

# Ohio's Theory of Action

## Strands of Action

**Parent Partnerships**

Facilitates family engagement and parent partnerships to support language and literacy development...

Families will be more equipped, empowered and engaged partners in the literacy development of their children.

**Teacher Capacity**

Builds capacity of practicing PK-3 teachers to deliver high-quality reading instruction and data-driven interventions...

All students, including SWD, will have access to high-quality instruction with interventions designed to meet their individual needs.

**Collaborative Structures**

Coordinates local community partnerships among agencies providing services to children to support language and literacy development...

More children will experience language-rich, literacy based environments outside of school.

**Multi-tiered Systems of Support**

Creates an MTSS network at the state, regional and district levels to provide continuous support...

Districts will implement MTSS with fidelity so all students receive appropriate academic and behavioral supports.

**Characteristics of Effective Schools**

Promotes evidence-based reading instruction for SWD in inclusive settings based on effective practices of high-performing schools...

Through shared instructional leadership, districts will use proven practices to provide reading instruction and interventions to SWD in less restrictive settings.

**Then**

More students with disabilities will be proficient or above in reading by third grade

**Then**

More students with disabilities will graduate ready for college, careers and/or independent living

# Ohio's SIMR

## In selected districts:

- Increase percentage of possible points awarded according to Ohio's Report Card system for meeting targets or making improvement as applied to third grade reading for students with disabilities.
- Increase percentage of all kindergarten through third grade students who are on track for literacy, as measured by state reading diagnostic assessments.

## Rationale for the State-Identified Measureable Result (SIMR)

### Why is this a priority for Ohio?

- Increase student access to and equity in quality reading instruction.
- Early literacy is predictive of academic success, school completion and college and career readiness.
- Student literacy is the foundation of all content areas.
- Many students with disabilities read significantly below grade level.
- Lack of effective reading instruction results in faulty identification of some students with disabilities. (Some children have been misidentified as students with disabilities due to delay in reading skills.)

### How is the SIMR aligned with current ODE/OEC initiatives/priorities?

- Aligns with preparations for college and career readiness while decreasing student dropout.
- ODE/OEC can leverage and align initiatives such as early literacy/early learning initiatives, dyslexia legislation and pilot projects, Title 1, Dean's Compact for Exceptional Children, CEEDAR Grant, State Professional Development Grant, SPDG Parent-Teacher Partnerships, and the Ohio Improvement Process.
- Aligns with state and national priorities including the Third Grade Reading Guarantee (a legislated state priority).

### How will addressing the SIMR have a positive impact on children with disabilities in Ohio?

- Targeted instruction and focused interventions using a variety of evidence based practices will increase reading proficiency and student growth while decreasing gaps across student groups.
- Instructional preparedness and practices will positively impact all students, including students with disabilities.
- Increased reading success has the potential to:
  - Reduce disciplinary incidences that occur as a result of academic frustration;
  - Decrease dropout rates and increase graduation rates by improving college and career readiness for students with disabilities;
  - Improve self-advocacy for students with disabilities.
- Ultimately, targeting improved early literacy will lay the foundation for improved academic and functional outcomes for students with disabilities, thus expanding opportunities in their adult lives for success in post-secondary education, employment and independent living.