

# Connecticut Reading Leadership Implementation Council



**November 16, 2022**

Connecticut State Department of Education



# Connecticut Reading Leadership Implementation Council



## Director of the Center for Literacy Research and Reading Success

Dr. Melissa K. Wlodarczyk Hickey

*Facilitator*



# Building a Learning Culture In a Virtual Space



- Keep yourself on **mute** unless you're speaking
- Keep your **video** on when life allows it - We'd love to see you!
- Use the **chat** to ask questions and keep the conversation going
- Use the **raise hand** feature to share your thinking
- Use **emotion** icons to share feeling or thinking



# Our Connecticut Student Literacy Data



Ajit Gopalakrishnan

Chief Performance Officer, Connecticut State Department of Education



# Grade 3 Achievement

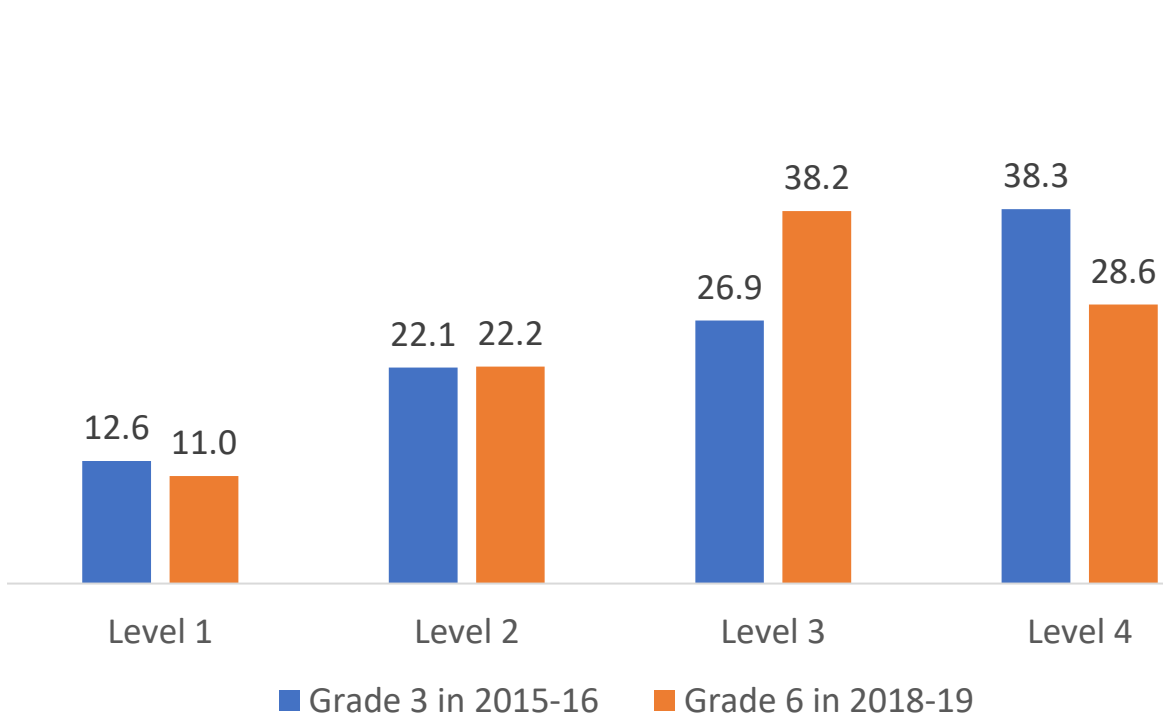


- Prior to the pandemic, around 54 percent of students were proficient in ELA on Smarter Balanced; in other words approx. 17,000 students were **not** proficient.
- After the pandemic, the proficiency rate declined to 47 percent. As a result, nearly 19,000 students now are **not** proficient in ELA in Grade 3.
- Of these 19,000 students who are not proficient in Grade 3:
  - Over 11,600 students are in our 36 Alliance Districts of whom 5,000 are students with disabilities or English learners, while the remaining 6,600 are identified as neither.
  - Around 7,200 students are in non-Alliance districts of whom over 2,700 are students with disabilities or English learners, while the remaining 4,500 are identified as neither.
- Thousands of students in Grade 3, regardless of disability or English language proficiency or district, annually do not achieve minimal proficiency in ELA.
- This pattern existed prior to the pandemic and has been exacerbated by the pandemic.

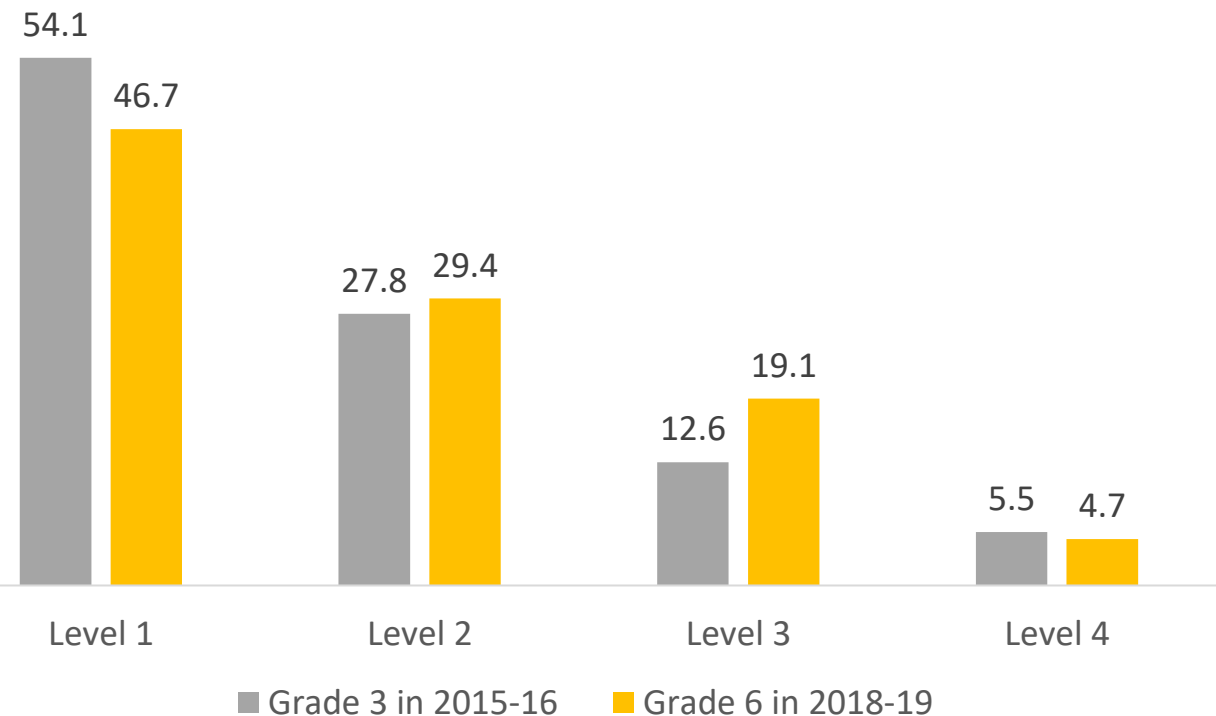
# Matched Student Analysis from Grade 3 to 6

## *Student Achievement Shows Small Changes over Three Years*

Percentage of Matched Students by Achievement Level  
(**Not** Special Education or English Learners)



Percentage of Matched Students by Achievement Level  
(Special Education or English Learners)



# Percentage (#) of Students Below Proficiency (i.e., Level 1 or 2) in Grade 6 Based on their Grade 3 Achievement Level

Achievement Level in Grade 3	<u>Not</u> Special Education or English Learner	Special Education or English Learner
1	85.7 (2919)	93.3 (4107)
2	59 (3538)	70.8 (1604)
3	27.2 (1984)	41.6 (428)
4	5.4 (562)	13.9 (62)

- Majority of students below proficiency in Grade 3, remain below proficiency in Grade 6 ELA
- Students who were minimally proficient in Grade 3 (level 3) end up below proficiency in Grade 6
- This pattern was true for both students identified for special education or as English learners, and their peers who were identified as neither



# The Why



Every Connecticut student has the right to read at or above grade level by the end of third grade.





# The Center's Why, How, and What



Why: Every Connecticut student has the right to read at or above grade level by the end of third grade

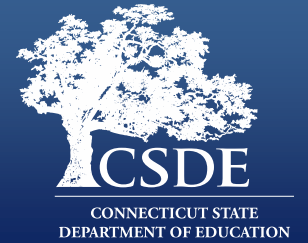
How: By leading through change and bridging research to support Connecticut educators, families, policy leaders, and community members in increasing effectiveness of literacy teaching and learning

What: Build comprehensive local and regional literacy educational systems based on culturally-responsive, evidence-based literacy teaching and learning practices, strategies, and structures





# Review Draft K-3 Intensive Reading Intervention Strategy



Shall include:	Shall outline:
Rigorous assessments	Reading data analysis and used for instruction
Reading research and instruction	Leadership development
External literacy coaches (work with data, support principal, observe and coach, supervise reading interventions)	Family communication on reading strategies, goals and partnership opportunities
Reading interventionists who will develop a reading remediation plan for any student reading below proficiency and responsible for all supplemental reading instruction and conduct reading assessments as needed	Training for teachers and leaders in science of teaching reading
Train teachers and administrators in scientifically-based reading resources and instruction (including training administrators on what to look for in classrooms)	Periodic student progress reports



# Coordinated K-3 Statewide Reading Plan (January 1, 2023)



- Research-driven strategies and frameworks align with multi-generational initiative
- Alignment of approved reading standards, instruction, and assessments for K-3 students
- Use of student data to adjust and differentiate instruction
- Student information (reading background, levels, progress) to assist in transition to next grade
- Interventions for each student not making adequate process in reading
- Enhanced reading instruction for students at or above their grade level
- Partnering with families (e.g., coordinate reading instruction, create optimal learning environment, receive updates on reading progress of students)
- Research-based literacy training for early childhood education providers and plans relating to oral language and literacy proficiency for PK children transitioning to K



# School Year 2022-23 Meeting Dates



## Meeting Dates:

- September 20, 2022
- October 18, 2022
- November 16, 2022
- January 17, 2023
- March 21, 2023
- May 16, 2023
- June 20, 2023

All meetings from 1:00-2:30 p.m.

Meetings will be recorded and posted.



# Who do I contact with questions?



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