

Third Grade Reading Guarantee Policy

State law requires that each school in Ohio annually assess reading skills for students in kindergarten, first, second and third grades by September 30. Each student's classroom teacher will be involved in the assessment, and identification of students reading below grade level.

The school shall provide intervention services to students whose assessments show that they are failing to make satisfactory progress toward attaining the academic standards for their grade level.

Definitions:

For purposes of this policy:

“On-track: means any student who is reading at grade level for the previous academic year standard expectations.

“Not on-track” means any student who is not reading at grade level based on the previous academic year standard expectations.

Assessment of Reading Skills Program

Diagnostic assessments in reading, as approved by the Ohio Department of Education (ODE), shall be given by September 30th of each year for students in kindergarten through Grade 3. For kindergarten students, the kindergarten readiness assessment may be administered not earlier than four (4) weeks prior to the start of school and not later than September 30th. For students enrolled in first, second, or third grade, the diagnostic assessments in reading shall be administered at least once annually.

The School shall administer each applicable diagnostic assessment to any student who transfers into the School or into a new school within the School who did not take a diagnostic assessment at the previous school during the current school year. The diagnostic assessment(s) shall be administered within thirty (30) days of transfer.

After the administration of any diagnostic assessment, the School shall provide to each student's parent a copy of the student's completed diagnostic assessment, the results of such assessment, and any other accompanying documents used during the administration of the assessment. The preceding documents and information shall be included in any reading improvement and monitoring plan(s) developed with respect to the student. The School shall also submit to the Ohio Department of Education the results of the diagnostic assessments administered pursuant to this section.

Diagnostic assessment results shall be translated to ODE's definitions of "on track" and "not on track". The School shall make the final determination regarding whether a student is "on track" or "not on track".

If the diagnostic assessment shows that a student is "not on track" to be reading at grade level by the end of the year, the parent will be notified, in writing, of the following:

1. that the school has identified the student as having a substantial deficiency in reading
2. a description of current services provided to the student
3. a description of proposed supplemental instructional services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency
4. that the statutorily prescribed assessment is not the sole determinant of promotion and that additional evaluations and assessments are available to the student to assist in knowing when a student is reading at or above grade level and ready for promotion, and
5. that the student will be retained in the third grade if s/he does not attain a score in the statutorily prescribed level on the third grade English Language arts assessment, unless the student is exempt as delineated herein or by law.

For each student identified to be "not on track", the School shall:

1. Provide intensive reading intervention services and regular diagnostic assessments immediately following identification of a reading deficiency until the development of a reading improvement and monitoring plan. The intervention services shall include research-based reading strategies that have been shown to be successful in improving reading among low-performing readers and instruction targeted to the student's identified reading deficiencies.
2. Develop a reading improvement and monitoring plan within sixty (60) days of learning of the reading deficiency. The School shall involve the student's parent/guardian and classroom teacher in developing the plan.

Reading Improvement and Monitoring Plan:

The reading improvement and monitoring plan developed for students identified as "not on track" shall include:

1. identification of the student's specific reading deficiency;
2. a description of proposed supplemental instructional services and support that will be provided to the student to remediate the identified reading deficiencies;
3. opportunities for the student's parent/guardian to be involved in the instructional services;
4. a process to monitor 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 scientifically based and reliable assessments, and provides initial and ongoing analysis of each student's reading progress; and
6. a statement that unless the student attains the appropriate level of reading competency by the end of Grade 3, the student may be retained in third grade.

Such intervention or remediation services may cease once a student is determined to be on-track.

Promotion/Retention:

Beginning with students who enter the third grade in the 2013-2014 school year, no student shall be promoted to the fourth grade who attains a score in the range designated by Ohio law on the assessment prescribed to measure skill in English language arts (ELA) expected at the end of third grade unless one of the following applies:

1. the student is limited English proficient student who has been enrolled in United States schools for less than two (2) full school years and has had less than two (2) years of instruction in an English as a second language program; or
2. the student is a child with a disability entitled to special education and related services and the student's individualized education program (IEP) exempts the student from retention under Ohio law; or
3. the student demonstrates an acceptable level of performance on an alternative standardized reading assessment as determined by the Ohio Department of Education (ODE); or
4. all of the following apply:
 - a. The student is a child with a disability entitled to special education and related services under R.C. Chapter 3323.
 - b. The student has taken the third grade English language arts achievement assessment, as prescribed.
 - c. The student's IEP or Section 504 Plan shows that the student has received intensive remediation in reading for two (2) school years, but still demonstrates a deficiency in reading.
 - d. The student previously was retained in any of grades kindergarten to three.
5. the student received intensive remediation for reading for two (2) school years but still demonstrates a deficiency in reading and was previously retained in any of grades kindergarten to three. Any such student shall continue to receive intensive reading instruction in grade four. The instruction shall include an altered instructional day that includes specialized diagnostic information and specific research-based reading strategies that have been successful in improving reading among low-performing readers.

Intensive Remediation Services:

Remediation services for students on reading improvement and monitoring plans in shall be research-based reading strategies that have been shown to be successful in improving reading among low-performing readers.

If a student is retained by the Third Grade Reading Guarantee, the student must be provided intense remediation services until s/he is able to read at grade level. The remediation services must include intense interventions and consist of at least ninety (90) minutes of reading instruction daily. Students will be provided 4th grade instruction in any specific academic field in which the student has demonstrated appropriate proficiency.

The School shall provide the option for students to receive reading intervention services from one or more providers other than the School. Both the School and ODE have the authority to screen and approve such providers.

Intensive remediation services shall be targeted to the student's identified reading deficiency. Interventions for students who have been retained may include:

1. small group instruction;
2. reduced student-teacher ratios;
3. more frequent progress monitoring;
4. tutoring or mentoring;
5. transition classes containing third and fourth grade students;
6. summer reading camp; or
7. extended school day, week, or year.

Mid-year Promotion:

A student retained in 3rd grade will be given the opportunity to be promoted mid-year to 4th grade if the student demonstrates proficiency in reading and will have achieved a passing score on the required state test and/or state approved vendor assessment. The School will determine if the student has demonstrated proficiency of the academic content consistent with the month of the promotion to fourth grade as provide in the school's curriculum in the following ways:

- The student will demonstrate proficiency in reading and will have achieved a passing score on the required state mandated test and/or state approved vendor assessment.
- A School team including the student's teacher, the school administrator and the receiving teacher will review the student's progress and determine the appropriateness of mid-year promotion.
- Curriculum based assessment in content areas of social studies, science, and math.
- Benchmark assessment in the area of math to determine if the student is commensurate with the appropriate month placement of the next grade level
- Benchmark assessment in the area of English Language Arts to determine if the student is commensurate with the appropriate month placement to the next grade level

If a student is mid-year promoted according to this policy, the school will provide the following:

- Regular progress monitoring to determine progress in the content standards
- Formative assessment to drive differentiated instruction that will meet student learning needs
- Report to parent regarding progress in the content standards

Teacher Qualifications:

A student who has been retained or is on a reading improvement plan shall be assigned a teacher with at least one year of teaching experience and have at least *one* of the following qualifications required in law:

- Holds a reading endorsement on the teacher's license;

- Completed a master's degree with a major in reading;
- Has "above expected" rating for value added in reading instruction for the most recent, consecutive two school years;
- Earned a passing score on a rigorous test of principles of scientifically research-based reading instruction;
- Rated "most effective" for reading instruction consecutively for the most recent two years based on approved assessments of student growth;
- Holds an alternative credential approved by the department or has successfully completed a department-approved training for reading instruction; or
- Holds an educator license for teaching grades pre K-3 issued on or after July 1, 2017.

A teacher, other than the student's teacher of record, may provide any service required by the guarantee. This teacher must have the qualification requirements and the approval of the teacher of record, who is the student's classroom teacher, and the school principal.

Reporting Requirements:

All assessment results and determinations shall be compiled and maintained by the School or its designee. The School, itself or through its designee, shall comply with all reporting requirements of Ohio's Third Grade Reading Guarantee.