

Kindergarten Through Grade 4 Literacy Report for School Year 2024-2025



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**Department of
Education &
Workforce**

TABLE OF CONTENTS

- EXECUTIVE SUMMARY..... 2**
- INTRODUCTION 4**
- DATA AND FINDINGS..... 5**
 - Section 1: Number and Percentage of Kindergarten through Grade 5 Students Reading Below Grade Level by Assessment and Performance Level 5*
 - Section 2: Reading Achievement Progress for Kindergarten through Grade 3 Students on Reading Improvement and Monitoring Plans..... 6*
 - Section 3: Reading Achievement and Progress for Districts and Community Schools Operating Under Reading Achievement Plans 8*
 - Section 4: Types of Intervention Services Offered to Kindergarten through Grade 4 Students Reading Below Grade Level 9*
 - Section 5: Implementation of High-Quality Instructional Materials and Intervention Programs for English Language Arts 13*
 - Section 6: ReadOhio Coaching 15*
 - Section 7: Science of Reading Professional Learning..... 16*
- ONGOING LITERACY SUPPORT EFFORTS16**
- CONCLUSION.....19**

Executive Summary

Reading is key to academic success and serves as the cornerstone to lifelong learning. Under Ohio Governor Mike DeWine’s leadership and the ReadOhio initiative, the Ohio Department of Education and Workforce has led efforts to strengthen literacy outcomes for students.

Governor DeWine’s ReadOhio initiative aims to boost literacy achievement, ensuring every child reads at or above grade level. Ohio is in its third year of implementation and signs of progress are evident. For example, adoption and use of high-quality instructional materials for core instruction and intervention is at 98% alignment to the state-approved list. Over 117,000 completion certificates for professional learning in the Science of Reading have been issued to educators across the state. Data from ReadOhio coaching, which supports the integration of newly gained knowledge and the implementation of high-quality instructional materials, indicate that the state’s evidence-based coaching model is having strong positive impacts on both teacher practice and student outcomes. In addition to supporting educators to effectively implement high-quality instructional materials, ReadOhio legislation also has ensured that students who continue to experience reading difficulties beyond third grade receive the support they need to become proficient and successful readers by requiring Reading and Improvement Monitoring Plans to students until students are reading at grade level.

These first few years of the ReadOhio initiative have largely focused on laying the foundation for strong and effective literacy instruction. For many districts and community schools, these policies required a change in practices, new professional learning, and knowledge of new instructional materials. As districts and schools engage in full implementation and the Department continues to support their work, it is expected that greater impacts and advancements will be evident in the coming years.

The Department is dedicated to meeting the workforce demands of a growing economy while providing opportunities for students to learn, grow, and achieve with the knowledge and skills necessary to succeed. Meeting these goals requires focusing on four main priority areas: literacy (proficiency by grade 3), learning acceleration (K-12 for literacy and math proficiency), student wellness, and workforce readiness. Just as recognizing progress is essential, it is important to analyze the impact of specific strategies to allow leaders at all levels to assess gains, prioritize the most impactful initiatives, make data-driven decisions, and engage their communities. **This report provides a summary of the progress Ohio has made on its educational priority of literacy as it pertains to students in grades kindergarten through 5.**

The data in this Kindergarten through Grade 4 Literacy Report provides insight into some of the improvements made over the past year and reaffirms the state’s commitment to ensuring that all students are proficient readers. Because students in grade 5 are also eligible to be on Reading Improvement and Monitoring Plans, data regarding their progress is included in this report. Key findings include:

- Sixty-one percent of third grade students, 62% of fourth grade students, and 68% of fifth grade students scored proficient or higher on the respective state English language arts tests in 2024-2025.
- Thirty-three percent of students in kindergarten through third grade with Reading Improvement and Monitoring Plans who were not on track in the 2023-2024 school year advanced to on track status by the fall of the 2024-2025 school year.
- The rate of improvement was highest from kindergarten to first grade (46.6%), suggesting that strong implementation was successful in supporting young students.
- The most frequently reported interventions for students on Reading Improvement and Monitoring Plans varied by grade band, with younger students receiving supports in decoding and phonological awareness and older students receiving supports in decoding, comprehension and fluency. The grade-based trends reflect a clear alignment to the Science of Reading and illustrate that educators are appropriately differentiating the types of supports that students need.
- Third-grade students on Reading Improvement and Monitoring Plans made significant and comparable progress in reading throughout the academic year compared to students not on Reading Improvement and Monitoring Plans, indicating that students are receiving the supports they need to demonstrate gains in reading proficiency.

Introduction

[Ohio law](#) requires the director of the Department of Education and Workforce to report annually to the Governor and General Assembly the numbers and percentages of students in kindergarten through grade 4 who are reading below grade level based on diagnostic assessments. The annual report must include the types of intervention services districts and community schools are offering these students and, when possible, their effectiveness.

[Ohio law](#) also requires the Department to report progress for all students placed on Reading Improvement and Monitoring Plans in kindergarten through grade 4 and the progress made by districts and community schools operating under state-required Reading Achievement Plans.

The data and findings in this report are organized into seven sections:

- **Section 1** provides the number and percentage of kindergarten through grade 5 students reading below grade level as determined by assessment and performance level.
- **Section 2** discusses reading achievement progress for kindergarten through grade 5 students on Reading Improvement and Monitoring Plans.
- **Section 3** discusses reading achievement progress for districts and community schools operating under Reading Achievement Plans.
- **Section 4** provides the types of intervention services offered to kindergarten through grade 5 students reading below grade level.
- **Section 5** describes the requirements for using high-quality curriculum and instructional materials, including intervention programs.
- **Section 6** outlines initial results from the ReadOhio coaching initiative.
- **Section 7** provides details about the completion of the state-developed Science of Reading professional learning course pathways.

The report concludes with a description of some of the Department's ongoing literacy support efforts.

Data and Findings

Section 1: Number and Percentage of Kindergarten through Grade 5 Students Reading Below Grade Level by Assessment and Performance Level

Districts and community schools must select a reading diagnostic assessment from the state’s approved list. In the 2024-2025 school year, there were a total of 13 approved assessments from which districts and community schools could choose. Table 1 below shows the number of districts and community schools that reported using each of the assessments. Almost all districts and community schools reported using more than one assessment (97%), with some reporting the use of up to 13 different assessments.

TABLE 1: THE NUMBER OF DISTRICTS AND COMMUNITY SCHOOLS THAT USED EACH OF THE APPROVED K-3 READING DIAGNOSTIC OPTIONS IN 2024-2025

Reading Diagnostic Assessment	Number of Community Schools and Districts
Kindergarten Readiness Assessment - Language and Literacy	747
i-Ready Assessment	672
Acadience Reading K-6	623
MAP Growth	588
mCLASS DIBELS 8th Edition	500
aimswebPlus	315
Star Reading	305
Star Early Literacy	285
Star CBM	116
MAP Reading Fluency	109
Ohio Reading Diagnostic	76
Exact Path	21
FastBridge	12

The results of the reading diagnostic assessment administered at the beginning of each school year determine whether a student is “on track” or “not on track” to read at the student’s current grade level. A student who is on track is reading at the level set by [Ohio’s Learning Standards for English Language Arts](#) for the end of the student’s previous grade. The reading diagnostic assessment is only required to be administered to students in kindergarten through grade 3. Table 2, below, includes the numbers and percentages of students in kindergarten through grade 3 who scored on track and not on track on the state-approved reading diagnostic assessment in the 2024-2025 school year. Additional student performance data is available in the spreadsheet accompanying this report.

Table 2 also shows the numbers and percentages of students in grades 3, 4, and 5 who scored proficient or not proficient on Ohio’s State Tests for English language arts in the 2024-2025

school year. This test measures student proficiency on [Ohio’s Learning Standards for English Language Arts](#). Third grade students first take the test in the fall, at which point the test serves as an early marker of student performance on the standards. Students who score below the “proficient” level in the fall are required to take the test again in the spring. Students who score at the “proficient” level or higher in the fall also may take the test in the spring and/or summer at the discretion of the district or school. The numbers and percentages in the column titled “Ohio’s State Tests for English Language Arts Assessment: Proficiency Status” contain the highest score a student received on either the fall, spring, or summer grade 3 English language arts assessment in the 2024-2025 school year. Ohio’s State Test for grade 4 and grade 5 English language arts is administered once per year in the spring. About 61% of third graders, 62% of fourth graders, and 67% of fifth graders scored proficient or higher. Although these percentages are slightly lower compared to the 2023-2024 data for third graders (64.5%) and fourth graders (64.1%), it should be acknowledged that full implementation of all components of the ReadOhio initiative may not yet have been in place for all districts and community schools at the time these data were collected. For example, districts and community schools using new curriculum would have been in early stages of implementation.

Table 2: READING PERFORMANCE OF KINDERGARTEN THROUGH GRADE 5 STUDENTS IN 2024-2025

Grade Level	Ohio’s State Tests for English Language Arts Assessment: Proficiency Status			
	On Track	Not On Track	Proficient	Not Proficient
Kindergarten	59.8% (69,720)	40.2% (46,776)	N/A	N/A
Grade 1	65.8% (78,048)	34.2% (40,624)	N/A	N/A
Grade 2	64.9% (77,781)	35.1% (42,062)	N/A	N/A
Grade 3	63.8% (79,801)	36.2% (45,234)	61.3% (78,964)	38.7% (49,854)
Grade 4	N/A*	N/A*	61.9% (72,820)	38.1% (44,837)
Grade 5	N/A*	N/A*	67.7% (83,653)	33.3% (40,791)

*Grade 4 and 5 students do not take the reading diagnostic assessment required under [Ohio Revised Code 3313.608\(B\)\(1\)](#).

Section 2: Reading Achievement Progress for Kindergarten through Grade 3 Students on Reading Improvement and Monitoring Plans

All Ohio districts and community schools must screen kindergarten through grade 3 students for reading difficulties using the fall reading diagnostic at the beginning of each school year. For each student who is not on track (reading below grade level), the school also must:

- Administer any necessary informal or formal diagnostic assessments to determine the instructional needs of the student

- Immediately provide reading instruction and/or intervention using research-based reading strategies that have been shown to be successful in improving reading among low-performing readers and are targeted at the student’s identified reading deficiencies
- Develop a Reading Improvement and Monitoring Plan within 60 days of receiving the student’s diagnostic result

Each student will remain on a Reading Improvement and Monitoring Plan until the student scores on track for grade-level reading on the next school year’s fall reading diagnostic *or* until the student scores proficient (700) or higher on Ohio’s State Test for grade 3 English language arts or a subsequent grade. In the 2025-2026 school year, information regarding grade 6 students on Reading Improvement and Monitoring Plans will be submitted to the Department, and this will continue for subsequent grades each following year.

Students' reading diagnostic scores from the fall of the 2023-2024 school year were compared to their reading diagnostic scores from the fall of the 2024-2025 school year to determine how many students had progressed to on track status and were no longer required to have Reading Improvement and Monitoring Plans. Overall, results showed that 33% ($n = 58,377$) of students in grades K-3 who were not on track in the 2023-2024 school year advanced to on-track status by the fall of the 2024-2025 school year, which is slightly lower than the improvement rate of the previous year (37%). However, closer analysis showed that improvement rates varied by grade level. As shown in Table 3 below, almost half of the kindergarteners who were not on track advanced to on track status by the beginning of their first-grade year. The improvement rates declined as students’ grade level increased. Just over one third of not on track first graders advanced to on track status by second grade. Only one quarter of third-grade students who were not on track advanced to on track status the following year.

These data underscore the importance of early identification and that significant improvements can be achieved when reading difficulties are addressed early. Ongoing reading difficulties are more challenging to overcome as students get older.

TABLE 3: NOT ON TRACK IMPROVEMENT RATES BY GRADE LEVEL

Cohort	Not-on-track Improvement %	Number of Students
KG to 1st Grade	46.6	21,770
1st to 2nd Grade	35.0	14,871
2nd to 3rd Grade	23.5	10,529

Section 3: Reading Achievement and Progress for Districts and Community Schools Operating Under Reading Achievement Plans

The Reading Achievement Plan is a district-level blueprint for raising student achievement in reading. [Ohio law](#) requires districts and community schools that demonstrate the following criteria on their past two consecutive Ohio School Report Cards to submit Reading Achievement Plans to the Department by Dec. 31:

1. A performance rating of less than three stars on the Early Literacy Component, and
2. 51% or less of students scored proficient or higher on Ohio's State Test for grade 3 English language arts.

Based on these criteria, 46 districts and 99 community schools were required to submit Reading Achievement Plans to the Department in 2025. Although the number of districts and community schools required to submit Reading Achievement Plans did not change from the previous year, the number of community schools on the Reading Achievement Plan list has been *steadily decreasing* with 118 in Year 2023, 104 in Year 2024, and 99 in Year 2025.

Twenty-four local education agencies (LEAs) (four districts and 20 community schools) that submitted plans in 2024 improved their reading achievement enough that they were no longer required to submit plans in 2025. There are 19 new LEAs identified in 2025 as meeting the Reading Achievement Plan criteria. A total of 126 LEAs (42 districts and 84 community schools) met the criteria and submitted plans in both 2024 and 2025 years.

A brief analysis was conducted to compare the three groups of districts and community schools in their use of state-approved high-quality instructional materials for reading instruction: a) districts and community schools no longer required to submit Reading Achievement Plans; b) districts and community schools submitting a Reading Achievement Plan for a second year; and c) districts and community schools newly added to the Reading Achievement Plan list in 2025. Results showed that a greater proportion of district and community schools no longer required to submit Reading Achievement Plans reported using materials aligned with the state-approved list in Year 2025 (90%) compared to those who remained (84%) and those who are new (84%) on the Reading Achievement Plan list. In addition, of the 24 districts and community schools no longer required to submit Reading Achievement Plans in 2025, 43% reported using approved materials for the past three years, compared to those who remained on the Reading Achievement Plan list (28%) and those who are new (21%) on the Reading Achievement Plan list. Although this is a small sampling of districts and community schools, these results offer promising evidence that sustained use of high-quality instructional materials may be associated with improvements in student outcomes.

Of the 145 districts and community schools required to submit Reading Achievement Plans this year, 46 had ReadOhio coaches assigned to one or two of the buildings in the district for

the 2024-2025 school year. ReadOhio coaches received training on aligning their coaching service delivery plans to the district Reading Achievement Plans to support progress in meeting the district or community school's goals. In future years, analyses will examine the extent to which the placement of ReadOhio coaches is associated with sufficient progress to no longer meet the Reading Achievement Plan criteria.

Section 4: Types of Intervention Services Offered to Kindergarten through Grade 4 Students Reading Below Grade Level

Under [Ohio law](#), districts and community schools must create Reading Improvement and Monitoring Plans for students in kindergarten through grade 3 who are not on track within 60 days of receiving the reading diagnostic results. The Reading Improvement and Monitoring Plan must continue throughout the student's K-12 academic career until the student is reading proficiently for their current grade level (a score of 700 or higher on Ohio's State Test for English language arts). In the 2024-2025 school year, students through grade 5 were eligible for a Reading Improvement and Monitoring Plan if they had one the previous year and had not yet achieved a score of 700 on the state English language arts test. The district or school must involve the student's parent or guardian and the classroom teacher in developing the plan, which must include the following:

- Identification of the student's specific reading difficulty
- A description of proposed supplemental instructional services that will target the student's identified reading difficulty
- Opportunities for the student's parents or guardians to be involved in the instructional services
- A process to monitor the implementation of the student's instructional services (progress monitoring)
- A reading curriculum during regular school hours that does the following:
 - Helps students read at grade level
 - Provides scientifically based and reliable assessment
 - Provides initial and ongoing analysis of each student's reading progress
- A statement that unless the student attains the appropriate level of reading competency by the end of grade 3, the student may be retained unless otherwise exempt
- High-dosage tutoring opportunities aligned with the student's classroom instruction through a state-approved vendor on the list of high-quality tutoring vendors or a locally approved opportunity that aligns with high-dosage tutoring best practices

There are numerous reasons why a student might experience reading difficulties. Schools choose various intervention strategies on a case-by-case basis and according to the unique

needs of each student as determined by data. Districts and community schools are required to report the types of reading intervention services provided during the school year in the Department’s Education Management Information System (EMIS). Districts and community schools may report one or more intervention services for each student.

A total of 231,637 students from kindergarten through fifth grade were on Reading Improvement and Monitoring Plans in the 2024-2025 school year; that total reflects 31.4% of the overall student population (38.2% of all kindergarteners, 34.1% of all grade 1 students, 35.2% of all grade 2 students, 38.6% of all grade 3 students, 24.7% of all grade 4 students, and 18.0% of all grade 5 students). Although districts and community schools reported using all the possible intervention service options across grades, there was notable variability in how frequently each was used. Table 4 lists the types of intervention services provided to K-5 students from the most frequent to the least frequent (please see the [Third Grade Reading Guarantee Guidance](#) document for a description of each of the intervention services).

The least frequently reported intervention types were explicit intervention in writing, communication/language, and summer structured literacy programs. The five most frequently reported intervention types were explicit intervention in *Decoding*, *Phonemic Awareness*, *Comprehension*, *Fluency*, and *Multi-Modal Approach to Structured Literacy*.

TABLE 4: INTERVENTION SERVICE OPTIONS FOR ALL STUDENTS GRADES K-5 ON READING IMPROVEMENT AND MONITORING PLANS 2024-2025

Intervention Services	Students receiving
Explicit Intervention in Decoding	48.5% (112,434)
Explicit Intervention in Phonemic Awareness	41.4% (95,973)
Explicit Intervention in Comprehension	22.0% (50,964)
Explicit Intervention in Fluency	21.0% (48,699)
Multi-Modal Approach to Structured Literacy	15.7% (36,384)
Explicit Intervention in Sight Word Recognition	11.9% (27,532)
Explicit Intervention in Vocabulary	11.3% (26,119)
Small-Group Scaffolding of Complex Text	6.4% (14,792)
Explicit Intervention in Writing – Focus on Foundation Skills Transcription	3.0% (6,944)
Explicit Intervention in Communication/Language	2.9% (6,746)
Explicit Intervention in Writing – Focus on Composition Skills	2.8% (6,582)
Summer Structured Literacy Programs	0.6% (1,286)
Overall	231,637

Students could receive more than one type of intervention, depending on their identified areas of need. According to district and school reporting, over one-half of students received just one type of intervention (58.3%, $n = 134,999$), 21.7% of students used two types of intervention ($n = 50,214$), and 9.3% of students used three types of intervention ($n = 21,583$).

Table 5 shows the eight most frequently reported intervention services overall and the reported use of each per grade level during the 2024-2025 school year and illustrates the differences in frequency of each across grade levels. From kindergarten to grade 2, the top two intervention services used are *Decoding* and *Phonemic Awareness*. From grade 3 to grade 5, the top two intervention services used switch to *Decoding* and *Comprehension*. In addition, from kindergarten to grade 5, there is a notable trend of decreased use of interventions in *Decoding*, *Phonemic Awareness*, and *Sight Word Recognition*, which focus on building students' foundational skills, along with the trend of increased use of interventions in *Comprehension*, *Fluency*, *Vocabulary*, and *Scaffolding*, which focus on building students' comprehension skills. These results reflect a clear alignment to research on reading instruction and suggest that districts and community schools are differentiating interventions appropriately according to grade levels. At the same time, however, it should be noted that *Explicit Intervention in Decoding* remains a frequently used strategy for students on Reading Improvement and Monitoring Plans. This result may be an indication of weak core instruction, particularly for older students, in that they still require significant supports in decoding. It is possible that the intervention needs for older students may change in the coming years, as the effect of educators gaining more experience and knowledge regarding the effective use of high-quality instructional materials becomes more evident.

TABLE 5: MOST FREQUENTLY REPORTED INTERVENTION SERVICES BY GRADE LEVEL AND THE PERCENTAGE OF STUDENTS RECEIVING IN 2024-2025

Intervention Services	Grade K (45,335)	Grade 1 (41,228)	Grade 2 (43,091)	Grade 3 (49,203)	Grade 4 (29,683)	Grade 5 (23,097)
Decoding	37.9%	56.7%	60.9%	49.9%	41.7%	37.6%
Phonemic Awareness	76.1%	56.6%	39.0%	25.0%	18.3%	15.5%
Comprehension	6.1%	9.3%	17.9%	33.4%	38.4%	38.2%
Fluency	7.1%	14.3%	22.3%	28.7%	29.5%	30.5%
Multi-Modal	17.5%	16.7%	16.7%	13.3%	15.2%	14.3%
Sight Word	11.9%	17.4%	15.9%	9.3%	7.6%	5.5%
Vocabulary	6.0%	8.2%	9.7%	13.9%	16.7%	17.6%
Scaffolding	3.7%	4.5%	5.6%	7.9%	8.0%	11.3%

Finally, as indicated earlier, changes to Ohio law for the 2023-2024 school year required that grade 4 and grade 5 students who were not reading proficiently at their grade level remain on Reading Improvement and Monitoring Plans until they score 700 or higher on Ohio's State Test for English language arts. This means that for the first time, information regarding reading intervention supports for students in grades beyond grade 3 was submitted to the Department. Review of these data showed that compared to younger grade levels, there were considerably fewer students in fourth ($n = 29,683$; 25%) and fifth grade ($n = 23,097$; 18.5%) who were on Reading Improvement and Monitoring Plans. It should be noted that these percentages are lower than the percentages of students not scoring proficient in grade 4 (38.1%), and grade 5 (33.8%), as depicted in Table 1. This suggests there is a sizeable percentage of students in grades 4 and 5 who are not proficient readers but are not receiving

services through a Reading Improvement and Monitoring Plan. It is critical for the Department to have access to this information as it can inform guidance and resources that better support struggling readers beyond third grade. These data also underscore the importance and need for sustained and strong reading instruction beyond just the early elementary grades.

By the end of the school year, only 22.4% ($n = 6,483$) of grade 4 students and 22.1% ($n = 4,979$) of grade 5 students who remained on Reading Improvement and Monitoring Plans (RIMPs) achieved scores of 700 or higher on their spring Ohio’s State Test for English language arts. Considered altogether, this suggests that although some students are making progress in their reading achievement, reading difficulties persist for many of Ohio’s students despite continued intervention and support.

TABLE 6: IMPROVEMENT ON OHIO’S STATE TEST FOR GRADE 3 ENGLISH LANGUAGE ARTS BY INTERVENTION TYPE IN 2024-2025

Intervention	N of Student	Avg. Fall Score	Avg. Spring Score	Gain
State average	127,614	692	711	19
Not on RIMPs	78,411	714	733	19
On RIMPs	49,203	657	675	18
Decoding	24,564	653	671	18
Comprehension	16,413	662	682	20
Fluency	14,142	660	679	19
Phonemic Awareness	12,312	654	670	16
Vocabulary	6,831	659	677	18
Multi-modal	6,528	654	673	19
Sight Word	4,586	654	670	16
Scaffolding	3,898	658	678	20

For third grade students, intervention services often are of particular importance for ensuring students’ reading proficiency for future academic success. On average, third grade students identified as not on track for reading at grade level who subsequently were on Reading Improvement and Monitoring Plans exhibited significant gains throughout the academic year on Ohio’s State Test for English language arts. As shown in Table 6, students gained an average of 18 points, based on scaled scores, and the average gain when considered by intervention type ranged between 16 to 20 points. Notably, this amount of gain throughout the year is comparable to that of students who are not on Reading Improvement and Monitoring Plans exhibited. To be noted, although *Scaffolding* (8%) and *Multi-Modal Approach* (13%) are not the most frequently used intervention services, the use of each is associated with significant gains on the state assessment. This is a promising outcome as it indicates most students are receiving the support they need to make progress, just like their peers who can read proficiently. However, for students receiving intervention in *Phonemic Awareness* and *Sight Word Recognition*, improvement from fall to spring was smaller than that of all other intervention types. This may be because students who still require support in improving

foundational skills have more severe reading difficulties and need more time to make comparable gains.

As seen in Table 6 above, third-grade students on Reading Improvement and Monitoring Plans are making notable gains throughout the year that may at least place them in a different performance level in the spring, compared to the fall. Specifically, the Ohio state English language arts test scores are categorized into five categories based on standard scores (Limited - 545, Basic - 672, Proficient - 700, Accomplished - 725, and Advanced - 752). As such, the data suggest that even though students on Reading and Improvement Monitoring Plans may not all progress to the level of Proficient by the end of the year, many, on average, are able to improve from Limited (657) to Basic (672). With continued support, these students are on track to continue to improve to the level of proficiency.

Section 5: Implementation of High-Quality Instructional Materials and Intervention Programs for English Language Arts

Under [Ohio law](#), the Department established an approved list of high-quality core curriculum and instructional materials in English language arts and a list of evidence-based reading intervention programs aligned with the Science of Reading and strategies for effective literacy instruction. The core curriculum and instructional materials on the state-approved list include 17 PreK materials, 30 Core Comprehensive materials, 3 Core No Foundational materials, and 21 Core Foundational materials. The PreK materials provide comprehensive language and literacy instruction for prekindergarten. The Core Comprehensive materials, which serve grades K-2, 3-5, and K-5, provide comprehensive instruction in English language arts, aligned with standards, grade-level content and strategies for effective literacy instruction. The Core No Foundational materials provide instruction in K-2 English language arts, except for foundational skills, aligned with standards and strategies for effective literacy instruction. Finally, the Core Foundational materials provide comprehensive foundational skills instruction, aligned with standards and strategies for effective literacy instruction.

To meet the legislated requirements, districts and community schools must either use an approved core comprehensive set of materials or a combination of approved core no foundational and core foundational materials. The grade level(s) approved for each material varies but all are within the range from prekindergarten through grade 5. Currently, there are 89 reading intervention programs on the state-approved list. An intervention program, if approved, is applicable to all grade levels from prekindergarten through grade 12.

The most frequently reported instructional materials and intervention programs are listed below in Table 7; however, it must be noted that because the list of approved materials was being updated throughout the 2024-2025 year, many districts and community schools had to select the option of “Other published materials on the approved list” (55.2%, 509 for Core; 59.3%, 561 for Intervention).

TABLE 7: MOST FREQUENTLY USED INSTRUCTIONAL MATERIALS AND INTERVENTION PROGRAMS ON STATE-APPROVED LISTS IN 2024-2025

Material Category (# approved materials)	Material Name	% of District/ School
Prekindergarten	Creative Curriculum (Teaching Strategies, LLC)	42.8% (144)
	Frog Street PreK (Frog Street)	12.9% (42)
	World of Wonders (McGraw Hill)	11.0% (34)
Core Comprehensive	Amplify CKLA K-5 Core Comprehensive (Amplify)	25.6% (197)
	HMH Into Reading 2020 (Houghton Mifflin Harcourt)	20.3% (146)
	Wonders 2023 (McGraw Hill)	16.6% (128)
Core Foundational	Foundations (Wilson Language Training)	18.3% (134)
	95 Phonics Core Program (95 Percent Group)	9.4% (69)
	UFLI Foundations (Ventriss Learning)	7.2% (53)
Core No Foundational	Wit & Wisdom (Great Minds)	13.0% (99)
	Fishtank Plus ELA 2021 (Fishtank Learning)	1.7% (11)
	Fishtank Plus ELA K-2 2021 (Fishtank Learning)	0.9% (8)
Intervention Program	UFLI Foundations (Ventriss Learning)	25.2% (207)
	Foundations (Wilson Language Training)	23.6% (194)
	Lexia Core 5 Reading (Lexia Learning Systems)	14.9% (123)

Starting in the 2024-2025 school year, each school district and community school had to use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the lists established by the Department. Districts and community schools are required to report information including, but not limited to, the name of the materials/programs used and grade levels applied.

Districts and community schools are given the flexibility to choose which and how many materials to use from the approved list. Districts and community schools serving prekindergarten through grade 5 students could use up to 11 approved materials. A review of submitted data indicated that 37.9% of districts and community schools reported using only one approved material, 31.4% reported using two sets of approved materials, and 18% of them use three approved materials.

As of December 2025, the data show that 98.5% ($n=848$) of reporting districts and community schools with prekindergarten or grade K-5 reported using evidence-based core curriculum materials from the state-approved list. Currently, 81.2% of reporting districts and community schools report using intervention materials that are aligned to the state-approved list. These data underscore remarkable improvement in terms of using evidence-based instructional materials from baseline survey data collected in 2022-2023 when only 32.5% of districts and community schools reported using materials aligned to the state-approved list, and even from the first year of statewide collection data in 2023-2024 (68% alignment). Changes in instructional materials have happened quickly but represent an important and positive shift

in instructional practices across the state. In coming years, and as districts and community schools continue to implement evidence-based practices aligned to these materials, significant improvements in student outcomes are expected.

Additional [guidance, resources, and implementation tools](#) are available to aid in the selection of high-quality instructional materials aligned with the Science of Reading.

Section 6: ReadOhio Coaching

In 2023, Ohio launched the ReadOhio coaching model to enhance literacy achievement across the state. The initiative began with 33 coaches in 53 schools, expanded to 84 coaches in 124 schools by the fall of 2024, and now includes a total of 97 coaches in 151 schools. Ohio's coaching model uses a data-informed approach and includes multiple levels of coaching to maximize reach and impact on teachers' instructional practices and students' literacy outcomes.

Several data points were collected throughout the 2024-2025 school year. Coaches utilized a data dashboard to submit information regarding the frequency and duration of coaching sessions. Coaches conducted learning walks in classrooms of targeted grade levels to inform and differentiate the frequency and intensity of coaching that might be needed. Learning walks are brief but systematic observations of literacy instructional time to document the presence or absence of explicit instructional strategies during a literacy lesson. Coaches also gathered classroom-level literacy screening data three times per year (fall, winter, spring) to estimate gains in student outcomes throughout the year. As described in the recently released [Year 2 Coaching Impacts Report](#), key findings from the 2024-2025 school year were:

- Over 33,310 coaching sessions were provided in the 2024-2025 school year. Similar to the first year, coaches spent most of their time providing one-on-one coaching sessions, followed by small group sessions.
- Classrooms where fewer explicit instructional strategies were observed during a literacy lesson received longer small group and one-on-one coaching sessions, suggesting that coaches adapted their support strategies to local needs based on their learning walk observations.
- Compared to the fall semester, in the spring semester, coaches observed a greater number of explicit instructional reading strategies in the classrooms that received a relatively greater percentage of small group and one-on-one coaching sessions.
- Based on the reported student outcome data, results showed that the percentage of students scoring “on track” for reading at grade level increased across the board, but especially so in classrooms that received more intensive levels of small group and one-on-one coaching sessions.

In the third year of coaching, data collection efforts remain in place so that coaches can use data to inform coaching service delivery plans and evaluate their own impacts. Future analyses will aim to identify context-specific characteristics that are associated with positive outcomes for students served. The Department will also consider ways to build and maintain

capacity for statewide implementation of Ohio’s coaching model, for literacy as well as other academic content areas.

Section 7: Science of Reading Professional Learning

A critical component of the ReadOhio initiative is the requirement for educators and administrators to complete professional learning in the Science of Reading. The Department created several pathways for different educators to meet this requirement. Although this requirement can be met with the completion of approved and comparable coursework, participation in the state-developed trainings has been very extensive. The table below shows each of the available course pathways and the total number of completions for each, as of December 2025. Note that although all educators and administrators in the state must meet this requirement, the data below is only for those who completed the state-developed trainings.

TABLE 8: SCIENCE OF READING PROFESSIONAL LEARNING PATHWAYS AND COMPLETION DATA

Course Pathway	Number of Issued
Pathway A: Ohio’s Introduction to the Science of Reading Course, Kindergarten-Grade 5	24,397
Pathway B: Ohio’s Introduction to the Science of Reading Course, Kindergarten-Grade 5 (Abbreviated)	21,065
Pathway C: Ohio’s Introduction to the Science of Reading Course, Grades 6-12 English Language Arts	20,380
Pathway D: Ohio’s Introduction to the Science of Reading Course, Grades 6-12 (Abbreviated)	3,279
Pathway E: Ohio’s Introduction to the Science of Reading Course, Subject Areas Other Than English Language Arts, Grades 6-12	38,708
Pathway F: Ohio’s Introduction to the Science of Reading Course, Administrators	9,233

Ongoing Literacy Support Efforts

In the current biennium budget cycle, the Department continues to support the implementation of groundbreaking legislation, including the requirements for districts and community schools to use high-quality instructional materials in English language arts, Science of Reading professional development for all teachers and administrators, and literacy coaching for districts and community schools with the highest needs.

In addition to the data points highlighted above, the Department is conducting the following projects and initiatives to help Ohio districts and community schools effectively implement evidence-based instruction grounded in the Science of Reading:

- **Federal Comprehensive State Literacy Development Grant:** In September 2024, Ohio was awarded a \$60 million Comprehensive Literacy State Development Grant from the U.S. Department of Education. Ohio was one of the 23 recipients selected by the U.S. Department of Education and received the second-largest amount of funding among states. This grant supports teaching and learning opportunities to help more Ohio students advance their literacy skills, with a focus on those who have been traditionally underserved. Thirty-three schools and districts across the state were awarded funding to focus on:
 - Developing and implementing **frameworks for shared leadership** that prioritize shared principal and teacher leadership
 - Using data-based decision-making to develop an aligned **multi-tiered system of supports to meet the needs of all learners**
 - Developing educator capacity to deliver effective literacy instruction aligned with the Science of Reading through the use of high-quality instructional materials, high-quality **curriculum-based professional learning, intervention-based professional learning, and literacy coaching**
 - Developing and implementing an **aligned system of tiered family engagement supports and inclusive teaming structures**
 - Establishing and engaging in a **community partnership** that can be leveraged to address local needs to support implementation of high-quality literacy instruction
- **Literacy Academy:** The Department hosts an annual, in-person [Literacy Academy](#) that provides professional learning to support the use of evidence-based language and literacy practices. In 2025, more than 1,000 educators attended the Literacy Academy. In addition, [Literacy Academy on Demand](#) provides access to short professional learning courses in literacy for grades kindergarten-12. The Department has embraced this model and is creating additional on-demand courses for any educator to access at no cost at any time.
- **The Department’s Science of Reading Refresher Course:** The Department is developing a refresher course in the Science of Reading to meet the requirements of [ORC 3319.2310](#). The Refresher Course will consist of two modules. Module One will provide a grade-band specific review of the major components of the Science of Reading and will contain options for either grades K-5 or 6-12. Options in Module Two will focus on literacy instruction for specific student populations and content areas, including Literacy for English Learners, Students with Reading Difficulties, Math, Science, Social Studies, the Arts, and Career-Technical Education.
- **Ohio’s Introduction to Dyslexia Course:** The Department’s Introduction to Dyslexia courses for kindergarten-grade 3 and grades 4-12 are freely available to Ohio educators to meet the [professional development requirements of Ohio’s Dyslexia Support Laws](#). As of December 2025, more than 37,000 educators have enrolled in the courses, and more than 28,000 educators have completed the courses.

- **Family Engagement Resources for Ohio’s Dyslexia Support Laws:** The Department has partnered with Ohio’s Statewide Family Engagement Center at The Ohio State University to develop [sample communication tools and guidance](#) for schools related to Ohio’s Dyslexia Support Laws. These resources are aligned with Ohio’s Dyslexia Guidebook for schools and can be adapted for local use. This collaboration has resulted in sample letters schools can send to families after dyslexia screenings, an informational guide about dyslexia for Ohio families, a handout about structured literacy, and more.
- **Ohio’s Dyslexia Guidebook:** As required by [Ohio law](#), [Ohio’s Dyslexia Guidebook](#) contains best practices and methods for universal screening, intervention, and remediation for students with dyslexia or students displaying dyslexic characteristics and tendencies. Districts and schools use the guidebook to access critical information for successful implementation of Ohio's Dyslexia Support Laws.
- **ReadOhio Tip Sheets:** The [ReadOhio tip sheets](#) highlight Ohio's literacy policies and examine the implementation of core instruction, Reading Improvement and Monitoring Plans, intervention strategies, and more. The tip sheets also provide guidance for families to help students overcome learning challenges and offer ideas for supporting their child's language and literacy development at home.
- **Reading Improvement and Monitoring Plan Video Series for Teachers:** The Department has created [short videos](#) for teachers explaining how to create a Reading Improvement and Monitoring Plan for students in grades kindergarten through 6, how to support older students with Reading Improvement and Monitoring Plans, Advanced Word Study, and Explicit Intervention in writing. As of December 2025, the video series has accumulated over 28,000 views on YouTube.
- **ReadOhio Policy Hour Webinars:** Since 2024, the Office of Literacy Achievement has hosted [the ReadOhio Policy Hour](#), a monthly webinar that provides updates and information about Ohio’s major literacy policies, including the Third Grade Reading Guarantee, Dyslexia Support Laws, Science of Reading professional development requirements, High Quality Instructional Materials in English language arts requirements, and high-dosage tutoring. The goal of the webinar is to explain literacy policy updates, promote new literacy policy resources, and provide real-time responses to stakeholder questions. The audience for the webinar includes district leaders, building administrators, teacher leaders, education association representatives, community organizations, and parents.
- **Regional Support Teams for Literacy:** The Department provides continuous support for regional partners at educational service centers and state support teams through monthly professional learning sessions, facilitator training opportunities in Department-disseminated professional development, and engagement in educational service center and state support team networks. The consultants who support the implementation of *Ohio’s Plan to Raise to Literacy Achievement* are members of their region’s support teams for literacy. These team members provide support to districts and schools in their regions around data-based decision-making in literacy,

developing improvement plans in literacy, and supporting the fidelity of implementation of evidence-based practices in language and literacy.

- **ReadOhio Network:** The ReadOhio Network is designed to provide targeted coaching support to our Regional Literacy Specialists, Urban Literacy Specialists, Adolescent Literacy Specialists and ReadOhio Coaches. The network centers its work around the Ohio Coaching Implementation Playbook, offering structured guidance to strengthen coaching practices statewide. In addition, the network provides ongoing assistance with integrated multi-tiered system of supports to help consultants build their capacity to confidently carry out their roles and responsibilities in delivering high-quality literacy supports that align with state priorities to schools across Ohio.

The Department is committed to helping educators support all students to increase their literacy skills to become lifelong learners. Whether a district or school is just getting started in this work or has already implemented instruction aligned to the Science of Reading, the Department is ready to support these efforts. Ohio’s vision is for all learners to acquire the knowledge and skills to become proficient readers. While Ohio has made great progress toward materializing this vision, the Department will continue its goal to ensure all students read on grade level.

Conclusion

Data from the 2024-2025 school year illustrate Ohio’s commitment to building a strong foundation in effective implementation to ensure every child becomes a proficient reader. The data show clear progress in establishing a solid infrastructure of supports, particularly in the adoption of high-quality instructional materials, the uptake in evidence-based professional learning grounded in the Science of Reading, and expansion of the ReadOhio coaching model. As districts and community schools continue to strengthen implementation of the ReadOhio initiative, the state is well-positioned to see accelerated literacy growth in the years ahead. Ohio’s ongoing focus on high-quality instruction, aligned interventions, and sustained support for educators underscores a shared vision: that all students, regardless of background or grade level, will have the foundational reading skills necessary for long-term academic success and future opportunity.