EMIS Change 22-30

This change deletes current RIMP codes and adds several new RIMP codes.

2.9 STUDENT PROGRAM (GQ) RECORD

Program Code Schedule

Student Program Code(s) Categories	Program Series	S Traditional			S CS/STEM		Graduate (G)
		Initial	Mid	Final	Initial	Final	
Reading Improvement and Monitoring Plan Intervention – Regular School Year	~~152500-152699~~ 152700-152760		√	√		√	
Reading Improvement and Monitoring Plan Intervention – Summer	~~151500~~ 151505		√	√		√	

Reading Improvement and Monitoring Plan Intervention Program Codes

RIMP codes are only reported for students participating in a Reading Improvement and Monitoring Plan implemented within 60 days of reading diagnostic result availability.

Program Code	Description
~~151500~~	~~**Summer Reading Programs**~~ ~~Any structured summer program that tracks and monitors the progress of the student and is targeted toward the student's reading difficulty. The program provider may be the school or a third party such as a library, community organization, or other provider, but must meet the above criteria.~~
~~152500~~	~~**Extended Learning Time (Each Week)**~~ ~~This approach is the lengthening of time for academic learning, including, but not limited to, adding instructional time for: core academic instruction, additional course instruction; additional class time; lengthening the school day or school year.~~
~~152505~~	~~**Guided Reading (Small Group Instruction)**~~ ~~Small group work where the teacher supports each reader's development of effective strategies for processing new texts at increasing levels of difficulty. The teacher carefully groups children according to need, selects a book to introduce, and works with individual students as each reads the book in its entirety. Discussion, focused teaching, and optional word work complete the lesson.~~
~~152510~~	~~**Increase Reading Time**~~ ~~A substantial increase in the intensity and duration of instruction, designed to accelerate reading development and proficiency. Intervention is generally provided in small group or one on one settings and delivered at a pace that is responsive to students' specific instructional needs.~~
~~152515~~	~~**Interactive Writing**~~ ~~A large or small group context where the teacher and children compose messages and stories to write using a "shared pen" technique that involves children in the writing. During interactive writing, students learn concepts about print (such as spacing), letter-sound relationships, how words work, and the writing process.~~
~~152530~~	~~**One-on-One Tutoring or Mentoring**~~

Program Code	Description
	Provides individualized instruction focused on skill-specific deficits and remediation or enrichment in academic skills. It also provides individual academic assistance.
152535	**Orton-Gillingham** An Orton-Gillingham approach is a multi-sensory, structured, explicit, systematic, sequential, cumulative, diagnostic and prescriptive instructional approach for reading and writing; which targets: phonemic awareness, sound-letter correspondence (phonics), spelling, handwriting, fluency, morphology, vocabulary and comprehension. Teaching steps are: synthetic and analytic presentation, opportunity for practice and teaching to mastery of a structured scope and sequence.
152540	**Peer-Assisted Learning Strategies** The intentional pairing of higher and lower achieving students in which students exchange the roles of player and coach, resulting in gaining knowledge from each other through practice and reinforcement.
152545	**Phonemic Awareness and Phonemic Decoding** Phonemic awareness is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words. This understanding improves students' word reading and comprehension and helps them learn to spell. To decode words, learners must recognize the letters in the word, associate each letter with its sound, hold these sounds in sequence in memory, blend these sounds together to determine the word and retrieve the memory of the words. Together, phonemic awareness and phonemic decoding are key foundational skills for beginning readers.
152550	**Proactive Intervention** Explicit instruction in synthetic phonics with a focus on fluency.
152565	**Responsive Intervention** Explicit instruction in synthetic phonics with a focus on analogy phonics.
152570	**Shared Reading** During shared reading, the teacher and children read an enlarged text together as the teacher explicitly demonstrates reading strategies such as word-by-word matching, word solving, and fluency.
152575	**Sight Word Instruction** Intervention designed to increase students' ability to recognize and read individual words with fluency and automaticity. Instruction to improve sight word reading may focus on improving students' decoding strategies, knowledge of word parts and patterns, the use of analogies, and writing.
152585	**Supplemental Instruction in Decoding Skills** Early, explicit and systematic instruction in phonics can help strengthen students' decoding skills. Strategies include: using manipulatives to help teach letter-sound relationships, providing differentiated instruction and helping students understand the purpose of phonics by engaging them in reading and writing activities that requires them to apply the information taught.
152595	**Other Explicit Instruction of Comprehension Interventions** A comprehension intervention is selected based on student's area of need and is taught through modeling, guided practice, group practice, and independent application. Growth is monitored to determine impact whereby strategy is continued or abandoned.
152600	**Other Explicit Instruction of Fluency Interventions** A fluency intervention is selected based on student's area of need and is taught through modeling, guided practice, group practice, and independent application. Growth is monitored to determine impact whereby strategy is continued or abandoned.

Program Code	Description
~~152605~~	~~**Other Explicit Instruction of Vocabulary Interventions**~~ ~~A vocabulary intervention is selected based on student's area of need and is taught through modeling, guided practice, group practice, and independent application. Growth is monitored to determine impact whereby strategy is continued or abandoned.~~
~~152610~~	~~**Other Language Experience Approach**~~ ~~LEA uses the student's own language and prior experiences to create connected text. The student dictates words/story/text to the teacher who records it exactly as stated, reads it back to student, and student reads it to others.~~
~~152699~~	~~**Other Intervention**~~ ~~An intervention included in a student's Reading Improvement and Monitoring Plan that is not described by any other intervention in the 152500 – 152610 or 151500 program codes.~~
151505	**Summer Structured Literacy Programs** A structured literacy program that continues to track and monitor the progress of the student once the school year ends. The program should be targeted toward the identified needs of the student. *This option is only to be used in addition to interventions offered during the school year. Replaces code 151500 Summer Reading Programs.
152700	**Explicit Intervention in Writing – Focus on Foundation Skills / Transcription** Explicit instruction in handwriting (manuscript, cursive), keyboarding, and spelling, following a scope and sequence of skills that aligns to the explicit phonics instruction. See page 31 in Ohio's Plan to Raise Literacy Achievement (Transcription).
152705	**Explicit Intervention in Writing – Focus on Composition Skills** Explicit instruction in sentence structure - grammar, syntax, vocabulary usage, sentence types, organizing ideas for writing (including graphic organizers and oral rehearsal). This should focus on the function of words and connect to content area knowledge. See page 31 in Ohio's Plan to Raise Literacy Achievement (Self Regulation and Text Generation)
152710	**Explicit Intervention in Phonemic Awareness** Phonemic awareness is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words. This falls under the umbrella term of phonological awareness. This understanding improves students' word reading and helps them learn to spell. Intervention focus for phonemic awareness uses an informal phonological awareness assessment to determine student current skill attainment and provides instruction and practice with feedback to build more advanced skills following a sequence (such as Ohio's Learning Standards Foundational Skills, p. 28), moving from more basic skills such as segmenting and blending syllables in a word to more advanced skills such as substituting medial vowel sounds. See page 27 in Ohio's Plan to Raise Literacy Achievement.
152715	**Explicit Intervention in Sight Word Recognition** Intervention designed to increase students' ability to recognize and read individual words using phoneme grapheme mapping of regular parts and explicit call out of irregular parts. They store the connected sounds and letters of words (along with their meaning) as instantly recognizable sight words.

Program Code	Description
	Sight word recognition instruction should focus on phoneme-grapheme mapping and not rely on practices such as the use of flash cards. See page 27 in Ohio's Plan to Raise Literacy Achievement. Replaces code 152575 Sight Word Instruction.
152720	**Explicit Intervention in Decoding** Early, explicit, and systematic instruction in phonics can help strengthen students' decoding skills. Phonics instruction should follow a phonics scope and sequence. Intervention focus for phonics uses data from an informal phonics decoding survey to determine the highest level of decoding skills mastered and teach the next skills in the progression. Use of connected text (decodable readers) is critical to developing phonics skills. See page 27 in Ohio's Plan to Raise Literacy Achievement.
152725	**Explicit Intervention in Comprehension** Before focusing intervention efforts on comprehension, it is critical to ascertain if students need additional instruction in phonics, fluency, vocabulary, sentence structure and text structure. Intervention focus should be on a limited number of strategies that are intentional mental actions during reading that improve reading comprehension. They are deliberate efforts by a reader to better understand or remember what is being read and build knowledge. Teach students to question, visualize, monitor/clarify, infer, and summarize. Student knowledge of a subject, background knowledge and academic vocabulary are key contributors to overall comprehension. See page 28 in Ohio's Plan to Raise Literacy Achievement.
152730	**Explicit Intervention in Fluency** A fluency intervention is appropriate for students who are accurate in their reading of grade level texts, but lack automaticity. The three components of fluency – appropriate speed, accuracy, prosody – can be addressed through instructional strategies such as repeated readings, partner reading, choral reading, technology-assisted reading, timed reading, phrased reading, echo reading. See page 28 in Ohio's Plan to Raise Literacy Achievement.
152735	**Explicit Intervention in Vocabulary** Teach high utility words and academic language, including instruction in morphology (the meanings of roots and combining forms, prefixes, and suffixes) using explicit instructional routines. Words should be taught in clusters and connected to texts. In addition, there should be judicious review with multiple exposures of previously taught words. See page 28 in Ohio's Plan to Raise Literacy Achievement.
152740	**Small Group Scaffolding of Complex Text** It is important for all students, including those that are reading below grade level, to access complex texts daily. In order to do this, teachers can provide scaffolded instruction for students, which can include, but is not limited to: pre-teaching vocabulary, focus on language

Program Code	Description
	structure of complex sentences, teaching cohesive ties, teaching morphology, and decoding of multisyllabic words. See page 33 in Ohio's Plan To Raise Literacy Achievement.
152745	**Explicit Intervention in Communication/Language** Identify yes/no responses using multi-modal communication skills and diverse access features, including assistive technology, as needed, based on a learner profile. Teach the use of tools for accessing communication containing individualized features based on learner profile data. Teach the use of core vocabulary paired with fringe vocabulary to communicate across settings. Teach sound-symbol correspondences to develop spelling skills. Teach the use to symbols (icon sequences), and spelling (especially onsets) to find and access words for communication. See page 24 in the flash card titled "Oral Language" in Ohio's Plan To Raise Literacy Achievement.
152750	**Multi-Modal Approach to Structured Literacy** A multi-sensory, structured, explicit, systematic, sequential, cumulative, diagnostic and prescriptive instructional approach for reading and writing; which targets: phonemic awareness, sound-letter correspondence (phonics), spelling, handwriting, fluency, morphology, vocabulary and comprehension. Teaching steps are the following: synthetic and analytic presentation, opportunity for practice and teaching to mastery of a structured scope and sequence. This intervention strategy is not outlined in Ohio's Plan To Raise Literacy Achievement. Replaces code 152535 Orton-Gillingham.
152755	**Interventions Designed around Leveled Texts** Small group or one to one intervention using leveled texts whereby an instructional reading level is assigned to each student, Remediation is based on reading levels. This intervention strategy is not outlined in Ohio's Plan to Raise Literacy Achievement.
152760	**Interventions Designed around the Three Cuing System** Small group or one-on-one short-term intervention promoting the use of the Three Cuing System by the student as the primary means to identify words informed by running records. This intervention strategy is not outlined in Ohio's Plan to Raise Literacy Achievement.