K-3 Literacy Measure

Introduction

The K-3 Literacy 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 Achievement Assessments (OAA) to measure the improvement schools and districts are making moving students from “not on track” to “on track” and eventually to proficient on the OAA.

For the 2014 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 2012-2013 school year and gives credit for those students who improve to “on track” following the first grade diagnostic taken in the fall of the 2013-2014 school year.

Similarly, it measures the percentage of improvement from the fall 2012-13 school year first grade diagnostic to the fall 2013-14 school year second grade diagnostic, the fall 2012-13 second grade diagnostic to the fall 2013-14 third grade diagnostic and from the fall 2013-14 third grade diagnostic to the fall or spring 2013-14 school year third grade OAA.

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 the OAA 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 take the assessment. The 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 K-3 Literacy letter grade.

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 2014 calculation includes two different timeframes for accountability.

Students who were in Kindergarten, Grade 1 or Grade 2 during the 2012-13 school year were required to be tested no later than September 30, 2012 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 2012-13 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, 2013 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 2012-2013 school year, the calculation includes that school year when 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 2012-13 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 2012-2013 school year. AND

- The student was enrolled in the same district as of the Friday of October Count Week for the 2013-2014 School Year. AND

- Student How Received Element for the 2012-2013 and 2013-2014 school year = “*”, “3”, “7”, “8”, “9”, “A”, “C”, “M”, “S”, “U”, “W”, and “Y”; and Student Percent of Time for both school years > 0. OR

- 2012-2013 and 2013-2014 school year Sent Reason Element = “CT,” “JV,” “ES”, “PS,” “MR,” “OS” or “CR” (note that some codes may not be used for students in grades K-3). OR

- For the 2012-2013 and 2013-2014 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 2012-2013 and 2013-2014 school years the Tuition Type Element = “D” and “T” AND

- Excludes students with LEP = “L” and foreign exchange students who have been in US schools for fewer than 180 days during the 2012-2013 or 2013-14 school years.
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Students in the third grade during the 2013-2014 school year were required to be tested no later than September 30, 2013 and they, too, had to be placed on a RIMP and offered interventions if they were deemed to be “not on track.” The goal for districts was to improve the third graders’ reading level so that they would pass the OAA either in the October 2013 or May 2014 administrations. Since these interventions took place entirely during the 2013-14 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 2013-2014 school year.

  AND

- Student How Received Element for the 2013-2014 school year = “*”, “3”, “7”, “8”, “9”, “A”, “C”, “M”, “S”, “U”, “W”, and “Y”; and Student Percent of Time for both school years > 0.

  OR

- 2013-2014 school year Sent Reason Element = “CT,” “JV,” “ES,” “PS,” “MR,” “OS” or “CR” (note that some of these codes may not be used for 3rd grade students).

  OR

- For the 2013-2014 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 2013-2014 school year the Tuition Type Element = “D” and “T”

  AND

- Excludes students with LEP = “L” and foreign exchange students who have been in US schools for fewer than 180 days during the 2013-2014 school year.

**Calculation**

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 OAA.

For example, a district will get credit for a student who was not on track on the kindergarten diagnostic, but improved to on track on the first grade diagnostic. If 40 out
of 100 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 on the first grade test.

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 OAA either in the October or May administrations.

The measure also considers students who are not on a RIMP and do not reach proficient (score of 400) on the third grade Reading OAA. The K-3 Literacy score 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 will represent the minimum of the “C” range on the A-F report card. The grade range will depend on the yearly average and may change from year to year. The boxes below depict how the calculation will work.
**Additional Business Rules**

Listed below are some additional business rules that are used in the 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.

A scaled score of 400 is needed for a student to reach the Proficient range on the third grade reading OAA and this is the minimum score that will place the student in the numerator when calculating the third grade improvement percentage. This is different than the score needed for a student to be promoted to the fourth grade. For the 2013-14 school year, a student needed a score of 392 or higher to be promoted. For 2014-15 the minimum promotion score will be 394.

Students who did not reach the promotion score on the fall or spring OAA had the opportunity to retake the test in the summer of 2014 and if they reached the minimum score they could be promoted over the summer to the fourth grade. For the purpose of the K-3 Literacy calculation, only the fall and spring OAA scores are used when calculating the third grade improvement percentage.

Students who failed to reach the promotion score on the third grade OAA also had the opportunity to take an alternative vendor assessment and if they reached the designated score for that assessment they could be promoted to the fourth grade. The K-3 Literacy calculation does not use alternative vendor assessments when calculating the third grade improvement percentage. For that calculation, only the state’s fall and spring OAA scores are used.

Accountable students who were retained in Kindergarten, Grade 1 or Grade 2 between the 2012-13 and the 2013-14 school years are included in the calculation if they were deemed to be not on track in the 2012-13 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 2012-13 school year to Kindergarten diagnostic taken in the 2013-14 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 2012-13 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.
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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 OAA 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 OAA data is still included in the K-3 Literacy measure for the purpose of calculating the third grade improvement percentage.

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 K-3 Literacy measure, if the conversion school’s accountability data rolled up in both 2012-13 and 2013-14, then the K-3 Literacy data will be included in the list of elements that roll to the district that sponsors the school in 2014.

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 K-3 Literacy measure, if the start-up school’s accountability data rolled up to its resident district in both 2012-13 and 2013-14, then the K-3 Literacy data will be included in the list of elements that roll to the district in 2014.

In some cases, a student who was required to be assessed with a diagnostic may not have been given 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.

<table>
<thead>
<tr>
<th>2012-13 School Year</th>
<th>2013-14 School Year</th>
<th>Result for K-3 Calculation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tested with diagnostic – deemed to be not on track</td>
<td>Required to be tested, but test never administered</td>
<td>Deemed to be not on track; Included in denominator, but not numerator</td>
</tr>
<tr>
<td>Tested with diagnostic – deemed to be on track</td>
<td>Required to be tested, but test never administered</td>
<td>Not included in calculation because of 2012-13 “on track” status</td>
</tr>
<tr>
<td>Required to be tested, but test never administered</td>
<td>Tested with diagnostic – deemed to be not on track or tested with OAA and did not pass</td>
<td>Deemed to be not on track based on current year’s status; Included in denominator, but not numerator</td>
</tr>
<tr>
<td>Required to be tested, but test never administered</td>
<td>Tested with diagnostic – deemed to be on track or tested with OAA and passed</td>
<td>Not included in calculation because of the 2013-14 ‘on track’ or passing status</td>
</tr>
</tbody>
</table>

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. 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. Because the state average will not be known until all reporting is final, no letter grades will be awarded until just before the report cards are released.

Finally, a 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 (2013-14 for the 2014 report card) will not receive a letter grade for this measure.