

Providing Leadership in Reading First Schools: Essential Elements

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Florida Center for Reading Research



Miami Reading First Principals, September, 2006

Why do we have Reading First

1. Far too many poor and minority children are being “left behind” when it comes to growth of proficient reading skills
2. Prevention of reading problems is far more effective and humane than trying to remediate after children fail
3. New discoveries from scientific research about reading can provide the basis for improved outcomes for all children

Three essential areas in which we must become stronger every year to meet our goals

1. Increase the quality, consistency, and reach of instruction in every K-3 classroom
2. Conduct timely and valid assessments of reading growth to identify struggling readers. Use this data to improve school level and instructional planning
3. Provide more intensive interventions to help struggling readers “catch up” to grade level standards in each grade K-3.

The most important Reading First goals:

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

These goals are to be met while considering all children taking the year end test, not just those who have received the full treatment

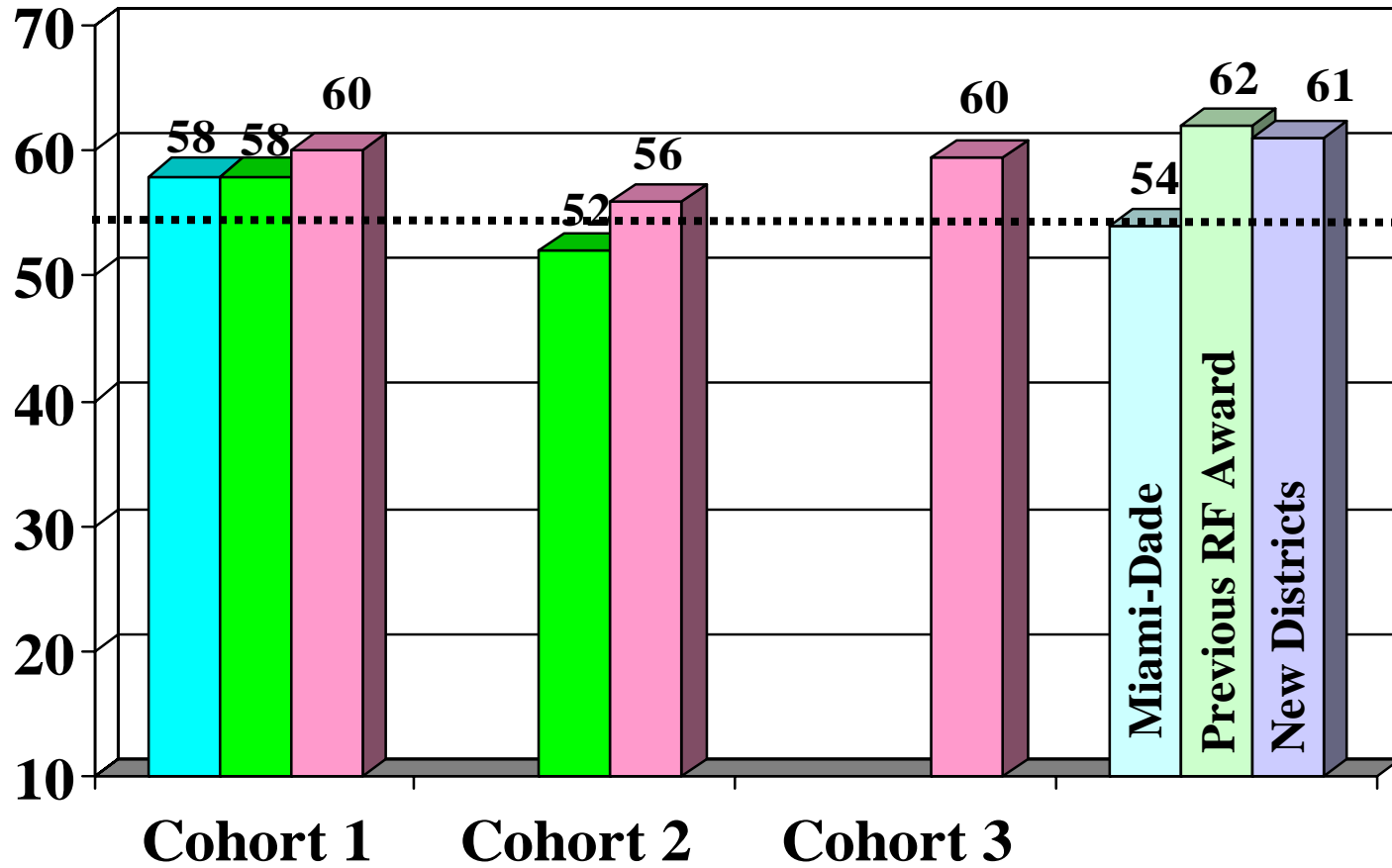
The most important Reading First goals:

Overall student performance should increase each year do to two factors:

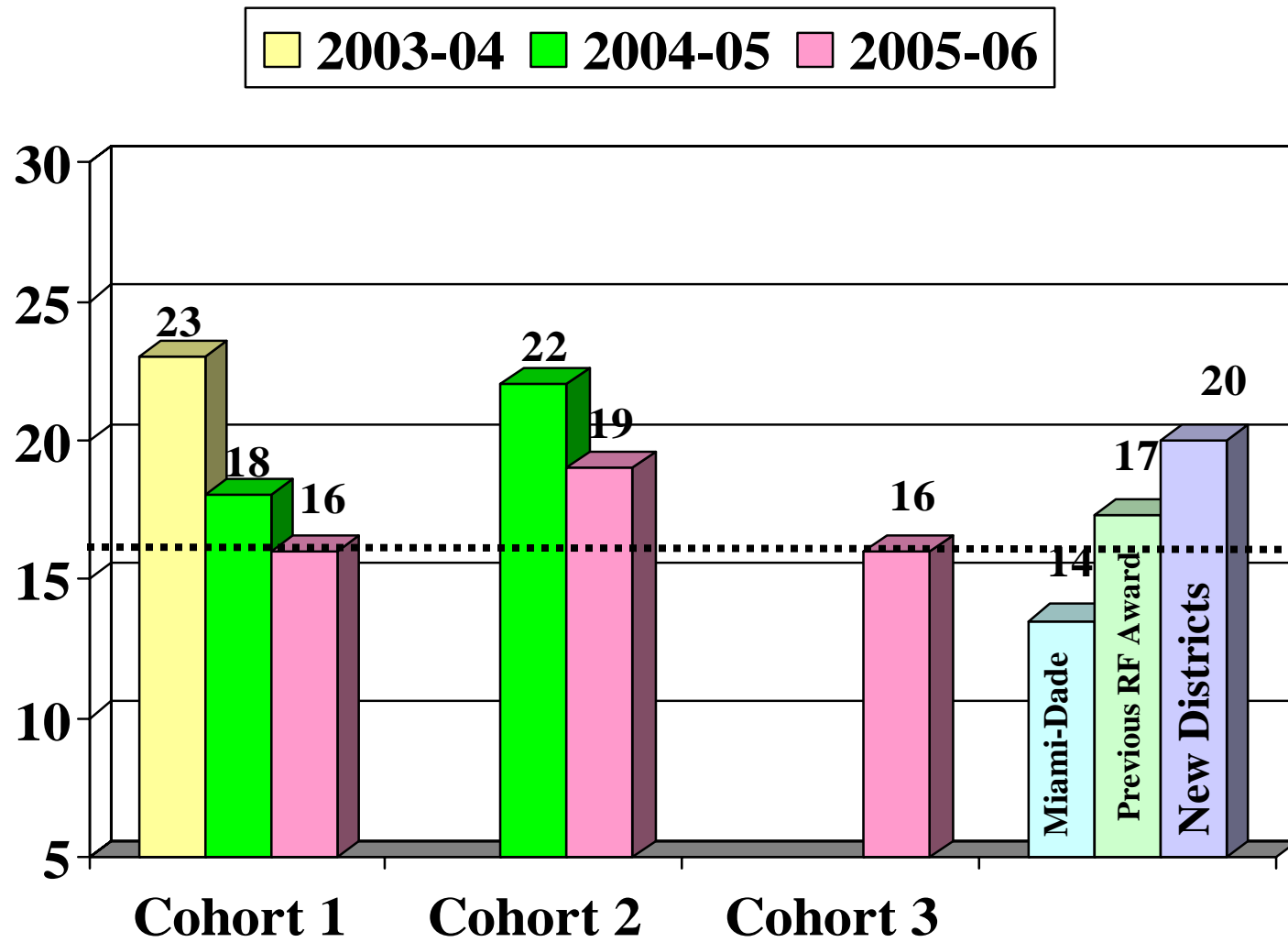
In each successive year, many of the students will have had the advantage of previous RF instruction

Each year, instruction at each grade level, and school-level systems as a whole, should be stronger

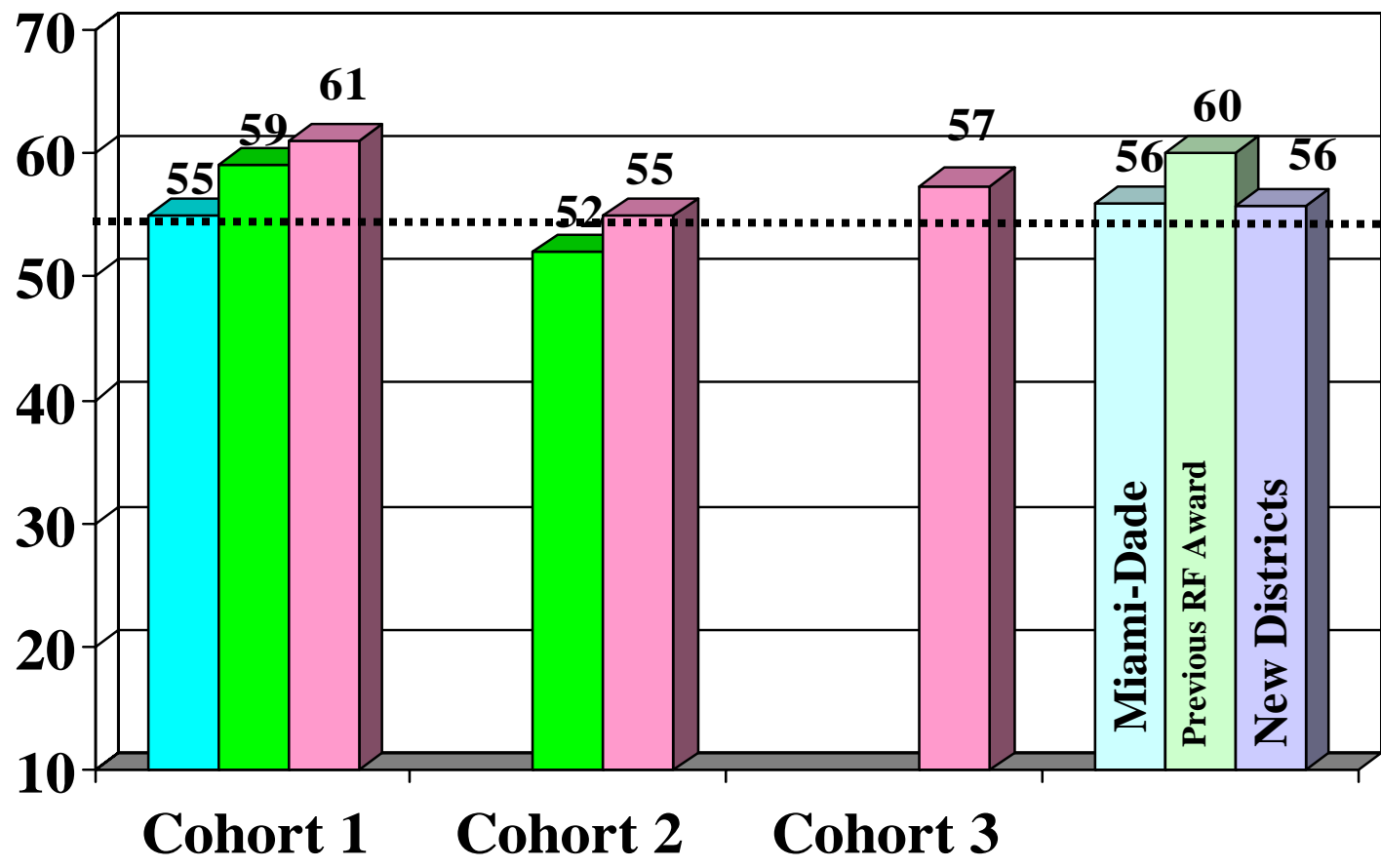
How are Reading First
Schools in Florida
doing in meeting these
goals?



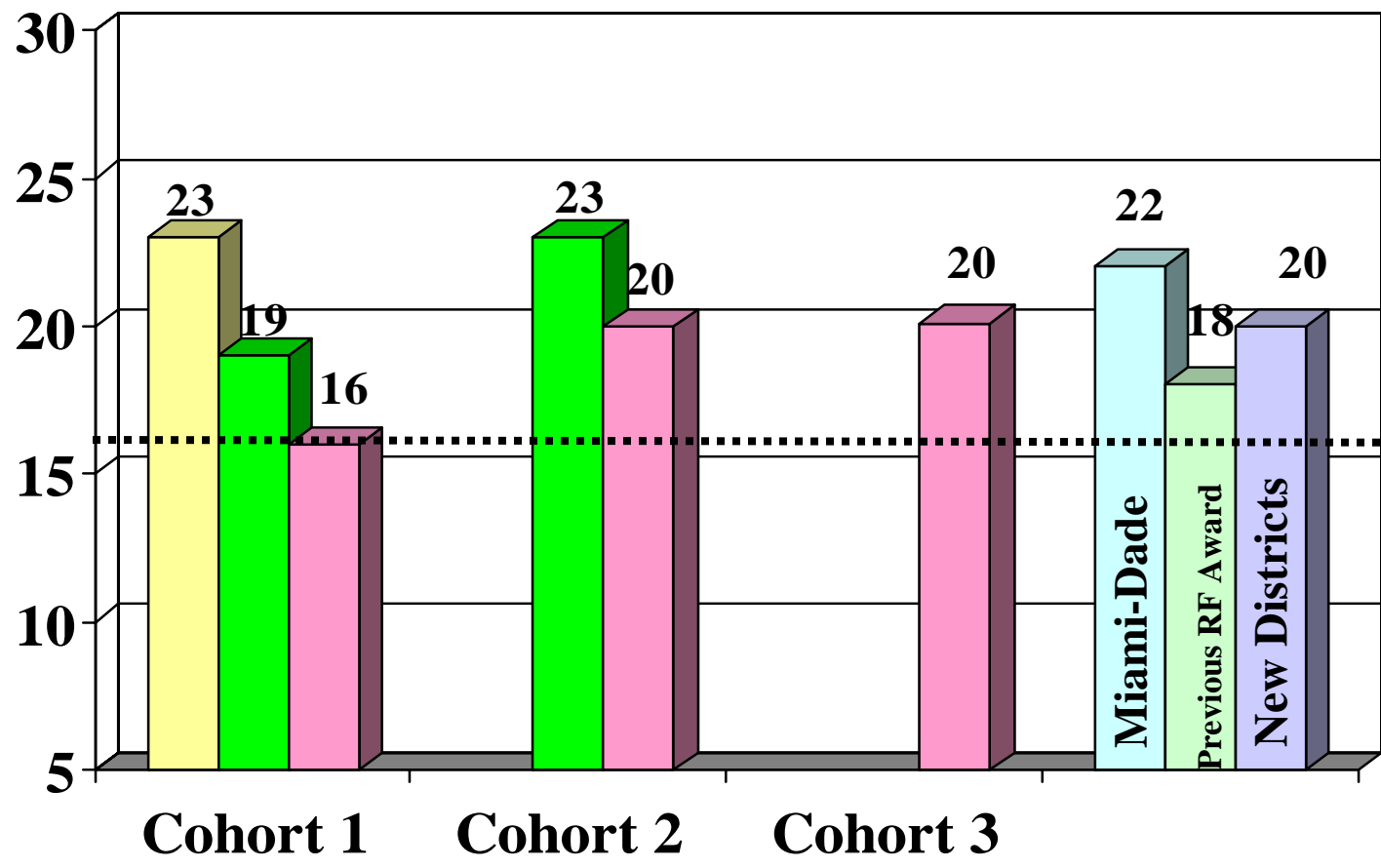
First Grade –% at grade level on Sat 10



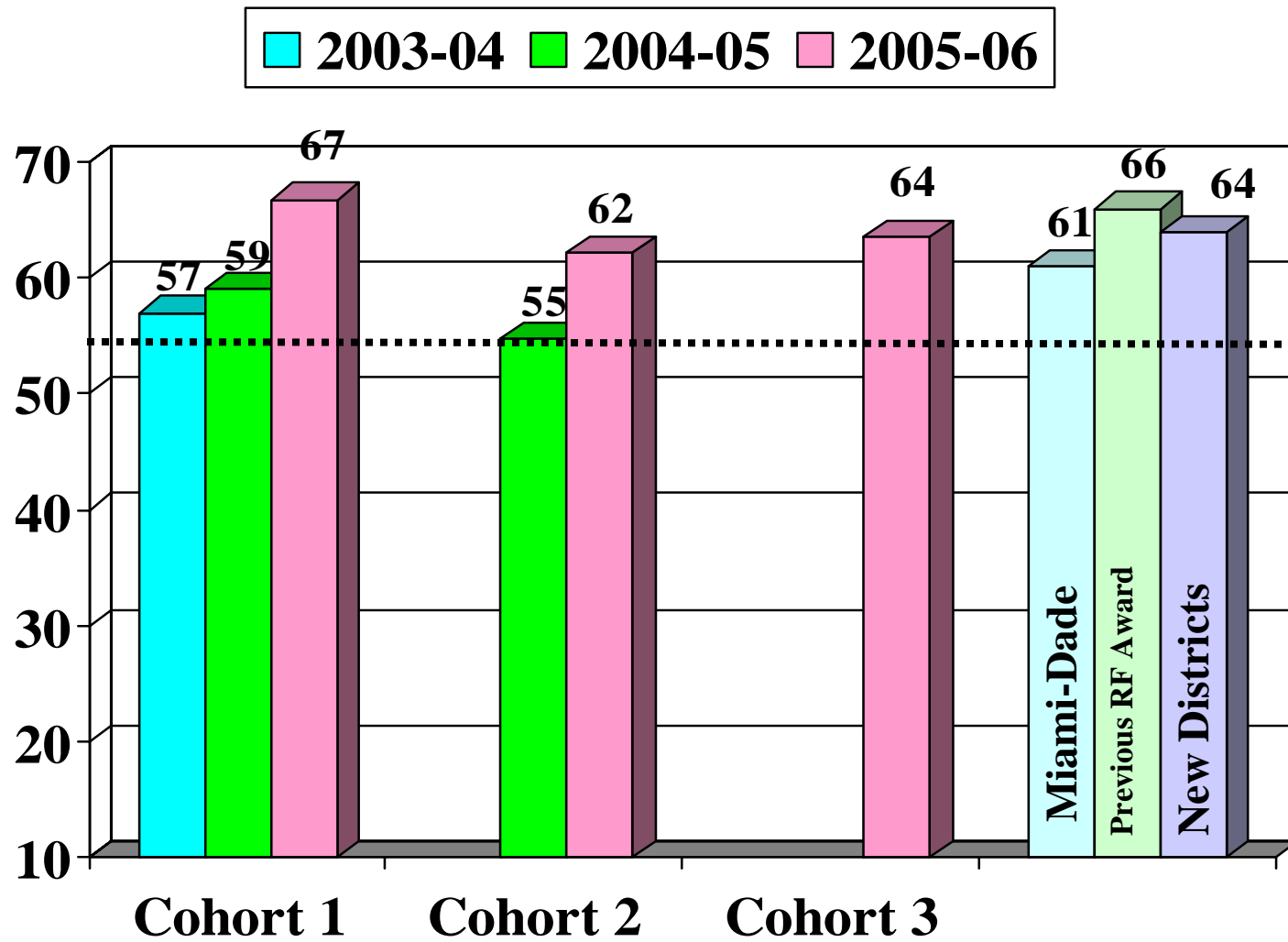
First Grade –% with serious difficulties in reading comprehension



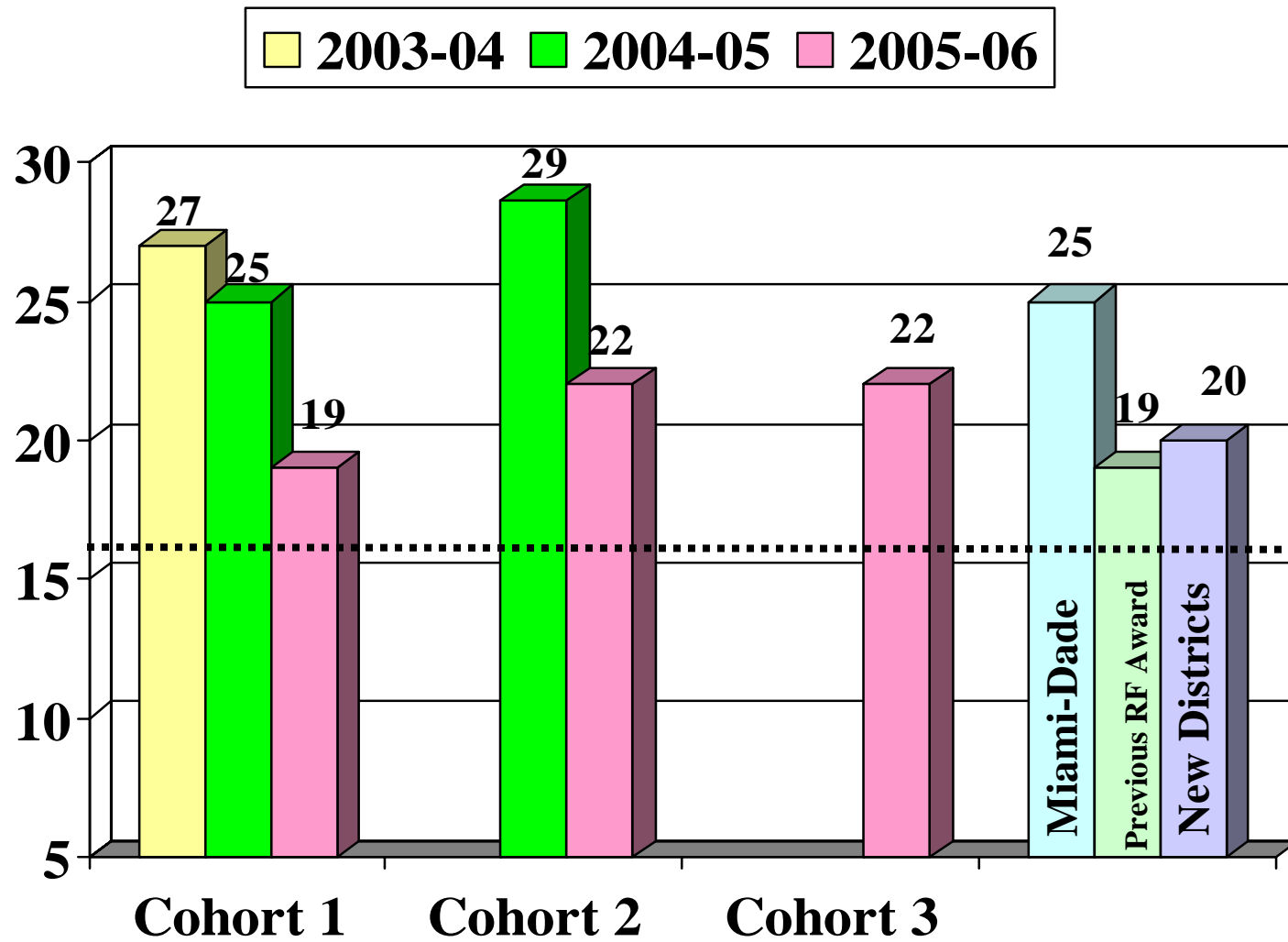
Second Grade—% at grade level on Sat 10



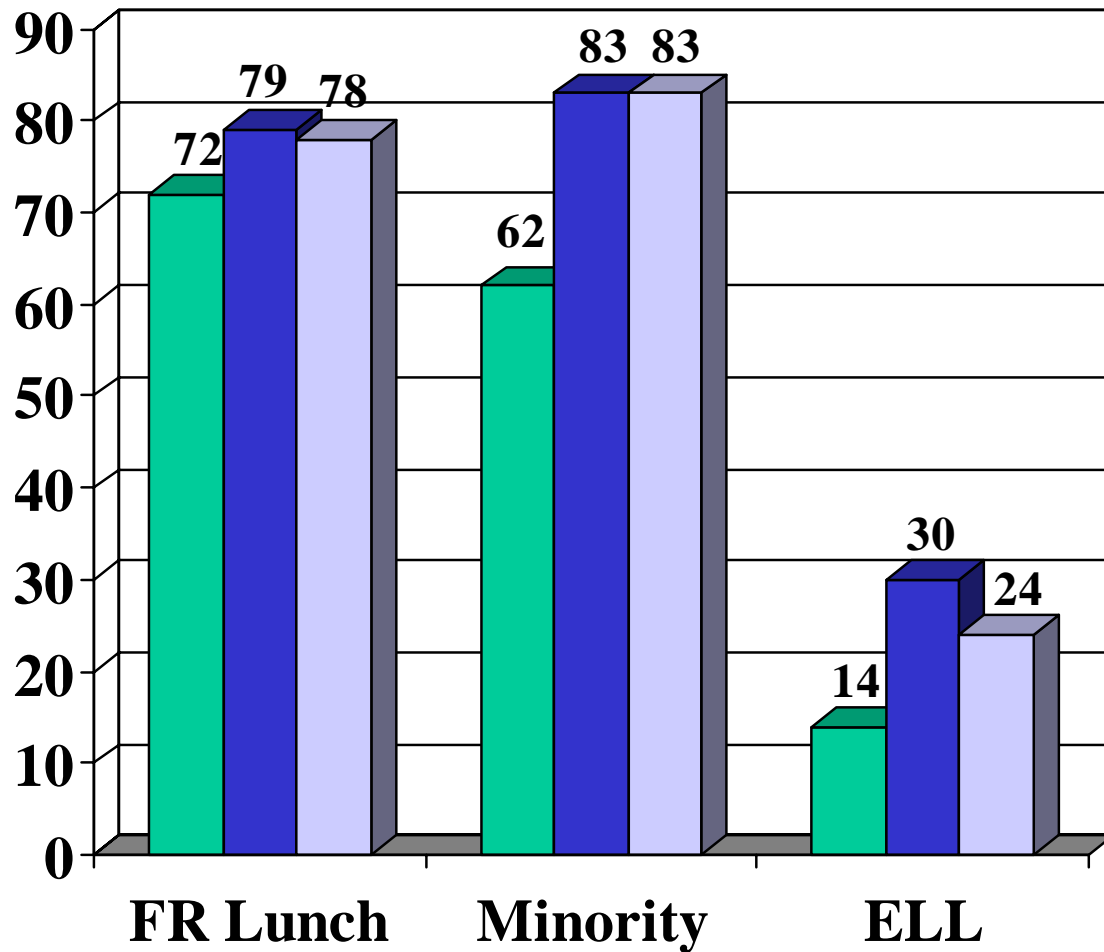
Second Grade level—% with serious difficulties in reading comprehension



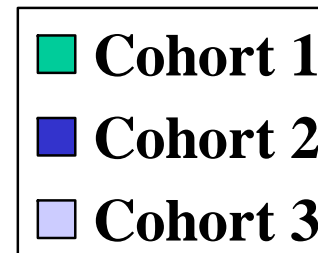
Third Grade—% at level 3 or above on FCAT



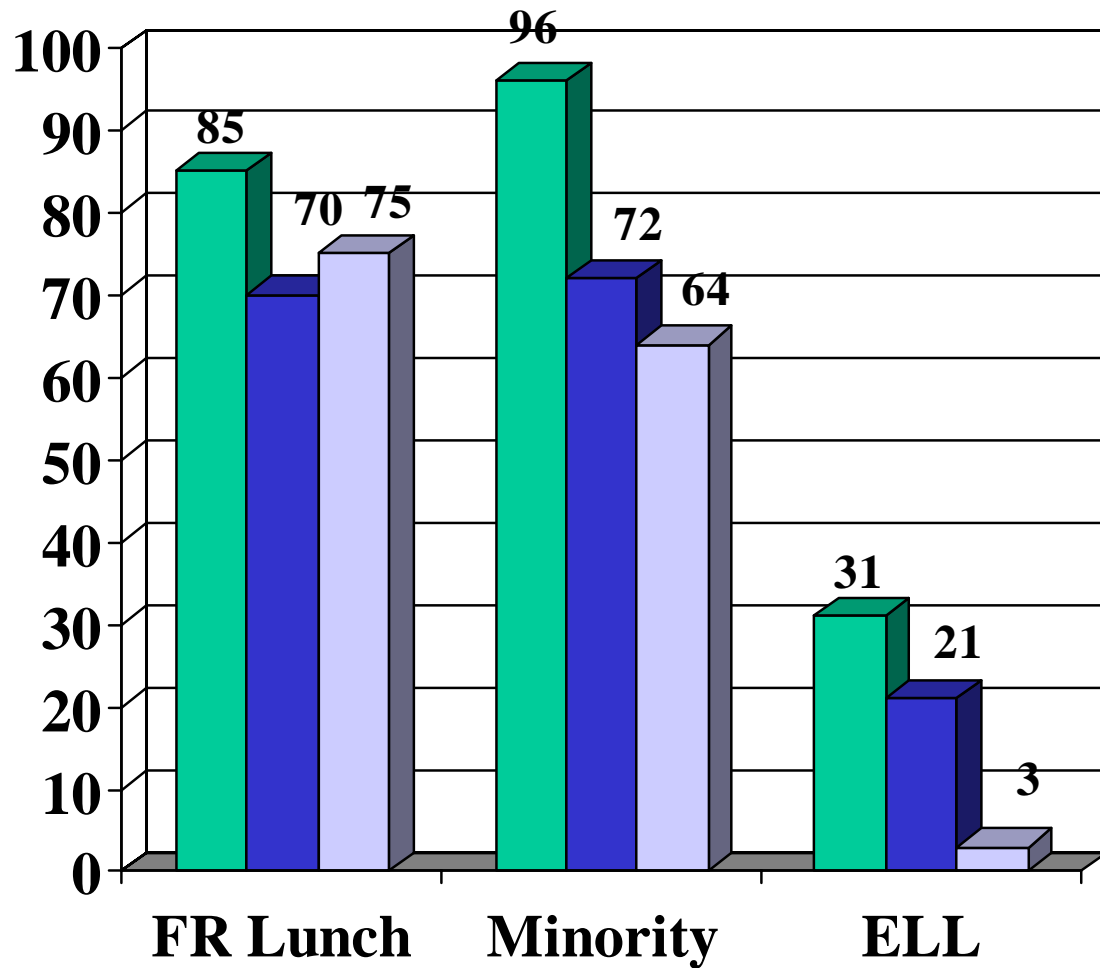
Third grade—% with serious difficulties in reading comprehension (level 1 on FCAT)



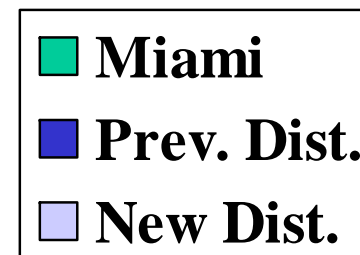
Cohort 1 = 30,000 per grade
Cohort 2 = 6,500 per grade
Cohort 3 = 19,000 per grade



Student Demographics for all students grades K-3



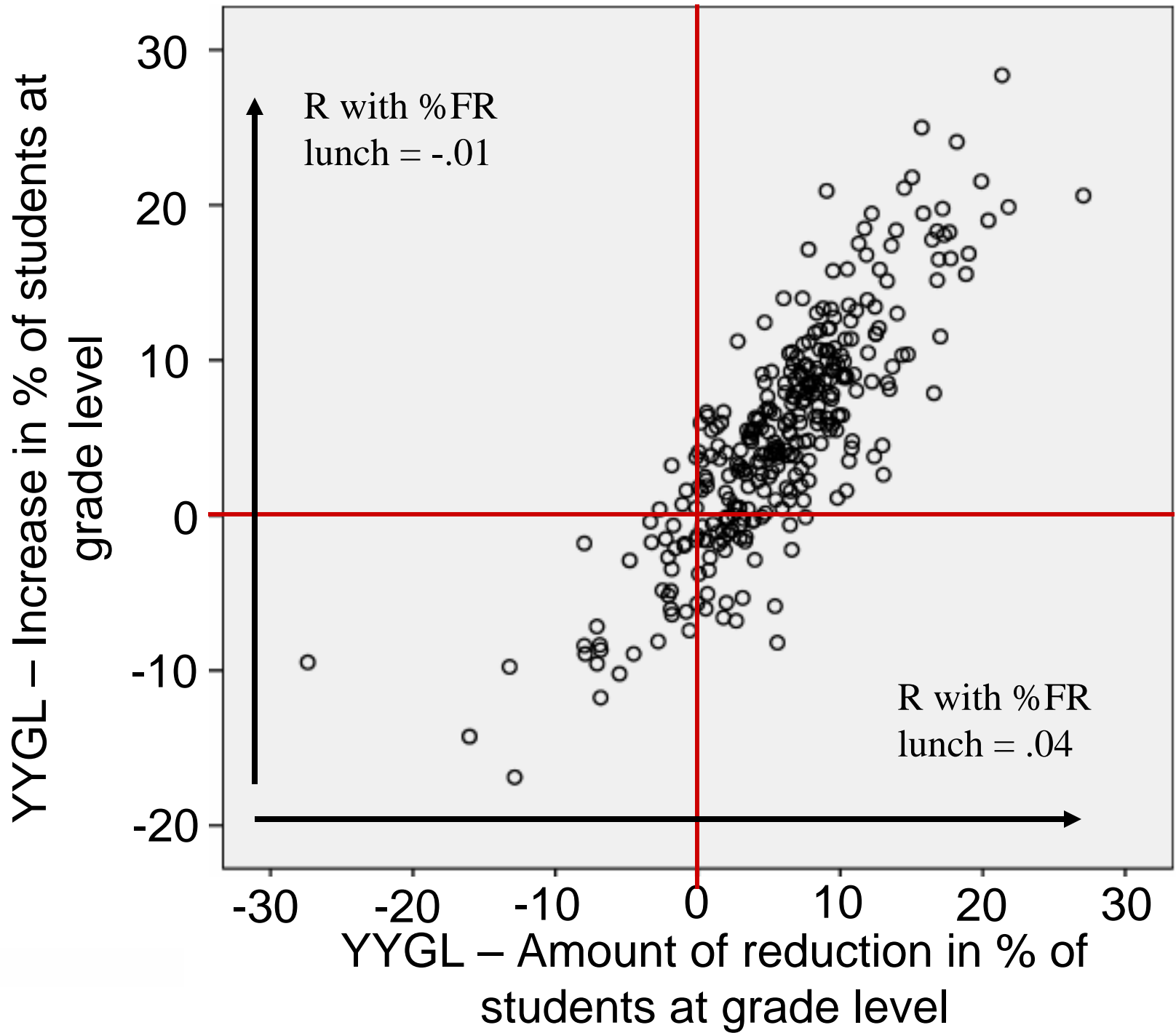
Miami-Dade = 9,500 per grade
Prev. Dist. = 7,100 per grade
New Dist. = 2,200 per grade

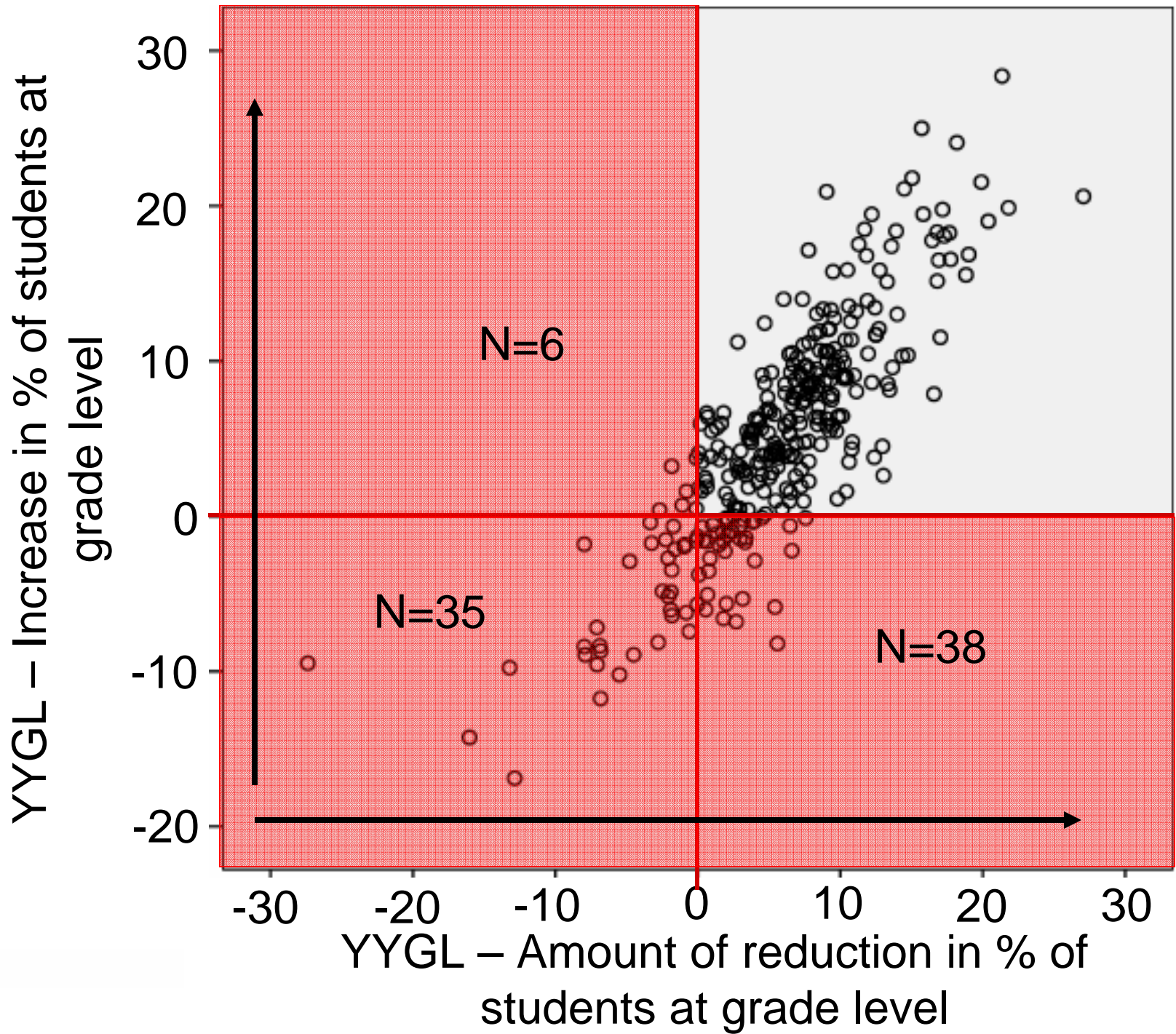


Miami has the most
 difficult
 demographics of
 any of the groups

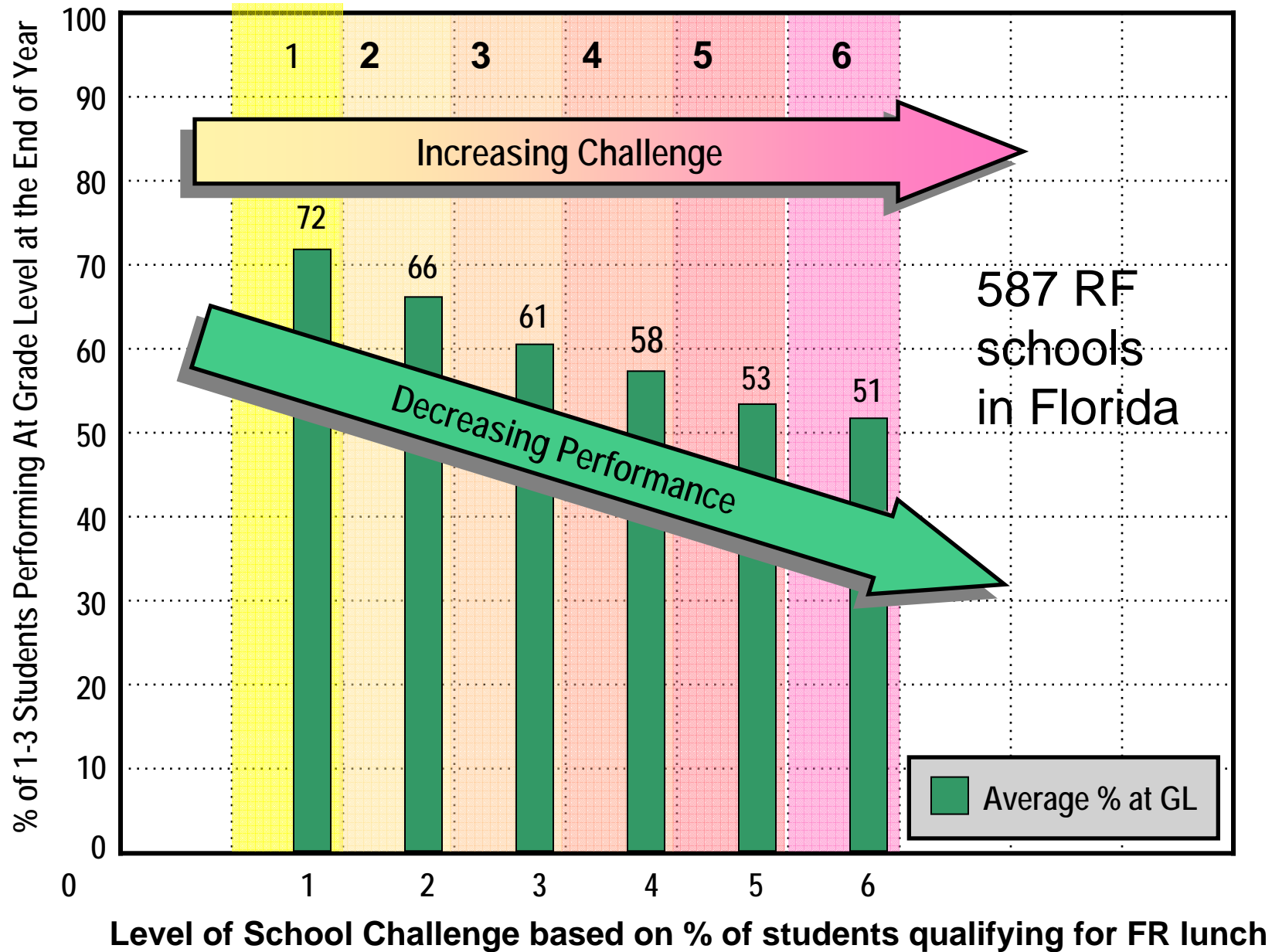
Student Demographics for all students Grade K-3

It is clear that there has
been significant
variability in success
among Reading First
Schools in Meeting the
Essential Goals

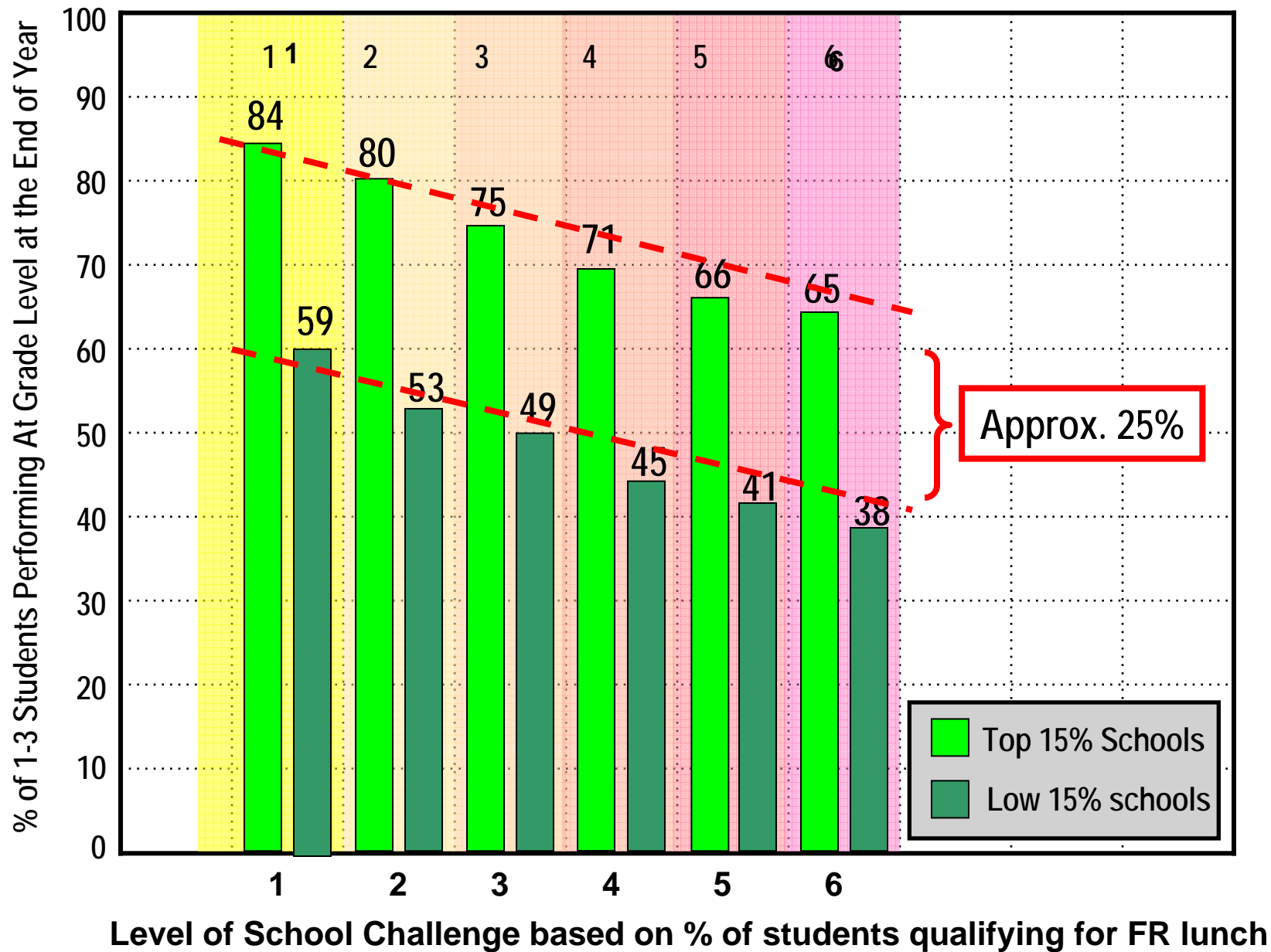




Relationship of "school challenge" to student performance



The Adult Learning and Performance Gap



Bridging the Adult Performance Gap



The essential elements for success

SBRR

Allows educators to know about the effectiveness of *individual* components such as a specific instructional program or a particular progress monitoring assessment procedure.

Practices from Comparable Schools Making Significant Gains

Suggests to leaders that a *SET of components* as a **SYSTEM** are effective in improving achievement.

Points of Maximum Impact and Leadership Focus in Successful Reading First Schools

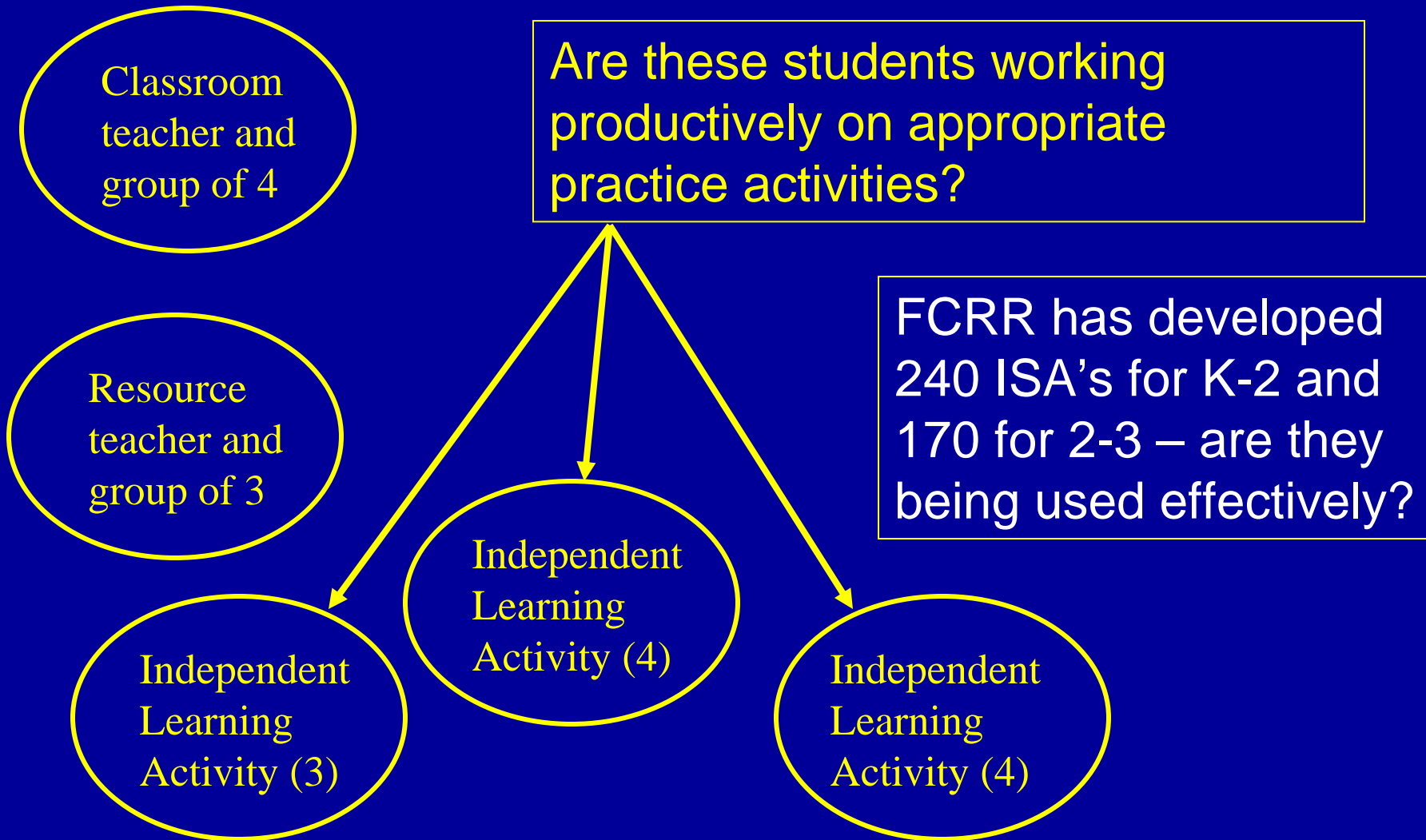
1. Efforts to help increase the quality, consistency, and reach of instruction in every K-3 classroom
 - a. Insuring teachers have excellent professional development, including strong training in use of the core program to guide instruction
 - b. Monitoring and supporting classroom instruction through principal walkthroughs

Are teachers providing explicit, systematic, and motivating whole group instruction?

Is small group instruction differentiated appropriately by student need?

Are other students engaged in independent learning activities that are appropriate and engaging

Organization of a classroom during small group instruction





Value of the principal's walkthrough

Points of Maximum Impact and Leadership Focus in Successful Reading First Schools

2. Be sure school-level assessment plan is working, and provide leadership in use of data to plan instruction at the school and classroom level

School level planning involves identifying needs for materials, personnel, time – takes place in spring or early summer-has budget implications



Budgeting for Success

Points of Maximum Impact and Leadership Focus in Successful Reading First Schools

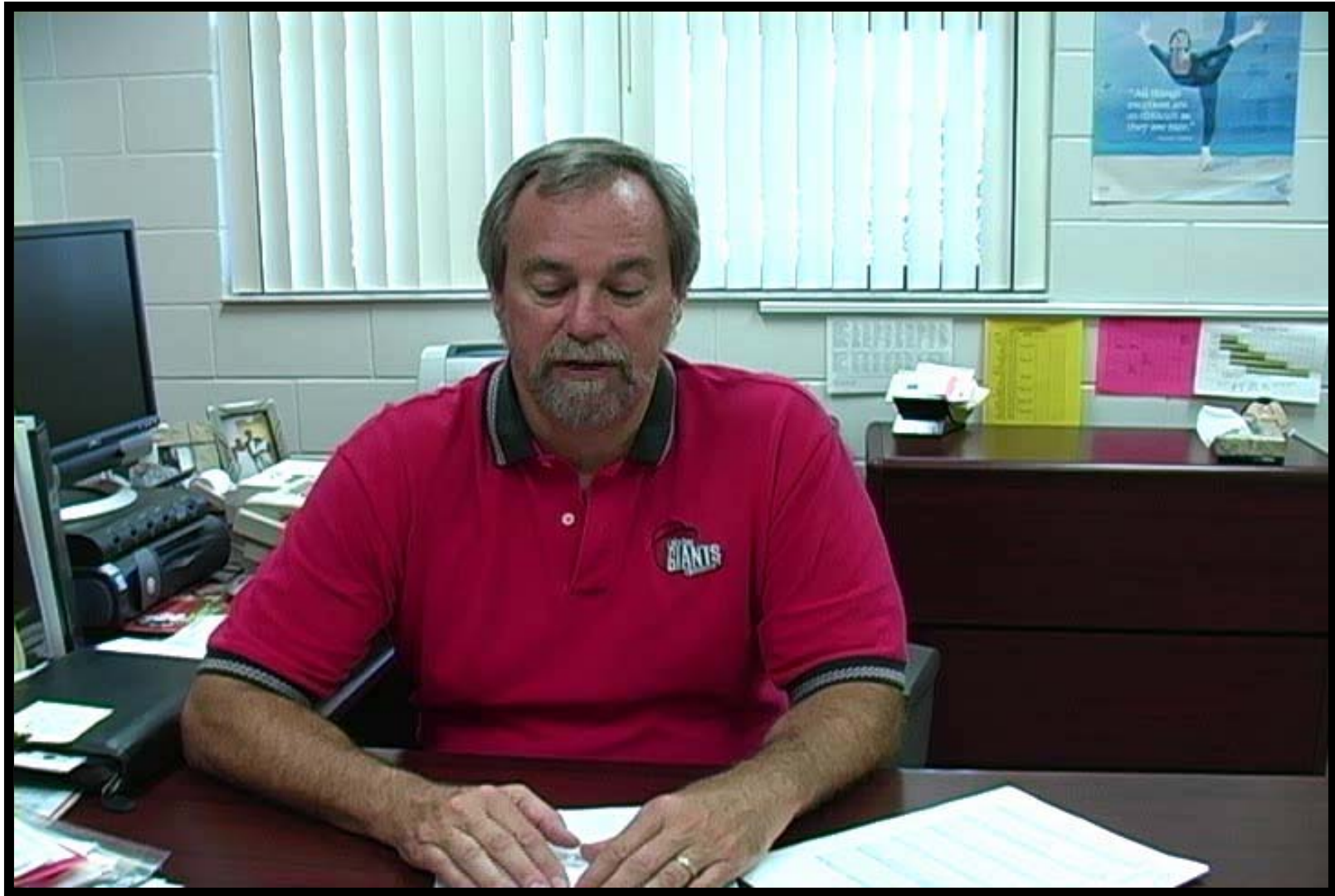
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Provide leadership for the use of data to make adjustments and increase power of instruction for those who need it –attend important data meetings



Successful schools use data effectively



Making decisions and following up

Points of Maximum Impact and Leadership Focus in Successful Reading First Schools

Provide powerful interventions to students who need them for as long as they need them

- A. Developing a school schedule that allows sufficient time for interventions
 - B. Identifying or providing sufficient personnel to deliver the intervention instruction
 - C. Providing appropriate programs and materials to support the intervention instruction
- Will need something for fluency growth

Students at Benchmark in ORF at Grades 1-3,
Assessments 1 through 4

	<u>Assess 1</u>	<u>Assess 2</u>	<u>Assess 3</u>	<u>Assess 4</u>
1 st Grade	72%	64%	64%	54% 37 th
2 nd Grade	56%	54%	53%	46% 34 th
3 rd Grade	45%	44%	48%	38% 30 th

Points of Maximum Impact and Leadership Focus in Successful Reading First Schools

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Will need something for fluency growth

Many student will need extra support for the development of early reading accuracy-phonics

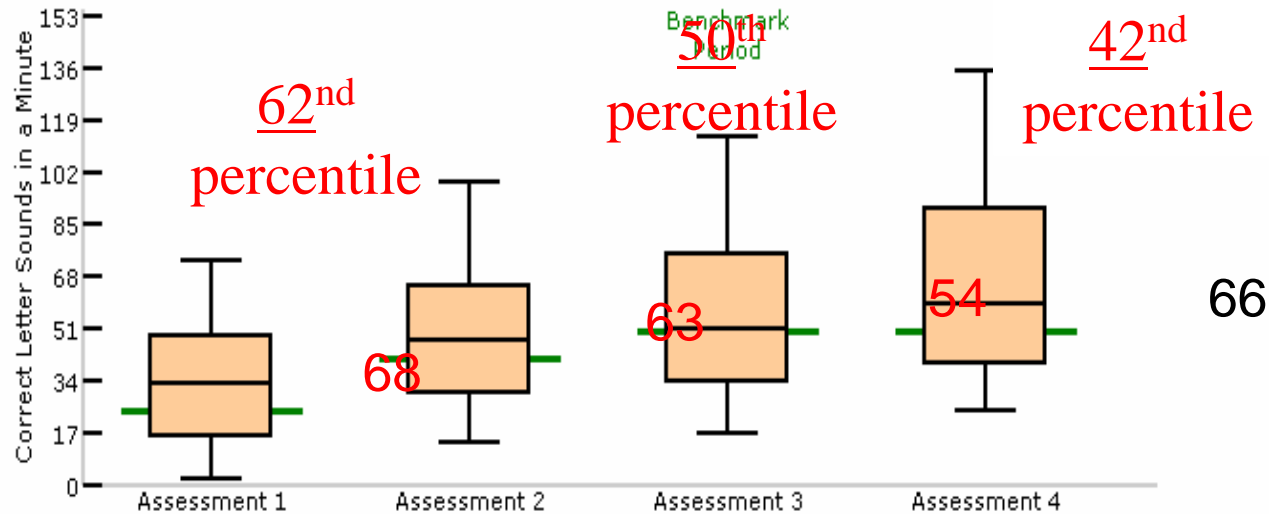
Progress Monitoring & Reporting Network: Reports

State Progress Report

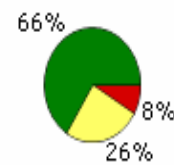
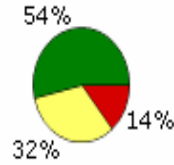
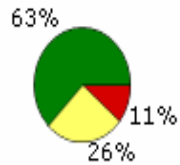
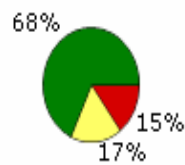
District: RF Only
School: RF Only
Class: All

Grade: 1st Grade
Probe: Nonsense Word Fluency
Student: All

Assessment: 4
School Year: 2005-2006
Date/Time: 8/19/2006 2:01 PM



# of Students	58895	58898	59059	58923
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Select a District:

[Show Grade Summary Report](#)

Looking at growth in phonemic
decoding in 20 RF schools that had
different success on the first grade
ECI

Schools were selected based on their
index of Effectiveness of Core
Instruction (ECI)

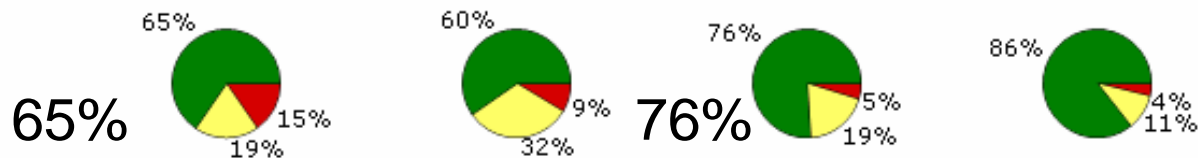
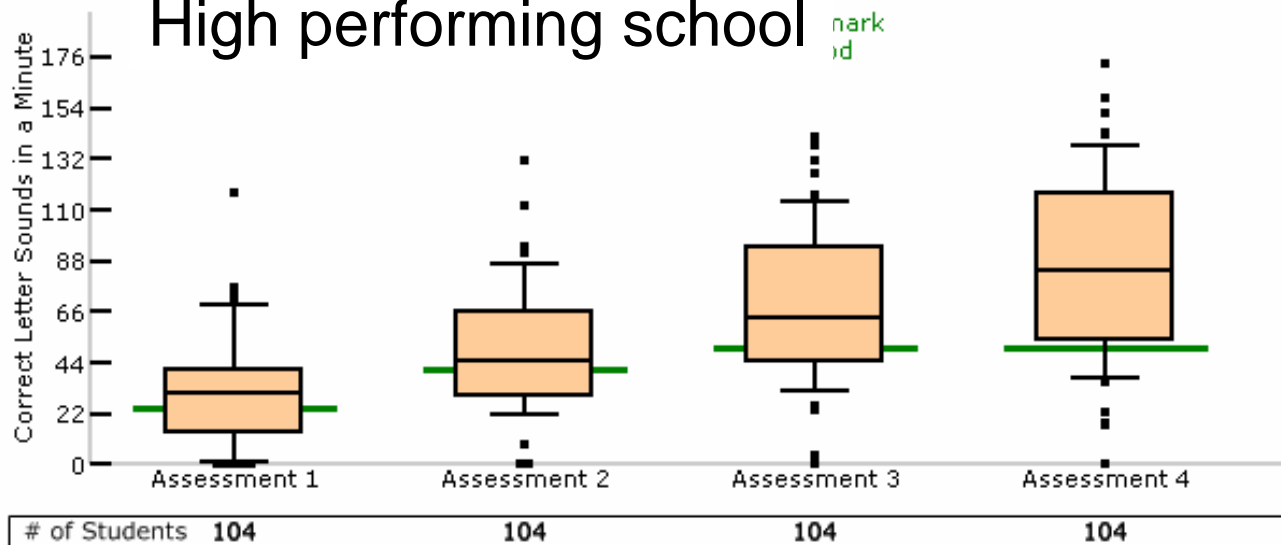
10 high performing schools
10 low performing schools

Progress Monitoring & Reporting Network: Reports

School Progress Report

District: District 1
School: School High ECI
Class: All
Grade: 1st Grade
Probe: Nonsense Word Fluency
Student: Full Year Only
Assessment: 4
School Year: 2005-2006
Date/Time: 6/30/2006 4:31 PM

High performing school mark id



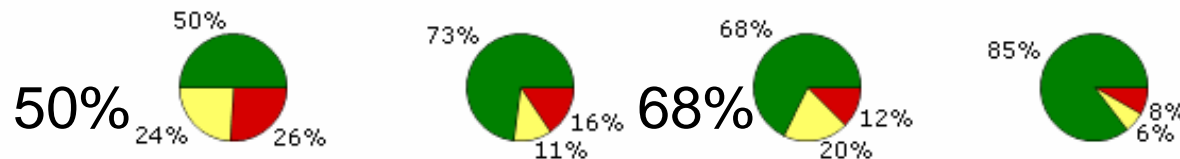
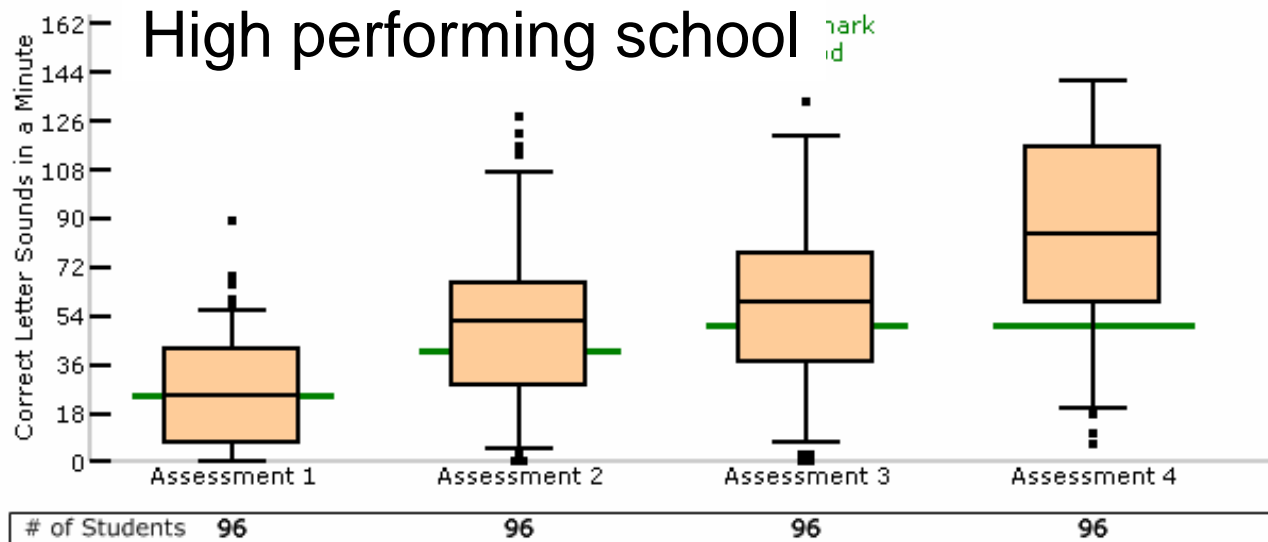
Select a Class:

[Show Grade Summary Report](#) [Show Comparison Report](#)

Progress Monitoring & Reporting Network: Reports

School Progress Report

District: District 2
School: School High ECI
Class: All
Grade: 1st Grade
Probe: Nonsense Word Fluency
Student: Full Year Only
Assessment: 4
School Year: 2005-2006
Date/Time: 6/30/2006 4:31 PM



Select a Class:

[Show Grade Summary Report](#) [Show Comparison Report](#)



Progress Monitoring & Reporting Network: Reports

School Progress Report

District:

School:

Class:

Grade:

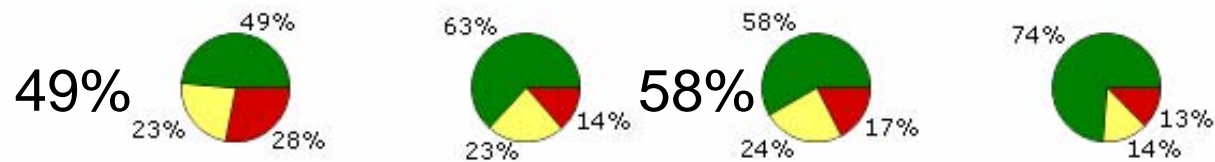
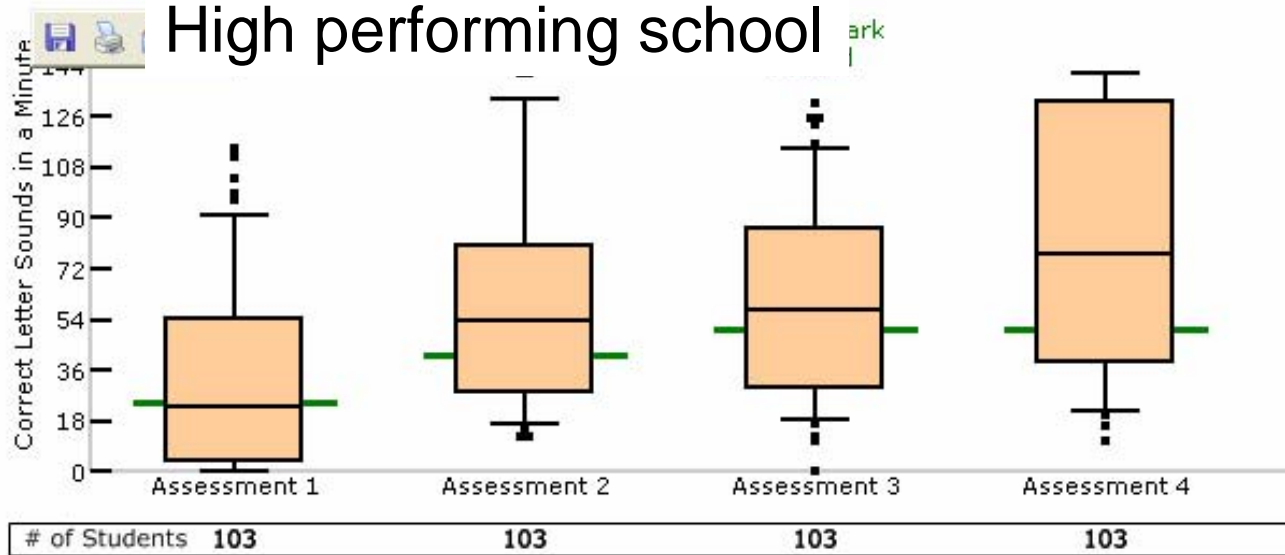
Probe:

Student:

Assessment:

School Year:

Date/Time: 6/30/2006 4:31 PM



Select a Class:

[Show Grade Summary Report](#) [Show Comparison Report](#)

Progress Monitoring & Reporting Network: Reports

School Progress Report

District: District 1

School: School Low ECI

Class: All

Grade: 1st Grade

Probe: Nonsense Word Fluency

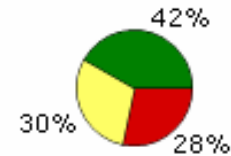
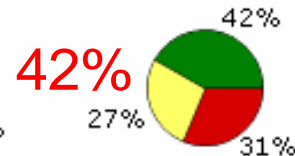
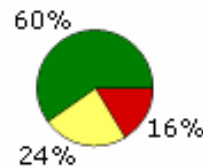
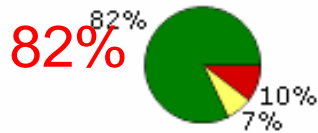
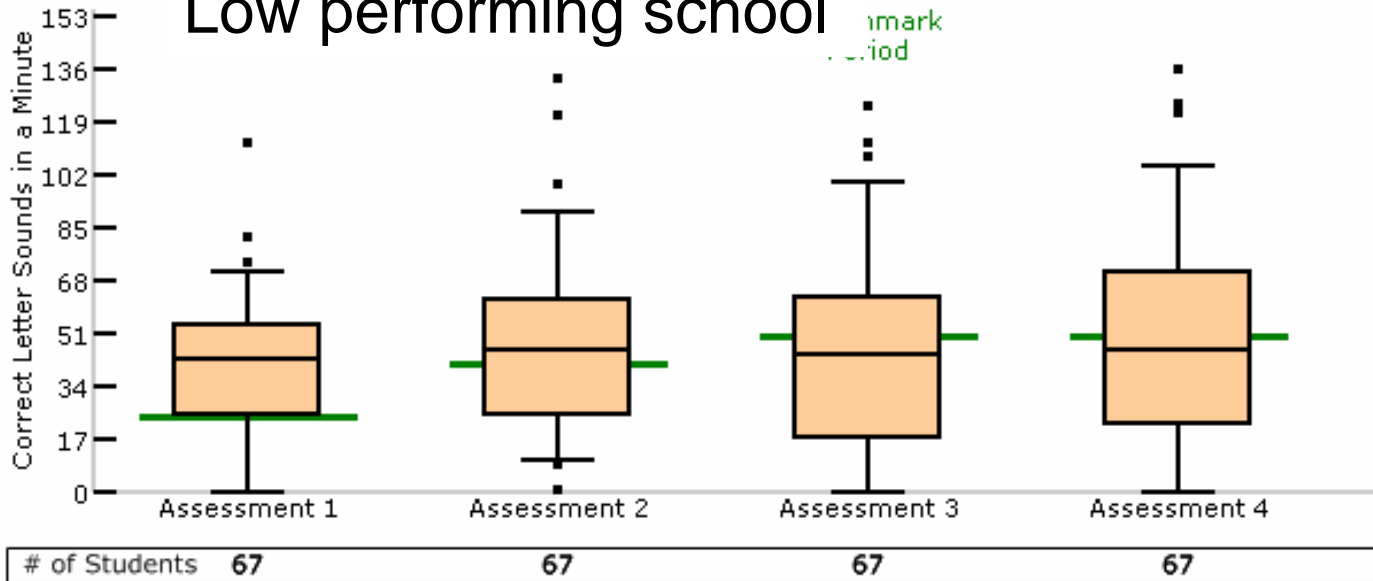
Student: Full Year Only

Assessment: 4

School Year: 2005-2006

Date/Time: 7/1/2006 2:58 PM

Low performing school



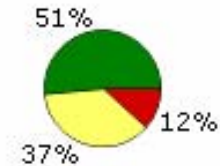
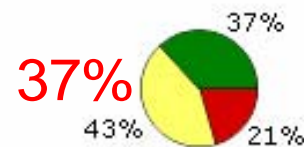
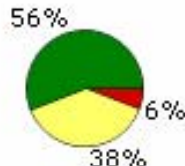
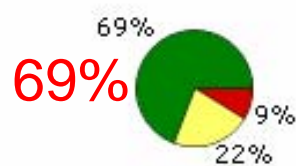
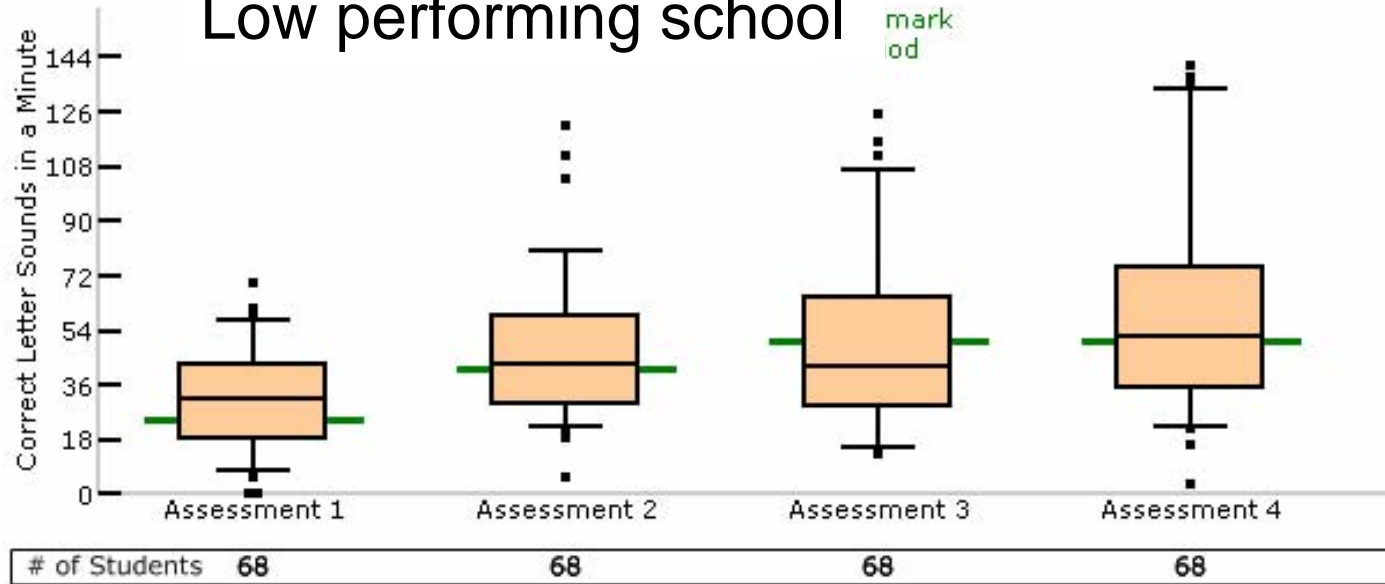
Select a Class:

Progress Monitoring & Reporting Network: Reports

School Progress Report

District: District 2
School: School Low ECI
Class: All
Grade: 1st Grade
Probe: Nonsense Word Fluency
Student: Full Year Only
Assessment: 4
School Year: 2005-2006
Date/Time: 7/1/2006 2:58 PM

Low performing school



Select a Class:

Progress Monitoring & Reporting Network: Reports

School Progress Report

District:

School:

Class:

Grade:

Probe:

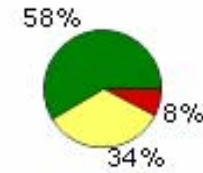
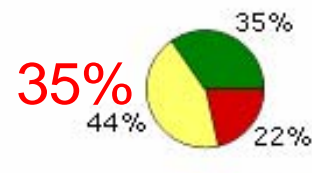
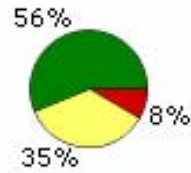
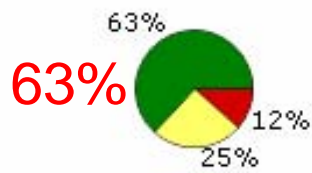
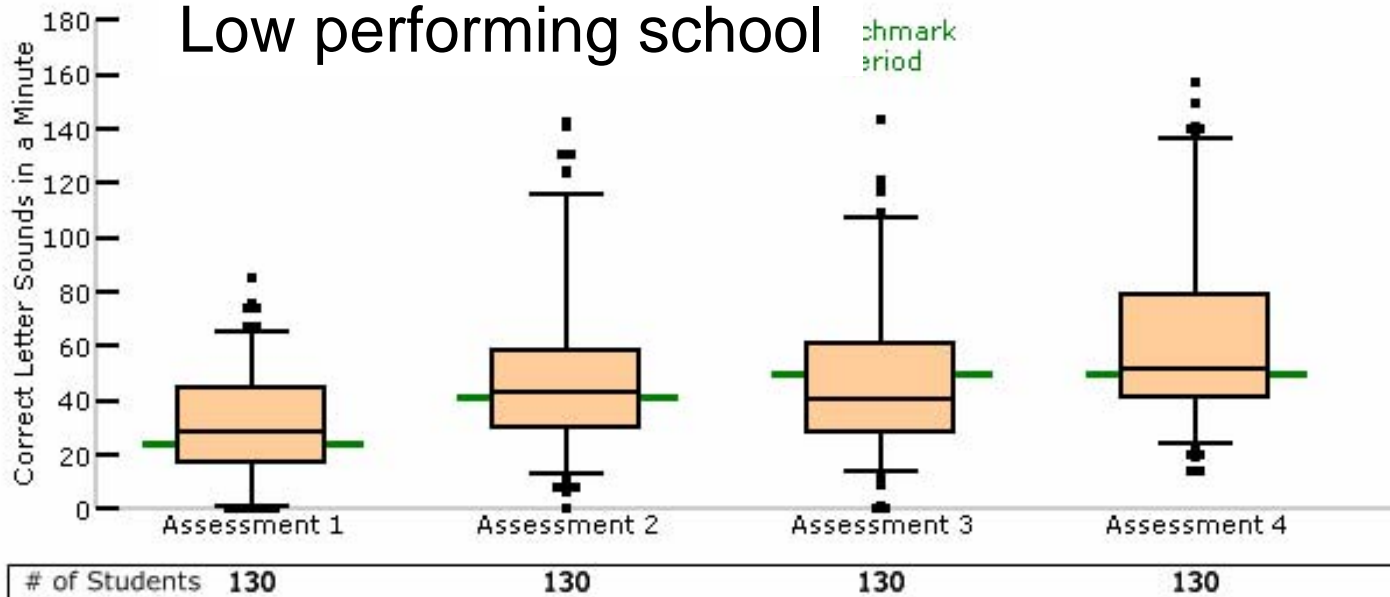
Student:

Assessment:

School Year:

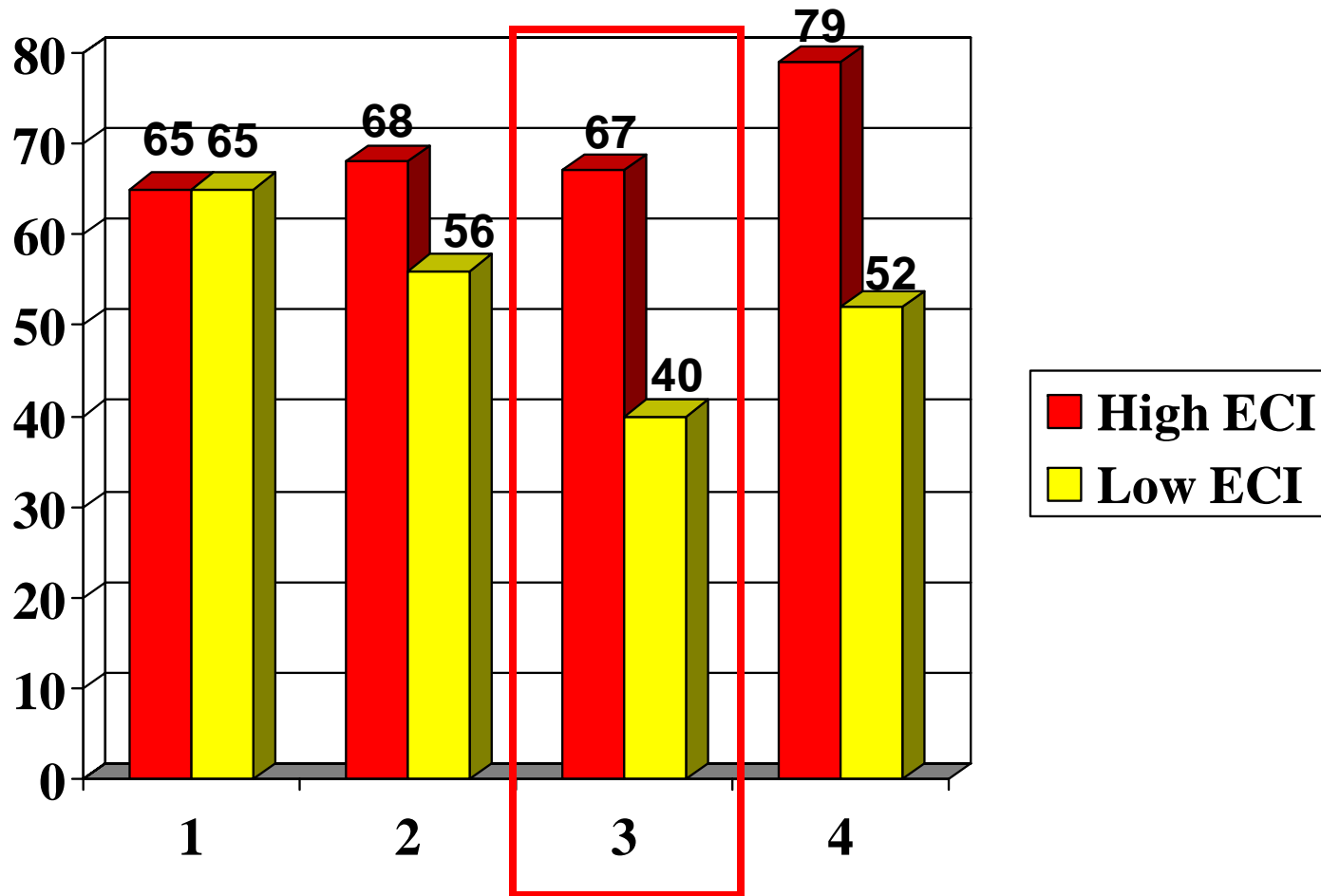
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Low performing school



Select a Class:

Percentage of students meeting benchmarks in 1st Grade NWF for High ECI and Low ECI Reading First Schools



Points of Maximum Impact and Leadership Focus in Successful Reading First Schools

Provide powerful interventions to students who need them for as long as they need them

- A. Developing a school schedule that allows sufficient time for interventions
- B. Identifying or providing sufficient personnel to deliver the intervention instruction
- C. Providing appropriate programs and materials to support the intervention instruction
- D. Oversight, energy, follow-up – use data meetings to ask about students, make decisions to increase support, etc.



Before the School Year Begins: Action Planning

Materials and Instruction	Time and Grouping	Assessment	Data Utilization
Professional Development	School Organization and Support	School and District Leadership	Coaching

Adjustments made to Action Plan During the Year For Groups and Individuals Via: Instructional Planning



Materials and Instruction	Time and Grouping	Assessment	Data Utilization
Professional Development	School Organization and Support	School and District Leadership	Coaching

Instructional planning often reveals problems that have implications for budget, scheduling, personnel, etc.



Solving these problems requires involvement of the leadership team and adjustments in the Action Plan.

Putting It All Together: Action Planning and Instructional Planning

	August	Sep t.	Oc t.- Dec .	January	Feb .- April	May	June-July
Action Plan ning	Work on Creat ing/ Re fining Action Plans			Re fineme nt of A ction Plans			Creat e Action Plans for Ne xt Schoo l Year
Instruction al Plan ning		⋮	⋮	⋮	⋮	⋮	

Principals and Coaches Hold the Key to Closing the Adult Learning and Performance Gap



The Key Change Agents for Action Planning are the *Principal* with Input from the *Coach*

Data Informs Planning for Critical Variables:

- Materials and Instructional Practices
- Time/Coverage/Mastery and Grouping Practices
- Assessment Practices
- Data Utilization Practices
- Professional Development
- School Organization and Support
- School Leadership - Principal
- Reading First Coach

The Key Change Agent for Instructional Planning is the *Coach* with Support from the *Principal*

Instructional Planning



Instructional Planning



Inst
Planning



Instructional Planning Utilizing.

- Grade Level Data
- Classroom Data
- Small Group Data
- Individual Data

Instructional Planning



Instructional Planning



Instructional Planning

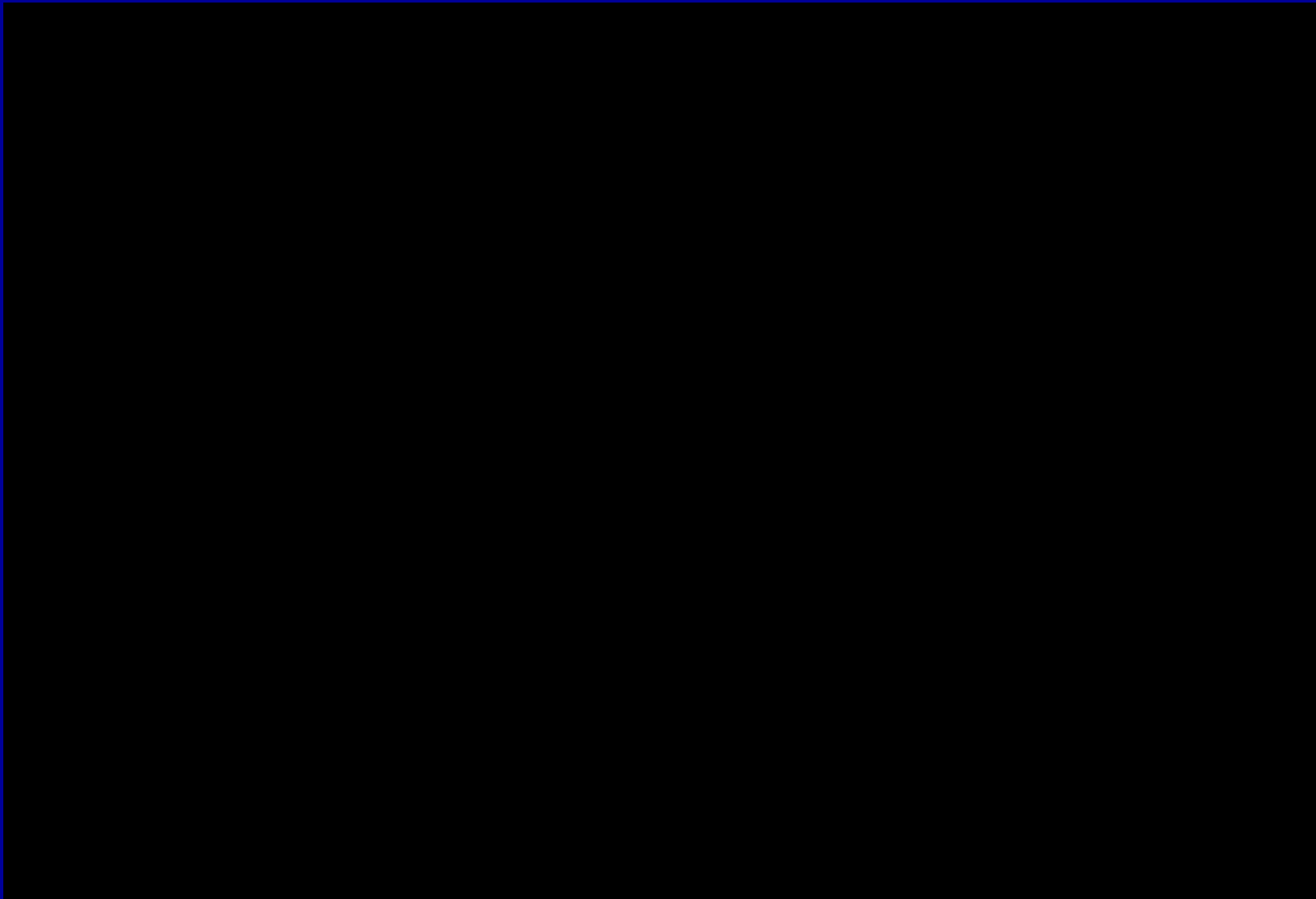


A final concluding thought....

There is no question but that it is going to be difficult to make improvements each year in increasing the proportion of students at grade level and reducing the proportion of students with serious reading difficulties

It will require strong leadership, dedicated teachers, effective action and instructional plans at the school and classroom level...

It's a little like herding cats, but perhaps a little more difficult...



Working effectively to leave no one behind...

Thank
You

Important resources for Reading First Principals

Human Resources

1. Your reading coach
2. Your District Reading First leadership team
3. The *Reading First Professional Development Coordinator* Assigned to your School

Written Materials

1. FCRR Reports on various supplemental and intervention programs available at www.fcrr.org
2. Independent student center activities available from FCRR – each teacher should have a set – can also be downloaded at www.fcrr.org

Important resources for Reading First Principals

Written Materials (cont.)

1. Brief document for principal's called *A Principal's Guide to Intensive Reading Interventions for Struggling Readers in Reading First Schools* at www.fcrr.org
2. Full document describing practices used in Reading First schools in Florida who have been relatively successful in implementing effective interventions. An executive summary of the document is included with your materials. Full document available at www.fcrr.org
3. A new document that explains how classroom teachers should be providing differentiated in their classrooms to meet the needs of more students-at www.fcrr.org