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Literacy Academy 2025

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Improving Reading Outcomes: Literacy Interventions for Middle and High School Students

Jennifer Walker, Ohio Adolescent Literacy Specialist

Tiffany Varney, Youngstown City Schools, Executive Director of Teaching and Learning

OBJECTIVES

- Identify key literacy intervention strategies in middle and high schools.
- Understand how data informs personalized literacy instruction and monitors student progress.
- Explore student engagement practices, such as goal setting and self-monitoring, to improve motivation and reading outcomes.

MTSS NON-NEGOTIABLES

Full administrative support

Intervention time in master schedule

Literacy instruction by all content-area teachers – collaboration

Intervention as a **supplement** to Tier 1 instruction not in place of

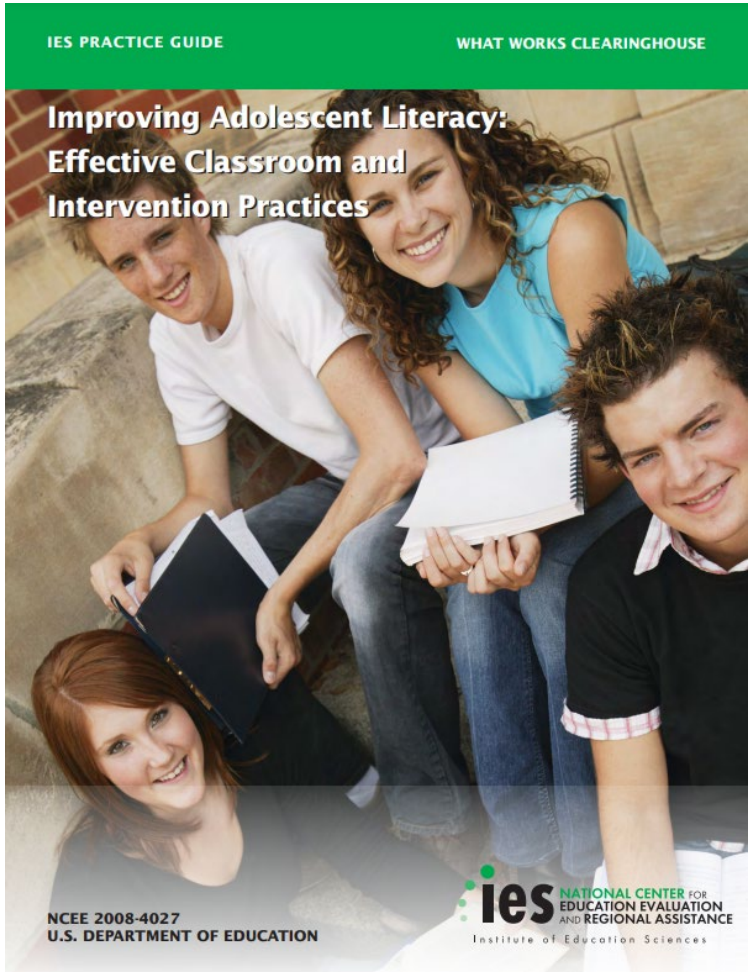
Ongoing professional development – Science of Reading

Clearly developed and communicated data-based decision making

Fidelity of instructional practices/programs

MTSS Non-Negotiables	Exploration	Installation	Initial Implementation	Full implementation
Full administrative support				
Intervention time in master schedule				
Literacy instruction by all content-area teachers – collaboration				
Intervention as a supplement to Tier 1 instruction not in place of				
Ongoing professional development – Science of Reading				
Clearly developed and communicated data-based decision making				
Fidelity of instructional practices/programs				

IES GUIDE RECOMMENDATIONS



2. Provide direct and explicit comprehension strategy instruction.

3. Provide opportunities for extended discussion of text meaning and interpretation.

4. Increase student motivation and engagement in literacy learning.

5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

Improving adolescent literacy: Effective classroom and intervention practices. IES Practice Guide, 2008

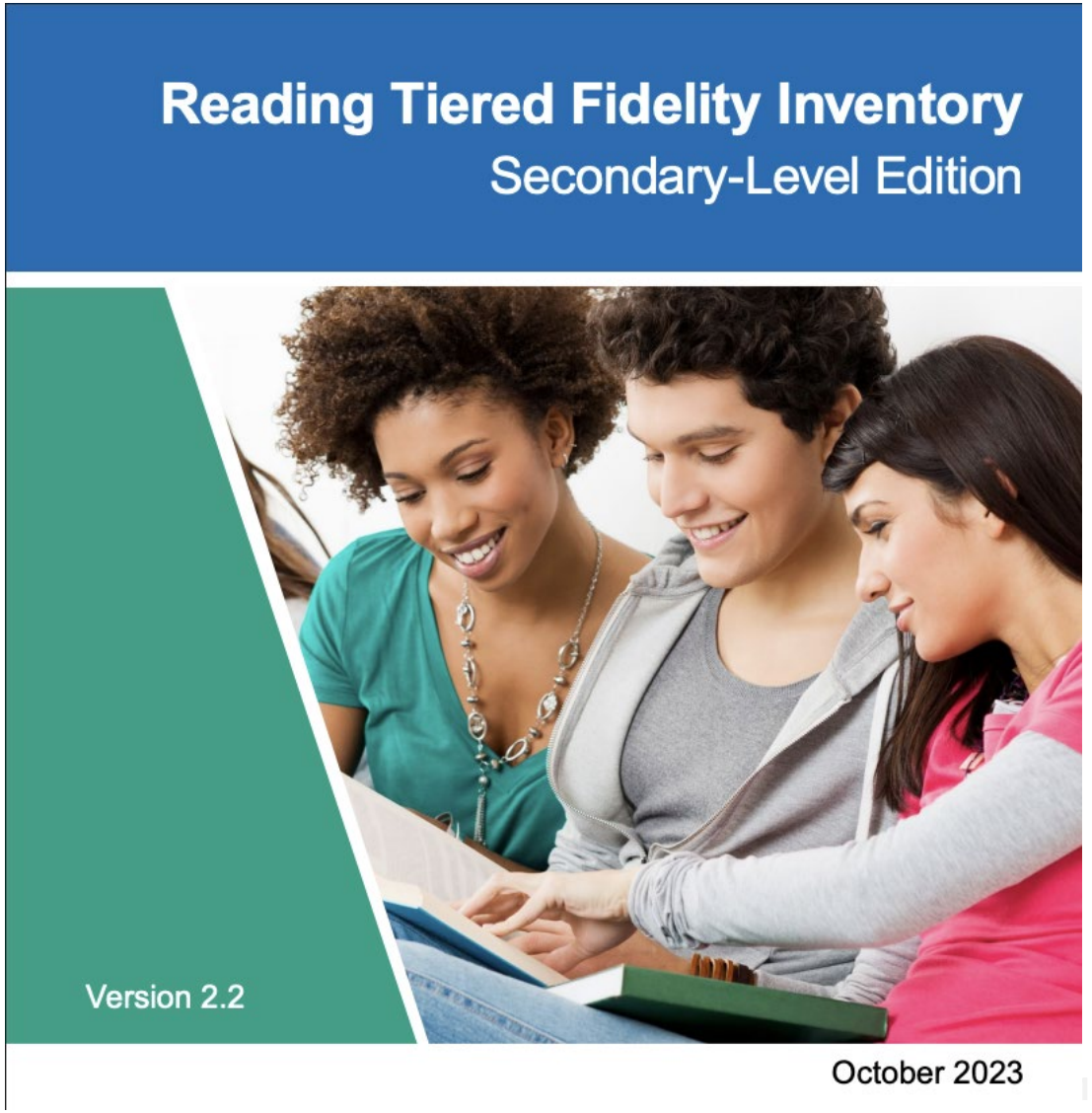
INTERVENTION PLANNING QUESTIONS

- How students will be identified as having skill gaps
- How students will be matched to available interventions
- How student progress will be monitored
- How decisions will be made about intensifying support
- How schoolwide resources will be identified and allocated

USING THE R-TFI ADVANCED TIERS AS A ROAD MAP

Reading Tiered Fidelity Inventory (R-TFI)

Note-taking document



READ Ohio Literacy Academy 2025

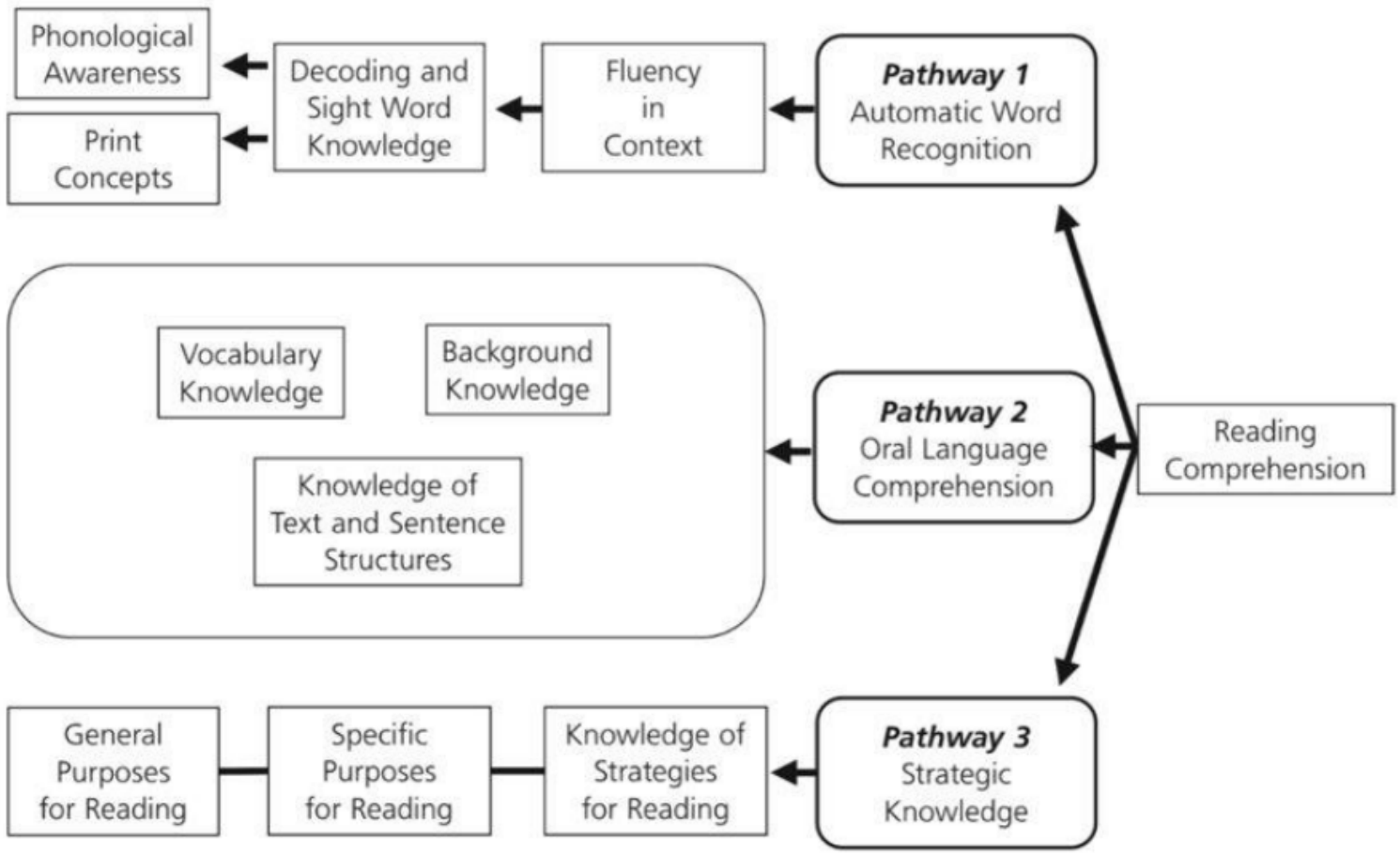
YOUNGSTOWN CITY SCHOOL DISTRICT'S LITERACY LABS IN MIDDLE AND HIGH SCHOOL

PLANNING FOR LITERACY LABS: THE LOGISTICS

- Full-time staff and dedicated instructional coach
- Data-driven student placement into Literacy Labs
- Targeted interventions based on decision rules
- High school students earn elective credit
  - EMIS Code 050199: Intervention Reading—supports students struggling with reading comprehension using Ohio ELA standards

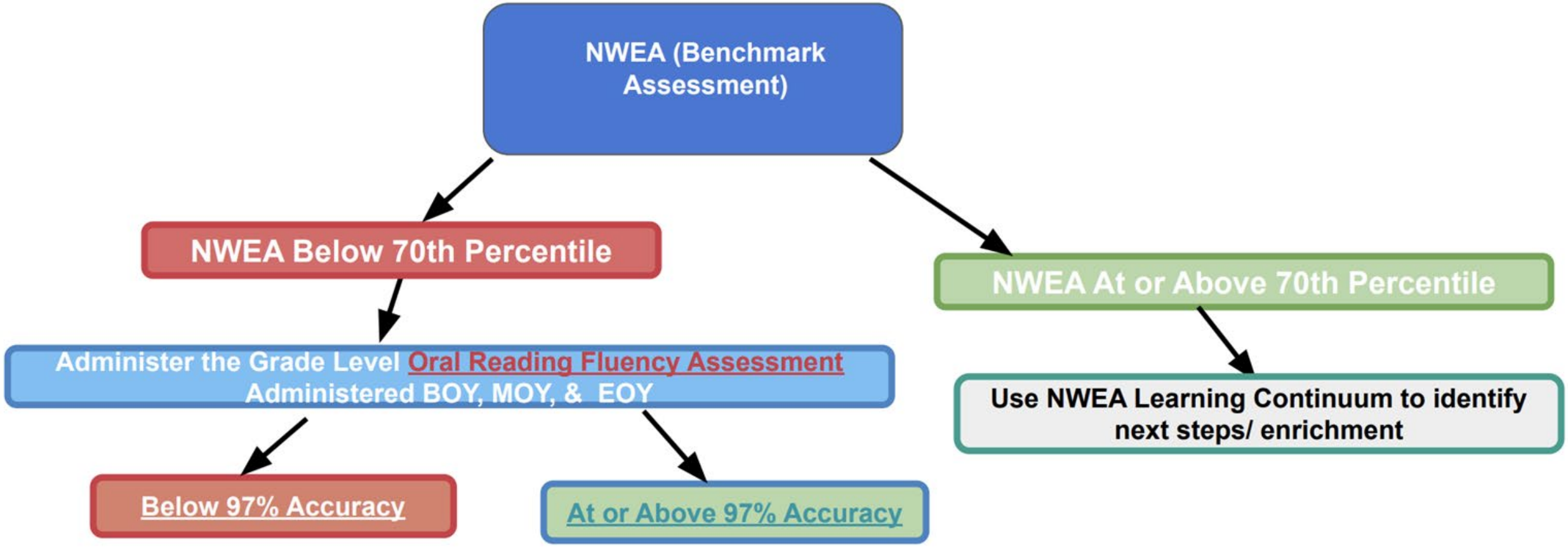
BUILDING DECISION RULES USING THE COGNITIVE MODEL

1. Can the student read grade-level texts with automatic word recognition and appropriate expression?
2. Can the student comprehend the text's language?
3. Does the student understand the purpose of reading and use strategies to achieve it?



McKenna and Stahl, 2009

YOUNGSTOWN'S LITERACY DECISION RULES



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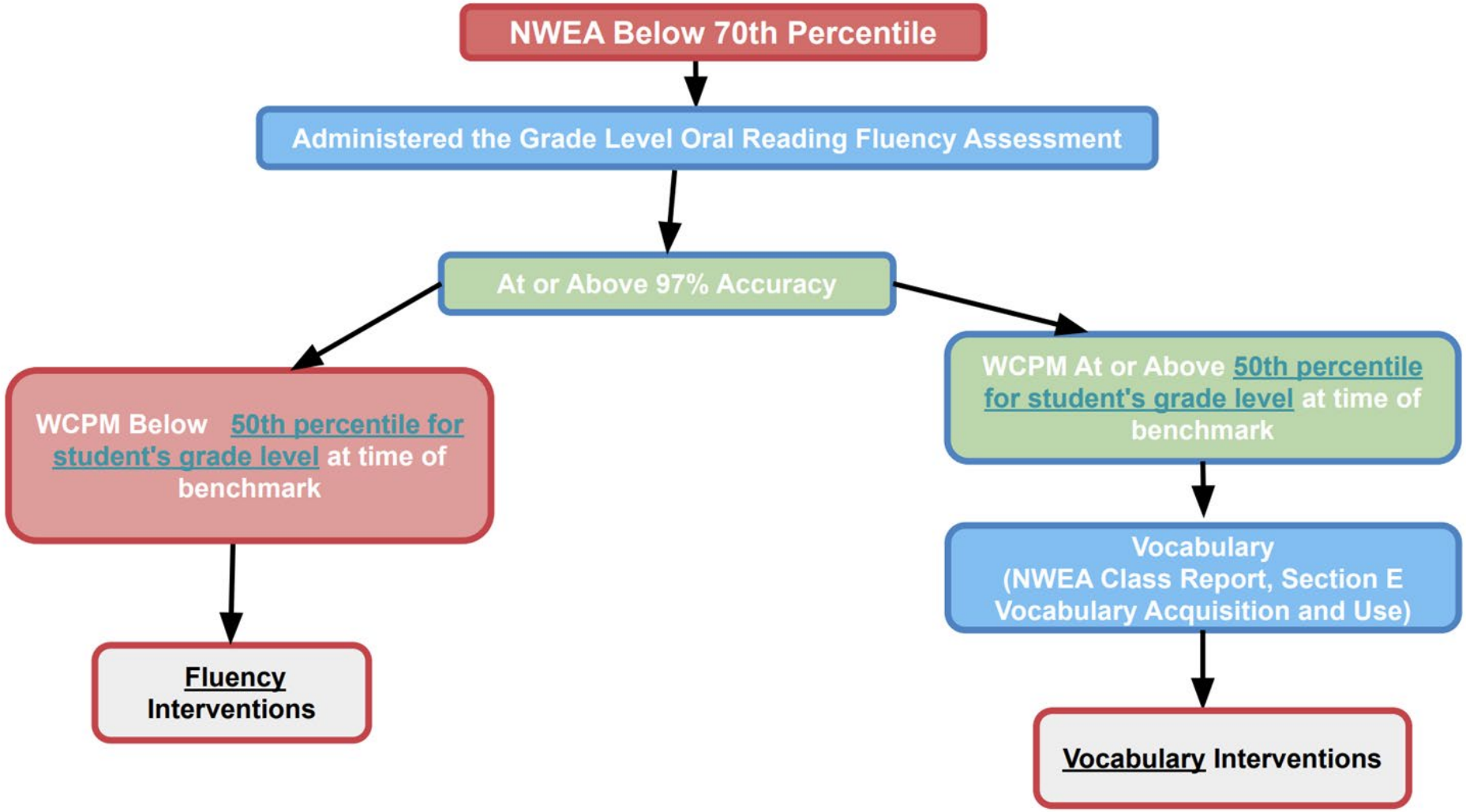

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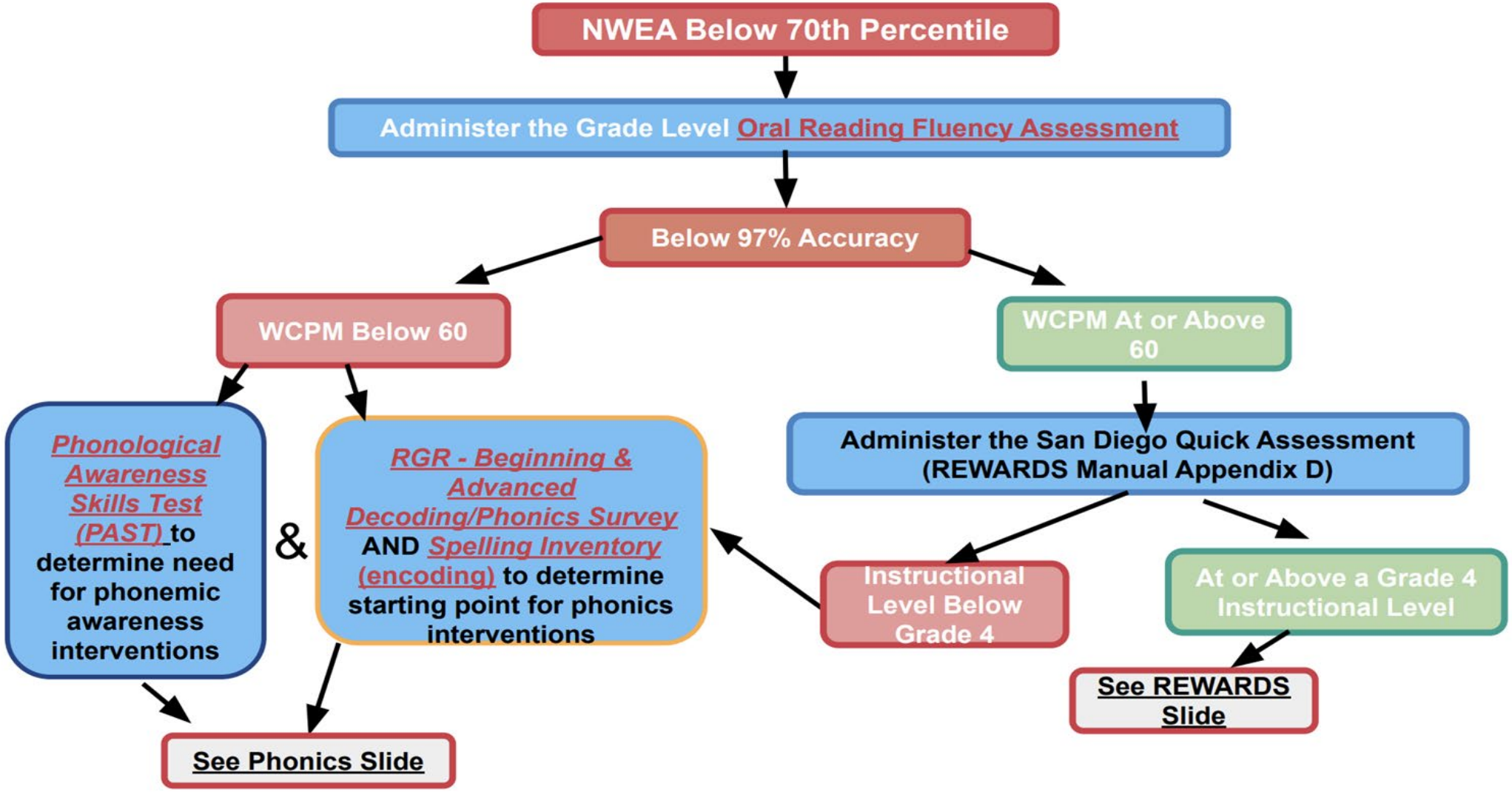

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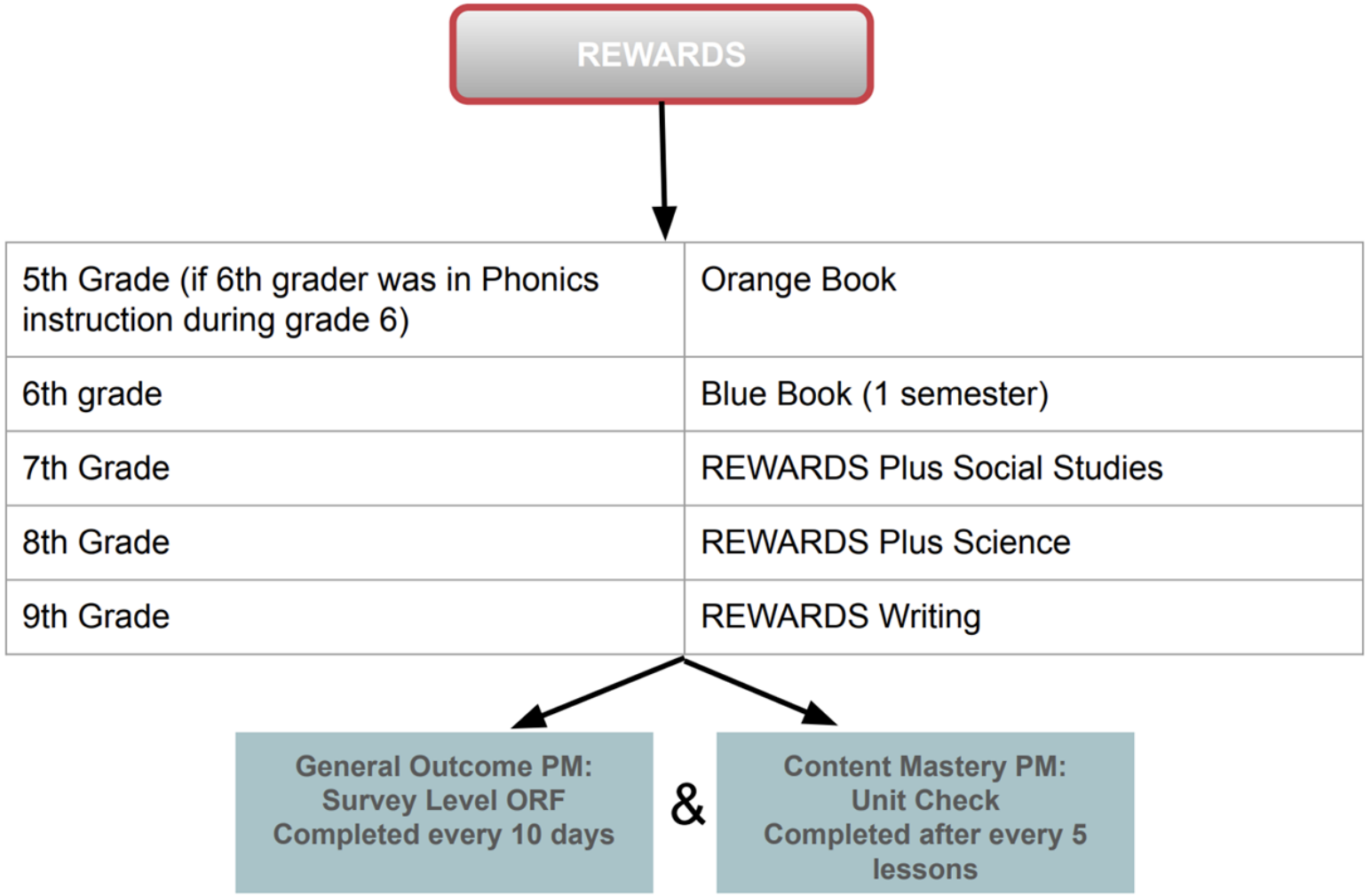


YOUNGSTOWN'S LITERACY DECISION RULES

Phonics

RGR - Beginning & Advanced Decoding/Phonics Survey AND Spelling Inventory (encoding)

Interventions
Phonics & Advanced Phonics

- West Virginia Phonics ~Phonics instruction based on lowest mastered skill determined by the assessments above

General Outcome PM:
Survey Level ORF
Completed every 2 weeks

&

Content Mastery PM:
8 words from word work word list reflective of that skill
Completed after 5 days of instruction

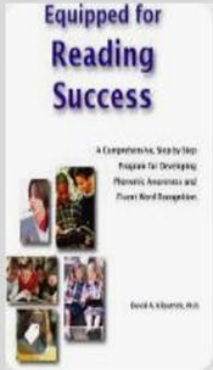
Phonological Awareness Skills Test (PAST)

Below Benchmark

At or Above Benchmark on the PAST(Automatic on levels D-M)

Interventions

- Use Kilpatrick Equipped for Reading Success 1 min drills for the lowest correct level AND
- Use One Minute Drill How-to Guide for the lowest level at which the student was not correct



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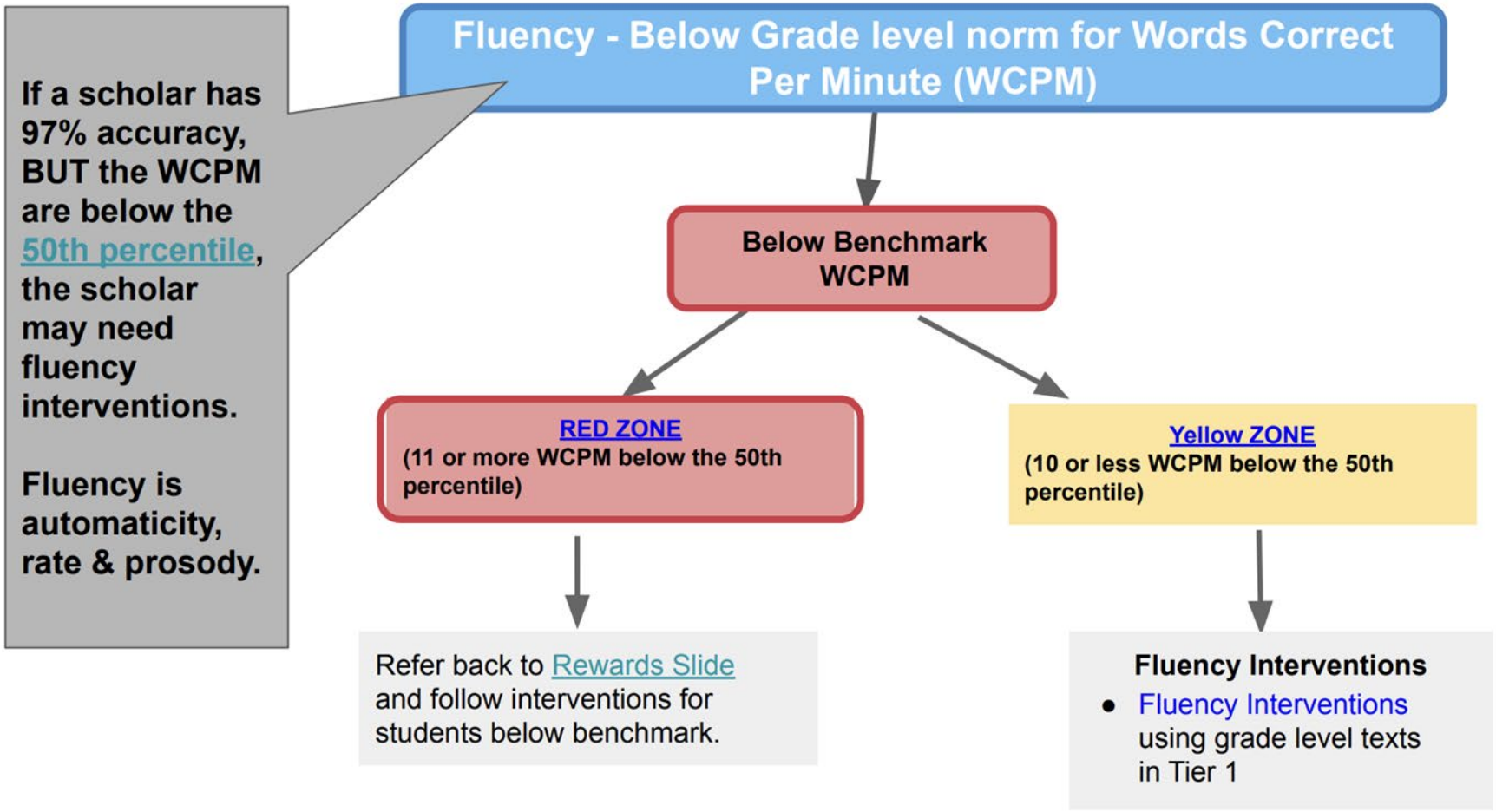

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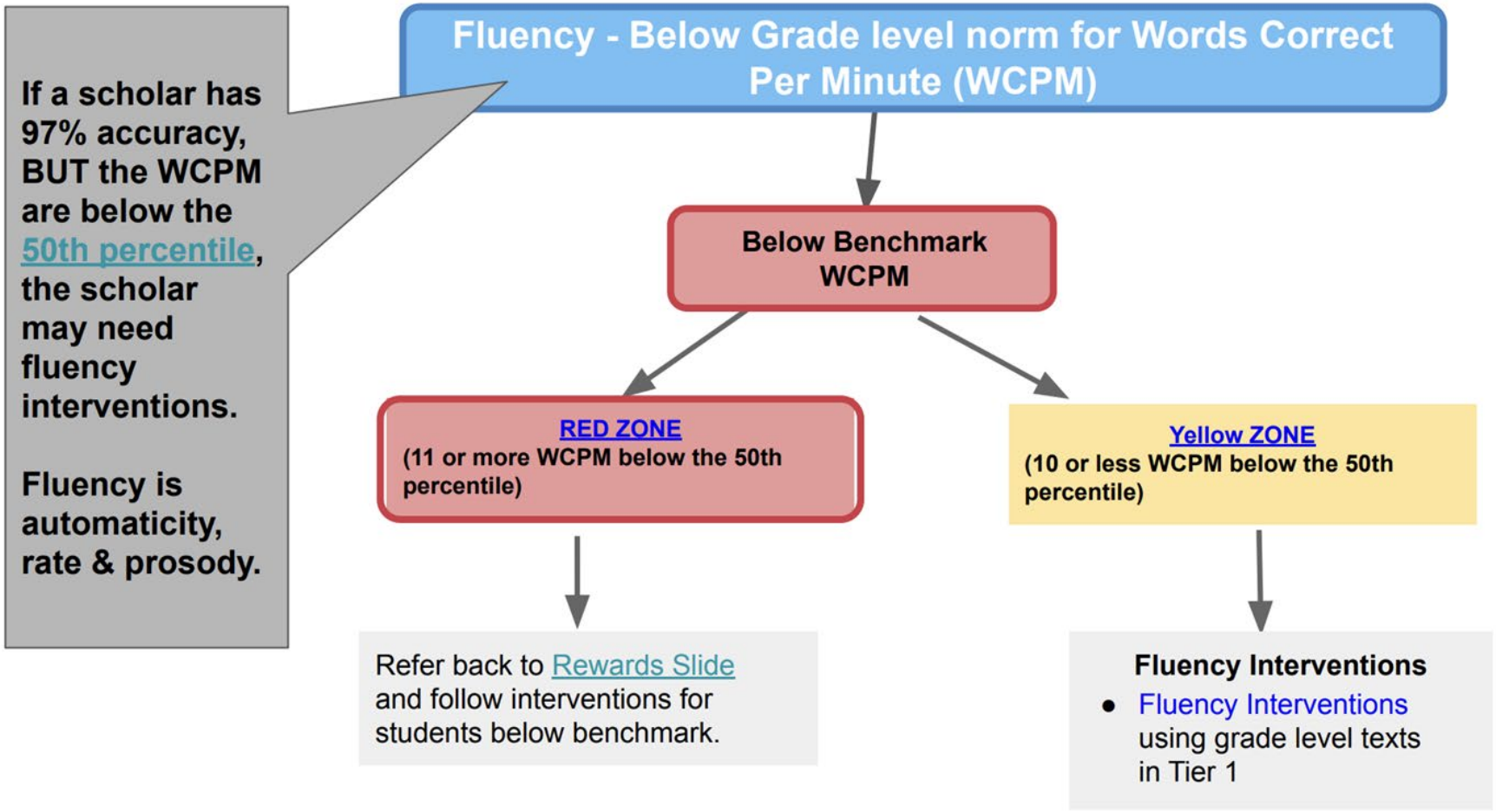

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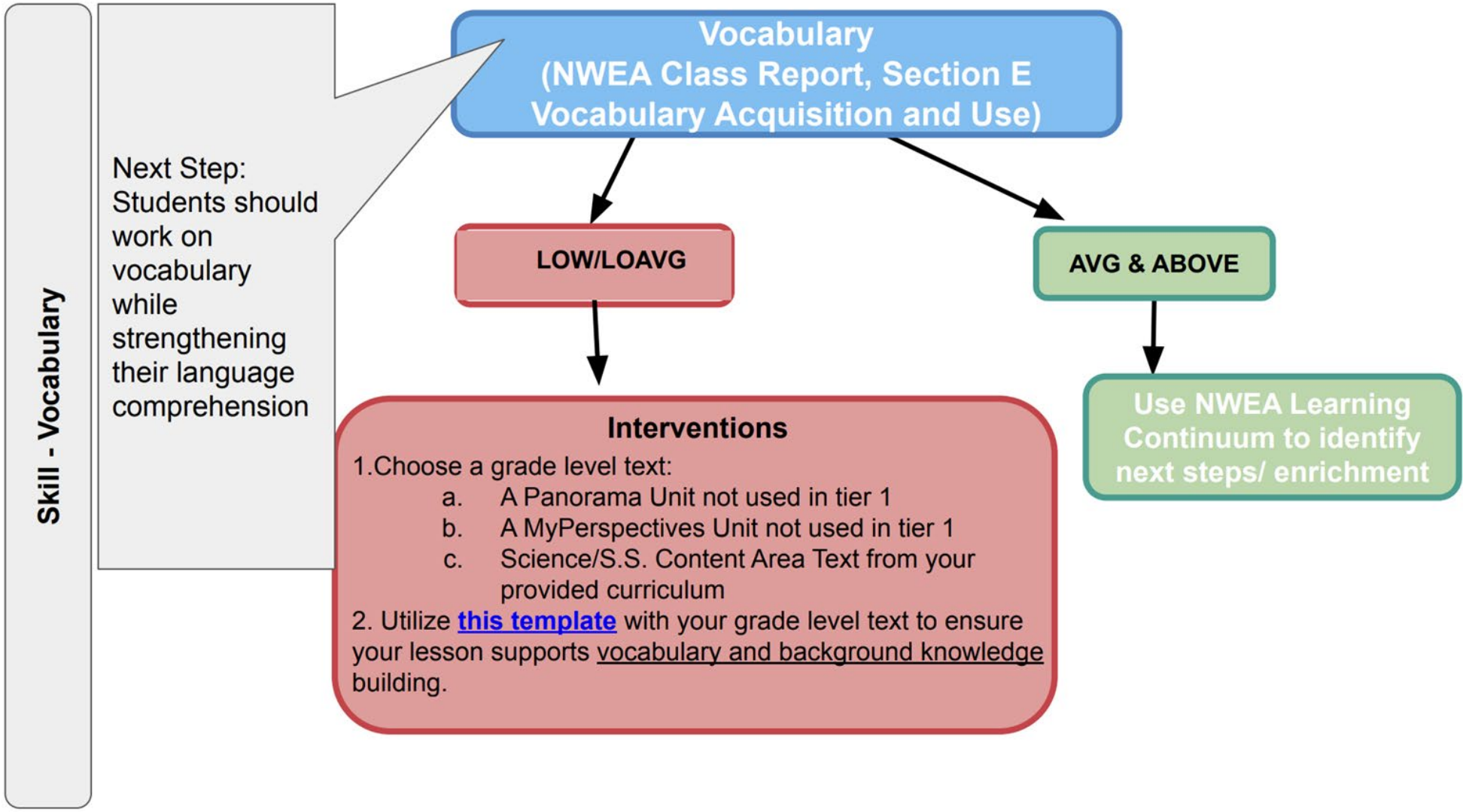


SUPPORTING AND MONITORING STUDENTS

- Utilized the intervention program's progress monitoring tools to track students' skill development and progress
- Employed the Oral Reading Fluency (ORF) assessment to measure growth in reading accuracy and fluency
- Conducted student surveys
- Held student data conferences

STUDENTS' SELF-MONITORING AND GOAL SETTING

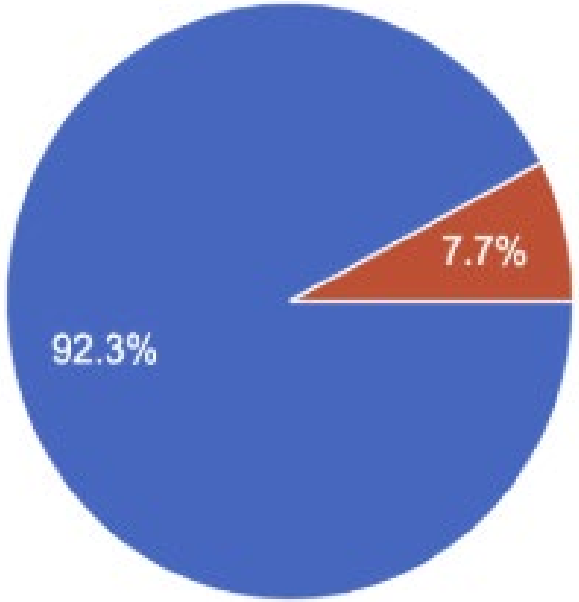
Students:

- Are graded on completion of progress reflections
- Chart their own Oral Reading Fluency progress
- Track their attendance
- Write bimonthly reflections on factors influencing their progress
- Lead conferences to share reflections and progress monitoring

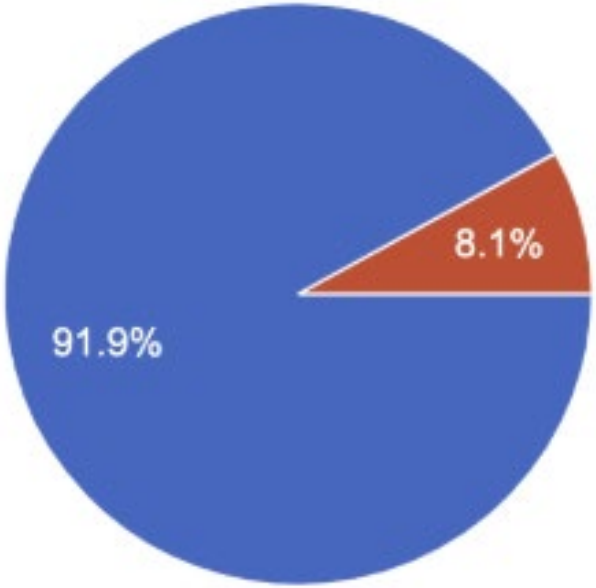
STUDENT FEEDBACK: PERCEPTIONS

Do you think the Literacy Lab helped you to become a better reader?

(Blue = yes)



TIMEFRAME 1



TIMEFRAME 2

LITERACY LAB GROWTH

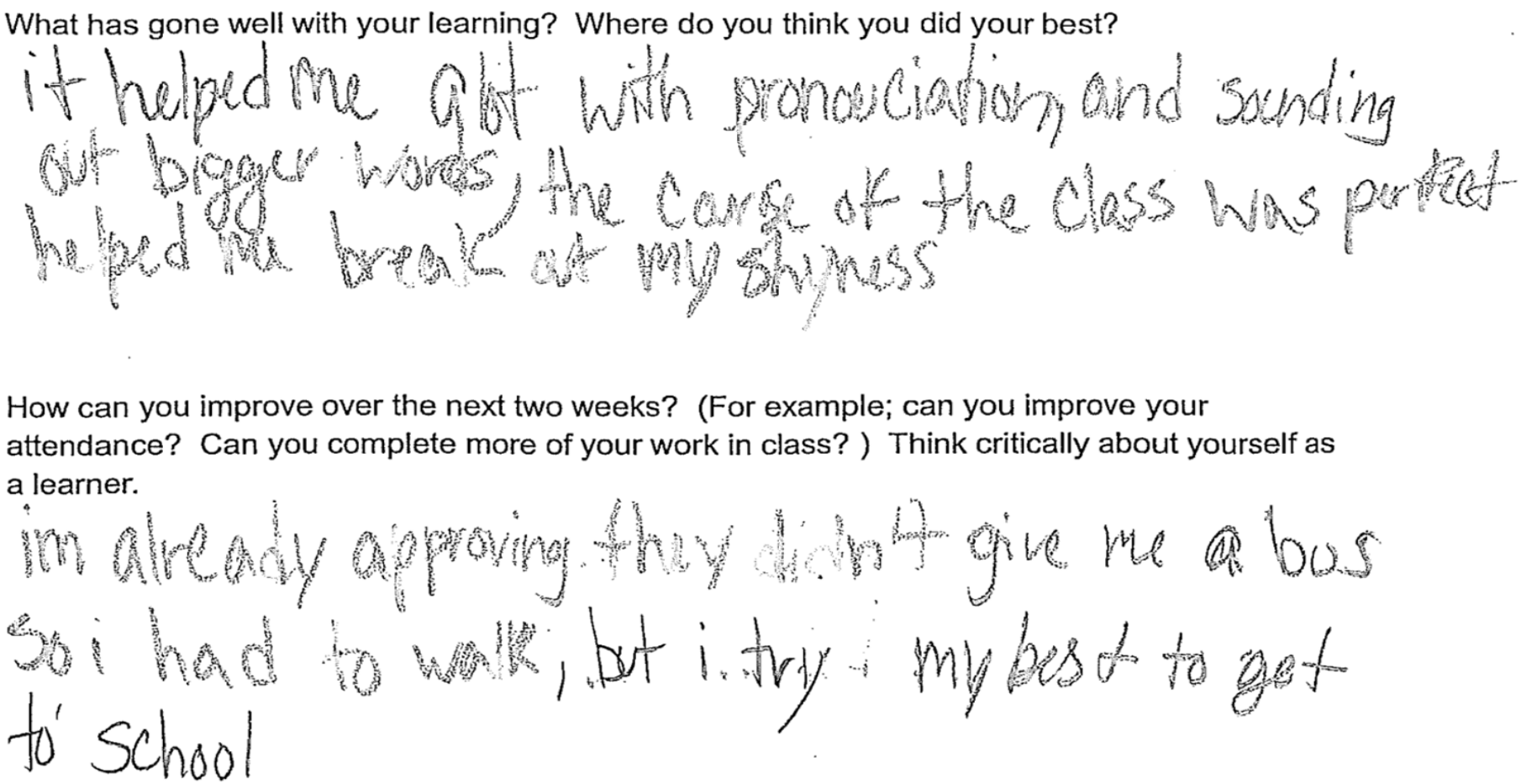
- 312 total
- 80% total grew at least one year
- 47% grew 2 or more years
- 10% no growth

FORMATIVE FEEDBACK

How can you improve over the next two weeks? (For example; can you improve your attendance? Can you complete more of your work in class?) Think critically about yourself as a learner.

I can improve by Particapating more
I know the work but i shaud pay attention
to know more.

FORMATIVE FEEDBACK



What has gone well with your learning? Where do you think you did your best?

it helped me a lot with pronouciation and sounding out bigger words, the carge of the class was perfect helped me break at my shyness

How can you improve over the next two weeks? (For example; can you improve your attendance? Can you complete more of your work in class?) Think critically about yourself as a learner.

im already approving. they didn't give me a bus so i had to walk, but i try my best to get to school

FORMATIVE FEEDBACK

What has gone well during *REWARDS* lessons for you since your last ORF reading? Which workbook activities do you think you did your best on? Explain.

I did best on circling the prefixes and suffixes. They are easier for me to see now.

How can you improve over the next two weeks? (For example; can you improve your attendance? Can you complete more of your work in class?) Think critically about yourself as a learner.

I can listen to Mrs. Cegan's instructions and not let my friends bother me when I'm learning. Maybe i can ask questions more so i can correct mistakes.

KEY TAKEAWAY

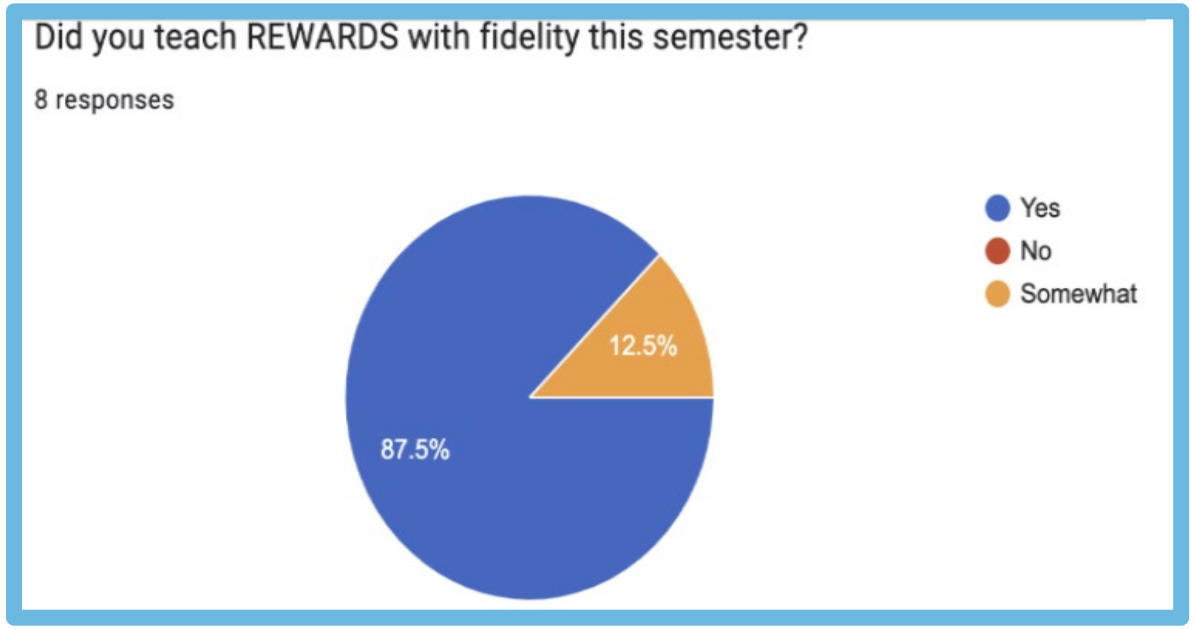
"Studies have consistently shown that students who have **learning goals** are more **motivated** and **engaged** and have **better reading test scores** than students who have performance goals" (p.27).

IES Guide, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices, 2018*

SUPPORTING AND MONITORING TEACHERS

- Classroom observations (non-evaluative)
- Monthly data meetings with instructional coach
- Teacher surveys

WE SURVEYED STAFF, TOO!



What did you find successful?

- Students picked up on strategies quickly.
- Student grade levels jumped high--even when they slowed down their fluency, they maintain their accuracy
- The scholars seemed to comprehend and apply what was being taught.
- Students were able to increase their oral reading fluency and pronounce words more accurately.

TURN-N-TALK: INTERVENTIONS IN ADOLESCENT LITERACY

- What is the structure of your current intervention programs?
- How do you use data to identify students and implement targeted Tier 2 interventions?
- How might the Reading Tiered Fidelity Inventory (R-TFI) guide your Tier 2 practices?
- Are existing intervention structures being fully utilized?
- What barriers are you working to overcome, and are interventions inclusive of all students?

CALL TO ACTION

Identify **one concrete action** to improve literacy interventions at your school or district. This could include:

- Considering the use of the **R-TFI**
- Addressing a specific **barrier** to intervention success
- Refining how you **use data** to guide and implement interventions

QUESTIONS?

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