



#EachChildOurFuture

Third Grade Reading Guarantee



Melissa Hennon & LM Clinton – April 29, 2022





Purpose of TGRG and Review of Requirements in Law

EMIS Reporting, TGRG Program Guidance

Report Card Measures

New SDC Reports Portal

Resources



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Purpose of the Third Grade Reading Guarantee

Early Identification

Prevention

Intervention

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Third Grade Reading Guarantee

Reading Diagnostic

Reading Improvement and Monitoring Plans

Retention

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Third Grade Reading Guarantee

- Reading Diagnostic**
 - See TGRG Guidance on ODE's website for diagnostic assessment list
 - Required for all K-3 students enrolled 30 or more days
 - September 30 for students in grades 1 - 3
 - November 1 for KG students **
 - Within 30 days for transfer students
- Reading Improvement and Monitoring Plans**
- Retention**

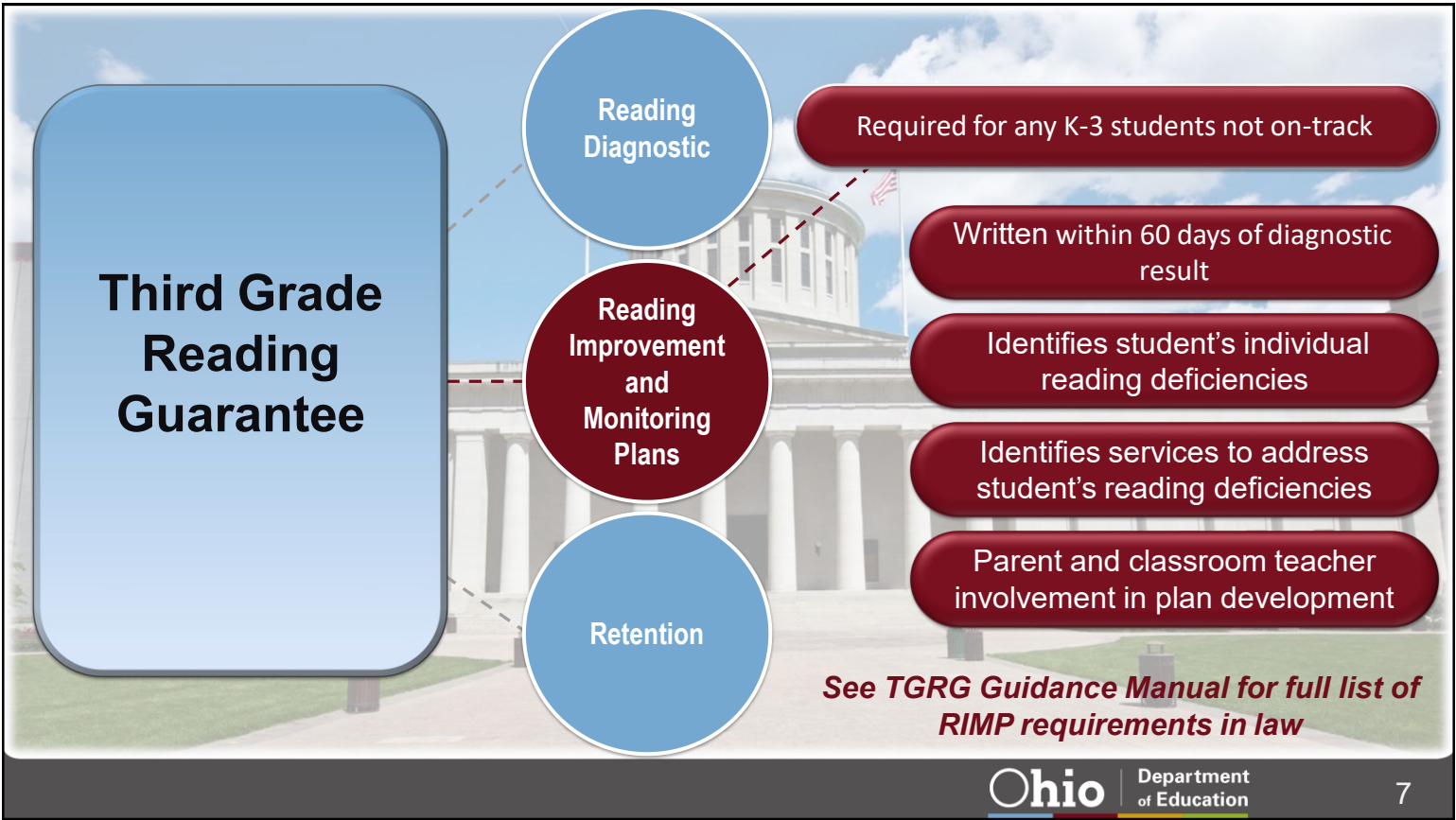
**** State Budget Bill (HB 110) changed deadline for KG starting with 2022-2023 school year**

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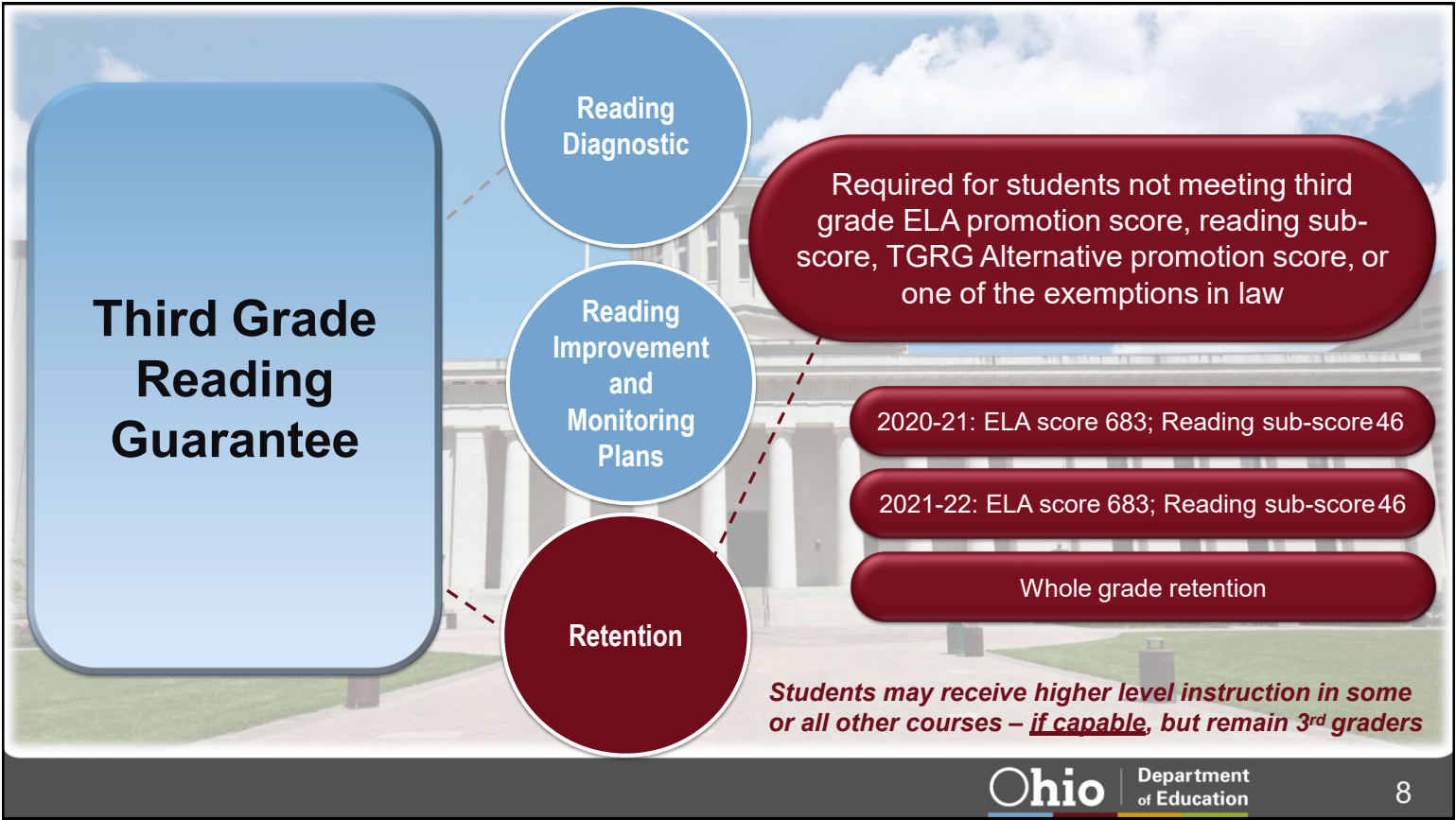
Parent Notification

- Notice in writing that their child is not reading on grade level;
- A description of current services the student is receiving;
- A description of proposed supplemental instructional services;

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TGRG Exemptions

Students with the most significant cognitive disabilities are **exempt from all TGRG** requirements

Students meeting one of the **retention only exemptions** in TGRG law

English Language Learner (ELL) in U.S. schools less than three years with less than three years instruction in English

Individualized Education Program (IEP) specifically exempts student from retention

Previous retention in any K-3 grade and two years intensive reading remediation

Emergency Legislation – Senate Bill 229

Changes promotion criteria in 2021-2022 to advance to fourth grade for the 2022-2023 school year

No retention based solely on a student's academic performance in reading

Unless principal and reading teacher, in consultation with parent or guardian, agree that student is reading below grade level and not prepared for promotion to fourth grade

Parental consultation in promotion decisions

Parental notification of remediation plan


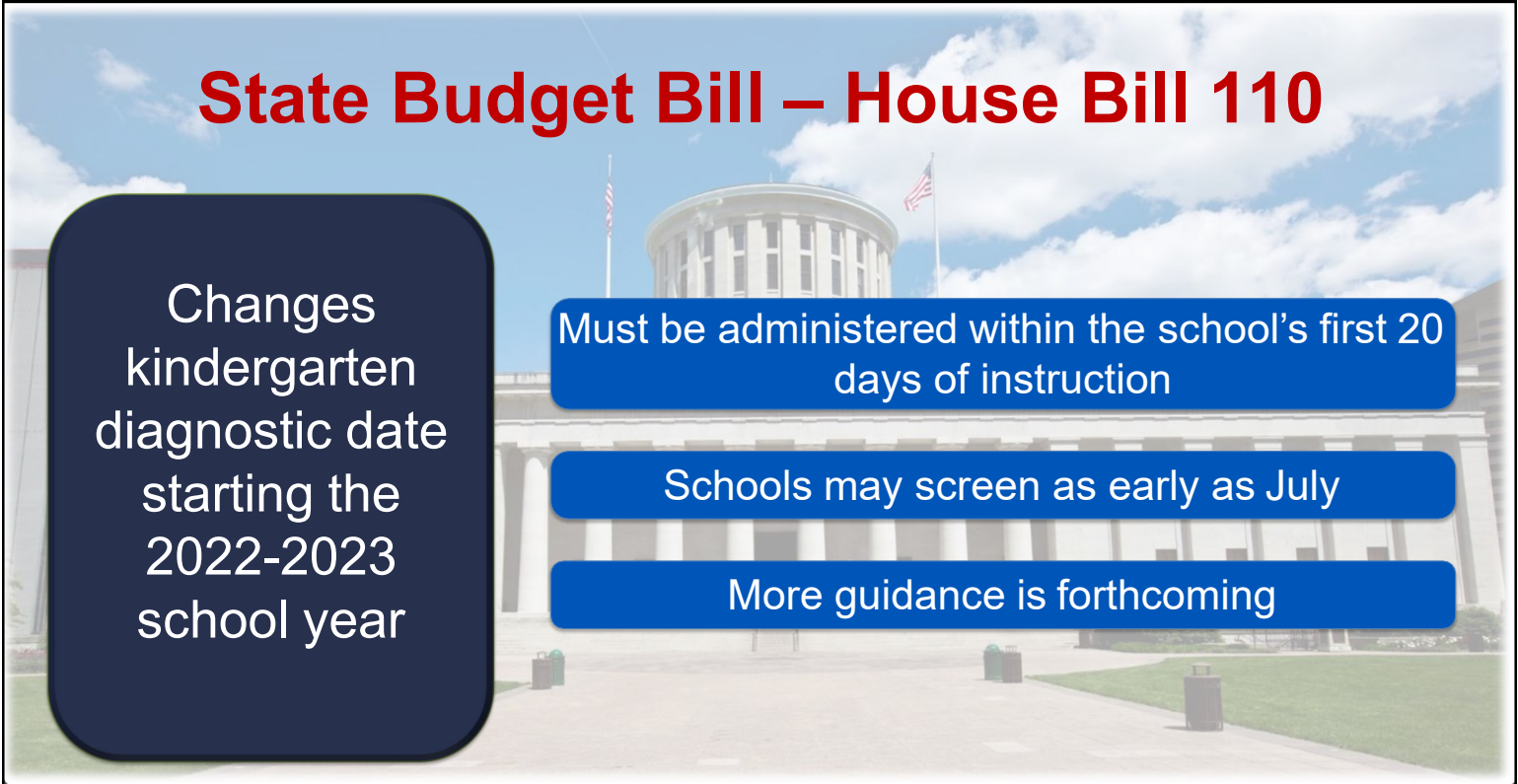
State Budget Bill – House Bill 110

Changes kindergarten diagnostic date starting the 2022-2023 school year

Must be administered within the school’s first 20 days of instruction

Schools may screen as early as July

More guidance is forthcoming

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TGRG Data Collected in EMIS

Reading Diagnostic Results

Reading Improvement and Monitoring
Plan Intervention Program Codes

Grade 3 English Language Arts (ELA)
scores and Reading sub-scores

Retained Status

Impacts SDC
reports and LRC
measures:

- Improving At-Risk
K-3 Readers
Measure
- TGRG Promotion
Rate

Reading Diagnostic Reporting

** - for students in district less than 30 days and not assessed

EX - only for students with significant cognitive disabilities

RN - for students in district 30 or more days, but not assessed

All other students reported with either 'AO' or 'NO'

Reading Diagnostic Assessment (Screenener)

- ❑ Brief assessment to measure K-3 students reading capabilities
- ❑ Sept. 30th for students in grades 1-3. Nov. 1 for Kindergarten
- ❑ Determines K-3 student's on-track/not on-track for reading on grade level.

Reporting Reading Improvement and Monitoring Plans

Reading Improvement and Monitoring Plans (RIMPs) are reported to EMIS by the reporting of RIMP Intervention Program Codes

RIMP codes only used for students participating in plans implemented within 60 days of reading diagnostic result and meet all other RIMP requirements in law

Other non-RIMP academic intervention program codes may be reported for plans not meeting RIMP requirements

Title 1 plans and IEPs separate from RIMPs

Reading Improvement and Monitoring Plan (RIMP)

- Parent or caregiver involvement in the development of the plan
- Identification of the student’s specific reading deficiency;
- A description of services targeting the student’s reading deficiency;
- Progress Monitoring
- Opportunities parents or guardian involvement in the instructional services;

RIMP Codes Have Been Updated for the 2021-2022 School Year

RIMP codes deleted:

- Regular School Year – RIMP Intervention Program Codes 152500 - 152699
- Summer – RIMP Intervention Program Code 151500

RIMP codes added:

- Regular School Year – RIMP Intervention Program Codes 152700 - 152760
- Summer – RIMP Intervention Program Codes 152505

RIMP Intervention Program Code Changes

- RIMP Codes significantly revised for 2021-2022
- 3-year process (Focus groups, surveys, etc.)
- Less Codes (From 19 to 14)

Reasons for RIMP Intervention Program Code Revisions



To help districts identify specific reading difficulties and plan for effective intervention strategies.



To include discrete evidence-based strategies and the removal vendor programs



Directly address specific reading difficulties



Districts may continue to use their current vendor programs and report into EMIS which specific strategies the program uses

New RIMP Intervention Programs

Summer Structured Literacy Programs

Explicit Intervention in Writing – Focus on Foundation Skills / Transcription.

Explicit Intervention in Writing – Focus on Composition Skills

Explicit Intervention in Phonemic Awareness

Explicit Intervention in Sight Word Recognition

Explicit Intervention in Decoding

Explicit Intervention in Comprehension

Explicit Intervention in Fluency

Explicit Intervention in Vocabulary


Small Group Scaffolding of Complex Text

Explicit Intervention in Communication / Language

Multi-Modal Approach to Structured Literacy

Interventions Designed around Leveled Texts


Interventions Designed around the Three Cuing System



New RIMP Intervention Program Resources

- RIMP Intervention Video Series
- RIMP Code Information Webinar (Recorded)
- Ohio’s Plan to Raise Literacy Achievement
- RIMP Family Communication Video (Coming soon)

**Located on the Third Grade Reading Guarantee [webpage](#) on the Department website.*





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Retained Status Options, 1

Option * - only reported for 3rd grade students meeting required promotion score or reading sub-score on either fall, spring or summer 3rd grade ELA

All other 3rd graders are reported with one of the TGRG Retained Status options - A, D-H, J-N, or 5

Students with the most significant cognitive disabilities/alternate (ALT) assessed are not subject to any TGRG requirements and are reported with option 'G'

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Retained Status Options, 2

Students meeting a retention only exemption must be reported with the option (D-F) that identifies the exemption

Students meeting a promotion score on one of the TGRG Alternative Assessments must be reported with the option (J-N) that identifies the assessment

Option 5 – is for students that met TGRG Alternative Assessment promotion score but were retained for other reasons

Retained Status Reporting, Special COVID-19 Section

Promotion Criteria in 2020-2021 (HB 409) to advance to fourth grade for the 2021-2022 school year is very similar this year's SB 229 legislation

No retention based solely on student's academic performance in reading unless the principal and reading teacher, in consultation with student's parent or guardian, agree the student is reading below grade level and is not prepared for promotion to fourth grade

COVID-19 Related EMIS Reporting Guidance, 1

☀ **Retained Status Element**

Record Field Number	FN070
Definition	Indicates if a student was retained at the end of a school year and whether he/she will advance to the next grade level.

Valid Options

- * Student was not retained at the end of the previous school year. Includes all 3rd grade students promoted to 4th grade who received the required promotion score on any administration of the state 3rd grade reading assessment before the start of the next school year [and 3rd grade students who were promoted under the flexibility provided in House Bill 409](#).
- 1 Student was retained at end of the previous school year for reasons other than the Third Grade Reading Guarantee and is still retained [and 3rd grade students who have been retained in the 3rd grade because the principal and reading teacher agree the student is not reading at grade level and is not prepared for 4th grade \(as outlined in House Bill 409\)](#).

COVID-19 Related EMIS Reporting Guidance, 2

Reporting Instructions. This element is only reported for students in Grade 3. Report the option that best describes the student’s retention status as of the first day of the current school year.

Report option “*” for students who have met the reading requirements in the Third Grade Reading Guarantee and have not been retained.

[Report “*” for students who did not meet the regular assessment promotion threshold and did not meet any of the Alternative Assessment \(options “J”–“N”\) or exemption criteria \(options “D”–“G”\), but are still being promoted to 4th grade under House Bill 409 flexibility.](#)

[Report options “D”–“N” if they apply and the data is available.](#)

[Report option “5” for students demonstrating adequate performance on a Third Grade Reading Guarantee Alternative Assessment who are retained for other reasons.](#)

Third Grade Reading Guarantee

EMIS Reporting & TGRG Program Guidance

Report Card Measures & New SDC Reports Portal

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House Bill 82 Reformed Report Card and Changed Improving At-Risk K-3 Readers Component

Improving A-Risk K-3 Literacy Component

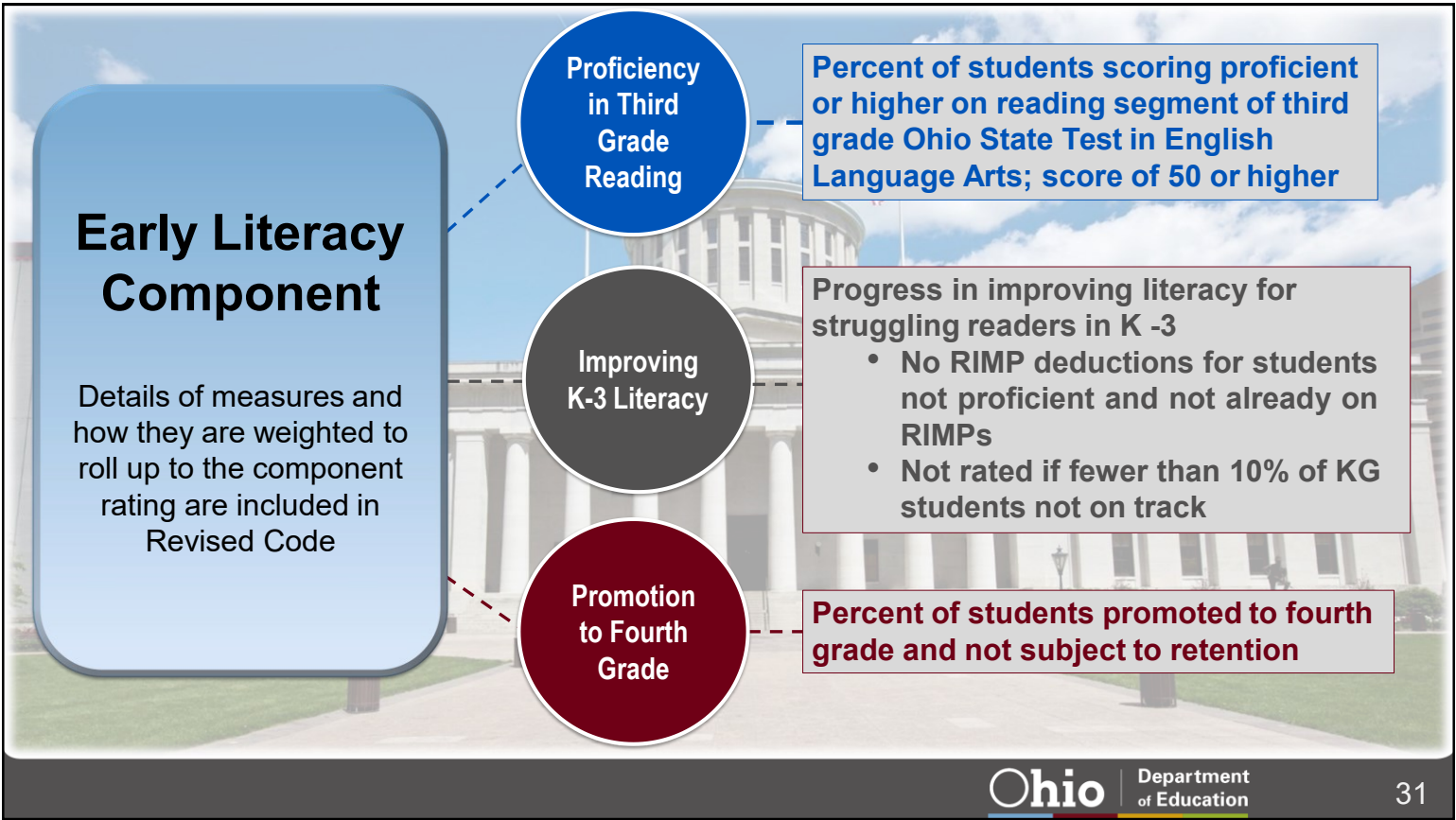
Focused solely on improving reading proficiency for struggling K-3 readers

Early Literacy Component

Includes a broader scope of reading proficiency for all K-3 students

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District K-3 Literacy, 1

2021 K-3 Literacy Data for
XX Local School District
IRN: XXXXXX

Not On-Track at Point A			Improving to On-Track at Point B	
Kindergarten Reading Diagnostic, School Year 2019-2020	9	to	1st Grade Reading Diagnostic, School Year 2020-2021	9
1st Grade Reading Diagnostic, School Year 2019-2020	0	to	2nd Grade Reading Diagnostic, School Year 2020-2021	0
2nd Grade Reading Diagnostic, School Year 2019-2020	0	to	3rd Grade Reading Diagnostic, School Year 2020-2021	0
3rd Grade Reading Diagnostic, School Year 2020-2021	6	to	3rd Grade Reading OST, School Year 2020-2021	3
Deduction for 3rd graders who did not pass OST and were not on a Reading Improvement and Monitoring Plan				
Totals	15			11

Analyze...

GRADE B

K-3 Literacy

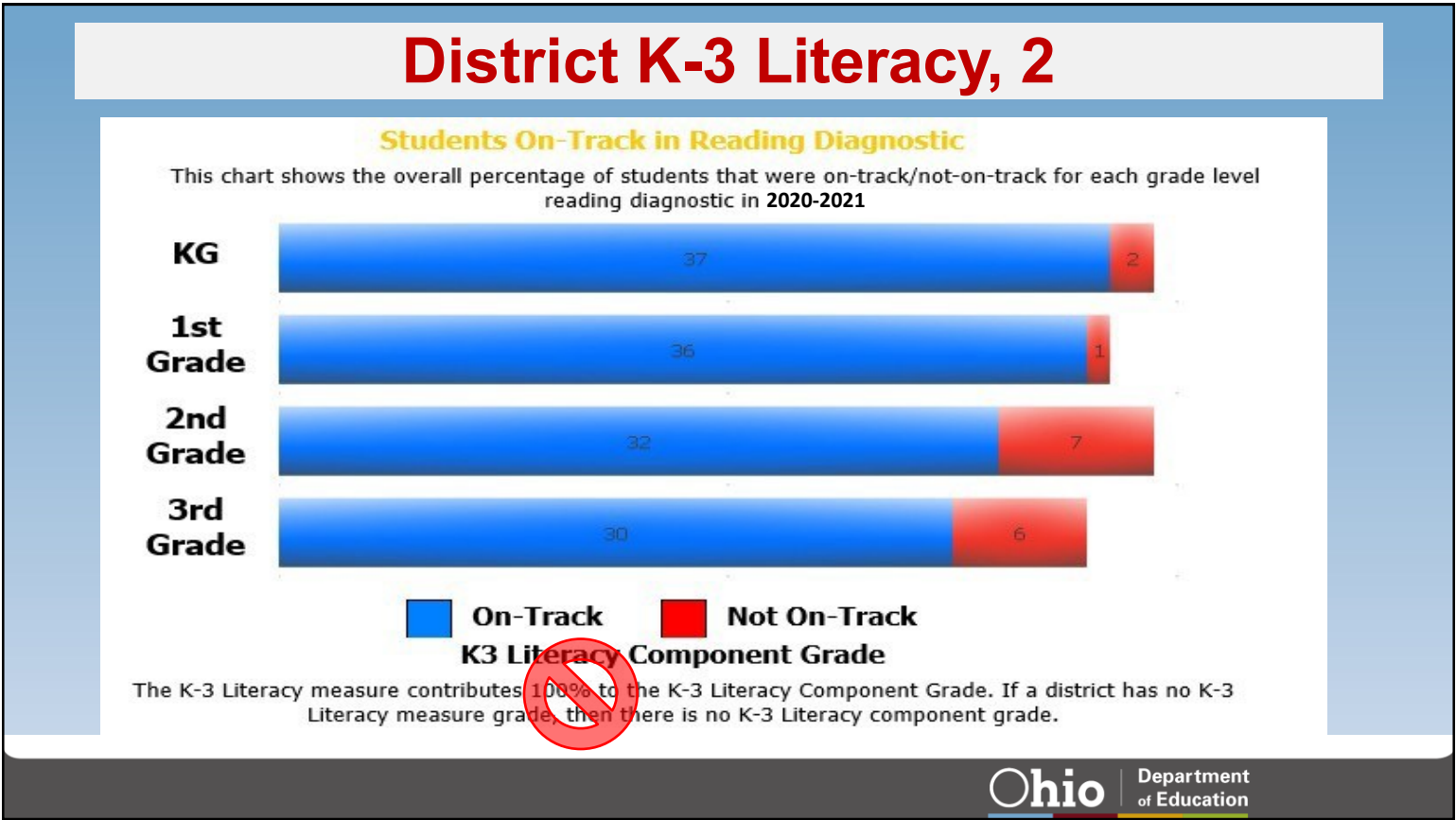
0100

73.3%

11 out of 15

A = 74.7 - 100.0%
B = 49.3 - 74.6%
C = 23.9 - 49.2%
D = -1.5 - 23.8%
F = <= -1.6%

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2021 Third Grade Reading Guarantee Report

Students Subject to Meeting the Third Grade Reading Guarantee Threshold

	Student #	Student %
Met the TGRG Promotion Threshold		
Met Minimum Threshold on Fall/Spring Test	273	87.5%
Met Comparable Bar on Alternative Test	22	7.1%
Did Not Meet the TGRG Promotion Threshold		
Inconsistent Retention/Assessment Data Reported	17	5.4%

Analyze...

Percentages are based on the students subject to meeting the Third Grade Reading Guarantee threshold. The Total % for "Met the TGRG Promotion Threshold" is what will be reported on the Report Card.

Students Excluded from the Third Grade Reading Guarantee Calculation


	Student #	Student %
Exempt from TGRG Promotion Threshold		
Not Retained, IEP Exemption	10	0
Not Retained, Significant Cognitive Disabilities Exemption	1	0

Analyze...

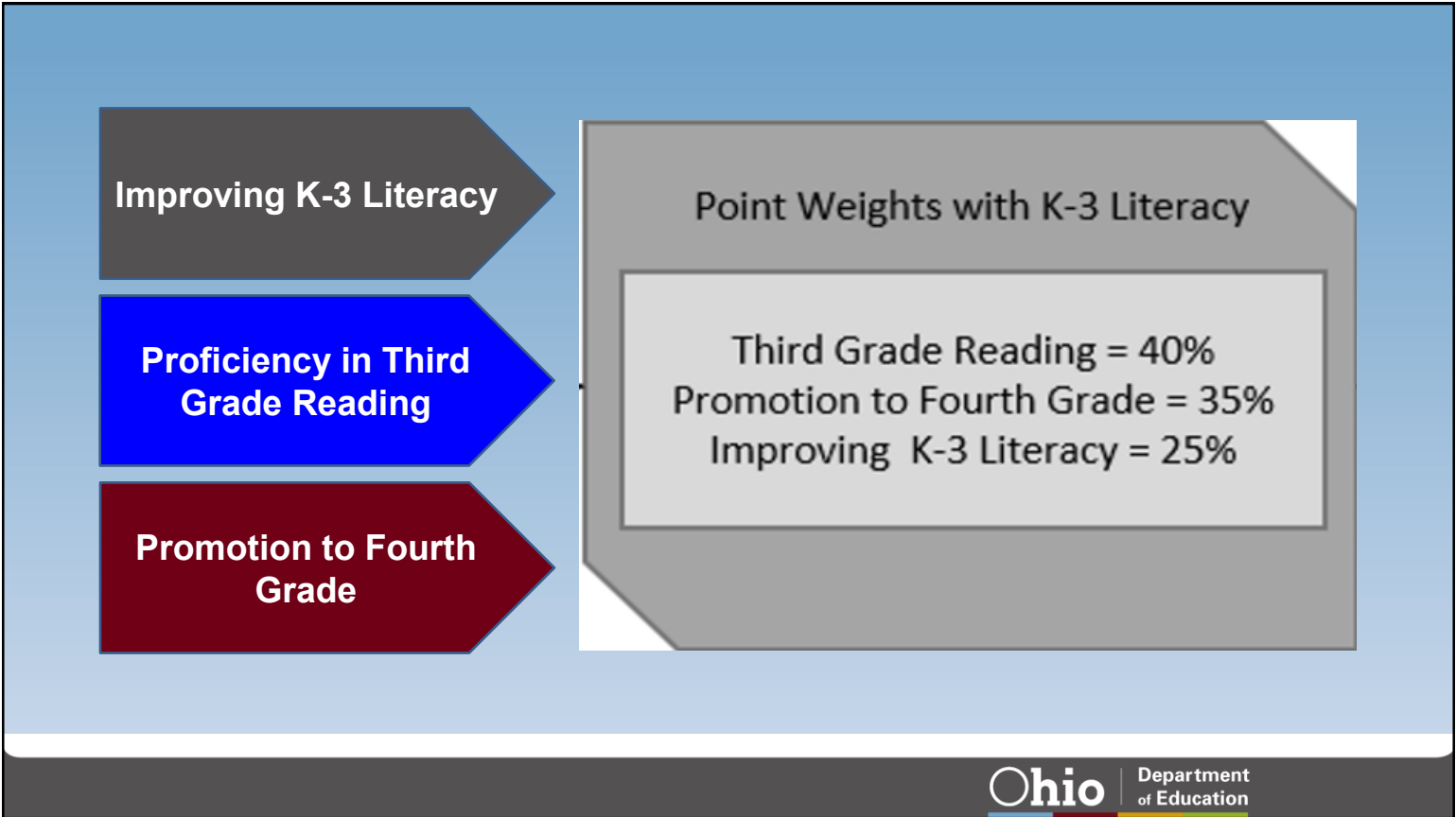
Percentages are based on all students for whom Third Grade Reading Guarantee data is available.

Both of these tables count students based on the Third Grade Reading Guarantee's modified Full Academic Year rules.

No Letter Grades on the 2022 Report Card	
Rating	Proposed Rating Descriptions for Early Literacy Component
5 Star	Significantly exceeds state standards in early literacy (K-3)
4 Star	Exceeds state standards in early literacy (K-3)
3 Star	Meets state standards in early literacy (K-3)
2 Star	Needs support to meet state standards in early literacy (K-3)
1 Star	Needs significant support to meet state standards in early literacy (K-3)



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Proficiency in Third Grade Reading

Promotion to Fourth Grade

Point Weights without K-3 Literacy

Third Grade Reading = 60%
Promotion to Fourth Grade = 40%

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Early Literacy Component Calculation Example

If a school or district has all three measures:				If a school or district does not have Improving K-3 Literacy:			
	Performance on Measure	Weight	Weighted Percentage		Performance on Measure	Weight	Weighted Percentage
Proficiency in Third Grade Reading	86%	.4	34.4	Proficiency in Third Grade Reading	86%	.6	51.6
Promotion to Fourth Grade	98%	.35	34.3	Promotion to Fourth Grade	98%	.4	39.2
Improving K – 3 Literacy	72%	.25	18	Improving K – 3 Literacy	N/A	0%	
Combined Component Percentage =			86.7%	Combined Component Percentage =			90.8%

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Distribution of Estimated Ratings Using 2019 Report Card Data and Committee Approved Cut Scores

Rating	Range	# Districts	% Districts	# Schools	% Schools
5 Star	Greater than or equal to 88%	68	11.2%	176	9.9%
4 Star	From 78% to less than 88%	172	28.3%	357	20.1%
3 Star	From 68% to less than 78%	250	41.1%	528	29.7%
2 Star	From 58% to less than 68%	91	15.0%	291	16.4%
1 Star	From 0% to less than 58%	27	4.4%	426	24.0%

Distribution of Estimated Ratings Using 2021 Report Card Data and Committee Approved Cut Scores


Rating	Range	# Districts	% Districts	# Schools	% Schools
5 Star	Greater than or equal to 88%	30	4.9%	60	3.5%
4 Star	From 78% to less than 88%	68	11.2%	158	9.1%
3 Star	From 68% to less than 78%	222	36.6%	398	22.9%
2 Star	From 58% to less than 68%	209	34.4%	449	25.9%
1 Star	From 0% to less than 58%	78	12.9%	670	38.6%

New SDC Reports Portal

Draft Sample Reports



District Diagnostic Report, 1



District Diagnostic Report - Overview

Choose a School Year

2019-2020 School Year

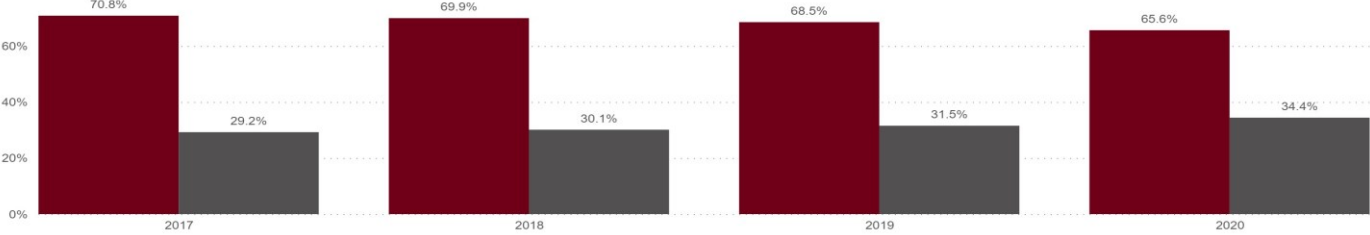
Choose a District

All


School Year	2019-2020 School Year									
	Assessed, on track		Exempt from diagnostic assessment		Not Required reported; time in district required diagnostic		Required, not assessed		Required, not on track	
Diagnostic Result	Student Count	% of Grand Total	Student Count	% of Grand Total	Student Count	% of Grand Total	Student Count	% of Grand Total	Student Count	% of Grand Total
Kindergarten	72,745	15.9%	606	0.1%	3,707	0.8%	158	0.0%	33,878	7.4%
1st Grade	79,811	17.5%	868	0.2%	3,219	0.7%	148	0.0%	29,642	6.5%
2nd Grade	71,694	15.7%	1,013	0.2%	3,009	0.7%	189	0.0%	40,104	8.8%
3rd Grade	73,001	16.0%	1,508	0.3%	2,648	0.6%	147	0.0%	39,053	8.5%
Total	297,251	65.0%	3,995	0.9%	12,583	2.8%	642	0.1%	142,677	31.2%

On-Track Percentages for All Districts

● On-Track Percentage ● Not-on-Track Percentage



Year	On-Track Percentage	Not-on-Track Percentage
2017	70.8%	29.2%
2018	69.9%	30.1%
2019	68.5%	31.5%
2020	65.6%	34.4%



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District Diagnostic Report, 2

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District Diagnostic Report - Demographic Overview

Choose a School Year

2019-2020 School Year

Choose a District

All

Choose a Subgroup

Gender

Subgroup	Grade Level	2019-2020 School Year										Total	
		Assessed, on track		Exempt from diagnostic assessment		Not Required reported; time in district required diagnostic		Required, not assessed		Required, not on track			
		Student Count	% of Total	Student Count	% of Total	Student Count	% of Total	Student Count	% of Total	Student Count	% of Total	Student Count	% of Total
Female	Kindergarten	36,810	8.1%	169	0.0%	1,793	0.4%	59	0.0%	15,050	3.3%	53,881	11.8%
	1st Grade	40,210	8.8%	283	0.1%	1,547	0.3%	56	0.0%	13,537	3.0%	55,633	12.2%
	2nd Grade	35,968	7.9%	329	0.1%	1,404	0.3%	80	0.0%	18,315	4.0%	56,096	12.3%
	3rd Grade	36,966	8.1%	531	0.1%	1,306	0.3%	56	0.0%	17,521	3.8%	56,380	12.3%
	Total	149,954	32.8%	1,312	0.3%	6,050	1.3%	251	0.1%	64,423	14.1%	221,990	48.6%
Male	Kindergarten	35,935	7.9%	437	0.1%	1,914	0.4%	99	0.0%	18,828	4.1%	57,213	12.5%
	1st Grade	39,601	8.7%	585	0.1%	1,672	0.4%	92	0.0%	16,105	3.5%	58,055	12.7%
	2nd Grade	35,726	7.8%	684	0.1%	1,605	0.4%	109	0.0%	21,789	4.8%	59,913	13.1%
	3rd Grade	36,035	7.9%	977	0.2%	1,342	0.3%	91	0.0%	21,532	4.7%	59,977	13.1%
	Total	147,297	32.2%	2,683	0.6%	6,533	1.4%	391	0.1%	78,254	17.1%	235,158	51.4%
Total		297,251	65.0%	3,995	0.9%	12,583	2.8%	642	0.1%	142,677	31.2%	457,148	100.0%

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District Diagnostic Report, 3

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District Diagnostic Report - Demographic Comparison

Choose a School Year

2019-2020 School Year

Choose a Subgroup

Gender

Choose a Grade Level

All

Percentage by Diagnostic Result for All Students

Diagnostic Result	Percentage
Assessed, on track	65.0%
Exempt from diagnostic assessment	0.9%
Not Required reported; time in district required diagnostic	2.8%
Required, not assessed	0.1%
Required, not on track	31.2%

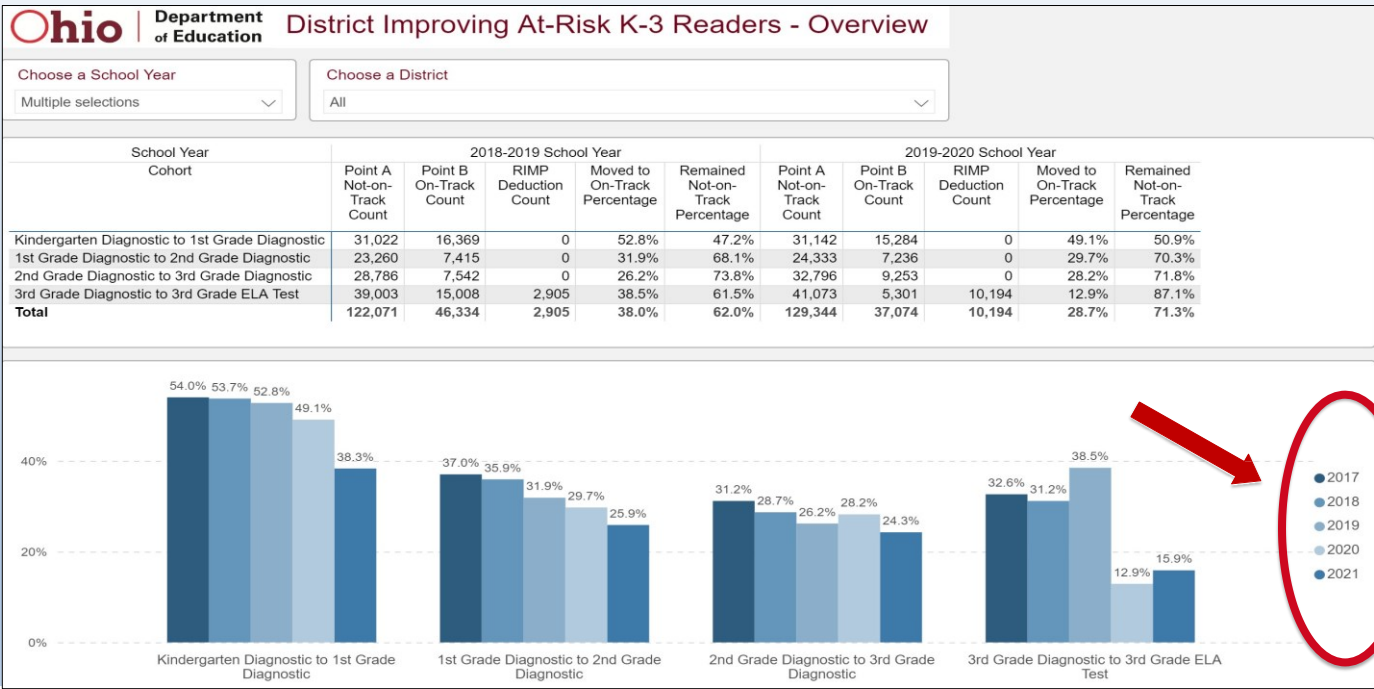
Percentage by Diagnostic Result by Gender

Diagnostic Result	Female (%)	Male (%)
Assessed, on track	32.8%	32.2%
Exempt from diagnostic assessment	0.3%	0.6%
Not Required reported; time in district required diagnostic	1.3%	1.4%
Required, not assessed	0.1%	0.1%
Required, not on track	14.1%	17.1%

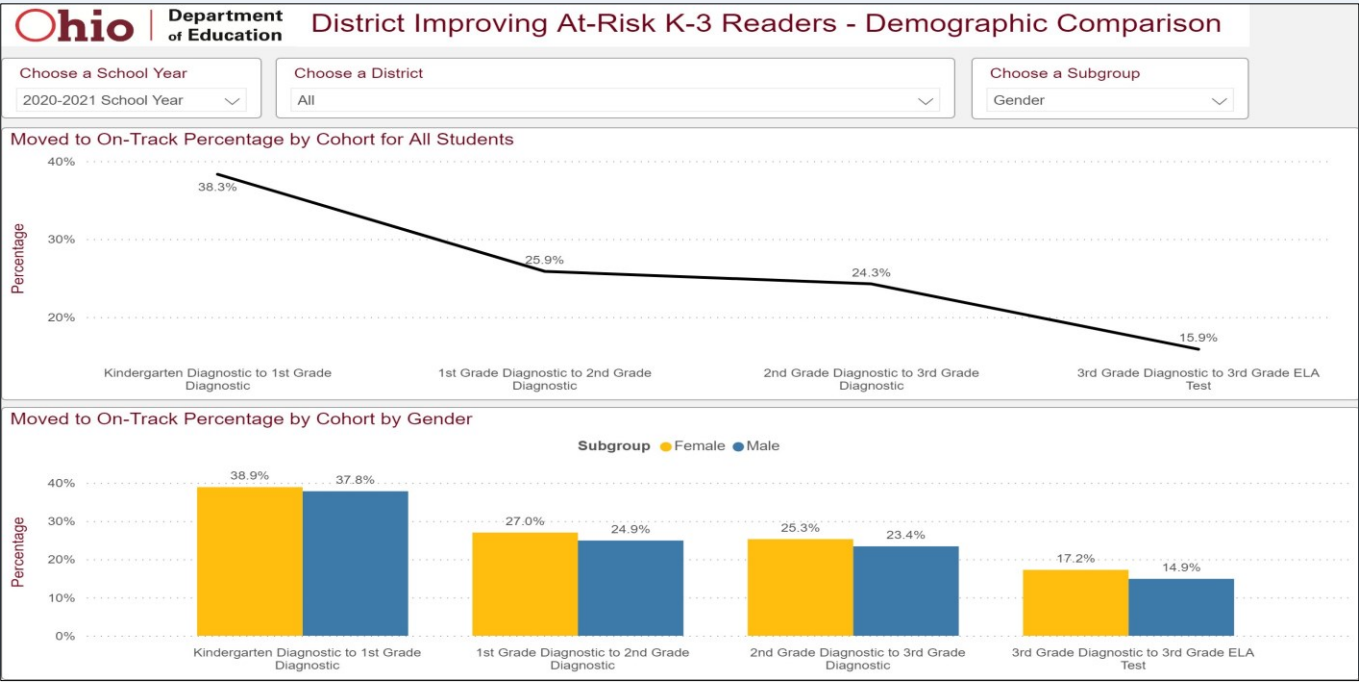
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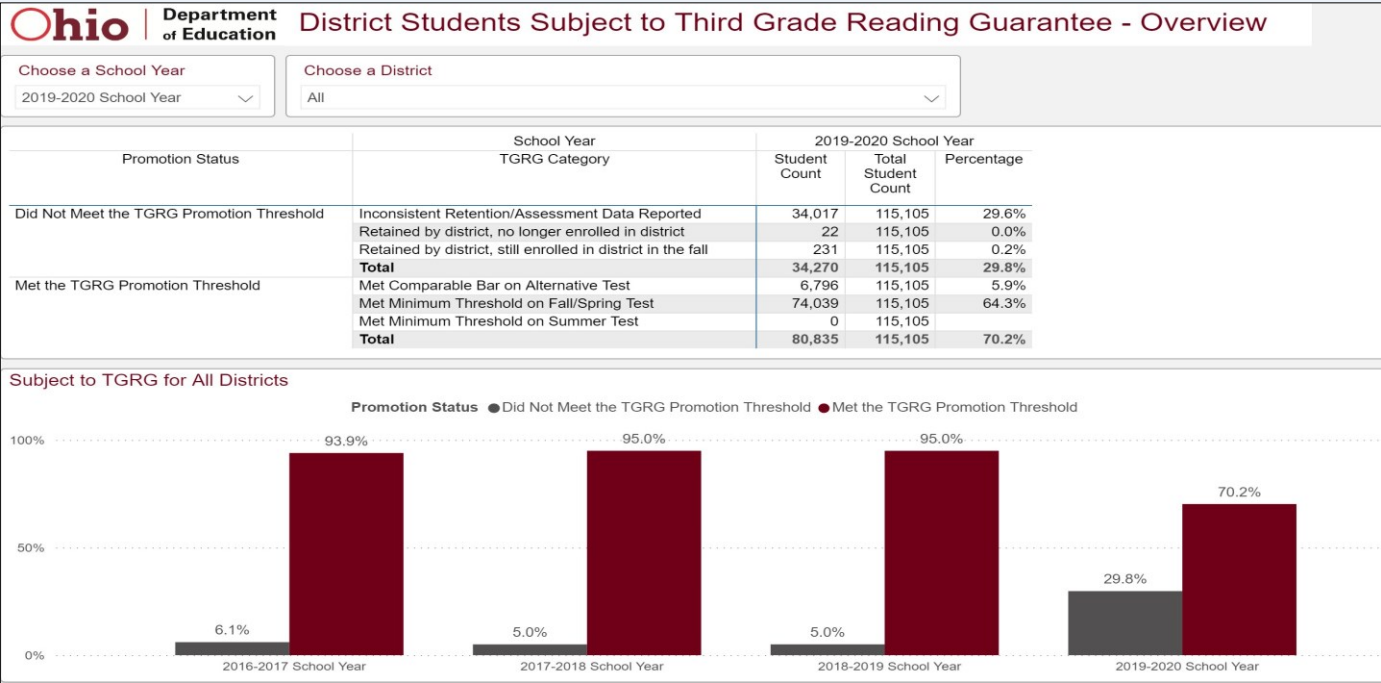
District Improving At-Risk K-3 Readers, 1



District Improving At-Risk K-3 Readers, 3



Subject to TGRG Promotion Threshold, 1



Subject to TGRG Promotion Threshold, 2

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District Students Subject to Third Grade Reading Guarantee - Demographics

Choose a School Year

Multiple selections

Choose a District

XXX District – IRNXXX (X County)

Choose a Subgroup

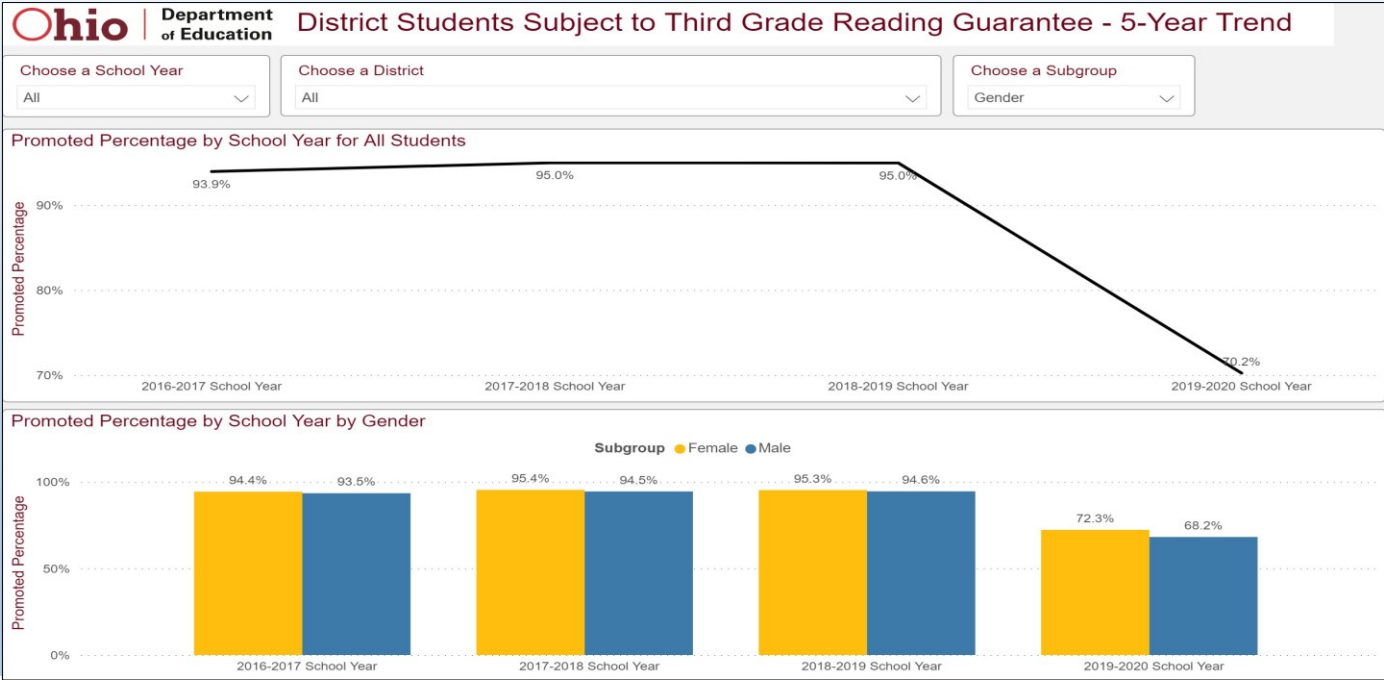
Race/Ethnicity

Promotion Status	School Year Subgroup	2018-2019 School Year			2019-2020 School Year		
		Student Count	Total Student Count	Percentage	Student Count	Total Student Count	Percentage
Did Not Meet the TGRG Promotion Threshold	American Indian or Alaskan Native				0	1	
	Asian or Pacific Islander	0	108		19	101	18.8%
	Black, Non-Hispanic	13	584	2.2%	123	553	22.2%
	Hispanic	1	56	1.8%	13	51	25.5%
	Multiracial	1	110	0.9%	18	118	15.3%
	White, Non-Hispanic	1	413	0.2%	26	372	7.0%
Met the TGRG Promotion Threshold	American Indian or Alaskan Native				1	1	100.0%
	Asian or Pacific Islander	108	108	100.0%	82	101	81.2%
	Black, Non-Hispanic	571	584	97.8%	430	553	77.8%
	Hispanic	55	56	98.2%	38	51	74.5%
	Multiracial	109	110	99.1%	100	118	84.7%
	White, Non-Hispanic	412	413	99.8%	346	372	93.0%

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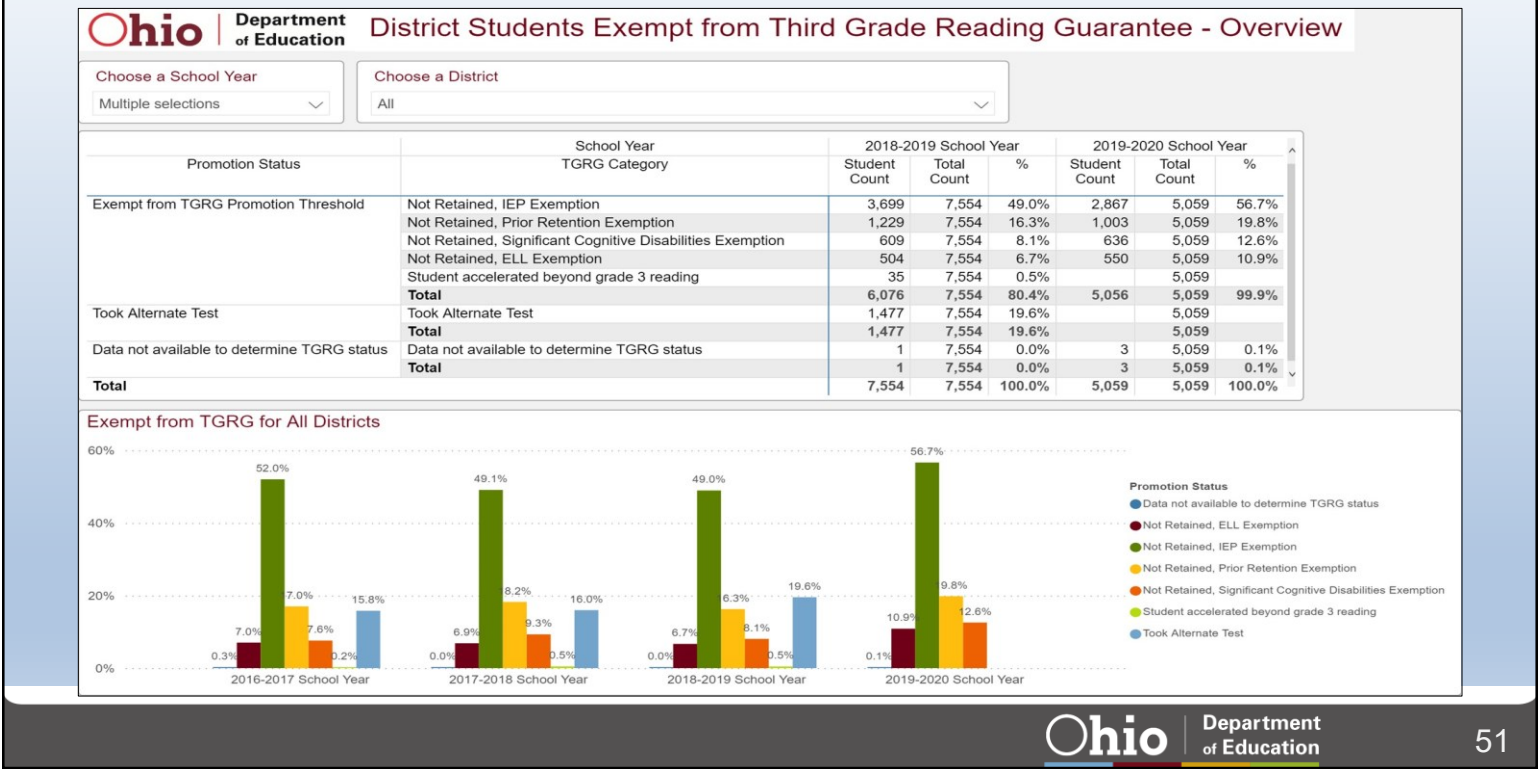
Subject to TGRG Promotion Threshold, 3



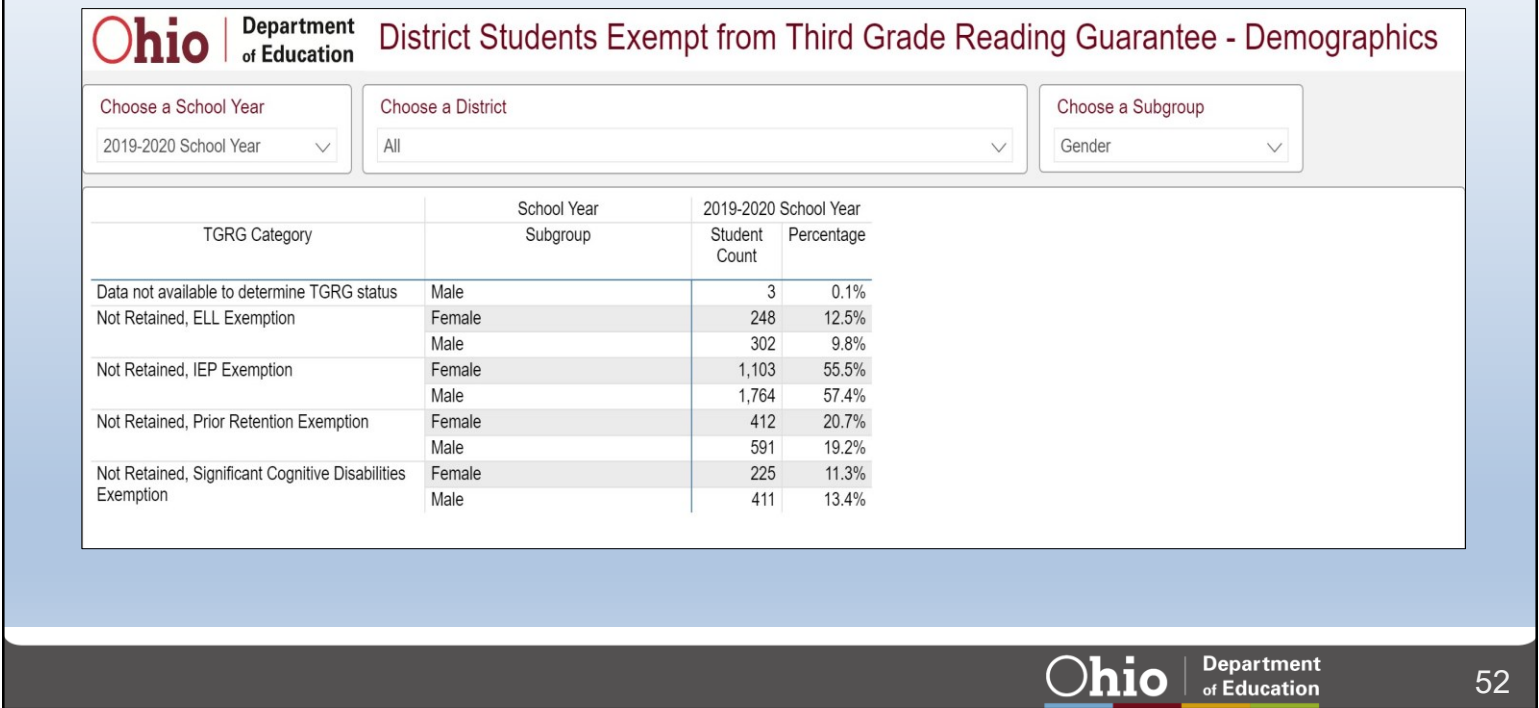
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Exempt from TGRG Promotion Threshold, 1



Exempt from TGRG Promotion Threshold, 2





Third Grade Reading Guarantee

EMIS Reporting & TGRG Program Guidance

Report Card Measures & New SDC Reports Portal

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Resources, 1

[Third Grade Reading Guarantee Guidance Manual](#)

TGRG Program Office created this document in collaboration with other offices (Assessment, Exceptional Children, EMIS, etc.)

[K-3 Reading Diagnostic and Reading Improvement and Monitoring Plans \(RIMPs\)](#)

Updated information for the 2021-2022 school year to be used along with the TGRG Guidance Manual

[Third Grade Reading Guarantee District Resources](#)

District Resources page with information and/or links for Testing, RIMP Template, Alternative Reading Assessment, Comparable Tools for the Reading Diagnostic, Teacher Qualifications, etc.

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Resources, 2

[Understanding the Improving At-Risk K-3 Readers Measure](#)

Three-page document providing very helpful explanation, especially the example on the last page

[Technical Documentation – 2019-2020 Improving At-Risk K-3 Readers Measure](#)

Technical documentation regarding calculation of the At-Risk K-3 Readers Measure

[2019-2020 Third Grade Reading Guarantee Promotion Percentage](#)

Technical information regarding the calculation of the Third Grade Reading Guarantee Promotion Percentage

Resources 3

[EMIS Manual](#)

The EMIS Manual carries the weight of Ohio Administrative Code

- Section 2.6 includes Reading Diagnostic Result and Retained Status reporting instructions – be sure to read ALL instructions, not just the valid options
- Section 2.9 includes Reading Improvement and Monitoring Plan Intervention Codes and reporting instructions – be sure to read ALL instructions associated with reporting instructions associated with reporting any Intervention Program Codes (RIMP or Non-RIMP)

[Upcoming Report Card Reforms](#)

The report card will include six components: Gap Closing, Achievement, Progress, Graduation, Early Literacy and College, Career, Workforce and Military Readiness.



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Celebrate educators!

#OhioLovesTeachers

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