CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

Connecticut State Department of Education Informational Webinar

Reading CORE: The Connecticut Review Process

October 2023

PUBLIC CONSULTING GROUP

Solutions that Matter

Introductions

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Requesting a Waiver of CT Approved K-3 Reading Curriculum Models or Programs

P.A. 23-167 mandates that each local and regional board of education implement an approved comprehensive reading curriculum model or program for grades K-3.

C.G.S. Sec 10-14hh, however, provides that local and regional boards of education may request a waiver to implement a reading curriculum model or program other than one of the approved comprehensive reading curriculum models or programs.

Legislation further provides that the Commissioner of Education, in consultation with the director of the Center for Literacy Research and Reading Success, shall grant such waiver if the Commissioner determines that the local or regional board of education requesting a waiver has demonstrated that such other reading curriculum or model is:

- evidenced-based and scientifically based, and
- focused on competency in the following areas of reading: oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency and reading comprehension.

Agenda

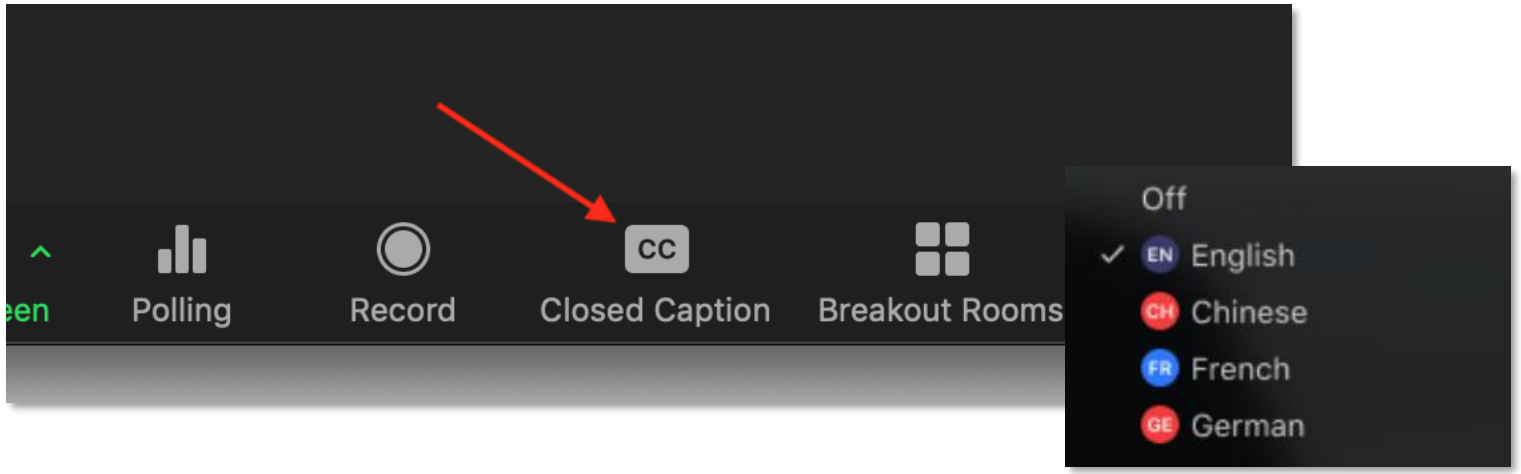
- Introductions
- Warm Welcome
- General Overview of Waiver Review Process
- Waiver Review Tool
- Optimistic Closure

Features of Zoom Webinar

Interactive Zoom Feature	Example in Zoom
Question and Answer	• Ask questions about the process or the tool shared during the session. • See responses as questions are answered.
Presenter View	• On your screen you will view the presenter and the presenter's screen.
Chat Box	• The chat box feature allows you to message the facilitator directly. • Use for technology questions.

Utilize Closed Captioning in Zoom

- Select Closed Captioning (CC)
- Choose selected language



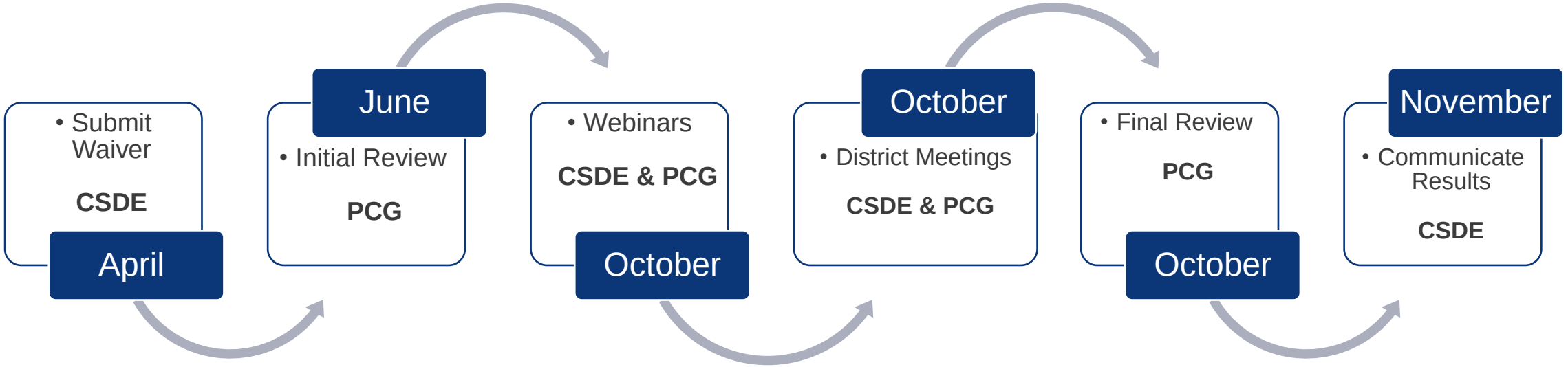
Warm Welcome

In the chat, please share:

- **Name**
- **District**
- **Role**

Ice Breaker Question: What is the first book you remember reading by yourself?

General Overview of Waiver Review Process



Waiver Review Tool

Sources used to develop the Waiver Tool

Users of Waiver Tool:

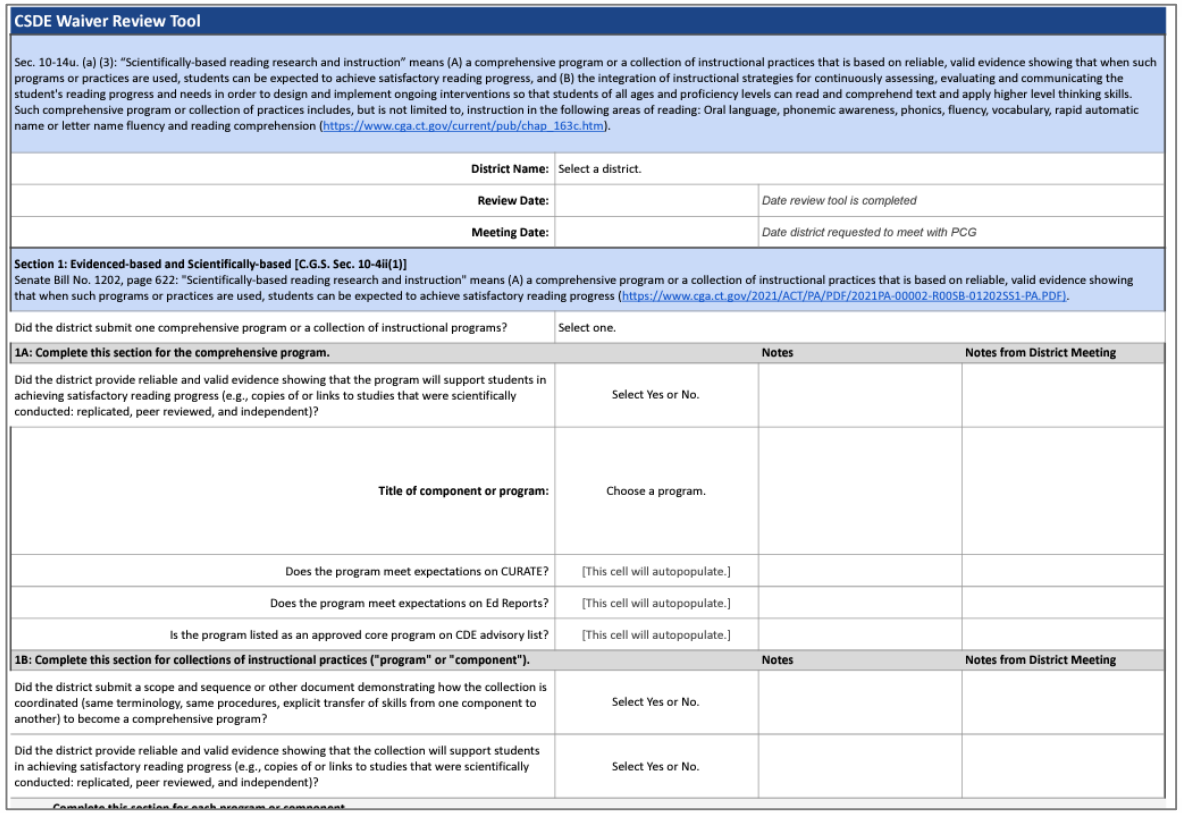
- PCG Review Team

Purpose of Waiver Tool

- Capture research-based evidence
- Document the findings
- Identify the areas in which legislative requirements are met or not met
- Provide the CT Department of Education a summary review of the waiver to support decisions made by the CT Department of Education

Sources used to develop the Waiver Tool

- Senate Bill No. 1202 Right to Read
- 2022 Guidelines for Open Review Period for Grades Pre-Kindergarten the Three Reading curricula and/or Programs
- Waiver Application Guidance



CSDE Waiver Review Tool

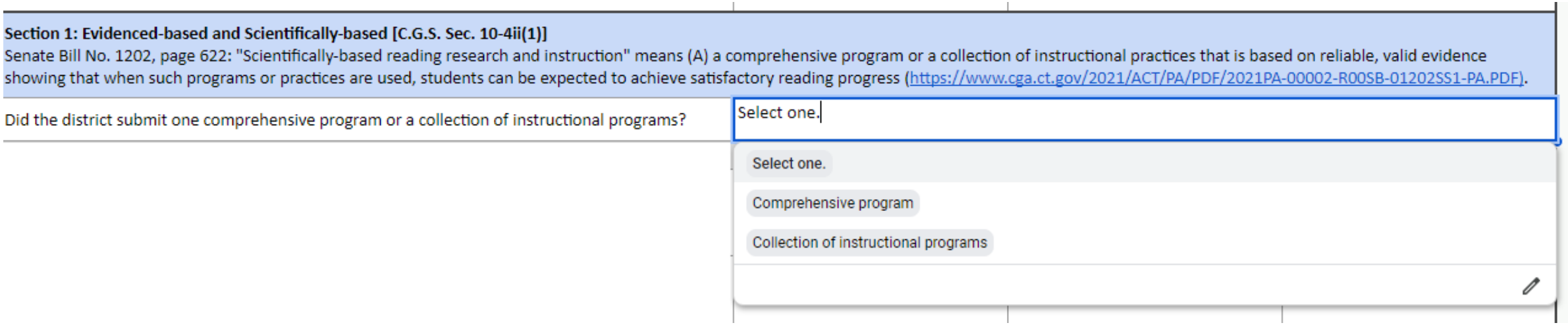
Sec. 10-14u. (a) (3): "Scientifically-based reading research and instruction" means (A) a comprehensive program or a collection of instructional practices that is based on reliable, valid evidence showing that when such programs or practices are used, students can be expected to achieve satisfactory reading progress, and (B) the integration of instructional strategies for continuously assessing, evaluating and communicating the student's reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text and apply higher level thinking skills. Such comprehensive program or collection of practices includes, but is not limited to, instruction in the following areas of reading: Oral language, phonemic awareness, phonics, fluency, vocabulary, rapid automatic name or letter name fluency and reading comprehension (https://www.cga.ct.gov/current/pub/chap_163c.htm).

District Name:	Select a district.	
Review Date:		*Date review tool is completed*
Meeting Date:		*Date district requested to meet with PCG*

Section 1: Evidenced-based and Scientifically-based [C.G.S. Sec. 10-4ii(1)]
Senate Bill No. 1202, page 622: "Scientifically-based reading research and instruction" means (A) a comprehensive program or a collection of instructional practices that is based on reliable, valid evidence showing that when such programs or practices are used, students can be expected to achieve satisfactory reading progress (https://www.cga.ct.gov/2021/ACT/PA/PDF/2021PA-00002-R00SB-01202SS1-PA.PDF).

Did the district submit one comprehensive program or a collection of instructional programs?	Select one.		
1A: Complete this section for the comprehensive program.		**Notes**	**Notes from District Meeting**
Did the district provide reliable and valid evidence showing that the program will support students in achieving satisfactory reading progress (e.g., copies of or links to studies that were scientifically conducted: replicated, peer reviewed, and independent)?	Select Yes or No.		
Title of component or program:	Choose a program.		
Does the program meet expectations on CURATE?	[This cell will autopopulate.]		
Does the program meet expectations on Ed Reports?	[This cell will autopopulate.]		
Is the program listed as an approved core program on CDE advisory list?	[This cell will autopopulate.]		
1B: Complete this section for collections of instructional practices ("program" or "component").		**Notes**	**Notes from District Meeting**
Did the district submit a scope and sequence or other document demonstrating how the collection is coordinated (same terminology, same procedures, explicit transfer of skills from one component to another) to become a comprehensive program?	Select Yes or No.		
Did the district provide reliable and valid evidence showing that the collection will support students in achieving satisfactory reading progress (e.g., copies of or links to studies that were scientifically conducted: replicated, peer reviewed, and independent)?	Select Yes or No.		

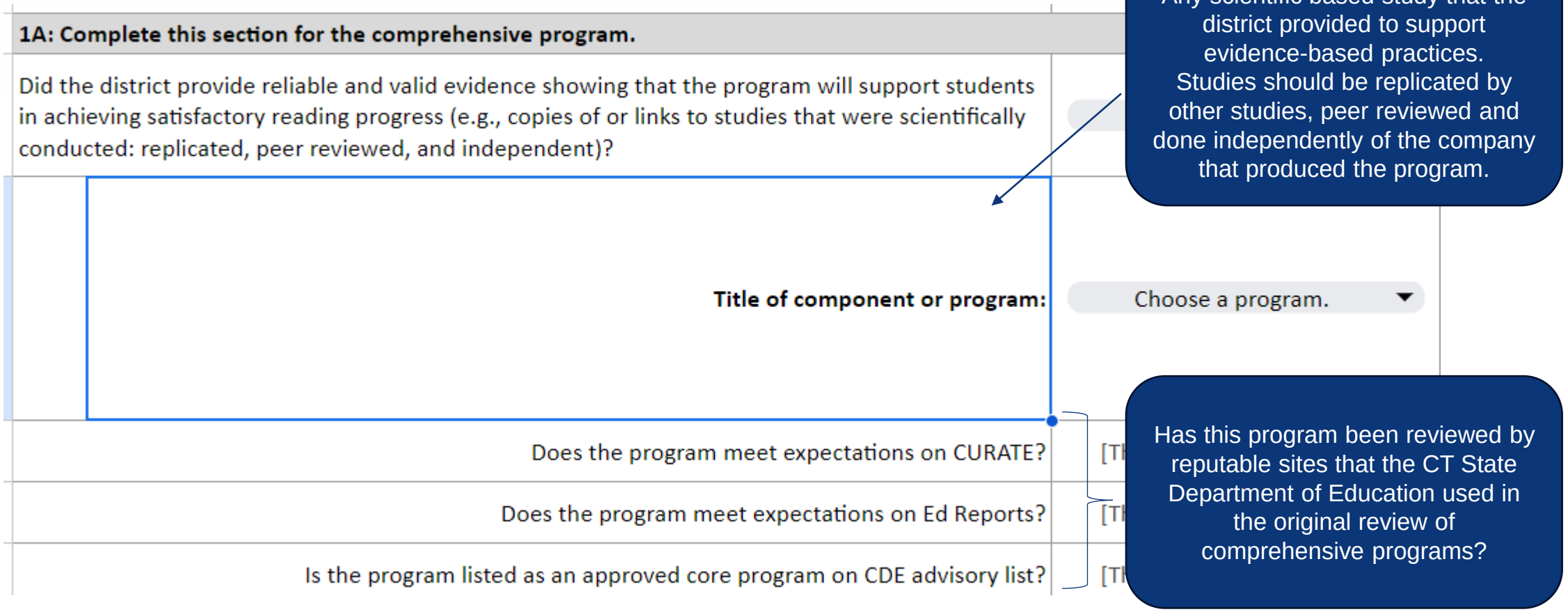
Section 1 Comprehensive Program or Collection of Instructional Programs



C.G.S. Section 10-4ii(1)

A. Comprehensive program or collection of instructional practices

Comprehensive Program



Additional information available on the Connecticut Review Process Site

- Reading CORE: The Connecticut Review Process

Collection of Instructional Practices

1B: Complete this section for collections of instructional practices ("program" or "component").	
Did the district submit a scope and sequence or other document demonstrating how the collection is coordinated (same terminology, same procedures, explicit transfer of skills from one component to another) to become a comprehensive program?	Select Yes or No.
Did the district provide reliable and valid evidence showing that the collection will support students in achieving satisfactory reading progress (e.g., copies of or links to studies that were scientifically conducted: replicated, peer reviewed, and independent)?	Select Yes or No.

Demonstration of cohesion between the different practices.
-scope and sequences
-learning trajectories
-example lesson plans
Showing …

→

… the attempt made by the district shows
-use of same terminology and procedures
-explicit transfer of skills from one component to another

Any scientific based study that the district provided to support evidence-based practices. Studies should be replicated by other studies, peer reviewed and done independently of the company that produced the program.

Comprehensive Program vs. Collection of Practices

Scientifically based reading research and instruction means:

1. Comprehensive program or collection of practices based on reliable, valid evidence
    - Should show students can be expected to achieve satisfactory progress when programs/ practices are use
2. Integration of instructional strategies
    - For continuously assessing, evaluating, and communicating reading progress and needs
    - To design and implement ongoing interventions
3. Instruction in the following areas:
    - Phonemic Awareness
    - Phonics
    - Fluency
    - Oral Language
    - Vocabulary
    - Rapid Automatic Name or Letter Name Fluency
    - Text Reading Comprehension

For districts that chose to submit a collection of practices, reviewers look for:

1. Did the district submit a scope and sequence (or other) demonstrating how the collection is coordinated to become a comprehensive program?
    - Scope and sequence, learning trajectory, sample lesson plans, etc.
    - Demonstrate cohesion between the programs/practices
    - Adjustments to coordinate the programs (procedures, terminology, explicit transfer of skills, especially foundational skills that are reinforced in the comprehension components
2. Did the district provide reliable and valid evidence showing that the collection will support students in achieving satisfactory reading progress
    - Copies or links to studies
    - Scientifically conducted, replicated, peer reviewed, and independent
    - Case studies, local data, and company produced studies are supplemental but do not meet the criteria of being scientifically conducted

Collection of Instructional Practices

Complete this section for each program or component.			
Title of component or program:	Choose a program.	Choose a program.	Choose a program.
Program Type:	[This cell will autopopulate.]	[This cell will autopopulate.]	[This cell will autopopulate.]
Does each component in the collection meet expectations on CURATE?	[This cell will autopopulate.]	[This cell will autopopulate.]	[This cell will autopopulate.]
Does each component in the collection meet expectations on Ed Reports?	[This cell will autopopulate.]	[This cell will autopopulate.]	[This cell will autopopulate.]
Does each component in the collection appear on the CDE advisory list?	[This cell will autopopulate.]	[This cell will autopopulate.]	[This cell will autopopulate.]

Has this program been reviewed by reputable sites that the CT State Department of Education used in the original review of comprehensive programs?

Section 2: Explicit, Systematic, Sequential, and Cumulative Instruction

Section 2: All components of reading use explicit, systematic, sequential, and cumulative instruction.
• Focused competency in areas of reading [C.G.S. Sec. 10-14ii(2)]: Students are introduced to a new skill before being asked to perform it.
• Sequential instruction in areas of reading [C.G.S. Sec. 10-14ii]: There is a detailed scope and sequence including a list of specific skills taught, a sequence for teaching the skills over the course of the year, and a timeline showing when the skills are taught (e.g., by week, month, or unit).
• Systematic and cumulative instruction in all areas of reading [C.G.S. Sec. 10-14ii]: The structured lesson format includes a plan, procedure, or routine that is carried through the sequence of teaching skills.

Does the curriculum use explicit, systematic, sequential, and cumulative instruction of ...		Notes	Notes from District Meetings
• phonological and phonemic awareness?	Select Yes or No.		
• phonics?	Select Yes or No.		
• rapid automatic naming or letter naming fluency?	Select Yes or No.		
• vocabulary?	Select Yes or No.		
• reading comprehension?	Select Yes or No.		

Section 3 Related Elements

Section 3: Related Elements: Meets the expectations set forth in the Waiver Guidance Document and/or the Review Rubric used for CT approved programs [C.G.S. 10-14ii]			
Does the curriculum model or program ...		**Notes**	**Notes from District Meetings**
• provide frequent opportunties for students to practice or gain skills?	Select Yes or No.		
• allow for high-quality, daily differentiation of foundational skills so that all students achieve mastery of foundational skills?	Select Yes or No.		
• provide for structured discussions that address grade level speaking and listening standards?	Select Yes or No.		
• include a wide range of authentic writing and explicit instruction in writing skills and strategies?	Select Yes or No.		
• provide for varied means of accessing content and demonstrating learning to meet the diverse needs of all students working above or below grade level?	Select Yes or No.		
• represent various cultures and perspectives, promote cultural affirmation, and value diverse identities, backgrounds, and perspectives?	Select Yes or No.		
• include explicit alignment to state standards and grade level expectations?	Select Yes or No.		

Section 4: Additional Legislative Requirements

Section 4: Additional Legislative Requirements-[C.G.S. Sec. 10-14hh(d)(2)]			
Did the district submit ...		**Notes**	**Notes from District Meetings**
• student performance data?	Select Yes or No.		
• student performance data disaggregated by race, ethnicity, gender, socio-economic status, second-language learning status, and ability?	Select Yes or No.		
• a plan to address gaps between disaggregated subgroups and the whole population?	Select Yes or No.		

Purpose of Optional One-on-One Meetings

- Final waiver decisions will not be communicated as part of the one-on-one meetings
- Final decisions are made by the CSDE Director/Commissioner
- Purpose of meetings is for districts to provide additional context and/or ask questions about waiver process

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