

READING SKILLS ASSESSMENTS AND INTERVENTION (Third Grade Reading Guarantee)

The Board promotes the importance of reading skills through English diagnostic assessments and Reading intervention services in order to provide a meaningful tool to identify and assist students in achieving proficiency in English Reading.

The District annually evaluates the English reading skills of each K-3 student by September 30 and identifies students who are reading below their grade level. The District uses the reading diagnostic assessment that is appropriate for the grade level and is adopted under State law or is a comparable tool approved by the Ohio Department of Education. The student's classroom teachers are involved in the assessment and identification of students reading below grade level.

The District provides written notification to the parents or guardian of K-3 students who are reading English below their grade level. Intensive reading instruction is provided to students after they are identified as having a reading deficiency. The District develops a reading improvement and monitoring plan within 60 days of receiving the student's diagnostic results.

Any third grade student who has not passed the state required English Reading portion of the state Reading Assessments, will be required to be placed in intensive reading interventions determined by the district (e.g. summer reading camps, extended school day and years, tutoring, mentoring, etc.)

For students who have been retained at the end of third grade, the District provides intense remediation services that include intensive interventions (e.g. during school day, before or after school, etc.) that address the student's specific areas of deficiency. Further, the District provides each retained student with a teacher who meets set criteria and offers the option for such students to receive applicable services from one or more providers other than the District.

Students who have been retained and who have demonstrated proficiency in a specific academic field as defined by State law are provided with instruction which is commensurate to their achievement level (e.g. math, science, social studies etc.)

The Board designates the Superintendent/designee to establish a district procedure for the mid-year promotion of students who were retained but who now are reading at or above their grade level.

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