



Ohio Administrative Code

Rule 3301-56-02 Reading achievement improvement plans.

Effective: [March 25, 2021](#)

(A) The following terms are defined as used in this section:

(1) "Adult Implementation Data" means data used to help determine if educators have effectively applied strategies and properly collected and analyzed student outcome data to identify successes and challenges.

(2) "Culturally Responsive Practice" means an approach that recognizes and encompasses students' and educators' lived experiences, cultures and linguistic capital to inform, support and ensure high-quality instruction. Educators have high expectations of all students, demonstrate positive attitudes toward student achievement, involve students in multiple phases of academic programming, and support the unique abilities and learning needs of each student.

(3) "Root Cause Analysis" means a structured, facilitated team process aimed at identifying breakdowns in processes and systems that result in undesirable outcomes, such as low literacy achievement. The purpose of a root cause analysis is to find out what happened, why it happened and determine what changes need to be made.

(B) By December 31, 2016, and by the thirty-first day of each December thereafter, each school district or community school established under Chapter 3314. of the Revised Code that meets the criteria outlined in division (A) of section 3302.13 of the Revised Code shall modify or submit to the department of education a reading achievement improvement plan.

(C) Each improvement plan shall contain, at a minimum, the following components:

(1) A root cause analysis of relevant disaggregated student performance data from sources including, but not limited to, the English language arts assessment prescribed under section 3301.0710 of the Revised Code, the Ohio English Learners Proficiency Assessment, the kindergarten readiness assessment, Alternate Assessment for Students with Significant Cognitive Disabilities, reading



diagnostics (examining subscores by grade level), and benchmark assessments as applicable;

(2) A root cause analysis of internal and external factors believed to contribute to low reading achievement in the school district or community school established under Chapter 3314. of the Revised Code;

(3) Measurable student performance goals based on student data analysis by grade band (Kindergarten through grade 3). Measurable adult implementation goals based on the internal and external factor analysis by grade band (Kindergarten through grade 3);

(4) Evidence-based strategies to meet specific adult and student goals and improve instruction, which shall include at least all of the following:

(a) Strategies reflecting culturally responsive practices;

(b) A process for monitoring the progress and implementation of the plan's strategies;

(c) Action steps to implement the plan's strategies, including professional development for each strategy;

(d) A description of how these strategies support students on reading improvement and monitoring plans; and

(e) A description of how the district will ensure the proposed strategies will be effective, show progress, and improve upon strategies utilized during the two prior consecutive school years.

(5) A staffing and professional development plan that supports the strategies proposed in the report.

(D) A school district or community school established under Chapter 3314. of the Revised Code that is required to develop or modify a local equitable access plan, 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 and equity efforts.



(E) The department shall develop a template for the plan required by this rule and make it available for districts and schools by July 1, 2016.

(F) Each plan must include the following:

(1) a description of how the district or community school will fund the plan's strategies and professional development activities.

(2) identification of the stakeholders involved in the plan's development.

(G) Districts and community schools required to submit plans will provide an update regarding implementation progress of activities outlined in the plan in a manner designated by the Ohio department of education.