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Nebraska Reading First Evaluation Newsletter

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GREAT PLAINS INSTITUTE OF READING AND WRITING

> INSIDE THIS **ISSUE:**

Introduction of Team **Members**

Spring 2007 graphs by grade level

Upcoming dates: **Teacher logs:** Nov. 1-14 Feb. 11-22

DIBELS dates: January April

Teacher surveys: April 1-25

Newsletter edited by Emily Hayden



Nebraska Reading First

Evaluation Newsletter

VOLUME III, ISSUE I

10/15/2007

Fall Newsletter

Hello Everyone—

faces this year.

Dr. Guy Trainin continues as ence in general and special edu- Recovery teacher. cation settings. His research fotion.

dinator. Welcome to the fourth year of classrooms in Reading First schools. ness and mass communications Reading First in Nebraska! Al- Emily taught for 17 years in class- for 17 years and is pursuing her though many of you are familiar room, resource, Reading Recovery, masters degree in education. with the Reading First Evalua- and administrative settings. She is a tion Team, there are some new doctoral student in reading and liter- with all of our Reading First acv studies

the head of the evaluation team. evaluator on the team. She conducts tions or concerns, and with any He is a professor in the Teach- observations of Reading First class- ideas you may have to help this ing, Learning and Teacher Edu-rooms, and is a post doctoral fellow process be more effective and cation Department at the Univer- at the Great Plains Institute of Read- efficient. sity of Nebraska-Lincoln. Guy ing and Writing. Malinda taught for has 10 years of teaching experi- 9 years as a resource and Reading Guy Trainin can be reached at

Kristin Javorsky is our communi- gtrainin2@unl.edu cuses on early reading acquisi- cations coordinator. She is responsible for maintaining contact with Kristin Javorsky can be reached Emily Hayden, new to the individual Reading First schools at 402 472-0730 or by email: team this year, is the team coor- regarding data collection and site javorsky@bigred.unl.edu

She will be observing visits. Kristin has worked in busi-

We look forward to working Schools this year. Please feel free Dr. Malinda Murphy is an to contact us if you have ques-

(402) 472-3391or by email:

A message from Oren Yagil

Dear Nebraska Reading First Schools' coaches, principles, superintendents, and teachers:

I wanted to take this final opportunity to say goodbye to each of you. I already miss the e-mails, the phone conversations, and the school visits. I am nearing the end of my doctoral studies and am looking at this coming December for graduation. I am currently working as a graduate assistant to the Dean at the College of Public Health at the University Medical Center in Omaha, through my department at UNL. I am involved in great projects, some of which I hope you will hear about soon. I am enjoying the devotion all in the College have for improving the community's health and general enhancement of Nebraska 's well-

Lynette, Alice, and so many of you have continually impressed me with the work you do and your devotion to improve reading achievement of students attending Nebraska Reading First schools. Thank you for the experience and for the wonderful work you do everyday. Best of luck and I do hope to meet again in our future.

With warmest regards,

Oren (The old Kristin)

We wish you well, Oren!

All Reading First reports may be viewed online at:

http://digitalcommons.unl.edu/cehsgpirw/ and also at eric.ed.gov and on our website: readingfirst.unl.edu/index.php

Teachers lead students to great gains in 2006-07

Kindergarteners make great lunch. strides

During the 2006-2007 school year more K-3 students were able to achieve and read at grade level. Teachers have led their students to impressive growth, through focused and reflective instruction. Coaches and administrators have played vital roles in their students' improvements as well.

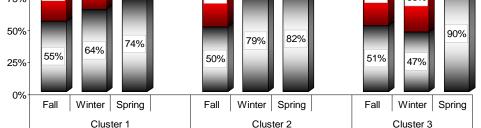
To compare the achievement gains to a meaningful comparison group we grouped schools together into 3 clusters based on similarities in school size, student ethnicity, English language learners and special education populations, and the percentage of students qualified for free and reduced

ter 14% of students qualify for ELL ser- dents' reading skills. vices and 7% qualify for special education.

Kindergarten

In the grade level graphs below, achieve-Cluster 1 includes the smallest schools, ment gains are shown for Kindergarten and where approximately 55% of students are 2nd grade, separated for each of the cluseligible for free/reduced lunch, 23% be- ters. Using Letter Naming Fluency as a long to minority populations, 7% are ELL benchmark, kindergartners in all 3 clusters students, and 16% qualify for special edu- made impressive growth from Fall to cation services. Cluster 2 consists of Spring 2006-2007. The red bar shows the slightly larger schools with fewer students percentage of students below grade level at qualifying for free/reduced lunch and with each measurement period of the year. In slightly smaller percentages of minority, every cluster the number of students per-ELL, and special education students. Clus- forming below grade level decreased drater 3 has the largest schools, which have matically as the school year progressed. much higher percentages of minority stu- Clearly, kindergarten teachers in all clusdents (89%) and more students qualifying ters were providing the kind of instruction for free/reduced lunch (73%). In this clust that really makes a difference in their stu-





Below Grade Level ☐ At Grade Level

Teachers inspire in 2nd grade

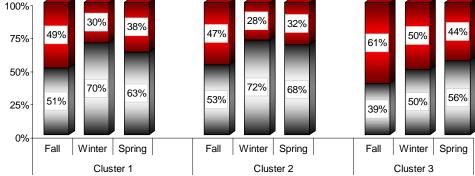
Half of all 2nd grade students were below grade level in oral reading fluency at the beginning of the year. This percentage reduced in all 3 clusters during 2006-07. These reductions, while smaller than those

growth happening in 2nd grade, and the ing oral reading. Teachers provided fochallenges teachers face as they help their cused and attentive instruction to this students move from reading skill acquisi- strategy development. Students responded tion to higher level strategy use. Having with inspiring growth. To see the full reacquired basic reading skills, students in port for all grades visit our website: 2nd grade and beyond move on to orches- readingfirst.unl.edu/index.php

Second Grade

in kindergarten, reflect the important trating their skill knowledge fluently dur-





■ Below Grade Level ■ At Grade Level



3 years of Reading First change Special Education

A core belief for all of us involved with creased during the second year of Reading 2006. However, in 2006-2007 the number focused, essential instruction. These are truly struggling happen more quickly. critical to the success of students with mild disabilities.

To measure the impact of 3 years of Reading First on special education we ana- number of 1st grade students who qualified lyzed the changes in the number of stu- for special education services. This is the dents receiving special education services result of the consistent instruction in balby grade level during each year. The num- anced literacy practices that 1st grade bers included in the graph below are from teachers are providing. Classroom obsera group of schools that have supplied convations and teacher logs bear this out. sistent information about special education placement across all 3 years.

Kindergarten

receiving special education services in- special education services during 2005-

Reading First is that over time, the propor- First. Although there was a drop from year of 2nd grade students receiving special tion of students identified with mild dis- 2 to year 3 the number remains higher than education services was lower than in the abilities will decrease. This is because in the first year. It seems likely that the first year of implementation. Finally, the Reading First has incorporated features of regular assessment on essential skills that number of 3rd grade students receiving successful intervention into its approach, happens in Reading First classrooms special education services has dropped such as frequent assessments that guide makes identification of students who are each year since 2004-2005.

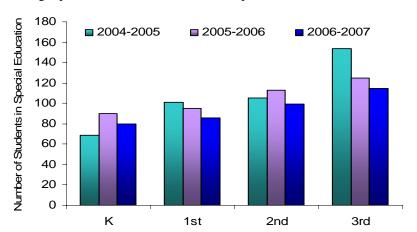
1st grade

There has been a steady decrease in the

2nd and 3rd grade

In 2nd grade there was a slight increase school years. In kindergarten the number of students in the number of students qualifying for

These results are perhaps the best representation of the positive impact of early intervention through Reading First. A solid foundation in essential reading skills sets the stage for strategy development and reading achievement as students grow. It also helps us identify students with true learning disabilities in a more timely manner, providing them with intervention more quickly. Reading First intervention and instruction gives students the tools they need to be successful beyond the primary



At your request . . .

The evaluation team can compile individual PowerPoint presentations with results specific to your school or district. Contact Kristen Javorsky if you would like to make use of this service. A separate fee will be assessed.

Kristin Javorsky can be reached at 402 472-0730 or by email: javorsky@bigred.unl.edu

Reading First Evaluation Team Observations

First Evaluation plan since its beginning, and they are quite common in Reading First schools across the country.

The Evaluation team member conducting the observation will be looking for evidence of:

- a 90 minute reading block as defined by The observations are reported only as an
- research based reading practices adapted to learners needs (as defined by Reading First grant and professional development efforts- e.g. direct teaching)
- Site visits have been a part of the Reading a consistent approach to instruction (core curriculum, modifications for learner All school visits will be coordinated needs)
 - · teachers using assessment results to inform instruction
 - instruction in vocabulary and comprehension strategies

aggregate for the whole state: all first grade, second grade, etc. The information is not released at the individual or school level in any report, verbal or writ-

through Kristin Javorsky, the communication coordinator for the team. Arrangements will be made to conduct observations at each Reading First school. Whenever possible, a range of dates for observations will be provided to individual M.M.

