



**THE HEART
OF IT ALL™**

Ohio.org

**THE WEBINAR WILL START
MOMENTARILY.**

PLEASE MUTE YOUR MICROPHONES.

THIRD GRADE READING GUARANTEE: 5 IMPORTANT UPDATES FOR 2024-2025



HOUSEKEEPING

- The webinar will be recorded
- The webinar and slides will be posted on the Third Grade Reading Guarantee webpage in a few days.
- Please put questions in the chat
- Questions we cannot answer:
 - EMIS Reporting Questions
 - Report Card Questions (Early Literacy Component)



MIKE DEWINE
GOVERNOR OF OHIO



WELCOME

READ TOGETHER, GROW TOGETHER

- Early Childhood
- Professional Development
- HQIM
- Higher Education Alignment
- Tutoring
- Coaching



UPDATED RESOURCES

- **TGRG Guidance Manual - UPDATED**
- **Reading Diagnostic Scoring Information (On-Track/Not On-Track)**
 - **Alternative Assessment Scores for 2024-2025**
 - **RIMP Template**



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1. PROMOTION SCORE & EXEMPTION GUIDANCE

PROMOTION SCORE (p. 11)

- Beginning in the 2024-2025 school year and each year thereafter, any student who scores proficient (**700** or higher) on the English language arts scaled score will be eligible for promotion to fourth grade at the end of the school year.
- The reading subscore alternative assessment score for Ohio's State Test for grade 3 English language arts is **50** for the 2024-2025 school year and beyond.



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GUIDANCE FOR EACH RETENTION EXEMPTION (p.16)

Detailed guidance is included in the guidance document on each retention exemption in law:

- English Learners Exemption
- IEP Exemption
- Alternative Reading Assessment Exemption
- Intensive Remediation Under an IEP and Previously Retained Exemption
- Intensive Remediation and Previously Retained Exemption
- Parent Request Exemption



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2. RIMPS

RIMPs IN GRADE 4 (p. 12)

Any student, including students with disabilities, promoted to grade 4 will require a RIMP if either of the following is true:

- The student had a RIMP in grade 3 and did not score proficient (700 or higher) on Ohio's State Test for grade 3 English language arts
- The student did not meet the promotion score on Ohio's State Test for grade 3 English language arts but the student's parent or guardian, in consultation with the student's reading teacher and principal, requested the student be promoted to grade 4.**These same students must receive 90 minutes of daily reading instruction that includes intensive intervention.*



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RIMPs IN GRADE 5 (p. 13)

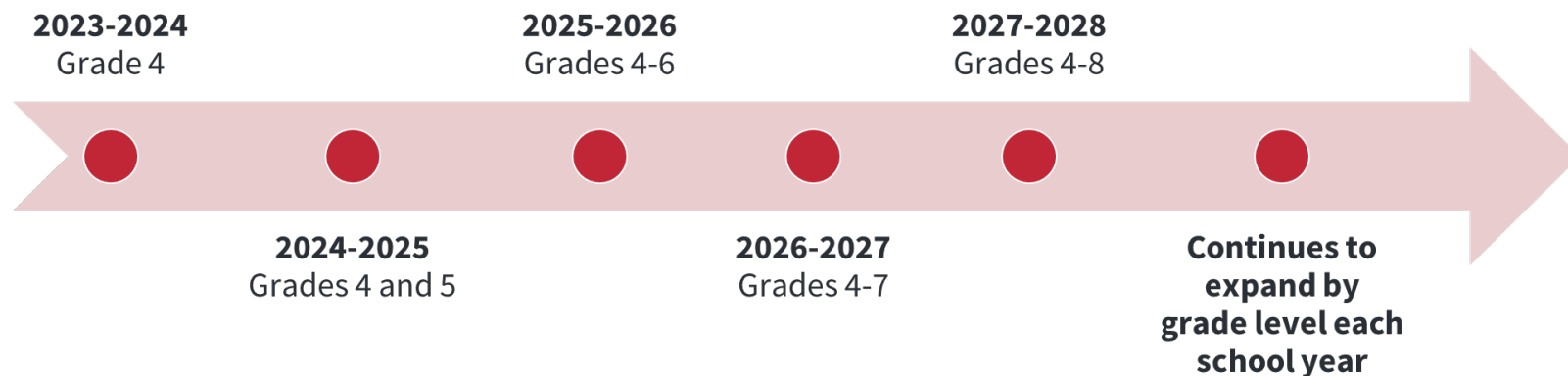
Any student, including students with disabilities, that had a RIMP in grade 4 and scored below 700 on Ohio's state test for grade 4 English language arts must continue to have a RIMP developed and implemented in grade 5.



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READING IMPROVEMENT AND MONITORING PLAN (p. 12)

Reading Improvement and Monitoring Plans (RIMP) must continue throughout the student's academic career until the student is reading proficiently for their current grade level (700 or higher on Ohio's State Test for English language arts).



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3. INTERVENTION PROGRAM REQUIREMENTS

INSTRUCTION AND INTERVENTION (p. 6)

Beginning not later than the 2024-2025 school year, districts and schools must use evidence-based reading intervention programs from the Department's approved list of high-quality instructional materials



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4. HIGH-DOSAGE TUTORING FOR STUDENTS WITH RIMPS

HIGH-DOSAGE TUTORING (p. 8)

High-dosage tutoring opportunities must:

- Align with high-dosage tutoring best practices
- Align with the student's classroom instruction
- Include additional instruction time at least 3 days per week or at least 50 hours over 36 weeks.
- Be implemented through a state-approved vendor from the High-Quality Tutoring Provider Vendor Directory or a locally approved opportunity that aligns with high-dosage tutoring best practices.



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HIGH-DOSAGE TUTORING (p. 8)

Ohio law requires high-dosage tutoring to be additional instructional time beyond core instruction. Additionally, high-dosage tutoring should supplement minimum intervention requirements and special education services required by federal and state laws (TGRG Guidance Manual, p. 8).



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5. OVERVIEW OF INSTRUCTIONAL SUPPORTS

OVERVIEW OF INSTRUCTIONAL SUPPORTS (p. 9)

Who?	What instructional supports are required under a RIMP?
All students, including students with disabilities, with a RIMP	Intervention under a functioning MTSS (Tier 1, Tier 2, Tier 3) AND high-dosage tutoring opportunities (3 days a week or 50 hours over 36 weeks)
Retained Grade 3 Students	90 minutes of daily reading instruction that includes intensive intervention. Under state law, the 90 minutes may encompass core instruction, intervention, and other supplemental instruction (including high-dosage tutoring). Option of services from an outside provider
Retention Exemption: Parent Request Exemption	90 minutes of daily reading instruction that includes intensive intervention. Under state law, the 90 minutes may encompass core instruction, intervention, and other supplemental instruction (including high-dosage tutoring).
Retention Exemption: Received intensive remediation in reading for two years and previously was retained in any of grades K-3	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.



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UPDATED RESOURCES

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- **Reading Diagnostic Scoring Information (On-Track/Not On-Track)**
 - **Alternative Assessment Scores for 2024-2025**
 - **RIMP Template and Appendix**

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QUESTIONS?

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