

Regional Data Leads & Adolescent Literacy



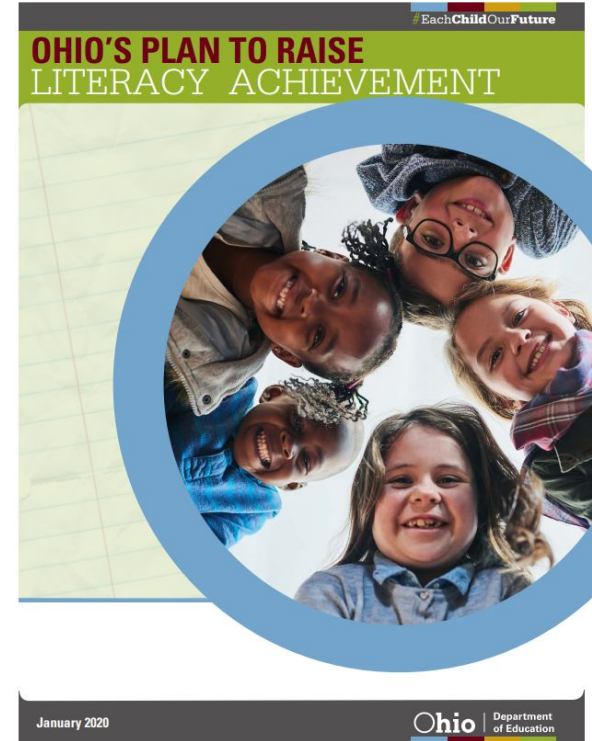
September 20, 2023

Have you heard
that the state has
a few new
literacy updates?

Additional RIMP Requirements for Students in Grades 4-12

Ohio's Literacy Efforts

State Systemic Improvement Plan-Ohio's Early Literacy Pilot	Striving Readers Comprehensive Literacy Grant	Comprehensive Literacy State Development Grant	Build Capacity of Regional System of Supports
State Literacy Network	Each Child Reads Grant	State Personnel Development Grant	P20 Literacy Grants & Literacy Advisory Council
Model Demonstration Grant: Dyslexia	A Path Forward Hunt Institute 6 State Higher Ed Collaborative	Ohio's Statewide Family Engagement Center/Partnerships for Literacy	Ohio's Annual Literacy Academy
Reading Achievement Plans	Third Grade Reading Guarantee	Dyslexia Support Laws	Statewide Adolescent Literacy Specialists



Ohio's Literacy Efforts – Adolescent Literacy

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Striving Readers Comprehensive Literacy Grant

Comprehensive Literacy State Development Grant

Build Capacity of Regional System of Supports

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Model Demonstration Grant: Dyslexia

A Path Forward Hunt Institute 6 State Higher Ed Collaborative

Ohio's Statewide Family Engagement Center/Partnerships for Literacy

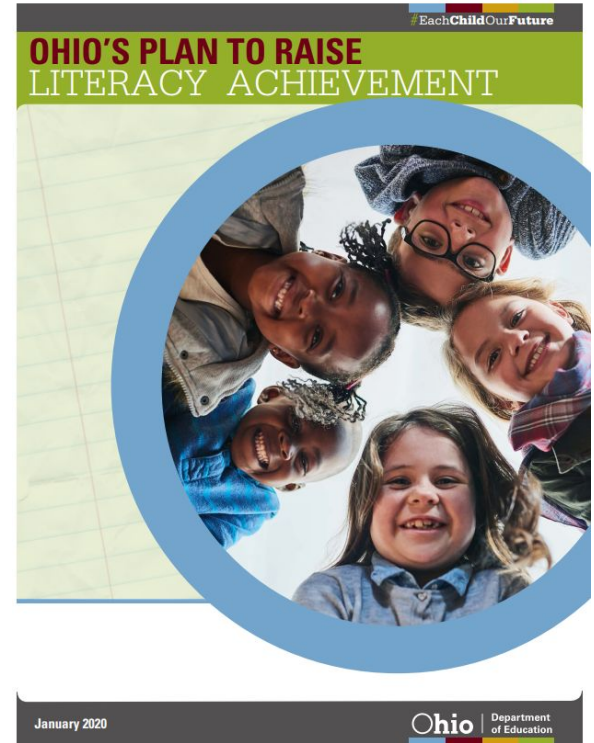
Ohio's Annual Literacy Academy

Reading Achievement Plans

Third Grade Reading Guarantee

Dyslexia Support Laws

Statewide Adolescent Literacy Specialists



Ohio Adolescent Literacy Specialists

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Regions 2, 3 & 8

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Regions 11 & 12

Jennifer Walker

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Regions 4, 5 & 9



Additional RIMP Requirements 2023-2024

- Students currently on RIMPs will continue to receive RIMP interventions beyond grade 3 until they are reading on grade level
- RIMP interventions must include high-dosage tutoring opportunities aligned with the student's classroom instruction through either:
 - a state-approved vendor on the list of high-quality tutoring vendors
 - a locally approved opportunity that aligns with high-dosage tutoring best practices.



Who Must Have A RIMP in 4th Grade?

- Promoted students who scored below the promotion score and did not meet any exemptions to retention
- Students who had a RIMP in 3rd grade AND did not score proficient (700) on Ohio's State Test for Grade 3 ELA.



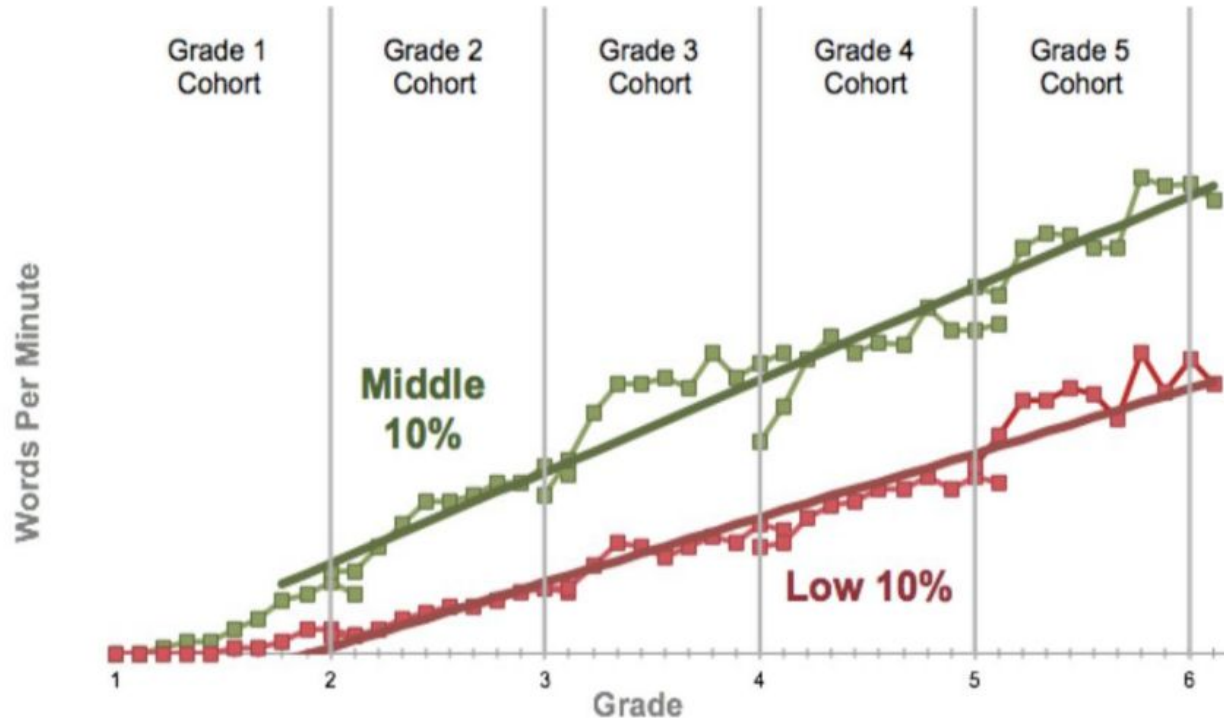
“With 40% of Ohio third graders not proficient in reading, we need to seriously look at how we are teaching reading in the state because reading is fundamental to future success,” said Governor DeWine. “Our ReadOhio initiative will encompass all of our efforts to improve literacy skills of Ohioans of every age, from early childhood throughout adulthood because it’s never too early or too late to learn to read or enhance your skills.”

Gov. DeWine, August 10, 2023



Reading Trajectories of Low Readers

What do you observe about this data?



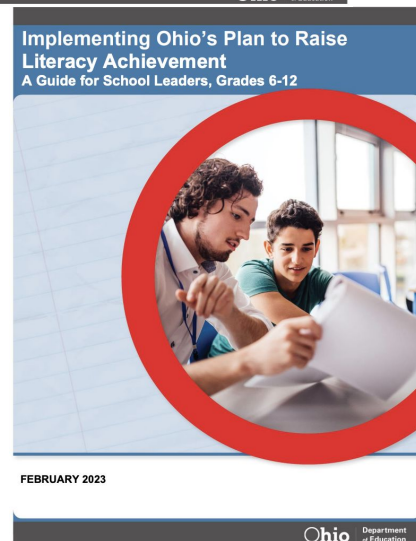
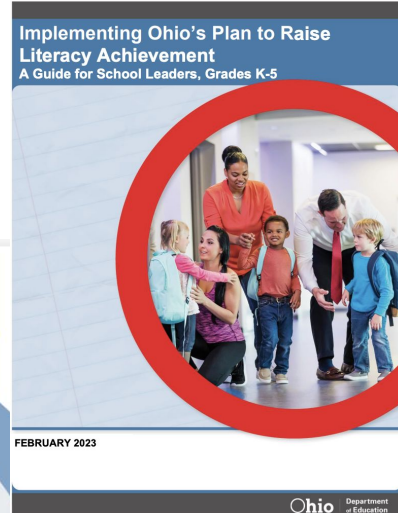
Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review, 27*, 740-753. [Joint publication with *Educational and Child Psychology*.]

Grounding the Work in Ohio's Plan

Ohio's Plan to Raise Literacy Achievement

Implementing Ohio's
Plan to Raise Literacy
Achievement: A Guide
for School Leaders, K-5

Implementing Ohio's
Plan to Raise Literacy
Achievement: A Guide
for School Leaders, 6-12



Common Vocabulary - The Simple View of Reading?

The Simple View of Reading is a formula based on the widely accepted view that reading includes two basic components: decoding (word-level reading) and language comprehension.

The Simple View of Reading

Word Recognition

The ability to transform
print into spoken language

X

Language Comprehension

The ability to understand
spoken language

=

Reading Comprehension

Figure 6. The Simple View of Reading (Gough & Tunmer, 1986)

The Simple View of Reading

Word Recognition

The ability to transform
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X

Language Comprehension

The ability to understand
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=

Reading Comprehension

Figure 6. The Simple View of Reading (Gough & Tunmer, 1986)

1	X	0	=	0
0	X	1	=	0
.50	X	.50	=	.25

How Important Are Decoding Skills?

What are you able to comprehend from the text with

- 70% accuracy?
- 80% accuracy?
- 90% accuracy?

- What happens when a student cannot read a text in our class with 100 accuracy or understanding?
- What does this activity tell us about the importance of accuracy?

If a student can read with 70% accuracy...

In the 1_____ of 2_____ nothing is 3_____. Some 4_____ 5_____ life-size out of tall 6_____ and shrubs. A 7_____ careful 8_____ and 9_____ can 10_____ 11_____ paths. 12_____ cut and shape plants into 13_____, larger-than life and 14_____ leafy 15_____. What would you do if you 16_____ a 17_____ full of these 18_____? 19_____ 20_____ you walk right in?

80 Percent Accurate

In the world of _____, nothing is _____. Some _____ create life-size _____ out of tall bushes and shrubs. A _____ careful planning and clipping can _____ _____ paths. _____ cut and shape plants into _____, larger-than-life and _____ leafy _____. What would you do if you _____ a _____ full of these animals?

Would you walk right in?

90 Percent Accurate

In the world of gardens, nothing is _____. Some gardeners create life-size _____ out of tall bushes and shrubs. A gardener's careful planning and clipping can _____ strange paths. Others cut and shape plants into awesome, larger-than-life and _____ leafy _____. What would you do if you discovered a garden full of these animals? Would you walk right in?

Unusual Gardens

In the world of gardens, nothing is impossible. Some gardeners create life-size mazes out of tall bushes and shrubs. A gardener's careful planning and clipping can create strange paths. Others cut and shape plants into awesome, larger-than-life and incredible leafy animals. What would you do if you discovered a garden full of these animals? Would you walk right in?



Reminder

"There is no comprehension strategy powerful enough to compensate for the inability to read the words"

~ Dr. Joseph Torgesen

What Do Skilled Readers Do?

Can decode
new words

Have and use
background
knowledge

Are aware of
multiple
meaning words

Are aware of
word origins

Understand
word parts

Generalize
word meanings
across content
areas

Use strategies
to understand
new words

Are motivated
to learn new
words and read
more

Conventional Language and Literacy

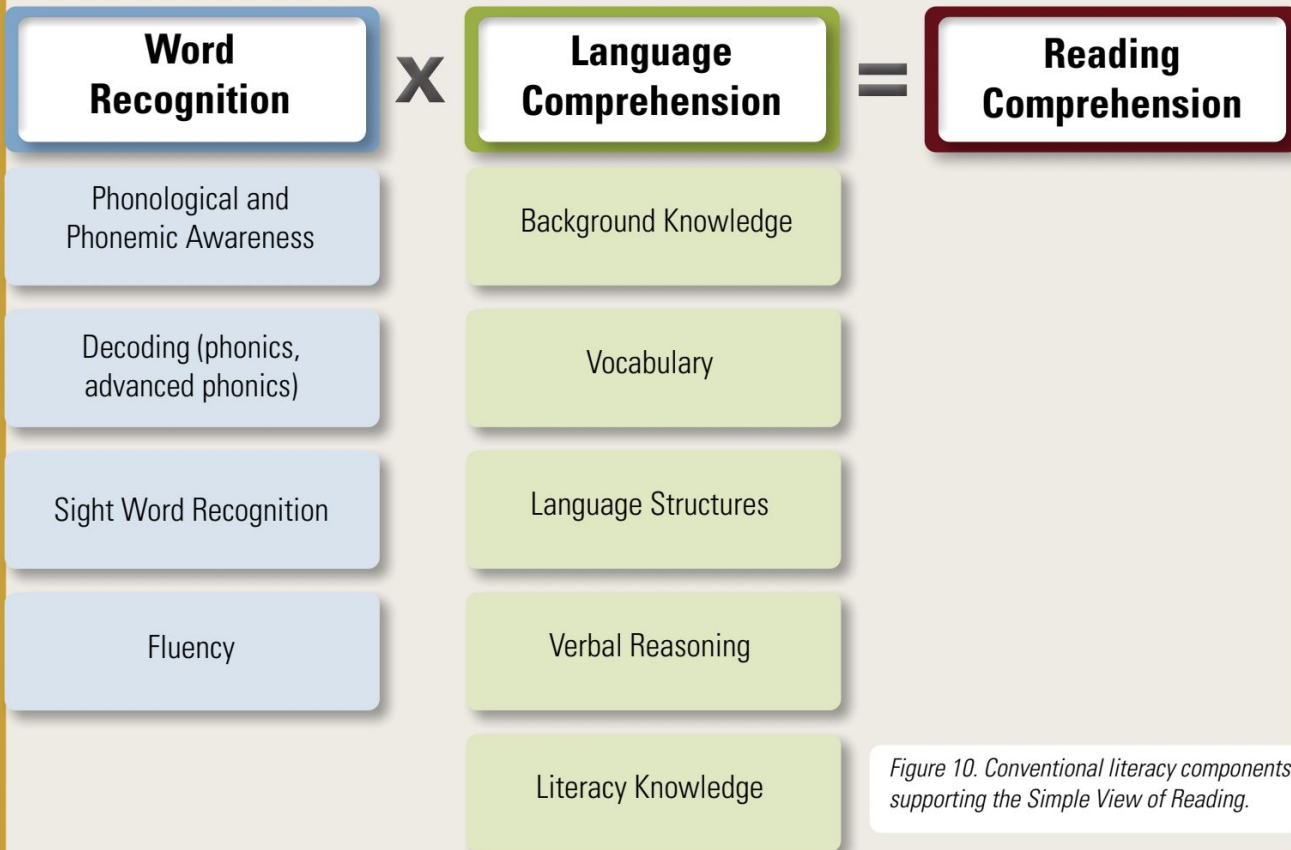


Figure 10. Conventional literacy components supporting the Simple View of Reading.

SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

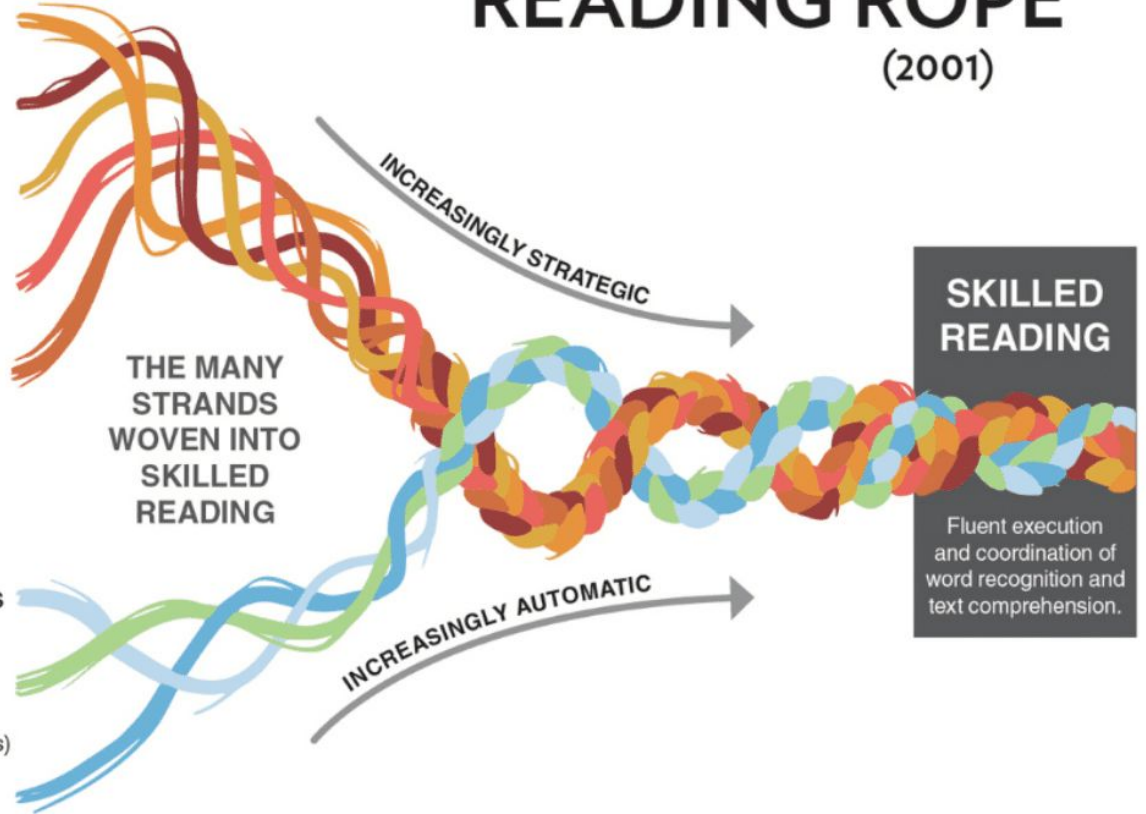
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)



THE MANY
STRANDS
WOVEN INTO
SKILLED
READING

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

SKILLED
READING

Fluent execution
and coordination of
word recognition and
text comprehension.

Middle
School and
High School
focus is
usually
here

Skilled Reading

- As the strands associated with **word recognition** become *increasingly automatic* and the strands associated with **language comprehension** become *increasingly strategic*, they weave together to reflect **skilled reading** - the fluent execution and coordination of word recognition and text comprehension.
- As students become skilled readers, they are able to read and meaningfully engage with complex texts.
- Struggles with any of the strands of the rope will inhibit students' movement to skilled reading.

What are things that might impede our students reading and comprehension of this text?

1. Word Recognition - underline any words that a struggling reader might not be able to decode or decode easily.
2. Language Comprehension - circle any words, phrases or sentences that might be difficult for students to comprehend.

Plessy Nears Its End

The New York Times, 1956

Lexile 1460



What profile of readers is the most common for adolescent readers?

- A. Poor word recognition
- B. Poor language comprehension
- C. Weakness in both word rec and lang comp



Why Do Students Struggle?

- About 70% of poor readers have **weak word recognition** and **weak language comprehension**. This is the most common profile of poor readers.
- About 20% of poor readers have **inaccurate/slow word recognition** with good comprehension.
- About 10% of poor readers have **good word recognition** with **specific language comprehension problems**. This is *very rare*.

Subtypes of Reading Difficulty, Shankweiler et al., 1999

The Simple View of Reading

Word Recognition

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=

Reading Comprehension

Figure 6. The Simple View of Reading (Gough & Tunmer, 1986)

Comprehension Is An OUTCOME



Comprehension occurs when the student:

- Can read the words accurately and fluency
- Understands the meaning of the words
- Has adequate background knowledge
- Focuses attention on critical content

Implications for Tier 1 and Content Areas

Until students are skilled readers, they are not able to read and fully comprehend the information from the different content areas.



Using a Multi-Tiered System of Support

MTSS Non-Negotiables

Full administrative support

Intervention time in master schedule

Literacy instruction by all content-area teachers – collaboration

Intervention *in addition to* Tier 1 instruction not in place of

Ongoing professional development – Science of Reading

Clearly developed and communicated data based decision making

Fidelity of instructional practices/programs



Reminder - You can't intervene your way out of a Tier 1 Problem!



- We can't just flood Tier 2 & Tier 3
- Decision Rules require a solid Tier 1



Resources to Watch and Share – Scheduling

MIMTSS

Addressing the Middle School and High School Schedule



Michigan's Multi-Tiered System of Supports Technical Assistance Center
January 2020 – Version 1.0

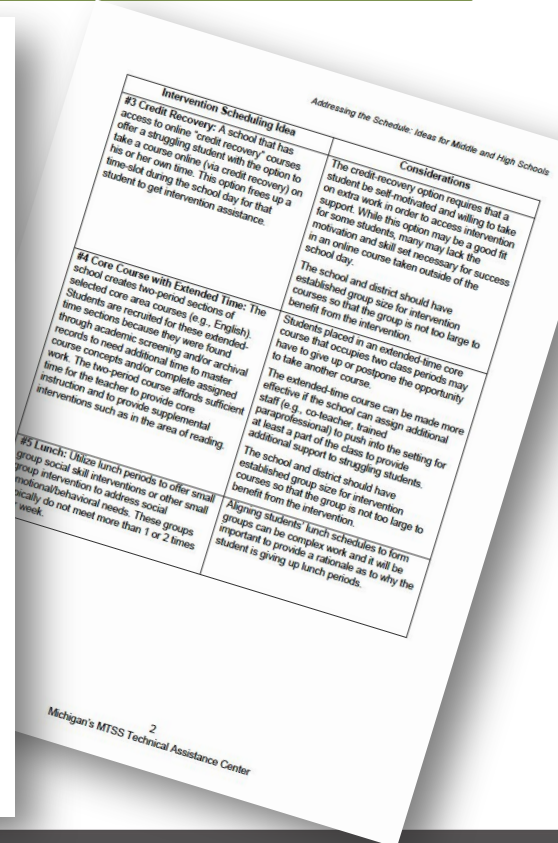
Addressing the Schedule: Ideas for Middle and High Schools

This document is adapted from [Intervention Central](http://www.interventioncentral.org) (www.interventioncentral.org). It is intended to provide District and School teams with ideas for addressing middle and/or high school schedules in order to allocate time for intervention.

Finding time to schedule interventions is a common issue at the secondary level and is one of the most common barriers to implementing Multi-Tiered System of Supports (MTSS) noted by principals. This document is intended to provide suggestions as a starting point for the discussion of how to find time for intervention as a part of the integrated behavior and reading MTSS framework. Each idea is described in the tables along with the considerations associated with each idea.

Table 1. Ideas for Scheduling Reading Interventions at the Secondary Level

Intervention Scheduling Idea	Considerations
#1 In Place of an Elective: Students identified with reading needs are enrolled in an intervention course in place of one of their elective options.	<p>There is a need to communicate with families and students about the decision is an important. There needs to be established decision rules for when a student would exit an intervention based on the student's progress within in the intervention.</p> <p>The school and district should have established group size for intervention courses so that the group is not too large to benefit from the intervention.</p>
#2 Zero Period: The school creates an optional period before the start of the school day. During this "zero period," students can elect to take core or elective courses. Those students needing intervention support can take a core course during zero period, freeing up a time slot within the school day to receive their intervention assistance.	<p>This option requires that staff teaching zero-period classes receive extra compensation or adjustment of their school-day teaching schedule. Also, parents and students must make a firm commitment to attend zero-period classes, as these courses entail additional work and potential inconvenience – including an earlier wake-up time and home responsibility for transportation.</p> <p>The school and district should have established group size for intervention courses so that the group is not too large to benefit from the intervention.</p>



Literacy Assessment - Review

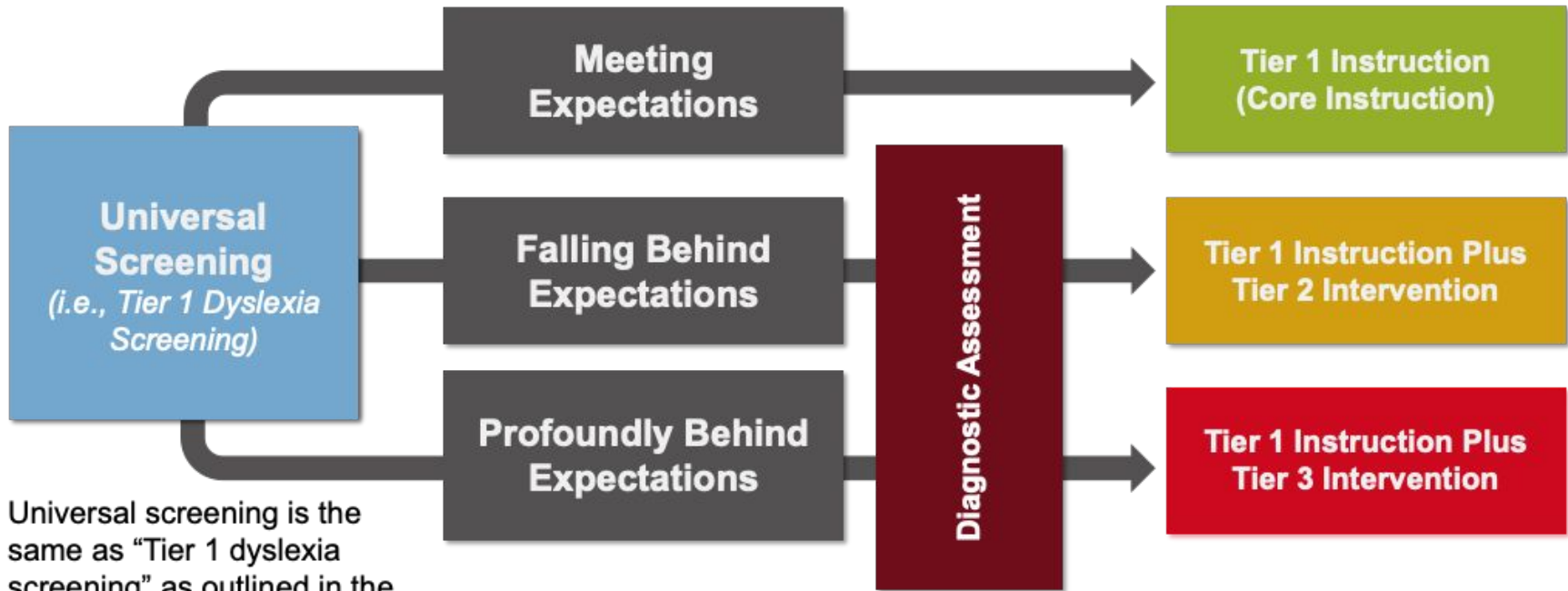
Questions
to Reflect
Upon

MTSS Non-Negotiables

- Are all of these in place in the districts you support?
- What improvements are necessary?
- How can you support these improvements?



Literacy Assessment in MTSS



Universal screening is the same as “Tier 1 dyslexia screening” as outlined in the Ohio Dyslexia guidebook.

Comprehensive Literacy Assessment System

Use **multiple data sources** to inform planning and instruction:

Assessment Type	Important Question(s)	
Screening (Tier 1 Dyslexia Screener)	Is the student at risk for later reading difficulties?	ALL
Intervention Based Diagnostic Assessments (Tier 2 Dyslexia Screeners)	What specific instruction does the student need and what the specific areas of weakness?	Some
Progress Monitoring	Is the student making adequate progress in intervention?	Some
Outcome Assessments	Is core instruction working systemically?	ALL

Resources to Read and Share – Assessment

Early Warning Indicators



Early Warning Indicators

The early warning indicators (EWIs) help identify students in grades 5-12 who are at risk for dropping out.

Overview

EWIs are data points that district and school staff use to determine which students are at-risk. Schools and districts use an early warning system (EWS) to collect and analyze the EWIs.

School and district staff analyze the school-wide data for program evaluation. The EWIs are also used for universal screening to determine which students need additional support and to choose appropriate strategies for those students.

EWIs are easy to understand data that are already being collected by the schools, so all school staff should be able to recognize and address the concerns around individual students.

Measuring EWIs

EWIs fall into one of three categories: attendance, behavior, and course performance. Students are flagged with an EWI if they meet certain risk thresholds.

Most of the EWIs are measured at the end of each term (each quarter, semester, or trimester). The EWI is based on the data from a single term and does not carry over from one term to the next. This way, the performance in one term does not impact the data in the next term. This allows staff to properly monitor student progress.

Certain EWIs are also calculated within the first 20 days of the school year. This early data helps staff identify which students are at-risk before waiting until the end of the first term. Because of the short timeframe, and for consistency from term to term, the data from the first 20 days are also included in the data for the first term.

Attendance Indicator: Days Missed



Comprehensive Literacy Assessment System – Look-Fors

Assessment Type	Look-Fors
Screening (Tier 1 Dyslexia Screener)	<ul style="list-style-type: none">● Valid, reliable, efficient (less than 10 minutes to administer).● Use Early Warning Indicators at the HS Level
Intervention Based Diagnostic Assessments (Tier 2 Dyslexia Screeners)	<ul style="list-style-type: none">● Assesses specific skills (decoding, PA, vocabulary, listening comprehension).● Provides a starting point for interventions.
Progress Monitoring	<ul style="list-style-type: none">● Aligned to the screener or created by the intervention program.● Valid, reliable, efficient (1 - 2 minutes).● Ideally a CBM.● Multiple different forms



Resources to Read and Share – Assessment

Intervention Based Diagnostic Assessments

Examples of Intervention-Based Diagnostic Assessments

Phonemic Awareness	Phonics
Phonological Awareness Screening Test (PAST)	Really Great Reading Beginning and Advanced Decoding Surveys
Heggerty PA Assessment	LETRS Diagnostic (if already taking LETRS PD) Spelling Inventory
	Assessing Reading – Multiple Measures (CORE) Word ID Assessments Across Content Areas (6-12)
	Oral Reading Fluency – can be used as a “tier 2 screener” to determine a need for decoding interventions.

Examples of Intervention-Based Diagnostic Assessments

Vocabulary	Language Comprehension
Assessing Reading – Multiple Measures (CORE) – Vocabulary Screening Test	Neuhaus Listening Comprehension Assessments
Critchlow Verbal Language Scale	Oral Reading Fluency Retell
	Retelling after listening to a read aloud Drawing conclusions and asking students to provide evidence of inferential thinking after a unit of instruction or read aloud
	Acadience Reading Diagnostic: CFOL (Comprehension, Fluency, and Oral Language)

Why is assessing vocabulary so hard?



Comprehensive Literacy Assessment System - Pitfalls & Red Flags

Assessment Type	Pitfalls and Red Flags
Screening (Tier 1 Dyslexia Screener)	<ul style="list-style-type: none">• Using more than one screener.• Some students (e.g. students with complex needs) are not included.• Administering a screener 3X a year throughout high school.
Intervention Based Diagnostic Assessments (Tier 2 Dyslexia Screeners)	<ul style="list-style-type: none">• Using an assessment that assigns a student reading level.• Too many different assessments, no clear “rules” for when to use specific assessments and the skills they identify.• Diagnostic assessments are administered to all students.• Using teacher created assessment
Progress Monitoring	<ul style="list-style-type: none">• No established schedule for progress monitoring.• Data is not analyzed for growth.• No decision-making process to intensify, adjust, or discontinue the interventions.• Timely to administer

Assessment Analysis

Questions to Ponder



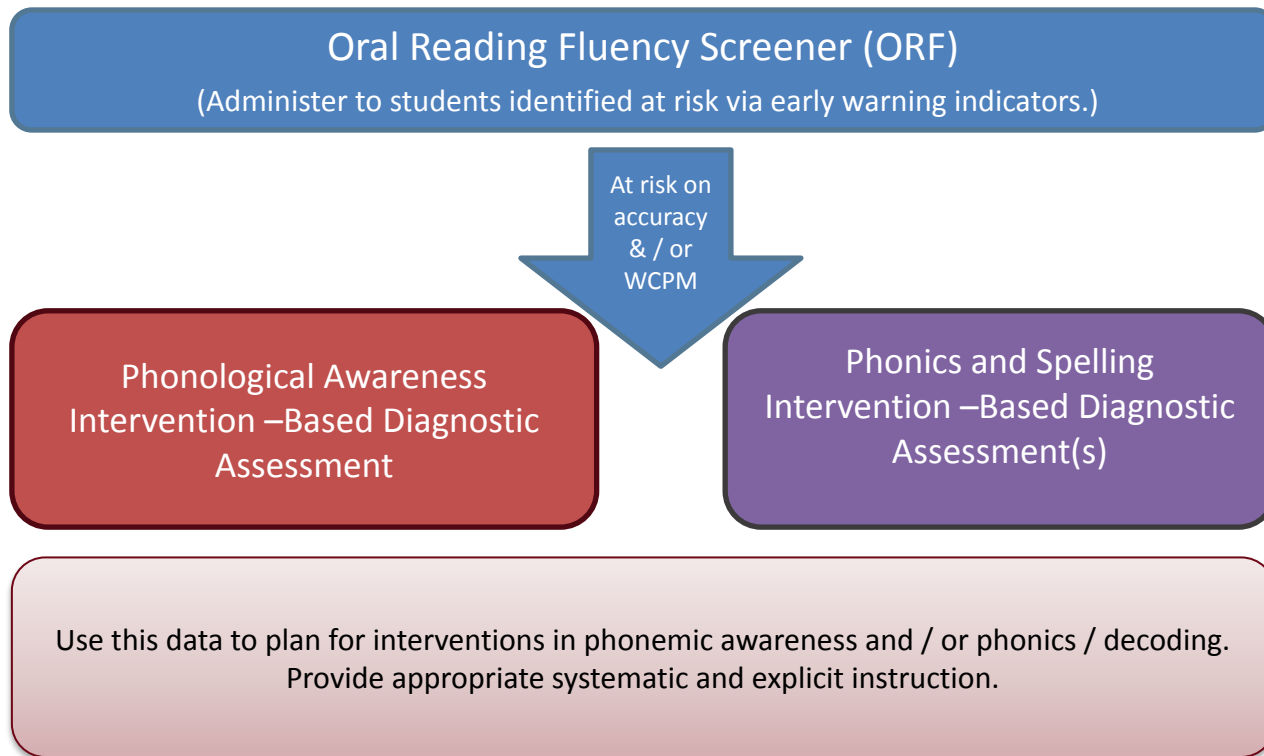
What assessments are your districts currently using?

- De-implementation - What assessments can you discontinue? Are you administering assessments that you are not using in your decision rules?
- What assessments do you possibly need?

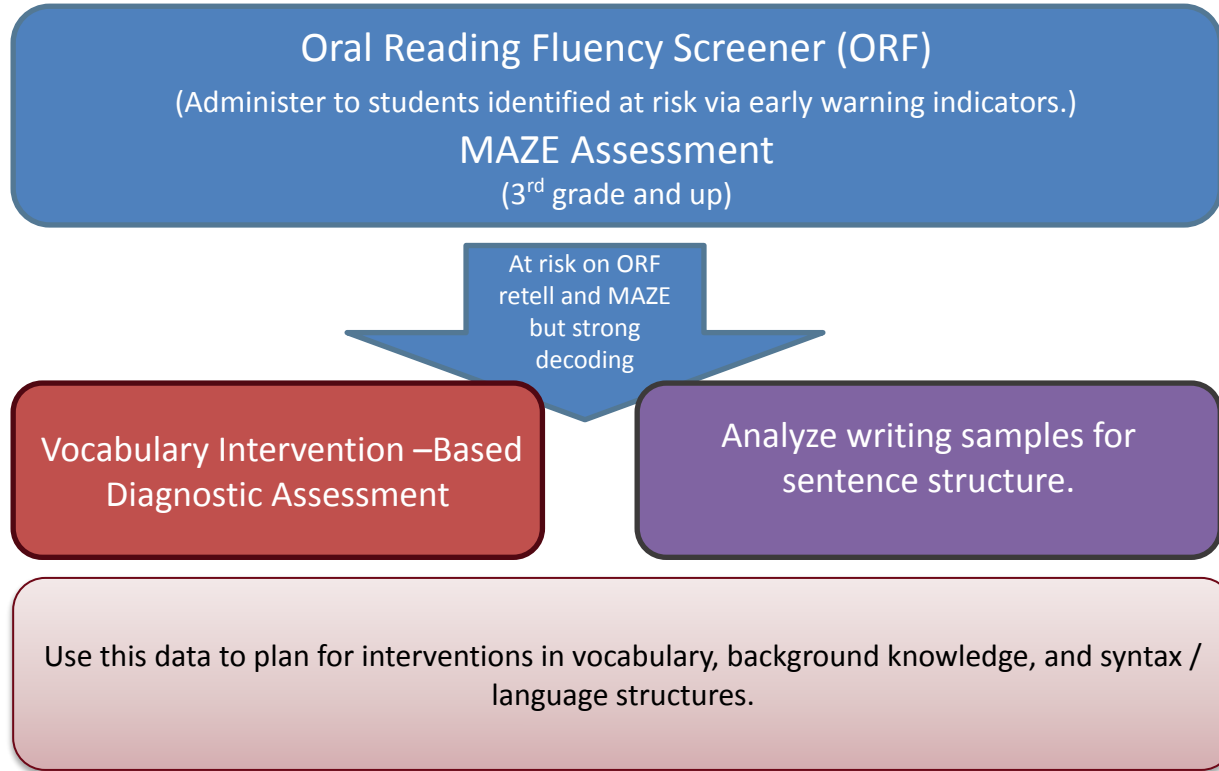


Plan for Data Based Decision Making in MTSS

Simple Assessment Flow Chart



Simple Assessment Flow Chart



Analyzing Your Current Plan

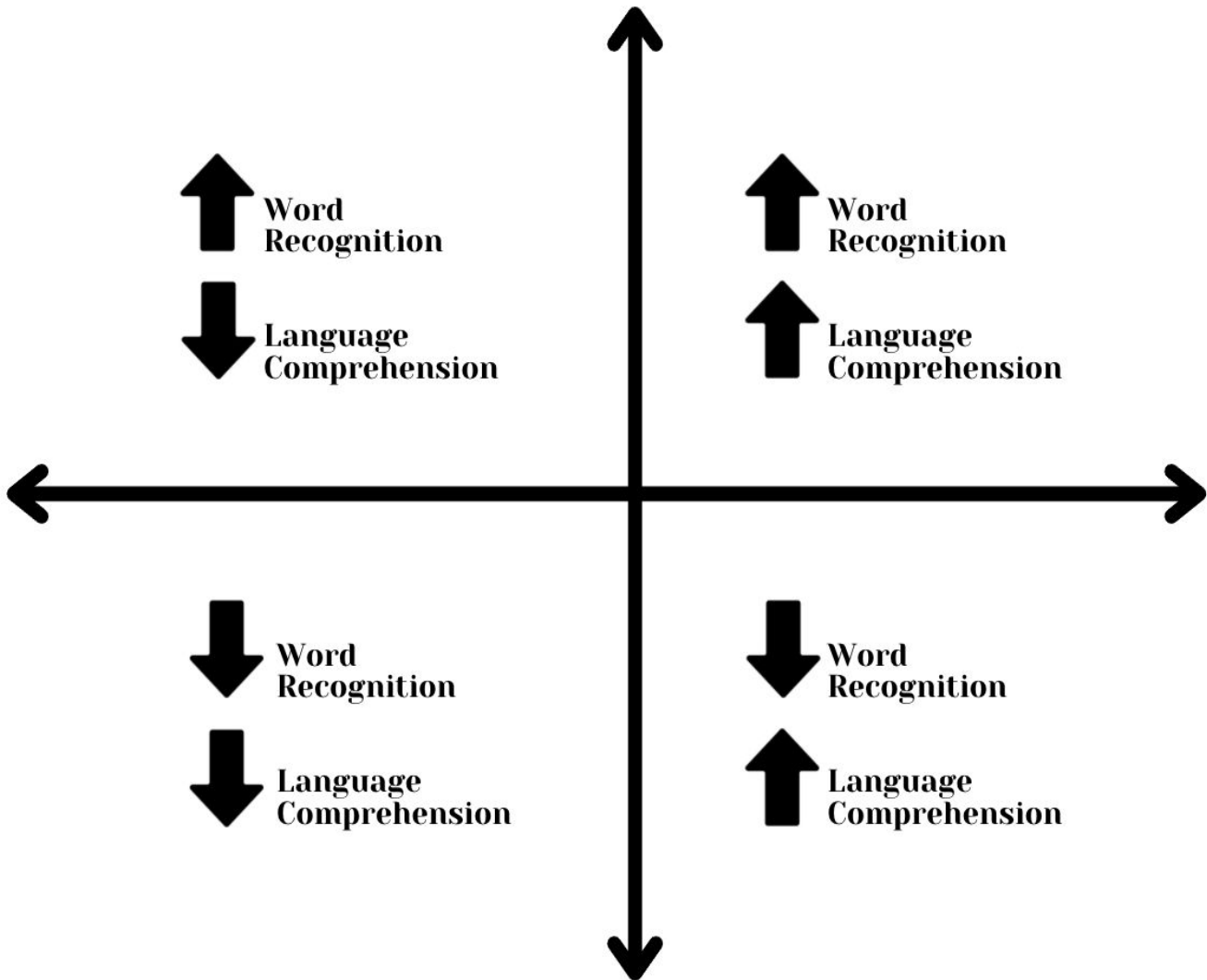
Questions to Ponder

Refer to the sample flowcharts as you reflect on the following questions.

- Are your schools currently looking at both word recognition and language comprehension?
- How does your data analysis process align to the examples provided? What is similar and different?
- What changes might need to be made to your data analysis process?



Subtypes of Reading Difficulties (4 Quadrants)

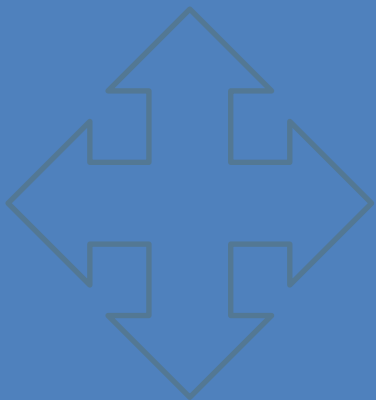


4 Quadrants Reading Difficulty

Refer to the 4 Quadrants of Reading Difficulty.

- What quadrant represents the majority of your buildings'/districts' struggling readers?
- Move to that Quadrant!

Move It!



Resources



[Read Ohio landing page](#)

