

Science of Reading Toolkit for Ohio Administrators



You've reviewed the Read Ohio [Tips for Superintendents and Principals](#) from the Ohio Department of Education, so what's next?

Lexia® is here to support administrators like you in your journey to implement explicit and systematic instruction with fidelity. Here you'll find a curated list of science of reading resources, including evidence-based strategies to accelerate learning, actionable advice from industry experts, and literacy success stories from Ohio schools and districts. Happy reading, and let us know if you have any questions!

Provide Systemic Support for Your Classroom Educators

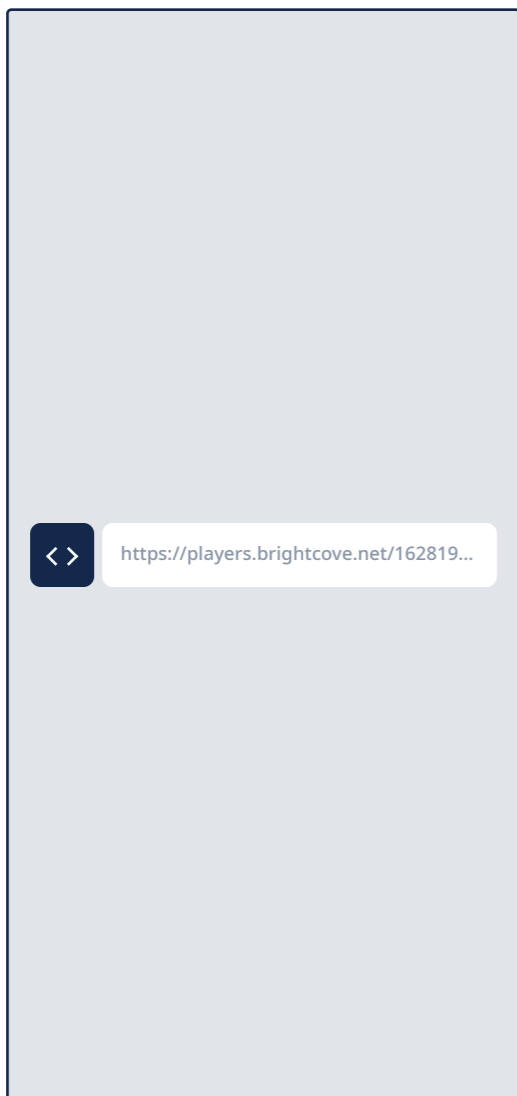
Problem: Only 25% of teacher preparation programs cover the five core elements of scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Many teachers feel overwhelmed with the nationwide call to accelerate literacy skills and under pressure to achieve improvement quickly. This is particularly true in Ohio due to the Third Grade Reading Guarantee. So, how can educators close literacy skills gaps before Ohio's State Test in English Language Arts for grade 3?

Solution: Offer all teachers ongoing professional learning based on the science of reading. Targeted professional learning should be flexible, adaptable, personalized, convenient, meaningful, and supportive of science of reading-based resources. When evaluating PD Courses, being able to check off multiple boxes is ideal—with this in mind, Lexia® LETRS® is IDA-accredited and meets the OH HB436 and OH HB33 requirements.

[Download White Paper](#)



Hear from a Peer



"The thing that we heard the most is, 'I wish I would have had this when I was in college,' or, 'This is the best professional learning I've had in a long time.'"—Ebene Johnson, Columbus City School District Elementary Curriculum Supervisor

[Learn More About Lexia LETRS](#)

Literacy Progress in Action



Learn how Niles City Schools educators saw K–3 literacy scores dramatically improve in just one school year after the district joined a LETRS pilot program. By the end of the year, 89% of kindergarten students were reading at or above benchmark level compared to 53% of students at the beginning of the year.

[Read the Case Study](#)

Join in on the Learning



School and district leaders have the authority to significantly impact school culture. Team members often watch and mimic the team leader's example, so use this opportunity to create a positive culture!

[Learn More About Lexia LETRS for Administrators](#)

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Implementing HQIM



4 Realistic Expectations About Implementing Evidence-Based Practices in the Classroom

1. **SOR is multifaceted:** It's not only about phonics. Commit time to all five essential components of literacy.
2. **There is no one-size-fits-all practice:** Effective instruction needs to be differentiated to meet the diverse needs of all students.
3. **It takes time to generate results:** Remain patient and consistent with a willingness to pivot as needed.
4. **Research is constantly evolving:** Rely on comprehensive, research-proven methods, such as peer-reviewed studies, independent third-party studies, and ESSA evidence.

[Read Blog Post](#)

Implementing Structured Literacy: Where to Start

Presenters from ACT Dyslexia Solutions shared this advice during an edWebinar:

1. School and district leaders should **seek new hires** from institutions that prioritize the science of reading.
2. Leaders must **examine the curricula** and ensure these actually support the science of reading.
3. Next, educators should look at and adjust their schedules as needed to **allow ample time for reading and language arts** during the school day.
4. **Screen students early.** Early identification is one of the best strategies for helping struggling readers achieve literacy success.



[Read Blog Post](#)

How to Teach Reading: Components of Structured Literacy

- **Explicit:** New concepts are explained directly and clearly by the teacher, then followed by guided practice.
- **Systematic and cumulative:** Instruction should follow a planned scope and sequence of skills that progress from easier to more difficult. Each concept should build on top of the previous one.
- **Diagnostic and responsive:** Teachers should use student response patterns to inform and adjust the lesson's pacing and presentation, along with the amount of practice given within the lesson framework.

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Proven by Ohio Users

See Statewide Pre-K–5 Success

Elementary students across Ohio made remarkable progress with Lexia® Core5® Reading during the 2022–2023 school year. The number of students performing below grade level dropped from 57% to 11% in a single school year.

[Read the Full Report](#)

43%
to
89%

The percent of students working on material in or above grade level in Core5 **increased** substantially from **43%** to **89%**.

"I have used Core5 with my K–1 Title Reading students. It makes a positive difference with their basic reading skills. Last year, all of my students increased their reading at least two levels."

–Cindy Pence, Teacher–Remedial Reading, Groveport Elementary School, Groveport

"Lexia has helped my students improve with sight–word recognition and word–attack skills. I love that this program meets them at their level of learning and progresses them through the levels as they progress."

–Janice Milliken, Director–Curriculum/Instruction, ECOESC Star Alternative School

"Lexia is set up to meet students where they are and then help them excel. The program gives weekly goals and assigns academic–level appropriate tasks for students. I can see work completed, areas of struggle, and additional connected resources."

–Nicole Bennett, Teacher, Lynchburg–Clay Elementary School, Lynchburg

Delaware City School District Sees Significant Growth in NWEA MAP Scores

Students in K–4 who met usage fidelity in Core5 showed significantly greater growth in their NWEA MAP RIT scores compared to those students who did not meet usage fidelity.

[Read the Full Report](#)

Students who met Core5 usage scored **194** on the spring test. Students who did not meet Core5 usage scored an average of 10 points lower, at **184**.

194

184

"Core5 helps us identify the exact skills students are working on or struggling with. It has been a game changer for us."

–Felecia Evans, Principal, Lander Elementary School, Mayfield Heights

"I've been monitoring K–5 students on Lexia Core5 for the past five years, and every year I learn something new! I love the data for the teachers and challenges for the students. The graphics are first rate, too!"

–Kim Reiss, Paraprofessional, Fredericktown Elementary School, Fredericktown

"The data from myLexia® helps us get the kids what they need more quickly. Core5 has been especially helpful for grades 4 and 5, where we didn't necessarily have reading intervention support."

–Jeff Schiller, Assistant Principal, Center Elementary School, Mayfield

OST in ELA Scores Soar at a Large Suburban School District

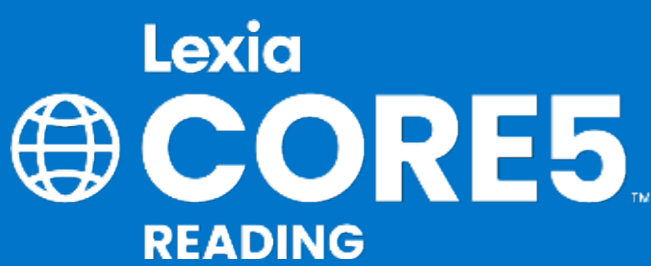
There was a close alignment between students in grades 3–5 reaching end-of-year, grade-level benchmark in Core5 and passing Ohio's State Test in English Language Arts.

[Read the Full Report](#)

87%

62%

A total of **87%** of students who reached Core5 EOY Benchmark Status passed the OST ELA Achievement. In contrast, **62%** of students who did not reach benchmark in Core5 did not pass the OST in ELA.



FACT:

Aligned to the Ohio Learning Standards for ELA

FACT:

Integrated, Real-Time State Standards Reporting

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