

# THE READOHIO POLICY HOUR

## OFFICE OF LITERACY ACHIEVEMENT

September 2024



**- READ -**



**Planting the seed to read**

# AGENDA

- Welcome
- Meet The Team
- HQIM Updates
- TGRG Updates
- Dyslexia Updates
- Resources
- Questions

# WELCOME

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- Thank you for attending!
- The webinar will be recorded and posted
- Please put questions in the chat
- Questions will be addressed at the end

# MEET THE LITERACY POLICY TEAM

- LM Clinton
- Liesl Huenemann
- Laura Buckley
- Kara Waldron
- Yvonne Wooten
- Vicki Jacobs
- Lisa Price



MIKE DEWINE  
GOVERNOR OF OHIO



WELCOME

READ TOGETHER, GROW TOGETHER

- Early Childhood
- Professional Development
- HQIM
- Higher Education Alignment
- Tutoring
- Coaching



# SCHEDULE OF WEBINARS FOR 2024

- **September 27 10-11 a.m.**
- **October 25 10-11 a.m.**
- **November 22 10-11 a.m.**
- **December 20 10-11 a.m.**

*\*2025 schedule is forthcoming*

# HQIM ENGLISH LANGUAGE ARTS AND READING INTERVENTION

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- Liesl Huenemann



# WHAT ARE HQIM?

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- Standards-aligned (Ohio's Learning Standards in English Language Arts)
- Scope and Sequence
- Evidence-based instructional strategies
- Embedded formative assessments
- Data-driven instruction

# WHERE ARE DISTRICTS AND SCHOOLS?

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- 2024-2025 is a transition year
  - ORC 3313.6028(C): “**Beginning not later than the 2024-2025 school year, each school district, community school** established under Chapter 3314. of the Revised Code, and **STEM school** established under Chapter 3326. of the Revised Code, **shall use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the lists** established under division (B) of this section.”
- EMIS reporting

# CORE CURRICULUM AND INSTRUCTIONAL MATERIALS APPROVED LIST (KINDERGARTEN-GRADE 5)

	Grade Band	Description
<b>Grades K-2</b>	Core Comprehensive English Language Arts	Provide comprehensive instruction in K-2 English language arts, aligned with standards, grade-level content and strategies for effective literacy instruction.
	Core No Foundational Skills	Provide instruction in K-2 English language arts, except for foundational skills, aligned with standards and strategies for effective literacy instruction. <i>(Programs must be paired with a foundational skills program.)</i>
	Core Foundational Skills	Provide foundational skills instruction, aligned to K-2 English language arts standards and research-based practices. Programs must provide comprehensive instruction in standards for foundational skills, including phonological awareness, phonics, fluency and spelling to be eligible for this list. <i>(Must be paired with a core comprehensive program or a core no foundational skills program.)</i>
<b>Grades 3-5</b>	Core Comprehensive English Language Arts	Provide comprehensive instruction in grades 3-5 English language arts, aligned with standards, grade-level content and strategies for effective literacy instruction.

# PROCESS TO UPDATE APPROVED LISTS

Intent to Apply due Oct. 18, 2024 & Applications due Nov. 1, 2024

Phase 1 Technical Review: Nov. 2024

Phase 2 Quality Reivew: Dec. 2024-Jan. 2025; Publication of Initial Update of Approved List

Phase 2 Appeals: Jan.-March 2025

Publish Final Approved List: March 2025

# THIRD GRADE READING GUARANTEE

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- LM Clinton and Yvonne Wooten

# K-3 READING DIAGNOSTIC

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- Within the **first 20 days of instruction** for kindergarten students
  - By **September 30<sup>th</sup>** for students in grades 1-3
- Students who score not on-track must have a RIMP developed within 60 days

# RIMPS FOR K-3 STUDENTS

- Must be created within 60 days of receiving the Reading Diagnostic Results
- Must be created for ALL who score Not On-Track on the K-3 Reading Diagnostic
- Districts may electively create RIMPs for On-Track students where there is other evidence that reading support is needed.

# REQUIRED RIMP COMPONENTS

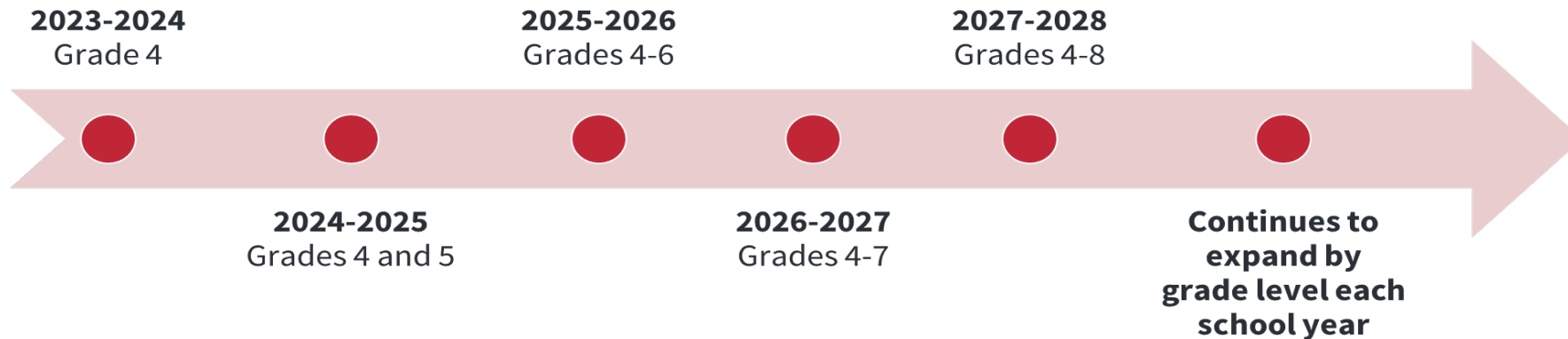
- Identification of the student's area of reading difficulty
- A description of instruction that will target area of reading difficulty
- Opportunities for family involvement
- Progress monitoring
- A statement about the Third Grade Reading Guarantee Promotion Criteria
- Alignment to the Science of Reading
- State or Locally Approved High-Dosage Tutoring opportunities



# READING IMPROVEMENT AND MONITORING PLAN

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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).



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# RIMPs IN GRADE 4

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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

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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.



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# DYSLEXIA SUPPORT LAWS

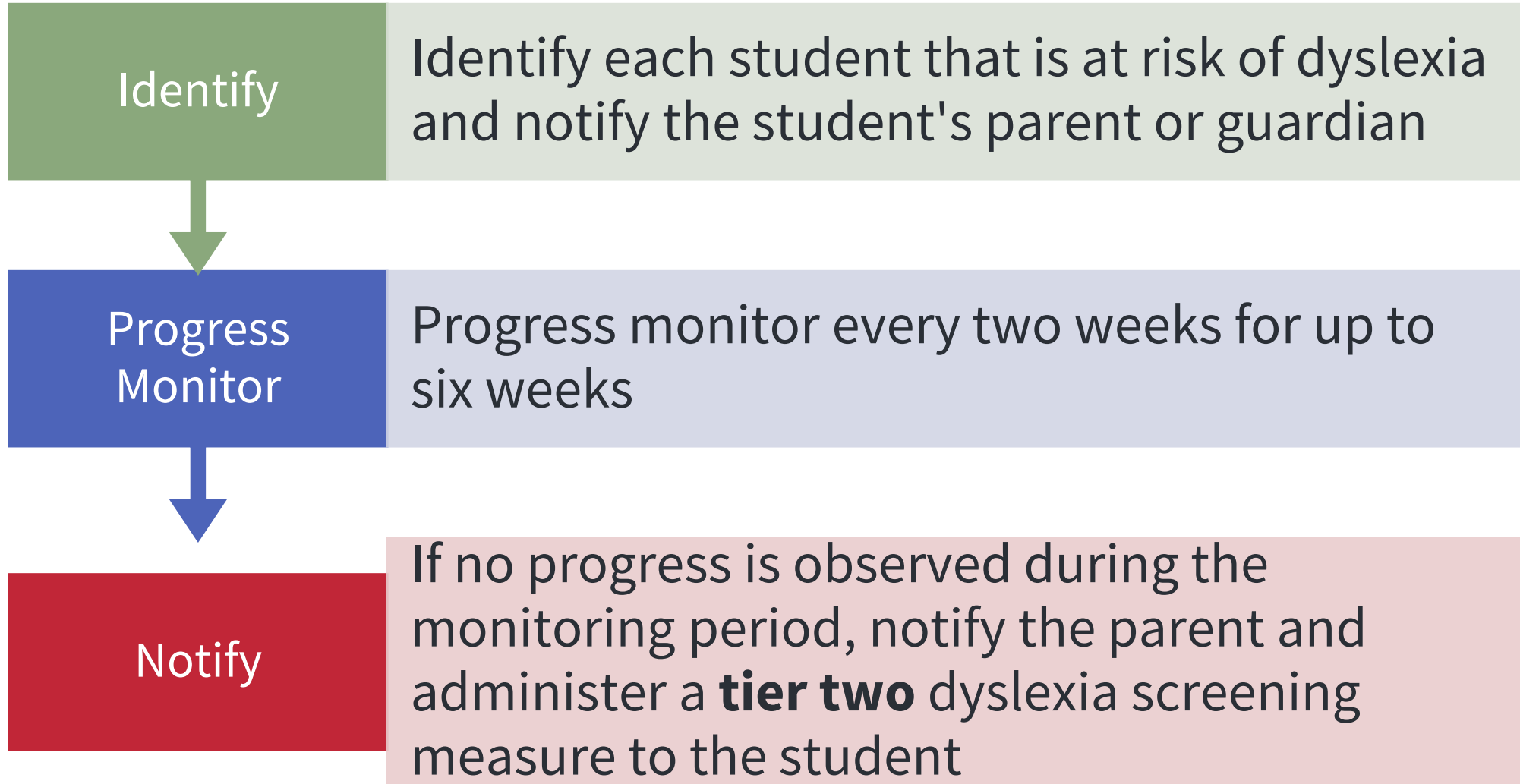
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- Vicki Jacobs

# TIER 1 DYSLEXIA SCREENING – 2024-2025 AND BEYOND

- **Students in Kindergarten** (after the first day of January, but prior to the following January)
  - If screening a kindergarten student prior to January in first grade, you are NOT required to seek parent permission
- Students in **grades 1-6** as requested by a parent or a teacher with permission from parent
  - If a student transfers into a district with no record of being screened by the previous district, the current teacher may request screening with parent permission

# ACTIONS AFTER TIER 1 SCREENING



# RESOURCES

**Third Grade Reading Guarantee Guidance**

Updated July 2024

[TGRG Guidance Manual](#)

## Reading Improvement and Monitoring Plan (K-5)

<b>District:</b>	Click or tap here to enter text.
<b>School:</b>	Click or tap here to enter text.
<b>Teacher:</b>	Click or tap here to enter text.
<b>Principal:</b>	Click or tap here to enter text.
<b>Student:</b>	Click or tap here to enter text.
<b>Grade Level:</b>	Click or tap here to enter text.
<b>Date:</b>	Click or tap to enter a date.
<b>Parent/Guardian:</b>	Click or tap here to enter text.
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### What is a Reading Improvement and Monitoring Plan?

This plan allows us as teachers and parents to work together to understand the student's reading difficulties and outline reading instruction and support. The instructional services selected for a student rely on the student's data, and ideas and resources from the student's teacher and parent or guardian.

Research shows that a child's reading abilities in the early grades is a strong predictor of reading comprehension in later grades (Cunningham & Stanovich, 1997; Duncan et al., 2007; Stanley et al., 2018; Storch & Whitehurst, 2002) and that children with early reading difficulties may continue to experience increasing difficulties over time if not addressed (Morgan et al., 2008; Morgan et al., 2011; Partanen & Siegel, 2014).

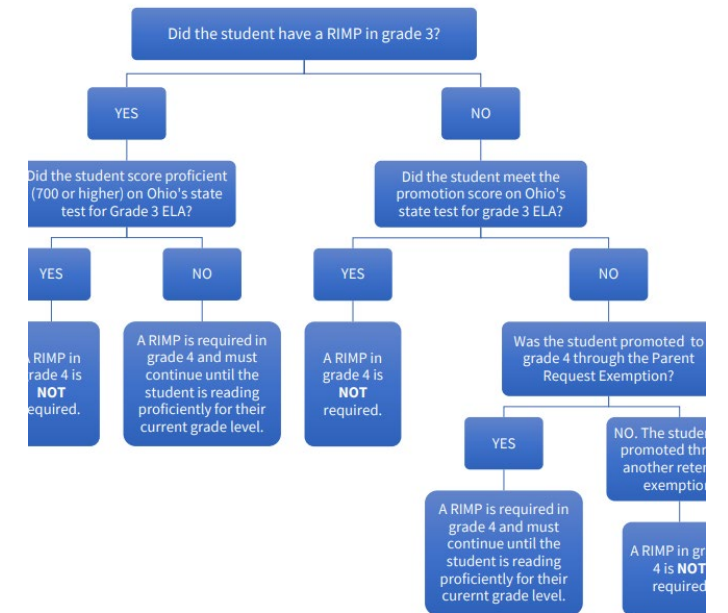
Under Ohio law, districts and schools must create a Reading Improvement and Monitoring Plan (RIMP) for a student who is not on-track (reading below grade level) within 60 days of receiving the reading diagnostic results. The district must involve the student's parent or guardian and the classroom teacher in developing the plan. For students in grade 4, districts and schools are required to [develop and implement RIMPs](#) for the following students:

- Students who 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. These same students must receive 90

[RIMP Template](#)

## 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.



[RIMP Decision Making Tool](#)

# FOR MORE INFORMATION

[ReadOhio](#)

[The Science of Reading](#)

[Implementing Ohio's Plan to Raise Literacy Achievement:  
Resources for School Leaders](#)

[Ohio Materials Matter](#)

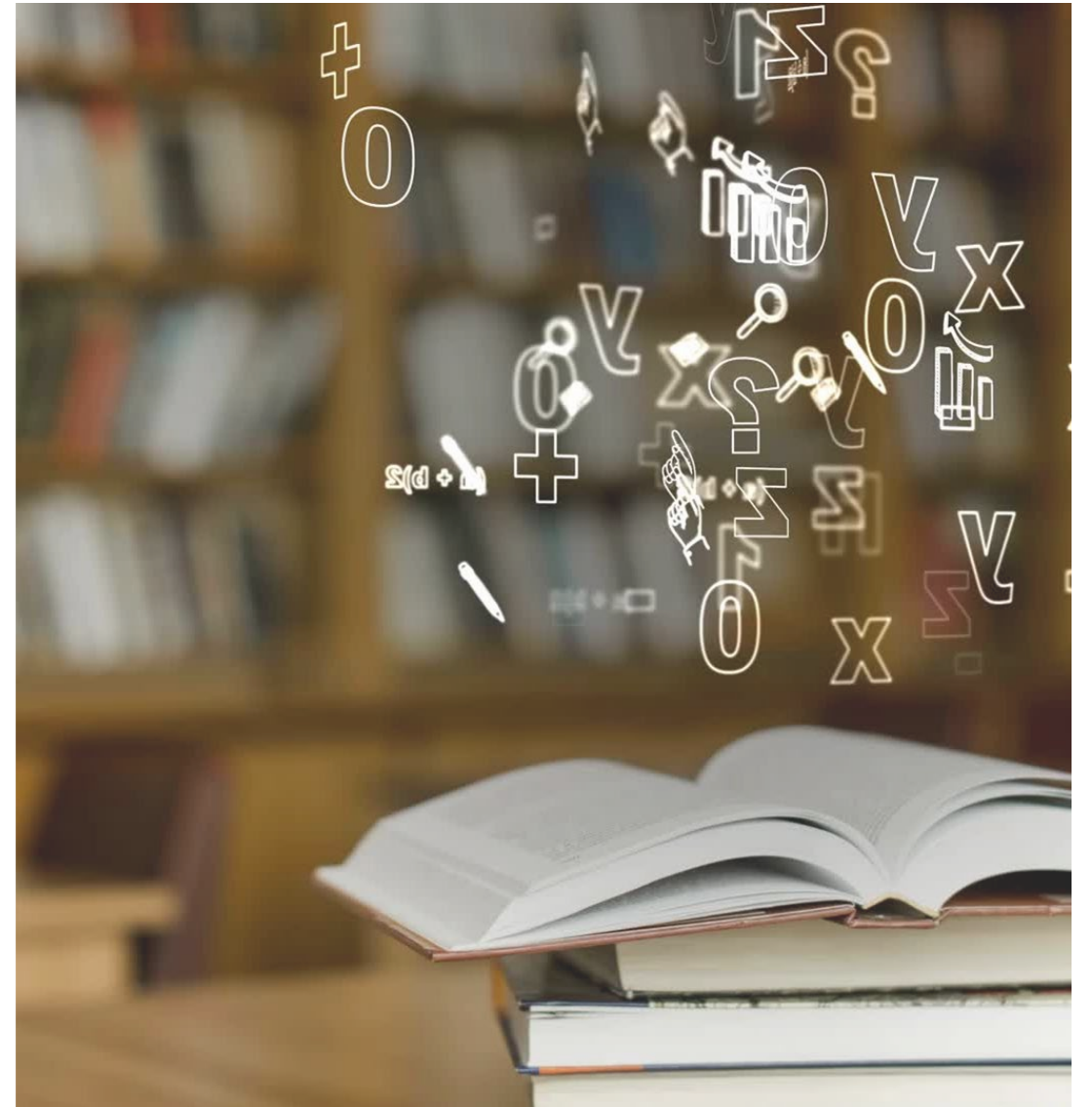
[HQIM in English Language Arts](#)

[Approved List of Core Curriculum and Instructional  
Materials](#)

[Approved List of Reading Intervention Programs](#)

Questions:

- [ReadOhio@education.ohio.gov](mailto:ReadOhio@education.ohio.gov)
- [Sign Up for English Language Arts updates](#)





# QUESTIONS

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- Please put your question in the chat
- If we don't get to answer your question, please send it to:
  - HQIM – [ReadOhio@education.ohio.gov](mailto:ReadOhio@education.ohio.gov)
  - Third Grade Reading Guarantee  
[ThirdGradeGuarantee@education.ohio.gov](mailto:ThirdGradeGuarantee@education.ohio.gov)
  - High-Dosage Tutoring – [Tutoring@education.ohio.gov](mailto:Tutoring@education.ohio.gov)
  - Dyslexia – [Dyslexia@education.ohio.gov](mailto:Dyslexia@education.ohio.gov)

# QUESTIONS?

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