



CONNECTICUT STATE DEPARTMENT OF EDUCATION

K-3 Reading Model Expansion for Lasting Change



Welcome and Introductions

Today's Agenda 9:35 AM – 11:00

- 9:35-9:50 – Presentation
- 9:50-11:00 – Table Activity
 - K-3 Reading School Self-Assessment
 - Customized Planning

K-3 Early Reading Legislation

The Education Reform Act of 2012
P.A. 12-116 and Substitute Senate Bill 1097



Review of Reading Legislation

1. Statewide Reading Policy/Plan
2. Intensive Reading Instruction Program and an Intensive Reading Intervention Strategy
 - Tiers 1, 2, 3
3. Early Reading Assessment Study
4. Statewide K-3 Reading Assessment System



K-3 Reading Assessment System

- The Department of Education shall develop or approve reading assessment for use by school districts commencing the school year July 1, 2014.
- The assessments must identify students who are below proficiency in reading, and include:
 - Screening
 - Progress monitoring



K-3 Reading Assessment System

- Such reading assessments shall:
 - Measure phonics, phonemic awareness, fluency, vocabulary, and comprehension
 - Provide opportunities for periodic formative assessment during the school year
 - Produce data that is useful for informing individual and classroom instruction
 - Be compatible with best practices in reading instruction and research



Evidence-based Assessment Recommendations: English Language Learners

Q: Are general outcome measures such as the Curriculum Based Measures listed above valid indicators of risk for English Language Learners?


A: Yes; research strongly suggests that Curriculum Based Measures identify which English language learners likely need additional support to become good readers, and are effective in monitoring their progress in acquiring those skills.

Sources: Deno, 2005; Dominguez de Ramirez & Shapiro, 2007; Fein, Baker, Chaparro, Baker & Preciado, 2011; Leafstedt, Richards, & Gerber, 2004; Wiley & Deno, 2005.

K-3 Reading Model Expansion



K-3 Reading Alliance District Expansion Table

<u>Calendar Year</u>	<u>Year 1</u> <i>Introduction training & practicum</i>	<u>Year 2</u> <i>Step Up with expert supports</i>	<u>Year 3</u> <i>Full Implementation with network supports</i>
2013-14	17 new AD Schools	5 CK-3LI Schools	15 Assessment Study Schools
2014-15	34 new AD Schools	17 AD Schools	5 CK-3LI Schools
2015-16	68 new AD Schools	34 AD Schools	17 AD Schools
2016-17	All AD Schools <i>District-wide CK-3LI Adoption</i>	68 AD Schools	34 AD Schools
2017-18		All AD Schools <i>Minimum Year 2 Reading Implementation</i>	68 AD Schools
2018-19			All AD Schools <i>Minimum Year 3 Reading Implementation</i>

2013-2014 Proposed AD Schools

District	School
Ansonia	John G. Prendergast
Bristol	TBD
Danbury	Mill Ridge Primary
Derby	Irving Elementary and Bradley Elementary
East Hartford	Dr. John A. Langford Elementary
East Haven	Overbrook
East Windsor	Broad Brook Elementary
Hartford	MD Fox Elementary
Manchester	Washington
Meriden	Nathan Hale Elementary

2013-2014 Proposed AD Schools

District	School
Middletown	Bielefield
Naugatuck	Andrew Avenue
New Britain	TBD
New Haven	TBD
Norwalk	Fox Run Elementary
Stamford	TBD
Waterbury	F. J. Kingsbury Elementary
West Haven	Edith E. Mackrille
Winchester	TBD
Windham	TBD

What Next?

Customized Planning and Supports for Spring 2014

Low Touch

- Minimum of two contacts, including May Alliance District Convening
- Proposed “approved test” in district, **OR**
- No test currently in district/planning for **High Touch in 2013-2014**

Medium Touch

- On-site leadership team meetings to plan for next phase of implementation
- Proposed “approved test” in district, **OR**
- No test currently in district, but planning for **High Touch in 2013-2014**
- Support training of new staff members

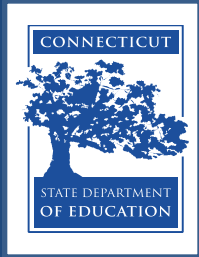
High Touch

- Minimum of three on-site leadership team meetings
- No test currently in district
- Technical assistance for implementing universal screening
- Professional development for administering end-of-year universal screening
- Guidance for operationalizing the critical features of core instruction
- Software and hardware purchase with stipend

K-3 Reading: School Self-Assessment

- Work with your district/school team to complete the assessment.
- Determine level of implementation for each indicator based on evidence.
- Provide evidence for the indicators, including current strengths.
- Use the results of the assessment to guide your conversations about level of customized support.

CONNECTICUT STATE DEPARTMENT OF EDUCATION



K-3 Legislation Workgroup Leaders:

Ellen E. Cohn
Division Director, CSDE
Ellen.cohn@ct.gov

Joanne R. White
ELA Consultant, CSDE
Joanne.white@ct.gov

K-3 Legislation Workgroup Members:

Patricia Foley
Turnaround
Consultant, CSDE

Harriet Feldlaufer
Division Director
Andrea Brinnel
Consultant
Office of Early Childhood

Marie Salazar- Glowski
Title III Bilingual
Consultant, CSDE

Janet Stuck
Assessment
Consultant, CSDE

Elaine Zimmerman
Executive Director
Stephen Hernandez
Director Public Policy and
Research
CT Commission on Children

Michael Coyne
Associate Professor
Neag School of Education,
UConn

Margie Gillis
President
Literacy How

Darci Burns
Executive Director
Hill for Literacy

Contact the CSDE Academic Office (860)7813-6743

Resources

CT State Department of Education – Alliance Districts

- <http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=334226>

Center on Response to Intervention at American Institutes for Research
(National Center on Response to Intervention)

- <http://www.rti4success.org/>

Amplify

- <http://www.amplify.com/assessment/mclass-dibels-next>