From Compliance to Commitment

What Parents Need to Know About Science of Reading in your District

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We are so proud to participate in the first (and hopefully annual!) Ohio Literacy Academy for Parents

ReadOhio: Ohio's Plan to Raise Literacy Achievement

Focus on The Science of Reading to promote proficiency in reading, writing, and communication for all learners

- Ensure all educators and administrators are supported in building knowledge and capacity
- Ensure all learners are represented and supported throughout the language and literacy development continuum
- Bridge the gap between research and practice to support the Science of Reading
- Support data-driven decision-making in a multi-tiered system of supports through collaborative problem-solving
- Support the integrity of implementation of practices aligned to the Science of Reading

Ohio's Plan to Raise Literacy Achievement - What are the laws in Ohio that support this initiative?

- #1: Alignment of intervention processes, curriculum materials, and substantive instruction across age and grade bands, content standards, implementation guides, and assessment tools
- #2: Ohio's Third Grade Reading Guarantee
- #3: Ohio's Dyslexia Laws & Guidebook
- #4: Focus on assessment and data to drive tiered intervention systems ("MTSS")

Ohio's Plan to Raise Literacy Achievement - What are the laws in Ohio that support this initiative?

- **#1: Alignment of intervention processes, curriculum materials, and substantive instruction across age and grade bands, content standards, implementation guides, and assessment tools**
  - ORC Section 3313.079 - requires school to meet or exceed content standards established by ODEW
  - ORC Section 3313.6028 - requires school to use "approved high-quality core curriculum and instructional materials in English language arts, and a list of evidence-based reading intervention programs, that are aligned with the science of reading and strategies for effective literacy instruction."
  - Integrated MTSS is required by Ohio's TGRG & Dyslexia Laws, and through ODEW implementation guidance and practice documents aligned to federal requirements like IDEA, Section 504, and Every Student Succeeds Act (ESSA)

Ohio Plan to Raise Literacy Achievement

Ohio's Plan to Raise Literacy Achievement - What are the laws in Ohio that support this initiative?

- **#2: Ohio's Third Grade Reading Guarantee - Key Provisions**
  - Annual Reading Diagnostics K-3 must be given at the beginning of each school year using approved reading diagnostic assessment
  - If student is not reading as expected based on assessment, school must provide targeted intervention through a written RIMP within 60 days
  - Plan must include the classroom teacher ***and the Parent***
  - Intervention must be based on SoR, designed to address specific learning needs, and ***continue until student is reading proficiently at grade level***
  - RIMPs must outline goals, evidence-based strategies, and progress monitoring steps to improve reading skills using "High Quality Materials" and "High Dosage Tutoring"
  - Promotion to 4th grade dependent on passing or having an exemption

ODEW TGRG Supports

ODEW TGRG Manual

Ohio's Plan to Raise Literacy Achievement - What are the laws in Ohio that support this initiative?

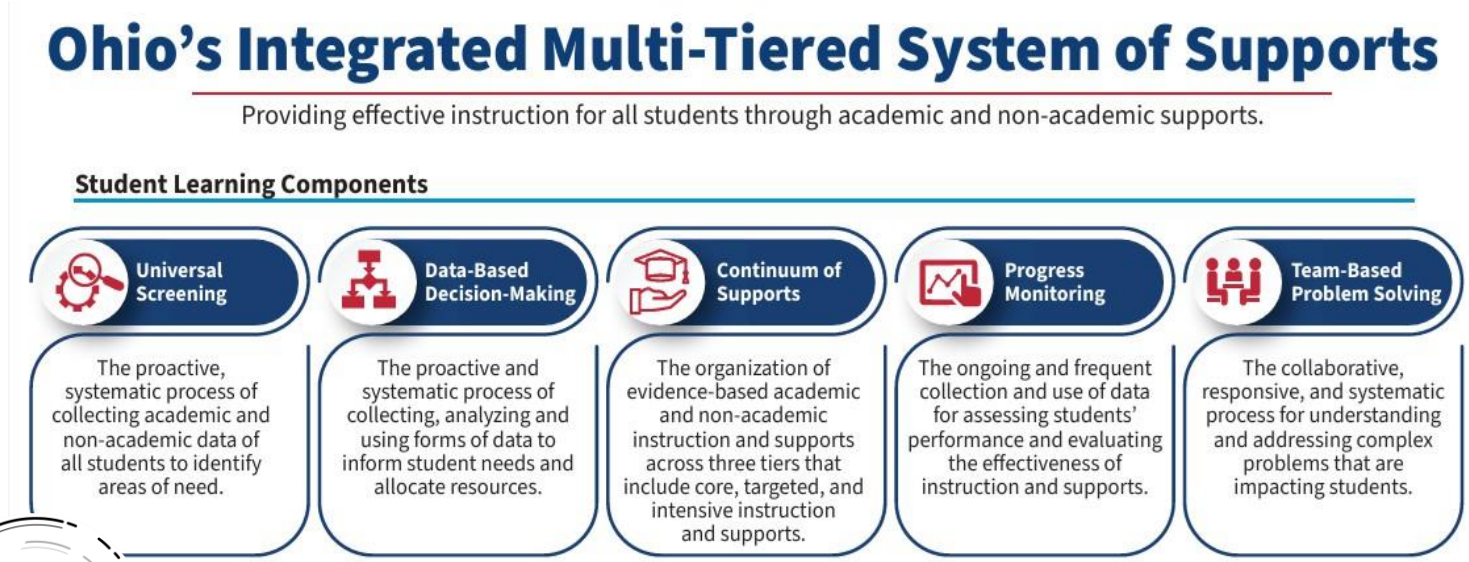
- **#3: Ohio's Dyslexia Laws & Guidebook ORC 3319.078**
  - Establishes the Dyslexia Guidebook Committee and the requirement for use of Structured Literacy interventions (ORC Sec. 3323.25)
  - Requires all Kindergarten students (and students in grades 1-6 with teacher/parent request) to be screened for dyslexia, progress monitored and given a diagnostic for intervention if not making progress.(ORC 3323.251)
  - Ohio teachers receive targeted, evidence-based professional development to better identify and support students with dyslexia (ORC 3319.077)
  - Requires a process for districts to have structured literacy certification procedures and at least one certified person on their literacy team (ORC 3319.078)

ODEW Dyslexia Supports

Dyslexia Guidebook

Ohio's Plan to Raise Literacy Achievement - What are the laws in Ohio that support this initiative?

- **#4: Focus on assessment and data to drive tiered intervention systems ("MTSS")**



ODEW MTSS Support

Ask & Research

How Do Parents Know If The Laws Are Being Followed?

1. Ask the teacher what his/her background and training are in Structured Literacy.
2. Ask the team/teacher what the core reading instruction program is. Ask what reading intervention program is being used
3. Ask how the programs align to your child's specific needs. Ask how they are being implemented.
4. Research the programs on the publishers' website to see the conditions under which the research proved they were successful for students with your child's reading profile
5. Research the professional development or training needed to successfully implement the program

Ultimately, what matters?

PROGRESS!

How much progress is enough?

"Close the Gap"

Getting *Commitment*, Not Just *Compliance*

What Parents Can Do for Their Child - and All Children

Compliance requires meeting the bare minimum requirements of the law regarding reading.

Today, that means minimal compliance with teacher training, student groups more dependent on teacher availability than student needs, and data that is taken but not analyzed. Compliance is a set of procedural requirements rather than a measure of student outcome.

Commitment requires meeting the effort to ensure that all children learn to read, write and communicate.

Today, that means schools are intentionally incorporating writing instruction and consistently analyzing their internal practices, student outcome data, and implementation results. Commitment is driven by student success as the measure of accountability and progress.

Your District Can Follow Every Rule and Still Fail Your Child

Compliance Does NOT Mean Commitment

- Engage the Teacher - review the data together
- Request more information or explanation
- Escalate with Principal, District leadership
- Ask the Right Questions
- Seek assistance and/or guidance from ODEW
- Document Everything!!

Know When to Bring in Reinforcements

- Bring in an Advocate or Attorney
- You don't have to do this alone - and sometimes you shouldn't

If it's Not Working for Your Child, It's Probably Not Working for Others

- Grassroots organize
- Start a parent group and fight for all kids

Parents For Reading Justice - From One Parent Group to a National Movement

- Flipped our district. Then helped change the state.
- Produced a documentary. Built a free masterclass.
- Launched a national podcast.
- Now educating and activating parent groups across America.

Agins & Gilman, LLC and Parents for Reading Justice

PFRJ National Parent Advocacy Conference:

A National Parent-Led Conference to End the Literacy Crisis

- Please join us August 2, 2026 3:00 - 6:00 pm
- FREE Virtual Conference
- Speakers: Louisa Moats, Kareem Weaver, Steven Dykstra, Kerry Agins
- Professional Learning Community Launch
- Registration Link:

LITERACY. NOW.

Featured Speakers:

Kareem Weaver
National Literacy Advocate

Louisa Moats
Literacy Expert & Researcher

Kerry Agins
Special Education Attorney

Steven Dykstra
Clinical Psychologist & Science of Reading Advocate

Brett Tingley
National Literacy Advocate

Register Now …

Because children cannot wait.

You Can't Assume the School Knows What They're Doing

- If your child isn't reading - take action.
- Then organize.
- Then come find us.
- ParentsForReadingJustice.org

A National Lesson:

Reid Lyon said:

"Real systemic change will require parents."

He's right.

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