



From Lessons Learned to Systems Change

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Turning the Curve in Reading
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“There are two ways to be fooled. One is to believe what isn’t true, the other is to refuse to believe what is true.”

Soren Kierkegaard (1813-1855)

The Science of Teaching Reading

‘Reading is complex!!! Teaching reading successfully requires a teacher who understands the reading process, assessment, and different forms of instruction to ensure that instruction is comprehensive and successful.

Teachers must know which programs are based upon solid evidence-based principles and are effective, and which programs are based on (incorrect) beliefs, philosophies, anecdotes, and untested assumptions.

One rule of thumb is that **the more difficulties kids are having with learning to read, the more systematic and direct the instruction must be.**

Reid Lyon, 2008

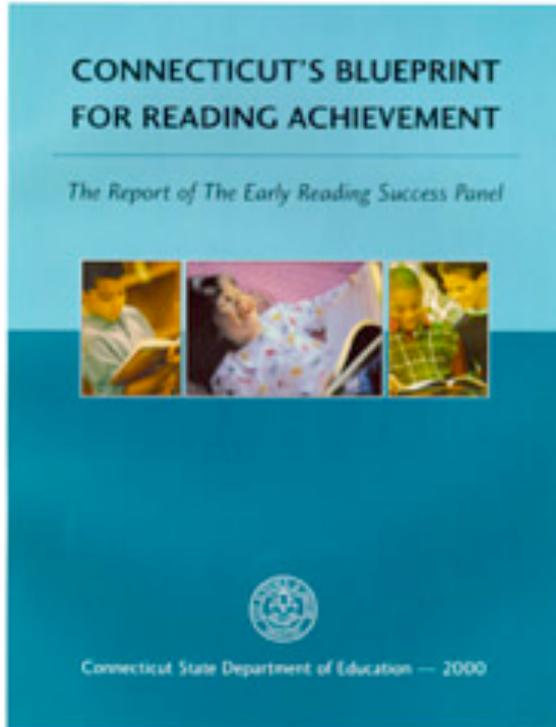
'It was not the school system that taught me how to read. It was my persistent mother who pushed my brother and me to learn how to read...because the school system didn't know how to do it. Thanks to the intensive support I received outside of school, I was one of the lucky ones; there was a point in time when college didn't seem like an option, the goal was to just get through school. However, with time, I went from the lowest level classes to landing in an AP English class excelling greatly in writing and reading. I am graduating with the class of 2014 and am proud to say that I am in fact going to college on a scholarship.'

Public Testimony, March 17, 2014
Kyla Daley

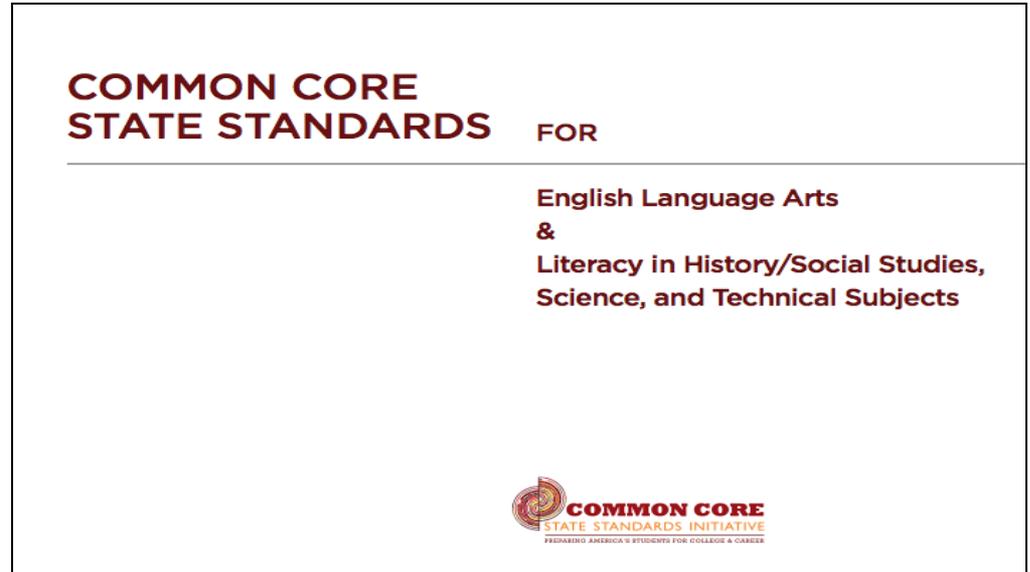
'I found out I had dyslexia in the middle of first grade. Dyslexia has affected me since kindergarten. I was not able to recognize letters or words. In first grade I failed every spelling test. Sometimes I even got zeros. I got so mad in school that I couldn't even speak. One of the kids told me that I was a loser because I couldn't read or spell.'

Public Testimony, March 17, 2014
Thomas Rimkunas, 11 yrs. old

Goals and Standards



2000...At the Forefront in Setting Policy for Reading Instruction in the State of Connecticut...

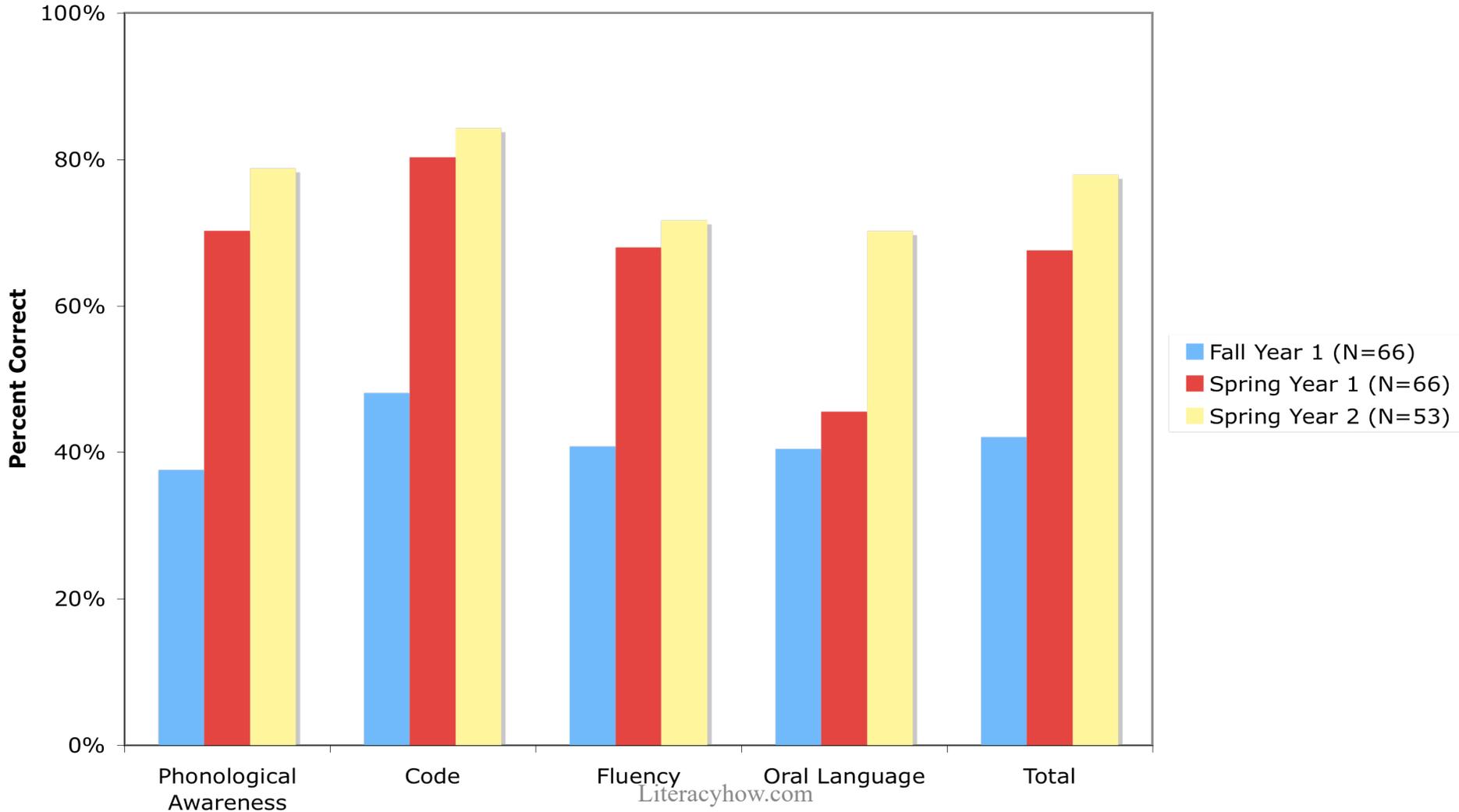


<http://ctcorestandards.org/>

2010...Adopted the CCSS to further specify college and career readiness standards for K-12 students.

Teacher Knowledge (2004-2006)

Teacher Knowledge Survey Scores



Connecticut Teacher Preparation

Performance of Prospective Teachers on “Foundations of Reading” Assessment 2009-2010 Results

Teacher Training Program	# Test Takers	Total Passed	Percent Passed
Teach for America	31	29	94
Neag / Uconn	27	25	93
Fairfield University	12	10	83
University of Bridgeport	68	55	81
Sacred Heart University	83	64	77
University of New Haven	66	47	71
Southern Connecticut S. U.	96	57	59
St. Joseph College	37	21	57
Central Connecticut S. U.	83	46	55
Eastern Connecticut S. U.	85	46	54
Western Connecticut S. U.	10	5	50
Mitchell College	13	4	31
Quinnipiac University	1	0	0
University of Hartford	3	0	0
Total	584	380	65%

PA 11-85: The 2011 Achievement Gap Bill

“The Commissioner of Education may identify schools to participate in a **pilot study for the purposes of promoting best practices in early literacy and closing the academic achievement gaps**...The Department of Education may research and evaluate participating schools and such research and evaluation may be conducted in conjunction with external groups or organizations.”

Goals of the Reading Assessment Pilot Study

1. Compare mCLASS: Reading3D with DRA2 over two years.
2. Identify the key variables that impact a school-wide change in a K-3 universal screening assessment instrument
3. Study and describe those variables to inform legislative and implementation state reading policy decisions
4. Make recommendations to the Caucus, the SDE, and other key stakeholders in the state

Student Outcome Data

Were there differences in student reading outcomes across schools in the three conditions?

- *alternative assessment system plus coaching (2 years of implementation)*
- *alternative assessment system only (2 years of implementation)*
- *and control (first year of implementation/no coaching support)*

A key finding was that coaches made a difference in the reading scores of the lowest performing 2nd and 3rd grade students. These students performed significantly better than their peers in all other schools in the study.

Student Outcome Data

Text Reading and Comprehension (TRC)

Were there changes in reading performance of students in the schools implementing the alternative assessment system and coaching support?

The percentage of students reading at the proficient and above levels increased in all schools between Beginning of Year (BOY) and End of Year (EOY) (an 11% increase). Additionally, the percentage of students reading well below proficient declined in all schools between BOY and EOY (a 10% decrease).

Student Outcome Data (DIBELS)

Were there changes in reading performance of students in the schools implementing the alternative assessment system and coaching support?

Schools using the Reading 3D system had a higher percentage of students performing at benchmark level at the EOY than the BOY (a 6% increase), and a smaller percentage of students scoring at the far below benchmark level (a 7% decrease). These outcomes suggest that, across all 15 schools, students exhibited a positive change over the course of the year, with more students reaching the benchmark goal and fewer students performing far below the goal by the end of the school year.

Student Outcome Data

CT Mastery Test - CMT

Were there differences in student reading outcomes across schools in the three conditions; alternative assessment system plus coaching (2 years of implementation), alternative assessment system only (2 years of implementation), and control (first year of implementation/no coaching support)?

The treatment+coaching schools performed significantly better than the treatment schools, indicating that the presence of the coach may have served as a protective factor from larger decreases at the school-level.

Attitudes toward Reading 3D

The survey assessed teacher perspectives about technology, the mCLASS Reading 3D assessment system, and progress monitoring.

- Almost all teachers indicated that the assessment system influenced their reading instruction, indicating that immediate reporting can have a positive impact on teacher practice.
- However, only 55% of teachers indicated that the system enabled them to progress monitor more frequently, suggesting more training and experience may be necessary before teachers can effectively leverage all the resources available in the Reading 3D assessment system.

PA 12-116: The 2012 Reading Bill

‘The Department of Education shall develop or approve reading assessments ...to identify students in kindergarten to grade three, inclusive, who are below proficiency in reading.... to include frequent screening and progress monitoring of students. Such reading assessments shall (1) measure phonics, phonemic awareness, fluency, vocabulary, and comprehension, (2) provide opportunities for periodic formative assessment during the school year, (3) produce data that is useful for informing individual and classroom instruction, including the grouping of students based on such data and the selection of instructional activities based on data of individual student response patterns during such progress monitoring, (4) be compatible with best practices in reading instruction and research.’

A Two-Pronged Approach

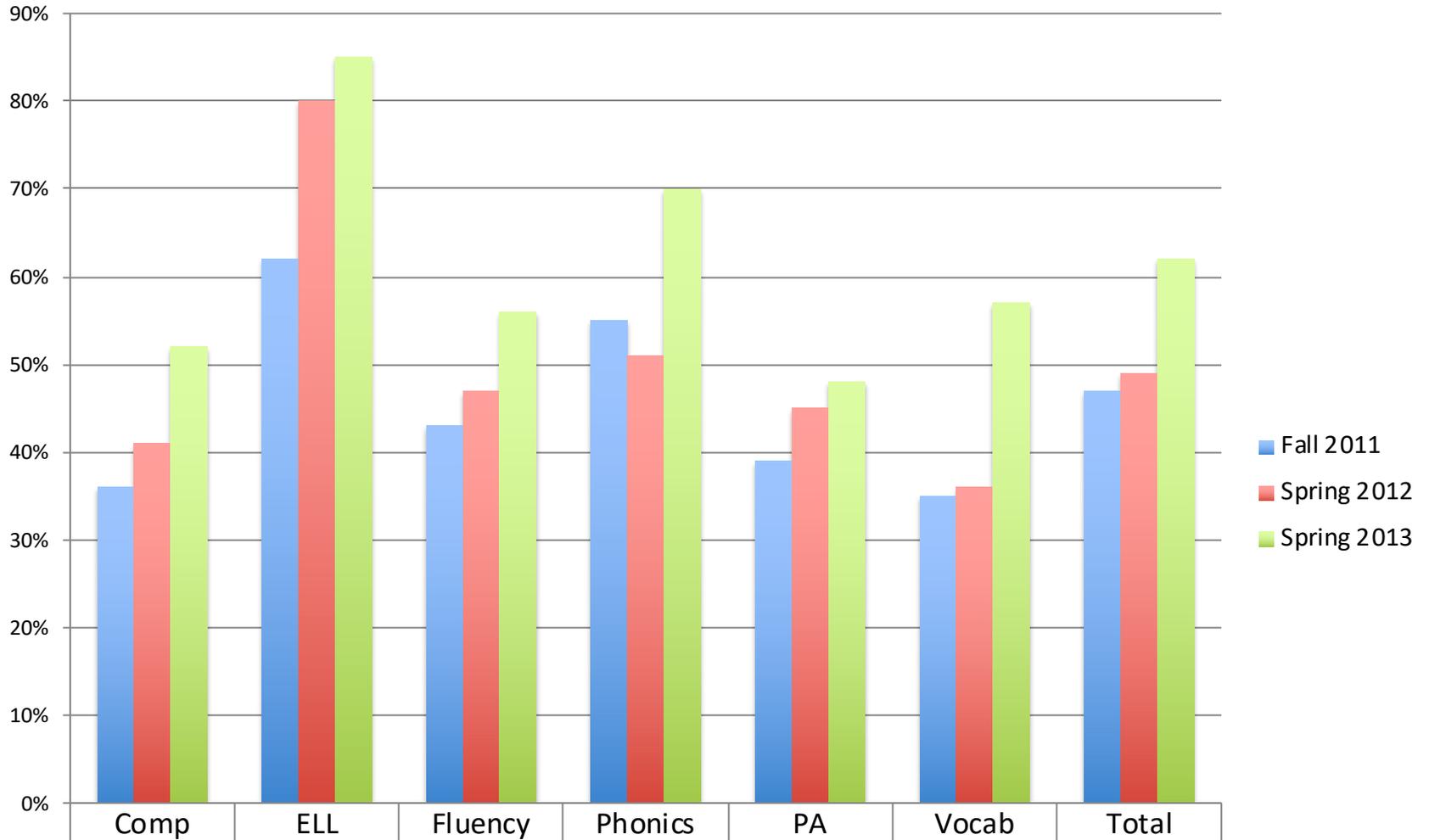
Pre-service teachers master disciplinary knowledge AND are mentored by **master teachers** to ensure that they can apply the knowledge in the classroom

Current practicing teachers must also be required to demonstrate mastery of the same content knowledge and its application

CT Foundations of Reading Test

	# Test Takers	Total Passed	Percent Passed
2009-2010	584	380	65%
2010-2011	920	700	76%
2011-2012	849	669	79%
2012-2013	633	528	86%

Teachers' TKS Scores



Fall 2011	36%	62%	43%	55%	39%	35%	47%
Spring 2012	41%	80%	47%	51%	45%	36%	49%
Spring 2013	52%	85%	56%	70%	48%	57%	62%

Connecticut's Reading Reform

'If elementary schools don't change the way reading is taught, it will be very difficult for a new teacher entering that school to swim against the current. Systemic change in the way we approach reading needs to happen in entire districts.'

Louise Spear-Swerling, 2011

Public Act No. 13-245 (2013)

“...requires certified employees to take ... **a survey on reading instruction, developed by the Department of Education that is based on the reading instruction examination...**The department shall design such survey in a manner that **identifies the strengths and weaknesses of such certified individuals in reading instruction practices and knowledge on an individual, school and district level...** results shall be used for the purpose of **improving reading instruction by developing student learning objectives and teacher practice goals that will be included in the professional development** conducted pursuant to section 10-148b, as amended by this act, for such certified individuals.”

Year 3: Schools and Conditions

School District	Control	Reading 3D + Coach	Reading 3D
Norwalk	<i>Jefferson</i>	<i>Fox Run</i>	<i>Marvin</i>
Bristol			Hubbell
Waterbury	<i>Carrington</i>	<i>Bunker Hill Sprague*</i>	<i>Chase</i>
Naugatuck	<i>Salem</i>	<i>Andrew Ave.</i>	<i>Western</i>
Ansonia		<i>Prendergast</i>	<i>Mead*</i>

** Added in 2013-14*

Lessons Learned

Most teachers and administrators have been positive and see the benefits of the R3D assessment system

However, teachers need **time to learn...**

- How to administer the assessments with fidelity
- How to interpret the data – what does it mean?
- And to realize that they (many) have not learned to teach foundational skills
- To understand what the implications are for changes in their instructional practices

Lessons Learned

Administrators need **time to learn...**

- How to monitor teachers' reading data
- How to interpret the data – what does it mean?
- How to use the system for reporting and for framing the RTI/SRBI* process in their schools
- How to bring general ed, special ed, ELL instruction together in their district/school
- How to help teachers develop Student Learning Objectives based on the assessment data

**RTI – Response to Intervention*

SRBI – Scientific Research-Based Interventions

Findings: Parent Sessions

- Parents who attended multiple sessions rated the sessions as being more useful and felt more confident obtaining information about their child's progress, including receiving letters at home.
- When asked about the special learning initiative in their school, proportionally more Spanish speaking parents described it as very important.
- 87% of English speaking parents read the reading tips on the Home Connect letter, while 100% of Spanish speaking parents who attended multiple sessions read the activity tips.
- Spanish speaking parents (91%) were confident about trying activities that were at home, as compared to 86% of other parents.

Using Data to Inform Instruction

‘The best designed assessment with the most reliable and valid measurement administered by the best trained assessor won’t change a child’s reading trajectory...unless someone in the child’s life does something different.’

Rathvon (2008)

Recommendations

- Include all K-3 teachers (i.e., special education, ELLs, interventionists, reading teachers and tutors) in future assessment trainings to ensure alignment throughout the school and district
- Provide embedded professional development (in and out of the classroom) to teachers to deepen their knowledge about how to teach reading to all students
- Build in data analysis sessions for district and school administrators to learn how to use the data and reporting features effectively
- Use the assessment system to inform the SRBI process and all data team meetings
- Support a leadership team at each school to empower them with the expertise needed to support school staff
- Identify schools that are using the system successfully and engage them to promote best practices in other schools in their district
- Continue the parent engagement workshops in order to build a civic canopy around literacy

Formula for Success

Effective Innovations

X Effective Implementation

X Supportive Contexts

= Educationally Significant Outcomes

[The National Implementation Research Network](http://implementation.fpg.unc.edu/)

<http://implementation.fpg.unc.edu/>

State Implementation and Scaling-up of Evidence-based Practices

sisep.fpg.unc.edu