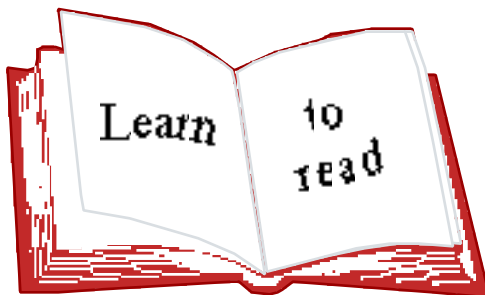


Summer Training Institute



Chapter V **Schoolwide Model for Beginning Reading**

Institute for the Development of
Educational Achievement
College of Education
University of Oregon

Oregon Department of Education

Objectives

Participants will know:

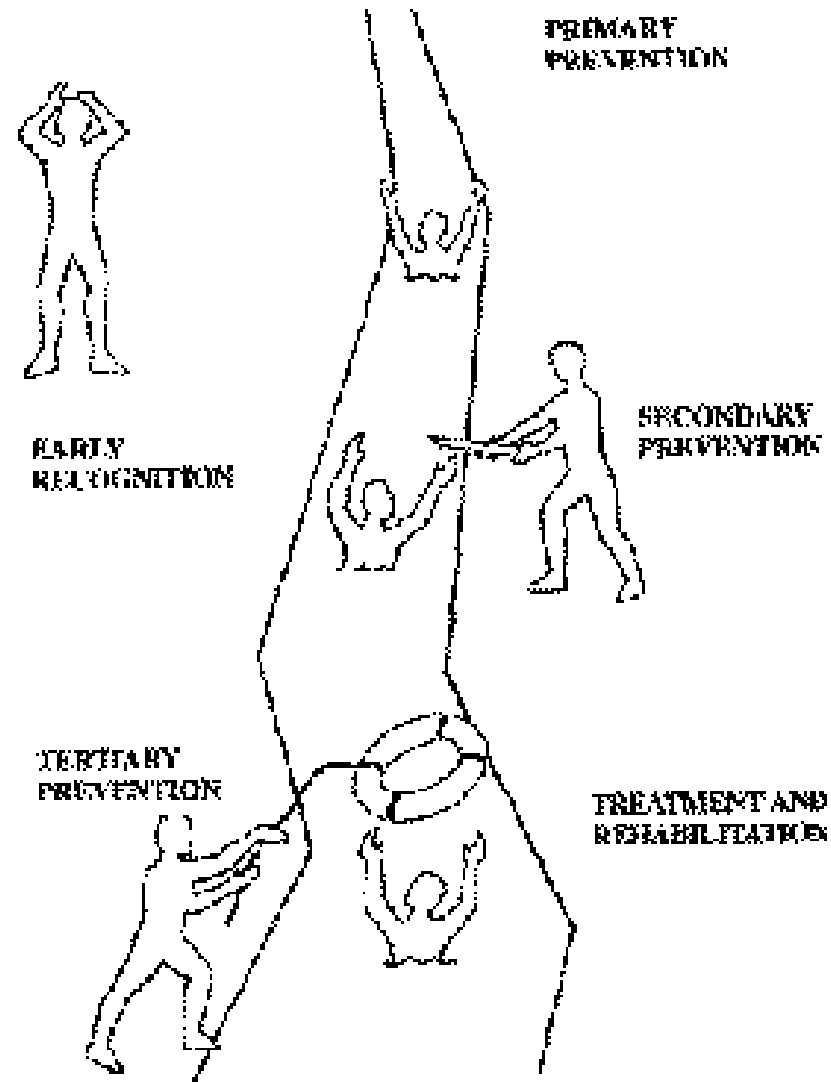
1. Essential elements of effective language arts programs,
2. Why effective practices aren't sustained in schools,
3. Stages of a schoolwide model for reading improvement,
4. A procedure for evaluating the adequacy of a school's existing reading system.

Three Organizing Principles for Guiding Beginning Reading Success

1. *Earlier rather than later*--Prevention and early intervention are supremely more effective and efficient than later intervention and remediation for ensuring reading success.

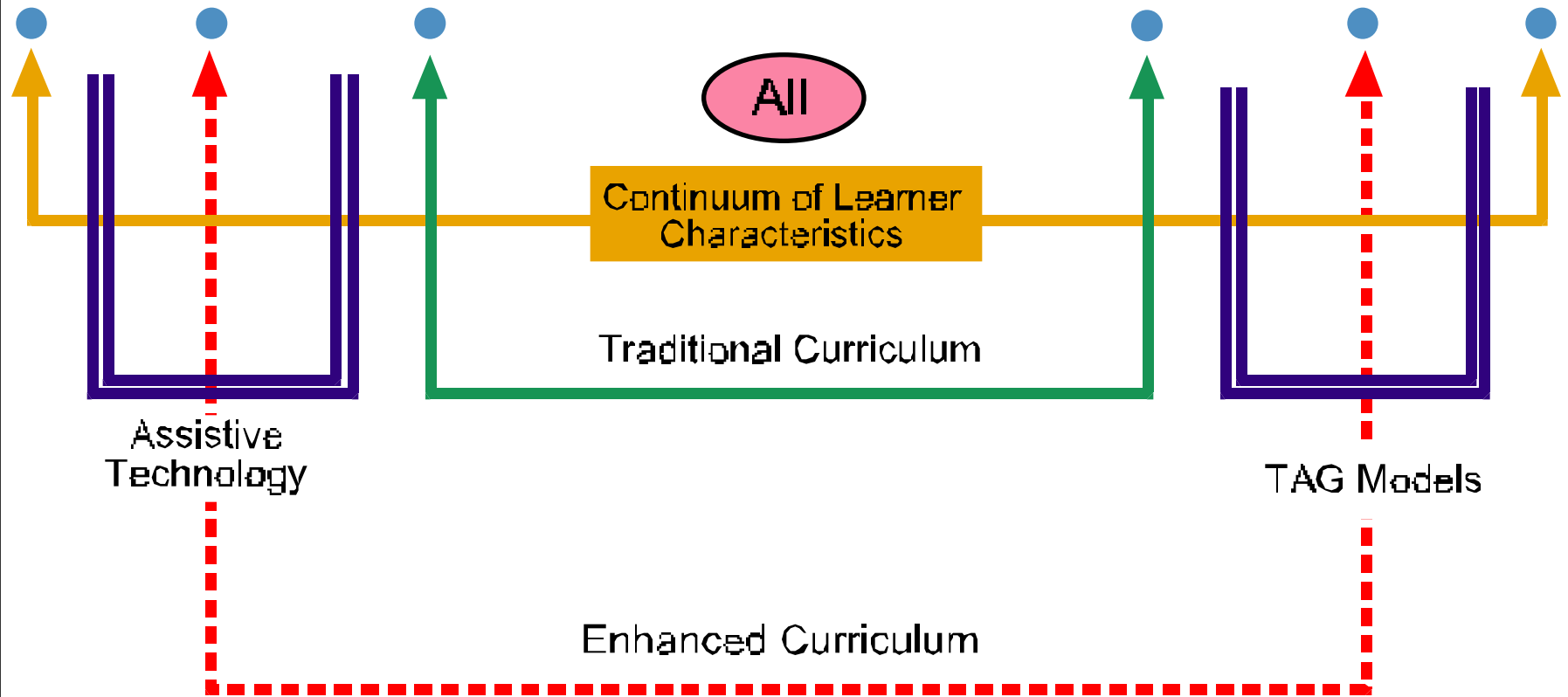
2. *Schools, not just programs*--Prevention and early intervention must be anchored to the school as the host environment and the primary context for improving student reading performance.

3. *Evidence, not opinion*--Prevention and early intervention pedagogy, programs, and procedures should be based on trustworthy scientific evidence.



Simeonsson, R. J. (1994). Risk resilience and prevention: Promoting the well-being of all children. Baltimore: Paul H. Brookes

Diversity of Learning Characteristics



Schools as Host Environments

Improving the reading trajectories of at-risk students takes place in a complex “host environment” (Zins & Ponti, 1990, cited in Sugai, in press) of classrooms and schools that involves professionals, policies, programs, and practices that interact in complex ways.

“A program consisting of potent and validly conceived mechanisms and processes may not succeed because the host environments are not able to support those processes” (Zins & Ponti, 1990, p. 24 , cited in Sugai, in press).

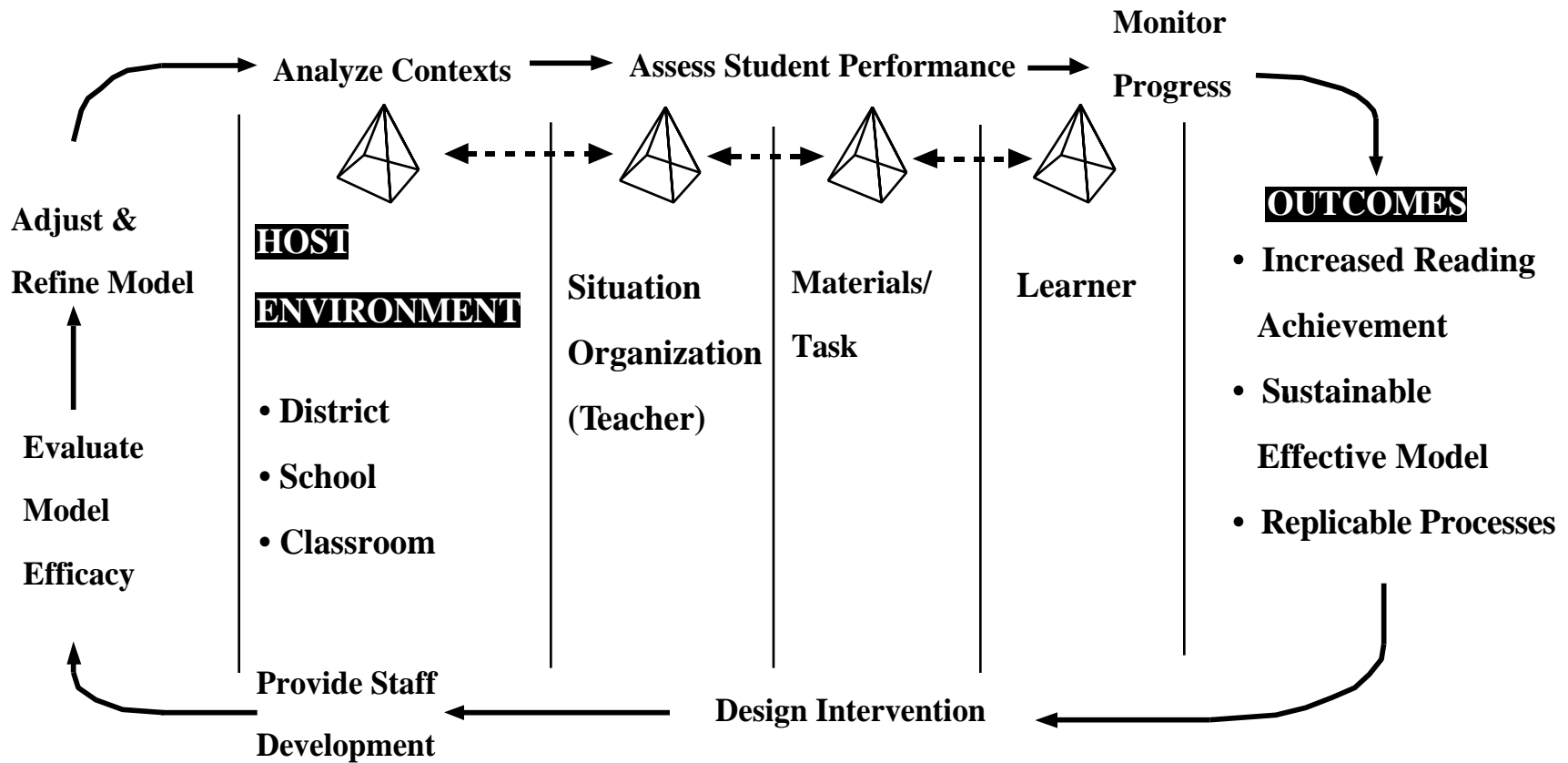
Why Effective Practices Aren't Sustained

Three important reasons suggest why effective practices, programs, and accommodations have not been adopted or sustained in general school settings.

- First, interventions including curricular programs or specific strategies tailored to address a particular problem (academic or behavioral) are too often adopted and implemented before an assessment is conducted of the contextual fit between the intervention and the “host environment” (e.g., school, classroom).

Why Effective Practices Aren't Sustained (continued)

- Second, an intervention is frequently adopted before a formative and continuous feedback loop is established at the “school-building level” that provides priority information on the effectiveness of an intervention in a timely manner.
- Third, a new intervention is invariably adopted for the short term and not the long haul. This newly adopted intervention is not embraced and conceptualized as a “primary” program of prevention and intervention from the very outset, and it is not adopted with specific contexts and host environments in mind.



COMPONENTS OF AN EFFECTIVE LANGUAGE ARTS PROGRAM

- I. Assessment
- II. Instruction
- III. Instructional Time
- IV. Instructional Programs and Materials
- V. Instructional Grouping and Scheduling
- VI. Differentiated Instruction
- VII. Classroom Instructional and Management Practices
- VIII. Professional Development
- IX. Administrative Practices
- X. Parent and Community Involvement

I. Assessment:

- ▲ Assessment of student performance is used to identify what students need to learn and what teachers need to teach.
- ▲ Indicators of critical skills and strategies are used to identify children at-risk of difficulty and in need of specialized instruction.
- ▲ Ongoing assessment of student performance is linked closely to instruction and curriculum activities, as well as school-site goals, district and state standards, and state assessments.
- ▲ Teachers receive training and support to manage assessment.
- ▲ Formal and informal as well as formative and summative measures are used to document student performance.
- ▲ Summative assessment assists sites, districts, and the state in monitoring the effectiveness of established programs.

“Cream of the Crop,” Alison Peacock. Horizon Air, April, 1998, p. 12-17.

“A computerized system keeps track of how much milk each cow gives each time. Obrist can look up any cow on his computer and track her milking yields for weeks at a time, noting at a glance when she is at peak production or if her health is ailing”

(p. 13).

“Why the Global Economy Is Here To Stay”

**Jeffrey E. Garten, Dean, Yale School of Management
(Business Week, March 23, 1998, p. 21)**

Delivering some 2.8 million packages in 210 countries each day, FedEx is pushing globalization faster and deeper...because it is using information technology to reengineer its clients’ worldwide supply and distribution systems.

FedEx can...electronically track where any shipment is at any given moment, and it can guarantee on-time delivery.

II. Instruction:

▲ The curriculum for reading in kindergarten through grade three provides explicit and systematic instruction and diagnostic support in:

- Phonemic awareness
- Phonics
- Decoding
- Word-attack skills
- Spelling
- Vocabulary
- Comprehension skills
- Writing skills and strategies and their application
- Listening and speaking skills and strategies

Instruction (Continued)

- ▲ The curriculum for reading in grades four through twelve provides explicit and systematic instruction and diagnostic support in:
 - Word-attack skills (e.g., decoding and structural as applied to multi-syllabic words)
 - Spelling
 - Vocabulary
 - Comprehension skills, including contextual skills
 - Text-handling and strategic reading skills
 - Writing skills and strategies and their application
 - Listening and speaking skills and their application

Instruction (Continued)

- ▲ For students in grades four through twelve who do not demonstrate competence in the skills and knowledge required in kindergarten through grade three, assessments are conducted and systematic instruction is provided in the necessary prerequisite skills, such as:
 - Phonemic awareness
 - Specific instruction in decoding and phonics
 - Fluency
 - Vocabulary and language development
 - Comprehension strategies

- ▲ Teachers adapt learning context to challenge and extend the skills of advanced learners. Opportunities for acceleration and enrichment are provided.

III. Instructional Time

- ▲ At the primary level a minimum of two and one-half hours of instructional time is allocated to language arts instruction daily. This time is given priority and is protected from interruption.
- ▲ In grades four through eight, two hours of instructional time are allocated to language arts instruction daily.
- ▲ In grades nine through twelve, all students participate in a minimum of one course per semester of English-language arts instruction.
- ▲ Engaged academic time is maximized.
- ▲ Students with special learning needs are provided additional instructional time and support. Additional time is allocated within the school day, before school, after school, and during vacation periods as necessary.

IV. Instructional Programs and Materials

- ▲ Instructional materials incorporate specific strategies, teaching/instructional activities, procedures, examples, and opportunities.
- ▲ Instructional materials prioritize and sequence essential skills and strategies in a logical, coherent manner and demonstrate the relationship between fundamental skills.
- ▲ Instructional materials contain activities that relate directly to learning objectives.
- ▲ Curricular programs and instructional materials provide specific suggestions for special-needs students.
- ▲ Instructional materials for students in grades four through twelve who have reading difficulties align with age-appropriate interests and provide systematic practice of needed skills.
- ▲ A validated process is used to select instructional materials, both print and electronic.

V. Instructional Grouping and Scheduling

- ▲ Instruction is provided in flexible groupings to maximize student performance. Whole-group instruction or heterogeneous grouping may be used when objectives are appropriate for the range of learners in the classroom. Homogeneous grouping may be used to customize specific instruction for assessed student needs.
- ▲ Group size and composition are adjusted to accommodate and reflect student progress and instructional objectives (flexible and dynamic grouping).
- ▲ Tutoring (peer or adult or both) is used judiciously to supplement (not supplant) explicit teacher-delivered instruction. It aligns with classroom objectives and instruction.

Instructional Grouping and Scheduling (Continued)

- ▲ Cross-class or cross-grade grouping is used when appropriate to maximize opportunities to tailor instruction to students' performance levels. Such grouping is appropriate when it facilitates teaching students within a similar age span and achievement range. As a general rule, differences should be within one year in kindergarten through grade three, two years in grades four through eight, and three years in grades nine through twelve.
- ▲ Centers and independent activities are used judiciously and are aligned with instructional goals and objectives focused on achieving grade-level standards.

VI. Differentiated Instruction

- ▲ All students are expected to meet or exceed the grade-level expectations set forth in the *English-Language Arts Content Standards*. Differentiated instruction aims to optimize learning opportunities and outcomes for all students by tailoring to meet their current level of knowledge and prerequisite skills.
- ▲ Students with reading difficulties or disabilities are provided with opportunities for more intensive, systematic teaching and practice to learn the skills and strategies needed for meeting the standards.
- ▲ Teachers adapt learning contexts to stimulate and extend the learning of students who are advanced learners. Opportunities for acceleration and enrichment are provided.

Differentiated Instruction (Continued)

- ▲ English learners develop proficiency in the English language and in the concepts and skills contained in the *English-Language Arts Content Standards*. Emphasis is placed on (1) instruction in reading and writing; and (2) simultaneous instruction in the acquisition of academic vocabulary and the phonological, morphological, and syntactical structures of English already understood by English speakers.
- ▲ Teachers adapt instruction for students with multiple needs (e.g., a gifted English learner or a student identified as gifted and eligible for special education services).

VII. Classroom Instructional and Management Practices

- ▲ Classrooms are highly interactive and provide instruction, constructive feedback, and high levels of engagement together with appropriate activities and resources.
- ▲ Academic and social expectations are well established and are explicitly taught at the school and classroom levels. Classroom and schoolwide discipline plans and procedures are implemented consistently by all staff.
- ▲ The links between instruction, behavior, and the curriculum are so clear and strong that tasks and instruction are at assigned appropriate levels.
- ▲ Teachers plan and manage whole-class and small-group lessons, independent student work, assessment tasks, and instructional resources efficiently and effectively so that students are actively engaged, instructional time is maximized, and lesson objectives are achieved.

VIII. Professional Development

- ▲ Professional development for teachers focuses on student learning, with attention given to tailoring curriculum and instruction to students' needs.
- ▲ Educators participate in the planning of their own professional learning.
- ▲ Activities are designed to be ongoing and in-depth and include a variety of strategies to help educators apply what they have learned and sustain improved instruction.
- ▲ Time is allocated for educators to reflect, discuss, analyze, and refine their own professional practices and to plan and refine instruction accordingly.
- ▲ The administration makes a commitment to ensure support, ongoing follow-up, and evaluation of professional development.

IX. Administrative Practices

- ▲ Administrators are knowledgeable about the *English-Language Arts Content Standards* and effective language arts programs. They work with teachers to create a coherent plan in the school for language arts instruction that is based on assessment and provides access to such programs for all students.
- ▲ Administrators maximize and protect instructional time for language arts and organize resources and personnel needed to support classroom assessment and instruction.
- ▲ Administrators support the development of explicit schoolwide, grade-level, and individual performance goals, and are aware of school and classroom language arts performance.
- ▲ Administrators ensure that all teachers are well-trained in reading and language arts and support teachers in their implementation of effective programs.
- ▲ In all grades, resources, time, and staff are allocated for students who have not demonstrated competence on reading and writing standards.

X. Parent and Community Involvement

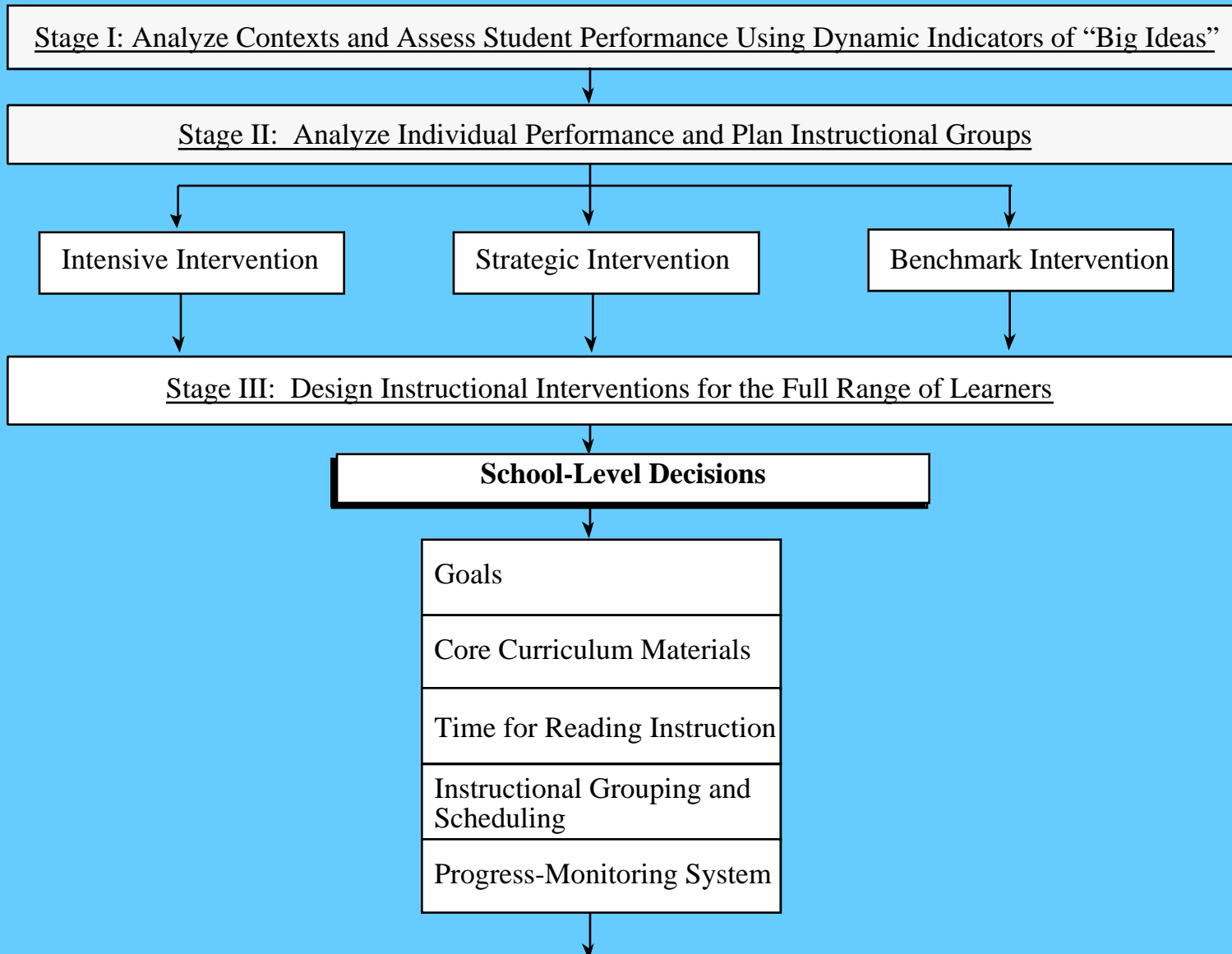
- ▲ Parents are well-informed about the English-language arts content standards, the district's curriculum and assessment, and the progress of their children in learning to read, write, speak, and listen.
- ▲ Parents are encouraged to involve themselves in education.
- ▲ Materials and programs are organized so that parents, siblings, and community members can provide extended learning experiences.
- ▲ College and university partners collaborate with schools and districts in designing and providing professional development.

Tenets of the Schoolwide Reading Improvement Model

A model to address the failure to accelerate and sustain positive reading trajectories for children with disabilities in grades K-3 through a school-wide intervention model that:

- (a) Addresses reading disability and reading failure from a schoolwide, systemic perspective,
- (b) Intervenes early and strategically during the critical window of instructional opportunity,
- (c) Recognizes and responds to multiple contexts of reading achievement and the need for pluralistic models rather than singular answers to complex problems,
- (d) Anchors intervention components to the converging research base of effective practices in beginning reading and to the architectural requirements of reading instruction,
- (e) Builds capacity in the school by using school-based teams to customize interventions to fit the host environment, and
- (f) Uses formative, dynamic indicators of student performance to inform and modify interventions.

School-wide Reading Improvement Model



Schoolwide Reading Improvement Model (continued)

Stage IV: Set Reasonable but Ambitious Instructional Goals and Monitor Formatively

**Collaborative grade-level design
teams meet every two weeks.**

Stage V: Evaluate Effectiveness of Interventions Formatively and Make Instructional Adjustments

Intensive

Monitor progress and make instructional decisions.

1 time per week

Strategic

Monitor progress and make instructional decisions.

1 time per month

Benchmark

Monitor progress and make instructional decisions.

quarterly

Stage I: Analyze Contexts and Performance

SAMPLE QUESTIONS

- ▲ Goals for language arts achievement are clearly articulated and commonly understood by all teachers? (i.e., There is common understanding among educators what knowledge and skills children are to demonstrate?)
- ▲ A system is in place to assess students' level of knowledge and skill on critical indicators of language arts?
- ▲ A system is in place to monitor student performance formatively on priority skills and strategies?
- ▲ A reading curriculum is in place to support the full range of learners?
- ▲ Grouping and organizational procedures are in place to maximize learning opportunities?
- ▲ Ongoing staff development is available to support reading instruction?

Mapping of Instruction to Achieve Instructional Priorities: Kindergarten

Instructional Priority: Phoneme Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound and Word Discrimination									
1a: Tells whether words and sounds are the same or different	X	X							
1b: Identifies which word is different		X	X						
1c: Identifies different speech sound			X	X					
Focus 2: Rhyming^a									
2a: Identifies whether words rhyme	X								
2b: Produces a word that rhymes		X	X						
Focus 3: Blending									
3a: Orally blends syllables or onset-rimes			X	X					
* 3b: Orally blends separate phonemes					X	X	X		
Focus 4: Segmentation									
4a: Claps words in sentences	X								
4b: Claps syllables in words		X	X						
4c: Says syllables				X	X				
* 4d: Identifies 1 st sound in 1-syllable words		X	X	X	10	20			
* 4e: Segments individual sounds in words					X	X	10	20	35 ^b

*. high-priority skill

a. sounds per minute

b. research has not established the optimal time for rhyme instruction

Mapping of Instruction to Achieve Instructional Priorities: Grade 1

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter & Letter Combination									
* 1a: Produces L-S correspondences (1/sec)	X	X	X						
* 1b: Produces sounds to common letter combinations			X	X	X	X			
Focus 2: Decoding (Sounding Out)									
* 2a: Decodes words with consonant blends		X	X	X					
* 2b: Decodes words with letter combinations			X	X	X	X	X		
* 2c: Reads regular 1-syllable words fluently			X	X	X	X	X	X	
* 2d: Reads words with common word parts				X	X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads common sight words automatically	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
* 4a: Read accurately (1 error in 20 words)			X	X	X	X	X	X	X
* 4b: Reads fluently (1 word per 2/3 sec mid year; 1 word per sec end of year)	8	16	24	30	36	42	48	54	60
4c: Phrasing attending to ending punctuation						X	X	X	X
4d: Reads and rereads to increase familiarity						X	X	X	X
4e: Rereads and self-corrects while reading		X	X	X	X				

*. high-priority skill

Mapping of Instruction to Achieve Instructional Priorities: Grade 2

Instructional Priority: Alphabetic Principle	1	2	3	4	5	6	7	8	9
Focus 1: Letter-Sound Knowledge									
* 1a: Produces diphthongs and digraphs	X	X							
Focus 2: Decoding and Word Recognition									
* 2a: Uses advanced phonic elements to recognize words	X	X	X	X					
2b: Reads compound words, contractions, possessives, inflectional endings			X	X	X	X			
* 2c: Reads multisyllabic words					X	X	X		
Focus 3: Sight-Word Reading									
* 3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
* 4a: Reads 90-100 wpm	60	65	70	75	80	85	90	95	100
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10 ^a	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

*. high-priority skill

a. minutes of practice per day

Stage I: Analyze Contexts and Performance (Continued)

COLLECT DATA ON **BIG IDEAS** (PRIORITY INDICATORS)

Kindergarten

Letter Naming Fluency

Onset Recognition

Phonemic Segmentation Fluency

Nonsense Word Reading Fluency

First Grade

Phonemic Segmentation Fluency

Nonsense Word Reading Fluency

Oral Reading Fluency

Second — Fifth Grades

Oral Reading Fluency

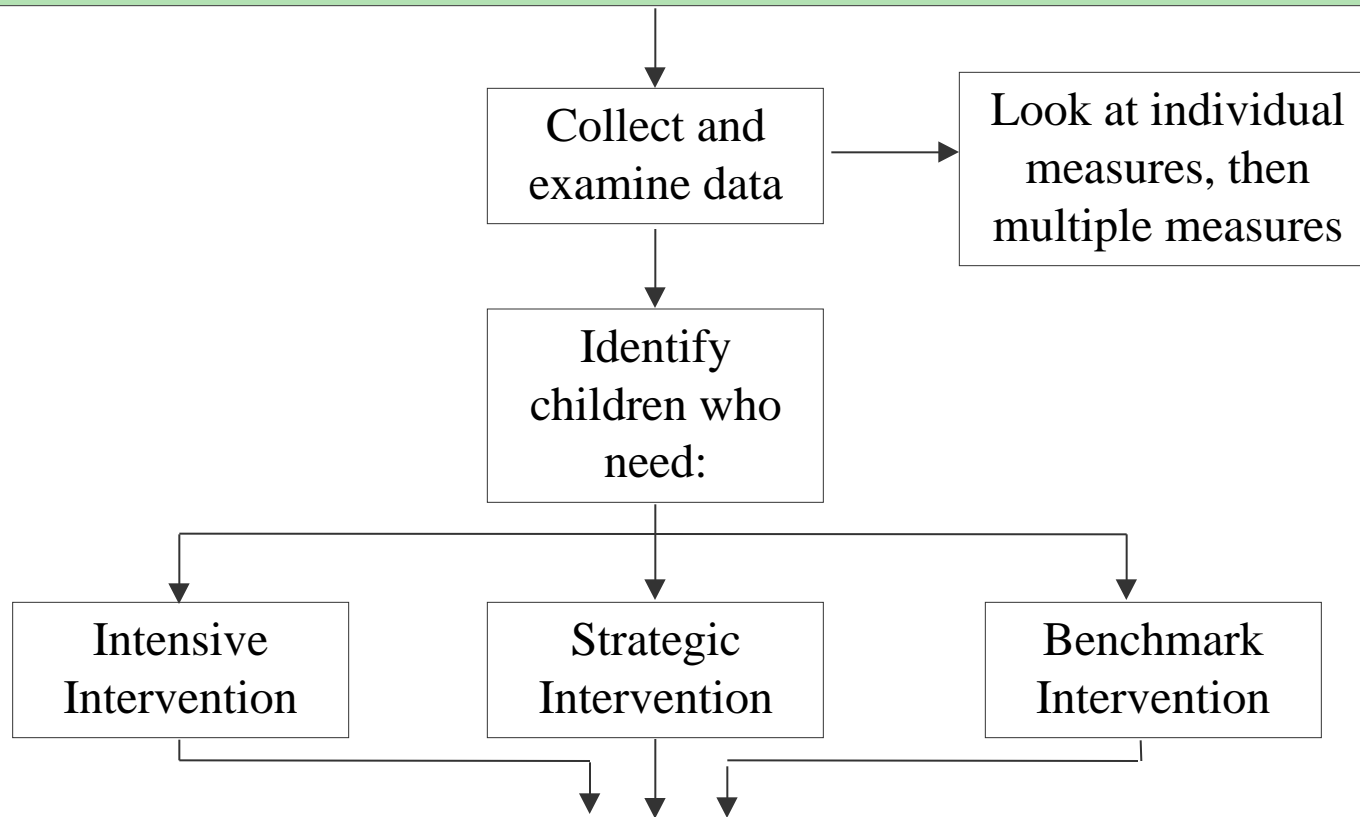
Big Ideas in Beginning Reading

#1. **Phonemic Awareness:** The ability to hear and manipulate sound in words.

#2. **Alphabetic Principle:** The ability to associate sounds with letters and use these sounds to read words.

#3. **Automaticity with the Code:** The effortless, automatic ability to read words in connected text.

Stage II: Analyze Individual Performance and Plan Instructional Groups



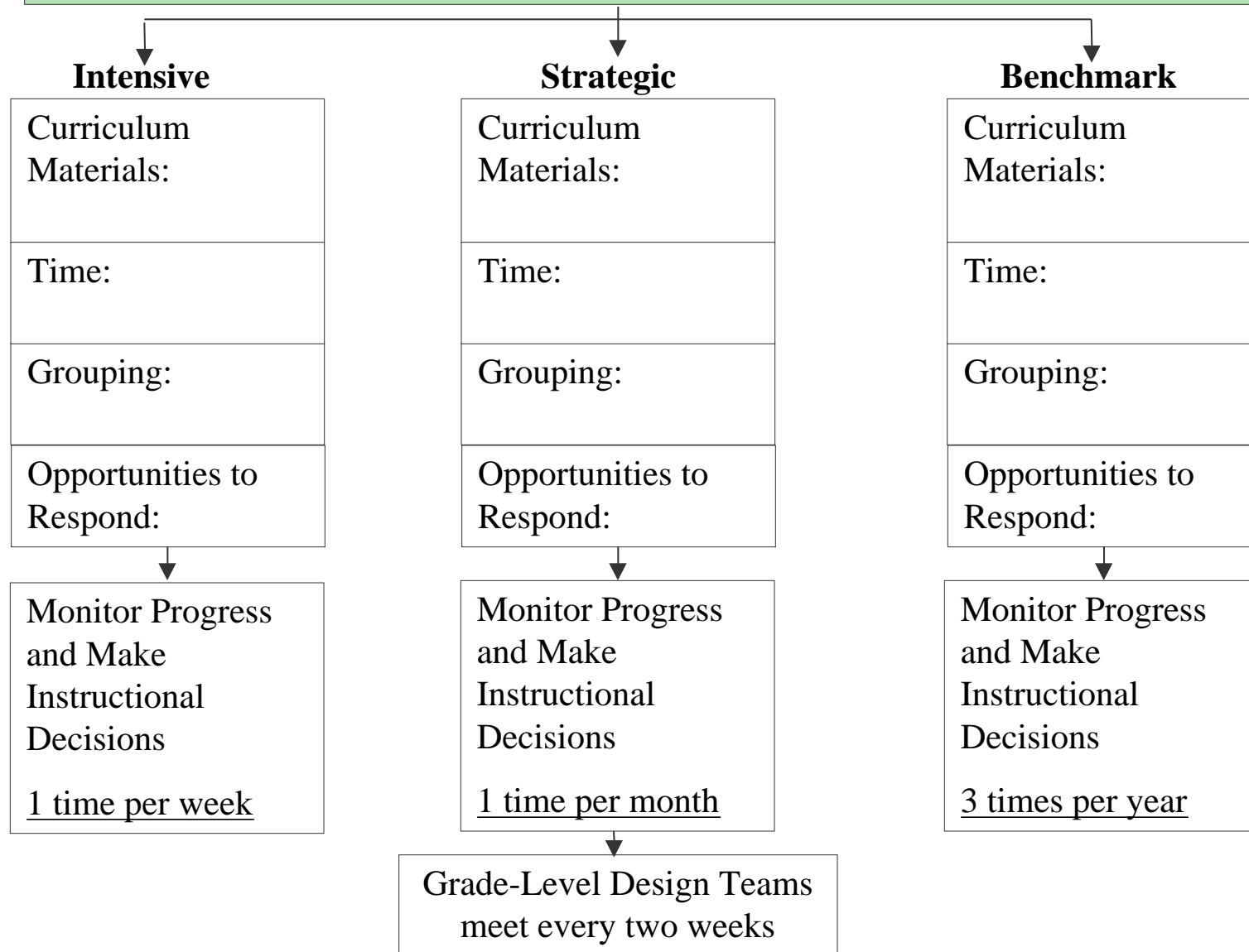
Determine the Magnitude of the Problem

For the three groups of students (intensive, strategic, benchmark), identify students who fall into each group. What additional data do you need for instructional planning?

- A. Intensive:** Students who are seriously at risk because of extremely low performance on one or more measures. The greater the number of measures and the lower the performance, the greater the risk. In general, more than 2 standard deviations below the mean.
- B. Strategic:** Students who need systematic, strategic intervention and monitoring due to increased risk factors and low performance. Their performance, however, is not as low as students in the intensive group. In general, more than 1 standard deviation below the mean.
- C. Benchmark:** Students whose performance seems to be on target and are not at risk of reading delay based on current performance.

Intensive
Strategic
Benchmark

Stage III: Design and Implement Intervention



Stage IV: Set Reasonable and Ambitious Goals

Set Goals
(weekly, four week, and long-term)

Stage V: Evaluate Intervention Effectiveness and Adjust Instruction

DID STUDENTS MEET OR EXCEED GOALS?

YES

**Continue current
intervention.**

NO

**Examine alterable
components and modify
the “minimum” necessary
to achieve goals.**

Curriculum-Based Norms in Oral Reading Fluency for Grades 2-5 (Medians)

Grade	Percentile	<i>Fall</i>		<i>Winter</i>		<i>Spring</i>		SD*** of Raw Scores
		n*	WCPM**	n	WCPM	n	WCPM	
2	75	4	82	5	106	4	124	39
	50	6	53	8	78	6	94	
	25	4	23	5	46	4	65	
3	75	4	107	5	123	4	142	39
	50	6	79	8	93	6	114	
	25	4	65	5	70	4	87	
4	75	4	125	5	133	4	143	37
	50	6	99	8	112	6	118	
	25	4	72	5	89	4	92	
5	75	4	126	5	143	4	151	35
	50	6	105	8	118	6	128	
	25	4	77	5	93	4	100	

*n = number of median scores from percentile tables of districts (maximum possible = 8).

**WCPM = words correct per minute.

***SD = the average standard deviation of scores from fall, winter, and spring for each grade level.

Tindal & Hasbrouck (1992)

(c) 1999 by Edward J. Kame'enui and Deborah C. Simmons

Oral Reading Fluency Weekly Progress Data

	Number of Students	Words per Week Improvement	Minimum Progress	Maximum Progress
Grade 1	19	2.10	.35	4.97
Grade 2	25	1.46	.71	4.00
Grade 3	14	1.08	.43	2.43
Grade 4	16	.84	.47	1.41
Grade 5	20	.49	.04	1.12
Grade 6	23	.32	-.22	.97

Fuchs, Fuchs, Hamlett, Walz, & Germann (1993).

Setting Goals: How Much Growth is Necessary to Achieve Goals for Students in the Intensive and Strategic Interventions?

Intensive Intervention

Measure I: _____

Growth Per Week: _____

4-Week Goal: _____

Long-term Goal: _____

Measure II: _____

Growth Per Week: _____

4-Week Goal: _____

Long-term Goal: _____

Strategic Intervention

Measure I: _____

Growth Per Week: _____

4-Week Goal: _____

Long-term Goal: _____

Measure II: _____

Growth Per Week: _____

4-Week Goal: _____

Long-term Goal: _____

Simmons, (1998)

Alterable Components

Priorities	Time	Curricular Programs/ Approaches	Instructional Delivery	Administration/ Organization	Assessment
	Increase length of periods	Examine quality of program/approach: Replace core program	Increase teacher-directed explicit instruction in classroom	Examine student performance data within grades to create homogeneous groups	Monitor progress on a _____ basis.
	Add another reading period	Keep core program and supplement with additional program	Increase peer-mediated instruction	Reduce size of groups, keep group with lowest performers smallest	Graph student progress.
	Increase academic learning time within time allocated	Examine instruction to determine: focus on big ideas, conspicuous strategies, review.	Increase independent practice with feedback (e.g., tape-recorded practice)	Coordinate lessons/instruction with support personnel (e.g., special educator, Title I teacher)	Set goals
			Increase opportunities for students to respond during instruction	Schedule individual instruction and practice	
				Add point system	
				Coordinate priorities and instruction within grades	

Instructional Profile

- Eclectic, decentralized materials and methods
- No formal “reading program”
- No systematic phonics or decoding instruction
- No formal reading instruction until grade 1
- Students in both schools performing poorly on state tests.

Stage I: Assess Student Performance on Big Idea Indicators

- Fall 1997 Measurement
 - K onset recognition & letter naming
 - 1st phonemic segmentation & nonsense word
 - 2nd nonsense & oral reading fluency
 - 3 oral reading fluency
- School personnel taught to enter data.

Stage II: Analyze Performance & Plan Instructional Groups

- Fall Data: More than 40% of students required intensive instruction.
- K 12.00 letter names; 12.19 onsets
- 1 13.73 PSF; 6.69 nonsense; 4.52 CWPM
- 2 52.33 nonsense; 35.71 CWPM
- 3 52.23 CWPM (R); 51.46 CWPM (G)

Stage III: Design Instructional Intervention - Year 01

- Faculties of both schools reviewed Open Court and Reading Mastery
- Adopted Reading Mastery

Intervention (continued)

- All faculty (general, special, music, computer, Title) and educational assistants trained in RM.
- Standard time for reading instruction established.
- “Reading Teams” developed to meet with U of O staff and represent grade level teachers.

Intervention Components Yr. 1

	Core Rdg. Program	Time	Delivery	Organization /Grouping	Assessment
Rose	Reading Mastery for I & S students	45 minutes per day teacher-directed	General, special, & Title teachers	Within grade; between classroom	2 X per week for I; 1 X per month intensive
Green	"	"	Educational assistants	"	"

Stages IV and V: Set Goals and Evaluate Effectiveness

- Overall progress toward goals are promising.
- Individual progress toward goals is mixed.
- Students with learning disabilities require a different level of intensity.

Year 02 - “Enhanced Interventions”

- Rose Elementary
 - double dose reading instruction
 - addition of Read Well and Read Naturally
 - expansion of Reading Mastery through grade 6
 - addition of Corrective Reading: Decoding
- Green Primary
 - double dose reading instruction
 - regular classroom teachers use Reading Horizons

Lessons Learned

- Never underestimate the power of student performance data.
- Plan for philosophical and instructional “fluency” differences.
- Core curricular change is not cheap.
- Principal’s involvement and leadership is not optional.
- No one ever told us it would be this hard.