Providing Leadership in Reading
First Schools: Essential Elements

Dr. Joseph K. Torgesen
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 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?
First Grade –% at grade level on Sat 10
First Grade –% with serious difficulties in reading comprehension

2003-04 | 2004-05 | 2005-06
---|---|---
Cohort 1: 23 18 16
Cohort 2: 22 19 19
Cohort 3: 16 16 20

Miami-Dade Previous RF Award
New Districts

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)
Student Demographics for all students grades K-3

Cohort 1 = 30,000 per grade
Cohort 2 = 6,500 per grade
Cohort 3 = 19,000 per grade
Student Demographics for all students Grade 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
It is clear that there has been significant variability in success among Reading First Schools in Meeting the Essential Goals.
R with %FR lunch = -.01

R with %FR lunch = .04
YYGL – Increase in % of students at grade level

YYGL – Amount of reduction in % of students at grade level

N=6

N=35

N=38
Relationship of “school challenge” to student performance

<table>
<thead>
<tr>
<th>Level of School Challenge</th>
<th>% of 1-3 Students Performing At Grade Level at the End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>587 RF schools in Florida</td>
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</tbody>
</table>

Average % at GL

587 RF schools in Florida
The Adult Learning and Performance Gap

% of 1-3 Students Performing At Grade Level at the End of Year

Level of School Challenge based on % of students qualifying for FR lunch

Top 15% Schools
Low 15% schools

Approx. 25%
Bridging the Adult Performance Gap

Practices from Comparable Schools Making Significant Gains

SBRR

Increased Student Achievement
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

Classroom teacher and group of 4

Resource teacher and group of 3

Independent Learning Activity (3)

Independent Learning Activity (4)

Independent Learning Activity (4)

Are these students working productively on appropriate practice activities?

FCRR has developed 240 ISA’s for K-2 and 170 for 2-3 – are they being used effectively?
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
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. 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

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

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Will need something for fluency growth

Many student will need extra support for the development of early reading accuracy-phonics
62nd percentile

50th percentile

42nd percentile

# of Students: 58895 58898 59059 58923

68% 63% 54% 66%

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
High performing school

Correct letter sounds in a minute

Assessment 1: 65% 15%
Assessment 2: 60% 9%
Assessment 3: 76% 5%
Assessment 4: 86% 4%

# of Students: 104 104 104 104

Select a Class:

Show Grade Summary Report  Show Comparison Report
District 2
School High ECI
50% 68%
High performing school
District 3
School High ECI

High performing school

Correct Letter Sounds in a Minute

Assessment 1
Assessment 2
Assessment 3
Assessment 4

# of Students
103
103
103
103

49%
63%
58%
74%

Show Grade Summary Report  Show Comparison Report
Low performing school

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

82%
Low performing school

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

# of Students | Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4
--- | --- | --- | --- | ---
68 | 69% | 56% | 37% | 51%

Select a Class:
Low performing school

District: District 3
School: School Low ECI
Grade: 1st Grade
Probe: Nonsense Word Fluency
Assessment: 4
School Year: 2005-2006
Date/Time: 7/1/2006 2:58 PM

Correct Letter Sounds in a Minute

Assessment 1 63% 25%
Assessment 2 56% 35%
Assessment 3 35% 44%
Assessment 4 58% 34%

# of Students 130 130 130 130

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

<table>
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<th>Materials and Instruction</th>
<th>Time and Grouping</th>
<th>Assessment</th>
<th>Data Utilization</th>
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<td>School Organization and Support</td>
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Adjustments made to Action Plan During the Year For Groups and Individuals Via: Instructional Planning

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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

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</thead>
<tbody>
<tr>
<td>Work on Creating/ Refining Action Plans</td>
<td></td>
<td></td>
<td></td>
<td>Refinement of Action Plans</td>
<td></td>
<td></td>
<td>Create Action Plans for Next School Year</td>
</tr>
<tr>
<td>Instructional Planning</td>
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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 Utilizing:
- Grade Level Data
- Classroom Data
- Small Group Data
- Individual Data
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