



Reading Excellence and Reading First Evaluation Report: School Change in Reading Framework

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January, 2005**



The Center for the Improvement of Early Reading Achievement (CIERA) /Minnesota Reading First School Change Professional Development Program

- A major emphasis of MN Reading First is the focus on **Scientifically-Based Reading Research** to improve classroom reading instruction.
- The Minnesota Reading First School Change Model focuses on SBRR but also goes beyond it, drawing on the research on **effective schools and teachers** and **successful school reform** in which school staff work towards becoming a collaborative, learning community.



Whole Group Meetings and Study Groups

- Teachers meet once a month as a whole staff to discuss/ take action related to the reform effort.
- Teachers participate in 3 study groups a month (1 hour+) - 2 main reading topics and embedded support topic



Study Groups

- In study groups teachers develop action plans to learn about, implement, and assess the effects of **new/refined teaching techniques** and strategies to enhance students' reading achievement. Teachers **reflect on their teaching** through video sharing and examining student work.
- Participants complete study group-related activities between study group meetings.



CIERA School Change Project: A Data-Driven Reform Effort

Each school receives a **data-based school report** to help the staff **make decisions about where to focus their efforts in study groups.**

Information in the report focuses on school-level factors and classroom-level factors as well as data on students' reading achievement.

Teachers also get data from their classroom observations to help them focus on improving classroom instruction.



Reflecting on Teaching Practices

Considering **HOW** we teach and the **PURPOSE (WHY)** of our lesson are as important as considering **WHAT** we teach.

Reflection and change efforts directed towards teaching practices are missing components of many schools' reading improvement efforts.



CIERA School Change Classroom Observation Scheme

Kindergarten Listening to Just Grandpa and Me

9:00 – T is reading aloud to the class. Kids initiate conversation about the pictures. She initiates a few comments, “It’s a pretty loud suit,” Now I want you to think in your head – like we do before we share. Is there a time you’ve done something special with a grandpa or grandma, or other relative. Kids bow their heads to think. Then she starts to call on kids. As they say something, she gets them to elaborate. 9:05 10/16 ot

c/w/r

l/ n/ ra/ l

m3 /n/ r, c/ or-tt

level 1/2/3

4/ 5/ 6/ 7

4/ 5/ 6 / 7



A Model of Reading Instruction that Maximizes Students' Cognitive Engagement in Literacy Learning

Focusing on **higher level thinking**

Teaching word recognition and comprehension as **strategies**, not simply as skills

Using a **student support stance(modeling, coaching) towards instruction** in addition to a teacher directed stance

Having students engaged in **active** vs. passive **responding** to literacy activities

Reflecting on the purposes of a lesson How will my lesson help individual students grow in literacy abilities?



Questions for Reflection

- To what extent are my students engaged in **higher level thinking** during discussions about text?
- To what extent am I **teaching reading strategies** in addition to reading skills?
- To what extent am I teaching reading with a **student-support stance** in addition to a teacher-directed stance?
- To what extent are my students engaged in **active** vs. passive **responding** during reading lessons?
- What are the purposes of my lesson? How will my lesson help individual students grow in literacy abilities?



CIERA School Change Project: Looking Across Years 2-3

13 Schools

**8 had been with the CIERA School Change Project
for 2 years and 5 for 1 year.**

5 schools in large urban areas

5 schools in towns

3 in rural areas

**Schools were in California, Minnesota, Iowa,
North Carolina, and Connecticut**

Poverty = 81%

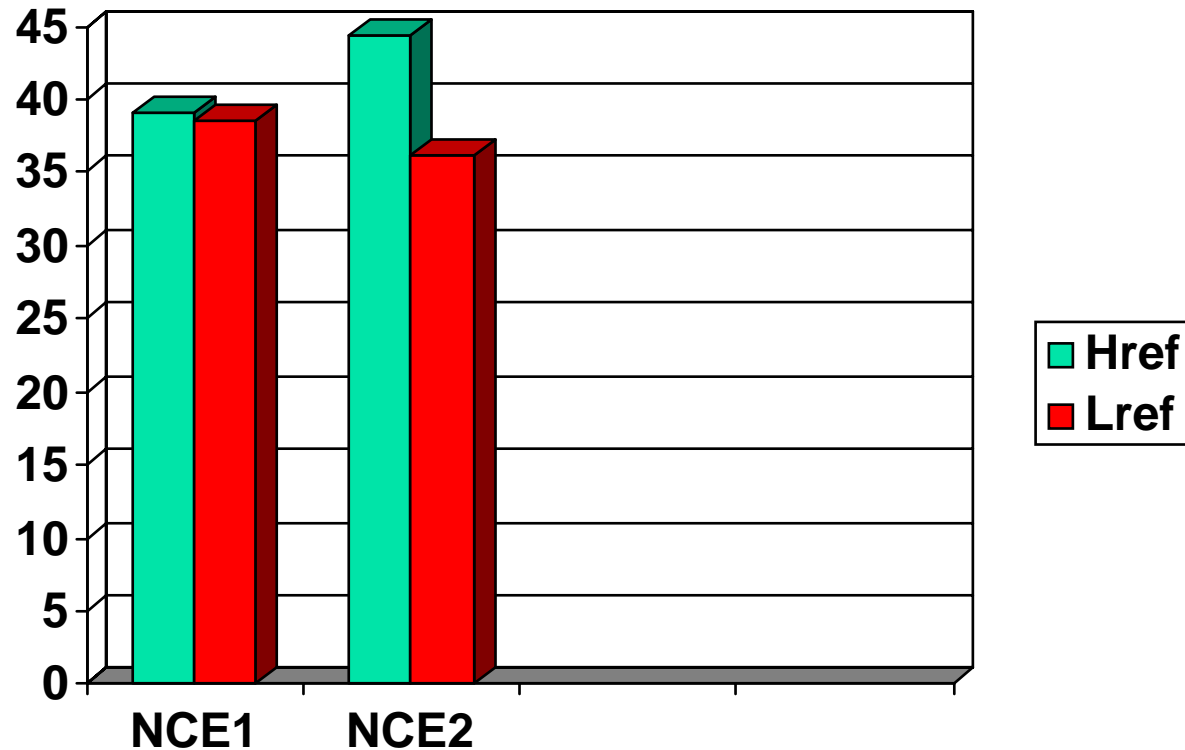
English Language Learners = 20%

Minority Students - 71%

CIERA Growth Curve Analysis of Comprehension - Grades 2-5

Grade 2-5			School level
Comp NCE		11 % of variance in slope was between schools	Reform Effort + (.6 NCEs per time point for every 1 point increase in RE.) -accounting for 66% of the variance between schools

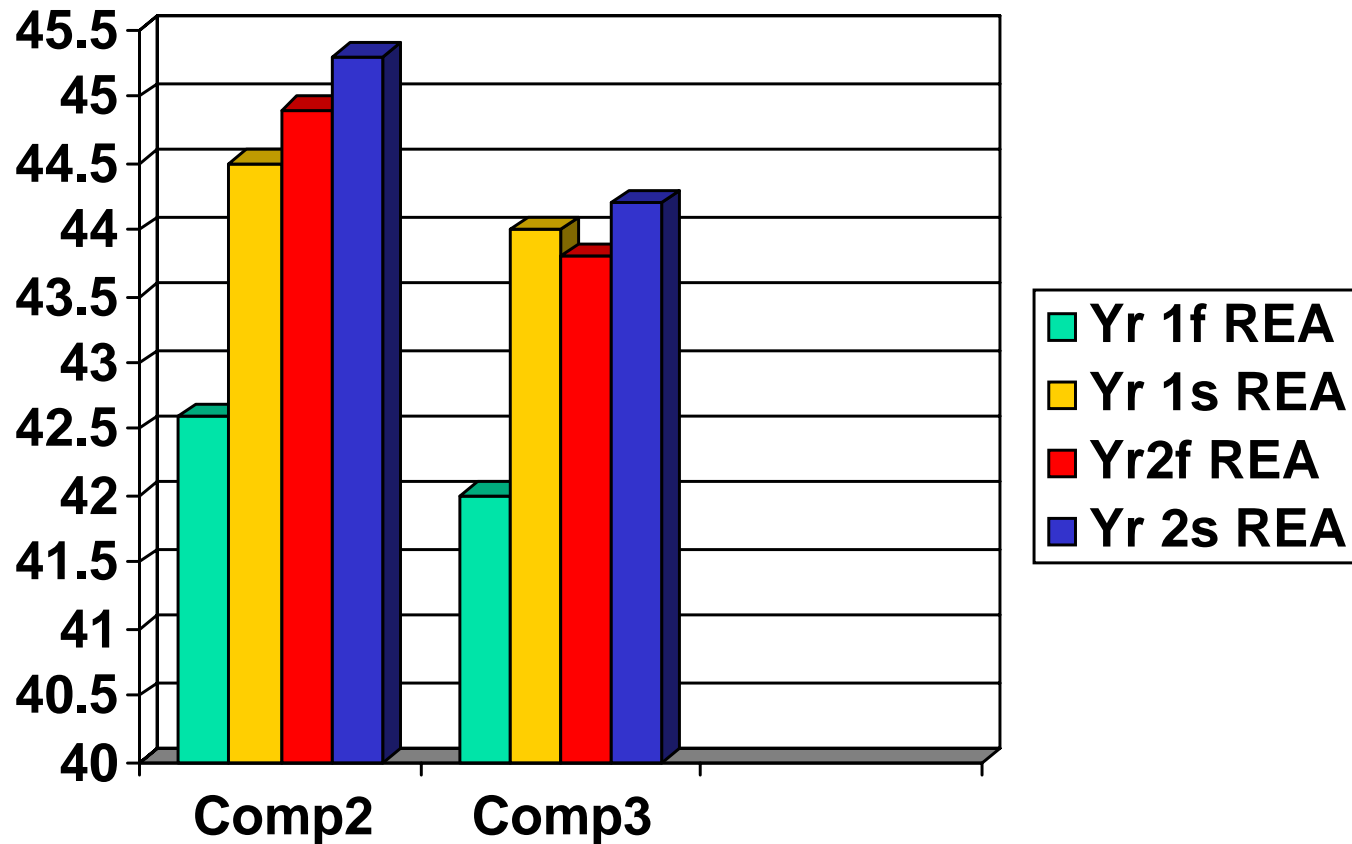
Mean Spring Comprehension Scores (Gates NCE) for Schools in Project for 2 Years



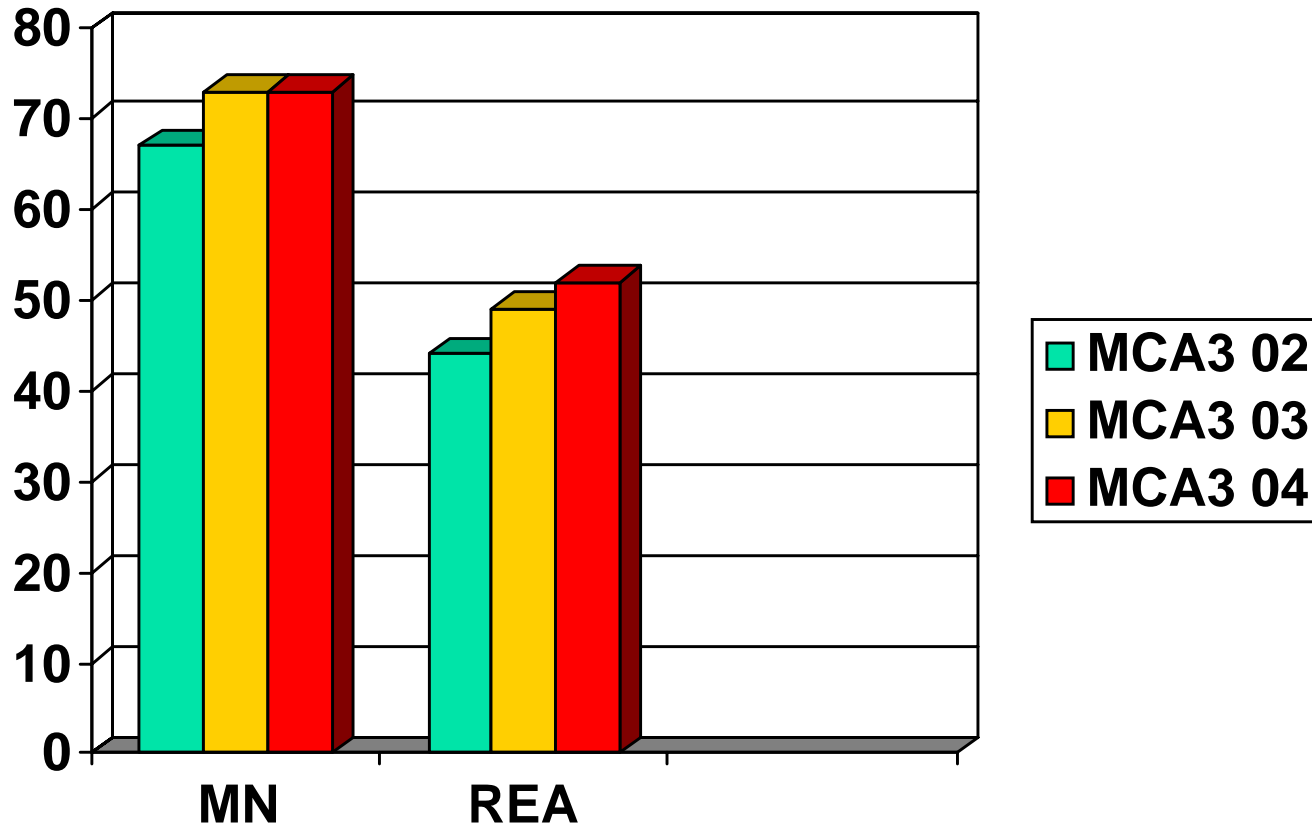
REA/RF School Demographics

	Percent Poverty	Percent ELL
REA (n = 23)	74 (20)	21 (15)
RF (n = 27)	71 (18)	23 (22)
RF New (n = 18)	67 (19)	25 (24)
RF/REA (n = 9)	79 (15)	18 (17)

Student Comprehension Scores (Gates NCE) for REA Schools



Grade 3 MCA Scores (percent satisfactory or higher) for MN and REA Schools



Grade 2 Student Scores

	Wcpm	Dorf	GMG Dec	GMG Voc	GMG comp
REA fall	61.4 (60) (<35)	(44) (<26)		44.3	44.9
REA spr	93.6			43.9	45.3
RF spr	87.8	72.2	44.2	43.5	44.3
Spr Goal	90 (<75)	90 (<70)			



Grade 3 Student Scores

	Wcpm	Dorf	GMG Voc	GMG comp
REA fall	96.6 (90) (<65)	(77) (<53)	40.1	43.8
REA spr	116.0		44.2	44.2
RF spr	110.2	95.0	45.4	45.7
Spr Goal	115 (<90)	110 (<80)	+2.8	+3.5

Table 10 Summary of REA Year 2 Findings

Grade 2-3		Classroom level	School level
Comp NCE	19 % of variance was between teachers, 23% was between schools	<p>Whole Group + Phonics – High Level Questions +</p> <p>- accounting for 22% of the variance between teachers</p> <p>If T is 10% higher in HLQ, Ss are +1.2 NCEs in spring</p>	<p>Poverty – Reform Effort Change+ (.8 NCEs) (ELL did not enter)</p> <p>– accounting for 86% of the variance between schools</p>



Grade 1 Student Scores

	PA	GMG Fall	Wcpm	Dorf	GMG Dec.	GMG Comp	PP VT
REA Fall	6.4 (<6)	45.8					
REA Spr			58.8		51.9	49.2	
RF Spr			55.2	41.7	48.8	47.5	43.9
Goal			60 (<35)	40 (<20)			

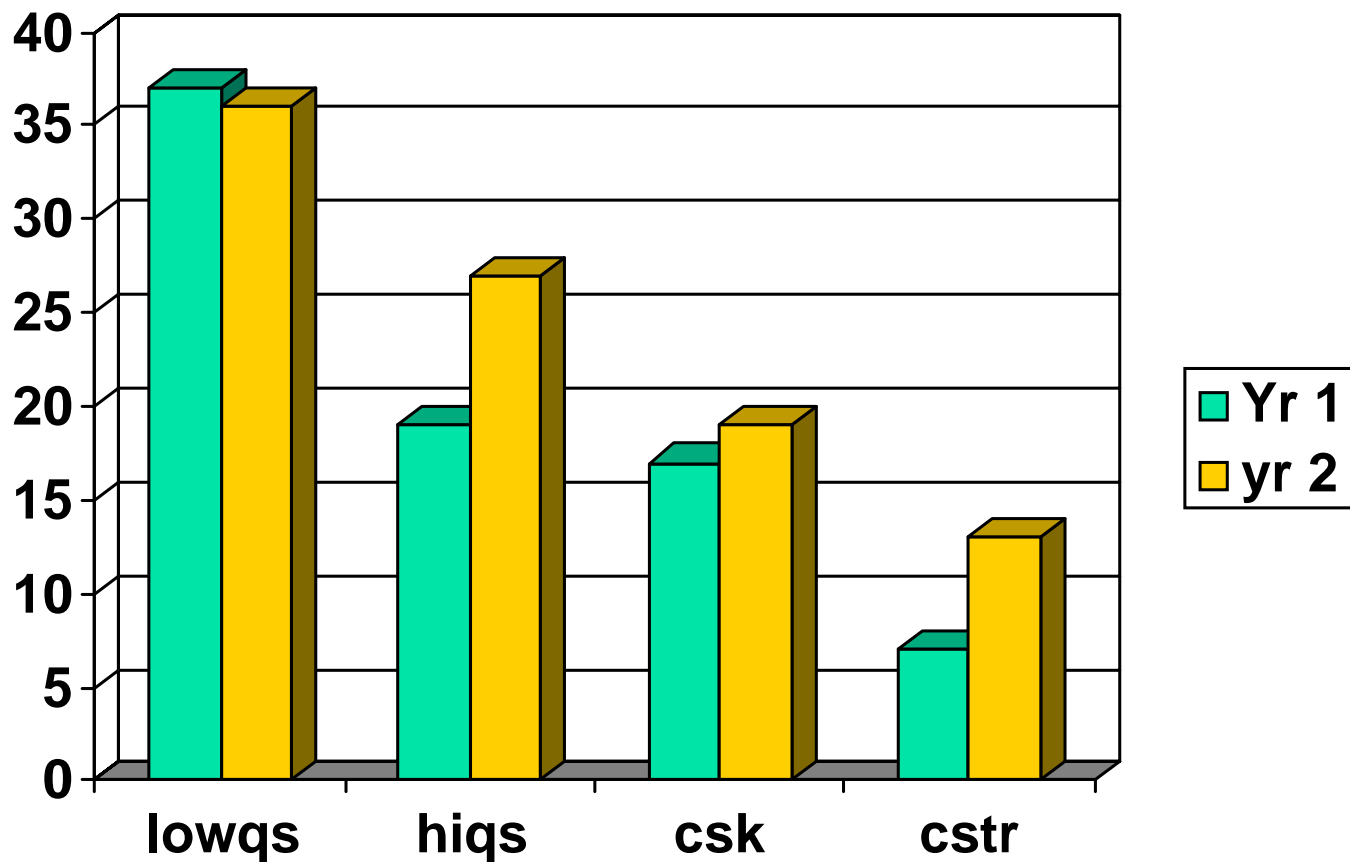
Table 10 Summary of REA Year 2 Findings

Grade 1		Classroom level	School level
Comp NCE	15 % of variance was between teachers, 12% was between schools	Whole Group + Comp Skills – Comp Strg + - accounting for 32% of the variance between teachers	Poverty – (ELL did not enter) – accounting for 46% of the variance between schools

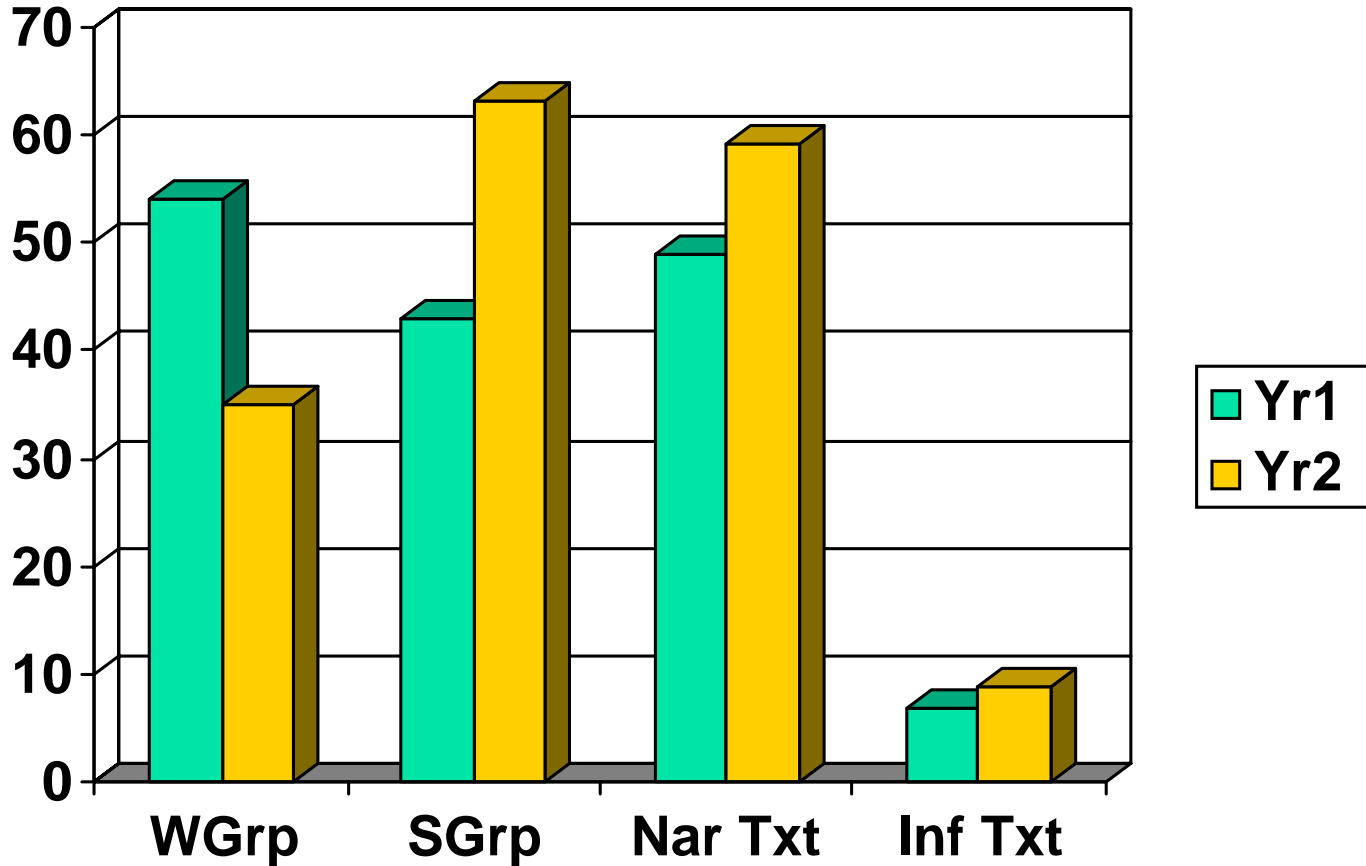
Kindergarten Student Scores

	Letter Sound	Phonemic Awareness	PPVT
REA Fall	6.3		
REA Spring	17.4	6.8 (goal >5)	
RF Spring	15.9	5.9	42.7 NCE

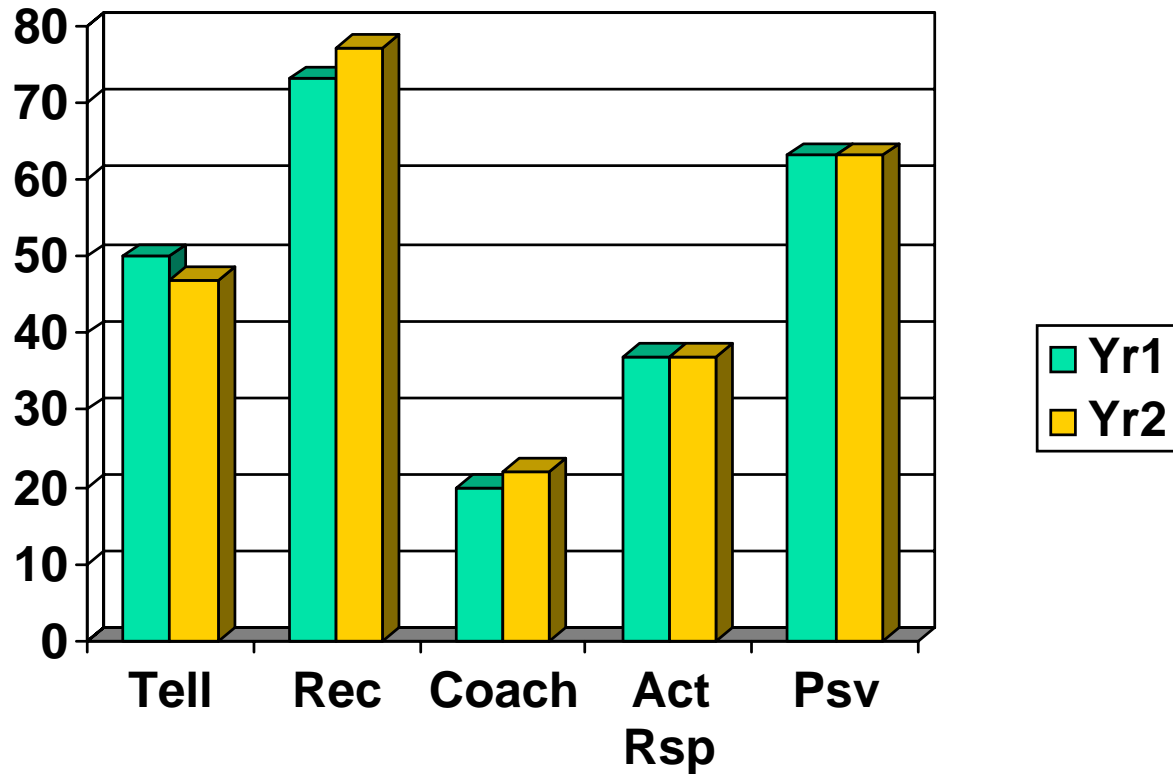
Observation Scores (percent of segments) for REA Schools In Year 1 and Year 2



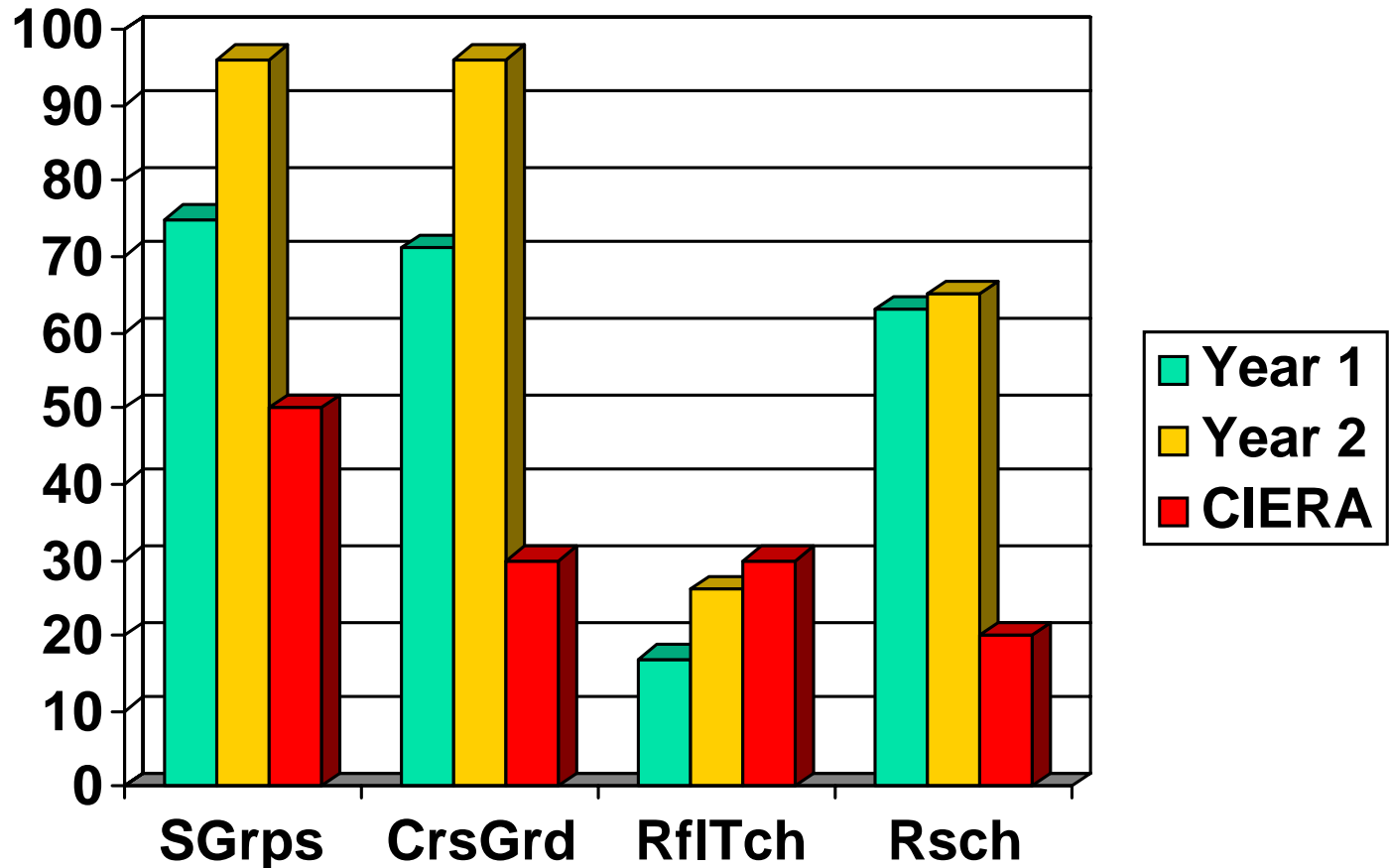
Observation Scores (percent of segments) for REA Schools



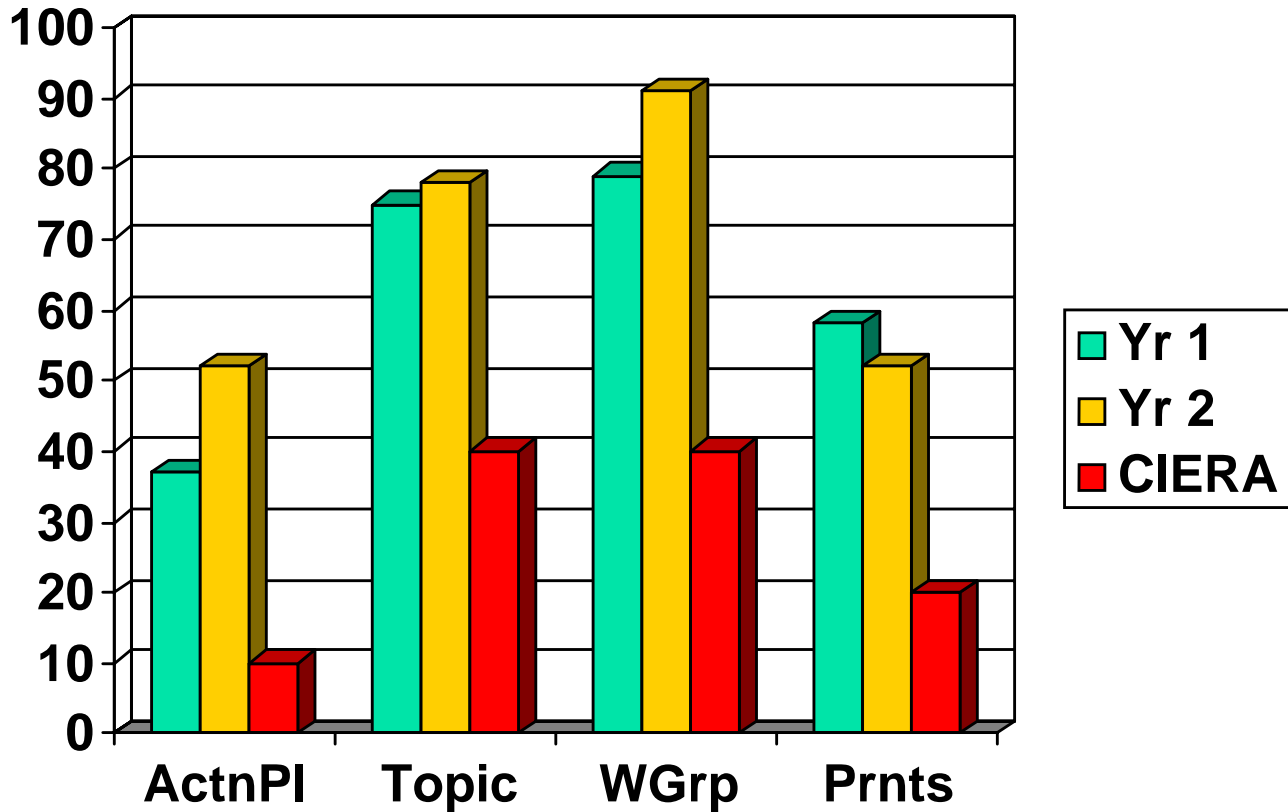
Observation Scores for REA Schools



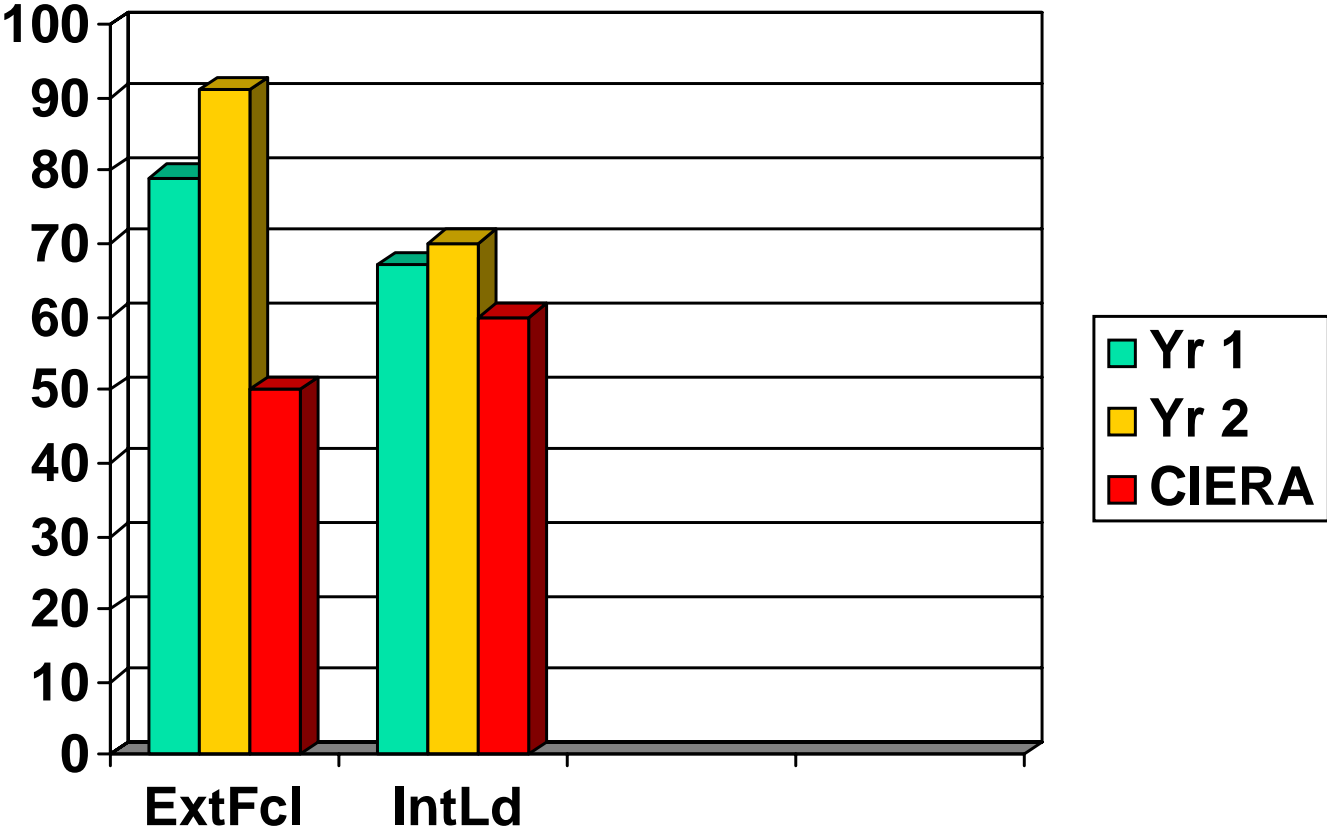
Components of Reform Effort: Scores for REA Schools (Years 1 and 2) and CIERA Schools (percent of schools)



Components of Reform Effort (percent of schools)



Components of Reform Effort (percent of schools)



REA Growth Curve Analysis of Comprehension - Grades 1-3

Grade 1-3			School level
Comp NCE		51 % of variance in slope was between schools	Reform Effort + (.5 NCEs per time point for every 1 point increase in RE.) -accounting for 20% of the variance in slope between schools



Essential Elements in the School Change Process: People

- Teachers clear about the components of and committed to the change effort (at least 80% buy-in)
- Supportive, engaged principal
- **Literacy coordinator** - at least 50% time, to model and coach in classrooms and to keep the change effort moving forward (could be a former or retired teacher)
- Leadership team - meeting at least once a month
- **External partner** - brings in ideas, provides support



Essential Elements in the School Change Process: People, Teaching, and Change

- **Collaborative, sustained, job-embedded, research-based, reflective professional learning that cuts across grade levels**
- **Application of this learning to daily teaching**
- **Commitment to making changes in teaching so that it is purposeful, meets students needs/moves them forward, and is challenging**
- **Ownership of the change process by teachers**



Essential Elements in the School Change Process: School Community, Data, and Change

- Monthly whole staff meetings to deal with needed changes and to celebrate successes
- Commitment to making positive changes in the school reading program
- Use of data on students, teaching, school climate/collaboration/leadership, school change effort to shape/evaluate the process. **Data collection/data analysis** (observations of teaching, interviews or questionnaires).



Important Points from Educational Leadership: Leading In Tough Times, April, 2004

Waters, Marzano, and McNulty, McREL - Denver, CO

- **First Order Change - Outside expertise gets you going**
- **Second Order Change - Dramatic break with past ways. Cannot be sustained by outside expertise.**



Final Thoughts

Commitment and Perseverance

- **Schools MUST be serious about improving reading instruction and coming together as a school community**
- **A school will not be where it wants or needs to be at the end of 2 more years, so teachers will need to continue through collaboration and commitment, a sense of collective efficacy, and a shared moral purpose.**
- **The goal of all of this hard work is to help students - who depend on their schools and teachers - to become successful readers.**