

## Update to 2019-2020 Report Card Information

The U.S. Department of Education has provided states the ability to seek one-year waivers from the Every Student Succeeds Act's (ESSA) testing and accountability requirements. The Ohio General Assembly subsequently passed emergency legislation canceling the spring administration of Ohio's State Tests and waiving report card requirements other than reporting of some limited, available data. The legislation also put in place a "Safe Harbor" period for many elements of the accountability system. Accordingly, the Ohio Department of Education sought and received a federal ESSA waiver for the 2019-2020 school year.

This technical document details how the measure or calculation works in a typical school year. Ohio School Report Cards, Dropout Prevention and Recovery report cards and Career-Technical Planning District report cards all have multiple measures that use assessment data that are not available or are substantially limited this year.

Please visit the [Report Card FAQ](#) website for more information about data availability for the 2019-2020 report cards.

Contact [accountability@education.ohio.gov](mailto:accountability@education.ohio.gov) with additional questions.

## 2019-2020 Improving At-Risk K-3 Readers

### **Introduction**

The Improving At-Risk K-3 Readers Measure Score is one of ten graded measures of the report card. This measure is required by statute.

3302.03(B)(1)(g) outlines the provision and says that beginning in the 2013-14 school year, schools and districts will be evaluated on:

*(g) Whether a school district or building is making progress in improving literacy in grades kindergarten through three, as determined using a method prescribed by the state board. The state board shall adopt rules to prescribe benchmarks and standards for assigning grades to districts and buildings for purposes of division (B)(1)(g) of this section. In adopting benchmarks for assigning letter grades under divisions (B)(1)(g) and (C)(1)(g) of this section, the state board shall determine progress made based on the reduction in the total percentage of students scoring below grade level, or below proficient, compared from year to year on the reading and writing diagnostic assessments administered under section [3301.0715](#) of the Revised Code and the third grade English language arts assessment under section [3301.0710](#) of the Revised Code, as applicable. The state board shall designate for a "C" grade a value that is not lower than the statewide average value for this measure. No grade shall be issued under divisions (B)(1)(g) and (C)(1)(g) of this section for a district or building in which less than five per cent of students have scored below grade level on the diagnostic assessment administered to students in kindergarten under division (B)(1) of section [3313.608](#) of the Revised Code.*

The Improving At-Risk K-3 Readers Component and Measure on the Ohio School Report Card is calculated according to Revised Code (R.C. 3302.03(C)(1)(g)) and the Administrative Code provisions (OAC 3301-28-07) and was renamed starting with the 2017-2018 report card based on stakeholder recommendations to increase clarity on what information is provided by the measure. It was called the K-3 Literacy Improvement measure from 2013-14 to 2016-17.

The Improving At-Risk K-3 Readers Measure was created to report whether a school district or building is making progress in improving literacy in grades kindergarten through three. The measure uses the results from the fall reading diagnostics taken in grades Kindergarten through Grade 3 and the results from the third grade Ohio State Test (OST) to measure the improvement schools and districts are making moving students from “not on track” to “on track” and eventually to proficient on the OST.

For the 2020 report card, the measure looks at which students were deemed to be “not on track” on the Kindergarten diagnostic taken in the fall of the 2018-2019 school year and gives credit for those students who improve to “on track” following the first grade diagnostic taken in the fall of the 2019-2020 school year.

Similarly, it measures the percentage of improvement from the fall 2018-19 school year first grade diagnostic to the fall 2019-20 school year second grade diagnostic, the fall 2018-19 second grade diagnostic to the fall 2019-20 third grade diagnostic and from the fall 2019-20 third grade diagnostic to the fall or spring 2019-20 third grade OST.

Additionally, the measure identifies students who were never on or were removed from a Reading Improvement and Monitoring Plan\*\* (RIMP), but do not achieve proficiency on

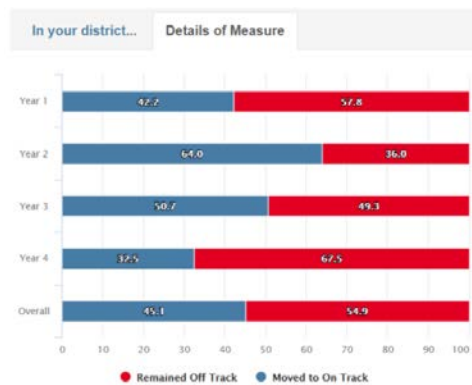
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the OST by the spring of the third grade and uses such students to ‘demote’ the improvement percentage aggregated from the grade pairs described above.

*\*\*Note that schools must put students identified as “not on track” on the fall reading diagnostic on a Reading Improvement and Monitoring Plan within 60 days of when they receive the score indicating that they have deficiencies with their reading. Each plan must identify the student’s specific reading deficiencies and must outline one or more interventions, services or supports that will be implemented to improve their level of literacy.*

The improvement for each grade pair is calculated separately, but the results are aggregated so that a school or district will receive just a single improvement percentage that is used to assign the Improving At-Risk K-3 Readers letter grade.

When reporting the information on the report cards, the data shown on the “Details of the Measure” section includes a table that looks like the graph below.



**Year 1** is data for students who were in Kindergarten in the 2018-19 school year who moved to first grade in 2019-20. Of the Kindergarten students who were not on track, what percent moved to on-track and what percent remained not on track. **Year 2** reports the same data for students moving between first and second grades in those years. **Year 3** is data for students moving between second and third grades in the same two school years.

**Year 4** shows data for students who started third grade not on track in the 2019-20 school year and reports the percent that moved to on track by the end of third grade that same year versus the percent that remained not on track. The **Overall** row reported the data aggregated from the four other rows.

### ***Students Included in the Calculation***

Like other accountability calculations, this measure relies on the “Where Kids Count” rules to determine whether a district or school should be held accountable for a student’s improvement. However, because the calculation follows some students across two school years, some of the timeframes are modified from what is used for other accountability calculations. The 2020 calculation includes two different timeframes for accountability.

Students who were in Kindergarten, Grade 1 or Grade 2 during the 2018-19 school year were required to be tested no later than **September 30, 2018** using whichever approved reading diagnostic that each district chose to use. Districts were required to place the K-2 students on a RIMP for the 2018-19 school year if they were deemed to be “not on track” with their literacy skills and they had to serve them with one or more reading interventions that were designed to improve their reading skills.

Students were then tested a second time before September 30, 2019 to determine whether those interventions were successful in improving the students’ literacy levels by the time they moved to the next grade level. Because the reading interventions took place during the 2018-2019 school year, the calculation includes that school year when

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determining whether a district or school should be held accountable for a student's improvement. The business rules below outline which school year's data is used for each element when determining accountability. For students reported in Kindergarten through Grade 2 in the 2018-19 school year, a district will be held accountable if the following apply:

- The student was enrolled in a district for a full academic year as reported in the Majority of Attendance IRN element for the **2018-2019** school year.

AND

- The student was enrolled in the same district as of the Friday of the first full week in October (formerly called October Count Week) for the **2019-2020** School Year.

AND

- Student How Received Element for the **2018-2019** and **2019-2020** school year = “\*”, “3”, “7”, “8”, “9”, “A”, “C”, “D”, “G”, “J”, “K”, “M”, “R”, “S”, “U”, “W”, and “Y”; and Student Percent of Time for both school years > 0.

OR

- **2018-2019** and **2019-2020** school year Sent Reason Element = “CT,” “JV,” “PI”, “PS,” “MR,” “NP”, “OS” or “CR” (note that some codes may not be used for students in grades K-3).

OR

- For the **2018-2019** and **2019-2020** school years the student is one that your district sent to a special education cooperative program at another district. These students will be included in your district's calculation based upon the data reported by the district educating the student. The educating district would report the students with a How Received Element = “B”.

AND

- For the **2018-2019** and **2019-2020** school years the Tuition Type Element = “D” and “T”

AND

- For How Received = “K”, the student counts at the STEM school but for district accountability, the student is moved from the STEM school to the student's resident district.

AND

- For students reported with a How Received of “P”, “Q” or “T”, their accountability is set to the state level only.

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AND

- Excludes students with LEP = “L” and “S” and foreign exchange students who have been in US schools for fewer than 360 days during the **2018-2019** and **2019-2020** school years.

Students in the third grade during the 2019-2020 school year were required to be tested no later than **September 30, 2019** and they, too, had to be placed on a RIMP within 60 days of when the diagnostic score deemed them to be “not on track.” The goal for districts was to improve the third graders’ reading level so that they would pass the OST either in the fall 2019 or spring 2020 administrations. Since these interventions took place entirely during the 2019-20 school year, the calculation looks only at that timeframe when determining whether a district or school should be held accountable for the student’s improvement. A district will be held accountable for a third grade student if all of the following apply:

- The student was enrolled in a district for a full academic year as reported in the Majority of Attendance IRN element for the **2019-2020** school year.

AND

- Student How Received Element for the **2018-2019** school year = “\*”, “3”, “7”, “8”, “9”, “A”, “C”, “D”, “G”, “J”, “K”, “M”, “R”, “S”, “U”, “W”, and “Y”; and Student Percent of Time was > 0.

OR

- **2019-2020** school year Sent Reason Element = “CT,” “JV,” “PI,” “PS,” “MR,” “NP”, “OS” or “CR” (note that some codes may not be used for students in grades K-3).

OR

- For the **2019-2020** school year the student is one that your district sent to a special education cooperative program at another district. These students will be included in your district’s calculation based upon the data reported by the district educating the student. The educating district would report the students with a How Received Element = “B”.

AND

- For the **2018-2019** school year the Tuition Type Element = “D” and “T”

AND

- For How Received = “K”, the student counts at the STEM school but for district accountability, the student is moved from the STEM school to the student’s resident district.

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AND

- For students reported with a How Received of “P”, “Q” or “T”, their accountability is set to the state level only.

AND

- Excludes students with LEP = “L” or “S” and foreign exchange students who have been in US schools for fewer than 180 days during the **2019-2020** school year.

### ***Calculation***

Schools that serve at least two grades between kindergarten and second grade (e.g., K-1, K-2 or 1-2) will receive an Improving At-Risk K-3 Readers Measure and Component grade. A school that serves grade 3, regardless of what other grades are served also will receive a measure and component grade.

As was explained above, the measure focuses on students who are not on track and follows whether they improve on the next assessment to reach the on-track status. The calculation is the percentage of not on track students who improve to on track or who score proficient on the OST.

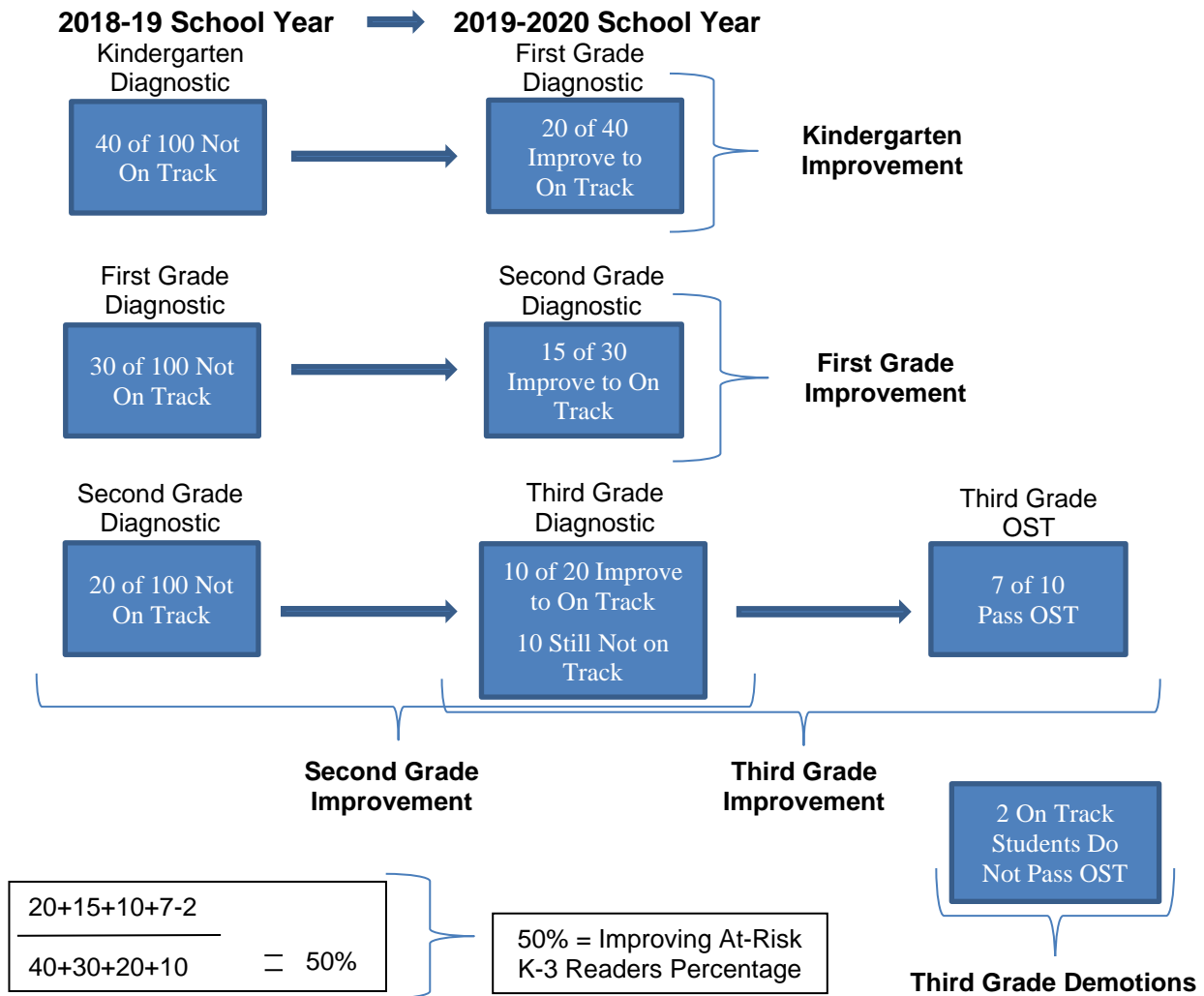
For example, a district receives credit for a student who was not on track on the kindergarten diagnostic, but improved to on track on the first grade diagnostic. If 40 out of 100 Kindergartners were not on track on the fall kindergarten test, then the percentage is calculated based on how many of those 40 students improve to be on track by first grade.

Similarly, the calculation provides credit for not on track first graders who improve to be on track in the second grade, and not on track second graders who improve to be on track in the third grade. In addition, credit is given for third grade students who were not on track on the fall third grade diagnostic but who score at least proficient on the third grade OST either in the fall (November) or spring administrations.

The measure also considers students who are not on a RIMP and do not reach proficient (score of 700) on the third grade ELA OST. The calculation decreases the overall improvement percentage by one student for each student who has never been on or who was removed from a RIMP and does not meet the proficiency standard.

The state average represents the minimum of the “C” range on the A-F report card. The grade range will depend on the yearly average and changes from year to year. The boxes below depict how the calculation works.

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### **Additional Business Rules**

Listed below are some additional business rules that are used in the Improving At-Risk K-3 Readers calculation. It is important to understand that some of these rules are different from the business rules that allow a student to be promoted to the fourth grade. Thus, it is possible for a school or district to have zero students retained, but to have less than 100% for the third grade improvement percentage.

Beginning in 2015-16, 3<sup>rd</sup> grade students who take the state’s 3<sup>rd</sup> grade ELA test will receive both a scale score for the entire test, which includes reading AND writing standards, and a sub-score to gauge proficiency on just the reading standards. For the purpose of being promoted to the 4<sup>th</sup> grade, either the reading sub-score or the full scale score is used (see Technical Documentation on Third Grade Reading Guarantee for more information on this calculation).

Per state law, the Improving At-Risk K-3 Readers calculation uses only the scale score from the entire ELA test – not the reading sub-score. Thus, students need a scale score of 700 to reach the Proficient range on the third grade ELA OST and this is the minimum score that places the student in the numerator when calculating the third-grade

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improvement percentage. Again – to clarify this is different than the score needed for a student to be promoted to the fourth grade. For the 2019-20 school year, a student can be promoted using either a reading sub-score of 46 or higher or a full scale score of 683 or higher.

In addition, students who do not reach the promotion score on the fall or spring OST have the opportunity to retake the test in the summer of 2020 and if they reach the minimum score they can be promoted over the summer to the fourth grade. For the purpose of the Improving At-Risk K-3 Readers calculation, only the fall and spring OST scores are used when calculating the third-grade improvement percentage. The summer scores come back too late to be included.

Moreover, students who fail to reach the promotion score on the third grade OST also have the opportunity to take an alternative vendor assessment and if they reach the designated score for that assessment they can be promoted to the fourth grade. The Improving At-Risk K-3 Readers calculation does not use alternative vendor assessments when calculating the third grade improvement percentage. For that calculation, only the state's fall and spring OST scores are used.

Accountable students who were retained in Kindergarten, Grade 1 or Grade 2 between the 2018-19 and the 2019-20 school years are included in the calculation if they were deemed to be not on track in the 2018-19 school year. However, instead of looking at whether the student improved from not on track to on track across two grades (i.e. improving between Kindergarten and Grade 1) the calculation looks at whether the student improved from not on track to on track within the same grade (i.e. Kindergarten diagnostic taken in the 2018-19 school year to Kindergarten diagnostic taken in the 2019-20 school year).

Students who are retained in Grade 3 are NOT included in the calculation during their second year of third grade.

Students who are formally accelerated from Kindergarten to Grade 2 or Kindergarten to Grade 3 or who are formally accelerated from Grade 1 to Grade 3 are included if their 2018-19 reading diagnostic identified them as not being on track in that school year. The calculation will look at whether the student improved from not on track to become on track from the original grade to the accelerated grade (e.g. from Kindergarten to Grade 2).

Students who are formally accelerated from Grade 2 to Grade 4 are not included in the calculation.

Students who are exempt from taking the diagnostic assessments due to a 'significant cognitive disability' are not included in the calculation.

For ANY student with ANY disability, it is up to the student's IEP team to decide whether he or she should be subject to retention in the third grade for failing to meet the promotion score on the third grade OST and in some cases a student may be exempt from retention. It is important to understand that while some students are exempt from the consequences of not meeting the promotion score, their OST data are still included in the Improving At-Risk K-3 Readers measure for the purpose of calculating the third grade improvement percentage EXCEPT in cases where the student is deemed to have a significant cognitive disability.



## 2010-2020 Improving At-Risk K-3 Readers

State law requires that a conversion community school’s data be rolled up to the public school district that sponsors the conversion school unless the school is a dropout recovery school. For the purpose of the Improving At-Risk K-3 Readers measure, if the conversion school’s accountability data rolled up in both 2018-19 and 2019-20, then the Improving At-Risk K-3 Readers data will be included in the list of elements that roll to the district that sponsors the school in 2020.

The law also permits a start-up community school to have a data roll up agreement with the school district where the start-up school is located if the two entities so desire. For the purpose of the Improving At-Risk K-3 Readers measure, if the start-up school’s accountability data rolled up to its resident district in both 2018-19 and 2019-20, then the Improving At-Risk K-3 Readers data will be included in the list of elements that roll to the district in 2020.

In some cases, a student who was required to be assessed with a diagnostic may not have taken the test in either the previous or current school year. The table below shows how students are counted based on whether the missing score is from the previous or current school year and based on the result from the test taken in the other year.

<b>2018-19 School Year</b>	<b>2019-20 School Year</b>	<b>Result for K-3 Calculation</b>
Tested with diagnostic deemed to be not on track	Required to be tested, but test never administered	Deemed to be not on track; Included in denominator, but not numerator because of 18-19 not on track score
Tested with diagnostic deemed to be on track	Required to be tested, but test never administered	Not included in calculation because of 2018-19 “on track” status
Required to be tested, but test never administered	Tested with diagnostic or OST – deemed to be not on track or failed OST	Deemed to be not on track based on current year’s status; Included in denominator, but not numerator
Required to be tested, but test never administered	Tested with diagnostic or OST - deemed to be on track or passed OST	Not included in calculation because of the 2019-20 ‘on track’ or passing status

As was mentioned above, state law requires that the statewide average improvement percentage is the percentage that represents the bottom of the “C” grade range. For 2014, the calculation used the CURRENT YEAR’s average because it was the first year that the measure was calculated. For 2015 and beyond, the PRIOR YEAR’s average will be used. This means that for 2020, the 2019 statewide average will be used to determine the grade ranges.

When setting the grade ranges, the total range between the statewide average and 100% will be divided into three equal intervals for the purpose of setting the “A”, “B” and “C” grade ranges. An equal interval will be subtracted from the statewide average for the purpose of setting the “D” grade range. Using the prior year’s average will allow schools to know what amount of improvement must be made to achieve each letter grade.

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The 2020 grade scale is as follows based on the 2019 statewide average being 35.6%.

### 2019-20 K-3 Grading Scale

A = 78.6% – 100%  
B = 57.1% – 78.5%  
C = 35.6% – 57.0%  
D = 14.1% – 35.5%  
F = < 14.1%

Note that because districts and schools receive demotions for students who are not on a reading improvement and monitoring plan who also don't pass their 3<sup>rd</sup> grade OST, it is possible to receive a negative percentage for their Improving At-Risk K-3 Readers score.

In the illustration above, the hypothetical entity used in the example received a 50% improvement percentage.

$$\frac{20+15+10+7-2}{40+30+20+10} = 50/100 = 50\%$$

This entity received two demotions for students who were not on a reading improvement and monitoring plan (RIMP) who also did not pass the 3<sup>rd</sup> grade OST. If this number instead had been 53 demotions the end result would have looked like this.

$$\frac{20+15+10+7-53}{40+30+20+10} = -1/100 = -1.0\%$$

### ***No Grade If Fewer than 5% of Kindergarten Students Score Not On Track***

A final provision in state law says that any school or district that has fewer than five percent of their Kindergartners reading below grade level in the current school year (2019-20 for the 2020 report card) will not receive a letter grade for this measure.