

Kindergarten through Grade 4 Literacy Report for School Year 2019-2020



January 2020

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[Ohio law](#) requires that the state superintendent of public instruction report annually to the governor and general assembly on the numbers and percentages of K-4 students who are reading below their grade levels based on diagnostic assessments. It also requires the state superintendent to report the types of intervention services districts are offering these students and, when possible, their effectiveness.

[The law](#) also requires the state to report progress for all public school students placed on reading intervention plans during grades K-4 and the progress being made by school districts and community schools that are operating under state-required reading achievement plans.

Ohio's strategic plan for education, [Each Child, Our Future](#), emphasizes early learning and literacy improvement for students of all grades. The plan says Ohio must continue to support its youngest learners while providing reading supports, when needed, for middle and high school students.

To ensure its students succeed in college, careers and life, Ohio has raised expectations for how teachers should teach and what students should know and be able to do in kindergarten through grade 12. In line with these expectations, literacy is not treated as a separate field of study or course, but as an overarching aspect of education. This is because literacy affects learners' access to and interest in all knowledge, at all grade levels, and in all aspects of their lives. For more on this, see [Ohio's Plan to Raise Literacy Achievement](#).

Section 1: Number and Percentage of Students by Assessment and Performance Level

Table 1, below, shows the numbers and percentages of kindergarten-grade 4 students who have taken a state-approved reading diagnostic assessment in grades K-3 or Ohio's State Test for English Language Arts. The results of the reading diagnostic assessment administered at the beginning of each school year determine whether a child is "on track" or "not on track" to read at his or her current grade level. A child who is on track is reading at the level set by [Ohio's Learning Standards](#) for the end of his or her previous grade. On Ohio's grade 3 and 4 state tests in English language arts, a student performing at the Proficient level also demonstrates an appropriate command of Ohio's Learning Standards for those grades. Table 1 shows the percentage of grade 3 students who were promoted to grade 4 under Ohio's Third Grade Reading Guarantee. See the same information by district and building level in [this spreadsheet](#).

Table 1: State of Ohio, School Year 2018-2019

Grade Level	Reading Diagnostic Status				English Language Arts State Test Status			Third Grade Reading Guarantee: Promotion Score Met?		
	On Track	% On Track	Not On Track	% Not On Track	Proficient	Not Proficient	% Proficient	Met	Not Met	% Met
Kindergarten	83,715	66.5%	42,080	33.5%						
Grade 1	90,132	72.9%	33,533	27.1%						
Grade 2	80,193	65.6%	42,121	34.4%						
Grade 3	81,026	64.7%	44,301	35.3%	87,182	43,545	66.7%	108,268	5,745	95.0%
Grade 4					80,713	46,886	63.3%			

Section 2: Reading Achievement and Progress in the State of Ohio¹

All Ohio districts and community schools must screen K-3 students for reading difficulties at the beginning of each school year. Each student taking the fall reading diagnostic who is found not on track to read on grade level must receive a Reading Improvement and Monitoring Plan (RIMP). Each student will be on this improvement plan until he or she scores on track for grade-level reading on the next school year's fall reading diagnostic or until the student scores Proficient (700) or higher on Ohio's grade 3 English language arts test.

Based on the required fall reading diagnostic or performance on Ohio's State Tests in grade 3 English language arts administered for the 2018-2019 school year, 38 percent of students who were not on track and received reading improvement and monitoring plans in 2017-2018 progressed to grade-level reading in 2018-2019.

Section 3: Reading Achievement and Progress for Districts and Community Schools Operating Under Reading Achievement Plans

The Reading Achievement Plan is a district-level blueprint for raising student achievement in reading. [Ohio law](#) requires school districts or community schools that demonstrate certain criteria on their past two consecutive Ohio School Report Cards to submit Reading Achievement Plans to the Ohio Department of Education by Dec. 31.

Here are the criteria:

1. The district or community school received a grade of "D" or "F" on the Improving At-Risk K-3 Readers Component of its Ohio School Report Cards; and
2. Fewer than 60 percent of the district or community school's students scored proficient or higher on Ohio's grade 3 English language arts test.

Table 2 shows that, based on 2018-2019 data, the Ohio Department of Education required 43 districts and 53 community schools to submit Reading Achievement Plans by Dec. 31, 2019, to begin in the 2019-2020 school year. This is an increase of 17 districts and a decrease of one community school from the 2018-2019 school year. Twelve districts and 23 community schools the Department required to submit Reading Achievement Plans for the 2018-2019 school year showed improvement and were not required to submit such plans for the 2019-2020 school year. Thirteen districts and 30 community schools the Department required to submit Reading Achievement Plans for the 2018-2019 school year *were* required to submit plans again this school year.

Table 2: Reading Achievement Plan Submissions

2017-2018		2018-2019	
Districts	Community Schools	Districts	Community Schools
26	54	43	53

Section 4: Types of Intervention Services

Table 3 lists the types of intervention services districts and community school provided to students in the 2018-2019 school year. The services shown in Table 3 come from the state Education Management Information System's [EMIS Manual, Section 2.9 – Student Program Record \(GQ\)](#). There may be no single reason why a child struggles to read. Schools choose various strategies on a case-by-case basis according to the unique needs of each child. Districts and schools report the Reading Improvement and Monitoring Plan intervention code or codes that best describe the intervention a child received under his or her plan. They report multiple

¹ The percentage presented in this section represents the state average of students identified as *not on track* in reading who progressed to *on track* in reading. This percentage is not the same as the state average used on the state report card for the Improving At-Risk K-3 Readers component. Pursuant to Ohio Administrative Code 3301-28-07 (B)(3), the data used to determine the state average on the state report card for the Improving At-Risk K-3 Readers component includes the deduction for children who are not on Reading Improvement and Monitoring Plans but scored below proficient on the grade 3 Ohio's State Test in English Language Arts.

codes for a single student if the child’s interventions called for more than one code. The Department has not yet evaluated the effectiveness of these intervention services, but currently it is revising the Reading Improvement and Monitoring Plan intervention codes to include evidence-based interventions based on the science of reading.

Table 3: Intervention Types

Intervention Type	
Guided Reading (small-group instruction)	Success for All (literacy program)
Phonemic Awareness and Phonemic Decoding	Responsive Intervention
Increased Reading Time	Proactive Intervention
Sight Word Instruction	Reading Recovery Intervention
Leveled Literacy Intervention	Reading 180 (reading program)
Shared Reading	System 44 (reading program)
Extended Learning Time (each week)	Other Explicit Instruction of Fluency
Supplemental Instruction in Decoding Skills	Other Explicit Instruction of Comprehension
Interactive Writing	Other Explicit Instruction of Vocabulary
One-on-One Tutoring or Mentoring	Other Language Experience Approach
Literacy Collaborative (reading program)	Other Intervention
Orton-Gillingham (reading program)	
Peer-Assisted Learning Strategies	
Summer Reading Programs	

In 2018-2019, Ohio districts and community schools used these five intervention types most often:

- Guided Reading (small-group instruction);
- Phonemic Awareness and Phonemic Decoding;
- Increased Reading Time;
- Sight Word Instruction; and
- Other Explicit Instruction of Comprehension Interventions.

Table 4 lists how often during 2018-2019 districts used each of these intervention types in K-3 students’ Reading Improvement and Monitoring Plans.

Table 4. Most Frequently Reported Intervention Codes by Grade Level

Ohio supports an education system that prioritizes language and literacy development for all learners. This is in keeping with the state’s strategic plan for education, [Each Child, Our Future](#), and [Ohio’s Plan to Raise Literacy Achievement](#). The latter is a guide to evidence-based language and literacy for all children from birth through grade 12. The data in this report reflects the Department’s need to continue identifying and implementing evidence-based language and literacy practices.

Intervention Type	Kindergarten	Grade 1	Grade 2	Grade 3	Total
Guided Reading (small-group instruction)	27,119	26,403	31,079	46,902	131,503
Phonemic Awareness and Phonemic Decoding	24,672	17,672	15,024	12,468	69,836
Increased Reading Time	10,616	9,179	11,002	14,708	45,505
Sight Word Instruction	11,097	10,966	9,762	6,646	38,471
Other Explicit Instruction of Comprehension Interventions	2,826	3,284	6,799	15,359	28,268