

# ***Reading First Update***

**Cari Miller**

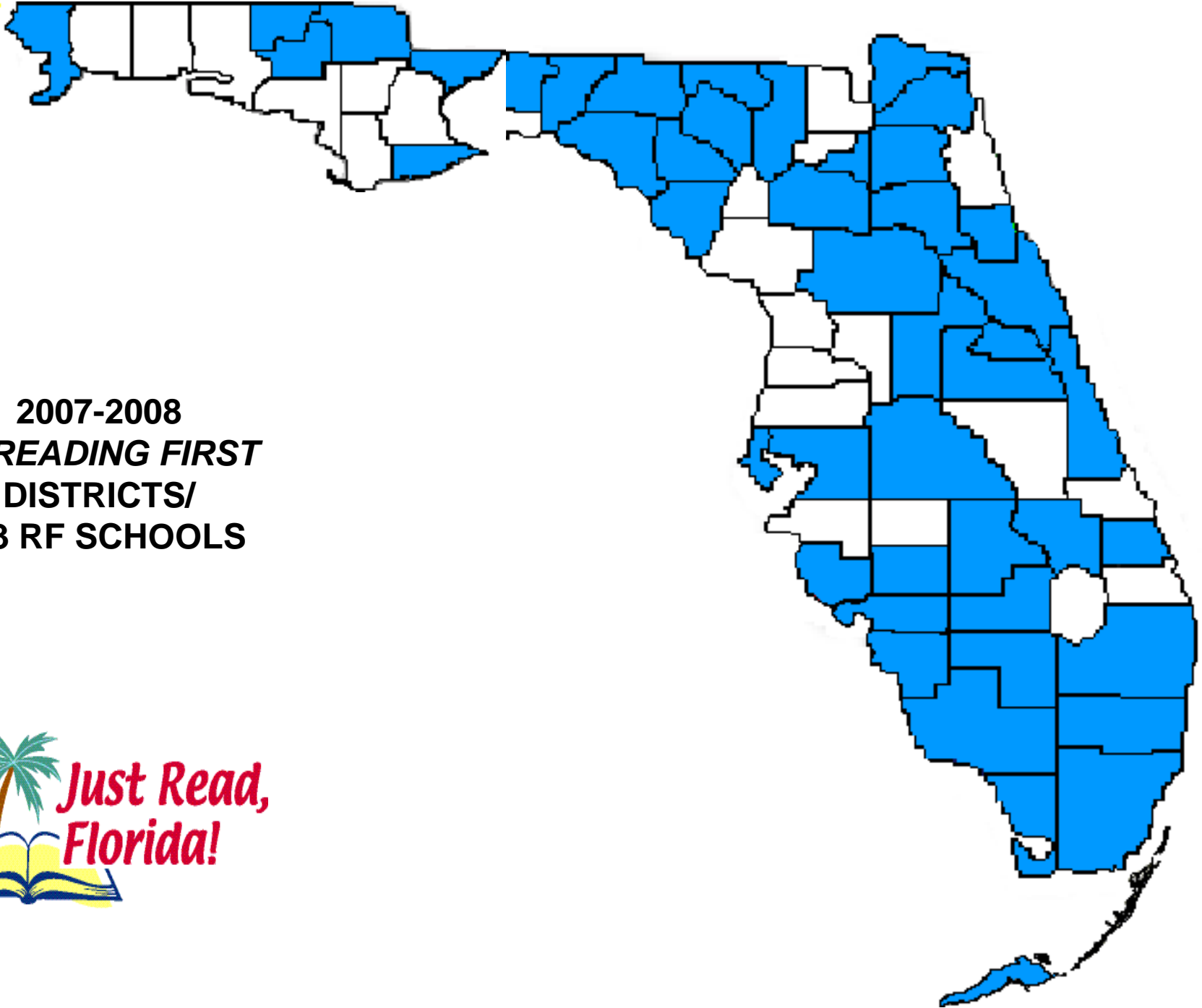
**Director, *Reading First***



# *Reading First* in Florida



- Florida was awarded \$300 million over a six year period!
- 2007-2008 Florida will serve 45 districts and 583 schools in the *Reading First* Grant.
- Impacting approximately 16,114 teachers and 264,254 students.



**2007-2008**  
**45 *READING FIRST***  
**DISTRICTS/**  
**583 RF SCHOOLS**



# ***Reading First Grants to Districts***



***Reading First grants provide resources to districts to improve reading instruction and achievement by providing funding to:***

- Increase the quality and consistency of instruction in K-3 classrooms to reflect the instructional principles derived from scientifically based research in reading
- Expand knowledge of research-based instructional strategies for effective reading instruction to meet the needs of struggling readers.
- Hire reading coaches to serve as a stable resource for professional development, progress monitoring, and student data analysis
- Provide professional development based on scientific reading research
- Improve classroom libraries for grades K-3

## The most important *Reading First* goals:

- Increase the percentage of students reading “at grade level” each year at each grade level from kindergarten through third grade
- Decrease the percentage of students with serious reading difficulties each year at each grade level

## The most important *Reading First* goals:

- Overall student performance should increase **each year due to two factors:**
  - In each successive year, many of the students will have had the advantage of previous RF instruction
  - Each year, instruction at each grade level, and school-level systems as a whole, should be stronger

**How are *Reading First* Schools in Florida doing in meeting these goals?**



# Outcome data from *Reading First Schools* in Florida: 2006-2007

- **Three Groups of Schools:**

- Cohort 1 - 4 years of data – 314 schools, 30,000 students per grade
- Cohort 2 - 3 years of data - 69 schools, 6,500 students per grade
- Cohort 3 - 2 years of data - 199 schools, 19,000 students per grade

# Cohort 1- 4 years of implementation

*(compared first year to fourth year)*

## Determining grade level performance

- Kindergarten-DIBELS data
- Grade 1 and 2- standard for grade level performance is 40th percentile or above on the SAT10 measure of reading comprehension.
- Grade 3-the standard used is performance at Level 3 or above on the FCAT reading test.

## Determining students with serious reading difficulties

- Kindergarten-DIBELS data
- Grade 1 and 2- students at high risk were those who scored below the 20th percentile on the SAT10
- Grade 3- students at high risk were those who scored at Level 1 on the FCAT.

# Cohort 2- 3 years of implementation

*(compared first year to third year)*

## Determining grade level performance

- Kindergarten-DIBELS data
- Grade 1 and 2- standard for grade level performance is 40th percentile or above on the SAT10 measure of reading comprehension.
- Grade 3-the standard used is performance at Level 3 or above on the FCAT reading test.

## Determining students with serious reading difficulties

- Kindergarten-DIBELS data
- Grade 1 and 2- students at high risk were those who scored below the 20th percentile on the SAT10
- Grade 3- students at high risk were those who scored at Level 1 on the FCAT.

# Cohort 3- 2 years of implementation

*(compared first year to second year)*

## Determining grade level performance

- Kindergarten-DIBELS data
- Grade 1 and 2- standard for grade level performance is 40th percentile or above on the SAT10 measure of reading comprehension.
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## Determining students with serious reading difficulties

- Kindergarten-DIBELS data
- Grade 1 and 2- students at high risk were those who scored below the 20th percentile on the SAT10
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## Performance on DIBELS in Kindergarten

Cohort		Year of Implementation			
		03-04	04-05	05-06	06-07
1	%GL	55	67	71	72
	%HR	25	18	15	14
2	%GL		62	67	72
	%HR		19	16	13
3	%GL			67	72
	%HR			17	14

Note: GL = Grade Level HR = High Risk, or Serious Difficulties

Performance  
on SAT10 in  
1<sup>st</sup> Grade

Cohort		Year of Implementation			
		03-04	04-05	05-06	06-07
1	%GL	58	58	60	63
	%HR	23	18	16	16
2	%GL		52	56	55
	%HR		22	19	21
3	%GL			60	61
	%HR			16	15

Note: GL = Grade Level HR = High Risk, or Serious Difficulties

## Performance on SAT10 in 2<sup>nd</sup> Grade

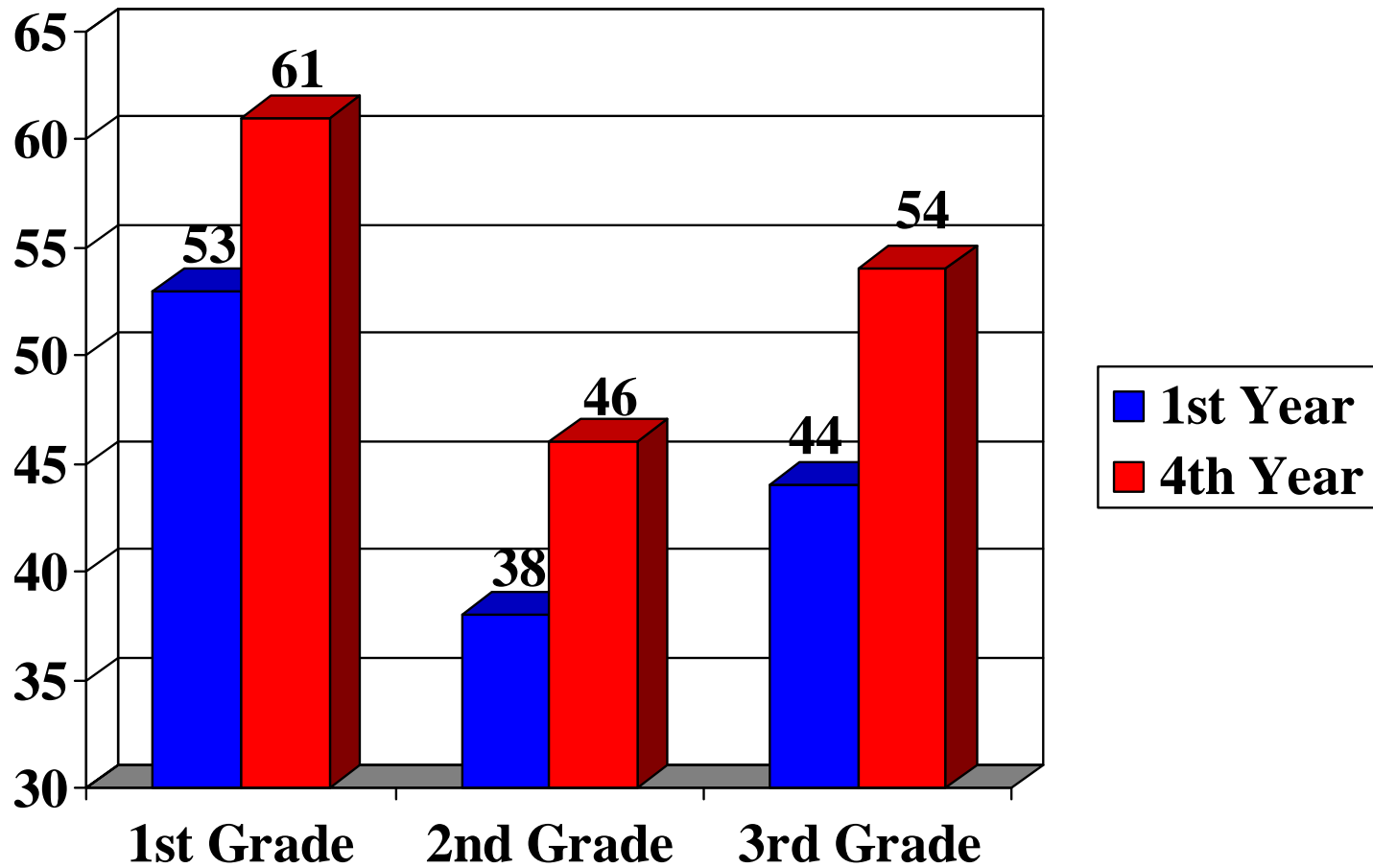
Cohort		Year of Implementation			
		03-04	04-05	05-06	06-07
1	%GL	55	59	61	63
	%HR	23	19	16	15
2	%GL		52	55	56
	%HR		23	20	21
3	%GL			57	59
	%HR			16	20

Note: GL = Grade Level HR = High Risk, or Serious Difficulties

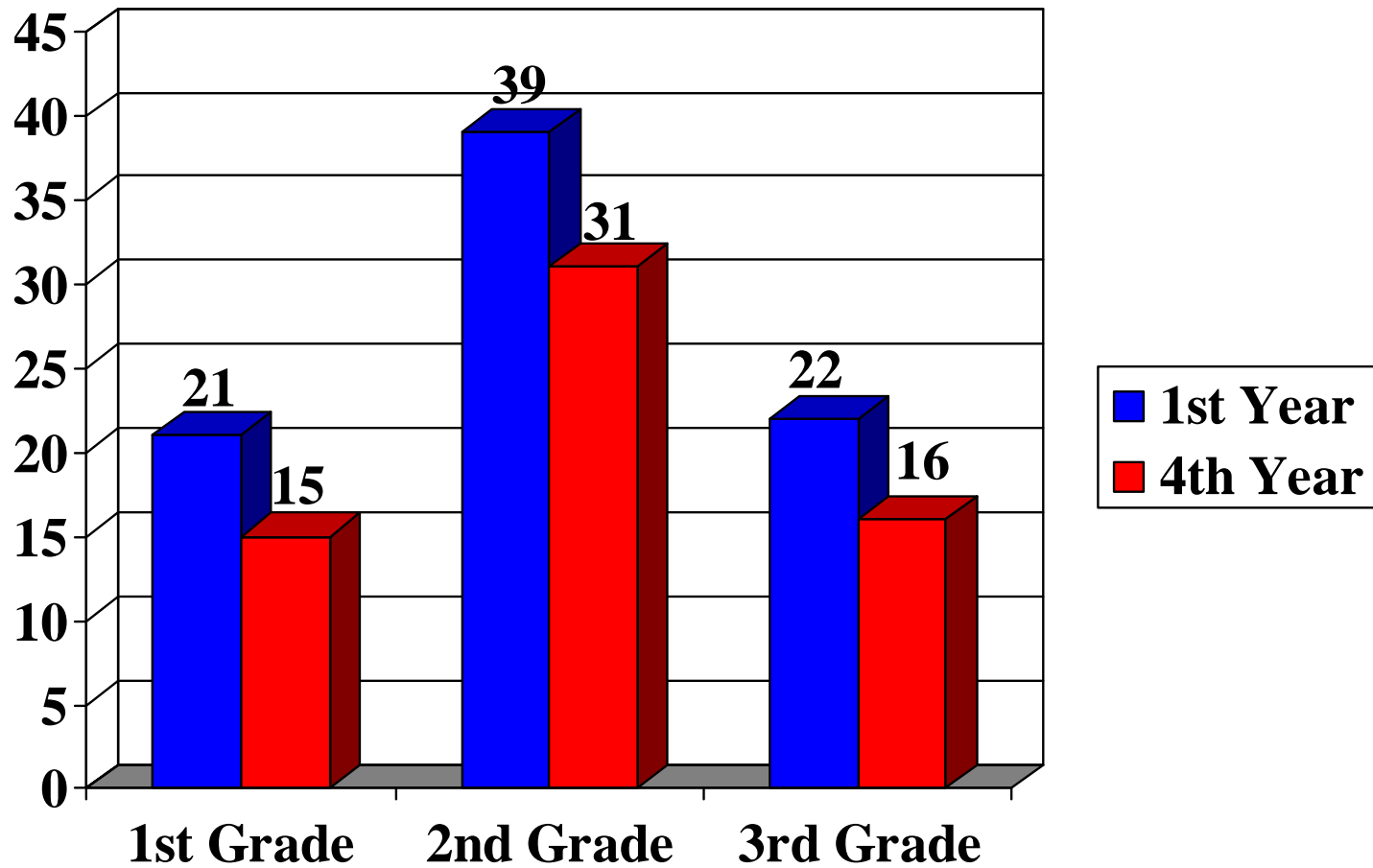
## Performance on FCAT (SS) in 3<sup>rd</sup> grade:

Cohort		02-03	Year of Implementation			
			03-04	04-05	05-06	06-07
1	%GL	52	57	59	67	60
	%HR	30	27	25	19	25
2	%GL		51	55	62	53
	%HR		33	29	22	30
3	%GL			52	62	55
	%HR			33	23	30
Miami	%GL			48	61	52
	%HR			35	25	32
Other C3	%GL			55	63	57
	%HR			30	22	28

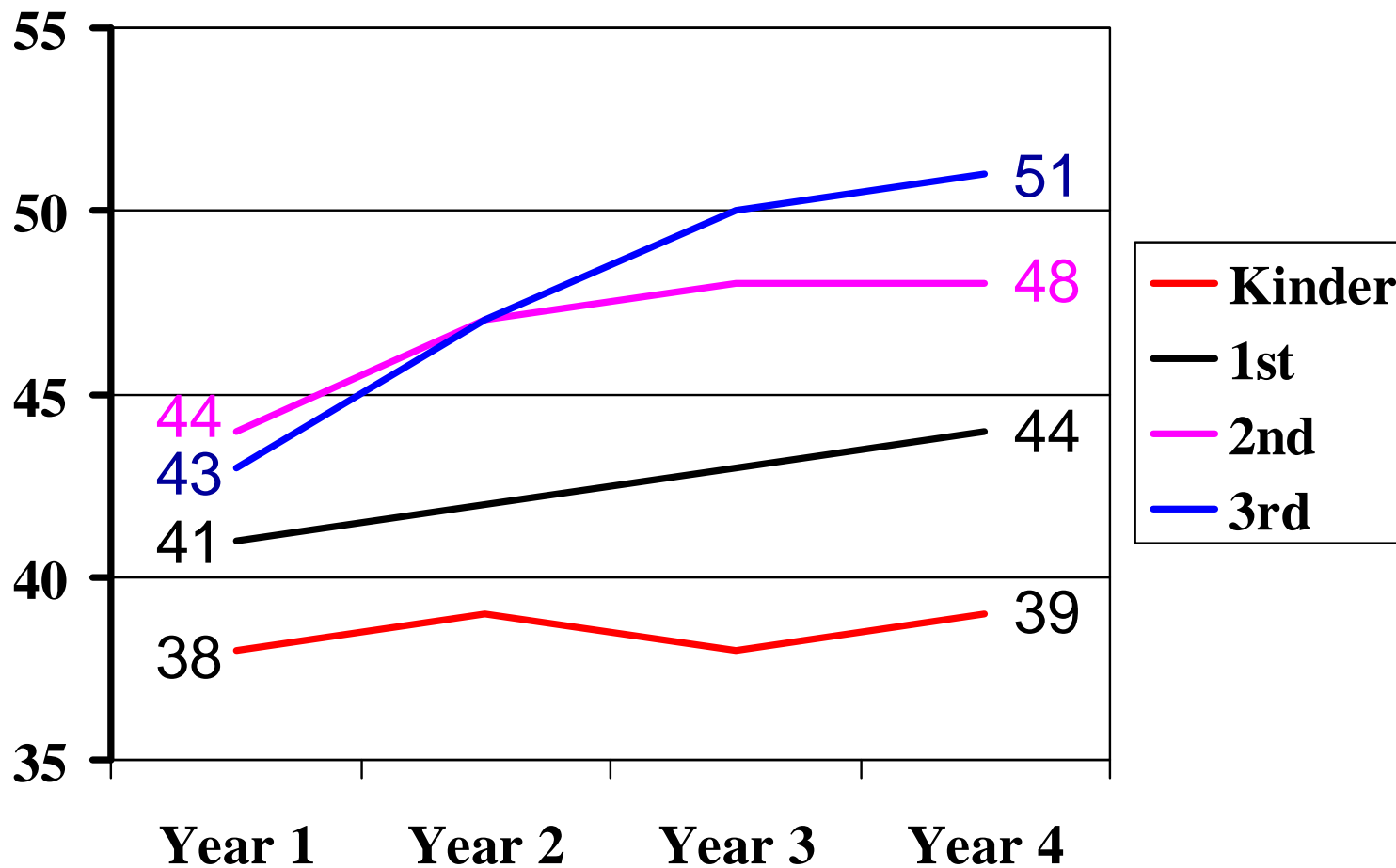
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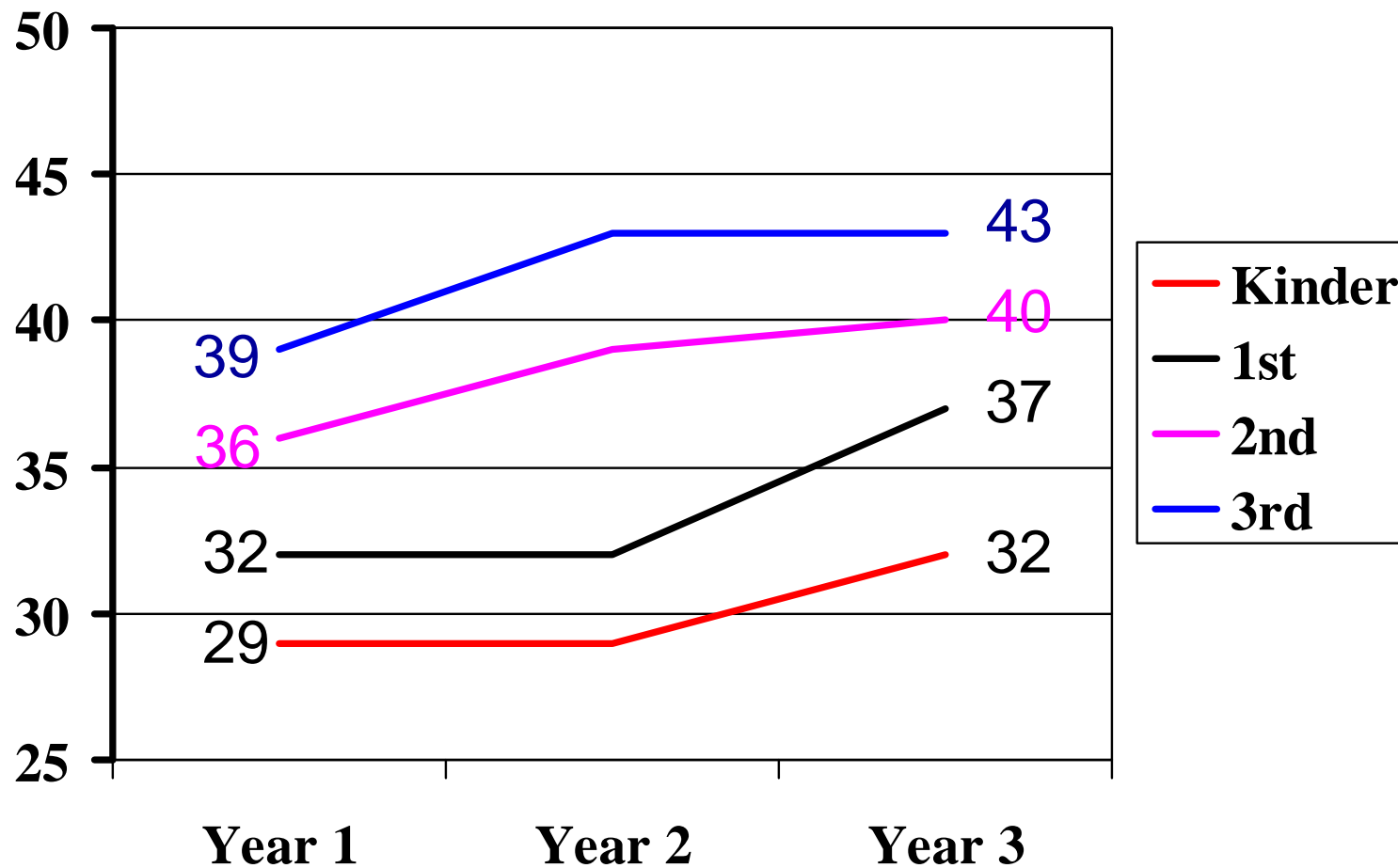
Cohort 1 Percent of students achieving grade level standards in Oral Reading Fluency using the exact same reading passages at the End of Year 1 and End of Year 4



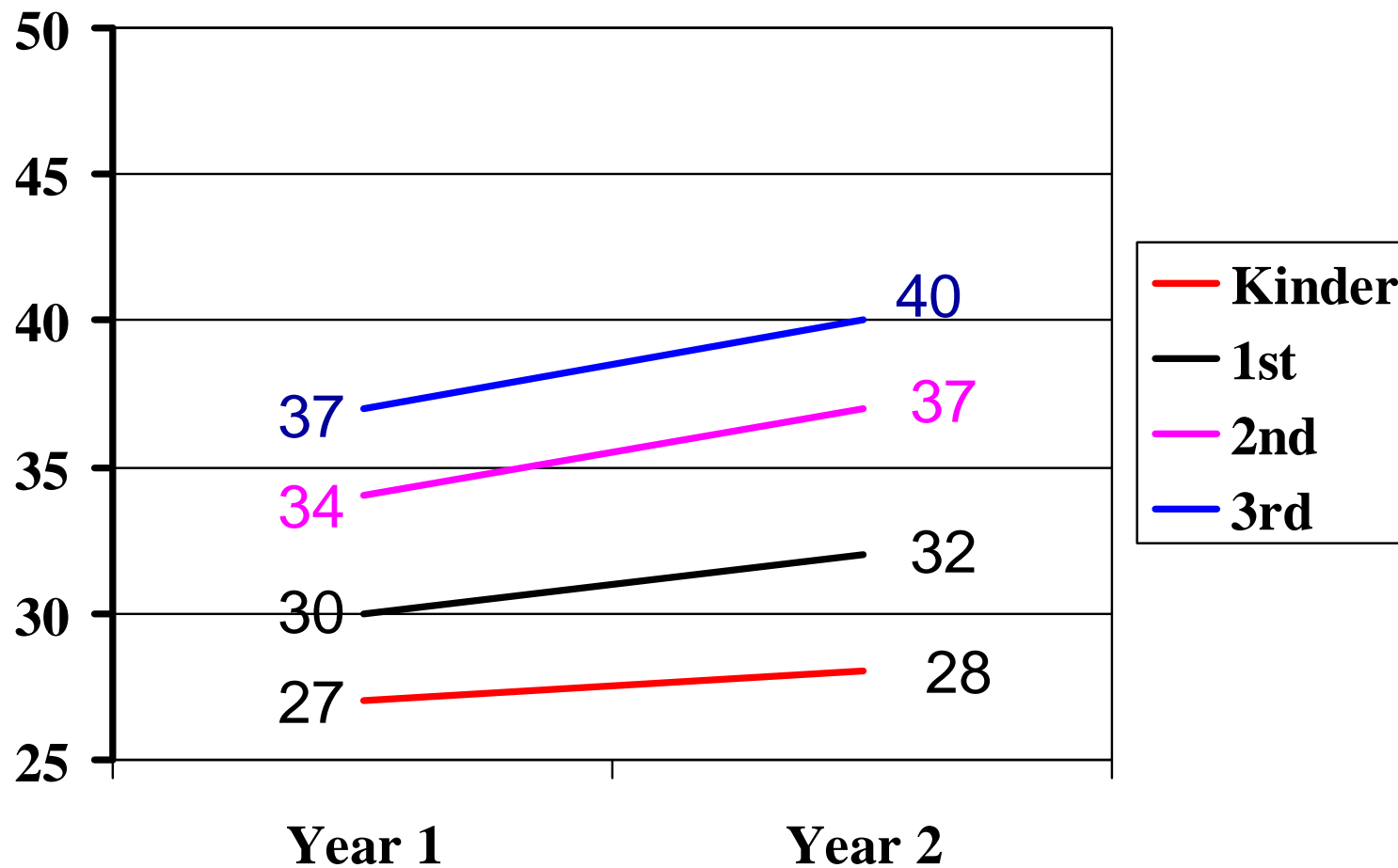
Cohort 1 Percent of students identified as "High Risk" in Oral Reading Fluency using the exact same reading passages at the End of Year 1 and End of Year 4



Cohort 1 - Year to Year improvement in % of students at “grade level” in oral vocabulary in grades Kindergarten through Third Grade



Cohort 2 - Year to Year improvement in % of students at “grade level” in oral vocabulary in grades Kindergarten through Third



Cohort 3 - Year to Year improvement in % of students at “grade level” in oral vocabulary in grades Kindergarten through Third

**Sustainability: K-12 Reading Plan and  
*Reading First:*  
How the Pieces Fit Together!**



# Research-Based Reading Instruction Allocation (F.S. 1011.62)

- \$116,909,260 statewide
    - 4% increase
    - Base student allocation
    - \$100,000 minimum to each district
  - JRF will monitor implementation of plans to ensure funds are being used to implement plan
- \*All district reading plans can be found at:  
[http://www.justreadflorida.com/Reading\\_Plans/](http://www.justreadflorida.com/Reading_Plans/)

# Use of Reading Allocation

- The provision of highly qualified reading coaches.
- Professional development for school district teachers in scientifically based reading instruction, including strategies to teach reading in content areas
- The provision of summer reading camps for students who score at Level 1 on FCAT Reading.
- The provision of supplemental instructional materials that are grounded in scientifically based reading research.
- The provision of intensive interventions for students reading below grade level.

# How the Pieces Fit Together!

## K-12 Plan Elementary requirements:

- Reading Coach for schools in most need
- 90 Minute Uninterrupted Reading Block
- CCRP Implementation
- Intensive Intervention
- Assessment System required
  - Screening
  - Progress Monitoring
  - Diagnostic
  - Outcome Measure

# 90 Minute Reading Block

- **Characteristics:**

- 90 minutes of uninterrupted reading instruction
- Whole group initial instruction implementing the CCRP
- Differentiated instruction driven by assessment data
- Immediate Intensive Intervention driven by assessment data

# Initial Instruction

- ***20-45 minutes of initial whole group instruction using the CCRP***
  - *Exposes all children to grade level material. A common text creates opportunities for think alouds and teacher modeling of appropriate strategies.*
  - *Instructional strategies appropriate for whole group instruction include: interactive read aloud, shared reading and explicit, systematic phonics and word study instruction.*

# Differentiated Instruction

- *The CCRP connects meaningfully to differentiated instruction*
- *Student placement in groups is flexible and different curricula may be in use to instruct these different groups.*
- *Active student engagement in a variety of reading-based activities, which connect to the five essential components of reading*

# Immediate Intensive Intervention

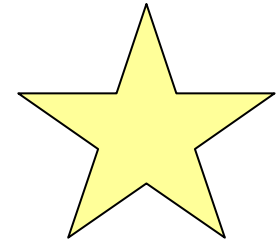
- *Students continuing to show a deficit according to progress monitoring need to be given a diagnostic assessment to determine the specifics about the deficit*
- *Teacher provides immediate intensive intervention driven by the progress monitoring/diagnostic assessment*
- *Smaller group size*
- *More time*

# Sustaining Reading First: A Premise...

- Those who are able to sustain the improved outcomes they have attained under Reading First will be those who:
  - see Reading First not as a funding stream, but as a different way of thinking about teaching and learning.
  - see the management of change as a systems level process

# Definitions

**Sustainability:** to keep something going over time  
(Oxford English Dictionary)



**Capacity:** the ability or power to do something  
(Oxford English Dictionary)



**Institutionalization:** involves a multilevel process during which an innovation becomes an established practice

# Building Capacity Leads to Sustainability

- Within RF schools, put a system in place that:
  - Brings new teachers up to speed
  - Reviews/renews what is known about SBRR/SBRI
  - Prevents slippage
- Across the district, reach out to departments such as Title I, ELL, bilingual/migrant, assessment, special education, and so on

# Institutionalization

Institutionalization involves a multilevel process during which an innovation becomes an established practice

- **Structural**—innovation reflected in a concrete fashion throughout the organization
- **Procedural**—activities associated with the innovation become standard operating procedure
- **Cultural**—norms and values associated with the innovation are embraced by members of the organization

(Curry, 1991)

# Sustainable Improvement

“...sustainability does not simply mean whether something will last. It addresses how particular initiatives can be developed without compromising the development of others in the surrounding environment now and in the future.”

(Hargreaves & Fink, 2000, p. 30)

# Reading First Elements and Sustainability

- Leadership (organization, goals, priorities, communication)
- Culture (shared vision, beliefs, practices and commitments)
- SBRR curriculum (core, supplemental, intervention programs)
- Instruction (differentiation, grouping, delivery)
- Formative assessment/use of data for instructional planning
- Professional development
- Coaching
- Use of time (90 +) and additional learning opportunities
- Use of recurring resources
- District support

# Elements of a School-wide Reading Model with Added Costs and Sources of Support

<b>Element</b>	<b>Cost to District</b>
leadership (distributed)	no added cost
culture (how we do things) shared vision, beliefs, commitments; owning outcomes, organization, communication, collaboration, focus, etc.	no added cost
use of time	no added cost
use of recurring resources	no added cost

# Elements of a School-wide Reading Model with Added Costs and Sources of Support (continued)

Element	Cost to District	
curriculum (differentiated)	district materials budget Title 1 supply budget	reading initiatives special ed. 15%
instruction (differentiated)	existing instructional budget Title 1, 2a, 3, 5	reading initiatives special ed. 15%
formative assessment and use of data for planning	district pays for data collection, input and retrieval trained volunteers & staff--progress monitoring building clerical time for data entry no added cost for data-based instructional planning	
training and support (PD and coaching)	district & Title 1 \$ for professional development Title 2a for instructional support (coaching)	

# Summary of Key Ideas:

- We must optimize the resources over which we have control and align them with our mission:
  - Other funding sources and
  - Resources that don't have additional costs attached
    - Shared leadership
    - Strong reading culture ( a “can do” culture)
    - Smart use of time
    - Aligning allocation of recurring resources w/priorities
    - Use of data for continuous improvement

# **Assessment Administration Dates**

# ***Outcome Assessments***

**Administered between instructional days 155-169**

## **Kindergarten:**

DIBELS-approximately 5-10 minutes

PPVT-Oral Vocabulary Test-approximately 15 minutes

## **First Grade:**

DIBELS-approximately 10 minutes

PPVT-Oral Vocabulary Test-approximately 15 minutes

SAT10 Reading Comprehension-30 minutes

(Administered in a 5 day window between March 11-May 2)

## **Second and Third Grade:**

DIBELS-approximately 5 minutes

PPVT-Oral Vocabulary Test- approximately 15 minutes

SAT10 or FCAT Reading Comprehension-30-90 minutes

(SAT10 administered in a 5 day window between March 11-May 2 and FCAT administered March 11-March 24)

# ***Who can conduct testing?***

- Educators who are current employees
  - ✓ **TEACHERS**
  - ✓ Speech and Language Pathologists
  - ✓ FDLRS staff
  - ✓ Central or regional district office staff
  - ✓ School Psychologists

# ***Who can conduct testing?***

- Other staff should be considered
  - ✓ Principals
  - ✓ Assistant Principals
  - ✓ Guidance Counselors
  - ✓ Media Specialists
  - ✓ ESE teachers
  - ✓ ESOL teachers
  - ✓ Paraprofessionals

# ***Who can conduct testing?***

- Hire personnel from outside the school
  - ✓ Retired Teachers or other educators
  - ✓ AmeriCorps members
  - ✓ University or College of Education students and interns
  - ✓ Active PTA members from the community
  - ✓ Stay-at-home fathers and mothers
  - ✓ Business partners
  - ✓ Substitute teachers

# ***Must be trained!***

## ➤ **DIBELS Training-**

- Each district has trained Facilitators to conduct training
- request DIBELS training by contacting your *Reading First* Program Coordinator or District Coordinator of Elementary Reading.

## ➤ **Outcome Measure Training-**

- Materials shipped in January
- Materials will include a training guide and CD
- The Reading Coach is responsible for training individuals at their school

# ***Reading First Projects and Resources***

## **Intervention-**

- Intervention Newsletter- bi-monthly-available on line at [www.fcrr.org](http://www.fcrr.org)
- A Principal's Guide to Intensive Interventions for Struggling Readers in RF Schools: [www.ReadingFirstSupport.us](http://www.ReadingFirstSupport.us)

## **LEaRN-**

- Literacy Essentials and Reading Network
- Website focused on implementing research-based reading instruction
- Available on line at [www.justreadflorida.com](http://www.justreadflorida.com)
- Updated version will go live after the conference

## **K-5 Student Center Activities-**

- **This year all non-RF schools will receive a K-1 or 2-3 set per grade.**
- Three sets of the 4-5 Student Center Activities to all elementary schools
- Available on line at [www.fcrr.org](http://www.fcrr.org)

## **Curriculum and Instruction-**

- Differentiated Reading Instruction: Small Group Alternative Lesson Structures for *All* Students <http://www.fcrr.org/assessment/pdf/smallGroupAlternativeLessonStructures.pdf>

# Continued...

## **Program Specific Professional Development (PSPD)-**

Professional development to provide better use of the CCRP's in Reading First schools. RFPD Regional Coordinators provide PSPD for the *Reading First* schools with priority given to the focus schools.

## **Reading Leadership Team Institutes (RLTI)-**

The Reading Leadership Team Institute provides the opportunity for school level teams to receive professional development and plan reading initiatives/professional development based on school needs for the upcoming school year.

## **Principal K-5 Reading Walkthrough (RWT)-**

This tool is intended to assist principals with collecting reading observation data to ultimately improve teacher practice and positively impact student achievement.

# Thank You!

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