

# Reading Achievement Plan Guidance

## GENERAL GUIDANCE

Ohio law ([Ohio Revised Code 3302.13](#)) requires each school district or community school to submit a Reading Achievement Plan to the Ohio Department of Education by Dec. 31 *if the district or school meets the following criteria*, as reported on the **past two** consecutive Ohio School Report Cards issued for that district or community school:

1. The district or community school received grades 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 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 ORC section 3301.0710, 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 ORC 3314;
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.

## SPECIFIC GUIDANCE TO DISTRICTS AND COMMUNITY SCHOOLS OPERATING UNDER A LOCAL LITERACY PLAN FOR THE STRIVING READERS GRANT

Districts and community schools that are operating under a Local Literacy Plan for the Striving Readers Grant that also are required to submit a Reading Achievement Plan are encouraged to have one plan that represents the comprehensive literacy improvement work occurring in the district or community school. This one literacy plan needs to be compliant with both state law (described above) and the requirements for the Striving Readers grant.

## QUESTIONS

Questions may be sent to [readingplans@education.ohio.gov](mailto: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.

## **SECTION 1, PART A: LEADERSHIP TEAM MEMBERSHIP**

*Insert a list of all leadership team members, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.*

## **SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN**

*Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.*

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

Functions of the leadership team include:

- Setting performance targets aligned with board-adopted district/program goals;
- Monitoring performance against the targets; building a foundation for data-driven decision-making on a systemwide 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 goals for instruction and achievement;
- Allocating system resources toward instructional improvement.

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

- Superintendent/CEO/lead administrator/director;
- Local school board member;
- Treasurer;
- Building-level administrators;
- Teacher leaders from various content areas, grade levels, buildings and specialized instructional areas;
- Program directors and supervisors (special education, curriculum, preschool, health and nutrition, safety, and family and community engagement);
- Family and community engagement team members who 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
- Representatives from groups, such as a teacher bargaining unit

More information on developing collaborative leadership teams is available on the Department's [website](#).

## **SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT EFFORTS**

*Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by ORC 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.*

Information for the Local Literacy Plan must be aligned to other district, school and program 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, district and program decision framework results;
2. School, district and program 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, PART A: ANALYSIS OF RELEVANT LEARNER 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.***

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 analyze this data over several years in order to understand trends in the data.

Districts and community schools are encouraged to engage in an analysis that is purposeful, includes relevant data, includes an interpretation of the data, determine priorities and connects to implementation. More information of the elements of a successful needs assessment is available in the State Support Network's [Needs Assessment Guidebook](#).

### **SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING ACHIEVEMENT**

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

Districts and community schools should **analyze** both internal (within the district or school) and external (the community) factors that contribute to low reading achievement. Internal factors may include, but are not limited to, adult implementation data, instructional materials, availability of intervention tools and access to high-quality professional development. External factors may include, but are not limited to, data related to socio-economic status, English proficiency of families served, graduation rates, employment rates, median income levels, literacy levels and utilization of public assistance. This analysis also may include a root cause analysis.

### **SECTION 4: LITERACY VISION AND MISSION STATEMENT(S)**

*Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of [Ohio's Plan to Raise Literacy Achievement](#).*

Research suggests a school mission statement should represent the core philosophy of a school and 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.

## SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

*Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals (such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.*

**SMART GOALS:** The measurable performance goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable. The measurable performance goals must tie back to the analysis of data and factors contributing to underachievement in literacy. In other words, what do you expect and want to see achieved from the supports provided? What kind of incremental progress would you expect to make over what period of time?

Districts and community schools that already have identified measurable student performance goals for literacy in their needs assessments or other improvement efforts may use those same goals to fulfil this requirement.

Examples:

### Overarching Goal

Increase the percentage of learners meeting or exceeding third grade proficiency standards from \_\_\_\_percent to \_\_\_\_percent by spring 2020, as measured by Ohio's State Tests.

### Subgoal

Increase the percentage of kindergarten learners meeting or exceeding targets for phonemic awareness from \_\_\_\_percent to \_\_\_\_percent by spring 2020, as measured by (insert reliable and valid universal screening assessment for phonemic awareness measure).

## 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 the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans.*

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. Applicants should create additional action plan maps for "subgoals" they have created to accomplish the overarching goals of Section 5. The action plan map(s) must tie to the analysis of data and factors contributing to underachievement in literacy (Section 3) and provide the blueprint for the district or community school in achieving the measurable performance goals stated in Section 5.

## SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S)

*Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.*

This section should specify the evidence being collected, specific times it is being collected and who is collecting it. This will help the district monitor the extent to which schools are implementing the action steps in Section 6 and measuring progress toward the performance goals in Section 5. In addition, this section should identify what will be done to facilitate improvement when the data being collected shows learners are not progressing toward the performance goals.

## SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

*Describe the evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans.*

Districts and community schools must describe how the evidence-based strategies<sup>1</sup> 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](#).

To increase the likelihood that an evidence-based practice will lead to improved student outcomes, the district should intentionally aim to leverage evidence-based activities, strategies and interventions that include the following characteristics:

- Align with the district, program or school's specific needs and context;
- Are part of a cohesive improvement plan;
- Are implemented with fidelity.

Additional information is available through the Department's [5 Steps to Being Empowered by Evidence](#).

## **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 do the following:*

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

Districts and community schools are required to describe all three of the components (effectiveness, progress, and improvement upon previously used strategies) included in this subsection.

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. How will educators be supported in implementing the evidence-based practices and interventions? How will adult implementation be measured and monitored? What mechanisms will be in place to ensure fidelity of adult implementation?

## **SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN**

*Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan. This professional development plan must clearly identify the instructional staff involved in the professional development. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.*

This professional development plan must be linked to the goals, action maps and evidence-based strategies for students stated throughout the plan.

A comprehensive professional development plan includes:

- Implementation of all instructional materials, reading programs and evidence-based strategies;

---

<sup>1</sup> For the purpose of the Reading Achievement Plan, "evidence-based" is defined using the definition from the Every Student Succeeds Act. This definition is located at the end of this document.

- Implementation in the use and interpretation of screening, diagnostic and curriculum-based progress monitoring assessments;
- Job-embedded opportunities, such as modeling in the classroom, book studies and data analysis; and
- 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. Districts and programs may benefit from using the standards to guide their efforts in selecting and evaluating professional learning opportunities aligned to the strategies proposed in this section.

### Professional Development Template

The Department developed a [Professional Development Plan Template](#) for the Striving Readers Subgrant application. Districts and community schools may choose to use this template to satisfy the requirements of Section 8, Part C.

## DEFINITIONS

### EARLY LITERACY

Ohio's definition of early literacy includes a continuum of literacy development that spans birth through grade 3. This continuum begins with the development of receptive language and expressive language. By the end of third grade, literacy development culminates in the attainment of fluency and comprehension of text, as well as the ability to use writing to communicate and compose narrative or expository text.

From birth through age 3, children develop basic communication skills, including listening vocabularies that progress into speaking vocabularies. As children explore the world, they attach meaning to concepts and develop the metacognition necessary to attach meaning to words. At this stage of development, children explore communicating through writing by scribbling and drawing.

During the prekindergarten years (ages 3-5), children develop phonological awareness as they sing songs and engage in word play with letter sounds and rhyming patterns. As children engage in shared reading experiences with accomplished readers, they develop listening comprehension skills and attach meaning to text. Their abilities to communicate through writing advances as children learn to write alphabetic symbols. Prior to entering kindergarten, children often learn to write their names.

These early experiences prepare children as they progress from kindergarten to third grade. In their progression, they develop the essential literacy skills, including: phonemic awareness, phonics, reading fluency, vocabulary acquisition and development, reading comprehension and early writing experiences.

## EVIDENCE-BASED

The following is the definition of “evidence-based” as defined in the Every Student Succeeds Act.

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>

Ohio's Early Literacy Toolkits: <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Ohio-s-Early-Literacy-Toolkits>

Ohio's Striving Readers Comprehensive Literacy Grant: <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Striving-Readers-Comprehensive-Literacy-Grant>

Reading Achievement Plan Webinar: <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Reading-Achievement-Plan>

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

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

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.