



**Department of  
Education &  
Workforce**

# DEW PUBLIC MEETING

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Thursday, March 14, 2024

9 a.m.–noon

25 South Front Street

Columbus, Ohio 43215



**Department of  
Education &  
Workforce**

# DIRECTOR'S WELCOME

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Stephen D. Dackin

*Director*



**Department of  
Education &  
Workforce**



# MEETING OVERVIEW

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Dr. Chris Woolard

*Chief Integration Officer*



**Department of  
Education &  
Workforce**

# LITERACY UPDATES

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Dr. Melissa Weber-Mayrer  
*Chief of Literacy*



**Department of  
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# LITERACY IMPLEMENTATION HIGHLIGHTS

## **High-Quality Instructional Materials:**

- HQIM report
- List of state-approved HQIM for Core Instruction

## **Professional Development:**

- Science of Reading Professional Development report
- State training available (multiple pathways)

## **Literacy Coaches:**

- ReadOhio coaches
- Data from the survey

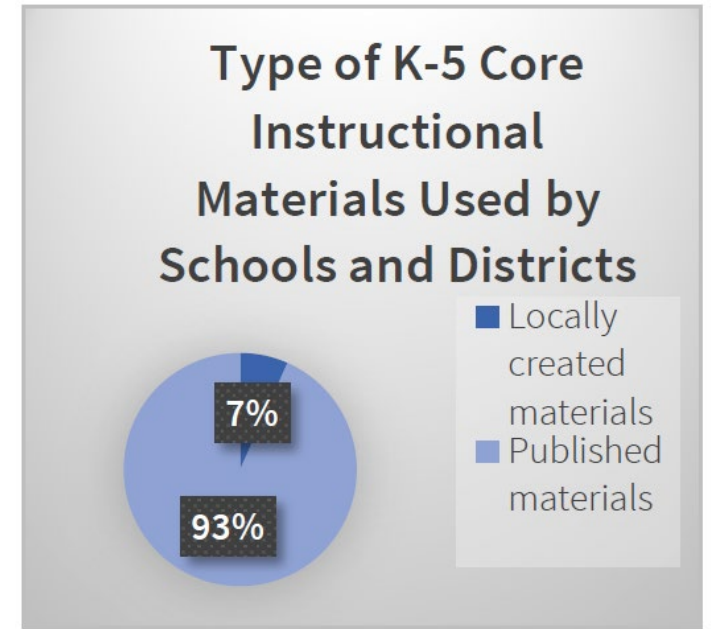
# HQIM: STATE LITERACY SURVEY

**TABLE 1. OVERALL SURVEY RESPONSE RATE BY DISTRICT AND SCHOOL CATEGORY**

District/School Category	Total Invites	Submitted
Public District	603	599
Large Urban	8	8
Community School	345	339 (includes 7 of 8 STEM)
Educational Service Center	51	49
<b>Total for All</b>	<b>1,007</b>	<b>995</b>

**TABLE 2. MATERIAL TYPE BY DISTRICT/SCHOOL TYPOLOGY**

District/school type	Total N	Number (%) using published materials	Number (%) using locally created materials
Rural - High Poverty	115	112 (97.5%)	3 (2.5%)
Rural - Average Poverty	99	89 (90%)	10 (10%)
Small Town - Low Poverty	93	86 (93%)	7 (7%)
Small Town - High Poverty	76	75 (99%)	1 (1%)
Suburban - Low Poverty	69	68 (99%)	1 (1%)
Suburban - Very Low Poverty	40	34 (87%)	6 (13%)
Urban - High Poverty	43	43 (100%)	0
Urban - Very High Poverty	7	7 (100%)	0
Community School	221	204 (93%)	17 (7%)
ESC	26	17 (74%)	9 (26%)



[Use of High-quality Literacy Instructional and Intervention Materials and Intervention Materials in Ohio's Elementary Schools](#)



[ReadOhio Website](#)



# DEW TIMELINE: HIGH QUALITY INSTRUCTIONAL MATERIALS





# LITERACY

- High-quality **intervention** materials aligned to science of reading
- [Request for Applications](#)
- Reviewing applications for evidence-based reading intervention programs
- Rubric developed in collaboration with the National Center for Improving Literacy
- **Approved list available in late April 2024**

# DISTRICT TIMELINE: HIGH QUALITY INSTRUCTIONAL MATERIALS

Timeframe	Activities
Winter 2024	<ul style="list-style-type: none"><li>• Audit curricular materials and intervention programs in use and identify needs.</li><li>• Work with stakeholders and district teams to identify and review potential materials.</li></ul>
Spring 2024	<ul style="list-style-type: none"><li>• Select and procure new materials and begin planning for implementation.</li></ul>
Summer 2024	<ul style="list-style-type: none"><li>• Training and support for educators in implementation of new materials.</li></ul>
2024-2025 School Year	<ul style="list-style-type: none"><li>• Begin implementing core curriculum and instructional materials and reading intervention programs from the approved list.</li><li>• Continue support for educators through coaching and ongoing professional development.</li></ul>

*\* Districts and community schools may conduct these activities at any time during the 2024-2025 school year.*



# PROFESSIONAL DEVELOPMENT: STATE LITERACY SURVEY

- 68.5% reported that teachers have already completed some science of reading professional development prior to the 2023-2024 school year
- 58% of those districts completed the state-developed training, either as the solitary training or in conjunction with other approved trainings
- 45% reported that teachers completed training that is Accredited by the International Dyslexia Association

**TABLE 1. SCHOOLS AND DISTRICTS THAT DID AND DID NOT COMPLETE SCIENCE OF READING PROFESSIONAL DEVELOPMENT PRIOR TO THE 2023-2024 SCHOOL YEAR BY DISTRICT TYPOLOGY.**

<b>District/school typology</b>	<b>Did not yet complete PD (n = 298)</b>	<b>Completed PD (n = 687)</b>	<b>Total</b>
Rural - High Poverty	11 (9%)	112 (91%)	123
Rural - Average Poverty	23 (22%)	82 (78%)	105
Small Town - Low Poverty	14 (13%)	95 (87%)	109
Small Town - High Poverty	14 (16%)	72 (84%)	86
Suburban - Low Poverty	5 (6%)	72 (94%)	77
Suburban - Very Low Poverty	4 (9%)	42 (91%)	46
Urban - High Poverty	4 (9%)	43 (91%)	47
Urban - Very High Poverty	1 (12.5%)	7 (87.5%)	8
Community School	206 (61%)	132 (39%)	338
Educational Service Center	14 (33%)	29 (67%)	43



**TABLE 5. TOTAL NUMBERS OF EDUCATION PROFESSIONALS WHO COMPLETED EACH TYPE OF PROFESSIONAL DEVELOPMENT.**

	<b>Credentialed Instructor</b>	<b>IDA Course</b>	<b>State-developed training</b>
Teachers	4,681	10,980	9,578
Administrators	460	992	957
Intervention specialists	1,544	3,814	2,777
Literacy coach/ specialists	447	1,123	963
Paraprofessionals	284	566	328

*Note.* These totals may have changed since the time of initial reporting.



# SCIENCE OF READING PROFESSIONAL DEVELOPMENT

- **Educator professional development:**
  - Pathways A and C are available in the Learning Management System; additional pathways will be available in mid-March
  - Stipends of \$1,200 or \$400 available for Ohio educators
  - Department contracting with Management Council of the Ohio Education Computer Network to facilitate district reporting
  - [List of Approved Similar Trainings](#)
  - [Science of Reading Professional Development FAQ](#)

# DISTRICT TIMELINE: PROFESSIONAL DEVELOPMENT

Timeframe	Activities
Winter 2024	<ul style="list-style-type: none"><li>• Inventory professional development in the science of reading already completed by educators and administrators.</li><li>• Facilitator trainings offered for qualified district leaders and State Support Team/Educational Service Center staff.</li><li>• Support districts in developing a professional learning plan.</li></ul>
Spring 2024	<ul style="list-style-type: none"><li>• Educators and administrators begin professional development in the science of reading.</li><li>• Qualified facilitators support educators with new learning.</li></ul>
2024-2025 School Year	<ul style="list-style-type: none"><li>• Educators and administrators continue professional development in the science of reading.</li><li>• Qualified facilitators continue supporting educators with new learning.</li><li>• Districts and schools can request reimbursement for stipends for eligible educators (more information forthcoming).</li></ul>



# READOHIO LITERACY COACHES

33 coaches

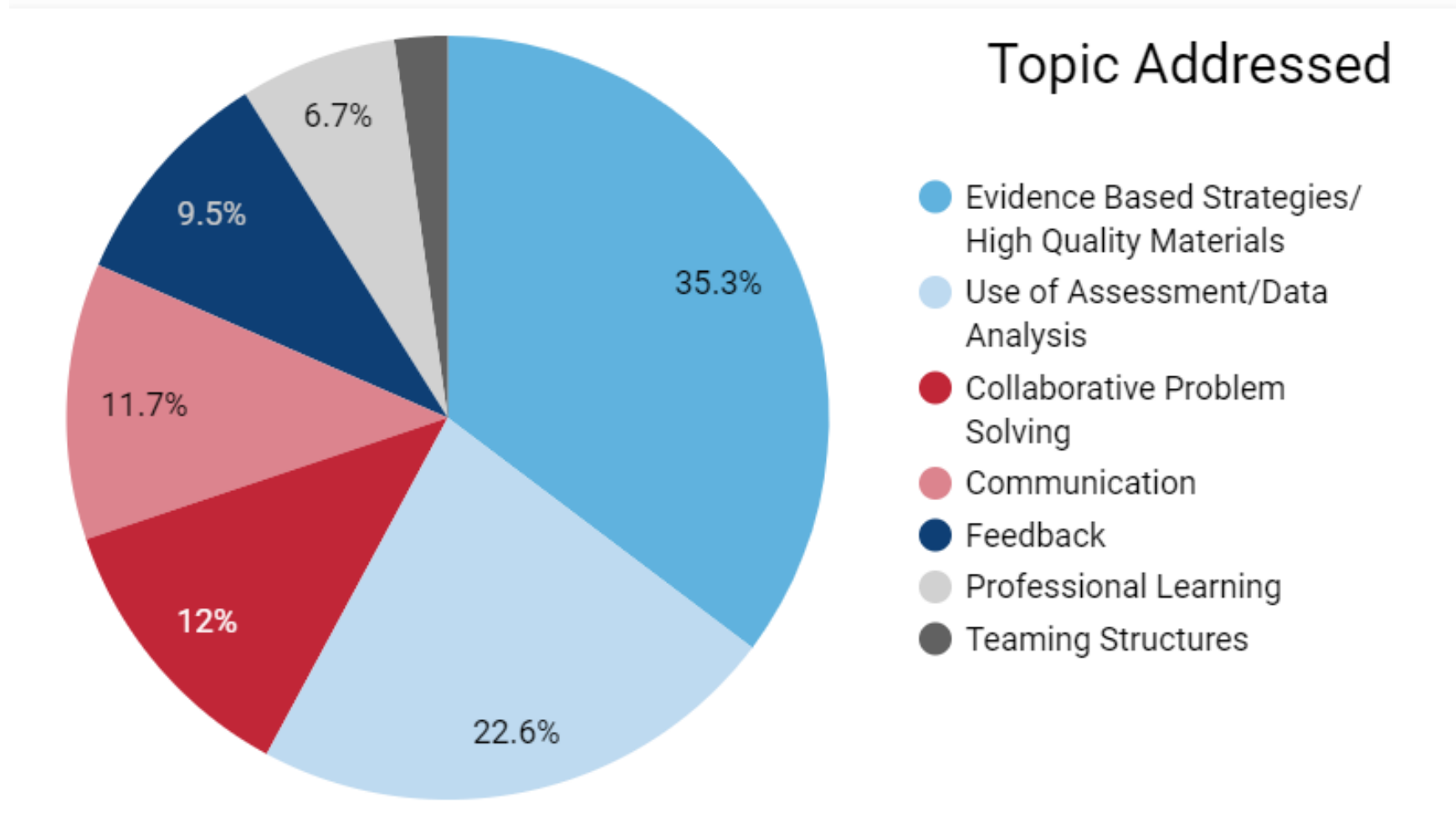
53 districts and  
12 community  
schools

2,656 coaching  
sessions  
reported

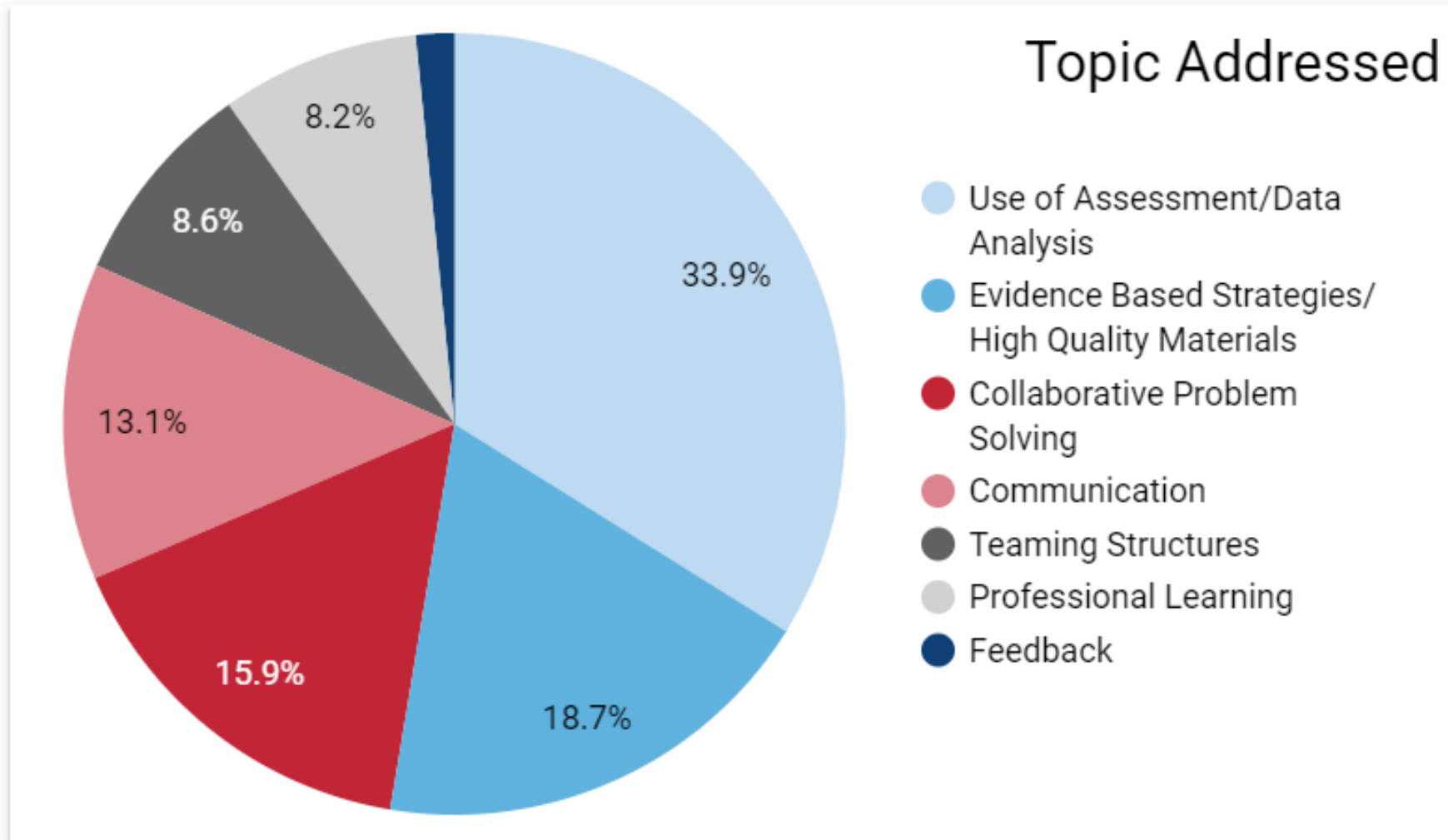
Recruitment for the FY 2025 school year is underway.



# FOCUS OF COACHING SESSION: INDIVIDUAL TEACHERS



# FOCUS OF COACHING SESSION: SMALL GROUPS



# WHAT IS AN EVIDENCE-BASED STRATEGY?

"Evidence-based strategies are programs, practices or activities that have been evaluated and proven to improve student outcomes."

*(Ohio's Plan to Raise Literacy Achievement, p. 45)*

# EVIDENCE-BASED PRACTICES ARE ESSENTIAL

Improving  
Student  
Outcomes

Addressing  
Achievement  
Gaps

Maximizing  
Resources

Targeting  
Professional  
Development

Honoring  
Accountability  
and Evaluation

# DISTRICTS REPORTING HAVING LITERACY COACHES

<b>District Typology</b>	<b><i>N</i></b>	<b><i>Range</i></b>
Rural - High Poverty	123	0-5
Rural - Average Poverty	106	0-4
Small Town - Low Poverty	109	0-5
Small Town - High Poverty	87	0-7
Suburban - Low Poverty	77	0-15
Suburban - Very Low Poverty	46	0-26
Urban - High Poverty	47	0-23
Urban - Very High Poverty	8	0-47
Community School	332	0-10
Educational Service Center	48	0-10
Total	986	0-47



# DEW TIMELINE: LITERACY COACHING

<b>Timeframe</b>	<b>Activities</b>
March 2024	Recruitment of more ReadOhio coaches
March 2024 – June 2025	Ongoing regular support for teachers and administrators from ReadOhio Coach at identified building (December 2023 and beyond)  Continued development of ReadOhio Coaches  Data collection
July 2025	Onboarding of new ReadOhio coaches



# QUESTIONS?

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# ADMINISTRATIVE RULES

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Tony Palmer

*Chief Legal Counsel*



**Department of  
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# RULES PROPOSED FOR REVIEW

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- **3301-2-14** Confidential personal information definitions
- **3301-2-15** Procedures for accessing confidential personal information
- **3301-2-16** Valid reasons for accessing confidential personal information
- **3301-2-18** Restricting and logging access to confidential personal information in computerized personal information systems

# STATUTORY AUTHORITY

**Ohio Revised Code section 1347.15:** Each state agency shall adopt rules regulating access to the confidential personal information the agency keeps.

# SUMMARY OF EXISTING RULES

## **3301-2-14**

- Definitions of terms in Chapter 3301-2

## **3301-2-15**

- Procedures for Department staff in accessing confidential personal information

## **3301-2-16**

- Reasons for which Department staff may access confidential personal information

## **3301-2-18**

- References to applicable federal and state laws

# REASON FOR THE AMENDMENT

- Five-year rule review
- Update references from Ohio Department of Education to the Ohio Department of Education and Workforce due to House Bill 33 of the 135<sup>th</sup> General Assembly
- Removal of regulatory restrictions pursuant to RC 121.951

# PUBLIC COMMENT PERIOD

- The public comment period on the **current rule** opened Jan. 26, 2024, and closed Feb. 9, 2024.
- The public comment period on the **draft rule** opened Feb. 23, 2024, and will close on March 18, 2024.
- Individuals may submit comments on the draft rules:
  - Website: [education.ohio.gov/OAC](https://education.ohio.gov/OAC)
  - Email: [rulecomments@education.ohio.gov](mailto:rulecomments@education.ohio.gov)

# QUESTIONS?

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# RULES PROPOSED FOR REVIEW

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- OAC Chapter 3301-3: Data Acquisition Sites

# RULES PROPOSED FOR REVIEW

- **3301-3-01** Scope and Definitions
- **3301-3-03** Information technology center permit eligibility and application
- **3301-3-04** Information technology center permit validity and revocation
- **3301-3-05** Responsibilities of the department
- **3301-3-06** Responsibilities of an information technology center and a user entity
- **3301-3-07** Performance requirements



# SUMMARY OF EXISTING RULES

**R.C. 3301.075:** “The director of education and workforce shall adopt rules governing the purchasing and leasing of data processing services and equipment for all local, exempted village, city, and joint vocational school districts and all educational service centers. Such rules shall include provisions for the establishment of an Ohio education computer network under procedures, guidelines, and specifications of the department of education and workforce.”

# REASON FOR THE AMENDMENT

- Update references from Ohio Department of Education to the Ohio Department of Education and Workforce due to House Bill 33 of the 135th General Assembly
- Removal of regulatory restrictions pursuant to RC 121.951
- Chapter 3301-3 is subject to 5-year review in 2026 and additional amendments may be considered at that time.

# PUBLIC COMMENT PERIOD

- The public comment period on the **current rules** opened January 26, 2024, and closed February 9, 2024.
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# QUESTIONS?

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# OAC 3301-10-01

Amendment of OAC 3301-10-01

*School enrollment for victims of domestic violence*

# STATUTORY AUTHORITY

## **Ohio Revised Code section 3313.64(F)(9)**

- A child who is with the child's parent under the care of a shelter for victims of domestic violence is entitled to attend school free in the district in which the child is with the child's parent.
- Enrollment of a child cannot be denied due to a delay in the district's receipt of records.
- Adopt rules to ensure compliance.

# SUMMARY OF EXISTING RULE

- Enrollment and placement procedures
- Credits, grades, and attendance

# REASON FOR THE AMENDMENT

- Five-year rule review
- Update references from Ohio Department of Education to the Ohio Department of Education and Workforce due to House Bill 33 of the 135<sup>th</sup> General Assembly
- Removal of regulatory restrictions pursuant to RC 121.951



# PUBLIC COMMENT PERIOD

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- The public comment period on the **draft rule** opened Feb. 23, 2024, and will close on March 18, 2024.
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# QUESTIONS?

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# OAC 3301-13-11

Adoption of OAC 3301-13-11

*Identification, instruction, assessment, and reclassification of English learners*

# REASON FOR THE ADOPTION

- In House Bill 33, the General Assembly enacted section 3301.0731 of the Revised Code, which requires the Director of Education and Workforce to adopt rules regarding the identification, instruction, assessment, and reclassification of English learners.

**R.C. 3301.0731:** “The director of education and workforce shall adopt rules regarding the identification, instruction, assessment, and reclassification of English learners. The rules shall conform to the department of education and workforce's plan, as approved by the United States secretary of education, to comply with the ‘Elementary and Secondary Education Act of 1965,’ 20 U.S.C. 6311 to 6339.”

# OVERVIEW OF PROPOSED RULE

- The draft rule implements the requirements of Ohio Revised Code section 3301.0731, and addresses identification, instruction, assessment, and reclassification of English learners by participating schools, which include school districts, community schools, STEM schools, the state school for the deaf, and the state school for the blind.
- Provisions largely incorporate and clarify current practices, including:
  - Protocol for identification of English learners using standardized statewide procedures
  - Development and implementation of an English language instruction educational program that is specifically tailored to meet local needs
  - Accommodations for English learners on state tests

# PUBLIC COMMENT PERIOD

- The public comment period on the **draft rule** opened March 1, 2024, and will close on March 31, 2024.
- The **draft Business Impact Analysis**, which examines the cost of compliance to businesses, was posted with the draft rule.
- Individuals may submit comments on the draft rule and draft Business Impact Analysis:
  - Website: [education.ohio.gov/OAC](https://education.ohio.gov/OAC)
  - Email: [rulecomments@education.ohio.gov](mailto:rulecomments@education.ohio.gov)

# QUESTIONS?

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# OAC 3301-16-08

Amendment of OAC 3301-16-08

*State seal of biliteracy*



# SUMMARY OF EXISTING RULE

- The rule provides the criteria for awarding the state seal of biliteracy.
- **R.C. 3313.6111** authorizes the Department to adopt rules regarding the implementation of the state seal of biliteracy program.

# REASON FOR THE AMENDMENT

- Five-year rule review
- Update references from Ohio Department of Education to the Ohio Department of Education and Workforce due to House Bill 33 of the 135<sup>th</sup> General Assembly
- Removal of regulatory restrictions pursuant to RC 121.951

# OVERVIEW OF AMENDMENTS

- Removal of regulatory restrictions and duplicative provisions
- Update of statutory references based on enactments of the General Assembly since the previous rule review
- Addition of greater specificity to each qualifier

# PUBLIC COMMENT PERIOD

- The public comment period on the **current rule** opened Jan. 12, 2024, and closed Feb. 11, 2024.
- The public comment period on the **draft rule** opened March 1, 2024, and will close on March 31, 2024.
- Individuals may submit comments on the draft rule:
  - Website: [education.ohio.gov/OAC](https://education.ohio.gov/OAC)
  - Email: [rulecomments@education.ohio.gov](mailto:rulecomments@education.ohio.gov)

# QUESTIONS?

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# OAC 3301-51-09

Amendment of OAC 3301-51-09

*Delivery of Services*

# SUMMARY OF EXISTING RULE

- The rule provides the provisions for the delivery of services for students with disabilities.

# REASON FOR THE AMENDMENT

- Stakeholder feedback about the implementation of licensure requirements for the supervisory personnel
- Removal of regulatory restrictions pursuant to RC 121.951



# OVERVIEW OF AMENDMENTS

- Paragraph (H)(4) was amended to broaden the qualification requirements for supervisory personnel to include any administrator licensure specified in OAC 3301-25-05.

# PUBLIC COMMENT PERIOD

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# QUESTIONS?

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# NEXT DEW PUBLIC MEETING

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Thursday, May 9, 2024 (*tentative*)

25 South Front Street  
Columbus, Ohio 43215





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