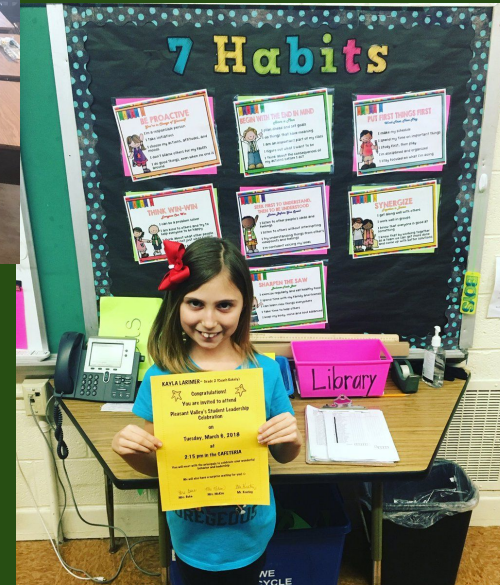
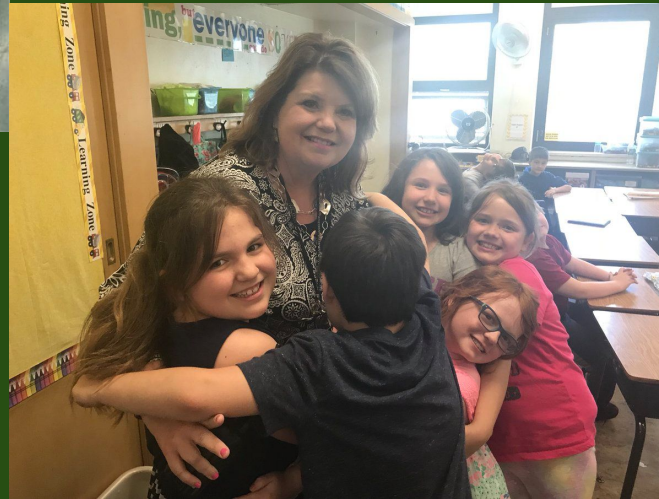


Third Grade Reading Guarantee (TGRG)

2019-2020

Family Night Resources and Guide

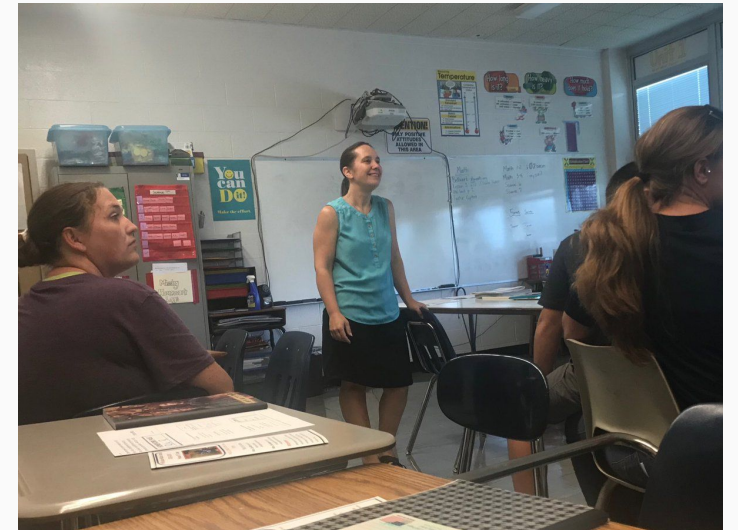


Presented by: Tiffany Stropko
Assistant Superintendent
Department of Curriculum and Instruction

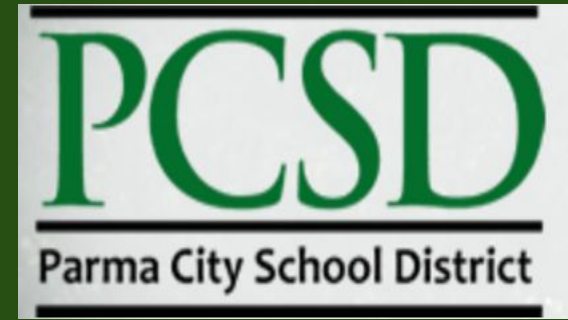
District Goals



- Practice fiscal responsibility.
- Increase student achievement.
- Improve transparency throughout our communities.



Overarching Understandings



- ❖ Requirements of state law known as *Third Grade Reading Guarantee (TGRG)*
- ❖ Assessments and scores used to determine “on track” reading skills and “at risk” status for passing Grade 3 ELA state assessment
- ❖ Supports available to students during school hours
- ❖ Supports available to parents/guardians for use at home

Why Third Grade?



A 2011 study released by American Educational Research Association (AERA) concluded that

“A student who can't read on grade level by 3rd grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time. Add poverty to the mix, and a student is 13 times less likely to graduate on time than his or her proficient, wealthier peer.”

- ▶ students who struggled with reading in early elementary school grew up to comprise 88% of those who did not receive a diploma.
- ▶ low reading skills stronger predictor than spending at least a year in poverty
- ▶ **89% of students in poverty** who did read on level by 3rd grade **graduated on time**, statistically *no different* from the students who never experienced poverty but did struggle with reading early on.



Requirements of TGRG Law (ORC 3313.608)



- Identify K-3 students who are “not on track” with reading skill development
- Begin reading intervention immediately using research-based reading strategies targeted at the student’s identified reading deficiencies
- Develop a Reading Improvement and Monitoring Plan (RIMP) within 60 days of receiving the student’s diagnostic result
- Retain students who:
 - 1) Do not pass the Grade 3 English Language Arts state assessment **OR**
 - 2) obtain the required reading subtest score **OR**
 - 3) obtain the state required alternate reading assessment score

Exceptions to TGRG Law:



- An English learner enrolled in U.S. schools for less than three full school years and with less than three years of instruction in an English as a second language program;
- A Learner with IEP specifically exempts the student from retention under the Third Grade Reading Guarantee - “all provisions” vs. “retention provision, RIMP required”
- A Learner demonstrated reading competency on an alternative assessment for reading approved by the Ohio Department of Education
- A Learner with IEP shows that the student has received intensive remediation in reading for two years, and the student was previously retained in any of grades kindergarten through grade 3; and
- A Learner who has received intensive remediation in reading for two years and was previously retained in any of grades kindergarten through grade 3.**

**A student that is promoted under this exemption must continue to receive intensive reading instruction in grade four. This instruction shall include an altered instructional day that includes specialized, diagnostic information and specific, research-based reading strategies for the students that have been successful in improving reading among low-performing readers.

What assessments determine TGRG status?

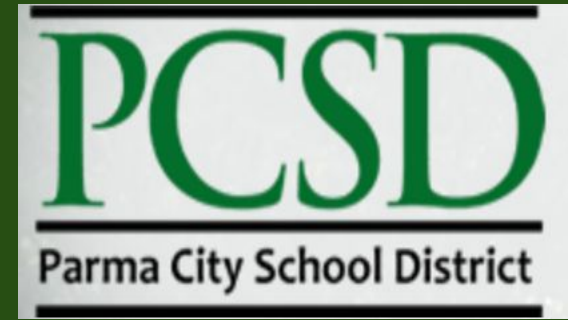


PCSD 3rd grade students are provided multiple opportunities to meet the promotion scores needed to pass TGRG requirements.

These include:

1. Grade 3 English Language Arts state assessment (Fall, Spring)
2. NWEA MAP benchmark assessment (Fall, Winter, Spring)

Grade 3 Passing and Promotion Scores 2019-2020



A

ASSESSMENT	CURRENT GR. 3 STUDENT SCORE NEEDED TO PASS TGRG	RETAINED GR. 3 READING (Current 4th Grade student) * EXIT CRITERIA SCORE NEEDED
Ohio State Test AIR-ELA	Overall: 683 Reading Subscore: 46	Fall AIR Overall: 672 Fall AIR Reading Subscore: 44
NWEA MAP -ELA (District chosen benchmark test)	194	193

Additional exit criteria can determine a retained student's mid-year promotion.

How do we ensure our students are “on track” in their reading skills?



As a district we monitor K-3 students' ongoing reading skills utilizing certain district-adopted, state-approved assessments. Scores are used to determine “on track” reading skills and “at risk” status for passing Grade 3 ELA state assessment.

1. AIMSweb (K-1)
2. NWEA MAP (2-3)

Assessments for Grades K-1



FILTER:
Reporting Method: AIMSweb Defaults 2009-2010 - Norm Referenced
 R-CBM - 10,25,75,90 percentile calculated at the school level
State Test At-Risk Screener (Texas): : 80% of the students in the 50th Statesample who were at risk of not passing the 3rd grade state assessment scored below the dashed black line. 50% of the students in the Texas sample who were at risk of not passing the 3rd grade state assessment scored below the dashed red line.

Class Distribution by Scores and Percentile
 Washington School District (SAMPLE DATA) - Jefferson Elementary School
 Grade 3 - (Mr. Buchanan - Homeroom) Spring 2010-2011
 Reading - Curriculum Based Measurement

Name	Corrects	Errors	Accuracy	Performance Summary	Potential Instructional Action
Maxwell, Alesha	152.0			Well Above Average	Reading: Consider Need for Individualized Instruction
Well Above Average >= 150.0 (90th %ile)					
Murray, Jessica	146.0			Above Average	Reading: Consider Need for Individualized Instruction
Jonston, Johannah	129.0			Above Average	Reading: Consider Need for Individualized Instruction
Johnson, Jacky	126.0			Above Average	Reading: Consider Need for Individualized Instruction
Target = 120.0					
Above Average >= 126.0 (75th %ile)					
Hughes, Katelyn	113.0			Average	Reading: Continue Current Program
Harvey, Spenser	105.0			Average	Reading: Continue Current Program
Lundeen, Joseph	86.0			Average	Reading: Continue Current Program
Average >= 88.0 (25th %ile)					
Frieler, Kaylee	86.0			Below Average	Reading: Further Assess and Consider Individualizing Program
Below Average >= 69.0 (10th %ile)					
Gralish, Tabitha	48.0			Well Below Average	Reading: Begin Immediate Problem Solving
Oison, Jenna	39.0			Well Below Average	Reading: Begin Immediate Problem Solving

80% At Risk: 106
Screens 80% of students at risk of not passing.

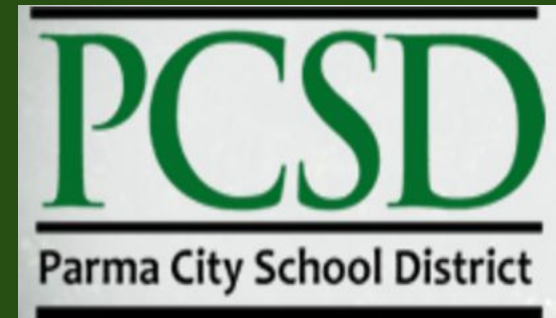
50% At Risk: 83
Screens 50% of students at risk of not passing.




80% of all of your students who are at risk of not passing the 3rd grade assessment fall in this group.

50% of all of your students who are at risk of not passing the 3rd grade assessment fall in this group.

Assessments for Grades 2-4



Class



NWEA
Northwest Evaluation Association
Partnering to help all kids learn

Class Report

Kotifani, Jenisha
5th Grade Homeroom

Term Rostered: Fall 2015-2016
Term Tested: Fall 2015-2016
District: NWEA Sample District 3
School: Three Sisters Elementary

Norms Reference Data: 2015
Weeks of Instruction: 4 (Fall 2015)
Small Group Display: No

Reading

MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010

Summary	
Total Students with Valid Growth Test Scores	11
Mean RIT	201.4
Median RIT	201
Standard Deviation	11.2
District Grade Level Mean RIT	201
Students At or Above District Grade Level Mean RIT	6
Norm Grade Level Mean RIT	205.7
Students At or Above Norm Grade Level Mean RIT	4

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Median RIT	Std Dev
	count	%	count	%	count	%	count	%	count	%			
MAP: Reading 2-5 Common Core 2010 V2/Common Core English Language Arts K-12: 2010	2	18%	4	36%	2	18%	2	18%	1	9%	198-201-204	201	11.2
Goal Area													
Literature	3	27%	2	18%	3	27%	2	18%	1	9%	196-201-206	204	18.1
Informational Text	3	27%	3	27%	1	9%	3	27%	1	9%	196-204-212	202	12.5
Vocabulary Acquisition and Use	4	36%	2	18%	3	27%	1	9%	1	9%	194-198-202	198	10.0



No

Your child is not on track in reading.

**It's the Start of the School Year:
IS YOUR CHILD ON TRACK?**

By Nov. 1, the teacher will assess your child to find out his or her reading level.

Yes

Your child is reading at the expected grade level.

READ THE INFORMATION THAT YOUR CHILD'S SCHOOL SENDS YOU

If your child is not on track, the information you receive will explain the areas that your child needs to improve. It will also tell you the services the school is providing and the additional supports available to your family. The goal is that your child is on track in reading by the end of third grade.

YOUR CHILD'S SCHOOL WILL GIVE YOUR CHILD A READING PLAN IN 60 DAYS OR LESS

It will contain the ways teachers and others will help your child improve and how you can help at home. It also will tell how the school will track your child's progress.

Questions you should ask:

- How exactly will you help my child improve?
- Who is giving my child extra reading help during the school day?
- What help is available outside of school to improve my child's reading?
- What can I do at home to help my child improve in reading?

YOUR CHILD'S TEACHERS AND OTHERS WILL DO WHATEVER IT TAKES TO HELP YOUR CHILD IMPROVE

Sometimes a child may continue to have trouble reading even with Third Grade Reading Guarantee interventions. If this is true of your child, your school district can help you find out if he or she has a disability. Your child may qualify for special education. To read more, visit education.ohio.gov and type *Whose IDEA is This* in the search box, or ask your child's teacher for a copy of this publication.

**It's the Start of the School Year:
IS YOUR CHILD ON TRACK?**
By Sept. 30, the teacher will assess your child to find out his or her reading level.

No
If your child is not on track, read the information that your child's school sends you. It will explain the areas that your child needs to improve.

Yes
If your child is on track, encourage your child to continue reading. If your child was on a reading plan in kindergarten, you and your child's teacher may decide to discontinue it.

WAS YOUR CHILD ON A PLAN TO IMPROVE HIS OR HER READING IN KINDERGARTEN?

No
The information you receive from your child's school will tell you the services the school is providing and the additional supports available to your family. The goal is that your child is on track in reading by the end of third grade.

Yes
Talk to your child's teacher about how the plan will change in first grade. What areas are better? What areas still need work to improve? How will help be increased? What should I be doing at home to help?

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IS YOUR CHILD ON TRACK?**
By Sept. 30, the teacher will assess your child to find out his or her reading level.

No
If your child is not on track, read the information that your child's school sends you. It will explain the areas that your child needs to improve.

Yes
If your child is on track, encourage your child to continue reading. If your child was on a reading plan in first grade, you and your child's teacher may decide to discontinue it.

WAS YOUR CHILD ON A PLAN TO IMPROVE HIS OR HER READING IN FIRST GRADE?

No
The information you receive from your child's school will tell you the services the school is providing and the additional supports available to your family. The goal is that your child is on track in reading by the end of third grade.

Yes
Talk to your child's teacher about how the plan will change in second grade. What areas are better? What areas still need work to improve? How will help be increased? What should I be doing at home to help?

YOUR CHILD'S SCHOOL WILL GIVE YOUR CHILD A READING PLAN IN 60 DAYS OR LESS
It will contain the ways teachers and others will help your child improve and how you can help at home. It also will tell how the school will track your child's progress.

Questions you should ask:

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- What help is available outside of school to improve my child's reading?
- What can I do at home to help my child improve in reading?

YOUR CHILD'S TEACHERS AND OTHERS WILL DO WHAT IT TAKES TO HELP YOUR CHILD IMPROVE

Sometimes a child may continue to have trouble reading even with Third Grade Reading Guarantee interventions. If this is true of your child, your school district can help you find out if he or she has a disability. Your child may qualify for special education. To read more, visit education.ohio.gov and type *Whose IDEA is This* in the search box, or ask your child's teacher for a copy of this publication.



If No

The school will make a plan to improve your child's reading and show you that plan. The plan will include extra reading time and help from a reading teacher. Ask your child's school what you can do to help.

**It's the Start of the School Year:
IS YOUR CHILD ON TRACK?**

By Sept. 30, the teacher will assess your child to find out his or her reading level.

All students in the class will take a fall and spring reading achievement tests. Your child may move to the fourth grade if she gets a high enough score, called a "promotion score," on any one of the tests given throughout the school year and summer.

If Yes

Your child should continue reading throughout the school year.

Students take the Fall State Reading Achievement Test:
DID YOUR CHILD REACH THE PROMOTION SCORE?

Overall score = 700 OR
46 on Reading Subtest

ALTERNATIVE TESTS?

Your child may be able to take up to two "alternative" reading achievement tests during the school year and one in the summer. One of these should be in the spring. These are in addition to the fall and spring state reading achievement tests. If a child gets a high enough score on one of these tests, she may be ready to go to fourth grade.

Please note: your child's school district has to pay for these tests, so ask the teacher if they are offered and if your child is prepared to take them.

MAP Reading Assessment = 194

No

Your child will not go to fourth grade next fall unless his reading improves. Contact your child's teacher to find out if you can get even more help for him. Also ask the teacher what you can do to help.

Yes

Your child may go to fourth grade next fall. If your child did not score "Proficient" or higher, she may continue to receive reading help once she is there. Ask what you can do once she enters fourth grade to keep her on track.

Students Take a Spring Reading Achievement Test:
DID YOUR CHILD REACH THE PROMOTION SCORE?

Overall score = 700 OR
46 on Reading Subtest

No

Your child has not earned the reading score needed to go to fourth grade in the fall. There may be chances during the summer or next school year for him to move up to fourth grade. Keep talking to your child's school so you know what the plan is to get him reading on grade level.

Yes

Your child may go to fourth grade next fall if your child's school agrees. But she will continue to receive reading help once she is there, so she doesn't fall any further behind. Ask what you can do once she enters fourth grade to keep her on track.

It's fall and my child is repeating third grade.

WHAT SHOULD I EXPECT?

Your child may be able to do fourth-grade work in some subjects other than reading, if he is ready. But even then, he will stay in the third-grade class until he can read on grade level. You can request additional reading tutoring for your child. Your district will select and provide the outside school services your child needs at no cost to your family.

If your child shows part way into the repeated third-grade year that she can read on grade level, she may be able to move to fourth grade before the year ends. But this can happen only if your school district agrees to it.

How do we notify you of your student's "on track" status for Reading?



All Parents and guardians will be notified in writing of their student's reading skills "on track" status and RIMP (Reading Intervention Monitoring Plan) if applicable.

On Track/Not On Track Parent Letter Grid - Grade K



Your Child's Level	Grade K AIMSweb Fall Reading Score On-Track Targets	State Designation for Reading Skills	Level of Risk for Passing Grade 3 ELA State Test	Notification and ELA Intervention Requirements
<i>This will show the student's level as "Core"</i>	Core	On Track	Low risk of not passing*	No RIMP or mandated interventions required
<i>This will show the student's level as "Strategic"/ "Intensive"</i>	Strategic or Intensive	Not on Track	High risk for NOT passing	RIMP required by state; mandated interventions required

**This designation is not a guarantee your child will pass. If you are concerned your child needs reading and writing support, please talk with your child's reading teacher and/or principal.*

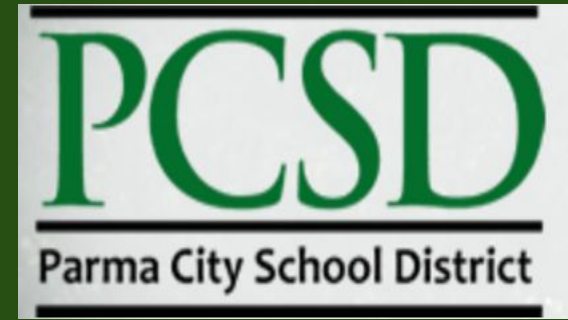
On Track/Not On Track Parent Letter Grid - Grade 1



Your Child's Level	Grade 1 AIMSweb Fall Reading Score On-Track Targets	State Designation for Reading Skills	Level of Risk for Passing Grade 3 ELA State Test	Notification and ELA Intervention Requirements
<i>This will show the student's level as "Core"</i>	Core	On Track	Low risk of not passing*	No RIMP or mandated interventions required
<i>This will show the student's level as "Strategic"/ "Intensive"</i>	Strategic or Intensive	Not on Track	High risk for NOT passing	RIMP required by state; mandated interventions required

**This designation is not a guarantee your child will pass. If you are concerned your child needs reading and writing support, please talk with your child's reading teacher and/or principal.*

On Track/Not On Track Parent Letter Grid - Grade 2



Your Child's Score	Grade 2 MAP Fall Reading Score On-Track Targets	State Designation for Reading Skills	Level of Risk for Passing Grade 3 ELA State Test	Notification and ELA Intervention Requirements
<i>This will show the student's ACTUAL score if 192+</i>	192 and above	On Track	Low risk of not passing*	No RIMP or mandated interventions required
<i>This will show the student's ACTUAL score if 167-191</i>	167-191	On Track	Moderate risk for NOT passing	RIMP initiated by district; mandated interventions required
<i>This will show the student's ACTUAL score if 166/below</i>	166 and below	Not on Track	High risk for NOT passing	RIMP required by state; mandated interventions required

**This designation is not a guarantee your child will pass. If you are concerned your child needs reading and writing support, please talk with your child's reading teacher and/or principal.*

On Track/Not On Track Parent Letter Grid - Grade 3



Your Child's Score	Grade 3 MAP Fall Reading Score On-Track Targets	State Designation for Reading Skills	Level of Risk for Passing Grade 3 ELA State Test	Notification and ELA Intervention Requirements
<i>This will show the student's ACTUAL score if 202+</i>	202 and above	On Track	Low risk of not passing*	No RIMP or mandated interventions required
<i>This will show the student's ACTUAL score if 179-201</i>	179-201	On Track	Moderate risk for NOT passing	RIMP initiated by district; mandated interventions required
<i>This will show the student's ACTUAL score if 178/below</i>	178 and below	Not on Track	High risk for NOT passing	RIMP required by state; mandated interventions required

**This designation is not a guarantee your child will pass. If you are concerned your child needs reading and writing support, please talk with your child's reading teacher and/or principal.*

How do we support TGRG students?

Building Literacy Specialists (BLS)



All PCSD students who have not met the TGRG requirements in their 3rd grade year receive at least 90 minutes daily of 3rd grade specialized reading instruction provided by our Building Literacy Specialists while completing their 4th grade school year.

- ▶ 4 BLS serve 8 elementary buildings
- ▶ Specialized training in Multisensory Teaching Approach (MTA) for reading
- ▶ Serve as teacher of record for English Language Arts instruction for retained third graders under TGRG until student is promoted to grade 4 with peers

▶ Assignments:

Erin Bruening- Green Valley & Pleasant Valley

Maria Haoui- Ridge Brook & Thoreau Park

Rebecca Loyd- Parma Park & Renwood

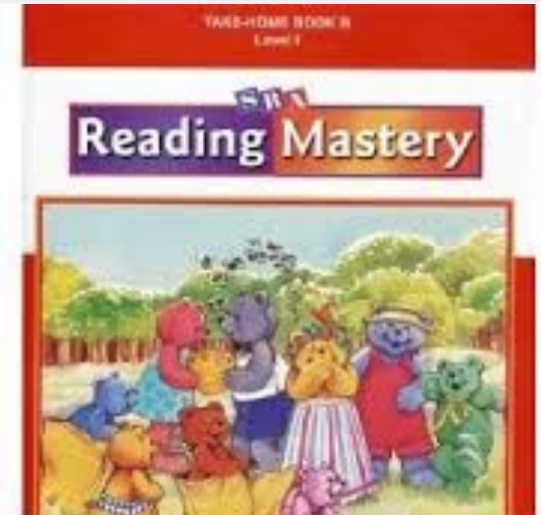
Laura Stover- Dentzler & John Muir

How do we support ALL students to pass TGRG succeed in reading?



Title I

- Title I is a federally-funded, general education support program.
- The goal of Title I reading is to provide extra reading help and instruction for all struggling readers.
- Title I reading staff provide small group systematic reading instruction using the program Reading Mastery.
- Instruction occurs for at least 30 minutes/day/group.
- Some students may receive other extra instruction as needed.



How do we support ALL students to pass TGRG and succeed in reading?

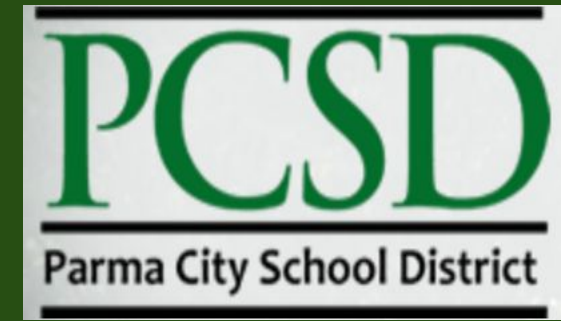


P.I.E.

- PIE is daily targeted instructional time for ALL students for approximately 30 minutes/day/group.
- Students are grouped with similar instructional needs for Prevention(P), Intervention(I), or Enrichment(E).
- Teachers provide targeted instruction and monitor student progress bi-weekly, weekly or monthly for students on RIMPs.
- Groups are flexible and adjusted based on student progress.



What supports are available to parents or guardians outside of the school setting?



Did you know your local library has an amazing variety of free resources to help you and your student? Check it out here!



INFOhio transforms student learning by providing instructional content that is easily accessible to all Ohio PreK-12 students, their parents, and teachers from any Internet-connected device—at no cost.



Check out National PTA's **The Parents' Guides to Student Success** it was developed by teachers, parents and education experts in response to the [Common Core State Standards](#)

