Reading Achievement Plan Guidance 2025

The Reading Achievement Plan (RAP)is a district or community school's plan for raising student achievement in reading. The purpose of this document is to provide information for districts and community schools to consider while completing their plan or progress report. Please send questions about the information in this document to ReadingPlans@education.ohio.gov.

Ohio law requires districts and community schools that meet the following criteria, as reported on the past two consecutive report cards issued for that district or community school, to submit to the Ohio Department of Education and Workforce a Reading Achievement Plan by December 31.

1. The district or community school received a performance rating of less than three stars on the Early Literacy measure.
2. 51 percent or less of the district's or community school's students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

Reading Achievement Plans must be submitted to ReadingPlans@education.ohio.gov.

Template for Reading Achievement Plans

The reading achievement plan template is available on the Department's website.
- Districts and community schools are strongly encouraged to submit a Reading Achievement Plan using this template.
- The recommended length for Reading Achievement Plans encompassing grades Kindergarten through grade 3 should be 25 pages. Comprehensive Pre-K through grade 12 Reading Achievement Plans are expected to be longer than 25 pages.

Reading Achievement Plan Guidance

Section 1: Leadership Team Membership, Stakeholders, Development Process and Plan for Monitoring Implementation

SECTION 1 PART A: DISTRICT LEADERSHIP TEAM AND STAKEHOLDERS

Insert a list of all leadership team members, stakeholders, 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.

The district or community school's leadership team develops the RAP. A leadership team should include members to inform literacy instruction and improvement such as support staff, reading intervention specialists, 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 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. These individuals may include, but are not limited to:
- Superintendent;
- 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 teacher bargaining units.

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

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

Community collaboration, networking and alignment play a large role in *Ohio's Plan to Raise Literacy Achievement*. Districts and Community Schools should utilize this section to share how the leadership team collaborated with community members, specifically how entities serving school-aged learners collaborated with education programs and vice versa to align the literacy efforts in the community.

Section 2: Alignment Between the Reading Achievement Plan and Other 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 established under Chapter 3314. of the Revised Code that are required to develop or modify an improvement plan or implement improvement strategies as required by section 3302.04, 3302.10, 3301.0715(G) or another section of the Revised Code shall ensure the plan required by this section aligns with other improvement efforts.

Districts and community schools that are required under state law or policy to develop improvement plans or implement improvement strategies must ensure their RAPs are aligned with other improvement efforts. This can be done by describing how the district or community school's continuous improvement plan incorporates the components required of the RAP. Districts and community schools should describe the collaborative efforts that combine multiple strategies of their improvement plans to collectively impact improvement of system structure supports and leadership supports.

Information for the RAP must be aligned to other district, school, and program improvement initiatives to ensure a cohesive improvement structure. Applicants may use information from existing needs assessments, data analyses and improvement plans.
Information may come from, but is not limited to:
- School, district and program One Needs Assessment results.
- School, district and program improvement plans, such as One Plan or schoolwide reading plans.
- Classroom data gathered and analyzed.
- Ohio School Report Cards.
- Secure Data Center.
- Local census data.

Section 3: Why a Reading Achievement Plan is Needed in our District or Community School

SECTION 3 PART A: RELEVANT LEARNER PERFORMANCE DATA

*Insert **disaggregated** student performance data from sources that **must include**, but are not limited to:*

- *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.*

Districts and community schools should **analyze** student performance data from the Ohio English language arts assessments (grades 3-8), Kindergarten Readiness Assessment, and reading diagnostics required under the Third Grade Reading Guarantee. In addition to these sources, districts may analyze other relevant data sources, such as curriculum-based measures and other progress monitoring tools. Districts should be analyzing these data over several years to understand trends in the data.

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

Insert internal and external factors believed to contribute to low reading achievement in the school district or community school.

Districts and community schools should **analyze** factors that are contributing to low reading achievement in their communities. Such factors may include, but are not limited to, data related to social economic status, English proficiency of families served, graduation rates, employment rates, median income levels, and literacy levels. The goal of this section is for districts and community schools to present facts about why a RAP is needed. Making the connection between reading readiness and academic, social and economic successes or challenges is illustrative of the need.

SECTION 3 PART C: ROOT CAUSE ANALYSIS
Insert a root cause analysis of the provided learner performance data and factors contributing to low reading achievement.

This analysis must also include a root cause analysis. In this section, districts and community schools are presenting facts about why a Reading Achievement Plan is needed, so making the connection between reading readiness and academic, social, and economic successes or challenges is illustrative of the need. Districts and community schools may find that this

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information is available in their completed One Needs Assessment or in other improvement plans.

Section 4: Measurable Learner Performance and Adult Implementation Goals

Describe the measurable learner performance goals addressing learners' needs based on student performance goals by grade band (K-3) that the Reading Achievement Plan is designed to support progress toward. Also describe the measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3). 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.

SMART GOALS: The measurable performance goals should be specific, measurable, ambitious, realistic and time bound. 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 _____% to _____% by spring 2026, as measured by the Ohio's State Tests.

Subgoal

Increase the percentage of first grade learners meeting or exceeding targets for fluency from ____% to ____% by spring, as measured by (insert reliable and valid universal screening assessment for fluency).

Section 5: Action Plan Map(s) For Action Steps

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 (RIMPs). Include a description of the professional development activities provided for each goal.

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Each action plan map describes how implementation of the RAP 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 back to the analysis of data and factors contributing to underachievement in literacy and provide the blueprint for achieving the plan's measurable performance goals.

Section 6: Process For Monitoring Progress and Implementation of the Plan's Strategies

Describe the process for monitoring the progress and implementation of the plan's strategies.

This section should specify what evidence is being collected, at what specific times, and by whom — to monitor the extent to which schools are implementing the action steps and measuring progress toward the performance goals. In addition, this section should identify what will be done to facilitate improvement where the data being collected shows that learners are not progressing toward the performance goals.

Stated another way, what, how, and when will you measure your progress toward meeting the goal? What ways do you have to collect data that will allow you to monitor progress toward success? Is it something you are already doing or collecting, or will you need to create or collect something new?

Section 7: Expectations and Supports for Learners and Schools

SECTION 7 PART A: STRATEGIES TO SUPPORT LEARNERS
Describe the evidence-based strategies 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 (RIMPs).

To increase the likelihood that an evidence-based practice will lead to improved student outcomes, districts and community schools should intentionally aim to leverage evidence-based activities, strategies and interventions that are:
- Aligned with the district or community school's specific needs and context.
- Part of a cohesive improvement plan.
- Implemented with fidelity.

ESSA (Section 8002) and the U.S. Department of Education's Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments outline four tiers of evidence based on the design and outcomes of the research studies carried out to evaluate an intervention.

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The importance of context and fit: Across all levels, a critical consideration in defining "evidence-based" is alignment with local needs and context.

For example, researchers may evaluate an intervention for use at the high school level and find that it positively affects a student outcome in the context of those grade levels. However, the intervention has never been evaluated for impact on that same student outcome at the kindergarten level. In this case, this is not an appropriate evidence-based intervention for a district to choose if the district is focused on improving student outcomes at the kindergarten level.

Before identifying evidence-based interventions, policymakers, administrators, and educators should always first carefully consider the *need* that they are trying to meet and the specific context in which they are addressing that need.

For the purpose of the RAP, LEAs and early care and education programs should identify evidence-based practices supported by Level 1 ("Strong"), Level 2 ("Moderate"), or Level 3 ("Promising), where evidence is applicable and available. If LEAs or early care and education programs identify evidence-based practices supported by Level 4 ("Demonstrating a Rationale), the LEA or early care and education program should include a description of the research-base that supports the practice, a logic model linking the intervention to improved student outcomes and a description of the applicant's plan to evaluate the efficacy of the practice or intervention. More information on ESSA's levels of evidence is available in Ohio's Evidence-Based Clearinghouse.

INSTRUCTIONAL MATERIALS ALIGNED WITH THE SCIENCE OF READING

Under Ohio Revised Code 3313.6028, instructional materials in English language arts must be aligned with the science of reading and strategies for effective literacy instruction. Districts and schools are required to use high-quality core curriculum and instructional materials in English language arts for kindergarten through grade 5 and evidence-based reading intervention programs for prekindergarten through grade 12 only from the Department's approved list.

SECTION 7 PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES (STRATEGIES TO SUPPORT ADULT IMPLEMENTATION)

Describe how the district will ensure the proposed evidence-based strategies in Section 7, 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 encouraged to describe how the evidence-based practices and interventions identified will support an integrated 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 7 PART C: STAFFING AND PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Please indicate how the professional development activities are sustained, intensive, data-driven, and instructionally focused. Explain how the district is addressing the Science of Reading in the professional development plan.

A comprehensive professional development plan includes:

1. Implementation of all instructional materials, reading programs, and evidence-based strategies;
2. Implementation in the use and interpretation of screening, diagnostic, and curriculum-based progress monitoring assessments;
3. Job-embedded opportunities, such as modeling in the classroom, book studies, and data analysis; and
4. Individualized and differentiated opportunities for professional growth.

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](#)).

SCIENCE OF READING PROFESSIONAL DEVELOPMENT REQUIREMENT FOR TEACHERS AND ADMINISTRATORS

[Ohio law](#) has [ongoing professional development requirements in the Science of Reading](#) for all teachers, administrators, speech-language pathologists, and school psychologists. Districts and community schools should include information in the plan about how they will meet this requirement and implement the knowledge acquired.

PROFESSIONAL DEVELOPMENT TEMPLATE

The Department has developed a Professional Development Plan Template. Districts and community schools may choose to use this template to satisfy the requirements of this section. The template is available on the Department's [website](#).

Resources

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

- Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5
- Reading Achievement Plan template
- Literacy Plan Tip Sheet
- ReadOhio Tip Sheets
- What is the Science of Reading?
- Implementing Ohio's Plan to Raise Literacy Achievement: Resources for School Leaders
- The Role of High-Quality Instructional Materials in Implementing Instruction Aligned with the Science of Reading Video Series
    - Part 1: Effective Literacy Instruction Aligned with the Science of Reading (PDF)
    - Part 2: Alignment of Materials to the Science of Reading (PDF)
    - Part 3: Selecting High-Quality Instructional Materials for Literacy (PDF)
    - Part 4: Implementing High-Quality Instructional Materials for Literacy (PDF)
- ELA Core Curriculum Initial Implementation Planning Tool
- The Department's Science of Reading Professional Development webpage
- HQIM ELA and Reading Intervention Materials webpage
- Reading Achievement Plan webpage

- Reading Achievement Plan template - 2025
- The Education Department's System of Tiered E-Plans and Supports (ED STEPS)

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