ReadOhio Coaching Report

Cohort 1
2023-2024 School Year

October 2024

READ Ohio

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Executive Summary

In 2023, Ohio Governor Mike DeWine announced the ReadOhio initiative, a statewide effort to encourage improved literacy skills for all ages that includes the implementation of curriculum aligned with the science of reading in Ohio's schools. This report of the first cohort of ReadOhio coaching provides detailed information regarding the training of ReadOhio coaches, Ohio's literacy coaching model, and implementation results and outcomes. Coaching in schools began in December 2023. Data from this first year suggest a successful foundational year for ReadOhio coaching. Major findings include:

- The first cohort of ReadOhio schools included 31 public school districts, including 11 urban districts and 12 community schools.
- Over 5,600 coaching sessions occurred this year. Nearly half of those sessions were one-on-one individualized supports to teachers and just under one-third of the sessions were in a small group format.
- Ohio's coaching model was implemented with a high degree of consistency among the ReadOhio schools. The location of ReadOhio schools was relatively equally distributed across four regions of the state (northwest, northeast, southwest, and southeast). Examination of the proportion of time spent on various coaching topics, and the levels of support provided (on a scale from universal support to intensive one-on-one support) was largely similar within each of the four regions.
- Coaches were successful in providing system-level support as part of their coaching service delivery and logged numerous sessions with building leadership in addition to classroom teachers.
- Principals in ReadOhio schools indicated strong support and high levels of satisfaction with the coaching experience. Qualitative analysis from teacher feedback surveys suggested that teachers perceived greatest impact from coaching aligned with the topics they reported learning most about in their coaching sessions, specifically, the use of data and assessment choices as well as instructional strategies grounded in the science of reading.

Background

In 2023, Governor DeWine and the General Assembly made a historic investment to improve literacy proficiency for all Ohio students, from preschool through grade 12. House Bill 33, which was signed into law in July 2023, solidified a commitment to ensuring all students in Ohio would have access to evidence-based reading instruction. These laws, collectively referred to as the ReadOhio initiative, included requirements and subsidies for schools and districts toward the adoption and implementation of high-quality instructional materials, stipends for educators to complete professional development in the Science of Reading, and funding for the provision of literacy coaches to support schools and districts with the lowest rates of reading proficiency.

For nearly a decade, and as outlined in _Ohio's Plan to Raise Literacy Achievement_, the Ohio Department of Education and Workforce has worked to develop a literacy coaching framework that would bolster teachers' implementation of high-quality and evidence-based reading instruction. The passage of the ReadOhio laws — particularly the focus on improving student outcomes — brought a renewed energy to these efforts and was the impetus for integrating a student-focused perspective within the context of literacy coaching.

Empirical Basis of Ohio's Literacy Coaching Model

There is a large body of research investigating the impacts of coaching on both teachers' literacy instructional practices and, subsequently, students' literacy outcomes (Downer et al., 2024; Kraft et al., 2018; Lockwood et al., 2010; Matsumura et al., 2013). Ohio's current coaching model incorporates several key attributes that reflect findings from the coaching literature. First, with a clear goal of increasing literacy achievement for students, coaching is delivered in a collaborative, student-focused manner. Qualitative research, via surveys and interviews, suggests that teachers perceive greater benefits from coaching when activities foster a collaborative relationship between coach and teacher. In many coaching models, coaches are viewed as instructors, or evaluators, whose purpose is to observe and provide feedback on teacher practice. Survey data indicate that, conversely, teachers particularly value problem-solving time with their coaches to think through student-centered issues, rather than teacher-centered issues (e.g., Robertson et al., 2020). Second, Ohio's coaching model is designed to provide support to district and building team leaders as well as classroom teachers. Research shows that administrator support, particularly that of building principals, contributes to positive outcomes for students whose teachers receive coaching compared to students whose teachers do not receive coaching (e.g., Carlisle & Berebitsky, 2011). Therefore, Ohio's coaching model is flexible to meet both system-level and instructional-level needs.

Finally, it should be noted that the majority of empirical studies on coaching examine the impacts when coaching is delivered one-on-one. Although this method can impart strong effects (see Kraft et al., 2022 for a review), this level of intensity may not always be feasible or practical in everyday

school settings. As such, Ohio's coaching model uses a four-level approach to increase access to coaching services and resources:

- **Level 1** provides universal supports to all teachers within the coach's building via ReadOhio newsletters that offer important information and links to evidence-based instructional resources and includes follow-up from coaches.
- **Level 2** is self-guided coaching, which allows teachers to opt in to attending biweekly office hours on an as-needed basis so teachers can seek out support on specific topics.
- **Level 3** corresponds to small-group coaching, which is offered in a format similar to a teacher-based team, so coaches can work closely with teachers within the same grade level to examine student data, collectively discuss student needs, and determine next steps for instruction.
- **Level 4**, or one-on-one coaching, is available for teachers who may benefit from a high level of support and structure, with a focus on specific students or a target group.

Coaching sessions across all four levels focused on incorporating evidence-based strategies and how to use and analyze student data and have been available to both teachers and building leadership teams.

Overview of Year 1 Coaching Activities

ReadOhio Schools

As directed in House Bill 33, districts and community schools with the lowest rates of reading proficiency based on performance on the state English language arts assessments were eligible to receive coaching supports for the 2023-2024 school year. The geographical distribution of districts that received coaching was aligned to a roughly equitable division across the state, mapped onto four quadrants. One regional coaching coordinator was assigned to each of the four quadrants to provide support to the coaches in each region. At least one school per district received the direct support of the ReadOhio coach; 10 districts had two schools served by the coach. The total number of schools per regional quadrant that received coaching support is shown in Table 1 below, as well as the breakdown of grade bands served (click here for a map of the location of ReadOhio schools across the state). The first cohort of ReadOhio schools included 31 public school districts, including 11 urban districts and 12 community schools.

Table 1. Number of coaches and schools served in each of the four regional quadrants.

Region	Number of coaches	Total number of schools served	Elementary schools served	Middle schools served	K-8 schools served	High schools served
Northwest	5	8	4	3	1	
Northeast	12	19	11	3	2	3
Southwest	7	12	6	3	3	
Southeast	9	15	12	1	2	
Total	**33**	**54**	**33**	**10**	**8**	**3**

Coach Recruitment and Training

With support and guidance from the Department, each regional coaching coordinator was responsible for recruiting coaches in their region and then worked with the Department's coaching administrator to determine school and district placements for each coach. Eligibility for the role of ReadOhio coach included having a background in education, deep knowledge of the components and strategies outlined in the research on reading, previous coaching experience, and experience in providing structured literacy instruction. The Department's coaching administrator was responsible for coordinating the training sessions for all ReadOhio coaches, monitoring coaching implementation to direct mid-course corrections as needed, and providing ongoing support for the four regional coaching coordinators. The ReadOhio coach trainings were conducted over eight sessions from August through October 2023 and provided information for how to implement the student-focused coaching model and system-level coaching. Following training, coaches met regularly with their regional coaching coordinators to discuss progress and troubleshoot any issues. Although coaches were trained and ready to work in schools by late fall of 2023, a temporary restraining order prohibited any Department work related to House Bill 33 until early December, including the work of ReadOhio coaches.

Data Collection Process

Although a few coaches were able to begin working with school leaders and teachers in early December 2023, most coaches began to implement coaching in school buildings from January through the end of the school year in May 2024. Coaches worked with the school building personnel and leadership to collect various types of data and information to address both formative and summative questions about the implementation and impact of ReadOhio coaching. Three primary data types were gathered throughout the year. First, coaches and coaching coordinators engaged in several conversations and interviews with building principals prior to the start of coaching. Both principals and teachers were asked to complete a survey at the end of the school year regarding overall satisfaction with their coaching experience and perceived impacts on instructional practices. Second, coaches were asked to use a data dashboard to log all coaching sessions conducted throughout the year. The dashboard allowed for easy tracking of information pertaining to the level of coaching provided, the individuals the coach worked with (leadership or teachers), the topics addressed, and the time spent on each coaching session. Third, at the end of the year, coaches were asked to provide student data relevant to the grades or classrooms of teachers who received coaching support. There was some variability with respect to the data they shared, as different schools use different types of assessments, and a wide range of grade bands were served in this cohort.

Year 1 Evaluation Questions

Because this first cohort of ReadOhio coaches could only implement in schools for approximately half a school year, the evaluation questions largely focus on initial implementation, feedback and satisfaction, and perceived impacts. Subsequent evaluations will include an investigation of

impacts on teacher practice and associations with student outcomes. For the present report, four primary questions were addressed:

1. To what extent was the four-level coaching model implemented?
2. To what extent did implementation vary as a function of recipient (teachers and building leaders), coaching topics, and geographical region?
3. What was the overall level of satisfaction with ReadOhio coaching, as reported by teachers and building principals?
4. What was the perceived impact on instructional practices as a result of ReadOhio coaching, as reported by teachers and building principals?

Results and Outcomes

Coaching Implementation

As described above, coaches were asked to digitally log information in a data dashboard about every coaching session they conducted, including when universal supports were provided, as though the ReadOhio newsletter. Through the data dashboard, coaches could also indicate the primary recipient of coaching (teacher or building leadership), the topics discussed, and the duration (in minutes) of each of the coaching sessions.

ReadOhio coaches collectively provided 5,631 coaching sessions for the 2023-2024 school year, with an average of 104 coaching sessions per school. The total amount of time spent coaching was over 3,000 hours, with an average of 64 hours per school. Coaches spent an average of 39 minutes per coaching session. However, as seen in Table 2 below, there was considerable variability in both the number of sessions and time spent. Note that time spent is an approximation, as coaches entered time per session in 15-minute increments.

Table 2. *Overall school-level totals and averages of coaching sessions and time spent coaching.*

| Coaching variables	N	Mean	Std. Dev	Min	Max	Sum
Number of coaching Sessions	54	104	87	3	374	5,631
Total time (hours)	54	64	53	3	263	3,464
Average time per session (minutes)	54	39	9	24	58	

As described above, Ohio's coaching model used a four-tiered approach to delivering coaching. As seen in Figure 1 below, the distribution of the 5,631 coaching sessions varied among the four levels; the majority of coaching sessions (46%) were conducted at the one-on-one level (level 4) and self-guided support sessions (level 2) were the least frequently used (9%).

Level 1, or universal coaching support, was provided through the ReadOhio newsletter. All teachers in any ReadOhio school received an email with a link to the newsletter. On average, approximately 50% of recipients opened the email with the newsletter link. The click rates within

the newsletter varied month to month, but generally evidenced an increase over time. For example, although there were only 58 clicks within the February newsletter, there were 262 clicks within the May newsletter. This suggests that over time and with increasing familiarity, educators' interest in the newsletter topics also increased. It should also be noted that the ReadOhio team that created the newsletter also worked to improve and tailor the topics and information so that it could serve as discussion points in small group and one-on-one coaching sessions, which may also have increased interest.

Figure 1. The proportion of coaching sessions in each of the four levels.
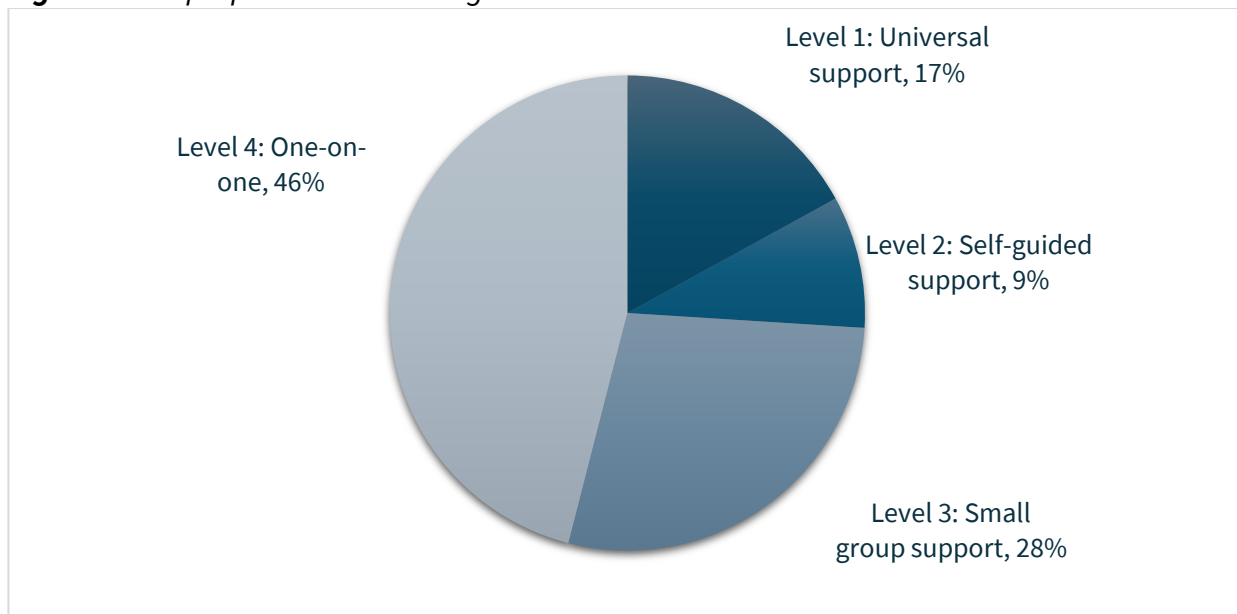
A major aspect of the coaching training was to ensure that coaches integrated a student-focused approach and centered student data in their coaching sessions. Analyses examining the proportion of time spent on different coaching topics suggest that this was implemented as intended. Figure 2 below shows the coaching topics that were addressed within the coaching sessions overall. The most frequently discussed coaching topics were evidence-based strategies/high-quality materials as well as use of assessment data/data analysis. Discussions related to teaming structures and feedback were the least frequent.

Figure 2. The percentage of topics addressed in coaching sessions (N = 5631).
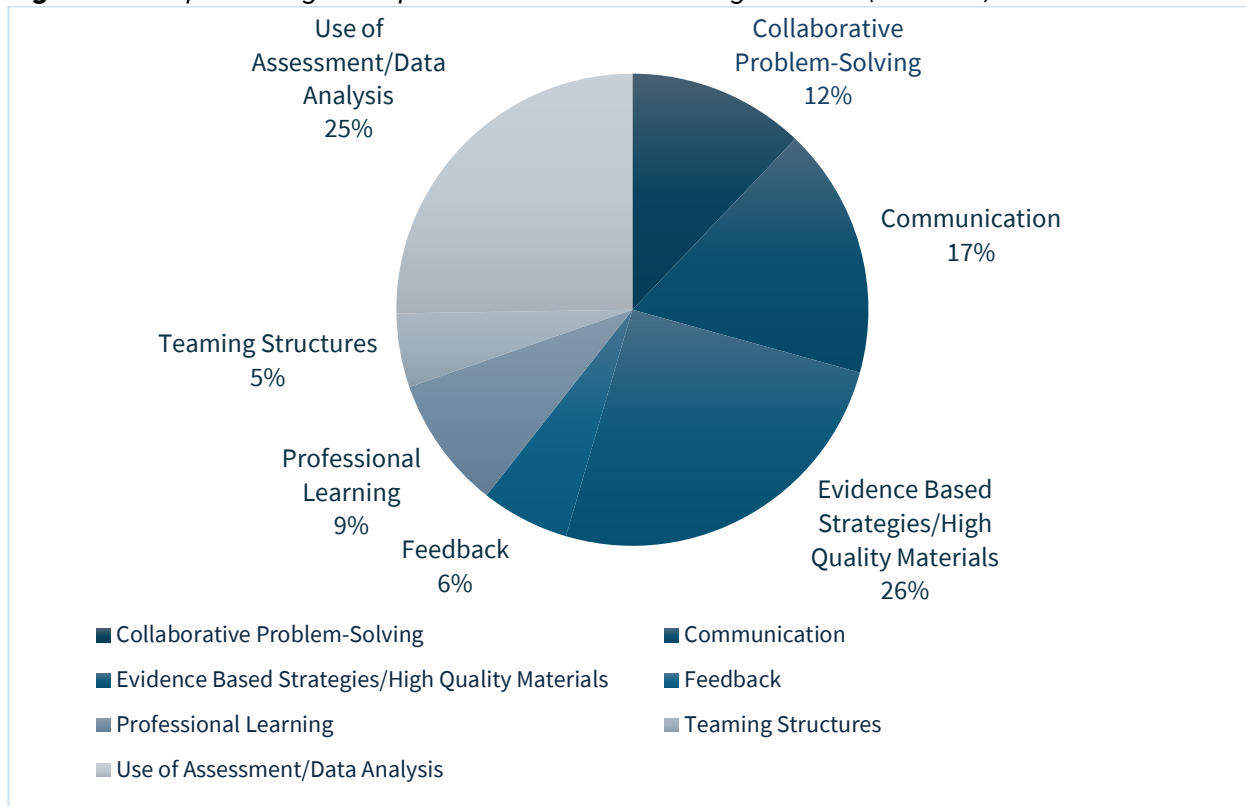
Coaching Implementation by Recipient, Topic, and Region

Because Ohio's coaching model incorporates a systems-level approach to support both teachers and building administrators, it was of interest to understand the extent to which this was implemented. Results indicated that the majority of coaching sessions were for teachers, but 14% (*n* = 788) were specific to building leaders.

When examined across the levels of coaching support (see Table 3), the results indicated that of all the coaching sessions offered, nearly 20% of one-on-one sessions (level 4) were for building leaders, compared to only 10% of self-guided coaching supports (level 2). Differences between the two groups was not relevant for level 1, as these universal supports were available to all teachers and building leaders in the school.

Table 3. Proportion of coaching sessions delivered to teachers vs. building leaders.

Coaching session level	Teachers	Building leaders
Level 2 (self-guided)	90%	10%
Level 3 (small group)	85%	15%
Level 4 (one-on-one)	81%	19%

Of particular interest was whether the topics discussed in coaching sessions for building leaders would differ than those for teachers. As seen in Figure 3 below, there were some notable disparities across coaching topics. For example, 25% of coaching sessions that included

discussions on collaborative problem-solving included building leaders, compared to only 7% of sessions about evidence-based strategies and high-quality instructional materials.

Figure 3. Proportion of coaching topics targeted toward building leaders vs teachers.
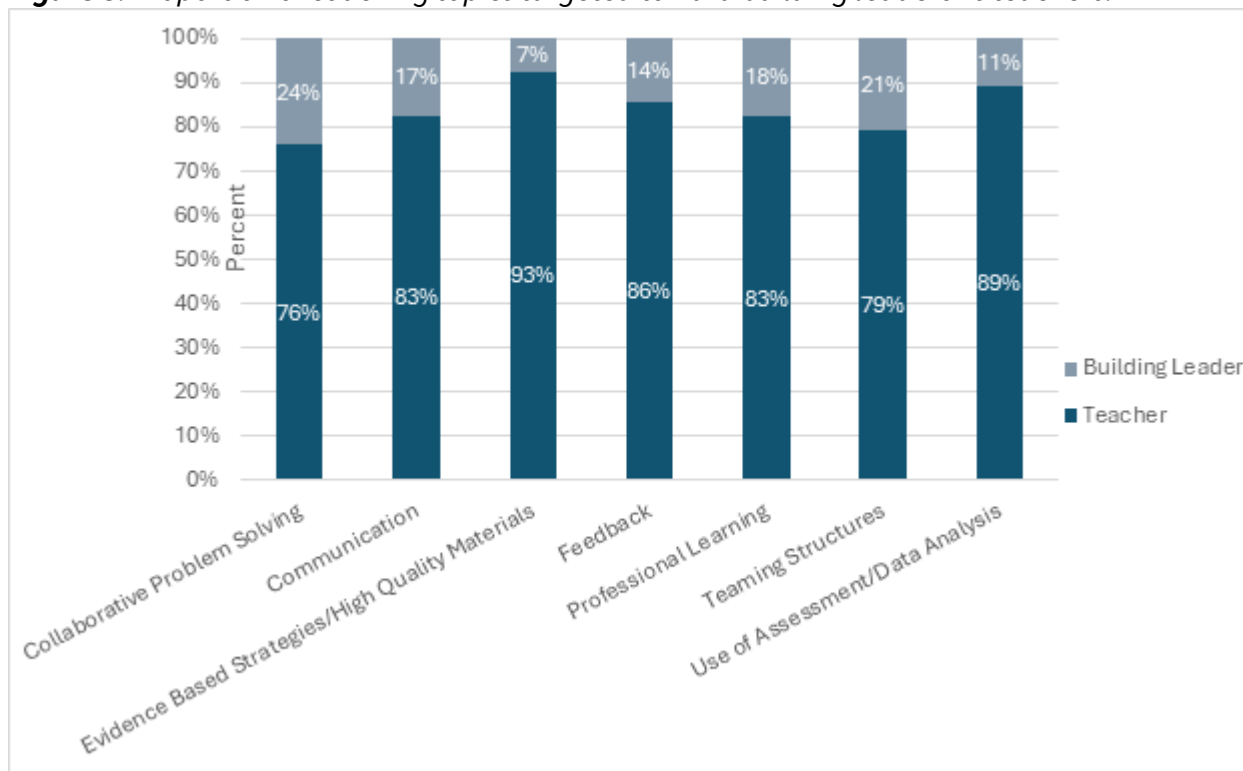

Finally, it was of interest to understand whether the provision of coaching levels and topics might have varied across the four geographic regions. Descriptive analyses indicated very little variability across the state. As seen in Figure 4, the distribution of coaching levels was relatively similar across the four regions, particularly with respect to receipt of small group (level 3) and one-on-one (level 4). For example, the proportion of coaching sessions offered at level 4 (one-on-one) ranged only from 41%-53%. Across all four regions, the largest proportion of coaching sessions were one-on-one (level 4), followed by small group (level 3), with self-guided (level 2) being the least frequent level of coaching implemented. This indicates a high degree of consistency in the type of coaching supports that were offered in each of the four regions.

Figure 4. Percentage of each type of support level in each region.
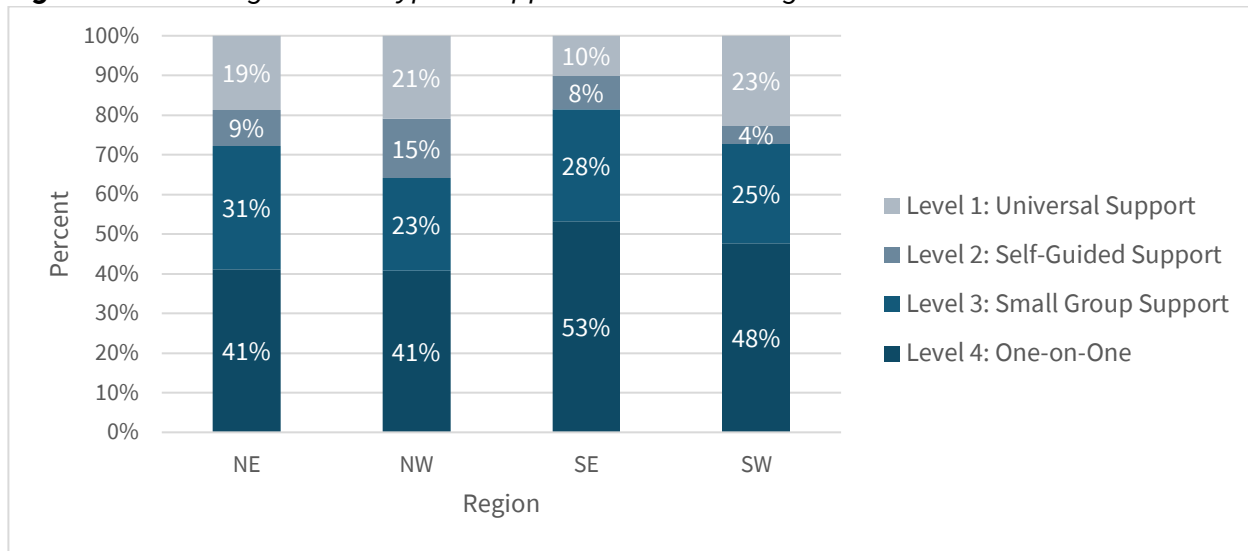
Consistency across regions was even more evident when looking at the topics discussed in coaching sessions. Figure 5 shows the distribution of topics discussed during coaching sessions in each of the four regions. The most frequently discussed topics in all four regions were the use of assessments and data analysis as well as evidence-based strategies and high-quality materials whereas teaming structures were the least frequently discussed. This again illustrates a high degree of consistency with respect to the information that coaches were focusing on across the state.
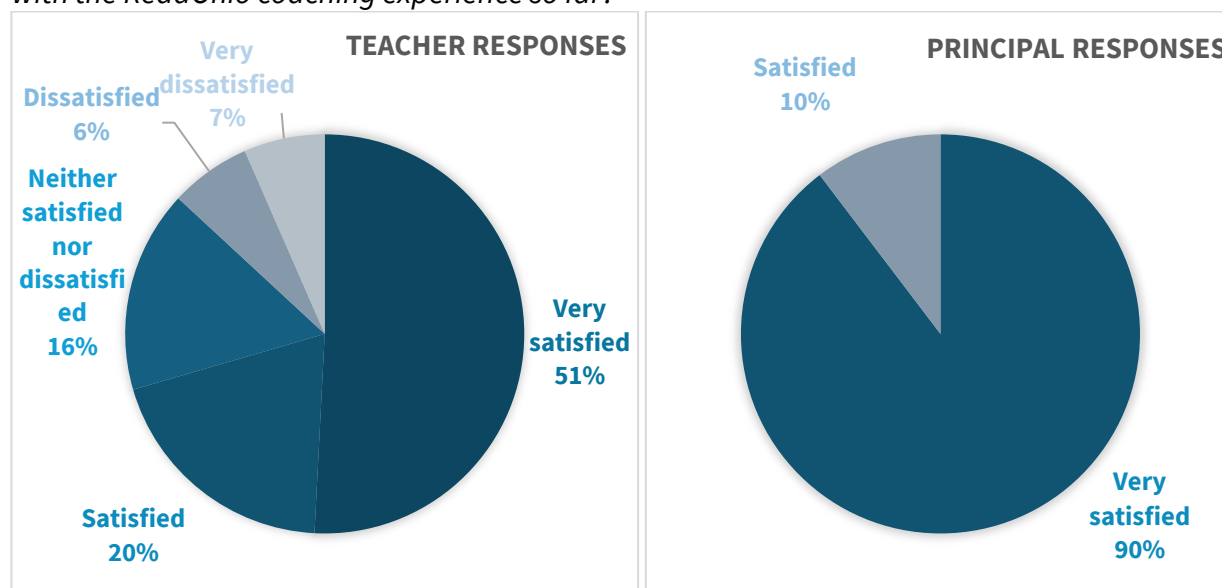
Figure 5. Proportion of coaching topics across the four regions.
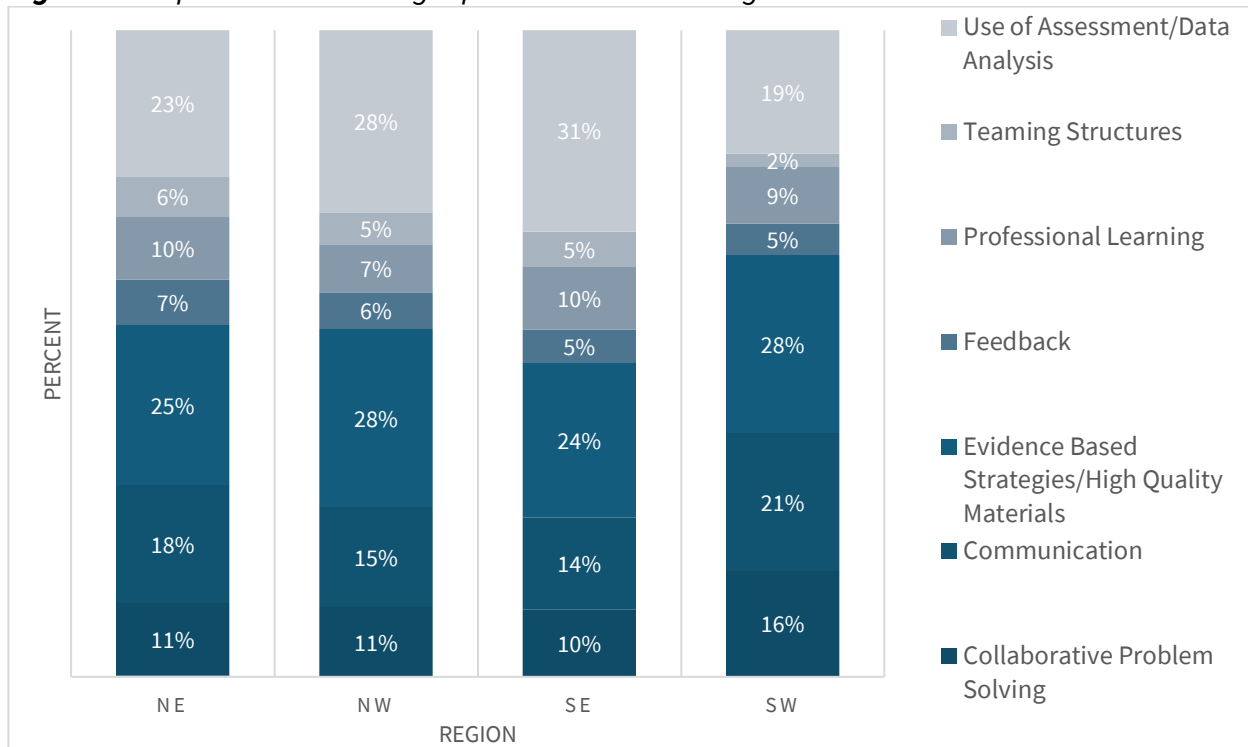
Reported Satisfaction

At the end of the school year, teachers who had access to coaching, as well as building principals, were asked to complete a brief survey regarding their experiences with ReadOhio coaching. The survey included questions regarding which of the four coaching levels was most valuable, which coaching topics they learned most about, and their overall level of satisfaction for the year. Although nearly all principals completed this survey (*n = 49 out of 53; 92.5%*), the response rate from teachers was considerably lower (n = 62 out of 1,066; 5.8%). This was likely due to the survey being distributed at the end of the school year and many teachers may not have had time to complete it. Additionally, teachers who received only minimal levels of coaching, for example through universal supports, may not have felt it was relevant to provide feedback. Regardless, data from the teachers who completed the survey is included in this report as pilot information to guide next year's implementation efforts.

Figure 6. *Comparing the responses of teachers and principals to the question, "How satisfied are you with the ReadOhio coaching experience so far?"*

TEACHER RESPONSES
- Very satisfied 51%
- Satisfied 20%
- Neither satisfied nor dissatisfied 16%
- Dissatisfied 6%
- Very dissatisfied 7%

**PRINCIPAL RESPONSES**
- Very satisfied 90%
- Satisfied 10%

To further understand the specific aspects of coaching that teachers and principals valued from their coach, respondents were asked to select which level of coaching supports they felt were most valuable (see Figure 7) and which coaching topics they learned most about (see Figure 8). As seen in Figure 7, both building principals and teachers selected more than one level as most valuable. However, the coaching level that principals and teachers felt was the next most valuable differed in that teachers primarily valued level 3 (small group support), and principals primarily valued level 4 (one-on-one).

Figure 7. Responses to the question, "Which level of coaching supports did you find to be most valuable?"
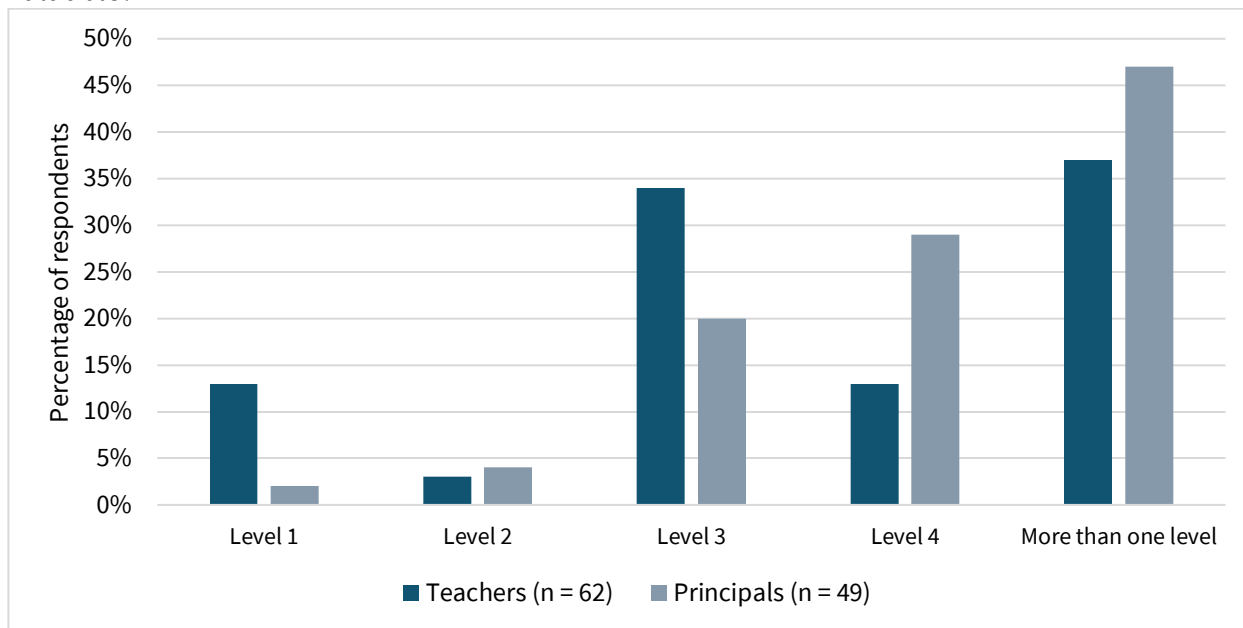
Respondents were then asked to report which coaching topic they learned most about during the year. As seen in Figure 8 below, both teachers and principals selected use of assessments/data analysis and evidence-based strategies and high-quality materials most frequently. However, the proportion of teachers selecting these topics (75% and 51%, respectively) was much higher than that of principals.

Figure 8. Responses to the question "Which coaching topics did you learn most about during this year?" (Note respondents could select more than one topic)
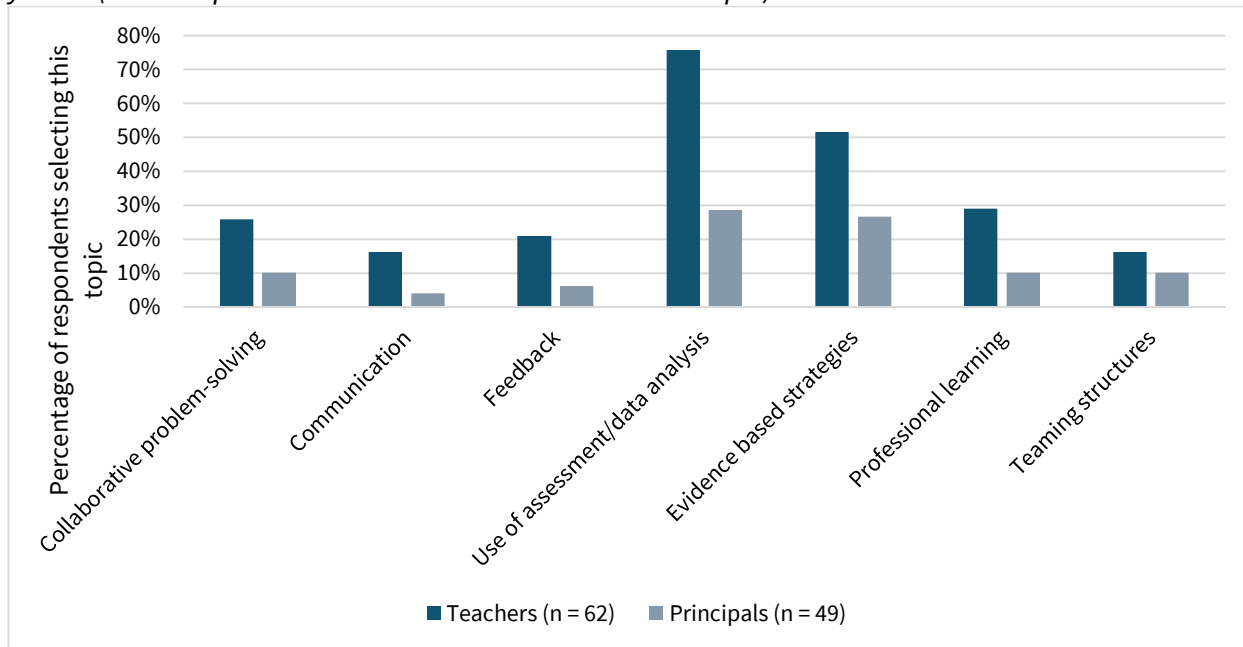
Teachers were also asked to explain why those levels of coaching support were particularly valuable. All the open-ended responses to that prompt in the survey were reviewed to determine dominant themes or trends. Table 4 below shows the dominant themes for why teachers felt each of the four levels was valuable and exemplary responses that represented those themes.

Table 4. Coded teacher responses regarding why each coaching level was valuable

Level	Dominant theme in responses	Example response
1 - Universal support	Guidance; Knowledge	"I feel like Level 1 supports unified our staff and clarified small group reading instruction requirements."
2 - Self-guided support	Availability	"It was nice to be able to have someone to go to for questions and/or clarification."
3 - Small group support	Discussion; Collaboration	"Small group support was more valuable because there was more collaboration involved between the team, coach, and principals."
4 - One-one support	Knowledge; Individual support	"It made me a better teacher and gave a one-on-one personal focus on the students' needs."

Perceived Impacts

Although changes in teacher practice were not directly observed for this first year of coaching, teachers and building principals were asked to reflect on the perceived impact of coaching on their day-to-day practice. As seen in Figure 9 below, the topics that teachers perceived greatest impact from coaching aligned with the topics that they reported learning most about in their coaching sessions, specifically, the use of data and assessment choices as well as evidence-based strategies. The distribution of topics that principals perceived the greatest impact on was more variable. In their open-ended responses, principals shared more details about the ways in which this was observed (see Table 5).

Figure 9. Responses to the question "In which of the following areas have you implemented changes, as a result of receiving ReadOhio coaching supports?" (Note: respondents could select more than one topic)
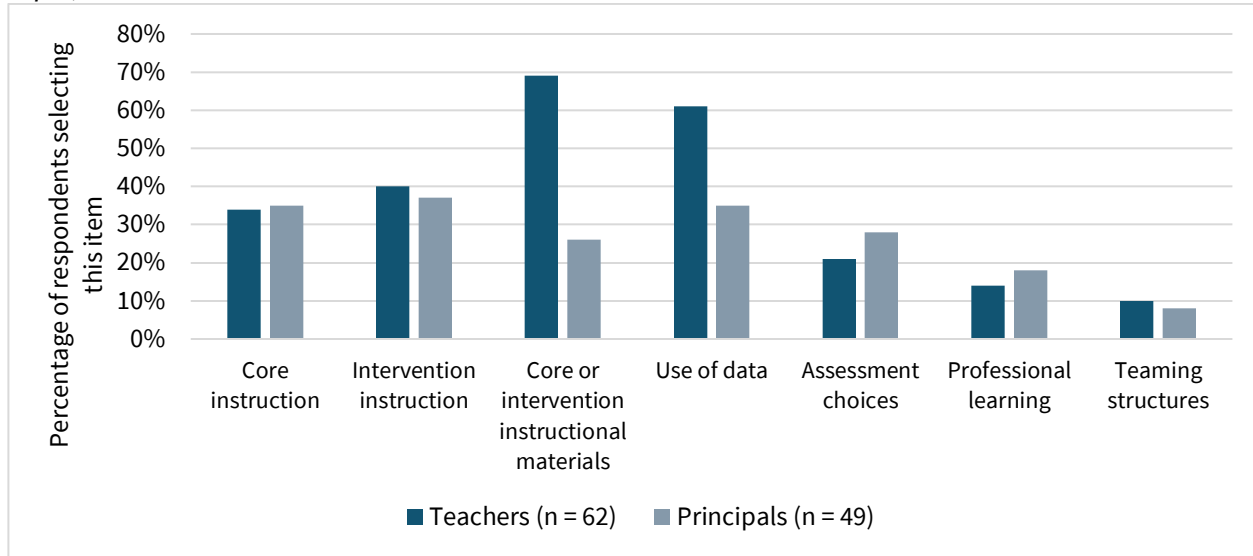

Table 5. Example responses from principals when asked to explain more about the perceived changes in practice from coaching.

Coaching topic areas	Example response
Core/Intervention instruction	"Our coach has worked closely with teachers looking for ways to 'tweak' their instruction to get more bang for their buck."
Use of data	"We have been able to change the way we view assessment data and progress monitoring. We have seen an increase in small group teaching and progress monitoring of goals."
Assessment choices	"The ReadOhio coach provided information about each domain in [our screener] and how those scores can support whole-group and small-group data-informed decisions. This knowledge supports the needs of all learners and the evidence-based approach to teaching."
Professional learning	"Teachers are now feeling supported as they are receiving professional development directly tailored to their needs."
Other – Student data	"The data is changing in the areas that our coach has been focusing on in phonics and PA. Fifty-one percent of students made one grade level or more gains in the iReady assessments."

As indicated in Table 5 above, some principals observed changes in student data that was potentially associated with the receipt of ReadOhio coaching. In this initial year, rigorous examination of impacts on student outcomes was not conducted, because of the delayed timeline from the temporary restraining order and the focus on implementing the coaching framework. However, at the end of the school year, coaches were asked to provide any available progress monitoring data for grade levels where coaching occurred most intensively. Promising outcomes from the data shared are presented in Appendix A and show signs improvements in students' reading achievement. Additional information regarding open-ended feedback responses from principals is provided in Appendix B.

Key Findings and Conclusions

Data from the first year of ReadOhio coaching illustrate that implementation was successful in many ways and provides a solid foundation for continuing to expand services to even more schools and educators. This first evaluation focused on the initial implementation efforts for year one of ReadOhio coaching and yielded several important findings.

Initiating a new statewide coaching program requires extensive time for hiring and training. The Department spent the fall of 2023 focused on these activities and ensuring that coaches had the knowledge, support, and resources to effectively implement coaching in their assigned school(s). With that consideration, the volume of coaching that occurred in this short period of time is both remarkable and impressive. A total of 33 coaches were able to provide over 5,600 coaching sessions within only six months to both building leaders and teachers. Furthermore, coaches across the state provided very consistent support within the four-level coaching framework and with respect to the coaching topics of interest. As described earlier, the Ohio coaching model was developed to address both system-level and classroom-level needs, with student data as the focus and intended variable of change. The fact that coaching sessions were directed to both building leaders and teachers across the four levels of support, and that the topics included in these sessions largely focused on student data is evidence of effective initial implementation of the coaching model.

Second, this evaluation highlights the coaches' success in building trust and developing relationships with both teachers and principals. With few exceptions, the majority of ReadOhio coaches were unfamiliar with the building principals and teachers at the onset of their work, and therefore needed to dedicate time to foster strong relationships within the building. As such, a critical outcome for this first year of coaching was the high level of satisfaction as reported by the teachers and building leaders. Results showed overwhelmingly that coaches were successful in this aspect. Building leaders unanimously expressed gratitude and satisfaction with their coaching experience. Despite a low response rate to the end-of-year survey from teachers, those who did participate expressed a high level of satisfaction with the coaching; in the 2024-2025 school year, the Department will engage in more concerted efforts to obtain this information from more teachers.

Finally, although measurable change in teacher practice and student outcomes was not investigated, both teachers and principals provided data regarding the perceived impacts from ReadOhio coaching. Of note, areas where teachers and principals noted change in their practice aligned with the topic areas in which they received coaching. Although this is self-reported data, this outcome suggests that teachers and principals had opportunities to practice what they learned. In the next year of ReadOhio coaching, observational data from classroom learning walks will be gathered to further corroborate these preliminary findings and quantify the positive impacts from coaching. Learning walks are a method of observing teaching practices in a systematized way so that feedback can be provided and change in teacher practice can also be measured. ReadOhio coaches will be provided with a standardized learning walk form to use at the

beginning and end of the year to obtain consistent information about the impacts from coaching on instructional practices.

In sum, results and data from the first year of ReadOhio coaching indicate that the initial implementation efforts were overwhelmingly successful, both in terms of the quantity and quality of coaching that was provided across the state. Coaching at all four levels was perceived as valuable and effective, and the coaching efforts across the four levels for both teachers and building leaders was consistent across the four regions. Moreover, the coaching topics most frequently reported reflected the intent of Ohio's coaching model in that it was centered on student data. Considered all together, this suggests that the first year of activities pertaining to coaching laid a solid grounding for the upcoming year, when additional coaches will be trained to implement Ohio's coaching model in high-need schools across the state.

Looking Ahead

ReadOhio coaching for the 2024-2025 school year will support even more teachers and students compared to the previous year. Eighty-four coaches began training in August 2024, and a total of 109 additional schools were identified to receive coaching services. In addition to broader reach, this next year of coaching will be further enhanced by some lessons learned from the inaugural year. First, although the ReadOhio newsletter was an equitable way to reach all teachers in ReadOhio school buildings, the team will consider additional ways to communicate with staff that may be more engaging than a newsletter.

Second, in addition to coaches logging all coaching activity through the project's data dashboard, the four regional coaching coordinators will also use the dashboard to record their interactions with the coaches. This information will not only help the regional coaching coordinators to track their activities and progress but will also allow the Department's coaching administrator to provide more tailored supports to the coaching coordinators.

Third, last year's trainings focused separately on the student-focused approach and the four level framework of coaching services which led to some initial confusion regarding how to incorporate that approach within the leveled framework. This year, training will reflect an integrated approach so that coaches have a clear understanding of how to implement student-focused coaching at each of the four levels. In addition, a Coaches Playbook was developed to provide clear templates and examples for engaging with district leaders, designing coach service delivery plans, and monitoring supports provided.

As noted above, there will be additional data points throughout the school year to more rigorously measure impacts on teacher practice and student outcomes. The classroom walkthrough, for example, will be documented using a standard form for teachers in the grade level that is targeted for completion three times a year (fall, winter, and spring). Similarly, student data will be collected in a standardized way twice a year for the grade levels of teachers receiving coaching.

The next evaluation report will also examine differences in teacher and student outcomes for schools that received two years of coaching compared to one year, which may serve as additional data regarding the need to continue funding the important work of literacy coaching in Ohio.

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Appendix A. Student Data from Schools Receiving ReadOhio Coaching

As stated in the attached report, the primary focus of the first year of ReadOhio coaching was to initiate the coaching programming, develop relationships with school building leaders and teachers, and implement Ohio's coaching model with integrity, including use of the data collection systems. However, the ultimate goal of literacy coaching is to effect change on student outcomes. To that end, coaches shared progress monitoring and/or screening data specific to the grade levels that were targeted in their coaching sessions. Note that these data cannot be interpreted as causally related to coaching but do demonstrate promising and positive growth in students' reading achievement, even within the relatively short window of time that classroom-focused coaching occurred.

Given the wide range of grade levels targeted and progress monitoring tools used, a standardized approach to approximating gains in reading outcomes could not be calculated. Rather, this appendix to the report includes some snapshots of coaching data and student outcomes from one school in each of the four state regions. Next year, coaches will submit student data at three timepoints to support a more comprehensive analytic approach to examining associations between coaching and student outcomes.

Taft Elementary, Youngstown City Schools Northeast Region Grade levels coached: 4th and 5th grade 98 coaching sessions, primarily between January and April of 2024	
4th grade	• 5% increase in students at or above grade level in reading composite scores from beginning to end of year. • 18% decrease in students scoring well below grade level this year in their reading composite scores compared from beginning to end of year.
5th grade	• 15% increase in students at or above grade level on a measure of oral reading fluency accuracy, from beginning to end of year. • 7% decrease in students scoring well below grade level on a measure of oral reading fluency accuracy, from beginning to end of year.

Crestline Elementary, Crestline Exempted Village School District Northwest Region Grade levels coached: 2nd grade 96 coaching sessions, primarily between January and April of 2024	
2nd grade	• 3% increase in students scoring at or above benchmark from beginning to the middle of year. • 21% increase in students scoring at or above benchmark from the middle to end of year.

East Bridge Academy of Excellence Southeast Region Grade levels coached: Kindergarten 78 coaching sessions, primarily between January and May of 2024	
Kindergarten	• 9.4% increase in students' scores on a measure of letter naming from the middle to end of year. • 21% increase in students' scores on a measure of letter-sound correspondences from the middle to end of year.

North College Hill Elementary, North College Hill City Schools Southwest Region Grade levels coached: 2nd and 3rd grades 211 coaching sessions, primarily between January and May of 2024	
2nd grade	• 18% increase in students at or above grade level in accuracy scores from beginning to end of year. • 25% decrease in students deemed as "at risk" from beginning to end of year.
3rd grade	• 10% increase in students at or above grade level in accuracy scores from beginning to end of year. • 21% decrease in students deemed as "at risk" from beginning to end of year.

Appendix B. Principal Feedback Regarding ReadOhio Coaching

At the end of the school year, principals were asked to complete a short questionnaire to provide feedback about their school's ReadOhio coaching experience. Below are some exemplar responses to questions about why principals felt that specific aspects of coaching were valuable for their schools and teachers, and questions regarding future ideas and changes they hoped to see for the upcoming year. Responses reflect a high degree of involvement and knowledge regarding systems-level support for change in instruction practice. In addition, responses to questions about future planning suggest a desire for more coaching support, as a result of seeing change and improvements in their school building.

Survey question	Response	School
Please explain why coaching support was particularly valuable.	*Our coach has been amazing at helping us at all levels within our building. She has helped us streamline assessments, aided in teacher-based team meetings and allowed us to make plans for the upcoming school year.*	Garfield Elementary/Wellsville Local Schools (Grades K-1)
	Universal support has benefitted our school as we create our Reading Achievement Plan and decision trees. The teacher-based teams have benefitted from training and support for walk to intervention as we have piloted it. Several teachers have asked for peer coaching and modeling of curriculum which has benefitted their classrooms and students.	LaCroft Elementary/East Liverpool City Schools (Grades K-4)
	[Our coach] is able to read the staff and get to know them and use that information to support the staff. Teachers are really starting to buy into the coaching and support and this group of teachers don't buy in easily. Our coach has been a valuable part of the team.	Schnee Learning Center (Grades 9-12)
What future changes do you hope to implement as a result of receiving ReadOhio coaching support?	*I hope we can continue to improve small group teaching and progress monitoring. I am also hopeful that with the Science of Reading professional development modules staff become more aware of how important it is to implement tier 1 and tier 2 curriculum with fidelity.*	Summit Academy for Alternative Learners Lorain (K-8)

Survey question	Response	School
	Continuing to strengthen the effectiveness of our interventions through more consistent coaching cycles and a stronger focus on adult implementation.	William H. Taft Elementary/Youngstown City Schools (Grades PreK-8)
What are you and your teachers most looking forward to for the next year of ReadOhio coaching supports?	*Focusing on the early learning and using the skills and knowledge our coaches built this year in new learning. They both worked very hard in giving teachers voice in choosing high quality instructional materials to use for next school year.*	Monroeville Elementary School/ Monroeville Local Schools (Grades K-5)
	Continued professional development around the Science of Reading, but also leveraging our ReadOhio coach in closing the academic gap of our middle schoolers by helping us set up an intervention framework for teachers to teach and students to get quality instruction.	Willard Middle School/Willard City Schools (Grades 6-8)