

My name is Braedan Schantz. I am concerned about Ohio House Bill 33. If HB 33 passes without amendments to Sec 3313.6028, it will be up to the Ohio Department of Education to make considerable curriculum decisions that could have serious long-term ramifications for Ohio students, families, and educators.

I am a lifelong, licensed Ohio educator, certified and endorsed K-12 reading specialist, and faculty associate at Wright State University. I tutor students, coach and teach preservice teachers and teachers in the field, teach graduate students at the university, and have personally taught hundreds of children to read during my career. I have presented at many educational conferences about literacy. *I am writing on my own behalf, not as a representative of my institution of employment.* I feel the need to voice my concerns in writing because only one university faculty member was included on the ODE Dyslexia committee. This committee is advising and influencing major changes to the educational policy in Ohio and represents an extreme agenda. Literacy centrists, like me, are not represented on the committee nor in the proposed legislation. Few experts in the field of literacy and teaching have been consulted regarding Ohio House Bill 33, and I am concerned about the push to **endorse, finance, mandate, and support literacy programs exclusively affiliated with the “science of reading.”** The language in Ohio House Bill 33 does not embody the current sciences (plural) around literacy instruction. It is not a settled matter, despite the narrative being shared by several sensational media outlets.

- The science of reading **should include all scientific studies** that meet rigorous standards thresholds, not just cherry-picked studies preferred by the persuasions of ODE, the Ohio Dyslexia Committee, ODE consultants, and publishers.
- The law should not limit or ban any “evidence-based” practices that have strong evidence as verified by third-party government agencies such as Evidence for ESSA and the What Works Clearinghouse. **The current version of this bill would exclude many research-based practices.**
- **The law should not include confusing, inaccurate, and exclusionary language that bans MSV or “three-cuing.”** Such language is confusing because all models of reading include reference to the importance of meaning (M), language comprehension/syntax (S), and the importance of using the visual code (V) for successful reading to happen. Even ODE’s preferred model, the “simple view of reading” references comprehension (M) being the product of decoding (V) and language comprehension(S). There are NO scientific studies that would warrant such a ban. In fact, the opposite is true—programs and methods that give equal attention to all three elements are those with the MOST evidence of working as verified on What Works Clearinghouse and the Evidence for ESSA websites.
- This proposal **limits the free-market and hurts Ohio-based organizations**, specifically The Ohio State University, Reading Recovery Council of North America, Leveled Literacy Intervention, and Literacy Collaborative. It would funnel money to large, out of state, curriculum corporations.
- The law would **remove local control** from districts to make curriculum decisions based on their budget and the populations of students served.
- Please ask, where this legislation is coming from? Who does it serve? Who has a seat at the table to make decisions? Who is excluded? Who will benefit financially from these radical curriculum changes? If we require all Ohio schools to change their current reading curriculum, will some effective, research-based teaching practices be lost? Should schools who have effective reading curriculum in place be forced to purchase new curriculum to be compliant with this law?

Please reach out if you would like to discuss this further. I have suggestions for revisions to the bill including removing the provision that would ban three cueing as well as expanding the definition of evidence-based practices beyond the narrow scope of the ODE committee.

Thank you for your time.

Kind regards,
Braedan Schantz, M.A. Ed.

Evidence for ESSA Website: <https://www.evidenceforessa.org>

What Works Clearinghouse Website: <https://ies.ed.gov/ncee/wwc/>