

Kindergarten Through Grade 4 Literacy Report for School Year 2023-2024



January 2025



Department of
Education &
Workforce

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Executive Summary

Reading is essential to classroom achievement, at the core of every future success, and the foundation to lifelong learning. Through Governor DeWine's ReadOhio initiative, the Department of Education and Workforce has championed efforts to increase literacy achievement for students.

Governor DeWine's ReadOhio initiative aims to boost literacy achievement, ensuring every child reads at or above grade level. Implementation of the ReadOhio initiative is still in early stages, yet signs of progress are evident, and greater advancements are expected in the coming years as districts and community schools continue to implement ReadOhio initiatives and support students whose early learning was most impacted by the pandemic. It is important to acknowledge the gains in literacy scores for students in kindergarten through grade four but also recognize there is significant improvement still needed.

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, learning acceleration, 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 4.**

The data in this Kindergarten through Grade 4 Literacy Report provides insight into some of the improvements made over past year and challenges that remain in working to ensure students are proficient readers. Key findings include:

- 64.5% of third grade students and 64.1% of fourth grade students scored proficient or higher on the respective state English language arts tests in 2023-2024. These percentages represent an increase in proficiency rates compared to the 2022-2023 data for third graders (62.3%) and fourth graders (58.9%).
- 36.8% of students in kindergarten through grade 3 with Reading Improvement and Monitoring Plans who were not on track in the 2022-2023 school year advanced to on track status by the fall of the 2023-2024 school year.
- The most frequently reported interventions were Explicit Intervention in Phonemic Awareness, Explicit Intervention in Decoding, Explicit Intervention in Comprehension, Explicit Intervention in Sight Word Recognition, and Explicit Intervention in Fluency.
- Third grade students on Reading Improvement and Monitoring Plans made significant progress in reading throughout the academic year, but only 31% of those students scored proficient or higher on the state English language arts test in the spring.

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 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 school districts and community schools operating under state-required Reading Achievement Improvement Plans.

The data and findings in this report are organized in five sections:

- **Section 1** provides the number and percentage of kindergarten through grade 4 students reading below grade level as determined by assessment and performance level.
- **Section 2** discusses reading achievement progress for kindergarten through grade 4 students on Reading Improvement and Monitoring Plans.
- **Section 3** discusses reading achievement progress for districts and community schools operating under Reading Achievement Improvement Plans.
- **Section 4** provides the types of intervention services offered to kindergarten through grade 4 students reading below grade level.
- **Section 5** describes the requirements for using high-quality curriculum and instructional materials.

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 4 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 2023-2024 school year, there were a total of 16 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. Most districts and community schools reported using more than one assessment (98%). On average, districts and community schools used five different assessments to meet the K-3 reading diagnostic requirement, although some reported using up to 13 different assessments.

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

Reading Diagnostic Assessment	Number of Community Schools and Districts Using
Kindergarten Readiness Assessment - Language and Literacy	758
i-Ready Assessment	627
MAP Growth	573
Acadience Reading K-6	387
mCLASS DIBELS 8th Edition	356
aimswebPlus	314
Star Reading	314
Star Early Literacy	275
MAP Reading Fluency	188
Acadience Reading K-6 (formerly DIBELS Next)	179
Star CBM	103
Ohio Reading Diagnostic	75
DIBELS Data System (DDS) with DIBELS 8th Edition	73
FastBridge	42
Exact Path	2
Istation's Indicators of Progress Early Reading (ISIP ER)	2

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 have scored on track and not on track on the state-approved reading diagnostic assessment in the 2023-2024 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 and 4 who scored proficient or not proficient on Ohio’s State Tests for English language arts in the 2023-2024 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 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 2023-2024 school year. Ohio’s State Test for grade 4 English language arts is

administered once per year in the spring. Notably, 64.5% of third graders and 64.1% of fourth graders scored proficient or higher. These percentages represent an increase in proficiency rates compared to the 2022-2023 data for third graders (62.3%) and fourth graders (58.9%).

TABLE 2: READING PERFORMANCE OF KINDERGARTEN THROUGH GRADE 4 STUDENTS IN 2023-2024

Grade Level	Ohio’s State Tests for English Language Arts Assessment: Proficiency Status			
	On Track	Not On Track	Proficient	Not Proficient
Kindergarten	60.9% (72,906)	39.1% (46,716)	N/A	N/A
Grade 1	64.6% (77,560)	35.4% (42,489)	N/A	N/A
Grade 2	64.0% (79,574)	36.0% (44,805)	N/A	N/A
Grade 3	63.7% (74,826)	36.3% (42,615)	64.5% (78,236)	35.5% (43,093)
Grade 4	N/A*	N/A*	64.1% (77,656)	35.9% (43,528)

*Grade 4 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.

Students' reading diagnostic scores from the fall of the 2022-2023 school year were compared to their reading diagnostic scores from the fall of the 2023-2024 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. Data showed that 36.8% ($n = 52,742$) of students in grades K-2 who were not on track in the 2022-2023 school year advanced to on-track status

by the fall of the 2023-2024 school year. This rate of change is slightly greater than that of the previous year in which 32% ($n = 44,996$) of students who were not on track advanced to on-track status the following year. However, it remains below the rate for the 2018-2019 year in which 38% of students ($n = 46,334$) who were not on track in the fall of 2017 advanced to on-track status by the fall of 2018.

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

The Reading Achievement Improvement 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 Improvement 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 104 community schools were required to submit Reading Achievement Improvement Plans to the Department in 2024. This is a slight decrease from 2023 when 55 districts and 118 community schools submitted plans. Overall, 36 schools and districts improved their reading achievement enough that they were no longer required to submit plans in 2023, and 13 new entities were identified in 2024 as meeting the Reading Achievement Improvement Plan criteria. A brief analysis was conducted to compare whether districts and community schools that were no longer required to submit plans differed in their use of approved high-quality instructional materials for reading instruction and intervention. Although a slightly greater proportion of schools are no longer required to submit plans reported using materials aligned with the state-approved list (66%) compared to those who remained on the Reading Achievement Improvement Plan list (62%), the difference was not statistically significant. However, of the 13 districts and community schools that were newly required to submit Reading Achievement Improvement Plans in 2024, significantly fewer (38%) reported using instructional materials aligned to the approved list. This indicates an area for additional support and guidance to ensure these districts and schools are effectively using instructional materials to better meet the needs of their students.

Of the 150 districts and community schools required to submit Reading Achievement Improvement Plans this year, 46 have 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 Improvement 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 Improvement Plan criteria.

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

Research suggests that when students at risk for reading difficulties receive early and intensive intervention, they have a much stronger chance of achieving grade-level reading ability. Without early intervention, their difficulties are likely to persist and worsen over time as the demands of school increase. The chance of “catching up” decreases over time. Based on internally conducted analyses, students who enter kindergarten on track in language and literacy are seven times more likely to go on to score proficient on Ohio’s State Test for grade 3 English language arts. Students who are not proficient in reading by third grade are three times more likely than their proficient peers to not graduate on time.

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). 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

Table 3 below lists the types of intervention services districts and community schools provided to students with Reading Improvement and Monitoring Plans in the 2023-2024 school year for grades K-4. No single reason exists why a student struggles to read. Schools choose various strategies on a case-by-case basis 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 schools may report one or more intervention services for each student. These intervention types were recently revised to align with the science of reading.

TABLE 3: INTERVENTION SERVICE OPTIONS FOR STUDENTS ON READING IMPROVEMENT AND MONITORING PLANS 2023-2024

Intervention Services	
Explicit Intervention in Phonemic Awareness	Multi-Modal Approach to Structured Literacy
Explicit Intervention in Decoding	Explicit Intervention in Vocabulary
Explicit Intervention in Comprehension	Explicit Intervention in Writing – Focus on Foundation Skills Transcription
Explicit Intervention in Sight Word Recognition	Explicit Intervention in Writing – Focus on Composition Skills
Explicit Intervention in Fluency	Explicit Intervention in Communication/Language
Small-Group Scaffolding of Complex Text	Summer Structured Literacy Programs

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. In general, the least frequently reported intervention types were explicit intervention in writing, explicit intervention in communication/language, and summer structured literacy programs. Table 4, below, shows the five most frequently reported intervention services overall and the reported use of each per grade level during the 2023-2024 school year.

TABLE 4: MOST FREQUENTLY REPORTED INTERVENTION SERVICES BY GRADE LEVEL 2023-2024

Grade Level	Intervention in Phonemic Awareness	Intervention in Decoding	Intervention in Sight Word Recognition	Intervention in Fluency	Intervention in Comprehension
Kindergarten	36,309	18,805	6,856	3,618	4,384
Grade 1	25,887	25,847	9,289	7,045	5,660
Grade 2	20,556	29,566	9,226	12,008	9,938
Grade 3	13,178	24,990	6,164	15,059	18,525
Grade 4	4,314	10,408	1,673	6,416	9,200

As seen in Table 4 above, the most frequently reported interventions change across grade levels. For example, 78% of the 46,716 kindergarten students categorized as not on track based on the K-3 reading diagnostic received explicit intervention in phonemic awareness as part of their Reading Improvement and Monitoring Plans, underscoring the importance of this key skill as students are in the early stages of word recognition instruction. Conversely, by grade 3, although there were 42,615 students who qualified for Reading Improvement and Monitoring Plans, the type of interventions provided was less specific to one skill area, with

most students receiving interventions in decoding and comprehension. Finally, as indicated earlier, changes to Ohio law in the 2023-2024 year required that grade 4 students who were not reading proficiently at their grade level should remain on Reading Improvement and Monitoring Plans until they scored 700 or higher on Ohio’s State Test for English language arts.

This past year, 23,799 fourth grade students remained on Reading Improvement and Monitoring Plans (47.6% of third grade students who were on Reading Improvement and Monitoring Plans during the 2022-2023 school year). Table 4 shows the most frequently reported interventions for students in grade 4 were specific to decoding and comprehension. Only 23.9% ($n = 5,684$) of grade 4 students who remained on Reading Improvement and Monitoring Plans achieved scores of 700 or higher on their spring Ohio’s State Test for English language arts. Considered altogether, these data suggest that although some students are making progress in their reading achievement, reading difficulties are persistent for many of Ohio’s students, despite continued intervention and support.

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 on Reading Improvement and Monitoring Plans demonstrated significant gains throughout the academic year on Ohio’s State Test for English language arts. An important aspect of examining students’ gains over time is understanding the extent to which district-level effects exert influence on student scores, particularly because there is considerable variation among district locations and types. Analyses that incorporated these district-level effects determined that students’ average spring scores (681) were greater than their average fall scores (662), indicating these students made significant progress in reading throughout the academic year.

As described above and shown in Table 4, although there were up to 12 intervention strategies students could have received, the most frequently reported interventions for students in grade 3 were explicit intervention in comprehension, decoding, phonemic awareness, fluency, and vocabulary. A comparison of scores for students receiving these five most frequently reported interventions is below in Table 5 and indicates levels of gain throughout the year. As mentioned above, students could receive more than one type of intervention, depending on their identified areas of need. Just under one-half of third graders (47.8%, $n = 23,567$) received more than one type of intervention, and just over one-half of third graders received just one type of intervention (52.2%, $n = 25,717$).

TABLE 5: IMPROVEMENT ON OHIO’S STATE TEST FOR GRADE 3 ENGLISH LANGUAGE ARTS BY INTERVENTION TYPE IN 2023-2024

Intervention strategy	Avg. Fall Score	Avg. Spring Score
Explicit Intervention in Comprehension	667	686
Explicit Intervention in Decoding	658	677
Explicit Intervention in Phonemic Awareness	657	676
Explicit Intervention in Fluency	664	683
Explicit Intervention in Sight Word Recognition	656	675

Overall, results from the 2023-2024 school year suggest 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 on the state test throughout the year. This is a promising outcome as it indicates most students are receiving the support they need to make progress. However, these results also show that, on average, most students still are not scoring at or above grade-level proficiency even after receiving intervention services. Only 31% of third grade students on Reading Improvement and Monitoring Plans ($n = 15,420$) scored at or above grade-level proficiency in the spring. These data support the idea that early intervention is critical; students who receive intervention can make considerable progress over time, so providing these services as early as possible is key.

Section 5. Implementation of High-Quality Instructional Materials 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. Beginning not later than the 2024-2025 school year, each school district, STEM school, and community school must use core curriculum and instructional materials in English language arts and evidence-based reading intervention programs only from the lists established by the Department.

Starting in the 2024-2025 school year, all districts and community schools are required to report the curriculum and instructional materials used for English language arts core instruction for prekindergarten and grades K-5 and intervention for students in prekindergarten through grade 12. Based on current data reported to the Department, over two-thirds (68.1%, $n = 565$) of districts and community schools reported to be using, or planning to use, English language arts instructional materials from the state-approved list. Of the districts and community schools, 18.7% ($n = 155$) reported using materials that were partially aligned with the list, while 13.2% ($n = 110$) reported using none of the materials from the approved list. These data represent a significant change from baseline survey data collected in the fall of 2023, which showed that only 32.5% of districts and community schools were using materials fully aligned to the state-approved list, 29.5% were using materials that were partially aligned with the list, and 38% were not using any materials aligned to the state list.

Ongoing Literacy Support Efforts

As Ohio nears the end of the current biennium budget cycle, the Department has supported the installation of groundbreaking legislation, including the requirements for districts and 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 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 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. This grant will support teaching and learning opportunities to help more Ohio students advance their literacy skills, with a focus on those who have been traditionally underserved. Specifically, participating districts and schools will 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 2024, 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.
- **Ohio’s Introduction to the Science of Reading Courses:** The Department has developed seven course pathways to meet the requirements of [Ohio’s professional development requirements of HB 33 of the 135th General Assembly](#). As of December 2024, more than 94,000 educators and administrators have enrolled in this course and more than 67,000 educators and administrators have earned completion certificates.
- **Science of Reading Toolkit:** A [Science of Reading Toolkit](#) is available with resources for educators and families, including timelines for new requirements for professional development and aligned instructional materials.
- **ReadOhio Coaching:** The biennial budget included funding for [literacy coaches](#) to support districts, community schools, and STEM schools with the lowest rates of proficiency. Eighty-four literacy coaches are serving 125 districts and community schools in the 2024-2025 school year. Each coach provides support to one or more

targeted buildings in the identified district or community school. In addition, the Department is developing tools and resources to support the implementation of literacy coaching statewide.

- **Ohio’s Plan to Raise Literacy Achievement Implementation Guides:** [Implementing Ohio’s Plan to Raise Literacy Achievement: Resources for School Leaders](#) was made available for school leaders in 2023. The guides were developed as part of the Comprehensive Literacy State Development Grant. District and building administrators play key roles in improving literacy outcomes, and these guides support school leaders with implementation of *Ohio’s Plan to Raise Literacy Achievement*. Additional resources and tools related to each section of the guide, as well as overview videos, are available on the [Department’s webpage](#).
- **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 2024, more than 35,000 educators have enrolled in the courses and more than 27,000 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.
- **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 regions’ 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.
- **High-Quality Instructional Materials in English Language Arts and Evidence-Based Reading Intervention Programs:** The Department is conducting a review process to

update the approved lists for core curriculum and instructional materials and reading intervention programs to be used in Ohio schools. An initial update to the approved list of materials is expected to be available in late January 2025, with a final update to the approved list in late March 2025. Additional [guidance, resources, and implementation tools](#) are available to aid in the selection of high-quality instructional materials aligned with the science of reading. Districts and schools that have not yet selected materials and programs from the approved lists were contacted in fall 2024. For these schools and districts in transition, the Department hosts support webinars, as well as office hours to answer questions as schools and districts work through their selection processes.

The Department is committed to helping educators support all students 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.