



Component: K-3 LITERACY

Measures: K-3 Literacy Improvement

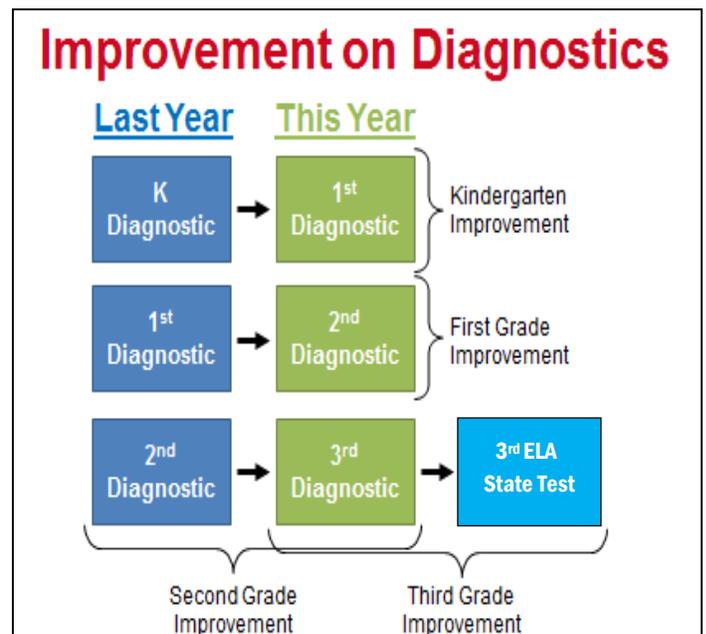
The K-3 Literacy Improvement Measure is included on Ohio’s A-F Report Card in 2016. ***This grade answers the question— are more students learning to read in Kindergarten through third grade?*** For 2016, this measure uses results from the fall reading diagnostics and the new third-grade English Language 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 were either never on or were removed from a Reading Improvement and Monitoring Plan 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 K-3 Literacy

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 **K-3 Literacy Improvement** measure reports how well schools and districts are helping improve the reading ability of young students who are reading below grade level.

The measure and component relate to 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 Reading Improvement and Monitoring Plans and provide intensive reading interventions.



This measure uses results from fall reading diagnostic assessments given to all students in Kindergarten through Grade 3 and the Grade 3 English Language Arts (ELA) Assessment.

CALCULATION SPECIFICS

Beginning SY2013-2014, the K-3 Literacy Improvement 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. (CMSD currently uses MAP/NWEA & KRA)
- Those students not-on-track receive a Reading Improvement and Monitoring Plan within 60 days of the test.
- The RIMP identifies the 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. *(CMSD currently provides aimsWeb+ as a progress monitoring strategy and resource for all schools)*
- The 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 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 score is 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 takes into account students who are *not on an improvement plan and do not reach proficient (score of 700) on the third-grade ELA test.*
- The K-3 Literacy Improvement calculation deducts one student from the improvement score for each student who has never been on or was removed from an improvement plan and who does not meet the proficiency standard.
- ***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 may change from year to year.***

IMPORTANT NOTES

1. The measure includes data from two school years and follows students within a district (school).
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 K3 Literacy Improvement measure and is different from the score required to meet the Third Grade Reading Guarantee (TGRG).
4. The TGRG is based on the reading subscale, and requires a **subscale score of 42** to be eligible for promotion to fourth grade.

Not On-Track in 2014-2015		Improving to On-Track In 2015-2016			
Kindergarten Reading Diagnostic Fall 2014-2015 school year	91	to	1st Grade Reading Diagnostic Fall 2015-2016 school year	74	Sample district had 91 Kindergarten students who were not on-track on the fall reading diagnostic in SY2014-2015. As first-graders, 74 of the 91 improved to on-track on the SY2015-2016 fall reading diagnostic.
1st Grade Reading Diagnostic Fall 2014-2015 school year	72	to	2nd Grade Reading Diagnostic Fall 2015-2016 school year	56	Sample district had 72 first-grade students who were not on-track on the fall reading diagnostic in SY2014-2015. As second-graders, 56 of the 72 improved to on-track on the 2015-2016 fall reading diagnostic.
2nd Grade Reading Diagnostic Fall 2014-2015 school year	62	to	3rd Grade Reading Diagnostic Fall 2015-2016 school year	48	Sample district had 62 second-graders who were not on-track on the fall reading diagnostic in SY2014-2015. As third-graders, 48 of the 62 improved to on-track on the 2015- 2016 fall reading diagnostic.
3rd Grade Reading Diagnostic Fall 2015-2016 school year	79	to	3rd Grade Reading ELA Fall or Spring 2015-2016 school year	62	Sample district had 79 third-graders who were not on-track on the fall reading diagnostic in SY2015-2016. 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	This district had 240 students improve from not on-track in SY2014-2015 to on-track in SY2015-2016
Deduction for 3rd graders who did not pass 3 rd grade ELA test and were not on a Reading Improvement and Monitoring Plan				-10	This district received a deduction of ten (10) students because 10 third grade students were not on a RIMP and did not score proficient on the G3 ELA assessment (700)
Totals after deductions	304			230	District's K-3 Literacy Improvement Measure grade is 230 out of 304 or 75.7% , a " B " based on the grade scale shown to the left.

The bottom of the “C” range represents the prior year's state average which means the grade range for each letter grade will change each year based on the amount of improvement made in that prior year.

This measure looks at the number of students who improve from **not on-track** to **on-track** across **two school years**. This year's measure will report the students who were **not on-track** in **SY2015-16** who become **on-track** in **SY2016-17**. *The measure only includes fall reading diagnostic data and fall and spring ELA scores.* It does **not include summer administration** of the 3rd grade ELA assessment or the alternative assessments used for promotion to the fourth grade.

Grading Scale A = 81.4% - 100.0% B = 62.6% - 81.3% C = 43.8% - 62.5% D = 25.0% - 43.7% F = 0.0% - 24.9%
--

SCHOOL WORKSHEET - CALCULATING K-3 LITERACY GRADE FOR SY2016-2017 REPORT CARD

Not On-Track in 2015-2016		Improving to On-Track In 2016-2017		Explanation
Kindergarten Reading Diagnostic Fall 2015-2016SY		to	1st Grade Reading Diagnostic Fall 2016-2017SY	School had ____ Kindergarten students who were not on-track on the fall reading diagnostic in SY2015-2016. As first-graders, ____ of the ____ improved to on-track on the SY2016-2017 fall reading diagnostic.
1st Grade Reading Diagnostic Fall 2015-2016SY		to	2nd Grade Reading Diagnostic Fall 2016-2017SY	School had ____ first-grade students who were not on-track on the fall reading diagnostic in SY2015-2016. As second-graders, ____ of the ____ improved to on-track on the 2016-2017 fall reading diagnostic.
2nd Grade Reading Diagnostic Fall 2015-2016SY		to	3rd Grade Reading Diagnostic Fall 2016-2017SY	School had ____ second-graders who were not on-track on the fall reading diagnostic in SY2015-2016. As third-graders, ____ of the ____ improved to on-track on the 2016- 2017 fall reading diagnostic.
3rd Grade Reading Diagnostic Fall 2015-2016SY		to	3rd Grade Reading ELA Fall or Spring 2016- 2017SY	School had ____ third-graders who were not on-track on the fall reading diagnostic in SY2015-2016. Of the ____ third-graders who were not on-track at the beginning of third grade, ____ of them scored proficient (700) or higher on the Fall or Spring ELA assessment.
Totals before deduction				Your school had ____ students improve from not on-track in SY2015-2016 to on-track in SY2016-2017
Deduction for 3rd graders who did not pass 3 rd grade ELA test and were not on a Reading Improvement and Monitoring Plan				Your school received a deduction of ____ students because ____ third grade students were not on a RIMP and did not score proficient on the G3 ELA assessment (700)
Totals after deductions				School's K-3 Literacy Improvement Measure grade is ____ out of ____ or ____%, a "____" based on the grade scale shown to the left.

Grading Scale

A = 81.4% - 100.0%

B = 62.6% - 81.3%

C = 43.8% - 62.5%

D = 25.0% - 43.7%

F = 0.0% - 24.9%