ERCO Schools Conference

August 17, 2023

A Conversation about Literacy Improvement

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Turn & Talk

Why are you here?

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Why am I here?

"For these are all our children, we will all profit or pay for what they become."

- James Baldwin
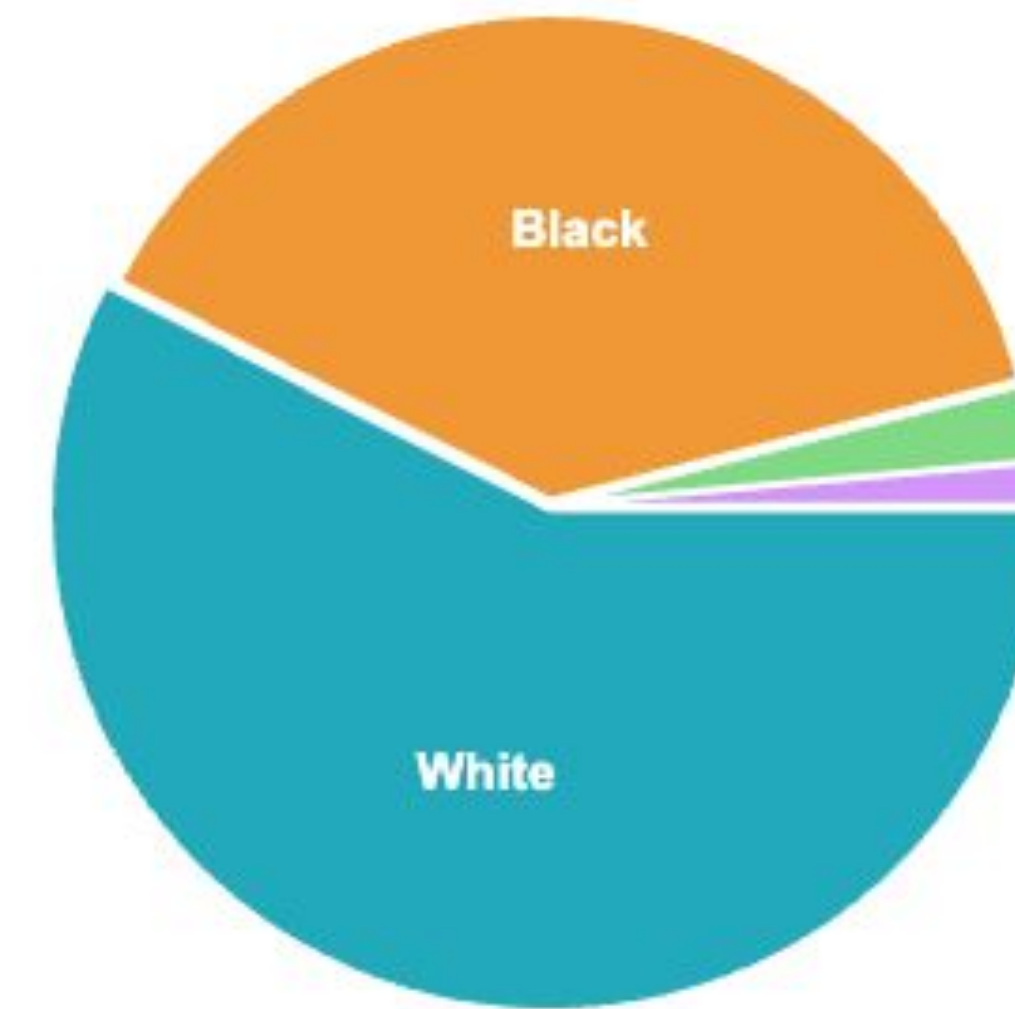*(Black, American Writer)*

Why am I here?

- Personally in the business of promoting social and racial justice

- Incarceration and illiteracy correlation

- Education, Health, Wealth

Inmate Race

Statistics based on prior month's data -- -- Last Updated: Saturday, 29 July 2023

Race	# of Inmates	% of Inmates
Asian	2,271	1.4%
Black	60,841	38.5%
Native American	4,126	2.6%
White	90,652	57.4%

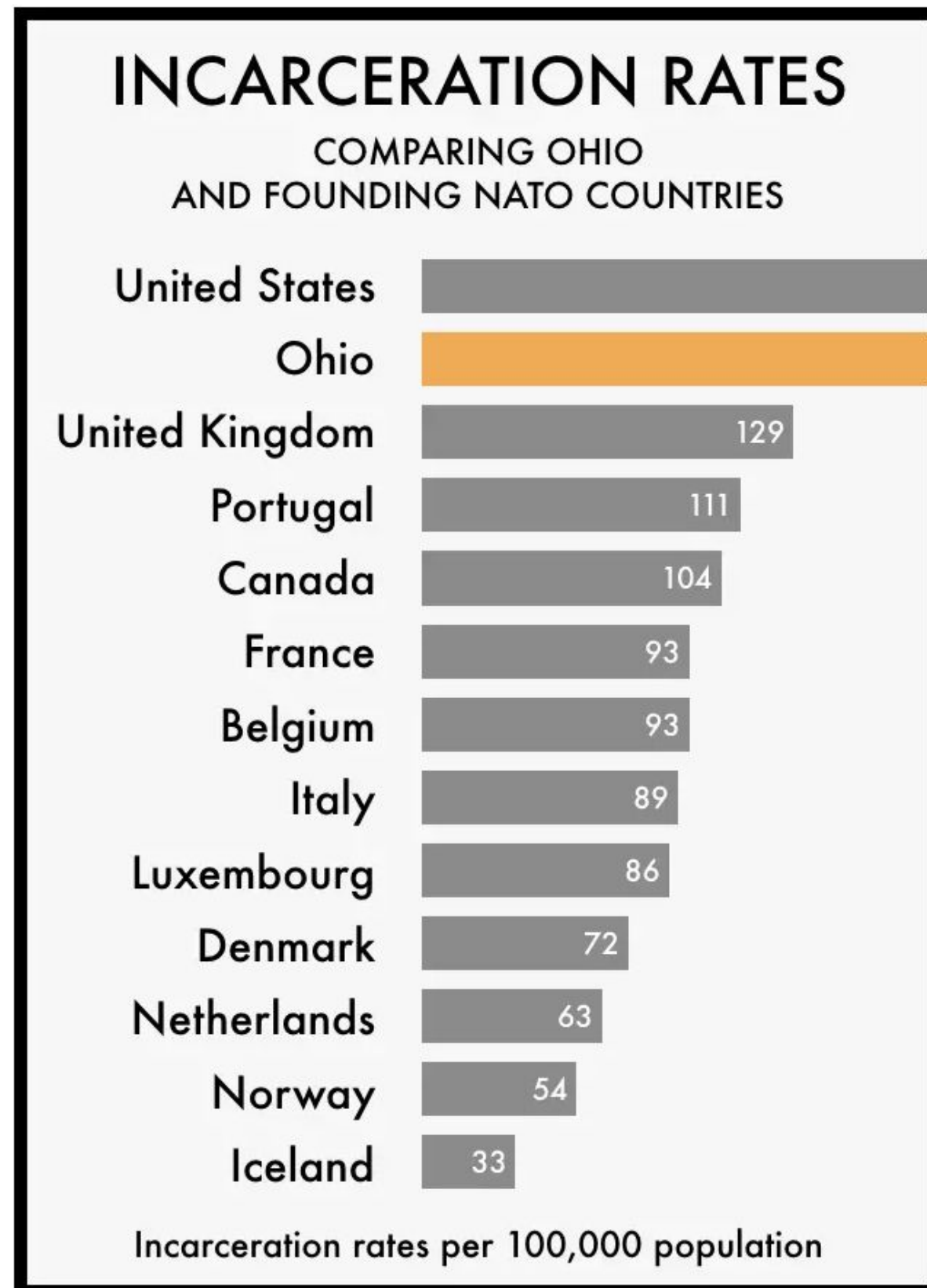*Federal Bureau of Prisons, July 2023

Session Objectives:

1. Develop a shared understanding of the importance of reading improvement

2. Undo "Compliance" Thinking

3. Determine Behavior Changes & Implementation Needs

4. START!

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Incarceration in Ohio:

Today, Ohio's incarceration rates stand out internationally

INCARCERATION RATES
COMPARING OHIO AND FOUNDING NATO COUNTRIES

Country	Rate
United States	664
Ohio	659
United Kingdom	129
Portugal	111
Canada	104
France	93
Belgium	93
Italy	89
Luxembourg	86
Denmark	72
Netherlands	63
Norway	54
Iceland	33

Incarceration rates per 100,000 population

Source: https://www.prisonpolicy.org/global/2021.html

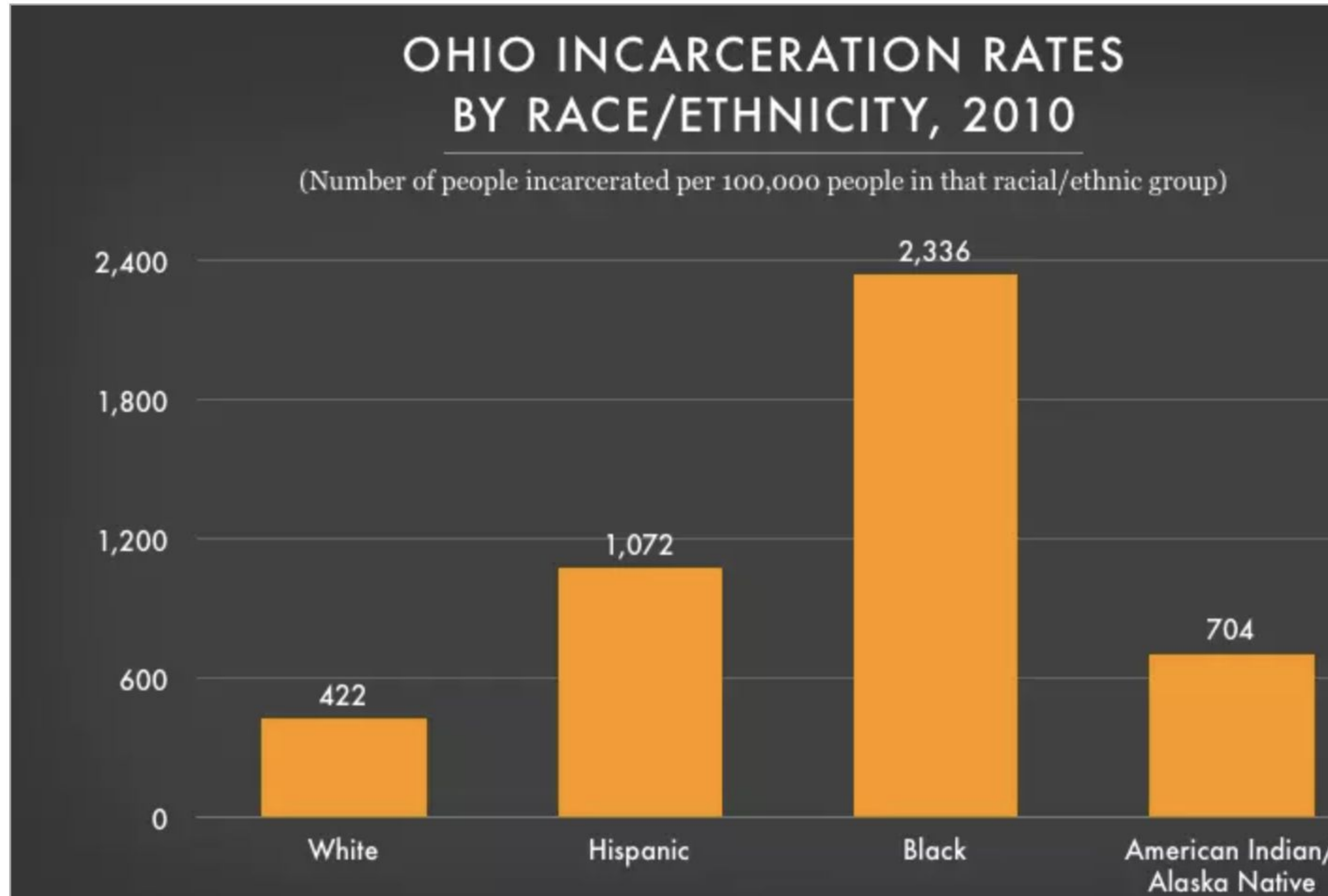## Ohio profile

Ohio has an incarceration rate of 659 per 100,000 people (including prisons, jails, immigration detention, and juvenile justice facilities), meaning that it locks up a higher percentage of its people than almost any democracy on earth. Read on to learn more about who is incarcerated in Ohio and why.
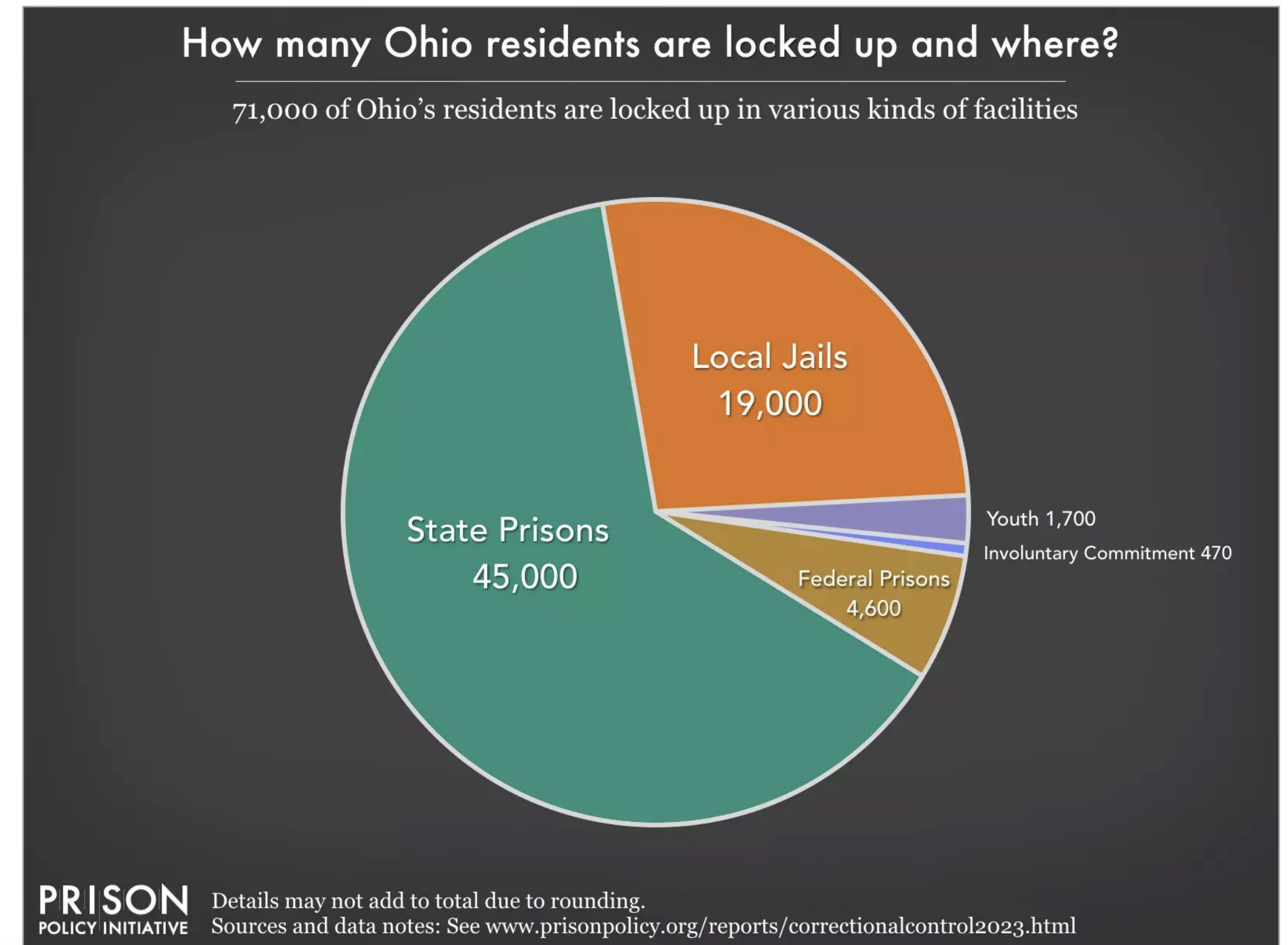
Incarceration in Ohio:

People of color are overrepresented in prisons and jails

OHIO INCARCERATION RATES BY RACE/ETHNICITY, 2010

(Number of people incarcerated per 100,000 people in that racial/ethnic group)

Race/Ethnicity	Rate
White	422
Hispanic	1,072
Black	2,336
American Indian/Alaska Native	704

Source: Calculated from U.S. Census 2010 Summary File 1. Incarceration populations are all types of correctional facilities in a state, including federal and state prisons, local jails, halfway houses, etc. Statistics for Whites are for Non-Hispanic Whites.

PRISON POLICY INITIATIVE

71,000 people from Ohio are behind bars

How many Ohio residents are locked up and where?

71,000 of Ohio's residents are locked up in various kinds of facilities

- Local Jails 19,000
- State Prisons 45,000
- Federal Prisons 4,600
- Youth 1,700
- Involuntary Commitment 470

PRISON POLICY INITIATIVE
Details may not add to total due to rounding.
Sources and data notes: See www.prisonpolicy.org/reports/correctionalcontrol2023.html

Correlations:

- "⅔ of students who cannot read proficiently by the end of the fourth grade will end up in jail or on welfare." (*National Assessment of Adult Literacy*)

- **85%** of juveniles who interface with the juvenile court system are functionally low literate

- Students who dropout of high school are **5X** more likely than high school graduates to be arrested in their lifetime.

- Students who dropout of high school are **63%** more likely to be incarcerated than their peers with four-year college degrees

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The Right to Read: Documentary

Ohio's Plan to Raise Literacy Achievement

Improving Academic Performance Across All Student Groups

Ohio's spring 2022 assessment results indicate increased proficiency on Ohio's State Tests in English language arts and math across all student subgroups. This improvement shows how schools are providing high-quality supports and interventions to accelerate student learning.

Demographic Group	English Language Arts				Mathematics			
	2018-19	2020-21	2021-22		2018-19	2020-21	2021-22	
All Students	64.6%	57.0%	59.5%	△	61.0%	48.2%	50.5%	△
Economically Disadvantaged	49.5%	39.5%	43.0%	△	45.5%	30.0%	32.6%	△
Students with Disabilities	28.9%	20.3%	20.9%	△	28.2%	17.0%	17.4%	△
English Learners	43.7%	35.3%	35.9%	△	45.7%	31.1%	31.4%	△
White, Non-Hispanic	71.7%	64.9%	67.6%	△	68.9%	56.9%	59.8%	△
Black, Non-Hispanic	39.3%	28.9%	33.2%	△	32.5%	17.1%	20.4%	△
Hispanic	51.2%	42.0%	45.1%	△	47.9%	32.6%	35.4%	△
Multiracial	59.6%	50.4%	54.6%	△	54.6%	38.9%	42.8%	△
Asian or Pacific Islander	76.8%	71.9%	73.7%	△	78.7%	68.7%	71.4%	△
Alaskan Native or American Indian	60.0%	50.2%	51.8%	△	54.0%	39.4%	40.8%	△

- Students entering kindergarten on-track are **7X** more likely to score proficient on the 3rd grade OST
- Students NOT proficient by 3rd grade are **3X** more likely not to graduate

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[Future Forward Ohio](#)

NEW ACADEMIC SUPPORTS FOR 2023-2024

For the 2023-2024 academic year, new no-cost resources are available to help schools and districts accelerate learning for their students.

» **High-Quality Tutoring:** Districts may apply for state-funded high-quality tutoring programs offered by one of the providers on the High-Quality Tutoring Provider (HQTP) Vendor Directory for the 2023-2024 school year. Research 📄 shows high-dosage tutoring can produce "large learning gains for a wide range of students, including those who have fallen behind academically." To learn more about this opportunity and register for upcoming webinars in July, please visit our High Quality Tutoring page.

» **Zearn Math Ohio:** All Ohio districts and schools serving students in grades 6-8 will have no-cost access to Zearn, the nonprofit educational organization behind top-rated math learning platform Zearn Math. Onboarding will begin in the fall, with access to resources beginning in the winter and continuing through June 30, 2025. There is strong research showing Zearn has transformative results for students. Learn more about the Zearn Math opportunity.

The Department will host two informational webinars in the coming weeks to share additional details.

» July 21 from 1-1:45 p.m. Click to Register

» July 25 from 1-1:45 p.m. Click to Register

Ohio's Strategies

- [Overcoming Barriers](#)
- [Accelerating Learning](#)
- [Preparing Students](#)

Ohio's Strategies

Shifting to the Science of Reading
A Discussion Guide for School and District Teams

FUTURE FORWARD OHIO

Support Resources:

- Explicit and systematic reading instruction - **EVEN IN HIGH SCHOOL!**
- Phonics & advanced word study - **EVEN IN HIGH SCHOOL!**
- Reading complex text aloud and overtly modeling metacognition, **EVEN IN HIGH SCHOOL**

- [Overcoming Barriers](#)
- [Accelerating Learning](#)
- [Preparing Students](#)

Ohio's Strategies - High Schools and DOPR Schools

Shifting to the Science of Reading
A Discussion Guide for School and District Teams

FUTURE FORWARD OHIO

- Phonics & Advanced Word Study: word origins - examples
  - English Words with Latin roots
    - audi- *hear,* circ- *round*, jur- *law*, manu-*hand*
    - This helps with vocabulary instruction
- You can only develop <u>fluent</u> readers AFTER you develop <u>accurate</u> readers

- [Overcoming Barriers](#)
- [Accelerating Learning](#)
- [Preparing Students](#)

Ohio's Strategies – Shifting our Approach

Shifting to the Science of Reading
A Discussion Guide for School and District Teams

FUTURE FORWARD OHIO

Practices to shift away from

- **Balanced Literacy** - does not include the systematic of phonics
- **Sight Word methods** - teachers students to memorize words instead of decoding skills
- **Whole Language Approach** - teachers students to read whole words instead of breaking down into sounds and parts

- [Overcoming Barriers](#)
- [Accelerating Learning](#)
- [Preparing Students](#)

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[The Opportunity Myth](#)- Findings

Even when students have access to schools and classrooms, they often face a lack of rigorous coursework, meaningful assignments, and high-quality instruction. This leads to a gap between the expected level of achievement and the actual level of achievement for these students.

Key Findings:

- *Students spent most of their time on assignments that did not meet grade-level standards.*
- *Many students reported feeling bored in class and not challenged by the work.*
- *Students received the most feedback on their behavior rather than on their academic progress.*
- *Students from low-income backgrounds and students of color were disproportionately affected by the opportunity gap.*

- [Overcoming Barriers](#)
- [Accelerating Learning](#)
- [Preparing Students](#)

Plans, Plans, and MORE Plans

One Plan	Local Literacy Plan	Reading Achievement Plan (RAP)	Reading Improvement Plan (RIP)
Consolidated Planning Tool required by ODE to align funding and resources focused on improving outcomes for all students	Required when applying for certain grants	REQUIRED again 2023-2024 school year. Schools notified after report cards are released.	Required when fewer than 80% of students score proficient or higher on 3rd Grade ELA OST. Does NOT need to be sent to ODE but must be approved by your board.

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Plans, Plans, and MORE Plans

RIMP

- Individualized plans for students in grades K-3 struggling to read
- Requires a reading diagnostic
- Plan developed within 60 days of diagnostic data
- Must involve students' classroom teacher
  AND parent(s) or caregiver(s)

School Improvement Plan

- Sponsor Required for Tier 2 and Tier 3 Schools -
- Should be developed by BLT/TBT or collaborative planning group

What all of the Plans have in common:

- Require a deep-dive into your data
- SMART Goals
- Action Steps
- Adult Indicators
- Student Indicators
- Strategies (based in evidence)
- Timelines

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Plans, Plans, Plans

So many plans…..such little progress

How many plans do you currently have at your school?

Rethinking the Purpose of Planning

A conversation about literacy…

NOT an Exercise in Compliance

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Rethinking the Purpose of Planning

Rethinking the Purpose of Planning

Rethinking the Purpose of Planning- K-12

LOOKING *Back*

What is the data telling us about literacy performance at our school?
What have we learned from the data?

Only 17% of third graders passed the ELA assessment but that percentage improves as students matriculate to 4th and 5th grade. In 4th grade, 45% of students tested proficient or higher and 57% of students tested proficient or higher in 5th grade. We've learned that our K-2 curriculum is not aligned with the OST and does not provide enough instruction around phonics, phonemic awareness, or comprehension. Our third grade teachers are spending quite a bit of time trying to catch students up thorugh interventions in the classroom and this is leading to more time being spent on intervening versus ensuring students are spending the bulk of their class time accessing grade-level standards.

LOOKING *Ahead*

What is our BIG Goal (SMART) pertaining to literacy this school year?

By June 30, 2026 we will have doubled the number of students who are testing proficient or higher on Ohio's ELA assessment across all grade tested levels.

This means that for third grade students, at least 32% will be proficient or higher. For 4th grade students, 90% of students will be proficient or higher. For 5th grade students, 100% of students will be proficient or higher.

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Rethinking the Purpose of Planning - DOPR

LOOKING *Back*

What is the data telling us about literacy performance at our school? What have we learned from the data?

70% of our entering cohort of students are 3 grade levels behind in English Language Arts I and only 30% of students who took the English Language Arts I EOC exam passed. We've learned that students struggle reading informational text, as evidence of scores on the STAR Reading assessment and performance on End of Course exams. Upon further review, we've realized our students are struggling on test questions related to author's purpose within an informational text and determining word meanings. Additionally, qualitative data collected has revealed that our students struggle with reading stamina and are not finishing the entire text when they are reading.

LOOKING *Ahead*

What is our BIG Goal (SMART) pertaining to literacy this school year?

By June 30, 2026 we will have doubled the number of students who are passing the EOC exam for English Language Arts I from 30% to 60%.

Additionally, we will decrease the number of students reading more than 2 years below grade level (currently 70% of students) by 50%. We will use the following indicators to track progress towards our 2026 goal.

* By June 30, 2024 40% of students will pass the English Language Arts I EOC exam. (Cohort X)
* By June 30, 2025 50% of students will pass the English Language Arts I EOC exam. (Cohort X)

Mindset Shift

Fulfilling your mission is about what you *do*.

Not what you *SAY* you do.

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Change is HARD: Immunity to Change

What systems or processes are needed to make the change possible?

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Change is HARD: Immunity to Change

What systems or processes are needed to make the change possible?

- Scheduling

- Observations & Feedback Cycles

- Setting Expectations

- Transitions & Pacing (Hallway, Cafeteria, Recess)

- Creating Urgency

- Parent & Family Communication

- Choosing Professional Development

- Staff Meetings

- Shared Language

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Resources

CORE 4

Ronald Morrish in his essential text, With All Due Respect, says that "teachers must be a school teacher and not a classroom teacher… teamwork is important." Classroom norms help that sentiment live by ensuring every teacher has a frame for what a classroom in your school should have. The core components needed here are:

- A written system.
- Anchor Charts and Signage.
- How students will enter?
- What rules how rules will be followed?
  - Restroom
  - Nurse
  - Passing Papers, Sharpening Pencil, Filing, Homework, etc.
- What student, teacher, + admin actions are needed?
- What is your frame for training (PD) and monitoring the procedure?

System	Description
Arrival + Breakfast CORE 4	This is the beginning of your day. This can be the hardest experience to describe for your students and your staff. However, it is also the most needed system in your school. The core components needed here are: ● A written system. ● How students will be received? ● How will students eat or receive food? ● How students will be dismissed and brought into instruction and/or advisory? ● What student, teacher, + admin actions are needed? ● What is your frame for training (PD) and monitoring the procedure?

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Resources

School Culture Playbook Overview: First Three Weeks

Mindsets:

- Define your student culture or it will define you
- Your vision is what you can see, what you can monitor, and what you can assess – not what you hope for

Systems Embedded in Playbook

Morning arrival	Entry/First 5 Minutes
Hallway transitions	Distributing/Collecting Work & Lesson materials
Lunch	Transition bet. activities
Dismissal	Discipline System
Community Meeting	Exit from Class

Teacher Actions

Routines & Procedures Roll-out and Perfect	- Roll-out of procedure includes the "why" - Roll-out includes a model and description - After roll-out, 100% of students are meeting expectations after the what to do direction s - Teachers has students Do It Again if not done correctly the first time using positive narration and challenge
What to Do Cycle	- Give the command using economy of language (check for understanding on complex instructions) - Pause to scan while squaring up and standing still - Positively narrate 2-3 students meeting expectations - Give a lighting quick correction (being emotionally constant)
Radar	- Deliberately scan the room for on-task behavior: - Choose 3-4 "hot spots" (places where you have students who often get off task) to scan constantly "Be Seen Looking": - Crane your neck with your disco finger and scan all corners of the room - Circulate the room with purpose (break the plane): - Move among the desks and around the perimeter - Stand at the corners: identify 3 spots on the perimeter of the room to which you can circulate to stand and monitor student work - Move away from the student who's speaking to monitor the whole room

Where do we go from here?

1. **Get a coach to assist you through this process**

2. **Continuous learning** – Science of Reading

3. Analyze assessments **for alignment – adjust accordingly**

4. **Analyze Curriculum** and Secure resources

5. **Redesign Schedules** AND develop or implement any other necessary system or processes

6. **Continue ongoing professional development**

Resources: The Reading League
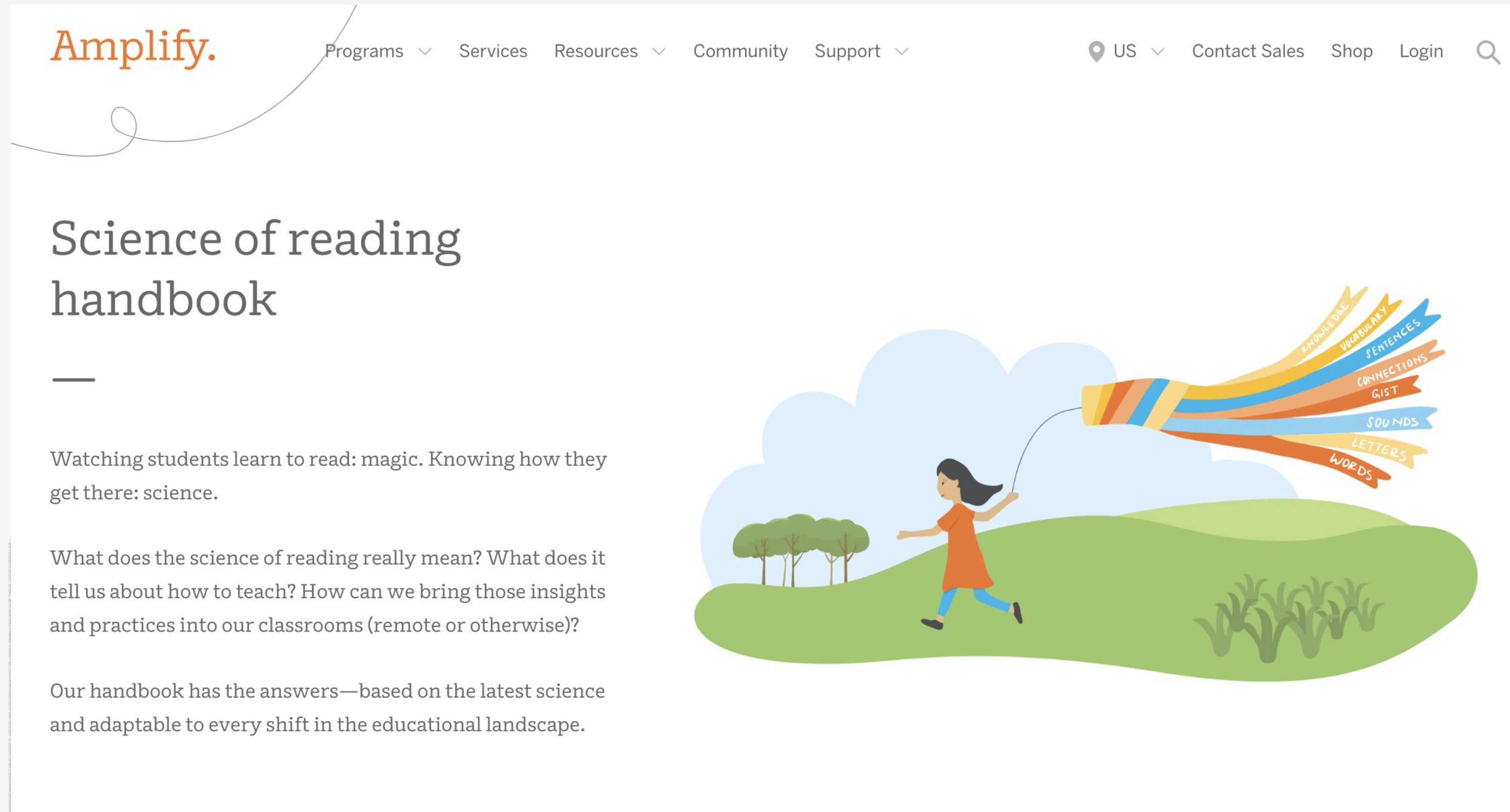
https://www.thereadingleague.org/

Resources: Amplify Science of Reading Handbook

Resources: Instructional Materials Evaluation Tool K-2 (Achieve the Core)

Non-Negotiable 1
Complexity of Texts

Metric

NN Metric 1A:
100% of anchor texts must be accompanied by specific evidence that they have been analyzed with at least one research-based quantitative measure. Read-aloud texts should measure within or above the grades 2–3 band. Second grade anchor texts should measure within the grades 2–3 band.

How to Find the Evidence

What to look for: Evidence of quantitative measures of texts in the submission for 2nd grade student reading materials and for all read-aloud texts.

- Document what quantitative measure (e.g., ATOS, Lexile, Reading Maturity) was used and how many samples were within the grade band.

- If there is no evidence of quantitative measures, evaluate a sample of texts to ensure anchor texts are within the grade band and ask publisher to send such a list.

- In K–2, look for read-aloud material that is 2–3 grade levels above what students can read on their own.

- All student reading material should be supported with evidence for its placement matched to its educational purpose. For example: readings provided to build knowledge on a topic would serve different purposes from a text designed to be used for learning to decode and practice reading words with long vowels.

- In a set of materials, the complexity of texts students read should increase year to year starting in grade 2.

Where to look: Check to see if the publisher has submitted a separate list or the information is contained within unit materials.

If time permits, consider checking a random sample of texts against the publisher's ratings.

Evidence

Rating

☐ **Meets**

☐ **Does Not Meet / Insufficient Evidence**

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https://achievethecore.org/content/upload/IMET%20ELA%20K-2%20Final%20Draft%20revised.pdf

Resources: EdReports (Achieve the Core)

Explore Reports

EdReports empowers districts with free reviews of K-12 instructional materials. Our reports offer evidence-rich, comprehensive information about a program's alignment to the standards and other indicators of quality.

Search | ELA ∨ | Grade Level ∨ | Alignment ∨ | Usability ∨ | More Filters ∨ | Reset

Showing **81** results for **ELA**

Compare Reports

SORT BY Recently Published ∨

Foundations A-Z
2023
Foundations A-Z

PUBLISHER
Learning A-Z

SUBJECT	GRADES	REPORT RELEASE
ELA	K-2	6/15/2023

ALIGNMENT ⓘ — Meets Expectations
USABILITY ⓘ — Not Available

View Full Report → | Quick Glance ⊙

MyPerspectives
2022
MyPerspectives

PUBLISHER
Savvas Learning Company

SUBJECT	GRADES	REPORT RELEASE
ELA	6-12	5/4/2023

ALIGNMENT ⓘ — Meets Expectations
USABILITY ⓘ — Meets Expectations

View Full Report → | Quick Glance ⊙

Fishtank Plus ELA 6-8
2021
Fishtank Plus ELA 6-8

PUBLISHER
Fishtank Learning

SUBJECT	GRADES	REPORT RELEASE
ELA	6-8	4/27/2023

ALIGNMENT ⓘ — Meets Expectations
USABILITY ⓘ — Partially Meets

View Full Report → | Quick Glance ⊙

https://www.edreports.org/reports/ela

Reflection

What has landed for you?

What's coming into your awareness?

What's eluding?

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Thank You & Survey

Slide Deck Available Below:

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A Conversation about Literacy Improvement

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