

# Early Impacts of Ohio's Literacy Coaching Model: Year 2 ReadOhio Coaching Report Brief



2024-2025 School Year

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# Executive Summary

In 2023, Ohio launched the ReadOhio coaching model to enhance literacy achievement across the state. The initiative began with 33 coaches in 53 schools and expanded to 84 coaches in 124 schools by the fall of 2024. This coaching model uses a data-informed approach and includes multiple levels of coaching to maximize reach and impact on teachers' instructional practices and students' literacy outcomes. This Year 2 ReadOhio Coaching Report examines both the coaching's implementation and impact.

Several data points were collected throughout the 2024-2025 school year. The coaching data dashboard summarized information regarding the frequency and duration of different types of coaching sessions. Coaches conducted learning walks in classrooms of targeted grade levels to inform the coaching service delivery plan. Coaches also gathered classroom-level literacy screening data three times per year to estimate gains in student outcomes over time. Overall, results from year 2 showed that coaches were effectively using the 4-level coaching model and that coaching had positive and significant associations with change in teacher practice and students' literacy outcomes.

Specifically, data from year 2 of ReadOhio coaching suggest that small group and individualized coaching sessions are effective for both enhancing teachers' use of explicit instructional strategies and, in turn, improving student outcomes.

## Data Collection and Measures

### IMPLEMENTATION DATA: COACHING LOGS

All coaches were asked to submit data regarding each coaching session they provided, regarding the school buildings, the dates of coaching services, the level of coaching implemented (see Appendix A for a description of the four levels), and the topics discussed during each session. Descriptive data from these coaching sessions are shared in *Table 1*; throughout the year, data consistently indicated that one-on-one sessions were the most frequently implemented coaching level, followed by small group sessions.

### OUTCOME DATA: LEARNING WALKS

A key element of ReadOhio coaching is supporting teachers' use of explicit instructional strategies in their reading instruction. In the 2024-2025 school year, coaches used a standardized measure, the Explicit Systematic Instruction walkthrough (Texas Center for Reading and Language Arts, 2002), to collect this information specific to the grade levels where support was most directly targeted. This observation tool measured the presence or absence of 11 unique instructional strategies during a literacy lesson to generate a final score (ranging from 0-11). The learning walks were conducted in each building in the fall and spring. Data from the learning walks were used to plan the type and intensity of coaching sessions for each school.



## OUTCOME DATA: STUDENT READING PERFORMANCE

The overarching goal of ReadOhio coaching is to impact students' reading achievement positively. Although state test data may not have demonstrated immediate growth, curriculum-based measures (CBM) can be administered frequently and are a direct measure of student progress throughout the year. ReadOhio coaches were asked to report the results of universal screeners in their targeted grade levels in the fall, winter, and spring. Due to the variability in the measures and types of assessments used, coaches would report the percentage of students who scored "on track". For the purposes of these analyses, the compiled classroom-level student data were collected at the building level.

## Key Findings

The full Year 2 Impact Report provides a comprehensive overview of the study questions, analytic methods and results. Key findings from the analyses revealed that:

- Over 33,310 coaching sessions were provided, across the four levels in the 2024-2025 school year. Similar to the first year, coaches spent the majority of their time providing one-on-one coaching sessions, followed by small group sessions (*see Table 1*).
- Classrooms where fewer explicit instructional strategies were observed during a literacy lesson received longer small group and one-on-one coaching sessions, suggesting that coaches adapted their support strategies to local needs based on their learning walk observations.
- Compared to the fall semester, in the spring semester, coaches observed a greater number of explicit instructional strategies in reading in the classrooms that received a relatively greater percentage of small group and one-on-one coaching sessions (*see Figure 1*).
- Based on the reported student outcome data, results showed that the percentage of students scoring "on track" for reading at grade level increased across the board, but especially so in classrooms that received more intensive levels of small group and one-on-one coaching sessions (*see Figure 2*).
- The final set of analyses tested the relation between coaching, learning walk data, and student outcome data. Results confirmed that the overall percentage of small group and one-on-one coaching sessions was directly associated with gains in the number of explicit instructional strategies used, which in turn was associated with increases in the percentage of students scoring "on track" in the spring.



# Conclusions

Results from year 2 of the ReadOhio coaching initiative suggest strong and positive outcomes for coaches, teachers, and students. They also provide an exceptional foundation for the next two years of implementation. Specifically, these data suggest that:

## *THE DATA-DRIVEN APPROACH IS EFFECTIVELY IMPLEMENTED*

Overall, these results strongly suggest that ReadOhio coaches are effectively using the available data to inform their coaching practices. Analyses presented here examined the extent to which fall data (classroom learning walks and student data) were associated with the provision of each level of coaching throughout the year. In accordance with the theorized coaching model, those fall data points were inversely associated with small group and one-on-one coaching sessions. In other words, classrooms that needed support with instructional practices and increasing student outcomes received high levels of intensive coaching. The ReadOhio coaching model was designed to be data informed, and these results confirm this practice's implementation.

## *INTENSIVE COACHING IS PARTICULARLY IMPACTFUL BUT COULD BE TAILORED UNIQUELY TO EACH CLASSROOM*

As might be expected, small group and one-on-one coaching sessions appeared to have the strongest associations with change in teacher practices as well as increases in student reading achievement. Specifically, as shown in the graphs, buildings where fewer explicit instructional strategies were observed seemed to benefit the most from overall longer one-on-one coaching sessions. While this finding aligns with the existing literature on coaching with respect to the impacts of one-on-one sessions, these data also inform how coaching efforts can be feasibly scaled as needed. These data also suggest coaching in small group sessions can be quite powerful, and if needed, coaches could prioritize classrooms with the greatest instructional needs for one-on-one sessions. Coaching is an extremely time- and resource-intensive endeavor. Therefore, these results indicate that depending on need, one-on-one sessions may not always be required to impact instructional practices in the classroom.

## *TEACHERS' INSTRUCTIONAL PRACTICES ARE A KEY MECHANISM OF CHANGE FOR IMPROVING STUDENT OUTCOMES*

Analyses confirmed coaching had a positive effect on student outcomes due to its association with change in instructional practices. This finding not only validates the ReadOhio coaching model but is an important contribution to the coaching research in general. Moreover, there is very little research to date on effective statewide implementation of literacy coaching. Therefore, this report and the coaching model in Ohio represent a potentially replicable and feasible framework that could be applied in other settings as well. To that end, it should be clarified that these analyses are based on data collected from a range of schools (for example, elementary school buildings, middle schools and high schools), so there may have been some variability at the individual building level with respect to any of the findings reported. Overall, however, this report suggests that a data-driven and leveled-coaching model can be an effective tool used to improve teachers' instructional practices and improving students' reading achievement.



# Future Directions and Considerations

As Ohio moves into its third year of ReadOhio coaching, the data collected to date continue to inform statewide implementation. During this third year, coaches will continue using learning walks to gather data on instructional practices throughout the fall and spring semesters. Findings from the second year suggest they are a reliable tool for estimating a baseline and predicting change over the year. Doing so provides an opportunity to determine the extent to which teachers in coached classrooms are maintaining their usage of evidence-based strategies with new students.

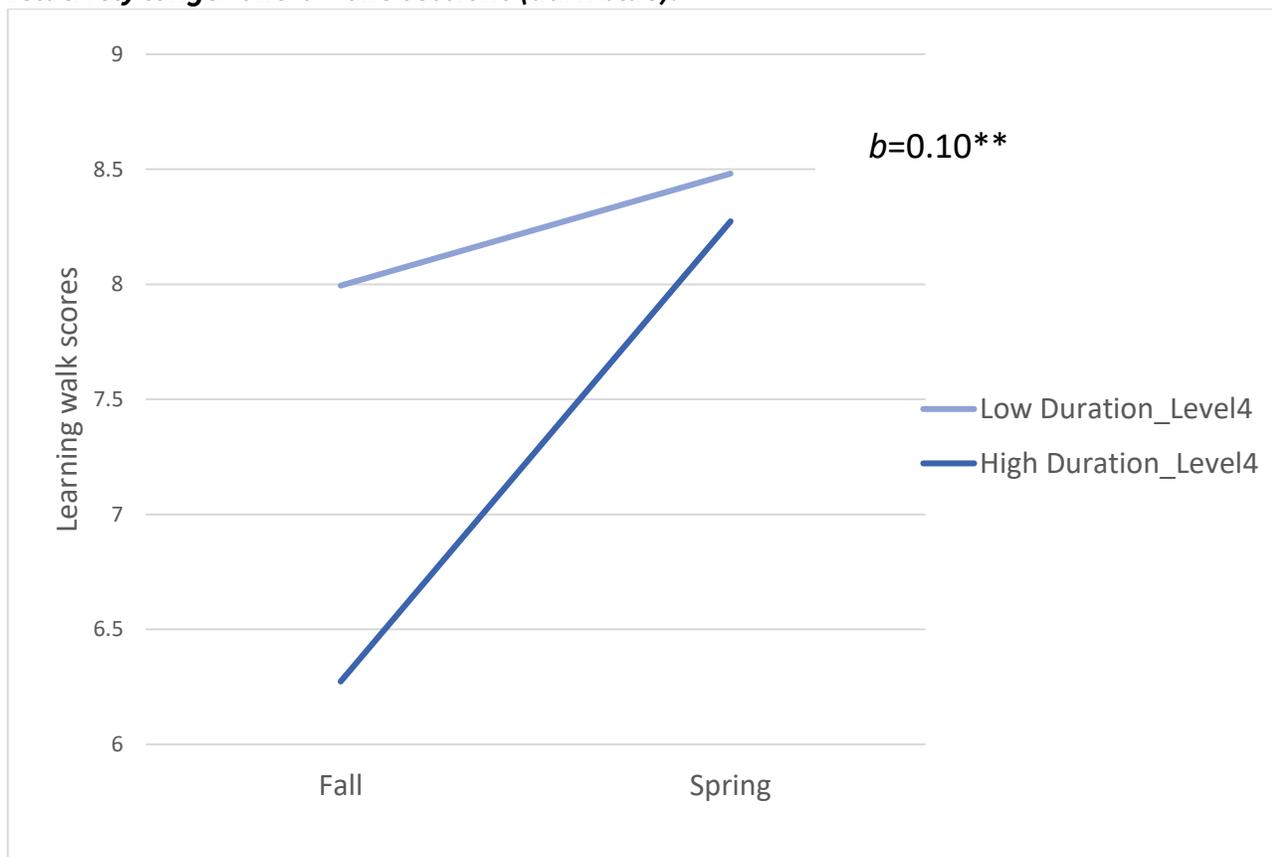
The analysis of student data for the second year relied on the percentages of students in each coached classroom who scored “on track” on the different curriculum-based measures used in the participating schools. Due to Ohio being a local control state, the assessment tools used for this purpose varied from school to school. Therefore, the percentage of on-track students was the best way to standardize the student measure. This method was also the most appropriate measure for this year as it was the most consistent and sensitive measure to examine classroom-level change over time. As the coaching work continues, however, it will be important to examine change based on assessments that are uniformly used across all districts and schools, such as the K-3 reading diagnostic and the state’s English Language Arts test for students in grades 3 to 12. These effects may be more difficult to analyze since not all classrooms in each school building have access to a coach, but this analysis will be important to understand the broader impacts of ReadOhio coaching.



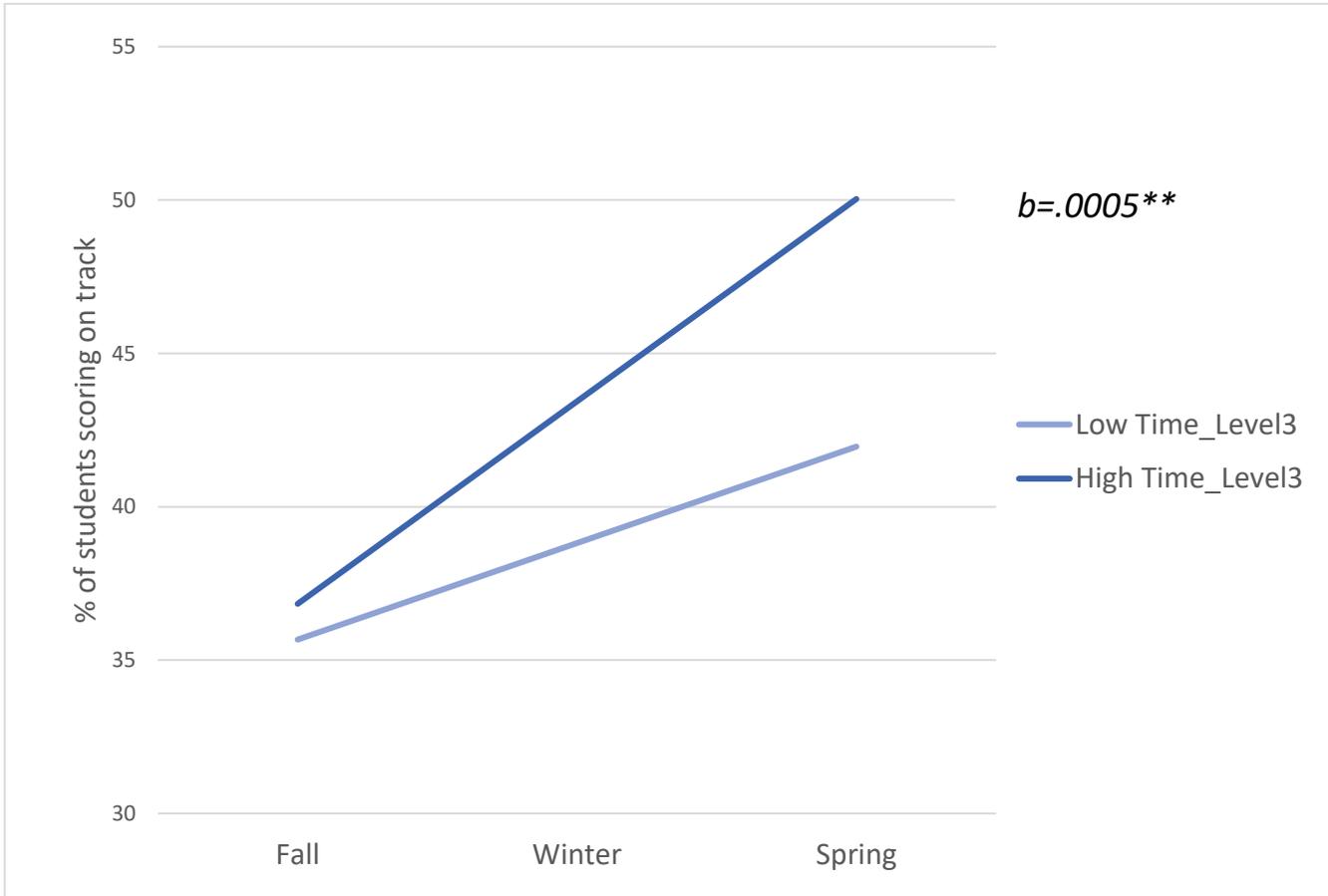
**Table 1. Percent of coaching sessions at each level for years 1 and 2 of ReadOhio Coaching.**

Level	2023-2024	2024-2025
1: Universal	17%	7%
2: Self-guided	9%	6%
3: Small-group	28%	28%
4: One-on-one	46%	59%

**Figure 1. Change in learning walk scores from fall to spring for classrooms that received relatively shorter one-on-one sessions (light blue), compared to classrooms that received relatively longer one-on-one sessions (dark blue).**



**Figure 2.** Change in the percentage of students scoring “on track” on a curriculum-based measure from fall to winter to spring. Students in classrooms that received relatively less overall time in small group sessions (light blue) demonstrated less gain over time compared to students’ classrooms that received relatively more overall time in small group sessions (dark blue).



# Appendix A: Ohio's Coaching Model

## SUPPORTING ALL STAFF THROUGH LEVELED COACHING

