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# Bridging Literacy and Special Education for Student Success

Presented by

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&

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# Vision

*Ohio students are prepared for success in the real world.*



# Mission

The Ohio Department of Education and Workforce supports Ohio's students, families, and educators to ensure every student gains the knowledge and life skills needed for the future.

# Literacy

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Building a foundation for lifelong success by ensuring every student is reading at or above grade level.



**Department of  
Education &  
Workforce**

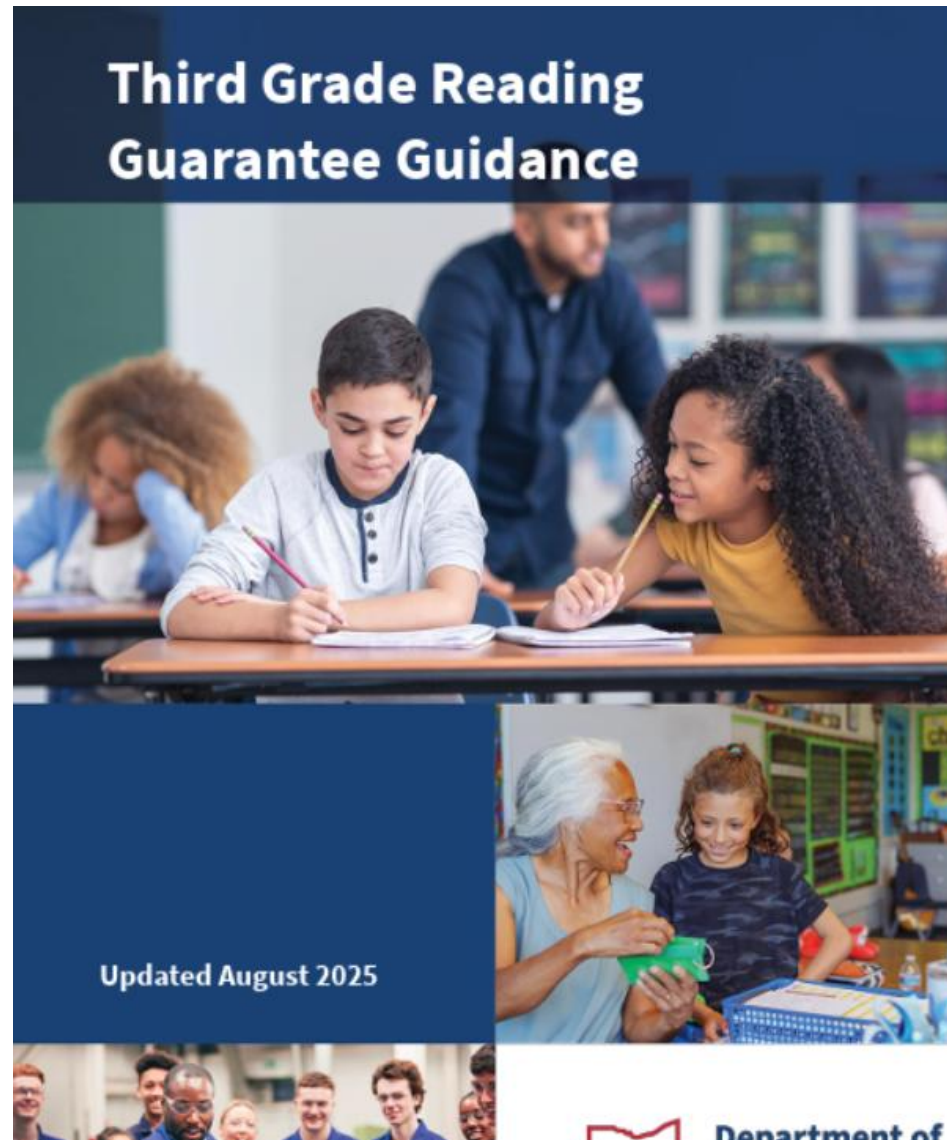
**It is important to remember that all students, including students with disabilities, are general education students first.**



# Objective

Thinking about the Third Grade Reading Guarantee Guidance currently being updated,

Participants will identify what is New and what to Continue



# NEW

## 2026-2027 APPROVED LIST OF K-3 READING DIAGNOSTIC ASSESSMENTS

- mCLASS DIBELS 8<sup>th</sup> Edition
- NWEA MAP Growth
- i-Ready
- Acadience Reading K-6/Acadience Reading K-6 (formerly DIBELS Next)
- Star CBM
- Exact Path

# K-3 READING DIAGNOSTIC REQUIREMENTS (SOME NEW AND SOME TO CONTINUE)

- Districts and schools must adopt policies and procedures to assess the reading skills of **all students** in grades K-3 each year by **September 30**.
- **Beginning in the 2026-2027 school year, there will no longer be a reading diagnostic or RIMP exemption for students with significant cognitive disabilities.**  
*This change follows the removal of the provision in ORC 3313.608(B)(1) that previously allowed exemptions for students with significant cognitive disabilities or for other disabilities as authorized by the Department on a case-by-case basis.*
- Every district and school must administer a reading diagnostic to **all** students in grades K-3 from the state-approved list.

# GUIDANCE FOR STUDENTS WITH LOW INCIDENCE DISABILITIES AND COMPLEX COMMUNICATIONS NEEDS (CONTINUE)

- 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 of literacy screeners.
- 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



# NEW SUPPORT VIDEO FOR ASSESSING STUDENTS WITH COMPLEX NEEDS



How do we conduct a universal screener (K-3 reading diagnostic) for students with low incidence disabilities and complex communications needs?



What do we do if a student scores “0” or the results of the universal screener are un-scoreable because the assessment does not provide the needed accommodations?



How do we progress monitor students with low incidence disabilities and complex communication needs?



How do we use assessment results to develop a RIMP/provide intervention for students with low incidence disabilities and complex communication needs?

# RIMPS for Students with Significant Cognitive Disabilities

(New for the 2026-2027 school year)

- Beginning in the 2026-2027 school year, students with significant cognitive disabilities are no longer exempt from participating in the K-3 reading diagnostic assessment. This change follows the removal of the provision in ORC 3313.608(B)(1) that previously allowed exemptions for students with significant cognitive disabilities or for other disabilities as authorized by the Department on a case-by-case basis.

# Students with RIMPs who take the Alternate Assessment (New)

- Participation in the AASCD does not exempt a student from RIMP requirements. Beginning in the 2026-2027 school year, students with a RIMP who participate in the AASCD must demonstrate proficiency (score of 500 or higher) on the AASCD in English language arts for the RIMP to be discontinued.



# REMEMBER ALL STUDENTS ARE GENERAL EDUCATION STUDENTS FIRST. THE TOOLS AND INSTRUCTION BECOME THE BRIDGE



- Students must remain on a RIMP each school year through grade 12 until reading proficiently for their grade level.
- This is a score of 700 or higher on Ohio's State ELA test or a 500 if participating in Ohio's Alternate Assessment.

# Aligning RIMPs and IEP Goals ( new and continue)

- New forms will be released this spring. They will not be required for implementation until the 2027-2028 school year. Updates in the TGRG Guidance for 2026-2027 will continue to reference current forms.
- It is important that students with disabilities receive more not less instructional support. This can be accomplished aligning the RIMP with the student IEP goals.

# Considerations when completing current IEP Forms

(section 10)

**Section 10: General Factors:** The last statement is for students in grades K-3 only (N/A in all other grades), this question is asking, “Did the team consider the child’s on-track/not on-track status on the reading diagnostic progress for the Third Grade Reading Guarantee?”

RIMPS continue until the child is reading on grade level. The IEP team should continue to utilize RIMP data when responding to the five previous questions in section 10 of the IEP

# Considerations when completing current IEP Forms (section 13)

**Section 13: Exemptions:** Due to the removal of language in ORC 3313.608(B)(1) that previously allowed exemptions for students with significant cognitive disabilities or for other disabilities as authorized by the Department on a case-by-case basis, IEP teams may not exempt a student from participating in the diagnostic

IEP teams may continue to exempt students from the retention portion of the TGRG

**Additional webinars will be held in 2026-2027 on the new forms to be released later this spring**



We know you may have questions, please feel free to email us at the following email addresses:

- [thirdgradeguarantee@education.ohio.gov](mailto:thirdgradeguarantee@education.ohio.gov)
- If you have specific questions concerning students with disabilities, you may email [karen.jeffries@education.ohio.gov](mailto:karen.jeffries@education.ohio.gov)

**THANK YOU!**  
**You're helping all students achieve reading**  
**SUCCESS!**

