Springfield City School District’s Early Implementation of Ohio’s Third Grade Reading Guarantee

IMPORATANCE
Ohio’s Third Grade Guarantee was legislated in June 2012 by SB 316. Legislative revisions enacted in Sub. SB 21 in June 2013 relaxed, clarified, and added provisions to the legislation¹ prior to the first year of full statewide implementation. Ohio joined 13 other states and the District of Columbia² in establishing students’ reading proficiency in Grade 3 as a condition of promotion to Grade 4. Ohio’s legislation, to be fully implemented during 2013-2014, added three main strategies into existing policy: (1) requires the State Board of Education to determine a “cut” score that would enact a student’s retention in Grade 3, (2) revises and adds requirements related to the assessment of and intervention for students’ reading skills in Grades K-3, and (3) revises requirements for the retention of Grade 3 students.³

During 2013-2014, all Ohio school districts and community schools are implementing the Third-Grade Reading Guarantee provisions contained in SB 316 and revised in Sub. SB 21. Identifying strategies likely to improve reading outcomes for students in particular, interventions which have sustained efficacy, is of interest to many Ohio LEAs.

BACKGROUND
Ohio’s Third Grade Reading Guarantee offers districts flexibility to determine interventions and assessments to improve Grade 3 students’ reading. This study examines Springfield City School’s early implementation (SY 2012-2013) of the TGRG provisions to shed light on successes, challenges, and sustained reading achievement. Springfield City School’s implemented reading intervention took place in students’ schools during the school year and during the summer using Fountas & Pinnell Leveled Literacy Intervention System (LLI) and Pearson Developmental Reading Assessment (DRA2 ©2005). Using quantitative student achievement data and qualitative interview data, this case study contributes a potentially transferable approach to examine the efficacy of reading interventions implemented as part of Ohio’s Third Grade Reading Guarantee.

RESEARCH DESIGN
This case study employs descriptive quantitative and qualitative analyses that will form the basis for subsequent research about the implementation and impact of Ohio’s Third Grade Reading Guarantee. The research design includes an examination of the reading trajectories among four groups of Grade 3 (Cohort 2012-2013) students using student assessment scores from the Developmental Reading Assessment (DRA) and Ohio Achievement Assessment (OAA). Specifically, this study intends to explore the following questions:

1. How do the reading achievement trajectories of subgroups of Grade 3 (Cohort 2012-2013) students compare? Subgroups of Grade 3 students include:
   a. Grade 3 students on-track in Fall 2012, obtain OAA reading score >=390, and placed in Grade 4 in Fall 2013
   b. Grade 3 students on-track in Fall 2012, obtain OAA reading score <390, attend summer school in Summer 2013, and placed in Grade 4 or Grade 3 (Reading) in Fall 2013
c. Grade 3 students not on-track in Fall 2012, placed on a Reading Improvement and Monitoring Plan (RIMP), obtain OAA reading score <390, attend summer school in Summer 2013, and placed in Grade 4 or Grade 3 (Reading) in Fall 2013

d. Grade 3 students not on-track in Fall 2012, placed on a Reading Improvement and Monitoring Plan (RIMP), obtain OAA reading score >=390, and placed in Grade 4 in Fall 2013

2. How do the changes in students’ reading achievement compare among (1) school year intervention(s), (2) summer school interventions, and (3) retained school year interventions?

3. What successes and challenges did a district experience when implementing Ohio’s Third Grade Reading Guarantee? What promising practices emerged during an early implementation of intervention?

Quantitative analyses will include descriptive comparisons of the rate of changes in DRA and OAA scores for the four groups of students including testing for statistical significance of changes. Qualitative data collection will include teacher and administrator interviews of those involved with Springfield’s implementation. Proposed interview questions seek to:

- Understand strategies and assessments that are used to ensure that all students are proficient readers via multiple interventions,
- Understand the support provided to teachers to implement reading intervention strategies and assessments, and
- Understand associated successes and challenges related to implementing Ohio’s Third Grade Reading Guarantee.

RESEARCH AIMS

This study originated from a request from the district’s superintendent who sought ways to make better informed decisions about their reading programs. The details of the study emerged during and after conversations between two central office staff members and affiliates of OERC. This study aims to examine one district’s early implementation of the Third Grade Reading Guarantee provisions to shed light on successes, challenges, and sustained reading achievement. Using quantitative student achievement data and qualitative interview data, this case study will contribute a potentially transferable approach to examine the efficacy of reading interventions implemented as part of Ohio’s Third Grade Reading Guarantee.

RESOURCES

1See http://www.lsc.state.oh.us/analyses130/13‐sb21‐130.pdf
2See http://www.ecs.org/clearinghouse/01/01/54/10154.pdf
3See http://www.lsc.state.oh.us/analyses129/12‐sb316‐129.pdf

Suggested Citation