

Third Grade Reading Guarantee FAQ

What students need to be assessed?

An English language arts (ELA) diagnostic assessment must be given by September 30 of each year for students in kindergarten through Grade 3, starting in the 2012-13 school year (ORC 3313.608(B)(1)). District boards of education must adopt board policies and procedures for annually assessing the reading skills of each student in grades K-3. These policies must specify that the diagnostic assessments for the Third-Grade Reading Guarantee be given by September 30 each year, beginning in the 2012-13 school year (ORC 3313.608(B)(1)). In Euclid, we are using Aimsweb for this purpose.

How will I know if my child did well on the assessment?

Each test has a grade level range where we would expect the child to be functioning to be considered reading on level. The table below will tell you the expected range for each diagnostic assessment.

Grade Level Assessment Expected Range (based on Fall scores).

Kindergarten	13
Grade 1	40
Grade 2	55
Grade 3	77

If your child's score is less than the "Expected Range", he/she will be identified as not on track.

Not on-track means any student who is not reading at grade level based on previous end of year standards by September 30.

What interventions are required for students in grades K-2 versus grade 3?

All components of the Third Grade Reading Guarantee, including diagnostic testing, letters to parents, and reading improvement and monitoring plans, interventions are required for any student in grades K-3 that is found to be not on-track after the reading diagnostic testing done before September 30. However, only third grade students face retention based on Ohio Achievement Assessment reading scores.

If a student is retained in the third grade, then there are two new intervention requirements. Retained students must have at least 90 minutes of reading instruction a day. Retained students must also have the opportunity to receive intervention services from outside providers.

How should parents be involved in this RIMP process?

Reading improvement and monitoring plans allow the teachers and parents to work together to understand the reading deficiency and to outline reading interventions.

Districts shall develop a reading improvement and monitoring plan for students identified with a reading deficiency within 60 days after receiving that student's diagnostic results.

Districts should develop reading improvement and monitoring plans that address all requirements in legislation, including:

- Identification of the student's specific reading deficiency;
- A description of proposed supplemental instruction services that will target the student's identified reading deficiencies;
- Opportunities for the student's parents or guardians to be involved in the instructional services;
- A process to monitor the implementation of the student's instructional services;
- A reading curriculum during regular school hours that assists students to read at grade level, provides for reliable assessments, and provides ongoing analysis of each student's reading progress; and
- A statement that unless the student attains the appropriate level of reading competency by the end of grade three, the student will be retained.

Beyond the legislative requirements, ODE recommends that reading improvement and monitoring plans include a process for modifying the plan. It also should address how interventions should change for a student if he or she can read at grade level midyear.

When can a student be considered on-track during the year and can they be changed to not on-track during the year for any reason?

If a student is assessed to be not on-track at the beginning of the school year (for the September 30 deadline), that student will officially be not on-track and on a reading improvement and monitoring plan until the student either scores on-track on the following year's reading diagnostic assessment or scores proficient (scoring 400 or higher) on the Grade 3 Reading Ohio Achievement Assessment.

If the student scores on-track on another reading diagnostic during the same school year, it does not terminate the reading improvement and monitoring plan. Within the reading improvement and monitoring plan, parents and teachers should address what happens to a student if he or she can read at grade level during the year. The reading interventions may need to change at that point. The plan should always help a student improve their reading ability and ensure the student does not fall behind.

What do districts have to report to ODE and by when?

Beginning in the 2012-2013 school year, districts and community schools should have procedures to track and report the following data to ODE on the implementation of the Third Grade Reading Guarantee during the EMIS year-end collection:

- Which students are on-track and not on-track; and
- What types of intervention services are given to each student.

ODE may require additional information in subsequent school years. All of this information will be submitted during the EMIS year-end collection.

What happens if a parent refuses interventions or retention required by the Third Grade Reading Guarantee?

The law does not provide a parent the right to refuse the requirements of the Third Grade Reading Guarantee. This includes student retention, diagnostic assessments, reading improvement and monitoring plans, and intervention services. However, services outside regular school hours should accommodate the schedule of the student's parents or guardian.

Does the Third Grade Reading Guarantee “retention requirement” apply to students with disabilities?

Yes, however; there is an allowable exemption option to the “retention requirement” under the Third Grade Reading Guarantee that IEP teams can consider. Beginning with the 2013-2014 school year, all 3rd grade students scoring below a designated level on the 3rd grade OAA, must be retained except for the following:

- Special education students whose IEPs specifically exempt them from retention under the Third Grade Reading Guarantee ;
- Limited English proficient students who have been enrolled in U.S. schools for less than three full school years and have had less than three years of instruction in an English as a Second Language program (OCR 3313.608(A)(2)).

Are there other students who are exempted from the Third Grade Reading Guarantee “retention requirement”?

Any student who has received intensive remediation for two years and was previously retained in kindergarten through Grade 3.

- A student that advances because of this exception must continue to receive intensive reading instruction in the fourth grade, which requires an altered instructional day to accommodate reading interventions or whatever reading interventions are required by the student's IEP or 504 plan.

Are any students totally exempted from the Third Grade Reading Guarantee?

Yes, new guidance has been added to the Third Grade Reading Guarantee as it relates to students with significant cognitive disabilities. Under the new guidance, students with significant cognitive disabilities (K-3), who are alternately assessed, may be eligible for exemption from the entire Third Grade Reading Guarantee. The decision to exempt a student from the entire Third Grade Reading Guarantee is determined by the IEP team. This exemption would include the current requirement for the annual diagnostic testing. The requirement for annual diagnostic testing does not apply to students with significant cognitive disabilities or other disabilities as authorized by ODE on a case-by-case basis. (ORC 3313.608(B)(1)).

What if my child is not proficient in reading, but is proficient in their other subject areas?

If students demonstrate proficiency in a subject area, they must still receive fourth-grade instruction in that subject area (ORC 3313.608(B)(4)). They will, however, continue to receive third-grade reading instruction until proficiency has been demonstrated.