



Next Steps After 3rd Grade, Read to Achieve, and State Comparison Data

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Take-Home Message

- To close the oral language gap, start with birth-3 programs & universal pre-K with highly literate teachers
- Continue focused efforts on evidence-based practices in K-3 literacy instruction and transition to grade 4+
- Screening and progress monitoring should continue in grades 4-12 for students with reading difficulties
- Continued intensive intervention may be needed for some students and content area literacy strategies encouraged for all students
- Reciprocal accountability at the SEA, LEA, and school levels (Elmore, 2004)

The Reading Pillar

(NRC, 1998)

Skilled Reading

Fluency

Comprehension

Word Recognition

Emergent Reading

Speed and ease of
reading with
comprehension

Conceptual
Knowledge/vocabulary
Strategic processing of
text

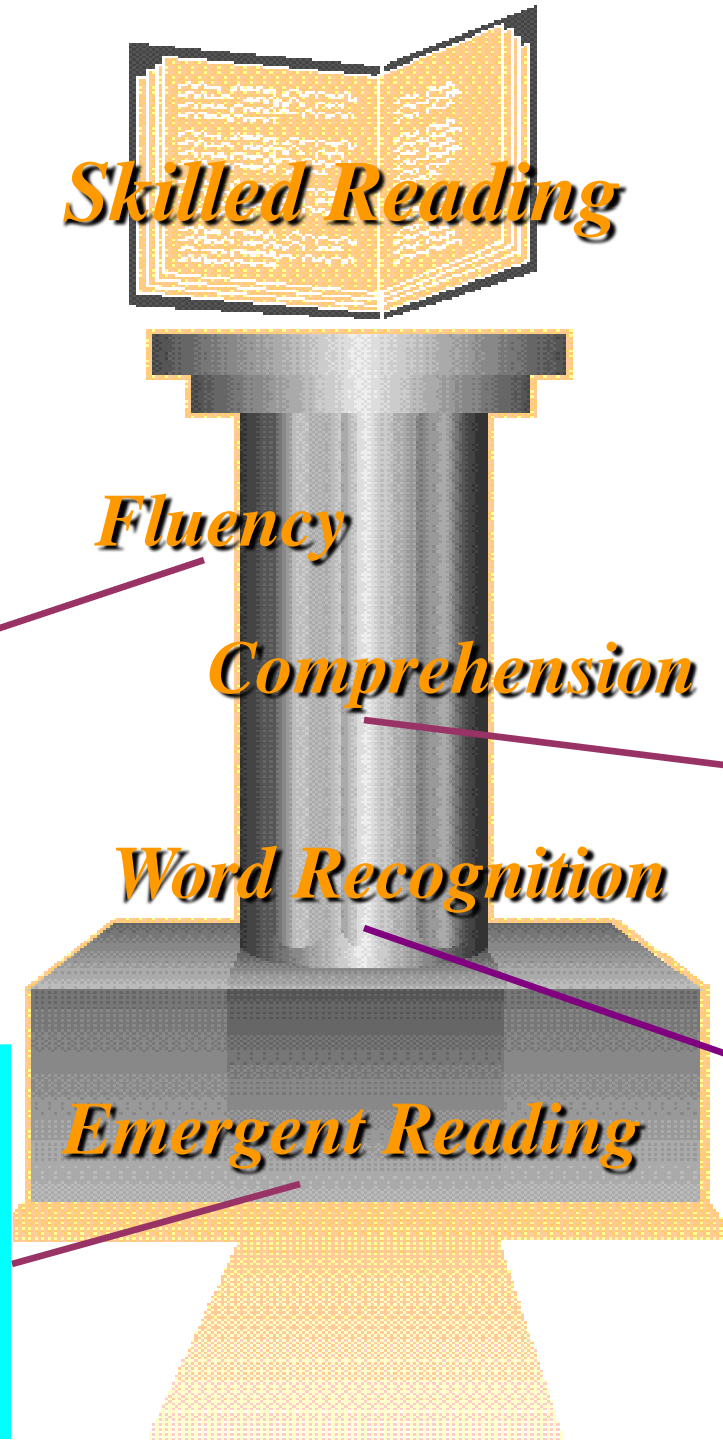
Decoding using alphabetic
principle

Decoding using other cues
Sight Recognition

Print Awareness & Letter
Knowledge

Motivation to Read

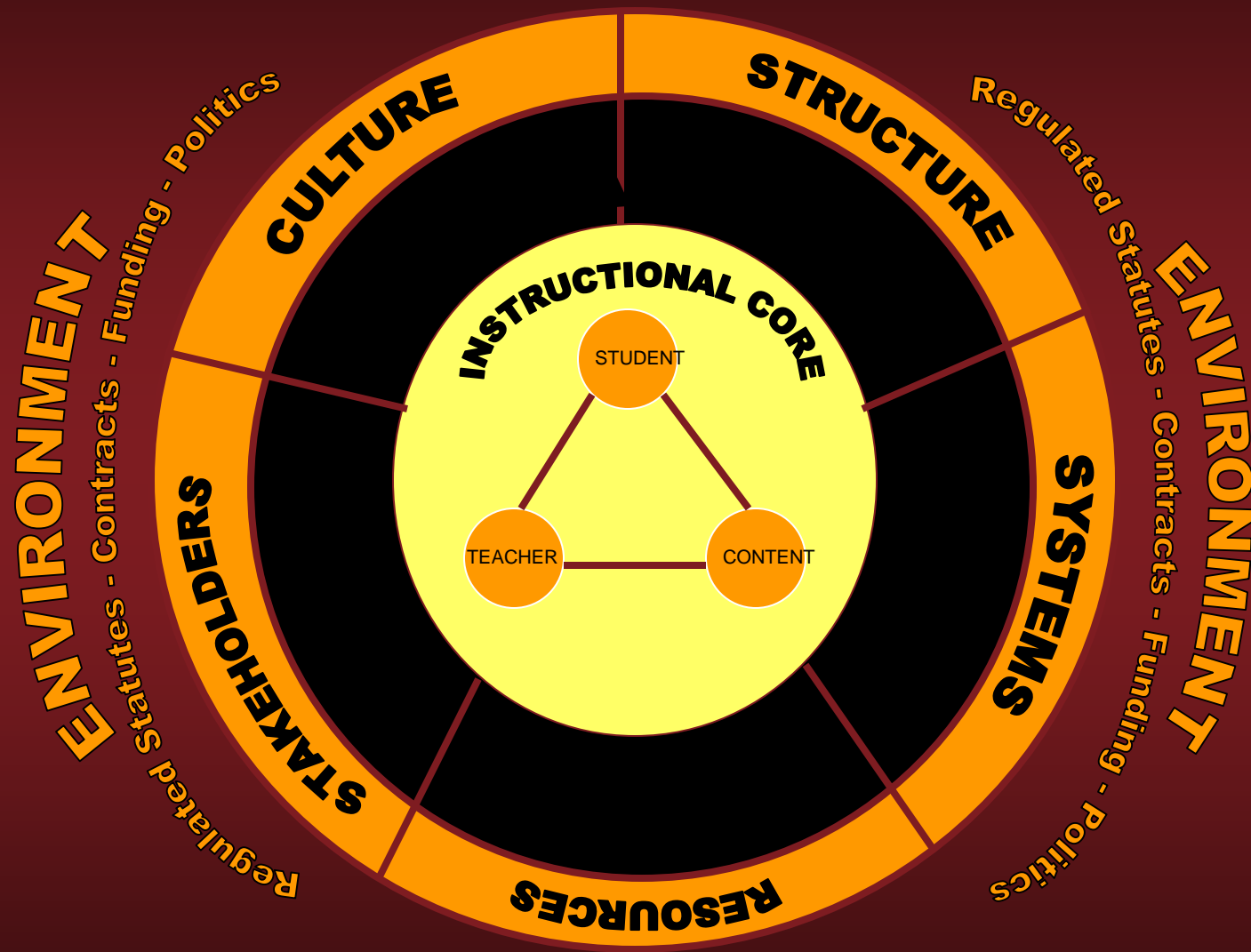
Oral Language including
Phonological Awareness



Successful Literacy Reform Includes

- Dynamic and involved literacy leadership
- Coherent instructional design (sufficient amounts of teaching and research-based curriculum)
- Interventions for at-risk students
- Valid/reliable assessments to guide instruction
- On-going professional development which provides in-depth theory based knowledge of literacy
- A quality, organized, literacy environment
- Parents as critical partners in developing and sustaining lifelong literacy behaviors

Reading Improvement is a Systemic Undertaking



Reading Improvement Requires...

- Data: good assessments—benchmark and normative—and expert use of the data to guide instruction
- Increased direct instructional time; additional time for those behind as determined by data
- Quality instruction in small, fluid, skill groups
- Targeted accelerated growth; knowledgeable reading specialists

Fielding, Kerr, Rosier, 2007

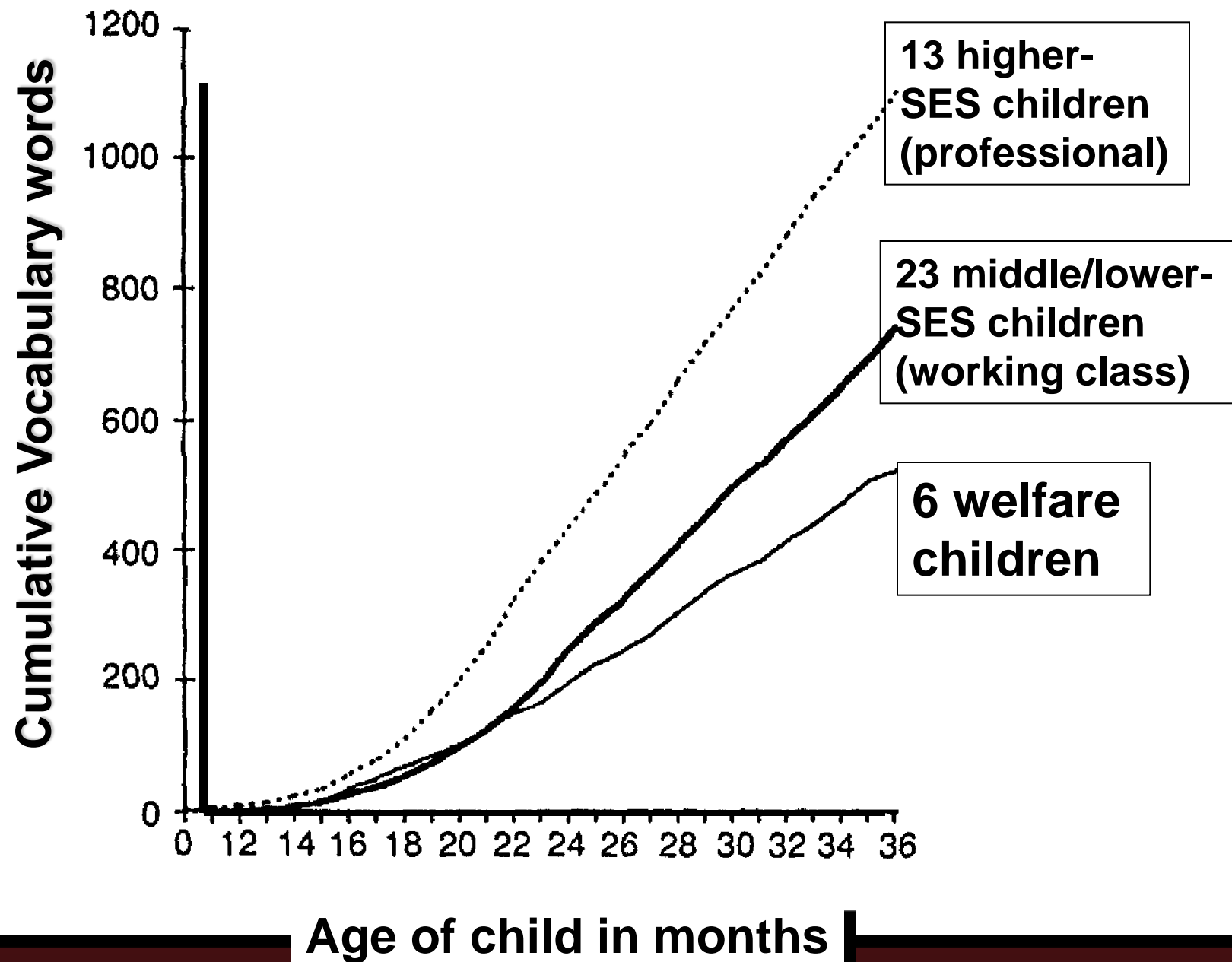
Instructional leadership

- Instructional conferences for all administrators (e.g. viewing videotaped lessons)
- Learning walks (to observe lesson purpose and rigor and student engagement; debrief)
- The two-ten goal (administrators spend 2 hrs/day or 10 hrs/week on instructionally focused activities)
- Literacy coaches at elementary, middle, and high school (meet weekly with principal to plan instruction & PD; confer regularly with teachers)

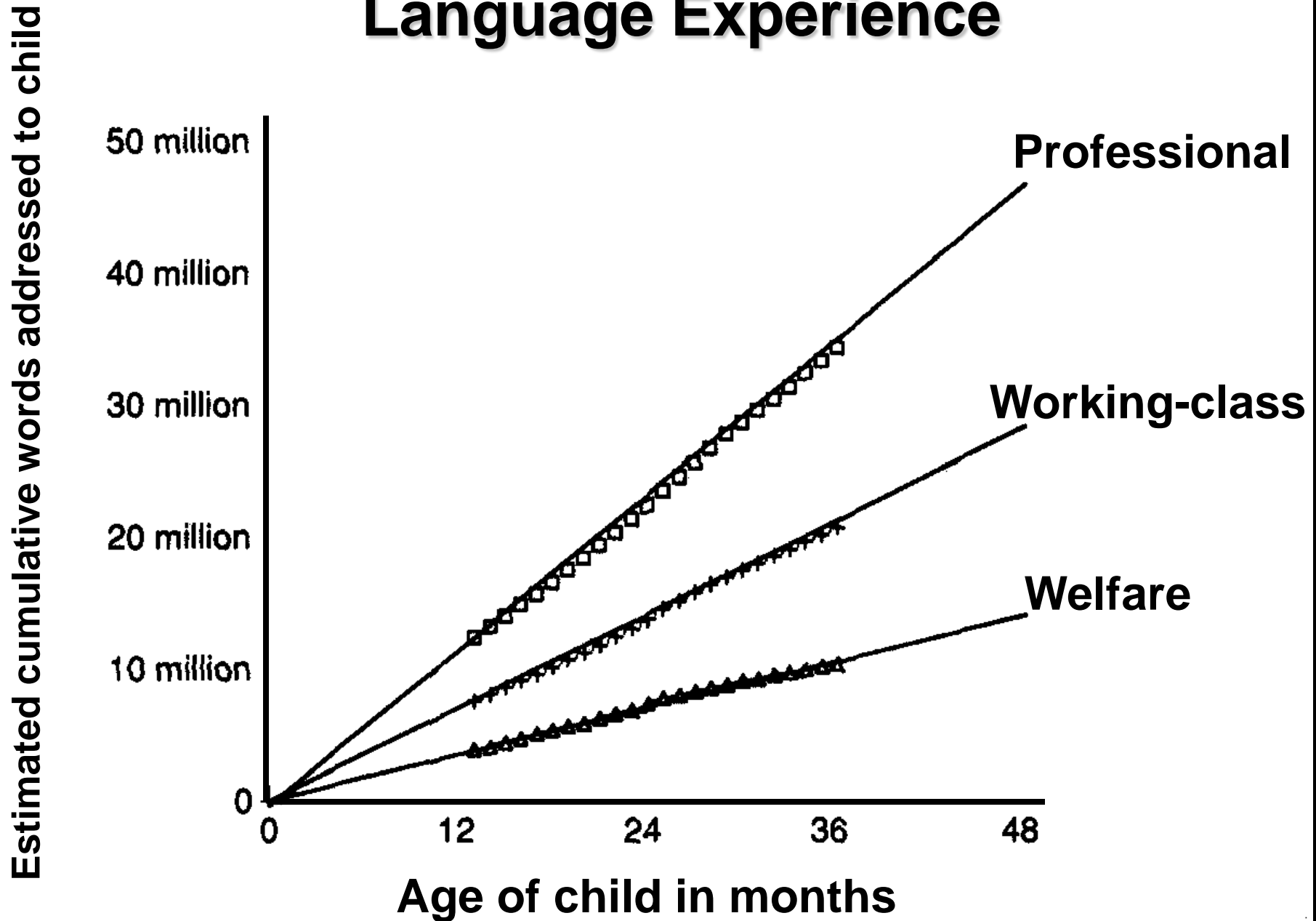
Catch-up Growth

- “Students who are behind do not learn more in the same amount of time as students who are ahead.
- Catch-up growth is driven by proportional increases in direct instructional time.
- Catch-up growth is so difficult to achieve that it can be the product only of quality instruction in great quantity.”

[p. 62, Fielding, Kerr, & Rosier (2007)]



Language Experience



Quality Teacher Talk

(Snow et al., 2007)

- Rare words
- Ability to listen to children and to extend their comments
- Tendency to engage children in cognitively challenging talk
- Promotes emergent literacy & vocabulary & literacy success in middle grades



Early Learning is Crucial

- Narrowing the achievement gap before kindergarten is a powerful, proactive, and doable task.
- Build oral language and literacy development into pre-K classes
- Encourage parents to read to their children 20 min. a day to expose them to rare vocabulary, complex syntax, and rich discussion.

Plan to Address Next Steps

- Early childhood transition plan: pre-K→ K
- Focus on prevention of reading problems
- Ensure effective preservice and inservice teacher education
- Incentives for schools that align their PD plans to evidence-based practices
- Continue focused efforts on evidence-based practices in K-3 literacy instruction and ensure successful transition to fourth grade
- Continued screening, progress monitoring, intervention, and content area literacy strategies for students in grades 4-12

Implementing academic interventions is a complex process



Identification and students scheduling is done in a timely manner.



Valid and reliable assessments focusing on vocabulary and **comprehension** are selected.



Data-driven curriculum using empirically proven practices is used.



Sufficient time has been scheduled to facilitate intervention.



A plan is developed to identify, hire, develop and retain the best possible interventionists.



A system of ongoing professional development is established.



A system of communication is established between all parties.



A healthy and safe learning environment is established.



Gains in Reading on 2015 NAEP

(National Assessment of Educational Progress)

Grade 4 (1992-2015)

State	Scale Score Change
Florida	19
North Carolina	14
California	10
New York	8
National Public	7
Texas	5

Grade 8 (1998-2015)

State	Scale Score Change
Florida	9
California	7
National Public	3
Texas	-1
North Carolina	-2
New York	-2

Grade 4 Reading on 2015 NAEP

Percentages Performing at or above *Proficient*, 2015

	All	White	Hispanic	Black	Asian	NSLP
Nation	35	46	21	18	53	21
California	28	46	16	14	50	16
Florida	39	49	34	20	63	29
New York	36	49	19	18	50	21
North Carolina	38	51	23	23	59	25
Texas	31	50	22	17	66	20

Florida K-12 District Reading Plans/Allocation

- Research-Based Reading Instruction
Allocation in the Florida Education Finance
Program
- Section 1011.62, Florida Statutes
- \$111.8 million allocated in 2006-07
- \$130 million allocated for 2016-17

Florida District K-12 Reading Plans

Use of the 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 reading outcome measure
- The provision of supplemental instructional materials that are grounded in scientifically based reading research
- The provision of intensive interventions for elementary, middle, and high school students reading below grade level

JRF will monitor implementation of plans to ensure funds are being used to implement plan.

What Else Can NC Do to Improve Literacy Outcomes?

- State Educational Agency
 - Coordinate K-12 reading plans
 - Guidance to low-performing schools
 - Monitor and expand 3rd grade summer reading camps
 - Monthly calls/support for district reading contacts
- Ensure K-12 screening and progress monitoring assessments that inform instruction
- Require intensive reading intervention for K-12 students with reading deficiencies
- Encourage literacy strategy use in all content areas

Thank You
Comments or Questions?

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