

# Building Strong Literacy Systems for Ohio's Students: A Foundation for Success



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# Proficiency Status Grades K-4 2021-2022

Grade Level	Ohio's State Test for English Language Arts Assessment: Proficiency Status			
	On Track	Not On Track	Proficient	Not Proficient
Kindergarten	60% (75,475)	40% (49,904)	N/A	N/A
Grade 1	62% (72,410)	38% (44,930)	N/A	N/A
Grade 2	55% (67,028)	45% (54,252)	N/A	N/A
Grade 3	56% (68,109)	44% (53,190)	60% (74,639)	40% (50,161)
Grade 4	N/A *(Not Available)	N/A	62% (78,841)	38% (44,892)



# What is the Science of Reading?

Instruction that  
is explicit and  
systematic

Addresses  
phonemic  
awareness,  
phonics,  
vocabulary,  
fluency,  
comprehension  
and writing

Using a  
structured  
literacy  
approach



# The Science of Reading is Not

A fad, trend, new idea or pendulum swing

A one-size-fits all approach

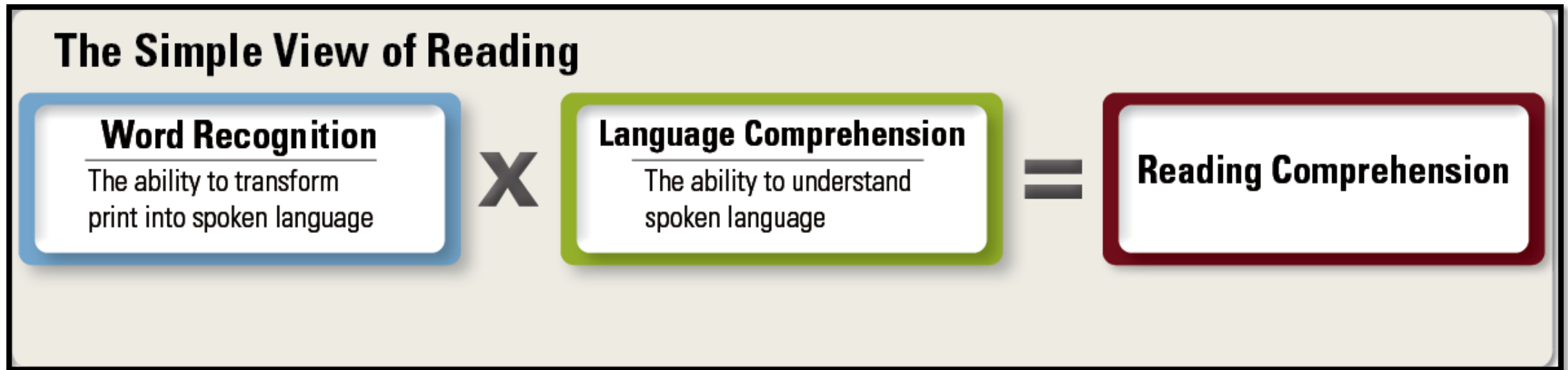
A program of instruction

A single, specific component of instruction

\*The Reading League, *The Science of Reading Defining Guide*, 2021



# Simple View of Reading



\*Gough and Tunmer, 1986



## THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

### LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

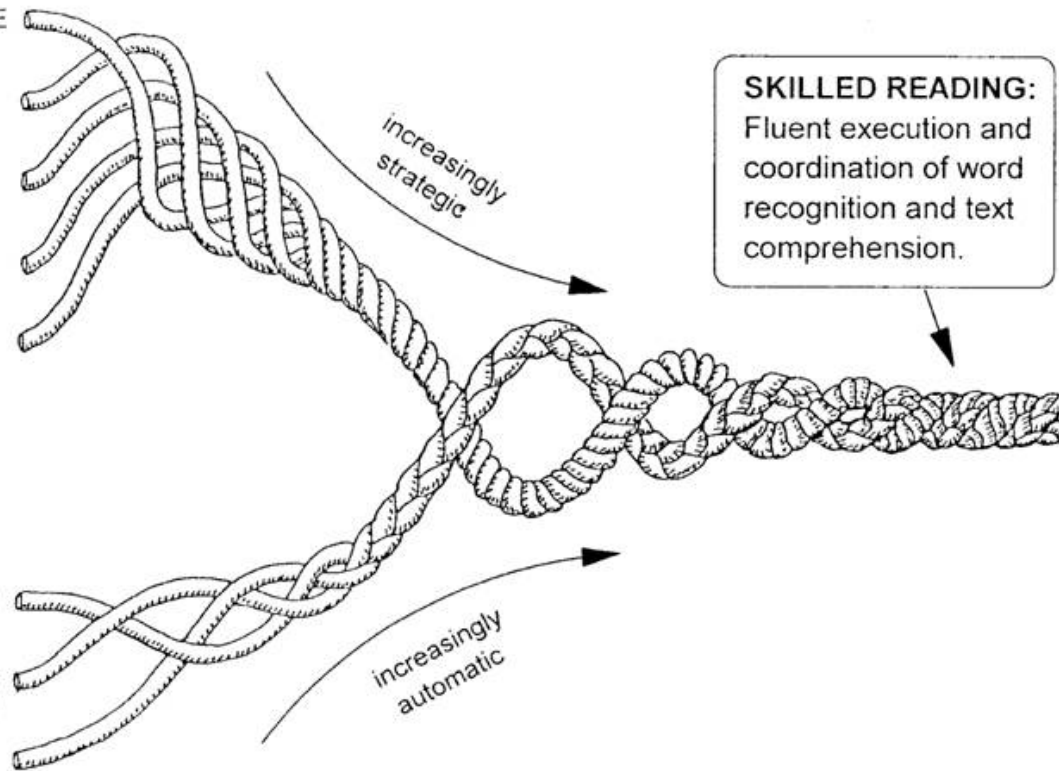
LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

### WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)



**SKILLED READING:**  
Fluent execution and  
coordination of word  
recognition and text  
comprehension.

\*Scarborough and Brady, 2001



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# Success Example 1:

## Edison Local Student Success Stories



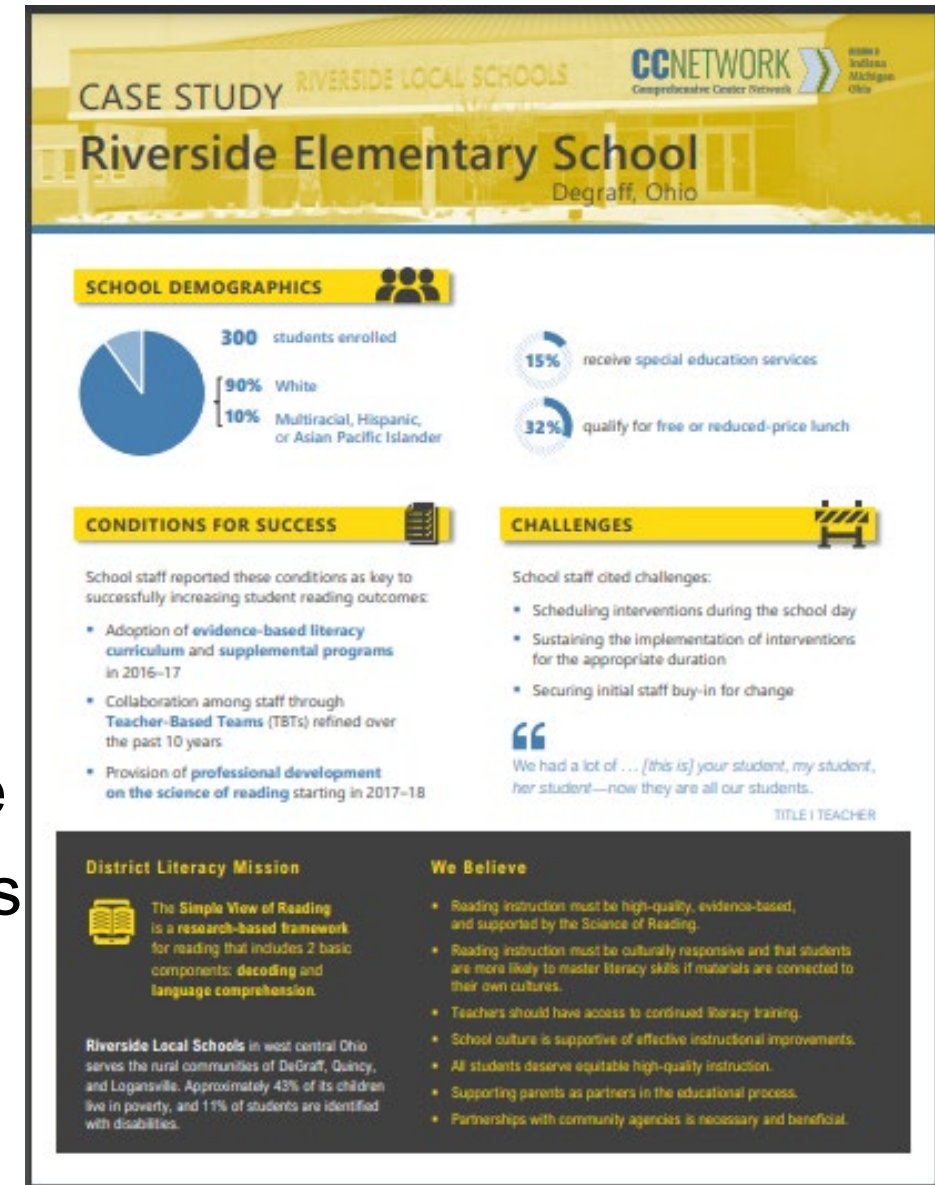


# Success Example 2: Interactive Case Study

## Riverside Local Schools

### Impact: Key Themes

- Improved school culture/climate
- Increased educator and student confidence
- Improved student engagement and success
- Increased family engagement
- Enhanced educator knowledge





# Success Example 3: Ohio's Comprehensive Literacy State Development (CLSD) Grant

- **92 school buildings** have invested in literacy improvement efforts
- More than **1,850 educators** have engaged in professional development in evidence-based language and literacy instruction
- **35,000 students** have received access to quality tier 1 instruction and access to intervention supports for literacy
- **54 non-CLSD districts** have interacted with evidence-based practices through regional literacy networking opportunities



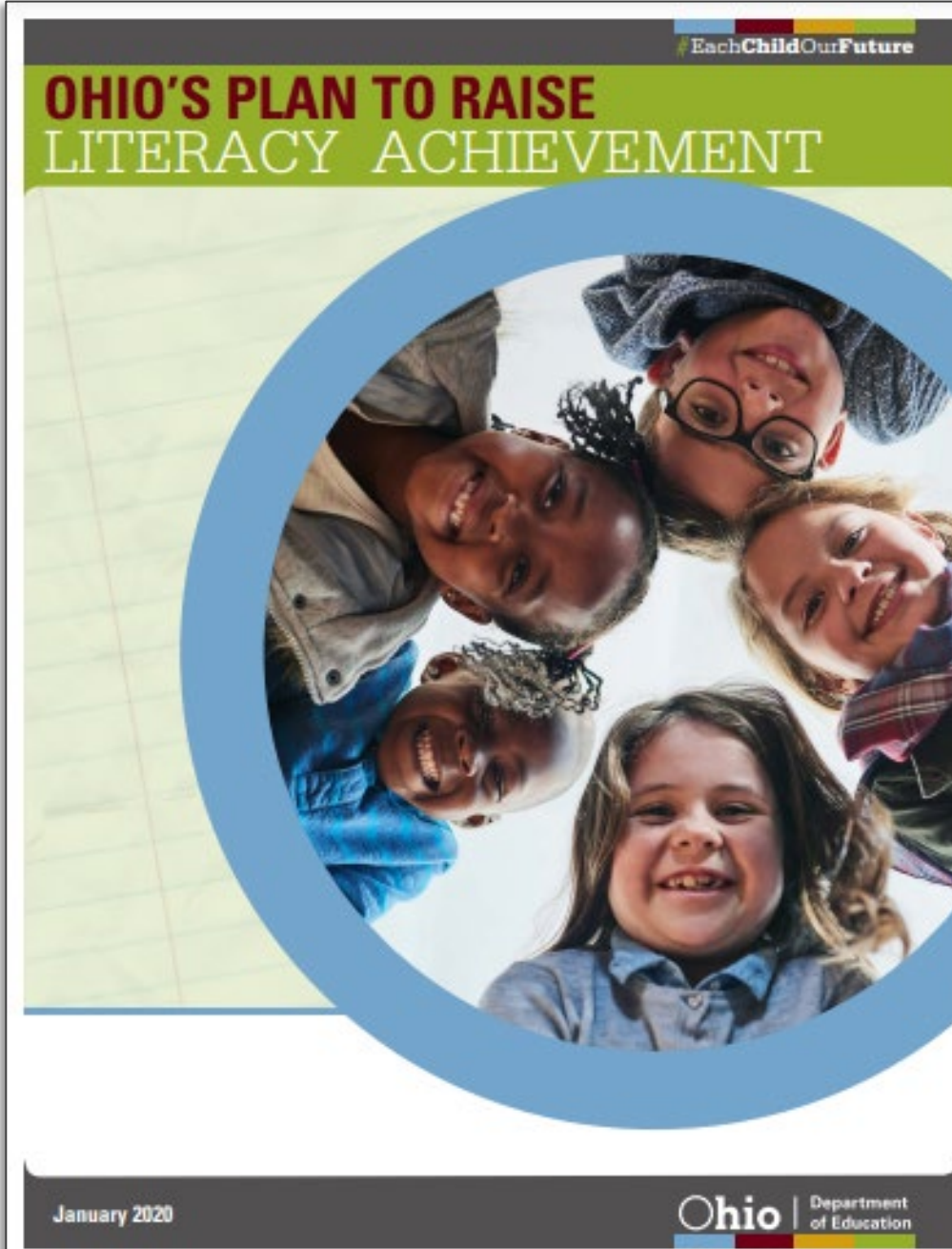
# Current Literacy Policies

- [Third Grade Reading Guarantee](#)
  - District Reading Achievement Plans
  - Reading Improvement and Monitoring Plans
- [Dyslexia Support Laws](#)
- [Ohio Administrative Code for Phonics](#)



# Ohio's Plan to Raise Literacy Achievement

Ohio's vision is for *all* learners to acquire the knowledge and skills to become proficient readers.



# Ohio Commitment to Education Systems

- Using the **Simple View of Reading** to drive all literacy content, conversation, development and organization of resources.
- Ensuring all learners are represented and supported throughout the **language and literacy development continuum**.
- Providing specific recommendations and guidance for **learners having difficulty reading or writing**.
- Enhancing **partnerships and collaboration** among general education and special education practitioners and stakeholders.
- Enhancing **state infrastructure supports** to build knowledge and capacity.





# Literacy Supports for All Educators In-service

Instructional Coaching	Systems Coaching
<b>Goal:</b> To develop knowledge, skills and abilities related to content-specific practices to improve student outcomes	<b>Goal:</b> To develop knowledge, skills and abilities in the infrastructures (systems) to support high-quality use of language and literacy practices
<b>Who:</b> Teachers, Specialists, Paraprofessionals, Small Teams	<b>Who:</b> Building and District Leaders and Teams



# Literacy Supports within Institutions of Higher Education

Model course syllabi

Faculty professional development

Higher education network

Foundations of Reading test

Partnering on literacy grants



# What Have We Learned About Building Strong Literacy Systems?

The role of leadership is critical

Building educator knowledge alongside job-embedded supports can increase teacher capacity

Impact of regional and state supports for literacy





# Literacy is Our Continued Priority



Build Comprehensive Professional Learning Opportunities



Invest in Instructional and Systems Coaching



Identify High-Quality Instructional Materials



Align Assessments

# Questions?



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