

LITERACY POLICY UPDATES (READING DIAGNOSTIC & READING ACHIEVEMENT PLANS)

OHIO DEPARTMENT OF
EDUCATION AND WORKFORCE

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TODAY'S AGENDA

- Kindergarten Diagnostic Changes
- Changes for Students with Disabilities
- Changes to the list of Approved Assessments
- Resources to Support Transition
- RAP Update
- Questions

K-3 READING DIAGNOSTIC CHANGES BEGINNING 2026-2027

KINDERGARTEN READING DIAGNOSTIC TIMELINE CHANGE FOR 2026-2027

- The administration deadline for the Kindergarten Reading Diagnostic will be **September 30th** beginning in the **2026-2027** school year.

KINDERGARTEN READINESS ASSESSMENT 2026-2027

- Now managed by the Ohio Department of Children & Youth
- Administration timeline will remain the **first 20 days of instruction**
- Still To Be Determined if it will remain an allowable option for the Kindergarten Reading Diagnostic

K-3 READING DIAGNOSTIC AND STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

- **Students with Significant Cognitive Disabilities** must be administered a K-3 reading diagnostic beginning in the **2026-2027** school year.
- Districts must administer to students with a significant cognitive disability in accordance with guidelines adopted by the Department.

CHANGES TO THE APPROVED LIST OF K-3 READING DIAGNOSTIC ASSESSMENTS

- Under Ohio law, the current list of approved reading diagnostic assessments will be reduced beginning in the 2026-2027 school year.
- Under Ohio law, the Department must adopt one K-3 reading diagnostic assessment and approve a list of up to five K-3 reading diagnostic assessments.
- *The Department will communicate information to district leaders as it becomes available.*

2026-2027 K-3 READING DIAGNOSTIC APPROVED LIST UNDER ORC 3301.079

1. Most Widely Used Reading Diagnostic Assessment Statewide
2. Second Most Widely Used Reading Diagnostic Assessment Statewide
3. Third Most Widely Used Reading Diagnostic Assessment Statewide
4. DEW Adopted Reading Diagnostic Assessment
5. Selected by DEW through review process
6. Selected by DEW through review process

HOW WILL UPDATES BE COMMUNICATED TO DISTRICTS AND SCHOOLS?

- EdConnection (Department Newsletter)
- Emails to Testing Coordinators and Curriculum Directors
- Regional Data Lead Network
- Posting on the Department's Third Grade Reading Guarantee Webpages
- EMIS Newsflash
- Vendor Communication
- Major Associations
- Updated version of Third Grade Reading Guarantee Guidance Manual

RESOURCES TO HELP WITH THE TRANSITION

LITERACY ASSESSMENT SELECTION TOOL: GRADES K-6

- Auditing current screening and assessment system for all students
- Selecting screening measures and intervention-based diagnostics
- Identifying professional learning or training needs

Literacy Assessment Selection Tool: Grades K-6

Assessments Required Under Ohio's Dyslexia Support Laws

Universal screening, referred to as a tier 1 dyslexia screening measure in Ohio's dyslexia support laws ([ORC 3323.251](#)), identifies the students whose current level of skills indicate they may be at risk of reading difficulties such as dyslexia. Districts must select tier 1 universal screening measures from the list of Ohio Department of Education and Workforce-approved assessments for this purpose.

Under Ohio's dyslexia support laws (ORC 3323.251), the administration of an intervention-based diagnostic assessment (tier 2 dyslexia screening) is not required until after a period of progress monitoring. However, it is best practice to promptly administer an intervention-based diagnostic assessment (tier 2 screening) to students determined to be at risk and provide instructional support.

The Department will not be creating a list of approved intervention-based diagnostic assessments for tier 2 dyslexia screening. Teams working with students who are at risk of dyslexia can use this audit tool to assist in the selection of intervention-based diagnostic assessments (tier 2 dyslexia screening measures) that meet the criteria listed in the table below.

Universal Screening (Tier 1 Dyslexia Screening)	Intervention-Based Diagnostic Assessment (Tier 2 Dyslexia Screening)
<ul style="list-style-type: none">• Brief (10 minutes or less)• Standardized• Technically adequate (reliable, valid, demonstrate accuracy for predicting reading achievement)• Direct indicators of essential literacy skills• Given by classroom teachers with the support of other educators• Predictive of future reading outcomes through research-based skill levels and risk status• Include alternate forms for ongoing progress monitoring	<ul style="list-style-type: none">• Given to all students who demonstrate a need or are at risk of dyslexia• Linked to structured literacy instruction• Standardized or informal, rather than teacher-created• Norm-referenced, criterion-referenced or curriculum-based• Selected to clarify instructional need and inform instructional placement by answering specific problem-analysis questions• Individually administered• Connected to specific foundational skills

STATE DISADVANTAGED PUPIL IMPACT AID FUNDS – READING IMPROVEMENT AND INTERVENTION

- Ohio’s districts and schools receive Disadvantaged Pupil Impact Aid (DPIA) Funds to fund initiatives for Ohio’s students.
- Reading Improvement and Intervention is an allowable use of DPIA funds.
- Contact wellnessandsuccess@education.ohio.gov for more information.

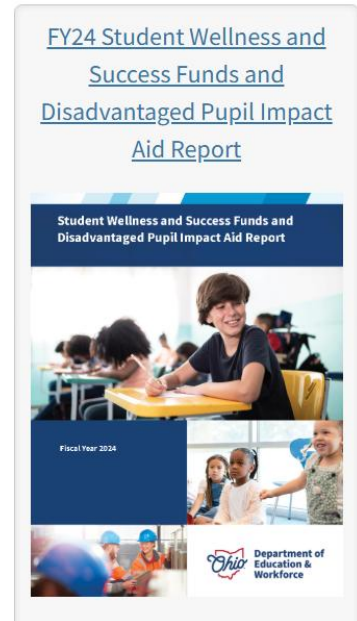
Student Wellness and Success Funds and Disadvantaged Pupil Impact Aid

Overview

Ohio’s districts and schools receive Disadvantaged Pupil Impact Aid and Student Wellness and Success Funds to fund initiatives to support wraparound services for Ohio’s students.


This webpage outlines requirements for spending Disadvantaged Pupil Impact Aid and Student Wellness and Success Funds. Click on a topic to go directly to that section of the webpage:


- » [Funding.](#)
- » [Uses](#)
- » [Planning.](#)
- » [Community Partners](#)
- » [Reporting.](#)
- » [Resources](#)



LITERACY ASSESSMENT TIP SHEET

- Quick overview of Ohio’s literacy assessment requirements for district and building leaders.
- 1–2-page synopsis of best practices for using assessments to drive core instruction.


• ReadOhio Tip Sheets •




Let’s Dig Deeper into Assessments

	UNIVERSAL SCREENING	INTERVENTION-BASED DIAGNOSTIC ASSESSMENT	PROGRESS MONITORING
Characteristics	<ul style="list-style-type: none"> • Problem identification • Measures indicators of essential early literacy skills 	<ul style="list-style-type: none"> • Problem analysis • Closely linked to instruction 	<ul style="list-style-type: none"> • Ongoing evaluation • Repeated measurement of targeted area(s) of instruction to guide decision making • Aligned to universal screening measures and core instruction
Questions Answered	<ul style="list-style-type: none"> • Which students and systems (core instruction, interventions, etc.) need support? 	<ul style="list-style-type: none"> • Why is the problem happen-ing and what supports are needed? 	<ul style="list-style-type: none"> • Is the support working or should instruction change?
Best Practice	<ul style="list-style-type: none"> • Administer three times a year. • Consider tier 1 dyslexia screening in grades 6-8, grade 9, or upon entry to high school. 	<ul style="list-style-type: none"> • Administer to students determined to be at risk and provide instructional support. 	<ul style="list-style-type: none"> • Progress monitor weekly following the start of small-group structured literacy instruction.

👍 DO’s for Using Assessment to Drive Core Instruction

- 👍 DO develop a district wide screening protocol within Ohio’s Integrated Multi-Tiered System of Supports framework.
- 👍 DO consult the Department’s list of approved assessments that fulfill the universal screening requirements of both laws and consider using ONE assessment that is approved for BOTH.
- 👍 DO notify parents or guardians of screening results if the student is not on-track or at risk for dyslexia.
- 👍 DO use assessments to drive core instructional decisions (such as a selection of high-quality instructional materials, Reading Improvement and Monitoring Plan (RIMP) planning, progress monitoring, and so forth).
- 👍 DO administer any necessary informal or formal diagnostic assessments to determine the instructional needs of the students and any necessary changes to core instruction or interventions.
- 👍 DO monitor progress to provide for instructional decisions and interventions that are targeted at the student’s identified reading deficiencies. Share progress with parents/guardians frequently!
- 👍 DO use assessments to guide the development of district Reading Improvement Plans or Reading Achievement Plans.


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GUIDANCE FOR STUDENTS WITH LOW INCIDENCE DISABILITIES AND COMPLEX COMMUNICATIONS NEEDS

- Provides resources and recommendations for accommodations/scaffolds when conducting screenings or diagnostic assessments.
- Each section includes a table with information on access features for subtests.
- Additional information and resources for these tools and strategies specific to each student subgroup.

Administering Literacy Assessments for Students with Low Incidence Disabilities and Complex Communications Needs



Guidance for Administering Literacy Assessments

2024



RIMPS & IEP RECORDED WEBINAR

- Presented by DEW Literacy Specialist Karen Jeffries
- Deepen knowledge and students with disabilities.
- Information to utilize from a RIMP in sections of an Individualized Education Program (IEP).

RIMPS AND SPECIAL EDUCATION

Presented by

KAREN JEFFRIES

KAREN.JEFFRIES@EDUCATION.OHIO.GOV

Literacy Specialist in the Office for Exceptional Children

**Third Grade Reading
Guarantee Guidance**



READING ACHIEVEMENT PLAN UPDATE

READING ACHIEVEMENT PLANS

Districts and community schools that meet both of the following criteria for **two consecutive years** are required to submit a Reading Achievement Plan to the Department by **December 31**:

1. Received a performance rating of less than three stars for early literacy component on Ohio's School Report Card.
2. Fifty-one percent or less of the district or community school's students scored proficient on Ohio's State Test for grade 3 ELA.

CHANGES TO THE RAP SUBMISSION PROCESS FOR 2025

- All districts and community schools that meet the established criteria must submit a Reading Achievement Plan. Progress Reports will **not** be accepted.
- Comprehensive Literacy State Development (CLSD) grantees may submit their Local Literacy Plan to meet this requirement.

READING ACHIEVEMENT PLAN COMPLETION CHECKLIST

The template now includes a checklist to ensure all required components of the Reading Achievement Plan were included in the submission.

Reading Achievement Plan Completion Checklist

SECTION 1, PART A: DISTRICT LEADERSHIP TEAM MEMBERSHIP AND STAKEHOLDERS

- Does the plan include a list of all leadership team members, stakeholders, roles and contact information?

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

- Does the plan describe how the district leadership team developed the plan and how the team will monitor and communicate the plan?

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

- Does the plan describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school?

SECTION 3, PART A: RELEVANT LEARNER PERFORMANCE DATA

- Does the plan include disaggregated student performance data from the following sources as applicable?
 - The Kindergarten Readiness Assessment,
 - Ohio's State Test for English language arts assessment for grades 3-8,
 - K-3 Reading diagnostics (include subscores by grade level),
 - The Ohio English Language Proficiency Assessment (OELPA)
 - The Alternate Assessment for Students with Significant Cognitive Disabilities
 - Benchmark assessments, as applicable.

SECTION 3, PART B: INTERNAL AND EXTERNAL FACTORS CONTRIBUTING TO UNDERACHIEVEMENT IN READING

- Does the plan include internal factors believed to contribute to low reading

LITERACY PLAN TIP SHEET



When Policies Collide... Developing a Comprehensive Literacy Plan for Maximum Impact



To download additional tip sheets, visit Education.ohio.gov/Literacy-Tipsheets

Best practices to support high numbers of students not reading at grade level start with developing a strong, district-wide literacy plan. The literacy plan should align district data with clear, specific goals and strategies to improve student literacy outcomes.

When writing their plans, districts should consider the best practices found in [Ohio's Plan to Raise Literacy Achievement](#) and other guidance, including the [Third Grade Reading Guarantee](#) webpage and [Ohio's Dyslexia Supports webpage](#).

Requirements Under Law

Ohio law requires *some* districts and community schools to develop:

- [Reading Improvement Plans](#)
- [Reading Achievement Plans](#)
- or both.



Who needs to develop each plan?

Reading Improvement Plan

- Districts and community schools where fewer than 80 percent of their students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

Reading Achievement Plans

- Districts and community schools that received both of the following on the past two Ohio School Report Cards:
 - » A rating of one or two stars on the Early Literacy Measure;
 - » Fewer than 51 percent of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

Required Elements for each plan

Reading Improvement Plans

- Local school boards determine the deadline, format, and approval criteria
- Districts may look to the guidance for [Reading Achievement Plans](#), Local Literacy Plans, and the [Striving Readers Local Literacy Plan](#) for guidance.

Reading Achievement Plans

- Development Process and Plan for Monitoring Implementation
- Alignment between Reading Achievement Plan and Overall Improvement Efforts
- Why a Reading Achievement Plan is Needed
- Student Performance Data
- Measurable Learner Performance Goals
- Action Plan Map(s) for Action Steps
- Professional Development Plan
- Submit to the Department by December 31.

When writing these plans, districts may be tempted to write them in isolation in order to "meet all of the requirements." However, it is important to remember that the purpose of these plans is to address the reading deficits of the students in the district or community school and to outline the ways in which these plans fit together and align with other state literacy policy requirements. Districts should look at their literacy plans through a wide lens, focusing on the end goal: 100% of students reading at or above grade level.



Scenario

District Dazzle was recently told that they must write both a Reading Achievement Plan and a Reading Improvement Plan. Superintendent Sam notices that not enough students were "on-track" for grade level reading and that a large percentage of students not score proficient on the Ohio State Test for English language arts. She decides to focus on these data-points when beginning to think about these plans. Superintendent Sam is very nervous about following the laws related to these two required reading plans, so she pulls together two different teams to work on them. She thinks that assigning the plans to different groups will focus the groups' work and ensure compliance. Both groups begin with the same data and start work. Superintendent Sam quickly realizes that the plans do not match and that neither plan mentions the required dyslexia or science of reading professional development that the teachers in her district have been working on. And, while both plans meet all the requirements and there are good elements in both plans (the Reading Achievement plan addresses students on RIMPs and the Reading Improvement Plan discusses the district's plan for helping a teacher become certified in structured literacy instruction), neither plan is as strong as it needs to be to help students in her district. She decides to call the two groups back together.



What should Superintendent Sam do next? Choose the correct answer(s) below.

1. She should tell both groups to go back to work to improve their plans. The two groups would still work independently, but she would offer some feedback before they got back to work.
2. She should encourage the two groups to work together to draft a solid plan that addresses students on RIMPs and the structured literacy certification process. This will help ensure that the plans are aligned and cohesive!

If you chose answer 2, you are on the right track!

DO's & DON'Ts

— with —

Crystal Clear

- ✔ **DO** Include the dyslexia and science of reading professional development in the professional development section.
- ✔ **DO** Discuss the dyslexia certification process in your professional development section.
- ✔ **DO** Discuss RIMP implementation in your action plan section.
- ✔ **DO** Include the dyslexia screener results in your data section.
- ✔ **DO** Include the reading diagnostic results in your data section.

- ❌ **DON'T** Write multiple plans.
- ❌ **DON'T** Forget that Ohio's literacy policies work together to support students.
- ❌ **DON'T** Ignore student data when writing goals.
- ❌ **DON'T** Forget that professional development opportunities for educators should be sustained.
- ❌ **DON'T** Include strategies that use a 3-cueing approach.

QUESTIONS?