



Mid-Ohio Board of Governors January Update

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

Read Ohio: West and Central Teams = 23 coaches total

- State Network: Coaches will collect walkthrough data in spring on explicit instruction, engaging leadership in unit and lesson study conversations, and developing decision rules within the Integrated MTSS framework
- Site visits will continue as needed, with a second round of micro-meetings scheduled for March to build shared understanding of deliverables and service delivery in a teaming context
- Mid-year evaluations have been completed for all West and Central team coaches
- Academy presentations: Nick Jacobs, Leah Kelley, and Whitney Imhoff will present in June; coordinators are expected to present at the Teacher Leader Summit
- Shantelle Barhorst and Samantha Mack (Central team) presented at the February State Network on support for effective implementation of high-quality curriculum
- Project metrics- Refer to the briefing report for outcomes and future direction in Read Ohio: Excerpt from [ReadOhio Report Year 2](#)

“As Ohio moves into its third year of ReadOhio coaching, the data collected to date continue to inform statewide implementation. During this third year, coaches will continue using learning walks to gather data on instructional practices throughout the fall and spring semesters. Findings from the second year suggest they are a reliable tool for estimating a baseline and predicting change over the year. Doing so provides an opportunity to determine the extent to which teachers in coached classrooms are maintaining their usage of evidence-based strategies with new students. The analysis of student data for the second year relied on the percentages of students in each coached classroom who scored “on track” on the different curriculum-based measures used in the participating schools. Due to Ohio being a local control state, the assessment tools used for this purpose varied from school to school. Therefore, the percentage of on-track students was the best way to standardize the student measure. This method was also the most appropriate measure for this year as it was the most consistent and sensitive measure to examine classroom-level change over time. As the coaching work continues, however, it will be important to examine change based on assessments that are uniformly used across all districts and schools, such as the K-3 reading diagnostic and the state’s English Language Arts test for students in grades 3 to 12. These effects may be more difficult to analyze since not all classrooms in each school building have access to a coach, but this analysis will be important to understand the broader impacts of ReadOhio coaching.”

Thank you for your support!

Sincerely,

Nick Jacobs

Carrie Wood

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