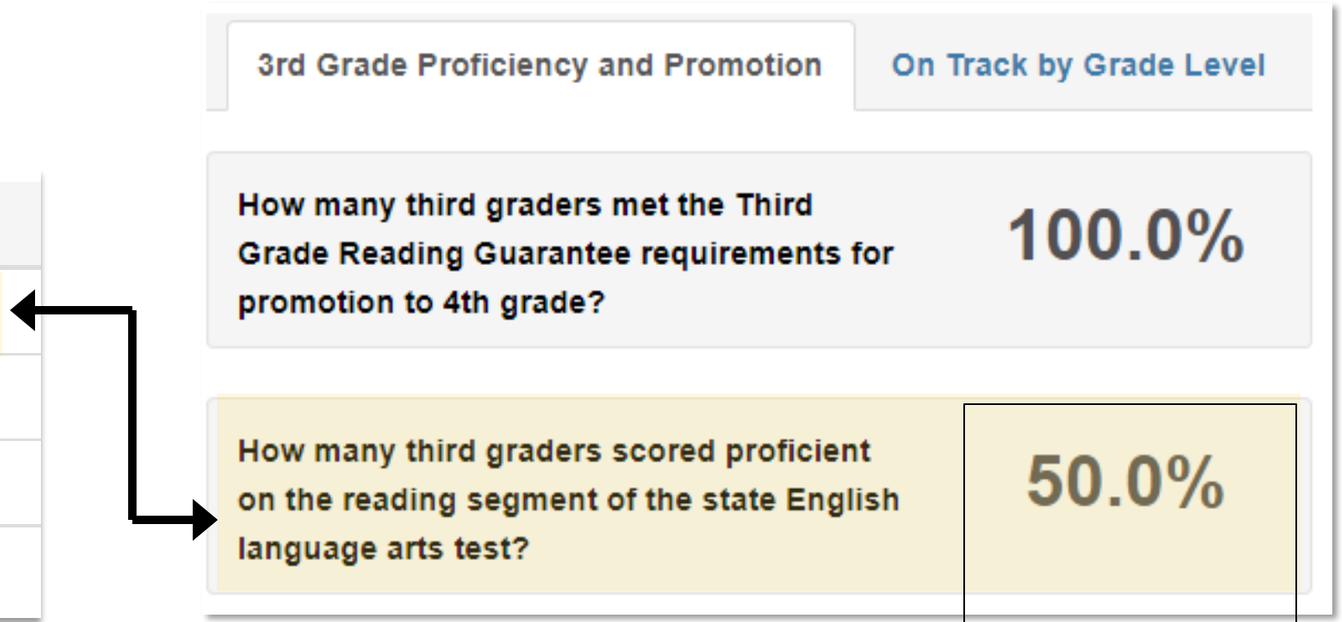
Early Literacy Component

Measure	Percentage		Weight		Weighted %
Proficiency in Third Grade Reading	50.0%	X	40%	=	20.0%
Promotion to Fourth Grade	100.0%	X	35%	=	35.0%
Improving K-3 Literacy	26.2%	X	25%	=	6.6%
Component Percent	61.6%				**61.6%**

40% of the Component

Proficiency in Third Grade Reading

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%



% of 3rd graders with **a reading score of 50 or higher** on the ELA State Test during the 2021-2022 school year

35% of the Component

Promotion to Fourth Grade

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%

3rd Grade Proficiency and Promotion | On Track by Grade Level

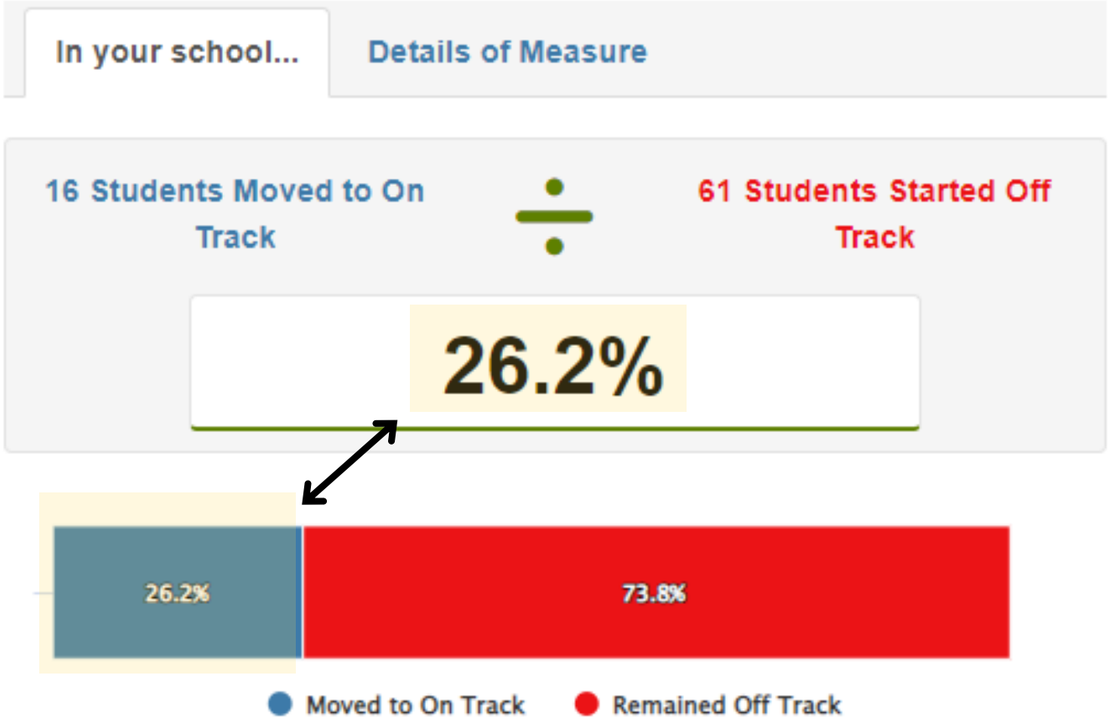
How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? **100.0%**

How many third graders scored proficient on the reading segment of the state English language arts test? **50.0%**

25% of the Component

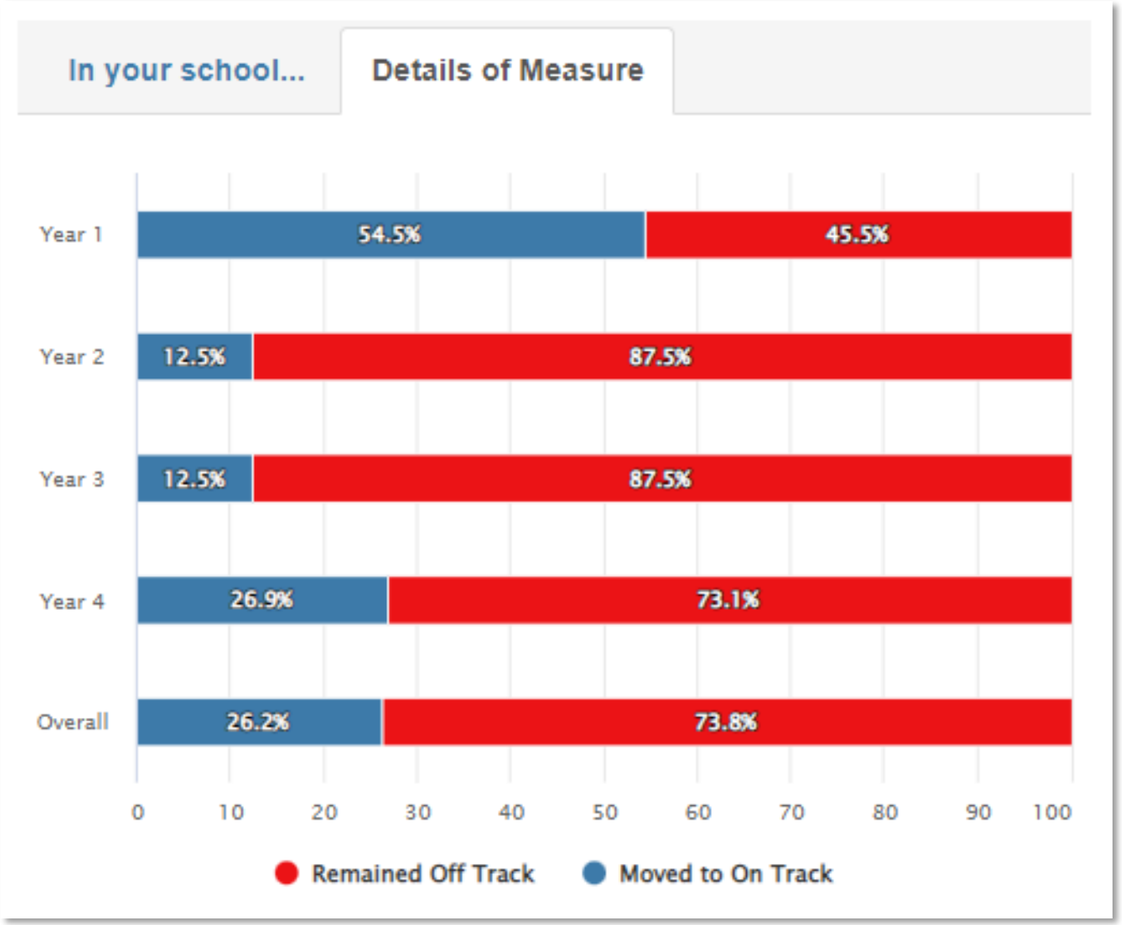
Improving K-3 Literacy

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%



25% of the Component

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.

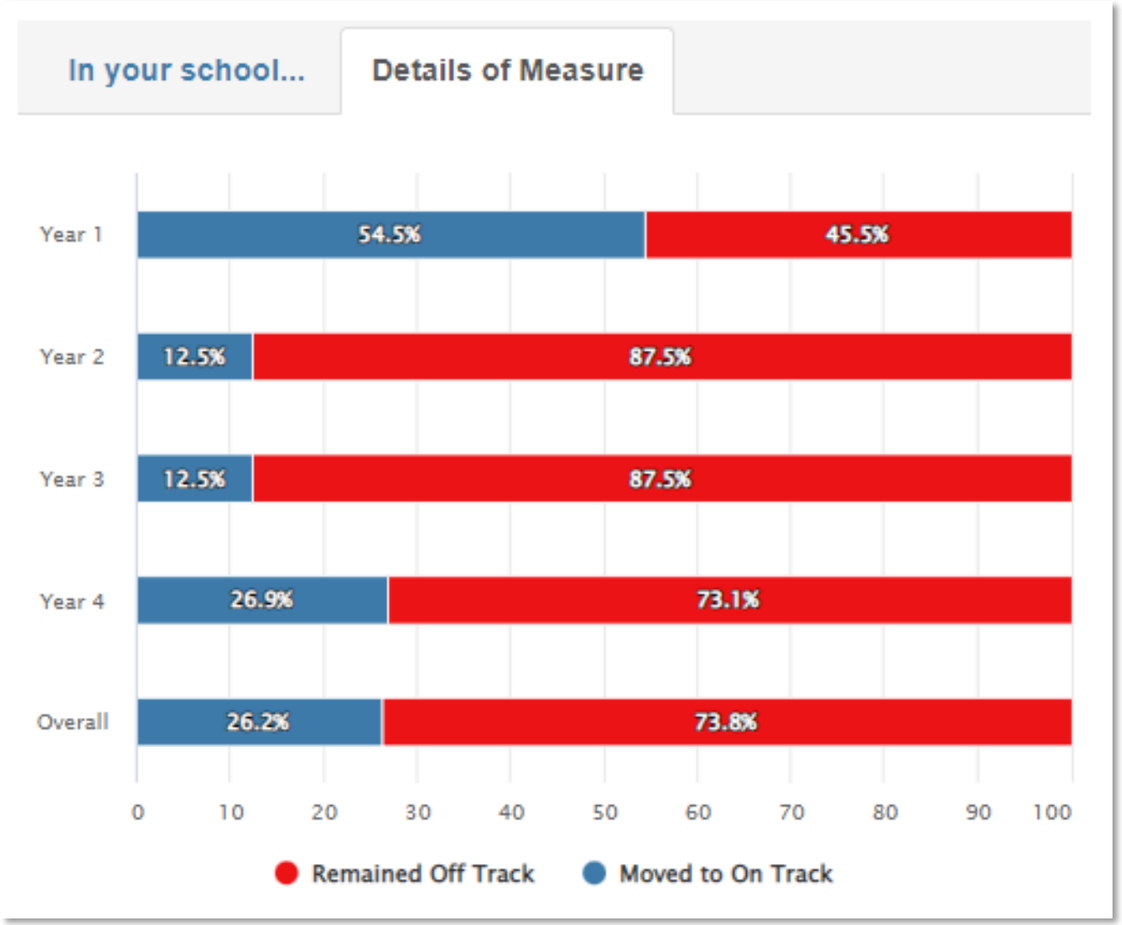
Year 2 = Of the 1st grade students who scored off-track on the Fall 2020 diagnostic, what % moved on-track on the Fall 2021 diagnostic.

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**.

25% of the Component

Improving K -3 Literacy



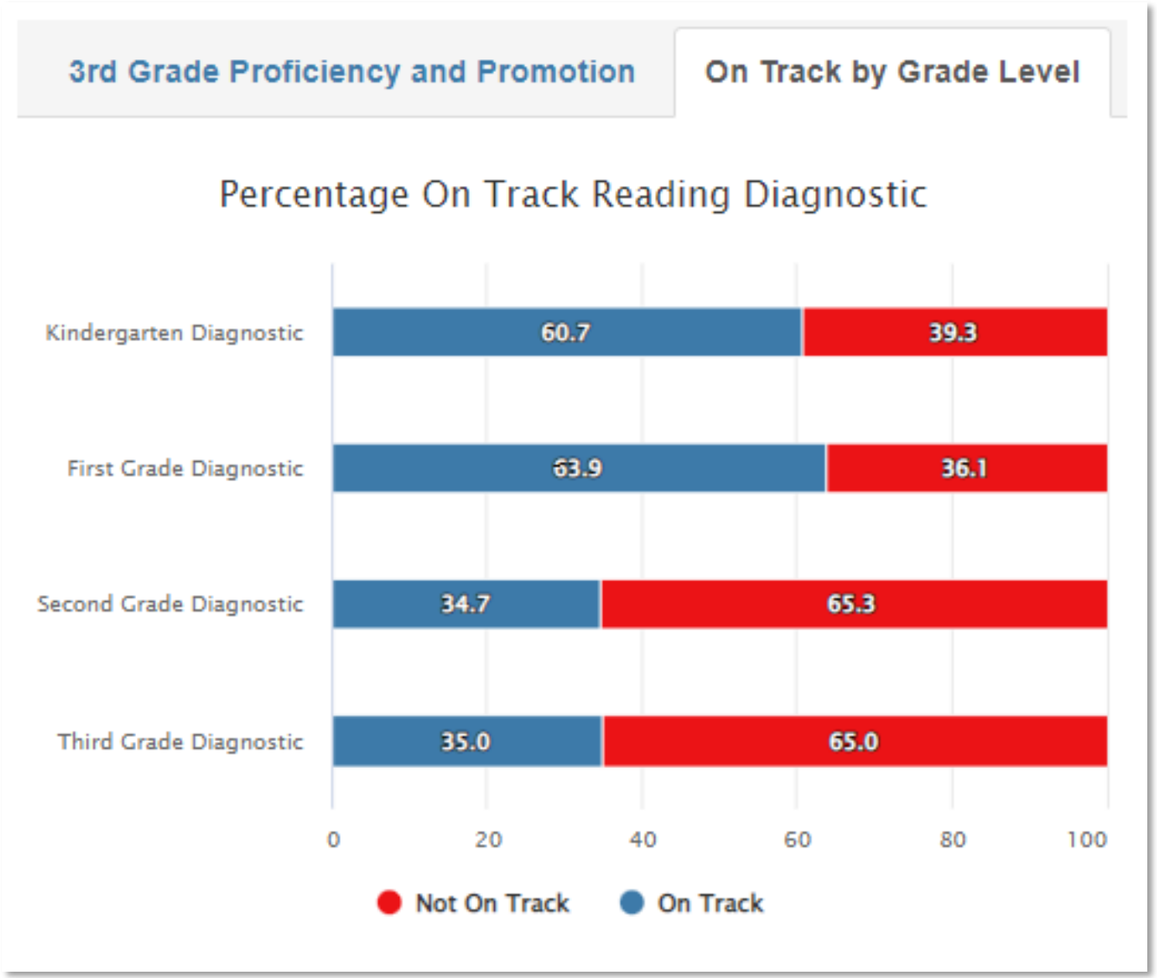
Year 1 = Kindergarten Diagnostic (Fall 2020) to 1st Grade Diagnostic (Fall 2021)

Year 2 = 1st Grade Diagnostic (Fall 2020) to 2nd Grade Diagnostic (Fall 2021)

Year 3 = 2nd Grade Diagnostic (Fall 2020) to 3rd Grade Diagnostic (Fall 2021)

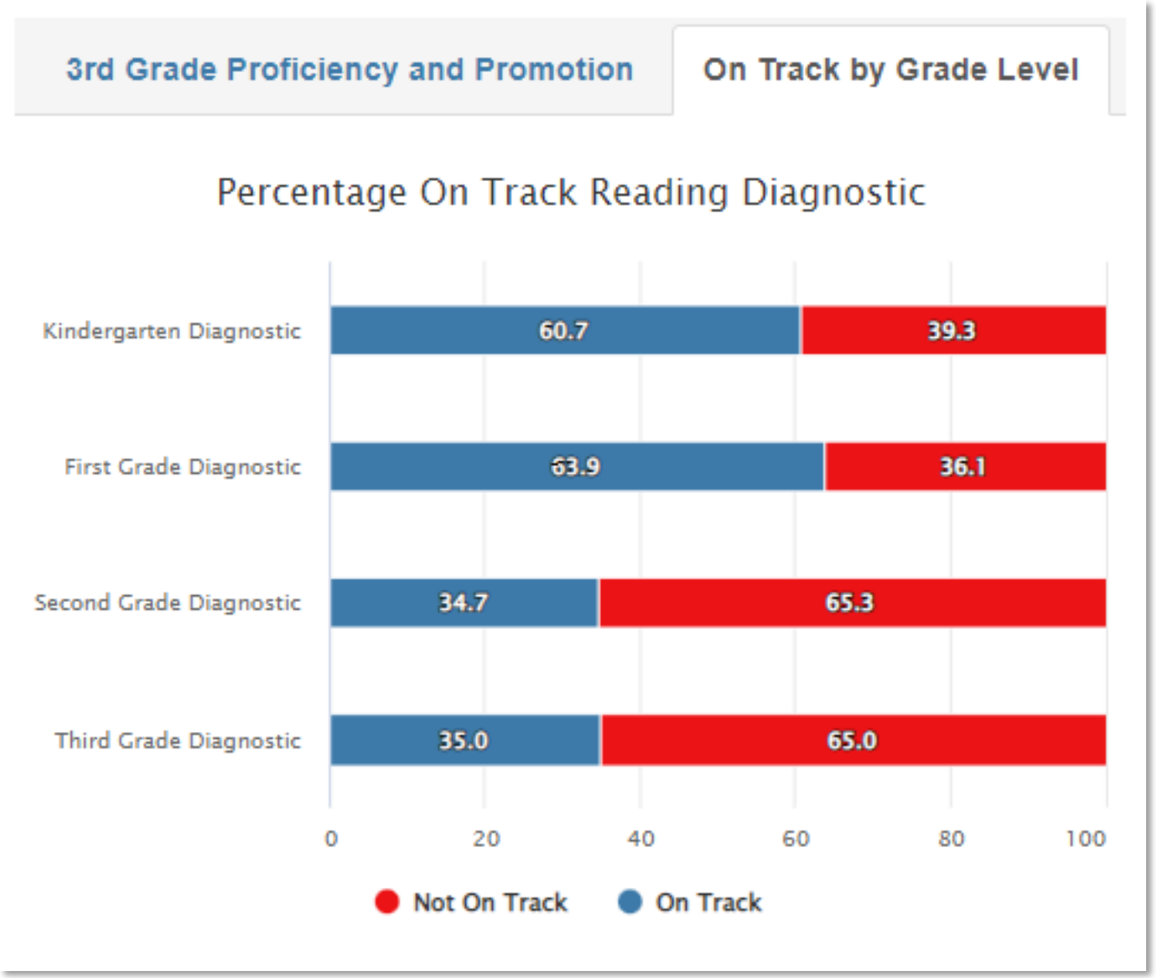
Year 4 = 3rd Grade Diagnostic (Fall 2021) to 3rd Grade ELA Test (Fall 2021, Spring 2022, or Summer 2022)

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



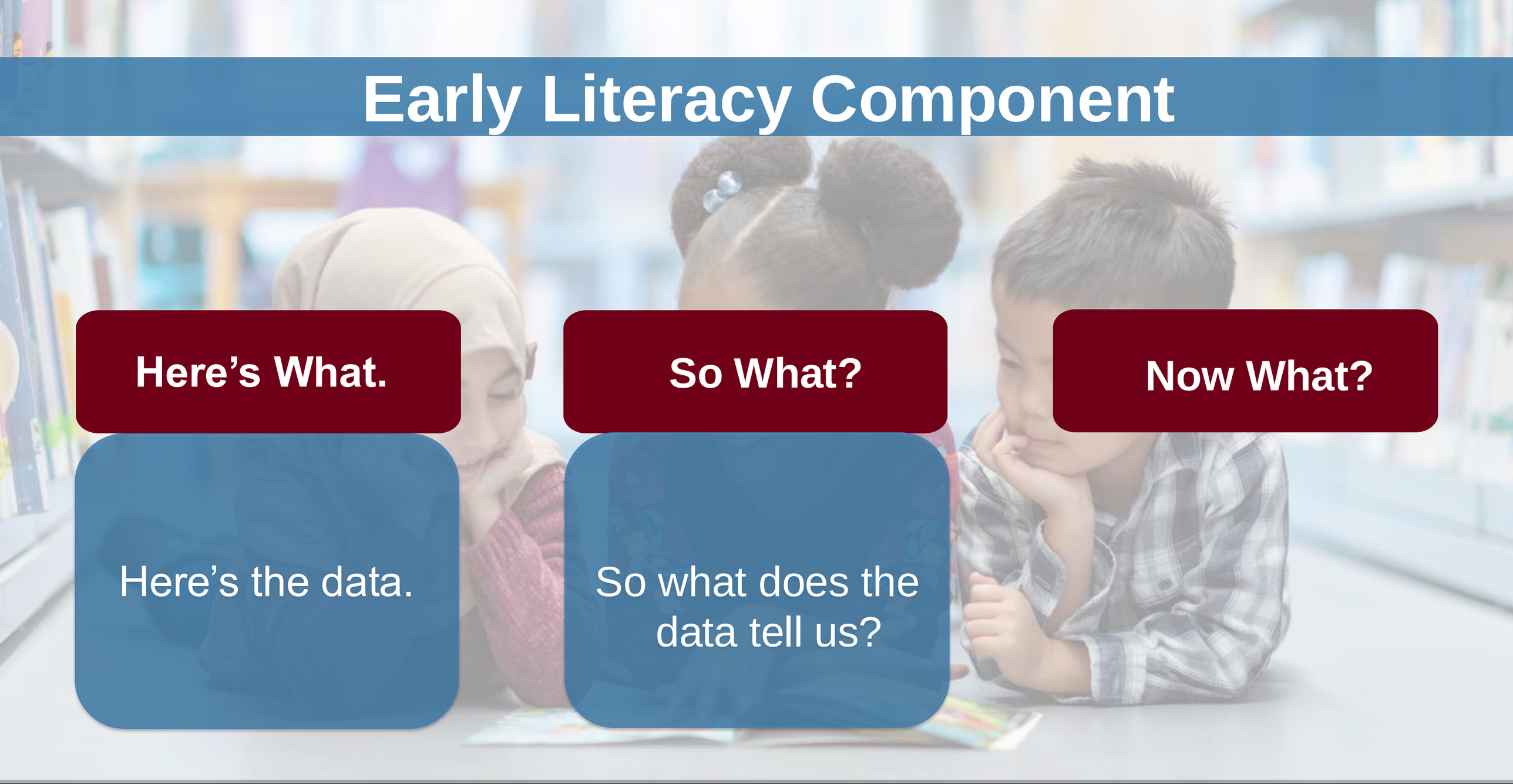
Year 1 = Of the 39.3% of Kindergarten students who scored "Not On Track" on the Fall 2021 diagnostic, what % moved on-track on the Fall 2022 diagnostic.

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?	Now What?
Here's the data.	So what does the data tell us?	

Here's What….So What?

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

How Valid is My Screener?

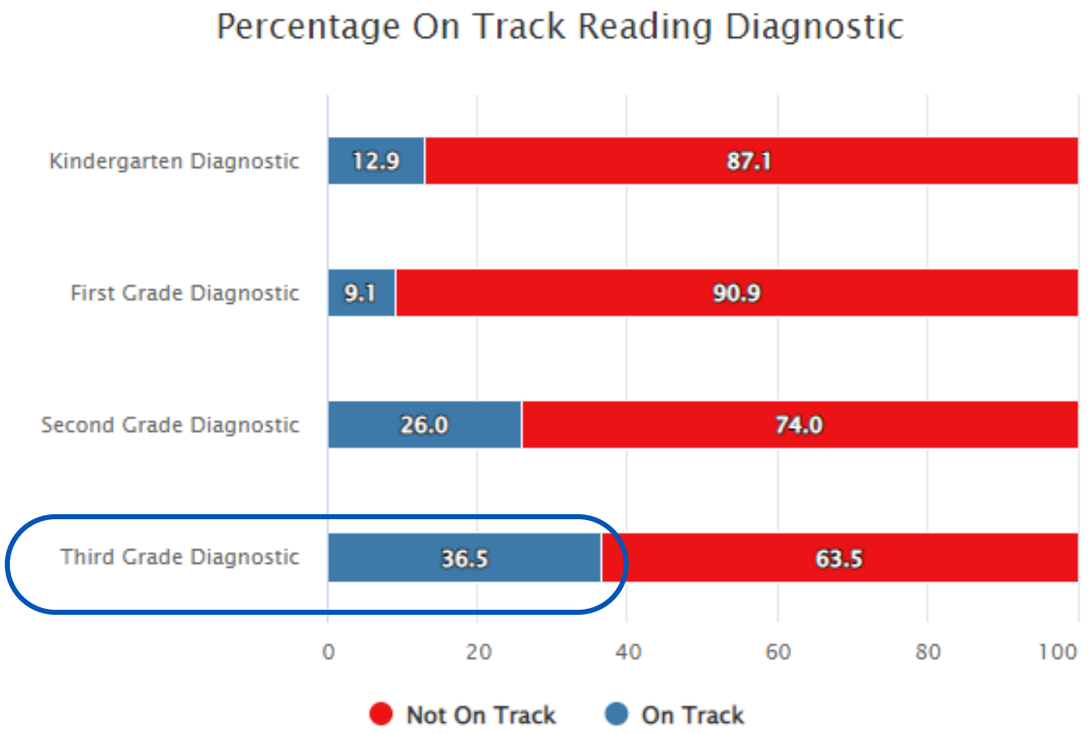
3rd Grade Proficiency and Promotion | On Track by Grade Level

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? **100.0%**

How many third graders scored proficient on the reading segment of the state English language arts test? **36.5%**

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.

3rd Grade Proficiency and Promotion | On Track by Grade Level



How Valid is My Screener?

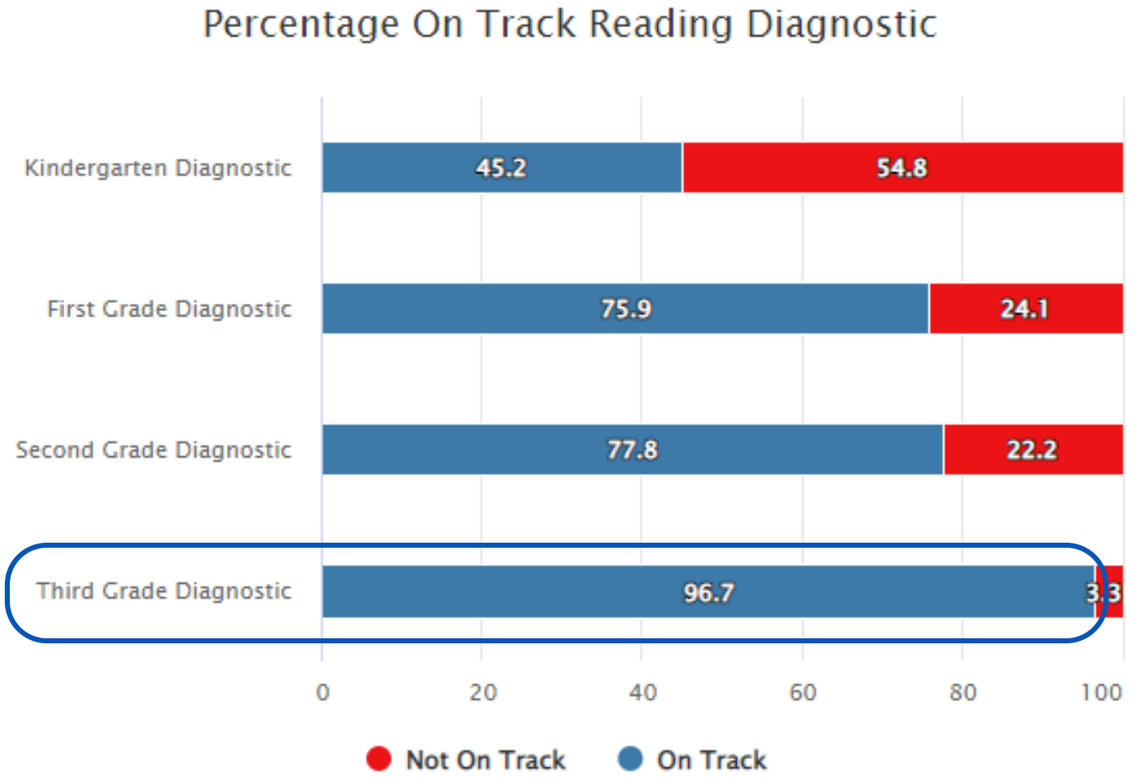
3rd Grade Proficiency and Promotion | On Track by Grade Level

How many third graders met the Third Grade Reading Guarantee requirements for promotion to 4th grade? **100.0%**

How many third graders scored proficient on the reading segment of the state English language arts test? **80.0%**

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.

3rd Grade Proficiency and Promotion | On Track by Grade Level



How Valid is My Screener?

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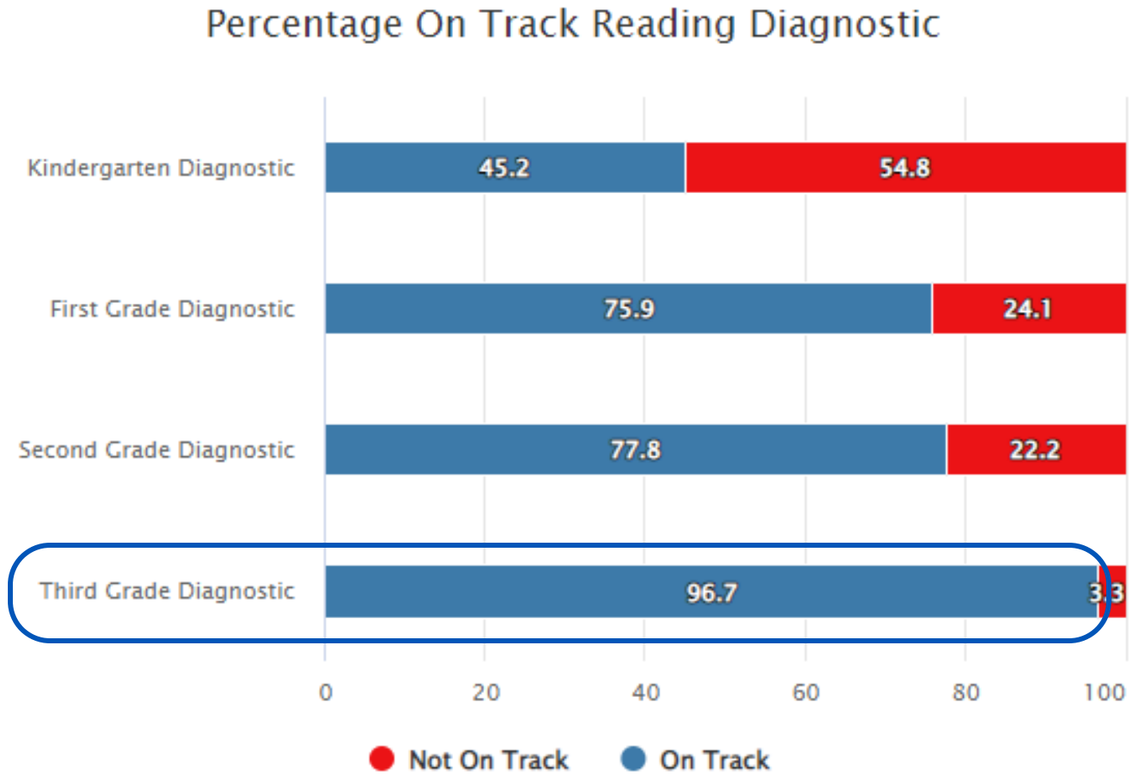
If the % of students who scored proficient on the reading segment of the ELA test is much lower than the % of students On Track on the Third Grade Diagnostic, then this is a sign to investigate further.

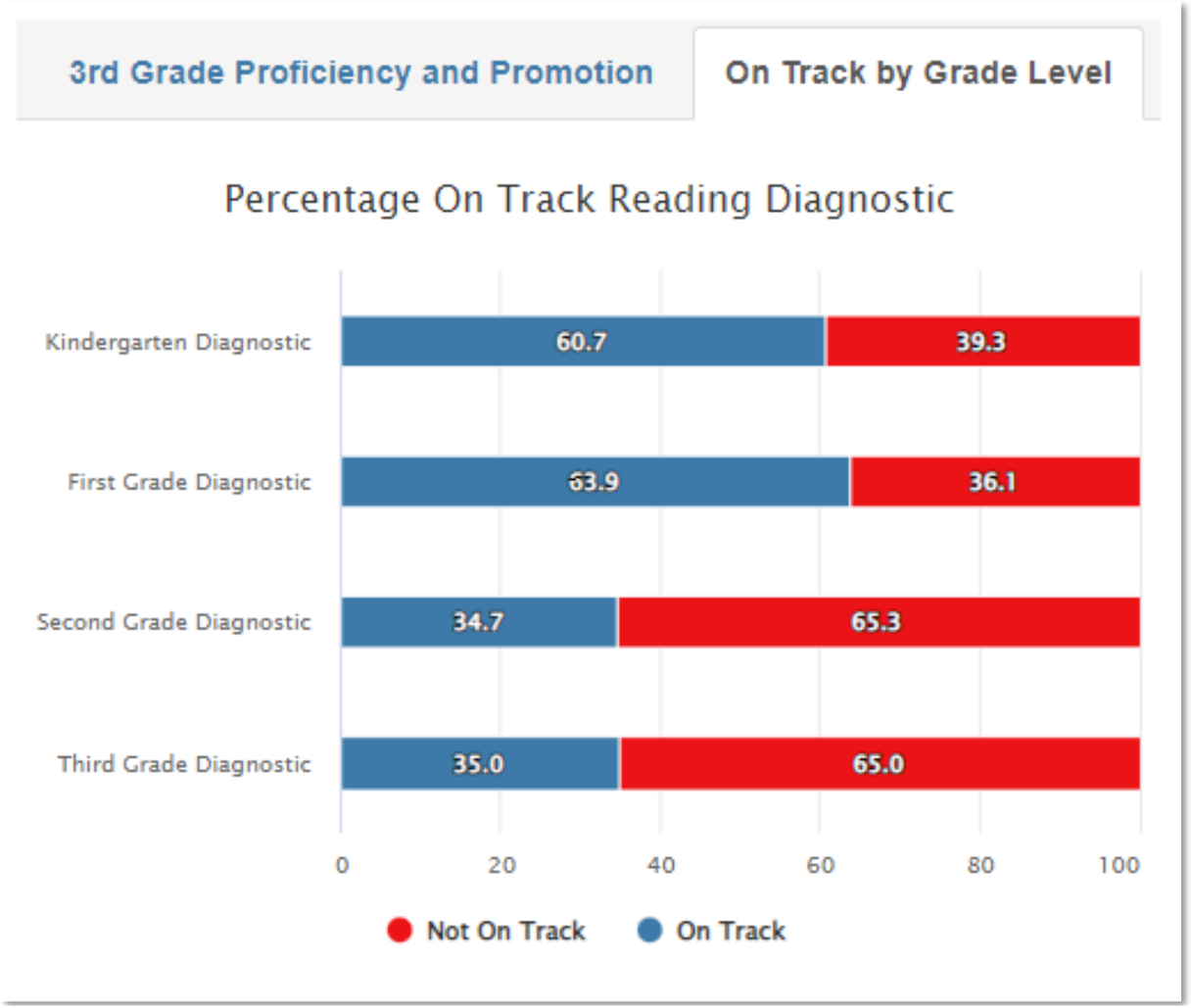
3rd Grade Proficiency and Promotion | On Track by Grade Level



Applications/Implications of the Data

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

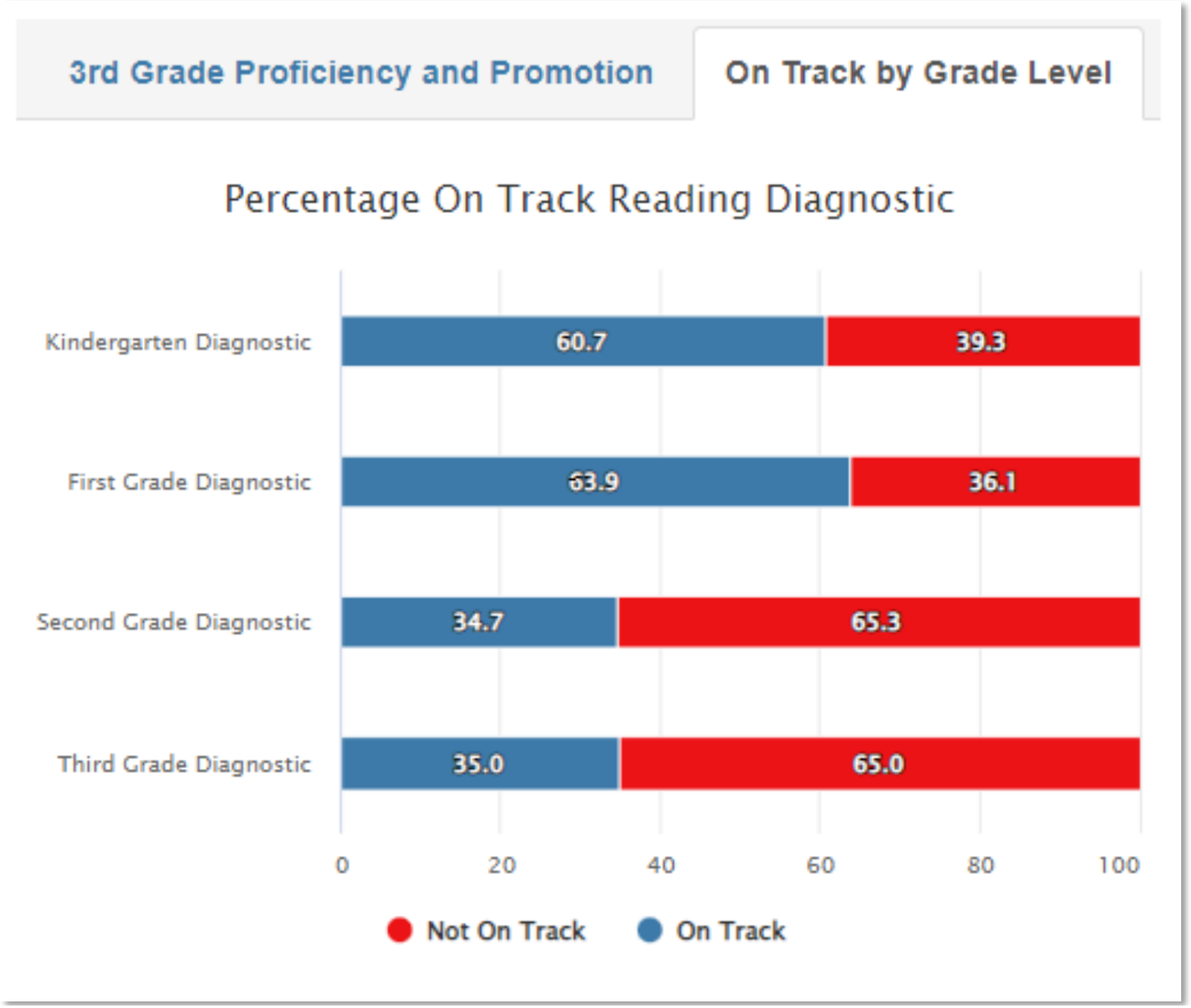
Tier 1 - Core



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

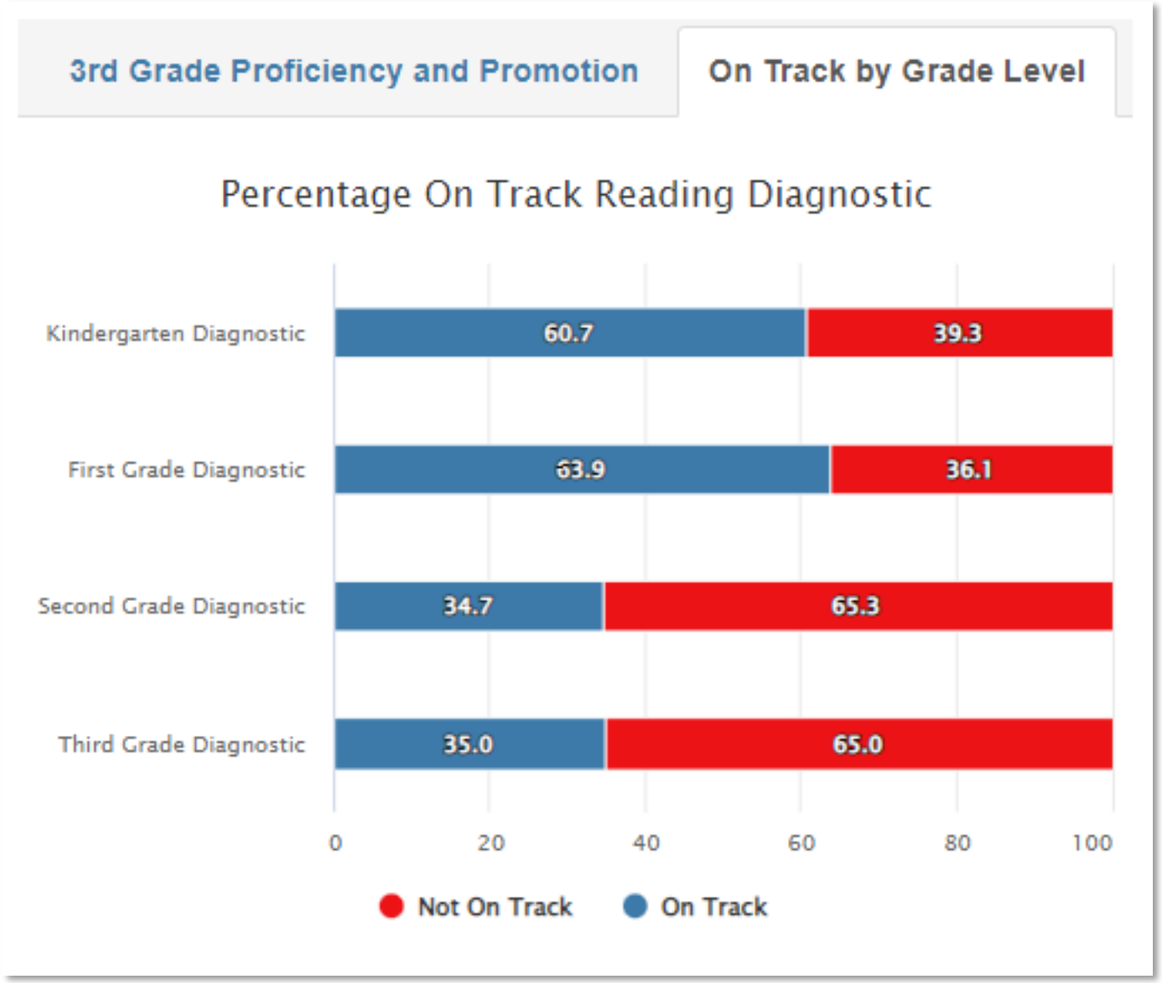
If not, let's examine possible causes.

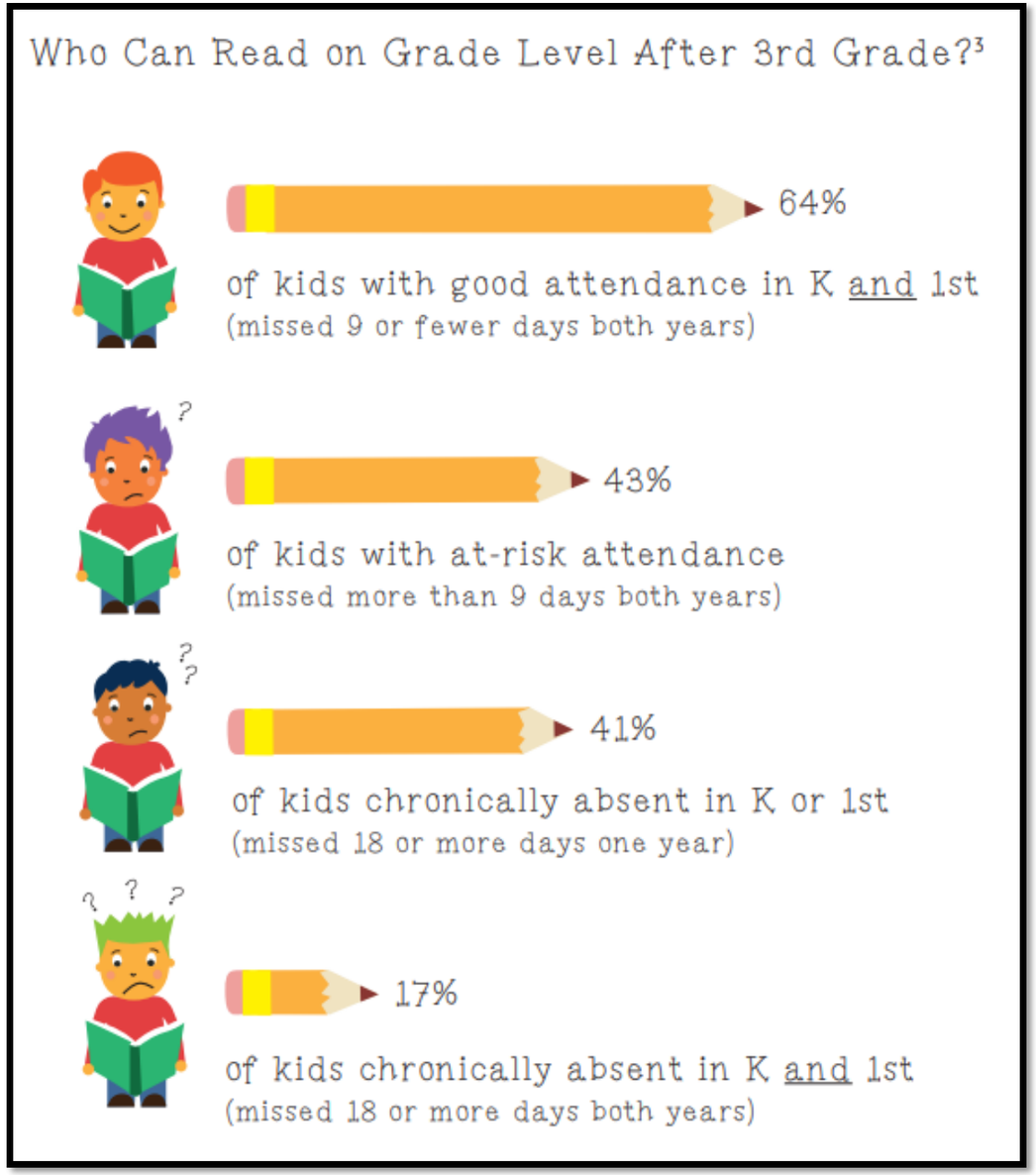
Tier 1 - Core



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





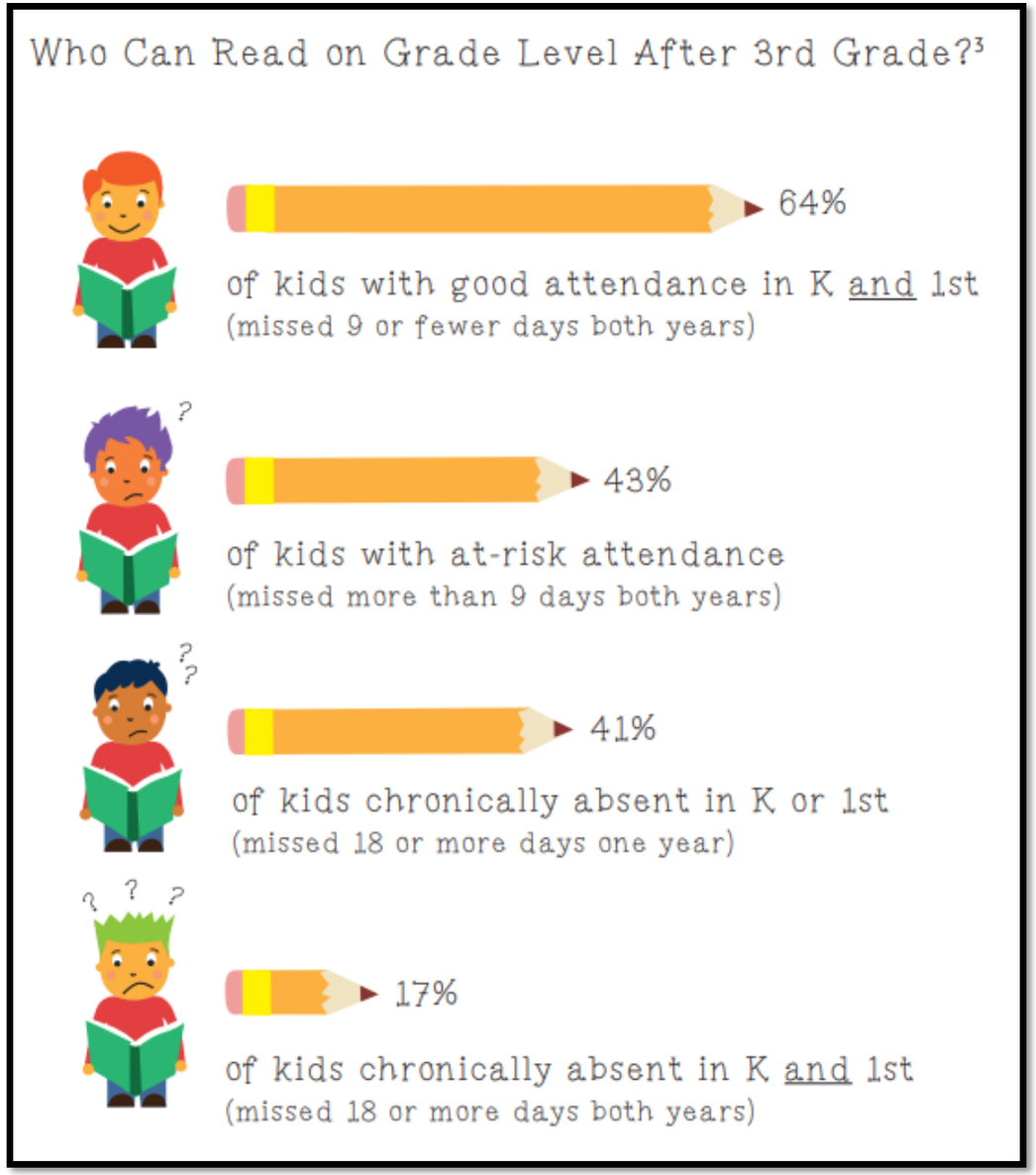
[Infographic from AttendanceWorks.org]

Chronic Absence

49.8%

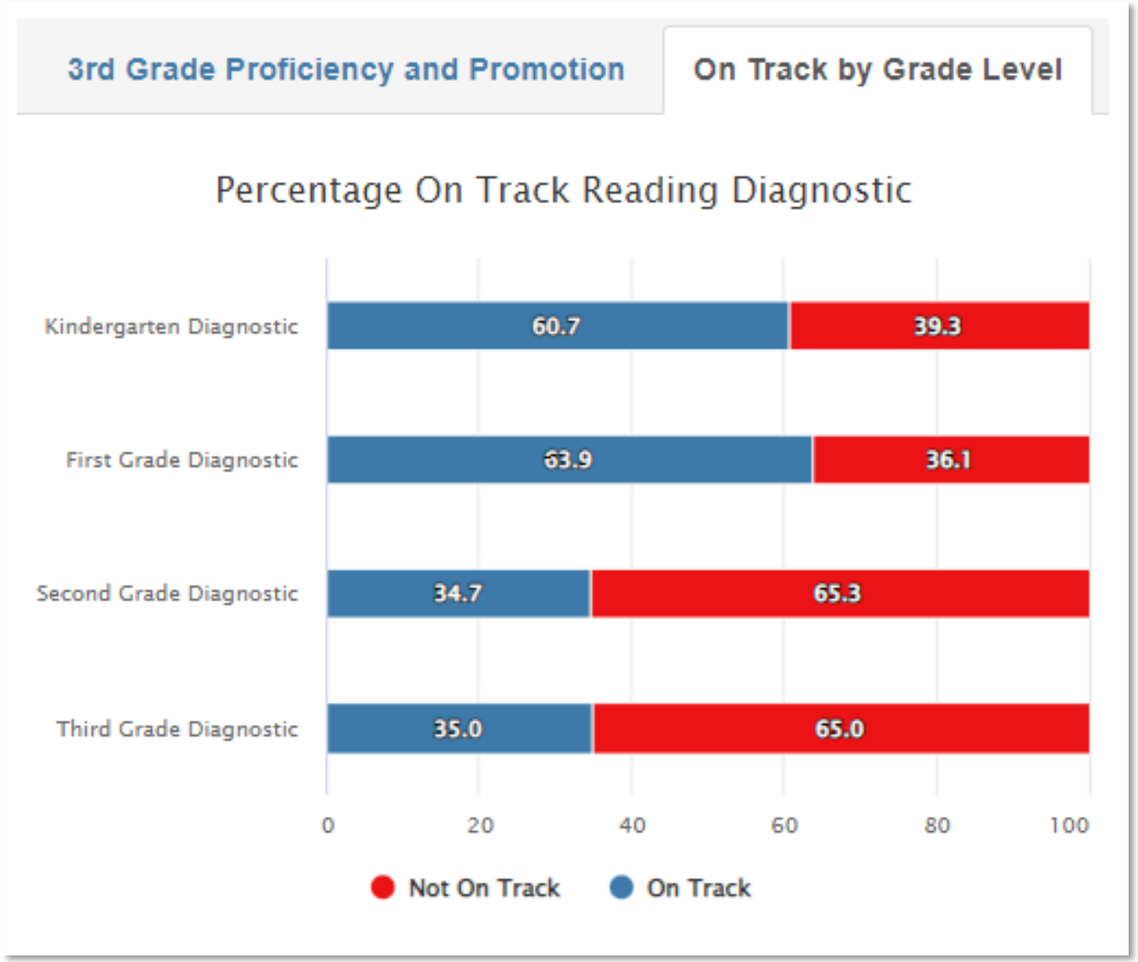
Of students were chronically absent in the 2021-2022 school year

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.



[Infographic from AttendanceWorks.org]

Tier 1 -Core



- [Ohio Materials Matter Reviews]
- [Ohio's Plan to Raise Literacy]
- [Ohio's Dyslexia Guidebook]

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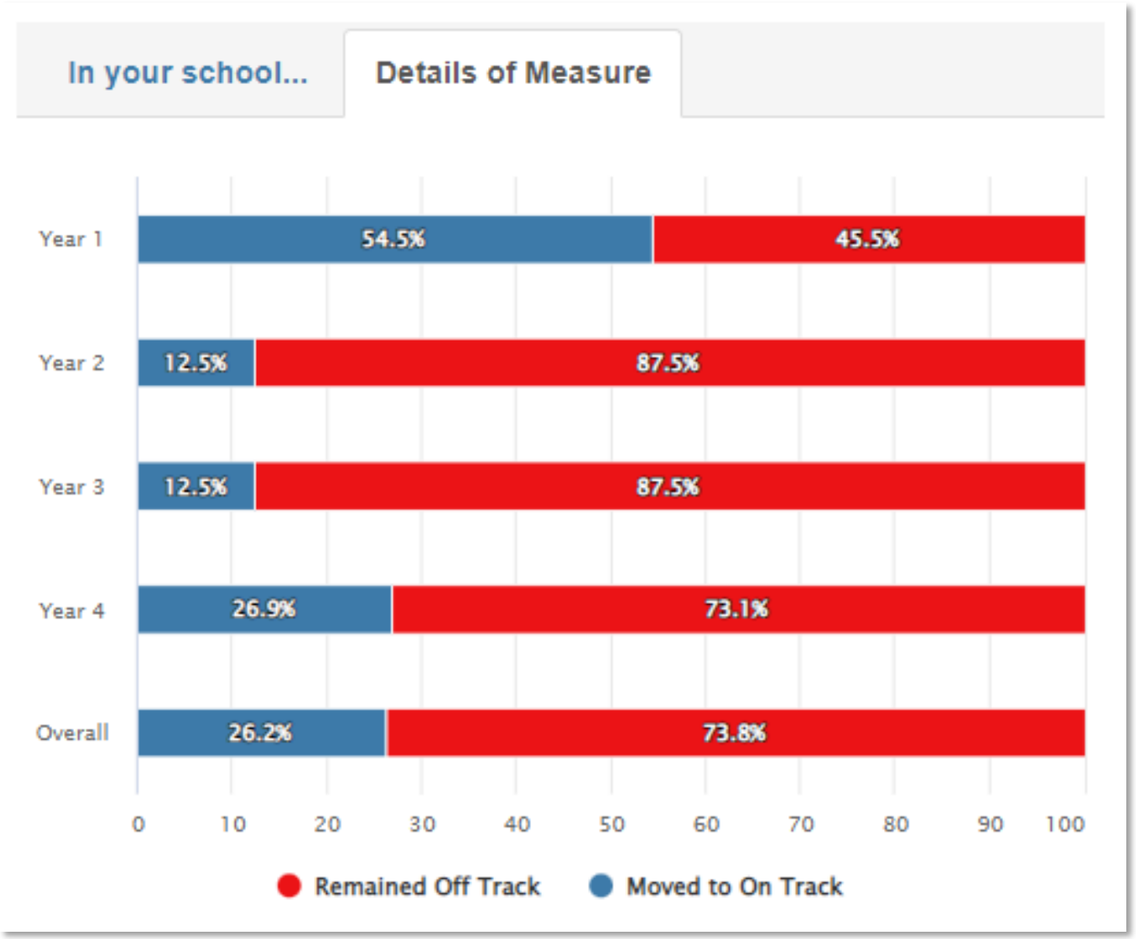
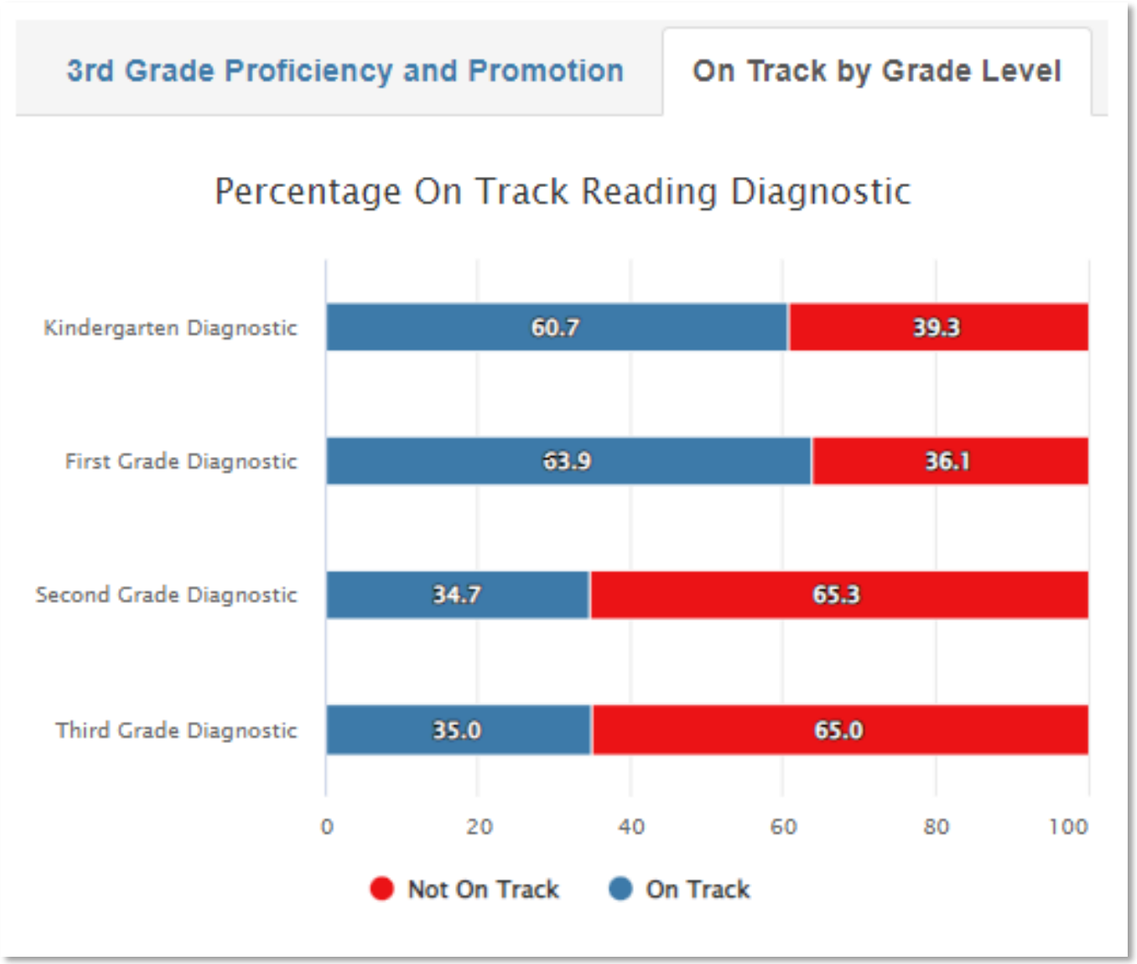
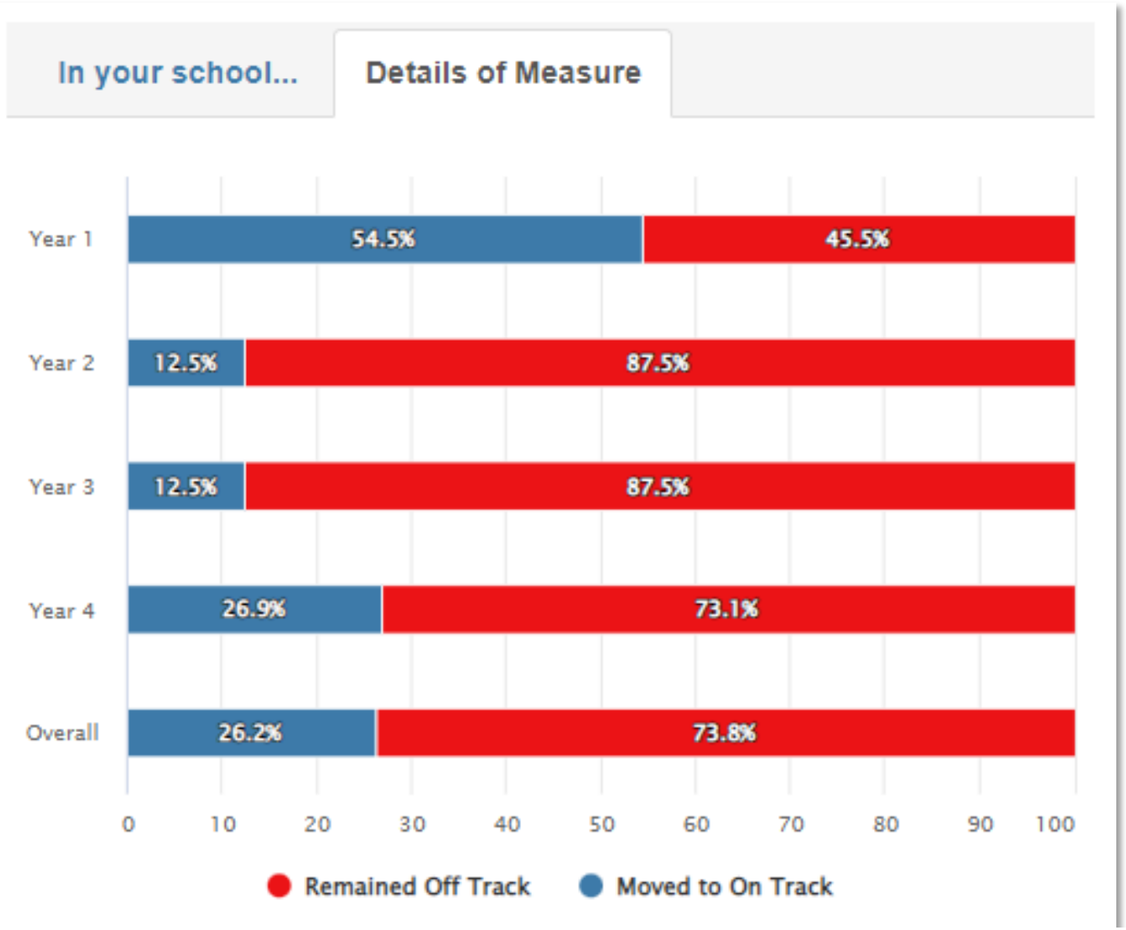
Intervention



Tier 1 - Core



Intervention



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

Applications/Implications of the Data

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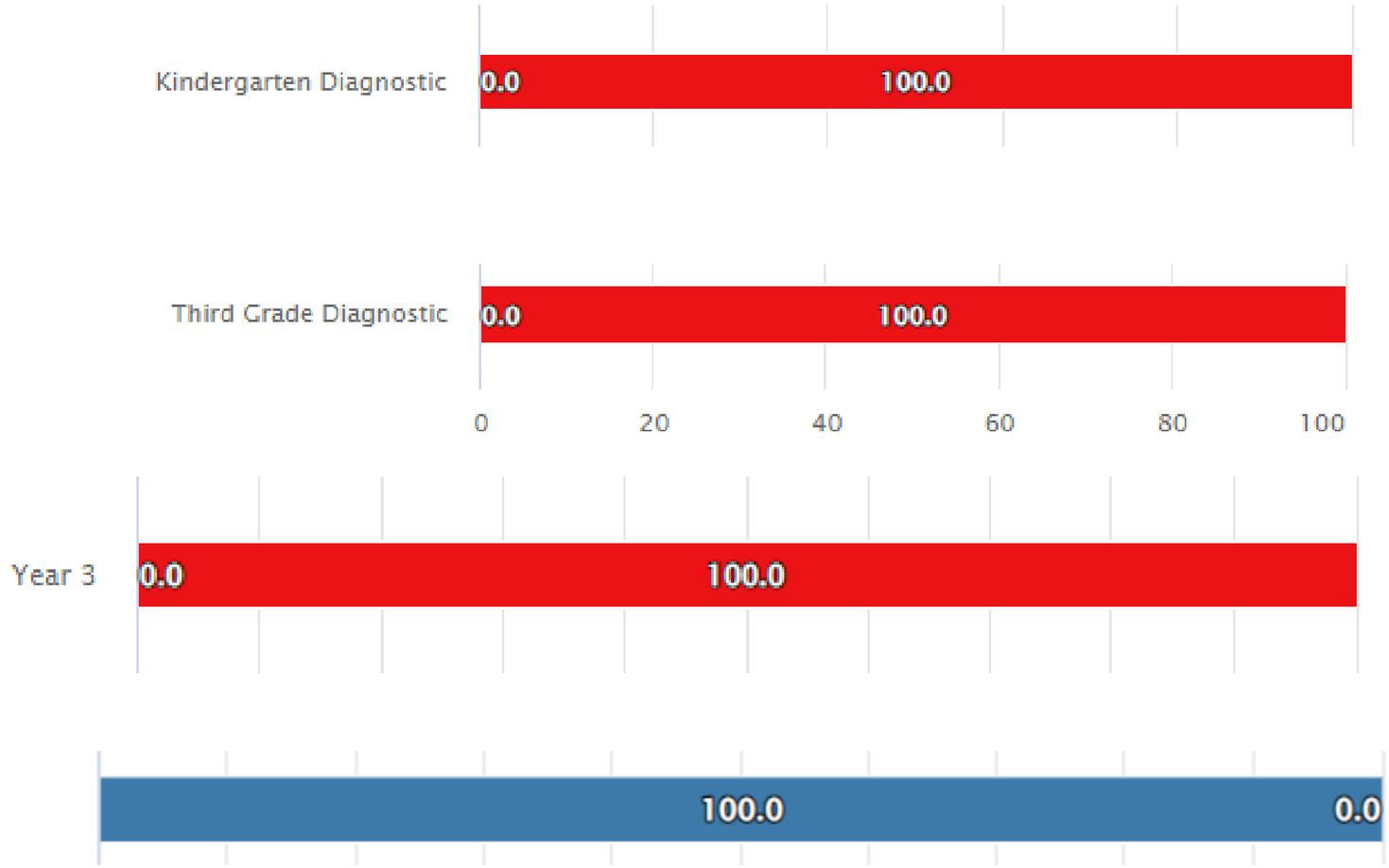
Applications/Implications of the Data

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.



Applications/Implications of the Data

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Early Literacy Component

Here's What.	So What?	Now What?
Here's the data.	So what does the data tell us?	Now what do we do?

Here's What…So What…Now What?

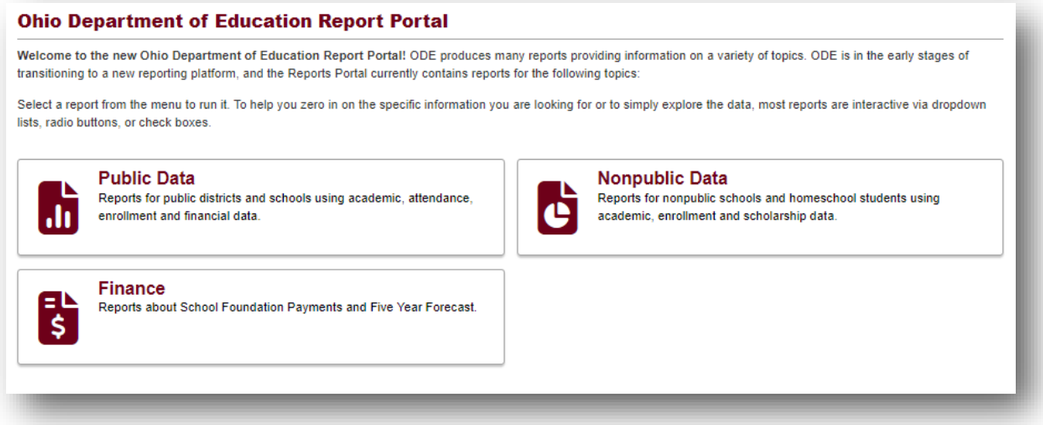
Possible questions:

- 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?

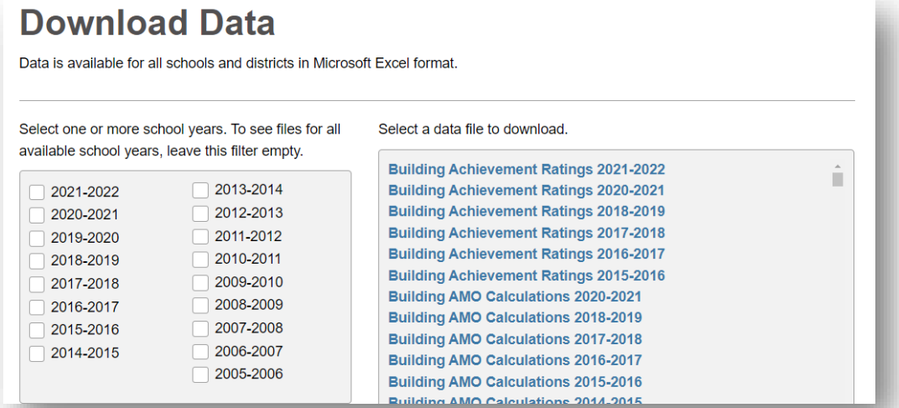
Think – Pair – Share

Finding the Data

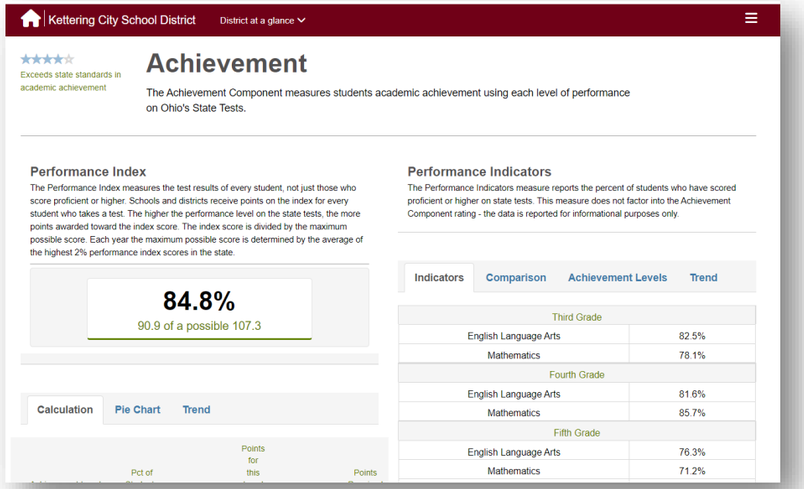
Ohio Department of Education



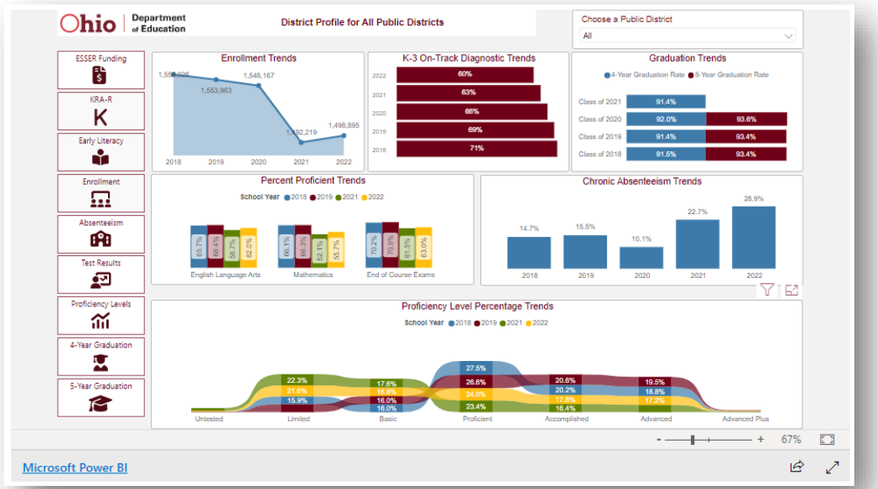
[Advanced Reports: Report Portal]



[Download Data]



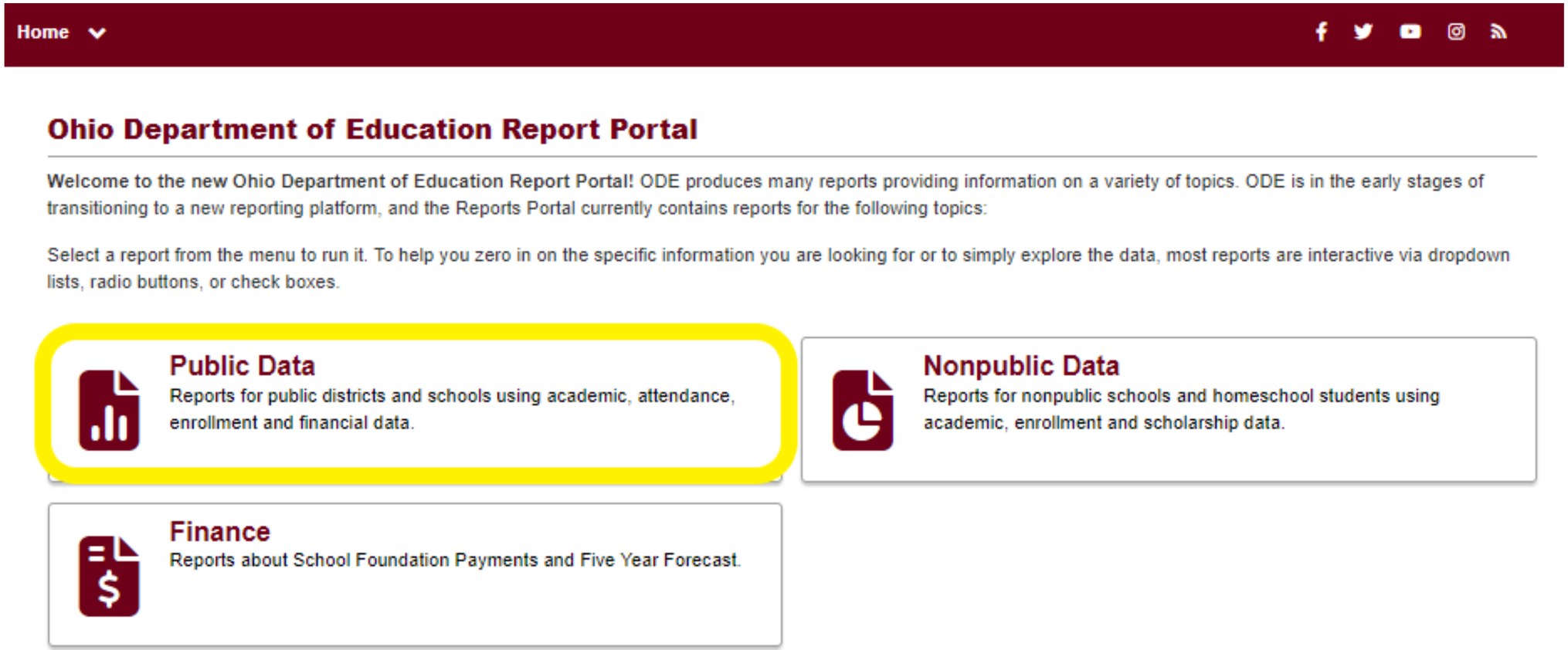
[Report Card Page]



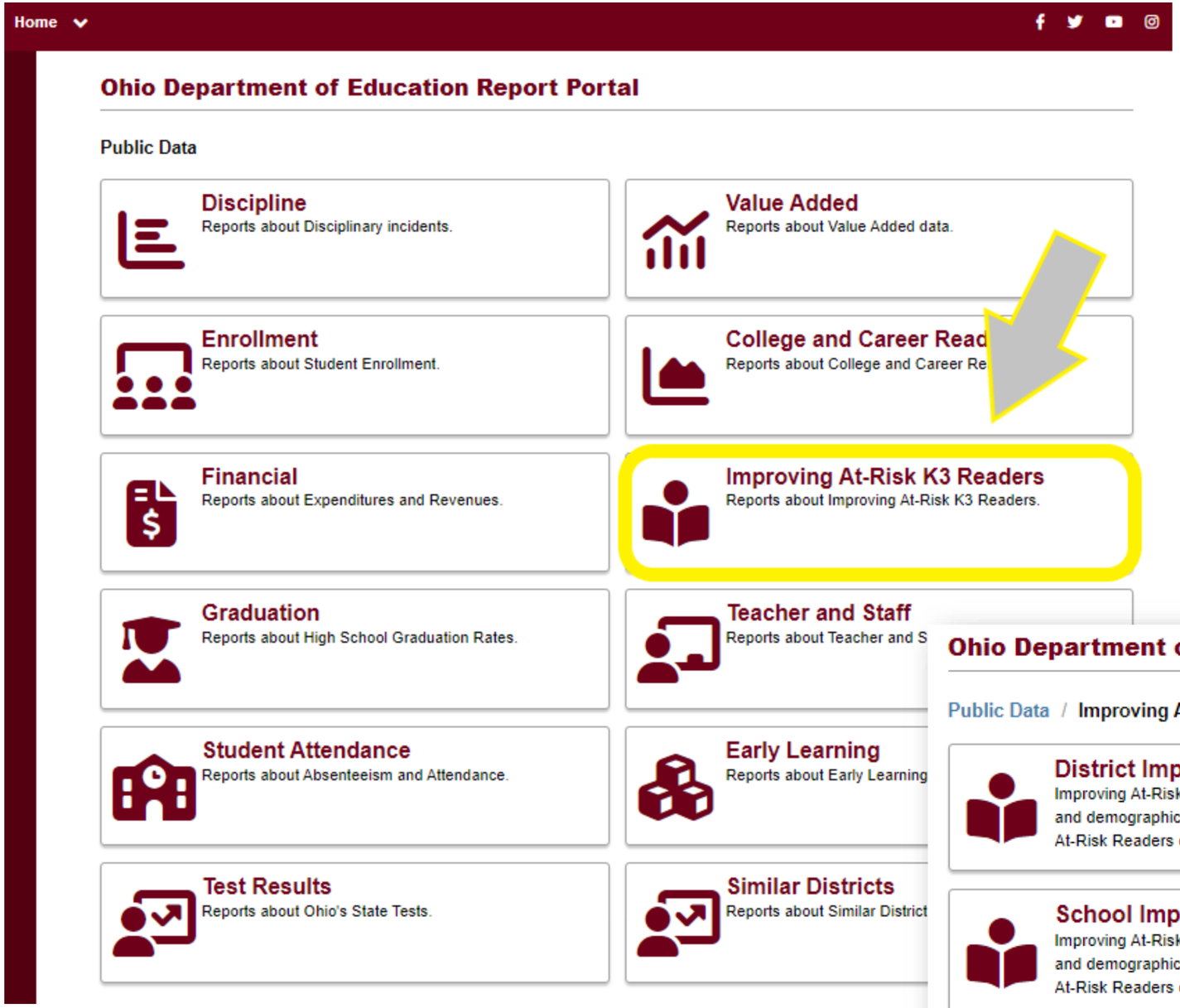
[Student Recovery Dashboard]

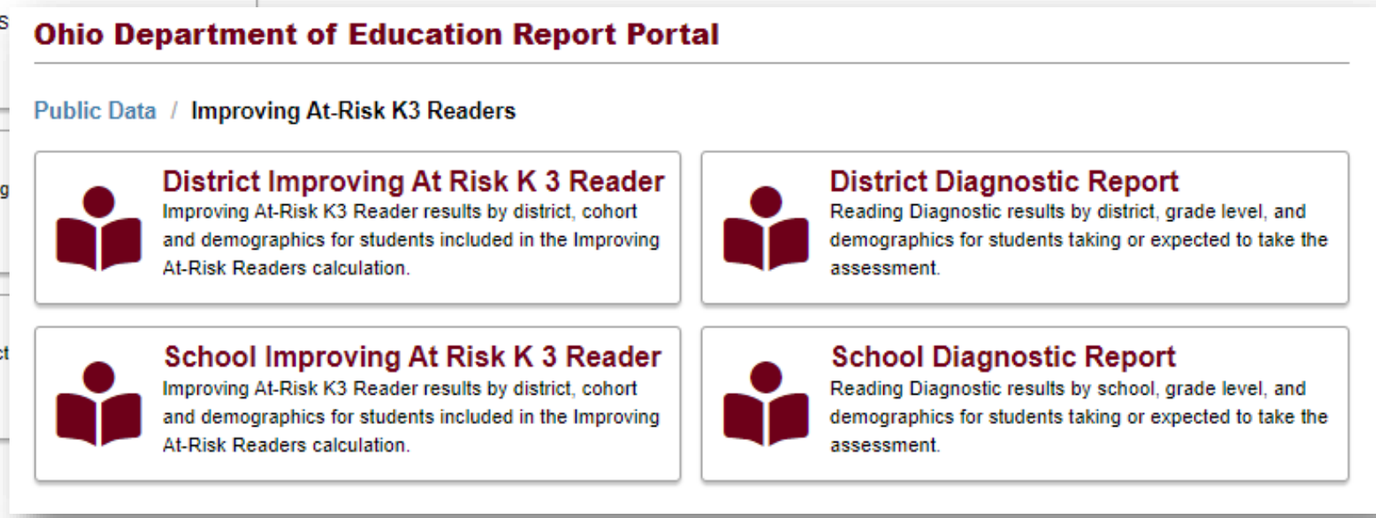
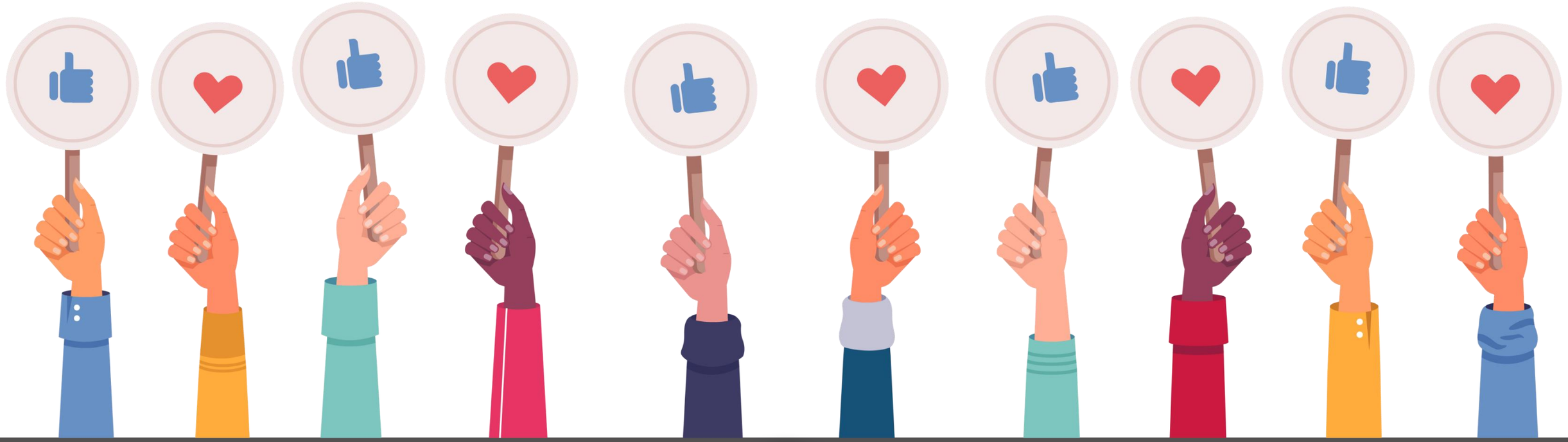
Ohio Department of Education

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



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


Home
Ohio Department of Education Report Portal
Public Data
Discipline
Reports about Disciplinary incidents.
Value Added
Reports about Value Added data.
Enrollment
Reports about Student Enrollment.
College and Career Read
Reports about College and Career Re
Financial
Reports about Expenditures and Revenues.
Improving At-Risk K3 Readers
Reports about Improving At-Risk K3 Readers.
Graduation
Reports about High School Graduation Rates.
Teacher and Staff
Reports about Teacher and S
Student Attendance
Reports about Absenteeism and Attendance.
Early Learning
Reports about Early Learning
Test Results
Reports about Ohio's State Tests.
Similar Districts
Reports about Similar District


Ohio Department of Education Report Portal
Public Data / Improving At-Risk K3 Readers
District Improving At Risk K 3 Reader
Improving At-Risk K3 Reader results by district, cohort and demographics for students included in the Improving At-Risk Readers calculation.
District Diagnostic Report
Reading Diagnostic results by district, grade level, and demographics for students taking or expected to take the assessment.
School Improving At Risk K 3 Reader
Improving At-Risk K3 Reader results by district, cohort and demographics for students included in the Improving At-Risk Readers calculation.
School Diagnostic Report
Reading Diagnostic results by school, grade level, and demographics for students taking or expected to take the assessment.

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