



# Ohio

## Third Grade Reading Guarantee Guidance Manual

FEBRUARY 2015

The Ohio Department of Education created this guidance manual to help school districts and community schools understand the requirements of the Third Grade Reading Guarantee. The department also created a section on its website to serve as a collection of resources for administrators, educators and parents. To view these resources, go directly to the [Third Grade Reading Guarantee page](#) or visit the department's website at [www.education.ohio.gov](http://www.education.ohio.gov) and search "Third Grade Reading Guarantee."

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# Diagnostic Testing

## STATE REQUIREMENTS

- Districts and schools must complete a reading diagnostic by Sept. 30 of each year for students in kindergarten through grade 3.
- Every district can either administer a reading diagnostic from the state-approved list or use the [state-developed diagnostic](#).
- 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 diagnostics for the Third Grade Reading Guarantee be given by Sept. 30 each year, beginning in the 2012-2013 school year.
- Chartered nonpublic schools only: Beginning July 1, 2015, each chartered nonpublic school that enrolls students in any of grades k-3 and that accepts students under the Educational Choice scholarship pilot program or the pilot project scholarship program must adopt policies and procedures for the annual assessment of the reading skills of those students. Each school may use the diagnostic assessment to measure reading ability for the appropriate grade level prescribed in law.

## GUIDANCE

- Districts and schools may select a reading diagnostic from the approved list regardless of district- or school-level performance.
- If the reading diagnostic currently being used is not on the state-approved list, it cannot fulfill the Sept. 30 diagnostics requirement. This does not restrict the use of the diagnostic during the remainder of the year to inform instruction.
- The table below represents the list of state-approved, comparable reading diagnostics. The state may annually revisit the list.

<b>Department-approved List of Comparable Vendor Reading Diagnostics</b>		
<b>Vendor</b>	<b>Test</b>	<b>Form C</b>
Amplify Wireless Generation	CLASS: DIBELS Next	mCLASS: DIBELS Next
Cambium	DIBELS Next	DIBELS Next DIBELS Next Cost
Curriculum & Associates	iReady Diagnostic	iReady DX
Global Scholar	Performance Series Reading	Performance Series Reading
NWEA	MAP for Reading Assessments (K-3)	MAP for Reading Assessments (K-3)
Pearson Clinical Test	Woodcock Reading Mastery Tests	WRMT-III Form C
Pearson Clinical Test	AIMSWEB	AIMSWEB
Pearson School	Developmental Reading Test	Developmental Reading Test
Pearson School	Group Reading Assessment and Diagnostic Evaluation (GRADE)	Group Reading Assessment
Renaissance Learning	Star Reading Enterprise	Star Reading
Renaissance Learning	Star Early Literacy Enterprise	Star Early Literacy
Scholastic, Inc.	Scholastic Reading Inventory (SRI)	Scholastic Reading Inventory (SRI)

- If a test appears on both the department of education’s approved list for the Third Grade Reading Guarantee and the multiple measures of student growth, it can fulfill both purposes.
- All 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 either completing a substantially modified curriculum (in form and/or substance) by the individualized education program (IEP) from the general education curriculum, or the students are completing the general education curriculum but have a disability that presents unique and significant challenges such that the IEP provides for accommodations that exceed the allowable criteria for statewide test accommodations.
- The following table outlines the reading diagnostic options that districts may use to meet the Sept. 30 deadline set by the Third Grade Reading Guarantee.

<b><i>For the 2014-2015 School Year</i></b>	
<b>Grade Level</b>	<b>Reading Diagnostic Options for the Sept. 30 Deadline</b>
<b>Kindergarten</b>	<ul style="list-style-type: none"> <li>• Ohio Department of Education Kindergarten Readiness Assessment*</li> <li>• Comparable tool from approved list</li> </ul>
<b>Grade 1</b>	<ul style="list-style-type: none"> <li>• Ohio Department of Education Grade 1 Screening Measure</li> <li>• Comparable tool from approved list</li> </ul>
<b>Grade 2</b>	<ul style="list-style-type: none"> <li>• Ohio Department of Education Grade 2 Screening Measure</li> <li>• Comparable tool from approved list</li> </ul>
<b>Grade 3</b>	<ul style="list-style-type: none"> <li>• Ohio Department of Education Grade 3 Screening Measure</li> <li>• Comparable tool from approved list</li> </ul>
* Districts may use the language and literacy portion of the Kindergarten Readiness Assessment instead of the kindergarten screening measure.	

The results of the Sept. 30 reading diagnostic test determine whether a child is considered *on track* or *not on track* in reading. A child will be considered *on track* at the beginning of each grade if the child is reading at the level set by Ohio’s New 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 the level of end of grade 2.

A student is *not on track* if he or she is not reading at the beginning of each grade at the level set by Ohio’s New Learning Standards for the end of the previous grade.

## **Use of Diagnostic Results**

### **STATE REQUIREMENTS**

- If the diagnostic shows that a student is *not on track*, schools must communicate in writing to the parents all of the following:
  - Notice that their child is not reading on grade level;
  - A description of current services the student will receive;
  - A description of proposed supplemental instruction services;
  - Notice that the Ohio Achievement Assessment for grade 3 reading is not the only measure of reading competency; and

- Notice that unless the student attains the appropriate level of reading competency by the end of grade 3, the student will be retained.
- For each student who is *not on track*, the school also must:
  - Begin reading intervention immediately using research-based reading strategies 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.

## GUIDANCE FOR DISTRICTS AND SCHOOLS

- If districts and schools elect to use an approved vendor diagnostic, they will not be able to rely upon the department for translation of the results into *on track* and *not on track* designations. Rather, the districts and schools should consult with the vendor and use the department's definitions of *on track* and *not on track* to translate the results of the test.
- Schools are required to notify parents in writing if their child is *not on track*, as determined by the reading diagnostic. This must happen as soon as possible so they may begin creating the reading improvement and monitoring plan with the parents.
- The department encourages districts and schools to make every effort to communicate with parents in person or by phone prior to sending written notification.
- Districts and schools must develop a reading improvement and monitoring plan for students identified as *not on track* based on the diagnostic.
- The parent notification and reading improvement and monitoring plan may mention the retention exemptions (see pages 13-14) that may apply to the student and the implications of those exemptions. All students scoring *not on track* must have some sort of notification and reading improvement and monitoring plan, regardless of the retention exemptions.
- If a student is *not on track* at the beginning of the school year (for the Sept. 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 school year's reading diagnostic or scores "proficient" (400 or above) on the grade 3 Ohio Achievement Assessment in reading.
- If the student is *not on track* by Sept. 30, but scores *on track* on a reading diagnostic during the same school year, the school may revise the student's reading improvement and monitoring plan based on the new test results. However, the plan cannot be terminated.

## Reading Improvement and Monitoring Plans

### STATE REQUIREMENTS

- Schools must create all reading improvement and monitoring plans, also known as RIMPs within 60 days of when a student is designated *not on track*. A 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;
  - A reading curriculum during regular school hours that assists students to read at grade level and provides for reliable tests and 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 3, the student will be retained.

- Districts must provide a qualified teacher to each student who is on a reading improvement and monitoring plan or has been retained. For more detail on these requirements, please see the section on teacher qualifications below.

## GUIDANCE FOR DISTRICTS AND SCHOOLS

- Reading improvement and monitoring plans allow teachers and parents to work together to understand the student’s reading deficiency and outline reading intervention and support.
- Each student in grades k-3 identified as *not on track* must have a reading improvement and monitoring plan. In addition, schools may electively put students who are identified as *on track* on reading improvement and monitoring plans if the decision is that these students need help with reading.
- A template for the reading improvement and monitoring plan is available on the department of education’s website under “Teacher Resources.”
- The district or school must outline the process of how it will modify reading improvement and monitoring plans in the future.
- Districts and schools must report students scoring *not on track* (and thus, on a reading improvement and monitoring plan) and the type of interventions included within the reading improvement and monitoring plan.
- Students with disabilities who have Individualized Education Programs (IEP) and are also not on track for reading should have reading improvement and monitoring plans that align and do not conflict with their IEP.

## Teacher Qualifications

### STATE REQUIREMENTS

- 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:
  - 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;
  - 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;
  - Holds an educator license for teaching grades preK-3 issued on or after July 1, 2017;
  - Holds an alternative qualification approved by the department or has successfully completed a department-approved reading instruction training for working with English language learners who have been in the United States three or less years or are students who have an individualized education program.

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 the qualifications and has a staff member who meets the teacher qualifications as a mentor.

Districts must ensure that every grade 3 student on a reading improvement and monitoring plan has a teacher with the appropriate qualifications outlined by law.

- A teacher may provide any services required by the guarantee in place of the student’s assigned teacher but must:

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

## GUIDANCE FOR DISTRICTS AND SCHOOLS

- Guidance on the **assigned teacher (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. Typically, this teacher will assign and record the student’s grade for reading;
  - The assigned teacher must maintain the necessary qualifications outlined by law and is responsible for assigning the student a reading grade; and
  - The teacher of record is responsible for the growth of the student in the area of reading and the student’s progress will be reported on his or her student growth measure.
- Guidance on the **one year of teaching experience**:
  - One year of teaching experience can include reading, but is not required.
- Guidance on the **reading endorsement**:
  - This qualification does not expire;
  - A passing score on a test is not required if there was no corresponding test required when the reading endorsement was earned;
  - A reading endorsement is for k-12 and would appear on a teacher’s certificate or license as #059902. No other endorsements will fulfill this requirement;
  - The reading P-3 notation appearing on some early childhood P-3 licenses is not a reading endorsement; and
  - Educators whose early childhood licenses say “reading P-3” were not required to do additional reading coursework or testing.
- Guidance on the **master’s in reading**:
  - This qualification does not expire;
  - 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 in the manner aforementioned; and
  - Doctoral degrees in reading or literacy also qualify.
- Guidance on **“above expected Value-Added” and “most effective ratings”**:
  - 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 down to take third-grade assignments. Specifically, this designation is defined as being two standard deviations above the mean of expected student growth.
  - In order 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.
- Guidance on the **reading instruction test**:
  - The only test that satisfies this qualification is the Praxis 5203; this qualification does not expire.
  - The test is computer-based and offered at existing testing sites on particular testing days. However, the vendor and testing sites may provide access outside of these dates.
  - This is not the same test that is used in the reading endorsement program. Passage of this test will not result in a reading endorsement.

- Information about the reading instruction test is here:  
<http://www.ets.org/praxis/prepare/materials/5203>
- Guidance on **alternative qualifications, training and reading programs**:
  - The list of Ohio Department of Education-approved research-based reading instruction programs expires after the 2015-2016 school year.
  - The alternative credential for English language learner instructors- the Teaching English to Speakers of Other Languages (TESOL) endorsement - will not expire.
- Guidance on **teacher staffing plans**:
  - Districts and community schools must submit staffing plans to the department if they do not have a sufficient number of teachers who meet the required teaching credentials to work with students who are on a reading improvement and monitoring plan or have been retained;
  - Staffing plans must include:
    - Criteria that the school will use to assign a student in need of qualified instruction to an appropriate teacher;
    - Qualifications or training held by teachers currently teaching grade 3 students; and
    - How the school district or community school will meet the teacher qualifications requirements of Third Grade Reading Guarantee law.
  - Once a school district or community school submits its plan to the department, it must post the staffing plan on its district or community school website;
  - On the first day of March in each year, a school district or community school that has submitted a staffing plan must complete and submit to the department a detailed report of the district's progress in meeting the plan; and
  - The department will consider extensions through the 2015-2016 school year.

## Intensive Remediation Services

### STATE REQUIREMENTS

- Once a student is identified as *not on track*, the district or school must immediately provide intensive reading instruction services and regular progress monitoring to the student until the completion of the reading improvement and monitoring plan.
- The remediation services selected for a student on a reading improvement and monitoring plan relies on the judgment of the student's teacher and parents.
  - The only requirement for these services is that they be "research-based reading strategies that have been shown to be successful in improving reading among low-performing readers."
- If a student already has been retained by the Third Grade Reading Guarantee, the interventions must include at least 90 minutes of reading instruction.
- The district or school must offer the option for retained students to receive reading intervention services from one or more providers other than the district. Districts and schools will screen and approve these providers.
- Interventions for students who have been retained may include:
  - 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.

## GUIDANCE FOR DISTRICTS AND SCHOOLS

- Retained students must receive 90 minutes of reading instruction.
- In this context, reading instruction must include the interventions outlined in the student's reading improvement and monitoring plan. This can include a wide variety of instruction and interventions.
  - The 90 minutes of reading instruction may take place during the regular school day and during regular classroom activities. It does not have to be in a single block of time.
- Districts and schools must prepare to provide general reading intervention and tests to students immediately after they are identified as *not on track*.
- Districts and community schools must screen and approve at least one outside service provider for students who are retained due to the Third Grade Reading Guarantee. They must outline clear criteria for their screening process and make it publicly available.
- Districts must pay the cost of outside service providers for students retained by the Third Grade Reading Guarantee.
- Students exempted from retention must still participate in tests and receive reading instruction from a qualified educator.
- The intervention services must include intensive, explicit and systematic instruction. Districts can use the following explanations as guidance when planning instruction:
  - "Intensive" instruction concentrates only on reading and is very thorough or vigorous;
  - "Explicit" instruction clearly and directly explains concepts and makes no assumptions about the student's ability to make inferences; and
  - "Systematic" instruction addresses all the areas of reading deficiency through a planned scope and sequence, monitors the student's progress and continually reviews and extends reading skills.

## Transfer Students

### STATE REQUIREMENTS

- The board of education of each city, local and exempted village school district must administer each applicable diagnostic test to any student who transfers into the district or to a different school within the district if each applicable diagnostic test was not administered by the district or school the student previously attended in the current school year, within 30 days after the date of transfer.
- If the district or school into which the student transfers cannot determine whether the student has taken any applicable diagnostic test in the current school year, the district or school may administer the diagnostic test to the student.

### GUIDANCE FOR DISTRICTS AND SCHOOLS

- If a student transfers in with no evidence of completing the reading diagnostic requirement from the previous school, the new school must give the reading diagnostic administered to other students for the purposes of the Third Grade Reading Guarantee or the state diagnostics within 30 days.

- If a student transfers near the beginning of the year, the district or school has the longer of 30 days or number of days to the Sept. 30 deadline to give the reading diagnostic; and
- The district or school must still develop a reading improvement and monitoring plan within 60 days of a student testing as *not on track*.
- If a student transfers in 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 may also reassess the student using the school's designated reading diagnostic administered to other students for the purposes of the Third Grade Reading Guarantee or the state diagnostics; and
  - The school may base a new reading improvement and monitoring plan on this diagnostic.
- Schools must honor the previous school's reading improvement and monitoring plan if the parents want 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 parents of the student request or consent to the change; or
  - The school uses its designated reading diagnostic administered to other students for the purposes of the Third Grade Reading Guarantee to reassess the student.
- A third-grade student must achieve a promotion score at some time during the third-grade year regardless of the date of enrollment. Districts and schools should strongly consider making the summer Ohio Achievement Assessment or the alternative assessment available if a student has missed the spring testing window for the Ohio Achievement Assessment.

## Retention in the Third Grade

### STATE REQUIREMENTS

- Each year, all students scoring below the designated level on the third grade reading OAA must be retained, except for the following students:
  - Limited English proficient students enrolled in U.S. schools for less than three full school years and with less than three years of instruction in an English as a second language program;
  - Special education students whose IEPs specifically exempt them from retention under the Third Grade Reading Guarantee;
  - Students who demonstrate reading competency on an alternative assessment for reading approved by the department; and
  - Any student who has received intensive remediation for two years AND previously was retained in kindergarten through grade 3.
- Districts and schools will need a policy for retained students to move on to grade 4 whenever they demonstrate proficiency in reading, including the summer before grade 4 and the middle of the year.
- If students demonstrate proficiency in a subject area higher than grade 3, they must receive grade-level appropriate instruction in that subject area<sup>1</sup>.

### GUIDANCE FOR DISTRICTS AND SCHOOLS

- Cut score for retention triggered by the Third Grade Reading Guarantee is:
  - 394 for the 2014-2015 school year.

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<sup>1</sup> ORC 3313.608(B)(4)

- A student must reach the cut score on either the fall or spring administration of the grade 3 OAA in reading.
- Any student who does not reach the cut score by the end of the third grade will not advance to grade 4. However, as shown above in the state requirements, there are some exceptions.
- If a student does not take the grade 3 OAA in reading during the administration or makeup window, the student will not have a score on that test. The student will be retained unless the student qualifies for an exemption or demonstrates reading competency on an alternative assessment for reading approved by the department.
- Students retained in grade 3 for non-reading reasons alone (poor math grades, attendance issues, etc.) are not required to have these special interventions. If the student is retained in grade 3 for multiple reasons, one of which includes the Third Grade Reading Guarantee, then the district must provide the special interventions outlined in law and report the most appropriate retained status in EMIS.

## Students with Disabilities: Exemption provisions and students with disabilities

### STATE REQUIREMENTS

- Each school district's board of education must adopt policies and procedures to annually assess the reading skills of each student enrolled in kindergarten to grade 3 by Sept. 30 and shall identify students who are reading below their grade level.
- The exceptions include **those students with significant cognitive disabilities** or other disabilities as authorized by the department on a case-by-case basis.
- All students scoring below the designated level on the grade 3 OAA in reading must be retained, **except** for special education students whose IEPs specifically exempt them from retention under the Third Grade Reading Guarantee.

### GUIDANCE FOR DISTRICTS AND SCHOOLS

- Not every student with an IEP should be exempt from the retention provision of the Third Grade Reading Guarantee.
- Schools should consider exempting a student from the retention provision of the Third Grade Reading Guarantee, if one of the two following criteria occurs:
  1. The student is completing a curriculum that is significantly different from the curriculum completed by other students required to take grade 3 OAA in reading, or
  2. The student requires accommodations that are beyond the allowable accommodations as outlined in law.
- Districts and schools should use caution that a student with an IEP does not receive less intensive reading interventions and supports than students without IEPs.
- There are two possible types of exemptions for students with IEPs:
  1. Students with significant cognitive disabilities are exempt from all provisions of the Third Grade Reading Guarantee.
    - Students with significant cognitive disabilities are exempt from taking the reading diagnostic and, therefore, these students are exempt from all the other provisions of the Third Grade Reading Guarantee (reading improvement and monitoring plan, retention; etc.).
    - This exemption should be an annual (k, 1, 2 and 3) IEP team discussion and decision.
    - It is likely these students complete Ohio's New Learning Standards - Extended and participate in the alternate assessment.

- 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.
- 2. IEP teams *may* exempt some students only from the retention requirement of the Third Grade Reading Guarantee.<sup>2</sup> All the remaining provisions of the Third Grade Reading Guarantee are still required for these students (reading diagnostic, reading improvement and monitoring plan, the Ohio Achievement Assessment, etc.).
  - The Reading Improvement and Monitoring Plan should align and not conflict with the child’s IEP throughout the kindergarten through grade 3 years.
  - Retention in the third grade and/or promotion to grade 4 (exemption from retention) should be discussed as a part of each child’s yearly reading improvement and monitoring plan(s) as well as during the IEP meeting(s).
  - 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. Additionally, the team should include rationale and decision around consideration of exemption from retention.
  - The IEP team should have adequate progress monitoring and reading achievement data to begin consideration of exemption from retention by the end of the third quarter of grade 3.
  - If the IEP team decides to exempt the child from retention in grade 3 and that the child will move on to grade 4, the IEP should include clear, targeted reading interventions and progress markers that will take place in grade 4.
  - Students only exempt from the retention piece of the Third Grade Reading Guarantee must still participate in tests and receive reading instruction from a qualified educator.

## Federal Funding

### STATE REQUIREMENTS

- Not applicable

### GUIDANCE FOR DISTRICTS AND SCHOOLS

- 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.
- No Title I funding may be spent on specific state mandates. Within the Third Grade Reading Guarantee, districts may not use Title I funding for:
  - Vendor reading diagnostics used for the Third Grade Reading Guarantee instead of Ohio Department of Education diagnostics;
  - Notifications to parents of students found to be *not on track* for reading;
  - Staff time and resources used to create reading improvement and monitoring plans; and
  - Outside providers for reading instruction, which parents may request if the child is retained by the Third Grade Reading Guarantee.
- It is permissible for **IDEA Early Intervening** funds to be used for the Third Grade Reading Guarantee:

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<sup>2</sup> See “Retention in the Third Grade State Requirements” Section on page 11

- 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 Services; and
- To use these federal early intervening funds, districts and schools must use them for non-IEP students.
- **Medicaid Schools Program** pays for IEP-defined medical services for Medicaid-eligible students.
  - Assistance with reading comprehension most likely does not fall within allowable Medicaid reimbursable activities.

## Data Reporting

### STATE REQUIREMENT

- Districts and schools must report information annually to the department of education on the implementation of and compliance with the Third Grade Reading Guarantee.

### GUIDANCE FOR DISTRICTS AND SCHOOLS

- Districts and schools should have procedures to track and report the following data to the department on the implementation of the Third Grade Reading Guarantee during the EMIS data collections:
  - Whether an individual student is *on track* or *not on track*; and
  - The types of intervention for each student.
- The department-developed diagnostics identify students as *on track* and *not on track*. Report in EMIS as *on track* a student who is reading at the level set by Ohio's New 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 the level of end of grade 2.

Students whose reading diagnostic identifies them as "Needs Further Assessment" are *on track*.

- A student who is not reading at the level for the end of the previous grade is *not on track*.
- Districts and schools must create *on track* and *not on track* designations based upon the department's definitions of *on track* and *not on track*, and they should consult with the test vendor.
- The department will provide guidance on translating the state-developed diagnostic results into the *on track* and *not on track* categories based on score reporting, not a side-by-side comparison of existing diagnostics:
  - Districts and schools must make the final determination if a student is *on track* or *not on track*.
- 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 department of education.
  - Subsequent reading tests may inform the student's interventions and reading improvement and monitoring plan, but are not reported for the reading diagnostic result in EMIS.
- If a school uses a vendor English language arts diagnostic for the Third Grade Reading Guarantee, then the school only reports the results of the reading section of the diagnostic for the purposes of the Third Grade Reading Guarantee.

- For the Third Grade Reading Guarantee, districts should enter the data in their student software systems as soon as the data are available so that they can be reported to EMIS.<sup>3</sup>

State requirements referenced in this manual are Ohio Revised Codes 3301.0715, 3313.163, 3313.608, Ohio Administrative Code 3301-13-03, and Senate Bill 21.

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<sup>3</sup> Refer to EMIS Manual for reporting instructions.