

THE READOHIO POLICY HOUR

OFFICE OF LITERACY ACHIEVEMENT

October 2024



- READ -



Planting the seed to read

WELCOME

- Thank you for attending!
- The webinar will be recorded and posted
- Please put questions in the chat
- Questions will be addressed at the end



MIKE DEWINE
GOVERNOR OF OHIO



WELCOME

READ TOGETHER, GROW TOGETHER

- Early Childhood
- Professional Development
- HQIM
- Higher Education Alignment
- Tutoring
- Coaching



MEET THE LITERACY POLICY TEAM

- LM Clinton
- Liesl Huenemann
- Laura Buckley
- Kara Waldron
- Yvonne Wooten
- Vicki Jacobs
- Lisa Price
- Tricia Coutts-Everett

AGENDA

- Welcome
- HQIM ELA Updates
- Reading Achievement Plan Updates
- TGRG & High-Dosage Tutoring Updates
- Questions

SCHEDULE OF WEBINARS FOR 2024

- **October 25 10-11 a.m.**
- **November 22 10-11 a.m.**
- **December 20 10-11 a.m.**

**2025 schedule is forthcoming*

HQIM REQUIREMENTS

SUPPORT DOCUMENTS FOR DISTRICTS AND SCHOOLS

- [Guidance for High-Quality Instructional Materials and Core Curriculum in English Language Arts and Reading Intervention Materials Requirements](#)
- [English Language Arts Core Curriculum and Instructional Materials Initial Implementation Planning Tool](#)
- [Online Instruction Information for Approved High-Quality Instructional Materials in English Language Arts](#)

TECHNICAL ASSISTANCE MATERIALS

- Technical Assistance Materials
 - [Core: Frequently Asked Questions about the Request for Applications](#)
 - [Core: Request for Applications Support Video \(PDF\)](#)
 - [Intervention: Frequently Asked Questions about the Request for Applications](#)
 - [Intervention: Request for Applications Support Video \(PDF\)](#)

HQIM REPORTING AND DATA

- Currently analyzing EMIS data to identify not aligned, partially aligned, and fully aligned.
- The Department will be notifying districts and schools that are not using materials and programs from our approved list, as well as providing support on the selection and implementation process.
 - Letters will be going out soon to districts that are not aligned.
 - More information to come on direct support to these districts.

HQIM REVIEW PROCESS UPDATE

- The Intent to Apply window closed Friday, October 18 at 4:00 p.m. for applicants intending to apply for the current review cycle for both high-quality instructional materials and core curriculum in English language arts and evidence-based reading intervention programs.
- Application materials from those who submitted an Intent to Apply need to be submitted to the Department by Friday, November 1 at 4:00 p.m.
- Technical review of materials will begin in early November by Department staff.

READING ACHIEVEMENT PLANS

READING ACHIEVEMENT PLANS

Districts and community schools that meet both of the following criteria for ***two consecutive years*** are required to submit a plan to the Department by **December 31st**:

1. Received a performance rating of less than three stars for early literacy component on Ohio's School Report Card.
2. Fifty-one per cent or less of the district or community school's students scored proficient on Ohio's State Test for grade 3 ELA.

CHANGE TO THE PROCESS FOR 2024

New Districts & Community Schools – Districts & Community Schools not required to submit plans in 2023

- Submit RAP to ReadingPlans@education.ohio.gov

Repeat Districts & Community Schools – Districts & Community Schools that submitted plans in 2023

- Progress Report
- Update RAP Information

READING ACHIEVEMENT PLAN PROGRESS REPORT

- The Reading Achievement Plan Progress Report is the district and community school's reflections on their implementation and progress towards goals stated in their plan.
- The progress report will be used by the Department and its regional support structure to provide targeted support to districts and community schools.
- Progress Report Template is available on the Department website.

READING ACHIEVEMENT PLAN MATERIALS

- Reading Achievement Plan template and Progress Report Template can be found on the [Department's Reading Achievement Plan webpage](#).
- Please send questions to ReadingPlans@education.ohio.gov

RIMPS & HIGH-DOSAGE TUTORING

HIGH-DOSAGE TUTORING FAQ

- Posted now on the Third Grade Reading Guarantee webpage.
- Will include clarity regarding
 - Acceleration
 - HDT and MTSS
 - Locally-approved opportunities
 - Administrator responsibilities
 - Additional items

CLARITY REGARDING "90 MINUTES OF INSTRUCTION"

- Referenced in three documents.
 - [Third Grade Reading Guarantee Guidance 2024](#)
 - [Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leader's, Grades K-5](#)
 - [Dyslexia Guidebook](#)

CLARITY REGARDING "90 MINUTES OF INSTRUCTION"

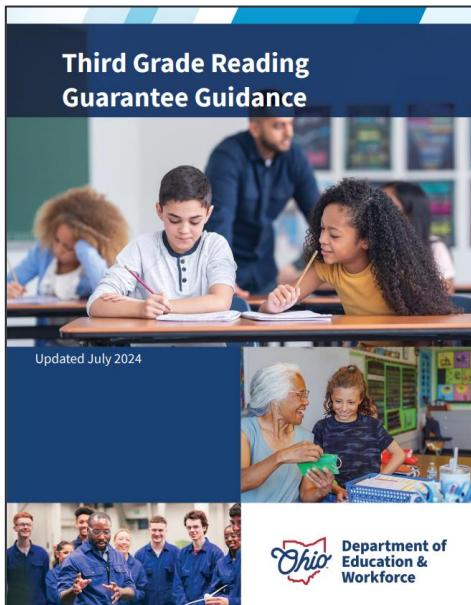
- **REQUIREMENT**

- At least "90 minutes of daily reading instruction that includes intensive intervention."
- Under state law, the 90 minutes may encompass core instruction, intervention, and other supplemental instruction.

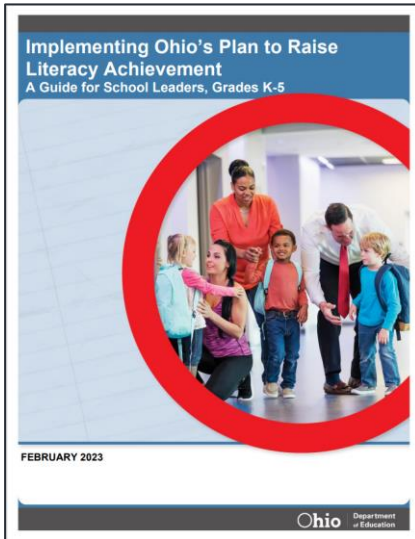
- Applies to:

- Retained 3rd grade students.
- Students promoted under the parent request exemption.

- **High-dosage tutoring may occur during intervention or other supplemental instruction but may not occur during the time designated for core instruction.**



CLARITY REGARDING "90 MINUTES OF INSTRUCTION"



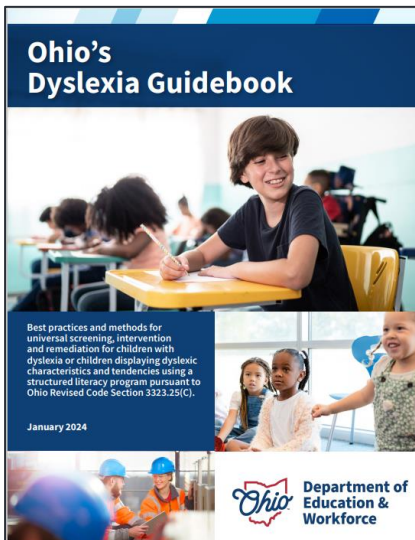
- **BEST PRACTICE**

- "Minimum of 90 minutes every day"
- The "minimum of 90 minutes everyday" encompasses core structured literacy curriculum and instruction.

- Applies to:

- All students in grades K-5.

- **High-dosage tutoring must occur in addition to the time designated for core structured literacy curriculum and instruction.**



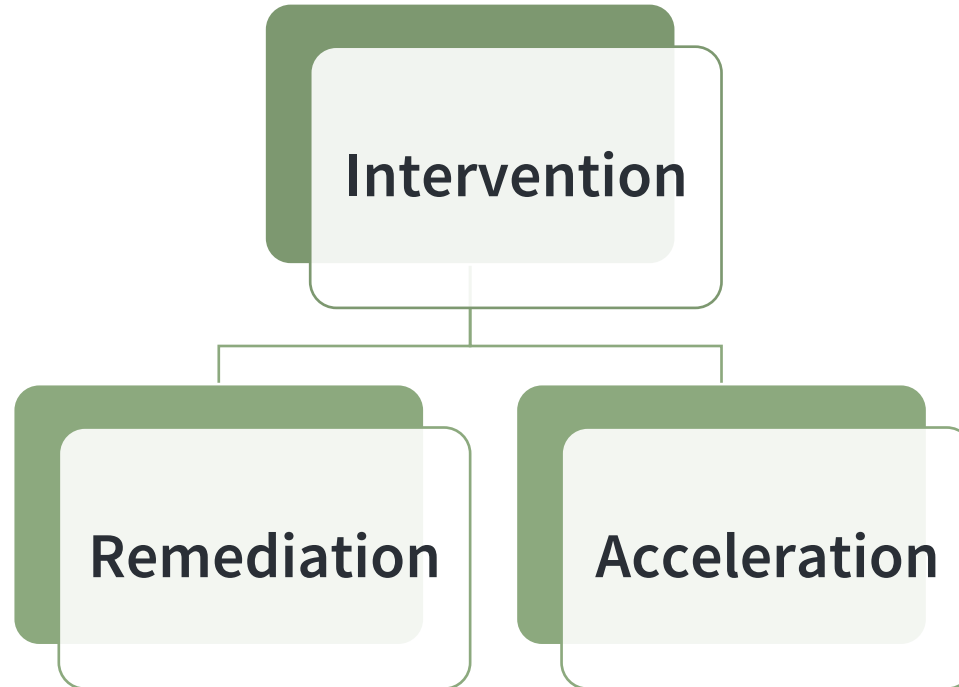
FOR WHICH STUDENTS IS HIGH-DOSAGE TUTORING REQUIRED?

- For the 2024-2025 school year, high-dosage tutoring is a requirement for all students on Reading Improvement and Monitoring Plans (RIMPs) in grades K-5.
 - Districts and schools must develop a RIMP for any student in grades K-3 who is not on-track.
 - The [Third Grade Reading Guarantee Guidance](#) manual provides the rules for which students in grades 4 and 5 must have a RIMP for the 2024-2025 school year.

HIGH-DOSAGE TUTORING

- High-dosage tutoring is a tutoring delivery model with specific characteristics that has proven to **accelerate** student learning over other tutoring delivery models.
 - See the best practices that are outlined on pages 8-9 of the [Third Grade Reading Guarantee Guidance](#) manual.

HOW ARE THE TERMS INTERVENTION, REMEDIATION, AND ACCELERATION DEFINED?



Note: Acceleration in this context is distinct from grade acceleration, early entrance to kindergarten or first grade, subject acceleration, or early graduation from high school per district acceleration policy approved under section 3324.10 of the Ohio Revised Code in ORC Section 3324.10. Intervention and remediation as defined in this document are separate from special education services that a child may receive as part of an IEP.

HOW ARE THE TERMS INTERVENTION, REMEDIATION, AND ACCELERATION DEFINED?

- Intervention
 - Is a systematic approach to targeting specific skills identified as the potential cause of reading difficulty.
 - Consists of enhanced opportunities to learn, including but not limited to, additional time with the core curriculum in small groups, other supplementary instruction or individualized intensive instruction.

Source: [Ohio's Dyslexia Guidebook 2024](#)

HOW ARE THE TERMS INTERVENTION, REMEDIATION, AND ACCELERATION DEFINED?

- Remediation

- Is a type of intervention.
- Is an instructional technique used when a student has not demonstrated mastery of certain skills and consists of intensive instruction to address errors in understanding and foundational knowledge.
- Also called “re-teaching.”

- **Acceleration**

- **Is a type of intervention.**
- **Is an instructional technique used to provide “just in time” supports based on evidence of what the learner needs in order to master the grade level content currently being taught in the core classroom.**
- **Also called “accelerating learning” and “learning acceleration.”**

Source: [Ohio's Dyslexia Guidebook 2024](#)

Source: Multiple; Definition written in same format as *remediation* for ease of comparison.



HOW DOES HIGH-DOSAGE TUTORING WORK WITHIN THE MTSS FRAMEWORK?

By leveraging the no new instruction blocks in your schedule to alternate between remediation-focused intervention and acceleration-focused intervention using high-dosage tutoring, your district will satisfy the high-dosage tutoring requirement.

- Tier II strategic support for identified students: Use small-group high-dosage tutoring to support students struggling to succeed in Tier I instruction.
- Tier III intensive support: Use 1:1 high-dosage tutoring to support students not responding to Tier II small group support.

IMPLEMENTING HIGH-DOSAGE TUTORING

- Ohio law outlines that high-dosage tutoring can be implemented in one of two ways:
 - Through a state-approved vendor from the High-Quality Tutoring Provider Vendor Directory, or
 - Through a locally approved opportunity that aligns with high-dosage tutoring best practices.

APPROVED VENDOR DIRECTORY

- No school district or school shall be *required* to use a tutoring program on the list.
- All vendors listed in this directory indicated they provide a comprehensive tutoring program that includes the six “Key Components of High-Quality Tutoring,” including:
 - Use of high-quality instructional materials;
 - Instruction aligned with research on effective teaching and learning;
 - Integration of high-dosage tutoring practices;
 - Use of data-driven instruction;
 - Hiring quality tutors; and
 - Demonstrated effectiveness.

LOCALLY APPROVED OPPORTUNITIES

- Districts and schools developing a locally approved opportunity may opt to
 - (1) build a local program that leverages existing systems and the talent pool in their community (including community partners such as universities or libraries) or
 - (2) work with a provider of choice.
- Locally approved opportunities must align with high-dosage tutoring best practices as outlined in the [Third Grade Reading Guarantee Guidance](#) manual.
- Locally approved opportunities should be approved by the Superintendent. Additionally, districts and schools should follow local policies for implementing new programs which might include board approval if contracting with a vendor or hiring new staff.

ADMINISTRATOR RESPONSIBILITIES

- Administrators should ensure that high-dosage tutoring
 - Is implemented according to state law,
 - Follows the best practices defined in the [Third Grade Reading Guarantee Guidance](#) manual,
 - Locally approved opportunities are approved by the Superintendent, and
 - Is reported according to requirements for the EMIS data collection.

QUESTIONS

- Please put your question in the chat
- If we don't get to answer your question, please send it to:
 - HQIM – ReadOhio@education.ohio.gov
 - Third Grade Reading Guarantee
ThirdGradeGuarantee@education.ohio.gov
 - High-Dosage Tutoring – Tutoring@education.ohio.gov
 - Dyslexia – Dyslexia@education.ohio.gov
 - Reading Achievement Plans – ReadingPlans@education.ohio.gov