

# Analyzing Building and District Level Data to Impact Student Outcomes



June 8, 2023

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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 



**Find Your  
Report Card**



**Download Report  
Card Data**



**Resources and  
Technical  
Documents**



**Annual Reports  
and Information**



**Rewards and  
Recognition**



**Federal School  
Improvement  
Identification**

**Information on School and District Performance Management Data**

# 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.

**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.

## Download Data

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

Select one or more school years. To see files for all available school years, leave this filter empty.

- 2021-2022
- 2020-2021
- 2019-2020
- 2018-2019
- 2017-2018
- 2016-2017
- 2015-2016
- 2014-2015
- 2013-2014
- 2012-2013
- 2011-2012
- 2010-2011
- 2009-2010
- 2008-2009
- 2007-2008
- 2006-2007
- 2005-2006

Select a data file to download.

- Building Achievement Ratings 2021-2022
- Building Achievement Ratings 2020-2021
- Building Achievement Ratings 2018-2019
- Building Achievement Ratings 2017-2018
- Building Achievement Ratings 2016-2017
- Building Achievement Ratings 2015-2016
- Building AMO Calculations 2020-2021
- Building AMO Calculations 2018-2019
- Building AMO Calculations 2017-2018
- Building AMO Calculations 2016-2017
- Building AMO Calculations 2015-2016
- Building AMO Calculations 2014-2015

# Advanced Reports: Report Portal

# Download Data

Kettering City School District
District at a glance

**Achievement**  
★★★★★ Exceeds state standards in academic 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 maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.

**84.8%**  
90.9 of a possible 107.3

**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
Third Grade			
English Language Arts		82.5%	
Mathematics		78.1%	
Fourth Grade			
English Language Arts		81.6%	
Mathematics		85.7%	
Fifth Grade			
English Language Arts		76.3%	
Mathematics		71.2%	

# Report Card Page

Ohio Department of Education
District Profile for All Public Districts

Choose a Public District: All

- ESSER Funding
- K-3 On-Track
- Early Literacy
- Enrollment
- Absenteeism
- Test Results
- Proficiency Levels
- 4-Year Graduation
- 5-Year Graduation

**Enrollment Trends**

**K-3 On-Track Diagnostic Trends**

**Graduation Trends**

**Percent Proficient Trends**

**Chronic Absenteeism Trends**

**Proficiency Level Percentage Trends**

# Student Recovery Dashboard



# Achievement Component

**Here's What.**

Here's the data.

**So What?**

So what does the data tell us?

**Now What?**

Now what do we do?

Here's  
What



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

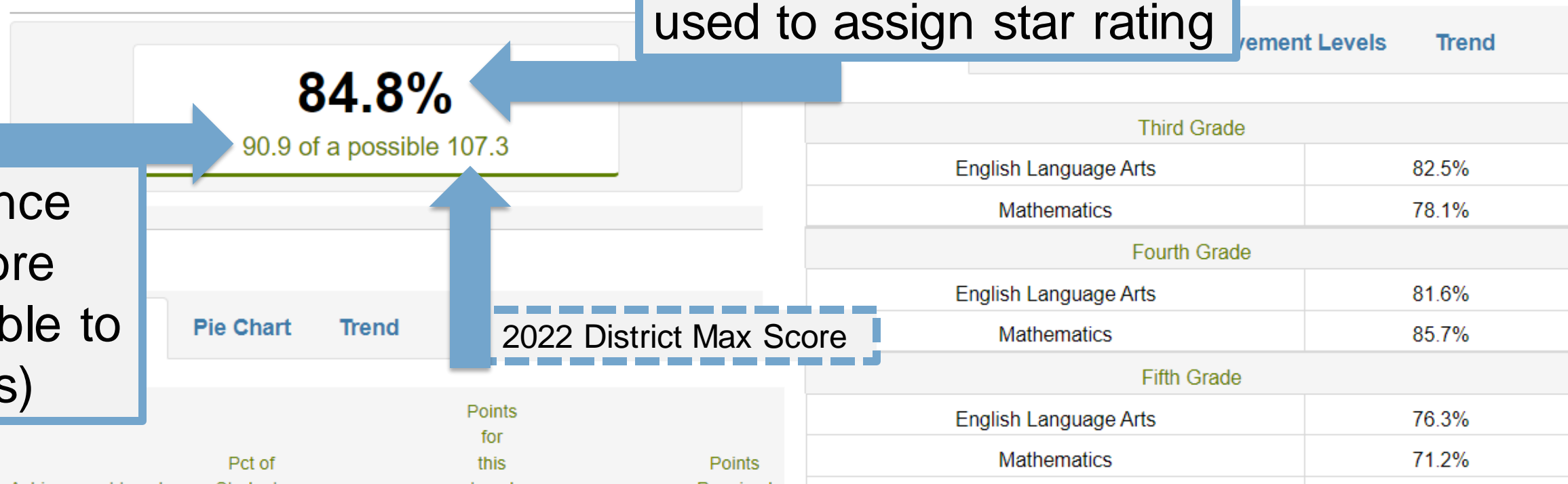
The Performance Index measures the test results of every student, not just those who score proficient or higher. Schools and districts receive points on the index for every student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The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

Performance  
Index Score  
(comparable to  
prior years)





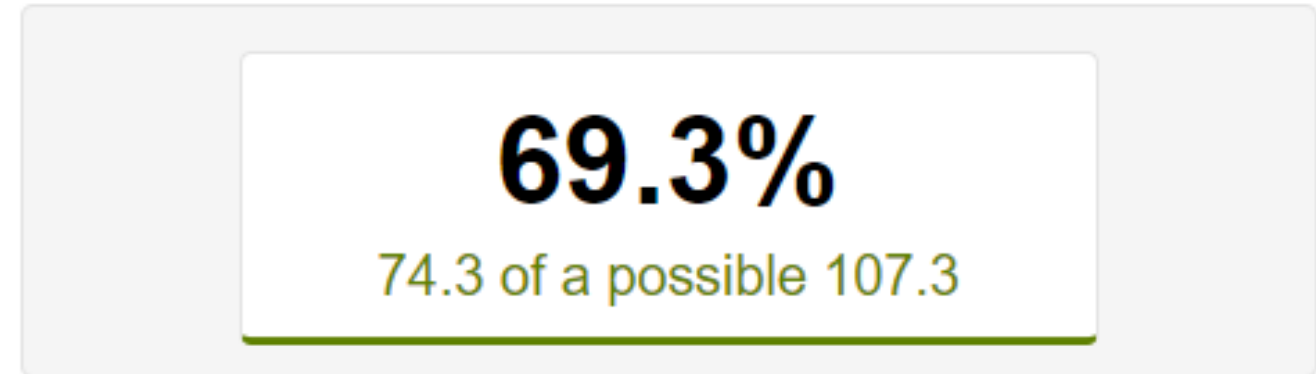
# Achievement Component

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](#)

# 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



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



So  
What?

# Performance Index

Calculation					
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

% 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?

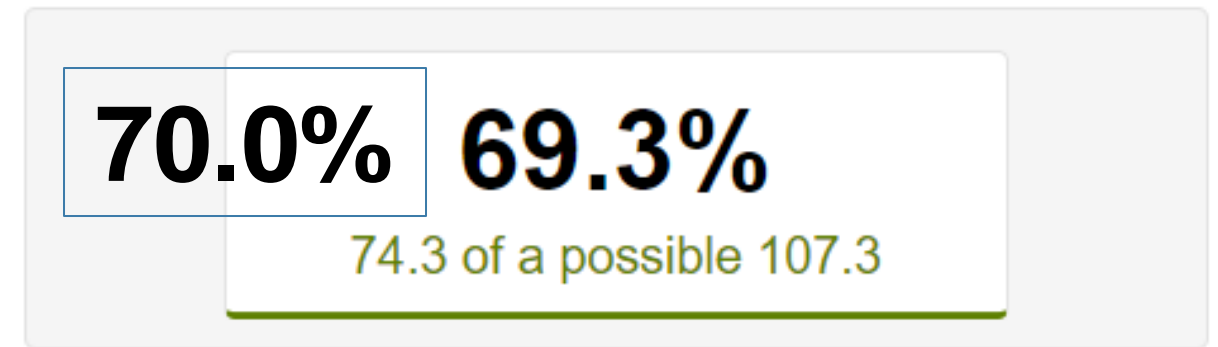


So  
What?

# Performance Index

Calculation						
Achievement Level	Pct of Students		Points for this Level	=	Points Received	
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	<b>28.6</b>	X	0.3	=	<b>8.6</b>	7.9
Untested	<b>0.0</b>	X	0.0	=		0.0
					<b>75.1</b>	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



# 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?

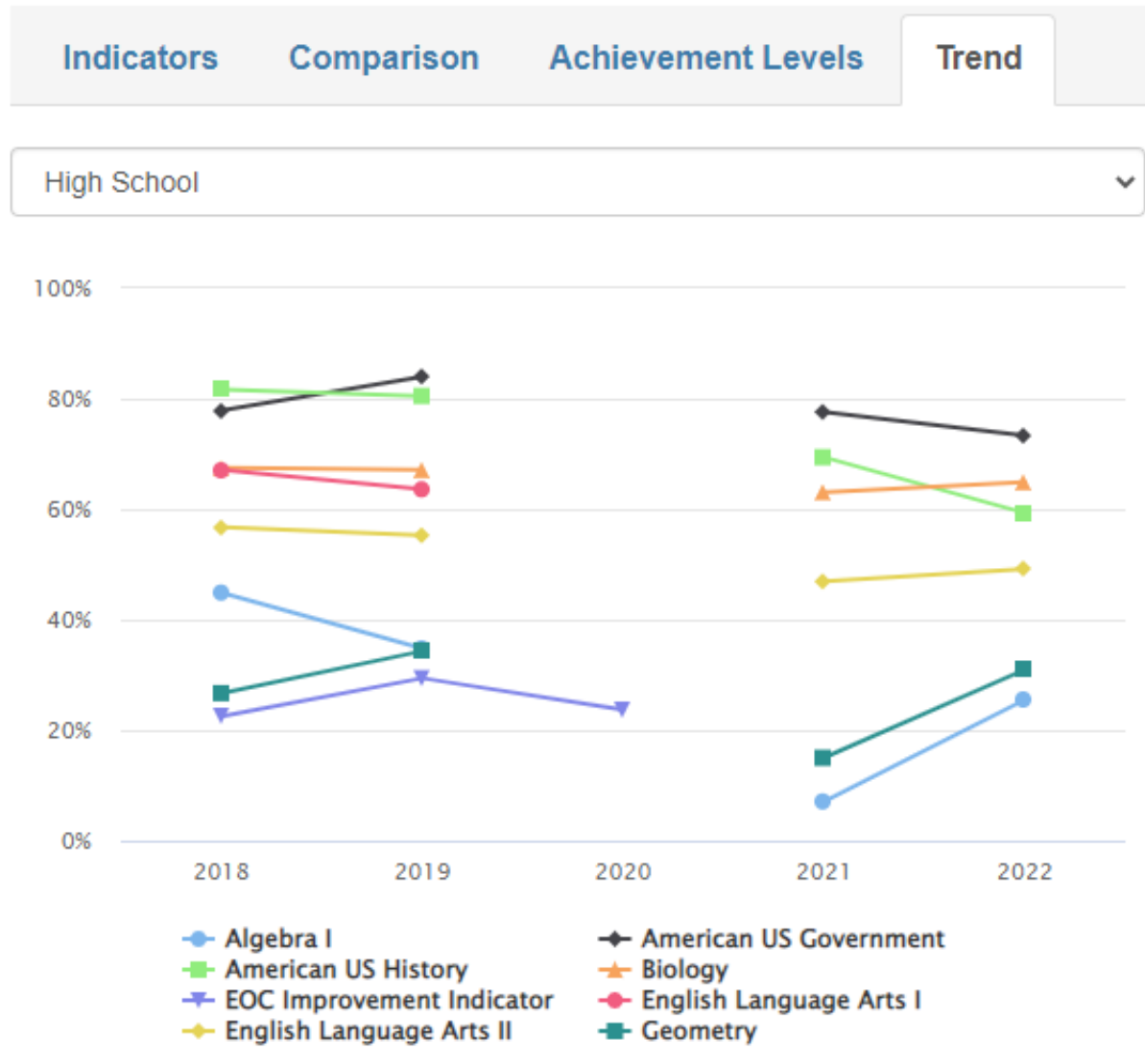
# Performance Indicators

## Performance Indicators

The Performance Indicators measure reports the 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
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%	

**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			
English Language Arts		48.1%	
Mathematics		43.3%	
Eighth Grade			
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American US Government		87.1%	
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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 Levels	Trend
Seventh Grade			
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Biology		61.0%	
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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 Levels	Trend
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American US History		67.9%	
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?

# Performance Indicators

Indicators	Comparison	Achievement Levels	Trend
Seventh Grade			
English Language Arts		48.1%	
Mathematics		43.3%	
Eighth Grade			
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American US History		67.9%	
Biology		61.0%	
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*

So  
What?

# Performance Indicators

Is this a chronic absenteeism issue?

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



64%

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



43%

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



41%

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

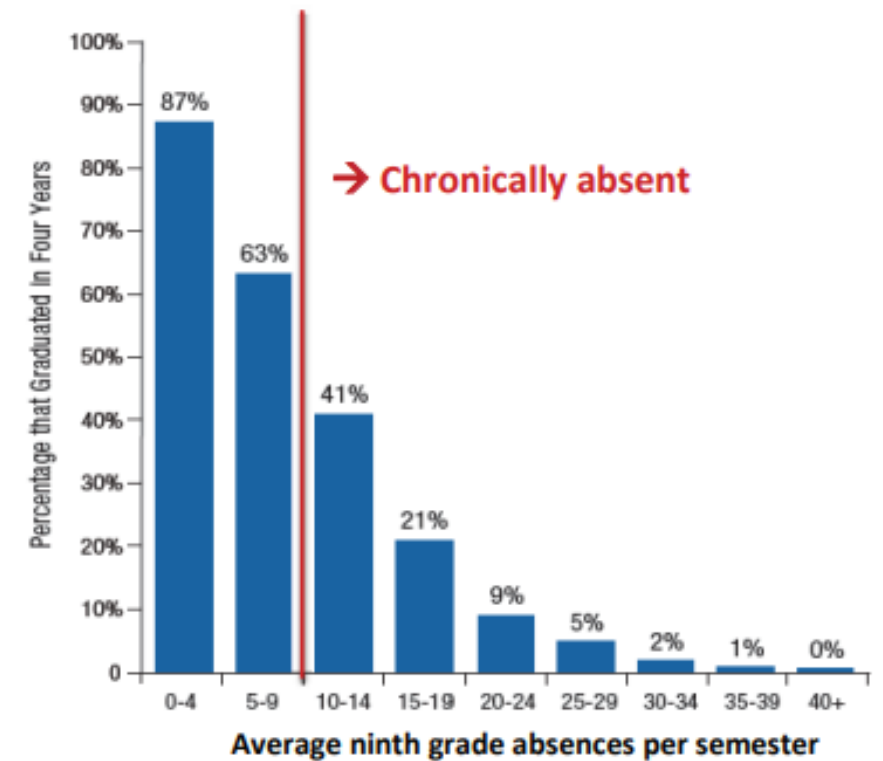


17%

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

Absence is very predictive of dropout / graduation

Each week of  
absence per  
semester in 9<sup>th</sup>  
grade lowers  
the likelihood  
of graduating  
by 25  
percentage  
points



Based on incoming freshman in 2001-02

UCHICAGO Consortium

Source: Allensworth & Easton (2007)



# 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*

# 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		<u>Weight</u>	=	<u>Weighted %</u>
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%				<u>61.6%</u>



## 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		<u>Weight</u>		<u>Weighted %</u>
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%				<b>61.6%</b>

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%

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%**

% of 3<sup>rd</sup> 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

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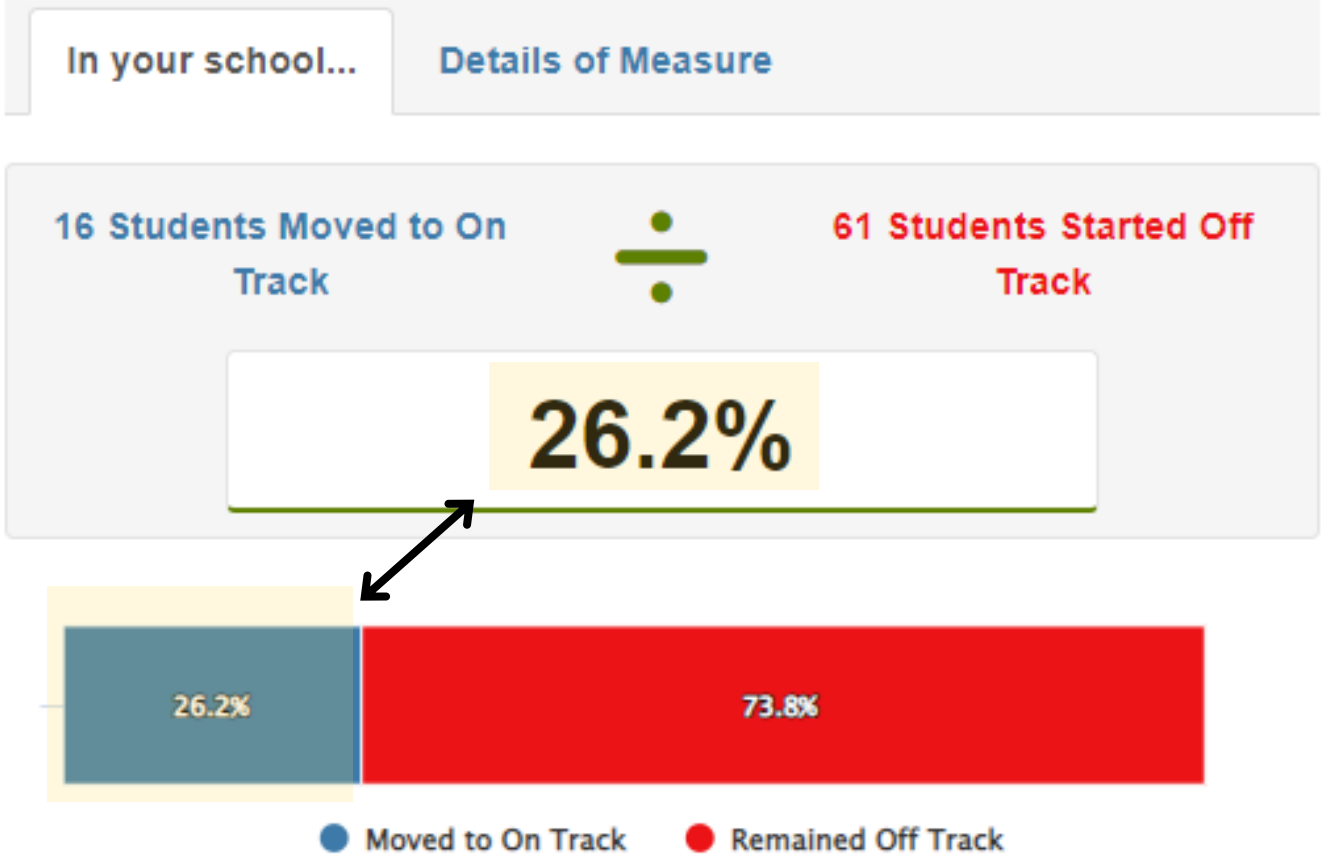
How many third graders scored proficient on the reading segment of the state English language arts test? **50.0%**



25% of the Component

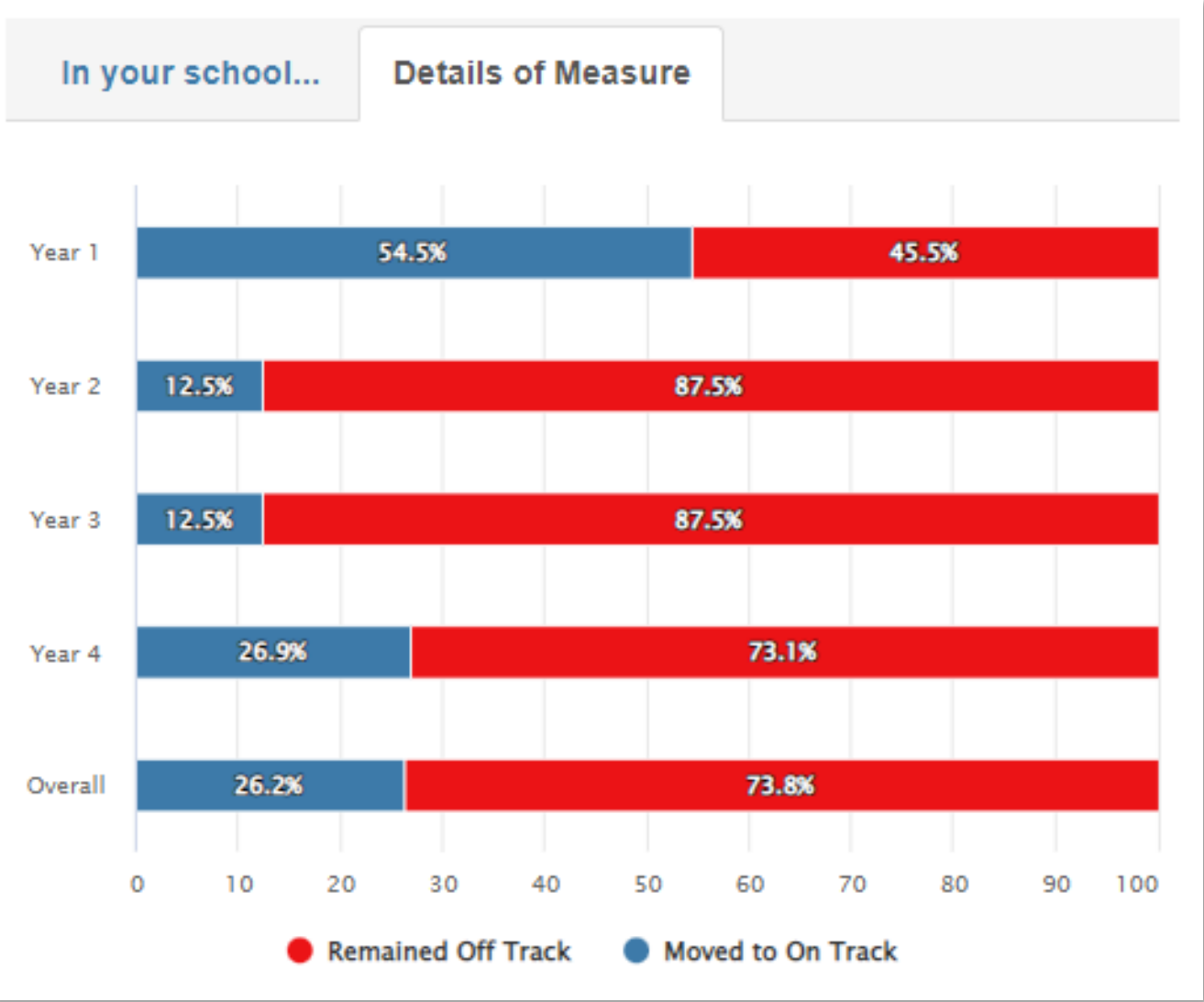
# Improving K-3 Literacy

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.

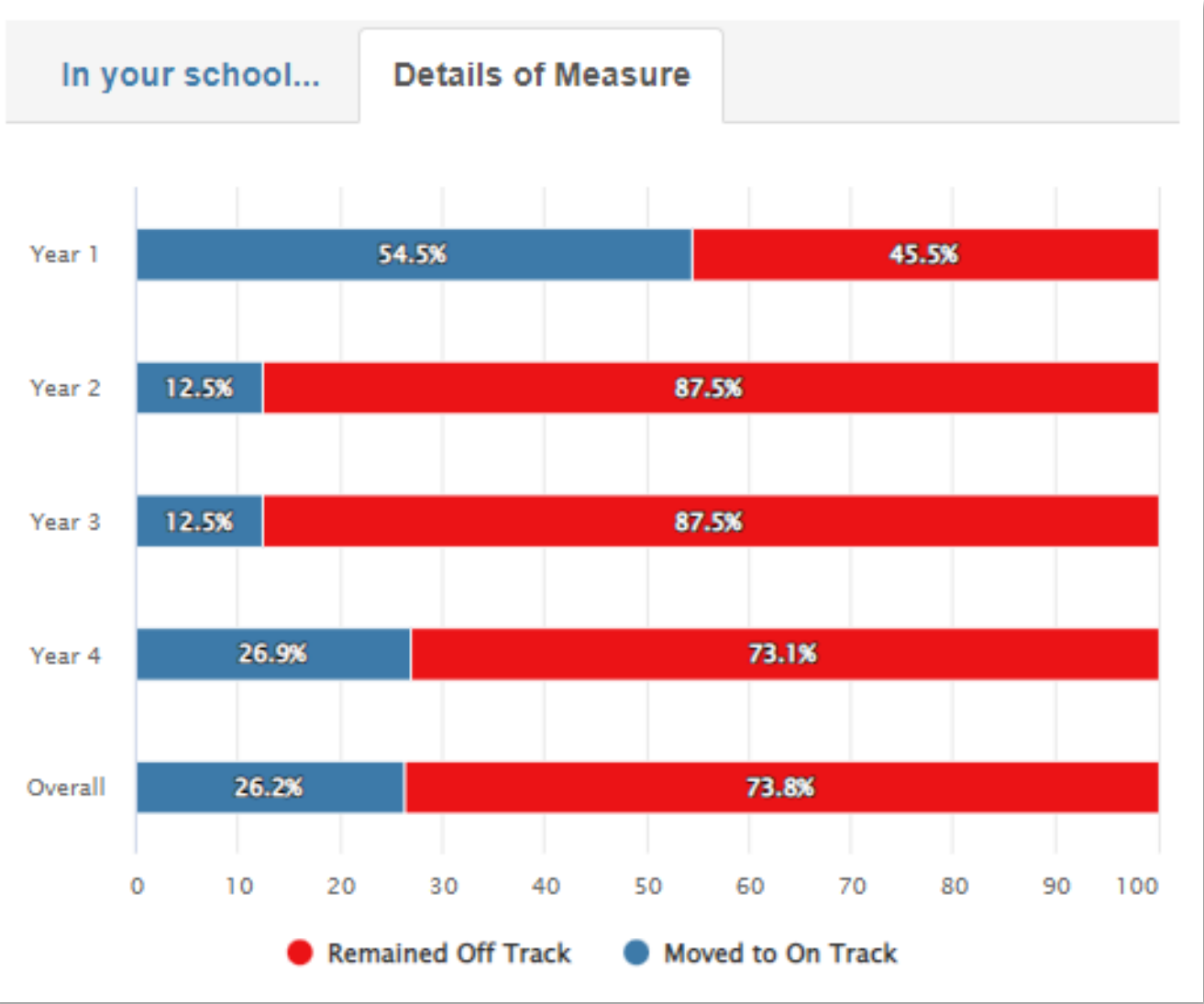
**Year 3** = Of the 2nd grade students who scored off-track on the Fall 2020 diagnostic, what % moved on-track on the Fall 2021 diagnostic.

**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 1<sup>st</sup> Grade Diagnostic (Fall 2021)

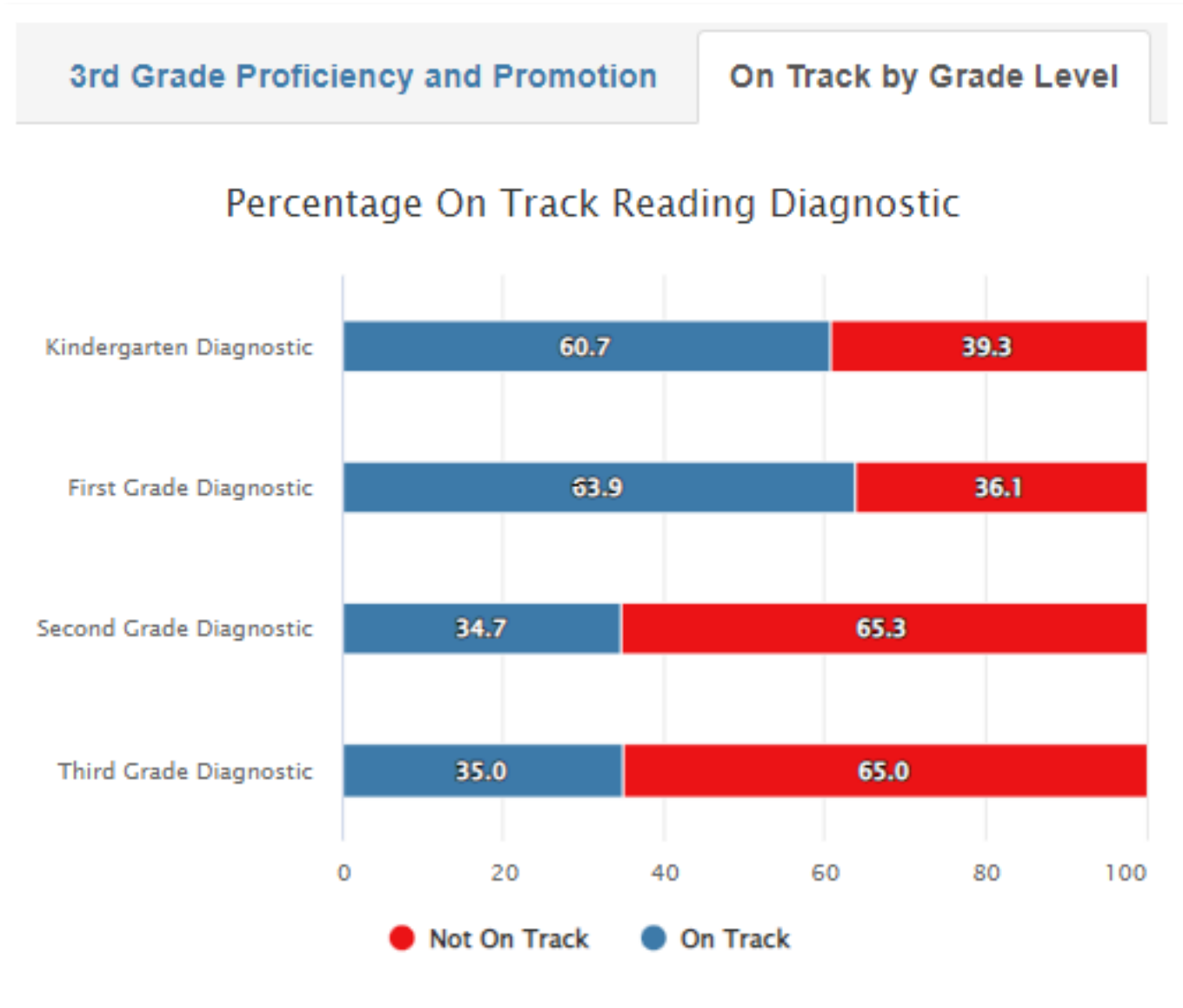
Year 2 = 1<sup>st</sup> Grade Diagnostic (Fall 2020) to 2<sup>nd</sup> Grade Diagnostic (Fall 2021)

Year 3 = 2<sup>nd</sup> Grade Diagnostic (Fall 2020) to 3<sup>rd</sup> Grade Diagnostic (Fall 2021)

Year 4 = 3<sup>rd</sup> Grade Diagnostic (Fall 2021) to 3<sup>rd</sup> 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.



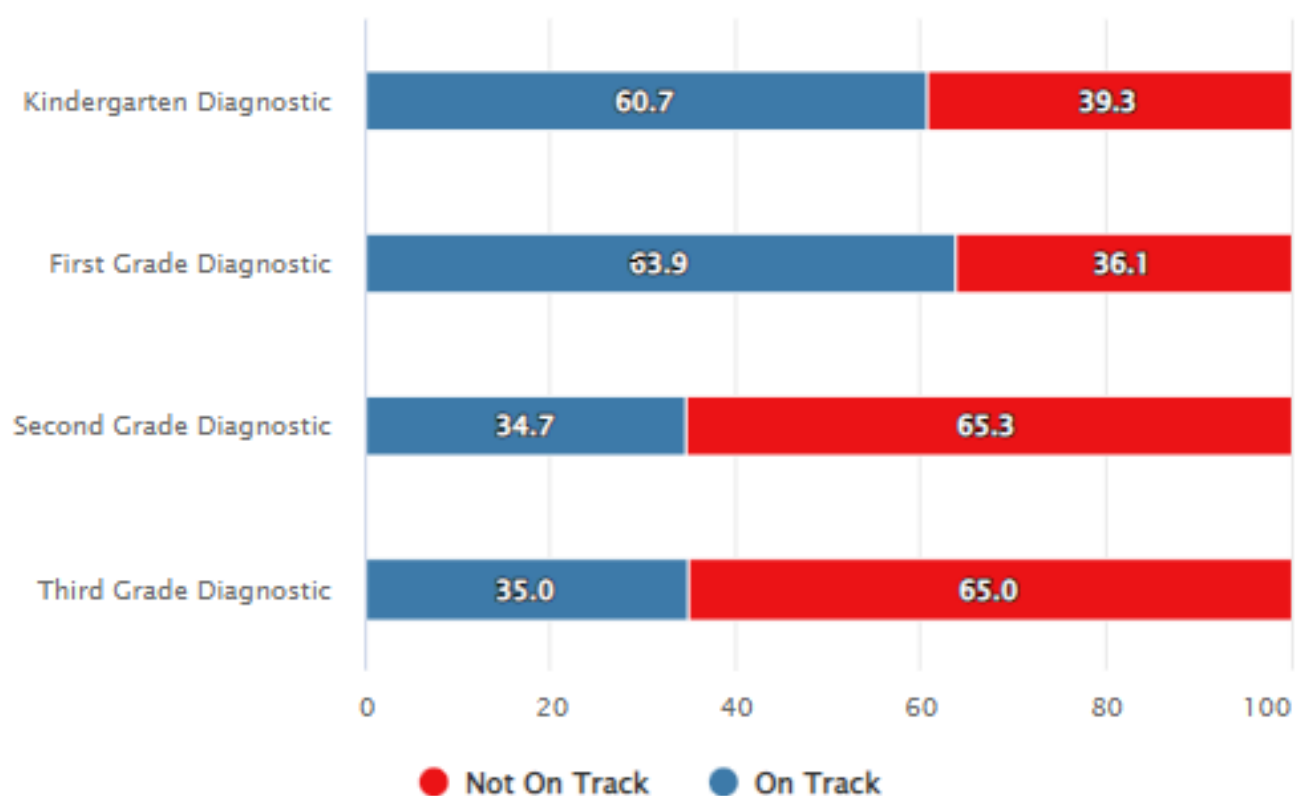


# 2022-2023 Improving K-3 Literacy Calculation

## 3rd Grade Proficiency and Promotion

## On Track by Grade Level

Percentage On Track Reading Diagnostic



**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.**

Here's the data.

**So What?**

So what does the data tell us?

**Now What?**

# 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?

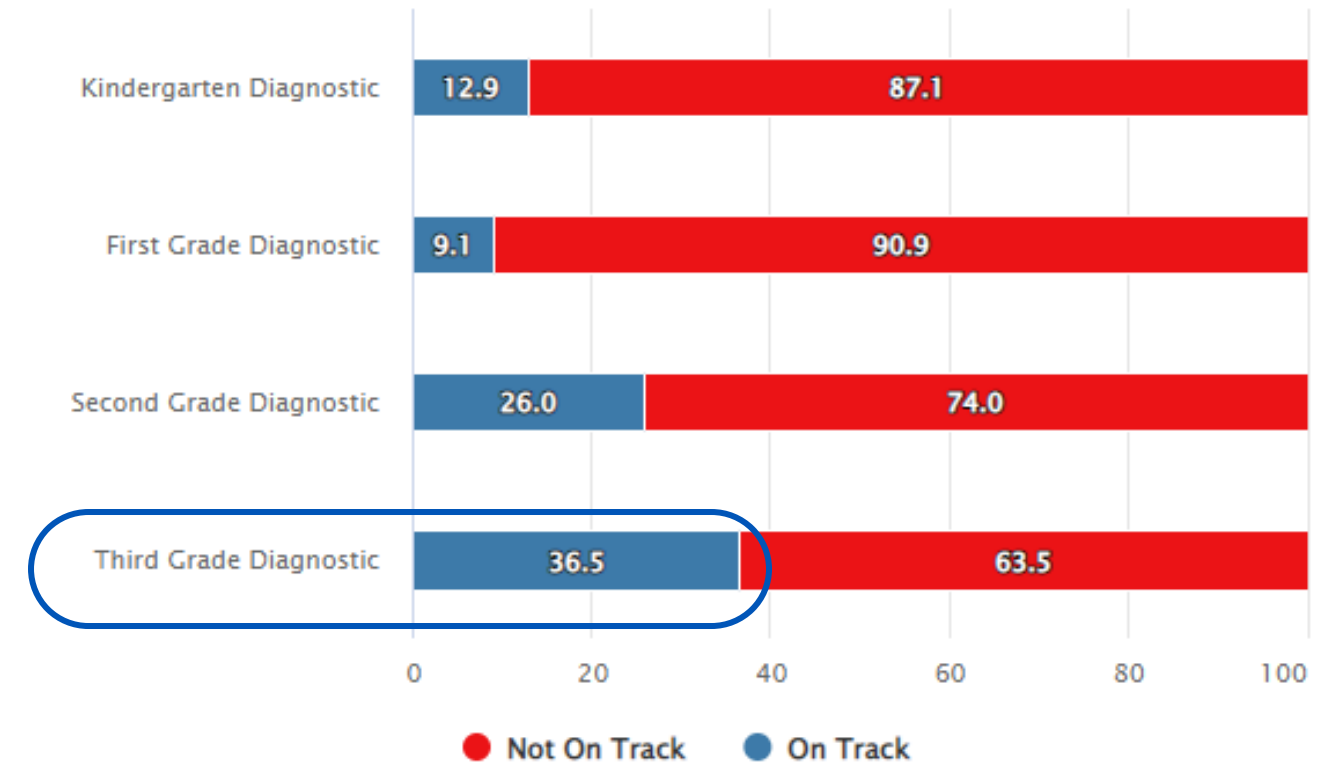
36.5%

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

Percentage On Track Reading Diagnostic



# 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?

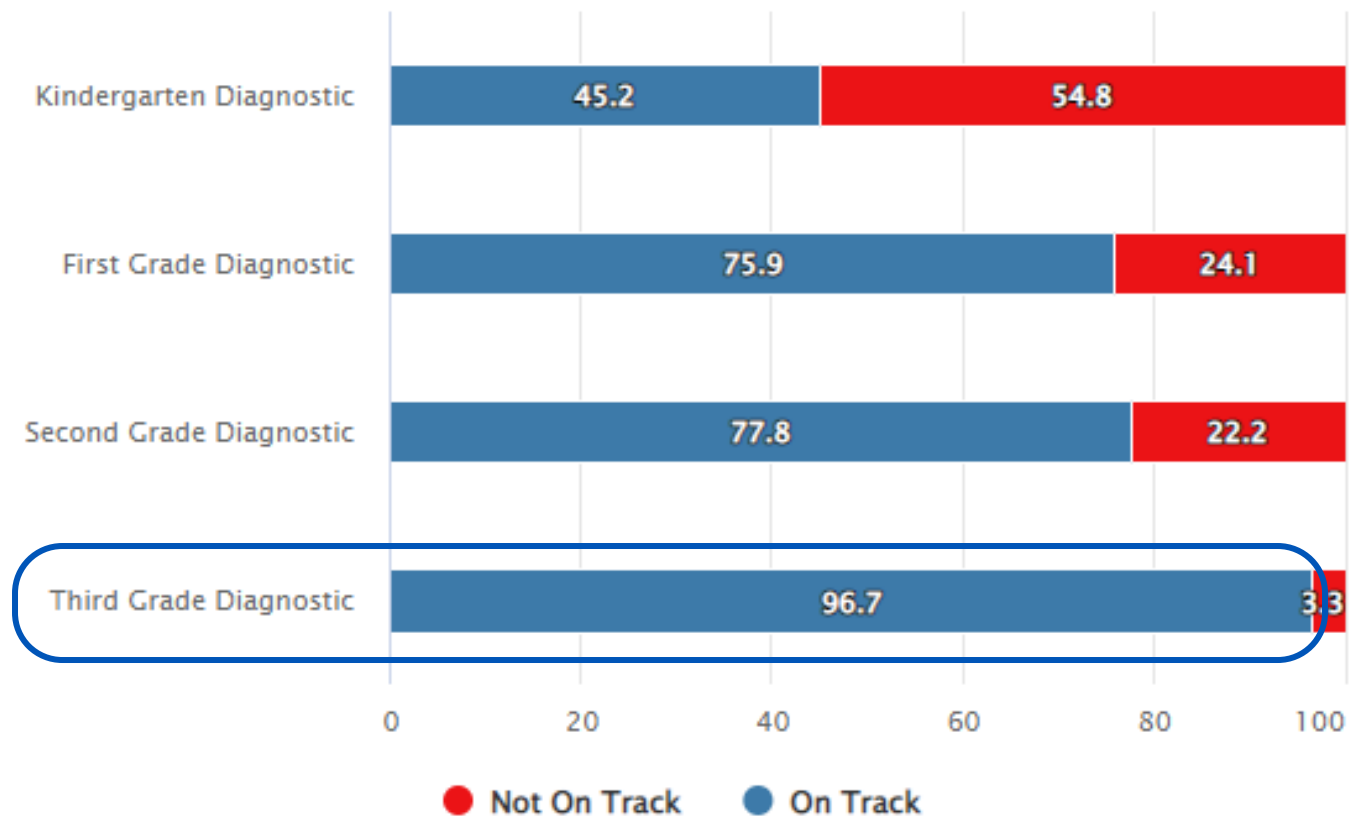
80.0%

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

Percentage On Track Reading Diagnostic



# 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?

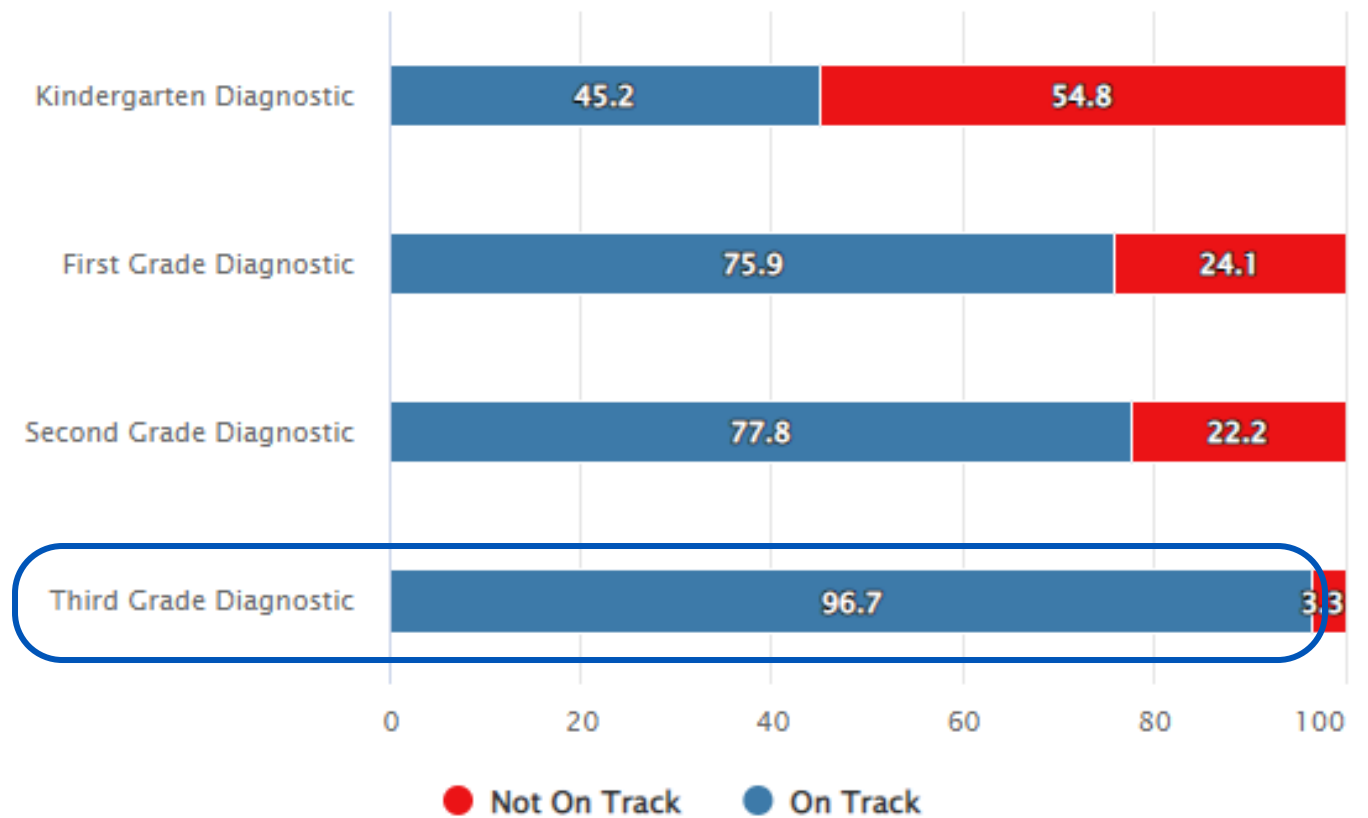
80.0%

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

Percentage On Track Reading Diagnostic



# Applications/Implications of the Data

1. Validity of Screener

2. Tier 1

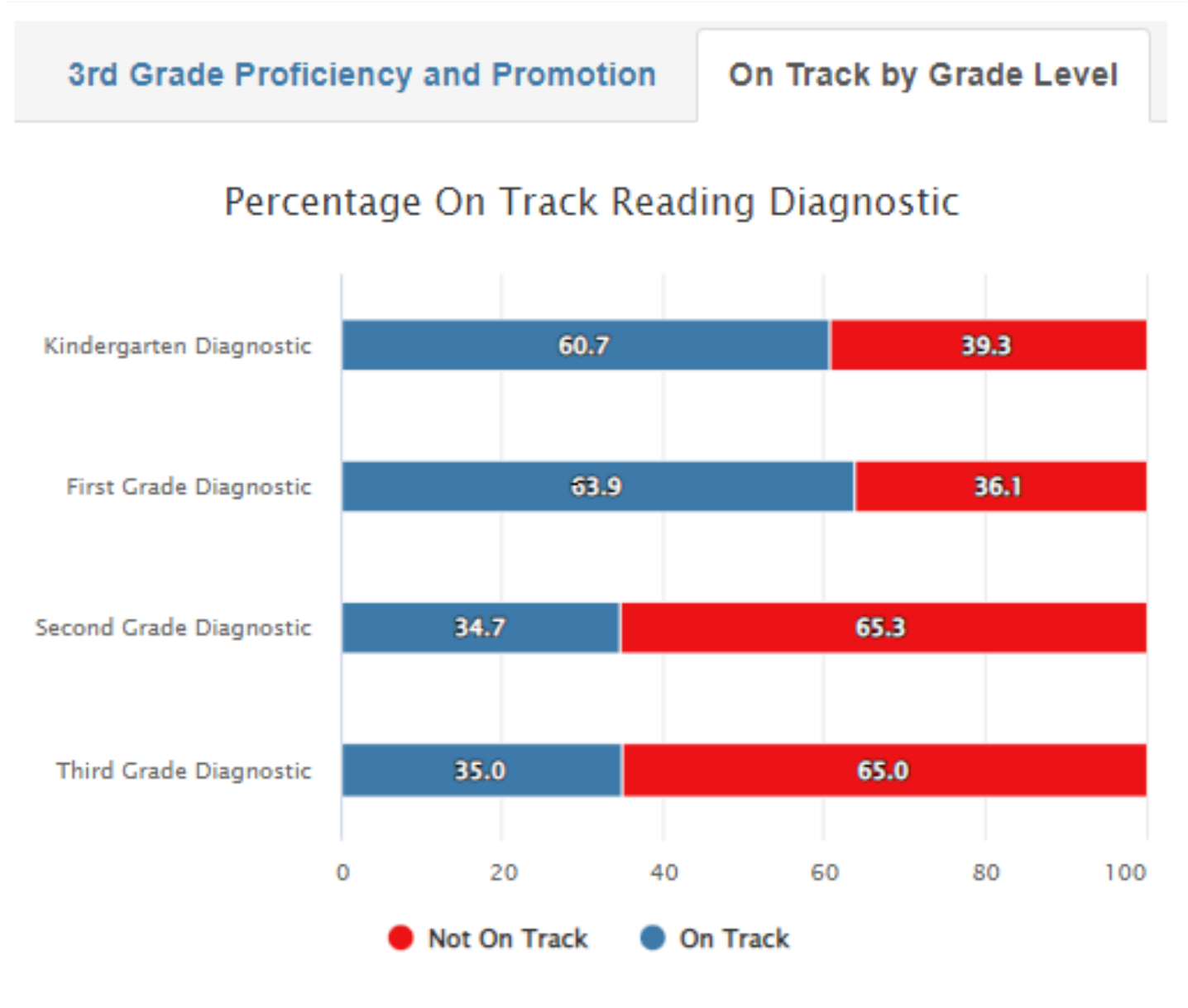
- Is it a curriculum/instruction issue, a chronic absenteeism issue, or both?

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.



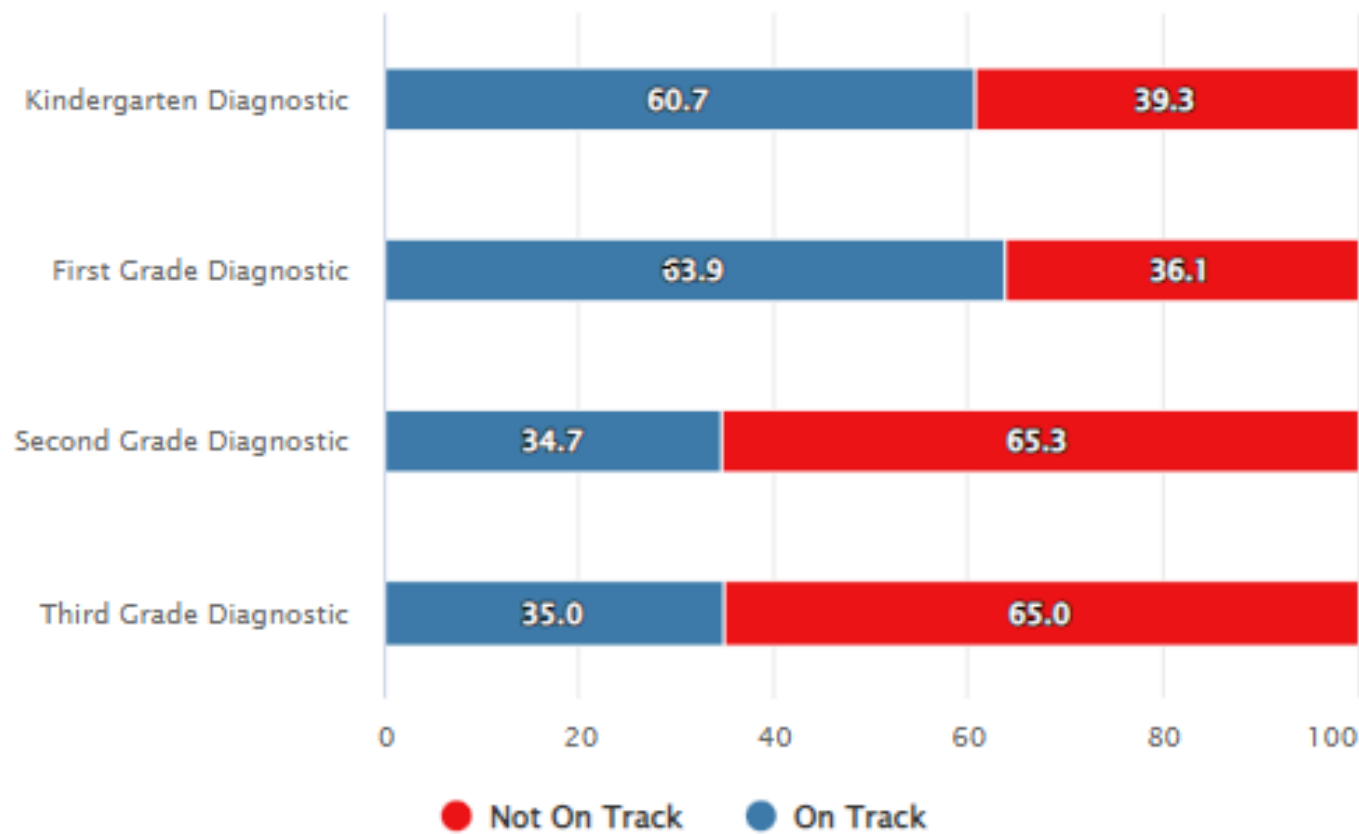
# Tier 1 - Core



3rd Grade Proficiency and Promotion

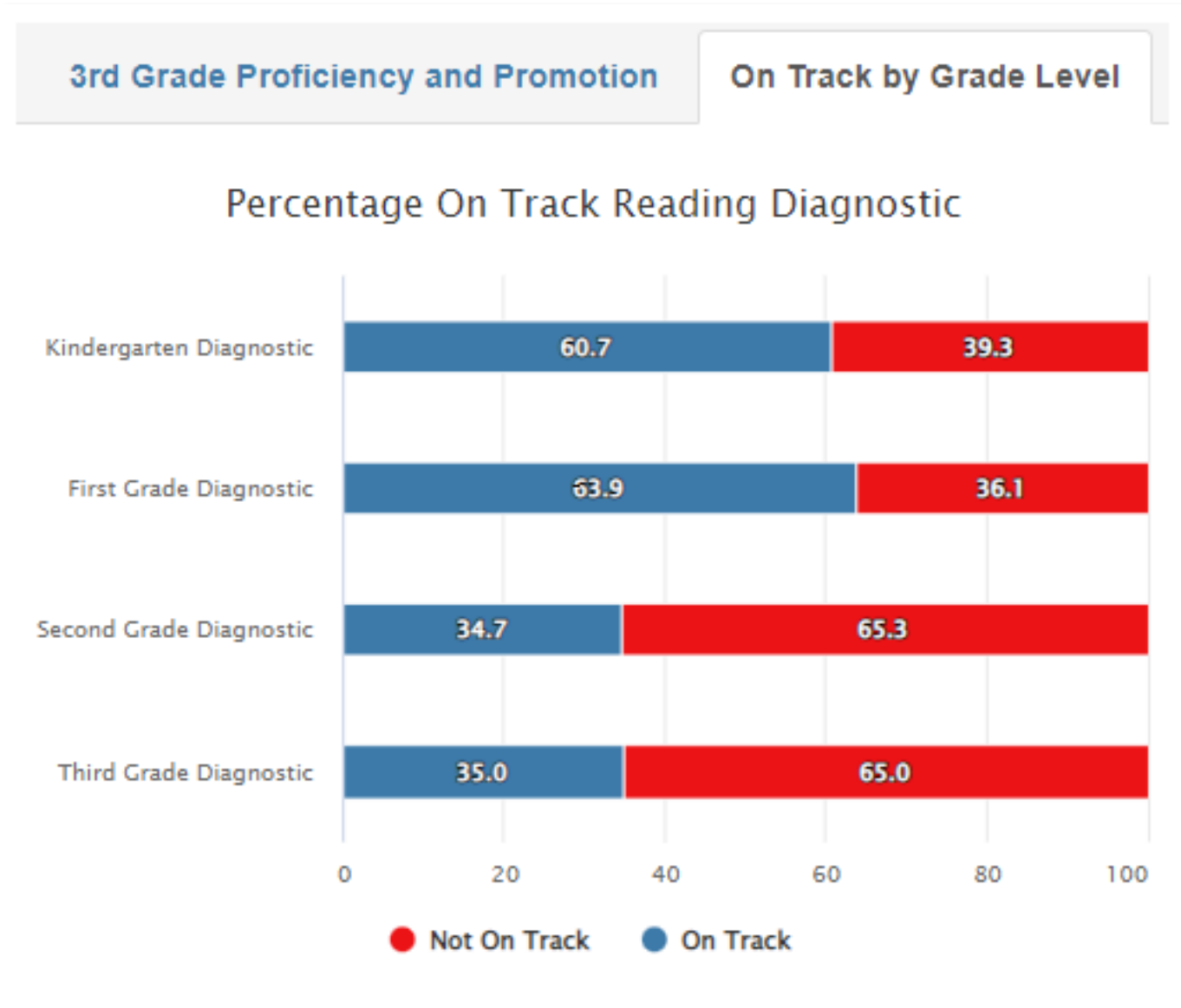
On Track by Grade Level

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



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



64%

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



43%

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



41%

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



17%

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

[Infographic from AttendanceWorks.org](https://www.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.

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



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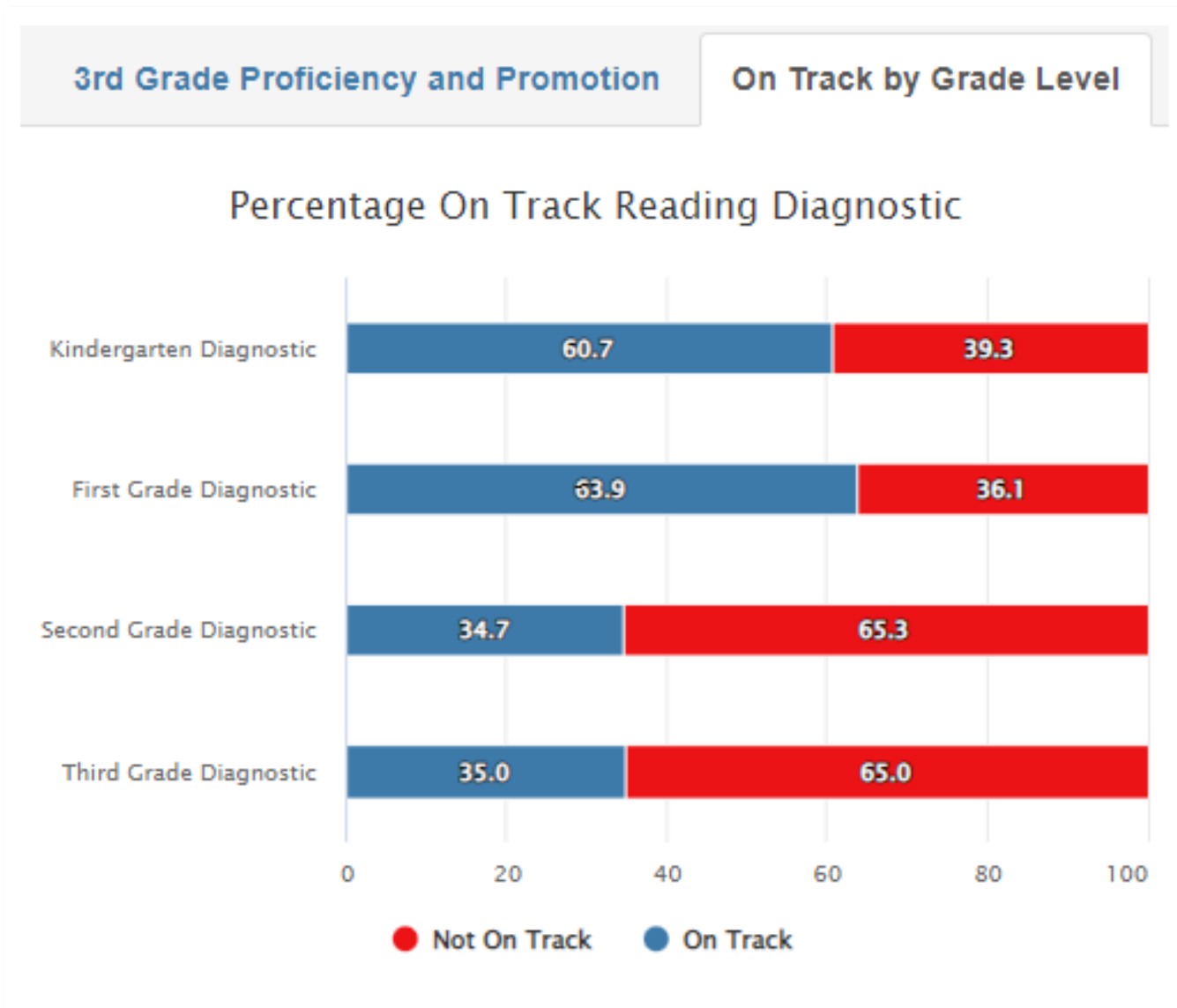


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# Tier 1 - Core

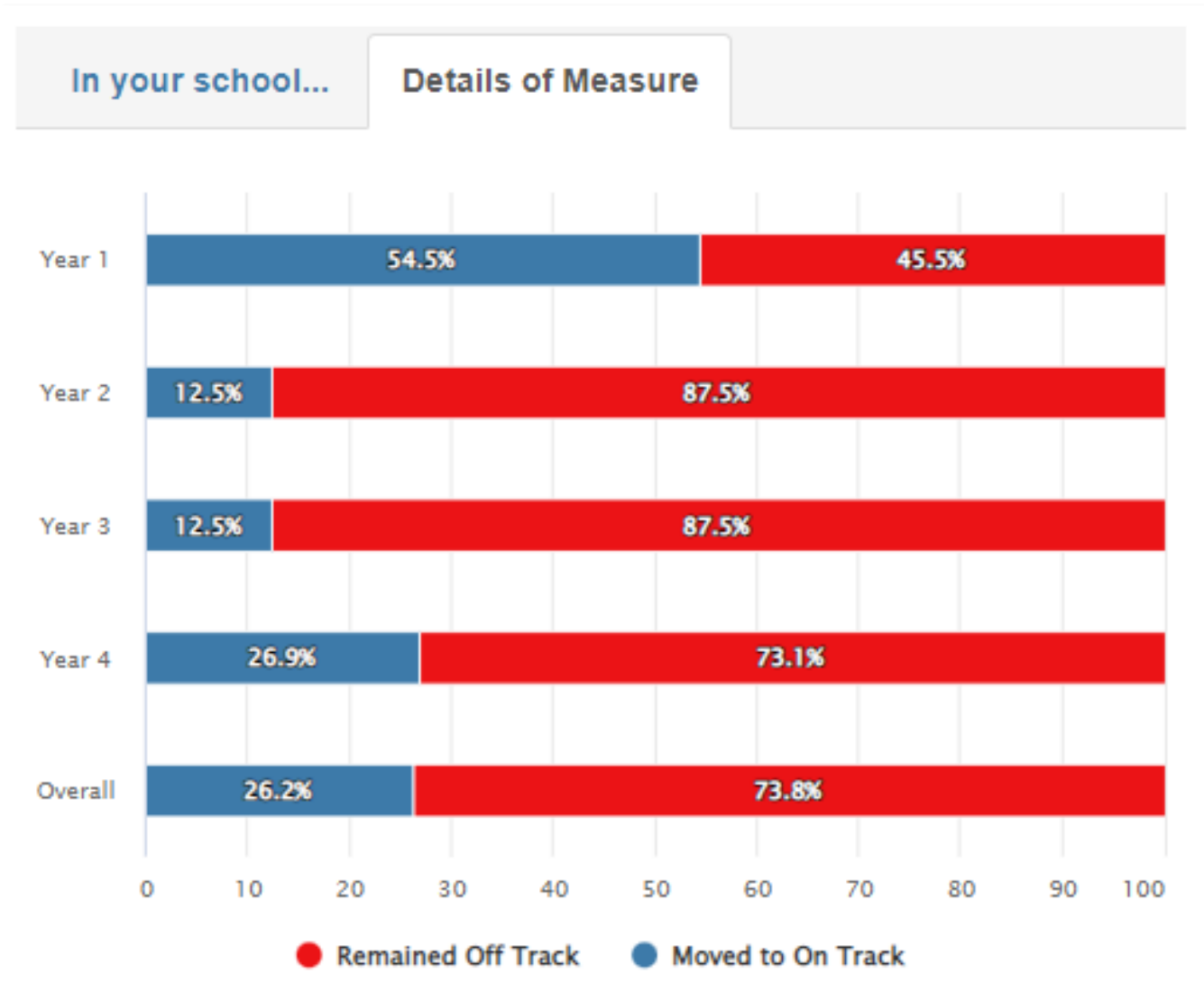


- [Ohio Materials Matter Reviews](#)
- [Ohio's Plan to Raise Literacy](#)
- [Ohio's Dyslexia Guidebook](#)

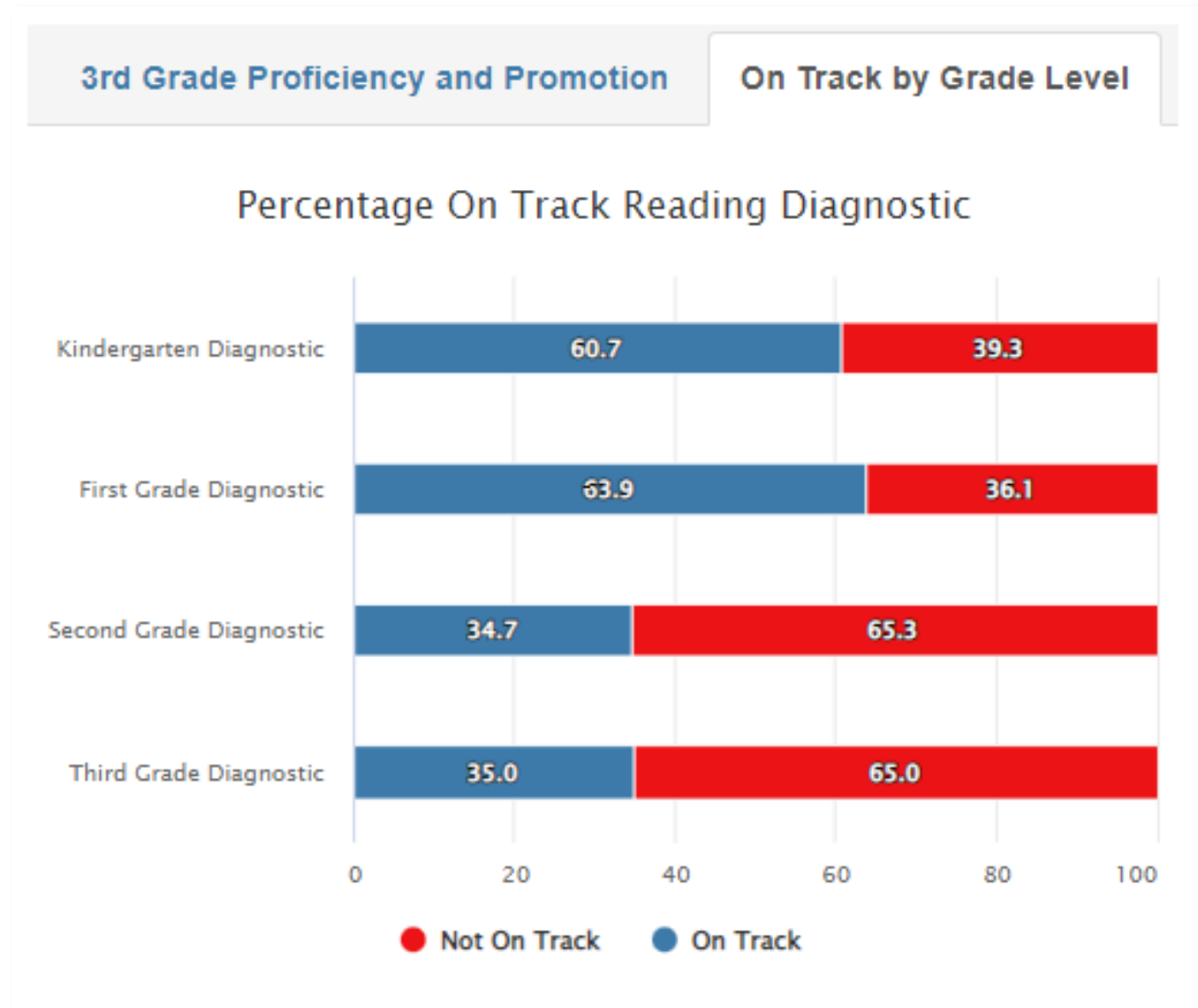
# Applications/Implications of the Data

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  - Is it a curriculum/instruction issue, a chronic absenteeism issue, or both?
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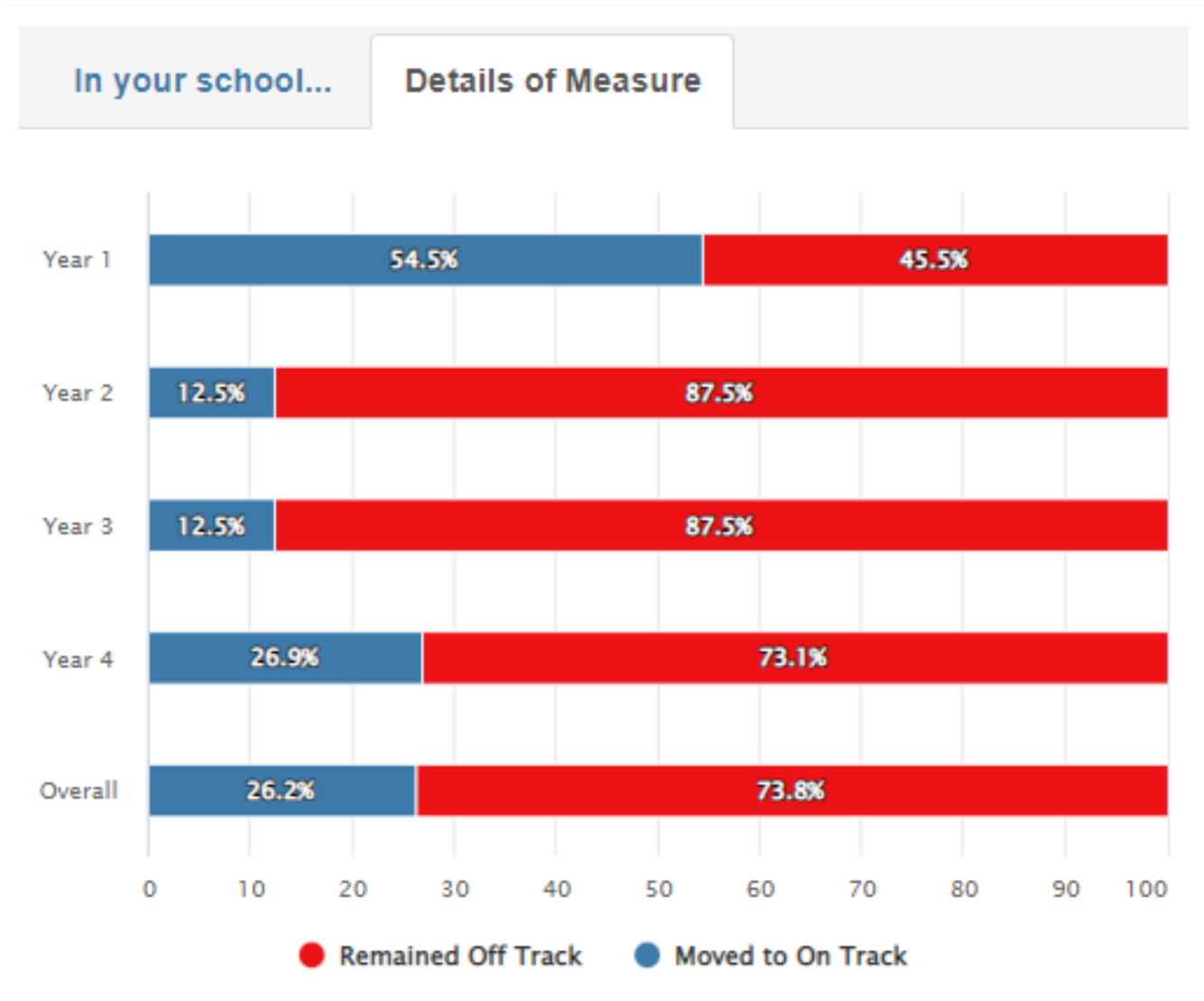
# Intervention



# Tier 1 - Core



# Intervention



- [Ohio Materials Matter Reviews](#)
  - [Ohio's Plan to Raise Literacy](#)
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  - [RIMP Intervention Codes & RIMP](#)
- [Intervention Videos](#)

# Applications/Implications of the Data

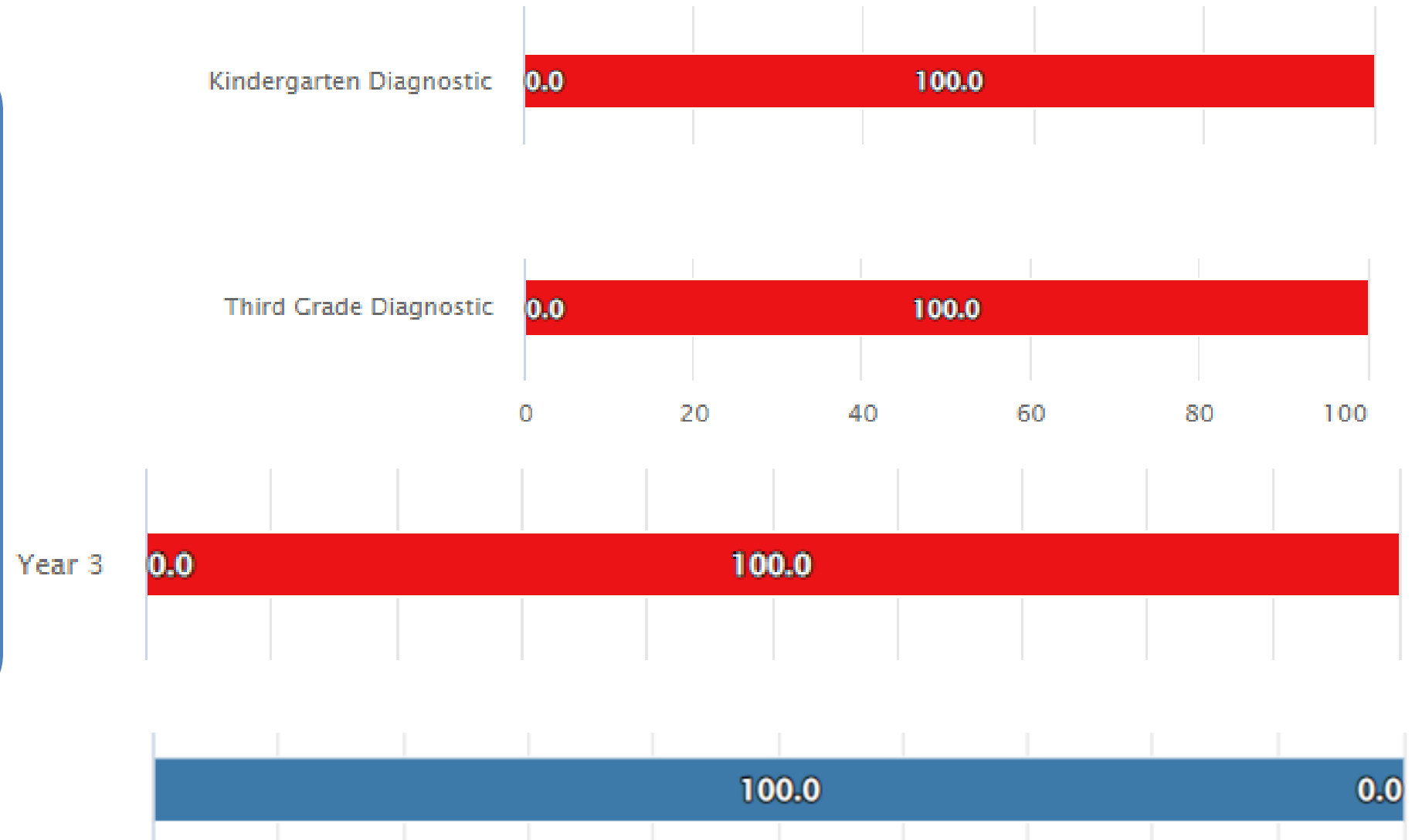
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# Applications/Implications of the Data

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.**

Here's the data.

**So What?**

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?
- 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 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.

**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.

## Download Data

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

Select one or more school years. To see files for all available school years, leave this filter empty.

- 2021-2022
- 2020-2021
- 2019-2020
- 2018-2019
- 2017-2018
- 2016-2017
- 2015-2016
- 2014-2015
- 2013-2014
- 2012-2013
- 2011-2012
- 2010-2011
- 2009-2010
- 2008-2009
- 2007-2008
- 2006-2007
- 2005-2006

Select a data file to download.

- Building Achievement Ratings 2021-2022
- Building Achievement Ratings 2020-2021
- Building Achievement Ratings 2018-2019
- Building Achievement Ratings 2017-2018
- Building Achievement Ratings 2016-2017
- Building Achievement Ratings 2015-2016
- Building AMO Calculations 2020-2021
- Building AMO Calculations 2018-2019
- Building AMO Calculations 2017-2018
- Building AMO Calculations 2016-2017
- Building AMO Calculations 2015-2016
- Building AMO Calculations 2014-2015

# Advanced Reports: Report Portal

# Download Data

Kettering City School District
District at a glance

**Achievement**

★★★★★ Exceeds state standards in academic 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 maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.

**84.8%**

90.9 of a possible 107.3

**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
Third Grade			
English Language Arts		82.5%	
Mathematics		78.1%	
Fourth Grade			
English Language Arts		81.6%	
Mathematics		85.7%	
Fifth Grade			
English Language Arts		76.3%	
Mathematics		71.2%	

# Report Card Page

Ohio Department of Education
District Profile for All Public Districts

Choose a Public District: All

- ESSER Funding
- K-3 On-Track
- Early Literacy
- Enrollment
- Absenteeism
- Test Results
- Proficiency Levels
- 4-Year Graduation
- 5-Year Graduation

**Enrollment Trends**

**K-3 On-Track Diagnostic Trends**

**Graduation Trends**

**Percent Proficient Trends**

**Chronic Absenteeism Trends**

**Proficiency Level Percentage Trends**

# Student Recovery Dashboard





# Ohio

## School Report Cards

State Report Card

Download Data

Advanced Reports

Archives

Resources

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



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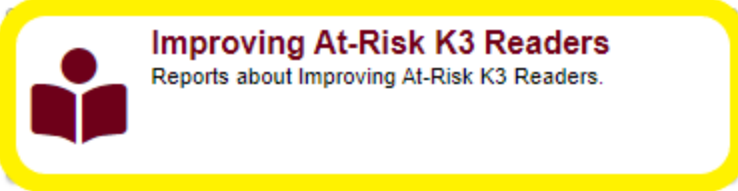
Reports about School Foundation Payments and Five Year Forecast.

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

### Ohio Department of Education Report Portal

#### Public Data

 <b>Discipline</b> Reports about Disciplinary incidents.	 <b>Value Added</b> Reports about Value Added data.
 <b>Enrollment</b> Reports about Student Enrollment.	 <b>College and Career Readiness</b> Reports about College and Career Readiness.
 <b>Financial</b> Reports about Expenditures and Revenues.	 <b>Improving At-Risk K3 Readers</b> Reports about Improving At-Risk K3 Readers.
 <b>Graduation</b> Reports about High School Graduation Rates.	 <b>Teacher and Staff</b> Reports about Teacher and Staff.
 <b>Student Attendance</b> Reports about Absenteeism and Attendance.	 <b>Early Learning</b> Reports about Early Learning.
 <b>Test Results</b> Reports about Ohio's State Tests.	 <b>Similar Districts</b> Reports about Similar Districts.



### Ohio Department of Education Report Portal

#### Public Data / Improving At-Risk K3 Readers

 <b>District Improving At Risk K 3 Reader</b> Improving At-Risk K3 Reader results by district, cohort and demographics for students included in the Improving At-Risk Readers calculation.	 <b>District Diagnostic Report</b> Reading Diagnostic results by district, grade level, and demographics for students taking or expected to take the assessment.
 <b>School Improving At Risk K 3 Reader</b> Improving At-Risk K3 Reader results by district, cohort and demographics for students included in the Improving At-Risk Readers calculation.	 <b>School Diagnostic Report</b> Reading Diagnostic results by school, grade level, and demographics for students taking or expected to take the assessment.



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