



## Mid-Ohio Board of Governors December Update

Carrie Wood and Nick Jacobs, Mid-Ohio Directors of Literacy  
Read Ohio Regional Coaching Coordinators

### Read Ohio: West and Central Teams with Mid-Ohio ESC

Coordinators and coaches have just completed the fourth state network session for our project. The upcoming monthly deliverables include coaches conducting a small group study on high quality curriculum study to improve implementation.

ReadOhio Mid-Evaluations for Mid-Ohio ESC Coaches are currently in progress as well as site visits to learn and observe the work in the ReadOhio schools.

Project metrics—aligned with the service delivery agreements—are being used to guide and monitor implementation progress. All coaches continue to record data in our centralized system.

### **Early Impacts of Ohio's literacy Coaching Model: The Year 2 ReadOhio Coaching Report**

ReadOhio project monitoring continues in the annual K-4 literacy report and ReadOhio project report. See a list of key findings below:

- *The data strongly suggests that “ReadOhio coaches are effectively using the accessible data to inform their coaching practice. Analyses presented here examined the extent to which fall data (classroom learning walks and classroom student data), as well as systems-level data Reading Tiered Fidelity Inventory, (R-TFI), was associated with the provision of each level of coaching model throughout the year. In accordance with the theorized coaching model, those fall data points were inversely associated with small group and one-on-one coaching sessions. In other words, classrooms that needed support with instructional practices and increasing student outcomes received high levels of intensive coaching. Ohio’s coaching model was designed to prioritize data, and these results confirm that this is occurring.”*
- *Coaching in small group sessions can be quite powerful, and that, if needed, coaches could prioritize classrooms with the greatest instructional needs for one-on-one sessions. Coaching is an extremely time-intensive and resource-intensive endeavor. As such, these results indicate that depending on need, one-on-one sessions may not always be required to impart significant change. It is worth noting that level 1 coaching (universal supports) were associated with an increase in instructional practices but only for buildings from cohort one.*
- *A data-driven leveled coaching model can be an effective lever for improving teachers’ instructional practices and increasing students’ reading achievement.*

Sincerely,

Carrie Wood

Nick Jacobs

Mid-Ohio Directors of Literacy, Read Ohio Literacy Coaching Coordinator