

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 with additional questions.



Component: Improving At-Risk K-3 Readers

Measures: Improving At-Risk K-3 Readers

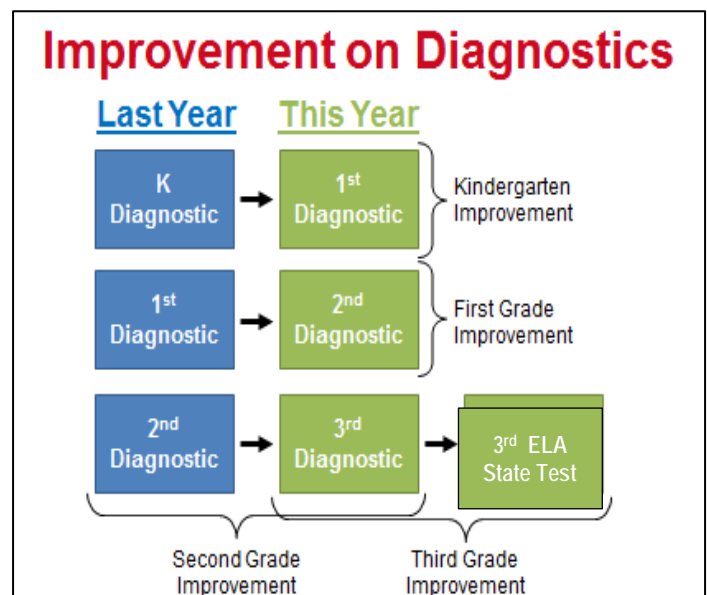
The Improving At-Risk K-3 Readers is included on Ohio’s A-F Report Card in 2020. This grade answers the question—are more students learning to read in Kindergarten through third grade? For 2020, this measure uses results from the fall reading diagnostics and the third-grade English Language Arts (ELA) assessment to measure the improvement schools and districts are making moving students from “not-on-track” to “on-track” and eventually to proficient. The measure looks at students who 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 the first- to second-grade diagnostics, second- to third-grade diagnostics and from the third-grade diagnostic to the third-grade state test.

Additionally, the measure identifies students who either were never on or were removed from a Reading Improvement and Monitoring Plan (RIMP) 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 Improving At-Risk K-3 Readers

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 **Improving At-Risk K-3 Readers** measure reports the extent to which schools and districts are helping improve the reading ability of young students who are reading below grade level.

The measure and component support 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 RIMPs and provide intensive reading interventions.



CALCULATION SPECIFICS

Beginning with the 2013-2014 school year, the Improving At-Risk K-3 Readers Measure was graded on the A-F Report Card. On or before Sept. 30th of each school year, schools use an approved reading diagnostic to identify students as on-track or not-on-track with their reading skills. Students deemed not-on-track receive a RIMP within 60 days of when the district gets the results of the diagnostic test. The plan identifies each student's specific reading deficiencies and describes the additional services and supports the student will receive. The school also puts in place a process for monitoring the student's progress.

The report card measure focuses on students who are not-on-track based on their reading diagnostic score. It follows whether these students improve on the next assessment, administered a year later, and reach the on-track or proficient status. The improvement score 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 improves 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 grade is based on how many of those 40 students are on-track on the first-grade test. The calculation focuses only on those 40 not-on-track students. Similarly, the calculation provides credit for a third-grade student who was not-on-track on the third-grade diagnostic but improves to proficient on the third-grade ELA assessment.

The measure also considers students who are not on an improvement plan and do not reach proficient (score of 700) on the third-grade ELA test. The Improving At-Risk K-3 Readers calculation deducts one student from the improvement score for each student who has never been on or was removed from a RIMP and who does not meet the proficiency standard.

Per state law, the prior-year's 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.

IMPORTANT NOTES

1. The measure includes data from two school years and follows students within a district.
2. Per state law, 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 700 on the third grade ELA assessment. The scaled score of 700 is used for the Improving At-Risk K-3 Readers measure and is different from the score required to meet the Third Grade Reading Guarantee. The Third Grade Reading Guarantee is based on either the reading subscale or the proficient standard on the ELA test. A student is promoted to 4th grade if he scores at least 46 on the reading sub-score or at least 683 on the entire ELA assessment.

Not On-Track in 2018-2019		Improving to On-Track In 2019-2020			
Kindergarten Reading Diagnostic Fall 2018-2019 school year	91	to	1st Grade Reading Diagnostic Fall 2019-2020 school year	74	Your district had 91 Kindergarten students who were not on-track on the fall reading diagnostic in the 2018-2019 school year. As first-graders, 74 of the 91 improved to on-track on the 2019-2020 fall reading diagnostic.
1st Grade Reading Diagnostic Fall 2018-2019 school year	72	to	2nd Grade Reading Diagnostic Fall 2019-2020 school year	56	Your district had 72 first-grade students who were not on-track on the fall reading diagnostic in the 2018-2019 school year. As second-graders, 56 of the 72 improved to on-track on the 2019-2020 fall reading diagnostic.
2nd Grade Reading Diagnostic Fall 2018-2019 school year	62	to	3rd Grade Reading Diagnostic Fall 2019-2020 school year	48	Your district had 62 second-graders who were not on-track on the fall reading diagnostic in the 2018-2019 school year. As third-graders, 48 of the 62 improved to on-track on the 2019-2020 fall reading diagnostic.
3rd Grade Reading Diagnostic Fall 2019-2020 school year	79	to	3rd Grade Reading ELA Fall or Spring 2019-2020 school year	62	Your district had 79 third-graders who were not on-track on the fall reading diagnostic in the 2019-2020 school year. Of the 79 third-graders who were not on-track at the beginning of third grade, 62 of them scored proficient (700) or higher on the Fall or Spring ELA assessment.
Totals before deduction	304			240	Your district had 178 students improve from not on-track in the 2018-2019 school year to on-track in the 2019-2020 school year and 62 students improve from not on-track on the 2019-2020 3 rd grade diagnostic to proficient on the 3 rd grade ELA test.
Deduction/304* for 3rd graders who did not pass 3 rd grade ELA test and were not on a Reading Improvement and Monitoring Plan				-10	Your district received a deduction of ten (10) students because ten third grade students were not on a Reading Improvement and Monitoring Plan and did not score proficient on the third grade ELA assessment (700)
Totals after deductions	304			230	Your district's Improving At-Risk K-3 Readers Measure grade is 230 out of 304 or 75.7%, an "B" based on the grade scale shown to the left.

Grading Scale
A = 78.6% – 100%
B = 57.1% – 78.5%
C = 35.6% – 57.0%
D = 14.1% – 35.5%
F = <=14.0%

The bottom of the "C" range (35.6%) represents the prior year's state average and the grade range changes annually. A school or district CAN earn a negative number for its improvement percentage because of the RIMP deductions.

The measure only includes fall reading diagnostic data and fall and spring ELA scores. It does not include the summer administration of the 3rd grade ELA assessment or the alternative assessments used for promotion to the fourth grade.