



State Policy Roadmap for Improving Early Reading Proficiency

Early Learning Fellows
National Conference of State
Legislatures
May 2, 2013

Two of every 3 do not read proficiently by end of 3rd grade.

We have not been strategic nor ambitious enough.

We have failed to sustain our efforts or establish a sense of urgency.

We have not linked & aligned:
system components
systems themselves

We have not fostered continuous improvement.

Where have we gone wrong?



What did ECS do?

Scoured the ECS archives (for state initiatives and history of reading reforms)

- Found: Little impact from state initiatives

Reviewed the literature & the research

- Found: Strong research, particularly on practice -- but used? Not enough.

Pored through state statutes



What you're doing

32 +
DC

- Using policy to improve 3rd-grade reading proficiency

What you're doing

31 + DC

- Test in at least 1 grade, P-3

17 + DC

- Test annually K-3

What you're doing

2

- Test annually in Pre-K-3

9

- Test annually 3rd grade

3

- Test annually 1st-3rd

1

- Test annually 2nd-3rd



What you're doing: Intervention

4 + DC

- *Recommend* at least 1 type of intervention P-3

24

- *Require* at least 1 type of intervention P-3

21 + DC

- Parental notification of student's reading issues

What you're doing

14 +
DC

- Require proficiency to be promoted to 4th grade

What you're doing

Require “evidence-based” instruction &/or
intervention BUT



Little on process evaluation



Little on outcome evaluation



What's your role?



To referee consensus?

Set state goals?

Maximize system influence?

Drive improvements in adult capacity?

GAME PLAN

Offensive and defensive
philosophy

Talent assessment

Game-day plan

Advance scouting, post-game films



State
Game Plan



State Policy Roadmap/Game Plan



State Policy Roadmap/Game Plan



Strategies that influence schools & classroom

Not the footwork and stamina necessary

Not HOW each position is played

Not when each shot is taken; but

How the pieces support each other.

State Policy Roadmap/Game Plan



System “Must-haves”

Program design & implementation

Ambitious goals

Sustained
urgency

Alignment &
linkage

- Of system components
- Of systems

Continuous
improvement



System “Must-haves”

System Oversight

Independent
monitoring

Regular,
public
reports

Focus on
“fixes” not
compliance



System “Must-haves”

Effective, immediate
intervention

Data
informed

Strategic

Evidence
Based

Measured,
revamped
until
effective



System “Must-haves”

Ongoing assessment of children & settings

Early, accurate,
effective
diagnosis

Timely, accurate
measurement
of progress

Accessible
status reporting

Inclusion of pre-
K settings

Targeted review

Review against
state goals



System “Must-haves”

Language-rich, rigorous curricula

Birth-age 9 focus

Language &
vocabulary
heavy

Evidence-based

Aligned

World-class base
of expectations,
knowledge



2011 NAEP vocabulary assessment findings

Stronger vocabulary = stronger reading comprehension

Some progress but not sufficient: Vocabulary scores increased in 20 states (from 2009 to 2011)

However, higher performing students scored lower on vocab. In 2011 than 2009



System “Must-haves”

Partnerships with families

Birth-9

Knowledge-
building strategies
& resources

Accessible
supports,
knowledge

Respectfully,
consistently in the
loop



Our focus
today

System “Must-haves”

Redefined adult capacity-building

Evidence-based
program approval

Data- and evidence-
informed
credentialing

Evidence/standards-
based professional
development

Skills & strategies

Evidence-based
interventionist
selection,
assignment

Systemic review of
adult capacity



- Redefined adult capacity building



WHY? A Math Example

Source: **Inequality for All**, Wm. Schmidt & Curtis C. McKnight, 2012

“Two children from different districts have a very small chance that the mathematics content coverage they receive in their classrooms will be the same.”

“...differences in the educational system existed not only in what was intended by the state or district but also in terms of what was actually taught in classrooms.”



WHY? A Math Example

Source: **Inequality for All**, Wm. Schmidt & Curtis C. McKnight, 2012

“What was planned was not delivered.”

“...we believe blaming teachers is a mistake.”

- “Why? Because teachers prepare themselves according to the standards and guidelines established by the states that certify them and the teacher preparation programs that train them.”

“...lack of knowledge influences not only the quality of the coverage...but also the bigger picture as to how the teacher makes choices about which topics to cover, for how long (to what depth), and in what sequence.”



BUT...

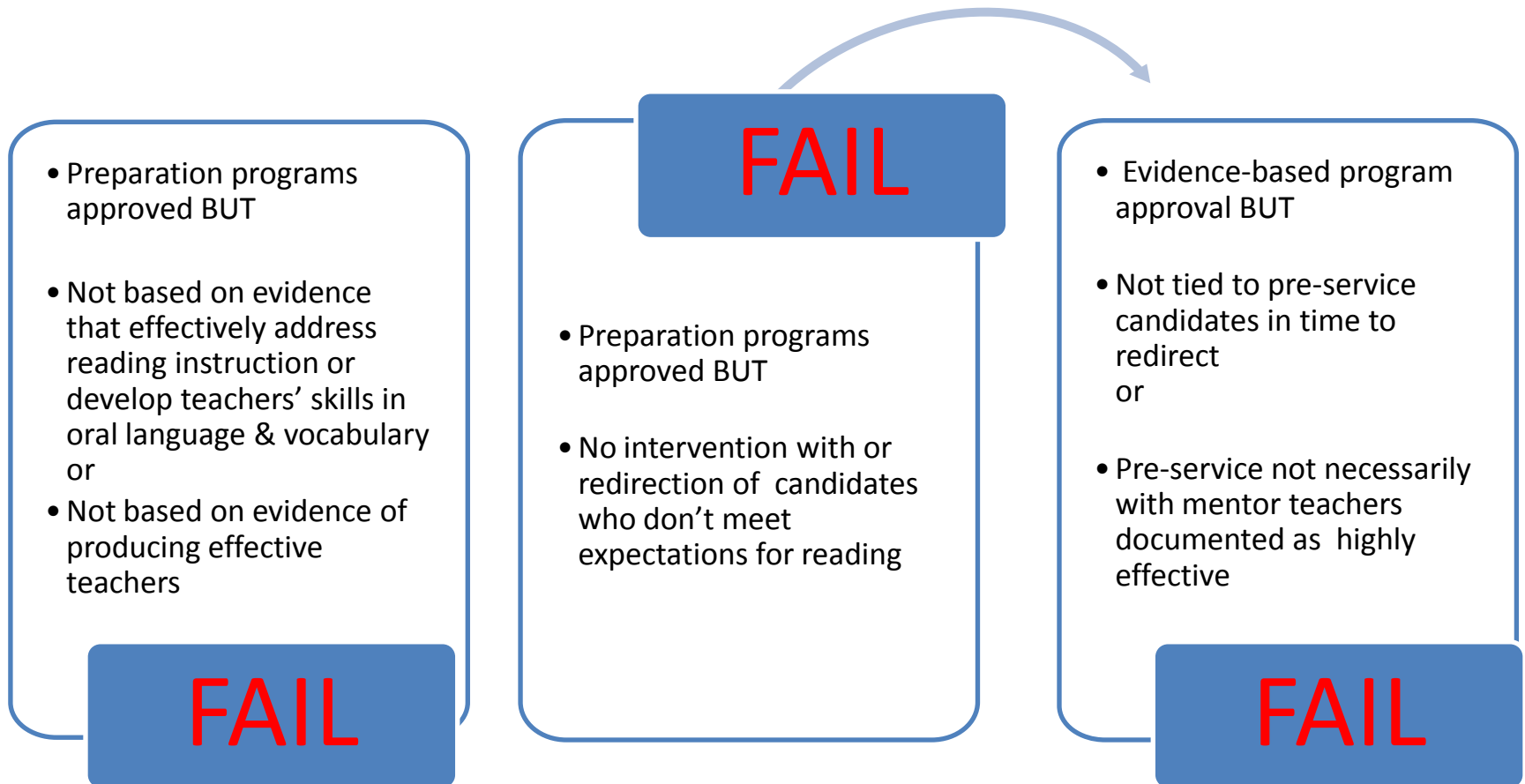


Dilemma of state versus local control

You?



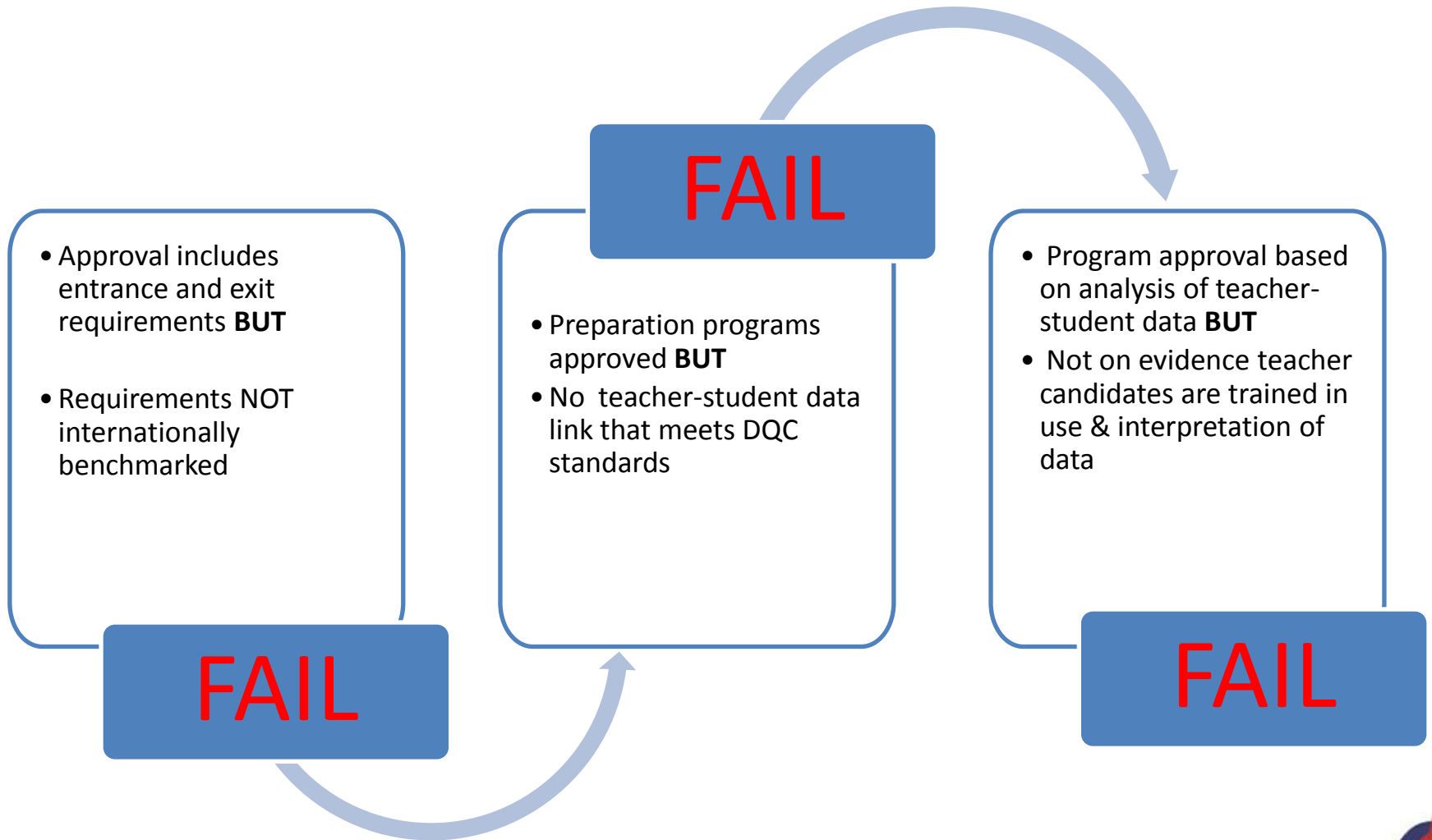
Evidence-based program approval



Majority of states (32) have no requirements for assessing teacher proficiency in effective reading instruction (NCTQ, 2012)



Evidence-based program approval



State Example: Florida

Does not
approve prep
programs
without proof
of required
competencies

Requires
development
& monitoring
of those
reading
competencies

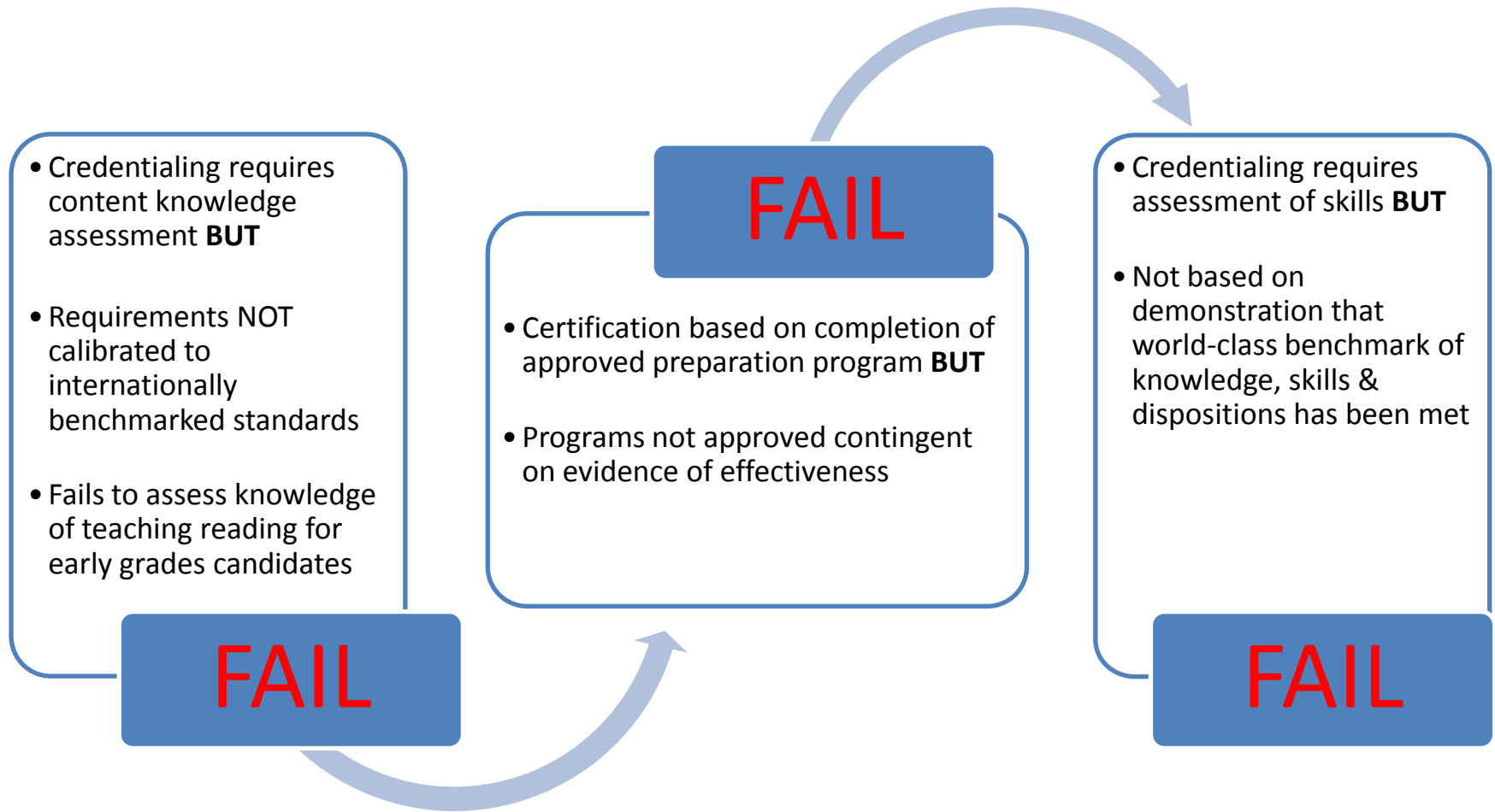
State Example: Ohio

Evaluates preparation programs based on effectiveness of teachers in the field

By end of 2014, requires each program to report annually the number and % of program graduates who were rated at each of the performance levels in the teacher evaluation system for the previous school year.



Data- and evidence-informed credentialing



State Examples: Wisconsin & Maryland

Require passage of
Foundations of Reading test

Policies establish cut score



State Examples: Mass. & Conn.

MA: State program approval regs list topics to be addressed on the Foundations of Reading Test

CT: Posts annual pass rates, by institution



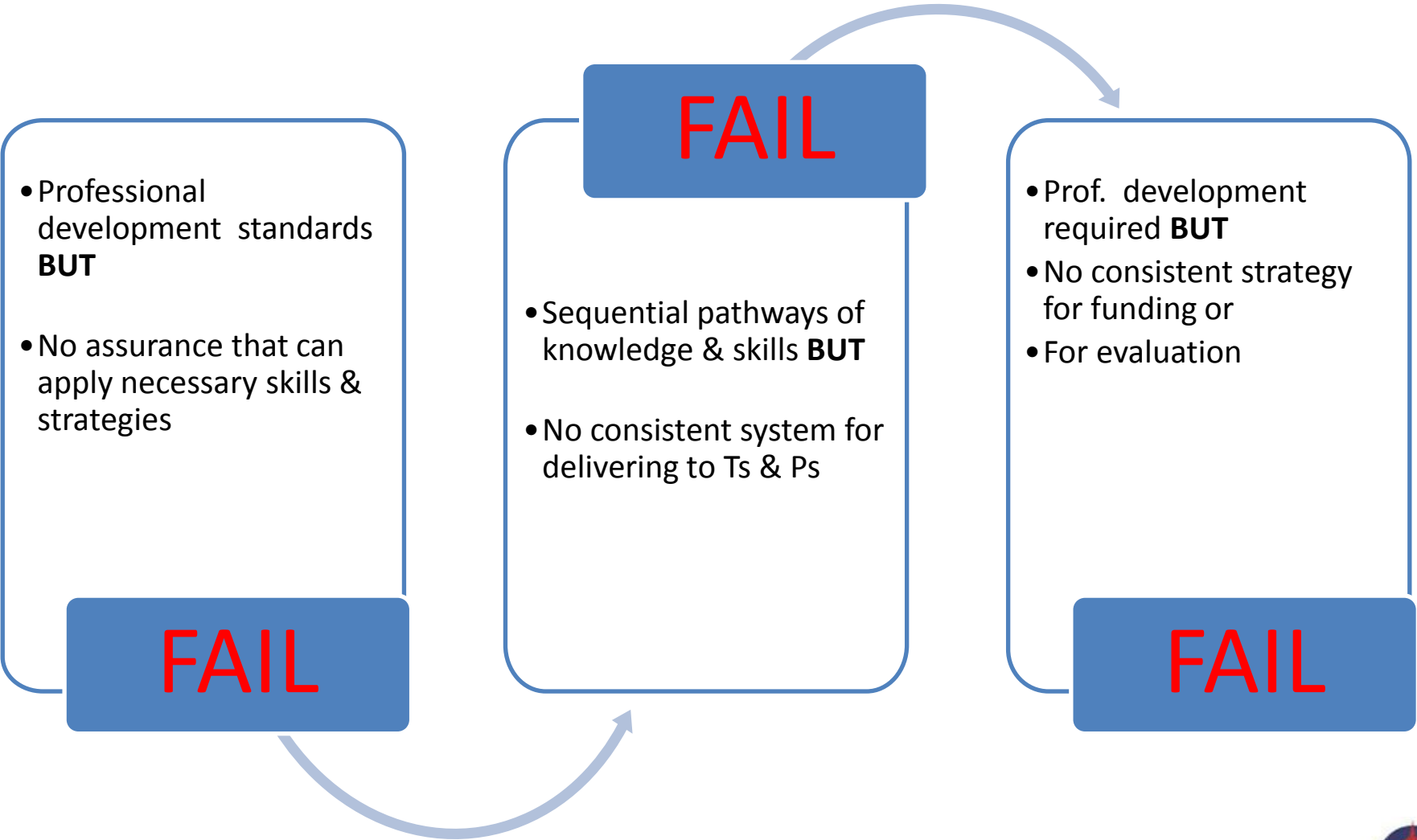
State Examples: Massachusetts

Established
Early Literacy Expert Panel
to advise on:

- Pre-service & in-service professional development **in early education and care programs and P-3**



Evidence/standards based professional development



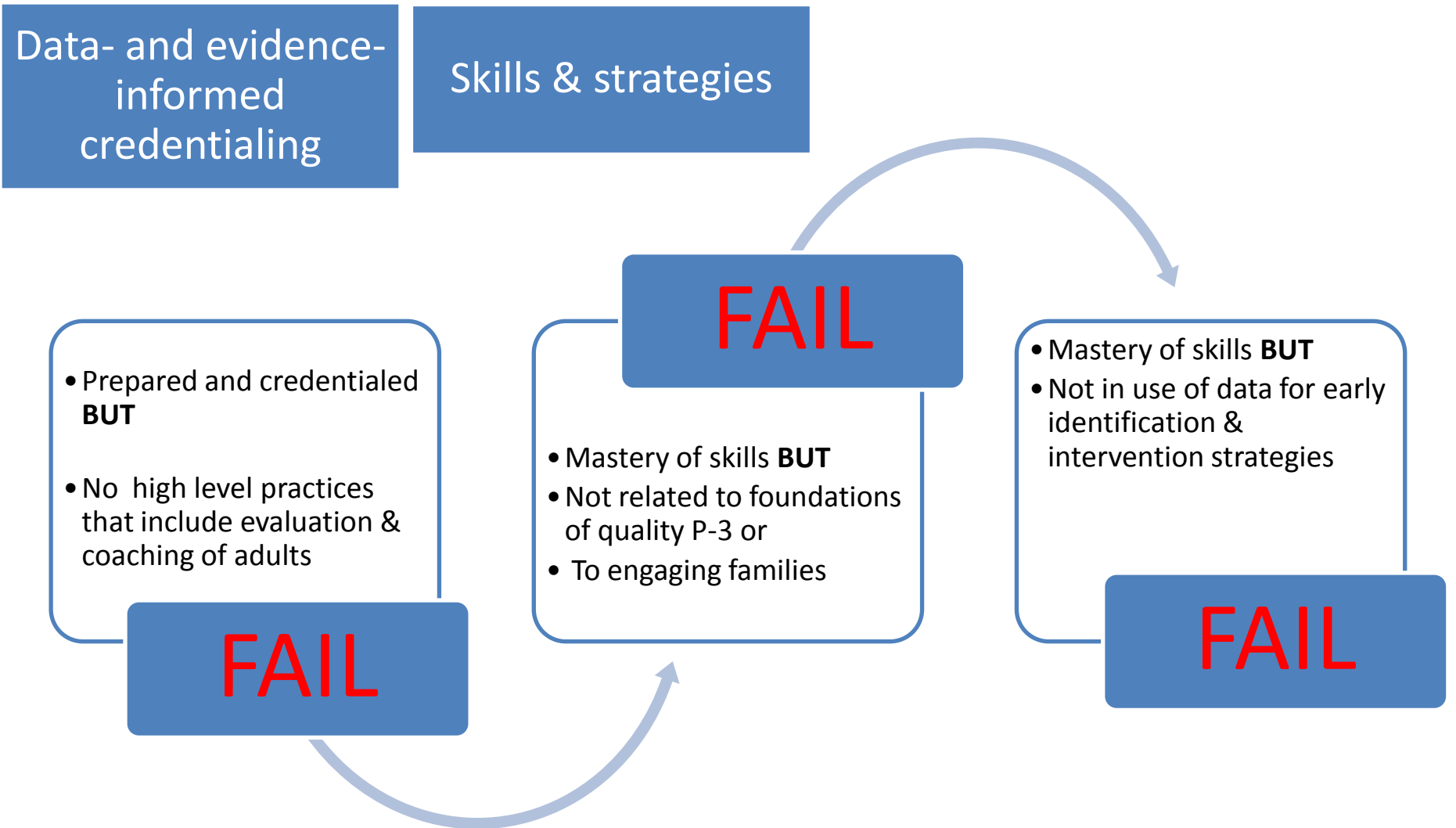
State Example: Arizona

If 20%+ at school or district level do not meet standards

- School board required to review reading program
- Review includes curriculum & professional dev.



Principals

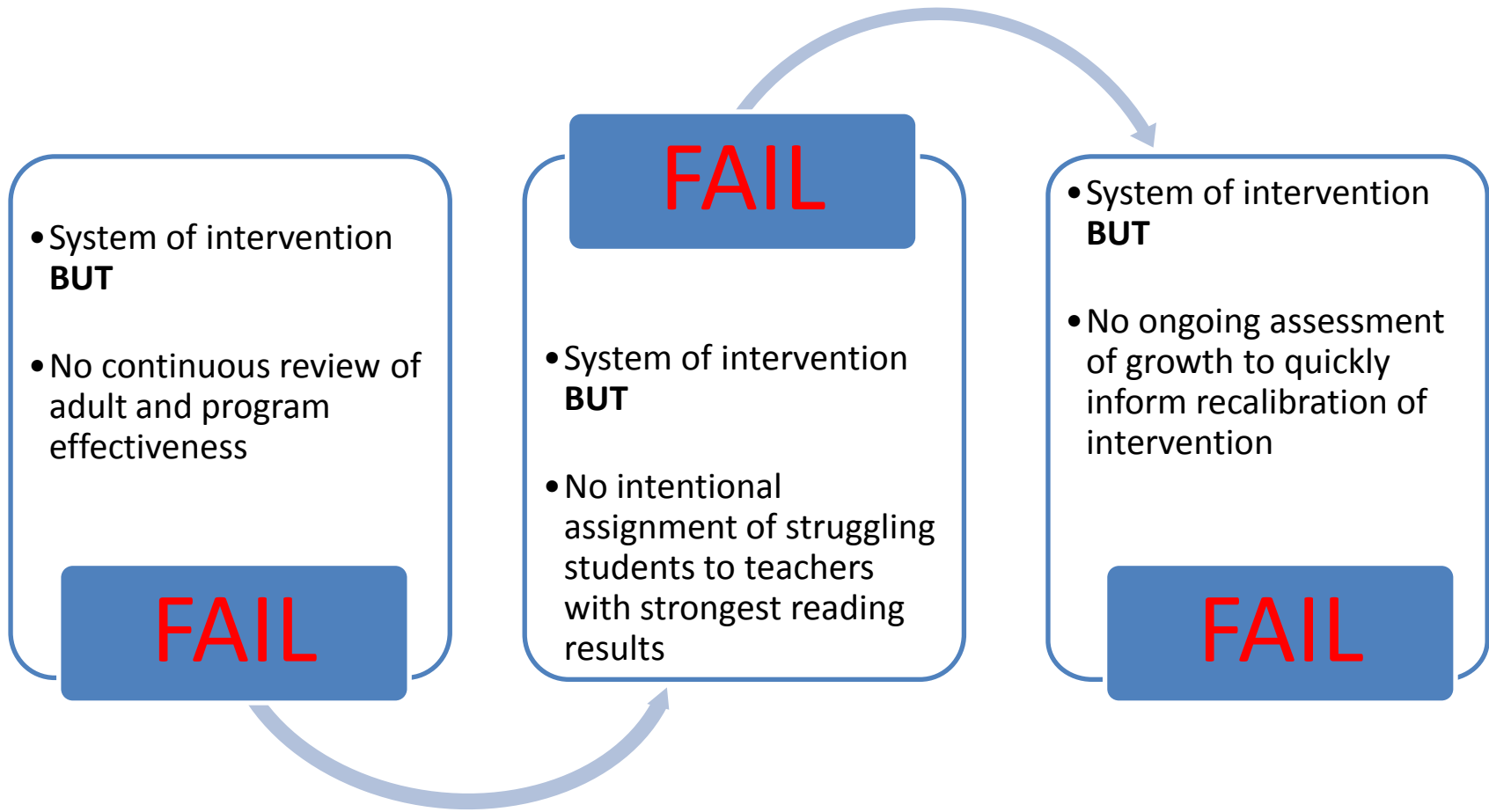


State Example: Ohio

Requires training that *MAY* include professional development in the use of data to improve instruction and student learning, and in understanding teacher value-added reports and how they can be used as a component in measuring teacher and administrator effectiveness.



Evidence-Based Selection of Interventionists





Systemic review of adult capacity

1. SYSTEM OF EVALUATION

2. REVIEW OF 

Education Trust-Midwest

Good for Teachers, Good for Students - Nov. 2012

- Examined 28 districts in state where evaluation is required but districts develop own models

Almost 20% used check-list style w/no opp. for rich feedback

Almost half allowed or did not explicitly prevent tenured or exp. teachers to go unobserved for entire year

Only 18% used state tests to measure impact on learning

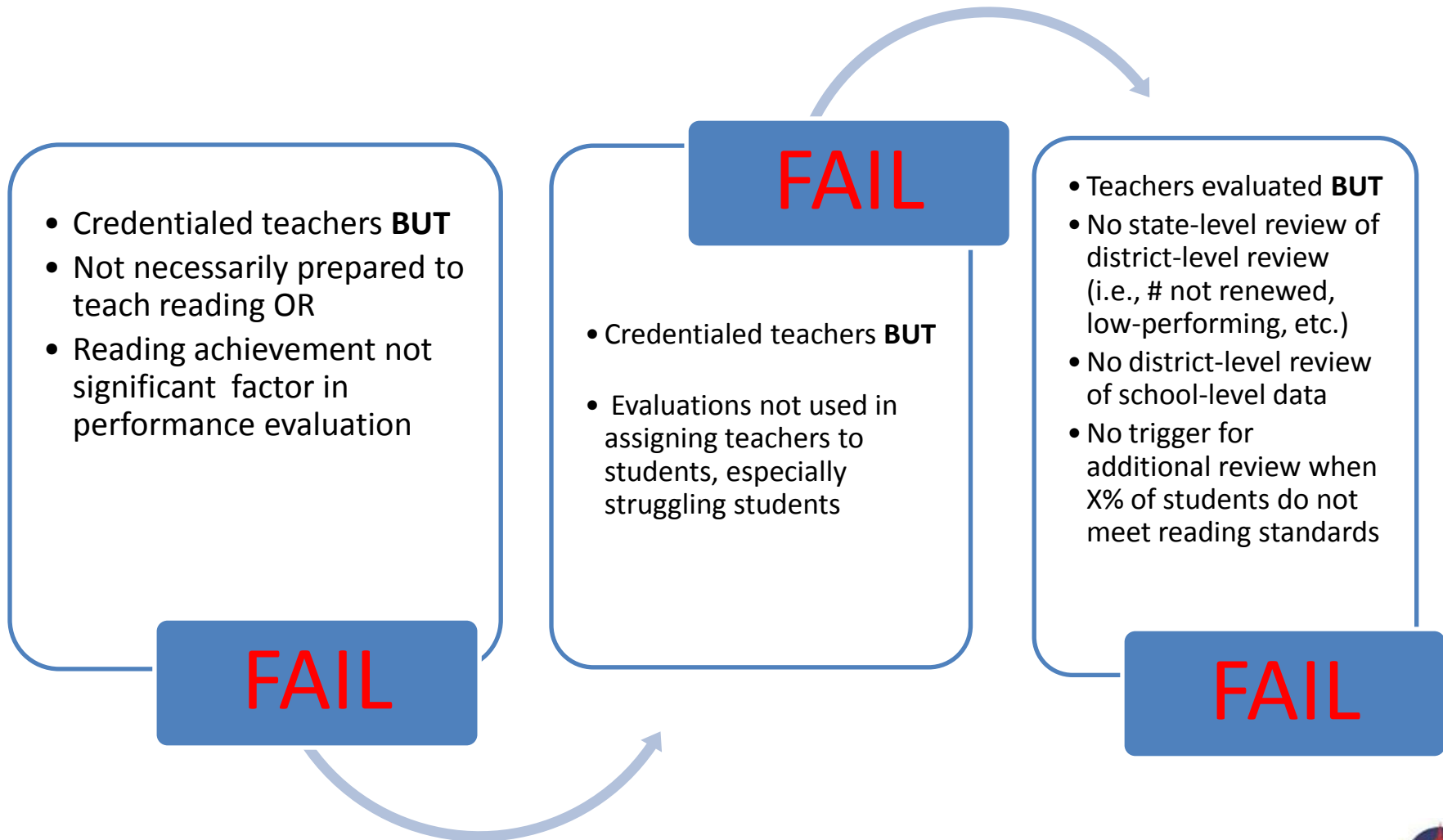
None used growth or value-added model

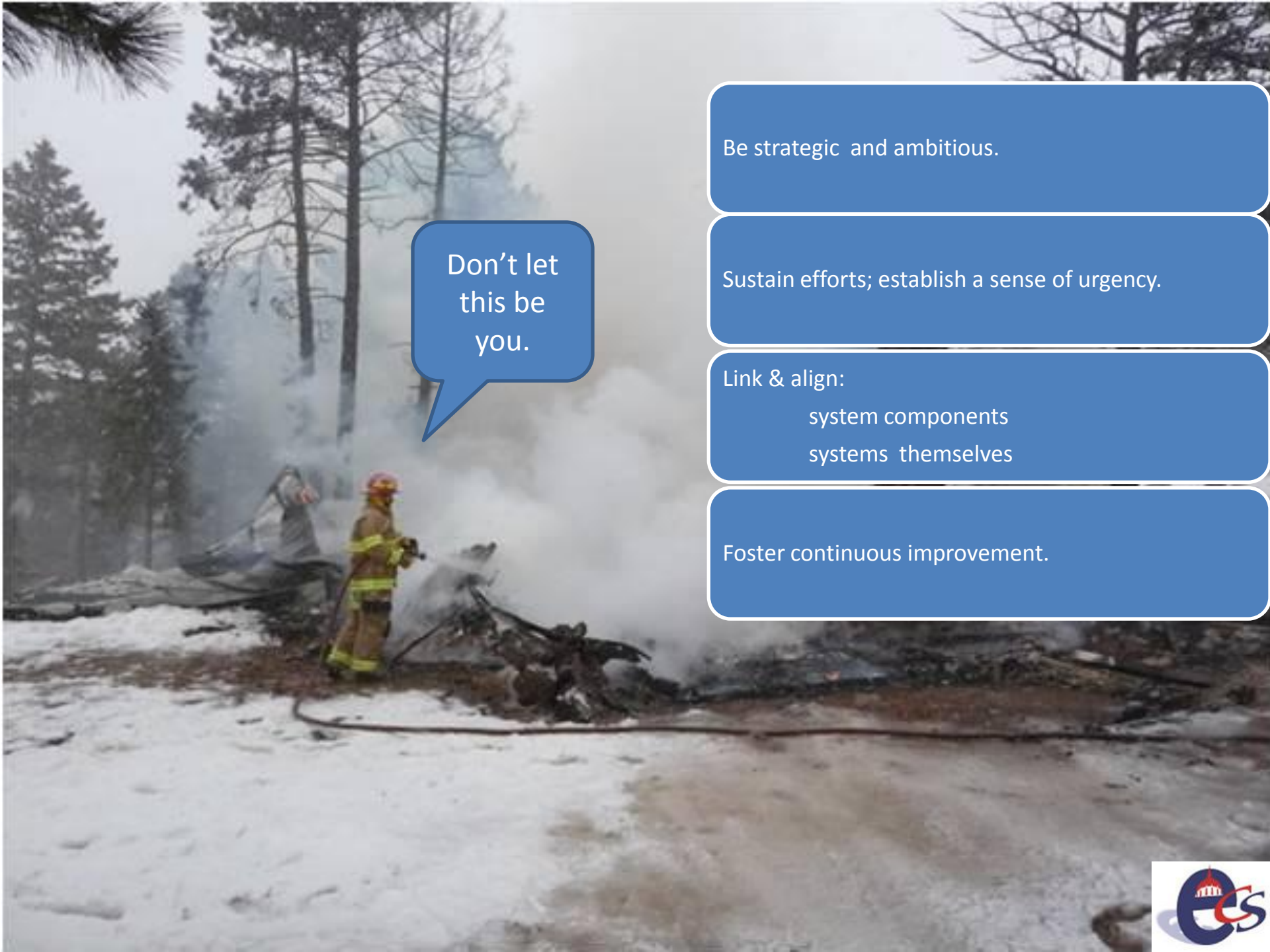
61% didn't provide clear guidance to evaluators

No model created a master/mentor teacher status or training to empower highly effective teachers to observe



Systemic review of adult capacity





Don't let
this be
you.

Be strategic and ambitious.

Sustain efforts; establish a sense of urgency.

Link & align:
system components
systems themselves

Foster continuous improvement.

