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
- Vocabulary
- Comprehension
- Teach to Automaticity
- Teach deeper Cognitive Processing
## Changing Emphasis of Big Ideas

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Big Ideas

Big Ideas in Beginning Reading

Phonemic Awareness

Vocabulary

Comprehension

Alphabetic Principle

Fluency

Reading in an Alphabetic Writing
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
## COMPONENTS OF READING FIRST IMPLEMENTATION

<table>
<thead>
<tr>
<th>Leadership</th>
<th>Assessment</th>
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<td>Communication And Collaboration</td>
<td>Environment</td>
<td>Reading Coach</td>
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Three Year Analysis: Grade Level Outcomes and Implementation Variables

- **Percent**
  - 0%
  - 10%
  - 20%
  - 30%
  - 40%
  - 50%
  - 60%
  - 70%
  - 80%
  - 90%
  - 100%

- **Time**
  - Beg 2003
  - End 2004
  - End 2005
  - End 2006

- **Legend**
  - K
  - 1
  - 2
  - 3
  - Leader
  - Data
  - Instruction
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
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

<table>
<thead>
<tr>
<th>Time of Year</th>
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<td>End 2004-2005</td>
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Three Year Analysis: Percent of Kindergarten Students at **Intensive**

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<tr>
<td>End 2003-2004</td>
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<td>End 2004-2005</td>
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<td>End 2005-2006</td>
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First Grade

Words to Connected Text
Three Year Analysis: Percent of First Grade Students at Benchmark

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<td>End</td>
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Three Year Analysis: Percent of First Grade Students at Intensive

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<td>End 2003-2004</td>
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<td>End 2004-2005</td>
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Second Grade

Building Fluency with Connected Text Vocabulary
Three Year Analysis: Percent of Second Grade Students at Benchmark

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<td>End 2003-2004</td>
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<td>End 2004-2005</td>
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<td>End 2005-2006</td>
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Three Year Analysis: Percent of Second Grade Students at Intensive

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<td>End 2003-2004</td>
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Third Grade

Vocabulary
Comprehension
Fluency
Three Year Analysis: Percent of Third Grade Students at Benchmark

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<td>End 2003-2004</td>
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<td>End 2004-2005</td>
<td>44</td>
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<td>End 2005-2006</td>
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Three Year Analysis: Percent of Third Grade Students at Intensive

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<td>Beg</td>
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<tr>
<td>End</td>
<td>37</td>
<td>28</td>
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AZ Reading First and Comparison Schools
Percent Students at Benchmark

- Comparison
- AZ RF

Percent at Benchmark

Time

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Spring 2005 3rd Grade DIBELS and AIMS Correlation

- Benchmark
- Strategic
- Intensive

<table>
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<tr>
<th>Meet or Exceed AIMS</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>Percent</td>
<td>80%</td>
<td>87%</td>
</tr>
<tr>
<td>Percent</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>Percent</td>
<td>13%</td>
<td>20%</td>
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Arizona Prevention Resource Center, APRC (2005)
Taking a closer look:

Are *all* subgroups making progress?
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. (Hueldson 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).
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

PSF = Phoneme Awareness
NWF = Decoding
ORF = Fluency
ORF: Percent of 2nd Grade ELL Students at Benchmark

- ELL Students
- RF Project

Percent

0 10 20 30 40 50 60 70 80 90 100

Fall 2003 | Spring 2004 | Spring 2005 | Spring 2006

21 | 26 | 40 | 54

32 | 46 | 47

Data points:
- Fall 2003: 21%
- Spring 2004: 26%
- Spring 2005: 40%
- Spring 2006: 54%
ORF: Percent of 2nd Grade Students at Benchmark who are Eligible for Special Education

- Fall 2003: 15%
- Spring 2004: 16%
- Spring 2005: 24%
- Spring 2006: 32%
ORF: Percent of 3rd Grade ELL Students at Benchmark

- ELL Students
- RF Project

<table>
<thead>
<tr>
<th>Year</th>
<th>ELL Students</th>
<th>RF Project</th>
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<tr>
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<td>Spring 2004</td>
<td>31</td>
<td>31</td>
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<td>Spring 2005</td>
<td>44</td>
<td>37</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>45</td>
<td>52</td>
</tr>
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ORF: Percent of 3rd Grade Students at Benchmark who are Eligible for Special Education

- Fall 2003: 10%
- Spring 2004: 11%
- Spring 2005: 17%
- Spring 2006: 26%

Graph showing the percentage of 3rd grade students who are eligible for special education from Fall 2003 to Spring 2006.
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

Year 1
- Beg 2003-2004: 7%
- End 2003-2004: 9%

Year 2
- Beg 2004-2005: 9%
- End 2004-2005: 11%

Year 3
- Beg 2005-2006: 15%
- End 2005-2006: 13%

Legend:
- Nogales - Solid Color
- AZ Reading First Project - Pattern
Nogales USD and AZ Reading First Percent of First Grade Students at Benchmark - 3 Year Summary

Year 1
- 2003-2004: 34%
- 2004-2005: 49%
- 2005-2006: 60%

Year 2
- 2003-2004: 33%
- 2004-2005: 51%
- 2005-2006: 64%

Year 3
- 2003-2004: 39%
- 2004-2005: 56%
- 2005-2006: 66%

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

- **Year 2003-2004**: 28%
- **Year 2004-2005**: 40%
- **Year 2005-2006**: 58%

**Benchmark Percentages**:
- **Year 2003-2004**: 28%
- **Year 2004-2005**: 31%
- **Year 2005-2006**: 37%

**Nogales - Solid Color**
- **Beg 2003-2004**: 28%
- **End 2003-2004**: 33%
- **Beg 2004-2005**: 40%
- **End 2004-2005**: 44%
- **Beg 2005-2006**: 49%
- **End 2005-2006**: 59%

**AZ Reading First Project - Pattern**
- **Beg 2003-2004**: 28%
- **End 2003-2004**: 31%
- **Beg 2004-2005**: 40%
- **End 2004-2005**: 58%
- **Beg 2005-2006**: 49%
- **End 2005-2006**: 54%
Nogales USD and AZ Reading First Percent Third Grade Students at Benchmark - Three Year Summary

Year 1:
- Beg: 24%
- End: 27%

Year 2:
- Beg: 30%
- End: 27%

Year 3:
- Beg: 43%
- End: 33%

Nogales - Solid Color
AZ Reading First Project - Pattern
2004-2005 Third Grade AIMS: Reading

- **Arizona**: 26 Falls Far Below, 54 Approaches, 56 Meets, 58 Exceeds
- **Nogales**: 10 Falls Far Below, 32 Approaches, 32 Meets, 32 Exceeds
- **AJ Mitchell**: 10 Falls Far Below, 32 Approaches, 32 Meets, 32 Exceeds
- **Challenger**: 4 Falls Far Below, 35 Approaches, 59 Meets, 59 Exceeds
- **R Bracker**: 4 Falls Far Below, 24 Approaches, 65 Meets, 65 Exceeds
- **M Welty**: 21 Falls Far Below, 38 Approaches, 38 Meets, 38 Exceeds

Legend:
- Blue: Falls Far Below
- Red: Approaches
- Yellow: Meets
- Light Blue: Exceeds
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
Kathy.Hrabluk@azed.gov
602-364-2336