

THE READOHIO POLICY HOUR

OFFICE OF LITERACY ACHIEVEMENT

November 2024



- READ -



Planting the seed to read

WELCOME

- Thank you for attending!
- The webinar will be recorded, posted, and distributed
- Slides will also be posted
- Please put questions in the chat



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 Updates
- High-Dosage Tutoring & RIMPS
- Questions

HQIM UPDATES

TOPICS OF FOCUS

- Handwriting guidance
- Approved materials review process update

UPDATED HANDWRITING GUIDANCE

- [Appendix A: Guidance and Supplemental Materials for Handwriting Development](#) (Model Curriculum Webpage)
 - The Importance of Teaching Handwriting
 - Instruction in Handwriting
 - Publisher Resources



THE IMPORTANCE OF HANDWRITING

- Handwriting, like reading, is a skill used for writing across the content areas.
- Daily direct and explicit instruction of handwriting, whether manuscript or cursive, supports visual letter identification and letter formation, which also support better reading and spelling (Berninger, 2012).

INSTRUCTION IN HANDWRITING

- Systematic and sequential instruction in handwriting is essential to support students in achieving better legibility, enhanced writing speed, and fluency.
- Suggested grade level sequence
- Instructional practices to build handwriting fluency (Wolf & Berninger, 2018)
 - Motor skills
 - Writing
 - Initial practice
 - Ongoing practice
 - Text

PUBLISHER RESOURCES

- In the spring of 2019, the Department submitted a Request for Information (RFI) from educational publishers regarding their handwriting curricula, materials and resources.
 - This information remains from the original appendix.
 - The Department is currently working on an RFI to update vendor sheets for approved core materials and intervention programs, including a section on handwriting. We anticipate this information to be published in early 2025.

PROCESS TO UPDATE APPROVED LISTS

Phase 1 Technical Review: Nov. 2024

Phase 2 Quality Review: Dec. 2024-Jan. 2025;
Publication of Initial Update of Approved List

Phase 2 Appeals: Jan.-March 2025

Publish Final Approved List: March 2025

HQIM REVIEW PROCESS UPDATE

- The submission window for application materials closed Friday, November 1 at 4:00 p.m. for the current review cycle for both high-quality instructional materials and core curriculum in English language arts and evidence-based reading intervention programs.
- Technical review of materials took place earlier in November by Department staff. We are currently in a clarification period, where we are gathering clarification and/or correction of errors from applicants.
- Following clarification, applicants that passed the technical review will be notified and will move on to the quality review, December 2-13. Quality review will be completed by both Department staff and trained external reviewers across the state.

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](#)

HIGH-DOSAGE TUTORING AND RIMPS

TOPICS OF FOCUS

- RIMP Requirements
- Scheduling
- **Research**

RIMP REQUIREMENTS

- Identification of the student's specific reading deficiency;
- A description of instruction services targeting the student's identified reading deficiencies;
- Opportunities for the student's parents or guardians to be involved in the instructional services;
- Progress monitoring;
- A reading curriculum aligned with the science of reading
- A statement about the TGRG promotion criteria
- High-dosage tutoring **opportunities** aligned with the student's classroom instruction

HIGH-DOSAGE TUTORING FOR RIMPS

- State Approved Opportunity or Locally Approved Opportunity that aligns with High-Dosage Tutoring best practices
- High-dosage tutoring must include additional instruction time either:
 - o Three days per week; or
 - o At least 50 hours over 36 weeks

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.

HIGH-DOSAGE TUTORING IS FOCUSED ON ACCELERATION.

- 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.”

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

- Acceleration

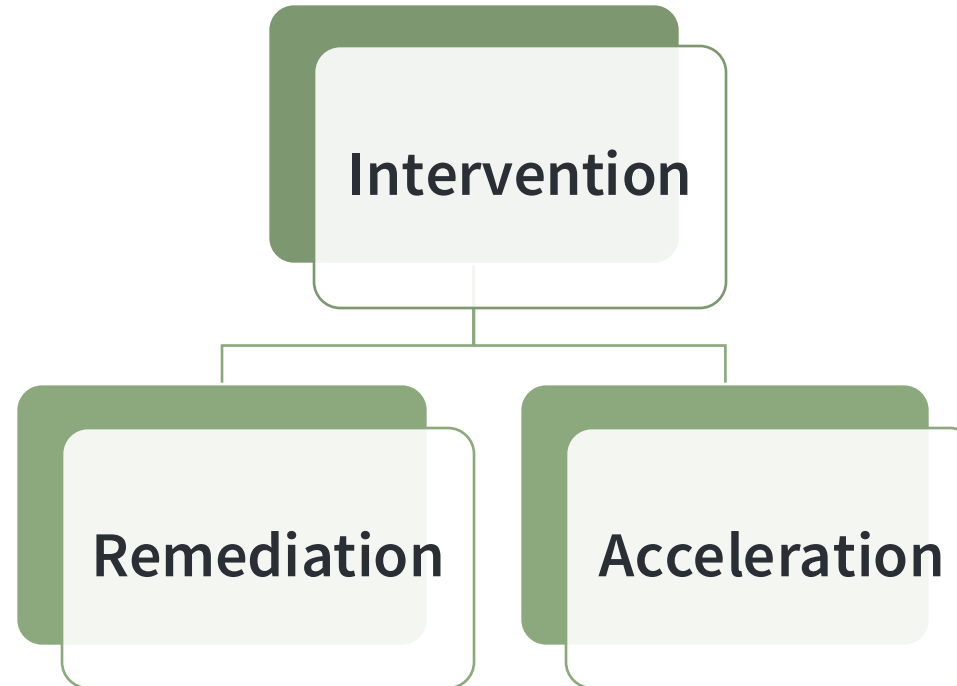
- Is a type of intervention.
- Is an instructional technique used to provide “just in time” supports based on evidence of what the learner needs in order to master the grade level content currently being taught in the core classroom.
- Also called “accelerating learning” and “learning acceleration.”

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



OHIO LAW REQUIRES BOTH TYPES OF INTERVENTION FOR STUDENTS ON RIMPS.

- Intervention services targeted at the student's identified reading deficiencies.



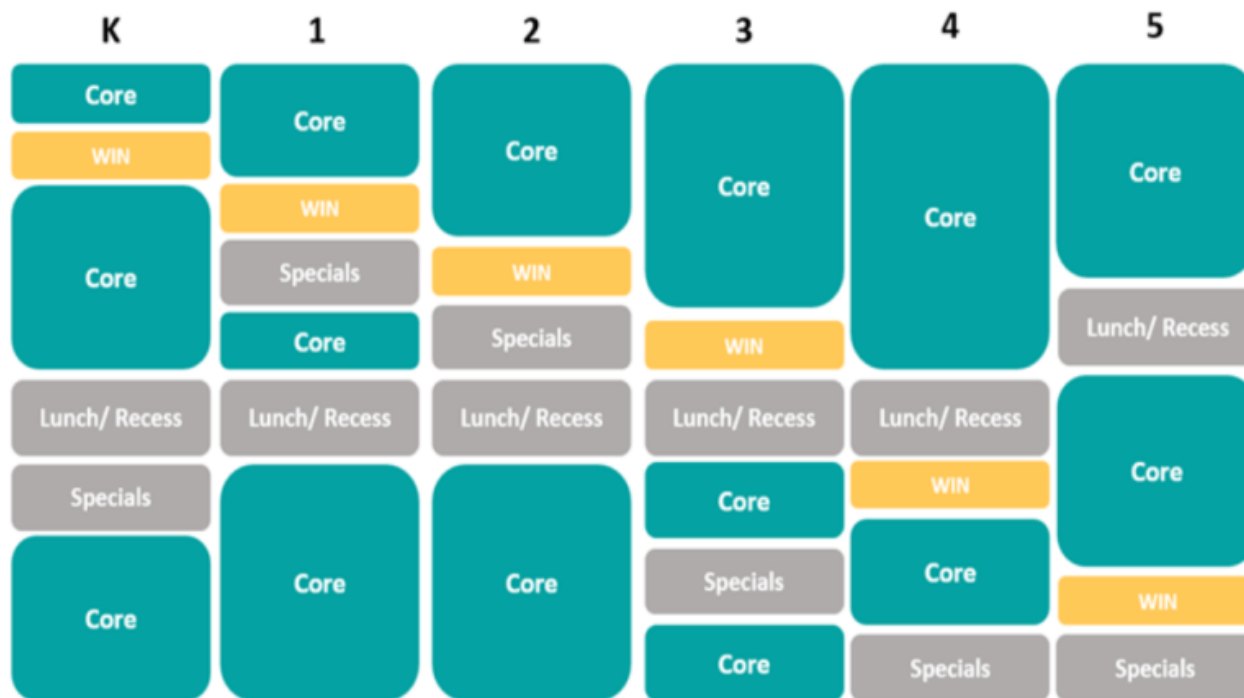
- High-dosage tutoring

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.

SCHEDULING HIGH-DOSAGE TUTORING

- **Tutoring interventions that are conducted during the school day consistently result in greater student attendance and academic outcomes than those that are held after school or during the summer.**
 - [*Design Principles for Accelerating Student Learning with High-Impact Tutoring \(updated June 2024\) - EdResearch for Action*](#)
- **Tutoring that is embedded in the school program creates equitable access and consistency for students and coordination with school efforts.**
 - [*High-Impact Tutoring: Equitable and Effective Learning Acceleration \(May 2021\) - National Student Support Accelerator*](#)

SCHEDULING HIGH-DOSAGE TUTORING



Option 1

During a "no new instruction" block, alternate between remediation-focused intervention and acceleration-focused intervention using high-dosage tutoring.

Option 2

During the literacy block once core instruction has concluded, use remaining time to implement high-dosage tutoring.

SCHEDULING HIGH-DOSAGE TUTORING

	HR	1	2	3	4	5	6	7	8	9
6th Grade	7:30 - 7:35	7:35 - 8:22	8:25 - 9:12	9:15 - 10:02	10:05 - 10:32	10:35 - 11:05	11:08 - 11:55	11:58 - 12:45	12:48 - 1:35	1:38 - 2:25
	Homeroom	Core 1	AA/PLC	Core 2	WIN	Lunch	Core 3	AA / Plan	Core 4	Core 5
7th Grade	7:30 - 7:35	7:35 - 8:22	8:25 - 9:12	9:15 - 10:02	10:05 - 10:52	10:55-11:22	11:25 - 11:55	11:58-12:45	12:48-1:35	1:38 - 2:25
	Homeroom	Core 1	Core 2	AA/PLC	Core 3	WIN	Lunch	Core 4	AA / Plan	Core 5
8th Grade	7:30 - 7:35	7:35 - 8:22	8:25 - 9:12	9:15 - 10:02	10:05 - 10:52	10:55-11:42	11:45-12:12	12:15-12:45	12:48-1:35	1:38-2:25
	Homeroom	Core 1	Core 2	Core 3	AA/PLC	Core 4	WIN	Lunch	Core 5	AA / Plan

Option 1

During a "no new instruction" block, alternate between remediation-focused intervention and acceleration-focused intervention using high-dosage tutoring.

Option 2

During a second applied arts option, provide high-dosage tutoring.



SCHEDULING HIGH-DOSAGE TUTORING

Additional Scheduling Options and Pro Tips

- To boost attendance, avoid scheduling tutoring during your first or last period.
- Tutoring can occur in a separate space apart from the student's normal classroom where students from multiple classes are taken to form homogenous groups by mastery level and student need.
- Many school schedules have a consistent period that is flexibly used, such as advisory or homeroom. These periods can often be repurposed for tutoring.

National Student Support Accelerator

SCHEDULING HIGH-DOSAGE TUTORING

Additional Scheduling Options and Pro Tips

- Some schools have a staggered two-period lunch, where half the students have lunch during the first period and half have lunch during the second. Each group's non-lunch period can then be used for tutoring.
- If the school uses block scheduling and core instruction has extended periods, then tutoring can occur during the second portion of the extended classes once core instruction has concluded. This setup works best when blocks are consecutive; otherwise, attendance for the tutoring block may drop.

National Student Support Accelerator

RESEARCH BASICS

"Tutoring is not a silver bullet. Students are unlikely to experience learning gains if schools do not commit time and resources to implementing a high-quality tutoring program well."

Design Principles for Accelerating Student Learning with High-Impact Tutoring (updated June 2024) - EdResearch for Action provides a summary of the research and includes source links for a deeper dive.

QUESTIONS?

- ReadOhio@education.ohio.gov
- ThirdGradeGuarantee@education.ohio.gov
- Dyslexia@education.ohio.gov
- Tutoring@education.ohio.gov