

Oregon Reading First: Three-Year Report Preliminary Impact Evidence



Oregon Reading First Center
LLSSC Meeting, November 29, 2006



Background

Oregon Reading First Participant Districts and Schools

- Cohort A: 14 districts and 33 schools
 - Three full years of implementation
- Cohort B: 8 districts and 16 schools
 - One full year of implementation



Impact Analyses

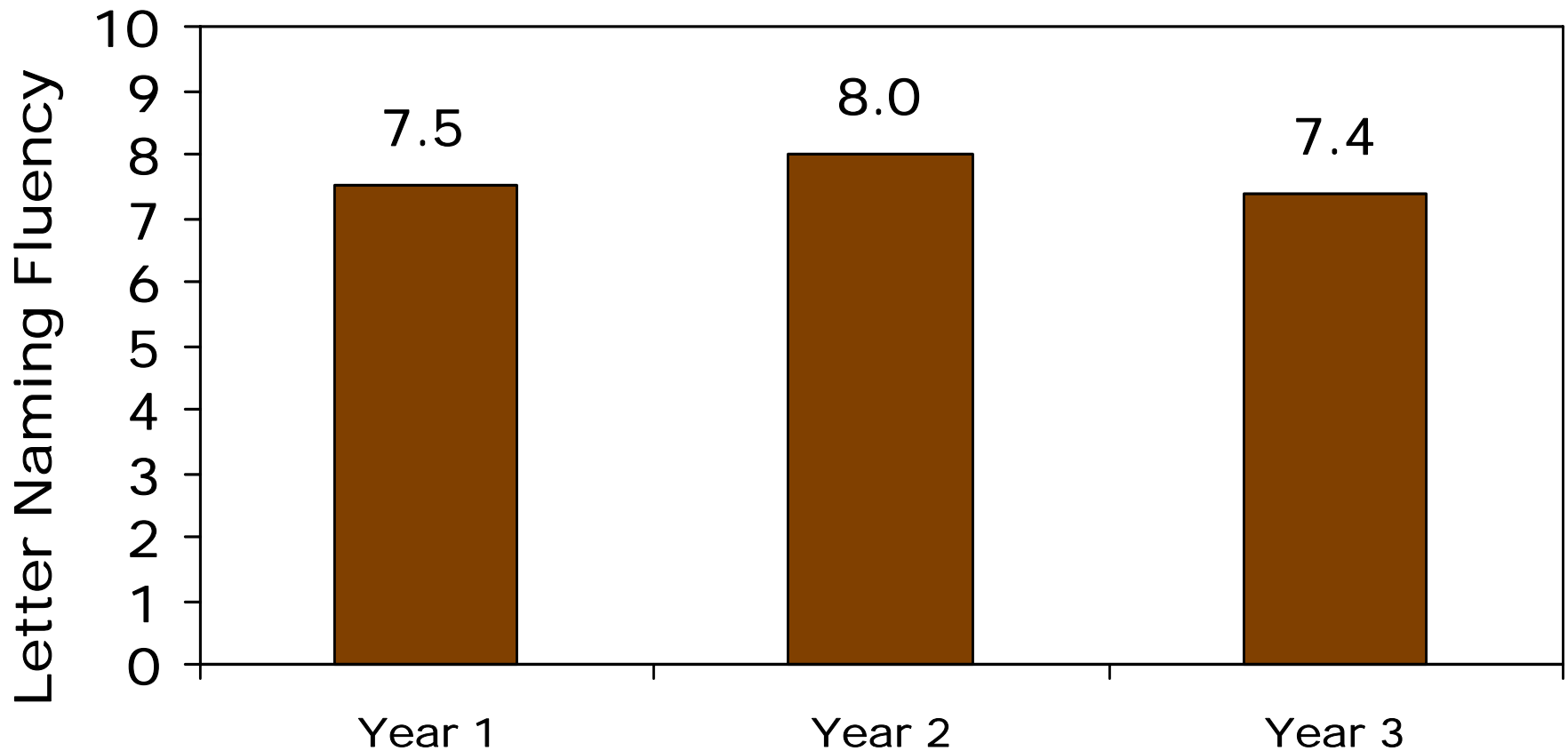
- Cohort A: Improvement over time
 - Year 1 to Year 2 to Year 3
- Cohort A and Cohort B
 - 3 years of implementation compared to 1 year of implementation

Cohort A

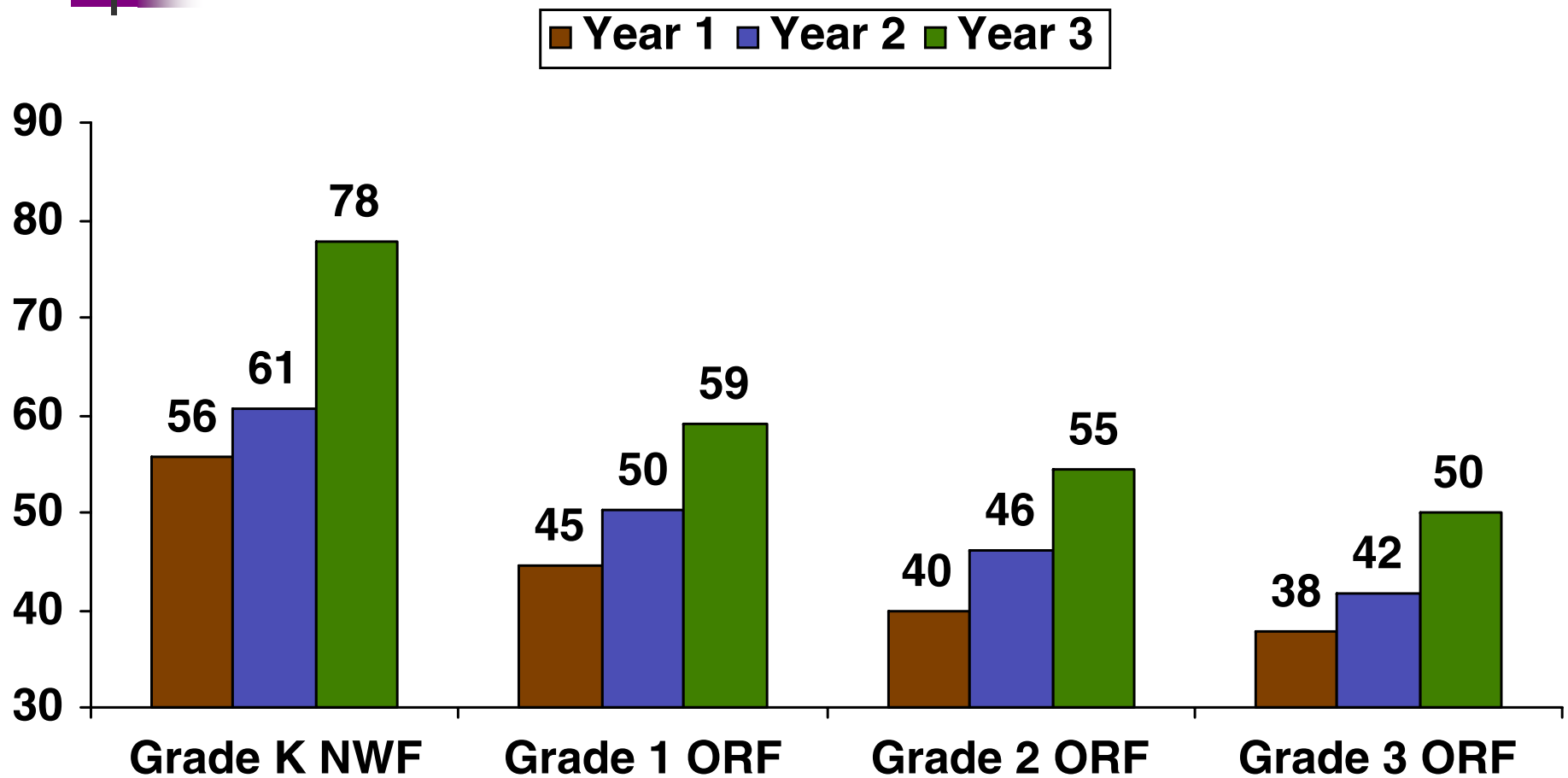
Improvement Over Time

- Percent of children at grade level or meeting benchmark performance goals
 - Evidence of impact would be **higher** rates for year 3 vs. year 2 vs. year 1
- Percent of children at high risk for reading difficulties
 - Evidence of impact would be **lower** rates for year 3 vs. year 2 vs. year 1

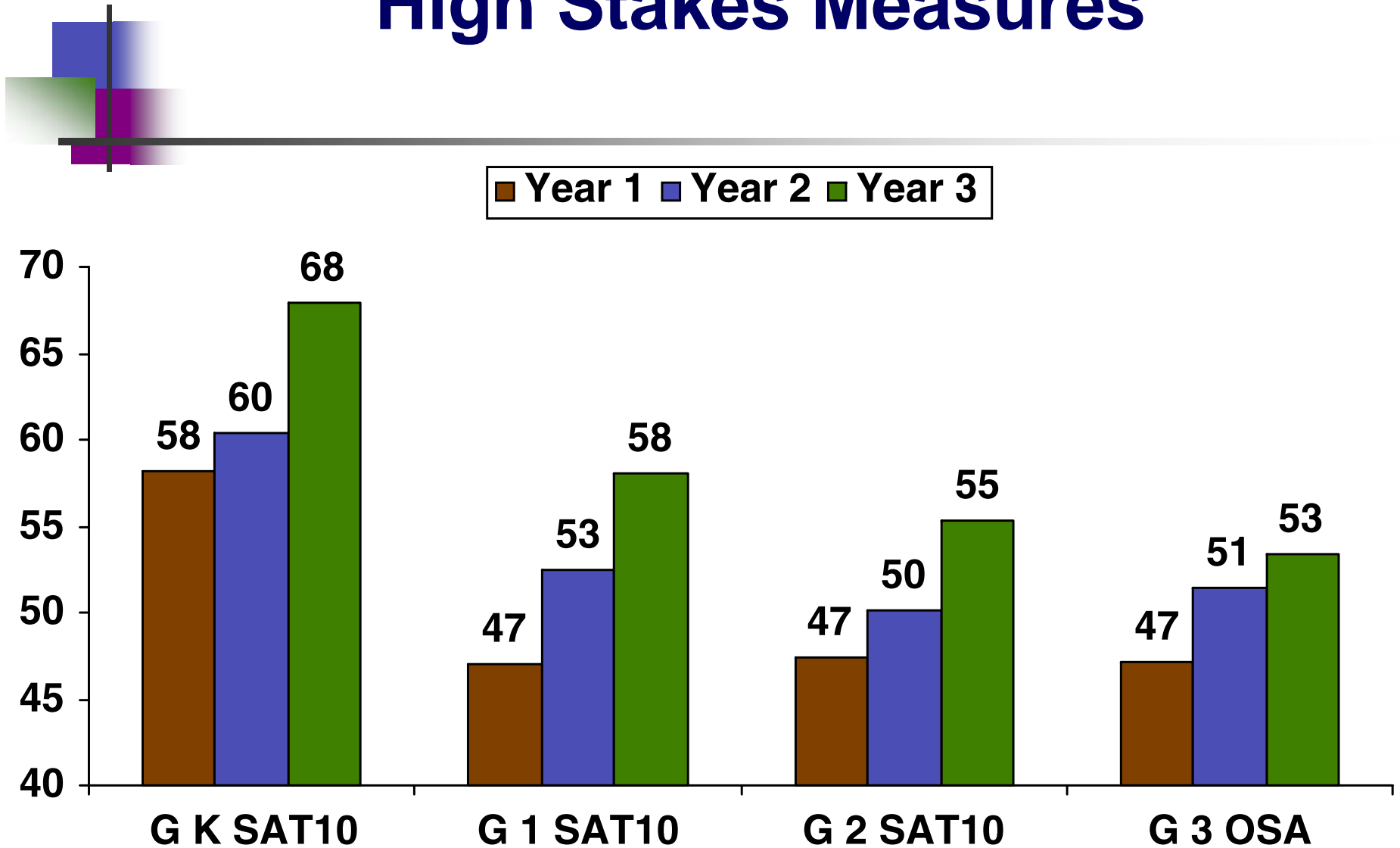
Comparability in Kindergarten at Beginning of Year



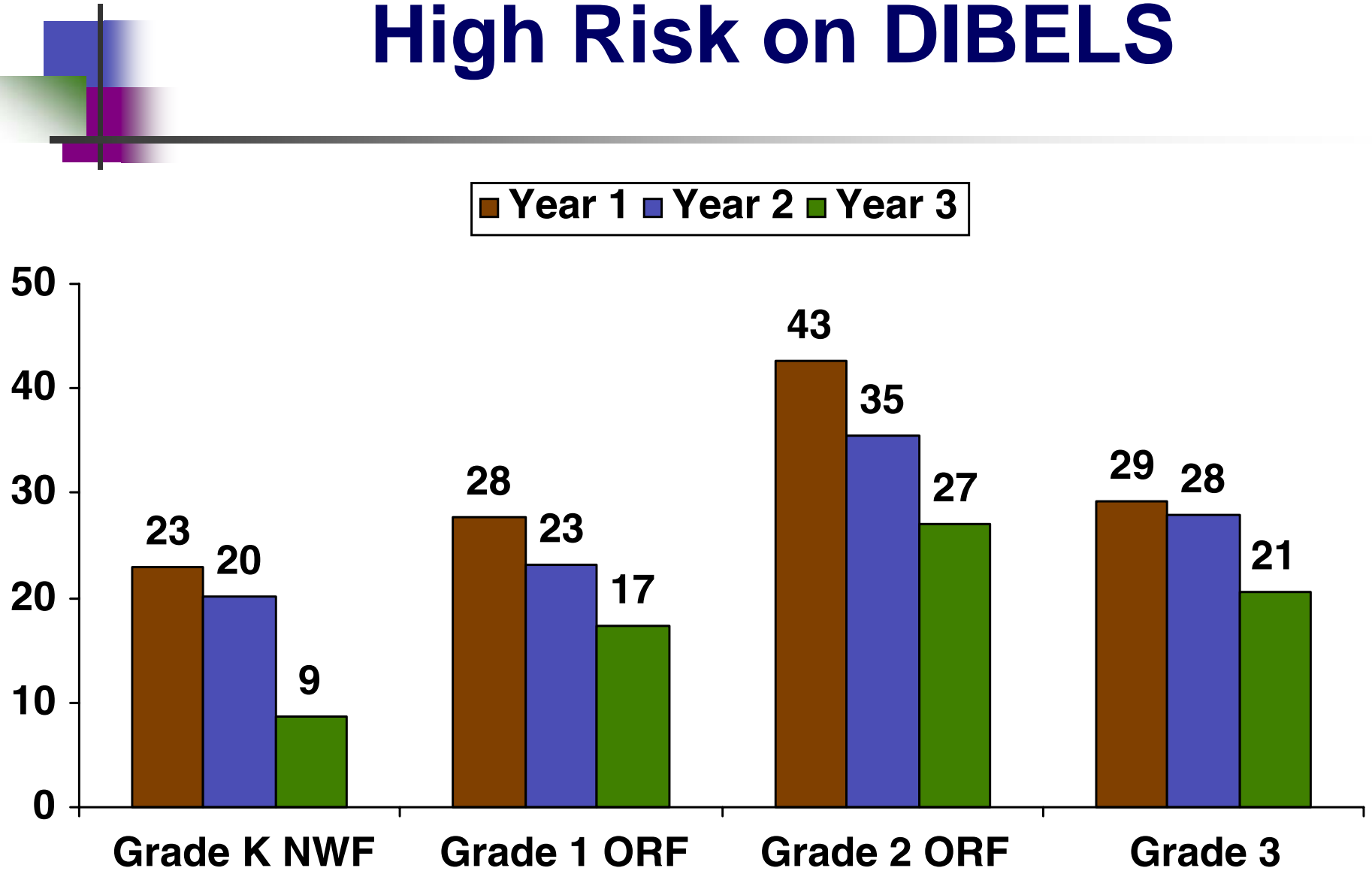
Percent Reaching Benchmark Goals on DIBELS



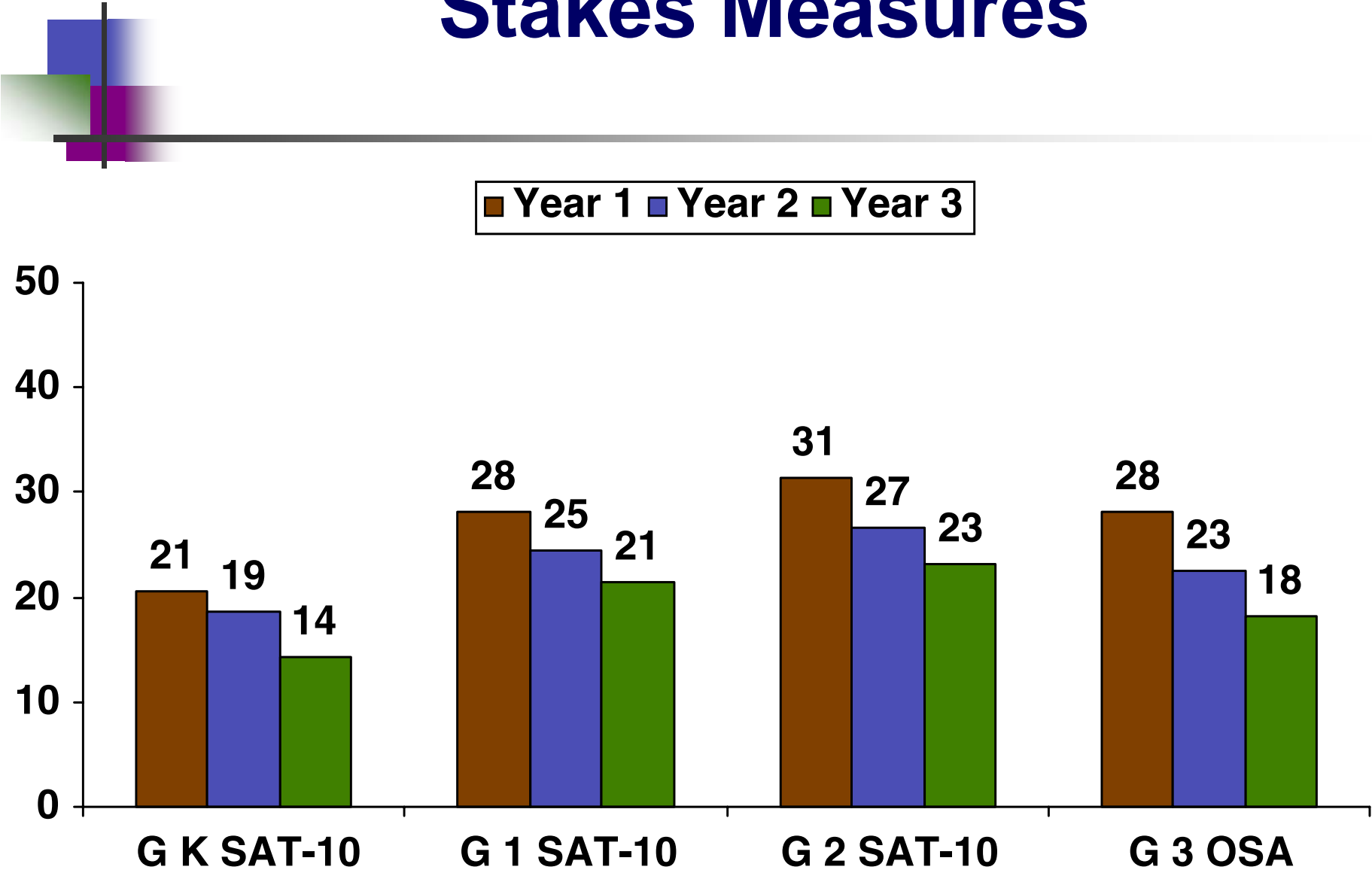
Percent Reaching Grade Level on High Stakes Measures



Percent at High Risk on DIBELS

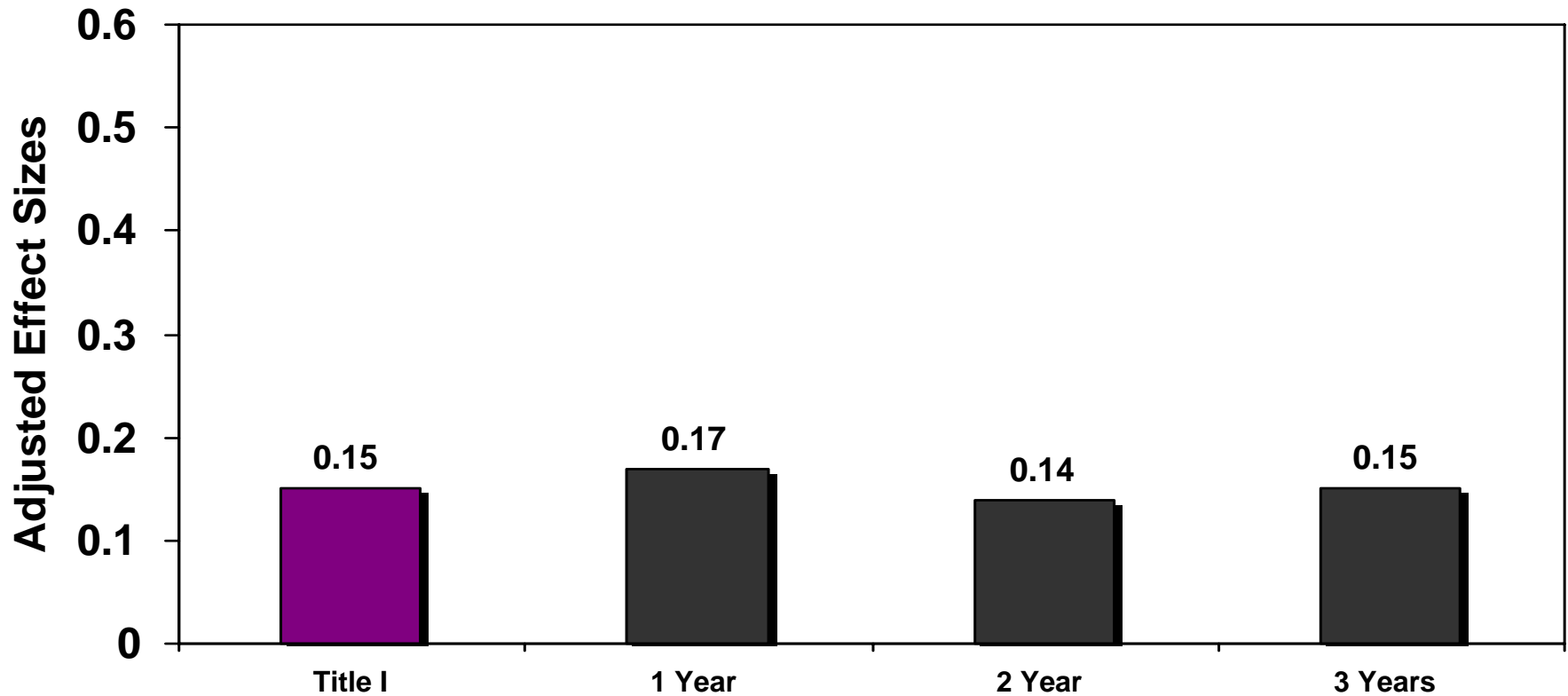


Percent At High Risk on High Stakes Measures



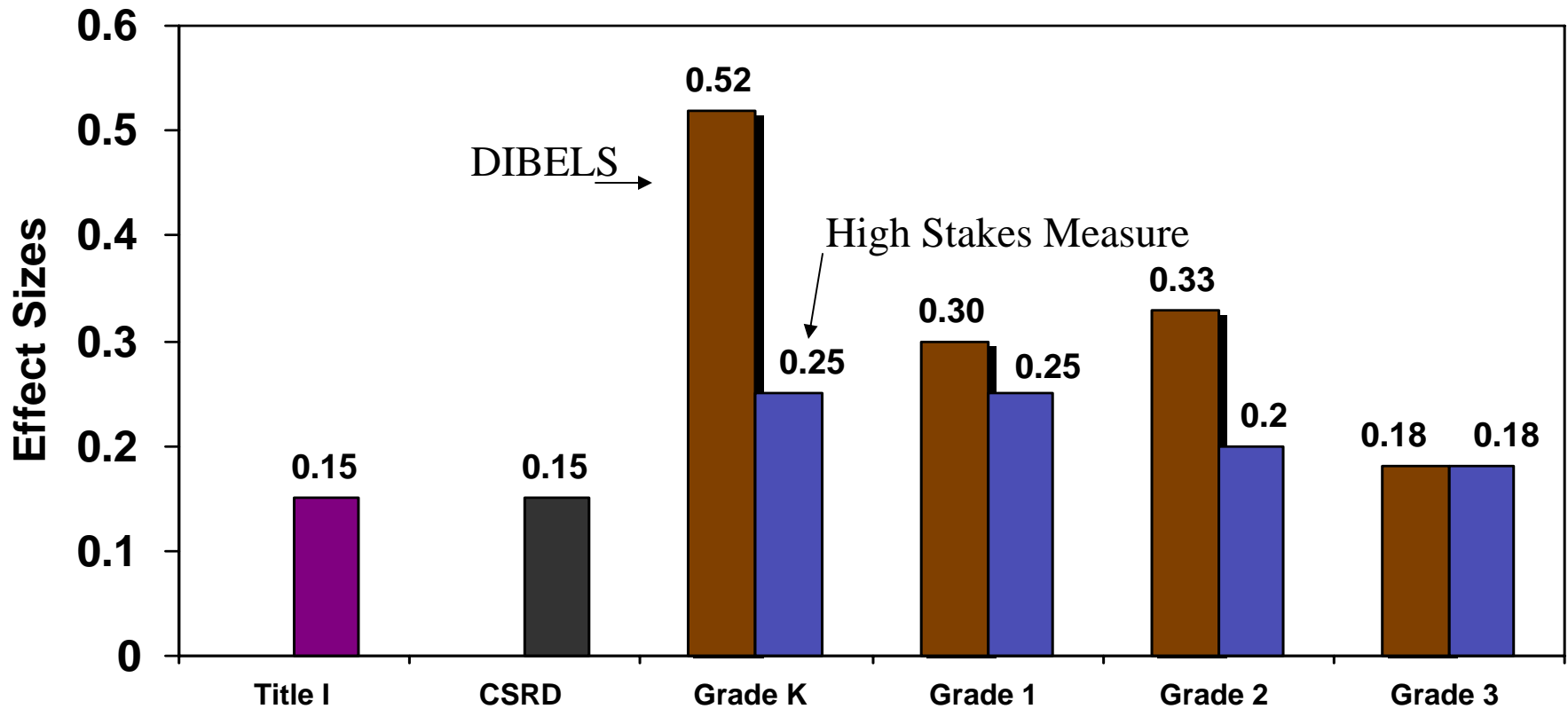
Effect Sizes for Large Scale Reading Interventions

(Borman et al., 2003; Borman & D'Agostino (1996, 2001))



Large Scale CSRD Interventions

Cohort A Effect Sizes (Year 3 – Year 1)



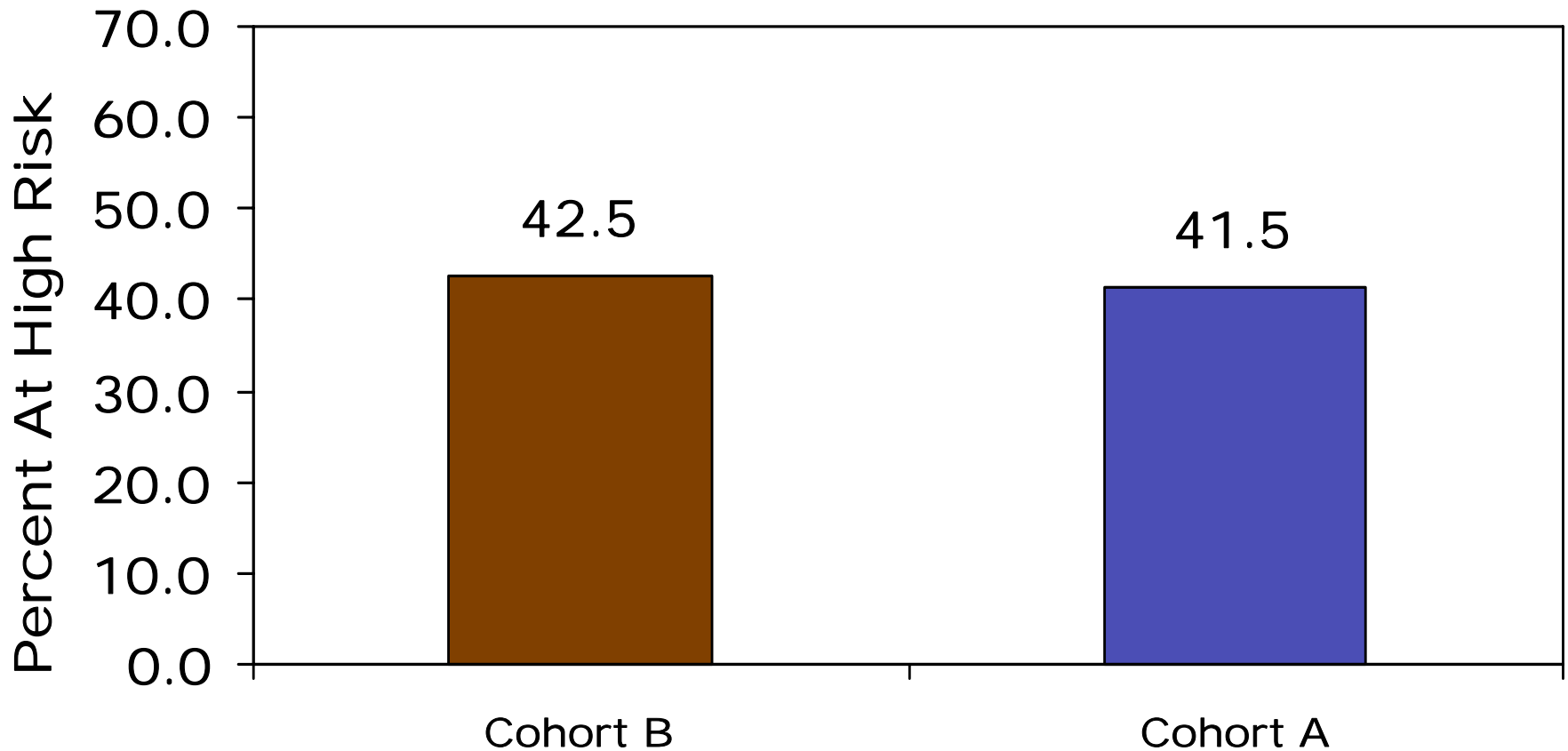
Oregon Reading First



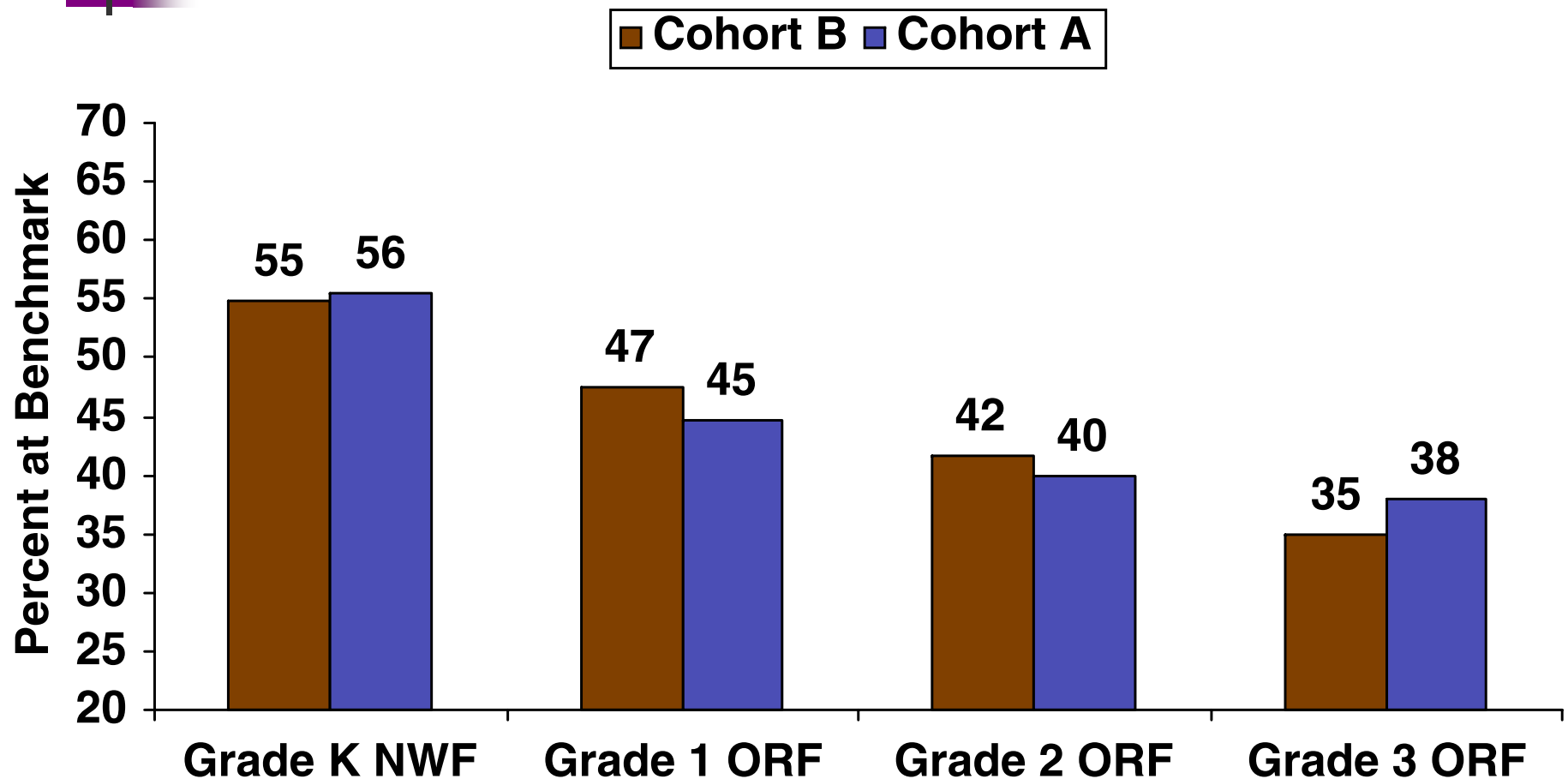
Cohort A and Cohort B

- Percent of children at grade level or meeting benchmark performance goals
 - Evidence of impact would be **higher** rates for greater years of implementation (Cohort A)
- Percent of children at high risk for reading difficulties
 - Evidence of impact would be **lower** rates for greater years of implementation (Cohort A)

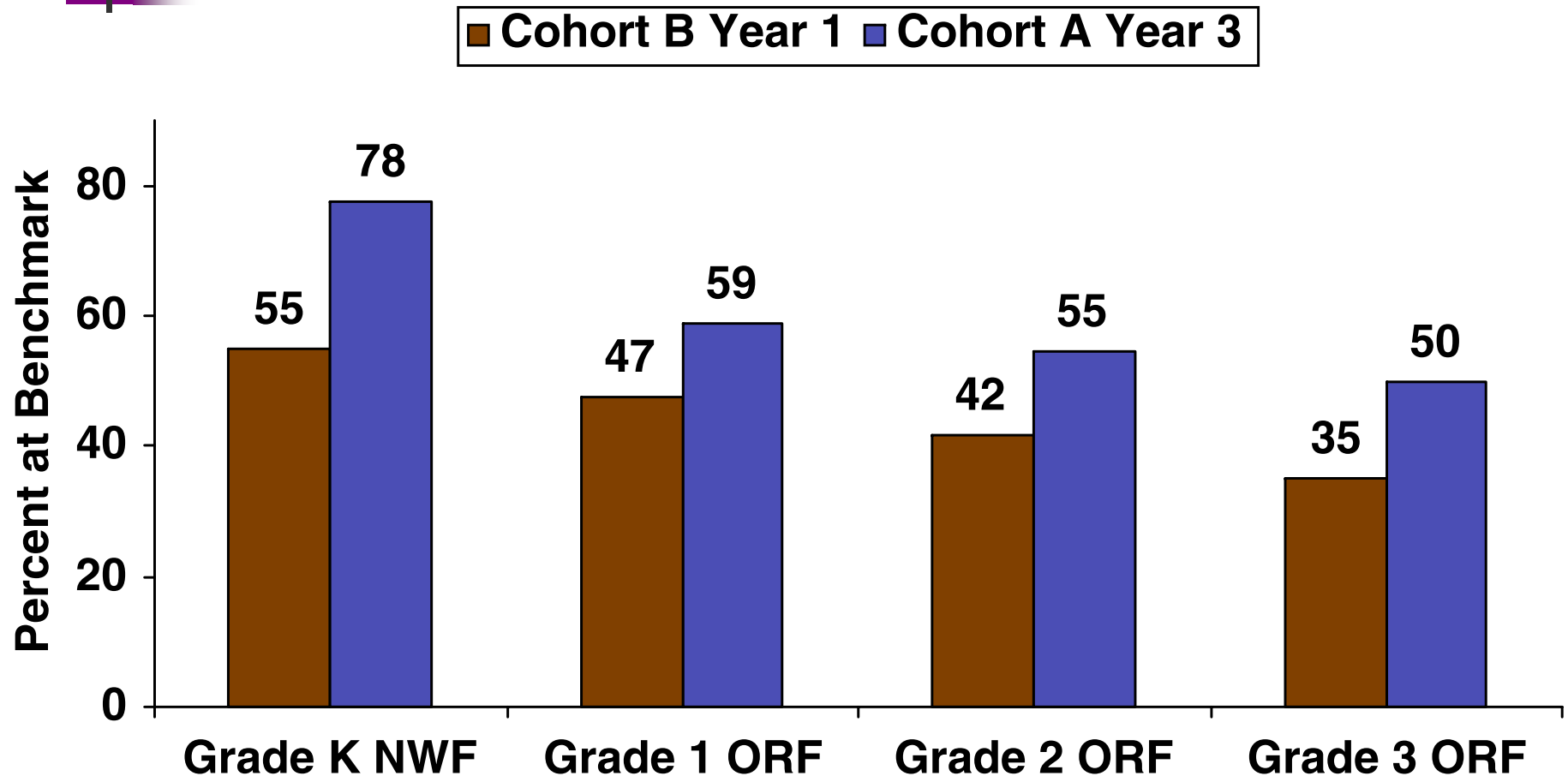
Comparability in Kindergarten at Beginning of Implementation Year 1



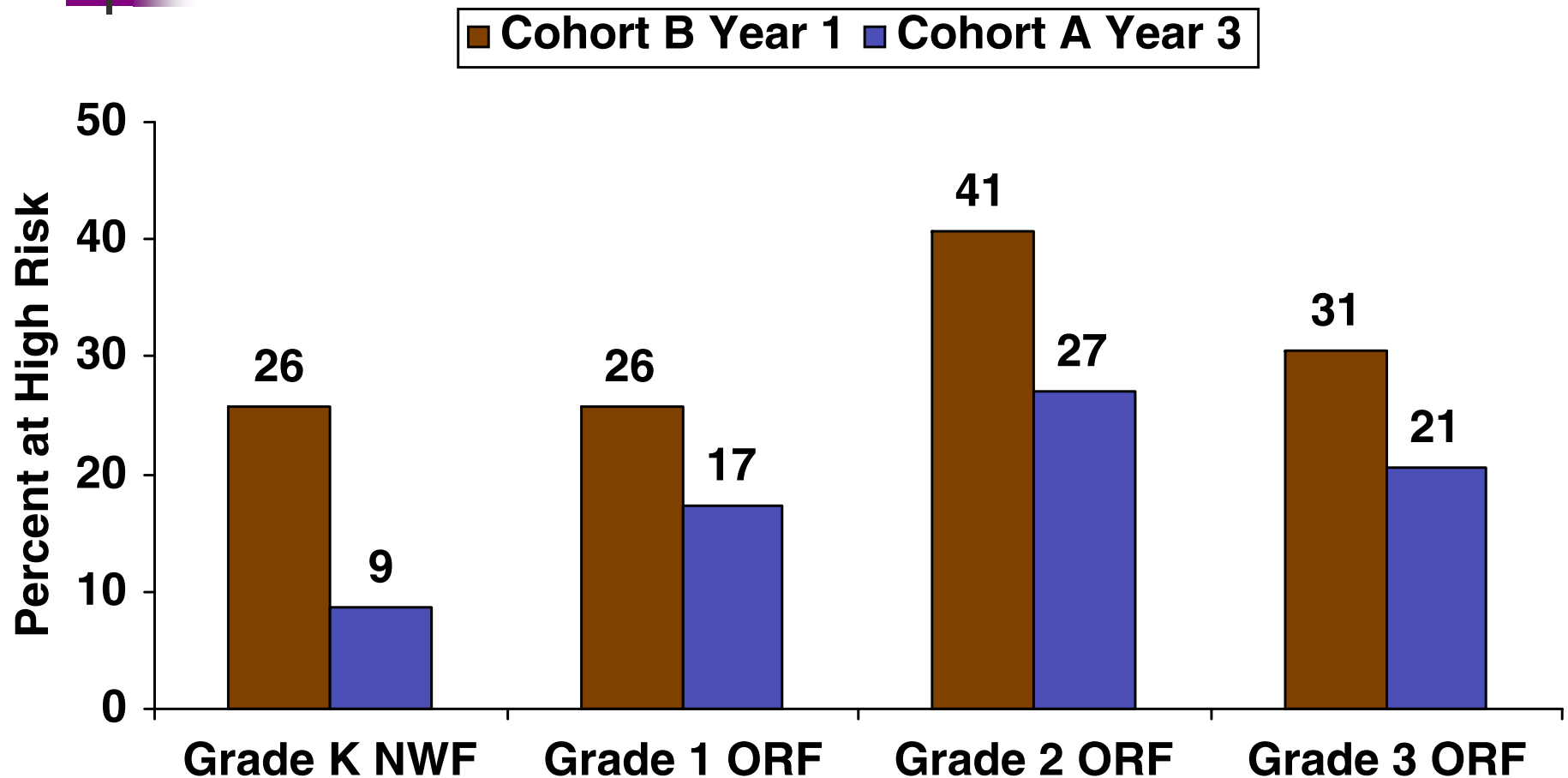
Performance on DIBELS After Year 1 of Implementation



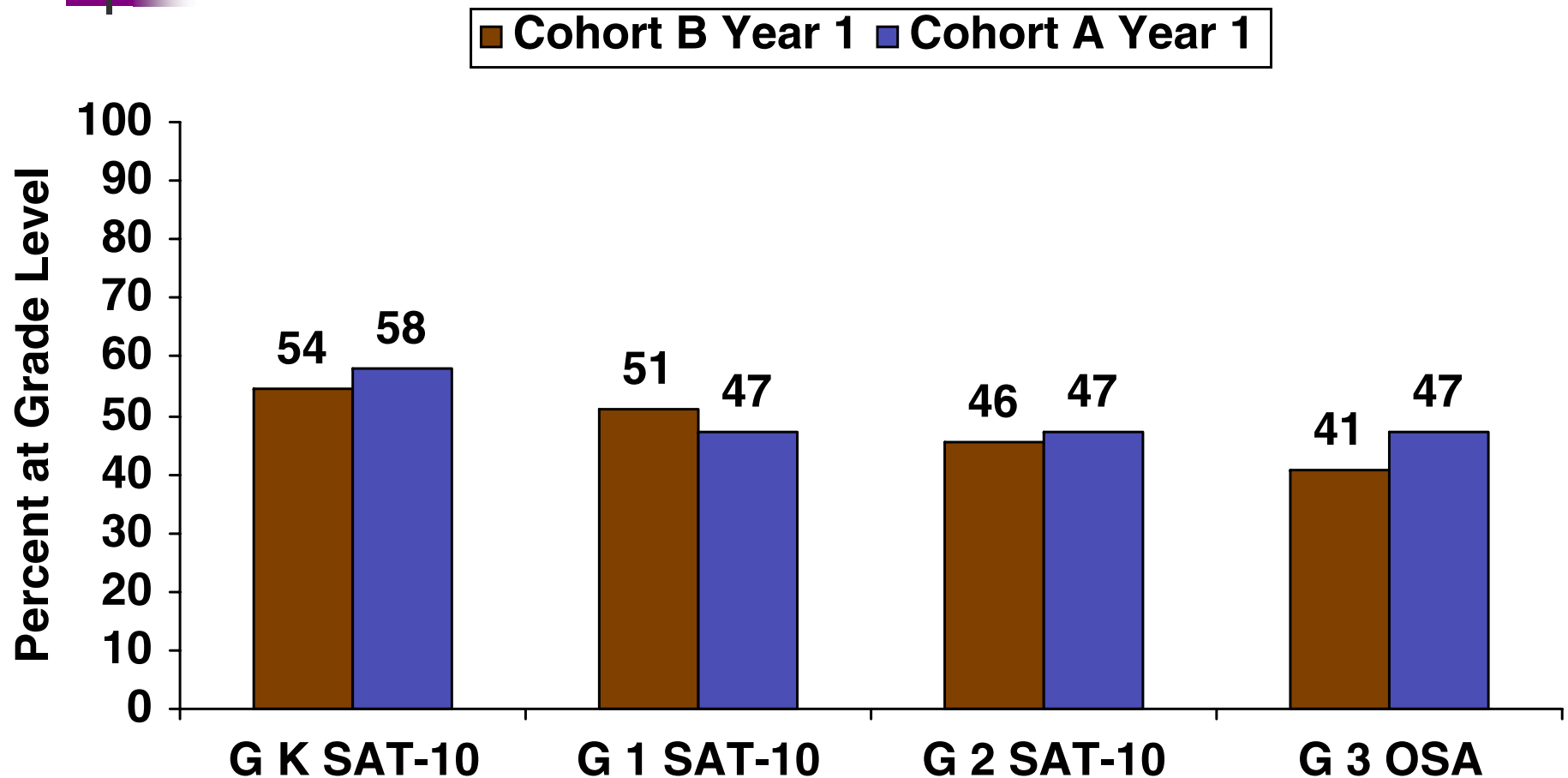
Performance Y3 (Cohort A) and Y1 (Cohort B) on DIBELS



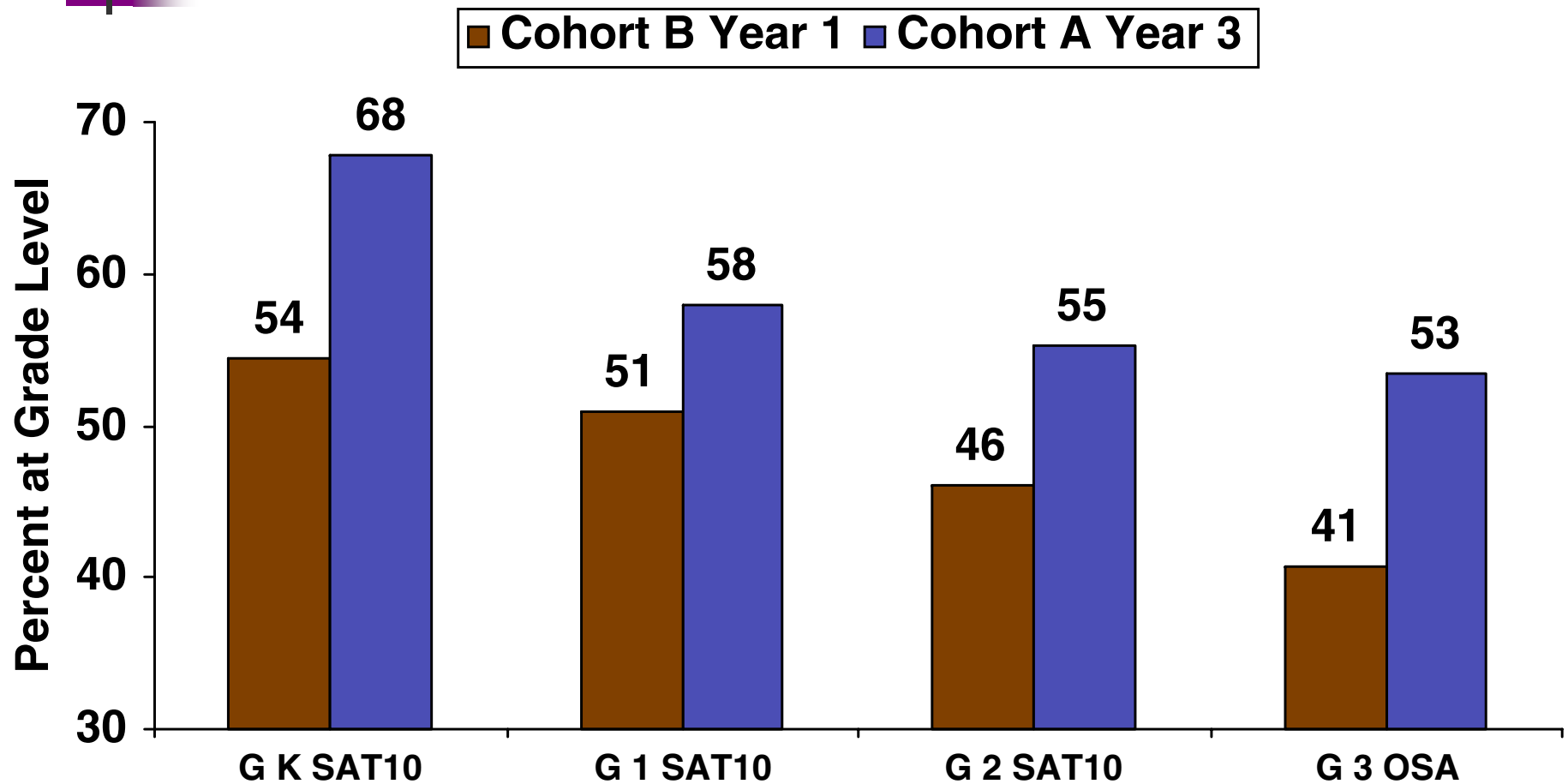
Percent at High Risk Y3 (Cohort A) and Y1 (Cohort B) on DIBELS



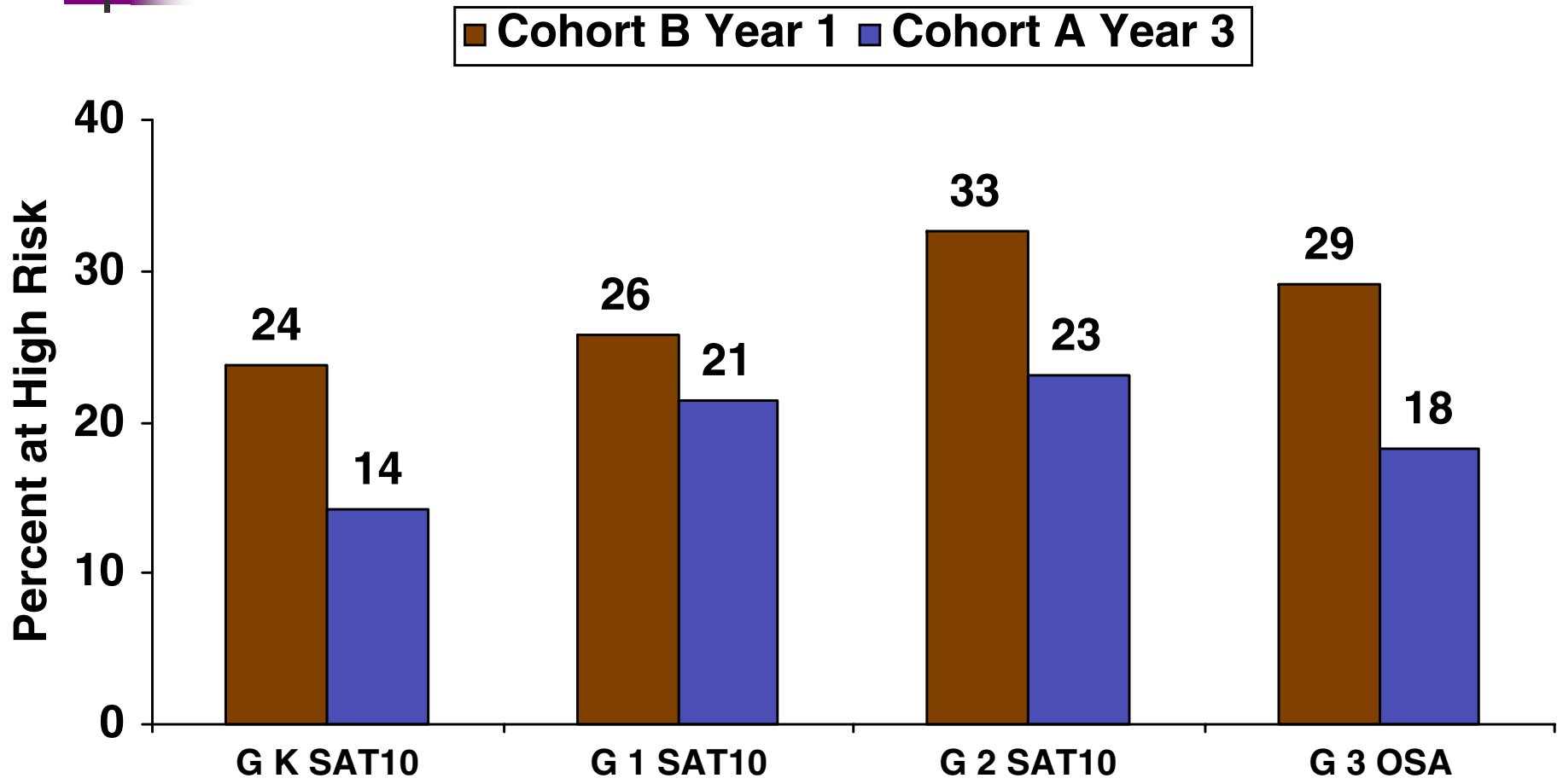
Performance on High Stakes Measure After Y1 of Implementation



Performance Y3 (Cohort A) and Y1 (Cohort B) on High Stakes Measure

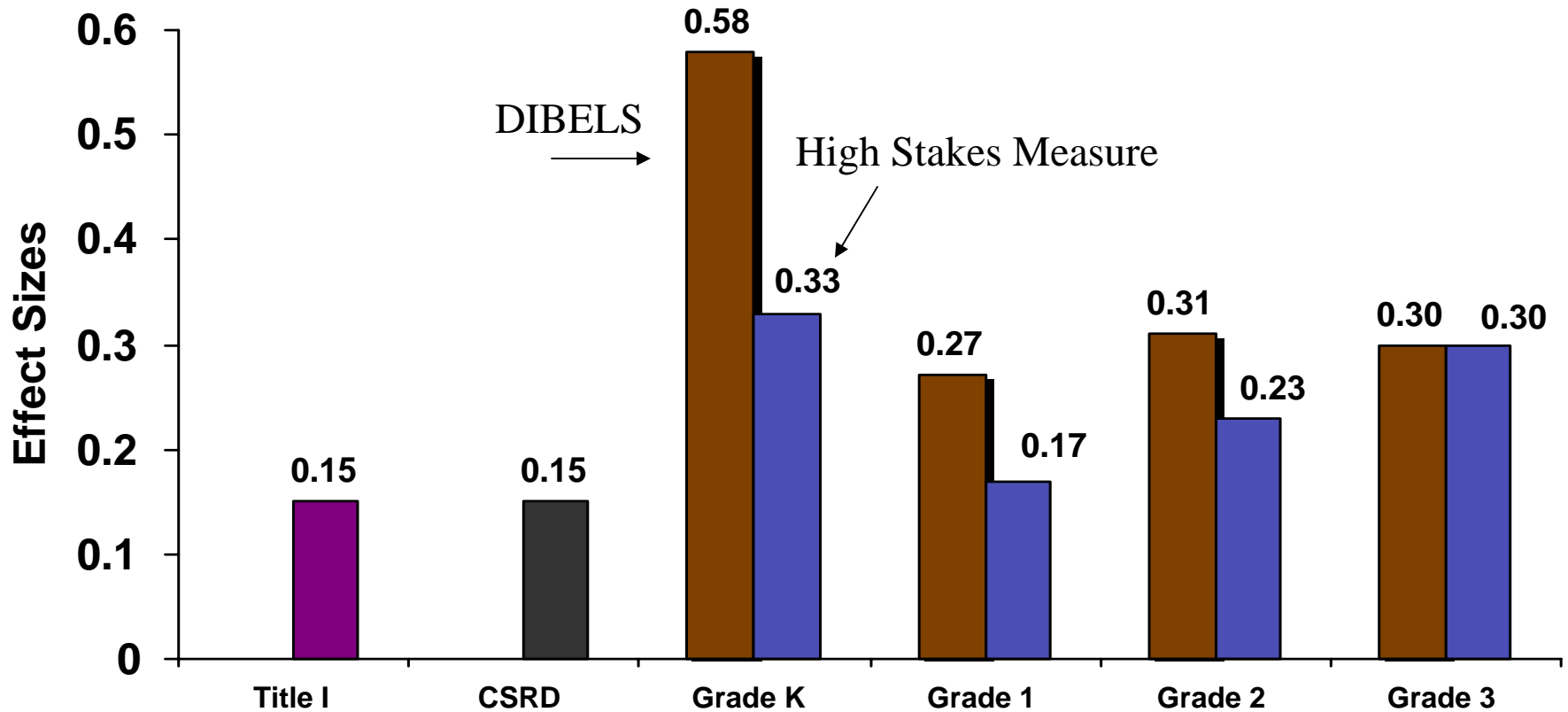


Percent at High Risk Y3 (Cohort A) and Y1 (Cohort B) on High Stakes Measures

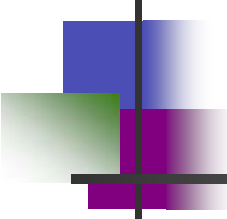


Effect Sizes

(Cohort A Year 3 – Cohort B Year 1)



Oregon Reading First

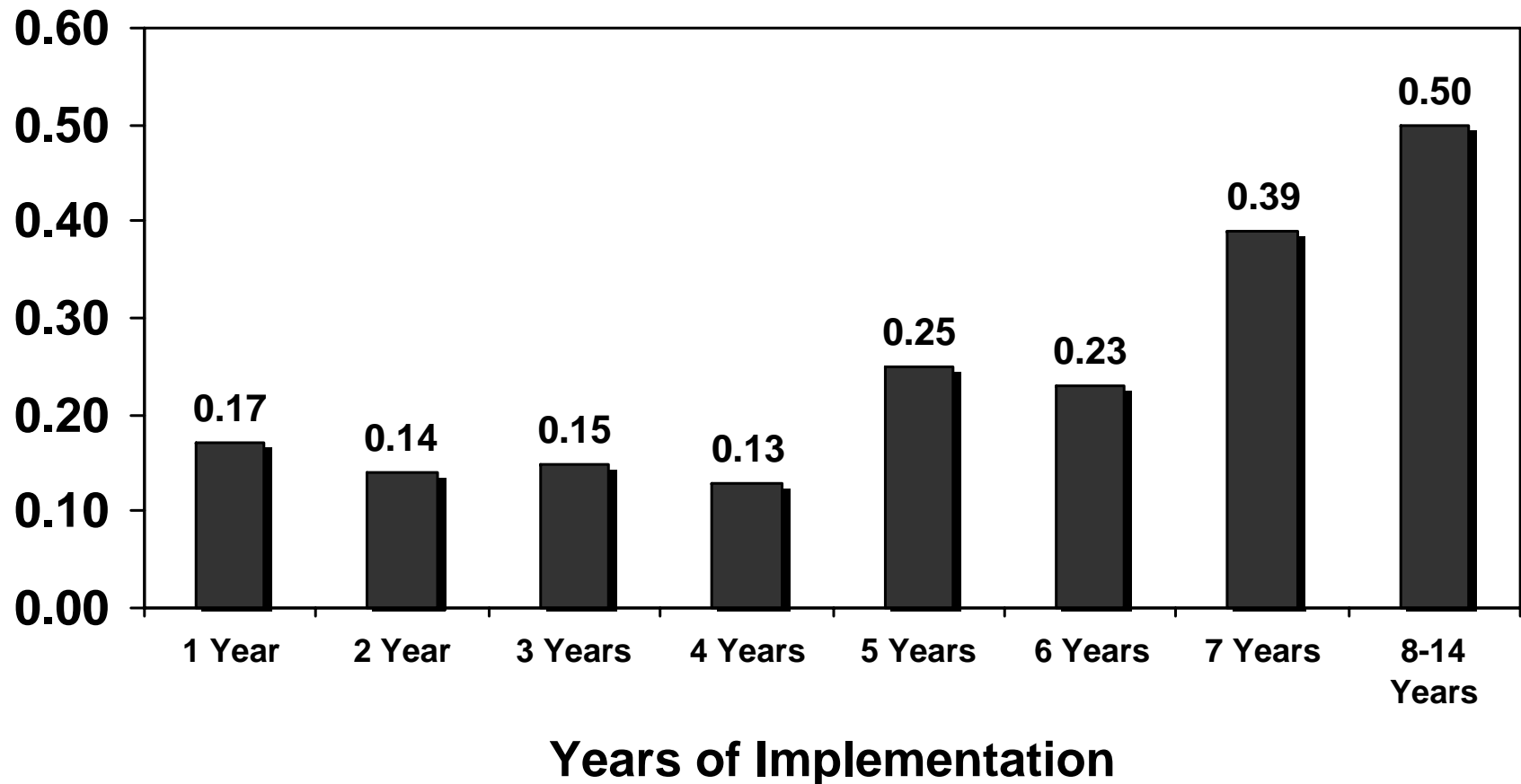


Summary of Preliminary Evidence

- Evidence of increased achievement over years (Cohort A)
- Evidence of improvement for longer implementation duration (three years vs. one year)
- Improvement in performance on multiple reading achievement measures
- Improvement in **increasing** the percent of children reaching grade level and benchmark goals
- Improvement in **reducing** the percent of children at high risk for reading difficulties

Effect Sizes for Large Scale Longitudinal Interventions

(Borman et al., 2003)





Policy Considerations

- 1. What role should the Oregon Reading First model play in beginning reading instruction throughout the state?**
- 2. What role should ODE – or the LLSSC – play in directing decisions of districts and schools to build effective, strong beginning reading programs?**



Policy Considerations

3. Should the focus on beginning reading programs be on K-3?
4. Should the major goal of beginning reading programs be grade level reading achievement at the end of grade 3?
5. Should outcomes determine school effectiveness in building a strong beginning reading program?



Policy Considerations

6. Should high quality data be used to determine how well students are reading in each grade of K-2?
7. What implications does an Oregon Reading First model have for **inservice PD** for teachers, coaches, specialists, and school, district, and state leaders?



Policy Considerations

8. What implications does an Oregon Reading First model have for **preservice PD** for teachers, coaches, specialists, and school, district, and state leaders?
9. What role and responsibilities do institutions of higher education have in helping build the capacity to implement a model of beginning reading instruction based on Oregon Reading First?