
Arizona Reading First: *a mid-point progress report*



**Arizona Department of Education
School Effectiveness Division**



What is in place...

- **AZ READS**

Every Arizona student will be a proficient reader no later than third grade and remain a proficient reader through twelfth grade

- **A.R.S. 15-704**
- **Reading Standard**
- **Board Policy**
- **Reading First Grant**
 - **\$132 million for six years**

Arizona's Standards and Rubrics for School Improvement

- **Standard 1:** School and District Leadership
- **Standard 2:** Curriculum, Instruction and Professional Development
- **Standard 3:** Classroom and School Assessment
- **Standard 4:** School Culture, Climate and Communication

Where We Are Going...

- **Reading First Phase II:
2006-2009**
 - **Continuation LEAs**
 - **Expansion LEAs**
 - **New LEAs**
 - **Total participation**
 - **52 LEAs**
 - **146 schools**
 - **3100+ educators**
 - **47,000+ K-3 students**



Arizona Reading First Project

Cycle I

- 2003-2004
- 26 LEA's (Local Educational Agency)
 - 72 schools
 - 23,000 students

Cycle II

- 2006-2009
- 52 LEA's
 - 146 schools
 - 47,000 students

What RF Requires and Supports



- Professional development of leadership and K-3 teachers in SBRR/SBRI
- SBRR instructional materials: core, supplemental and intervention
- Valid and reliable assessments
- Strong accountability



What Works in Reading Instruction

- **Systematic and explicit instruction in:**
 - **Phonemic awareness**
 - **Phonics**
 - **Fluency**
 - **Vocabulary**
 - **Comprehension**

Five Big Ideas

- Phonemic Awareness

- Phonics

- Fluency

- Teach to Automaticity

- Vocabulary

- Comprehension

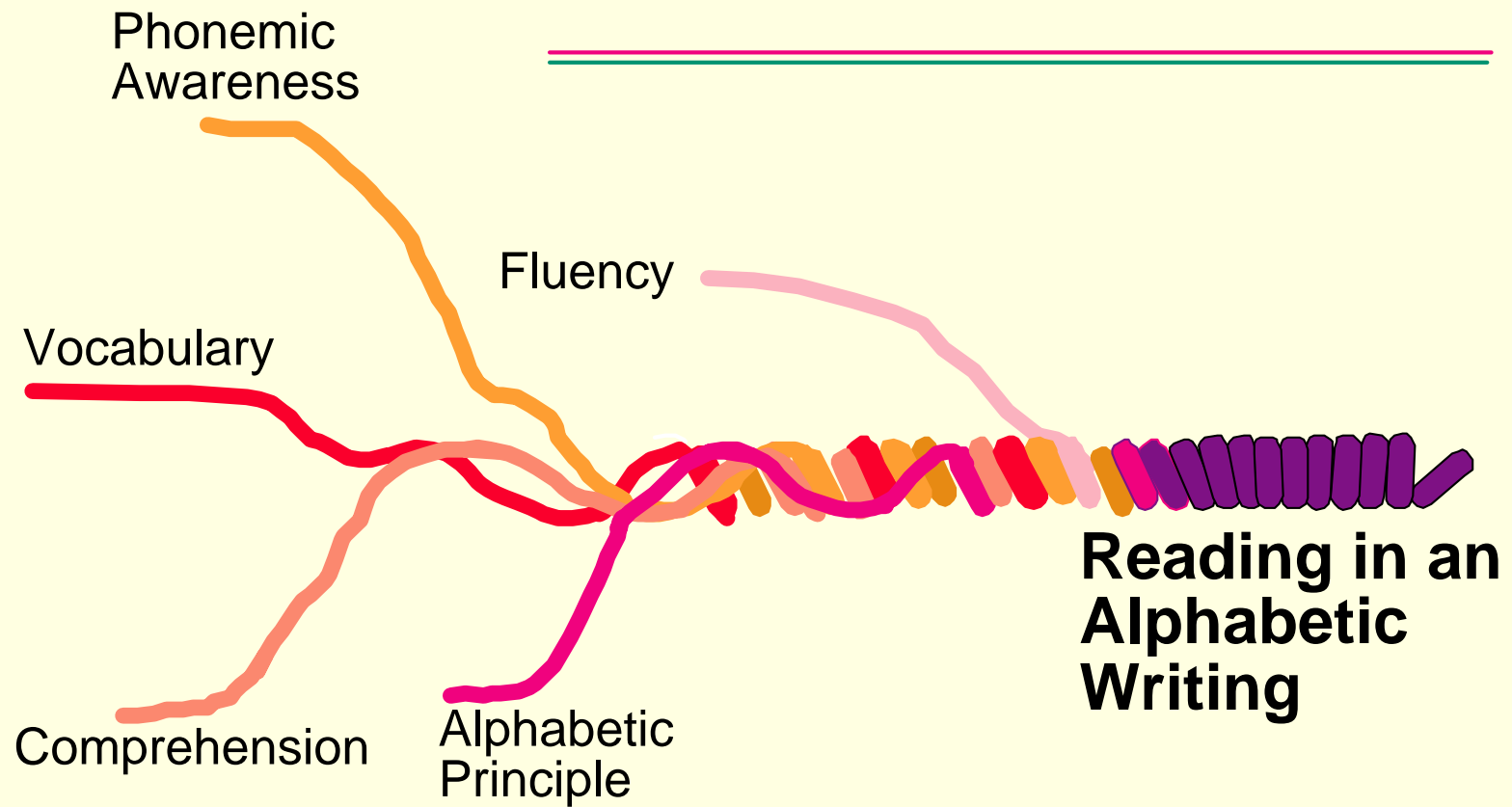
- Teach deeper Cognitive Processing

Changing Emphasis of Big Ideas

	K	1	2	3
Phonological Awareness				
Alphabetic Principle	<i>Letter Sounds & Combinations</i>		<i>Multisyllables</i>	
Automaticity and Fluency with the Code				
Vocabulary	<i>Listening</i>		<i>Reading</i>	
Comprehension	<i>Listening</i>		<i>Reading</i>	

Big Ideas

Big Ideas in Beginning Reading



Teaching Reading is Essential

- Explicit: instruction is *intentional*.
 - *I do it.*
 - *We do it.*
 - *You do it.*
- Systematic: a *planned scope and sequence* of critical skills that build upon one another for proficient reading.

Keys to Effective Vocabulary Instruction

- Direct, explicit, intentional instruction
 - Meaning, morphemic and contextual analysis
- Repetition and multiple exposures
- Students actively engaged in the learning process
- Incidental vocabulary learning
 - Read alouds, discussions, independent reading

Sequenced Activities for Teaching Words to Young Children

- Contextualize the word in the story
- Repeat the word so they can create a phonological representation
- Spell the word so they can create an orthographic representation
- Define the word as it is used in the story
- Use the word in other contexts

Three Year Analysis Report of Progress



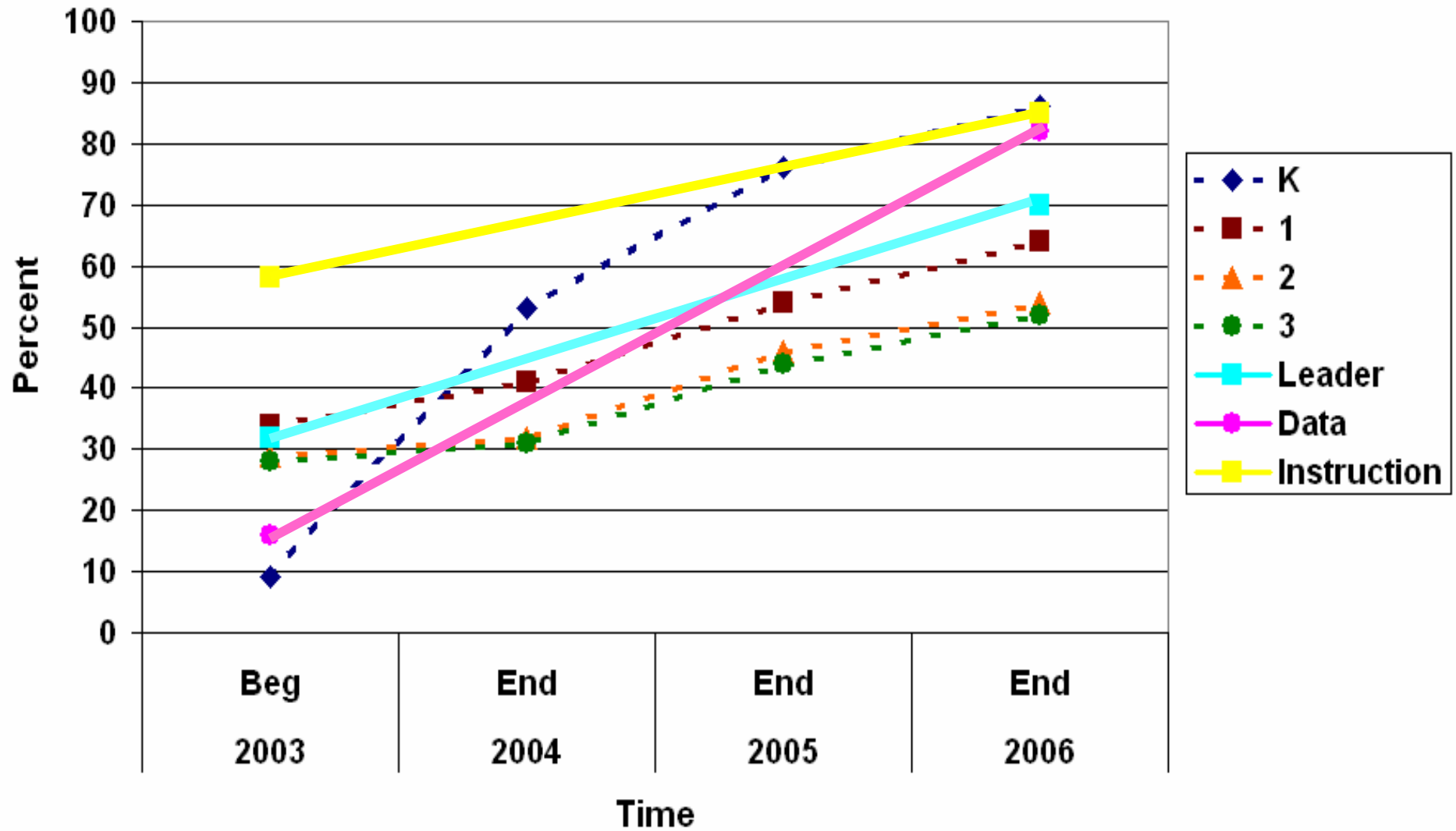
AZ READS

Reading First Program

COMPONENTS OF READING FIRST IMPLEMENTATION

Leadership	Assessment	Instruction
District Support	Intervention	Professional Development
Communication And Collaboration	Environment	Reading Coach

Three Year Analysis: Grade Level Outcomes and Implementation Variables



DIBELS DATA



- Screening, progress monitoring and assessments of the five “big ideas”
 - Phonemic awareness, phonics, fluency, vocabulary, comprehension
- Measures critical early literacy skills: those highly predictive of later reading proficiency; *the vital signs of early reading progress*

**Reading
Difficulty
and Failure**

**Comprehension
Vocabulary**

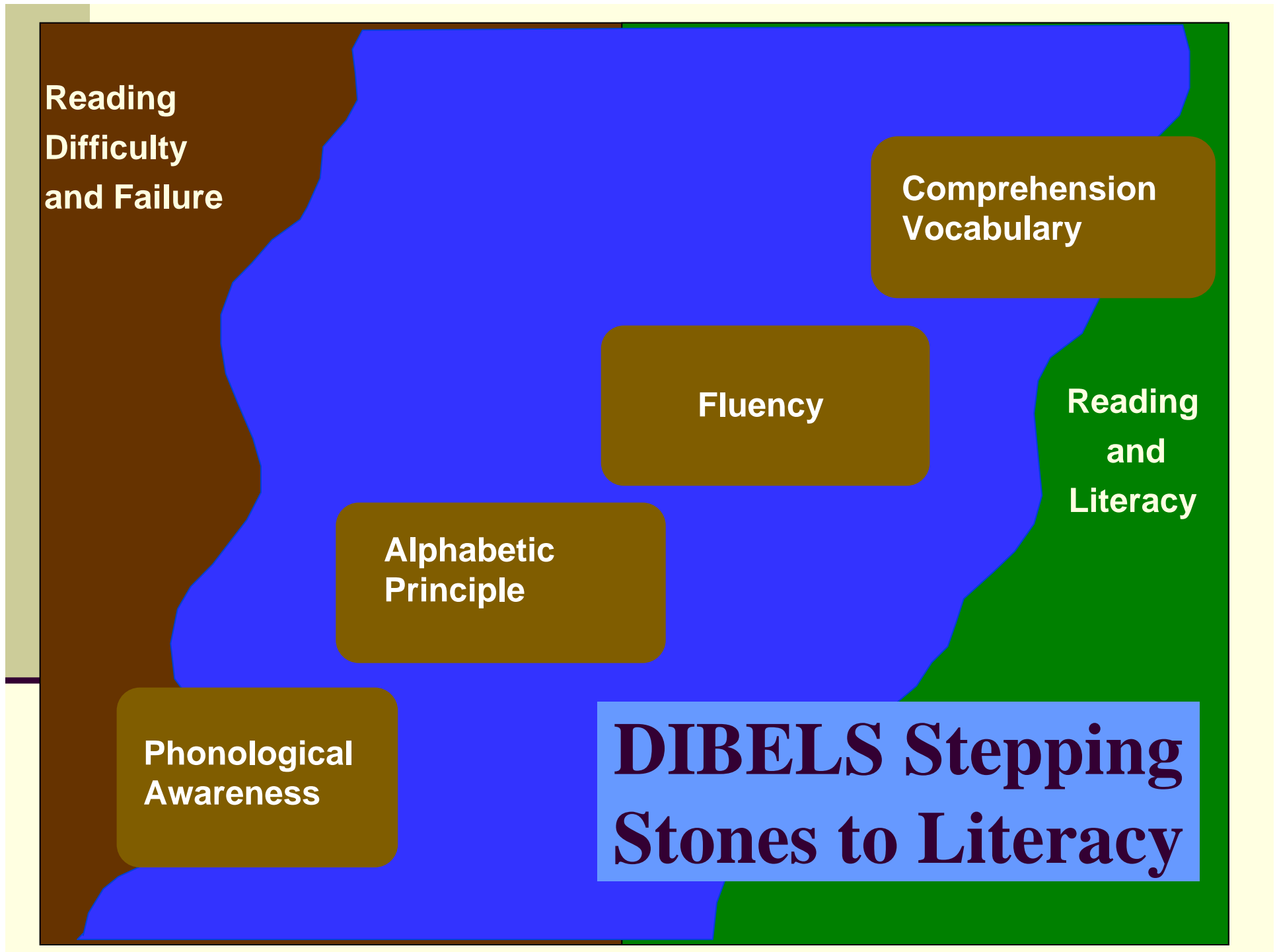
Fluency

**Reading
and
Literacy**

**Alphabetic
Principle**

**Phonological
Awareness**

**DIBELS Stepping
Stones to Literacy**



DIBELS Instructional Recommendations

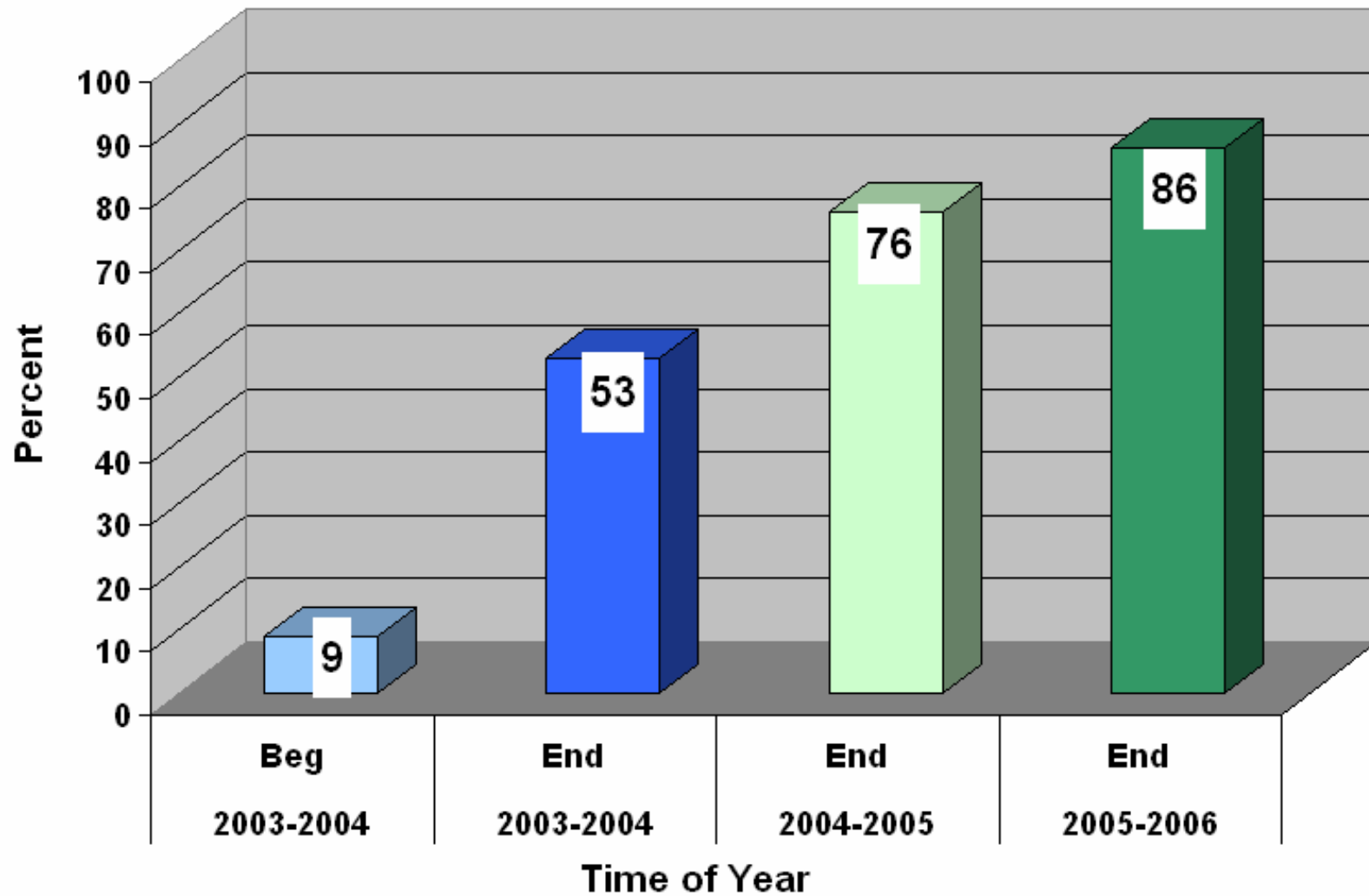
- **Benchmark: meeting grade level expectations**
- **Strategic: below grade level; needing some strategic support**
- **Intensive: significantly below grade level; at risk; needing intensive intervention**



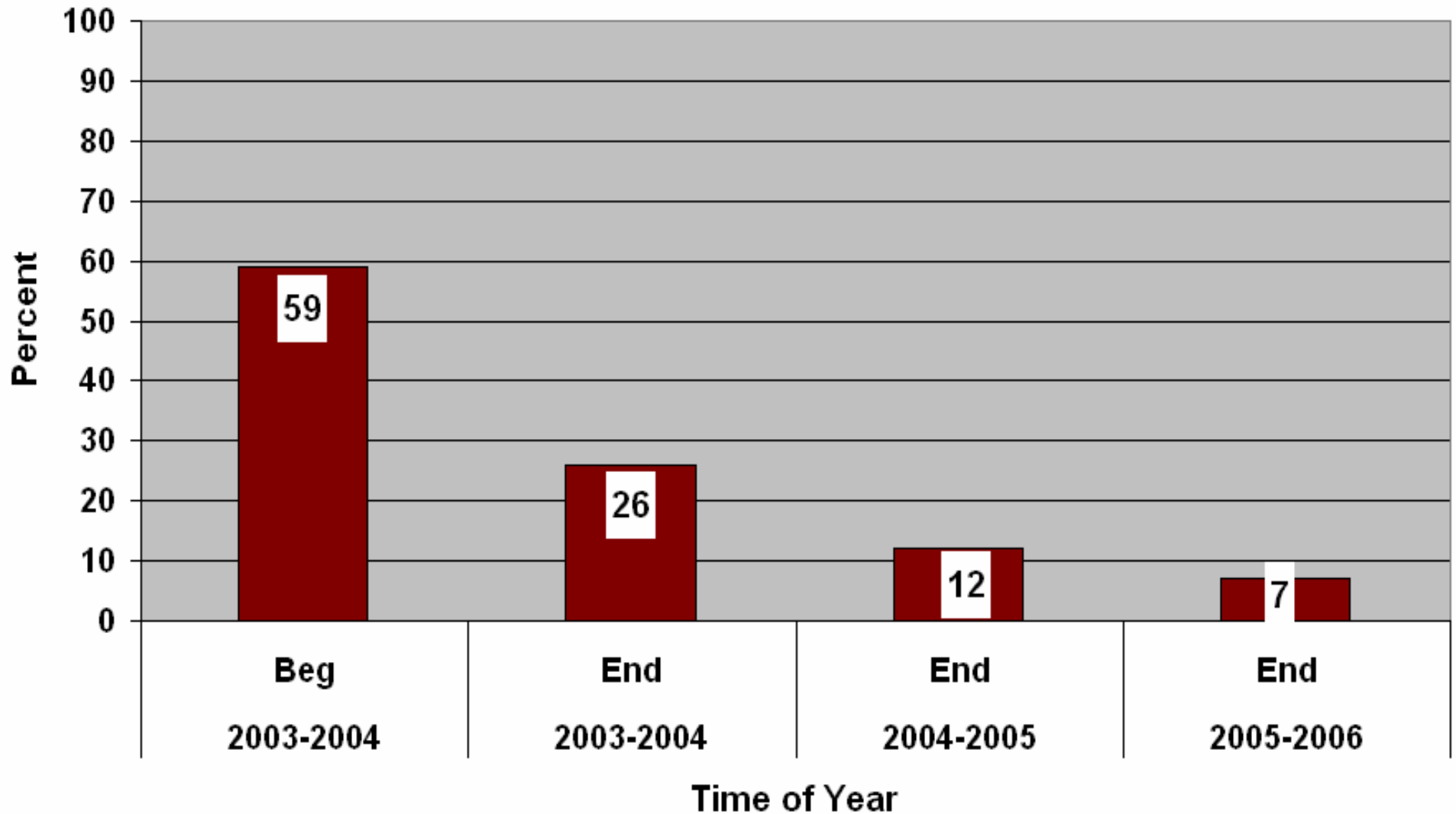
Kindergarten

It all **Begins** Here

Three Year Analysis: Percent of Kindergarten Students at Benchmark



Three Year Analysis: Percent of Kindergarten Students at **Intensive**

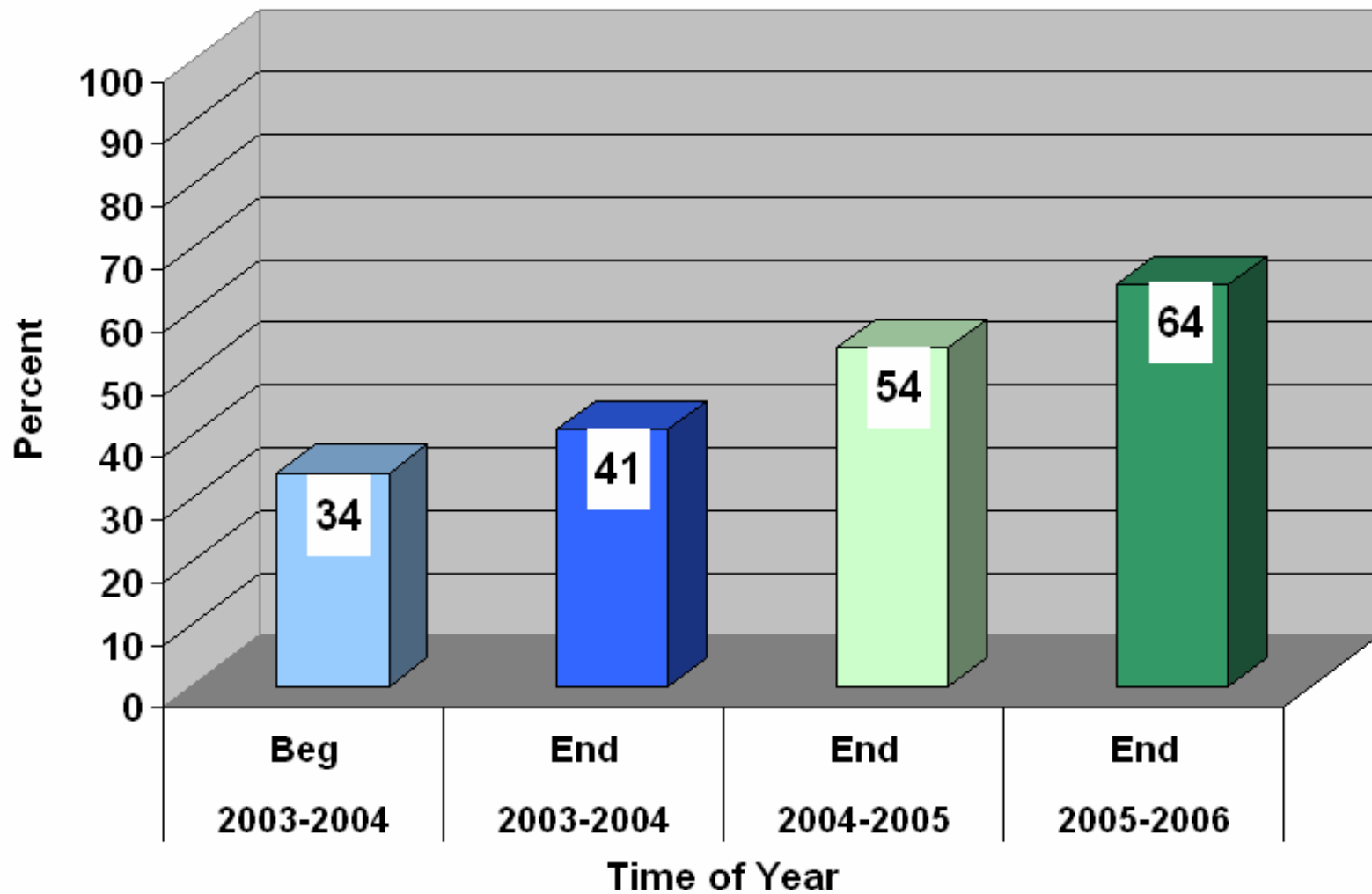


First Grade

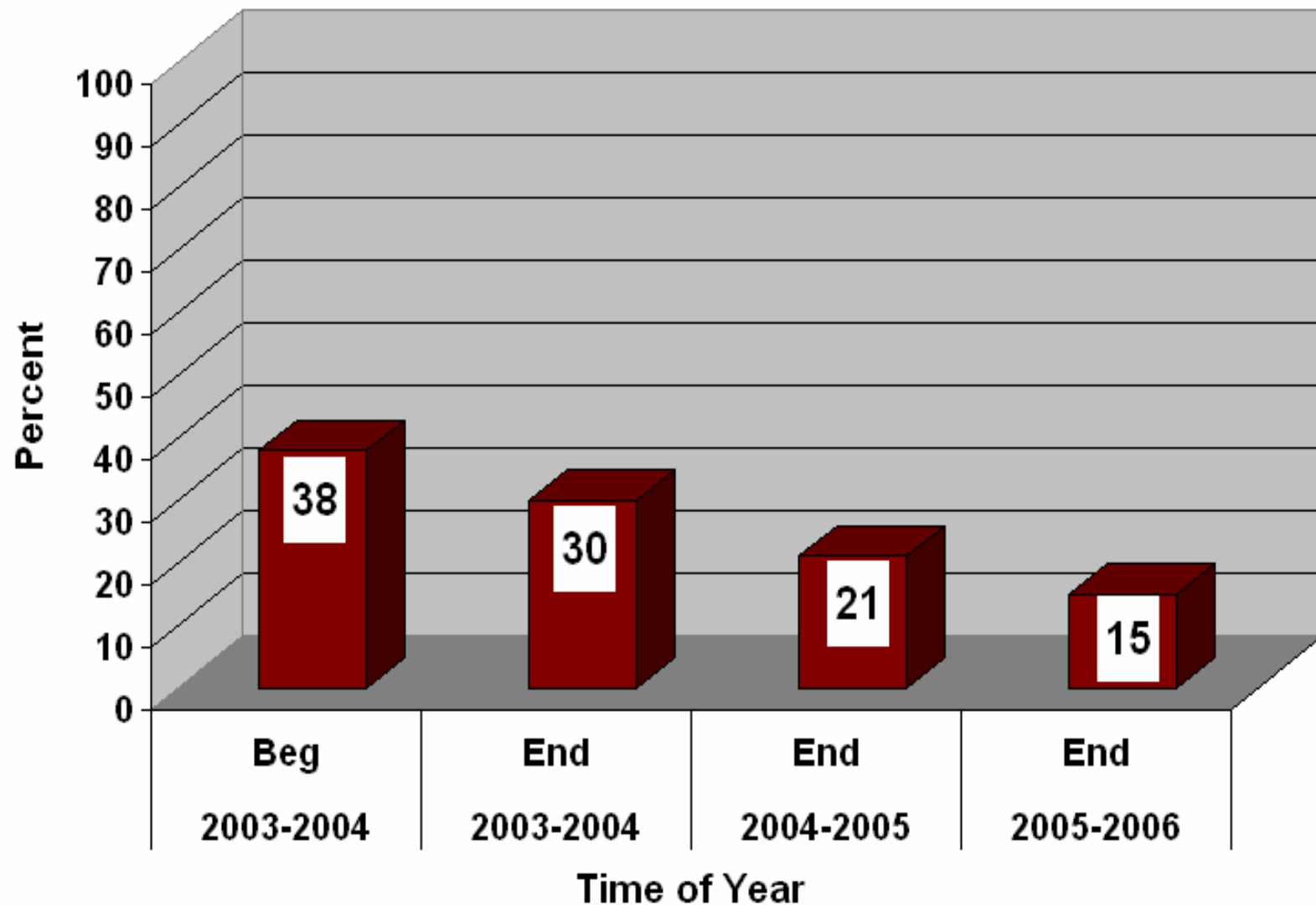


Words to Connected Text

Three Year Analysis: Percent of First Grade Students at Benchmark



Three Year Analysis: Percent of First Grade Students at **Intensive**

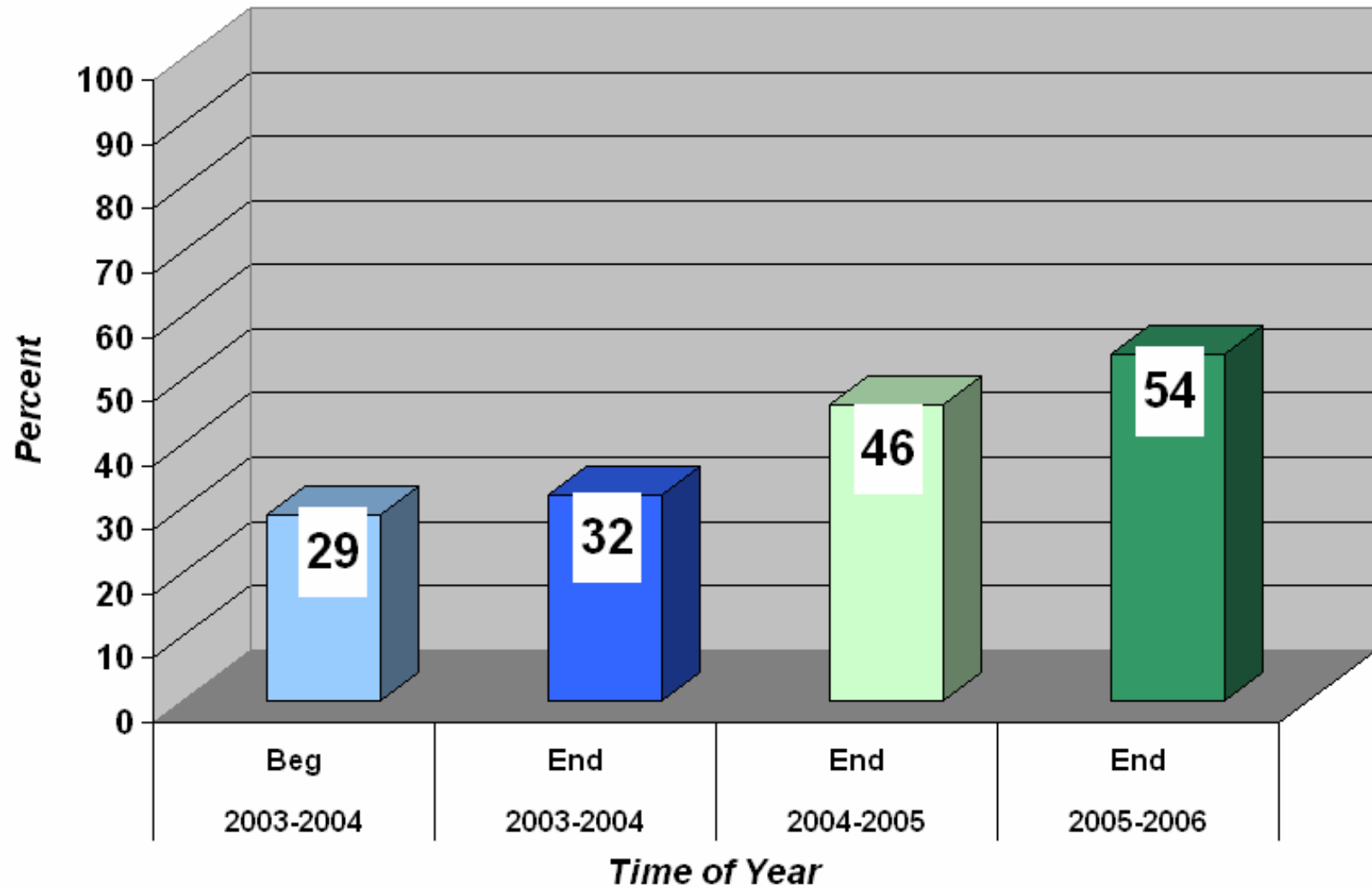


Second Grade

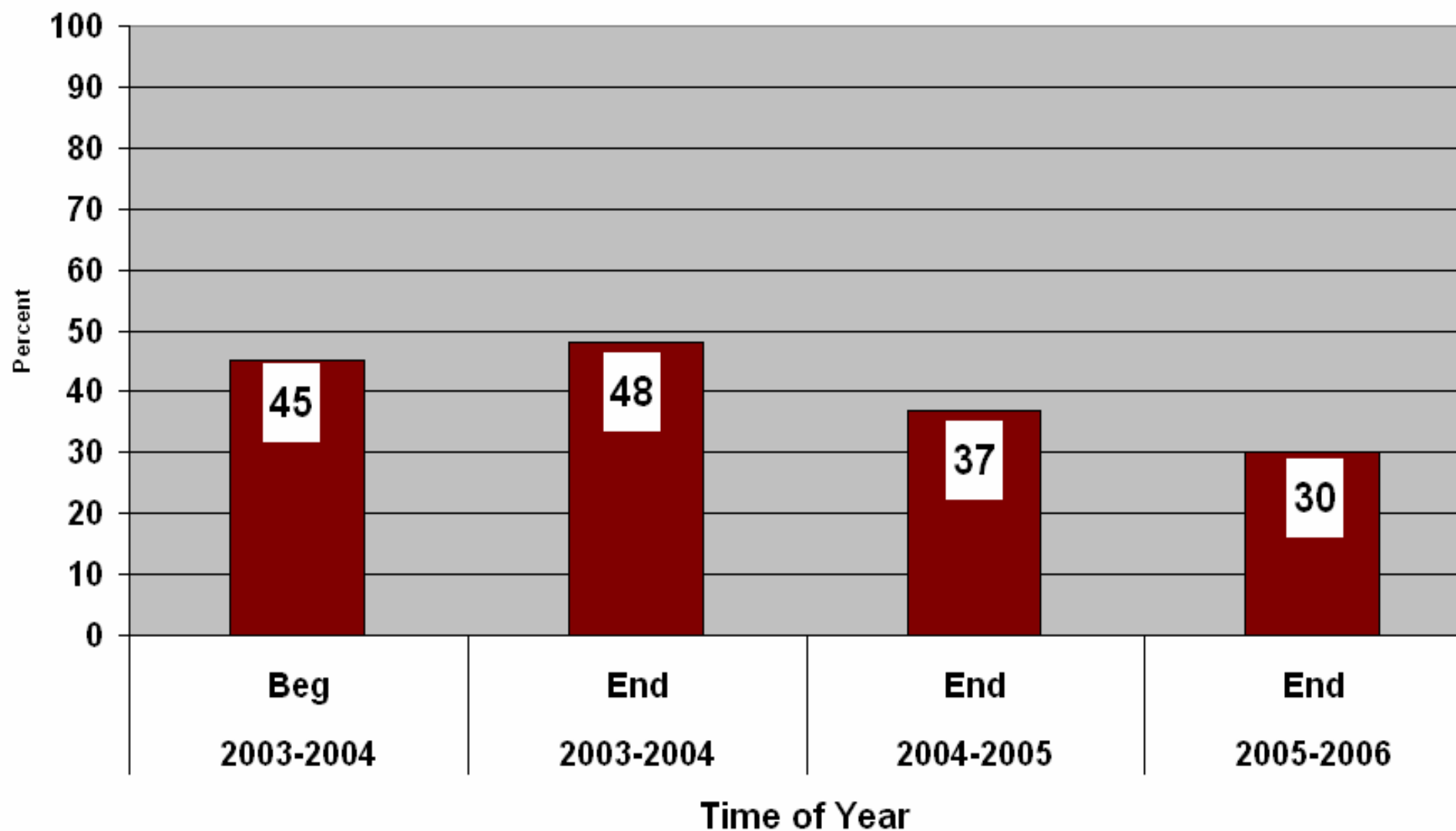


Building Fluency
with **Connected Text**
Vocabulary

Three Year Analysis: Percent of Second Grade Students at Benchmark



Three Year Analysis: Percent of Second Grade Students at **Intensive**

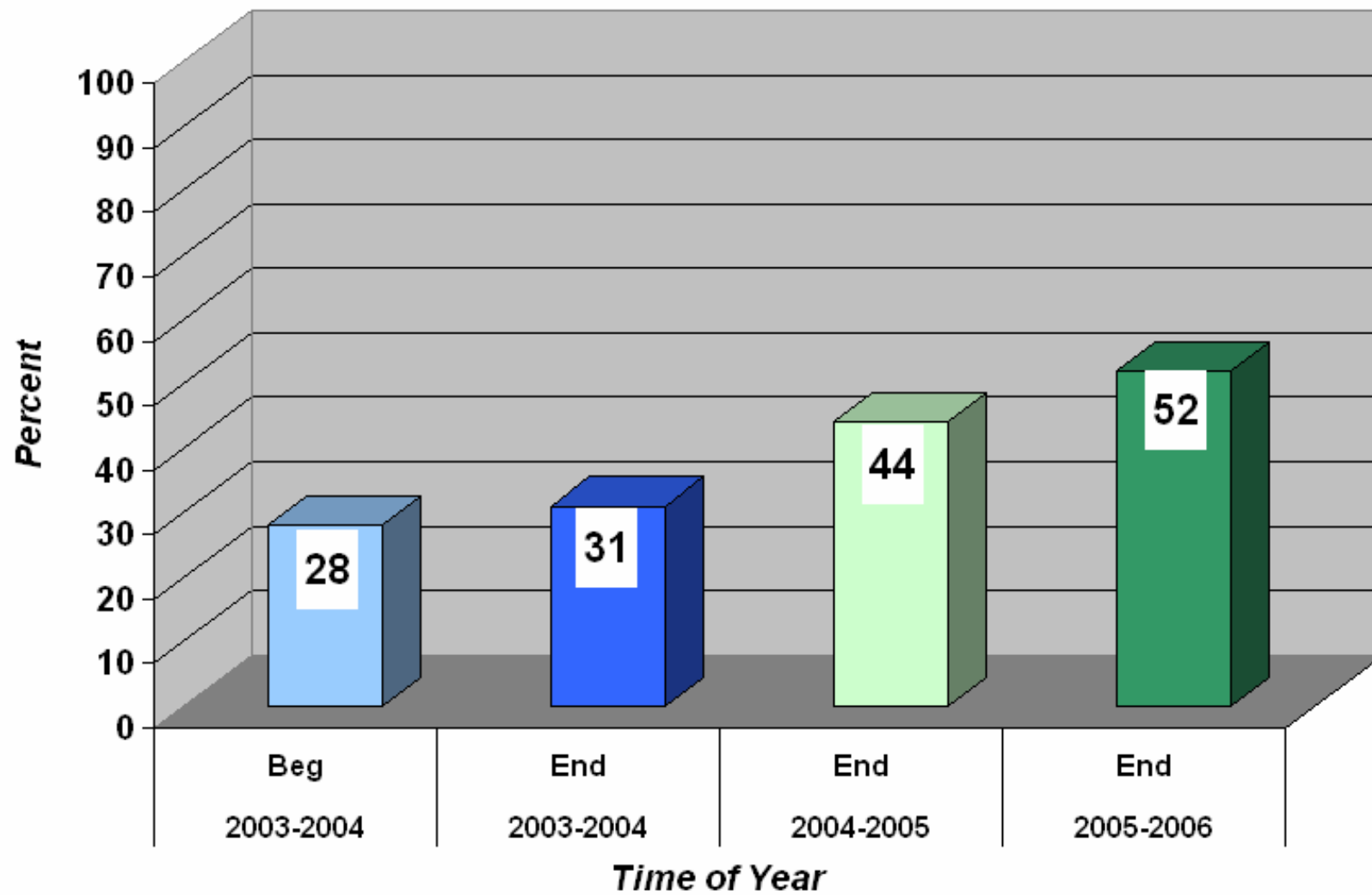


Third Grade

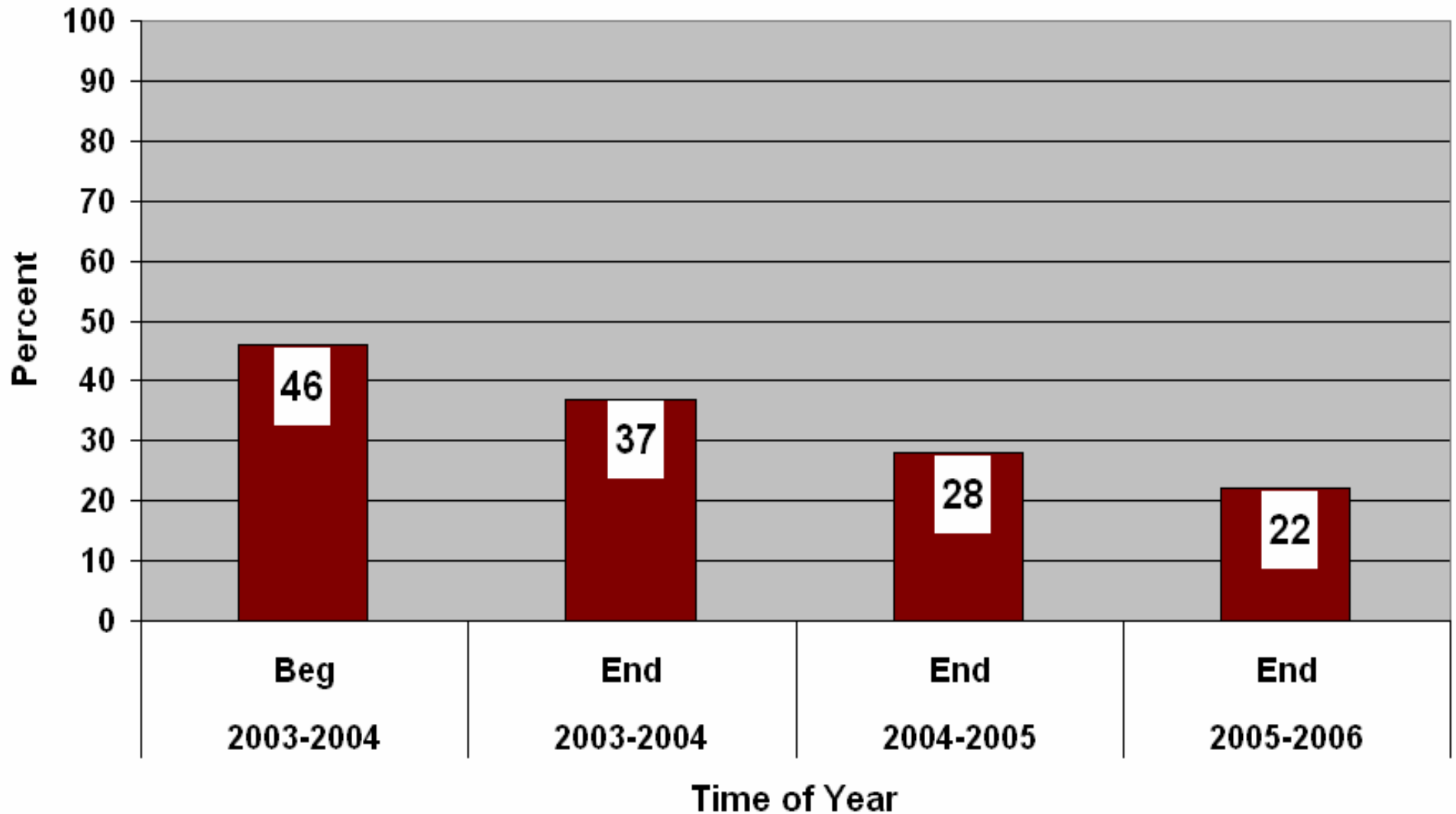


Vocabulary
Comprehension
Fluency

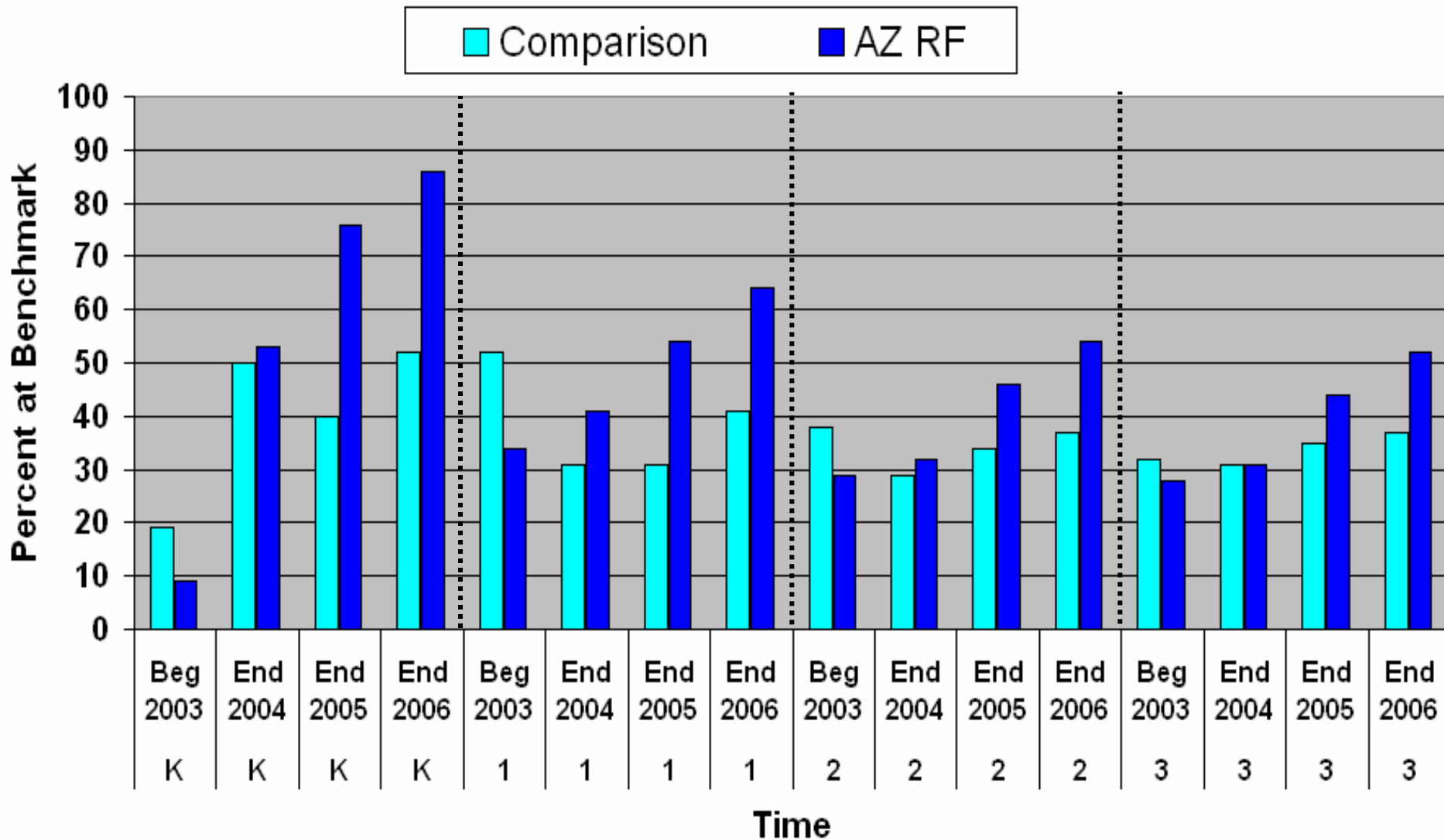
Three Year Analysis: Percent of Third Grade Students at Benchmark



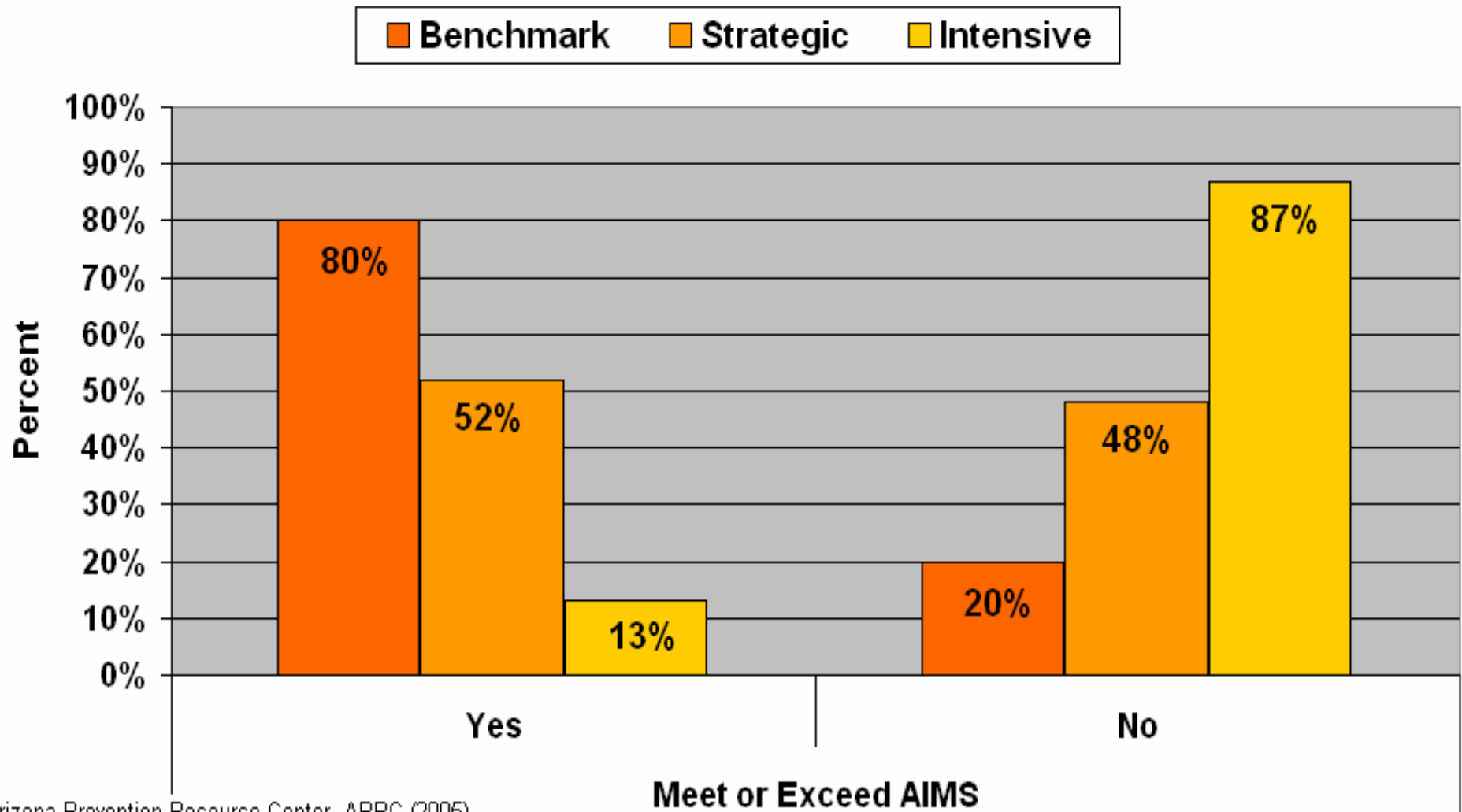
Three Year Analysis: Percent of Third Grade Students at **Intensive**



AZ Reading First and Comparison Schools Percent Students at Benchmark



Spring 2005 3rd Grade DIBELS and AIMS Correlation



AZ READS



Taking a closer look:

Are *all* subgroups making progress?

Research: Reading and ELL

- ELLs and native speakers follow similar paths in the development of early literacy skills (Lindsey, Mannis & Bailey 2003).
- Attend to both oral language development and reading skills, including academic language. (August & Hakuta 1997).
- ELLs can learn to read in English even when their oral skills are not fully developed. (Huedson 1984, Gonzalez 1985).
- ELLs can learn PA and decoding skills when provided with research based reading instruction. (Geva 2000; Thompson, Vaughn, Hickman-Davis & Kouzekanani, 2003).

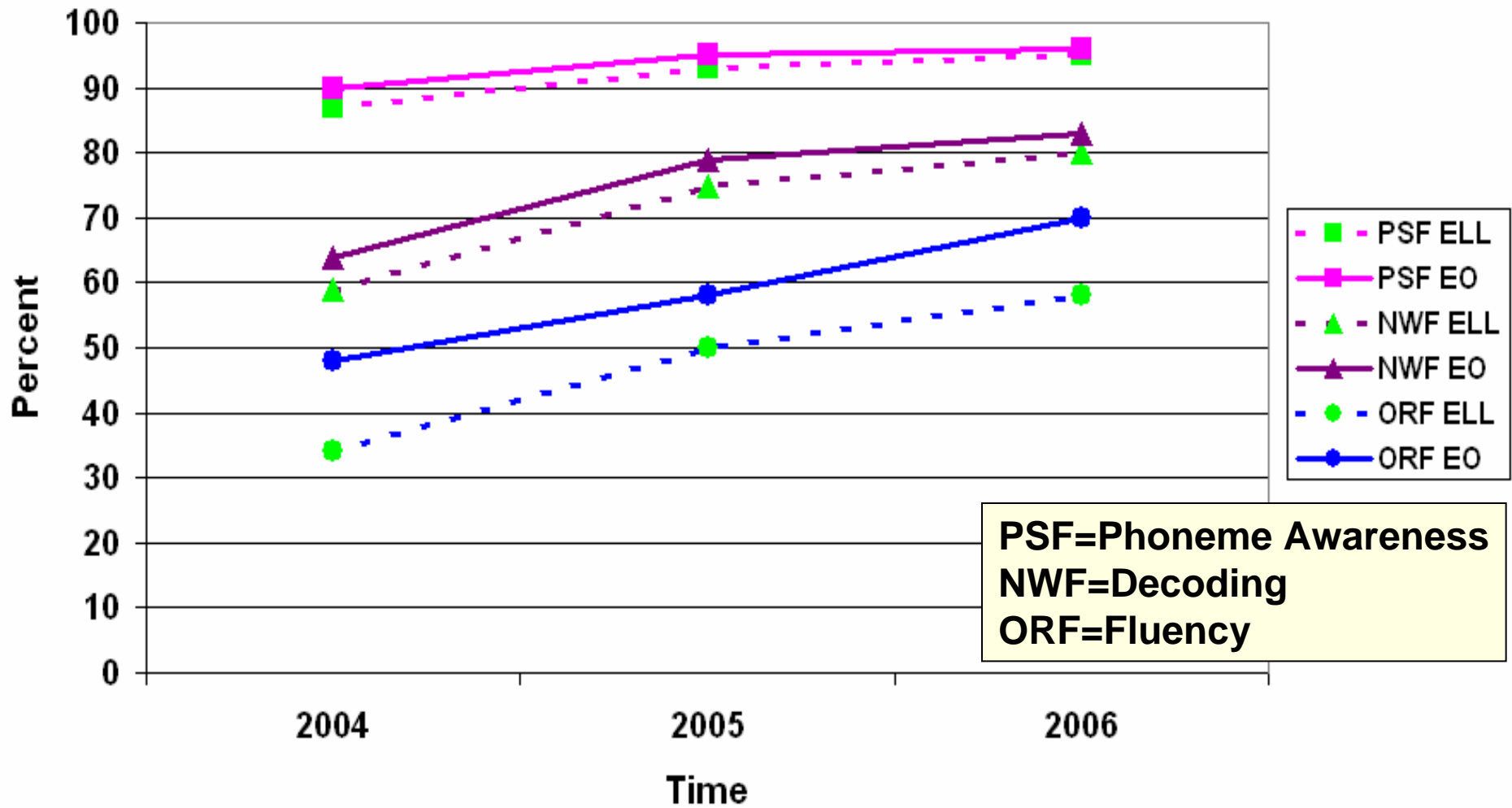
Research: Reading and ELL

- **Phonemic Awareness instruction can be effective even when ELLs are not fully proficient in English.**
- **Decoding: ELLs can learn word identification skills in English at the same rate as native speakers (Gersten & Geva 2003).**
- **Fluency: Fluency building strategies have been used effectively with at-risk ELL (De la Colina, Parker, Hasbrouk, & Lara-Alecio 2001).**

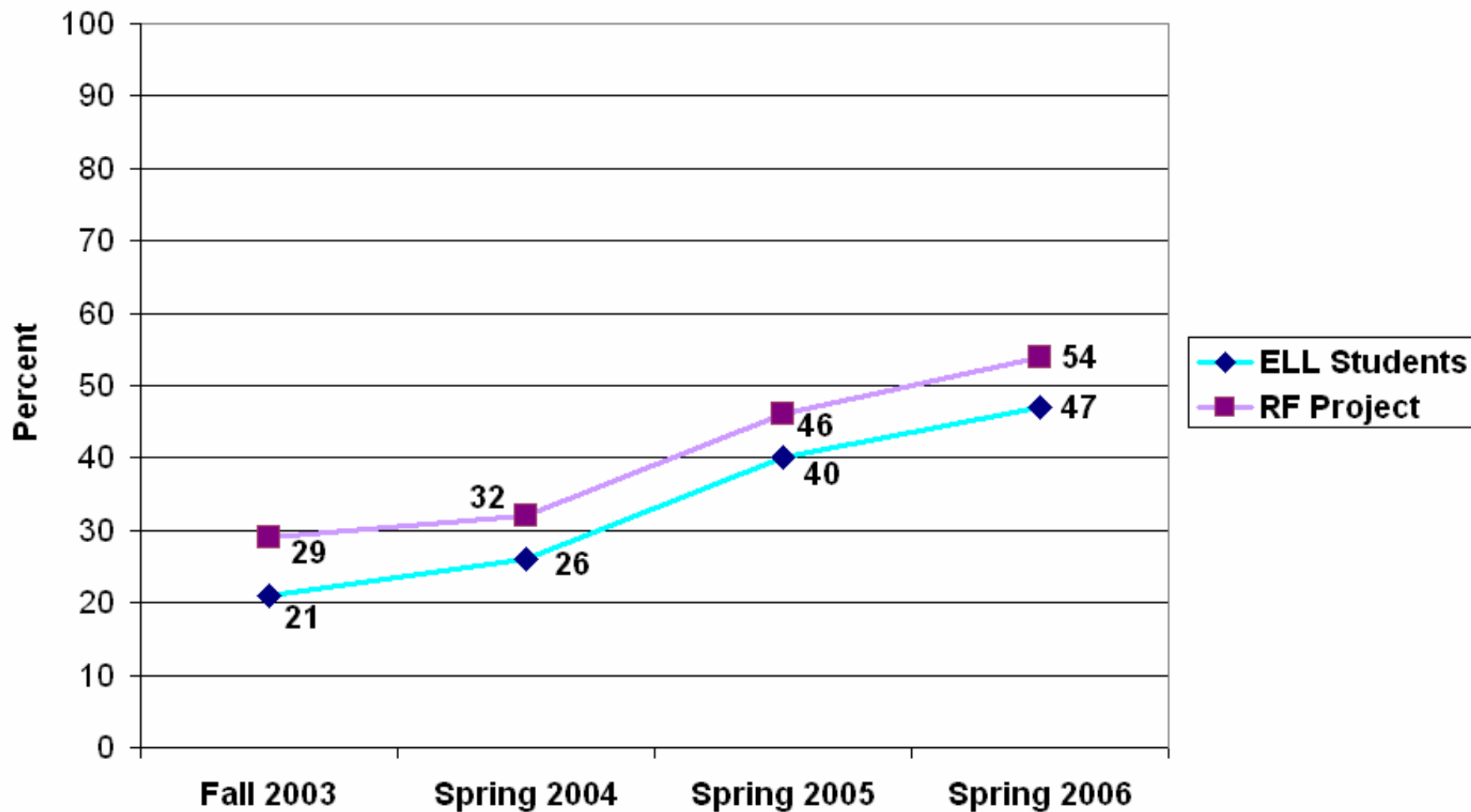
Reference of Subtest Terms

- **PSF: Phoneme Segmentation Fluency**
 - Measure of phonological awareness
- **NWF: Nonsense Word Fluency**
 - Measure of alphabetic principle (decoding)
- **ORF: Oral Reading Fluency**
 - Measure of accuracy and fluency with connected text

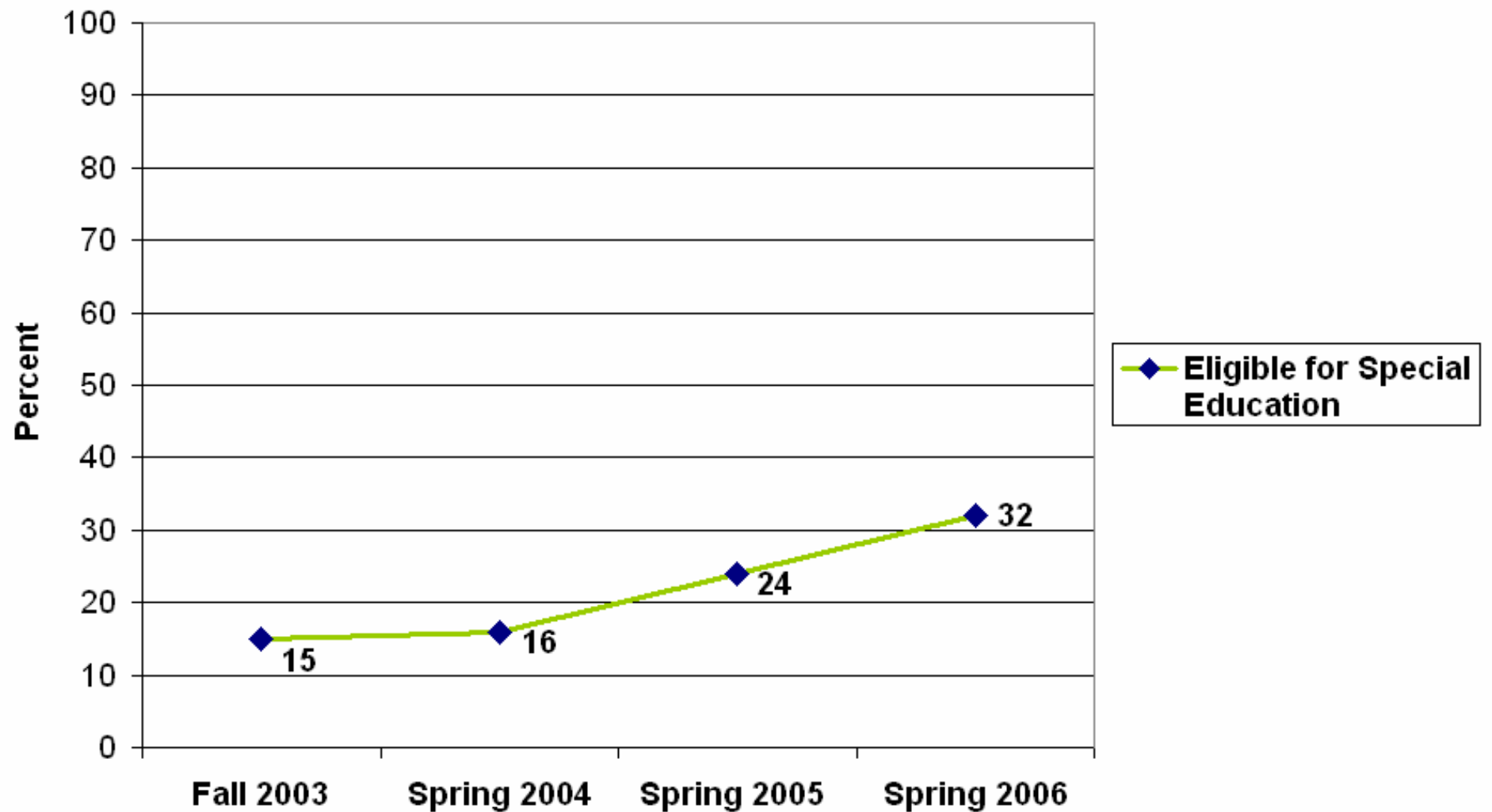
Three Year Analysis: Percent of First Grade Students at Benchmark for PSF, NWF & ORF ELL and English Only



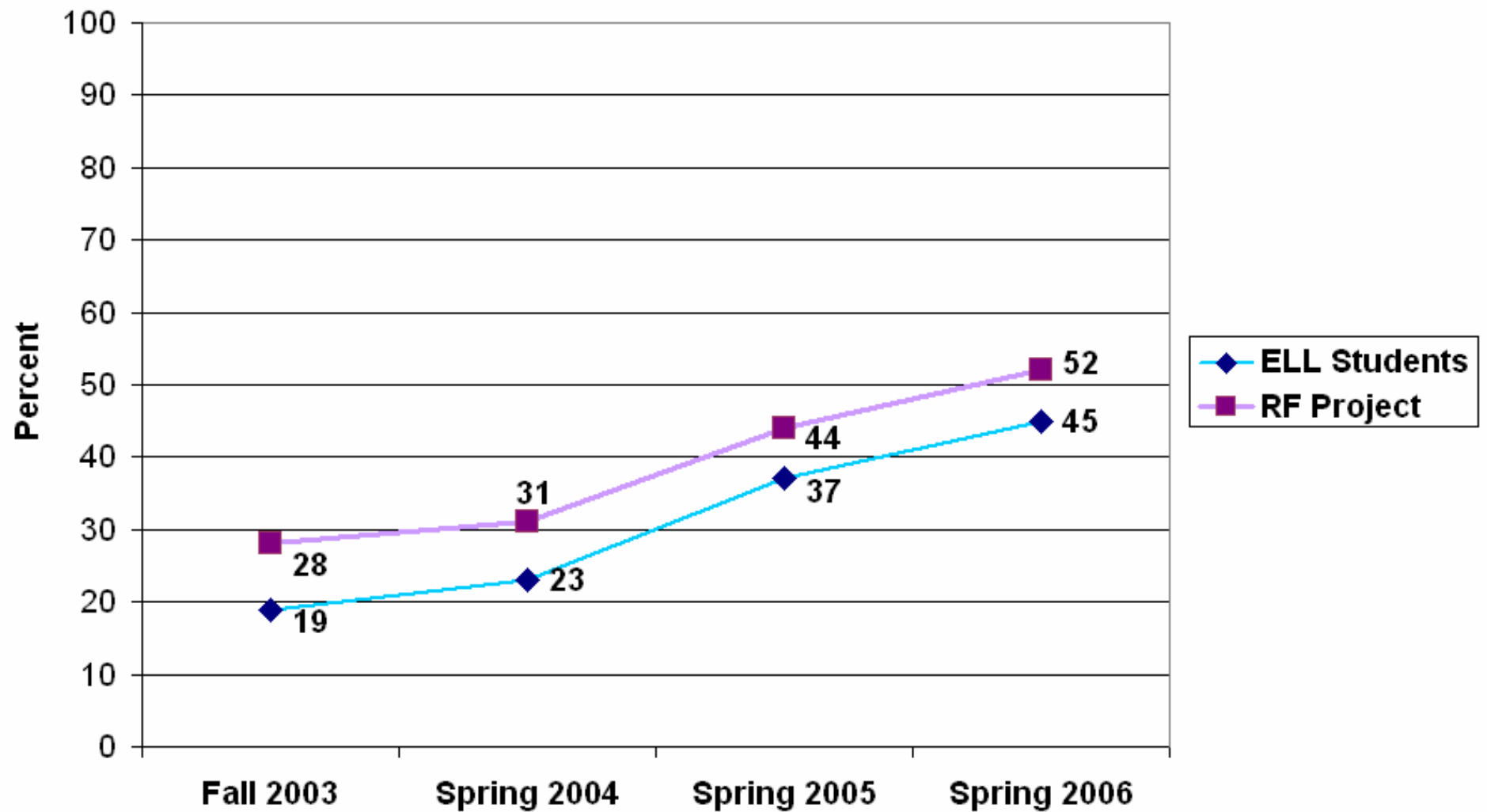
ORF: Percent of 2nd Grade ELL Students at Benchmark



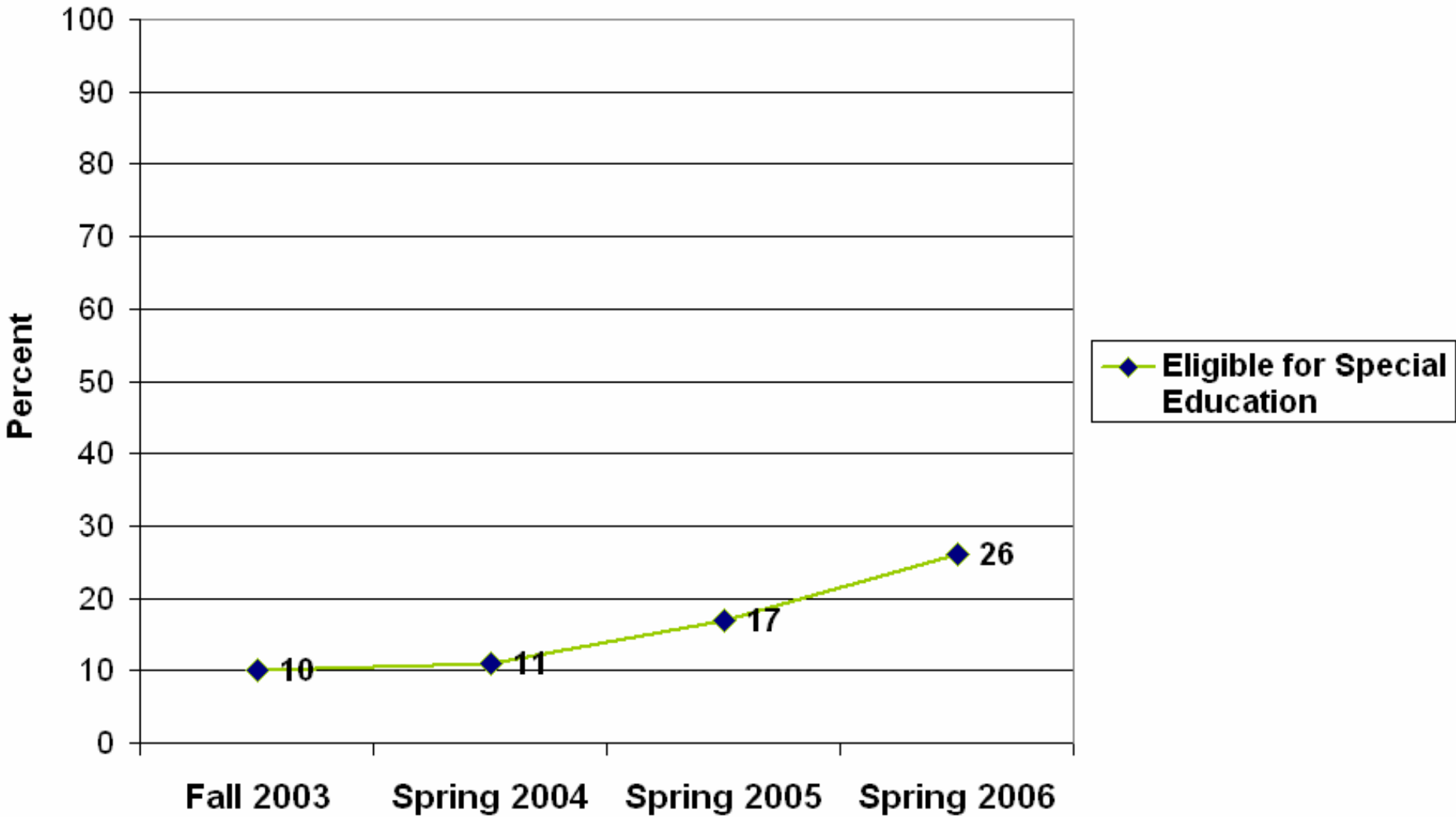
ORF: Percent of 2nd Grade Students at Benchmark who are Eligible for Special Education



ORF: Percent of 3rd Grade ELL Students at Benchmark



**ORF: Percent of 3rd Grade Students at Benchmark
who are Eligible for Special Education**



Nogales Unified School District

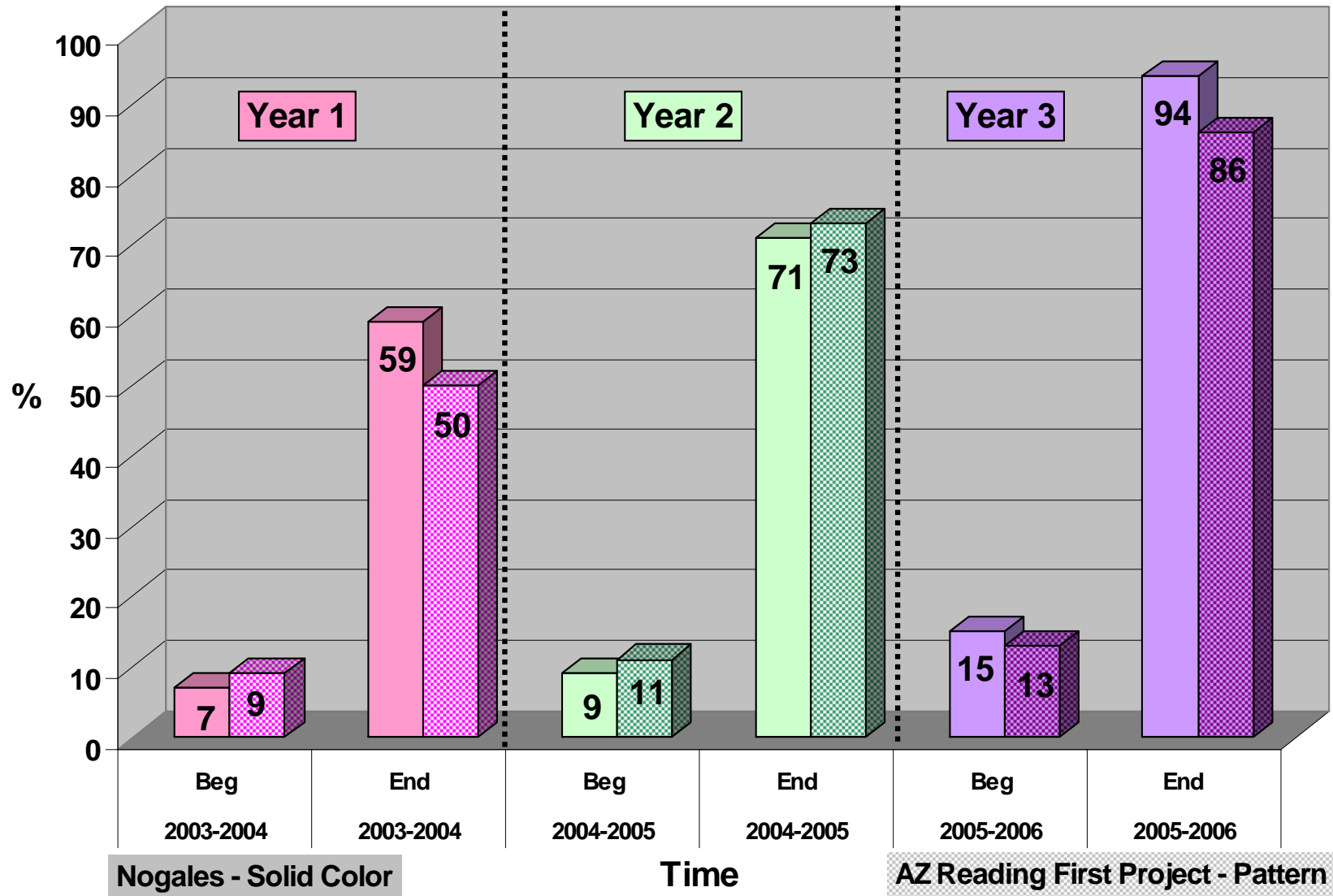
**Despite Numerous Challenges, Nogales
Outperforms Arizona Reading First Project**

Nogales School District

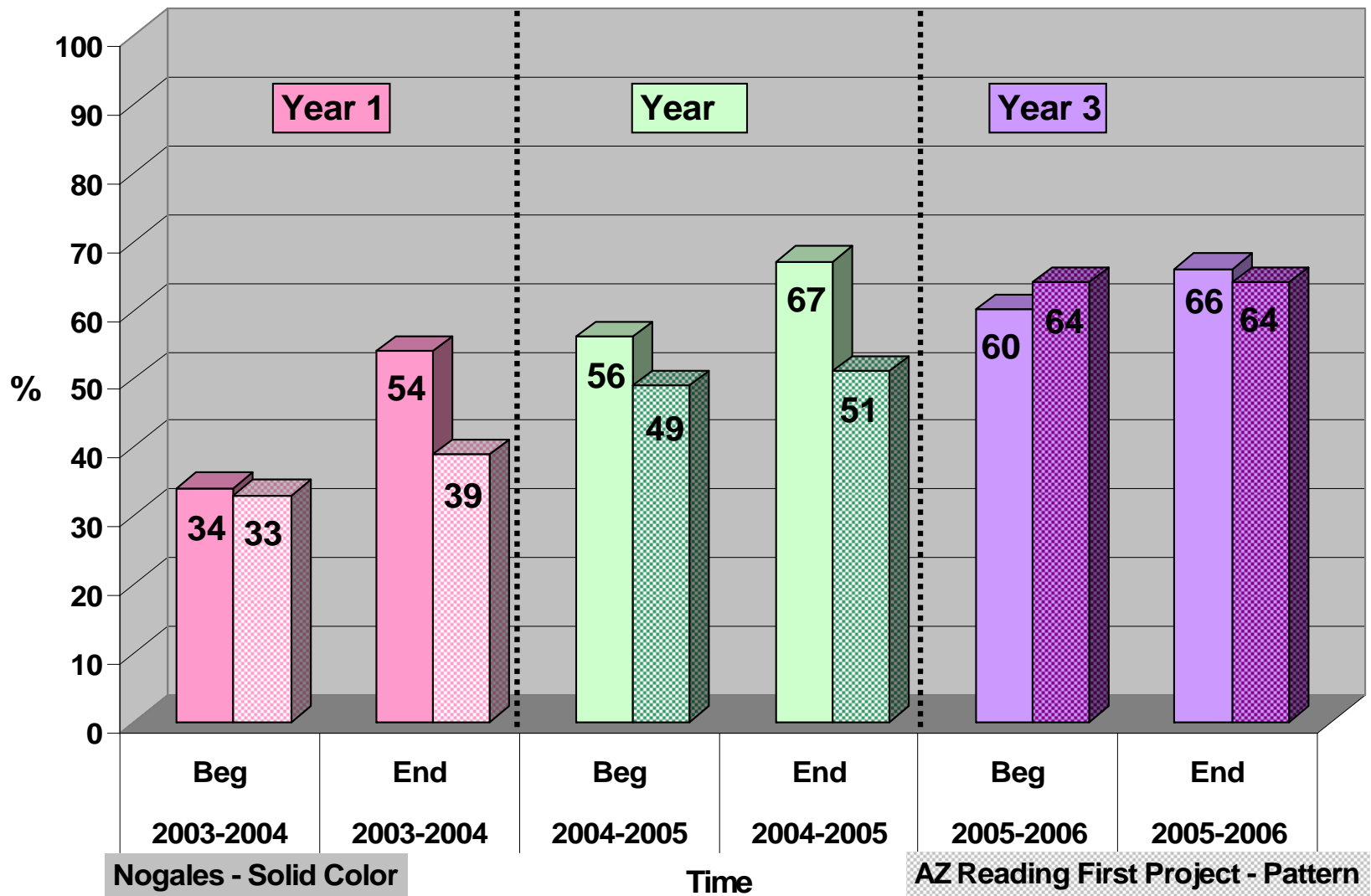
■ Demographics

- Approximately 70% of the K-3 students are English Language Learners (ELL)
- 80% of the students qualify for the Free/Reduced Lunch Program
- About 1700 students attend the four Nogales Reading First Schools

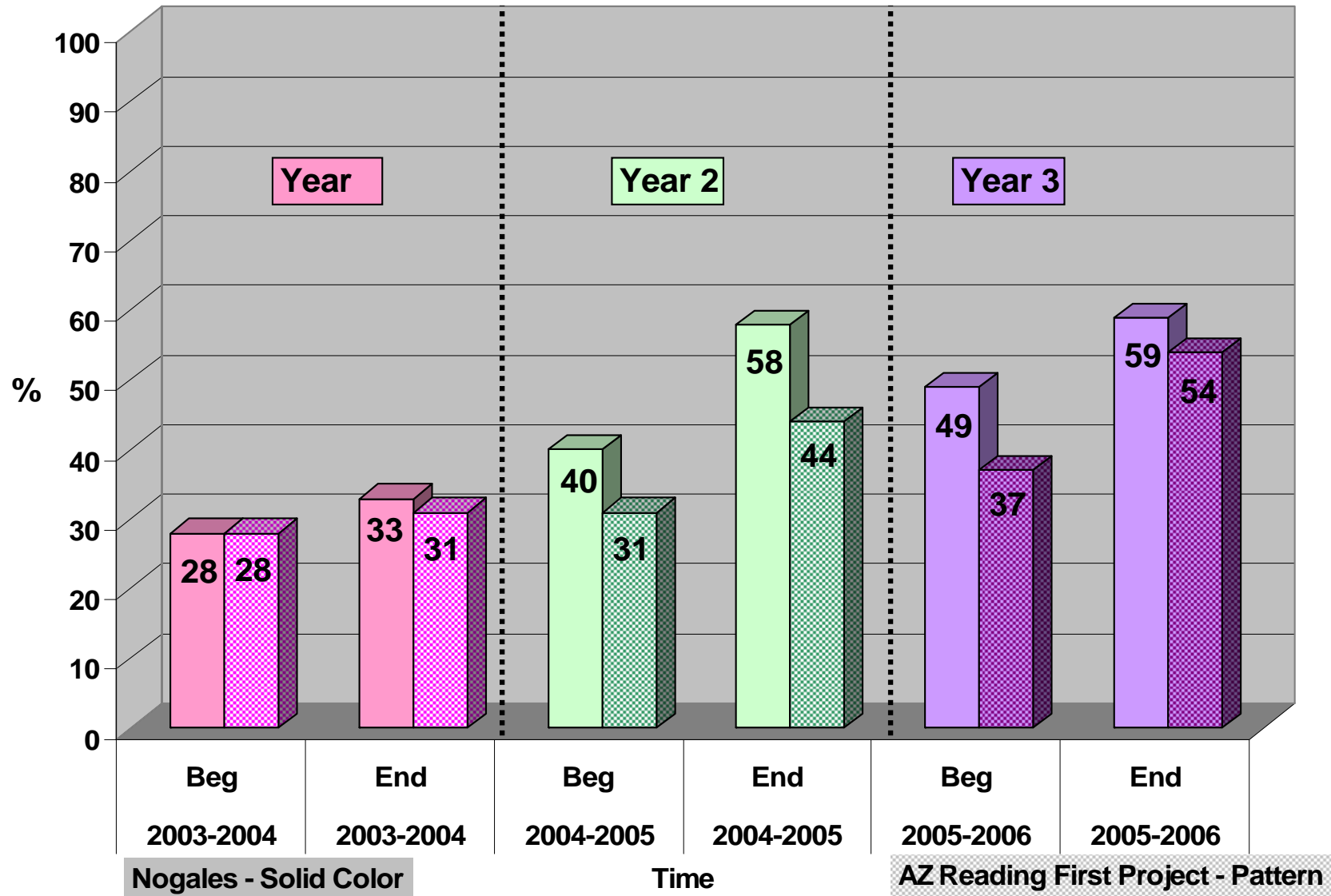
Nogales USD and AZ Reading First Percent Kindergarten Students at Benchmark - 3 Year Summary



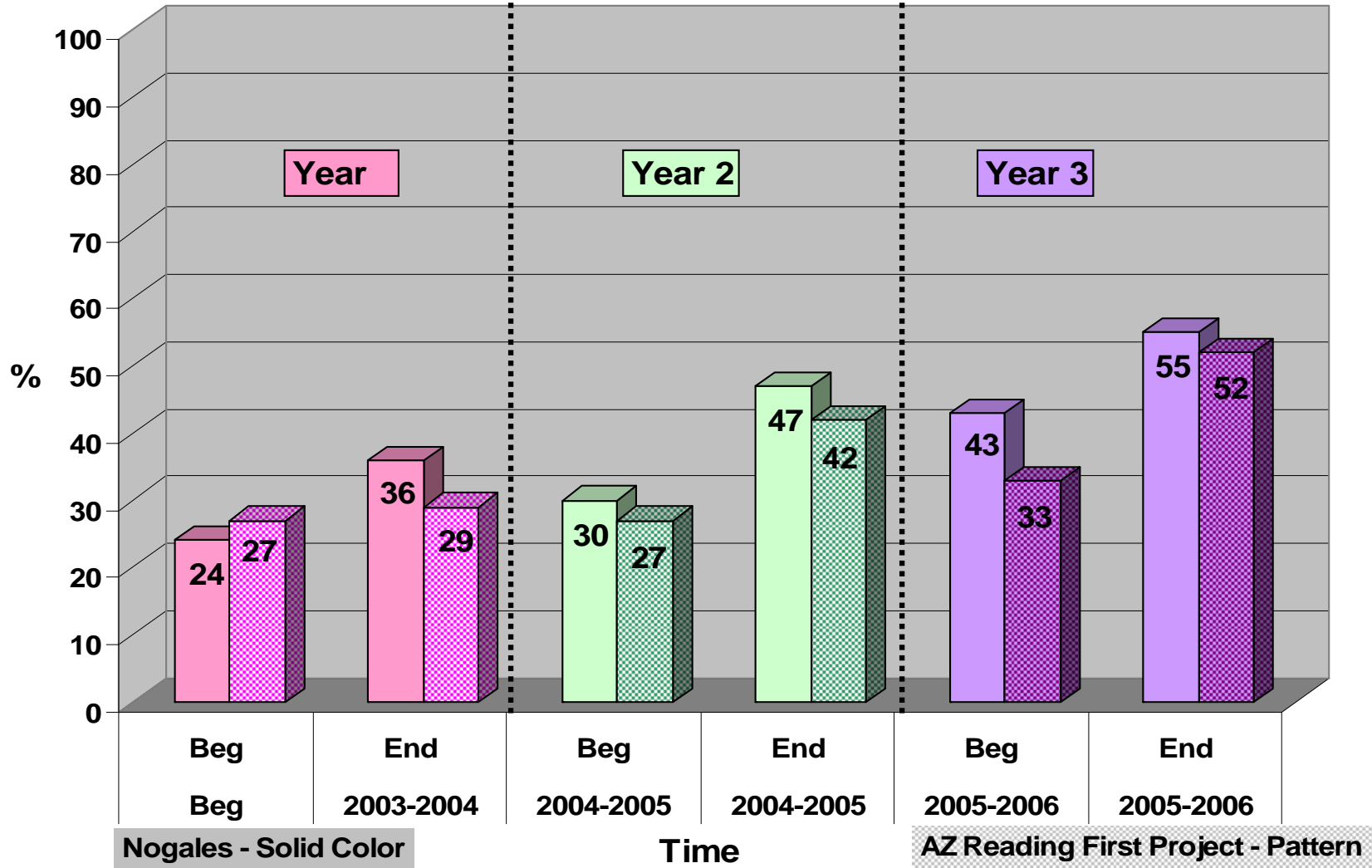
Nogales USD and AZ Reading First Percent of First Grade Students at Benchmark - 3 Year Summary



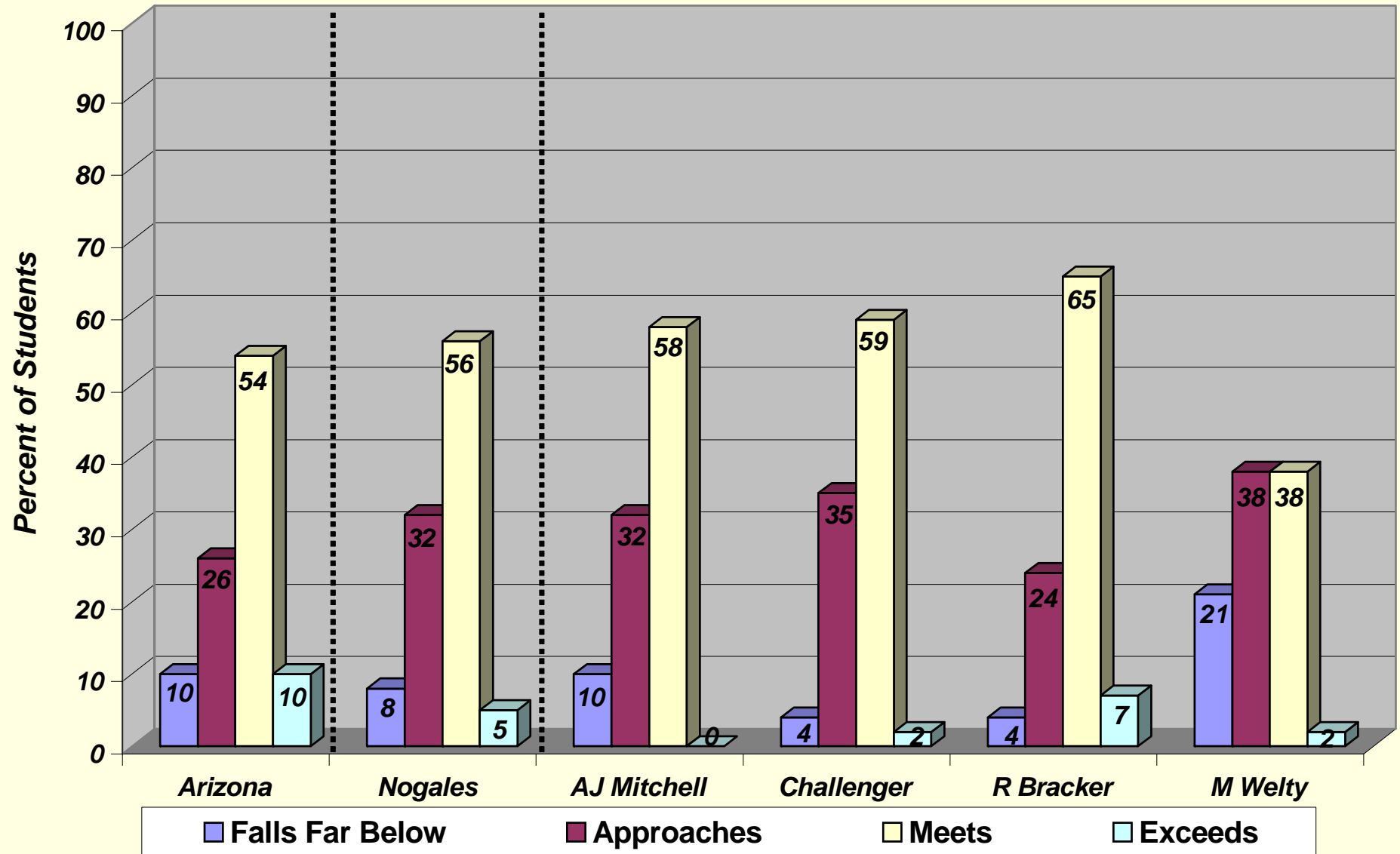
Nogales USD and AZ Reading First Percent of Second Grade Students at Benchmark - 3 Year Summary



Nogales USD and AZ Reading First Percent Third Grade Students at Benchmark - Three Year Summary



2004-2005 Third Grade AIMS: Reading



Arizona receives recognition!



- **Nogales School District selected by USDOE to present its results at the National Reading First Conference July 2006**
- **Arizona Department of Education RF Office selected by USDOE as a model for its use of data; to be featured in support publications for other states May 2006**
- **Arizona Department of Education RF Professional Development plan featured in USDOE RF publication Spring 2005**

In Conclusion



- *We have evidence that Reading First is having a positive impact on reading achievement.*
- *We have evidence that supports the research on English Language Learners and the development of early literacy skills.*
- *We have evidence that early intervention makes a difference*
- *We have sites that can demonstrate a school-wide system of reading improvement based on scientific research.*
- *Arizona's RF Program has received national attention!*

A Promise

“A child who can read is a child who can learn, and a child who can learn is a child who can succeed in school and life.”

Margaret Spellings
U.S. Secretary of Education

Our Focus, First and Foremost...



Kathy Hrabluk M.Ed

Deputy Associate Superintendent

K-12 Literacy

School Effectiveness

Arizona Department of Education

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