Ohio

Third Grade Reading Guarantee Guidance Manual

SCHOOL YEAR 2017-2018
UPDATED AUGUST 2017

Ohio | Department of Education

The Ohio Department of Education created this guidance manual to help school districts, community schools and chartered nonpublic schools understand the requirements of the Third Grade Reading Guarantee and connect these requirements to research-based reading instruction practices. Each section, except for the Federal Funding, Data Reporting and Chartered Nonpublic Schools sections, is organized first by the Multi-Tiered System of Support (MTSS) research-based practice and, second, the Requirements under the Third Grade Reading Guarantee. Only practices outlined under the headings "Requirements under the Third Grade Reading Guarantee" are required by state law.

The Department also created web resources for administrators, educators and parents. To view them, go to the Ohio literacy page or visit the Department's website and search *literacy toolkit*. To see the law regarding Ohio's Third Grade Reading Guarantee for public school districts and community schools, go to Ohio Revised Code (ORC) 3313.608. For the Third Grade Reading Guarantee law regarding chartered nonpublic schools, go to ORC 3301.163.

Revision History

The revision history of this manual offers a means for readers to navigate easily to points in a section that contain updates from the previous year's manual. Minor changes, such as formatting and grammar corrections, are not noted.

Page	Description
Table of Contents	Updated section titles: Universal Reading Screening (Fall Reading Diagnostic) - Administration; Universal Reading Screening (Fall Reading Diagnostic) - Use of Screening Results; Instructional Supports for Students
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Frequently Asked Questions

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What is the difference between "research-derived" and "research-supported" instructional practice?

Why is it essential, and required in the Third Grade Reading Guarantee law, to provide retained third grade students with intensive intervention?

When a student's reading plan does not meet all the requirements of a reading improvement and monitoring plan, how should the interventions be reported in EMIS?

Universal Reading Screening (Fall Reading Diagnostic) - Administration

MULTI-TIERED SYSTEM OF SUPPORT - *FOCUS: ASSESSMENT*

Screening is the **HEART** of Prevention

A school does screening at the beginning of the school year and sometimes repeats it two to three times throughout the school year to identify or predict students who may be at risk for poor learning outcomes. Universal screening assessments, also called benchmark assessments, are typically brief, conducted with all students at a grade level and followed by additional testing or short-term progress monitoring to verify students' risk status ([Center on Response to Intervention](#)).

More information on universal screening, including links to the research supporting the practice, related professional development and reviews of screening tools, is available in [Ohio's Early Literacy Toolkit](#).

REQUIREMENTS UNDER THE THIRD GRADE READING GUARANTEE

*Important note regarding terminology used in Ohio law: The term "reading diagnostic," when expressed in Ohio law as a requirement for all students, describes the research-based practice of reading screening. This section of the guidance manual will use the term "reading diagnostic," since it is language used in Ohio Revised Code.

Districts and schools must adopt policies and procedures for annually assessing the reading skills of each student in grades K-3. Each year, districts and schools must administer the reading diagnostic by Sept. 30 for grades 1-3 and Nov. 1 for kindergarten.

Every district can administer a reading diagnostic from the state-approved list *or* use the [state-developed diagnostic](#), regardless of district or school-level performance. If the reading assessment currently being used is not on the state-approved list, it cannot fulfill this screening requirement. This does not restrict the use of the assessment during the remainder of the year to inform instruction or monitor reading progress.

The results of the Sept. 30 and Nov. 1 reading diagnostic determine whether a child is *on track* or *not on track* in reading. A child is *on track*, or reading at or above grade level, at the beginning of each grade if the child is reading at the level set by Ohio's Learning Standards for the end of the *previous* grade. For example, a third-grader is *on track* in reading if the child's fall reading diagnostic shows that he or she is reading at least at the level expected at the end of grade 2. A student is *not on track*, or reading below grade level, if he or she is not reading at least at the level set by Ohio's Learning Standards for the end of the previous grade.

Below are the reading diagnostic options districts may use to meet the deadlines set by the Third Grade Reading Guarantee:

For the 2017-2018 School Year	
Grade Level	**Reading screening options to meet the Sept. 30 deadline for grades 1-3 and Nov. 1 for kindergarten**
Kindergarten	• KRA *Language and Literacy area* • Department Kindergarten Screener • Comparable Tool *from Department-approved List*
Grade 1	• Department Grade 1 Screener • Comparable Tool *from Department-approved List*
Grade 2	• Department Grade 2 Screener • Comparable Tool *from Department-approved List*
Grade 3	• Department Grade 3 Screener • Comparable Tool *from Department-approved List*

KINDERGARTEN READINESS ASSESSMENT

Public school districts and community schools must administer the Kindergarten Readiness Assessment (KRA) to **all first-time** kindergarten students. The KRA Language and Literacy area may be used to meet the requirement of a reading diagnostic for the Third Grade Reading Guarantee. If a district uses the KRA

Language and Literacy area for the Third Grade Reading Guarantee, the district must administer it by Nov. 1. The Language and Literacy area cut score for *on track* in reading is 263 (scaled-score) and above. If a student scores 262 or below on the Language and Literacy area, the child is *not on track* for reading on grade level. This score is for the Language and Literacy sub score only, not the composite score.

Districts will be required to submit both KRA and reading diagnostic results through the Education Management Information System (EMIS). If a district uses the Language and Literacy area of the KRA to meet the reading diagnostic requirement for the Third Grade Reading Guarantee, the district will report the *on-track* or *not on-track* status based on this area of the KRA. The district will then also report the results of the assessment in EMIS for KRA. More information on the KRA is available on the Department's website.

STATE-APPROVED COMPARABLE TOOLS FOR READING SCREENING
The table below represents the 2016-2017 and 2017-2018 list of state-approved comparable tools for reading screening. The state may revisit the list annually, and it is limited by vendors voluntarily applying to be placed on this list. The *on-track/not on-track* scores for each approved vendor assessment are located on the vendor's submitted Form C on the Department's website.

Districts are expected to use the vendor-supplied *on-track/not on-track* scores as a minimum standard when reporting this information to the Department. If a test appears on both the Ohio Department of Education's approved list for comparable reading screeners and the multiple measures of student growth, it can fulfill both purposes.

Vendor	Assessment	Approved Grade Levels
Amplify Education, Inc.	mCLASS: DIBELS Next	K-3
Curriculum Associates, LLC	i-Ready Diagnostic Reading	K-3
Scantron	Performance Series - Reading	K-3
Northwest Evaluation Association (NWEA)	Measures of Academic Progress (MAP) for Reading	K-3
Pearson	AIMSweb 2.0	K-3
Pearson	Developmental Reading Assessment, Second Edition Plus (DRA2+)	1-3
Renaissance Learning, Inc.	STAR Reading	1-3
Renaissance Learning, Inc.	STAR Early Literacy	K-3
Houghton Mifflin Harcourt Publishing Company	HMH Reading Inventory	1-3
Houghton Mifflin Harcourt Publishing Company	NEW: Iowa Assessments Forms E/F Reading Tests Levels 5-9	1-3
Houghton Mifflin Harcourt Publishing Company	NEW: Continuum Benchmark Assessments for ELA	K-3
IStation	NEW: IStation's Indicators of Progress, Early Reading (ISIP ER)	K-3
Lexia Learning Systems, LLC	NEW: Lexia RAPID Assessment	3

TRANSFER STUDENTS IN K-3
No known reading diagnostic:
If a student transfers to the district, or to a different school within the district, and has not been given an approved reading diagnostic in the current school year by the district or school the student previously attended, the board of education of each city, local and exempted village school district must administer the reading diagnostic within 30 days after the date of transfer.

The new district or building must give the same reading diagnostic it administered to other students for the Third Grade Reading Guarantee. The KRA is the exception to this, because schools cannot administer the KRA after Nov. 1. In that case, districts and schools must provide a different reading diagnostic for kindergarteners enrolling after Nov. 1.

If the district or school to which the student transfers cannot determine whether the student has been administered an approved reading diagnostic in the current school year, the district or school must administer a reading diagnostic to the student.

If a transferred student scores *not on track* on a diagnostic, the district or school must develop a reading improvement and monitoring plan within 60 days of receiving the results of that student's reading diagnostic.

If a student transfers **near the beginning of the year**, the district or school has the *longer* of these options to give the reading screener:
- 30 days; or
- The number of days remaining until the diagnostic deadline.

If a student enrolls in a district with **fewer than 30 calendar days remaining in the school year**, the school is not required to administer the reading diagnostic to this student.

Student completed a reading diagnostic at previous school:
If a student transfers at any point during the school year having taken a reading diagnostic administered for the Third Grade Reading Guarantee, the receiving school may use that diagnostic's *on-track/not on-track* results. The school also may reassess the student using the reading diagnostic the school administered to other students for the Third Grade Reading Guarantee. The school may base a new reading improvement and monitoring plan on these results.
Schools must honor the previous school's reading improvement and monitoring plan if the child's parent or guardian wants it to continue. Modifications to the plan can occur for a transfer student if:
- The process for modification in the plan allows for a change;
- The parent or guardian of the student requests or consents to the change; or
- The school reassesses the student using the reading diagnostic it administered to other students for the Third Grade Reading Guarantee.

Universal Reading Screening (Fall Reading Diagnostic) - Use of Screening Results

Screening is the **HEART** of Prevention

MULTI-TIERED SYSTEM OF SUPPORT - *FOCUS: ASSESSMENT*

Individual Student Data: The primary goal of screening is to accurately identify students who are at risk for poor learning outcomes. This is why it is important that screening measures are valid, reliable and produce the least amount of false negative and false positive results. A false negative result occurs when a child is identified as not at risk but in fact is at risk. A false positive occurs when a child is identified at risk but in fact is not at risk.

Once a student is identified by a screener as at risk, additional diagnostic, performance or other observation data may need to be collected to determine the student's academic need in a specific component of reading. The school then applies instructional decision-making rules to match the student with the right instructional strategies.

School and Grade-Level Data: Screening data at the school and grade levels allow for instructional decision-making, provide evidence of curriculum effectiveness and can inform measurable school improvement goals.

District-Level Data: Screening data can reflect evidence of curriculum effectiveness across schools and grade levels, show effectiveness of Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) structures in a district, and inform continuous improvement decisions.

Screening data also can provide a teacher, school and district with evidence of effectiveness of instruction. If the results of the screening data show that a large percentage of students are struggling, this might indicate that the instruction or curriculum might not be effective or may not have been effective in one or more previous school years (Center on Response to Intervention).

REQUIREMENTS UNDER THE THIRD GRADE READING GUARANTEE

*Important note regarding terminology used in Ohio law: The term "reading diagnostic," when expressed in Ohio law as a requirement for all students, describes the research-based practice of reading screening. This section of the guidance manual will use the term "reading diagnostic," since it is language used in Ohio Revised Code.

FOR K-3 STUDENTS WHO ARE *NOT ON TRACK*

If the reading diagnostic shows that a student is *not on track* (is reading below grade level), schools must communicate the following, as soon as possible and in writing, to the parents:

- Notice that their child is not reading on grade level;
- A description of current services the student is receiving;
- A description of proposed supplemental instructional services;
- Notice that Ohio's grade 3 English language arts test is not the sole factor determining promotion; and
- Notice that unless the student reaches the appropriate level of reading competency by the end of grade 3, the student will be retained, unless he or she is exempt. (Note: Even if a student is exempt from retention, all other requirements of the Third Grade Reading Guarantee apply.)

The Department encourages districts and schools to make every effort to communicate with parents in person or by phone before sending written notification.

For each student who is *not on track* (is reading below grade level), the school also must:

- Administer any necessary informal or formal diagnostic assessments to determine the instructional needs of the student;
- Immediately provide reading instruction and/or intervention using research-based reading strategies that have been shown to be successful in improving reading among low-performing readers and are targeted at the student's identified reading deficiencies; and
- Develop a reading improvement and monitoring plan within 60 days of receiving the student's diagnostic result.

FOR K-3 STUDENTS WHO ARE *ON TRACK*

Schools may electively place students who are *on track* on reading improvement and monitoring plans if there is **evidence of a reading deficiency** and they decide these students need additional help with reading. If a school electively places an *on-track* student on a reading improvement and monitoring plan, it must meet all the requirements of a reading improvement and monitoring plan, including reporting requirements.

A CHANGE IN A STUDENT'S *NOT ON-TRACK* STATUS

If a student is *not on track* based on the fall reading diagnostic, that student officially will be *not on track* and on a reading improvement and monitoring plan until the student scores *on track* on the **following school year's** reading diagnostic *or* scores proficient (700) or higher on Ohio's grade 3 English language arts test. A student's reported *on-track/not on-track* status in EMIS must be based only on the outcome of the required fall reading diagnostic.

If a student in grades 1-3 is *not on track* by Sept. 30, or by Nov. 1 for a student in kindergarten, but scores *on track* on a reading assessment during the same school year, the school may revise the student's reading improvement and monitoring plan based on the new test results. In other words, if the school benchmarks all students three times a year and the student scores *on track* on the winter or spring assessment, the school may revise the student's reading improvement and monitoring plan based on the new test results. However, the plan cannot be terminated and no change is made to the student's *not on-track* status in EMIS for the current school year.

Frequently asked question: Why doesn't a student's reported *on-track/not on-track* status change in EMIS if the student demonstrates during the school year that he or she is reading on grade level (either through another administration of the reading diagnostic or by demonstrating proficiency on the fall administration of the grade 3 English language arts test)?

Answer:
1. This information is collected in the Reading Diagnostic field of EMIS. State law requires districts to administer the Reading Diagnostic to students by Sept. 30 in grades 1-3 and by Nov. 1 for kindergarten. If the results of a different test administration are entered in this reporting field, the data no longer represents the required assessment. More information on how to report the results of the Reading Diagnostic is available in the EMIS Manual.
2. The data submitted in the Reading Diagnostic field of EMIS is used for the K-3 Literacy Improvement Measure on the Ohio School Report Cards.
    - This measure compares the reading diagnostic field from year to year. Districts and schools must report each student's *on-track/not on-track* status each year according to the requirements in the TGRG law and guidance in the EMIS manual to make sure the calculation is accurate and the district or school receives full credit in the measure for student's that move from *not on track* in year one to *on track* in year two.
    - The Department's website contains more information on how the K-3 Literacy Improvement Measure is calculated.

Instructional Supports for Students

MULTI-TIERED SYSTEM OF SUPPORTS - *FOCUS: TIERED RESEARCH-BASED INSTRUCTION, INCREASING INTENSITY OF INSTRUCTION AND PROGRESS MONITORING*

RESEARCH-BASED READING INSTRUCTION

Research-based reading instruction includes:

Instructional Content	• Explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension strategies aligned to Ohio's Learning Standards.
Instructional Design	• Explicit and systematic instructional strategies; • Coordinated scope and sequence; • Ample practice opportunities; and • Aligned student materials.
Supported by Scientifically Based Research	• Research that involved the application of rigorous systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

(Florida Center for Reading Research)

Explicit instruction: The words and actions of the teacher are unambiguous, direct and visible, making it clear what students are to do and learn. Nothing is left to guesswork (Florida Center for Reading Research).

Systematic instruction: Establishes what will be taught and the order of instruction, building on the knowledge and skills a student must have to learn through a planned scope and sequence for all areas of reading (Florida Center for Reading Research).

Frequently asked question: What is the difference between "research-derived" and "research-supported" instructional practice?

Research-derived: Content and methods are supported by previous empirical work, theory and general knowledge (Florida Center for Reading Research). For example, a curriculum may be based upon research on the five components of reading, however, the curriculum itself has never been the subject of research.

Research-supported: The strategy, program or curriculum has itself been the subject of peer-reviewed, independent research.

⚠ Not all research-based reading instruction programs and interventions are created equal:

- Research-based does not necessarily mean the program is effective or will be effective for all students;
- Some research-derived programs will include both principles supported by research and principles not supported by research.

Resources to support a district's or school's selection of research-based reading instructional materials are available in Ohio's Early Literacy Toolkit.

THE THREE-TIER MODEL OF INSTRUCTION

"The three-tier model [of instruction] is a model of **prevention**, linking scientifically based reading research to practice, assessment, and professional development" (Honig, Diamond & Gutlohn, 2013). With effective Tier 1 instruction and research-based instruction within all tiers, researchers estimate that 95 percent of students can be taught to read at the proficient level (Mathes, et al. 2005).

The purpose of the three-tier model of instruction is to address reading difficulties as quickly as possible, not to keep students in intervention for multiple years (Kilpatrick, 2015). Each tier adds a level of intensity that is meant to accelerate the student's rate of learning. As a student responds positively to the instruction, the intensity is gradually faded. It is important to understand that movement within the tiers of instruction is fluid and data-based, and the tiers represent instruction and supports, not categories of students.

Below are descriptions of the three tiers of instruction referenced in this publication.

| **Tier 1 Instruction**: High-quality, research-based reading instruction, including small group differentiation, provided to **all** students. | **Tier 2 Instruction**: *Additional* research-based instruction provided to students who are at risk for reading failure or who demonstrate reading difficulties. This instruction is provided in addition to Tier 1 instruction. | **Tier 3 Instruction**: *More* intensive level of research-based instruction than provided in Tier 2 that is given only to struggling students who need more intensive instruction than that in Tier 2. This instruction is provided in addition to Tier 1 instruction.

This description of Tier 3 instruction makes no presumption about whether the instruction is delivered as a general or special education service. |

(*Kilpatrick, 2015*)

Intensity of Instruction

INCREASING INTENSITY OF INSTRUCTION

Increasing intensity is characterized by adjusting factors, based on data, to target a student's needs. Strategies for increasing intensity include, but are not limited to, changes to group size, frequency, duration, changes to the instructional principles included in the instruction or changes to the type of feedback (National Center on Intensive Intervention).

PROGRESS MONITORING

Progress monitoring is used to:
1. Monitor a student's response to instruction to ensure instruction is accelerating the student's learning and closing the gap;
2. Identify students who are not making adequate progress; and
3. Compare different forms of instruction.

Research demonstrates that when progress monitoring tools are used to make instructional decisions, specifically curriculum-based measures (CBMs), students learn more, teachers' decision-making improves and students are more aware of their own achievement (Center on Response to Intervention).

Resources to support a district's or school's selection and use of strategies, tools and assessments for research-based reading instruction are available in Ohio's Early Literacy Toolkit.

REQUIREMENTS UNDER THE THIRD GRADE READING GUARANTEE

INSTRUCTION AND INTERVENTION

All instruction and intervention required under the Third Grade Reading Guarantee must be research-based reading strategies that are successful in improving reading among low-performing readers and instruction

targeted at the student's identified reading deficiencies. Any intervention or remediation services required by the guarantee must include intensive, explicit and systematic instruction.

READING IMPROVEMENT AND MONITORING PLANS
Reading improvement and monitoring plans allow teachers and parents to work together to understand the student's reading deficiency and outline reading instruction and support. The instructional services selected for a student on a reading improvement and monitoring plan rely on the judgment of the student's teacher and parents.

A template for the reading improvement and monitoring plan is available on the Ohio Department of Education website.

A school must create a reading improvement and monitoring plan, also known as a RIMP, for a student who is *not on track* (reading below grade level) within 60 days of receiving the reading diagnostic results. **The district must involve the student's parent or guardian and the classroom teacher in developing the plan.**

A reading improvement and monitoring plan **must** include:
- 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 (progress monitoring);
- A reading curriculum during regular school hours that:
  - Helps students to read at grade level;
  - Provides scientifically based and reliable assessment; and
  - Provides initial and ongoing analysis of each student's reading progress.
- A statement that unless the student attains the appropriate level of reading competency by the end of grade 3, the student will be retained unless otherwise exempt.

For K-3 students that are *on track*: Schools may electively place a student who scores *on track* on the reading diagnostic on a reading improvement and monitoring plan if there is evidence of a reading deficiency and they decide the student needs additional help with reading. If a school electively places an *on-track* student on a reading improvement and monitoring plan, it must adhere to all the requirements of a reading improvement and monitoring plan, including reporting requirements.

Students with disabilities: Students with disabilities who have individualized education programs (IEPs) and also are *not on track* for reading must have reading improvement and monitoring plans that align and do not conflict with their IEPs. More information is available in the section of this manual titled Students with Disabilities.

Retention in the Third Grade

MULTI-TIERED SYSTEM OF SUPPORT- *FOCUS: INTENSIVE INTERVENTION*

INTENSIVE INTERVENTION

[National Center on Intensive Intervention](#) Definition: Intensive intervention is designed to address severe and persistent learning or behavior difficulties. It also is used for students who have proven nonresponsive to Tier 2 or secondary intervention. Intensive interventions are characterized by increased intensity (e.g., smaller group, increased time) and individualization of academic or behavioral intervention. Intensive intervention is sometimes synonymous with *Tier 3* or interventions delivered within the *tertiary prevention level*.

REQUIREMENTS UNDER THE THIRD GRADE READING GUARANTEE

Each year, schools must retain students who score below the promotion score on Ohio's grade 3 English language arts test, unless those students are exempt from retention under the Third Grade Reading Guarantee (see [exemptions](#) on page 13). More information on the grade 3 English language arts test and the current school's year promotion score can be found on the "Grade 3 English language arts test FAQ" on the department's [website](#).

> **Frequently asked question**: Why is it essential, and required in the Third Grade Reading Guarantee law, to provide retained third grade students with intensive intervention?
>
> **Answer from research**: "Reviews and meta-analyses have revealed larger effects for reading interventions provided in the early stages of reading acquisition than for those provided in Grades 3 and higher… Although the reading difficulties of students in Grades 3-5 can be remediated through intensive small group or one-on-one intervention, this is typically more challenging than providing intervention in the earlier grades…" (Denton, 2017).

INSTRUCTIONAL REQUIREMENTS

Districts and schools must provide **intensive intervention** in reading that addresses the areas of deficiencies identified by the fall reading diagnostic, and any other relevant diagnostic tool, at least 90 minutes of reading instruction per day, and may include any of the following:

- Small-group instruction;
- Reduced teacher-student ratios;
- More frequent progress monitoring;
- Tutoring or mentoring;
- Transition classes containing students in grades 3-4;
- Summer reading camp; or
- Extended school day, week or year.

Intensive remediation services must target the student's identified reading deficiencies. Any intervention or remediation services required by the guarantee must include **intensive**, **explicit** and **systematic** instruction.

A student who is retained in third grade under the Third Grade Reading Guarantee is required to receive intensive intervention in reading. Enrollment in third grade does *not* qualify as this intensive intervention.

SERVICES FROM OUTSIDE PROVIDERS

Districts and community schools must offer retained third grade students intervention or tutoring services from at least one provider other than the district. Because local circumstances and needs vary, each district has authority to select its own service provider. Districts and schools may, but are not required to, use this [screening tool](#) to help evaluate potential service providers.

INSTRUCTION IN OTHER ACADEMIC SUBJECTS

Districts and schools are responsible for designing instructional programs to meet the needs of individual students. Teachers are expected to differentiate instruction for the varying learning needs of the students in their classrooms. If a retained third grade student shows proficiency in mathematics, social studies or science, the student must receive instruction corresponding to his or her ability in that subject area.

The decision to provide higher-level instruction and/or material is based on student data, progress monitoring and individual learning needs. Districts will benefit from adopting a policy stating how this will be accomplished and communicated to the parents or guardians of retained students. It's important for districts and schools to consider their staff, building configuration, curriculum demands and mid-year promotion policy when determining how this higher-level instruction is delivered to a retained third grade student.

Retained third grade students must take Ohio's third grade state tests in all subject areas, even if they are receiving advanced instruction in other academic subjects. Retained students must be reported in EMIS as third-graders in all subject areas until the district promotes them to fourth grade.

The Ohio Department of Education encourages districts to use Ohio's State Test in mathematics, approved vendor assessments for student growth, local district-approved assessments for student growth and classroom assessments when determining whether a student is proficient in each academic subject area. This information should be in the student's cumulative folder so it is available if the student transfers between districts. Proficiency is determined by meeting end-of-year expectations for third-graders.

MID-YEAR PROMOTION

Districts and schools must establish a policy for retained third grade students to be promoted mid-year to grade 4 if they demonstrate that they are reading at or above grade level. Retained students are third-graders in all subjects, even if they are receiving higher-level instruction in specific subject areas in which they have demonstrated proficiency, until they are promoted through this policy to fourth grade. Please review our Frequently Asked Questions document here.

Students who are *not promoted* mid-year to fourth grade will take Ohio's third grade state tests in all subject areas. The retention provision, including exemptions to retention, continues to apply to these students. Students *promoted* mid-year to fourth grade will take Ohio's fourth grade state tests in all subject areas.

The table below can be used to determine the state assessments required for each scenario that applies to a retained third grade student:

Enrollment Status at the Start of the School Year	Receives Advanced Instruction in at Least One Other Subject Area	Meets District's Criteria for Mid-Year Promotion	State Test Participation
Retained Third Grade Student	No	No	Grade 3 ELA Grade 3 Mathematics
Retained Third Grade Student	No	Yes	Grade 4 ELA Grade 4 Mathematics
Retained Third Grade Student	Yes	No	Grade 3 ELA Grade 3 Mathematics
Retained Third Grade Student	Yes	Yes	Grade 4 ELA Grade 4 Mathematics

STUDENTS RETAINED IN THIRD GRADE FOR NON-READING REASONS

Students retained in grade 3 for non-reading reasons alone, such as poor math grades or attendance issues, are not required to have these services. If the student is retained in grade 3 for more than one reason, one of which includes the Third Grade Reading Guarantee, the district must provide the services outlined in law.

EXEMPTIONS TO RETENTION

Each year, students scoring below the promotion score on Ohio's Grade 3 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 IEP specifically exempts the student from retention under the Third Grade Reading Guarantee (more information is available in the [Students with Disabilities](#) section of this manual);
- A student who demonstrates reading competency on an alternative assessment for reading approved by the Ohio Department of Education (see [detailed guidance](#) below);
- A student whose IEP shows that the student has received intensive remediation in reading for two years, and the student was previously retained in any of grades kindergarten through grade 3; and
- A student who has received intensive remediation in reading for two years and was previously retained in any of grades kindergarten through grade 3.**
    > **A student that is promoted under this exemption 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 have been successful in improving reading among low-performing readers.

Detailed Guidance: Alternative Reading Assessments

The alternative reading assessment is one or more standardized assessments for reading, determined by the Ohio Department of Education for the Third Grade Reading Guarantee. It allows a third grade student to demonstrate an acceptable level of reading performance for promotion to the fourth grade. Administering the approved vendor alternative reading assessments is optional for districts. The district is responsible for the cost of approved vendor alternative reading assessments. Districts may administer the approved vendor alternative reading assessment twice during the school year and once during the summer to mimic Ohio's grade 3 English language arts test administration. Districts and schools should set dates for administering these assessments. **Please note that beginning with the 2017-2018 school year, the Department has approved the use of the grade 3 reading subscore (the two-digit reading-only score on the Ohio State Test in grade 3 English language arts) as an alternative reading assessment.**

In fall 2015, the Ohio Department of Education reviewed vendor proposals submitted in response to the Request for Qualifications (RFQ) for the Alternative Assessment for the Third Grade Reading Guarantee. This was not a competitive procurement process. Promotion scores for the 2017-2018 school year will be posted on the Department's [website](#).

The table below represents the list of state-approved vendor alternative reading assessments for the 2016-2017 and 2017-2018 school years. The state may revisit the list annually. Promotion scores for the 2017-2018 school year will be posted on the Department's website.

Vendor Assessment	Service Summary
Iowa Assessment Form F	[Iowa Assessments Form F, Complete Battery, Level 9 (Grade 3)](#)
Northwest Evaluation Association (NWEA)-Measurement of Academic Progress (MAP)	[Measurement of Academic Progress (MAP) for Reading Assessments](#)
Terra Nova 3	[Terra Nova, Third Edition Reading Grade 3](#)
Renaissance Learning STAR Reading Third Grade Reading Proficiency Assessment	[STAR Reading Third Grade Proficiency Assessment](#)

STUDENT PARTICIPATION IN STATE TESTS

Federal and state laws require all districts and schools to test all students in specific grades and courses. There is no state law that allows a parent or student to opt out of state testing, and there is no state test opt-out procedure or form. To help parents make informed decisions, schools should tell parents, in writing, the possible consequences of withdrawing their children from certain state tests. More information on [student participation in state tests](#) is available on the Department's website.

If a student does not take Ohio's grade 3 English language arts test during the testing dates, the student will not have a score on that test. Unless the student qualifies for an exemption, the district will retain the student (see [Exemptions to Retention](#)). Also, the student may be counted as "not proficient" for purposes of the K-3

Literacy Improvement Measure on the Ohio School Report Cards. More information on the K-3 Literacy Improvement Measure is available on the Department's website.

TRANSFER STUDENTS ENROLLING IN THIRD GRADE

A third grade student must achieve a promotion score at some time during the third grade year regardless of the date of enrollment, unless the student is exempt. Districts and schools should strongly consider making the summer Ohio grade 3 English language arts test and/or one of the approved alternative reading assessments available if a student has missed the spring testing window for Ohio's grade 3 English language arts test, has not achieved a promotion score on the fall grade 3 English language arts test and is not exempt from retention under the Third Grade Reading Guarantee.

Promotion to Fourth Grade

MULTI-TIERED SYSTEM OF SUPPORT - *FOCUS: SECONDARY APPLICATION*

The three-tier model for instruction applies to secondary education (upper elementary, middle school and high school). *See the previous sections on Instructional Supports and Intensive Intervention to review this model.*

Additional considerations in secondary schools:
1. Do not assume that research-based strategies or programs that have been validated at the elementary level will be effective at the secondary level. Districts should invest in research-based strategies or programs that have been validated with the ages of students being instructed (Ehren).
2. Content mastery at the secondary level depends on a student's literacy proficiency level (Ehren). Tier 1 instruction in all content areas should include **content area reading strategies:** Critical evidence-based instructional practices that are used by teachers across different content areas, such as science, and social studies, to provide higher-quality instruction. Including content area reading strategies in curricula ensures students can access and comprehend secondary expository text with good effect (St. Martin, Nantais, M., & Harms, A., 2015).

Recommendations from the IES Practice Guide: Improving Adolescent Literacy: Effective Classroom and Intervention Practices for **both English language arts *and* other content area teachers:**

Provide explicit vocabulary instruction	**Provide direct and explicit comprehension strategy instruction**	**Provide opportunities for extended discussion of text meaning and interpretation**

Increase student motivation and engagement in literacy learning	**Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists**

REQUIREMENTS UNDER THE THIRD GRADE READING GUARANTEE

A third grade student who attains the promotion score on the grade 3 English language arts test is eligible for promotion at the end of the school year. The student can achieve this score in the fall, spring or summer administration of the grade 3 English language arts test. Also, students who qualify for the exemptions outlined in the Retention in the Third Grade section of this manual are eligible for promotion at the end of the school year. The decision on whether to promote a student who has attained the promotion score, or is exempt from having to attain the promotion score, to fourth grade is to be based on the district's promotion/placement policy.

INTERVENTION IN FOURTH GRADE

Students who score below proficient on Ohio's grade 3 English language arts test: State law requires schools to provide intervention services to all students who score below proficient in any skill on a state achievement test.[1]

Students exempt from retention because they were previously retained in any grade K-3 and received at least two years of intensive reading remediation: Schools are required to provide intensive reading

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[1] ORC 3301.0711(D)(1)

instruction in grade four to students who are promoted to fourth grade under this exemption. This instruction must include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

The use of a reading improvement and monitoring plan (RIMP) in grade 4 and beyond: Districts and schools may, but are not required to, continue using a student's reading improvement and monitoring plan in grade 4 and beyond. Districts that choose to continue using a student's reading improvement and monitoring plan in grade 4 and beyond will report these interventions using Academic Intervention Program Codes, not Reading Improvement and Monitoring Plan Intervention Codes. More information on specific EMIS reporting codes is available in the [EMIS Manual](#).

TRANSFER STUDENTS ENROLLING IN FOURTH GRADE
Districts are responsible to determine whether a transfer student enrolling in fourth grade has met the requirements of the Third Grade Reading Guarantee prior to placing the student in fourth grade.

Transfer Student from an Ohio Public School District or Community School: Before placing the student in fourth grade, the district must determine from the student's records if the student has met the requirements of the Third Grade Reading Guarantee. If the student has not met the requirements and is not exempt from retention, the school must place the student in third grade and provide the services required for retained third grade students.

Transfer Student from a Chartered Nonpublic School: Students enrolled in chartered nonpublic schools awarded the EdChoice Scholarship or Cleveland Scholarship are held to the retention requirements of the Third Grade Reading Guarantee. The district must determine if the student was awarded one of these scholarships and if they met the requirements of the Third Grade Reading Guarantee before placing the student in fourth grade. If the student was awarded an EdChoice Scholarship or Cleveland Scholarship and has not met the requirements, and is not exempt from retention, the school must place the student in third grade and provide the services required for retained third grade students. If the student was not awarded an EdChoice Scholarship or Cleveland Scholarship, the district should consult their placement policy when determining the student's grade level.

Transfer Student from Out of State: Students who were enrolled in a school outside of the state of Ohio at the end of the previous school year were not held to the Third Grade Reading Guarantee requirements. The district should consult their placement policy when determining the student's grade level.

Teacher Qualifications

Information of Interest: In 2016, the National Council on Teacher Quality (NCTQ) found that only 39 percent (up from 29 percent in 2014) of undergraduate elementary programs for teachers provide instruction in all five components of early reading instruction. Most programs include comprehension (75 percent), two-thirds include vocabulary (64 percent) and phonics (62 percent), but only half include fluency (48 percent) and phonemic awareness (46 percent) (Lubell & Putman, 2016).

OHIO'S READING COMPETENCIES

The State Board of Education adopted reading competencies for credentials and professional development in January 2014. Ohio's Reading Competencies communicate what teachers should know and be able to do in order to provide effective reading instruction and support to students, inform credential and training programs, and contributed to the development of the assessment required for a preK-3 and 4-9 license issued on or after July 1, 2017.

The organizational structure of Ohio's Reading Competencies includes a knowledge section: what teachers should know about reading; and an application section: ways to demonstrate understanding. Ohio's Reading Competencies include an understanding of phonological awareness, phonics, fluency, vocabulary, comprehension, differentiated instruction, application of research-based instructional practices, selection of appropriate instructional materials and appropriate use of assessments.

As part of the Third Grade Reading Guarantee, the Ohio Department of Education is required to ensure all approved professional development programs in research-based reading instruction align with the adopted reading competencies.

FIVE PRINCIPLES OF EFFECTIVE PROFESSIONAL DEVELOPMENT

The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem (Darling-Hammond, et al. 2009).

There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice (Truesdale, 2003; Knight, 2009).

Teachers' initial exposure to a concept should not be passive but rather should engage teachers through varied approaches so they can practice actively in making sense of a new practice (French, 1997; Roy, 2005; Richardson, 1998).

Modeling has been found to be highly effective in helping teachers to understand a new practice (Snow-Renner, 2005).

The content presented to teachers shouldn't be generic but instead specific to the discipline and/or grade level (Blank, de las Alas & Smith, 2007).

REQUIREMENTS UNDER THE THIRD GRADE READING GUARANTEE

A teacher of a grade 3 student who has been retained or is on a reading improvement plan must have at least one year of teaching experience and must meet at least one of the following qualifications required in law (see **clarification of the qualifications on page 20**):

- Has a K-12 reading endorsement on the teacher's license;
- Completed a master's degree with a major in reading or literacy;
- Rated "most effective" for reading instruction consecutively for the most recent two years based on state-approved tests of student growth;
- Rated "above expected value-added" in reading instruction consecutively for the most recent two school years;
- Earned a passing score on a rigorous test of principles of scientifically research-based reading instruction;
- Holds an educator license for teaching grades preK-3 or 4-9 issued on or after July 1, 2017; or
- Holds a license issued by the Board of Speech-Language Pathology and Audiology under Chapter 4753 of the Ohio Revised Code and a professional pupil services license as a school speech-pathologist issued by the State Board of Education.

First-Year Teachers: A teacher who does not have at least one year of teaching experience may serve as the teacher of record as long as the teacher holds one of these qualifications and is assigned a mentor who meets the qualifications. A first-year teacher's Resident Educator mentor may serve in this role as long as he or she meets the teacher qualifications above. See more information on the [Resident Educator Program](#) on the Department's website.

The assigned teacher (the teacher of record): The teacher to whom a student is assigned is the "teacher of record." The classroom teacher is the primary teacher responsible for the student's reading instruction and spends the most time with that student. The assigned teacher must maintain the necessary qualifications outlined by law and is responsible for assigning the student a reading grade. The teacher of record is responsible for the reading growth of the student. The student's progress will be reported on that teacher's student growth measure.

A teacher may provide any services required by the Third Grade Reading Guarantee in place of the student's assigned teacher but must:

- Meet the teacher qualification requirements;
- Have the service approved by the teacher of record and the school principal; and
- Document such an assignment in the student's reading improvement and monitoring plan.

For instruction of students who are English language learners and have been in the United States for three or fewer years or for students who have individualized education programs: The teacher holds an alternative qualification approved by the Department, including the Teaching English to Speakers of Other Languages (TESOL) endorsement, or has successfully completed a Department-approved reading instruction training for working with English learners who have been in the United States three or fewer years or with students who have individualized education programs. More information is available on the Department's [website](#).

GUIDANCE FOR EACH TEACHER QUALIFICATION

One year of teaching experience: One year of teaching experience can include reading, but it is not required.

Reading endorsement: A reading endorsement is for K-12 and appears on a teacher's certificate or license as #059902. No other endorsements fulfill this requirement. A passing score on a test is not required if there was no corresponding test required when the reading endorsement was earned.

The reading P-3 notation appearing on some early childhood P-3 licenses is not a reading endorsement. Educators whose early childhood licenses say "reading P-3" were not required to do additional reading coursework or testing.

Master's in reading: A master's degree must contain the words "reading" or "literacy" in the degree name or on the transcript as the major area of study, specialization or concentration. These words must be explicitly located somewhere on the transcript or diploma. Doctoral degrees in reading or literacy also qualify.

"Most effective" ratings: The teacher must receive the rating for the past two years to qualify. To determine a "most effective" rating, use comparable test data to determine whether a teacher has attained a level 5 on a scale of 1-5. A vendor must develop an equivalent leveling for its product. Districts may only use approved vendor assessments for student growth for this purpose.

"Above expected value-added" rating: The teacher must receive the rating for the past two years to qualify. The "above expected value-added growth" is a measure best suited for fourth or fifth grade educators who are moving to third grade assignments. Specifically, this designation is defined as being two standard deviations above the mean of expected student growth.

Reading instruction test: The **only** test that satisfies this qualification is the Praxis 5203. This is not the same test used in the reading endorsement program or the new reading test required for licenses issued on or after July 1, 2017. **Passage of this test will not result in a reading endorsement.**

Information about the reading instruction test is here: www.ets.org/praxis/prepare/materials/5203

Licenses issued on or after July 1, 2017: Educators issued a license in early childhood (preK-3) or middle childhood (4-9) education on or after July 1, 2017, are required to take an additional licensure test in the foundations of reading (OAE 90). This test is aligned to Ohio's Reading Competencies. Passing this test will not result in a reading endorsement and does not replace the Praxis 5203 for teachers who are issued licenses before July 1, 2017. Find more information on the Foundations of Reading Test.

TEACHER STAFFING PLANS
The law does not allow for the continuation of staffing plans after the 2015-2016 school year.

Students with Disabilities

MULTI-TIERED SYSTEM OF SUPPORT - *FOCUS: STUDENTS WITH DISABILITIES*

In a multi-tiered system of support, every student has access to Tier 1 universal instruction. A multi-tiered system of support presumes that every student will participate, including those with disabilities, in the core curriculum, which includes small- and large-group instruction.

__Intensive intervention and supports:__ Receiving intensive interventions and support does not automatically mean that a student will be evaluated for special education eligibility. **Not all students receiving intensive supports are identified as students with disabilities. Additionally, not all students identified with disabilities need intensive supports in all areas.**

REQUIREMENTS UNDER THE THIRD GRADE READING GUARANTEE

STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES: EXEMPT FROM THE PROVISIONS OF THE THIRD GRADE READING GUARANTEE

Students with significant cognitive disabilities are exempt from the requirements outlined in the Third Grade Reading Guarantee. Students with the most significant cognitive disabilities are completing a substantially modified curriculum from the general education curriculum, according to an individualized education program (IEP).

Students with significant cognitive disabilities are exempt from taking the reading diagnostic. As a result, these students are exempt from all the other provisions of the Third Grade Reading Guarantee such as reading improvement and monitoring plans and retention. A student's IEP team should discuss and decide on this exemption annually. Each student's IEP should address foundational skills for literacy. For example, the IEP should address the student's mode of communication and communicative intent.

EXEMPT ONLY FROM THE RETENTION PROVISION OF THE THIRD GRADE READING GUARANTEE

Not every student with an IEP should be exempt from the retention provision of the Third Grade Reading Guarantee; IEP teams may discuss this option. The IEP team should have adequate progress monitoring and reading achievement data to identify students who may be eligible to be exempt from retention before the spring grade 3 English language arts test.

Even if a student is exempt from the retention provision, all of the remaining provisions of the Third Grade Reading Guarantee are still required for the student. Districts and schools should document a student's evaluation and assessment data, including the required reading diagnostic reading results and previous interventions within the student's Evaluation Team Report.

Districts and schools should use caution to make sure that a student with an IEP does not receive less intensive reading interventions and supports than students without IEPs.

Considerations for students who are exempt from the retention provision of the Third Grade Reading Guarantee:
- The reading improvement and monitoring plan aligns and does not conflict with the child's IEP throughout the kindergarten through grade 3 years.
- Retention in third grade and promotion to grade 4 should be discussed as a part of each child's yearly reading improvement and monitoring plan, as well as during the IEP meetings.
- The IEP team should document supporting rationale within the *present levels* section of the IEP that clearly describes the data, discussion and progress monitoring through the reading improvement and monitoring plan. The team also should include rationale and decisions related to its consideration of a child's exemption from retention.
- If the IEP team decides to exempt a child from retention in grade 3 and the child will move on to grade 4, the IEP should include clear, targeted reading interventions and progress markers for grade 4.

Chartered Nonpublic Schools: To help determine if a child with a disability is exempt from retention, an individual services plan created for that child that has been reviewed by either the student's school district of residence or the school district in which the chartered nonpublic school is located, and that specifies that the

student is not subject to retention under the Third Grade Reading Guarantee, shall be considered in the same manner as an individualized education program.[2]

OTHER CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

Accommodations on the reading diagnostic: All students should be administered the reading diagnostic that the district administers. Students with disabilities may receive allowable accommodations so long as they are documented in the student's IEP and align with the diagnostic's administration manual. If the diagnostic is attempted but the student receives no score, this should be noted. The district can determine if some other measure would yield valid data to help the team plan a reading program for the student. The "other measure" can inform instructional practices but may not determine *on-track/not on-track* status.

> **For students reading with Braille:** The reading diagnostic requirements are the same for a student learning to read with Braille. These students must be assessed with the district-selected diagnostic that may be Brailled, and the district must complete a reading improvement and monitoring plan if the child needs one. The district also should have a teacher who is qualified to work with students with visual impairments help the team determine appropriate reading instruction.

> **For students who are deaf/hearing impaired:** See "accommodations on the reading diagnostic" above. In addition, the district should have a teacher who works with students who are deaf/hearing impaired help determine the "some other measure" and help the team determine appropriate reading instruction for the student. The "other measure" can inform instructional practices but may not determine *on-track/not on-track* status.

Student is *not on track* based on the reading diagnostic: Ohio law requires schools to provide reading improvement and monitoring plans to all students, including students with IEPs, who are *not on track* based on the fall reading diagnostic.

Even if students with IEPs are determined to be *not on track,* the designation does not necessarily point to the need for IEP goals to address reading. The reading improvement and monitoring plan should document reading interventions to address newly identified deficits. Based on the student's progress on reading interventions and the child's already identified disability, the IEP team may need to meet again to plan for re-evaluation to determine whether the child has an additional disability.

Relationship of a Reading Improvement and Monitoring Plan (RIMP) to an Individualized Education Program (IEP): Schools should use caution to ensure that the reading improvement and monitoring plan aligns but does not conflict with the IEP.

Schools can use the *chart* that follows — *Relationship of a Reading Improvement and Monitoring Plan to an Individualized Education Program (IEP)* — to review whether any of the required components of the reading improvement and monitoring plan are addressed in the IEP.

- The state does not require or recommend that Components 1-5 in the table's reading improvement and monitoring plan column be documented in the IEP;
- Component 6, the exemption from retention, should be documented in the IEP using the options outlined in the chart below.

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[2] ORC 3301.163 (A)

Relationship of a Reading Improvement and Monitoring Plan to an Individualized Education Program (IEP)

Reading Improvement and Monitoring Plan *Third Grade Reading Guarantee*	Individualized Education Program (IEP) *Individuals with Disabilities Education Act (IDEA)*
1. Identification of the student's specific reading deficiency.	**Section 3: Profile** (identification of specific reading deficiency) **Section 6: Measurable Annual Goals** (specific to identified reading deficiency)
2. A description of proposed supplemental instruction services that will target the student's identified reading deficiencies.	**Section 7: Description of specially designed services** (to intervene with the identified reading deficiency)
3. Opportunities for the student's parents or guardians to be involved in the instructional services.	**Section 6: Measurable Annual Goals** (shared or developed with parents)
4. A process to monitor the implementation of the student's instructional services.	**Section 6: Measurable Annual Goals** (monitoring the implementation of the student's instructional services)
5. 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.	**Section 11: Least Restrictive Environment** (Accessible reading curriculum during the regular school day…)
6. A statement that unless the student attains the appropriate level of reading competency by the end of grade 3, the student will be retained.	**Section 12: Statewide and Districtwide Testing** **(List the statewide and districtwide assessments and document necessary accommodations.)** **Section 13: Exemptions – Third Grade Reading Guarantee** Review the statements and select the appropriate exemption.

Federal Funding

The most current information regarding the use of federal funds is available on the [Office of Federal Programs'](#) website.

TITLE I FUNDS

Districts and schools may use their Title I funds to support and supplement reading instruction programs selected or created by the district or school for children who are at risk of not meeting state achievement standards.

A student on a reading improvement and monitoring plan can participate in reading intervention programs funded by Title I if the student meets the criteria for students regularly served by that program.

To learn more about how to use Title I funds to support literacy instruction, contact the Ohio Department of Education's Office of Federal Programs.

IDEA EARLY INTERVENING FUNDS

Districts may use IDEA Early Intervening Funds for the Third Grade Reading Guarantee. Districts and schools may redirect up to 15 percent of their sum of Part B and Early Childhood Special Education original allocations pursuant to IDEA Sec 613(f) Early Intervening Service. To use these federal Early Intervening Funds, districts and schools must apply them to students who do not have individualized education programs (IEPs).

To learn more about IDEA Early Intervening Funds, contact the Department's Office for Exceptional Children.

MEDICAID SCHOOLS PROGRAM

Medicaid Schools Program pays for IEP-defined medical services for Medicaid-eligible students. Assistance with reading most likely does not fall within allowable Medicaid-reimbursable activities.

Data Reporting

Districts and schools must report information annually to the Ohio Department of Education on their implementation of and compliance with the Third Grade Reading Guarantee. Find information on specific EMIS reporting instructions in the Department's [EMIS Manual](#).

Districts and schools should have procedures to collect and report the following data to the Department on their implementation of the Third Grade Reading Guarantee during the EMIS data collections:

- Whether an individual student is *on track* or *not on track* for reading based on the fall reading diagnostic;
- The types of instruction for each student with a reading improvement and monitoring plan;
- The retention status of each student; and
- The mid-year promotion of retained third grade students.

Districts and schools should enter the data in their student software systems as soon as the data is available.

READING DIAGNOSTIC

Students whose reading diagnostic identifies them as *on track* and "Needs Further Assessment" on the state-developed reading diagnostic are reported in EMIS as *on track*. A student who is not reading at the level for the end of the previous grade is reported in EMIS as *not on track*.

If a school uses a vendor English language arts diagnostic for the Third Grade Reading Guarantee, then the school only reports the *on-track/not on-track* results of the reading section of the diagnostic for the Third Grade Reading Guarantee.

MORE THAN ONE READING DIAGNOSTIC ADMINISTERED

If a district or school administers more than one reading diagnostic to a student during the current school year, **only the result of the first reading diagnostic determines if the student is *on track* or *not on track***. The results of this test go to the Ohio Department of Education. Districts and schools do not report subsequent reading tests for the reading diagnostic result in EMIS. Districts and schools may use the additional tests to inform the student's instruction but do not change the *on-track/not on-track* status in EMIS.

READING IMPROVEMENT AND MONITORING PLANS

STUDENTS WHO ARE *NOT ON TRACK* ON FALL READING DIAGNOSTIC

Students who are reported as *not on track* on the fall reading diagnostic must receive a reading improvement and monitoring plan within 60 days of the district receiving the results of the fall reading diagnostic. **Only plans that meet all of the [requirements](#) outlined in the Third Grade Reading Guarantee may be reported using reading improvement and monitoring plan codes in EMIS.**

Districts and schools should report the reading improvement and monitoring plan code or codes that best describe the instruction the child received under his or her plan. Districts and schools may report multiple reading improvement and monitoring plan codes for a single student if instruction the student received under his or her plan throughout the school year calls for more than one code.

STUDENTS WHO ARE *ON TRACK* ON THE FALL READING DIAGNOSTIC

Schools may choose to place a student who scores *on track* on the reading diagnostic on a reading improvement and monitoring plan if there is evidence of a reading deficiency and the school decides the student needs additional help with reading. If a school electively places an *on-track* student on a reading improvement and monitoring plan, it must adhere to all the requirements of a reading improvement and monitoring plan. **Only plans that meet all of the [requirements](#) outlined in the Third Grade Reading Guarantee may be reported using reading improvement and monitoring plan codes in EMIS. This includes the requirement that the plan be created within 60 days of the district/school receiving the results of the fall reading diagnostic.**

Frequently asked question: How should the interventions from a student's reading plan that does not meet all of the requirements of a reading improvement and monitoring plan be reported in EMIS?

Answer: If a student is provided a reading plan that does not meet all of the requirements of a reading improvement and monitoring plan, the plan may be reported in EMIS using the Academic Intervention Codes (151490-Summer; 152330-School Year) in the Student Program (GQ) Record, as long as the plan meets the requirements associated with Academic Intervention Codes (provided below). Examples of requirements not met: the plan was not created within 60 days of receiving the results of the student's fall reading diagnostic, the plan was not created in collaboration with the student's parent or guardian and classroom teacher, or any of the other requirements outlined [here.](#)

Description from the EMIS Manual: For purposes of EMIS reporting, the Ohio Department of Education has defined academic intervention services (formerly called student intervention services) as supplemental instructional services that are based on reliable educational research and systematically offered to all students who are struggling with grade-level academic content. Supplemental instruction includes, but is not limited to, services such as tutoring, extended-day instruction, additional classroom teachers/aides, summer school, etc. It does not refer to the additional help that is regularly provided on an ad hoc basis in the normal course of teaching.

Guidelines for assigning academic intervention codes.
   A. First, for a student to be coded as receiving "Academic Intervention," both of these conditions must be met:
      1. The student receiving the intervention is at risk of not scoring at least proficient on one or more of Ohio's State Tests or has already scored at less than proficient on one or more of these tests; OR The student is an underachieving accelerated learner.
      2. The interventions the student receives are designed to reduce nonacademic or academic barriers to that student's academic achievement. (For example, reducing nonacademic barriers might include strategies that target a specific student's problems with discipline, truancy or mobility.)

   B. If both 1 and 2 above are true, then two of the following three conditions also must be true:
      1. The intervention is in addition to the regular classroom activities conducted during the school day or school year. For example, summer school activities would meet this condition if at least one of the two conditions below also is true.
      2. The intervention extends beyond the school's normal course offerings and is unlikely to occur in routine teaching and learning pedagogy (including those learning activities called for in IEPs).
      3. The student does not receive grades or credit accrual for the learning activities taking place within the intervention.

RETENTION STATUS
ALL STUDENTS
Districts and schools report the retention status option for every student that best describes the student's retention status *on the first day of the current school year*.

FOURTH GRADE STUDENTS AND RETAINED THIRD GRADE STUDENTS
If a student was enrolled in third grade the previous school year, the district or school reports the retention status code, as of the first day of the current school year, that describes the following:

Why the student is being promoted to grade 4:
- The student met the promotion score on the state assessment; or
- The specific exemption to retention the student qualified for;

OR

Why the student is retained in grade 3:
- The student did not meet the requirements of the Third Grade Reading Guarantee; or
- The student met the requirements of the Third Grade Reading Guarantee but was retained for other reasons.

MID-YEAR PROMOTION OF A RETAINED THIRD GRADE STUDENT
Retained third grade students that are promoted to fourth grade mid-year are reported in EMIS with Grade Level "04" and the effective date of the mid-year promotion. For example, if a retained third grade student meets the requirements of the district's mid-year promotion policy and is promoted to grade 4 on Nov. 1, 2017, the student will be reported with Grade Level "04," effective date of Nov. 1, 2017.

Chartered Nonpublic Schools

GENERAL GUIDANCE - ORC 3301.163

Beginning in the 2015-2016 school year, any third grade student who attends a chartered nonpublic school with a scholarship awarded under the **EdChoice Scholarship** or the **Cleveland Scholarship** is subject to the Third Grade Reading Guarantee retention provision, including the exemptions prescribed by law.

In addition, each chartered nonpublic school that enrolls students with scholarships awarded under the **EdChoice Scholarship** or **Cleveland Scholarship** must adopt policies and procedures for annually assessing the reading skills of those K-3 students. If a student is identified as reading below grade level, the school must notify the parents of this deficiency and the potential for retaining the child in third grade. The school also must provide intensive reading instruction services to the student.

RETENTION PROVISION - ORC 3301.163(A)

Beginning July 1, 2015, any third grade student attending a chartered nonpublic school on an EdChoice Scholarship or a Cleveland Scholarship is subject to the Third Grade Reading Guarantee retention provision under division (A)(2) of ORC 3313.608, including the exemptions outlined in that division. See those below.

Only students enrolled using EdChoice or Cleveland Scholarships are subject to this provision. The Third Grade Reading Guarantee retention provision uses the promotion score from Ohio's grade 3 English language arts test.

The exemptions to retention apply to:
- A student who is an English learner enrolled in U.S. schools for fewer than three full school years and has had fewer than three years of instruction in an English as a Second Language program;
- A student whose IEP or Individual Services Plan specifically exempts the student from retention under the Third Grade Reading Guarantee (more information is available in the Students with Disabilities section of this manual);
- A student who demonstrates an acceptable level of performance on an alternative reading assessment approved by the Ohio Department of Education. More information on alternative reading assessments is available on the Department's website;
- A student whose IEP shows that the student has received intensive remediation in reading for two years, and the student was previously retained in any of grades kindergarten through grade 3; and
- A student who has received intensive remediation for two years and was previously retained in any of grades kindergarten through grade 3.**
  - **A student who is promoted under this exemption must continue to receive intensive reading instruction in grade 4. This instruction must include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

READING DIAGNOSTIC GUIDANCE - ORC 3301.163(B)

Each chartered nonpublic school that enrolls students in any of grades kindergarten-3 and that enrolls students under the EdChoice Scholarship Programs or Cleveland Scholarship Programs must adopt policies and procedures for the annual assessment of the reading skills of those K-3 students. Schools may use the state-developed reading diagnostic assessment, an assessment from the approved comparable reading diagnostic list or a non-Department-approved diagnostic assessment to meet this requirement.

For each student identified as having reading skills below grade level, the school must do the following:
  a. Provide to the student's parent or guardian, in writing, all of the following:
      I. Notification that the student has been identified as having a deficiency in reading;
      II. Notification that if the student does not attain the promotion score designated under division (A)(3) of ORC 3301.0710 on Ohio's third grade English language arts test, the student will be retained, unless the student is exempt.
  b. Provide intensive reading instruction services, as determined appropriate by the school, to each student identified as reading below grade level.

REPORTING GUIDANCE - ORC 3301.163(C)

Each chartered nonpublic school subject to ORC 3301.163 annually must report to the Department the number of students identified as reading at grade level and the number of students identified as reading below grade level. Schools will report student-level data through the online scholarship system. For questions or assistance, please contact the Office of Nonpublic Educational Options.

CHARTERED NONPUBLIC SCHOOLS WITH AT LEAST 65 PERCENT OF STUDENT EROLLMENT USING STATE SCHOLARSHIP PROGRAMS

According to ORC 3301.0711(K)(1)(a), each chartered nonpublic school for which at least 65 percent of total enrollment includes students who are participating in state scholarship programs (Ed Choice Scholarship Program, Cleveland Scholarship Program, Tutoring Scholarship Program, Jon Peterson Scholarship Program or Autism Scholarship Program — high school only) must administer the state assessments to all its students.

Schools must administer the grade 3 English language arts test to all of their students if they meet this criterion. However, only students awarded the EdChoice Scholarship or the Cleveland Scholarship are held to the retention provision of the Third Grade Reading Guarantee.

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