

Governor's Science of Reading Champions Program Application Information and Questions

2026-2027

Governor Mike DeWine, in coordination with the Department of Education and Workforce, has developed a program to recognize schools that are demonstrating strong implementation of evidence-based instructional practices aligned to the science of reading and where students are making significant progress.

Eligible schools that meet the minimum criteria and have not been previously awarded are encouraged to apply. The application period opens on September 15, 2026, and runs through October 15, 2026. After applications are reviewed, potential awardees may be contacted to further verify submitted information.

Applications must be submitted in the designated form on the Governor's Science of Reading Champions Program website. Application questions are provided in this document for convenience.

Eligibility

PreK-12 schools, including public, community, and chartered non-public schools are eligible to apply and must apply as an individual building. Note the minimum requirements for each of the activities below and the activities for which supporting documents are required. Applicants must be able to provide a response for each of the required activities and at least one optional activity.

If a school does not currently meet all of the minimum requirements or does not have supporting documents as evidence for meeting the minimum requirements, please consider applying in future years.

The application form is organized in the following order:

1. Basic information about the school location and demographics.
2. Questions regarding required activities. These include questions pertaining to curriculum and professional development trainings aligned to the science of reading, literacy assessments, teaming structures, systems structures, and student data that demonstrates how students are making significant progress in reading outcomes.

Application Questions

SECTION 1. INTRODUCTION AND BACKGROUND INFORMATION

1. School building name:
2. School building IRN:
3. School district (if applicable):
4. School district IRN (if applicable):
5. Primary contact name
6. Primary contact email
7. Principal name
8. Principal's email
9. Total student enrollment in the school:
10. Select the grades served by the school building (select all that apply):
11. Number of classroom teachers:
12. Number of intervention specialists:

SECTION 2. REQUIRED ACTIVITIES

PART A: FOUNDATIONAL CONDITIONS FOR FULL SCIENCE OF READING IMPLEMENTATION

1. Attach decision rules for all grades served by the building. Decision rules should address a continuum of supports and provide a framework for intervention, including core instructional materials, intervention materials, and frequency of screening and progress monitoring
2. For core high-quality instructional materials, what does ongoing implementation support look like?
3. For evidence-based interventions, what does ongoing implementation support look like?
4. Describe how your district ensures that all students, including students with disabilities, multilingual learners/English learners, gifted learners, and other student groups, receive daily access to high-quality core literacy instruction. Include who is responsible for delivering core instruction and how services are provided without replacing or limiting access to Tier 1 instruction.
5. Does the building utilize English Language Arts instructional materials that use a three-cueing approach?

PART B: SCIENCE OF READING ALIGNED IMPLEMENTATION AND PROFESSIONAL DEVELOPMENT ACTIVITIES

1. How many years has the school implemented practices aligned to the science of reading, including use of high-quality instructional materials and professional learning?
2. Which professional development trainings have teachers completed that are aligned to the science of reading?

3. What professional learning aligned to the science of reading is being provided in 2026-2027? (Include the grade level and roles of participating teachers, such as “All K-3 teachers and grades 4-5 ELA teachers”)

PART C: ASSESSMENTS AND ASSESSMENT PROCEDURES

1. What universal screening tool does the school use? (For high schools, early warning indicators may be used.)
2. How frequently are universal screenings conducted?
3. If the school serves grades K-3, please list state-approved K-3 diagnostic assessment the school uses (select all that apply)
4. Please list the progress-monitoring assessments used by the school.
5. What percentage of students receiving intervention participate in progress monitoring?
6. What is the frequency of progress monitoring for students receiving intervention?
7. Please list the tier 2 (intervention-based diagnostic) screener(s) used by the school
8. Describe how screening data is used to differentiate core instruction (Tier 1).
9. Describe how decision rules are implemented, including the staff role(s) responsible for implementation.

PART D: SYSTEMS STRUCTURES THAT SUPPORT STUDENT LEARNING

1. Describe the building's teaming structures including building level, grade level, and cross-building teams.
2. List the roles represented on the building level team.
3. How frequently does the building level team meet?
4. Provide meeting agendas from two building leadership team meetings that demonstrate how the team is engaged in continuous improvement of the building's literacy instruction.
5. What building team leads and participates in team-based problem solving?
6. Provide the frequency and a brief description of the structure of the team-based problem-solving meetings?

PART E: COMMITMENT TO INCREASING EFFECTIVENESS OF LITERACY PRACTICES

1. Please upload the school's local literacy plan.
2. How does the building support development of staff capacity to implement Ohio's [Integrated Multi-Tiered System of Supports](#) to ensure that staff is knowledgeable about, organizes, and delivers school-based services using an integrated model of supports?

PART G: HIGH-QUALITY INSTRUCTIONAL MATERIALS ALIGNED TO THE SCIENCE OF READING

1. If the school includes any grades PreK-5, please list the primary core reading curriculum being used in the 2025-2026 school year for grades PreK-5. (Include in parenthesis after each material the year the materials were first implemented.)
2. If the school includes any grades 6-12, please list the ELA core curricular materials. (Include in parenthesis after each material the year the materials were first implemented.)

3. What training has been provided to educators to support implementation of core reading curriculum materials?
4. What evidence-based reading intervention programs are used?
5. What training has been provided to educators to support implementation of reading intervention materials?
6. If applicable, what supplemental materials are in use in literacy instruction for grades PreK-5?

PART H: EVIDENCE OF LITERACY PROGRESS

1. For K-12 sites identify a grade-level report card measure (such as Fall Reading Diagnostic, ELA OST Grades 3-8, or ELA II) that has improved from 2024-2025 to 2025-2026. For prekindergarten or early childhood education sites please identify the site's Step Up To Quality status and provide data that demonstrates improvements in student outcomes from Fall to Spring in 2025-2026.
2. Are any of the following student groups demonstrating notable gains in reading achievement (Gifted, Students with disabilities, English learners, students who are economically disadvantaged)? Please provide evidence, if applicable.

PART I: SUCCESS STORY

1. Share a brief (2-5 sentence) success story from the site's literacy implementation that may be shared with the public if the site is designated a Science of Reading Champion.

SECTION 3: ATTESTATION

1. By submitting this form, I hereby certify that, to the best of my knowledge and belief, the information submitted by my district and processed by the Department constitute an accurate and complete report for our school district.