

RIMPS AND RESOURCES

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***ASSOCIATE ADMINISTRATOR, OFFICE OF
LITERACY ACHIEVEMENT***

February 21, 2025



TODAY'S PRESENTATION

- Overview of RIMP Requirements for grades K-6
- Department Resources for RIMPs
- Your Questions

K-3 READING DIAGNOSTIC

Within the **first 20 days of instruction** for kindergarten students

By **September 30th** for students in grades 1-3

Students who score not on-track must have a **RIMP** developed within 60 days

RIMP REQUIREMENTS

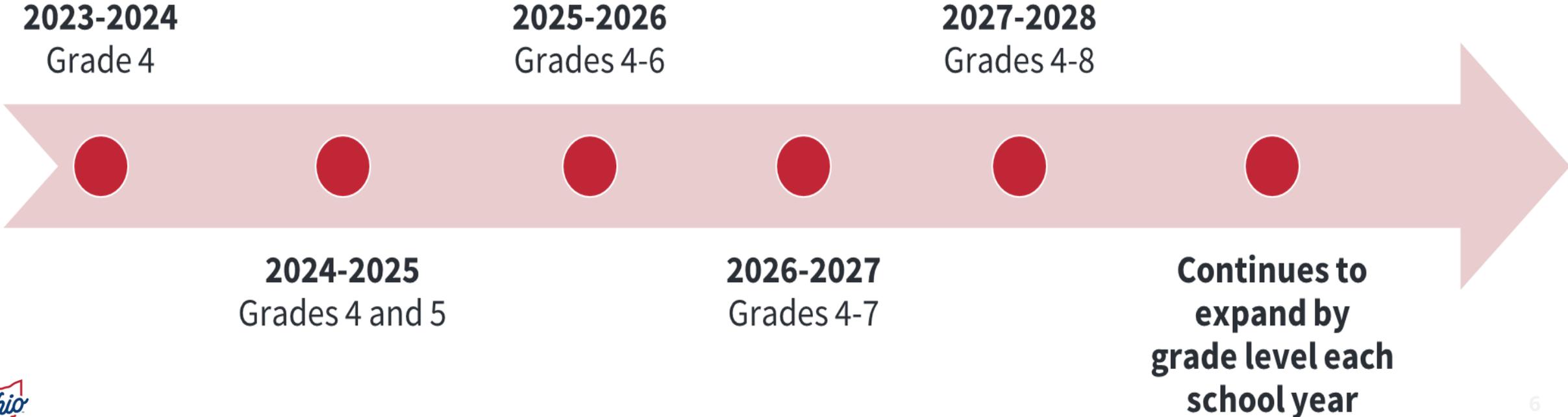
- Student's Reading Difficulty
- Intervention Targeted to the Student's Reading Difficulty
- Progress Monitoring
- Parental Involvement
- Core Curriculum aligned with the Science of Reading
- High-Dosage Tutoring Opportunity (3 Times a Week or 50 hours over 36 weeks)
- A statement about the Third Grade Reading Guarantee promotion criteria

REQUIRED INTERVENTION PROGRAMS FOR STUDENTS WITH RIMPS

- Under Ohio law, districts and schools must use reading intervention programs for grades PreK-12 only from the Department's approved list.
- To provide targeted and intensive instruction in reading to students identified as having reading skills below their grade level.

READING IMPROVEMENT AND MONITORING PLAN

- Reading Improvement and Monitoring Plans (RIMP) must continue throughout the student’s academic career until the student is reading proficiently for their current grade level (700 or higher on Ohio’s State Test for English language arts).



RIMPs IN GRADE 4

- Any student, including students with disabilities, promoted to grade 4 will require a RIMP if either of the following is true:
 - The student had a RIMP in grade 3 and did not score proficient (700 or higher) on Ohio's State Test for grade 3 English language arts
 - The student did not meet the promotion score on Ohio's State Test for grade 3 English language arts but the student's parent or guardian, in consultation with the student's reading teacher and principal, requested the student be promoted to grade 4.

RIMPs IN GRADE 5

- Any student, including students with disabilities, that had a RIMP in grade 4 and scored below 700 on Ohio's state test for grade 4 English language arts must continue to have a RIMP developed and implemented in grade 5.

RIMPs IN GRADE 6

- Beginning in the 2025-2026 school year.
- Any student, including students with disabilities, that had a RIMP in **grade 5** and scored below 700 on Ohio's state test for **grade 5** English language arts must continue to have a RIMP developed and implemented in grade 6.

RIMP DOCUMENT

- Districts have the discretion to create their own RIMP form
- What the RIMP document looks like is a local decision as long as it contains the legally required components mentioned previously
- The DEW RIMP template is recommended, but not mandatory

COMING SOON...

- DEW RIMP template for Adolescent Students (Grades 6-9)
- RIMP Intervention Code revisions
- Updated implementation guides (*Fall 2025*)

NEW RESOURCES

Ohio's Plan to Raise Literacy Achievement

REVISED *OHIO'S PLAN* *TO RAISE* *LITERACY* *ACHIEVEMENT*



January 2025

[Ohio's Plan to Raise Literacy Achievement](#)



IMPLEMENTATION GUIDE FOR OHIO'S PLAN TO RAISE LITERACY ACHIEVEMENT (GRADES 6-12)

**Implementing Ohio's Plan to Raise
Literacy Achievement**



**A Guide for School Leaders,
Grades 6-12**

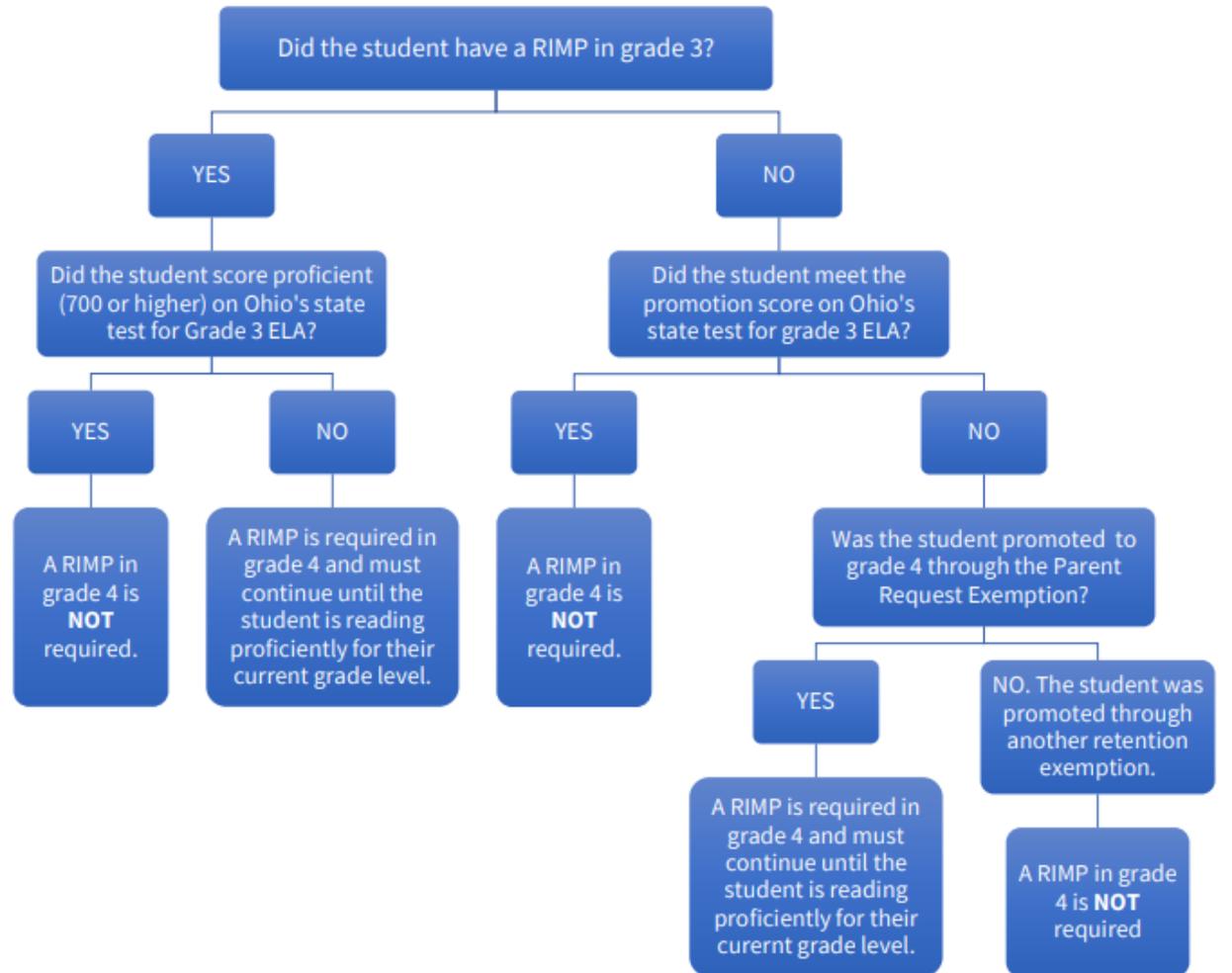


RIMP DECISION MAKING TOOL

- Flow chart to determine who does and does not need a RIMP in grade 4
- Available on the TGRG webpage

Reading Improvement and Monitoring Plan (RIMP) Decision Tool for Grade 4

The following chart is a decision tool to assist districts and schools in determining which students are required to have a Reading Improvement and Monitoring Plan (RIMP) in grade 4.



UPDATED THIRD GRADE READING GUARANTEE FAMILY RESOURCES WEBPAGE

Third Grade Reading Guarantee Family Resources

What is Ohio's Third Grade Reading Guarantee?

Ohio's Third Grade Reading Guarantee is a law that Ohio schools must follow starting in Kindergarten (See [Ohio Revised Code 3313.608](#)).

The law requires that schools:

1. **Test the reading skills** of all children in kindergarten through third grade at the beginning of each school year.
2. **Tell families in writing if your child is not reading as expected for their grade-level** based on the test results. The law is specific about the details that schools must provide to families about the test results and the school's plan to teach the child to read at school.
3. **Give special instruction to the child, called intervention services.** The services should be specific to your child's learning needs if they scored below grade-level on the test. The intervention services must be based on the science of reading.
4. **Create a Reading Improvement and Monitoring Plan within 60 days** of the date your child was given the reading test at the beginning of the year. The child's classroom teacher and parent/guardian *must* be involved in the creation of this plan.



- FAQ for Families
- RIMP FAQ for Families
- Short explanatory video for families

Why do we have this law in Ohio?

Children who are not reading at grade level have a hard time in school if they don't get extra

RIMP FAQ FOR FAMILIES

- One-page FAQ for families regarding RIMPs
- Districts can use in their RIMP communication
- Available on TGRG Family Resources webpages.

What is a Reading Improvement and Monitoring Plan?



A Reading Improvement and Monitoring Plan, sometimes called a RIMP, is a document that schools use to keep track of how they will support a child with reading and writing skills if the child is not scoring at or above a certain score on the reading diagnostic test for their grade. This starts in Kindergarten. You can see a [Sample RIMP Template online](#).

By law, all public schools in Ohio must create a Reading Improvement and Monitoring Plan for a student who is not on-track (reading below grade level), within 60 days of receiving the reading diagnostic results. This is part of [Ohio's Third Grade Reading Guarantee](#) law (See [Ohio Revised Code](#) 3313.608).

What is my role as a parent/guardian related to the Reading Improvement and Monitoring Plan?

1. **The plan is an opportunity for you to work together with the school.** Your school district is legally required to involve you and your child's classroom teacher in developing the plan. The plan should list the reading and writing support your child will receive. The support listed in the plan should be based on your child's reading and writing data, and your ideas about how your child learns best.
2. **The plan is a written document, which will help you keep track of your child's progress and the supports provided by the school over time.** The RIMP will

Example

A child's Reading Diagnostic Test results show that they need more support for reading the first sounds in words. A plan (RIMP) to support the child is written and shared with the child's parents.

The teacher and parents meet and they each share ideas for the plan, about how to support the child in practicing those sounds and letters during the school day. They also plan when they will re-check the child's skills and talk again.

ANNUAL K-4 LITERACY REPORT



ANNUAL K-4 LITERACY REPORT TO THE GOVERNOR AND GENERAL ASSEMBLY

- ***Combined*** Data Report Required Annually by January 31st.
- Required to include the following:
 - K-3 On-Track/Not On-Track Percentages
 - Grade 3 and 4 Proficiency Percentages
- Newly reported this year:
 - Use of reading diagnostic assessments used statewide
 - Grade 4 Reading and Improvement Monitoring Plan data
 - Impact of RIMPs on Grade 3 ELA test scores

READING PERFORMANCE OF KINDERGARTEN THROUGH GRADE 4 STUDENTS FROM THE LAST TWO YEARS

2023-2024 SCHOOL YEAR

Grade	On track	Not on Track	Proficient	Not Proficient
K	59.8%	40.2%		
1	64.1%	35.9%		
2	58.2%	41.8%		
3	58.7%	41.3%	62.3%	37.7%
4			58.9%	41.1%

2022-2023 SCHOOL YEAR

Grade	On track	Not on Track	Proficient	Not Proficient
K	60.9%	39.1%		
1	64.6%	35.4%		
2	64.0%	36.0%		
3	63.7%	36.3%	64.5%	35.5%
4			64.1%	35.9%

READING DIAGNOSTIC ASSESSMENT TYPE DATA (BY SCHOOL)

Reading Diagnostic Assessment	Number of Community Schools and Districts Using
Kindergarten Readiness Assessment - Language and Literacy	758
i-Ready Assessment	627
MAP Growth	573
Acadience Reading K-6	387
mCLASS DIBELS 8th Edition	356
aimswebPlus	314
Star Reading	314
Star Early Literacy	275
MAP Reading Fluency	188
Acadience Reading K-6 (formerly DIBELS Next)	179
Star CBM	103
Ohio Reading Diagnostic	75
DIBELS Data System (DDS) with DIBELS 8th Edition	73
FastBridge	42
Exact Path	2
Istation's Indicators of Progress Early Reading (ISIP ER)	2



IMPROVEMENT ON OST FOR GRADE 3 ELA BY INTERVENTION TYPE

TABLE 5: IMPROVEMENT ON OHIO'S STATE TEST FOR GRADE 3 ENGLISH LANGUAGE ARTS BY INTERVENTION TYPE IN 2023-2024

Intervention strategy	Avg. Fall Score	Avg. Spring Score
Explicit Intervention in Comprehension	667	686
Explicit Intervention in Decoding	658	677
Explicit Intervention in Phonemic Awareness	657	676
Explicit Intervention in Fluency	664	683
Explicit Intervention in Sight Word Recognition	656	675

READOHIO POLICY HOUR WEBINAR

- February 28th from 10 AM to 11 AM
- Register [HERE!](#)
- Past webinar recordings can be found on the Department's [ReadOhio webpage](#) and **Third Grade Reading Guarantee webpage**.
- ReadOhio@education.ohio.gov



QUESTIONS?