



Third Grade Reading Guarantee

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What You Need to Know

The ability to read is the foundation of learning. Research shows that children who are not reading at a third grade level by the end of grade three will likely have trouble learning in all classroom subjects in higher grades. Ohio's Third Grade Guarantee ensures that every struggling reader gets the support he or she needs to be able to learn and achieve.

Third Grade Reading Guarantee

What You Need to Know

- The guarantee says that your child's school must determine how well he/she is reading at the beginning of each school year from kindergarten through third grade. If your son or daughter is not reading as well as expected, the school must create a plan to help your child improve.
- This plan is called a Reading Improvement and Monitoring Plan or RIMP.

Third Grade Reading Guarantee

What You Need to Know

If your child still is not reading as expected by the end of third grade, the school must keep your child in third grade when the next school year begins. There may be some exceptions to the retention requirement.

Third Grade Reading Guarantee

Retention Requirement Exceptions

- If your child is learning to speak English;
- If your child is on an Individualized Education Program (IEP) and the IEP says he or she cannot repeat grade 3 because of reading;
- If your child has received reading help for at least two years and has repeated a grade before;
- If your child shows on certain tests, other than a state reading test, that he or she is reading on grade level.

AIR Third Grade Test Alternative

Students may also demonstrate reading proficiency on an alternative to the AIR test. ODE approves alternative assessments and works with vendors to set appropriate cut scores for each assessment. Currently the following tests are approved for use in determining if grade 3 students are proficient readers.

Iowa Assessment

Measurement of Academic Progress (MAP)

Terra Nova 3

STAR Reading Proficiency Assessment





Ohio's Third Grade Reading Guarantee ensures that every struggling reader gets the support he or she needs to be able to learn and achieve.

PROMOTION IN THIRD GRADE READING



Met promotion
minimum
on fall/spring
reading test

84.8%

Met comparable
minimum
on alternative
reading test

8.3%

Met promotion
minimum
on summer
reading test

0.3%

93.4%

Eligible third graders met the Third Grade Reading Guarantee promotion minimum

STUDENTS IN THIRD GRADE



127,486

Number of Ohio
third graders

5.5%

Exempt¹ from Third
Grade Reading Guarantee
promotion calculation

¹Exemptions may include students on IEPs, English learners, students with significant cognitive disabilities, those previously retained..

Rossford Third Grade Reading Guarantee Retentions

- ❑ Retentions have decreased overall despite test changes and increases in the required cut scores.

	2013-14	2014-15	2015-16
Retentions (REVSD EMIS)	8	1	3



2016/2017 TGRG Data

Final Results TBD

- July 12 administration of the Grade 3 AIR test
- July administration of Terra Nova*

We do need parents to make sure their child makes it to the test session.



2016/2017 TGRG Data

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So How Does Our Current Data Look?

AIR Test Only

Last year the overall passage rate for Grade 3 English Language Arts was around 57%.

This year the preliminary results are indicating a passage rate of 74%. This rate could be higher after the numbers are sorted out!



Districts Supports To Lift Performance

Students are evaluated quarterly via multiple measures including STAR Reading, STAR Early Literacy, and other assessments.

Those students who are deemed not on track are placed on a Reading Improvement and Monitoring Plan or RIMP.



District Reading Resources

Possible Interventions in a RIMP

- *Tutoring with Alphie* phonics software (SFA)
- *Fast Track Phonics*
- *DIBELS Targeted Interventions*
- *Orton Gillingham* (phonics and comprehension)
- *SuccessMaker Software*
- *Earobics* (phonics and comprehension)
- *Triumphs*
- *Soar to Success* comprehension program



District Reading Resources

Possible Interventions in a RIMP

- *Common Core Progress* instructional materials
- *Success For All* (see ODE letter)
- Other interventions as determined by the building team in conjunction with parents.



Success For All

SFA utilizes a leveled reading group approach that places students at their reading level regardless of the grade in which they are enrolled. Students move up/down according to their progress. The reading groups are fluid and students see reading as a schoolwide content area rather than a grade level content area. This reduces or eliminates any stigma associated with students who are struggling in reading.





Looking Forward

The District Leadership Team, or DLT has developed a Comprehensive Continuous Improvement Plan to focus our improvement efforts to maximize the impact on student achievement.

Reading/ELA CCIP



GOAL 1: BY 2019, 80% OF PRE-K - 12TH STUDENTS WILL BE PROFICIENT OR ABOVE ON REQUIRED STATE/LOCAL/DIAGNOSTIC ASSESSMENTS. STUDENTS WITH DISABILITIES AND ECONOMICALLY DISADVANTAGED SUBGROUPS WILL EACH INCREASE PASSAGE RATES BY 5% ANNUALLY.

- ***STRATEGY 1A:*** Implement and monitor UDL (Universal Design for Learning) to include multiple means of engagement, representation, and expression for all students.
- ***STRATEGY 1B:*** All teachers will ensure the curriculum is aligned with Ohio's Learning Standards and implement them with fidelity.

Mathematics CCIP



GOAL 2: BY 2019, 80% OF PRE-K - 12TH STUDENTS WILL BE PROFICIENT OR ABOVE ON REQUIRED STATE/LOCAL/DIAGNOSTIC ASSESSMENTS. THE STUDENTS WITH DISABILITIES AND ECONOMICALLY DISADVANTAGED SUBBGROUPS WILL EACH INCREASE PASSAGE RATES BY 7% ANNUALLY

- ***STRATEGY 2A:*** Implement and monitor UDL (Universal Design for Learning) to include multiple means of engagement, representation, and expression for all students.
- ***STRATEGY 2B:*** All teachers will ensure the curriculum is aligned with Ohio's Learning Standards and implement them with fidelity.



QUESTIONS?