



# Ohio schools boost literacy outcomes with Raz-Plus



## STATE PROFILE

**Enrollment:** 1,665,521

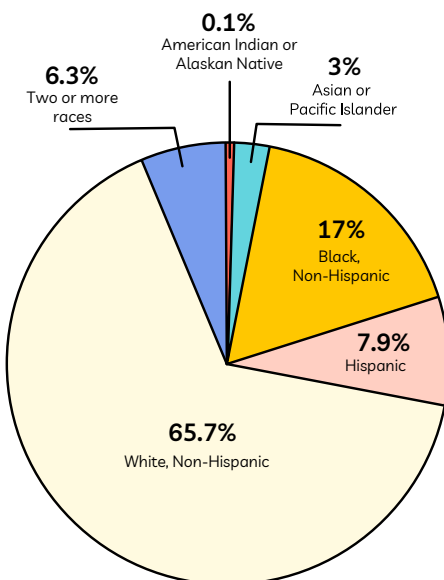
**English learners:** 77,152

**Economically disadvantaged learners:** 921,662

**Students with disabilities:** 284,792

### Enrollment by demographic:

- **American Indian or Alaskan Native** 0.1%
- **Asian or Pacific Islander** 3.0%
- **Black, Non-Hispanic** 17%
- **Hispanic** 7.9%
- **White, Non-Hispanic** 65.7%
- **Two or more races** 6.3%



## RESULTS AT A GLANCE

- Schools with Raz-Plus usage have **higher average** literacy proficiency rates
- The **positive impact** of Raz-Plus was also observed in under-resourced contexts
- 1 in 5 Ohio students attend an elementary school with Raz-Plus

## CHALLENGE

School leaders face a persistent challenge in ensuring all students achieve state-defined literacy proficiency standards, which demands effective, evidence-based instructional resources. This need is particularly pronounced in under-resourced, high-poverty schools, where educators must provide targeted, differentiated support to close achievement gaps.

## SOLUTION

This report highlights how **Raz-Plus** is helping students in **Ohio** grow as readers. Looking at how often students use the resources in Raz-Plus and connecting those patterns to state test results, the data is clear: students who use Raz-Plus are building stronger literacy skills.

## IMPLEMENTATION

During the **2024-2025 school year**, **Raz-Plus** was implemented in:

- **284 public elementary schools** across **69 counties in OH**
- Elementary schools serving **140,004 students** with access to Raz-Plus
- Representing approximately **1 in 5 elementary students statewide**

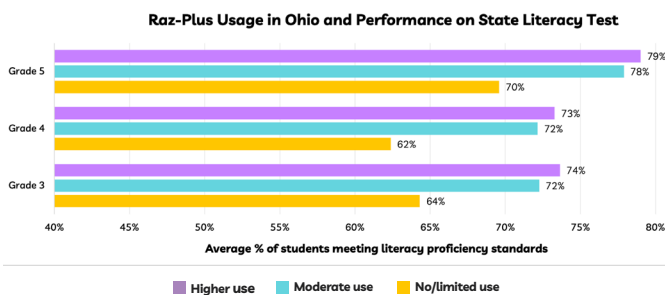
This broad adoption reflects sustained trust in **Raz-Plus** as a comprehensive supplemental literacy solution — one that supports diverse classrooms, aligns with state literacy priorities, and integrates seamlessly into daily instruction.

Across multiple grade levels, assessment types, and contexts, students who regularly use **Raz-Plus** demonstrate stronger literacy outcomes and greater growth than their peers.

## RESULTS

### Delivering impact at scale

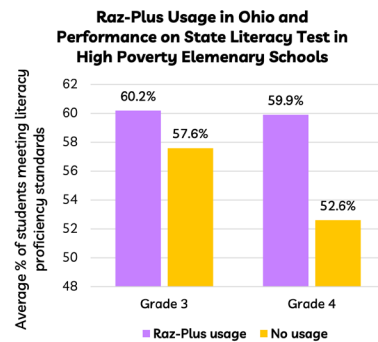
To examine how Raz-Plus use relates to student literacy performance, we compared state assessment results across Ohio schools, grouped by their level of Raz-Plus use: no/limited use, moderate use, and higher use. Student outcomes were measured by the average percentage of students meeting state-defined literacy proficiency standards.



**Figure 1:** This graph shows the average percentage of students per school meeting grade-level state literacy test proficiency standards in spring 2025 in grades 3, 4, and 5 based on Raz-Plus usage (no/low, moderate, higher). The analysis includes N = 32 higher-use schools, N = 81 moderate-use schools, and N = 468 schools with no/limited use.

Schools with higher Raz-Plus usage consistently demonstrate higher literacy proficiency rates than schools with moderate or no/low usage. State assessment performance reflects the combined impact of curriculum, instruction, and supplemental supports. The patterns observed here indicate that **schools making greater use of Raz-Plus tend to see stronger literacy proficiency outcomes** — suggesting that comprehensive, research-informed tools can fill important gaps that support student achievement within a broader, high-quality literacy ecosystem.

### Supporting literacy achievement in under-resourced schools



**Figure 2:** All schools analyzed here are defined as “high poverty schools” following an NCES definition of 75% or more of the students eligible for free or reduced-price lunch (FRPL). This graph shows the average percentage of students per school meeting grade-level state literacy test proficiency standards in spring 2025 in grades 3 and 4, based on Raz-Plus usage. The analysis includes N = 13 schools using Raz-Plus and N = 35 schools with no Raz-Plus use.

Raz-Plus is helping to close critical achievement gaps where support is needed most. We conducted a targeted analysis on high-poverty schools — those facing the greatest challenges — and the same trend held true.

**Even in these under-resourced contexts, schools with higher Raz-Plus usage demonstrated higher literacy proficiency rates** compared to similar schools with limited or no usage. This consistency underscores Raz-Plus as an effective, high-impact tool for educators, providing the structured, differentiated instruction needed to foster reading success for all learners, including those supported by **Title I and targeted intervention funding**.

By providing equitable access to engaging texts and personalized practice, Raz-Plus ensures every student has the opportunity to build the foundational skills and confidence they need to become lifelong readers.

## ABOUT RAZ-PLUS

Raz-Plus equips teachers with a robust collection of versatile literacy resources to support their Science of Reading-aligned core curriculum. By emphasizing foundational skills and reading comprehension equally, Raz-Plus gives educators the support and time they need to focus on what matters most — teaching and reaching all their students.



Scan the QR code or go to [LearningA-Z.com/Raz-Plus](https://LearningA-Z.com/Raz-Plus) to learn more about Raz-Plus.

