

Reading Achievement Plan Guidance

General Guidance

Ohio law ([ORC 3302.13](#)) requires each school district or community school that meets the following criteria, as reported on the **past two** consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education a Reading Achievement Plan by December 31.

1. The district or community school received a grade of “D” or “F” on the K-3 Literacy Improvement Measure; and
2. Fewer than 60 percent of the district’s or community school’s students scored proficient or higher on the state’s grade 3 English language arts test

Each plan must contain, at a minimum, the following components (all components are located in the Reading Achievement Plan template):

1. An analysis of relevant student performance data from sources including, but not limited to, the English language arts assessment prescribed under section [3301.0710](#) of the Revised Code, the Kindergarten Readiness Assessment, reading diagnostics and benchmark assessments as applicable;
2. An analysis of factors believed to contribute to low reading achievement in the school district or community school established under Chapter 3314 of the Revised Code;
3. Measurable student performance goals addressing student needs;
4. Strategies to meet specific student needs and improve instruction, which shall include at least both of the following:
 - a. A description of how these strategies support students on reading improvement and monitoring plans; and
 - b. A description of how the district will ensure the proposed strategies will be effective, show progress and improve upon strategies utilized during the two prior consecutive school years.
5. A staffing and professional development plan that supports the strategies proposed in the report.

In addition, the Reading Achievement Plan must align with other improvement efforts.

Questions

Questions may be sent to readingplans@education.ohio.gov.

Template Guidance

The Ohio Department of Education created a Reading Achievement Plan template to assist districts and community schools in the creation of such plans. This template is available on the department’s [website](#).

SECTION 1: DISTRICT LEADERSHIP TEAM MEMBERSHIP, DEVELOPMENT PROCESS AND PLAN FOR MONITORING IMPLEMENTATION

[Insert a list of all district leadership team members, roles and contact information. Describe how the district leadership team developed the plan, how the team will monitor the plan and how the team will communicate the plan.]

The district leadership team develops the Reading Achievement Plan. A district leadership team should include members to inform reading instruction and improvement in the district, such as a reading intervention specialist, reading teachers from various grade levels and curriculum directors. Below is more information regarding the development of the district leadership team.

Leadership functions of the district leadership team include setting performance targets aligned with board-adopted district goals; monitoring performance against the targets; building a foundation for data-driven decision making on a system-wide basis; designing system planning and focused improvement strategies, structures and processes; facilitating the development and use of collaborative structures; brokering or facilitating high-quality professional development consistent with district goals for instruction and achievement; and allocating system resources toward instructional improvement.

Members of the district leadership team should include individuals with key positions at various levels of the organization. These individuals may include, but are not limited to:

1. Superintendent;
2. Local school board member;
3. Treasurer;
4. Building-level administrators;
5. Teacher leaders from various content areas, grade levels, buildings and specialized instructional areas;
6. Program directors and supervisors (special education, curriculum, preschool, health and nutrition, safety, and family and community engagement);
7. Family and community engagement team members that represent parents, businesses, health and human services and other community organizations, such as the Head Start director/education manager and community preschool program directors; and
8. Representatives from groups, such as teacher bargaining units.

Information on the [Ohio Improvement Process](#) is available on the department of education's website.

SECTION 2: ALIGNMENT BETWEEN THE DISTRICT READING ACHIEVEMENT PLAN AND OTHER DISTRICT IMPROVEMENT EFFORTS

[Describe how the District Reading Achievement Plan aligns to other district improvement plans. Districts and community schools that are required to develop improvement plans or implement improvement strategies as required by ORC 3302.04 and 3302.10, or any other section of the Ohio Revised Code, must ensure that the Reading Achievement Plan is aligned with other improvement efforts.]

Information for your District Reading Achievement Plan must be aligned to other district and school improvement initiatives to ensure a cohesive improvement structure. You may use information from existing needs assessments, data analyses and improvement plans. Information may come from, but is not limited to:

1. School and district decision framework results;
2. School and district improvement plans created through the Ohio Improvement Process;
3. Classroom data gathered and analyzed from the Ohio Improvement Process;
4. Ohio School Report Cards;
5. Secure Data Center;

6. CCIP Plan; and
7. Local census data.

SECTION 3: WHY A READING ACHIEVEMENT PLAN IS NEEDED IN OUR DISTRICT OR COMMUNITY SCHOOL

[Describe why a Reading Achievement Plan is needed in your district or community school.]

SECTION 3, PART A: ANALYSIS OF RELEVANT STUDENT PERFORMANCE DATA

*[Insert an analysis of relevant student performance data from sources that **must include**, but are not limited to, the **English language arts assessment prescribed under ORC 3301.0710 (grades 3-8), the Kindergarten Readiness Assessment, reading diagnostics (required for grades K-3 under the Third Grade Reading Guarantee), and benchmark assessments as applicable.**]*

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

[Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.]

Section 3, Part A:

Districts and community schools are required to analyze student performance data from the Ohio English language arts assessments (grades 3-8), the Kindergarten Readiness Assessment and the reading diagnostics required under the Third Grade Reading Guarantee. In addition to these sources, districts may analyze other relevant data sources. Districts should be analyzing this data over several years in order to understand trends in the data.

Section 3, Part B:

Districts are required to analyze factors that are contributing to low reading achievement in the district. Districts may find that this information is available in the district's completed decision framework or in other improvement plans the district has created. The information from this section will inform the district's literacy goals and action maps in section 5 and section 6 of the template.

Districts are encouraged to include relevant research on reading achievement in this section.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

[Describe the district or community school literacy mission and/or vision statement. This statement may include a definition of literacy. You may want to state how the district's literacy vision is aligned to the early literacy definition of the Ohio Department of Education (see page 14 of this template).]

Recent research suggests that a school mission statement should represent the core philosophy of a school and that a shared mission can "lead to an effective and highly functioning school." The development of a literacy mission statement leads to a shared understanding and common focus. It encourages the school community, leadership, educators and parents, to examine and utilize the most effective literacy improvement strategies for the students with whom they interact. The United States Department of Education yearly identifies exemplary schools across the country as "Blue Ribbon Schools." One of the characteristics of these schools is the vision of excellence promoted by school leaders.

References

- Bebell, Damien and Steven Stemler. *The School Mission Statement: Values, Goals, and Identities in American Education*. New York: Taylor and Francis, 2012. Print.
- Slate, John R., Craig H. Jones, Karen Wiesman, Jeanie Alexander, and Tracy Saenz. School Mission statements and school performance: A mixed research investigation. *New Horizons in Education* 56 2008: 17-27. Print.

SECTION 5: MEASURABLE STUDENT PERFORMANCE GOALS

[Describe the measurable student achievement goals that the Reading Achievement Plan is designed to support progress toward.]

The measurable student performance goals should be specific, measurable, achievable, realistic and time-bound (SMART goals). Districts that already have identified measurable student performance goals for early literacy in their needs assessments or other improvement efforts may use those same goals to fulfil this requirement.

SECTION 6: ACTION PLAN MAP(S)

[Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal that the plan is designed to address in the next year. Copy the chart on page 10 for each additional goal.]

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal that the plan is designed to address in the next year. Districts may create additional action plan maps for “subgoals” that they may have created in order to accomplish the goals of section 5. The action plan map(s) must tie back to the analysis of data and factors contributing to low reading achievement and provide the blueprint for the district in achieving the measurable student performance goals stated in section 5.

Goal # ___ Action Map

Goal Statement _____

	Action Step 1	Action Step 2	Action Step 3
Components			
1. Timeline			
2. Lead Person(s)			
3. Resources Needed			
4. Specifics of Implementation			
5. Measure of Success			
6. Check-in/Review Date			

SECTION 7: PLAN FOR PROGRESS MONITORING

[Describe how progress toward goals will be monitored, measured and reported.]

This section serves as an extension and elaboration of the action map in section 6.

This section should specify what evidence is being collected, at what specific times and by who — to monitor the extent to which schools are implementing the action steps and measuring their students' progress toward the district goals. In addition, this section should identify what will be done to facilitate improvement in schools where the data being collected shows that students are not progressing toward the student achievement goals.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR STUDENTS AND SCHOOLS

[Describe the expectations and supports for schools in relation to the Reading Achievement Plan.]

SECTION 8, PART A: STRATEGIES TO SUPPORT STUDENTS

[Describe the evidence-based strategies that will be used to meet specific student needs and improve instruction. This must include a description of how these strategies support students on reading improvement and monitoring plans.]

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

[Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will be effective, show progress and improve upon strategies utilized during the two prior consecutive school years.]

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

[Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development.]

Section 8, Part A:

Districts must describe how the evidence-based strategies¹ identified support students on reading improvement and monitoring plans. These strategies must be evidence-based strategies that have been shown to be successful in improving reading among low-performing readers. These evidence-based strategies must include intensive, explicit and systematic instruction. Information on reading improvement and monitoring plans is available in the Third Grade Reading Guarantee [Guidance Manual](#).

Section 8, Part B:

Districts are encouraged to describe how the evidence-based strategies identified will support a school's multi-tiered system of support, Universal Design for Learning and data-based decision making. Districts should describe how the district will collect evidence to demonstrate that all evidence-based strategies are accessible to the full range of learners using the Universal Design for Learning principles for effective instructional design and delivery.

Section 8, Part C:

This professional development plan must be linked to the goals, action maps and evidence-based strategies for students stated throughout the plan. The professional development provided for teachers, literacy coaches and administrators must be research based and support the five essential components of reading (phonological awareness, phonics, fluency, vocabulary and reading comprehension).

A comprehensive professional development plan includes:

¹ For the purpose of the Reading Achievement Plan, "evidence-based" is defined using the definition introduced through the Every Student Succeeds Act. This definition is located on page 6 of this document.

1. Implementation of all instructional materials, reading programs and evidence-based strategies;
2. Implementation in the use and interpretation of screening, diagnostic and curriculum-based progress monitoring assessments;
3. Job-embedded opportunities, such as modeling in the classroom, book studies, data analysis, etc.; and
4. Individualized and differentiated opportunities for professional growth.

Ohio law ([OAC 3301-24-06](#)) requires professional development for continued licensure for all educators guided by the learning needs of all students that includes current theory on the learning needs of educators and a planned progression for improvement on a continuing basis. Consider how the district or community school interprets early literacy policy and how teachers understand those policies at the classroom level. Engage the teachers in decisions about what and how they learn. The professional development plan should allow teachers to have input on problem solving and take individual and collaborative steps to improve teachers' learning in order to meet the needs of students.

Professional development planning may include the identification of observable and measurable staff learning outcomes; the individual or group needs of faculty and staff to develop or improve the knowledge and skills necessary to address personalized and individualized student learning needs; a focus on closing the gap between student performance and the expectations for student performance; and identification of the resources necessary to support the professional learning outcomes, follow-up and evaluation ([OAC 3301-35-05](#)).

The [Ohio Standards for Professional Development](#) define the essential elements of a strong professional learning system. Schools and districts may benefit from using the standards to guide their efforts in selecting and evaluating professional learning opportunities that are aligned to the strategies proposed in this section.

Every Student Succeeds Act (ESSA) Definition of “Evidenced-Based”

EVIDENCE-BASED.—

- (A) IN GENERAL.—Except as provided in subparagraph (B), the term ‘evidence-based’, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that—
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
 - (ii)(I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

RESOURCES

Ohio Department of Education: <http://education.ohio.gov>

Ohio Improvement Process: <http://education.ohio.gov/Topics/School-Improvement/Ohio-Improvement-Process>

State Support Teams: <http://education.ohio.gov/Topics/School-Improvement/State-Support-Teams>

Third Grade Reading Guarantee: <http://education.ohio.gov/Topics/Early-Learning/Third-Grade-Reading-Guarantee>