

LITERACY

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Chief of Literacy Achievement and
Academic Success



LITERACY IMPLEMENTATION HIGHLIGHTS

High-Quality
Instructional
Materials

Science of Reading
Professional
Development

Literacy
Coaches

HIGH QUALITY INSTRUCTIONAL MATERIALS (HQIM) IN ENGLISH LANGUAGE ARTS

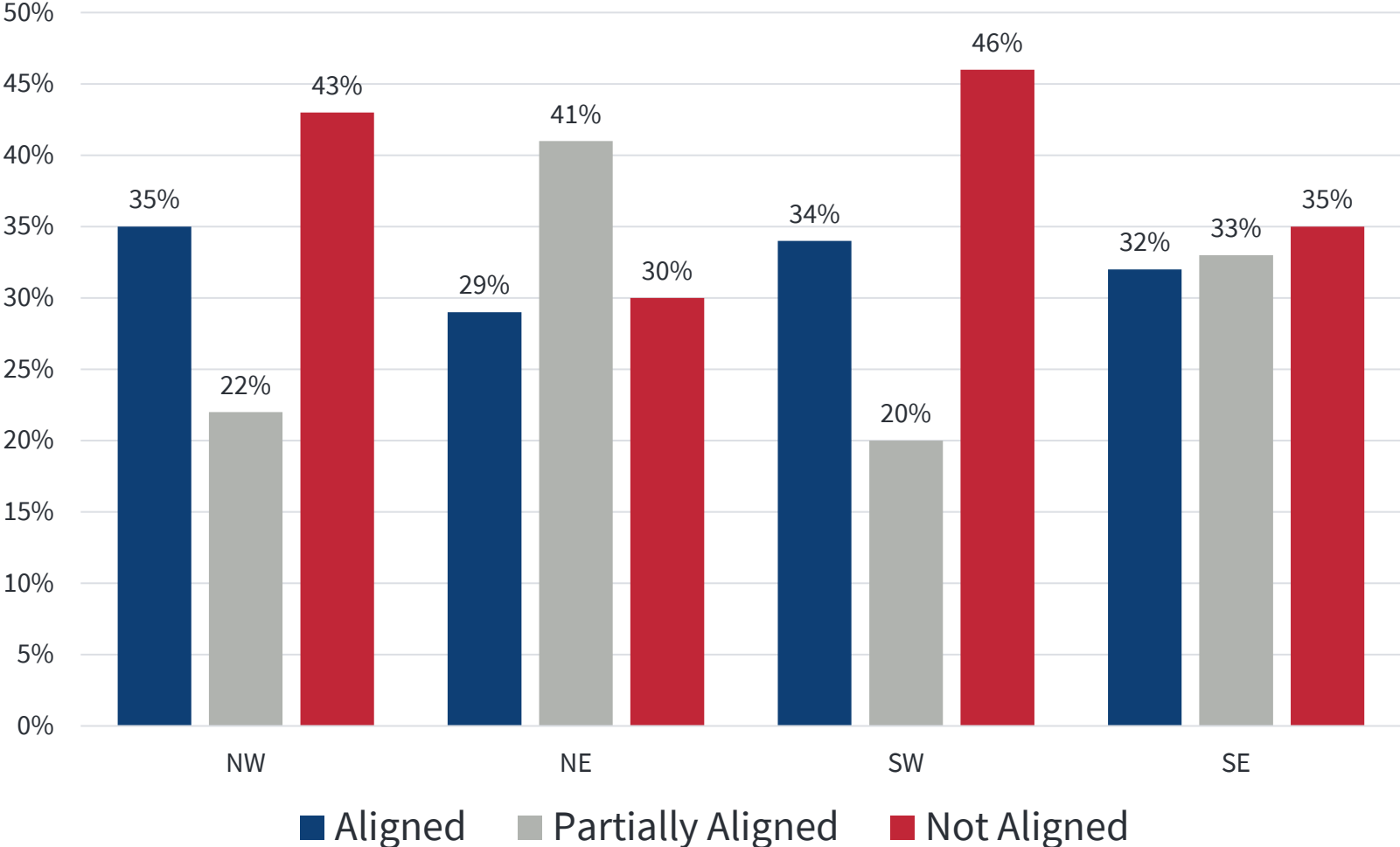
MATERIAL ALIGNMENT

**Aligned
(32.5%)**

**Partially
Aligned
(29.5%)**

**Not Aligned
(38.0%)**

School and district alignment to approved HQIM in the 2022-2023 school year



HQIM LIST RELEASE

Approved Core Materials

36 K-5

8 PreK

Approved Intervention Materials

60 PreK-12

SCIENCE OF READING PROFESSIONAL DEVELOPMENT

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Pathway	Course Name	Target Audience(s)	Hours	Access
Pathway A	Ohio's Introduction to the Science of Reading Course, Kindergarten-Grade 5	<ul style="list-style-type: none"> Teachers of kindergarten-grade 5. Intervention specialists, English learner teachers, reading specialists, or instructional coaches in grades K-5. 	22 hours	Learning Management System
Pathway B	Ohio's Introduction to the Science of Reading Course, Kindergarten-Grade 5 (Abbreviated)	<ul style="list-style-type: none"> Teachers of kindergarten-grade 5 who completed required 18 hours of dyslexia professional development. Intervention specialists, English learner teachers, reading specialists, or instructional coaches in grades K-5 who completed required 18 hours of dyslexia professional development. 	8.5 hours	Learning Management System
Pathway C	Ohio's Introduction to the Science of Reading Course, Grades 6-12 English Language Arts	<ul style="list-style-type: none"> English language arts teachers in grades 6-12. Intervention specialists, English learner teachers, reading specialists, or instructional coaches in grades 6-12. 	21 hours	Learning Management System
Pathway D	Ohio's Introduction to the Science of Reading Course, Grades 6-12 (Abbreviated)	<ul style="list-style-type: none"> Intervention specialists, English learner teachers, reading specialists, or instructional coaches in grades 6-12 who completed required 18 hours of dyslexia professional development. 	9 hours	Learning Management System

SCIENCE OF READING PROFESSIONAL DEVELOPMENT

Pathway	Course Name	Target Audience(s)	Hours	Access
Pathway E	Ohio's Introduction to the Science of Reading Course, Grades 6-12 Content Areas	<ul style="list-style-type: none"> Teachers of subject areas other than English Language Arts for grades 6-12, including teachers of core subject areas in addition to music, fine arts, physical education, and other elective or related arts subjects. 	7.5 hours	Learning Management System
Pathway F	Ohio's Introduction to the Science of Reading Course, Administrators K-12	Administrators holding any of the following licenses: <ul style="list-style-type: none"> A valid Superintendent's license or valid Alternative Superintendent's license A valid Principal's license or valid Alternative Principal's license A valid Administrative Specialist license or valid Alternative Superintendent license 	7 hours	Learning Management System
Pathway G	Ohio's Language and Literacy Course Sequence for Prekindergarten	<ul style="list-style-type: none"> Intervention specialists, English learner teachers, reading specialists, or instructional coaches in prekindergarten. 	20.5 hours	Cox Campus

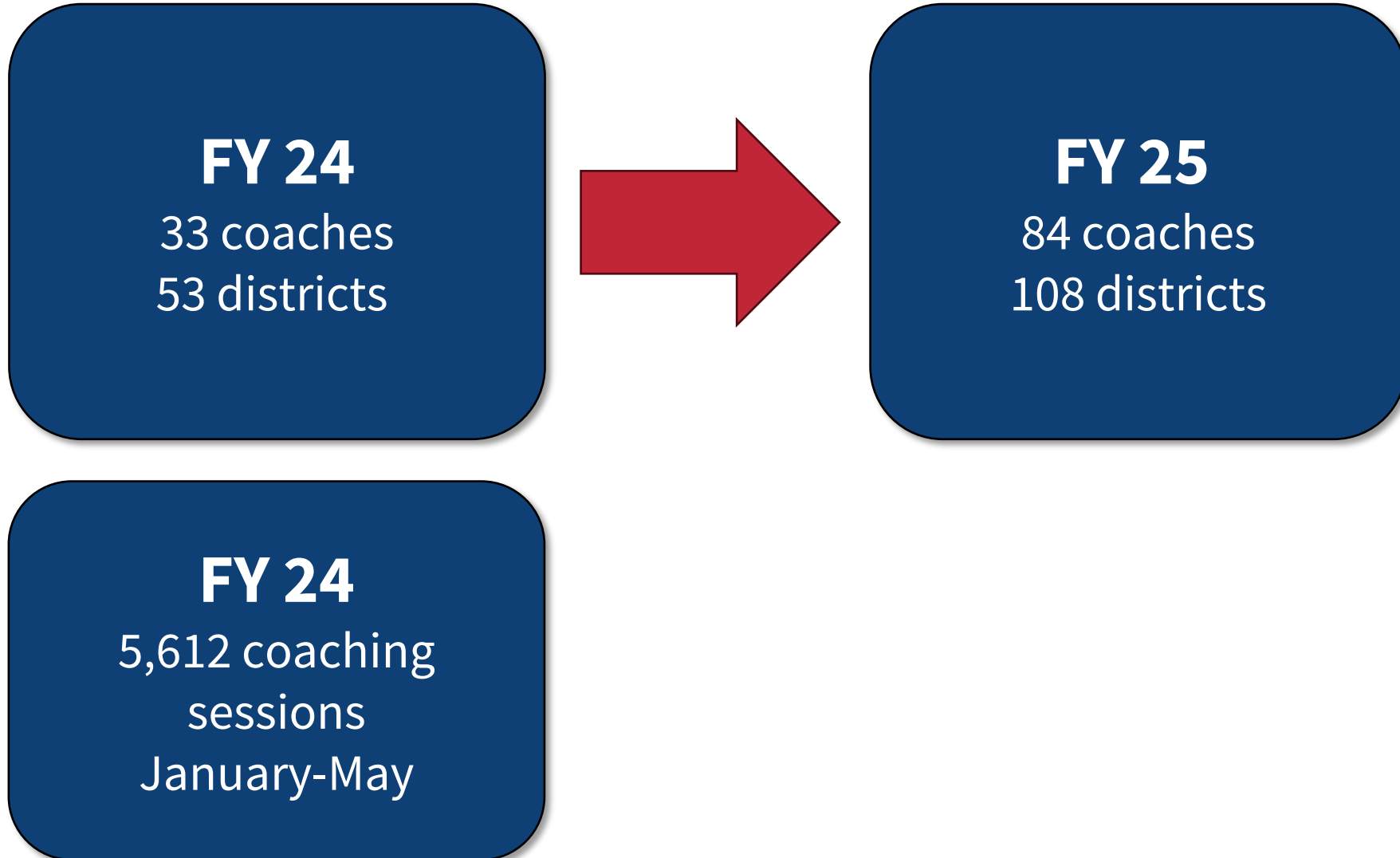
SCIENCE OF READING PROFESSIONAL DEVELOPMENT

Pathway	Enrollment	Awards Issued (Completion Certificates)
A: Kindergarten-Grade 5 (22 hours)	15,056	8,730
B: Kindergarten-Grade 5 abbreviated (8.5 hours)	13,236	7,927
C: Grade 6-12 English Language Arts (21 hours)	14,542	11,179
D: Grade 6-12 abbreviated (9 hours)	2,392	1,330
E: Grade 6-12 content areas (7.5 hours)	19,747	13,733
F: Administrators (7 hours)	4,879	3,245
Total	69,852	46,144

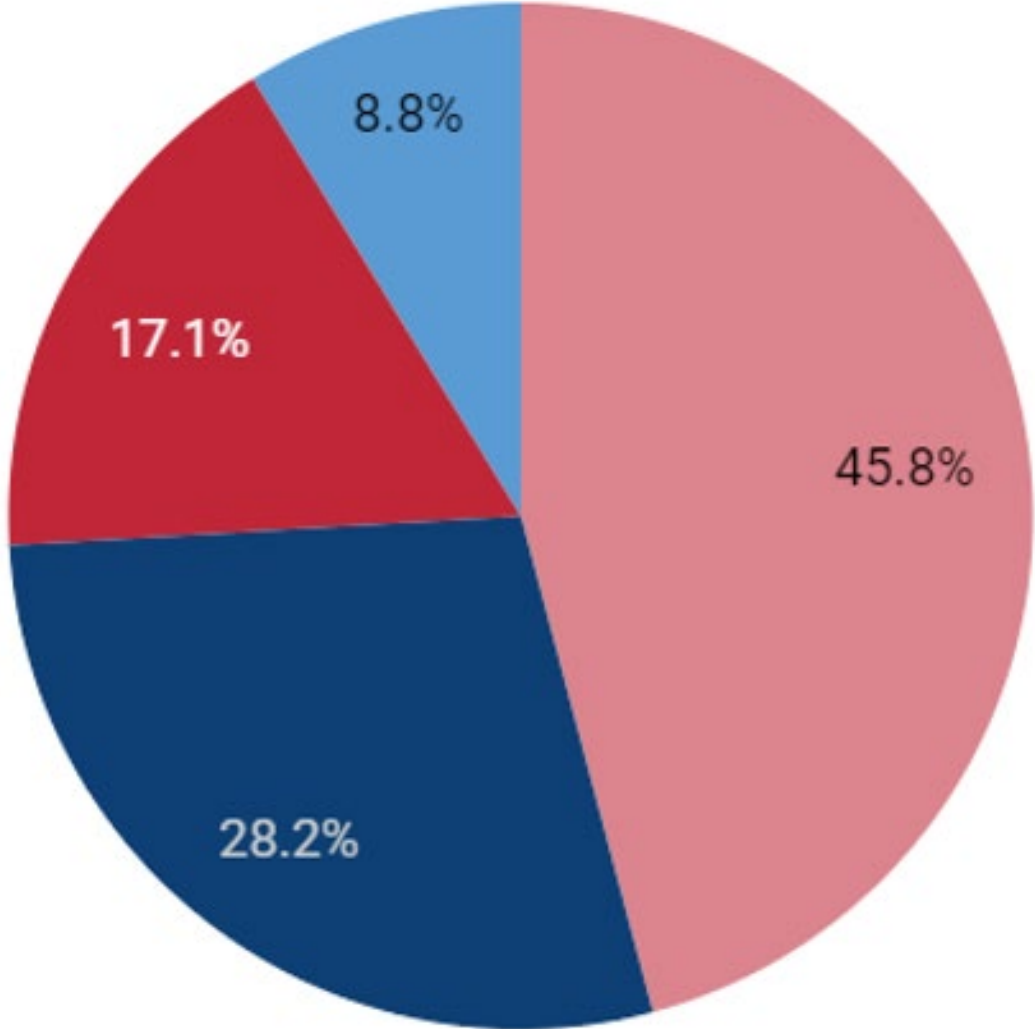
Note: Abbreviated course available for educators who have already completed the 18 hours of required dyslexia training. Data as of August 28, 2024.

READOHIO COACHES

READOHIO LITERACY COACHES



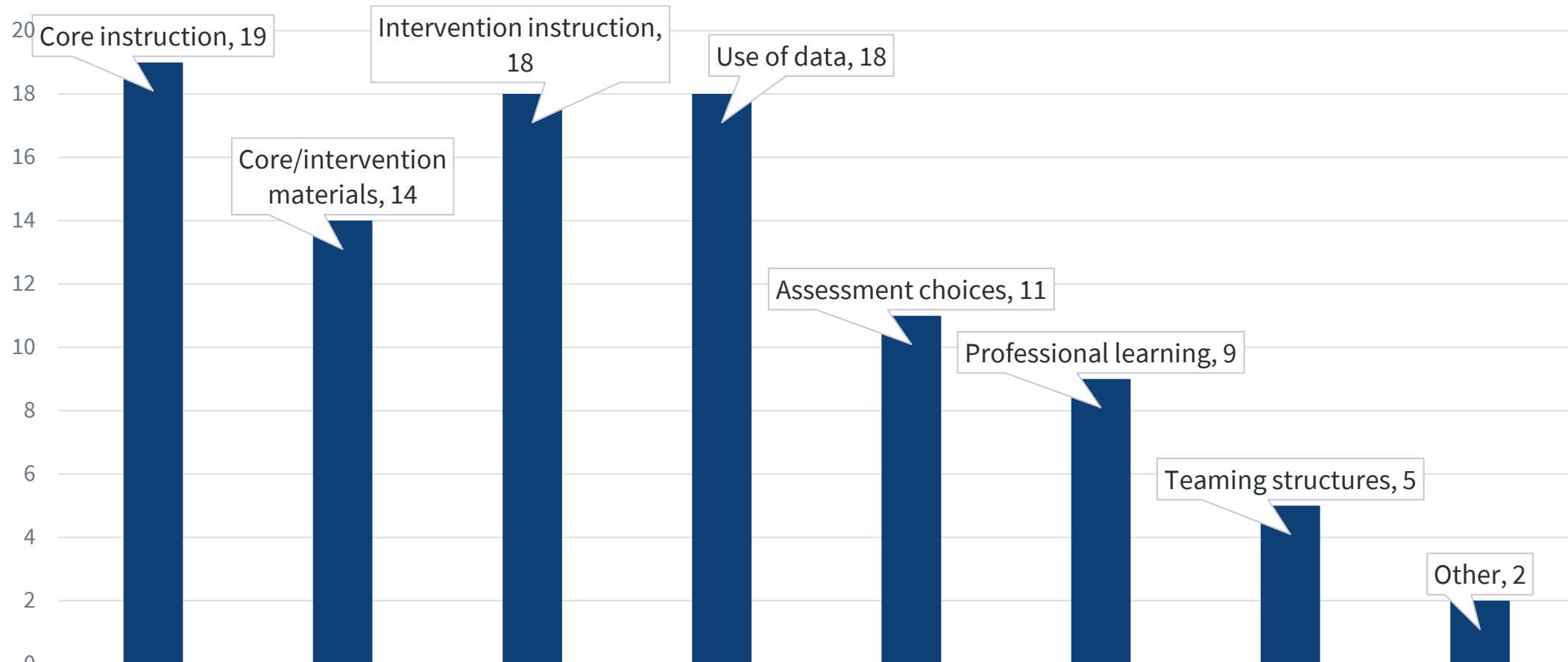
TYPE OF COACHING SUPPORT



- Level 1: Universal support
- Level 2: Self-guided support
- Level 3: Small group support
- Level 4: One-on-one support

PRINCIPAL FEEDBACK: IMPACTS FROM READOHIO COACHING

In which of the following areas have you and your teachers implemented changes as a result of receiving ReadOhio coaching supports? (select all that apply)

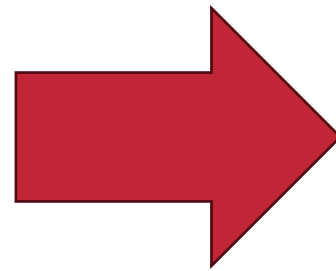


WHAT'S NEXT?

FY 24

Initial Implementation

- Material purchase
- PD completion
- Coaching
- Regional support



FY 25

Fidelity of Implementation

- Refine practices and move toward full implementation

DEPARTMENT OF EDUCATION AND WORKFORCE ROLE

- Reporting and Monitoring of Curriculum Materials
- Professional Development Support
- Oversight of ReadOhio Coaching and Data Collection
- Oversight of Regional Support Structure for Implementation
- Cross Cabinet Collaboration
 - Department of Children and Youth
 - Department of Higher Education
- Engage Stakeholders/Gather Feedback
- Evaluate Success

PROFICIENCY STATUS 2021-2022

GRADES K-4

Grade Level	Ohio's State Test for English Language Arts Assessment: Proficiency Status			
	On Track	Not On Track	Proficient	Not Proficient
Kindergarten	60% (75,475)	40% (49,904)	N/A	N/A
Grade 1	62% (72,410)	38% (44,930)	N/A	N/A
Grade 2	55% (67,028)	45% (54,252)	N/A	N/A
Grade 3	56% (68,109)	44% (53,190)	60% (74,639)	40% (50,161)
Grade 4	N/A *(Not Available)	N/A	62% (78,841)	38% (44,892)

Annual K-4 Literacy Report

KINDERGARTEN THROUGH GRADE 4 LITERACY REPORT FOR SCHOOL YEAR 2022-2023

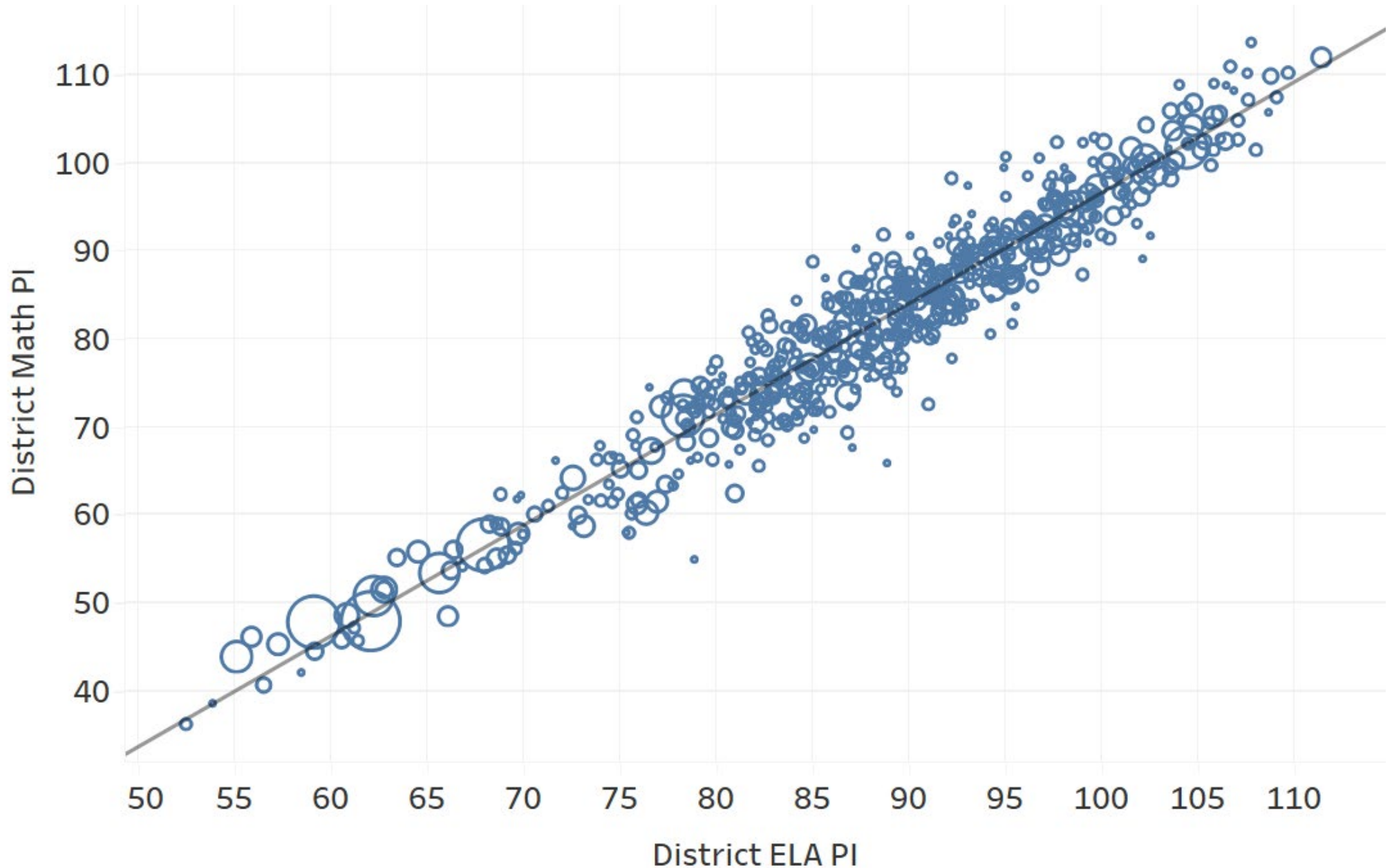
	Reading Diagnostic: On-Track Status		State ELA Test: Proficiency Status	
Grade Level	On-Track	Not On-Track	Proficient	Not Proficient
Kindergarten	59.8% (72,611)	40.2% (48,756)	N/A	N/A
Grade 1	64.1% (80,760)	35.9% (45,294)	N/A	N/A
Grade 2	58.2% (68,537)	41.8% (49,273)	N/A	N/A
Grade 3	58.7% (71,092)	41.3% (50,034)	62.3% (77,777)	37.7% (47,082)
Grade 4	N/A	N/A	58.9% (71,578)	41.1% (50,007)

THE IMPACT ON OHIO'S STUDENTS (GRADE 2)

“At the beginning of the year, I was reading 6 words per minute and today I can read 101 words in a minute.”



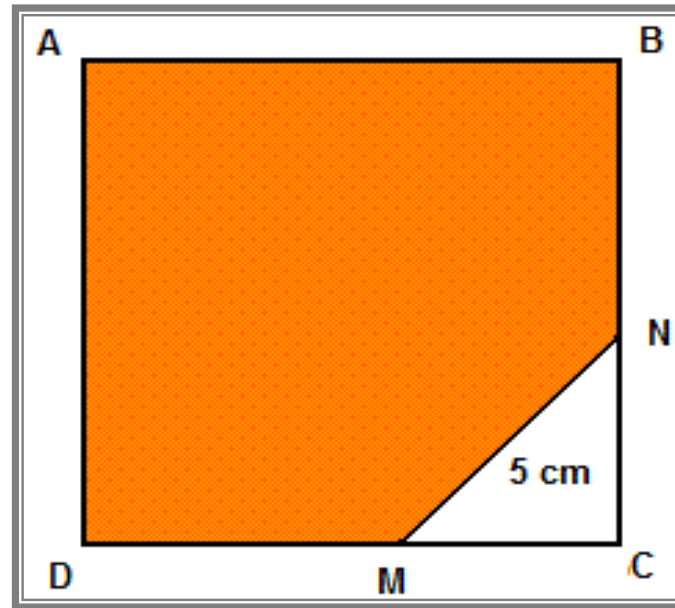
RELATIONSHIP BETWEEN MATH AND ELA ACHIEVEMENT, 2023



EXAMPLE TEXT

MATHEMATICS STORY PROBLEM

The size of the **park** of the square ABCD is **ease** to 100 cm. The **lean** of the **center** MN is **ended** to 5 cm and the **term** MNC is **ice**. Find the **arc** of the **permanent** ABNMD.

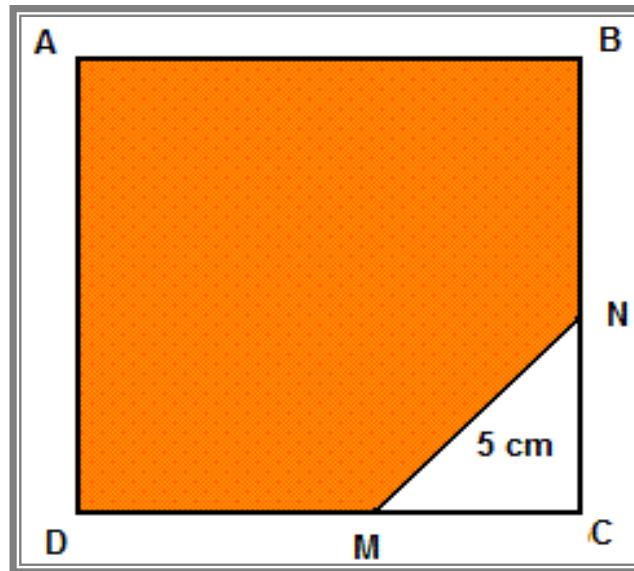


80% of words read correctly

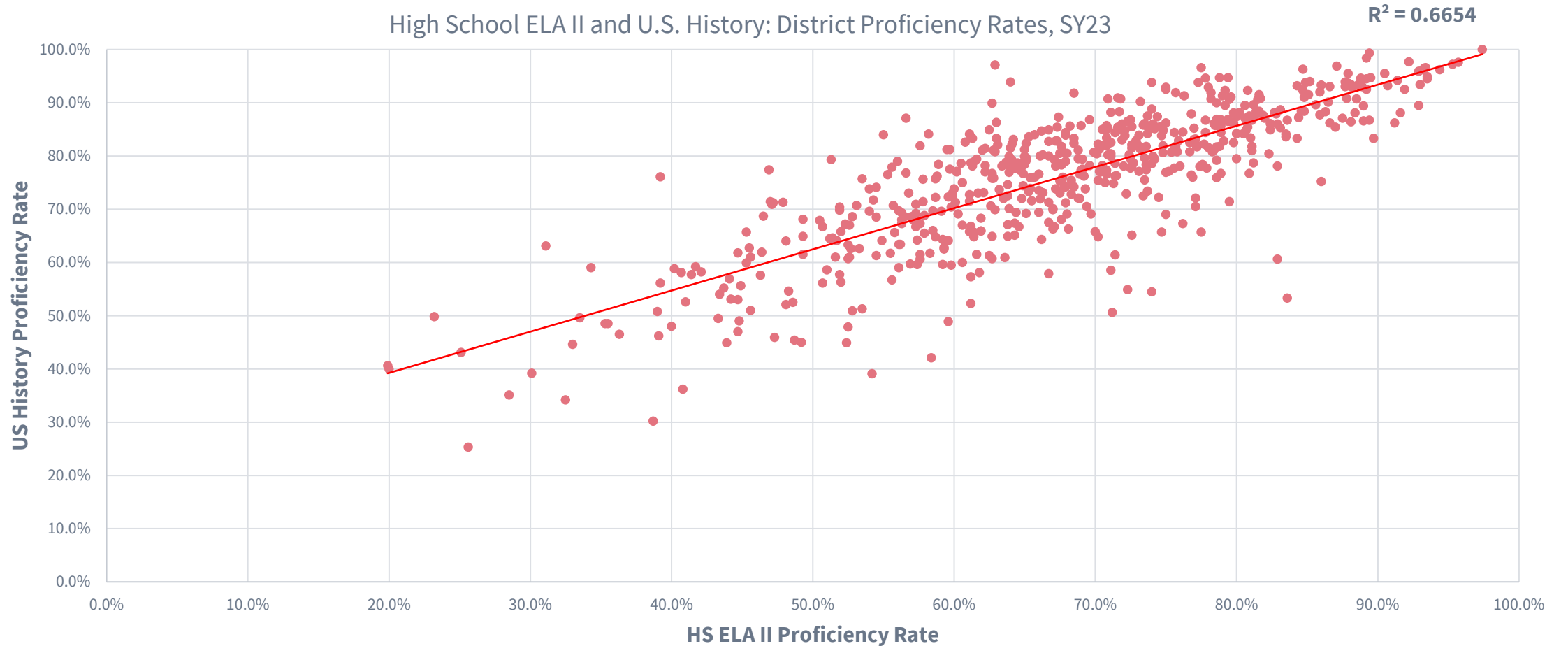
EXAMPLE TEXT

MATHEMATICS STORY PROBLEM

The size of the **perimeter** of the square ABCD is **equal** to 100 cm. The **length** of the **segment** MN is **equal** to 5 cm and the **triangle** MNC is **isosceles**. Find the **area** of the **pentagon** ABNMD.



RELATIONSHIP BETWEEN HIGH SCHOOL ELA AND U.S. HISTORY, FY23



EXAMPLE TEXT

THE INDUSTRIAL REVOLUTION: WORK AND WORKERS

The **Indiana Revolt** started at the end of the 1700s in Great Britain, **swimming** across that country and **experiences** into **England** and the United States during the 1800s. People's lives changed **differently**. New **teams** meant that more goods could be **problem** and could be sold for less. The **introduction value** and **affirmation** of goods **into** people's lives in many ways. Business and factory owners held power and grew **wide**. However, most of the people doing the new work remained poor, because **walks** were **uncertain** very low. **More**, workers often **toilet** in dangerous conditions. They had few or no rights or **problems** and were often forced to work ten to twelve hours a day or more. Many children began work at a very young age, **facts** all the same **dimes** that adult workers did.

85% of words read correctly



EXAMPLE TEXT

THE INDUSTRIAL REVOLUTION: WORK AND WORKERS

The **Industrial Revolution** started at the end of the 1700s in Great Britain, **sweeping** across that country and **expanding** into **Europe** and the United States during the 1800s. People's lives changed **dramatically**. New **technologies** meant that more goods could be **produced** and could be sold for less. The **increased variety** and **affordability** of goods **impacted** people's lives in many ways. Business and factory owners held power and grew **wealthy**. However, most of the people doing the new work remained poor, because **wages** were **usually** very low. **Moreover**, workers often **toiled** in dangerous conditions. They had few or no rights or **protections** and were often forced to work ten to twelve hours a day or more. Many children began work at a very young age, **facing** all the same **difficulties** that adult workers did.



OHIO READING COMPETENCIES

ORC 3301.077 READING COMPETENCIES

- The Department shall adopt reading competencies for all reading credentials and training.
- Such competencies shall include, but not be limited to, an understanding of ***phonemic awareness, phonics, fluency, vocabulary, comprehension, appropriate use of assessments, differentiated instruction, and selection of appropriate instructional materials and application of research-based instructional practices.***
- The department may review and update the reading competencies as it considers necessary.

HISTORY

- What teachers should know about reading and ways to demonstrate understanding.
- Originally adopted by the State Board of Education in 2014
- Revised by Higher Education Reading Standards workgroup this past summer
- Finalized and posted on website July 2024

A. Phonemic Awareness

Phonemic Awareness	
Knowledge	Application
1. Demonstrate the understanding of the relationship between phonemic awareness, decoding, and automatic word recognition.	Describe how blending sounds facilitates reading words through letter-sound relationships.
2. Demonstrate an understanding of the progression of phonological awareness skills from large sound units (syllables) to small units (phonemes).	Use a variety of intentional, explicit, systematic instructional practices to scaffold development of phonological awareness.

CURRENT TESTS AND PROGRAMS REQUIRED TO BE ALIGNED TO READING COMPETENCIES

- Foundations of Reading Test (OAE 190)
- Praxis 5205 (Third Grade Reading Guarantee Teacher Test)
- PreK-12 Reading Endorsement Requirements
 - Required University Courses
 - Reading Subtests I and II (OAE 038 and 039)



CURRENT AND FUTURE USES OF READING COMPETENCIES

- Audit of Higher Education Programs including Reading Endorsement programs
- Revising Reading Test for Reading Endorsement (Combining Subtests)
- New PD courses or current PD course updates (Science of Reading and Dyslexia)
- Reading Endorsement Revamp
- Walkthrough Tool
- Alignment with ELA Standards

IMPACT ON EDUCATORS



Kristi Walter

“It’s a start to empowering every child to meet their potential and do what they can do.”

COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT



COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT

\$60 million, Oct. 1, 2024 - Sept. 30, 2029.

Awarded by the U.S. Department of Education, Office of Well-Rounded Education.

95% (\$57 million) to be subgranted to local districts, community schools, and early childhood education programs.

5% to support state activities including technical assistance, training, and development of statewide implementation supports.

COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT

- **Subgrants**

- Request for Applications: January-March 2025
- Selection: April-May 2025
- Awarded in four age-bands
 - 15% Birth-Kindergarten Entry
 - 40% Kindergarten-Grade 5
 - 40% split equitably among Grades 6-8 and Grades 9-12



STUDENT IMPACT (GRADE 3)

“And I am proud that I have the confidence because my teacher taught me.”



Sasha Lawson

Third Grader



THANK YOU!



QUESTIONS?

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**Department of
Education &
Workforce**





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