

Reading Skills Assessment and Intervention (Third Grade Reading Guarantee)

The District is required annually to assess the reading skills of each K-3 student in accordance with all statutory timelines, except students otherwise exempt under State and Federal law. The District uses the diagnostic assessment to measure reading ability either approved or adopted under State law.

If the diagnostic assessment shows that a student is not reading at grade level, the District provides written notification to the parents or guardian that includes:

1. notice that the school has identified a substantial reading deficiency in their child;
2. a description of current services provided to the student;
3. a description of proposed supplemental instruction services and supports that will be provided to the student that are designed to remediate the identified areas of reading deficiency;
4. notice that the diagnostic assessment for third grade reading is not the sole determinant of promotion and that additional evaluations and assessments are available;
5. notice that the student will be retained unless the student falls under an exemption or attains the appropriate level of reading competency by the end of third grade and
6. a statement connecting the child's proficiency level in reading to long-term outcomes of success related to proficiency in reading.

For a student not reading at grade level, the District provides intensive reading instruction services and regular diagnostic assessments immediately following the identification of a reading deficiency until the development of the reading improvement and monitoring plan referenced below. These intervention services must:

1. include research-based reading strategies that have been shown to be successful in improving the reading skills of low-performing readers and
2. be targeted at the student's identified reading deficiencies.

For each student receiving required reading intervention, the District develops a reading improvement and monitoring plan. This plan is developed within 60 days of receiving the student's results on the diagnostic assessment. The plan includes all of the following:

1. identification of the student's specific reading deficiencies;
2. a description of additional instructional services that 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 scientifically based and reliable assessments, and provides ongoing analysis of each student's reading progress;
6. a statement that if the student does not attain at least the equivalent level of achievement under Ohio Revised Code Section 3301.0710 by the end of third grade, the student may be retained and
7. high-dosage tutoring aligned with the student's classroom instruction through a state-approved vendor on the list of high-quality tutoring vendors or a locally approved program that aligns with high-dosage tutoring best practices identified by the Ohio Department of Education and Workforce (ODEW). High-dosage tutoring must include instruction time of at least three days per week, or at least 50 hours over 36 weeks. High-dosage tutoring may be incorporated into a student's regular classroom instruction.

For a student with a reading improvement and monitoring plan entering the third grade, the District provides a teacher who has at least one year of teaching experience and who satisfies one or more of the following criteria:

1. holds a reading endorsement on the teacher's license and has attained a passing score on the corresponding assessment for that endorsement, as applicable;
2. has completed a master's degree program with a major in reading;
3. was rated "most effective" for reading instruction consecutively for the most recent two years based on assessments of student growth measures developed by a vendor and that is on the list of student assessments approved by ODEW;

4. was rated "above expected value-added," in reading instruction, as determined by ODEW for the most recent consecutive two years;
5. has earned a passing score on a rigorous test of principles of scientifically research-based reading instruction as approved by ODEW or
6. holds an educator license for teaching grades pre-kindergarten through third or grades four through nine issued on or after July 1, 2017.

For a student with a reading improvement and monitoring plan entering the third grade, the District may provide:

1. a teacher who has less than one year of teaching experience provided that the teacher meets one or more of the criteria listed above and is assigned to a mentor teacher who has at least one year of teaching experience and meets one or more of the criteria above or
2. reading intervention or remediation services under this section from an individual employed as a speech-language pathologist who holds a license issued by the board of speech-language pathology and audiology and a professional pupil services license as a school speech-language pathologist issued by the State Board of Education and/or
3. a teacher, other than the student's teacher of record, to provide any services required under this section, so long as that other teacher meets the assigned teacher criteria above and the teacher of record and the school principal agree to the assignment. This assignment is documented in the student's reading improvement and monitoring plan.

For any student who is an English language learner and who has been in the U.S. for three years or less or for a student who has an individualized educational plan, a teacher may teach reading if the teacher holds an alternative credential approved by ODEW or who has successfully completed training that is based on principles of scientifically research-based reading instruction that has been approved by ODEW. The alternate credentials shall be aligned with the reading competencies adopted by ODEW.

The District has specific responsibilities for a student who has been retained at the end of third grade. The District must:

1. Establish a District policy for the midyear promotion of a student who is reading at or above grade level that provides that a student who participates in remediation services and who demonstrates the required reading proficiency prior to the start of fourth grade will be promoted to that grade.

2. Provide intensive remediation that addresses the student’s areas of deficiencies. This must include, but not be limited to, not less than 90 minutes of daily reading. In addition, the remediation may include any of the following:
 - A. small group instruction
 - B. reduced teacher-student ratios
 - C. more frequent progress monitoring
 - D. tutoring or mentoring
 - E. transition classes containing third and fourth grade students
 - F. extended school day, week or year
 - G. summer reading camps
3. Provide a teacher who satisfies one or more of the criteria set forth above.
4. Offer the student the option to receive applicable services from one or more providers other than the District. These providers will be screened and approved by the District or by ODEW.
5. Provide instruction that is commensurate to the achievement level for a retained student who has a demonstrated proficiency in a specific academic field as defined by State law.

Any instruction or intervention provided pursuant to this policy will be aligned with the principles of the “science of reading” as required by State law.

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