

## ***Third Grade Reading Guarantee (TGRG): ODE Updates for Students with Disabilities***

September 24, 2012

### **General Updates**

*ODE is developing an informational webinar to explain the provisions of TGRG and it will be available on the website soon, along with a FAQ document. Below are questions that have been asked by district and/or SST representatives, and answers from Molly Fender, ODE Educational Consultant and primary contact for questions regarding TGRG for students with disabilities (SWD). Her contact information and links to the ODE pages on TGRG can be found at the bottom of this document.*

**Q: What criteria will be used to determine whether a student on an IEP may be exempted from the retention clause? Some have heard only students with significant cognitive disabilities may be exempted; others have heard that if a student has reading needs identified on their IEP they may be exempted.**

TGRG legislative requirements do not speak to "criteria" for determining exemption from retention other than as follows:

Beginning with the 2013-2014 school year, students scoring below the designated level on the third grade reading Ohio Achievement Assessment must be retained, except for the following students (ORC 3313.608(A)(2)):

- *Limited English proficient students* who have been enrolled in U.S. schools for less than two full school years and have had less than two years of instruction in an English as a second language program;
- *Special education students whose IEPs* exempt them from retention under the third grade guarantee;
- Students who *demonstrate reading competency* on an alternative reading assessment approved by the Ohio Department of Education; and
- Any student who has *received intensive remediation for two years* and was previously retained in kindergarten through grade three.

**Q: Where on the IEP should “exempt from retention” under the TGRG be documented?**

Within Section 12 (Statewide and District wide testing) of the student’s IEP, write in whether the child is “exempt from retention” **or** is “not exempt from retention” as follows:

### **IEP Section 12 - Statewide and District wide testing**

- Specific language should be:
  - “Yes, the child is exempt from retention in the third grade according to the Third Grade Reading Guarantee.” **or**
  - “No, the child is not exempt from retention in the third grade according to the Third Grade Reading Guarantee.”
- There are no plans to modify the OH IEP form to address TGRG at this time. A statement justifying the decision to exempt a child from retention is not needed.

**Q: In addition to the exemption from retention in 3<sup>rd</sup> grade, must students with disabilities who have IEPs receive the other Third Grade Reading Guarantee requirements?**

Yes, for students with disabilities whose IEPs specify that they are exempt from retention, and who are found “*not on-track*,” schools must still provide the student the remaining Third Grade Reading Guarantee Requirements including:

- Parent notification of student’s diagnostic testing results indicating “not on track”
- immediate intervention;
- an effective reading curriculum during regular school hours;
- Reading Improvement and Monitoring Plan (RIMP);
- teacher with a Reading endorsement or who has passed a reading instruction test (beginning 2013-14); and
- high performing teacher (beginning 2013-14).

**Q: How does the diagnostic assessment requirement of TGRG apply to special ed students? Can a child on an IEP child use their IEP accommodations to take the diagnostic assessment?**

To ensure the integrity of the Third Grade Reading Guarantee diagnostic reading assessment, all students, including students with IEPs, must be administered their current grade level diagnostic assessment by September 30th of each year in kindergarten, grade 1, grade 2, and grade 3. It is best practice that the diagnostic be administered without accommodations since the purpose is to obtain an objective measure of the child’s reading level. The diagnostic’s administration manual may be consulted determine allowable accommodations, if any, for administering accommodations to students with disabilities.

**Q: What about children with Multiple Disabilities who are on a modified curriculum and would be on alternative assessment - do they take the diagnostic assessments, and do we have to report them on track/not on track?**

The TGRG as it is written in law requires that ALL students fall under the TGRG provisions. All students (k,1,2,3) are required to meet the diagnostic requirement according to the Third Grade Reading Guarantee. Based on the Third Grade Reading Guarantee (ORC 3313.608), all students entering the third grade must demonstrate a certain level of competency in reading before advancing to the fourth grade. All students, including students with IEPs, must be administered a diagnostic reading assessment by September 30th of each year in kindergarten, grade 1, grade 2, and grade 3.

- Yes, the TGRG legislative requirements specify that they will need to be reported as *on-track* or *not on-track*.
- Currently, OEC is in conversations in hopes of developing specific guidance around the TGRG (diagnostics requirement) and students whose IEPs specify alternate assessment, but at this point – this group of students is part of “ALL” students as stated in the TGRG requirements. Of course this is complicated (and will take time) as the TGRG is framed around the legislative requirements found in ORC 3313.608.
- Parents of all students found to be “not on track” must be notified in writing. The notification letter needs to have required elements (refer to Pg 1 of TGRG Guidance Document), but additional information can be added address the needs of children with significant disabilities. It would be appropriate to use this data to lead IEP team conversations about development of language skills, use of assistive technology, connect to extended standards, etc.

**Q: Are children already on an IEP for reading exempt from the Monitoring Plan, since they already have an IEP?**

No, even though SWD on an IEP might be exempt from retention if so specified by the IEP, that is the ONLY provision from which s/he may be exempted according to the legislative requirements of the TGRG. ALL children found *not on-track* – including SWD who have an IEP – must have a Reading Improvement and Monitoring Plan (RIMP) under the TGRG in place within 60 days of being found *not on-track*.

Additionally, schools must provide the student who is exempt from retention the remaining Third Grade Reading Guarantee Requirements (beginning in 2012-2013) including: immediate intervention, 90 minutes of reading daily, an effective reading curriculum during regular school hours, a Reading Improvement and Monitoring Plan (RIMP), a teacher with a Reading endorsement or who has passed a reading instruction test (beginning 2013-14), and a high performing teacher (beginning 2013-14).

Specifically, schools must create Reading Improvement and Monitoring Plans (RIMPs) for all students “*not on-track*,” including students with disabilities, as required in the Third Grade Reading Guarantee (ORC 3313.608(C)) within 60 days of when a student is designated “*not on-track*” and must address the following required components:

1. Identification of the student’s specific reading deficiency;
2. A description of proposed supplemental instruction services that will 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; and
5. A reading curriculum during regular school hours that assists students to read at grade level, provides for reliable assessments, and provides ongoing analysis of each student’s reading progress.

When a student with an IEP is determined to be “*not on-track*” based on the diagnostic assessment, the IEP team should meet to review the student’s IEP and document RIMP components.

ODE is finalizing guidance for districts about how to address the required components above into both an IEP and separate RIMP, including a table which “crosswalks” the requirements of both plans to illustrate how they overlap. We hope to share that guidance with districts soon.

**For More Information:**

Please check ODE's website periodically for TGRG updates (go to Learning Supports, select Third Grade Reading Guarantee), as new information is being added often. Here is the direct TGRG link: <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=5&ContentID=129423&Content=132972>.

If you have follow-up questions, you are encouraged to send them to [thirdgradeguarantee@education.ohio.gov](mailto:thirdgradeguarantee@education.ohio.gov). If you have questions about students with disabilities and the Third Grade Reading Guarantee, please feel free to contact Molly Fender, ODE Educational Consultant, at [molly.fender@education.ohio.gov](mailto:molly.fender@education.ohio.gov).