

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



January 2021

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[Ohio law](#) requires that the State Superintendent of Public Instruction reports annually to the Governor and General Assembly the numbers and percentages of kindergarten through grade 4 students who are reading below grade level based on diagnostic assessments. The State Superintendent is to include 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 improvement and monitoring plans during kindergarten through grade 4 and the progress made by school districts and community schools that are operating under state-required Reading Achievement Improvement Plans.

Ohio's strategic plan for education, [Each Child, Our Future](#), emphasizes early learning and literacy improvement for students of all grades. The plan commits Ohio to continuing 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. 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 Reading Below Grade Level by Assessment and Performance Level

Table 1, below, shows the numbers and percentages of students in kindergarten through grade 3 who have taken a state-approved reading diagnostic assessment or the fall administration of Ohio's State Test for grade 3 English language arts. The results of the reading diagnostic assessment administered at the beginning of each school year determines 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. Only proficiency data from the fall administration of Ohio's State Test for grade 3 English language arts is provided since the spring administration was cancelled in 2020 due to the coronavirus pandemic. Proficiency data for Ohio's State Tests for grade 4 English language arts is not provided in this report because this test was also cancelled in spring 2020. See information by district and building level in the Microsoft Excel spreadsheet accompanying this report.

Table 1: State of Ohio, School Year 2019-2020

Grade Level	Fall Reading Diagnostic: On Track Status			Spring Ohio State Test for English Language Arts Assessment: Proficiency Status		
	On Track	Not On Track	% On Track	Proficient	Not Proficient	% Proficient
Kindergarten	80,963	44,368	64.6%	N/A	N/A	N/A
Grade 1	86,779	37,639	69.7%	N/A	N/A	N/A
Grade 2	75,360	46,660	61.8%	N/A	N/A	N/A
Grade 3	77,108	46,153	62.6%	53,993	68,249	44.2%*
Grade 4	N/A (Not Available)	N/A	N/A	N/A	N/A	N/A

Section 2: Reading Achievement Progress for Students on Reading Improvement and Monitoring Plans in the State of Ohio¹

All Ohio districts and community schools must screen kindergarten through grade 3 students for reading difficulties using the fall reading diagnostic at the beginning of each school year. Each student taking the fall reading diagnostic who is found to be 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 fall reading diagnostic for the 2019-2020 school year, 29 percent of students in kindergarten through grade 2 with Reading Improvement and Monitoring Plans from the prior year progressed to grade-level reading in 2019-2020. Third-grade students in the 2019-2020 school year with Reading Improvement and Monitoring Plans from the prior year were not included in this calculation because no data is available for the spring 2020 Ohio State Test for grade 3 English language arts.

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

The Reading Achievement Improvement 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 Improvement Plans to the Ohio Department of Education by December 31.

The criteria include:

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 Card; 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.

However, due to Section 18 of House Bill 164 of the 133rd General Assembly, Ohio districts and community schools were not required to submit Reading Achievement Improvement Plans to the Ohio Department of Education in the 2020-2021 school year. Consequently, the Department does not have data for the 2019-2020 school year regarding the progress made by school districts and community schools that are operating under state-required Reading Achievement Improvement Plans. Nonetheless, the Department is providing opportunities for districts and community schools to receive support in implementing their existing Reading Achievement Improvement Plans for the 2020-2021 school year.

Section 4: Types of Intervention Services

Table 2, below, lists the types of intervention services districts and community schools provided to students with Reading Improvement and Monitoring Plans in the 2019-2020 school year. 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. Districts and community schools report multiple 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 the Reading Improvement and Monitoring Plan intervention codes are being revised to include evidence-based interventions based on the science of reading.

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.

Table 2: Intervention Service Codes

Intervention Services	
Guided Reading (small-group instruction)	Success for All (reading program)
Phonemic Awareness and Phonemic Decoding	Responsive Intervention
Increased Reading Time	Proactive Intervention
Sight Word Instruction	Reading Recovery Intervention (reading program)
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 approach)	
Peer-Assisted Learning Strategies	
Summer Reading Programs	

Table 3, below, shows the five most frequently reported intervention service codes used by Ohio districts and community schools for kindergarten through grade 3 students with Reading Improvement and Monitoring Plans during the 2019-2020 school year.

Table 3. Most Frequently Reported Intervention Services by Grade Level

Intervention Services	Kindergarten	Grade 1	Grade 2	Grade 3	Total
Guided Reading	29,021	29,000	33,934	46,638	138,593
Phonemic Awareness and Phonemic Decoding	24,837	19,598	16,878	12,780	74,093
Increased Reading Time	8,852	8,565	10,347	13,780	41,544
Sight Word Instruction	10,399	10,395	9,745	6,748	37,287
Other Explicit Instruction of Comprehension Interventions	3,118	3,208	6,972	15,378	28,676

The Department promotes an equitable education system that prioritizes language and literacy development for all learners. This is in keeping with [Each Child, Our Future](#), and [Ohio's Plan to Raise Literacy Achievement](#). The latter is Ohio's guide for the implementation of evidence-based language and literacy instruction for all children from birth through grade 12. The data reflected in this report illustrates the Department's need to continue to identify and support the implementation of evidence-based language and literacy practices.