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

2024-2025 School Year

Fall 2025

READ Ohio

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Executive Summary

In 2023, under the leadership of Governor Mike DeWine, 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. Ohio's coaching model uses a data first approach and includes multiple levels of coaching to maximize reach and impact on teachers' instructional practices and students' literacy outcomes. The first year of ReadOhio coaching primarily focused on understanding the implementation patterns and trends of the coaching model. The current report extends previous work and examines the following:

- Implementation of the leveled coaching model in Year 2;

- Factors influencing coaching variability;

- Impact of coaching on teachers' instructional practices;

- Impact of coaching on student literacy achievement; and

- Mediation effects of teachers' practices on student outcomes.

Key findings from the year's data suggest that implementation patterns are similar to the first year, in that the majority of logged coaching sessions were in small group or one-on-one settings. Results also support the idea that the leveled coaching model is data-driven, in that classrooms where fewer explicit instructional strategies were observed and where a smaller percentage of students were scoring on track on a universal screener received more intensive coaching. Analyses confirmed positive associations between small group and one-on-one coaching and change in teachers' instructional practices as well as gains in the percentage of students scoring on track throughout the school year. Notably, mediation analysis showed that the positive impacts from coaching on the change in student outcomes was driven by change in teacher practices. As such, results from this year suggest that small group and individualized ReadOhio coaching is a key mechanism of change for both enhancing teachers' use of explicit instructional strategies, and in turn, improving student outcomes.

As ReadOhio coaching enters its third year of implementation, it will be critical to continue to collect and monitor systems-level changes in addition to classroom-level improvements. Findings suggest that Ohio's coaching model is scalable and that small group coaching sessions may be a particularly powerful and feasible way to motivate change. In future years, it will also be important to include additional outcome measures, such as state test data, to understand the broader and longitudinal impacts of ReadOhio coaching.

Background

In 2023, Ohio made a historic investment towards increasing literacy achievement for all students. These investments are largely focused on building and enhancing the educational infrastructure in traditional public districts and community schools across the state. Local education agencies received funding to purchase high-quality instructional materials aligned to the science of reading and to provide stipends to teachers as they completed rigorous professional learning in the

science of reading. The biennium budget also provided substantial financial support to train and place highly skilled literacy coaches in schools with low reading proficiency rates. In Ohio's first year of implementing the ReadOhio coaching model, 33 coaches were trained and placed in 53 schools. By the fall of 2024, the reach of ReadOhio coaching more than doubled, as 124 schools within 93 districts were served by 84 coaches across the state.

Ohio's legislation mandates that coaches should be placed in schools with the lowest reading scores in order to raise literacy achievement of the students in those schools. To meet that goal, Ohio's coaching model builds on existing evidence and is grounded in a data-driven approach. Coaches collect and analyze school-level and classroom-level data, construct coaching service delivery plans to enhance classroom literacy instruction that will, in turn, improve students' literacy outcomes. Data is monitored carefully throughout the school year so that adjustments can be made as necessary. Given the large number of schools and teachers involved in this work, however, Ohio's coaching model also utilizes a tiered, or leveled, approach to increase reach and access to coaching supports among the identified schools. Levels of support include universal support available to all educators in the building (such as school-wide professional learning or newsletters), office hours, small group coaching sessions and one-on-one sessions. As detailed in this report, coaches used all four levels of support but differentiated their use of each level based on school and classroom data.

The 2024-2025 school year was the second year of the ReadOhio coaching initiative, and importantly, the first full year of implementation. Data from year 1 showed that there was variability in how coaches employed the four-leveled model and that the topics of data use and high-quality instructional materials were the most common. Data also showed that the patterns of implementation were consistent across the state, suggesting considerable uniformity in the training and support that the coaches received.

For the 2024-2025 school year, additional information was collected in order to further understand the initial impacts of Ohio's coaching model on classroom practices and student outcomes. Specifically, this report tests the underlying theory of action: High-quality coaching will lead to improved classroom instructional practices that will lead to improved student outcomes. Data collected throughout the year was also used to understand the extent to which variability in coaching was data-driven.

Study Aims

The present report provides a comprehensive examination of the second year of ReadOhio coaching and offers some preliminary data regarding the efficacy of the coaching model on both teachers' instructional practices and student outcomes. This report focuses on the following study aims:

1) To what extent was the leveled coaching model implemented in the 2024-2025 school year?

2) What factors were associated with the variability in coaching across the four levels?

3) To what extent was the receipt of coaching associated with change in teachers' instructional practices?

4) To what extent was the receipt of coaching associated with change in student's literacy achievement throughout the year?

5) To what extent did coaching mediate the relationship between change in teachers' instructional practice and students' spring literacy scores?

Methods

Building Selection

As a part of Governor DeWine's ReadOhio initiative, HB 33 provided 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 Ohio Revised Code.

Districts that met this criterion were then organized according to regions of the state (Northwest, Northeast, Southwest, and Southeast) to ensure equitable distribution of coaching supports across the state. In the 2024-2025 school year, 93 districts received coaching. In some districts, more than one school had access to a coach; as such, a total of 124 buildings had access to a ReadOhio coach. These numbers reflect a significant increase in the number of districts and buildings that had a coach in year 1 of the initiative. Table 1 below shows the number of buildings in each region as well as the number of buildings that were in the initial cohort (Cohort 1) and those newly added in the 2024-2025 school year (Cohort 2). Note that these totals include partners from select educational service centers and Ohio' State Support Teams.

Table 1. Numbers of buildings with a ReadOhio coach by region and cohort.

No text	Cohort 1	Cohort 2	Total for 2024-2025 school year
Northeast	23	19	42
Northwest	9	15	24
Southeast	15	15	30
Southwest	13	16	29

Coach Hiring, Training, and Placements

Coaches in each of the regions noted above were recruited and supported by a Regional Coaching Coordinator, based out of an Educational Service Center located in that region of the state. The four Regional Coaching Coordinators worked collaboratively to ensure consistency in hiring and recruitment practices, training and placement decisions across Ohio.

All ReadOhio coaches had to meet specific minimum requirements, including but not limited to an advanced degree in education and/or reading instruction, experience providing structured literacy instruction to students with reading difficulties, experience coaching teachers in literacy instruction, and a willingness to participate in monthly required training and data collection

activities. Eligible candidates were interviewed by the Regional Coaching Coordinator specific to their region; Department staff provided final confirmation for hiring.

After coaches were hired, the Regional Coaching Coordinator worked with Department staff and Education Service Center leadership to identify the specific buildings within the selected districts and community schools where coaches would be the best fit. There were several considerations in this decision, including geographic location of the coaches. Schools selected as coaching placements had an opportunity to opt out; however, this happened only once. Among the 125 buildings that received ReadOhio coaching, the majority were elementary schools (n = 89), with some coaches in middle schools (n =27), high schools (n = 7), and early childhood centers (n = 2). Depending on the size, location and school needs, some coaches were placed in only one school building (n = 53), whereas others provided support in two (n = 26), three (n = 5), or four (n=1). Initial onboarding of new ReadOhio coaches entailed a multi-day training on implementing and supporting literacy instruction within a multi-tiered system of supports as well as ongoing training on incorporating student-focused coaching.

Data Collection Procedures

The use of data was a central component of the training to ensure that coaches were using classroom-level and student-level data to design individual coaching plans for each building and to monitor progress throughout the year. To that end, coaches also received training to gather and submit coaching logs, classroom-level data and student achievement data to the Department.

As outlined above, the ReadOhio coaching initiative is based on a clear theory of action. In the theoretical model, classroom-level and student-level data informs the delivery of coaching (level and intensity), and in turn, the level and intensity of coaching should have a positive impact on year-end classroom instruction and student achievement. As such, coaches were asked to systematically collect both implementation data and outcome data. Coaches also gathered building-wide data as a way to understand the systems-level contexts within which they were working. The sections below detail the procedures for collecting each of these data sources.

IMPLEMENTATION DATA: COACHING LOG

All coaches were asked to submit data regarding each coaching session that they implement. Data are submitted via a google form so that coaches can enter information on the school building, the date of coaching service, the level of coaching (see Appendix A for a description of the four levels), and the topics discussed. The form also provided space for coaches to indicate the role they played in the coaching session (Learner, Collaborative Problem-Solver, Facilitator) and the duration of session (in 15-minute increments). Descriptive data of coaching sessions are shared in Table 2; throughout the year, data consistently indicated that one-on-one sessions were the most frequently implemented coaching level, followed by small groups sessions.

OUTCOME DATA: LEARNING WALK

A key element of ReadOhio coaching is supporting teachers' use of explicit instructional strategies in their reading instruction. As such, gathering baseline data on how frequently and effectively teachers use these strategies was critical for developing individualized coaching service delivery plans. 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. Items on the learning walk tool were applicable to any area/focus of reading instruction and were thus appropriate for all grade levels. The tool measured the presence or absence of 11 unique instructional strategies to generate a final score (ranging from 0-11). Learning walks were conducted in the fall and spring. For the purposes of data analyses, learning walk data was aggregated at the building level. Descriptive data from both timepoints are shown in Table 2. Because this was the first year this tool was used to measure teachers' instructional practices, it was of interest to examine the tool's internal reliability. Results indicated very good internal consistency, with Cronbach's alpha (α) equal to 0.79 in the fall and .75 in the spring, suggesting that the items are consistent in their measurement of teachers' instructional practices.

OUTCOME DATA: STUDENT READING PERFORMANCE

The overarching goal of ReadOhio coaching is to positively impact students' reading achievement. Although state test data may take time to evidence growth, curriculum-based measures (CBM) can be administered frequently and a more direct measure of student's progress throughout the year. Universal screening with brief and reliable measures is considered best practice in reading instruction (Gaab & Petscher, 2022), particularly for students in early elementary grades. Therefore, ReadOhio coaches were asked to report the results of universal screeners in their targeted grade levels in the fall, winter and spring. Because there was considerable variability in which measures were used, and variability in types of measures used for different grade levels, coaches reported the percentage of students who scored "on track" at each time point. For the purposes of data analyses, classroom-level student data was aggregated at the building level. Descriptive data from all three time points are shown in Table 2.

SYSTEMS-LEVEL DATA: READING-TIERED FIDELITY INVENTORY

The Reading Tiered Fidelity Inventory (R-TFI; St. Martin et al., 2023) is a literacy-specific multi-tiered system of supports needs assessment. Coaches completed this inventory in the fall of 2024 with school leadership teams to collaboratively assess and understand the school's strengths and identify areas for support with respect to implementing effective reading instruction. The R-TFI was another available data source that coaches used to determine the appropriate levels and intensity of coaching for their buildings.

The R-TFI has a total of 27 items that comprise four subscales: Teams, Implementation, Resources, and Evaluation. Each item describes a specific activity or process (for example, "A school leadership team is established to support the implementation of a tier 1 reading system"), and the building team and coach score the extent to which that activity is "2" – fully in place, "1" – partially in place, or "0" – not in place. The range of scores for the R-TFI is 0-54; there was a wide range of scores from the 2024-2025 school year, as evidenced in Table 2.

Results

Study Question 1: To what extent was the leveled coaching model implemented in the 2024-2025 school year?

Implementation data collected through the coaching data dashboard found 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 2).

Table 2. 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%

This year, coaches spent slightly more of their time discussing the topic of Evidence Based Strategies/High Quality Materials compared to year 1 (see Table 3).

Table 3. Percent of coaching sessions focused on each coaching topic for years 1 and 2.

Coaching Topic	2023-2024	2024-2025
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%

In the 2024-2025 school year, there were several additional data elements that ReadOhio coaches gathered to inform their coaching services, monitor progress, and evaluate success at their respective schools. Table 4 shows the overall change in learning walks and student reading performance over the course of the school year, as reported by ReadOhio coaches. Analyses confirmed that the average learning walk spring scores were significantly higher compared to fall scores, and that the percentage of students scoring on track in the spring was significantly greater compared to fall.

Table 4. Learning walk scores and percentage of students scoring on track in the fall and spring of the 2024-2025 school year.

Variable	Fall average	Spring average	Range
Learning walks	7.13	8.4**	0-11
% of students scoring on track	38.5%	48.5%**	0-100%

Note. ** = $p < .01$

Study Question 2: What factors were associated with the variability in coaching across the four levels?

Data from the 2024-2025 school year provided an opportunity to understand how and whether ReadOhio coaches used building, classroom and student data to determine the level and intensity of coaching provided. Correlation analysis was conducted to identify which levels of coaching were significantly associated with the three predictor variables of interest (R-TFI scores, fall learning walk scores and the percentage of students scoring on track on the school's CBM). Results are organized below by each coaching level.

LEVEL 1 (UNIVERSAL SUPPORTS). Results showed an inverse correlation between R-TFI scores and the number of level 1 coaching sessions. In other words, buildings with lower R-TFI scores received a greater number of level 1 sessions compared to buildings with higher R-TFI scores. Level 1 support was not associated with teachers' learning walk data or student data.

LEVEL 2 (SELF-GUIDED). None of the predictor variables were significantly related to the number or duration of self-guided coaching sessions.

LEVEL 3 (SMALL GROUP). Results showed an inverse correlation between fall learning walk scores and the duration of level 3 coaching sessions. Classrooms in which fewer numbers of explicit instructional strategies were observed received a greater number of small group coaching sessions compared to classrooms in which a greater number of explicit instructional strategies were noted.

LEVEL 4 (ONE-ON-ONE). Fall learning walk scores and student scores were both inversely related to the duration of one-on-one coaching sessions, even after controlling for student scores and the R-TFI scores (see figure 1 below). These data suggest that buildings with overall lower learning walk scores, as well as lower percentages of students scoring on track, received a greater percentage of individualized coaching sessions.

Figure 1. Associations between the average length of one-on-one coaching sessions and fall learning walk scores.
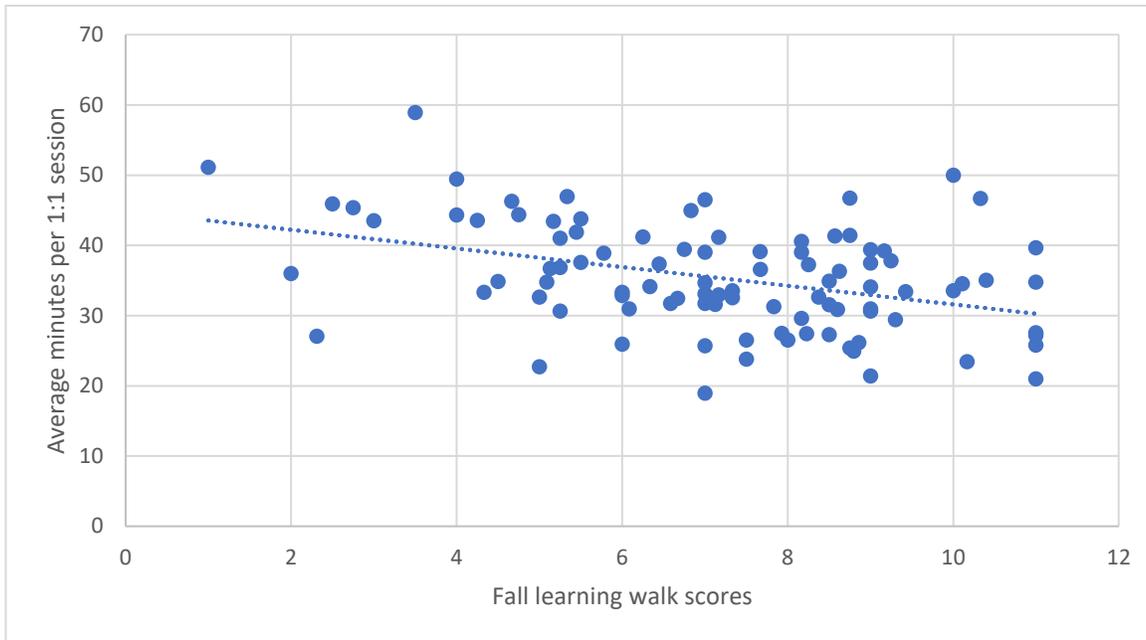
Study Question 3: To what extent was the receipt of coaching associated with change in instructional practices?

The next step in testing the ReadOhio coaching model was to understand whether each level of coaching was associated with change in instructional practices, as measured by change in the learning walk scores from the fall to the spring. Results specific to each level of coaching are described below.

LEVEL 1 (UNIVERSAL SUPPORTS). The percentage of level 1 coaching was positively associated with spring learning walk scores, after controlling the fall scores but only in classrooms that were in their second year of ReadOhio coaching (cohort 1) buildings (see Figure 2).

Figure 2. Associations between percent of level 1 coaching sessions and spring learning walks, based on cohort.
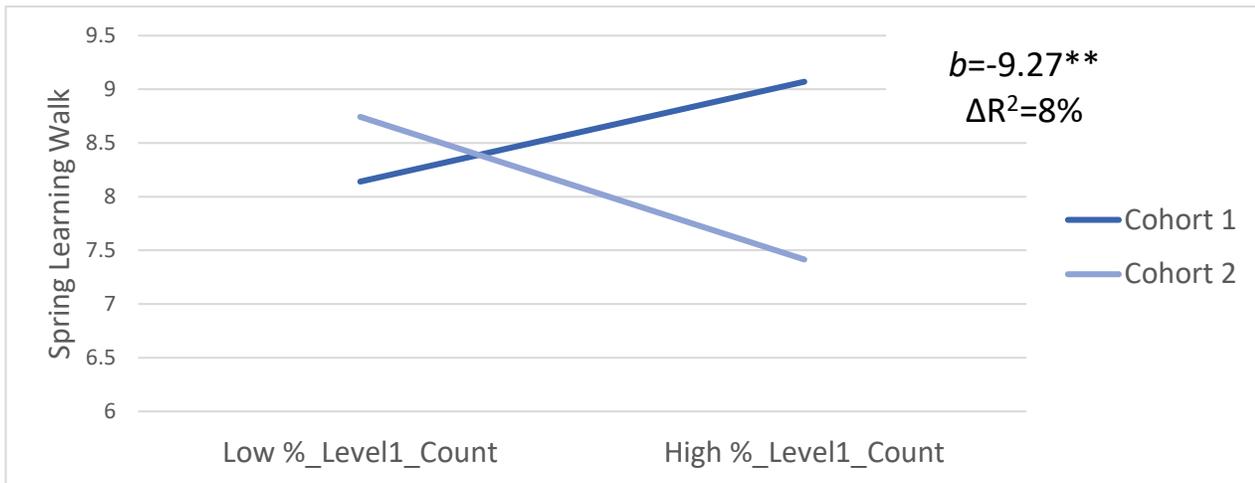

LEVEL 2 (SELF-GUIDED). Results showed no significant association between the percentage of time spent in level 2 coaching and change in instructional practices from fall to spring.

LEVEL 3 (SMALL GROUP). Results suggested a significant and positive association between the percentage of level 3 coaching and learning walk score over time and higher spring learning walk score in spring after controlling fall score. Teachers in buildings where coaches provided a relatively greater percentage of small group sessions, were observed to demonstrate a greater number of explicit instructional strategies in their reading instruction by spring.

LEVEL 4 (ONE-ON-ONE). The duration of level 4 (one-on-one) was also positively associated with the change of learning walk over time. As seen in Figure 3 however, teachers who received longer one-on-one coaching sessions demonstrated fewer explicit instructional strategies in the fall compared to teachers receiving shorter one-on-one coaching sessions. By the spring, these teachers experienced greater improvement of learning walk score over time (Figure 4) compared to teachers receiving shorter one-on-one coaching. As a result, the gap of their learning walk scores closed by spring.

Figure 3. 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).
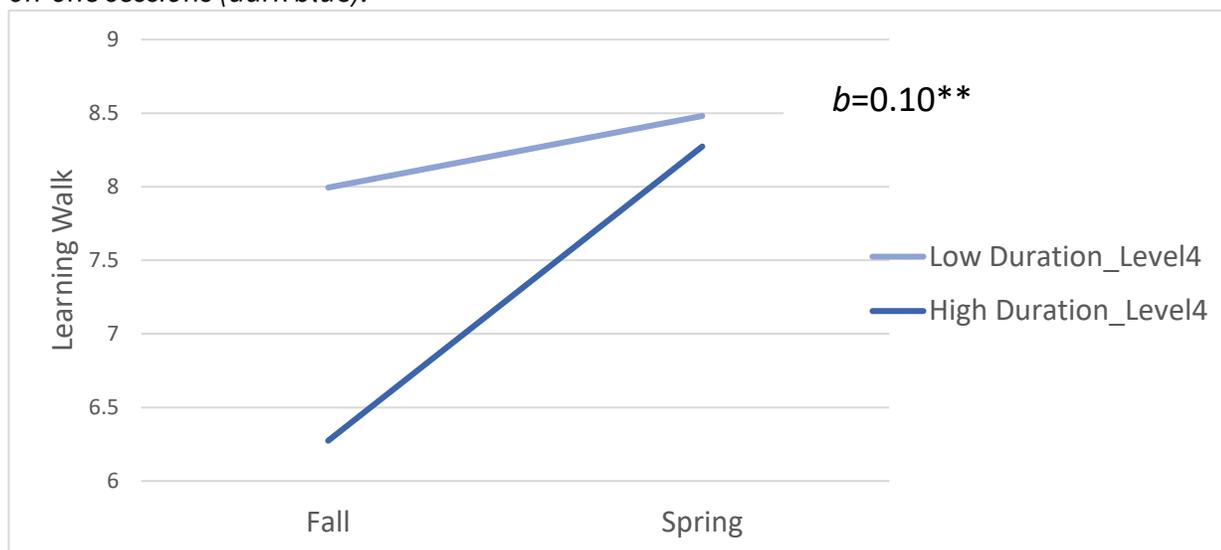
Considered together, these results indicate that small group (level 3) and one-on-one (level 4) coaching sessions were beneficial for impacting gains in learning walk scores for teachers in both cohorts. In addition, teachers in buildings that are in their second year of ReadOhio coaching benefited more from greater universal support by demonstrating higher spring learning walk scores compared to teachers in buildings in their first year of ReadOhio coaching.

Study Question 4: To what extent was coaching associated with change in students' literacy achievement throughout the year?

Descriptive analyses presented earlier indicated that the percentage of students whose reading scores were "on track" increased over time. Analyses confirmed that these differences were significant over time and that the percentage of students whose reading scores were on track increased approximately 5% from fall to winter and from winter to spring.

Although there are numerous variables that might contribute to improved student outcomes, analyses for this report sought to understand the unique effects that the leveled coaching model may have had. Using the same analytic strategies as above, linear mixed modeling was used to examine the associations between the receipt of each level of coaching and a) change in the percentage of students scoring on track throughout the year, as well as b) the overall percentage of students scoring on track in the spring (controlling for fall).

LEVEL 1 (UNIVERSAL SUPPORTS). Results showed no significant associations between level 1 coaching and change in the percentage of students scoring on track throughout the school year.

LEVEL 2 (SELF-GUIDED). Results showed positive significant associations between the number of level 2 sessions and the total time spent in level 2 coaching and change in the percentage of students scoring on track throughout the school year.

LEVEL 3 (SMALL GROUP). Results suggested a significant and positive association between the total time spent in level 3 coaching and change in the percentage of students scoring on track throughout the school year. Figure 4 below shows the trajectory of the percentage change throughout the year for buildings where coaches provided comparatively less time in small group sessions (light blue line), and more time in small group sessions (dark blue line). Although there was little difference in the overall percentage of students who scored on track in the fall, the rate of change was significantly different throughout the school year.

Figure 4. 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).
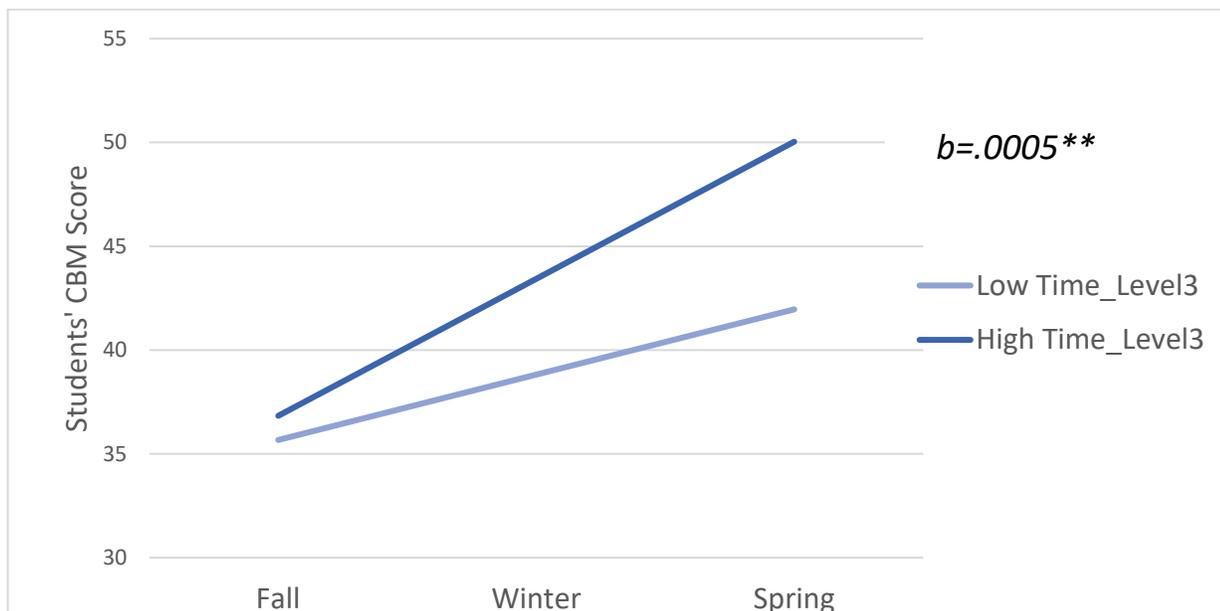
LEVEL 4 (ONE-ON-ONE). Consistent with previous results, Figure 5 below shows that schools in which the percentage of students scoring on track was very low in the fall received longer one-on-one coaching sessions compared to schools where a relatively higher percentage of students scored on track. Throughout the year, however, schools receiving more time in one-on-one sessions (dark blue line) saw a steeper increase in the percentage of students scoring on track compared to schools that started off with higher on track percentages (light blue line).

Figure 5. 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 shorter one-on-one coaching sessions (light blue) demonstrated less gain over time compared to students' classrooms that received relatively longer one-on-one coaching sessions (dark blue).
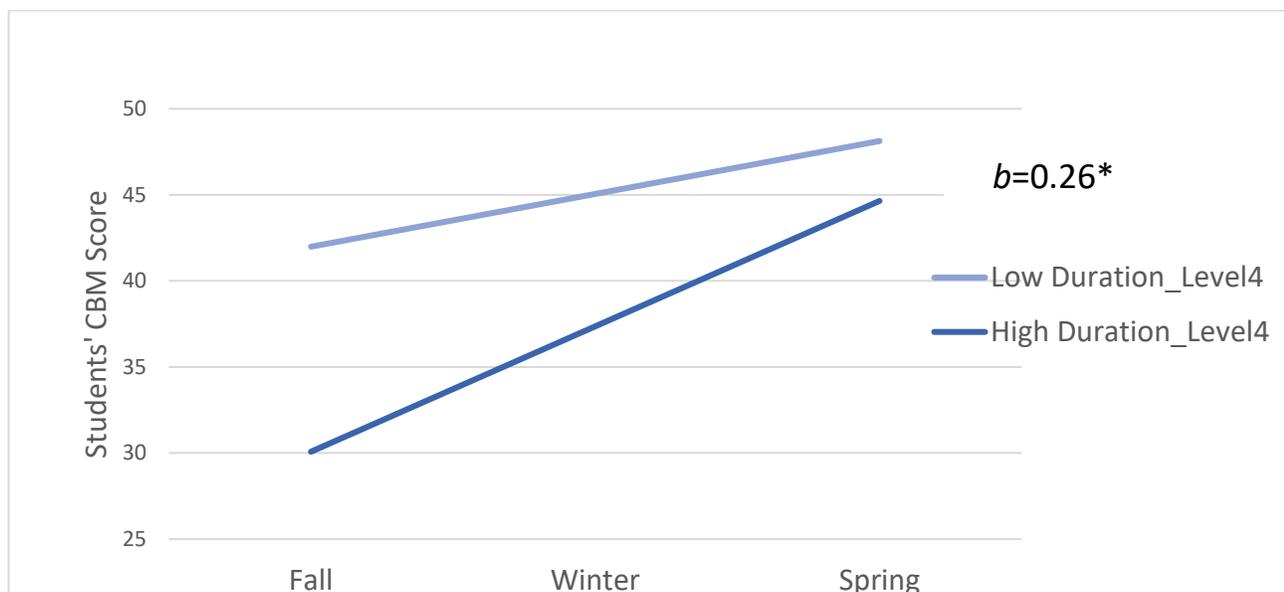
In sum, the longitudinal change of students' reading performance depends on the level of coaching, especially the time of small groups and the duration of one-on-one sessions.

Study Question 5: To what extent did coaching impact student literacy achievement through change in instructional practices?

Analyses conducted thus far contribute to our understanding of the direct relations between coaching and teacher practices, coaching and student outcomes, and teacher practices and student outcomes. However, the final step in assessing the ReadOhio coaching model was to examine how all three variables (coaching, instructional practices, student outcomes) related to each other. Specifically, the theoretical model of ReadOhio coaching hypothesizes that *the reason* that coaching is related to student outcomes is because of teachers' instructional practices. Mediation analysis was used to evaluate the extent to which coaching at each level was associated with students' spring literacy scores through teachers' spring instructional practice (see Figure 6 below).

LEVEL 1 (UNIVERSAL SUPPORTS). The mediation analysis for level 1 coaching did not find the mediation effect through teacher's learning walk. In other words, the association between level 1 coaching and changes in the percentage of students scoring on track was not a by-product of changes in instructional practices.

LEVEL 2 (SELF-GUIDED). Similarly, the mediation analysis also found no significant indirect effect through teacher's learning walk in the association between level 2 coaching and the change in percentage of students scoring on track from fall to spring.

LEVEL 3 (SMALL GROUP). Results confirmed that the positive association between the percentage of small group coaching (level 3) and spring student scores was fully mediated through the teachers' instructional practices in the spring, even after controlling fall scores. In other words, the overall percentage of small group coaching sessions provided 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 (controlling for fall). Considered numerically, these results show that every 1 unit increase in percentage of small group coaching session was associated with an average 0.25-unit increase in teachers' learning walk score in spring; every 1 unit increase in teachers' learning walk in spring was associated with an average 0.32-unit increase in percentage of students scoring on track in spring.
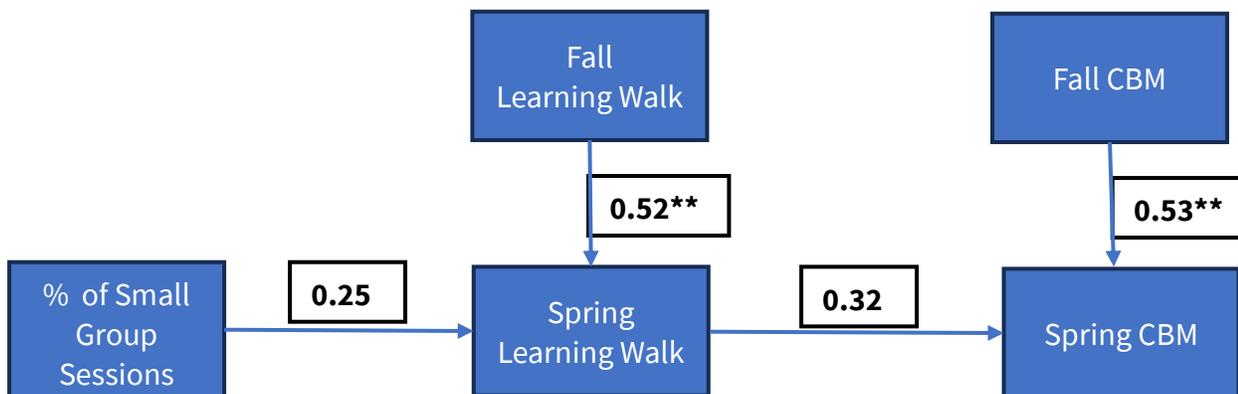
LEVEL 4 (ONE-ON-ONE). Results were similar when examining the effects from one-on-one coaching sessions. For this level of coaching, it was determined that session duration, or the average minutes per one-on-one session, was associated with implementation of a greater number of explicit instruction strategies in the spring, which in turn was associated with a greater percentage of students scoring on track in the spring.

In sum, data from the second year of ReadOhio coaching clearly had a significant and indirect impact on students' reading skills. Results confirm that teachers' instructional practices are a key mechanism through which coaching can impact student outcomes.

Key Takeaways

Results from year 2 of the ReadOhio coaching initiative suggest strong and positive outcomes for coaches, teachers and students, and provide an exceptional foundation for the next two years of implementation. Several key points and considerations are discussed below, followed by a summary of future directions.

THE DATA-DRIVEN APPROACH IS EFFECTIVELY IMPLEMENTED

Overall, these results strongly suggest that ReadOhio coaches are effectively using the accessible data to inform their coaching practice. Analyses presented here examined the extent to which fall data (classroom learning walks and classroom student data), as well as systems-level data (R-TFI) was 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. Ohio's coaching model was designed to center data, and these results confirm that this is occurring.

It is also important to consider the factors associated with universal supports and self-guided coaching. In particular, the relation between the R-TFI and level one coaching may suggest that schools with less robust systems in place may not have the readiness needed to benefit from intensive coaching. As such, a greater return on coaching time may be systems refinement in these types of contexts. In the following years, it will be of interest to compare R-TFI scores over time and determine whether universal supports facilitate readiness and/or whether those scores change over time.

Conversely, none of the fall data points were significantly associated with level two (self-guided) coaching. As described above, self-guided coaching primarily refers to office hours, or other means by which teachers or administrators seek out support from their ReadOhio coach. Also as described above, it was the least frequently implemented level of coaching. As such, it is not that surprising that the data collected were not predictive of this level of coaching; there are numerous reasons that teachers may have sought additional support. The lack of significant findings does not mean that this level of coaching is not useful or important; rather, that there might be other types of outcomes that would better approximate the impact of these types of coaching sessions. As coaching work continues, the Department will work to better understand the conditions under which self-guided coaching is implemented and the extent to which it may interact with other more intensive levels of coaching.

INTENSIVE COACHING IS PARTICULARLY IMPACTFUL BUT COULD BE DIFFERENTIATED

The value of Ohio's leveled coaching framework was underscored in the results presented above. Initial results that examined overall effects for coaching dosage, inclusive of all 4 levels, showed no significant associations to changes in teachers' instructional practices. However, when those analyses considered effects at each level, the results were much more informative. 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. Moreover, small group and one-on-one coaching sessions were positively associated with spring data but also with the overall rate of change. 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 aligns with the literature on coaching with respect to the impacts of individualized coaching, these data also might inform how coaching efforts can be reasonably and feasibly scaled

up. These data suggest that coaching in small group sessions can be quite powerful, and that, if needed, coaches could prioritize classrooms with the greatest instructional needs for one-on-one sessions. Coaching is an extremely time-intensive and resource-intensive endeavor. As such, these results indicate that depending on need, one-on-one sessions may not always be required to impart significant change.

It is worth noting that level 1 coaching (universal supports) were associated with an increase in instructional practices but only for buildings from cohort 1, or those in their second year of coaching service. Although difficult to know for sure, it is possible that teachers who had somewhat established relationships with their coaches were able to better integrate information offered through those universal supports compared to teachers that are still building those relationships in their first year of coaching. As the coaching work continues, analyses can continue to evaluate the variable effects from each of the coaching levels and how the overall duration of participation in ReadOhio coaching interacts with those levels.

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

Mediation analysis confirmed the hypothesis that the reason coaching has a positive effect on student outcomes is because coaching is associated with change in instructional practice. 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. As such, this report and the work being done in Ohio represents 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 fully aggregated data, and that there may have been some variability at individual school levels with respect to any of the findings reported here. Overall, however, this report suggests that a data-driven leveled coaching model can be an effective lever for improving teachers' instructional practices and increasing students' reading achievement.

Future Directions and Considerations

As Ohio moves into its third year of ReadOhio coaching, the data collected to date continues to inform statewide implementation. In this next year, coaches will continue to administer the R-TFI in their buildings. For cohort 1 and 2 buildings, this will allow an estimation of systems-level change for those that have received coaching for one or more years. Coaches will also continue to use the same learning walk tool to gather data on instructional practices throughout the year. Findings from this year suggest that this is a reliable and useful tool for estimating baseline and change over the year, and it will continue to be used in the 2025-2026 school year. Doing so provides an opportunity to determine stability in the application of teachers' newly acquired knowledge and skills. That is, data from the fall of 2025 can be compared to spring of 2025 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 this year relied on the percentages of students in each coached classroom who scored on track on the curriculum-based measure that was used in that school.

Because Ohio is a local control state, the assessment tools used for this purpose varied from school to school. As such, the percentage of on track students was the best way to standardize the student measure. This 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 schools and districts, such as the K-3 reading diagnostic and the state's English Language Arts test for students in grades 3 and up. These effects may be more difficult to parse since not all classrooms in each school building have access to a coach, but it will be important to begin to understand the broader impacts of ReadOhio coaching.

Conclusion

In conclusion, data from the second year of ReadOhio coaching illustrate promising results for initial positive impacts and provide a foundation for continuing this work for years to come. Results support the use of a leveled model and particularly showcase the effectiveness of small-group coaching sessions. As year 3 of ReadOhio coaching begins, it will be important to expand evaluation efforts to identify additional components of the coaching model, beyond the use of the leveled model, that contribute to successful coaching. Doing so will inform how best to scale implementation efforts and potentially apply the coaching framework to other content areas as well.

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Appendix A: Ohio's Coaching Model

SUPPORTING ALL STAFF THROUGH LEVELED COACHING

Universal
All educators, administrators, and staff receive universal coaching support, including through staff meetings, newsletters, and emails as appropriate.

Self Guided
Educators, administrators, and staff may opt into a self-guided coaching support structure which includes bi-weekly office hours.

Small Group
Educators may participate in small-group coaching, often referred to as a professional learning community or teacher-based team. In these settings, the coach examines grade-level data to assist small teams in determining the next steps in instruction.

One on One
Educators may find themselves in one-on-one coaching. The coach will use a collaborative problem-solving model to help specific students or a target group within one classroom.

Appendix B. Descriptive statistics of building-level variables

No text	N	Range	Mean	SD
Coaching				
[a] Count Level 1	115	1 - 210	20	28
[a] Count Level 2	88	0 - 122	23	28
[a] Count Level 3	122	2 - 399	73	73
[a] Count Level 4	124	1 - 735	156	154
Count Total	125	1 - 885	262	227
[b] Time Level 1	115	15 - 10755	817	1394
[b] Time Level 2	88	0 - 4110	696	921
[b] Time Level 3	122	75 - 22275	3171	3244
[b] Time Level 4	124	30 - 25065	5266	4977
Time Total	125	30 - 37635	9561	8227
[c] Duration Level 1	115	15 - 60	40	14
[c] Duration Level 2	86	15 - 60	31	13
[c] Duration Level 3	122	27 - 60	44	7
[c] Duration Level 4	124	19 - 59	36	8
[d] Percent Count Level 1	125	0 – 100%	9%	12%
[d] Percent Count Level 2	125	0 - 23%	5%	6%
[d] Percent Count Level 3	125	0 - 83%	30%	17%
[d] Percent Count Level 4	125	0 - 100%	56%	19%
[e] Percent Time Level 1	125	0 - 100%	9%	13%
[e] Percent Time Level 2	125	0 - 24%	5%	6%
[e] Percent Time Level 3	125	0 - 84%	34%	17%
[e] Percent Time Level 4	125	0 - 100%	53%	20%
Classroom Learning Walk				
Fall Learning Walk	98	1 - 11	7	2
Spring Learning Walk	90	4 - 11	8	2
Percentage of students scoring on track on the CBM				
Fall CBM	110	2 – 85%	36%	19%
Winter CBM	101	3 – 96%	41%	18%
Spring CBM	79	5 – 98%	49%	20%
Reading-Tiered Fidelity Inventory				
RTFI score	106	3 - 42	18	10

[a.] *The total number of sessions per level each building received over the year.*

[b.] *The total amount of time per level (in minutes) each building received over the year.*

[c.] *The average time per session per level (in minutes) each building received over the year.*

[d.] *The proportion of count per level against the total coaching count.*

[e.] *The proportion of time per level against the total coaching count.*