

Early Literacy Component Technical Documentation



Traditional District and School
Report Cards

2023-2024 School Year



Department of
Education &
Workforce

Revision History

The revision history section provides a means for readers to easily navigate to the places where updates have occurred from prior years. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes- such as typos, formatting and grammar corrections- are not marked.

Date	Effective	Description
9/9/2024	FY24	Clarification of Promotion to Fourth Grade Exemptions, Met Promotion Threshold, Numerator, and Denominator
6/7/2024	FY24	Updated the P Retention code to be included in the Numerator of the Fourth Grade Promotion measure.
6/7/2024	FY24	Added Appendix B Retention Codes from EMIS Manual

[OHIO REVISED CODE](#) and [OHIO ADMINISTRATIVE CODE](#) require districts to report data to EMIS and to verify and approve all EMIS data. Data should be reviewed and verified prior to the close of the [DIFFERENT DATA COLLECTIONS](#). This verification should include all relevant reports, including those in the Secure Data Center (SDC). Below is a breadcrumb trail to the relevant reports for Early Literacy.

The Secure Data Center (SDC) is an interactive tool that allows districts to review data well before the data is final and the Report Cards are released. ***The SDC is the main resource districts should use to review Report Card Data but not inclusive please verify all relevant reports from EMIS.***

Table 1: Breadcrumb Trail to Secure Data Center Reports for Districts to Review

Component	Measure	SDC Breadcrumb Trail
Early Literacy Component		Report Portal > Secure Data Center > Local Report Card > District (or School) Local Report Card > Early Literacy
	<i>Proficiency in Third Grade Reading</i>	Report Portal > Secure Data Center > Improving At-Risk K-3 Readers > District (or School) Reading Subscore
	<i>Promotion to Fourth Grade</i>	Report Portal > Secure Data Center > Improving At-Risk K-3 Readers > District (or School) Third Grade Reading Guarantee
	<i>Improving K-3 Literacy</i>	Report Portal > Secure Data Center > Improving At-Risk K-3 Readers > District (or School) Improving At-Risk K-3 Reader

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Introduction

The Early Literacy Component assesses reading improvement and proficiency for students in kindergarten through third grade. It comprises three unrated measures that provide a comprehensive view of early literacy in schools and districts. These measures include:

- **Proficiency in Third Grade Reading:** This measure reports the percentage of students scoring proficient or higher on the reading segment of the Third-Grade English language arts test. Note that this score is distinct from overall proficiency on the Third-Grade English language arts (ELA) test.
- **Promotion to Fourth Grade:** This measure indicates the proportion of third grade students promoted to fourth grade without being subject to retention.
- **Improving K-3 Literacy:** This measure evaluates how well schools and districts support struggling readers in becoming proficient. It uses two consecutive years of data, identifying students who were not reading at grade level based on diagnostic assessments. Students not on track are placed on a Reading Improvement and Monitoring Plan (RIMP). This calculation assesses how many students return the following year reading at grade level or achieve on-track status in third grade.

In summary, the Early Literacy Component provides valuable insights into early literacy efforts, contributing to a more holistic understanding of student progress.

Business Rules

DETERMINING STUDENTS INCLUDED IN THIS COMPONENT

The Early Literacy Component utilizes the *Where Kids Count* business rules when determining which students count. Each measure uses either the Full Academic Year, Extended Full Academic Year, or Modified Full Academic Year definitions. For the detailed definitions and business rules see the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document. For detailed EMIS reporting and a description of the inclusion criteria, refer to [Appendix A](#).

Proficiency in Third Grade Reading Calculation

Proficiency in third grade reading is determined by how many students score proficient or higher on the reading segment of the third Grade English language arts (ELA) test. Students who reach proficiency on the reading segment are included in the numerator, even if they do not reach proficiency on the overall test. Conversely, students who reach proficiency on the overall test but not on the reading segment are not included in the numerator. It's important to note that this score is separate from overall proficiency on the third Grade English language arts (ELA) test. The number of students who earned a score of **50 or higher** on the Reading sub-test of the Third Grade English language arts assessment divided by the number of students who are enrolled for full academic school year in third grade for the first-time.

To receive a score on the Proficiency in Third Grade measure, a school or district must have at least ten (10) accountable students taking the third Grade ELA assessment. In cases where a

school or district has fewer than ten unique students the data will be masked, and no Proficiency in third Grade will be calculated.

- **Code Sections:** [Ohio Revised Code 3302.03](#) and [Ohio Administrative Code 3301-28-07](#)
- **N-Size:** 10 students with valid third grade ELA scores including the Reading Subscore
- **Subjects:** Reading Subscore
- **Subgroups:** All Students
- **Tests:** English language arts (ELA) third grade
- **Alternate Assessments Included:** No. For students with significant cognitive disabilities no separate score exists to measure proficiency on the state’s reading standards
- **Full Academic Year:** Yes
- **Re-takes in the same year:** Each subject’s test counts only one time in each school year and the highest score from all attempts is the one that is used for report card purposes.
- **Re-Takes in different years:** Not included, only first-time third graders are included

NOTE: Students who have a three-digit ELA scale score reported but do not report the two-digit reading sub-score are included in the calculation and are deemed **not proficient**.

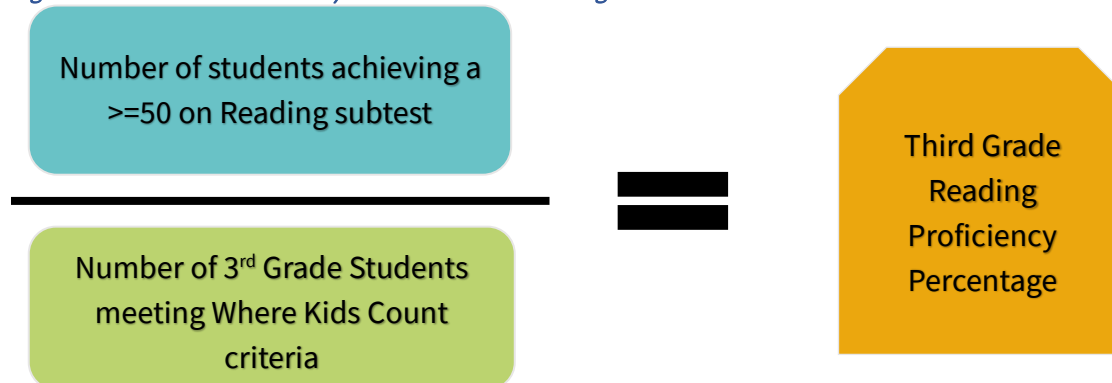
DENOMINATOR

Third Grade students who were enrolled for full academic year

NUMERATOR

Third Grade students who have earned a score of **50** or higher on the Reading sub-test of the third Grade English language arts (ELA) assessment.

Figure 1: Visual of Proficiency in Third Grade Reading Calculation



Promotion to Fourth Grade Calculation

The Promotion to Fourth Grade measure reports the percentage of third grade students who were promoted to fourth grade without being subject to retention. To meet this criterion, students must have continuous enrollment from the first full week of October through the end of the school year. The numerator includes students with specific retention codes indicating promotion, while the denominator encompasses all students who meet the inclusion criteria. This measure aims to ensure that schools and districts provide adequate support for students to meet the promotion criteria for fourth grade.

To receive a score on the Promotion to Fourth Grade measure, a school or district must have at least ten (10) accountable students taking the 3rd Grade ELA assessment. In cases where a school or district has fewer than ten unique students who have taken assessments, the data will be masked, and no Promotion to Fourth Grade will be calculated.

- **Code Sections:** [Ohio Revised Code 3302.03](#), [Ohio Administrative Code 3301-28-07](#), [Ohio Revised Code 3313.608\(A\)\(2\)\(f\)](#)
- **N-Size:** 10 Students
- **Subjects:** English language arts (ELA)
- **Subgroups:** All Students
- **Grade:** three
- **Tests:** ELA third grade, Reading Subscore
- **Alternate Assessments Included:** Yes
- **Full Academic Year:** This calculation uses an “extended” full academic year calculation.
- **Re-takes in the same year:** Each subject’s test counts only one time in each school year and the highest score from all attempts is the one that is used for report card purposes.

In compliance with state regulations, the Ohio State Board of Education annually adjusts the promotion score for the Grade 3 English language arts (ELA) State Test. The goal is to achieve proficiency by the 2024-2025 academic year. For the 2023-2024 school year, the promotion score for Grade 3 ELA has been set at **690**.

PROMOTION ELIGIBILITY:

Any student who scores **690 or higher** on the English language arts scaled score will be eligible for promotion to fourth grade at the end of the 2023-2024 school year. In addition, the Department has set the reading subscore alternative assessment score for Ohio’s State Test for grade 3 English language arts at 48 for the 2023-2024 school year. Any student who scores 48 or higher on the reading subscore will be eligible for promotion to fourth grade at the end of the 2023-2024 school year, even if the student scores below 690 on Ohio’s State Test for grade 3 English language arts.

EXEMPTIONS TO RETENTION:

Each year, students scoring below the promotion score on Ohio's third grade English language arts test must be retained, except for the following students:

- A student who is an English learner enrolled in U.S. schools for fewer than three full school years and with fewer than three years of instruction in an English as a second language program.
- A student whose Individualized Education Plan (IEP) specifically exempts the student from retention under the Third Grade Reading Guarantee (more information is available in the Students with Significant Cognitive Disabilities section of [Third Grade Reading Guarantee Guidance](#) document).
- A student whose IEP shows the student received intensive remediation in reading for two years and the student previously was retained in any grade kindergarten through third.
- A student who received intensive remediation in reading for two years and previously was retained in any grade kindergarten through third grade. *

**Students promoted under these exemptions must continue to receive intensive reading instruction in grade 4. This instruction shall include an altered instructional day that includes specialized, diagnostic information and specific, research-based reading strategies for the student that has been successful in improving reading among low-performing readers.*

MET PROMOTION THRESHOLD

- A student who demonstrates competency on an alternative assessment for reading approved by the Department. Approved alternative assessment and the corresponding promotion scores are posted on the Department's website.
- A student whose parent or guardian, in consultation with the student's reading teacher and principal, has requested that the student be promoted for grade 4 regardless of the student's score on Ohio's State Test for grade 3 English language arts. *

DENOMINATOR

Third Grade students who meet *Extended Where Kids Count* criteria, which can be found in the [Understanding Student Placement for Ohio's Differentiated Accountability Systems](#) document. The following Retention Codes are removed from the denominator as they are exempt **D, E, F, and G**.

NUMERATOR

Any student who is coded with the following Retention Codes will be included in the numerator of the calculation. The codes include: *****, **J, K, L, M, N, P, 2, 3, 4**. Students with Retention Codes of **A, H, 1** and **5** are considered to be retained in this calculation and are not included in the numerator of the calculation.

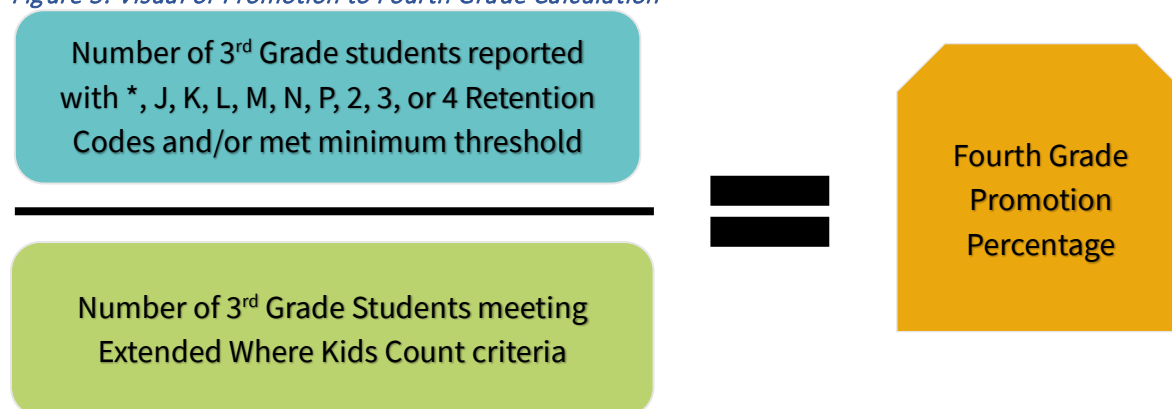
The Department does a cross check between the codes *****, **1, 2, 3**, and **4** in the fall and spring 3rd grade ELA scores reported as well as the summer vendor file to verify students who have

met the score will be promoted to 4th grade. If a student has met the promotion score, they will be counted in the numerator. If the student has not met the promotion score, they will be considered as retained and only counted in the denominator.

Additionally, a filter removes from the calculation those students who were not reported with a severe cognitive disability (no Retained Status Element of **G** as noted 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**.

See [Appendix B](#) for Retention Codes and Descriptions.

Figure 3: Visual of Promotion to Fourth Grade Calculation



Improving K-3 Literacy Calculation

The Improving K-3 Literacy measure is a component of the Early Literacy report card for schools and districts in Ohio. The purpose is to evaluate the effectiveness of support provided to help struggling readers from kindergarten through third grade become proficient in reading. The measure uses two consecutive years of data, starting with students not reading at grade level based on diagnostic assessments at the beginning of the prior school year or the current year for third graders. It tracks how many students move from “Not on-track” to “on-track” in reading by the next diagnostic assessment or the Ohio State Test in third grade.

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 K-3 Literacy Measure. A school that serves third grade, regardless of what other grades are served also will receive the measure.

To receive a score on the Improving K-3 Literacy measure, a school or district must have at least ten (10) accountable students across the K-3 grade cohorts that started off track on their Reading Diagnostic. In cases where a school or district has fewer than ten unique students who have taken reading diagnostics, the data will be masked, and no Improving K-3 Literacy will be calculated. Additionally - no measure is calculated if the percent of KG students reported as off track in the current school year is < 10%.

- **Code Sections:** [Ohio Revised Code 3302.03](#) and [Ohio Administrative Code 3301-28-07](#)
- **N-Size:** 10 Students across the K-3 grade cohorts that started off track on their Reading Diagnostic
- **Subjects:** English language arts
- **Subgroups:** All Students
- **Grades:** K-3
- **Tests:** ELA third grade, Reading Diagnostics
- **Alternate Assessments Included:** Sometimes – if a student identified to take the alternate assessment takes a reading diagnostic and has an “on-track/not-on-track” status reported, they are included in the measure. If the student is reported as being exempt from taking diagnostic tests, they are excluded
- **Full Academic Year:** Yes, and Modified Full Academic Year

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 grade pairings use a modified full academic year. **The calculation includes two different timeframes for accountability based on grade level.**

IMPROVING K-3 LITERACY: BUSINESS RULES FOR KINDERGARTEN-SECOND GRADE

Beginning in 2022-2023 students in kindergarten were required to be tested no later than the 20th day of instruction of the school year. Students in first grade or second grade two continued to be required to be tested no later than September 30 using a Department approved reading diagnostic chosen by the district. They were required to place the K-2 students on a Reading Improvement and Monitoring Plan (RIMP) for the prior school year if they were deemed to be “not on track” with their literacy skills and implement one or more reading interventions.

Students came back in the current year and were tested a second time to determine whether those interventions were successful in improving the students’ literacy levels. Because the reading interventions took place during the prior school year, the calculation looks at that year’s data when determining whether a district or school should be held accountable for a student’s improvement.

Inclusion criteria can be found in [Appendix A](#).

IMPROVING K-3 LITERACY: BUSINESS RULES FOR THIRD GRADE

Students in the third grade are required to be tested no later than September 30. They must be placed on a Reading Improvement and Monitoring Plan (RIMP) within 60 days of a “not on track” diagnostic score. The goal is for districts to improve the third graders’ reading level so that they will score proficient or higher on the **English language arts (ELA) Ohio State Test either in the fall, spring, or summer of the current school year**. Since these interventions take place entirely during the current 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.

Figure 4: Visual of Assessment in Third Grade

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Assessment			Reading Diagnostic		Fall 3 rd Grade ELA					Spring 3 rd Grade ELA		Summer 3 rd Grade ELA

ADDITIONAL BUSINESS RULES FOR THE IMPROVING K - 3 LITERACY MEASURE

Listed below are some additional business rules that are used in the Improving K – 3 Literacy 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.

Per state law, the Improving K – 3 Literacy calculation uses only the scale score from the entire English Language Arts (ELA) test. Thus, students need a scale score of **700** to reach the Proficient range on the third grade assessment. This is the minimum score that places the student in the numerator when calculating the third grade improvement percentage.

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. These scores are also included for the purpose of the Improving K – 3 Literacy calculation.

The Improving K – 3 Literacy calculation does **not** use alternative vendor assessments when calculating the third grade improvement percentage.

Accountable students who were retained in kindergarten, first grade or second grade are included in the calculation if they were deemed to be “not on track” in their prior 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 first grade), 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 prior school year to kindergarten diagnostic taken in the retained school year).

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

Formerly accelerated students from kindergarten to second grade, kindergarten to third grade or first grade to third grade **are** included if their prior year reading diagnostic identified them as being “not on track” in that school year. The calculation will look at whether the student improved from “not on track” to “on track” from the original grade to the accelerated grade (e.g. from kindergarten to second grade).

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 (Reported with Code “EX”) 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 they should be retained in the third grade for failing to meet the promotion score on the third grade OST. 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 Literacy 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 and is exempt from taking diagnostics.

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 K – 3 Literacy measure, if the conversion school’s accountability data rolled up in both the prior and current year, then the Improving K – 3 Literacy data will be included in the list of elements that roll to the district that sponsors the school in the following year.

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. For the purpose of the Improving K – 3 Literacy measure, if the start-up school’s accountability data rolled up to its resident district in both the prior and the current year, then the Improving K – 3 Literacy data will be included in the list of elements that roll to the district in the following year.

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.

Figure 5: Table Students with Missing scores and how they count

Prior School Year	Current School Year	Result for K-3 Calculation
Tested with diagnostic and 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 initial year “not on track” score
Tested with diagnostic and deemed to be “On track”	Required to be tested, but test never administered	Not included in calculation because of initial year “on track” status

Required to be tested, but test never administered	Tested with diagnostic or OST – and deemed to be “not on track” or below proficient for 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 – and deemed to be “on track” or proficient or above on the OST	Not included in calculation because of the ‘on track’ or proficient score

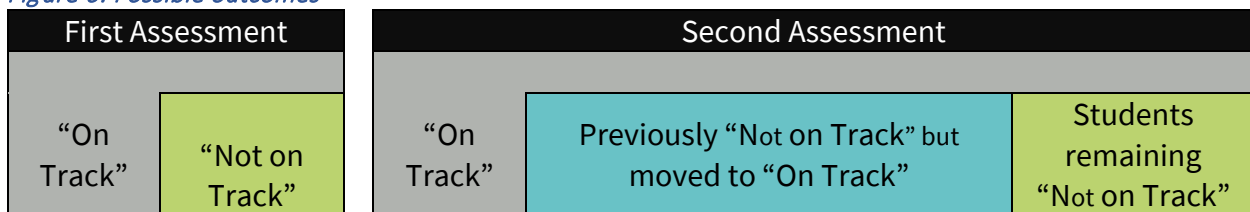
A final provision in state law says that any school or district that has fewer than **ten percent** of their kindergartners reading below grade level in the current school year will not have the Improving K-3 Literacy measure calculated.

Student Subsets for Improving K - 3 Literacy Measure

When students take a reading diagnostic, they are deemed to be “on track” or ‘Not on track’, depending on their ability to read at a level aligned with the assessment they have taken.

This measure takes note of the students who were deemed to be “not on track” on an **initial diagnostic** assessment. These students must be placed on a Reading Improvement and Monitoring Plan (RIMP) and receive interventions before taking another assessment. After the next assessment, the score will remain “not on track” or move to on track.” The diagram below shows the possible outcomes between a first and second assessment.

Figure 6: Possible outcomes



Data Pairs

Because each calculation uses two different test “pairs” of data, the report card labels are the following:

- **Kindergarten Diagnostic to 1st Grade Diagnostic:** Reports the students deemed to be “Not on Track” on the kindergarten reading diagnostic, what percent became “On Track” when taking their first grade reading diagnostic and what percent remained “Not on Track”.
- **1st Grade Diagnostic to 2nd Grade Diagnostic:** Reports the number of students deemed to be “Not on Track” on the first grade reading diagnostic, what percent became “On Track” when taking their second grade reading diagnostic and what percent remained “Not on Track”.
- **2nd Grade Diagnostic to 3rd Grade Diagnostic:** Reports the number of students deemed “Not on Track” on the second grade reading diagnostic, what percent became

“On Track” when taking their third grade reading diagnostic and what percent remained “Not on Track”.

- **3rd Grade Diagnostic to 3rd Grade ELA Test:** Reports the number of students who were deemed to be “Not on Track” on the third grade reading diagnostic, what percent became “OnTrack” by scoring a 700 or higher on the third-grade English language arts state (ELA) test in the fall, spring, or summer.
- **Overall:** This row combines the numbers in the other four rows to show the total number of students across the four grades deemed to be “Not on Track” with the Department approved diagnostic test, what percent became “On Track when taking the next test and what percent remained “Not of Track”.

DENOMINATOR

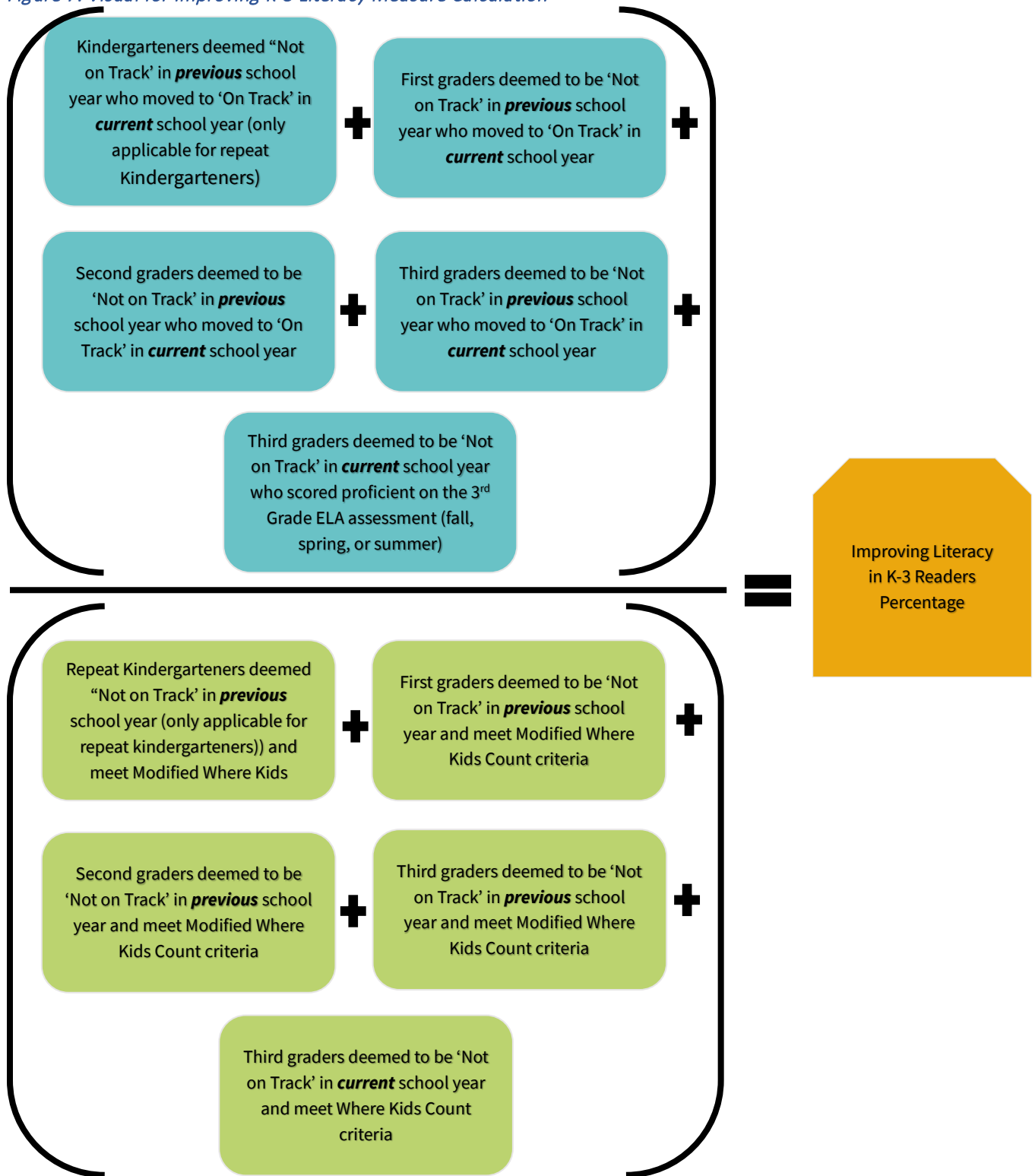
This measure includes the students deemed to be “not on track” in the kindergarten, first grade, second grade, and third grade reading diagnostics to build the denominator of the measure.

NUMERATOR

The numerator is the number of students whose reading skills improved to “on track” for their next reading diagnostic the following school year, or 3rd grade ELA test in the current school year for 3rd graders.

While gathering the data is complex, the calculation is simple. The students who are deemed to be “Not on Track” on the reading diagnostic are summed to create the denominator. The students who had been “Not on Track” and improved to “On Track” are summed to create the numerator. The division is performed, and the resulting percentage is the Improving K–3 Literacy measure. The visual below shows how the data pairs are summed to get the totals.

Figure 7: Visual for Improving K-3 Literacy Measure Calculation



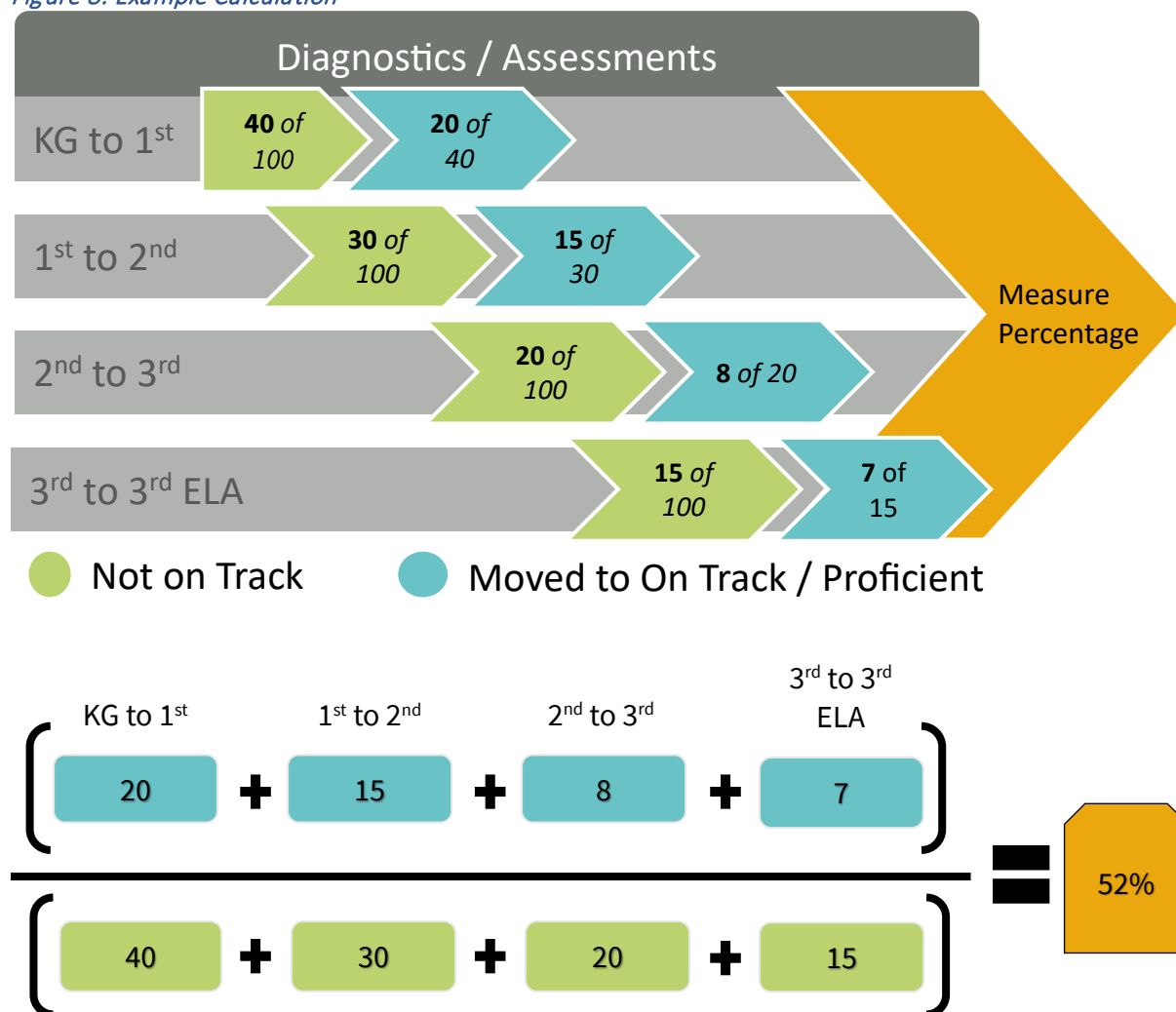
EXAMPLE CALCULATION FOR IMPROVING K - 3 LITERACY MEASURE

The diagram below shows an example calculation. In this example, year 1 has 40 students out of 100 “Not on Track” in kindergarten. The calculation follows those 40 students when they

take the next diagnostic assessment to determine how many moved to “On Track”. In this example, 20 of those 40 were able to move to “On Track”. The 40 that were “Not on Track” becomes the first number in the denominator while the 20 that were initially “Not on Track” but moved to “On Track” becomes the first number in the numerator.

The same pattern follows for all the available data pairs (see the section above) to generate the numbers which are added together for the numerator and denominator and turned into the final percentage.

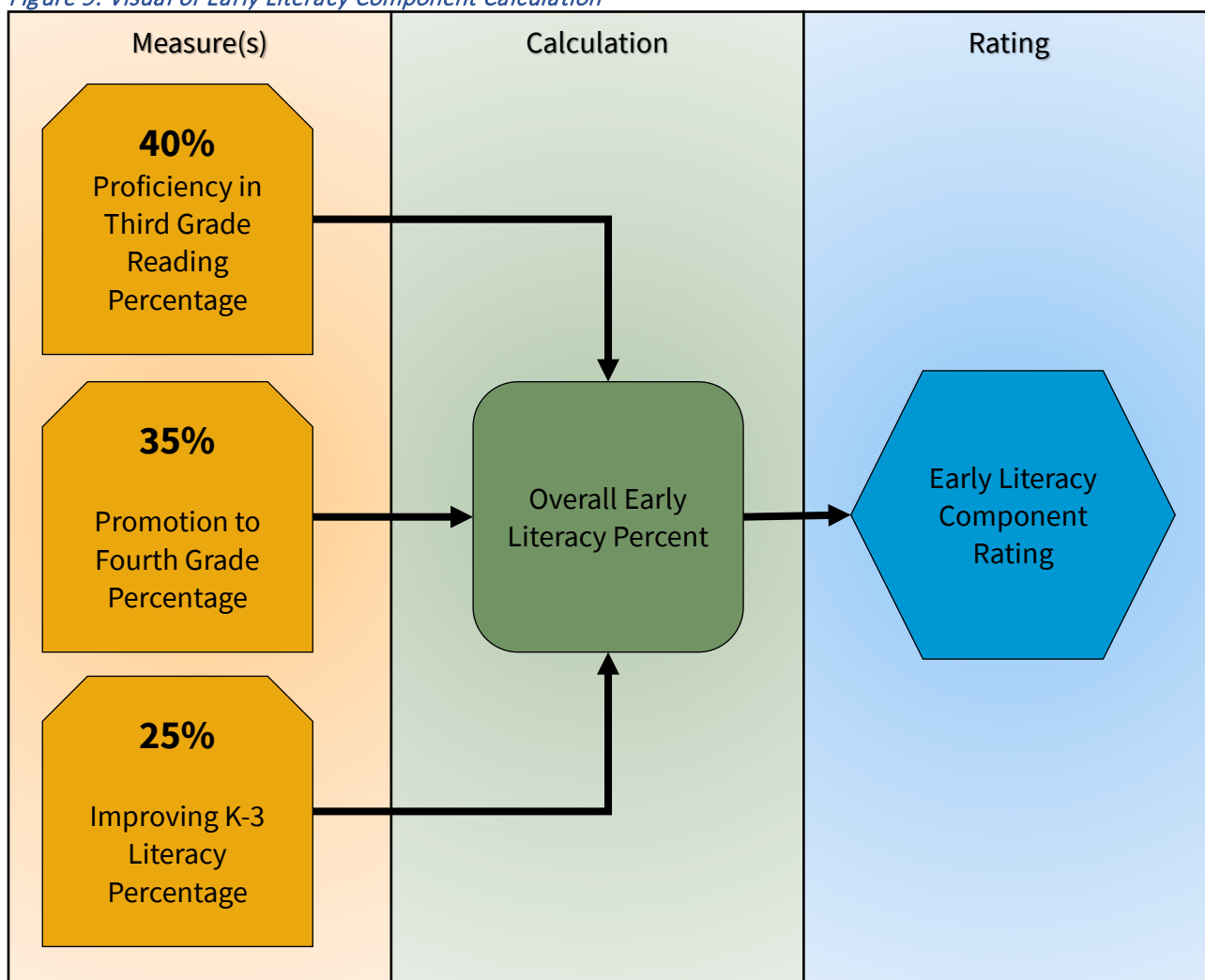
Figure 8: Example Calculation



Early Literacy Component Rating Calculations and Descriptions

The three measures are prescribed a weight in state law that must be applied before adding the results to create an Overall Early Literacy Percent. It is then compared to a range of scores to determine the star rating for the Early Literacy Component.

Figure 9: Visual of Early Literacy Component Calculation



It is important to note that two sets of weights are outlined in the law. In situations where the school or district **does not** have a measure for Improving K–3 Literacy, the Proficiency in Third Grade Reading contributes 60% of the overall component. The Promotion to Fourth Grade contributes 40%. The second set of weights is for situations where the school or district **does** have a measure for Improving K – 3 Literacy. In this case the Proficiency in Third Grade Reading contributes 40% to the overall component, the Promotion to Fourth Grade contributes 35%, and the Improving K–3 Literacy contributes 25%.

WEIGHTING ADJUSTMENTS

The weights listed above are written into Ohio Revised Code, however, there also may be circumstances where there are not enough accountable students for a measure to be calculated. In those situations, the weights will be adjusted using the following table.

Figure 10: Weight Adjustment

Measure	Measure Overall Percentage						
Proficiency in Third Grade Reading	40	60	60	N/A	100	N/A	N/A
Promotion to Fourth Grade	35	40	N/A	60	N/A	100	N/A

Improving K – 3 Literacy	25	N/A	40	40	N/A	N/A	100
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Figure 11: Early Literacy Component Rating Scale and Descriptions

EARLY LITERACY COMPONENT RATING SCALE AND DESCRIPTIONS		
Score Range	Rating	Rating Description
From 88% to 100%	5 Stars	Significantly exceeds state standards in early literacy
From 78% to less than 88%	4 Stars	Exceeds state standards in early literacy
From 68% to less than 78%	3 Stars	Meets state standards in early literacy
From 58% to less than 68%	2 Stars	Needs support to meet state standards in early literacy
From 0% to less than 58%	1 Star	Needs significant support to meet state standards in early literacy

EXAMPLE COMPONENT CALCULATIONS

Example 1: School with All Three Measures

Measure	Percentage	Weight	Overall Percentage
Proficiency in Third Grade Reading	56.4%	.40	22.56%
Promotion to Fourth Grade	100.0%	.35	35.00%
Improving K-3 Literacy	47.1%	.25	11.78%
TOTAL OVERALL PERCENTAGE			69.3% = “3 Stars”

Example 2: K-2 School with Improving K-3 Literacy Only

Measure	Percentage	Weight	Overall Percentage
Proficiency in Third Grade Reading	NC	NC	NC
Promotion to Fourth Grade	NC	NC	NC
Improving K-3 Literacy	47.1%	1.00	47.1%
TOTAL OVERALL PERCENTAGE			47.1% = “1 Star”

Appendix A Inclusion Criteria ([EMIS](#))

WHERE KIDS COUNT

Students will count at the **educating building/district** for the following Measures/Indicators:

- Proficiency in Third Grade Reading for the Early Literacy Component of the Traditional Report Card
- K-3 Improvement Measure of the Early Literacy Component of the Traditional Report Card for students in 3rd Grade to 3rd Grade ELA data pairing

IF the students are reported in the Education Management Information System (EMIS) with the following:

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information **AND** *Grade Level (FN080) = 03 AND Assessment Type Code Element (FA060) = GN AND Assessment Area Code (FA205) = R*

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140) = 1 AND Sent Reason Element (FS200 or FS230) = EX or NP AND Sent Reason Percent of Time (FS220 or FS250) >0 AND Grade Level (FN080) = 03 AND Assessment Type Code Element (FA060) = GN AND Assessment Area Code (FA205) = R*

NOTE: Whether a student is expelled for the entire FAY time period or only a portion of that time, if they are being educated or receiving services for the duration of the expulsion, then they have met FAY criteria and are included in the denominator.

Students will count at the **sending district** for the Measures/Indicators:

- Proficiency in Third Grade Reading for the Early Literacy Component of the Traditional Report Card
- K-3 Improvement Measure of the Early Literacy Component of the Traditional Report Card for students in 3rd Grade to 3rd Grade ELA data pairing

IF the students are reported in the Education Management Information System (EMIS) with the following:

Educating District reports: *Majority of Attendance IRN Element (FN220) = educating building/district IRN* (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Sending District reports: *Sent Reason Element (FS200 or FS230) = CR, CT, JV, MR, or OS AND Grade Level (FN080) = 03 AND Assessment Type Code Element (FA060) = GN AND Assessment Area Code (FA205) = R*

OR

Students sent to a special education cooperative program at another district. These students will be included in the sending district's calculation **only** based upon the data reported by the district educating the student. The educating district would report the students with a *How Received Element (FS180) = B AND Grade Level (FN080) = 03 AND Assessment Type Code Element (FA060) = GN AND Assessment Area Code (FA205) = R*

OR

For *How Received Element (FS180) = K*, the student counts at the STEM school. For district accountability, the student is moved from the STEM school to the student's resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district **AND** *Grade Level (FN080) = 03 AND Assessment Type Code Element (FA060) = GN AND Assessment Area Code (FA205) = R*

Students will count at the **state level district** for the following Measures/Indicators:

- Proficiency in Third Grade Reading for the Early Literacy Component of the Traditional Report Card
- K-3 Improvement Measure of the Early Literacy Component of the Traditional Report Card for students in 3rd Grade to 3rd Grade ELA data pairing

IF the students are reported in the Education Management Information System (EMIS) with the following:

*Majority of Attendance IRN Element (FN220) = ******

OR

Students reported with a *How Received Element (FS180) = P, Q, or T*

OR

Students with Sent Reason 1 or 2 (FS200 or FS230) = AU, CE, CI, JP, or NI

OR

District Relationship Element (FS140) = 1 AND Sent Reason Element (FS200 or FS230) = EX AND Sent Reason Percent of Time (FS220 or FS250) = 0

OR

Students with EL Status Element (FD170) = L and S who have been in US schools for fewer than 360 school days (or the equivalent of two school years)

OR

Students reported with *Foreign Exchange Student Element (FD190) = Y*, have been in U.S. schools less than 180 days. If SSID is found in a prior year, the student will count at the building/district level if all other criteria are met.

EXTENDED WHERE KIDS COUNT

Students will count at the **educating building/district** for the Measures/Indicators:

- Promotion to Fourth Grade measure of the Early Literacy Component of the Traditional Report Card

IF the students are reported in the Education Management Information System (EMIS) with the following:

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY through last day of school- See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY through last day of school **AND** *District Relationship Element (FS140) = 1 AND_Sent Reason Element (FS200 or FS230) = EX or NP AND Sent Reason Percent of Time (FS220 or FS250) >0*

NOTE: Whether a student is expelled for the entire FAY through the last day of school or only a portion of that time, if they are being educated or receiving services for the duration of the expulsion, then they have met FAY criteria and are included in the denominator.

Students will count at the **sending district** for the Measures/Indicators:

- Promotion to Fourth Grade measure of the Early Literacy Component of the Traditional Report Card

IF the students are reported in the Education Management Information System (EMIS) with the following:

Educating District reports: *Majority of Attendance IRN Element (FN220) = educating building/district IRN* (Students are enrolled in the educating district for a [full academic year \(FAY\)](#)) **AND** Sending District reports: *Sent Reason Element (FS200 or FS230) = MR or OS*

OR

Students sent to a special education cooperative program at another district. These students will be included in the sending district's calculation **only** based upon the data reported by the district educating the student. The educating district would report the students with a *How Received Element (FS180) = B*

OR

For *How Received Element (FS180) = K*, the student counts at the STEM school. For district accountability, the student is moved from the STEM school to the student's resident district for independent STEM schools or to the educating district for STEM schools operated by a traditional school district.

MODIFIED WHERE KIDS COUNT

Students will count at the **educating building/district** for the following Measures/Indicators:

- K-3 Improvement Measure of the Early Literacy Component of the Traditional Report Card for students in KG to 1st Grade; 1st Grade to 2nd Grade; and 2nd Grade to 3rd Grade data pairings

IF the students are reported in the Education Management Information System (EMIS) with the following:

Students are enrolled in the educating district for a full academic year in the **previous year**. *Majority of Attendance IRN Element (FN220) = educating building/district IRN* (Students are enrolled in the educating district in the **PREVIOUS YEAR** for a [full academic year \(FAY\)](#)) **AND** Student generates base Full Time Equivalency (FTE) for dates included in FAY- See EMIS Validation and Report Explanation on [FTE Reports](#) for more detailed information **AND** *Grade Level (FN080) = KG, 01, 02, or 03* **AND** Student generates base FTE in the educating district in the **CURRENT YEAR** from first day of school through at least 30 days **AND** *Grade Level (FN080) = KG, 01, 02, or 03* **AND** *Sum of School Year Attendance Hours (FS320) AND School Year Excused Absence Hours (FS330) AND School Year Unexcused Absence Hours (FS340) >=125 hours* **AND For Prior Year kindergarten, first, second, and third grade students** Reading Diagnostic (FN370) = **NO** **AND For Current third Grade students and IF prior year Reading Diagnostic was required but missing** **AND** Reading Diagnostic Result Code = **NO** on the [Level 2 Derive Reading Diagnostic Result Report \(LTRC-001\)](#)

OR

Majority of Attendance IRN Element (FN220) = educating building/district IRN (Students are enrolled in the educating district in the **PRIOR YEAR** for a [full academic year \(FAY\)](#)) **AND** Student generates base FTE for dates included in FAY **AND** *District Relationship Element (FS140) = 1* **AND** *Sent Reason Element (FS200 or FS230) = EX or NP* **AND** *Sent Reason Percent of Time (FS220 or FS250) >0* **AND** *Grade Level (FN080) = KG, 01, 02, or 03* **AND** Student generates base FTE in the educating district in the **CURRENT YEAR** from first day of school through at least 30 days **AND** *Grade Level (FN080) = KG, 01, 02, or 03* **AND** *Sum of School Year Attendance Hours (FS320) AND School Year Excused Absence Hours (FS330) AND School Year Unexcused Absence Hours (FS340) >=125 hours* **AND For Prior Year kindergarten, first, second, and third grade students** Reading Diagnostic (FN370) = **NO** **AND For Current third Grade students and IF prior year Reading Diagnostic was required but missing** **AND** Reading Diagnostic Result Code = **NO** on the [Level 2 Derive Reading Diagnostic Result Report \(LTRC-001\)](#)

NOTE: Reading Diagnostic reporting changed for EMIS in the 2023-2024 school year per [EMIS Change 24-67](#)

NOTE: Whether a student is expelled for the entire FAY time period or only a portion of that time, if they are being educated or receiving services for the duration of the expulsion, then they have met **PRIOR YEAR** FAY criteria as **CURRENT YEAR** criteria and are included in the denominator.

Appendix B Retention Codes and Descriptions

*	Student was not retained at the end of the previous school year. This includes only third grade students promoted to fourth grade due to receiving the required promotion score on any administration of the third grade Ohio State Test (OST) for English language arts (ELA) before the start of the next school year.
1	Student was retained at end of the previous school year for reasons other than the Third Grade Reading Guarantee and is still retained.
2	Student was retained at the end of the previous school year for reasons other than the Third Grade Reading Guarantee, but advanced because of successful completion of summer school.
3	Student was retained at the end of the previous school year for reasons other than the Third Grade Reading Guarantee, but advanced at parent request.
4	Student was retained at the end of the previous school year for reasons other than the Third Grade Reading Guarantee, but advanced for a reason other than completion of summer school or parents' request.
5	Student demonstrated adequate performance on the Third Grade Reading Guarantee (TGRG) Alternative Assessment for promotion to fourth grade but was retained for reasons other than the Third Grade Reading Guarantee.
A	Student was retained at the end of the previous school year due to the Third Grade Reading Guarantee and is still retained.
D	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained because the student met the English learner exemption in law.
E	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained because the student met the Individualized Education Plan (IEP) exemption in law.
F	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was exempt from retention because student received intensive reading remediation for two years and was previously retained in any K-3 grade(s).
G	Student with significant cognitive disabilities was exempt from all reading requirements in the Third Grade Reading Guarantee and therefore was not retained.
H	Student was retained at the end of the previous school year due to the Third Grade Reading Guarantee but is not enrolled this school year.
J	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment (Iowa) before the start of the next school year.
K	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment (NWEA-MAP) before the start of the next school year.
L	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment – (Terra Nova) before the start of the next school year.
M	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment (STAR Reading) before the start of the next school year.
N	Student did not meet the reading requirement in the Third Grade Reading Guarantee but was not retained due to adequate performance on the TGRG Alternative Assessment (iReady) before the start of the next school year.
P	Student was retained at the end of the previous school year due to the Third Grade Reading Guarantee but was not retained because of parent/guardian request as outlined in Ohio law.