A Problem Still in Search of a Solution
A State Policy Roadmap for Improving Early Reading Proficiency

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Education Commission of the States

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Acknowledgements

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Executive Summary
Roadmap for Improving Early Reading Proficiency

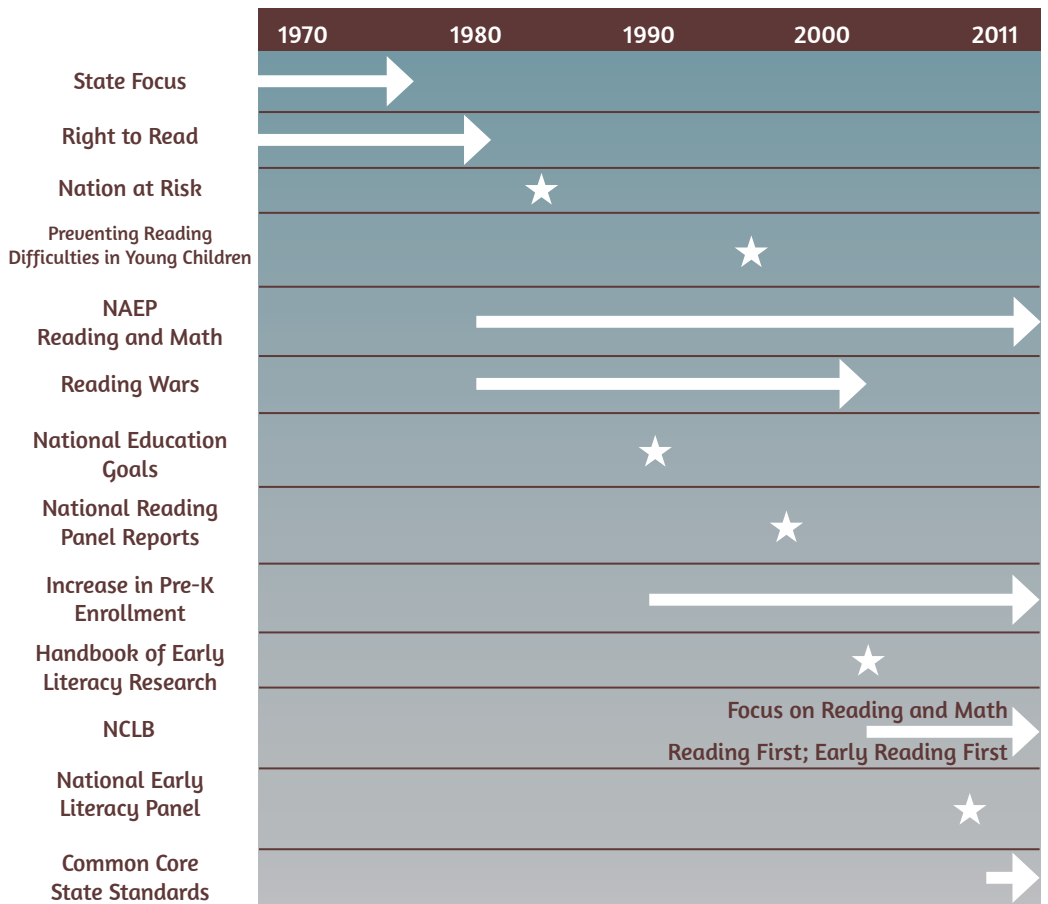| Policy Standards for System and Practice	
System Framework and Superstructure	**Schools and Classroom**
Program design and implementation ✦ *Ambitious goals* ✦ *Sustained sense of urgency* ✦ *Alignment of components* ✦ *Linkage and alignment of systems* ✦ *Continuous improvement*	**Ongoing assessment of children and 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 oversight ✦ *Independent monitoring* ✦ *Regular, public reports* ✦ *Focus on "fixes"*	**Redefined adult-capacity building** ✦ *Evidence-based program approval* ✦ *Data- and evidence-informed credentialing* ✦ *Evidence/standards-based professional development* ✦ *Skills and strategies* ✦ *Evidence-based interventionist selection, assignment* ✦ *Systemic review of adult capacity*
Effective, immediate intervention ✦ *Data informed* ✦ *Strategic* ✦ *Evidence based* ✦ *Measured, revamped until effective*	**Language-rich, rigorous curricula** ✦ *Birth-age 9 focus* ✦ *Language and vocabulary heavy* ✦ *Evidence-based status* ✦ *Aligned* ✦ *World-class expectations, knowledge*
	Partnerships with families ✦ *Birth-9* ✦ *Knowledge-building strategies & resources* ✦ *Accessible supports, knowledge* ✦ *Respectfully, consistently in the loop*

None of these stands alone or is sufficient. The first goal of effective policy is to identify the critical aspects that are most relevant to implementation. Those critical elements then work hand-in-glove to address what it is that individuals care about (foster motivation) and to inspire teamwork among policymakers, practitioners, and students.
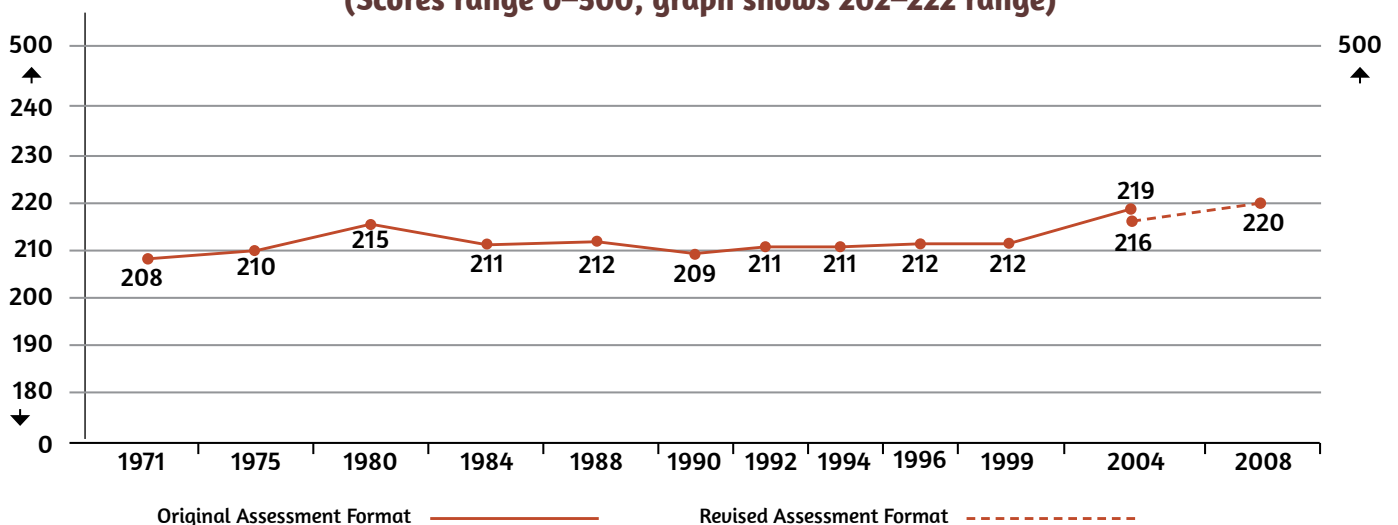
Introduction

Reading words and developing larger vocabularies are critical parts of reading proficiency, but these checkpoints do not have significance until young students grasp the meaning behind words. While teachers and the school culture can improve early reading proficiency, legislatures and state education agencies can support such efforts by implementing systemic, replicable models for schools to use.

Forty years of well-meaning state and national reading initiatives have not produced significantly higher student mastery, as the two graphics that follow illustrate. States have developed systemic plans to improve early reading proficiency, but translating these plans into actionable strategies has proven to be the real challenge.

Seminal Moments in U.S. Literacy

	1970	1980	1990	2000	2011
State Focus					
Right to Read					
Nation at Risk					
Preventing Reading Difficulties in Young Children					
NAEP Reading and Math					
Reading Wars					
National Education Goals					
National Reading Panel Reports					
Increase in Pre-K Enrollment					
Handbook of Early Literacy Research					
NCLB			Focus on Reading and Math / Reading First; Early Reading First		
National Early Literacy Panel					
Common Core State Standards					

4th Grade NAEP Scores
(Scores range 0–500; graph shows 202–222 range)

Data points by year: 1971: 208, 1975: 210, 1980: 215, 1984: 211, 1988: 212, 1990: 209, 1992: 211, 1994: 211, 1996: 212, 1999: 212, 2004: 219, 2004: 216, 2008: 220

Original Assessment Format ——————   Revised Assessment Format – – – – – –

Source: *Trend in NAEP reading average scores for 9-year-old students,* **http://nationsreportcard.gov/ltt_2008/ltt0003.asp.**

From 1970 to 2011, the average reading scores for 9-year-olds remained relatively flat, increasing by just 12 points on a 500-point scale (National Assessment of Educational Progress). Over the past decade, the goal of significantly improving reading scores has pushed policy leaders to focus on evidence-based instructional strategies. Solid advice provided by the National Reading Panel, the National Early Literacy Panel, the Handbook of Early Literacy Research and other reports and major initiatives such as the No Child Left Behind Act have led this charge.

The graph on the previous page (4th Grade NAEP Scores) demonstrates that over the past decade we have made progress in increasing the number of students who achieve at least a low level of proficiency (basic—as defined and measured by NAEP). These gains are significant, particularly for Black and Hispanic students. However, these successes—while necessary—have not been sufficient. Whether that is because teachers are being exposed to evidence-based instructional strategies in preparation and professional development and simply aren't applying that knowledge (or applying it well or often enough) in their day-to-day instruction, or because of other factors, nowhere near enough youngsters are where they need to be. With two of every three 4th graders scoring, on average, below proficiency, the states have considerable work to do.

This paper provides a first-of-its-kind state policy roadmap. Such a roadmap, when combined with authoritative state leadership, can:

+ *Drive effective program design and implementation*
+ *Improve practice by strengthening classroom instruction, student assessments, and alternative interventions*
+ *Strengthen curricular alignment across the P-3 spectrum*
+ *Create systemic solutions, not just results*
+ *Engage stakeholders, including state leaders, teacher prep institutions, educators, students, and families in continuous improvement.*

The first goal of effective policy is to identify the critical aspects that are most relevant to implementation. Those critical levers then work hand in glove to address what it is that individuals care about (foster motivation) and to inspire teamwork among policymakers, practitioners and students. State policy has the potential to create convergence between system and practice. Systems framework elements include:

+ *Program design & implementation*
+ *System oversight*
+ *Effective, immediate intervention.*

School and classroom practice components include:

+ *Ongoing assessment of children and settings*
+ *Redefined adult capacity-building*
+ *Language-rich, rigorous curricula*
+ *Partnerships with families.*

The roadmap is not intended to be a straight "Begin here-End here" pathway. Instead, the suggested policy standards are a means of auditing your system framework and superstructure and the ways in which that system strengthens or inhibits schools and classrooms.

This state policy roadmap uses data, research, and state policy examples to illustrate the importance of both system supports and the culture of schools and classrooms—and how each complements and relies on the other.

We recognize that most states have already journeyed down this road—or are currently traveling down the road—but improving reading performance is one of those problems for which solutions will never be perfect, nor work for everyone. This is a tool to help review and revise policies that will make the journey more successful.

Supporting a System Approach for Literacy Improvement

Section I:
System Framework and Superstructure

Supporting a System Approach for Literacy Improvement

The purpose of strong program design and implementation is to ensure that goals are ambitious; to bring a statewide focus and urgency to bear on achieving those goals; to strengthen alignment; and to promote continuous improvement.

Effective policy strengthens:

✦ *Grade-level expectations based on world-class standards and benchmarks*

✦ *A sustained sense of urgency, such as implementation of a statewide campaign to improve reading proficiency*

✦ *Alignment of standards, curricula, teaching practices, and assessments*

✦ *Linkage and alignment of pre-K and K-3 systems*

✦ *A system of continuous improvement that:*

- *Sets annual targets for local and statewide improvement*

- *Supports communication and data sharing*

- *Requires ongoing data collection and analysis*

- *Allocates funds to be used for ongoing impact analyses*

- *Implements a system-wide analysis of whether low educator performance is being addressed and top performers are being retained (at school, district, and state levels)*

- *Encourages high-level practices such as reassignment of teachers whose evaluations document a track record (2-3 years) of flat or downward trends in student reading performance*

- *Puts public spotlight (media and state) on successful interventions*

- *Rewards programs that continuously refine services and get results.*

Ambitious goals

The purpose of design and implementation

Continuous improvement

Statewide focus and urgency

Alignment

What it looks like in policy

Ambitious goals

Some states, including **Connecticut**, require that reading instruction be aligned with the Common Core State Standards (CCSS). In **Louisiana**, the literacy division of the department of education has been tasked with meeting five critical goals:

- ✦ *Students enter kindergarten **ready to learn***
- ✦ *Students are literate by the end of 3rd grade*
- ✦ *Students enter 4th grade on time*
- ✦ *Students perform at or above grade level in English Language Arts by the end of 8th grade*
- ✦ *Achieve all Critical Goals, regardless of race or class.*

Statewide focus and urgency

In **Colorado**, local education providers must report to the state education department the number of early-grade students with significant reading deficiencies, based on the state board's definition. **Florida** law created the Florida Center for Reading Research (FCRR) at the Florida State University. The center has two geographically-based outreach centers, which provide technical assistance in evidence-based literacy instruction, assessments, programs, and professional development.

To provide focus and a sense of urgency, 13 states and D.C. prohibit social promotion of students not proficient in reading. For states taking or considering this approach, it is critical to ensure that intensive interventions and the other components addressed in this paper are in place.

Continuous improvement (set annual targets)

Beginning in 2014, **Connecticut** will provide incentives for schools that increase the number of students who meet or exceed the statewide goal level in reading by 10% or more. **Florida** requires each board to annually publish data in the local newspaper and to report in writing to the state department. Data include:

- ✦ *The local board's policies and procedures on student retention and promotion; the number and percentage of students performing at the two lowest levels on state reading assessments, by grade (3-10)*
- ✦ *The number and percentage of all students retained, by grade (3-10)*
- ✦ *Total number of students promoted for good cause, by each category of good cause; and any revisions to local board policy on student retention and promotion from the prior year.*

Alignment (Pre-K with K-3)

Connecticut requires the development of a system to publicly share information regarding children's oral language and pre-literacy proficiency. The legislature also requires a state plan that aligns reading standards, instruction and assessments for K-3 students.

1.2 Oversight

The purpose of oversight is to instill a system of continuous improvement; to measure progress against the goals; and to make progress (or lack of it) transparent to all.

Effective policy ensures:

+ *Designation of an independent entity or entities to monitor (with a goal of continuous improvement) how well schools are implementing early identification, providing immediate tiered support, and communicating with parents*
+ *An annual public report, comparing actual literacy outcomes to state-based annual targets*
+ *A focus on just-in-time "fixes," not compliance.*

What it looks like in policy

Continuous improvement

Florida requires weekly progress monitoring for students retained and assigned to intensive acceleration classes. Florida's Department of Education also monitors and tracks implementation of district plans, including conducting site visits and collecting specific data on expenditures and reading.

Washington tested its assessment approach via a pilot, Washington Kindergarten Inventory of Developing Skills (WaKIDS), and has evaluated that pilot.
(Read the **evaluation**.)

Continuous improvement at the school and district level is necessary but is strengthened by a complementary system of continuous improvement at the state system level.
In other words, a comprehensive, state and local system of continuous improvement would anticipate the challenges associated with program redesign and implementation.
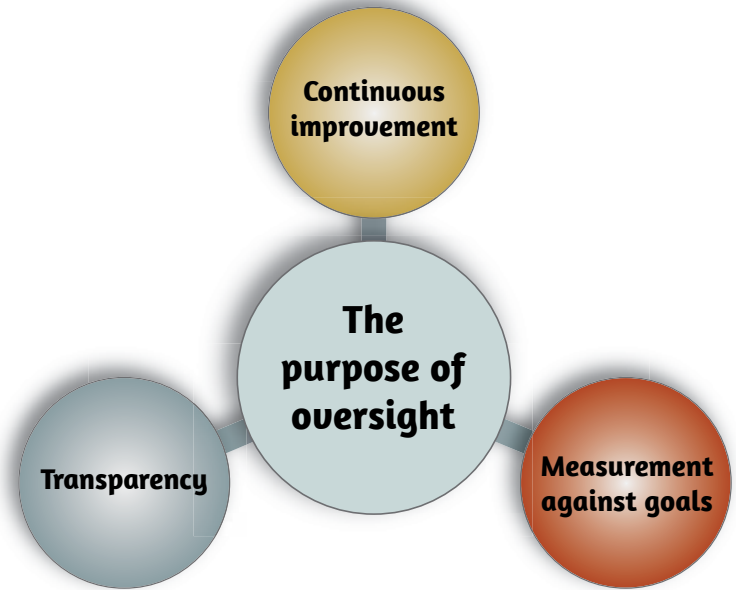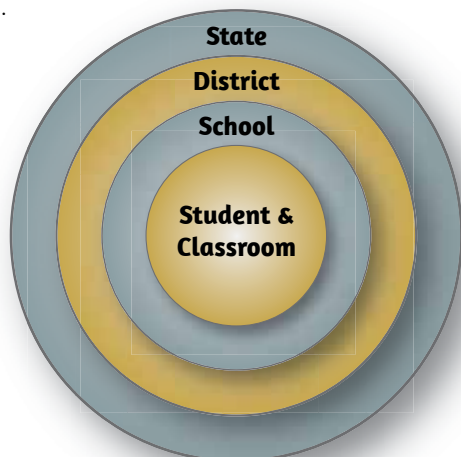
Measurement against goals

Arizona requires review of reading programs if more than 20% of students at the school or district level do not meet standards.

Transparency

Minnesota expanded the Reading Corps program to include comprehensive, scientifically-based reading instruction for children age 3 to 8. Minnesota also requires a biennial report that records and evaluates data to determine efficacy of the program.

Florida requires each local entity to publish annual data on performance in reading, the number and percentage of students retained in grade, and of those who did not meet grade-level standards but were promoted for good cause.

1.3 Effective, immediate intervention

The purpose of effective, immediate intervention is to strategically target struggling students; to use data to accurately and quickly identify the needs of such students; and to ensure that interventions are effective or where they are not, to quickly develop a different plan of action.

Effective policy sustains:

✦ *Robust use of data and evidence-based research to inform intervention strategies*

✦ *Tiered support that includes development of alternative learning plans and alternative interventions*

✦ *Strategies that maximize the number of minutes per day of additional, intensive reading instruction (not redistributing class time)*

✦ *Mandatory attendance for extended day, Saturday and summer school instruction, where applicable*

✦ *Strategies that maximize structured use of trained mentors and tutors*

✦ *Development and maintenance of open online access resources*

✦ *Public celebration or reward of exemplary school-level or classroom-level results*

✦ *Intentional assignment of highest quality reading teachers (e.g., identified via prior reading results) to students at risk of not meeting grade level expectations*

✦ *Vetted, language-rich, rigorous and engaging grade-level curricular materials for educators and parents to access and use*

✦ *Exemplary instruction and/or lessons tied to world-class benchmarks—including comprehension and vocabulary-building strategies for all subject areas*

✦ *Interventions that are structured differently than previous classroom experience and that do not cause students to repeat subjects where they have demonstrated proficiency.*

Strategic

The purpose of intervention

Effective
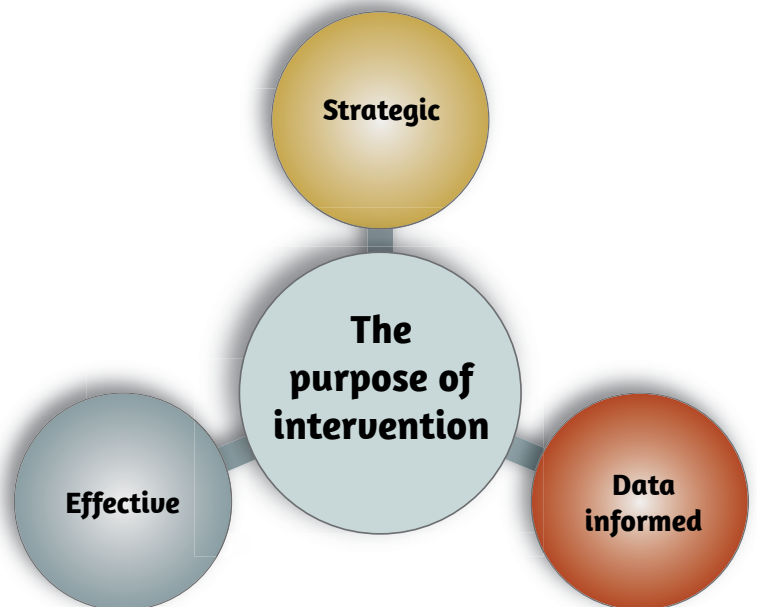
Data informed

What it looks like in policy:

Data informed

In 2012, **Florida** added a policy provision that requires funds to be used to support teachers in making instructional decisions based on student data, and improve teacher delivery of effective reading instruction, intervention, and reading in the content areas based on student need.

The policy also creates a Comprehensive Student Progression Plan that includes a number of requirements, such as specific criteria for mid-year promotion of a retained student.

New York requires monitoring of students' abilities and skills and student-tailored instruction for those making substandard progress.

Strategic

A number of states specify afterschool and summer interventions and make attendance mandatory. In **Kentucky**, state law requires districtwide use of a K-3 response-to-intervention (RTI) system that includes a tiered continuum of interventions with varying levels of intensity and duration. Districts must implement interventions with fidelity to scientifically-based research. **Montana** also supports use of an RTI model.

Response to Intervention (RTI)
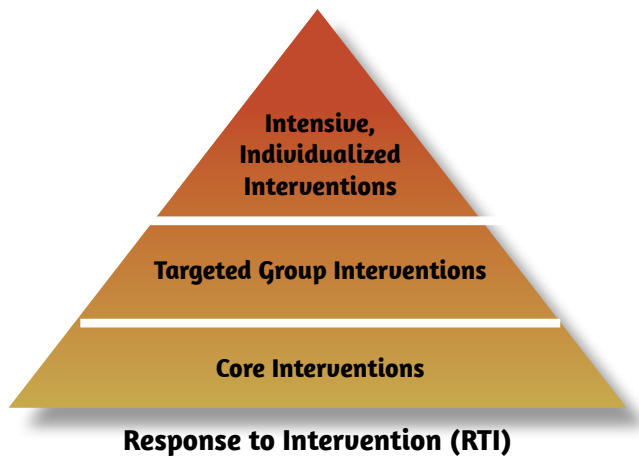
Evidence based

Florida adds an additional hour per day of intensive reading instruction to students in the 100 lowest-performing elementary schools, and stipulates that the required additional hour of reading instruction be:

- ✦ *Research based*
- ✦ *Differentiated based on student assessment data*

And include:

- ✦ *Explicit and systematic reading development in phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback*
- ✦ *The integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading.*

In addition, **Florida** requires that struggling students be assigned to a separate reading teacher. **Oklahoma** specifies 90 minutes of additional reading instruction be provided daily for students who have been retained.

The **Rhode Island** state department provides guidance for the development of personal literacy plans (PLPs). Each plan addresses a cycle of student support that:

- ✦ *Diagnoses, analyzes, and validates need(s)*
- ✦ *Designs and implements an intervention plan*
- ✦ *Monitors and reviews progress*
- ✦ *Uses assessments to determine discontinuation or need for new intervention*
- ✦ *Revises and implements new supports based on assessments, progress data.*

Effective

In **Arizona**, state policy requires the department to post best practice examples of reading intervention and remedial reading strategies used in schools and districts.

Colorado requires student plans to include programs from an "advised" list and that address the areas of phonemic awareness, phonics, vocabulary development, and reading fluency, including oral skills and reading comprehension.

West Virginia requires a team to review the needs of students who continue to struggle despite interventions.

Key Takeaways — System Framework and Superstructure

Design & Implementation

Ambitious goals

Sustained sense of urgency

Alignment of components

Linkage and alignment of systems

Continuous improvement

System Oversight

Independent monitoring, continuous improvement

Regular, public reports against goals

Focus on "fixes" not compliance

Interventions

Data informed

Strategic

Evidence based

Measured, revamped until effective

Section II:
School & Classroom Policy Standards

Supporting a System Approach for Literacy Improvement

2.1 Ongoing Assessment

The purpose of assessment of children is to ensure early, accurate, and effective diagnosis of literacy issues; timely, accurate measurement of progress; and to determine proficiency.

Effective policy on assessment of children maximizes:

✦ *Screening, formative and summative assessment tools*

✦ *Evidence-based, diagnostic or screening assessments with accurate, rapid results, administered with appropriate timing and locations to ensure reliability and validity*

✦ *Inclusion of teachers' analysis as a means of casting a wider net of identification*

✦ *Timely notice to parents*

✦ *Efficient processes for parent support*

✦ *Connection to a robust data system that maximizes use of early warning indicators, which provides easily accessible reports that support teacher/leader use of data, and that minimizes bureaucratic requirements for teachers*

✦ *Assessment of early education and care settings, as well as PK-3 classrooms.*
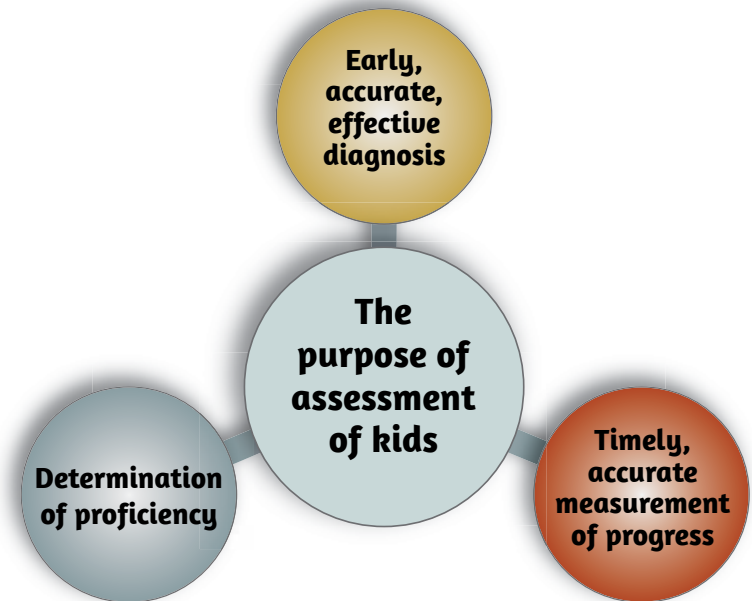
What the Research Says

Data from assessments of children should not be reported without data on the programs that serve them.

Reporting on program quality should highlight attributes of classroom quality, instructional practices, and teacher-child interactions that are most highly correlated with enhancing children's progress in learning and development

Reporting on child assessments should highlight children's progress over time (or the "value-added" contributions of programs) as well as their end-of-program status.

Source: Thomas Schultz and Sharon Lynn Kagan, *Taking Stock: Assessing and Improving Early Childhood Learning and Program Quality*, The Report of the National Early Childhood Accountability Task Force, 2007.

Supporting a System Approach for Literacy Improvement

What it looks like in policy

Early, accurate, effective diagnosis

The **Iowa** General Assembly established a Cross-Agency Assessment Instrument Planning Group to study and select one standard, multi-domain assessment for implementation by all districts for purposes of kindergarten assessments. **Idaho** requires a statewide test to assess K-3 students' skills twice annually. The state allows students in the lowest 25% of performance to be tested more frequently.

Timely, accurate measurement of progress

Oklahoma requires that the screening instrument used be "accompanied by a data management system that provides profiles for students, class, grade level and school building" and that such profiles identify each student's instructional point of need and reading achievement level.

Determination of proficiency

Nearly all states administer a statewide test to determine whether students are meeting level reading standards in 3rd grade. Twenty-one states assess reading proficiency prior to grade 3 and 14 states and D.C. require students to be retained if they do not reach grade-level proficiency by the end of 3rd grade (click **here** for more details).

See **Appendix B** for sample tools (page 34).

Recommendations

"When assessment systems result in high-stress experiences for our children or purposeless additions to professionals' plates, we can all be concerned. However, by neglecting to regularly evaluate our young children's language and early reading skills, we have done more harm than good. We need to put our efforts into selecting multiple measures and interpreting their results in appropriate ways to promote student success. It is how assessments are used – and with whom and how the results are interpreted and used – that can be positive or negative, accurate or inaccurate. When used in accurate and ethical ways, assessments can be the critical difference between a child receiving the help he needs or struggling in reading."

Source: ***Turning the Page: Refocusing Massachusetts for Reading Success***, 2010.

What the Research Says

"In terms of the amount of information per unit of test administration time or teachers' time, computerized adaptive tests in general, and STAR Early Literacy in particular (a computerized adaptive test of early literacy skills), are attractive options for early reading assessment.

The data support the usefulness and cost-effectiveness of computerized adaptive tests, as an alternative to traditional group- or teacher-administered assessments of early reading skills. STAR Early Literacy's average administration time is less than 10 minutes, and scoring, record-keeping, and report preparation are all automated.

In contrast, group-administered test batteries like Group Reading Assessment Diagnostic Evaluation typically require at least a full-class period to administer. Individually administered assessments like Dynamic Indicators of Basic Early Literacy and Texas Primary Reading Inventory, although nominally shorter, require a great deal more of the teacher's time for test administration, scoring, recording, and reporting."

Source: ***Linking Reading Coaches and Student Achievement: Evidence From Florida Middle Schools***, Rand Corporation; 2010.

Supporting a System Approach for Literacy Improvement

Effective policy on assessment of P-3 settings maximizes:

- ✦ *Observation that is frequent, of duration, and that includes feedback*[1]
- ✦ *Regular review of classroom, school, and district results against state goals*
- ✦ *Prioritizing use of P-3 review tools in the neediest classrooms (tools such as* **CLASS***, QRIS, Assessment of Practices in Early Elementary Classrooms (APEEC).*

What it looks like in policy

Continuous improvement

A 2012 **Florida** policy directs the department to monitor implementation of each district plan, including conducting site visits and collecting specified data, and to report its findings annually to the legislature. In addition, any Intensive Acceleration Class for retained 3rd-grade students who subsequently score at the lowest level on state assessments must be monitored weekly and progress reports made to the state board.

A number of states are using the Early Childhood Quality Rating and Improvement System (QRIS), although how broadly varies widely by state. **Connecticut** is developing a tiered Early Childhood Quality Rating and Improvement System (T-QRIS) and policy requires the development of an incentive program for schools that increase by 10% the number of students who meet or exceed the statewide goal level in reading.

Measurement against goals

Arizona sets a performance threshold beneath which the governing body must conduct a review of its reading program that includes curriculum and professional development in light of current, scientifically based reading research.
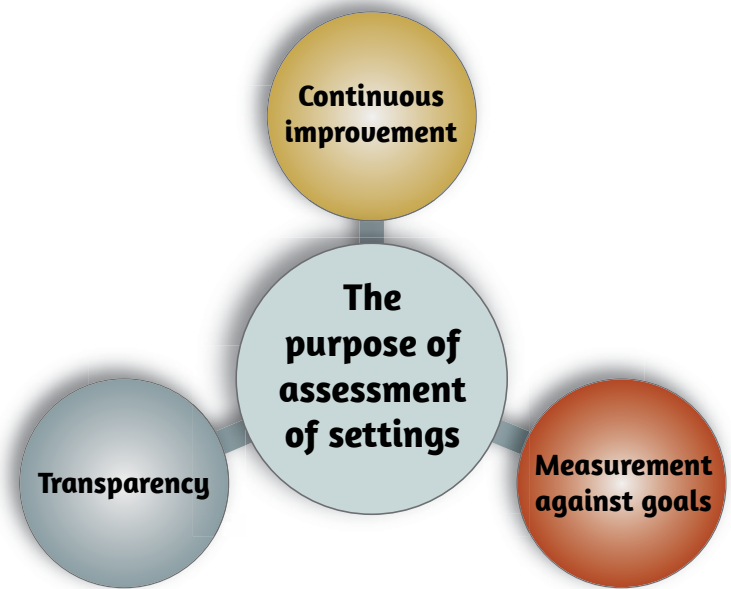
Transparency

Effective July 1, 2012, **Connecticut** is requiring the Department of Education to collaborate with the Governor's Early Care and Education Cabinet on the development of a system for sharing information between preschool and school readiness programs and kindergarten (regarding children's oral language and pre-literacy proficiency). Additionally, an increasing number of states require that annual public reports include the number and percentage of a school's students meeting grade-level standards in reading.

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1 Robert C. Pianta, *Implementing Observation Protocols – Lessons for K-12 Education from the Field of Early Childhood*, May 2012, http://www.americanprogress.org/issues/2012/05/pdf/observation_protocols.pdf.

Supporting a System Approach for Literacy Improvement

2.2 Redefined Adult Capacity-building Models

The purpose of addressing adult capacity is to strengthen the preparation and professional development of all adults who work with children and to evaluate the success of such individuals in helping children become successful readers. The four essential areas of adult capacity-building include: 1) teacher preparation and certification; 2) principal and superintendent preparation; 3) professional development; and 4) teacher and principal evaluation.

1: Teacher preparation and certification – Effective policy ensures:

+ *Teacher preparation program approval based on evidence that relevant programs effectively address reading instruction and develop teacher candidates' skills in oral language and vocabulary*

+ *Early intervention for teacher candidates at risk of not meeting instructional expectations for reading*

+ *Sufficient pre-service time with highly effective and qualified master teachers to deepen knowledge of instruction and intervention*

+ *Internationally benchmarked entrance/exit requirements*

+ *Rigorous, stand-alone program exit assessments calibrated to internationally benchmarked teaching standards.*

+ *Certification or licensure based on demonstration that a world-class benchmark of knowledge, skills, and dispositions has been met.*

Professional development

The purpose of adult capacity

Preparation

Evaluation
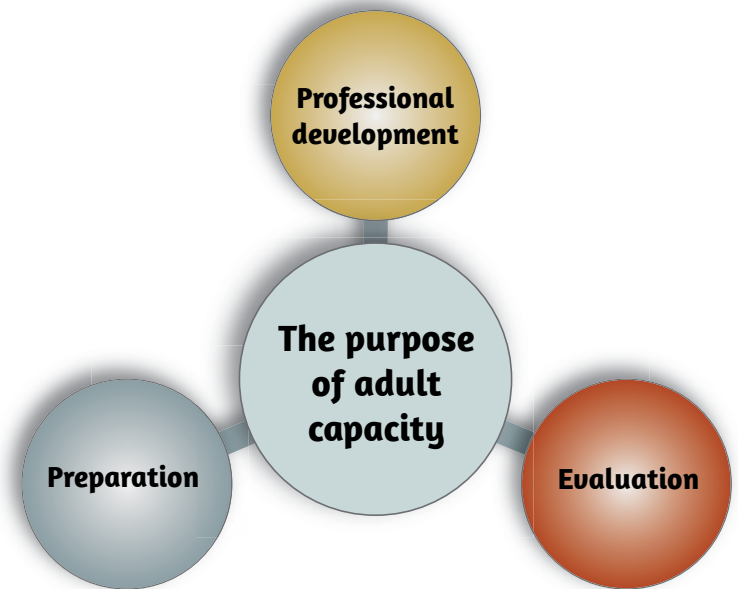
What it looks like in policy

Preparation

Connecticut requires a practice-based, pre-literacy course for early childhood teacher candidates. Teacher preparation programs must require candidates complete four semesters of classroom clinical, field, or student teaching experience.

Florida does not approve teacher prep programs without proof that programs cover the required competencies. The Just Read, Florida! program requires the development and monitoring of reading competencies that must be demonstrated for teacher licensure, reading endorsement, and certifications. **Wisconsin** requires the department to use Massachusetts' current assessment of teacher candidates and to set the passing cut score no lower than the level recommended by the test developers.

2: Professional development –
Effective policy sustains:

+ *Using Common Core State Standards for in-service professional development seminars*

+ *Creating a sequential pathway that ensures educators know and can apply necessary skills and strategies. In other words, instead of giving educators a fighter jet, train them to fly.*

+ *State-supported, high-quality summer reading academies for teachers and workshops for principals*

+ *Proficiency standards for literacy interventionists*

+ *Allocating professional development funds contingent on commitment to quantitative evaluation of such programs.*

What it looks like in policy

Professional development

In **South Carolina**, the Reading Achievement Systemic Initiative Panel (2011) made several recommendations to expand the knowledge base of principals and instructional leaders, such as:

+ *Requiring attendance at a series of statewide workshops*

+ *Conducting site visits to audit literacy practices and offer suggestions for moving classrooms toward High Progress Literacy Classrooms*

+ *Extending virtual support via seminars, workshops, and webinars.*

A new **Connecticut** policy directs the education commissioner to review annually the continuing education required for teachers holding early learning professional certificates or elementary school endorsements and holding jobs requiring such endorsements. **Connecticut** policy meets the majority of the goals for ensuring adult capacity (see Appendix for language). The **Kentucky** Department of Education offers **online resources** for educators in an easily-accessible, engaging format.

3: Principal & superintendent preparation –
Effective policy supports:

+ *High-level practices in preparation and licensure that include evaluation and coaching of adults*

+ *Preparation that requires skills mastery related to the foundations of quality early childhood programs, effective learning environments for young children, and practices for engaging families and communities*

+ *Use of data for principals and superintendents to develop early identification and intervention strategies and to discuss classroom and school performance with teachers*

+ *Development of the type of skills and strategies that leaders need to help teachers effectively implement what they have learned in their preparation or professional development programs.*

What it looks like in policy

Preparation

In **Connecticut**, state law requires that professional development inform principals on how to evaluate classrooms and teacher performance in scientifically based reading research and instruction.

Supporting a System Approach for Literacy Improvement
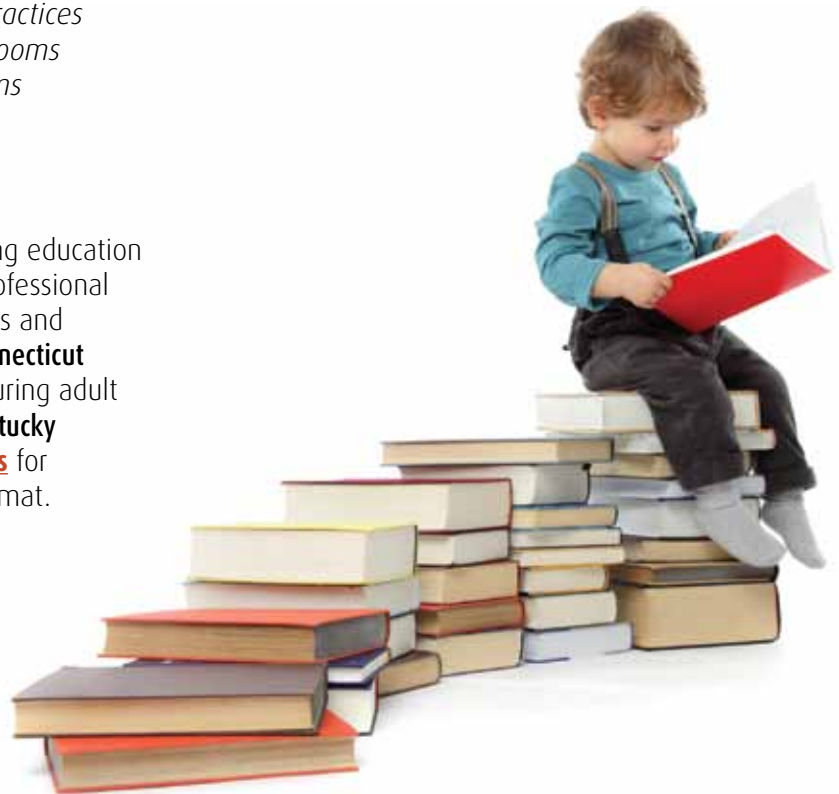
4: Teacher and principal evaluation – Effective policy sustains:

✦ *Evaluation using multiple measures, including student achievement*

✦ *Use of evaluations in assigning teachers to students, especially struggling students*

✦ *Systemic review of data on reading improvement and sufficiency of adult capacity, e.g. state-level review or district evaluation of data, such as the number of teachers not renewed for performance and the number in the lowest two performance categories.*

What it looks like in policy

Multiple measures used for evaluation

Wisconsin is among a number of states where 50% of the total evaluation be based on measures of student performance. Principal evaluations are based on the degree to which practice meets the 2008 Interstate School Leaders Licensure Consortium Educational Leadership Policy Standards. **Arizona** law directs the school board to review school or district programs if more than 20% of 3rd-grade students do not meet standards.

Florida state law specifies that reading coaches support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention, and reading. It also insists that students who are struggling readers are not assigned the same teacher. Additionally, a 2012 policy (H.B. 5101) requires that for the 2012-13 and 2013-14 school years, each district with one or more of the 100 lowest-performing elementary schools must provide an additional hour of intensive reading instruction beyond the normal school day each day of the school year. This hour of instruction may only be provided by teachers or reading specialists who are effective in teaching reading.

What the Research Says

"Despite the availability of training, school leaders across the Organisation for Economic Cooperation and Development (OECD) countries have often reported that they felt they had not been adequately trained to assume their posts. Although most candidates for school-leadership positions have a teaching background, they are not necessarily competent in pedagogical innovation."

Source: *Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from Around the World*, 2012, edited by Andreas Schleicher.

2.3 Language-rich, Rigorous, and Engaging Curricula

The purpose of ensuring language-rich, rigorous, and engaging curricula is to strengthen early vocabulary development (birth to 9); to improve alignment of family, child care, pre-K, and early grades (P-3); to maximize use of evidence-based materials and programs; to build and enrich children's knowledge of the world around them; and to engage children in that learning by making learning exciting, meaningful and enjoyable.

Effective policy strengthens:

+ *Focus on language development (i.e., written and oral literacy) from birth to age 9, and adoption of rigorous and coherent curricula that leverage evidence for early acquisition of literacy*

+ *Grade- and age-level expectations benchmarked to world-class standards*

+ *Implementing evidence-based curricula on statewide basis, or locally based on school performance*

+ *State role in publicizing and encouraging use of programs identified by the What Works Clearinghouse, Best Evidence Encyclopedia or similar evidence-based resources*

+ *Inclusion of language-rich, rigorous, engaging curricula in all early education and care settings, as well as PK-3 classrooms*

+ *Taking full advantage of complementary drivers such as the Common Core State Standards initiative to maximize professional development in reading (see Publisher's Criteria in resource box on next page).*

Early development birth-9 · Aligned · Evidence based · Knowledge building · Engaging — **The purpose of language-rich, rigorous, engaging curricula**
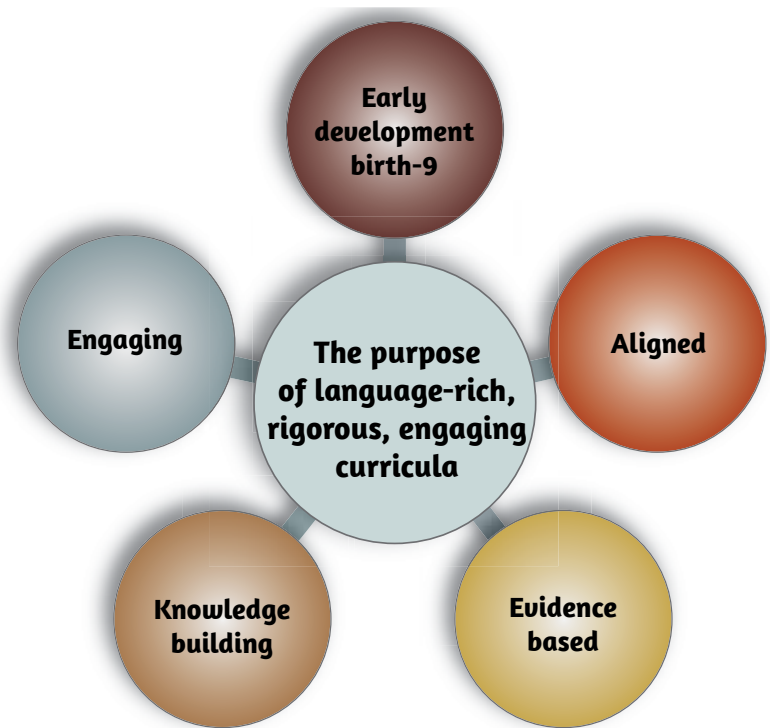
What it looks like in policy

Early development birth-9

The **Arizona** Literacy Plan addresses elements such as kindergarten transition, early oral language development, and emphasizes text comprehension. A **Massachusetts** law tasks the new early reading council with developing a number of recommendations and benchmarks for the birth-to-age-5 school readiness plans that districts and schools are required to develop. This includes literacy plans for entering students and their families.

Evidence based

Oklahoma's READ initiative is required by law to provide a state-approved reading curriculum. While not directly tied to curricula, the importance of this is elevated in **Indiana**, where an elementary teacher candidate may not be granted licensure until he/she has demonstrated proficiency in comprehensive *scientifically based* reading instruction skills, including:

(A) Phonemic awareness

(B) Phonics instruction

(C) Fluency

(D) Vocabulary

(E) Comprehension.

Such scientifically based proficiency should help teachers ensure language-rich and rigorous curricula.

Vocabulary development supports knowledge building

Another means of elevating the importance of vocabulary is to stress it in teacher preparation. **Massachusetts** state regulations specify aspects that the Foundations of Reading test for teachers is required to include, among others: development of listening, speaking and reading vocabulary, theories of language acquisition and knowledge of significant theories, practices, and programs for developing reading skills and reading comprehension.

From the Research

From the Best Evidence Encyclopedia:
http://www.bestevidence.org/reading/elem_read/elem_read.htm

From the What Works Clearinghouse:
http://ies.ed.gov/ncee/wwc/topic.aspx?sid=8
and
http://ies.ed.gov/ncee/wwc/FindWhatWorks.aspx?o=6&n=Reading/Writing&r=1)

Publisher's Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K-2
http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf

Other resources

CASTL Research Brief: Long-Term Effects of Print Referencing
http://curry.virginia.edu/resource-library/castl-research-brief-long-term-effects-of-print-referencing

Early Literacy Assessment Systems: Essential Elements, ETS (2003)
http://www.ets.org/Media/Research/pdf/PICEARLYLIT.pdf

"A large vocabulary is, on average, the best single predictor of job competence and life changes. And a large vocabulary can only be gained by acquiring broad general knowledge, not by studying words. Nor can a large vocabulary be gained by practicing reading strategies and thinking skills—those dominant topics in our elementary schools.

Broad substantive knowledge, not formal technique, is the key to achievement and equity."
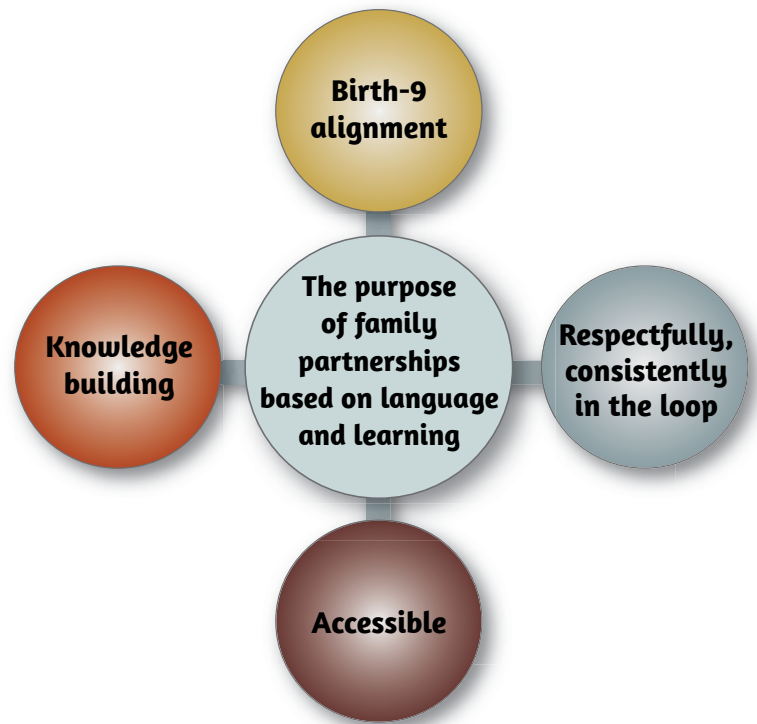
~ E.D. Hirsch, recipient of ECS' 2012 James Bryant Conant Award, acceptance speech, 2012 ECS National Forum on Education Policy, Atlanta, Georgia, July 2012.

Supporting a System Approach for Literacy Improvement

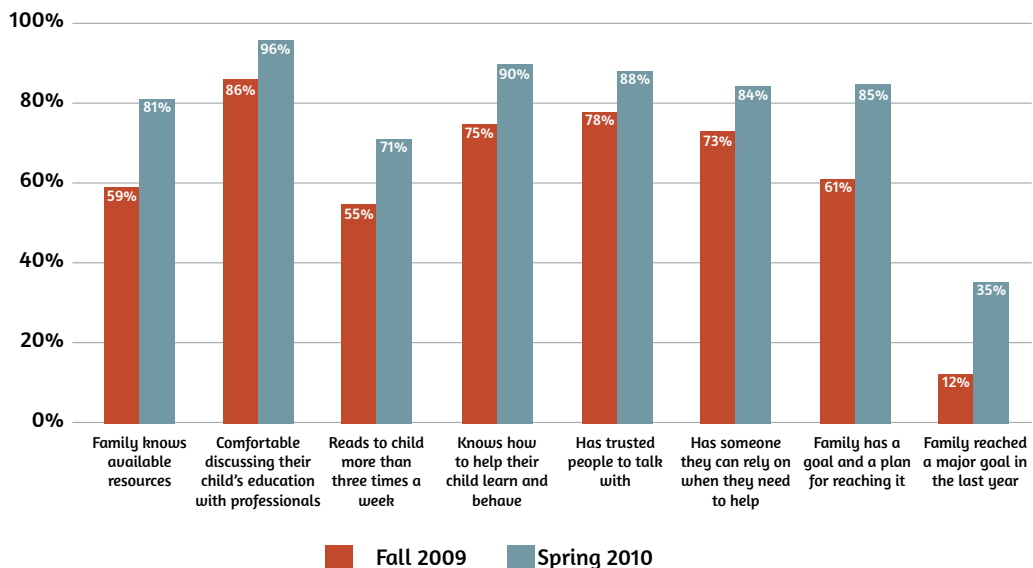# 2.4 Partnerships With Families Focused on Language & Learning

The purpose of partnerships with families who are focused on language and learning is to strengthen and align the family's and child care providers' knowledge with the goals for literacy; to respectfully and consistently keep families informed about their children; and to make learning resources and tools easily accessible to all families so they can improve their own knowledge about how to better help their children become proficient readers.

Effective policy supports:

✦ Developing and promoting strategies and resources for families that strengthen their capacity to support literacy. Parental notification and education systems can inform parents, particularly low-income families.

✦ Connecting families to diverse supports (e.g., resource directories, lists of parent rights and responsibilities, online and open-access resources)

✦ Programs to facilitate smooth transitions to school by helping families understand school processes and making children and parents feel comfortable and welcome

✦ Creating and disseminating new technology such as mobile "apps" for parents and early care givers

✦ Ongoing parental notification of reading difficulties

✦ Parental inclusion in high-stakes decisions and in development of individual learning plans.

Birth-9 alignment

Knowledge building

The purpose of family partnerships based on language and learning

Respectfully, consistently in the loop

Accessible

How Washington state holds itself accountable for meeting family needs

	Family knows available resources	Comfortable discussing their child's education with professionals	Reads to child more than three times a week	Knows how to help their child learn and behave	Has trusted people to talk with	Has someone they can rely on when they need to help	Family has a goal and a plan for reaching it	Family reached a major goal in the last year
Fall 2009	59%	86%	55%	75%	78%	73%	61%	12%
Spring 2010	81%	96%	71%	90%	88%	84%	85%	35%

■ Fall 2009 ■ Spring 2010

What it looks like in policy

Birth-9 alignment, beginning with parents

Idaho provides a **brochure** for parents that makes suggestions for how they can support their child's reading and vocabulary development. While this action is not policy related, it cites the state law on the Idaho Reading Indicator as the basis for the publication. The **Arizona** Literacy Plan addresses elements such as kindergarten transition, early oral language development and emphasizes text comprehension. **Florida** law also requires "Strategies for parents to use in helping their child succeed in reading proficiency."

In 2010, the **Colorado** State Library launched **www.storyblocks.org**, an online collection of one-minute songs and rhymes in English and Spanish to help build early language and literacy in babies and young children. Three separate sections help parents access content best suited to babies, toddlers, and preschoolers. **Utah's** legislatively-established UPSTART pilot program offers an online, individualized, research-based preschool curriculum in reading, math, and science, with an emphasis on reading. According to an **external evaluation**, UPSTART participants scored nearly 18 points higher in reading than kindergarten entrants who did not take part in the program, and 19 points higher in the middle of kindergarten than UPSTART non-participants.

Respectfully, consistently in the loop

Florida policy includes language requiring notification and involvement of parents throughout the process of identifying and intervening with struggling readers.

Knowledge building

Florida requires that parents be provided with strategies to use in helping their child succeed.

Key Takeaways — School & Classroom

Ongoing assessment of children and settings

Early, accurate, effective diagnosis and review

Timely, accurate measurement of progress

Accessible status reporting

Inclusion of pre-kindergarten settings

Targeted review

Review against state goals

Adult capacity

Evidence-based program approval

Data and evidence-informed credentialing

Evidence/standards-based professional development

Skills and strategies

Evidence-based interventionist selection, assignment

Systemic review of adult capacity

Language-rich, rigorous, and engaging curricula

Birth-age-9 focus

Language and vocabulary heavy

Evidence-based status determined by fact, not anecdote or market

Aligned

World-class expectations, knowledge

Partnerships with families

Birth-9

Knowledge-building strategies and resources

Accessible supports, knowledge

Respectfully, consistently in the loop

Supporting a System Approach for Literacy Improvement

Conclusion

Sound state early literacy policy requires a framework that supports a system approach, and that successfully implements these models at the school and classroom level. The goal of a state policy is to strengthen P-3 linkages, provide transparency, and improve school and classroom practice. It needs to engage state leaders, teacher preparation institutions, educators, students and families in continuous improvement—concentrating first on drivers that foster motivation of teachers and students.

The track record of states (and as the states go, so goes the nation) is not good. This roadmap of standards for policy should evolve with input from every domain it touches (e.g., state leaders, state agencies, practitioners, and parents).

Progress will require a review of assumptions, ongoing investigations to identify unintended consequences and a commitment to continuous improvement.

> *"If you expect people to improve or change practice, you must provide a sequential pathway with support along the way."*
>
> ~ Roger Sampson, President, ECS
> (Excerpted from "Five Things I've Learned," Pearson Foundation, 2012)

Other ECS Resources

Third Grade Reading Policies: (August 2012)
http://www.ecs.org/clearinghouse/01/03/47/10347.pdf

Third Grade Literacy Policies: Identification, Intervention, Retention (March 2012)
http://www.ecs.org/clearinghouse/01/01/54/10154.pdf

The Progress of Education Reform: Pre-K-12 Literacy (December 2011)
http://www.ecs.org/clearinghouse/99/82/9982.pdf

The Road to High-Quality Early Education (December 2011)
http://www.ecs.org/clearinghouse/99/71/9971.pdf

ECS Research Studies Database (see Frequently Asked Questions)
http://www.ecs.org/rs

ECS Policy Tracking, Reading/Literacy
http://www.ecs.org/ecs/ecscat.nsf/WebTopicView?OpenView&count=-1&RestrictToCategory=Reading/Literacy

The Progress of Education Reform: Early Care and Education (February 2008)
http://www.ecs.org/clearinghouse/77/68/7768.pdf

Transition and Alignment: Two Keys to Assuring Student Success (2010)
http://www.ecs.org/clearinghouse/84/07/8407.pdf

2012 State of the State Addresses that targeted reading:
http://www.ecs.org/ecs/ecscat.nsf/WebStateofStateTopic2012?OpenView&Start=1&Count=1000&Expand=78#78

Resources

Center for Advanced Study of Teaching and Learning, Charlottesville, Virginia: University of Virginia. *Measuring and Improving Teacher-Student Interactions in PK-12 Settings to Enhance Students' Learning*, 2011. **http://www.teachstone.org/wp-content/uploads/2011/05/class-mtp-pk-12-brief.pdf**.

Hernandez, D.J. *Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation*. Baltimore, MD: The Annie E. Casey Foundation, 2011. **http://www.aecf.org/Newsroom/NewsReleases/HTML/2011Releases/~/media/ Pubs/Topics/Education/Other/DoubleJeopardyHowThirdGradeReadingSkillsandPovery/DoubleJeopardyReport040511FINAL.pdf** [Accessed Sept. 20, 2012].

Lesaux, Nonie. Harvard Graduate School of Education. *Turning the Page: Refocusing Massachusetts for Reading Success*, 2010, **http://www.strategiesforchildren.org/3research/10_TurningThePageReport.pdf**.

National Early Childhood Accountability Task Force. *Taking stock: Assessing and improving early childhood learning and program quality*. Philadelphia: Pew Charitable Trusts, 2007. **http://ccf.tc.columbia.edu/pdf/Task_Force_Report.pdf** [Accessed August 1, 2012].

University of Washington: Joseph, Cevasco, Lee, Stull. *WaKIDS Pilot Preliminary Report*, Fall 2010. **http://www-test.ospi.k12.wa.us/WaKIDS/pubdocs/WaKIDS_UW%202010PreliminaryReport.pdf** [Accessed August 1, 2012].

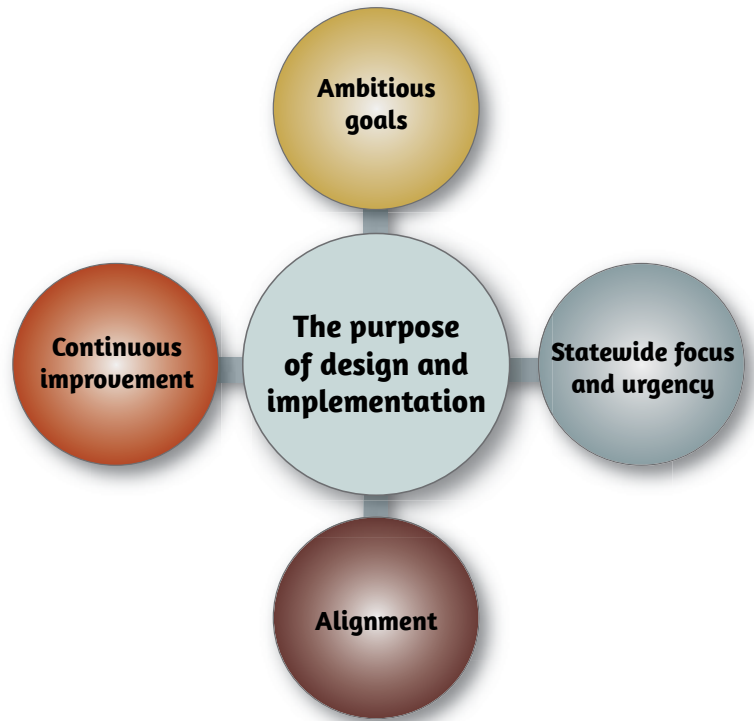Pianta, Robert C. *Implementing Observation Protocols – Lessons for K-12 Education from the Field of Early Childhood*, May 2012. **http://www.americanprogress.org/issues/2012/05/pdf/observation_protocols.pdf** [Accessed August 1, 2012].

"On or before July 1, 2014, the Commissioner of Education shall establish, within available appropriations, an incentive program for schools that (1) increase by ten per cent the number of students who meet or exceed the state-wide goal level in reading on the state-wide examination ... and (2) demonstrated the methodology and instruction used by the school to improve student reading skills and scores on such state-wide examination. Such incentive program may, at the commissioner's discretion, include public recognition, financial awards, and enhanced autonomy or operational flexibility. The Department of Education may accept private donations for the purpose of this section."

~ Connecticut
Sec. 94, S.B. 458 (2012)

The purpose of design and implementation

- Ambitious goals
- Statewide focus and urgency
- Alignment
- Continuous improvement

"The Department of Education, in collaboration with the Governor's Early Care and Education Cabinet, shall develop a system for the sharing of information between preschool and school readiness programs and kindergarten regarding children's oral language and preliteracy proficiency."

~ Connecticut
Sec. 96, S.B. 458 (2012)

"The Department of Education shall prominently post on the website maintained by the Department best practice examples of reading intervention and remedial reading strategies used in school districts and charter schools in this state."

~ Arizona
S.B. 1258 (2012)

"Establish at each school, where applicable, an Intensive Acceleration Class for retained grade 3 students who subsequently score at Level 1 on the reading portion of the FCAT. The focus of the Intensive Acceleration Class shall be to increase a child's reading level at least two grade levels in 1 school year. The Intensive Acceleration Class shall ... Include weekly progress monitoring measures to ensure progress is being made ... Report to the Department of Education, in the manner described by the department, the progress of students

in the class at the end of the first semester ... Report to the State Board of Education, as requested, on the specific intensive reading interventions and supports implemented at the school district level. [emphasis added] The Commissioner of Education shall annually prescribe the required components of requested reports."

~ Florida
§1008.25

"The [Connecticut] state plan must include:

1. The alignment of reading standards, instruction, and assessments for K-3rd students

2. Teachers use of student progress data to adjust and differentiate instruction

3. The collection of information about each student's reading background, level, and progress for teachers to use to assist in a student's transition to the next grade level

4. An intervention for each student who is not making adequate reading progress to help the student read at the appropriate grade level

5. Enhanced reading instruction for students reading at or above their grade level

6. Reading instruction coordination between parents, students, teachers, and administrators at home and school

7. School district reading plans

8. Parental involvement by providing parents and guardians with opportunities to help teachers and school administrators to (a) create an optimal learning environment and (b) receive updates on their student's reading progress

9. Teacher training and reading performance tests to be aligned with teacher preparation courses and professional development activities

10. Incentives for schools that demonstrate significant student reading improvement

11. Research-based literacy training for early childhood care and education providers and instructors working with children birth to age five

12. Reading instruction alignment with the common core state standards that the state board sets."

~ Connecticut
S.B. 458 (2012)

"If more than twenty percent of students in grade three at either the individual school level or at the school district level do not meet the standards, the governing board or governing body shall conduct a review of its reading program that includes curriculum and professional development in light of current, scientifically based reading research."

~ Arizona
§15-704

"Beginning with the 2011-2012 school year, each school district shall establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of third-grade students by offering intensive accelerated reading instruction to third-grade students who failed to meet standards for promotion to fourth grade and to kindergarten through third-grade students who are exhibiting a reading deficiency ...

"The READ Initiative shall: ... Provide a state-approved reading curriculum ... provide scientifically based and reliable assessment ... provide initial and ongoing analysis of the reading progress of each student."
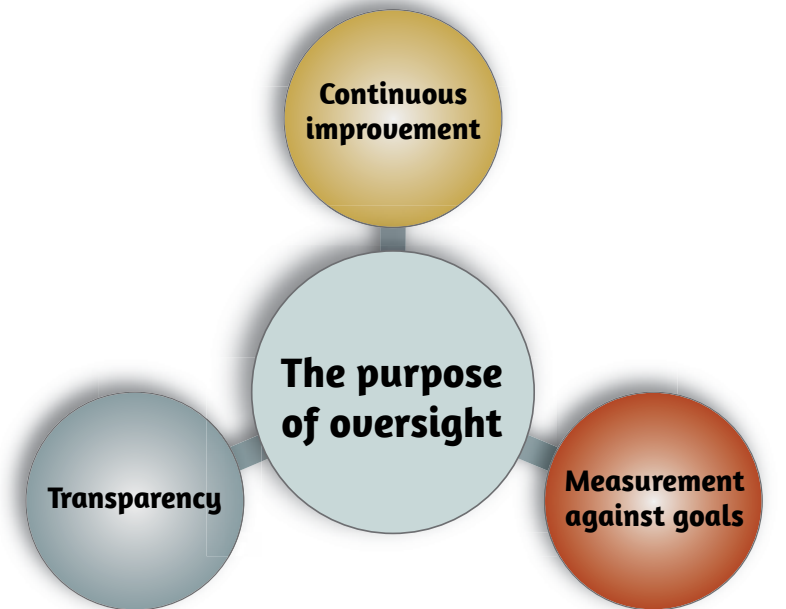
—Oklahoma
§70-1210.508C

"Creates the Florida Center for Reading Research (FCRR) at the Florida State University. The center shall include two outreach centers, one at a central Florida community college and one at a south Florida state university. The center and the outreach centers, under the center's leadership, will: (1) Provide Technical assistance and support to all school districts and schools in this state in the implementation of evidence-based literacy instruction, assessments, programs, and professional development. (2) Conduct applied research that will have an immediate impact on policy and practices related to literacy instruction and assessment with an emphasis on struggling readers and reading in the content area strategies and methods for secondary teacher. (3) Conduct basic research on reading, reading growth, reading assessment, and reading instruction which will contribute to scientific knowledge about reading. (4) Collaborate with the Just Read! Florida Office and school districts in the development of frameworks for comprehensive reading intervention courses for possible use in middle schools and secondary schools. (5) Collaborate with the Just Read! Florida Office and school districts in the development of frameworks for professional development activities. (6) Disseminate information about research-based practices related to literacy instruction, assessment from screening, progress monitoring, and outcome assessments through the Florida Progress Monitoring and Reporting Network."

—Florida
Sec. 1004.99

"Each district school board must annually publish in the local newspaper, and report in writing to the State Board of Education by September 1 of each year, the following information on the prior school year:

1. The provisions of this section relating to public school student progression and the district school board's policies and procedures on student retention and promotion.

2. By grade, the number and percentage of all students in grades 3 through 10 performing at Levels 1 and 2 on the reading portion of the FCAT.

3. By grade, the number and percentage of all students retained in grades 3 through 10.

4. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b).

5. Any revisions to the district school board's policy on student retention and promotion from the prior year.

6. ... The Department of Education shall establish a uniform format for school districts to report the information [above]. The format shall be developed with input from district school boards and shall be provided not later than 90 days prior to the annual due date. The department shall annually compile the information ... along with state-level summary information, and report such information to the Governor, the President of the Senate, and the Speaker of the House of Representatives."

~ **Florida**
§1008.25

Continuous improvement

The purpose of oversight

Transparency

Measurement against goals

Supporting a System Approach for Literacy Improvement

"A summer academy reading program shall be a program that incorporates the content of a scientifically research-based professional development program administered by the Oklahoma Commission for Teacher Preparation or a scientifically based reading program administered by the State Board of Education and is taught by teachers who have successfully completed professional development in the reading program or who are certified as reading specialists."

~ Oklahoma
§70-1210.508C

"Beginning with the 2011-2012 school year, each school district shall establish a Reading Enhancement and Acceleration Development (READ) Initiative. The focus of the READ Initiative shall be to prevent the retention of third-grade students by offering intensive accelerated reading instruction to third-grade students who failed to meet standards for promotion to fourth grade and to kindergarten through third-grade students who are exhibiting a reading deficiency ... The READ Initiative shall: ... Provide a state-approved reading curriculum ... provide scientifically based and reliable assessment ... provide initial and ongoing analysis of the reading progress of each student."

~ Oklahoma
§70-1210.508C

"Provide written notification to the parent of any student who is retained that his or her child has not met the proficiency level required for promotion and the reasons the child is not eligible for a good cause exemption. *The notification must include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency."* [emphasis added]

~ Florida
§1008.25
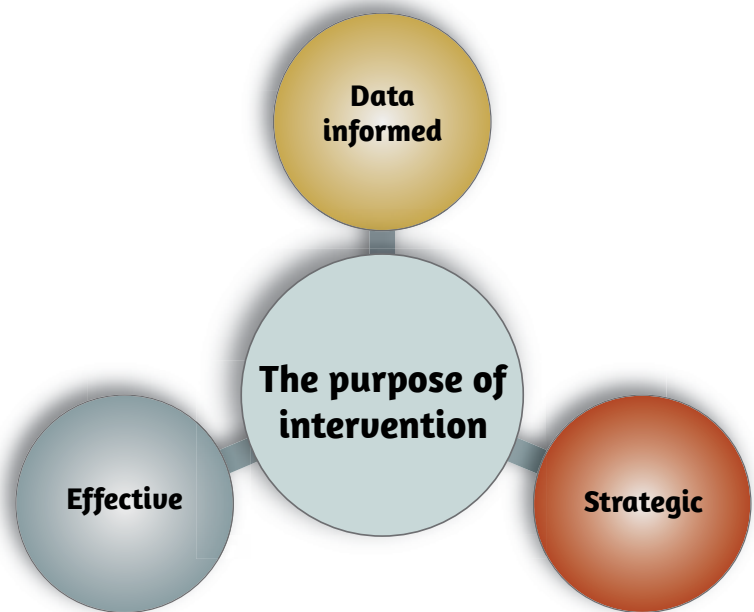
State board policy requires every school to establish "a student assistance team that reviews student academic needs that have persisted despite being addressed by instruction and intervention and requires every school to implement, in an equitable manner, programs during and after the instructional day at the appropriate instructional levels that contribute to the success of students ...

The state board shall provide for ... encouraging and assisting county boards in establishing and operating critical skills instructional support programs during and after the instructional day and during the summer for students in grades three and eight who, in the judgment of the student assistance team or the student's classroom teacher, are not mastering the content and skills in reading, language arts and mathematics adequately for success at the next grade level and who are recommended by the student assistance team or the student's classroom teacher for additional academic help through the programs."

~ West Virginia
§18-2E-10

"Each READ plan shall include, at a minimum: (a) The student's specific, diagnosed reading skill deficiencies that need to be remediated in order for the student to attain competency; (b) the goals and benchmarks for the student's growth in attaining reading competency; (c) the type of additional instructional services and interventions the student will receive in reading; (d) the scientifically based or evidence-based reading instructional programming the teacher will use to provide to the student daily reading approaches, strategies, interventions, and instruction, which programs at a minimum shall address the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills and reading comprehension. The local education provider may choose to select the programs from among those included on the advisory list prepared by the department …; (e) the manner in which the local education provider will monitor and evaluate the student's progress; (f) the strategies the student's parent is encouraged to use in assisting the student to achieve reading competency that are designed to supplement the programming described in paragraph (d) …; and (g) any additional services the teacher deems available and appropriate to accelerate the student's reading skill development."

~ Colorado
H.B. 12-1238 (2012)

"All public school students in kindergarten and grades one (1), two (2) and three (3) shall have their reading skills assessed. For purposes of this assessment, the state board approved and research-based "Idaho Comprehensive Literacy Plan" shall be the reference document. The kindergarten assessment shall include reading readiness and phonological awareness. Grades one (1), two (2) and three (3) shall test for fluency and accuracy of the student's reading. The assessment shall be by a single statewide test specified by the state board of education, and the state department of education shall ensure that testing shall take place not less than two (2) times per year in the relevant grades. Additional assessments may be administered for students in the lowest twenty-five percent (25%) of reading progress."

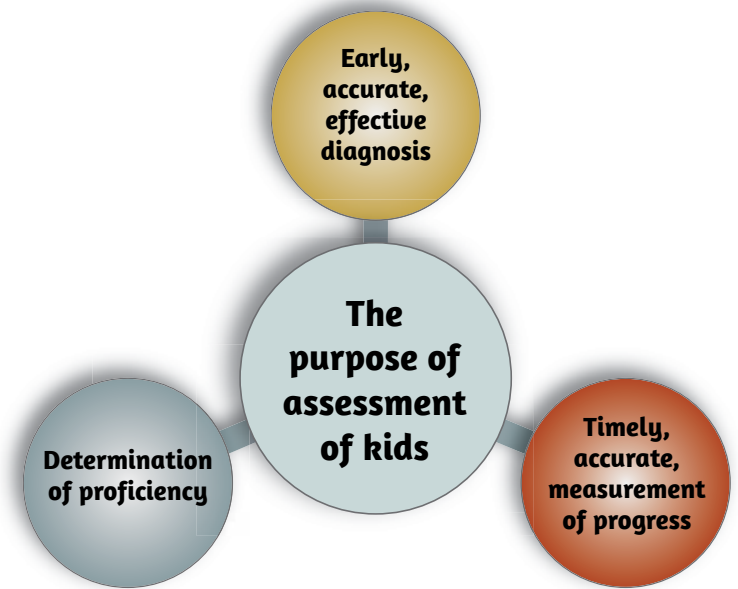**~ Idaho**
§33-1614

Oklahoma H.B. 2511 (2012) requires that the screening instrument be "accompanied by a data management system that provides profiles for students, class, grade level and school building. The profiles shall identify each student's instructional point of need and reading achievement level."

~ Oklahoma
H.B. 2511 (2012)

Supporting a System Approach for Literacy Improvement

"Sec. 35. CROSS-AGENCY ASSESSMENT INSTRUMENT PLANNING GROUP. The department of education and the early childhood Iowa state board shall collaborate to form a cross-agency planning group. Members of the planning group shall include teachers and school leaders, and representatives from the departments of public health, human services, and education, the Iowa early childhood state and area boards, the state board of regents, applicable nonprofit groups, and experts in early childhood assessment and educational assessment. The planning group shall study and select one standard, multidomain assessment instrument for implementation by all school districts ... 1. The instrument shall align with agreed upon state and national curriculum standards. The planning group shall study all costs associated with implementing a universal assessment instrument ..."

~ Iowa
S.F. 2284 (2012)

The purpose of assessment of kids
- Early, accurate, effective diagnosis
- Determination of proficiency
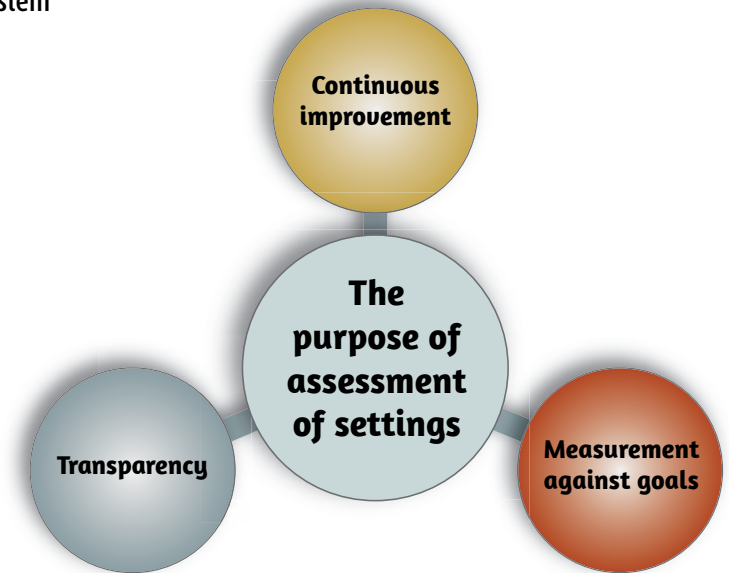- Timely, accurate, measurement of progress

Connecticut —Early Childhood Quality Rating and Improvement System

The program must:

Count towards professional development requirements established under the bill

Be based on student reading assessment data

Provide differentiated and intensified training in teacher reading instruction

Be used to identify mentor teachers who will train teachers in reading instruction

Outline how model classrooms for reading instruction will be established in schools

Inform principals on how to evaluate classrooms and teacher performance in scientifically-based reading research and instruction

Be job-embedded and local whenever possible.

The bill also requires the Commissioner to annually review the professional development and to assess whether the professional development meets state goals for student academic achievement through (1) state board-adopted common core state standards, (2) research-based interventions, and (3) federal special education law. The Commissioner is required to submit his review to the Education Committee.

~ Connecticut
Bill analysis for S.B. 458 (2012)

The purpose of assessment of settings
- Continuous improvement
- Transparency
- Measurement against goals

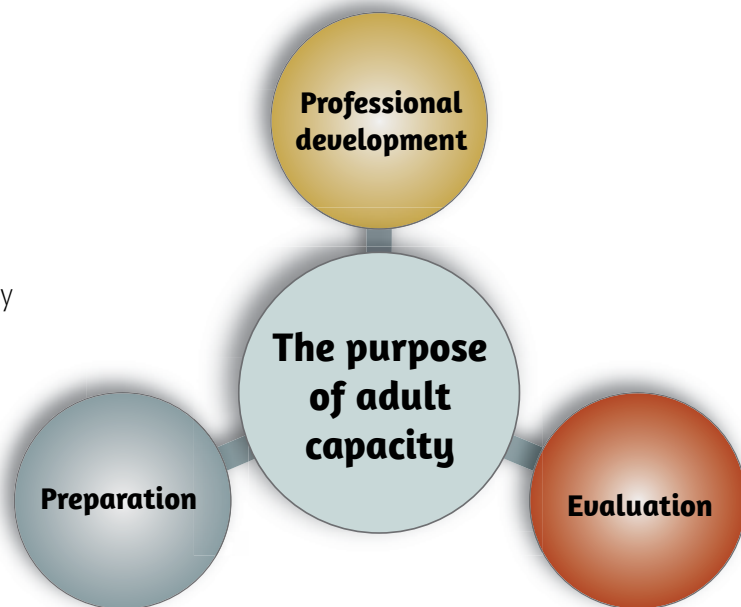"If more than twenty percent of students in grade three at either the individual school level or at the school district level do not meet the standards, the governing board or governing body shall conduct a review of its reading program that includes curriculum and professional development in light of current, scientifically based reading research."

~ Arizona
§15-704

"(b) The department may not grant an initial practitioner license to an individual unless the individual has demonstrated proficiency in the following areas on a written examination or through other procedures prescribed by the department:

1. Basic reading, writing, and mathematics.

2. Pedagogy.

3. Knowledge of the areas in which the individual is required to have a license to teach.

4. If the individual is seeking to be licensed as an elementary school teacher, comprehensive scientifically based reading instruction skills, including:

   (A) phonemic awareness;

   (B) phonics instruction;

   (C) fluency;

   (D) vocabulary; and

   (E) comprehension."

~ Indiana
IC 20-28-5-12

Professional development

The purpose of adult capacity

Preparation

Evaluation

"The department may not issue an initial teaching license that authorizes the holder to teach in grades kindergarten to 5 or in special education, an initial license as a reading teacher, or an initial license as a reading specialist, unless the applicant has passed an examination identical to the Foundations of Reading test administered in 2012 as part of the Massachusetts Tests for Educator Licensure. The department shall set the passing cut score on the examination at a level no lower than the level recommended by the developer of the test, based on this state's standards."

~ Wisconsin
S.B. 461 (2012)

"Not later than July 1, 2013, the Department of Education, in consultation with the Board of Regents for Higher Education, shall design and approve a preliteracy course to be included in a bachelor's degree program with a concentration in early childhood education ... from an institution of higher education accredited by the Board of Governors of Higher Education. Such course shall be practice-based and specific to the developmentally appropriate instruction of preliteracy and language skills for teachers of early childhood education."

~ Connecticut
S.B. 458 (2012)

"The department shall develop an educator effectiveness evaluation system according to the following framework:

1. Fifty percent of the total evaluation score assigned to a teacher or principal shall be based upon measures of student performance, including performance on state assessments, district-wide assessments, student learning objectives, school-wide reading at the elementary and middle-school levels, and graduation rates at the high school level.

2. Fifty percent of the total evaluation score assigned to a teacher or principal shall be based upon one of the following:

   • For a teacher, the extent to which the teacher's practice meets the core teaching standards adopted by the 2011 Interstate Teacher Assessment and Support Consortium.

   • For a principal, the extent to which the principal's practice meets the 2008 Interstate School Leaders Licensure Consortium Educational Leadership Policy Standards."

~ Wisconsin
S.B. 461 (2012)

§ 6 (S.B 458)

"Beginning July 1, 2014 and each following school year, all certified employees (i.e., teachers and administrators) working in grades K-3 are required to take a practice version of a state-board approved reading instruction exam. Each local and regional board of education is required to annually report the results to the Department of Education.

This bill also requires all certified employees who hold a certificate with an early childhood nursery through grade three or an elementary endorsement and are employed in a position requiring such an endorsement in kindergarten to grade three, inclusive, to do the same."

§ 7 – Professional Development in Reading

"By July 1, 2013 the bill requires the education commissioner to establish a professional development program in reading instruction for teachers.

"Such programs of professional development shall:

1. count towards professional development requirements ...
2. be based on data collected fromstudent reading assessment data
3. provide differentiated and intensified training in reading instruction for teachers
4. outline how mentor teachers be identified and will train teachers in reading instruction
5. outline how model classrooms will be established in schools for reading instruction; and
6. inform principals on how to evaluate classrooms and teacher performance in scientifically-based reading research and instruction, and
7. be job-embedded and local whenever possible."

~ Connecticut
S.B. 458 (2012)

"Regulations for Educator Licensure and Preparation Program Approval

... (5) Early Childhood: Teacher of Students With and Without Disabilities (Levels: PreK-2)
(a) The following topics will be addressed on the Foundations of Reading test:

1) Reading theory, research, and practice.

    a) Knowledge of the significant theories, approaches, practices, and programs for developing reading skills and reading comprehension.

    b) Phonemic awareness and phonics: principles, knowledge, and instructional practices.

    c) Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.

2) Development of a listening, speaking and reading vocabulary.

3) Theories on the relationships between beginning writing and reading.

4) Theories of first and second language acquisition and development. ...

(7) Elementary (Levels: 1-6)
(a) The following topics will be addressed on the Foundations of Reading test:

1) Reading theory, research, and practice.

    a) Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension.

    a) Phonemic awareness and phonics: principles, knowledge, and instructional practices.

    a) Diagnosis and assessment of reading skills using standardized, criterion-referenced, and informal assessment instruments.

2) Development of a listening, speaking, and reading vocabulary.

    a) Theories on the relationships between beginning writing and reading.

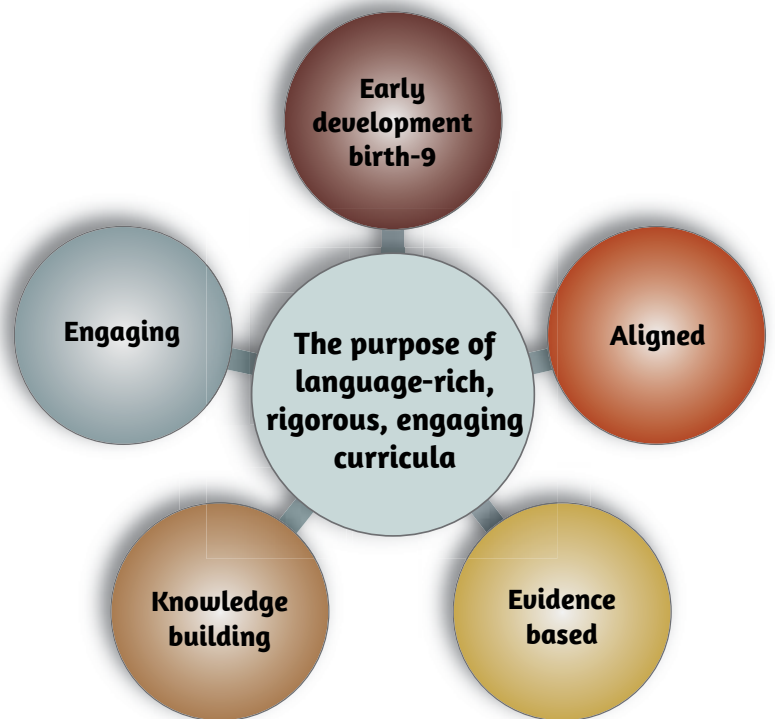   a) Theories of first and second language acquisition and development."

~ Massachusetts
603 CMR 7.00

"There shall be an Early Literacy Expert Panel to develop recommendations to 1 have all students in the commonwealth reading proficiently by the end of third grade …

Requires the panel to advise the departments of early education and care, elementary and secondary education and higher education and the executive office of education on the refinement and implementation of plans for early literacy development on the following:

1) comprehensive curricula on language and literacy development for children in early education and care programs and grades pre-kindergarten to third grade

2) effective instructional practices to promote children's language and literacy development in early education and care programs and grades pre-kindergarten to third grade

3) pre-service and in-service professional development and training for educators on language and literacy development, the administration of screenings and assessments, and the analysis of data gained through screenings and assessments to make instructional decisions

4) developmentally appropriate screening and assessment to monitor and report on children's progress toward achieving benchmarks in language and literacy development across educational levels prior to third grade and measuring school readiness and children's reading proficiency from pre-kindergarten to third grade

5) family partnership strategies for improving the quality, frequency, and efficacy of home-school interactions to support children's literacy and language development, as well as for building community capacity to support family literacy practices."

~ Massachusetts
H.B. 4243 (2012)

The purpose of language-rich, rigorous, engaging curricula

- Early development birth-9
- Engaging
- Aligned
- Knowledge building
- Evidence based

"The READ Initiative shall: … Provide a state-approved reading curriculum … provide scientifically based and reliable assessment … provide initial and ongoing analysis of the reading progress of each student."

~ Oklahoma
§70-1210.508C

"The parent of any student who exhibits a substantial deficiency in reading must be notified in writing of the following:

That his or her child has been identified as having a substantial deficiency in reading.
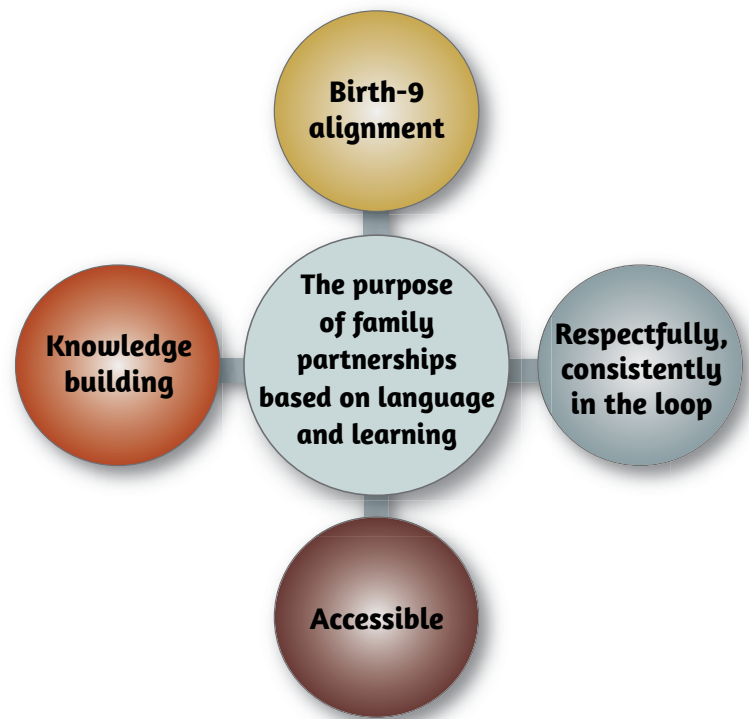
A description of the current services that are provided to the child.

A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause.

Strategies for parents to use in helping their child succeed in reading proficiency.

That the Florida Comprehensive Assessment Test (FCAT) is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion.

Birth-9 alignment

Knowledge building

The purpose of family partnerships based on language and learning

Respectfully, consistently in the loop

Accessible

The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level."

~ Florida §1008.25

Appendix B: Sample Tools for Screening and Progress Monitoring

PK-3 Reading Assessments

Screening Tools

Assessment	Age/Grade Range	Skills	
Ages and Stages (ASQ)	1 months – 5.5 years	Communication Fine Motor Gross Motor	Personal-Social Problem-Solving
Ages and Stages Social-Emotional Questionnaire (ASQ-SE)	3 months – 5.5 years	Social-Emotional	
Battelle Developmental Inventory (BDI)	0–7 years	Adaptive Cognitive Communication	Motor Personal-Social
Bayley Scales of Infant and Toddler Development (Bayley)	1–42 months	Cognitive Language Motor	
Developmental Assessment of Young Children (DAYC)	0–5 years	Adaptive Cognition Communication	Physical Social-Emotional
Developmental Indicators for the Assessment of Learning (DIAL)	3–6 years	Concepts Language Motor	Self-Help Social
Peabody Picture Vocabulary Test IV (PPVT)*	2.5 years–Adult	Vocabulary	
Phonological Awareness Literacy Screening (PALS-PreK, K, and 1-3)*	PreK–3	Print and Word Awareness (Pre-K) Nursery Rhyme Awareness (Pre-K) Name Writing (Pre-K) Rhyme Awareness (Pre-K, K) Beginning Sound Awareness (Pre-K, K) Alphabet Recognition (Pre-K, K, 1) Letter Sounds (Pre-K, K, 1) Concept of Word	(Pre-K, K, 1) Blending (K, 1) Sound-to-Letter (K, 1) Spelling/Phonics (K, 1) Word Recognition in Isolation (K, 1) Oral Reading in Context (1)
Predictive Assessment of Reading (PAR)	K–3	Fluency Phonemic Awareness	Single Word Reading Vocabulary
Early Screening Inventory – Revised 2008 edition (ESI-R)	(ESI-Preschool) 3–4:5 years (ESI-K) K–1	Visual Motor/Adaptive Language and Cognition Gross Motor Skills	
Brigance Early Childhood Screens	0–35 months; 3–5 years K–1	Language Motor Self-help	Social-Emotional Cognitive skills

* These screening instruments may also be used for progress monitoring.

Supporting a System Approach for Literacy Improvement

PK-3 Reading Assessments

Progress Monitoring Tools

Assessment	Age/Grade Range	Skills	
AIMSWeb	K–3 (Universal Screening) Any Age/Grade (Progress Monitoring)	Oral Reading Test of early Literacy – Letter Naming Fluency Test of Early Literacy – Letter Sound Fluency Test of Early Literacy – Nonsense Word Fluency Test of Early Literacy – Phonemic Segmentation Fluency	Math Test of Early Numeracy – Missing Number Test of Early Numeracy – Number ID Test of Early Numeracy – Oral Counting Test of Early Numeracy – Quantity Discrimination
Brigance Early Childhood Assessments (Developmental Inventory)	Birth–7 years	Language Development Literacy Math and Science	Social and Emotional Development Physical Health and Development
Child Observation Record (COR) [High/scope]	2½–6 years [Infant-Toddler COR 6 W-3 years]	Initiative Social Relations Creative Representation	Movement and Music Language and Literacy Mathematics and Science
Developmental Continuum [Creative Curriculum/ Teaching Strategies GOLD]	3–5 years	Cognitive Language	Physical Social-Emotional
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	K–3	Initial Sound Fluency Nonsense Word Fluency Oral Reading Fluency	Phonemic Segmentation Fluency Word Use Fluency
mCLASS: Math	K–3 (Universal Screening and Progress Monitoring)	Computation Concepts Oral Counting Missing Number	Next Number Number Facts Number Identification Quantity Discrimination
Peabody Picture Vocabulary Test (PPVT)*	2.5 years–adult	Vocabulary	
Phonological Awareness Literacy Screening (PALS)	PreK–3	Print and Word Awareness (Pre-K) Nursery Rhyme Awareness (Pre-K) Name Writing (Pre-K) Rhyme Awareness (Pre-K, K) Beginning Sound Awareness (Pre-K, K) Alphabet Recognition (Pre-K, K, 1) Letter Sounds (Pre-K, K, 1)	Concept of Word (Pre-K, K, 1) Blending (K, 1) Sound-to-Letter (K, 1) Spelling/Phonics (K, 1) Word Recognition in Isolation (K, 1) Oral Reading in Context (1)
Running Records [Fountas and Pinnell]	K–3	Literacy	
The Work Sampling System [Meisels, Marsden, Jablon, Dorfman & Dichtelmiller]	PreK–6	Literacy Mathematics	
Yearly ProgressPro	Grades 1–3	Mathematics Reading/Language Arts	Reading Maze Fluency

Supporting a System Approach for Literacy Improvement

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