Ohio’s Plan to Raise Literacy Achievement

Literacy Academy ∙ January 2018
Today’s Presentation

Overview of Ohio’s Plan to Raise Literacy Achievement

Focus on Section 1: Ohio’s Theory of Action

Focus on Section 4: Ohio’s Literacy Vision
Where to Find Ohio’s Plan

education.ohio.gov

Search keyword “Literacy”

education.ohio.gov/Topics/Learning-in-Ohio/Literacy
Purpose

1. Serve as a guide to promote evidence-based language and literacy practices birth-grade 12
Purpose

Support alignment of literacy efforts across the educational cascade (state, regional, local)
Purpose

3 Use literacy acquisition and achievement as a lever for school improvement
Appendix A: Ohio’s State Literacy Team

in language and literacy content, instruction, intervention, assessment, professional learning and policy

Represents all ages/grades birth-grade 12

Meets annually to review and revise state plan
Section 1: Ohio’s Theory of Action

Birth-grade 12 Language and Literacy Development

First developed in 2015 for the State Systemic Improvement Plan

Focuses the state’s strategies for literacy improvement
Section 2: Alignment of Ohio’s Literacy Improvement Efforts

- Identifies Ohio’s portfolio of literacy improvement
- Provides information on Ohio’s literacy improvement efforts
- Includes information on the state’s Early Literacy Pilot
Section 3: Comprehensive Needs Assessment

2017 Learner Performance Data

Root Cause Analysis

Drives Ohio’s Vision and Plan
Section 4: Ohio’s Literacy Vision

- Literacy as a lever for school improvement birth-grade 12
- Direct Response to Needs Assessment
- Outlines Ohio’s Commitments
Section 5: Objectives, Strategies and Activities

Support data driven-decision making and planning

Ensure LEAs develop evidence-based language and literacy plans
Section 5: Objectives, Strategies and Activities

Support of implementation of evidence-based language and literacy practices

Provide financial support to literacy improvement efforts and help identify sustainable practices
Section 6: Measuring Success

- Measuring success of Ohio’s plan
- Measuring success of the SRCL grant
Section 7: Monitoring Progress

- Monitoring State Level Activities
- Monitoring Regional Literacy Activities
- Monitoring Local Literacy Activities
Section 8: Implementing Evidence-Based Practices

Evidence-Based Clearinghouse

Ensuring Effectiveness and Improving Upon Strategies
Section 1: Ohio’s Theory of Action

- Multi-Tiered System of Support
- Teacher Capacity
- Family Partnerships
- Shared Leadership
- Birth-Grade 12 Language and Literacy Development
- Community Collaboration
Shared Leadership

1. Leadership occurs at all levels

2. Support team structures
   – District Leadership Team, Building Leadership Team, Teacher-Based Teams
Multi-Tiered System of Supports

1. Data-driven decision making

2. Differentiation
Teacher Capacity

1. Focused, sustained and embedded professional learning
   - Evidence-based language and literacy practices and interventions;
   - Data driven decision making

2. Coaching
# Ohio’s Coaching Framework

## Instructional Coaching

**Goal:** To develop knowledge, skills and abilities related to content specific practices to improve student outcomes

**Who:** Teachers, Specialists, Paraprofessionals, Small Teams  
**How:** In Person; Video

**Topics:**
- Phonological Awareness
- Print awareness
- Word recognition
- Beginning decoding & spelling
- Advanced word study
- Vocabulary/oral language
- Comprehension strategies
- Writing
- Content area reading strategies
- Discipline specific literacy strategies
- Text discussion
- Explicit instruction
- Use of assessment for planning instruction
- Increasing intensity of instruction
- Supports for all students, including students with disabilities and students who are gifted
- Differentiated instruction

## Systems Coaching

**Goal:** To develop knowledge, skills and abilities in the infrastructures (systems) to support high-quality use of language and literacy practices

**Who:** Leaders, Teams  
**How:** In Person; Video

**Topics:**
- Assessing needs, fit, and context of new innovations
- Promoting buy-in and readiness for new innovations
- Forming leadership teams (DLT, BLT, and/or TBTs)
- Developing leadership teams (DLT, BLT, and/or TBTs)
- Facilitating MTSS Needs Assessment for Literacy;
- Supporting fluency in school-wide reading model:
  - Evidence-based practices and interventions;
  - Data interpretation;
  - School-wide reading assessment system;
  - School-wide reading schedule
- Data collection, interpretation, & problem solving
- Tier 1 curriculum auditing
- Communication protocols
- Grade level reading schedules & instructional plans
- Supports for all students, including students with disabilities & students who are gifted
- School improvement action planning
Family Partnerships

1. Families engaging with schools

2. Families engaging with literacy at home
Community Collaboration

1. Networks to share successes, problems and practices

2. Community-wide systems of support
Section 4: Ohio’s Literacy Vision
Framework for Addressing Practice and Supports

Supporting Infrastructure

Educational Practices

Level of the System

- Classroom
- Grade Level
- School
- District
- Region
- State

Contextual Focus

- McIntosh and Goodman (2016)
Vision Commitments

Simple View of Reading

Language & Literacy Development Continuum

General and Special Education Partnerships

Infrastructure Supports
Simple View of Reading

https://www.youtube.com/watch?v=cUoiZl-ep7E&t=1s
Simple View of Reading

Decoding (Word-level Reading)

- The ability to transform print into spoken language

Language Comprehension

- The ability to understand spoken language

Reading Comprehension

- Gough & Tunmer, 1986
Simple View of Reading

1. Understanding reading process
2. Selection of core reading programs and any needed supplements
3. Assessment of reading challenges
4. Selection of practices and interventions
Language and Literacy Continuum

Support for All Learners Across the Literacy Development Continuum
ALL learners, no matter the complexity of their disability, have the potential to grow their skills and knowledge in language and literacy.
Emergent Literacy

Phonological Processing

Print Awareness

Oral Language
Early Literacy
# Early Literacy

## Medium-large predictive relationship

- Alphabet Knowledge
- Phonological Awareness
- Rapid Automatic Naming
- Writing or Writing Name
- Phonological Memory

## Moderately correlated with at least one measure of later literacy achievement

- Concepts of Print
- Print Knowledge
- Reading Readiness
- Oral Language
- Visual Processing
Conventional Literacy
Conventional Literacy

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
### Conventional Literacy

Changing Emphasis of the Subskills of the Five Components of Reading

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<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
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<tr>
<td>Phonemic Awareness</td>
<td>Blend &amp; Segment</td>
<td>Phoneme Analysis: Addition, Deletion &amp; Substitution; Spelling Dictation</td>
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<td>Phonics</td>
<td>Sounds/Basic Phonics</td>
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<td>Multisyllabic &amp; Word Study</td>
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<td>Fluency</td>
<td>Sounds and Words</td>
<td>Words &amp; Connected Text</td>
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<td>Vocabulary</td>
<td>Speaking &amp; Listening</td>
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Adapted from Michigan’s Integrated Behavior and Learning Support Initiative, 2017
Adolescent Literacy

Across Content Areas

Disciplinary Literacy

Intensive Intervention
Strategies Across Content Areas

- Comprehension strategy instruction
- Explicit vocabulary instruction
- Academic language support
Disciplinary Literacy

https://www.youtube.com/watch?v=IQk8XO1KgWk
Learner Data

• Nearly 30 percent of Ohio’s K-3 students are reading below grade level

• Nearly 40 percent of students in grades 3-8 are not proficient on the OST in ELA

• More than 50 percent of graduating seniors taking the ACT do not meet the college and career readiness benchmark for reading
Root Cause Analysis

• Students who start behind stay behind

• Some districts were either not utilizing effective instructional practices or not implementing them with fidelity
Types of Reading Difficulties

<table>
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<tr>
<th>Word Reading</th>
<th>Language Comprehension</th>
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<td>Strong</td>
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<td>Typical Reader</td>
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<td>Weak</td>
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<td>Language Difficulties</td>
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<td>Phonological Difficulties</td>
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<td>Mixed Reading Difficulty</td>
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General and Special Education Partnerships

Integrated Comprehensive Systems Framework

1. Focus on equity and best practices;
2. Establish equitable structures: location and arrangement of students and staff;
3. Implement change by leveraging funding and regulations in support of proactive service delivery; and
4. Establish access to high quality teaching and learning for ALL learners through developing teacher capacity.
Infrastructure Supports

State  Regional  Local

Networking to Support Improvement Efforts
The Ohio Department of Education aims to increase student achievement through improving language and literacy outcomes for all students. A successful language and literacy framework is built on five interrelated components—teacher capacity, shared leadership, multi-tiered systems of support, parent partnerships, and community collaboration.
Effective instruction and meaningful learning opportunities combined with family and community engagement in language and literacy development hold the potential to improve student outcomes. The Ohio Department of Education aims to work collaboratively with parents, teachers, educators, and community members to promote reading success at all levels of learning.
District, School, and Teacher Support Toolbox

The Ohio Department of Education strives to build a solid literacy foundation for all students through the implementation of quality language and literacy practices. The purpose of this toolbox is to assist districts, schools, and teachers in implementing evidence-based language and literacy instruction and has organized available tools around instruction, lesson design, and assessment. Materials contained in Ohio’s Early Literacy Toolbox are drawn from both internal and external sources and will evolve over time. Materials and resources posted are for informational use only.

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<th>CHOOSE A TOOL</th>
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<td>How Children Learn to Read</td>
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<td>Universal Screener (Reading Diagnostic)</td>
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<td>Progress Monitoring</td>
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<td>Literacy Coaches</td>
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<td>Websites Every Elementary Educator Needs to Know</td>
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How Children Learn to Read

» Reading Rockets: How Children Learn to Read
» Reading 101: A Guide to Teaching Reading and Writing- Includes 9 course modules on the five components of reading, classroom strategies and resources for teaching reading and writing.

Universal Screener (Reading Diagnostic)
Screening is conducted to identify or predict students who may be at risk for poor learning outcomes. Universal screening assessments are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students’ risk status (rti4success.org).

GENERAL INFORMATION

» Doing What Works (DWW) Library
» Center on Response to Intervention
Questions?

Striving Readers Subgrant or Ohio’s Plan to Raise Literacy Achievement:
strivingreaders@education.ohio.gov
education.ohio.gov
Join the Conversation

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education.ohio.gov/text
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