Component: K-3 LITERACY

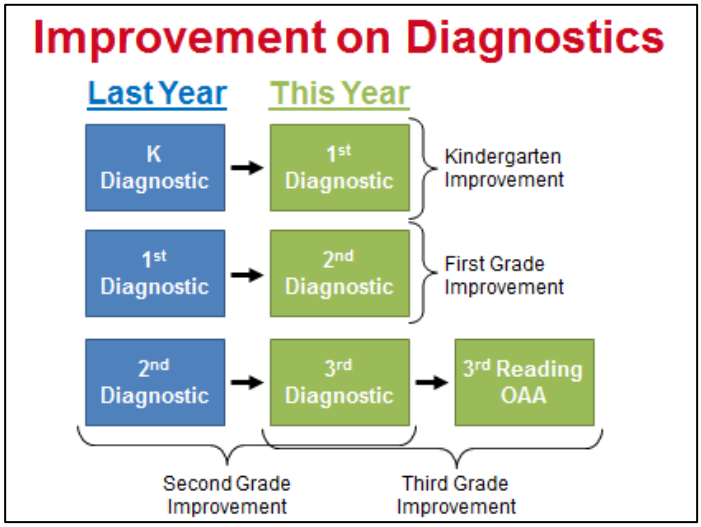
Measures: K-3 Literacy Improvement

The K-3 Literacy Measure will appear on Ohio's A-F Report Card in 2014. This grade answers the question—are more students learning to read in Kindergarten through third grade? The 2014 report card will report some results. The 2015 report card will display one grade for Kindergarten through Grade 3. This component uses results from the fall reading diagnostics and the third-grade Ohio Achievement Assessments (OAA) to measure the improvement schools and districts are making moving students from "not-on-track" to "on-track" and eventually proficient. The measure looks at which students are not-on-track on the Kindergarten diagnostic and gives credit for those students who improve to on-track following the first-grade diagnostic. Similarly, it measures improvement from first- to second-grade diagnostics, second- to third-grade diagnostics and from the third-grade diagnostic to the third-grade achievement assessment.

Additionally, the measure identifies students who were never on or removed from a Reading Improvement and Monitoring Plan but do not achieve proficiency by the end of third-grade. Schools must put students identified as not-on-track on the fall reading diagnostics on a Reading Improvement and Monitoring Plan.

Importance of K-3 Literacy

Reading is the foundation for all learning. That is why it is critical to find and address reading issues for a student as early as possible. The **K-3 Literacy** component measures how well schools and districts are helping young students who are reading below grade level.



The measure and component relate to Ohio's Third Grade Reading Guarantee, which aims to ensure that all students are reading at grade level by the end of third-grade. The guarantee drives attention to students from Kindergarten to third-grade who are struggling readers and makes sure they get the help they need to succeed in reading. Through this initiative, school districts and community schools diagnose reading issues, create individualized Reading Improvement and Monitoring Plans and provide intensive reading interventions.

This measure will use results from fall reading diagnostic assessments given to all students in Kindergarten through Grade 3 and the Grade 3 Reading OAA.

CALCULATION SPECIFICS

Starting in the 2013-2014 school year, the K-3 Literacy Measure will be graded on the A-F Report Card. On or before Sept. 30, schools will use an approved reading diagnostic to identify students as on-track or not-on-track. Those students not-on-track will receive a Reading Improvement and Monitoring Plan within 60 days of the test. The plan will identify the student's specific reading deficiencies and will describe the additional services and supports the student will receive. The school also puts in place a process for monitoring the student's progress.

The measure focuses on students who are not-on-track. It follows whether these students improve on the next assessment and reach the on-track status. The calculation is the percentage of not on-track students who improve to on-track or proficient on the next test. For example, a district will get credit for a student who was not-on-track on the Kindergarten diagnostic, but improved to on-track on the first-grade diagnostic. If 40 out of 100 first graders were not-on-track on the fall Kindergarten test, then the score is how many of those 40 students are on-track on the first-grade test. The calculation focuses on those 40 students. Similarly, the calculation provides credit for a third-grade student who was not-on-track on the third-grade diagnostic but improved to proficient on the third-grade OAA.

The measure also considers students who are not on an improvement plan and do not reach proficient (score of 400) on the third-grade Reading OAA. The K-3 Literacy score decreases for any student who has never been on or was removed from an improvement plan and does not meet the proficiency standard.

The state average will represent the minimum of the "C" range on the A-F report card. The grade range will depend on the yearly average and may change from year to year.

IMPORTANT NOTES

1. The measure includes data from two years and will follow students within a district.
2. Any school or district that has fewer than five percent of their kindergartners reading below grade level will not receive a letter grade for this measure or component.
3. The definition of proficiency for the measure is a scaled score of 400. The Third Grade Reading Guarantee requires a scaled score of 392 to be eligible for promotion to fourth grade.
4. Additional, detailed technical guidance is forthcoming.