

2019-2020 Third Grade Reading Guarantee Promotion Percentage

Background

Ohio Revised Code section 3313.608(A)(2) contains language commonly referred to as Ohio's "Third Grade Reading Guarantee." This provision requires students in third grade to reach a prescribed score on the state's 3rd grade ELA assessment as a condition for promotion to the fourth grade.

ORC section 3301.0710(A)(3) required the state board of education to establish the minimum score that students need to meet for promotion. This law, referred to as the "third grade promotion score," says:

For the purpose of implementing division (A) of section 3313.608 of the Revised Code, the state board shall determine and designate a level of achievement, not lower than the level designated in division (A)(2)(e) of this section, on the third grade English language arts assessment for a student to be promoted to the fourth grade. The state board shall review and adjust upward the level of achievement designated under this division each year the test is administered until the level is set equal to the level designated in division (A)(2)(c) of this section.

The Third Grade Reading Guarantee identifies students from kindergarten through grade 3 who are reading below grade level. Schools must provide help and support to ensure students are on track for reading success by the end of third grade. Students take diagnostic assessments each year from kindergarten through third grade. Per Ohio law, schools administer the diagnostics no later than September 30th of each school year, and the students are deemed either "on track" or "not on track" with their reading skills based on the results of the test. Districts place students on a Reading Improvement and Monitoring Plan (RIMP) if they score "not on track" with the diagnostic test and they receive intensive remediation to help improve their reading skills.

By law, schools must develop the reading plan within 60 days of when a student is designated *not on track* with his or her reading skills. A plan must include:

- Identification of the student's specific reading deficiency;
- A description of proposed supplemental instruction services that will target the student's identified reading deficiencies;
- Opportunities for the student's parents or guardians to be involved in the instructional services;
- A process to monitor the implementation of the student's instructional services;
- A reading curriculum during regular school hours that assists students to read at grade level and provides for reliable tests and ongoing analysis of each student's reading progress; and
- A statement that unless the student attains the appropriate level of reading competency by the end of grade 3, the student will be retained, unless otherwise exempt.

Schools also may elect to put students on reading improvement and monitoring plans even if they are deemed 'on track' if there is evidence of a reading deficiency and the decision is that these students need help with reading. If a school electively places an *on-track* student on a reading improvement and monitoring plan, all the requirements of a reading improvement and monitoring plan must be adhered to, including reporting requirements.

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It is important to understand, students may be placed on an “elective” RIMP at any time during the year. **HOWEVER, the 60-day deadline applies for the purpose of EMIS reporting for ALL RIMP codes.** What this means is that if the plan is not completed within 60 days of the school receiving the score from the reading diagnostic, no RIMP codes can be reported in EMIS and the student is not considered to have been on the reading plan for the purpose of the Improving At-Risk K-3 Readers measure (a separate document exists for the Improving At-Risk K-3 Readers measure – see that document for additional details on RIMP reporting).

Third Grade Reading Guarantee Promotion Percentage Calculation

If a student is not on track with reading by the end of third grade, he or she might be retained in 3rd grade. The Third Grade Reading Guarantee (TGRG) Promotion Percentage is a statistic to report what percentage of students meet the bar through some means to be promoted to the fourth grade. The details below will explain how a student can be promoted and how the TGRG Promotion Percentage is calculated. In addition, some students are exempt from retention and they are not included in this calculation. The rules outlined below also will provide details on which students are exempt from retention and how they are removed from the TGRG Promotion calculation.

Building the Denominator

In order to determine the percentage of students promoted, ODE must first identify who is included in the calculation and who is removed. This pool of “included” students is the denominator from which the promotion percentage is calculated.

The calculation starts with any student who is reported with a grade of 3 for the 2019-20 school year, but then some students are filtered out and are excluded from the calculation. This section of the technical documentation explains how the filters are applied so that a final denominator is created. The next section will explain all of the students who are included in the numerator.

Building the Denominator - Students Excluded from the Calculation

There are two initial filters used to begin building the denominator. The first step is to use the agency’s general accountability rules (see the Technical Documentation on the ***Where Kids Count*** for more information on how accountability is determined) to develop a pool of 3rd grade students for which a school or district is held accountable. If a student does not meet the Where Kids Count rules for accountability, he/she is removed from the calculation.

The second step filters a student for whom a school or district is accountable but who withdraws before the end of the school year. In the 2019-20 school year, a school or district is accountable for a student who is enrolled continuously from October 11, 2019 through April 13, 2020. Thus, an accountable student who withdraws sometime after April 13th, but before the end of the 2019-20 school year is removed.

Once these two ‘general’ filters are applied, some additional filters are used to remove students who are exempt from retention. State law includes several provisions to exempt students from retention even if they struggle with their reading skills. The business rules remove these students from the denominator of the calculation – so they have no effect on the final promotion percentage.

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Students who are exempt from retention include:

- Limited English proficient students enrolled in U.S. schools for less than three full school years and with less than three years of instruction in an English as a second language program. These students are reported with a Retained Status Element (FN070) of “D”;
- Special education students whose IEPs specifically exempt them from retention under the Third Grade Reading Guarantee. These students are reported with a Retained Status Element (FN070) of “E”;
- Any regular education student who received intensive remediation for two years and was retained previously in any of grades kindergarten through grade 3 (note that a student that is promoted under this exemption must continue to receive intensive reading instruction in grade four). This instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers). These students are reported with a Retained Status Element (FN070) of “F”.
- Any student who has a severe cognitive disability and was exempt from all reading requirements in the Third Grade Reading Guarantee. These students are reported with a Retained Status Element (FN070) of “G”.

Another filter removes repeat 3rd graders during their second/subsequent year(s) in the 3rd grade so that each student is counted in only one year’s promotion calculation. For example, if a student was in the 3rd grade for the first time during the 2018-19 school year, he was included in that year’s (2019) promotion calculation. If he remains in the 3rd grade for the 2019-20 school year, the student will be removed from any subsequent calculations (2020 and later).

A final filter removes from the calculation those students who were not reported with a severe cognitive disability (no Retained Status Element of “G” as noted in the bullet immediately above), but who took the alternate assessment for students with significant cognitive disabilities (AASCD). This test type is noted in the IEP Test Type Option (GE160) of “ALT”.

Building the Denominator - Students Included in the Calculation

The remaining students, once the filters explained above are applied, are in the denominator.

It is important to understand that the codes in the FN070 Retained Status Element are used to identify which students are exempt from retention. If a district fails to report one of these elements for a student who is exempt, the agency has no other means to establish exemption eligibility and the student will be included in the denominator.

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Numerator of the Calculation

Once the denominator is determined, the calculation examines which students meet the criteria to be promoted to the 4th grade. These students are in the numerator. Listed below are the ways in which a “not-exempt” student meets the Third Grade Reading Guarantee and is eligible for promotion.

English Language Arts Assessment (ELA) Promotion Score

When students become third graders they take Ohio’s state assessment in ELA and the score they receive is one criteria that helps determine if the student can be promoted. In order to be promoted to the 4th grade at the end of the 2019-20 school year, students must reach the required “promotion score.” Students receive both a three-digit scale score that includes both the reading and writing parts of the test and a reading sub-score, which is a two-digit score that uses only the questions that measure reading skill.

Students will have the opportunity to take the ELA assessment three times; once in November 2019, once in April/May 2020 and once in the summer of 2020 after the school year ends. For the 2019-2020 school year, there are two ways a student can meet the OST score needed for promotion to the fourth grade.

First -- a student can be promoted to the 4th grade if a full-scale score of **683** or higher is reached on any of the three tests. This score changes annually and a student who reaches this threshold on any of the three assessments (fall, spring or summer) will be in the numerator of the third-grade reading guarantee promotion percentage even if the reading sub-score discussed below is not reached.

Second --- a student can receive a *reading sub-score* of **46** or higher on this assessment. Again, this score changes annually and a student who reaches this threshold on any of the three assessments (fall, spring or summer) will be in the numerator of the third-grade reading guarantee promotion percentage even if the full scale score of 683 is not reached.

When determining whether a student is placed in the numerator of the promotion percent, ODE uses the scores reported in EMIS for the fall and spring tests. For the summer test, scores are returned to districts too late for ODE to use data reported in EMIS. Instead, the agency uses the scores from the AIR vendor file to place students in the numerator.

Alternative Reading Assessments

The Alternative Reading Assessments are standardized assessments used to measure reading ability for the purpose of the Third Grade Reading Guarantee. These assessments allow a third-grade student to take and demonstrate an acceptable level of reading performance for promotion to the fourth grade.

The alternative reading assessments are optional for districts to administer and are in addition to the administration of the state reading assessment. The district is responsible for the cost of the alternative assessment. Districts may administer these alternative assessments twice during the school year and once during the summer to mimic Ohio’s 3rd grade reading test schedule. Districts and schools locally set dates for the administration of these assessments.

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For 2019-20, the following five assessments are approved for use for promotion to the 4th grade. Just like the OST scores, the promotion scores for each of these tests change annually so they all align in terms of the level of literacy needed to be promoted.

Test	Promotion Score
Iowa Assessments	176
Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP)	194
Terra Nova 3	615
Renaissance Learning STAR Reading	945
i-Ready	505

Students who meet or exceed the scores shown above are included in the numerator of the calculation, but ***must*** be reported with the following Retained Status Element (FN070) Codes so that the agency knows the promotion score was met:

Code “J” indicates the student met the required score of 176 on the Iowa Assessment.

Code “K” indicates the student met the required score of 194 on the NWEA MAP.

Code “L” Indicates the student met the required score of 615 on the Terra Nova 3.

Code “M” Indicates the student met the required score of 945 on the STAR.

Code “N” Indicates the student met the required score of 505 on the i-Ready.

Final Details of the Calculation

As was mentioned above, students are included in the denominator as long as they stay in the school or district until the end of the 2019-20 school year. This includes students who do not meet any of the criteria to be promoted to 4th grade, but who move during the summer and are not enrolled in the district on the first day of the following (2020-21) school year. These students are to be reported with a Retained Status Element of “H”.

In addition, it was mentioned above that the agency relies on the codes from the Retained Status Element (FN070) to determine which students to remove because they are exempt (Codes D-G) and which students to place in the numerator because they met the promotion score (J, K, L, M, N).

One of the other valid codes for this element is an asterisk (*). District report this code when a student meets the promotion reading sub-score (46 or higher) or reached the promotion score (683 or higher) on the 3rd grade ELA assessment and is eligible for promotion to the 4th grade. Other valid codes include 1, 2, 3 and 4 which relate to situations when a student was retained at the end of the previous school year for reasons other than the Third Grade Reading Guarantee and either was (codes 2, 3, 4) or was not (code 1) subsequently promoted to the 4th grade at the start of the next school year.

When these codes (*,1,2,3,4) are reported, ODE performs a cross check to make sure that a reading sub-score of 46 or higher is reported in the fall or spring Assessment Record for the 3rd grade ELA assessment or a full scale score of 683 is reported for one of those tests. For the summer test, ODE checks the AIR vendor file to see if one of these scores exists.

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If the cross check finds no reading sub-score of 46 or higher or full scale score of 683 or higher, the student is placed only in the denominator of the calculation as it is assumed that the student did NOT meet any of the criteria to be promoted. In the Secure Data Center, these students are identified as having “Inconsistent Retention/Assessment Data Reported.”

It is important when a district sees a student with this label to check the codes to determine which is correct. Did the student really meet a path to be promoted to 4th grade? If so, the district needs to keep the asterisk and make sure that the Assessment record contains the correct 3rd grade assessment reading sub-score or full scale score. If the student didn't meet the promotion score on the state assessment, then the Retention Element Code should be changed to reflect either that the student was retained, was exempt for one of the reasons outlined above or got promoted by meeting the promotion score on one of the alternative tests (Iowa, NWEA MAP, Terra Nova, STAR or i-Ready).