



COLUMBUS
CITY SCHOOLS

SPIRIT OF SUCCESS

**THIRD GRADE
READING
GUARANTEE
TRAINING**



3GRG State Requirements



- In the Fall, all students in Kindergarten, 1st, 2nd and 3rd grade are required to take a reading diagnostic assessment to determine if they are on track or not on track to read on grade level by the end of 3rd grade.
- First-time Kindergarten students are given the KRA and use the Language and Literacy component to determine if they are on track. *This assessment should be completed and data entered into the KReady system by September 30th. The remaining components must be entered no later than November 1st.*
- Retained Kindergarten students and ALL 1st-3rd grade students are given the MAP to determine if they are on track. This assessment should be completed by September 30th.



3GRG State Requirements



- New K students received after Sept. 30th are required to have all components of the KRA completed, including Language and Literacy, by Nov. 1st.
- New K-2 students enrolled after Nov. 1st, will use the MAP (Growth: Reading K-2) as their ODE Reading Diagnostic Assessment. This must be administered within 30 days of their enrollment.
- New Grade 3 students enrolled after Nov. 1st, will use the MAP (2-5) as their ODE Reading Diagnostic Assessment. This must be administered within 30 days of their enrollment.



Reading Diagnostic* Assessments

Kindergarten (First-time, not previously retained) AND Start Date before – November 1	KRA – Language & Literacy* *Language & Literacy component must be completed by September 30. All other components must be completed by November 1.
Kindergarten (previously retained) OR Start Date after November 1	NWEA MAP for Primary Grades
Grade 1 Grade 2	
Grade 3	NWEA MAP 2 - 5

*Important note regarding terminology used in Ohio law: The term “reading diagnostic,” when expressed in Ohio law as a requirement for all students, describes the research-based practice of reading screening. The term “reading diagnostic,” is used since it is language used in Ohio Revised Code.



New Students

If a student enrolls in your building after Sept 30, he/she must be administered a reading diagnostic assessment within 30 days if one was not already administered at their previous school.

You should see if you can locate the diagnostic score from the previous school before testing the student.



[Click here the 3GRG Testing Dates](#)

If a student enrolls in your building and requires diagnostic testing outside of these testing windows, the MAP window will be opened on the first and third Thursdays of each month to accommodate these students. If you need an exception to this rule, please contact Rachel Hopewell @ x 7641 or rhopewell@columbus.k12.oh.us.



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**IDENTIFYING
STUDENTS WHO
ARE
NOT ON TRACK**



3GRG State Requirements

The goal of Ohio's Third Grade Reading Guarantee is to ensure that every struggling reader gets the support he or she needs to be able to learn, read, and achieve. Reading Improvement and Monitoring Plans allow teachers and parents to work together to understand the students reading deficiency and outline reading intervention and support.

Ohio Department of Education: Third Grade Reading Guarantee:

- <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee>



3GRG State Requirements

Schools must create a Reading Improvement and Monitoring Plans, also known as a RIMP, within 60 days of when a student is designated not on track for reading.

A plan must include:

- Opportunities for the student's parents or guardians to be involved in creating the plan and in the instructional supports provided.
- Identification of the student's specific reading deficiency.
- A description of proposed supplemental instruction services that will target the student's identified reading deficiencies.



3GRG State Requirements



- 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
- A statement that, ***Unless the student attains the appropriate level of reading competency by the end of grade 3, the student will be retained, unless otherwise exempt.***



3GRG State Requirements



3rd Grade Mid Year RIMP Creation

In addition to meeting the 3GRG on-track scores for the reading diagnostic assessment, **students in grade 3** must also score proficient or above on the fall AIR ELA test or be placed on a RIMP (Reading Improvement and Monitoring Plan).

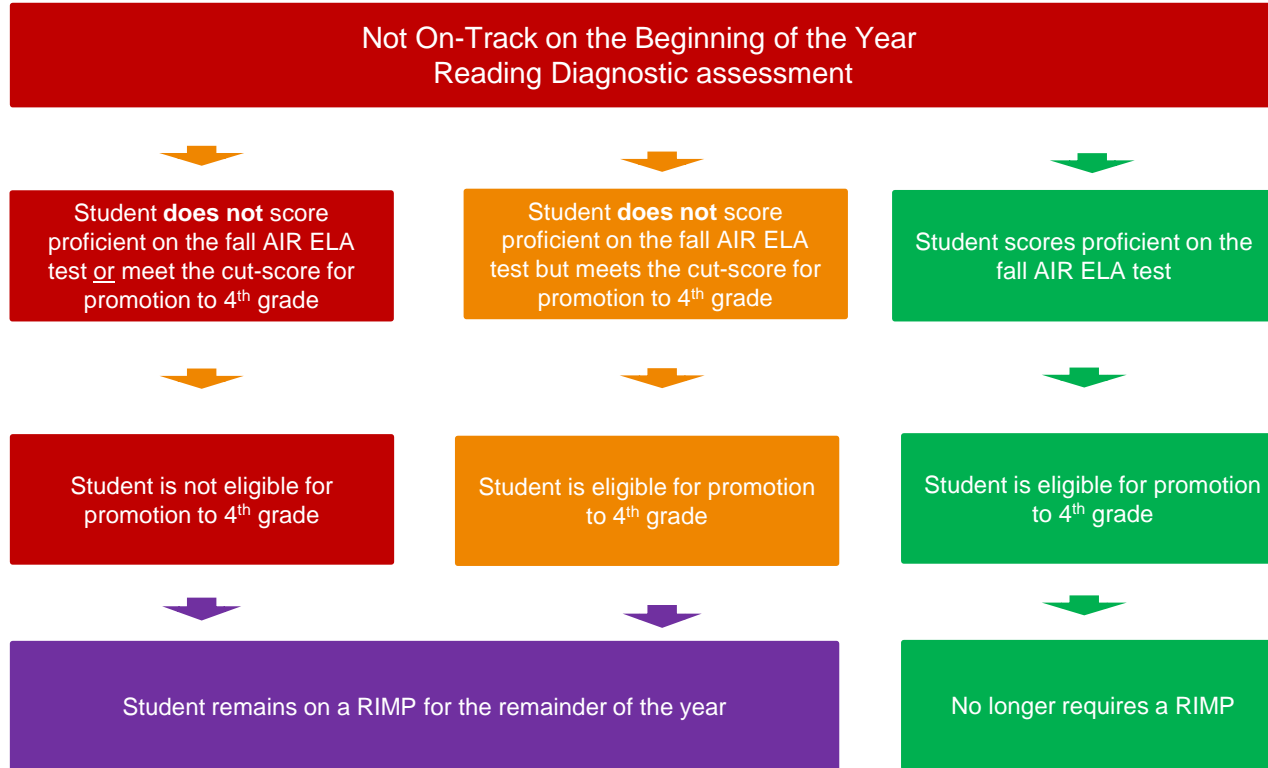
- Third grade students that did not meet the **scaled score of 700** on the ELA Ohio's State Test / AIR are also required to have a RIMP.
- For the 2018-2019 school year, students who do not meet AIR reading sub-score of 50 or better are also required to have a RIMP.



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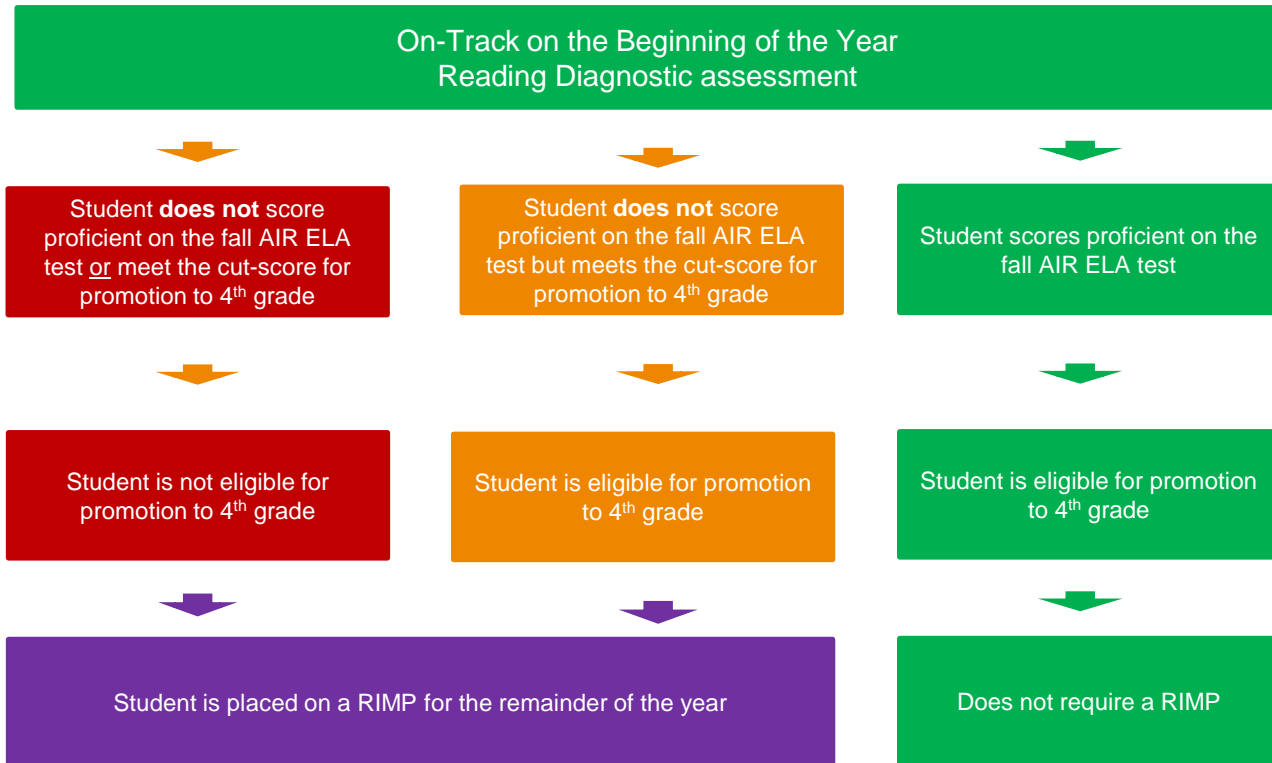
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Grade 3 - AIR ELA Score*



- Students who do not score proficient on the fall AIR ELA must be placed on a RIMP for the remainder of the school year.
- The provisions of 3GRG state that students may also achieve the cut-score on an Ohio Department of Education approved alternative reading assessment to be eligible for promotion to 4th grade. Columbus City Schools administers the NWEA/MAP (Measures of Academic Progress) as an alternative reading assessment three times per year.

Grade 3 - AIR ELA Score*



- Students who score “On-Track” on the Beginning of the Year Reading Diagnostic but **do not score proficient** on the fall AIR ELA must be placed on a RIMP for the remainder of the school year.
- The provisions of 3GRG state that students may also achieve the cut-score on an Ohio Department of Education approved alternative reading assessment to be eligible for promotion to 4th grade. Columbus City Schools administers the NWEA/MAP (Measures of Academic Progress) as an alternative reading assessment three times per year.



3GRG and Retention

All components of the Third Grade Reading Guarantee, including diagnostic testing, letters to parents, reading improvement and monitoring plans, and interventions **are required for any student in grades K-3** that is found to be not on-track after the reading diagnostic testing. However, only third grade students face retention based on Grade 3 ELA test scores.



[Click here the Grade 3 ELA Testing Dates](#)



3GRG and Retention

If a student is retained in the third grade, then there are two intervention requirements. Retained students must have at least 90 minutes of reading instruction a day. Retained students must also have the opportunity to receive intervention services from outside providers.



[Click here the Grade 3 ELA Testing Dates](#)



Not On-Track Status

When can a student be considered on-track during the year and can they be changed to not on-track during the year for any reason?

If a student is assessed to be not on-track at the beginning of the school year (by September 30th for students in grades one through three and November 1 for kindergarten students), 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 year's reading diagnostic assessment or scores proficient on the Grade 3 ELA test.



Not On-Track Status

When can a student be considered on-track during the year and can they be changed to not on-track during the year for any reason?

If the student scores on-track on another reading diagnostic during the same school year, it **does not terminate the reading improvement and monitoring plan**, and it does not change the student's reported *not on-track* status. Within the reading improvement and monitoring plan, parents and teachers should address what happens to a student if he or she can read at grade level during the year. The reading interventions may need to change at that point. The plan should always help a student improve their reading ability and ensure the student does not fall behind.



Not On-Track Status

When can a student be considered on-track during the year and can they be changed to not on-track during the year for any reason?

Schools may electively provide a student who is identified as *on-track* a reading improvement and monitoring plan if there is evidence that the student is reading below grade level and the decision is that the student needs help with reading. If a school electively places an *on-track* student on a reading improvement and monitoring plan, all the requirements of a reading improvement and monitoring plan must be adhered to, including reporting requirements.

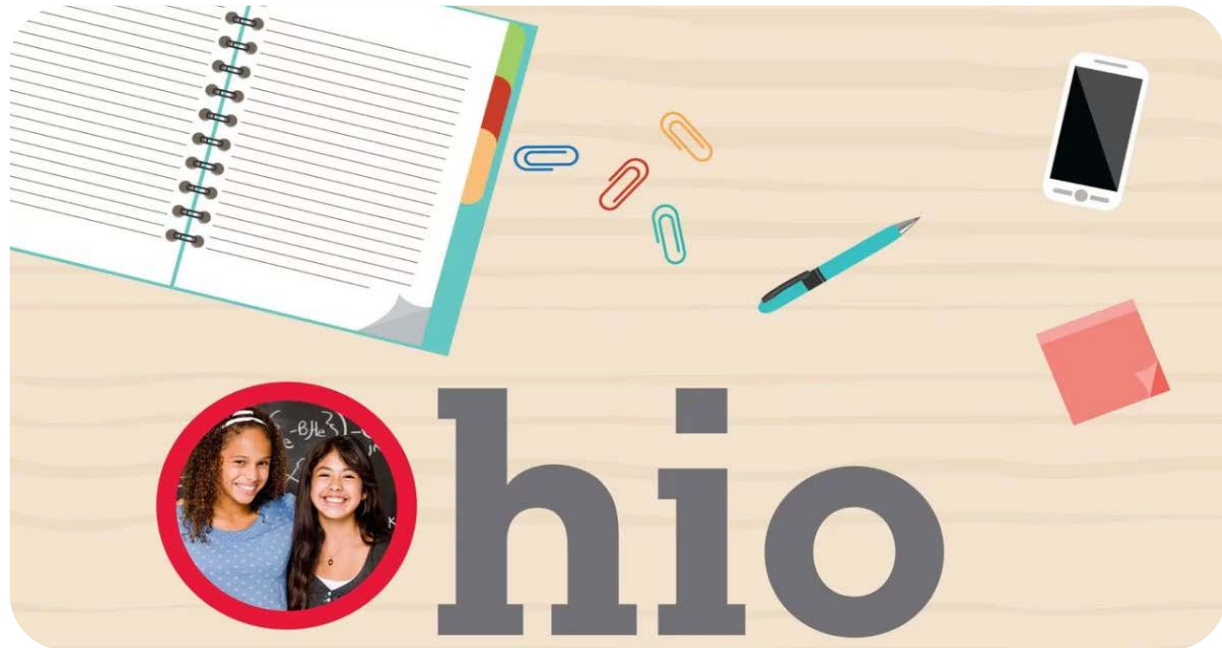
Ohio Department of Education:

[Third Grade Reading Guarantee FAQs](#)



Guidance for Creating a Reading Improvement and Monitoring Plan

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3GRG State Requirements



For each student who is ***not on track***, schools must:

- Administer any necessary informal or formal diagnostic assessment to determine the needs of the student.
- ***Immediately*** provide reading instruction and intervention using research based reading strategies that have been shown to be successful in improving reading among low-performing readers and are targeted at the student's identified reading deficiency.
- Create a Reading Improvement and Monitoring Plan (RIMP) within 60 days of when the student was designated *not on track*.





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Grade Level Expectation

- All students found to be off track for reading must be put on a Reading Improvement and Monitoring Plan (RIMP) within 60 days of being found to be off track.
- ODE determines Grade Level Expectation, often referred to as a **cut score**. These scores are pre-populated on the Infinite Campus digital RIMP.

ASSESSMENT INFORMATION (Results of Diagnostic Assessment administered by September 30)				
Assessment Date: 09/12/2018		Status: <input type="radio"/> On Track <input checked="" type="radio"/> Not On Track		
Grade	Assessment	Grade Level Expectation	Score	Comments
K	<input type="radio"/> KRA (L/L)	263	170	Jane Student is currently not on track for reading. The MAP diagnostic assessment has identified reading deficiencies in the areas of Informational and Literary Text.
	<input type="radio"/> MAP Primary (after 11/1 or repeating grade K)	132		
1	<input type="radio"/> MAP Primary	151		
2	<input type="radio"/> MAP Primary	170		
3	<input checked="" type="radio"/> MAP Grade 3	181		
	<input type="radio"/> Fall Air	700		



[Click here for current cut scores](#)



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Report of Students Not On Track

This Infinite Campus report displays a list of K-3 students who are Not on Track for the Third Grade Reading Guarantee (3GRG). The report will show students required to have a **Parent Notification Letter**, a **RIMP** (Reading Improvement or Monitoring Plan) and **Interventions**.



[Click here to learn how to create this report](#)

Stu Number	Student Name	Grd	Start Date	End Date	End Status	Teacher Name	TGRG Result	TGRG Interventions	RIMP Doc	Notification Letter	Fall AIR Level	Fall AIR Score	Fall AIR R Sub Score
							NO-Not on Track	Yes	Yes	Yes			



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3GRG Tasks for K-3 Teachers

For student's Not on Track -

- Create 3GRG Parent Notification Letter.
- Add a flag for the intervention being implemented.
- Create Reading and Improvement Monitoring Plan.
 - Record progress monitoring results and data.
 - Maintain Parent / Guardian Contact log.
 - File a copy of the RIMP signature page in the Compliance Notebook.

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3GRG Documentation

Some things to note about this process:

- The Infinite Campus digital form has been updated to more closely align with District assessment and instruction calendars.
- The forms are created using Infinite Campus, Personal Learning Plan (PLP) documents.
- Areas of information are pre-populated for ease of data entry.



Parent / Guardian Notification



[Click here for Step-By-Step Infinite Campus Instructions – Parent Notification Letter](#)

- 3GRG Parent Notification Letters are created using a Fillable Document Form (FDF) that is embedded directly into Infinite Campus. There are three types of letters available: AIR, MAP, and KRA. Be sure to choose the appropriate letter for your student.
- The form is already connected to the individual student you select, so some fields will be automatically populated. These fields include: School Name, Address, Phone Number, and Student Name.

Add Intervention Flag



[Click here for Step-By-Step Infinite Campus Instructions – Adding a Flag](#)

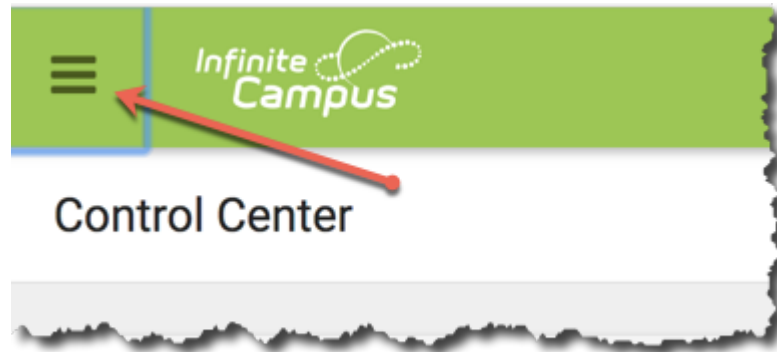
- The Intervention Flag is used for State reporting and at least one 3GRG flag is required for each student on a RIMP.
- The flag will appear next to the student's name on Infinite Campus.
- Flag end dates can be modified as the student progresses.

Infinite Campus Tools



[Click here for Step-By-Step Infinite Campus Instructions – Switch to Campus Tools](#)

- In order to add a RIMP to a student, you must be in the **Campus Tools** module.
- From Campus Instruction select the icon above the Control Center to select Campus Tools



Creating a New RIMP



[Click here for Step-By-Step Infinite Campus Instructions – Create a RIMP](#)

- Complete the form by typing in the blue boxes.
- Warning - If any pre-populated information is incorrect, you can overwrite by deleting the data and adding a new value.
- Required fields are noted in red. The form will not save unless these fields are filled out.



Student Information

The form is already connected to individual students, so some fields will be automatically populated.

These fields include: *School Name, Current Date, Student ID, Student Name, Date of Birth, Student Grade Level, & Teacher.*

Example:

2018-2019 READING IMPROVEMENT AND MONITORING PLAN

School: Columbus City Schools	Date: 10/25/2018	Student ID: 1234567
Student: Jane Doe Student	Date of Birth: 07/24/2009	Grade: 03
Teacher: Mrs. Merry Teacher		



Student Information

The following fields will not pre-populate and will need to be completed by the teacher before the document can be saved:

Previously Retained: Yes No

Referred for MTSS/IAT: Yes No

Previously on a RIMP: Yes No

Exempt from retention: Yes No



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Student Information

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ASSESSMENT INFORMATION (Results of Diagnostic Assessment administered by September 30)				
Assessment Date: 09/12/2018		Status: On Track <input type="radio"/> Not On Track <input checked="" type="radio"/>		
Grade	Assessment	Grade Level Expectation	Score	Comments
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3	<input checked="" type="radio"/> MAP Grade 3	181		
	<input type="radio"/> Fall Air	700		

- **Kindergarten** - KRA Language and Literacy (until Nov. 1st)
 - NWEA MAP for Primary Grades after Nov. 1st.
- **Grades 1 and 2** – NWEA/ MAP for Primary Grades (reading)
Cut score placed in Grade Expectation
- **Grade 3** – NWEA / MAP (Cut score placed in Grade Expectation) and Ohio’s State Reading Test (AIR))



[Click here for current cut scores](#)



Student Information

ASSESSMENT INFORMATION (Results of Diagnostic Assessment administered by September 30)				
Assessment Date: 09/12/2018		Status: On Track <input type="radio"/> Not On Track <input checked="" type="radio"/>		
Grade	Assessment	Grade Level Expectation	Score	Comments
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	<input type="radio"/> MAP Primary (after 11/1 or repeating grade K)	132		
1	<input type="radio"/> MAP Primary	151		
2	<input type="radio"/> MAP Primary	170		
3	<input checked="" type="radio"/> MAP Grade 3	181		
	<input type="radio"/> Fall Air	700		

- *MAP scores will prepopulate if the RIMP is created after scores have been uploaded to Infinite Campus!*



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Information for Families

INFORMATION FOR FAMILIES

- The Reading Improvement and Monitoring Plan (RIMP) will be created by teachers and families for all students that need extra help with reading.
- Families will know what extra help their child is getting at school and what progress they are making.
- Teachers and families will monitor the student's progress and will meet to make changes when needed.
- **Please note: Unless the student reaches the appropriate level of reading competency by the end of grade 3, the student will be retained, unless otherwise exempt.**

Reading Improvement and Monitoring Plan

Students have 90 minutes of reading instruction every day with their classroom teacher. Extra help is given in addition to daily classroom instruction. The focus of the extra help is based on how the student does in class and on tests. Teachers monitor the progress made by the student and change instruction when needed.

Additional Supplemental Intervention

Extra help may also be given in addition to the intervention given by the classroom reading teacher. This extra help is based on research and on how the student does in class and on tests. The student's progress will be monitored, and changes will be made to instruction as needed.

- The descriptions on the RIMP are provided to inform parents about this document and important details about 3GRG.
- *Information for families has been updated to Parent-Friendly language.*



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Intervention and Progress Monitoring

Interventions and Progress Monitoring - December - February	
Areas of identified need: <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Vocabulary <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Comprehension <input type="checkbox"/> Literature <input checked="" type="checkbox"/> Informational Text <input type="checkbox"/> Other:	Describe intervention strategy targeting the identified area(s) of need: Instructional Strategy: Model using different definitions of a word in context. Discuss which definition makes the most sense in the passage. Help student use context clues to determine the correct meanings of words with multiple definitions. Context: <input checked="" type="checkbox"/> Small group <input type="checkbox"/> Individual
Progress Monitoring Tool: Running Records i-Ready Frequency of progress monitoring: <input type="radio"/> 2 weeks <input checked="" type="radio"/> 4 weeks <input type="radio"/> 6 weeks <input type="radio"/> Other:	
Progress Monitoring Data and Results Record progress monitoring results and data. Indicate any changes in the intervention, or changes in the progress monitoring tools/ strategies or the frequency of data collection. If insufficient progress is observed, consider adjustments to the intervention.	
Review Date 02/05/2019	Describe impact of intervention and indicate any changes needed to the intervention: Jane demonstrates basic understanding of the key words in a text. During small group, we will continue to focus on using context clues to understand words that have multiple meanings. Now that Jane's reading is beginning to improve, she needs to slow down the speed at which she reads so that she can think about and better understand the text. She is now working at an instructional level 30. Jane's i-Ready growth monitoring scores have been inconsistent due to her many absences from school. Her scores for this period were 471 (12/3/18), 455 (1/7/18), 477 (2/12/19)
Outcome: <input type="radio"/> Satisfactory <input type="radio"/> Progressing <input checked="" type="radio"/> Unsatisfactory	

Progress will be documented according to the following schedule:

September - November, December - February, March - May.

Teachers should review the RIMP by making note of the outcome of the progress monitoring and describe the impact of the intervention.



Additional Supplemental Interventions

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Additional Supplemental Intervention		
<p>Extra help may also be given in addition to the intervention given by the classroom reading teacher. This extra help is based on research and on how the student does in class and on tests. The student's progress will be monitored, and changes will be made to instruction as needed.</p> <p>Research-based supplemental intervention:</p>		
Start Date: 10/08/2018	Leveled Literacy Intervention (LLI)	End Date: Provider Name: Mrs. Joy Tutor Frequency: daily
Start Date: 01/14/2019	ELO tutoring	End Date: 03/22/2019 Provider Name: Mr. Schoolcraft Frequency: 2 days/week after school
Start Date: 03/02/2019	Saturday Super Reader Academy	End Date: 03/23/2019 Provider Name: district program Frequency: 1 day/week
Start Date:	End Date:	Provider Name: Frequency:



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Teacher Qualifications

Teacher Qualifications for Third Grade Teachers

The information below pertains to the teacher providing reading guarantee services. Please check all that apply.

A) Are you the Teacher of Record? Yes No

- If no, list the Teacher of Record here:

- By checking this box, I confirm that I am providing reading guarantee services as approved by the Principal and Teacher of Record.

B) I meet at least one of the following criteria to provide reading services:

a. I hold a reading endorsement that appears on the license as #059902

b. I have a master's degree with a major in reading or literacy

c. I have passed the Praxis 5203 exam

d. I have been rated "most effective" for reading instruction consecutively for the most recent two years based on assessment of student growth measures

e. I am rated "above expected value-added" in reading instruction as determined by criteria established by the Department for the most recent consecutive two years

f. I hold an educator license for teaching grades Pre-K - 3 or grades 4-9 issued on or after July 1, 2017.

C) I have less than one year of teaching experience and am mentored by a teacher with at least one year of experience who meets the qualifications to provide reading guarantee services listed above. Indicate the qualification the mentor teacher meets from the above list: a. b. c. d. e. f.

D) I hold a TESOL Endorsement* (for providing instruction to English Language Learners only)

E) I am a speech-language pathologist who holds a license issued by the Board of Speech-Language Pathology & Audiology

- Only third grade teachers are required to complete this section.
- Check all that apply

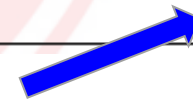


Parental Involvement

Parental opportunities may include but are not limited to:

OPPORTUNITIES FOR PARENT INVOLVEMENT*	
<input type="checkbox"/> Reading at home nightly for 20 minutes (at child's independent reading level)	<input type="checkbox"/> Attend Parent-Teacher Conferences to discuss student progress
<input type="checkbox"/> Practice Repeated Readings for Fluency Literacy	<input checked="" type="checkbox"/> Attend Parent Literacy Events (i.e., Family Academies, Parent Resource Fairs, Third Grade Reading Guarantee Parent Meetings)
<input type="checkbox"/> Attend mutually agreed upon meetings	
<input checked="" type="checkbox"/> Other Attend after-school homework help at the library and at the neighborhood church.	

*Parent selected





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Parental Involvement

- Teachers should write any comments or concerns from the parent or guardians regarding the plan that has been created.

PARENT/GUARDIAN COMMENTS/CONCERNS

Mom and Dad are concerned that Jane will be retained. They are willing to take her to after-school homework programs available in the neighborhood. The also agree to attend district family engagement events for additional information and resources to use at home. Jane has a library card and they will encourage her to choose books each week to read at home.

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Parent Contact Log

- It is important to note the Parent Contacts and results of those contacts.

Parent / Guardian Contact Log				
Parent/Guardian	Contact Method	Date	Time	Outcome (spoke with parent, left voicemail, etc.)
Mrs. Student	face to face	10/03/2018	3:30	Spoke with Mom to let her know not on track status and invite to RIMP conference, Jane starting LLI next week
Mr. Student	phone call	10/10/2018	8:30	Conference held to review diagnostic results and to collaboratively develop RIMP
Mr. & Mrs. Student	face to face	11/07/2018	5:15	P/T conferences: reviewed completed RIMP, parent signature; shared activities and strategies to use at home
Mrs. Student	phone call	01/07/2019	10:45	Spoke with Mom to update on progress and discuss prep for OST - ELO and Saturday Academy opportunities
Mr. & Mrs. Student	face to face	02/12/2019	5:45	P/T conferences: reviewed progress, testing dates, registration for Saturday Academy
Mrs. Student	phone call	03/21/2019	12:45	Thanked Mom for their support, reminder of testing schedule
Mr. Student	face to face	05/23/2019	3:30	Discussed Summer opportunities to maintain progress made - district Summer school, neighborhood and library programs

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Parental Involvement

- Teachers will need to print this last page to get parent's signature. This page will be filed in the Compliance notebook within the office.

SIGNATURES		
<p>We, the undersigned, have been involved in the development of this Reading Improvement and Monitoring Plan. We understand that academic support in the area of reading will be provided during regular school hours to assist with reading at grade level. Ongoing analysis of this intervention and progress of this support will be documented and shared throughout the year. We also understand that if the designated promotion score on the grade 3 Ohio State Test in English Language Arts is not attained, and the child does not qualify for an exemption to retention, then the child will be retained in third grade and provided intensive intervention in reading.</p>		
Mr. and Mrs. Student		11/07/2018
_____	_____	_____
Parent/Guardian	Signature	Date
Mrs. Merry Teacher		11/07/2018
_____	_____	_____
Teacher of Record	Signature	Date
_____	_____	_____
Teacher providing services (if not Teacher of Record)	Signature	Date
Mrs. Principal		11/09/2018
_____	_____	_____
Principal or Designee	Signature	Date



RIMPs on Infinite Campus

Additional things to note about this process:

- The form can be edited throughout the course of the plan, so the information is always up to date without the need to create a new form.
- Intervention Flags must have an end date. The end date can be modified as the student progresses.



State Requirements



Additional Resources:

Ohio Department of Education: Third Grade Reading Guarantee:

- <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee>

CCS Elementary Digital Resource Binder:

- <https://sites.google.com/columbus.k12.oh.us/elementaryteacherresources/reading>

CCS Infinite Campus Dashboard:

- <https://columbus.atlassian.net/wiki/x/HYKxC>



Questions

[Click here to Contact the District Level Support Team](#)



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STUDENTS WITH DISABILITIES

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Special Education Students and the 3rd Grade Reading Guarantee

3GRG Exemption from ALL Provisions

Alternate Assessment students are exempt from **ALL** provisions of 3GRG including the reading diagnostic test, Reading Improvement and Monitoring Plan, and participation in the Ohio Grade 3 ELA test.

- Students with disabilities in grades K-2 cannot be considered for Alternate Assessment until grade 3. K-2 students will now need to take KRA/MAP and have RIMPS if not on track.

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Special Education Students and the 3rd Grade Reading Guarantee

Students Exempt Only From 3rd Grade Retention

When determining if a student with a disability should be exempt from the retention provision the following criteria should be used:

1. The student is completing a curriculum that is significantly different from the curriculum completed by other students required to take the Grade 3 ELA test.

or

2. The student requires accommodations that are beyond the allowable accommodations as outlined by law.

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Special Education Students and the 3rd Grade Reading Guarantee

When a student is exempt from retention only, all other provisions of the 3GRG are required:

- Reading diagnostic test, reading improvement and monitoring plan, and Ohio Grade 3 ELA test
- RIMP plan should align with the IEP
- Retentions and promotions should be discussed each year at the RIMP and IEP meetings

Ohio Department of Education: Third Grade Reading Guarantee:

- <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Third-Grade-Reading-Guarantee>

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Special Education Students and the 3rd Grade Reading Guarantee

Considerations for Exemption from Retention

- The IEP team should document supporting rationale within the PLOP (present level of performance) of the IEP that clearly describes the data, discussion and progress monitoring through the RIMP and include rationale and decisions around consideration of exemption from retention.
- The IEP team should have adequate progress monitoring and reading achievement data before considering exemption from retention by the end of the 3rd quarter of Grade 3.
- If the IEP team decides to exempt the child from retention in Grade 3, the IEP should include clear, targeted reading interventions and progress markers that will take place in Grade 4.

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Special Education Students and the 3rd Grade Reading Guarantee

Implementation Timeline

Principal and Teacher Responsibility - Please review all 3rd grade students with disabilities' IEPs to ensure coding matches each student's IEP

- Continue to monitor each month that coding matches each student after the annual IEP meeting
- If at any time the coding does not match the IEP, please scan and email the entire signed IEP to Jill Lausch at ext. 6718
- All special education teachers should also follow the teacher responsibilities each month.
- Reminder: Students exempt from retention will take the Grade 3 ELA each time it is administered during the school year. Summer administration is an optional testing session for appropriate students.

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3RD GRADE REMEDIATION SERVICES



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Instructional Supports

- The **Third Grade Reading Guarantee (3GRG)** requires that students who are identified as *not-on-track* receive 90 minutes of reading instruction per day.
- Our elementary schedule affords all students the opportunity of having up to 120 minutes of literacy instruction per day and a minimum of 30 minutes of intervention.

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Instructional Supports

Literacy Block

- A balanced literacy framework consists of three blocks: Language and Word Study, Reading Workshop, and Writing Workshop. The balanced literacy framework utilizes best practices for reading and writing instruction and is seen across all CCS elementary schools with a variety of research-based resources.



- [Columbus City Schools Balanced Literacy Framework](#) document provides an explanation of each block and supporting resources. The balanced literacy framework utilizes best practices for reading and writing instruction and is seen across all CCS elementary schools with a variety of research-based resources.

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Instructional Supports

Intervention Strategies

The Five Essential Components of Reading are:

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension



[The Five Essential Components of Reading: Instruction and Intervention Strategies](#)

document provides a sample of intervention and instruction strategies to support each of these components.

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TEACHER QUALIFICATIONS



Teacher Qualifications and the 3rd Grade Reading Guarantee



A teacher of third grade student who has been retained or is on a Reading Improvement and Monitoring Plan must have at least one year of teaching experience and must meet **one** of the following qualifications required in law:

- The teacher must have a K-12 Reading endorsement on the teacher's license. A reading endorsement is for K-12 and would appear on a teacher's license as number 059902 – no other endorsements will fulfill this requirement.
- Completed a Masters Degree with a major in Reading or Literacy – A Masters 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.
- Rated “Most Effective” for reading instruction consecutively for the most recent two school years based on state approved tests of student growth.
- Rated “Above Expected Value Added” in reading instruction consecutively for the most recent two school years.
- Earned a passing score on a rigorous test of principles of scientifically research based reading instruction. The only test that satisfies this qualification is the Praxis 5203.
- Holds a License issued by Board of Speech-Language Pathology and Audiology under Chapter 4753 of the Ohio Revised Code and a Professional Pupil Services license as a School Speech Pathologist issued by the State Board of Education.
- First Year teachers – 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 is assigned a mentor who meets the qualifications.



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FEDERAL FUNDING



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Federal Funding and the 3rd Grade Reading Guarantee

Districts and Schools may use Title 1 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 1 if the student meets the criteria for students regularly served by the program.

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Federal Funding and the 3rd Grade Reading Guarantee

Impermissible Use of Federal funding

Title 1 funding may not be used for specific state mandates.

Within the Third Grade Reading Guarantee districts may not use Title 1 funding for the following:

- Vendor Reading Diagnostics used for the Third Grade Reading Guarantee instead of the 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 Plan.
- Outside providers for reading instruction which parents may request if the child is retained by the Third Grade Reading Guarantee

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