



Ohio's Plan to Raise Literacy Achievement

Literacy Academy · January 2018

Today's Presentation

**Overview of
Ohio's Plan
to Raise
Literacy
Achievement**

**Focus on
Section 1:
Ohio's
Theory of
Action**

**Focus on
Section
4: Ohio's
Literacy
Vision**

Where to Find Ohio's Plan



education.ohio.gov

Search keyword “*Literacy*”

education.ohio.gov/Topics/Learning-in-Ohio/Literacy

Purpose

1

Serve as a guide to promote evidence-based language and literacy practices birth-grade 12

Purpose

2

Support alignment of literacy efforts across the educational cascade (state, regional, local)

Purpose

3

Use literacy acquisition and achievement as a lever for school improvement

Appendix A: Ohio's State Literacy Team

in language and literacy content, instruction, inExpertstervention, assessment, professional learning and policy

Represents all ages/grades birth-grade 12

Meets annually to review and revise state plan

Section 1: Ohio's Theory of Action

**Birth-grade 12 Language and Literacy
Development**

**First developed in 2015 for the State
Systemic Improvement Plan**

**Focuses the state's strategies for literacy
improvement**

Section 2: Alignment of Ohio's Literacy Improvement Efforts

Identifies Ohio's portfolio of literacy improvement

Provides information on Ohio's literacy improvement efforts

Includes information on the state's Early Literacy Pilot

Section 3: Comprehensive Needs Assessment

2017 Learner Performance Data

Root Cause Analysis

Drives Ohio's Vision and Plan

Section 4: Ohio's Literacy Vision

Literacy as a lever for school improvement
birth-grade 12

Direct Response to Needs Assessment

Outlines Ohio's Commitments

Section 5: Objectives, Strategies and Activities

Support data driven-decision making
and planning

Ensure LEAs develop evidence-based
language and literacy plans

Section 5: Objectives, Strategies and Activities

Support of implementation of evidence-based language and literacy practices

Provide financial support to literacy improvement efforts and help identify sustainable practices

Section 6: Measuring Success

Measuring success of Ohio's plan

Measuring success of the
SRCL grant

Section 7: Monitoring Progress

Monitoring State Level Activities

**Monitoring Regional Literacy
Activities**

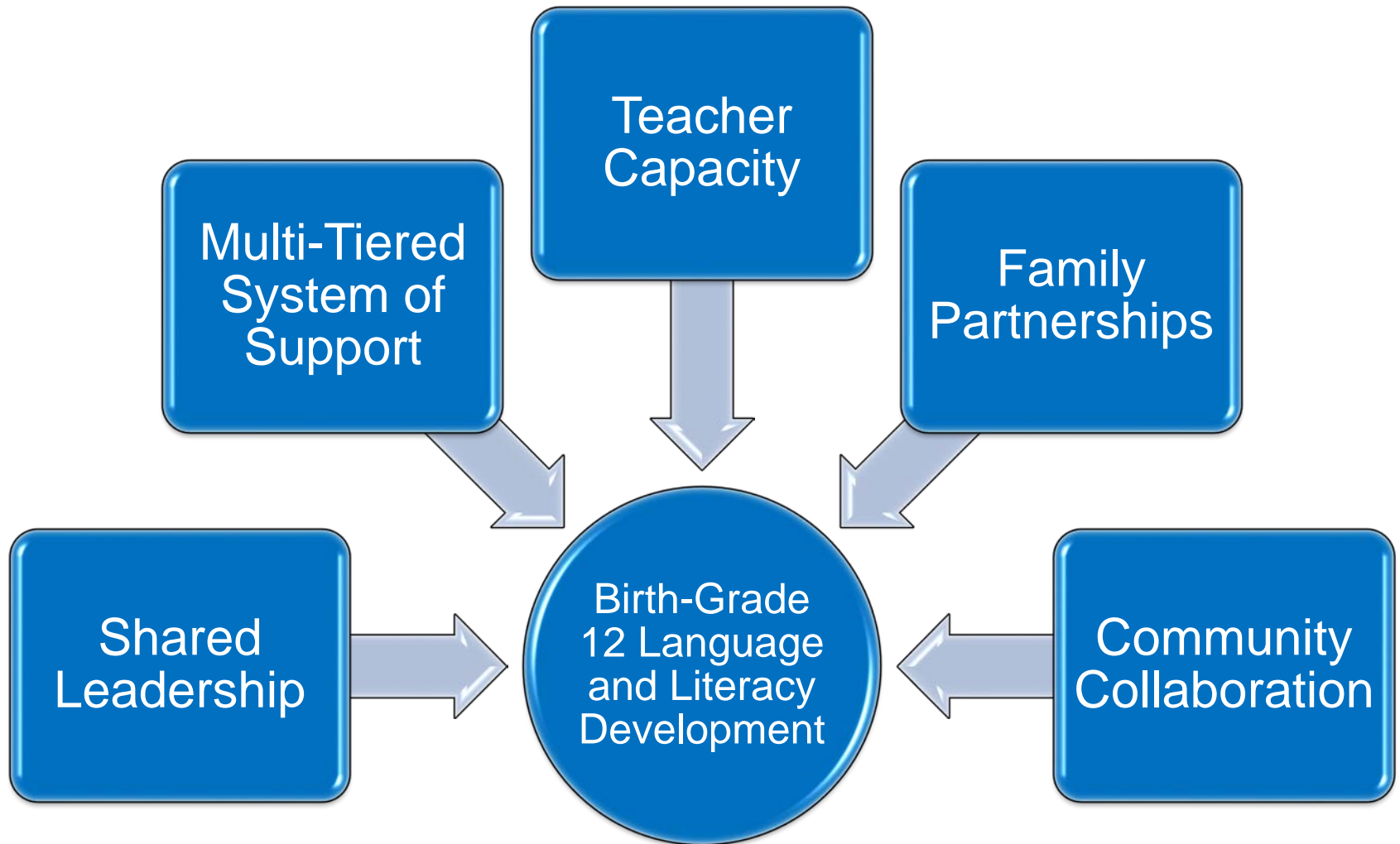
Monitoring Local Literacy Activities

Section 8: Implementing Evidence-Based Practices

Evidence-Based Clearinghouse

Ensuring Effectiveness and Improving Upon Strategies

Section 1: Ohio's Theory of Action



Shared Leadership



1

Leadership occurs at all levels



2

Support team structures

- District Leadership Team, Building Leadership Team, Teacher-Based Teams

Multi-Tiered System of Supports



Data-driven decision making



Differentiation

Teacher Capacity



Focused, sustained and embedded professional learning

- Evidence-based language and literacy practices and interventions;
- Data driven decision making



Coaching

Ohio's Coaching Framework



The Ohio Coaching Framework

Instructional Coaching

Goal:

To develop knowledge, skills and abilities related to content specific practices to improve student outcomes

Who: Teachers, Specialists, Paraprofessionals, Small Teams

How: In Person; Video

Topics:

- Phonological Awareness
- Print awareness
- Word recognition
- Beginning decoding & spelling
- Advanced word study
- Vocabulary/oral language
- Comprehension strategies
- Writing
- Content area reading strategies
- Discipline specific literacy strategies
- Text discussion
- Explicit instruction
- Use of assessment for planning instruction
- Increasing intensity of instruction
- Supports for all students, including students with disabilities and students who are gifted
- Differentiated instruction

Systems Coaching

Goal: To develop knowledge, skills and abilities in the infrastructures (systems) to support high-quality use of language and literacy practices

Who: Leaders, Teams

How: In Person; Video

Topics:

- Assessing needs, fit, and context of new innovations
- Promoting buy-in and readiness for new innovations
- Forming leadership teams (DLT, BLT, and/or TBTs)
- Developing leadership teams (DLT, BLT, and/or TBTs)
- Facilitating MTSS Needs Assessment for Literacy;
- Supporting fluency in school-wide reading model:
 - Evidence-based practices and interventions;
 - Data interpretation;
 - School-wide reading assessment system;
 - School-wide reading schedule
- Data collection, interpretation, & problem solving
- Tier 1 curriculum auditing
- Communication protocols
- Grade level reading schedules & instructional plans
- Supports for all students, including students with disabilities & students who are gifted
- School improvement action planning

Family Partnerships



Families engaging with schools



Families engaging with literacy at home

Community Collaboration



Networks to share successes, problems and practices

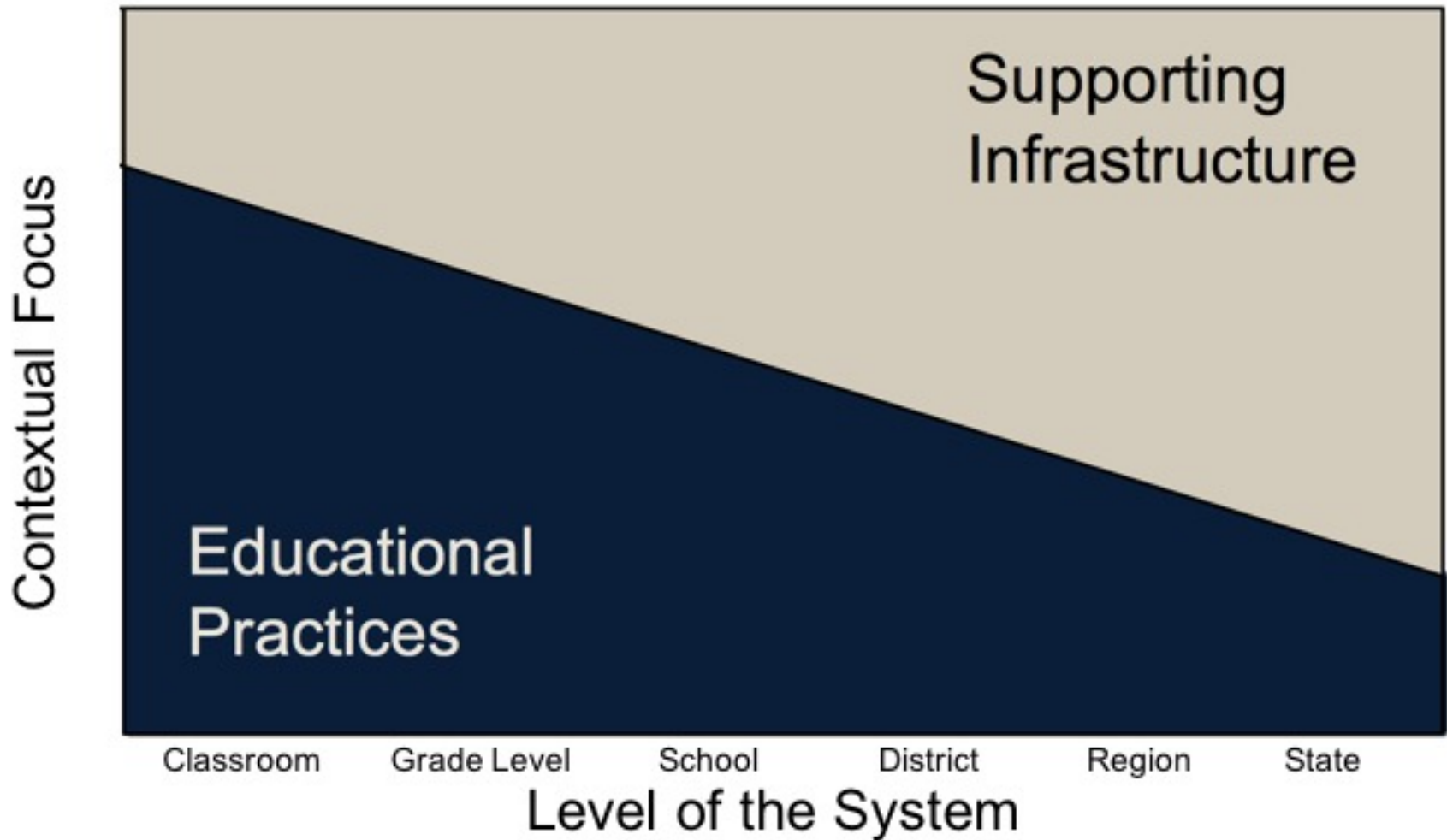


Community-wide systems of support

Section 4: Ohio's Literacy Vision



Framework for Addressing Practice and Supports



- McIntosh and Goodman (2016)

Vision Commitments

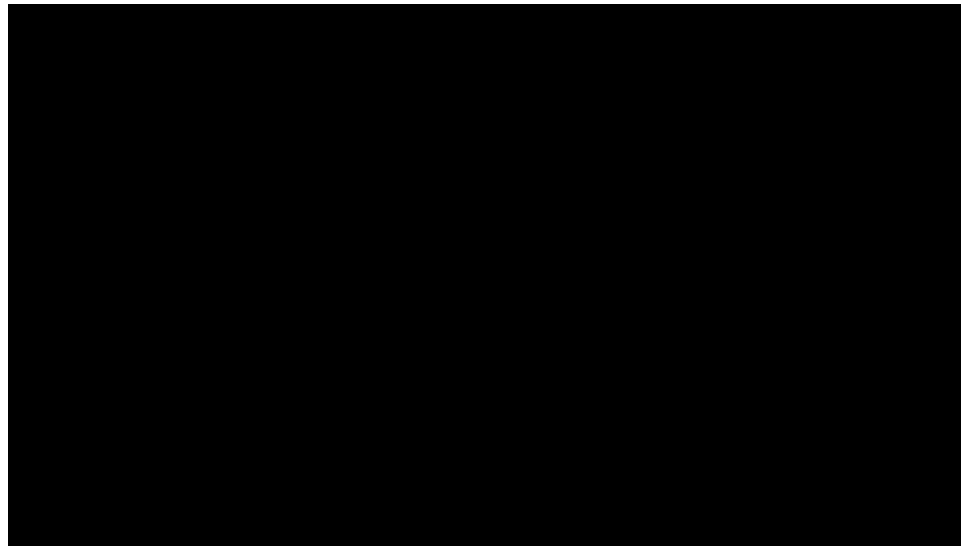
Simple View of Reading

Language & Literacy Development Continuum

General and Special Education Partnerships

Infrastructure Supports

Simple View of Reading



<https://www.youtube.com/watch?v=cUoiZl-ep7E&t=1s>

Simple View of Reading

**Decoding
(Word -level
Reading)**



**Language
Comprehension**



**Reading
Comprehension**

- The ability to transform print into spoken language

- The ability to understand spoken language

- Gough & Tunmer, 1986

Simple View of Reading

1. Understanding reading process
2. Selection of core reading programs and any needed supplements
3. Assessment of reading challenges
4. Selection of practices and interventions

Language and Literacy Continuum



**Emergent
Literacy**



**Early
Literacy**



**Conventional
Literacy**



**Adolescent
Literacy**

Support for *All* Learners Across the Literacy
Development Continuum

Presumed Competence

A photograph of a classroom scene. A female teacher with dark hair, wearing a light blue sleeveless top, is smiling and clapping her hands. To her left, a young boy with short brown hair, wearing a plaid shirt, is holding a yellow tambourine. To her right, a young girl with curly dark hair, wearing a green shirt, is also holding a yellow tambourine and smiling. In the background, there are colorful paper cutouts of a lion, a dog, and a flower on the wall. Another child in a red shirt is visible on the right, clapping. The overall atmosphere is joyful and educational.

ALL learners, no matter the complexity of their disability, have the potential to grow their skills and knowledge in language and literacy.

Emergent Literacy

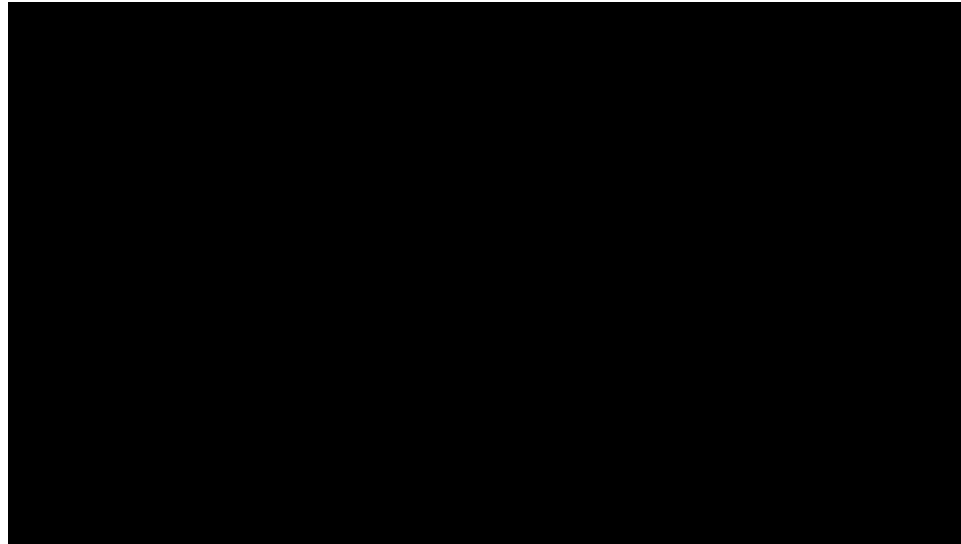
A photograph of a man with a beard and short hair, wearing a striped shirt, leaning over two young children. They are all looking at a colorful book together. The man is pointing at the book, and the children appear engaged. The background is a bright, indoor setting with a window.

**Phonological
Processing**

**Print
Awareness**

**Oral
Language**

Emergent Literacy



<https://dwwlibrary.wested.org/resources/409>

Early Literacy



Early Literacy

Medium-large predictive relationship

- **Alphabet Knowledge**
- **Phonological Awareness**
- **Rapid Automatic Naming**
- **Writing or Writing Name**
- **Phonological Memory**

Moderately correlated with at least one measure of later literacy achievement

- **Concepts of Print**
- **Print Knowledge**
- **Reading Readiness**
- **Oral Language**
- **Visual Processing**

Conventional Literacy



Conventional Literacy

Phonemic
Awareness

Phonics

Fluency

Vocabulary

Comprehension

Conventional Literacy

Changing Emphasis of the Subskills of the Five Components of Reading

Component	K	1 st	2 nd	3 rd	4 th	5 th
Phonemic Awareness	Blend & Segment		Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation			
Phonics	Sounds/Basic Phonics		Advanced Phonics & Multisyllabic		Multisyllabic & Word Study	
Fluency	Sounds and Words		Words & Connected Text		Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017

Adolescent Literacy

The background image shows two young women sitting on the floor in a classroom or library setting. They are both smiling and looking at books. The woman on the left is holding a molecular model. There are stacks of books in front of them. The scene is brightly lit and has a warm, educational atmosphere.

**Across
Content
Areas**

**Disciplinary
Literacy**

**Intensive
Intervention**

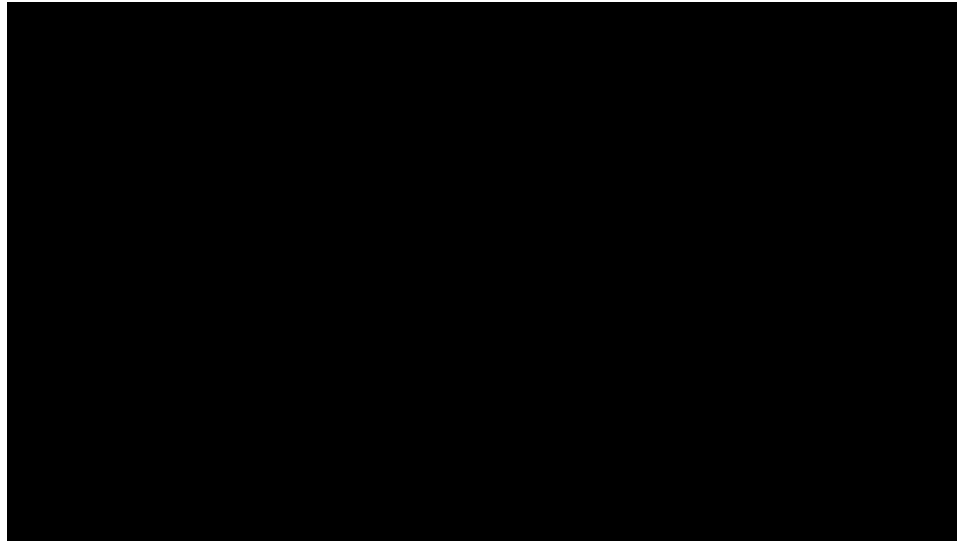
Strategies Across Content Areas

Comprehension
strategy
instruction

Explicit
vocabulary
instruction

Academic
language
support

Disciplinary Literacy



<https://www.youtube.com/watch?v=IQk8XO1KgWk>

Struggling Readers



Learner Data

- Nearly 30 percent of Ohio's K-3 students are reading below grade level
- Nearly 40 percent of students in grades 3-8 are not proficient on the OST in ELA
- More than 50 percent of graduating seniors taking the ACT do not meet the college and career readiness benchmark for reading

Root Cause Analysis

- Students who start behind stay behind
- Some districts were either not utilizing effective instructional practices or not implementing them with fidelity



Types of Reading Difficulties

		Language Comprehension	
		<i>Strong</i>	<i>Weak</i>
Word Reading	<i>Strong</i>	Typical Reader	Language Difficulties
	<i>Weak</i>	Phonological Difficulties	Mixed Reading Difficulty

General and Special Education Partnerships

Integrated Comprehensive Systems Framework

- 1. Focus on equity and best practices;**
- 2. Establish equitable structures: location and arrangement of students and staff;**
- 3. Implement change by leveraging funding and regulations in support of proactive service delivery; and**
- 4. Establish access to high quality teaching and learning for ALL learners through developing teacher capacity**

Infrastructure Supports



Networking to Support Improvement Efforts

Resources



[Home](#) > [Learning in Ohio](#) > [Literacy](#)

The Ohio Department of Education aims to increase student achievement through improving language and literacy outcomes for all students. A successful language and literacy framework is built on five interrelated components —teacher capacity, shared leadership, multi-tiered systems of support, parent partnerships, and community collaboration.



Resources

Ohio's Early Literacy Toolkits



Effective instruction and meaningful learning opportunities combined with family and community engagement in language and literacy development hold the potential to improve student outcomes. The Ohio Department of Education aims to work collaboratively with parents, teachers, educators, and community members to promote reading success at all levels of learning.

Choose a Toolbox



District, School, and Teacher Support Toolbox

The Ohio Department of Education strives to build a solid literacy foundation for all students through the implementation of quality language and literacy practices. The purpose of this toolbox is to assist districts, schools and teachers in implementing evidence-based language and literacy instruction and has organized available tools around instruction, lesson design, and assessment. Materials contained in Ohio's Early Literacy Toolbox are drawn from both internal and external sources and will evolve over time. Materials and resources posted are for informational use only.

CHOOSE A TOOL		
How Children Learn to Read		
Universal Screener (Reading Diagnostic)	Research-Based Reading Curriculum	Evidence-Based Reading Intervention
Progress Monitoring	Classroom Walk-Through	Principal Specific Resources
Literacy Coaches	Reading Endorsement	Allocating Resources
Websites Every Elementary Educator Needs to Know	Reading Achievement Plans	Third Grade Reading Guarantee Guidance

How Children Learn to Read

- » [Reading Rockets: How Children Learn to Read](#)
- » [Reading 101: A Guide to Teaching Reading and Writing-](#) Includes 9 course modules on the five components of reading, classroom strategies and resources for teaching reading and writing.

Universal Screener (Reading Diagnostic)

Screening is conducted to identify or predict students who may be at risk for poor learning outcomes. Universal screening assessments are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status (rti4success.org).

GENERAL INFORMATION

- » [Doing What Works \(DWW\) Library](#)
- » [Center on Response to Intervention](#)

District, School and Teacher Support Toolbox

Questions?

Striving Readers Subgrant or Ohio's Plan to
Raise Literacy Achievement:

strivingreaders@education.ohio.gov

education.ohio.gov

Join the Conversation



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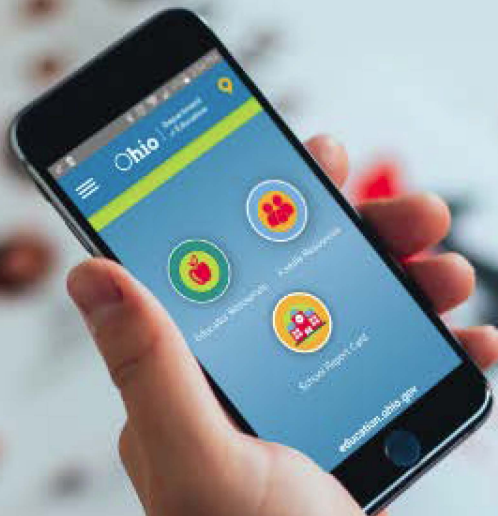


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