

OHIO'S PLAN TO RAISE LITERACY ACHIEVEMENT

Appendices



Appendices

Appendix A: Ohio's State Literacy Team Members

Appendix B: Ohio's Theory of Action

Appendix C: Coaching in Literacy (Ohio's Coaching Model)

Appendix D: Emergent Literacy Skills that Relate to Later Forms of Conventional Reading and Writing (Whitehurst & Lonigan, 2001)

Appendix E: NELP Literacy Variables (NELP, 2008)

Appendix F: Changing Emphasis of the Subskills of the Five Components of Reading (Adapted from Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI), 2017)

Appendix G: Evidence-Based Practices for Improving Adolescent Literacy (Adapted from Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide, 2008)

Appendix H: Measurements of Interim Progress

Appendix I: Protocol for Selecting Evidence-Based Strategies (adapted from the National Center for Systemic Improvement, 2018)

Appendix J: Regional Professional Learning Series in Literacy

Appendix A: Ohio's State Literacy Team

The State Literacy Team, led by the Ohio Department of Education's Office of Approaches to Teaching and Professional Learning, is a group of experts in language and literacy content, instruction, intervention, assessment, policy and professional learning. These team members represent stakeholders who support educators, families and learners from birth through grade 12.

The State Literacy Team includes individuals and experts from the following:

- Office of Ohio Governor Mike DeWine;
- Ohio Center for Autism and Low Incidence;
- Outreach Center for Deafness and Blindness;
- Ohio Department of Developmental Disabilities;
- Ohio Department of Job and Family Services;
- Ohio districts and schools;
- Ohio colleges and universities;
- State foundations and partnerships;
- State support teams and educational service centers; and
- Ohio Chapter of the American Academy of Pediatrics.

The State Literacy Team reconvened in June 2019 to reflect on the initial implementation of Ohio's Plan to Raise Literacy Achievement, analyze updated state and project-specific data, and offer recommendations to enhance the plan. The Department established workgroups for the birth to kindergarten entry, kindergarten to grade 5 and middle-high school grade bands. The groups focused on evidence-based practices to support emergent literacy for learners from birth to kindergarten entry, early and conventional literacy for learners from kindergarten to grade 5, and adolescent literacy development for learners in middle and high school. The workgroup also reviewed Ohio's current literacy development efforts and identified opportunities to expand specific, evidence-based language and literacy practices across the state and its regions, districts, grade levels, classrooms, and families and communities.

Department staff work with the State Literacy Team to communicate Ohio's Plan to Raise Literacy Achievement throughout state, regional and local entities to provide a consistent message regarding evidence-based language and literacy practices.

Appendix B: Ohio's Theory of Action

Strands of Action	If the Ohio Department of Education	Then	Then	Then
Leadership	Invests in building the capacity of leaders and systems to promote evidence-based language and literacy instruction for all learners,	Through shared instructional leadership, districts will identify and implement proven, evidence-based practices to provide reading instruction and interventions to all learners.	More learners, including disadvantaged ones, will become proficient readers.	More disadvantaged learners will graduate ready for college, careers and/or independent living.
Multi-tiered System of Supports	Creates a coherent multi-tiered system of supports network at the state, regional and district levels to provide continuous support for implementing evidence-based instruction,	Districts will thoroughly implement multi-tiered systems of supports, with fidelity, so all learners receive appropriate academic and behavioral supports.		
Educator Capacity	Builds the capacity of: <ul style="list-style-type: none"> • Birth to kindergarten-entry educators to develop emergent literacy skills, and • Preschool to grade 5 teachers to deliver high-quality reading instruction and data-driven interventions, and • Middle school and high school educators to deliver high-quality reading instruction and data-driven interventions across content areas, and • All educators to implement culturally responsive instructional practices, 	All learners, including disadvantaged ones, will have access to high-quality instruction with interventions designed to meet their individual needs.		
Family Partnerships	Promotes continuous family engagement and family partnerships to support language and literacy development,	Families will be better equipped, more engaged partners in their children's language and literacy development.		
Community Collaboration	Coordinates local community partnerships among agencies providing services to learners to support language and literacy development,	More learners will experience language-rich, literacy-based environments outside school.		

Appendix C: Coaching in Literacy (Ohio's Coaching Model)

Ohio's Coaching Model may be implemented through a traditional coaching framework or a peer coaching framework.

Instructional Coaching		Systems Coaching	
Goal: To develop knowledge, skills and abilities related to content-specific practices to improve student outcomes		Goal: To develop knowledge, skills and abilities in the infrastructures (systems) to support high-quality use of language and literacy practices	
Who: Teachers, Specialists, Paraprofessionals, Small Teams	How: In Person, Video	Who: Leaders, Teams	How: In Person, Video
Topics: <ul style="list-style-type: none"> • Phonological Awareness • Print awareness • Word recognition • Beginning decoding and 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 		Topics: <ul style="list-style-type: none"> • Assessing needs, fit and context of new innovations • Promoting buy-in and readiness for new innovations • Forming district and building leadership teams and teacher-based teams • Developing district and building leadership teams and teacher-based teams • Facilitating multi-tiered system of supports needs assessment for literacy • Supporting fluency in schoolwide reading model: <ul style="list-style-type: none"> o Evidence-based practices and interventions; o Data interpretation; o Schoolwide reading assessment system; o Schoolwide reading schedule • Data collection, interpretation and problem-solving • Tier 1 curriculum auditing • Communication protocols • Grade-level reading schedules and instructional plans • Supports for all students, including students with disabilities and students who are gifted • School improvement action planning 	

Appendix D: Emergent Literacy Skills that Relate to Later Forms of Conventional Reading and Writing (Whitehurst and Lonigan, 2001)

Phonological Processing	Print Awareness	Oral Language
Phonological sensitivity: ability to detect and manipulate the sound structure of oral language	Ability to distinguish letters	Children with larger vocabularies have more developed phonological sensitivity
Phonological naming: efficiency of retrieving phonological information from permanent memory	Letter knowledge is linked with children's ability to manipulate phonemes	Children with smaller vocabularies are limited in phonological sensitivity
Phonological memory: short-term memory for sound-based information	Invented spelling — writing words following a phonological strategy	Implications for older learners: Learners with more semantic knowledge better comprehend what they read; Learners who read more frequently and fluently develop larger vocabularies and can access more difficult texts

Appendix E: Nelp Literacy Variables (Nelp, 2008)

Variables with a medium to large predicative relationship with later measure of literacy development	Variables that are moderately correlated with at least one measure of later literacy achievement
Alphabet Knowledge: Knowledge of the names and sounds associated with printed letters	Concepts of Print: Knowledge of print conventions, such as left–right or front–back, and concepts such as book cover, author or text
Phonological Awareness: The ability to detect, manipulate or analyze the auditory aspects of spoken language, including the ability to distinguish or segment words, syllables or phonemes, independent of meaning	Print Knowledge: A combination of elements of alphabetic knowledge, concepts about print and early decoding
Rapid Automatic Naming of Letters or Digits: The ability to rapidly name a sequence of random letters or digits	Reading Readiness: Usually a combination of alphabetic knowledge, concepts of print, vocabulary, memory and phonological awareness
Rapid Automatic Naming of Objects or Colors: The ability to rapidly name a sequence of repeating, random sets of pictures of objects, for example, “car,” “tree,” “house,” “man,” or colors	Oral Language: The ability to produce or comprehend spoken language, including vocabulary and grammar
Writing or Writing Name: The ability to write letters in isolation, when asked, or to write one’s own name	Visual Processing: The ability to match or discriminate visual symbols
Phonological Memory: The ability to remember spoken information for a short period of time	

Appendix F: Changing Emphasis of the Subskills of the Five Components of Reading

Changing Emphasis of the Subskills of the Five Components of Reading

(Adapted from Michigan’s Integrated Behavior and Learning Support Initiative, 2017)

Component	K	1st	2nd	3rd	4th	5th and Beyond
Phonemic Awareness	Blend & Segment		Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation			
Phonics	Sounds/Basic Phonics		Advanced Phonics & Multisyllabic		Multisyllabic & Word Study	
Fluency	Sounds and Words		Words & Connected Text		Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

Appendix G: Evidence-Based Practices for Improving Adolescent Literacy

Evidence-Based Practices for Improving Adolescent Literacy

(Adapted from Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide, 2008)

Evidence-Based Practices for Improving Adolescent Literacy: Practice and Evidence-Level	
Provide explicit vocabulary instruction	Strong Evidence
Provide direct and explicit comprehension strategy instruction	Strong Evidence
Provide opportunities for extended discussion of text meaning and interpretation	Moderate Evidence
Increase student motivation and engagement in literacy learning	Moderate Evidence
Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists	Strong Evidence

Appendix H: Measurements of Interim Progress

English Language Arts Achievement – Includes Grades 3-8 ELA, ELA I and ELA II											
	2015-2016 Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
All Students	55.1%	57.6%	60.1%	62.6%	65.1%	67.6%	70.0%	72.5%	75.0%	77.5%	80.0%
Economically Disadvantaged	39.3%	42.3%	45.4%	48.4%	51.4%	54.5%	57.5%	60.5%	63.6%	66.6%	69.7%
Students with Disabilities	20.6%	24.6%	28.5%	32.5%	36.5%	40.5%	44.4%	48.4%	52.4%	56.3%	60.3%
English Learners	28.2%	31.8%	35.4%	39.0%	42.6%	46.2%	49.7%	53.3%	56.9%	60.5%	64.1%
African-American	28.8%	32.4%	35.9%	39.5%	43.0%	46.6%	50.2%	53.7%	57.3%	60.8%	64.4%
American Indian or Alaskan Native	49.8%	52.3%	54.8%	57.3%	59.8%	62.4%	64.9%	67.4%	69.9%	72.4%	74.9%
Asian or Native Hawaiian/Other Pacific Islander	69.9%	70.9%	71.9%	72.9%	73.9%	75.0%	76.0%	77.0%	78.0%	79.0%	80.0%
Hispanic or Latino	40.8%	43.8%	46.7%	49.7%	52.6%	55.6%	58.6%	61.5%	64.5%	67.4%	70.4%
Multi-Racial	49.9%	52.4%	54.9%	57.4%	59.9%	62.4%	64.9%	67.4%	69.9%	72.4%	75.0%
White	61.8%	63.6%	65.4%	67.3%	69.1%	70.9%	72.7%	74.5%	76.4%	78.2%	80.0%

Appendix I: Protocol for Selecting Evidence-Based Strategies

Protocol for Selecting Evidence-Based Strategies

(Adapted from the National Center for Systemic Improvement, 2018)



Step 1

Formulate a question or hypothesis that is aligned to the science of reading and the critical needs identified in step 1, for example, “For children with X characteristics or needs, will Y strategy (program, practice or activity) be effective in achieving Z outcome?”

Step 2

Consider the evidence

(1) Review resources developed to support the identification and implementation of evidence-based strategies such as:

- [Ohio’s Evidence-Based Clearinghouse](#)
- [What Works Clearinghouse’s Intervention Reports](#): It is important to read the reports in their entirety rather than simply relying on the report snapshots and use the following look-fors:
 - i. Outcome Domains
 - a. What component(s) of reading was studied?
 - b. What was the effectiveness rating?
 - c. What were the percentile gains?
 - ii. Studies Used
 - a. How many studies were considered?
 - b. What grade levels or age bands were covered?
 - c. What were the demographics of the students? How many students were included from the subgroups you’re interested in?
 - iii. Biases
 - a. Is there anything in the report that describes a potential bias?
- [IES Practice Guides](#): When using this tool, teams should consider what is being recommended and how to carry out the recommendation:
 - i. Recommendations
 - a. What evidence supports the recommendation?
 - b. What age band or developmental abilities is the recommendation relevant to?
 - ii. Carrying Out the Recommendation
 - a. What will teachers do?
 - b. What will students do?
- [Education Resources Information Center](#): This resource can be especially helpful when using evidence-based strategies considered level 4 under ESSA (demonstrating a rationale based on high-quality research findings or positive evaluation that such an activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes).

- (2) Use books or publications that synthesize the research on the science of reading to ensure the evidence-based strategy also is supported by the science of reading. Examples of books include:
- The Teaching Reading Sourcebook (Honig, Diamond & Gutlohn, 2018)
 - Essentials of Assessing, Preventing and Overcoming Reading Difficulties (Kilpatrick, 2015)
 - Language at the Speed of Sight: How We Read, Why So Many Can't and What Can Be Done About It (Seidenberg, 2017)
 - Proust and the Squid: The Story and Science of the Reading Brain (Wolf, 2000)
 - Reading and the Brain: The new science of how we read (Dehaene, 2009)
 - Reading Mind: A Cognitive Approach to Understanding How the Mind Reads (Willingham, 2017)



Practices, programs or activities may meet the criteria to be considered “evidence-based” and not align to the science of reading. This occurs when the study design meets the criteria described under ESSA and there is some form of positive effect but the practice, program or activity is not confirmed by other areas of research (for example, cognitive science and psychology).

Step 3**Determine if the strategy meets the FAIR test**

- (1) Is the strategy feasible to implement?
- (2) Is the strategy acceptable to families and professionals?
- (3) Will the strategy be effective in producing positive impact?
- (4) Is the strategy relevant for the identified context?

Step 4**Make an evidence-based decision and begin planning for implementation**

(referred to as the [installation stage](#) in implementation science)

Appendix J: Regional Professional Learning Series in Literacy

Critical components of the series:

1. Meets the criteria for professional learning described in the Every Student Succeeds Act (ESSA): sustained, intensive, collaborative, job-embedded, data-driven and instructionally-focused.
2. Each intensive professional learning topic weaves the following concepts throughout: presumed competence, related coaching practices (focusing heavily on systems coaching for regional support teams), engaging in productive dialogue, and practices to support diversity of learners, including English learners and students with complex needs.
3. Intentional integration of topics that will develop a system where all educators;
 - a. Understand and apply the breadth and depth of Ohio’s learning standards,
 - b. Believe all students are competent and a part of the educational system, and
 - c. Believe they are responsible for all students.

Timeframe	Intensive Professional Learning Topic:
Year 1: September 2018-May 2019	Building a disposition to improve literacy achievement through which all educators understand and apply the breadth and depth of Ohio’s Learning Standards, believe all students are competent and part of the educational system, and believe they are responsible for all students.
Year 2: September 2019-December 2019	Word Recognition: Phonemic Awareness (Beginning, Early, Advanced)*
Year 2: January 2020-May 2020	Word Recognition: Phonics (Early and Advanced)*
Year 3: September 2020-December 2020	Language Comprehension: Oral Language and Vocabulary Development*
Year 3: January 2021-May 2021	Language Comprehension: Reading Comprehension
Year 4: September 2021-December 2021	Writing*
Year 4: January 2022-May 2022	Disciplinary Literacy*

*** Assessment, fluency, differentiation, intervention and application to coaching service delivery plan are embedded within topic area**

To provide a local entity support in developing a local literacy plan and implementing of evidence-based practices, regional support teams must:

- Be knowledgeable in the components of the Simple View of Reading, including development of oral language, phonological awareness, phonics, sight vocabulary, fluent word recognition, comprehension, writing and disciplinary literacy;
- Provide system support, including facilitating system-level needs assessments and data-driven systems coaching;
- Provide support to teacher-based teams in identifying and implementing evidence-based practices based on data-driven decision making;
- Be knowledgeable of the diversity of needs among learners; and
- Provide support including families and communities in literacy development.

Ohio committed to using the Simple View of Reading (Word Recognition X Language Comprehension = Reading Comprehension) to drive all content discourse, development and organization of resources necessary to support the state’s plan, as well as to ensure all learners are represented and supported. To develop the capacity of regional support teams to support districts, schools and early childhood providers in developing local literacy plans and implementing evidence-based practices, the Department will organize professional learning specific to the areas of the Simple View of Reading.

Each intensive professional learning topic in years 2-4 weaves the following concepts throughout: presumed competence, related coaching practices (focusing heavily on systems coaching for regional support teams), and practices to support diversity of learners, including English learners and students with complex needs.

The sessions are organized for each topic area in the following way:

- **Session 1:** Overview and Instructional Support
- **Session 2:** Supporting System Implementation
- **Session 3:** Multi-tiered System of Support/Data-Driven Decision-Making (applying the five step Ohio Improvement Process)
- **Session 4:** Diverse Learners
- **Session 5:** Home and Community Connection