Third Grade Reading Guarantee
Guidance Manual

August 22, 2013

Recent law strengthened the longstanding Third Grade Reading Guarantee to give a greater emphasis to reading instruction and intervention in the early grades. Through this initiative, school districts and community schools will diagnose reading deficiencies in students at grades kindergarten through three; and create individualized reading improvement and monitoring plans, while also providing intensive reading interventions.

The Ohio Department of Education (ODE) created this guidance manual to help school districts and community schools understand the requirements of the new law.
ODE also created a section on its website to serve as a collection of resources for administrators, educators and parents. Additional resources will be added as more information becomes available. To view these resources, go directly to the Third Grade Reading Guarantee page or visit ODE's website at www.education.ohio.gov and search "Third Grade Reading Guarantee."

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Diagnostic Testing

Legislative Requirements

- A reading diagnostic assessment must be given by Sept. 30 of each year for students in kindergarten through grade three (ORC 3313.608(B)(1)).
- 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 diagnostic assessments for the Third Grade Reading Guarantee be given by Sept. 30 each year, beginning in the 2012-2013 school year (ORC 3313.608(B)(1)).

Guidance for Districts

- Districts may select a reading diagnostic from the approved list regardless of district level performance.
- If the reading diagnostic you are currently using is not on the State approved list, it may no longer be used to fulfill the Sept. 30 assessment requirement. However, this does not restrict you from using the diagnostic during the remainder of the year for formative purposes.
- The table below represents the list of State Approved Comparable Reading Diagnostics. The state may annually revisit the list.

ODE Approved List of Vendor Comparable Reading Assessments	
Vendor	***Assessment***
Amplify Wireless Generation	mCLASS: DIBELS Next
Cambium	DIBELS Next
Curriculum & Associates	iReady Diagnostic
Global Scholar	Performance Series Reading
NWEA	MAP for Primary Grades
Pearson Clinical Assessment	Woodcock Reading Mastery Tests
Pearson Clinical Assessment	AIMSWEB
Pearson School	Developmental Reading Assessment

ODE Approved List of Vendor Comparable Reading Assessments	
Vendor	***Assessment***
Pearson School	Group Reading Assessment and Diagnostic Evaluation (GRADE)
Renaissance Learning	STAR Reading Enterprise
Renaissance Learning	STAR Early Literacy Enterprise
Scholastic, Inc.	Scholastic Reading Inventory (SRI)

  - Districts must administer the writing and math diagnostics as required by law to students in grades 1-3 for writing and grades 1 and 2 in math. Districts determine when they administer the writing and mathematics diagnostics, the Sept. 30 deadline only applies to reading.
  - For the 2012-2013 school year, diagnostic results (i.e., reading, math and writing), must be submitted in the year-end EMIS collection to fulfill the diagnostic assessment requirements in law.
  - Starting in 2013-2014, all diagnostic results (i.e., reading, math and writing) must be reported in both the October and year-end EMIS collections according to the instructions in the EMIS Manual.
- If an assessment appears on both the ODE approved list for the Third Grade Reading Guarantee and the multiple measures of student growth it can be used to fulfill both purposes.
- The administration of the reading diagnostic assessments applies to all-day and half-day kindergarten students.
- All students enrolled in a non-public school on a scholarship are not required to have a diagnostic assessment and are exempt from the other provisions of the Third Grade Reading Guarantee. Non-public schools do not have to meet the requirements of the Third Grade Reading Guarantee.
- 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 curriculum that is modified substantially (in form and/or substance) by the IEP from the general education curriculum or 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 assessment accommodations.
- The following tables outline the reading diagnostic assessments options that districts may use, by year, to meet the Sept. 30 deadline set by the Third Grade Reading Guarantee.

For the 2013-2014 School Year	
Grade Level	**Reading Diagnostic Test Options for the Sept. 30 Deadline**
Kindergarten	• ODE K Screening Measure • KRA-L • Comparable Tool *from ODE approved list*
Grade 1	• ODE Grade 1 Screening Measure • Comparable Tool *from ODE approved list*
Grade 2	• ODE Grade 2 Screening Measure • Comparable Tool *from ODE approved list*
Grade 3	• ODE Grade 3 Screening Measure • Comparable Tool *from ODE approved list*

For the 2014-2015 School Year	
Grade Level	**Reading Diagnostic Test Options for the Sept. 30 Deadline**
Kindergarten	• ODE Kindergarten Entry Assessment/* • ODE K Screening Measure • Comparable Tool *from ODE approved list*
Grade 1	• ODE Grade 1 Screening Measure • Comparable Tool *from ODE approved list*
Grade 2	• ODE Grade 2 Screening Measure • Comparable Tool *from ODE approved list*
Grade 3	• ODE Grade 3 Screening Measure • Comparable Tool *from ODE approved list*
Note: Districts may use the language and literacy portion of the Kindergarten Entry Assessment instead of the kindergarten screening measure starting in the 2014-2015 school year.	

On-track means any student who is reading at grade level based on previous end-of-year standards' expectations by Sept. 30.

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

Use of Diagnostic Results

Legislative Requirements

- If the diagnostic assessment shows that a student is *not on-track*, schools must provide the parents, in writing (ORC 3313.608(B)(2)(a)):
    - Notice that the school has identified a reading deficiency with their child;
    - A description of current services provided to the student;
    - A description of proposed supplemental instruction services;
    - Notice that the Ohio Achievement Assessment for third grade 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 shown to be *not on-track*, schools must also:
    - Begin reading intervention immediately using research-based reading strategies targeted at the student's identified reading deficiencies (ORC 3313.608(B)(2)(b)); and
    - Develop a reading improvement and monitoring plan within 60 days of learning of the reading deficiency (ORC 3313.608(C)).

Guidance for Districts

- It is the responsibility of the district to ensure the results of comparable assessments used by districts are translated to the *on-track* or not *on-track* designations, based on the assessment's results description and ODE's definitions of *on-track* and *not on-track*.
- Schools are required to notify parents in writing if their child is *not on-track* as determined by the reading diagnostic as soon as possible so they may begin creating the reading improvement and monitoring plan with the parents.
- ODE encourages districts to make every effort to communicate with parents in person or by phone prior to sending written notification.
- Districts are required to 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 page 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 exemptions.
- If a student is assessed to be *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 assessment or scores "proficient" (400 or above) on the Grade 3 Reading Ohio Achievement Assessment.
- If the student has been identified as not-on-track by Sept. 30, but scores on-track on a reading diagnostic during the same school year, the student's reading improvement and monitoring plan may be revised based on the new test results, but the plan cannot be terminated

Reading Improvement and Monitoring Plans

Legislative Requirements

- All reading improvement and monitoring plans must be created within 60 days of when a student is designated *not on-track*. It shall include (ORC 3313.608(C)):
    1. Identification of the student's specific reading deficiency;
    2. A description of proposed supplemental instruction services that will target the student's identified reading deficiencies;
    3. Opportunities for the student's parents or guardians 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 for reliable assessments, and provides 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 will be retained.
- Beginning in the 2013-2014 school year, districts must provide a qualified teacher to each student who enters third grade on or after July 1, 2013, that is on a reading improvement and monitoring plan or has been retained (ORC 3313.608(H-J)). For more detail on these legislative requirements, please see the section on teacher qualifications beginning on page 7.

Guidance for Districts

- Reading improvement and monitoring plans allow teachers and parents to work together to understand the reading deficiency and to outline reading intervention and support.
- Reading improvement and monitoring plan apply to all students in grades K-3 identified as not on track.
- A template for the reading improvement and monitoring plan is available on the ODE website under 'Teacher Resources.'
- The district must outline the process of how the Reading Improvement and Monitoring Plan may be modified in the future.
- Districts will be required to 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.

Teacher Qualifications

Legislative Requirements

- Teachers of **third grade students** who have been retained or are 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;
    - 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 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 is a student who has an individualized education program;
    - Rated "most effective" for reading instruction consecutively for the most recent two years based on State approved assessments of student growth;
    - Holds an alternative qualification approved by the department, has successfully completed a department-approved training for reading instruction, or is a Speech Language Pathologist meeting the additional requirements (refer to page 15)
    - Holds an educator license for teaching grades preK-3 issued on or after July 1, 2017 and passed a rigorous exam of reading instruction identified by the department.
    - A teacher that 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 is being mentored by a staff member who meets the teacher qualifications and requirements.
    - Districts must ensure that every third grade student on a reading improvement and monitoring plan on or after July 1, 2013 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.
- The State Board of Education will adopt reading competencies that will inform all reading qualifications, training and teacher preparation by January 31, 2014. Law requires ODE to revise the approved list of alternative qualification once reading competencies have been adopted.

Guidance for Districts

- 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.
    - The teacher of record will be responsible for the growth of the student in the area of reading and the student's progress will be reported on their 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**:
    - A passing score on an assessment is not required if there was no corresponding assessment 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.
    - 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**:
    - 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.
    - PhD's 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 4th or 5th grade educators who are moving down to take 3rd grade assignments. The specific characteristics of what determines this designation are defined as being two standard deviations above the mean.
    - In order to determine a 'most effective' rating, utilize comparable assessment data to determine whether a teacher has attained a level 5 on a scale of 1-5. Your vendor assessment was instructed by ODE to develop an equivalent leveling using their product.
- Guidance on **Alternative Qualifications, Training and Reading Programs**:
    - The list of ODE approved Research-Based Reading Instruction Programs was originally intended to expire after the 2013-14 school year.
        - The law was changed in June by SB 21 to create two lists: the general reading instruction program list and the credential program list for teachers of ELL and students with disabilities.

    - The list of ODE approved Research-Based Reading Instruction Programs is posted to the website and currently has both types of programs and credentials.
    - After the reading competencies are developed, the two separate lists will be created.
    - The list of ODE approved Research-Based Reading Instruction Programs can only be used through the 2015-2016 school year.
        - This sunset clause means that in 2016 this qualification will need to be replaced by what's being referred to as a continuing qualification that will never expire.
    - The list of alternative credentials will not expire.
- Guidance on the **Reading Instruction Test**:
    - Educators will be able to take the test starting in October 2013.
    - The test will be computer-based and offered at existing Testing Sites on particular 'testing days.' However, the test may still be accessible outside of these dates depending on the testing site and its vendor capabilities.
    - 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 can be found here: http://www.ets.org/praxis/prepare/materials/5203
- Guidance on **Teacher Staffing Plans**
    - Senate Bill 21 requires districts and community schools to submit a staffing plan to the Ohio Department of Education if they do not have a sufficient number of teachers who meet the legislated teaching credentials to work with students who enter third grade on or after July 1, 2013, that are on a reading improvement and monitoring plan or have been retained to be assigned to a teacher with the legislated credentials.
    - Staffing Plans must include:
        - Criteria that will be used to assign a student in need of qualified instruction to an appropriate teacher;
        - Qualifications or training held by teachers currently teaching third grade 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 their plan to ODE, they must post the staffing plan on its district or community school web site.
    - Not later than March 1, 2014, and on the first day of March in each year thereafter, a school district or community school that has submitted a staffing plan must complete and submit to ODE a detailed report of the district's progress in meeting the plan they created.
    - The Department of Education may grant extensions valid through the 2015-2016 school year.

Intensive Remediation Services

Legislative requirement

- Once a student is identified as *not on-track*, the district must immediately provide intensive reading instruction services and regular progress monitoring to the student until the completion of the reading improvement and monitoring plan (ORC 3313.608(B)(2)(b)).

- The remediation services selected for students on a reading improvement and monitoring plan are based 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" (ORC 3313.608(B)(2)(b)).
- If a student has already been retained by the Third Grade Reading Guarantee, the interventions must include at least 90 minutes of reading instruction (ORC 3313.608(B)(3)(a)).
- The district must offer the option for retained students to receive reading intervention services from one or more providers other than the district. Districts will screen and approve these providers. ODE also has the authority to screen and approve providers (ORC 3313.608(B)(3)(c).
- Interventions for students who have been retained may include (ORC 3313.608(B)(3)(a)):
    - Small-group instruction;
    - Reduced teacher-student ratios;
    - More frequent progress monitoring;
    - Tutoring or mentoring;
    - Transition classes containing third and fourth grade students;
    - Summer reading camp; or
    - Extended school day, week or year;
- Intensive remediation services should be targeted to the student's identified reading deficiencies (ORC 3313.608(B)(3)(a)).
- Any intervention or remediation services required by this law shall include intensive, explicit, and systematic instruction (ORC 3313.608(F)).

Guidance for Districts

- The law previously required "90 minutes of reading daily" for retained students. Recent law (House Bill 555) changed this requirement to "90 minutes of reading instruction."
- In this context, reading instruction should 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 should be prepared to provide general reading intervention and assessment to students immediately after they are identified as *not on-track*.

- In addition to the district created list of approved service providers, ODE will also create a list of approved service providers for retained students.
    - If a provider appears on the state list, the district must offer and pay for the intervention services if requested by the parents of retained students.
    - Districts and community schools must screen and approve at least one outside service provider for retained students. They should outline clear criteria for their screening process and make it publicly available.
- Districts are required to pay the cost of outside service providers (selected from the district or state approved list) for students retained by the Third Grade Reading Guarantee.
- The law does not provide a parent the right to refuse the requirements of the Third Grade Reading Guarantee if they are not already exempt. This includes student retention, diagnostic assessments, reading improvement and monitoring plans, and intervention services. However, services outside regular school hours should accommodate the schedule of the student's parents or guardian.
- Students with cognitive disabilities or other disabilities as authorized by ODE are exempt from all requirements of the Third Grade Reading Guarantee.
- Students only exempt from retention must still participate in assessments and receive reading instruction from a qualified educator.
- The intervention services shall include intensive, explicit, and systematic instruction. Districts can use the following explanations as guidance when planning instruction.
    - "Intensive" instruction is concentrated only on reading and very thorough or vigorous.
    - "Explicit" instruction clearly and directly explains concepts and makes no assumptions about the student's ability to make inferences.
    - "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

Legislative Requirements

- …The board of education of each city, local, and exempted village school district shall administer each applicable diagnostic assessment… to… any student who transfers into the district or to a different school within the district if each applicable diagnostic assessment 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 (ORC 3301.0715(A)(1)).
- If the district or school into which the student transfers cannot determine whether the student has taken any applicable diagnostic assessment in the current school year, the district or school may administer the diagnostic assessment to the student (ORC 3301.0715(A)(2)).

Guidance for Districts

- 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 has the longer of 30 days or number of days to the Sept. 30 deadline to give the reading diagnostic assessment.
    - A reading improvement and monitoring plan, if required, must still be developed 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.
    - A new reading improvement and monitoring plan may be created based on this diagnostic assessment.
- Schools must honor the previous school's reading improvement and monitoring plan if the parents want it to continue. The plan can only be modified for transfer students 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 student is reassessed using the school's designated reading diagnostic administered to other students for the purposes of the Third Grade Reading Guarantee.
- The 30 day deadline also applies to the required math and writing diagnostic assessments. For more information on this topic, please view the Diagnostic Assessment Guidance Document posted on ODE's website.
- Transfers are addressed in the EMIS Manual for Reporting.

Retention in the Third Grade

Legislative Requirements

- For the 2012-2013 school year, districts must select one of the following options for students not reaching the designated score on the third grade reading Ohio Achievement Assessment (OAA) (ORC 3313.608(A)(1)):
    - Promote the student to the fourth grade if the principal and student's reading teacher agree that the student is prepared academically for Grade 4, based on another evaluation of reading skill;
    - Promote the student to the fourth grade, but continue to provide intensive intervention services in Grade 4; or
    - Retain the student in the third grade.

- Beginning with the 2013-2014 school year, all students scoring below the designated level on the third grade reading OAA must be retained, except for the following students (ORC 3313.608(A)(2)):
    - *Limited English proficient students* who have been enrolled in U.S. schools for less than three full school years and have had less than three years of instruction in an English as a Second Language program;
    - *Special education students* whose IEPs specifically exempt them from retention under the Third Grade Reading Guarantee;
    - Students who demonstrate reading competency on a *Reading OAA Alternative* approved by ODE; and
    - Any student who has received *intensive remediation for two years and was previously retained* in kindergarten through Grade 3.
        - A student that advances because of this exception must continue to receive intensive reading instruction in the fourth grade, which requires an altered instructional day to accommodate reading interventions, or whatever reading interventions are required by the student's IEP or 504 plan.
- Districts will need a policy for retained students to move on to the fourth grade any time they demonstrate proficiency in reading, including the summer before the fourth grade and the middle of the year (ORC 3313.608(B)(3)(b)).
- If students demonstrate proficiency in a subject area higher than Grade 3, they must still receive grade level appropriate instruction in that subject area (ORC 3313.608(B)(4)).
- Beginning in the 2013-2014 school year, districts must provide a qualified teacher to each retained student or student on a reading improvement and monitoring plan (ORC 3313.608(H)). For more detail on these requirements, please see the section on teacher qualifications beginning on page 7.

Guidance for Districts

- The cut score that students must achieve to avoid retention was set for the next two years by the State Board of Education in September 2012. This cut score will rise over time and be adjusted to accommodate the new assessments.
- Cut scores for retention triggered by the Third Grade Reading Guarantee are:

    - 390 for the 2012-2013 school year
    - 392 for the 2013-2014 school year
- A student must reach the cut score on either the fall or spring administration of the Grade 3 Reading OAA.
- Any student who does not reach the cut score by the end of the third grade will not advance to the fourth grade. However, as shown above in the legislative requirements, there are some exceptions.
- If a student does not take the Grade 3 Reading OAA during the administration or makeup window, the student's score will be considered a zero for the purposes of the Third Grade Reading Guarantee and the student will be retained unless the student qualifies for an exemption.
- Students retained in grade three 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 three for multiple reasons, one of which includes the Third Grade Reading Guarantee, then the district must provide the special interventions outlined in law.
- To be exempt from retention by the Third Grade Reading Guarantee, a student with a disability who has an IEP should meet one of two criteria:
    - The student is completing a curriculum that is significantly different from the curriculum completed by other students required to take Grade 3 Reading OAA; or
    - The student requires accommodations that are beyond the allowable accommodations as outlined in OAC 3301-13-03(H).
- If the student meets one of these criteria, the IEP team can then decide if the student should be excused from the Third Grade Reading Guarantee retention provision. For more information on the Third Grade Reading Guarantee as it relates to students with disabilities, please view the Students with Disabilities Guidance Document posted on ODE's website.
    - Note: Exemptions made by the IEP team refer only to retention and do not preclude students from testing.

Students with Disabilities

Legislative Requirements

- The requirement for annual diagnostic testing does not apply to students with significant learning disabilities or other disabilities authorized by the department on a case-by-case basis. (ORC 3313.608(B)(1)).
- Speech-language pathologists (SLPs) who hold a license issued by the board of speech-language pathology and audiology (ORC Chapter 4753) *and* a professional pupil services license as a school SLP issued by the State Board of Education (ODE) may provide reading intervention or remediation services to children entering third grade for the first time and who are not on-track for reading under the Third Grade Reading Guarantee.

Guidance for Districts

- Retention in the third grade and/or promotion to fourth grade (exemption from retention) should be discussed as a part of each child's reading improvement and monitoring plan(s) as well as during the IEP meeting(s).
    - The decision to exempt the child from retention is an IEP Team decision.
    - If a child is promoted to fourth grade, he/she should receive the necessary reading interventions in fourth grade to improve his/her reading.
- The department will review cases for students with disabilities who may be eligible to be exempted from the entire Third Grade Reading Guarantee.
    - These situations must be reviewed and discussed by IEP teams based on individual and unique needs and will ultimately, if approved, remove the student entirely from all requirements of the legislative mandate.
- ODE will only approve the most severe cases for case-by-case exemption.
- While all SLPs have strong foundations in understanding the language underpinnings of literacy, SLPs have varying degrees of competency in providing direct reading interventions or remediation. SLPs and school administration should decide whether competent skills exist in order to meet student needs.

Federal Funding

Legislative Requirements

- Not applicable

Guidance for Districts

- Districts may use their **Title I** funds to support and supplement reading instruction programs selected or created by the district 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:
    - Reading diagnostic assessments used for the Third Grade Reading Guarantee instead of ODE assessments;
    - 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;
    - Outside providers selected by parents for extra reading instruction after their 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 pursuant to IDEA Sec 613(f).
    - Districts may redirect up to 15% of their sum of Part B and Early Childhood Special Education original allocations pursuant to IDEA Sec 613(f) Early Intervening Services.
    - If districts use these federal Early Intervening funds, the funds must be utilized for non-IEP students.
- **Medicaid Schools Program** pays for IEP-defined medical services for Medicaid eligible students.
    - Assistance with reading comprehension likely does not fall within allowable Medicaid reimbursable activities.

Data Reporting

Legislative requirement

- Districts must report information annually to ODE on the implementation of and compliance with the Third Grade Reading Guarantee (ORC 3313.608(D)).
- Districts also must report the results of other diagnostic assessments given throughout the year (ORC 3301.0715(C)).

Guidance for Districts

- Districts should have procedures to track and report the following data to ODE on the implementation of the Third Grade Reading Guarantee during the EMIS year-end collection:
    - Whether an individual student is *on-track* or *not on-track*; and
    - What types of intervention services are given to each student.
- The ODE-developed diagnostics identify students as *on-track* and *not on-track*.
    - ***On-track*** means any student who is reading at grade level based on previous end-of-year standards' expectations by Sept. 30.
    - ***Not on-track*** means any student who is not reading at grade level based on previous end-of-year standards' expectations by Sept. 30.
- The results of vendor or district-developed assessments used by districts as a comparable tool should be translated to the *on-track* or not *on-track* designations, based on the vendor's results description and ODE's definitions of *on-track* and *not on-track*.
- ODE will provide guidance on translating the state-developed diagnostic assessment results into the *on-track* and *not on-track* categories based on score reporting, not a side-by-side comparison of existing diagnostics
    - It will be up to the districts to make the final determination if a student is *on-track* or *not on-track*.
- The first reading diagnostic assessment given to the student is the one used to determine if the student is *on-track* or *not on-track*. The results of this assessment are reported to ODE.
    - Subsequent reading assessments may inform the student's interventions and reading improvement and monitoring plan, but they will not be reported to ODE.
- If a school uses a vendor ELA diagnostic assessment for the Third Grade Reading Guarantee, only the results of the reading section of the diagnostic are used and reported for the purposes of the Third Grade Reading Guarantee.
- For the Third Grade Reading Guarantee, districts should keep the *on-track* or *not on-track* results so that they can report the results at the end of the school year.