

Science of Reading Professional Development and Coaching Supports in Ohio's Schools and Districts



**Results from a
Statewide Survey**

February 2024



**Department of
Education &
Workforce**

Table of Contents

TABLE OF CONTENTS	2
EXECUTIVE SUMMARY	3
INTRODUCTION	4
SURVEY RESPONSES	5
SUMMARY OF RESULTS	5
To what extent have educators completed professional development training grounded in the science of reading prior to the 2023-2024 school year?	5
<i>Table 1. Schools and districts that did and did not complete science of reading professional development prior to the 2023-2024 school year by district typology.</i>	5
<i>Table 2. Schools and districts that did and did not complete science of reading professional development prior to the 2023-2024 school year by early literacy star rating.</i>	6
What are the most frequently reported science of reading professional development trainings that have been completed?.....	6
<i>Table 3. Number of schools and districts completing each type of science of reading professional development (and combinations).</i>	7
<i>Table 4. Number of Schools and Districts Completing IDA-Accredited Courses.</i>	7
What types, and how many educators (teachers, administrators, intervention specialists, literacy coaches, and paraprofessionals) have already completed science of reading professional development training?.....	8
<i>Table 5. Total numbers of education professionals who completed each type of professional development.</i>	8
<i>Note.</i> These totals may have changed since the time of initial reporting.	8
To what extent do Ohio schools and districts have literacy coaches?	8
<i>Figure 1. Distribution of THE NUMBER of literacy coaches across Ohio’s schools and districts.</i>	9
<i>Table 6. Average number and range of literacy coaches across district typologies.</i>	9
SUMMARY AND KEY FINDINGS	10
APPENDIX A. LIST OF INTERNATIONAL DYSLEXIA ASSOCIATION ACCREDITED COURSES AND COMBINATIONS OF COURSES COMPLETED BY SCHOOLS/DISTRICTS.	11

Executive Summary

Recently passed legislation in Ohio requires teachers to complete professional development trainings to inform and enhance their instructional practices in reading. The dyslexia support laws, for example, were passed in April of 2021 and outlined a staggered timeline for teachers of students in kindergarten through grade 3, as well as special education teachers of students in kindergarten through grade 12, to complete at least 18 hours of dyslexia-related professional development training. The Ohio Dyslexia Committee, in conjunction with the Ohio Department of Education and Workforce, developed a list of trainings that would meet this requirement and created a freely available training offered through the state's learning management system. These trainings meet the specifications of the dyslexia support laws and are grounded in the science of reading, an important cornerstone of the new ReadOhio initiative.

Under Section 265.330(B)(2) of House Bill 33 of the 135th Ohio General Assembly, the Ohio Department of Education and Workforce was required to conduct a survey to understand the current adoption and implementation of instructional materials as well as the completion of science of reading trainings that have been completed by Ohio educators thus far. Although teachers of students in grades 2 and 3, as well as special education teachers, have additional time to complete the training, it is important to examine how schools and districts are meeting this requirement. In addition, there is a science of reading professional development requirement that extends to a broader range of Ohio educators. Understanding the current context of the most commonly completed trainings provides critical information to better support schools and districts as they work to meet these requirements.

This report includes several key findings regarding the completion of science of reading professional development trainings by teachers in Ohio, including:

- A large number of districts and community schools report that at least some of their teachers have already completed science of reading professional development prior to the 2023-2024 school year ($n = 687, 69\%$).
- 58% of districts and community schools reported that their teachers completed the state-developed training, either as the solitary training or in conjunction with other approved trainings.
- 45% of districts and community schools reported that their teachers completed a training that has Accredited or Accredited Plus status from the International Dyslexia Association; of those, Language Essentials for Teachers of Reading and Spelling (LETRS) was the most frequently completed training.

Introduction

Effective reading instruction is a complex process, and recent reports suggest that teacher training programs are variable with respect to ensuring that preservice teachers are sufficiently prepared to provide evidence-based reading instruction (National Council on Teacher Quality, 2023). Studies further indicate that although professional development training may increase teacher knowledge, ongoing and individualized support, often in the form of teacher coaching, can be even more effective for changing teachers' instructional practices. As such, educator support has been a long-time focus of the Literacy office at the Ohio Department of Education and Workforce and is a cornerstone in [Ohio's Plan to Raise Literacy Achievement](#) (2020). Numerous professional development opportunities have been developed over the past few years for Ohio's educators, in the form of convenings, webinars, and ongoing technical support to districts. Additionally, *Ohio's Plan to Raise Literacy Achievement* details a model that aligns professional development, coaching, and high-quality instructional materials as a framework for improving and maintaining evidence-based reading instruction.

In April of 2021, the passage of Ohio's dyslexia support laws reinforced Ohio's commitment to improving reading instruction across the state and included specific requirements for elementary school teachers in grades K-3 to complete rigorous professional development training grounded in the science of reading. Although the laws outlined a staggered timeline for teachers across grade bands to complete this training, results from a recent statewide survey indicate that completion of this training has not been limited to early elementary school teachers.

This report provides descriptive data from the survey and addresses the following questions concerning statewide efforts to support educators in implementing effective reading instruction:

- To what extent have educators completed professional development training grounded in the science of reading prior to the 2023-2024 school year?
- What are the most frequently reported types of science of reading professional developments that have been completed?
- What types of educators (teachers, administrators, intervention specialists, literacy coaches and paraprofessionals) have completed science of reading professional development trainings?
- To what extent do Ohio districts and community schools have literacy coaches?
- To what extent does the number of literacy coaches differ among district typologies?

Survey Responses

In total, 995 districts and community schools provided responses to the statewide mandated survey. Although some districts provided building-specific information about curriculum usage, districts were asked to provide information about professional development completion at the *district* level. Only 10 respondents did not complete this portion of the survey, including 6 ESCs for whom these questions were not relevant and 4 districts that did not respond to follow up reminders.

Summary of Results

To what extent have educators completed professional development training grounded in the science of reading prior to the 2023-2024 school year?

Overall, the total number of districts and community schools reporting that their teachers completed science of reading professional development prior to the 2023-2024 school year was quite high ($n = 687$, 69%). Further analysis by district typology revealed that community schools represented the highest proportion of the 298 schools and districts that had not yet completed this professional development (see Table 1).

TABLE 1. SCHOOLS AND DISTRICTS THAT DID AND DID NOT COMPLETE SCIENCE OF READING PROFESSIONAL DEVELOPMENT PRIOR TO THE 2023-2024 SCHOOL YEAR BY DISTRICT TYPOLOGY.

District/school typology	Did not yet complete PD ($n = 298$)	Completed PD ($n = 687$)	Total
Rural - High Poverty	11 (9%)	112 (91%)	123
Rural - Average Poverty	23 (22%)	82 (78%)	105
Small Town - Low Poverty	14 (13%)	95 (87%)	109
Small Town - High Poverty	14 (16%)	72 (84%)	86
Suburban - Low Poverty	5 (6%)	72 (94%)	77
Suburban - Very Low Poverty	4 (9%)	42 (91%)	46
Urban - High Poverty	4 (9%)	43 (91%)	47
Urban - Very High Poverty	1 (12.5%)	7 (87.5%)	8
Community School	206 (61%)	132 (39%)	338
Educational Service Center	14 (33%)	29 (67%)	43

When examined by early literacy star ratings, schools with one star, as well as those not rated, comprised the largest proportion of schools and districts that had not yet completed science of reading professional development (Table 2). Districts and community schools with no rating include those that do not serve grades K-3, do not serve enough students to accurately

calculate all three measures in the early literacy component, or are a K-2 community school with more than 90% of their kindergarten students on track.

TABLE 2. SCHOOLS AND DISTRICTS THAT DID AND DID NOT COMPLETE SCIENCE OF READING PROFESSIONAL DEVELOPMENT PRIOR TO THE 2023-2024 SCHOOL YEAR BY EARLY LITERACY STAR RATING.

Early literacy star rating	Did not complete PD yet (n = 298)	Completed PD (n = 687)	Total
1 Star	61 (39%)	97 (61%)	158
2 Stars	37 (22%)	132 (78%)	169
3 Stars	42 (15%)	239 (85%)	281
4 Stars	19 (14%)	118 (86%)	137
5 Stars	9 (16%)	49 (84%)	58
New	3 (100%)	0	3
Not Rated	113 (83%)	23 (17%)	136

What are the most frequently reported science of reading professional development trainings that have been completed?

Respondents were asked to select the type of science of reading professional development trainings that their educators completed. These choices are aligned to the list of approved options for meeting the dyslexia professional development requirement law ([ORC 3319.077](#)). Thus, all possible options require at least 18 hours of training, are aligned with [Ohio's Dyslexia Guidebook](#), and are designed to support educators in identifying characteristics of dyslexia and understanding the pedagogy for instruction of students with or at risk of dyslexia. Three main categories were available to select:

- a) The state-developed *Introduction to Dyslexia, K-3 course*, available through the state's Learning Management System;
- b) Training with Accredited or Accredited Plus status from the International Dyslexia Association (IDA); and
- c) Training delivered by an individual credentialed to provide structured literacy certification.

Respondents could select more than one of those three options. As seen in Table 3, the state-developed course was the most frequently completed training, followed by an IDA-accredited course. See [Appendix A](#) for the complete list of IDA-accredited courses that were completed by respondents.

TABLE 3. NUMBER OF SCHOOLS AND DISTRICTS COMPLETING EACH TYPE OF SCIENCE OF READING PROFESSIONAL DEVELOPMENT (AND COMBINATIONS).

Professional development type completed	Count of schools and districts (N = 683)
State-developed training	240
IDA course	184
Training provided by credentialed individual	84
IDA course and state-developed training	76
State-developed training and training provided by credentialed individual	51
All three options	32
IDA course and training provided by credentialed individual	20

For those indicating that they completed an IDA-Accredited course, respondents were then asked to select which training(s) their educators completed. As seen in Table 4 below, Language Essentials for Teachers of Reading and Spelling (LETRS) was the most frequently completed training.

TABLE 4. NUMBER OF SCHOOLS AND DISTRICTS COMPLETING IDA-ACCREDITED COURSES.

IDA-Accredited Course	Number of Schools and Districts (N = 312)
LETRS – Lexia Learning	155 (50%)
Institute for Multi-Sensory Education (IMSE)	82 (26%)
Academy of Orton-Gillingham Practitioners and Educators	41 (13%)
Wilson Language Training	38 (12%)
Keys to Literacy	24 (8%)
AIM Institute for Learning and Research	19 (6%)
Edwards Orton-Gillingham, Inc.	15 (5%)
Hamilton County Education Service Center (formally the Mayerson Academy)	15 (5%)
The International Multisensory Structured Language Education Council (IMSLEC)	10 (3%)
Reading Teacher Top Ten Tools	5 (2%)
Yoshimoto Orton-Gillingham Approach	4 (1%)
Neuhaus	3 (<1%)
The Apple Group for Dyslexia	2 (<1%)

Note. Districts could select more than one course; see [Appendix A](#) for the complete list of combinations reported by survey respondents.

What types, and how many educators (teachers, administrators, intervention specialists, literacy coaches, and paraprofessionals) have already completed science of reading professional development training?

After completing questions about the types and names of science of reading training completed, respondents were also asked to indicate the numbers of different types of educators in their district that had completed these trainings. As seen in Table 5 below, a range of education professionals engaged in science of reading professional development.

TABLE 5. TOTAL NUMBERS OF EDUCATION PROFESSIONALS WHO COMPLETED EACH TYPE OF PROFESSIONAL DEVELOPMENT.

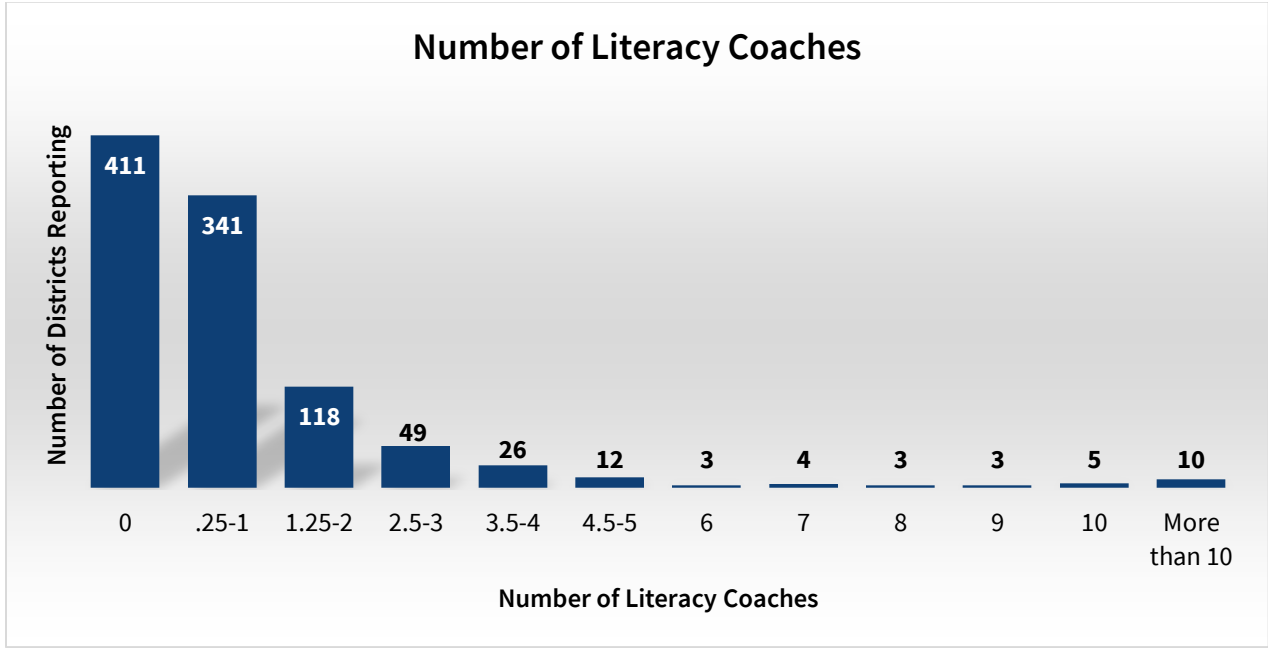
	Credentialed Instructor	IDA Course	State-developed training
Teachers	4,681	10,980	9,578
Administrators	460	992	957
Intervention specialists	1,544	3,814	2,777
Literacy coach/ specialists	447	1,123	963
Paraprofessionals	284	566	328

Note. These totals may have changed since the time of initial reporting.

To what extent do Ohio schools and districts have literacy coaches?

Although not required in statute, employing literacy coaches within a district is another educator support that is particularly beneficial for bolstering reading instruction and building internal capacity. Respondents were asked to report the number of literacy coaches in their school or district. As seen in Figure 1 below, there was a large range in the number of literacy coaches (*Range* = 0-47), with more than 400 schools and districts indicating that they did not have a literacy coach, and only 10 schools and districts had more than 10 literacy coaches.

FIGURE 1. DISTRIBUTION OF THE NUMBER OF LITERACY COACHES ACROSS OHIO’S SCHOOLS AND DISTRICTS.



As expected, the average number of literacy coaches differed across district typologies. The mean number of literacy coaches for each district type is shown in Table 6. Urban districts, particularly the eight largest urban districts in Ohio, reported having the highest number of literacy coaches. Suburban districts on average had between 1-2 literacy coaches per district, whereas rural and small-town districts reported having an average of less than one individual dedicated to the role of literacy coach.

TABLE 6. AVERAGE NUMBER AND RANGE OF LITERACY COACHES ACROSS DISTRICT TYPOLOGIES.

District Typology	N	Mean	Range
Rural - High Poverty	123	.90	0-5
Rural - Average Poverty	106	.70	0-4
Small Town - Low Poverty	109	.66	0-5
Small Town - High Poverty	87	.88	0-7
Suburban - Low Poverty	77	1.58	0-15
Suburban - Very Low Poverty	46	2.82	0-26
Urban - High Poverty	47	3.76	0-23
Urban - Very High Poverty	8	10.62	0-47
Community School	332	.99	0-10
Educational Service Center	48	1.50	0-10
Total	986	1.26	0-47

Summary and Key Findings

Results from this survey yielded several important and encouraging key findings that warrant consideration. First, it is notable that a large proportion of Ohio's schools and districts have had some of their teachers complete a science of reading based training even prior to the 2023-2024 school year. Although it was a legislative requirement that all kindergarten and 1st grade teachers complete a dyslexia-related professional development training, which is grounded in the science of reading, by the beginning of the 2023-2024 school year, it is commendable that adherence to this requirement, possibly beyond the minimum, has occurred thus far. It is expected that over the next two years, the completion rate will be closer to 100%, as there are some community schools that only serve students in older grades and would not need to meet this requirement until the 2025-2026 school year. Second, it is worth noting that although the state created a free and easily accessible training to meet the dyslexia law requirements, many schools and districts have had their teachers complete other science of reading trainings, particularly those that have Accredited or Accredited Plus status from the International Dyslexia Association. These trainings also meet the dyslexia law requirements but are typically much longer. This again is an encouraging outcome, as it suggests that many districts have been engaged in and committed to supporting their teachers' professional development for more than just one year.

Data regarding district typology suggested that community schools may experience some challenges with having their teachers complete professional development training. Community school was the only school-type category in which a greater number of schools reported that they had not yet completed professional development; in fact, over two-thirds of community schools were still working towards meeting this requirement. While this may be because some community schools do not serve students in grades K-3, this is an important finding to explore further to better support Ohio's community schools as additional science of reading requirements will need to be met as well.

Finally, the statewide survey gathered interesting information concerning the number of literacy coaches in schools and districts across the state. As referenced earlier, literacy coaches can play a vital role in supporting teachers' implementation of newly learned instructional practices. Professional development training provides knowledge and resources, but coaches facilitate practice and opportunities to use that knowledge to advance instruction. Results from this survey suggest that currently, there is great variability in the number of literacy coaches that schools and districts have. Recently passed legislation has provided funds for the Department to place literacy coaches, specifically trained to support science of reading instruction, across several high-need schools and districts across the state. Future reports will continue to investigate the extent to which literacy coaches can align their supports to professional development trainings that teachers complete and bolster teachers' reading instruction.

Appendix A. List of International Dyslexia Association Accredited Courses and Combinations of Courses Completed by Schools/Districts.

Professional Development Training(s)	Number of Schools/Districts
Academy of Orton-Gillingham Practitioners and Educators (AOGPE)	16
Academy of Orton-Gillingham Practitioners and Educators (AOGPE), AIM Institute for Learning and Research, Edwards Orton-Gillingham, Inc.	1
Academy of Orton-Gillingham Practitioners and Educators (AOGPE), Edwards Orton-Gillingham, Inc.	1
Academy of Orton-Gillingham Practitioners and Educators (AOGPE), Edwards Orton-Gillingham, Inc., LETRS – Lexia Learning	1
Academy of Orton-Gillingham Practitioners and Educators (AOGPE), Hamilton County Education Service Center (formally the Mayerson Academy)	2
Academy of Orton-Gillingham Practitioners and Educators (AOGPE), Hamilton County Education Service Center (formally the Mayerson Academy), Institute for Multi-Sensory Education (IMSE), LETRS – Lexia Learning	1
Academy of Orton-Gillingham Practitioners and Educators (AOGPE), Institute for Multi-Sensory Education (IMSE)	4
Academy of Orton-Gillingham Practitioners and Educators (AOGPE), Keys to Literacy, LETRS – Lexia Learning	2
Academy of Orton-Gillingham Practitioners and Educators (AOGPE), LETRS – Lexia Learning	6
Academy of Orton-Gillingham Practitioners and Educators (AOGPE), LETRS – Lexia Learning, Reading Teacher Top Ten Tools	1
Academy of Orton-Gillingham Practitioners and Educators (AOGPE), LETRS – Lexia Learning, Wilson Language Training (WLT)	3
Academy of Orton-Gillingham Practitioners and Educators (AOGPE), Wilson Language Training (WLT)	1
AIM Institute for Learning and Research	9

Professional Development Training(s)	Number of Schools/Districts
AIM Institute for Learning and Research, Edwards Orton-Gillingham, Inc.	1
AIM Institute for Learning and Research, Institute for Multi-Sensory Education (IMSE)	1
AIM Institute for Learning and Research, Institute for Multi-Sensory Education (IMSE), Wilson Language Training (WLT)	1
AIM Institute for Learning and Research, LETRS – Lexia Learning	4
AIM Institute for Learning and Research, The International Multisensory Structured Language Education Council (IMSLEC)	1
Edwards Orton-Gillingham, Inc.	7
Edwards Orton-Gillingham, Inc., Keys to Literacy, Wilson Language Training (WLT)	1
Edwards Orton-Gillingham, Inc., LETRS – Lexia Learning	2
Edwards Orton-Gillingham, Inc., LETRS – Lexia Learning, Wilson Language Training (WLT)	1
Hamilton County Education Service Center (formally the Mayerson Academy)	6
Hamilton County Education Service Center (formally the Mayerson Academy), Institute for Multi-Sensory Education (IMSE)	1
Hamilton County Education Service Center (formally the Mayerson Academy), Institute for Multi-Sensory Education (IMSE), LETRS – Lexia Learning	2
Hamilton County Education Service Center (formally the Mayerson Academy), LETRS – Lexia Learning	1
Hamilton County Education Service Center (formally the Mayerson Academy), The Apple Group for Dyslexia, Institute for Multi-Sensory Education (IMSE)	1
Institute for Multi-Sensory Education (IMSE)	57
Institute for Multi-Sensory Education (IMSE), Keys to Literacy, LETRS – Lexia Learning	2
Institute for Multi-Sensory Education (IMSE), Keys to Literacy, Reading Teacher Top Ten Tools	1
Institute for Multi-Sensory Education (IMSE), LETRS – Lexia Learning	8
Institute for Multi-Sensory Education (IMSE), LETRS – Lexia Learning, Wilson Language Training (WLT)	1
Institute for Multi-Sensory Education (IMSE), LETRS – Lexia Learning, Yoshimoto Orton-Gillingham Approach (YOGA)	1

Professional Development Training(s)	Number of Schools/Districts
Institute for Multi-Sensory Education (IMSE), Wilson Language Training (WLT)	1
Keys to Literacy	10
Keys to Literacy, LETRS – Lexia Learning	3
Keys to Literacy, LETRS – Lexia Learning, Wilson Language Training (WLT)	2
Keys to Literacy, Wilson Language Training (WLT)	3
LETRS – Lexia Learning	102
LETRS – Lexia Learning, Institute for Multi-Sensory Education (IMSE), Hamilton County Education Service Center (formally the Mayerson Academy), Wilson Language Training (WLT)	1
LETRS – Lexia Learning, Neuhaus	1
LETRS – Lexia Learning, Wilson Language Training (WLT)	7
Neuhaus	2
Reading Teacher Top Ten Tools	3
The Apple Group for Dyslexia, Academy of Orton-Gillingham Practitioners and Educators (AOGPE)	1
The International Multisensory Structured Language Education Council (IMSLEC)	7
The International Multisensory Structured Language Education Council (IMSLEC), LETRS – Lexia Learning	2
Wilson Language Training (WLT)	15
Wilson Language Training (WLT), LETRS – Lexia Learning, Academy of Orton-Gillingham Practitioners and Educators (AOGPE)	1
Yoshimoto Orton-Gillingham Approach (YOGA)	2
Yoshimoto Orton-Gillingham Approach (YOGA), AIM Institute for Learning and Research	1
Grand Total	687