



**THE HEART
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Literacy Academy 2025

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READOHIO COACHING; POINTS OF PROGRESS, LESSONS LEARNED, FUTURE REPLICATION

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Success



OBJECTIVES

- Understand the why behind using coaching as an implementation driver.
- Learn about Ohio's Model for Instructional Coaching for Literacy
- Understand the potential impact of coaching based on the demonstrated impact of ReadOhio Coaching.

READOHIO DRIVERS



Instruction aligned with the science of reading in all Ohio schools



Implementation of Ohio's Plan to Raise Literacy Achievement across prek-12



Professional learning grounded in the science of reading



Implementation of high-quality instructional materials aligned with the science of reading



Strong multi-tiered system of supports, including intervention intensification



Literacy coaching supports



LITERACY COACHING UNDER HB33

- Funding for the Department of Education and Workforce in FY24 and FY25 to support coaches to provide literacy supports to school districts, community schools, and STEM schools with the lowest rates of proficiency in literacy based on their performance on the English language arts assessments prescribed under section 3301.0710 of the Revised Code.
- Coaches shall have training in the science of reading and evidence-based strategies for effective literacy instruction and intervention and shall implement Ohio's Coaching Model, as described in Ohio's Plan to Raise Literacy Achievement.

COLLABORATIVE PARTNERSHIPS

Ohio Department
of Education and
Workforce

State Support
Teams

Educational
Service Centers

District Partners

READOHIO COACHES

- The ReadOhio Coach will serve as a focused building literacy coach
- Coaches will support:
 - Implementation of effective literacy instruction at the classroom and building level, based on student data
 - Implementation of a multi-tiered system of support for literacy

READOHIO – COACHING

Fast Facts, Year 1

- 53 districts and community schools
- 22 Coaches
- 11 Urban Literacy Specialists
- 4 Regional Literacy Coaching Coordinators

READOHIO – COACHING

Fast Facts, Year 2

- 125 districts and community schools
- 52 Coaches
- 10 Urban Literacy Specialists
- 16 Regional Literacy Specialists
- 6 Adolescent Literacy Specialists
- 4 Regional Literacy Coaching Coordinators

OHIO'S COACHING MODEL

- Universal supports for all educators and administrators in the science of reading
- Supporting team(s) with collaborative problem solving and data-driven decision making
- Data-driven coaching to bolster core instruction and intensify intervention to meet student needs
- Development of building and district processes to support selection and implementation of professional learning and high-quality instructional materials aligned with the science of reading.



COACHING DELIVERABLES

Leadership
Collaboration

Relationship
Building

Communication

Feedback
Loops/Follow
Up

Assessment

Teaming
Structures

Collaborative
Problem Solving

Professional
Learning

Evidence Based
Strategies/HQIM

STUDENT FOCUSED COACHING – ROLES



Teacher/Learner



Collaborative Problem Solver



Facilitator

BUILDING IDENTIFICATION PROCESS

Data (building level data: report card data, diagnostic data, adult implementation data)

- Remember to consider subgroup data, including the number of students identified with a disability.

Principal Leadership (willingness to be engaged in the learning and the processes)

- Have any been engaged in literacy work before?

Strength of the Building Leadership Team

- Reflect on team member make-up – shared leadership and support is key.

Building Culture

- Is there potential for early adopters?
- Is there a system of support for literacy?

Instructional Materials and Teacher Learning

- Is there science of reading alignment?

Literacy Improvement Activities

- What is the status?

ACTION PLANNING

Literacy Coaching Implementation Playbook

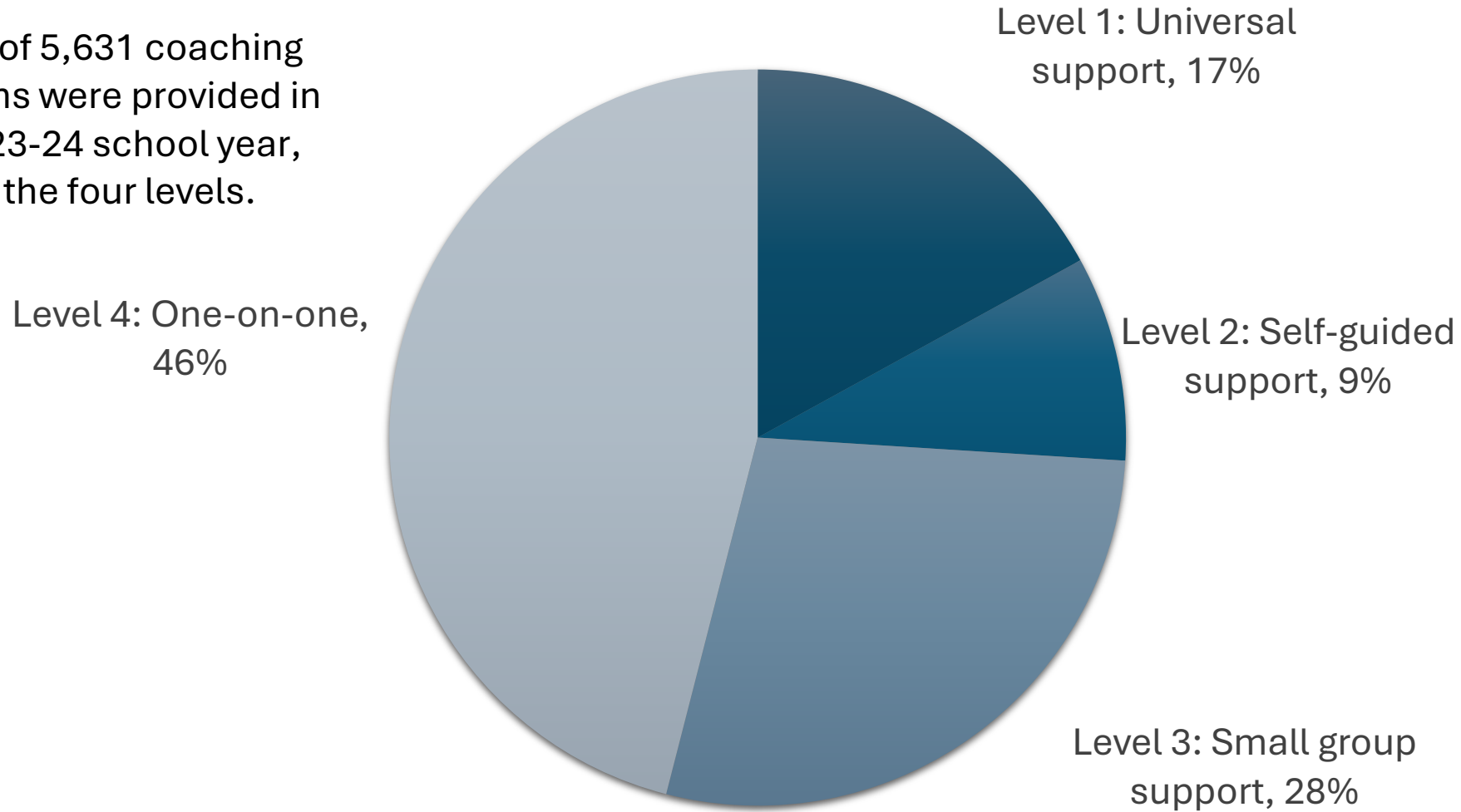


MONITORING OF OHIO'S COACHING MODEL THROUGH READOHIO

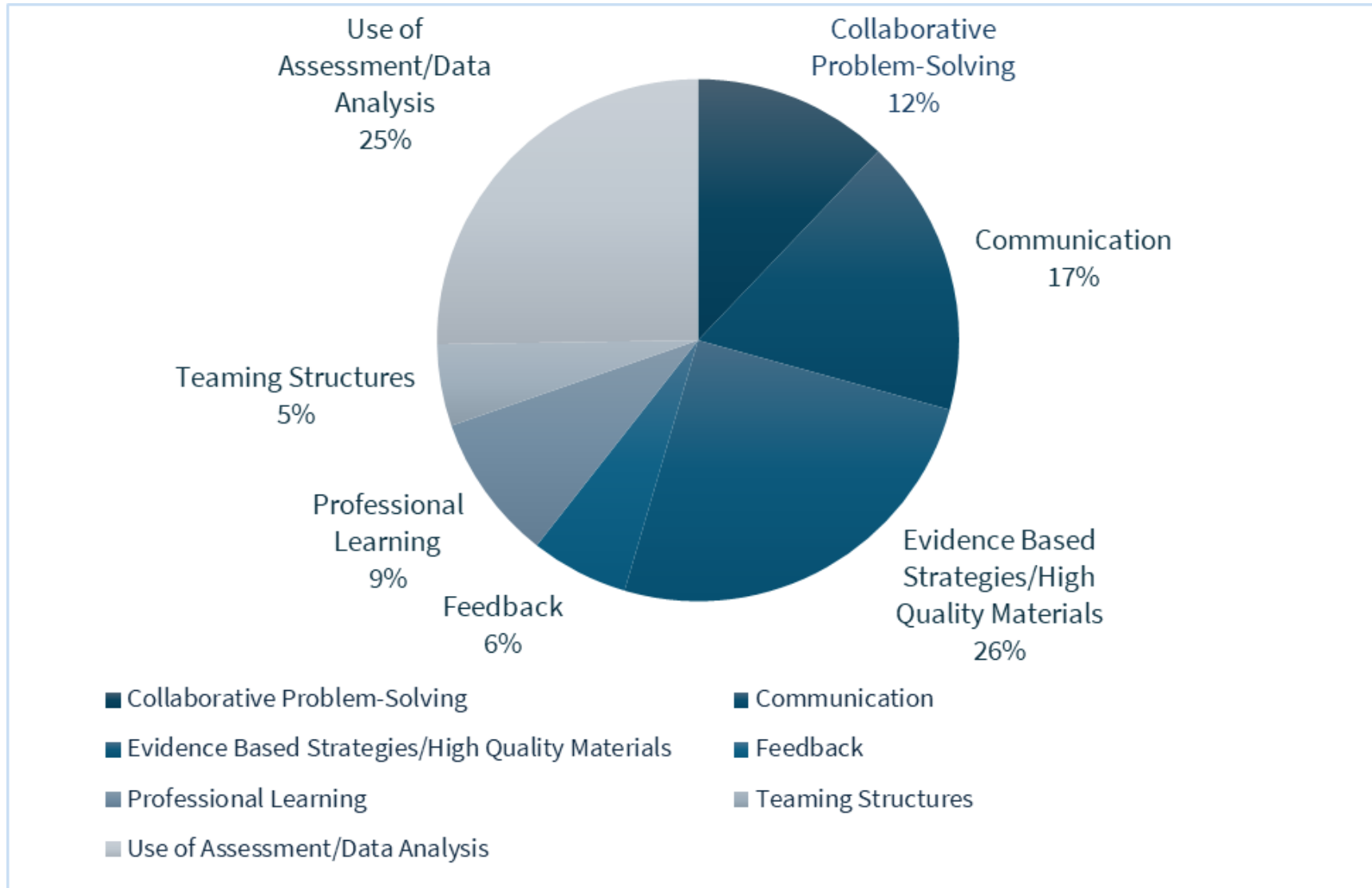
COACHING IMPACTS: YEAR 1

OVERVIEW OF COACHING SESSIONS

A total of 5,631 coaching sessions were provided in the 2023-24 school year, across the four levels.

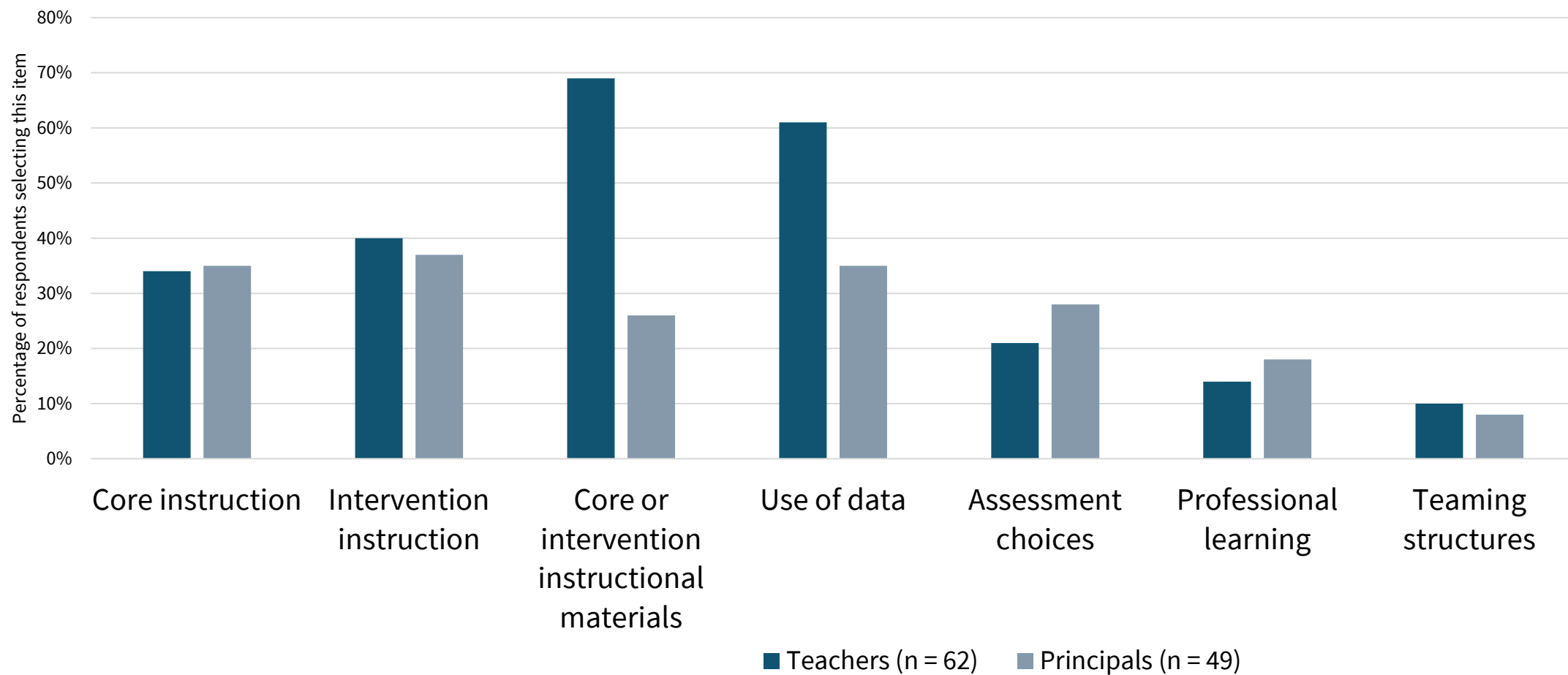


CONTENT OF COACHING SESSIONS



PERCEIVED IMPACTS

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)

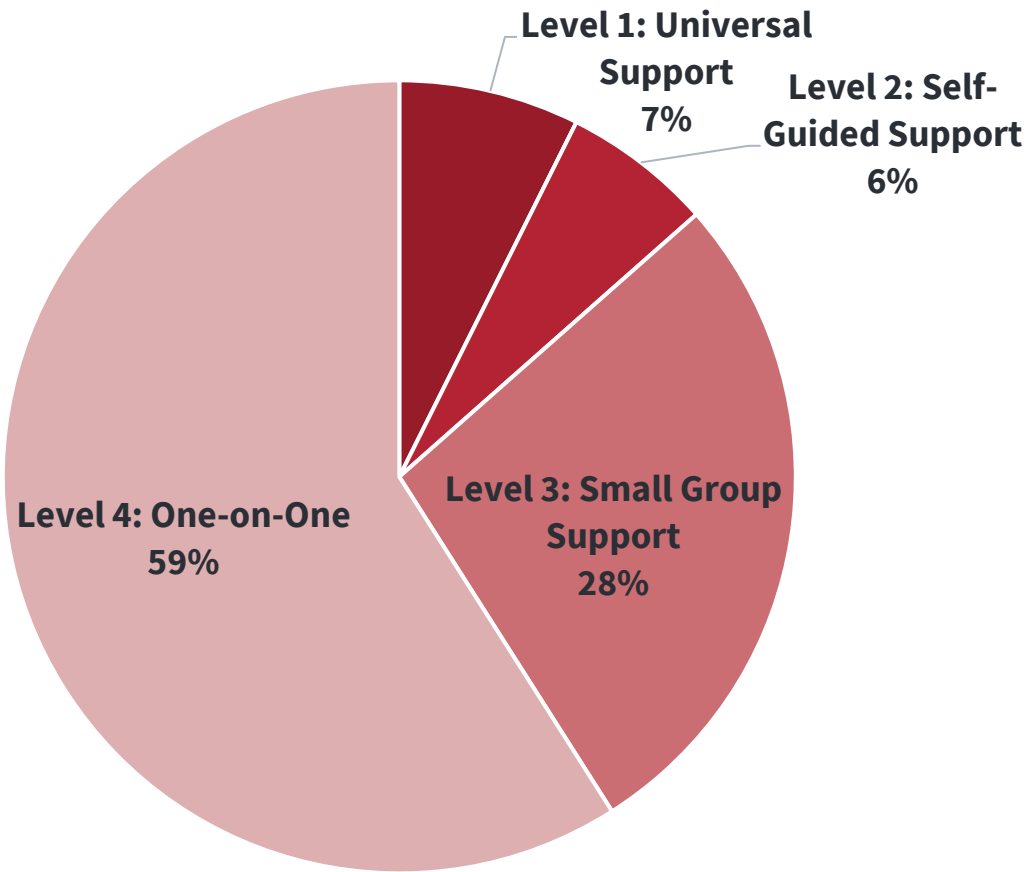


COACHING IMPACTS: YEAR 2

OVERVIEW OF COACHING SESSIONS

As of 5/30/25, 33,318 coaching sessions were provided in the 2023-24 school year, across the four levels.

Level	Year 1	Year2
1: Universal	17%	7%
2: Self-guided	9%	6%
3: Small group	28%	28%
4: One-on-one	46%	59%



CONTENT OF COACHING SESSIONS

Topic	Year 1	Year 2
Evidence Based Strategies/High Quality Materials	26%	37%
Use of Assessment/Data Analysis	25%	22%
Communication	17%	17%
Collaborative Problem Solving	12%	9%
Professional Learning	9%	5%
Teaming Structures	6%	5%
Feedback	5%	4%

MEASURES FOR YEAR 2

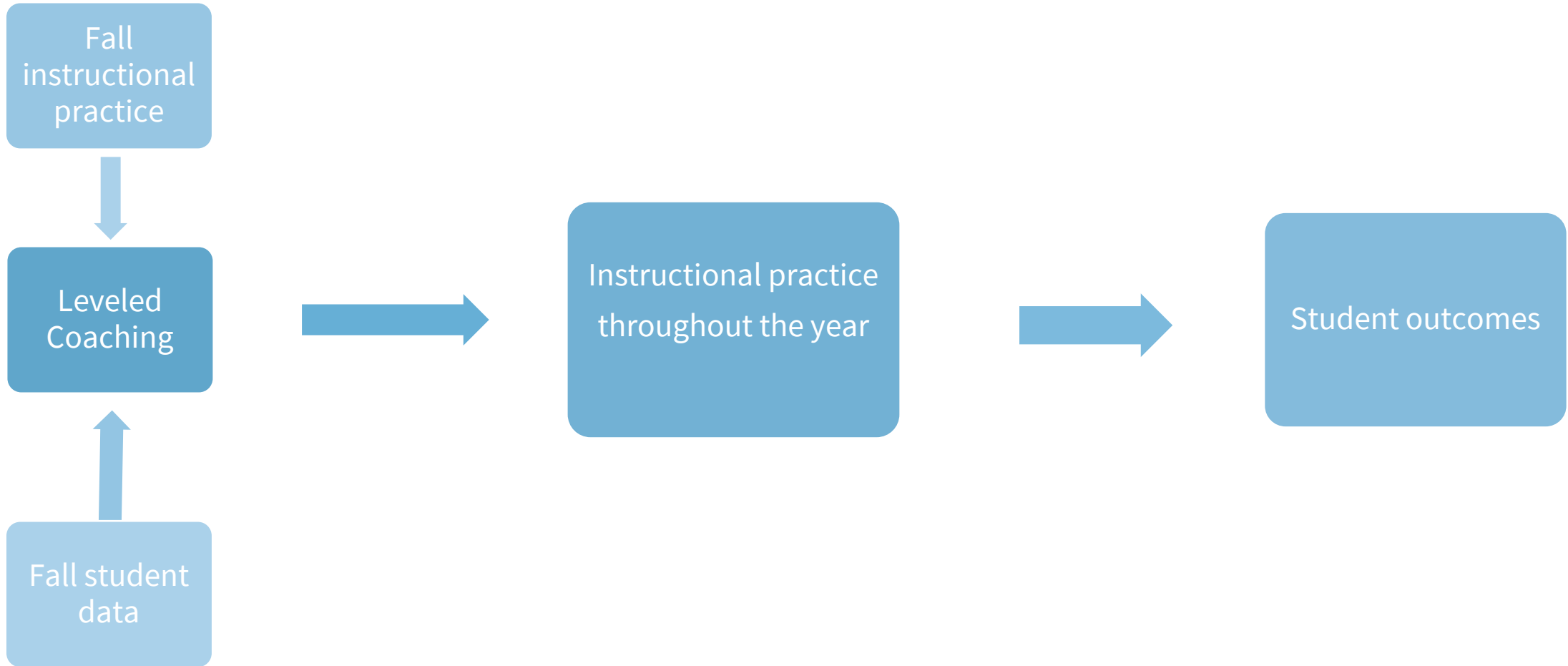
- **Implementation Data**

- Quantity and content of coaching – data dashboard

- **Impact Data**

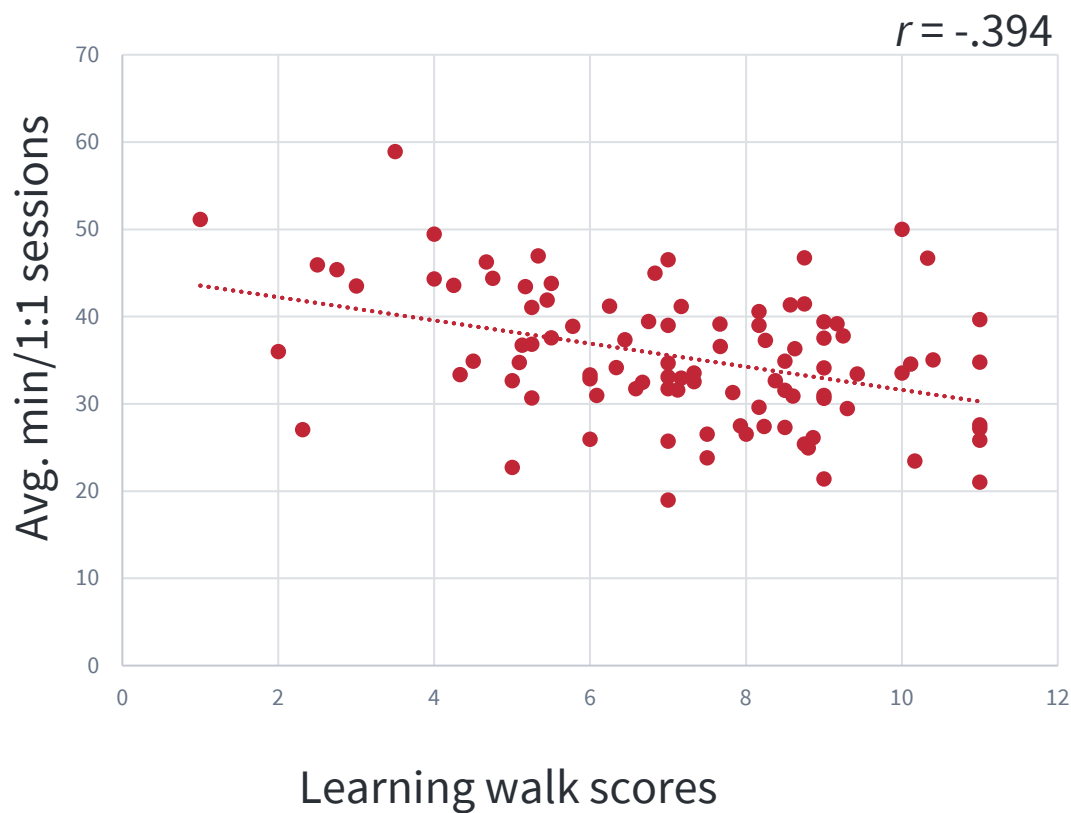
- Instructional practices – Fall and Spring
- Student data – Fall, Winter, Spring

MEASURES: OUR THEORY OF ACTION

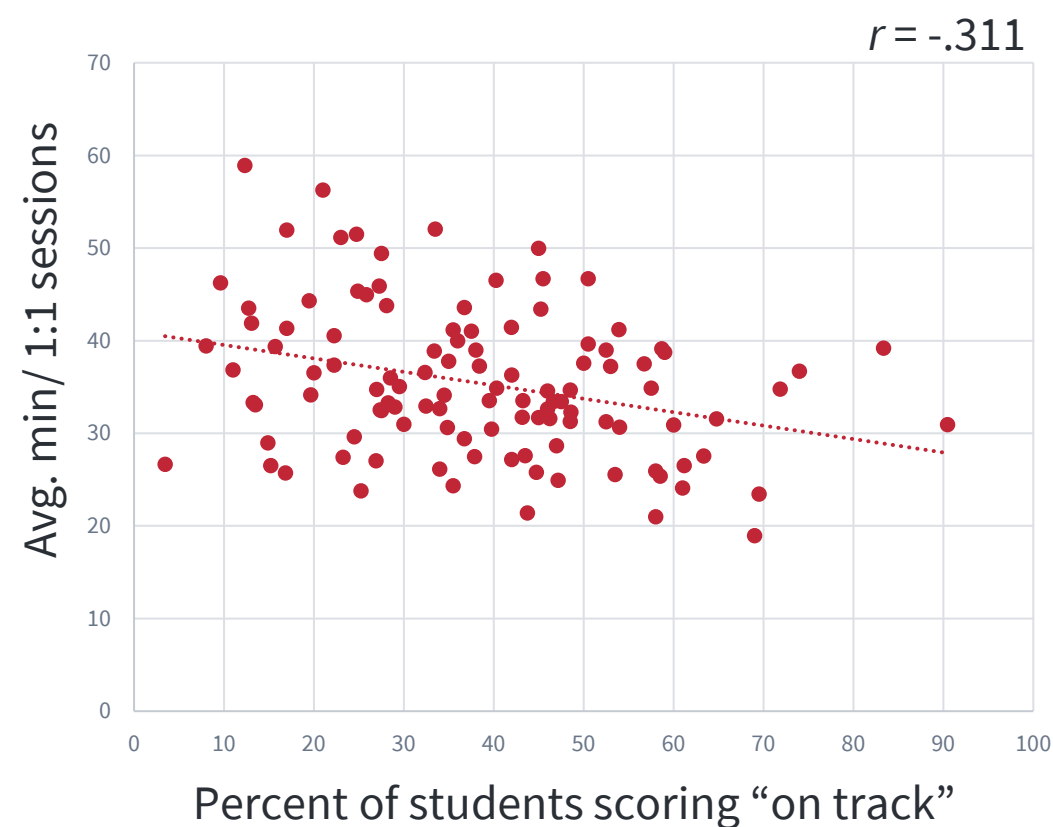


WHAT DRIVES COACHING DELIVERY?

Inverse correlation between fall learning walk scores and average minutes per 1:1 coaching sessions



Inverse correlation between fall student data and average minutes per 1:1 coaching sessions



OUTCOME DATA – PRELIMINARY RESULTS

	Fall Mean (SD)	Spring Mean (SD)
Learning Walks (0-11)	7.13 (2.3)	8.4 (1.6)**
Students scoring on track (0-100%)	38.5% (17%)	48.5% (19.7%)**

*** indicates fall and spring are significantly different, $p < .01$*

QUESTIONS?

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