

Governor’s Science of Reading Recognition Program

Application Guidelines and Instructions



Ohio Governor Mike DeWine, in coordination with the Department of Education and Workforce, has developed a program to recognize schools that are demonstrating strong implementation of evidence-based instructional practices aligned to the science of reading and where students are making significant progress.

Eligible schools that meet the minimum criteria can indicate their intent to apply using [this form](#), which will be open through Oct. 31. The full application period will open on Oct. 25 and run through Nov. 29. Note that submitting an intent to apply is not a requirement for completing the full application but strongly recommended. After applications are reviewed, potential awardees may be contacted to further verify submitted information. Schools that are selected as awardees may be contacted for a site visit to receive their award and recognition.

Application Requirements

PreK-12 schools, including public, community, and chartered nonpublic schools, are eligible to apply and each must apply as an individual building. Note the minimum requirements for each activity below and the activities for which supporting documents are required.

Applicants must be able to provide a response for each of the required activities and at least one optional activity.

Schools that do not meet the minimum requirements or do not have supporting documents as evidence for meeting the minimum requirements may apply in future years.

Timeline

Oct. 21-31	Intent to apply period
Oct. 25	Application period opens
Nov. 29	Application deadline
Late January 2025	Awardee notification
February-April 2025	Visits to select awardees

Important Reminders

- Minimum requirements for each of the required activities are described below.
- Please read through this document carefully before beginning your application.



- To streamline the process, the Department suggests compiling responses and supporting evidence prior to opening the application form to prepare all required materials.
- Attachments: For each attachment, please indicate the school’s IRN and the application part referenced. Use the naming convention [IRN]_Part[A]_Description. Only one file may be uploaded in each part. It may be necessary to combine documents. Uploaded files may not exceed 16MB.

Questions may be directed to Crystal.Ginn@education.ohio.gov.

Application Instructions

Section 1: Introduction and Background

The initial section of the application will ask for the following information:

- District name and IRN (if applicable)
- School name and IRN
- Number of students
- Grade levels served
- Total number of teachers
- Total number of building administrators
- Number of years the school has implemented practices aligned to the science of reading, as defined under section [3313.6028\(A\)\(1\) of the Revised Code](#)
- Primary school contact (up to 2 can be selected-provide name, address, email, phone number)

REQUIRED ACTIVITIES

This part of the application will require responses to each question and may require supporting documents to verify responses. The Department may contact applicants if there are questions about responses or to request additional supporting documents.

Section 2: Required Activities

PART A: SCIENCE OF READING PROFESSIONAL DEVELOPMENT ACTIVITIES COMPLETED BY EDUCATORS AND ADMINISTRATORS

DESCRIPTION

- By the application date, 90% of the school’s classroom teachers and special education teachers in the school must have completed a professional development training in the science of reading. These include training that has accredited or accredited plus status from the International Dyslexia Association or the Introduction to Dyslexia or Science of Reading courses offered by the Department. Although the minimum requirement pertains to classroom and special education teachers who provide



instruction, applicants will be able to indicate if other education professionals (for example, paraprofessionals, speech-language pathologists, school psychologists) have also completed science of reading professional development.

- By the application date, 100% of the school’s building administrators must have completed a professional development training that is aligned to the science of reading. These include training that has accredited or accredited plus status from the International Dyslexia Association or the Introduction to Dyslexia or Science of Reading courses offered by the Department.

MINIMUM REQUIREMENT

- 90% of current teachers have completed the training, as described above, by the application submission date.
- 100% of current building administrators have completed the training, as described above, by the application submission date.

SUPPORTING EVIDENCE

- Evidence of teacher and administrator training completion records for building teachers and administrators.

PART B: ASSESSMENTS AND ASSESSMENT PROCESSES

DESCRIPTION

Applicants will identify which state-approved tier 1 dyslexia screener and K-3 diagnostic screener the school uses (if applicable for the school’s grade bands) or other screeners and assessments used to guide instruction and intervention. Applicants will also identify any additional progress-monitoring and intervention-based diagnostic screeners the school uses.

MINIMUM REQUIREMENT

- Use of state-approved screening and diagnostic assessments, as applicable.
- Screening, diagnostic, and progress monitoring assessments include direct assessment of literacy skills and are reflected in the decision rules submitted in Part C.

SUPPORTING EVIDENCE

- Description of the school’s process for using screening, diagnostic, and progress monitoring assessment data to inform instruction and intervention.

PART C: SYSTEMS STRUCTURES THAT SUPPORT STUDENT LEARNING

DESCRIPTION

Applicants will be asked to describe the school’s multi-tiered system of supports and describe how system structures support literacy learning for all students at tier 1 (core instruction), tier 2 (targeted intervention), and tier 3 (intensive intervention). This can be accomplished by uploading the school’s multi-tiered system of supports (MTSS) plan and identifying the pages where this information can be found.



MINIMUM REQUIREMENT

Description must address how screening data is used to differentiate instruction, including how all students have access to grade-level instruction and data is used to provide differentiated supports. The school must have decision rules that include universal screening, diagnostic assessment, progress monitoring, and tier 2 and tier 3 intervention provided in addition to grade-level core instruction. In grades K-3, universal screening must occur at least three times per year, and students who are not on track to read proficiently by the end of third grade must be provided a Reading Improvement and Monitoring Plan. In grades 4-12, universal screening must occur at least annually (in grades 9-12, universal screening may be based on early warning indicators).

SUPPORTING EVIDENCE

- Decision rules for matching students to reading instruction and interventions, *or*
- MTSS plan (please indicate which pages this information can be located) that includes description of the minimum requirements listed above, *and*
- As applicable, a template of a student's Reading Improvement and Monitoring Plan (RIMP) (*Please ensure that the template does not include any confidential or personally identifiable information of a student*).

DESCRIPTION

Applicants will be asked to: a) list the members of the school's building-level teaming structure (such as the multidisciplinary team, building leadership team, teacher-based team) by role (not name) and responsibility; b) report how frequently the team meets; and c) describe at least two tasks the team is engaged in to ensure effective literacy instruction for all students.

MINIMUM REQUIREMENT

Applicants must provide all requested information. The building-level team must meet at least three times per year, and the team must include an administrator.

SUPPORTING EVIDENCE

- Building meeting schedule
- A sampling of team meeting notes (de-identified)
- Ohio Improvement Process school framework (if applicable)

Note: Supporting evidence must include at least one of the above.

PART D: COMMITMENT TO INCREASING EFFECTIVENESS OF LITERACY PRACTICES

DESCRIPTION

Applicants must provide an up-to-date building literacy plan or identify at least three ways the school demonstrates a building-wide commitment to increase the effectiveness of language and literacy instruction.



MINIMUM REQUIREMENT

The literacy plan or building-wide commitments must include specific, measurable, achievable, relevant, and time-bound (SMART) goals that are aligned to the science of reading and include at least three ways the school demonstrates a building-wide commitment to increasing the effectiveness of language and literacy instruction.

SUPPORTING EVIDENCE

- Literacy plan
- SMART goals relevant to this activity
- Comprehensive support and improvement information (if applicable)

Note: Supporting evidence must include one of the above.

PART E: FAMILY ENGAGEMENT TO SUPPORT LITERACY

DESCRIPTION

Applicants will be asked to list at least three engagement strategies the school has found successful for working with families and caregivers to ensure a positive home-school connection around literacy achievement.

MINIMUM REQUIREMENT

Applicants must describe engagement strategies the school has found successful for working with families and caregivers to ensure a positive home-school connection around literacy achievement, including measures or indicators of success.

SUPPORTING EVIDENCE

Documentation of family engagement strategies (may include links to school webpages):

- Examples of written communication with families
- Curriculum night materials or school-home packets

Note: Supporting evidence must include one of the above.

PART F: HIGH-QUALITY INSTRUCTIONAL MATERIALS ALIGNED TO THE SCIENCE OF READING

DESCRIPTION

Applicants will identify the core curriculum and instructional materials and reading intervention programs the school is currently implementing for reading instruction, length of implementation of those materials, and a description of the training provided to support educators in implementation. Applicants will also identify any supplemental English language arts and literacy instructional materials used in addition to core curriculum and instructional materials and reading intervention programs as part of the building's reading instruction and intervention practices.



MINIMUM REQUIREMENT

- Current implementation of English language arts core curriculum and instructional materials from the Department’s approved list (prekindergarten-grade 5).
- Current implementation of reading intervention programs from the Department’s approved list (prekindergarten-grade 12).
- Current implementation of English language arts core curriculum and instructional materials that are rated Meets Expectations on EdReports (grades 6-12).
- No current use of core curriculum and instructional materials, reading intervention programs, or any additional supplemental instructional materials that utilize a three-cueing approach to teach students to read.

PART G: EVIDENCE OF LITERACY PROGRESS

DESCRIPTION

Applicants must provide evidence that students are making significant progress in reading (K-3 diagnostic, English language arts assessment), as applicable to the grade bands of the applying school and to specify the assessments used to estimate progress. If state-reported data is not yet demonstrating student progress, applicants have the option to submit screening and/or progress monitoring data that show short-term gains on benchmark data. Data must be obtained from norm-referenced, criterion-referenced, or curriculum-based assessments; these may not be teacher-created measures of progress. Schools may provide evidence from specific grade bands if schoolwide data does not yet show evidence of progress.

MINIMUM REQUIREMENT

Applicants must be able to provide concrete and verifiable evidence of student progress on reading outcomes in at least one grade level through the data sources described below.

SUPPORTING EVIDENCE

Supporting evidence must include data tables that clearly show evidence or progress on *quantifiable measures* of student literacy outcomes.

For elementary students, this must include at least one of the following:

- Fall 2022 and 2023 reading diagnostic data for grades K-3 (percent on track and percent not on track). Specify the assessment(s) used.
- Screening and progress monitoring data for current year and previous year (beginning/middle/end of the year). Specify the assessment(s) used.
- Achievement data from Ohio’s State Tests for English language arts for students in grades 3-5 (percent proficient and/or percent of students in each achievement level) from the 2022-2023 and 2023-2024 school years.



For middle and high school students, this must include at least one of the following:

- Achievement data from Ohio’s State Tests for English language arts tests (percent proficient and/or percent of students in each achievement level) from the 2022-2023 and 2023-2024 school years.
- Screening and progress monitoring data for current year and previous year (beginning/middle/end of the year).

Please note that future years may include more specific data requirements.

Section 3: Optional Activities

This part of the application will require a response to at least one of the following parts and require supporting documents to verify the response. Award eligibility requires that applicants meet the minimum requirements for one of these optional activities. The Department may contact applicants if there are questions about the responses or to request additional supporting documents.

PART A: LITERACY COACHING

DESCRIPTION

Applicants who currently have a literacy coaching program in the school will be asked to provide further information on the coach-teacher ratio and the nature of coaching content and activities.

MINIMUM REQUIREMENT

Applicants must be able to provide supporting evidence to verify the content of coaching aligns to the science of reading by supporting instruction that is explicit, systematic, cumulative, diagnostic, and responsive to student needs and addresses decoding and language comprehension.

SUPPORTING EVIDENCE

- Description and coaching tools or materials
- Coach job descriptions
- Coaching activity logs

PART B: LITERACY TUTORING

DESCRIPTION

Applicants who currently have a literacy tutoring program in the school will be asked to provide further information on the tutor-student ratio, the frequency of tutoring sessions and the nature of tutoring activities.



MINIMUM REQUIREMENT

Applicants must be able to provide supporting evidence to verify the content of tutoring aligns to the science of reading by supporting instruction that is explicit, systematic, cumulative, and diagnostic and addresses decoding and/or language comprehension.

SUPPORTING EVIDENCE

- Description of tutoring program, tutoring schedule, and materials
- Tutoring vendor information, if applicable
- Description of student eligibility for tutoring

PART C: LIBRARY SERVICES AND ACCESS TO RICH TEXTS

DESCRIPTION

Applicants will be asked to describe the involvement of their school's library services in implementing instructional practices aligned to the science of reading and the extent to which all students have frequent access to a wide variety of rich, relevant, and grade-level texts/media sources.

MINIMUM REQUIREMENT

Applicants must be able to provide supporting evidence to verify the library provides services that support the implementation of instructional practices aligned to the science of reading and support access to collections for complex, grade-level text for all ages/grade bands the school serves.

SUPPORTING EVIDENCE

- Description of library services and collections for all ages/grade bands the school serves, including emergent literacy, kindergarten-grade 5, and grades 6-12, as applicable
- Library schedule
- Job description of library media specialists

Section 4: Attestation

By submitting this form, I certify that I am authorized by the district or school's superintendent or director to submit this form and, to the best of my knowledge, believe all the information detailed in the application for the Governor's Science of Reading Recognition Program as submitted in the application is true, complete, and accurate.

