

Frequently Asked Questions about High-Dosage Tutoring under the Third Grade Reading Guarantee

Ohio Governor Mike DeWine’s ReadOhio initiative is an exciting statewide effort to encourage improved literacy skills for all ages that includes the implementation of high-dosage tutoring opportunities for students with Reading Improvement and Monitoring Plans (RIMPs) under the Third Grade Reading Guarantee. Responses to frequently asked questions about high-dosage tutoring under the Third Grade Reading Guarantee are provided below. Please direct additional questions to Tutoring@education.ohio.gov.

General

HOW ARE THE TERMS INTERVENTION, REMEDIATION, AND ACCELERATION DEFINED IN THE CONTEXT OF HIGH-DOSAGE TUTORING AND THE THIRD GRADE READING GUARANTEE?

Intervention. Intervention is a systematic approach to targeting specific skills identified as the potential cause of reading difficulty. Intervention consists of enhanced opportunities to learn, including but not limited to, additional time with the core curriculum in small groups, other supplementary instruction or individualized intensive instruction.

Remediation. Remediation is a type of intervention. Also called “re-teaching,” remediation is an instructional technique used when a student has not demonstrated mastery of certain skills and consists of intensive instruction to address errors in understanding and foundational knowledge.

Acceleration. Acceleration is a type of intervention. Also called “accelerating learning” and “learning acceleration,” acceleration is an instructional technique used to provide “just in time” supports based on evidence of what the learner needs in order to master the grade level content currently being taught in the core classroom.

Note: Acceleration in this context is distinct from grade acceleration, early entrance to kindergarten or first grade, subject acceleration, or early graduation from high school per district acceleration policy approved under [section 3324.10 of the Ohio Revised Code](#). Intervention and remediation as defined in this document are separate from special education services that a child may receive as part of an individualized education program (IEP).

HOW DOES HIGH-DOSAGE TUTORING FIT INTO THE MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) FRAMEWORK?

Schools can align MTSS and high-dosage tutoring by using high-dosage tutoring in Tier II and Tier III as follows:

- Tier II strategic support for identified students: using small-group tutoring grounded in the principles of high-dosage tutoring to support students failing to succeed in Tier I instruction.
- Tier III intensive support: using 1:1 tutoring grounded in the principles of high-dosage tutoring to support students not responding to Tier II support.

A significant benefit of integrating high-dosage tutoring into MTSS is that the time for MTSS is already built into the school day. When schools integrate high-dosage tutoring into existing MTSS structures, it allows those existing, scheduled times in a student’s schedule to be used for high-dosage tutoring.

It is important to note that not all tutoring approaches are equal. The evidence base shows that specific best practices of high-dosage tutoring, when implemented with fidelity, result in academic gains for a wide variety of students. Specific best practices are outlined in the [Third Grade Reading Guarantee Guidance](#) manual.

WHAT ARE THE ADMINISTRATIVE PROGRAM REQUIREMENTS FOR DISTRICTS AND SCHOOLS?

District and building administrators are responsible for ensuring that high-dosage tutoring is implemented according to state law, including (1) the requirements in [ORC 3313.608\(C\)\(7\)](#) and [ORC 3301.163\(D\)\(2\)](#) and (2) the best practices outlined on page 8 of the [Third Grade Reading Guarantee Guidance](#) manual.

In addition, districts and schools are required to report the high-dosage tutoring opportunities provided to students during the school year. Reporting instructions can be found in section 2.9 of the [EMIS manual](#).

Scheduling

CAN HIGH-DOSAGE TUTORING EXTEND INTO THE SUMMER?

According to the high-dosage tutoring best practices outlined on page 8 of the [Third Grade Reading Guarantee Guidance](#) manual, schools should aim to provide high-dosage tutoring during the school day to the extent possible. Extending high-dosage tutoring into the summer may be utilized in certain circumstances such as to meet the dosage requirements when a student with a RIMP enrolls later in the school year. Under Ohio law, dosage requirements include additional instruction time of (a) at least three days per week or (b) at least 50 hours over 36 weeks.

CAN A DISTRICT OR SCHOOL DISCONTINUE HIGH-DOSAGE TUTORING FOR STUDENTS ON RIMPS IF THEY ARE DESIGNATED AS “ON-TRACK” OR READING “ON GRADE LEVEL” BY MID-YEAR?

Districts and schools must continue to provide the RIMP until the student is reading proficiently at their current grade level. Benchmark data can be used to inform or modify the instructional supports required under a RIMP.

A RIMP, including intervention under a functioning MTSS and high-dosage tutoring, must continue until a student scores:

- On-track on the following school year's fall reading diagnostic (grades K-3), or
- Proficient (700) or higher on Ohio's State Test for English language arts (ELA).

Under [Ohio law](#), high-dosage tutoring is a requirement for all students on RIMPs and includes additional instruction time of (a) at least three days per week or (b) at least 50 hours over 36 weeks. As long as a student is on a RIMP, high-dosage tutoring should follow one of these options.

Under [Ohio law](#), these same requirements also apply to EdChoice and Cleveland Scholarship students receiving required reading intervention services who did not score proficient on Ohio's State Test for grade 3 ELA or an approved alternative assessment but promoted to the fourth grade through an exemption to retention.

CAN A PARENT “OPT OUT” OF OR REFUSE HIGH-DOSAGE TUTORING?

State law does not provide provisions regarding parental opt-out of the high-dosage tutoring requirements. It is recommended that districts and schools keep documentation of parent refusal of high-dosage tutoring.

High-dosage tutoring is an essential component of the RIMP. In developing a student's RIMP, districts and schools should involve the student's parents or guardians and classroom teacher. Districts are encouraged to communicate with parents and guardians the importance of high-dosage tutoring opportunities in helping students improve their reading skills and achieving grade-level proficiency in reading as part of the plan-development process.

Tutors

WHAT ARE THE LICENSURE REQUIREMENTS FOR HIGH-DOSAGE TUTORS?

State law does not mandate minimum qualifications for high-dosage tutors. Districts and schools should follow best practices outlined in the [Third Grade Reading Guarantee Guidance](#) manual, which states that high-dosage tutors should receive training on tutoring expectations, relationship-building, routines, content and instructional strategies, and progress monitoring. Documentation of this training is recommended, particularly when using federal funds to provide high-dosage tutoring. Schools should comply with any additional requirements when utilizing federal funds for tutoring.

Instructional Materials

DO TECHNOLOGY-BASED PROGRAMS LIKE SUCCESS MAKER, LEXIA CORE 5, IXL, AND I-READY CONSTITUTE HIGH-DOSAGE TUTORING?

These technology-based programs are examples of instructional materials. When selecting instructional materials for use during high-dosage tutoring in a locally approved opportunity, the following apply:

- Instructional materials should support a focus on acceleration, not remediation.
- Instructional materials should be aligned with current classroom instruction, grade-level state standards, and research on effective teaching and learning strategies aligned to the science of reading.
- Instruction should address missed concepts and skills that are most critical to accessing the upcoming content in the core classroom.

Additionally, high-dosage tutoring is provided by a person, either virtually or in-person, who uses high-quality instructional materials to accelerate student learning outcomes and is trained in how to use the high-quality instructional materials.

Students

IN WHAT GRADE LEVELS IS HIGH-DOSAGE TUTORING REQUIRED, AND FOR WHOM?

High-dosage tutoring is required for all students on RIMPs.

Districts and schools must develop a RIMP for any student in grades K-3 who is not on-track on the reading diagnostic. Under Ohio law, a RIMP must now continue throughout the student's K-12 academic career until the student is reading proficiently for their current grade level (a score of 700 or higher on Ohio's State Test for English language arts). See pages 11-13 of the [Third Grade Reading Guarantee Guidance](#) manual for information about which students are required to have a RIMP in grades 4 and 5.

Under Ohio law, these same requirements also apply to EdChoice and Cleveland Scholarship students receiving required intervention services who did not score proficient on Ohio's State Test for grade 3 ELA or an approved alternative assessment but promoted to the fourth grade through an exemption to retention.

Vendors

ARE DISTRICTS AND SCHOOLS OBLIGATED TO USE VENDORS FROM THE APPROVED VENDOR DIRECTORY FOR HIGH-DOSAGE TUTORING PROGRAMS?

No, districts and schools are not required to use a state-approved vendor from the [Approved Vendor Directory](#) if they provide the high-dosage tutoring through a locally approved

opportunity that aligns with high-dosage tutoring best practices. Ohio law outlines that high-dosage tutoring can be implemented in one of two ways:

1. Through a state-approved vendor from the [Approved Vendor Directory](#), or
2. Through a locally approved opportunity that aligns with high-dosage tutoring best practices.

WHAT IS A “LOCALLY APPROVED OPPORTUNITY?”

In addition to the requirements applicable to all high-dosage tutoring opportunities, Ohio law requires that locally approved high-dosage tutoring opportunities align with high-dosage tutoring best practices. Districts and schools developing a locally approved opportunity may opt to:

1. Build a local program that leverages existing systems and the talent pool in their community (including community partners such as universities or libraries), or
2. Work with a provider of choice. Locally approved opportunities must align with high-dosage tutoring best practices outlined on page 8 of the [Third Grade Reading Guarantee Guidance](#) manual.

Locally approved opportunities should be approved by the Superintendent. Additionally, districts and schools should follow local policies for implementing new programs which might include board approval if contracting with a vendor or hiring new staff.

Funding

WHAT FUNDING SOURCES ARE AVAILABLE FOR HIGH-DOSAGE TUTORING?

Districts and schools may leverage allowable federal, state and local dollars to procure services from providers on the Department’s [Approved Vendor Directory](#) or in establishing locally approved high-dosage tutoring programs that follow best practices for high-dosage tutoring. The [U.S. Department of Education webpage](#) lists grant funding sources for high-dosage tutoring.

In addition, districts and schools receiving Disadvantaged Pupil Impact Aid or Student Wellness and Success Funds from the Department may choose to use those funds in providing high-dosage tutoring that aligns with the science or reading before or after school. Districts and schools can view Disadvantaged Pupil Impact Aid and Student Wellness and Success Funds funding amounts on the [School Payment Reports](#) website.

Districts and schools are advised to contact their federal grants consultant for guidance.